



Preview - Information



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Grade 3 Strand: Number



	Curriculum Outcomes	Pages
N3.1	Understanding of whole numbers to 1000 (concretely, pictorially, physically, orally, in writing, and symbolically) including: <ul style="list-style-type: none">• representing (including place value)• describing• estimating with referents• comparing two numbers• ordering three or more numbers.	5 - 54
N3.2	Demonstrate understanding of addition of whole numbers to 1000 including: <ul style="list-style-type: none">• representing• describing• estimating• comparing• ordering	55 - 141
Preview of 130 pages from this product that contains 449 pages total.		
N3.3	Demonstrate understanding of multiplication to 5×5 and the corresponding division statements including: <ul style="list-style-type: none">• representing and explaining using repeated addition or subtraction, equal grouping, and arrays• creating and solving situational questions• modelling processes using concrete, physical, and visual representations, and recording the process symbolically• relating multiplication and division.	142 - 206
N3.4	Demonstrate understanding of fractions concretely, pictorially, physically, and orally including: <ul style="list-style-type: none">• representing• observing and describing situations• comparing• relating to quantity.	207 - 237

Name: _____

6

Curriculum Connection
N3.1

Counting Within 1000, By 1s



Part 1

Count forward by 1s within 1000

1)	15	16			19			22		
2)	18			185				189		
3)	33	34			342		344			
4)	791		792			796			799	
5)	925	926				93			933	

Part 2

Count backward by 1s within 1000

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

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.

877

Count by 1s backwards.

992

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

9

Curriculum Connection
N3.1

Counting by 20s

Part 1

Count by 20s

		180		220		
20				260		380
60		100		300		340

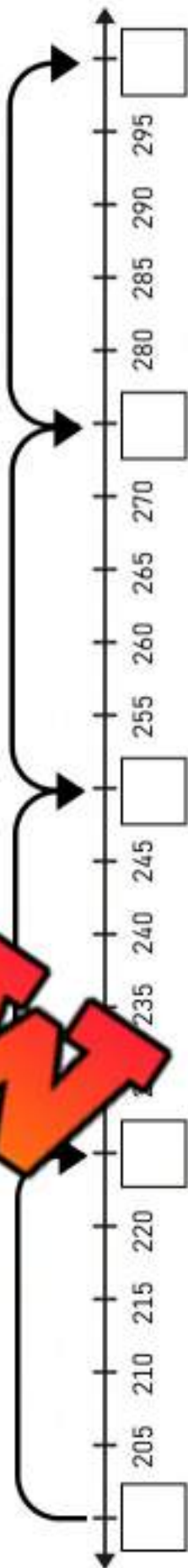
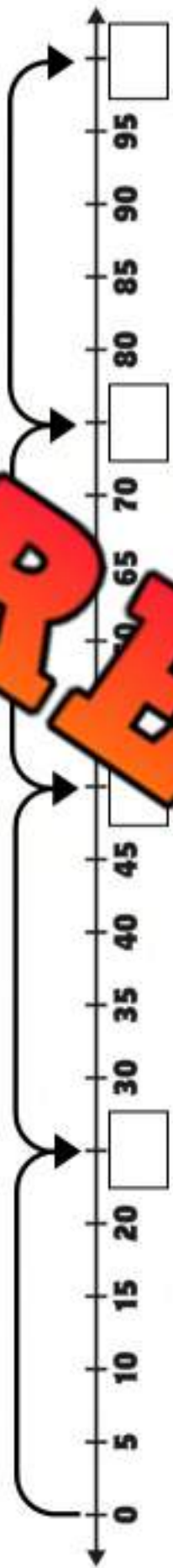
Part 2

Fill in the blanks counting by 20

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

Counting By 25s

Name: _____



PREVIEW

Name: _____

12

Curriculum Connection
N3.1

Counting By 50s



Part 1

Count by 50's to 200



50

150



Part 2

Count by 50's to 200 using the number line



50

Part 3

Fill in the blank by counting by 50's

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

Part 4

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

Counting By 25, 50, & 100

Part 1

Count by 25 starting at different numbers

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

Part 2

Count by 50 starting at different numbers

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



Part 3

Count by 100 starting at different numbers

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

Exit Cards

Cut Out

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

Name: _____

Count by 20s forwards.

820

Count by 25s forwards.

450

Count by 50s forwards.

750

Count by 100s forwards.

600

Name: _____

Count by 20s forwards.

820

Count by 25s forwards.

450

Count by 50s forwards.

750

Count by 100s forwards.

Name: _____

Count by 20s forwards.

820

Count by 25s forwards.

450

Count by 50s forwards.

750

Count by 100s forwards.

600

Name: _____

Count by 20s forwards.

820

Count by 25s forwards.

450

Count by 50s forwards.

750

Count by 100s forwards.

600

Name: _____

23

Curriculum Connection
N3.1

Place Value Chart

	Hundreds	Tens	Ones
537	5	3	7



Part 1

Fill in the place value charts below

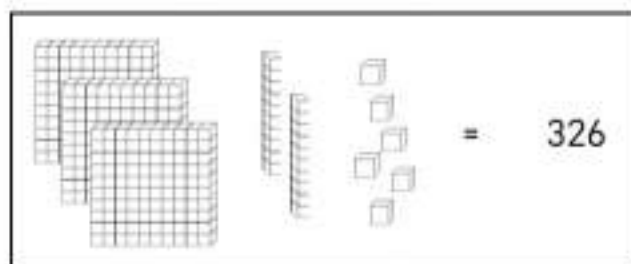
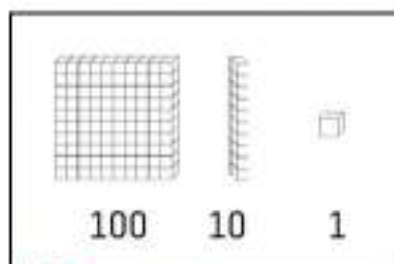
	Hundreds	Tens	Ones
1) 2			
2) 341			
3) 517			
4) 823			
5) 659			
6) 142			

Part 2

Which place value is the underlined number?

1) 3 <u>7</u> 5 Tens	2) 18 <u>4</u> _____	3) 21 <u>8</u> _____
4) 8 <u>3</u> 2 _____	5) 2 <u>8</u> 9 _____	6) 9 <u>6</u> 2 _____
7) <u>9</u> 2 _____	8) 5 <u>5</u> 4 _____	9) 90 <u>3</u> _____

Base Ten Blocks



Part 1 How many blocks do you count?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Part 2 Draw the base ten blocks to represent the numbers below.

1) 375	2) 184	3) 218
4) 542	5) 463	6) 624

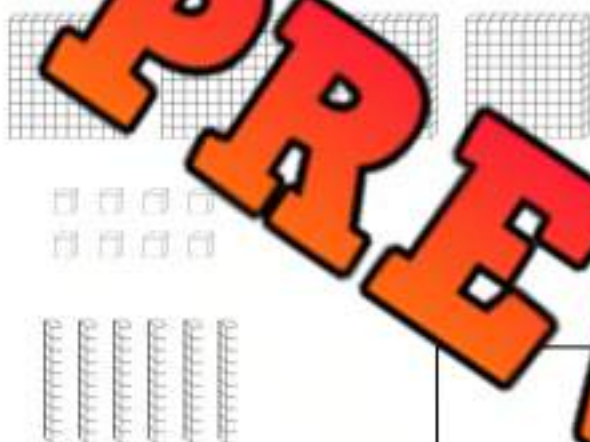
Exit Cards

Cut Out

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

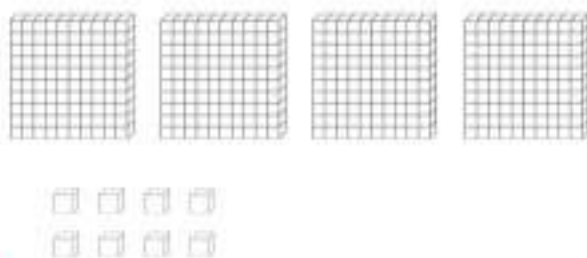
Name: _____

What is the value represented by the base ten blocks?



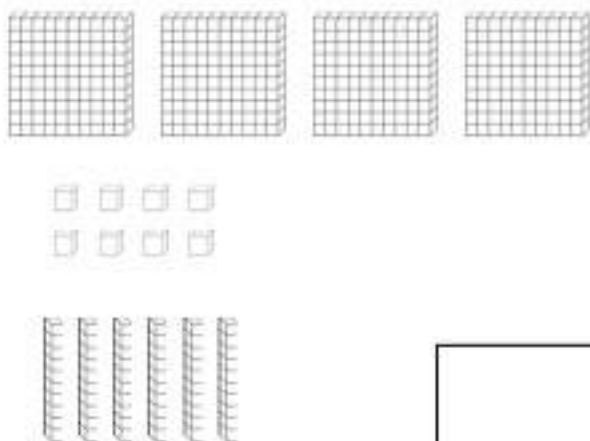
Name: _____

What is the value represented by the base ten blocks?



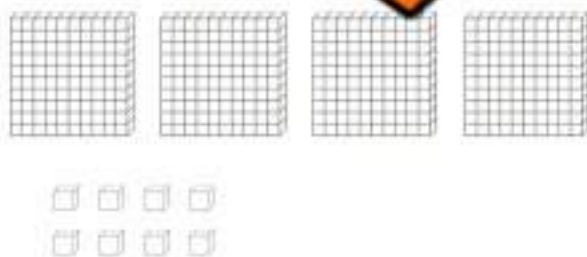
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



Title: "Artistic Numbers Parking Lot"

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- White paper (one per student)
- Crayons, markers, or colored pencils
- Rulers for drawing straight lines
- Reference chart to use for their values (units = cars, rods = buses, flats = trucks)



Instructions

How you will complete the activity.

1. Provide each student with a sheet of white paper, markers, and a ruler.
2. Allow students to pick their own number between 1 and 1000. Encourage them to choose a number that they find interesting or meaningful.
3. Explain the correlation between place values and vehicles: units are represented as cars, rods as buses, and flats as trucks. If a student chooses a number like 234, they would draw 2 trucks, 3 buses, and 4 cars.
4. Instruct students to use their rulers to draw the layout of their parking lot on the paper, dividing it into sections for cars, buses, and trucks.
5. Students then draw the appropriate number of each vehicle in the respective sections, creatively designing their parking lot while ensuring the number of vehicles matches their chosen number's place values.
6. After the drawings are completed, students label each section of their parking lot with the number of vehicles it contains, reinforcing their understanding of place values.

Name: _____

29

Curriculum Connection
N3.1

PREVIEW

Name: _____

30

Curriculum Connection
N3.1

Expanded Form

18 ← Standard Form
 10 + 8 ← Expanded Form

**Part 1**

What is the standard form of the numbers below?

1) $400 + 3$ _____	2) $200 + 70 + 9$ _____	3) $100 + 50 + 2$ _____
4) $800 + 7 + 5$ _____	5) $700 + 20 + 4$ _____	6) $600 + 40 + 3$ _____
7) $80 + 2$ _____	8) $50 + 3$ _____	9) $3000 + 500 + 70 + 2$ _____

Part 2

What is the expanded form of the number below?

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

Part 3

Fill in the blanks with the missing number

1) $453 = 400 + \underline{\quad} + 3$	2) $309 = \underline{\quad} + 0 + 9$
3) $563 = 500 + 60 + \underline{\quad}$	4) $2460 = \underline{\quad} + 400 + \underline{\quad} + 0$

Exit Cards

Cut Out

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

Name: _____

a) Write the standard form: _____

b) Write the expanded form: _____

Name: _____

a) Write the standard form: _____

$$500 + 20 + 4$$

b) Write the expanded form: 337

Name: _____

a) Write the standard form: _____

$$500 + 20 + 4$$

b) Write the expanded form: 337

Name: _____

a) Write the standard form: _____

$$500 + 20 + 4$$

b) Write the expanded form: 337

Standard Form

Words

Expanded Form

Place Value Chart

Hundreds	Tens	Ones

Pictures

PREVIEW

Place Value – Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

853

		0

Write the value of the underlined digit
(Hundreds, Tens, or Ones)

1) 853 = _____

2) 853 = _____

3) 853 = _____

Fill in the blanks by writing the expanded form below

_____ + _____ + _____

Fill in the pattern below

853 , _____ , 855 , _____

Fill in the pattern below

853 , 863 , _____ , 883 , _____

Fill in the pattern below

353 , _____ , 553 , _____ , 753 , _____

Compare using $<$, $>$, or $=$

853

795

853

+ 10

455

853

853

+ 100

853

246

853

+ 1

853

853

853

- 100

853

482

853

- 10

Help Roger Decompose Numbers

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



Part 1

Fill in the missing number

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

Part 2

Can you decompose the number a different way than Roger

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

Name: _____

41

Curriculum Connection
N3.1

Comparing Numbers

276  312576  218176  176

Part 1

Compare the following numbers using

1)	3	2)	36	36	3)	135	93
4)	213	99	262	393	6)	565	293
7)	634	64	6	605	9)	765	753

Part 2

Greater than, Equal to, Less than

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

Comparing Numbers

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

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

Part 1

Order the numbers below from least to greatest

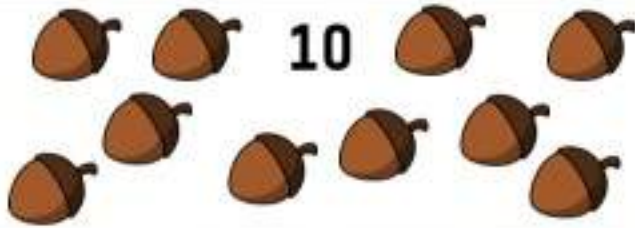
Unordered Numbers	Ordered (least to greatest)
43, 10, 46	
8, 53, 75	
221, 326, 25	
18, 9, 25, 53, 22	
158, 131, 143, 148, 131	
523, 575, 233, 356, 657	

Part 2

Order the numbers below from greatest to least

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

Estimating How Many...



Use this example of 10 to help you with your estimates

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



Estimate: About _____ acorns

Estimate: About _____ acorns

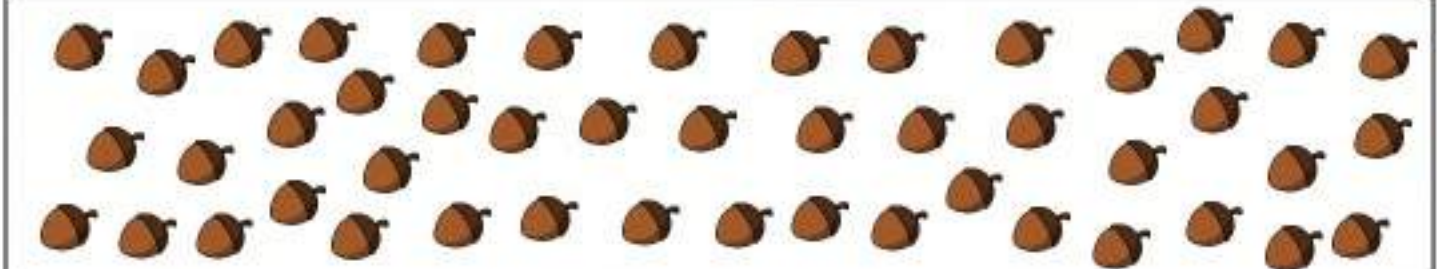
Actual: There are _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns

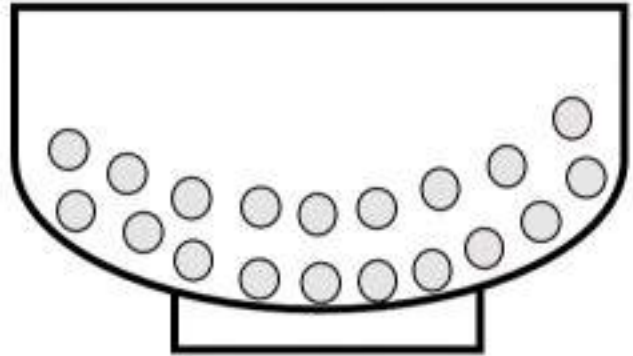
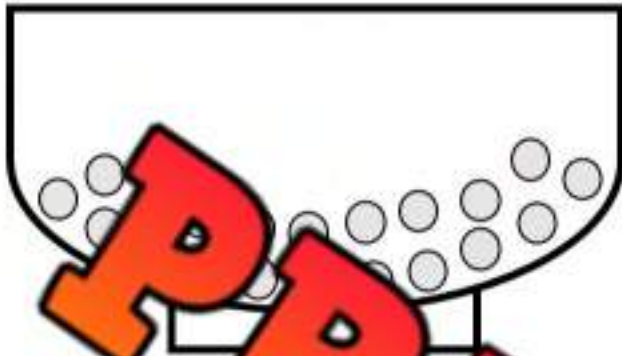


Estimate: About _____ acorns

Actual: There are _____ acorns

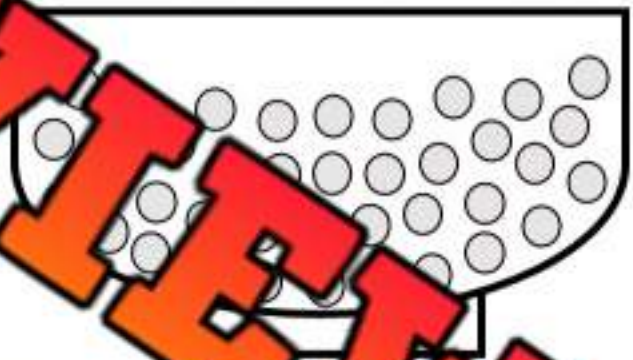
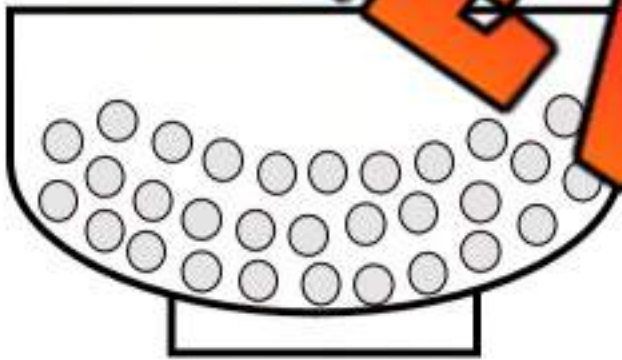
Estimating How Many...**Instructions**

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



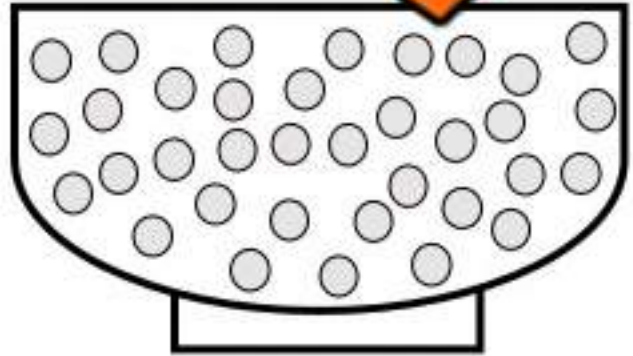
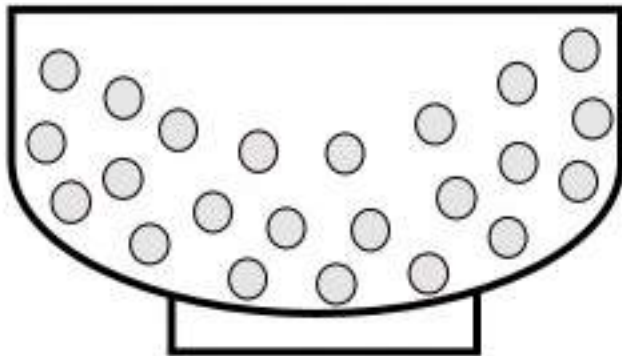
Estimate: About _____ pieces
Actual: There are _____ pieces

Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces

Estimate: About _____ pieces
Actual: There are _____ pieces



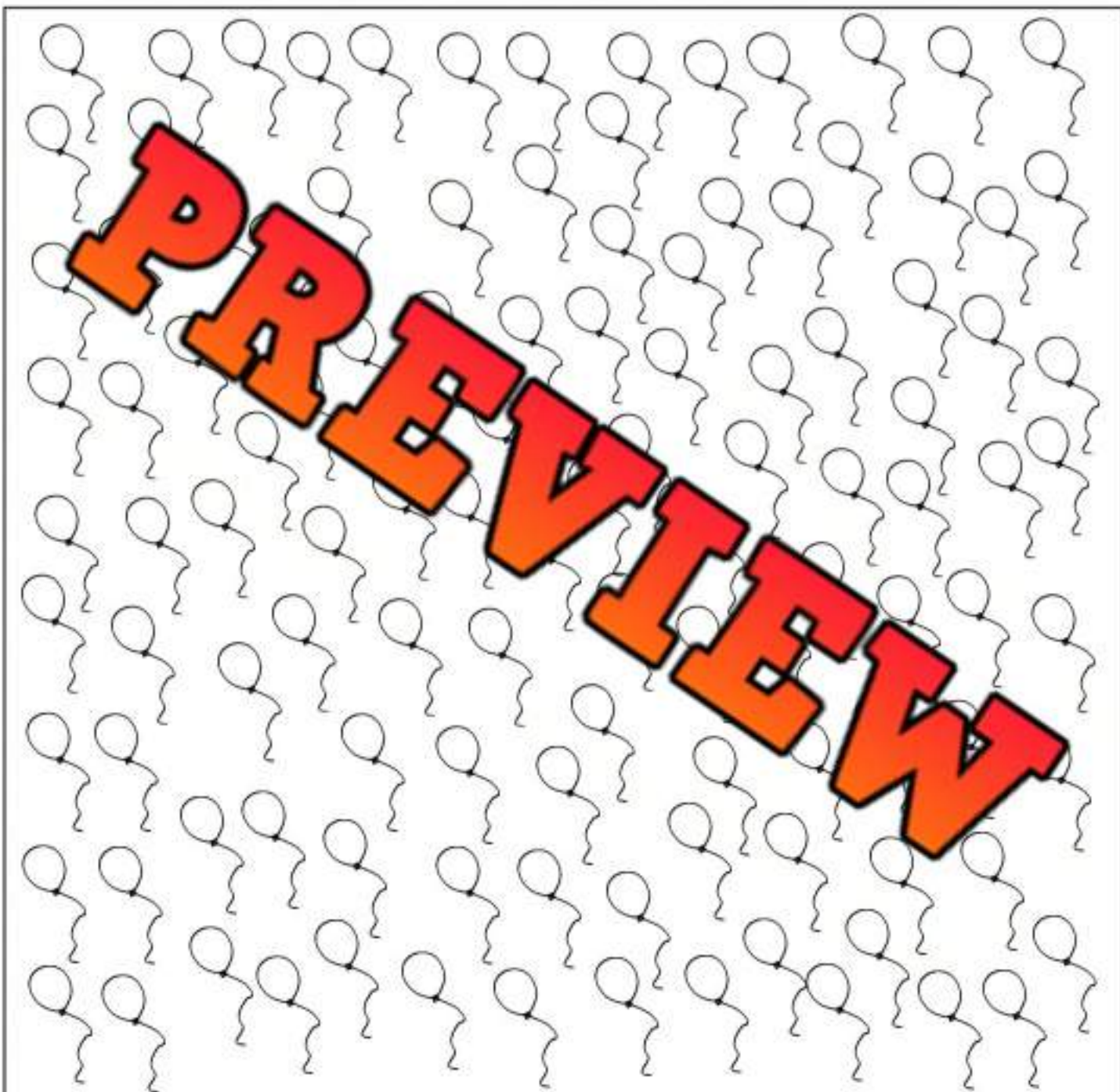
Estimate: About _____ pieces
Actual: There are _____ pieces

Estimate: About _____ pieces
Actual: There are _____ pieces

Estimating Larger Amounts

Questions

How many balloons do you think are in the box?

**Estimate:** About _____ balloons**Actual:** There are _____ balloons

Title: "Estimation Station: Count & Confirm"

Objective What are we learning about?

To enhance students' ability to estimate and verify quantities up to 1000 by comparing their estimates with actual counts they perform themselves.

Materials What you will need for the activity.

- Several jars or containers filled with different quantities of items (marbles, beans, small blocks)
- Paper and pencil for recording estimates
- Workspace for the counting



Instructions How to complete the activity

1. Arrange the jars on different tables in the room, each filled with a distinct quantity of items, ensuring none contain more than 100 items.
2. Divide the students into small groups, assigning each group to a starting station.
3. Provide each group with a paper and pencil. Instruct them to estimate the number of items in their jar without counting them individually and then guess.
4. Rotate the groups through each station, allowing about three minutes to make their estimates.
5. After each group has estimated the contents of every jar, assign each group to one jar for the counting phase.
6. Provide mats or trays for groups to carefully empty their jars and count the items. Encourage them to use strategic counting methods, such as making groups of ten or one hundred, to count the items efficiently.
7. Once counted, each group reports the actual number to the class, and compare these numbers with the estimates previously made.
8. Discuss the results, focusing on the accuracy of the estimates and the strategies used for both estimating and counting.

Think

After discussing with your group, write how many objects are in each jar.

Jar Number	Estimate	Actual Count
1		
2		
6		

Questions

Answer the questions below

1) How accurate were your estimates compared to the actual counts?

2) What strategy did you find most effective for counting large numbers of items?

3) Which jar's contents were the most challenging to estimate? Why?

Exit Cards

Cut Out

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

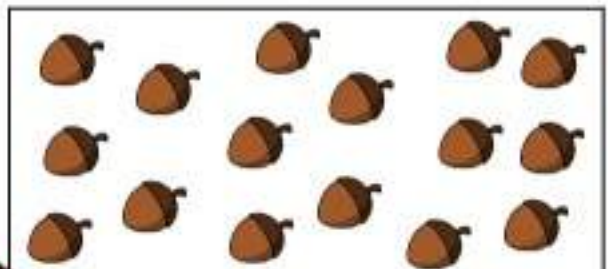
Name: _____

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

**Estimate:** About _____ acorns**Actual:** There are _____ acorns

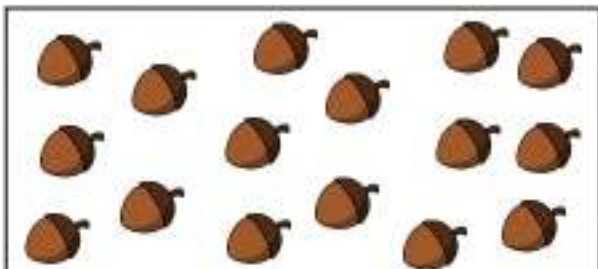
Name: _____

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

Place Value

Part 1

Fill in the place value charts below.

236		
Hundreds	Tens	Ones

463		
Hundreds	Tens	Ones

392		
Hundreds	Tens	Ones

Part 2

Place value is the underlined number?

1) 135

3) 415

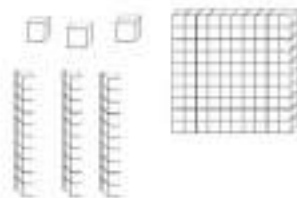
4) 531

6) 934

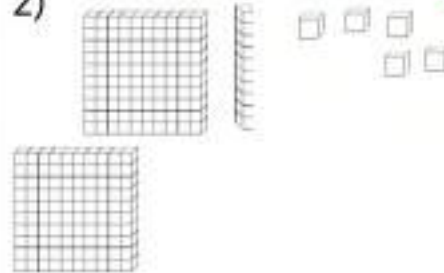
Part 3

How many blocks do you see?

1)



2)





Part 4

What is the standard form of the numbers below?

1) $200 + 20 + 2$

2) $500 + 30 + 6$

3) $900 + 2$

Part 5

What is the expanded form of the numbers below?

Question	Answer
1) 375	
2) 253	
3) 541	
4) 609	

Part 6

Write the standard form of the written words below

	Answer
1) Three hundred thirty	
2) Four hundred	

Part 7

Write the written form of the numbers below

Question	Answer
1) 324	
2) 507	

Part 8

Solve the riddles

Question	Answer
1) Which number has: 4 hundreds, 3 less tens than hundreds, and 7 more ones than tens?	
2) Which number has 6 ones, and 2 hundreds and twice as many tens as hundreds?	

Rounding Numbers To The Nearest 10 and 100

Round Down

Round Up

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Rounding to the nearest 10

$42 \rightarrow 40$

$155 \rightarrow 160$

Rounding to the nearest 100

$242 \rightarrow 200$

$389 \rightarrow 400$

Part 1 Round the numbers to the nearest 10

1) 27 → _____	2) 57 → _____	3) 48 → _____
4) 75 → _____	5) 50 → _____	6) 44 → _____
7) 157 → _____	8) 184 → _____	9) 278 → _____
10) 623 → _____	11) 231 → _____	12) _____

Part 2

Round the numbers to the nearest 100

1) 172 → _____	2) 235 → _____	3) 477 → _____
4) 217 → _____	5) 243 → _____	6) 587 → _____
7) 850 → _____	8) 912 → _____	9) 397 → _____
10) 363 → _____	11) 422 → _____	12) 550 → _____


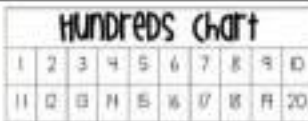




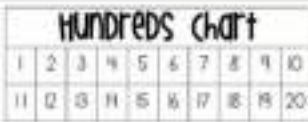


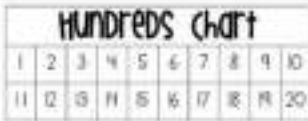


Mental Math – Counting On (Up to 20)

Directions:

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

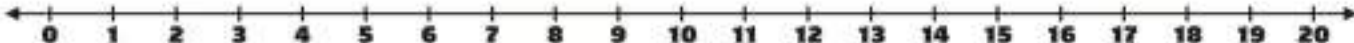
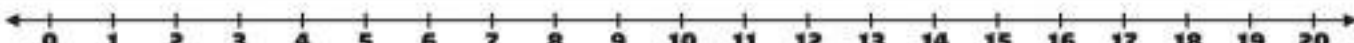

Part 1

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

Part 2

Use the number line to find the answer

1) $3 + 9 =$ _____

2) $6 + 4 =$ _____

3) $5 + 9 =$ _____


Mental Math Strategy – Counting On

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

Part 1

Use the chart to answer the question

1) $13 + 5 =$ _____



2) $17 + 4 =$ _____



3) $23 + 7 =$ _____



4) $34 + 7 =$ _____



5) $64 + 2 =$ _____



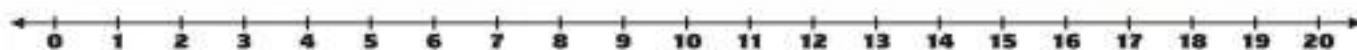
6) $83 + 8 =$ _____



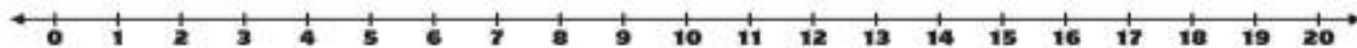
Part 2

Use the number line to find the answer

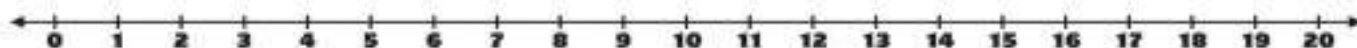
1) $7 + 9 =$ _____



2) $11 + 6 =$ _____



3) $7 + 13 =$ _____



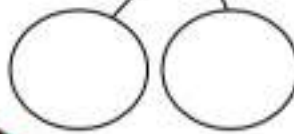
Mental Math Strategy – Making Tens

Directions:

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

1) $5 + 5$

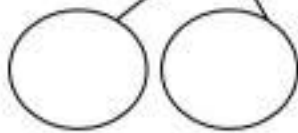
$$10 + 2 = 12$$

2) $9 + 6$ 

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

3) $8 + 9$ 

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

4) $8 + 8$ 

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

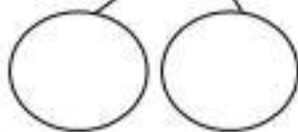
+ 7



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

6) $9 + 8$ 

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

7) $8 + 12$ 

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

8) $9 + 8$ 

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

9) $8 + 7$ 

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

Mental Math Strategy – Making Doubles

Directions:

1. Decide which number you will double and add those numbers together.
2. Subtract or add the remaining amount.

*** If you added to the original number, subtract at the end. If you subtracted from the original number, then add at the end.



$46 + 45$ $45 + 45 = 90$ $90 + 1 = 91$	$50 + 51$
$76 + 75$	$99 + 101$
$149 + 152$	$123 + 123$
$248 + 253$	$399 + 402$
	$497 + 501$

Mental Math – Break Into Place Value**Directions:**

1. Solve each digit by writing out its place value and adding it to the other number's same place value (hundreds + hundreds, tens + tens, ones + ones)
2. Add together your totals

$15 + 219$

$100 + 200 = 300$

$30 + 10 = 40$

$300 + 40 = 340$

$146 + 277$

$168 + 254$

$167 + 173$

$124 + 56$

$216 + 188$

292

$355 + 262$

PREVIEW

Mental Math – Adding In Chunks

Directions:

1. Keep the bigger number the same
2. Add “chunks” of the smaller number to the bigger number
3. The chunks need to add up to the smaller number



$$\begin{array}{r} 134 + 125 \\ 134 + 100 = 234 \\ 234 + 25 = 259 \end{array}$$

$134 + 145$

$243 + 236$

$264 + 228$

$334 + 358$

252

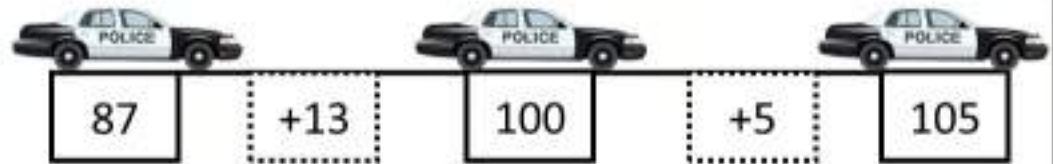
$357 + 553$

$664 + 267$

PREVIEW

Count – Bridging Over 100

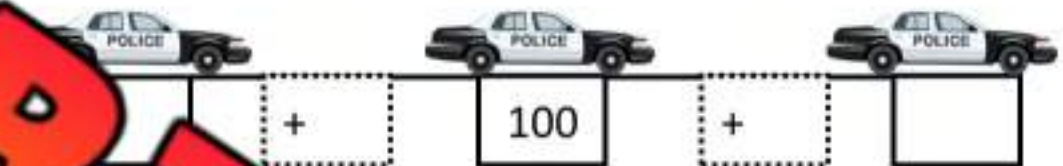
$87 + 18$



Questions

Fill in the blanks by bridging over 100

1) $97 + 17$



2) $89 + 14$



3) $93 + 19$



4) $92 + 21$



5) $86 + 15$



6) $88 + 20$



Adding – No Regrouping

Questions

Use the standard algorithm to solve the addition problems below

	Tens	Ones
+		
<hr/>		

	Tens	Ones
	2	8
+	1	1
<hr/>		

	Tens	Ones
	4	2
+	4	5
<hr/>		

	Tens	Ones
	6	3
+	2	5
<hr/>		

	Hun.	Tens	Ones
	5	2	3
+	2	5	1
<hr/>			

	Hun.	Tens	Ones
	1	1	2
+	3	6	5
<hr/>			

	Hun.	Tens	Ones
	2	4	7
+			2
<hr/>			

	Hun.	Tens	Ones
	3	4	2
+	3	4	2
<hr/>			

	Hun.	Tens	Ones
	6	0	9
+	3	9	0
<hr/>			

	Hun.	Tens	Ones
	3	4	1
+	6	3	6
<hr/>			

Adding – No Regrouping**Questions**

Use the standard algorithm to solve the addition problems below

$$\begin{array}{r} 52 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 136 \\ + 154 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 115 \\ \hline \end{array}$$

$$\begin{array}{r} 382 \\ + 115 \\ \hline \end{array}$$

$$\begin{array}{r} 312 \\ + 161 \\ \hline \end{array}$$

$$\begin{array}{r} 516 \\ + 360 \\ \hline \end{array}$$

$$\begin{array}{r} 872 \\ + 121 \\ \hline \end{array}$$

$$\begin{array}{r} 452 \\ + 317 \\ \hline \end{array}$$

$$\begin{array}{r} 614 \\ + 362 \\ \hline \end{array}$$

$$\begin{array}{r} 915 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 774 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 236 \\ + 440 \\ \hline \end{array}$$

$$\begin{array}{r} 662 \\ + 335 \\ \hline \end{array}$$

$$\begin{array}{r} 733 \\ + 40 \\ \hline \end{array}$$

Addition Word Problem – No Regrouping

Questions

Solve the problems below

1) William walked 403 steps last hour and 245 steps this hour. How many steps did he walk in the last two hours?



2) Spencer had \$400 in his bank account. He won \$247 in a raffle. How much does he have now?



3) Rob loves to drink juice. Today he drank 546mL of orange juice and 358mL of apple juice. How much total juice did Rob drink?



4) Sofia knitted a blanket with 452cm of blue yarn and 514cm of purple yarn. How many centimetres of total yarn did Sofia use to make the blanket?



Regrouping – Which is Equal?

Questions

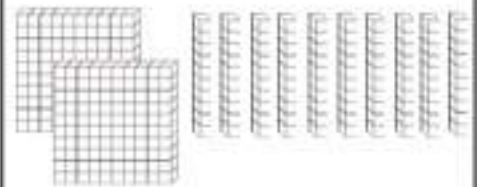
Which is equal to the picture? There may be more than one answer!



- a) 1 ten
b) 1 ten
c) 12 ones



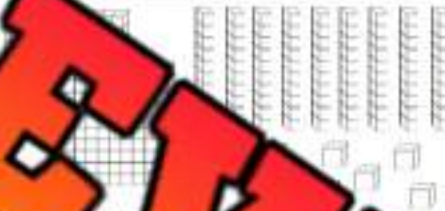
- a) 2 tens, 3 ones
b) 3 tens, 3 ones
c) 2 tens, 13 ones



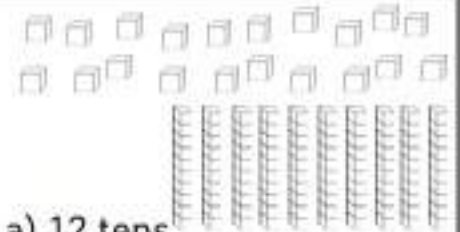
- a) 2 hundreds, 10 tens
b) 3 hundreds
c) 12 tens



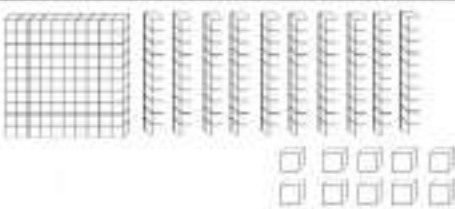
- a) 20 ones
b) 1 ten, 10 ones
c) 20 tens



- a) 2 hundreds
b) 2 hundreds, 11 tens
c) 3 hundreds



- a) 12 tens
b) 20 ones
c) 12 ones



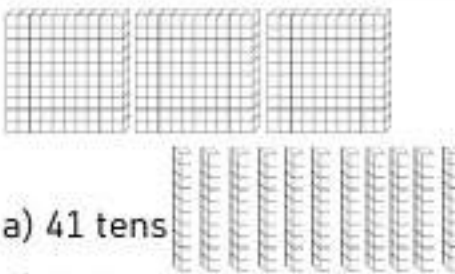
- a) 1 hundred, 11 tens
b) 2 hundreds, 11 tens
c) 30 tens



- a) 9 tens, 10 ones
b) 1 hundred
c) 10 tens



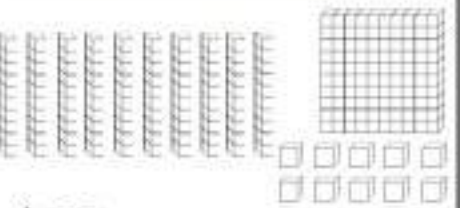
- a) 14 tens
b) 1 ten, 4 ones
c) 14 ones



- a) 41 tens
b) 41 hundreds
c) 4 hundreds, 1 ten



- a) 10 tens
b) 1 hundred, 1 ten
c) 11 tens



- a) 20 tens
b) 1 hundred, 11 tens
c) 210 ones

Adding – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

	Tens	Ones
+	5	5
<hr/>		

	Tens	Ones
	4	8
	5	4
<hr/>		

	Tens	Ones
	5	5
+	2	5
<hr/>		

	Tens	Ones
	5	5
+	2	5
<hr/>		

	Hun.	Tens	Ones
	6	6	3
+	2	5	3
<hr/>			

			Ones
	5	6	6
+	3	6	6
<hr/>			

	Hun.	Tens	Ones
	1	4	2
+	7	9	9
<hr/>			

	Hun.	Tens	Ones
	1	4	5
+	7	8	5
<hr/>			

	Hun.	Tens	Ones
	7	6	9
+	7	8	9
<hr/>			

	Hun.	Tens	Ones
	9	5	8
+	7	6	7
<hr/>			

Addition Word Problems - Regrouping

Questions

Solve the problems below

1) Isaac donated \$468 last year to charity. This year, he has donated \$429. How much has Isaac donated in the last two years?



2) A delivery driver drove 490km last week. This week, the driver has driven 371km. How far has the driver driven in total last week?



3) Charlotte ate two cookies today. Each cookie had 120 grams of cookies. How many grams of cookies did she eat?



4) Ken ran 354m this morning according to his GPS. He ran 568m after school today. How many total metres did Ken run today?



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) _____
- b) James scored _____ points in basketball last year. He scored _____ this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

- a)
$$\begin{array}{r} 527 \\ + 234 \\ \hline \end{array}$$
- b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

- a)
$$\begin{array}{r} 527 \\ + 234 \\ \hline \end{array}$$
- b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problem

- a)
$$\begin{array}{r} 527 \\ + 234 \\ \hline \end{array}$$
- b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

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

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

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

Math Facts – Adding 10**Questions**

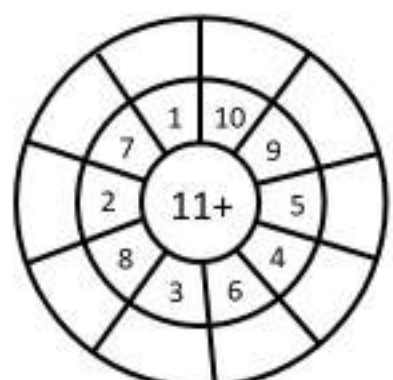
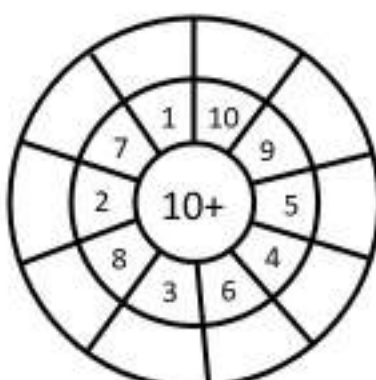
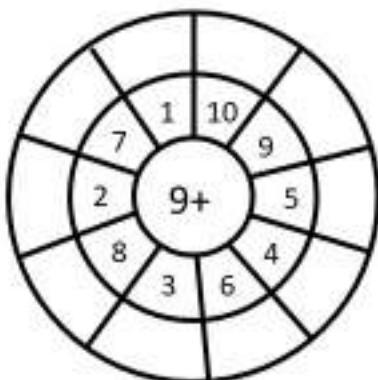
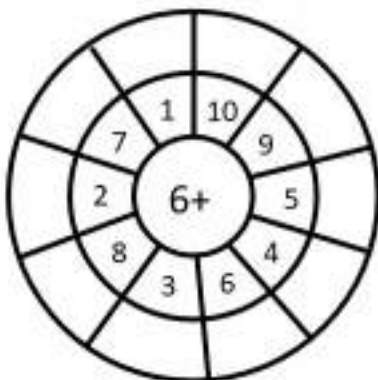
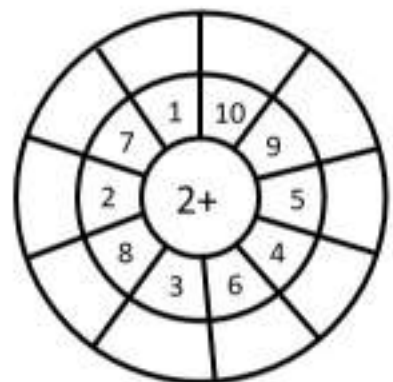
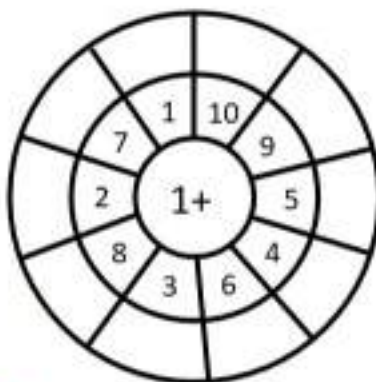
Solve as many problems as you can before the time runs out!

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

Bullseye Math Facts

Questions

Fill in the outer layer of the bullseye



Estimate and Subtract

Part 1

Round these numbers to the nearest ten. Then subtract the numbers

$$\begin{array}{r} 32 \longrightarrow 30 \\ - 9 \longrightarrow - 10 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 42 \longrightarrow \\ - 21 \longrightarrow - \end{array}$$

$$\begin{array}{r} 49 \longrightarrow \\ - 9 \longrightarrow + \end{array}$$

$$\begin{array}{r} 68 \longrightarrow \\ - 22 \longrightarrow - \end{array}$$

Part 2

Round these numbers to the nearest hundred. Then subtract the numbers

$$\begin{array}{r} 163 \longrightarrow 200 \\ - 113 \longrightarrow - 200 \\ \hline 300 \end{array}$$

$$\begin{array}{r} 323 \longrightarrow \\ - 3 \longrightarrow - \end{array}$$

$$\begin{array}{r} 798 \longrightarrow \\ + 308 \longrightarrow - \end{array}$$

$$\begin{array}{r} 55 \longrightarrow \\ + 292 \longrightarrow - \end{array}$$

Part 3

Estimate the numbers to determine approximately how much is left

Steve makes \$310 this week at work. He buys a new guitar for \$105.
About how much money does Steve have now?

Mental Math – Counting Back (Up To 20)

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

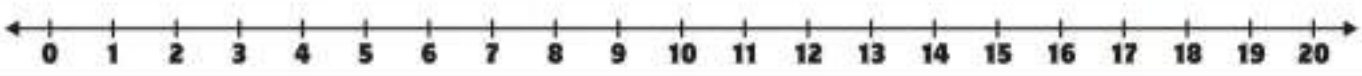
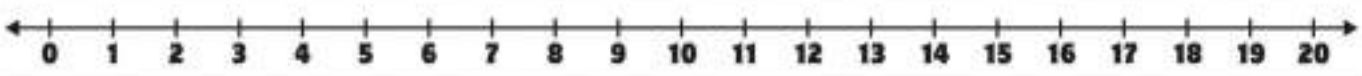
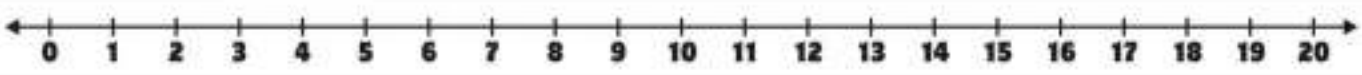
Part 1

Use the chart to answer the question

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

Part 2

Use the number line to find the answer

1) $13 - 9 =$ _____

2) $16 - 4 =$ _____

3) $15 - 9 =$ _____


Subtraction Mental Math – Counting Up

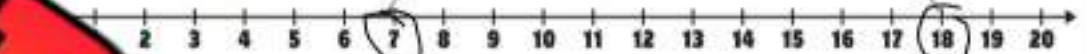
Background – Subtraction is simply finding the difference between two numbers

Directions

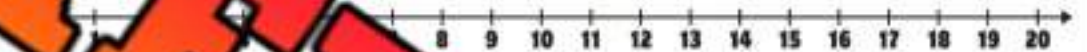
1. Start with the lower number on the number line
2. Count up to the other number and circle where you land
3. The difference is how many times you counted up

$18 - 7 =$

Difference = 11



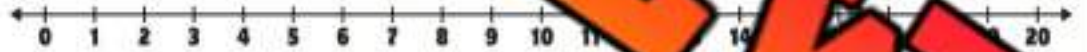
$10 - 7 =$ _____



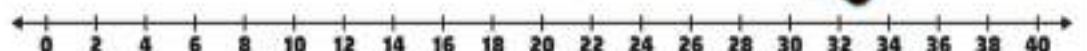
$15 - 12 =$ _____



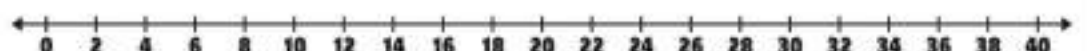
$14 - 10 =$ _____



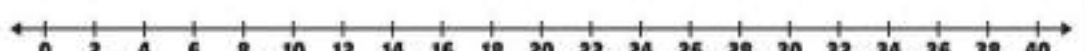
$26 - 20 =$ _____



$32 - 24 =$ _____



$38 - 32 =$ _____



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

$24 - 10$

+4

Answer

$33 - 21$

$27 - 15$

$38 - 26$

$49 - 31$

$68 - 55$

$56 - 44$

$87 - 73$

Mental Math Strategy – Subtracting in Chunks**Directions:**

1. Keep the bigger number the same
2. Subtract "chunks" of the smaller number from the bigger number
3. The chunks need to add up to the smaller number



$124 - 115$

$100 = 24$

$100 - 14$

1

$256 - 145$

$243 - 135$

$264 - 142$

$357 - 234$

$2 - 1$

$753 - 323$

$873 - 562$

PREVIEW

Subtracting – No Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
-		1

2)	Tens	Ones
	3	8
-	1	1

3)	Tens	Ones
	4	6
-	2	3

4)	Tens	Ones
	7	4
-	2	2

5)	Hun.	Tens	Ones
	7	4	3
-	3	2	1

			One
	7		3
-	4	6	2

7)	Hun.	Tens	Ones
	6	6	7
-	2	7	2

8)	Hun.	Tens	Ones
	5	5	2
-	3	4	2

9)	Hun.	Tens	Ones
	6	5	6
-	3	3	0

10)	Hun.	Tens	Ones
	4	5	5
-	3	3	3

Subtracting – No Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

$$\begin{array}{r} 53 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 587 \\ + 242 \\ \hline \end{array}$$

$$\begin{array}{r} 632 \\ + 111 \\ \hline \end{array}$$

$$\begin{array}{r} 536 \\ + 320 \\ \hline \end{array}$$

$$\begin{array}{r} 852 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} 637 \\ + 314 \\ \hline \end{array}$$

$$\begin{array}{r} 744 \\ + 331 \\ \hline \end{array}$$

$$\begin{array}{r} 645 \\ + 344 \\ \hline \end{array}$$

$$\begin{array}{r} 354 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 467 \\ + 440 \\ \hline \end{array}$$

$$\begin{array}{r} 366 \\ + 335 \\ \hline \end{array}$$

$$\begin{array}{r} 535 \\ + 320 \\ \hline \end{array}$$

Subtracting Word Problems – No Borrowing

Questions

Solve the problems below

1) Rachel needs 350 points to get to the next level of her video game. As of now, she has 240 points. How many more points does she need to reach the next level?



