Preview - Information

Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

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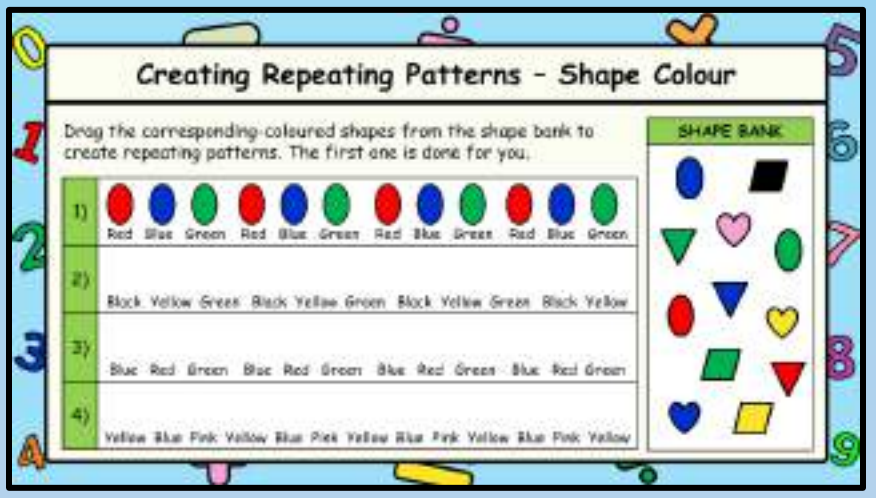
Google Slides Lessons Preview

BC Math Curriculum
Patterning & Equations – Grade 1

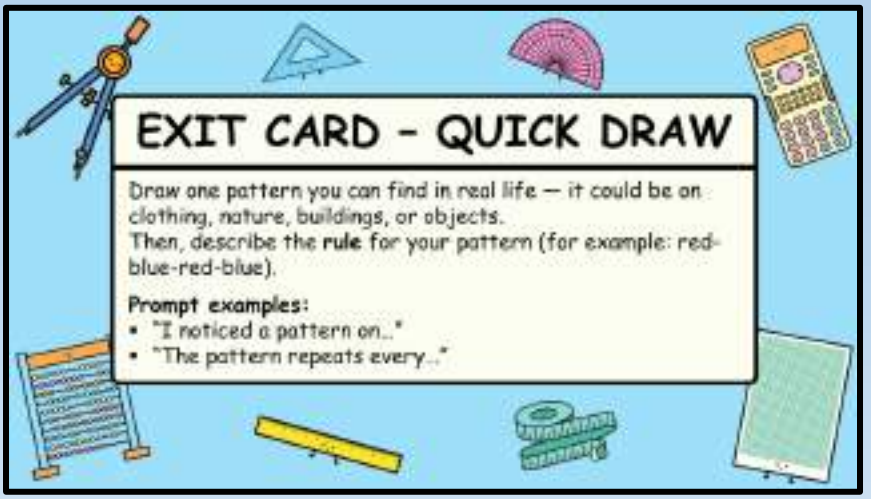
3-Part Lesson Format

Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!

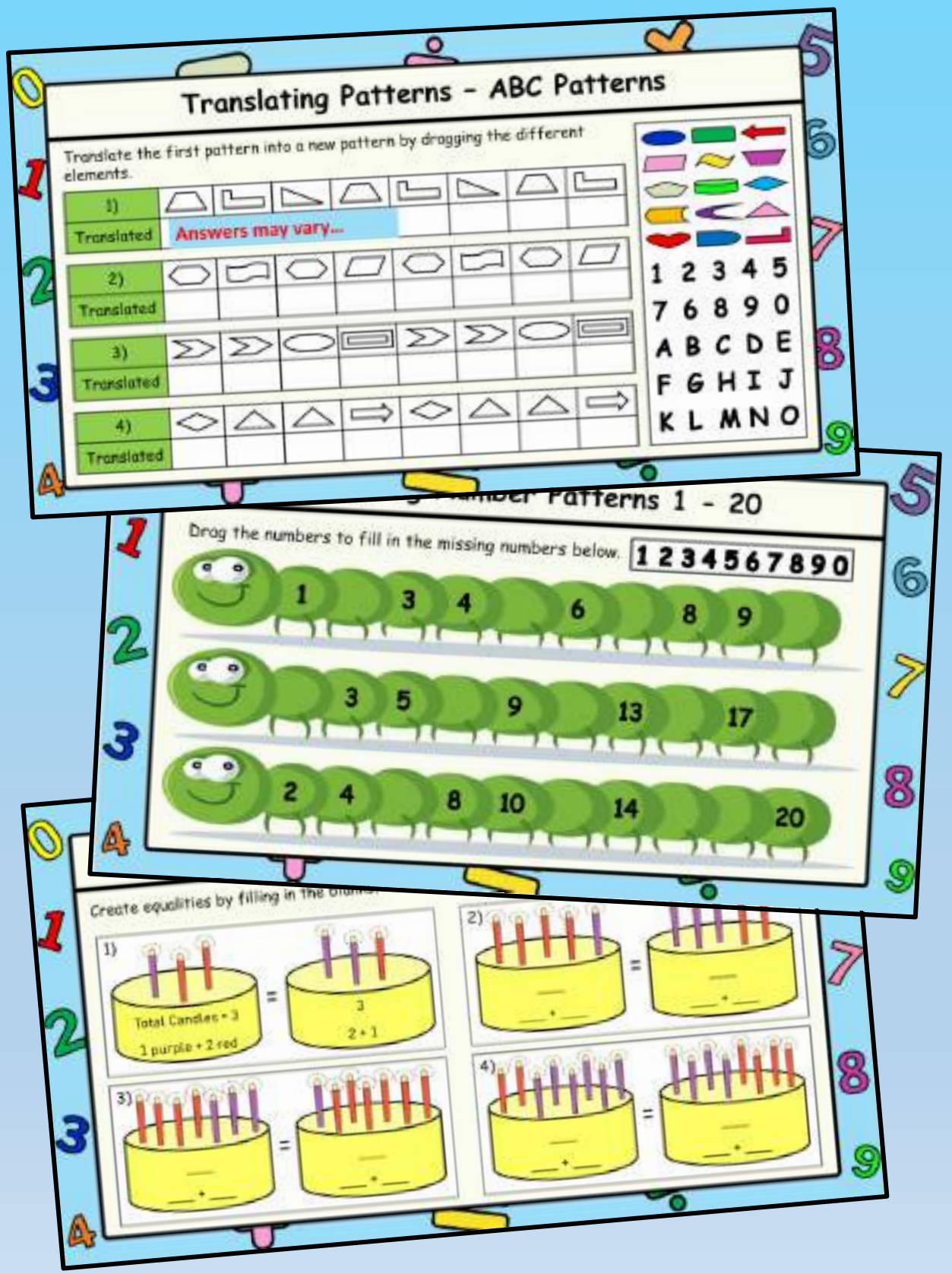


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

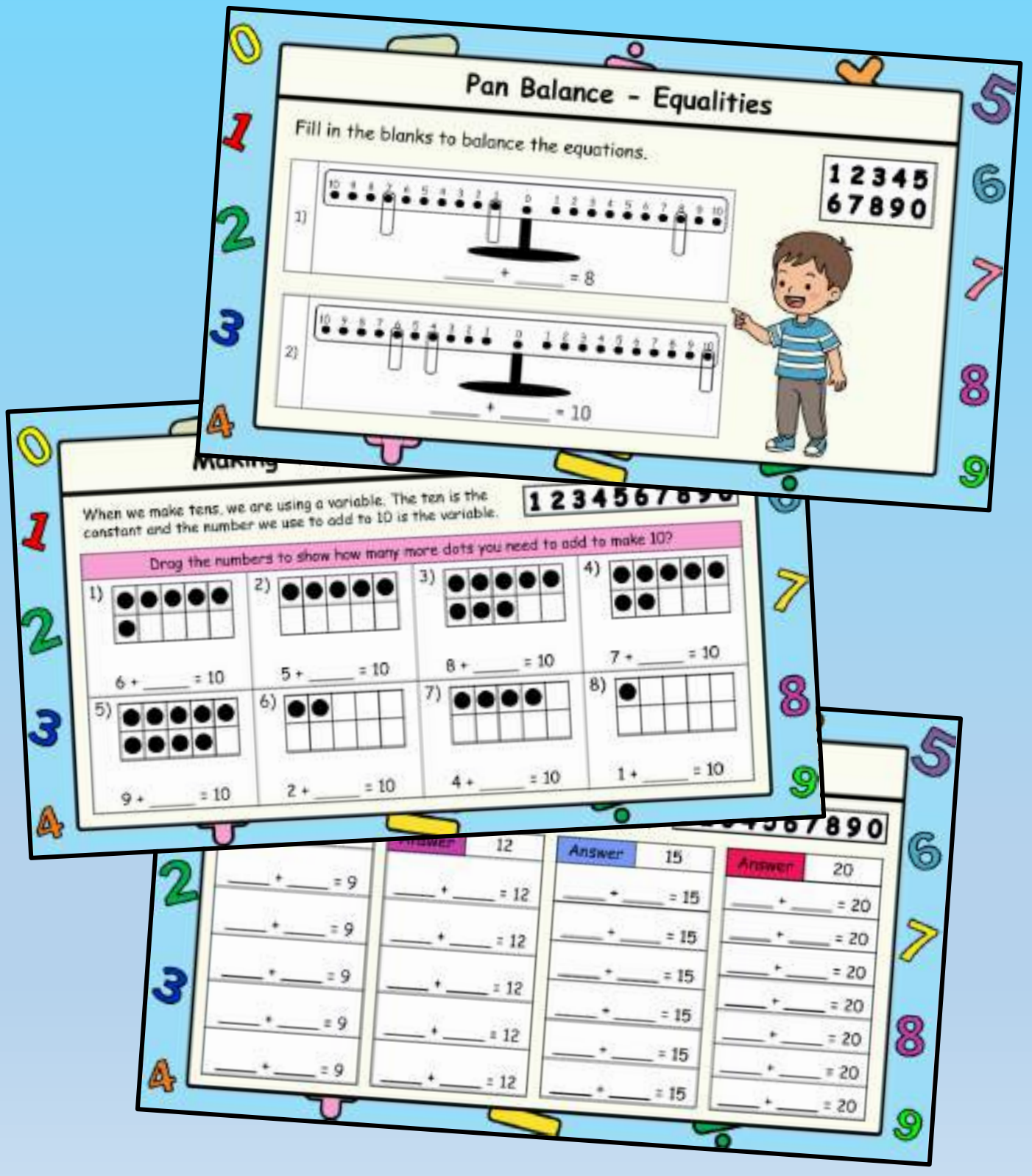
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Math Curriculum
Patterning & Equations – Grade 1



BC Math Curriculum
Patterning & Equations – Grade 1



Workbook Preview

Grade 1
Patterning and Equations

Curriculum Elaborations
Repeating patterns:
· identifying sorting rules
· repeating patterns with multiple elements/attributes
· translating patterns from one representation to another (e.g., an orange-blue pattern could be translated to a circle-square pattern)
· letter coding of pattern
· predi
· patte
· inves ed chart)
· beading using 3–5 colours

Change in Quantity to 20:
· verbally describing a change in quantity (e.g., I can build 7 and make it 10 by adding 3)

Equality and Inequality:
· demonstrating and explaining the meaning of equality and inequality
· recording equations symbolically, using = and ≠

Name: _____ 6

Creating Repeating Patterns – Shape Colour

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

1)

2)

3)

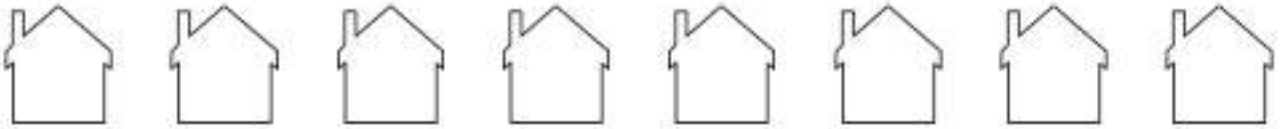
4)

5)

6)

7)

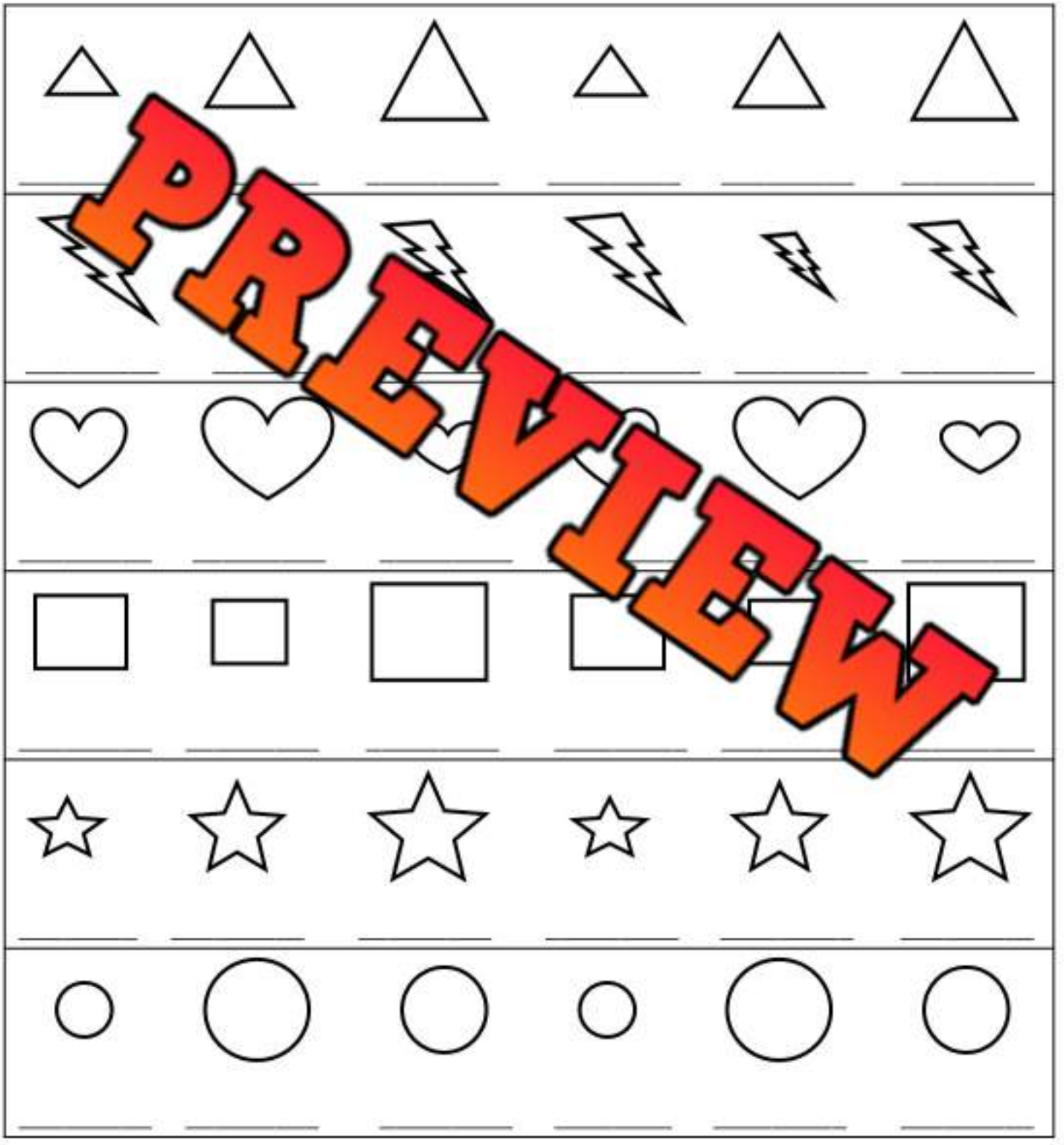
8)



