



Preview – Information



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Google Slides Lessons Preview





Manitoba Math Curriculum Number Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

Learning Goal

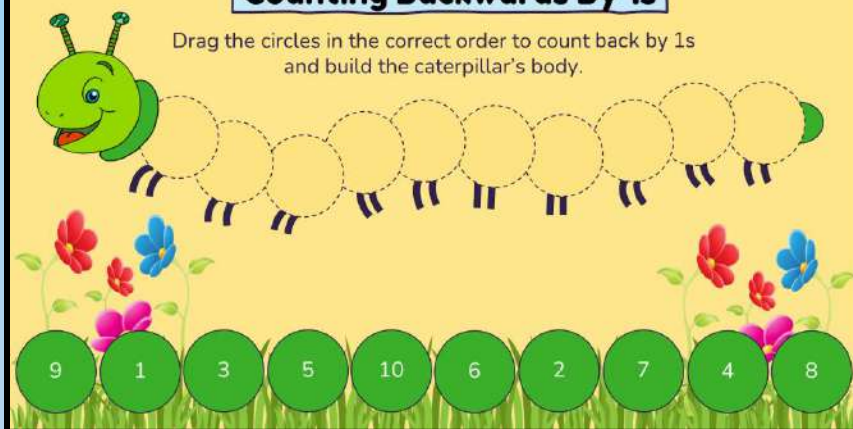
We are learning to read and show numbers up to 50 so we can understand how numbers are used in daily life.

Discussion Questions

- 1) What numbers do you see around you every day? Can you find some in the classroom right now?
- 2) Can you think of a time when knowing numbers helped you in real life? Maybe at a store, playing a game, or telling time?
- 3) How would the world be different if we didn't have numbers? What would be tricky to do?

Counting Backwards By 1s

Drag the circles in the correct order to count back by 1s and build the caterpillar's body.



Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Word Problem

Lena is planning a birthday party and has 14 balloons. She wants to decorate by putting the same number of balloons on each side of the table.

- 1) Can she split the 14 balloons into two equal groups? What do you notice about this number?
- 2) Later, her friend gives her 3 more balloons, so now she has 17 balloons. Can she still split them into two equal groups? Why or why not?
- 3) Lena decides to give one balloon to her little brother. Now she has 16 balloons. Is 16 an even or odd number? How do you know?



Manitoba Math Curriculum

Number Unit – Grade 2

Introduction To Ordinal Numbers

Drag the pictures to fill the empty boxes by reading the clues.
Place a tick mark in front of the clue once done.

	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
The gift is at third and card is at eight.										
The cake is at first and candles are at sixth.										
The cupcake is after the cake.										
The ribbon is in between the candles and party hat.										
The party hat is at fourth.										
The knife is at tenth and matchstick is at ninth.										
The balloon is at seventh.										

✓

✗

Answer Bank

Answer. ... 1st, 2nd, 3rd, 4th, and 5th.

First Second Third Fourth Fifth

Questions	Ordinal Number	Cars
Which car is in 1 st place right now?		
Which car is in 3 rd place?		
Who is just after the red car?		
Which car is closest to the finish line?		

Compose the numbers by drawing.

1) 30 6	2) 70 2
3) 100 40 5	4) 100 20 8
5) 100 10 9	6) 100 60 0



Manitoba Math Curriculum

Number Unit – Grade 2

Estimation

Estimate how many candies are in each jar without counting. Then count them to check your estimate.

1 2 3 4 5 6 7 8 9 0

Jar	Estimate: About _____ pieces	Actual: There are _____ pieces

Match the written form to their correct standard forms.

Written Form	Standard Form
Forty-four	44
Nineteen	19
Twelve	12
Thirty-three	33
Twenty-five	25

Match the written form to their correct standard forms.

Written Form	Standard Form
Forty-four	44
Nineteen	19
Twelve	12
Thirty-three	33
Twenty-five	25



Workbook Preview



Grade 2
Number Strand

	Curriculum Expectations	Pages
N.1	Say the number sequence from 0 to 100 by: • 2s, 5s, and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively • 10s using starting points from 1 to 9 • 2s starting from 1	6 – 17
N.2	Preview of 100 pages from this product that contains 311 pages total.	
N.3		
N.3	Describe order or relative position, using ordinal numbers.	32 – 36
N.4	Represent and describe numbers to 100, concretely, pictorially and symbolically.	37 – 45
N.5	Compare and order numbers up to 100.	46 – 51

N.6	Estimate quantities to 100, using referents.	52 - 69
N.7	Illustrate, concretely and pictorially, the meaning of place value for numbers to 100.	70 - 82
N.8	Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number.	115 - 116, 147
N.9	Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by n using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems that involve addition and subtraction • explaining that the order in which numbers are added does not affect the sum • explaining that the order in which numbers are subtracted may affect the difference	104 - 114, 117 - 126, 140 - 146, 148 - 167
N.10	Apply mental mathematics strategies, including: • using doubles • making 10 • using one more, one less • using two more, two less • building on a known double • using addition for subtraction to develop recall of basic addition facts to 18 and related subtraction facts.	86 - 103, 127 - 139

Name: _____

6

Curriculum Connection
N.1

Count by 2s to 100



Part 1

Count by 2s to 100

2	4			10		14		18	
		26		30			36		40
42			48		52			58	
	64				74				80
		86			92		96		

Part 2

Fill in the blanks counting by 2s

1	3	5			11		13		19
			27	29				37	39
	43	45			51		55		
61			67			73		77	79
81			87		91			97	

Exit Cards

Cut Out

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

Name: _____

Count by 1s forwards.

877

Count by 1s backwards.

992

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

8

Curriculum Connection
N.1

Count Backwards By 2s From 100

Directions

Count by 2s backwards from 100



100			94				88			82
	62						74			78
58										
		52				46			40	
		20					28			34
12		8								0



Name: _____

9

Curriculum Connection
N.1

Count Backwards by 2s from 100

Directions

Count by 2s backwards to the number 1 starting at number 99



99			93		89				81
----	--	--	----	--	----	--	--	--	----

59		65		69			75	
----	--	----	--	----	--	--	----	--

	53				45		39	
--	----	--	--	--	----	--	----	--

15				23		27		33
----	--	--	--	----	--	----	--	----

	9			3	
--	---	--	--	---	--



Name: _____

12

Curriculum Connection
N.1

Count by 10s to 100

Part 1

Count by 10's to 100

GO

1

40

10

END

Part 2

Fill in the blanks counting by 10s

10, 20, 30, _____, _____, _____, _____, _____

40, _____, _____, 70, _____, _____, _____

_____, _____, 20, _____, _____, _____, _____

_____, _____, _____, _____, _____, _____, 100

Name: _____

14

Curriculum Connection
N.1

Count by 10's Starting with Different Numbers

Part 1

Count forwards by 10s to 100 starting with different numbers

1)	1	11				51				
2)			26		46			76		
3)	4			34		54				94
4)	8							88		
5)	7	17				67				

Part 2

Count by 10s backwards starting with different numbers

1)	93	83			53					
2)	95		75				35			
3)	92			62		42				
4)	99				59			29		
5)	100		80				40			

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...

Direction

Colour only the even numbers



Name: _____

19

Curriculum Connection
N.2

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)	7	
16)	53	
17)	67	
18)	60	
19)	70	
20)	84	

Exit Cards

Cut Out

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____

21

Curriculum Connection
N.2

Even and Odd

Part 1

Write even numbers in the stars below



PREVIEW

Part 2

Write odd numbers in the stars below



ODD STARS

Activity Title: Odd and Even Number Hunt

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Colored paper index cards
- Marker
- Tape or chalk
- Large open space (indoors or outdoors)

Even

96

Odd

88

Instructions

How you will complete the activity.