2) Sam has \$_____ for a video game system. He bought the system for \$224. How much _____ he has left?



3) A transport driver is 483km away from home. They have travelled 230km towards home. How far are they from home now?



4) Lucas took 789 steps last hour and 452 steps this hour. How many more steps did he take last hour?



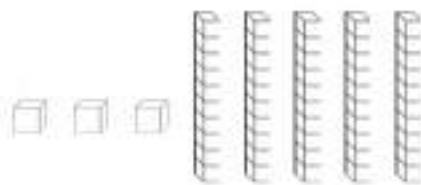
Subtracting Using Base Ten Blocks

Questions

Subtract from the base ten blocks



$$21 - 2 = 2$$



$$53 - 12 = \underline{\quad}$$



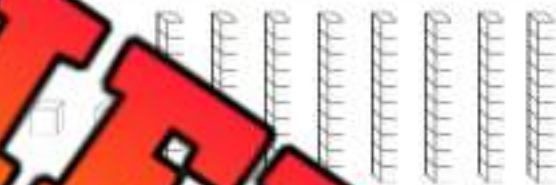
$$35 - 15 = \underline{\quad}$$



$$46 - 12 = \underline{\quad}$$



$$63 - 11 = \underline{\quad}$$



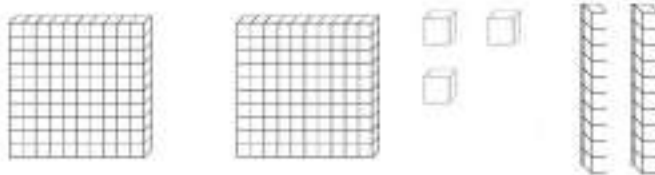
$$82 - 2 = \underline{\quad}$$



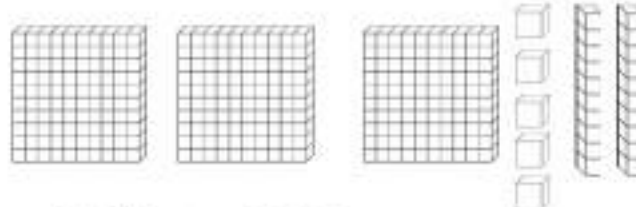
$$178 - 110 = \underline{\quad}$$



$$134 - 120 = \underline{\quad}$$



$$223 - 103 = \underline{\quad}$$



$$325 - 215 = \underline{\quad}$$

Subtracting - Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
	4	4
-	1	4
<hr/>		

2)	Tens	Ones
	4	1
-	1	4
<hr/>		

3)	Tens	Ones
	5	5
-	2	6
<hr/>		

4)	Tens	Ones
	7	6
-	3	8
<hr/>		

5)	Hun.	Tens	Ones
	6	8	3
-	1	5	6
<hr/>			

		Ones
	5	
-	2	2
<hr/>		

7)	Hun.	Tens	Ones
	4	4	2
-		3	5
<hr/>			

8)	Hun.	Tens	Ones
	4	4	5
-	2	6	7
<hr/>			

9)	Hun.	Tens	Ones
	7	4	9
-	3	8	9
<hr/>			

10)	Hun.	Tens	Ones
	9	3	4
-	7	6	9
<hr/>			

Subtraction - Borrowing**Questions**

Use the standard algorithm to solve the subtraction problems below

$$\begin{array}{r} 26 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ + 65 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 125 \\ + 116 \\ \hline \end{array}$$

$$\begin{array}{r} 456 \\ + 348 \\ \hline \end{array}$$

$$\begin{array}{r} 346 \\ + 318 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 356 \\ \hline \end{array}$$

$$\begin{array}{r} 433 \\ + 156 \\ \hline \end{array}$$

$$\begin{array}{r} 244 \\ + 165 \\ \hline \end{array}$$

$$\begin{array}{r} 458 \\ + 355 \\ \hline \end{array}$$

$$\begin{array}{r} 338 \\ + 159 \\ \hline \end{array}$$

Exit Cards

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

Name: _____

1) $536 - 362$

- 2) John has \$815 in life savings. He spent \$565 on a new bike. How much does he have left?

Name: _____

1) $536 - 362$

- 2) John has \$815 in life savings. He spent \$565 on a new bike. How much does he have left?

Name: _____

1) $536 - 362$

- 2) John has \$815 in life savings. He spent \$565 on a new bike. How much does he have left?

Name: _____

1) $536 - 362$

- 2) John has \$815 in life savings. He spent \$565 on a new bike. How much does he have left?

Title: "Subtraction Showdown"**Objective**

What are we learning about?

To enhance students' subtraction skills by engaging the whole class in simultaneous problem-solving, promoting accuracy and speed under pressure.

Materials

What you will need for the activity.

- A deck of number cards ranging from 1 to 999
- Small whiteboards and markers for each pair of students
- A stopwatch
- A bell or buzzer (optional, for signaling)

**Instructions**

How to complete the activity

1. Shuffle the deck of number cards and place it at the front of the classroom.
2. Pair up the students and distribute a whiteboard and marker to each pair.
3. One student from a selected pair draws two cards from the front of the class.
4. The student displays the numbers to the class, ensuring pairs write the numbers clearly.
5. All pairs then work together to determine which number is larger and subtract the smaller number from the larger to avoid negative results.
6. Start the timer, giving students one minute to solve the problem and write their answer on the whiteboard.
7. At the end of the minute, signal with a bell or say "three, two, one, show!" to have all pairs flip their whiteboards simultaneously.
8. Check the answers quickly, and award points to pairs who got the correct answer.
9. Rotate the role of drawing cards so each student gets a turn to pick the numbers.
10. Repeat the process, keeping the activity lively and engaging by maintaining a brisk pace.

Cards

Cut out the cards below

783

276

498

642

157

833

32

706

105

514

889

462

123

567

943

356

691

875

623

210

768

403

95

471

15

791

247

600

209

826

411

537

714

500

111

36

732

20

388

417

16

259

640

301

915

507

280

754

160

488

911

812

610

48

719

846

104

161

379

Subtracting Money

Questions

Subtract from the money below



$$\underline{\$22} - \underline{\$1} = \underline{\$21}$$



$$\underline{\$53} - \underline{\$11} = \underline{\hspace{2cm}}$$



$$\underline{\$41} - \underline{\$24} = \underline{\hspace{2cm}}$$



$$\underline{\$82} - \underline{\$51} = \underline{\hspace{2cm}}$$



$$\underline{\$113} - \underline{\$12} = \underline{\hspace{2cm}}$$



$$\underline{\$153} - \underline{\$22} = \underline{\hspace{2cm}}$$



$$\underline{\$223} - \underline{\$113} = \underline{\hspace{2cm}}$$



$$\underline{\$317} - \underline{\$304} = \underline{\hspace{2cm}}$$



$$\underline{\$413} - \underline{\$312} = \underline{\hspace{2cm}}$$



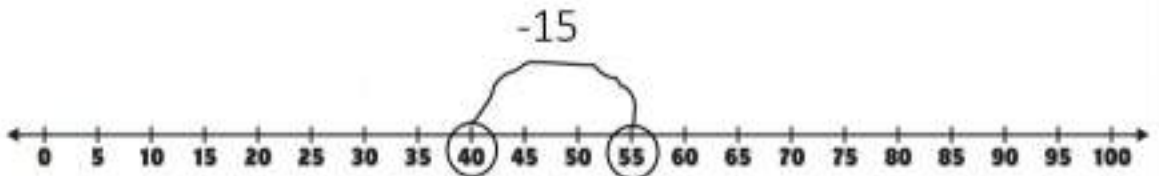
$$\underline{\$403} - \underline{\$400} = \underline{\hspace{2cm}}$$

Number Line Subtraction

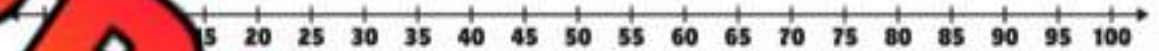
Questions

Use the number line to subtract the numbers below

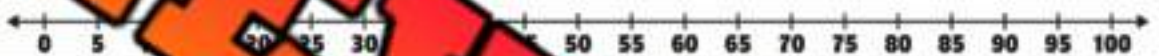
$55 - 15 = \underline{40}$



$60 - 10 = \underline{\quad}$



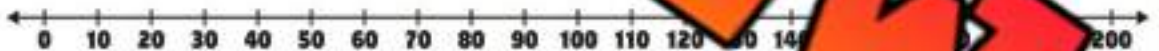
$70 - 30 = \underline{\quad}$



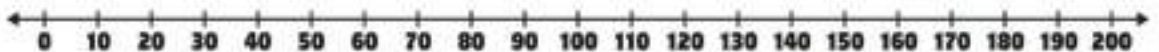
$50 - 35 = \underline{\quad}$



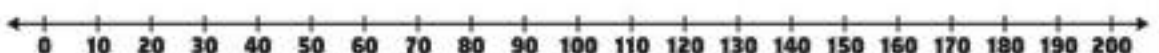
$100 - 20 = \underline{\quad}$



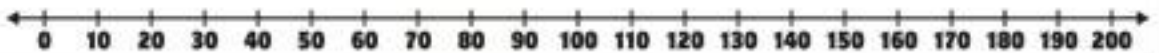
$125 - 25 = \underline{\quad}$



$145 - 55 = \underline{\quad}$



$160 - 45 = \underline{\quad}$



Math Facts – Subtract By 0 and 1**Questions**

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

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

Math Facts – Subtract By 6 and 7**Questions**

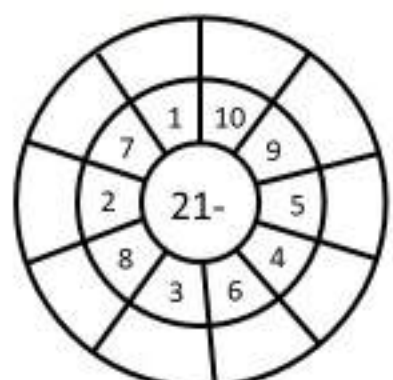
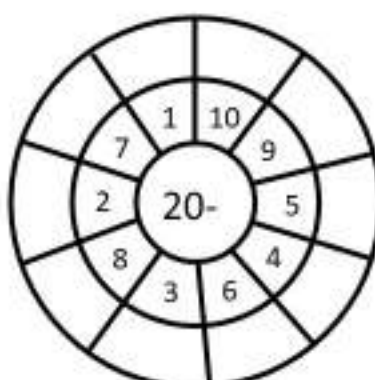
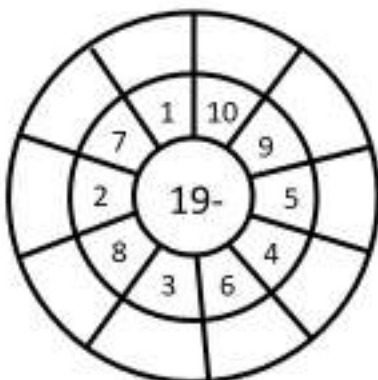
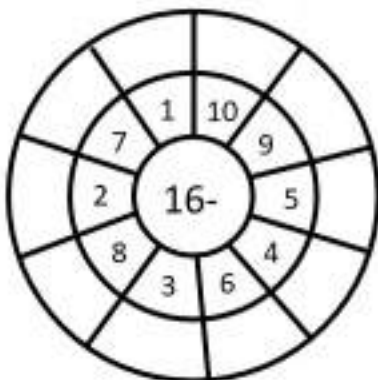
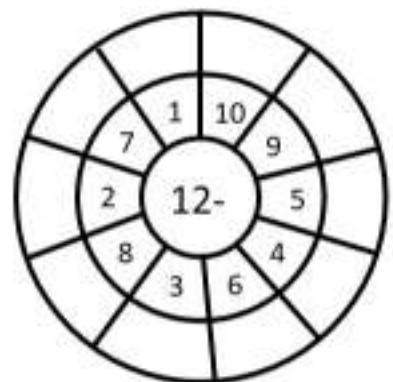
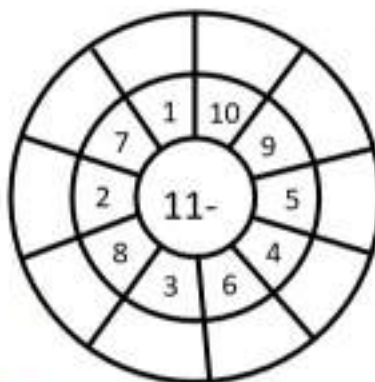
Solve as many problems as you can before the time runs out!

$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$
$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$		
$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$

Bullseye Subtraction Facts

Questions

Fill in the outer layer of the bullseye



Subtracting Multiples of 10

Part 1

Answer the questions below

1) 70 - 20 =

2) 50 - 30 =

3) 80 - 40 =

4) 30 - 10 =

5) 90 - 50 =

6) 60 - 20 =

7) 50 - 10 =

8) 100 - 90 =

9) 60 - 40 =

10) 70 - 60 =

Part 2

Answer the questions below

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



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



Subtracting Multiples of 10

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

Questions

Answer the questions.

1) $62 - 20 =$

2) $31 - 20 =$

3) $58 - 40 =$

4) $99 - 10 =$

5) $71 - 50 =$

6) $83 - 10 =$

7) $88 - 30 =$

8) $94 - 40 =$

9) $57 - 40 =$

10) $77 - 20 =$

Adding/Subtracting – Inverse Operations

Questions

Create 2 addition and 2 subtraction equations using the numbers provided. The first one is done for you.

1)	2	6	4	2)	3	5	8
Equation 1 (+):	$2 + 4 = 6$			Equation 1 (+):			
Equation 2 (+):	$4 + 2 = 6$			Equation 2 (+):			
Equation 3 (-):	$6 - 2 = 4$			Equation 3 (-):			
Equation 4 (-):				Equation 4 (-):			
3)	6	10	4	4)	13	7	6
Equation 1 (+):				Equation 1 (+):			
Equation 2 (+):				Equation 2 (+):			
Equation 3 (-):				Equation 3 (-):			
Equation 4 (-):				Equation 4 (-):			
5)	15	20	5	6)	11	20	9
Equation 1 (+):				Equation 1 (+):			
Equation 2 (+):				Equation 2 (+):			
Equation 3 (-):				Equation 3 (-):			
Equation 4 (-):				Equation 4 (-):			

Adding/Subtracting – Inverse Operations

Questions

Fill in the blanks using the information given to you

1)	If $2 + 4 = 6$	2)	If $5 + 3 = 8$
	Then $6 - 2 = 4$		Then $8 - 3 = \underline{\quad}$
3)	If $7 + 1 = 8$	4)	If $10 + 4 = 14$
	Then $8 - 1 = \underline{\quad}$		Then $14 - 10 = \underline{\quad}$
5)	If $12 + 8 = 20$		If $13 + 6 = 19$
	Then $20 - 12 = \underline{\quad}$		$19 - 13 = \underline{\quad}$
7)	If $17 + 6 = 23$		If $14 + 8 = 22$
	Then $23 - 6 = \underline{\quad}$		Then $22 - 8 = \underline{\quad}$
9)	If $11 + 13 = 24$	10)	If $15 + 12 = 27$
	Then $24 - 11 = \underline{\quad}$		Then $27 - 12 = \underline{\quad}$
11)	If $17 + 9 = 26$	12)	If $12 + 18 = 30$
	Then $26 - 17 = \underline{\quad}$		Then $30 - 18 = \underline{\quad}$
13)	If $24 + 11 = 35$	14)	If $40 + 15 = 55$
	Then $35 - 24 = \underline{\quad}$		Then $55 - 15 = \underline{\quad}$

Adding and Subtracting Word Problems

Questions

Solve the following questions using both addition and subtraction

1) Will and Ben collected valuable rocks last summer. Will collected 112 rocks and Ben collected 120 rocks. How many total rocks do they have?



Bonus: they also collected 50 rocks that were not valuable. How many rocks were valuable?

2) Adam and Lindsay went to the mall to buy a new gaming system. Adam brought \$128 and Lindsay brought \$141. The gaming system cost \$269. How much money do they have left?



3) Becky's car is full of gas and can drive 500km on a full tank. She drove 230km to Ottawa on one weekend and then 240km to Toronto the next weekend. How many more km can she drive?



Adding and Subtracting Quiz

Part 1

Use the standard algorithm to solve the problems below

1)	Hun.	Tens	Ones
			3
+			
<hr/>			

2)	Hun.	Tens	Ones
	4	5	2
+	2	3	5
<hr/>			

3)	Hun.	Tens	Ones
	6	2	5
+	3	5	4
<hr/>			

4)	Hun.	Tens	Ones
	3	4	5
+	6	2	6
<hr/>			

5)	Hun.	Tens	Ones
	5	2	4
+	2	5	6
<hr/>			

6)	Hun.	Tens	Ones
	4	5	0
+			9
<hr/>			

7)	Hun.	Tens	Ones
	6	5	4
-	5	1	3
<hr/>			

8)	Hun.	Tens	Ones
	8	5	3
-	4	4	1
<hr/>			

9)	Hun.	Tens	Ones
	7	6	8
-	5	0	2
<hr/>			

	Hun.	Tens	Ones
	8	4	8
-	1	5	7

	Hun.	Tens	Ones
	4	7	3
-	1	2	6

	Hun.	Tens	Ones
	5	3	8
-	3	4	5

Prove the following questions

1) Mason had \$500 and he spent \$161 on new skates. How much money does he have left?



2) Steve has collected 436 hockey cards. He gives 100 cards to his younger brother. How many cards does he have left?



3) Claire has 432 points in a video game. She got 139 more points by beating the next level. How many points does she have now?



4) Hudson played video games for 125 minutes on Monday, 104 minutes on Tuesday, and 138 minutes on Wednesday. How many total minutes did he play video games?



Part 3

Fill in the blank using the information give to you

1)	$2 + \underline{\hspace{2cm}} = 9$	2)	$5 + \underline{\hspace{2cm}} = 12$
	$9 - 7 = \underline{\hspace{2cm}}$		$12 - 7 = \underline{\hspace{2cm}}$
3)	$7 + \underline{\hspace{2cm}} = 11$	4)	$8 + \underline{\hspace{2cm}} = 12$
	$11 - 4 = \underline{\hspace{2cm}}$		$12 - 4 = \underline{\hspace{2cm}}$

Part 4

Use 1 addition and 2 subtraction equations using the numbers
and the first one is done for you.

1)	11	2)	15	7	8
Equation 1 (+):		Equation 1 (+):			
Equation 2 (+):		Equation 2 (+):			
Equation 3 (-):		Equation 3 (-):			
Equation 4 (-):		Equation 4 (-):			

Part 5

Round the numbers and then solve

1)	$\begin{array}{r} 332 \longrightarrow \\ + 229 \longrightarrow \\ \hline \end{array}$	2)	$\begin{array}{r} 452 \longrightarrow \\ + 221 \longrightarrow \\ \hline \end{array}$
3)	$\begin{array}{r} 643 \longrightarrow \\ - 327 \longrightarrow \\ \hline \end{array}$	4)	$\begin{array}{r} 838 \longrightarrow \\ - 347 \longrightarrow \\ \hline \end{array}$

Multiplication – Commutative Property

Questions

Write the multiplication equations below



2 Groups
4 in each group

$$4 \times 2 = 8$$



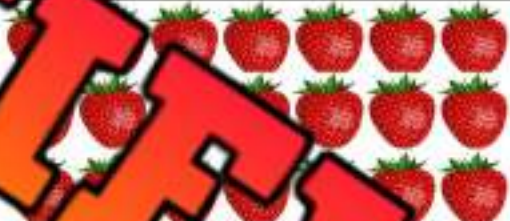
$$__ \times __ = __ \text{ or } __ \times __ = __$$



$$__ \times __ = __$$



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



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



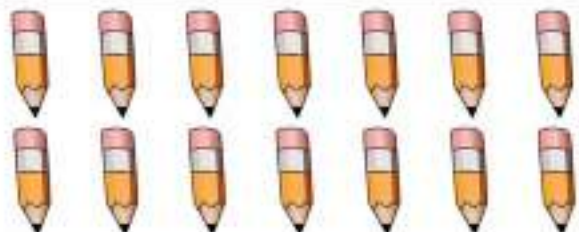
$$__ \times __ = __ \text{ or } __ \times __ = __$$



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



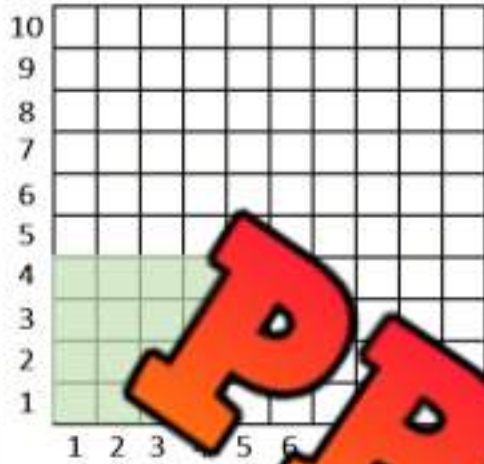
$$__ \times __ = __ \text{ or } __ \times __ = __$$



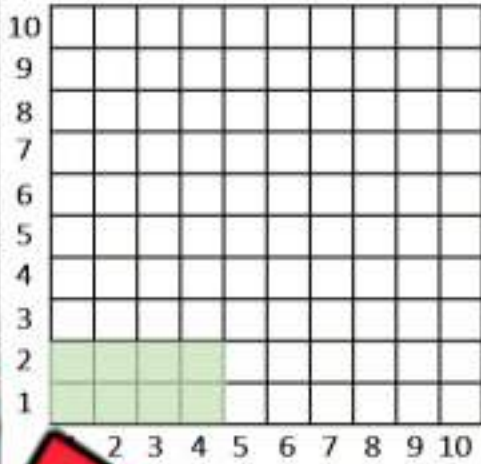
$$__ \times __ = __ \text{ or } __ \times __ = __$$

Multiplication – Arrays**Questions**

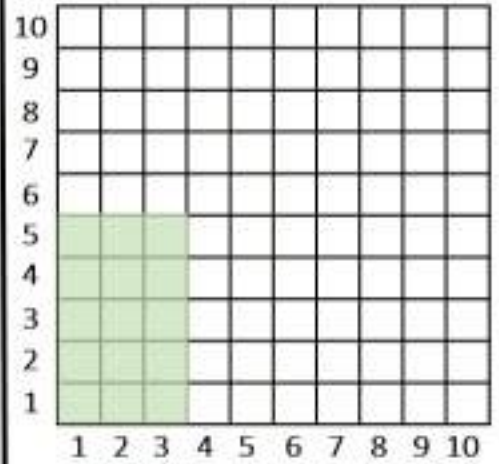
How much is shaded in? Answer the questions below.



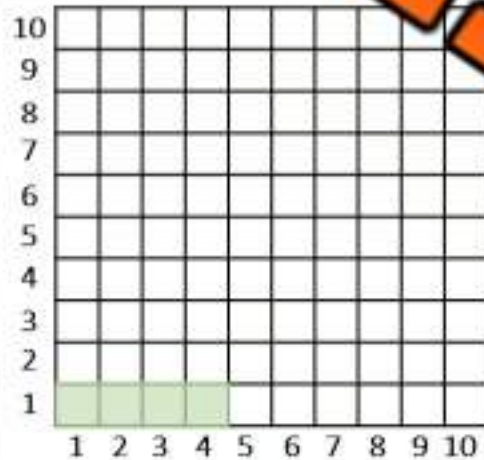
$4 \times 4 = \underline{\quad}$



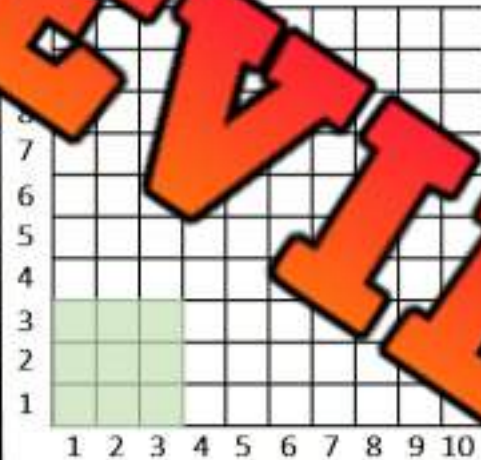
$2 \times 4 = \underline{\quad}$



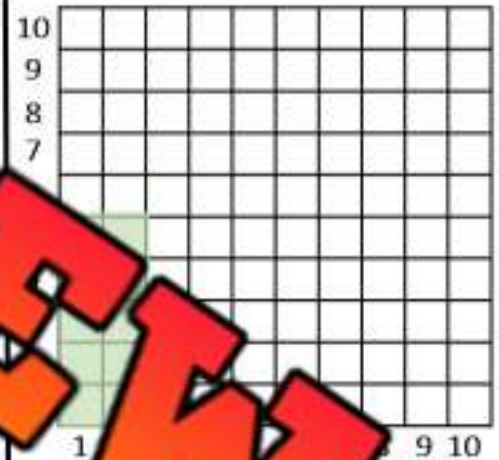
$3 \times 5 = \underline{\quad}$



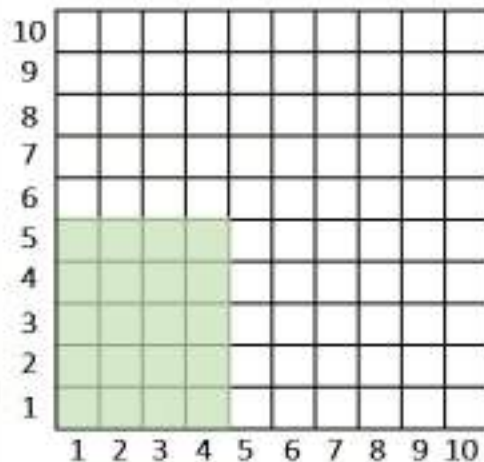
$1 \times 4 = \underline{\quad}$



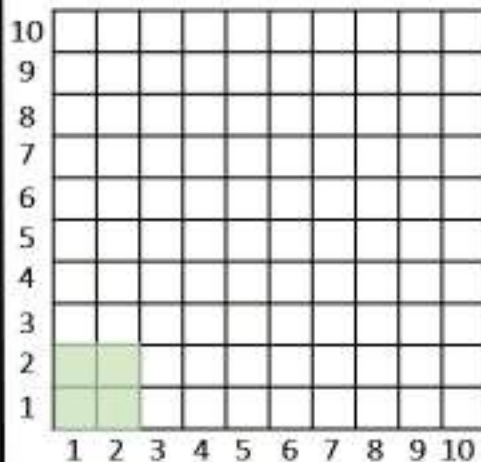
$3 \times 3 = \underline{\quad}$



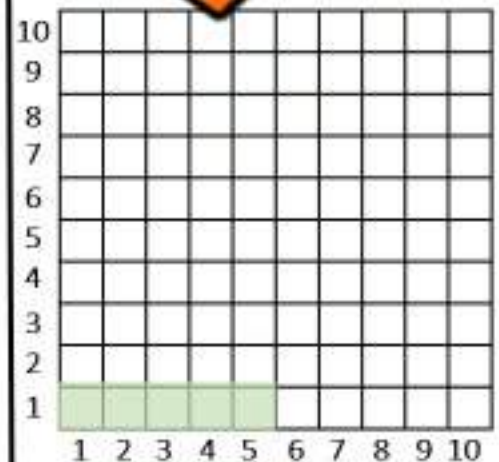
$2 \times 2 = \underline{\quad}$



$4 \times 5 = \underline{\quad}$



$2 \times 2 = \underline{\quad}$



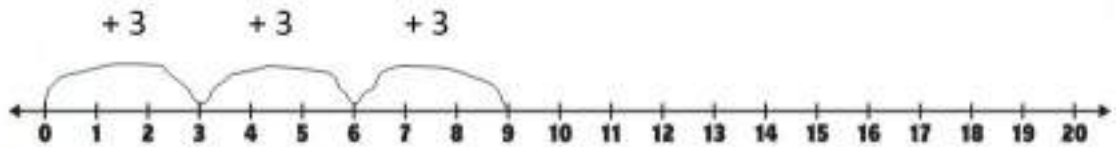
$1 \times 5 = \underline{\quad}$

Number Line Multiplication – Repeated Addition

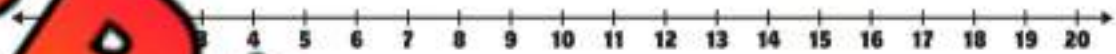
Questions

Fill in the blanks below

$3 \times 3 = 9$



$5 \times \quad = \quad$



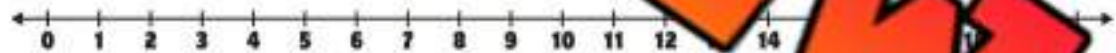
$4 \times 4 = \quad$



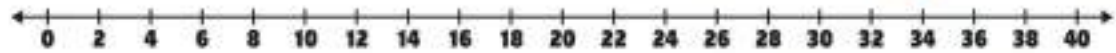
$4 \times 3 = \quad$



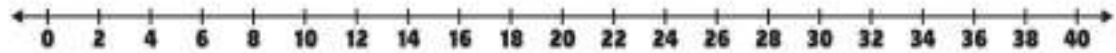
$2 \times 4 = \quad$



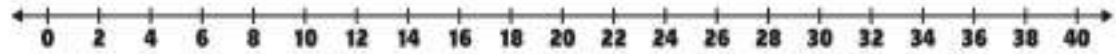
$5 \times 5 = \quad$



$5 \times 0 = \quad$



$1 \times 4 = \quad$



Mental Math – Multiplication – Skip Counting

Directions:

1. Decide which number is easier to count by
2. Count by that number the other number amount of times

$$5 \times 5 = ?$$

1 2 3 4 5
5, 10, 15, 20, 25



5×3

4×5

3×4

2×5

3

4×2

3×3

PREVIEW

Mental Math – Multiplication – Doubling and Halving**Directions**

1. Halve one of the numbers and double the other number (2 options)
2. Multiply the new numbers together

Example

$$\begin{array}{l} 6 \times 4 \\ \text{Option 1: } 12 \times 2 \quad \text{or} \quad \text{Option 2: } 3 \times 8 \\ \downarrow \qquad \qquad \qquad \downarrow \\ 24 \qquad \qquad \qquad 24 \end{array}$$



	10×4
8×4	5×6
3×8	7×8
10×6	6×8
5×4	20×4

Exit Cards

Cut Out

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

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Multiplication Practice – 2s**Questions**

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

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

Multiplication Practice – 5s**Questions**

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

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

Multiplication – Number/Size of Group**Questions**

Draw pictures of the size and number of groups. The first one is done for you

$4 \times 2 = 8$

Number of Groups = 4

Size of Each Group = 2

Total = 8



$2 \times 3 = 6$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$3 \times 5 = 15$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$5 \times 4 = 20$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$5 \times 5 = ?$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$4 \times 4 = ?$

Number of Groups = _____

Size of Each Group = _____

Total = _____

Multiplication and Division – Total/Groups/Size of Group**Questions**

Answer the questions below. Use drawings to help you solve the problems

- 1) John saved 5 dollars a day for 5 days. How much money did he save in total?

Number of Groups = _____

Size of Each Group = _____

Total = _____



- 2) Ryan buys a \$2 drink each day on vacation. She spends \$10 on drinks during her vacation. How many days did she spend on vacation?

Number of Groups = _____

Size of Each Group = _____

Total = _____



- 3) Jenna bought 15 books from the 3-day book fair. She bought the same number of books each day of the fair. How many did she buy each day?



Number of Groups = _____

Size of Each Group = _____

Total = _____



Multiplication Chart - Patterns

**Questions**

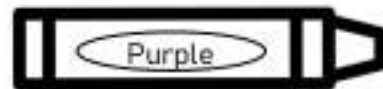
Fill in the multiplication table below

x	1	2	3	4	5
1					
2					
3					
4					
5					

Questions

Answer the questions and colour the chart based on the answers

3×3	5×5	4×2	3×2
1×4	2×1	1×5	3×1
2×5	5×4	3×4	4×4



Multiplication Chart - Patterns

**Questions**

Fill in the multiplication table below

x	1	2	3	4	5	6	7	8	9	10
1			3		5		7		9	10
2		2		8		12		16		
3			6	9		18			27	30
4	4	8		16			28		36	
5		10	15		20					
6	6		18		30					60
7		14		28	35	42			63	
8	8	16		32			56	64		80
9			27			54			81	90
10	10	20		40			70		90	

Multiplication Chart - Patterns

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Questions

Follow the instructions below

- 1) Count by 2's and colour the numbers
- 2) Count by 3's and colour the numbers
- 3) Count by 4's and colour the numbers
- 4) Count by 5's and colour the numbers



Task Cards: Multiplication Facts

Objective

What are we learning about?

To solidify understanding and recall of multiplication facts between 1 and 5 through solving word problems and equations, working collaboratively with a partner in a structured task card format.

Materials

What you will need for the activity.

- 30 task cards
- Separate sheet of paper for answers
- Pencils



Instructions

How to complete the activity

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

Task Cards

Cut out the task cards below

Task Card 1:Calculate:
 $1 \times 1 = \underline{\quad}$ **Task Card 6:**Solve for y:
 $4 \times y = 12$ **Task Card 2:**How many groups of 2?
in 4**Task Card 7:**Calculate:
 $2 \times 2 = \underline{\quad}$ **Task Card 3:**Solve:
 $5 \times 5 = \underline{\quad}$ **Task Card 8:**

There are rows of 4 chairs in a room. How many chairs are there in total?

Task Card 4:

If you have 5 bags with 3 marbles each, how many marbles do you have in total?

Task Card 9:Solve:
 $4 \times 5 = \underline{\quad}$ **Task Card 5:**Find the product:
 $3 \times 3 = \underline{\quad}$ **Task Card 10:**

A baker bakes 5 trays of cookies with 2 cookies on each tray. How many cookies does he bake?

Task Cards

Cut out the task cards below

Task Card 11:

Find the product:

$1 \times 5 = \underline{\quad}$

Task Card 16:

Solve:

$2 \times \underline{\quad} = 4$

Task Card 12:

$3 \times 3 = 9$

Task Card 17:

Calculate:

$4 \times 1 = \underline{\quad}$

Task Card 13:

Calculate:

$3 \times 1 = \underline{\quad}$

Task Card 18:You have 5 boxes of stickers with 5
stickers in each box. How many stickers
do you have?**Task Card 14:**If each box holds 4 apples and you
have 3 boxes, how many apples do
you have?**Task Card 19:**

Solve:

$5 \times 2 = \underline{\quad}$

Task Card 15:

Solve:

$2 \times 3 = \underline{\quad}$

Task Card 20:

Solve for y:

$5 \times y = 15$

Task Cards

Cut out the task cards below

Task Card 21:Calculate:
 $2 \times 1 = \underline{\quad}$ **Task Card 26:**

There are 2 teams of 4 players each. How many players are there in total?

Task Card 22:

A gardener plants 4 rows of 5 trees each. How many trees are there?

Task Card 27:Solve:
 $3 \times 2 = \underline{\quad}$ **Task Card 23:**Solve:
 $1 \times 3 = \underline{\quad}$ **Task Card 28:**Solve:
 $5 \times 2 = \underline{\quad}$ **Task Card 24:**Solve:
 $1 \times \underline{\quad} = 3$ **Task Card 29:**Calculate:
 $1 \times 4 = \underline{\quad}$ **Task Card 25:**Calculate:
 $5 \times 1 = \underline{\quad}$ **Task Card 30:**

A classroom has 5 groups of 3 students each. How many students are there altogether?

Name: _____

173

Task Cards: Multiplication

Answers

Record your answers below

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

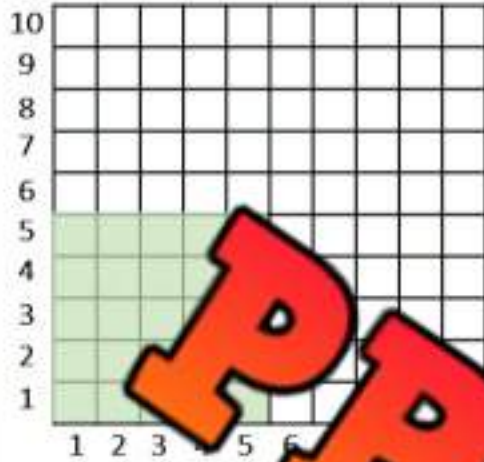
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

PREVIEW

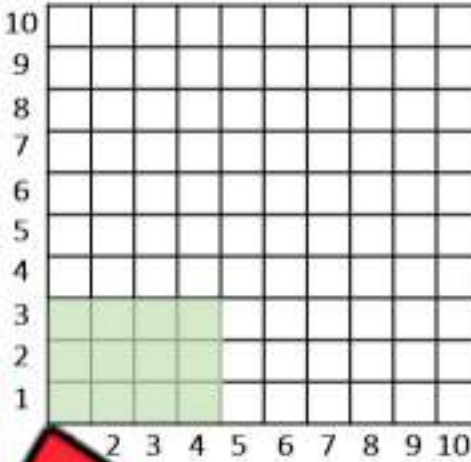
Division – Arrays

Questions

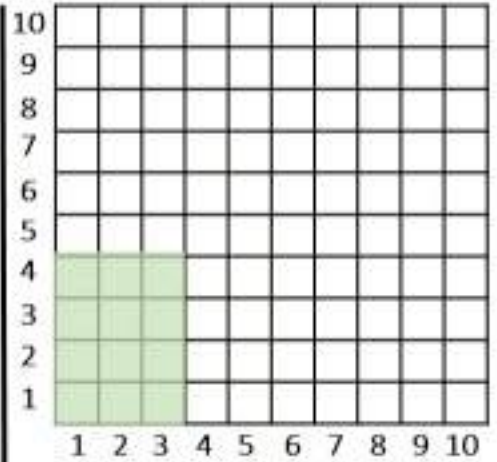
How is the shaded in area divided?



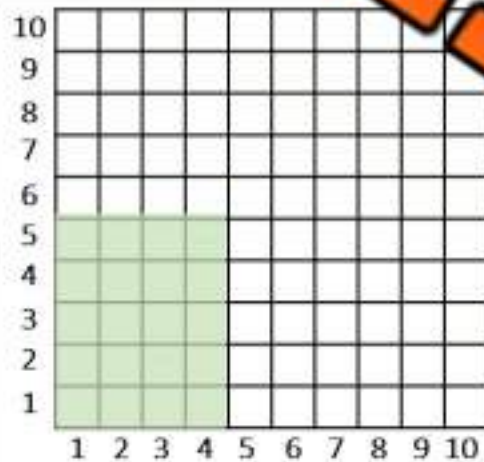
$25 \div 5 = \underline{\quad}$



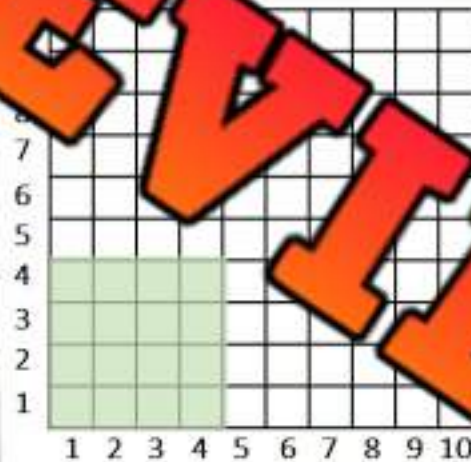
$12 \div 3 = \underline{\quad}$



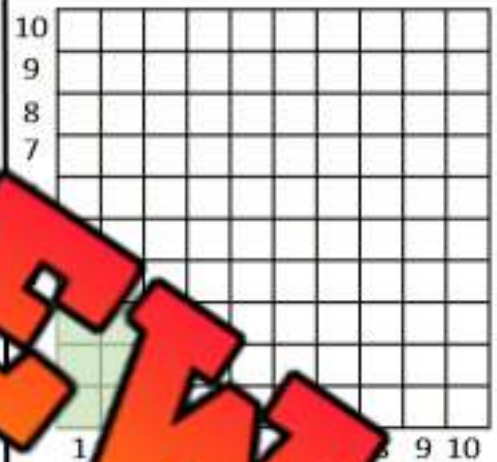
$12 \div 3 = \underline{\quad}$



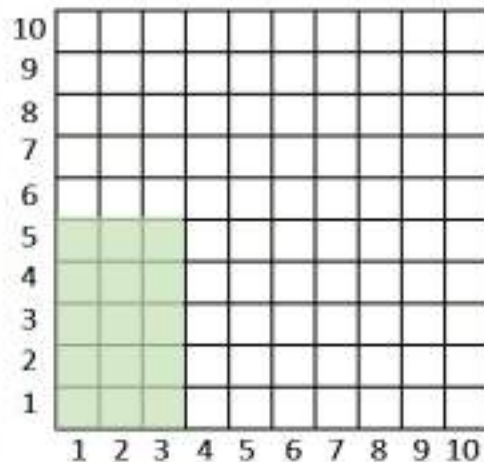
$20 \div 4 = \underline{\quad}$



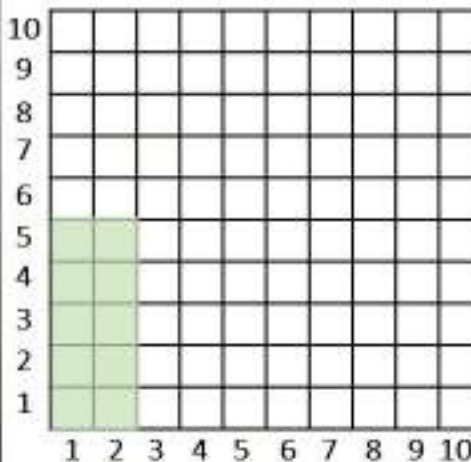
$16 \div 4 = \underline{\quad}$



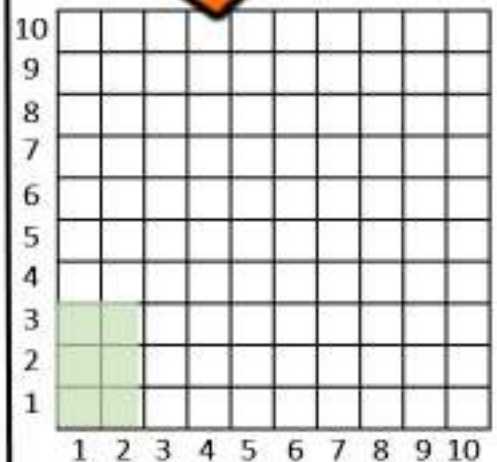
$3 \div 3 = \underline{\quad}$



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



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



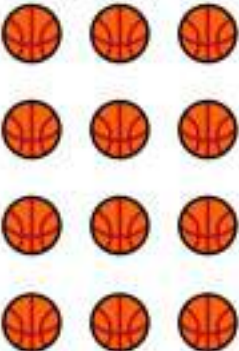
$6 \div 2 = \underline{\quad}$


Division – Equal Sharing

Questions

If you were sharing the objects below, how would you split them up equally? Answer the questions below.

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

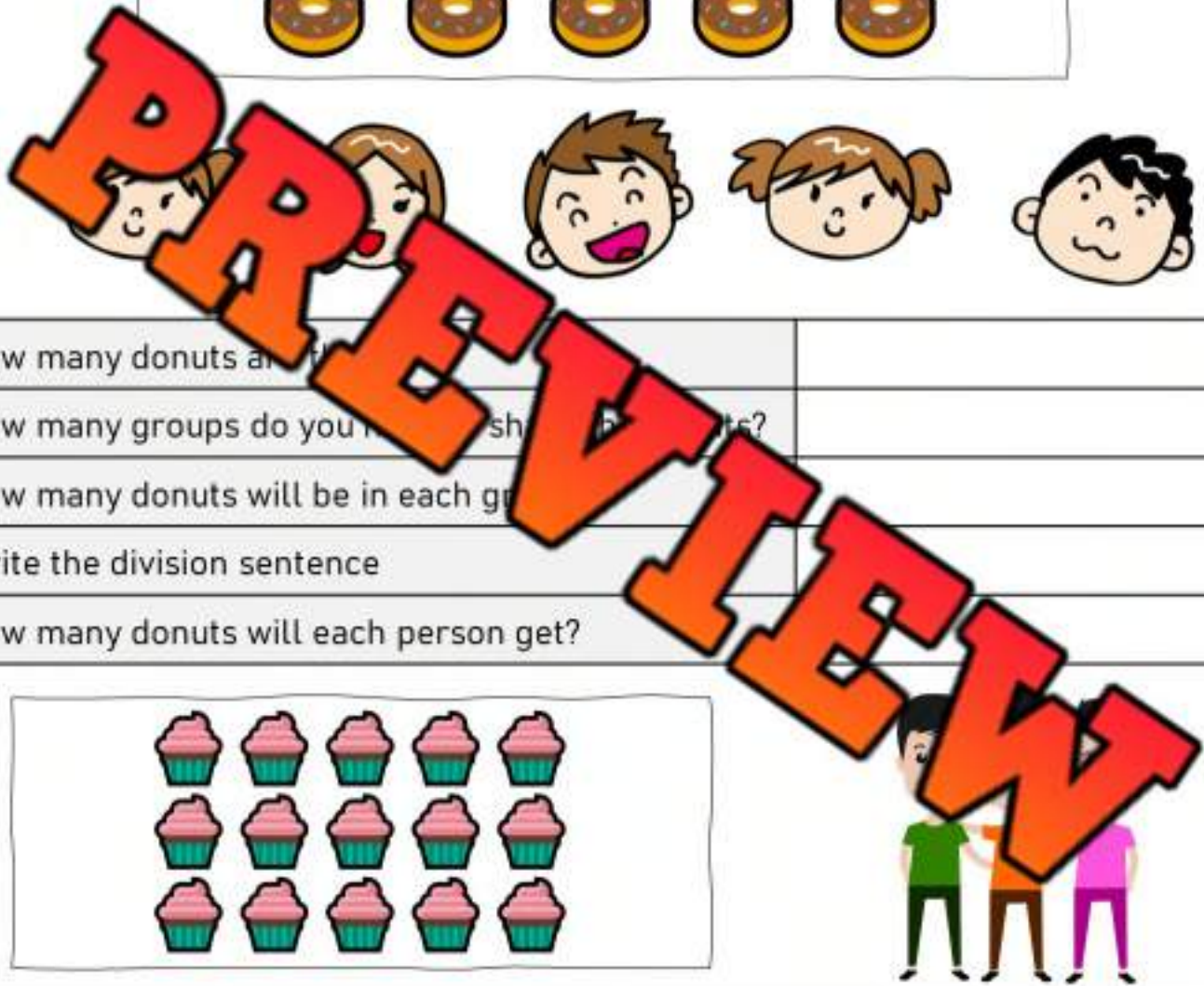
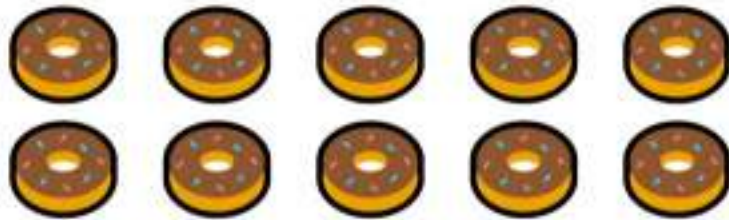
Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

Division – Equal Sharing

Questions

Friends are sharing the treats below. Answer the questions



How many donuts are there?

How many groups do you need to share the donuts?

How many donuts will be in each group?

Write the division sentence

How many donuts will each person get?



How many cupcakes are there?

How many groups do you have to share the cupcakes?

How many cupcakes will be in each group?

Write the division sentence

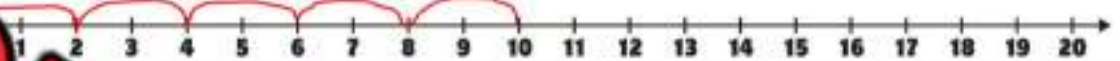
How many cupcakes will each person get?

Number Line Division – Repeated Subtraction**Questions**

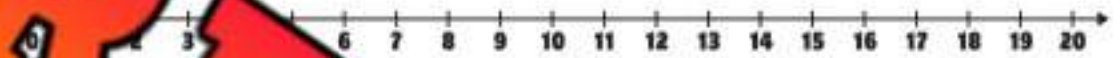
Use repeated subtraction to find the answer

Start at the larger number and subtract the smaller number until you reach zero. Your answer is how many times you subtracted.