Name: _____ 8

Creating Repeating Patterns – Shape Size

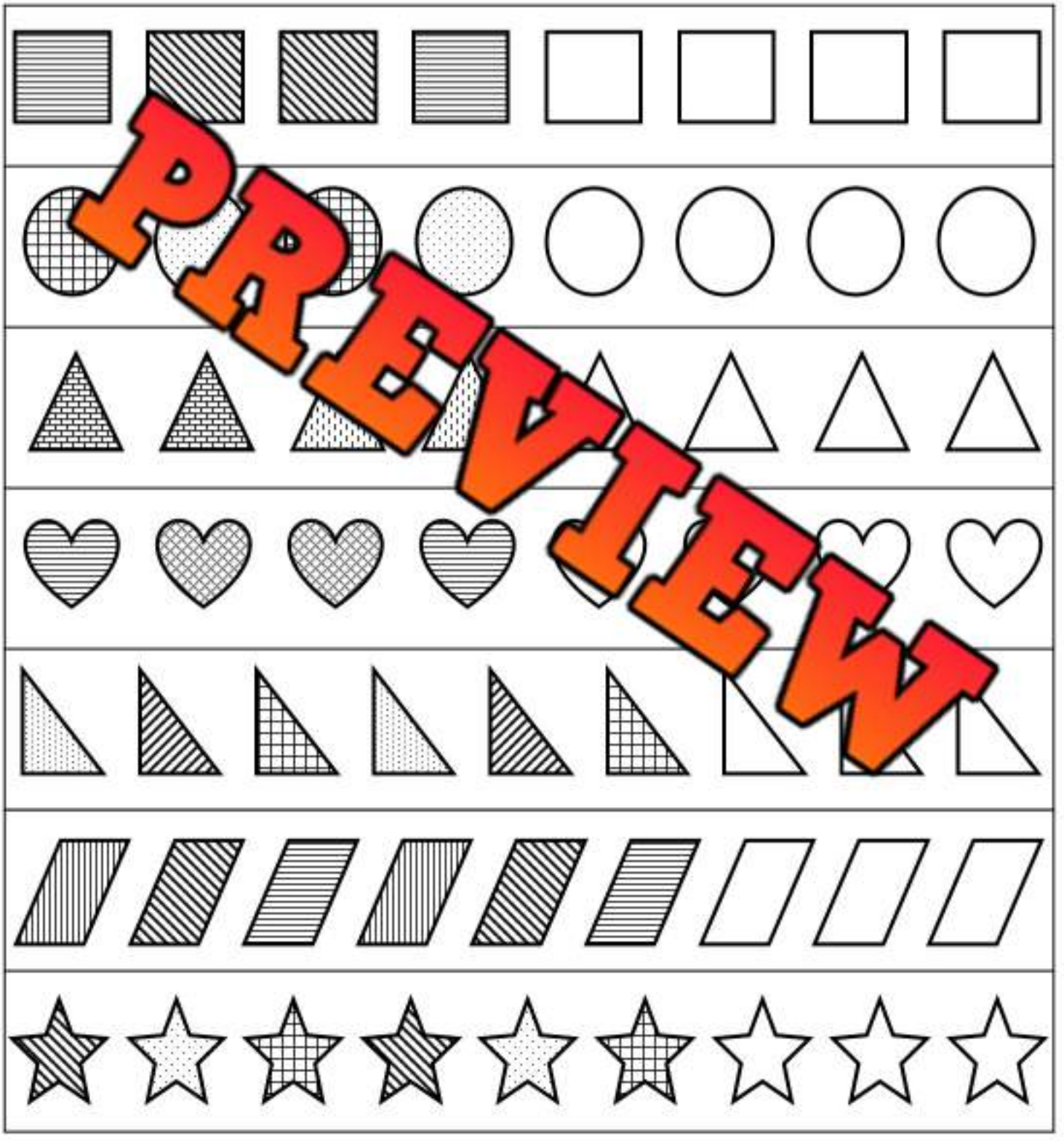
Questions Write big, small or medium under the shapes depending on their size



Name: _____ 10

Extending Repeating Patterns - Texture

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



Exit Cards

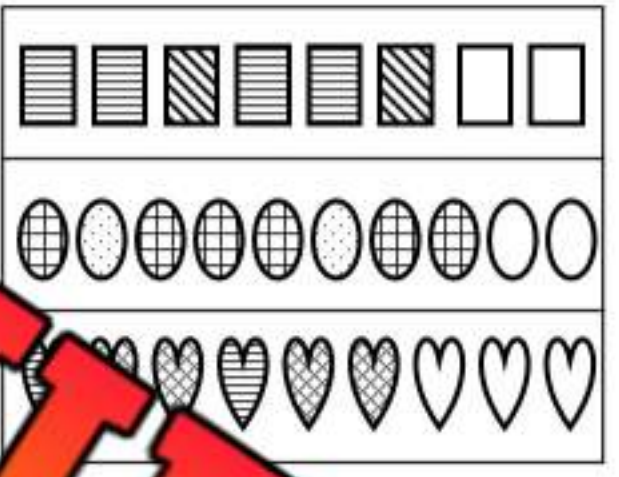
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

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

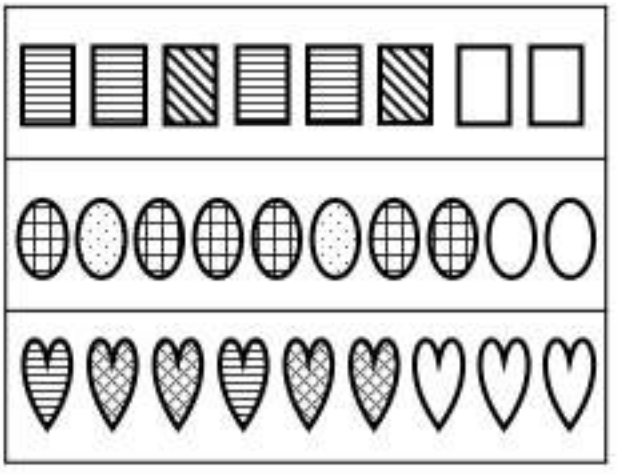
Name: _____

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



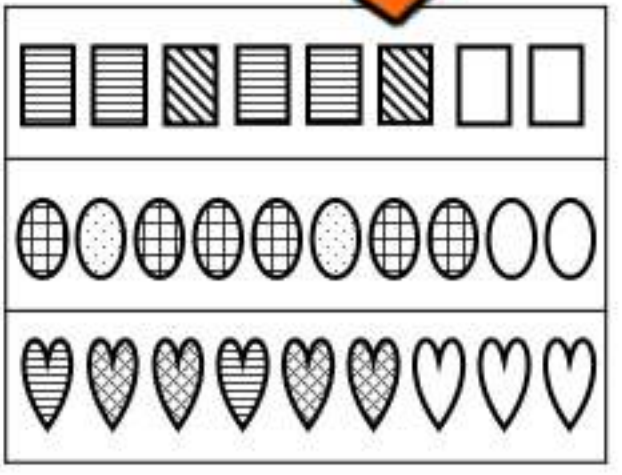
Name: _____

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



Name: _____

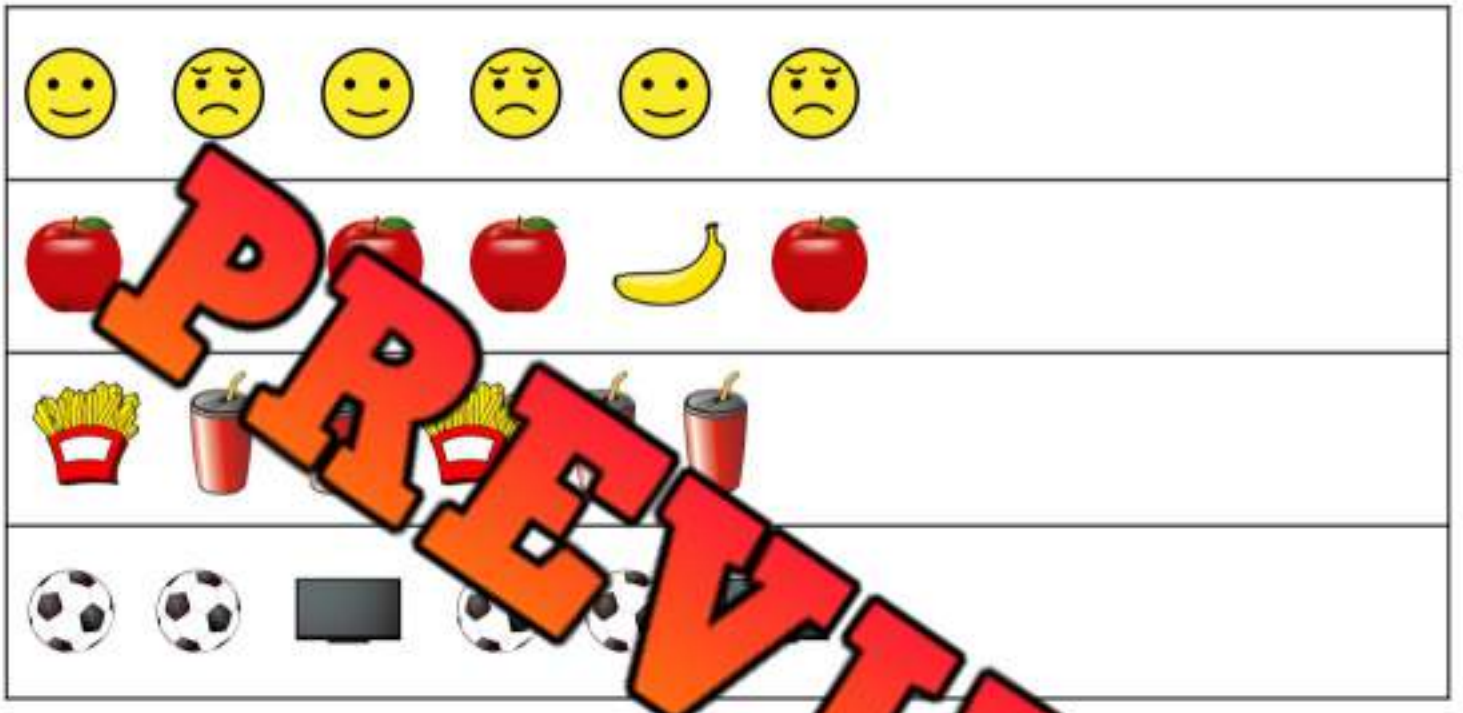
Extend the pattern by looking for a pattern in the textures.



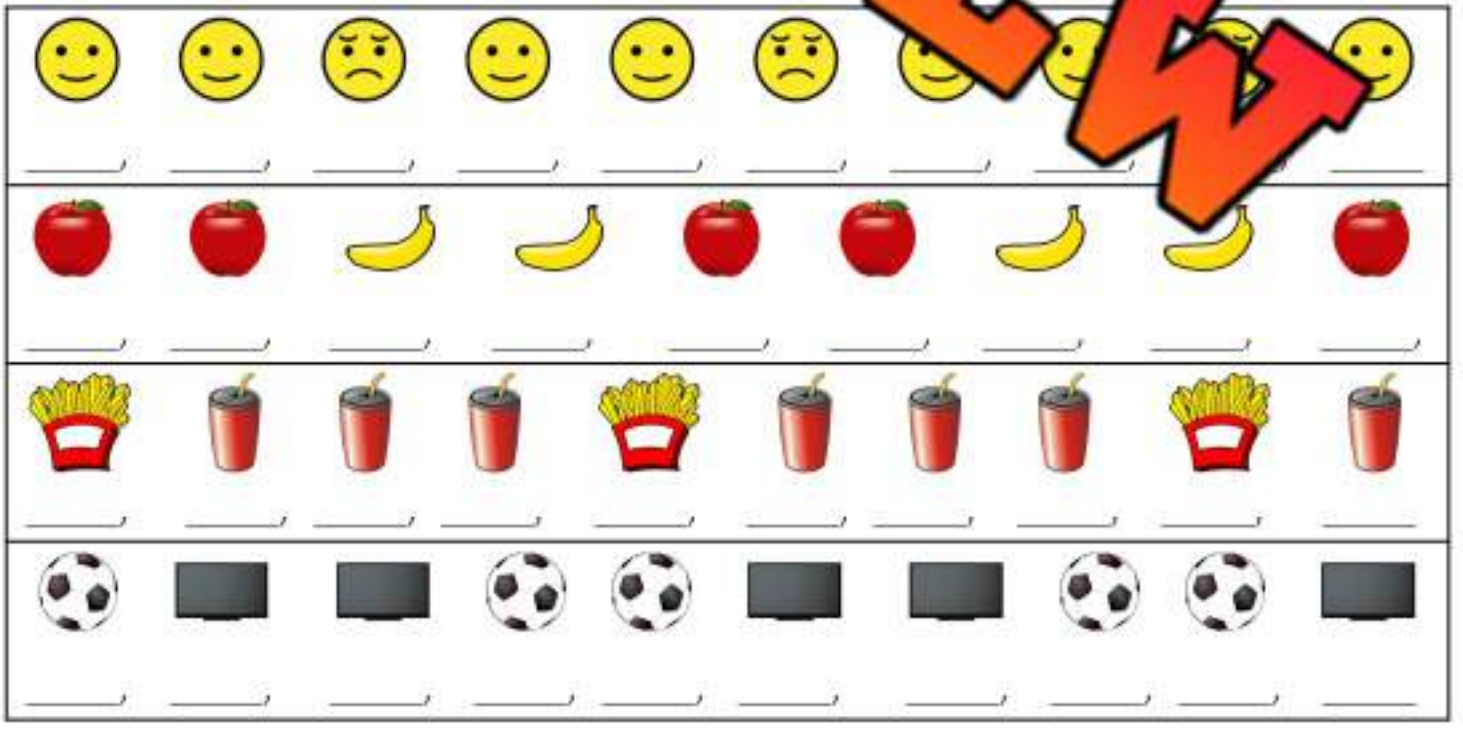
Name: _____ 17

Repeating Patterns – 2 Elements

Part 1 Continue the repeating patterns below by drawing more objects



Part 2 Repeating A, B patterns – [illegible] A and B



Name: _____ 19

Repeating Patterns – 4 Elements

Part 1 Continue the repeating patterns below by drawing more objects

Part 2 Label the patterns below A, B, C and D

Name: _____ 21

Repeating Pattern Cores – 3 Elements

Part 1 Circle the pattern core in the patterns below

Part 2 Create A, B, C patterns below [illegible] 3 [illegible] ments

1)									
2)									
3)									
4)									

Name: _____ 22

Repeating Pattern Cores – 4 Elements

Part 1 Circle the pattern core in the patterns below

Part 2 Create A, B, C, D patterns below... use ... elements

1)										
2)										
3)										
4)										

Name: _____ 23

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 you'll need for the activity.

- None

Instructions How you will complete the activity.

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

Name: _____ 24

Reflection	Answer the questions below.

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

2) Draw the s[illegible]ar p[illegible]. For example, draw a picture of hands clapping, fingers snappi[illegible]et sto[illegible]each part of your pattern.

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

Name: _____ 25

Repeating Patterns – Pattern Core

Part 1 Core = Part that repeats – Circle the pattern core and extend the pattern

A B C A B C _____, _____, C A B _____, _____
A B B B B _____, _____, B, _____, _____
A B C A _____, _____, _____, _____
A B C C D C _____, _____, _____, _____
A B C B A B C B _____, _____, _____

Part 2 Anna circled the core in each of the patterns below. Was Anna right?

