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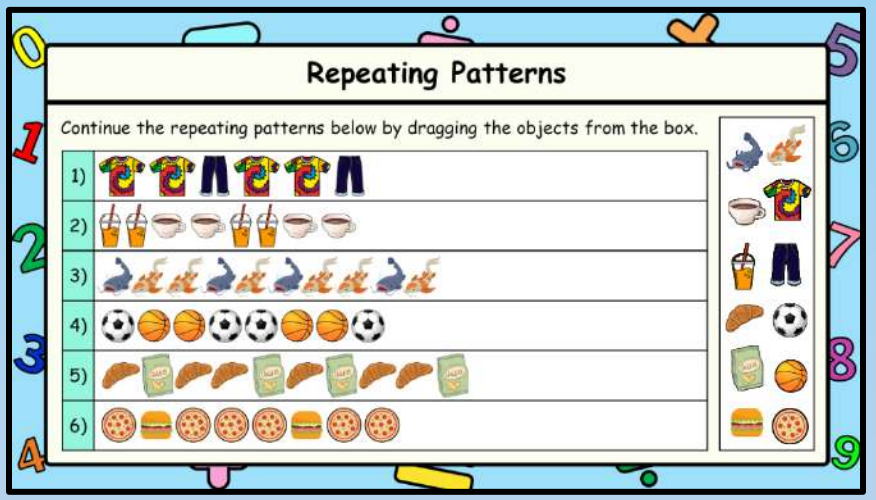
Google Slides Lessons Preview

BC Math Curriculum
Patterning & Equations – Grade 3

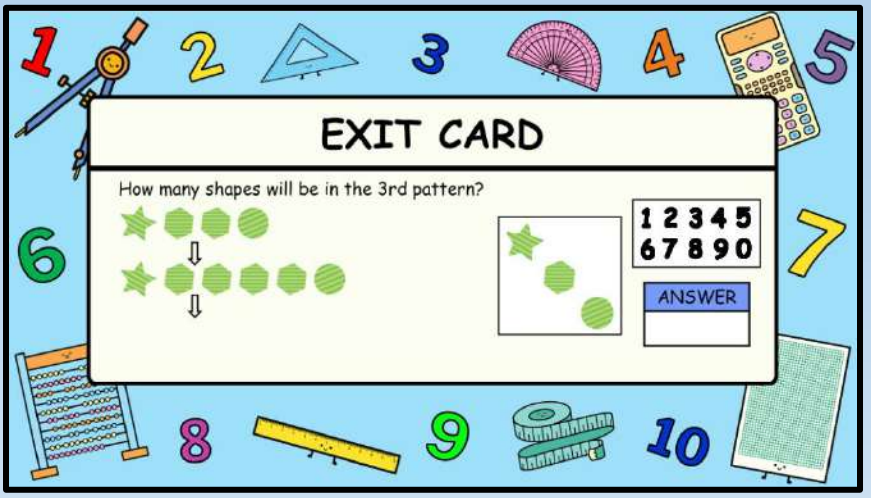
3-Part Lesson Format

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

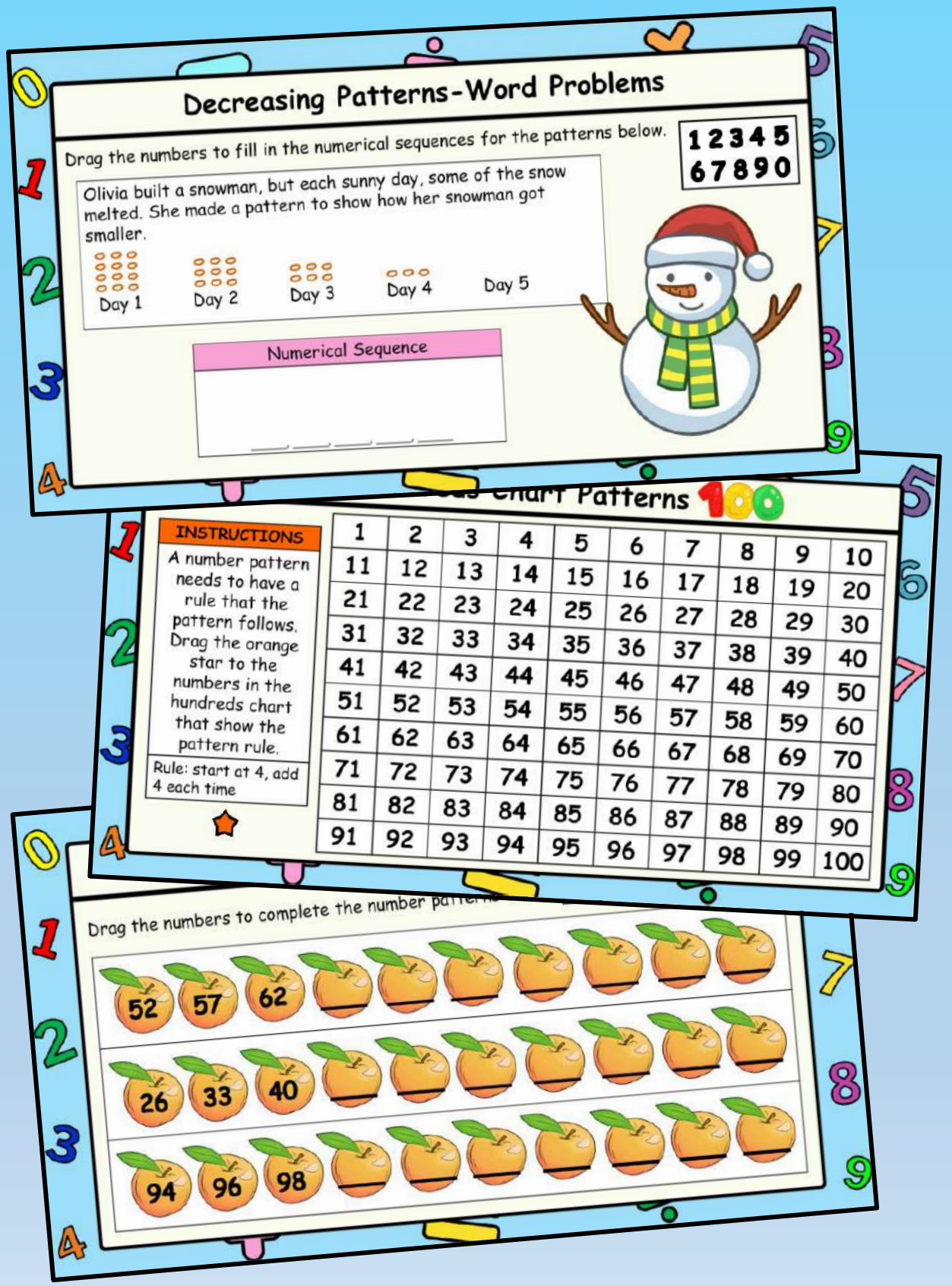


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

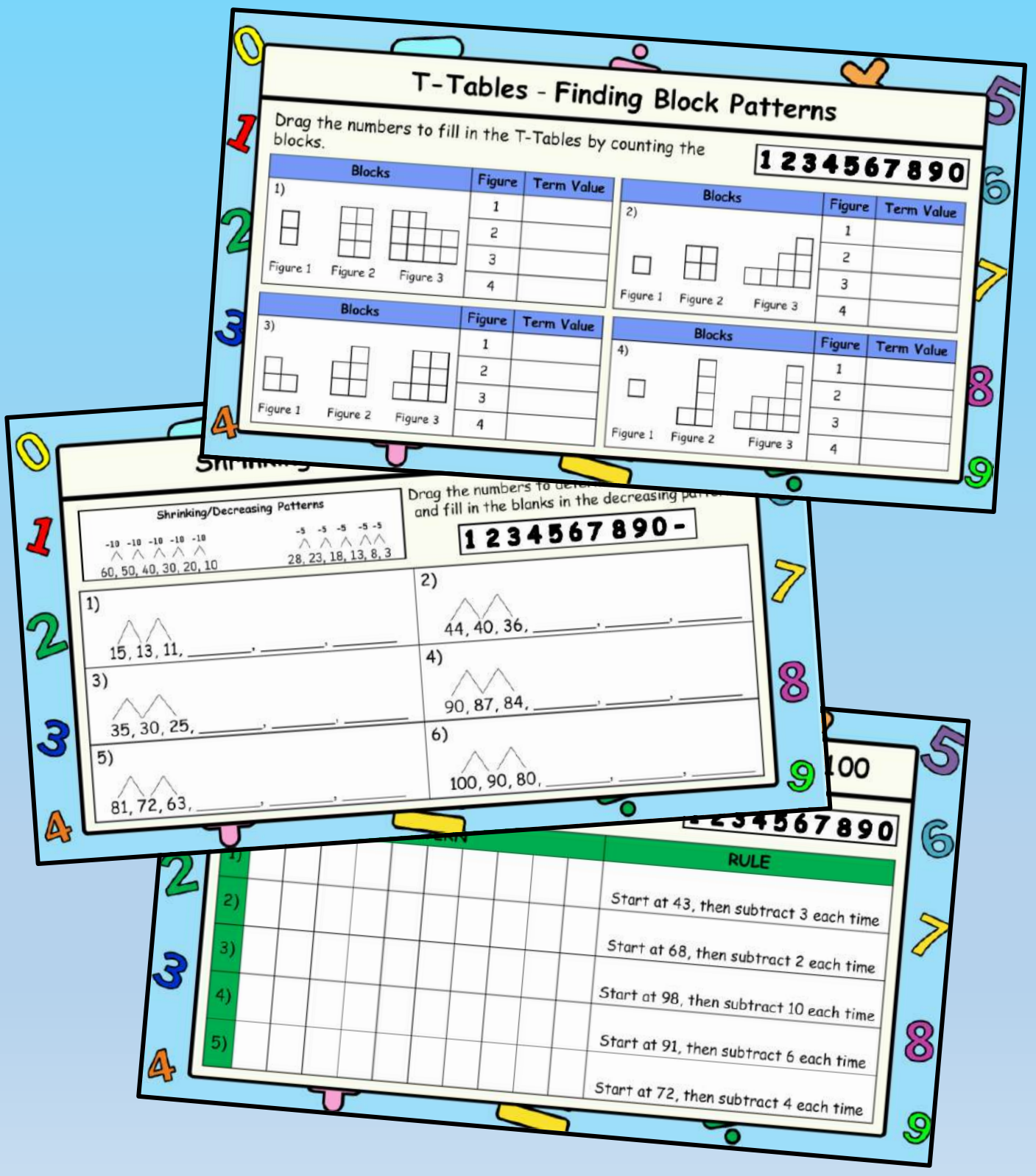
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Math Curriculum
Patterning & Equations – Grade 3



BC Math Curriculum
Patterning & Equations – Grade 3

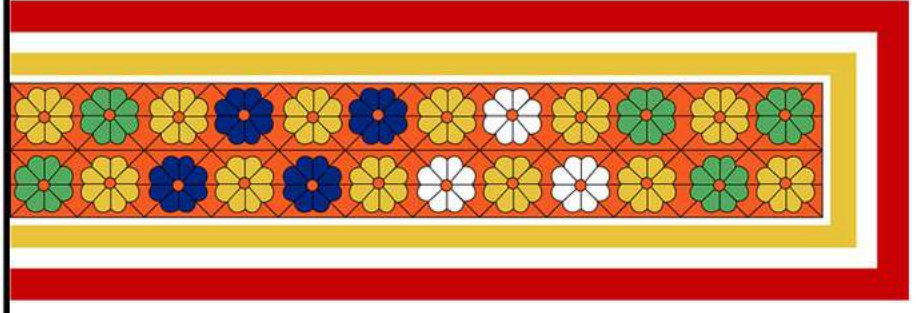


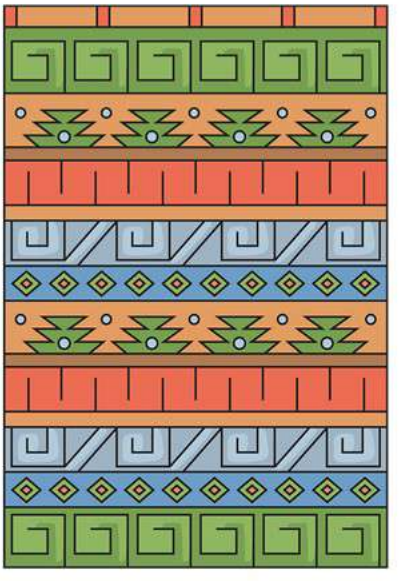
Workbook Preview

Grade 3
Patterning

Curriculum Elaborations
Patterns:
▪ creating patterns using concrete, pictorial, and numerical representations
▪ representing increasing and decreasing patterns in multiple ways
▪ generalizing what makes the pattern increase or decrease (e.g., doubling, ad

Patter s
▪ fr d nu
▪ pr
▪ Share examples of local First Peoples art with the class, and ask students to notice patterns in the artwork.