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

Name: _____

24

Curriculum Connection
N.2

Labels

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

PREVIEW

Name: _____

25

Curriculum Connection
N.2

Index Cards

Cut out the index cards below

57

11

83

35

49

14

92

23

70

64

5

88

PREVIEW

Name: _____

30

Curriculum Connection
N.2

Index Cards

Cut out the index cards below

29

99

7

68

33

54

25

86

42

91

32

61

PREVIEW

Introduction To Ordinal Numbers

Matching

Match the ordinal numbers

Fourth

2nd

Second

5th

Tenth

9th

Eight

3rd

Sixth

8th

Seventh

1st

Ninth

4th

Third

10th

Fifth

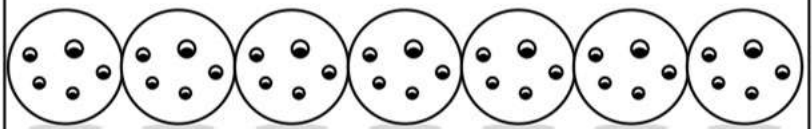
6th

First

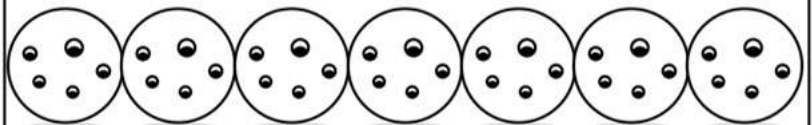
Directions

Shade in the correct cookie using any colour or your finger.

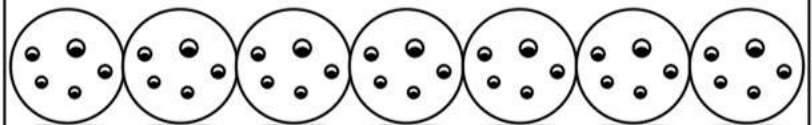
1) Shade in the fifth cookie



2) Shade in the seventh cookie



3) Shade in the second cookie



Ordinal Numbers – The Big Race



Rabbit

Elephant

Cat

Dog

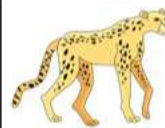
Deer

Lion

Cheetah

Part 1

What place did each animal get - 1st, 2nd, 3rd, 4th, 5th, 6th, 7th

Animal							
Place							

Part 2

What place did each animal get in the blanks

Word Bank: First, Second, Third, Fourth, Fifth, Sixth, Seventh

- 1) The cat was in _____ place.
- 2) The lion was in _____ place.
- 3) The deer was in _____ place.
- 4) The elephant was in _____ place.
- 5) The rabbit was in _____ place.
- 6) The dog was in _____ place.
- 7) The cheetah was in _____ place.

Ordinal Numbers – Ice Cream Scoops

Directions

Colour the scoops of ice cream starting at the bottom

- 1) Colour the fifth scoop blue
- 2) Colour the second scoop green
- 3) Colour the third scoop purple
- 4) Colour the first scoop yellow
- 5) Colour the eighth scoop pink
- 6) Colour the fourth scoop orange
- 7) Colour the tenth scoop red
- 8) Colour the sixth scoop black
- 9) Colour the ninth scoop grey
- 10) Leave the seventh scoop white



Exit Cards

Cut Out

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

Name: _____

Match the ordinal numbers.

Fourth	5 th
Tenth	9 th
Eighth	3 rd
Seventh	8 th
Ninth	4 th
Third	10 th
Fifth	7 th

Name: _____

Match the ordinal numbers.

Fourth	5 th
Tenth	9 th
Eighth	3 rd
Seventh	8 th
Ninth	4 th
Third	10 th
Fifth	7 th

Name: _____

Match the ordinal numbers.

Fourth	5 th
Tenth	9 th
Eighth	3 rd
Seventh	8 th
Ninth	4 th
Third	10 th
Fifth	7 th

Name: _____

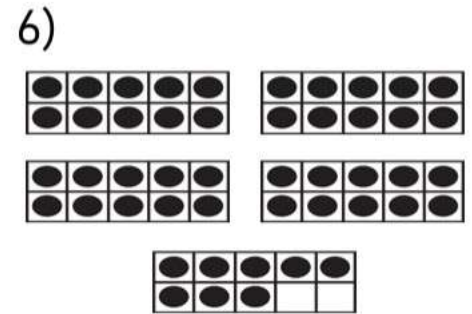
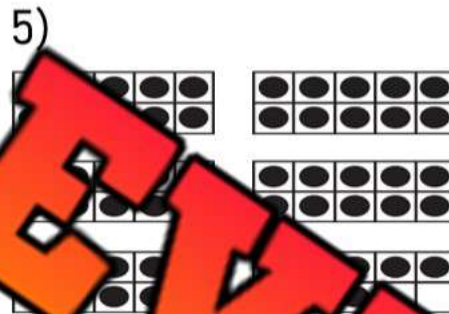
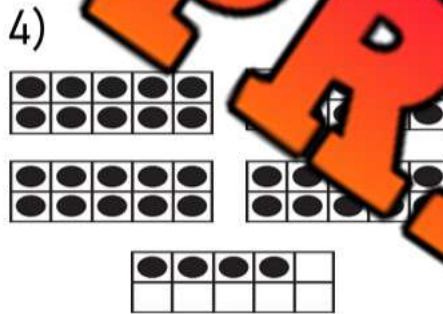
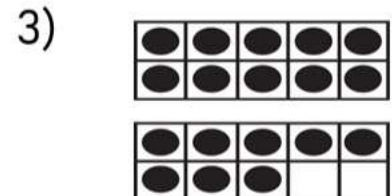
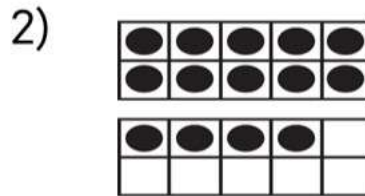
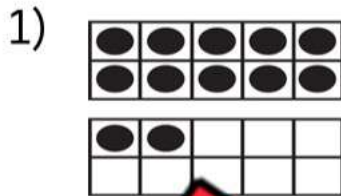
Match the ordinal numbers.

Fourth	5 th
Tenth	9 th
Eighth	3 rd
Seventh	8 th
Ninth	4 th
Third	10 th
Fifth	7 th