(1 2) 3 1 2 3 1 2 3		NO
(5 1 1 5) 5 1 1 5	YES	NO
(1 2 3 4 5) 1 2 3 4 5	YES	NO
(A B B) A A B B A B	YES	NO
(F G P P) F G P P F G P P	YES	NO

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) 2, 4, 4, 2, 2, 4, 4, 2

2) ★, ▲, ★, ▲, ★, ▲

3) 10, 20, 10, 30, 10, 20, 10, 30

4) ❄, ❄, ⛄, ☀, ❄, ❄, ⛄, ☀

Name: _____

Circle the pattern core

1) 2, 4, 4, 2, 2, 4, 4, 2

2) ★, ▲, ★, ▲, ★, ▲

3) 10, 20, 10, 30, 10, 20, 10, 30

4) ❄, ❄, ⛄, ☀, ❄, ❄, ⛄, ☀

Name: _____

Circle the pattern core

1) 2, 4, 4, 2, 2, 4, 4, 2

2) ★, ▲, ★, ▲, ★, ▲

3) 10, 20, 10, 30, 10, 20, 10, 30

4) ❄, ❄, ⛄, ☀, ❄, ❄, ⛄, ☀

Name: _____

Circle the pattern core

1) 2, 4, 4, 2, 2, 4, 4, 2

2) ★, ▲, ★, ▲, ★, ▲

3) 10, 20, 10, 30, 10, 20, 10, 30

4) ❄, ❄, ⛄, ☀, ❄, ❄, ⛄, ☀

Name: _____ 27

Repeating A/B Patterns

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

1) 

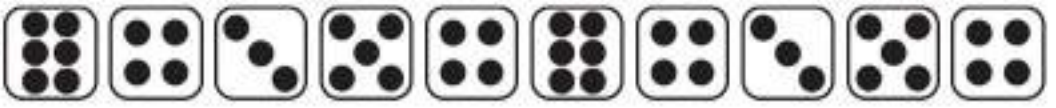
A A B A B

2) 

3) 

4) 

5) 

6) 

7) 

Name: _____ 28

Repeating A/B Patterns

Part 1 Label the A/B patterns below and extend the pattern with 3 more objects

1) 

2) 

3) 

4) 

Part 2 Create patterns with the objects above [illegible] A/B [illegible]erns below

1) A B B C A B B C A

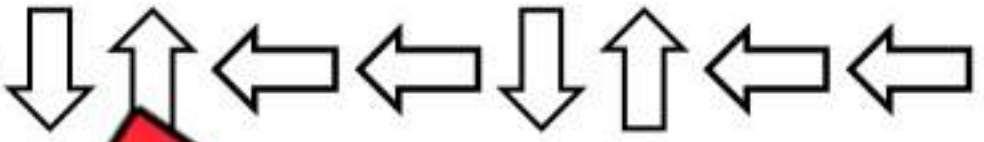
2) A A B C D A A B C

3) A B C A A B C A A

Name: _____ 31

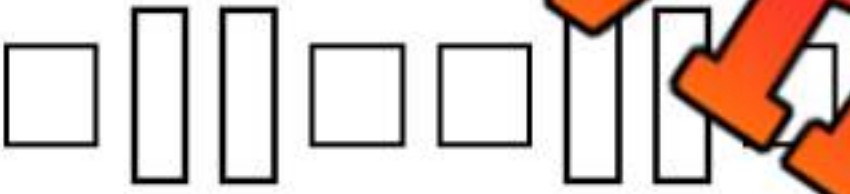
Extending Repeating Patterns – Changing Directions

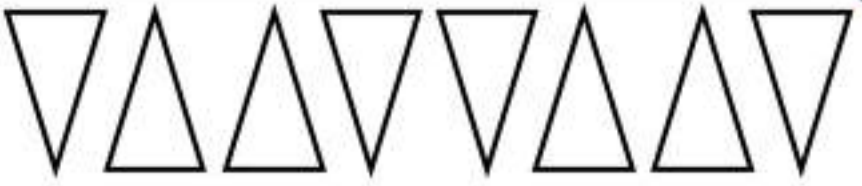
Instructions Continue the repeating patterns below with three more shapes

1) 

2) 

3) 

4) 

5) 

6) 

7) 

Name: _____ 32

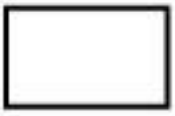
Creating Repeating Patterns – Changing Directions

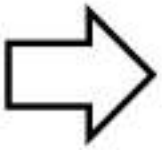
Instructions	Use the shapes to create a pattern with changing directions

1) 

2)

3) 

4) 

5) 

6) 

7) 

Name: _____ 37

Extending Repeating Patterns - Numbers

Questions | Continue the pattern below by filling in the blanks

1)	8 2 8 _____ _____ _____ _____
2)	3 1 2 1 1 2 _____ _____ _____ _____
3)	5 9 7 5 5 9 7 5 _____ _____ _____
4)	2 1 1 3 2 1 1 3 2 1 _____ _____ _____ _____
5)	6 4 2 2 2 6 4 2 2 2 _____ _____ _____ _____
6)	7 8 9 7 8 9 7 8 9 7 _____ _____ _____ _____
7)	6 2 0 7 0 6 2 0 7 0 _____ _____ _____ _____

Name: _____ 38

Patterns Using Letters

Questions Continue the patterns below by filling in the blanks

1)	A	B	A	B	A	B			
2)				C	F	H			
3)	T	U		T		V			
4)	X	X	Z	X					
5)	P	T	G	P	T	G			
6)	T	S	S	T	S	S			
7)	Q	B	B	Q	B	B			

Name: _____ 39

Extending Repeating Patterns - Letters

Questions Continue the patterns below by filling in the blanks

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

Exit Cards

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

Name: _____

Continue the pattern below by filling in the blanks

1) M, N, M, N, M, _____, _____

2) 1, 2, 3, 1, 2, 3, 1, _____, _____, _____

3) 9, 7, 5, 9, 7, 5, 9, _____, _____, _____

4) J, K, L, J, K, L, J, _____, _____, _____

Name: _____

Continue the pattern below by filling in the blanks

1) M, N, M, N, M, _____, _____

2) 1, 2, 3, 1, 2, 3, 1, _____, _____, _____

3) 9, 7, 5, 9, 7, 5, 9, _____, _____, _____

4) J, K, L, J, K, L, J, _____, _____, _____

Name: _____

Continue the pattern below by filling in the blanks

1) M, N, M, N, M, _____, _____

2) 1, 2, 3, 1, 2, 3, 1, _____, _____, _____

3) 9, 7, 5, 9, 7, 5, 9, _____, _____, _____

4) J, K, L, J, K, L, J, _____, _____, _____

Name: _____

Continue the pattern below by filling in the blanks

1) M, N, M, N, M, _____, _____

2) 1, 2, 3, 1, 2, 3, 1, _____, _____, _____

3) 9, 7, 5, 9, 7, 5, 9, _____, _____, _____

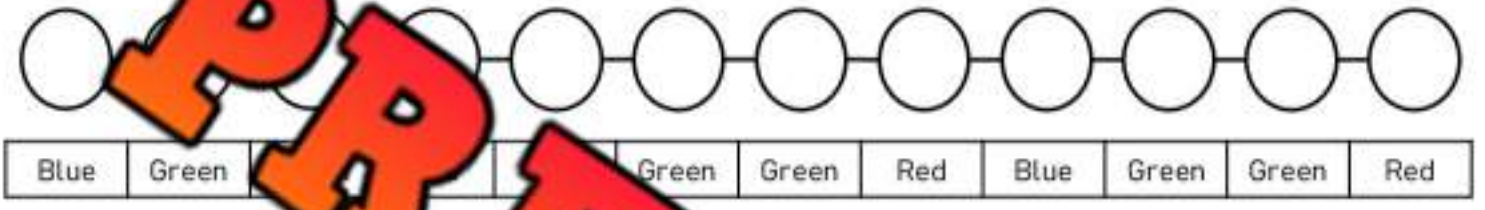
4) J, K, L, J, K, L, J, _____, _____, _____

Name: _____ 43

ABC Patterns - Beading

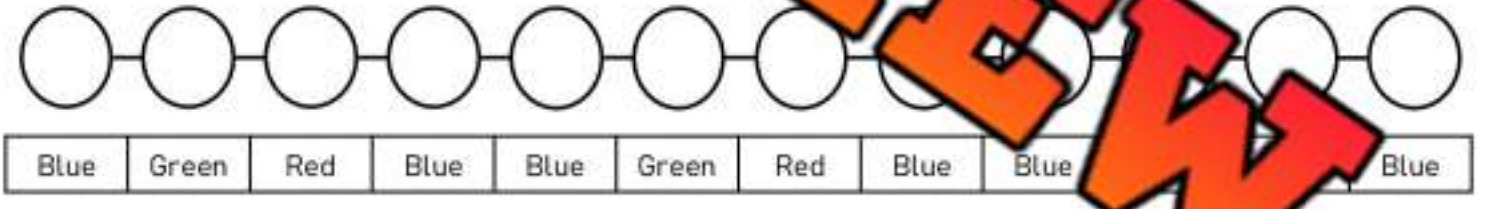
Beading is a special art used by **First Peoples**. Beads are small, colourful pieces that can make patterns and designs on clothing or jewelry. When we learn beading, we practise **patterns, colours, and counting**, and we also learn how art can show **culture, stories, and traditions**.

Instruction Colour the beads below to make an ABC pattern

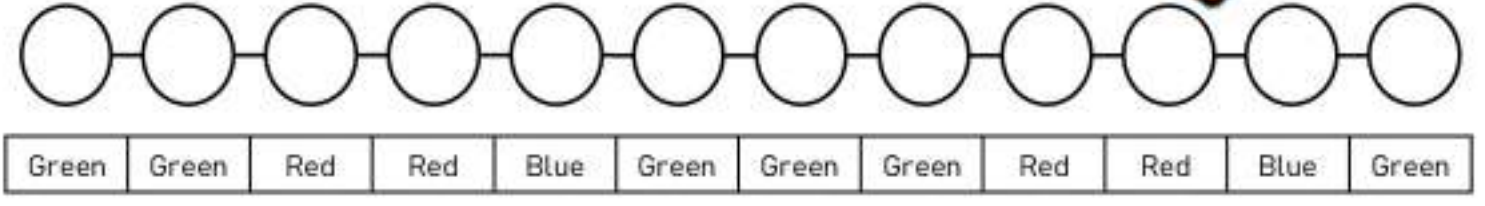


Blue	Green			Green	Green	Red	Blue	Green	Green	Red

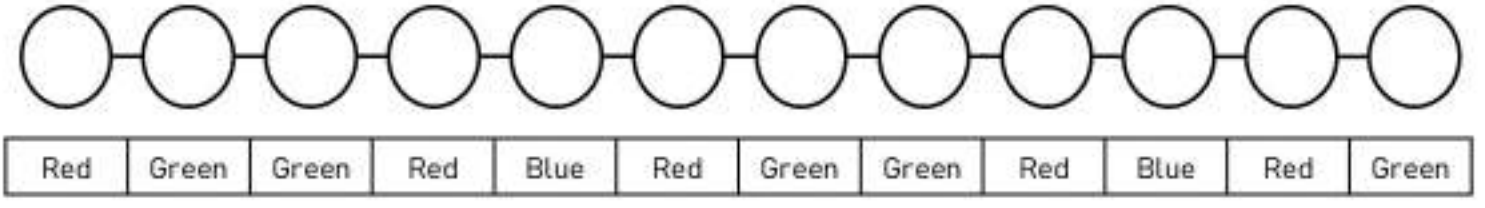
Green	Red	Green	Blue	Green		Green		Red	Green	Blue



Blue	Green	Red	Blue	Blue	Green	Red	Blue	Blue		Blue



Green	Green	Red	Red	Blue	Green	Green	Green	Red	Red	Blue	Green

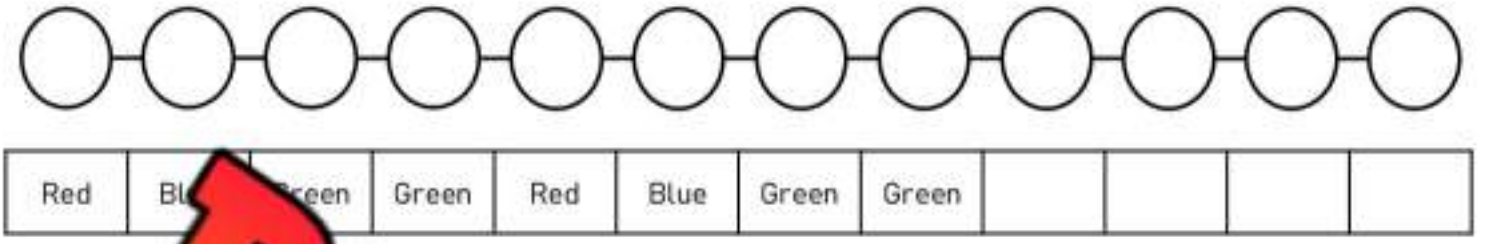


Red	Green	Green	Red	Blue	Red	Green	Green	Red	Blue	Red	Green

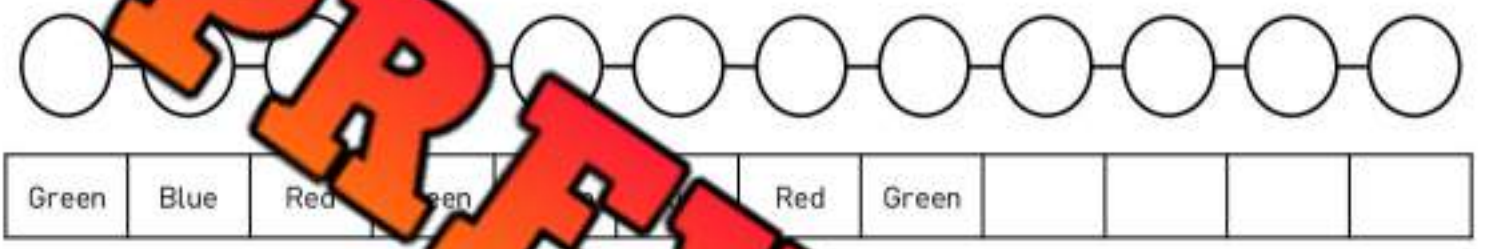
Name: _____ 44

ABC Patterns - Beading

Instructions Continue the patterns below



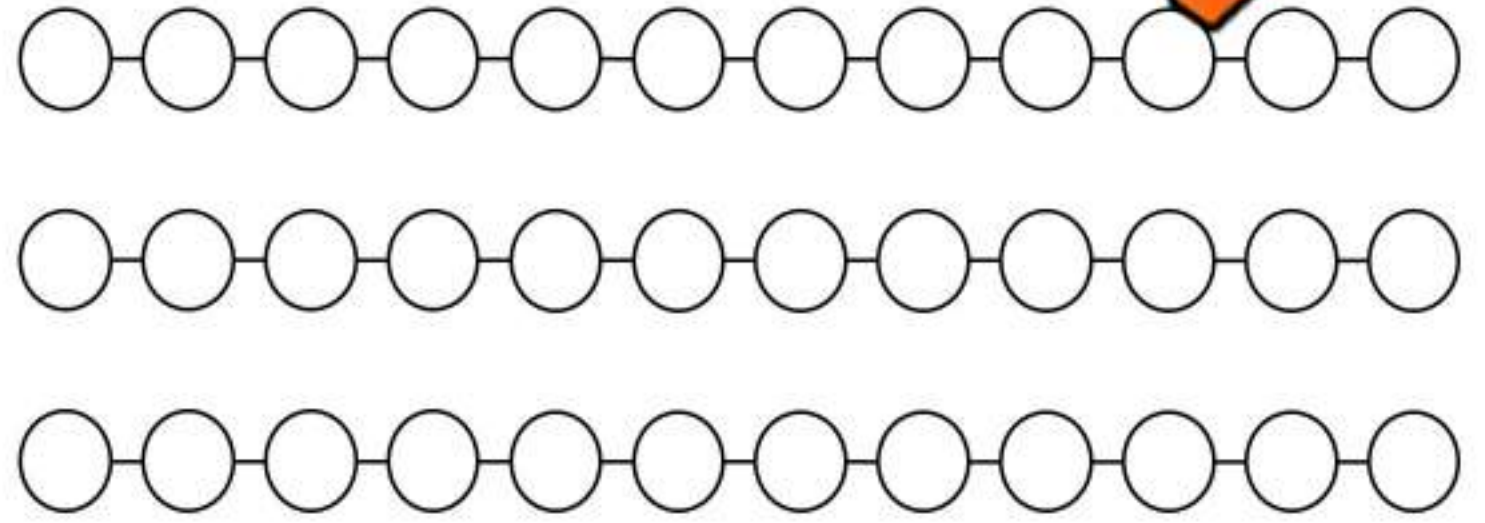
Red	Bl	reen	Green	Red	Blue	Green	Green				



Green	Blue	Red	een			Red	Green				

Blue	Green	Red	Red	Green	Blue	Gre					

Instructions Create your own patterns below



Name: _____ 45

ABCDE Patterns - Beading

Instructions	Create a pattern using 3-5 different colours

Name: _____ 46

ABCDE Patterns - Beading

Instructions	Create a pattern using 3-5 different colours

Name: _____ 47

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	△	△	△	△	△	△

Name: _____ 48

Translating Patterns – AB Patterns

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

1)	A	B	A	B	A	B
Translat						

	A	B	A	A	B
Translated					

3)	A		A	B	C
Translated					

4)	A	B	B		B
Translated					

5)	A	B	A	B	A	B
Translated						

6)	A	B	A	A	B	A
Translated						

Name: _____ 49

Translating Patterns – AB Patterns

Questions Translate the first pattern into a new pattern using different colours

1)	2	5	2	5	2	5
Translat	♡	♡	♡	♡	♡	♡

	T	G	T	T	G
Translated		♡	♡	♡	♡

3)	3		3	5	5
Translated	♡	♡		♡	♡

4)	F	B	B		B
Translated	♡	♡	♡	♡	

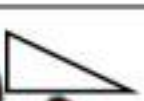
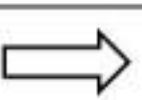
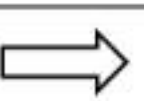
5)	7	8	7	7	8	7
Translated	♡	♡	♡	♡	♡	♡