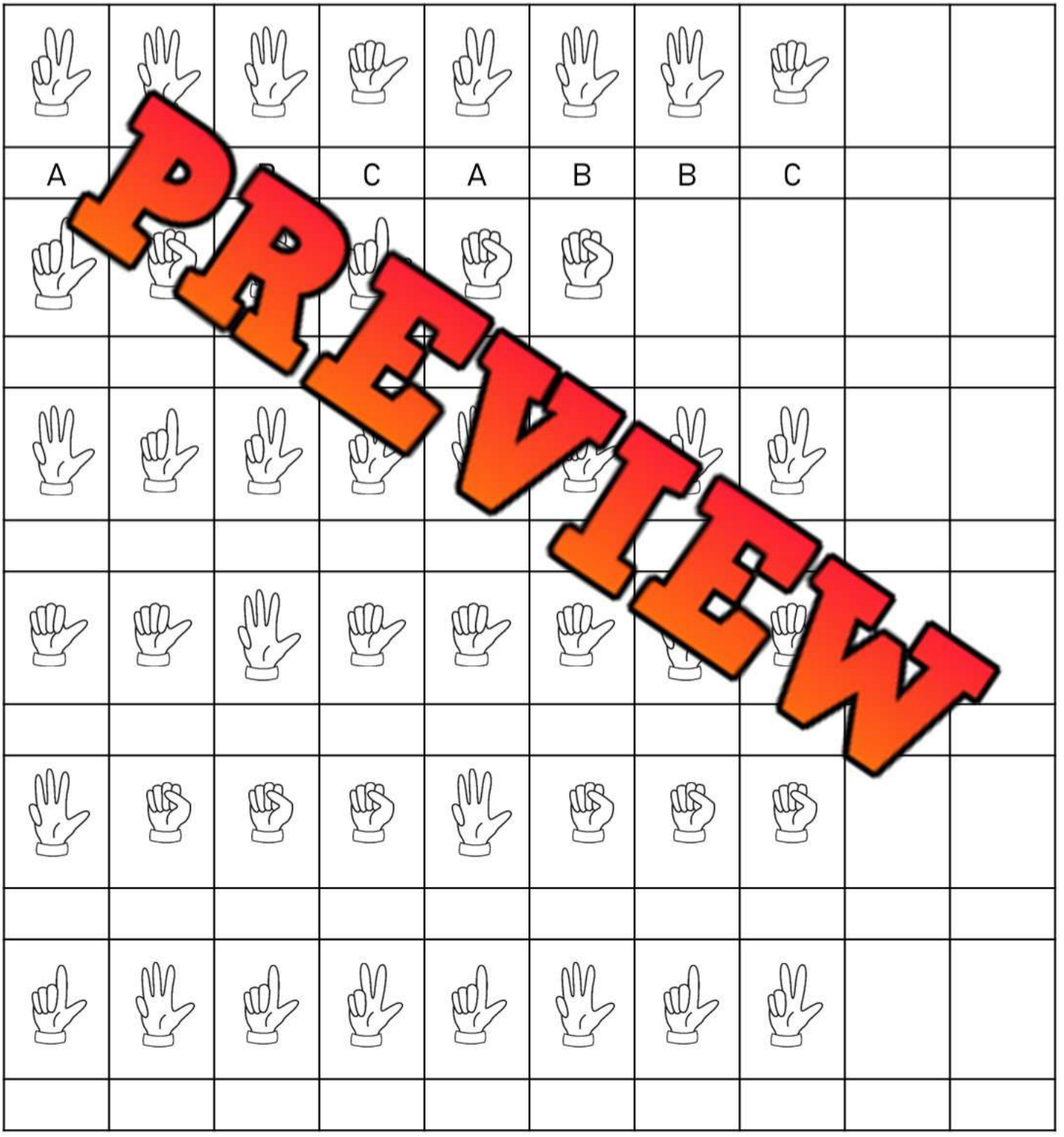




Name: _____ 5

Repeating Patterns - Fingers

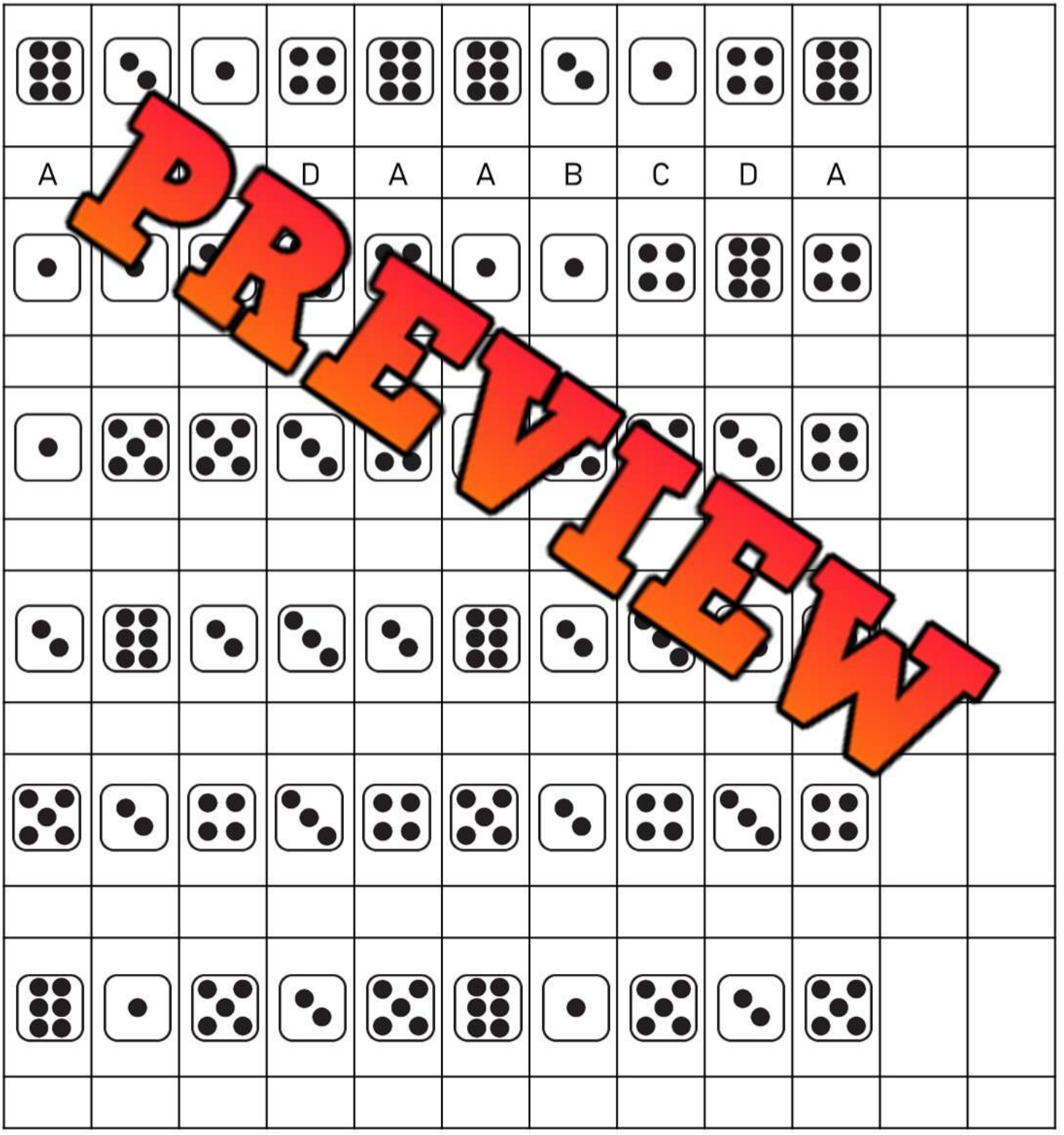
Questions	Label the fingers as A/B/C patterns and continue the pattern



Name: _____ 8

Repeating A/B Patterns

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



Name: _____ 9

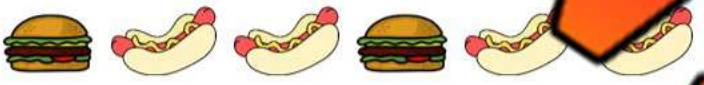
Repeating A/B Patterns

Part 1 Label the A/B/C patterns below and then continue the pattern

1) 

2) 

3) 

4) 

Part 2 Create patterns that use the given A/B pattern

1) A B B A B B A B B

2) A A B C A A B C A

3) A B C A A B C A A

Name: _____ 10

Repeating Patterns – Pattern Core

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

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

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

(1 2 3 1) 2 3 1 2 3	YES	NO
(5 5 8 8) 5 5 8 8	YES	
(1 2 3 4 5 1) 2 3 4 5	YES	NO
(A B A A B) A A B A	YES	NO
(F H R H) F H R H F H R H	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) Y, Y, X, Z, Z, X, Y, Y

2) 

3) M, N, O, P, M, N, O

4) 3, 2, 1, 4, 3, 2, 1, 4

Name: _____

Circle the pattern core

1) Y, Y, X, Z, Z, X, Y, Y

2) 

3) M, N, O, P, M, N, O

4) 3, 2, 1, 4, 3, 2, 1, 4

Name: _____

Circle the pattern core

1) Y, Y, X, Z, Z, X, Y, Y

2) 

3) M, N, O, P, M, N, O

4) 3, 2, 1, 4, 3, 2, 1, 4

Name: _____

Circle the pattern core

1) Y, Y, X, Z, Z, X, Y, Y

2) 

3) M, N, O, P, M, N, O

4) 3, 2, 1, 4, 3, 2, 1, 4

Name: _____ 18

Repeating Patterns - Bracelets

Questions	Draw the repeating patterns on the bracelets

1)

2)

3)

4)

5)

6)

7)

8)

Name: _____ 19

Repeating Patterns - Br...ts

Questions Draw your own bracelets using repeatin...

Name: _____ 20

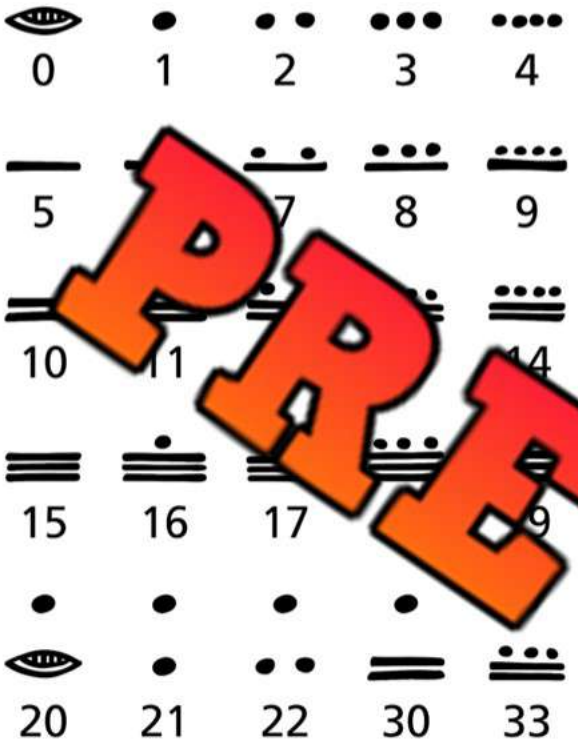
Repeating Patterns - Necklace

Questions	Draw your own necklace using a repeating pattern

Name: _____ 25

Mayan Number System Patterns

Analyze Check out the Mayan Number System below. Write what you notice about the patterns found in the number system.



1) What do you think the dots mean?

2) What do you think the shells mean?

t do you think the lines mean?

4) How are some dots different? Do they have value plain.

5) Write the symbols for the numbers below.

