



# Preview - Information



**Thank you for your interest in this bundle.  
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## Grade 2

### Stand: B1 – Number Sense

	Curriculum Expectations	Pages That Cover the Expectations
B1.1	Read, represent, compose, and decompose whole numbers up to and including 200, using a variety of tools and strategies, and describe various ways they are used in everyday life	5 – 25, 29
B1.2	Use a variety of tools and strategies	26 – 34
B1.3	Use a variety of tools and strategies	35 – 44
B1.4	Use a variety of tools and strategies	45 – 54
B1.5	Describe what makes a number even or odd	55 – 68
B1.6	Use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among 2, 3, 4, and 5 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts	69 – 77
B1.7	Recognize that one third and two sixths of the same whole are equal, in fair-sharing contexts	78 – 87

Preview of 130 pages from this product that contains 381 pages total.

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

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# Place Value Chart

**167**

Hundreds	Tens	Ones
1	6	7

## Part 1 Fill in the place value charts below

2) 141

Hundreds	Tens	Ones

Hundreds	Tens	Ones

3) 17

4) 123

Hundreds	Tens	Ones

Hundreds	Tens	Ones

5) 59

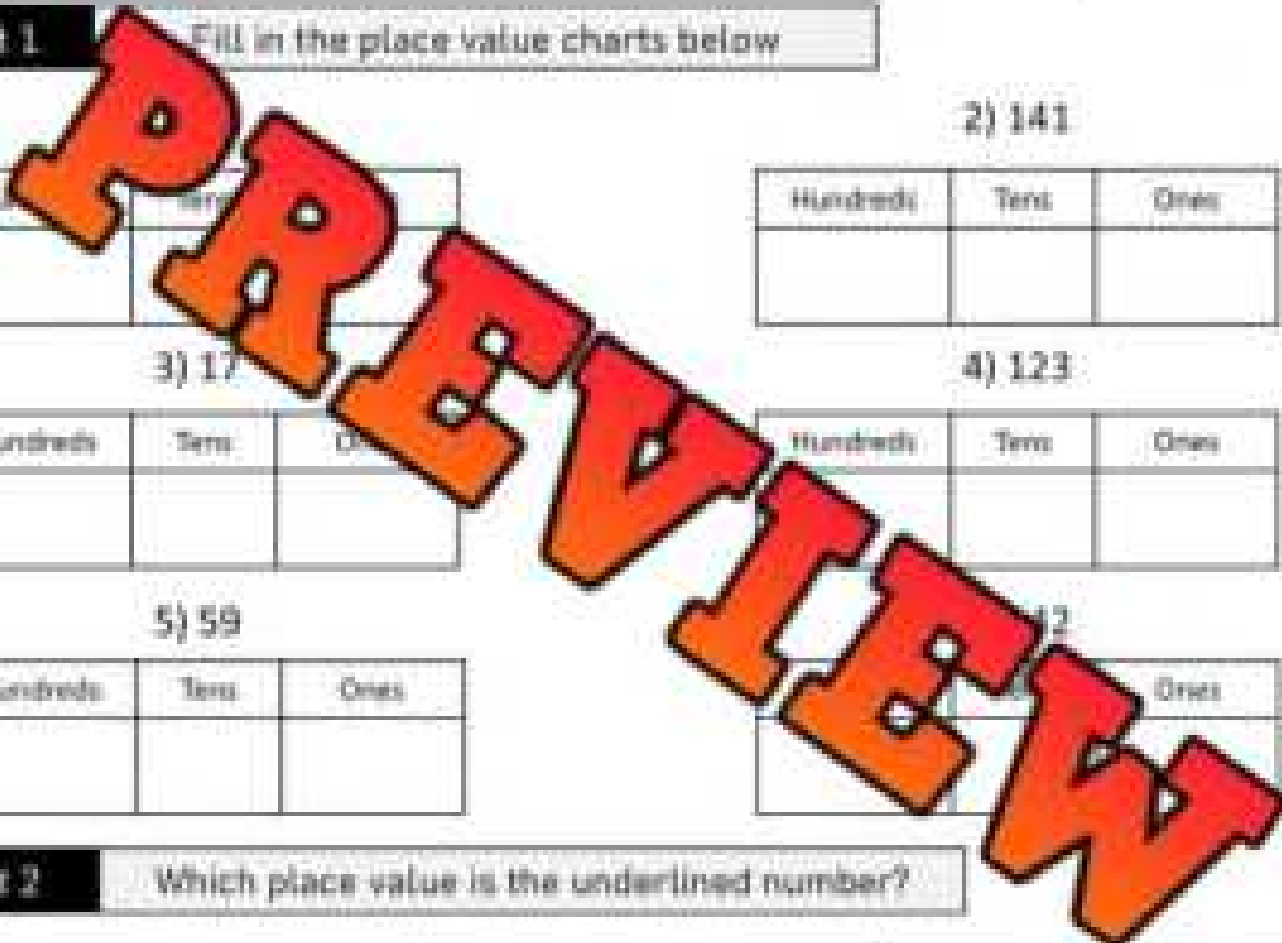
6) 12

Hundreds	Tens	Ones

Hundreds	Tens	Ones

## Part 2 Which place value is the underlined number?

1) <u>7</u> 5	2) 18 <u>4</u>	3) <u>1</u> 18
Tens		
4) 3 <u>2</u>	5) <u>8</u> 9	6) 6 <u>8</u>
7) <u>9</u> 2	8) 1 <u>5</u> 4	9) 2 <u>0</u> 0



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

## Place Value – How Many...

Number	# of Hundreds	# of Tens	# of Ones
175	1	7	5

### Part 1

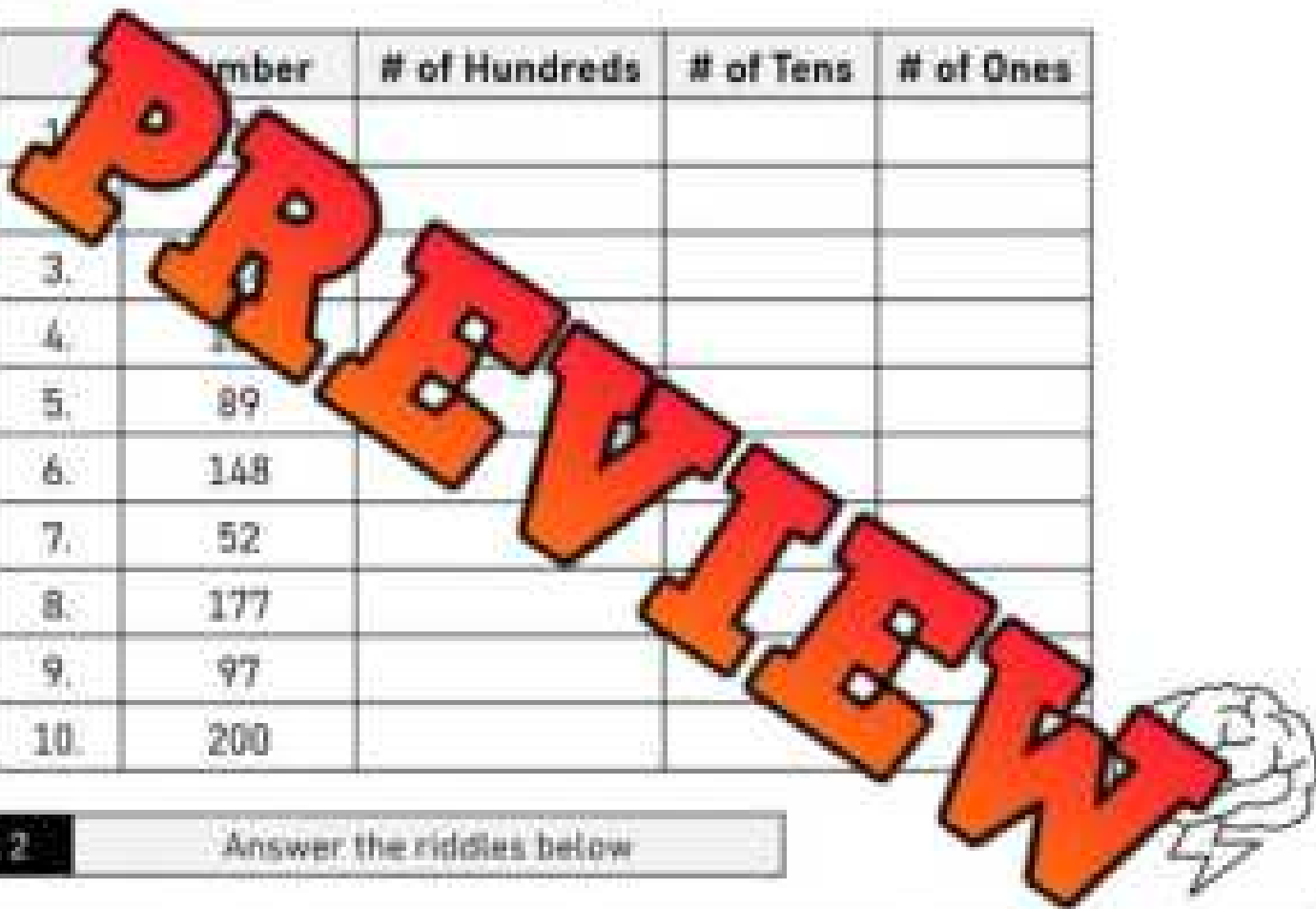
Fill in the table below

	Number	# of Hundreds	# of Tens	# of Ones
1.				
2.				
3.				
4.				
5.	89			
6.	148			
7.	52			
8.	177			
9.	97			
10.	200			

### Part 2

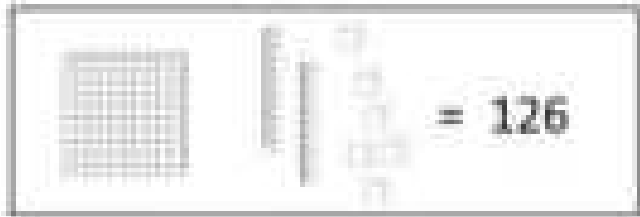
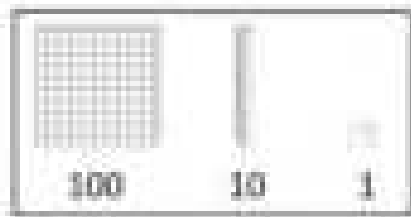
Answer the riddles below

- 1) My number has 1 hundreds, 4 tens, 3 less ones than tens. What is my number?
- 2) My number has 8 ones and half as many tens. What is my number?
- 3) My number has 1 hundreds, 2 tens and 6 more ones than tens. What is my number?



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

# 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 number

1) 75	2) 18	3) 118
4) 52	5) 163	6) 64

**PREVIEW**

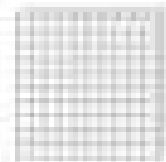
Name: \_\_\_\_\_

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## Base Ten Blocks - Challenge

Challenge

Tip: draw pictures to help you solve



Sam and Dan are arguing over who has more blocks. Sam has 1 hundreds block, 5 tens blocks, and 2 ones blocks. Dan has 1 hundreds block, 3 ten blocks, and 15 ones blocks.

Dan thinks \_\_\_\_\_ because he has more blocks, his total blocks are more than Sam's.

Who has more blocks? Show your work below.

**PREVIEW**

Sam's Blocks: \_\_\_\_\_

Dan's Blocks: \_\_\_\_\_

Who has more blocks? \_\_\_\_\_

Bonus:

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

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

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

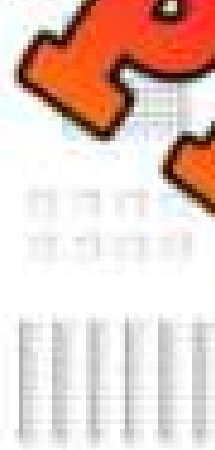
# Exit Cards

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?



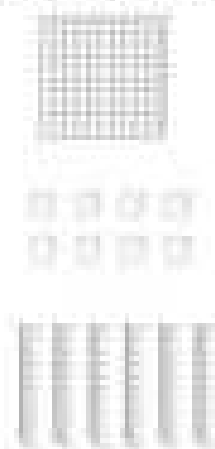
Name: \_\_\_\_\_

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?



**PREVIEW**

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

13

# Expanded Form



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

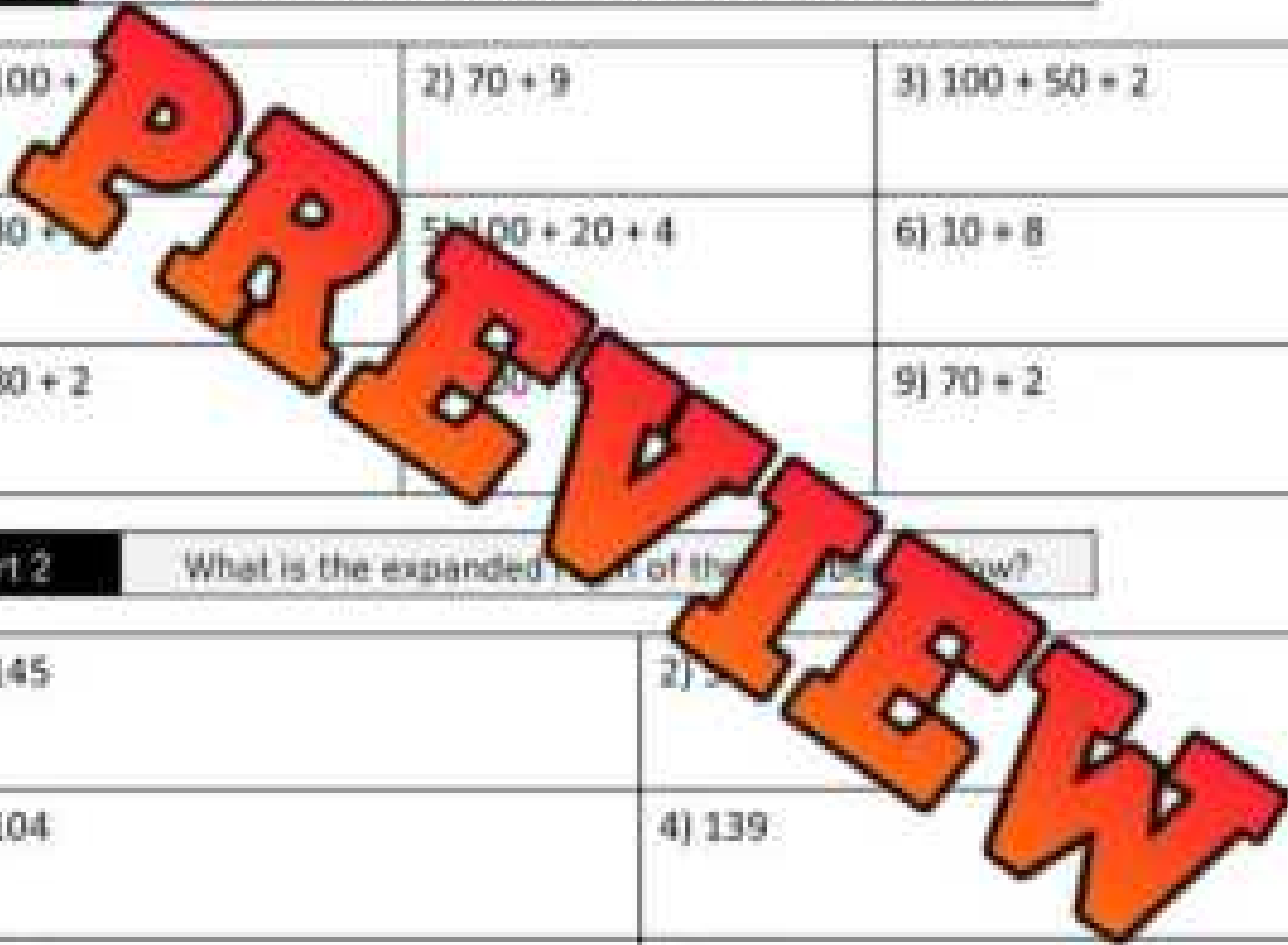
1) $100 + 70 + 2$	2) $70 + 9$	3) $100 + 50 + 2$
4) $30 + 20 + 4$	5) $100 + 20 + 4$	6) $10 + 8$
7) $80 + 2$	8) $70 + 2$	9) $70 + 2$

## Part 2 What is the expanded form of the numbers below?

1) 145	2) 104
3) 104	4) 139
5) 96	6) 146

## Part 3 Fill in the blanks with the missing number

1) $153 = 100 + \underline{\quad} + 3$	2) $79 = \underline{\quad} + 9$
3) $139 = 100 + 30 + \underline{\quad}$	4) $105 = 100 + \underline{\quad}$



# 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: \_\_\_\_\_

$$100 + 20 + 4$$

b) Write the expanded form: 137

\_\_\_\_\_

\_\_\_\_\_

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

a) Write the standard form: \_\_\_\_\_

$$100 + 20 + 4$$

b) Write the expanded form: 137

\_\_\_\_\_

\_\_\_\_\_

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

a) Write the standard form: \_\_\_\_\_

$$100 + 20 + 4$$

b) Write the expanded form: 137

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

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

## Written Form

1 - One	5 - Five	9 - Nine	13 - Thirteen	17 - Seventeen	30 - Thirty	70 - Seventy
2 - Two	6 - Six	10 - Ten	14 - Fourteen	18 - Eighteen	40 - Forty	80 - Eighty
3 - Three	7 - Seven	11 - Eleven	15 - Fifteen	19 - Nineteen	50 - Fifty	90 - Ninety
4 - Four	8 - Eight	12 - Twelve	16 - Sixteen	20 - Twenty	60 - Sixty	100 - Hundred

**Part 1** Write the standard form of the written words below

1) One hundred and six

2) Sixty-three

3) Fifteen

4) One hundred twenty-eight

5) Forty-nine

6) One hundred two

**Part 2** Write the written form of the number below

1) 134

2) 62

3) 31

4) 123

5) 86

Standard Form

Words

Rounded Form

Place Value Chart

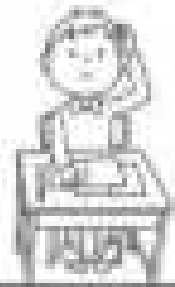
Hundreds	Tens	Ones

Pictures

**PREVIEW**

## 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


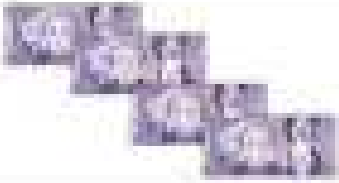

First Number	Roger's Number	Missing Number
237	14	
106	7	
253	8	
186		
290	250	
272	12	
350	330	

### Part 2

Can you decompose the number a different way from Roger?


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

# Counting Money

   = 142

## Questions

Count the money below

1)		
2)		
3)		
4)		
5)		

**PREVIEW**

## Place Value Riddles



### Questions

Solve the riddles below

Questions	Answers
<p>1) Which number has: 1 hundreds, 3 more tens than hundreds, and 4 more ones than tens?</p> <p>_____ hundreds    _____ tens    _____ ones</p>	
<p>2) Which number has one hundreds, and twice as many tens as hundreds?</p>	
<p>3) Which number has 4 tens, half as many hundreds as tens, and many ones than hundreds.</p>	
<p>4) Which number has 5 tens, 4 less hundreds than tens and 2 more ones than hundreds.</p>	

**PREVIEW**

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

# Place Value Quiz

## Part 1

Fill in the place value charts below.

92	
Tens	Ones

63	
Tens	Ones

192		
Hundreds	Tens	Ones

Part 2: What place value is the underlined number?

1) 135

3) 115

4) 31

6) 14

## Part 3

How many blocks do you count?

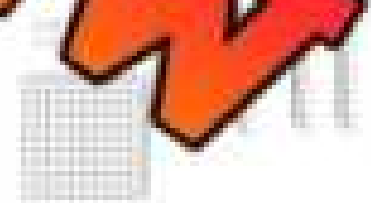
1)



2)



3)



## Part 4

What is the standard form of the numbers below?

1)  $100 + 20 + 2$

2)  $100 + 30 + 6$

3)  $100 + 2$

## Part 5

What is the expanded form of the numbers below?

Question	Answer
1) 75	
2) 53	
3) 141	
4) 167	

## Part 6

Write the standard form of the written words below

Question	Answer
1) Thirty	
2) One hundred forty	

## Part 7

Write the written form of the numbers

Question	Answer
1) 24	
2) 167	

## Part 8

Solve the riddles

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

## Comparing Numbers

### Part 1

Write a number between 1 and 100 that fits the description

Question	Answer
1) Number greater than 42	
2) Number less than 67	
3) Number less than 99	
4) Number less than 100	
5) Number greater than 10	
6) Number less than 100	
7) Number equal to 97	
8) Number greater than 95	

### Part 2

Write a number between 1 and 200 that works

1) $25 > \underline{\hspace{2cm}}$	2) $64 > \underline{\hspace{2cm}}$	3) $\underline{\hspace{2cm}} < 41$
4) $165 = \underline{\hspace{2cm}}$	5) $\underline{\hspace{2cm}} < 127$	6) $20 > \underline{\hspace{2cm}}$
7) $\underline{\hspace{2cm}} > 195$	8) $137 < \underline{\hspace{2cm}}$	9) $\underline{\hspace{2cm}} = 102$
10) $115 = \underline{\hspace{2cm}}$	11) $\underline{\hspace{2cm}} < 157$	12) $120 > \underline{\hspace{2cm}}$

## Comparing Numbers

53



112

176



118

76



76

### Part 1

Compare the following numbers using

1)	53	112	2)	176	118	3)	76	76
4)	113	142	5)	193	23	6)	165	23
7)	134	142	8)	105	73	9)	165	73

### Part 2

Greater than, Equal to, Less than

No	Question
1)	75 is ___ 42
2)	156 is ___ 122
3)	125 is ___ 125
4)	84 is ___ 112
5)	72 is ___ 136
6)	171 is ___ 142
7)	125 is ___ 142
8)	54 is ___ 45
9)	45 is ___ 45

# Comparing Base Ten Blocks

## Questions

Compare the number of base ten blocks below using

 <p>134</p>	 <p><input type="checkbox"/></p>
 <p><input type="checkbox"/></p>	 <p><input type="checkbox"/></p>
 <p><input type="checkbox"/></p>	 <p><input type="checkbox"/></p>
 <p><input type="checkbox"/></p>	 <p><input type="checkbox"/></p>

**PREVIEW**

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

30

Comparing Numbers  
4.2

## 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, 76, 23, 56	
10, 33, 75	
121, 126, 118, 123	
18, 9, 25, 53, 21	
158, 131, 143, 148, 131	
23, 75, 33, 56, 57	

### 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	
167, 123, 128, 131, 154	
40, 43, 29, 33, 46	
123, 120, 123, 174, 177	
65, 53, 78, 58, 35	

# Ordering Numbers From Least to Greatest

# 5

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



**Questions** Order the numbers below from least to greatest.

1. 9, 11, 6  
\_\_\_\_\_

2. 9, 5, 18, 22  
\_\_\_\_\_

3. 41, 22, 1  
\_\_\_\_\_

4. 18, 43, 26, 31  
\_\_\_\_\_

5. 185, 176, 175, 177  
\_\_\_\_\_

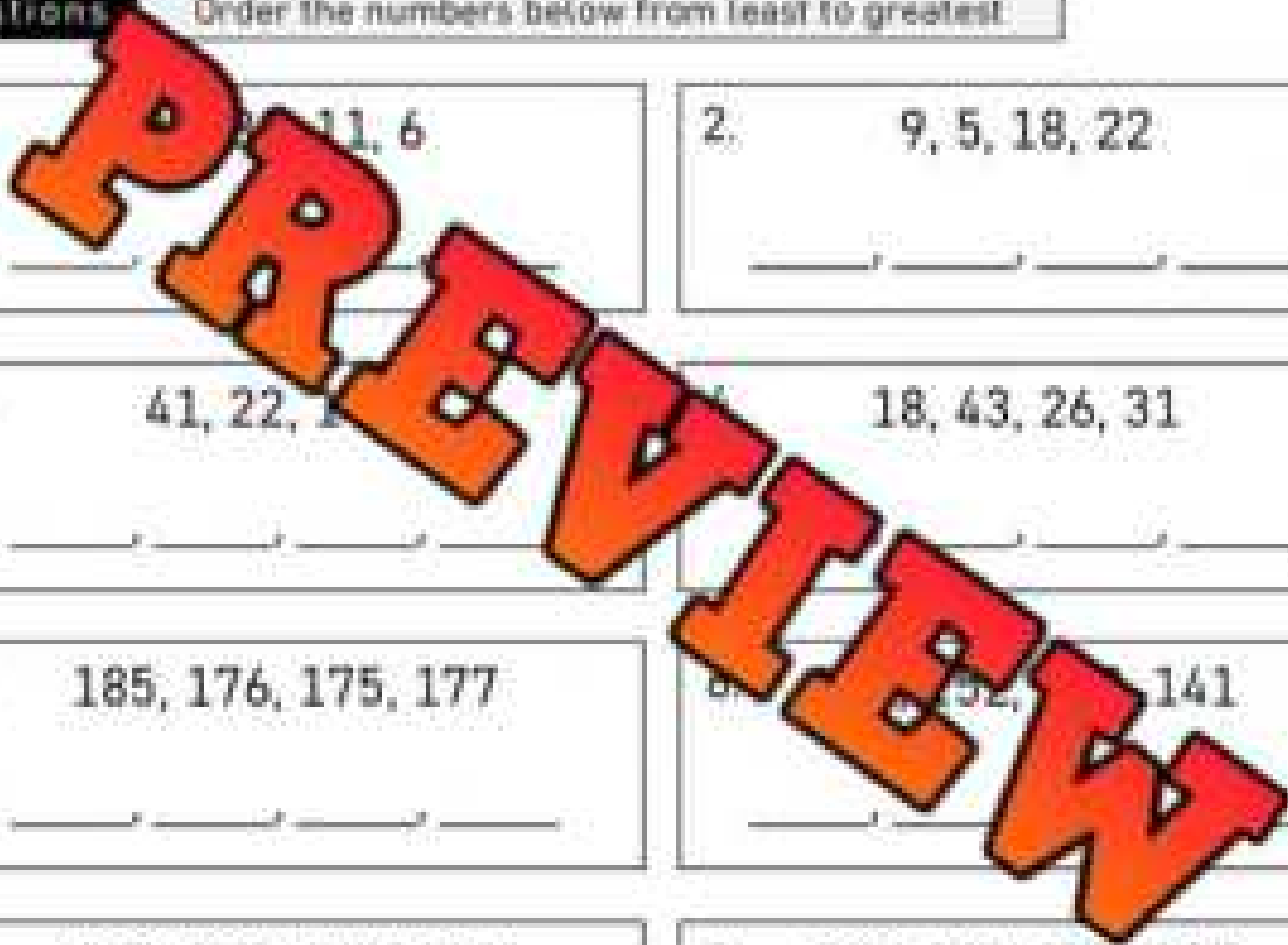
6. 52, 141  
\_\_\_\_\_

7. 123, 121, 120, 112  
\_\_\_\_\_

8. 173, 168, 177, 189  
\_\_\_\_\_

9. 193, 194, 191, 199  
\_\_\_\_\_

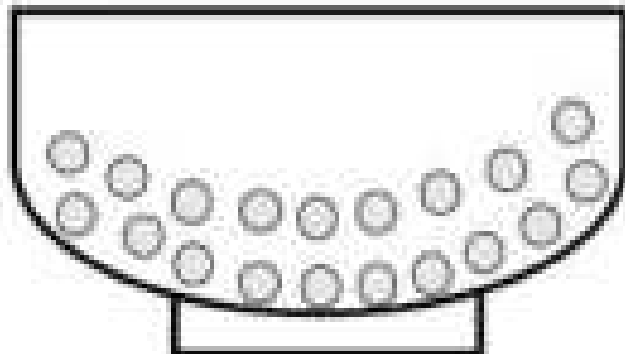
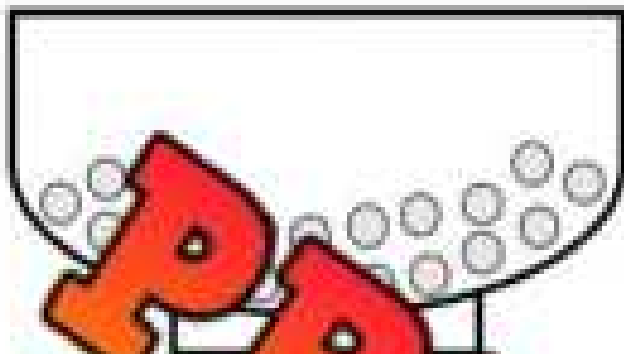
10. 182, 183, 185, 195  
\_\_\_\_\_



# Estimating How Many...

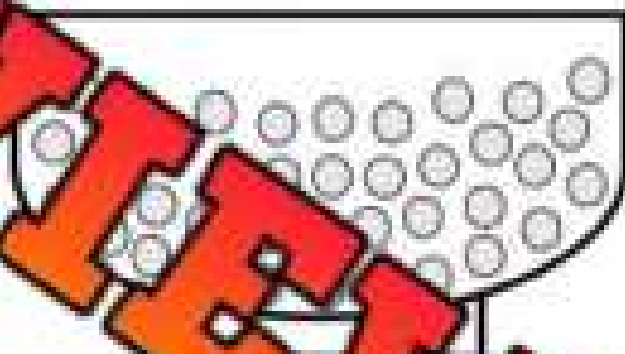
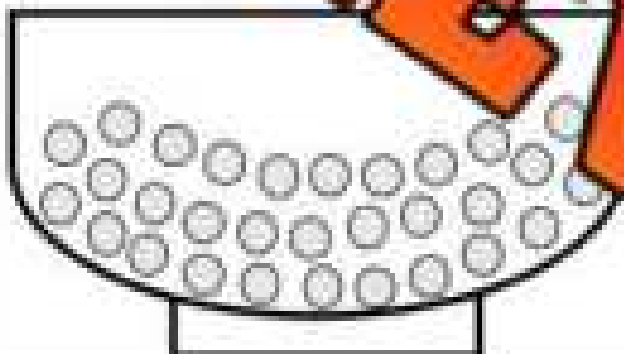
## Instructions

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



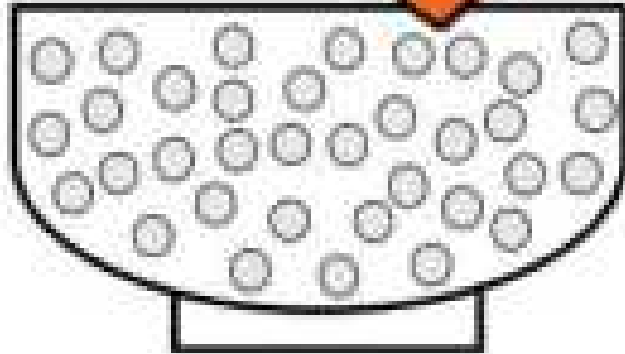
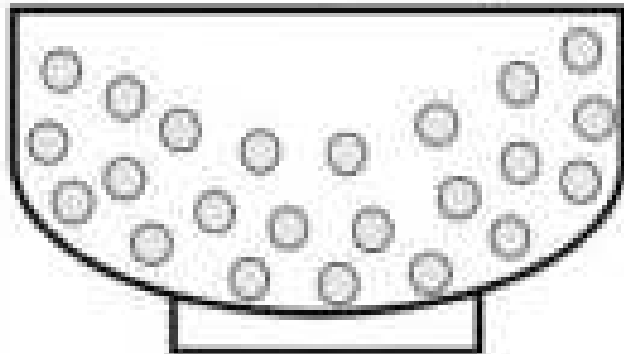
Estimate: \_\_\_\_\_  
Actual: There are \_\_\_\_\_

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

**PREVIEW**

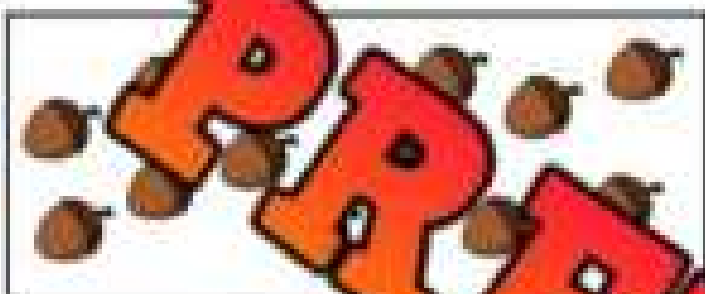
### Estimating How Many...



Use this referent 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

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



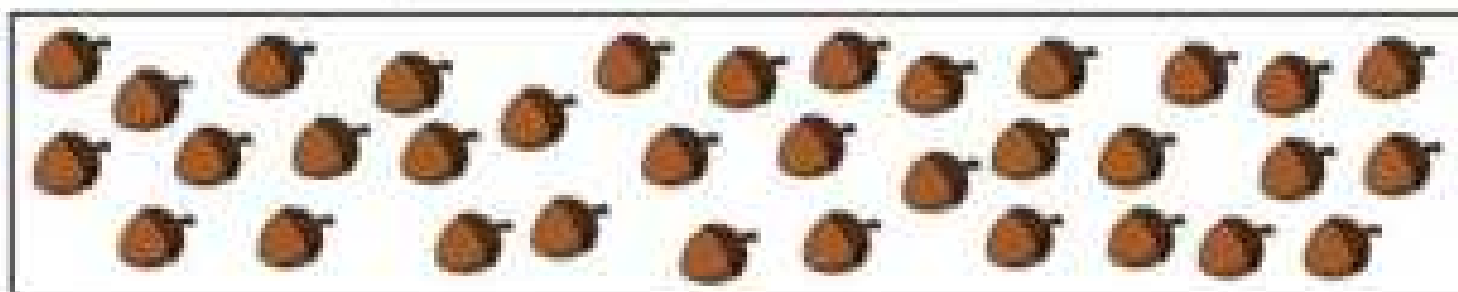
Estimate: About \_\_\_\_\_ acorns

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



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

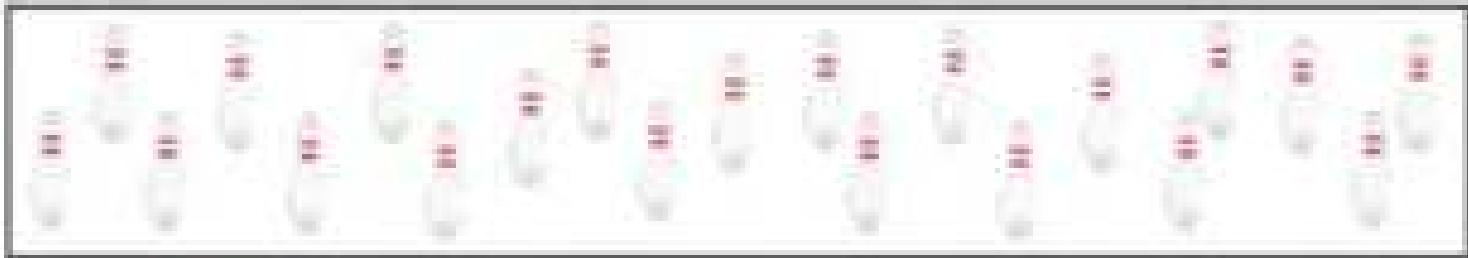
Actual: There are \_\_\_\_\_ acorns



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

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

# Estimating How Many...



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

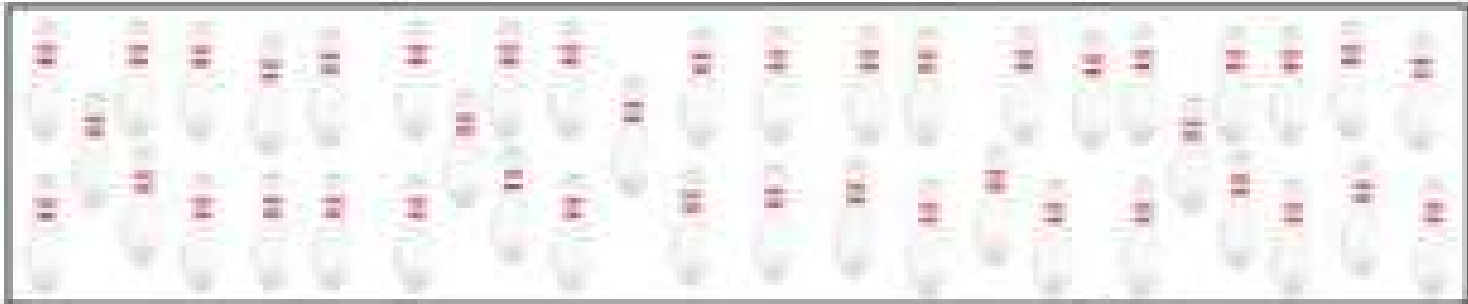
Questions Estimate how many caps are in the box using the referent above



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



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



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

**PREVIEW**

Name \_\_\_\_\_

# Estimating Larger Amounts

## Questions

How many balloons do you think are in the box?



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

## Four Corners Activity: Estimation

**Objective**

What are we learning about?

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

**Materials**

What you will need for the activity.

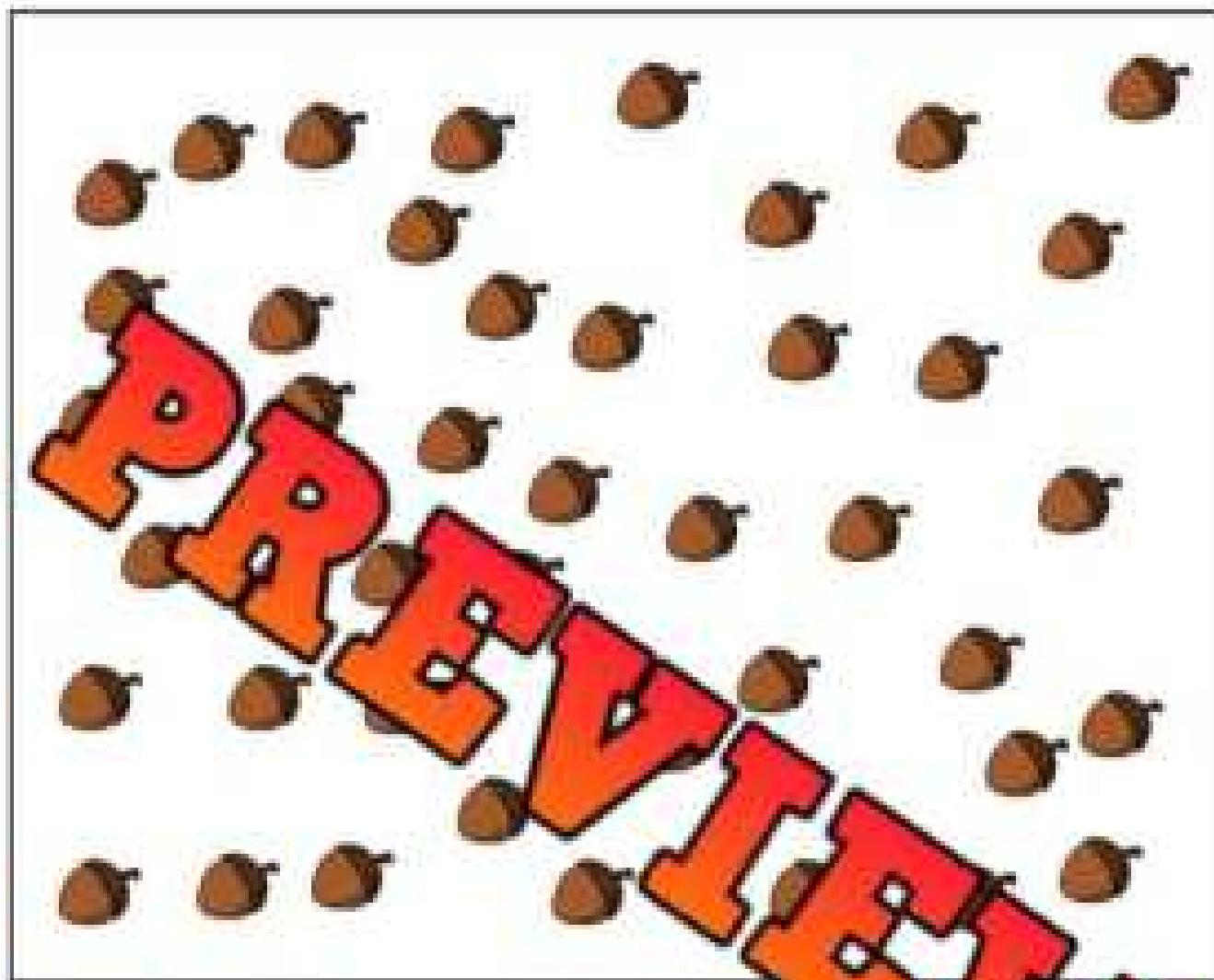
- A jar or container
- Labels for each corner of the room (A, B, C, D)

**Instructions**

How to facilitate the activity

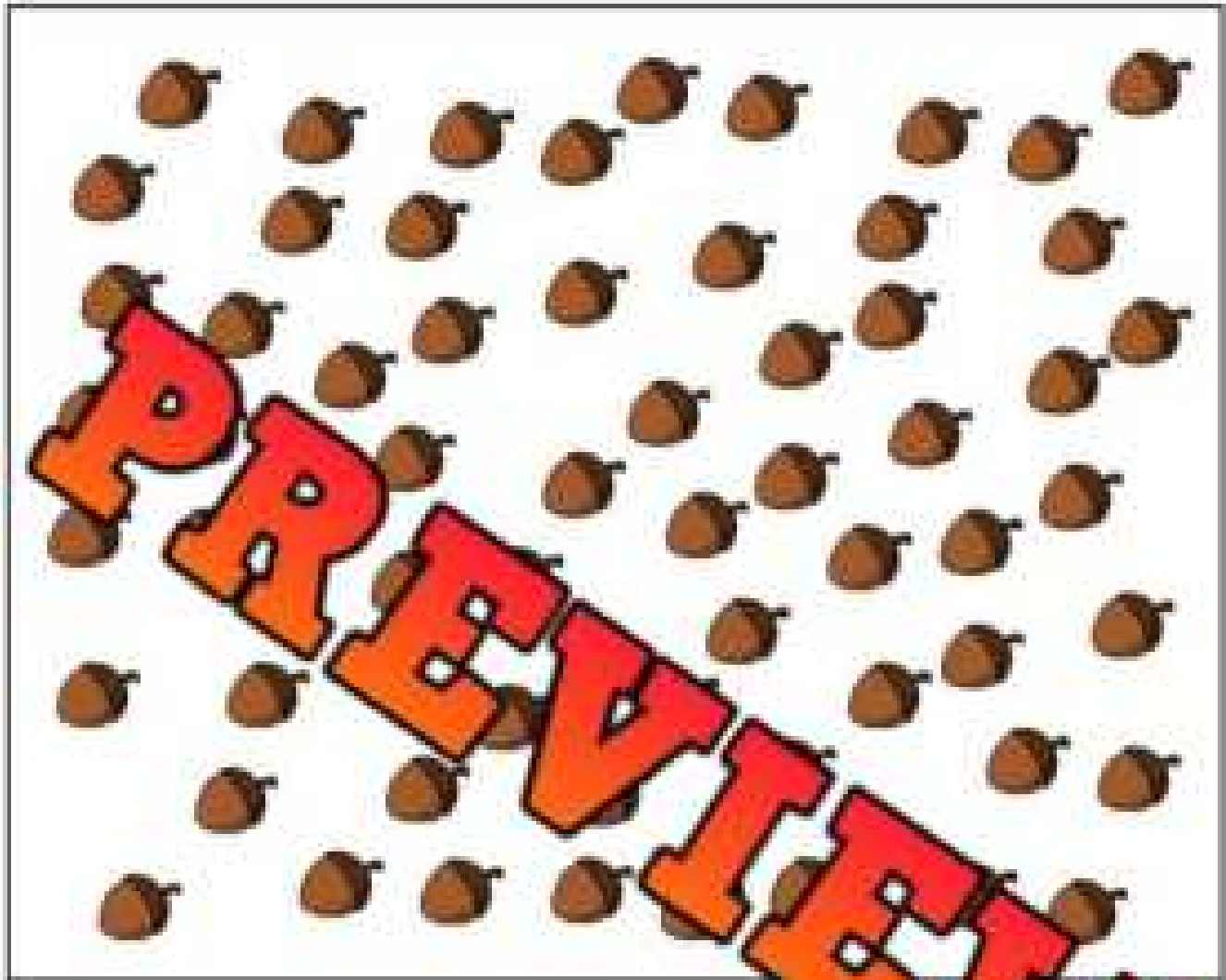


1. Prepare the classroom by labeling each corner with letters A, B, C, and D.
2. Explain to the students that they will be participating in the activity on the smart board or projector with a container filled with a certain amount of items.
3. Read out a question about the quantity of items in the container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



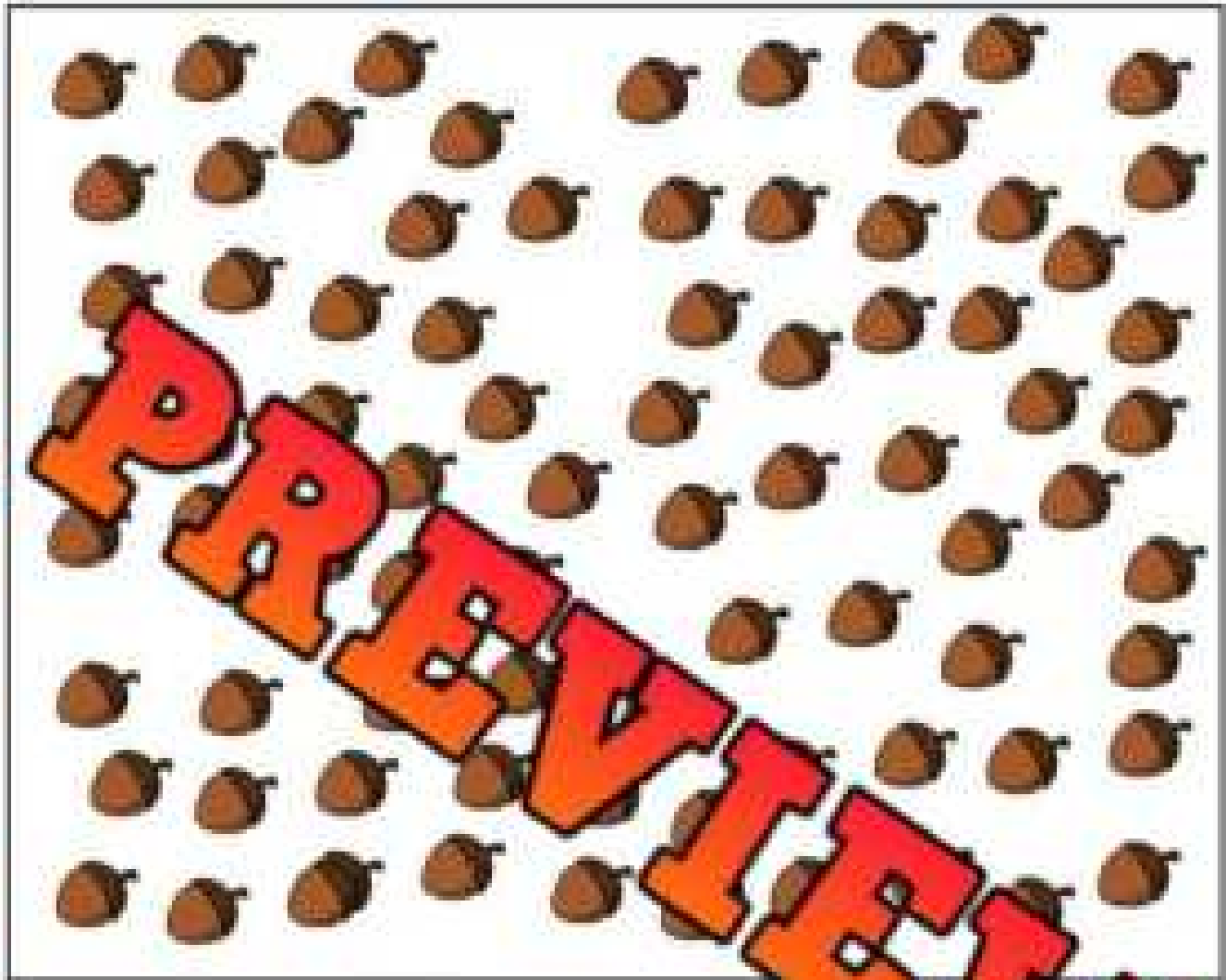
**Multiple Choice**

- a) 9
- b) 17
- c) 44
- d) 96



**Multiple Choice**

- a) 26
- b) 61
- c) 35
- d) 122



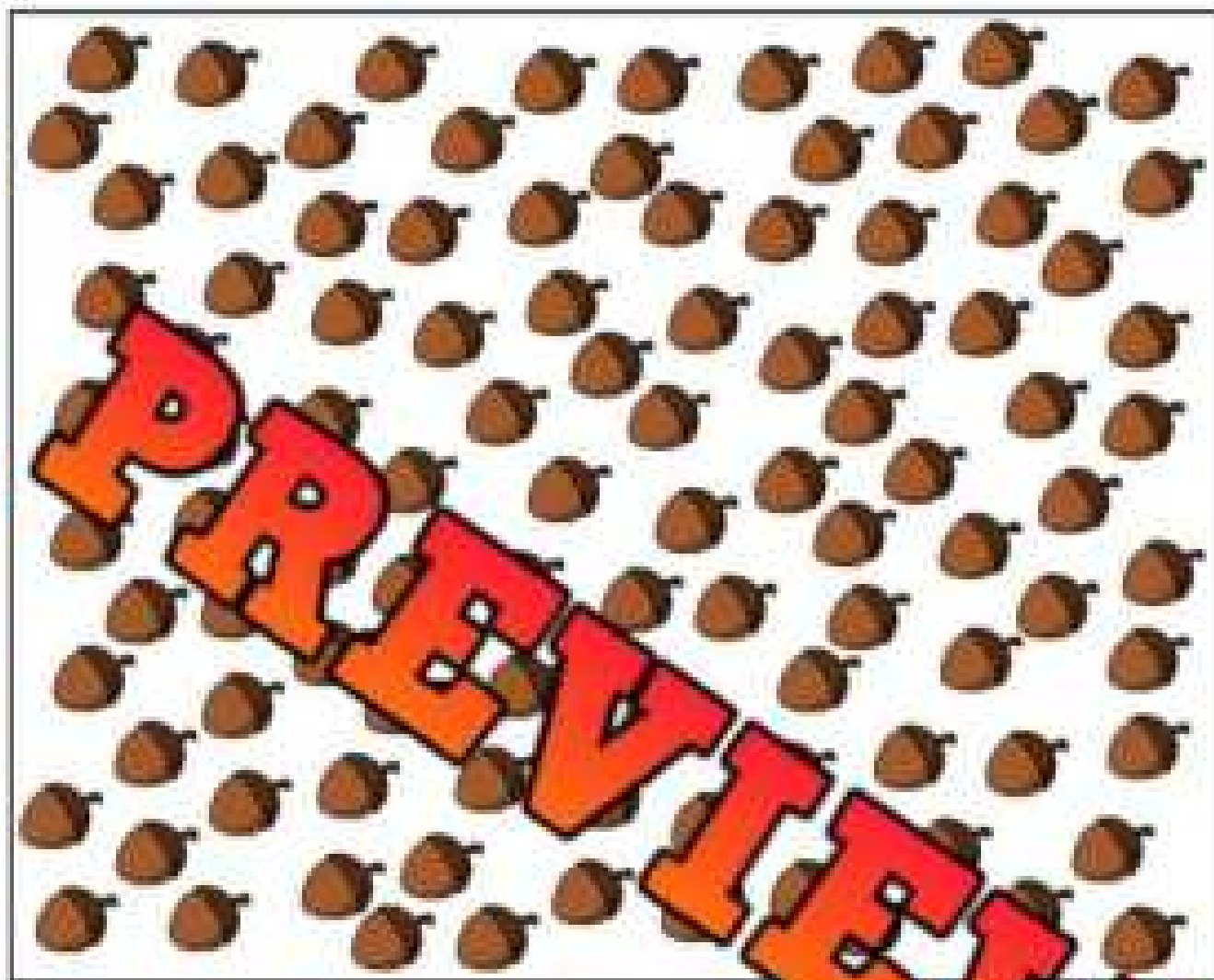
**Multiple Choice**

a) 80

b) 37

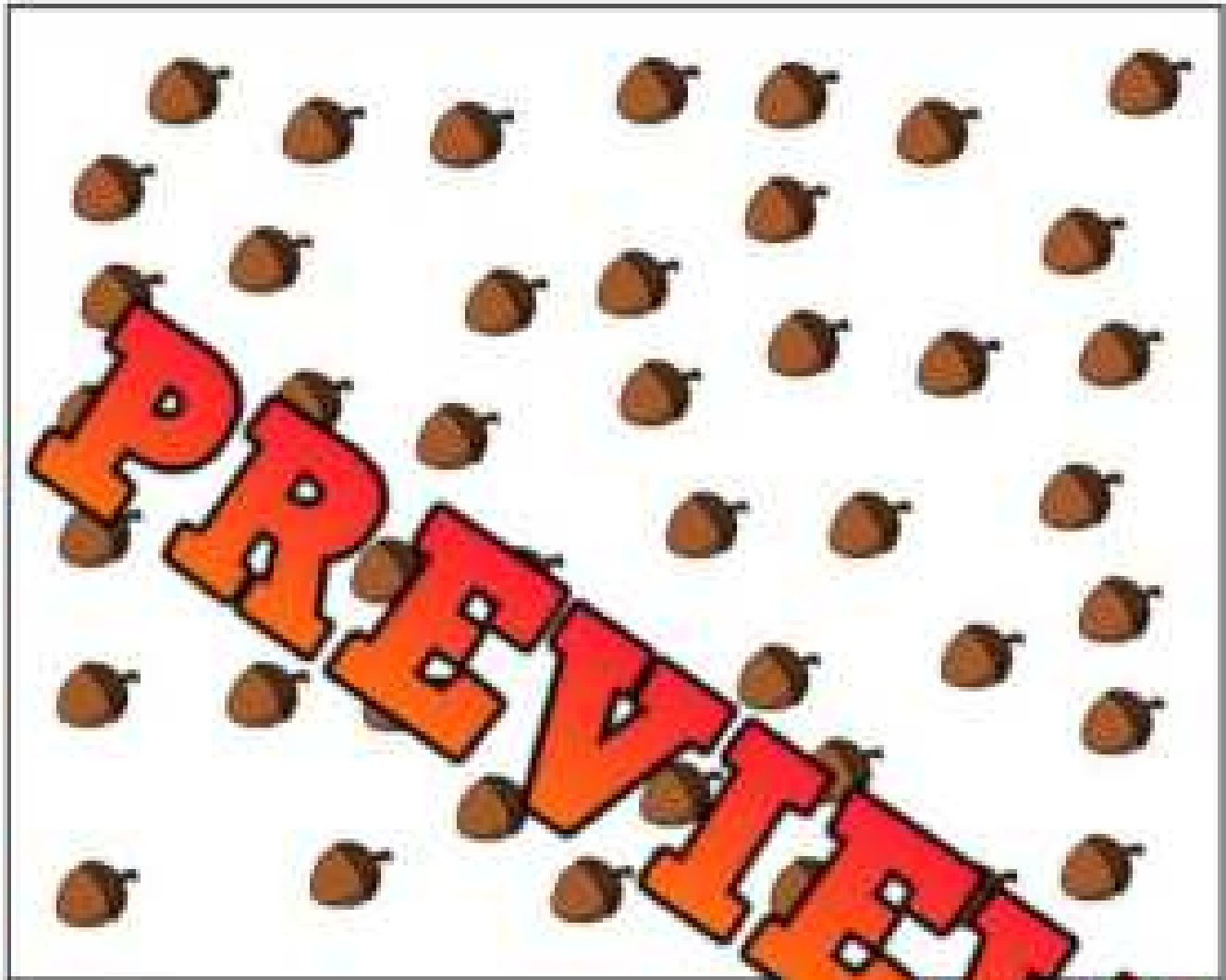
c) 126

d) 64



**Multiple Choice**

- a) 102
- b) 52
- c) 77
- d) 127



**Multiple Choice**

- a) 15
- b) 44
- c) 62
- d) 88


# Exit Cards

**Cut Out**

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

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

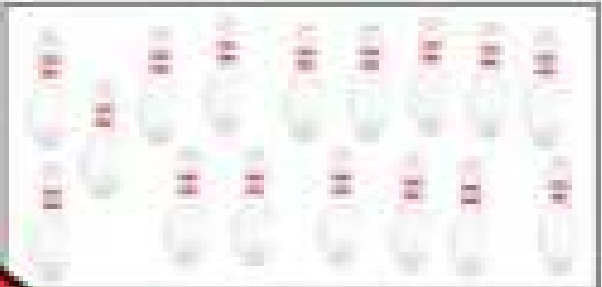
Estimate how many bowling pins are in the box. Then count them to check.