6)	B	B	L	L	B	B	L	L
Translated	♡	♡	♡	♡	♡	♡	♡	♡

Name: _____ 50

Translating Patterns – AB Patterns

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

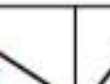
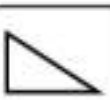
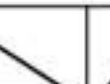
1)						
Translat						
						
Translated						
3)						
Translated						
4)						
Translated						
5)						
Translated						
6)						
Translated						

Name: _____ 52

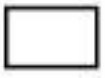
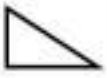
Translating Patterns – ABCD Patterns

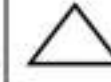
Questions	Create a new pattern that is a translation of the other pattern

1)								
Translated								

2)								
Translated								

3)								
Translated								

4)								
Translated								

5)										
Translated										

6)										
Translated										

Hundreds Chart

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Name: _____ 54

Number Patterns 1 - 20

Questions	Fill in the blanks below

1. 2, 4, 6, 8

2. 1, 3, 5, 7

3. 0, 3, 6, 9

4. 1, 4, 7, 10

5. 7, 9, 11, 13

Name: _____ 55

Number Patterns 1 - 20

Questions	Fill in the blanks below

1. 1, 5, 9, 13

2. 0, 12, 18

3. 2, 4, 8, 1

4. 7, 11, 15, 19

5. 8, 10, 14, 16

Name: _____ 56

Number Patterns – 2s, 5s

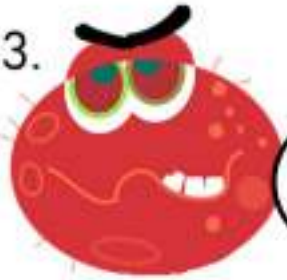
Questions	Fill in the blanks below

1. 

2	4	6	8				

2. 

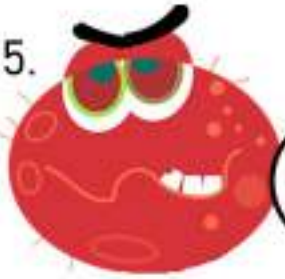
			20				

3. 

10	12	14					

4. 

15	20	25	30				

5. 

20	22	24	26				

Name: _____ 57

Number Patterns – 2s, 5s

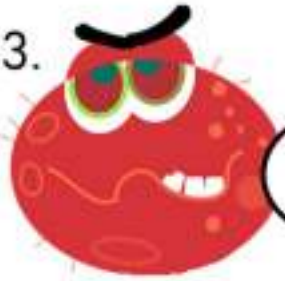
Questions	Fill in the blanks below

1. 

	4		8		12		16

2. 

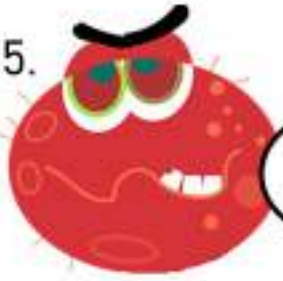
			25	30			

3. 

0	2				12		

4. 

	25		35		45		55

5. 

10	12			18		22	

Name: _____ 58

Number Patterns – 2s

Questions	Fill in the blanks below

1. 

2. 

3. 

4. 

5. 

Name: _____ 59

Number Patterns – 5s

Questions	Fill in the blanks below

1. 

2. 

3. 

4. 

5. 

Name: _____ 60

Increasing Patterns - Rules

Questions Colour the numbers that follow the pattern on the hundreds chart

HUNDREDS CHART

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

1) [illegible] each time

2) Start at 5, add 2 each time

3) Start at 1, add 2 each time

4) Start at 5, add 5 each time

5) Start at 3, add 3 each time

6) Start at 1, add 3 each time

7) Start at 4, add 2 each time

8) [illegible]

9) Start at 3, add 5 each time

10) Start at 5, add 3 each time

Name: _____ 61

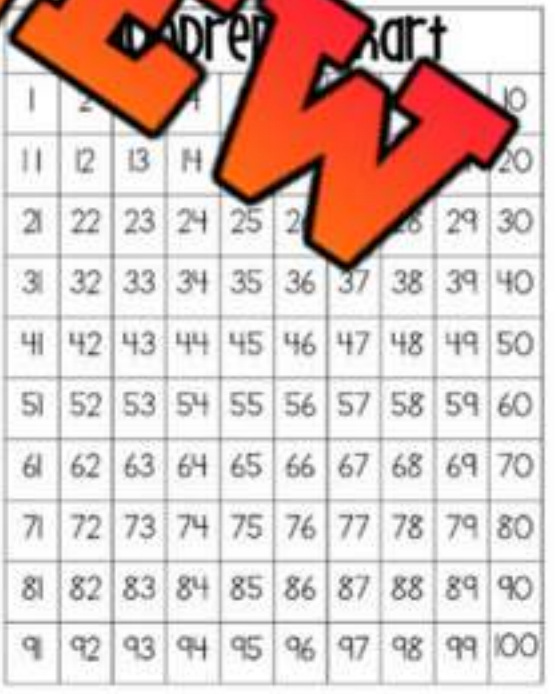
Increasing Patterns - Rules

Questions Colour the numbers that follow the pattern on the hundreds chart

1) Start at 5, add 5 each time

Sta d 2 each time

3) Start at 3, add 3 each time



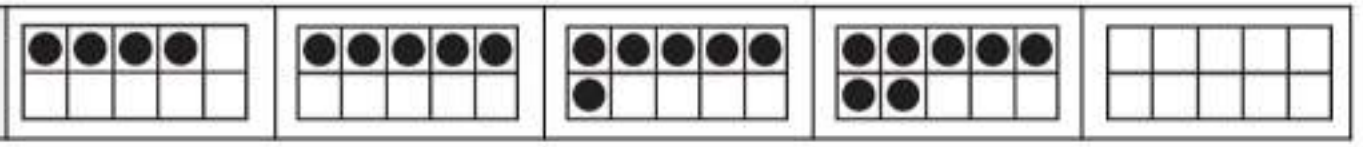
4) Start at 10, add 10 each time

Name: _____ 62

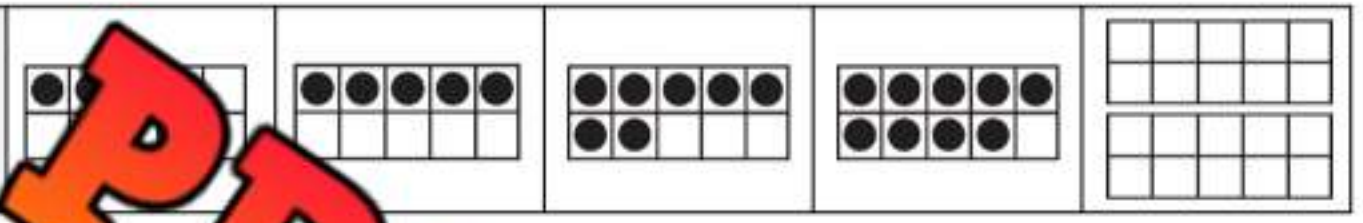
Increasing Patterns - Rules

Questions	Figure out the pattern and draw the dots on the last 10 frame(s)

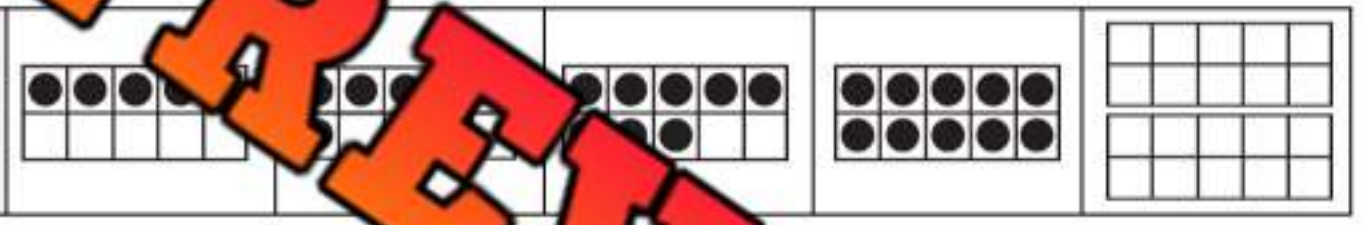
1)



2)

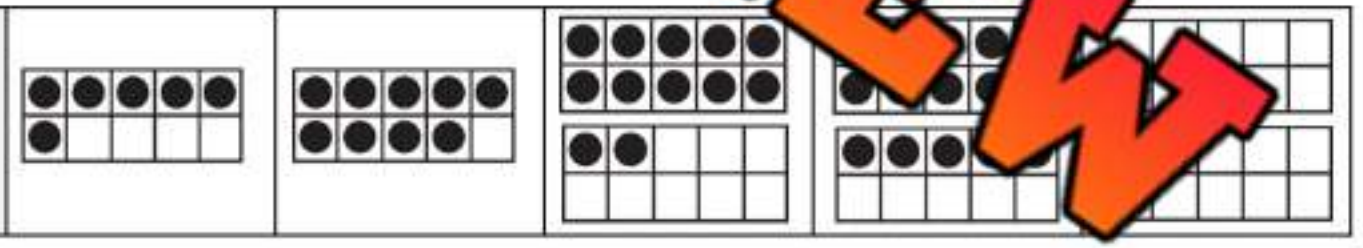


3)

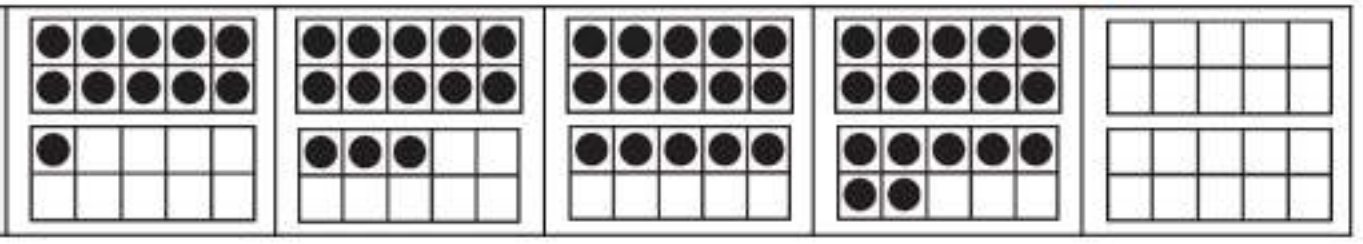


4)

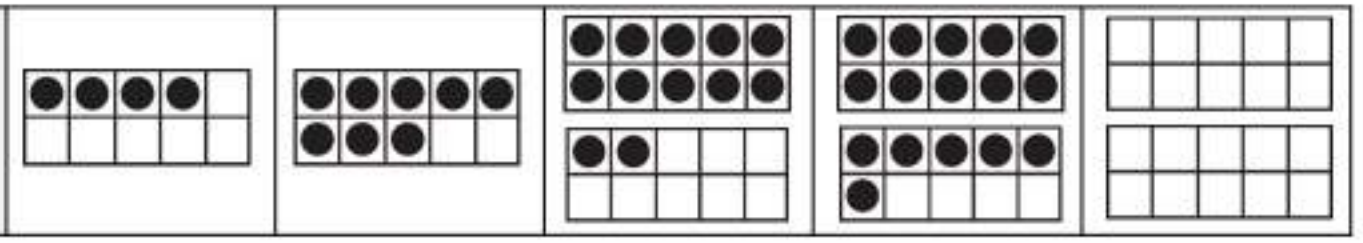
5)



6)



7)



Name: _____ 63

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, 12, 14, 16, 18, 20, 22, 24

Start at _____, then add _____ each time

1, 4, 7, 10, 13, 16, 19

Start at _____, then add _____ each time

3, 5, 7, 9, 11, 13, 15, 17

Start at _____, then add _____ each time

1, 6, 11, 16, 21, 26, 31

Start at _____, then add _____ each time

Exit Cards

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

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

5, 7, 9, 11, 13, 15, 17

Start at _____, then add _____ each time

B)

5, 10, 15, 20, 25, 30, 35

Start at _____, then add _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

5, 7, 9, 11, 13, 15, 17

Start at _____, then add _____ each time

B)

5, 10, 15, 20, 25, 30, 35

Start at _____, then add _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

5, 7, 9, 11, 13, 15, 17

Start at _____, then add _____ each time

B)

5, 10, 15, 20, 25, 30, 35

Start at _____, then add _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

5, 7, 9, 11, 13, 15, 17

Start at _____, then add _____ each time

B)

5, 10, 15, 20, 25, 30, 35

Start at _____, then add _____ each time

Name: _____ 65

Patterning Quiz

Part 1 Continue the repeating patterns below by drawing 3 more pictures

Part 2 Complete the pattern core and continue the pattern

1 1 2 3 1 1 2 3 ___ ___ ___

3 6 2 2 2 3 6 2 2 2 ___ ___ ___

7 7 4 4 5 7 7 4 4 5 ___ ___

Part 3 Translate the first pattern into a new pattern using shapes or colours

1)	A	B	A	B	A	B
Translated	△	△	△	△	△	△

2)	A	B	B	A	B	B
Translated	△	△	△	△	△	△

Part 4 — Continue the patterns below by filling in the blanks

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

Part 5 — Fill in the blanks by figuring out the pattern rules

8, 14, 16

Start at _____, then add _____ each time

10, 15, 20, 25, 30, 35, 40

Start at _____, then add _____ each time

1, 4, 7, 10, 13, 16, 19, 22

Start at _____, then add _____ each time

Part 6 — Draw your own A/B patterns using shapes, numbers, or letters

	A	B	A	B	A	B
Translated						

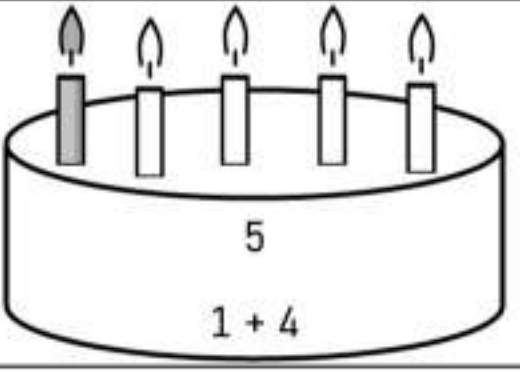
Name: _____ 67

Birthday Cake - Equalities

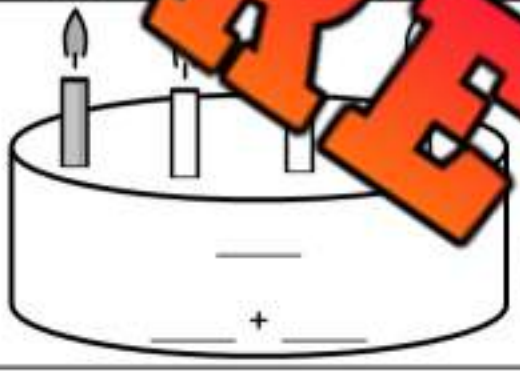
Questions | Create equalities by filling in the blanks