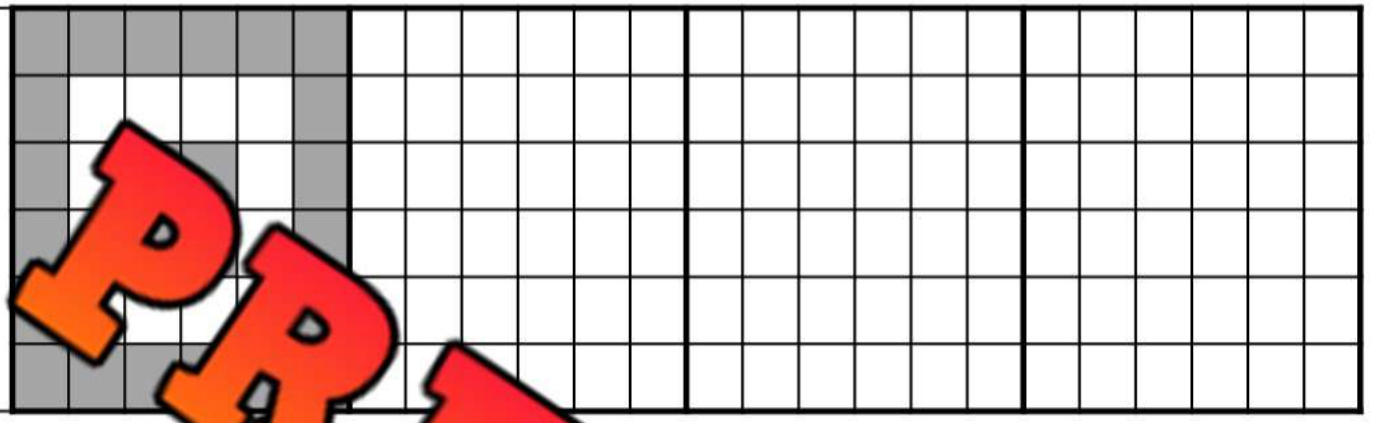
Number	Symbol	Number	Symbol
1) 0		5) 45	
2) 5		6) 52	
3) 12		7) 67	
4) 27		8) 91	

Name: _____ 26

Quilting Repeating Pattern

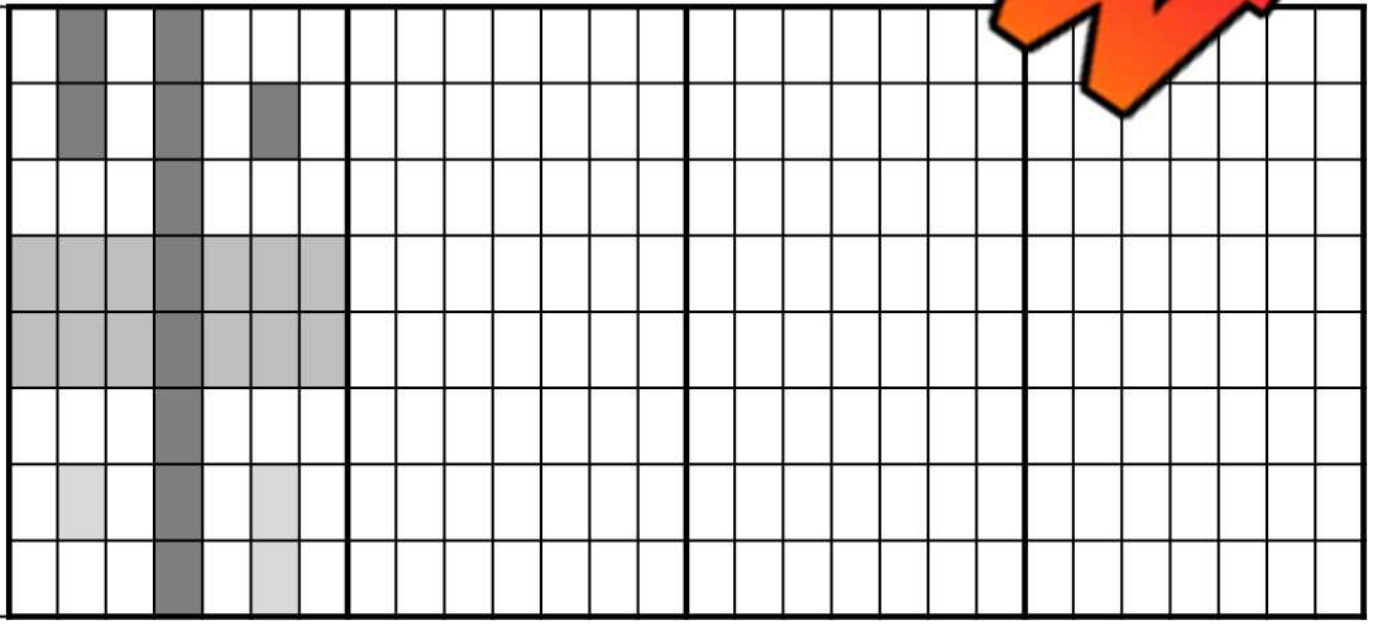
Draw Continue the pattern by drawing the replica of what you see multiple times

1)



2)

3)

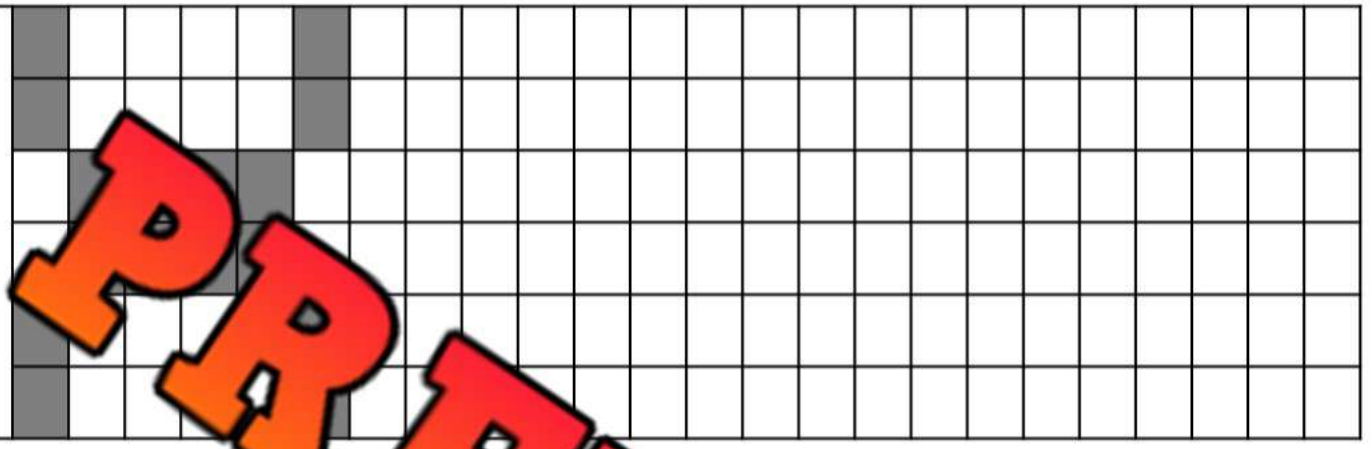


Name: _____ 28

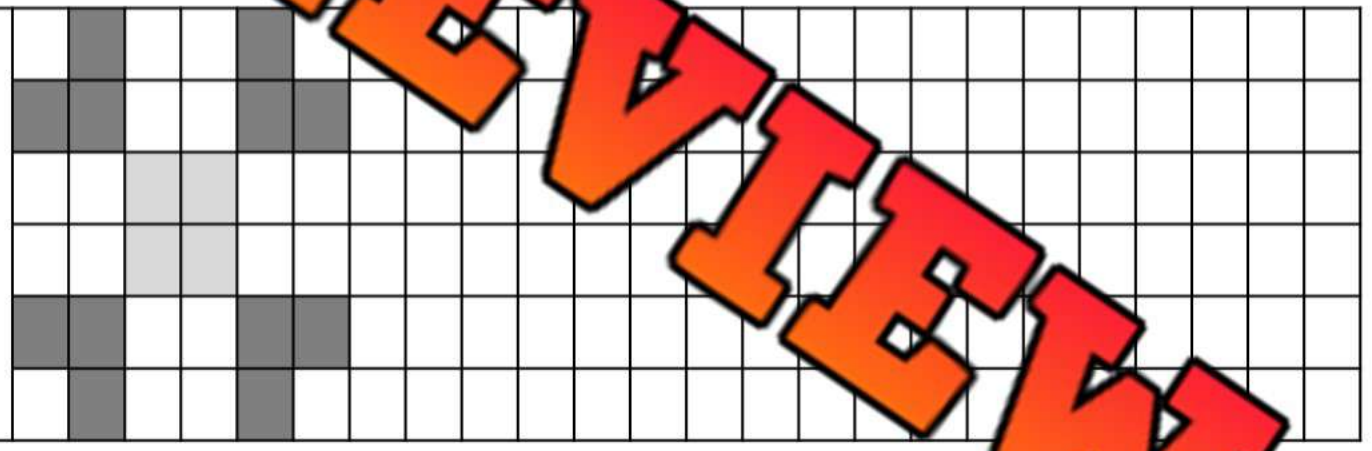
Quilting Repeating Pattern

Draw Continue the pattern by drawing the replica of what you see multiple times

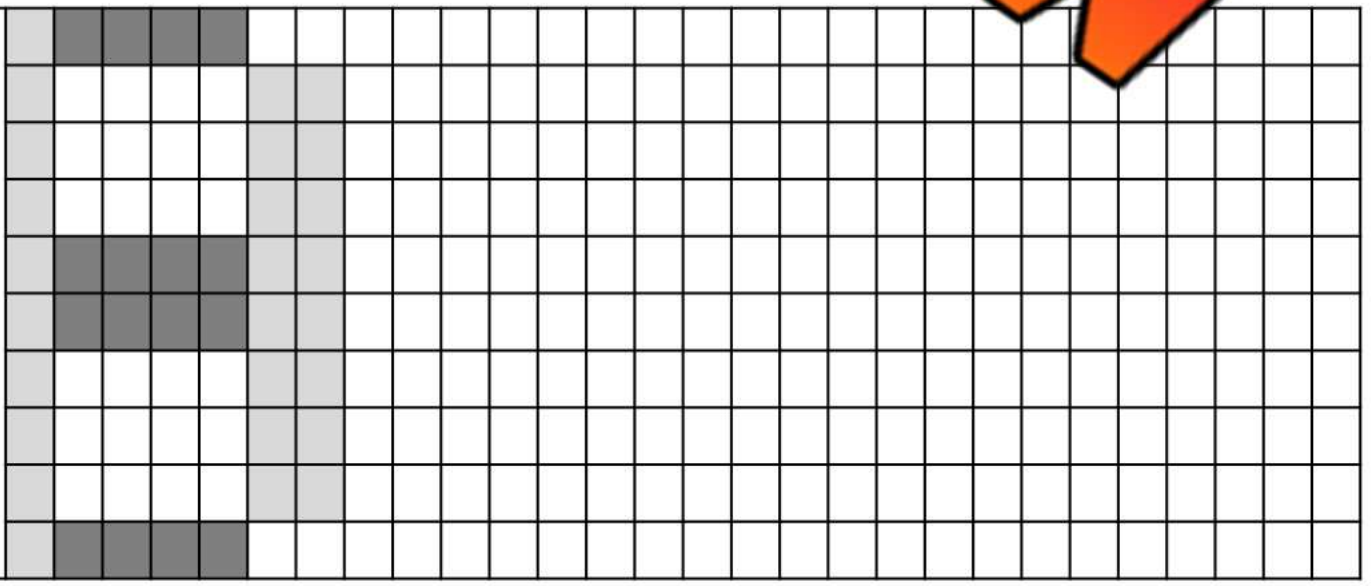
1)



2)



3)



Name: _____ 29

Quilting Repeating Pattern

Analyze	Look at the patterns from the last page and describe any patterns you notice.

	Describe the pattern in question 1 from the last page in your own words.
1)	

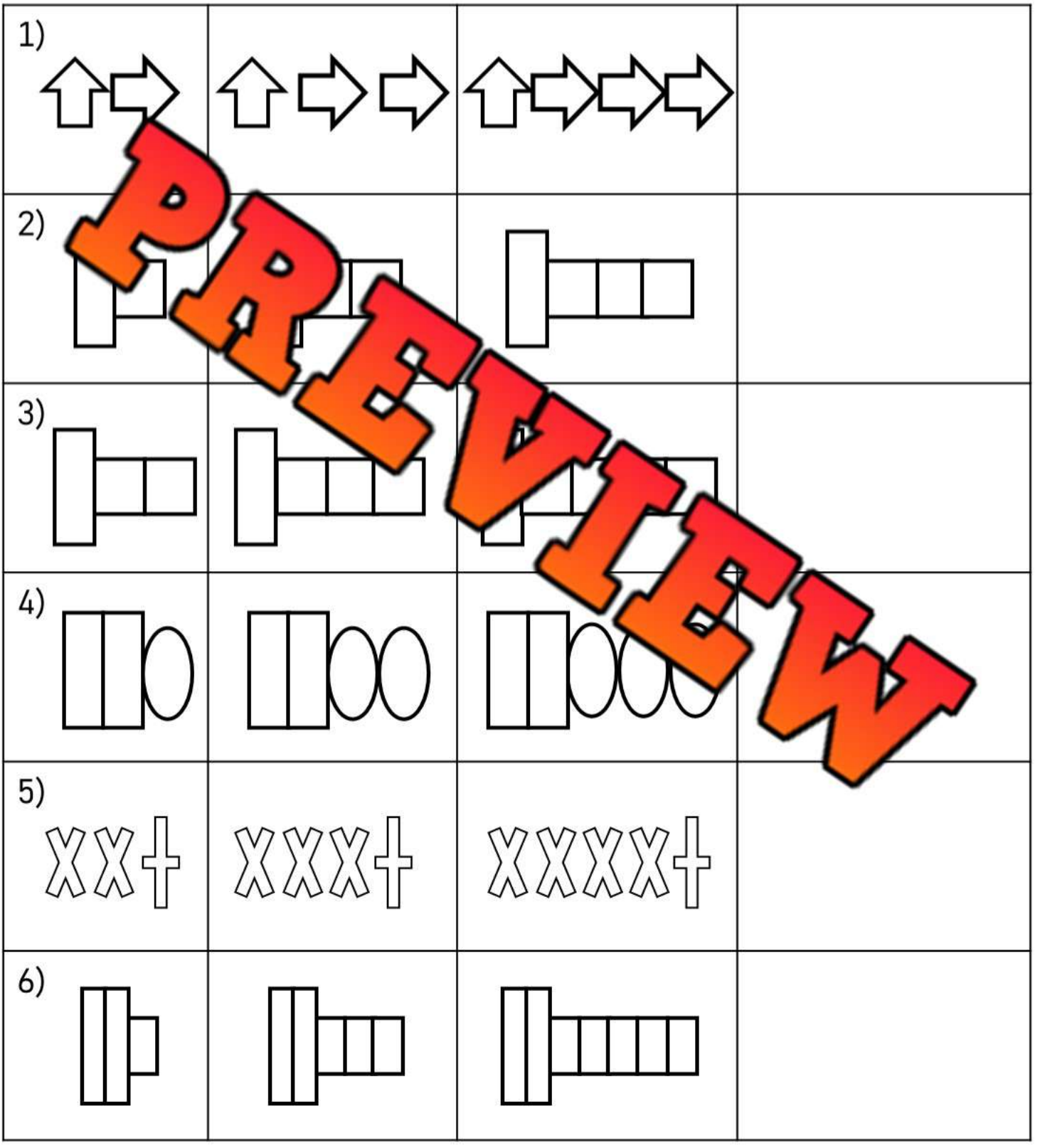
	Describe the pattern in question 2 from the last page in your own words.
2)	