$10 \div 2 =$



$15 \div 3 =$



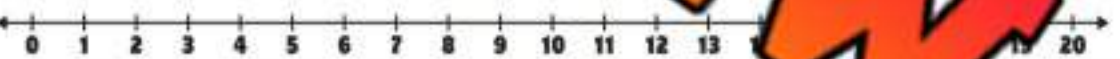
$10 \div 5 =$



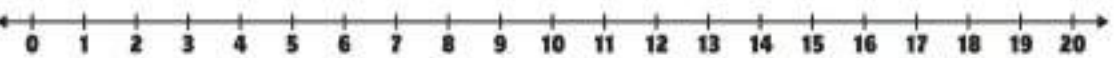
$12 \div 4 =$



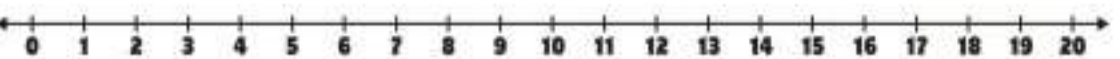
$12 \div 3 =$



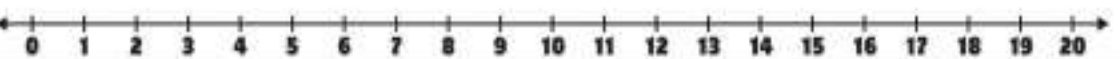
$16 \div 4 =$



$20 \div 5 =$



$20 \div 4 =$



Mental Math – Division – Skip Counting

Directions:

1. Count up by the smaller number to the larger number
2. The answer is how many times you counted

$$91 \div 7 = ?$$

1 2 3 4 5 6 7 8 9 10 11 12 13
7 14 21 28 35 42 49 56 63 70 77 84 91

Answer = 13



$20 \div 5$

$16 \div 4$

$8 \div 2$

$25 \div 5$

$12 \div 3$

$12 \div 3$

$10 \div 2$

PREVIEW

Multiplication and Division

Questions

Investigate the relationship between multiplication and division

<p>12</p> <p>$6 \times 2 = 12$</p> <p>$2 \times 6 = 12$</p> <p>$12 \div 6 = 2$</p> <p>$12 \div 2 = 6$</p>	<p>10</p> <p>$__ \times __ = __$</p> <p>$__ \times __ = __$</p> <p>$__ \div __ = __$</p> <p>$__ \div __ = __$</p>
<p>8</p> <p>$__ \times __ = __$</p> <p>$__ \times __ = __$</p> <p>$__ \div __ = __$</p> <p>$__ \div __ = __$</p>	<p>12</p> <p>$__ \times __ = __$</p> <p>$__ \times __ = __$</p> <p>$__ \div __ = __$</p> <p>$__ \div __ = __$</p>
<p>6</p> <p>$__ \times __ = __$</p> <p>$__ \times __ = __$</p> <p>$__ \div __ = __$</p> <p>$__ \div __ = __$</p>	<p>1</p> <p>$__ \times __ = __$</p> <p>$__ \times __ = __$</p> <p>$__ \div __ = __$</p> <p>$__ \div __ = __$</p>
<p>20</p> <p>$__ \times __ = __$</p> <p>$__ \times __ = __$</p> <p>$__ \div __ = __$</p> <p>$__ \div __ = __$</p>	<p>14</p> <p>$__ \times __ = __$</p> <p>$__ \times __ = __$</p> <p>$__ \div __ = __$</p> <p>$__ \div __ = __$</p>

Multiplication and Division – Fact Families

Questions

Investigate the relationship between multiplication and division



$$3 \times 2 = 6$$

$$2 \times 3 = 6$$

$$6 \div 3 = 2$$

$$6 \div 2 = 3$$



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

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

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

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



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

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

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

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



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

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

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

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



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

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

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

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



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

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

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

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

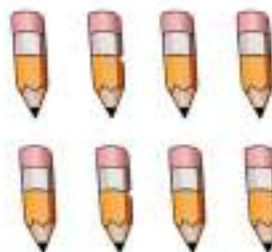


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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

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



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

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

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

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

Multiplication and Division – Total/Groups/Size of Group**Part 1**

Fill in the blanks below

$4 \times 2 = 8$ Number of Groups = <u>4</u> Size of Each Group = <u>2</u> Total = <u>8</u>	$5 \times 9 = 45$ Number of Groups = _____ Size of Each Group = _____ Total = _____
$3 \times 5 = 15$ Number of Groups = _____ Size of Each Group = _____ Total = _____	$7 \times 6 = 42$ Number of Groups = _____ Size of Each Group = _____ Total = _____
$10 \times ? = ?$ Number of Groups = _____ Size of Each Group = _____ Total = _____	$4 \times 5 = ?$ Number of Groups = _____ Size of Each Group = _____ Total = _____

Part 2

Answer the question below

1) John saved 5 dollars a day for 7 days. How much money did he have in total?

Number of Groups = _____
 Size of Each Group = _____
 Total = _____

2) Ryan buys a \$2 drink each day she is on vacation. She spends \$14 on drinks during her vacation. How many days was she on vacation?

Number of Groups = _____
 Size of Each Group = _____
 Total = _____

3) Jenna bought 18 books from the 3-day book fair. She bought the same number of books each day of the fair. How many did she buy each day?

Number of Groups = _____
 Size of Each Group = _____
 Total = _____

Division Practice – 1 and 2**Questions**

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

$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$	
$\begin{array}{r} 9 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$	
$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \div 1 \\ \hline \end{array}$	
$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ \div 2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \div 1 \\ \hline \end{array}$

Division Practice – 2s, 5s, 10s**Questions**

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

$\begin{array}{r} 5 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 2 \\ \hline \end{array}$
$\begin{array}{r} 40 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 70 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ \div 2 \\ \hline \end{array}$	
$\begin{array}{r} 10 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 50 \\ \div 10 \\ \hline \end{array}$
$\begin{array}{r} 20 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 2 \\ \hline \end{array}$
$\begin{array}{r} 16 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 100 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ \div 2 \\ \hline \end{array}$
$\begin{array}{r} 50 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ \div 5 \\ \hline \end{array}$

Exit Cards

Cut Out

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

Name: _____

Fill in the blanks below.

a) $2 \times \underline{\quad} = 10$

b) $\underline{\quad} \times 4 = 40$

c) $\underline{\quad} \div 2 = 6$

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

Name: _____

Fill in the blanks below.

a) $2 \times \underline{\quad} = 10$

b) $\underline{\quad} \times 4 = 40$

c) $\underline{\quad} \div 2 = 6$

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

Name: _____

Fill in the blanks below.

a) $2 \times \underline{\quad} = 10$

b) $\underline{\quad} \times 4 = 40$

c) $\underline{\quad} \div 2 = 6$

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

Name: _____

Fill in the blanks below.

a) $2 \times \underline{\quad} = 10$

b) $\underline{\quad} \times 4 = 40$


c) $\underline{\quad} \div 2 = 6$


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


Partitioning Even Quantities


Instructions

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

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

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

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

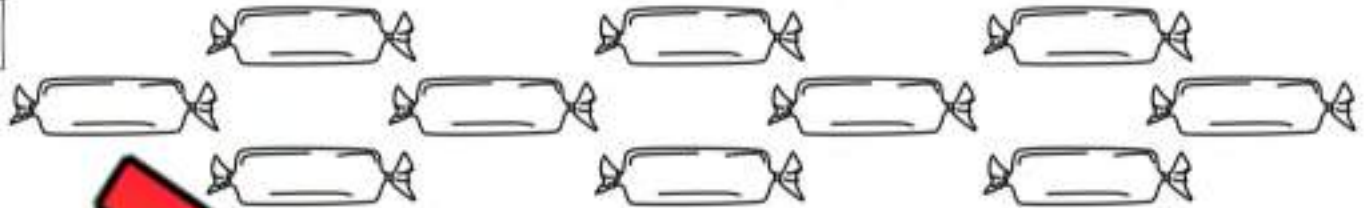
Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Sharing

Sharing

Answer the questions below

1)



a) How many candies are there?

b) Sam and Jo want to share the candies equally. How many candies will each of them get?

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

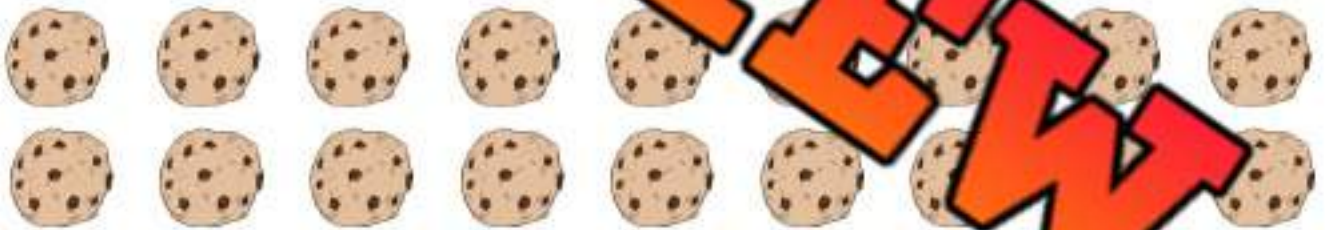
Sam

Joel

Jack

Nick

2)



a) How many cookies are there?

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

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

Clara

Ivy

Julia

Sharing – Remainders

Sharing

Answer the questions below



a) How many cupcakes are there?

b) Levi and Tom share the cupcakes. Now they need to share them equally. How many will each get?

	Tom

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

d) Dane has also asked to share the cupcakes. How many will each get now?

Levi	Tom	Dane

e) How many will be leftover?

Sharing – Remainders

Sharing

Answer the questions below



a) How many dollars are there?

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

Ryan
Jordan

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

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

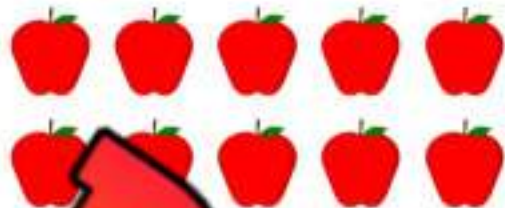
Ryan
Jordan
Will

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

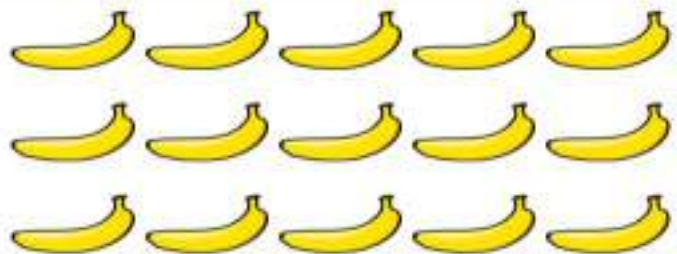
Multiplication and Division Quiz

Part 1

Fill in the blanks with the addition and multiplication equations



$$\begin{array}{r} \underline{\quad} \\ \times \quad \\ \hline \end{array} = \underline{\quad}$$



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

Part 2

Use repeated addition to answer the questions

$3 \times 5 = \underline{\quad}$



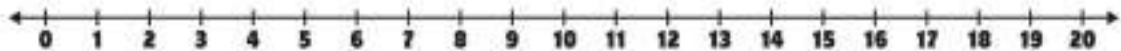
$4 \times 2 = \underline{\quad}$



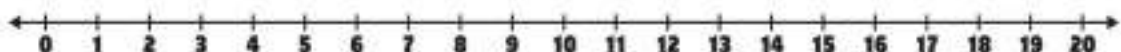
Part 3

Use repeated subtraction to find the answer

$12 \div 3 = \underline{\quad}$

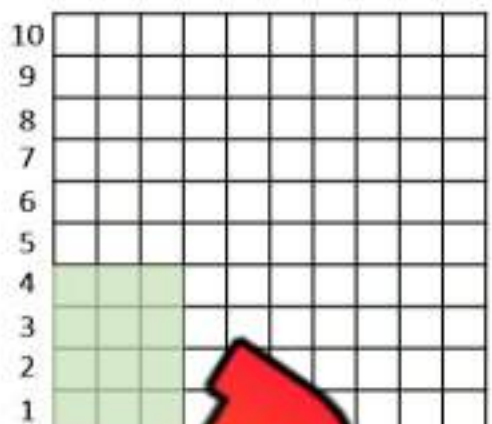


$15 \div 5 = \underline{\quad}$



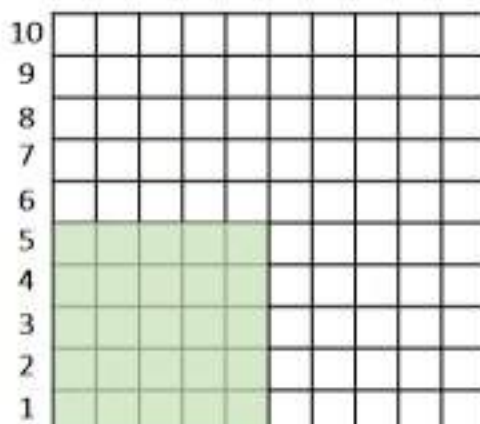
Part 4

How much is shaded in? Answer the questions below.

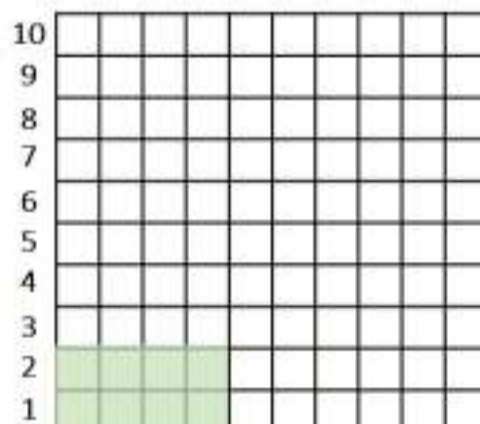


1 2 3 4 5 6 7 8 9 10

4



1 2 3 4 5 6 7 8 9 10

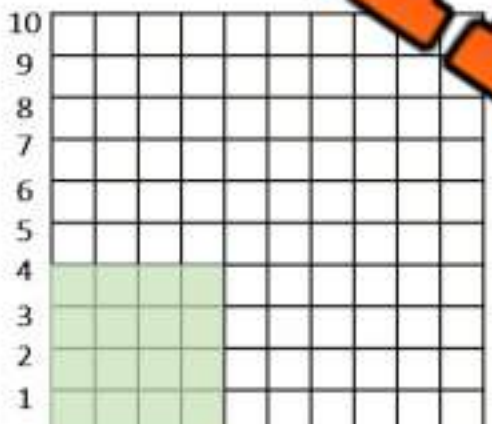
 $5 \times 5 = \underline{\hspace{2cm}}$ 

1 2 3 4 5 6 7 8 9 10

 $4 \times 2 = \underline{\hspace{2cm}}$

Part 5

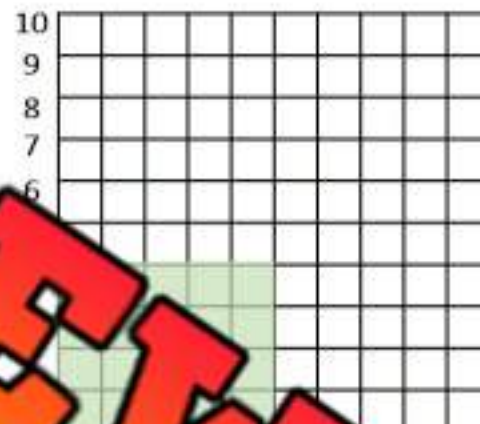
How is the shaded area divided?



1 2 3 4 5 6 7 8 9 10

 $16 \div 4 = \underline{\hspace{2cm}}$ 

1 2 3 4 5 6 7 8 9 10

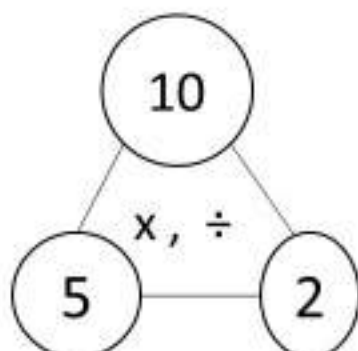
 $12 \div 3 = \underline{\hspace{2cm}}$ 

1 2 3 4 5 6 7 8 9 10

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

Part 6

Investigate the relationship between multiplication and division

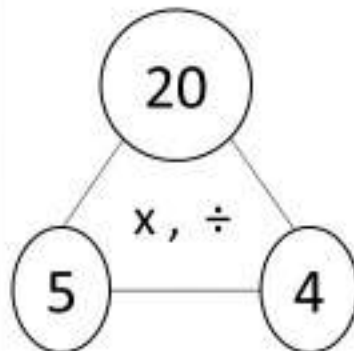


$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$



$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Name: _____

207

Curriculum Connection
N3.4

Fair Sharing - Cookies

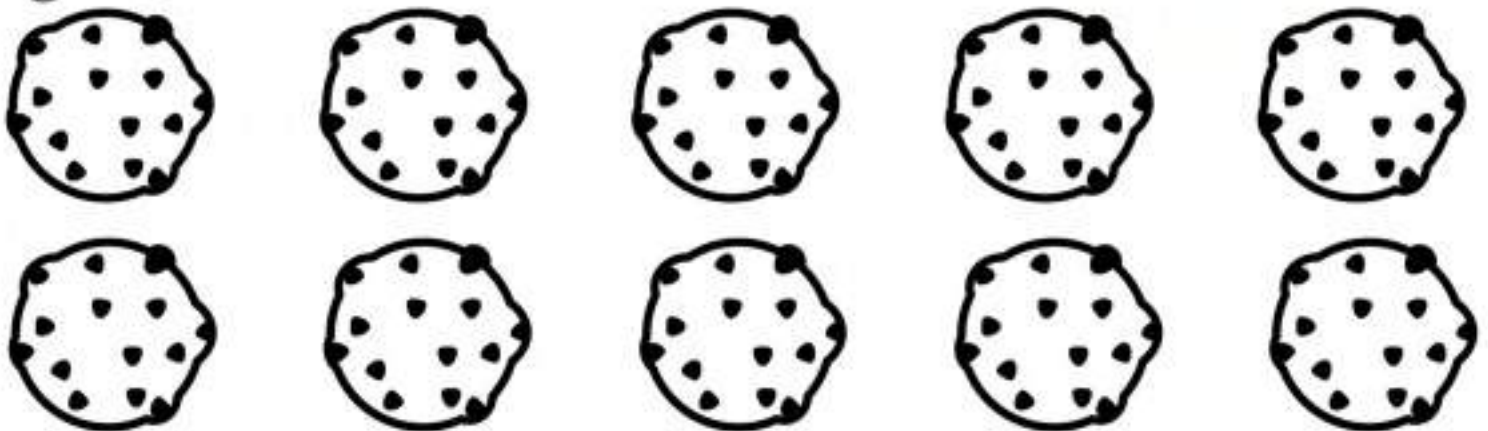
Two friends are sharing the cookies below. Cut and paste the cookies on the plates. Make sure they get the same number of cookies!

Mark's Plate

Sam's Plate

10

PREVIEW



Fair Sharing - Pizza

Alex and Julia are really hungry tonight. They ordered 3 pizzas to share. Each pizza is cut up into 4 slices. How much pizza will Alex and Julia get?

Alex's Plate

Julia's Plate

PREVIEW

_____ # of total pizzas

4

Alex's Slices

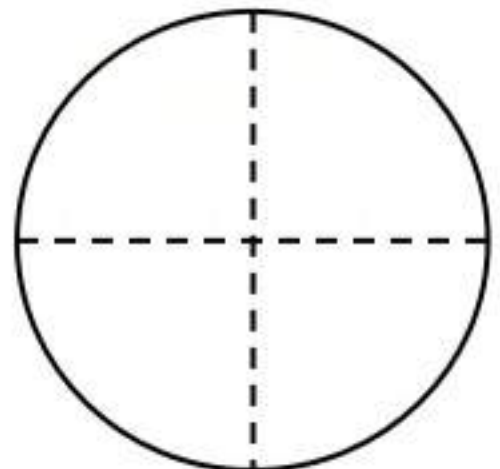
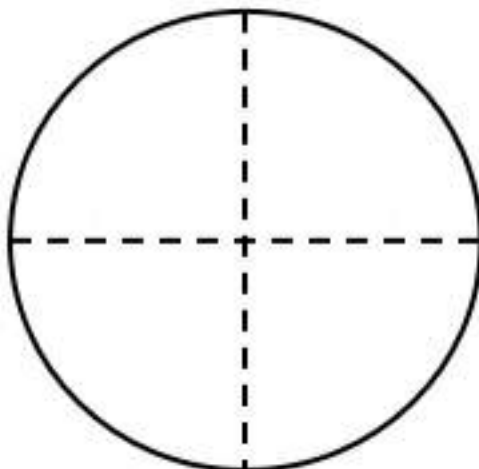
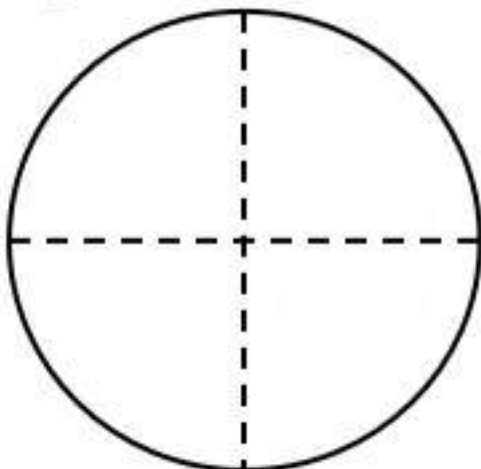
Slices in one
pizza
(whole)

_____ # of total pizzas

4

Julia's Slices

Slices in one
pizza
(whole)



Fair Sharing – Chocolate Bars

Sharing	Share the chocolate bars below
----------------	--------------------------------



Chocolate Bar									

Chocolate Bar									

1) a) Zach has one chocolate bar that he wants to share with 10 people. How many pieces will each person get?

b) Ryan is one of the people that is getting some chocolate. What fraction of the chocolate bar is Ryan getting?

2) a) Zach has two more chocolate bars that he will share with 10 people. How many pieces will each person get?

b) Chris is one of the people that is getting some chocolate. What fraction of the chocolate bar is Chris getting?

3) a) Zach found two more chocolate bars that he will now share with 5 people in total. How many pieces of chocolate will each person get?

b) Sam is one of the people that is getting some chocolate. What fraction of the chocolate bar is Sam getting?

PREVIEW

Fractions

A **fraction** is a way of representing a part of a whole. It tells us how many equal parts something is divided into, and how many of those parts we have.

The top number, called the **numerator**, represents the part of the whole that we have. The bottom number, called the **denominator**, represents the total number of equal parts that make up the whole.

Examples

Read the examples below and fill in the table

1) A pizza is cut into 8 slices. If you eat 3 slices, how much of the pizza will you have left?	$\frac{\quad}{8}$
2) A split class of 30 grade 3s has 14 grade 3s. How many grade 3s make up the class?	$\frac{\quad}{30}$
3) A soccer game is 90 minutes long. You have missed 30 minutes of the game. How much of the game have you missed?	$\frac{\quad}{90}$
4) Shelly has 10 blocks. 6 of the blocks are green. What fraction of the total blocks are green?	
5) On a plate is 12 cookies. You eat 4 of them. What fraction of the plate of cookies did you eat?	

Think

Write your own example of a fraction below

Words	Fraction

Naming Fractions

Fractions are numbers that represent an amount or quantity. Fractions are usually not whole numbers, but only fractions or parts of a whole number.

**Example:**

This pizza has been cut into 5 pieces. You are given the shaded slices of pizza, therefore, you received $\frac{3}{5}$ of the pizza. You do not get the whole pizza, so you are only getting part or a fraction of the 1 pizza.

Part 1

What fraction is shaded in on the images below

 _____	 _____	 _____
 _____	 _____	 _____

Part 2

Read the fraction and draw the shaded in value of _____

 $\frac{3}{5}$	 $\frac{1}{6}$	 $\frac{4}{4}$	 $\frac{8}{10}$
 $\frac{1}{8}$	 $\frac{3}{6}$	 $\frac{2}{3}$	 $\frac{6}{7}$

Fractions – Equal Parts

Part 1

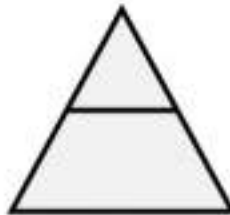
Are the shapes below split into equal parts?

1)



Yes

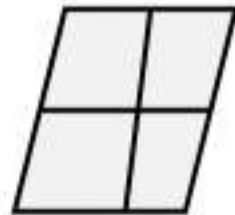
2)



Yes

No

3)



Yes

No

4)



Yes

No

5)



Yes

6)



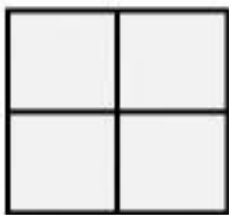
Yes

No

Part 2

Are the statements true or false?

1) The square is cut into fourths.



True

False

2) The circle is cut into sixths. The triangle is cut into fourths.



True

False



True

False

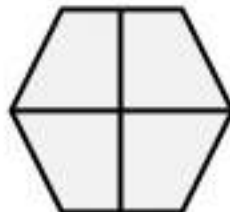
4) The pentagon is cut into halves.



True

False

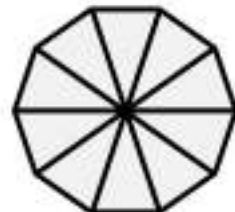
5) The hexagon is cut into fourths.



True

False

6) The octagon is cut into eights.



True

False

Exit Cards

Cut Out

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

Name: _____

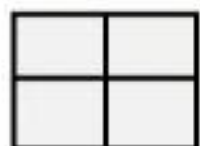
Are the shapes below split into equal parts?



Yes No



Yes No



Yes No



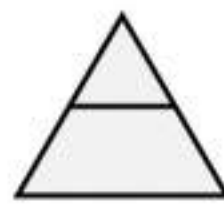
Yes No

Name: _____

Are the shapes below split into equal parts?



Yes No



Yes No



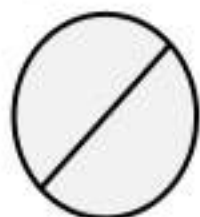
Yes



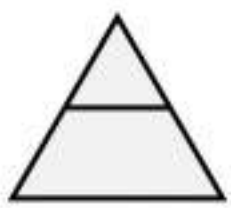
Yes No

Name: _____

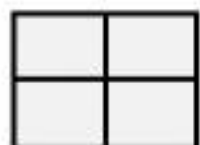
Are the shapes below split into equal parts?



Yes No



Yes No



Yes No



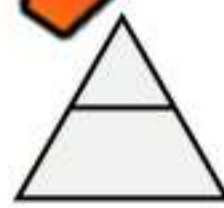
Yes No

Name: _____

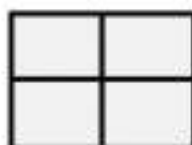
Are the shapes below split into equal parts?



Yes No



Yes No



Yes No

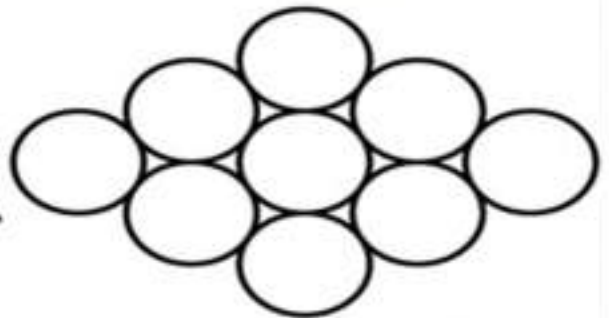
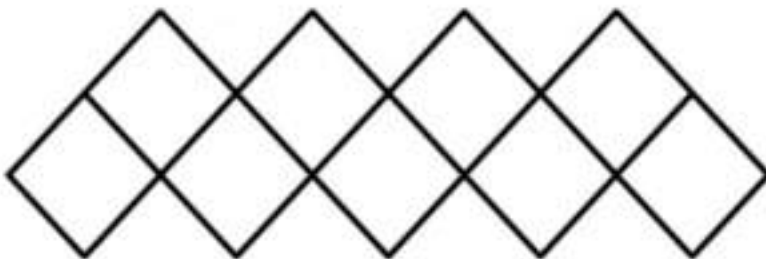
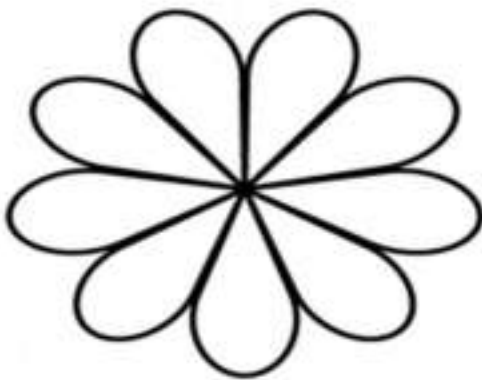
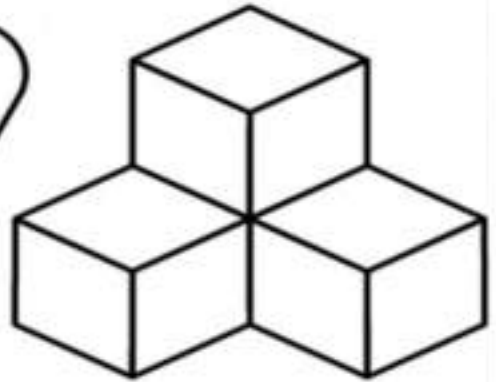
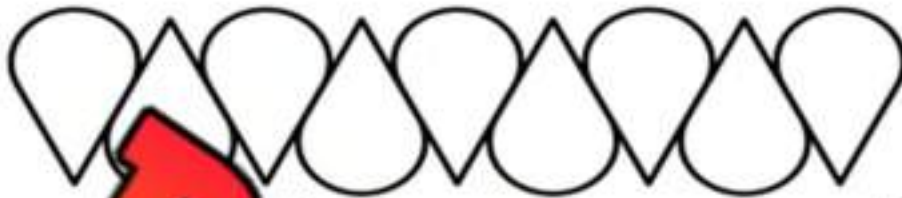


Yes No

Representing Fractions

Represent

Colour the shapes to represent the fraction



PREVIEW

$\frac{5}{9}$

Representing Fractions

Instructions

Circle the fraction that represents the pie



$\frac{1}{6}$

$\frac{2}{8}$

$\frac{1}{7}$

$\frac{2}{3}$

$\frac{3}{4}$

$\frac{2}{3}$



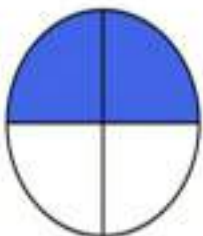
$\frac{5}{4}$

$\frac{2}{4}$

$\frac{2}{1}$

$\frac{1}{4}$

$\frac{3}{9}$



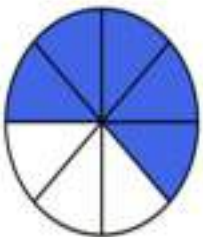
$\frac{6}{1}$

$\frac{1}{4}$

$\frac{6}{6}$

$\frac{4}{2}$

$\frac{2}{4}$



$\frac{5}{8}$

$\frac{4}{2}$

$\frac{5}{4}$

$\frac{2}{5}$

$\frac{4}{4}$



$\frac{8}{10}$

$\frac{2}{7}$

$\frac{5}{7}$

$\frac{8}{9}$

$\frac{2}{10}$

$\frac{7}{9}$



$\frac{6}{4}$

$\frac{1}{4}$

$\frac{1}{3}$

$\frac{4}{9}$







$\frac{2}{5}$

$\frac{4}{2}$

Pizza Fractions

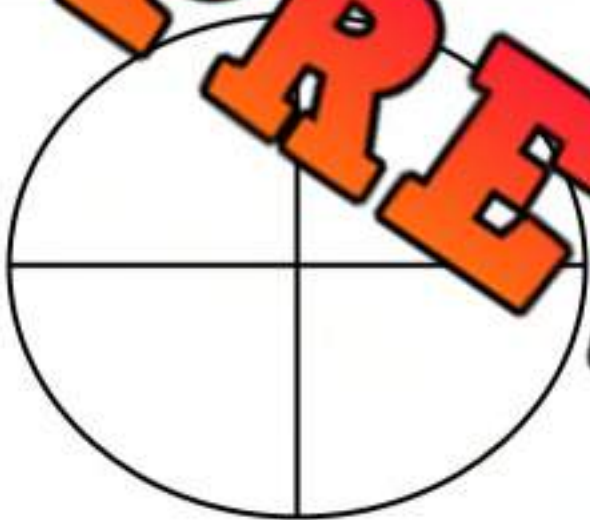
Directions

Draw the pizzas below based on the customer's requests

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

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

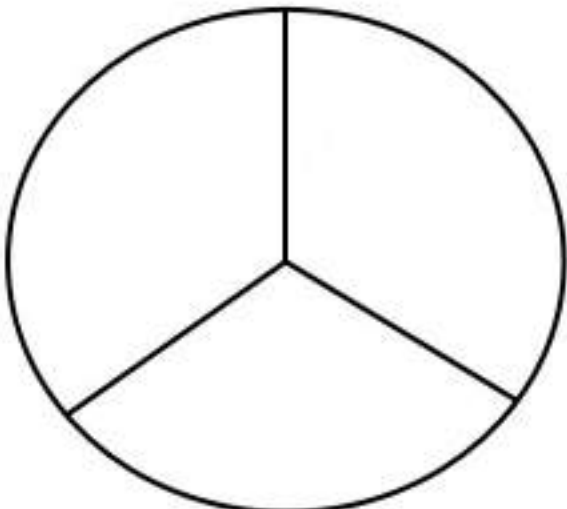
PREVIEW



Bacon

Onion

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



Olives







Bacon

Mushrooms

Pizza Fractions

Directions

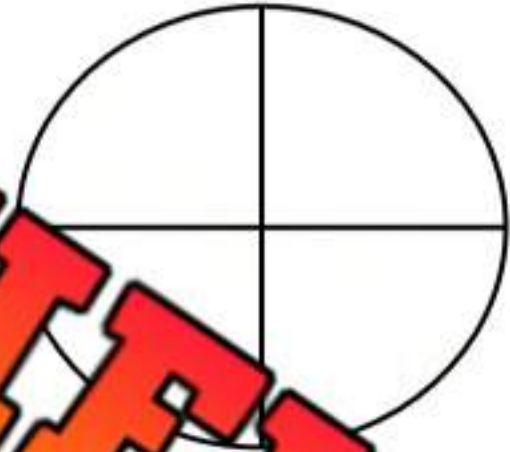
Draw the pizzas below based on the customer's requests

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

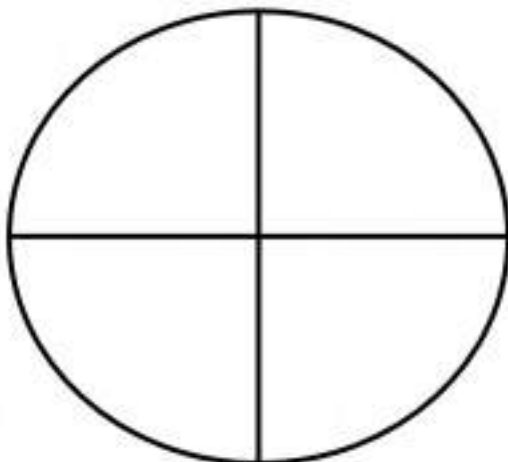
1) One-half pepperoni and bacon and one-fourth pineapple



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



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



4) One-third mushroom and one-third onion and one-third pineapple and pepperoni.









Name: _____

Pizza Fractions – My Favourite (Half)

Directions

Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?

PREVIEW



Topping

Topping







Topping

Topping

Pizza Fractions – My Favourite (Fourths)

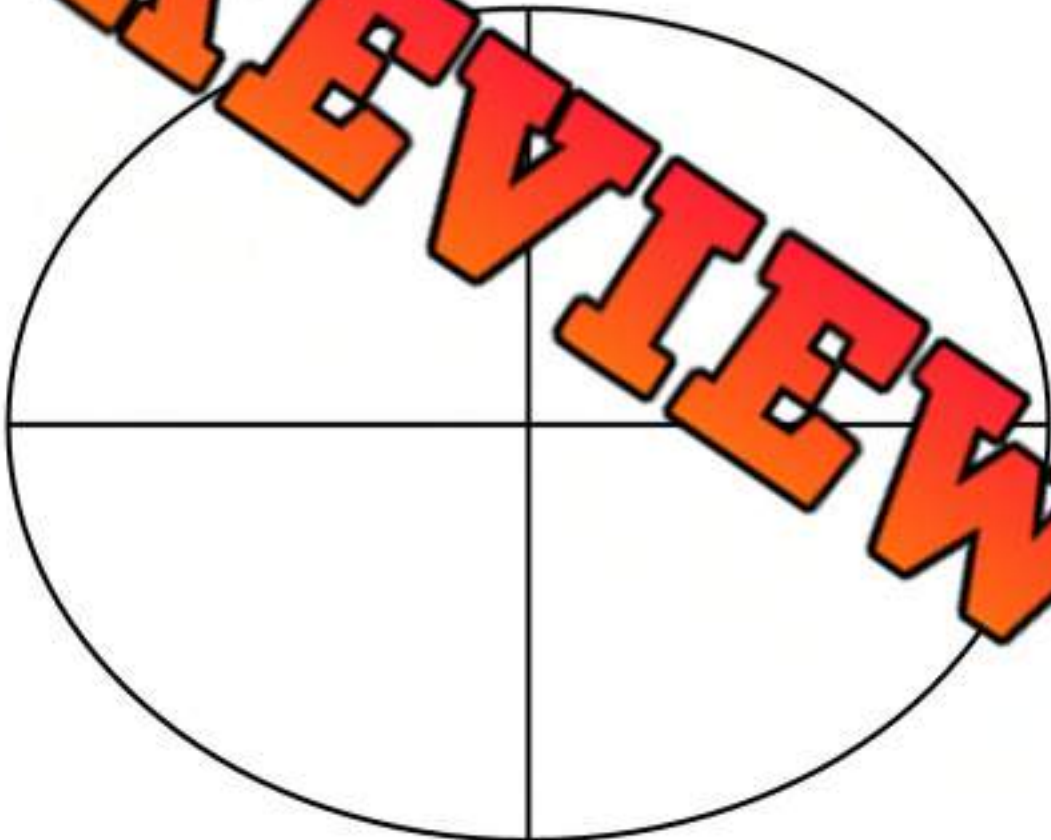
Directions

Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?

PREVIEW



Topping

Topping

Topping

Topping

Math Activity: Fraction Pizza Party

Objective

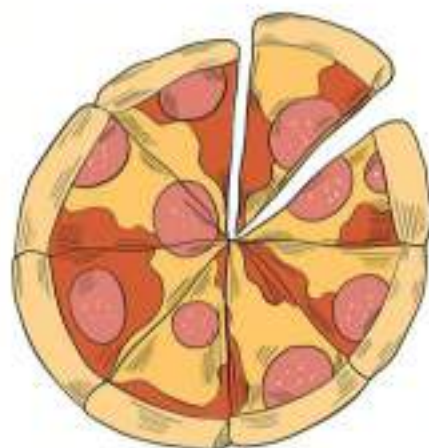
What are we learning about?

To help students understand the concept of fractions as equal parts of a whole through a creative and engaging activity.

Material:

What you will need for the activity.

- Large sheet of construction paper
- Scissors
- Colour markers or crayons
- Rulers
- Fraction templates (optional)



Instructions

How you will complete the activity.

1. Provide each student with a large sheet of construction paper and ask them to draw a large circle, like a pizza, using a ruler or a compass to trace around.
2. Have each student fold their circle in half, then in quarters, then into eighths, pressing down to make the creases visible.
3. Using scissors, students should cut along the creases to create eight slices that represent fractions.
4. Using markers or crayons, instruct students to decorate each "slice" of their pizza with different toppings.
5. Once the pizzas are decorated, students should reassemble their pizzas on a new sheet of construction paper, ensuring all pieces fit together to form a perfect circle again.
6. Encourage students to mix and match slices with their classmates to see how different pizzas can still be whole with various combinations of eighths.

Name: _____

227

Curriculum Connection
N3.4

PREVIEW

Comparing Common Denominators

If fractions have the same denominator, the larger fraction will have the larger numerator. $\frac{3}{8} < \frac{4}{8}$



Part 1

Compare the fractions using $<$ $>$ $=$

$\frac{2}{5}$ <input type="text"/>	$\frac{6}{8}$ <input type="text"/> $\frac{5}{8}$	$\frac{2}{7}$ <input type="text"/> $\frac{3}{7}$	$\frac{6}{10}$ <input type="text"/> $\frac{5}{10}$
$\frac{5}{5}$ <input type="text"/>	$\frac{4}{9}$ <input type="text"/>	$\frac{5}{7}$ <input type="text"/> $\frac{4}{7}$	$\frac{7}{9}$ <input type="text"/> $\frac{4}{9}$
$\frac{2}{2}$ <input type="text"/> $\frac{1}{2}$	$\frac{4}{6}$ <input type="text"/> $\frac{5}{6}$	$\frac{5}{5}$ <input type="text"/> $\frac{4}{5}$	$\frac{2}{4}$ <input type="text"/> $\frac{4}{4}$

Part 2

Put the fractions in order from least to greatest.

$\frac{2}{10}$	$\frac{3}{10}$	$\frac{5}{10}$	$\frac{4}{10}$	$\frac{6}{10}$	$\frac{10}{10}$		
$\frac{2}{9}$	$\frac{3}{9}$	$\frac{5}{9}$	$\frac{1}{9}$	$\frac{9}{9}$	$\frac{8}{9}$	$\frac{7}{9}$	$\frac{4}{9}$

Part 3

Answer the word problem below

On Wednesday, $\frac{7}{9}$ kids played basketball for free time. On Friday, $\frac{1}{9}$ kids played basketball in their free time. Which day had a greater fraction of kids playing basketball.

Exit Cards

Cut Out

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

Name: _____

Put the fractions in order from least to greatest

$$\frac{2}{7} \quad \frac{4}{7} \quad \frac{3}{7} \quad \frac{0}{7}$$

Name: _____

Put the fractions in order from least to greatest

$$\frac{2}{7} \quad \frac{4}{7} \quad \frac{3}{7} \quad \frac{0}{7}$$

Name: _____

Put the fractions in order from least to greatest

$$\frac{2}{7} \quad \frac{4}{7} \quad \frac{3}{7} \quad \frac{0}{7}$$

Name: _____

Put the fractions in order from least to greatest

$$\frac{2}{7} \quad \frac{4}{7} \quad \frac{3}{7} \quad \frac{0}{7}$$

Same Numerator / Different Denominator

If fractions have the same numerator, they have the same number of equal parts. If the denominator is different, the fractions have a different number of total parts. Check out the pizzas below that have the same numerators but different denominators.



The whole pizza is cut into 8 pieces. 4 slices have been shaded in.



$\frac{4}{6}$ The whole pizza is cut into 6 pieces. 4 slices have been shaded in.

If you are hungry, you would rather have $\frac{4}{6}$ slices of pizza, than $\frac{4}{8}$. Therefore, $\frac{4}{6}$ is bigger than $\frac{4}{8}$. As an example, the whole is the same size. This means the pizza is the same size. We can compare fractions that have the same numerator.

Questions

For each fraction pair, circle which one is bigger

1)



3)



5)



4)



6)



Same Numerator / Different Denominator

When comparing fractions with the same numerator, we can look at the denominator to know which is bigger. The fraction with the bigger denominator is smaller. This is because the whole has less equal parts.

Part 1

Compare the fractions using $<$ $>$ $=$

1) $\frac{2}{4}$ <input type="checkbox"/> $\frac{2}{5}$	2) $\frac{5}{4}$ <input type="checkbox"/> $\frac{5}{5}$	3) $\frac{3}{5}$ <input type="checkbox"/> $\frac{3}{7}$	4) $\frac{6}{10}$ <input type="checkbox"/> $\frac{6}{12}$
5) $\frac{3}{8}$ <input type="checkbox"/> $\frac{3}{5}$	6) $\frac{4}{9}$ <input type="checkbox"/> $\frac{4}{6}$	7) $\frac{5}{9}$ <input type="checkbox"/> $\frac{5}{7}$	8) $\frac{7}{8}$ <input type="checkbox"/> $\frac{7}{9}$
9) $\frac{8}{10}$ <input type="checkbox"/> $\frac{8}{12}$	10) $\frac{5}{8}$ <input type="checkbox"/> $\frac{5}{10}$	11) $\frac{4}{12}$ <input type="checkbox"/> $\frac{4}{11}$	12) $\frac{2}{8}$ <input type="checkbox"/> $\frac{2}{5}$

Part 2

Put the fractions in order from least to greatest

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{10}$ $\frac{4}{6}$ $\frac{4}{7}$ $\frac{4}{11}$

$\frac{5}{7}$ $\frac{5}{8}$ $\frac{5}{6}$ $\frac{5}{9}$ $\frac{5}{10}$ $\frac{5}{11}$ $\frac{5}{5}$ $\frac{5}{12}$

Comparing Fractions

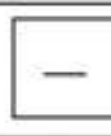
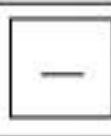
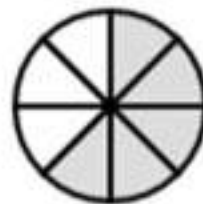
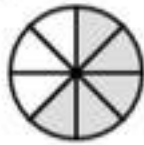
Part 1

Write the fraction and circle which one is bigger

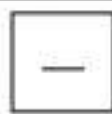
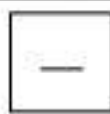
1)



2)



3)



4)



Part 2

Compare the fractions using $<$ $>$ $=$

1)

$$\frac{2}{5} \quad \square \quad \frac{2}{5}$$

2)

$$\frac{3}{6} \quad \square \quad \frac{5}{6}$$

3)

$$\frac{3}{4} \quad \square \quad \frac{3}{7}$$

4)

$$\frac{2}{10} \quad \square \quad \frac{2}{12}$$

5)

$$\frac{3}{8} \quad \square \quad \frac{3}{8}$$

6)

$$\frac{4}{9} \quad \square \quad \frac{4}{5}$$

7)

$$\frac{5}{7} \quad \square \quad \frac{4}{7}$$

8)

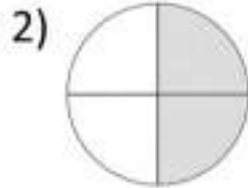
$$\frac{2}{8} \quad \square \quad \frac{7}{8}$$

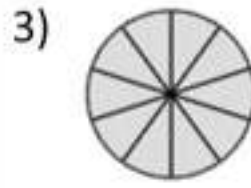
Fractions - Quiz

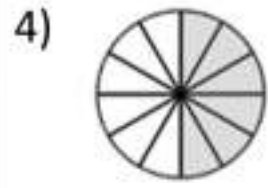
Part 1

Write the fraction and circle which one is bigger





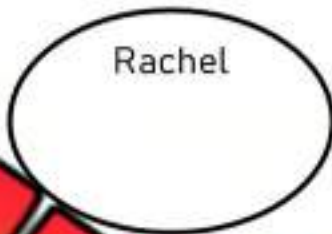
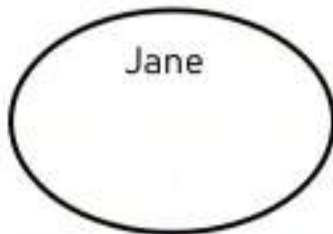




Part 2

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

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

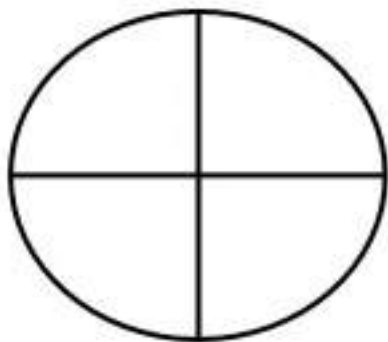


How many cookies does each friend get? _____

Part 3

Draw the pizzas below using the legend and customer requests

One-fourth of the pizza has bacon, and three-fourths has mushroom



Bacon

Mushroom

Part 4

Compare the fractions using < > =

1)

$\frac{2}{4} \square \frac{2}{6}$

2)

$\frac{5}{8} \square \frac{5}{5}$

3)

$\frac{3}{5} \square \frac{3}{7}$

4)

$\frac{6}{10} \square \frac{6}{12}$

5)

$\frac{8}{10} \square \frac{5}{12}$

6)

$\frac{5}{5} \square \frac{5}{10}$

7)

$\frac{3}{12} \square \frac{3}{11}$

8)

$\frac{2}{4} \square \frac{2}{5}$

Part 5

Put the fractions in order from least to greatest

$\frac{4}{4}$

$\frac{4}{8}$

$\frac{4}{9}$

$\frac{4}{5}$

$\frac{4}{10}$

$\frac{4}{11}$

$\frac{2}{10}$

$\frac{3}{10}$

$\frac{5}{10}$

$\frac{4}{10}$

$\frac{8}{10}$

$\frac{6}{10}$

$\frac{7}{10}$

$\frac{10}{10}$



Grade 3
Patterns and Relationships


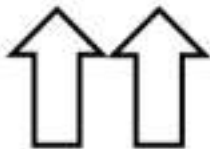
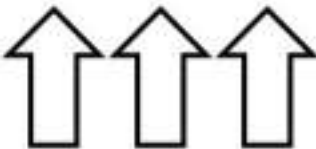


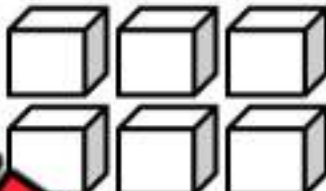





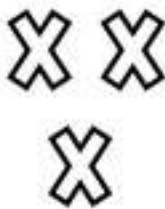
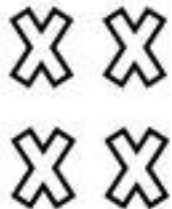
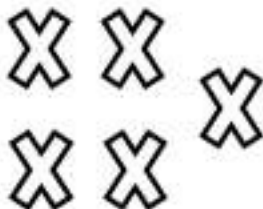





	Curriculum Expectations	Pages
P3.1	Demonstrate understanding of increasing and decreasing patterns including: <ul style="list-style-type: none">• observing and describing• extending• comparing	5-77
Preview of 100 pages from this product that contains 248 pages total.		
P3.2	one-step addition and subtraction equations involving symbols representing an unknown quantity.	80-130

Increasing Patterns

Questions

Draw the shapes in the last column

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

Increasing Patterns – Shapes

Questions

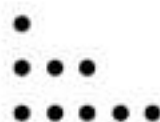
Draw the next line of the increasing pattern

1) Draw the next line in the pattern.



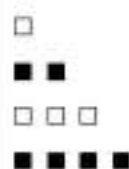
Answer

2) Draw the next line in the pattern.



Answer

3) Draw the next line in the pattern.

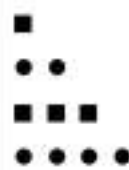


4) Draw the next line in the pattern.



Answer

5) Draw the next line in the pattern.



Answer

6) Draw the next line in the pattern.



7) Draw the next line in the pattern.



Answer

8) Draw the next line in the pattern.



Answer

Exit Cards

Cut Out

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

Name: _____

Draw the next 2 lines in the pattern.



Name: _____

Draw the next 2 lines in the pattern.



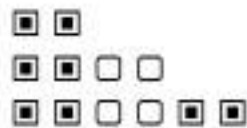
Name: _____

Draw the next 2 lines in the pattern.



Name: _____

Draw the next 2 lines in the pattern.

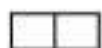


PREVIEW

Increasing Patterns – Shapes

Part 1

Draw the next figure in the pattern by adding one block



1) Figure 1



Figure 2

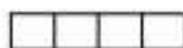


Figure 3

Figure 4



2) Figure 1



Figure 2

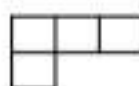


Figure 3

Figure 4



3) Figure 1



Figure 2

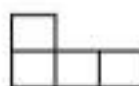


Figure 3

Figure 4



4) Figure 1



Figure 2



Figure 3

Figure 4

Part 2

Draw the next figure by adding two blocks. Highlight the added blocks



1) Figure 1



Figure 2



Figure 3

Figure 4



2) Figure 1



Figure 2

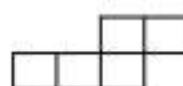
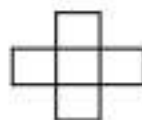


Figure 3

Figure 4



3) Figure 1

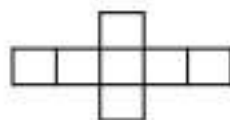


Figure 2

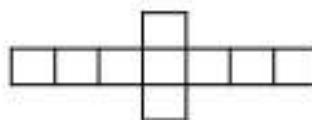


Figure 3

Figure 4

Growing Patterns Found in Real Life

Directions

Describe how the pattern is growing. Is there an increase in the number of elements or the size of the elements from one term to the next?

Visual

1) Are the number of elements growing in size?



2) Are the elements increasing in number?

Visual

1) Are the number of elements growing in size?



2) Are the elements increasing in number?

Visual

1) Are the number of elements growing in size?