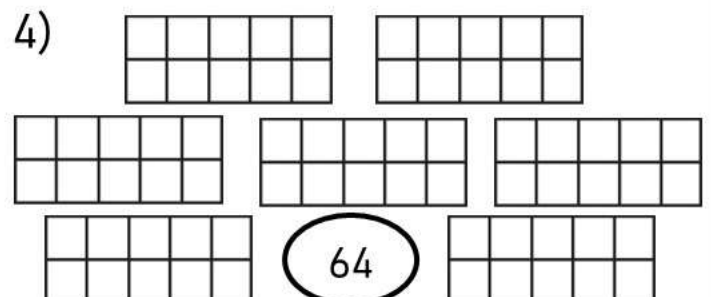
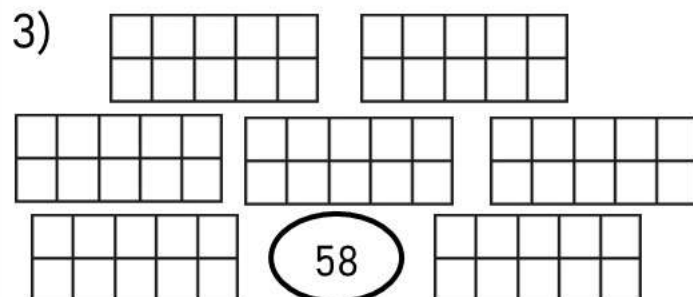
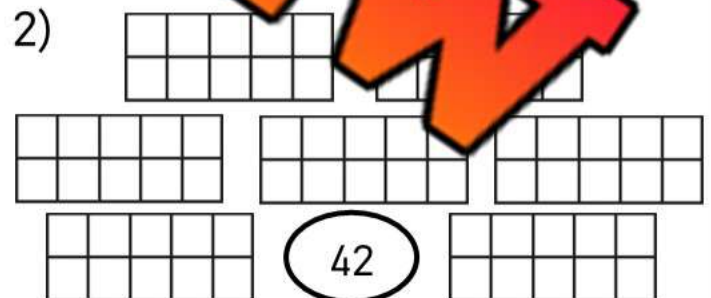
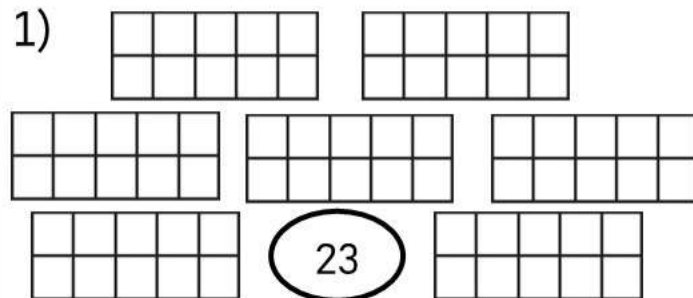
Counting Numbers – Ten Frames

Part 1

How many circles are in the 10 frames

**Part 2**

Draw how many circles you see in the ten frames below



Name: _____

40

Counting Numbers – Tally Marks

= 1	= 2	= 3	= 4	= 5
= 6	= 7	= 8	= 9	= 10

Part 1 Count the tally marks

_____	_____	_____	_____
_____	_____	_____	_____

Part 2 Draw tally marks that match the number

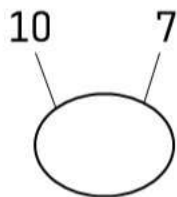
13 =	17 =	19 =
22 =	28 =	25 =
32 =	36 =	
44 =	51 =	

Counting & Decomposing Numbers

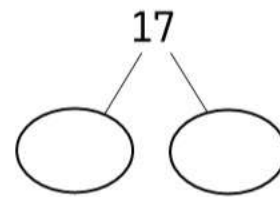
Part 1

How many ways can you compose and decompose the number 17

1)



2)



3)

=

4)

10 +

= 17

5)

17 =

6)

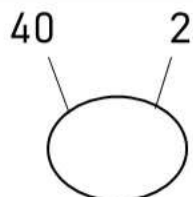
17 = 10 +

Show the number 17
using 10 frames

Part 2

How many ways can you compose and decompose the number 42

1)



2)



3)

+ 2 = 42

4)

40 +

= 42

5)

42 =

+ 2

6)

42 = 40 +

Show the
number
42 using
10 frames

Name: _____

44

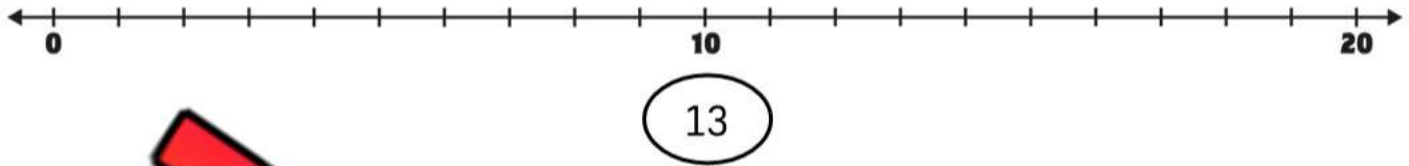
Curriculum Connection
N.4

Numbers on a Number Line

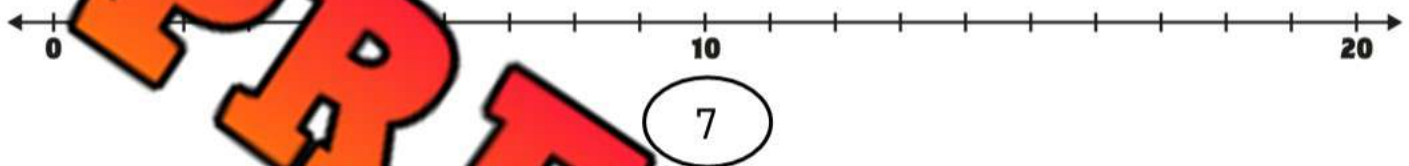
Questions

Circle the number on the number line

1)



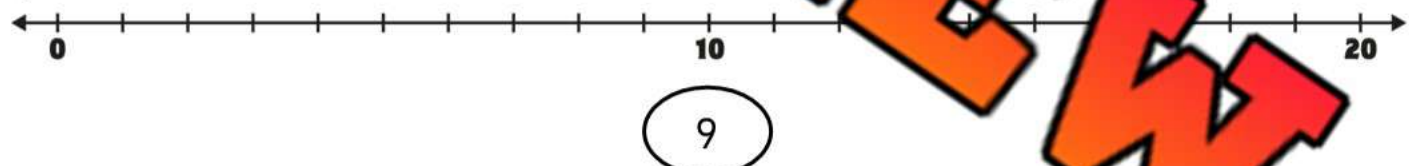
2)



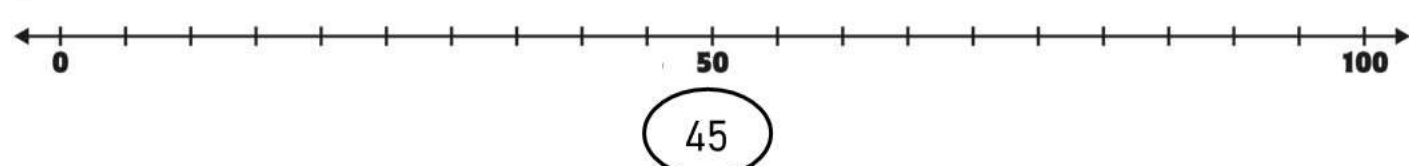
3)



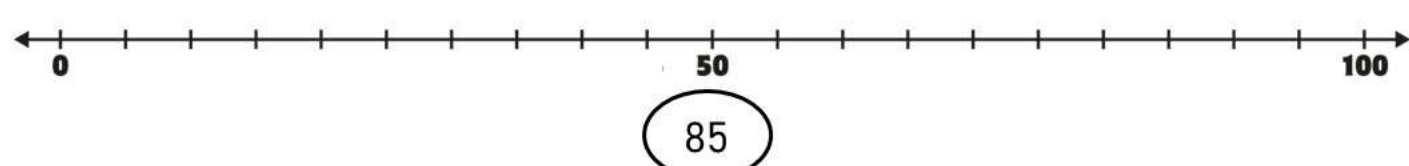
4)



5)



6)



Name: _____

46

Curriculum Connection
N.5

Comparing Numbers

15



43

86



54

77



77

Part 1

Circle the correct alligator

1)

20



21

2)

51



56

3)

78



84

4)

98



99

5)

48



48

6)

30



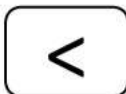
51

Part 2

Compare the following numbers using <, >, or =

1)

15



23

2)