	Describe the pattern in question 3 from the last page in your own words.
3)	

Name: _____ 32

Increasing Patterns - Shapes

Questions | Draw the last part of the pattern



Name: _____ 35

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)	Fi	Figure 2	Figure 3	Figure 4
3)	Figure 1	Fig	Figure 3	Figure 4
4)	Figure 1		re 3	Figure 4

Part 2 Shade in the two blocks t ere ad th pattern

1)	Figure 1	Figure 2	Figure 3	
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

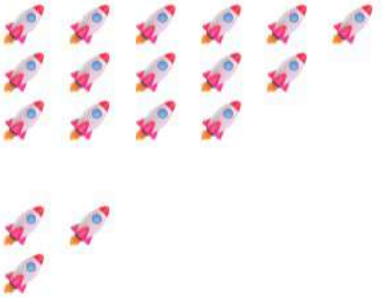
Name: _____ 40

Decreasing Patterns – Emojis

Questions | Draw the missing line of the decreasing pattern

1) Draw the missing line in the pattern.

2) Draw the missing line in the pattern.

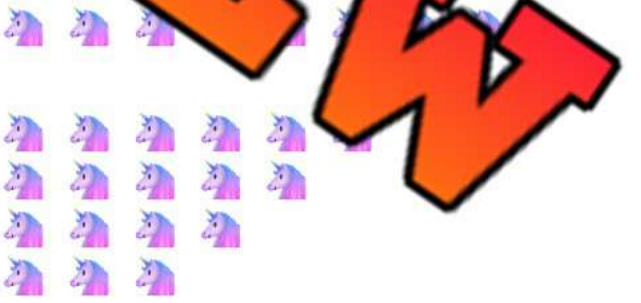


3) Draw the missing line in the pattern.

4) Draw the missing line in the pattern.

5) Draw the missing line in the pattern.

6) Draw the missing line in the pattern.



7) Draw the missing line in the pattern.

8) Draw the missing line in the pattern.

Name: _____ 41

Decreasing Patterns

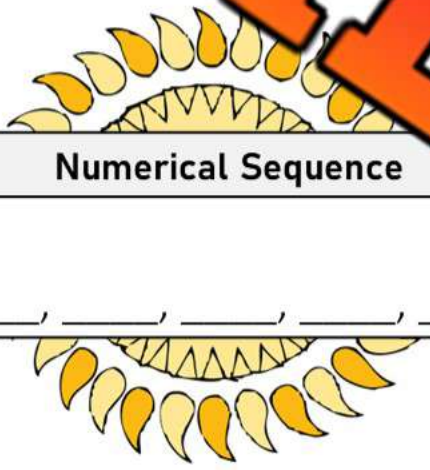
Questions | Fill in the numerical sequences for the patterns below

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

Numerical Sequence

_____, _____, _____, _____, _____

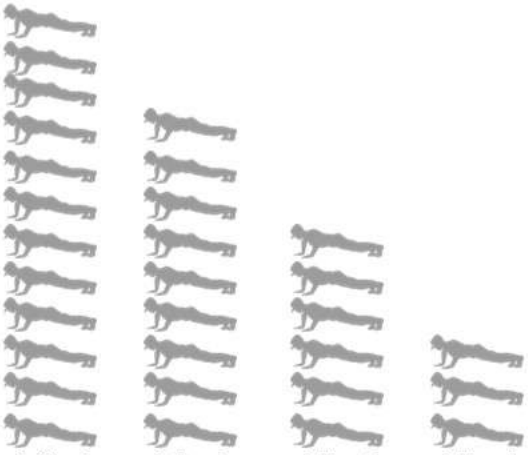
2) Ally writes down how many days it was ...ny each month from June – November.



Numerical Sequence

_____, _____, _____, _____, _____

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



Numerical Sequence

_____, _____, _____, _____, _____

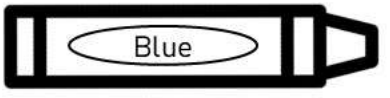
Name: _____ 43

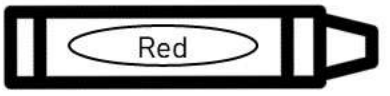
Hundreds Chart Patterns

Questions Fill in the missing numbers

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

Directions Follow the instructions below

1) Colour the odd numbers 

2) Colour the even numbers 

Name: _____ 45

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		44	45	46	47	48	49	50
51	52				56	57	58	59	60
61	62				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		99	100

Colour the pattern rule: start at 1,									
1	2	3	4	5	6	7	8		10
11	12	13	14	15	16	17			20
21	22	23	24	25	26	27	28		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

Name: _____ 47

Increasing Pattern – Numbers to 100

Questions	Fill in the blanks below

1. 1, 7, 13, 19

2. 23, 27, 35

3. 42, 50, 58, 66

4. 66, 71, 76, 81

5. 76, 79, 82, 85

Name: _____ 48

Increasing Pattern – Numbers to 100

Questions	Fill in the blanks below

1. 3, 11, 19, 27

2. 15, 39, 51

3. 40, 50, 70, 90

4. 51, 65, 79, 93

5. 47, 63, 79, 95

Name: _____ 49

Increasing Pattern – Numbers to 1000

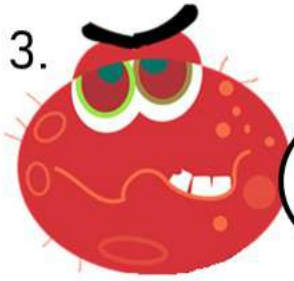
Questions	Fill in the blanks below

1. 

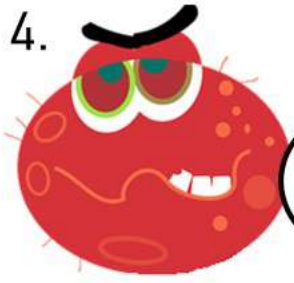
124 128 132 136 ___ ___ ___ ___

2. 

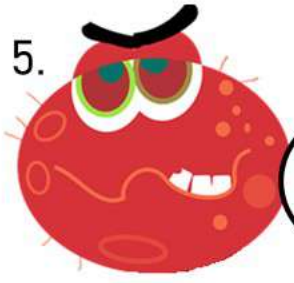
2[illegible] 2[illegible] 219 ___ ___ ___ ___

3. 

508 515 522 52[illegible] ___ ___ ___ ___

4. 

724 733 742 751 ___ ___ ___ ___

5. 

936 944 952 960 ___ ___ ___ ___

Exit Cards

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

Name: _____

Fill in the blanks below

1. 1[illegible], 130
2. 236, [illegible], 248, [illegible]
3. _____, 396, _____, [illegible]
4. 500, _____, 520, _____, [illegible]

Name: _____

Fill in the blanks below

1. 102, _____, 116, _____, 130
2. 236, _____, _____, 248, 252
3. _____, 396, _____, 408, 414
4. [illegible], _____, 520, _____, 540

Name: _____

Fill in the blanks below

1. 102, _____, 116, _____, 130
2. 236, _____, _____, 248, 252
3. _____, 396, _____, 408, 414
4. 500, _____, 520, _____, 540

Name: _____

Fill in the [illegible]

1. 102, _____, 116, _____, 130
2. 236, _____, _____, 248, 252
3. _____, 396, _____, 408, 414
4. 500, _____, 520, _____, 540

Name: _____ 52

Growing Patterns - Addition

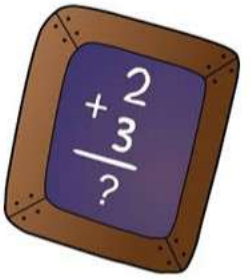
Growing/Increasing Patterns

+10 +10 +10 +10 +10

10, 20, 30, 40, 50, 60

+5 +5 +5 +5 +5

3, 8, 13, 18, 23, 28



Part 1 owing Patterns - Addition

1) 2, 4, 6, _____	2) 6, 10, 14, _____, _____, _____
3) 10, 15, 20, _____, _____, _____	258, _____, _____, _____
5) 702, 708, 714, _____, _____, _____	6) 0, _____, _____

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

1) (Add 2) 7, 9, 11, _____, _____, _____	2) (Add 3) 22, 25, 28, _____, _____, _____
3) (Add 6) 32, 38, 44, _____, _____, _____	4) (Add 5) 115, 120, 125, _____, _____, _____
5) (Add 10) 604, 614, 624, _____, _____, _____	6) (Add 4) 942, 946, 950, _____, _____, _____

Name: _____ 55

Increasing Patterns Rules – Adding To 100

Questions | Fill in the blanks by figuring out the pattern rules

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

t at _____, then add _____ each time

8, 53, 58, 63, 68, 73

Sta add _____ each time

21, 31, 41 71, 81

Start at _____, then ad time

37, 43, 49, 55, 61, 73

Start at _____, then add _____ eac

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

Name: _____ 57

Using Pattern Rules – Adding To 100

Questions	Write your own patterns using the pattern rule

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

Pattern Rule: Start at 7, add 3 each time

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

Pattern Rule: Start at 10, add 10 each time

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

Pattern Rule: Start at 18, add [illegible] ti[illegible]

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

Pattern Rule: Start at 36, add 8 each time

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

Pattern Rule: Start at 54, add 6 each time

Name: _____ 59

Pattern Rule – Addition

Part 1 Continue the growing/increasing patterns below

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

Pattern Rule: Start at 10, add _____ each time

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

Pattern Rule: Start at _____ add _____ each time

3) 35, 45, 55, _____, _____, _____

Pattern Rule: Start at _____ each time

4) 150, 160, 170 , _____

Pattern Rule: Start at _____ time

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

Pattern Rule: Start at _____ add _____ each time

Part 2 Write your own patterns using the pattern rule

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

Pattern Rule: Start at 20, add 5 each time

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

Pattern Rule: Start at 110, add 7 each time

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

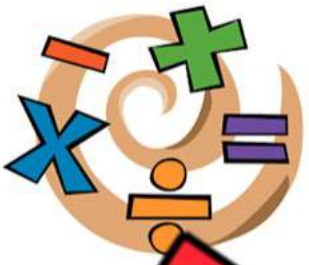
Pattern Rule: Start at 27, add 5 each time

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

Pattern Rule: Start at 546, add 4 each time

Name: _____ 60

Input/Output Table – Pattern Rules



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

Ques… …he input/output tables below

In	Out
15	
20	
27	
32	

Rule: add 2	
In	Out
5	
14	
27	
3…	

Rule: add 4	
In	Out
41	
53	
67	
78	

Rule: …	
	Out
71	
79	
84	
91	

Rule: add 5	
In	Out
50	
65	
80	
95	

Rule: add 10	
In	Out
29	
41	
58	
72	

Name: _____ 63

T-Tables – Drawing Blocks

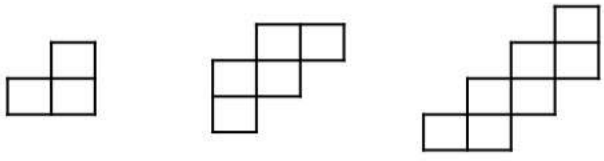
Questions | Fill in the T-Tables and draw figure 4

1) Figure 1 Figure 2 Figure 3 Figure 4

Figure	Term Value
1	
2	
3	
4	

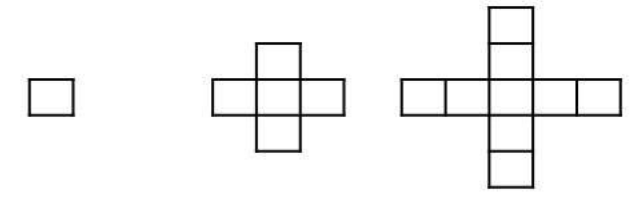
2) Figure 1 Figure 2 Figure 3 Figure 4

Figure	Term Value
1	
2	
3	
4	



3) Figure 1 Figure 2 Figure 3 Figure 4

Figure	Term Value
1	
2	
3	
4	



4) Figure 1 Figure 2 Figure 3 Figure 4

Figure	Term Value
1	
2	
3	
4	

Name: _____ 64

Table of Values – Term Numbers/Values

Questions	Fill in the table of values below

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

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

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

Term Number	Term Value
	89
	79
3	
5	
6	

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

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

Name: _____ 65

Table of Values – Term Numbers/Values

Term Numbers and Term Values

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

40, 60, 80, 100, 120, 140 - **Term Values** (height)
(1) (2) (3) (4) (5) (6) - **Term Numbers** (year)

The **term** **rs** label each term value starting at the first term st. The **term values** are the numbe et.