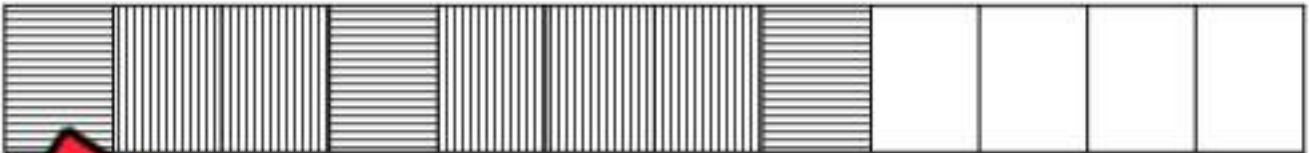


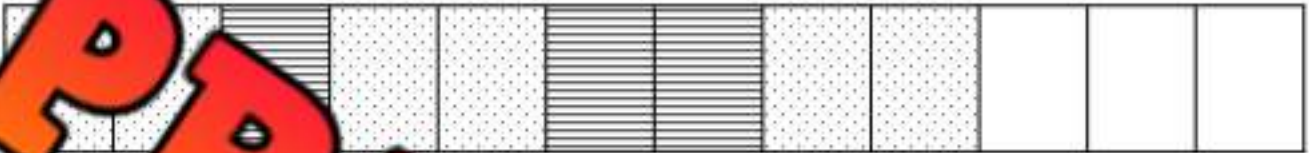
2) Are the elements increasing in number?

Increasing Patterns – Beading

Questions

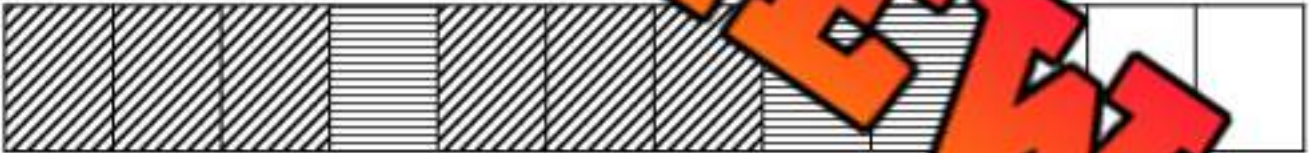
Draw the remaining patterns on the bracelets

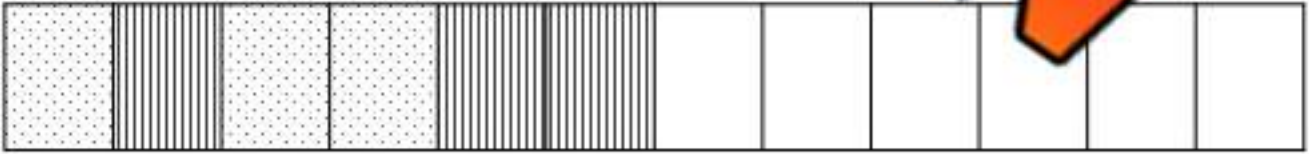
1) 

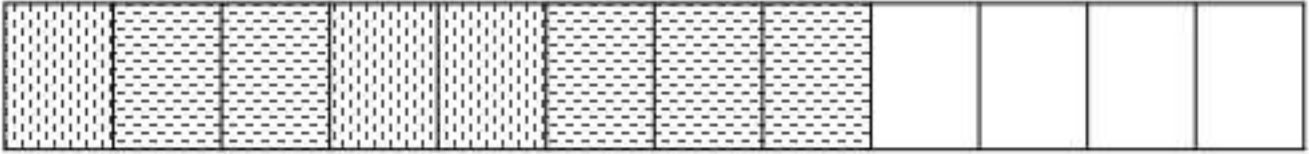
2) 

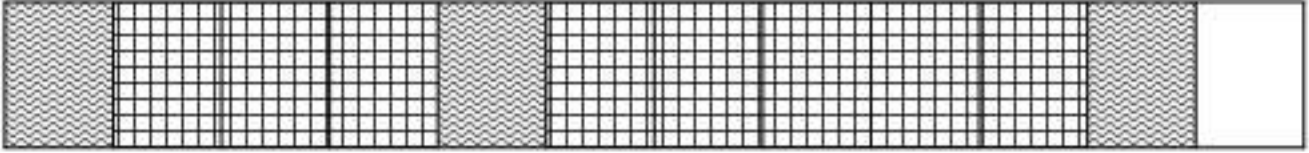
3) 

4) 

5) 

6) 

7) 

8) 

PREVIEW

Name: _____

Increasing Patterns – Bracelets



Questions Draw your own bracelets using increasing patterns.

Questions

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

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

PREVIEW

Name: _____

15

Curriculum Connection
P3.1

Increasing Patterns – Beading

Questions

Draw your own necklace using an increasing pattern



Activity Title: Pattern Palooza Necklace**Objective**

What are we learning about?

To help students understand and create growing patterns by making their own patterned necklaces. This activity will enhance their ability to recognize, predict, and extend patterns, while allowing them to engage in a hands-on craft.

Materials You will need for the activity.

- Coloured beads (simple patterns)
- String or yarn
- Scissors
- Paper and pencil (for planning the pattern)

**Instructions**

How you will complete the activity

1. Distribute a length of string or yarn to each student, ensuring it is long enough to make a necklace.
2. Provide each student with a variety of coloured beads.
3. Instruct students to sketch out a pattern on paper before starting their necklace. Encourage them to think of patterns that grow, such as adding one more bead of the same colour before switching to a new colour, or creating a sequence that grows in number and then repeats.
4. Once they have planned their pattern, students should start threading the beads onto the string according to their design.
5. When they have finished adding beads, help them tie off the necklace securely.
6. Have each student present their necklace and explain the pattern they chose.

Reflection

Answer the questions below.

1) Describe the pattern you made.

2) How did you decide on the colours for your pattern?

3) What was the most fun part of creating your necklace?

4) If you were to create another necklace, how would you change your pattern?

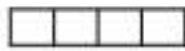
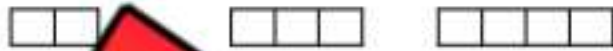
5) Draw your pattern below.



Representing Picture Sequence With Numbers

Questions

Write the numerical sequence that represents the picture sequence



1) Figure 1 Figure 2 Figure 3

Numerical Sequence

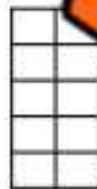
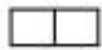
_____, _____, _____



2) Figure 1 Figure 2 Figure 3

Numerical Sequence

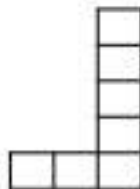
_____, _____, _____



3) Figure 1 Figure 2 Figure 3

Numerical Sequence

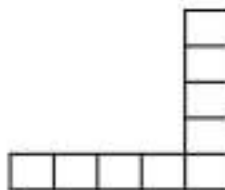
_____, _____, _____



4) Figure 1 Figure 2 Figure 3

Numerical Sequence

_____, _____, _____



5) Figure 1 Figure 2 Figure 3










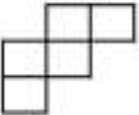
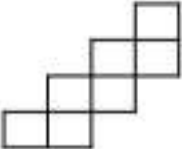
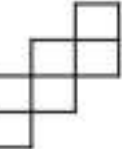

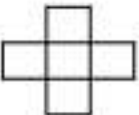
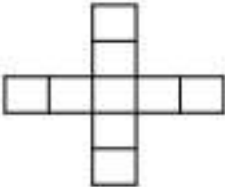
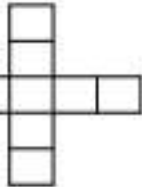
Numerical Sequence

_____, _____, _____

Representing Picture Sequence With Numbers

Questions

Write the numerical sequence that represents the picture sequence

    <p>1) Figure 1 Figure 3 Figure 4</p>	<p>Numerical Sequence</p> <p>_____ / _____</p> <p>_____ / _____</p>
    <p>2) Figure 1 Figure 2 Figure 3 Figure 4</p>	<p>Numerical Sequence</p> <p>_____ / _____</p> <p>_____ / _____</p>
    <p>3) Figure 1 Figure 2 Figure 3 Figure 4</p>	<p>Numerical Sequence</p> <p>_____ / _____</p> <p>_____ / _____</p>
    <p>4) Figure 1 Figure 2 Figure 3 Figure 4</p>	<p>Numerical Sequence</p> <p>_____ / _____</p> <p>_____ / _____</p>

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 What will need for the activity.

- A variety of colours stacking cubes
- Timers or stopwatches
- Paper and pen for each student to record their original pattern observations

**Instructions**

How you will complete the activity

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

Reflection

Answer the questions below.

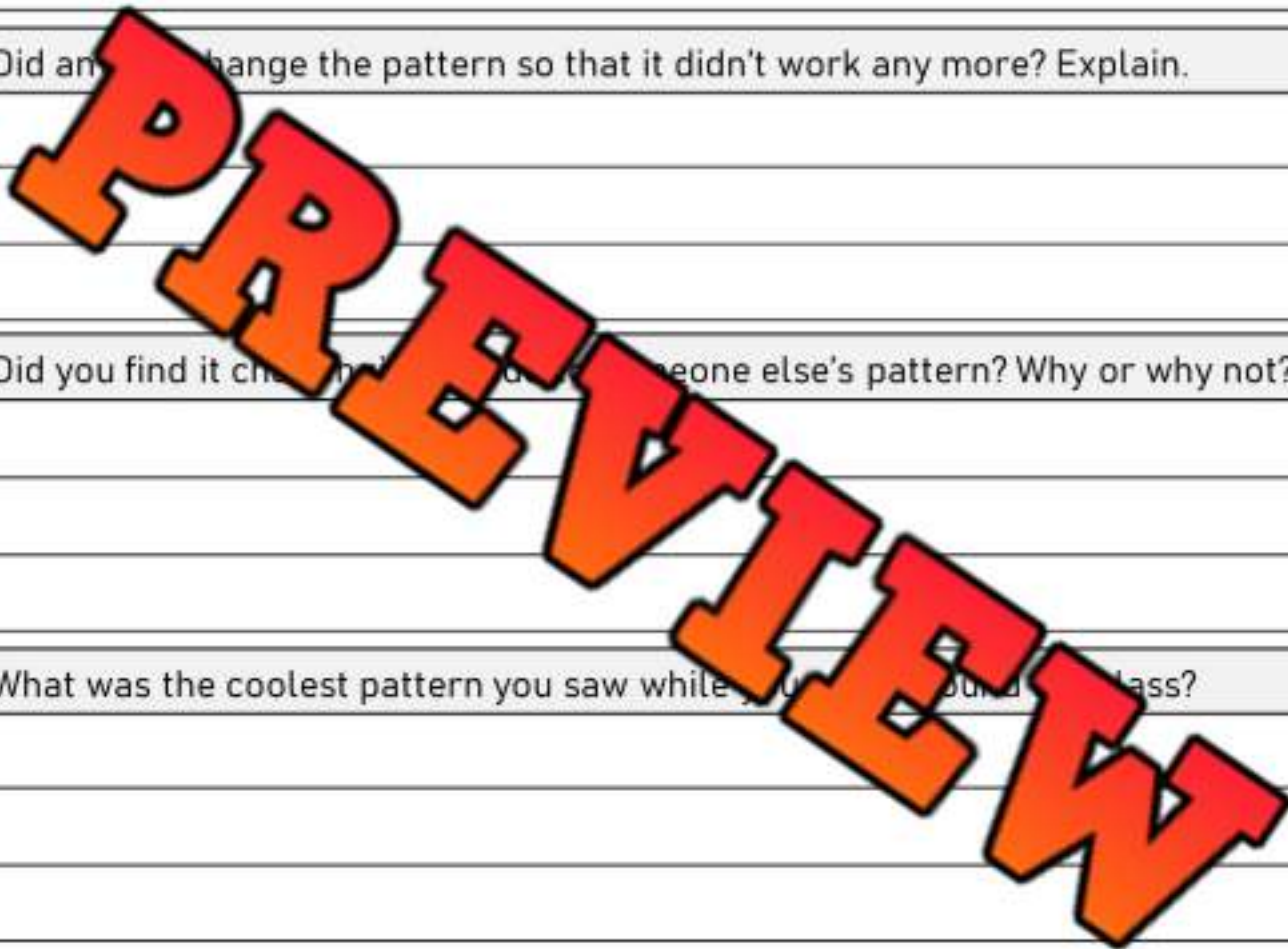
1) Describe the pattern you made.

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

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

4) What was the coolest pattern you saw while you were in class?

5) Draw your favourite pattern below.



Exit Cards

Cut Out

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

Name: _____

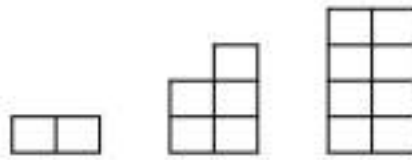
a) Draw the next figure.



b) Write the numerical sequence that represents the picture sequence.

Name: _____

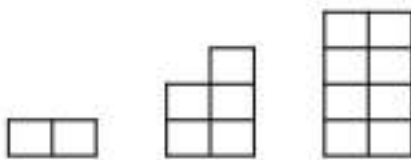
a) Draw the next figure.



b) Write the numerical sequence that represents the picture sequence.

Name: _____

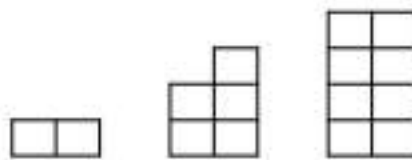
a) Draw the next figure.



b) Write the numerical sequence that represents the picture sequence.

Name: _____

a) Draw the next



b) Write the numerical sequence that represents the picture sequence.

Decreasing Patterns – Emojis

Questions

Draw the missing line of the decreasing pattern

1) Draw the missing line in the pattern.



2) Draw the missing line in the pattern.



3) Draw the missing line in the pattern.



4) Draw the missing line in the pattern.



5) Draw the missing line in the pattern.



6) Draw the missing line in the pattern.



7) Draw the missing line in the pattern.



8) Draw the missing line in the pattern.



Decreasing Patterns

Questions

Fill in the numerical sequences for the patterns below

1) Kerry kept track of how many cookies she ate each day using addition signs.

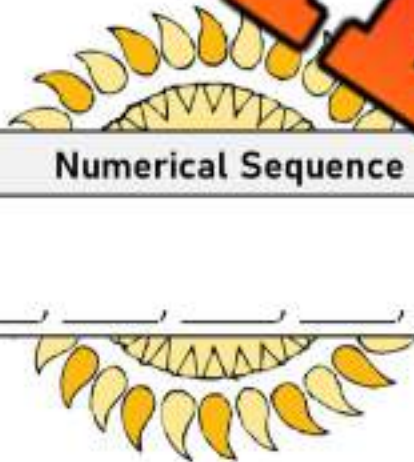


Numerical Sequence



2) Ally writes down how many days it was sunny each month from June – November.

Numerical Sequence



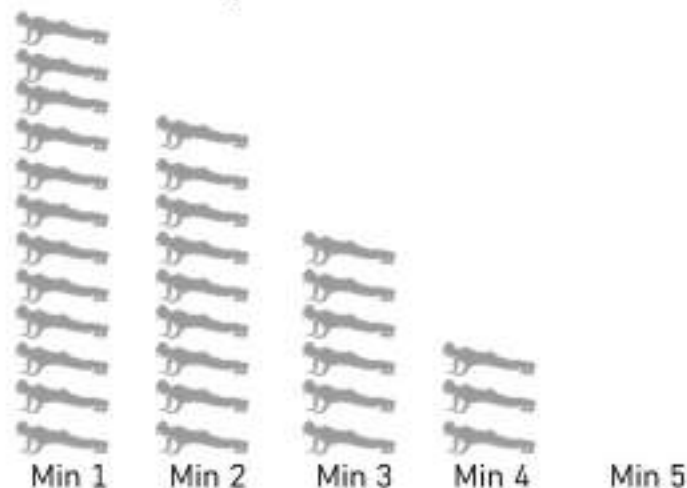
June

July

August



3) Sam counted how many push-ups he could do every minute for 5 minutes.



Numerical Sequence



Hundreds Chart Patterns

Questions

Fill in the missing numbers

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

Directions

Follow the instructions below

1) Colour the odd numbers



2) Colour the even numbers



Hundreds Chart Patterns

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

Directions

Follow the instructions below

A number pattern needs to have a rule that the pattern follows. Colour the numbers in the hundreds chart that show the pattern rule

Rule: start at 5, add 5 each time

Hundreds Chart Patterns

Directions

Follow the instructions below

Colour the pattern rule: start at 3, add 3 each time


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


Colour the pattern rule: start at 1, add 1 each time

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


Increasing Pattern – Numbers to 100**Questions**


Fill in the blanks below

1.  1 7 13 19 _____

2.  23 27 35 _____

3.  42 50 58 66 _____


4.  66 71 76 81 _____

5.  76 79 82 85 _____

PREVIEW


Increasing Pattern – Numbers to 1000**Questions**


Fill in the blanks below

1.  104 112 120 128

2.  24 255 261

3.  406 420 448

4.  686 706 726 746

5.  815 831 847 863

Growing Patterns - Addition

Growing/Increasing Patterns

+10 +10 +10 +10 +10
 \wedge \wedge \wedge \wedge \wedge
 10, 20, 30, 40, 50, 60

+5 +5 +5 +5 +5
 \wedge \wedge \wedge \wedge \wedge
 3, 8, 13, 18, 23, 28



Part 1 Growing Patterns - Addition

1) \wedge \wedge
 2, 4, 6, _____

2) \wedge \wedge
 6, 10, 14, _____, _____, _____

3) \wedge \wedge \wedge \wedge
 10, 15, 20, _____, _____, _____, _____, _____

5) \wedge \wedge \wedge \wedge
 702, 708, 714, _____, _____, _____

6) \wedge \wedge
 8, 10, _____, _____, _____

Part 2 Follow the rule by adding the next number in the

1) (Add 2)

7, 9, 11, _____, _____, _____

2) (Add 3)

22, 25, 28, _____, _____, _____

3) (Add 6)

32, 38, 44, _____, _____, _____

4) (Add 5)

115, 120, 125, _____, _____, _____

5) (Add 10)

604, 614, 624, _____, _____, _____

6) (Add 4)

942, 946, 950, _____, _____, _____

Growing Addition Patterns

$$+4 \quad +4$$



2, 6, 10, 14, 18, 22

Pattern Rule: Start at 2, add 4 each time.



Questions Growing Patterns - Addition

1) 5, 10, 15, _____

Pattern Rule: _____

2) 34, 38, 42, _____

Pattern Rule: _____

3) 83, 90, 97, _____

Pattern Rule: _____

4) 100, 125, 150, _____

Pattern Rule: _____

5) 100, 200, 300, _____

Pattern Rule: _____

6) 12, 20, 28, _____

Pattern Rule: _____

7) 159, 165, 171, _____

Pattern Rule: _____

8) 341, 348, 355, _____

Pattern Rule: _____

PREVIEW

Exit Cards

Cut Out

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

Name: _____

Fill in the blanks by figuring out the pattern rule.

104, 110, 116, _____, _____, _____

Pattern Rule:

Name: _____

Fill in the blanks by figuring out the pattern rule.

104, 110, 116, _____, _____, _____

Pattern Rule:

Name: _____

Fill in the blanks by figuring out the pattern rule.

104, 110, 116, _____, _____, _____

Pattern Rule:

Name: _____

Fill in the blanks by figuring out the pattern rule.

104, 110, 116, _____, _____, _____

Pattern Rule:

PREVIEW

Increasing Patterns Rules – Adding To 100**Questions**

Fill in the blanks by figuring out the pattern rules

12, 15, 18, 21, 24, 27, 30

Start at _____, then add _____ each time

18, 53, 58, 63, 68, 73

Start at _____, then add _____ each time

21, 31, 41, 51, 61, 71, 81

Start at _____, then add _____ each time

37, 43, 49, 55, 61, 67, 73

Start at _____, then add _____ each time

54, 61, 68, 75, 82, 89, 96

Start at _____, then add _____ each time

40, 49, 58, 67, 76, 85, 94

Start at _____, then add _____ each time

Using Pattern Rules – Adding To 1000

Questions

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 215, add 10 each time

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

Pattern Rule: Start at _____, add 6 each time

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

Pattern Rule: Start at 521, add _____ each time

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

Pattern Rule: Start at 675, add 7 each time

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

Pattern Rule: Start at 808, add 3 each time

Pattern Rule – Addition**Part 1**

Continue the growing/increasing patterns below

1) 10, 20, 30, _____, _____, _____

Pattern Rule: Start at 10, add _____ each time

2) 2, 5, 8, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

3) 35, 55, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

4) 150, 160, 170, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

5) 673, 677, 681, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

Part 2

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 20, add 5 each time

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

Pattern Rule: Start at 110, add 7 each time

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

Pattern Rule: Start at 27, add 5 each time

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

Pattern Rule: Start at 546, add 4 each time



Input/Output Table – Pattern Rules



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



Question: Complete the input/output tables below

In	Out
15	
20	
27	
32	

Rule: add 2	
In	Out
5	
14	
27	
3	

Rule: add 4	
In	Out
41	
53	
67	
78	

Rule: add 3	
In	Out
71	
79	
84	
91	

Rule: add 5	
In	Out
50	
65	
80	
95	

Rule: add 10	
In	Out
29	
41	
58	
72	

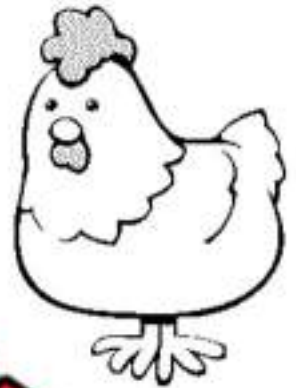
The Egg Challenge

Challenge

Answer the word problem below

If a hen laid 1 egg on Monday, 2 eggs on Tuesday, 3 eggs on Wednesday and the pattern continued, how many eggs would it lay on the Sunday?

PREVIEW



How many days would the hen need to lay 25



Patterning Word Problem - Earnings

Questions

Follow the problem-solving steps below

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

Luna works for 6 days. The first day she made \$25 and on the second day, she had \$50. After the third day she had \$75.

a) How much did she make each day for the 6 days of work?

b) How much did she make each day?



Patterning Word Problem – Growing Hair

Questions

Follow the problem-solving steps below

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

Avery's hair was 150mm long in January. In February, her hair was 162mm long. In March, her hair was 174mm long.

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

b) How long will her hair be in July?



Patterning Word Problem - Snowfall

Questions

Follow the problem-solving steps below

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

The snow fell outside Aidan's house. He records the height of the snow each hour. After the 1st hour, it was 200mm. After the 2nd hour, it was 250mm. After the 3rd hour it was 320mm.

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



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

Exit Cards

Cut Out

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

Name: _____

Solve the word problem below

Kevin practices his piano lessons every day. On the first day, he practices for 15 minutes. Each day, he practices 5 minutes longer than the day before. How many minutes will he practice on the fourth day?

Name: _____

Solve the word problem below

Kevin practices his piano lessons every day. On the first day, he practices for 15 minutes. Each day, he practices 5 minutes longer than the day before. How many minutes will he practice on the fourth day?

Name: _____

Solve the word problem below

Kevin practices his piano lessons every day. On the first day, he practices for 15 minutes. Each day, he practices 5 minutes longer than the day before. How many minutes will he practice on the fourth day?

Name: _____

Solve the word problem below

Kevin practices his piano lessons every day. On the first day, he practices for 15 minutes. Each day, he practices 5 minutes longer than the day before. How many minutes will he practice on the fourth day?

Shrinking Patterns - Subtraction

Shrinking/Decreasing Patterns

-10 -10 -10 -10 -10
 $\wedge \wedge \wedge \wedge \wedge$
 60, 50, 40, 30, 20, 10

-5 -5 -5 -5 -5
 $\wedge \wedge \wedge \wedge \wedge$
 45, 40, 35, 30, 25, 20



Part 1

Fill in the missing numbers in the pattern

1) $\wedge \wedge$
 12, 10, 8, _____

2) $\wedge \wedge$
 23, 19, 15, _____, _____, _____

3) $\wedge \wedge$
 32, 26, 20, _____, _____, _____

4) $\wedge \wedge$
 145, 135, 125, 115, 105, _____, _____, _____

5) $\wedge \wedge$
 156, 148, 140, _____, _____, _____

6) $\wedge \wedge$
 90, 85, 80, 75, 70, _____, _____, _____

Part 2

Follow the rule by adding the next number in the

1) (Subtract 2)

18, 16, 14, _____, _____, _____

2) (Subtract 3)

30, 27, 24, _____, _____, _____

3) (Subtract 5)

38, 33, 28, _____, _____, _____

4) (Subtract 100)

600, 500, 400, _____, _____, _____

5) (Subtract 6)

862, 856, 850, _____, _____, _____

6) (Subtract 4)

378, 374, 370, _____, _____, _____

Decreasing Patterns Rules – Subtracting (1)**Questions**

Fill in the blanks by figuring out the pattern rules

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

Start at _____, then subtract _____ each time

59, 34, 29, 24, 19, 14

Start at _____, then subtract _____ each time

58, 54, 50, 46, 42, 38, 34

Start at _____, then subtract _____ each time

71, 65, 59, 53, 47, 41, 35

Start at _____, then subtract _____ each time

88, 80, 72, 64, 56, 48, 40

Start at _____, then subtract _____ each time

99, 92, 85, 78, 71, 64, 57

Start at _____, then subtract _____ each time

Decreasing Patterns Rules – Subtracting (2)**Questions**

Fill in the blanks by figuring out the pattern rules

152, 148, 144, 140, 136, 132

Start at _____, then subtract _____ each time

358, 348, 338, 328, 318

Start at _____, then subtract _____ each time

482, 473, 464, 454, 447

Start at _____, then subtract _____ each time

775, 769, 763, 757, 751

Start at _____, then subtract _____ each time

842, 839, 836, 833, 830, 827

Start at _____, then subtract _____ each time

955, 946, 937, 928, 919, 910

Start at _____, then subtract _____ each time

Using Pattern Rules – Subtraction (2)

Questions

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 283, subtract 10 each time

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

Pattern Rule: Start at _____, subtract 6 each time

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

Pattern Rule: Start at 541, subtract _____ each time

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

Pattern Rule: Start at 758, subtract 7 each time

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

Pattern Rule: Start at 935, subtract 3 each time

Pattern Rule - Subtraction

Part 1

Continue the shrinking/decreasing patterns below

1) 12, 10, 8, _____, _____, _____

Pattern Rule: Start at 12, subtract _____ each time

2) 22, 19, _____, _____, _____

Pattern Rule: Start at _____ subtract _____ each time

3) 14, 10, 13, _____, _____

Pattern Rule: Start at _____ subtract _____ each time

4) 74, 68, 62, _____, _____

Pattern Rule: Start at _____ subtract _____ each time

5) 133, 123, 113, _____, _____

Pattern Rule: Start at _____ subtract _____ each time

Part 2

Write your own patterns using the pattern rule

1) _____, _____, _____, _____, _____

Pattern Rule: Start at 50, subtract 0 each time

2) _____, _____, _____, _____, _____

Pattern Rule: Start at 236, subtract 6 each time

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 794, subtract 5 each time

4) _____, _____, _____, _____, _____

Pattern Rule: Start at 142, subtract 4 each time

Input/Output Table – Subtraction



Rule: subtract 3	
In	Out
48	45
61	58
71	68
85	82



Question: Complete the input/output tables below

Rule: subtract 2	
In	Out
35	
45	
53	
66	

Rule: subtract 3	
In	Out
12	
19	
26	
34	

Rule: subtract 7	
In	Out
61	
70	
79	
88	

Rule: subtract 4	
In	Out
26	
38	
45	

Rule: subtract 5	
In	Out
55	
64	
71	
77	

Rule: subtract 8	
In	Out
63	
77	
86	
95	

Patterning Subtraction Word Problems – Spending**Questions**

Follow the problem-solving steps below

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

Henry eats the same lunch every day for one week. After his first lunch, he has \$200. After his second lunch, he has \$172. After his third lunch, he has \$144.

a) How much money does Henry have left after his fourth lunch?



b) How much money will Henry have after his 7th lunch?



c) How much does each lunch cost?

Patterning Subtraction Word Problems – Spending**Questions**

Follow the problem-solving steps below

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

Riley runs a half marathon each day for 9 days. After her first day, she had 180km left that she needed to run. After the second day, she had 165km left. After the third day, she had 147km left.

a) How many km did she have left after the fourth day?

b) How many km did she have left after the 7th day?

c) How many km is a half marathon?

Activity Title: Pattern Treasure Hunt

Objective What are we learning about?

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

Materials What you will need for the activity.

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



Instructions How you will complete the activity.

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

Name: _____

67

Curriculum Connection
P3.1

Instructions

Cut out the cards below

1) 3, 6, 9,

2) 10, 20, 30,

3) (Add 5) 5, 10, 15,

4) (Add 4) 28, 32, 36,

5) 100, 90, 80,

6) 100, 90, 80,

7) Pattern Rule: Start at 5, add
5 each time. 5, 10, 15,

8) Pattern Rule: Start at 200,
subtract 10 each time.
200, 190, 180,

PREVIEW

Instructions

Cut out the cards below

9) A printer uses 10 pages of paper less each day due to conservation efforts. If it used 100 pages on Monday, how many pages will it use on Thursday?

10) A bakery makes 200 cupcakes, and each day they make 50 more than the previous day. How many cupcakes do they make on the fourth day?

11) (Add 10) 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

12) (Subtract 5) 55, 50, 45, 40, 35, 30, 25, 20, 15, 10, 5, 0

13) Emma saves \$2 every day. How much will she have after 10 days if she starts with \$5?

14) If a car decreases its speed by 10 km/h every hour from 100 km/h, what is its speed after 3 hours?

15) 12, 24, 36, 48, 60, 72, 84, 96, 108, 120

16) 300, 600, 900, 1200, 1500, 1800, 2100, 2400, 2700, 3000

Instructions

Cut out the cards below

17) Ben reads 2 more pages each day starting with 5 pages. What day will he read 15 pages?

18) Every week, Thomas saves \$5 more than the previous week. If he saved \$10 in the first week, how much will he have saved by the fourth week?

19) _____, _____, 20

20) 420, 440, 460, _____

21) Mike eats 3 more cookies each day, starting with 2 cookies. How many will he eat on the 5th day?

22) _____ each time:
_____ 27 _____

23) (Add 100) 1000, 1100, 1200, _____

24) (Subtract 20) 200, 180, 160, _____

Instructions

Cut out the cards below

25) Leah had \$50. She earns \$10 more each day. How much money will Leah have after 7 days?

26) Pattern Rule: Subtract 2 starting from 18.

_____, _____, _____

27) Sara planted a tree. Each year, the number of trees doubles. How many trees will there be in 3 years?

28) (Add 15) 30, 45, 60,

_____, _____, _____

29) Jake starts with 150 candies and eats 10 each day. How many candies are left after 8 days?

30) Ava starts at 10 and triples her score in each game. What will she have in the 3rd round?

31) Claire collects shells on the beach, doubling her total each day. If she starts with 6 shells on Monday, how many will she have by Wednesday?

32) A garden was planted with 50 flowers. Each day, 5 new flowers bloom. How many flowers will be in the garden after one week?

Pattern Rule – Input/Output Tables



Rule: add 10	
In	Out
20	30
30	40
50	60
90	100



Question: Complete the input/output tables below

In	Out
10	
30	
50	
70	

Rule: subtract 6	
In	Out
148	
132	
115	
109	

Rule: subtract 2	
In	Out
878	
862	
	825
	815

Rule: add 3	
In	Out
3	
12	
27	

Rule: subtract 4	
In	Out
222	
214	
208	
204	

Rule: subtract 6	
In	Out
722	
748	
	766
	792

T-Tables – Drawing Blocks

Questions

Fill in the T-Tables and draw figure 4



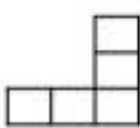
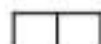


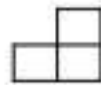
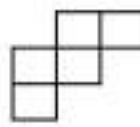
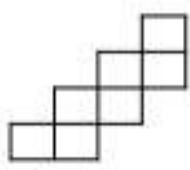

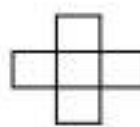
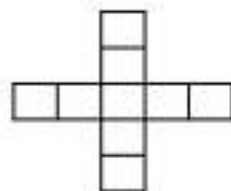
  	Figure 1	Figure 2	Figure 3	Figure 4	Figure	Term Value
					1	
					2	
					3	
					4	
  	Figure 1	Figure 2	Figure 3	Figure 4	Figure	Term Value
					1	
					2	
					3	
					4	
  	Figure 1	Figure 2	Figure 3	Figure 4	Figure	Term Value
					1	
					3	
					4	
  	Figure 1	Figure 2	Figure 3	Figure 4	Figure	Term Value
					1	
					2	
					3	
					4	

Table of Values – Term Numbers/Values

Questions

Fill in the table of values below

Term Number	Term Value
1	1
2	3
3	5
4	
5	
6	

Term Number	Term Value
1	10
2	16
3	22
4	
5	
6	

Term Number	Term Value
1	75
2	71
3	67
4	
5	
6	

Term Number	Term Value
1	89
2	79
3	69
4	
5	
6	

Term Number	Term Value
1	242
2	250
3	
4	266
5	
6	
10	

Term Number	Term Value
1	545
2	540
3	
4	
5	525
6	
10	

Table of Values – Term Numbers/Values

Term Numbers and Term Values

Courtney's height in cm was measured each year on her birthday. Check out how her height increased each year below.

40, 60, 80, 100, 120, 140 - **Term Values** (height)

(1) (2) (3) (4) (5) (6) - **Term Numbers** (year)

The **term numbers** label each term value starting at the first term value. The **term values** are the numbers that are next to the term numbers.

Term Number	Term Value
1	40
2	60
3	80
4	100
5	120
6	140

Term Number (Day)	Term Value (Money Made)

1) The school bake sale was 5 days long. They made \$30 each day. Check out the data set to see how much money they made.

30, 60, 90, 120, 150

- How much money did the school make total after 5 days?
- How much money did they make after day 5?
- How many days would they have made after 10 days?

2) James scored 10 points in each of his games this season. A running total of his total points is listed below.

10, 20, 30, 40, 50

- How many total points did he score after game two?
- How many total points did he score after game five?
- How many games would he have to play to score 100 points?

Term Number (Game)	Term Value (Total Points)

Patterning – Word Problems

Questions

Answer the questions below

1) Jill's pool uses 2 chlorine pucks in May, 5 pucks in June, and 8 pucks in July. If the pattern continued, how many pucks would Jill use in August and November?



August: _____

November: _____

2) Henry's pizza store sells a certain number of pizzas each week. He sells 8 pizzas on Monday, 15 pizzas on Tuesday, 22 pizzas on Wednesday, and 29 pizzas on Thursday. If the pattern continues, how many pizzas will he sell on Friday?



Bonus: How many pizzas will he sell for the week?

3) Sam starts with 150 dollars at the start of the week. He spends 5 dollars on Monday, 10 dollars on Tuesday, 15 dollars on Wednesday, and 20 dollars on Thursday. How much money did he spend on Friday?

Bonus: How much money did he have left on Sunday?

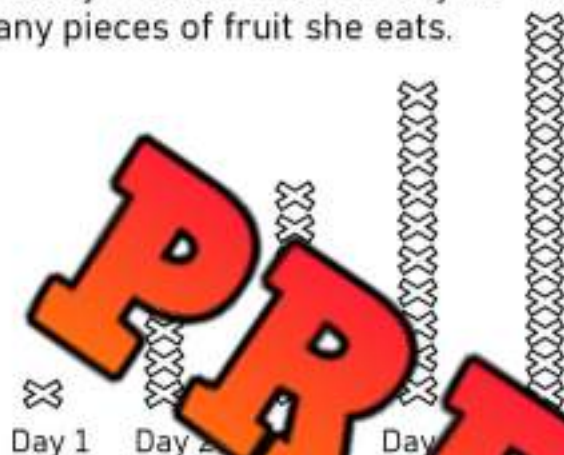


Algebra Quiz - Patterning

Part 1

Fill in the numerical sequences for the patterns below

1) Stacy marks an x each day for how many pieces of fruit she eats.



Numerical Sequence

Numerical Sequence

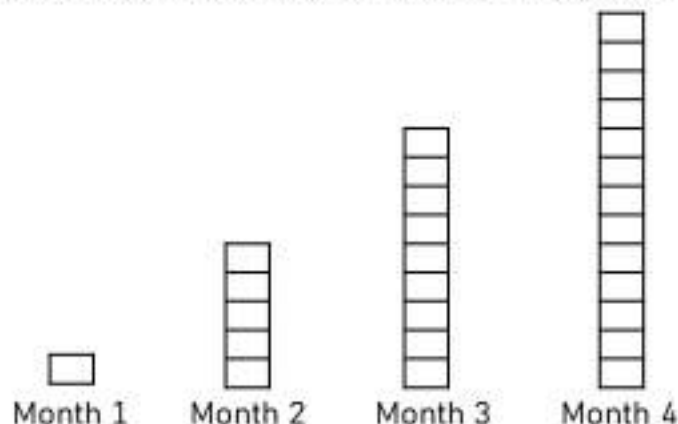
2) Jane kept track of how many times she whirled in an hour



Numerical Sequence

Numerical Sequence

3) Chris puts a rectangle for every book he reads in the first 5 months of school.



Numerical Sequence

Numerical Sequence

Part 2

Follow the rule by adding or subtracting to find the next number

1) (Add 5)

3, 8, 13, _____, _____, _____

2) (Add 3)

123, 126, 129, _____, _____, _____

3) (Add 6)

302, 308, _____, _____, _____

4) (subtract 2)

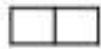
18, 16, 14, _____, _____, _____

5) (subtract 10)

660, 650, 640, _____, _____, _____

6) (subtract 4)

546, 542, 538, _____, _____, _____



7) Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6

Part 3

Solve the word problem below. Show your work.

Luca buys a coffee each day before work. On day one, he has \$220. On day two, he had \$214. On day 3, he had \$208.

a) How much money will he have on day 4?

b) How much money will he have on day 7?

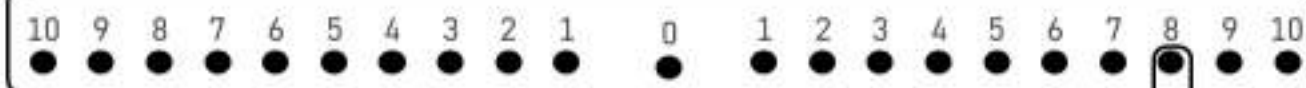
c) What is the pattern rule?

Balance Pan Equations

Questions

How many ways can you balance the equation to equal 8

1)



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

2)



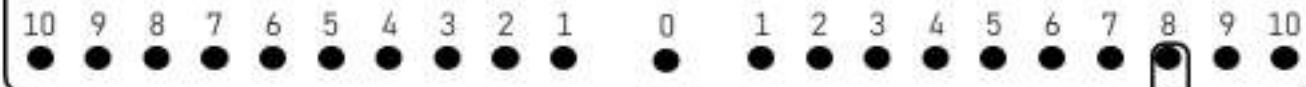
$$\underline{\quad} + \underline{\quad} = 8$$

3)



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

4)



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

Balance Pan Equations

Questions

Balance the equations below

1)



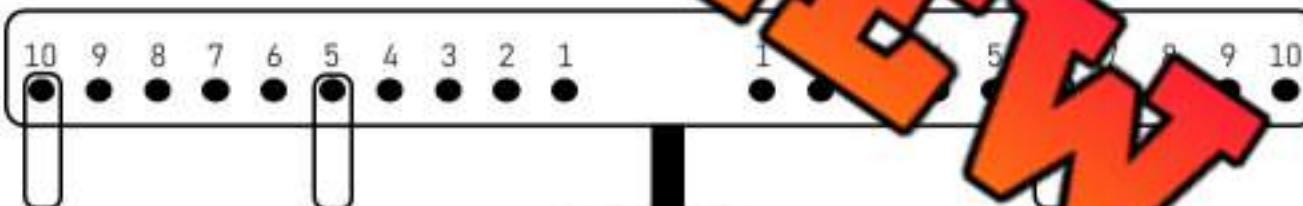
$$7 + 4 = \underline{\quad} + 5$$

2)



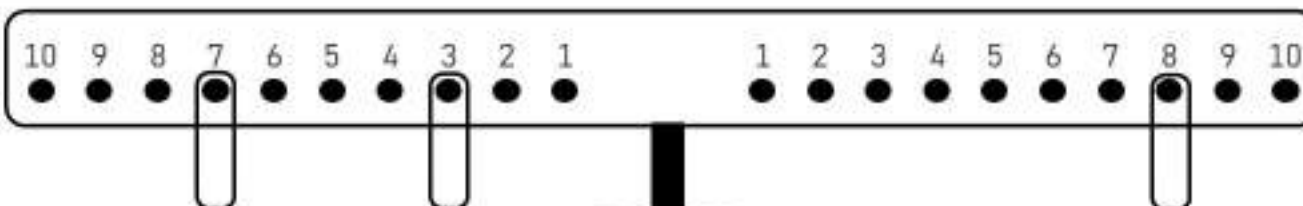
$$5 + 4 = 3 + \underline{\quad}$$

3)



$$10 + 5 = \underline{\quad} + 6$$

4)

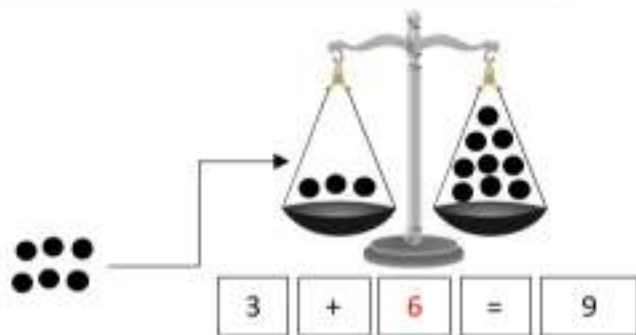


$$7 + 3 = 8 + \underline{\quad}$$

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?



$$7 + \square = 11$$



$$5 + \square = 10$$



$$6 + \square = 14$$



$$6 + \square = 8$$



$$6 + \square = 13$$



$$2 + \square = 12$$



$$4 + \square = 10$$



$$3 + \square = 14$$



$$1 + \square = 12$$

Pre-Algebra – Balancing Addition Equations

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

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

Examples:

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

Questions

Fill in the missing number to balance the equation

1) 3

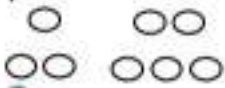


+



=

2) 3 + 5 =



3) 6 + 5 =



4) 1 + = 7



=

7

5) 4 + = 10

4

=

10

6) 4 + = 11

4

=

11

7) + 8 = 12

+

8

=

12

8) + 6 + 7 = 12

+

6

+

7

=

12

10) + 1 = 9

+

1

=

9

11) 3 + = 8

3

+

=

8



12) 7 + 7 =

7

+

7

=



13) + 8 = 16

+

8

=

16

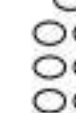
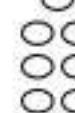
14) 7 + = 11

7

+

=

11



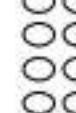
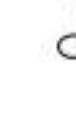
15) 3 + 12 =

3

+

12

=



Addition to 100 – Are They Equal?

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

$15 + 7 = 22$

$28 + 4 \neq 33$

$44 + 6 = 50$



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

1) $15 + 5 = 20$

2) $17 + 4 = 21$

3) $23 + 7 = 29$

4) $21 + 6 = 27$

5) $10 + 10 = 20$

6) $23 + 10 = 33$

7) $19 + 6 = 26$

8) $26 + 5 = 31$

9) $39 + 7 = 46$

10) $58 + 6 = 66$

11) $61 + 5 = 66$

12) $70 + 20 = 90$

13) $60 + 10 = 70$

14) $81 + 0 = 81$

15) $84 + 3 = 88$

16) $90 + 7 = 96$

17) $94 + 5 = 99$

18) $87 + 10 = 97$

Pre-Algebra – Change Unknown

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

Examples:

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

$$\begin{array}{c} 30 \\ \wedge \\ 22 + 8 = 30 \end{array}$$

Questions

Fill in the missing number to balance the equation

1) $5 + \underline{\quad} = \underline{\quad}$

2) $3 + \underline{\quad} = 7$

3) $7 + \underline{\quad} = 14$

5) $12 + \underline{\quad} = 17$

6) $\underline{\quad} + \underline{\quad} = 22$

7) $18 + \underline{\quad} = 25$

8) $15 + \underline{\quad} = \underline{\quad}$

9) $13 + \underline{\quad} = 18$

10) $17 + \underline{\quad} = 24$

11) $25 + \underline{\quad} = 32$

12) $31 + \underline{\quad} = 38$

13) $44 + \underline{\quad} = 51$

14) $53 + \underline{\quad} = 62$

Pre-Algebra – Start Unknown

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

Examples:

$$\begin{array}{c} 17 \\ \wedge \\ 10 + 7 = 17 \end{array}$$

$$\begin{array}{c} 30 \\ \wedge \\ 7 + 23 = 30 \end{array}$$

Questions Fill in the missing number to balance the equation

1) _____ =

2) _____ + 2 = 8

3) _____ + 6 =

_____ + 5 = 7

5) _____ + 9 = 13

6) _____ = 13

7) _____ + 7 = 15

8) _____ +

9) _____ + 6 = 24

10) _____ + 5 = 28

11) _____ + 5 = 25

12) _____ + 7 = 32

13) _____ + 11 = 43

14) _____ + 13 = 48

Exit Cards

Cut Out

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

Name: _____

Fill in the missing number to balance the equation

- a) _____
- b) $38 + 21 = \underline{\hspace{1cm}} + 11$
- c) $45 + \underline{\hspace{1cm}} = 67$
- d) $\underline{\hspace{1cm}} + 4 = 35 + 20$

Name: _____

Fill in the missing number to balance the equation

- a) $14 + 26 = \underline{\hspace{1cm}}$
- b) $38 + 21 = \underline{\hspace{1cm}} + 11$
- c) $45 + \underline{\hspace{1cm}} = 67$
- d) $\underline{\hspace{1cm}} + 4 = 35 + 20$

Name: _____

Fill in the missing number to balance the equation

- a) $14 + 26 = \underline{\hspace{1cm}}$
- b) $38 + 21 = \underline{\hspace{1cm}} + 11$
- c) $45 + \underline{\hspace{1cm}} = 67$
- d) $\underline{\hspace{1cm}} + 4 = 35 + 20$

Name: _____

Fill in the missing number to balance the equation

- a) $14 + 26 = \underline{\hspace{1cm}}$
- b) $38 + 21 = \underline{\hspace{1cm}} + 11$
- c) $45 + \underline{\hspace{1cm}} = 67$
- d) $\underline{\hspace{1cm}} + 4 = 35 + 20$

Algebra Jeopardy

Objective

What are we learning about?

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

Materials

What materials 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
$__ + 3 = 5$	$__ + 7 = 20$	$10 + __ = 45$	$20 + __ + 15 = 68$	$3 + __ = 7 + 5$
$__ + 15 = __$	$__ + 12 = 29$	$18 + __ = 53$	$25 + 18 + __ = 100$	$__ + 18 = 50 + 13$
$7 + __ = 10$	$16 + __ = 30$	$9 + __ = 65$	$32 + 25 + __ = 95$	$4 + __ = 11 + 9$
$__ + 6 = 9$	$__ + 20 = 40$	$__ + 5 = 10$	$1 + 22 + __ = 58$	$29 + __ = 12 + 47$
Sam has 6 marbles and finds 11 more. How many does he have now?	Lisa had \$21 and earned \$10 more. Total money?	Max had 30 pencils, he bought 26 more. How many total pencils does he have now?	5 birds sat on a tree. 12 more joined. How many birds are now sitting on the tree?	A farmer had 62 chickens and bought 15 more. How many chickens does he have now?
If Alex has 12 apples and buys 12 more, how many does he have?	Jane had 24 candies and found 13 more. How many does she now have in total?	Tom read 33 pages, then read 22 more. How many total pages did he read?	Lily collected 41 seashells, then 23 more. How many total does she have now?	If a baker baked 68 pies and then baked 24 more, how many pies are there?

Addition Expressions – Equal?

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



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

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

1) $10 + 11 =$

8) $16 + 7 = 11 + 11$

2) $27 + 3 = 15 +$

9) $26 + 5 = 24 + 7$

3) $38 + 10 = 42 + 7$

10) $10 + 62 = 8$

4) $67 + 7 = 65 + 9$

11) $40 + 3 =$

5) $51 + 5 = 11 + 45$

12) $66 + 13 = 4 + 75$

6) $83 + 4 = 70 + 16$

13) $60 + 23 = 53 + 30$

7) $13 + 15 = 11 + 17$

14) $16 + 7 = 11 + 11$

Addition – Which Equation Matches?

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

Example:

$4 + 7$

$9 + 2$

$5 + 5$



Questions Circle the equation that matches the shaded in equation

1)	$25 + 7$	$16 + 12$	$24 + 5$
----	----------	-----------	----------

2)	$46 + 6$	$40 + 7$	$44 + 3$
----	----------	----------	----------

3)	$52 + 14$	$57 + 18$	$61 + 5$
----	-----------	-----------	----------

4)	$63 + 12$	$45 + 35$	
----	-----------	-----------	--

5)	$82 + 12$	$70 + 24$	$55 + 40$
----	-----------	-----------	-----------

6)	$68 + 13$	$75 + 7$	$61 + 20$
----	-----------	----------	-----------

7)	$53 + 22$	$40 + 35$	$55 + 21$
----	-----------	-----------	-----------

Addition – Using Symbols

When we do not know the value of an addend in a question, we can use any symbol to replace the unknown.



Part 1

Find out the value of the symbol

1) $35 + \square = 70$ =	2) $17 + \text{yellow circle} = 24$ $\text{yellow circle} =$	3) $\text{blue circle} + 42 = 55$ $\text{blue circle} =$
4) $27 + \text{blue diamond} = 47$ $\text{blue diamond} =$	5) $11 + \text{green circle} = 16$ $\text{green circle} =$	6) $65 + \text{red circle} = 75$ $\text{red circle} =$
7) $\text{orange diamond} + 88 = 98$ =	8) $51 + \text{blue diamond} = 62$ $\text{blue diamond} =$	9) $\text{orange circle} + 72 = 81$

Part 2

Write your own questions using any symbol you want and to answer.

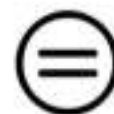
1)

2)

Addition - Find the Variable

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

Example: $8 + n = 15$



We can figure out the unknown number by balancing the equation. In this equation, $n = 7$.