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

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


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



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

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


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



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

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

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



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

**PREVIEW**

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

50

Counting by 20s

## Counting by 20s

Part 1

Count by 20's to 200

GO

END

40

PREVIEW

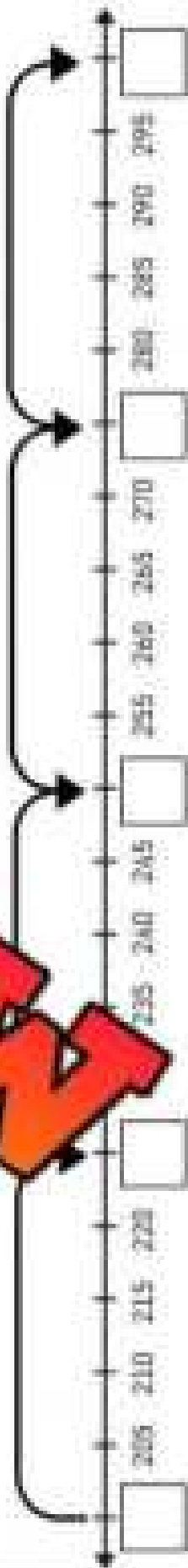
Part 2

Fill in the blanks counting by 20

1)	20	40	60						
2)	20			80					
3)		40				120			
4)									

# Counting By 25s

**PREVIEW**



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

# Counting By 50s



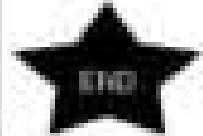
Part 1

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 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 20, 25, & 50s

### Part 1

Count by 20 starting at different numbers.

1)	10	30	50	70					170	
2)	5		45	65					165	
3)		35		75					175	

### Part 2

Count by 25 starting at different numbers.

1)	0	25	50					175	
2)	5	30	55					180	
3)	20	45	70						

### Part 3

Count by 50 starting at different numbers.

1)	5	55				205
2)	10	60				210
3)	7	57				207



## Even and Odd Numbers

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

Even Numbers: 2, 4, 6, 8, 10...

Odd Numbers: 1, 3, 5, 7, 9...

Directions

Colour only the even numbers.

**PREVIEW**

3 18 4  
7 16 12 24  
36 76 6  
13 14 5  
41 88 17 62  
38 48 55  
35 11 49 22 58

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

# Even and Odd

## Questions

Write **even** or **odd** beside the numbers.

20

1)	7	Odd
2)		
3)		
4)	8	
5)	22	
6)	16	
7)	15	
8)	19	
9)	23	
10)	28	

11)	44	Even
12)	32	
13)	38	
14)	33	
15)	55	
16)	33	
17)	67	
18)	60	
19)	70	
20)	84	



# Exit Cards

Cut Out

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

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

Circle even or odd beside the numbers

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

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

Circle even or odd beside the numbers

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

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

Circle even or odd beside the numbers

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

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

Circle even or odd beside the numbers

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

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

# Even and Odd

## Part 1

Write even numbers in the stars below



STARS

## Part 2

Write odd numbers in the stars below



ODD STARS

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

## Even and Odd

### Questions

Circle the odd numbers in blue and the even numbers in green

71      28      12      20      68

6  
22      50      83      41

1  
80

8      84      17

33      23      61      64

16      52      9      76

31      34      74      86      86

19      53      6      51      5

71      44      62      91      98

45      91      93      47      63

**PREVIEW**

**Activity Title: Odd and Even Number Hunt****Objective**

What are we learning about?

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

**Material**

What you will need for the activity:

- Colored paper or index cards
- Marker
- Tape or chalk
- Large open space (in a gym or outside)

Even

96

Odd

88

**Instructions**

How you will complete the activity:

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

Labels

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

PREPARED  
EVERY

Index Cards

Cut out the index cards below

57

11

83

33

49

14

92

23

88

64

5

88

**PREVIEW**

Index Cards

Cut out the index cards below

38

90

6

20

73

46

95

8

21

85

41

**PREVIEW**

Index Cards

Cut out the index cards below

36

16

74

50

28

9

63

93

47

18

82

**PREVIEW**

Index Cards

Cut out the index cards below

29

99

7

68

33

54

25

86

12

91

32

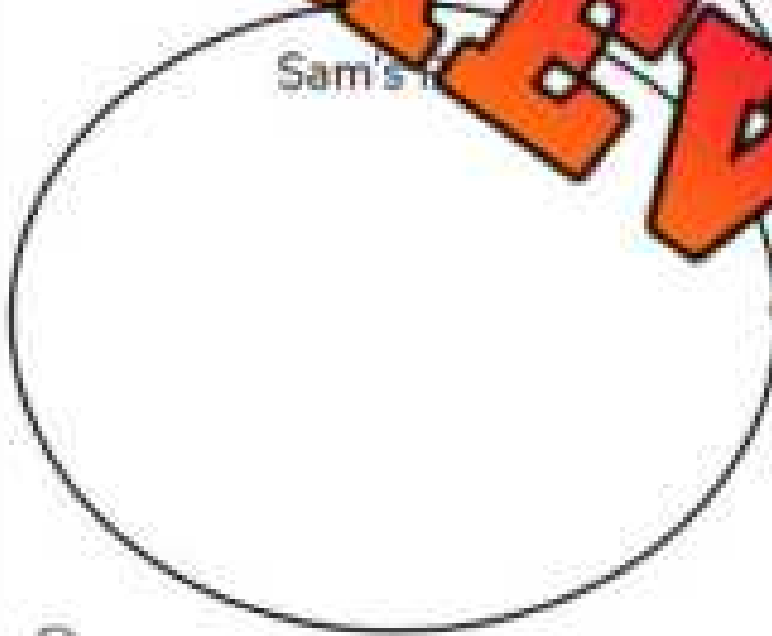
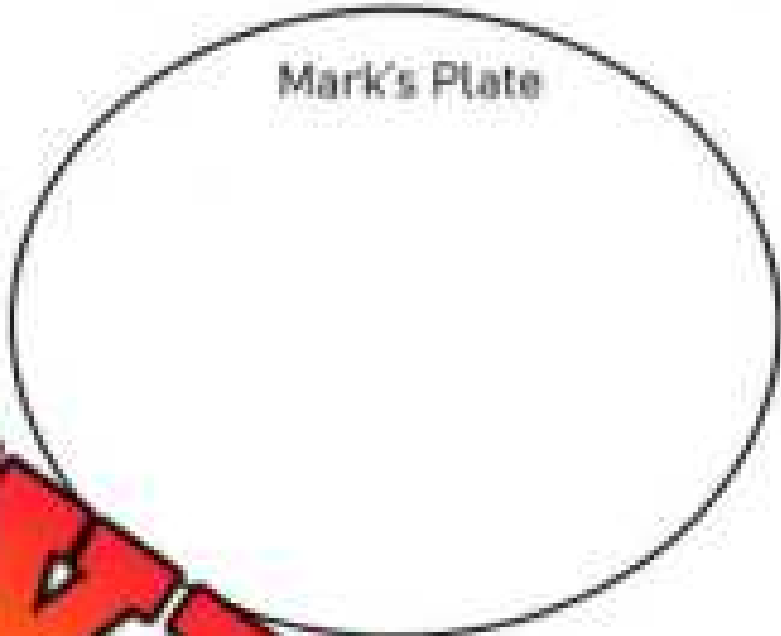
61

**PREVIEW**

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

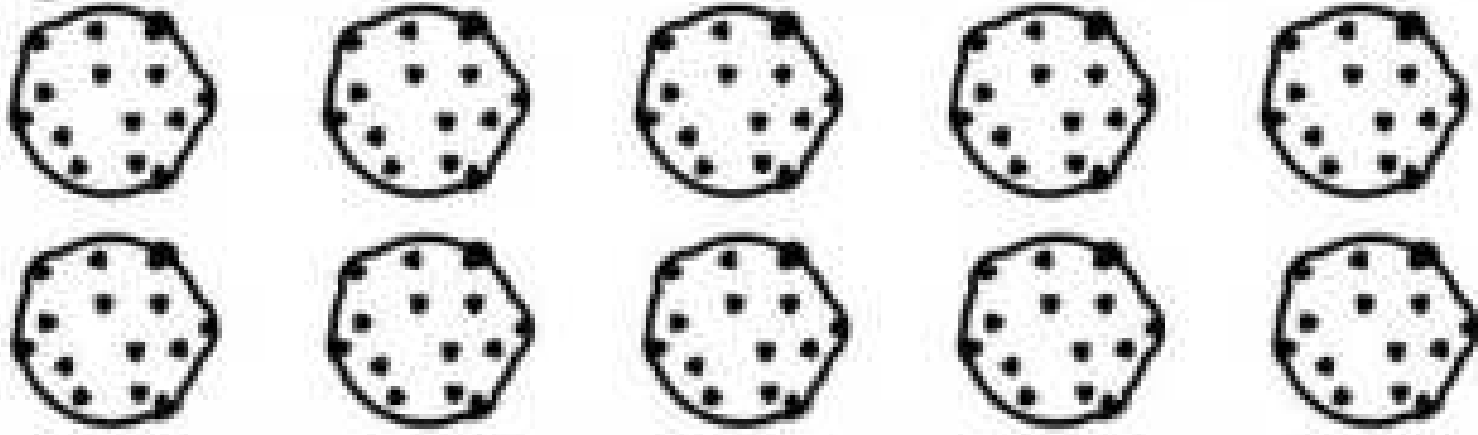
# Fair Sharing - Cookies

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



**PREVIEW**

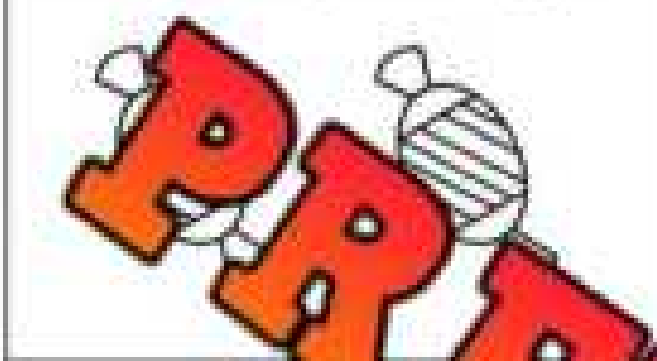
10



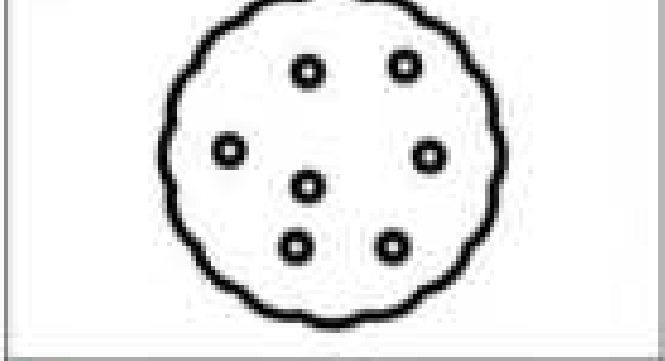
# Fair Sharing - By Two

Sharing      How much does each friend get?

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



4) Share the cookie equally with 2 friends.



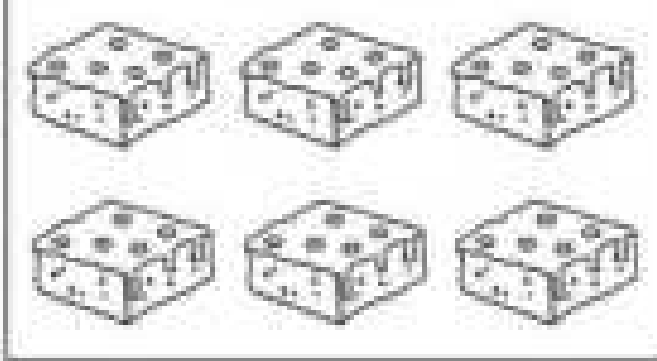
2) Share the oranges equally with 2 friends by circling what each gets.



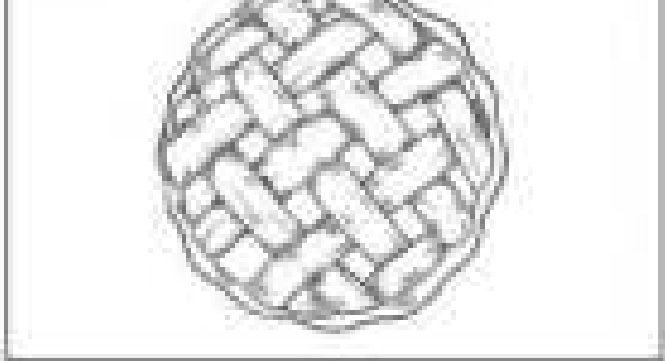
5) Share the pizza equally with 2 friends.



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



6) Share the pie equally with two friends.

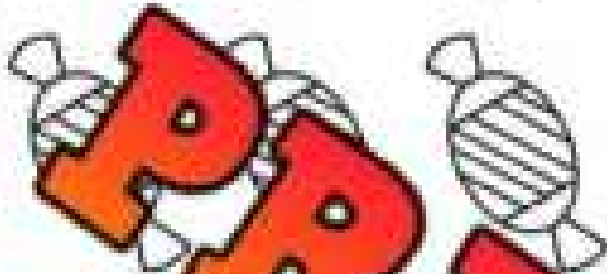


# Fair Sharing - By Threes

Sharing

How much does each friend get?

1) Share the candies equally with 3 friends by circling what each gets.



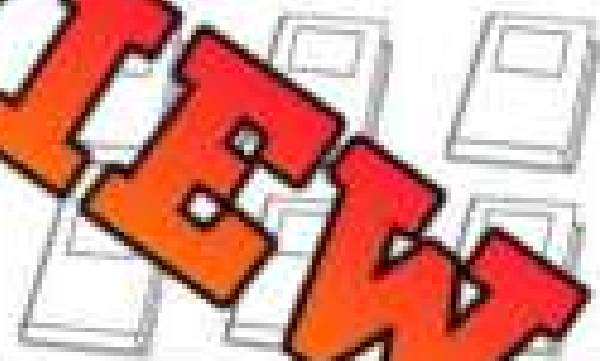
4) Share the cake equally with 3 friends.



2) Share the bananas equally with 3 friends by circling what each gets.



5) Share the books equally with 3 friends.



3) Share the muffins equally with 3 friends by circling what each gets.



6) Share the pie equally with 3 friends.



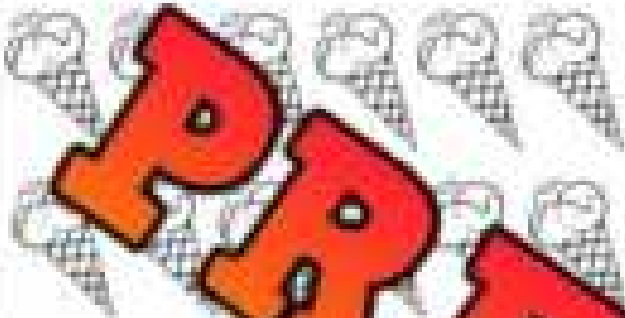
**PREVIEW**

# Fair Sharing - By Sixes

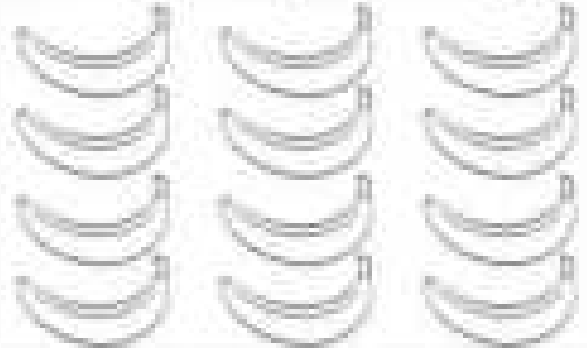
Sharing

How much does each friend get?

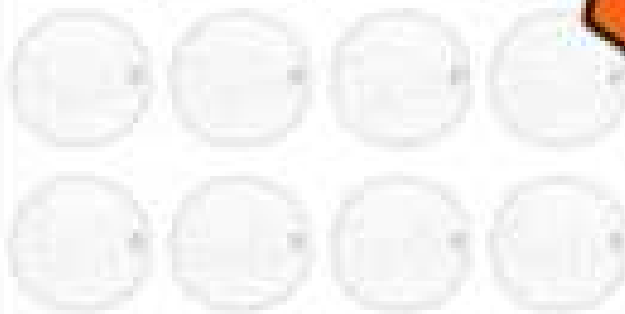
1) Share the ice cream equally with 6 friends by circling what each gets.



4) Share the bananas equally with 6 friends by circling what each gets.



2) Share the orange equally with 6 friends by circling what each gets.



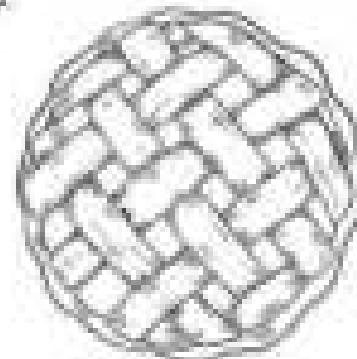
5) Share the pizza equally with 6 friends.



3) Share the muffins equally with 6 friends by circling what each gets.



6) Share the pie equally with 6 friends.



**PREVIEW**

## 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 wants to 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?

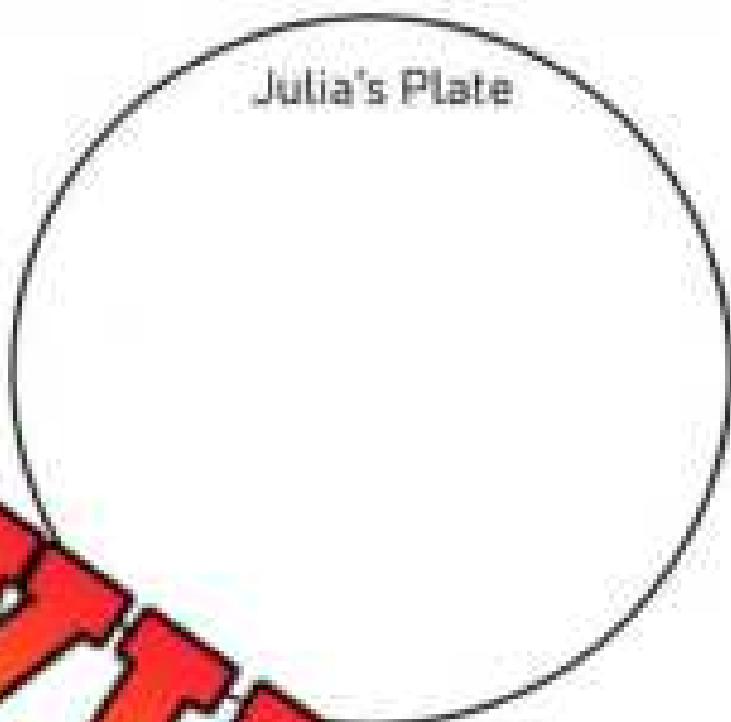
--	--

PREVIEW

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

## 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?



**PREVIEW**

Alex's Slices

---

Slices in one pizza (whole)

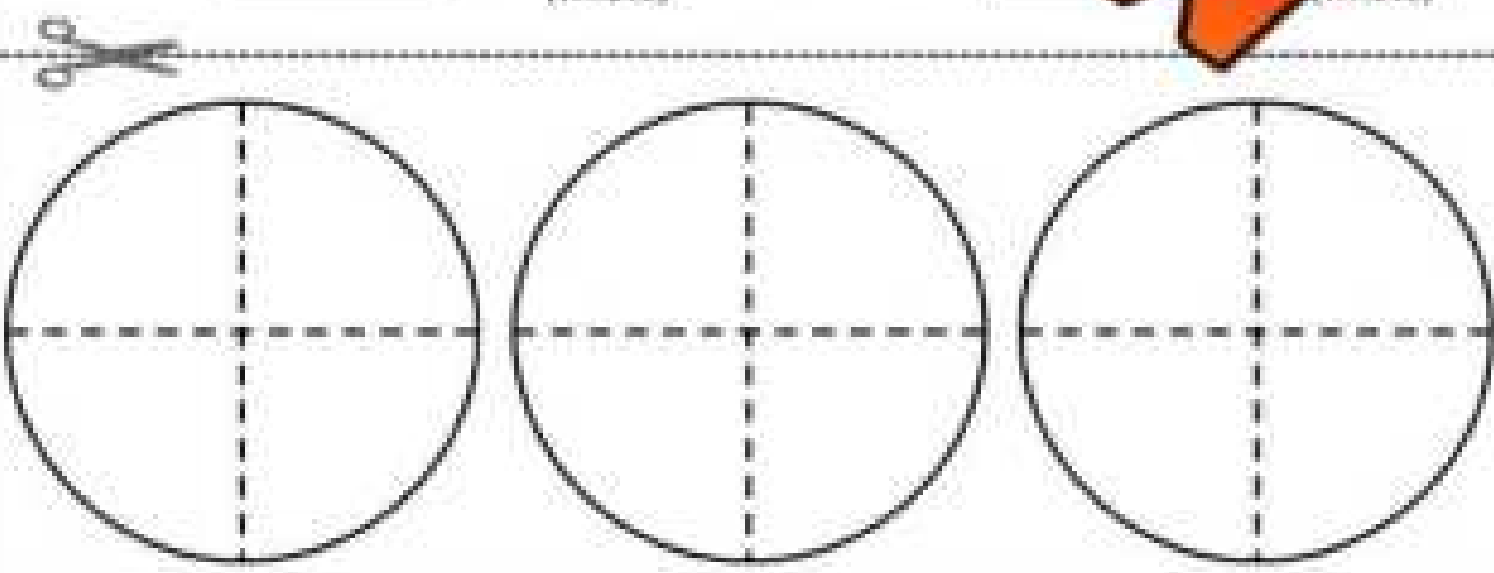
# of total pizzas

Julia's Slices

---

Slices in one pizza (whole)

# of total pizzas

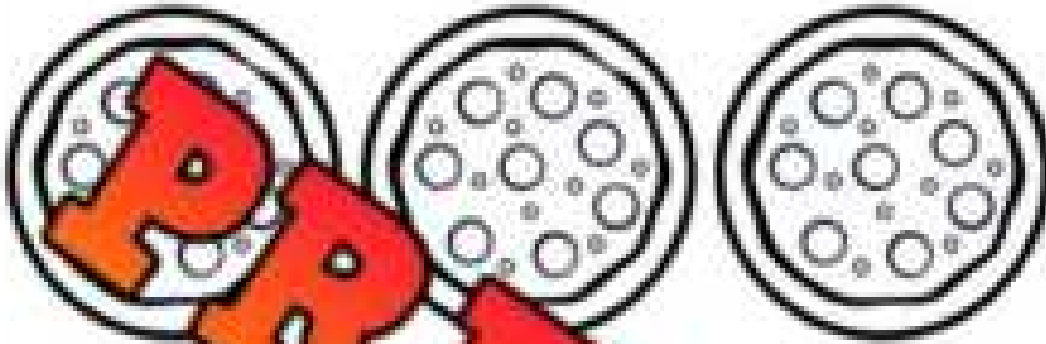


# Fair Sharing – Mixed Numbers

Sharing

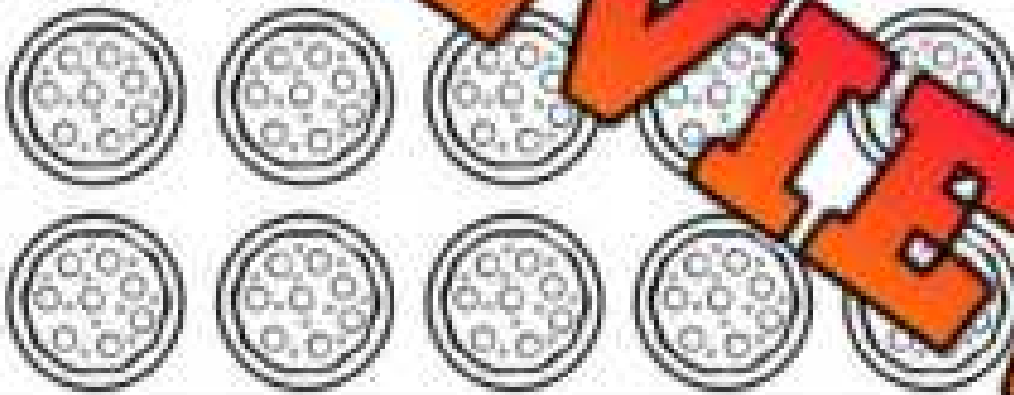
How much does each friend get?

1) Share the pizzas equally with 2 friends.



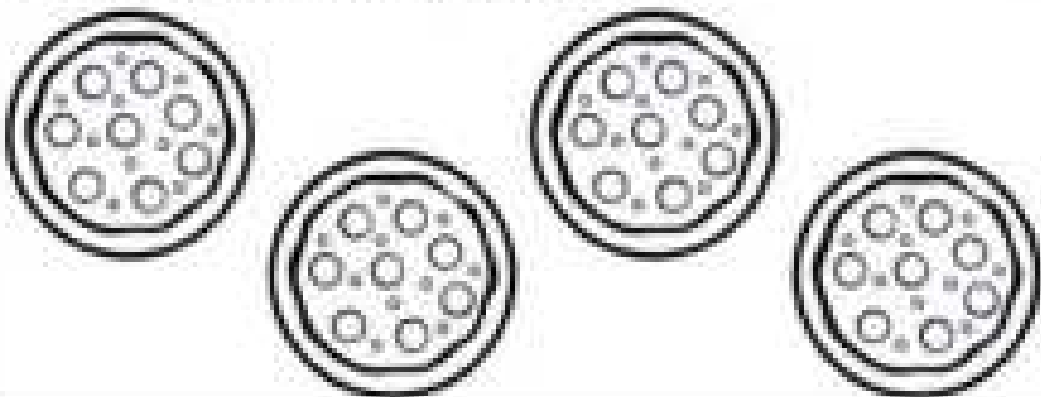
Three pizzas are shown in a row. To the right of the pizzas is a rectangular box with a horizontal line across the middle, intended for a mixed number answer.

2) Share the pizzas equally with 4 friends.



Eight pizzas are arranged in two rows of four. To the right of the pizzas is a rectangular box with a horizontal line across the middle, intended for a mixed number answer.

3) Share the pizzas equally with 3 friends.



Four pizzas are arranged in two rows: two in the top row and two in the bottom row. To the right of the pizzas is a rectangular box with a horizontal line across the middle, intended for a mixed number answer.

**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 students 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 15 minutes of the game. How much of the game have you seen?	$\frac{\quad}{90}$
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  $\frac{1}{5}$  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 your book

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

# Fractions – Equal Parts

## Part 1

Are the shapes below split into equal parts?

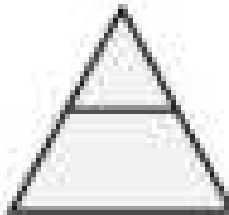
1)



Yes

No

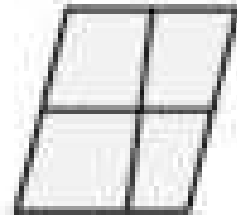
2)



Yes

No

3)



Yes

No

4)



Yes

No

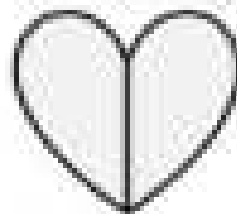
5)



Yes

No

6)



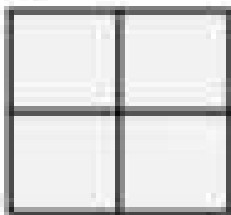
Yes

No

## Part 2

Are the statements true or false?

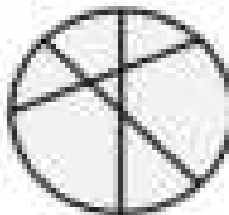
1) The square is cut into fourths.



True

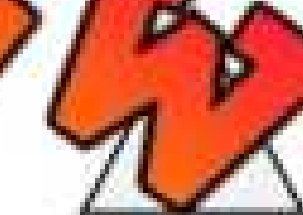
False

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



True

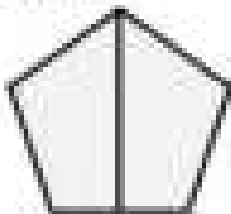
False



True

False

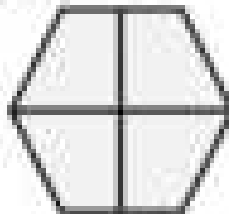
4) The pentagon is cut into halves.



True

False

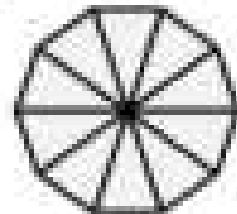
5) The hexagon is cut into fourths.



True

False

6) The octagon is cut into eights.



True

False

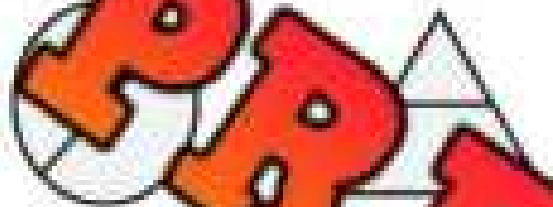
# Exit Cards

Cut Out

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

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

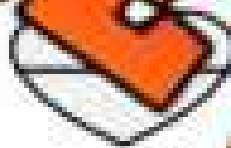
Are the shapes below split into equal parts?



Yes No



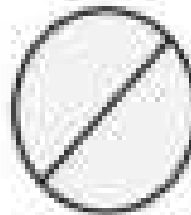
Yes No



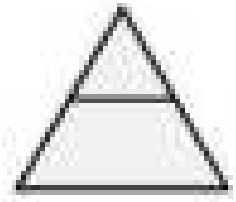
Yes No

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

Are the shapes below split into equal parts?



Yes No



Yes No



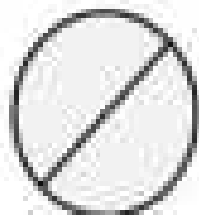
Yes No



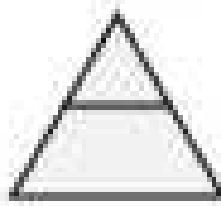
Yes No

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

Are the shapes below split into equal parts?



Yes No



Yes No



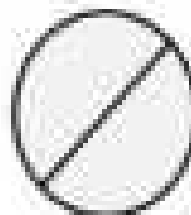
Yes No



Yes No

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

Are the shapes below split into equal parts?



Yes No



Yes No



Yes No



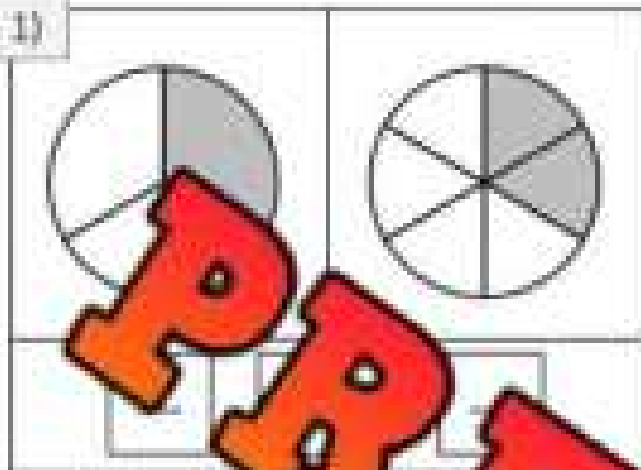
Yes No

## Fair Sharing – Equal Fractions

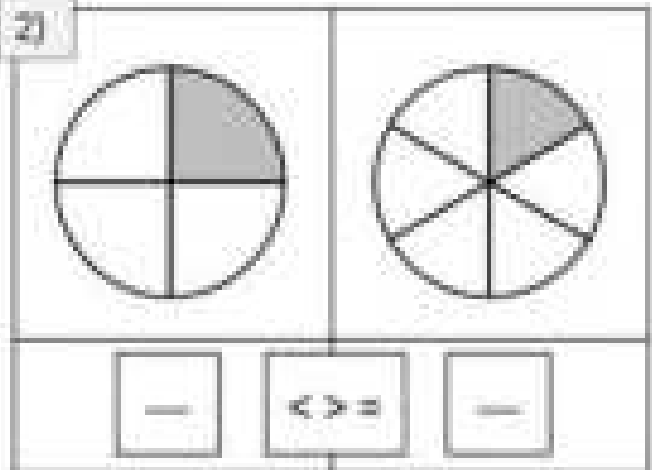
**Instructions:**

Write the fraction and circle which is bigger (&gt; &lt; =) or if they are equal

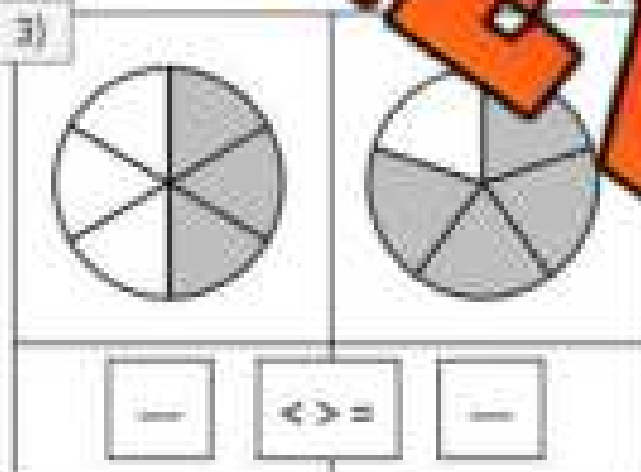
1)



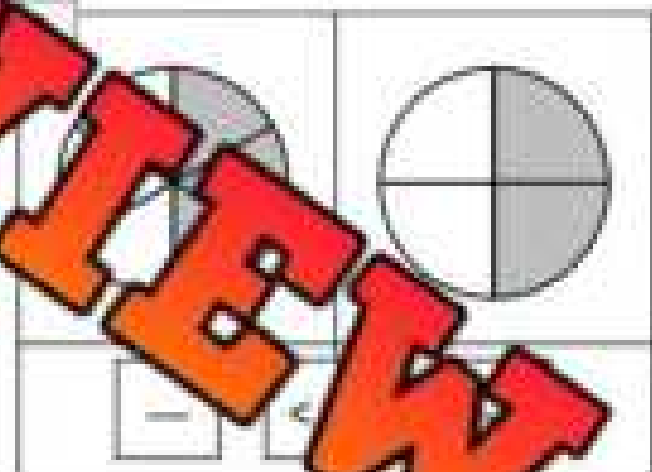
2)



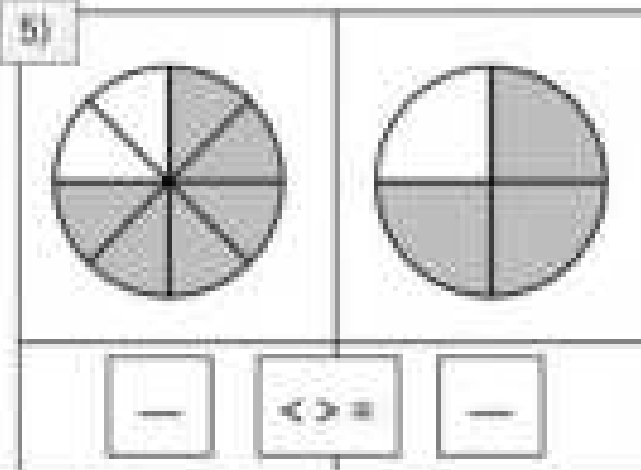
3)



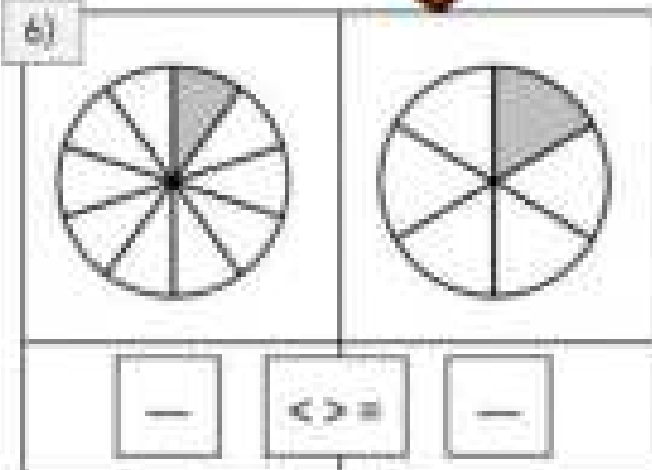
4)



5)



6)

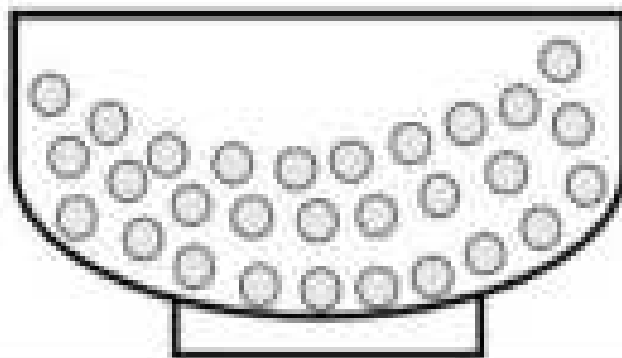
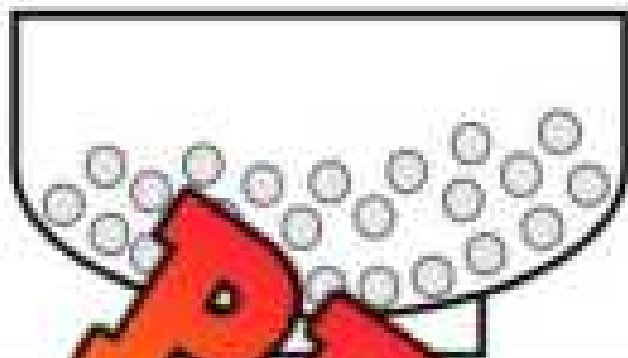


Name: \_\_\_\_\_

# Numbers Sense Quiz

## Part 1

Estimate how many cereal pieces are in the bowl. Then count them.



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

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

## Part 2

Color the numbers that fall between 40 and 60.

1)

75  93

2)

42  73  73

## Part 3

Order the numbers below from greatest to least.

43, 65, 31, 41, 46

18, 9, 27, 5

## Part 4

Order the numbers below from greatest to least.

11, 6, 3, 17, 15

40, 43, 29, 33, 46

Part 5

Fill in the Blanks by counting by 20, 25s, and 50s

1)

20, 40, 60, \_\_\_\_\_

2)

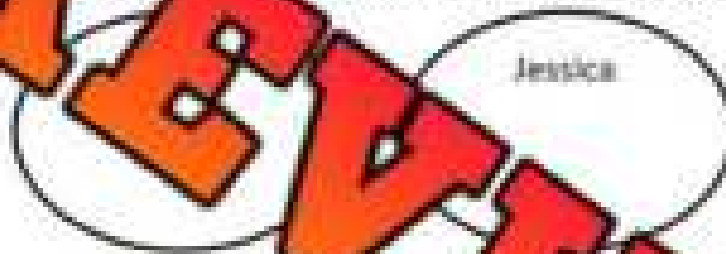
25, 50, 75, \_\_\_\_\_

3)

50, \_\_\_\_\_

Part 6 Share the cookies below

Two friends are sharing 6 cookies. Draw lines from the cookies to each person's plate.

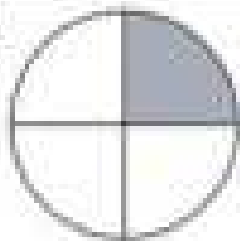


How many cookies does each friend get? \_\_\_\_\_

Part 7

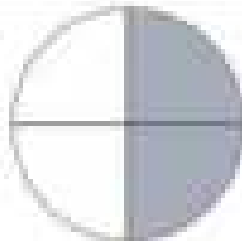
Write the fraction and then label it - half, quarter, or eighth

1.



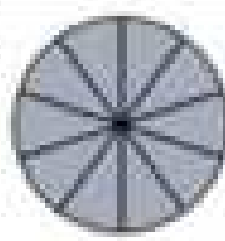
\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

**Grade 2**  
**Stand: B2 – Operations**

	<b>Curriculum Expectations</b>	<b>Pages</b>
<b>B2.1</b>	Use the properties of addition and subtraction, and the relationships between addition and multiplication and between subtraction and division, to solve problems and check calculations	178, 180 – 181, 183 – 186
<b>B2.2</b>	Recall and demonstrate addition facts for numbers up to 20, and related subtraction facts	99 – 106, 133 – 140
<b>B2.3</b>	Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 50, and explain the strategies used	89 – 98, 130 – 132
<b>B2.4</b>	Use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 100	107 – 129, 141 – 177
<b>B2.5</b>	Represent multiplication as repeated equal groups, including groups of one half and one fourth, and solve related problems, using various tools and drawings	178 – 183, 185 – 189, 200 – 204
<b>B2.6</b>	Represent division of up to 12 items as the equal sharing of a quantity, and solve related problems, using various tools and drawings	185 – 186, 190 – 204

## Mental Math Strategy – Counting On

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




### Part 1

Use the chart to answer the question.

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

### Part 2

Use the number line to find the answer.

1) $3 + 9 =$ _____ 
2) $6 + 4 =$ _____ 
3) $5 + 9 =$ _____ 

## Mental Math Strategy – Making Tens

Directions:

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



1)  $19 + 7$

$20 + 3 = 23$

2)  $19 + 6$



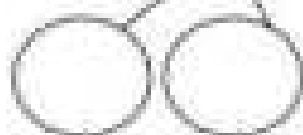
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

3)  $8 + 18$



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

4)  $8 + 14$



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

5)  $19 + 7$



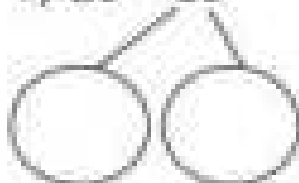
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

6)  $18 + 13$



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

7)  $28 + 13$



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

8)  $39 + 17$



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

9)  $48 + 24$



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

**PREVIEW**

## 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.

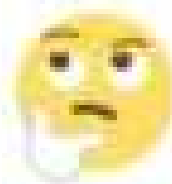


	$5 + 6$ $5 + 5$ $10 + 1 = 11$	$3 + 4$
$4 + 5$		$11 + 10$
$20 + 21$	$15 + 16$	
$29 + 30$	$31 + 30$	$50 + 51$

## 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



$13 + 12$	$13 + 12$
$14 + 17$	$22 + 23$
$24 + 13$	$52 + 44$
$45 + 41$	$52 + 44$

## Counting – Bridging over 100

$94 + 8$



## Questions

Fill in the blanks by bridging over 100.

1) 9

2)  $93 + 9$ 3)  $95 + 8$ 4)  $99 + 6$ 5)  $94 + 9$ 6)  $96 + 7$ 

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

## Math Facts – Adding 0 and 5

Questions

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

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

**PREVIEW**

**Math Facts – Adding 10****Questions**

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

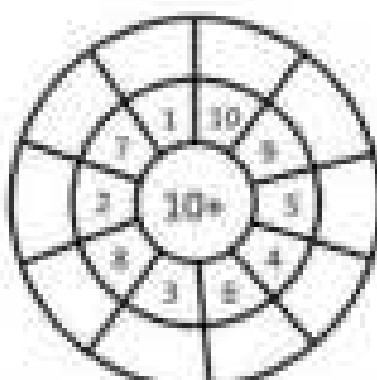
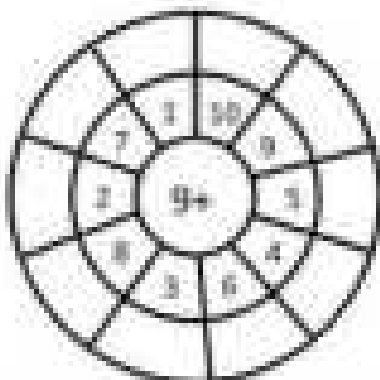
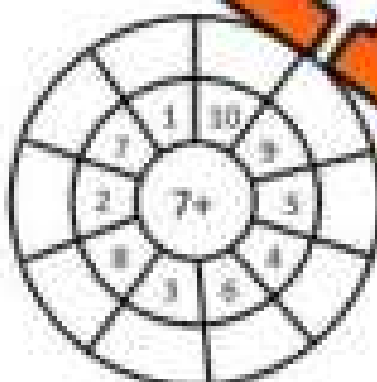
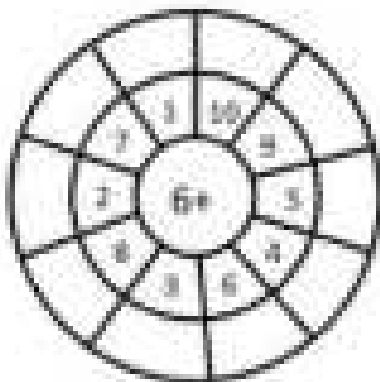
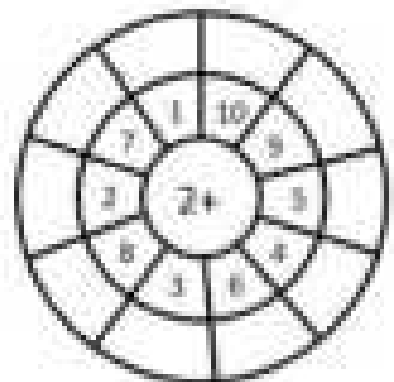
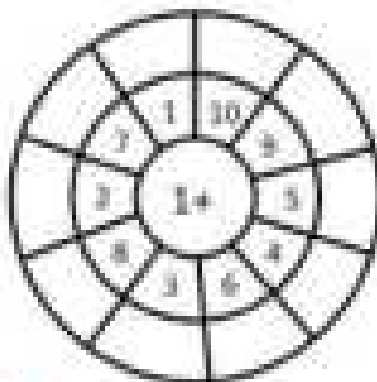
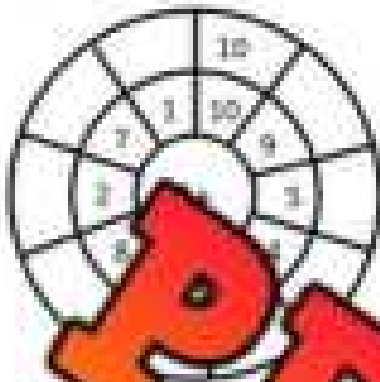
$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$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

**PREVIEW**

# Bullseye Math Facts

## Questions

Fill in the outer layer of the bullseye



**PREVIEW**

**Adding Multiples of 10****Part 1**

Answer the questions below

1) 30 + 20 =

2) 50 + 30 =

3) 10 + 40 =

4) 30 + 60 =

5) 70 +

6) 80 + 10 =

7) 40 + 40 =

8) 50 + 20 =

9) 60 + 40 =

10) 70 + 30 =

**Part 2**

Answer the questions below

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



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



**Adding Multiples of 10**

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

**Questions**

Answer the questions.

1)  $52 + 20 =$

2)  $21 + 30 =$

3)  $38 + 40 =$

4)  $39 + 20 =$

5)  $41 + 50 =$

6)  $83 + 10 =$

7)  $68 + 30 =$

8)  $54 + 40 =$

9)  $17 + 40 =$

10)  $77 + 20 =$

# Exit Cards

Cut Out

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

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

Solve the problems below

a)

1) 18	2) 60
+ 50	+ 20

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

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

Solve the problems below

a)

1) 18	2) 60
+ 50	+ 20

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

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

Solve the problems below

a)

1) 18	2) 60
+ 50	+ 20

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

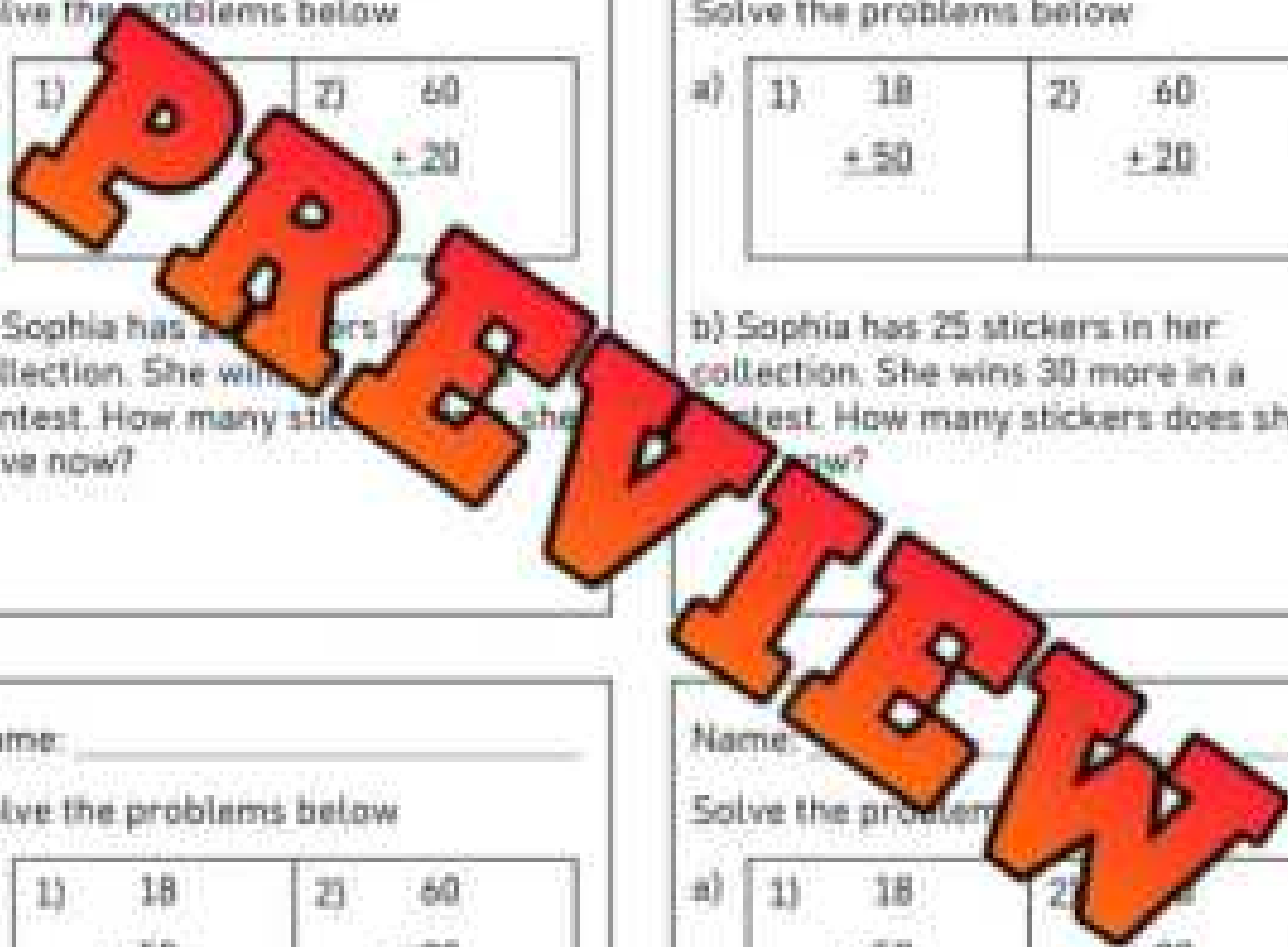
Name: \_\_\_\_\_

Solve the problems below

a)

1) 18	2) 60
+ 50	+ 20

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



**Part Part Whole – Numbers To 18****Questions**

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

1)

11	

2)

14	
	8

3)


4)

6	5

5)

12	
7	

6)

17	

7)

10	5

8)

18	
12	

9)

14	
8	

10)

9	8

**PREVIEW**

**Part Part Part Whole – Numbers To 18****Questions**

How do the parts below equal the whole at the top

1)

12		
5		

2)

11		
	2	6

3)

5		

4)

5	5	5

5)

15		
7		4

6)

		6

7)

9	4	1

8)

15		
9		4

9)

17		
6	6	

10)

18		
11		6

**PREVIEW**

**Part Part Part Whole – Numbers To 100****Questions**

How do the parts below equal the whole at the top

1)

32		
10	10	12

2)

48		
20	20	8

3)

30		
20	10	20

4)

40		
10	15	8

5)

63		
40	10	13

6)

50		
22	22	14

7)

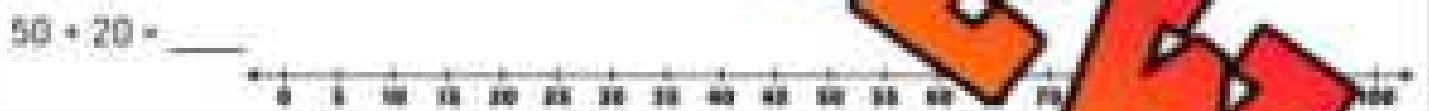
90		
35	45	10

8)

97		
50	30	40

**Number Line Addition****Questions**

Use the number line to add the numbers below

**PREVIEW**

**Associative Property of Addition****Questions**

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

1)

$5 + 5 + 8 = \underline{\quad}$

$8 + 5 + 5 = \underline{\quad}$

2)

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

$5 + 1 + 9 = \underline{\quad}$

3)

$3 + 7 + 6 = \underline{\quad}$

$6 + 7 + 3 = \underline{\quad}$

4)

$4 + 6 + 5 = \underline{\quad}$

5)

$2 + 9 + 1 = \underline{\quad}$

$1 + 9 + 2 = \underline{\quad}$

6)

$7 + 2 + 8 = \underline{\quad}$

$8 + 2 + 7 = \underline{\quad}$

7)

$4 + 7 + 6 = \underline{\quad}$

$6 + 7 + 4 = \underline{\quad}$



**Adding – Borrowing****Questions**

Use the standard algorithm to solve the addition problems below

1)	Tens	Ones

2)	Tens	Ones
	6	7
+	1	6

3)	Tens	Ones
	4	6
+	3	5

4)	Tens	Ones
	6	9
+	3	4

5)	Tens	Ones
	6	9
+	2	4

6)	Tens	Ones
	7	5
+	1	5

7)	Tens	Ones
	4	7
+	1	7

8)	Tens	Ones
	6	8
+	2	7

9)	Tens	Ones
	7	9
+	1	4

**Adding - Word Problems (Up To 18)****Questions**

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

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



2) Kennedy has 10 points in a game she is playing. She gets 6 more points. How many total points does she have?



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



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



**Adding - Word Problems (Up To 100)****Questions**

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

1) Stacy read 63 pages last week in her book. She read another 35 pages this week. How many total pages has she read?



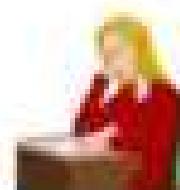
2) Beth has 50 crayons. She bought 25 more crayons. How many crayons does Beth have now?



3) Alexa drove 63 kilometres yesterday and 30 kilometres today. How many total kilometres did she drive?



4) Lindsay has a math test tomorrow. She studied for 35 minutes last night and 56 minutes tonight. How many total minutes has she studied?



## Activity: Adding Adventures: Treasure Hunt

**Objective** What are we learning about?

To help students understand and practice addition through engaging word problems involving whole numbers up to 100.

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

- Sets of index cards with addition word problems
- Small bags or paper cups to hold the card sets
- Optional: Small prizes (or treasure)
- Tape



**Instructions** How you will apply the activity

- 1) Prepare sets of index cards with different addition word problems (up to 18 and up to 100).
- 2) Hide these cards around the classroom or in a designated area, taping them under chairs, desks, or tucked into non-obvious places.
- 3) Divide the class into small teams and give each team a small bag or cup to collect their cards.
- 4) Explain the game: each team will hunt for a card, solve the problem as quickly as they can, and return to you for verification.
- 5) Say "Go!" Each team rushes to find their first card.
- 6) When a team thinks they have the correct answer, they come back to you. If correct, they receive a small prize (or a checkmark) and move on to find the next card.
- 7) The game continues until all cards are found or you call time. The team with the most correct answers wins.
- 8) Discuss the game, focusing on the addition problems and solutions each team encountered.

## Instructions

Cut out the cards below

John has 7 apples and buys 5 more. How many apples does he have now?

Sarah has 6 candies and receives 8 more from a friend. How many candies does she have now?

Mary has 10 balloons and buys 30 more. How many balloons does she have now?

Tom finds 4 marbles and then finds 9 more. How many marbles does he have in total?

Lisa has 3 books and buys 12 more. How many books does she have now?

Mike has 10 stickers and gets 7 more from his sister. How many stickers does he have now?

If you have 40 pencils and buy 20 more, how many pencils do you have in total?

There were 50 students in the class, and 20 new students joined. How many students are there now?

## Instructions

Cut out the cards below

Tom had 30 candies and received 15 more from his friend. How many candies does he have now?

Lisa bought 40 cookies and made 20 more. How many cookies does Lisa have now?

A farmer had 20 cows and buys 8 more. How many cows does the farmer have now?

Sam has 15 toy cars and gets 10 more as a gift. How many toy cars does Sam have now?

Emma has 13 flowers and picks 5 more. How many flowers does Emma have now?

Ben has 30 rocks and finds 7 more. How many rocks does Ben have now?

Lucy has 14 crayons and buys 3 more. How many crayons does Lucy have now?

Jake has 20 marbles and wins 10 more in a game. How many marbles does he have now?

## Instructions

Cut out the cards below

$$18 + 9 + 6 =$$

$$\begin{array}{r} 46 \\ + 15 \\ \hline \end{array}$$

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

$$33 + 11 + 8 =$$

$$12 + 12 + 12 =$$

$$\begin{array}{r} 5 \\ - 14 \\ \hline \end{array}$$

$$20 + 21 + 22 =$$

$$\begin{array}{r} 55 \\ 20 \\ + 11 \\ \hline \end{array}$$

**PREVIEW**

## Instructions

Cut out the cards below

Nina has 8 dolls and gets 6 more for her birthday. She then finds 2 more in her closet. How many dolls does she have now?

Carlos buys 35 pencils and finds 8 more in his drawer. At school, his teacher gives him 10 more pencils. How many pencils does he have now?