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

Term Number (Day)	e Made)

1) The school bake sale was 5 days long. They de $30 each day. Check out the data set to see arnings.

30, 60, 90, 120, 150

a) H money did the school make total aft

b) How much ey d ey make after day 5?

c) How mu ney ave made after 10 days?

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

10, 20, 30, 40, 50

a) How many total points did he score after game two?

b) How many total points did he score after game five?

c) How many games would he have to play to score 100 points?

Te Number (Game)	Value (Total Points)

Name: _____ 69

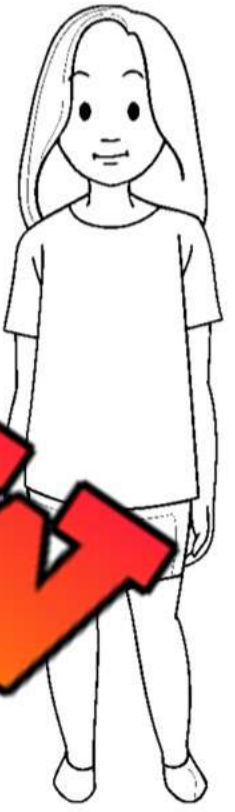
Patterning Word Problem - Earnings

Questions	Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

Luna [illegible] week for 6 days. The first day she made $25 and [illegible] day, she had $50. After the third day she had $75.

a) How much [illegible] the 6 days of work?



b) How much did she make each day?

Name: _____ 70

Patterning Word Problem – Growing Hair

Questions	Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

Avery's [illegible]0mm long in January. In February, her hair was 162[illegible]. In [illegible] her hair was 174mm long.

a) How long [illegible] hair [illegible] April if the pattern continues?

b) How long will her hair be in July?

Name: _____ 71

Patterning Word Problem - Snowfall

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

The sn[illegible] outside Aidan's house. He records the height of the [illegible] After the 1st hour, it was 200mm. After the 2nd hour, it was 2[illegible] the 3rd hour it was 320mm.

a) What will th[illegible]ow be after the 4th hour?

b) What will the height of the snow be after the 7th hou[illegible]

Exit Cards

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

Name: ______________________

Solve the word problem below

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

____

____

Name: ______________________

Solve the word problem below

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

____

____

Name: ______________________

Solve the word problem below

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

____

____

Name: ______________________

Solve the word problem below

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

____

____

Name: _____ 73

Shrinking Patterns - Subtraction

Shrinking/Decreasing Patterns

−10 −10 −10 −10 −10

60, 50, 40, 30, 20, 10

−5 −5 −5 −5 −5

45, 40, 35, 30, 25, 20

Part 1 Fill in the missing numbers in the pattern

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

2) 23, 19, 15, _____, _____, _____

3) 32, 26, 20, _____, _____, _____

[illegible] 155, _____, _____, _____

5) 156, 148, 140, _____, _____, _____

6) [illegible] _____, _____, _____

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

1) (Subtract 2)

18, 16, 14, _____, _____, _____

2) (Subtract 3)

30, 27, 24, _____, _____, _____

3) (Subtract 5)

38, 33, 28, _____, _____, _____

4) (Subtract 100)

600, 500, 400, _____, _____, _____

5) (Subtract 6)

862, 856, 850, _____, _____, _____

6) (Subtract 4)

378, 374, 370, _____, _____, _____

Name: _____ 74

Decreasing Patterns Rules – Subtracting (1)

Questions Fill in the blanks by figuring out the pattern rules

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

Start at _____, then subtract _____ each time

39, 34, 29, 24, 19, 14

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

Name: _____ 76

Using Pattern Rules – Subtraction (1)

Questions	Write your own patterns using the pattern rule

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

Rule: Start at 47, subtract 3 each time

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

Pattern Rule: Start at 100, subtract 10 each time

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

Pattern Rule: Start at 36, subtract 4 each time

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

Pattern Rule: Start at 68, subtract 8 each time

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

Pattern Rule: Start at 91, subtract 6 each time

Name: _____ 78

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_____, _____, _____

Patter_____at _____ subtract _____ each time

3) 1_____0, 13_____, _____, _____

Pattern Ru_____ _____ subtract _____ each time

4) 74, 68, 62, _____, _____, _____

Pattern Rule: Start at _____ _____ each time

5) 133, 123, 113, _____, _____, _____

Pattern Rule: Start at _____ subtract _____ ch time

Part 2 Write your own patterns using the p_____le

1) _____, _____, _____, _____, _____

Pattern Rule: Start at 50, subtract 0 each time

2) _____, _____, _____, _____, _____

Pattern Rule: Start at 236, subtract 6 each time

3) _____, _____, _____, _____, _____

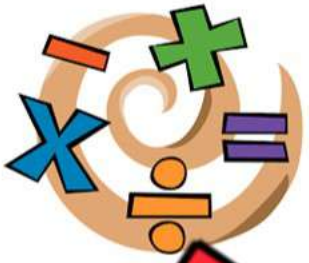
Pattern Rule: Start at 794, subtract 5 each time

4) _____, _____, _____, _____, _____

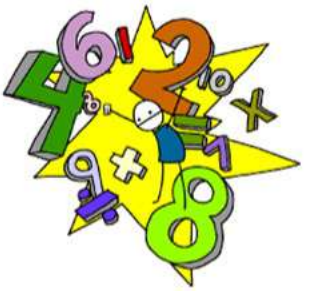
Pattern Rule: Start at 142, subtract 4 each time

Name: _____ 81

Input/Output Table – Subtraction



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



Que[illegible]e input/output tables below

Rul[illegible]	
In	Ou[illegible]
35	
45	
53	
66	

Rule: subtract 4	
In	Out
26	
38	
[illegible]45	

Rule: subtract 3	
In	Out
12	
19	
26	
34	

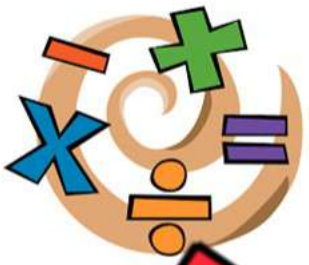
[illegible]ct 5	
	Out
5[illegible]	
64	
71	
77	

Rule: subtract 7	
In	Out
61	
70	
79	
88	

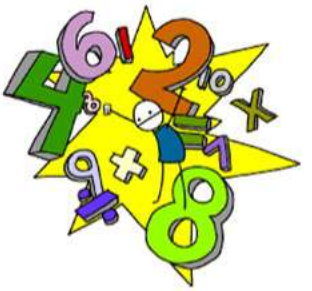
Rule: subtract 8	
In	Out
63	
77	
86	
95	

Name: _____ 82

Input/Output Table – Subtraction



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



Que… …e input/output tables below

Rul…	
In	Ou…
135	
151	
173	
188	

Rule: subtract 3	
In	Out
205	
218	
241	
…	

Rule: subtract 2	
In	Out
355	
368	
381	
399	

…ct 5	
	Out
44…	
462	
485	
497	

Rule: subtract 6	
In	Out
555	
572	
588	
597	

Rule: subtract 4	
In	Out
646	
668	
684	
698	

Name: _____ 83

Patterning Subtraction Word Problems – Spending

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

Henry [illegible]me lunch every day for one week. After his first lun[illegible] has $[illegible] after his second lunch, he has $172. After his third lunch, h[illegible]61.

a) How much mone[illegible] Henry [illegible]left after his fourth lunch?

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

c) How much does each lunch cost?

Name: _____ 84

Patterning Subtraction Word Problems – Running

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

Riley [illegible] marathon each day for 9 days. After her first day, [illegible] had 1[illegible] that she needed to run. After the second day, she ha[illegible] left. After the third day, she had 147km left.

a) How many k[illegible] di[illegible] [illegible]ft after the fourth day?

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

c) How many km is a half marathon?

Name: ____________________ 85

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 — W[illegible]t you will need for the activity.

- Stop[illegible]tch or [illegible]d us[illegible] a smartphone)
- Index card[illegible]
- Markers
- Small prizes or [illegible] (fo[illegible]
- Tape

Instructions — How you will comp[illegible] activ[illegible]

1) Cut out the index cards provided. These wi[illegible] trea[illegible] challenge questions.

2) Hide these cards around the classroom or in a de[illegible]afe ou[illegible]rea, taping them under chairs, desks, or tucked into non-obvio[illegible]

3) Divide the class into small teams and give each team a stopwat[illegible]

4) Explain the game: each team will hunt for a card, solve the problem [illegible]as quickly as they can, and return to you for verification.

5) Start the timer when you say "Go!" Each team rushes to find their first card.

6) When a team thinks they have the correct answer, they come back to you for verification. If they get it right, the teacher keeps the card. If the answer is wrong, they can try again or hide the card back in its original spot and find a new card.

7) The game continues until all cards are found or you call time. The team with the most correct answers wins.

8) Discuss the game, focusing on the concepts taught on the cards.

Name: _____ 87

Instructions	Cut out the cards below

9) A factory produces 120 toys per day. If production increases by 30 each day, how many toys are produced on day 5?	10) A bakery makes 300 cupcakes on Monday and increases production by 60 each day. How many cupcakes on Friday?
11) Start[illegible] each [illegible] _____, _____, _____	12) Start at 700, add 80 each time. _____, _____, _____
13) A runner starts with 400 meters on day 1 and increases by 80 meters daily. How far will they have run by day 6?	1[illegible] bo[illegible]ocks 500 books [illegible] week[illegible]y add 125 more boo[illegible]ow [illegible]oks after 4 weeks?
15) Start at 1000, subtract 120 each time. _____, _____, _____	16) Start at 125, subtract 20 each time. _____, _____, _____

Name: _____ 88

Instructions	Cut out the cards below

17) A hotel starts with 700 guests and loses 50 each day. How many guests are left after 5 days?	18) A concert hall has 600 seats. Every show, they add 75 extra seats. How many after 4 shows?
19) Start[illegible] each [illegible]. _____, _____, _____	20) Start at 950, subtract 90 each time. _____, _____, _____
21) A delivery service starts with 450 packages and adds 90 each week. How many after 5 weeks?	22) [illegible] 60 each [illegible] _____, _____
23) Start at 800, subtract 200 each time. _____, _____, _____	24) Start at 50, add 75 each time. _____, _____, _____

Name: _____ 89

Instructions	Cut out the cards below

25) A stadium had 1000 fans. 150 leave each hour. How many are left after 4 hours?	26) Pattern Rule: Subtract 250 starting from 950 . _____, _____, _____
27) A movie [illegible] starts with 750 tickets [illegible] 1[illegible] day. How many [illegible]	28) (Subtract 250) 1000, 750, 500, _____, _____, _____
29) A warehouse had 900 boxes and removed 120 weekly. How many after 4 weeks?	3[illegible] sto[illegible]e [illegible]50 items a day a[illegible] [illegible]eases[illegible]es by 40 each day. [illegible] m[illegible] 5 days?
31) A bike rental has 600 bikes. Each month, they add 130. How many after 3 months?	32) A zoo had 750 animals and added 95 each year. How many after 4 years?

Name: _____ 91

Input/Output Table - Multiplication

Rule: multiply by 2	
In	**Out**
1	2
3	6
5	10
7	14

Ques... ...he input/output tables below

Ru... ...by 2	
In	
2	
5	
10	
20	

Rule: multiply by 6	
In	**Out**
2	
4	
...	
...	