Question: Find the value of the variable

$7 + n = 7$ $n =$	$4 + 5 = 12$ $n =$	$22 + n = 30$ $n =$
$12 + 12 = p$ $p =$	$4 + 5 = 12$ $p =$	$p + 13 = 25$ $p =$
$15 + y = 30$ $y =$	$y + 14 = 25$ $y =$	$1 + 95 = y$ $y =$
$78 + t = 92$ $t =$	$14 + t = 28$ $t =$	$60 + 15 = t$ $t =$
$114 + a = 117$ $a =$	$135 + a = 150$ $a =$	$150 + a = 172$ $a =$
$22 + 165 = s$ $s =$	$121 + s = 143$ $s =$	$133 + s = 141$ $s =$

Exit Cards

Cut Out

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

Name: _____

Find out the value of the variables

a) $n + 4 = 12$ $n =$ _____

b) $7 + y = 19$ $y =$ _____

c) $61 + t = 75$ $t =$ _____

d) $s + 140 = 172$ $s =$ _____

Name: _____

Find out the value of the variables

a) $n + 4 = 12$ $n =$ _____

b) $7 + y = 19$ $y =$ _____

c) $61 + t = 75$ $t =$ _____

d) $s + 140 = 172$ $s =$ _____

Name: _____

Find out the value of the variables

a) $n + 4 = 12$ $n =$ _____

b) $7 + y = 19$ $y =$ _____

c) $61 + t = 75$ $t =$ _____

d) $s + 140 = 172$ $s =$ _____

Name: _____

Find out the value of the variables

a) $n + 4 = 12$ $n =$ _____

b) $7 + y = 19$ $y =$ _____

c) $61 + t = 75$ $t =$ _____

d) $s + 140 = 172$ $s =$ _____

Using Variables to Solve Addition Equations

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

$$a + b + c = ?$$

$$5 + 3 + 7 = 15$$

$a = 5$

$b = 3$

$c = 7$



Questions Find out the value of the variable

$a + b + c = 15 \quad a = 8 \quad c = 2$

$_____ + _____ + _____ = _____$

$n + y + t = 20 \quad n = 5 \quad y = 10 \quad t = 5$

$_____ + _____ + _____ = _____$

$c + r + p = 25 \quad c = 4 \quad r = 12 \quad p = 8$

$_____ + _____ + _____ = _____$

$g + h + k = 20 \quad g = 8 \quad h = 4 \quad k = 8$

$_____ + _____ + _____ = _____$

$e + c + g = 30 \quad e = 13 \quad c = 7 \quad g = 10$

$_____ + _____ + _____ = _____$

$a + b + c = 15 \quad a = 8 \quad b = 8 \quad c = 3$

$_____ + _____ + _____ = _____$

$a + b + c = 29 \quad a = 5 \quad b = 12 \quad c = 12$

$_____ + _____ + _____ = _____$

$n + y + t = 25 \quad n = 5 \quad y = 10 \quad t = 5$

$_____ + _____ + _____ = _____$

$c + r + p = 22 \quad c = 4 \quad r = 8 \quad p = 21$

$_____ + _____ + _____ = _____$

$g + h + k = 28 \quad g = 8 \quad h = 10 \quad k = 10$

$_____ + _____ + _____ = _____$

$e + c + g = 38 \quad e = 13 \quad c = 15 \quad g = 10$

$_____ + _____ + _____ = _____$

$a + b + c = 40 \quad a = 5 \quad b = 15 \quad c = 20$

$_____ + _____ + _____ = _____$

Word Problems – Writing Addition Equations

Questions

Answer the questions below

1) Steve and James love video games. Steve has 8 games. Steve and James have 18 games in total. Which equation will tell us how many games James has?

$$j + 8 = 18$$

$$8 + 18 = j$$

$$8 + j = 18$$

$$8 - j = 18$$



2) Jen and Rebecca are baking cookies. Rebecca made 20 cookies. They made 50 total cookies. Which equation will tell us how many cookies Jen made?

$$20 + j = 50$$

$$50 + c = 20$$

$$20 + c = 50$$

$$c - 20 = 50$$



3) Scott and Luke love hockey cards. Scott has 25 cards and Luke has 50 cards. Which equation will tell us how many total cards they have?

$$c + 25 = 50$$

$$25 + c = 50$$

$$25 + c = 50$$

$$25 + 50 = c$$



4) Adam and Henry went Trick or Treating. Henry got 62 candies. How many candies did they have in total? Which equation will tell us how many candies Adam got?

$$62 + c = 121$$

$$62 + 121 = c$$

$$c + 62 = 121$$

$$62 - c = 121$$



5) Sam scored 15 points in his basketball game. He had 5 points in the first half. Which equation will tell us how many points he had in the second half?

$$p + 5 = 15$$

$$5 + 15 = p$$

$$5 - p = 15$$

$$5 + p = 15$$

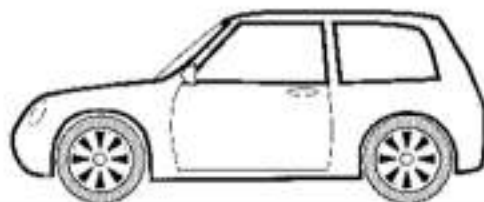


Word Problems – Solving Addition Equations

Questions

Answer the questions below

1) Tim drove 31km to get to work. Then he drove to the store. When he got to the store, he had driven 58 km in total. How many km did he drive to the store?



2) Steve got 25 points for beating level 1 in a video game. He got 33 more points for beating level 2. How many points did he have after level 2?



Bonus – He had 78 total points after beating level 3. How many points did he get in level 3?

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



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?



$$11 - \square = 8$$



$$8 - \square = 4$$



$$10 - \square = 4$$



$$9 - \square = 1$$



$$11 - \square = 4$$



$$13 - \square = 3$$



$$11 - \square = 4$$



$$14 - \square = 2$$



$$6 - \square = 0$$

Subtraction – Are They Equal?

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

$7 - 2 = 5$

$25 - 6 \neq 18$

$15 - 11 = 4$

Questions

Put an x through the equal sign if it is not balanced

1) $6 - 5 = 1$	2) $10 - 4 = 6$	3) $16 - 5 = 12$
4) $23 - 6 = 16$	5) $20 - 4 = 16$	6) $19 - 3 = 16$
7) $32 - 4 = 28$	8) $23 - 3 = 20$	9) $28 - 4 = 24$
10) $43 - 10 = 33$	11) $45 - 4 = 42$	12) $50 - 3 = 47$
13) $53 - 4 = 49$	14) $68 - 4 = 65$	15) $56 - 6 = 51$
16) $75 - 0 = 75$	17) $100 - 1 = 99$	18) $116 - 5 = 111$
19) $109 - 4 = 104$	20) $127 - 6 = 121$	21) $175 - 6 = 159$

Exit Cards

Cut Out

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

Name: _____

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

- a) $76 - 5 = 7$
- b) $92 - 4 = 88$
- c) $90 - 4 = 100 - 14$
- d) $35 - 1 = 80 - 36$

Name: _____

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

- a) $76 - 5 = 78$
- b) $92 - 4 = 88$
- c) $90 - 4 = 100 - 14$
- d) $35 - 1 = 80 - 36$

Name: _____

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

- a) $76 - 5 = 78$
- b) $92 - 4 = 88$
- c) $90 - 4 = 100 - 14$
- d) $35 - 1 = 80 - 36$

Name: _____

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

- a) $76 - 5 = 78$
- b) $92 - 4 = 88$
- c) $90 - 4 = 100 - 14$
- d) $35 - 1 = 80 - 36$

Pre-Algebra – Balancing Addition Equations

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

Examples:

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

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

Questions Fill in the missing number to balance the equation

1) $4 - 2 =$ _____



2) $3 - 3 =$ _____



3) $5 - 2 =$ _____



4) $7 -$ _____ $= 3$



5) $8 -$ _____ $= 4$



6) $10 -$ _____ $= 6$



7) _____ $- 6 = 3$



8) _____ $- 9 = 2$



9) _____ $- 10 =$ _____



10) _____ $- 4 = 7$



11) $9 -$ _____ $= 4$



12) $10 - 2 =$ _____



Pre-Algebra – Change Unknown

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

Examples:

$$\begin{array}{r} 6 \\ \wedge \\ 13 - 7 = 6 \end{array}$$

$$\begin{array}{r} 14 \\ \wedge \\ 22 - 8 = 14 \end{array}$$

Question: Find the missing number to balance the equation

1) $9 - \underline{\quad} = 4$

2) $8 - \underline{\quad} = 4$

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

4) $11 - \underline{\quad} = 7$

5) $13 - \underline{\quad} = 6$

6) $18 - \underline{\quad} = 11$

7) $21 - \underline{\quad} = 15$

8) $24 - \underline{\quad} = 9$

9) $26 - \underline{\quad} = 19$

10) $32 - \underline{\quad} = 28$

11) $36 - \underline{\quad} = 29$

12) $48 - \underline{\quad} = 38$

13) $59 - \underline{\quad} = 51$

14) $75 - \underline{\quad} = 62$

Pre-Algebra – Start Unknown

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

Examples:

$$\begin{array}{c} 10 \\ \wedge \\ 17 - 7 = 10 \end{array}$$

$$\begin{array}{c} 30 \\ \wedge \\ 30 - 23 = 7 \end{array}$$

Question: Fill in the missing number to balance the equation

1) _____ - _____ = _____

2) _____ - 4 = 7

3) _____ - 5 = 10

4) _____ - 3 = 8

5) _____ - 7 = 13

6) _____ - 6 = 2

7) _____ - 4 = 15

8) _____ - 5 = _____

9) _____ - 6 = 24

10) _____ - 5 = 25

11) _____ - 8 = 25

12) _____ - 9 = 40

13) _____ - 12 = 43

14) _____ - 13 = 62

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.

Material

What you will need for the activity.

- Index cards
- Markers
- Timer (optional)
- Whiteboard or chalkboard (for writing results)



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 given a set of number cards and operation cards. Optional: hand out more than 1 set to each group.
3. Write a target number on the board that each group needs to reach using the cards provided.
4. Set a timer for 5 minutes. Each group must try to arrange their cards into as many correct equations as possible that equal the target number.
5. At the end of the timer, ask each group to share their equations with the class. Verify the correctness of each equation.
6. Groups earn points for each correct equation they create. Bonus points if they use all their cards.
7. The group with the most points at the end wins.

Name: _____

Index Cards

Cut out the index cards below

0

1

2

3

4

6

7

8

9

+

+

-

+

-

PREVIEW

Subtraction Expressions – Equal?

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

Examples: $8 - 5 = 9 - 6$ $10 - 5 \neq 7 - 1$

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

1) $15 - 17$

7) $25 - 3 = 26 - 3$

2) $37 - 5 = 38 - 6$

8) $27 - 5 = 28 - 6$

3) $58 - 11 = 55 - 7$

9) $17 - 13$

4) $70 - 7 = 80 - 17$

10) $39 - 14 = 40 - 15$

5) $78 - 5 = 82 - 8$

11) $86 - 5 = 94 - 13$

6) $95 - 15 = 100 - 18$

12) $100 - 12 = 95 - 7$

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

- a) $34 - 7 = 30 - 4$
b) $44 - 15 = 36 - 11$
c) $75 - 26 = 56 - 9$
d) $96 - 14 = 90 - 7$

Name: _____

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

- a) $34 - 7 = 30 - 4$
b) $44 - 15 = 36 - 11$
c) $75 - 26 = 56 - 9$
d) $96 - 14 = 90 - 7$

Name: _____

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

- a) $34 - 7 = 30 - 4$
b) $44 - 15 = 36 - 11$
c) $75 - 26 = 56 - 9$
d) $96 - 14 = 90 - 7$

Name: _____

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

- a) $34 - 7 = 30 - 4$
b) $44 - 15 = 36 - 11$
c) $75 - 26 = 56 - 9$
d) $96 - 14 = 90 - 7$

Subtraction – Which Equation Matches?

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

Example:

$9 - 4$

$8 - 3$

$10 - 6$



Question Choose the equation that matches the shaded in equation

1)

$24 - 13$

$27 - 15$

2)

$28 - 14$

$27 - 13$

3)

$30 - 12$

$39 - 18$

$39 - 21$

4)

$47 - 12$

$46 - 11$

5)

$62 - 13$

$61 - 12$

$63 - 15$

6)

$85 - 15$

$90 - 15$

$90 - 20$

7)

$99 - 15$

$98 - 13$

$90 - 6$

Matching Game: Do The Equations Match

Objective

What are we learning about?

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

Materials

What will need for the activity.

- Pre-prepared pre- $\frac{1}{2}$ size 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

$10 + 15$

$20 + 5$

$25 - 5$

$18 + 22$

$15 + 5$

$50 - 25$

$45 - 20$

$11 + 13$

$19 + 5$

PREVIEW

Cards

Matching Game Cards

$45 - 15$

$35 - 5$

$20 + 19$

$60 - 20$

$50 - 10$

$14 + 25$

$27 + 12$

$100 - 30$

$85 - 15$

PREVIEW

Name: _____

120

Curriculum Connection
P3.2

Cards

Matching Game Cards

$19 + 18$

$30 + 7$

$68 - 3$

$42 + 18$

$75 + 5$

$90 - 45$

$75 - 30$

$64 + 18$

$73 + 9$

PREVIEW

Subtraction – Using Symbols

**Part 1**

Find out the value of the symbol

1) $\bullet - 10 = 18$ $\bullet =$	2) $42 - \blacktriangle = 30$ $=$	3) $80 - \bullet = 65$ $\bullet =$
4) $\blacktriangle = 12$ $\blacktriangle =$	5) $\blacklozenge - 11 = 29$ $=$	6) $90 - 70 = \blacklozenge$ $=$
7) $54 - \blacktriangle = 50$ $\blacktriangle =$	8) $\bullet - \bullet = 12$ $\bullet =$	9) $78 - \bullet = 64$ $\bullet =$

Part 2

Write your own questions using any symbols you want. Then get a friend to answer.

1)	2)
3)	4)

Subtraction – Find the Variable

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

Example: $18 - n = 5$

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

Question: Find the value of the variable

$27 - n = 12$ $n =$	$n - 5 = 5$	$22 - n = 10$ $n =$
$25 - 10 = p$ $p =$	$11 - p = 4$ $p =$	$p - 8 = 15$ $p =$
$31 - y = 30$ $y =$	$y - 14 = 7$ $y =$	$35 = y$
$65 - t = 51$ $t =$	$88 - t = 58$ $t =$	$74 - t = 36$ $t =$
$124 - a = 117$ $a =$	$150 - a = 135$ $a =$	$163 - a = 151$ $a =$
$176 - 165 = s$ $s =$	$185 - s = 171$ $s =$	$124 - s = 99$ $s =$

Using Variables to Solve Subtraction Equations

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

$$\begin{array}{l} a - b = c \quad a = 7 \quad b = 4 \\ 7 - 4 = c \\ c = 3 \end{array}$$



Question Find out the value of the variable

$a - b = c \quad a = 7 \quad b = 4$ $\underline{\quad} - \underline{\quad} = c$ $c =$	$e - n = f \quad e = 10 \quad n = 5$ $\underline{\quad} - \underline{\quad} = f$ $f =$
$r - y = k \quad r = 16 \quad y = 4$ $\underline{\quad} - \underline{\quad} = k$ $k =$	$t - g = h \quad t = 18 \quad g = 6$ $\underline{\quad} - \underline{\quad} = h$ $h =$
$a - b = c \quad a = 15 \quad b = 8$ $\underline{\quad} - \underline{\quad} = c$ $c =$	$e - n = f \quad e = 10 \quad n = 6$ $\underline{\quad} - \underline{\quad} = f$ $f =$
$r - y = k \quad r = 35 \quad y = 4$ $\underline{\quad} - \underline{\quad} = k$ $k =$	$t - g = h \quad t = 20 \quad g = 5$ $\underline{\quad} - \underline{\quad} = h$ $h =$
$a - b = c \quad a = 46 \quad b = 5$ $\underline{\quad} - \underline{\quad} = c$ $c =$	$e - n = f \quad e = 57 \quad n = 7$ $\underline{\quad} - \underline{\quad} = f$ $f =$
$r - y = k \quad r = 76 \quad y = 5$ $\underline{\quad} - \underline{\quad} = k$ $k =$	$t - g = h \quad t = 68 \quad g = 4$ $\underline{\quad} - \underline{\quad} = h$ $h =$

Word Problems – Writing Subtraction Equations

Questions

Answer the questions below

1) Harry bought 15 donuts. Him and a friend ate 5 of them. Which equation will tell us how many donuts there are left?

$$d - 5 = 15$$

$$15 - 5 = d$$

$$5 + d = 15$$

$$5 - d = 15$$

2) Ken and his friends were having a fire. They had 18 logs for the fire. After the fire, they had 4 left. Which equation tells us how many logs they burned?

$$b - 4 = 18$$

$$18 - 4 = b$$

$$18 - b = 4$$

$$4 - b = 18$$



3) Tom collected 73 shells on the beach and gave some to his sister. Now he has 60 shells left. Which equation tells us how many shells he gave to his sister?

$$73 - s = 60$$

$$s - 60 = 73$$

$$s - 60 = 73$$

$$73 - s = 60$$

4) Courtney saved 75 dollars. She bought a new sweater. She has 45 dollars left. Which equation tells us how much the sweater cost?



$$75 - s = 45$$

$$75 - 45 = s$$

$$45 + s = 75$$

$$s - 45 = 75$$

5) The movie is 93 minutes long. They have watched 31 minutes. Which equation tells us how many minutes are left?

$$m - 31 = 93$$

$$93 - 31 = m$$

$$31 + m = 93$$

$$31 - m = 93$$



Word Problems – Solving Subtraction Equations

Questions

Answer the questions below

1) Mrs. Wilson had 48 pencils at the start of the school year. She gave all the kids in her class 1 pencil. She now has 28 pencils. How many students are in Mrs. Wilson's class?



2) Hudson saved 86 dollars and bought a toy for 35 dollars. How many dollars does he have left?



Bonus: He saved 15 more dollars. Can he buy a new toy for 35 dollars?

3) The grade 3 class planted 79 tomato seeds but only 57 tomato plants grew. How many plants did not grow?



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
- Separate sheets of paper for answers
- Pencils

**Instructions**

How do you complete the activity?

1. Introduce the concepts covered in the lesson.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet to document their answers.
4. Encourage teamwork by having students collaborate on their problem-solving process.
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:

$$14 - p = 10$$

solve for p

- a) 1 b) 4 c) 5

Card 2:

$$80 - \bullet = 65$$

solve for \bullet

- a) 15 b) 25 c) 35

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

- a) 4 b) 2

Card 4:

$$x + 45 = 76$$

solve for x

- a) 31 b) 31 c) 41

Card 5:

$$31 + y = 58$$

solve for y

- a) 17 b) 27 c) 37

solve for z

- a) 33 b) 23 c) 43

Card 7:

$$18 - a = 9$$

solve for a

- a) 9 b) 7 c) 11

Card 8:

$$b + 16 = 24$$

solve for b.

- a) 8 b) 18 c) 28

Task Cards

Cut out the task cards below

Card 9:

$$7 + c = 14$$

solve for c

- a) 7 b) 9 c) 5

Card 10:

$$34 - d = 25$$

solve for d

- a) 9 b) 19 c) 29

Card 12:

Leah had 21 pencils. She lost y pencils and now has 7. How many did she lose?

- a) 14 b) 12 c) 14

Card 13:

A tree was 9m tall. It grew e meters and is now 43m tall. How much did it grow?

- a) 33m b) 31m c) 34m

Card 15:

$$50 - g = 15$$

solve for g

- a) 35 b) 45 c) 25

Card 16:

$$27 + h = 35$$

solve for h

- a) 8 b) 18 c) 28

Task Cards

Cut out the task cards below

Card 17:

$$j - 9 = 10$$

solve for j

- a) 1 b) 1 c) 9

Card 18:

$$42 + k = 59$$

solve for k

- a) 17 b) 7 c) 27

Card 20:

$$64 + n = 88$$

solve for n

- a) 53 b) 13 c) 43

Card 21:

Paula baked 56 cookies. She ate 14 cookies and now has 42. How many did she eat?

- a) 17 b) 12 c) 14

Card 22:

There are 4 birds in a tree. 17 birds were flying. How many birds were on the ground?

- a) 17 b) 19 c) 21

Card 23:

$$q + 12 = 29$$

solve for q

- a) 17 b) 27 c) 7

Card 24:

$$36 - r = 15$$

solve for r

- a) 21 b) 31 c) 11

Name: _____

130

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

Algebra Quiz - Equations**Part 1**

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

1) $25 + 15 = 45$

2) $42 + 6 = 48$

3) $87 + 15 = 103$

4) $19 + 12 = 31$

5) $274 - 24 = 249$

6) $326 - 14 = 318$

Part 2

Fill in the missing number to balance the equation

1) $13 + 8 = \underline{\quad}$

2) $\underline{\quad} + 6 = 12$

3) $9 + \underline{\quad} = 65$

4) $137 + 8 = \underline{\quad}$

5) $\underline{\quad} + 18 = 32$

7) $9 - 6 = \underline{\quad}$

8) $\underline{\quad} - 12 = 8$

9) $47 - 8 = \underline{\quad}$

10) $109 - 5 = \underline{\quad}$

11) $\underline{\quad} - 7 = 132$

12) $170 - 6 = \underline{\quad}$

Part 3

Circle the equation that matches the shaded in equation

1) $16 + 5$

$11 + 11$

$18 + 3$

2) $17 - 5$

$23 - 10$

$21 - 9$

3) 22

$40 + 35$

$55 + 21$

4) $3 - 17$

$60 - 10$

$64 - 15$

Part 4

Put $(=)$ or (\neq) in the blank. Put an equal sign if it is not balanced

1) $20 - 15 = 22 - 2$

$12 + 11 = 13 + 10$

3) $27 + 3 = 15 + 14$

4) $13 = 4 + 75$

5) $20 + 15 = 50 - 20$

6) $57 - 14 = 15 - 15$

Part 5

Solve the word problem below. Make sure to write the unit.

Alexa saved 47 dollars from her allowance. She was given some money from her grandmother for her birthday. She now has 80 dollars. How much did her grandmother give her?

Grade 3

Shape and Space



	Curriculum Expectations	Pages
SS3.1	Demonstrate understanding of the passage of time including: <ul style="list-style-type: none">• relating common activities to standard and nonstandard units• describing relationships between units• solving situational questions.	5-69
SS3.2	Demonstrate understanding of measuring mass in g	
Preview of 80 pages from this product that contains 323 pages total.		
SS3.3	<ul style="list-style-type: none">• selecting and justifying referents• generalizing the relationship between cm and m• estimating length and perimeter using referents• measuring and recording length, width, height, and perimeter.	88-126
SS3.4	Demonstrate understanding of 3-D objects by analyzing characteristics including faces, edges, and vertices.	148-182
SS3.5	Demonstrate understanding of 2-D shapes (regular and irregular) including triangles, quadrilaterals, pentagons, hexagons, and octagons including: <ul style="list-style-type: none">• describing• comparing• sorting.	129-145
TQ	Tests and Quizzes	70-71, 127-128, 146-147, 183-184

Non – Standard Units of Time - Seconds

We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Blinking _____ and



Usain Bolt runs 100m
= 10 seconds



Washing Hands = 20 seconds

Elapsed Time

How Much Time Has Passed?

1) 10 seconds

Usain Bolt 100m race or 10 blinks

2) 30 seconds

3) 15 seconds

4) 45 seconds

5) 55 seconds

6) 20 seconds

7) 40 seconds

PREVIEW

Name: _____

7

Curriculum Connection
SS3.1

Non – Standard Units of Time - Seconds

Questions





Think of 3 non-standard units for each of the times below

Time	Your Own Non-Standard Units		
1 S	1		
	2		
	3		
10 Seconds	1		
	2		
	3		
30 Seconds	1		
	2		
	3		

PREVIEW

Non – Standard Units of Time - Minutes**Questions**





Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Having dinner	<u>1 lunch time and 1 bathroom break</u>
Preparing a snack	
Eating dessert	
Reading a book	
Cleaning your room	
Shoveling the driveway	
Making breakfast	
Exercising or Yoga	
Driving to the grocery store	

Non – Standard Units of Time - Hours

Questions

Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Driving Across Saskatchewan	 2 hockey games
Driving to school	
Playing a round of golf	
Playing with a friend after school	
Going to a restaurant	
Going shopping	
Going swimming	
Going fishing	
Playing on the computer	

Do You Have Time ?

Part 1

Circle the times you could do the things below in

1) Write your name	Minutes	Hours	Days
2) Run home from school	Minutes	Hours	Days
3) Eat a sandwich	Minutes	Hours	Days
4) Watch a video	Minutes	Hours	Days
5) Get dressed	Minutes	Hours	Days
6) Read a chapter	Minutes	Hours	Days
7) Have a full night's sleep	Minutes	Hours	Days
8) Have recess	Minutes	Hours	Days
9) Beat a video game from start to finish	Minutes	Hours	Days
10) Colour a picture	Minutes	Hours	Days

Part 2

Circle the times you could do the things below in

1) Learn how to play a new instrument	Weeks	Months	Years
2) Save enough money to buy a new bike	Weeks	Months	Years
3) Learn a new language	Weeks	Months	Years
4) Finish a season of hockey	Weeks	Months	Years
5) Watch all episodes of a TV show	Weeks	Months	Years
6) Learn how to skateboard	Weeks	Months	Years
7) Memorize all multiplication facts up to 10x10	Weeks	Months	Years
8) Write a story with pictures	Weeks	Months	Years

Activity Title: Time Tracker**Objective** What are we learning about?

Students will understand the concept of the passage of time by relating everyday activities to both standard (minutes, hours) and nonstandard units of time (number of songs, episodes of a TV show).

Materials What you will need for the activity.

- Stopwatch or timer
- Blank sheets
- Pencils
- A list of activities to time

**Instructions** How you will apply the activity

- 1) Introduce the concept of time to the students, explaining standard units (seconds, minutes, hours) and nonstandard units (like the time it takes to sing a song).
- 2) Distribute the pre-made tables to each student. Each table has three columns: Activity, Standard Time, and Nonstandard Time.
- 3) As a demonstration, use the stopwatch to time a common classroom activity from the provided list, such as reading a page from a book.
- 4) Ask each student to select 3 activities from the provided list of activities, which includes tasks like writing a short paragraph, solving a math problem, or crafting a simple origami.
- 5) Students predict how long each selected activity will take in both standard and nonstandard units and record their predictions in the table.
- 6) Have students time their selected activities using the stopwatch to determine the actual duration, and then fill in the Standard Time and Nonstandard Time in their tables.
- 7) Discuss as a class why understanding time is important and how different activities can take up different amounts of time.

Options

Select three activities from the table below

Option 1: Reading a page from a book : Time how long it takes to read a single paragraph aloud.	Option 2: Drawing a simple picture : Draw a house or a tree.
Option 3: Shoelace Speed Race : See how quickly you can tie your shoelaces.	Option 4: Copywriting Exercise: Copy a short text from the board as quickly as you can.
Option 5: Copywriting Exercise: Write a few sentences as quickly as possible.	Option 6: Vocabulary Speed Test : List as many words as you can about the weather

Standard Units of Time	
Ten Deep Breaths	One Teeth Brushing Session
One Page Read	Three Microwave Beeps
Twenty Jumping Jacks	One Minute of Singing Happy Birthday

Answers

Record your answers below

Activity	Standard Time		Instantaneous Time	
	Prediction	Actual Time	Prediction	Actual Time
	Prediction	Actual Time	Prediction	Actual Time
	Prediction	Actual Time	Prediction	Actual Time

Measuring Time – Seconds, Days, Hours, Minutes

Seconds (sec)	Minutes (min)	Hours (hr)	Days (d)
60 seconds = 1 minute	60 minutes = 1 hour	24 hours = 1 day	1 day = 24 hours

Part 1

Fill in the tables below

Seconds	Minutes
60	1
	2
	3
	4
300	5
360	
420	
	8
	9
600	

Minutes	Hours
60	1
	2
180	
	5
	7
480	
540	
	10

Hours	Days
24	1
48	2
72	
	4
	5
144	
168	
	8
	9

Part 2

Convert the units of measurement below

1) 1 hr _____ min

5) 240 mins _____ hr

9) 5 d _____ hrs

2) 240 sec _____ min

6) 72 hrs _____ d

10) 360 min _____ hrs

3) 180 sec _____ min

7) 540 mins _____ hr

11) 240 hrs _____ d

4) 2 d _____ hr

8) 168 hrs _____ d

12) 480mins _____ hrs

Time – Word Problems**Questions**

Read the problems and solve them below

1. Kennedy played in a baseball game that lasted 1 hour and 48 minutes. How many minutes total was the baseball game?



2. Kennedy ran a race in 5 minutes 37 seconds. How many seconds did it take him to run?

3. Jeremy and Jackson play video games every day for 96 days in a row. How many months did they play video games for?



4. Sam and Bruce played a round of golf for 240 minutes. How long did they play golf for?

5. Zachary played in a hockey game yesterday for 10 minutes. How many seconds did he play hockey?



Exit Cards

Cut Out

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

Name: _____

a) Convert the unit of measurement below

$$420 \text{ mins} = \text{_____ hrs}$$

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

Name: _____

a) Convert the unit of measurement below

$$420 \text{ mins} = \text{_____ hrs}$$

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

Name: _____

a) Convert the unit of measurement below

$$420 \text{ mins} = \text{_____ hrs}$$

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

Name: _____

a) Convert the unit of measurement below

$$420 \text{ mins} = \text{_____ hrs}$$

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

Activity Title: Time Treasure Hunt

Objective

What are we learning about?

To help students understand and practice converting time between seconds, minutes, and hours through a fun and engaging treasure hunt.

Materials

What you will need for the activity.

- Stopwatches (or smartphones)
- Index cards
- Markers
- Small prizes (optional)
- Tape



Instructions

How you will apply this activity

- 1) Prepare before class by writing different time conversion challenges on index cards. For example, "Convert 300 seconds to minutes. How many seconds are in 2 hours?"
- 2) Hide these cards around the classroom or in a designated safe outdoor area, taping them under chairs, desks, or tucked into non-obvious places.
- 3) Divide the class into small teams and give each team a stopwatch.
- 4) Explain the game: each team will hunt for a card, solve the problem as quickly as they can, and return to you for verification.
- 5) Start the timer when you say "Go!" Each team rushes to find their first card.
- 6) When a team thinks they have the correct answer, they come back to you. If correct, they receive a small prize 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 time conversion problems and solutions each team encountered.

Instructions

Cut out the cards below

Convert 120 seconds to minutes.

How many seconds are there in 3 minutes?

How many minutes are there in 180 seconds?

Convert 2 hours to minutes.

If a cartoon lasts 300 seconds, how many minutes is that?

How many minutes are there in half an hour?

Change 600 seconds into minutes.

Convert 480 seconds to minutes.

Instructions

Cut out the cards below

If you play for 900 seconds, how long is that in minutes?

How many seconds are in 5 minutes of a game?

Change 180 seconds into minutes.

Convert 3 hours into minutes.

If a movie is 7200 seconds long, how many hours is that?

How long is 2 hours in minutes?

Convert 15 minutes to seconds.

How many seconds are there in 1 hour?

PREVIEW

Instructions

Cut out the cards below

How many hours are there
in 360 minutes?

If a train travels for 3 hours,
how many minutes is that?

Convert 5 minutes
to seconds.

If you read for 15 minutes,
how many seconds is that?

How many seconds are in
10 minutes?

Convert 2 hours to
seconds.

Sally bakes cookies for
1800 seconds. How long is
that in minutes?

If a soccer match lasts 2
hours, how many minutes is
that?

Instructions

Cut out the cards below

Convert 20 minutes to seconds.

How many minutes are there in 5 hours?

How many minutes are there in 2 hours?

If you sleep for 8 hours, how many minutes is that?

Convert 5 days into hours.

Change 30 minutes into hours.

If a TV show lasts 2700 seconds, how many minutes is that?

Convert 4 hours into seconds.

PREVIEW



Introduction – Days of the Week



Questions

Answer the questions below using the word bank

Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	

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

Name: _____

27

Curriculum Connection
SS3.1

Days of the Week

Thursday	Friday	Sunday	Monday
Saturday	Wednesday	Tuesday	

Questions

Fill in the Blanks

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

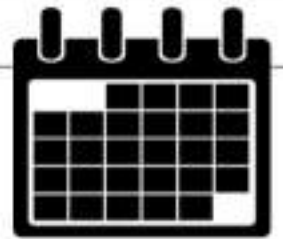


Questions

Fill in the Blanks

Yesterday	Today	Tomorrow
	Sunday	
	Wednesday	
	Saturday	
	Tuesday	
	Friday	
	Thursday	
	Monday	

Days of the Week- Questions



Questions

Answer the questions below

1) What two days start with the letter S?

Days of
the
Week



2) How many days in a week?

5) What two days are on the weekend?

3) What 5 days make up the school week?

6) What is your favourite day of the week?

4) What is your least favourite day of the week?



Introduction – Months of the Year

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

Questions Write the months of the year below from January to December

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

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

Name: _____

Months Word Scramble

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



Questions

Unscramble the words to reveal the month of the year

Scrambled Month	Month
ROMNIBS	
MEDCEERB	
RALPI	
UENJ	
JYLU	
RCTBOEO	
UTSGAU	
AMY	
YUNAJAR	
RPEEBTSME	
FRUBYERA	

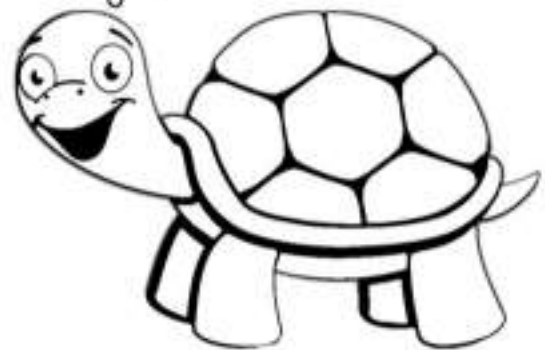
PREVIEW

Months of the Year – Questions

Questions

Answer the questions below

Months
of the
Year



1) What month is your birthday?

2) How many months are there in a year?

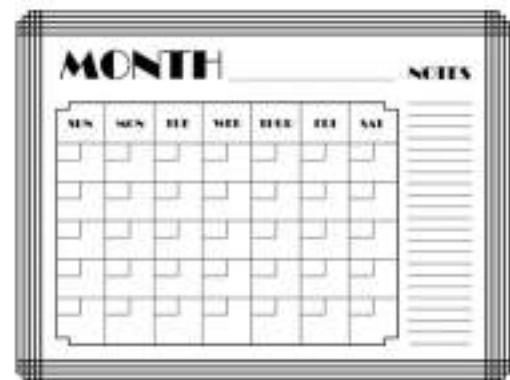
3) What 2 months do you go on holiday in the summer?

4) Which month does school end?

4) Which months end in -er?

7) Which month is your favourite?

5) Which month do you start school?



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?

--

Months / Years – Problem Solving

Part 1

Fill in the table below

Years	Months
1	12
	24
	36
4	
	8
6	
8	

Months

January

February

March

April

May

June

July

August

September

October

November

December

Part 2

Answer the questions below

- | | |
|---|--|
| 1) How many months are there from March to October? | |
| 2) Sam was born 36 months ago. How many years old is Sam? | |
| 3) Rebecca started a business 4 years ago. How many months ago did she start her business? | |
| 4) Haley has been playing baseball for 72 months. How many years has she been playing baseball? | |
| 5) Pat can retire in 5 years. How many months of work does he have left? | |

Exit Cards

Cut Out

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

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

PREVIEW

Days in a Week – Problem Solving

Questions

Fill in the table below



Weeks	Number of Days
1	7
2	14
3	
4	28
5	
6	42
7	
8	
9	63
10	

1) How many days are in 3 weeks?

2) How many weeks are 49 days?

3) Your birthday is in 5 weeks. How many days is it until your birthday?

4) School is over in 14 days. How many weeks until school is over?

5) A guest presenter is joining you in 12 weeks. How many days do you have to wait?

Days in a Week – Problem Solving**Questions**

Answer the questions below

1) Jasper has a birthday in 21 days. How many weeks until his birthday?



2) Ellie has a concert in 4 weeks. How many days until the concert?



3) Daniel starts hockey in 6 weeks. How many days until he starts hockey?



4) Erica graduates from school in 35 days. How many weeks until she graduates?



5) Payton starts a new job in 8 weeks. How many days until he starts his new job?



6) Nolan starts swimming lessons in 6 weeks. How many days does he have to wait?



Days in a Week – Problem Solving**Questions**

Answer the questions below

1) Ruby turns 8 years old in 3 weeks and 5 days. How many days until Ruby's birthday?



2) Kaylee is going camping in 5 weeks and 2 days. How many days until Kaylee goes camping?



3) Jackson gets a new puppy in 4 weeks and 4 days. How many days until Jackson gets his new puppy?



Days / Week – Problem Solving Calendar

Questions

Use the calendar to answer the questions

1) How many weeks are there between Sunday, September 5th and Sunday, September 26th?

September 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2) The date is Monday, September 6th. Steve's birthday is Monday, September 20th. How many weeks until Steve's birthday?



3) The date is Friday, September 3rd. Rory starts basketball on Friday, September 13th. How many weeks does Rory start basketball?



4) The date is Wednesday, September 1st. Olivia has a test on Wednesday, September 22nd. How many weeks until Olivia's test?



5) Emma's birthday is Thursday, September 23rd. Gracie's birthday is Thursday, September 9th. How many weeks older is Gracie than Emma?

b) How many days older is Gracie?



Exit Cards

Cut Out

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

Name: _____

a) Joshua has a dentist appointment in 3 weeks. How many days until his appointment?

b) Liam is getting a new bicycle in 38 days. How many weeks/days until Liam gets his bicycle?

Name: _____

a) Joshua has a dentist appointment in 3 weeks. How many days until his appointment?

b) Liam is getting a new bicycle in 38 days. How many weeks/days until Liam gets his bicycle?

Name: _____

a) Joshua has a dentist appointment in 3 weeks. How many days until his appointment?

b) Liam is getting a new bicycle in 38 days. How many weeks/days until Liam gets his bicycle?

Name: _____

a) Joshua has a dentist appointment in 3 weeks. How many days until his appointment?

b) Liam is getting a new bicycle in 38 days. How many weeks/days until Liam gets his bicycle?

PREVIEW

Measuring Time – Days, Weeks, Months, Years

Days (d)	Weeks (w)	Months (m)	Years (yr)
7 days = 1 week 365 days = 1 year ~30 days = 1 month	52 weeks = 1 year ~ 4 weeks = 1 month	12 months = 1 year	1 year = 12 months 1 year = 52 weeks 1 year = 365 days

Part 1 Fill in the table below

Days	Weeks	Months	Months	Years
7	1	1	12	1
14	2	2		2
			36	
	4	4	48	
35	5	5		5
42	6	6		6
			84	
	7			
	8			
63				9
70	10			

Part 2 Convert the units of measurement below

1) 1 w	_____ d	5) 28 w	_____ m	9) 5 y	_____ m
2) 70 d	_____ w	6) 36 m	_____ y	10) 4 w	_____ d
3) 42 d	_____ w	7) 9 y	_____ m	11) 28 w	_____ m
4) 12 w	_____ m	8) 84 m	_____ y	12) 120 m	_____ y

Seasons - Questions

Questions

Answer the questions below

1) What season is the coldest?

Seasons of
the Year



2) Which season is the warmest?

6) Which season comes after fall?

3) What are the 4 seasons?

7) Which season comes after spring?

8) Which is your least favorite season?

4) Which season comes after summer?

9) What is your favourite season?

5) Which season comes after winter?



Exit Cards

Cut Out

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

Name: _____

Convert the unit of measurement below

12 years = _____ months

96 months = _____ years

350 days = _____ weeks

Name: _____

Convert the unit of measurement below

12 years = _____ months

96 months = _____ years

350 days = _____ weeks

Name: _____

Convert the unit of measurement below

12 years = _____ months

96 months = _____ years

350 days = _____ weeks

Name: _____

Convert the unit of measurement below

12 years = _____ months

96 months = _____ years

350 days = _____ weeks

Name: _____

52

Curriculum Connection
SS3.1

Seasons

Questions

Draw pictures of what the seasons remind you of

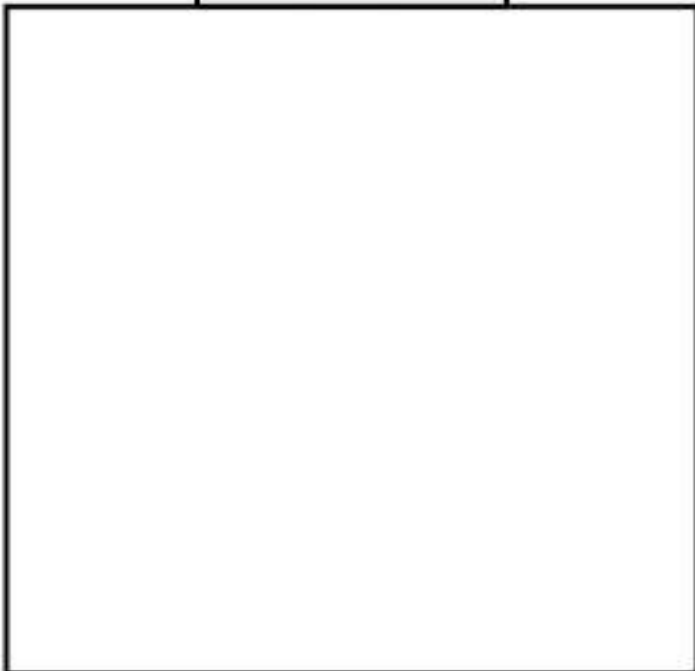
Summer



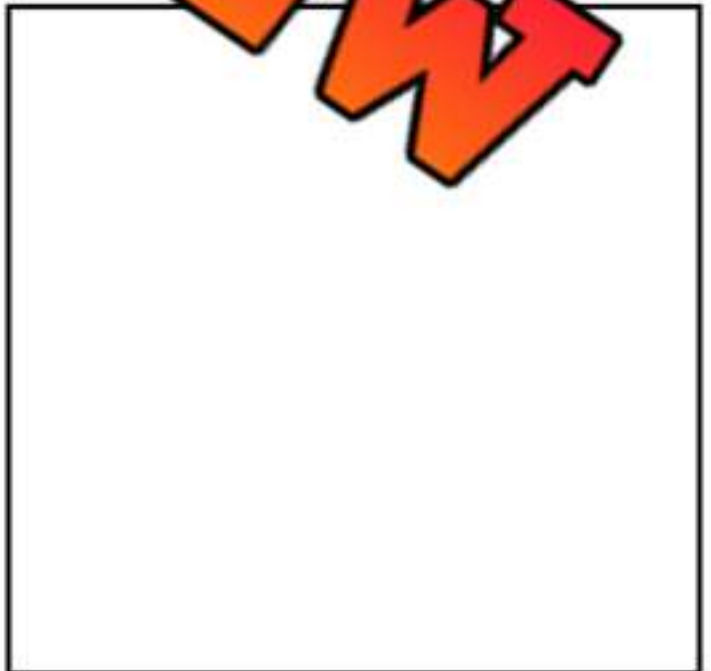
Fall



Winter



Spring



PREVIEW

Calendar Investigation - January

January 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2		4
		7	8		10	
1		14		16	17	
19				23		25
	27			30	31	

Questions

Answer the questions by looking at the calendar

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

2) What date is circled?

3) What will the date be...

a) 2 days before January 12

b) 5 days after January 16

c) 10 days after January 7

d) 1 week after January 14?

Calendar Investigation - December

December 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	
3	4		6			9
10	11		13	14		16
	18		20	21		23
	25				29	30
31						

Questions

Answer the questions by looking at the calendar

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

2) What date is circled?

3) What will the date be...

a) 2 days before December 7

b) 5 days after December 14

c) 10 days after December 20

d) 3 weeks after December 1?

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

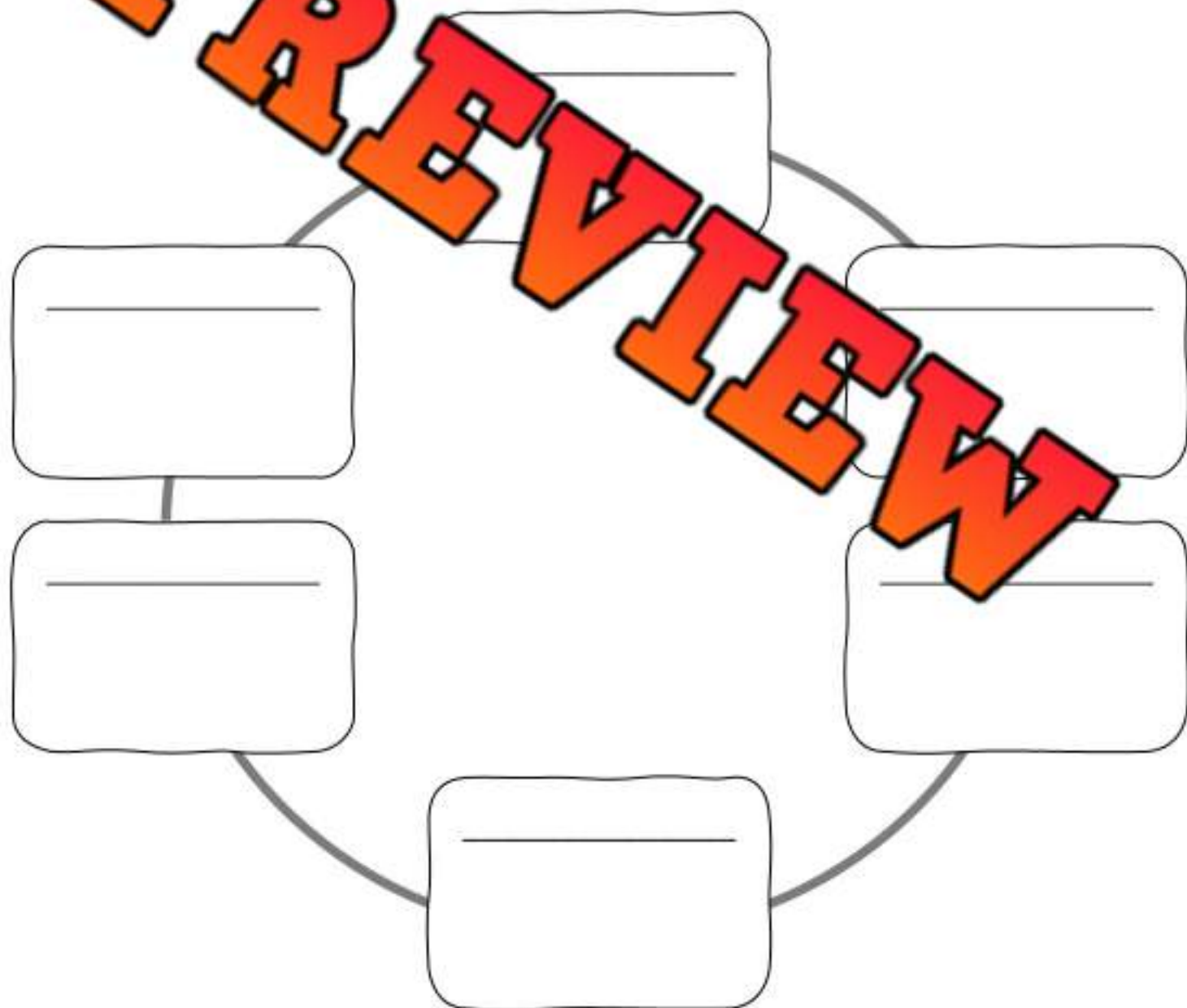
Name: _____

Cycles In Your Life

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

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

Cycle _____
A cycle is a series of events in your life



Time – Unit Quiz**Part 1** Fill in the tables below

Seconds	Minutes
	1
120	
	3
3	

Minutes	Hours
60	
	2
180	
240	
	5

Hours	Days
24	
	2
72	
	4
	5

Part 2 Which unit of measurement (days, weeks, months, years) would you use?

	Unit of Measurement
a) Playing in a basketball tournament	_____ week
b) Length of time we go to school – September to June	_____
c) How long it takes to graduate from high school	_____
d) How long the summer season is.	_____
e) How long winter break is.	_____

Part 3 Which unit of measurement is larger?

1)	42 days	6 weeks	2 months	1 year
2)	500 days	10 weeks	5 months	1 year
3)	60 days	6 weeks	3 months	2 years
4)	90 days	30 weeks	25 months	2 years

Part 4

Answer the questions below

1) How many days are in a week?

2) How many months are in a year?

3) Fill in the calendar below

December						
Sun	Mon	Tue	Wed	Thurs	Fri	Sat
5	6		9			
	13	14		17	18	
	20		22		24	
26		28		30		

4) What will the date be...

a) 2 days before December 6?

b) 5 days after December 22?

c) 10 days after December 7?

Part 5

Answer the questions below


1) Courtney is 2 years old. How many months old is she?

2) Thomas is 3 years and 3 months old. How many months old is Thomas?


3) Nick starts school in 3 weeks. How many days until he starts school?

Balancing Scales – Measuring Mass**Questions**How many  do the objects weigh?

1)

The banana weighs _____ .

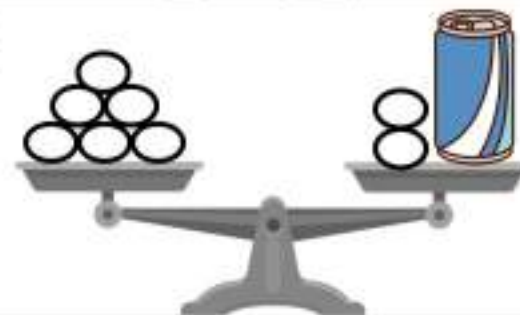
2)

The cake weighs _____ .


3)

The sandwich weighs _____ .

4)

The can weighs _____ .

5)

The bowl weighs _____ .

Two – Pan Balance – Comparing Mass

A **two-pan balance** is a tool we can use to find the mass of different objects. When we use a two-pan balance, we can use multiple objects to equal the mass of one object on the other side.



3 books = 1 laptop



2 laptops = 1 brick



2 bricks = 1 TV

Questions

Use the information above to answer the questions

1)



3 books = _____ laptops

6 books = _____ laptops

3)



1 TV = _____ bricks

2 TVs = _____ bricks

5)



6 bricks = _____ TVs

2 bricks = _____ laptops

6)



2 bricks = _____ laptops

7)



3 laptops = _____ books

6 laptops = _____ bricks

8)



6 laptops = _____ bricks

9)



9 books = _____ laptops

10)



3 TVs = _____ bricks

Using Referents to Measure Mass

Use the referents to help you estimate how much mass the objects below have.