36



36

3)

25



43

4)

65



23

5)

88



49

6)

59



94

7)

84



87

8)

44



44

9)

78



79

Name: _____

47

Curriculum Connection
N.5

Comparing Numbers

**Part 1**

Write a number between 1 and 100 that fits the description

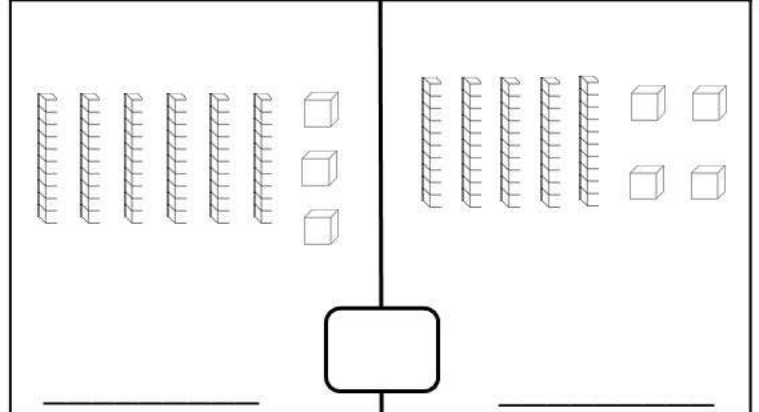
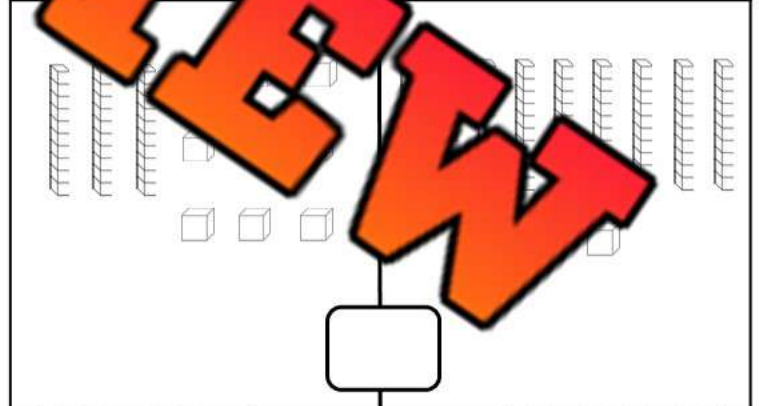
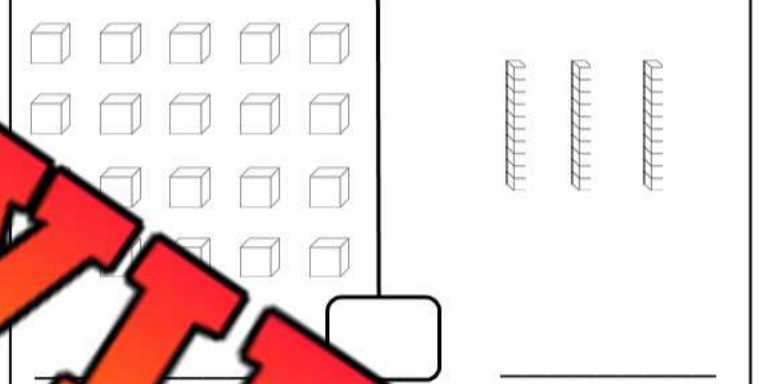
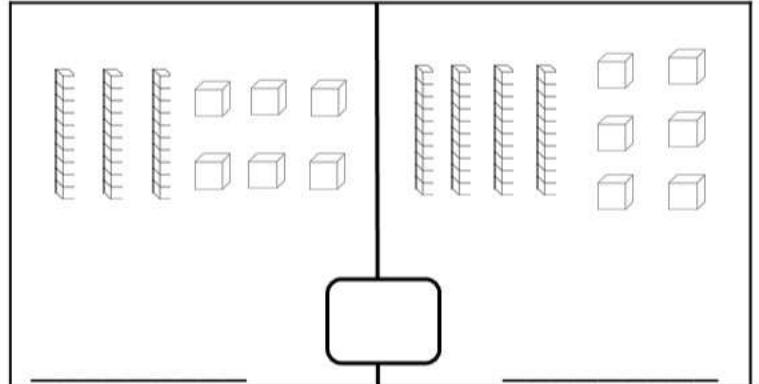
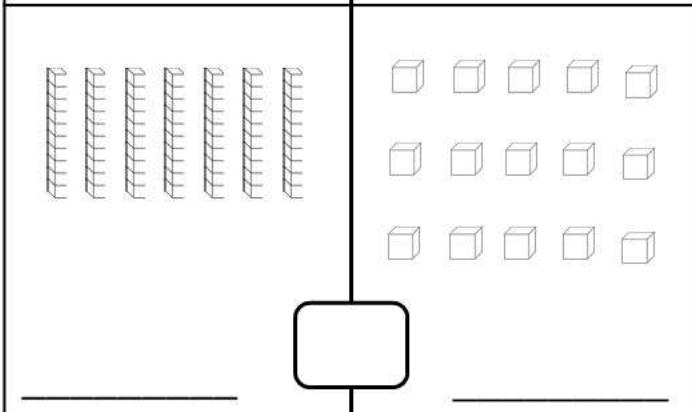
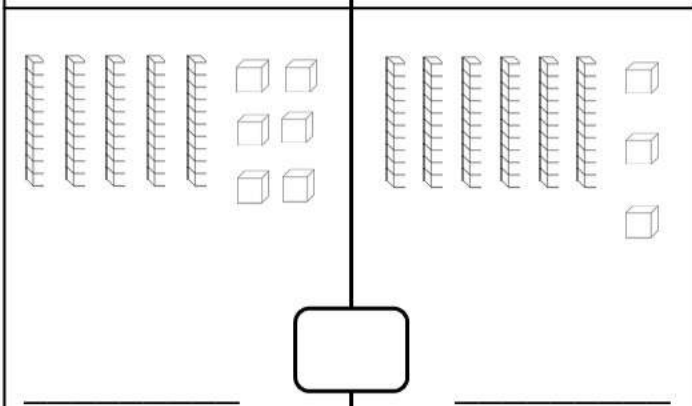
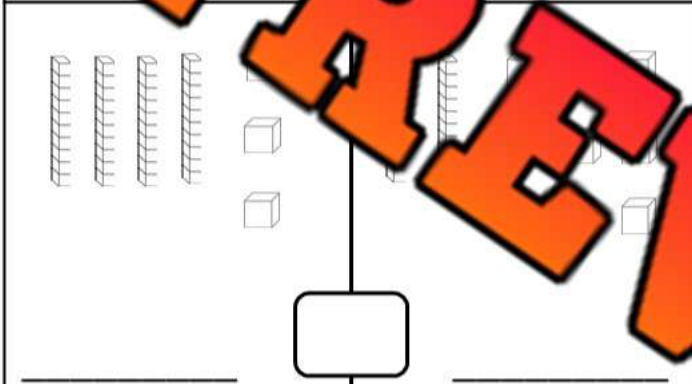
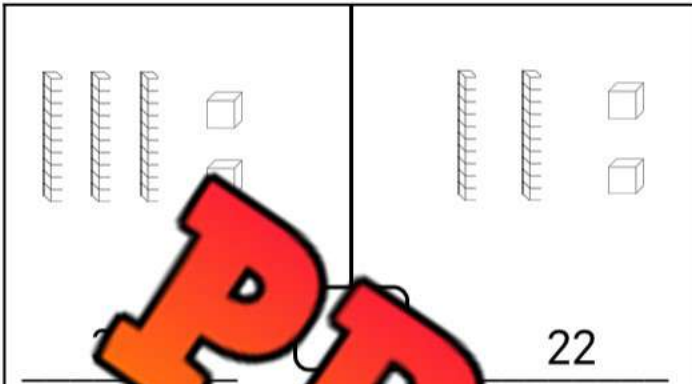
1) Number greater than 42	2) Number less than 67
3) Number less than 29	4) Number equal to 84
5) Number greater than 77	6) Number less than 12
7) Number equal to 77	8) Number greater than 95