Rule: multiply by 4	
In	**Out**
2	
4	
6	
8	

... by 3	
	...
3	
6	
9	
10	

Rule: multiply by 5	
In	**Out**
1	
3	
5	
7	

Rule: multiply by 10	
In	**Out**
2	
5	
8	
10	

Name: _____ 92

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, 9, _____, _____

Pattern Rule: Start at _____, multiply by _____ each time

3) 1, 4, _____, _____

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 pattern rule

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 4 each time

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

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

Name: _____ 97

Patterning Multiplication Word Problems – Reading

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

Dani[illegible]e from his book on day one, 2 pages of his boo[illegible] day t[illegible]ages of his book on day three, and 8 pages of his book[illegible]ur[illegible]

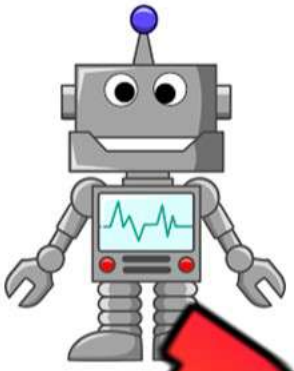
a) How many p[illegible]es [illegible]e [illegible]on day 5?

b) How many pages did he read on day 7?

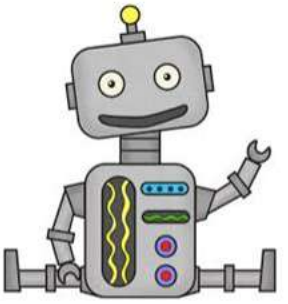
c) What is the pattern rule?

Name: _____ 98

Input/Output Table – Division



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



Ques… …he input/output tables below

Ru… …1	
In	**O…**
1	
5	
10	
20	

Rule: divide by 2	
In	**Out**
6	
10	
…4	
2…	

Rule: divide by 3	
In	**Out**
6	
9	
12	
15	

…e: …by 4	
	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	

Name: _____ 99

Pattern Rule - Division

Part 1 Continue the shrinking/decreasing patterns below

1) 120, 60, 30, _____,

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

2) 10, 1_____, _____, _____, _____

Pat_____Rule: S_____0, divide by _____ each time

3) 243, 81, 2_____, _____, _____

Pattern Rule: Sta_____at _____, _____ide by _____ each time

4) 256, 64, 16, _____, _____

Pattern Rule: Start at _____ _____ide by _____ each time

Part 2 Write your own patterns using th_____pa_____e

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 375, divide by 5 each time

4) _____, _____, _____, _____, _____

Pattern Rule: Start at 1024, divide by 4 each time

Name: _____ 101

Patterning Division Word Problems – Melting

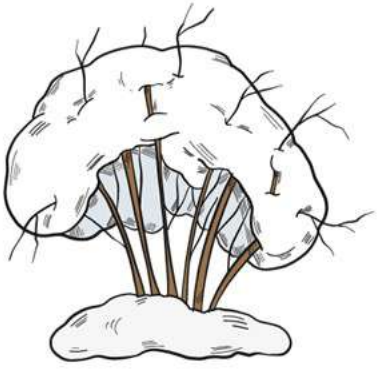
Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

Lincol[illegible]e the amount of snow in his backyard. After a heavy sno[illegible]0mm of snow. On day 2, there was 320mm of snow. [illegible] day [illegible]as 160mm of snow. On day 4, there was 80mm of snow.

a) If the pattern cont[illegible]ow m[illegible]ow will be left on day 5?

b) How much snow will be left on day 6?



c) What is the pattern rule?

Name: _____ 104

Pattern Rule – Input/Output Tables

Part 1 — Fill in the input/output tables below

Rule: Subtract 8	
In	Out
14	
2	
	58

Rule: Add 13	
In	Out
15	
20	
	62
	138

Rule:	
In	Out
41	
87	
	12
	177

Rule: Multiply by 2	
In	Out
10	
20	
	80
	140

Rule: Divide by 2	
In	Out
20	
48	
	31
	42

de by 5	
	Out
20	
	7

Part 2 — Write the input/output rules below

In	Out
2	6
5	9
8	12
15	19
Rule: _____	

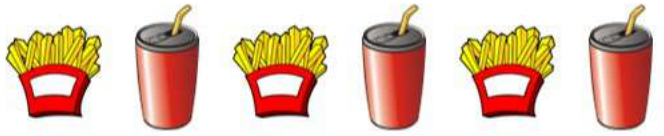
In	Out
2	8
3	12
4	16
5	20
Rule: _____	

In	Out
10	7
15	12
25	22
38	35
Rule: _____	

Name: _____ 105

Algebra Quiz - Patterning

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



Part 2 Circl rn core and continue the pattern

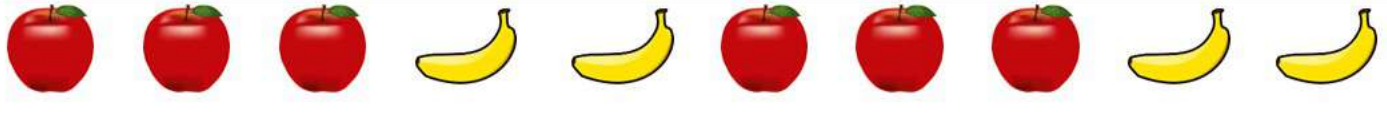
A B C C A B C _____, _____, _____

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

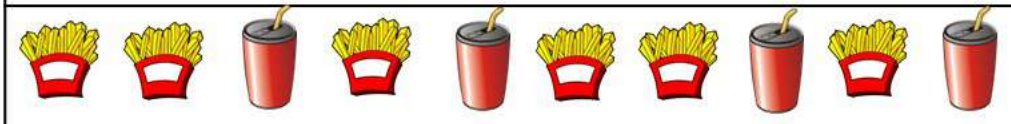
A B C B A B C B _____, _____, _____

Part 3 Circle the pattern core and label th ure

_____



_____



_____

_____

Part 4 — Follow the rule to extend the growing and shrinking patterns

1) (Add 5) 3, 8, 13, _____, _____, _____	2) (Add 3) 123, 126, 129, _____, _____, _____
3) (Add 6) 302, 308, _____, _____, _____	4) (subtract 2) 18, 16, 14, _____, _____, _____
5) (subtract 10) 660, 650, 640, _____, _____, _____	6) (subtract 4) 546, 542, 538, _____, _____, _____
 7) Figure 1 Figure 2 Figure 3 Figure 4 Figure 5 Figure 6	

Part 5 — Solve the word problem below

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

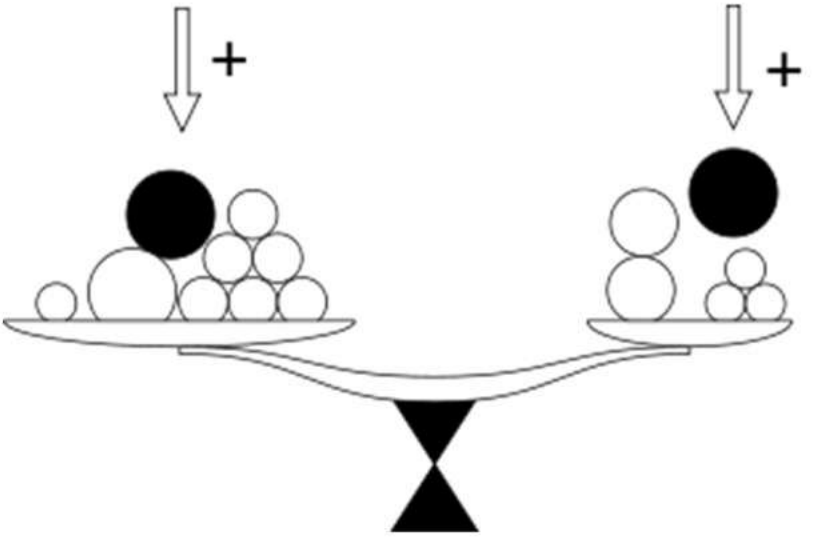
a) How much money will he have on day 4?

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

c) What is the pattern rule?

Grade 3
Equations

Curriculum Elaborations
One-step addition and subtraction equations with an unknown number:
· start unknown (e.g., n + 15 = 20 or □ + 15 + 20)
· change unknown (e.g., 12 + n = 20 or 12 + □ = 20)
· result unknown (e.g., 6 + 13 = n or 6 + 13 = □)
· investigating even and odd numbers



Name: _____ 108

Balance Pan Equations

Questions	How many ways can you balance the equation to equal 8

1)

_____ + _____ = 8

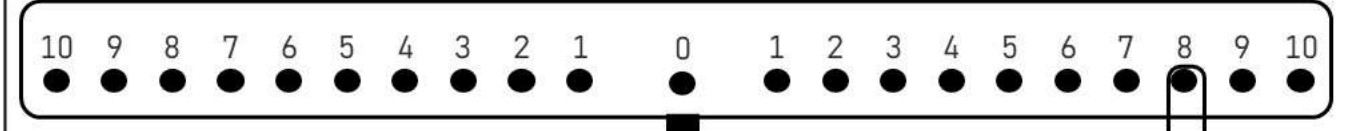
2)

_____ + _____ =

3)

_____ + _____ = 8

4)



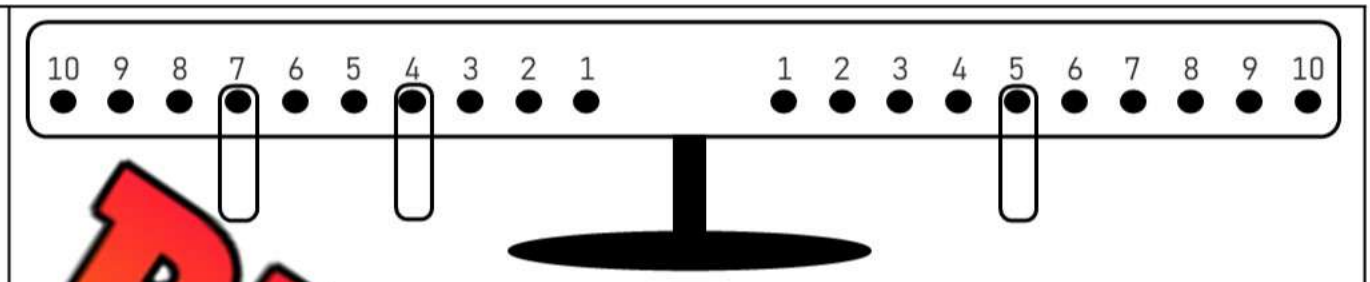
_____ + _____ = 8

Name: _____ 110

Balance Pan Equations

Questions	Balance the equations below

1)

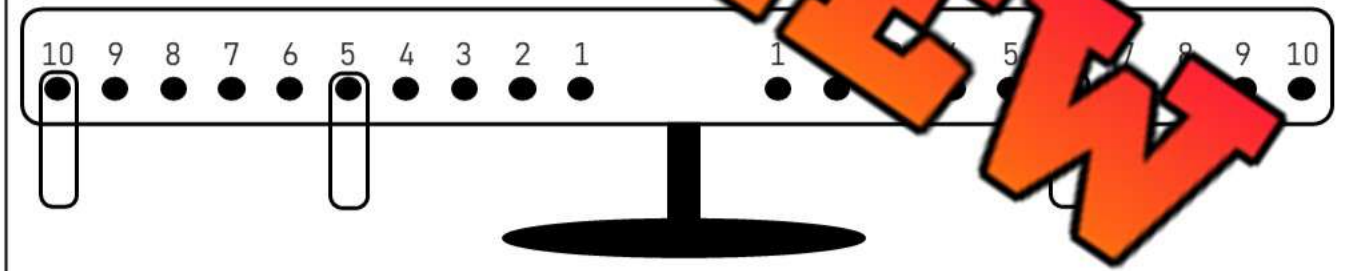


7 + 4 = _____ + 5

2)

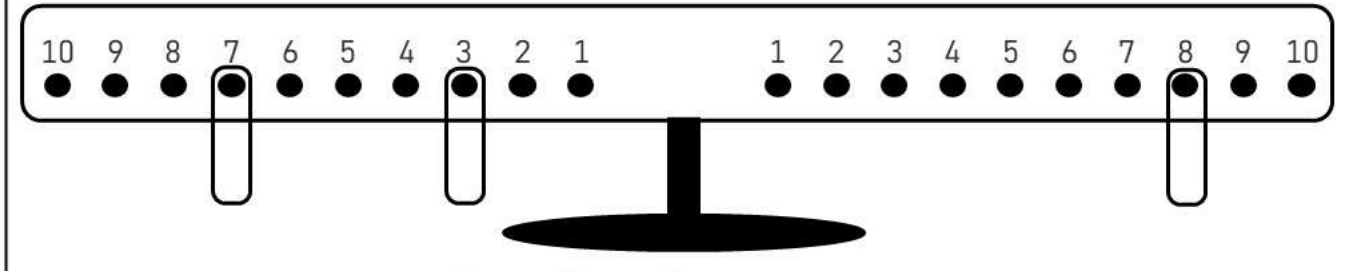
5 + 4 = 3 + _____

3)



10 + 5 = _____ + 6

4)



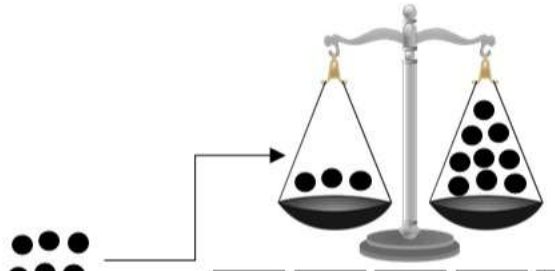
7 + 3 = 8 + _____

Name: _____ 111

Pre-Algebra – Balancing Addition Equations

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

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



3	+	6	=	9

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

7	+		=	11

5			=	

6	+		=	14

6	+		=	8

6	+		=	13

2	+		=	12

4	+		=	10

3	+		=	14

1	+		=	12

Name: _____ 112

Pre-Algebra – Balancing Addition Equations

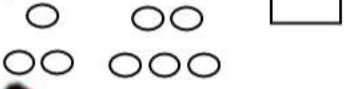
Balancing equations means both sides of the equal sign must be the same.