Brick – approximately 1 kg



Book – approximately 500g



Lollipop – approximately 100g



Paperclip – approximately 1g



Questions: Choose the estimate you think makes the most sense

1) Soccer ball a) 5g b) 1kg c) 10kg d) 10g	2) Water bottle a) 5g b) 500g c) 10kg d) 500g		
3) Pencil a) 1g b) 1kg c) 10kg d) 10g	4) Car a) 500g b) 1000kg c) 1000g d) 1000kg		
5) Laptop a) 5g b) 2kg c) 10kg d) 100g	6) Chair a) 10g b) 5kg c) 20kg d) 10kg		
7) Chocolate bar a) 50g b) 9kg c) 3kg d) 1g	8) Toothpick a) 1g b) 5kg c) 1kg d) 10g		
9) Shoe a) 50g b) 1kg c) 10kg d) 100g	10) Pillow a) 500g b) 10kg c) 5kg d) 5g		
11) Desk a) 30g b) 1kg c) 10kg d) 100g	12) Candy a) 500g b) 1kg c) 10kg d) 1g		

Estimating Mass**Questions**

Circle which mass fits the description

1) A pencil

- a) 500g
- b) 1kg
- c) 5g



2) A computer

- a) 200g
- b) 2kg
- c) 50g



3) A car

- a) 900kg
- b) 100kg
- c) 500g



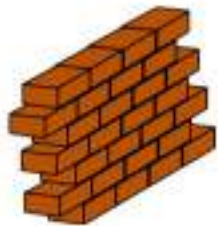
4) A cup

- a) 500kg
- b) 5kg
- c) 50g



5) A brick

- a) 100g
- b) 2kg
- c) 100kg



6) A remote control

- a) 1g
- b) 1kg
- c) 50g



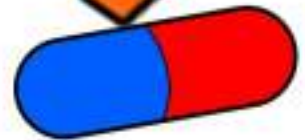
7) An apple

- a) 20kg
- b) 1kg
- c) 100g



8) A pill of medicine

- a) 2kg
- b) 100g
- c) 1g



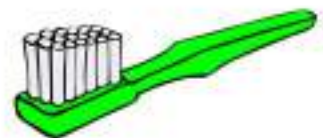
9) A book

- a) 500g
- b) 1g
- c) 5kg



10) A toothbrush

- a) 900g
- b) 20g
- c) 3kg



Measuring Mass - Grams

In Canada, we use the metric system. The metric system has 2 main units that we use to measure the mass of objects.



Gram (g)	Kilogram (kg)
Measure average things	Measure heavy things

Part 1 Use the information above to decide which unit you would use to measure...

1) A basketball	6) A candy	
2) A book	7) A pencil	
3) A chocolate bar	8) A chair	
4) A car	9) A bag of potatoes	
5) A TV	10) A car	

Part 2 Write things that you would measure in grams and kilograms below

Grams	
Kilograms	

Measuring Mass - Grams

Gram (g)	Kilogram (kg)
1000g = 1kg	1kg = 1000g



Part 1

Fill in the tables below

g	kg
1000	1
2000	
3000	
4000	
	5
6000	
	7
8000	
	9
10000	

g	kg
1500	1.5
2500	
3500	
	4.5
	5.5
6500	
7500	
	8.5
10500	

Part 2

Convert the units of measurement below

1) 1kg

_____ g

4) 5kg

_____ g

7) 4kg

_____ g

2) 2000g

_____ kg

5) 3kg

_____ g

8) 5000g

_____ kg

3) 1.1kg

_____ g

6) 1200g

_____ kg

9) 8.5kg

_____ g

Which Has The Most Mass ?**Part 1**

Which measurement has the most mass? Circle it.

1)	10g	200g	100g	1kg
2)	20g	200g	1kg	2000g
3)	5g	500g	1000g	10kg
4)	5g	5000g	2000g	3kg
5)	5000g	2000g	6kg	

Part 2

Read the problems and answer them below

1. Kyle and Matt weighed their pencils on a scale. Kyle's pencil is 120g and Matt's pencil is 1kg. Whose pencil weighs more?
2. John is deciding which backpack to buy. The blue backpack can hold 9000g and the green backpack can hold 9000g. Which backpack should he buy? He wants the stronger backpack?
3. Mary and Kate had a contest to see who's bridge could support more mass. Mary's bridge held 10 000g and Kate's held 9kg. Who won the contest?



Exit Cards

Cut Out

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

Name: _____

a) Convert the unit of measurement below

- _____
- $2400\text{g} =$ _____ kg.

b) A box of apples weighs 2kg, and a box of oranges weighs 1,800 grams. Which is heavier?

Name: _____

a) Convert the unit of measurement below

- $8.5\text{kg} =$ _____ g.
- $2400\text{g} =$ _____ kg.

b) A box of apples weighs 2kg, and a box of oranges weighs 1,800 grams. Which is heavier?

Name: _____

a) Convert the unit of measurement below

- $8.5\text{kg} =$ _____ g.
- $2400\text{g} =$ _____ kg.

b) A box of apples weighs 2kg, and a box of oranges weighs 1,800 grams. Which is heavier?

Name: _____

a) Convert the unit of measurement below

- $8.5\text{kg} =$ _____ g.
- $2400\text{g} =$ _____ kg.

b) A box of apples weighs 2kg, and a box of oranges weighs 1,800 grams. Which is heavier?

Does Air Have Mass?

Research Question

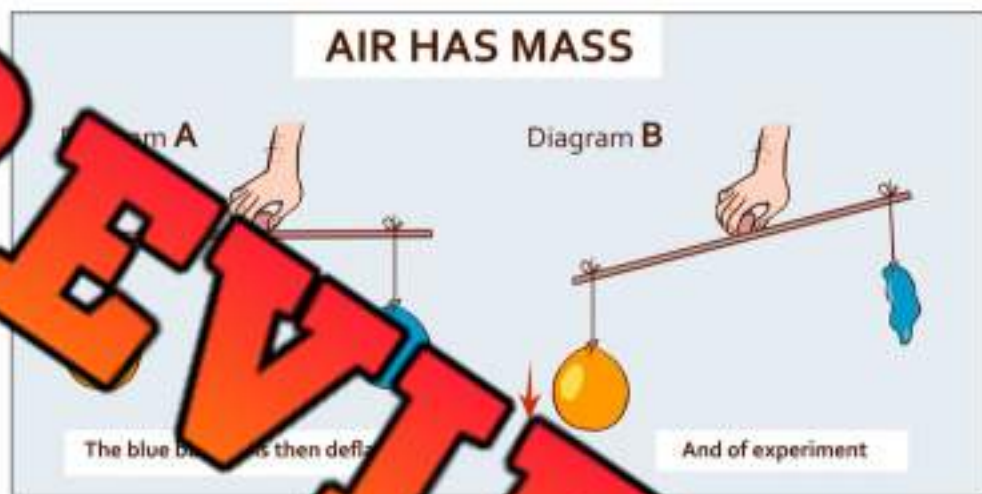
What are we testing?

Does air have any mass?

Materials

What do we need for our experiment?

- 2 balloons
- A metre stick
- String that is about 1 metre long



Procedure

How do we do the experiment?

- 1) Blow up the 2 balloons to the same size.
- 2) Cut two 15-centimeter-long pieces of string
- 3) Attach a balloon to opposite ends of the metre stick using the 15 cm string pieces
- 4) Tie the left-over string around the centre point of the metre stick
- 5) Hold the string up and observe the balloons
- 6) Make a hole in one of the balloons letting the air out
- 7) Observe what happens

Does Air Have Mass?



Hypothesis

What do you think will happen?

Results

Answer the questions below



1) Which balloon has more mass?

The Popped Balloon

The Blown-Up Balloon

2) How do you know one balloon has more mass?

3) Draw a diagram of the experiment. Label the popped balloon and the blown-up balloon.

PREVIEW

Experiment – Mass Of Solid vs Liquid

Research Question

Liquid or solid? Which weighs more?

If we take an ice cube that was made from 25ml of water, does it have the same/more/less mass than 25ml of water?

Hypothesis

Will the ice have the same or a different mass than the water?

Materials

What do you need for the experiment

1. 25ml of water (or other liquid) as an optional term
2. 25ml of other liquid (juice, pop, etc) optional
3. Measuring cup
4. Jug of water
5. Weight scale



Procedure

Instructions – How to complete the experiment

1. Make ice by pouring 25ml of water into ice cube trays. Put tray in the freezer. You could also make ice from other liquids to compare different substances.
2. Once the ice is made, measure it before it melts. Record the mass on the sheet
3. Measure the 25ml of water by putting it in a cup. If you are using a digital scale, use the "tare" button to minus the mass of the cup. If not, you will need to find the mass of the cup separately and subtract it from your total mass. Record your results.
4. Check your hypothesis. Which has more mass? Fill in the questions on the next page.



Experiment - Weight Of Solid vs Liquid**Observations**

What is the mass of the ice and water?

State of Matter	Mass - Grams
Solid - Ice Cube	
Water	

Results

Answer questions

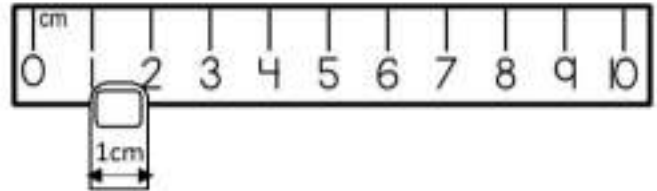
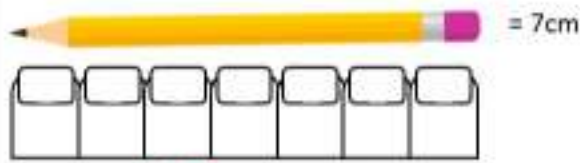
1. Was your hypothesis correct? Explain.

2. Why do you think the solid and the liquid had the same mass?

3. Would other liquids have the same mass if they were in solid form? Explain.

Estimating Lengths – Finger Benchmark

We can estimate the length of something by using our fingertip. Your fingertip is approximately 1 cm wide.



Part 1 Measure the objects below using your fingertip



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm

Part 2 Find objects in your class that you can measure

1) The pencil is
approximately _____ cm

2) The _____ is
approximately _____ cm

3) The _____ is
approximately _____ cm

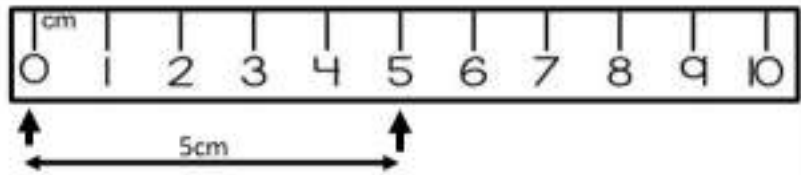
4) The _____ is
approximately _____ cm

5) The _____ is
approximately _____ cm

6) The _____ is
approximately _____ cm

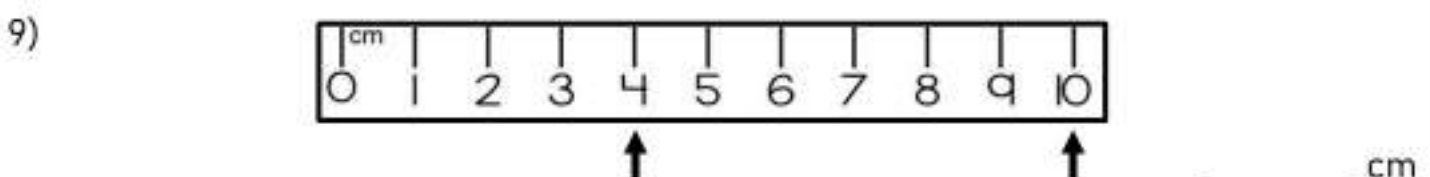
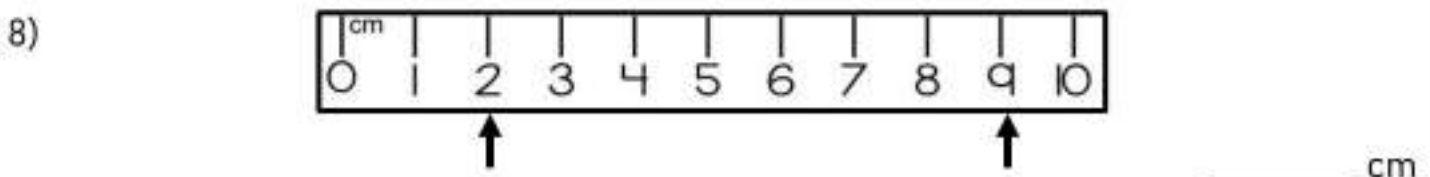
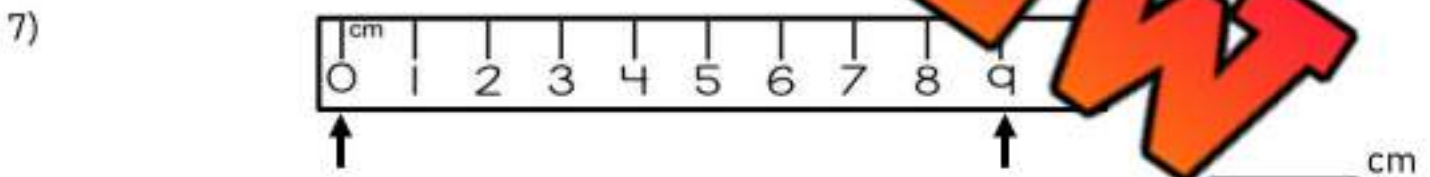
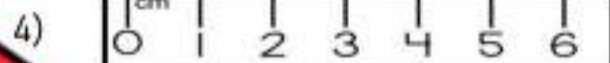
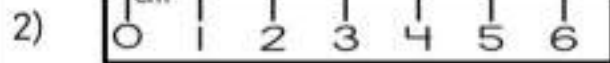
Measuring in Centimeters

We can accurately measure the length of something by using a ruler.



Questions

Read the rulers below to find the distance between the arrows



Measuring in Centimeters

Questions

Use a ruler to measure the lines below



1) _____
_____ cm

2) _____
_____ cm

3) _____
_____ cm

4) _____
_____ cm

5) _____
_____ cm

6) _____
_____ cm

7) _____
_____ cm

8) _____
_____ cm

9) _____
_____ cm

10) _____
_____ cm

11) _____
_____ cm

12) _____
_____ cm

PREVIEW

Drawing Lengths Using a Ruler

Questions

Draw lines that are the lengths below



1)

5 cm

2)

6 cm

3)

4)

9 cm

5)

4 cm

7 cm

7)

1 cm

8)

8 cm

9)

2 cm

10)

10 cm

11)

14 cm

12)

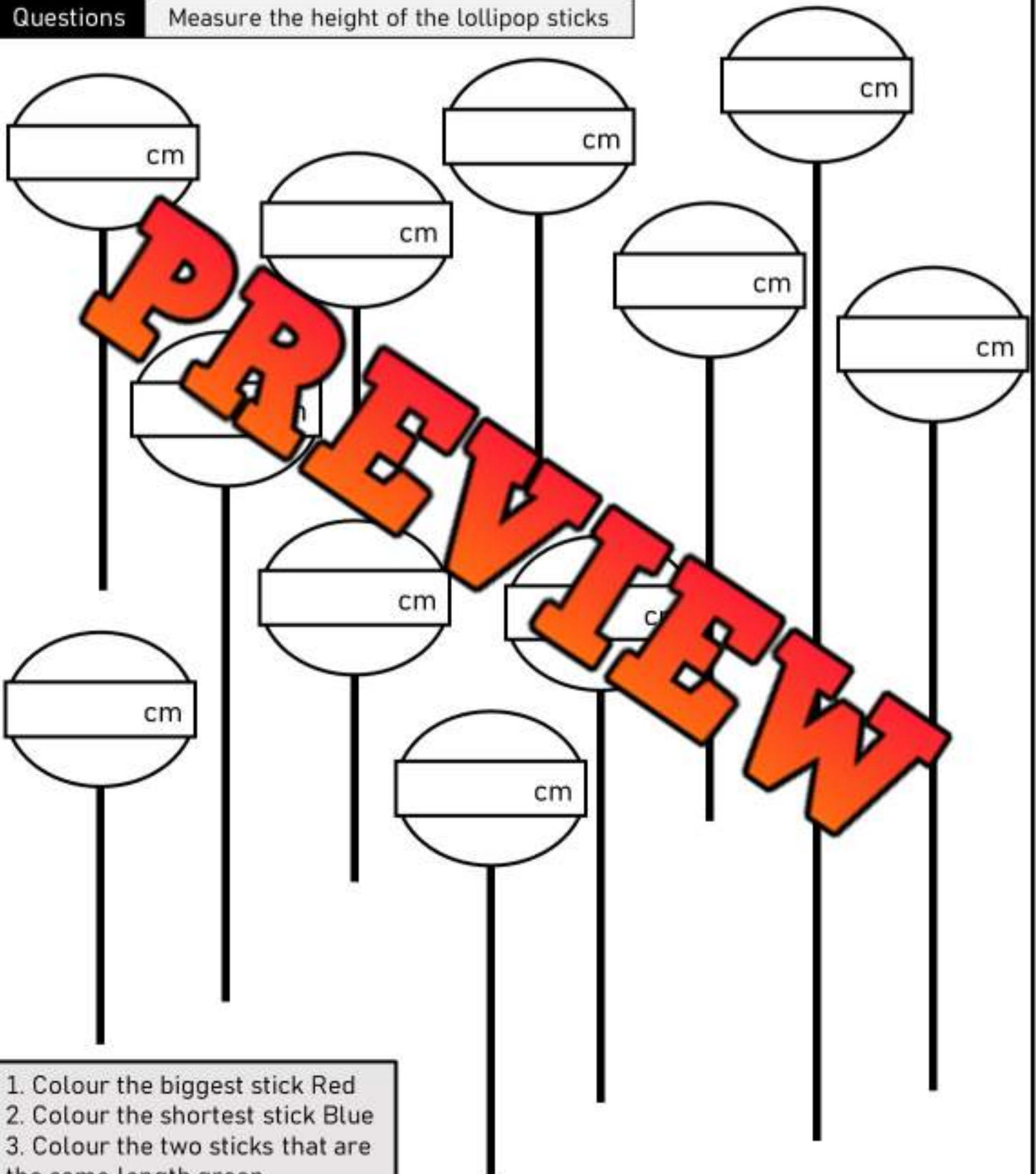
17 cm

PREVIEW

Measuring Height – Lollipops

Questions

Measure the height of the lollipop sticks



Estimating Length in CM**Questions**

Circle which length fits the description

1) A pencil

- a) 5cm
- b) 15cm
- c) 50cm
- d) 100cm



2) A computer

- a) 5cm
- b) 10cm
- c) 40cm
- d) 100cm



3) A

- a) 50cm
- b) 100cm
- c) 500cm
- d) 900cm



4) A cup

- a) 3cm
- b) 10cm
- c) 50cm
- d) 900cm



5) A bottle

- a) 3cm
- b) 30cm
- c) 100cm
- d) 300cm



6) A remote control

- a) 5cm
- b) 10cm
- c) 100cm
- d) 500cm



7) An apple

- a) 1cm
- b) 30cm
- c) 10cm
- d) 100cm



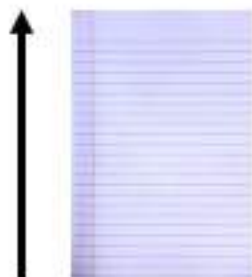
8) A paper clip

- a) 5cm
- b) 50cm
- c) 100cm
- d) 200cm



9) Piece of paper

- a) 5cm
- b) 15cm
- c) 30cm
- d) 100cm



10) A shoe

- a) 5cm
- b) 15cm
- c) 50cm
- d) 200cm



Measuring Length in CM

Directions

Use a ruler to measure the following things



Objects to Measure	Length in CM
1) The length of this paper	
2) The length of your foot/shoe	
3) The length of your hand (from thumb to pinky)	
4) The length of your pencil	
5) The length of a marker	
6) The length of a paperclip	
7) The length of an eraser	
8) The height of a water bottle	
9) The length and width of a book	Length = Width =
10) The width of your desk or table	

Metric System – Meters and Centimeters

In Canada, we use the metric system. We use centimetres for smaller measurements and metres for larger measurements.



Centimetre (cm)
Approximately the
width of your finger



Metre (m)
Approximately the width
of a door

Question _____ of measure would you use to measure the following distances?

1) The distance to the bathroom 	
2) The length of your nose 	
3) The length of your eraser 	
4) The length of your classroom 	
5) The distance around a track 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

Meters and Centimeters

In Canada, we use the metric system. Two common units of measurement are metres and centimetres.



BENCHMARKS

$$100\text{cm} = 1\text{m}$$

$$1\text{m} = 100\text{cm}$$











Part 1 Fill in the table below

10	
300	
400	5
600	
	7
800	
	9
1000	

Part 2 Convert the units of measurement below

1) 1m	_____ cm
2) 5m	_____ cm
3) 200cm	_____ m
4) _____ m	_____ cm
5) _____ m	_____ cm
6) 800 _____	_____ m
7) 4m	_____ cm

Part 3 Which unit would you use to measure the things below

 CM M	 CM M	 CM M	 CM M
 CM M	 CM M	 CM M	 CM M

Estimating Length in Meters

Questions

Circle which length fits the description

1) A pool

- a) 1m
- b) 2m
- c) 10m
- d) 100m



2) A basketball player

- a) 1m
- b) 2m
- c) 10m
- d) 100m



3) A car

- a) 1m
- b) 2m
- c) 5m
- d) 100m



4) A school

- a) 1m
- b) 10m
- c) 100m
- d) 500m



5) A school bus

- a) 1m
- b) 2m
- c) 10m
- d) 100m



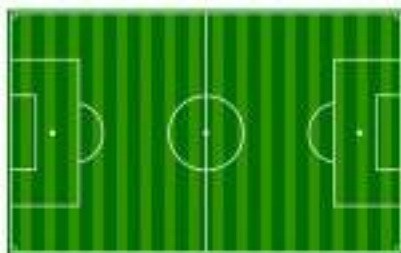
6) A house

- a) 1m
- b) 2m
- c) 10m
- d) 500m



7) A soccer field

- a) 5m
- b) 10m
- c) 20m
- d) 100m



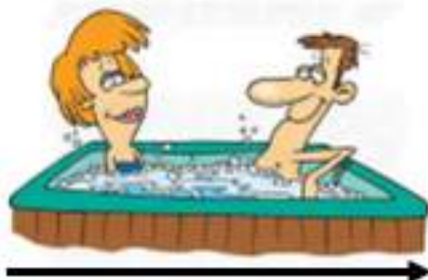
8) A basketball net

- a) 1m
- b) 4m
- c) 50m
- d) 100m



9) A hot tub

- a) 2m
- b) 10m
- c) 50m
- d) 100m



10) A stop sign

- a) 1m
- b) 2m
- c) 10m
- d) 100m



Which is Longer

Part 1 Which distance is farther? Circle the longest distance.

1)	10m	200cm	500cm	7m
2)	20cm	200cm	5m	500m
3)	50cm	500cm	10m	50cm
4)	2m	300cm	1m	
5)	500cm	200cm	3m	

Part 2 Read the problem and solve it below.

- Steve is trying to buy a long baseball bat. One bat is 98cm long and the other is 1m long. Which bat is longer?
- Bella is 1 metre tall. Emily is 125cm tall. Who is taller? Explain.
- Kyle and Simon are arguing over whose wingspan is longer. Kyle's wingspan is 525cm wide. Simon's wingspan is 6m wide. Whose wingspan is wider?



Measuring Rectangles - Side Lengths**Questions**

Label the side lengths in centimeters (cm)

1)



2)



3)



4)



5)



6)

**PREVIEW**

Exit Cards

Cut Out

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

Name: _____

a) Convert the unit of measurement below

- _____
- $900\text{cm} = \underline{\hspace{2cm}}\text{m}$

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

Name: _____

a) Convert the unit of measurement below

- $7\text{m} = \underline{\hspace{2cm}}\text{cm}$
- $900\text{cm} = \underline{\hspace{2cm}}\text{m}$

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

Name: _____

a) Convert the unit of measurement below

- $7\text{m} = \underline{\hspace{2cm}}\text{cm}$
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b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

Name: _____

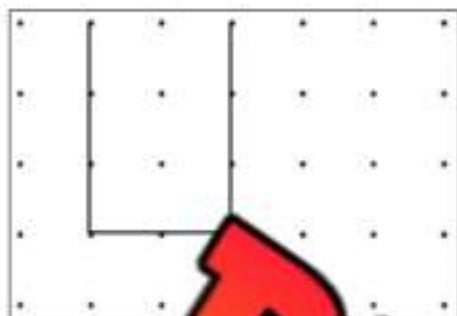
a) Convert the unit of measurement below

- $7\text{m} = \underline{\hspace{2cm}}\text{cm}$
- $900\text{cm} = \underline{\hspace{2cm}}\text{m}$

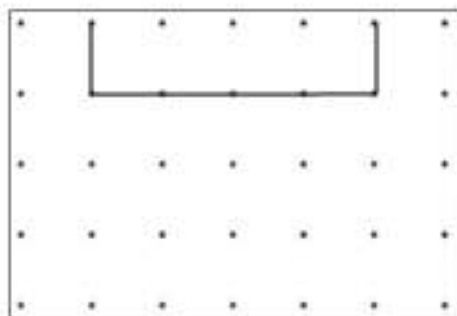
b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

Finding the Perimeter of Irregular Shapes**Part 1**

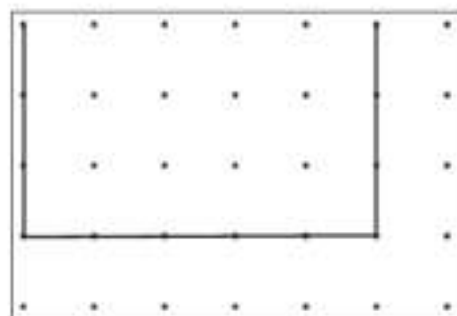
Find the perimeter of the rectangles below



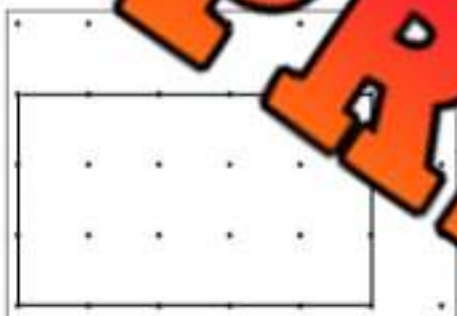
1) Perimeter = _____



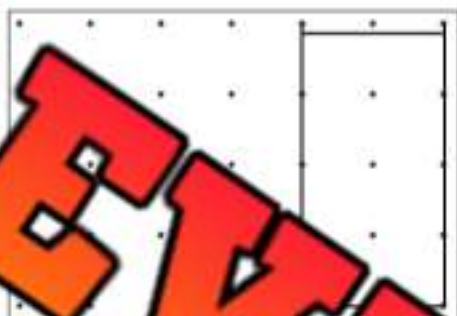
2) Perimeter = _____



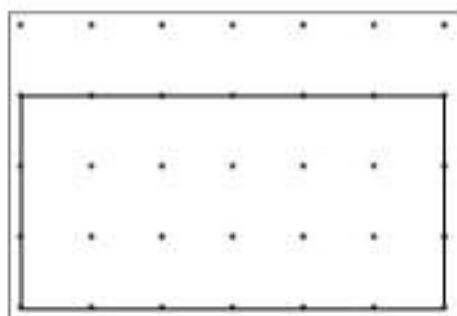
3) Perimeter = _____



4) Perimeter = _____



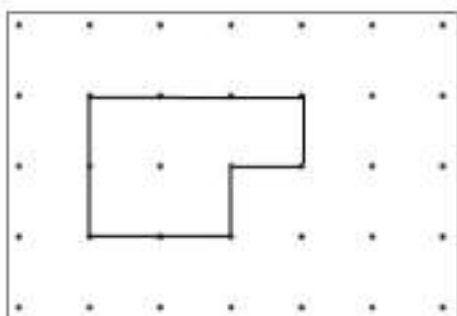
5) Perimeter = _____



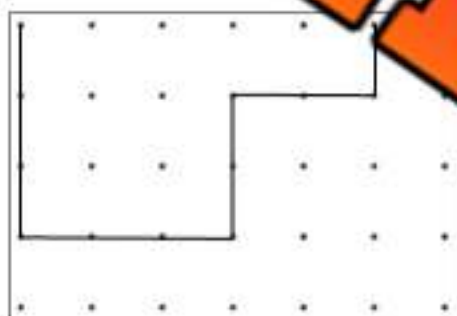
6) Perimeter = _____

Part 2

Find the perimeter of the polygons below



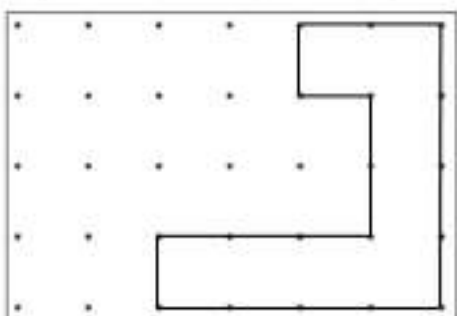
1) Perimeter = _____



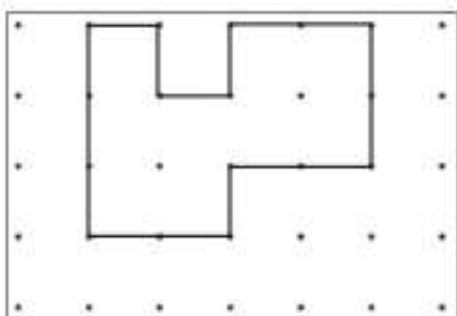
2) Perimeter = _____



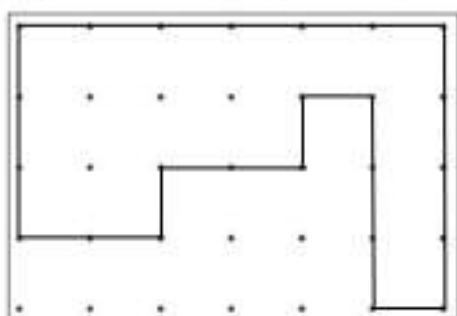
3) Perimeter = _____



4) Perimeter = _____



5) Perimeter = _____



6) Perimeter = _____

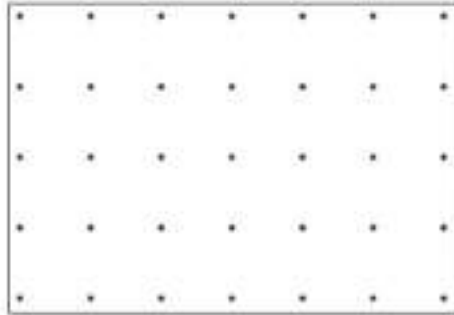
Drawing Shapes Using Perimeter

Part 1

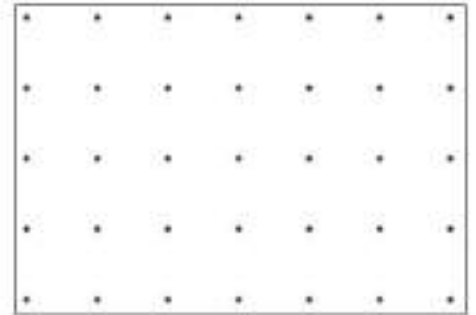
Draw a square with the perimeter that is given to you



1) Perimeter = 2



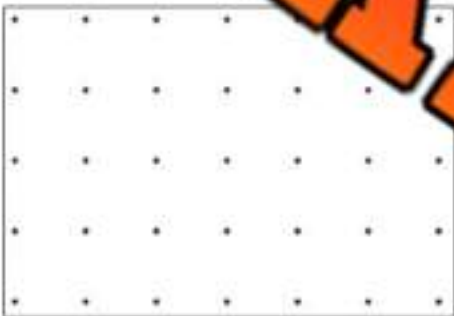
2) Perimeter = 4



3) Perimeter = 12

Part 2

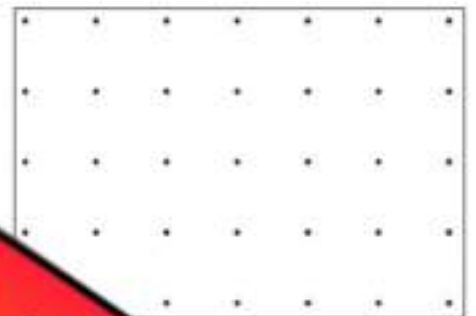
Draw a rectangle with the perimeter that is given to you



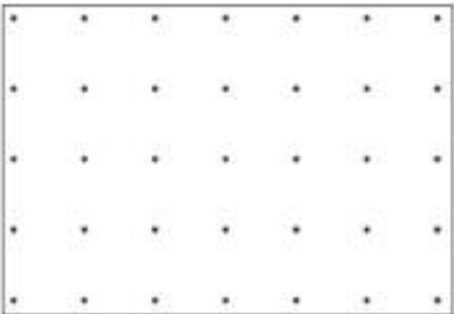
4) Perimeter = 6



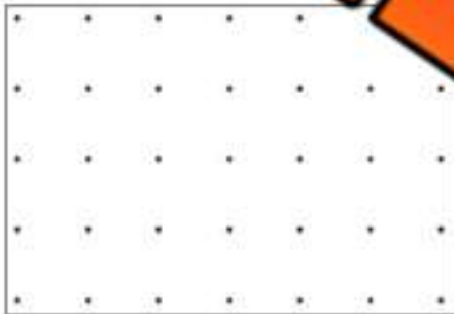
5) Perimeter = 10



6) Perimeter = 16



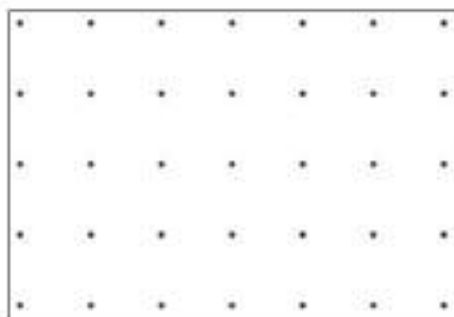
7) Perimeter = 8



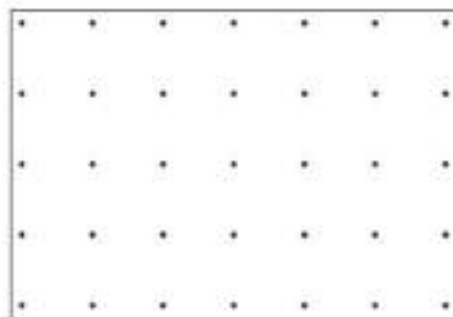
8) Perimeter = 14



9) Perimeter = 18



10) Perimeter = 20



11) Perimeter = 12

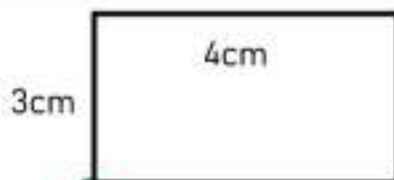
Calculating Perimeter

Questions

Find the perimeter of the shapes below

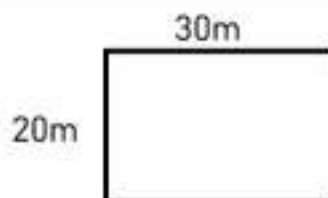
*** not to scale

1)



Perimeter = _____ cm

2)



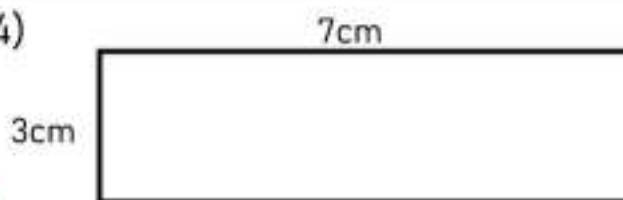
Perimeter = _____ m

3)



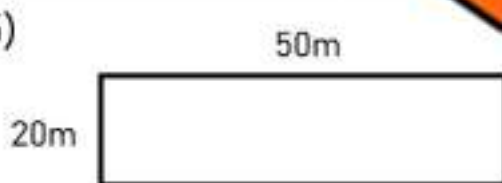
Perimeter = _____

4)



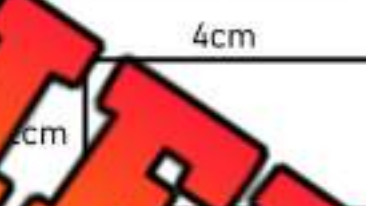
Perimeter = _____ cm

5)



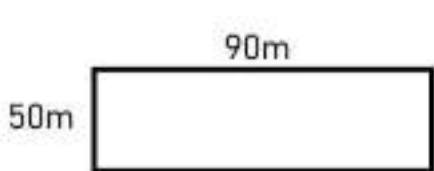
Perimeter = _____ m

6)



Perimeter = _____ cm

7)



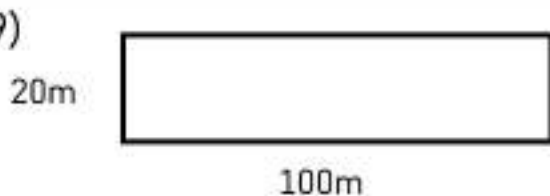
Perimeter = _____ m

8)



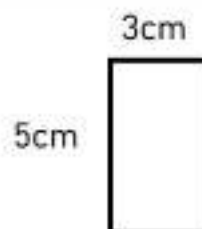
Perimeter = _____ cm

9)



Perimeter = _____ m

10)



Perimeter = _____ cm

Calculating Perimeter of Unknown Side**Questions**

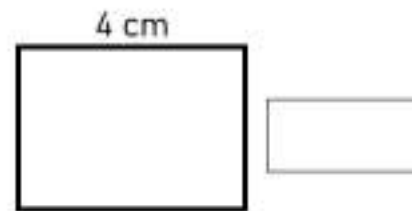
Use the perimeter and given lengths to find the unknown side

1)



Perimeter = 16 cm

2)



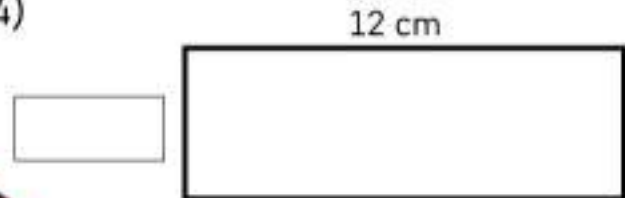
Perimeter = 12 cm

3)



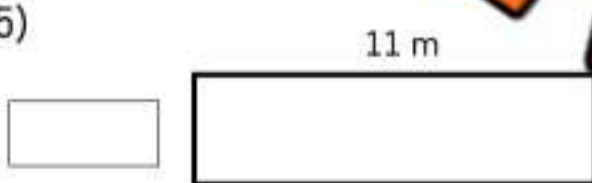
Perimeter = 22 cm

4)



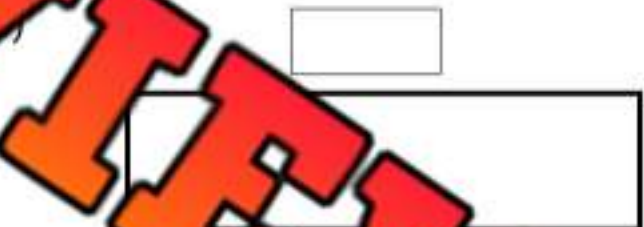
Perimeter = 32 cm

5)



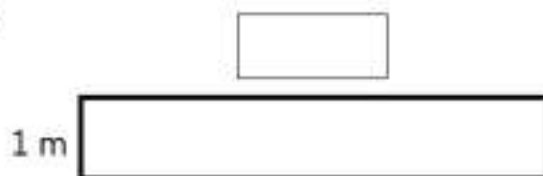
Perimeter = 26 m

6)



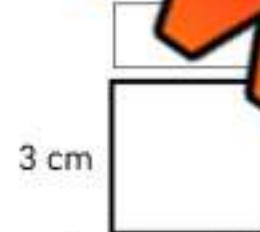
Perimeter = 20 m

7)



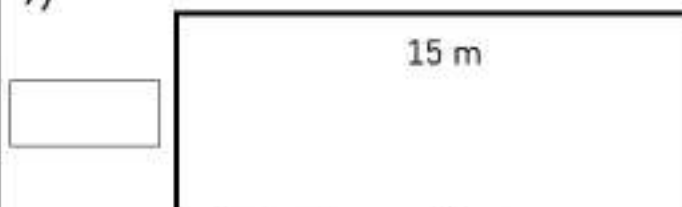
Perimeter = 22 m

8)



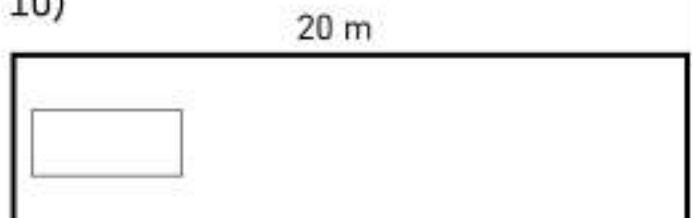
Perimeter = 12 cm

9)



Perimeter = 40 m

10)



Perimeter = 50 m

Drawing Shapes Using Perimeter**Questions**

Draw a shape (square, rectangle, or triangle) using the perimeter given

1)

Perimeter = 12 cm

2)

Perimeter = 12 cm

3)

Perimeter = 16 cm

4)

Perimeter = 20 cm

5)

Perimeter = 10 cm

6)

Perimeter = 6 cm

7)

Perimeter = 22 cm

8)

Perimeter = 18 cm**PREVIEW**

Exit Cards

Cut Out

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

Name: _____

Find the perimeter of the shapes below.

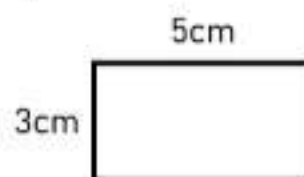


Perimeter = _____ cm

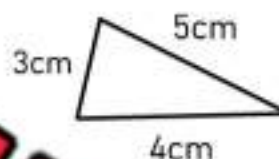
Perimeter = _____ cm

Name: _____

Find the perimeter of the shapes below.



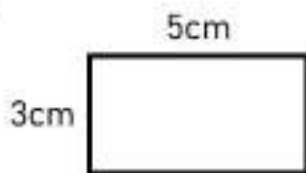
Perimeter = _____ cm



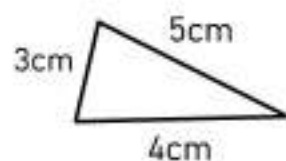
Perimeter = _____ cm

Name: _____

Find the perimeter of the shapes below.



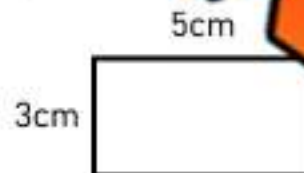
Perimeter = _____ cm



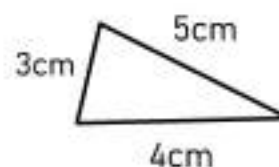
Perimeter = _____ cm

Name: _____

Find the perimeter of the shapes below.



Perimeter = _____ cm




Perimeter = _____ cm

Measurement Unit Test**Part 1**

Use a ruler to measure the lines below

1) 
_____ cm2) 
_____ cm3) 
_____ cm**Part 2**

Draw a line that is the correct length

1) 
5 cm2) 
3 cm3) 
4 cm**Part 3**

Fill in the blank below

cm	m
100	
300	3
400	
	5
600	
	7
800	
	9
1000	

Part 4

Convert the units below

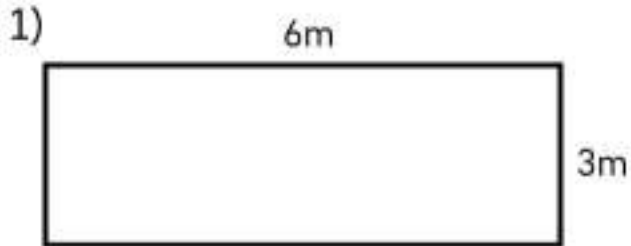
1) 1m _____ cm

2) 5m _____ cm

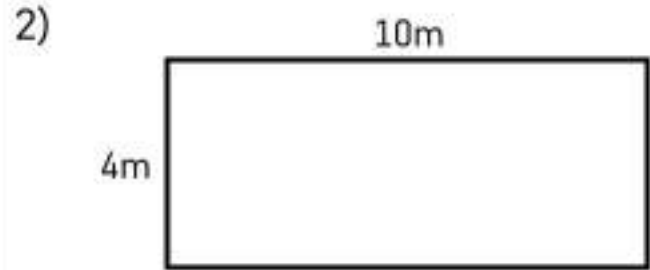
3) 500cm _____ m

Part 5

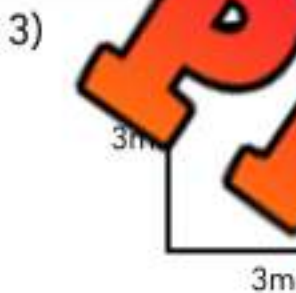
Find the perimeter



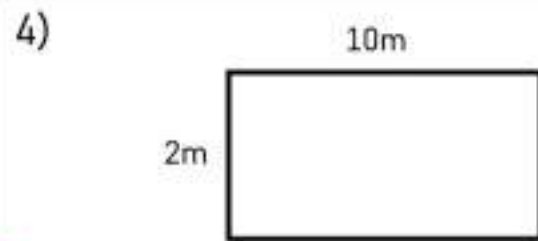
Perimeter: _____



Perimeter: _____



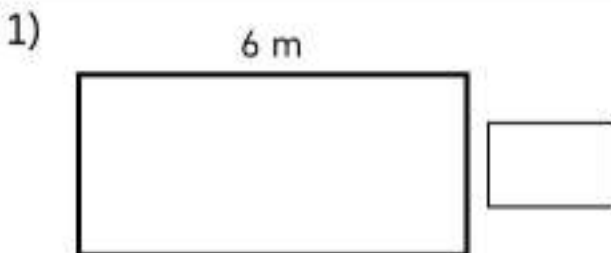
Perimeter: _____



Perimeter: _____

Part 6

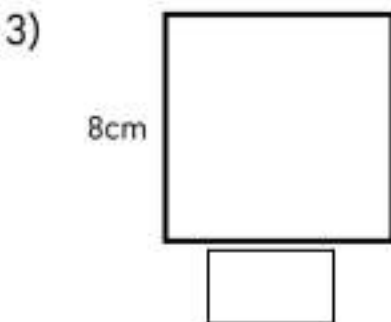
Use the perimeter to find the unknown side length



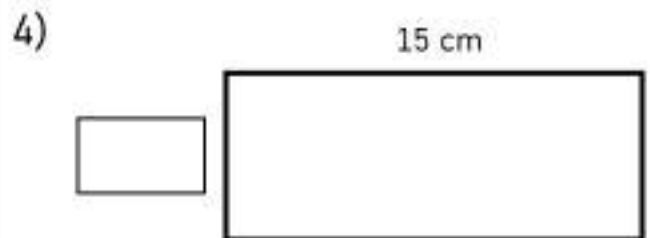
Perimeter: 16 m



Perimeter: 30 m



Perimeter: 32 cm

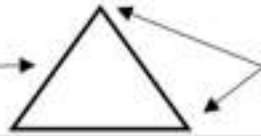


Perimeter: 40 cm

Sides and Vertices

Reminder:

Side →



Vertices

Part 1

How many sides and vertices does the shape have?

1.	2.	3.	4.	5.
___ sides	___ sides	___ sides	___ sides	___ sides
___ vertices	___ vertices	___ vertices	___ vertices	___ vertices
6.	7.	8.	10.	
___ sides	___ sides	___ sides	___ sides	
___ vertices	___ vertices	___ vertices	___ vertices	

Part 2

Draw a shape with the correct number of vertices and sides

1.	2.	3.	4.	5.
3 sides	4 sides	5 sides	6 sides	7 sides
3 vertices	4 vertices	5 vertices	6 vertices	7 vertices

Sorting Sides and Vertices

Part 1

Sort the shapes into the categories below



A

C

D

E

F

G

H

I

J

Shapes	Quadrilaterals	Pentagons	Hexagons
Letters			

Part 2

Sort the irregular shapes into the following categories



A

B

C

D

E

F

G

H

Sides	7	8		
Letters				

Part 3

Draw irregular shapes below with the correct number of sides



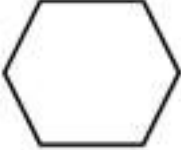

Drawings				
Sides	7	8	9	10




Naming Shapes

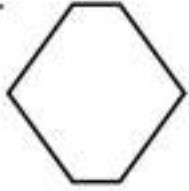
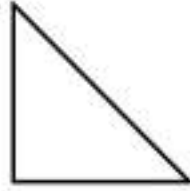

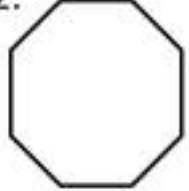
Questions

Fill in the blanks below

Word Bank - Hexagon Pentagon Triangle Quadrilateral Octagons

	1. 	2. 	3. 	4. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

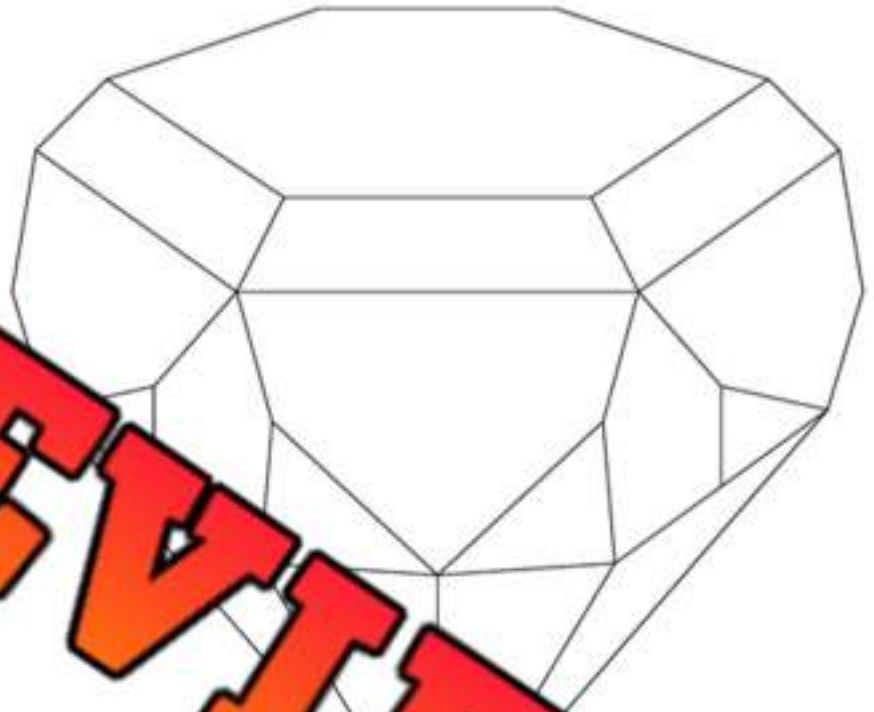
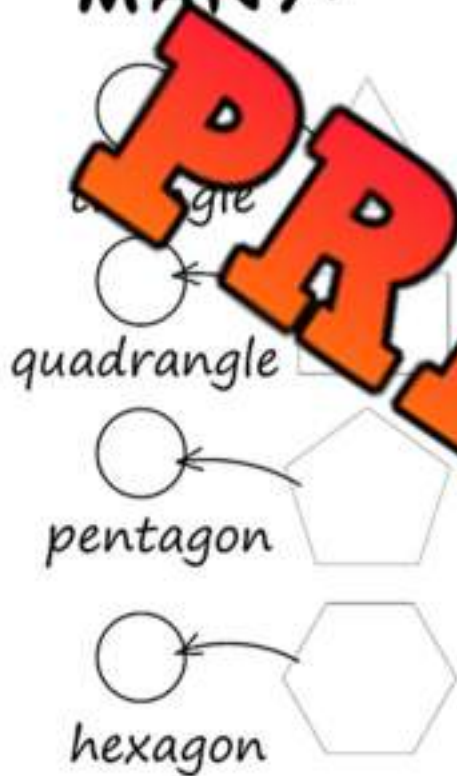
	5. 	6. 	8. 
# of Sides	_____ sides	_____ sides	_____ sides
Name of Shape			

	9. 	10. 	11. 	12. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

Drawing Using Shapes

Directions

How many of each shape can you find? Then colour the diamond.