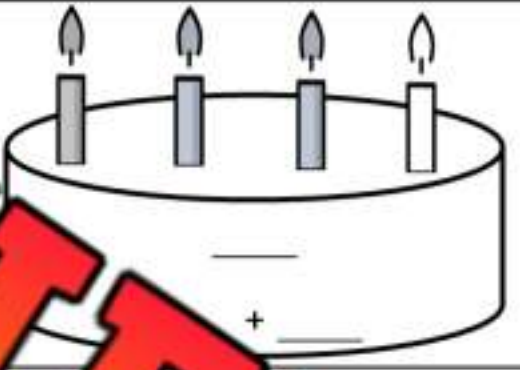
1)

=

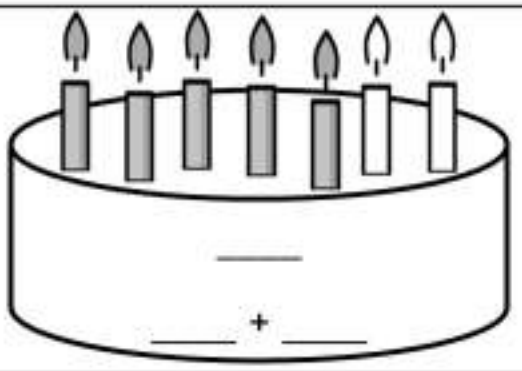


2)



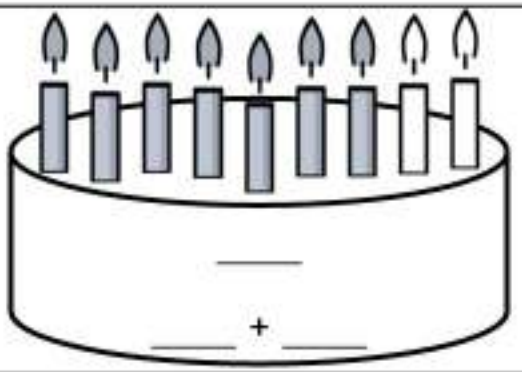


3)



=

4)



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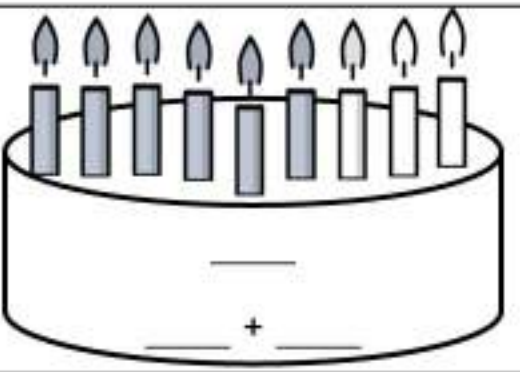
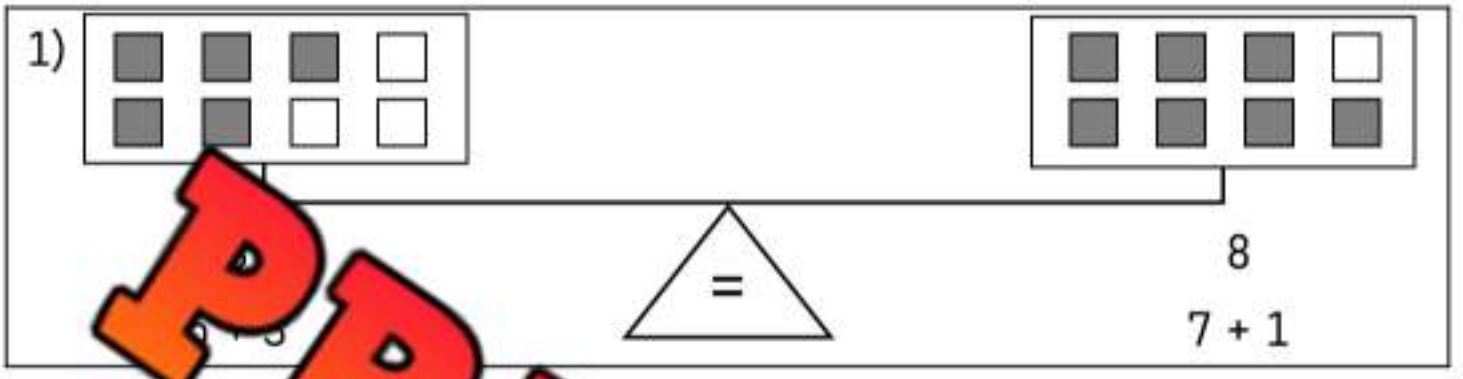


Name: _____ 68

Pan Balance - Equalities

Questions | Fill in the blanks to create equalities

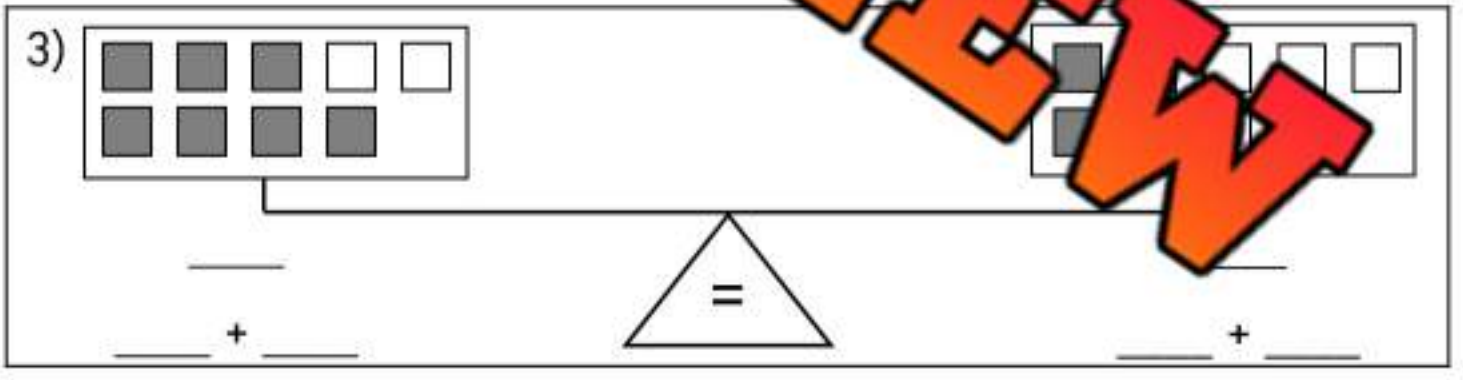
1)



2)

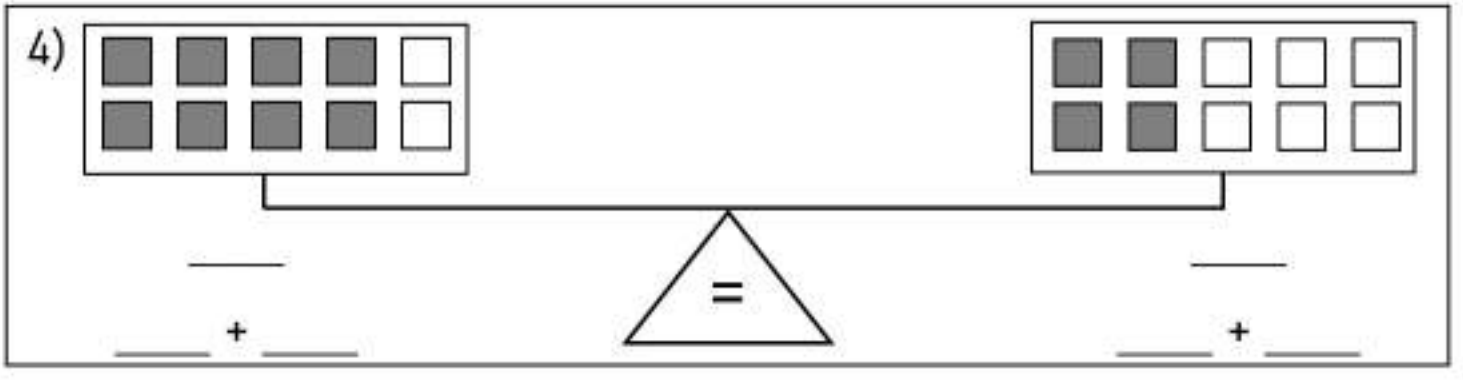
_____ + _____ _____ + _____

3)



_____ + _____ _____ + _____

4)



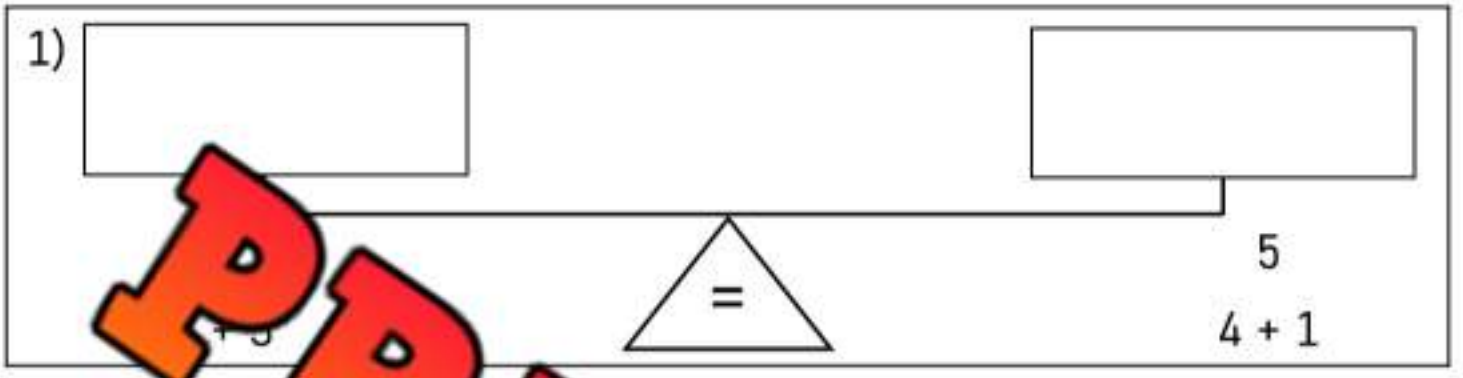
_____ + _____ _____ + _____

Name: _____ 69

Pan Balance - Equalities

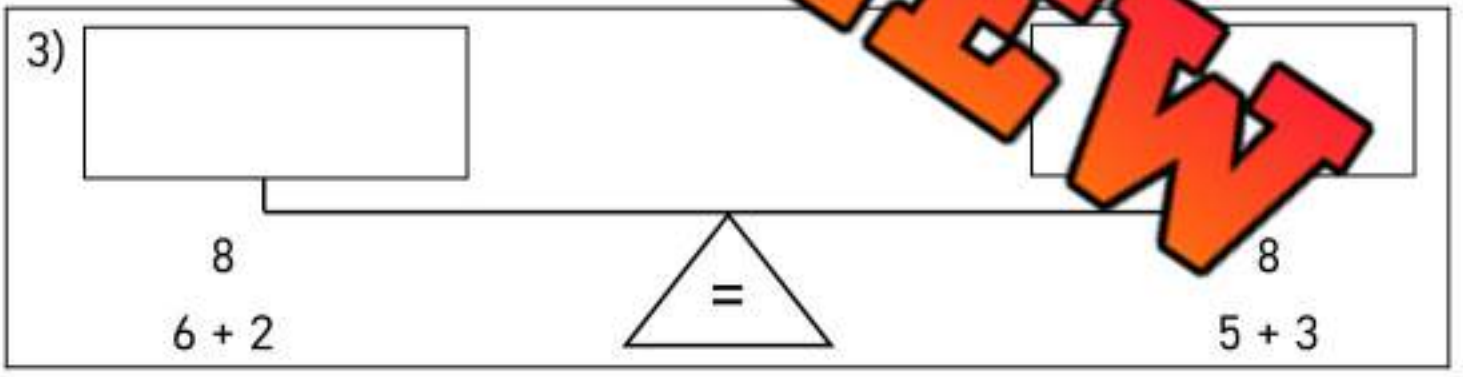
Questions | Draw the missing objects in the rectangles

1)

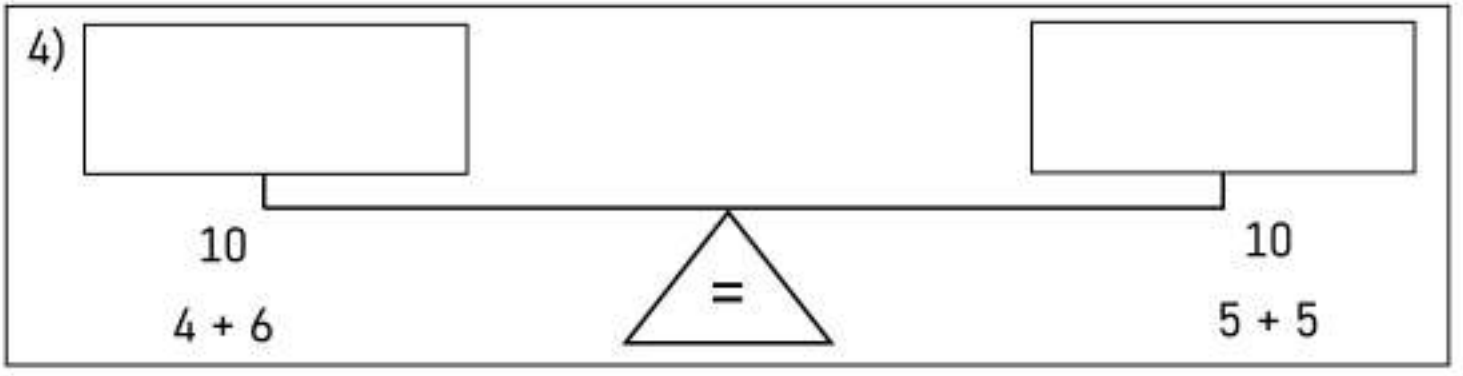


2)

3)



4)