Anna has 15 stickers at home. Her grandmother gives her 12 more. She gets 8 more stickers for her book at school. How many stickers does Anna have now?

A baker bakes 25 chocolate chip cookies, 15 sugar cookies, and 30 oatmeal raisin cookies. How many cookies does the baker have now?

James has 28 toy cars, 13 toy motorcycles, and 18 toy trucks. How many toy vehicles does James have?

David has 15 comic books and buys 10 more from a friend. He reads 30 more comic books. How many comic books does David have now?

Sophie has 19 bracelets and buys 18 more. She makes 15 more bracelets. How many bracelets does Sophie have now?

Lucas has 13 action figures and gets 6 more as a gift. Then he buys 22 more. How many action figures does Lucas have now?

## Subtracting Mental Math – Counting Back

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



### Part 1

Use the charts to answer the questions

1) $18 - 5 =$ HUNDREDS CHART	2) $22 - 4 =$ HUNDREDS CHART	3) $27 - 7 =$ HUNDREDS CHART
4) $43 - 9 =$ HUNDREDS CHART	5) $77 - 7 =$ HUNDREDS CHART	6) $93 - 6 =$ HUNDREDS CHART

### Part 2

Use the number line to find the answer

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

## 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.

$24 - 10$

$27 - 15$

10

Answer

$33 - 21$

$38 - 26$

$49 - 31$

$68 - 55$

$87 - 73$

**PREVIEW**

**Math Facts – Subtract By 8 and 9****Questions**

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

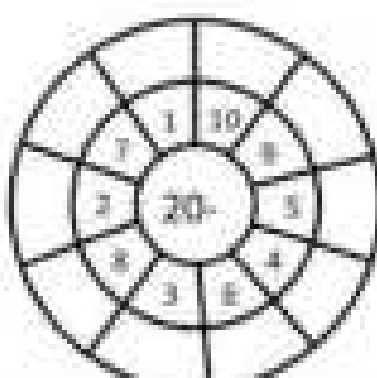
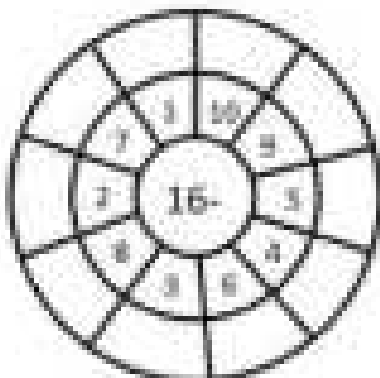
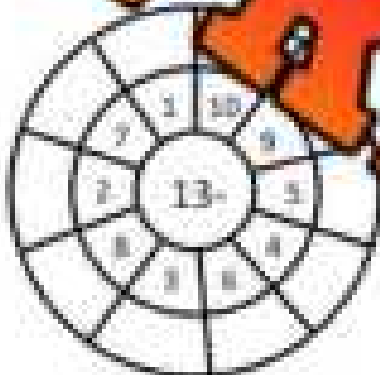
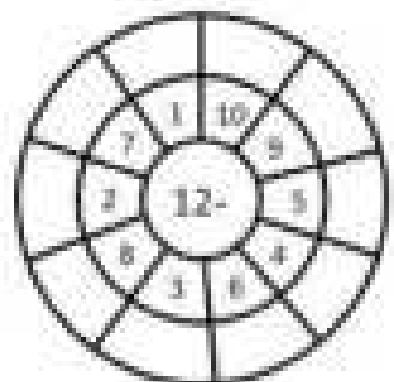
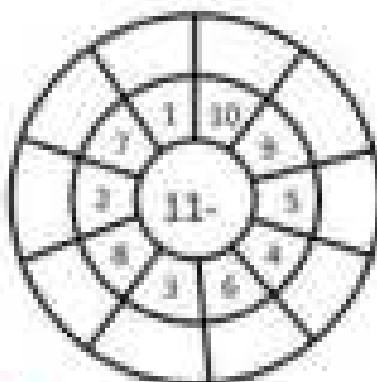
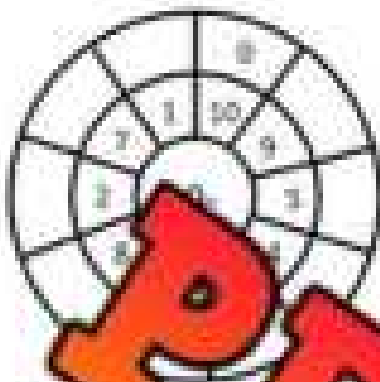
$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$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

**PREVIEW**

# Bullseye Subtraction Facts

Questions

Fill in the outer layer of the bullseye



**PREVIEW**

**Subtracting Multiples of 10****Part 1**

Answer the questions below

1)  $70 - 20 =$

2)  $50 - 30 =$

3)  $80 - 40 =$

4)  $30 - 10 =$

5)  $40 - 10 =$

6)  $90 - 50 =$

7)  $50 - 40 =$

8)  $100 - 90 =$

9)  $60 - 40 =$

10)  $70 - 20 =$

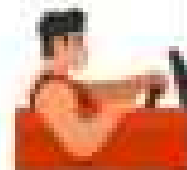
**Part 2**

Answer the questions below

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



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



**Subtracting Multiples of 10**

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

**Questions**

Answer the questions.

1)  $62 - 20 =$

2)  $31 - 10 =$

3)  $58 - 40 =$

4)  $99 -$

5)  $71 - 50 =$

6)  $83 - 10 =$

7)  $88 - 30 =$

8)  $94 - 40 =$

9)  $57 - 40 =$

10)  $77 - 20 =$

# Exit Cards

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

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

Solve the problems below

a)

1)	2)
$73$	$90$
$-60$	$-40$

b) Ella had 75 balloons for her party. She gave 30 balloons to her friends. How many balloons does she have left?

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

Solve the problems below

a)

1)	2)
$73$	$90$
$-60$	$-40$

b) Ella had 75 balloons for her party. She gave 30 balloons to her friends. How many balloons does she have left?

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

Solve the problems below

a)

1)	2)
$73$	$90$
$-60$	$-40$

b) Ella had 75 balloons for her party. She gave 30 balloons to her friends. How many balloons does she have left?

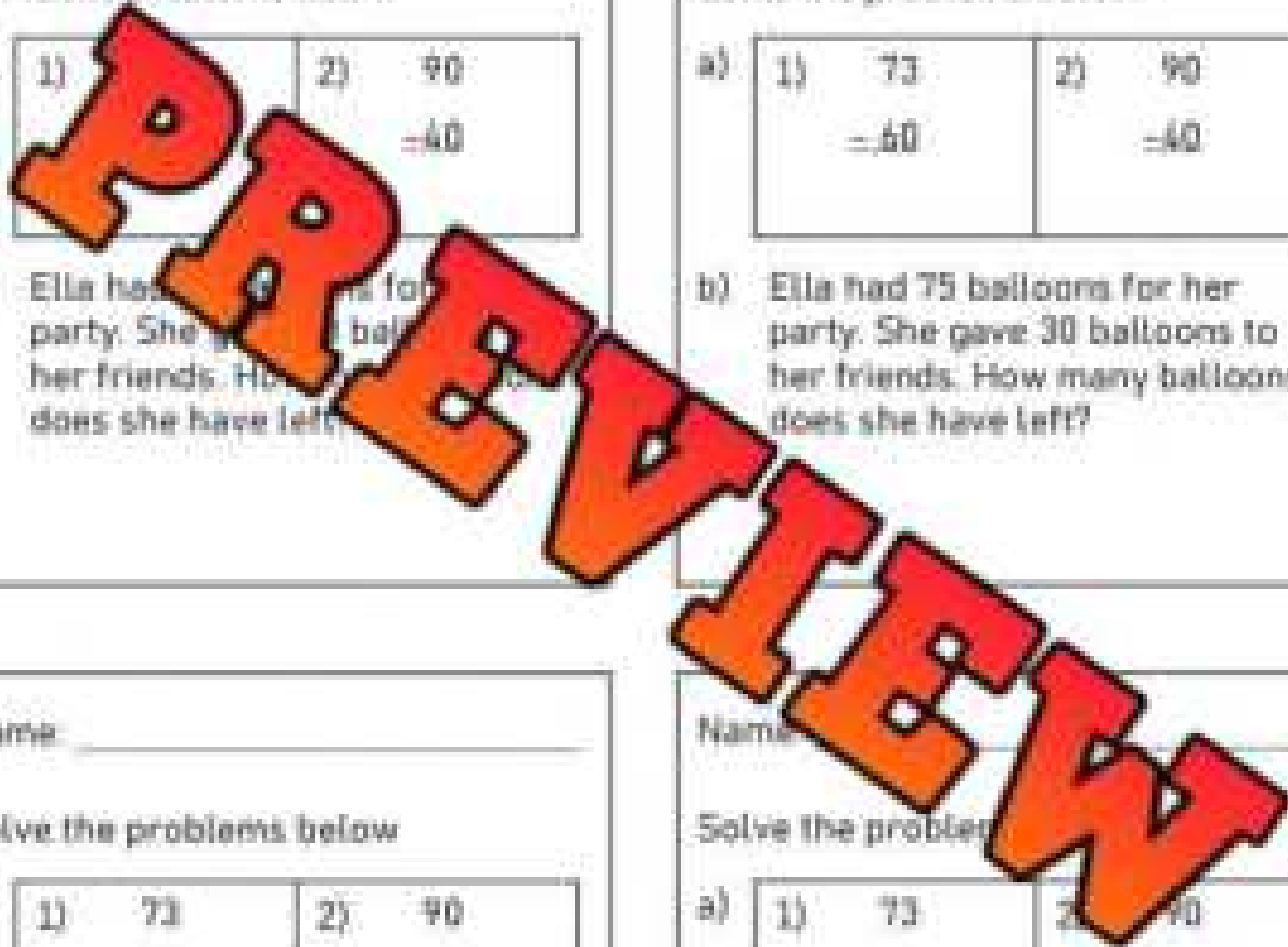
Name: \_\_\_\_\_

Solve the problems below

a)

1)	2)
$73$	$90$
$-60$	$-40$

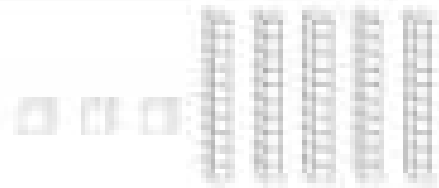
b) Ella had 75 balloons for her party. She gave 30 balloons to her friends. How many balloons does she have left?



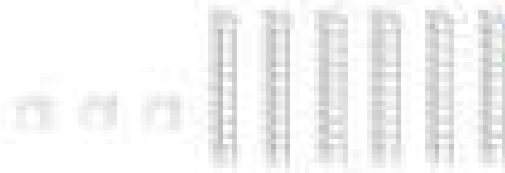
## Subtracting Using Base Ten Blocks

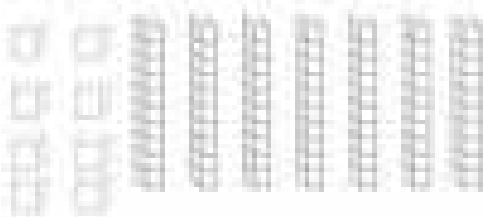
**Questions**

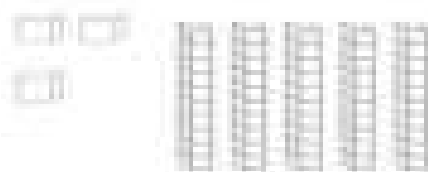
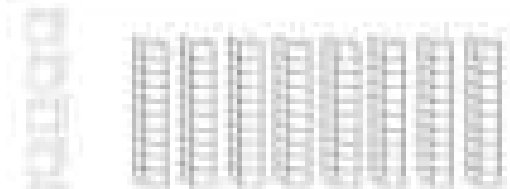
Subtract using the base ten blocks.


 $53 - 2 =$ 

 $53 - 12 =$ 

 $35 - 15 =$ 

 $46 - 12 =$ 

 $63 - 11 =$ 

 $82 - 10 =$ 

 $78 - 10 =$ 

 $34 - 20 =$ 

 $53 - 13 =$ 

 $85 - 45 =$ 

PREVIEW

## Subtracting – Changing The Order Of The Numbers

**Part 1**

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

1)  $8 - 4 = 4$   
 $4 - 8 =$  \_\_\_\_\_  
 Yes or **No**

4)  $9 - 2 =$  \_\_\_\_\_  
 $2 - 9 =$  \_\_\_\_\_  
 Yes or No

2)  $9 - 5 = 4$   
 $5 - 9 =$  \_\_\_\_\_  
 Yes or No

5)  $9 - 7 =$  \_\_\_\_\_  
 $7 - 9 =$  \_\_\_\_\_  
 Yes or No

3)  $6 - 4 = 2$   
 $4 - 6 =$  \_\_\_\_\_  
 Yes or No

6)  $5 - 3 = 2$   
 $3 - 5 =$  \_\_\_\_\_  
 Yes or No

**Part 2**

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

1)  $8 - 4 - 3 = 1$   
 $4 - 8 - 3 =$  \_\_\_\_\_  
 Yes or No

4)  $15 - 4 - 5 = 6$   
 $4 - 15 - 5 =$  \_\_\_\_\_  
 Yes or No

2)  $9 - 5 - 2 = 2$   
 $5 - 9 - 2 =$  \_\_\_\_\_  
 Yes or No

5)  $9 - 5 = 4$   
 $5 - 9 - 3 =$  \_\_\_\_\_  
 Yes or No

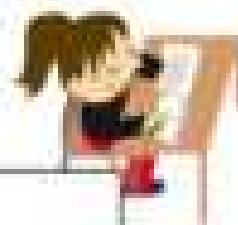
3)  $8 - 3 - 5 = 0$   
 $3 - 8 - 5 =$  \_\_\_\_\_  
 Yes or No

6)  $15 - 4 - 5 = 6$   
 $4 - 15 - 5 =$  \_\_\_\_\_  
 Yes or No

4)  $15 - 5 - 4 = 6$   
 $5 - 15 - 4 =$  \_\_\_\_\_  
 Yes or No

7)  $10 - 20 - 7 =$  \_\_\_\_\_  
 $20 - 10 - 7 =$  \_\_\_\_\_  
 Yes or No

5)  $20 - 10 - 7 = 3$   
 $10 - 20 - 7 =$  \_\_\_\_\_  
 Yes or No

**Subtracting 0 From Numbers****Questions**

What happens when we subtract 0 from numbers?

1) $4 - 0 =$ _____	11) $27 - 0 =$ _____
2) $5 - 0 =$ _____	12) $49 - 0 =$ _____
3) $6 - 0 =$ _____	13) $34 - 0 =$ _____
4) $9 - 0 =$ _____	14) $18 - 0 =$ _____
5) $3 - 0 =$ _____	15) $7 - 0 =$ _____
6) $9 - 0 =$ _____	16) $44 - 0 =$ _____
7) $12 - 0 =$ _____	17) $62 - 0 =$ _____
8) $8 - 0 =$ _____	18) $75 - 0 =$ _____
9) $10 - 0 =$ _____	19) $93 - 0 =$ _____
10) $23 - 0 =$ _____	20) $87 - 0 =$ _____

**PREVIEW**

**Subtracting - Borrowing****Questions**

Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones

2)	Tens	Ones
	7	7
-	6	8

3)	Tens	Ones
	8	5
-	4	8

4)	Tens	Ones
	9	5
-	4	6

5)	Tens	Ones
	6	9
-	2	4

6)	Tens	Ones
	8	1
-	3	4

7)	Tens	Ones
	3	6
-	1	8

8)	Tens	Ones
	7	4
-	5	5

9)	Tens	Ones
	5	3
-	2	4

## 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 $7 + 5 = 12$	4)	If $10 + 4 = 14$
	Then $12 - 5 = \underline{\quad}$		Then $14 - 10 = \underline{\quad}$
5)	If $12 + 8 = 20$	6)	If $13 + 6 = 19$
	Then $20 - 12 = \underline{\quad}$		Then $19 - 13 = \underline{\quad}$
7)	If $17 + 6 = 23$	8)	If $15 + 7 = 22$
	Then $23 - 6 = \underline{\quad}$		Then $22 - 7 = \underline{\quad}$
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 $55 - 15 = \underline{\quad}$

**Inverse Operations – Checking Answers****Questions**

Check your answer by using the inverse operation

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



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

**PREVIEW**

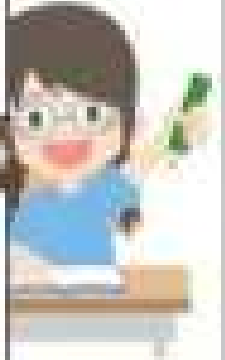
$$\begin{array}{r} 56 \\ + 35 \\ \hline \end{array}$$



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



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



## Matching Game: Inverse Operations Match

### Objective

What are we learning about?

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

### Materials

What will need for the activity.

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



### Instructions

How you will complete the activity.

1. Before the class, the teacher will cut out the pre-prepared matching game cards, ensuring there are 10 subtraction equations and 10 inverse addition equations.
2. Divide the students into small groups and give each group a bag or envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards.
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.

## Cards

## Matching Game Cards

$$8 - 3 = 5$$

$$5 + 3 = 8$$

**PREVIEW**

$$7 - 2 = 5$$

$$5 + 4 = 9$$

$$12 - 6 = 6$$

$$6 + 6 = 12$$

$$14 - 7 = 7$$

$$7 + 7 = 14$$

## Cards

## Matching Game Cards

$$16 - 8 = 8$$

$$8 + 8 = 16$$

20

**PREVIEW**

$$10 + 10 = 20$$

$$18 - 9 = 9$$

$$9 + 9 = 18$$

$$24 - 12 = 12$$

$$12 + 12 = 24$$

$$22 - 11 = 11$$

$$11 + 11 = 22$$

## Cards

## Matching Game Cards

$$45 - 30 = 15$$

$$15 + 30 = 45$$

$$50 - 25 = 25$$

$$25 + 25 = 50$$

$$55 - 30 = 25$$

$$25 + 30 = 55$$

$$60 - 35 = 25$$

$$25 + 35 = 60$$

$$65 - 40 = 25$$

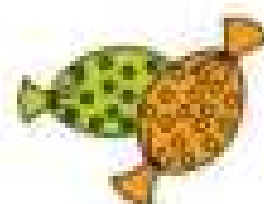
$$25 + 40 = 65$$

**PREVIEW**

**Subtraction Word Problem (Less than 50)**

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

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



- 2) Eric has saved \$40. He spent \$18 on a new t-shirt. How much money does he have left?



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



**Adding and Subtracting Numbers To 20****Questions**

## Addition and subtraction questions

1)  $5 + 2 - 2 =$

2)  $12 + 8 =$

3)  $6 + 5 =$

4)  $12 + 6 - 4 =$

5)  $15 - 5 + 6 =$

6)  $14 - 3 + 2 =$

7)  $14 + 1 - 2 =$

8)  $15 + 3 - 5 =$

9)  $11 - 7 + 6 =$

10)  $10 + 8 - 6 =$

11)  $7 - 5 + 10 =$

12)  $15 - 8 + 5 =$

13)  $11 + 6 - 8 =$

14)  $13 + 5 - 9 =$

15)  $12 - 4 =$

16)  $10 + 6 =$

17)  $1 + 8 - 5 =$

18)  $8 + 9 - 6 =$

19)  $16 - 9 + 6 =$

20)  $3 + 8 - 4 =$

**Adding and Subtracting – Word Problems (To 20)****Questions**

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

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



2) Stephanie has \$10 and her father gives her \$5 more. She spends \$8 on chocolate bars. How much money does she have now?



3) Ryerson bakes 8 cookies in his first batch and 5 cookies in his second batch. He eats 4 cookies. How many cookies does he have left?



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



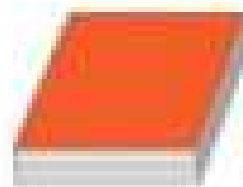
**Addition and Subtraction - Word Problems (Up To 100)****Questions**

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

1) Neil has a twenty dollar bill and a fifty dollar bill. Then he goes to the store and spends \$36. How much money does he have left?



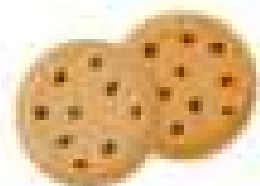
2) Charles has 45 cards and 27 cards the next day. He gives his friend 21 of the cards. How many cards does he have left?



3) Amy has 22 litres of gas in her car. She pumps 15 litres at the gas station. She drives to a store and burns 18 litres. How much gas does her car have now?



4) Gemma bakes 32 cookies in her first batch and 46 cookies in her second batch. She gives out 58 cookies to her friends. How many cookies does she have left?



## Adding Measurements

**Questions**

Add the measurements below

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



2) Luca drove 35 km to the gas station and got gas. Then he drove 25 more km to work. How many km did he drive?



3) Finn hit his golf ball 64 metres onto the green. Then he putted it 13 metres into the hole. How far in total did the ball go?



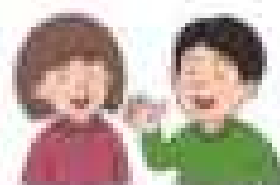
4) Nova bought 2 brownies. One brownie was 42 grams. The other brownie was 53 grams. How many total grams did the brownies weigh?



**Subtracting Measurements****Questions**

Subtract the measurements below

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



2) Rowan bought a sub that was 52 cm long. He ate 25 cm of the sub. What size is the sub now?



3) Nova bought 96 grams of candy. She ate 40 grams. How many grams of candy does she have left?



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



## Task Cards: Addition and Subtraction

### Objective

What are we learning about?

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

### Materials

What you will need for the activity.

- Task cards
- Separate sheets for answers
- Pencils



### Instructions

How to use this activity

1. Cut out the 24 task cards.
2. Distribute a set of all 24 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 24 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:

$5 + 2 - 2 = \underline{\quad}$

## Task Card 5:

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

\_\_\_\_\_

Calculate:  $45 \div 2 = \underline{\quad}$ 

## Task Card 6:

Calculate:  $15 - 8 + 5 = \underline{\quad}$

## Task Card 3:

Calculate:  $35 - 3 + 6 = \underline{\quad}$

Sarah had 10 marbles, lost 7 of them. How many does she have now?

\_\_\_\_\_

## Task Card 4:

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

## Task Card 8:

Calculate:  $59 - 9 = \underline{\quad}$

## Task Cards

Cut out the task cards below

**Task Card 9:**

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

**Task Card 13:**

Calculate:  $100 - 60 =$  \_\_\_\_

Calculate:  $67 + 10 =$  \_\_\_\_

**Task Card 14:**

Calculate:  $14 - 3 + 2 =$  \_\_\_\_

**Task Card 11:**

Calculate:  $72 - 20 =$  \_\_\_\_

Lisa bought 12 cupcakes and then received 3 more. How many cupcakes does she have now? \_\_\_\_

**Task Card 12:**

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

**Task Card 16:**

Calculate:  $11 + 6 - 8 =$  \_\_\_\_

## Task Cards

Cut out the task cards below

## Task Card 17:

Calculate:  $13 + 5 - 9 = \underline{\quad}$

## Task Card 21:

Calculate:  $80 - 30 = \underline{\quad}$

There were 30 students in the gym. 4 went home early and 10 students joined. How many students are there now?

## Task Card 22:

Calculate:  $25 - 5 + 6 = \underline{\quad}$

## Task Card 19:

Calculate:  $23 + 8 = \underline{\quad}$

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

## Task Card 20:

Calculate:  $90 - 10 = \underline{\quad}$

## Task Card 24:

Calculate:  $50 - 20 = \underline{\quad}$

**Task Cards: Addition and Subtraction****Answers:**

Record your answers below

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

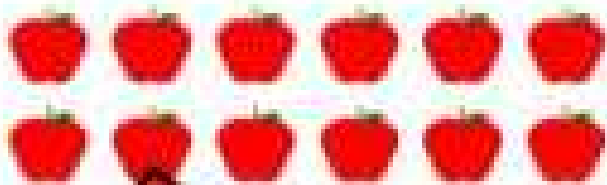
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	

**PREVIEW**

## Multiplication – Repeated Addition

Questions

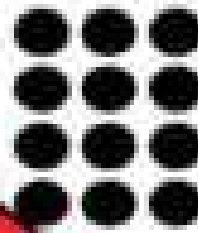
Fill in the blanks below



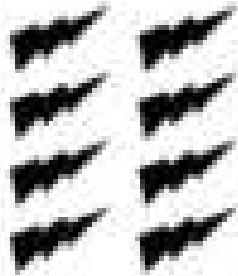
6 + 6 or  $6 \times 2 = 12$



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



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



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



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



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



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



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



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

PREVIEW

## Multiplication – Repeated Addition

## Part 1

Fill in the blanks below

$$2 + 2 + 2 + 2 = 8$$

$$4 \times 2 = 8$$

\_\_\_\_\_ groups of 2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Part 2

Answer the question below

Billy cuts his neighbors grass each week for 6 weeks. He makes 10 dollars each time he cuts the grass. How much money does he make in the 6 weeks?

Addition Sentence - \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Multiplication Equation - \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

Therefore, Billy \_\_\_\_\_

## Multiplication – Number/Size of Group

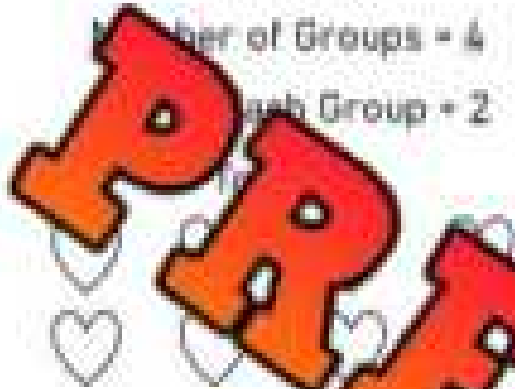
**Questions**

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



$$2 \times 3 = 6$$

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 = \_\_\_\_\_



$$5 \times 5 = 25$$

Number of Groups = \_\_\_\_\_

Size of Each Group = \_\_\_\_\_

Total = \_\_\_\_\_

$$4 \times 4 = 16$$

Number of Groups = \_\_\_\_\_

Size of Each Group = \_\_\_\_\_

Total = \_\_\_\_\_

# Number Line Multiplication – Repeated Addition

Questions

Fill in the blanks below

$3 \times 3 = 9$



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



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



$6 \times 3 = \underline{\quad}$



$2 \times 9 = \underline{\quad}$



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



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



$4 \times 6 = \underline{\quad}$

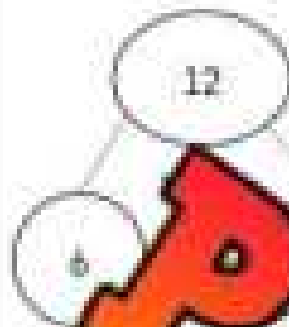


**PREVIEW**

# Multiplication and Division

## Questions

Investigate the relationship between multiplication and division

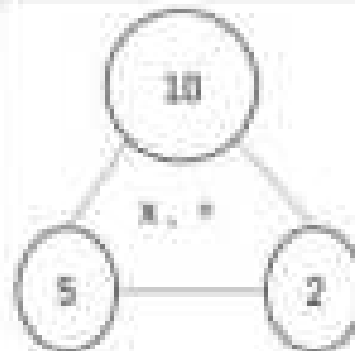


$$6 \times 2 = 12$$

$$2 \times 6 = 12$$

$$12 \div 6 = 2$$

$$12 \div 2 = 6$$



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

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

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

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

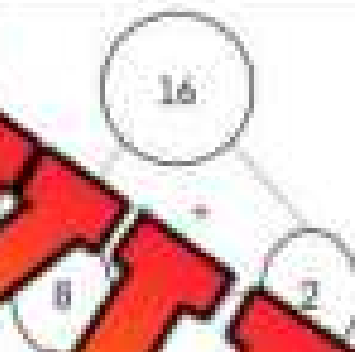


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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

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

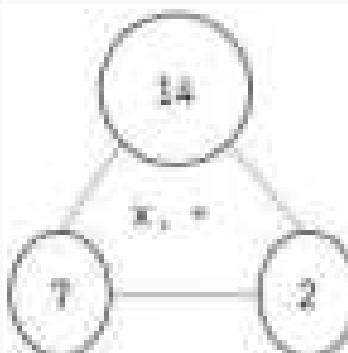


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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

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



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

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

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

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

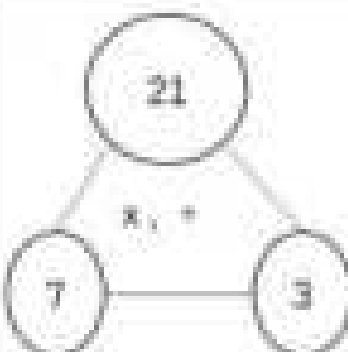


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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

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

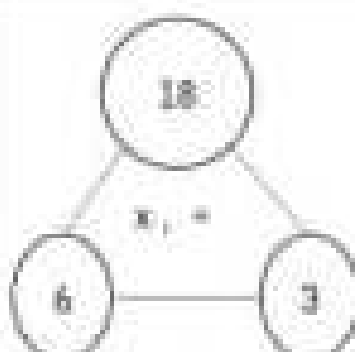


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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

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



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

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

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

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

# Multiplication and Division – Fact Families

## Questions

Investigate the relationship between multiplication and division

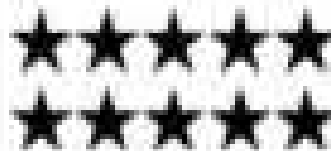


$3 \times 2 = 6$

$2 \times 3 = 6$

$6 \div 3 = 2$

$6 \div 2 = 3$



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

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

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

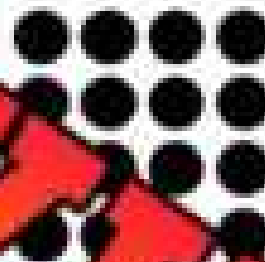


$\_\_ \times \_\_ = \_\_$

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

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

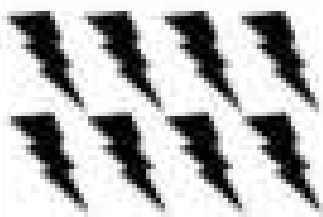


$\_\_ \times \_\_ = \_\_$

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

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

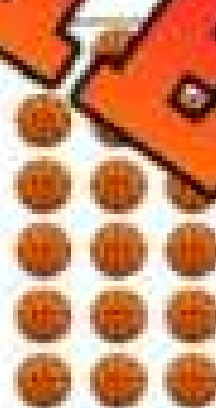


$\_\_ \times \_\_ = \_\_$

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

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$



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

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

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$



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

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

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$



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

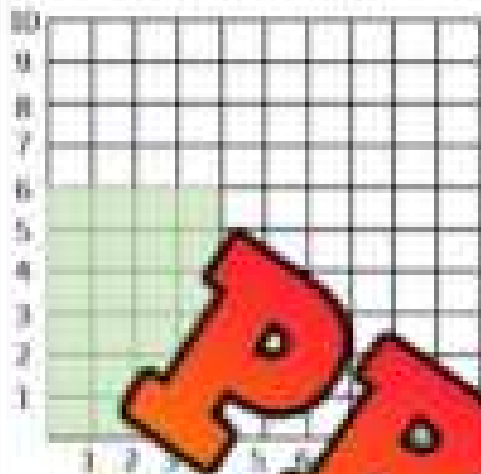
$\_\_ \times \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

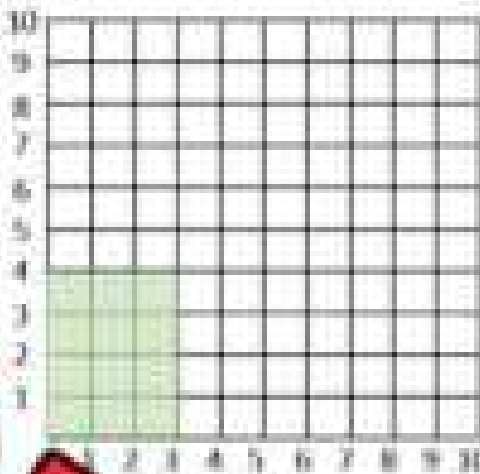
$\_\_ \div \_\_ = \_\_$

**Multiplication – Arrays****Questions**

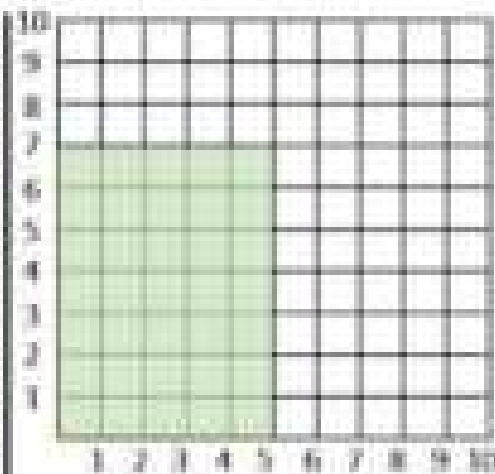
How much is shaded in? Answer the questions below.



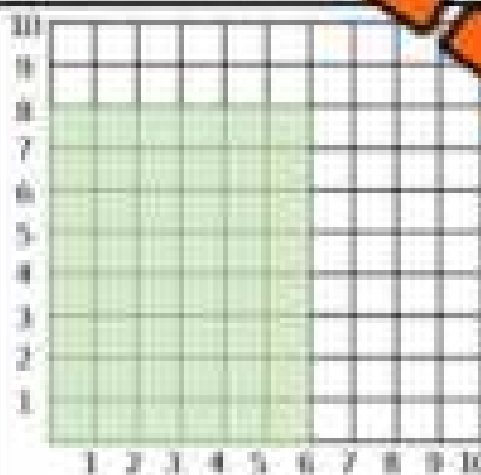
$6 \times 4 = \underline{\quad}$



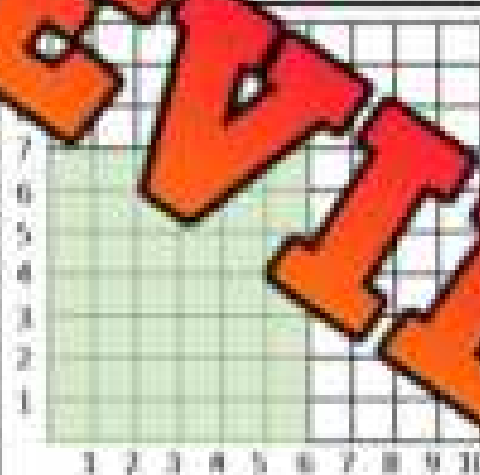
$4 \times 3 = \underline{\quad}$



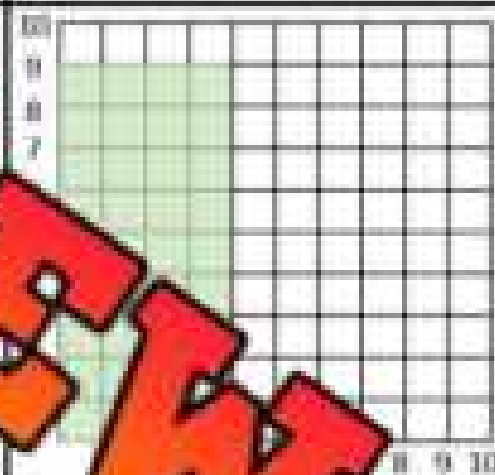
$7 \times 5 = \underline{\quad}$



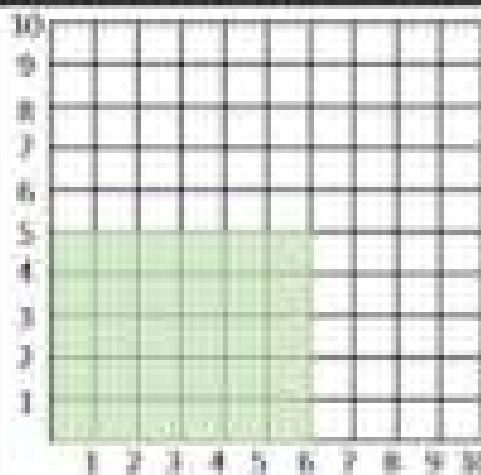
$8 \times 6 = \underline{\quad}$



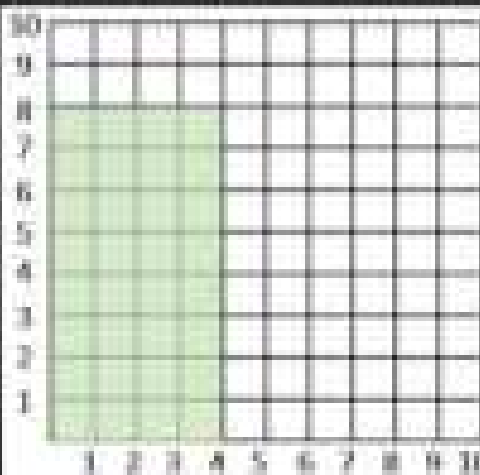
$7 \times 6 = \underline{\quad}$



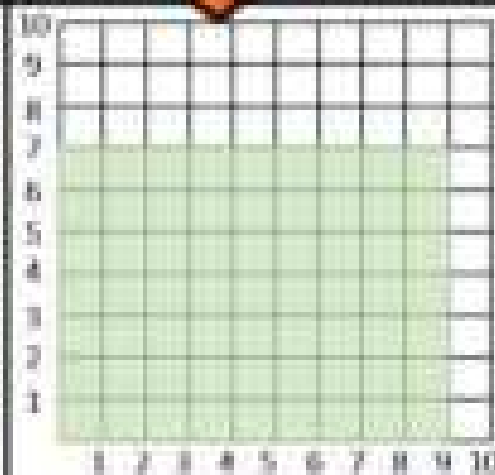
$9 \times 5 = \underline{\quad}$



$5 \times 6 = \underline{\quad}$



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



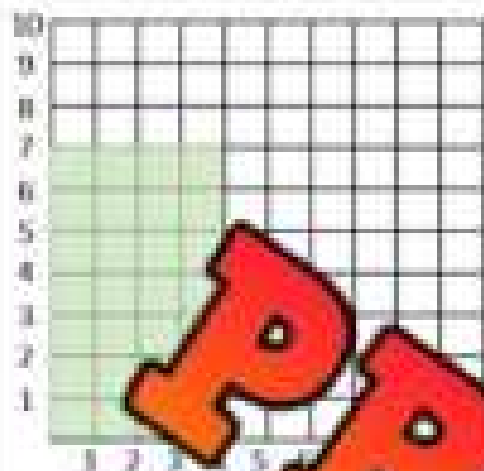
$7 \times 9 = \underline{\quad}$

**PREVIEW**

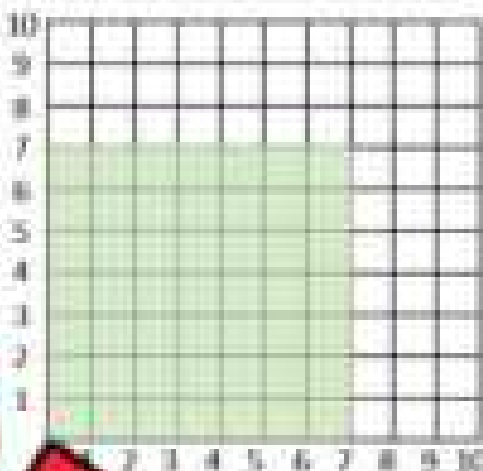
## Division – Arrays

## Questions

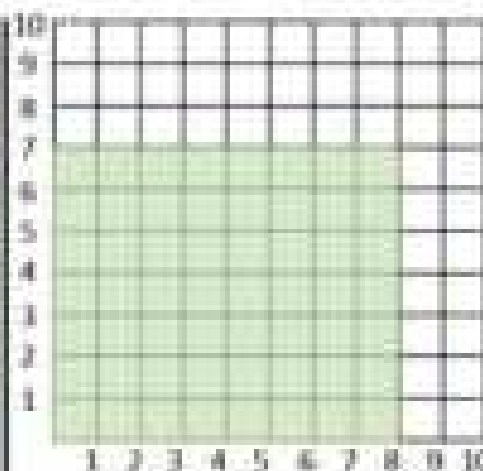
How is the shaded in area divided?



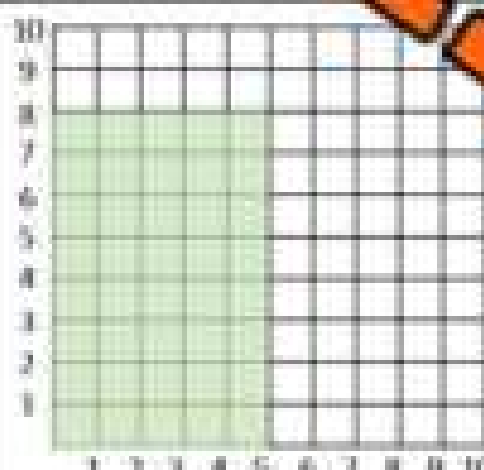
$28 \div 4 = \underline{\quad}$



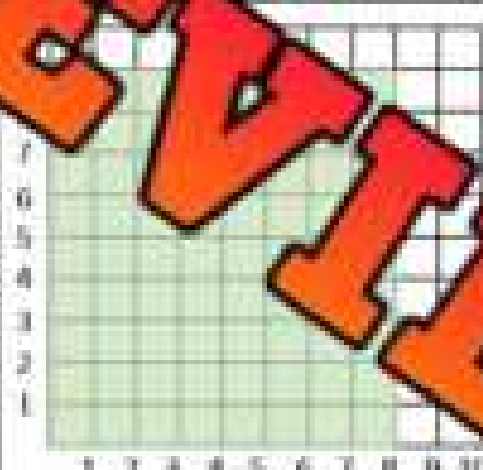
$49 \div 7 = \underline{\quad}$



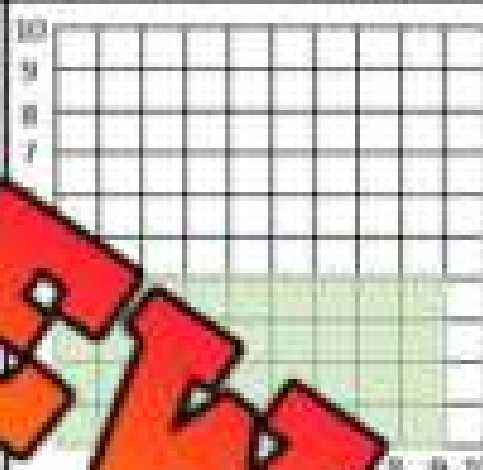
$56 \div 7 = \underline{\quad}$



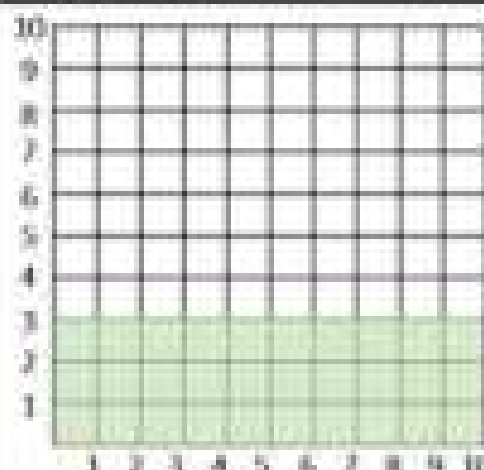
$40 \div 5 = \underline{\quad}$



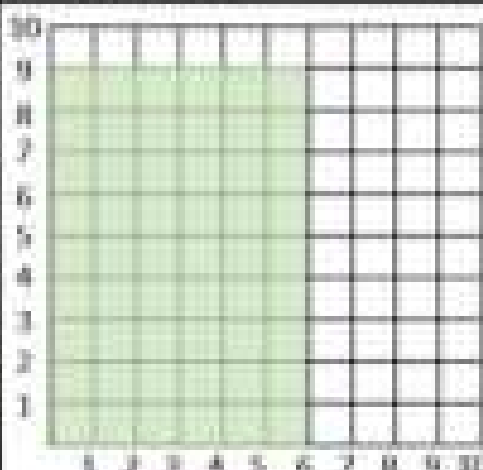
$72 \div 8 = \underline{\quad}$



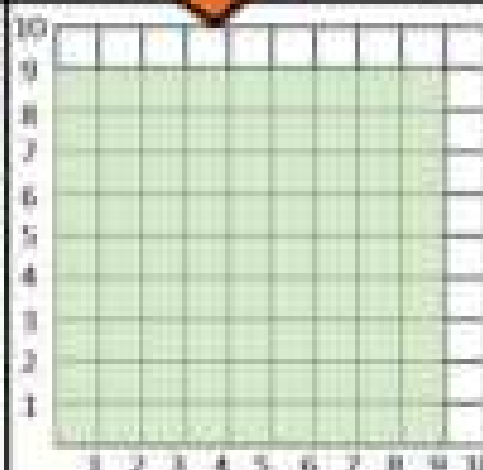
$27 \div 3 = \underline{\quad}$



$30 \div 3 = \underline{\quad}$



$54 \div 6 = \underline{\quad}$



$81 \div 9 = \underline{\quad}$


**PREVIEW**


## 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	

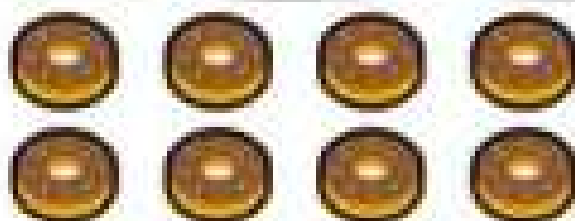
Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

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 have 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?

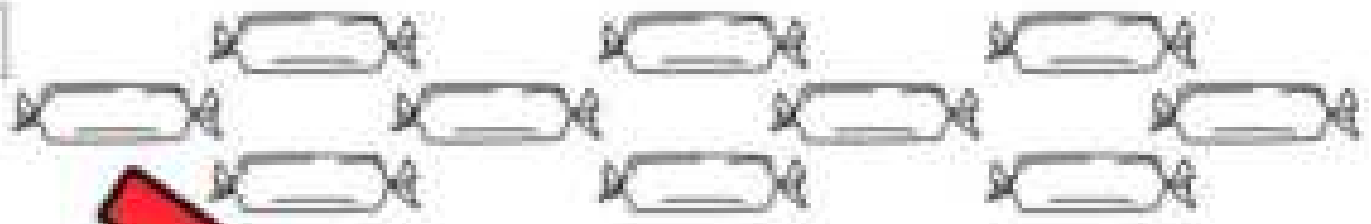
Write the division sentence

How many cupcakes will each person get?

# Sharing

**Sharing**      Answer the questions below

1)



a) How many candies are there?			
b) Sam and Joe 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	Joe	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

PREVIEW

## Sharing – Remainders

Sharing

Answer the questions below



a) How many tens are there?

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

Ryan

Jordan

c) Ryan and Jordan have to split the money with Will, Jen and Ben. How many dollars will they each get?

Ryan

Jordan

Will

Jen

Ben

## Fractions and Repeated Addition

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

$\frac{1}{4}$  → Numerator – How many parts you have

$\frac{1}{4}$  → Denominator – The total number of parts in the whole

The whole is cut up into 4 equal pieces. The numerator tells us how many pieces are being counted. We can add pieces to our whole by using repeated addition.

Example:  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$

### Questions

Use repeated addition to solve. Add the numerators but keep the denominator the same.

1)  $\frac{1}{6} + \frac{1}{6} =$  \_\_\_\_\_

2)  $\frac{2}{10} + \frac{2}{10} + \frac{2}{10} + \frac{2}{10} =$  \_\_\_\_\_

3)  $\frac{3}{12} + \frac{3}{12} + \frac{3}{12} =$  \_\_\_\_\_

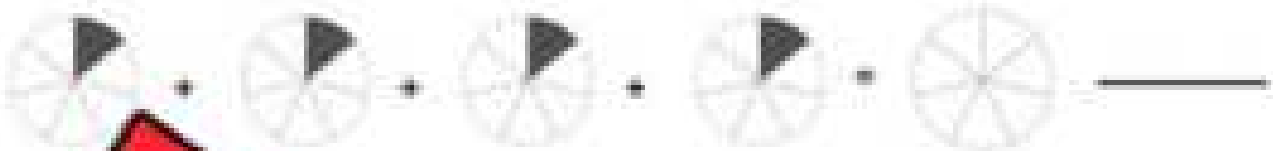
4)  $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} =$  \_\_\_\_\_

5)  $\frac{2}{14} + \frac{2}{14} + \frac{2}{14} + \frac{2}{14} + \frac{2}{14} =$  \_\_\_\_\_

**Fractions and Repeated Addition****Questions:**

Shade in the last fraction shape and write the fraction using the line

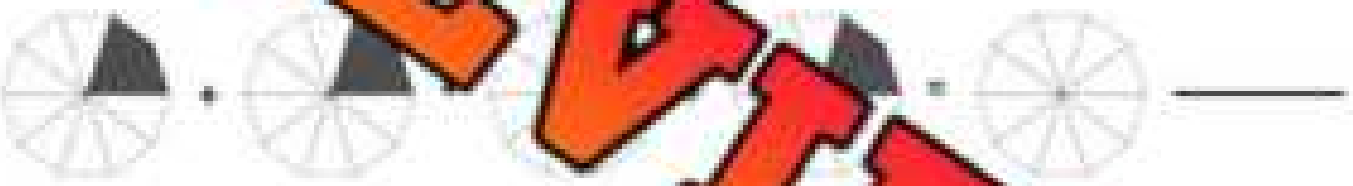
1)



2)



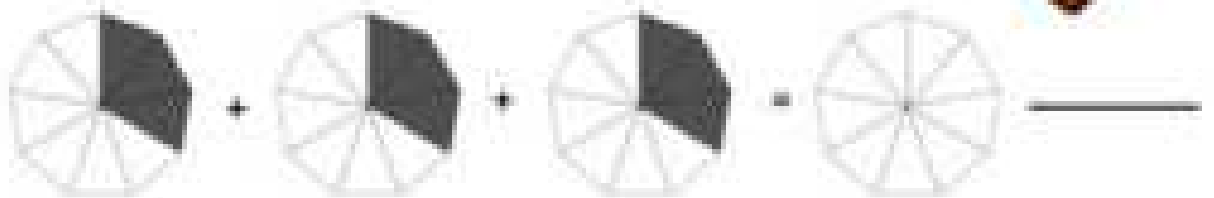
3)



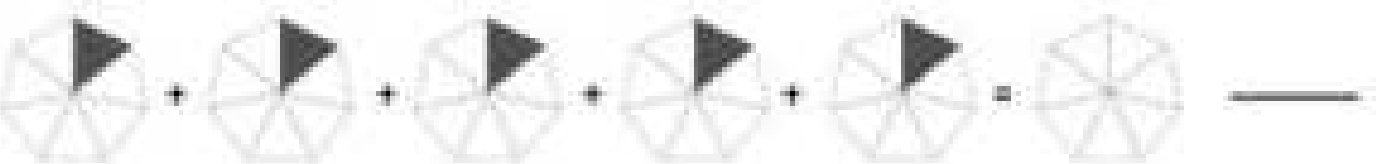
4)



5)



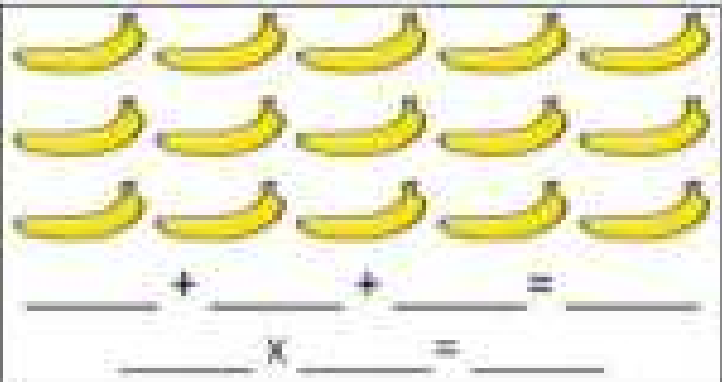
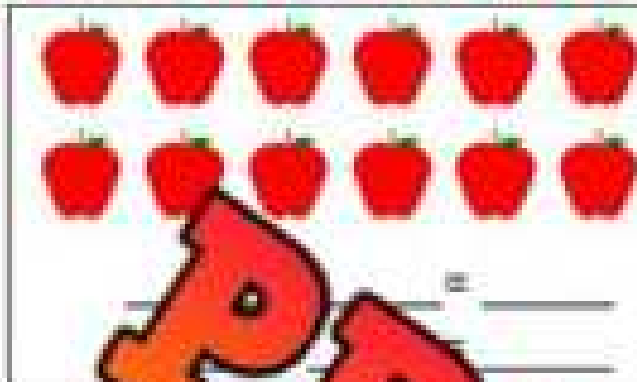
6)

**PREVIEW**

# Operations Quiz

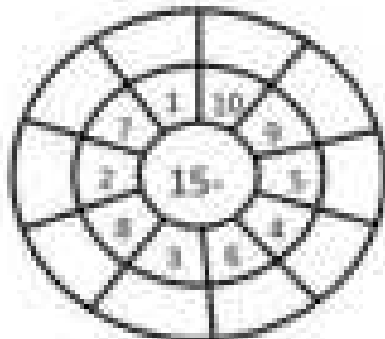
## Part 1

Fill in the blanks with the addition and multiplication equations



## Part 2

Water the bullseye



## Part 3

Fill in the blank using the information give to you

1)	If $2 + 4 = 6$	2)	If $5 + 3 = 8$
	Then $6 - 2 = 4$		Then $8 - 3 = \underline{\quad}$
3)	If $7 + 4 = 11$	4)	If $10 + 4 = 14$
	Then $11 - 4 = \underline{\quad}$		Then $14 - 10 = \underline{\quad}$

Part 4

Use the number line to add and subtract the numbers below

$10 + 8 =$  \_\_\_\_\_



$20 + 10 =$  \_\_\_\_\_



$50 - 30 =$  \_\_\_\_\_

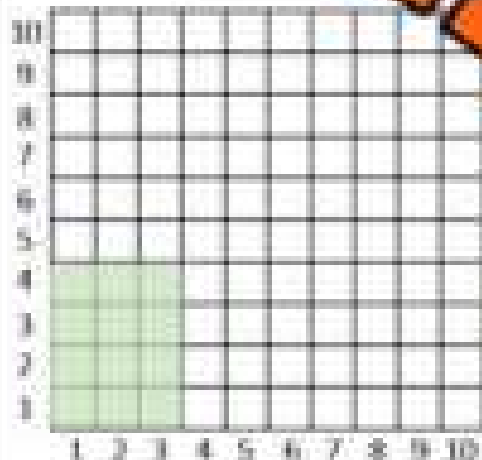


$80 -$  \_\_\_\_\_

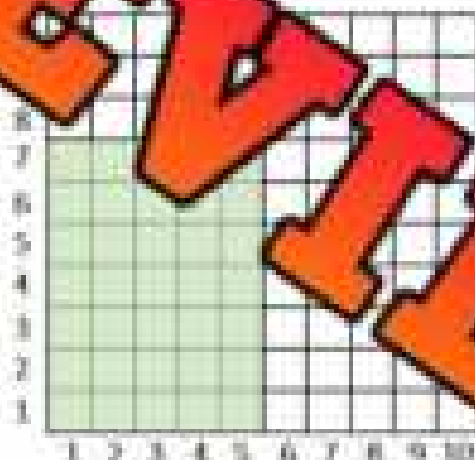


Part 5

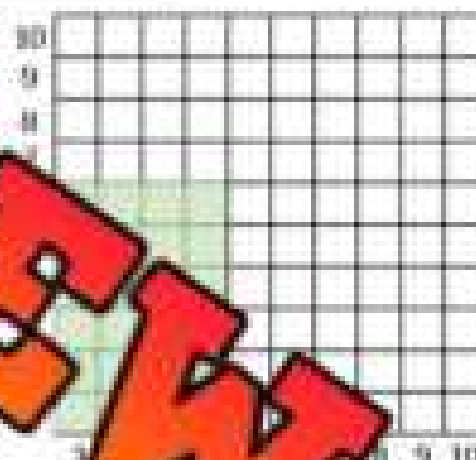
How many squares? Answer the questions below.



$4 \times 3 =$  \_\_\_\_\_



$7 \times 5 =$  \_\_\_\_\_



$4 \times$  \_\_\_\_\_

Part 6

Solve the word problem below

Divide the cake into quarters so that you and your three friends get an equal amount of cake. Shade in the piece of cake that you want and write the fraction.