Part 2

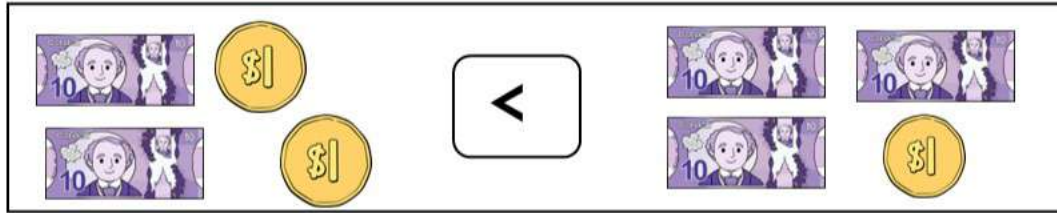
Write a number between 1 and 100 that will make sense

1) $20 > \underline{\hspace{2cm}}$	2) $64 > \underline{\hspace{2cm}}$	3) $\underline{\hspace{2cm}} < 1$
4) $85 = \underline{\hspace{2cm}}$	5) $\underline{\hspace{2cm}} < 37$	6) $20 > \underline{\hspace{2cm}}$
7) $\underline{\hspace{2cm}} > 89$	8) $97 < \underline{\hspace{2cm}}$	9) $\underline{\hspace{2cm}} = 92$
10) $85 = \underline{\hspace{2cm}}$	11) $\underline{\hspace{2cm}} < 37$	12) $20 > \underline{\hspace{2cm}}$

Comparing Base Ten Blocks

QuestionsCompare the number of base ten blocks below using $<$ $>$ $=$ 

Comparing Money



Questions

Count the money below and decide which amount is larger

 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

Ordering Numbers From Least to Greatest



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



Questions

Order the numbers below from least to greatest

1. 8, 11, 6

_____, _____, _____

2. 9, 5, 18, 22

_____, _____, _____, _____

3. 41, 22, 1

_____, _____, _____

4. 18, 43, 26, 31

_____, _____, _____, _____

5. 75, 43, 36, 57

_____, _____, _____, _____

6. 55, 41

_____, _____

7. 86, 53, 87, 95

_____, _____, _____, _____

8. 73, 68, 77, 89

_____, _____, _____, _____

9. 91, 94, 92, 99

_____, _____, _____, _____

10. 87, 83, 88, 95

_____, _____, _____, _____

Estimating How Many...

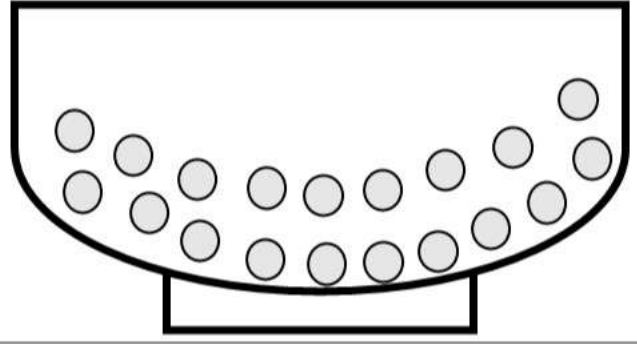
Questions

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



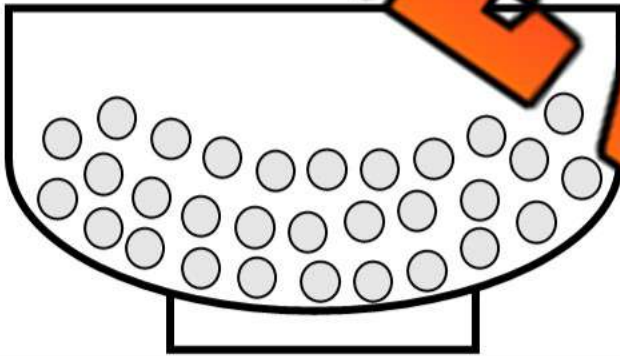
Estimate: About _____ pieces

Actual: There are _____ pieces



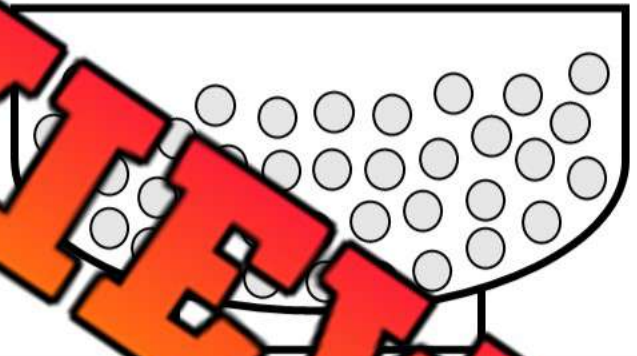
Estimate: About _____ pieces

Actual: There are _____ pieces



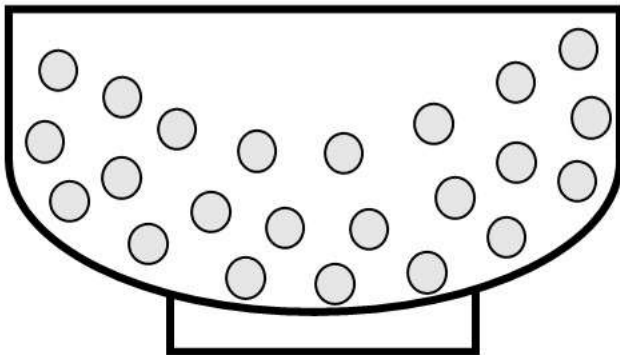
Estimate: About _____ pieces

Actual: There are _____ pieces



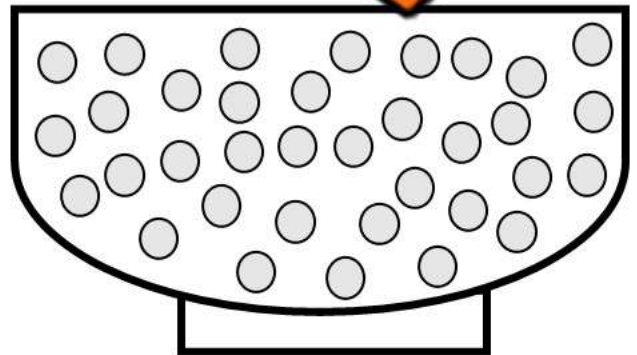
Estimate: About _____ pieces

Actual: There are _____ pieces



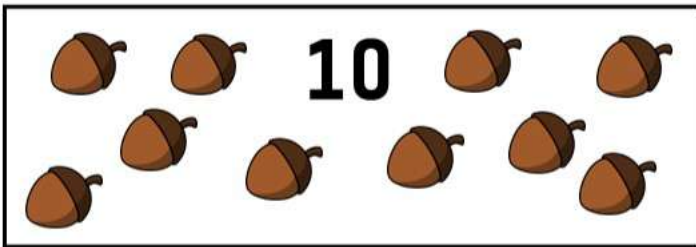
Estimate: About _____ pieces

Actual: There are _____ pieces



Estimate: About _____ pieces

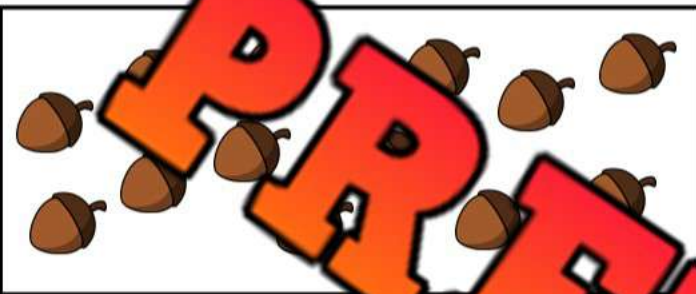
Actual: There are _____ pieces

Estimating How Many...