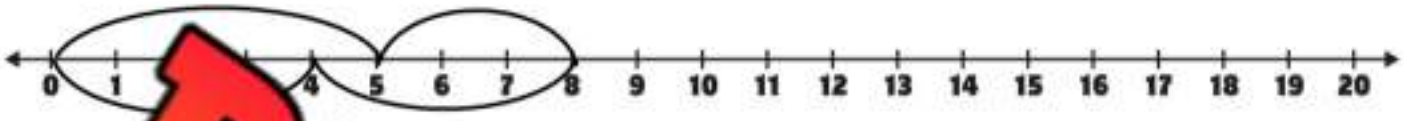


Name: _____ 70

Double Number Lines - Equalities

Questions | Fill in the blanks to complete the equalities

1) 5 + 3 = 8

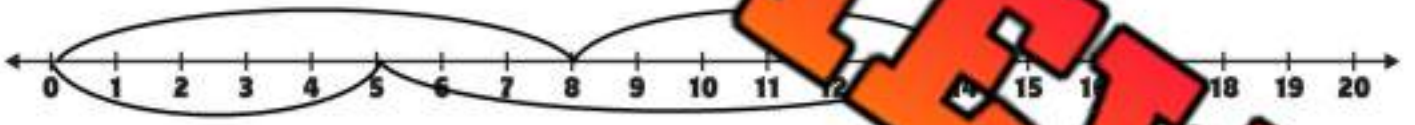


4

2) _____ = _____

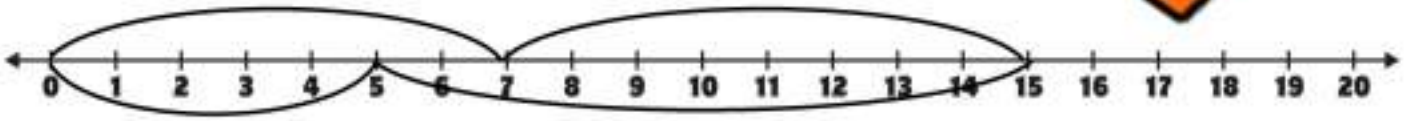
_____ + _____

3) _____ + _____ = _____



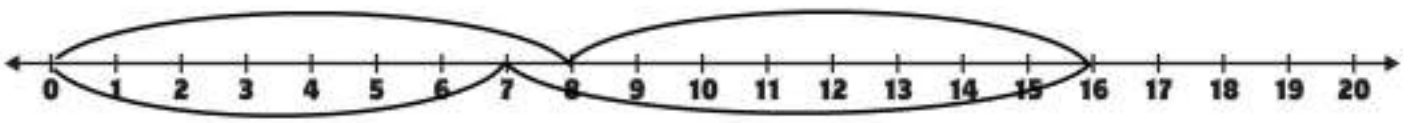
_____ + _____ = _____

4) _____ + _____ = _____



_____ + _____ = _____

5) _____ + _____ = _____



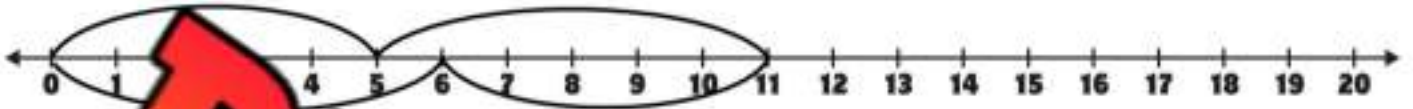
_____ + _____ = _____

Name: _____ 71

Double Number Lines - Equalities

Questions | Fill in the blanks to complete the equalities

1) _____ + _____ = _____

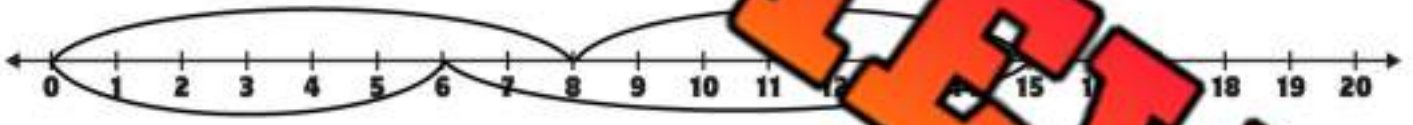


_____ = _____

2) _____ = _____

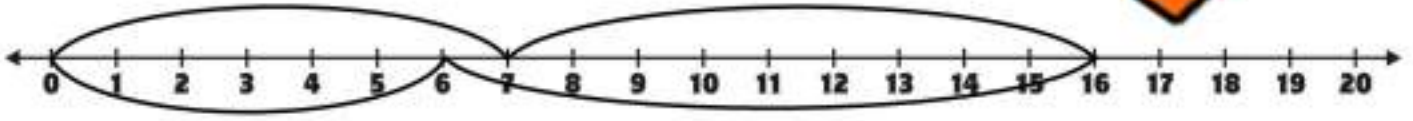
_____ + _____

3) _____ + _____ = _____



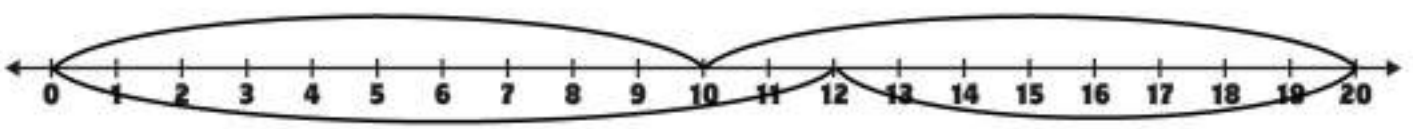
_____ + _____ = _____

4) _____ + _____ = _____



_____ + _____ = _____

5) _____ + _____ = _____



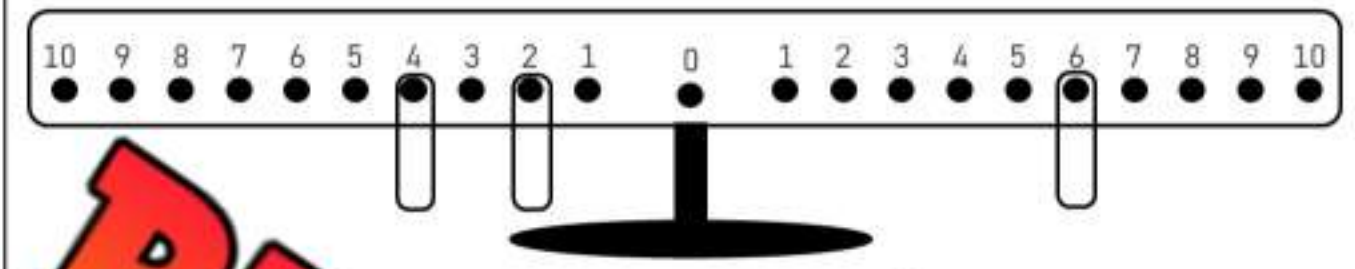
_____ + _____ = _____

Name: _____ 72

Pan Balance - Equalities

Questions Fill in the blanks to balance the equations

1)

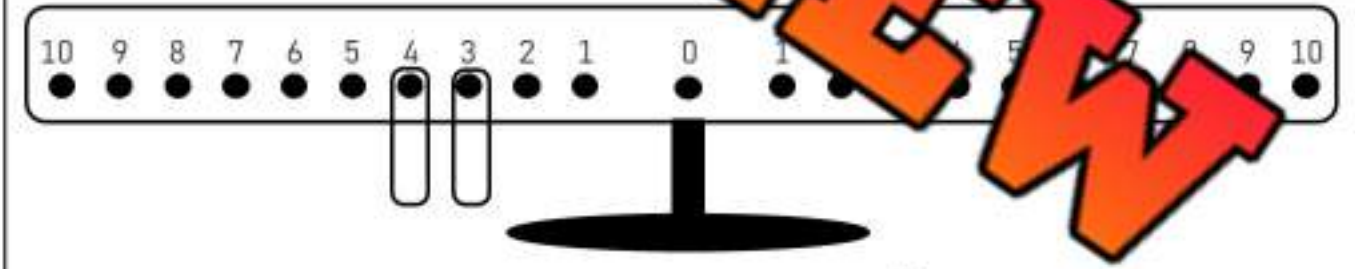


_____ + _____ = 6

2)

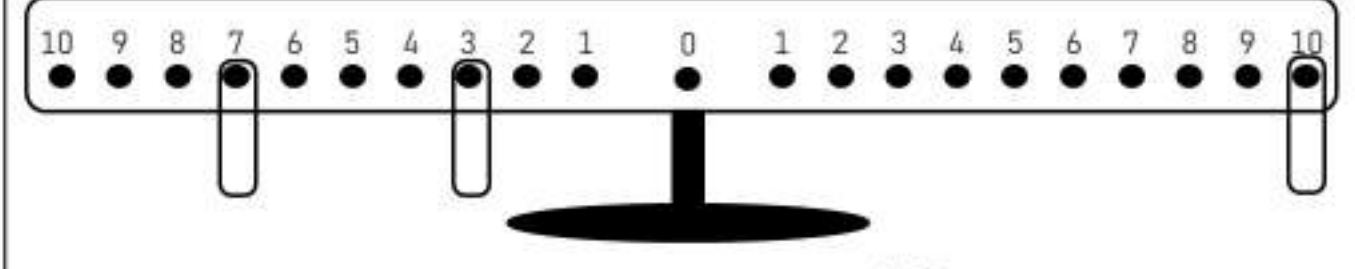
_____ + _____ =

3)



_____ + _____ = 7

4)



_____ + _____ = 10

Name: _____ 75

Balance Pan Equations

Questions	How many ways can you balance the equation to equal 9

1)

_____ + _____ = 9

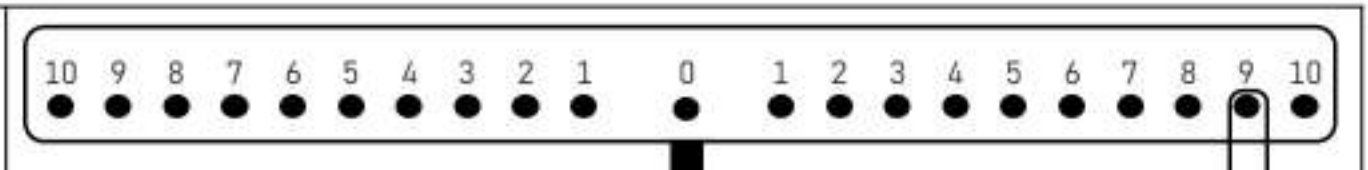
2)

_____ + _____ =

3)

_____ + _____ = 9

4)



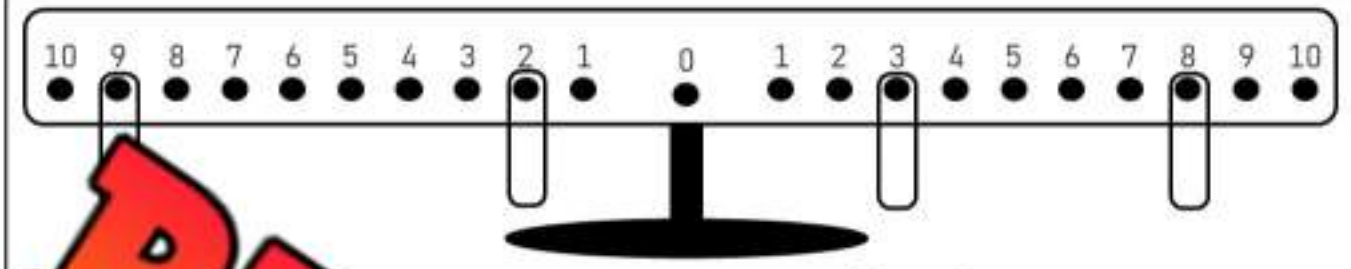
_____ + _____ = 9

Name: _____ 77

Balance Pan Equations

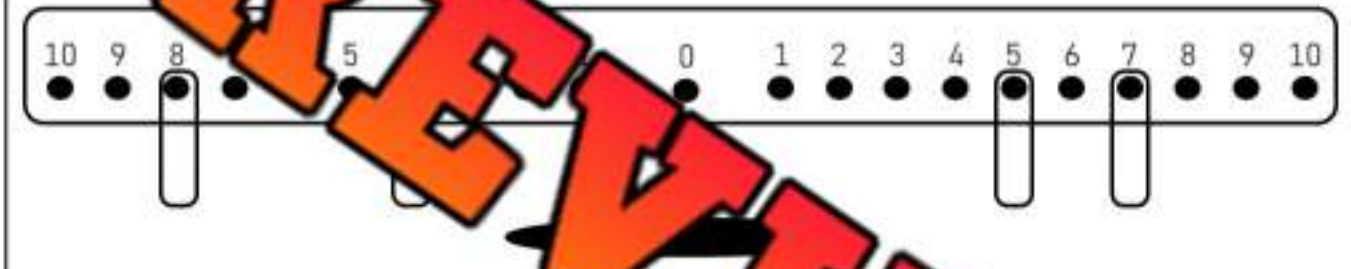
Questions	Balance the equation below

1)



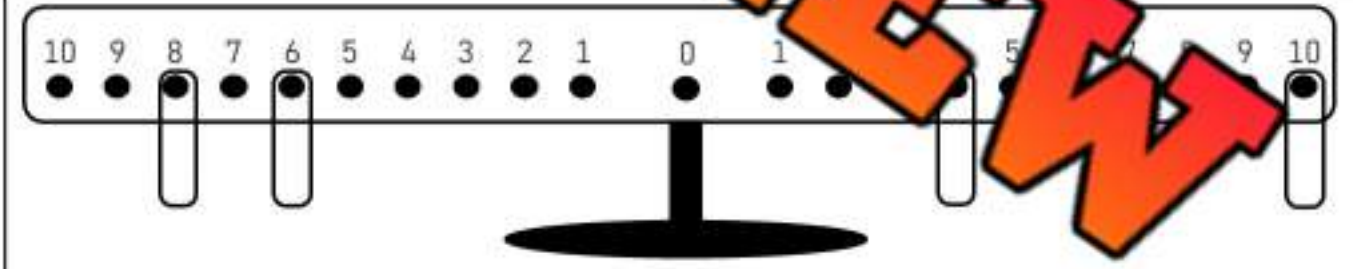
_____ + _____ = 3 + 8

2)



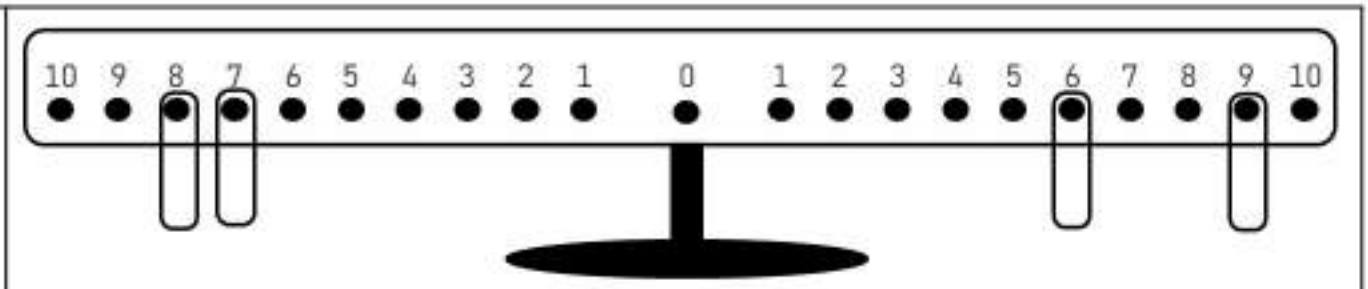
_____ + _____ = 7

3)



_____ + _____ = 4 + 10

4)



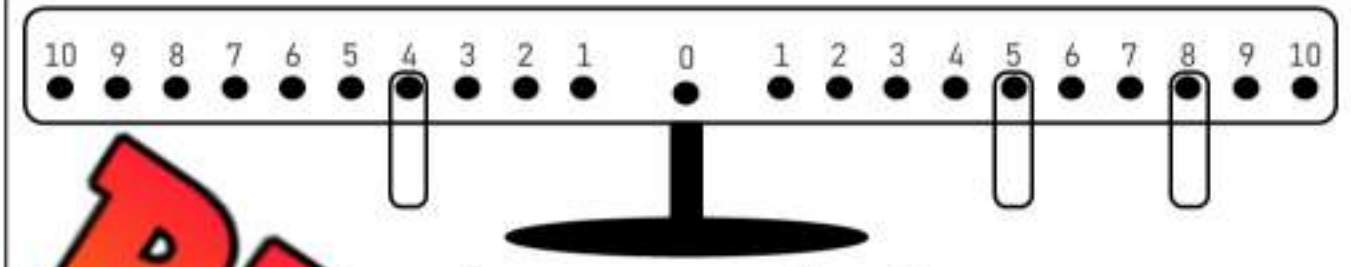
_____ + _____ = 6 + 9

Name: _____ 78

Balance Pan Equations

Questions	Balance the equation below

1)

