



# Preview - Information



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Grade 1  
Strand: Number



	Curriculum Expectations	Pages
N1.1	Say the number sequence, 0 to 100, by: <ul style="list-style-type: none"> <li>· 1s forward and backward between any two given numbers</li> <li>· 2s to 20, forward starting at 0</li> <li>· 5s and 10s to 100, forward starting at 0.</li> </ul>	5-19
N1.2	Recognize, at a glance, and name familiar arrangements of 1 to 10 objects, dots, and pictures	20-21
N1.3	Demonstrate an understanding of counting by: <ul style="list-style-type: none"> <li>· indicating that the last number said identifies "how many"</li> <li>· showing that any set has only one count using the counting on strategy</li> <li>· using parts or equal groups to count sets.</li> </ul>	22-25, 33-35
N1.4	Represent and describe whole numbers to 20 concretely, pictorially, and symbolically.	36-40
N1.	<p style="text-align: center; color: red; font-size: 2em;"><b>Preview of 100 pages from this product that contains 306 pages total.</b></p>	
N1.		
N1.		
N1.8	Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.	68-75
N1.9	Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts, concretely, pictorially, physically, and symbolically by: <ul style="list-style-type: none"> <li>· using familiar and mathematical language to describe additive and subtractive actions from their experience</li> <li>· creating and solving problems in context that involve addition and subtraction</li> <li>· modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically</li> </ul>	78-92
N1.10	Describe and use mental mathematics strategies (memorization not intended), such as: <ul style="list-style-type: none"> <li>· counting on and counting back</li> <li>· making 10</li> <li>· doubles</li> <li>· using addition to subtract to determine basic addition facts to 18 and related subtraction facts.</li> </ul>	93-165
TQ	Tests and Quizzes	76-77, 166-168

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

6

Curriculum Connection  
N1.1

## The Number Zero - 0

Colour

Follow the instructions below



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

Yellow Stars ★, Green Circles ● and Pink Triangles ▲

Identify which digit do you get?

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

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

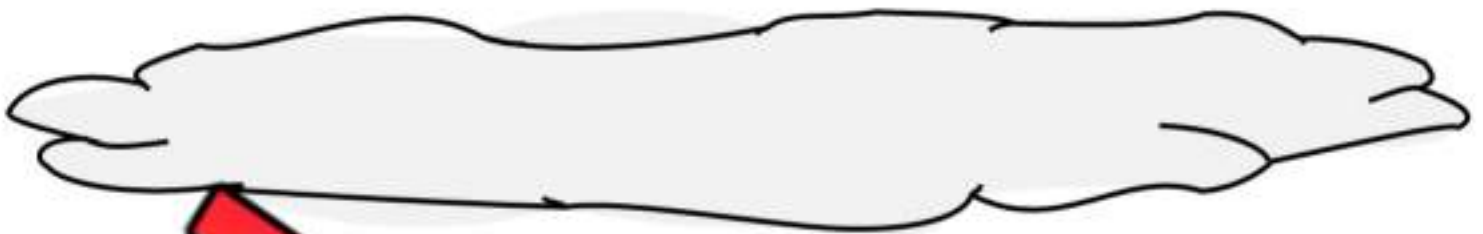
7

Curriculum Connection  
N1.1

## Arranging Numbers to 20

Directions

Fill in the raindrops



**PREVIEW**

1				5
6				10
			14	
	17			20

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

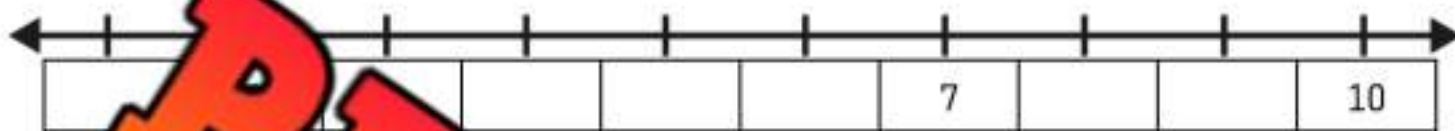
8

# Counting to 20 - Number Lines



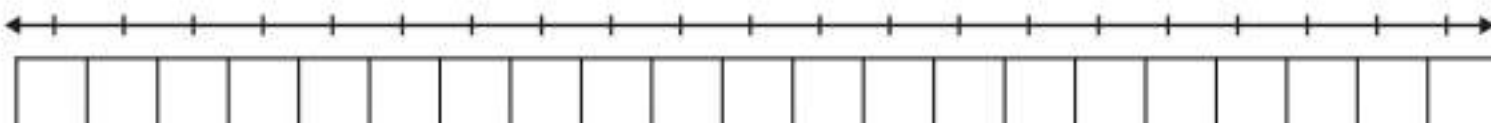
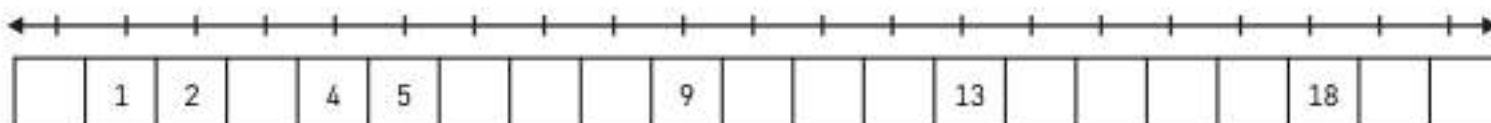
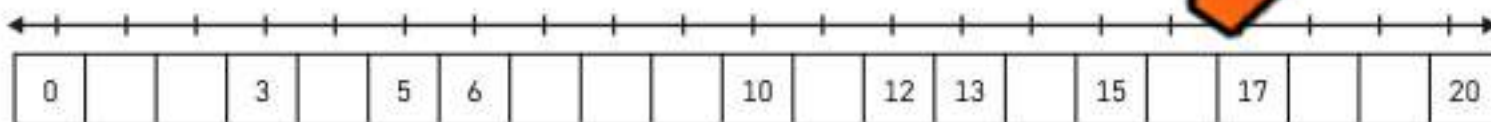
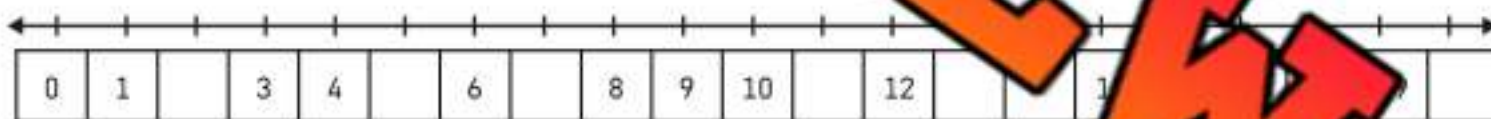
## Part 1

Fill in the blanks on the number lines



## Part 2

Fill in the blanks on the number lines



**PREVIEW**

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

9

## Counting by 1s to 100

### Part 1

Count by 1s to 50



1	2		5				9	
		14				18		
	22			26				
		33			37			40
41			48				49	

### Part 2

Fill in the blanks counting by 1s to 100

1, 2, 3, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

28, \_\_\_\_\_, \_\_\_\_\_, 31, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 35, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, 63, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 67, \_\_\_\_\_, \_\_\_\_\_, 70, \_\_\_\_\_

87, \_\_\_\_\_, \_\_\_\_\_, 90, \_\_\_\_\_, \_\_\_\_\_, 93, \_\_\_\_\_, \_\_\_\_\_

## 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

17

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

Count 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 forwards.

14

Count by 1s backwards.

18

17

Count by 1s forwards.

78

Count by 1s backwards.

99

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


11

Curriculum Connection  
N1.1

## Counting Backwards By 1s

Part 1

Count back  
by 1s

			10	
				
				
10		14		
				2
				
	17			
				

Part 2

Fill in the blanks by counting backwards 1s

1) 8, 7, 6, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2) 12, \_\_\_\_\_, \_\_\_\_\_, 9, \_\_\_\_\_, \_\_\_\_\_

3) \_\_\_\_\_, 14, \_\_\_\_\_, \_\_\_\_\_, 11, \_\_\_\_\_, \_\_\_\_\_

4) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 14

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

14

# Count by 10s to 100

## Part 1

Count by 10s to 100

GO

END

40

10

PREVIEW

## Part 2

Fill in the Blanks counting by 10s

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

40, \_\_\_\_\_, \_\_\_\_\_, 70, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 100

**Counting by 10s to 100****Part 1**

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



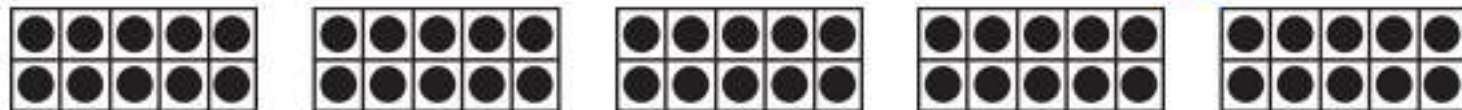
Answer: \_\_\_\_\_

**Part 2**

Count by 10s along the number line

**Part 3**

Count by 10s to 100 using the ten frames



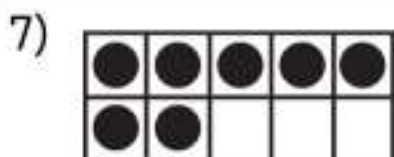
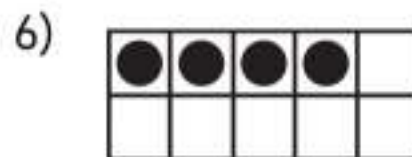
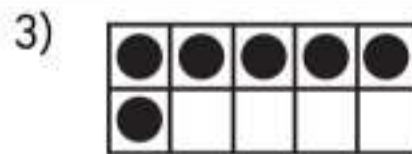
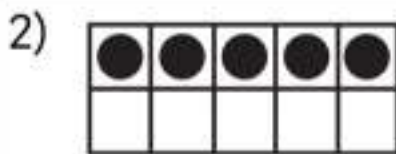
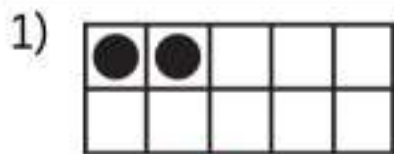
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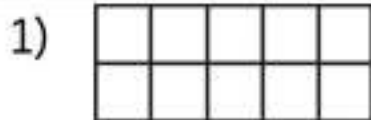
\_\_\_\_\_

**Subitizing – 10 Frames****Part 1**

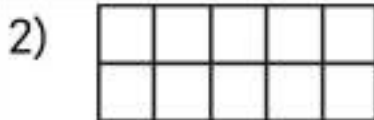
How many circles are in the 10 frames. Try not to count them!

**Part 2**

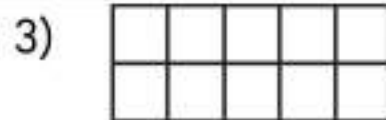
Draw how many circles you see in the numbers below



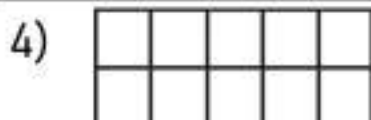
8



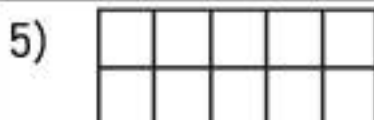
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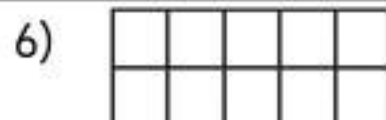
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6



9



3

## 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 represent the numbers

3 =	7 =	10 =
12 =	15 =	18 =
26 =	31 =	

### Part 3

Which is greater? Use the < > or =

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

**Counting Sets****Questions**

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

1)



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

2)



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

3)



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

4)



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

5)



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

## Exit Cards

Cut Out

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

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

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



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

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

12 \_\_\_\_\_ \_\_\_\_\_

24 \_\_\_\_\_ \_\_\_\_\_

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

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



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

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

12 \_\_\_\_\_ \_\_\_\_\_

24 \_\_\_\_\_ \_\_\_\_\_

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

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



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

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

12 \_\_\_\_\_ \_\_\_\_\_

24 \_\_\_\_\_ \_\_\_\_\_

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

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



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

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

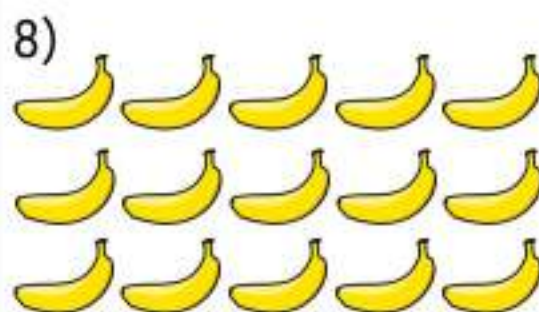
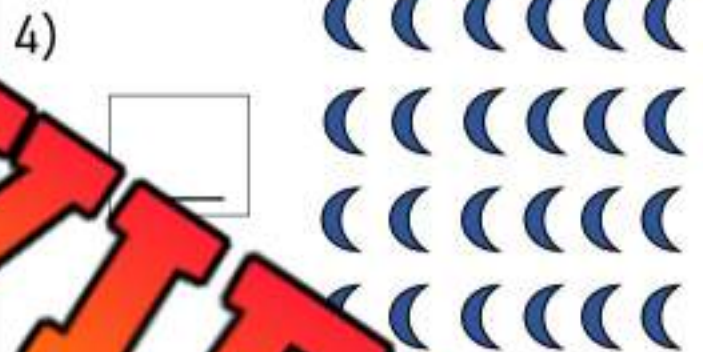
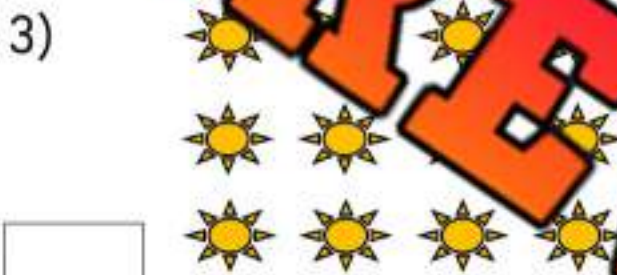
12 \_\_\_\_\_ \_\_\_\_\_

24 \_\_\_\_\_ \_\_\_\_\_

# Partitioning Objects

**Questions**

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



## Title: Object Counting Race

### Objective

What are we learning about?

To enhance students' ability to recognize, at a glance, and name familiar arrangements of 1 to 10 objects, dots, and pictures.

### Materials

What you will need for the activity.

- Small objects like marbles, beans, or small blocks
- Small containers or cups
- Number cards for counting
- Workspaces for counting



### Instructions

How to do the activity

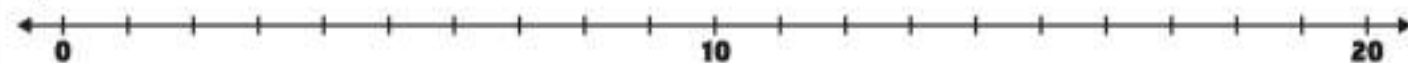
1. Divide the students into groups. Give each group a set of 10 small objects and 1 container or cup.
2. Explain that you will call out a number between 1 and 10, and students must quickly place the correct number of objects into one of the containers.
3. Start the game by calling out a number between 1 and 10.
4. Students will place the correct number of objects into the container as quickly as possible.
5. Once a group finishes placing the objects, they should call out "done" and you will check their arrangement.
6. The first group to correctly place the objects wins the round.
7. Repeat the process with different numbers, calling out a new number each time.
8. Continue the game for several rounds to ensure everyone has ample practice.
9. Encourage students to work quickly but accurately, emphasizing the importance of both speed and correctness.
10. After the game, discuss with the class how recognizing familiar arrangements of objects helped them place the correct number quickly.

# Numbers on a Number Line

**Questions**

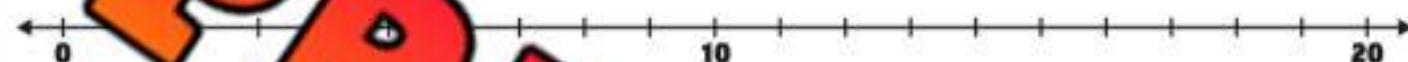
Circle the number on the number line

1)



13

2)



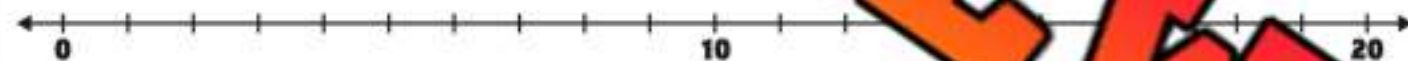
7

3)



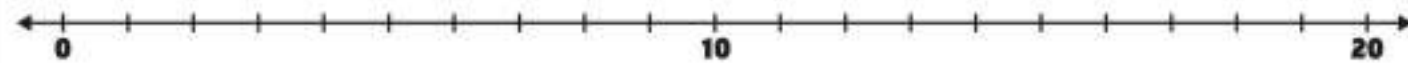
16

4)



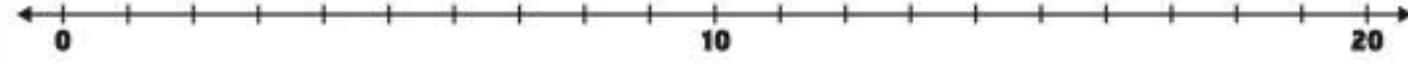
9

5)



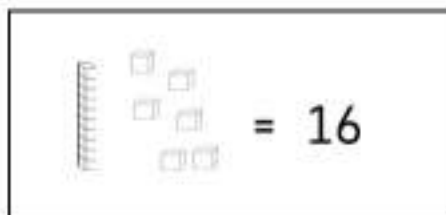
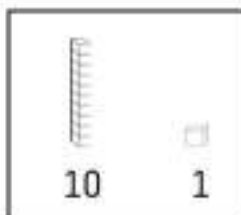
5

6)



19

# Base Ten Blocks



## Part 1

How many blocks do you count?

1)



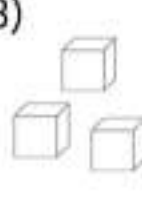
\_\_\_\_\_

2)



\_\_\_\_\_

3)



\_\_\_\_\_

4)



\_\_\_\_\_

6)



\_\_\_\_\_

## Part 2

Draw the base ten blocks to represent the numbers.

1) 15

2) 18

3) 8

4) 11

5) 19

6) 14

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

How much money do you count?



1)

2)

3)

4)

5)

6)

**Part 2**

Draw money to represent the numbers below

# Representing Numbers

## Questions

Represent the numbers below in three different ways

8

Fingers	10 Frames	Number Line
---------	-----------	-------------

Fingers	10 Frames	Number Line
---------	-----------	-------------

19

Fingers	10 Frames	Number Line
---------	-----------	-------------

**PREVIEW**

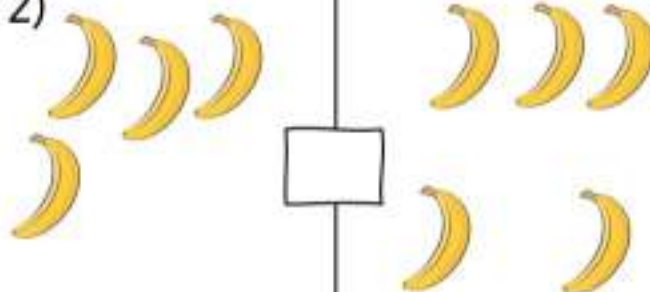
**Equal or Unequal****Questions**

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

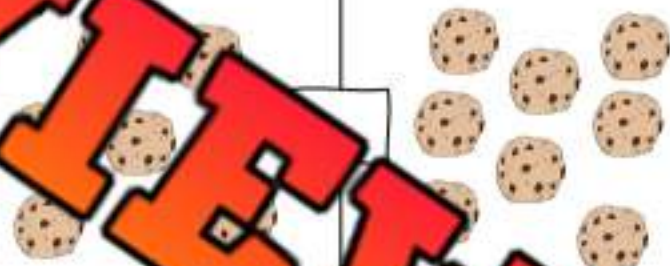
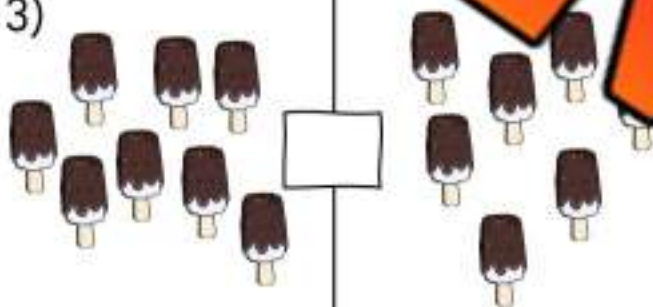
1)



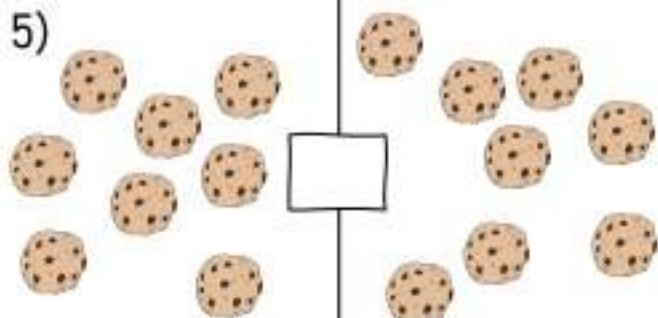
2)



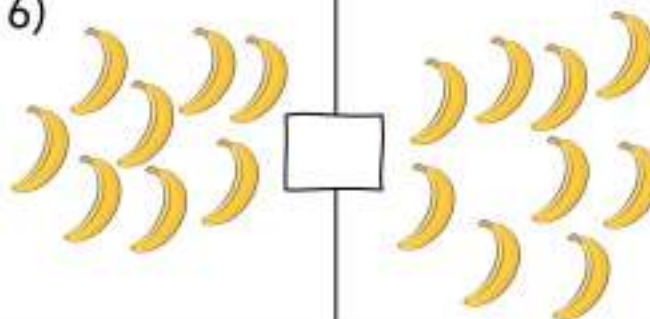
3)



5)

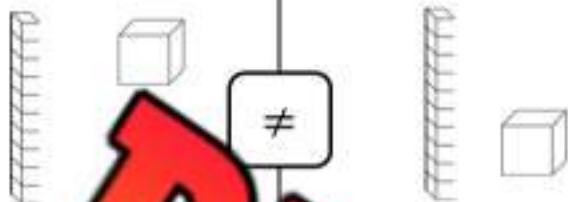


6)



**Comparing Base Ten Blocks****Questions**Are the groups equal (=) or unequal ( $\neq$ )

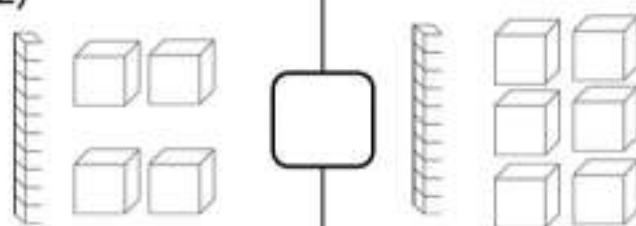
1)



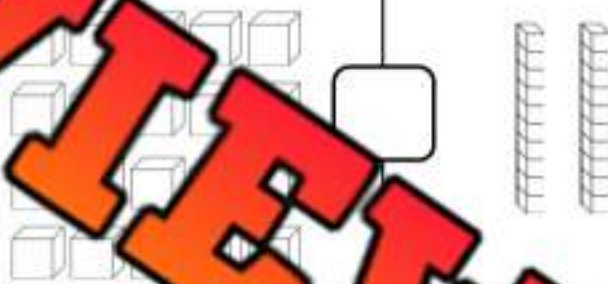
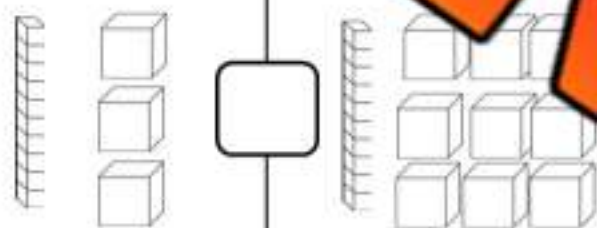
12

1

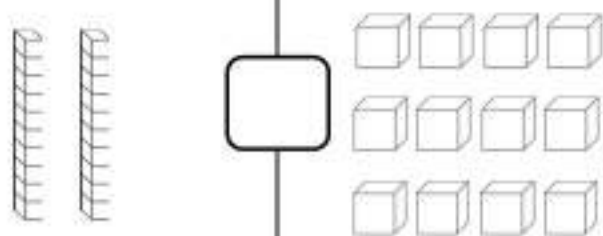
2)



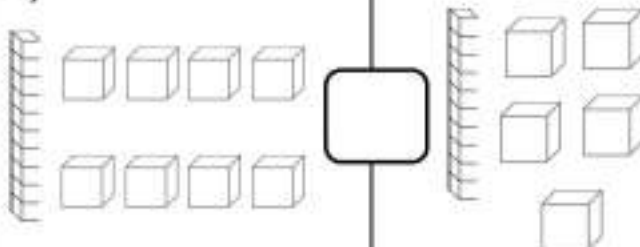
3)



5)





6)




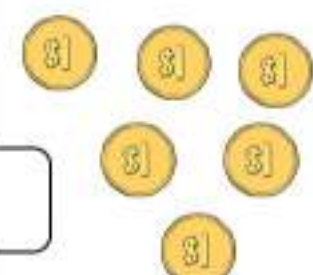
## Comparing Money

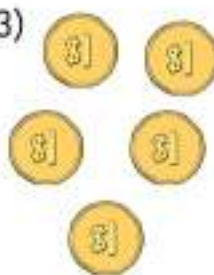

### Questions



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)  

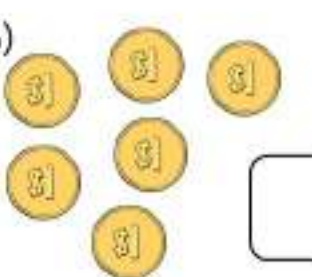

Less

2)  

3)  

4)  

5)  

6)  

**Comparing Numbers****Directions**

Cut and paste the correct symbols to finish the comparison

9  125  10

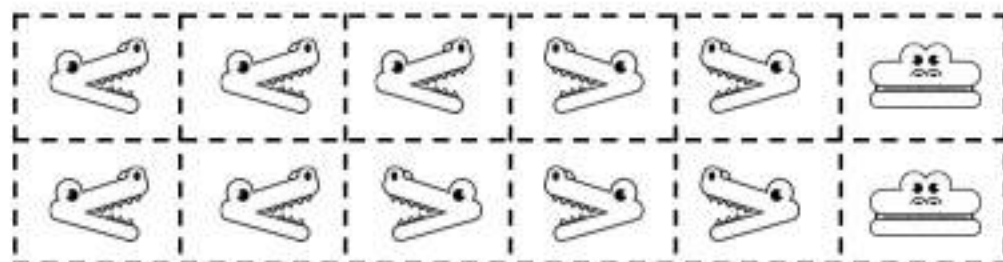
8

15  14

19

20  207  05  1014  9

6

8  413  19**PREVIEW**

## Activity Title: Number Comparison Relay

### Objective

What are we learning about?

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

### Materials

What you will need for the activity.

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



### Instructions

How you will play the activity.

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

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

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Curriculum Connection  
N1.5

Number Cards

Use the cards below

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

**PREVIEW**

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

49

Curriculum Connection  
N1.5

Number Cards

Use the cards below

13 14 15 16

17 18 19 20

>

=

<

**PREVIEW**

## Exit Cards

Cut Out

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Answer the questions below

	Question
1)	Johnny has 12 pencils and Sally has 8 pencils. Who has more pencils?  Bonus: How many more pencils do they have?
2)	There are 12 oranges in a red basket and 5 apples in a blue basket. Which basket has more fruit?  Bonus: How many total fruits are there?
3)	If you have 10 stickers and your friend has 3 stickers, who has more stickers?  Bonus: How many more stickers do they have?
4)	There are 6 birds in a maple tree and 14 birds in willow tree. Which tree has more birds?  Bonus: How many total birds are in the tree?
5)	Timmy has 16 crayons and Susie has 4 crayons. Who has more crayons?  Bonus: How many total crayons are there?



## Exit Cards

Cut Out

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

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

Answer the questions below

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

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

Answer the questions below

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

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

Answer the questions below

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

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

Answer the questions below

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

## Four Corners Activity: Estimation

### Objective

What are we learning about?

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

### Materials

What you will need for the activity.

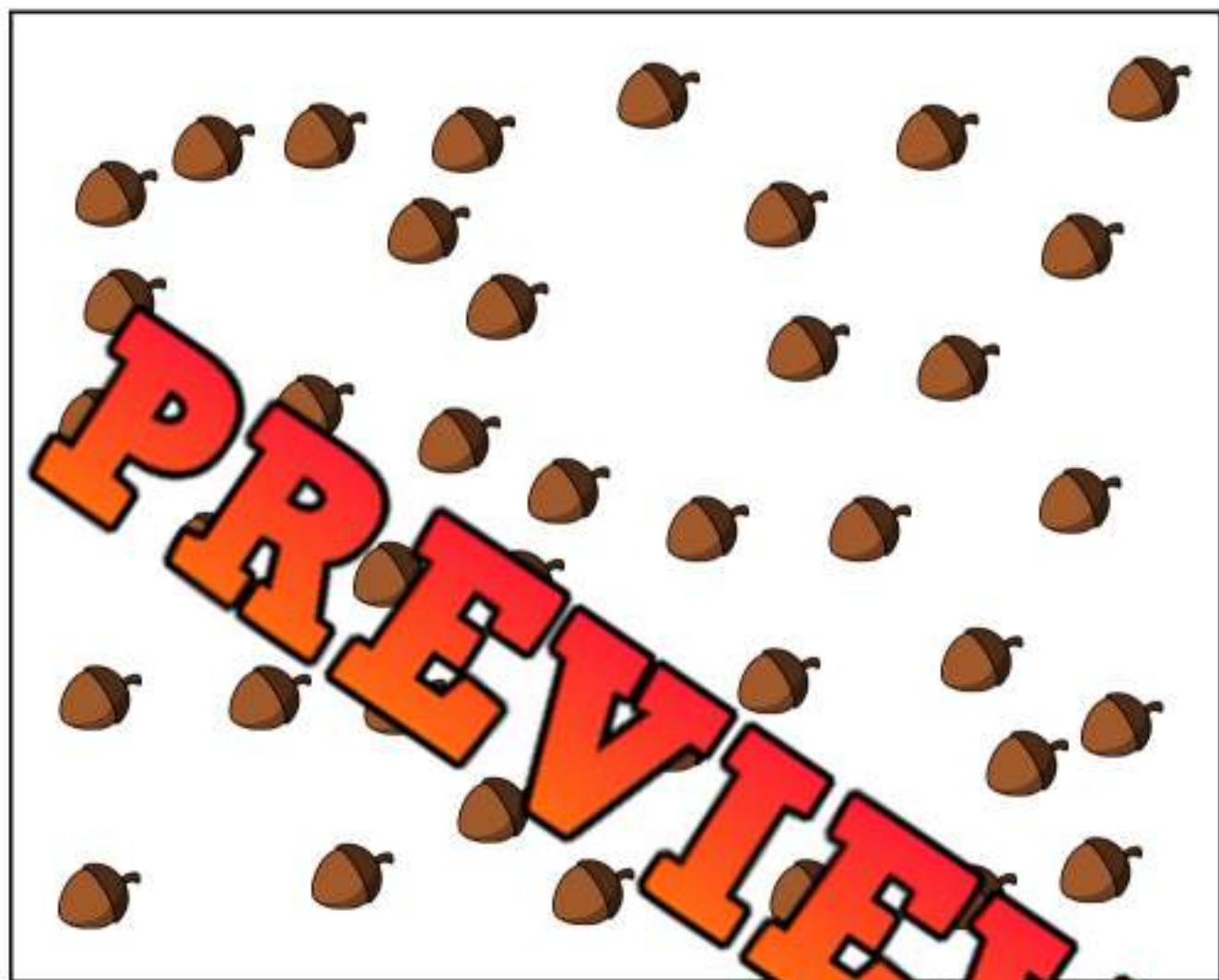
- A list of questions
- Labels for each corner of the room (A, B, C, D)



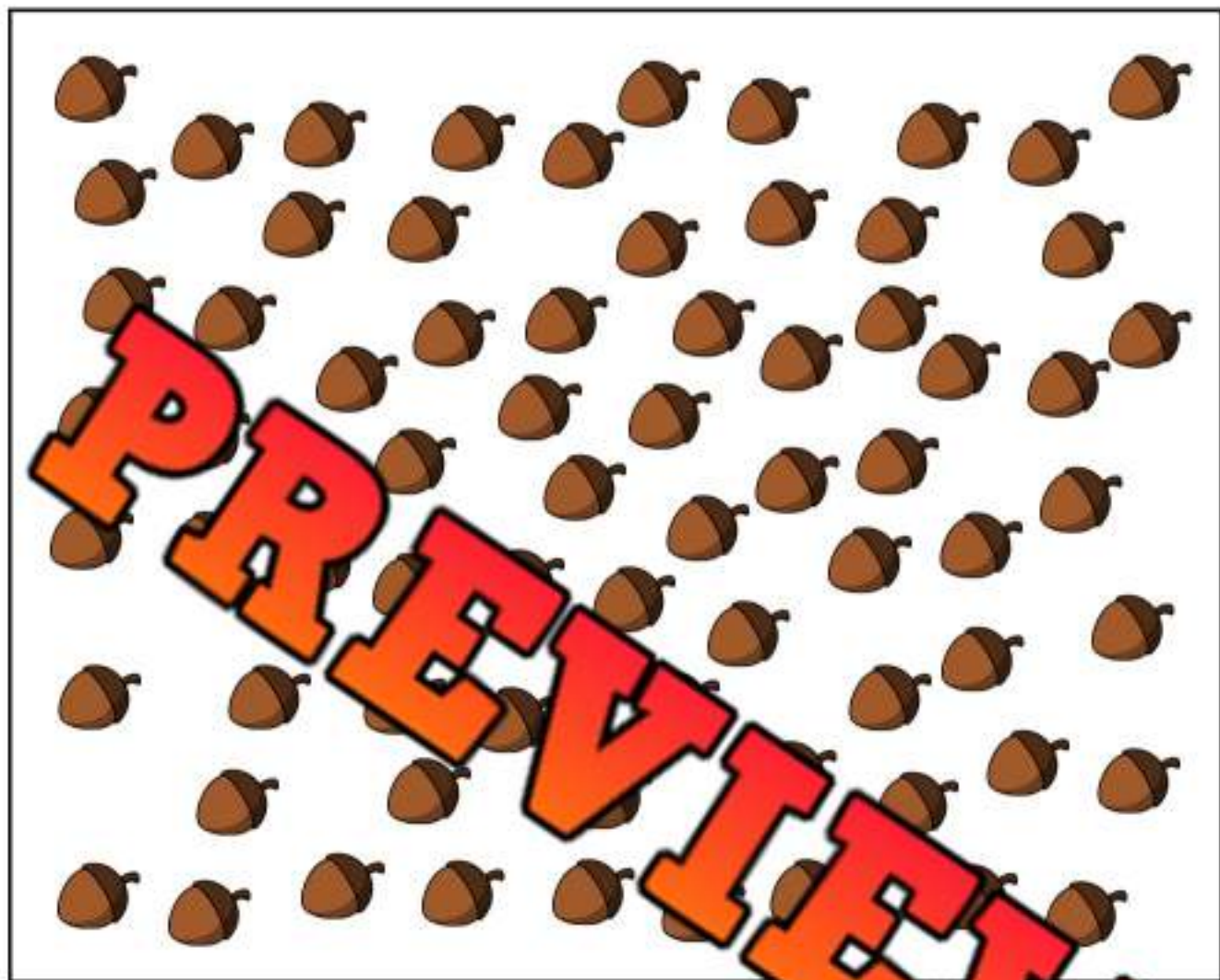
### Instructions

What you will do to complete the activity

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

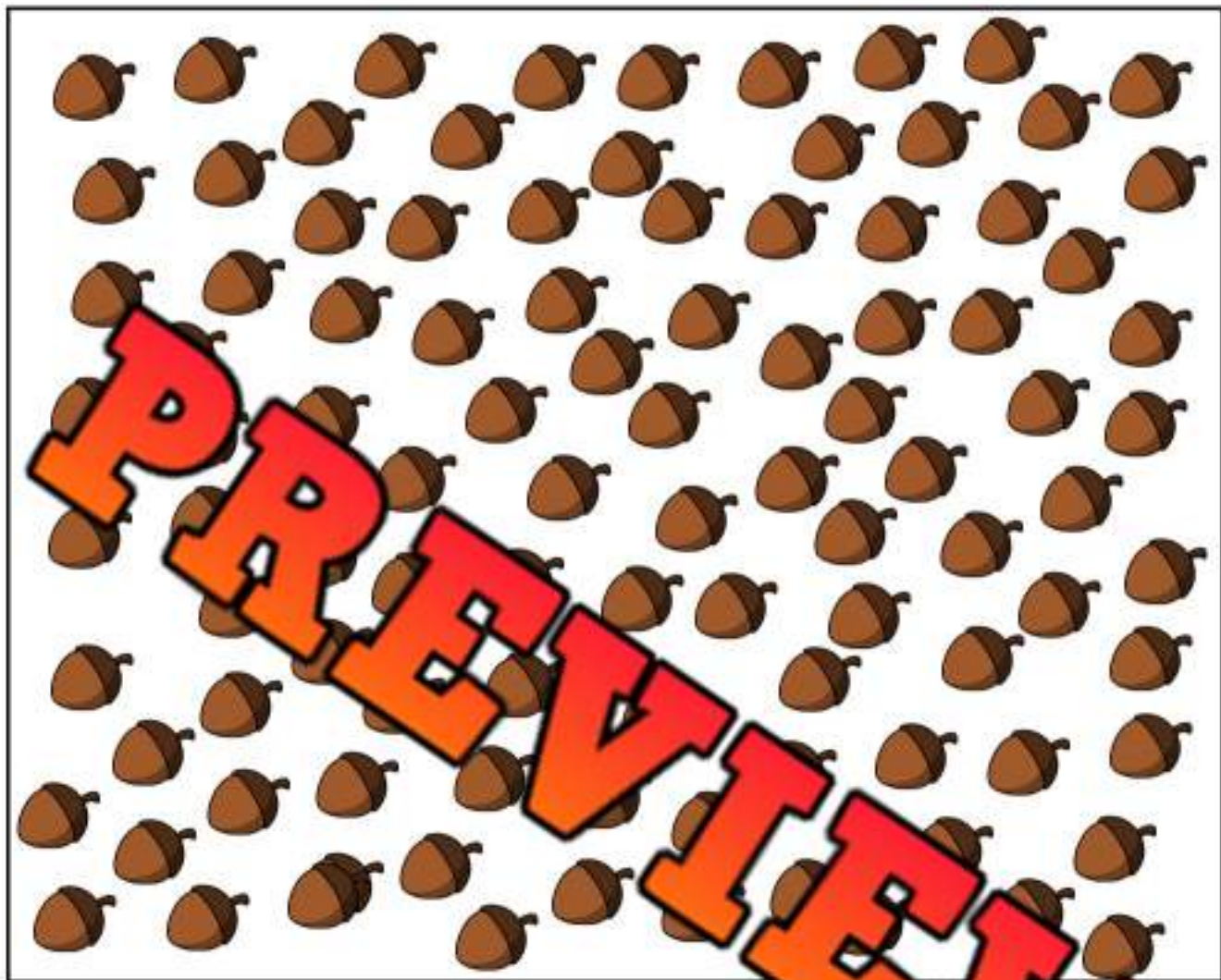
**Multiple Choice**

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



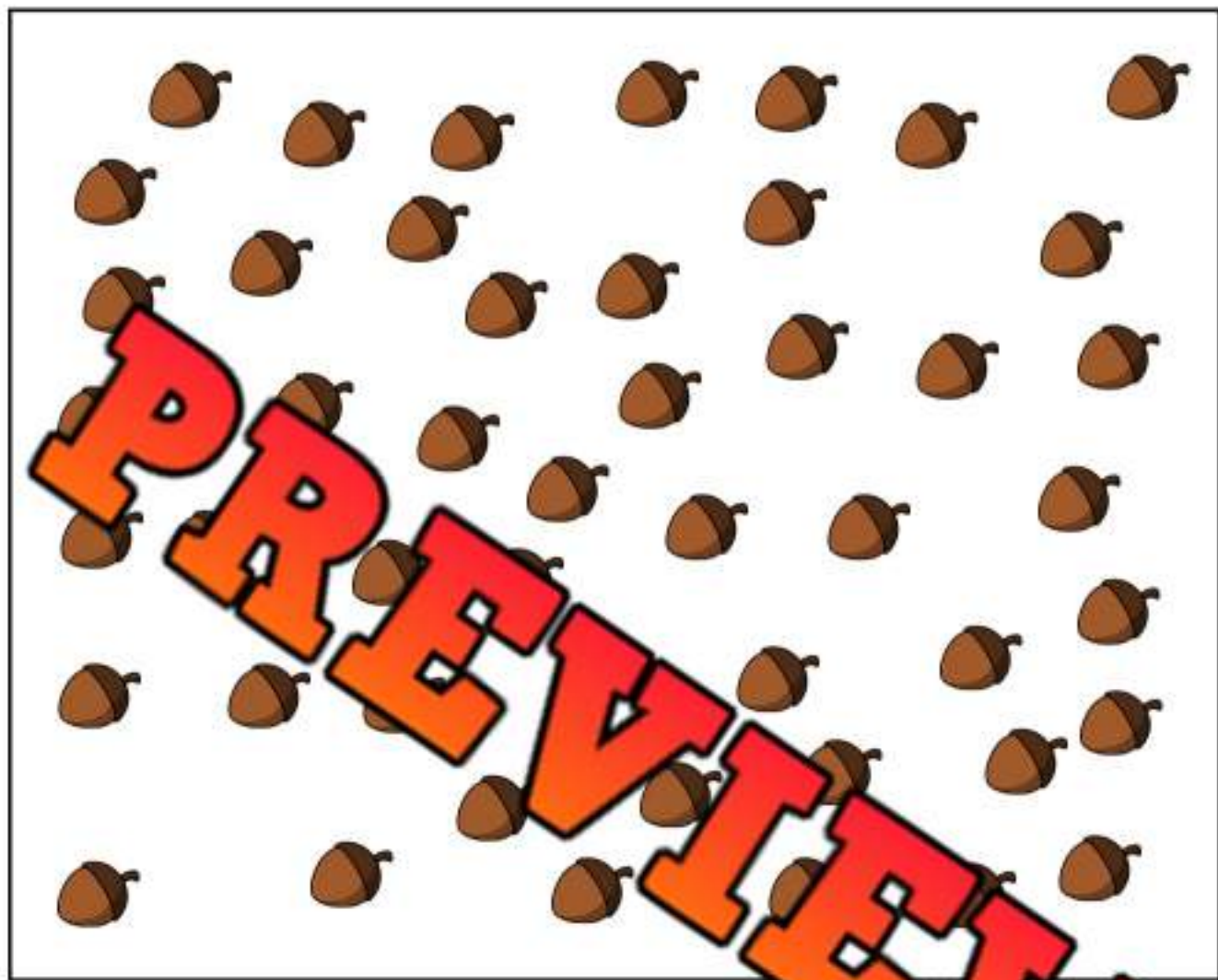
**Multiple Choice**

- a) 22
- b) 71
- c) 39
- d) 127



**Multiple Choice**

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

**Multiple Choice**

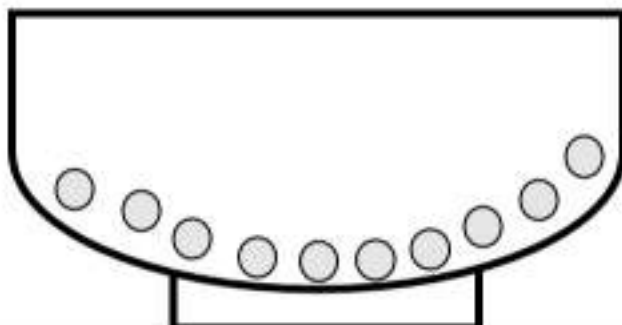
- a) 18
- b) 48
- c) 66
- d) 92

**Estimating How Many...****Instructions**

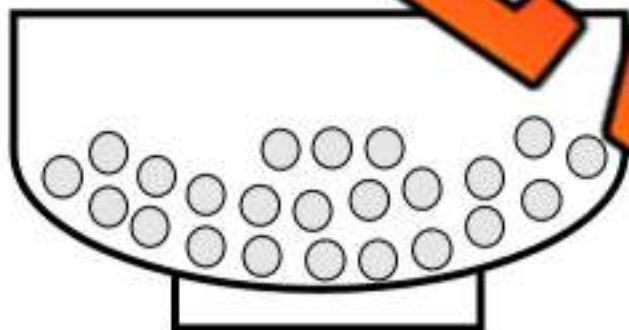
Estimate how many cereal pieces are in each bowl without counting. Then count them to check your estimate.