HOW MANY?

Directions

Draw your own diamond that uses each of the shapes.

Diamond	Shapes	
<div style="border: 1px solid black; width: 100px; height: 100px; margin: auto;"></div>	Triangles	
	Quadrilateral	
	Pentagon	
	Hexagon	
	Octagon	

Drawing Using Shapes

**Directions**

Colour the shapes below

Colour the shapes the colours below

Circles	Yellow	Pentagons	Green
Triangles	Orange	Hexagons	Blue
Quadrilaterals	Purple	Octagons	Red



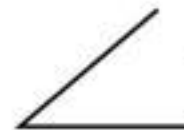
Naming Angles



= larger than
a right angle



= right angle



= smaller than
a right angle

Questions

Label the angles in comparison to a right angle – larger, smaller, right angle

1)

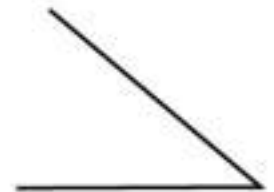


2)

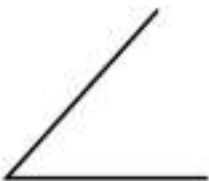


3)

4)



5)



6)



7)



8)



9)



10)



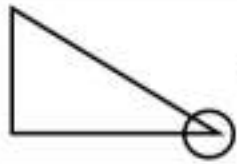
11)



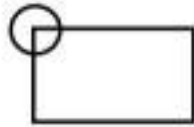
12)



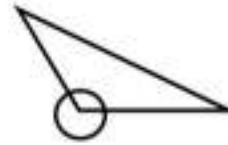
Naming Angles in Shapes



= smaller than
a right angle



= right angle



= larger than
a right angle

Part 1 Draw the angle that is circled. Then label it larger, smaller, or a right angle

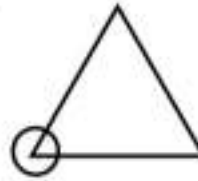
1)



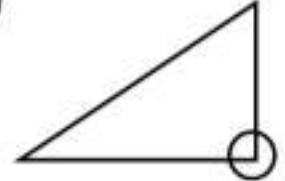
2)



3)

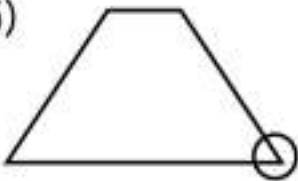


4)

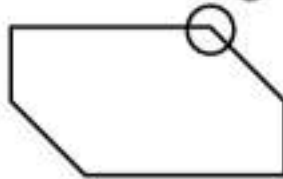


Right Angle

5)



6)



7)



8)



Part 2

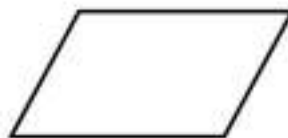
Circle the angles below on the shapes

9)



Smaller than a right angle

10)



Larger than a right angle

11)

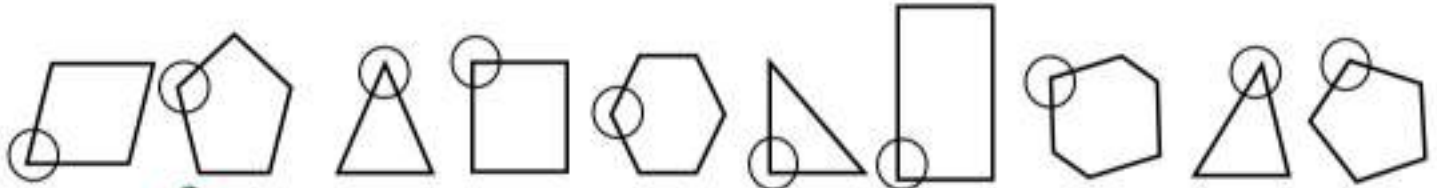


A right angle

Sorting Angles

Part 1

Sort the angles into the categories below



A

C

D

E

F

G

H

I

J

Angle	Right Angle	Larger Than A Right Angle	Smaller Than A Right Angle
Letters			

Part 2

Sort the angles into the categories below



A

B

C

D

F

H

Angles	Right Angle	Larger Than A Right Angle	Smaller Than A Right Angle
Letters			





Part 3

Circle the angles below

Drawings			
Angles	Right Angle	Larger than a right angle	Smaller than a right angle

Geometry Test**Part 1**


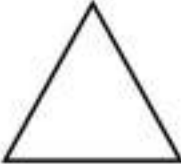
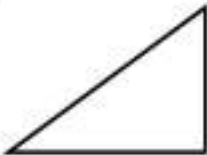


How many sides does the shape have? What is the name of the shape?

	1. 	2. 	3. 	4. 
Sides				
Name				


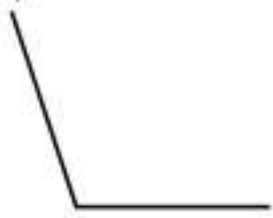

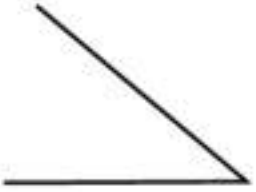
	5. 	6. 	7. 	8. 
Sides				
Name				

Part 2

Circle the vertices and write how many vertices the shape has.

1. 	2. 	3. 	4. 	5. 

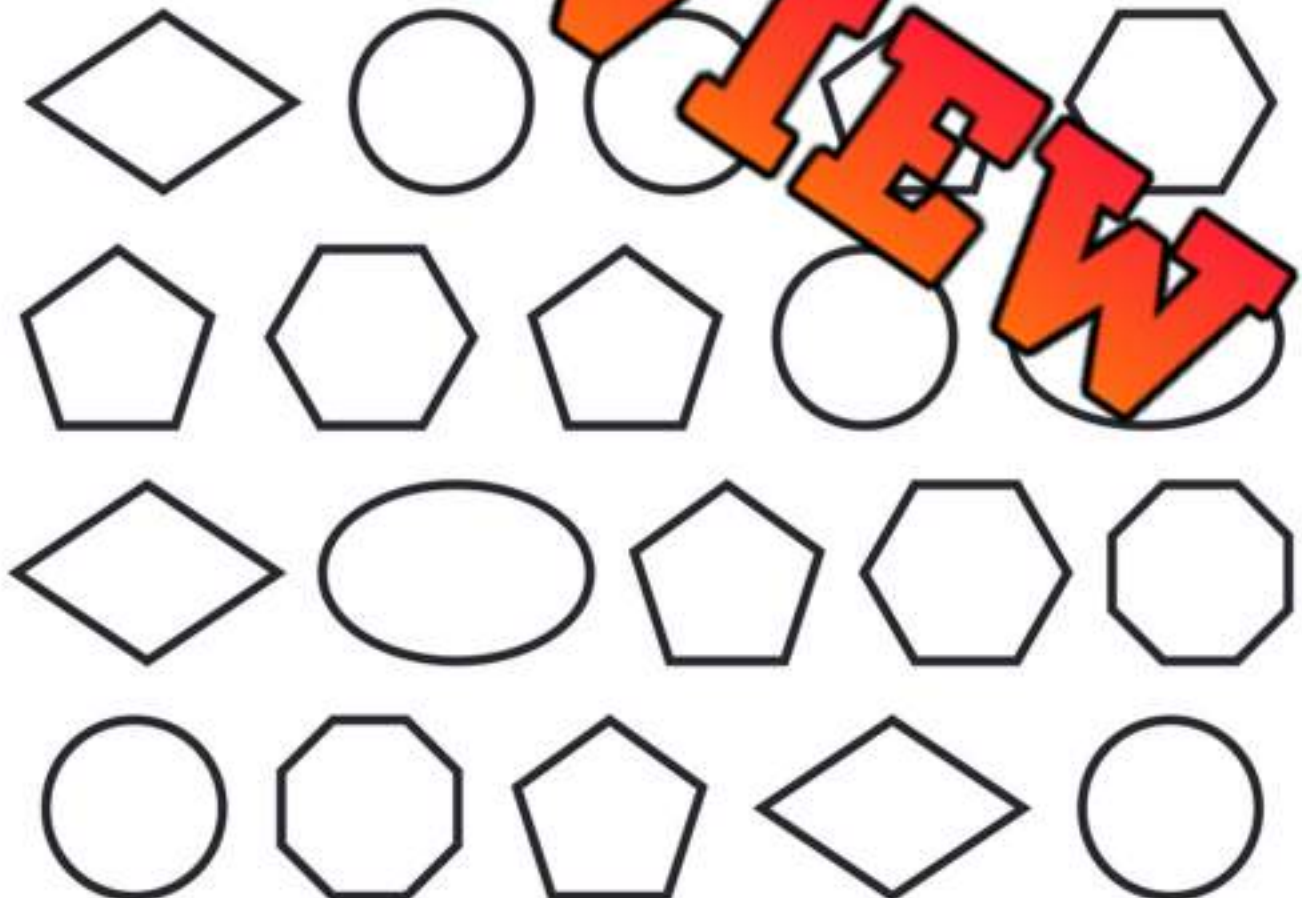
Part 3 Label the angles in comparison to a right angle – larger, smaller, right angle

1) 	2) 	3) 	4) 

Part 4 How many of each shapes can you find? Then colour the diamond.

Colour the shapes below

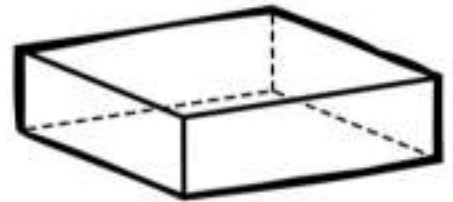
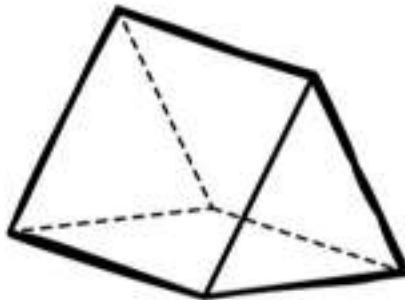
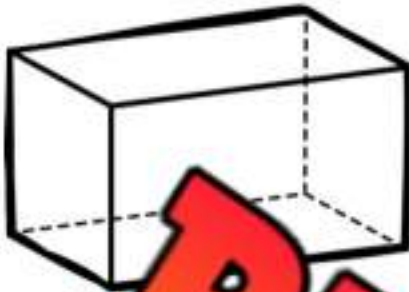
Circles	Pentagons	Green
Triangles	Hexagons	Blue
Quadrilaterals	Octagons	Red



Prisms – Faces, Edges, Vertices

Questions

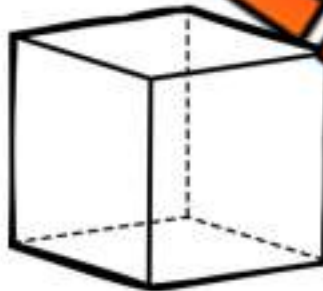
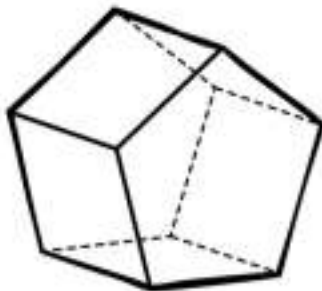
Fill in the tables below based on the prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

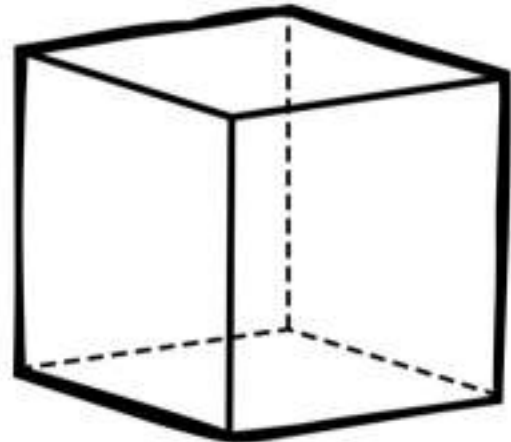
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

3D Objects – Cube vs Rectangular Prism

Questions

How is a cube similar and different from a rectangular prism?

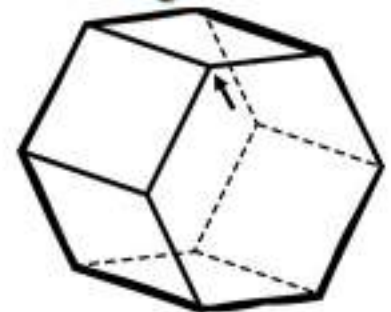
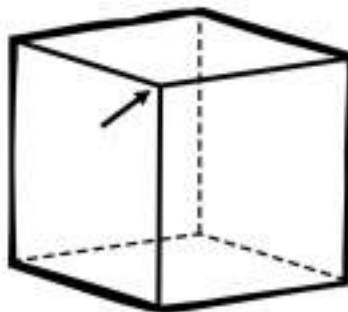
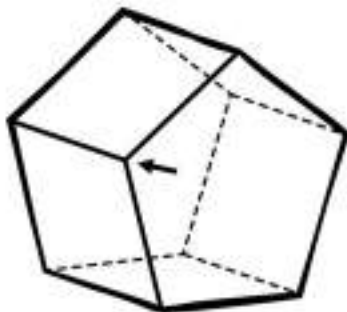
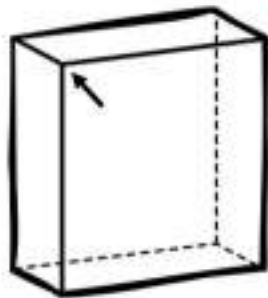
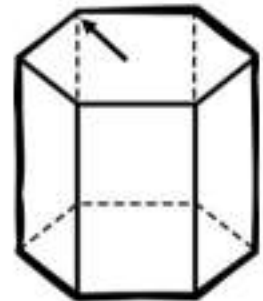
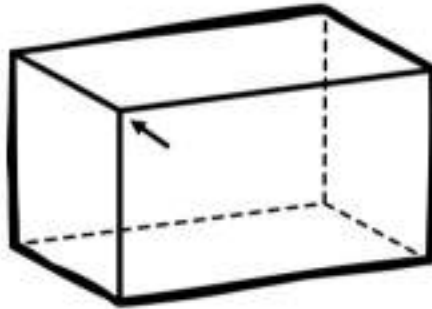


Ideas	Edge, Vertices, 2D Shapes
Similarities	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Differences	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Angles in 3D Objects - Prisms

Questions

Are the angles right angles, or larger or smaller than right angles?

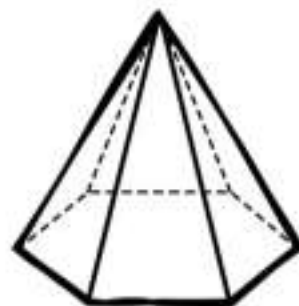
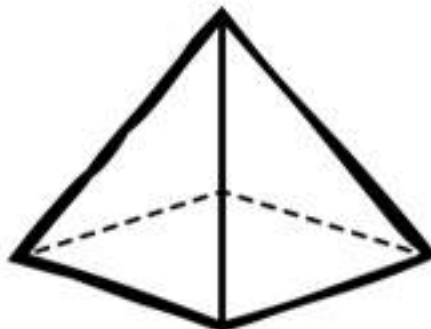


PREVIEW

Faces, Edges, and Vertices

Questions

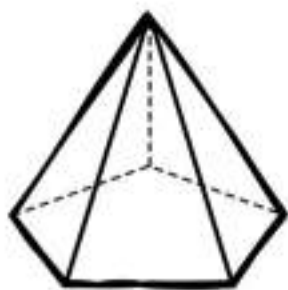
Fill in the tables below based on the 3D shapes below



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

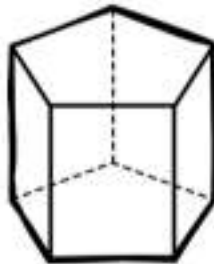
Prism, Cone, or Pyramid ?

Questions

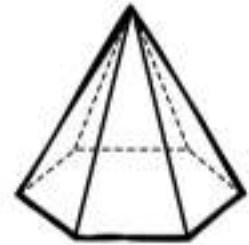
Is the shape a prism, cone or pyramid?



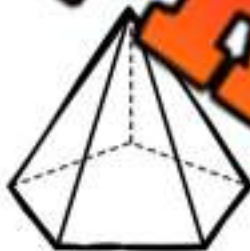
Prism Cone Pyramid



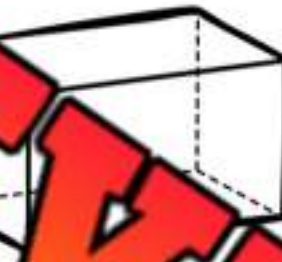
Prism Cone Pyramid



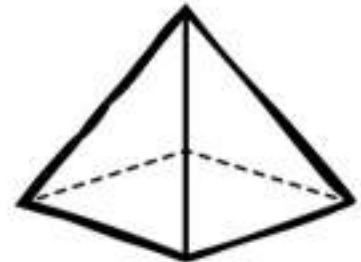
Prism Cone Pyramid



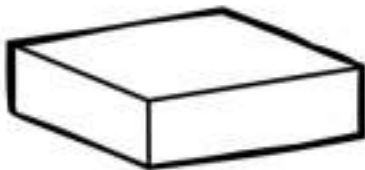
Prism Cone Pyramid



Prism Cone Pyramid



Prism Cone Pyramid



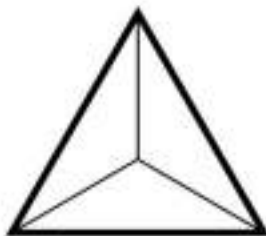
Prism Cone Pyramid



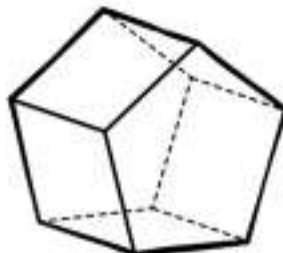
Prism Cone Pyramid



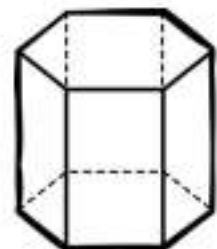
Prism Cone Pyramid



Prism Cone Pyramid



Prism Cone Pyramid

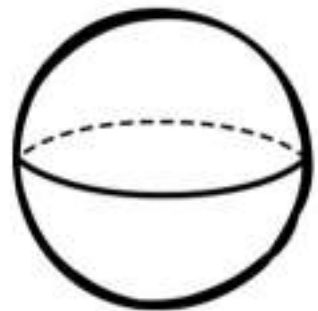
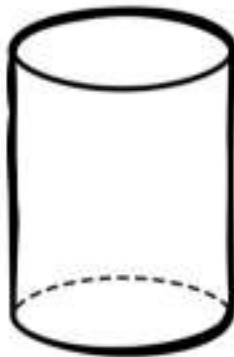


Prism Cone Pyramid

Cone, Cylinder or Sphere

Questions

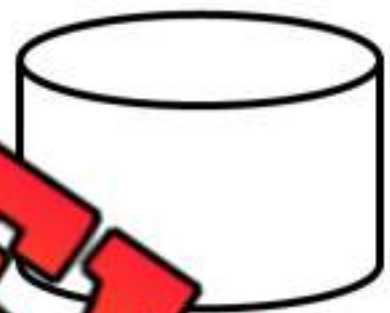
Is the 3D object a Cone, Cylinder, or Sphere?



Cone Cylinder

Cylinder Sphere

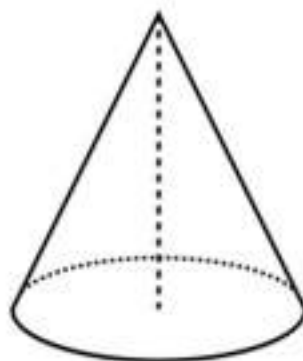
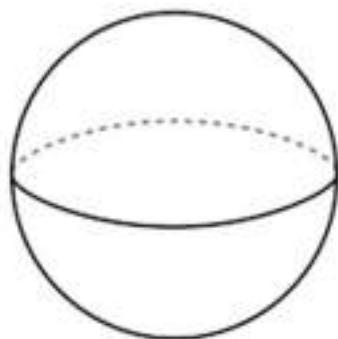
Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

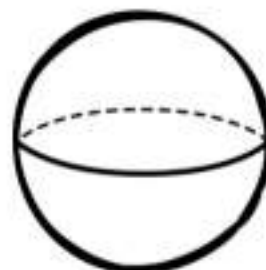
Cone Cylinder Sphere

PREVIEW

3D Objects – Faces, Edges, Vertices

Questions

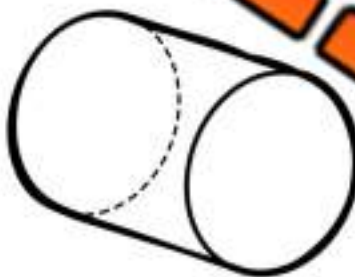
Fill in the tables below



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



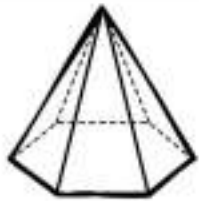
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

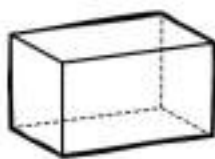
Faces	
Edges	
Vertices	
Name	

Sorting 3D Objects - Prisms and Pyramids**Prism****Pyramid****PREVIEW****Questions**

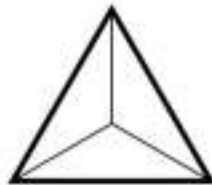
Write the letter below each shape in the correct category



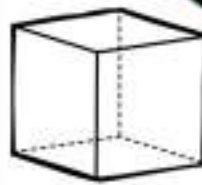
A



B



C

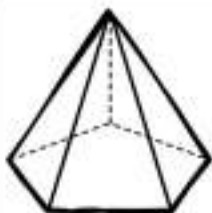


D



E

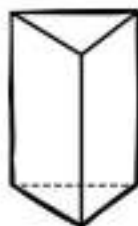
F



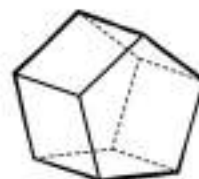
G



H



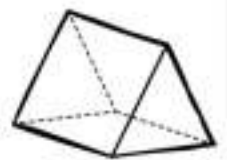
I



J



K



L

Activity Title: Geometric Builders**Objective**

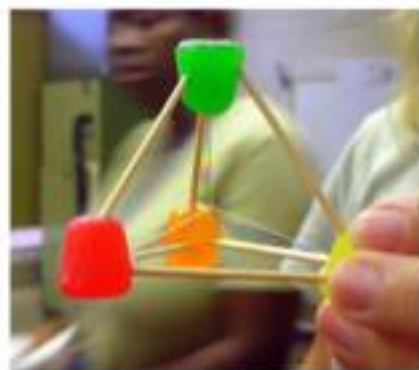
What are we learning about?

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 colors)
- Worksheet with diagrams of 3D shapes
- Colored 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, tetrahedrons, and pyramids 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.

Reflection

Answer the questions below.

1) Which 3D object was the hardest to make? Explain.

2) Name a world object that resembles one of the shapes you built.

3) What would happen if you used double the number of toothpicks for one of your shapes?

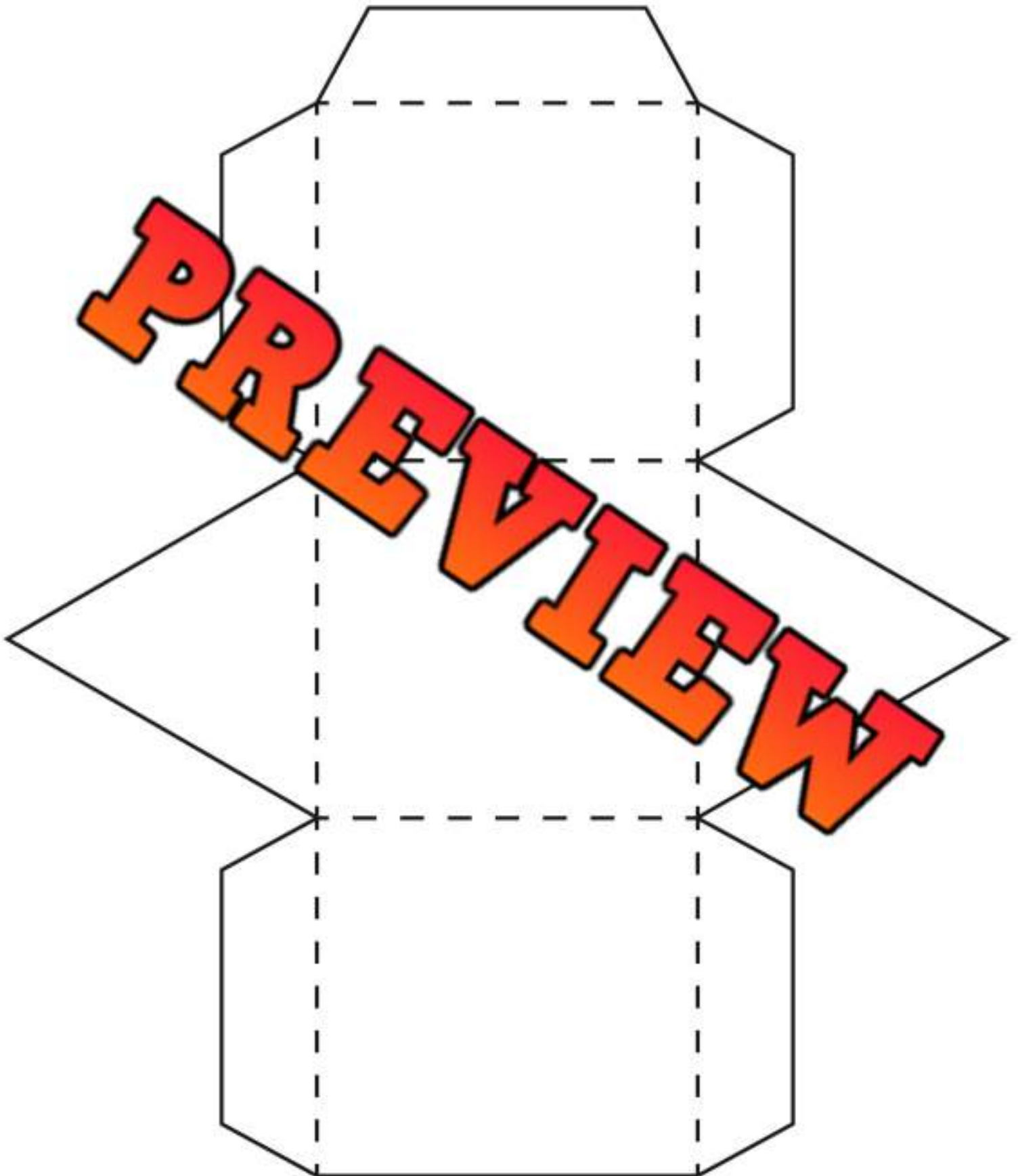
4) Draw the shape you built and label the number of faces, vertices, and edges.

PREVIEW

Name: _____

169

3D Model - Triangle Based Prism Net



Name: _____

170

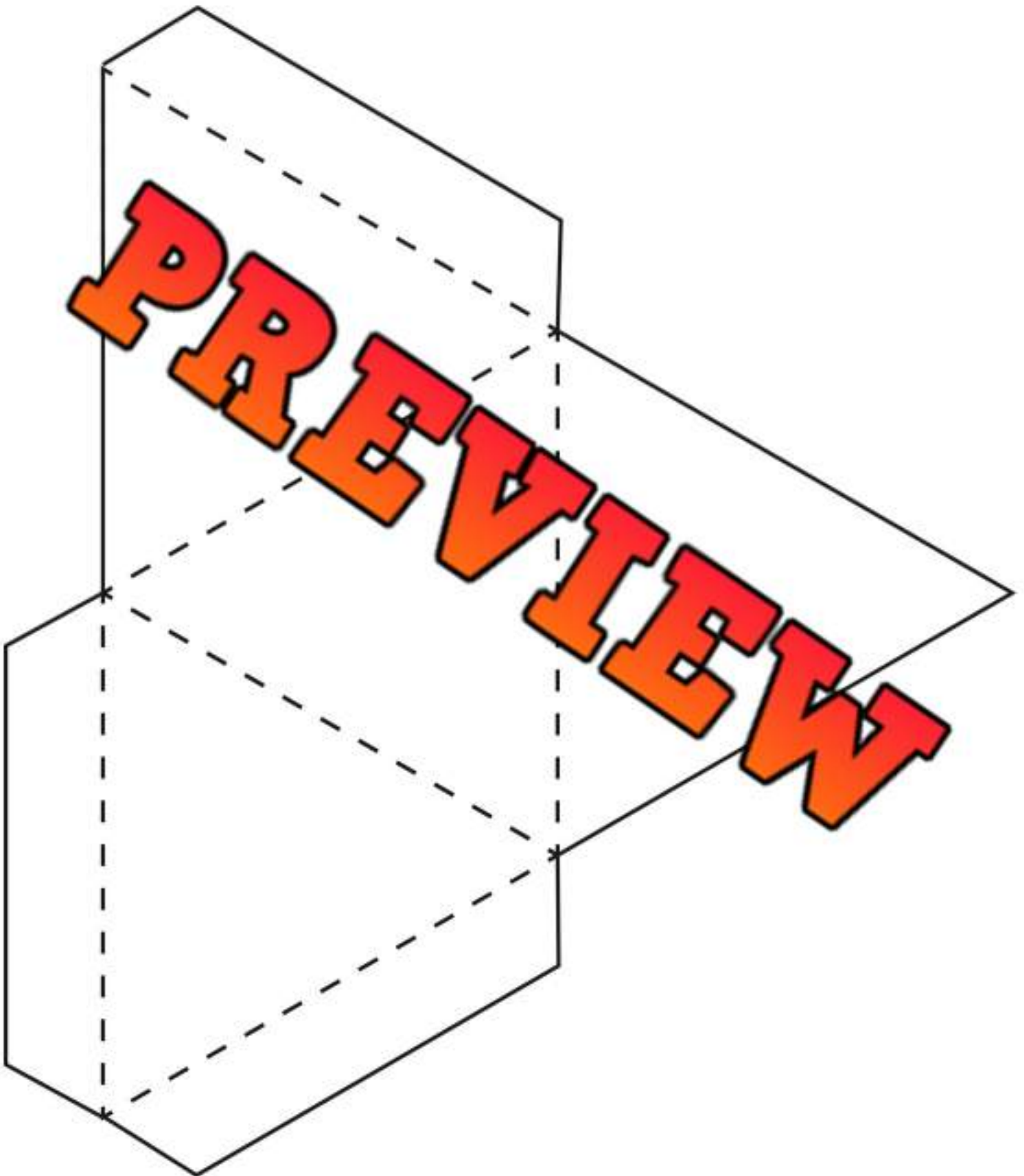
3D Model - Rectangle Based Prism Net

PREVIEW



Name: _____

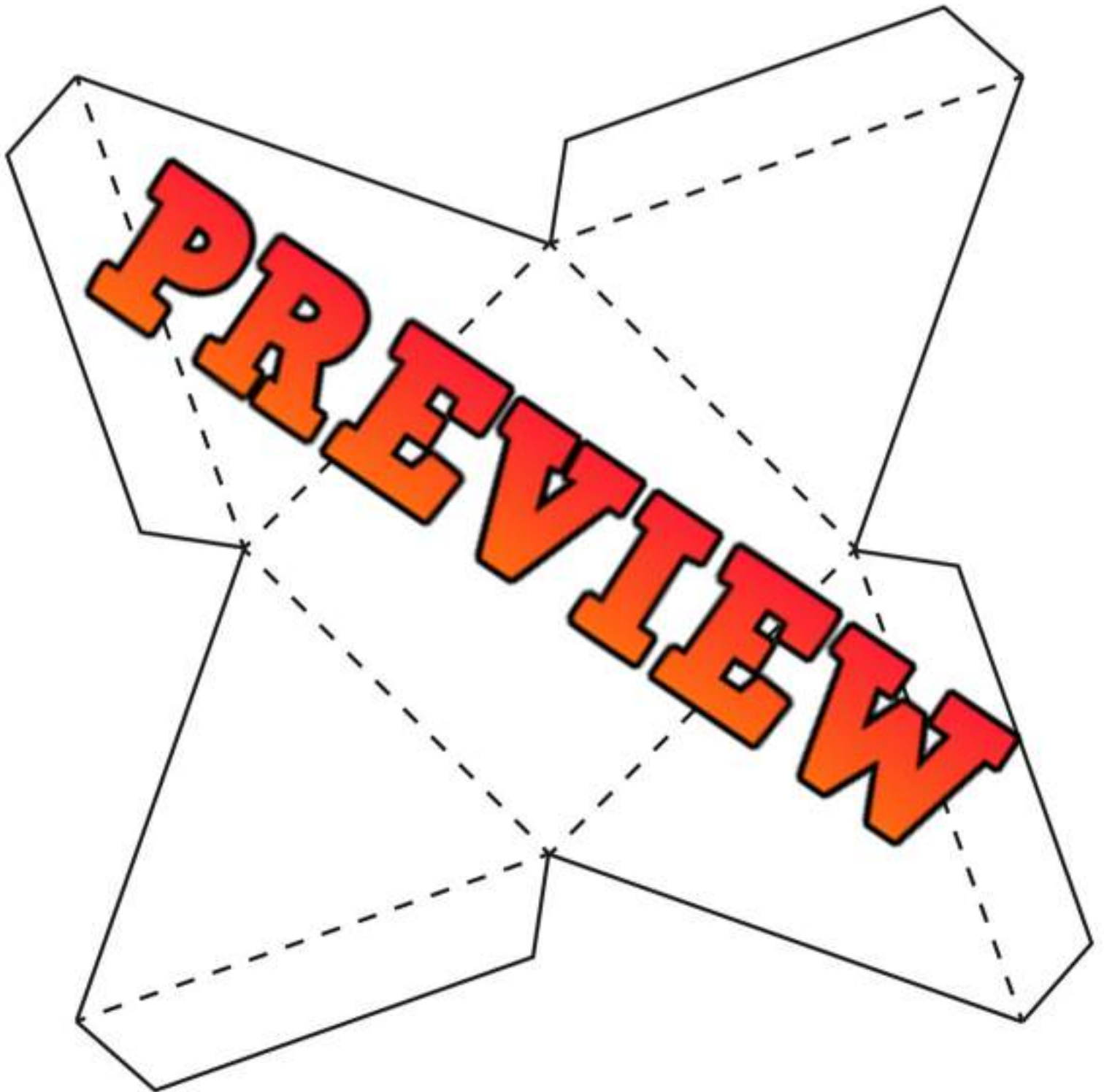
3D Model - Triangle Based Pyramid Net



Name: _____

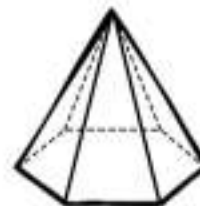
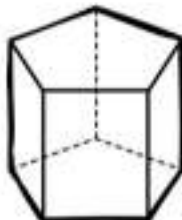
177

3D Model - Square Based Pyramid Net



Geometry Test

Part 1 Is the shape a prism or pyramid?

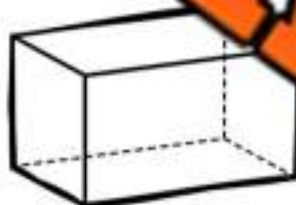


Prism Pyramid

Prism Pyramid

Prism Pyramid

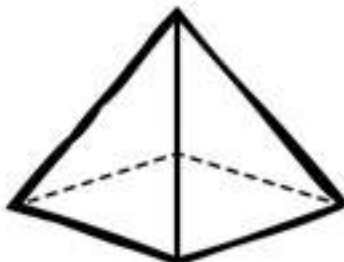
Part 2 Fill in the table below based on the prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



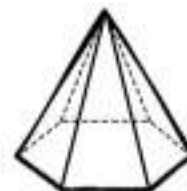
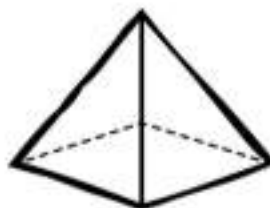
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Part 3

Circle the name of the 3D objects



Rectangular-Based Pyramid
Triangular-Based Pyramid
Pentagon-Based Pyramid

Square-Based Pyramid
Triangular-Based Pyramid
Pentagon-Based Pyramid

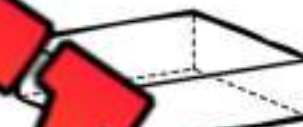
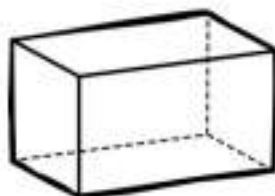
Rectangular-Based Pyramid
Pentagon-Based Pyramid
Hexagon-Based Pyramid



Cone Cylinder Sphere

Cone Cylinder Sphere

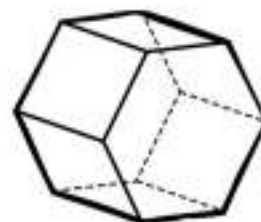
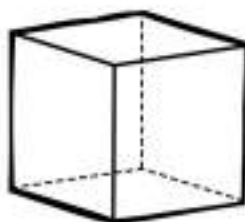
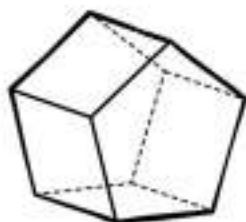
Cone Cylinder Sphere



Rectangular Prism
Triangular Prism

Rectangular Prism
Triangular Prism

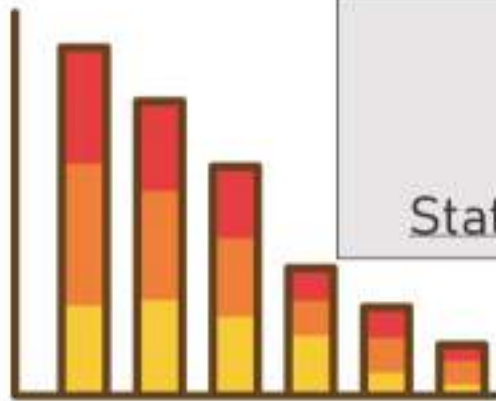
Rectangular Prism
Triangular Prism



Rectangular Prism
Triangular Prism
Pentagonal Prism

Cube
Hexagonal Prism
Pentagonal Prism

Rectangular Prism
Hexagonal Prism
Pentagonal Prism



Grade 3
Statistics and Probability



	Curriculum Outcomes	Pages
	Demonstrate understanding of first-hand data	

Preview of 50 pages from this product that contains 113 pages total.

Sorting Data

Part 1 Sort the sports by writing the letter in the correct category

Ball/Puck Sport	Gymnastics	Exercise	Running

				
A	B	D	E	F
				
G	H	I	J	L

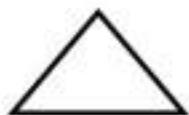
Part 2 Read the list of data and match them with the correct category

- | | |
|-------------------------------------|-------------------|
| a) t-shirt, sweater, jeans, socks | _____ winter wear |
| b) coat, gloves, boots, snow pants | _____ clothing |
| c) tv, phone, video games, computer | _____ tools |
| d) saw, hammer, screwdriver, wrench | _____ electronics |
| a) mom, dad, brother, sister | _____ vehicles |
| b) car, truck, motorcycle, van | _____ family |
| c) crackers, bread, cereal, chips | _____ desserts |
| d) brownie, cookie, cake, ice cream | _____ food |

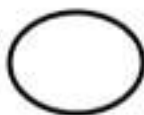
Sorting Data

Part 1

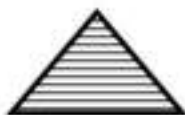
Sort the shapes based on two attributes



A



B



C



D



E



F

Triangles (Letters)	Circles (Letters)	Stars (Letters)	White Shapes (Letters)	Striped Shapes (Letters)
Number of Triangles	Number of Circles	Number of Stars	Number of White Shapes	Number of Striped Shapes
2				

Part 2

Sort the shapes based on two attributes



A



B



C



D



E



I



J

White Lightning (Letters)	Dark Lightning (Letters)	Striped Lightning (Letters)
Number of White Lightning	Number of Dark Lightning	Number of Striped Lightning
Total Number of White Lightning		Total Number of Dark Lightning

1) How many lightnings are both white AND have a pattern?

2) Which group is the largest?

3) When sorting data, can something/someone belong to two groups?

Exit Cards

Cut Out

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

Name: _____

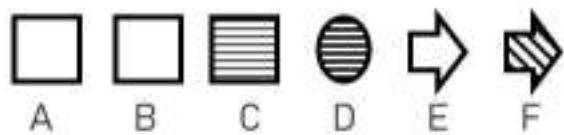
Sort the shapes based on two attributes



Rectangles (Letters)	Circles (Letters)	Arrows (Letters)
White Shapes (Letters)	Striped Shapes (Letters)	

Name: _____

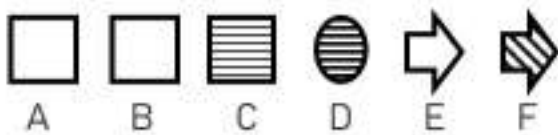
Sort the shapes based on two attributes



Rectangles (Letters)	Circles (Letters)	Arrows (Letters)
White Shapes (Letters)	Striped Shapes (Letters)	

Name: _____

Sort the shapes based on two attributes



Rectangles (Letters)	Circles (Letters)	Arrows (Letters)
White Shapes (Letters)	Striped Shapes (Letters)	

Name: _____

Sort the shapes based on two attributes



Rectangles (Letters)	Circles (Letters)	Arrows (Letters)
White Shapes (Letters)	Striped Shapes (Letters)	

Name: _____

7

Curriculum Connection
SP3.1

Sorting Data – Carroll Diagram

Part 1

Sort the animals into the correct categories

						
Cow	Wolf	Dog	Cat	Goldfish	Gorilla	Human

	4 legs	Has 0-2 legs
Can be a pet		
Not a pet		

Part 2

Give examples of animals that fit the following categories

Can you think of another animal that...	
1. Is a pet with 4 legs?	
2. Has 4 legs and is not a pet?	
3. Has 0-2 legs and is a pet?	
4. Has 0-2 legs and is not a pet?	

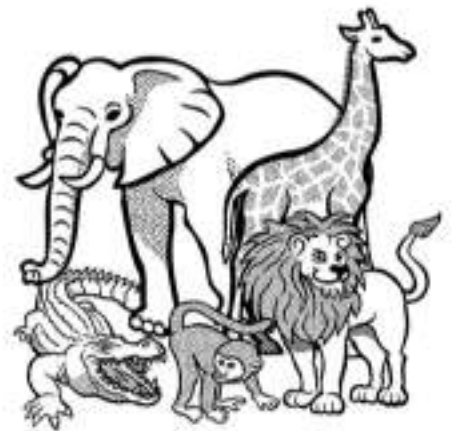
Activity Title: Fun with Sorting: Animal Attributes

Objective What are we learning about?

Students will learn to sort data by using two different attributes, such as colour and size, to understand the concept of categorization and data organization.

Materials What you will need for the activity.

- Animal picture cards (can be printed from the internet or drawn by students) - provided
- Coloured markers
- Paper
- Rulers



Instructions How you will complete the activity

1. Begin by discussing with students the attributes of animals and give examples, such as colour, size, shape, and type.
2. Hand out the animal picture cards to the students and let them colour the animals using the markers. Ensure that there are multiple colours and a range of sizes (e.g., small, medium, large) among the animals.
3. Ask the students to cut out the animal pictures if they aren't already cut out.
4. Divide the class into small groups and give each group a piece of paper and a ruler.
5. Have the students draw a large grid on their paper with two columns and two rows, creating four boxes in total.
6. Label the columns with one attribute (e.g., "Small" and "Large") and the rows with another attribute (e.g., "Red" and "Blue").
7. Instruct the groups to sort their animal cards into the appropriate boxes based on the two attributes.
8. Once the sorting is complete, each group should discuss how they decided where each animal card should go and ensure everyone agrees.

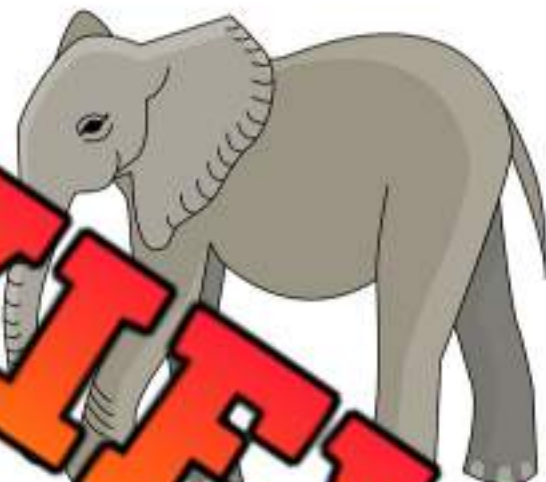
Name: _____



PREVIEW

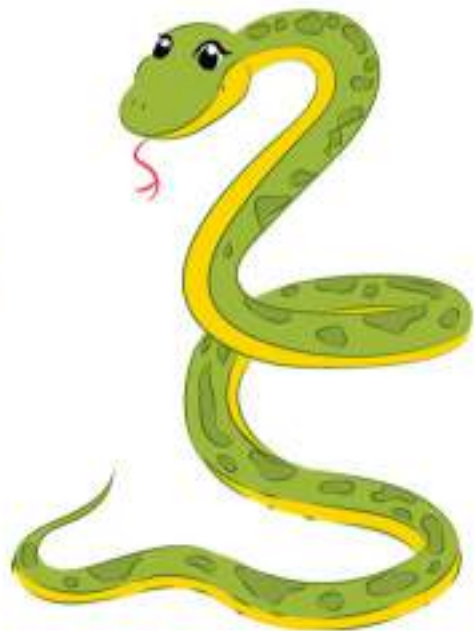


Name: _____



PREVIEW

Name: _____



PREVIEW



Sorting Data – Carroll Diagram

Part 1

Sort the numbers into the correct categories



	Number Greater Than 100	Number Less Than 100
Odd Number		
Even Number		

Part 2

Give examples of numbers that fit the following categories

Can you think of another number that...	
1. Is odd and greater than 100?	
2. Is odd and less than 100?	
3. Is even and greater than 100?	
4. Is even and less than 100?	
5. Is even and between 50 and 100?	
6. Is odd and between 300 and 1000?	

Exit Cards

Cut Out

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

Name: _____

Carrol Diagram: Sort the animals into the correct categories.

Elephant	Cat	Lion
Albatross	Eagle	Shark

	Bigger Than You	Smaller Than You
Can Fly		
Can't Fly		

Name: _____

Carrol Diagram: Sort the animals into the correct categories.

Elephant	Dog	Cat	Lion
Albatross	Eagle	Snake	Shark

	Bigger Than You	Smaller Than You
Can Fly		
Can't Fly		

Name: _____

Carrol Diagram: Sort the animals into the correct categories.

Elephant	Dog	Cat	Lion
Albatross	Eagle	Snake	Shark

	Bigger Than You	Smaller Than You
Can Fly		
Can't Fly		

Name: _____

Carrol Diagram: Sort the animals into the correct categories.

Elephant	Dog	Cat	Lion
Albatross	Eagle	Snake	Shark

	Bigger Than You	Smaller Than You
Can Fly		
Can't Fly		

Collecting Data – Carrol Diagram

Directions

Survey your classmates using the survey question and fill in the Carrol Diagram

Survey Question: Do you prefer chocolate or vanilla ice cream? Do you prefer your ice cream in a cone or in a bowl?



	Chocolate	Vanilla
Cone		
Bowl		



Questions

Fill in the two-way frequency table below

	Chocolate	Vanilla	Total
Cone			
Bowl			
Total			

1) How many friends participated in the survey?

2) Which type of ice cream is the most popular?

3) Which type of ice cream is the least popular?

4) What did you learn about the data?

Creating Questions

**Practice**

Create questions you could ask your class

Word Bank - Ideas

TV Show	Sport	Movie	Food	Drink
Comedian		Video Game	Subject	YouTube Channel

	Question
1)	What is your favourite _____
2)	What is your favourite _____
3)	What is your favourite _____
4)	What is your favourite _____
5)	What is your favourite _____

Creating Questions

Practice

Write 4 options for the survey questions below

1) How did you get to school today?

a)

c)

d)

2) What is your favourite sport?

a)

b)

c)

d)

3) What is your favourite food?

a)

b)

c)

d)



Creating Questions

Practice

Write 4 options for the survey questions below

1) What is the best subject in school?

a) Math

b) Science

c) Gym

d) Art

2) How did you get to school today?

a) _____

b) _____

c) _____

d) _____

3) What is your favourite sport?

a) _____

b) _____

c) _____

d) _____

4) What is your favourite fast food?

a) _____

b) _____

c) _____

d) _____

5) What is your favourite pizza topping?

a) _____

b) _____

c) _____

d) _____

6) What is the best kind of music?

a) _____

b) _____

c) _____

d) _____

7) What time do you go to bed at?

a) _____

b) _____

c) _____

d) _____

8) What kind of ice cream is the best?

a) _____

b) _____

c) _____

d) _____

Tally Marks

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

Part 1 Count the tally marks

_____	_____	_____	_____
_____	_____	_____	_____

Part 2 Draw tally marks that match the number

4 =	8 =	
13 =	17 =	20 =
27 =	32 =	

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

9 _____	11 _____	16 _____
---------	----------	----------

Activity Title: Tally Mark Nature Walk**Objective**

What are we learning about?

Students will learn to use tally marks to count and record data by observing and tallying specific natural objects they find outdoors.

Materials

What you will need for the activity.

- Clipboard or sheet of paper for writing
- Paper with the recording table printed on it
- Pencils
- Optional: magnifying glasses and small bags for collecting items

**Instructions**

How you will complete the activity.

1. Start by explaining what tally marks are and how they are used to count objects efficiently.
2. Take the class outside for a nature walk around the schoolyard or nearby park.
3. Give each student a clipboard with the recording table printed on it. Optionally, provide magnifying glasses and small bags for collecting items.
4. Instruct students to look for specific items such as red flowers, round rocks, pine cones, feathers, acorns, and four-leaf clovers. They should use tally marks to record how many of each item they find in the table.
5. Allow students to explore and tally their findings for a set amount of time, like 15-20 minutes.
6. After the exploration, gather the class and have students share their findings. Record the results on a large sheet of paper or a whiteboard using tally marks.
7. Discuss the different quantities of items found and compare results among the students.