Examples: $3 + 7 = \boxed{10}$ (10) $\quad 24 + 6 = \boxed{30}$ (30)

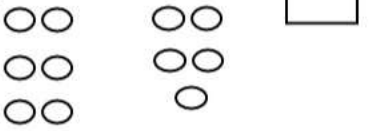
Questions Fill in the missing number to balance the equation

1) 3 + ☐ = ☐

2) 3 + 5 = ☐



3) 6 + 5 = ☐

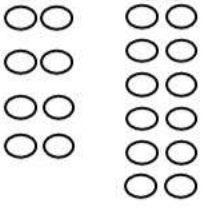


4) 1 + ☐ = 7

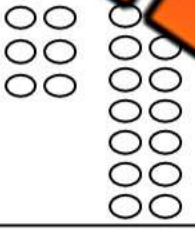
5) 4 + ☐ = 10

6) 4 + ☐ = 11

7) ☐ + 8 = 12

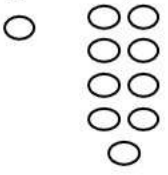


8) ☐ + 6 = 14

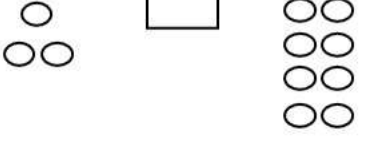


9) ☐ + 7 = 12

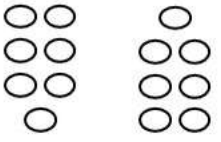
10) ☐ + 1 = 9



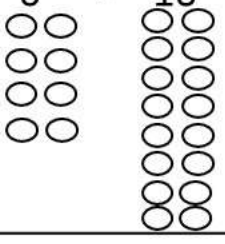
11) 3 + ☐ = 8



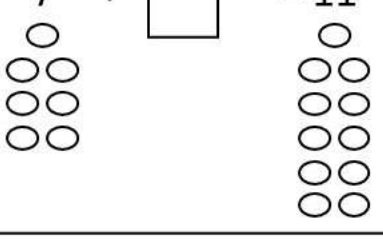
12) 7 + 7 = ☐



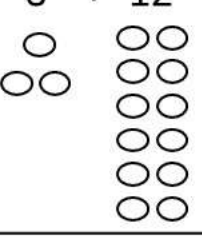
13) ☐ + 8 = 16



14) 7 + ☐ = 11



15) 3 + 12 = ☐



Name: _____ 113

Addition to 100 – Are They Equal?

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

15 + 7 = 22 28 + 4 ≠ 33 44 + 6 = 50

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

1) 15 + 5	2) 17 + 4 = 21	3) 23 + 7 = 29
4) 21 + 6 = 27	5) 1	6) 23 + 10 = 33
7) 19 + 6 = 26	8) 26 + 5 =	9) + 7 = 46
10) 58 + 6 = 66	11) 61 + 5 = 66	12) 7 = 90
13) 60 + 10 = 70	14) 81 + 0 = 81	15) 84 + 3 = 88
16) 90 + 7 = 96	17) 94 + 5 = 99	18) 87 + 10 = 97

Name: _____ 115

Pre-Algebra – Result Unknown

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

Examples:

10
3 + 7 = **10**

30
24 + 6 = **30**

Questions Fill in the missing number to balance the equation

1) 15 + 8 = _____	2) 23 + 6 = _____
3) 7 + 6 = _____	4) 7 = _____
5) 18 + 6 = _____	6) + 1 = _____
7) 36 +12 = _____	8) 41 + 9 = _____
9) 63 + 13 = _____	10) 78 + 13 = _____
11) 88 + 14 = _____	12) 108 + 7 = _____
13) 136 + 12 = _____	14) 145 + 15 = _____

Name: _____ 116

Addition Word Problems

Questions	Answer the questions below

1) Tom and his friend collected 35 seashells together. If Tom collected 18 seashells, how many did his friend collect?

2) There were [illegible] a t[illegible]me more birds arrived, and now there are 56 birds. How many [illegible]arriv[illegible]

3) A water tank had 75 liters of water. Some m[illegible]s [illegible]nd now it has 98 liters. How much water was added?

4) A bus started with 25 passengers. More people got on, and now there are 39 passengers. How many people got on?

Name: ____________________

Pre-Algebra – Change Unknown

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

Examples:

10 (above 3 + 7): 3 + **7** = 10

30 (above 22 + 8): 22 + **8** = 30

Questions Fill in the missing number to balance the equation

1) 5 + ________ = [illegible]	2) 3 + ________ = 7
3) 7 + ________ = [illegible]	[illegible] ________ = 14
5) 12 + ________ = 17	6) [illegible] + ________ = 22
7) 18 + ________ = 25	8) 15 + ________ [illegible]
9) 13 + ________ = 18	10) 17 + ________ = 24
11) 25 + ________ = 32	12) 31 + ________ = 38
13) 44 + ________ = 51	14) 53 + ________ = 62

Name: _____ 118

Pre-Algebra – Start Unknown

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

Examples:

17
10 + 7 = 17

30
7 + 23 = 30

Questions Fill in the missing number to balance the equation

1) _____ + =	2) _____ + 2 = 8
3) _____ + 6 =	_____ + 5 = 7
5) _____ + 9 = 13	6) _____ = 13
7) _____ + 7 = 15	8) _____ +
9) _____ + 6 = 24	10) _____ + 5 = 28
11) _____ + 5 = 25	12) _____ + 7 = 32
13) _____ + 11 = 43	14) _____ + 13 = 48

Name: _____ 120

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: _____ 121

Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
__ + 3 = 5	__ + 7 = 20	10 + __ = 45	20 + __ + 15 = 68	3 + __ = 7 + 5
__ + 15 =	__ + 12 = 29	18 + __ = 53	25 + 18 + __ = 100	__ + 18 = 50 + 13
7 + __ = 10	=	+ __ = 65	32 + 25 + __ = 95	4 + __ = 11 + 9
__ + 6 = 9	__ + 20 = 4	+ 6	+ 22 + __ = 58	29 + __ = 12 + 47
Sam has 6 marbles and finds 11 more. How many does he have now?	Lisa had $21 and earned $10 more. Total money?	Max had 30 pencils, he bought 26 more. How many total pencils does he have now?	bird ore join many now t on the tree?	farmer had 62 and bought mo How ws ve?
If Alex has 12 apples and buys 12 more, how many does he have?	Jane had 24 candies and found 13 more. How many does she now have in total?	Tom read 33 pages, then read 22 more. How many total pages did he read?	Lily collected 41 seashells, then 23 more. How many total does she have now?	If a baker baked 68 pies and then baked 24 more, how many pies are there?

Name: _____ 123

Addition – Which Equation Matches?

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

Example:

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

Questions: Circle the equation that matches the shaded in equation

1)	25 +	16 + 12	24 + 5
2)	46 + 6	40	44 + 3
3)	52 + 14	57 + 18	61 + 5
4)	63 + 12	45 + 35	
5)	82 + 12	70 + 24	55 + 40
6)	68 + 13	75 + 7	61 + 20
7)	53 + 22	40 + 35	55 + 21

Name: _____ 124

Addition – Using Symbols

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

Part 1 Find out the value of the symbol

1) 35 + [illegible] = [illegible] =	2) 17 + ● = 24 ● =	3) ● + 42 = 55 ● =
4) 27 + ◆ = [illegible] ◆ =	[illegible] 11 = 16 [illegible] =	6) 65 + ● = 75 ● =
7) ◆ + 88 = 98 =	8) 51 [illegible] = 62 ◆ =	[illegible] + 72 = 81 [illegible] =

Part 2 Write your own questions using any symbol you want [illegible] and to answer.

1)	2)

Name: _____ 127

Using Variables to Solve Addition Equations

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

a + b + c = ? a = 5 b = 3 c = 7

5 + 3 + 7 = 15

Questions: Find out the value of the variable

a + b + c = a = 8 c = 2 _____ + _____ + _____	n + y + t = n = 5 y = 10 t = 5 _____ + _____ + _____ = _____
c + r + p = c = 4 r = 12 _____ + _____ + _____ = _____	g + h + k = g = 8 h = 4 k = 8 _____ + _____ + _____ = _____
e + c + g = e = 13 c = 7 g = 10 _____ + _____ + _____ = _____	a + c = b = 8 c = 3 _____ + _____ + _____
a + b + c = a = 5 b = 12 c = 12 _____ + _____ + _____ = _____	n + y + t = n = 5 _____ + _____ + _____ = _____
c + r + p = c = 4 r = 8 p = 21 _____ + _____ + _____ = _____	g + h + k = g = 8 h = 10 k = 10 _____ + _____ + _____ = _____
e + c + g = e = 13 c = 15 g = 10 _____ + _____ + _____ = _____	a + b + c = a = 5 b =15 c = 20 _____ + _____ + _____ = _____

Name: _____ 128

Word Problems – Writing Addition Equations

Questions	Answer the questions below

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

j + 8 = 18	8 + 18 = j
8 + j = 18	8 – j = 18

2) Je Rebec king cookies. Rebecca made 20 cookies. They made 50 total co ies. W on ill tell us how many cookies Jen made?

20	50 + c = 20
20	c – 20 = 50

3) Scott and Luke love hockey cards as 2 s and Luke has 50 cards. Which equation will tell us how man al card y bo have?

c + 25 = 50	=
25 + c = 50	25 0

4) Adam and Henry went Trick or Treating. Henry got 62 candi candies in total? Which equation will tell us how many candies Ada

62 + c = 121	62 + 121 = c
c + 62 = 121	62 – c = 121

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

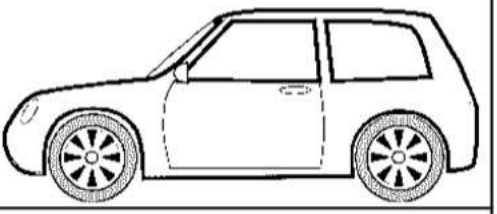
p + 5 = 15	5 + 15 = p
5 – p = 15	5 + p = 15

Name: _____ 129

Word Problems – Solving Addition Equations

Questions	Answer the questions below

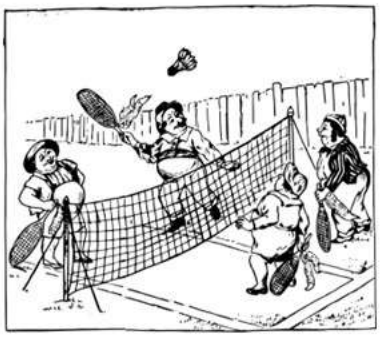
1) Tim drove 31km to get to work. Then he drove to the store. When he got to the store, he had driven 58 km in total. How many km did he drive to the store?



2) Steve got 25 points fo[illegible] leve[illegible] ideo game. He got 33 more points for beating level 2. How ma[illegible] p[illegible] ave after level 2?

Bonus – He had 78 total points after beating level [illegible] any p[illegible] did he get in level 3?

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



Name: _____ 130

Pre-Algebra – Balancing Subtraction Equations

Balance the scales by taking away circles from the scale

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

7	-	4	=	3

Question ...w many balls do you need to take away to balance the scales?

11	-		=	8

8	-		=	

10	-		=	4

9	-		=	1

11	-		=	4

13	-		=	3

11	-		=	4

14	-		=	2

6	-		=	0

Name: _____ 134

Subtraction – Are They Equal?