## Grade 2

### C1. Patterns and Relationships

	Curriculum Expectations	Pages
<b>C1.1</b>	Identify and describe a variety of patterns involving geometric designs, including patterns found in real-life contexts.	5 - 56
<b>C1.2</b>	<b>Preview of 120 pages from this product that contains 358 pages total.</b>	
<b>C1.3</b>	Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns represented with shapes and numbers.	57 - 116
<b>C1.4</b>	create and describe patterns to illustrate relationships among whole numbers up to 100	7, 11 - 13, 84 - 103, 105 - 116

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

# Repeating Patterns

Questions

Label the images as A/B patterns and continue the pattern

									
A		B	A	A	A	B	A		
									
									
									
									
									

PREVIEW

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

# Repeating Pattern Cores - 2 Elements

Part 1

Core = Part that repeats - Circle the pattern core

PREVIEW

Row 1: 😊 😞 😞 😊 😞 😞 😊 😞 😞

Row 2: 🍎 🍌 🍌 🍎 🍎 🍎 🍌 🍌

Row 3: 🍟 🍟 🍟 🍟 🍷 🍷 🍟 🍟

Row 4: 🖥️ ⚽ ⚽ 🖥️ ⚽ ⚽ 🖥️

Part 2

Create A/B patterns below that are different from the ones above.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


# Exit Cards

Cut Out

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

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

Circle the pattern core

- 1) X, Y, Y, Z, X, Y, Y, Z
- 2) 
- 3) M, N, O, M, N, O
- 4) 1, 2, 3, 3, 1, 2, 3, 3

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

Circle the pattern core

- 1) X, Y, Y, Z, X, Y, Y, Z
- 2) 
- 3) M, N, O, M, N, O
- 4) 1, 2, 3, 3, 1, 2, 3, 3

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

Circle the pattern core

- 1) X, Y, Y, Z, X, Y, Y, Z
- 2) 
- 3) M, N, O, M, N, O
- 4) 1, 2, 3, 3, 1, 2, 3, 3

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

Circle the pattern core

- 1) X, Y, Y, Z, X, Y, Y, Z
- 2) 
- 3) M, N, O, M, N, O
- 4) 1, 2, 3, 3, 1, 2, 3, 3

PREVIEW

# Repeating A/B Patterns

**Questions**

Label the A/B patterns below and then extend the pattern

A			D	A	A	B	C	D	A

**PREVIEW**

# Repeating A/B Patterns

## Part 1

Label the A/B/C patterns below and then continue the pattern.



**PREVIEW**

## Part 2

Create patterns that use the given A/B/C pattern.



# Creating Repeating Patterns - Colours

**Questions**

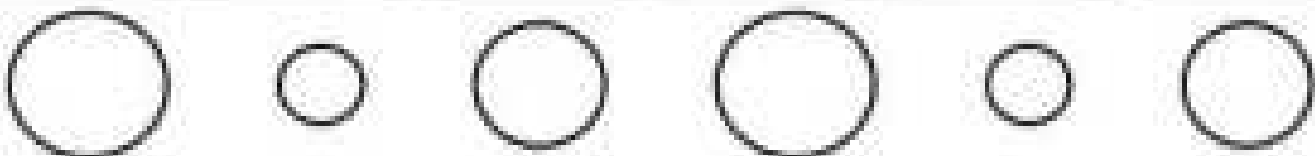
Colour the shapes below in different colours by creating a pattern.

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

# Creating Repeating Patterns – Shape Size

**Questions**

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

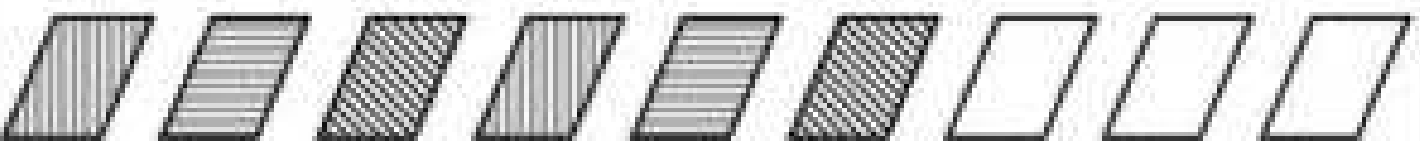
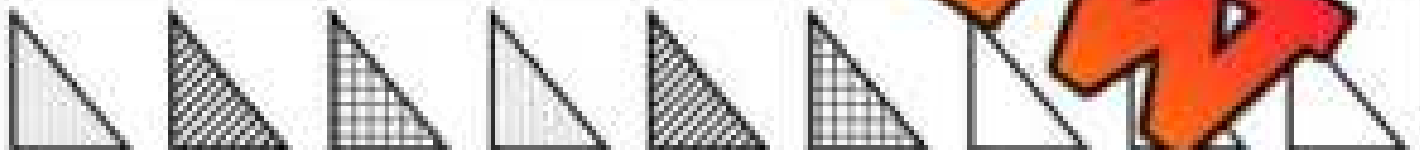
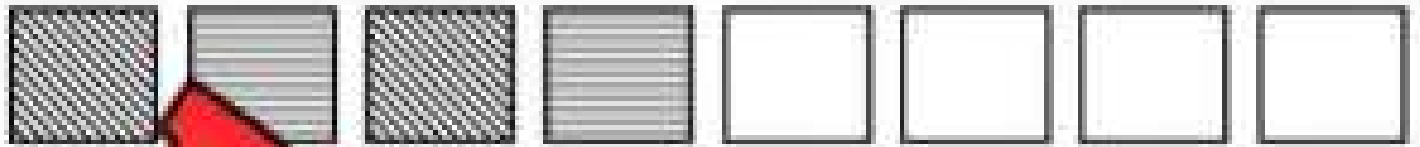


**PREVIEW**

# Extending Repeating Patterns - Texture

## Questions

Extend the pattern by looking for a pattern in the textures



**PREVIEW**

## Activity Title: Sound Clap Patterns

### Objective

What are we learning about?

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



### Materials

What will need for the activity.

- None

### Instructions

How you will complete

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

Reflection

Answer the questions below.

1) Describe your pattern below.

2) Describe the pattern of another group.

3) Translate the pattern into shapes. For example, if the pattern was clap, clap, snap, clap, clap, then you could do square, square, circle, square, square, circle.

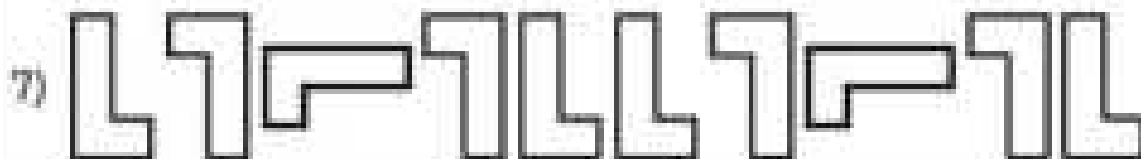
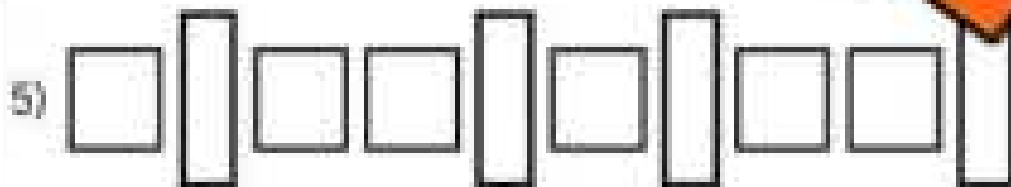
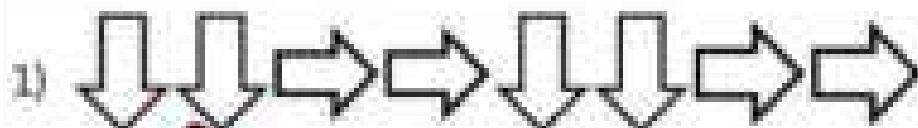
4) Translate the pattern another group made.



# Extending Repeating Patterns – Changing Directions

## Questions

Continue the repeating patterns below with three more shapes



**PREVIEW**

# Creating Repeating Patterns – Changing Directions

## Questions

Use the shapes to create a pattern with changing directions

1)



2)



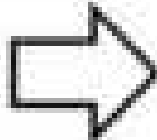
3)



4)



5)



6)



7)



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

Continue the pattern below by writing more letters.

1)	A	B	A	A	B	A	A			
2)		P	R	S		P	R	S		
3)	S	N	E		E		S	N		
4)	E	L	P	E		E	L			
5)	Y		B	L	Y	S	B			
6)	A	A	C	A	B	A	C			B
7)	P	K		P	E	K	E			E

# Repeating Patterns - Bracelets



## Questions

Draw the repeating patterns on the bracelets

1) A bracelet with a repeating pattern of four squares: diagonal lines (top-left to bottom-right), a grid, a dotted pattern, and a solid grey square. The pattern repeats twice, followed by four empty squares.

2) A bracelet with a repeating pattern of four squares: a solid grey square, a dotted pattern, a grid, and a diagonal line pattern (top-right to bottom-left). The pattern repeats twice, followed by four empty squares.

3) A bracelet with a repeating pattern of four squares: vertical lines, a dotted pattern, a grid, and horizontal lines. The pattern repeats twice, followed by four empty squares.

4) A bracelet with a repeating pattern of four squares: a dotted pattern, a grid, horizontal lines, and a diagonal line pattern (top-right to bottom-left). The pattern repeats twice, followed by four empty squares.

5) A bracelet with a repeating pattern of four squares: a dotted pattern, a grid, horizontal lines, and a diagonal line pattern (top-right to bottom-left). The pattern repeats twice, followed by four empty squares.

6) A bracelet with a repeating pattern of four squares: a grid, a solid black square, a dotted pattern, and a diagonal line pattern (top-right to bottom-left). The pattern repeats twice, followed by four empty squares.

7) A bracelet with a repeating pattern of four squares: a dotted pattern, a grid, a solid grey square, and a diagonal line pattern (top-right to bottom-left). The pattern repeats twice, followed by four empty squares.

8) A bracelet with a repeating pattern of four squares: vertical lines, a dotted pattern, a grid, and horizontal lines. The pattern repeats twice, followed by four empty squares.

**PREVIEW**

# Repeating Patterns - Bracelets



**Questions** Draw your own bracelets using repeating patterns.



**PREVIEW**

# Repeating Patterns - Necklace

**Questions**

Draw your own necklace using a repeating pattern



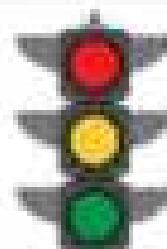
**Extending Repeating Patterns – Word Problems****Questions**

Answer the question below

1)

A traffic light follows a sequence of colours: red, green, yellow, red, green, yellow, ...

Based on the repeating pattern, what will be the colour of traffic light on the 12<sup>th</sup> change?



2)

A teacher uses a variety of teaching tools for her class: flashcards, video, quiz, ...

Identify the repeating pattern and determine which teaching aid will be used on the 15<sup>th</sup> day.



3)

A gardener plants flowers in a row, following a specific pattern: roses, tulips, lilies, sunflowers, roses, tulips, lilies, sunflowers, ...

According to the repeating pattern, what type of flower will be planted in the 28<sup>th</sup> position?



# Exit Cards

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

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

In a toy factory, cars are painted in a sequence of colours: red, red, blue, green, yellow, red, red, blue, green, yellow. According to the repeating pattern, which colour will be used for the 20<sup>th</sup> car?

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

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

In a toy factory, cars are painted in a sequence of colours: red, red, blue, green, yellow, red, red, blue, green, yellow. According to the repeating pattern, which colour will be used for the 20<sup>th</sup> car?

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

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

In a toy factory, cars are painted in a sequence of colours: red, red, blue, green, yellow, red, red, blue, green, yellow. According to the repeating pattern, which colour will be used for the 20<sup>th</sup> car?

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

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

In a toy factory, cars are painted in a sequence of colours: red, red, blue, green, yellow, red, red, blue, green, yellow. According to the repeating pattern, which colour will be used for the 20<sup>th</sup> car?

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



## Translating Patterns – AB Patterns

### Translating Patterns

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



### Questions

Translate the first pattern into a new pattern using different colours

1)	B	A	B	A	B
Translated					

2)	A	A	B	B
Translated				

3)	A	B	C	C
Translated				

4)	A	A	B	A	A	B
Translated						

5)	A	B	A	A	B	A
Translated						

## Translating Patterns – AB Patterns

### Questions


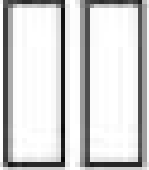
Create a new pattern that is a translation of the other pattern

2)						
Translated						
						
Translated						
3)						
Translated						
4)						
Translated						
5)						
Translated						
6)						
Translated						

# Increasing Patterns - Shapes

**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.

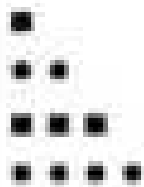


Answer

4) Draw the next line in the pattern.

Answer

5) Draw the next line in the pattern.



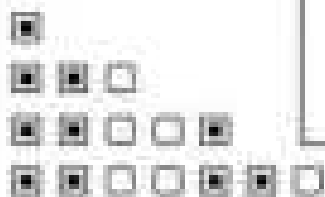
Answer

6) Draw the next line in the pattern.



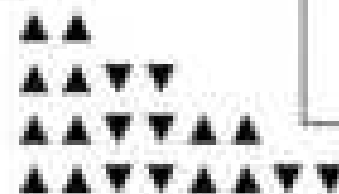
Answer

7) Draw the next line in the pattern.



Answer

8) Draw the next line in the pattern.



Answer

**PREVIEW**

# 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.

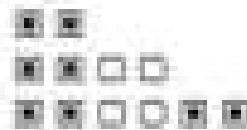


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Name: \_\_\_\_\_

Draw the next 2 lines in the pattern.

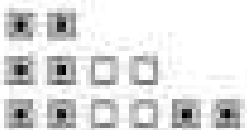


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Name: \_\_\_\_\_

Draw the next 2 lines in the pattern.

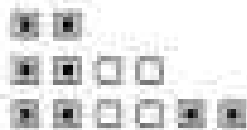


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Name: \_\_\_\_\_

Draw the next 2 lines in the pattern.



---




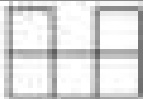







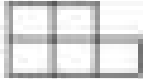




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**PREVIEW**

## Increasing Patterns – Shapes


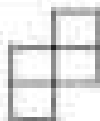




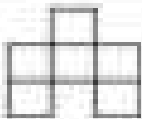


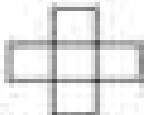
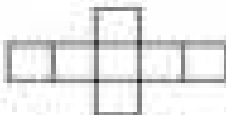
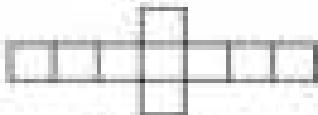



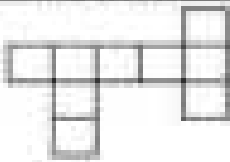
### Part 1

Shade in the block that was added to the pattern

 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

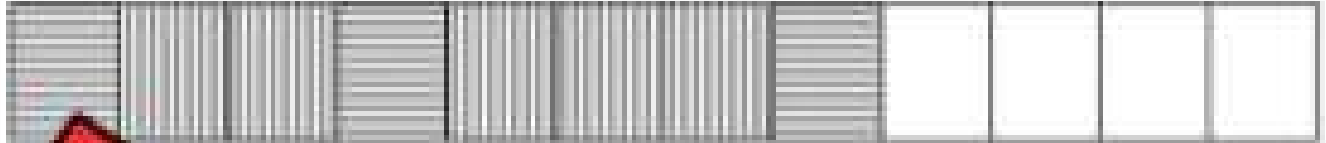
Shade in the two blocks that were added to the pattern

 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

# Increasing Patterns - Beading

Questions

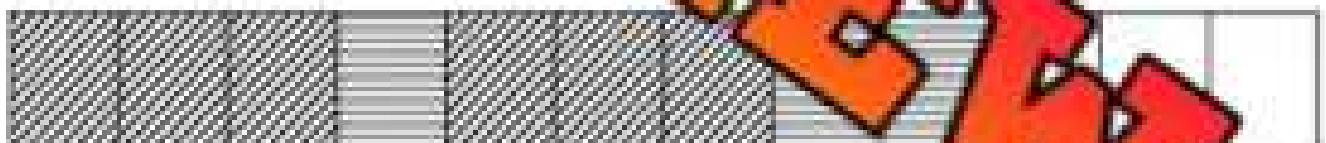
Draw the remaining patterns on the bracelets

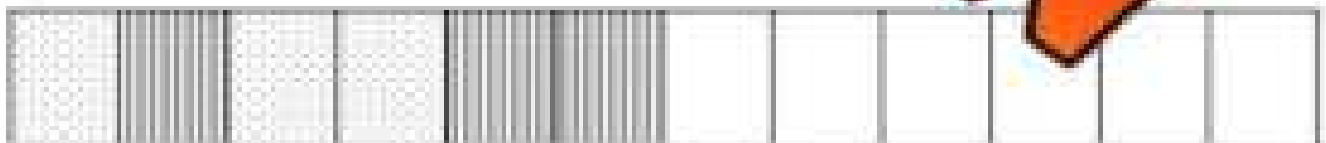
1) 

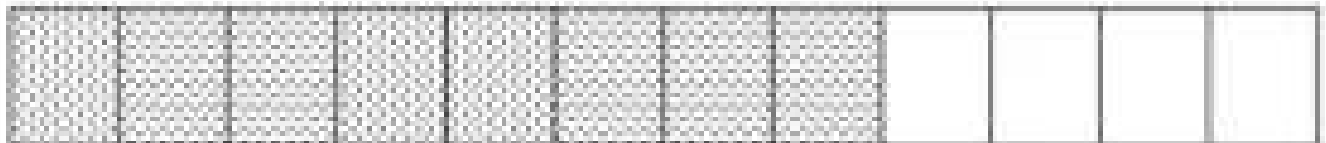
2) 

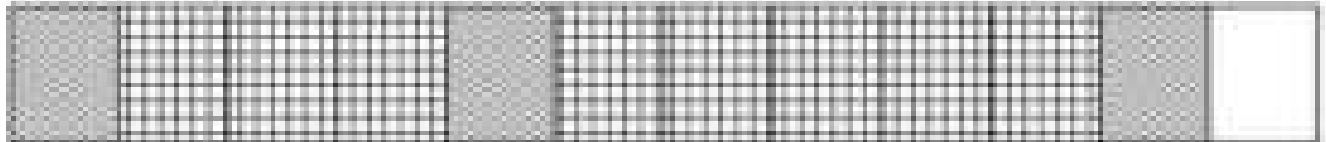
3) 

4) 

5) 

6) 

7) 

8) 

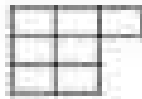
**PREVIEW**



# Representing Picture Sequence With Numbers

## Questions

Write the numerical sequence that represents the picture sequence



1) Figure 1      Figure 2      Figure 3

Numerical Sequence



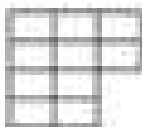
2) Figure 1      Figure 2      Figure 3

Numerical Sequence



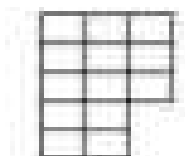
3) Figure 1      Figure 2      Figure 3

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


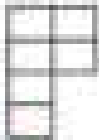
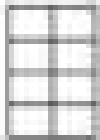

1)    

Figure 1      Figure 2      Figure 3      Figure 4

Numerical Sequence
_____





2)    

Figure 1      Figure 2      Figure 3      Figure 4

Numerical Sequence
_____



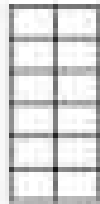

3)    

Figure 1      Figure 2      Figure 3      Figure 4

Numerical Sequence
_____


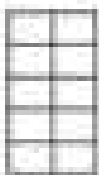
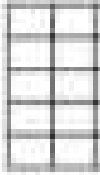

4)    

Figure 1      Figure 2      Figure 3      Figure 4

Numerical Sequence
_____

**PREVIEW**

# Hundreds Chart Patterns

**Questions**

Fill in the missing numbers

1	2	3		5	6	7	8		10
11			14	15	16		18	19	20
21			24		26	27	28		30
31			34	35	36		38	39	40
	42	43				47	48		50
51	52	53			56			59	60
61		63	64	65				69	
71	72		74	75	76	77			80
	82	83	84		86	87	88		
91	92		94	95	96		98	99	100

**Directions**

Follow the instructions below

1) Colour the odd numbers



2) Colour the even numbers



# 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			24	25	26	27	28	29	30
31			34	35	36	37	38	39	40
41	42			45	46	47	48	49	50
51	52				56	57	58	59	60
61	62	63			66	67	68	69	70
71	72	73				77	78	79	80
81	82	83	84			86	88	89	90
91	92	93	94	95			97	98	99
									100

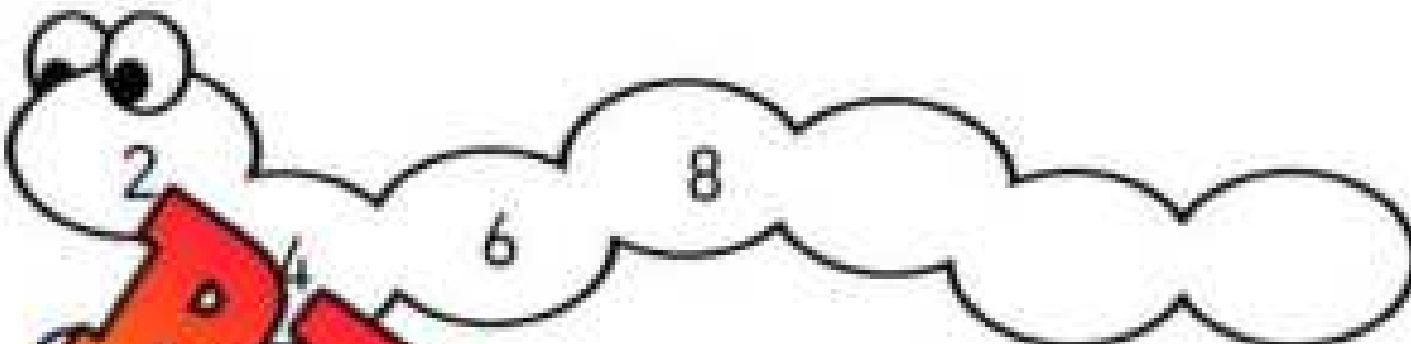
Colour the pattern rule: start at 1, add 1 each time

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


# Number Patterns 1 - 20

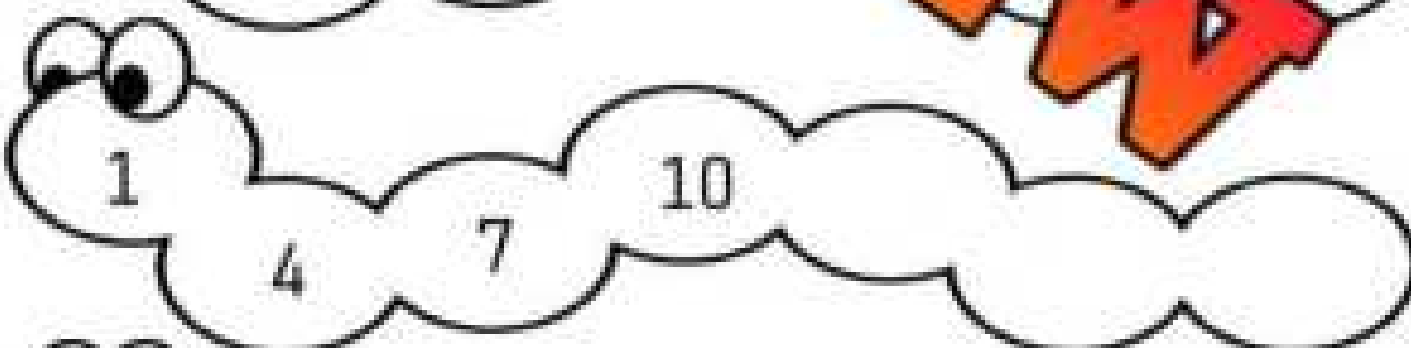
Questions

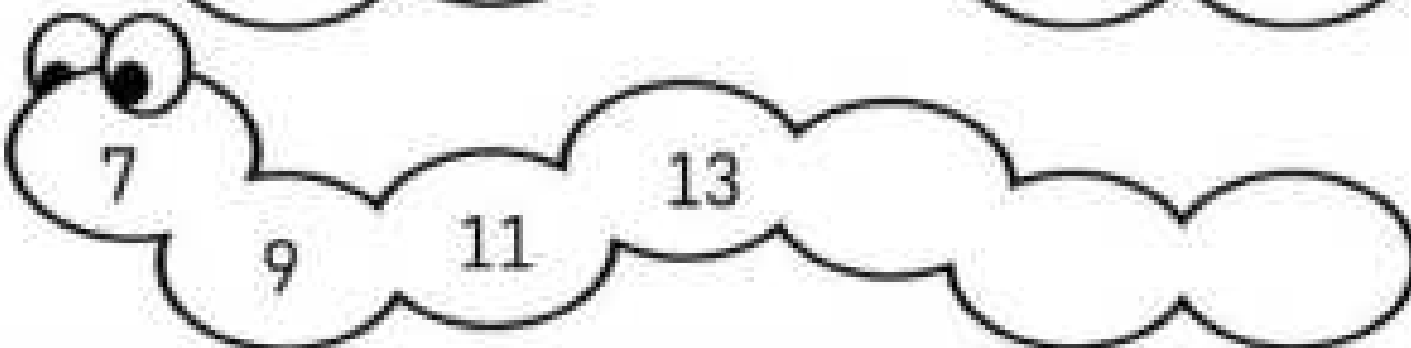
Fill in the blanks below

1. 

2. 

3. 

4. 


5. 

**PREVIEW**

# Number Patterns – 2s, 5s, 10s


Questions


Fill in the blanks below

1.  2 4 6 8

2.  1 20

3.  10 20 30 40

4.  15 20 25 20

5.  20 22 24 26

**PREVIEW**

# Number Patterns – 2s

Questions

Fill in the blanks below

1.

1	3	5			
---	---	---	--	--	--

2.

11					
----	--	--	--	--	--

3.

22	24	26			
----	----	----	--	--	--

4.

31	33	35			
----	----	----	--	--	--

5.

40	42	44			
----	----	----	--	--	--

**PREVIEW**

## 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) 2, 4, 6, \_\_\_\_\_

2) 6, 10, 14, \_\_\_\_\_

3) 10, 15, 20, \_\_\_\_\_

4) 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 58, \_\_\_\_\_

5) 2, 8, 14, \_\_\_\_\_

6) \_\_\_\_\_

### 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)

1, 7, 13, \_\_\_\_\_

4) (Add 5)

5, 10, 15, \_\_\_\_\_

5) (Add 10)

4, 14, 24, \_\_\_\_\_

6) (Add 4)

42, 46, 50, \_\_\_\_\_

**Increasing Patterns - Rules****Questions**

Fill in the blanks by figuring out the pattern rules

2, 4, 6, 8, 10, 12, 14, 16

Start at \_\_\_\_\_, then add \_\_\_\_\_ each time

5, 20, 25, 30, 35, 40

Start at \_\_\_\_\_, then add \_\_\_\_\_ each time

10, 20, 30, 40, 50, 60, 70

Start at \_\_\_\_\_, then add \_\_\_\_\_ each time

5, 8, 11, 14, 17, 20, 23, 26

Start at \_\_\_\_\_, then add \_\_\_\_\_ each time

12, 22, 32, 42, 52, 62, 72

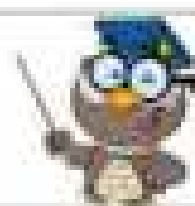
Start at \_\_\_\_\_, then add \_\_\_\_\_ each time

4, 8, 12, 16, 20, 24, 28, 32

Start at \_\_\_\_\_, then add \_\_\_\_\_ each time

**PREVIEW**

# Creating Rules



**Questions**

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 2, add 2 each time

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

Pattern Rule: Start at \_\_\_\_\_, add 10 each time

3) \_\_\_\_\_

Pattern Rule: Start at 5, add \_\_\_\_\_ each time

4) \_\_\_\_\_

Pattern Rule: Start at 3, add 3 each time

5) \_\_\_\_\_

Pattern Rule: Start at 4, add 4 each time

**PREVIEW**

# Exit Cards

Cut Out

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

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

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 0, add 5 each time

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

Pattern Rule: Start at 0, add 5 each time

3) \_\_\_\_\_

Pattern Rule: Start at 5, add 2 each time

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

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 5, add 3 each time

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

Pattern Rule: Start at 0, add 5 each time

3) \_\_\_\_\_

Pattern Rule: Start at 5, add 2 each time

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

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 5, add 3 each time

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

Pattern Rule: Start at 0, add 5 each time

3) \_\_\_\_\_

Pattern Rule: Start at 5, add 2 each time

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

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 5, add 3 each time

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

Pattern Rule: Start at 0, add 5 each time

3) \_\_\_\_\_

Pattern Rule: Start at 5, add 2 each time

**PREVIEW**

**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) 3, 5, \_\_\_\_\_

Pattern Rule: Start at \_\_\_\_\_ add \_\_\_\_\_ each time

4) 50, 60, 70, \_\_\_\_\_

Pattern Rule: Start at \_\_\_\_\_ add \_\_\_\_\_ each time

5) 73, 77, 81, \_\_\_\_\_

Pattern Rule: Start at \_\_\_\_\_ add \_\_\_\_\_ each time

**Part 2**

Write your own patterns using the

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

Pattern Rule: Start at 20, add 5 each time

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

Pattern Rule: Start at 10, add 0 each time

3) \_\_\_\_\_

Pattern Rule: Start at 27, add 5 each time

4) \_\_\_\_\_

Pattern Rule: Start at 45, add 4 each time

## Shrinking Patterns - Subtraction



### Shrinking/Decreasing Patterns

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

$-5$   $-5$   $-5$   $-5$   $-5$   
 $\wedge$   $\wedge$   $\wedge$   $\wedge$   $\wedge$   
 65, 60, 55, 50, 45, 40



### Part 1

Fill in the missing numbers in the pattern

1) 12, 10, 8, _____ $\wedge$ $\wedge$	2) 23, 19, 15, _____ $\wedge$ $\wedge$
3) 33, 26, 20, _____ $\wedge$ $\wedge$	4) 45, _____, 35, _____ $\wedge$ $\wedge$
5) 56, 48, 40, _____ $\wedge$ $\wedge$	6) _____, _____, 65, _____ $\wedge$ $\wedge$

### 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 10) 60, 50, 40, _____
5) (Subtract 6) 62, 56, 50, _____	6) (Subtract 4) 78, 74, 70, _____

**Decreasing Patterns - Rules****Questions**

Fill in the blanks by figuring out the pattern rules

18, 16, 14, 12, 10, 8, 6, 4

Start at \_\_\_\_\_, then subtract \_\_\_\_\_ each time

40, 35, 30, 25, 20, 15

Start at \_\_\_\_\_, then subtract \_\_\_\_\_ each time

80, 75, 70, 65, 60, 55, 50, 45, 40, 35, 30, 20

Start at \_\_\_\_\_, then subtract \_\_\_\_\_ each time

28, 25, 22, 19, 16, 13, 10, 7, 4, 1, 0

Start at \_\_\_\_\_, then subtract \_\_\_\_\_ each time

67, 57, 47, 37, 27, 17, 7

Start at \_\_\_\_\_, then subtract \_\_\_\_\_ each time

54, 48, 42, 36, 30, 24, 18, 12

Start at \_\_\_\_\_, then subtract \_\_\_\_\_ each time

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

81

Mathematics: Operations  
212

## Creating Rules



Questions

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 18, subtract 2 each time

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

Pattern Rule: Start at \_\_\_\_\_, subtract 10 each time

3) \_\_\_\_\_

Pattern Rule: Start at 35, subtract \_\_\_\_\_ each time

4) \_\_\_\_\_

Pattern Rule: Start at 23, subtract 3 each time

5) \_\_\_\_\_

Pattern Rule: Start at 44, subtract 4 each time

**PREVIEW**

## Creating Rules

**Questions**

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 25, subtract 2 each time

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

Pattern Rule: Start at 7, subtract 4 each time

3) \_\_\_\_\_

Pattern Rule: Start at 32, subtract 1 each time

4) \_\_\_\_\_

Pattern Rule: Start at 67, subtract 10 each time

5) \_\_\_\_\_

Pattern Rule: Start at 48, subtract 3 each time

**PREVIEW**

## 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, 1 \_\_\_\_\_

Pattern Rule: Start at \_\_\_\_\_ subtract \_\_\_\_\_ each time

3) 30, 20, \_\_\_\_\_

Pattern Rule: Start at \_\_\_\_\_ subtract \_\_\_\_\_ each time

4) 36, 30, 24, \_\_\_\_\_

Pattern Rule: Start at \_\_\_\_\_ subtract \_\_\_\_\_ each time

5) 48, 44, 40, \_\_\_\_\_

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 28, subtract 4 each time

3) \_\_\_\_\_

Pattern Rule: Start at 55, subtract 5 each time

4) \_\_\_\_\_

Pattern Rule: Start at 76, subtract 3 each time

## Pattern Rule - Multiplication

**Part 1**

Continue the growing/increasing patterns below

1) 5, 10, 20, \_\_\_\_\_

Pattern Rule: Start at 5, multiply by \_\_\_\_\_ each time

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

Pattern Rule: Start at \_\_\_\_\_ multiply by \_\_\_\_\_ each time

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

Pattern Rule: Start at \_\_\_\_\_ multiply by \_\_\_\_\_ each time

4) 10, 20, 40, \_\_\_\_\_

Pattern Rule: Start at \_\_\_\_\_ multiply by \_\_\_\_\_ each time

5) 2, 6, 18, \_\_\_\_\_

Pattern Rule: Start at \_\_\_\_\_ multiply by \_\_\_\_\_ each time

**Part 2**

Write your own patterns using the

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

Pattern Rule: Start at 1, multiply by 2 each time

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

Pattern Rule: Start at 3, multiply by 1 each time

3) \_\_\_\_\_

Pattern Rule: Start at 5, multiply by 2 each time

4) \_\_\_\_\_





Pattern Rule: Start at 10, multiply by 2 each time

## Multiplication Word Problems



### Questions

Answer the questions below

	Word Problems	Answers
1	<p>Lily is stacking toy blocks. On the first day, she stacks 2 blocks. Each day, she doubles the number of blocks she stacks. How many blocks will she have stacked by the 4th day?</p> 	
2	<p>A farmer plants 3 seeds on the first day. Each day, he plants 3 times as many seeds as the previous day. How many seeds does he plant on the 4th day?</p> 	
3	<p>A squirrel gathers 2 acorns on the first day. Each day, he gathers 5 times the number of acorns from the previous day. How many acorns will he have on day 3?</p> 	
4	<p>A scientist is studying bacteria. On the first day, there are 2 bacteria. Each day, the bacteria multiply by 5. How many bacteria will there be on day 4?</p> 	

**Pattern Rule - Division****Part 1**

Continue the growing/increasing patterns below

1) 120, 60, 30, \_\_\_\_\_

Pattern Rule: Start at 120, divide by 2 each time

2) 10, \_\_\_\_\_, \_\_\_\_\_

Pattern Rule: Start at 10, divide by \_\_\_\_\_ each time

3) 80, 40, 20, \_\_\_\_\_

Pattern Rule: Start at \_\_\_\_\_, divide by \_\_\_\_\_ each time

4) 128, 64, 32, \_\_\_\_\_

Pattern Rule: Start at \_\_\_\_\_, divide by \_\_\_\_\_ each time

**Part 2**

Write your own patterns using the pattern rule

1) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Pattern Rule: Start at 64, divide by 2 each time

2) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Pattern Rule: Start at 150, divide by 1 each time

3) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

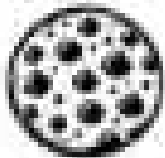
Pattern Rule: Start at 250, divide by 5 each time

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

Pattern Rule: Start at 160, divide by 2 each time

**Division Word Problems****Questions**

Answer the questions below

	<b>Word Problems</b>	<b>Answers</b>
1	<p>A farmer has 128 bananas. Each day, he divides them by 2 to put in smaller baskets. How many bananas will be left after 4 days?</p>	
2	<p>A bakery starts with 80 cookies. Each day, they sell 1/4 of the remaining cookies. How many cookies will be left after 3 days?</p> 	

## Input/Output Table – Addition



Rule: add 5	
In	Out
25	30
45	50
65	70
85	90



Complete the input/output tables below

In	Out
20	
30	
50	
120	

Rule: add 4	
In	Out
5	
11	
2	

Rule: add 2	
In	Out
2	
18	
44	
92	

In	Out
20	
22	
55	
61	

Rule: add 6	
In	Out
30	
50	
70	
90	

Rule: add 8	
In	Out
2	
12	
22	
32	

## Input/Output Table – Subtraction



Rule: subtract 5	
In	Out
35	30
50	45
65	60
80	75



Complete the input/output tables below

Rule: subtract 3	
In	Out
10	
35	
55	
100	

Rule: subtract 1	
In	Out
5	
25	
45	
65	

Rule: subtract 2	
In	Out
4	
28	
45	
77	

Rule: subtract 5	
In	Out
9	
18	
27	
36	

Rule: subtract 6	
In	Out
6	
14	
47	
66	

Rule: subtract 4	
In	Out
23	
48	
67	
85	

## Input/Output Table - Multiplication



Rule: multiply by 2

In	Out
1	2
3	6
5	10
7	14

Question: Complete the input/output tables below

Rule: multiply by 4

In	Out
2	
5	
10	
20	

Rule: multiply by 2

In	Out
2	
3	
4	
5	

Rule: multiply by 9

In	Out
2	
18	
49	
92	

Rule: multiply by 3

In	Out
2	
3	
4	
5	

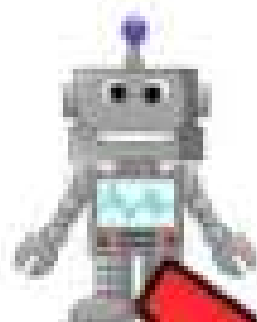
Rule: multiply by 5

In	Out
1	
3	
5	
7	

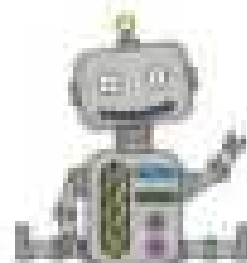
Rule: multiply by 10

In	Out
2	
5	
8	
10	

# Input/Output Table - Division



Rule: divide by 2	
In	Out
10	5
8	4
6	3
4	2



Complete the input/output tables below

Rule: divide by 1	
In	Out
1	
5	
10	
20	

Rule: divide by 2	
In	Out
6	
10	
20	

Rule: divide by 3	
In	Out
6	
9	
12	
15	

Rule: divide by 4	
In	Out
4	
8	
16	
32	

Rule: divide by 5	
In	Out
10	
20	
40	
50	

Rule: divide by 10	
In	Out
10	
20	
50	
100	

# Exit Cards

Cut Out

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

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

Fill in the input/output tables below

Rule: multiply by 4		Rule: divide by 2	
In	Out	In	Out
1		1	
2		2	
4		4	
10		100	

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

Fill in the input/output tables below

Rule: multiply by 4		Rule: divide by 2	
In	Out	In	Out
1		4	
2		8	
4		20	
10		100	

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

Fill in the input/output tables below

Rule: multiply by 4		Rule: divide by 2	
In	Out	In	Out
1		4	
2		8	
4		20	
10		100	

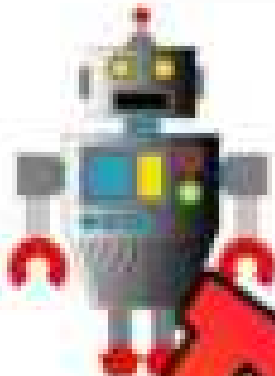
Name: \_\_\_\_\_

Fill in the input/output tables below

Rule: multiply by 4		Rule: divide by 2	
In	Out	In	Out
1		4	
2		8	
4		20	
10		100	

**PREVIEW**

## Pattern Rule – Input/Output Tables



Add 10 or Subtract 10	
In	Out
20	30
30	40
50	60
90	100



Inst. \_\_\_\_\_ the input/output tables below

In	Out
10	
30	
	55
70	

Rule: subtract 6	
In	Out
	20
38	
59	
	62

Rule: subtract 2	
In	Out
12	
72	
	88
	92

Rule: add 3	
In	Out
3	
12	
	30

Rule: subtract 4	
In	Out
20	
	24
66	
	83

Rule: add 6	
In	Out
3	
12	
	20
	38

# T-Tables – Finding Patterns

**Questions**

Fill in the T-Tables by counting the blocks.




1)   

Figure 1                      Figure 2                      Figure 3

Figure	Term Value
1	
2	
3	
4	




2)   

Figure 1                      Figure 2                      Figure 3

Figure	Term Value
1	
2	
3	
4	


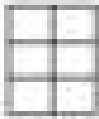

3)   

Figure 1                      Figure 2                      Figure 3

Figure	Term Value
1	
2	
3	
4	




4)   

Figure 1                      Figure 2                      Figure 3

Figure	Term Value
1	
2	
3	
4	




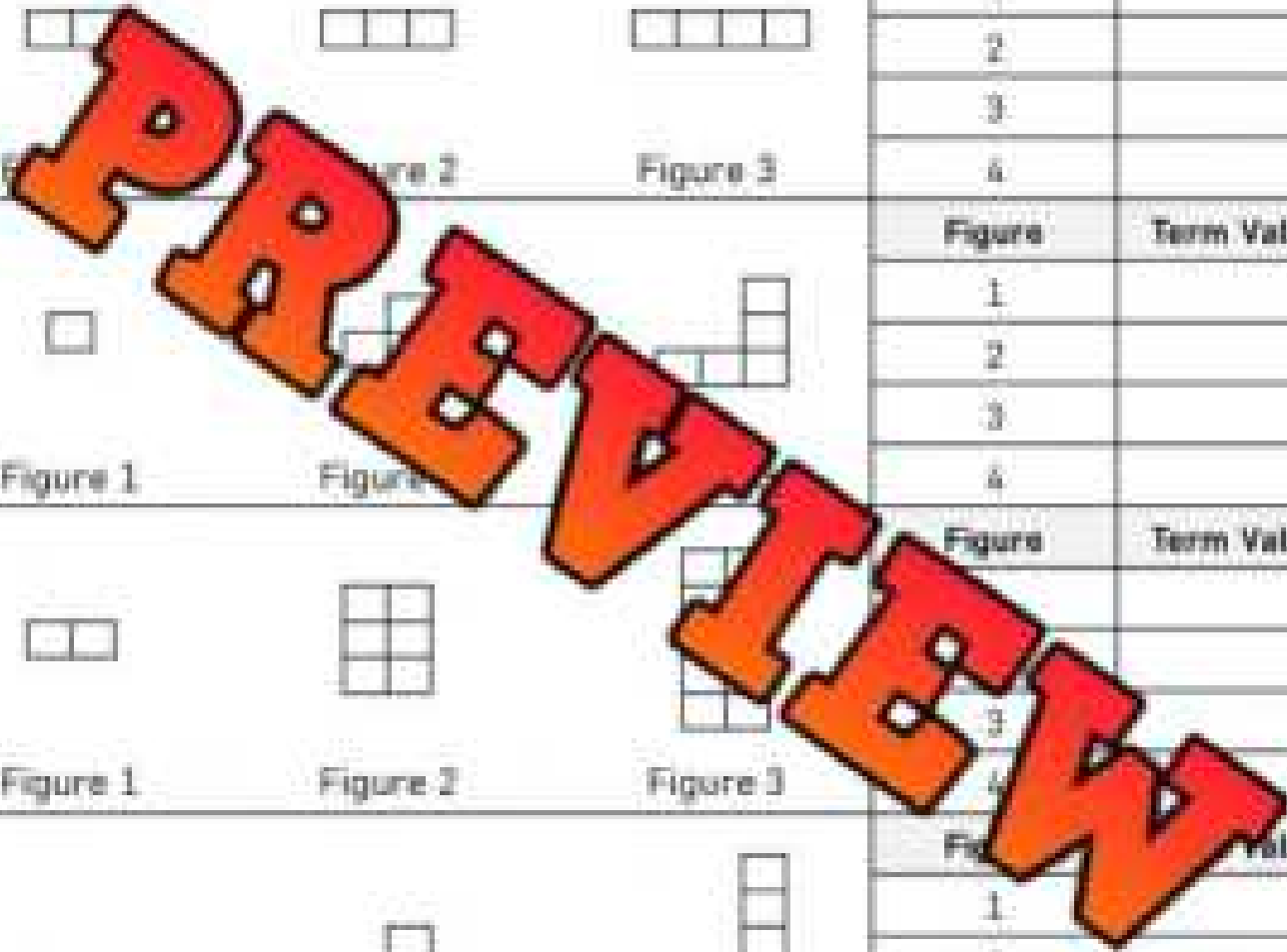
5)   

Figure 1                      Figure 2                      Figure 3

Figure	Term Value
1	
2	
3	
4	



## Table of Values – Term Numbers/Values

**Questions**

Fill in the tables 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	70
2	71
3	67
4	
5	
6	

Term Number	Term Value
1	89
2	79
3	48
4	
5	
6	

Term Number	Term Value
1	45
2	50
3	55
4	
5	
6	
10	

Term Number	Term Value
1	100
2	95
3	
4	
5	90
6	
10	

## Table of Values

### Questions

Answer the questions below by using the table of values

When you work an hour, you get paid 10 dollars. Therefore, the input is the hours you work and the output is how much money you made. Fill in the input/output table.



1) How many dollars will you make if you work 5 hours?

2) How many dollars will you make if you worked 10 hours?

Hours Worked	Money Made
1	
2	
3	
4	
5	
10	

Kids	Slices of Pizza
1	
2	
3	
4	
5	
10	

When you are having a birthday party for your friends, you need 2 slices of pizza for each kid coming to the party. Each slice of pizza is 1/8 of a whole pizza.



1) How many slices of pizza does your family need to buy for 5 kids?

2) What if 10 kids come to the party? How many slices of pizza will you need?

You scored 5 points in each basketball game this season. Fill in the table of values showing your game scores.



1) After your third game, how many points had you scored?

2) There were 8 games this season. How many points did you score in the season?

Games	Total Points Scored
1	
2	
3	
4	
5	
8	

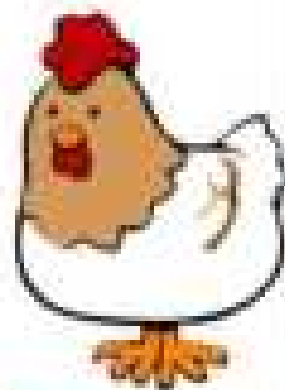
## The Egg Challenge

**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



## Patterning Word Problems - Halloween

**Questions**

Follow the problem-solving steps below:

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

Bill is going trick-or-treating for Halloween. He leaves his house with 5 candies to use as a bribe. He gets 3 candies for each house he visits. He visits 10 houses.

a) Draw the problem below.



b) How many total candies does he get?



## Patterning Word Problems – Growing Hair

**Questions**

Follow the problem-solving steps below

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

Tyler's hair is 40mm long in January. In February his hair is 58mm long.  
In March his hair is 76mm long.

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

b) How long will his hair be in July?



# Exit Cards

Cut Out

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

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

Sarah is building a tower with blocks. She starts with 3 blocks in the first level. Each next level, she adds 3 more blocks than the previous level. How many blocks are in the fourth level?

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

Sarah is building a tower with blocks. She starts with 3 blocks in the first level. Each next level, she adds 3 more blocks than the previous level. How many blocks are in the fourth level?

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

Sarah is building a tower with blocks. She starts with 3 blocks in the first level. Each next level, she adds 3 more blocks than the previous level. How many blocks are in the fourth level?

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

Sarah is building a tower with blocks. She starts with 3 blocks in the first level. Each next level, she adds 3 more blocks than the previous level. How many blocks are in the fourth level?

**PREVIEW**

## 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 a smartphone)
- Index cards
- Markers
- Small prizes or stickers (optional)
- Tape



### Instructions

How you will complete the activity

- 1) Cut out the index cards provided. These will contain treasure hunt challenge questions.
- 2) Hide these cards around the classroom or in a 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.

## Instructions

Cut out the cards below

1) 3, 6, 9,  
\_\_\_\_\_2) 10, 20, 30,  
\_\_\_\_\_3) (Add 5) 5, 10,  
\_\_\_\_\_4) (Add 4) 28, 32, 36,  
\_\_\_\_\_5) 100, 90, 80,  
\_\_\_\_\_7) Pattern Rule: Start at 5, add  
5 each time. 5, 10, 15,  
\_\_\_\_\_8) Pattern Rule: Start at 100,  
subtract 15 each time.  
100, 85, 70,  
\_\_\_\_\_**PREVIEW**

## Instructions

Cut out the cards below

25) Leah had \$50. She earns \$10 more each day. How much money will Leah have after 3 days?

26) Pattern Rule: Subtract 2 starting from 18.

\_\_\_\_\_

27) Sara plants 2 trees 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 80 candies and eats 10 each day. How many candies are left after 8 days?

30) A player triples her score in a 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?

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

## Algebra Quiz - Patterning

### Part 1

Continue the repeating patterns below by drawing 3 more pictures



### Part 2

Observe the pattern and continue the pattern

A B C C A B C \_\_\_\_\_

A B B C D A B B C D \_\_\_\_\_

A B C B A B C B \_\_\_\_\_

### Part 3

Follow the rule by adding or subtracting to continue the pattern

1) (Add 5)

3, 8, 13, \_\_\_\_\_

2) (Add 3)

23, 26, 29, \_\_\_\_\_

3) (Add 6)

2, 8, 14, \_\_\_\_\_

4) (subtract 2)

18, 16, 14, \_\_\_\_\_

5) (subtract 10)

60, 50, 40, \_\_\_\_\_

6) (subtract 4)

66, 62, 58, \_\_\_\_\_

## Part 4

## T-Tables

Term Number	Term Value
1	4
2	8
3	12
4	
5	
6	

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

3) Figure 1




Figure 2

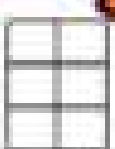


Figure 3




Figure 4




Figure	Term Value
1	
2	
3	
4	

## Part 5

Solve the word problem below. Show your work.

If you read 1 book on Monday, 2 books on Tuesday, 3 books on Wednesday, how many books would you read on Sunday if the pattern continues?

How many days would it take you to read 45 books?

**Grade 2**  
**C2. Equations and Inequalities**

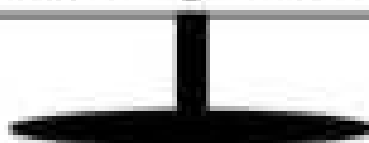
	<b>Curriculum Expectations</b>	<b>Pages That Cover the Expectations</b>
<b>C2.1</b>	identify when symbols are being used as variables, and describe how they are being used	137 – 143, 159 – 168
<b>C2.2</b>	determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent	118 – 168
<b>C2.3</b>	identify and use equivalent relationships for whole numbers up to 100, in various contexts	169 – 172

# Balance Pan Equations

**Questions**

How many ways can you balance the equation to equal 6

1)



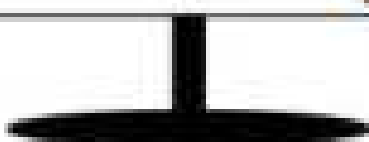
$$\underline{\quad} + \underline{\quad} = 6$$

2)



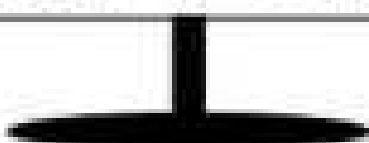
$$\underline{\quad} + \underline{\quad} = 6$$

3)



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

4)



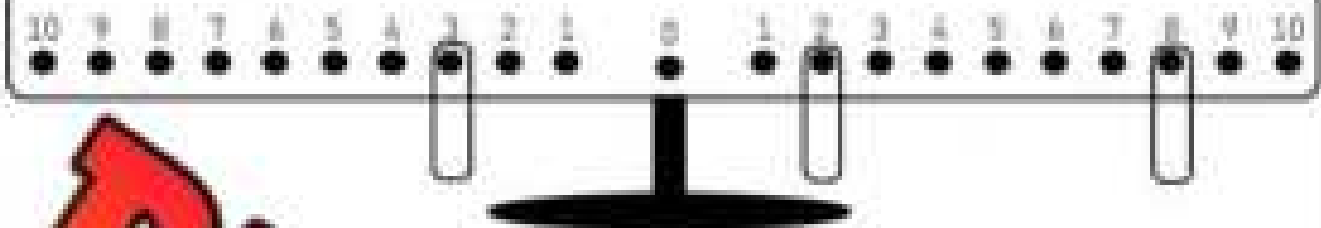
$$\underline{\quad} + \underline{\quad} = 6$$

# Balance Pan Equations

Questions

Balance the equations below

1)



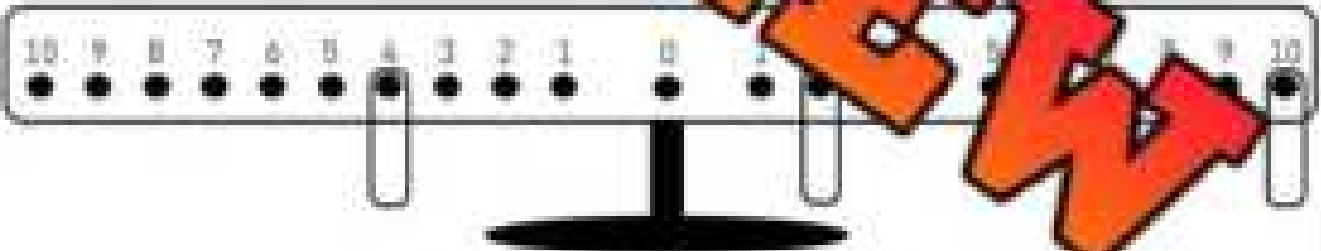
$$3 + \underline{\quad} = 2 + 8$$

2)



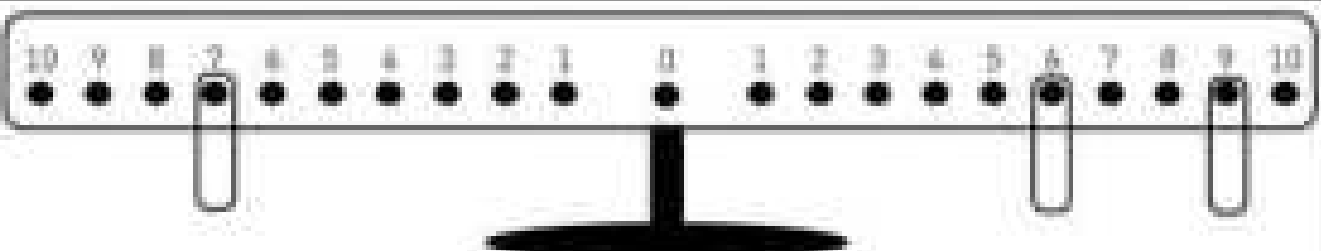
$$2 + \underline{\quad} = 7 + 5$$

3)



$$4 + \underline{\quad} = 2 + 10$$

4)



$$7 + \underline{\quad} = 6 + 9$$

**PREVIEW**

# Pre-Algebra – Balancing Addition Equations

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

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



3	+		=	9
---	---	--	---	---

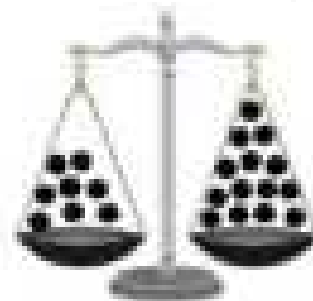
Question: How many balls do you need to add to balance the scales?



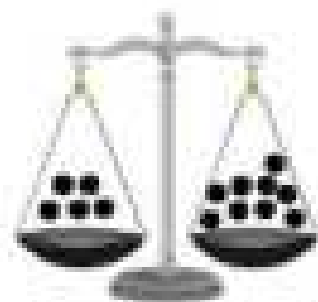
8	+		=	11
---	---	--	---	----



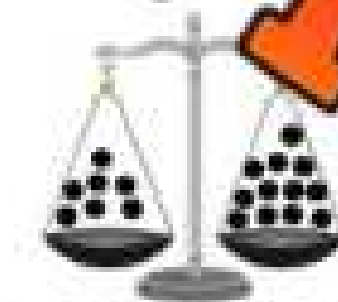
6	+		=	11
---	---	--	---	----



8	+		=	14
---	---	--	---	----



5	+		=	9
---	---	--	---	---



7	+		=	12
---	---	--	---	----



2	+		=	13
---	---	--	---	----



6	+		=	10
---	---	--	---	----



3	+		=	14
---	---	--	---	----



1	+		=	12
---	---	--	---	----

**Addition – Are They Equal?**

Are the equations equal? Put an X through the equal sign for any equations that are not equal.

$5 + 3 = 8$

$21 + 10 = 30$

$17 + 11 = 28$

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

1) $5 + 10 = 15$	2) $4 + 4 = 8$	3) $6 + 6 = 11$
4) $8 + 6 = 14$	5) $7 + 10 = 17$	6) $13 + 10 = 24$
7) $9 + 3 = 12$	8) $7 + 5 = 12$	9) $9 + 7 = 16$
10) $8 + 4 = 13$	11) $17 + 3 = 20$	12) $10 + 10 = 20$
13) $23 + 6 = 30$	14) $10 + 10 = 20$	15) $15 + 15 = 30$
16) $40 + 0 = 400$	17) $53 + 6 = 59$	18) $21 + 5 = 25$
19) $20 + 12 = 32$	20) $75 + 4 = 80$	21) $2 + 46 = 47$

## 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) $7 + 3 = 2 + 7$	7) $6 + 3 = 2 + 5$
2) $7 + 3 = 2 + 7$	8) $6 + 5 = 4 + 8$
3) $8 + 5 = 4 + 7$	9) $1 + 1 = 1 + 9$
4) $7 + 7 = 5 + 8$	10) $9 + 3 = 1 + 4$
5) $14 + 2 = 11 + 5$	11) $16 + 3 = 14 + 5$
6) $23 + 4 = 20 + 7$	12) $30 + 5 = 33 + 3$

# 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 equations are not balanced.

a)  $12 + 3 = 15 + 0$

b)  $20 + 6 = 25 + 10$

c)  $25 + 10 = 30 + 5$

d)  $30 + 2 = 29 + 4$

Name \_\_\_\_\_

Put a slash (/) through the equal sign if the equations are not balanced.

a)  $12 + 3 = 15 + 0$

b)  $20 + 6 = 15 + 10$

c)  $25 + 10 = 30 + 5$

d)  $30 + 2 = 29 + 4$

Name \_\_\_\_\_

Put a slash (/) through the equal sign if the equations are not balanced.

a)  $12 + 3 = 15 + 0$

b)  $20 + 6 = 25 + 10$

c)  $25 + 10 = 30 + 5$

d)  $30 + 2 = 29 + 4$

Name \_\_\_\_\_

Put a slash (/) through the equal sign if the equations are not balanced.

a)  $12 + 3 = 15 + 0$

b)  $20 + 6 = 25 + 10$

c)  $25 + 10 = 30 + 5$

d)  $30 + 2 = 29 + 4$

**PREVIEW**

## Addition – Which Equation Matches?

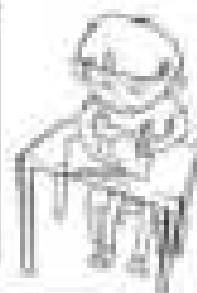
Two of the equations equal the same number. Which one matches the shaded in equation?