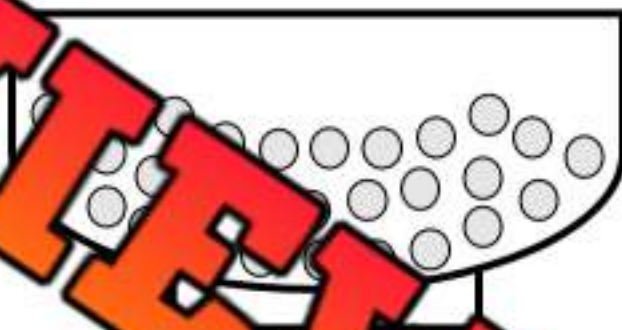
Estimate: About \_\_\_\_\_ pieces  
Actual: There are \_\_\_\_\_ pieces



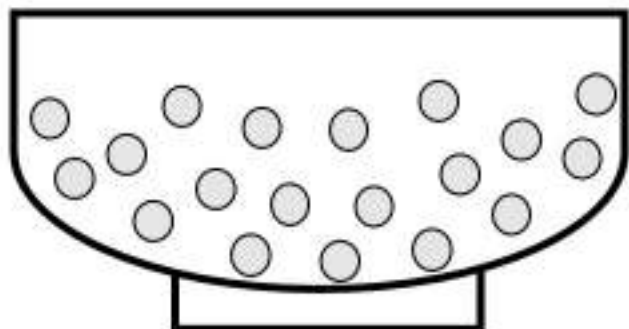
Estimate: About \_\_\_\_\_ pieces  
Actual: There are \_\_\_\_\_ pieces



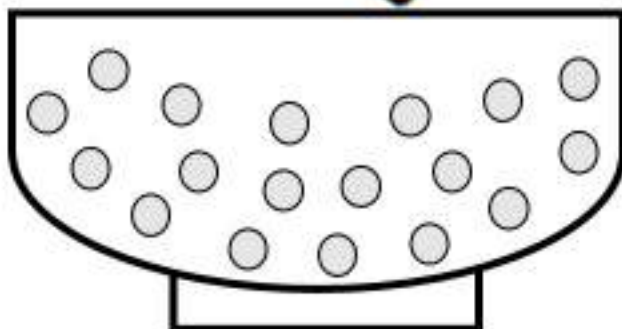
Estimate: About \_\_\_\_\_ pieces  
Actual: There are \_\_\_\_\_ pieces



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

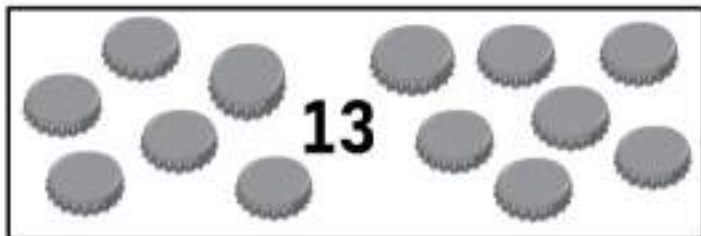


Estimate: About \_\_\_\_\_ pieces  
Actual: There are \_\_\_\_\_ pieces



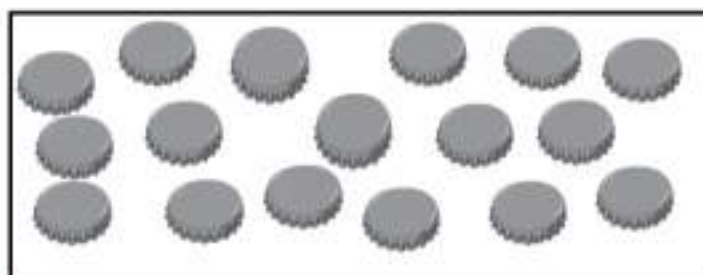
Estimate: About \_\_\_\_\_ pieces  
Actual: There are \_\_\_\_\_ pieces

## Estimating How Many...



Use this referent of 13 to help you with your estimates

**Instructions:** Estimate how many caps are in the box. Then count them to check.

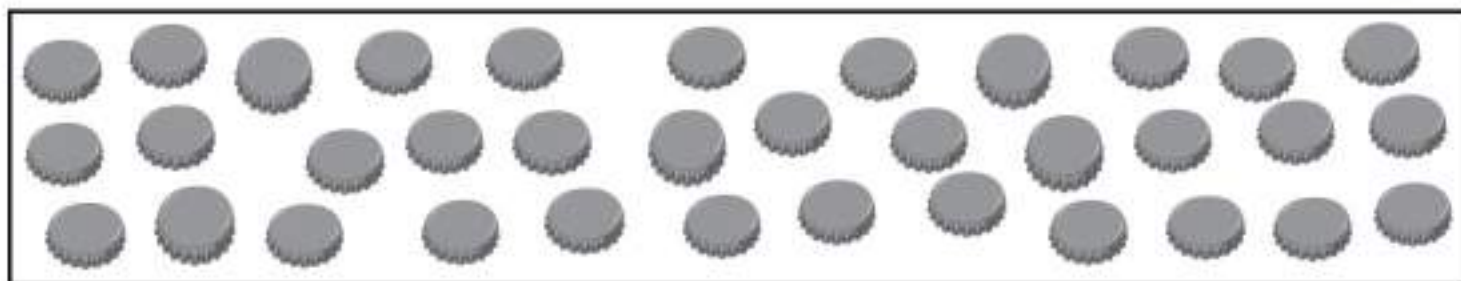


Estimate: About \_\_\_\_\_ caps  
Actual: There are \_\_\_\_\_ caps

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

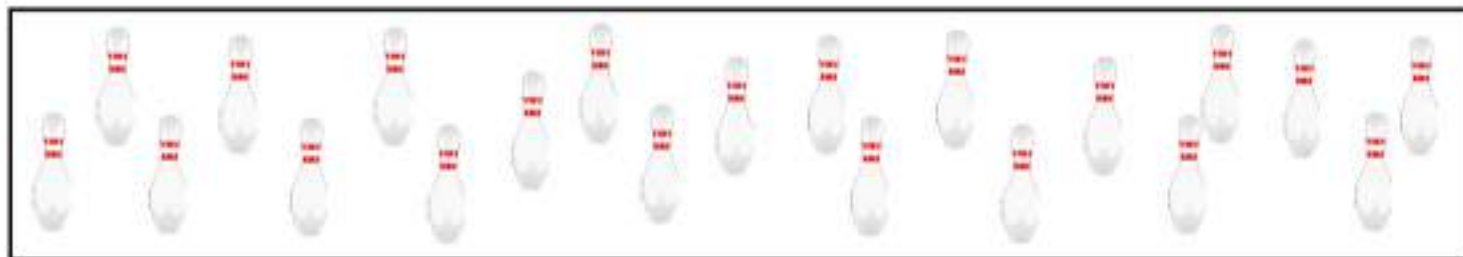


Estimate: About \_\_\_\_\_ caps  
Actual: There are \_\_\_\_\_ caps



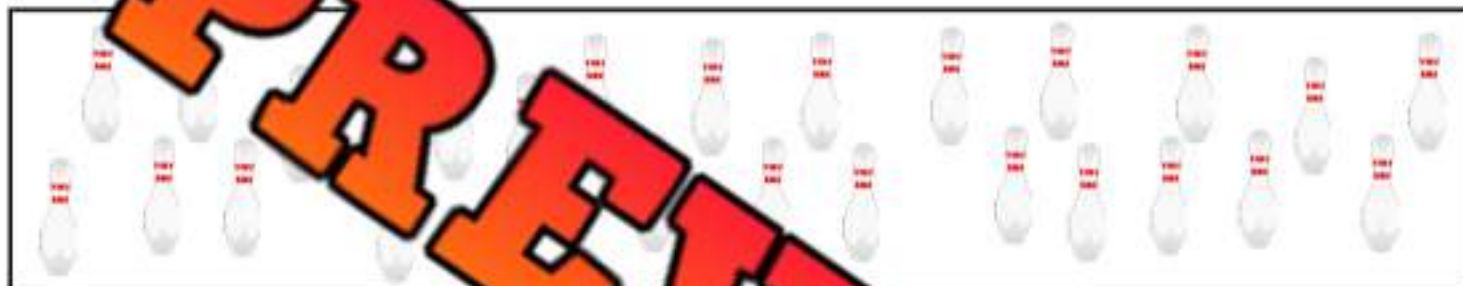
Estimate: About \_\_\_\_\_ caps  
Actual: There are \_\_\_\_\_ caps

# Estimating How Many...

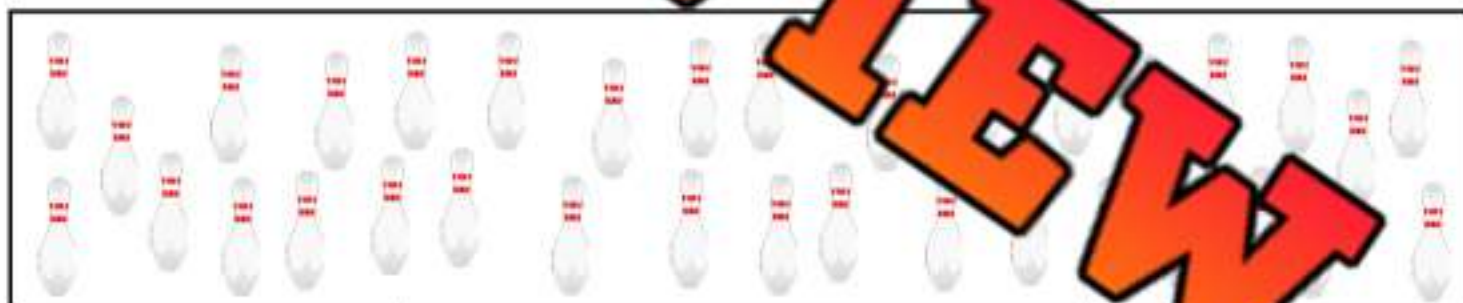


Count how many bowling pins there are in the box above \_\_\_\_\_

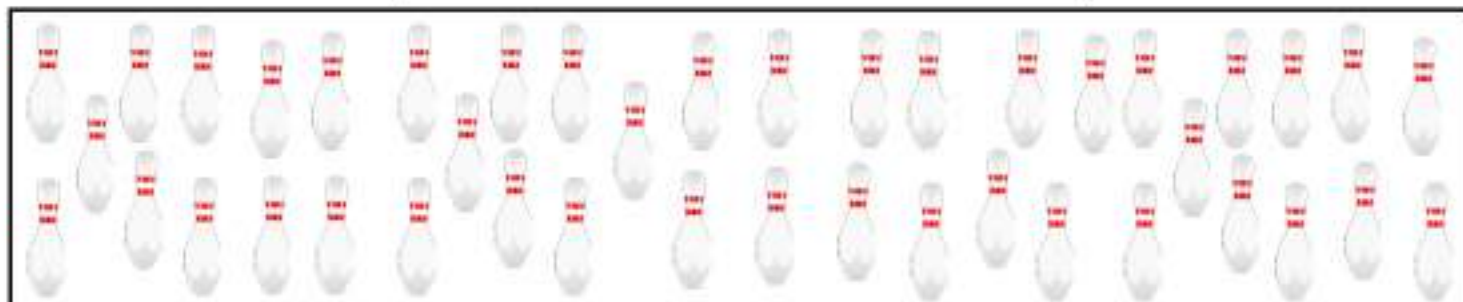
Instruction Estimate how many bowling pins are in the box using the referent above



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



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



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

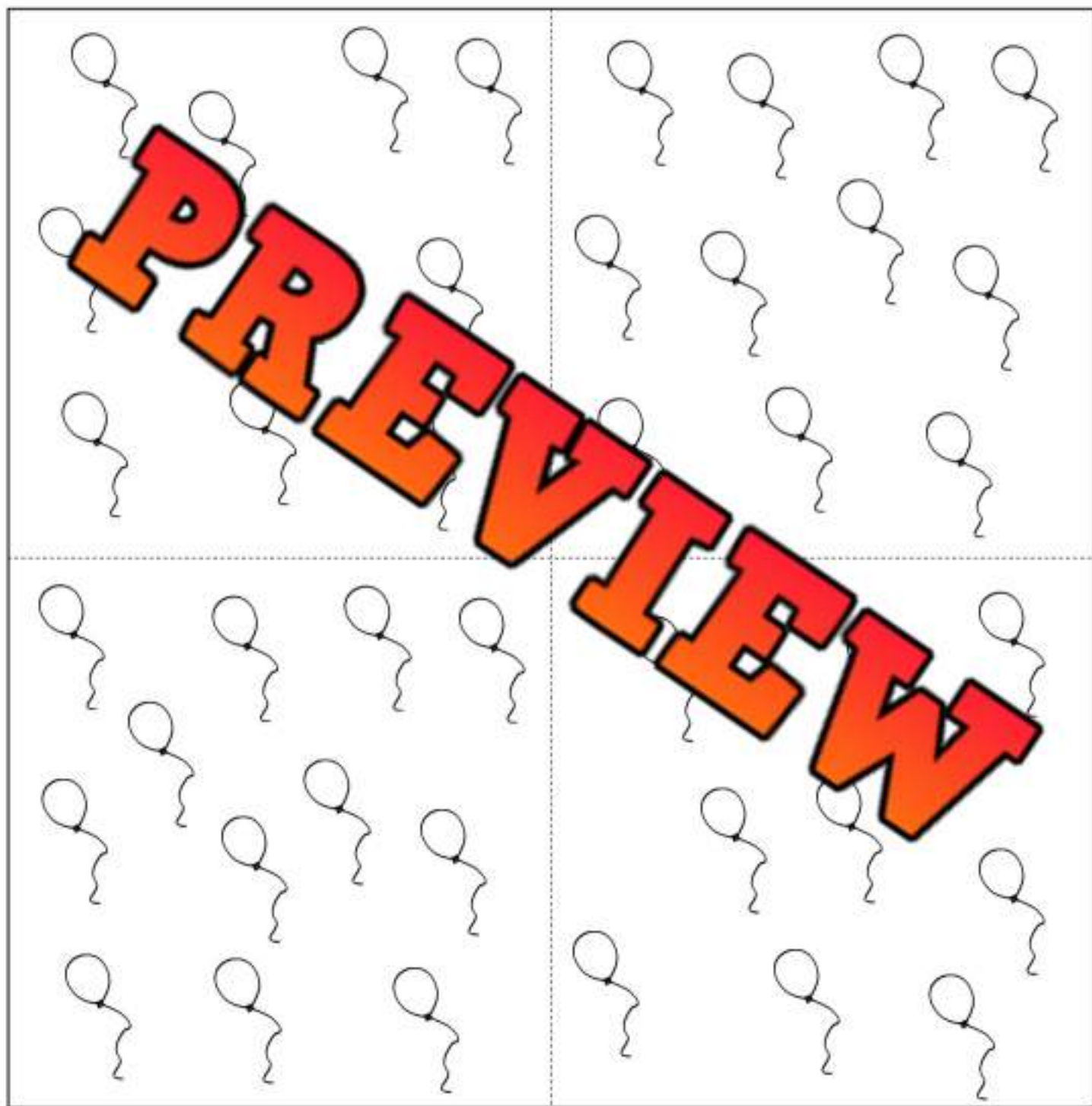
**PREVIEW**

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

## Estimating Larger Amounts

### Instructions

How many balloons do you think there are in total below?



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

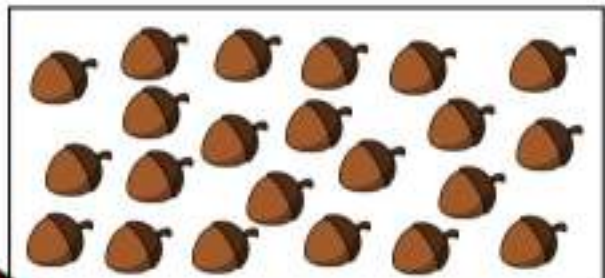
Name: \_\_\_\_\_

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

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

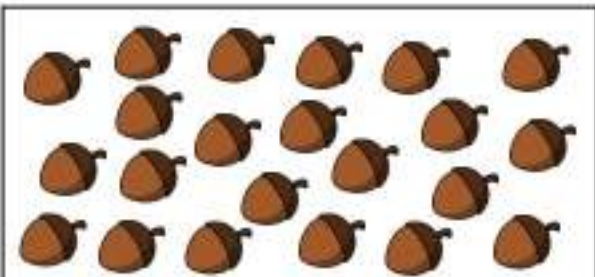
Name: \_\_\_\_\_

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

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

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

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

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

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

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

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

**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
	15	

One Less	6)	One More
	1	

One Less	7)	One More
	18	

One Less	8)	One More
	5	

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	

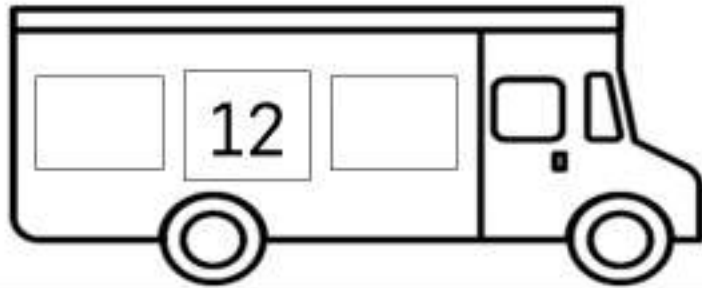
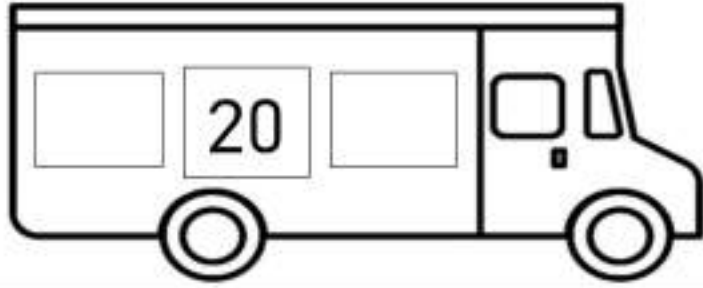
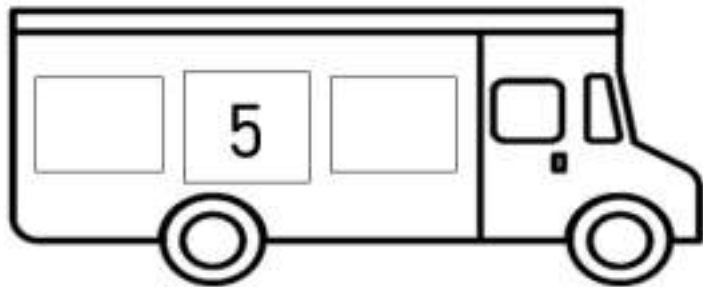
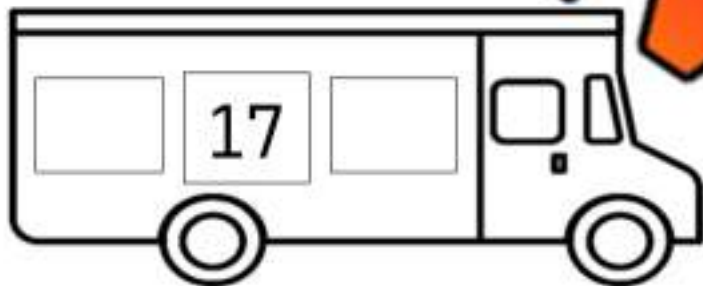
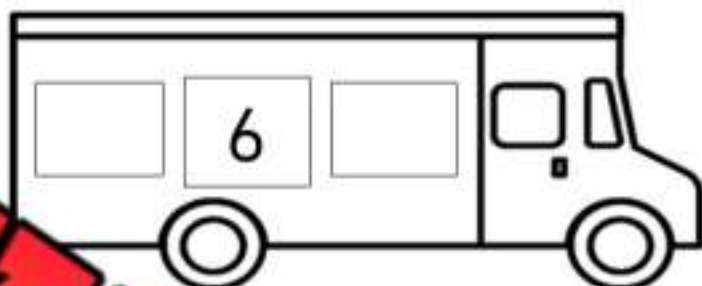
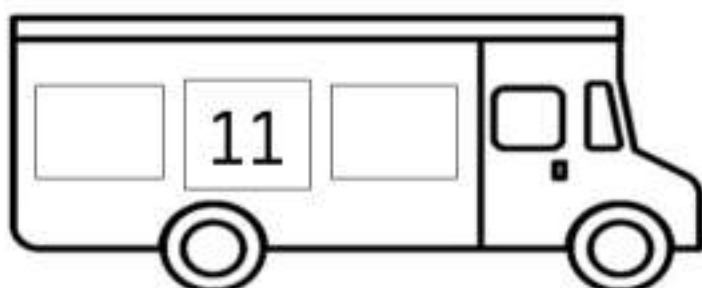
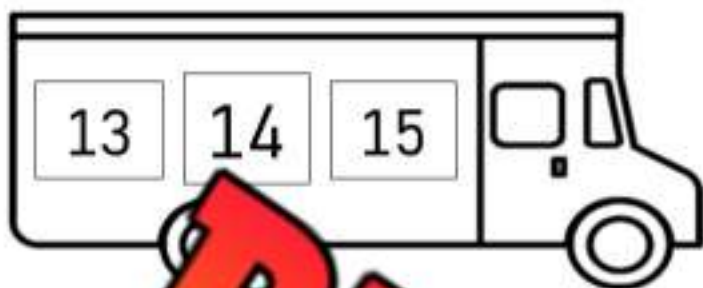
One Less	14)	One More
	19	

**PREVIEW**

# One More, One Less

## Instructions

Write one less and one more on the trucks below



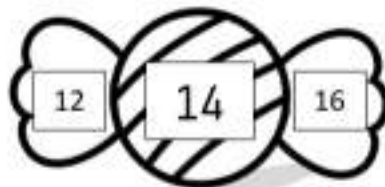
**PREVIEW**

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

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Curriculum Connection  
N1.8

## Two More, Two Less



**PREVIEW**

## Activity: Number Neighbours

**Objective** What are we learning about?

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

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

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



**Instructions** Here you will find the activity

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

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

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Curriculum Connection  
N1.8

Index Cards

Cut out the index cards below

1

2

4

5

6

7

8

9

10

**PREVIEW**

Index Cards

Cut out the index cards below

11

12

13

14

15

16

17

18

19

20

**PREVIEW**

**My Numbers**

Answer the questions below

1) Fill in the table below.

Two Less	One Less	My Number	One More	Two More

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

My Number	One Less	Two Less

One More	Two More

# Number Sense Quiz

## Part 1

Count by 2s, 5s, and 10s by filling in the blanks

1)

2, 4, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2)

5, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

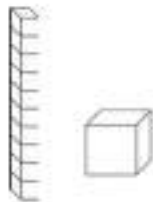
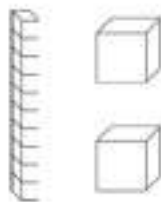
3)

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

## Part 2

Are the groups equal? Write "equal" or "not equal" in the box.

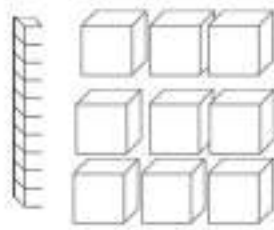
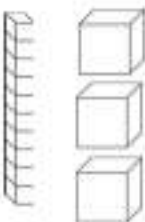
1)



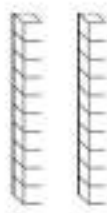

2)




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

1) One Less One More

One Less	1)	One More
	7	

One Less	3)	One More
	5	

Two Less	5)	Two More
	3	

Two Less	7)	Two More
	13	

One Less	2)	One More
	11	

One Less	4)	One More

Two Less	6)	Two More
	17	

Two Less	8)	Two More
	2	

## Addition or Subtraction?





**Think**

Is the question an addition or subtraction question?

	Question	Addition	Subtraction
1)	Mary has 6 stickers. Her friend gives her 4 more stickers. How many stickers does Mary have now?	Addition	Subtraction
2)	John has 10 toy cars. He buys 5 more toy cars. How many toy cars does John have now?	Addition	Subtraction
3)	There are 15 pencils in a box. 8 pencils are taken out. How many pencils are left in the box?	Addition	Subtraction
4)	Sarah has 12 dolls. Her friend gives her 5 more dolls. How many dolls does Sarah have now?	Addition	Subtraction
5)	There were 11 cookies on the plate. Mom and Dad each ate 2 cookies. How many cookies are left on the plate?	Addition	Subtraction
6)	There are 8 apples on the table. Mom puts 6 more apples on the table. How many apples are on the table now?	Addition	Subtraction
7)	Sam has 9 marbles. He finds 3 more marbles on the playground. How many marbles does Sam have in total?	Addition	Subtraction
8)	Jane has 14 dollars. She gives 6 dollars to her friend. How many dollars does Jane have left?	Addition	Subtraction
9)	There are 7 ducks in the pond. 4 more ducks fly in to join them. How many ducks are there now?	Addition	Subtraction
10)	There are 20 birds on the tree. 8 birds fly away. How many birds are left on the tree?	Addition	Subtraction

**Addition and Subtraction Word Problems****Think**

Answer the questions below

	Question	
1)	There were 12 books on the shelf. Tommy took 4 books to read and then brought back 2. How many books are now on the shelf?	
2)	There were 15 kids playing in a park. 10 kids went home and then 3 more came to play. How many kids are playing in the park now?	
3)	There were 10 balloons at the party. 4 balloons popped and then 6 more balloons were blown up. How many balloons are at the party now?	

**Addition and Subtraction Story****Think**

Answer the questions below

Once upon a time, there was a little girl named Lily who loved playing with her toys. She had a toy box full of all her favorite toys. One day, she decided to count all her toys. She counted 14 toys in total! She had 6 dolls, 4 toy cars, 3 stuffed animals, and a toy airplane.

Lily wanted to play with her dolls, but she realized that she had too many in her toy box. She wanted to give away 5 toys to her friends. After she gave away the toys, Lily counted how many toys she had left.

How many toys did she have left?

Lily chose to give away 1 toy car, 2 dolls, and 2 stuffed animals. How many of each toys did she have left?

Dolls (D): \_\_\_\_\_

Cars (C): \_\_\_\_\_

Stuffed Animals (S): \_\_\_\_\_

Toy Airplanes (T): \_\_\_\_\_



Lily felt happy that she was able to share her toys with her friends. She played with her dolls, stuffed animal, toy cars, and toy airplane for the rest of the day, knowing that she had the perfect number of toys left.

## Addition and Subtraction Word Problems

**Think**

Circle the addition/subtraction sentence that represents the situation

1) There were 9 birds on a tree. 5 more birds came to sit on the tree. How many birds are on the tree now?

- A)  $9 + 5 = 14$   
B)  $9 - 5 = 4$   
C)  $5 + 9 = 14$   
D)  $9 + 6 = 15$



2) Timmy had 15 crayons. He lost 9 crayons. How many crayons does Timmy have now?

- A)  $15 + 9 = 24$   
B)  $9 + 15 = 24$   
C)  $15 - 9 = 6$   
D)  $9 - 15 = 6$

3) There are 10 apples in a basket. 7 more apples are added. How many apples are in the basket now?

- A)  $10 - 7 = 3$   
B)  $7 + 10 = 17$   
C)  $10 + 7 = 17$   
D)  $7 - 10 = 3$

4) Jenny has 6 marbles. Her friend gave her 8 more marbles. How many marbles does she have in total?

- A)  $6 - 8 = 2$   
B)  $6 + 8 = 14$   
C)  $6 + 8 = 14$   
D)  $8 - 6 = 2$



5) There were 20 pencils in the box. 11 pencils were used. How many pencils are left in the box?

- A)  $20 - 11 = 9$   
B)  $11 - 20 = 9$   
C)  $20 + 11 = 31$   
D)  $11 + 20 = 31$

6) Sarah has 18 stickers. She gave 5 stickers to her friend. How many stickers does Sarah have now?

- A)  $5 + 18 = 23$   
B)  $5 - 18 = 13$   
C)  $18 + 5 = 23$   
D)  $18 - 5 = 13$

**Writing Addition Sentences****Think**

Write the addition sentences below and solve the problem

1)

There are 8 fish in a pond. 3 more fish swim in. How many fish are in the pond now?



Addition Sentence

2)

Sarah has 7 cookies. Her brother gave her 5 more cookies. How many cookies does Sarah have in total?



Addition Sentence

3)

There are 6 cupcakes on a plate. 2 more cupcakes are added to the plate. How many cupcakes are on the plate now?



Addition Sentence

## Math Quest: Addition and Subtraction Word Problems

### Objective

What are we learning about?

To help students understand and practice addition and subtraction word problems, and to write corresponding addition and subtraction sentences.

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

- Index cards or paper
- Recording sheet provided



### Instructions

How you will complete the activity

1. Prepare a set of index cards with different addition and subtraction word problems.
2. Divide the students into small groups and distribute the index cards to each group.
3. Each group should read the word problem on their card, and write the corresponding addition or subtraction sentence on the recording sheet provided.
4. Students can solve the problems in any order.
5. Give students a pre-set time limit to write as many number sentences as they can.
6. Once the time is up, go over each question with the class.
7. Discuss the solutions as a class, focusing on different strategies used to solve the problems.

Index cards

Cut out the task cards below

**Card 1:**

Tom found 7 shells and then found 5 more. How many shells does he have now?

**Card 5:**

Lucas has 9 pencils and then buys 3 more. How many pencils does he have now?

Sarah had 12 marbles and gave 4 to her friend. How many marbles does she have left?

**Card 6:**

Mia had 14 apples. She gave 8 to her neighbor. How many apples does she have left?

**Card 3:**

Emily bought 8 stickers and received 4 more as a gift. How many stickers does she have now?

**Card 7:**

Olivia had 20 coins and lost 10 more. How many coins does she have now?

**Card 4:**

Jack had 15 candies. He ate 6 of them. How many candies does he have left?

**Card 8:**

Liam had 18 cookies. He gave 9 to his friends. How many cookies does he have left?

Index cards

Cut out the task cards below

**Card 9:**

Noah read 7 pages yesterday and 6 pages today. How many pages did he read in total?

**Card 13:**

Oliver had 14 balloons. He gave 6 to his friend. How many balloons does he have now?

**Card 14:**

Emma had 20 Lollipops. She gave 9 to her friend. How many Lollipops does she have left?

Emma had 13 cookies. She ate 5. How many cookies does she have now?

**Card 11:**

Jake has 5 toy cars and gets 7 more. How many toy cars does he have now?

Ava has 3 books. She gets 4 more. How many books does she have now?

**Card 12:**

Mia has 8 flowers and picks 6 more. How many flowers does she have now?

**Card 16:**

Noah had 12 marbles. He lost 4. How many marbles does he have now?

Index cards

Cut out the task cards below

**Card 17:**

Sophie has 5 stickers and buys 8 more. How many stickers does she have now?

**Card 21:**

Mason had 13 toy cars. He gave 4 to his brother and lost 2. How many toy cars does Mason have now?

**Card 22:**

Ella had 15 crayons. She gave 2 to her friend. How many crayons does she have now?

Isabella had 10 cupcakes. She ate 2 and gave 3 to her friends. How many cupcakes does Isabella have left?

**Card 19:**

Tim has 6 apples and buys 8 more. How many apples does he have now?

**Card 23:**

Sam had 12 toy cars. He gave 5 to his brother. How many toy cars does he have now?

**Card 20:**

Grace has 7 toys and gets 5 more. How many toys does she have now?

**Card 24:**

Ben had 18 balls. He lost 10. How many balls does he have now?

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

90

## Index Cards: Addition and Subtraction

Answers

Record your answers below

Index Card Number	Addition / Subtraction Sentence	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

**PREVIEW**

## Exit Cards

Cut Out

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

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

a) Answer the questions below

Alex had 20 toy soldiers. He gave 8 to his brother and then got 6 more. How many toy soldiers does Alex have now?

b) Write the subtraction sentence and solve the problem

There were 8 pencils in the box. 3 pencils were taken out. How many pencils are left in the box?

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

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

a) Answer the questions below

Alex had 20 toy soldiers. He gave 8 to his brother and then got 6 more. How many toy soldiers does Alex have now?

b) Write the subtraction sentence and solve the problem

There were 8 pencils in the box. 3 pencils were taken out. How many pencils are left in the box?

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

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

a) Answer the questions below

Alex had 20 toy soldiers. He gave 8 to his brother and then got 6 more. How many toy soldiers does Alex have now?

b) Write the subtraction sentence and solve the problem

There were 8 pencils in the box. 3 pencils were taken out. How many pencils are left in the box?

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

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

a) Answer the questions below

Alex had 20 toy soldiers. He gave 8 to his brother and then got 6 more. How many toy soldiers does Alex have now?

b) Write the subtraction sentence and solve the problem

There were 8 pencils in the box. 3 pencils were taken out. How many pencils are left in the box?