Use this referent of 10 to help you with your estimates

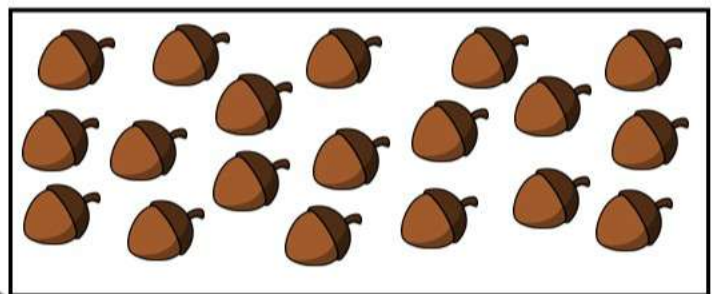
Questions

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



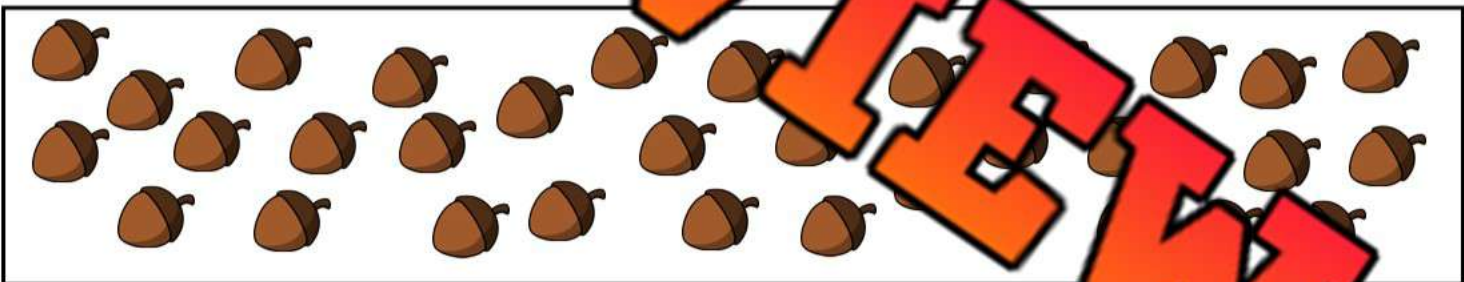
Estimate: About _____

Actual: There are _____ acorns



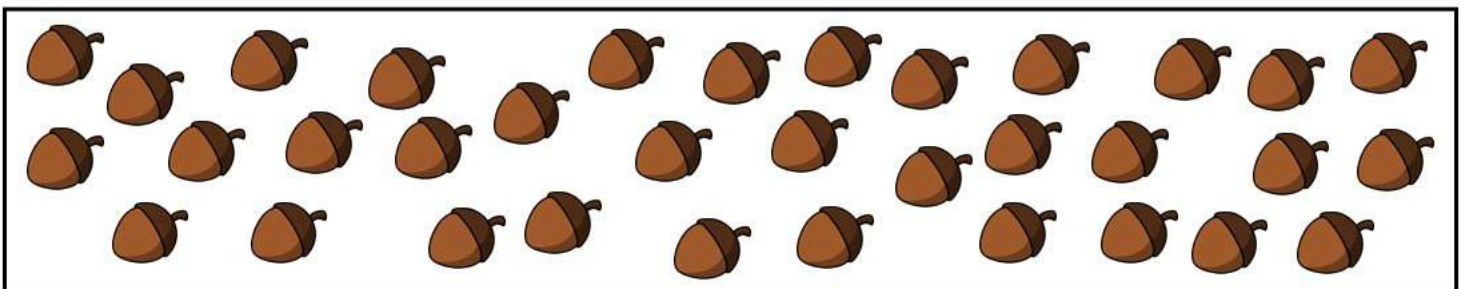
Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns

Exit Cards

Cut Out

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

Name: _____

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

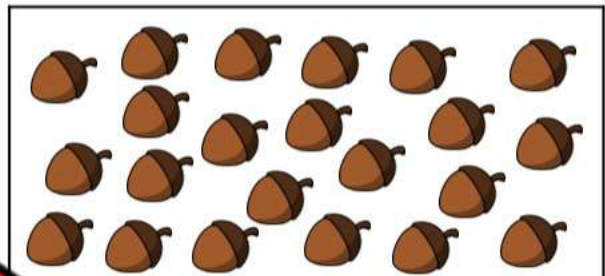


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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

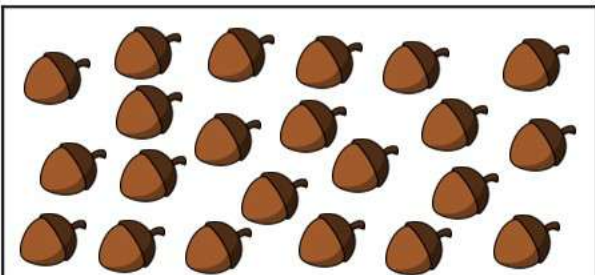


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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

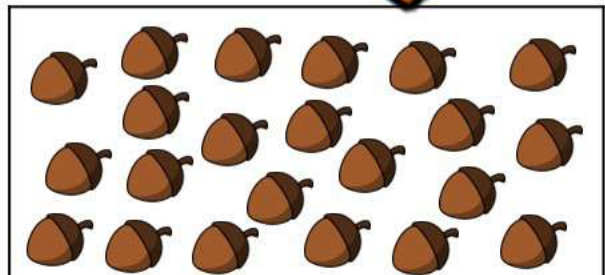


Estimate: About _____ acorns

Actual: There are _____ acorns

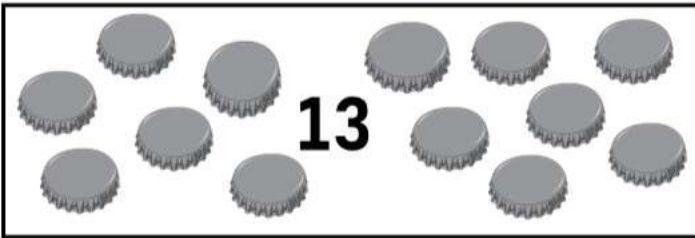
Name: _____

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



Estimate: About _____ acorns

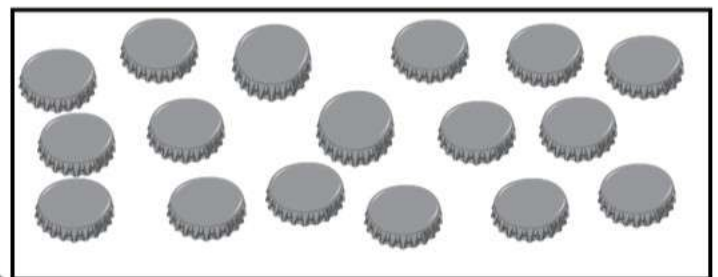
Actual: There are _____ acorns

Estimating How Many...