Example

$4 + 7$

$9 + 2$

$5 + 5$



Questions Circle the equation that matches the shaded in equation

1)  $5 + 2$

$6 + 2$

$4 + 3$

2)  $6 + 3$

$2 + 8$

3)  $8 + 4$

$7 + 7$

$6 + 6$

4)  $5 + 8$

$4 + 7$

5)  $8 + 2$

$7 + 3$

$5 + 6$

6)  $10 + 3$

$8 + 5$

$6 + 6$

7)  $3 + 6$

$4 + 7$

$8 + 1$

# Pre-Algebra – Balancing Addition Equations

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

Examples:

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

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


Questions


Fill in the missing number to balance the equation.

1)  $4 + \square = \square$   




2)  $3 + 6 = \square$   
 

3)  $4 + 5 = \square$   
 

4)  $1 + \square = 8$   
 

5)  $5 + \square = 10$   




6)  $4 + \square = 12$   
 



7)  $\square + 6 = 10$   
 



8)  $\square + 7 = 10$   
 



9)  $\square + 5 = 11$   
 



10)  $\square + 2 = 9$   
 

11)  $3 + \square = 8$   
 

12)  $6 + 7 = \square$   
 

13)  $\square + 6 = 16$   
 

14)  $7 + \square = 9$   
 

15)  $3 + 12 = \square$   
 

## Pre-Algebra – Balancing Addition Equations

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

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

Examples:

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

### Questions

Fill in the missing number to balance the equation.

1)  $6 + \square = 12$

2)  $2 + 6 = \square$

3)  $4 + 6 = \square$

4)  $3 + \square = 8$

6)  $12 + \square = 15$

7)  $\square + 6 = 10$

8)  $\square + 5 = 10$

$\square + 15 = 20$

10)  $14 + 4 = \square$

11)  $12 + \square = 17$

$\square = 14$

13)  $17 + \square = 25$

14)  $20 + 7 = \square$

15)  $23 + \square = 30$

16)  $16 + \square = 24$

17)  $21 + 7 = \square$

18)  $30 + \square = 36$

19)  $40 + \square = 48$

20)  $43 + 10 = \square$


21)  $47 + \square = 51$

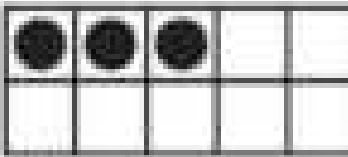
## Making Tens – Changing Variables

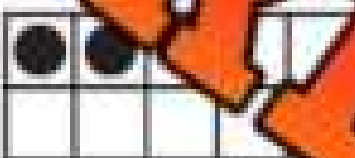
When we make tens, we are using a variable. The ten is the constant and the number we use to add to 10 is the variable.

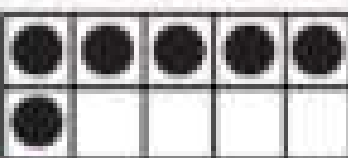
**Questions**

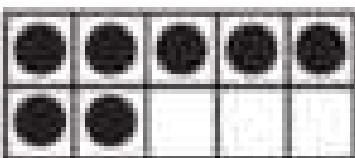
How many more dots do you need to add to make 10?

1)   
 $8 + \underline{\quad} = 10$

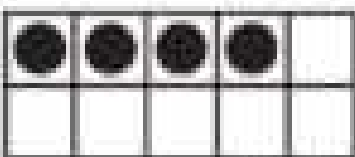
2)   
 $3 + \underline{\quad} = 10$


3)   
 $2 + \underline{\quad} = 10$

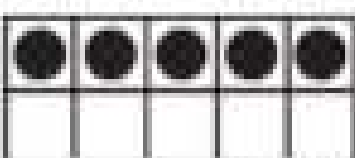
4)   
 $\underline{\quad} + \underline{\quad} = 10$

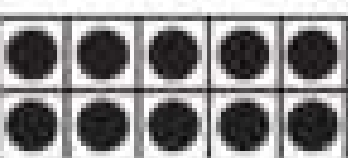
5)   
 $7 + \underline{\quad} = 10$

6)   
 $9 + \underline{\quad} = 10$

7)   
 $4 + \underline{\quad} = 10$

8)   
 $1 + \underline{\quad} = 10$

9)   
 $5 + \underline{\quad} = 10$

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

## Making 20 – Changing Variables

**Questions**

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



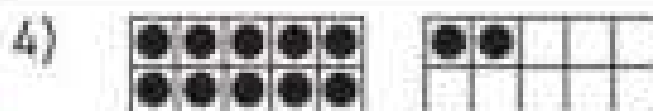
$$\underline{\quad} = 20$$



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



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



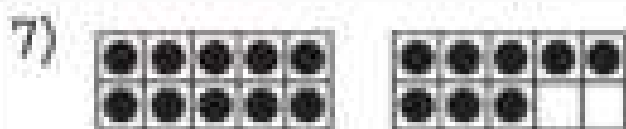
$$12 + \underline{\quad} = 20$$



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



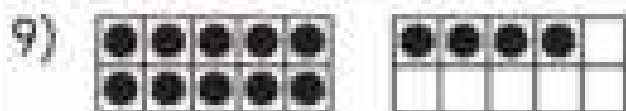
$$\underline{\quad} = 20$$



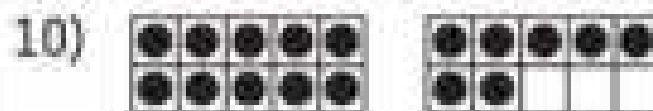
$$18 + \underline{\quad} = 20$$



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



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



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

## 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 for

**Materials**

What will need for the activity:

- Jeopardy board and questions
- Buzzer or bell

**Instructions**

How you will complete the activity:

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

## Jeopardy Questions

Ask students the questions below

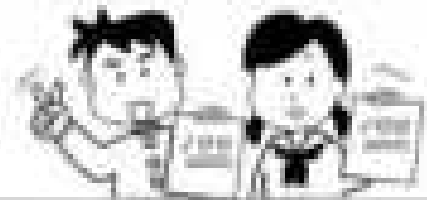
\$100	\$200	\$300	\$400	\$500
$\_\_ + 2 = 7$	$\_\_ + 3 = 9$	$10 + \_\_ = 20$	$3 + \_\_ = 12$	$4 + \_\_ + 3 = 10$
$\_\_ + 15 = 25$	$\_\_ + 12 = 32$	$20 + \_\_ = 53$	$\_\_ + 15 = 40$	$40 + 25 + \_\_ = 100$
Balance the equation:	Balance the equation:	Balance the equation:	Balance the equation:	Balance the equation:
$1 + \_\_ = 4$	$3 + \_\_ = 4$	$5 + 2 = \_\_ + 4$	$6 + 4 = \_\_ + 7$	$8 + 6 = \_\_ + 10$
Balance the equation:	Balance the equation:	Balance the equation:	Balance the equation:	Balance the equation:
$2 + 2 + 1 + \_\_ = 10$	$3 + 4 + \_\_ = 10$	$2 + 1 + \_\_ = 10$	$9 + 2 + \_\_ = 8 + 11$	$\_\_ + 10 = 12 + \_\_$
Emily had 5 books. She received some more and now has 12 books. How many books did she receive?	David had 10 Legos. He received some more and now has 22 Legos. How many Legos did he receive?	Ethan had some rocks. He found some more and now has 28 rocks. How many rocks did he find?	Kevin had some stickers. He then buys 7 more and now has 15 stickers. How many stickers did he start with?	Emma has some seeds. She then buys 7 seeds from one store and 14 from another. She now has 25 seeds. How many seeds did she start with?
John had 3 apples. He bought some more and now has 10 apples. How many apples did he buy?	Emma had 9 pencils. She bought some more and now has 16 pencils. How many pencils did she buy?	Sarah has some apples. She buys 6 more and now has 15 apples. How many apples did she start with?	Kevin has some stickers. He then gets 8 stickers, then 3 more, and now has 18 stickers. How many stickers did he start with?	Sophia has some coins. She then finds 5 coins, then 6 more, and now has 28 coins. How many coins did she start with?

## Addition – 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 out the value of the variable

1) $7 + n = 10$ $n =$	2) $5 + 5 = 8$ $n =$	3) $10 + n = 13$ $n =$
4) $6 + 6 = p$ $p =$	5) $4 + p = 10$ $p =$	6) $p + 4 = 12$ $p =$
7) $7 + y = 14$ $y =$	8) $y + 6 = 14$ $y =$	9) $7 + y = 14$ $y =$
10) $5 + t = 15$ $t =$	11) $14 + t = 20$ $t =$	12) $20 + t = 27$ $t =$
13) $22 + a = 28$ $a =$	14) $30 + a = 40$ $a =$	15) $24 + a = 30$ $a =$
16) $27 + 6 = s$ $s =$	17) $35 + s = 41$ $s =$	18) $42 + s = 48$ $s =$

# 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)  $n + 4 = 24$        $n =$  \_\_\_\_\_

b)  $22 + y = 29$        $y =$  \_\_\_\_\_

c)  $21 + t = 35$        $t =$  \_\_\_\_\_

d)  $s + 40 = 48$        $s =$  \_\_\_\_\_

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

Find out the value of the variables

a)  $n + 4 = 24$        $n =$  \_\_\_\_\_

b)  $22 + y = 29$        $y =$  \_\_\_\_\_

c)  $21 + t = 35$        $t =$  \_\_\_\_\_

d)  $s + 40 = 48$        $s =$  \_\_\_\_\_

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

Find out the value of the variables

a)  $n + 4 = 24$        $n =$  \_\_\_\_\_

b)  $22 + y = 29$        $y =$  \_\_\_\_\_

c)  $21 + t = 35$        $t =$  \_\_\_\_\_

d)  $s + 40 = 48$        $s =$  \_\_\_\_\_

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

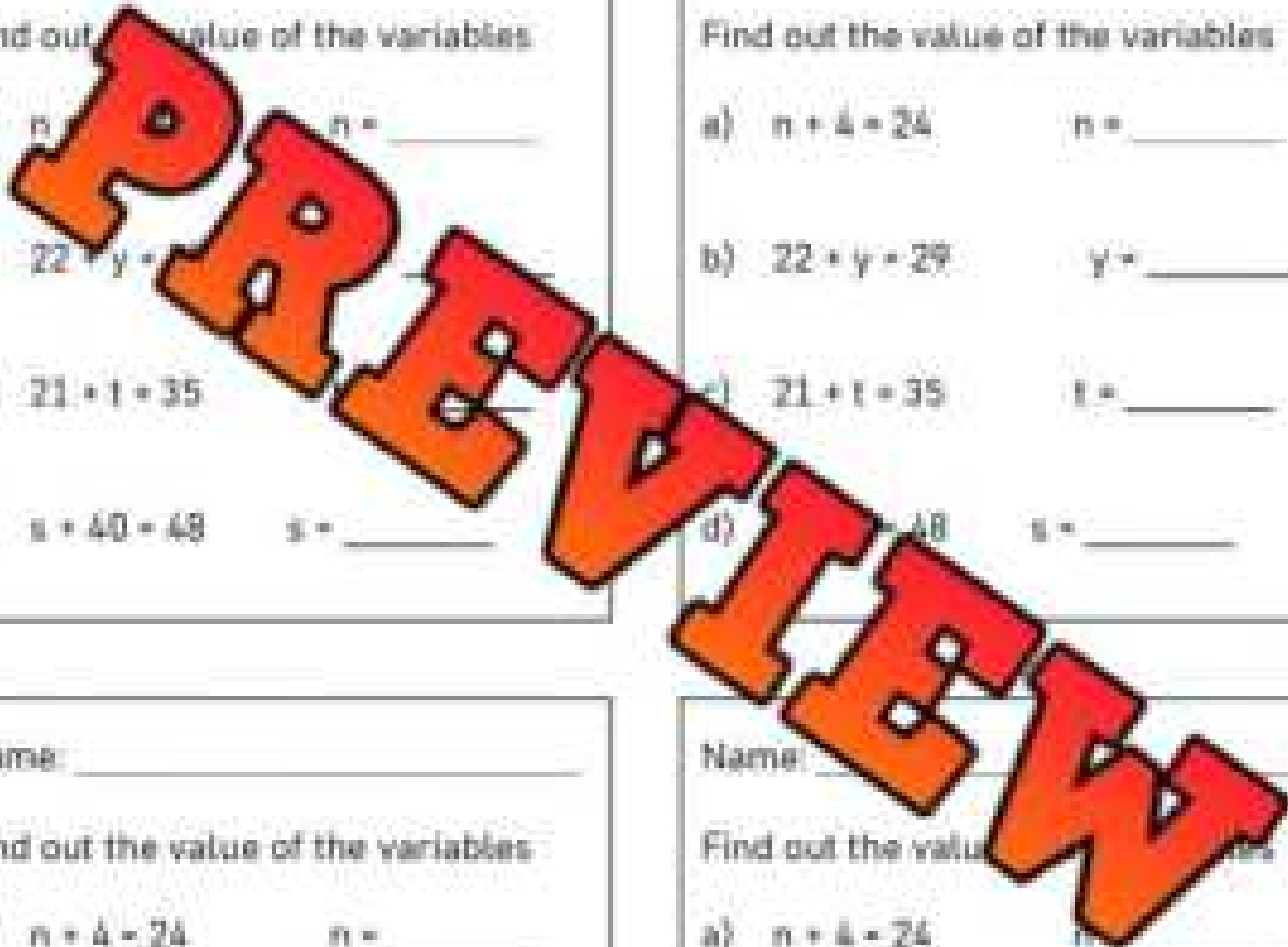
Find out the value of the variables

a)  $n + 4 = 24$        $n =$  \_\_\_\_\_

b)  $22 + y = 29$        $y =$  \_\_\_\_\_

c)  $21 + t = 35$        $t =$  \_\_\_\_\_

d)  $s + 40 = 48$        $s =$  \_\_\_\_\_



## Finding the Missing Information - To 20

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

**Example**

There are 9 coins in total and 5 outside of the bag.

Therefore, there are 4 in the bag

$$5 + 4 = 9$$



**Instructions** How many coins are in the bags below?

1)

7



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

2)

10



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

3)

12



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

15



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

5)

17



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

6)

20



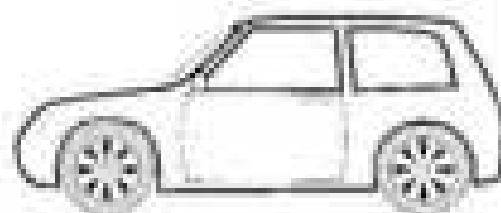
Answer: \_\_\_\_\_

## Word Problems – Solving Addition Equations

**Questions**

Answer the questions below

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



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

**Bonus** – He had 75 total points after beating level 3. How many points did he get in level 3?

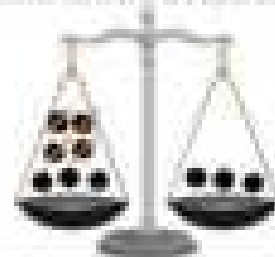
3) In badminton, Jessica and Erin won their game. They scored 21 points and their opponents only scored 16. Jessica scored 13 of the 21 points. How many points did Erin score?



## 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.



$$7 - \square = 3$$

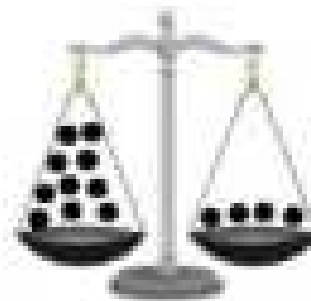
Instruction: How many balls do you need to take away to balance the scales?



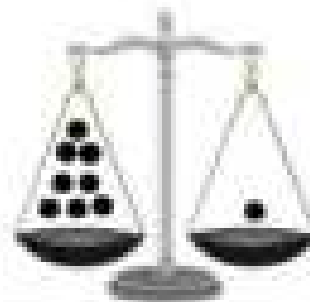
$$11 - \square = 8$$



$$8 - \square = 3$$



$$10 - \square = 4$$



$$8 - \square = 1$$



$$11 - \square = 3$$



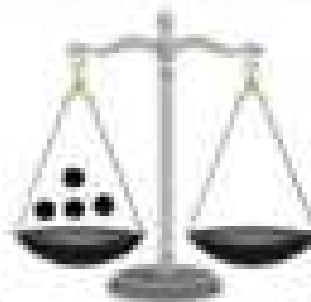
$$13 - \square = 2$$



$$10 - \square = 4$$



$$14 - \square = 1$$



$$4 - \square = 0$$

**Subtraction – Are They Equal?**

Are the equations equal? Put an X through the equal sign for any equations that are not equal.

$7 - 2 = 5$

$25 - 6 = 18$

$15 - 11 = 4$

**Instruction:**

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

1) $10 - 5 = 5$	2) $10 - 4 = 6$	3) $9 - 5 = 3$
4) $12 - 6 = 6$	5) $17 - 7 = 8$	6) $14 - 3 = 11$
7) $15 - 2 = 13$	8) $17 - 7 = 9$	9) $15 - 4 = 11$
10) $17 - 10 = 10$	11) $18 - 9 = 9$	12) $18 - 9 = 9$
13) $22 - 4 = 18$	14) $20 - 10 = 10$	15) $25 - 5 = 30$
16) $27 - 0 = 0$	17) $26 - 1 = 25$	18) $29 - 5 = 24$
19) $30 - 7 = 22$	20) $27 - 6 = 21$	21) $30 - 30 = 0$

## Subtraction to 50 – Are They Equal?

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

1)  $14 - 3 = 11$

2)  $22 - 3 = 18$

3)  $36 - 5 = 31$



Questions

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

1)  $14 - 2 = 12$

2)  $24 - 4 = 20$

3)  $15 - 4 = 10$

4)  $16 - 3 = 12$

6)  $18 - 3 = 14$

7)  $22 - 5 = 17$

8)  $26 - 6 = 20$

9)  $31 - 3 = 20$

10)  $28 - 5 = 23$

11)  $31 - 3 = 27$

12)  $37 - 7 = 30$

13)  $36 - 5 = 31$

14)  $39 - 4 = 34$

15)  $37 - 4 = 33$

16)  $44 - 0 = 44$

17)  $46 - 6 = 41$

18)  $50 - 5 = 45$

## 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) $8 - 5 = 9 - 7$	7) $5 - 3 = 6 - 3$
2) $7 - 3 = 8 - 6$	8) $7 - 5 = 8 - 6$
3) $10 - 5 = 5 - 0$	9) $14 - 2 = 12 - 2$
4) $10 - 7 = 8 - 5$	10) $9 - 3 = 6 - 4$
5) $15 - 7 = 12 - 5$	11) $16 - 3 = 14 - 1$
6) $23 - 4 = 20 - 2$	12) $28 - 5 = 30 - 4$

## Pre-Algebra – Balancing Subtraction Equations

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

Examples:

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

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

Questions

Fill in the missing numbers to balance the equations

1) 4



$$- \square =$$

2) 3 - 2 =



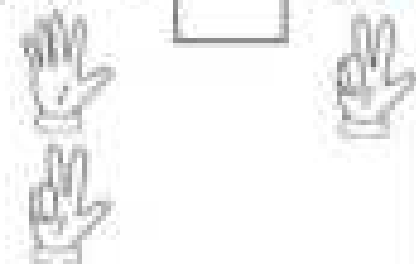
$$= \square$$

3) 5 - 5 =



$$= \square$$

4) 8 -  $\square$  = 3



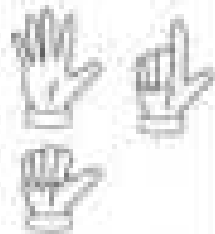
5)  $\square$  - 2 =



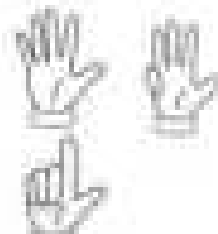
6) 10 -  $\square$  = 6



7)  $\square$  - 6 = 2



8)  $\square$  - 7 = 4



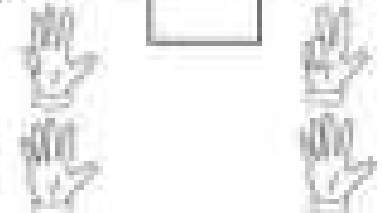
9)  $\square$  - 10 =



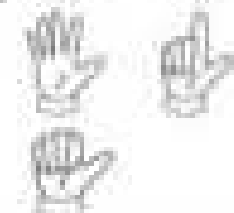
10)  $\square$  - 2 = 9



11) 9 -  $\square$  = 8



12) 6 - 2 =  $\square$



## Pre-Algebra – Balancing Subtraction Equations

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

$$\begin{array}{c} 4 \\ | \\ 15 - 6 = \boxed{9} \end{array}$$

Examples:

$$\begin{array}{c} 15 \\ | \\ 20 - \boxed{5} = 15 \end{array}$$

Questions

Fill in the missing numbers to balance the equations

1) 8

2)  $6 - 6 = \square$

3)  $9 - 5 = \square$

4)  $10 - \square = 6$

6)  $8 - \square = 4$

7)  $\square - 6 = 3$

8)  $\square - 5 = 7$

10)  $10 - 10 = \square$

11)  $12 - \square = 9$

13)  $14 - \square = 11$

14)  $18 - 3 = \square$

15)  $20 - \square = 15$

16)  $22 - \square = 19$

17)  $27 - 10 = \square$

18)  $24 - \square = 18$

19)  $30 - \square = 20$

20)  $28 - 6 = \square$

21)  $30 - \square = 19$

## Subtraction – Which Equation Matches?

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

Example:

$9 - 4$

$8 - 3$

$10 - 6$



Questions Circle the equation that matches the shaded in equation

1)

$12 - 4$

$4 - 1$

$7 - 3$

2)

$8 - 4$

$8 - 2$

$7 - 3$

3)

$10 - 2$

$9 - 2$

$9 - 1$

4)

$7 - 2$

$6 - 1$

5)

$12 - 3$

$11 - 2$

$9 - 1$

6)

$15 - 5$

$9 - 0$

$10 - 0$

7)

$9 - 5$

$8 - 3$

$10 - 6$

## 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 addition and subtraction 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 pre-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

$50 - 25$

$40 - 15$

$15 + 20$

$10 + 25$

$60 - 15$

$20 + 5$

$38 + 12$

$25 + 25$

$70 - 30$

$40 + 10$

**PREVIEW**

## Cards

## Matching Game Cards

$45 + 15$

$30 + 30$

$60 + 10$

$55 + 5$

$40 + 15$

$90 - 40$

$50 +$

$65 + 10$

$50 + 25$

**PREVIEW**

## 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 out the value of the variable

1) $9 - n = 2$  n =	2) $15 - 5 = 5$  n =	3) $3 - n = 0$  n =
4) $6 - 2 = p$  p =	5) $9 - 4 = p$  p =	6) $p - 4 = 2$  p =
7) $10 - y = 3$  y =	8) $y - 7 = 0$  y =	9) $11 - y = 1$  y =
10) $15 - t = 5$  t =	11) $17 - t = 13$  t =	12) $17 - t = 12$  t =
13) $22 - a = 14$  a =	14) $25 - a = 20$  a =	15) $27 - a = 23$  a =
16) $29 - 4 = s$  s =	17) $30 - s = 30$  s =	18) $40 - s = 19$  s =

## Word Problems – Solving Subtraction Equations

**Questions**

Answer the questions below

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

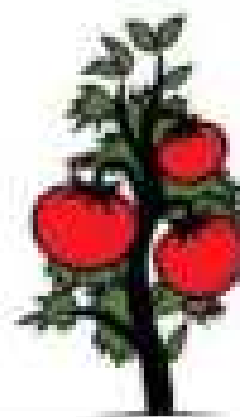


2) Hudson saved 40 dollars and bought a new toy for 15 dollars. How many dollars does he have left?



**Bonus:** He saved 15 more dollars. Can he buy a toy that costs 40 dollars?

3) The grade 2 class planted 42 tomato seeds but only 36 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

- Task cards
- Student sheets for answers
- Pencils



### Instructions

How to run the activity

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

## Task Cards

Cut out the task cards below

**Card 17:**

$$25 + e = 55$$

solve for e

- a) 30      b) 32      c) 28

**Card 18:**

$$70 - f = 40$$

solve for f

- a) 35      b) 28      c) 30

**Card 20:**

Emma had 50 candies. She lost some candies and now has 30. How many did she lose?

- a) 25      b) 30      c) 28      a) 20      b) 18      c) 22

**Card 21:**

A balloon was 10 inches. It expanded by \_\_\_ inches and is now 40 inches. How much did it expand?

- a) 30      b) 28      c) 32

**Card 22:**

Emma had 100 cookies. She ate some cookies and now has 50. How many did she eat?

- a) 25      b) 30      c) 28

**Card 23:**

$$100 - k = 60$$

solve for k

- a) 40      b) 35      c) 50

**Card 24:**

$$19 + l = 40$$

solve for l

- a) 21      b) 22      c) 20

# 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**

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

## Algebra Quiz - Equations

Part 1

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

1)  $5 + 10 = 15$

2)  $10 + 6 = 12$

3)  $15 + 10 = 25$

4)  $10 - 10 = 0$

5)  $10 - 4 = 6$

6)  $16 - 5 = 11$

Part 2

Put the missing number to balance the equation

1)  $3 + 8 = \square$

3)  $9 + \square = 15$

4)  $13 + 5 = \square$

5)  $\square + 12 = 22$

6)  $5 + \square = 17$

7)  $9 - 6 = \square$

8)  $\square - 4 = 7$

9)  $10 - 5 = \square$

10)  $19 - 5 = \square$

11)  $\square - 4 = 13$

12)  $17 - 2 = \square$

## Part 3

Find out the value of the variable

$7 + n = 10$

$n =$

$n - 5 = 5$

$n =$

$10 + n = 10$

$n =$

$n - 5 = 6$

$n =$

$n + 16 = 22$

$n =$

$n - 3 = 6$

$n =$

$n + 10 = 26$

$n =$

$n - 7 = 10$

$n =$

## Part 4

Find out the value of the variable

$a + b + c =$

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

$b =$

$\underline{\quad} =$

$n + y + t =$

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

$a - b = c$

$c =$

$a = 12$

$b = 8$

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

$f =$

$\underline{\quad} =$

$f = 2$

$n = 6$

## Part 5

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

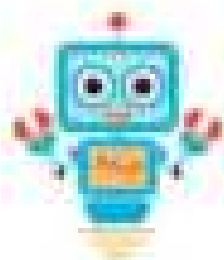
Alexa saved 27 dollars from her allowance. She was given some money from her grandmother for her birthday. She now has 40 dollars. How much did her grandmother give her?

## Grade 2 C3. Coding

	<b>Curriculum Expectations</b>	<b>Pages That Cover the Expectations</b>
<b>C3.1</b>	solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential and concurrent events	174 - 185, 193 - 199
<b>C3.2</b>	read and alter existing code, including code that involves sequential and concurrent events, and describe how changes to the code affect the outcomes	186 - 192

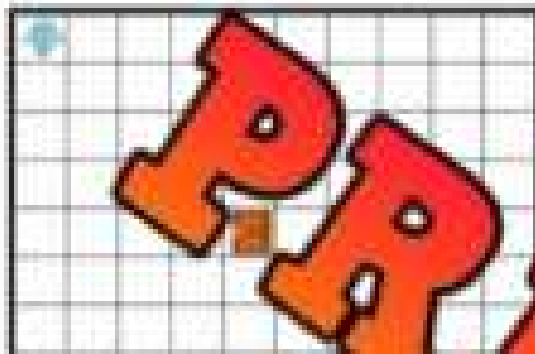
Name: \_\_\_\_\_

## Writing Code



### Writing Code - Code Bank

- go right (# of spaces)
- go left (# of spaces)
- go down (# of spaces)
- go up (# of spaces)
- open door



1. Write the code that gets the robot to the door

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

Line 2: \_\_\_\_\_

Line 3: \_\_\_\_\_

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

2. Write the code that gets the robot to the gym home.

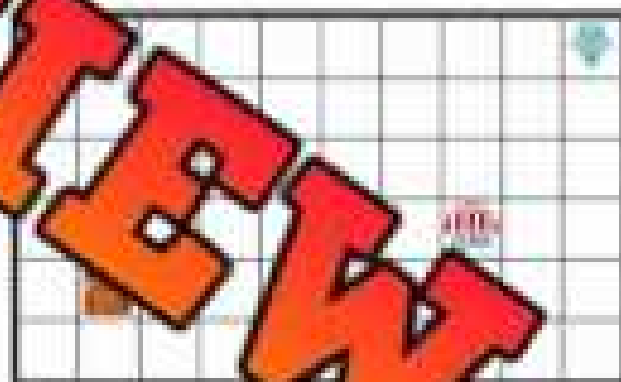
Line 1: \_\_\_\_\_

Line 2: \_\_\_\_\_

Line 3: \_\_\_\_\_

Line 4: \_\_\_\_\_

Line 5: \_\_\_\_\_



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

3. Write the code that gets the robot to the gym and then home.

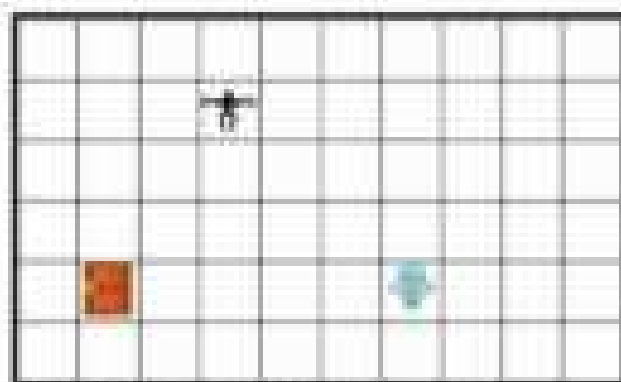
Line 1: \_\_\_\_\_

Line 2: \_\_\_\_\_

Line 3: \_\_\_\_\_

Line 4: \_\_\_\_\_

Line 5: \_\_\_\_\_



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

## Activity: Shape Drawer – Coding Shapes

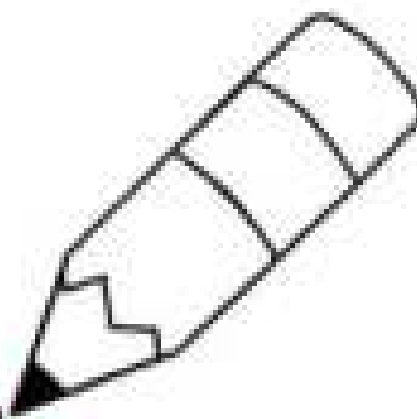
### Objective

What are we learning about?

Students will use sequential steps to code a path for drawing a square on graph paper, learning how coding can represent math shapes and practicing counting and geometry skills.

Material \_\_\_\_\_ will need for the activity.

- Grid workbooks
- Pencils and erasers
- Rulers (to draw straight lines)
- Chart paper or whiteboard (for the demonstration)



### Instructions

How you will complete the activity.

1. Show students a square on the chart paper and ask them to "code" a path to draw it by giving step-by-step directions.
2. Demonstrate: Draw a square on grid paper (4 sides, each 4 units long) using steps like "forward 4, turn right, forward 4, turn right."
3. Give each student the grid paper worksheets and a pencil and tell them to start at a point on the grid (e.g., mark a dot).
4. Have students write a sequence of steps to draw a square: "right 4, down 4, left 4, up 4"
5. Ask students to draw the path on their graph paper by following their steps, using a ruler to make straight lines.
6. Have the students do the same for other shapes (letters). They should draw the shape and then write the coding sequence.

**Coding Shapes**

Draw your shapes on the grids and then write the coding instructions.

Square	Coding Instructions

	Coding Instructions

C-Shape	Coding Instructions

**PREVIEW**

**Coding Shapes**

Draw your own shape on the grid below. Be creative! Then write the coding instructions.

**My Shape**



**Coding Instructions**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reading Code – Creating Programs

### Question

Read the code and create the program

### Example

#### Code

go right 5

go down 2

open door



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

1.

#### Code

go down 2

go right 1

go down 2

go right 5

open door

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

2.

#### Code

go right 2

go down 3

go left 2

go down 1

go right 4

open door



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



# Reading Code – Creating Programs

## Question

Read the code and draw the path the robot will take

1.

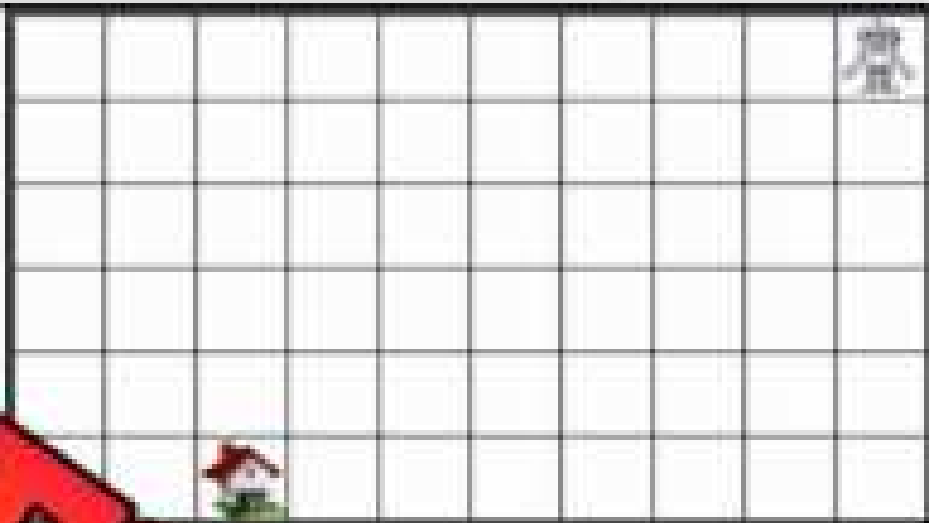
### Code

```

go left 3
go down 1
go left 1
open door

```

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



2.

### Code

```

go down 1
go right 2
enter school
go down 2
go right 4
open door

```

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



3.

### Code

```

go down 1
go left 5
enter ice cream shop
go left 4
go up 4
open door

```

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



**PREVIEW**

## Activity: Dance Party Code

### Objective

What are we learning about?

Students will write a sequence of dance moves to create a short dance routine, practicing sequential events, and then alter the sequence to observe how changes affect the performance.

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

- Worksheet for dance moves (one per student)
- Pencil or crayon
- Open space in the classroom for dancing
- Optional: Music for a fun atmosphere



### Instructions

How you will complete the activity

1. Tell students they'll be "coders" creating a dance routine with written dance moves.
2. Show them a few simple dance moves (e.g., jump, clap, twirl, stomp) they can use.
3. Give each student a worksheet (or put them in pairs/small groups) to write a short sequence of 3 or 4 dance moves (e.g., "jump, clap, twirl").
4. Have one student/pair/group read their sequence aloud and perform their dance for the class.
5. Repeat with 1-2 more students/groups, having them share and perform.
6. Wrap up by explaining how the order of moves affect the dance, connecting it to coding sequences.

## Example Moves

Choose from the example moves below or make up your own.

Dance Move	Description
Jump	Hop off the ground with both feet.
Clap	Clap hands together once or twice.
Twirl	Spin around in a circle on the spot.
Stamp	Stamp one foot on the ground.
Leap	Jump on one foot.
Wiggle	Wiggle your whole body side to side.
Wave	Wave one hand in the air.
Step Forward	Take one step forward.
Step Backward	Take one step backward.
Spin	Turn around quickly on one foot.
Sway	Rock side to side on your feet.
Tap	Tap one foot lightly on the ground.
Bounce	Bend knees and bounce up and down.
March	Lift knees high and march in place.
Shake	Shake arms or hips side to side.
Point	Point one finger up or to the side.
Kick	Kick one leg forward gently.
Nod	Nod your head up and down.
Twist	Twist your hips side to side.
Reach	Stretch both arms up high.

## Dance Party Code – My Code

**Instructions**

Program your own dance by writing your dance sequence.  
(Ex. kick, twirl, step forward, step backward, kick, twirl, step forward, step backward)

### My Dance Party Code

**PREVIEW**

# Fixing Code




**Question**

Put the scrambled code in the correct order by labelling the steps 1-6

1. Go to school and then home

**Code**



- \_\_\_\_\_ - go up 1
- \_\_\_\_\_ - go down 5
- \_\_\_\_\_ - go right 2
- \_\_\_\_\_ - go left 3
- \_\_\_\_\_ - enter school
- \_\_\_\_\_ - enter home

2. Go to school and then home

**Code**




- \_\_\_\_\_ - go up 2
- \_\_\_\_\_ - go down 4
- \_\_\_\_\_ - go right 3
- \_\_\_\_\_ - enter school
- \_\_\_\_\_ - go left 1
- \_\_\_\_\_ - enter home

3. Go to school and then home

**Code**

- \_\_\_\_\_ - go down 2
- \_\_\_\_\_ - go down 3
- \_\_\_\_\_ - go right 2
- \_\_\_\_\_ - enter school
- \_\_\_\_\_ - go left 3
- \_\_\_\_\_ - enter home

**PREVIEW**

## Interpreting Code

**Question**

Will the code work? Circle yes or no. Re-write any code that won't work.

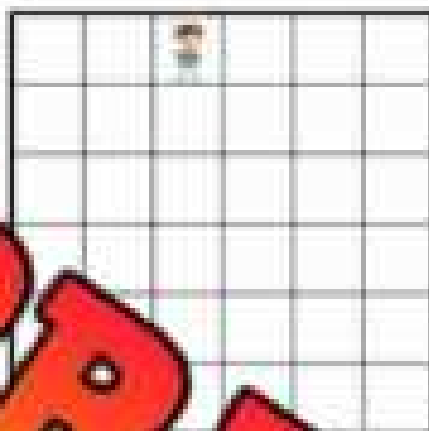
1.

**Code**

go down 5

go right 2

enter



YES NO

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

Line 2: \_\_\_\_\_

Line 3: \_\_\_\_\_

Line 4: \_\_\_\_\_

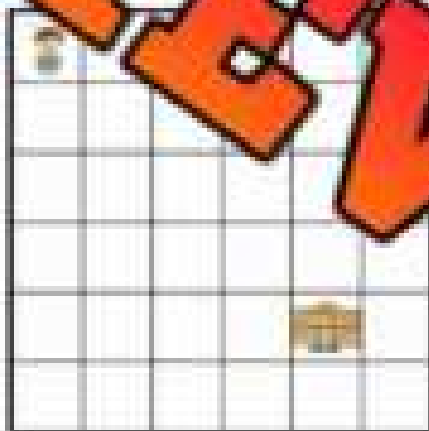
2.

**Code**

go down 4

go right 4

enter library



YES NO

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

Line 2: \_\_\_\_\_

Line 3: \_\_\_\_\_

Line 4: \_\_\_\_\_

Line 5: \_\_\_\_\_

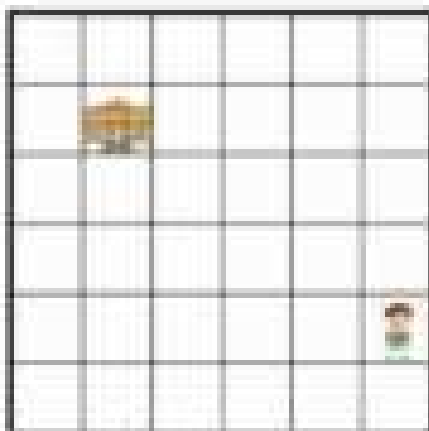
3.

**Code**

go up 3

go right 4

enter library



YES NO

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

Line 2: \_\_\_\_\_

Line 3: \_\_\_\_\_

Line 4: \_\_\_\_\_

Line 5: \_\_\_\_\_

Line 6: \_\_\_\_\_

## Activity: Draw a Picture Sequence

### Objective

What are we learning about?

Students will write a sequence of steps to draw a simple picture and identify and fix an error in a given sequence, practicing how to create, follow, and debug sequential events.

### Materials

What you will need for the activity

- A worksheet with a written sequence of drawing steps and a space to write a corrected sequence and a drawing (one per student)



### Instructions

What you will do for the activity

1. Tell students they'll be learning to create a picture by writing a sequence of drawing steps, and they'll also fix mistakes.
2. Show them a correct smiley face on the board and write the steps (e.g., "draw a circle, add two eyes, draw a smile").
3. Give each student the worksheet with a pre-written sequence of drawing steps with errors (e.g., "draw a square, add two eyes, draw a smile"—the "square" is wrong instead of "draw a circle").
4. Ask students to follow the given sequence and draw the picture on the back of their worksheet.
5. Discuss as a class why the drawing doesn't look like it should (e.g., it has a square head instead of a round one).
6. Have students identify the errors and write a corrected sequence on their worksheet (e.g., "draw a circle, add two eyes, draw a smile").
7. Ask them to draw the picture again using their corrected sequence.
8. Have a few students share their corrected sequence and new drawing, discussing how fixing the errors made the picture correct.
9. Wrap up by explaining how finding and fixing mistakes is part of coding, just like they debugged their drawing sequence.

**Instructions:** First Drawing – With Errors: Follow the code and draw the picture below.

Step	Instruction
1	print: draw a large triangle on the bottom of the page for the mountain
2	print: draw a small square above the mountain for the cloud
3	print: draw a small circle on the bottom left of the mountain for the sun
4	print: draw a tall rectangle on the right of the mountain for the tree trunk
5	print: draw a small triangle on top of the tree trunk for the tree leaves
6	print: draw a small semi-circle above the tree for the bird
7	print: draw a small semi-circle connected to the other one for the bird
8	print: draw a small rectangle on the bottom of the mountain for a path

**PREVIEW**

## Instructions

Place a checkmark if the code is written correctly and an "x" if it is wrong. Then re-draw the picture the correct way.

Step	Instruction	✓	✗
1	print: draw a large triangle on the bottom of the page for the mountain		
2	print: draw a small square above the mountain for the cloud		
3	print: draw a small circle on the bottom left of the mountain for the		
4	print: draw a tall rectangle on the right of the mountain for the tree		
5	print: draw a triangle on top of the tree trunk for the tree leaves		
6	print: draw a small circle above the tree for the bird		
7	print: draw a line between two small circles connected to the other one for the bird		
8	print: draw a small rectangle on the right side of the mountain for a path		

**PREVIEW**

## Working with Code

**Question**

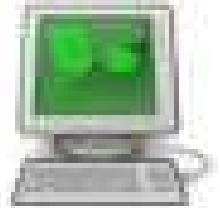
Read the code and write what will happen. The first one is done for you

1.

**Code**`Code1 = 'YE'``Code2 = 'LO'``Code3 = 'ER'``Code4 = 'S'``Code5 = 'E'``print ('I', Code2, Code3, Code4, Code5)`

The Computer Program:

I LOVE CODE



2.

**Code**`Code1 = 'I'``Code2 = 'UN'``Code3 = 'TH'``Code4 = 'MA'``Code5 = 'IS'``print ('I think', Code4, Code3, Code5,  
Code1, Code2)`

The Computer Program:

3.

**Code**`Code1 = 'A'``Code2 = 'PRD'``Code3 = 'MER'``Code4 = 'GRAM'``Code5 = 'ING'``print ('I am', Code1, Code2, Code4, Code3)`

The Computer Program:

# Working with Code

### Code Block

```
JillPeriod1 = 3
JillPeriod2 = 7
JillPeriod3 = 5
JillTotal = JillPeriod1 + JillPeriod2 +
             JillPeriod3
             points = 15
```

Example - The Computer Program:  
 print ("In the second period of the game, Jill  
 scored", JillPeriod2, "points.")

In the second period of the game, Jill  
 scored 7 points.

Question: Use the code block to read the codes. Write what the program will say.

1. Code The Computer Program:

```
print ("In the first period  

of the game, Jill scored",  

JillPeriod1, "points.")
```

---

---

---

---

---

2. Code  
 print ("Jill had",  
 JillShots, "shots on goal  
 yesterday.")

The Computer Program:

---

---

---

---

---

3. Code  
 print ("Jill scored",  
 JillTotal, "points in the  
 game yesterday.")

The Computer Program:

---

---

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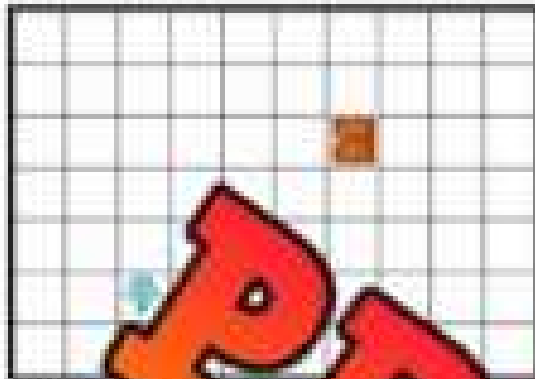


Name: \_\_\_\_\_

## Coding Quiz

### Part 1

Write the code below



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

1. Write the code that gets the robot to the door

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

Line 2: \_\_\_\_\_

Line 3: \_\_\_\_\_

2. Write the code that gets the robot to the store and then home.

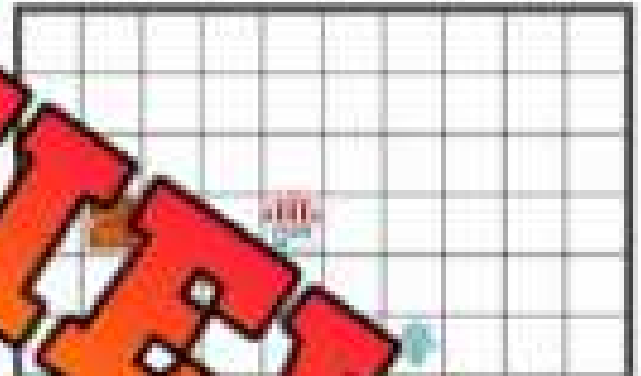
Line 1: \_\_\_\_\_

Line 2: \_\_\_\_\_

Line 3: \_\_\_\_\_

Line 4: \_\_\_\_\_

Line 5: \_\_\_\_\_



### Part 2

Read the code and create the program

3.

#### Code

go down 2

go right 1

go down 2

go right 5

open door



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






Part 3

Put the scrambled code in the correct order by labelling the steps 1-6

4. Go to school and then home

Code

- \_\_\_\_\_ - go up 2
- \_\_\_\_\_ - go down 5
- \_\_\_\_\_ - go right 1
- \_\_\_\_\_ - enter school
- \_\_\_\_\_ - go left 1
- \_\_\_\_\_ - go down 1

Part 4

Write the code that works as yes or no. Re-write any code that won't work

5.

Code

- go down 5
- go right 2
- enter library
- go left 5
- open door

YES NO

Line 4: \_\_\_\_\_

Line 5: \_\_\_\_\_

Part 5

Write the message that the code has programmed

6.

Code

- Code1 = "DE"
- Code2 = "TO"
- Code3 = "I"
- Code4 = "CO"

print ("I love", Code2, Code4, Code1, Code3)

The Computer Program:

\_\_\_\_\_

\_\_\_\_\_

PREVIEW



# Workbook Preview

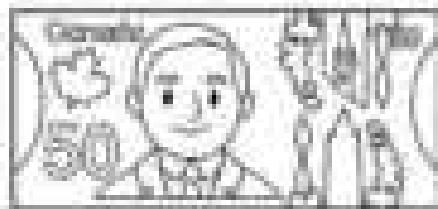


# Grade 2

## F1 – Money and Finances

	Curriculum Expectations	Pages That Cover the Expectations
<b>F1.1</b>	Identify different ways of representing the same amount of money up to Canadian 200¢ using various combinations of coins, and up to \$200 using various combinations of \$1 and \$2 coins and \$5, \$10, \$20, \$50, and \$100 bills.	6 – 69

**Preview of 50 pages from  
this product that contains  
119 pages total.**



NAME: \_\_\_\_\_

# FINANCIAL LITERACY

PREVIEW



## What's In Your Wallet?

### What Is Money?

Hi, future money masters! Ever thought about what's in your wallet or piggy bank? Money is a special tool we use every day to get the things we need and want. It's how we trade with others without having to swap our stuff. Cool, right?



### Different Kinds

Money comes in different forms:

- **Coins:** Shiny, small metal—each coin has its own value.
- **Bills:** Flat, paper money—easy to carry.
- **Digital Money:** This is the invisible money you use with a card or online—like magic!

### Why Money Matters

Money is important because it helps us buy what we need and what we want, like toys. It makes trading easy and fair because everyone agrees on how much things are worth.

### Smart Money Tips

- **Know Your Money:** Learn the value of your coins and bills.
- **Save Up:** Instead of spending all your money, try saving some.
- **Think Before Spending:** Make sure you really need something before you buy it.

**Making Connections**

Do you save your money? What are you saving for?

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**True or False**

State true or false?

1) Money is a tool we use.	True	False
2) Money helps us trade for things.	True	False
3) You should always spend all your money.	True	False
4) Digital money can be seen in your wallet.	True	False
5) Coins are made of paper.	True	False



**Word Search**

Find the words in the wordsearch

Money	Wallet
Coins	Bank
Bills	Value
Save	Buy
Spend	Budget

V	U	E	M	P	Z	N	U	T	W	A	L	L	E	T	X
L	Z	W	Y	Q	C	R	B	J	G	A	Y	X	S	E	M
B	A	N	K	B	U	D	G	E	T	O	X	Z	Y	U	G
P	E	S	N	I	O	C	Q	A	H	B	O	S	W	L	N
R	U	N	A	X	G	W	L	P	Z	N	J	P	C	A	G
B	T	A	Q	Q	Z	M	L	S	A	V	E	E	B	V	I
U	N	M	O	N	E	Y	B	I	L	L	S	N	O	E	G
Y	S	Q	Z	V	V	B	X	R	Q	C	H	D	U	M	E
O	O	C	L	R	J	M	X	D	M	H	E	D	R	F	T

# Exit Cards

**Cut Out**

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

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

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

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

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

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

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

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

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F




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

9

Counting Dollars  
113





## Counting Dollars

				Total
\$100	\$50	\$20	\$20	\$190





### Questions

Count the money in each column. Then add up the total.

1)

				Total


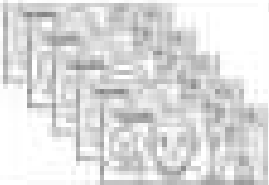
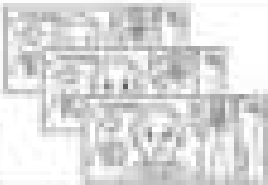

2)

				Total

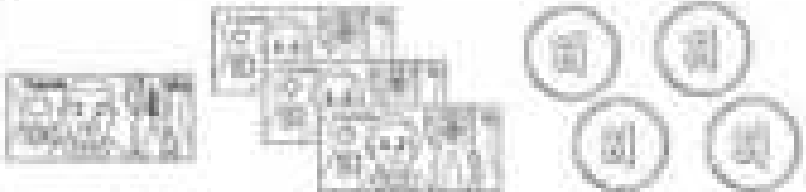
3)

				Total

4)

				Total

## Counting Dollars – Base Ten

	= \$134
--	---------

### Questions

Count the money below

1)		= _____
2)		= _____
3)		= _____
4)		= _____
5)		= _____
6)		= _____
7)		= _____

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

12

Counting Coins  
113

## Skip Counting Using Bills

Questions

Count the money and write down the total

1)



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

2)



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

3)



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

4)



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

5)



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

6)



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

7)



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

**PREVIEW**

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

13

Counting Benchmark Cents  
113

## Counting Benchmark Cents



= 25¢



= 10¢



= 5¢



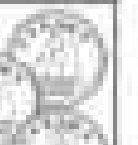
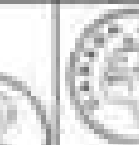
= 25¢

### Questions

Count the money in each box to make a benchmark cent amount



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



3) \_\_\_\_\_



4) \_\_\_\_\_

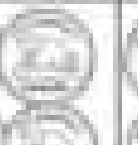
5) \_\_\_\_\_



7) \_\_\_\_\_

8) \_\_\_\_\_

9) \_\_\_\_\_



10) \_\_\_\_\_

11) \_\_\_\_\_

12) \_\_\_\_\_




**PREVIEW**

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

15


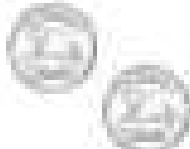



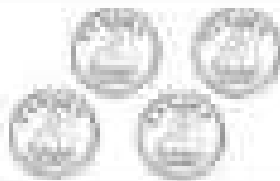


Counting Cents  
113

## Counting Cents

			Total
50¢	20¢	15¢	85¢

Questions

Count the money in each column and then add up the total.