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

## Mental Math – Counting On (Up To 18)

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

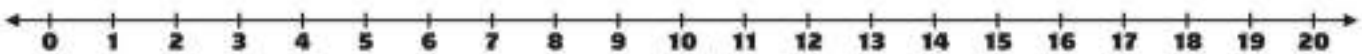
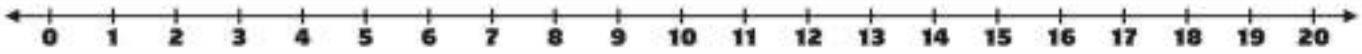
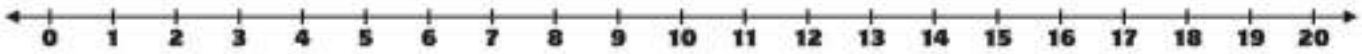
### Part 1

Use the chart to answer the question

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

### Part 2

Use the number line to find the answer

1) $3 + 9 =$ _____

2) $6 + 4 =$ _____

3) $5 + 9 =$ _____


## Mental Math Strategy – Making Tens


**Directions:**

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

1) 7

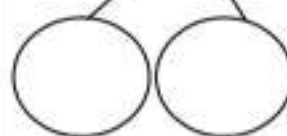
$$10 + 2 = 12$$

2) 9 + 6



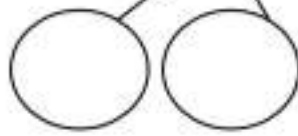
$$= \underline{\quad}$$

3) 8 + 9



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

4) 8 + 8



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

5) 7



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

6) 9 + 8



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

7) 8 + 12



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

8) 9 + 8



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

9) 8 + 7



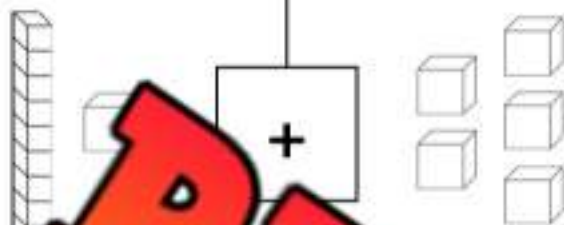
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

# Base Ten Blocks Addition

## Instructions

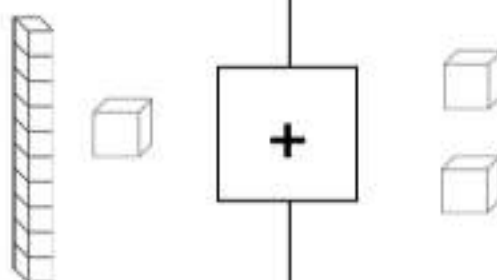
Add the base ten blocks below

1)



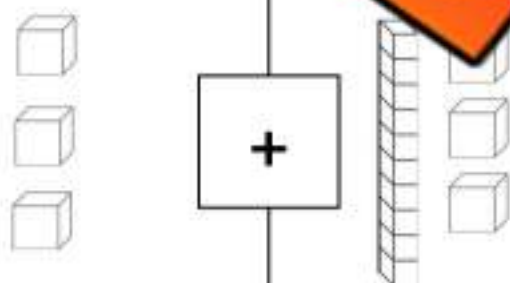
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4)



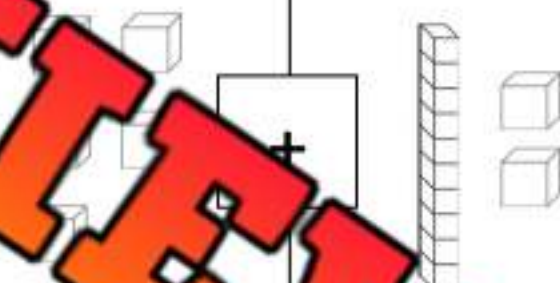
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2)



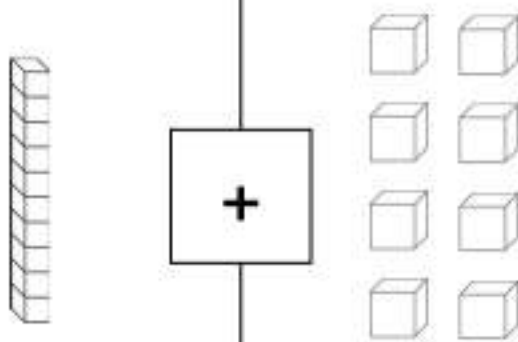
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5)



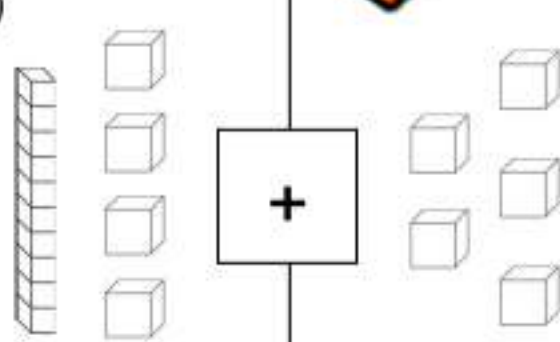
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3)



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

6)



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

## Exit Cards

Cut Out

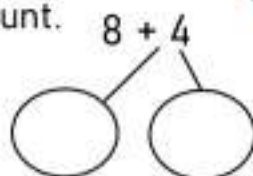
Cut out the exit cards below and have students complete them at the end of class

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

a) Add the money below

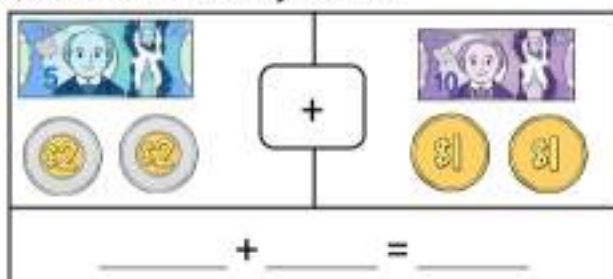


b) Create a ten and add the remaining amount.



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

a) Add the money below

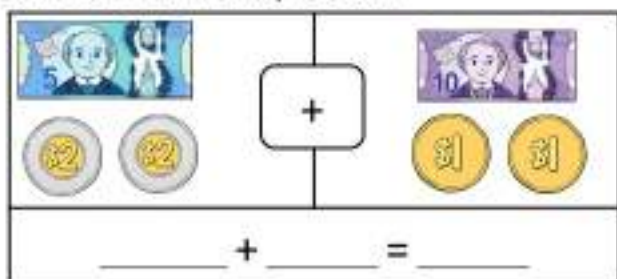


b) Create a ten and add the remaining amount.

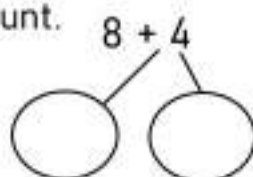


Name: \_\_\_\_\_

a) Add the money below

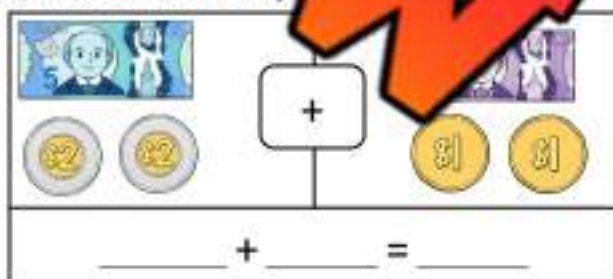


b) Create a ten and add the remaining amount.



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

a) Add the money below



b) Create a ten and add the remaining amount.



# Ten Frame Addition

## Instructions

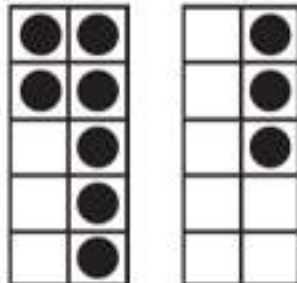
Complete the addition sentences below

1)



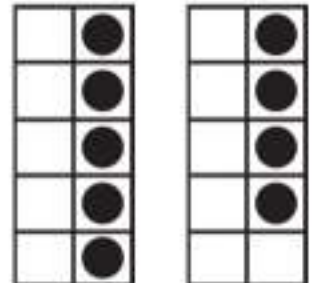
$$3 + \underline{\quad} = \underline{\quad}$$

2)



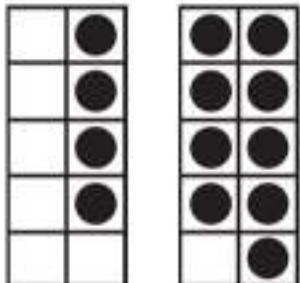
$$6 + \underline{\quad} = \underline{\quad}$$

3)



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

4)



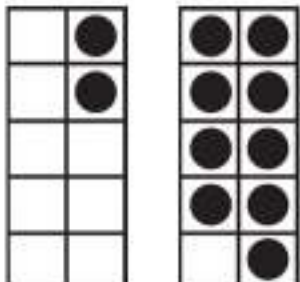
$$4 + \underline{\quad} = \underline{\quad}$$

6)



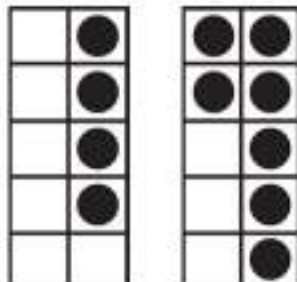
$$\underline{\quad} + 4 = \underline{\quad}$$

7)



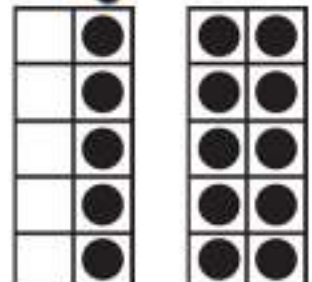
$$\underline{\quad} + \underline{\quad} = 11$$

8)



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

9)



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

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

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

      
36

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

**Math Facts - Adding 10****Questions**

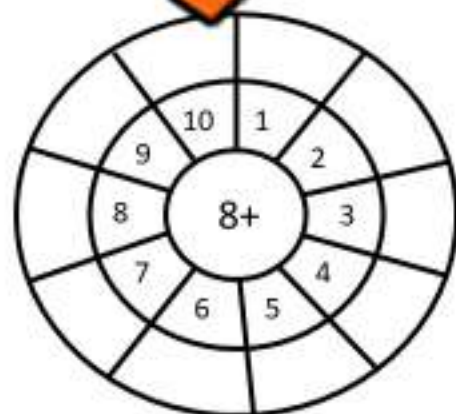
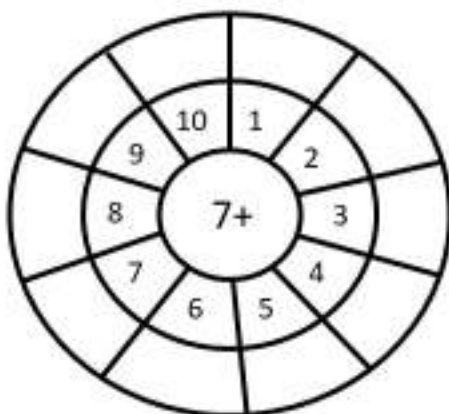
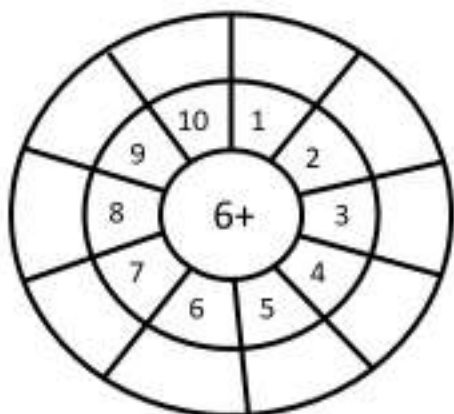
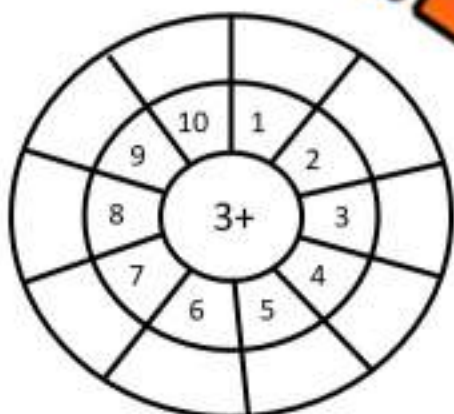
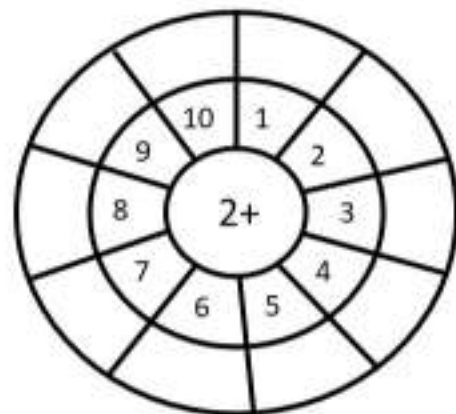
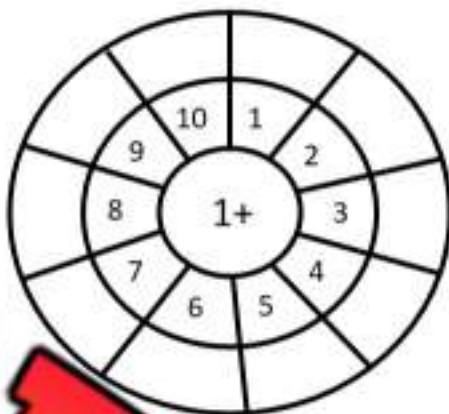
Solve as many problems as you can before the time runs out!

      
36

$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$		$\begin{array}{r} 6 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 10 \\ \hline \end{array}$

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

Fill in the outer layer of the bullseye



**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?



## Exit Cards

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

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

Solve the problems below

a) 

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

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

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

Solve the problems below

a) 

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

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

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

Solve the problems below

a) 

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

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

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

Solve the problems below

a) 

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

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

## Activity : Adding Adventures: Treasure Hunt

**Objective** What are we learning about?

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

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

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

$$5 + 3 = 8$$



**Instructions** How you will complete the activity

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

## Index cards

Cut out the cards below

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

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

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

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

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

Lea has 8 stickers and gets 9 more from her friend. How many stickers does she have now?

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

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

## Index cards

Cut out the cards below

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

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

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

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

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

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

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

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

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

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Curriculum Connection  
N1.10

Index cards

Cut out the cards below

$14 + 6 =$

9

+ 8

$11 + 8 =$

+ 9

$13 + 6 =$

14 +

$10 + 6 =$

10

+ 10

**PREVIEW**

## Index cards

Cut out the cards below

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

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

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

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

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

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

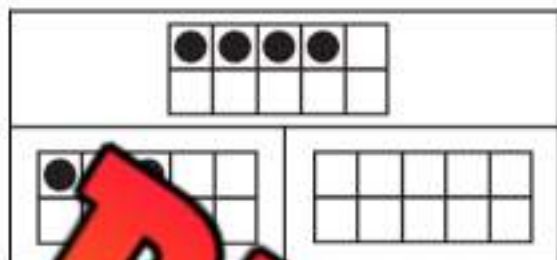
Emma finds 9 flowers and picks 5 more. Her friend gives her 2 more flowers. How many flowers does Emma have now?

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

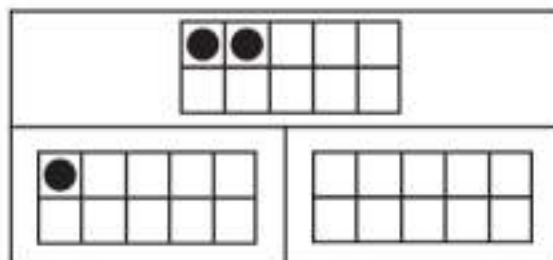
**Part Part Whole – Sums Up To 5****Questions**

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

1)



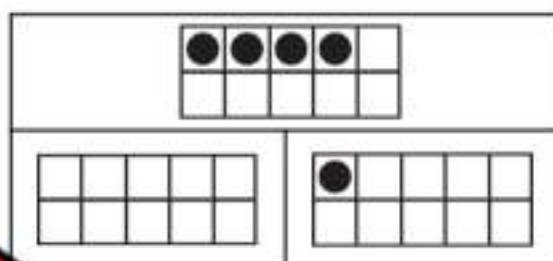
2)



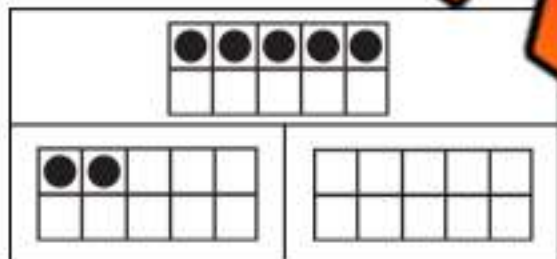
3)



4)



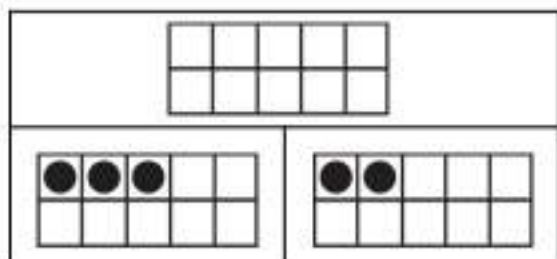
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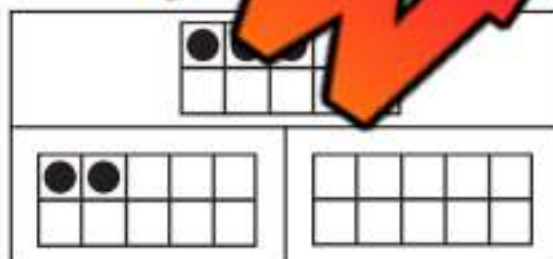
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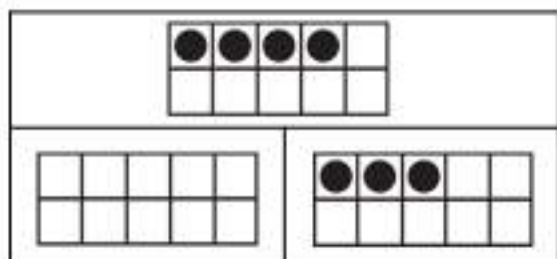
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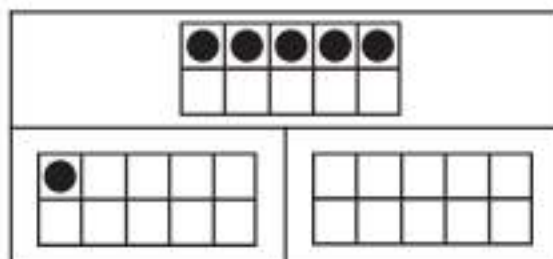
8)



9)



10)



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

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

1)

5	

2)

3	
	1

3)


4)

3	0

5)

5	
2	

6)

2	

7)

2	3

8)

3	
0	

9)

2	
1	

10)

1	3

**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)

	4	6

7)

9	4	1

8)

9	2	4

9)

17		
6	6	

10)

18		
11		6

## Exit Cards

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

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

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

a) 

12	
5	

b) 

14		
	0	1

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

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

a) 

12	
5	

b) 

14		
	0	1

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

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

a) 

12	
5	

b) 

14		
	0	1

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

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

a) 

12	
5	

b) 

14		
	0	1

## Mental Math – Counting Back (Up 18)

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



### Part 1

Use the charts to answer the questions

1)  $13 - 5 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

2)  $18 - 6 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

3)  $15 - 3 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

4)  $14 - 4 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

5)  $13 - 6 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

6)  $12 - 5 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

7)  $18 - 8 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

8)  $17 - 7 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

9)  $19 - 4 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

10)  $19 - 9 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

11)  $15 - 6 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

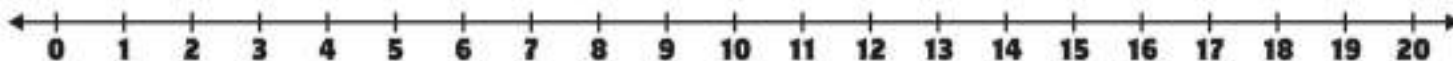
12)  $12 - 8 =$  \_\_\_\_\_

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

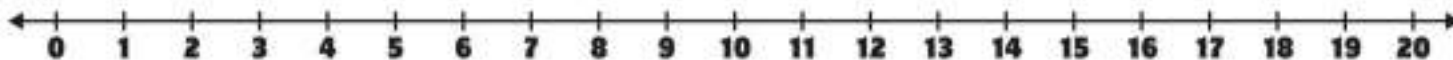
### Part 2

Use the number lines to find the answers

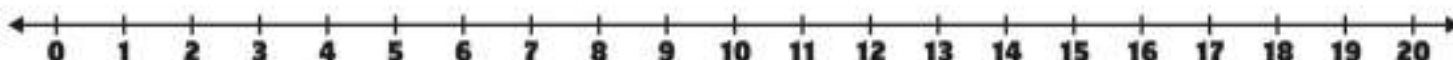
1)  $13 - 9 =$  \_\_\_\_\_



2)  $16 - 4 =$  \_\_\_\_\_



3)  $15 - 9 =$  \_\_\_\_\_



## Subtraction Mental Math - Counting Up

**Directions:**

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



Instructions Draw a number line and answer the question

8      10

+2      +4

Answer =  $2 + 4 = 6$

8 - 5

13 - 9

18 - 12

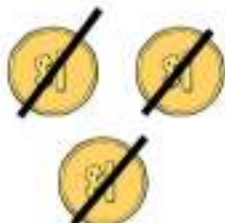
15 - 5

18 - 12

# Subtracting Money

**Instructions**

Subtract from the money below



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



$$\$14 - \$2 = \underline{\quad}$$



$$\$16 - \$5 = \underline{\quad}$$



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



$$\$15 - \$13 = \underline{\quad}$$



$$\$15 - \$14 = \underline{\quad}$$



$$\$18 - \$7 = \underline{\quad}$$



$$\$19 - \$17 = \underline{\quad}$$

**Math Facts - Subtract by 6 & 7****Questions**

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

---

36

12

 $-6$ 

9

 $-6$ 

8

 $-7$ 

7

 $-7$ 

13

 $-6$ 

10

 $-6$ 

14

 $-6$ 

14

 $-7$ 

10

 $-6$ 

10

 $-7$ 

13

 $-7$ 

11

 $-7$ 

8

 $-6$ 

7

 $-6$ 

14

 $-7$ 

8

 $-7$ 

7

 $-7$ 

8

 $-7$ 

7

 $-7$ 

9

 $-7$ 

10

 $-6$ 

10

 $-6$ 

12

 $-7$ 

13

 $-7$ 

15

 $-6$ 

14

 $-6$ 

12

 $-7$ 

11

 $-6$ 

12

 $-6$ 

10

 $-6$ 

11

 $-7$ 

13

 $-7$ 

8

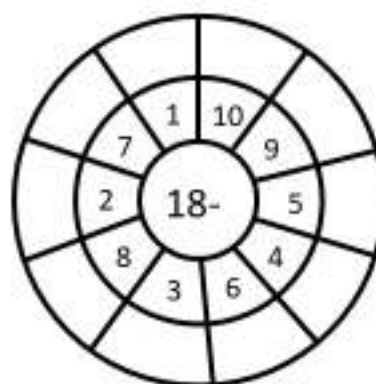
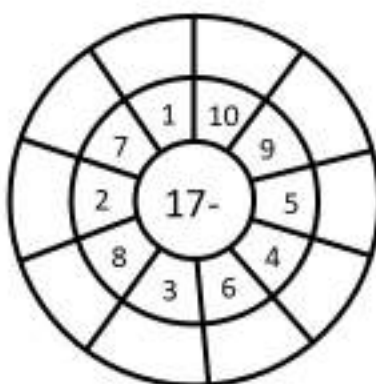
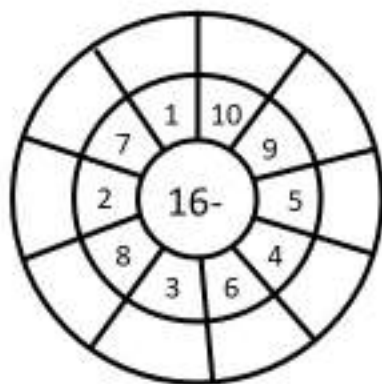
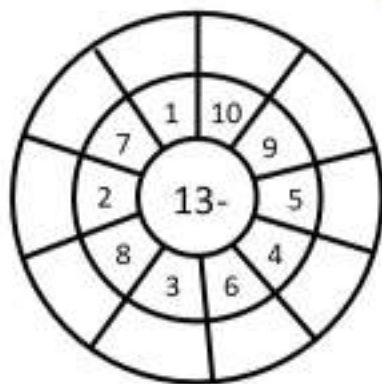
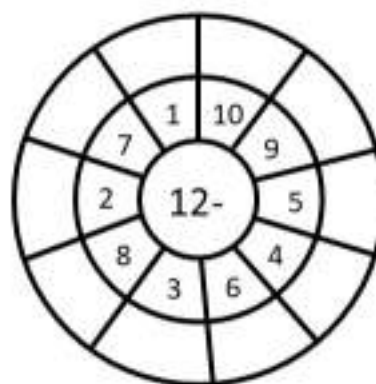
 $-6$ 

7

 $-7$

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

Fill in the outer layer of the bullseye

**PREVIEW**

**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 brought 20 donuts to school. He gives 15 donuts to his class. How many donuts does he have left?



- 3) Thomas has 19 marbles. He loses 7 of them. How many marbles does he have left?



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



## Activity: Addition/Subtraction Race

### Objective

What are we learning about?

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

### Materials

What you will need for the activity.

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



### Instructions

How to complete the activity

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

## Math Cards

Cut out the math cards below

$3 + 5$

$12 - 4$

$11$

$7 + 3$

$8 + 2$

$5 - 3$

$12 - 3$

$6 + 7$

**PREVIEW**

## Math Cards

Cut out the math cards below

$9 - 3$

$8 + 3$

$11$

$6 + 9$

$5 + 8$

$14$

$15 - 7$

$12 + 6$

**PREVIEW**

# Exit Cards

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

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

Answer the questions below

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

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

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

Answer the questions below

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

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

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

Answer the questions below

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

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

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

Answer the questions below

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

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

## Subtraction Jeopardy

### Objective

What are we learning about?

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

Materials: \_\_\_\_\_ will need for the activity.

- Jeopardy board
- Buzzer or bell



### Instructions

How you will complete the activity

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

## Jeopardy Questions

Ask students the questions below

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

**Fact Families - Adding/ Subtracting (10)****Questions**

Create 2 addition and 2 subtraction equations using the numbers provided

1)

3

7

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

2)

5

9

4

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

3)

6

2

8

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

4)

7

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

**Fact Families - Adding/ Subtracting****Questions**

Create 2 addition and 2 subtraction equations using the numbers provided

1) 2, 6, 4

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

2) 3, 5, 8

Equation 1 (+): \_\_\_\_\_

Equation 2 (+): \_\_\_\_\_

Equation 3 (-): \_\_\_\_\_

Equation 4 (-): \_\_\_\_\_

3) 6, 10, 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: \_\_\_\_\_

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# Matching Game: Inverse Operations Match

## Objective

What are we learning about?

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

Materials: \_\_\_\_\_ will need for the activity.

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

## Cards

## Matching Game Cards

$10 - 2 = 8$

$8 + 2 = 10$

$15 - 5 = 10$

$10 + 5 = 15$

$12 - 3 = 9$

$9 + 3 = 12$

$14 - 4 = 10$

$10 + 4 = 14$

$18 - 7 = 11$

$11 + 7 = 18$

**PREVIEW**

## Cards

## Matching Game Cards

$$9 - 1 = 8$$

$$8 + 1 = 9$$

$$16 - 6 = 10$$

$$10 + 6 = 16$$

$$13 - 3 = 10$$

$$10 + 3 = 13$$

$$11 - 2 = 9$$

$$9 + 2 = 11$$

$$19 - 9 = 10$$

$$10 + 9 = 19$$

**PREVIEW**

## Cards

## Matching Game Cards

$$8 - 2 = 6$$

$$6 + 2 = 8$$

$$14 - 5 = 9$$

$$9 + 5 = 14$$

$$13 - 4 = 9$$

$$9 + 4 = 13$$

$$11 - 3 = 8$$

$$8 + 3 = 11$$

$$17 - 6 = 11$$

$$11 + 6 = 17$$

**PREVIEW**

## Cards

## Matching Game Cards

$$10 - 1 = 9$$

$$9 + 1 = 10$$

$$12 - 2 = 10$$

$$9 + 6 = 15$$

$$16 - 7 = 9$$

$$10 + 2 = 12$$

$$18 - 8 = 10$$

$$9 + 7 = 16$$

$$10 + 8 = 18$$

**PREVIEW**

# Operations Quiz

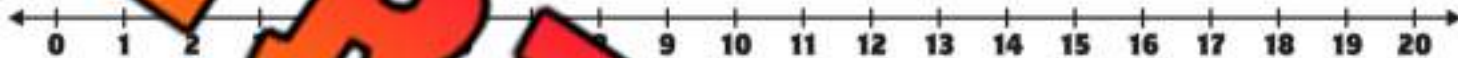
## Part 1

Add using the number lines below

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



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



## Part 2

Add using the ten blocks below

1)

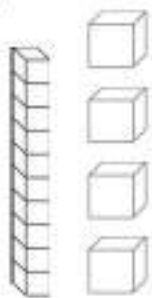


+



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

3)

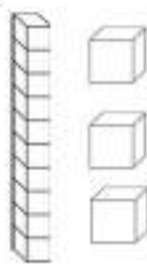


+

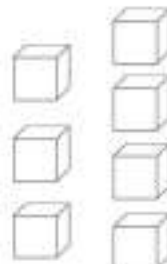


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4)



+

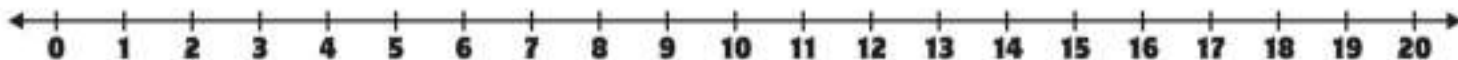


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

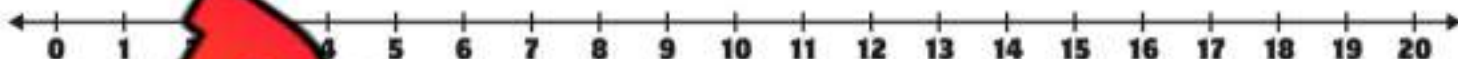
## Part 3

Subtract using the number lines below

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



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



## Part 4

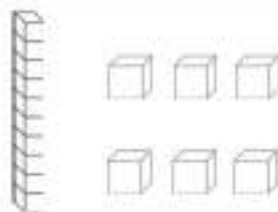
Draw the money and base ten blocks below



$\$14 - \$11 = \underline{\hspace{2cm}}$



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



$16 - 11 = \underline{\hspace{2cm}}$



$19 - 12 = \underline{\hspace{2cm}}$

## Part 5

Addition and subtraction word problems

- Hank brought 17 donuts to school for his class. He gave 14 donuts away. How many donuts does he have left?
- Pam has \$12 in her bank account. She is given \$7. How much does she have now?

## Part 6

Is the question an addition or subtraction question?

	Question	Addition	Subtraction
1)	Mary has 6 stickers. Her friend gives her 4 more stickers. How many stickers does Mary have now?	Addition	Subtraction
2)	Johnny has 12 toy cars. He buys 5 more toy cars at the store. How many toy cars does Johnny have in total?	Addition	Subtraction
3)	There are 20 pencils in the box. 8 pencils are taken out. How many pencils are left in the box?	Addition	Subtraction

## Part 7

Write an addition or subtraction sentence below and solve the problem

1)	There are 9 fish in a pond. 4 more fish are added to the pond. How many fish are in the pond now?	
	Addition/Subtraction Sentence	



2)	Mary had 13 candy bars. She ate 4 candy bars. How many candy bars does Mary have now?	
	Addition/Subtraction Sentence	





# Grade 1

## Patterns and Relations Strand



	Curriculum Expectations	Pages
<b>P1.1</b>	Demonstrate an understanding of repeating patterns (two to four elements) by: <ul style="list-style-type: none"><li>• describing</li><li>• reproducing</li><li>• extending</li><li>• creating patterns using manipulatives, diagrams,</li></ul>	5 - 41, 48 - 76
<b>Preview of 100 pages from this product that contains 256 pages total.</b>		
<b>P1.3</b>	Describe equality as a balance and inequality as an imbalance, concretely, physically, and pictorially (0 to 20).	80 - 96
<b>P1.4</b>	Record equalities using the equal symbol.	97 - 150

# Creating Repeating Patterns – Shape Colour

**Instructions**

Colour the shapes below in different colours to create a pattern

1)



2)



3)



4)



5)



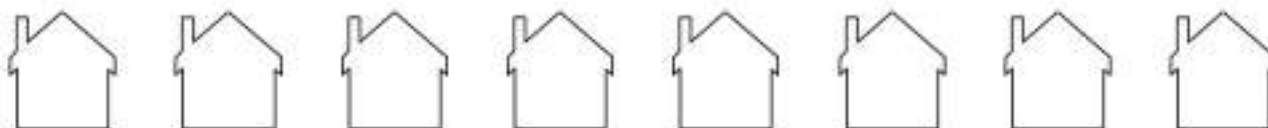
6)



7)



8)



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

8

Curriculum Connection  
P1.1

## Creating Repeating Patterns – Shape Size

### Instructions

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



## Exit Cards

Cut Out

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

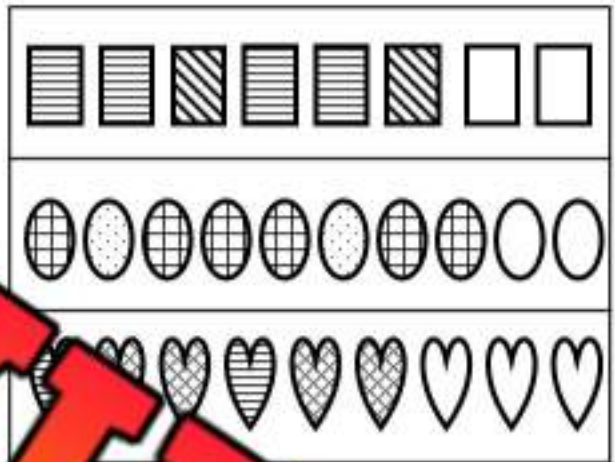
Name: \_\_\_\_\_

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



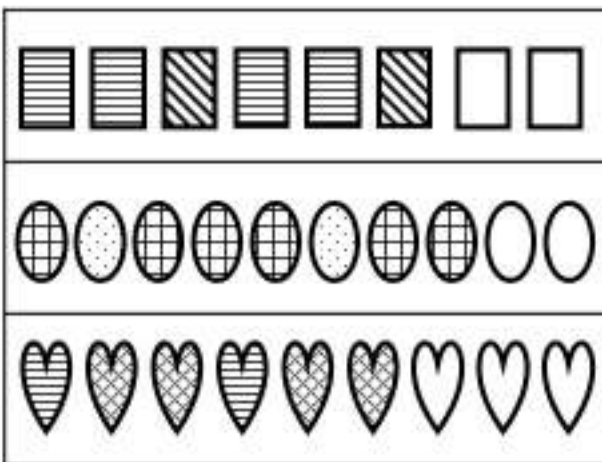
Name: \_\_\_\_\_

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



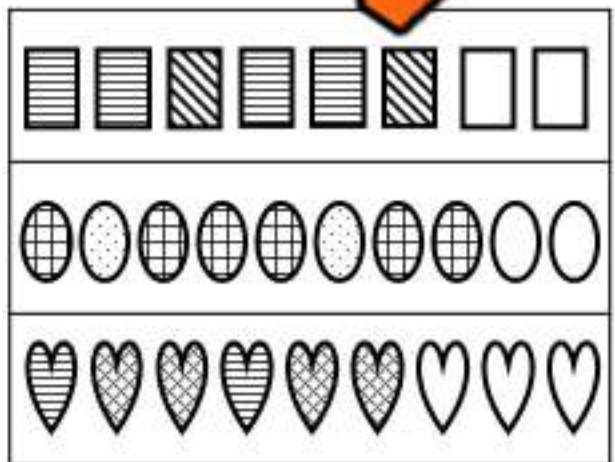
Name: \_\_\_\_\_

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



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

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



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

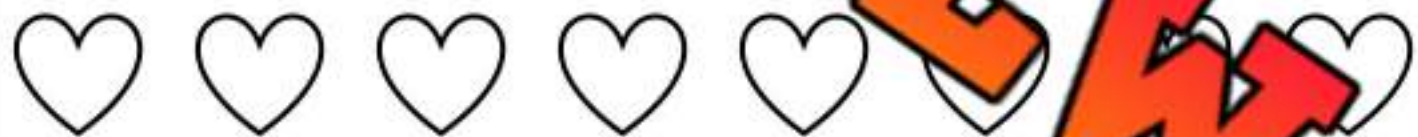
12

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## Creating Patterns Using Texture

### Instructions

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
























**PREVIEW**

# Repeating Patterns – 2 Elements










































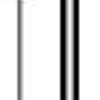
## Part 1

Continue the repeating patterns below by drawing more objects

						_____
					_____	
					_____	
					_____	

## Part 2

Repeating A, B patterns - In the pattern below A and B

										_____	
										_____	
											_____
											_____

# Repeating Patterns – 4 Elements

## Part 1

Continue the repeating patterns below by drawing more objects

## Part 2

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

									
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
									
_____	_____	_____	_____	_____	_____	_____	_____	_____	
									
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
									
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

# Repeating Pattern Cores – 4 Elements

## Part 1

Circle the pattern core in the patterns below

Four rows of icons for pattern recognition:

- Row 1: cup, cucumber, donut, cupcake, cup, cucumber, donut, cupcake, cup, cucumber, donut, cupcake
- Row 2: pencil, lamp, pencil, tree, pencil, lamp, pencil, tree, pencil, lamp, pencil, tree
- Row 3: star, mouse, phone, phone, mouse, phone, phone, star, mouse, phone, phone, mouse
- Row 4: chocolate, party hat, smoothie, pineapple, pineapple, chocolate, chocolate, party hat, smoothie, pineapple, pineapple

## Part 2

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

1)										
2)										
3)										
4)										

## Activity Title: Sound Clap Patterns

### Objective

What are we learning about?

Students will create and recognize patterns using clapping and other sounds. This activity helps students understand and identify patterns through a fun and interactive method.



Materials: What materials will need for the activity.

- None

### Instructions

How you will complete the activity.

1. Begin by explaining to the students that they will create patterns using clapping and other sounds, like snapping or stomping.
2. Demonstrate a simple pattern, such as "clap, clap, snap, clap," and have the students repeat it.
3. Divide the students into small groups and ask each group to come up with their own unique sound pattern.
4. Allow each group to perform their pattern in front of the class.
5. After each performance, ask the rest of the class to identify and extend the pattern. For example, if the pattern is "clap, clap, snap, clap," the next part could be "clap, clap, snap, clap, clap, clap, snap, clap."
6. Repeat the process with each group, encouraging creativity and variation in the patterns they create.

**Reflection**

Answer the questions below.

1) Write the sound sequence that shows the order of your sound pattern. (e.g.: snap, clap, clap, stomp,...etc.)

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2) Draw the sound sequence for your pattern. For example, draw a picture of hands clapping, fingers snapping, feet stomping, etc. for each part of your pattern.



3) Write the sound sequence of your favourite pattern you heard today.

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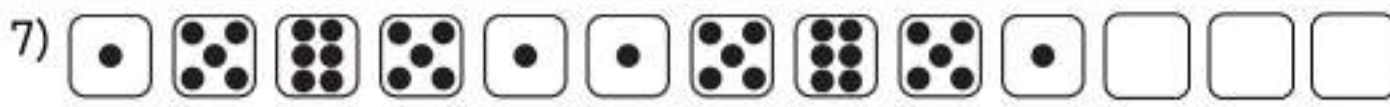
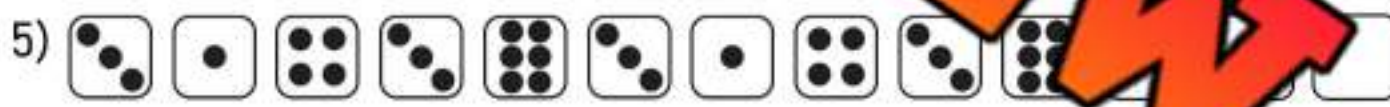
# Repeating A/B Patterns

**Instructions**

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



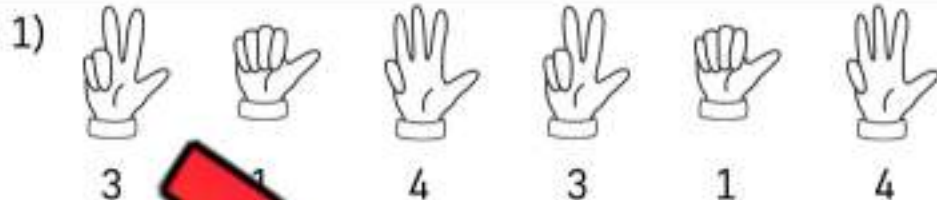
A                      A              B              A              B



# Repeating Patterns – Fingers

**Instructions**

Continue the repeating patterns below with three more hands



## Activity Title: Pattern Pizzas

### Objective

What are we learning about?

Students will create and recognize patterns using "toppings" to make paper pizzas. This engaging activity combines art, math, and even a bit of culinary fun, as they learn about patterns in a context they're familiar with and enjoy.

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

- Paper plates (or circles cut from construction paper for the pizza base)
- Coloured paper or foam cut into various shapes (to represent different toppings like pepperoni, mushroom, olives)
- Glue sticks
- Markers for decorating



### Instructions

How you will complete the activity

1. Start by discussing what patterns are and how they apply to everyday objects, like pizzas. Show examples of simple patterns using different toppings.
2. Give each student a paper plate and a set of paper toppings. Ask them to design a pizza using toppings in a repeating pattern. For instance, they could create a pattern like olive, pepperoni, mushroom, olive, pepperoni, mushroom.
3. Students glue their toppings onto their paper plates according to their planned patterns. Encourage them to be as creative as they like, maybe even naming their special pizza.
4. Once everyone is done, students present their pattern pizzas to the class. They explain their pattern choice and discuss what makes it a pattern.
5. As each student presents, the rest of the class can guess the pattern and suggest how it might be extended or changed.

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

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Instructions

Cut out the images below



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

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Instructions

Draw your pattern on the pizza below.

**PREVIEW**

## Patterns Using Numbers

**Instructions**

Continue the patterns below by filling in the blanks

1) 3 5 \_\_\_\_\_

2) 1 2 \_\_\_\_\_

3) 4 8 4 8 \_\_\_\_\_

4) 2 4 8 2 4 8 \_\_\_\_\_

5) 1 5 10 1 5 10 \_\_\_\_\_

6) 3 8 11 3 8 11 \_\_\_\_\_

7) 5 5 10 5 5 10 \_\_\_\_\_

**PREVIEW**

## Extending Repeating Patterns - Letters

**Instructions**

Continue the patterns below by filling in the blanks

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

## Exit Cards

Cut Out

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

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

Continue the pattern below by filling in the blanks.