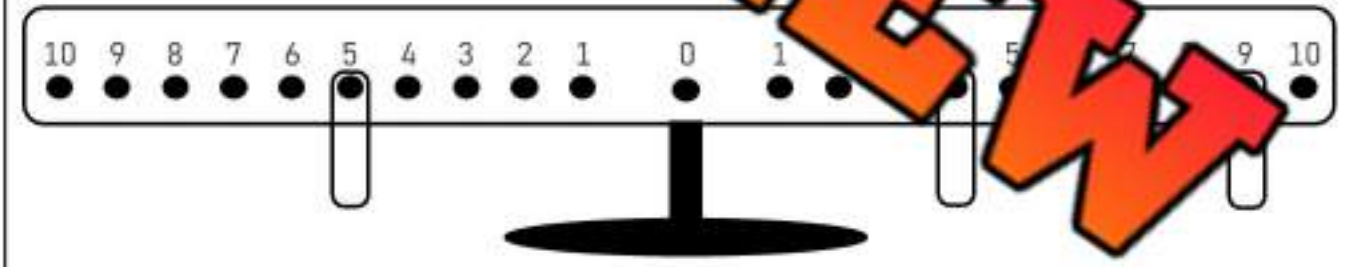


4 + _____ = 5 + 8

2)

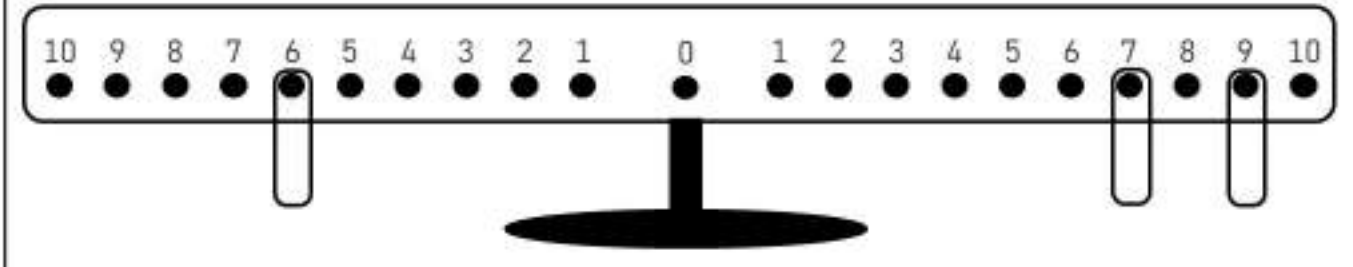
6 + _____ +

3)



5 + _____ = 4 + 9

4)



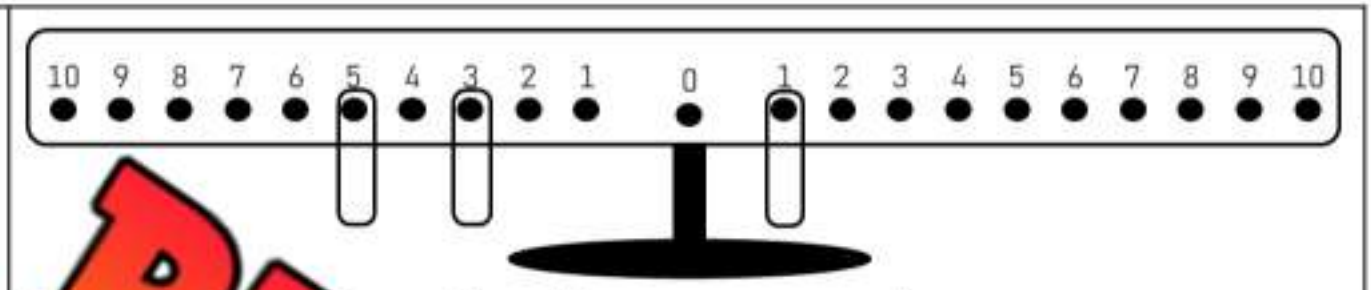
6 + _____ = 7 + 9

Name: _____ 79

Balance Pan Equations

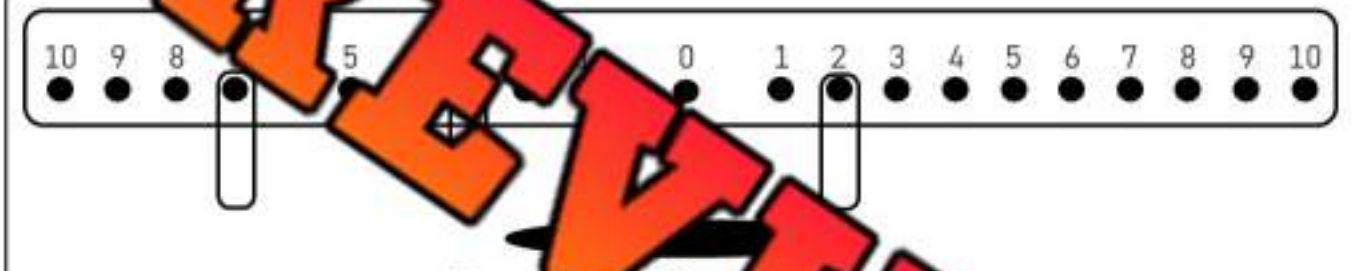
Questions	Balance the equation below

1)



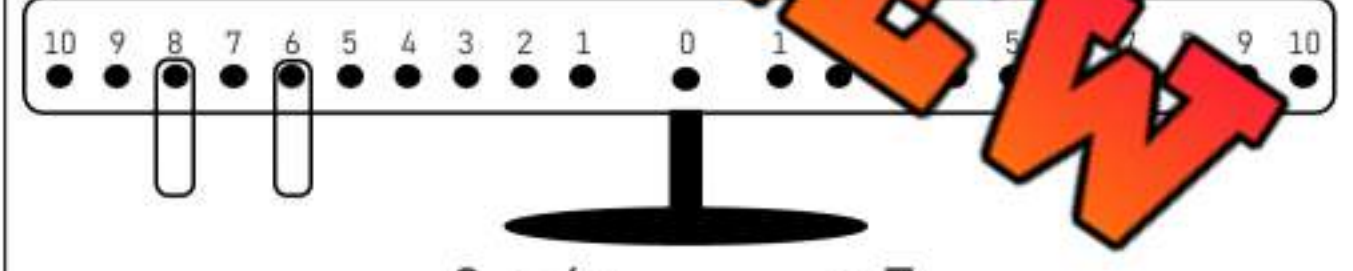
5 + 3 = _____ + 1

2)



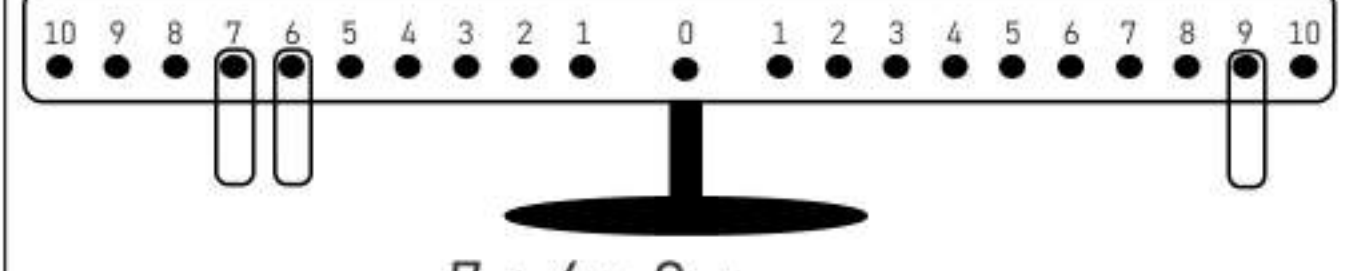
7 + 3 = 2 + _____

3)



8 + 6 = _____ + 7

4)



7 + 6 = 9 + _____

Exit Cards

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

Name: _____

Balance the equation below

1) 1 + 5 = ___ + 2

2) 4 + ___ = 2 + 5

3) 8 + 3 = 6 + ___

4) ___ + 4 = 5 + ___

Name: _____

Balance the equation below

1) 1 + 5 = ___ + 2

2) 4 + ___ = 2 + 5

3) 8 + 3 = 6 + ___

4) ___ + 4 = 5 + ___

Name: _____

Balance the equation below

1) 1 + 5 = ___ + 2

2) 4 + ___ = 2 + 5

3) 8 + 3 = 6 + ___

4) ___ + 4 = 5 + ___

Name: _____ 81

Equalities or Inequalities?

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

Directions	Is the scenario equal (=) or unequal (≠)?

1) Alex g[illegible]ed blocks and 3 blue blocks. T[illegible] red blocks and 6 blue b[illegible]

Did the[illegible]get th[illegible]be[illegible]of blocks?

(=)	[illegible]

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

Did they get the same number of fruits?

(=)	(≠)

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

Did they get the same number of balloons?

(=)	(≠)

4) [illegible] g[illegible]eashells and 2 starfish [illegible] bea[illegible]ot 5 seashells and [illegible]arfis[illegible]

Did th[illegible] sa[illegible]mbe[illegible] of things?

(=)	(≠)

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

Did they get the same number of candies?

(=)	(≠)

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

Did they get the same number of flowers?

(=)	(≠)

Name: _____ 82

Making Equal Teams

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

Directions Follow the instructions above to answer the equations

1)	Dur[illegible]ess, 8 friends want to play soccer. They need to have the sa[illegible]r of players on each team. How many players should [illegible]e	
	Number Se[illegible]	_____ + _____ = 8
2)	In Ms. Johnson's cla[illegible]are [illegible]ts. She wants to make two teams for a relay ra[illegible]how [illegible]s should be in each team so that the teams ar[illegible]	
	Number Sentence	_____ + _____ = _____
3)	A group of 14 children are playing a game of tag. H[illegible]wa[illegible] to split into two teams. How many children will be on eac[illegible] team?	
	Number Sentence	_____ + _____ = _____
4)	During a field trip, Mr. Lee has 20 students who want to go on a nature walk. He wants to split them into two equal groups. How many students should be in each group?	
	Number Sentence	_____ + _____ = _____

Name: _____ 83

Making Equal Teams

Directions	Answer the questions below

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

2)	In the school 8 students went to play a game of capture the flag. They divided into one team of 4 players. How many players will be on the other team? 
Number Sentence	

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

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

Name: _____ 84

Pre-Algebra – Balancing Addition Equations

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

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

3	+	6	=	9

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

7	+		=	11

9	+		=	13

6	+		=	10

8	+		=	14

3	+		=	12

7	+		=	11

6	+		=	14

1	+		=	11

Name: _____ 85

Pre-Algebra – Balancing Addition Equations

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

Examples:

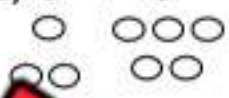
$3 + 7 = \boxed{10}$ (10)

$24 + 6 = \boxed{30}$ (30)

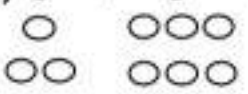
Questions Fill in the missing number to balance the equation

1) 5 = ☐

2) 3 + 5 = ☐



3) 3 + 6 = ☐



4) 1 + ☐ = 5

5) 6 + ☐ = 8

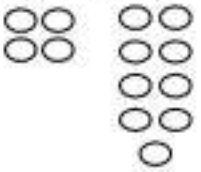
6) 4 + ☐ = 10

7) ☐ + 5 = 8

8) ☐ + 6 = 9

9) ☐ + 4 = 9

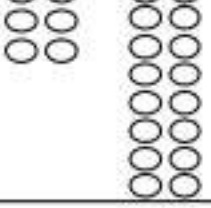
10) ☐ + 4 = 9



11) 4 + ☐ = 8

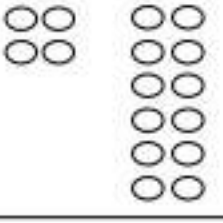
12) 6 + 6 = ☐

13) ☐ + 6 = 16



14) 7 + ☐ = 9

15) 4 + 12 = ☐

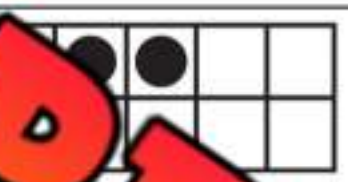


Name: _____ 86

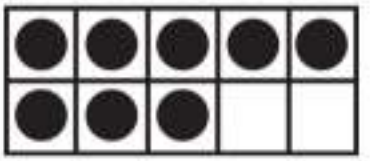
Making Tens – Changing Variables

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

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

1) 

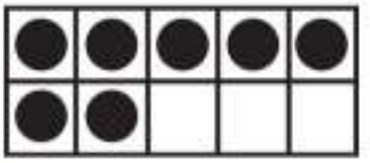
3 + ____ = 10

2) 

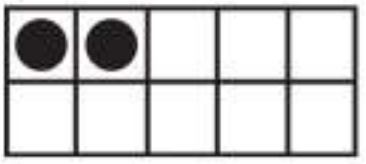
8 + ____ = 10

3) 

6 + ____ = 10

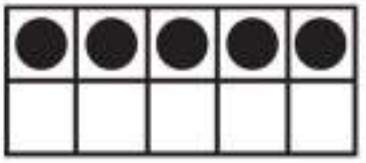
4) 

+ ____ = 10

5) 

2 + ____ = 10

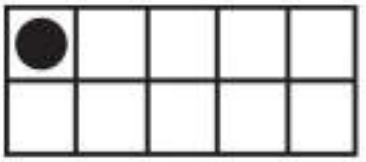
9 + ____

7) 

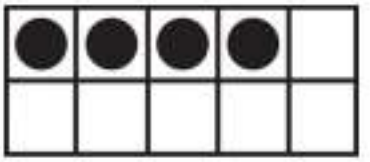
5 + ____ = 10

8) 

10 + ____ = 10

9) 

1 + ____ = 10

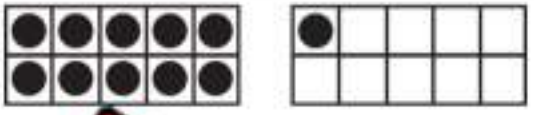
10) 

4 + ____ = 10

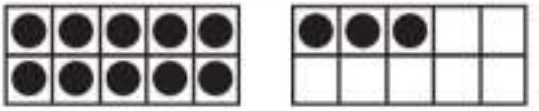
Name: _____ 87

Making 20 – Fill in the Blanks

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

1) 

= 20

2) 

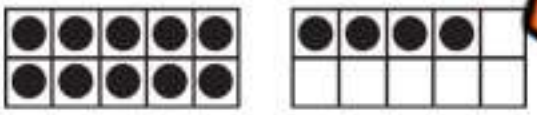
13 + ____ = 20

3) 

15 + ____ = 2

4) 

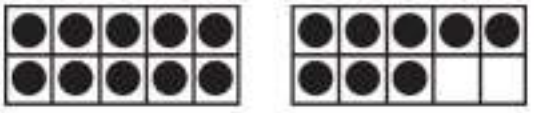
12 + ____ = 20

5) 

14 + ____ = 20

6) 

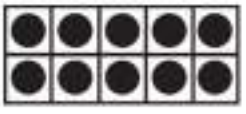
1 ____

7) 

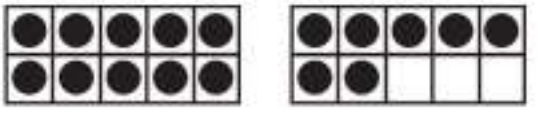
18 + ____ = 20

8) 

16 + ____ = 20

9) 

10 + ____ = 20

10) 

17 + ____ = 20

Name: _____ 88

Algebra Jeopardy

Objective What are we learning about?

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

Mat will need for the activity.