1)			Total
2)			Total
3)			Total
4)			Total

# Skip Counting Using Coins

**Questions**

Count the money and write down the total

1)



\_\_\_\_\_c

2)



\_\_\_\_\_c

3)



\_\_\_\_\_c

4)



\_\_\_\_\_c

5)



\_\_\_\_\_c

6)



\_\_\_\_\_c

7)



\_\_\_\_\_c

**PREVIEW**

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

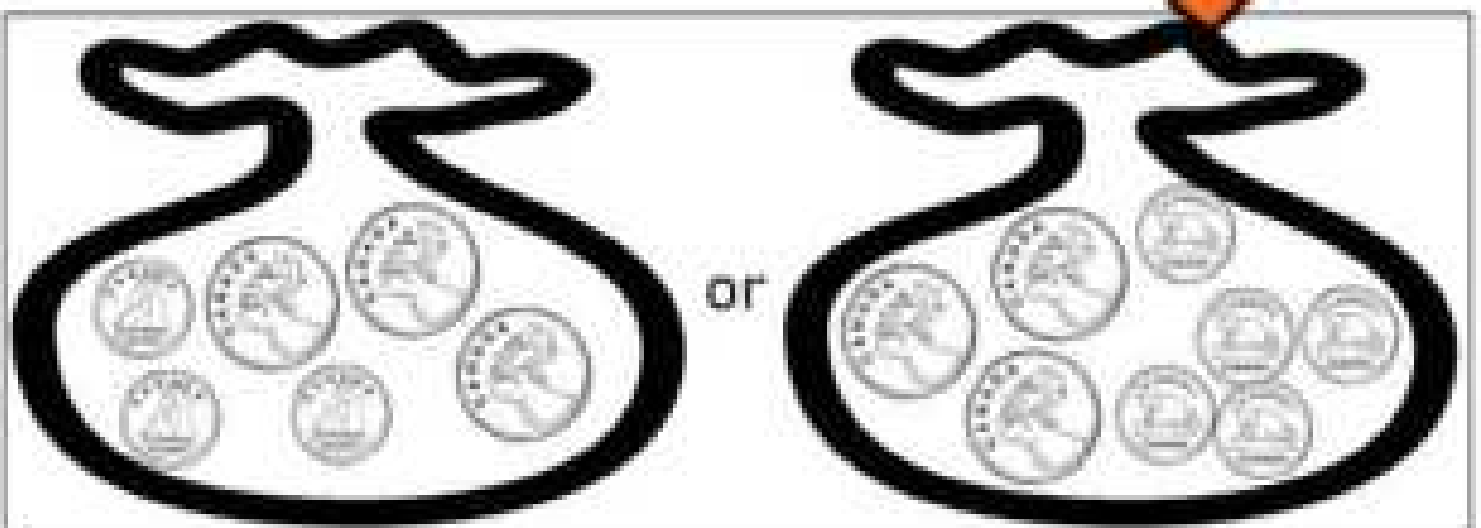
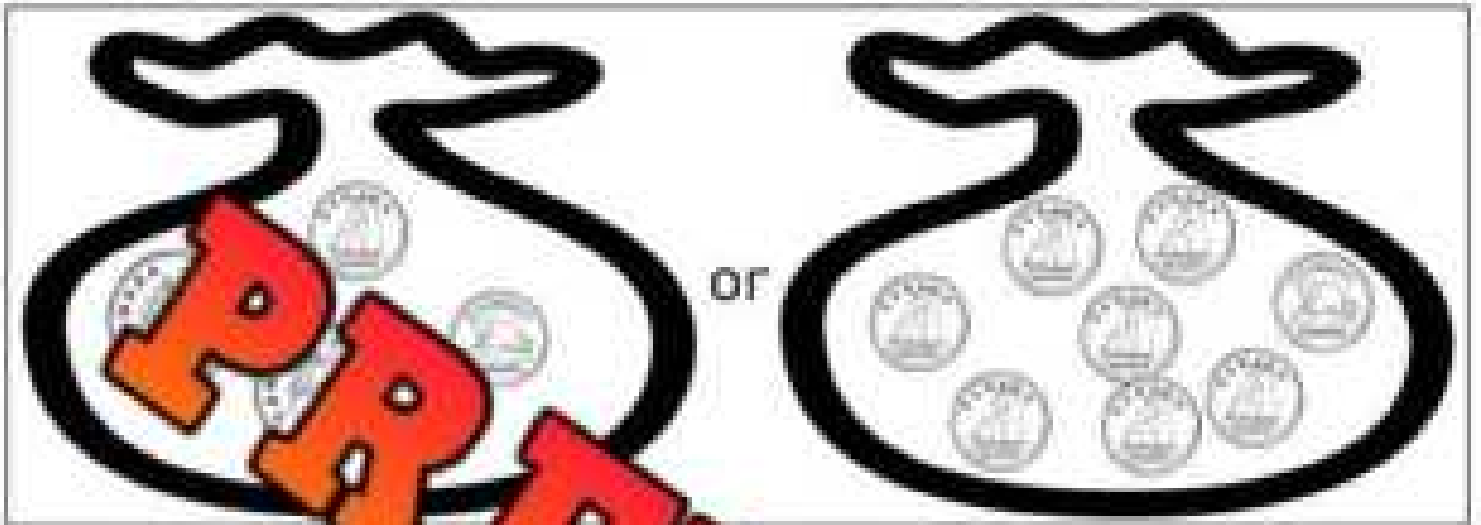
17

Language Arts  
111

## Which Would You Rather?

Questions

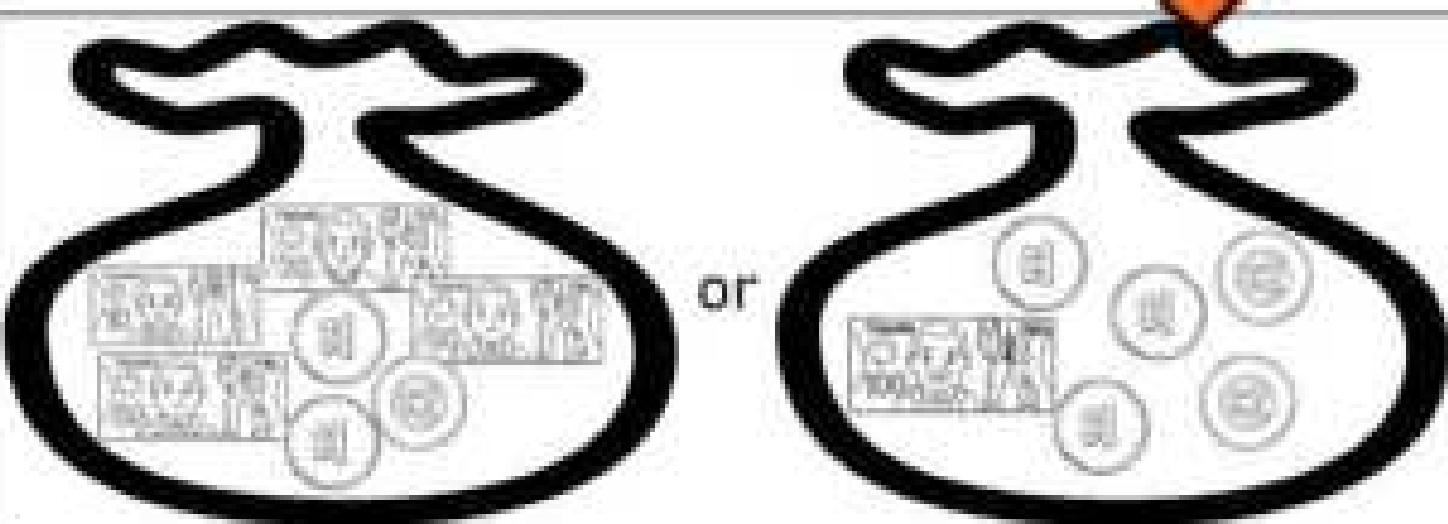
Circle the bag of money you would rather have.



# Which Would You Rather?

Questions

Circle the bag of money you would rather have



## Converting Cents to Dollars

Money can be written as cents or dollars. When we have less than 1 dollar, we use cents. When we have more than 1 dollar, we use dollars. If we have whole dollars and cents, we can combine the two.

Examples -  $100\text{¢} = \$1.00$

$50\text{¢} = \$0.50$

$142\text{¢} = \$1.42$

### Part 1 Write the cents into dollars.

¢	\$
100¢	\$1.00
200¢	
300¢	
400¢	
500¢	\$5.00
600¢	
700¢	
800¢	
900¢	\$9.00
1000¢	

¢	\$
150¢	\$1.50
250¢	
325¢	
425¢	\$4.25
525¢	
65¢	
720¢	\$7.20
800¢	
999¢	

### Part 2 Circle the biggest amount of money

1)	100¢	\$1.00	350¢	\$2.30
2)	200¢	\$3.00	750¢	\$3.50
3)	300¢	\$2.00	220¢	\$1.60
4)	400¢	\$4.00	575¢	\$5.25
5)	500¢	\$7.00	250¢	\$6.40
6)	600¢	\$3.00	450¢	\$8.00

# Exit Cards

**Cut Out**

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

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

a) Convert the cents into dollars.

c	\$
175c	
	\$6.25
	\$7.55
999c	

b) Circle the biggest amount of money.

1) 120¢	\$1.40	980¢
2) 60¢	245¢	\$0.90
3) 725¢	\$6.25	875¢
4) 120¢	\$1.25	80¢

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

a) Convert the cents into dollars.

c	\$
175c	
	\$6.25
	\$7.55
999c	

b) Circle the biggest amount of money.

1) 120¢	\$1.40	980¢
2) 60¢	245¢	\$0.90
3) 725¢	\$6.25	875¢
4) 120¢	\$1.25	80¢

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

a) Convert the cents into dollars.

c	\$
175c	
	\$6.25
	\$7.55
999c	

b) Circle the biggest amount of money.

1) 120¢	\$1.40	980¢
2) 60¢	245¢	\$0.90
3) 725¢	\$6.25	875¢
4) 120¢	\$1.25	80¢

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

a) Convert the cents into dollars.

c	\$
175c	
	\$6.25
	\$7.55
999c	

b) Circle the biggest amount of money.

1) 120¢	\$1.40	980¢
2) 60¢	245¢	\$0.90
3) 725¢	\$6.25	875¢
4) 120¢	\$1.25	80¢

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

21

Counting Canadian  
Coins

## Counting Canadian Coins



= 100¢ or \$1.00



= 10¢



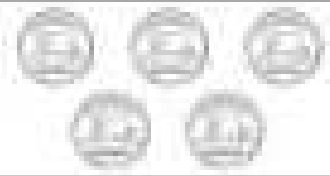
= 200¢ or \$2.00



= 25¢



= 5¢

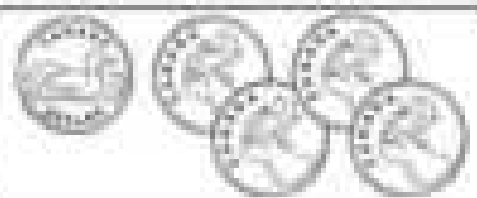


= 25¢

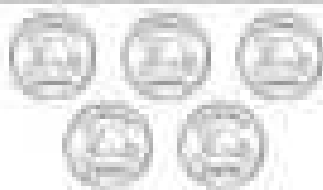
Questions Count the coins below:



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



3) \_\_\_\_\_



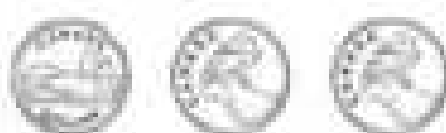
4) \_\_\_\_\_



5) \_\_\_\_\_



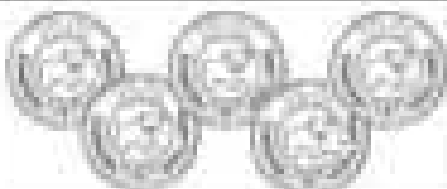
7) \_\_\_\_\_



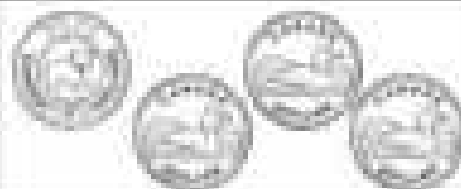
8) \_\_\_\_\_



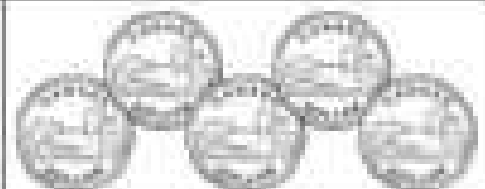
9) \_\_\_\_\_



10) \_\_\_\_\_



11) \_\_\_\_\_



12) \_\_\_\_\_

**PREVIEW**

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

25

Learning Objectives  
1.1

## Representing Cents Up To 200

  	  	   
150¢	135¢	140¢

Questions

Represent the money amounts up to 200 cents

1) 120¢	2) 145¢	3) 125¢




4) 105¢	5) 160¢	6) 180¢

7) 115¢	8) 185¢	9) 190¢

10) 170¢	11) 195¢	12) 165¢

**PREVIEW**

## Representing Money in Different Ways

		
150¢	150¢	150¢

Questions Represent the money amounts using different combinations of coins.

1)		
120¢		120¢

2)		
135¢	135¢	

3)		
160¢	160¢	160¢

4)		
185¢	185¢	185¢

## Represent Money Up To \$50

		
<b>\$40</b>	<b>\$37</b>	<b>\$23</b>

### Questions

Represent the money amounts up to \$50

1) \$15	3) \$12	
4) \$18	5) \$22	
7) \$19	8) \$35	9) \$31
10) \$42	11) \$46	12) \$50

PREVIEW

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

28

Counting Coins  
113

## Represent Up To \$50 in Different Ways


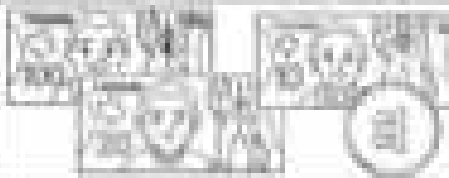
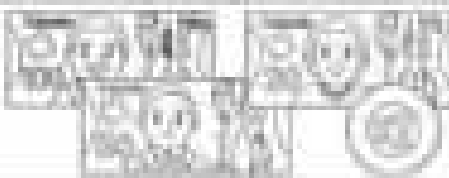
		
\$46	\$46	\$46

Questions Represent the money amounts using different combinations of bills/coins

1)		
\$30		\$30
2)		
\$27	\$27	
3)		
\$38	\$38	\$38
4)		
\$44	\$44	\$44

**PREVIEW**

**Represent Money Up To \$200**

		
\$105	\$131	\$172

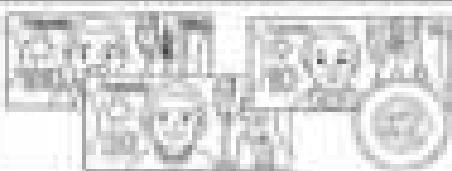

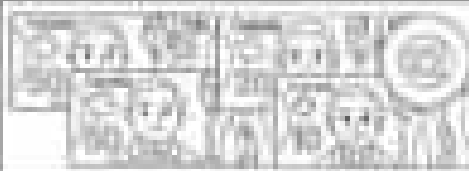
**Questions**

Represent the money amounts up to \$200

1) \$101		3) \$155
4) \$111	5) \$130	2) \$127
7) \$140	8) \$180	9) \$146
10) \$165	11) \$175	12) \$191

**PREVIEW**

**Represent Up To \$200 in Different Ways**

		
\$132	\$132	\$132

**Questions**

Represent the money amounts up to \$200

1)		
\$130		\$130
2)		
\$147	\$147	\$147
3)		
\$165	\$165	\$165
4)		
\$191	\$191	\$191

**PREVIEW**

## Memory Game – Representing Money Amounts

### Objective

What are we learning about?

To practice representing money amounts using bills up to \$200 and coins up to 200 cents in a fun game of matching.

### Materials

What you will need for the activity.

- Memory Game cards with money amounts and visual coins and bills.
- A small table or clear area for each group to play on.



### Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4. Give each group 12 Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a table or floor.
3. The students take turns flipping over two cards at a time, trying to find a matching dollar or cent amount with their visual money amount.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the money amounts with the class.

Cards

Memory Game Cards

Money Amount

Bills and Coins

\$120



\$32



\$199



\$157



**PREVIEW**

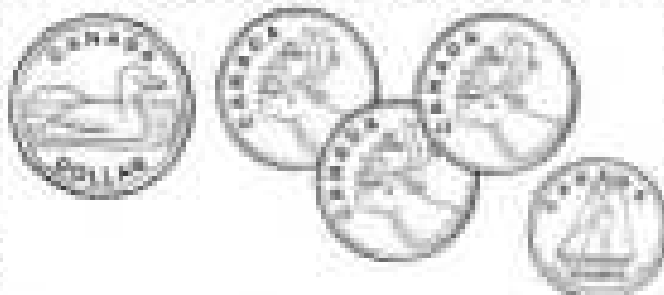
Cards

Memory Game Cards

Money Amount

Bills and Coins

€185



€115



€180





€150




PREVIEW


## Adding Money

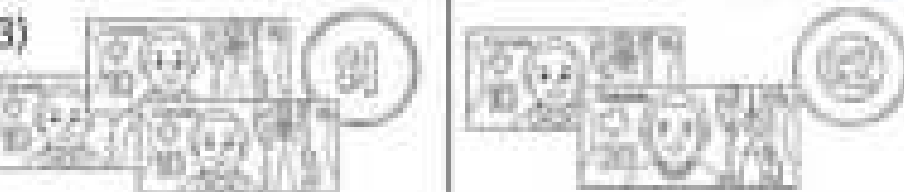
		Total
\$ 30	\$ 15	\$ 45

### Questions

Add the money amounts

1) 	Total
\$ _____	\$ _____

2) 	Total
\$ _____	\$ _____

3) 	Total
\$ _____	\$ _____

4) 	Total
\$ _____	\$ _____

PREVIEW

# How Many Ways Can You Represent Money?



## Questions

How many ways can you represent the following money amounts?

50 cents

**PREVIEW**

125 cents

## How Many Ways Can You Represent Money?

**Questions**

How many ways can you represent the following money amounts?

52 dollars

**PREVIEW**

91 dollars

# Finding Exact Change Up To 100 Cents

**Questions**

Circle the exact change you will use to pay for the item.

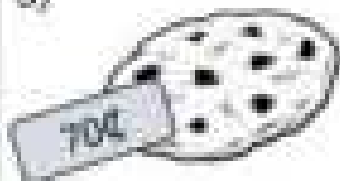
1)



2)



3)



4)



5)



**PREVIEW**

# Finding Exact Change Up To 200 Cents

**Questions**

Circle the exact change you will use to pay for the item.

1)



2)



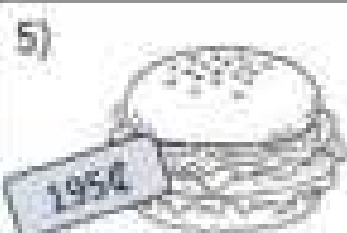
3)



4)



5)



**Word Problems - Change Up To 200 Cents****Questions**

Answer the questions below.

1) Emma buys a sticker for 35¢ and gives the cashier 50¢. How much change does she get back?

2) Liam bought a pencil for 75¢. He paid with 100¢. How much change should he get back?

3) Noah buys a cookie for 65¢ and pays with 100¢. How much change does he get?

4) A toy car costs 125¢. Sarah gave the cashier 200¢. How much change should she receive?

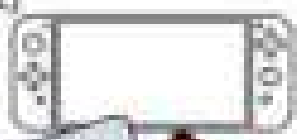
5) Olivia buys a bouncy ball for 45¢ and pays with 75¢. How much change does she get?



















**PREVIEW**

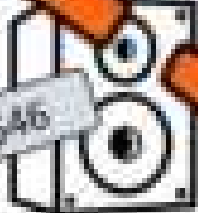
# Paying For Things Up To \$100



















## Questions

Circle the money you will use to pay for the item

1)  \$82

2)  \$46



3)  \$71

4)  \$88

5)  \$92

**PREVIEW**

# Paying For Things Up To \$200

## Questions

Circle the money you will use to pay for the item

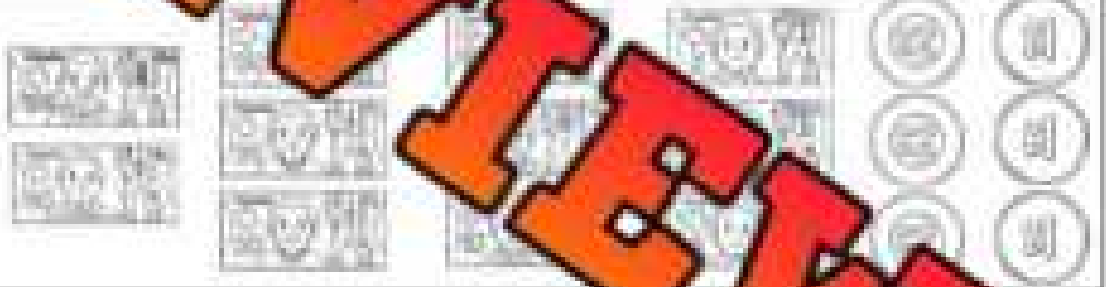
1)



2)



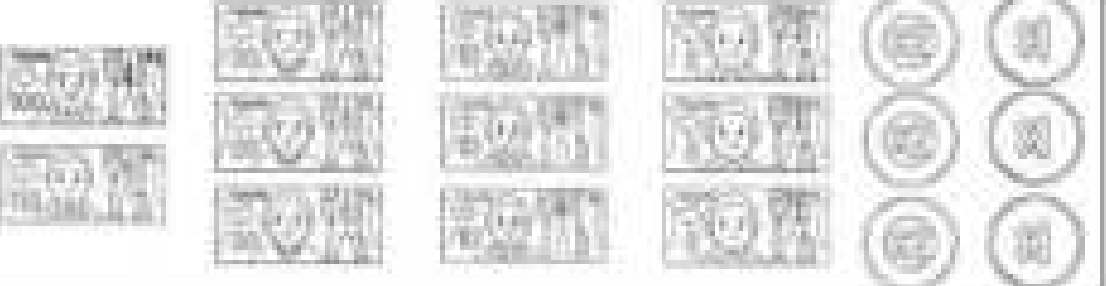
3)



4)



5)



**PREVIEW**

**Word Problems - Change Up To 200 Dollars****Questions**

Answer the questions below.

1) Ethan has \$200. He buys a scooter for \$150. How much change does he get back?

2) Sofia has \$100. She buys a jacket for \$75. How much money does she have left?

3) Noah has \$120. He buys a backpack for \$80. How much change does he get?

4) Olivia has \$90. She buys a pair of shoes for \$60. How much

5) Liam has \$200. He spends \$100 on a toy robot. How much money does he still have?

**PREVIEW**

**Challenge Word Problems - Change Up To 200 Dollars****Questions**

Answer the questions below.

1) Jackson had \$200. He went to the sports store and bought a soccer ball for \$60 and a jersey for \$85. Then he found \$10 in his pocket. How much money does Jackson have now?

2) Maya had \$150. She bought a pair of shoes for \$40 and a doll for \$50. Her grandma gave her \$20 more. How much money does Maya have after all her shopping and the gift?

3) Ben had \$200. He spent \$90 on a toy car and \$30 on a book. Then he returned the toy car and got all his money back for it. How much money does Ben have now?

**PREVIEW**

# Counting Money

Questions

Count the money and write down the total

1)

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

2)

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

3)

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

4)

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

5)

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

**PREVIEW**

**Represent Up To \$200 in Different Ways****Questions**

Represent the money amounts up to \$200

1)

\$105.25

\$105.25

2)

\$175.75

\$175.75

\$175.75

3)

\$133.40

\$133.40

\$133.40

4)

\$196.80

\$196.80

\$196.80

**PREVIEW**

# Exit Cards

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

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

Represent the money amounts up to \$200

1)		
\$124	\$124.50	\$124.50
2)		
\$189.75	\$189.75	\$189.75

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

Represent the money amounts up to \$200

1)		
\$124.50	\$124.50	\$124.50
2)		
\$189.75	\$189.75	\$189.75

**PREVIEW**

**Word Problems – Representing Dollars and Cent Values****Questions**

Answer the questions below.

1) Lily wants to buy a bike that costs \$143.75. Show which bills and coins she could use to pay for it.

2) A toy store has a hot for \$50. How could you make that amount using bills and coins?

3) Sam has \$187.60 in his wallet. What might he have?

4) You're given \$150.00 to spend. Show one way to represent that amount using as few pieces of money as possible.

**PREVIEW**

**Challenge Word Problems - Change Up To 200 Dollars****Questions**

Answer the questions below.

1) Create exactly \$188.65 using the fewest number of bills and coins.

2) Your friend tells you that you can give a \$100 bill to make \$132.25. Prove them wrong by showing a different way to make \$132.25.

3) Imagine you are a cashier and need to give \$100.00 to a customer. Show two ways to count it out using bills and coins.

4) If you were only allowed to use 3 different money denominations (\$1, \$2, \$5, \$20, \$50, \$100 or 25¢, 10¢, 5¢), which 3 would you choose to make \$159.90?

**PREVIEW**

## Story: Why Do We Pay?

**Draw**

Draw pictures that show the story.

### Max Discovers Goods and Services

One sunny afternoon, Max went to the grocery store with his mom. As they walked down the aisles, Max saw all kinds of things: shiny apples, boxes of cereal, and even a toy car. "Mom, why do we pay for these things?" Max asked. His mom smiled and said, "These are called goods, Max. Goods are things that we can see and buy, like food, toys, and clothes."

**PREVIEW**

# PREVIEW

Later that day, Max went to get a haircut. He sat in the big chair while the barber snipped away. When they were done, Max's mom paid the barber. "Why did we pay him, Mom?" Max wondered. "This is called a service," his mom explained. "A service is when someone does work for us, like cutting hair or fixing a car."

At home, Max thought about the grocery store and the barber. "So, we pay for things we can touch, like apples and toys, but we also pay for things people do for us, like haircuts?" he asked. His mom nodded. "Exactly, Max! Goods are things, and services are actions."

**PREVIEW**

# PREVIEW

The next day, Max set up a lemonade stand. He sold lemonade (a good) and charged people for his service of making and selling it. Max realized that goods and services are all around us, and that's why we pay for them! In Canada, most families spend about 30% of their money on services each year, and now Max knew why!

## Activity – Goods and Service Charades

### Objective

What are we learning about?

To help students understand why we pay for goods and services by acting them out through a fun charades game.

### Materials

What you will need for the activity

- Several examples of goods (e.g., toy, book, apple) and services (e.g., haircut, cooking, cleaning)
- A container for the slips of paper



### Instructions

How you will apply the activity

1. Prepare slips of paper with examples of goods and services. Place these slips in a container.
2. Explain the game: one at a time, a student will pick a slip from the container and act out the good or service without speaking.
3. The rest of the class will guess what the student is acting out. To identify it, they must decide whether it is a good (something you can buy and touch) or a service (something done for you). After guessing, discuss why we pay for the good or service. Explain that goods are things we need or want, while services are actions where someone is helping or doing something for us.
4. Continue until all students have had a turn.
5. End with a discussion on why it's important to pay for both goods and services in everyday life.

Charade Cards

Cut out the cards below

Charade Cards

Book

Hat

Haircut

Notebook

Babysit

Mail Delivery

Pet Grooming

Apple

Shoe Repair

Cracker

Backpack

Baking a Cake

Dental Checkup

Banana

Pizza Delivery

Cake

Glasses

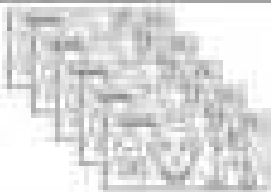
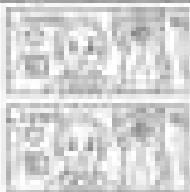



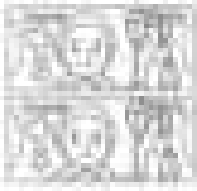
Driving a School Bus

**PREVIEW**

# Financial Literacy Test


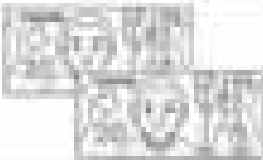








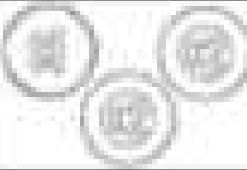
## Part 1

Count the money in each column to make a benchmark dollar amount

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

## Part 2

Count the money in each column. Then find the total

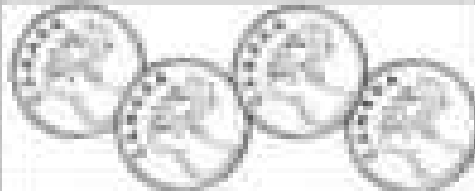
1) 				Total
2) 				Total
3) 				Total

## Part 3

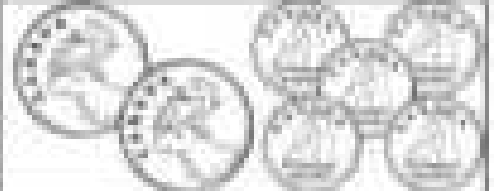
Count the coins and write the total below.



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



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



3) \_\_\_\_\_



4) \_\_\_\_\_



5) \_\_\_\_\_

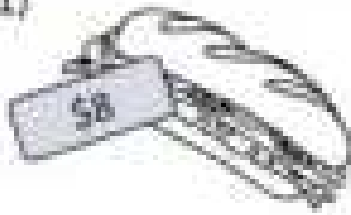


6) \_\_\_\_\_

## Part 4

Circle the coins you need to pay for the item.

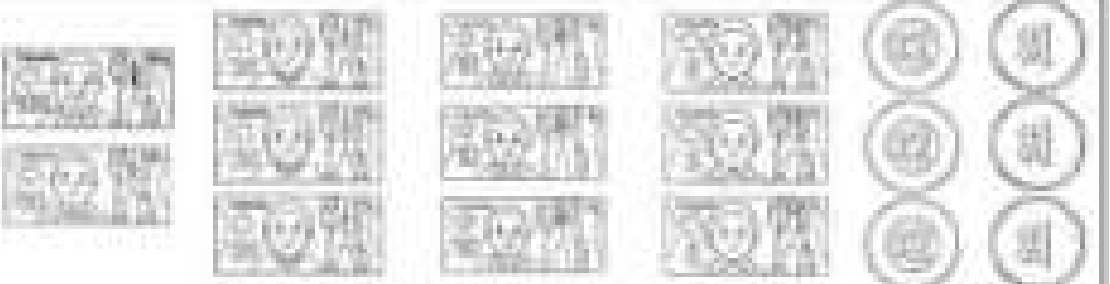
1)



2)



3)



## Part 5

How many ways can you represent the following money amounts?

55 cents

90 cents

70 dollars

163 dollars

**PREVIEW**

## Grade 2

### E1 – Geometric and Spatial Reasoning

	Curriculum Expectations	Pages That Cover the Expectations
E1.1	sort and identify two-dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry	5 – 21, 24 – 27, 37 – 48
E1.2	compose and decompose two-dimensional	54
E1.3	matching them, and determine if the shapes are congruent	
E1.4	create and interpret simple maps of familiar places	55 – 59, 67 – 72
E1.5	describe the relative positions of several objects and the movements needed to get from one object to another	55 – 57, 60 – 72

Preview of 115 pages from  
this product that contains  
260 pages total.

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

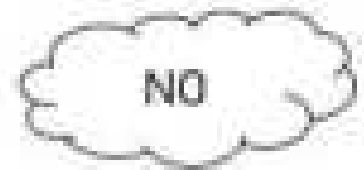
5

## Introduction to Polygons



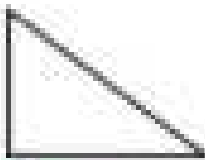
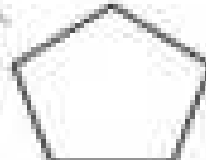
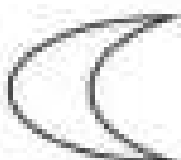







### Polygons

- Two-dimensional
- Closed shape
- Straight sides



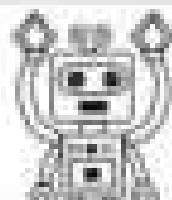
**Part 1** Is this shape a polygon? Write *yes* or *no* below the shapes

1. 	2. 	3. 	4. 	5. 
6. 	7. 	8. 	9. 	10. 

**Part 2** Draw polygons and non-polygons

1)	2)	3)	4)	
Polygon	Polygon	Polygon	Polygon	Polygon
6)	7)	8)	9)	10)
Non-Polygon	Non-Polygon	Non-Polygon	Non-Polygon	Non-Polygon

## Polygon Word Problems



### Questions

Answer the questions below

	Word Problems	Answers
1	Jack is making a picture with shapes. He draws a square, a triangle, and a circle. How many polygons did Jack draw?	
2	Sam drew five shapes: a rectangle, a pentagon, a heart, a circle, and a crescent moon. How many of these shapes are polygons?	
3	Liam says a shape with eight sides and no gaps is a polygon. Is there an example of a shape he could be talking about?	
4	<b>Polygon Robot:</b> Design a robot using only polygons. What polygons will you use for the head, body, arms, and legs? Draw and label the polygons you used.	

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

## Regular vs Irregular Polygons

Regular


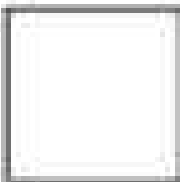
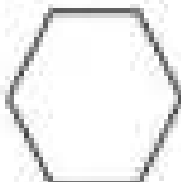
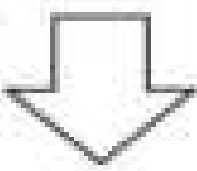




### Regular Polygons

- All sides are the same length
- All angles are the same

Irregular

### Part 1

Label the polygons regular or irregular

1. 	3. 	4. 	5. 
6. 	7. 	9. 	10. 

### Part 2

Draw regular and irregular polygons

1)	2)	3)	4)	
Regular	Regular	Regular	Regular	Regular
6)	7)	8)	9)	10)
Irregular	Irregular	Irregular	Irregular	Irregular

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

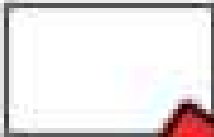


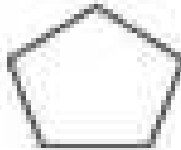
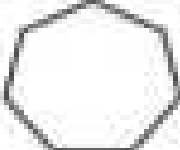
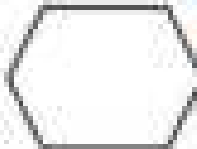









8

Maths: Geometry  
111

## Sides of a Shape

### Part 1

How many sides does the shape have?

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

### Part 2

Draw a shape with the correct number of sides

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

## 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.	9.	10.
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ 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

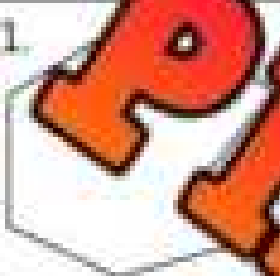
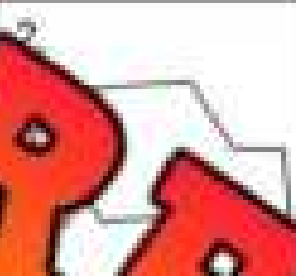
# Exit Cards

Cut Out

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


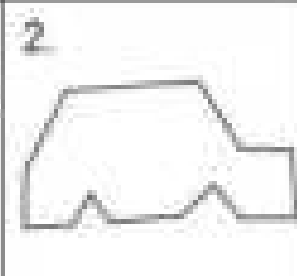
Name: \_\_\_\_\_

How many sides and vertices does the shape have?

1.	2.
	
_____ sides	_____ sides
_____ vertices	_____ vertices


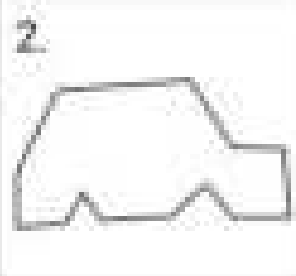
Name: \_\_\_\_\_

How many sides and vertices does the shape have?

1.	2.
	
_____ sides	_____ sides
_____ vertices	_____ vertices

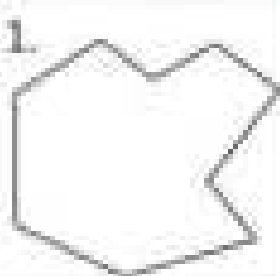

Name: \_\_\_\_\_

How many sides and vertices does the shape have?

1.	2.
	
_____ sides	_____ sides
_____ vertices	_____ vertices

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

How many sides and vertices does the shape have?

1.	2.
	
_____ sides	_____ sides
_____ vertices	_____ vertices

**PREVIEW**

## Activity: Create and Sort: 2D Shape Challenge

### Objective

What are we learning about?

Students will learn to identify and create 2D shapes based on the number of sides and vertices and sort them accordingly.

### Materials

What you will need for the activity:

- Construction paper (various colours)
- Scissors
- Glue sticks
- Pencils
- Rulers
- Handouts with sorting categories
- Markers



### Instructions

How you will complete the activity:

- 1) Introduce the different 2D shapes by showing examples (triangles, squares, rectangles, pentagons, hexagons, and circles). Discuss the number of sides and vertices for each shape.
- 2) Explain that today's activity is to create their own 2D shapes, cut them out, and sort them based on the number of sides and vertices.
- 3) Distribute construction paper, scissors, pencils, rulers, and glue sticks to each student.
- 4) Instruct students to look at the recording sheet and draw and cut out shapes that would match the criteria (number of sides and vertices.)
- 5) After cutting out the shapes, ask students to glue each shape onto their recording sheets above the correct category based on the number of sides and vertices.
- 6) Have a class discussion to review their work, discuss any challenges they faced, and reinforce the concept of sides and vertices in 2D shapes.

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

**Recording Sheet**

Cut out and paste shapes that match the criteria below


4 Sides
4 Vertices

4 Sides
4 Vertices

5 Sides
5 Vertices

5 Sides
5 Vertices

8 Sides
8 Vertices

**PREVIEW**

## Sides and Vertices Word Problems


 STOP

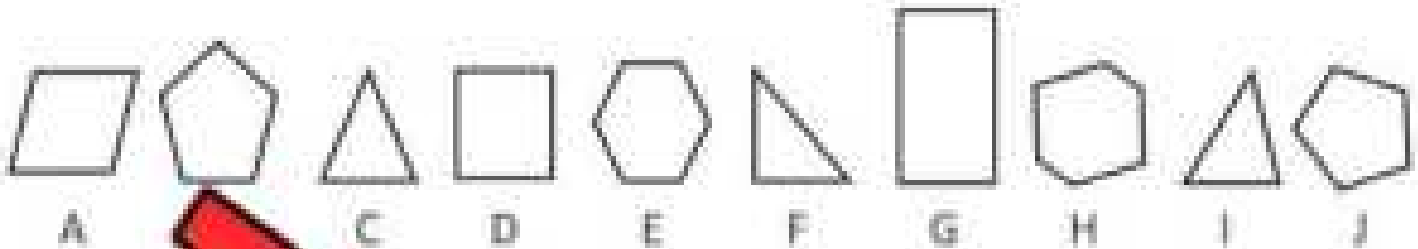
**Questions**

Answer the questions below

	Word Problems	Answers
1	A shape has 3 sides and 3 vertices. What is it?	
2	Sketch a figure with 4 sides of equal length. How many vertices does it have?	
3	A shape has 4 vertices and 4 sides. What shape is it?	
4	A classroom door is shaped like a rectangle. How many sides and vertices does it have?	
5	A piece of fabric is 10 metres long and 5 metres wide. A tailor wants to cut it into a different shape that is 2 metres long and 5 metres wide. How wide will the new piece of fabric be if it has the same area as the original piece?	
6	An octagon is featured on a sign. Count the sides and vertices.	
7	A hexagon-shaped frame holds a picture. How many sides and vertices does this shape have?	
8	If a shape has 6 sides, and all sides are equal, what is the number of vertices?	

## Sorting Sides and Vertices

**Part 1** Sort the shapes into the categories below



Shape	Quadrilaterals	Pentagons	Hexagons
Letters			

**Part 2** Sort the irregular shapes into the following categories



Sides	7	8	
Letters			

**Part 3** Draw irregular shapes below with the correct number of sides

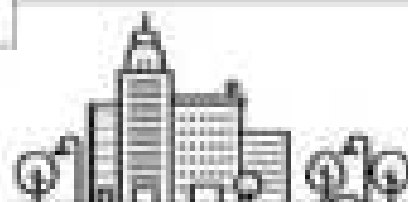
Drawings				
Sides	7	8	9	10

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

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Maths Worksheets  
111111

## Shape Skyscraper



Draw

Follow the instructions below

Design a skyscraper using regular and irregular polygons. How many regular polygons did you draw? How many irregular polygons?

**PREVIEW**

Number Of Regular Polygons


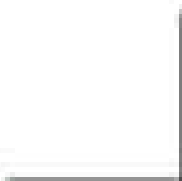









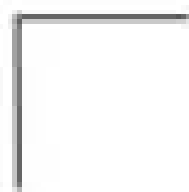
Number Of Irregular Polygons

# 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

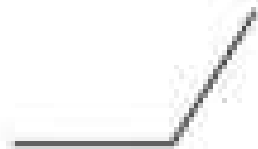
1) 	2) 	3) 	4) 
5) 	6) 	7) 	8) 
9) 	10) 	11) 	12) 

**PREVIEW**

## Naming Angles

**Part 1**

Match the angle to its description by drawing a line.



Right angle

Larger angle

Smaller angle

**Part 2**

Answer the questions using words.

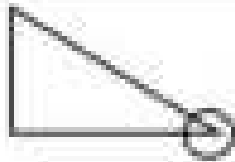
1) Liam's clock shows 3:00. What type of angle is formed between the hands of the clock?



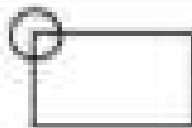
2) A pizza is cut into 8 equal slices. What type of angle is formed between each slice? Draw a picture to show this.

3) A pair of scissors is open wide. What type of angle is formed between the two blades? Draw an image of the scissors showing the angle.

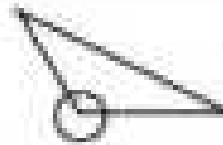
## Naming Angles in Shapes



= 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.

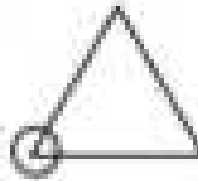
1)



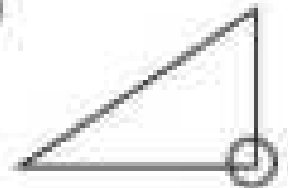
2)



3)

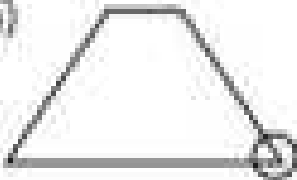


4)



Right Angle

5)



6)



8)



### Part 2

Circle the angles below on the shapes.

9)



Smaller than a right angle

10)



Larger than a right angle

11)

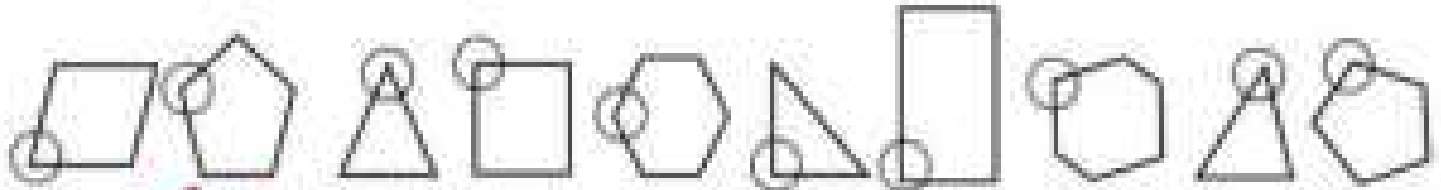


A right angle

## Sorting Angles

### Part 1

Sort the angles into the categories below



A

C

D

E

F

G

H

I

J

Angles

Right Angle

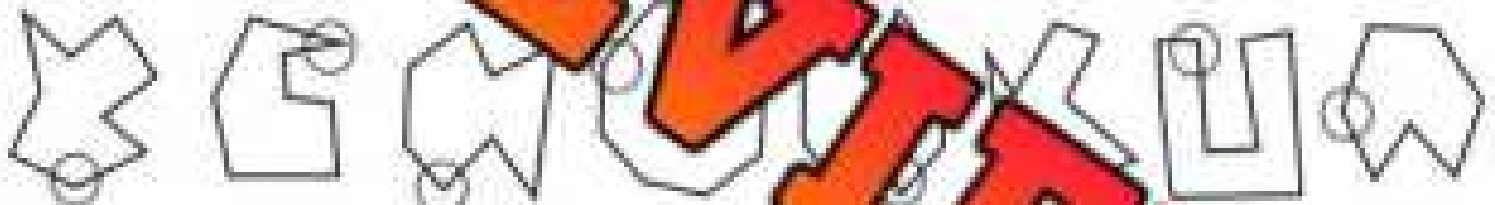
Larger Than A Right Angle

Smaller Than A Right Angle

Letters

### Part 2

Sort the angles into the categories below



A

B

C

D

E

F

H

Angles

Right Angle

Larger Than A Right Angle

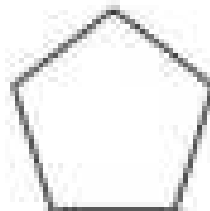
Smaller Than A Right Angle

Letters

### Part 3

Circle the angles below

Drawings



Angles

Right Angle

Larger than a right angle

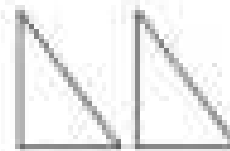
Smaller than a right angle

# Congruent Shapes

## Questions

Circle the congruent shape

Congruent shapes have the same size and shape. This means that the sides lengths and angles are the same.



Congruent

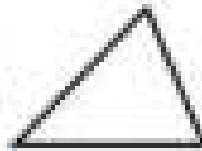


Not congruent

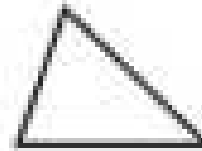
1)



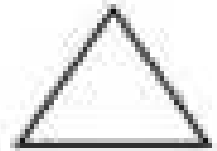
a)



b)



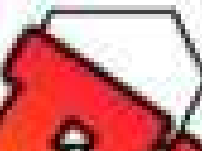
c)



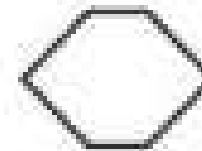
2)



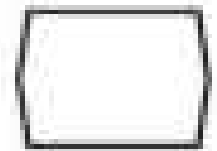
a)



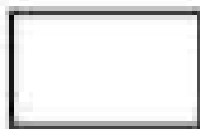
b)



c)



3)



a)



b)



c)



4)



a)



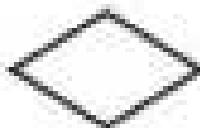
b)



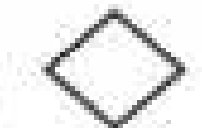
c)



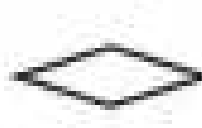
5)



a)



b)



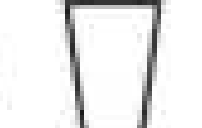
c)



6)



a)



b)



c)



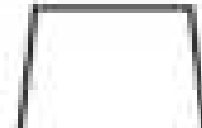
7)



a)



b)



c)



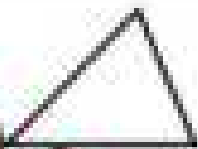

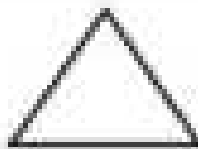


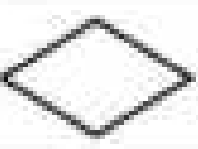
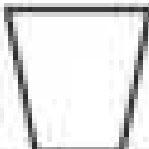

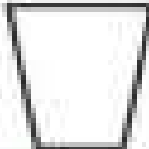
# Exit Cards

Cut Out

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

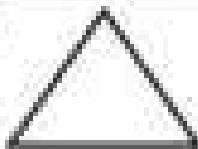

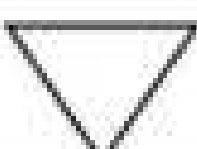

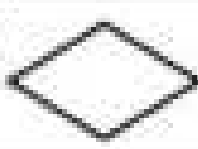
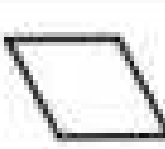
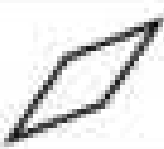
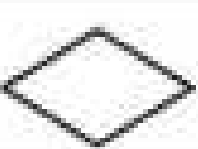
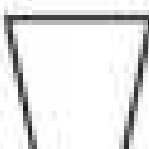
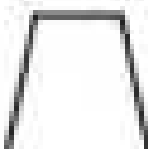

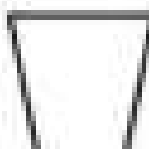
Name: \_\_\_\_\_

Colour the congruent shapes. There may be more than one answer.

1)		b)		c)	
2)		b)		c)	
3)		a)		e)	

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

Colour the congruent shapes. There may be more than one answer.

1)		a)		b)		c)	
2)		a)		b)		c)	
3)		a)		b)		c)	

# Create Your Own Congruent Shapes

**Draw**

Draw your own 3 congruent shapes of your choice

1

2

3

**PREVIEW**

## The Congruent House



### Questions

Answer the questions below by labeling the house above.

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

# Congruent Shapes

## Questions

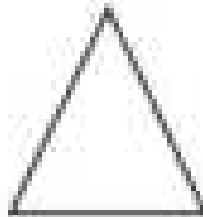
Measure the side lengths and circle the congruent shape

Measure each of the side lengths to make sure they are the same.

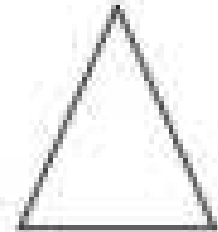


1)

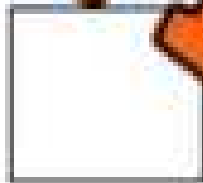
a)



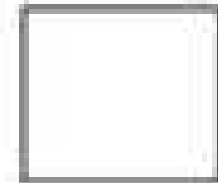
b)



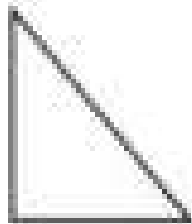
2)



b)



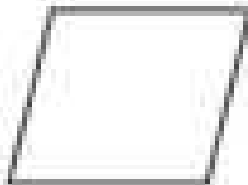
3)



a)



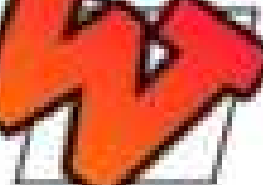
4)



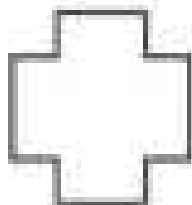
a)



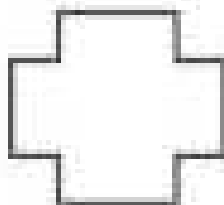
b)



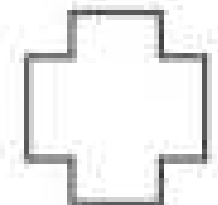
5)



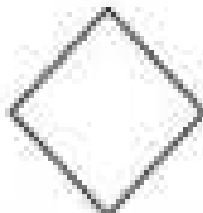
a)



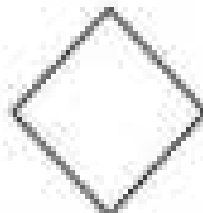
b)



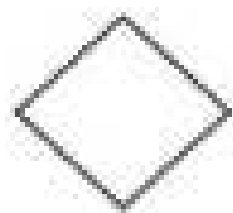
6)



a)

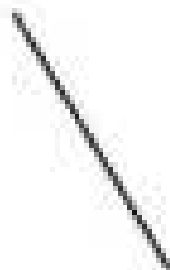
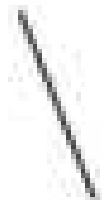


b)



**Sorting Lines By Length****Questions**

Sort the lines into the correct categories below

**Shorter Than 3 cm****Longer Than 3 cm****A****B****C****D****E****F****G****H****I****J****PREVIEW**

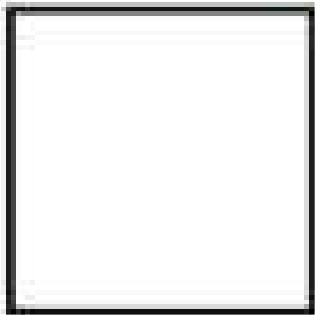
## Sorting Shapes By Side Lengths

**Questions**

Sort the shapes into the correct categories below

Perimeter Longer Than 13 cm

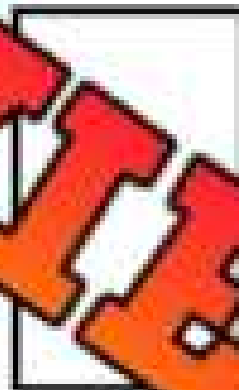
Perimeter Shorter Than 13 cm



A



B



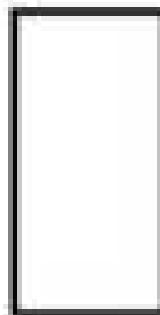
C



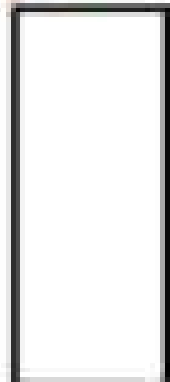
E



F



G



H

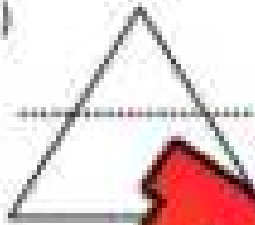
**PREVIEW**

# Line of Symmetry

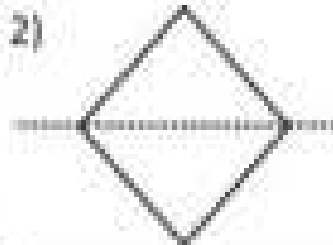
**Questions**

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

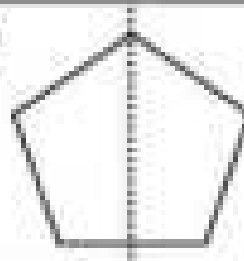
1)



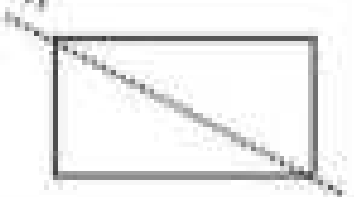
2)



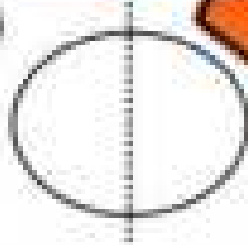
3)



4)



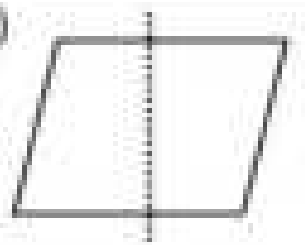
5)



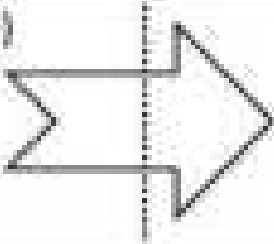
7)



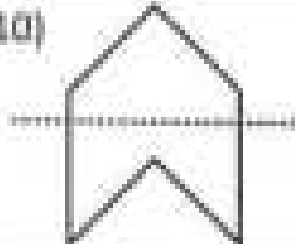
8)



9)



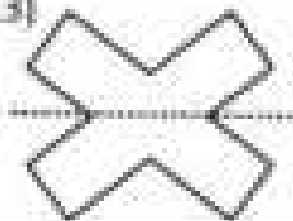
10)



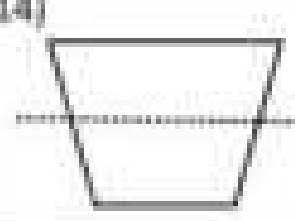
11)



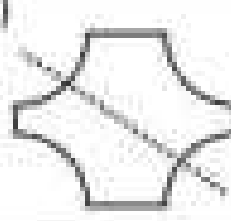
13)



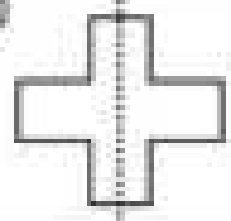
14)



15)



16)

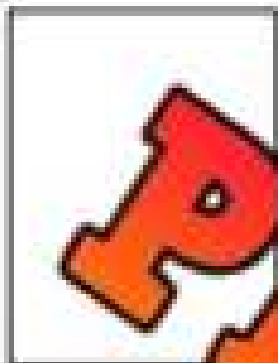


**PREVIEW**

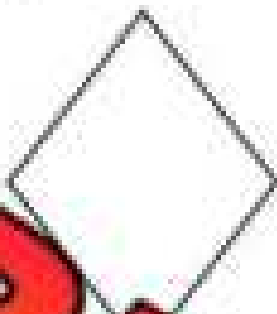
**Drawing Multiple Lines of Symmetry****Questions**

Draw 2 or more lines of symmetry on the shapes below

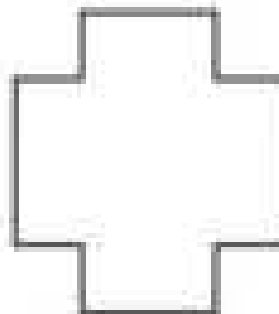
1)



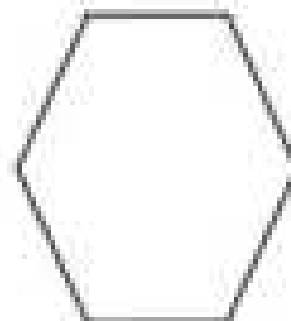
2)



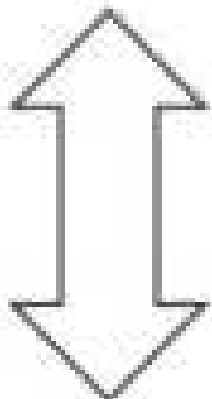
3)



4)



5)



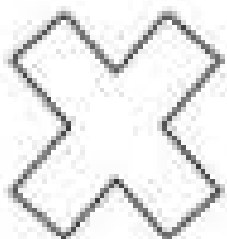
6)



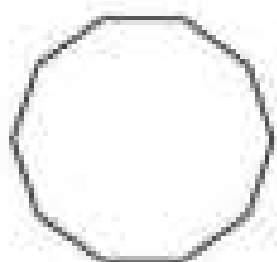
8)



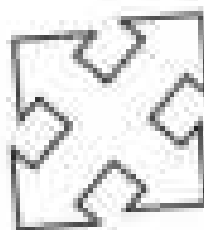
9)



10)



11)



12)



# Exit Cards

Cut Out

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

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

1) How many lines of symmetry does the shape have?

2) Draw the lines of symmetry on the shape below



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

1) How many lines of symmetry does the shape have?

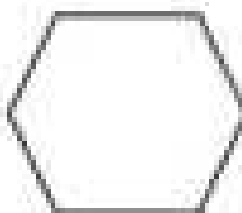
2) Draw the lines of symmetry on the shape below



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

1) How many lines of symmetry does the shape have?

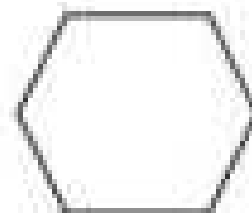
2) Draw the lines of symmetry on the shape below



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

1) How many lines of symmetry does the shape have?

2) Draw the lines of symmetry on the shape below

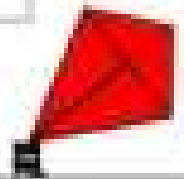


**PREVIEW**

## Lines of Symmetry Word Problems

### Questions

Answer the questions below



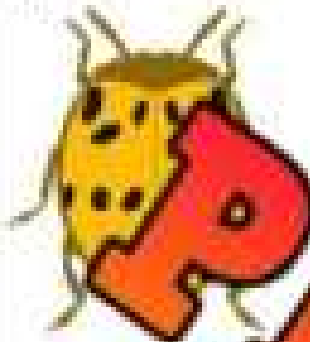
	Word Problems	Answers
1	In art class, Sarah draws a square. How many lines of symmetry does her square have?	
2	As a boy, I made a flag. If the flag is equilateral, how many lines of symmetry does it have?	
3	Aisha cuts out a heart for a project. How many lines of symmetry does her heart have?	
4	Jason draws a rectangle and then cuts it in half vertically. How many lines of symmetry does the original rectangle have? How many does each half have now?	
5	Jade examines an oval-shaped track. Determine the number of lines of symmetry the oval has.	
6	Liam folds a piece of paper into a kite shape. How many lines of symmetry are in Liam's kite?	