1) M, N, M, N, M, \_\_\_\_\_, \_\_\_\_\_

2) 1, 2, 3, 1, 2, 3, 1, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3) 9, 7, 5, 9, 7, 5, 9, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4) J, K, L, L, J, K, L, L, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

Continue the pattern below by filling in the blanks.

1) M, N, M, N, M, \_\_\_\_\_, \_\_\_\_\_

2) 1, 2, 3, 1, 2, 3, 1, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3) 9, 7, 5, 9, 7, 5, 9, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4) J, K, L, L, J, K, L, L, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

Continue the pattern below by filling in the blanks.

1) M, N, M, N, M, \_\_\_\_\_, \_\_\_\_\_

2) 1, 2, 3, 1, 2, 3, 1, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3) 9, 7, 5, 9, 7, 5, 9, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4) J, K, L, L, J, K, L, L, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

Continue the pattern below by filling in the blanks.

1) M, N, M, N, M, \_\_\_\_\_, \_\_\_\_\_

2) 1, 2, 3, 1, 2, 3, 1, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3) 9, 7, 5, 9, 7, 5, 9, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4) J, K, L, L, J, K, L, L, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Activity Title: Pattern Pass Along

### Objective

What are we learning about?

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

Materials: \_\_\_\_\_ will need for the activity.

- A variety of \_\_\_\_\_ stacking cubes
- Timers or stopwatches
- Paper and pens for recording their original pattern observations



### Instructions

How you will complete the activity

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

Reflection

Answer the questions below.

1) Describe the pattern you made.

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2) Describe the pattern you made.

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3) Draw your favourite pattern below.

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**PREVIEW**












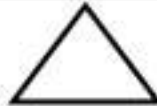
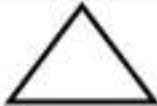


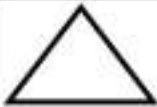
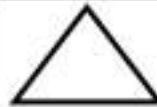
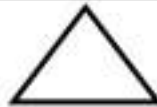
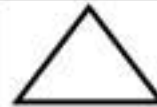
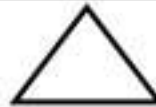
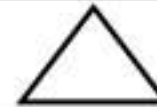

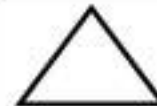

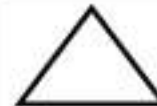

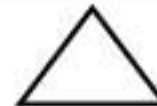
## Translating Patterns – AB Patterns

### Translating Patterns

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

#### Instructions

Translate the first pattern into a new pattern using different colours

1)	B	A	B	A	B	
Translated						
2)	A	A	B	B		
Translated						
3)	A	B	C	C		
Translated						
4)	A	A	B	A	A	B
Translated						
5)	A	B	A	A	B	A
Translated						

# Translating Patterns – AB Patterns

**Instructions**

Translate the patterns below using any shapes you'd like

1)	A	B	A	B	A	B
Translated						

	A	B	A	A	B
Translated					

3)	A		A	B	C
Translated					

4)	A	B	B		B
Translated					











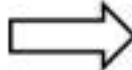






















5)	A	B	C	A	A	B	C	A
Translated								

6)	A	B	A	C	A	B	A	C
Translated								

# Translating Patterns – AB Patterns

## Instructions

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

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

## What is a Cycle?

A cycle is when events happen over and over. For example, we all have a sleep and awake cycle. The two events repeat over and over. We sleep and then we wake up and then we sleep again and then we wake up. Cycles are repeating patterns.



Night and day are two more events that happen over and over. It is daytime and then nighttime, and then daytime again. This cycle has repeated for a long time!



Cycle

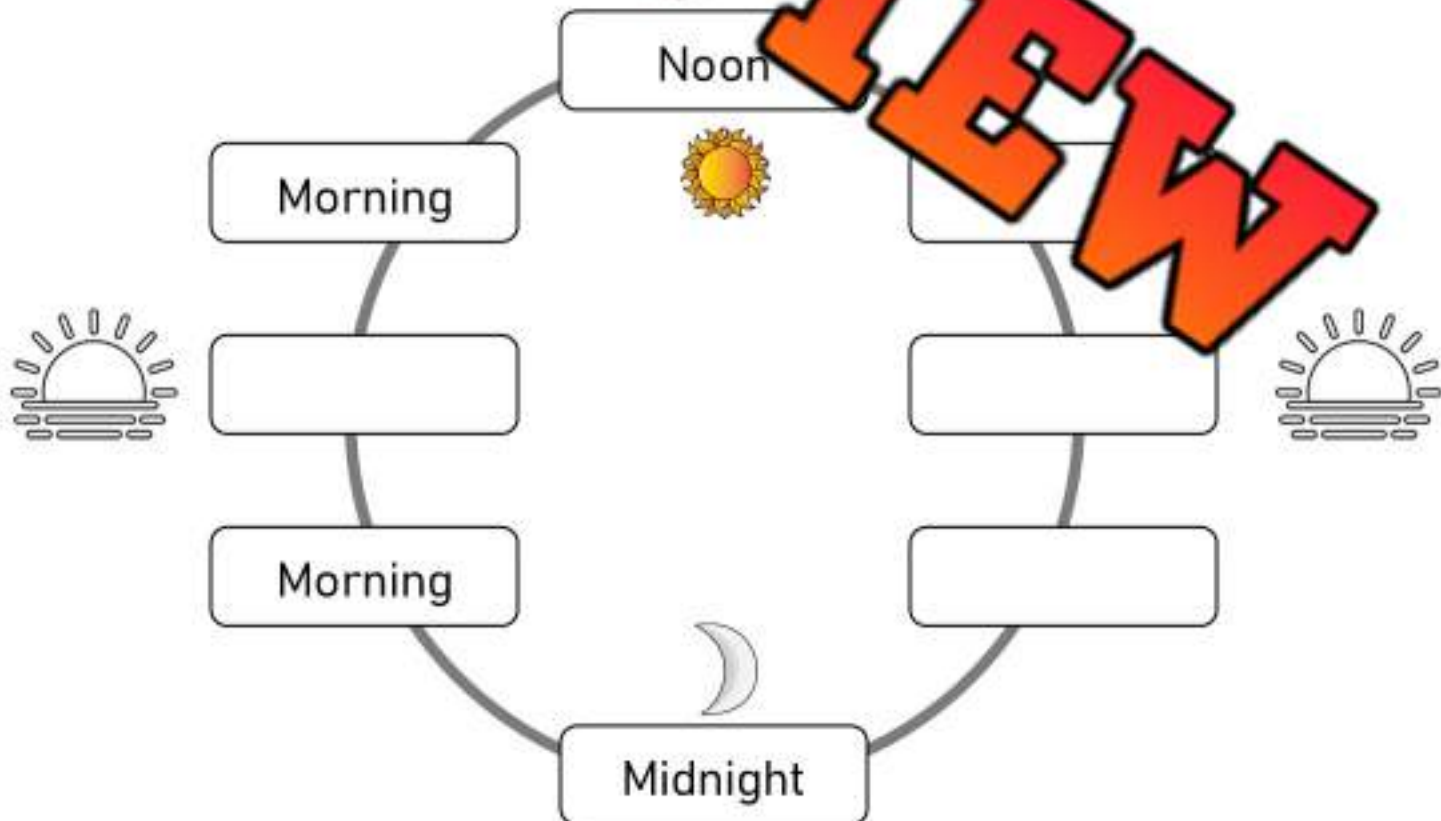
Use the words to fill in the cycle below

Evening

Sunrise

Afternoon

Sunset

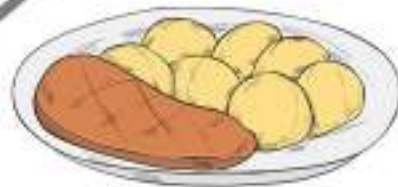


# Cycles In Your Life - Eating

## Eating Cycle

Use the word bank to fill in your meal cycle. Draw pictures of the food you eat at each meal

Dinner	Lunch	Breakfast
Snack	Snack	Snack



**PREVIEW**

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

50

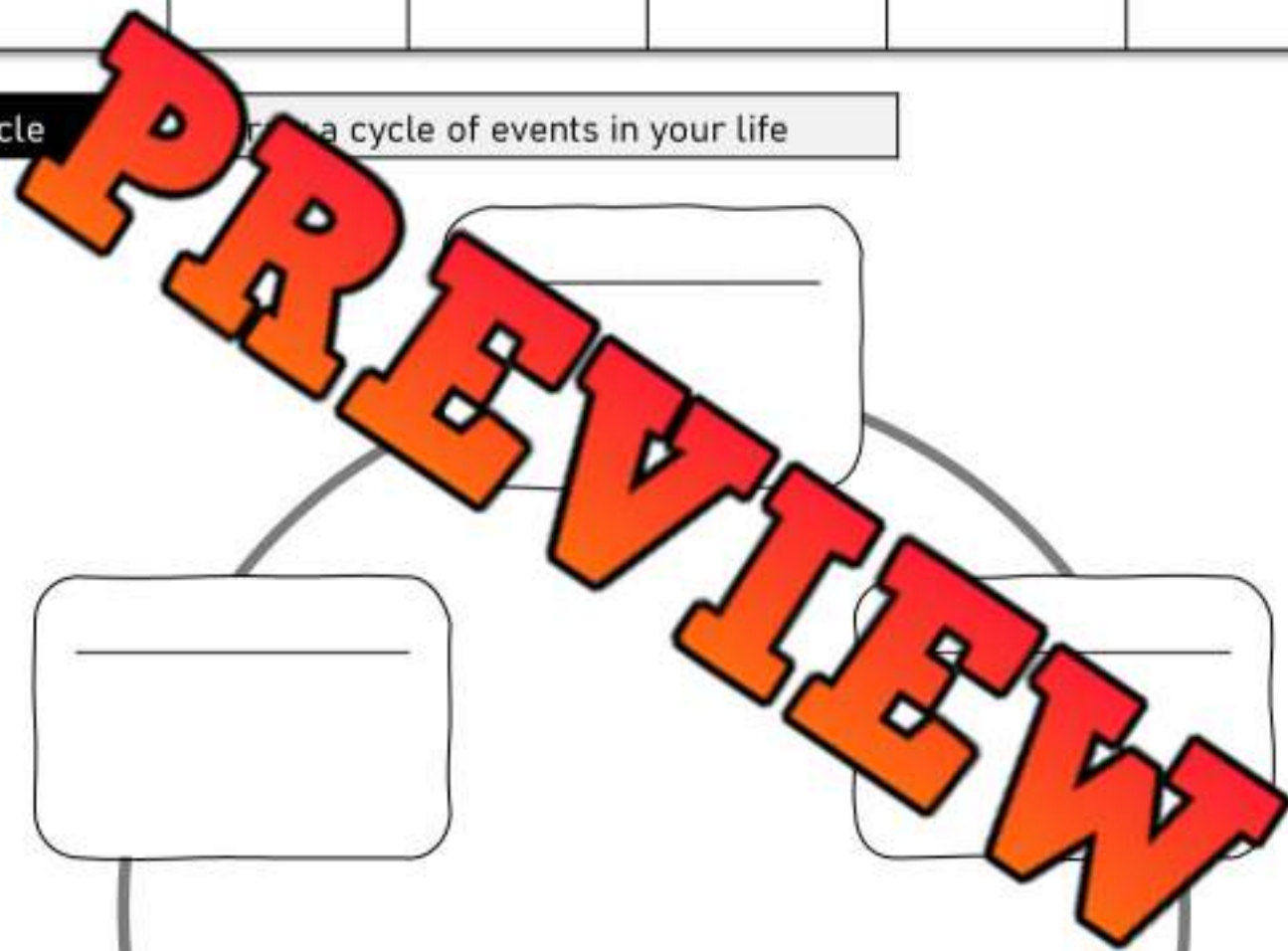
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## Cycles In Your Life

Can you think of 6 important things you do everyday? Put them in the cycle below.

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Cycle \_\_\_\_\_ a cycle of events in your life



## Exploring Cycles in Math and Real Life

### Objective

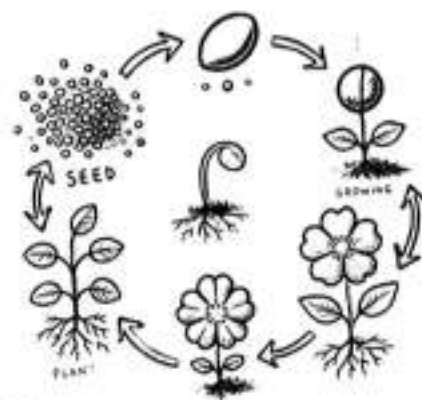
What are we learning about?

To help students understand the concept of cycles in math and recognize cycles they observe in everyday life through engaging and hands-on activities.

### Materials

What you will need for the activity.

- Paper plates or construction paper
- Markers or crayons
- Scissors
- Tape or glue
- Picture cards showing different cycles (e.g., day and night, seasons, life cycle of plants and animals)
- A large clock or clock face cut out for demonstration



### Instructions

How you will complete the activity.

1. Begin by explaining the concept of cycles to the students using simple language. Show them examples of cycles in nature, such as the change from day turning into night.
2. Distribute paper plates, markers or crayons, scissors, and tape or glue to each student. Explain that they will be creating their own cycle using the materials provided.
3. Ask the students to draw and cut out pictures representing different parts of a cycle on their paper plates. For example, they could draw the sun and moon to represent day and night or the four seasons.
4. Have the students arrange their pictures in a circle on the plate, using tape or glue to secure them. Explain that this represents a cycle.
5. Once all students have finished their plates, gather them together and discuss the different cycles they have created. Ask them to explain their drawings and how they show a cycle.



**Ideas**

Choose from one of the cycle ideas below or choose your own

**Cycle Type**

The water cycle (evaporation, condensation, precipitation)

Day and night cycle

The four seasons (spring, summer, fall, winter)

Life cycle of a butterfly (egg, larva, pupa, adult)

Life cycle of a frog (egg, tadpole, froglet, adult)

Daily routine (wake up, breakfast, school, afternoon, night)

Weekdays (Monday to Friday)

Plant growth cycle (seed, sprout, plant, fruit)

Recycling process (collect, sort, process, reuse)

Food chain cycle (sun, plant, herbivore, carnivore)

The moon phases (new moon, first quarter, full moon, last quarter)

School day routine (arrival, lessons, lunch, play, dismissal)

Tooth brushing routine (brush, rinse, floss, mouthwash)

Car washing process (rinse, soap, scrub, rinse, dry)

Cooking process (prepare, cook, serve, eat, clean)

Laundry cycle (wash, dry, fold, put away)

Traffic light cycle (green, yellow, red)

Life cycle of a tree (seed, sapling, young tree, mature tree)

# Seasons - Cycle

Cycle

Draw pictures that come to mind for each season



Summer

Spring

Fall

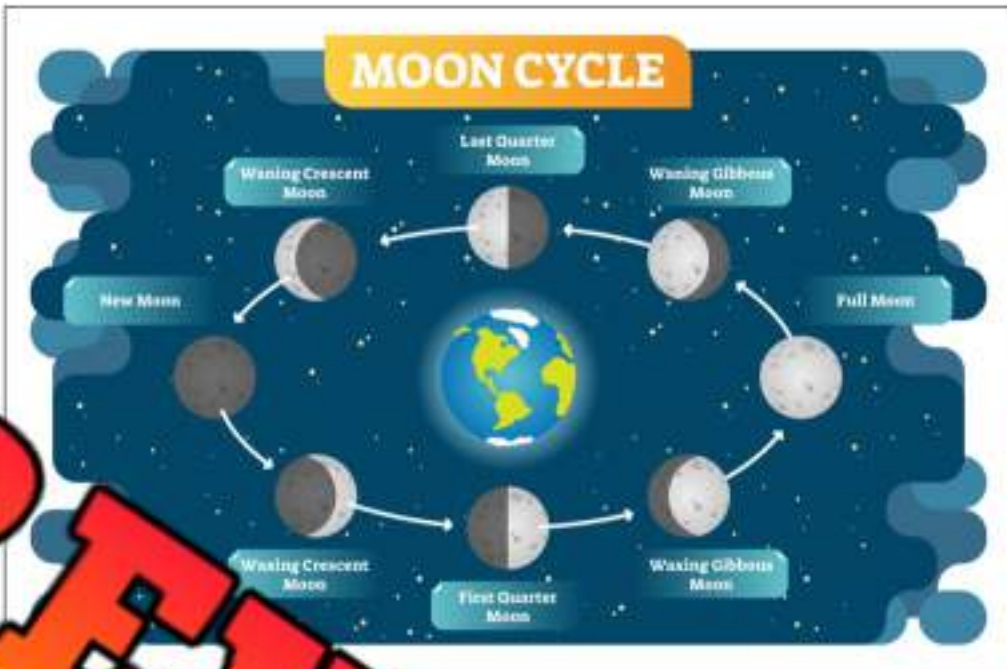
Winter

**PREVIEW**



# Lunar Cycle

Have you ever noticed that the moon looks different some nights than others? That is because we have a cycle of different moon phases that repeat every month. This cycle is called the **Lunar Cycle**. We have 8 different looking moons.



**Draw**

Draw each of the moon phases in the boxes below

New Moon	Waning Crescent Moon	Last Quarter Moon	Waning Gibbous Moon
Waxing Crescent Moon	First Quarter Moon	Waxing Gibbous Moon	Full Moon



## Experiment – Moon Phases

Recreate the moon phases using Oreo cookies. Follow the instructions below to complete the activity.



### Materials

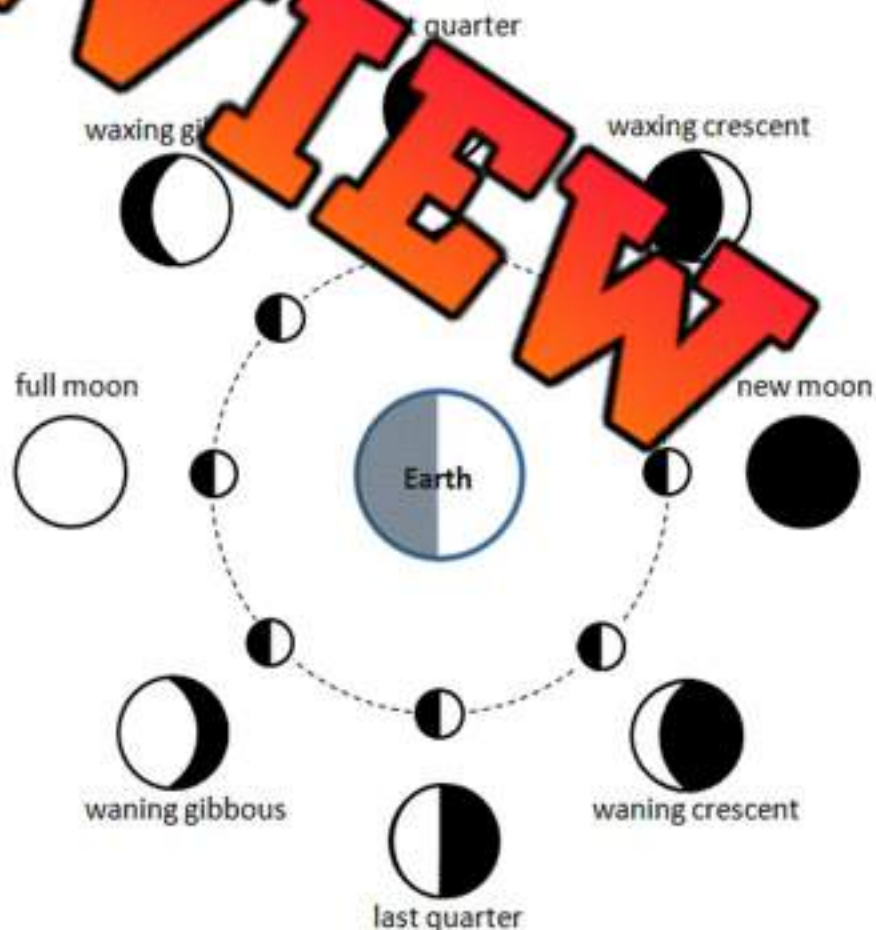
### What you need

- 8 Oreos
- Paper plate
- A popsicle stick to use for scraping the icing

### Procedure

### How you do the activity

- 1) Separate the cookie so that the icing is on one side of the cookie and not the other. Twisting the cookie a bit works to achieve this.
- 2) Use the popsicle stick to create each phase of the moon
- 3) Glue the phase of the moon onto the paper plate. Make sure to put them in order
- 4) Label the moon phases with their official name



# Introduction – Days of the Week

**Instructions**

Answer the questions below using the word bank

Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	

1) What day is after Sunday?	
2) What day is before Friday?	
3) What day is after Saturday?	
4) What day is before Friday?	
5) What day is before Thursday?	
6) What day is two days after Monday?	
7) What day is before Monday?	
8) What is the first day of school in a week?	
9) What day does the weekend start on?	
10) What day is the middle of the school week?	

## Exit Cards

Cut Out

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

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

Answer the questions below.

1) If today is Wednesday, what day is tomorrow?

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

2) If today is Monday, what day will it be in four days?

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

3) What day comes three days after Thursday?

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

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

Answer the questions below.

1) If today is Wednesday, what day is tomorrow?

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

2) If today is Monday, what day will it be in four days?

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

3) What day comes three days after Thursday?

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

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

Answer the questions below.

1) If today is Wednesday, what day is tomorrow?

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

2) If today is Monday, what day will it be in four days?

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

3) What day comes three days after Thursday?

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

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

Answer the questions below.

1) If today is Wednesday, what day is tomorrow?

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

2) If today is Monday, what day will it be in four days?

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

3) What day comes three days after Thursday?

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

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

# Days of the Week

Thursday	Friday	Sunday	Monday
Saturday	Wednesday	Tuesday	

## Instructions

Fill in the blanks

1) _____	2) _____	3) Tuesday
4) _____	5) Thursday	6) _____



## Instructions

the \_\_\_\_\_

Yesterday	_____ day	Tomorrow
	Sunday	
	Wednesday	
	Saturday	
	Tuesday	
	Friday	
	Thursday	
	Monday	

**PREVIEW**

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

## Months of the Year – Before and After

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

Instructions

Write the month that comes before and after

	Month	After
	May	
	August	
	September	
	March	
	June	
	September	
	April	
	July	
	October	
	January	
	December	

**PREVIEW**

# Months of the Year - Questions

**Questions**

Answer the questions below



1) What month is your birthday?

\_\_\_\_\_

2) How many \_\_\_\_\_ in a \_\_\_\_\_?

\_\_\_\_\_

3) What 2 months do you have \_\_\_\_\_  
in the summer?

\_\_\_\_\_

\_\_\_\_\_

5) Which month do you start  
school?

\_\_\_\_\_

7) Which month is your favourite?

\_\_\_\_\_

Months  
of the  
Year



4) Which months end in -er?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6) Which month does school end?

\_\_\_\_\_

# Months of the Year - Calendar

**Part 1**

How many days are in the following months?

Month	Days in the Month
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	



**PREVIEW**

**Part 2**

Answer the questions below

1) Which months have 30 days?


2) Which month has the least number of days?

--

3) Which day is the first day of the year?

--

## Seasons - Questions

**Questions**

Answer the questions below

1) Which season is the coldest?

\_\_\_\_\_

2) Which season is the warmest?

\_\_\_\_\_

4) Which season comes before summer?

\_\_\_\_\_

5) Which season comes after winter?

\_\_\_\_\_

7) Which season comes after spring?

\_\_\_\_\_

9) What is your favourite season?

\_\_\_\_\_

Seasons  
of the  
Year



3) What are the 4 seasons?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6) Which season comes after fall?

\_\_\_\_\_

8) What is your least favourite season?

\_\_\_\_\_



# Exit Cards

**Cut Out**

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

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

True or False?

1) Wednesday comes next after Monday.	True	False
2) Fall is before summer.	True	False
3) There are 12 months in a year.	True	False
4) There are 8 days in a week.	True	False

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

True or False?

1) Wednesday comes next after Monday.	True	False
2) Fall is before summer.	True	False
3) There are 12 months in a year.	True	False
4) There are 8 days in a week.	True	False

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

True or False?

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

True or False?

1) Wednesday comes next after Monday.	True	False
2) Fall is before summer.	True	False
3) There are 12 months in a year.	True	False
4) There are 8 days in a week.	True	False

## Four Corners Activity: Days, Months, and Seasons

### Objective

What are we learning about?

To help students reinforce their knowledge of the days of the week, months of the year, and seasons through an engaging and interactive activity.

### Material

What you will need for the activity.

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



### Instructions

How you will complete the activity.

1. Prepare the classroom by labelling each corner with A, B, C, and D.
2. Explain to the students that you will read out questions related to the days of the week, months, and seasons, and each question will have four options (A, B, C, D).
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of concepts.

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

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Question	A	B	C	D
Which day comes after Tuesday?	Monday	Wednesday	Thursday	Friday
How many days are there in January?	28	29	30	31
Which month comes before April?	March	May	June	July
Which season is the coldest?	Spring	Summer	Fall	Winter
Which of these is a summer month?	December	August	February	November
How many months are there in a year?	10	11	12	13
Which month has 30 days?	April	June	September	October
Which season comes after winter?	Spring	Summer	Fall	Winter
Which is your favourite day of the week?	Sunday	Saturday	Other	
Which month has 28 or 29 days?	January	February	March	April
How many days are there in a week?	5	6	7	8
Which day is the first day of the week?	Sunday	Tuesday	Wednesday	
Which month comes after November?	January	February	December	October
Which is your favourite season?	Spring	Summer	Fall	Winter
Which of these is an autumn month?	May	June	September	July
Which season is the warmest?	Spring	Summer	Fall	Winter
Which month comes before August?	July	September	October	June
Which day comes before Saturday?	Sunday	Monday	Friday	Thursday
Which season comes after winter?	Summer	Spring	Fall	Winter

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

# Patterning Quiz

## Part 1

Continue the repeating patterns below by drawing 3 more pictures



## Part 2

Circle the pattern core and continue the pattern

1 1 2 3 1 1 2 3 1 \_\_\_\_\_

3 6 2 2 2 3 6 2 2 2 \_\_\_\_\_

7 7 4 4 5 7 7 4 4 5 \_\_\_\_\_

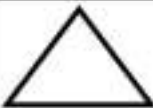
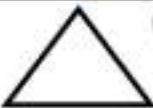



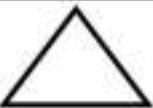








## Part 3

Continue the pattern below by filling in the blanks

1)	R	T	S	S	R	T	S	S				
2)	P	Y	Y	P	P	Y	Y	P				
3)	W	B	W	L	W	B						

## Part 4

Translate the first pattern into a new pattern using different colours

1)	A		B		A		B
Translated							
2)	A	B	B		B		B
Translated							

## Part 5

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

	A	B	A	B	A	B
Translated						

## Part 6

Fill in the blanks

Yesterday	Today	Tomorrow
	Sunday	
	Wednesday	
	Saturday	
	Tuesday	
	Friday	
	Thursday	

## Part 7

Write the month that comes after

Word Bank
December
August
March
February
April
January
October

Month	After
February	
November	
March	
September	
July	
January	
December	

# Birthday Cake - Equalities

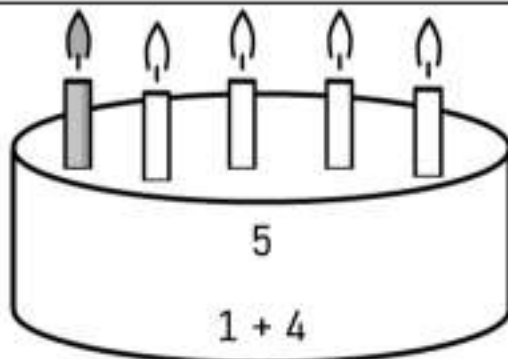
**Instructions**

Create equalities by filling in the blanks

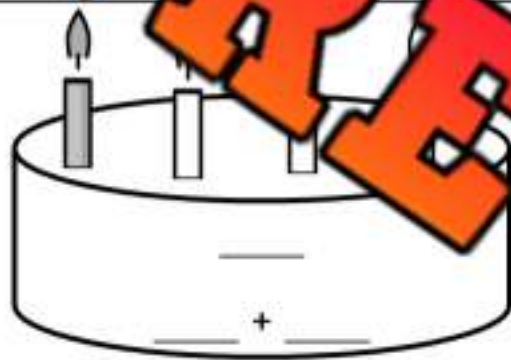
1)



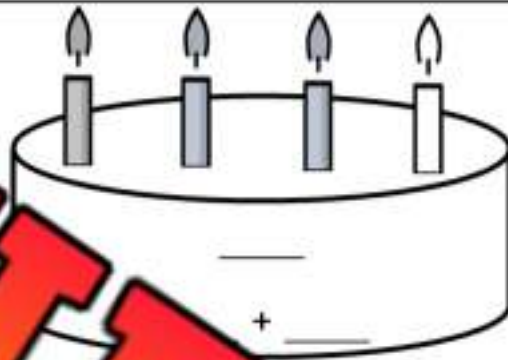
=



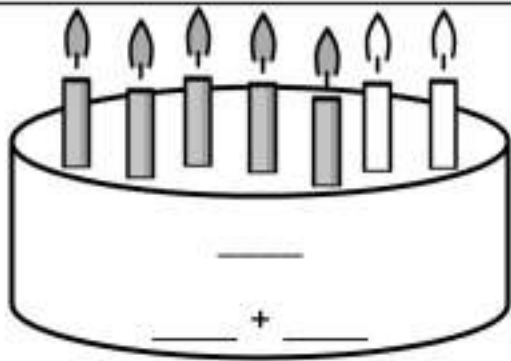
2)



=



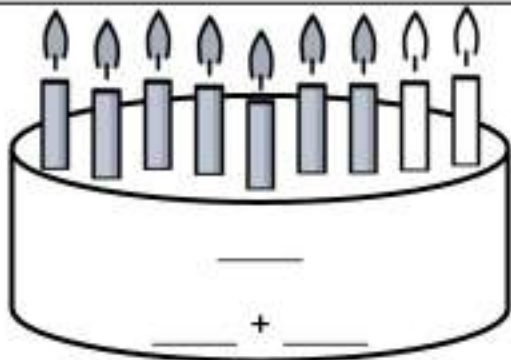
3)



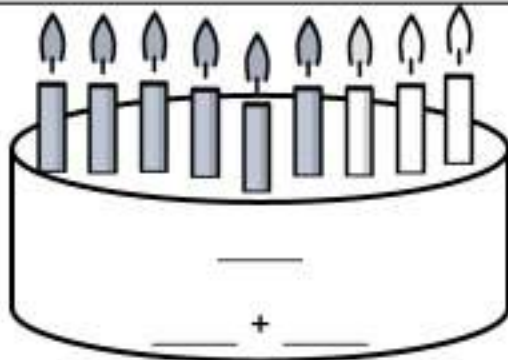
=



4)



=

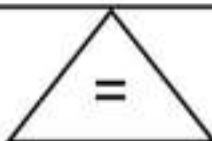
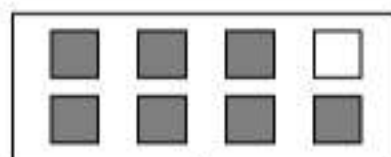


# Pan Balance - Equalities

**Instructions**

Fill in the blanks to create equalities

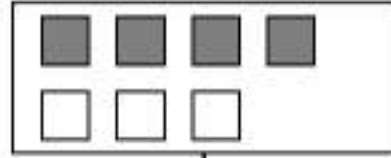
1)



8

 $7 + 1$ 

2)



\_\_\_\_\_

+

\_\_\_\_\_

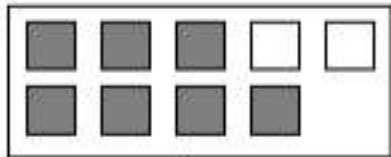


\_\_\_\_\_

+

\_\_\_\_\_

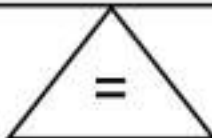
3)



\_\_\_\_\_

+

\_\_\_\_\_

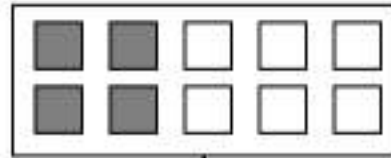
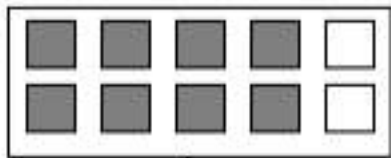


\_\_\_\_\_

+

\_\_\_\_\_

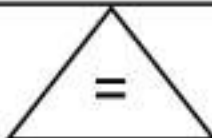
4)



\_\_\_\_\_

+

\_\_\_\_\_



\_\_\_\_\_

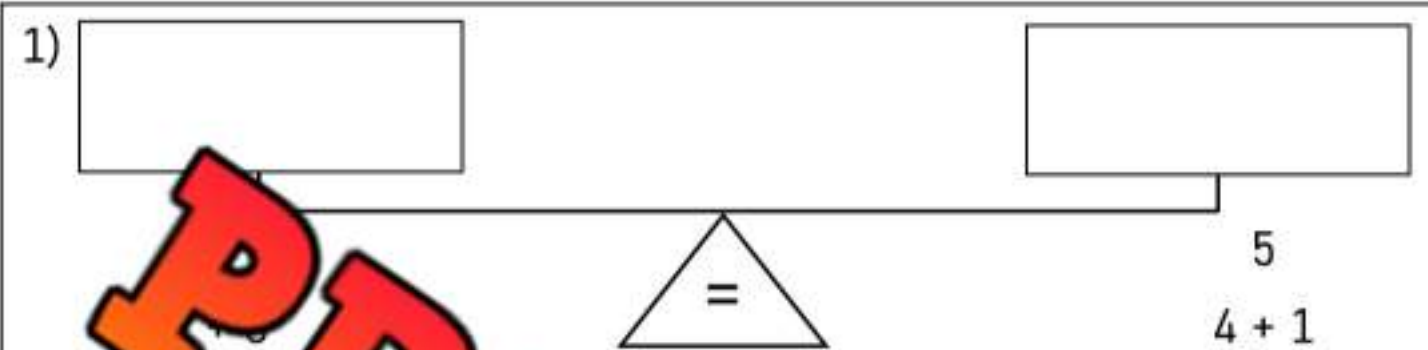
+

\_\_\_\_\_

# Pan Balance - Equalities

**Instructions**

Draw the missing objects in the rectangles

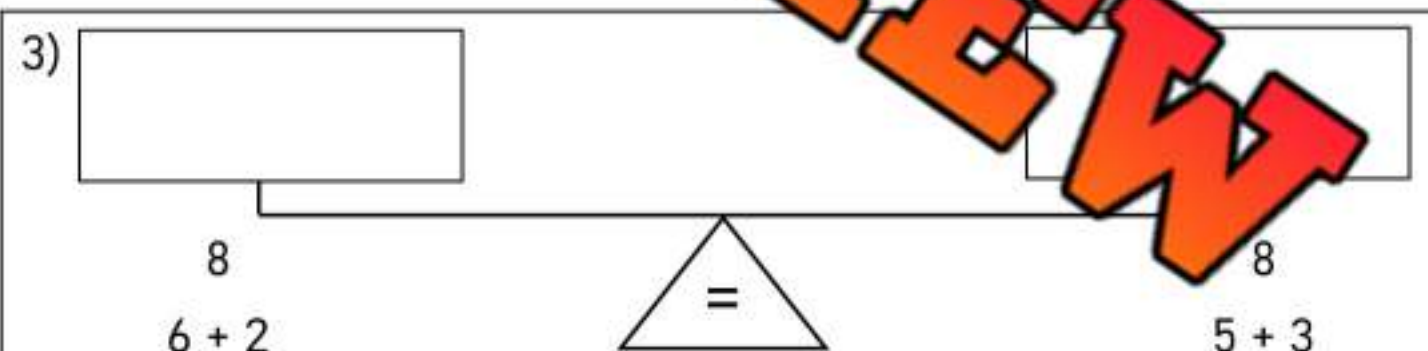
1) 

$5$   
 $4 + 1$

2) 

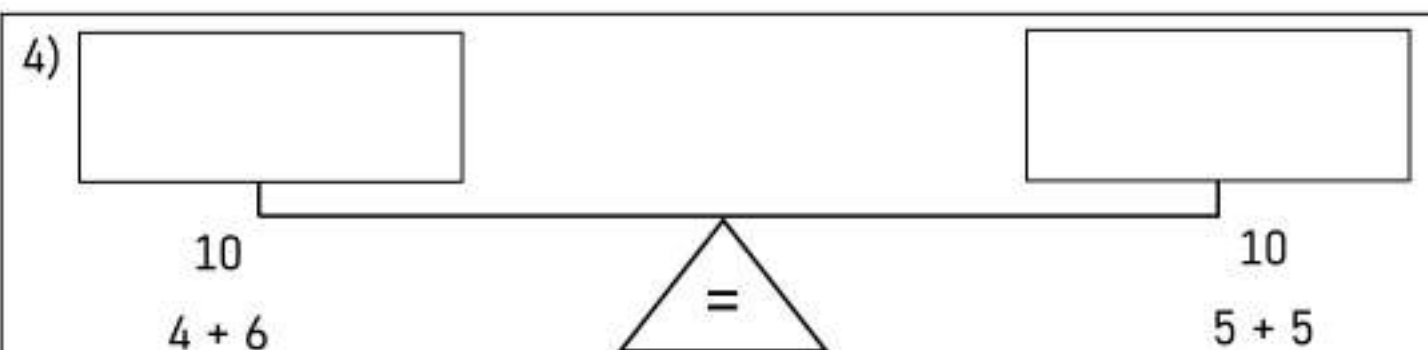
$7$   
 $5 + 2$

$7$   
 $4 + 3$

3) 

$8$   
 $6 + 2$

$8$   
 $5 + 3$

4) 

$10$   
 $4 + 6$

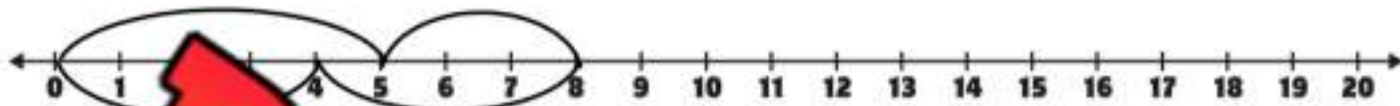
$10$   
 $5 + 5$

# Double Number Lines - Equalities

**Instructions**

Fill in the blanks to complete the equalities

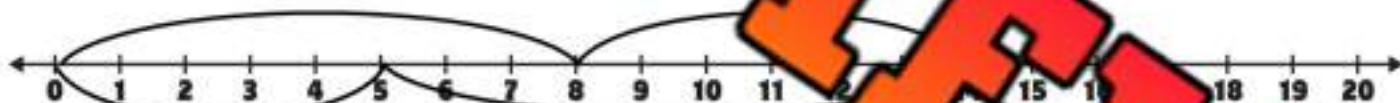
1)  $5 + 3 = 8$



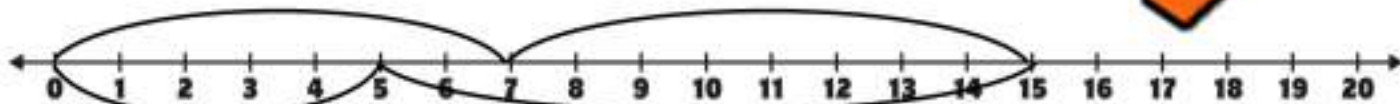
2) \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



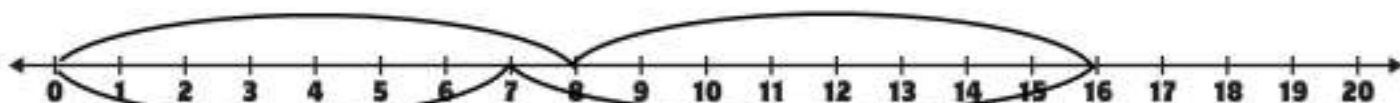
3) \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



4) \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



5) \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



# Pan Balance - Equalities

**Instructions**

Fill in the blanks to balance the equations

1)

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

2)

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

3)

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

4)

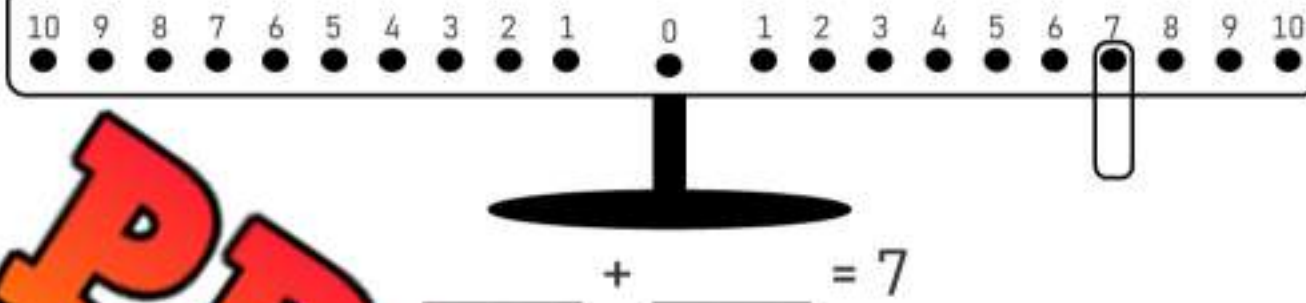
$\underline{\quad} + \underline{\quad} = 10$

# Balance Pan Equations

**Instructions**

How many ways can you balance the equations to equal 7?