Use this referent of 13 to help you with your estimates

Questions

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

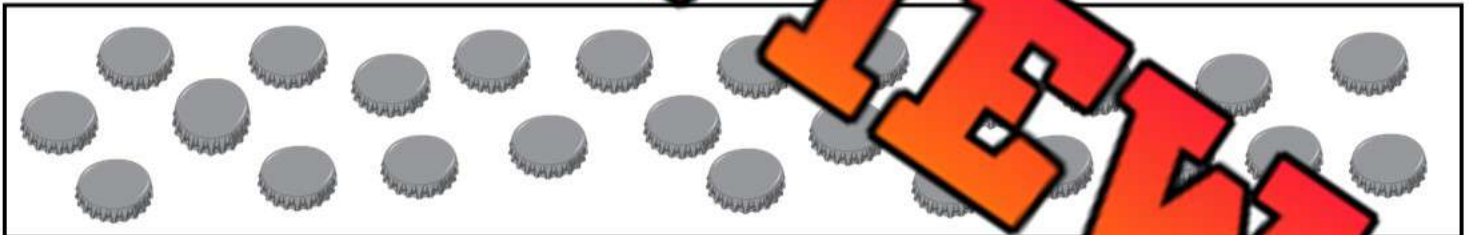


Estimate: About _____

Actual: There are _____ caps

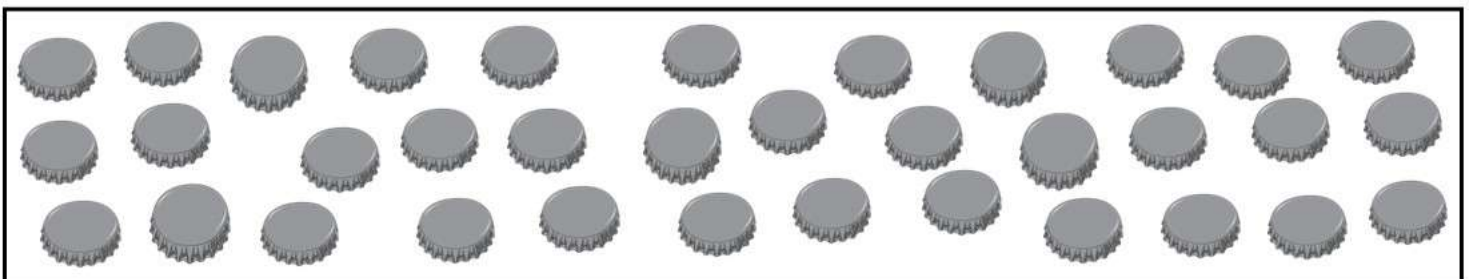
Estimate: About _____ caps

Actual: There are _____ caps



Estimate: About _____ caps

Actual: There are _____ caps



Estimate: About _____ caps

Actual: There are _____ caps

Four Corners Activity: Estimation

Objective

What are we learning about?

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

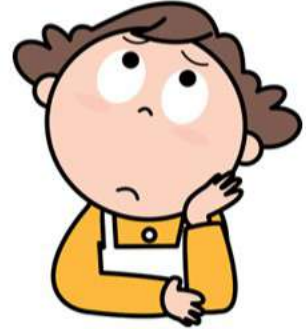
Materials

What you will need for the activity.

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

Instructions

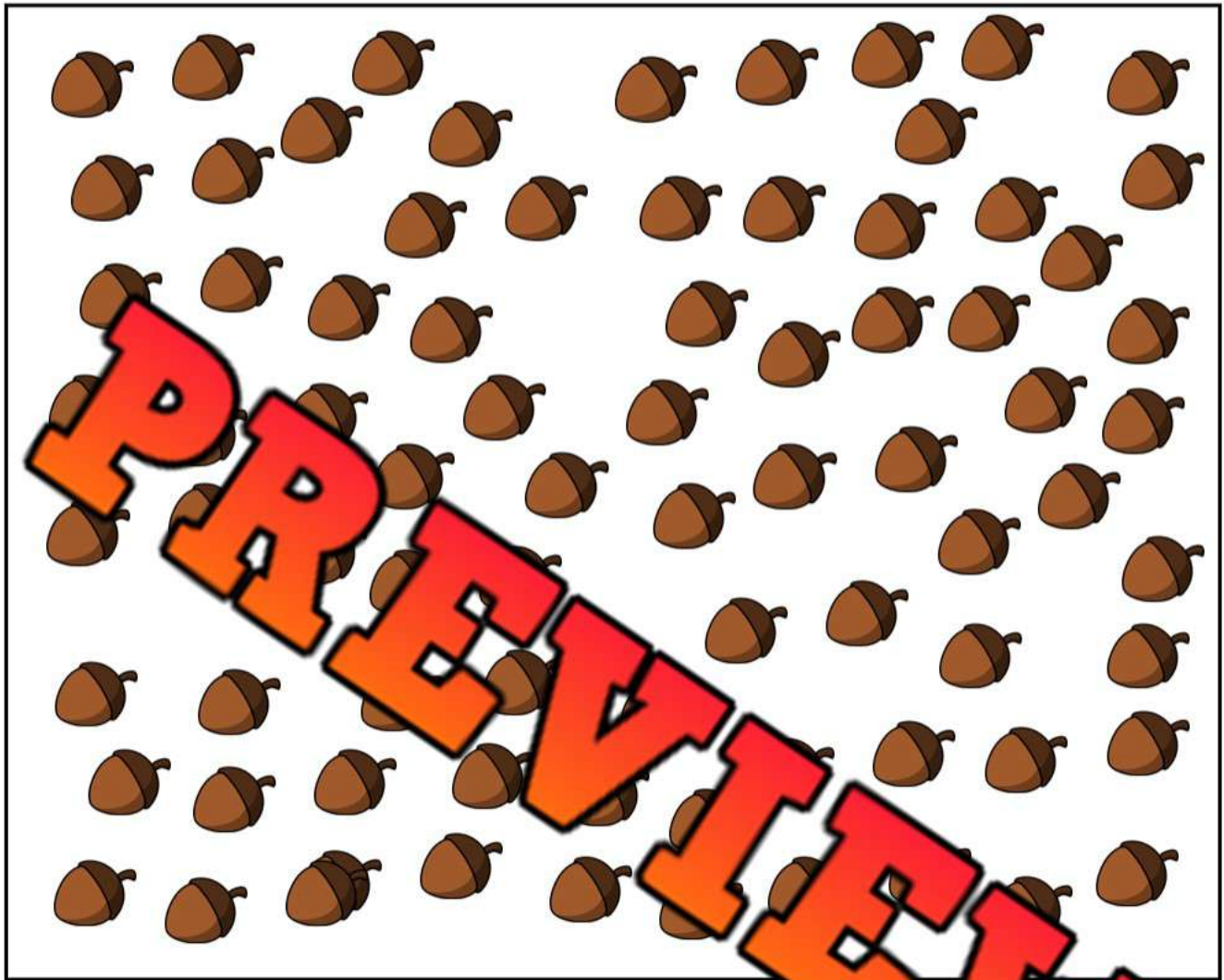
What you will do to complete the activity