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

7 - 2 = 5 25 - 6 ≠ 18 15 - 11 = 4

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

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

Exit Cards

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

Name: _____

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

a) 76 - 5 = 78

b) 92 - 4 = 88

c) 90 - 4 = 100 - 14

d) 35 - 1 = 80 - 36

Name: _____

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

a) 76 - 5 = 78

b) 92 - 4 = 88

c) 90 - 4 = 100 - 14

d) 35 - 1 = 80 - 36

Name: _____

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

a) 76 - 5 = 78

b) 92 - 4 = 88

c) 90 - 4 = 100 - 14

d) 35 - 1 = 80 - 36

Name: _____ 136

Pre-Algebra – Balancing Addition Equations

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

Examples:

$7 - 4 = \underline{\mathbf{3}}$ (3)

$14 - 6 = \underline{\mathbf{8}}$ (8)

Questions Fill in the missing number to balance the equation

1) 4 – 2 =

2) 3 – 3 = _____

3) 5 – 2 = _____

4) 7 – _____ = 3

6) 10 – _____ = 6

7) _____ – 6 = 3

8) _____ – 9 = 2

10) _____ – 4 = 7

11) 9 – _____ = 4

12) 10 – 2 = _____

Name: _____ 137

Pre-Algebra – Result Unknown

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

Examples:

$10 - 7 = \underline{\mathbf{3}}$ (3 above 7)

$24 - 18 = \underline{\mathbf{6}}$ (6 above 18)

Question: Find the missing number to balance the equation

1) 15 - 5 = _____	2) 25 - 7 = _____
3) 10 - 4 = _____	4) 13 = _____
5) 21 - 7 = _____	6) 24 = _____
7) 32 - 12 = _____	8) 42 – 7 = _____
9) 63 - 13 = _____	10) 79 - 15 = _____
11) 91 - 11 = _____	12) 122 - 9 = _____
13) 142 - 13 = _____	14) 166 – 15 = _____

Name: _____ 138

Pre-Algebra – Change Unknown

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

Examples:

6

13 – **7** = 6

14

22 – **8** = 14

Questi… Find the missing number to balance the equation

1) 9 – _____ = 2	2) 8 – _____ = 4
3) 10 – _____ = 3	4) 1… _____ = 7
5) 13 – _____ = 6	6) 18 … 11
7) 21 – _____ = 15	8) 24 – _____ …9
9) 26 – _____ = 19	10) 32 – _____ = 28
11) 36 – _____ = 29	12) 48 – _____ = 38
13) 59 – _____ = 51	14) 75 – _____ = 62

Name: _____ 139

Pre-Algebra – Start Unknown

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

Examples:

$\overset{10}{\wedge}$
$17 - 7 = 10$

$\overset{7}{\wedge}$
$30 - 23 = 7$

Question: Find the missing number to balance the equation

1) _____ - =	2) _____ - 4 = 7
3) _____ - 5 = 10	4) _____ - 3 = 8
5) _____ - 7 = 13	6) _____ - 6 = 2
7) _____ - 4 = 15	8) _____ - =
9) _____ - 6 = 24	10) _____ - 5 = 25
11) _____ - 8 = 25	12) _____ - 9 = 40
13) _____ - 12 = 43	14) _____ - 13 = 62

Name: _____ 140

Subtraction Word Problems

Questions	Answer the questions below

1) Mia had 24 apples. She gave some away and now has 15 apples left. How many did she give away?

2) A bakery m[illegible]cake[illegible]e were sold, and 22 cupcakes were left. How many cupcakes [illegible]old?

3) Lisa had some marbles. She lost 7 marbles [illegible] many did she have at the start?

4) Sarah baked 120 cookies. After giving some to her friends, she had 84 left. How many did she give away?

Name: _____ 147

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 ing critical thinking and problem-solving skills in a collaborative group set

Mate will need for the activity.

- Pre-prepared re- cards.
- Small bags or envel ld t ts for each group

Instructions How you will complete the a

1. Before the class, the teacher will cut out the p red m ng game cards.
2. Divide the students into small groups and give each group ba 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: _____ 148

Cards | Matching Game Cards

10 + 15	20 + 5
30 – 20	25 – 5
18 + 22	35 + 5
50 – 25	45 – 20
11 + 13	19 + 5

Name: _____ 149

Cards | Matching Game Cards

45 – 15	35 – 5
29 – 11	20 + 19
60 – 20	5 – 10
14 + 25	27 + 12
100 – 30	85 – 15

Name: _____ 150

Cards | Matching Game Cards

19 + 18	30 + 7
90 – 25	68 – 3
42 + 18	75 + 5
90 – 45	75 – 30
64 + 18	73 + 9

Name: _____ 151

Subtraction – Using Symbols

Part 1 Find out the value of the symbol

1) ● – 10 = 18 ● =	2) 42 – ▲ = 30 =	3) 80 – ● = 65 ● =
4) [illegible] 12 ▲ =	5) ◆ – 11 = 29 [illegible]	6) 90 – 70 = ◆ =
7) 54 – ▲ = 50 ▲ =	8) ● – [illegible] ●	9) 78 – ● = 64 ● =

Part 2 Write your own questions using any sym[illegible]vant. T[illegible]et a friend to answer.

1)	2)
3)	4)

Name: _____ 156

Task Cards: Mystery Number Detectives

Objective

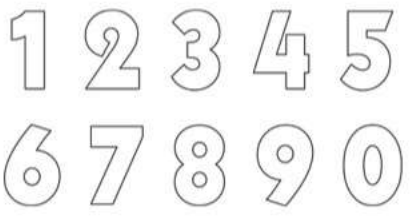
What are we learning about?

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 cove d in
2. Organize the students into pairs and ovide e air heir 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, emphasizi tha 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: _____ 157

Task Cards | Cut out the task cards below

Card 1:
14 – p = 10

solve for p
a) [illegible] b) 4 c) 5

Card 2:
80 – ● = 65

solve for ●
a) 15 b) 25 c) 35

Card 3:
11 – [illegible]

a) 4 b) 2 [illegible]

Card 4:
x + 45 = 76

solve for x
[illegible] b) 31 c) 41

Card 5:
31 + y = 58

solve for y
a) 17 b) 27 c) 37

Card 6:
[illegible] z [illegible]

solve [illegible]
a) 33 b) 23 c) 43

Card 7:
18 – a = 9

solve for a
a) 9 b) 7 c) 11

Card 8:
b + 16 = 24

solve for b.
a) 8 b) 18 c) 28

Name: ______________________ 158

Task Cards | Cut out the task cards below

Card 9:
7 + c = 14

solve for c
a) [illegible] b) 9 c) 5

Card 10:
34 - d = 25

solve for d
a) 9 b) 19 c) 29

Card 11: [illegible]
Tom has [illegible] gets x more [illegible] How many [illegible] get?

a) 13 b) 15 c) 12

Card 12:
Leah had 21 pencils. She lost y pencils and now has 7. How many did she lose?

a) [illegible] b) 12 c) 14

Card 13:
A tree was 9m tall. It grew e meters and is now 43m tall. How much did it grow?

a) 33m b) 31m c) 34m

Card 14: [illegible]
[illegible] 32 [illegible]

solve [illegible]
a) 18 b) 28 c) 8

Card 15:
50 - g = 15

solve for g
a) 35 b) 45 c) 25

Card 16:
27 + h = 35

solve for h
a) 8 b) 18 c) 28

Name: _____ 159

Task Cards | Cut out the task cards below

Card 17:
j - 9 = 10

solve for j
a) [illegible] b) 1 c) 9

Card 18:
42 + k = 59

solve for k
a) 17 b) 7 c) 27

Card 19:
[illegible] = 30

solve for [illegible]
a) 53 b) 13 c) 43

Card 20:
64 + n = 88

solve for n
a) [illegible] b) 14 c) 34

Card 21:
Paula baked 56 cookies. She ate o cookies and now has 42. How many did she eat?

a) 17 b) 12 c) 14

Card 22:
There [illegible] birds on a tree. p birds [illegible] flying 43. How many [illegible]?

a) 17 b) 19 c) 21

Card 23:
q + 12 = 29

solve for q
a) 17 b) 27 c) 7

Card 24:
36 - r = 15

solve for r
a) 21 b) 31 c) 11

Name: _____ 160

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	

Name: _____ 161

Even and Odd Numbers

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

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

Directio Colour only the even numbers

Name: _____ 162

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)		
16)		
17)	67	
18)	60	
19)	70	
20)	84	

Name: _____ 163

Adding Even and Odd Numbers

Part 1 Add the even numbers to the even numbers

1) 4 + 6 =	2) 8 + 8 =	3) 8 + 6 =
4) 10 + =	5) 14 + 4 =	6) 18 + 8 =
7) 22 =	8) 28 + 12 =	9) 36 + 12 =

What is the re u a wo even numbers together? Even or Odd

Part 2 Ad e ib he odd numbers

1) 5 + 3 =	2) 7 +	3) 5 + 5 =
4) 9 + 11 =	5) 15 + 7 =	+ 9 =
7) 23 + 13 =	8) 31 + 9 =	43 =

What is the result when you add two odd numbers together?

Part 3 Add the even and odd numbers together

1) 5 + 6 =	2) 8 + 3 =	3) 11 + 4 =
4) 14 + 5 =	5) 19 + 8 =	6) 23 + 6 =
7) 32 + 7 =	8) 45 + 10 =	9) 54 + 9 =

What is the result when you add an odd and even number together? Even or Odd

Name: _____ 164

Subtracting Even and Odd Numbers

Part 1 Subtract the even numbers from the even numbers

1) 6 - 2 =	2) 8 - 4 =	3) 10 - 6 =
4) 12 - [illegible]	5) 14 - 6 =	6) 18 - 8 =
7) 22 [illegible]	8) 30 - 12 =	9) 36 - 10 =

What is the result when you subtract an even number from an even number? Even or Odd

Part 2 Subtract [illegible] the odd numbers

1) 7 - 3 =	2) 5 - [illegible]	3) 11 - 5 =
4) 15 - 7 =	5) 17 - 7 =	[illegible] - 5 =
7) 23 - 13 =	8) 33 - 9 =	45 [illegible] =

What is the result when you subtract an odd number from an odd nu[illegible] Odd

Part 3 Subtract the even and odd numbers

1) 7 - 6 =	2) 9 - 2 =	3) 10 - 5 =
4) 16 - 7 =	5) 21 - 8 =	6) 25 - 6 =
7) 32 - 9 =	8) 47 - 10 =	9) 56 - 7 =

What is the result when you use subtraction with an even and odd number? Even or Odd

Exit Cards

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

Name: _____

If you do the following, what will the result be?

1) Add two even numbers	Odd	Even
2) Add two odd numbers	Odd	Even
3) Add even and odd number	Odd	Even
4) Subtract two odd numbers	Odd	Even
5) Subtract two even numbers	Odd	Even
6) Subtract an even and odd number.	Odd	Even

Name: _____

If you do the following, what will the result be?

1) Add two even numbers	Odd	Even
2) Add two odd numbers	Odd	Even
3) Add even and odd number	Odd	Even
4) Subtract two odd numbers	Odd	Even
5) Subtract two even numbers	Odd	Even
6) Subtract an even and odd number.	Odd	Even

Name: _____

If you do the following, what will the result be?

1) Add two even numbers	Odd	Even
2) Add two odd numbers	Odd	Even
3) Add even and odd number	Odd	Even
4) Subtract two odd numbers	Odd	Even
5) Subtract two even numbers	Odd	Even
6) Subtract an even and odd number.	Odd	Even

Name: _____

If you do the following, what will the result be?

1) Add two even numbers	Odd	Even
2) Add two odd numbers	Odd	Even
3) Add even and odd number	Odd	Even
4) Subtract two odd numbers	Odd	Even
5) Subtract two even numbers	Odd	Even
6) Subtract an even and odd number.	Odd	Even

Name: _____ 166

Investigating Even and Odd Numbers

Part 1 Sort the numbers as odd or even

125	108	268	813	903	614
322	575	633	500	624	799

Even Numbers	Odd Numbers

Part 2 Are the answers to the [illegible] or odd?

1) 71 + 13	Even	Odd
2) 55 + 55	Even	Odd
3) 94 + 25	Even	Odd
4) 103 + 110	Even	Odd
5) 205 + 211	Even	Odd
6) 321 + 232	Even	Odd
7) 427 + 310	Even	Odd
8) 593 + 388	Even	Odd
9) 644 + 218	Even	Odd
10) 853 + 367	Even	Odd

Name: _____ 167

Algebra Quiz - Equations

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

1) 25 + 15 = 45	2) 42 + 6 = 48	3) 87 + 15 = 103
4) [illegible]	5) 274 - 24 = 249	6) 326 - 14 = 318

Part 2 Fill in the missing number to balance the equation

1) 13 + 8 = _____	2) _____ + 6 [illegible]	3) 9 + _____ = 65
4) 137 + 8 = _____	5) _____ + 18 = 32	6) 2[illegible]0
7) 9 - 6 = _____	8) _____ - 12 = 8	9) 47 - 8 = _____
10) 109 - 5 = _____	11) _____ - 7 = 132	12) 170 - 6 = _____

Part 3 — Find out the value of the variable

7 + n = 10 n =	n - 5 = 15 n =	10 + n = 30 n =	n - 5 = 28 n =
n + 16 = 42 n	n - 3 = 48 n =	n + 10 = 76 n =	n - 12 = 10 n =

Part 4 — ut the value of the variable

a + b + c = b = _____ + _____ + _____ =	n + y + t = n = 5 y = 10 t = 5 + _____ + _____ = _____
a - b = c a = 13 b = 8 _____ + _____ = _____ c =	e = f 26 n = 6 _____ + _____ f =

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

Alexa saved 47 dollars from her allowance. She was given some money from her grandmother for her birthday. She now has 80 dollars. How much did her grandmother give her?