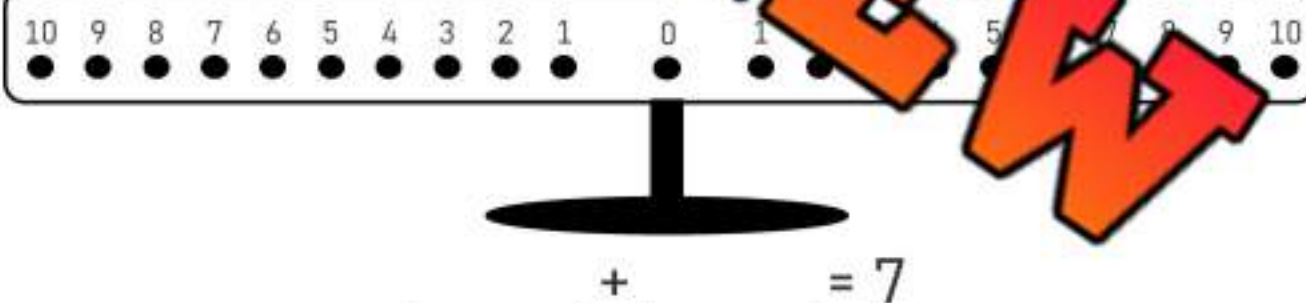
1)



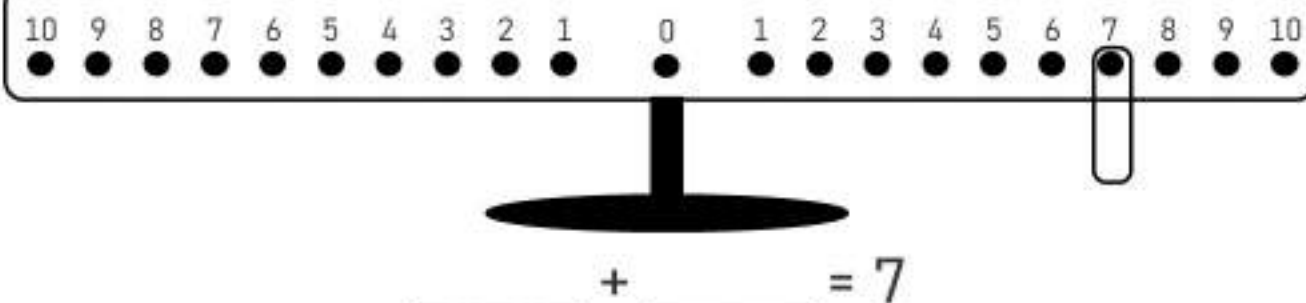
2)



3)



4)

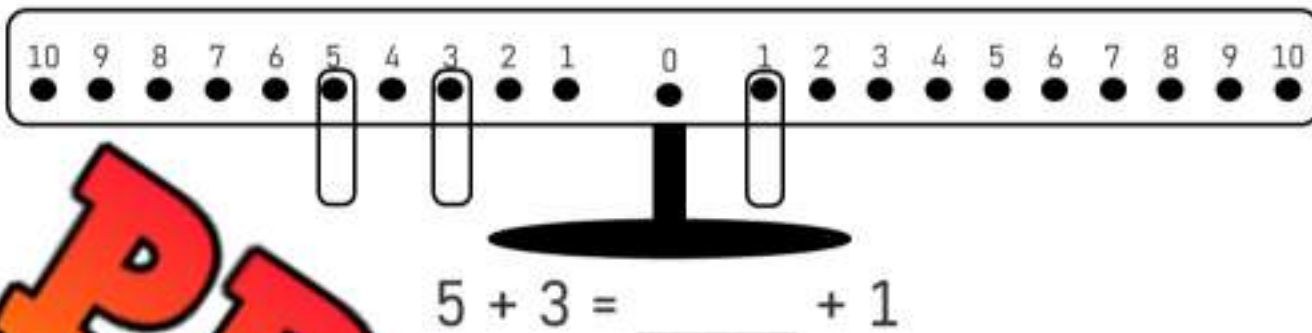


# Balance Pan Equations

**Instructions**

Balance the equations below

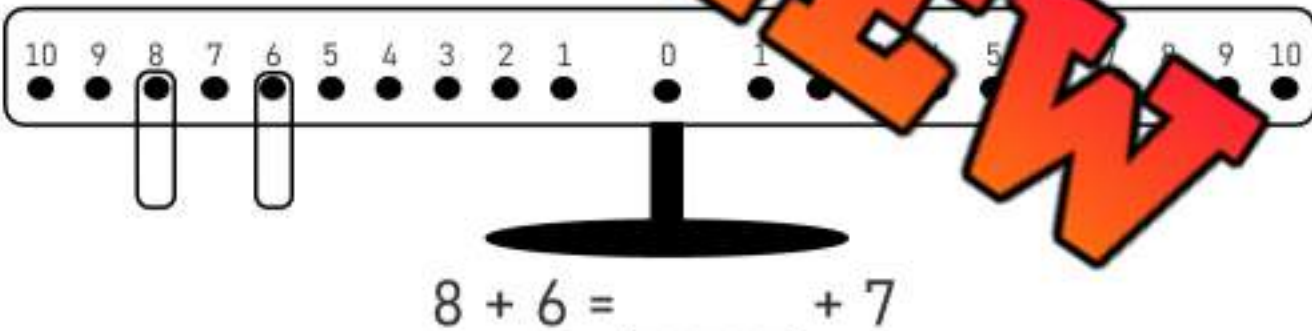
1)



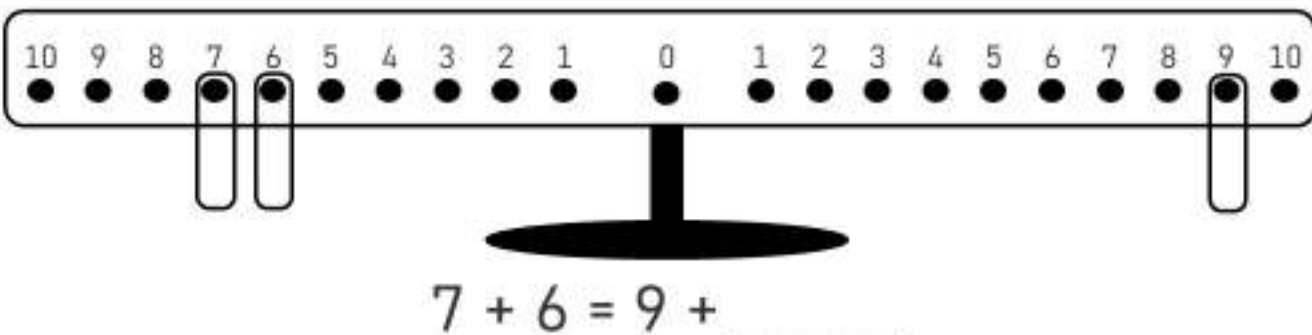
2)



3)



4)



## Exit Cards

Cut Out

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

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

Balance the equation below:

1)  $1 + 5 = \_\_\_ + 2$

2)  $4 + \_\_\_ = 2 + 5$

3)  $8 + 3 = 6 + \_\_\_$

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

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

Balance the equation below:

1)  $1 + 5 = \_\_\_ + 2$

2)  $4 + \_\_\_ = 2 + 5$

3)  $8 + 3 = 6 + \_\_\_$

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

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

Balance the equation below:

1)  $1 + 5 = \_\_\_ + 2$

2)  $4 + \_\_\_ = 2 + 5$

3)  $8 + 3 = 6 + \_\_\_$

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

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

Balance the equation below:

1)  $1 + 5 = \_\_\_ + 2$

2)  $4 + \_\_\_ = 2 + 5$

3)  $8 + 3 = 6 + \_\_\_$

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

## Equalities or Inequalities?

Alex and Tim are brothers. Their parents try to make sure they get equal amounts. Decide below if what they get is the equal or unequal.

**Directions**Is the scenario equal (=) or unequal ( $\neq$ )?

1) Alex got 5 red blocks and 3 blue blocks. Tim got 3 red blocks and 6 blue blocks.

Did they get the same number of blocks?

 (=)

2) Alex got 4 apples and 3 oranges. Tim got 5 apples and 3 oranges.

Did they get the same number of fruits?

 (=) ( $\neq$ )

3) Alex got 6 yellow balloons and 7 purple balloons. Tim got 6 yellow balloons and 7 purple balloons.

Did they get the same number of balloons?

 (=) ( $\neq$ )

4) Alex got 3 seashells and 2 starfish. Tim got 5 seashells and 2 starfish.

Did they get the same number of things?

 (=) ( $\neq$ )

5) Alex got 6 candy bars and 2 lollipops. Tim got 3 candy bars and 4 lollipops.

Did they get the same number of candies?

 (=) ( $\neq$ )

6) Alex picked 5 red flowers and 5 blue flowers. Tim picked 7 red flowers and 3 blue flowers.

Did they get the same number of flowers?

 (=) ( $\neq$ )

## Making Equal Teams

Split the teams up equally in the situations below. Write the addition number sentence that goes with it.

**Directions**

Follow the instructions above to answer the equations

- 1) During recess, 8 friends want to play soccer. They need to have the same number of players on each team. How many players should be on each team?



Number Sentence \_\_\_\_\_ + \_\_\_\_\_ = 8

- 2) In Ms. Johnson's class, there are 10 students. She wants to make two teams for a relay race. How many students should be on each team so that the teams are equal?



Number Sentence \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

- 3) A group of 14 children are playing a game of tag. How many children should be on each team to split into two teams? How many children will be on each team?



Number Sentence \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

- 4) During a field trip, Mr. Lee has 20 students who want to go on a nature walk. He wants to split them into two equal groups. How many students should be in each group?



Number Sentence \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

## Making Equal Teams

**Directions**

Answer the questions below

- 1) Emma and her 10 friends are playing basketball. They split into two teams, with 5 players on one team. How many players will be on the other team?



- 2) In the schoolyard, 8 students want to play a game of capture the flag. They divide into two teams. One team has 4 players. How many players will be on the other team?



- 3) During lunchtime, 14 kids want to play a game of soccer. They make two teams. One team has 7 players. How many players will be on the other team?



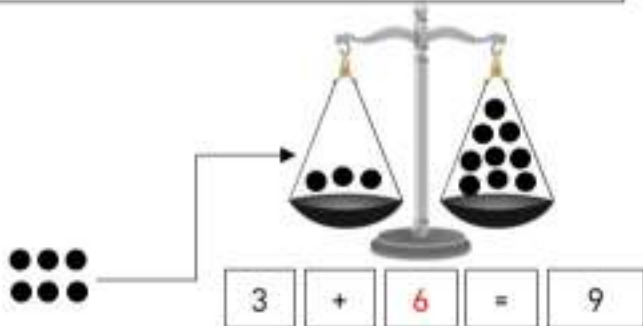
- 4) Lily and her friends are playing a game of duck-duck-goose. There are two teams of 10 kids each. How many kids are playing in total?



# 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.



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



$$7 + \square = 11$$



$$\square + \square = \square$$



$$9 + \square = 13$$



$$6 + \square = 10$$



$$8 + \square = 14$$



$$3 + \square = 12$$



$$7 + \square = 11$$



$$6 + \square = 14$$



$$1 + \square = 11$$

# Pre-Algebra – Balancing Addition Equations

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

Examples:

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

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

Instructions:

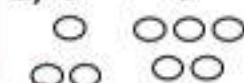
Fill in the missing number to balance the equation

1) 5



+

=



3) 3



+ 6



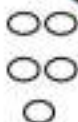
=

4) 1 +  = 5



+

= 5



5) 6 +  = 8



+

= 8



6) 4 +  = 10



+

= 10

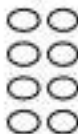


7)  + 5 = 8



+ 5

= 8

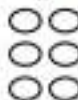


8)  + 6 = 9



+ 6

= 9



9)  + 4 = 9



+ 4

= 9

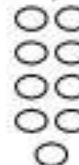


10)  + 6 = 9



+ 6

= 9

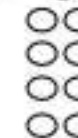


11) 4 +  = 8

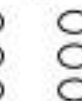


+

= 8



12) 6 + 6 =



=



13)  + 6 = 16



+ 6

= 16



14) 7 +  = 9

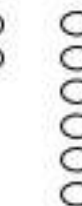


+

= 9



15) 4 + 12 =



=

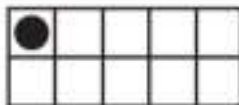


## Making 20 – Fill in the Blanks

### Questions

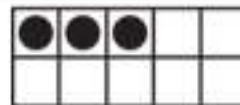
How many more dots do you need to add to make 20?

1)



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

2)



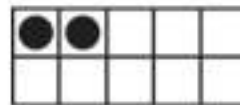
$$13 + \underline{\quad} = 20$$

3)



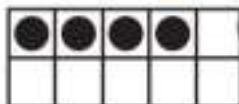
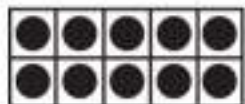
$$15 + \underline{\quad} = 20$$

4)



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

5)



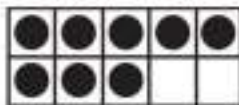
$$14 + \underline{\quad} = 20$$

6)



$$16 + \underline{\quad} = 20$$

7)



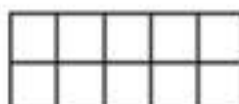
$$18 + \underline{\quad} = 20$$

8)



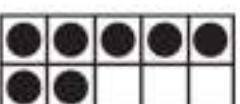
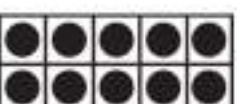
$$16 + \underline{\quad} = 20$$

9)



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

10)



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

## 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?



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



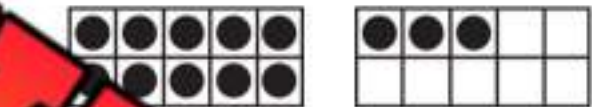
$$13 + \underline{\quad} = 20$$

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

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



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



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

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

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



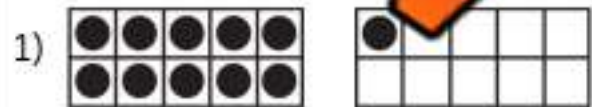
$$11 + \underline{\quad} = 20$$



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

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

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



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



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

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

**PREVIEW**

**Are They Equal? Addition to 20****Instructions**Circle **true** if the equation is equal and **false** if it is not

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

**PREVIEW**

**Addition to 20 – Are They Equal?**

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

$5 + 3 = 8$

$8 + 4 \neq 13$

$14 + 6 = 20$



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

1)  $2 + 2 = 4$

2)  $3 + 2 = 5$

3)  $3 + 3 = 5$

4)  $3 + 5 = 9$

5)  $4 + 5 = 9$

6)  $6 + 5 = 11$

7)  $6 + 2 = 7$

8)  $6 + 4 = 10$

10)  $8 + 3 = 11$

11)  $9 + 4 = 12$

12)  $8 + 5 = 13$

13)  $10 + 5 = 14$

14)  $12 + 3 = 15$

15)  $15 + 4 = 20$

## Addition Expressions – Equal?

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

**Examples:**  $5 + 3 = 2 + 6$        $4 + 5 \neq 7 + 1$



Instructions:

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

1)

$7 + 5 = 2 + 5$

7)

$5 + 4 = 3 + 6$

2)

$5 + 1 = 2 + 4$

$4 + 4 = 7 + 1$

3)

$6 + 4 = 7 + 2$

8)

$6 + 9 = 9 + 1$

4)

$8 + 5 = 5 + 8$

10)

$4 + 7 = 8 + 8$

5)

$12 + 4 = 11 + 5$

11)

$14 + 5 = 13 + 4$

6)

$16 + 3 = 19 + 0$

12)

$18 + 2 = 15 + 5$

## Exit Cards

Cut Out

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

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

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

- 1)  $3 + 9 = 4 + 8$
- 2)  $15 + 2 = 18$
- 3)  $11 + 4 = 5 + 2 + 8$

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

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

- 1)  $3 + 9 = 4 + 8$
- 2)  $15 + 2 = 18$
- 3)  $11 + 4 = 5 + 2 + 8$

## Addition – Which Equation Matches?

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

Example

$4 + 7$

$9 + 2$

$5 + 5$



Questions Circle the expression that matches the shaded in expression

1)  $4 + 3$

$2 + 5$

$2 + 6$

2)  $5 + 4$

$3 + 3$

$2 + 7$

3)  $7 + 3$

$5 + 5$

$6 + 3$

4)  $6 + 5$

$4 + 7$

5)  $9 + 3$

$7 + 4$

$6 + 6$

6)  $8 + 6$

$10 + 4$

$7 + 8$

7)  $10 + 7$

$12 + 4$

$9 + 8$

# The Answer Is... What Is The Question?

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



Instructions

The answer is \_\_\_\_\_, what is the question?

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

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

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

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

## Exit Cards

Cut Out

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

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

The answer is **9**, what is the question?

- 1) \_\_\_\_\_ = 9
- 2) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 3) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 4) \_\_\_\_\_ + \_\_\_\_\_ = 9

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

The answer is **9**, what is the question?

- 1) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 2) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 3) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 4) \_\_\_\_\_ + \_\_\_\_\_ = 9

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

The answer is **9**, what is the question?

- 1) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 2) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 3) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 4) \_\_\_\_\_ + \_\_\_\_\_ = 9

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

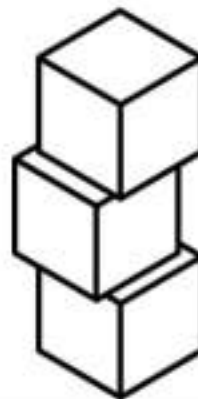
The answer is **9**, what is the question?

- 1) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 2) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 3) \_\_\_\_\_ + \_\_\_\_\_ = 9
- 4) \_\_\_\_\_ + \_\_\_\_\_ = 9

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

Answer the questions below

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



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



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



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

Answer the questions below

1)

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



Number Sentence

2)

Ben found 13 seashells. His sister also found some seashells. Together, they found 17 seashells. How many seashells did his sister find?



Number Sentence

3)

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



Number Sentence

# Exit Cards

**Cut Out**

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

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

Answer the question below

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

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

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

Answer the question below

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

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

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

Answer the question below

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

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

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

Answer the question below

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

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

## 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

### Materials

What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell



### Instructions

How you will complete the activity

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

## Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$\_\_ + 3 = 5$	$\_\_ + 5 = 10$	$8 + \_\_ = 8 + 2$	$11 + 3 = \_\_ + 8$	Balance: $\_\_ + 17 = 20 + \_\_$
Emma has 2 apples. She gets 3 more. How many apples does she have now?	A dog had 5 bones. It finds some more and now has 9. How many bones did she find?	$3 + \_\_ = 15$	$7 + 5 = \_\_ + 10$	$12 + \_\_ = 10 + 14$
$\_\_ + 1 = 4$	Balance: $\_\_ + \_\_ = 13$	$\_\_ + \_\_ = 10$	If $7 + \_\_ = 15$ , what is $\_\_$ ?	Sarah had 14 candies. She got some more to make 20. How many did she get?
$\_\_ + 4 = 9$	$\_\_ + 6 = 14$	$1 + \_\_ = \_\_ + 5$	Balance: $\_\_ = \_\_ + 7$	$10 + 18 = \_\_ + 11$
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?	$9 + \_\_ = 17$	Balance: $12 + \_\_ = 5 + 12$	A basket has 14 apples and there are 20 apples in total. How many 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?

# 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** How many balls do you need to take away to balance the scales?



$$10 - \square = 7$$



$$6 - \square = 6$$



$$8 - \square = 4$$



$$7 - \square = 1$$



$$11 - \square = 6$$



$$12 - \square = 9$$



$$11 - \square = 5$$



$$14 - \square = 9$$



$$6 - \square = 6$$

## Pre-Algebra – Balancing Subtraction Equations

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

Examples:  $7 - 4 = \boxed{3}$

$14 - 6 = \boxed{8}$

### Questions

Fill in the missing number to balance the equations

1) 5



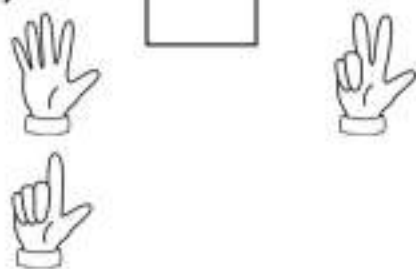
2)  $4 - 2 = \square$



3)  $5 - 4 = \square$



4)  $7 - \square = 3$



5)  $8 - \square = 2$



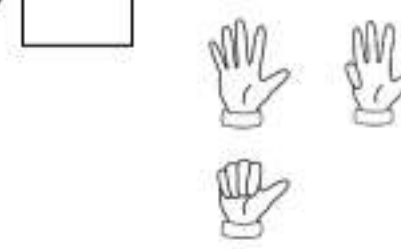
6)  $10 - \square = 7$



7)  $\square - 7 = 1$



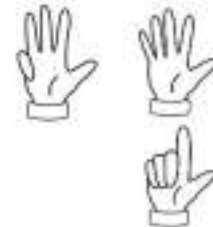
8)  $\square - 6 = 4$



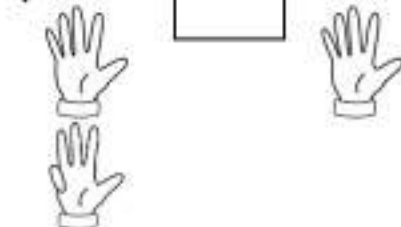
9)  $\square - 10 = 10$



10)  $\square - 4 = 7$



11)  $9 - \square = 5$



12)  $7 - 1 = \square$



**Are They Equal? Subtraction to 20****Questions**Circle true if the equation is equal and false if it is not

1)	$13 - 2 = 11$	True	False
2)	$15 - 4 = 12$	True	False
3)	$12 - 5 = 7$	True	False
4)	$19 - 6 = 13$	True	False
5)	$20 - 6 = 15$	True	False
6)	$13 - 2 = 10$	True	False
7)	$16 - 5 = 11$	True	False
8)	$18 - 7 = 12$	True	False
9)	$19 - 8 = 11$	True	False
10)	$20 - 8 = 11$	True	False

## Subtraction to 20 – Are They Equal?

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

$7 - 2 = 5$

$12 - 3 \neq 8$

$15 - 3 = 12$



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

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

## Exit Cards

Cut Out

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

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

Put a slash  $\neq$  through the equal sign if it is not balanced.

- 1) \_\_\_\_\_
- 2)  $10 - 5 =$  \_\_\_\_\_
- 3)  $11 - 6 = 7 - 2$
- 4)  $12 - 3 = 9 - 2$

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

Put a slash  $\neq$  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  $\neq$  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  $\neq$  through the equal sign if it is not balanced.

- 1)  $9 - 4 = 6$
- 2)  $10 - 5 = 4 - 1$
- 3)  $11 - 6 = 7 - 2$
- 4)  $12 - 3 = 9 - 2$

## 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.

Materials: What you will need for the activity.

- Index cards
- Markers
- Timer (optional)
- Whiteboard or chalkboard (display area)



### Instructions

How you will complete the activity.

1. Prepare index cards in advance by writing different numbers on some cards and operation signs (plus and minus) on others.
2. Divide the class into small groups, each group gets a set of number cards and operation cards. Optional: hand out more than 1 set to each group.
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.

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

**PREVIEW**

## 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)

$9 - 2$

$8 - 2$

$10 - 3$

4)

$12 - 3$

$11 - 1$

5)

$15 - 5$

$13 - 3$

$14 - 3$

6)

$18 - 6$

$13 - 2$

$14 - 2$

7)

$20 - 7$

$16 - 3$

$17 - 5$

# Matching Game: Do The Equations Match

## Objective

What are we learning about?

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

Materials: What you will need for the activity.

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



## Instructions

How you will complete the activity.

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

## Cards

## Matching Game Cards

$10 + 15$

$20 + 5$

$15 + 5$

$9 + 7$

$9 + 6$

$14 + 3$

$10 + 4$

$6 + 12$

$8 + 10$

**PREVIEW**

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

131

Curriculum Connection  
P1A

Cards

Matching Game Cards

$9 + 9$

$13 + 5$

$14 + 3$

$5 + 5$

$8 + 7$

$7 + 7$

$9 + 5$

$8 + 1$

$6 + 3$

**PREVIEW**

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

132

Curriculum Connection  
P1.4

Cards

Matching Game Cards

$4 + 4$

$2 + 6$

$8 + 9$

$1 + 2$

$7 + 0$

$2 + 3$

$4 + 1$

$6 + 0$

$3 + 3$

**PREVIEW**

## The Answer Is... What Is The Question?

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

### Instructions

The answer is \_\_\_\_\_, what is the question?

Answer	2
_____ - _____ = 2	
_____ - _____ = 2	
_____ - _____ = 2	
_____ - _____ = 2	
_____ - _____ = 2	

Answer	8
_____ - _____ = 8	
_____ - _____ = 8	
_____ - _____ = 8	
_____ - _____ = 8	
_____ - _____ = 8	

Answer	5
_____ - _____ = 5	
_____ - _____ = 5	
_____ - _____ = 5	
_____ - _____ = 5	
_____ - _____ = 5	

Answer	11
_____ - _____ = 11	
_____ - _____ = 11	
_____ - _____ = 11	
_____ - _____ = 11	
_____ - _____ = 11	

## The Answer Is... What Is The Question?

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

**Instructions**

How many number sentences can you write?

Answer

4

Answer

7

Answer

10

Answer

## Exit Cards

Cut Out

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

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

The answer is **16**, what is the question?

- 1) \_\_\_\_\_ = 16
- 2) \_\_\_\_\_ = 16
- 3) \_\_\_\_\_ = 16
- 4) \_\_\_\_\_ = 16

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

The answer is **16**, what is the question?

- 1) \_\_\_\_\_ = 16
- 2) \_\_\_\_\_ = 16
- 3) \_\_\_\_\_ = 16
- 4) \_\_\_\_\_ = 16

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

The answer is **16**, what is the question?

- 1) \_\_\_\_\_ = 16
- 2) \_\_\_\_\_ = 16
- 3) \_\_\_\_\_ = 16
- 4) \_\_\_\_\_ = 16

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

The answer is **16**, what is the question?

- 1) \_\_\_\_\_ = 16
- 2) \_\_\_\_\_ = 16
- 3) \_\_\_\_\_ = 16
- 4) \_\_\_\_\_ = 16

**The Answer Is... What Is The Question?**

Use addition and subtraction to write as many number sentences as you can about the number below.

**Questions**

How many number sentences can you write?

**PREVIEW**

Answer  
6

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

Answer the questions below

1)

Jack has 12 marbles. He gives some marbles to his friend. Now he has 7 marbles left. How many marbles did he give to his friend?



Number Sentence

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

2)

Sarah has 15 cookies. She eats some of them. After eating, she has 10 cookies left. How many cookies did she eat?



Number Sentence

$15 - \underline{\quad} = 10$

3)

There are 18 ducks in the pond. Some ducks swim away. Now there are 12 ducks left in the pond. How many ducks swam away?



Number Sentence

$18 - \underline{\quad} = 12$

# 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

Steve has 18 candies. He eats some of them. After eating, he has 10 candies left. How many candies did Steve eat?

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

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

Answer the question below

Steve has 18 candies. He eats some of them. After eating, he has 10 candies left. How many candies did Steve eat?

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

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

Answer the question below

Steve has 18 candies. He eats some of them. After eating, he has 10 candies left. How many candies did Steve eat?

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

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

Answer the question below

Steve has 18 candies. He eats some of them. After eating, he has 10 candies left. How many candies did Steve eat?

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

# 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 sets of task cards
- Student answer sheets for answers
- Pencils



## Instructions

How to run the activity

1. Introduce the concepts covered in the task cards.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet to record their answers.
4. Encourage teamwork by having students collaborate on their partner's task cards to find solutions.
5. Allow students to select any task card to begin with, emphasizing that they can complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet beside the task card's number.
7. Consider using a timer to create a dynamic challenge, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers collectively, discussing any challenging questions and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

## Task Cards

Cut out the task cards below

**Card 1:**

$$10 - \star = 3$$

solve for  $\star$ .

- a) 7 b) 5 c) 3

**Card 2:**

$$15 - \text{soccer ball} = 10$$

solve for soccer ball.

- a) 5 b) 4 c) 3

**Card 4:**

$$\text{car} - 6 = 8$$

solve for car.

- a) 17 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 6:**

Pete has 10 blocks. He gives some to his friend, and now he has 4 left. How many blocks did he give away?

- a) 4 b) 3 c) 2

**Card 7:**

$$20 - \text{apple} = 13$$

solve for apple.

- a) 7 b) 6 c) 8

**Card 8:**

$$19 - \text{balloon} = 11$$

solve for balloon.


- a) 6 b) 7 c) 8

## Task Cards

Cut out the task cards below

**Card 9:**


$$12 - \text{car} = 7$$

solve for .

- a) 2 b) 4 c) 6

**Card 10:**

$$13 - \text{star} = 8$$

solve for .

- a) 6 b) 7 c) 5

**Card 12:**

If you have 3 cookies and get 5 more, how many do you have now?

- a) 20 b) 18 c) 16

- a) 8 b) 8 c) 7

**Card 13:**

After eating 2 slices of pizza, 5 slices are left. How many slices were there before?

- a) 7 b) 8 c) 6

**Card 14:**

Jane had 10 apples and bought some more, now she has 13. How many did she buy?

- a) 2 b) 3 c) 4

**Card 15:**


$$10 + \text{flower} = 15$$

solve for .

- a) 5 b) 6 c) 4

**Card 16:**

$$9 + \text{rose} = 13$$

solve for .

- a) 4 b) 3 c) 5

## Task Cards

Cut out the task cards below

**Card 17:**

$8 + \text{🍄} = 11$

solve for 🍄.

- a) 3 b) 2 c) 4

**Card 18:**

$6 + \text{🚀} = 12$

solve for 🚀.

- a) 5 b) 4 c) 6

**Card 20:**

Claire had 10 stickers, lost 4, and then found 1. How many stickers does she have now?

- a) 6 b) 5 c) 4

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?

If there are 10 cars in the lot and 3 more are added, how many cars are there?

- a) 6 b) 7 c) 8

**Card 23:**

$3 + \text{👤} = 8$

solve for 👤.

- a) 4 b) 5 c) 6

**Card 24:**

$6 + \text{🧠} = 9$

solve for 🧠.

- a) 3 b) 4 c) 2

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

147

## Task Cards: Mystery Number Detectives

Answers

Record your answers below

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

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

**PREVIEW**

**Are They Equal? True or False (Up To 10)****Instructions**Circle true if the equation is equal and false if it is not

1)	$2 + 2 = 5 - 1$	True	False
2)	$1 + 2 = 4 - 2$	True	False
3)	$7 - 3 = 4 + 0$	True	False
4)	$8 - 5 = 3 + 0$	True	False
5)	$7 - 3 = 1 + 3$	True	False
6)	$4 + 3 = 8 - 2$	True	False
7)	$4 + 1 = 8 - 4$	True	False
8)	$5 - 0 = 3 + 2$	True	False
9)	$8 - 1 = 5 + 2$	True	False
10)	$7 + 2 = 10 - 1$	True	False

**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)	$7 - 4 = 4$	True	False
4)	$7 = 7$	True	False
5)	$8 = 5$	True	False
6)	$5 - 1$	True	False
7)	$13 - 2 = 9 + 2$	True	False
8)	$14 + 2 = 10 - 1$	True	False

**Part 2**

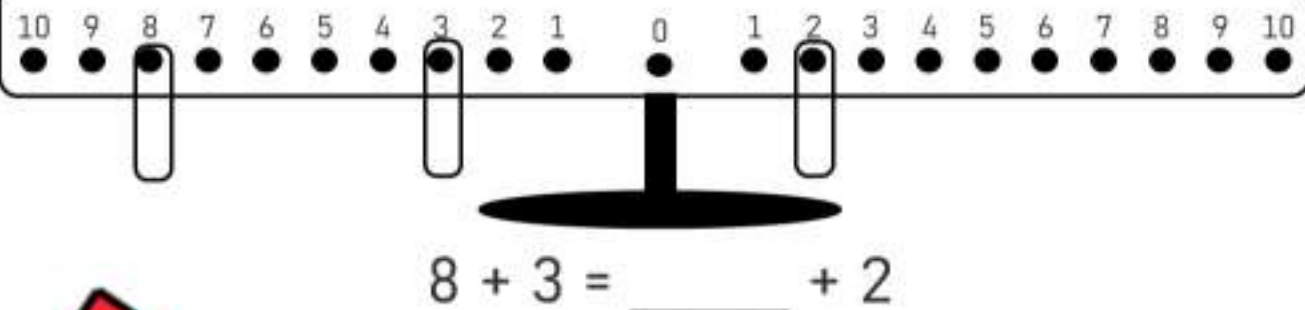
Circle the expression that matches the shaded one in

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

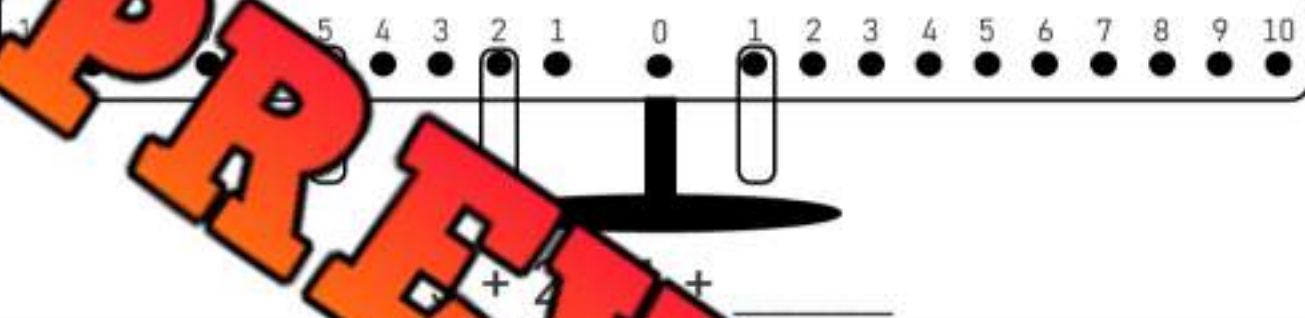
## Part 3

Balance the equations below by filling in the blanks

1)



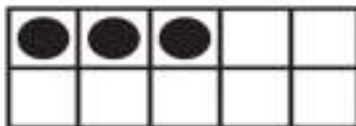
2)



## Part 4

How many more dots are needed to make 10 or 20?

1)



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



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

## 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?



## Part 6

The answer is     , what is the question?

Answer	11
<u>    </u> + <u>    </u> = 11	
<u>    </u> + <u>    </u> = 11	
<u>    </u> = 11	
<u>    </u> + <u>    </u> = 11	
<u>    </u> = 11	

Answer	8
<u>    </u> - <u>    </u> = 8	
<u>    </u> - <u>    </u> = 8	
<u>    </u> - <u>    </u> = 8	
<u>    </u> - <u>    </u> = 8	
<u>    </u> - <u>    </u> = 8	

## Part 7

How many numbers can you write? Use addition/subtraction


Answer	9

Answer	12



# Grade 1

## Shape and Space



	Curriculum Expectations	Pages
SS1.1	Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"><li>• identifying attributes that can be compared</li><li>• ordering objects</li><li>• making statements of comparison</li><li>• filling, covering, or matching</li></ul>	5 - 72
<p><b>Preview of 100 pages from this product that contains 237 pages total.</b></p>		
SS1.3	Replicate composite 2-D shapes and 3-D objects.	124 - 132
SS1.4	Compare 2-D shapes to parts of 3-D objects in the environment.	133 - 140



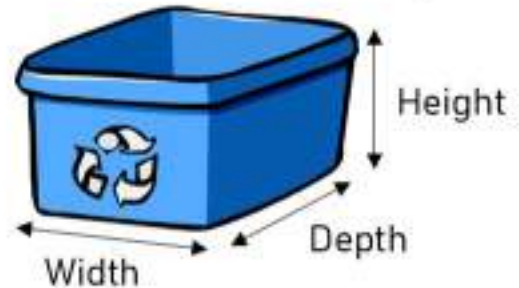
## Length of Objects – Height, Width, Depth

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

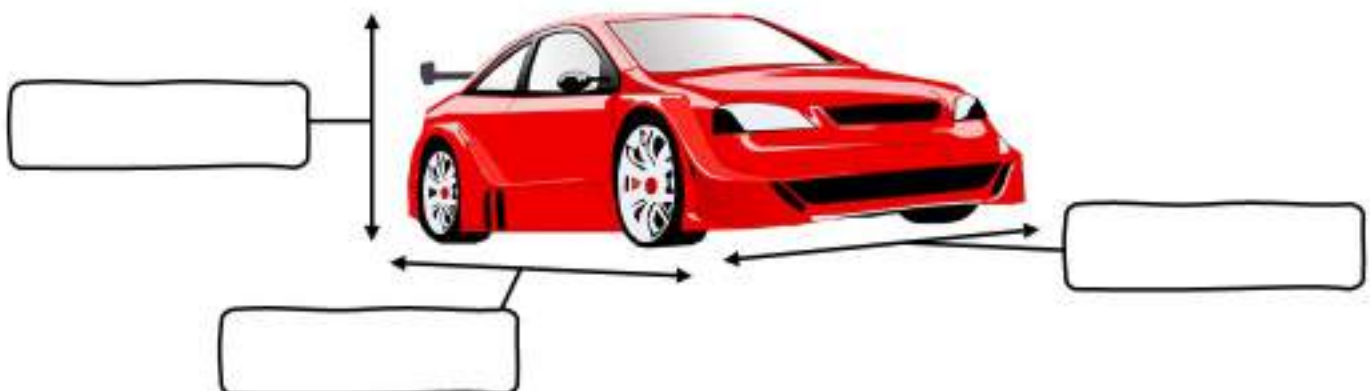
**Height** – how tall something is

**Width** – how wide something is

**Depth** – how deep something is



Quest: Label the height, width and depth of the objects



# Length of Objects - Taller

## Part 1

Which object is taller?

1)



2)



3)



4)



## Part 2

Draw 3 tall objects you have seen in

--	--	--

# Length of Objects - Wider

## Part 1

Which object is wider?

1)



2)



3)



4)



## Part 2

Draw 3 wide objects you have seen in your life

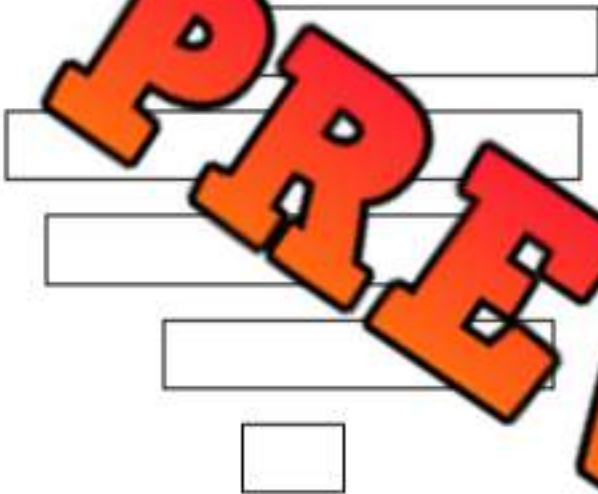
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# Exit Cards

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


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

Colour the widest rectangle.