PREVIEW

**Drawing Lines of Symmetry on Real - Life Objects****Questions**

Draw a line of symmetry on the real-life images below

1)



2)



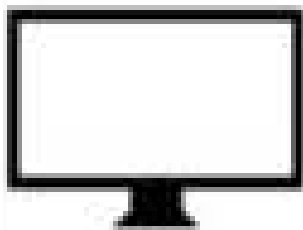
3)



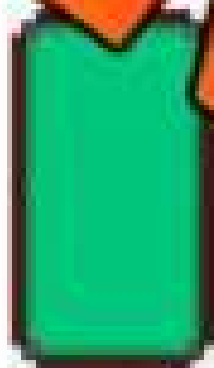
4)



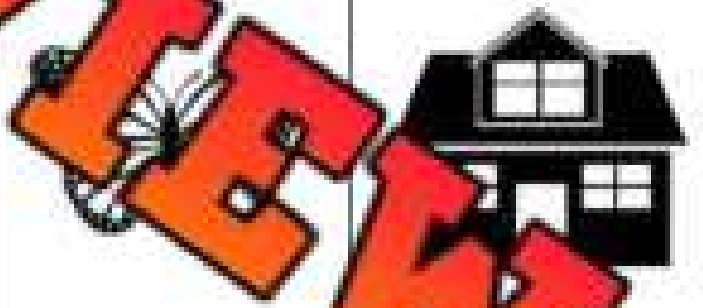
5)



6)



8)



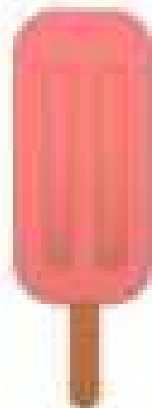
9)



10)



11)



12)



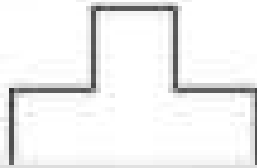
**Drawing Mirror Image Using Line of Symmetry****Questions**

Draw the mirror image of the shapes below

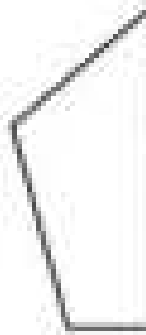
1)



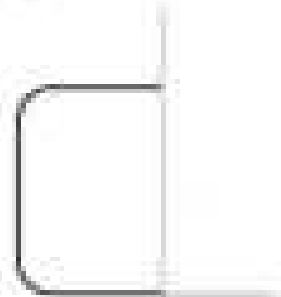
2)



3)



4)



5)



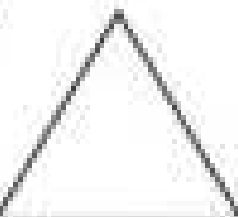
6)



8)



9)



10)



11)



12)

**PREVIEW**

**Drawing Mirror Objects Using Real – Life Objects****Questions**

Draw the mirror image of the real-life objects below

1)



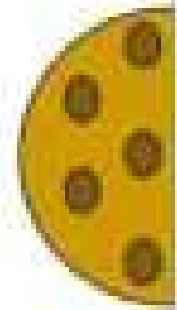
2)



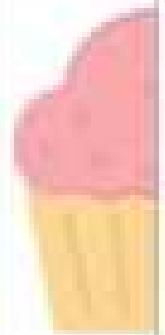
3)



4)



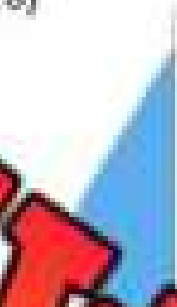
5)



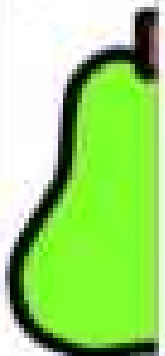
6)



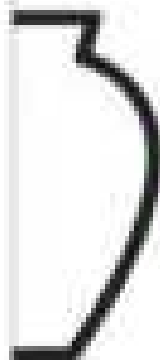
8)



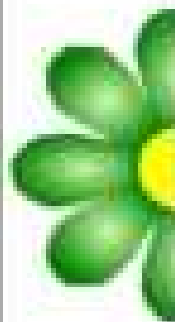
9)



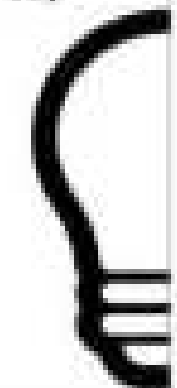
10)



11)



12)



# Draw the Mirror Image

Draw

Draw the mirror image of the real-life objects below

1)



2)



# Composing Shapes

## Questions

Circle the shape that will be made by combining the shapes below?

1)



Triangle

2)



Circle

Square

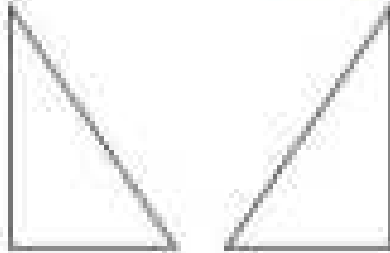
3)



Pentagon

Hexagon

4)



Triangle

Square

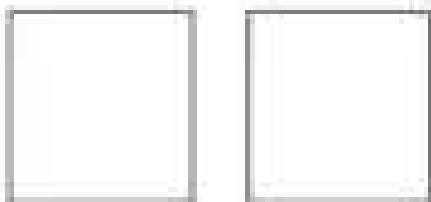
6)



Pentagon

Hexagon

7)



Square  
Rectangle

8)



Square  
Rectangle

9)



Parallelogram  
Rectangle

**PREVIEW**

**Draw The Combination****Draw**

Draw the shape that is formed when you combine the two shapes listed below.

	Question	Combined Shape
1	Triangle + Square	
2	Rectangle + Triangle	
3	Circle + Rectangle	
4	Hexagon + Triangle	

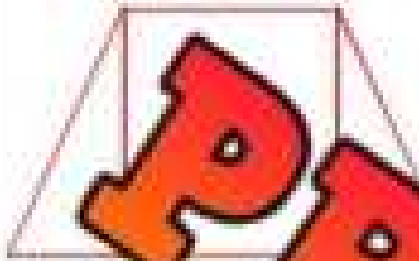
**PREVIEW**

# Decomposing Shapes

## Questions

What smaller shapes can you use to make the bigger shape?

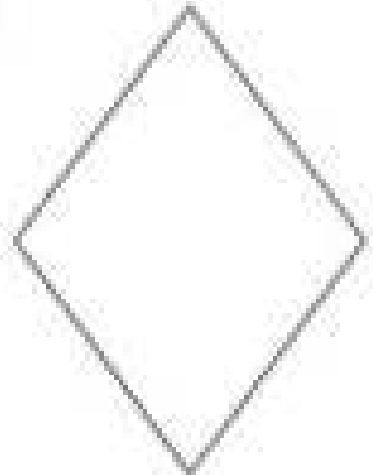
1)



2)



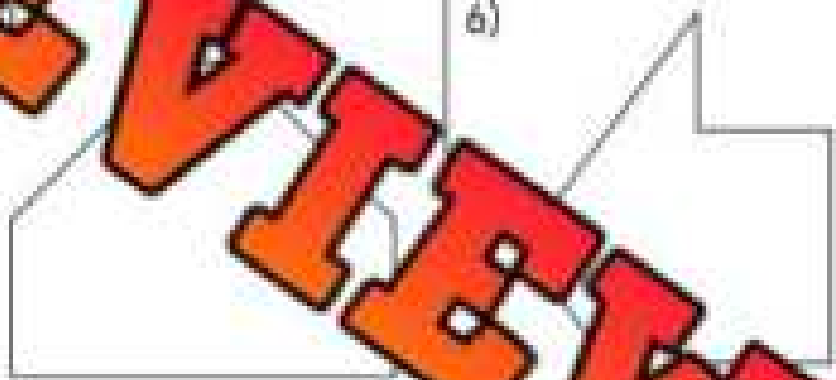
3)



4)



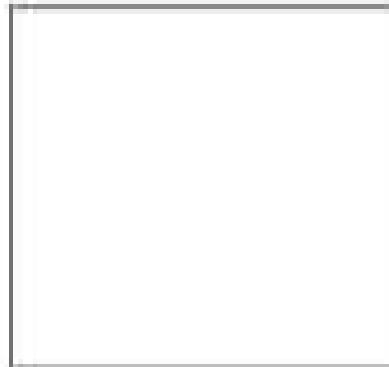
6)



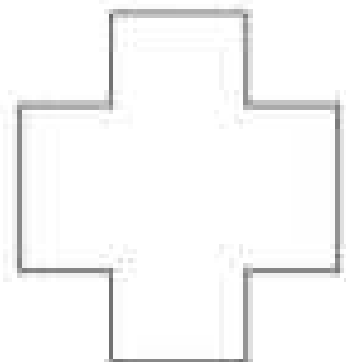
7)



8)



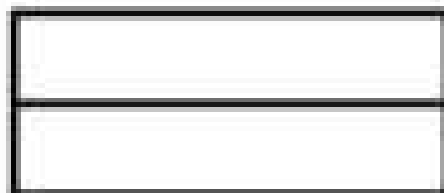
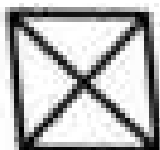
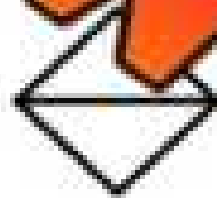
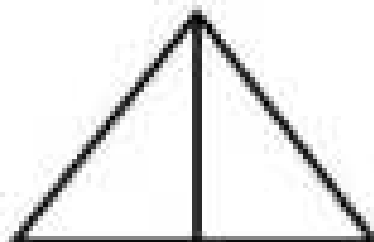
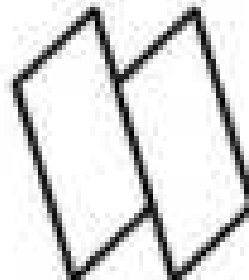
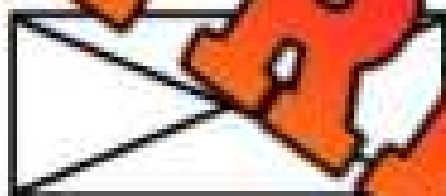
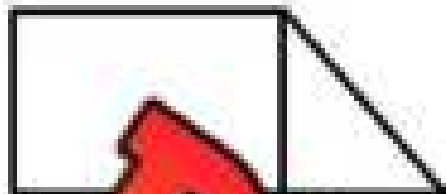
9)



**PREVIEW**

# Decomposing Shapes – Same Area

**Instructions** Draw a line to match the pairs of shapes that have the same area.



**PREVIEW**

# Decomposing Shapes – Same Area

## Instructions

Cut out the triangles and rearrange them in a new position. Does the area of the square change?



## Decomposing Shapes – Same Area

### Instructions

Cut out the triangles and rearrange them in a new position. Does the area of the hexagon change?



## Reading a Map - Amazingville

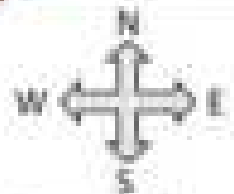
### Legend

- House
- Park
- School
- Store
- Office
- Road
- Hospital

### Questions

Answer the questions by reading the map

- 1) How many stores are there in Amazingville? \_\_\_\_\_
- 2) How many office buildings are there in Amazingville? \_\_\_\_\_
- 3) How many houses are there in Amazingville? \_\_\_\_\_
- 4) Circle the house you would want to live in. If you lived there, which direction would you go to get to school? \_\_\_\_\_
- 5) Draw a path of you leaving your home and going to a park to meet your friends. Which directions did you go? \_\_\_\_\_
- 6) If you were at the hospital, which direction do you need to go to get to school? \_\_\_\_\_



## Reading a Map – Chester Zoo

**Legend**

- Lions
- Monkeys
- Bathrooms
- Bears
- Pandas
- Path
- Food
- Elephants
- Eagles
- Snakes

Entrance

### Questions

Answer the questions by reading the map

- 1) How many animals are at the Chester Zoo? \_\_\_\_\_
- 2) How many washrooms are at the Chester Zoo? \_\_\_\_\_
- 3) How many food stands are there at the Chester Zoo? \_\_\_\_\_
- 4) When you enter the zoo, which directions will you take to get to the elephants? Draw the path and explain the directions. \_\_\_\_\_
- 5) You are at the elephant exhibit and want to see the eagles. Which directions will you go? \_\_\_\_\_
- 6) If you were at the eagles, which direction would you go to see the bears? \_\_\_\_\_



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

# Map of Canada Puzzle

## Instructions

Cut out the puzzle pieces and put the map back together



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

58

Learning Classroom  
111

## Draw a Map of Your Classroom

**PREVIEW**

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

59

Learning Connection  
11

## Draw a Map of Your Bedroom

**PREVIEW**

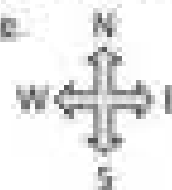
## Movement – Cardinal Directions

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

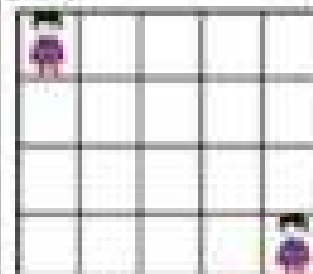
**Directions** – north, south, east, west

**Distance** – steps, metres

Example of movement – the child went south 3 steps, and east 4 steps.



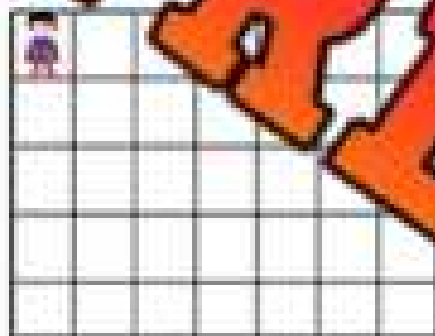
start



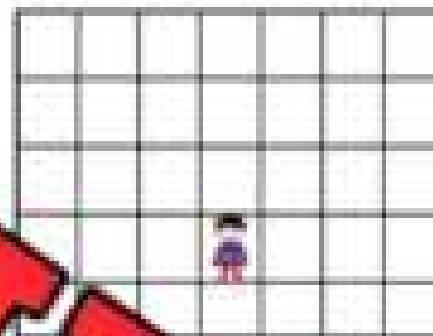
end

**Question** – Mark an 'X' where you think the child will end up

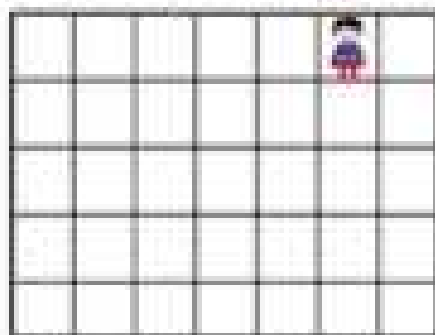
1) Directions – south 3 steps, east 3 steps



2) Directions – north 3 steps, west 2 steps



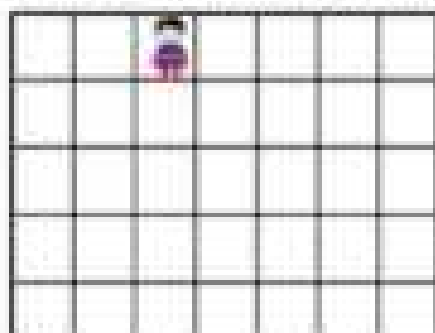
3) Directions – south 4 steps, west 4 steps



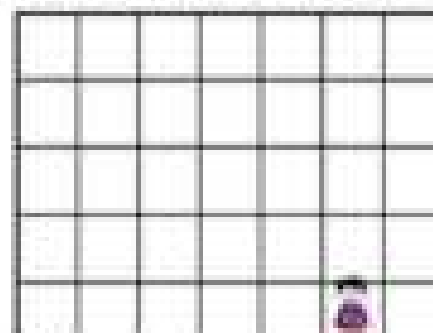
4) Directions – south 2 steps, east 6 steps



5) Directions – south 3 steps, east 4 steps



6) Directions – north 2 steps, west 3 steps

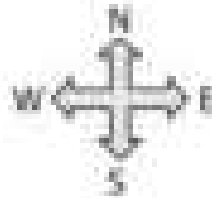
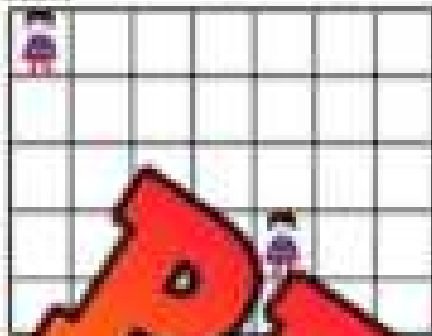


# Describing Movement Using Cardinal Directions

## Questions

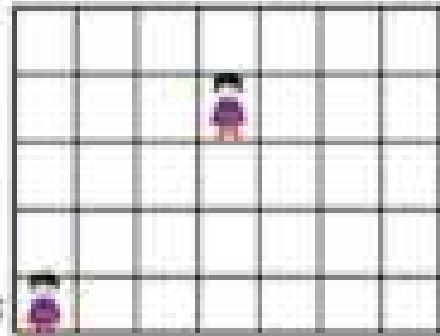
Describe how the child moved from the start to the end

1) start



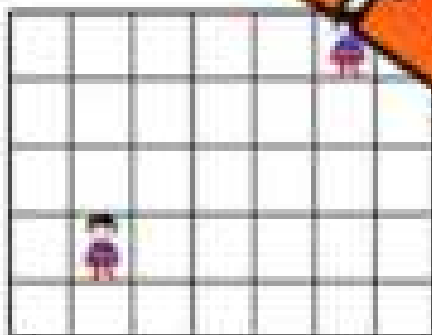
Move \_\_\_\_\_ spaces  
Move \_\_\_\_\_ spaces

2)



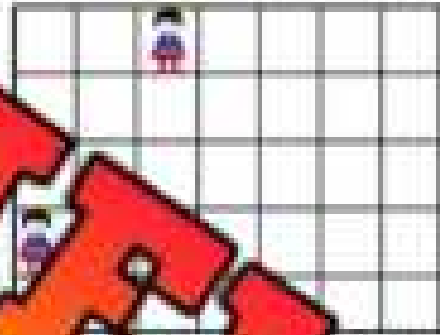
Move \_\_\_\_\_ spaces  
Move \_\_\_\_\_ spaces

3)



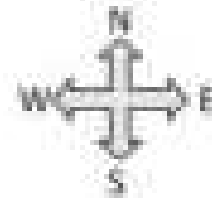
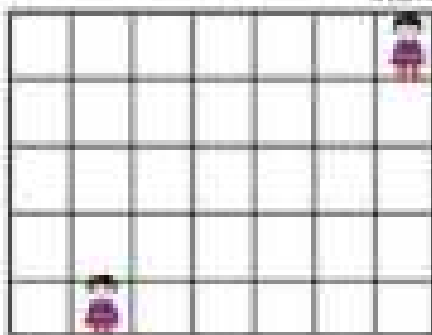
Move \_\_\_\_\_ spaces  
Move \_\_\_\_\_ spaces

4)



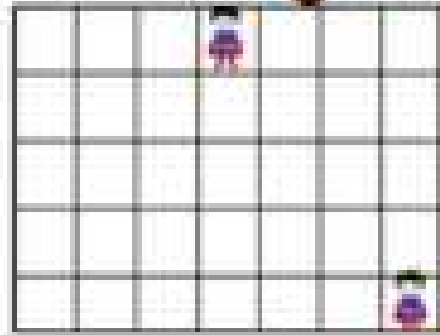
Move \_\_\_\_\_ spaces  
Move \_\_\_\_\_ spaces

5)



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

6)



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

**PREVIEW**

## Movement – Left, Right, Down, Up

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

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

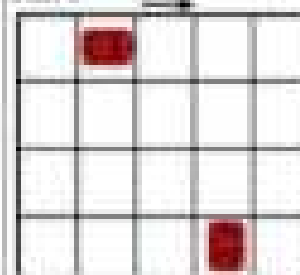
**Distance** – steps, metres

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



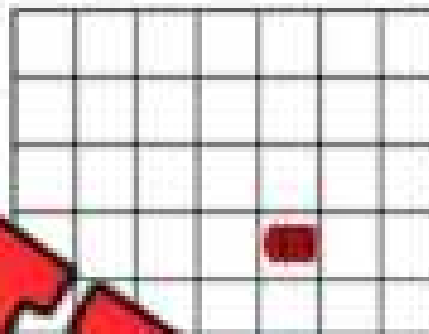
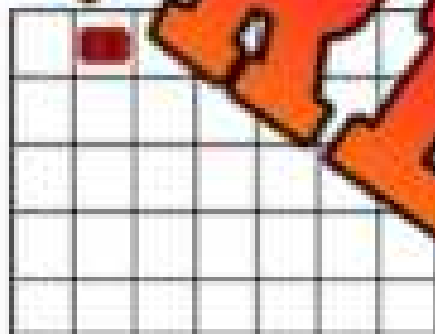
start

end

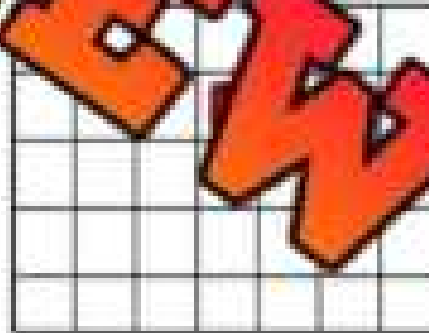
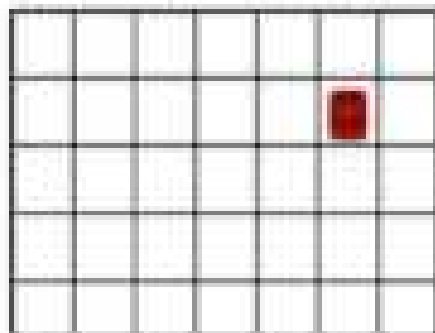


**Question 1** Put an X where you think the car will end up

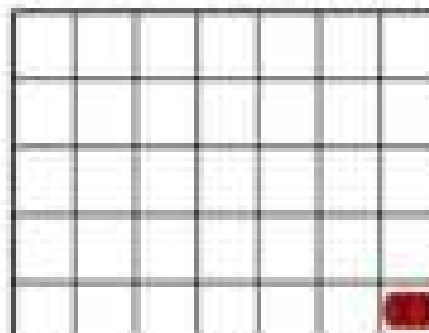
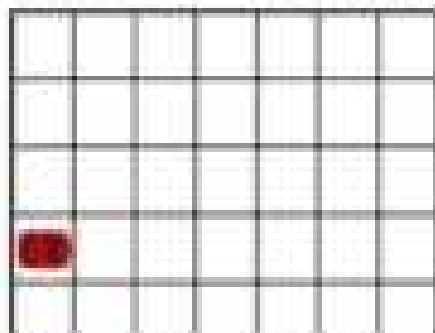
- 1) Directions – right 2 metres, down 3 metres      2) Directions – left 3 metres, up 2 metres



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



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



# Exit Cards

**Cut Out**

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

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

Right 5 metres, down 3 metres, right 1 metre

■						

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

Right 5 metres, down 3 metres, right 1 metre

■						

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

Right 5 metres, down 3 metres, right 1 metre

■						

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

Right 5 metres, down 3 metres, right 1 metre

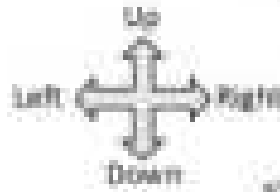
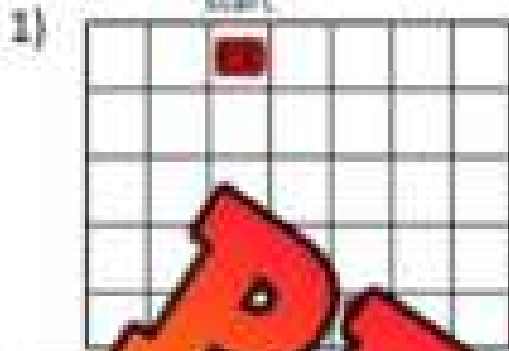
■						

**PREVIEW**

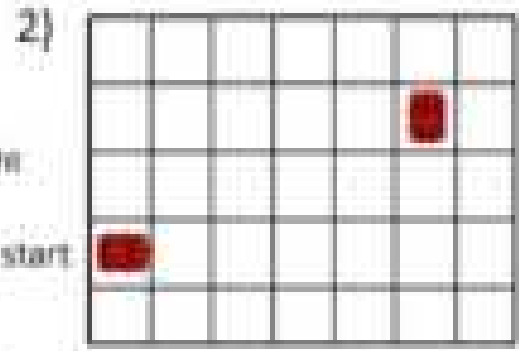
# Describing Movement Using Left, Right, Up, Down

## Questions

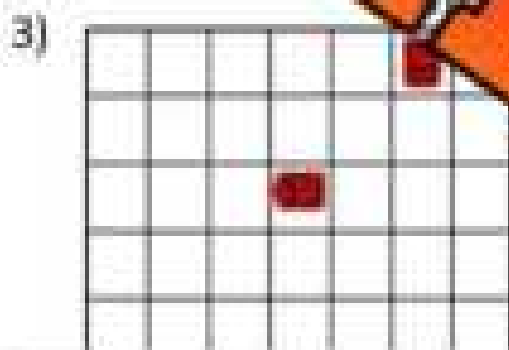
Describe how the car moved from the start to the end



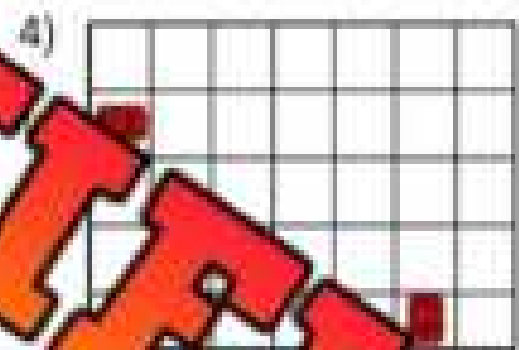
Move \_\_\_\_\_ metres  
Move \_\_\_\_\_ metres



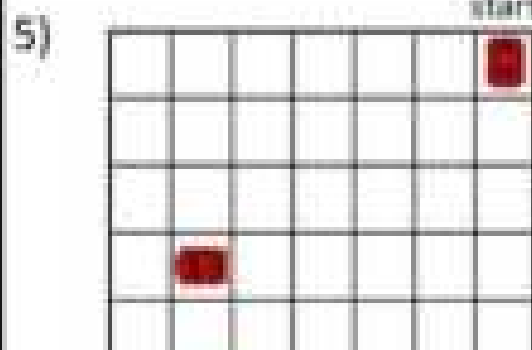
Move \_\_\_\_\_ metres  
Move \_\_\_\_\_ metres



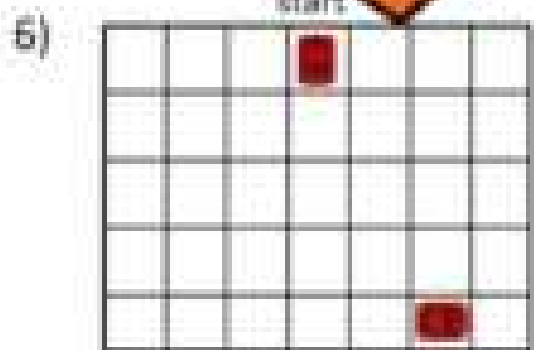
Move \_\_\_\_\_ metres  
Move \_\_\_\_\_ metres



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



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



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

**PREVIEW**

## Using a Coordinate System



## Questions

Label the objects on the grid by using the number \_\_\_\_\_.

Symbol	Coordinates
	(F, 2)
	(____, ____)
	(____, ____)
	(____, ____)
	(____, ____)

Symbol	Coordinates
	(____, ____)
	(____, ____)
	(____, ____)
	(____, ____)
	(____, ____)

## Using a Coordinate System



### Questions

Write the letters on the grid according to the

Letter	Coordinates
A	(C, 1)
B	(B, 5)
C	(J, 10)
D	(I, 7)
E	(F, 4)

Letter	Coordinates
F	(C, 7)
G	(A, 5)
H	(G, 3)
I	(D, 8)
J	(H, 9)

## Using a Coordinate System



PREVIEW

**Questions**

Explain the directions to get from the to the . **cond**

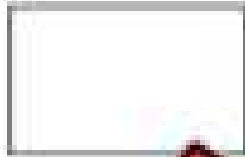
Symbols	Directions
→	Go right 4 and up 2
→	
→	
→	
→	
→	

# Geometry Test

**Part 1**

How many sides does the shape have?

1.



2.



3.



4.

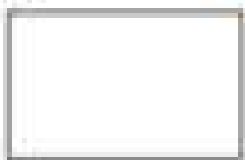


5.


**Part 2**

Count the vertices and write how many vertices the shape has

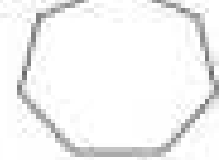
1.



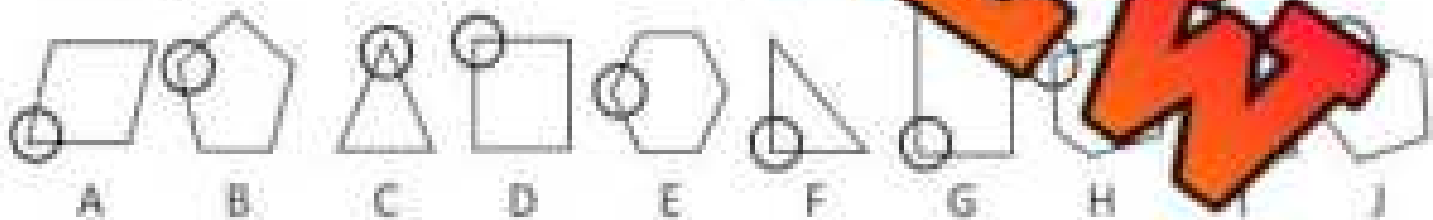
4.



5.


**Part 3**

Sort the angles into the category

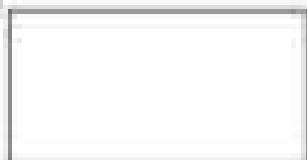


Angles	Right Angle	Larger than a right angle	Smaller than a right angle
Letters			

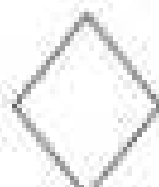
**Part 4**

Draw 2 or more lines of symmetry on the shapes below

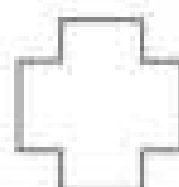
1)



2)



3)



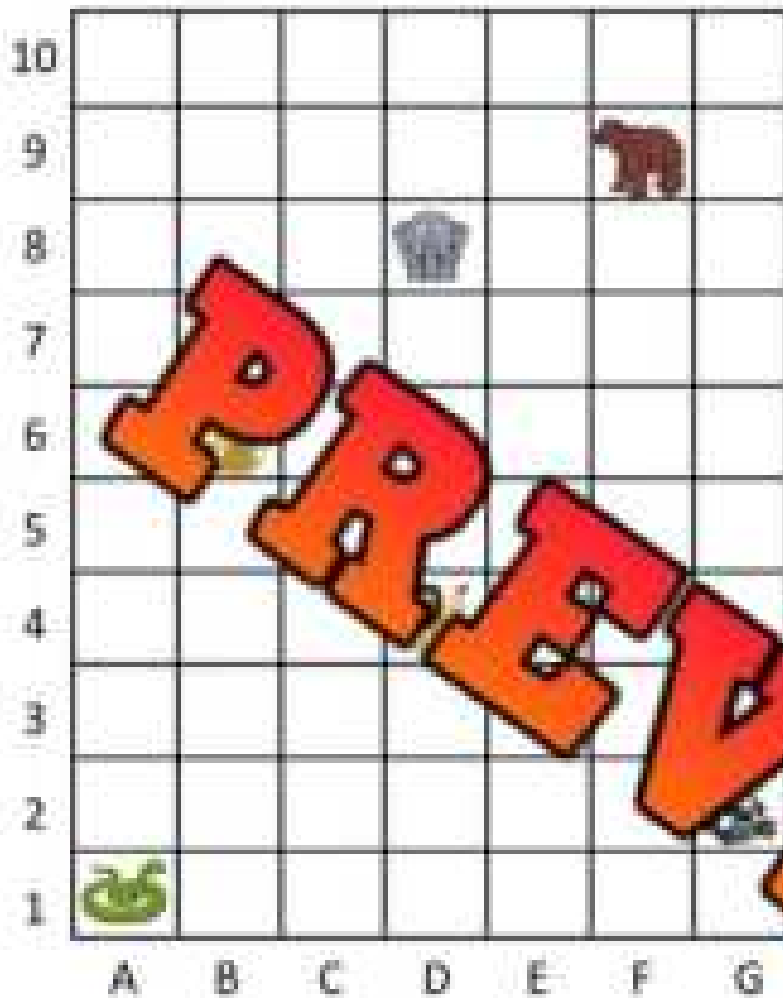
4)



## Part 5

Use the coordinate grid to answer the questions below.

1. Write the coordinates of the symbols



Symbol	Coordinates
	( , )
	( , )
	( , )
	( , )
	( , )
	( , )

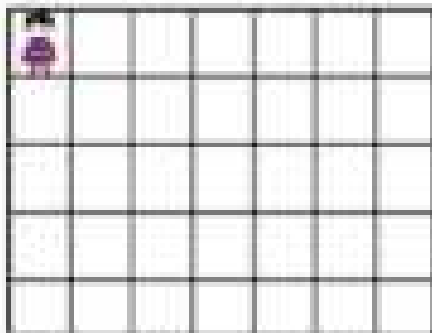
Write the letters on the grid

	Coordinates
(C, 1)	
C	

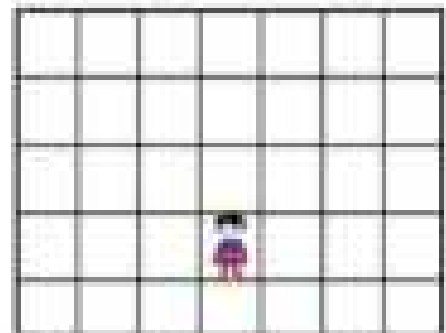
## Part 6

Put an X where you think the child will end up.

1) Directions – down 2 steps, right 3 steps



2) Directions – up 3 steps, left 2 steps



**Grade 2**  
**E2 – Measurement**

	<b>Curriculum Expectations</b>	<b>Pages That Cover the Expectations</b>
<b>E2.1</b>	choose and use non-standard units appropriately to measure lengths, and describe the inverse relationship between the size of a unit and the number of units needed	74 – 87
<b>E2.2</b>	explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths	97 – 108
<b>E2.3</b>	measure and draw lengths in centimetres and metres, using a measuring tool, and recognize the impact of starting at points other than zero	88 – 96
<b>E2.4</b>	use units of time, including seconds, minutes, hours, and non-standard units, to describe the duration of various events	109 – 149

## Estimating Lengths – Finger Benchmark

We can estimate the length of something by using our fingertip. Your fingertip is approximately 1 cm wide.



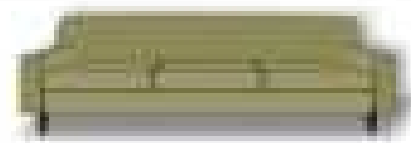
**Part 1** Measure the objects below using your fingertip

1)



Approximately \_\_\_\_\_

2)



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

3)



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



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

5)



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

6)



Approximately \_\_\_\_\_

**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

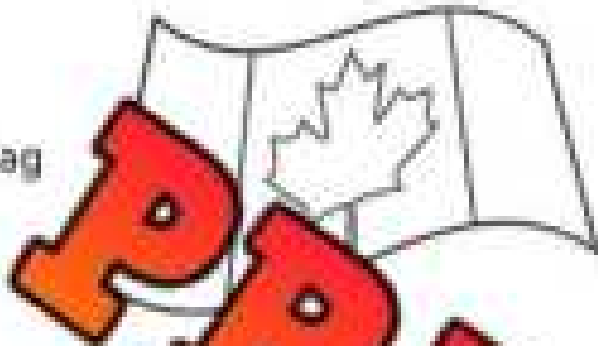
5) The \_\_\_\_\_ is  
approximately \_\_\_\_\_ cm

6) The \_\_\_\_\_ is  
approximately \_\_\_\_\_ cm

**Estimating Lengths – Finger Benchmark****Questions**

Measure the objects below using your fingertip

Flag



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

White Board



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

Table



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

Dog



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




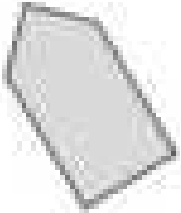
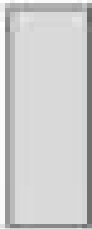



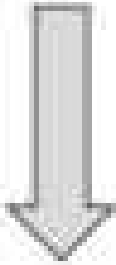


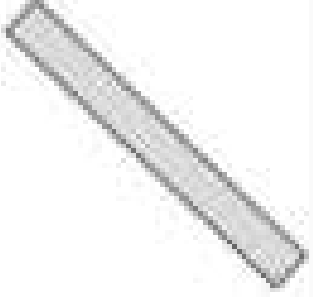
**PREVIEW**

## Measuring Objects – Changing Orientation

### Questions

Measure the objects below using your fingertips.

Measure the object in column 1 and column 2. These shapes are the same, but they have been moved or rotated.

Column 1	Column 2	Column 1	Column 2
1)  _____ fingertips	 _____ fingertips	4)  _____ fingertips	 _____ fingertips
2)  _____ fingertips	 _____ fingertips	5)  _____ fingertips	 _____ fingertips
3)  _____ fingertips	 _____ fingertips	6)  _____ fingertips	 _____ fingertips

## Using Non - Standard Units – Pencils

We can estimate the length of something by non-standard units. Try using your pencil to measure things.



= 6 units or 6 pencils

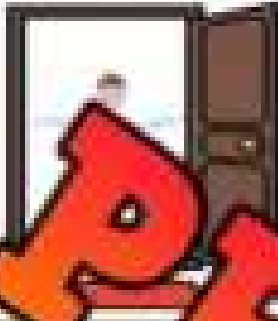
### Directions

1) List 8 objects in your room that you can measure

Object Name	# of Pencils	Object Name	Length # of Pencils
1)		5)	
2)		6)	
3)		7)	
4)		8)	

## Using Non - Standard Units - Wingspan

When we need to measure the length of something longer, like a doorway, many people will use their arms to measure the length. This is a fast way to get a rough estimate of how long something is without using a measuring tape.



Doorway = 1 wingspan length

Our wingspan is used to measure longer distances.  
Examples: width of classroom, length of gymnasium

### Directions

Find a long object in your school that you could measure with your wingspan. Measure it and how many wingspans it is.

Length Name	Length # of Wingspans	Length Name	Length # of Wingspans
1)			
2)		6)	
3)		7)	
4)		8)	

## Measuring Length – Which Unit ?

**Directions**

Circle which non-standard unit you would use to measure the lengths below

What You Are Measuring	Unit 1 	Unit 2 	Unit 3 
1) The height of an apple	Paper Clip	Pencil	Wingspan
2) The width of a desk	Paper Clip	Pencil	Wingspan
3) The width of the door	Paper Clip	Pencil	Wingspan
4) The length of the gymnasium	Paper Clip	Pencil	Wingspan
5) The length of your finger	Paper Clip	Pencil	Wingspan
6) The length of a book	Paper Clip	Pencil	Wingspan
7) The length of a bus	Paper Clip	Pencil	Wingspan
8) The length of your foot	Paper Clip	Pencil	Wingspan
9) The length of a cookie	Paper Clip	Pencil	Wingspan
10) The width of a window	Paper Clip	Pencil	Wingspan

# Exit Cards

Cut Out

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

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

Circle which non-standard unit you would use to measure the lengths below:

1) The height of a juice box.	Paper Clip	Pencil	Wing-span
2) The width of a hallway.	Paper Clip	Pencil	Wing-span
3) The height of your chair.	Paper Clip	Pencil	Wing-span

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

Circle which non-standard unit you would use to measure the lengths below:

1) The height of a juice box.	Paper Clip	Pencil	Wing-span
2) The width of a hallway.	Paper Clip	Pencil	Wing-span
3) The height of your chair.	Paper Clip	Pencil	Wing-span

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

Circle which non-standard unit you would use to measure the lengths below:

1) The height of a juice box.	Paper Clip	Pencil	Wing-span
2) The width of a hallway.	Paper Clip	Pencil	Wing-span
3) The height of your chair.	Paper Clip	Pencil	Wing-span

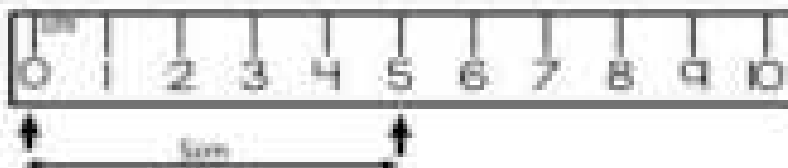
Name: \_\_\_\_\_

Circle which non-standard unit you would use to measure the lengths below:

1) The height of a juice box.	Paper Clip	Pencil	Wing-span
2) The width of a hallway.	Paper Clip	Pencil	Wing-span
3) The height of your chair.	Paper Clip	Pencil	Wing-span

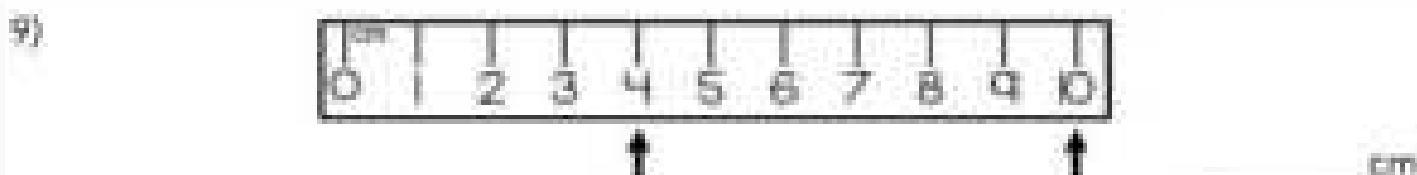
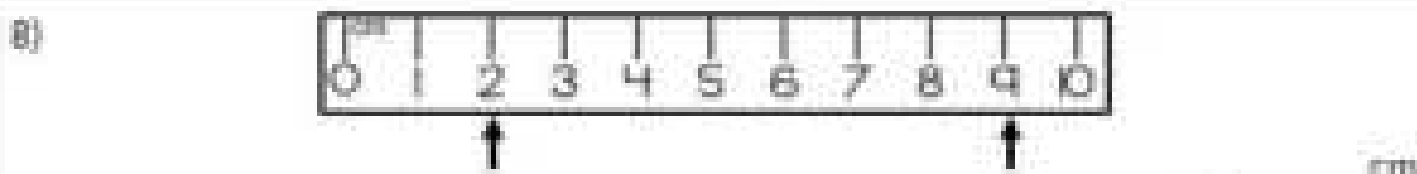
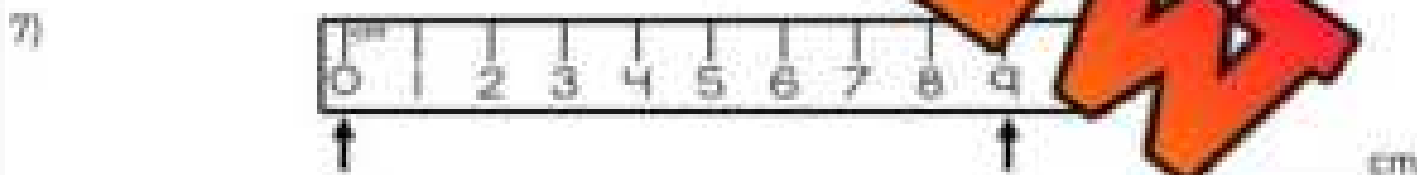
## Measuring in Centimeters

We can accurately measure the length of something by using a ruler.



### Questions

Read the rulers below to find the distance between the arrows.



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

# 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**

# Exit Cards

Cut Out

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

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

Use a ruler to measure the lines below

1) \_\_\_\_\_ cm

2) \_\_\_\_\_ cm

3) \_\_\_\_\_ cm

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

Use a ruler to measure the lines below

1) \_\_\_\_\_ cm

2) \_\_\_\_\_ cm

3) \_\_\_\_\_ cm

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

Use a ruler to measure the lines below

1) \_\_\_\_\_ cm

2) \_\_\_\_\_ cm

3) \_\_\_\_\_ cm

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

Use a ruler to measure the lines below

1) \_\_\_\_\_ cm

2) \_\_\_\_\_ cm

3) \_\_\_\_\_ cm

**PREVIEW**

# Drawing Lengths Using a Ruler



## Questions

Draw lines that are the lengths below

1)

5 cm

2)

6 cm

3)

4)

8 cm

5)

4 cm

7 cm

7)

1 cm

8)

5 cm

9)

2 cm

10)

10 cm

11)

14 cm

12)

17 cm

**PREVIEW**

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

## Ladder Challenge

Draw

Follow the instructions below



A good ladder needs rungs that are the same size and evenly spaced, so it's safe to climb. Your challenge is to draw a ladder with perfect rungs. Can you make the safest ladder ever? Let's try!

**PREVIEW**

# Measuring Height – Lollipops

## Questions

Measure the height of the lollipop sticks

cm

cm

cm

cm

cm

cm

cm

cm

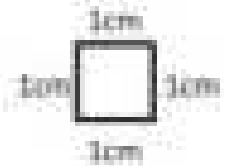
cm

cm

1. Colour the biggest stick Red  
2. Colour the shortest stick Blue  
3. Colour the two sticks that are the same length green

## Measuring Square Side Lengths

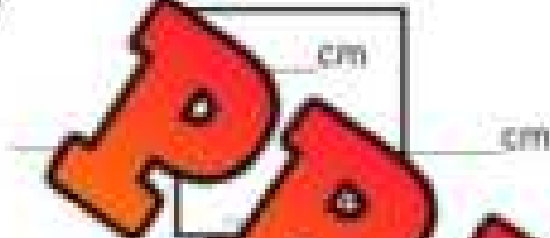
A square has 4 sides that are all the same length. We can find out if a shape is a square by measuring the side lengths.



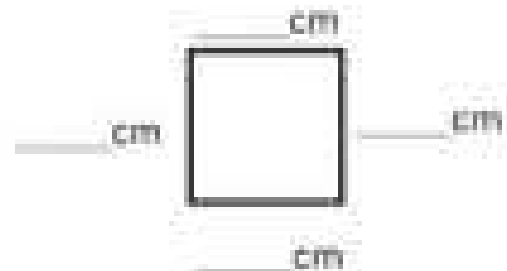
### Part 1

Use a ruler to measure the squares below

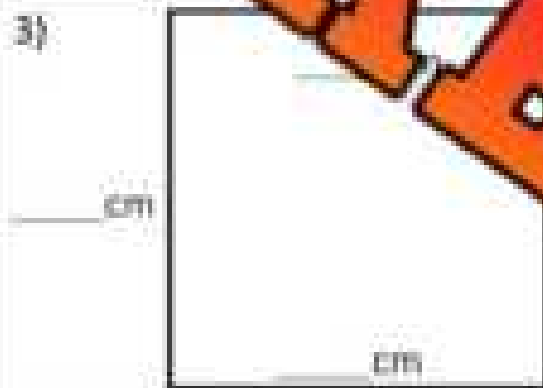
1)



2)



3)



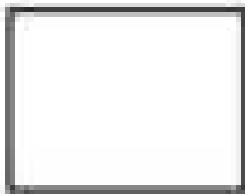
4)



### Part 2

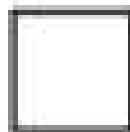
Are the shapes squares?

1)



Yes No

2)



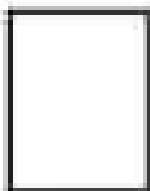
Yes No

3)



Yes No

4)



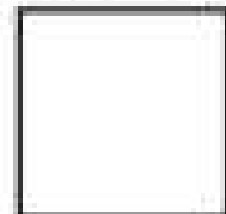
Yes No

5)



Yes No

6)



Yes No

## 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: What measure would you use to measure the following distances?

1) The distance from the room 	
2) The length of your foot	
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

$$100\text{cm} = 1\text{m}$$

$$1\text{m} = 100\text{cm}$$





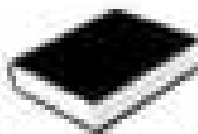





Part 1 Fill in the table below

100	
200	
300	
400	
	5
600	
	7
800	
	9
1000	

Part 2 Convert the units of measurement below

1)	1m	_____ cm
2)	5m	_____ cm
	200cm	_____ m
		_____ m
	_____ cm	_____ 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

## Matching Game: Meters and Centimeters

### Objective

What are we learning about?

To help students practice converting centimeters to meters and vice versa by matching corresponding values.

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

- Pre-prepared matching game cards with values in centimeters and meters.
- 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 – one set with values in centimeters with its matching value in meters.
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

Meters (m)	Centimeters (cm)
1 m	100 cm
	200 cm
3 m	
4 m	400 cm
5 m	500 cm

**PREVIEW**

**Cards** Matching Game Cards

Meters (m)	Centimeters (cm)
6 m	600 cm
	700 cm
8 m	
9 m	900 cm
10 m	1000 cm

**PREVIEW**

Cards

Matching Game Cards

Meters (m)

Centimeters (cm)

11 m

1100 cm

13 m

1200 cm

14 m

1400 cm

15 m

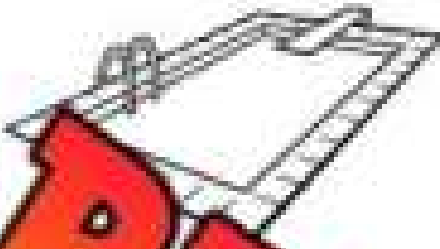
1500 cm

**PREVIEW**

# Measure Treasure Hunt

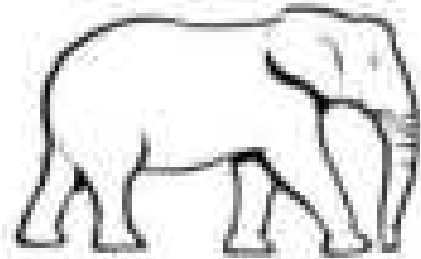
## Questions

Circle the unit you would use to measure the things below



CM

M



CM

M



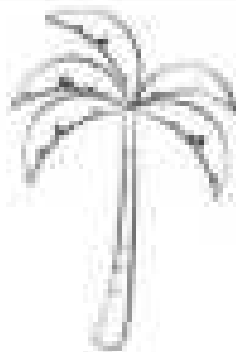
CM

M



CM

M



CM

M

CM

M



CM

M



CM

M

**PREVIEW**

## Which is Longer

Part 1 Which distance is farther? Circle the longest distance.

1)	10m	200cm	500cm	7m
2)	20cm	200cm	5m	500m
3)	5m	500cm	10m	50cm
4)	2m	300cm	1m	
5)	500cm	200cm	3m	

Part 2 Read the problems below

1. Steve is trying to buy a long bat. One bat is 98cm long and the other is 1m long. Which bat is longer?

2. Bella is 1 metre tall. Emily is 125cm tall. Who is taller? Explain.

3. 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?



## Ordering Measurements

### Part 1

Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)		
1) 150 cm, 2 m, 120 cm	120 cm	150 cm	2 m
2) 4 m, 2 m, 1 m			
3) 1 m, 20 cm, 3 m			
4) 250 cm, 2 m, 1 m			
5) 700 cm, 6 m, 550 cm			

### Part 2

Order the measurements from least to greatest

Measurements	Order (Least to Greatest)			
1) 700 cm, 6 m, 3 m, 500 cm				
2) 2 m, 250 cm, 175 cm, 1 m				
3) 800 cm, 5 m, 4 m, 450 cm				
4) 3 m, 299 cm, 2 m, 250 cm				
5) 150 cm, 1 m, 90 cm, 125 cm				

**Measurement Word Problems****Questions**

Answer the questions below

**Word Problems**

1

A giraffe in the zoo is 5 metres tall, an elephant is 4 metres tall, and a zebra is 375 cm tall. Order the animals from the tallest to the shortest.

2

A track in a school is 300 metres long. The basketball court is 30 metres long and the soccer field is 12,500 cm long. Order the lengths of the track, soccer field, and basketball court from longest to shortest.

3

Three poles are being lifted. The blue pole is 8 metres tall, the red is 720 cm tall, and the green pole is 8 metres tall, and the yellow is 50 cm tall. Convert all the measurements to centimetres and order the poles from tallest to shortest.

4

The heights of four trees in a park were measured.

- Tree A is 4 metres tall.
- Tree B is 390 centimetres tall.
- Tree C is 3 metres and 95 centimetres tall.
- Tree D is 405 centimetres tall.

a) Which tree is the tallest?

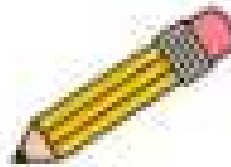
b) How much taller is it than the shortest tree?

## Estimate the Distance

In life, we often need to be able to estimate the distance or length of things. We first need to choose the correct unit of measurement – cm, m. Then we estimate by using our understanding of these units.

### Example

- my walk to school is around 500m
- my pencil is approximately 10cm long



Question 1 Answer the questions below by estimating the distances

1) How far do you live from the school?	
2) How wide is your door?	
3) How wide is your thumbnail?	
4) How tall is your desk/table?	
5) How tall are you?	
6) How tall is your water bottle?	
7) How far is the nearest grocery store?	
8) How long is a school bus?	
9) How wide is your gym?	
10) How thick is the last book you read?	

# 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

- $7\text{ m} = \underline{\hspace{2cm}}\text{ cm}$
- $900\text{ cm} = \underline{\hspace{2cm}}\text{ m}$

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

- $7\text{ m} = \underline{\hspace{2cm}}\text{ cm}$
- $900\text{ cm} = \underline{\hspace{2cm}}\text{ m}$

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

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- $7\text{ m} = \underline{\hspace{2cm}}\text{ cm}$
- $900\text{ cm} = \underline{\hspace{2cm}}\text{ m}$

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

\_\_\_\_\_

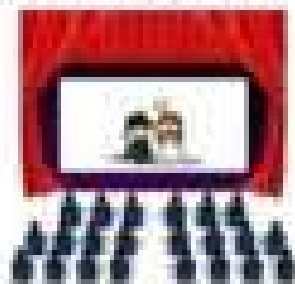
**PREVIEW**

## Non – Standard Units of Time - Hours

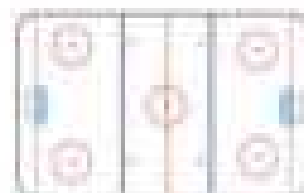
We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Math = 1 hour



Movie = 2 Hours



Hockey Game = 3 hours

Elapsed Time for Non-Standard Units - How Much Time Has Passed?

1) 4 hours

2) 1 hour

2) 1 hour

3) 6 hours

4) 5 hours

5) 3 hours

6) 7 hours

7) 9 hours

## Non – Standard Units Word Problems

### Questions

Answer the questions below using the non-standard units of time on the last page

	Word Problems	
1	Sophia went to one hockey game and watched one movie. How many hours did she spend?	
2	Isabella spent 1 hour in math class, watched one movie, and played one game. How many hours did she spend in total?	
3	Chloe spent 9 hours reading books and went to three hockey games. How many hours did she spend?	

#### New Non-Standard Units:

Reading a book = 4 hours

Swimming session = 2 hours      Baking cookies = 3 hours

	Word Problems	
1	Olivia read two books and went swimming once. How many hours did she spend on these activities?	
2	Ethan spent 18 hours swimming. How many swimming sessions did he complete?	
3	Jack spent 24 hours doing activities. If he baked cookies twice, how much time was left for other activities?	

## 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	 <span style="margin-left: 100px;">2 hockey games</span>
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	

PREVIEW

**Non – Standard Units of Time - Hours****Questions**

Think of 3 non-standard units for each of the times below

Time	Your Own Non-Standard Units		
1	1		
	2		
	3		
2 Hours	1		
	2		
	3		
3 Hours	1		
	2		
	3		

**PREVIEW**

## Non – Standard Units of Time - Minutes

We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Bathroom = 5 minutes



Shower = 10 minutes



Lunch Time = 20 minutes

Elapsed Time

How Much Time Has Passed?

1) 20 minutes

\_\_\_\_\_ or 2 showers or 4 bathroom breaks

2) 10 minutes

3) 15 minutes

4) 40 minutes

5) 50 minutes

6) 45 minutes

7) 55 minutes

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	1 lunch time and 1 bathroom break
 Having a snack	
Eating dessert	
 Reading a book	
Cleaning your room	
 Shoveling the driveway	
Making breakfast	
 Exercising or Yoga	
Driving to the grocery store	

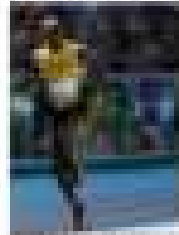
PREVIEW

## 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 10 times = 10 seconds



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

## Non – Standard Units of Time - Seconds

**Questions**

Use non-standard units to estimate how much time the event would take.