Observations Fill in the table below while walking around your natural environment

Item	Tally Marks	Total Count
Red Flowers		
Round		
Pine Cones		
Feathers		
Acorns		
Four-leaf Clovers		
Spider Webs		
Ant Hills		
Animal Tracks		

PREVIEW

Tally Marks – Favourite Music



Part 1

Fill in the tally table below

Favourite Music of Grade 3 Students		
Music Genres	Tallies	Frequency
Jazz		6
Country		
Rap/Hip-Hop		
Rock		20

Part 2

Answer the questions below

1) Which music genre is the most popular?	
2) Which music genre is the least popular?	
3) How many more students voted for pop than jazz?	
4) How many grade 3 students were surveyed?	

Tally Marks – Favourite Treat


Part 1

Fill in the tally table below

Favourite Treat		
Treat	Tallies	Frequency
 Donut 		
 Brownie 		11
 Ice Cream 		
 Cake 		9
 Chocolate 		

Part 2

Answer the questions below

1) Which treat is the most popular?

2) Which treat is the least popular?

3) How many more people like ice cream than cake?

4) Put the treats in order from least popular to most popular.

Exit Cards

Cut Out

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

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	###	
Tacos		17
Hot Dog		7
Sandwich	###	
Burgers		14

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	### ###	
Tacos		17
Hot Dog		7
Sandwich	###	
Burgers		14

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	### ###	
Tacos		17
Hot Dog		7
Sandwich	###	
Burgers		14

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	### ###	
Tacos		17
Hot Dog		7
Sandwich	###	
Burgers		14

Reading a Line Plot - Pets



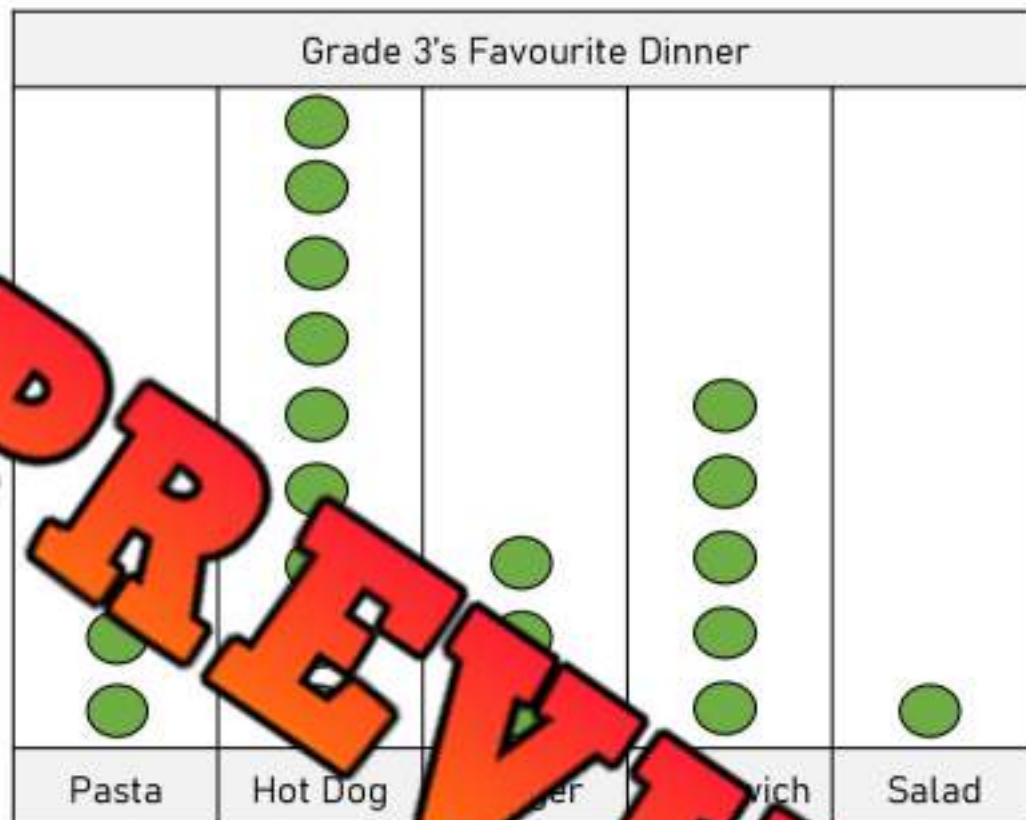
Pet	Dog	Cat	Bunny	Turtle
Frequency				

Questions

Read the line plot and answer the questions

- a) Which pet was the most popular?
- b) Which pet was the least popular?
- c) How many total people were asked the survey question?
- d) How many more people like dogs than bunnies?
- e) Put the pets in order of most popular to least popular.

Reading a Line Plot – Favourite Dinner



Dinner	Pasta	Hot Dog	Burger	Sandwich	Salad
Frequency					

Questions

Read the line plot and answer the questions

- Which dinner was the most popular?
- Which dinner was the least popular?
- How many total people were asked the survey question?
- How many more people like hot dogs than salad?
- Put the dinner options in order of least popular to most popular.

Exit Cards

Cut Out

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

Name: _____

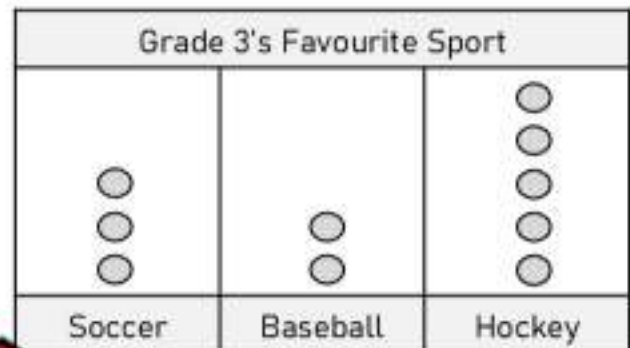
Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

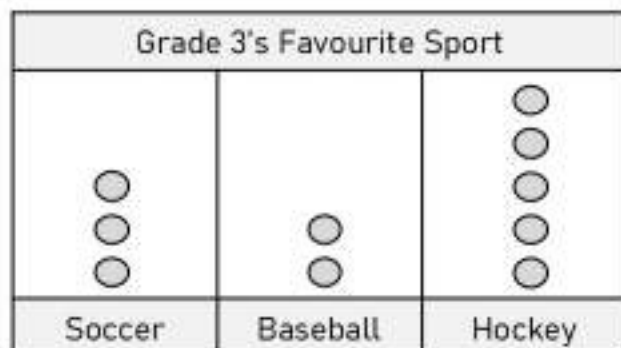
Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

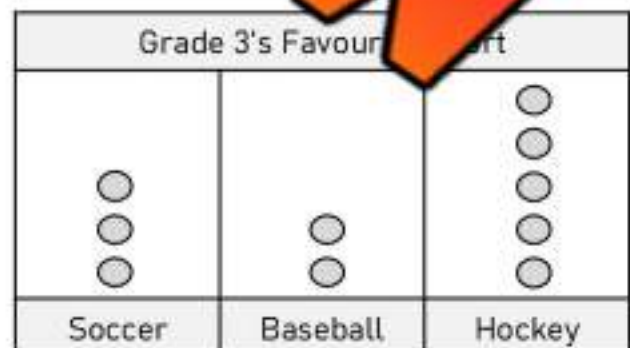
Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

Read the line plot and answer the questions



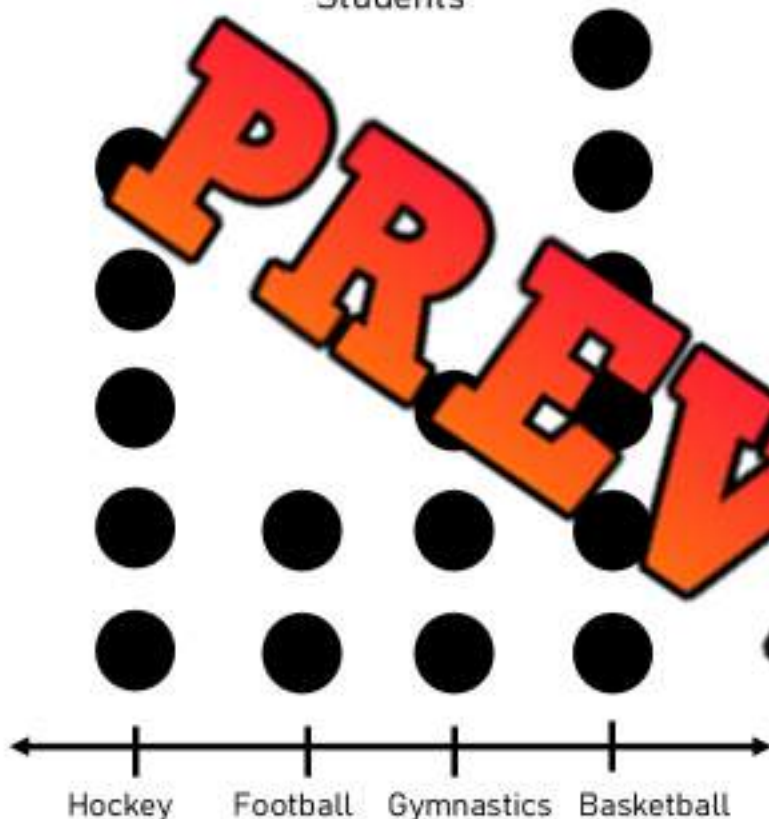
Dinner	Soccer	Baseball	Hockey
Frequency			

Reading a Line Plot – Favourite Sport

Part 1

Read the line plot below and answer the questions

Favourite Sport of Grade 3
Students



1) Which sport was the most popular?

2) Which sport was the least popular?

3) How many people were surveyed?

What else can you learn about the people who completed the survey?

Part 2

Fill in the frequency table below



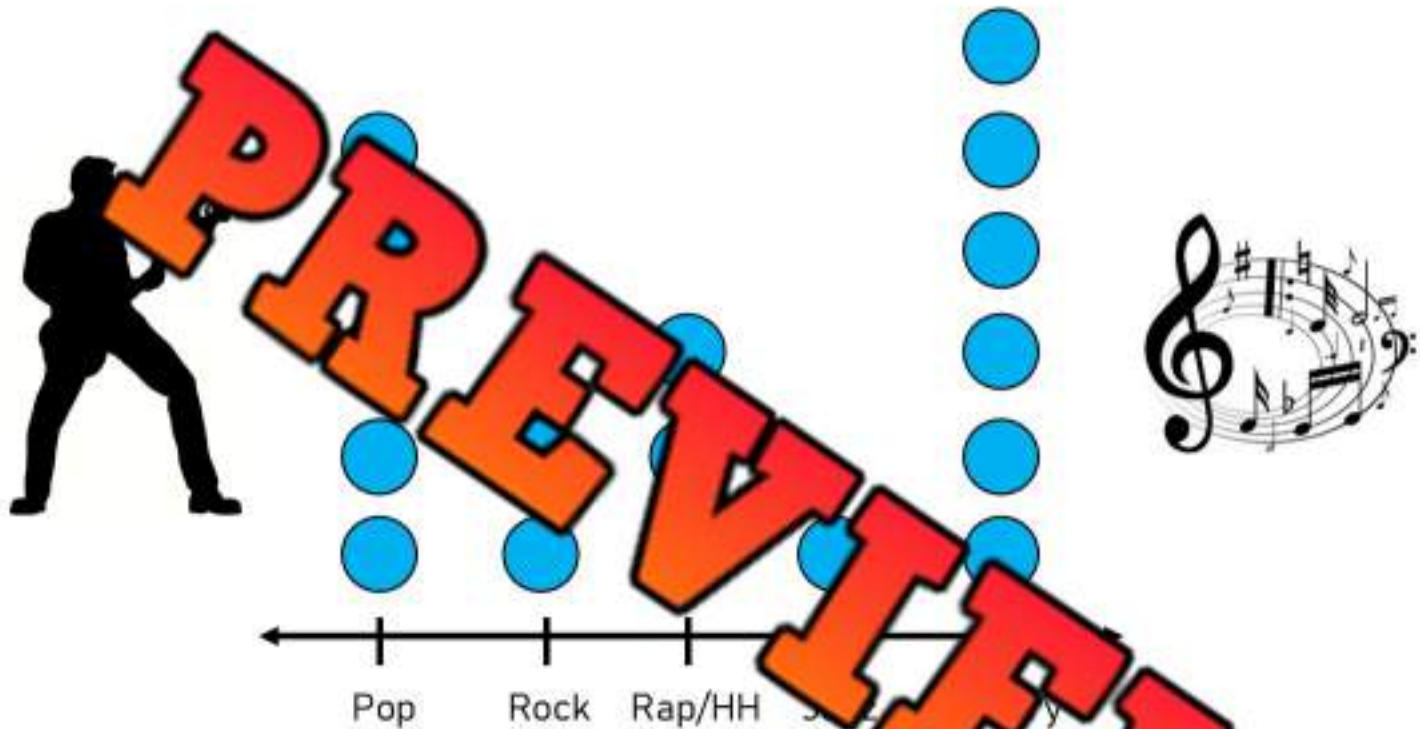
Category	Hockey	Football	Gymnastics	Basketball
Tally				
Frequency				

Reading a Line Plot – Music Genres

Part 1

Read the line plot below and answer the questions

An online survey asked people what their favourite music genre is. The results have been displayed below in a line plot.



Part 2

Fill in the frequency table below

Category	Pop	Rock	Rap/Hip Hop	Jazz	Country
Tally					
Frequency					

1) Which genre of music is the most popular? _____ Least popular: _____

2) How much more popular is country than rock? _____

3) How many people were surveyed? _____

Creating a Line Plot - Hobby

Questions

Survey your class and use the data in a line plot

Survey Question: What is your favourite hobby?**Instructions** - Use tally marks to record the answer to the survey question.

Category	Reading	Computer	Gaming	Playing Outside
Tally				
Frequency				

Title: _____

Reading	Computer	Gaming	Playing Outside

Horizontal Pictograph - Candy

A **pictograph** is a graph that displays data using symbols or pictures. Read the pictograph below and answer the questions.

Sam and his friends collected candy on Halloween. The amount of candy each friend collected is displayed below in the pictograph.

Friend	Number of Candies Collected	Frequency
Sam		
Steve		
Tony		
Jill		
Stacy		



= 3 Candies

a) How much is one candy worth?

b) Who collected the most candy?






c) How much more candy did Jill collect than Tony?

d) Did Sam and Steve collect more or less candy than Stacy and Jill?

e) How much total candy was collected?

Horizontal Pictograph - Books

Mr. Wilson's class had a competition to see who could read the most pages in their books in a week. The results have been displayed in the pictograph below for the top 5 readers in the class.

Friend	Number of Pages Read	Frequency
John		
William		
Emma		
Nick		
Maddy		

 = 10

- How many pages is one book worth?
- How many pages is half a book worth?
- Who read the most amount of pages?
- How many total pages were read by these 5 students?
- Who got third place in the competition?
- How many more pages did Emma read than William?
- Did Nick and William read more or less pages than Maddy and John? Explain.

Exit Cards

Cut Out

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

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		


 = 3 kilometers

How many total kilometers did all 4 friends run?

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		

 = 3 kilometers

How many total kilometers did all 4 friends run?

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		

 = 3 kilometers

How many total kilometers did all 4 friends run?

Name: _____

Fill in the table and answer the question.

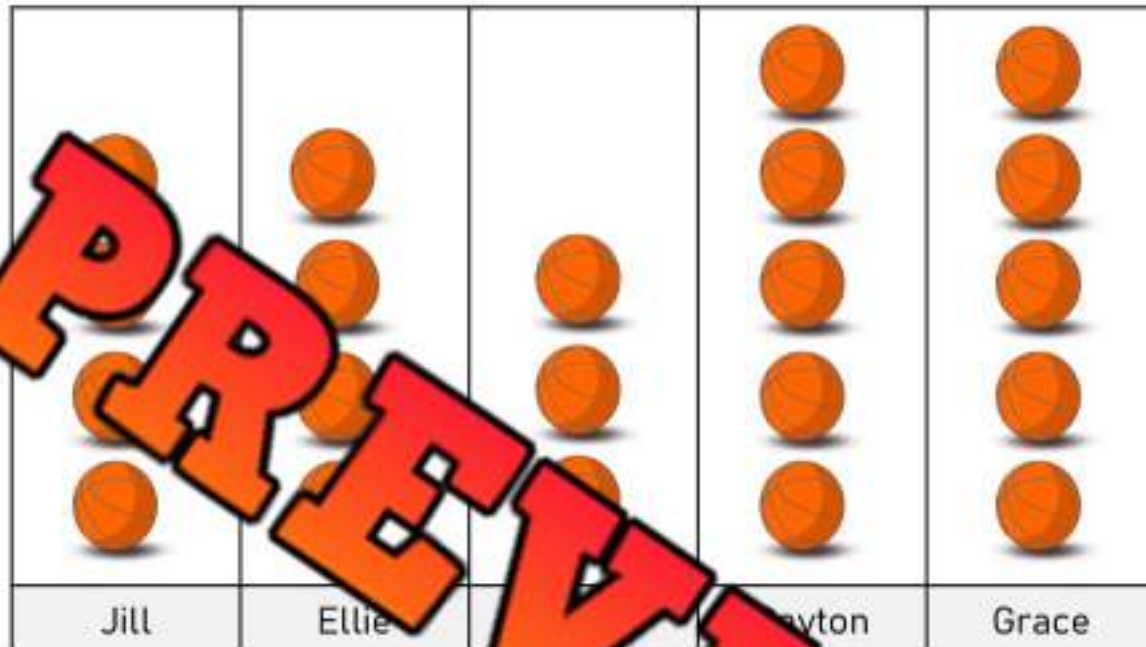
Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		

 = 3 kilometers

How many total kilometers did all 4 friends run?

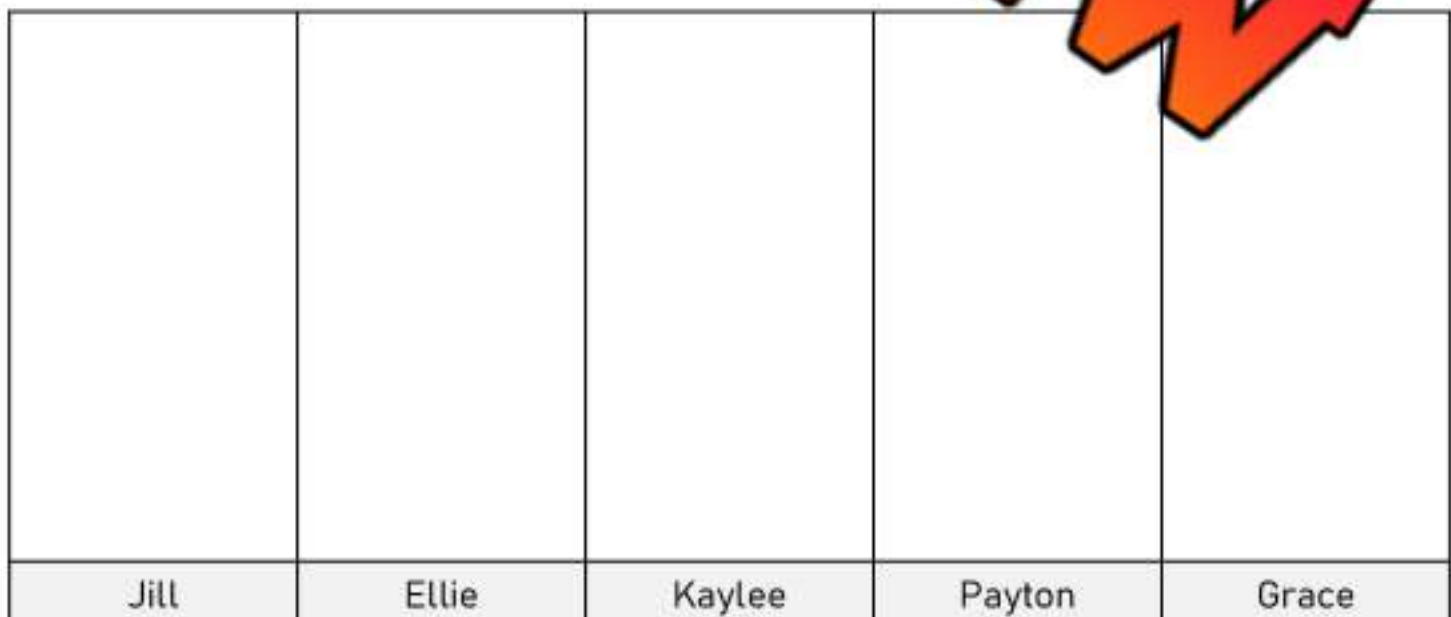
Pictograph to Line Plot

Grace's basketball team counted how many points each of the players scored in a tournament. The point totals for the starting 5 are displayed below in a pictograph.



Directions

Take the data from the pictograph and draw a line plot.



Creating a Vertical Pictograph

James participated in a reading challenge last week. He read each day and wrote down how many minutes he read for each day of the week.



Sunday	15
Monday	30
Tuesday	20
Wednesday	15
Thursday	35
Friday	40
Saturday	20



PREVIEW

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



= 5 minutes

- | | |
|--|--|
| 1) What day did he read the most? | |
| 2) How many more minutes did he read on Friday than Wednesday? | |
| 3) Did James read <u>more</u> or <u>less</u> on Monday and Tuesday than he did on Friday and Saturday? | |

Creating a Vertical Pictograph

Colton played 5 games of basketball last week. The number of points he scored in each game is displayed below. Create a pictograph to show his points.

Game 1	Game 2	Game 3	Game 4	Game 5
20	16	18	14	24



PREVIEW				
Game 1	Game 2	Game 3	Game 4	Game 5

=

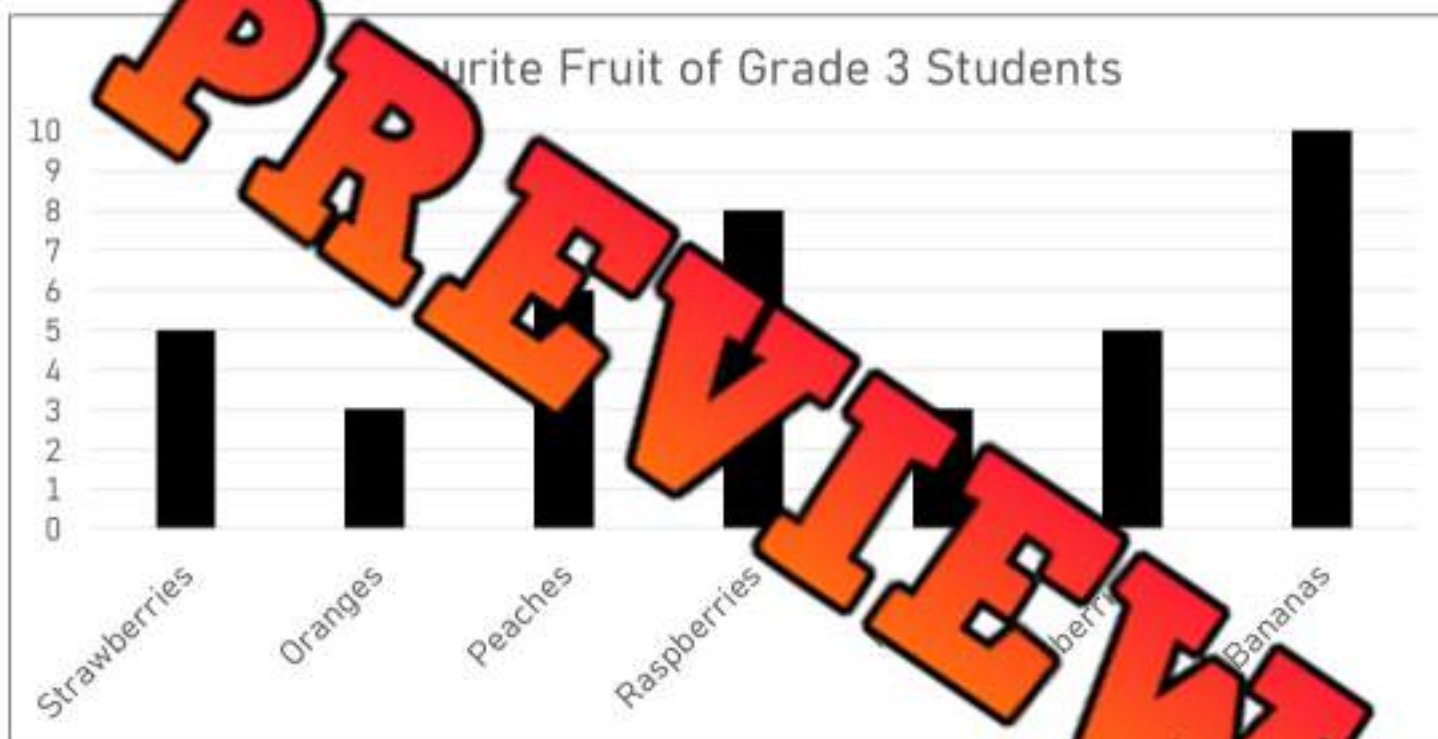
- 1) Which game did he score the most points? _____ Least points? _____
- 2) Did he score more or less points in games 1 and 2 than games 4 and 5? _____
- 3) How many total points did he score in all 5 games? _____

Why We Use Graphs

Luca wanted to know which fruit was most popular in his class. He collected data and displayed it in the bar graph below.



Strawberries	Oranges	Peaches	Raspberries	Mango	Blueberries	Bananas



a) Which fruit was the most popular?

b) How many students liked bananas more than oranges?

c) Does the graph and table show the same data?

Yes

No

d) Which is easier to read, the table or the graph? Which one allows you to find the most popular fruit faster?

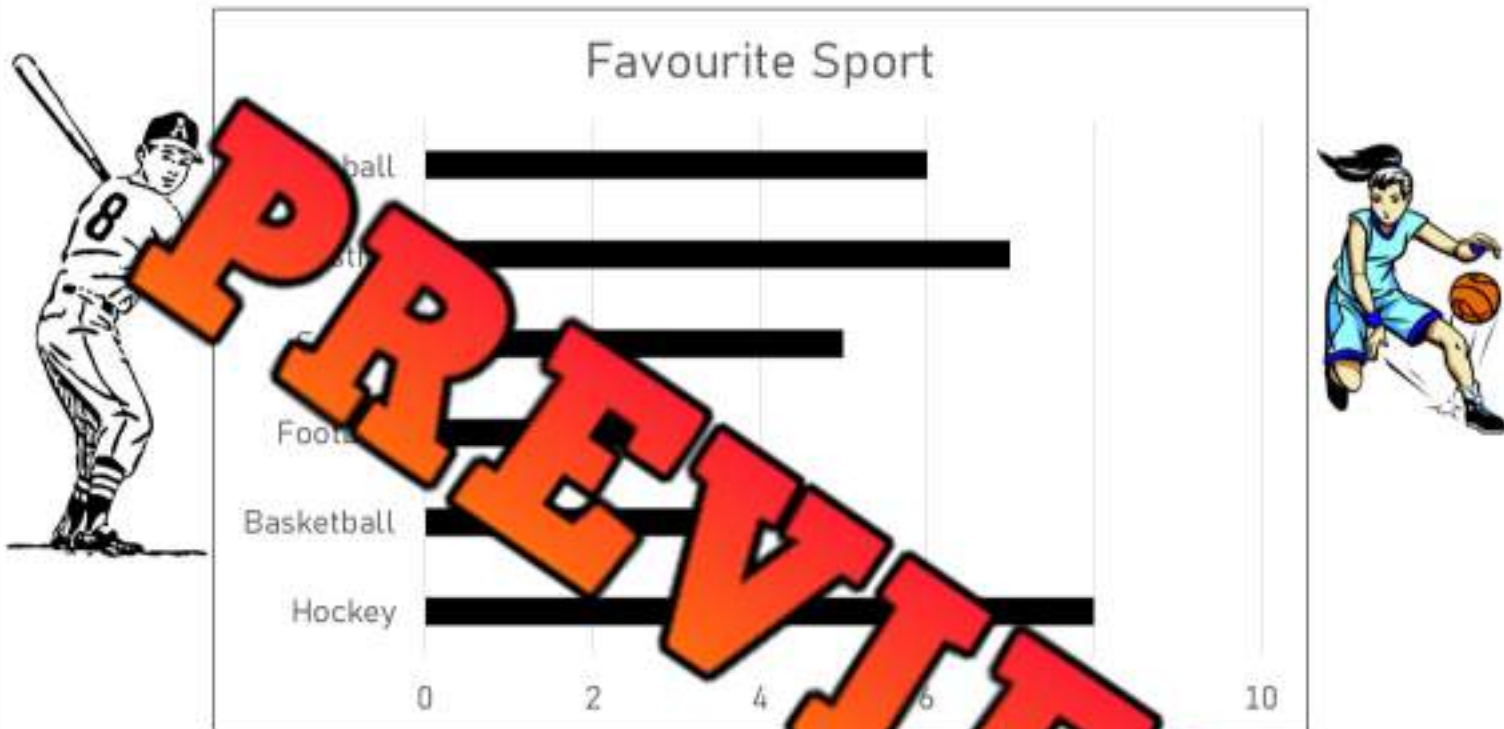
Graph

Table

e) What are the benefits of using a graph?

Horizontal Bar Graph – Favourite Sport

The kids at camp were asked which sport they liked the best. They surveyed each kid and the results have been displayed below in a horizontal bar graph.



a) Which sport was most popular?

b) Which sport was the least popular?

c) How many people chose gymnastics as their favourite?

d) How many kids liked basketball and soccer the best?

e) How many kids liked hockey more than football?

f) What two sports add up to the total for hockey?

g) How many kids were surveyed?

Exit Cards

Cut Out

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

Name: _____



1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____



1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____



1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____



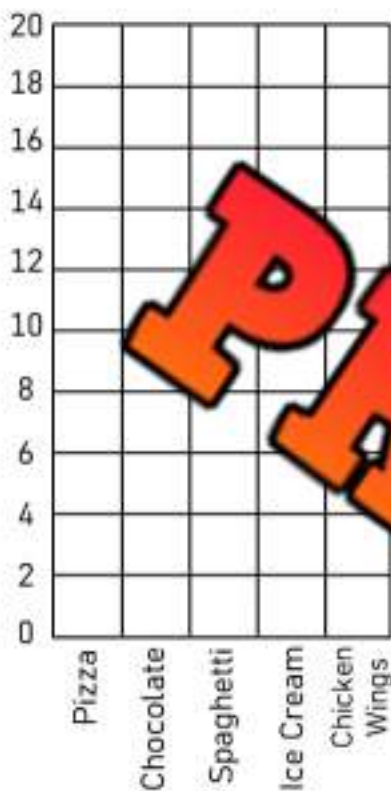
1) Which category of drink is most popular?

2) How many people were surveyed?

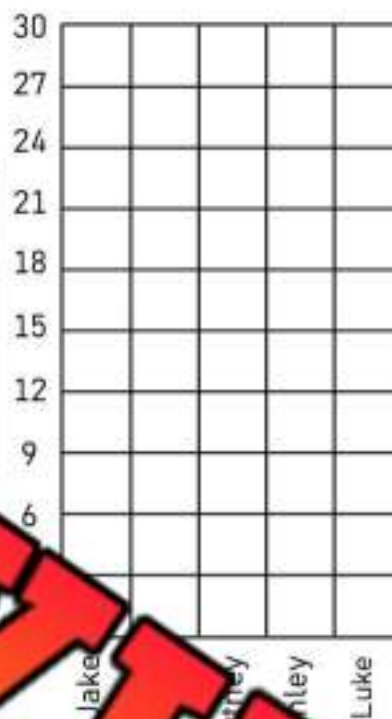
Drawing Bar Graphs

Questions

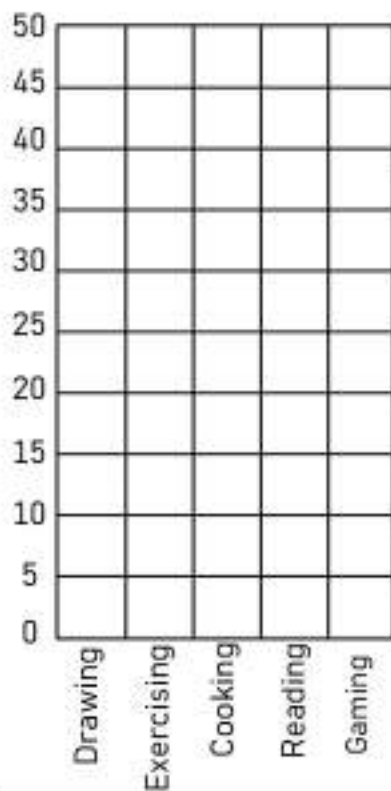
Draw the bars for each of the bar graphs below



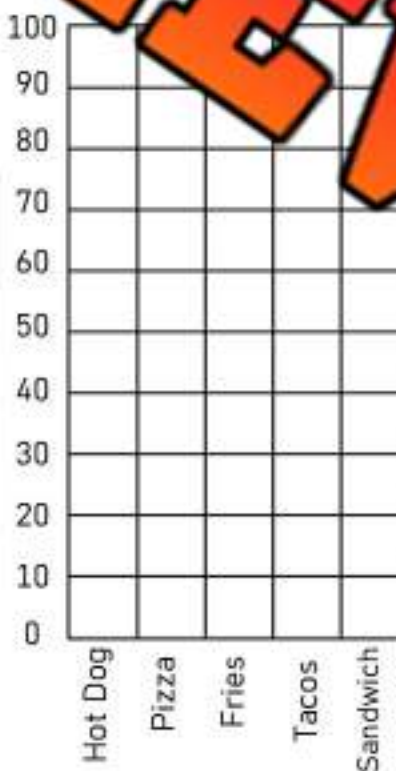
Favourite Food	# of votes
Pizza	14
Chocolate	10
Spaghetti	4
Ice Cream	6
Chicken Wings	6



Player	# of points
Jake	30
Nathan	12
Courtney	18
Ashley	24
Luke	6



Favourite Hobby	# of votes
Drawing	10
Exercising	20
Cooking	35
Reading	25
Gaming	40



Favourite Food	# of votes
Hot Dog	30
Pizza	60
Fries	50
Tacos	80
Sandwich	35

PREVIEW

Creating Scale

When you create a scale for your graph, you need to look at the data so you can decide what to go up by. The goal is to create a graph that will fill the graph area.

Step 1: Look at the data. Find the lowest and highest numbers.

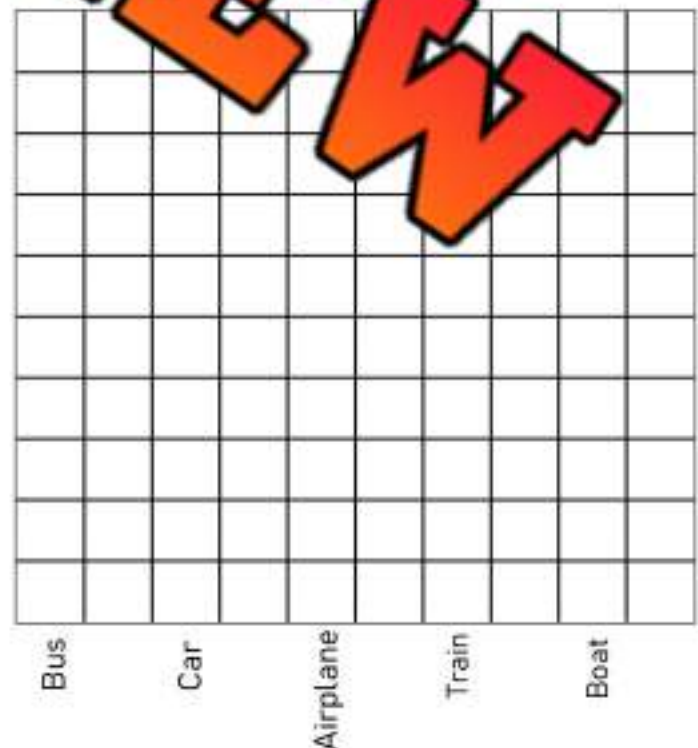
Step 2: Count how many lines you have to plot your data.

Step 3: Decide what to go up by to ensure you have enough space to plot ALL the data.



Favourite Dessert	# of votes
Brownie	14
Ice Cream	12
Cookie	2
Donut	16
Pudding	6

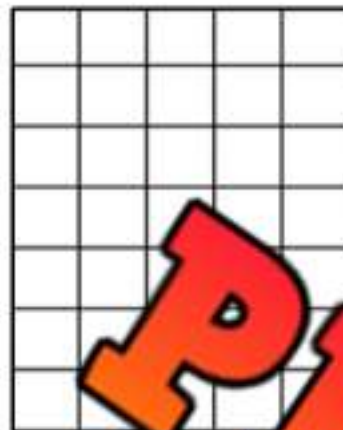
Favourite Transportation Method	# of votes
Bus	5
Car	15
Airplane	30
Train	25
Boat	40



Creating Scale

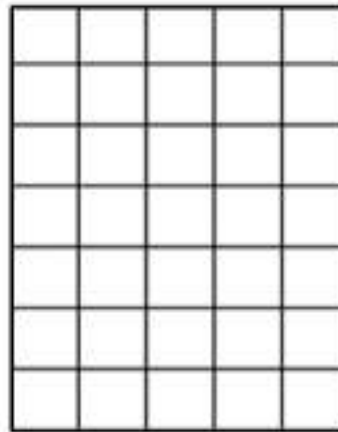
Questions

Read the numbers and decide which scale to use. After that, draw your bar graphs



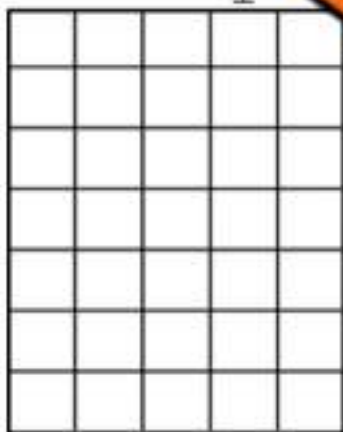
Pets	Votes
Dog	8
Cat	14
Bunny	2
Hamster	6
Turtle	10

Dog
Cat
Bunny
Hamster
Turtle



Brand	Votes
Nike	7
Puma	2
Adidas	4
Under Armour	5
Reebok	3

Nike
Puma
Adidas
U.A.
Reebok



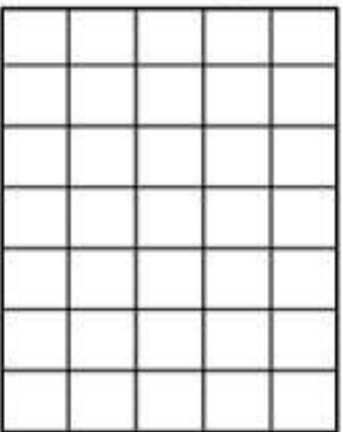
Food	Votes
Cookies	12
Cake	8
Candy	21
Ice Cream	15
Donuts	18

Cookies
Cake
Candy
Ice Cream
Donuts



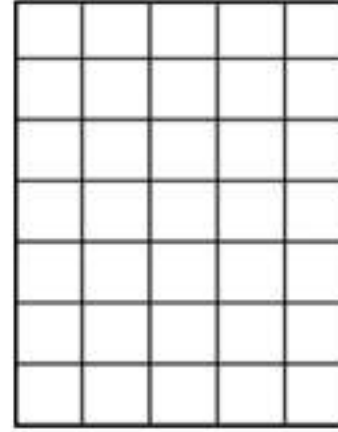
Subject	Votes
Math	20
Science	30
Gym	70
Art	50
Languages	40

Math
Science
Gym
Art
Languages



Cars	Votes
Honda	40
BMW	100
Toyota	60
Tesla	80
Ford	20

Honda
BMW
Toyota
Tesla
Ford



Drinks	Votes
Water	200
Pop	500
Orange Juice	400
Milk	300
Apple Juice	600

Water
Pop
O.J.
Milk
A.J.

Activity Title: 4-Corners Scaling Game

Objective

What are we learning about?

Students will learn to read data presented in a table and decide on the appropriate scale to use for creating various types of graphs.

Materials

What you will need for the activity.

- Data table provided by the teacher
- Four signs labeled A, B, C, and D for each corner of the room



Instructions

How you will complete the activity.

1. Explain to the students the importance of choosing an appropriate scale for graphing data and how different scales can affect the readability of the data.
2. Show the students one of the data tables provided below. You may want to project the table to the class.
3. Present multiple-choice options for the scale that could be used to graph the data. Each corner of the room will represent one of the multiple-choice answers.
4. Read out the scale options and ask the students to move to the corner that they believe represents the best scale for the data.
5. Once all students have chosen a corner, discuss the correct answer and explain why it is the best choice.
6. Repeat the process with different data tables and scale options.

Table 1

Analyze the data and then move to one of the corners of the room

Fruits	Votes
Grape	40
Apple	10
Pineapple	50
Banana	30
Orange	20

Table 1

Scale Options:

- A: 5
- B: 10
- C: 15
- D: 20

Table 5 Analyze the data and then move to one of the corners of the room

Subjects	Votes
Art	125
Math	25
English	75
Science	50
History	100

Table 5**Scale Options:**

- A: 15
- B: 20
- C: 25
- D: 50

Table 8

Analyze the data and then move to one of the corners of the room

Seasons	Votes
Summer	33
Fall	18
Winter	15
Autumn	12
Spring	22

Table 8

Scale Options:

- A: 1
- B: 2
- C: 5
- D: 10

Table 9

Analyze the data and then move to one of the corners of the room

Animals	Votes
Giraffe	50
Lion	10
Elephant	30
Tiger	40
Elephant	20

Table 9

Scale Options:

- A: 5
- B: 10
- C: 15
- D: 20

Table 10 Analyze the data and then move to one of the corners of the room

Books	Votes
Fantasy	75
Mystery	25
History	20
Adventure	50
Science	100

Table 10**Scale Options:**

- A: 25
- B: 5
- C: 10
- D: 20

Collecting Data

Survey Question

Collect data by asking your classmates your survey question

Examples of survey questions	Categories
1) What is your favourite animal?	Dog, cat, bunny, horse, lion
2) What is your favourite sport?	Basketball, hockey, baseball, soccer, football
3) What colours do you have?	Blue, brown, green, turquoise, other

Survey Question

Example: What is your favourite colour?

Categories			
Tally			
Frequency			

Interpreting Your Survey Results

- How many people did you survey? _____
- Which category was the most popular? _____
- Which category was the least popular? _____
- If you asked your entire school, which category do you think would win? Explain.

5. Did any of the survey results surprise you?

I'm surprised that _____

Name: _____

Creating a Bar Graph

Use the data you collected to plot your graph. Remember the following labels:

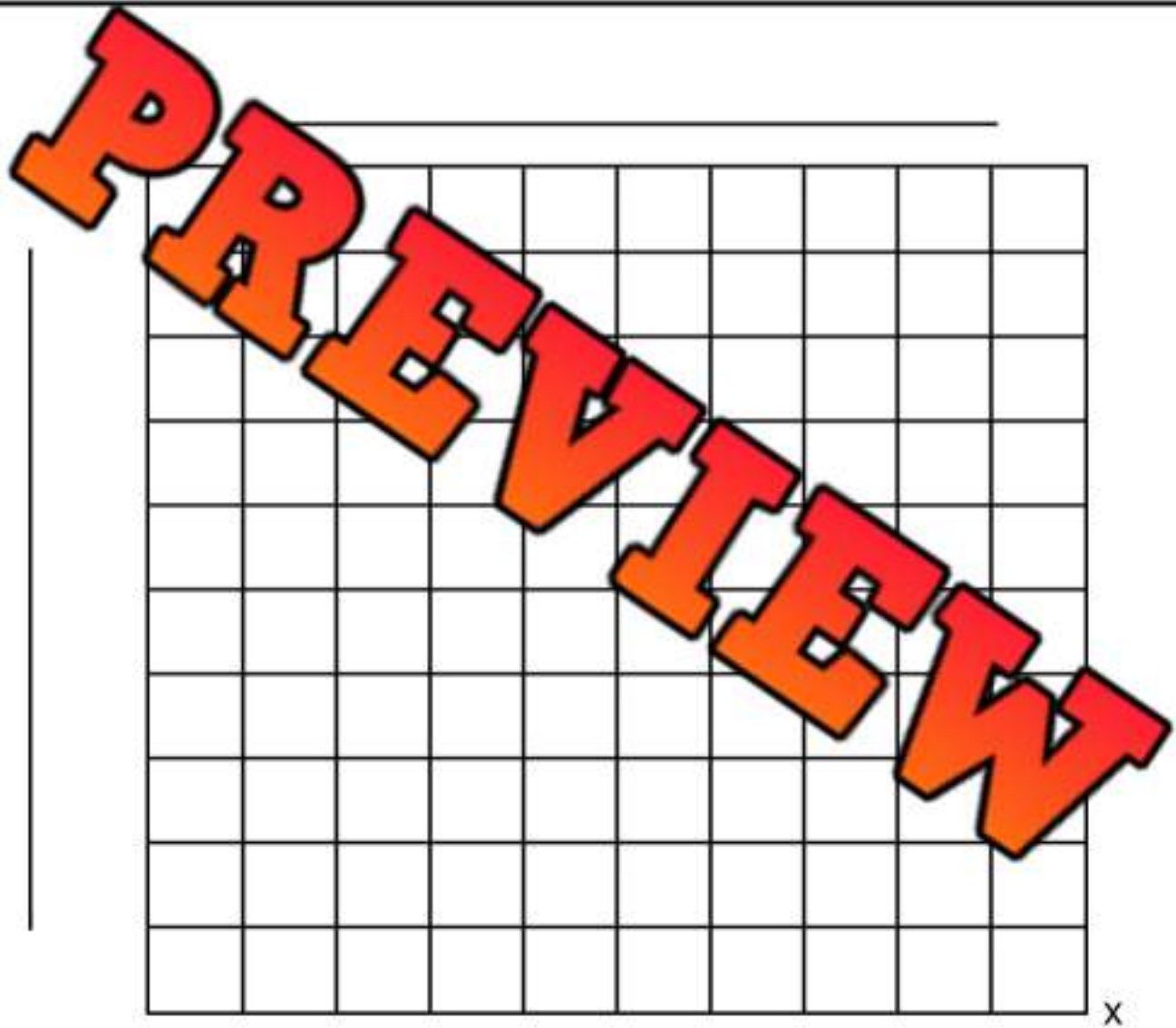
X axis label

Y axis label

Title

Scale

Categories



Unit Test – Statistics and Probability

Part 1

Count the tally marks

 _____	 _____	 _____	 _____	 _____
-----------	-----------	-----------	-----------	-----------

Part 2

Draw tally marks that match the number

3 =	10 =	17 =
15 =		20 =

Part 3

Create a table and answer questions



Colton played 5 games of hockey last season. The number of goals he scored in each game is displayed below. Create a table to show the goals.

Game 1	1
Game 2	7
Game 3	3
Game 4	5
Game 5	2

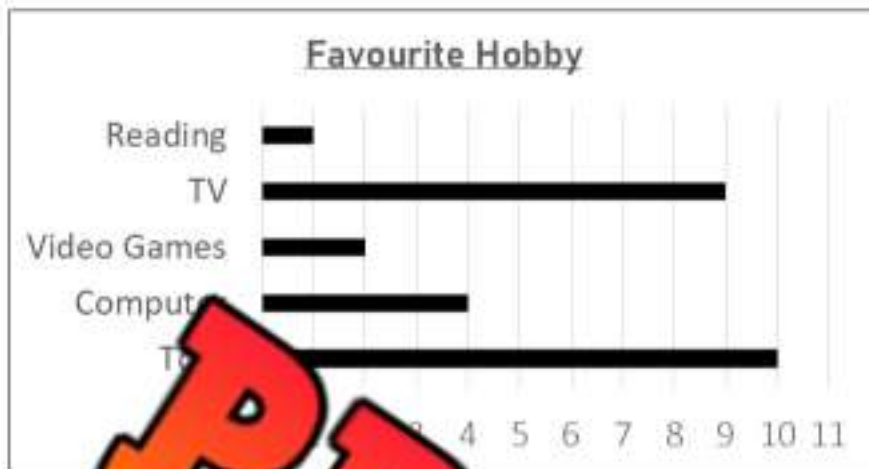
Game 1	Game 2	Game 3	Game 4	Game 5

1) Which game did he score the most goals? _____ Least goals? _____

2) How many more goals did he score in game 2 than game 1? _____

3) How many total goals did he score in all 5 games? _____

The grade 3s were asked which hobby was their favourite. The results have been graphed below.



a) Which hobby was the most popular?

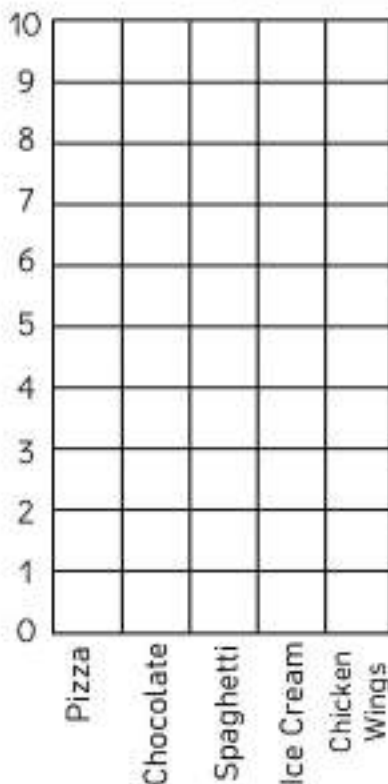
b) Which hobby was the least popular?

c) How many students chose toys more than reading?

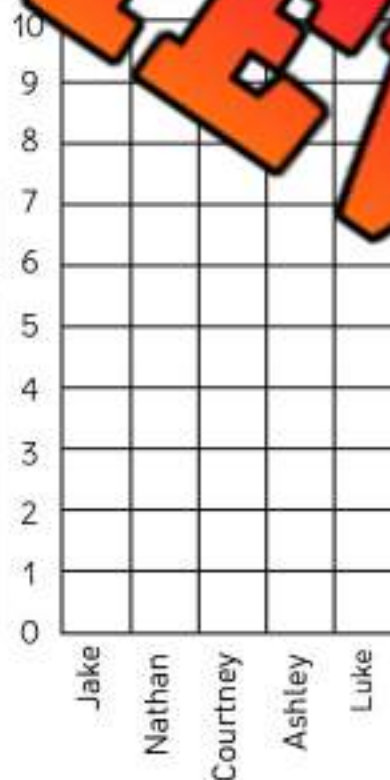
d) How many students were surveyed?

Part 5

Draw the bars for each of the bar graphs below.



Favourite Food	# of votes
Pizza	4
Chocolate	6
Spaghetti	2
Ice Cream	7
Chicken Wings	10



Name	# of points
Jake	3
Nathan	5
Courtney	1
Ashley	8
Luke	9