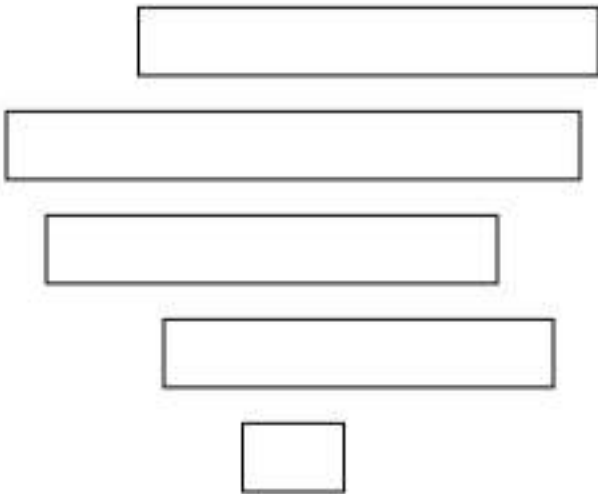
Name: \_\_\_\_\_

Colour the widest rectangle.



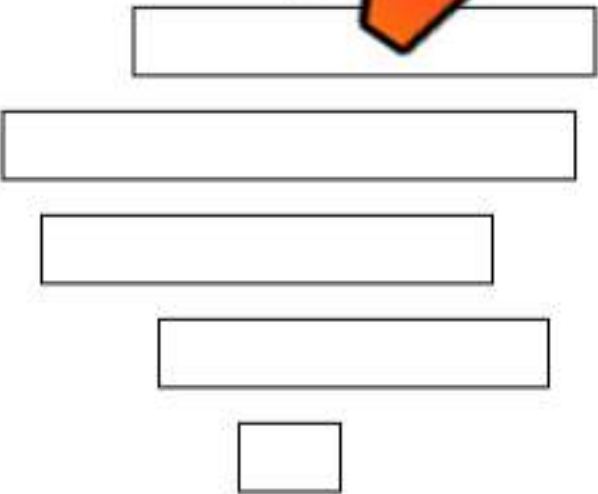
Name: \_\_\_\_\_

Colour the widest rectangle.



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

Colour the widest rectangle.

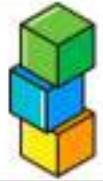


**PREVIEW**

# Comparing Length – Shortest or Longest

## Questions

Follow the instructions below. Use small blocks to help you compare



1) Colour the longest rectangle.

--	--	--

2) Colour the shortest rectangle.

--	--	--

3) Colour the longest rectangle.

--	--	--

4) Colour the shortest rectangle.

--	--	--

5) Colour the longest rectangle.

--	--	--

6) Colour the rectangle that is **not** the longest or the shortest.

--	--	--

7) Colour the longest rectangle.

--	--	--

8) Colour the rectangle that is **not** the longest or the shortest.

--	--	--

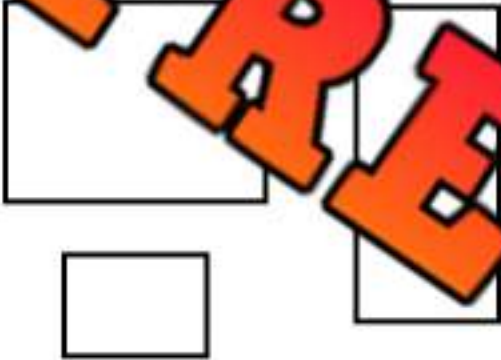
**PREVIEW**

# Exit Cards

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

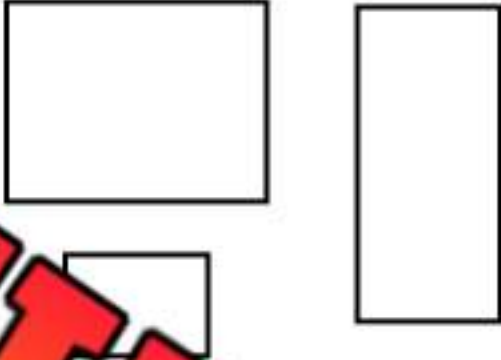
Name: \_\_\_\_\_

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



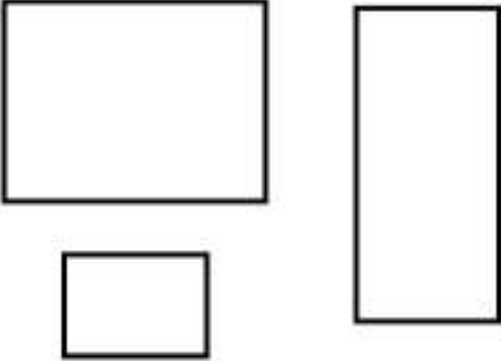
Name: \_\_\_\_\_

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



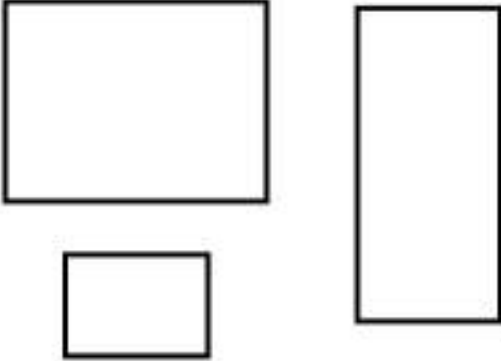
Name: \_\_\_\_\_

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



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

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

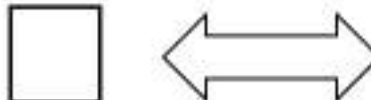
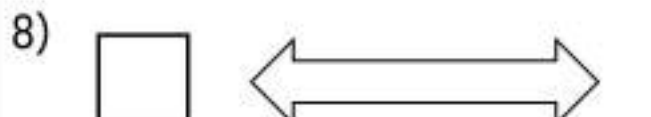
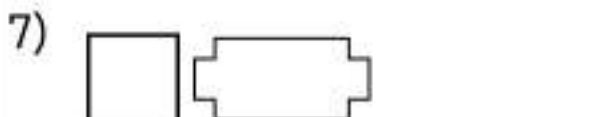
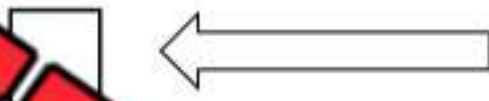
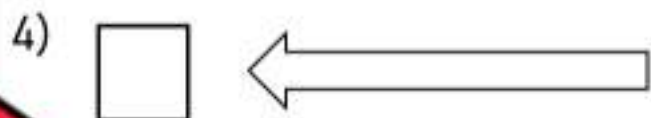
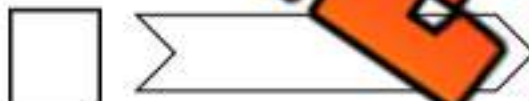


**PREVIEW**

# Comparing Length – Shortest to Longest

**Questions**

Order the shapes from shortest (1) to longest (3)



# Comparing Length – Shortest or Longest

## Questions

Circle whether the object is the shortest or the longest

1) The car is the \_\_\_\_\_.



Shortest

Longest

2) The laptop is the \_\_\_\_\_.



Shortest

Longest

3) The couch is the \_\_\_\_\_.



Shortest

Longest

4) The soccer net is the \_\_\_\_\_.



Shortest

Longest

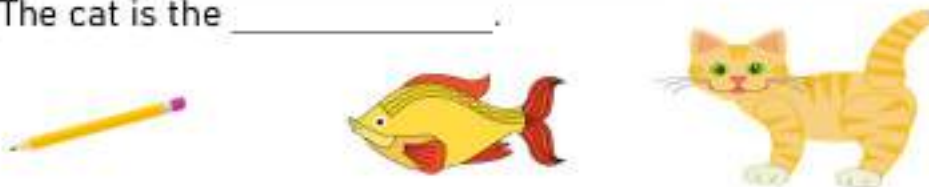
5) The paper is the \_\_\_\_\_.



Shortest

Longest

6) The cat is the \_\_\_\_\_.



Shortest

Longest

7) The dog is the \_\_\_\_\_.



Shortest

Longest

# Comparing Length – Shortest to Longest

**Questions**

Order the objects from shortest (1) to longest (3)

1)



2)



3)



4)



5)



6)



7)




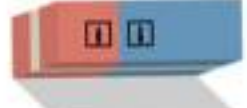

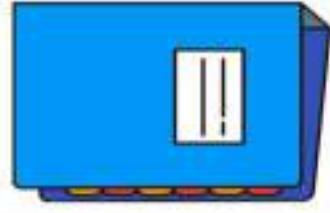




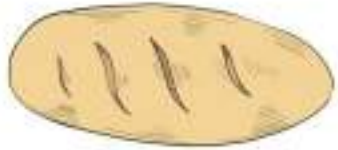



8)









# Comparative Language

**Questions**

Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 is ___ than Column 2	Column 2
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	

## Comparing Height – Tallest and Shortest

					
Elephant	Bear	Giraffe	Dog	Cat	Tiger







Question: Write whether the object is shorter or taller

1) The elephant is _____ the giraffe.	shorter than taller than
2) The bear is _____ the giraffe.	shorter than taller than
3) The giraffe is _____ all the other animals.	shorter than taller than
4) The dog is _____ the tiger.	shorter than taller than
5) The cat is _____ all the other animals.	shorter than taller than
6) The tiger is _____ the bear.	shorter than taller than
7) The bear is _____ the elephant.	shorter than taller than
8) The elephant is _____ the giraffe.	shorter than taller than

# Comparing Height – Tallest and Shortest

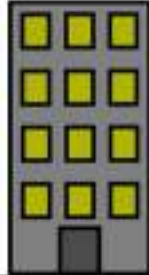




**Part 1**

Rank the animals from tallest (1) to shortest (6)

					
Elephant		Giraffe	Dog	Cat	Tiger







**Part 2**

Rank the buildings from tallest (1) to shortest (6)

**Part 3**

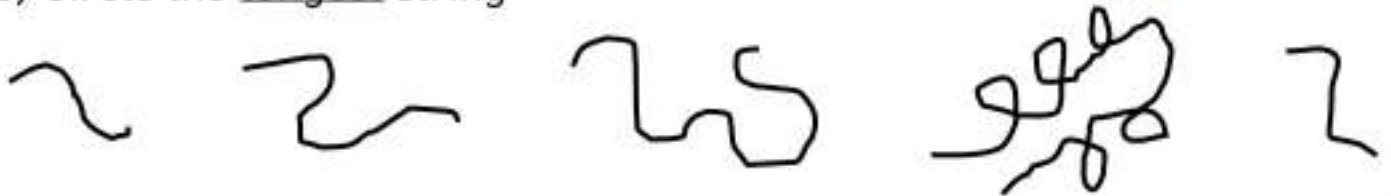
Rank the trees from tallest (1) to shortest (6)

# Comparing Length – Curved String

**Questions**

Follow the instructions below

1) Circle the longest string2) Circle the shortest string3) Circle the longest string4) Circle the shortest string5) Circle the longest string6) Circle the shortest string

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

22

## Activity: Yarn Length Challenge

### Objective

What are we learning about?

Students will practice comparing lengths and learn about measurement through a fun and interactive activity.

### Materials

What you will need for the activity.

- Yarn (enough for a pair of students to have three different lengths)
- Scissors
- Rulers or measuring tape
- Paper and pencils for recording



### Instructions

How you will complete the activity.

- 1) Pair up the students and provide each student with a large roll of yarn.
- 2) Have one student in each pair cut their yarn into three different lengths.
- 3) The student who cut the yarn should then twist or curve the three pieces of yarn so that it is difficult to visually compare their lengths.
- 4) The partner will then try to determine which piece of yarn is the longest, which is the shortest, and which is in the middle in terms of length.
- 5) Once the partner has made their guesses, they will pull each piece of yarn straight and measure it using a ruler or measuring tape to verify their guesses.
- 6) Both students will then switch roles, repeating the process with new lengths of yarn.

## Exit Cards

Cut Out

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

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

- 1) Circle the
- longest
- string.



- 2) Circle the
- shortest
- string.



- 3) Circle the
- longest
- string.



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

- 1) Circle the
- longest
- string.



- 2) Circle the
- shortest
- string.



- 3) Circle the
- longest
- string.



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

- 1) Circle the
- longest
- string.



- 2) Circle the
- shortest
- string.



- 3) Circle the
- longest
- string.



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

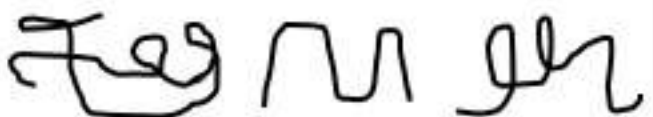
- 1) Circle the
- longest
- string.



- 2) Circle the
- shortest
- string.



- 3) Circle the
- longest
- string.



## Comparing Length – Yes/No

**Questions**

Circle yes if the sentence is correct and no if it is wrong

1) My foot is longer than my pencil.	Yes	No
2) The door is smaller than the whiteboard.	Yes	No
3) My finger is shorter than my arm.	Yes	No
4) A pencil is as long as a pencil crayon.	Yes	No
5) A crayon is the same length as a marker.	Yes	No
6) A water bottle is shorter than a paper clip.		No
7) I am the same height as my teacher.		No
8) My teacher is the tallest in the class.	Yes	No
9) I am the same height as my friend.	Yes	No
10) My foot is a different length than my friends.	Yes	No

## Exit Cards

Cut Out

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

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

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes

No

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

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes

No

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

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes

No

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

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes

No

# Which Container Holds More?

**Questions**

Circle the container that holds the most

1)



VS



2)



VS



3)



4)



VS



5)



VS



6)



VS



7)



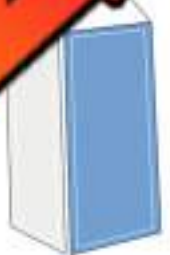
VS



8)



VS



9)



VS



10)



VS



# Comparing Capacity – Most or Least

## Questions

Circle whether the container holds the most or the least

1) The bucket holds the \_\_\_\_\_.



Most  
Least

2) The bowl holds the \_\_\_\_\_.



Most  
Least

3) The baby bottle holds the \_\_\_\_\_.



Most  
Least

4) The cup holds the \_\_\_\_\_.



Most  
Least

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



Most  
Least

6) The wheelbarrow holds the \_\_\_\_\_.



Most  
Least

7) The pool holds the \_\_\_\_\_.



Most  
Least

# Comparing Capacity – Least to Most

**Questions**

Order the capacity of the containers from least (1) to most (3)

1)



2)



3)



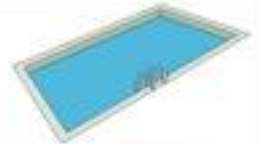
4)



5)



6)



7)









8)



9)



## Comparing Capacity – More Than, Less Than

					
Bucket	Dog Bowl	Cup	Pool	Bottle	Spoon

Questions: Write whether the container holds more or less

1) The bucket holds _____ the spoon.	more than less than
2) The cup holds _____ the spoon.	more than less than
3) The dog bowl holds _____ the cup.	more than less than
4) The pool holds _____ all the other containers.	more than less than
5) The bottle holds _____ the bucket.	more than less than
6) The spoon holds _____ all the other containers.	more than less than
7) The cup holds _____ the bottle.	more than less than
8) The bucket holds _____ the spoon.	more than less than

## Exit Cards

Cut Out

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

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

Circle whether the container holds more or less.



The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds _____ all the other bags.	More than Less than
The pencil case holds _____ all the other bags.	More than Less than

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

Circle whether the container holds more or less.



The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds _____ all the other bags.	More than Less than
The pencil case holds _____ all the other bags.	More than Less than

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

Circle whether the container holds more or less.



The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds _____ all the other bags.	More than Less than
The pencil case holds _____ all the other bags.	More than Less than

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

Circle whether the container holds more or less.



The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds _____ all the other bags.	More than Less than
The pencil case holds _____ all the other bags.	More than Less than

## Comparing Capacity – Most to Least

Part 1 Rank the capacity of the containers from most (1) to least (6)

Part 2 Rank the capacity of the containers from most (1) to least (6)

Part 3 Rank the capacity of the containers from most (1) to least (6)

## Activity Title: 4-Corners Capacity Game

**Objective** What are we learning about?

Students will learn to compare and estimate the capacities of various containers through an interactive activity.

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

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



**Instructions** How you will complete the activity.

1. Prepare the classroom by labelling each corner with A, B, C, and D.
2. Explain to the students that you will read out questions related to the capacity of different containers, and each question will have four options.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of capacity.

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

Question	A	B	C	D
Which of these containers can hold the most?	Hot tub	Swimming pool	Lunch box	Pencil case
Which of these can hold the least amount of water?	Bathtub	Coffee cup	Spoon	Fish tank
Which of these would hold the most soil?	Bucket	Wheelbarrow	Shovel	Handful
Which of these would hold the most hot chocolate?	Large pot	Mug	Small pot	Spoon
Which of these would hold the least amount of candy?	Snack box	Snack bag	Cereal box	Trash can
Which of these can hold the least amount of juice?	Water bottle	Teaspoon	Pitcher	
Which of these containers can hold the most coffee?	Bathtub	Spoon	Juice box	
Which of these would hold the most toys?	Toy chest	Pencil case	Shopping bag	
Which of these can hold the most water?	Bucket	Spoon	Plate	Bottle
Which of these containers can hold the least?	Swimming pool	Aquarium	Bathtub	Watering can
Which of these can hold the most soup?	Large pot	Small bowl	Teacup	Spoon
Which of these containers would hold the most cookies?	Large jar	Plate	Small Paper bag	Lunch box

# Capacity

**Capacity** is the amount a container can hold. We can use smaller containers to fill a larger container. It is important to not underfill or overflow when we are measuring the capacity of a container.



Example - 4 smaller paper cups fill the larger cup

Directions: Write how many of the smaller things will fit into the larger container



x \_\_\_\_\_



x \_\_\_\_\_



x \_\_\_\_\_



x \_\_\_\_\_



x \_\_\_\_\_



x \_\_\_\_\_



x \_\_\_\_\_



## Which Object Has More Mass?

**Mass** is the amount of matter in an object. Objects with more mass have more weight. But, weight depends on where the object is and mass is always the same.

**Example** - We weigh very little on the moon because gravity isn't as strong, but our mass is the same.

**Instruction** Circle which object you think has more mass

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

# Comparing Mass – Ordering Vehicles

**Questions**

Order the vehicles from heaviest (1) to lightest (3)

1)



2)



3)



4)



5)



**PREVIEW**

# Exit Cards

Cut Out

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

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

Order the objects from heaviest (1) to lightest (3).

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

Order the objects from heaviest (1) to lightest (3).

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

Order the objects from heaviest (1) to lightest (3).

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












Order the objects from heaviest (1) to lightest (3).



# Comparative Language

**Questions**

Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 is ____ Column 2	Column 2
	<p>the same weight as</p> <p>a different weight than</p>	
	<p>the same weight as</p> <p>a different weight than</p>	
	<p>the same weight as</p> <p>a different weight than</p>	
	<p>the same weight as</p> <p>a different weight than</p>	
	<p>the same weight as</p> <p>a different weight than</p>	
	<p>the same weight as</p> <p>a different weight than</p>	

## Comparing Weight - Baseball

					
Ball	Bat	Player	Stadium	Glove	Cap







Question: Circle whether the object is heavier or lighter

1) The ball is _____ the bat.	heavier than lighter than
2) The player is _____ the bat.	heavier than lighter than
3) The stadium is _____ all the other things.	heavier than lighter than
4) The bat is _____ the player.	heavier than lighter than
5) The cap is _____ all the other things.	heavier than lighter than
6) The glove is _____ the ball.	heavier than lighter than
7) The player is _____ the cap.	heavier than lighter than
8) The stadium is _____ the ball.	heavier than lighter than

## Comparing Weight – Ordering Heaviest to Lightest







### Part 1

Rank the animals from heaviest (1) to lightest (6)

					
Elephant		Mouse	Dog	Cat	Tiger

### Part 2

Rank the objects from heaviest (1) to lightest (6)

					
Car	Feather	Brick	Can	Boulder	Crayon

### Part 3







Rank the vehicles from heaviest (1) to lightest (6)

					
Snowmobile	Plane	Car	Skateboard	Bike	ATV

## Comparing Weight – Ordering Lightest to Heaviest

### Part 1

Rank the fruit from lightest (1) to heaviest (6)

					
Pumpkin	Strawberry	Apple	Pineapple	Watermelon	Blueberry







### Part 2

Rank the food from lightest (1) to heaviest (6)

					
Noodle	Steak	Hot Dog	Granola Bar	Salt Glass	Turkey

### Part 3

Rank the fruit from lightest (1) to heaviest (6)

					
Phone	Laptop	Paper	Headphones	Boat	Wheelbarrow

## Exit Cards

Cut Out

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

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

1) My backpack is lighter than my lunchbox.	Yes	No
2) The book is heavier than my eraser.	Yes	No
3) My hat weighs more than my jacket.	Yes	No
4) The scissors are lighter than the paper.	Yes	No

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

1) My backpack is lighter than my lunchbox.	Yes	No
2) The book is heavier than my eraser.	Yes	No
3) My hat weighs more than my jacket.	Yes	No
4) The scissors are lighter than the paper.	Yes	No

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

1) My backpack is lighter than my lunchbox.	Yes	No
2) The book is heavier than my eraser.	Yes	No
3) My hat weighs more than my jacket.	Yes	No
4) The scissors are lighter than the paper.	Yes	No

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

1) My backpack is lighter than my lunchbox.	Yes	No
2) The book is heavier than my eraser.	Yes	No
3) My hat weighs more than my jacket.	Yes	No
4) The scissors are lighter than the paper.	Yes	No

# Area

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



Instructions

Circle which surface has more area

1)



vs

2)



vs



3)



vs



4)



5)



vs



6)



vs



7)



vs



8)



vs

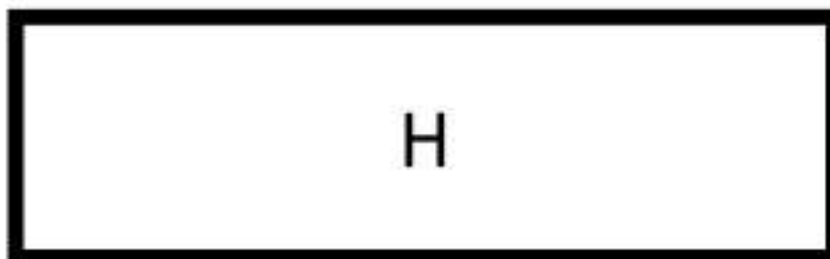


**Area**

We can compare the area of two shapes by covering one object with the other. If one object can't cover the other, it has less area.

**Instructions**

Cut the shapes out and cover other shapes to see which are larger



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

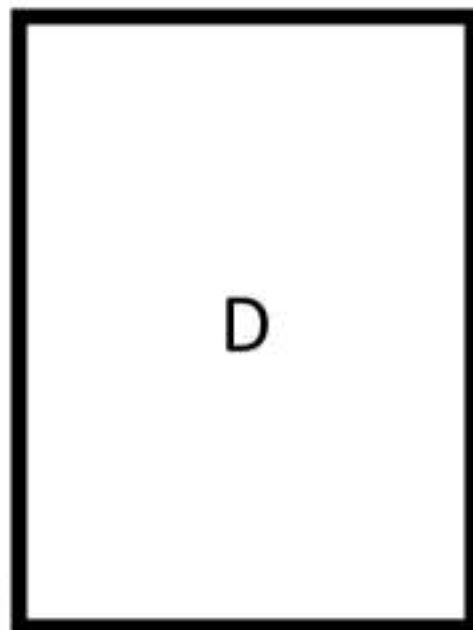
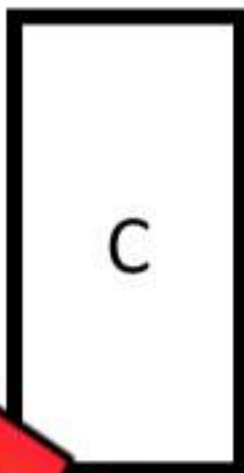
58

Curriculum Connection  
SS1.1

# Area

## Instructions

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



Shape	# of Times
E	
F	
G	
H	



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

60

Curriculum Connection  
SS1.1

## Area

### Questions

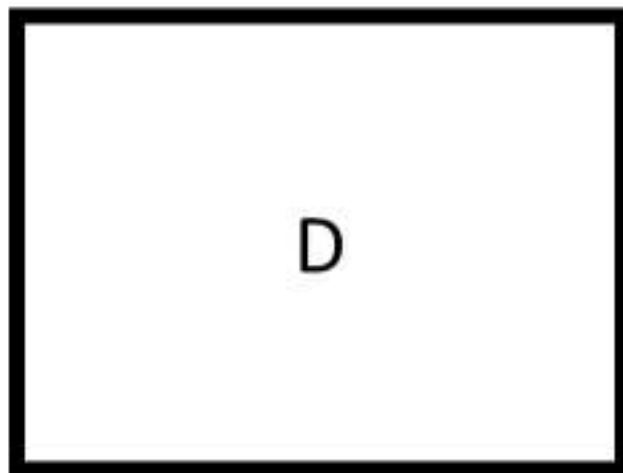
Cut A out and find out many times it fits into the other shapes



B



C



D



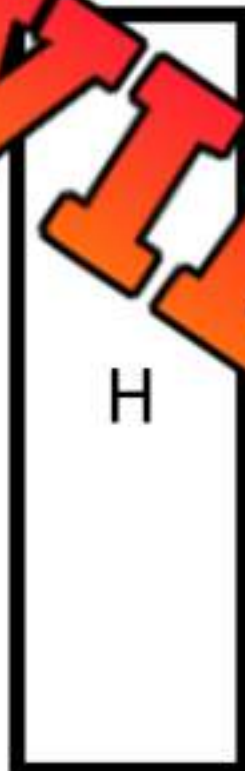
E



F



G



H

Shape	# of Times
B	
C	
D	
E	
F	
G	
H	

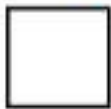
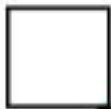


A

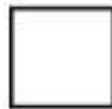
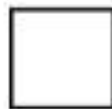
**Comparing Area - Ordering****Questions**

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

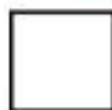
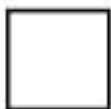
1)



2)



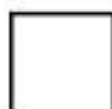
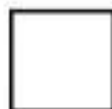
3)



5)



6)



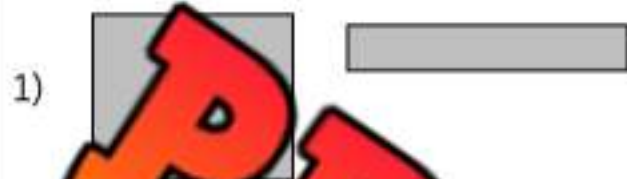
# Exit Cards

Cut Out

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

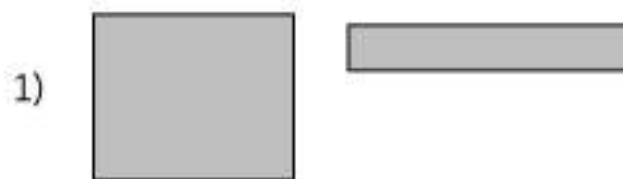
Name: \_\_\_\_\_

Circle the shape that has more area?



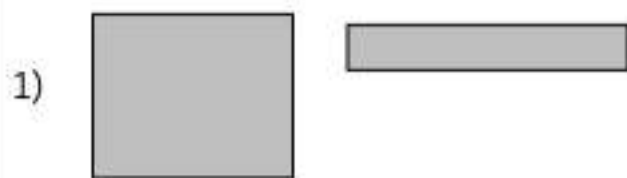
Name: \_\_\_\_\_

Circle the shape that has more area?



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

Circle the shape that has more area?



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











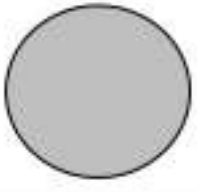

Circle the shape that has more area?



# Comparative Language

**Questions**

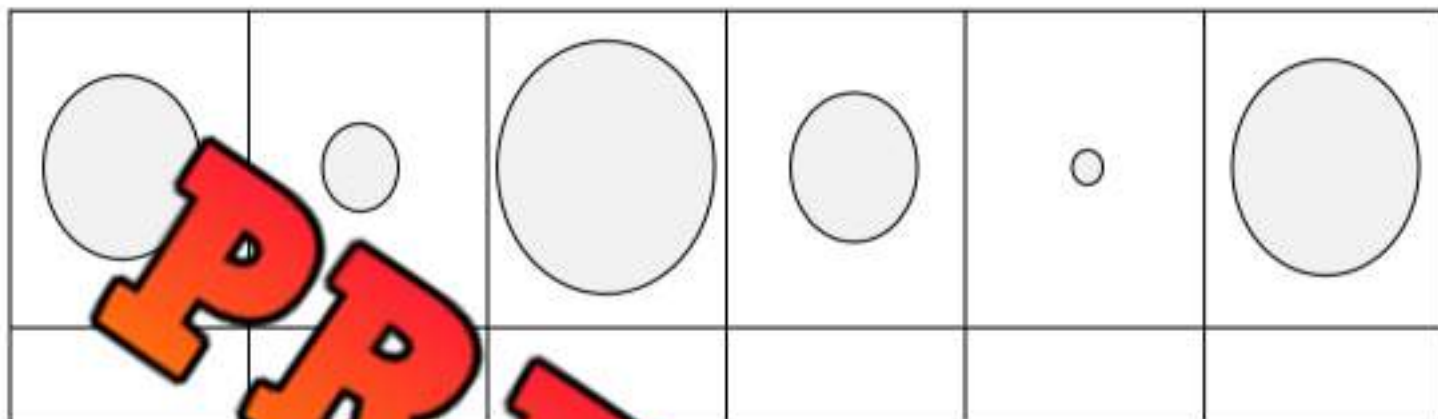
Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 has ____ Column 2	Column 2
	a <u>larger area than</u> a <u>smaller area than</u> the same area as	
	a <u>larger area than</u> a <u>smaller area than</u> the same area as	
	a <u>larger area than</u> a <u>smaller area than</u> the same area as	
	a <u>larger area than</u> a <u>smaller area than</u> the same area as	
	a <u>larger area than</u> a <u>smaller area than</u> the same area as	
	a <u>larger area than</u> a <u>smaller area than</u> the same area as	

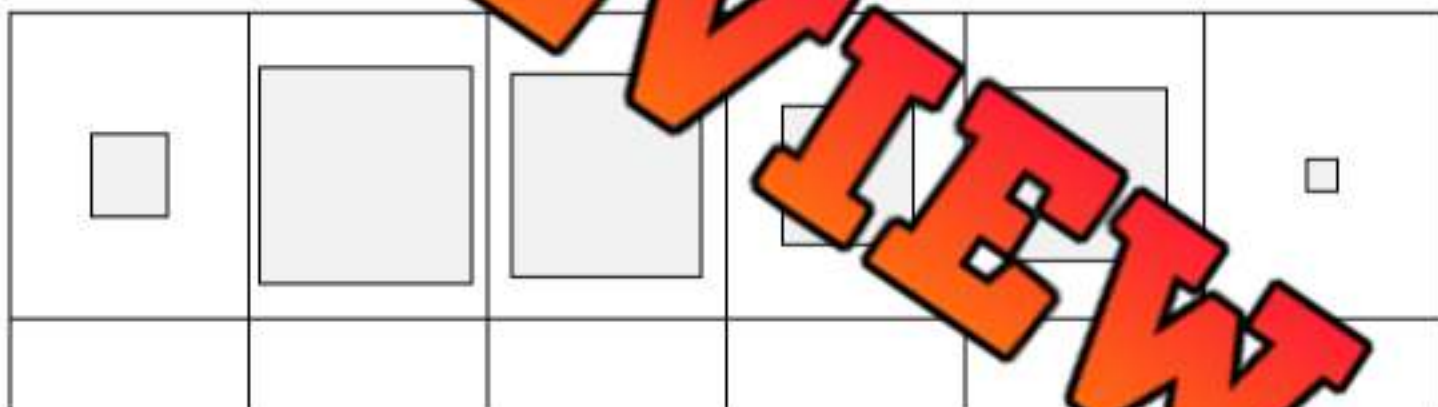
## Comparing Area – Largest to Smallest

**Part 1**

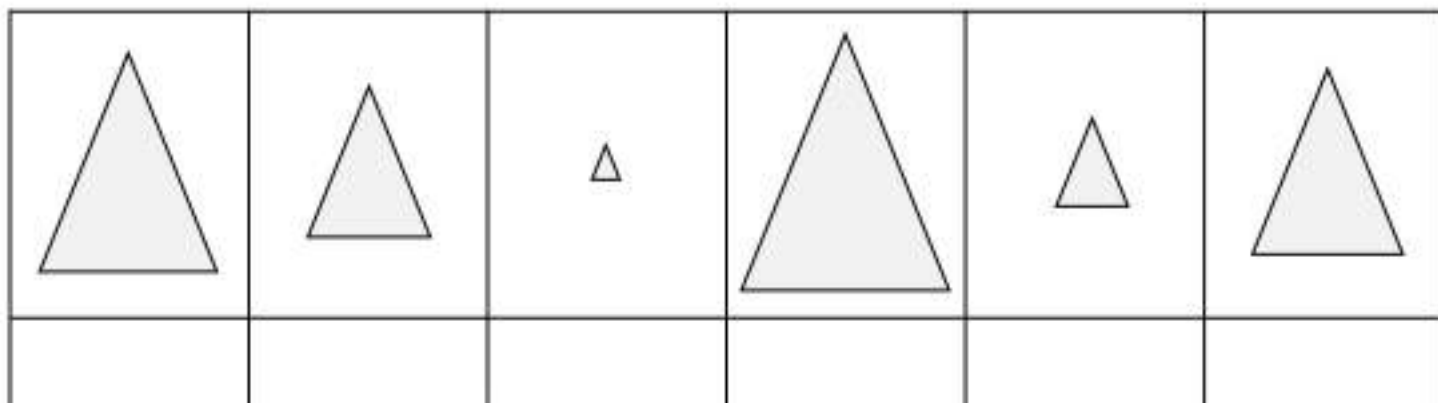
Order the area of the circles from largest (1) to smallest (6)

**Part 2**

Order the area of the rectangles from largest (1) to smallest (6)

**Part 3**

Order the area of the triangles from largest (1) to smallest (6)

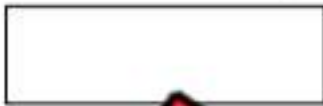


# Measurement Unit Test

## Part 1

Follow the instructions below

1) Colour the longest rectangle



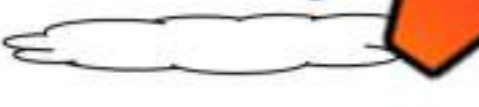
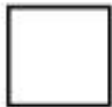
2) Colour the shortest rectangle



## Part 2


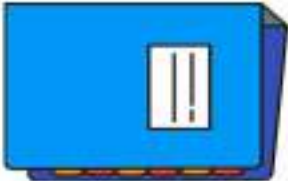


Circle the shortest shape (1) to longest (3)

1)











## Part 3







Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 is ___ Column 2	Column 2
	<p>longer than</p> <p>as long as</p> <p>not as long as</p>	
	<p>longer than</p> <p>as long as</p> <p>not as long as</p>	









**Part 4** Circle which object you think has more mass

1)  vs 	2)  vs 
3)  vs 	4)  vs 

**Part 5** Order the vehicles from heaviest (1) to lightest (3)

1)  <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
2)  <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

**Part 6** Circle which surface has more area

1)  vs 	2)  vs 
3)  vs 	4)  vs 

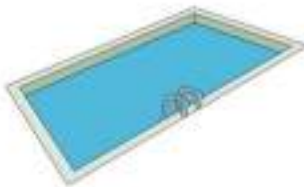
Part 7

Circle the container that holds the most

1)



vs



2)



vs



3)



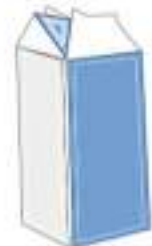
vs



4)



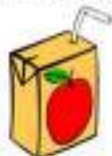
vs



Part 8

Circle whether the container holds the most or the least

1) The bucket holds the \_\_\_\_\_



Most  
Least

2) The can holds the \_\_\_\_\_



Most  
Least

Part 9

Order the capacity of the containers from least (1) to most (3)

1)







2)







3)







# Familiar Two-Dimensional Shapes

## Colour

Follow the instructions below



Circles



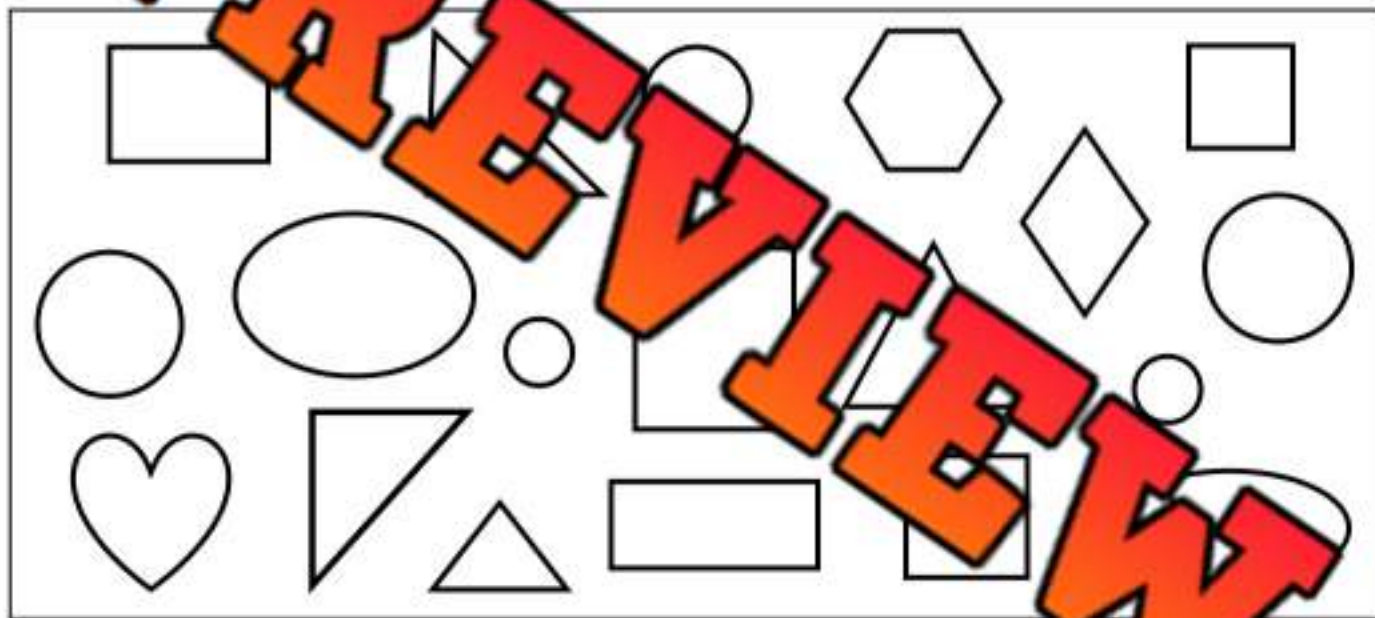
Rectangles



Squares



Triangles



## Draw

Draw the different two-dimensional shapes

Circle	Rectangle	Square	Triangle

## Activity Title: Shape Art Gallery

### Objective

What are we learning about?

To help students recognize, describe, and understand various 2-D shapes through a creative arts and crafts project.



### Materials

What you will need for the activity.

- Construction paper in various colors
- Safety scissors
- Rulers
- Geometry templates (triangles, quadrilaterals, pentagons, hexagons, octagons)
- Glue sticks
- Markers or crayons
- Poster board for mounting (optional)

### Instructions

How you will complete the activity.