Event	How Much Time Would Pass
Having a sip of water	3 blinks
10 jumping jacks	
Walking to the bathroom	
Writing your name	
Reading a page of a book	
Singing Happy Birthday	
Logging on to a school computer	
Making a sandwich	
Saying your name 5 times fast	

PREVIEW

## How Long Does It Take?

**Part 1**

Write how long it would take you to do the things below

Activity	Minutes	Hours	Days
1. Build a Lego set			
2. Clay			
3. Go on a vacation			
4. Finish a puzzle			
5. Learn how to ride a bike			

**Part 2**

Write how long it would take you to do each

Activity	Weeks	Months	Years
1. Wait for the next summer vacation			
2. Learn how to speak a new language			
3. Wait for your next birthday			
4. Build a robot out of Legos			
5. Learn how to play the piano			

**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 of paper
- Pencils
- A list of activities to time

**Instructions** How you will complete the activity

- 1) Introduce the concept of time to the students, relating standard units (seconds, minutes, hours) and nonstandard units (like the length of a song or an episode of a TV show).
- 2) Distribute the pre-made tables to each student, which has three columns: Activity, Standard Time, and Nonstandard Time.
- 3) As a demonstration, use the stopwatch to time a common 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

<p><b>Option 1:</b>  <b>Reading a page from a book :</b>                  Time how long it takes to read a single paragraph aloud.</p>	<p><b>Option 2:</b>  <b>Drawing a simple picture :</b>                  Draw a house or a tree.</p>
<p><b>Option 3:</b>  <b>Shoelace Speed Race :</b>                  See how quickly you can tie your shoes.</p>	<p><b>Option 4:</b>  <b>Copywriting Exercise:</b>                  Copy a short text from the board as quickly as you can.</p>
<p><b>Option 5:</b>  <b>Writing Sentences:</b>                  Write a few sentences on a piece of paper.</p>	<p><b>Option 6:</b>  <b>Vocabulary Speed Test :</b>                  List as many words as you can about the weather.</p>

Standard Units of Time	
Ten Deep Breaths	One Teeth Brushing Session
One Page Read	Three Microwave Beeps
Twenty Jumping Jacks	Happy Birthday

**Answers**

Record your answers below

Activity	Standard Time		Estimated Time	
	Prediction	Actual Time	Prediction	Actual Time
	Prediction	Actual Time	Prediction	Actual Time
	Prediction	Actual Time	Prediction	Actual Time



Reflection

Answer the questions below.

1) Which activity took longer than you expected? Why do you think that was?

2) How do you think the watch help you understand how long activities really take?

3) Why is it important to know how long different activities take?

4) Can you think of a situation outside of school where it would be important to know how long something will take?

**PREVIEW**

## Telling Time – Digital Clocks

A **digital clock** tells us what time it is using numbers. The first number before the colon tells us what hour it is. The second set of numbers tells us how many minutes have passed the hour.

**Examples**

7:20

Hour = 7    Minutes = 20

2:47

Hour = 2    Minutes = 47

### Part 1

Fill in the answers below – Hours and Minutes

1)

Hour = \_\_\_\_\_

Minutes = \_\_\_\_\_

2)

1:58

Hour = \_\_\_\_\_

Minutes = \_\_\_\_\_

3)

9:28

Hour = \_\_\_\_\_

Minutes = \_\_\_\_\_

4:37

Hour = \_\_\_\_\_

Minutes = \_\_\_\_\_

5)

11:42

Hour = \_\_\_\_\_

Minutes = \_\_\_\_\_

6)

Hour = \_\_\_\_\_

Minutes = \_\_\_\_\_

### Part 2

Fill in the answers below – Hours, Minutes and Seconds

**Example:**

10:24:18

Hour = 10    Minutes = 24    Seconds = 18

1)

3:17:12

Hour = \_\_\_\_\_

Minutes = \_\_\_\_\_

Seconds = \_\_\_\_\_

2)

12:43:35

Hour = \_\_\_\_\_

Minutes = \_\_\_\_\_

Seconds = \_\_\_\_\_

3)

9:12:38

Hour = \_\_\_\_\_

Minutes = \_\_\_\_\_

Seconds = \_\_\_\_\_

4)

5:23:02

Hour = \_\_\_\_\_

Minutes = \_\_\_\_\_

Seconds = \_\_\_\_\_

## Analog Clock

An analog clock tells us what time it is. The short hand tells us what hour it is. When the hour hand moves around, it goes up by 1 each time. The long hand tells us how many minutes have gone by in the hour. The long hand goes up by 5 minutes at each interval.

**Part 1.** Fill in the minutes around the clock. Then label the hour and minute hand.



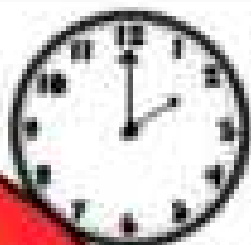
**Part 2.** How many minutes have gone by in the hour?



**Telling Time – Nearest Hour****Questions**

What time is it? Write the times on the digital clocks below

1)



:00

2)



:00

3)



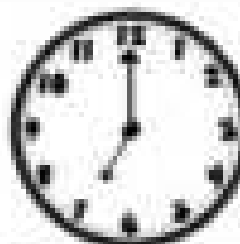
:00

4)



:00

5)



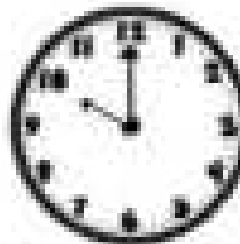
:00

6)



:00

7)



:00

8)











:00

**PREVIEW**

## How Many Hours Have Passed ?

### Questions

Label the clocks and determine how many hours have gone by?

Start Time	End Time	How Much Time Has Passed?
1)  <input type="text"/> : <input type="text"/>	 <input type="text"/> : <input type="text"/>	_____ Hours
2)  <input type="text"/> : <input type="text"/>	 <input type="text"/> : <input type="text"/>	_____ Hours
3)  <input type="text"/> : <input type="text"/>	 <input type="text"/> : <input type="text"/>	
4)  <input type="text"/> : <input type="text"/>	 <input type="text"/> : <input type="text"/>	_____ Hours

## How Many Hours Have Passed?

**Questions**

Read the digital clocks. How many hours have gone by?






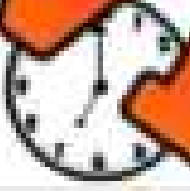

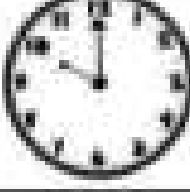

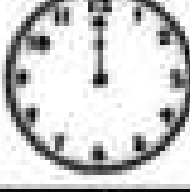
Start Time	End Time	How Much Time Has Passed?
4:00	6:00	_____ Hours
1:00	9:00	_____ Hours
6:00	10:00	_____ Hours
2:00	7:00	_____ Hours
5:00	9:00	_____ Hours
8:00	12:00	_____ Hours
7:00	11:00	_____ Hours

**PREVIEW**

## How Many Hours Have Passed ?

### Questions

How many hours have gone by?

Start Time	End Time	How Much Time Has Passed?
1)  <input type="text"/> : <input type="text"/>	 <input type="text"/> : <input type="text"/>	_____ Hours
2)  <input type="text"/> : <input type="text"/>	 <input type="text"/> : <input type="text"/>	_____ Hours
3)  <input type="text"/> : <input type="text"/>	 <input type="text"/> : <input type="text"/>	_____ Hours
4)  <input type="text"/> : <input type="text"/>	 <input type="text"/> : <input type="text"/>	_____ Hours
5)  <input type="text"/> : <input type="text"/>	 <input type="text"/> : <input type="text"/>	_____ Hours

**PREVIEW**

## Time Duration Word Problems



### Questions

Answer the questions below

	Word Problems	Answers
1	Emma started reading her book at 2:00 PM and finished at 5:00 PM. How many hours did she spend reading?	
2	Tina started at 7:00 PM and ended at 9:00 PM. How many hours did she spend playing?	
3	Jack left home to visit his grandparents at 10:00 AM and returned home at 2:00 PM. How many hours was Jack away?	
4	Lily started her art project at 10:00 AM and finished it at 2:00 PM. How many hours did she work on her art project?	
5	Noah went to a birthday party that began at 6:00 AM and lasted for 4 hours. What time did he leave the party?	
6	The zoo opens at 9:00 AM, and the family stayed for 6 hours. What time did they leave the zoo?	
7	Olivia began playing with her toys at 8:00 AM and stopped 5 hours later. What time did she stop?	
8	Ethan went to sleep at 9:00 PM and woke up at 7:00 AM the next day. How many hours did Ethan sleep?	

## Time Duration Word Problems

**Questions**

Answer the questions below

Word Problems	
1	<p>Sarah started her painting at 10:00 AM. She worked on it for 3 hours, then took a 2-hour break. After the break, she worked for another 2 hours. What time did Sarah finish her painting?</p>
2	<p>Emma started reading at 10:00 AM and read for 2 hours. Then, she stopped for lunch for 1 hour. After lunch, she read for 3 more hours.</p> <p>a) What time did Emma finish reading?</p> <p>b) How many hours did she spend reading in total?</p>
3	<p>Sophie started her Saturday by going to the library at 9:00 AM, where she stayed for 2 hours. After the library, she went to a football match which lasted 3 hours. After her game, she took a 1-hour break before heading to a friend's house for 4 hours. When Sophie got home, she spent 2 hours reading a book.</p> <p>a) What time did Sophie finish her day?</p> <p>b) How many hours did she spend outside her house?</p>

**How Many Minutes Have Passed?****Questions**

Read the digital clocks. How many minutes have gone by?

Start Time	End Time	How Much Time Has Passed?
4:00	4:15	15 minutes
1:00	1:27	_____ minutes
3:00	3:08	_____ minutes
5:02	5:12	_____ minutes
7:24	7:31	_____ minutes
9:00	9:59	_____ minutes
11:35	11:48	_____ minutes

**PREVIEW**

## How Many Minutes Have Passed?

**Part 1**

Fill in the table below with suggested times that make sense

Activity	Start Time	End Time	Time Passed?
1. Breakfast Time	<b>7:15</b>	<b>7:30</b>	<b>15 minutes</b>
2. Make your bed			
3. Wash your face and brush your teeth			
4. Play with your friends			
5. Do your homework			

**Part 2**

Are the statements true or false?

Activity	True or False?
1. If a movie starts at 2:00 PM and ends at 3:30 PM, 90 minutes have passed.	
2. If you start eating lunch at 12:15 and finish at 12:45, you spent 20 minutes eating.	
3. If you start your homework at 4:10 PM and finish at 4:35 PM, you worked for 25 minutes.	
4. If you start a puzzle at 2:40 PM and finish at 3:10 PM, 25 minutes have passed.	
5. A walk that begins at 6:10 PM and ends at 6:40 PM lasts 20 minutes.	

## Time Duration Word Problems

**Questions**

Answer the questions below

Word Problems	
1	A basketball practice starts at 4:15 PM and lasts for 1 hour and 45 minutes. After practice, the coach holds a 20-minute team meeting. If the team leaves the gym right after the meeting, what time do they leave?
2	Jasmine started her art project at 1:30 PM and worked for 50 minutes. She then took a 15-minute break. After her break, she worked on her project for another 35 minutes. What time did she finish her art project?
3	A movie starts at 6:50 PM and lasts for 2 hours and 10 minutes. After the movie, it takes 25 minutes to drive home. What time does the driver get home after the movie?
4	Liam began studying for his math test at 10:10 AM. He studied for 30 minutes, took a 15-minute snack break, and then studied for another 40 minutes. What time did Liam finish his study session?

**How Many Seconds Have Passed ?****Questions**

Read the digital clocks. How many seconds have gone by?

Start Time	End Time	How Much Time Has Passed?
3 : 17 : 12	3 : 17 : 20	8 seconds
5 : 00 : 00	5 : 00 : 15	_____ seconds
2 : 10 : 00	2 : 10 : 07	_____ seconds
5 : 17 : 10	5 : 17 : 17	_____ seconds
4 : 35 : 22	4 : 35 : 30	_____ seconds
7 : 29 : 36	7 : 29 : 41	_____ seconds
9 : 38 : 48	9 : 38 : 57	_____ seconds

## How Many Seconds Have Passed ?

**Questions**

Read the digital clocks. How many seconds have gone by?

Event	Elapsed Time
1) Writing their full name: 	_____ seconds
2) Drawing an 	_____ seconds
3) Doing 10 jumping 	_____ seconds
4) Doing 5 squats 	_____ seconds
5) How long they can balance on one foot with their eyes closed 	_____ seconds
6) Saying their name 5 times fast 	_____ seconds
7) How long they can do a wall sit for	_____ seconds
8) How long it takes them to do 5 burpees	_____ seconds

PREVIEW

## Time Duration Word Problems

**Questions**

Answer the questions below

Word Problems	
1	The time was 8:30:45. If 15 seconds passed, what time is it now?
2	The time was 9:30. After 35 seconds passed, what time is it now?
3	The clock shows 10:00. After 45 seconds passed, what time is it now?
4	The time was 11:00:15. If 30 seconds passed, what time is it now?
5	The time was 4:50:30. After 20 seconds passed, what time is it now?
6	It was 7:00:15. If 50 seconds passed, what time is it now?
7	The clock read 6:25:40. After 30 seconds passed, what time is it now?

**PREVIEW**

**Time Duration Word Problems****Questions**

Answer the questions below

**Word Problems**

1 The time is 8:00:45. First, you play a game for 30 seconds. After that, you pause for 15 seconds to rest, then continue playing for another 10 seconds. What time is it when you finish playing?

2 The clock shows 2:15. You spend 30 seconds tying your shoes, 20 seconds putting on your jacket, and 25 seconds getting your bag. What time is it when you're ready to leave?

3 The time is 6:10:35. You watch a quick video for 15 seconds, then spend 10 seconds answering a text message, and finally wait for 20 seconds for your computer to turn on. What time is it when everything is done?



# Exit Cards

**Cut Out**

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

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

1) What time is it?



2) How long can you hold your breath while sitting still? How many seconds have gone by?

\_\_\_\_\_ seconds

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

1) What time is it?


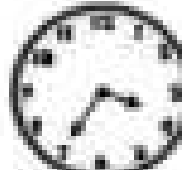


2) How long can you hold your breath while sitting still? How many seconds have gone by?

\_\_\_\_\_ seconds

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

1) What time is it?


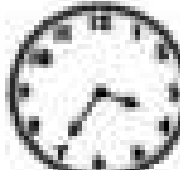


2) How long can you hold your breath while sitting still? How many seconds have gone by?

\_\_\_\_\_ seconds

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

1) What time is it?



2) How long can you hold your breath while sitting still? How many seconds have gone by?

\_\_\_\_\_ seconds

**PREVIEW**

## Matching Game: Telling Time To The Nearest Minute

### Objective

What are we learning about?

To help students practice telling time to the nearest minute by matching digital times to their analog counterparts.

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

- Pre-prepared matching game cards with digital and analog times.
- Small bags or envelopes for each set 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 – one digital time with its matching analog clock.
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

Analog Clock	Digital Clock
	12:16
	1:50
	2:16
	8:16
	9:38

**PREVIEW**

Cards

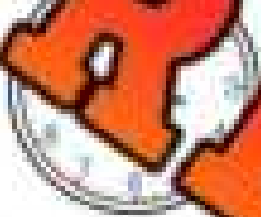
Matching Game Cards

Analog Clock

Digital Clock



12:21



3:44



1:17



5:52



12:53

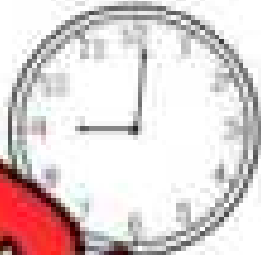
**PREVIEW**

Cards

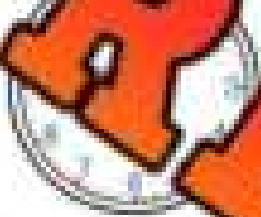
Matching Game Cards

Analog Clock

Digital Clock



9:01



4:50



1:17



2:27

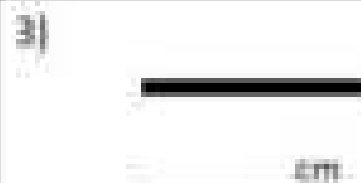
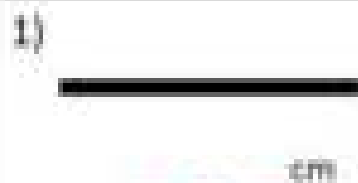


10:58

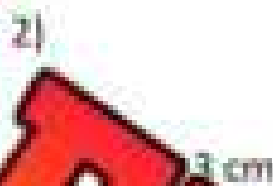
**PREVIEW**

## Measurement Unit Test

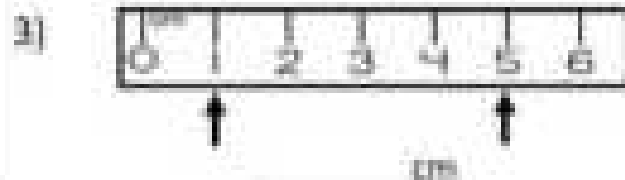
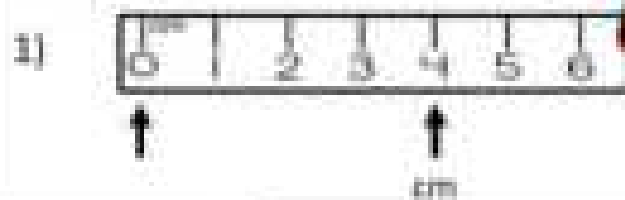
**Part 1** Use a ruler to measure the lines below



**Part 2** Draw a line that is the correct length



**Part 3** Read the ruler to find the distance between the arrows



**Part 4** Which distance is farther? Circle the longest distance.

1) 1m      200cm      500cm      3m

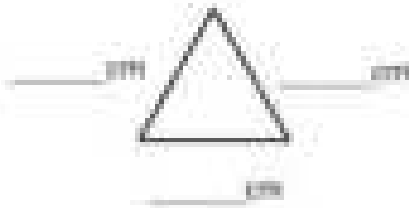
2) 10cm      300cm      1m      200m

3) 5cm      500cm      10m      50cm

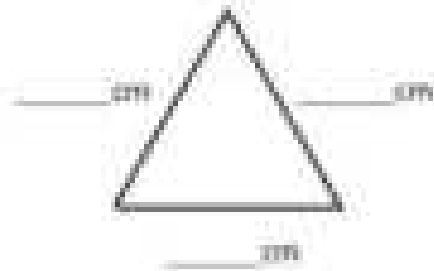
## Part 5

Use a ruler to measure the equilateral triangles

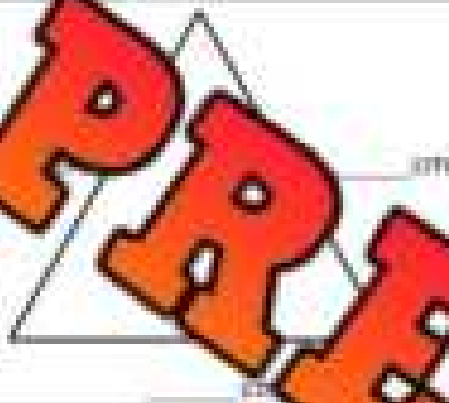
1)



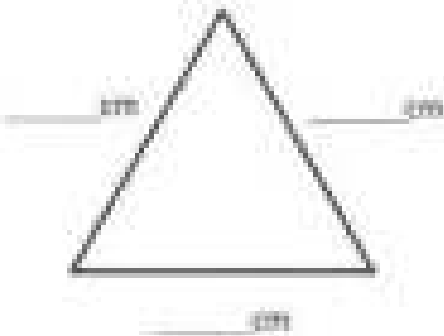
2)



3)



4)



## Part 6

How much time has passed?

Start Time

End Time

Time Has Passed?



1 : 00

3 : 00

4 : 15

4 : 26

\_\_\_\_\_ minutes

5 : 17 : 10

5 : 17 : 30

\_\_\_\_\_ seconds

## Part 7

Answer the questions below

## Word Problems

1

The time is 2:15. After 20 minutes pass, what time is it now?

2

It is 1:00. If you take a break for 45 minutes, what time will it be when you

3

The clock shows 11:00. If 1 hour passes, what time will it be?

4

The clock shows 1:00 PM. If 8 hours pass, what time will it be?

5

The time was 10:59:50. After 5 seconds passed, what time is it now?

6

It was 7:00:15. If 50 seconds passed, what time is it now?

## Part 8

Answer the questions below

## Word Problems

1

The time is 5:00:20. You spend 15 seconds preparing your backpack and then 10 seconds putting on your shoes. Afterward, you wait for 20 seconds for your sibling. What time is it now?

2

It is 3:30 PM. You spend 15 minutes eating lunch, then take a 15-minute walk, and finally spend 10 minutes resting. What time is it now?

3

The time is 6:00 AM. You spend 2 hours hiking, then drive for 1 hour to visit a friend. After spending 3 hours with your friend, you drive back home for 1 more hour. What time is it when you get home?



# Workbook Preview

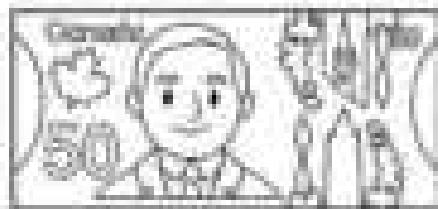


# Grade 2

## F1 – Money and Finances

	Curriculum Expectations	Pages That Cover the Expectations
<b>F1.1</b>	Identify different ways of representing the same amount of money up to Canadian 200¢ using various combinations of coins, and up to \$200 using various combinations of \$1 and \$2 coins and \$5, \$10, \$20, \$50, and \$100 bills.	6 – 69

Preview of 50 pages from  
this product that contains  
119 pages total.



NAME: \_\_\_\_\_

# FINANCIAL LITERACY

PREVIEW



## What's In Your Wallet?

### What is Money?

Hi, future money masters! Ever thought about what's in your wallet or piggy bank? Money is a special tool we use every day to get the things we need and want. It's how we trade with others without having to swap our stuff. Cool, right?



### Different Kinds

Money comes in different forms:

- **Coins:** Shiny, small metal—each coin has its own value.
- **Bills:** Flat, paper money—easy to carry.
- **Digital Money:** This is the invisible money you use with a card or online—like magic!

### Why Money Matters

Money is important because it helps us buy what we need and what we want, like toys. It makes trading easy and fair because everyone agrees on how much things are worth.

### Smart Money Tips

- **Know Your Money:** Learn the value of your coins and bills.
- **Save Up:** Instead of spending all your money, try saving some.
- **Think Before Spending:** Make sure you really need something before you buy it.

**Making Connections**

Do you save your money? What are you saving for?

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**True or False**

State true or false?

1) Money is a tool we use.	True	False
2) Money helps us trade for things.	True	False
3) You should always spend all your money.	True	False
4) Digital money can be seen in your wallet.	True	False
5) Coins are made of paper.	True	False



**Word Search**

Find the words in the wordsearch

Money	Wallet
Coins	Bank
Bills	Value
Save	Buy
Spend	Budget

V	U	E	M	P	Z	N	U	T	W	A	L	L	E	T	X
L	Z	W	Y	Q	C	R	B	J	G	A	Y	X	S	E	M
B	A	N	K	B	U	D	G	E	T	O	X	Z	Y	U	G
P	E	S	N	I	O	C	Q	A	H	B	O	S	W	L	N
R	U	N	A	X	G	W	L	P	Z	N	J	P	C	A	G
B	T	A	Q	Q	Z	M	L	S	A	V	E	E	B	V	I
U	N	M	O	N	E	Y	B	I	L	L	S	N	O	E	G
Y	S	Q	Z	V	V	B	X	R	Q	C	H	D	U	M	E
O	O	C	L	R	J	M	X	D	M	H	E	D	R	F	T

# Exit Cards

**Cut Out**

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

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

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

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

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

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

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

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

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F


**PREVIEW**

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

9

Counting Dollars  
113

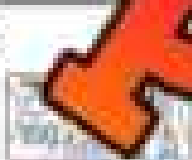


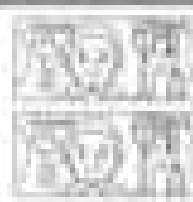
## Counting Dollars

				Total
\$100	\$50	\$20	\$20	\$190

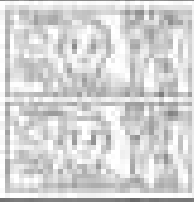



### Questions

Count the money in each column. Then add up the total.

1)

				Total


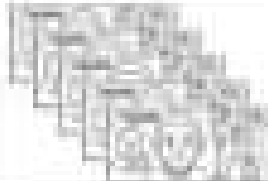
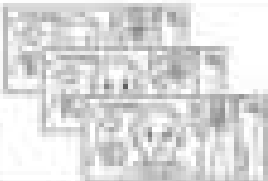

2)

				Total

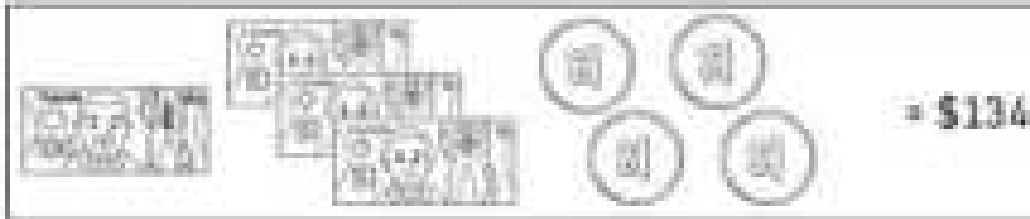
3)

				Total

4)

				Total

## Counting Dollars – Base Ten



### Questions

Count the money below

1)		= _____
2)		= _____
3)		= _____
4)		= _____
5)		= _____
6)		= _____
7)		= _____

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

12

Counting Coins  
113

## Skip Counting Using Bills

Questions

Count the money and write down the total

1)



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

2)



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

3)



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

4)



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

5)



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

6)



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

7)



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

**PREVIEW**

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

13

Counting Benchmark Cents  
113

## Counting Benchmark Cents



= 25¢



= 10¢



= 5¢



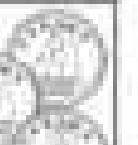
= 25¢

### Questions

Count the money in each box to make a benchmark cent amount



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



3) \_\_\_\_\_



4) \_\_\_\_\_

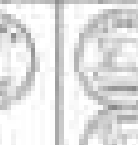
5) \_\_\_\_\_



7) \_\_\_\_\_

8) \_\_\_\_\_

9) \_\_\_\_\_



10) \_\_\_\_\_

11) \_\_\_\_\_

12) \_\_\_\_\_




**PREVIEW**

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

15


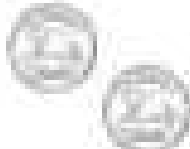
Counting Cents  
113



## Counting Cents


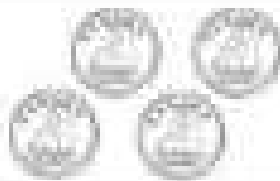
			Total
50¢	20¢	15¢	85¢



Questions

Count the money in each column and then add up the total.

1) 		Total

2) 		Total

3) 		Total

4) 		Total

**PREVIEW**

# Skip Counting Using Coins

**Questions**

Count the money and write down the total

1)



\_\_\_\_\_c

2)



\_\_\_\_\_c

3)



\_\_\_\_\_c

4)



\_\_\_\_\_c

5)



\_\_\_\_\_c

6)



\_\_\_\_\_c

7)



\_\_\_\_\_c

**PREVIEW**

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

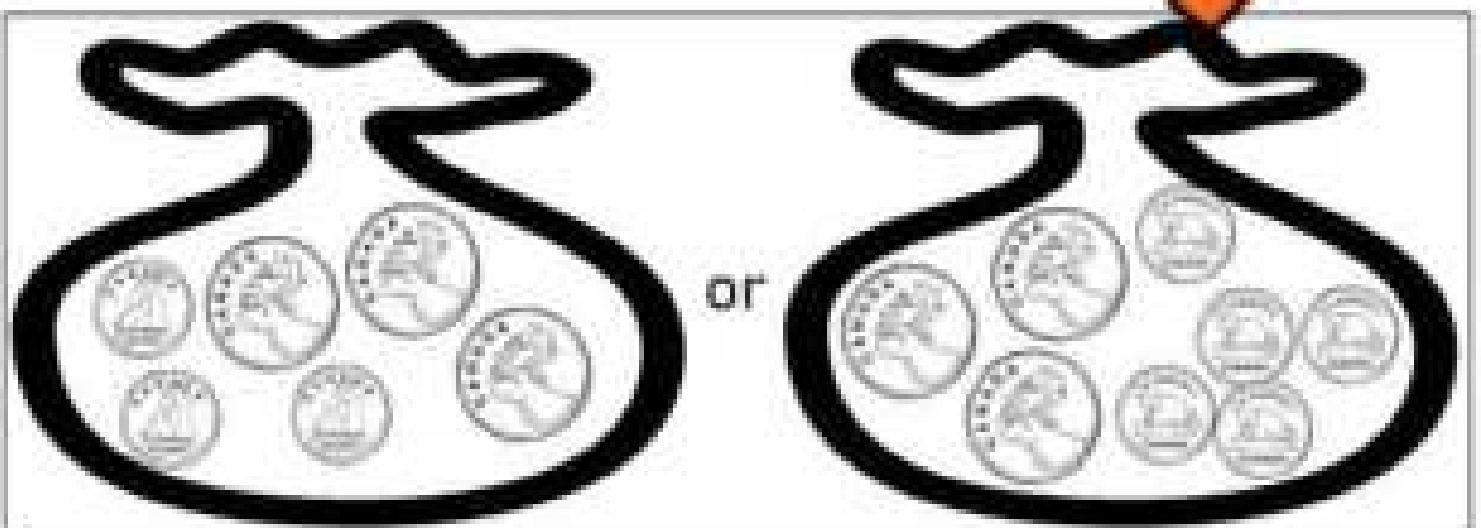
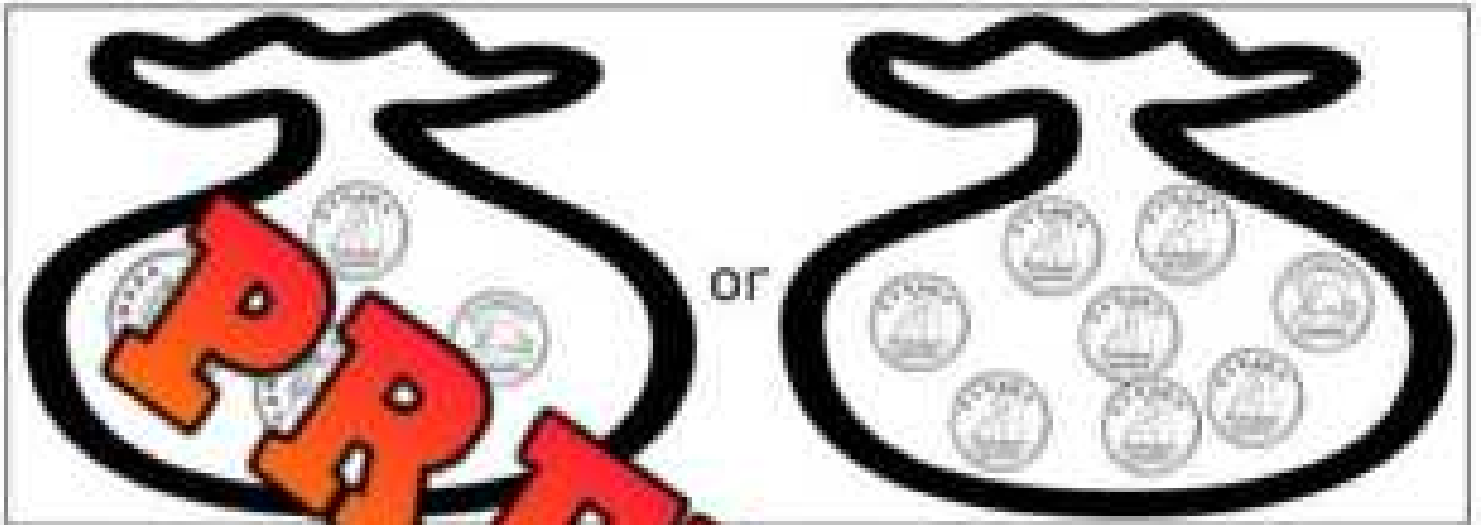
17

Language Arts  
111

## Which Would You Rather?

Questions

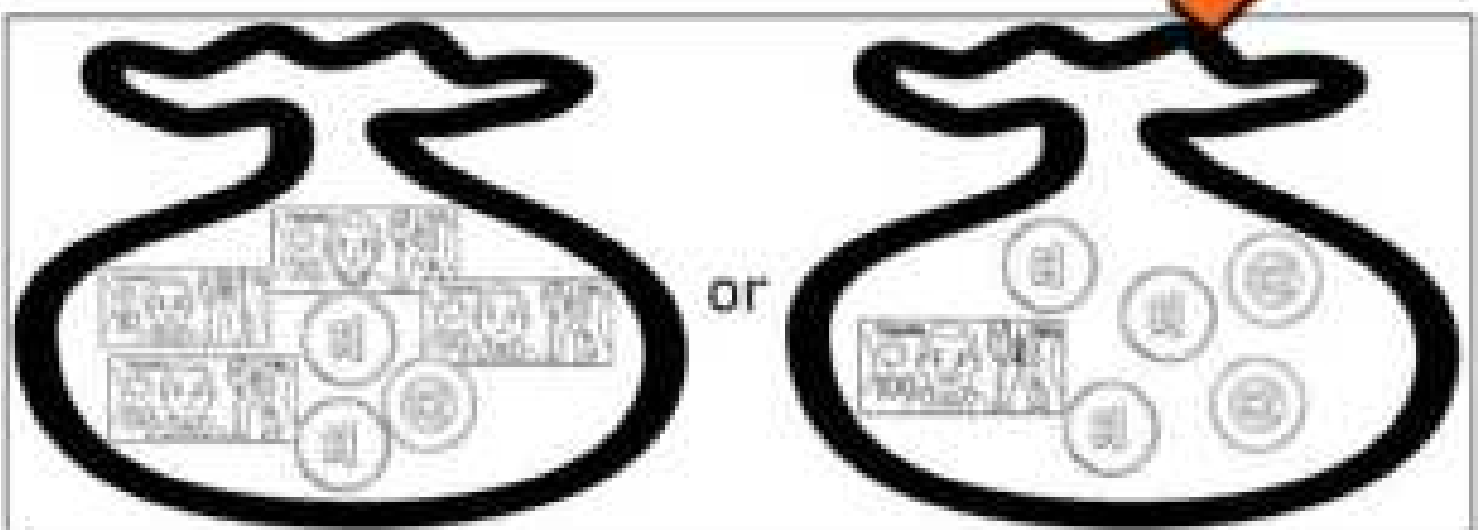
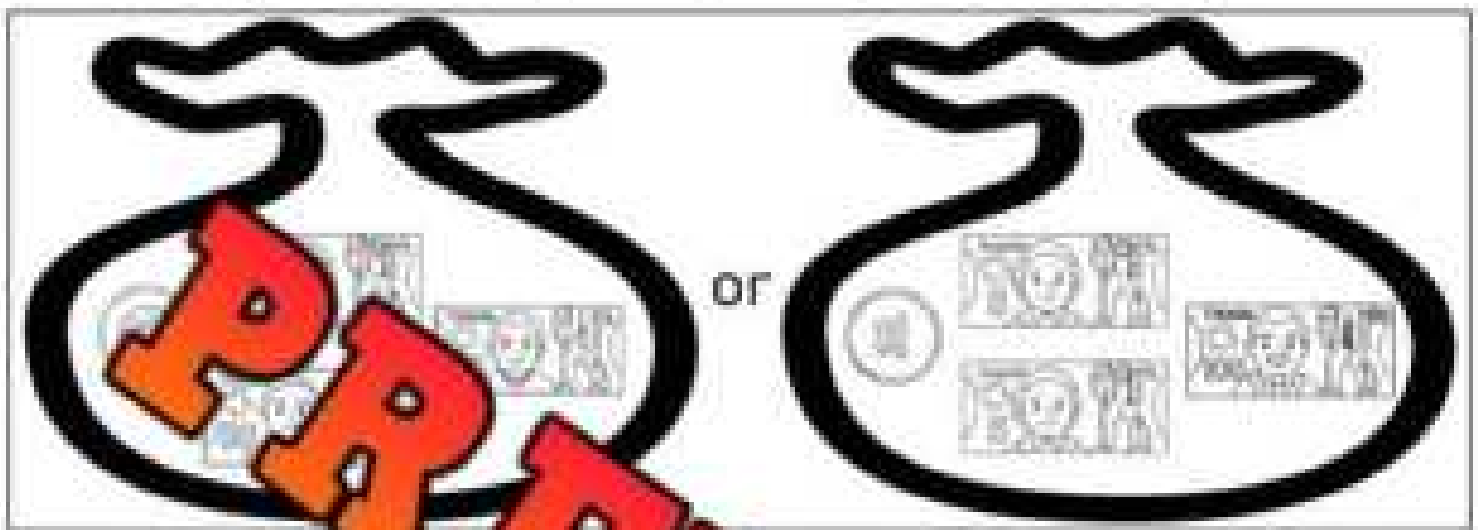
Circle the bag of money you would rather have.



# Which Would You Rather?

Questions

Circle the bag of money you would rather have



**PREFEVALEW**

## Converting Cents to Dollars

Money can be written as cents or dollars. When we have less than 1 dollar, we use cents. When we have more than 1 dollar, we use dollars. If we have whole dollars and cents, we can combine the two.

Examples -  $100\text{¢} = \$1.00$

$50\text{¢} = \$0.50$

$142\text{¢} = \$1.42$

### Part 1 Write the cents into dollars.

¢	\$
100¢	\$1.00
200¢	
300¢	
400¢	
500¢	\$5.00
600¢	
700¢	
800¢	
900¢	\$9.00
1000¢	

¢	\$
150¢	\$1.50
250¢	
325¢	
425¢	\$4.25
525¢	
625¢	
720¢	\$7.20
820¢	
999¢	

### Part 2 Circle the biggest amount of money

1)	100¢	\$1.00	350¢	\$2.30
2)	200¢	\$3.00	750¢	\$3.50
3)	300¢	\$2.00	220¢	\$1.60
4)	400¢	\$4.00	575¢	\$5.25
5)	500¢	\$7.00	250¢	\$6.40
6)	600¢	\$3.00	450¢	\$8.00

# Exit Cards

Cut Out

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

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

a) Convert the cents into dollars.

c	\$
175c	
	\$6.25
	\$7.55
999c	

b) Circle the biggest amount of money.

1) 120¢	\$1.40	980¢
2) 60¢	245¢	\$0.90
3) 725¢	\$6.25	875¢
4) 120¢	\$1.25	80¢

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

a) Convert the cents into dollars.

c	\$
175c	
	\$6.25
	\$7.55
999c	

b) Circle the biggest amount of money.

1) 120¢	\$1.40	980¢
2) 60¢	245¢	\$0.90
3) 725¢	\$6.25	875¢
4) 120¢	\$1.25	80¢

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

a) Convert the cents into dollars.

c	\$
175c	
	\$6.25
	\$7.55
999c	

b) Circle the biggest amount of money.

1) 120¢	\$1.40	980¢
2) 60¢	245¢	\$0.90
3) 725¢	\$6.25	875¢
4) 120¢	\$1.25	80¢

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

a) Convert the cents into dollars.

c	\$
175c	
	\$6.25
	\$7.55
999c	

b) Circle the biggest amount of money.

1) 120¢	\$1.40	980¢
2) 60¢	245¢	\$0.90
3) 725¢	\$6.25	875¢
4) 120¢	\$1.25	80¢

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

21

Counting Canadian  
Coins

## Counting Canadian Coins



= 100¢ or \$1.00



= 10¢



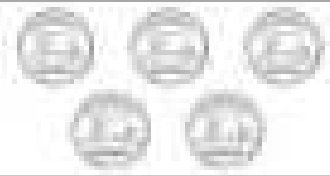
= 200¢ or \$2.00



= 25¢



= 5¢



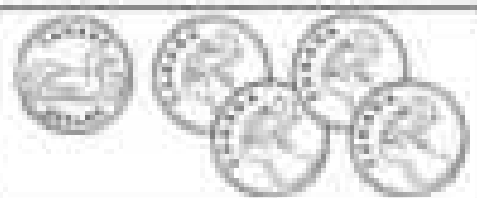
= 25¢

Questions

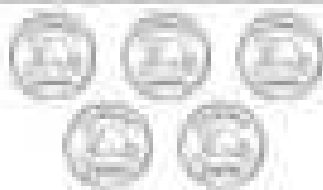
Count the coins below:



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



3) \_\_\_\_\_



4) \_\_\_\_\_



5) \_\_\_\_\_



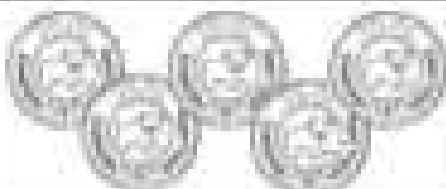
7) \_\_\_\_\_



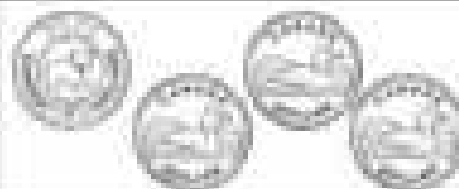
8) \_\_\_\_\_



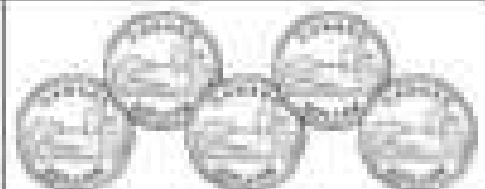
9) \_\_\_\_\_



10) \_\_\_\_\_



11) \_\_\_\_\_



12) \_\_\_\_\_

**PREVIEW**

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

25

Counting Coins  
113

## Representing Cents Up To 200

  	  	   
150¢	135¢	140¢

Questions

Represent the money amounts up to 200 cents.

1) 120¢	2) 145¢	3) 125¢




4) 105¢	5) 160¢	6) 180¢

7) 115¢	8) 185¢	9) 190¢

10) 170¢	11) 195¢	12) 165¢

**PREVIEW**

## Representing Money in Different Ways

		
150¢	150¢	150¢

Questions Represent the money amounts using different combinations of coins.

1)		
120¢		120¢

2)		
135¢	135¢	

3)		
160¢	160¢	160¢

4)		
185¢	185¢	185¢

## Represent Money Up To \$50

		
\$40	\$37	\$23

### Questions

Represent the money amounts up to \$50

1) \$15		3) \$12
4) \$18	5) \$22	2) \$10
7) \$19	8) \$35	9) \$31
10) \$42	11) \$46	12) \$50

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

28

Counting Coins  
113

## Represent Up To \$50 in Different Ways


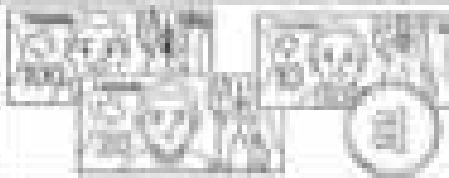
		
\$46	\$46	\$46

Questions Represent the money amounts using different combinations of bills/coins

1)		
\$30		\$30
2)		
\$27	\$27	
3)		
\$38	\$38	\$38
4)		
\$44	\$44	\$44

**PREVIEW**

**Represent Money Up To \$200**

		
\$105	\$131	\$172

**Questions**

Represent the money amounts up to \$200

1) \$101		3) \$155
4) \$111	5) \$130	2) \$127
7) \$140	8) \$180	9) \$146
10) \$165	11) \$175	12) \$191

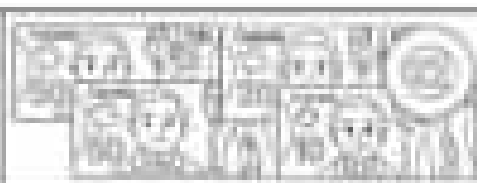
**PREVIEW**

**Represent Up To \$200 in Different Ways**

\$132



\$132



\$132

**Questions**

Represent the money amounts up to \$200

1)

\$130

\$130

2)

\$147

\$147

3)

\$165

\$165

\$165

4)

\$191

\$191

\$191

**PREVIEW**

## Memory Game – Representing Money Amounts

### Objective

What are we learning about?

To practice representing money amounts using bills up to \$200 and coins up to 200 cents in a fun game of matching.

### Materials

What you will need for the activity.

- Memory Game cards with money amounts and visual coins and bills.
- A small table or clear area for each group.



### Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4. Give each group 12 Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a table or floor.
3. The students take turns flipping over two cards at a time, trying to find a matching dollar or cent amount with their visual money amount.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the money amounts with the class.

Cards

Memory Game Cards

Money Amount

Bills and Coins

\$120



\$32



\$199



\$157

**PREVIEW**

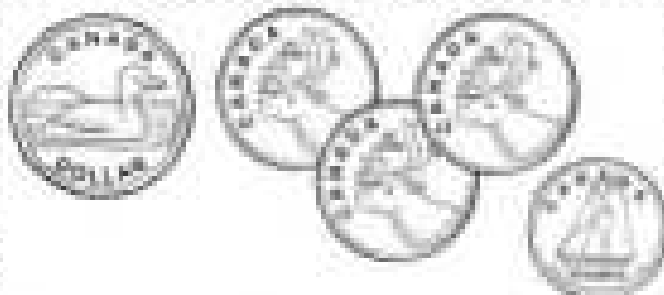
Cards

Memory Game Cards

Money Amount

Bills and Coins

€185



€115



€180





€150



PREVIEW


## Adding Money

		Total
\$ 30	\$ 15	\$ 45



### Questions

Add the money amounts



1)

		Total
\$ _____	\$ _____	\$ _____

2)

		Total
\$ _____	\$ _____	\$ _____

3)

		Total
\$ _____	\$ _____	\$ _____

4)

		Total
\$ _____	\$ _____	\$ _____

# How Many Ways Can You Represent Money?



## Questions

How many ways can you represent the following money amounts?

50 cents

**PREVIEW**

125 cents

## How Many Ways Can You Represent Money?

**Questions**

How many ways can you represent the following money amounts?

52 dollars

**PREVIEW**

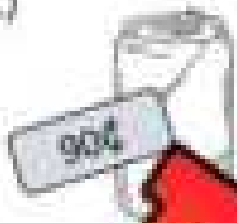
91 dollars

# Finding Exact Change Up To 100 Cents

**Questions**

Circle the exact change you will use to pay for the item.

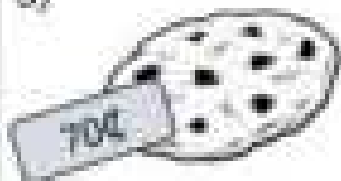
1)



2)



3)



4)



5)



**PREVIEW**

# Finding Exact Change Up To 200 Cents

**Questions**

Circle the exact change you will use to pay for the item.

1)



2)



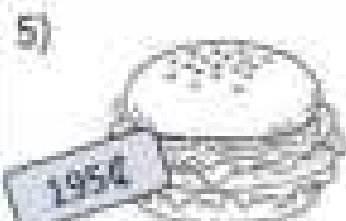
3)



4)



5)



**Word Problems - Change Up To 200 Cents****Questions**

Answer the questions below.

1) Emma buys a sticker for 35¢ and gives the cashier 50¢. How much change does she get back?

2) Liam bought a pencil for 75¢. He paid with 100¢. How much change should he get back?

3) Noah buys a cookie for 65¢ and pays with 100¢. How much change does he get?

4) A toy car costs 125¢. Sarah gave the cashier 200¢. How much change should she receive?

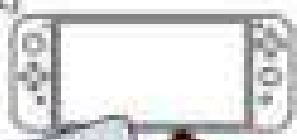

5) Olivia buys a bouncy ball for 45¢ and pays with 75¢. How much change does she get?

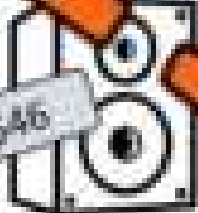

**PREVIEW**


# Paying For Things Up To \$100



## Questions

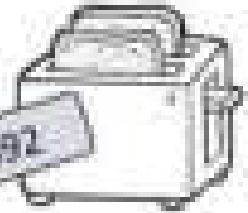

Circle the money you will use to pay for the item

1)  

2)  

3)  

4)  

5)  

**PREVIEW**

## Paying For Things Up To \$200

### Questions

Circle the money you will use to pay for the item

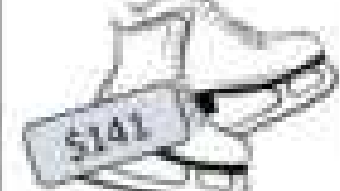
1)



2)



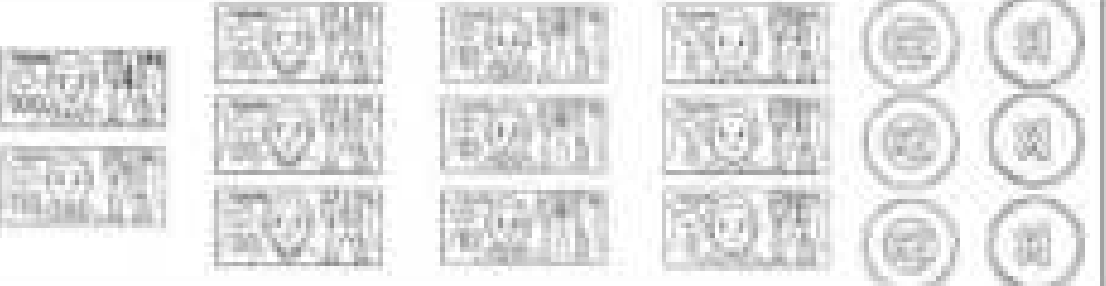
3)



4)



5)



**PREVIEW**

**Word Problems - Change Up To 200 Dollars****Questions**

Answer the questions below.

1) Ethan has \$200. He buys a scooter for \$150. How much change does he get back?

2) Sofia has \$100. She buys a jacket for \$75. How much money does she have left?

3) Noah has \$120. He buys a backpack for \$80. How much change does he get?

4) Olivia has \$90. She buys a pair of shoes for \$60. How much

5) Liam has \$200. He spends \$100 on a toy robot. How much money does he still have?

**PREVIEW**

**Challenge Word Problems - Change Up To 200 Dollars****Questions**

Answer the questions below.

1) Jackson had \$200. He went to the sports store and bought a soccer ball for \$60 and a jersey for \$85. Then he found \$10 in his pocket. How much money does Jackson have now?

2) Maya had \$150. She bought a pair of shoes for \$40 and a doll for \$50. Her grandma gave her \$20 more. How much money does Maya have after all her shopping and the gift?

3) Ben had \$200. He spent \$90 on a toy car and \$30 on a book. Then he returned the toy car and got all his money back for it. How much money does Ben have now?

**PREVIEW**



**Represent Up To \$200 in Different Ways****Questions**

Represent the money amounts up to \$200

1)

\$105.25

\$105.25

2)

\$175.75

\$175.75

\$175.75

3)

\$133.40

\$133.40

\$133.40

4)

\$196.80

\$196.80

\$196.80

**PREVIEW**

# Exit Cards

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

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

Represent the money amounts up to \$200

1)			
	\$124	\$124.50	\$124.50
2)			
	\$189.75	\$189.75	\$189.75

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

Represent the money amounts up to \$200

1)			
	\$124.50	\$124.50	\$124.50
2)			
	\$189.75	\$189.75	\$189.75

**PREVIEW**

**Word Problems – Representing Dollars and Cent Values****Questions**

Answer the questions below.

1) Lily wants to buy a bike that costs \$143.75. Show which bills and coins she could use to pay for it.

2) A toy store has a sale for \$50. How could you make that amount using bills and coins?

3) Sam has \$187.60 in his wallet. What might he have?

4) You're given \$150.00 to spend. Show one way to represent that amount using as few pieces of money as possible.

**PREVIEW**

**Challenge Word Problems - Change Up To 200 Dollars****Questions**

Answer the questions below.

1) Create exactly \$188.65 using the fewest number of bills and coins.

2) Your friend tells you that you can give a \$100 bill to make \$132.25. Prove them wrong by showing a different way to make the same amount.

3) Imagine you are a cashier and need to give \$200.00 in change for your till. Show two ways to count it out using bills and coins.

4) If you were only allowed to use 3 different money denominations (\$1, \$2, \$5, \$20, \$50, \$100 or 25¢, 10¢, 5¢), which 3 would you choose to make \$159.90?

**PREVIEW**

## Story: Why Do We Pay?

**Draw**

Draw pictures that show the story.

### Max Discovers Goods and Services

One sunny afternoon, Max went to the grocery store with his mom. As they walked down the aisles, Max saw all kinds of things: shiny apples, boxes of cereal, and even a toy car. "Mom, why do we pay for these things?" Max asked. His mom smiled and said, "These are called goods, Max. Goods are things that we can see and buy, like food, toys, and clothes."

**PREVIEW**

# PREVIEW

Later that day, Max went to get a haircut. He sat in the big chair while the barber snipped away. When they were done, Max's mom paid the barber. "Why did we pay him, Mom?" Max wondered. "This is called a service," his mom explained. "A service is when someone does work for us, like cutting hair or fixing a car."

At home, Max thought about the grocery store and the barber. "So, we pay for things we can touch, like apples and toys, but we also pay for things people do for us, like haircuts?" he asked. His mom nodded. "Exactly, Max! Goods are things, and services are actions."

**PREVIEW**

# PREVIEW

The next day, Max set up a lemonade stand. He sold lemonade (a good) and charged people for his service of making and selling it. Max realized that goods and services are all around us, and that's why we pay for them! In Canada, most families spend about 30% of their money on services each year, and now Max knew why!

## Activity – Goods and Service Charades

### Objective

What are we learning about?

To help students understand why we pay for goods and services by acting them out through a fun charades game.

### Materials

What you will need for the activity

- Several examples of goods (e.g., toy, book, apple) and services (e.g., haircut, cooking, cleaning)
- A container to hold the slips of paper



### Instructions

How you will apply the activity

1. Prepare slips of paper with examples of goods and services. Place these slips in a container.
2. Explain the game: one at a time, a student will pick a slip from the container and act out the good or service without speaking.
3. The rest of the class will guess what the student is acting out. To identify it, they must decide whether it is a good (something you can buy and touch) or a service (something done for you). After guessing, discuss why we pay for the good or service. Explain that goods are things we need or want, while services are actions where someone is helping or doing something for us.
4. Continue until all students have had a turn.
5. End with a discussion on why it's important to pay for both goods and services in everyday life.

Charade Cards

Cut out the cards below

Charade Cards

Book

Hat

Haircut

Notebook

Babysit

Mail Delivery

Pet Grooming

Apple

Shoe Repair

Cracker

Backpack

Baking a Cake

Dental Checkup

Banana

Pizza Delivery

Cake

Glasses


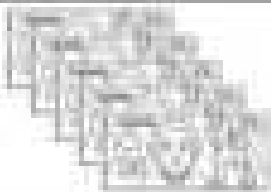
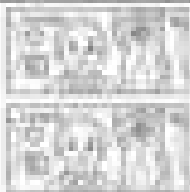



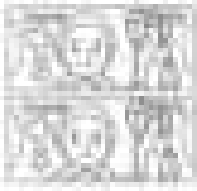
Driving a School Bus

**PREVIEW**

# Financial Literacy Test


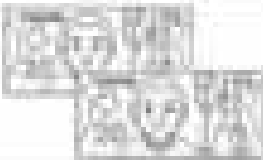








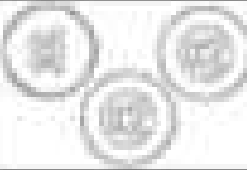
## Part 1

Count the money in each column to make a benchmark dollar amount

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

## Part 2

Count the money in each column. Then find the total

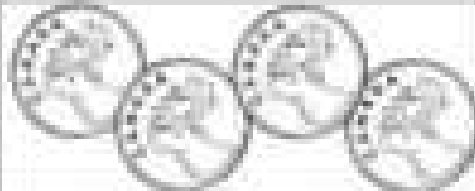
1) 				Total
2) 				Total
3) 				Total

## Part 3

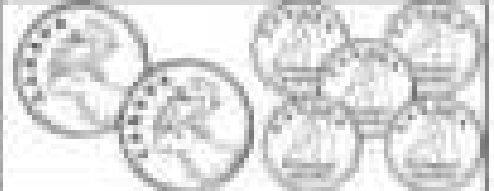
Count the coins and write the total below.



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



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



3) \_\_\_\_\_



4) \_\_\_\_\_



5) \_\_\_\_\_

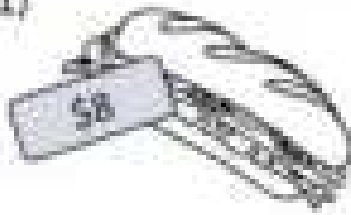


6) \_\_\_\_\_

## Part 4

Circle the coins you need to pay for the item.

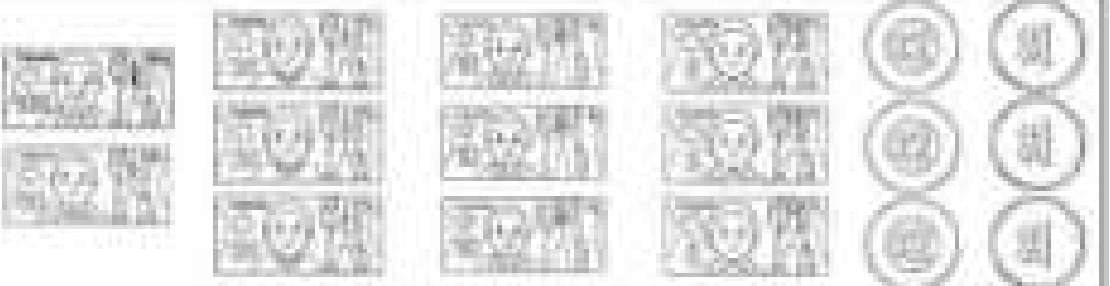
1)



2)



3)



## Part 5

How many ways can you represent the following money amounts?

55 cents

90 cents

70 dollars

163 dollars

**PREVIEW**