- Jeopardy b the n
- Buzzer or bell

Instructions How you will comp activ

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

Name: _____ 89

Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
__ + 3 = 5	__ + 5 = 10	4 + __ = 11	15 = __ + 8	Balance: __ + 17 = 20 + __
Emma has 2 apples. She gets 3 more. How many apples does she have now?	A dog had 5 bones. It finds some more and now has 9. How many bones did he find?	8 + __ = 16	3 + __ = 15	12 + __ = 10 + 14
__ + 1 = 4	7 = __ + __		If 7 + __ = 15, what is __?	Sarah had 14 candies. She got some more to make 20. How many did she get?
__ + 4 = 9	__ + 6 = 14	10 = __ + 5	Balance: __ + __	18 = __ + 11
If Lisa has 3 marbles and finds 5 more, how many marbles does she have?	Max has 5 toy cars. He gets 2 more from his brother and 3 more from his friend. How many toy cars does he have now?	9 + __ = 17	Balance: 12 + __ = 5 + 12	Basket has 14 [illegible] here mangos, how many of them are apples?
__ + 2 = 8	7 + 5 = __ + 10	Balance: __ + 4 = 10 + __	If you have 12 stickers and find 4 more, how many do you have?	Joe had 20 balloons. He got some more and now has 30. How many did he get?

Name: _____ 91

Are They Equal? Addition to 20

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

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

Name: _____ 92

Addition to 20 – Are They Equal?

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

5 + 3 = 8 8 + 4 ≠ 13 14 + 6 = 20

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

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

Name: _____ 93

Are They Equal – True or False

Questions	Circle true if the expressions are equal and false if they are not

1)	2 + 4 = 1 + 5	True	False
2)	5 + 4 = 3 + 6	True	False
3)	2	True	False
4)	4 + 4	True	False
5)	6 + 4 = 7 + 2	Tru	False
6)	8 + 3 = 9 + 1		False
7)	8 + 5 = 5 + 8	True	lse
8)	4 + 9 = 10 + 5	True	False
9)	16 + 3 = 19 + 0	True	False
10)	18 + 2 = 15 + 5	True	False

Name: _____ 94

Addition Expressions – Equal?

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

Examples: 5 + 3 = 2 + 6 4 + 5 ≠ 7 + 1

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

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

Exit Cards

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

Name: _____

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

1) 3 + 9 = 4 + 8

2) 15 + 2 = 18

3) 9 + 1 = 5 + 4

4) 11 + 4 = 5 + 2 + 8

Name: _____

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

1) 3 + 9 = 4 + 8

2) 15 + 2 = 18

3) 9 + 1 = 5 + 4

4) 11 + 4 = 5 + 2 + 8

Name: _____

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

1) 3 + 9 = 4 + 8

2) 15 + 2 = 18

3) 9 + 1 = 5 + 4

4) 11 + 4 = 5 + 2 + 8

Name: _____ 96

Addition – Which Equation Matches?

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

Example

4 + 7 | (9 + 2) | 5 + 5

Questions: Circle the expression that matches the shaded in expression

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

Name: _____ 97

The Answer Is... What Is The Question?

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

Questions	The answer is _____, what is the question?

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

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

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

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

Name: _____ 98

The Answer Is... What Is The Question?

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

Questions	How many number sentences can you write?

Answer	7

Answer	11

Answer	17

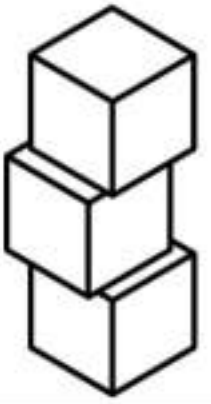
Answer	

Name: _____ 100

Addition Word Problems – Finding Unknown Number

Questions | Answer the questions below

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



2) Tim drank 4 glasses [illegible] his m[illegible] He's had 9 glasses of water in total today. How many glasses [illegible] ink [illegible] the day?

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

Name: _____ 101

Addition Word Problems – Finding Unknown Number

Questions	Answer the questions below

1)	Lucy has 5 apples in her basket. She picks some more apples from the tree. Now she has 8 apples. How many apples did she pick from the tree? 
Number Sen	5 + _____ = 8

2)	Max has 4 toy cars on [illegible]k. [illegible]es him more toy cars. Now Max has 9 toy cars. How many [illegible]oy ca[illegible] [illegible]give him? 
Number Sentence	4 + _____ = 9

3)	Bella has 8 stickers. She gets more stickers from her teacher. Now Bella has 14 stickers. How many stickers did her teacher give her? 
Number Sentence	8 + _____ = 14

Name: _____ 102

Addition Word Problems – Finding Unknown Number

Questions	Answer the questions below

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

2)	Ben found 13 seash be ister also found some seashells. Together, they found 1 hel eashells did his sister find? 
Number Sentence	

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

Exit Cards

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

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Name: _____ 104

Pre-Algebra – Balancing Subtraction Equations

Balance the scales by taking away circles from the scale

Answer: take 4 circles from the scale to make them equal.

7	-	4	=	3

Part 1 H[illegible]y balls do you need to take away to [illegible]cales?

10	-		=	7

6			=	

8	-		=	4

7	-		=	1

11	-		=	5

12	-		=	3

11	-		=	6

14	-		=	5

6	-		=	0

Name: _____ 105

Pre-Algebra – Balancing Subtraction Equations

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

Examples: $7 - 4 = \boxed{3}$ (3) $\quad 14 - 6 = \boxed{8}$ (8)

Questions | Fill in the missing number to balance the equation

1) 5 - ☐ = 3

2) 4 - 2 = ☐

3) 5 - 4 = ☐

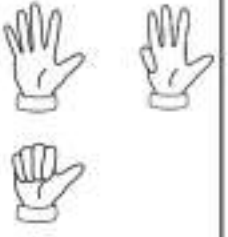
4) 7 - ☐ = 3

5) 8 - ☐ = 6

6) 10 - ☐ = 7

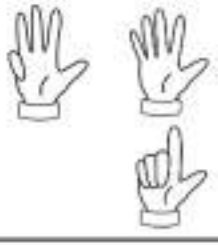
7) ☐ - 7 = 1

8) ☐ - 6 = 4

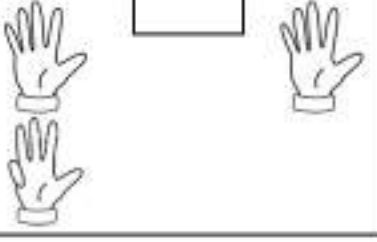


9) ☐ - 3 = 10

10) ☐ - 4 = 7



11) 9 - ☐ = 5



12) 7 - 1 = ☐

Name: _____ 106

Are They Equal? Subtraction to 10

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

1)	5 - 2 = 3	True	False
2)	2 - 1 = 1	True	False
3)	2 =	True	False
4)	6 -	True	False
5)	7 - 2 = 5	Tr	False
6)	6 - 2 = 4		False
7)	8 - 5 = 3	True	False
8)	9 - 4 = 4	True	False
9)	10 - 6 = 3	True	False
10)	10 - 3 = 7	True	False

Name: _____ 108

Subtraction to 20 – Are They Equal?

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

7 - 2 = 5 12 - 3 ≠ 8 15 - 3 = 12

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

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

Name: _____ 113

Subtraction – Which Equation Matches?

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

Example

9 - 4	(8 - 3)	10 - 6

Question: Circle the expression that matches the shaded in expression

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

Name: _____ 114

The Answer Is... What Is The Question?

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

Questions	The answer is _____, what is the question?

Answer	2
____ - ____ = 2	
____ - ____ = 2	
____ - ____ = 2	
____ - ____ = 2	
____ - ____ = 2	

Answer	8
____ - ____ = 8	
____ - ____ = 8	
____ - ____ = 8	
____ - ____ = 8	
____ - ____ = 8	

Answer	5
____ - ____ = 5	
____ - ____ = 5	
____ - ____ = 5	
____ - ____ = 5	
____ - ____ = 5	

Answer	11
____ - ____ = 11	
____ - ____ = 11	
____ - ____ = 11	
____ - ____ = 11	
____ - ____ = 11	

Name: _____ 115

The Answer Is... What Is The Question?

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

Questions	How many number sentences can you write?

Answer	4

Answer	7

Answer	10

Answer	

Name: _____ 116

Subtraction Word Problems – Finding Unknown Number

Questions	Answer the questions below

1) Julia had 8 cookies. She ate some cookies after dinner. Now she has 3 cookies. How many cookies did she eat?

2) Rachel had $17 in her purse. She bought a toy. Now she has $11. How much did she spend on the toy?

3) Teagan had 20 blocks. She gave some to a friend. Now she has 13 blocks. How many blocks did she give away?

Name: _____ 117

Subtraction Word Problems – Finding Unknown Number

Questions	Answer the questions below

1)	Jack has 12 marbles. He gives some marbles to his friend. Now he has 7 marbles left. How many marbles did he give to his friend? 
Number Sentence	12 - _____ = 7

2)	Sarah has 15 cook… eats s… them. After eating, she has 10 cookies left. How many cooki… ra… 
Number Sentence	15 - _____ = 1

3)	There are 18 ducks in the pond. Some ducks swim away. Now there are 12 ducks left in the pond. How many ducks swam away? 
Number Sentence	18 - _____ = 12

Name: _____ 118

Subtraction Word Problems – Finding Unknown Number

Questions	Answer the questions below

1)	Liam has 9 toy airplanes. He loses some of them. Now he has 4 toy airplanes left. How many toy airplanes did Liam lose? 
Number S	

2)	Emily has 20 crayo ves ons to her friend. Now she has 14 crayons left. How many ons to her friend? 
Number Sentence	

3)	There are 11 balls in the playground. Some of the balls are taken inside by the children. Now there are 6 balls left in the playground. How many balls were taken inside? 
Number Sentence	

Exit Cards

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

Name: _____

Answer the question below

Ben had 19 toy cars. He gave some to a friend and now has 12 left. How many toy cars did he give to his friend?

Answer: _____

Name: _____

Answer the question below

Ben had 19 toy cars. He gave some to a friend and now has 12 left. How many toy cars did he give to his friend?

Answer: _____

Name: _____

Answer the question below

Ben had 19 toy cars. He gave some to a friend and now has 12 left. How many toy cars did he give to his friend?

Answer: _____

Name: _____

Answer the question below

Ben had 19 toy cars. He gave some to a friend and now has 12 left. How many toy cars did he give to his friend?

Answer: _____

Name: _____ 120

Task Cards: Mystery Number Detectives

Objective What are we learning about?

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

Materials What you will need for the activity.

- 2
- Se e shee for answers
- Pencils

Instructions How o activity

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

Name: _____ 121

Task Cards | Cut out the task cards below

Card 1:
10 - 🌟 = 3,

solve for 🌟.
b) 5 c) 3

Card 2:
15 - ⚽ = 10,

solve for ⚽.
a) 5 b) 4 c) 3

Card 3:
Sally start wins some in a g nd p 8. How many ca win?

a) 2 b) 3 c) 4

Card 4:
If a gardener plants 2 trees each year, how many trees will have planted after 4 years?

6 b) 8 c) 10

Card 5:
In a basket, there are 3 apples. More apples are added, making 10 in total. How many were added?

a) 5 b) 6 c) 7

Card 6:
Pe ave some to his a s 7 left. How many blo e aw

a) 4 b) 3 c) 2

Card 7:
20 - 🍎 = 13,

solve for 🍎.
a) 7 b) 6 c) 8

Card 8:
18 - 🎈 = 11,

solve for 🎈.
a) 6 b) 7 c) 8

Name: _____ 123

Task Cards | Cut out the task cards below

Card 17:
8 + 🐾 = 11,

solve for 🐾.
a) 3 b) 2 c) 4

Card 18:
7 + 🚀 = 12, ,

solve for 🚀.
a) 5 b) 4 c) 6

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

a) 3 b) 4 c) 5

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

Card 23:
3 + 🐶 = 8,

solve for 🐶.
a) 4 b) 5 c) 6

Card 24:
6 + 🎨 = 9,

solve for 🎨.
a) 3 b) 4 c) 2

Name: _____ 124

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	
19	
20	
21	
22	
23	
24	

Name: _____ 125

Are They Equal? True or False (Up To 10)

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

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

Name: _____ 128

Matching Game: Do The Equations Match?

Objective What are we learning about?

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

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

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

Instructions How you will complete the [illegible]

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

Name: _____ 129

Cards | Matching Game Cards

12 − 4	10 − 2
9 − 3	10 + 4
15 − 5	+ 2
9 + 3	14 − 2
10 − 6	3 + 1

Name: _____ 130

Cards | Matching Game Cards

7 + 4	6 + 5
12 − 7	8 − 2
11 − 3	− 1
5 + 8	9 + 4
14 − 5	6 + 3

Name: _____ 131

Cards | Matching Game Cards

9 + 2	15 − 4
5 + 5	10 + 3
6 + 7	+ 4
10 − 2	8 − 6
4 + 9	11 + 2

Name: _____ 132

Cards | Matching Game Cards

16 − 8	12 − 4
12 − 6	7 + 0
15 − 6 − 3	3 − 4
6 + 8	9 + 5
7 + 6	5 + 6 + 2

Name: _____ 133

Variables and Equations – Unit Quiz

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

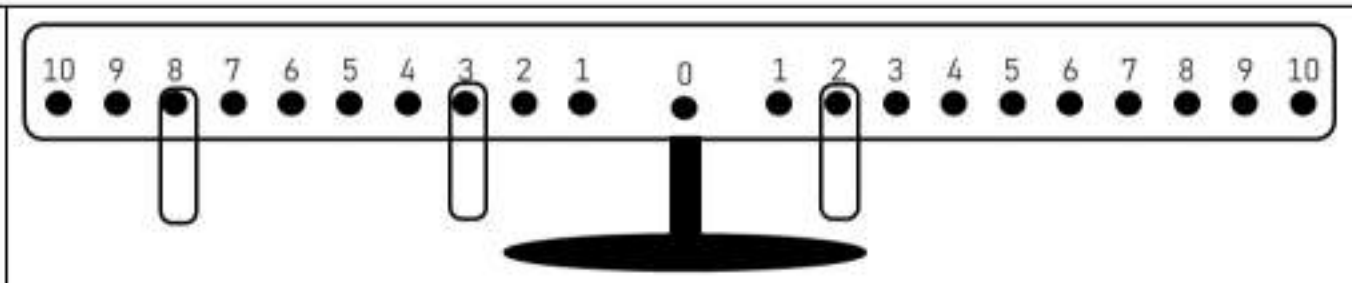
1)	2 + 4 = 5	True	False
2)	7 + 5 = 12	True	False
3)	7 – 4 = 4	True	False
4)	= 7	True	False
5)	3 = 5	True	False
6)	5 - 1 =	True	False
7)	13 - 2 = 9 + 2		False
8)	14 + 2 = 10 – 1	T	False

Part 2 Circle the expression that matches the sh in

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

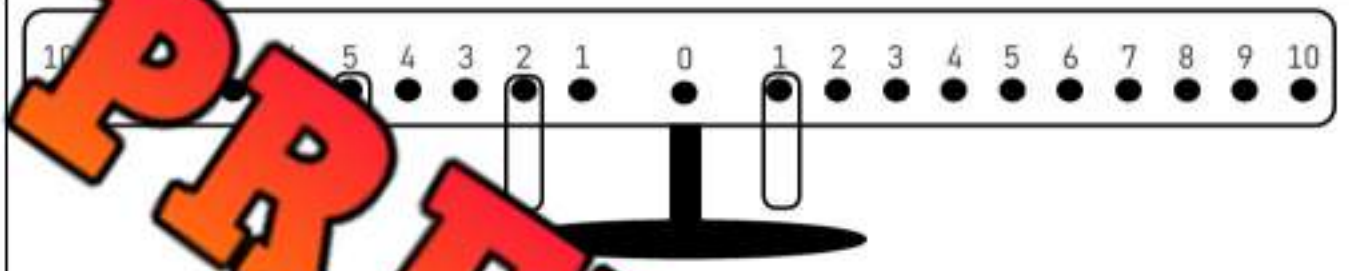
Part 3 — Balance the equations below by filling in the blanks

1)



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

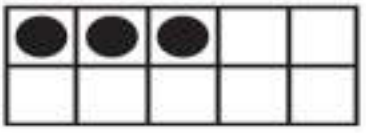
2)



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

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

1)



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

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

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

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