1. Begin with a discussion on different 2-D shapes, their names and properties, and discuss their names and properties, such as the number of sides and corners.
2. Hand out sheets of different colored construction paper and shape templates to each student.
3. Allow students to choose the shape templates they want to work with. They can trace the shapes on their chosen colored papers.
4. Have students carefully cut out the shapes they have traced.
5. Instruct students to think about a picture or scene they can create using the shapes they've cut out. It could be a house, a tree, or anything they like.
6. Provide them with glue sticks and markers to assemble their shape art on a new piece of construction paper.
7. Once the artworks are complete, have each student present their art to the class, describing the shapes used.
8. Display the completed artworks in the classroom as a "Shape Art Gallery".

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



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

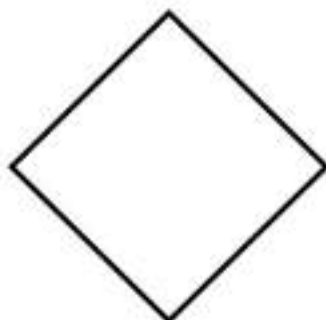
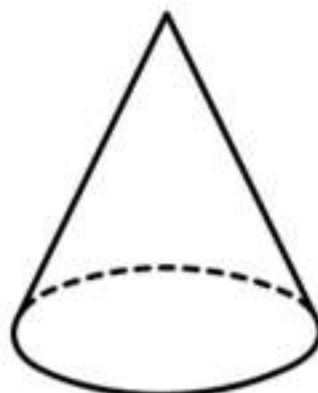
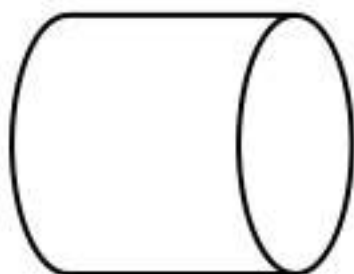
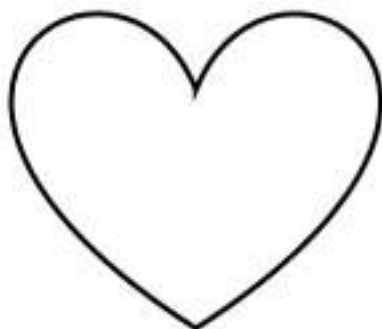
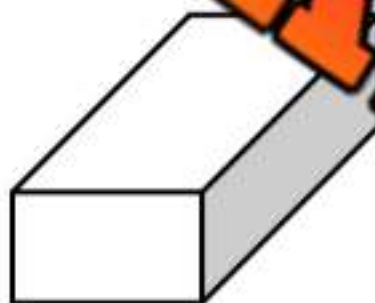
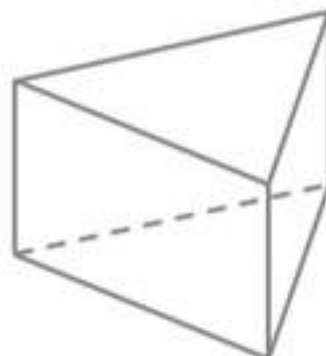
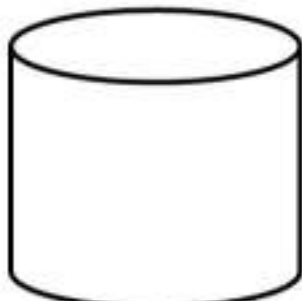
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Curriculum Connection  
SS12

## 2D vs 3D Shapes

### Instructions

Colour the 2D shapes blue and the 3D shapes green



**PREVIEW**

**2D vs 3D Shapes****Instructions**

Check whether it is a 2D shape or a 3D object

1)



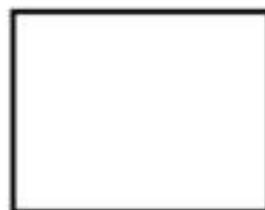
- 2 Dimensional  
 3 Dimensional

2)



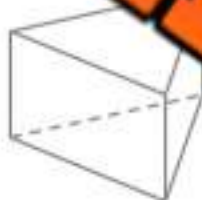
- 2 Dimensional  
 3 Dimensional

3)



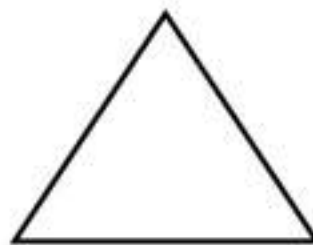
- 2 Dimensional  
 3 Dimensional

4)



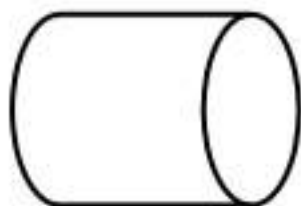
- 2 Dimensional  
 3 Dimensional

6)



- 2 Dimensional  
 3 Dimensional

7)



- 2 Dimensional  
 3 Dimensional

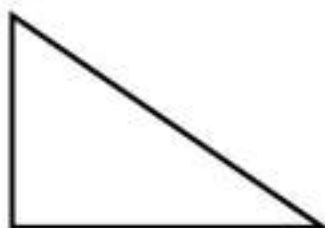
8)



- 2 Dimensional  
 3 Dimensional

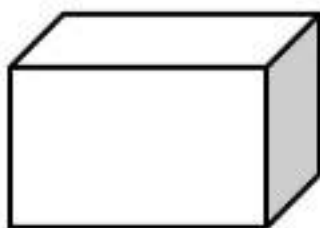
- 2 Dimensional  
 3 Dimensional

10)



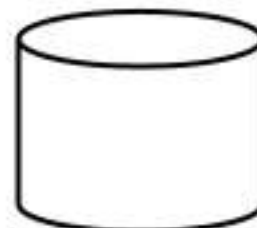
- 2 Dimensional  
 3 Dimensional

11)



- 2 Dimensional  
 3 Dimensional

12)



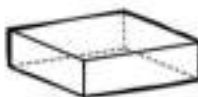
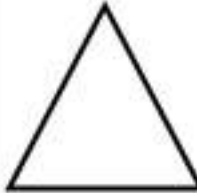
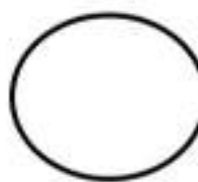
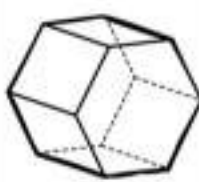




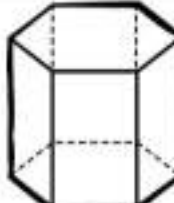
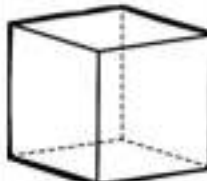


- 2 Dimensional  
 3 Dimensional

# Sorting 2D vs 3D Shapes

**Instructions**

Sort the shapes into the correct categories by writing their letters below

					
		C	D	E	F
					
G	H	I	J	K	L

2-Dimensional	3-Dimensional

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

# Sorting 2D vs 3D Shapes



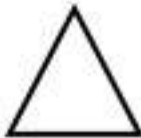
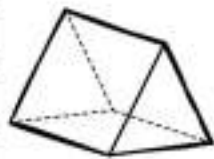
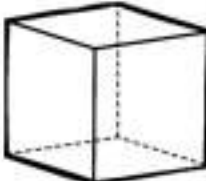
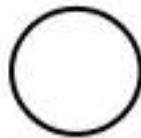
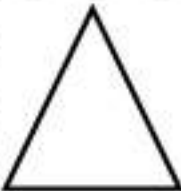
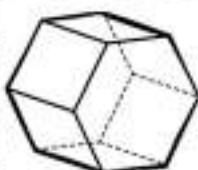

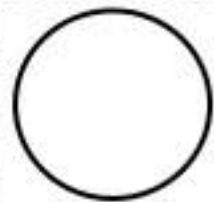

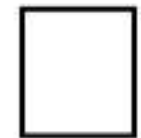
2D

3D

**PREVIEW**

## Instructions


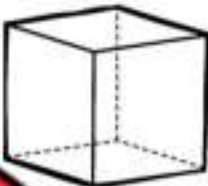



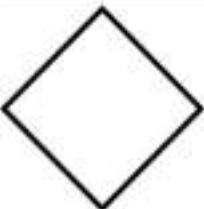




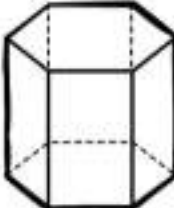

Cut the shapes out and paste them in the correct jar.

# Sorting 2D vs 3D Shapes

**Instructions**

Sort the shapes into the correct categories by writing their letters below

					
		C	D	E	F
					
G	H	I		K	L







2-Dimensional

3-Dimensional

# Sorting 2D vs 3D Shapes

**Instructions**

Sort the shapes into the correct categories by writing their letters below

					
		C	D	E	F

				
G	H	I		L

2-Dimensional

3-Dimensional

## Exit Cards

Cut Out

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

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

Circle if the images are 2D or 3D.

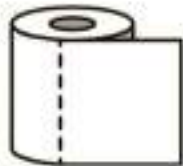


2D

3D

2D

3D



2D

3D



2D

3D

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

Circle if the images are 2D or 3D.



2D

3D



2D

3D



2D

3D

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

Circle if the images are 2D or 3D.



2D

3D



2D

3D



2D

3D



2D

3D

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

Circle if the image



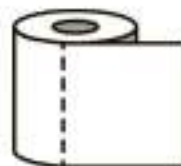
2D

3D



2D

3D



2D

3D



2D

3D

## Activity Title: Shape Treasure Hunt

### Objective

What are we learning about?

To help students identify and differentiate between 2D and 3D shapes through an interactive treasure hunt game.

### Materials

What you will need for the activity.

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



### Instructions

How you will implement the activity.

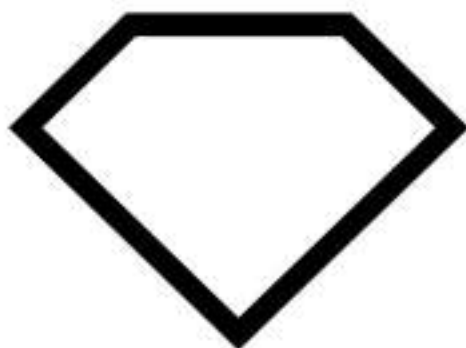
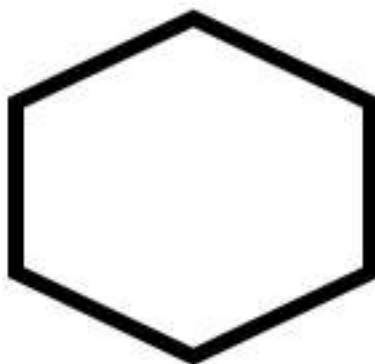
- 1) Prepare by hiding the shape images around the classroom in a designated safe outdoor area before the activity starts. Prizes for shapes found more treasure and a longer hunt.
- 2) Divide students into small groups to encourage teamwork.
- 3) Explain the difference between 2D (flat shapes) and 3D (shapes with depth) before starting the hunt.
- 4) On your signal, allow the students to start searching for the hidden shape images.
- 5) Once a student finds an image, they must decide if it is a 2D or 3D shape and then go to the corresponding station to stand. Optional: have students keep searching for the "treasure" shapes if you want to keep them engaged.
- 6) When all shapes are found, gather the students at each station and review each found image as a group, confirming whether it was correctly identified as 2D or 3D.
- 7) Discuss why each shape belongs to its category, reinforcing the characteristics of 2D and 3D shapes.
- 8) Provide small prizes or stickers to all participants for their effort and learning.

Instructions

Cut out the cards below

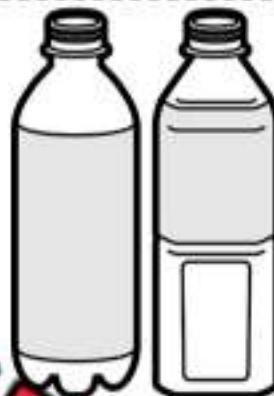


**PREVIEW**



Instructions

Cut out the cards below

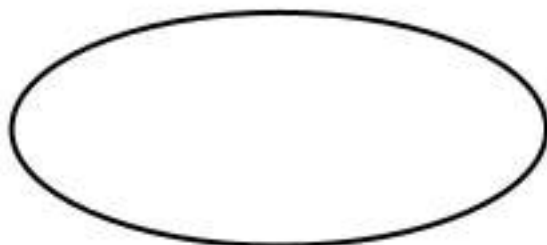
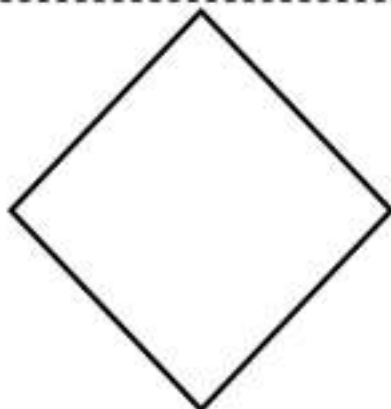


**PREVIEW**



Instructions

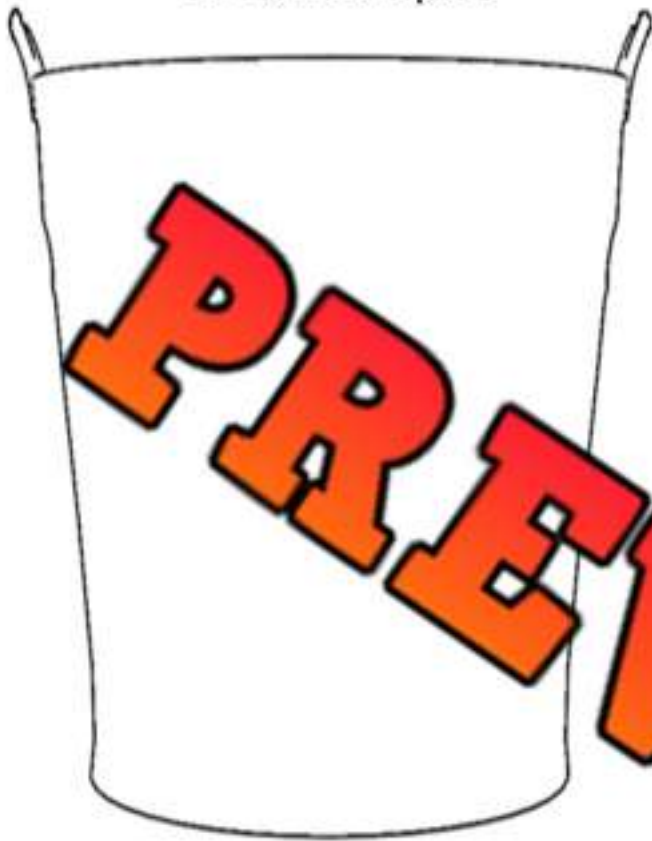
Cut out the cards below



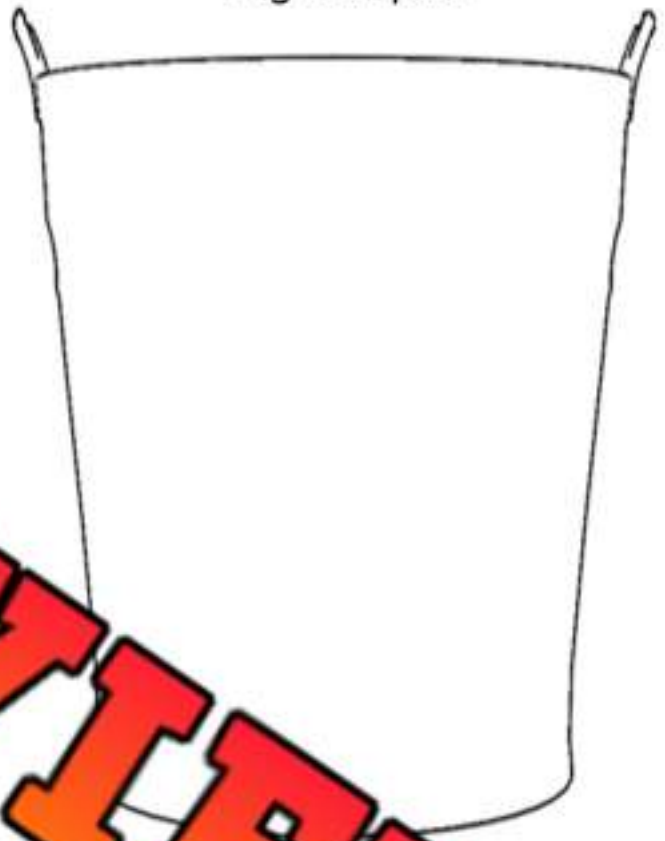
**PREVIEW**

# Comparing 2D Shapes - Size

Small Shapes



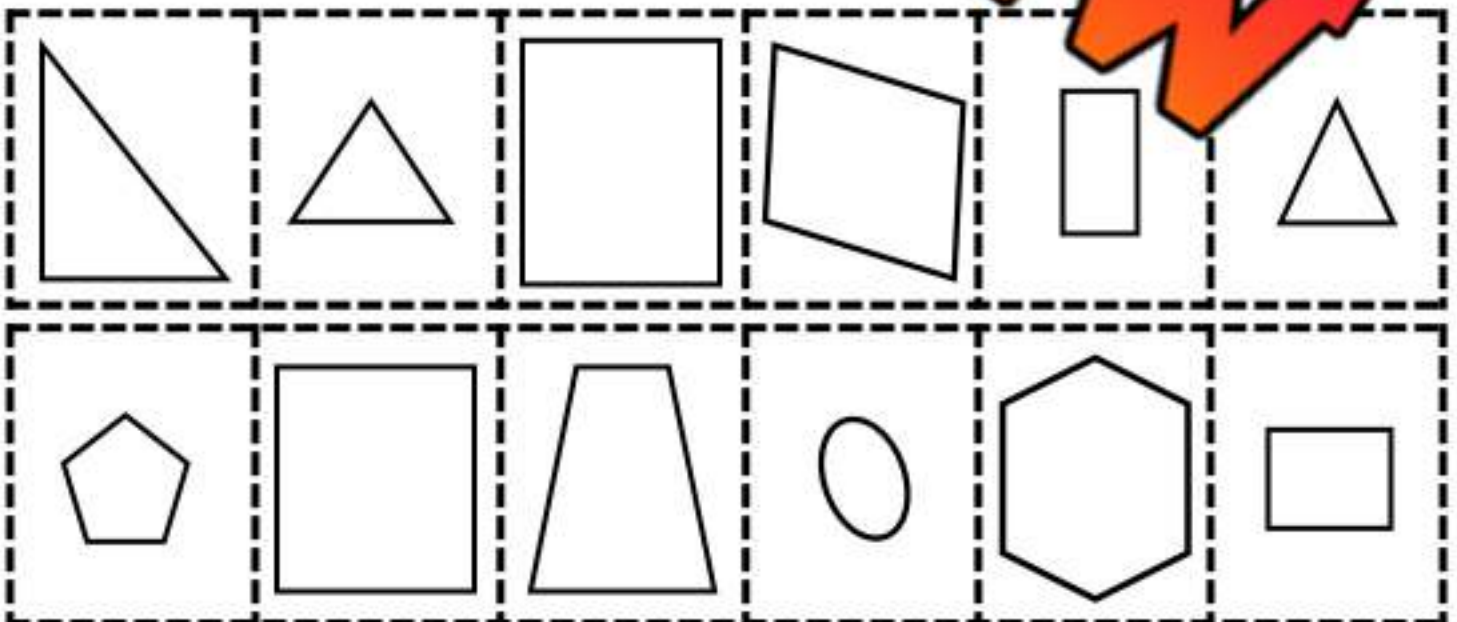
Big Shapes



**PREVIEW**

## Instructions

Cut the shapes out and paste them into the bucket.




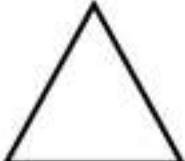
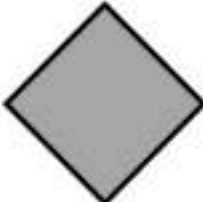



# Sorting 2D Shapes - Colour

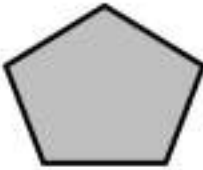
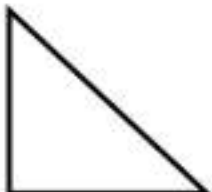
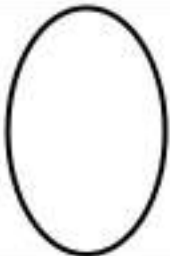
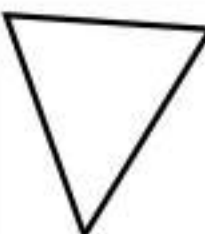


**Instructions**

Sort the shapes into the correct categories

Grey Shapes	White Shapes

**PREVIEW**

					
A	B	C	D	E	F



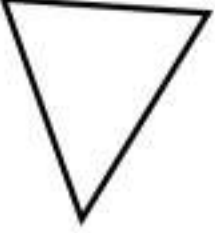



					
G	H	I	J	K	L


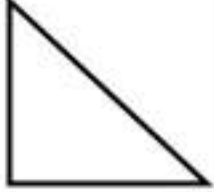




# Sorting 2D Shapes - Patterns

**Instructions**

Sort the shapes into the correct categories

Pattern	No Pattern
<b>PREVIEW</b>	

					
A	B	C	D	E	F

					
G	H	I	J	K	L

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

# Sorting 2D Shapes - Pattern



Diagonal Line Pattern



Brick Pattern

**PREVIEW**

## Instructions

Cut the shapes out and paste them in the correct area

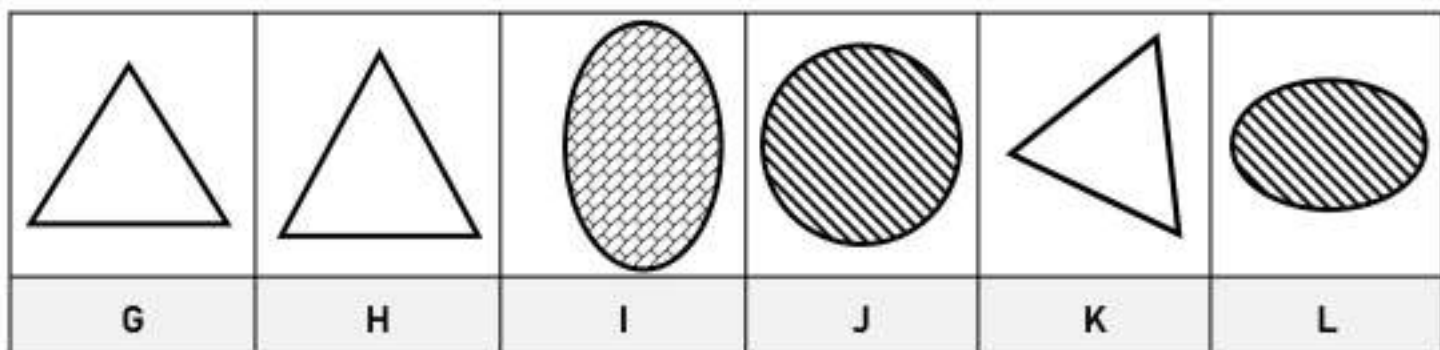
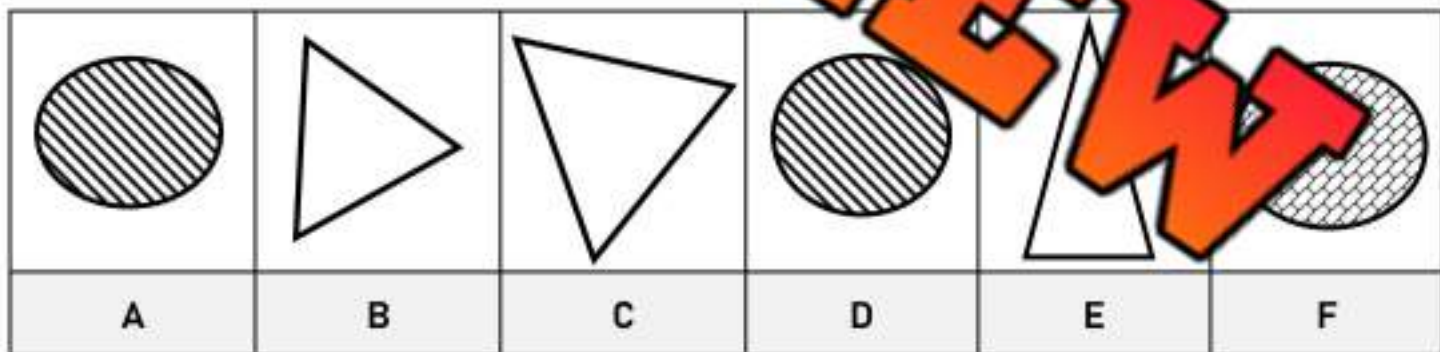

# Sorting 2D Shapes – Sorting Rules

**Instructions**

Choose 1 sorting rule to sort the shapes below

Sorting Rule Options – Choose 1 that will work  
Pattern, No Pattern, Colour, Number of Sides, Round, Not Round, Size

--	--

**PREVIEW**

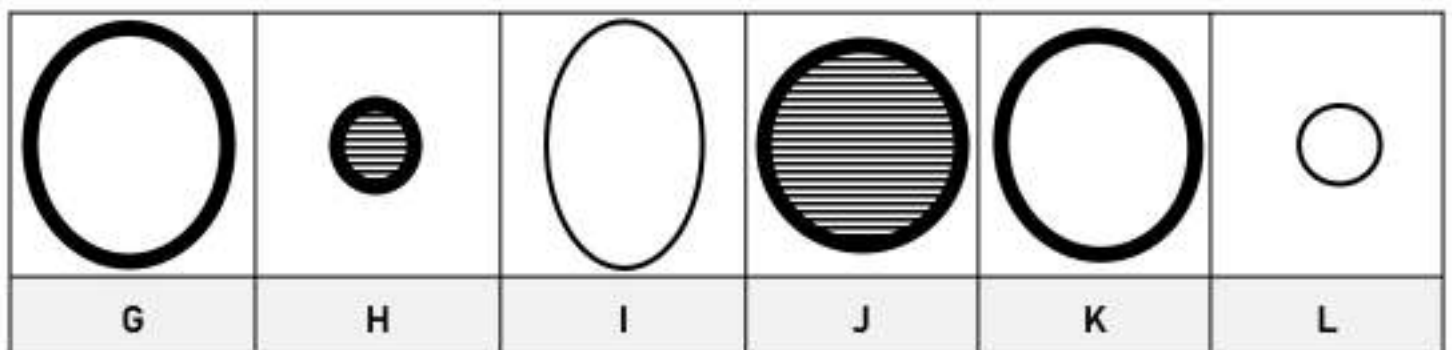
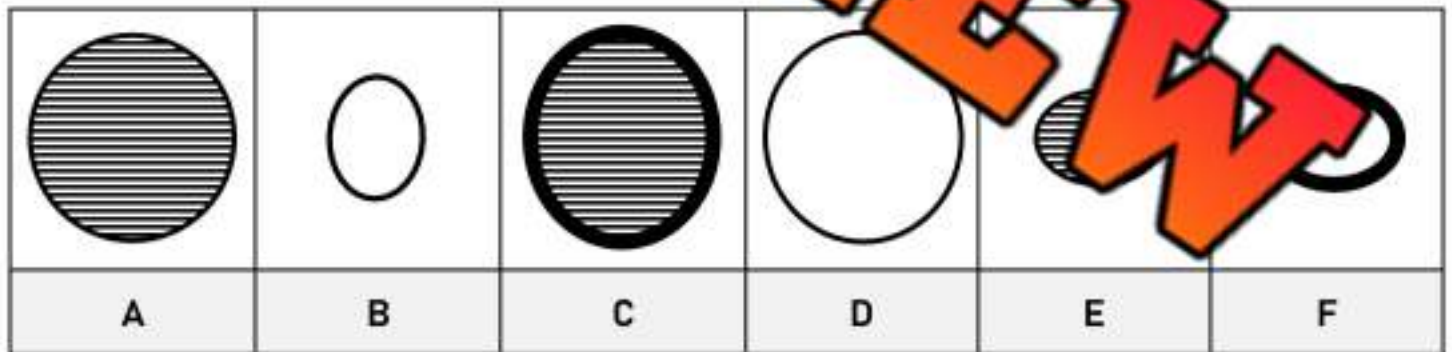
## Sorting 2D Shapes – Sorting Rules

**Questions**

Choose 1 sorting rule to sort the shapes below

Sorting Rule Options – Choose 1 that will work  
Pattern, No Pattern, Colour, Number of Sides, Round, Not Round, Size, Thickness

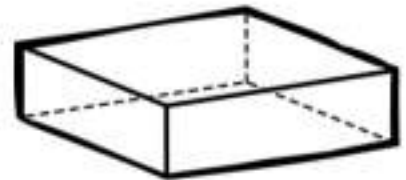
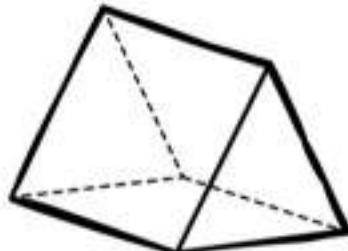
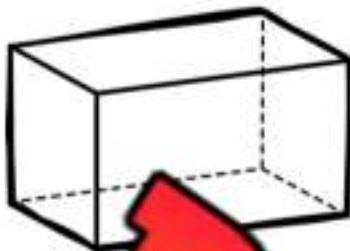
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# Naming Prisms

## Instructions

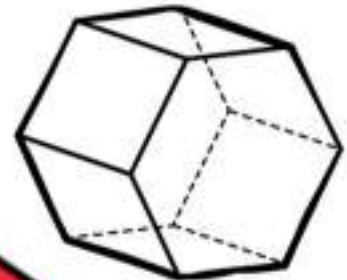
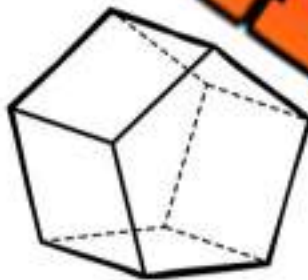
Circle the name of the prism



Rectangular Prism  
Triangular Prism

Rectangular Prism  
Triangular Prism

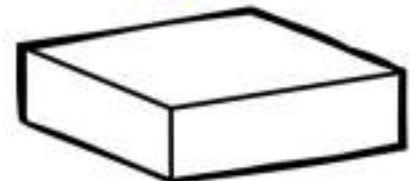
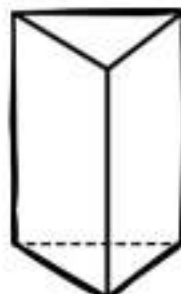
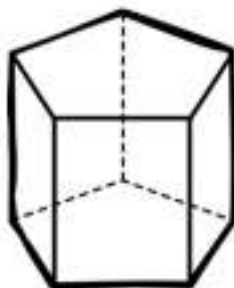
Rectangular Prism  
Triangular Prism



Rectangular Prism  
Triangular Prism  
Pentagonal Prism

Cube  
Hexagonal Prism  
Pentagonal Prism

Rectangular Prism  
Hexagonal Prism



Rectangular Prism  
Hexagonal Prism  
Pentagonal Prism

Rectangular Prism  
Triangular Prism  
Pentagonal Prism

Rectangular Prism  
Hexagonal Prism  
Pentagonal Prism

**PREVIEW**

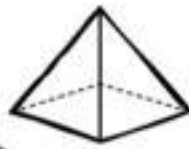
## Exit Cards

Cut Out

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

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

Is the object a prism, cone, or pyramid?



Prism Pyramid Prism Pyramid

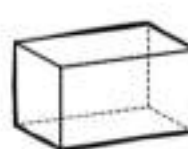


Prism Cone

Prism Pyramid

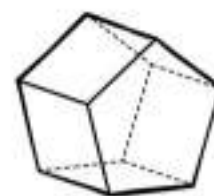
Name: \_\_\_\_\_

Is the object a prism, cone, or pyramid?



Prism Pyramid

Prism Pyramid

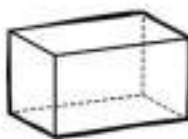


Prism Cone

Prism Pyramid

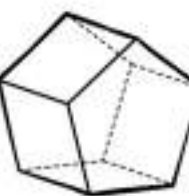
Name: \_\_\_\_\_

Is the object a prism, cone, or pyramid?



Prism Pyramid

Prism Pyramid

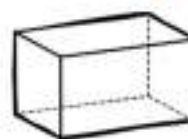


Prism Cone

Prism Pyramid

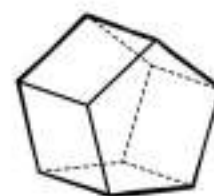
Name: \_\_\_\_\_

Is the object a prism, cone, or pyramid?



Prism Pyramid

Prism Pyramid



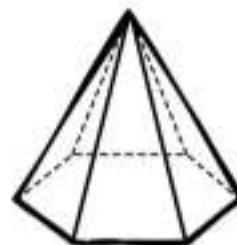
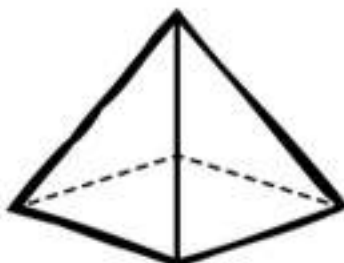
Prism Cone

Prism Pyramid

# Naming Pyramids and Cones

## Instructions

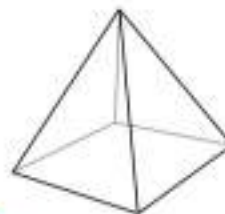
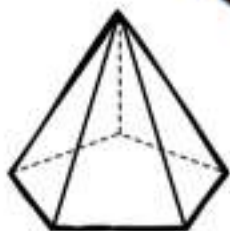
Circle the name of the cone or pyramid



Rectangular-Based Pyramid  
Triangular-Based Pyramid  
Pentagon-Based Pyramid

Square-Based Pyramid  
Triangular-Based Pyramid  
Pentagon-Based Pyramid

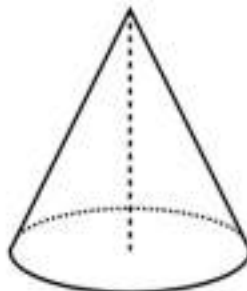
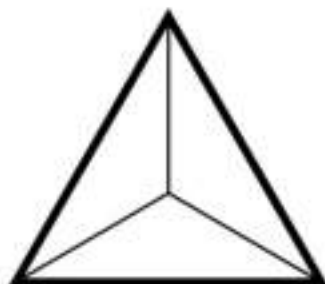
Rectangular-Based Pyramid  
Pentagon-Based Pyramid  
Hexagon-Based Pyramid



Rectangular-Based Pyramid  
Cone  
Pentagon-Based Pyramid

Rectangular-Based Pyramid  
Cone  
Triangular-Based Pyramid

Rectangular-Based Pyramid  
Triangular-Based Pyramid  
Pentagon-Based Pyramid



Rectangular-Based Pyramid  
Triangular-Based Pyramid  
Cone

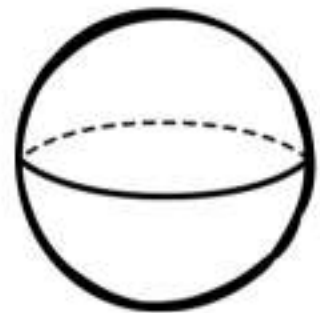
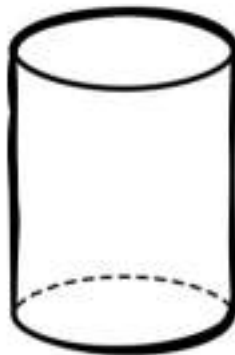
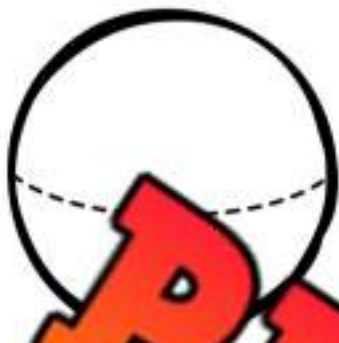
Cone  
Triangular-Based Pyramid  
Pentagon-Based Pyramid

Rectangular-Based Pyramid  
Triangular-Based Pyramid  
Hexagon-Based Pyramid

# Cone, Cylinder or Sphere

## Instructions

Is the 3D object a cone, cylinder, or sphere?



Cone Cylinder

Cylinder Sphere

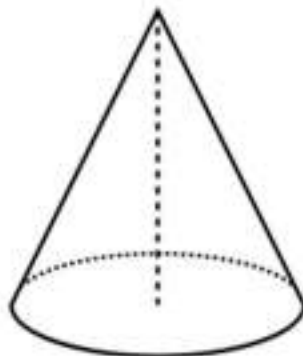
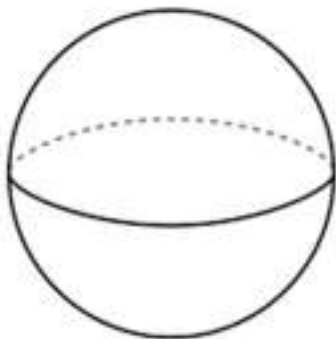
Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

Cone Cylinder Sphere



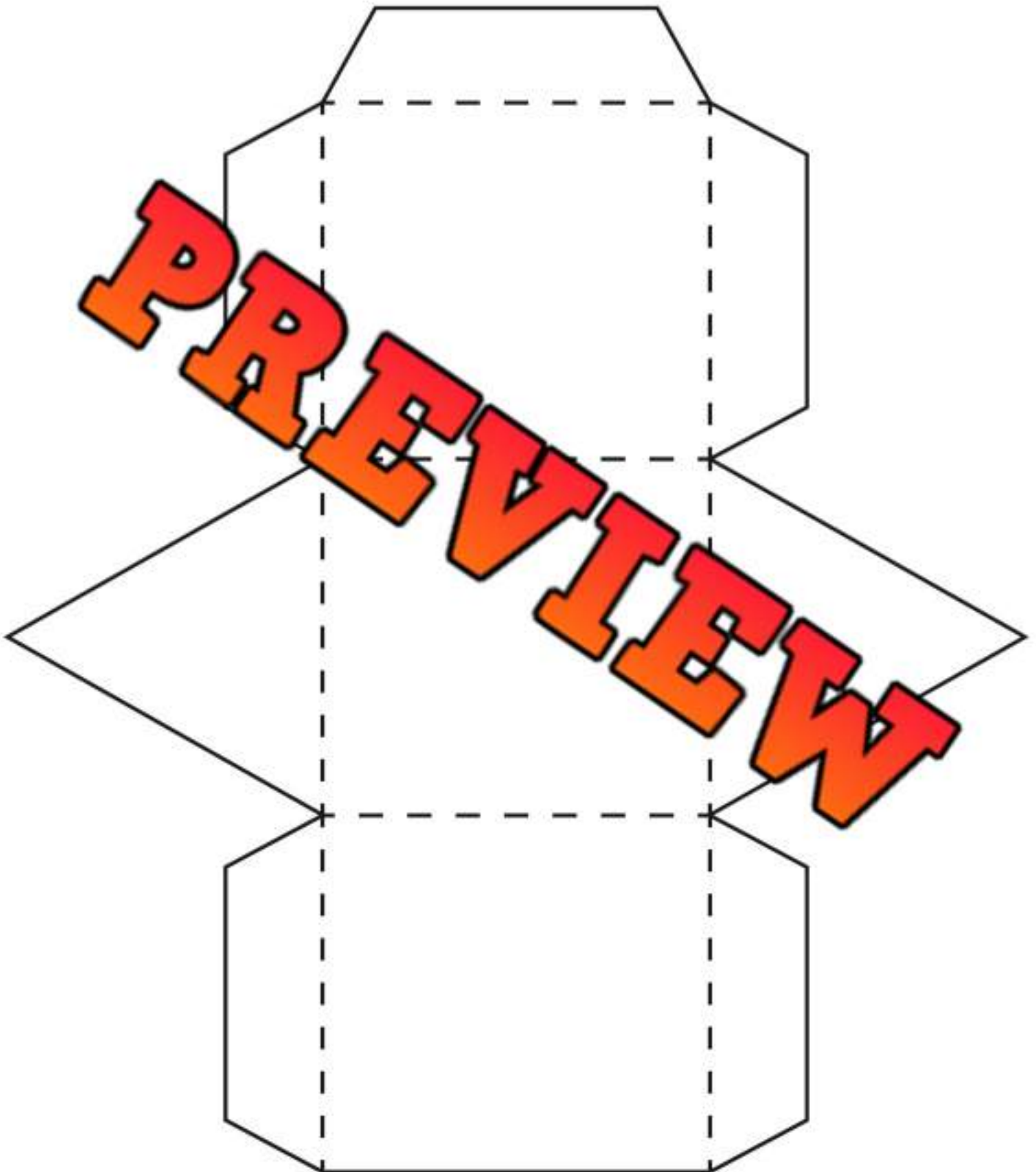
Cone Cylinder Sphere

Cone Cylinder Sphere

Cone Cylinder Sphere

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

# 3D Model – Triangle Based Prism Net



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

# 3D Model – Rectangle Based Prism Net

**PREVIEW**

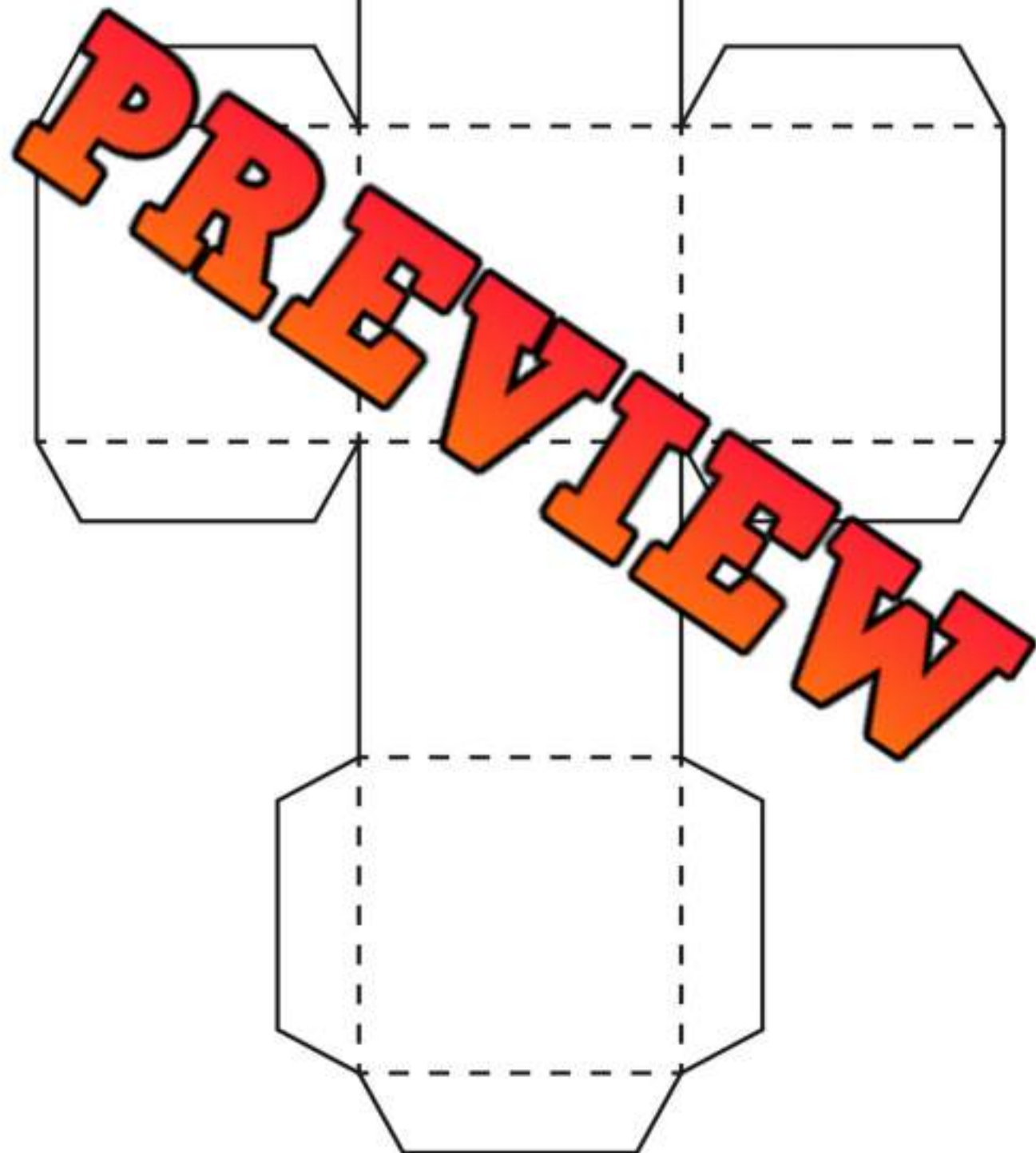


Name: \_\_\_\_\_

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Curriculum Connection  
SS1.2

## 3D Model – Cube Net

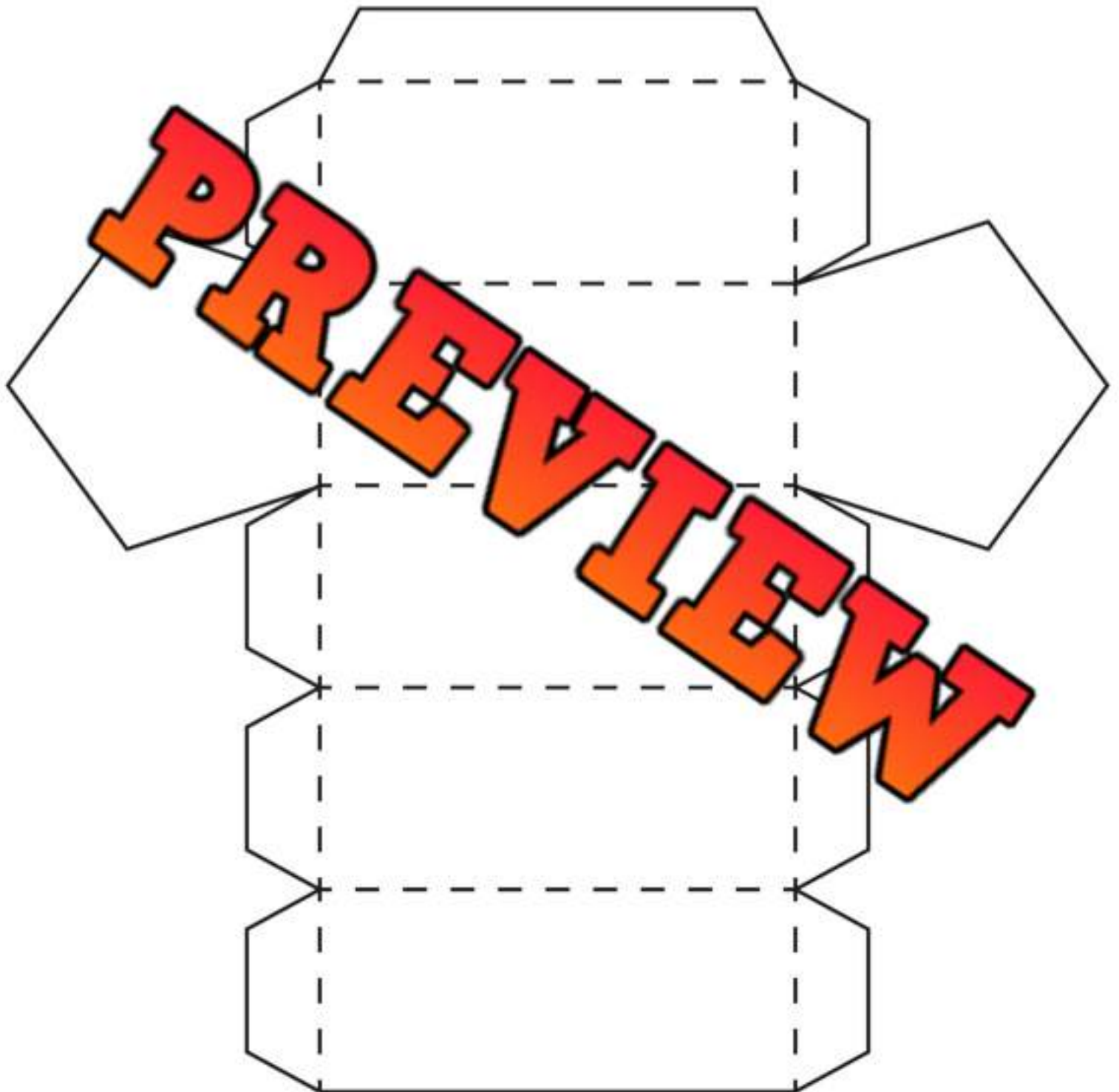


Name: \_\_\_\_\_

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Curriculum Connection  
SS12

## 3D Model – Pentagon Based Prism Net



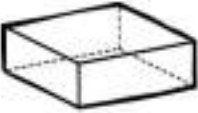

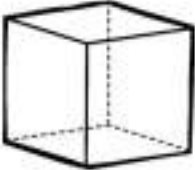



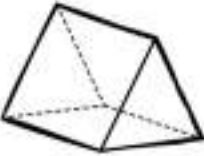
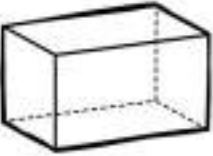
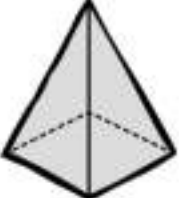


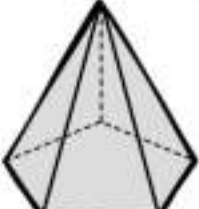
**Sorting 3D Shapes - Colour**

Grey	White

**PREVIEW**

**Instructions**

Write the letter below each shape in the correct category

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

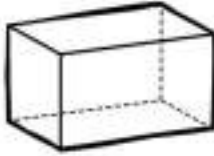
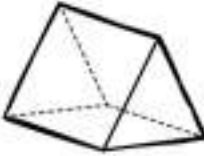
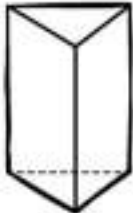
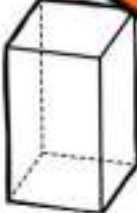


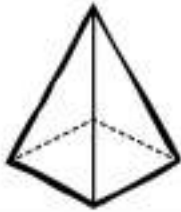
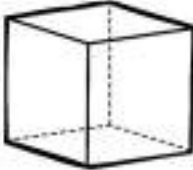
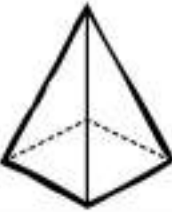


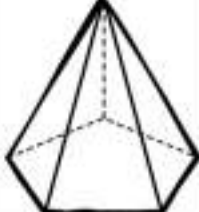
**Sorting 3D Shapes - Pointed**

Meets at a Point	Non-Pointed

**PREVIEW**

**Instructions**

Write the letter below each shape in the correct category

					
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
					
<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>


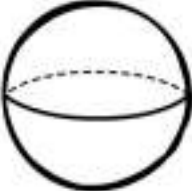
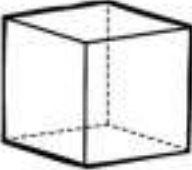




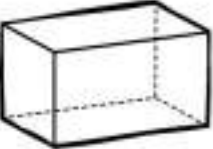



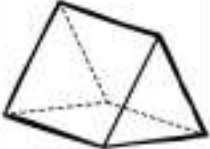
**Sorting 3D Shapes - Rounded**

Round	Not Round

**PREVIEW**

**Instructions**

Write the letter below each shape in the correct category

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

## Activity Title: Geometric Builders

### Objective

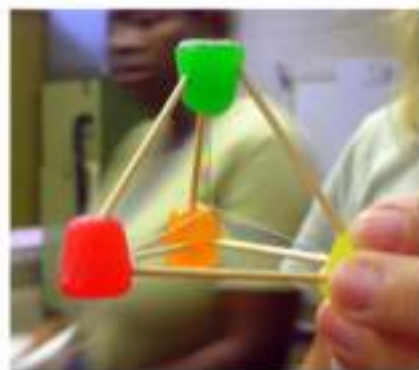
What are we learning about?

To help students understand the structure and properties of different 3D geometric shapes by creating them using toothpicks and marshmallows.

### Materials

What you will need for the activity.

- Toothpicks
- Marshmallows (various sizes)
- Worksheet with diagrams of 3D shapes
- Coloured markers
- Paper for sketching.



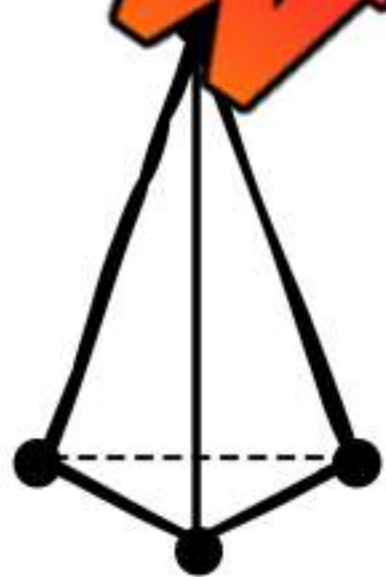
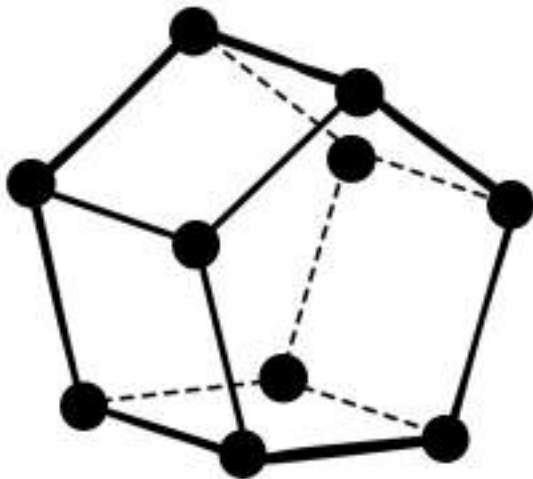
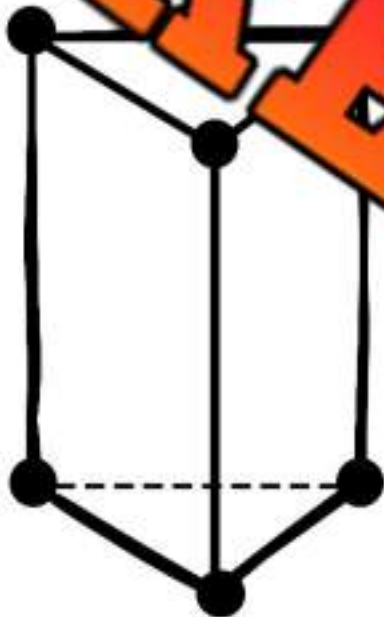
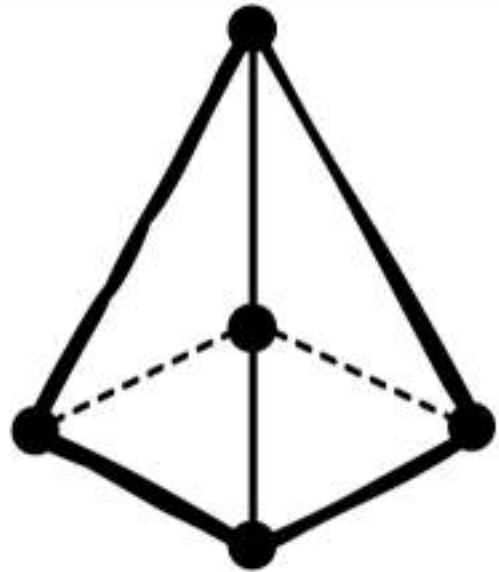
### Instructions

How you will complete the activity.

- 1) Explain the basic elements of 3D shapes: edges, vertices, and faces.
- 2) Show the students examples of 3D shapes like cubes, pyramids, and cones on the worksheet.
- 3) Distribute toothpicks and marshmallows to the students.
- 4) Guide the students to connect the toothpicks with marshmallows to form vertices and edges of the shapes illustrated on their worksheets.
- 5) Encourage them to use the colored markers to color the marshmallows according to the number of edges each vertex joins (e.g., blue for 3 edges, red for 4 edges).
- 6) Allow students to experiment with creating their own 3D shapes once they have completed the examples.
- 7) Assist the students in comparing their shapes with the diagrams to check for accuracy.

Worksheet

Use the following diagrams to construct your 3D shapes



**PREVIEW**

**Reflection**

Answer the questions below.

1) Which 3D object was the hardest to make? Explain.

---

---

---

2) Draw \_\_\_\_\_ below.

---

---

---

3) Draw a rectangular prism below.

---

---

---

4) Draw a triangular prism below.

---

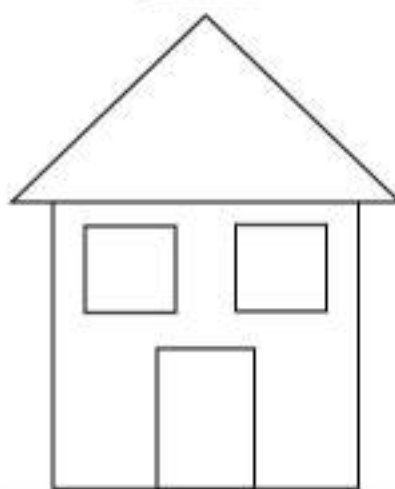
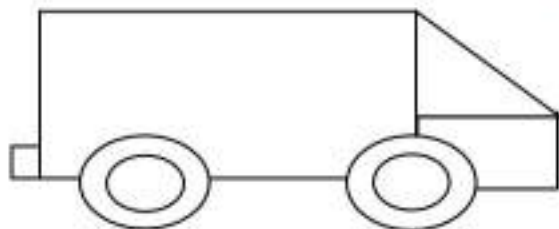
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**PREVIEW**

**Composite Pictures Using 2D Shapes****Directions**

Colour the shapes below

**Tree****House****Car****Bridge****Directions**

Draw some 2D smaller shapes that you see in the pictures above

**Drawing Composite Pictures Using 2D Shapes****Directions**

Draw the pictures below using smaller shapes

Tree

House

Car

Bird

**PREVIEW**

# Drawing Composite Pictures Using 2D Shapes

**Directions**

Draw the pictures below using smaller shapes

Dog

Human

School/Building

**PREVIEW**

## Activity Title: Build 3D Using 2D Shapes

### Objective

What are we learning about?

Students will use 2D shapes to create a 3D tree with layered shapes to give the picture depth – a third dimension.

### Materials

What you will need for the activity.

- Coloured paper (green, brown, and other festive colours)
- Glue sticks
- Safety scissors
- Template of a tree
- Glitter or stickers for decorations
- Large sheet of white paper for background



### Instructions

How you will complete the activity.

- 1) Start with an introduction to the shapes they will be using, such as triangles and rectangles.
- 2) Hand out the safety scissors and coloured paper. Use green for the tree and brown for the trunk.
- 3) Show the students how to cut large triangles for the tree and a rectangle for the trunk.
- 4) Guide them to glue the triangle on the larger background paper as the tree.  
**Optional:** fold the shapes to give the picture more depth.
- 5) Have them glue the rectangle at the bottom of the triangle to represent the tree trunk.
- 6) Offer glitter and stickers for them to decorate their tree to make it festive.
- 7) Allow each student to use additional colored paper to cut out presents, stars, or other decorations to add to their scene.
- 8) Once everyone is done, encourage them to present their artwork to the class and describe what they made.
- 9) Hang the completed projects in the classroom or a common area to showcase their work.

Examples

Show students the examples below



**PREVIEW**

# Tangrams

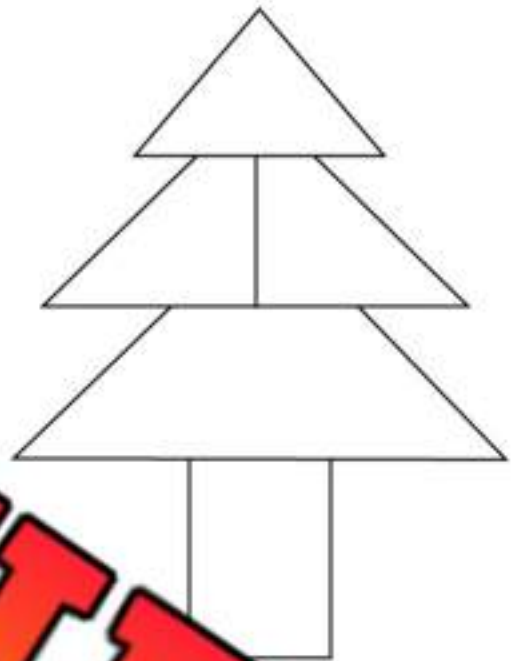
## Directions

Use the pictures below to create tangrams using blocks

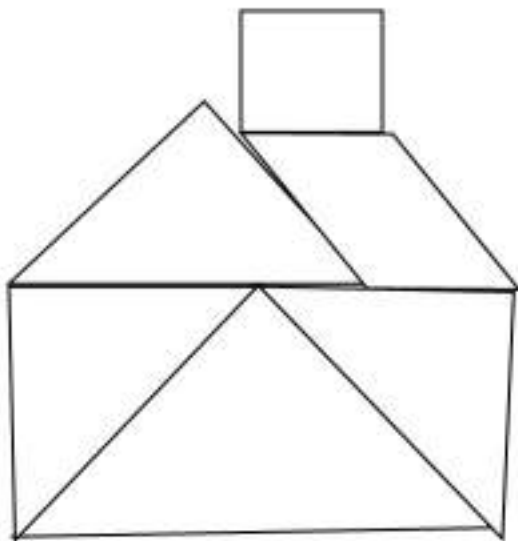
Rocket



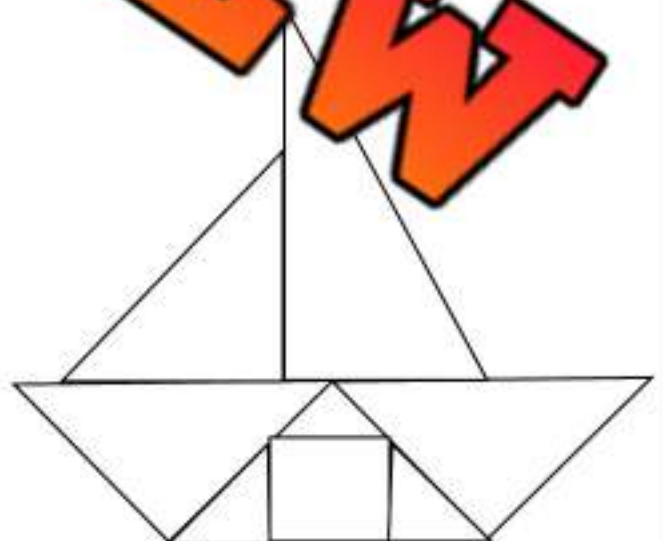
Tree



House



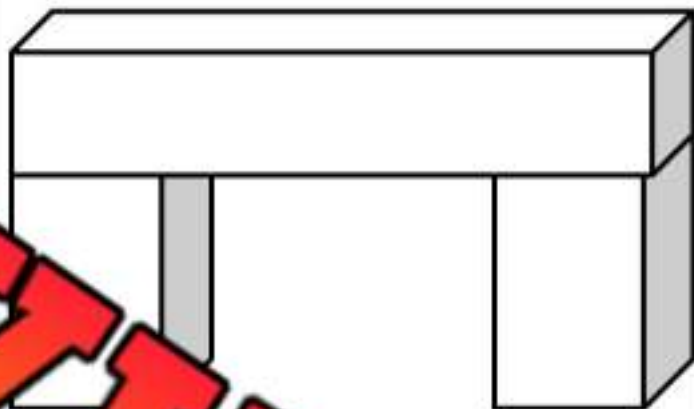
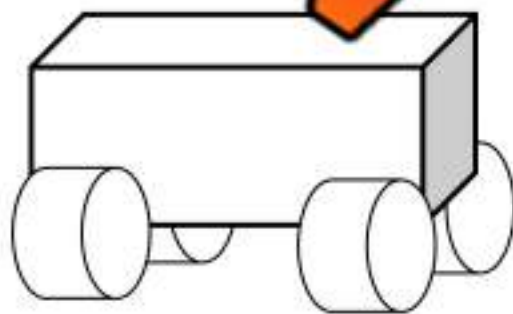
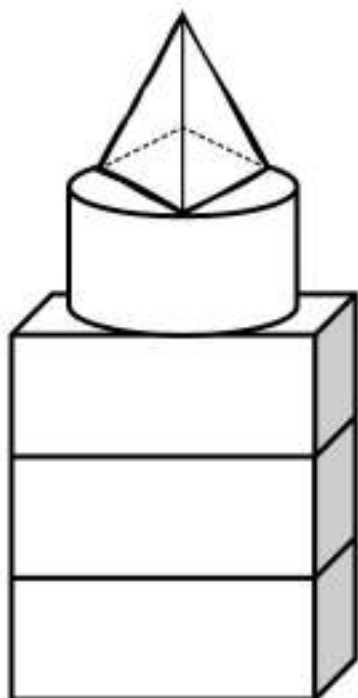
Boat



**PREVIEW**

**3D Shapes – Composite Pictures****Directions**





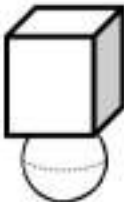

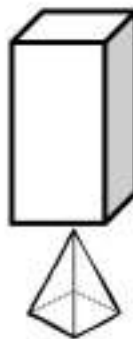

Colour the 3D objects below

**House****Bridge****Tower**

## Building Using 3D shapes – Possible or Impossible?

### Directions

Circle whether the picture is possible to make or not

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

## Exit Cards

Cut Out

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

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

Circle whether the picture is possible to make



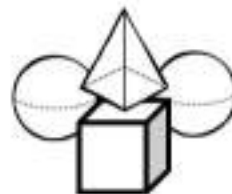
Possible Impossible



Possible Impossible

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

Circle whether the picture is possible to make or not.



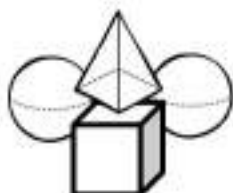
Possible Impossible



Possible Impossible

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

Circle whether the picture is possible to make or not.



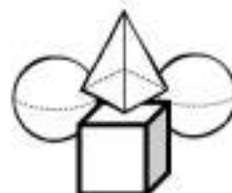
Possible Impossible



Possible Impossible

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

Circle whether the picture is possible to make or not.



Possible Impossible



Possible Impossible

# Real Life 2D Objects

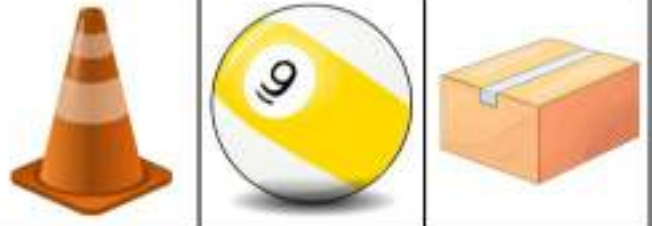
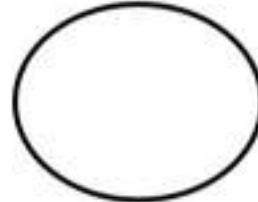
**Directions**

Circle the real-life object that resembles the 2D shape

1)



2)



3)



5)



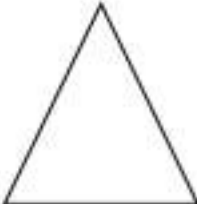
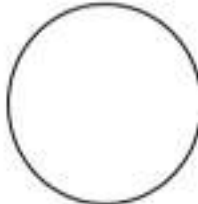



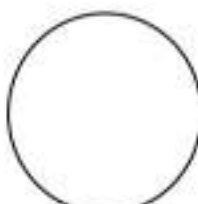




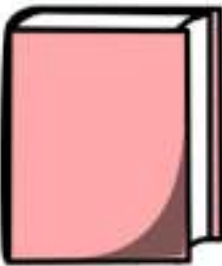









6)



**2D Shapes Found in 3D Pictures****Directions**

Circle the 2D shapes found in the 3D shape

3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
			
			
			
			
			

## Exit Cards

Cut Out

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

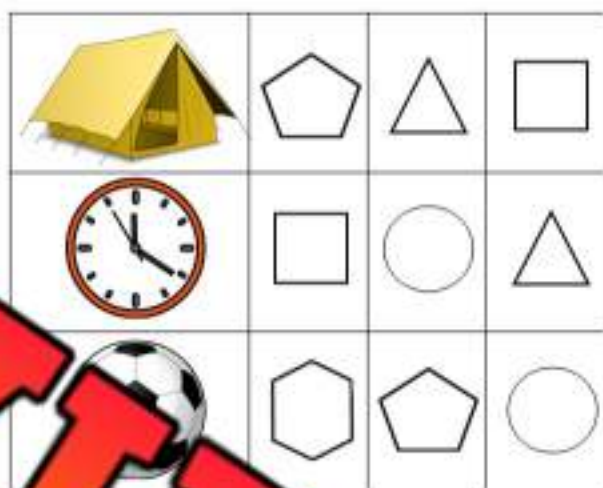
Name: \_\_\_\_\_

Circle the 2D shapes found in the 3D shape.



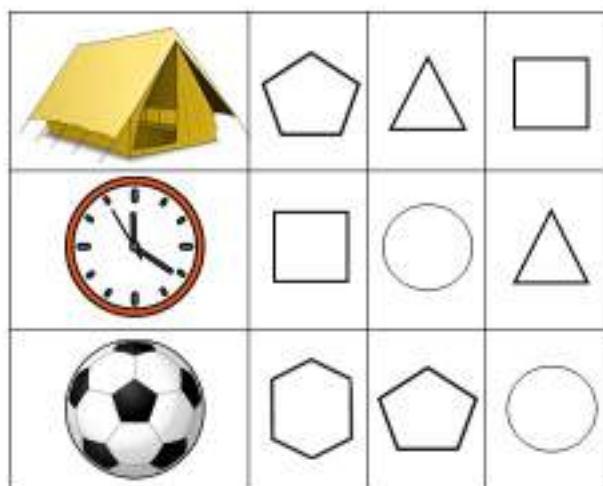
Name: \_\_\_\_\_

Circle the 2D shapes found in the 3D shape.



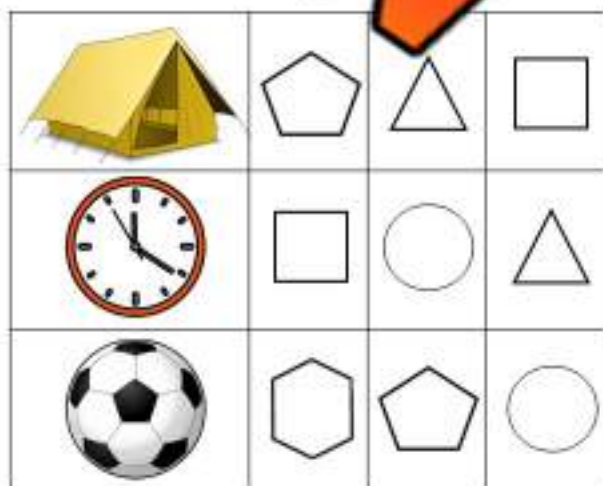
Name: \_\_\_\_\_

Circle the 2D shapes found in the 3D shape.



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

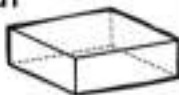
Circle the 2D shapes found in the 3D shape.



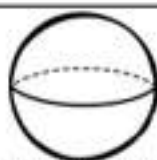
# 3D Shapes in The Real World

**Directions**

Cut and paste the 3D objects with their match

Rectangular  
Prism

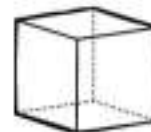
Sphere



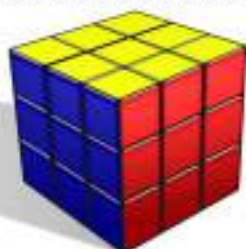
Cone

Triangular  
Prism

Cube



**PREVIEW**



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

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## Activity Title: Shape Explorers

### Objective

What are we learning about?

This arts and crafts activity engages students in understanding the relationship between 2-D shapes and 3-D objects by identifying and matching shapes to objects.

### Materials

What you will need for the activity.

- Cut-out 2-D shapes (circle, square, rectangle, triangle)
- Various 3-D objects (e.g., cans, balls, blocks)
- Safety scissors
- Recording sheets or paper
- Pencils



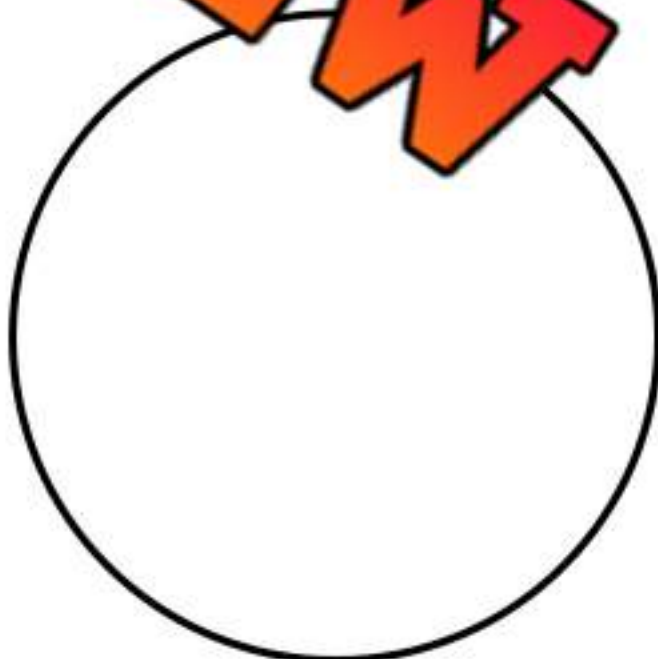
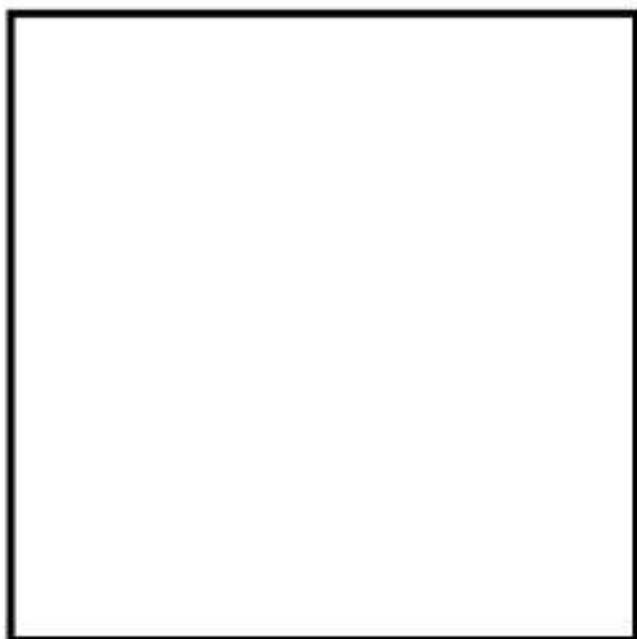
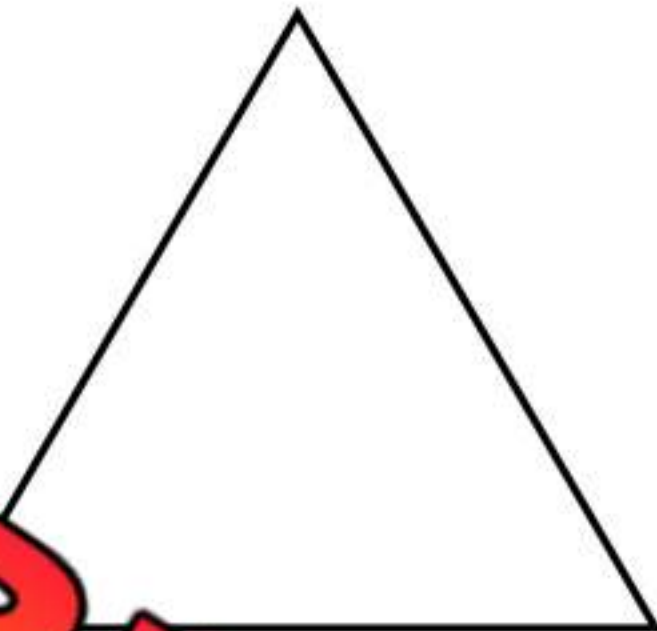
### Instructions

How you will complete the activity.

1. Begin by reviewing basic 2-D shapes (circle, square, rectangle, triangle) with the class. Show the students different 3-D objects (e.g., a ball, a can, a block) and discuss their shapes.
2. Distribute the cut-out 2-D shapes to each student. Place the 3-D objects around the classroom in different stations.
3. Instruct students to visit each station and match the 2-D shapes to the faces of the 3-D objects (e.g., matching a circle to the top of a can).
4. Have students record which 2-D shapes they matched to each 3-D object on their recording sheets.
5. Once all students have visited each station, gather the class to discuss their findings. Ask students to share which 2-D shapes they found on each 3-D object and how they matched them.

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

**PREVIEW**



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

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# Shape Explorers Recording Sheet

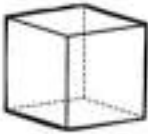


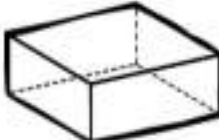

Answers

Record your answers below

	3-D Object	2-D Shape(s)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**PREVIEW**

**3D Shapes – Colouring Activity**

				
Blue	Green	Orange	Red	Purple
Cube	Cone	Sphere	Rectangular Prism	Cylinder

Instructions

Colour each picture the correct colour

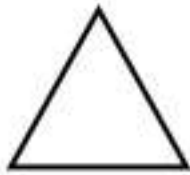


**Unit Test – 3-D Objects and 2-D Shapes****Part 1**

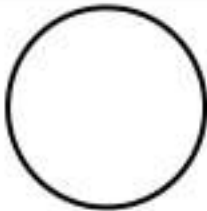
Sort the shapes into the correct categories

**Round****Not Round****PREVIEW**

A



B



C



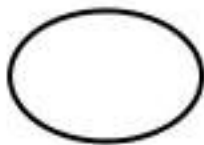
D



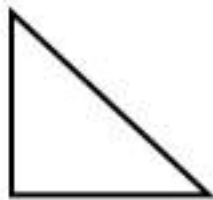
E



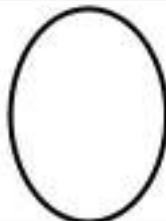
F



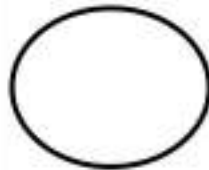
G



H



I



J



K



L

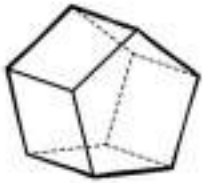
## Part 2

Write the letter below each shape in the correct category

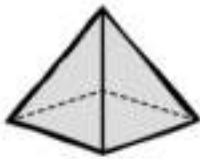
White

Shaded

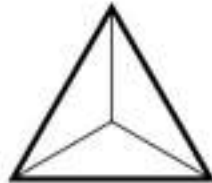
PREVIEW



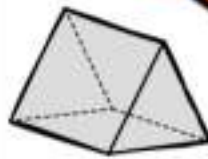
A



B



C

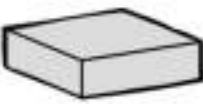


D

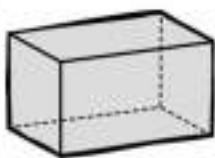


E

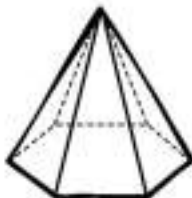
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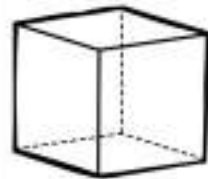
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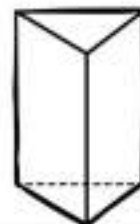
H



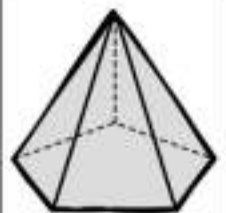
I



J



K



L

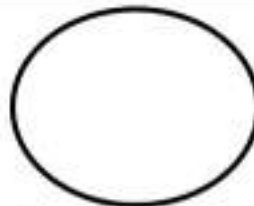
## Part 3

Circle the real-life object that resembles the 2D shape

1)



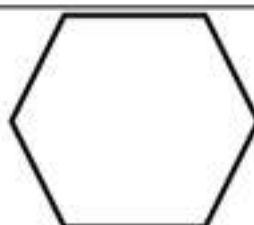
2)



3)



4)



## Part 4

Circle the 2D shapes found in the 3D shape

Composite 3D Shape

2D Shape 1

2D Shape 2

2D Shape 3