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

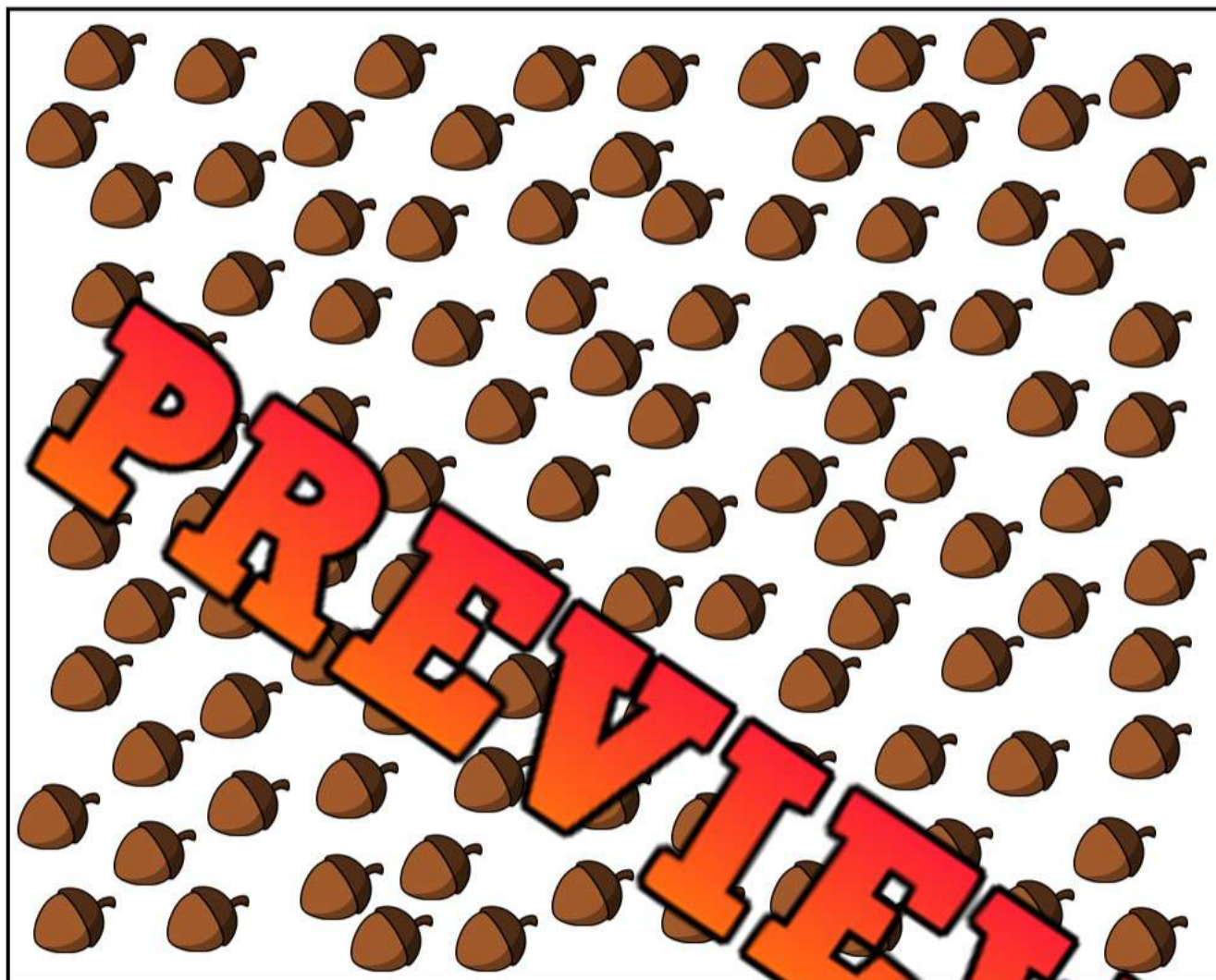
Name: _____

64



Multiple Choice

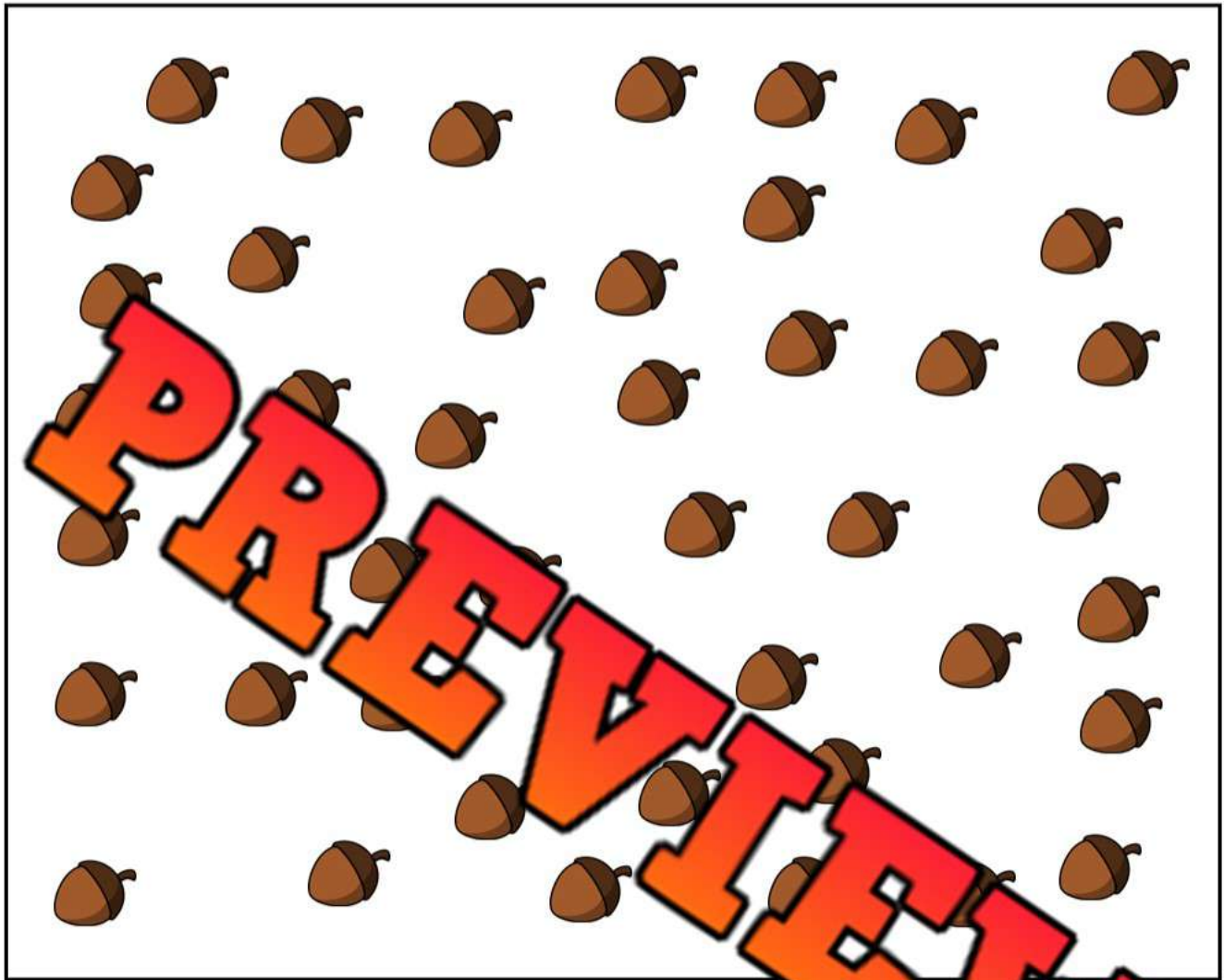
- a) 80
- b) 37
- c) 126
- d) 64

**Multiple Choice**

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

Name: _____

66



Multiple Choice

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

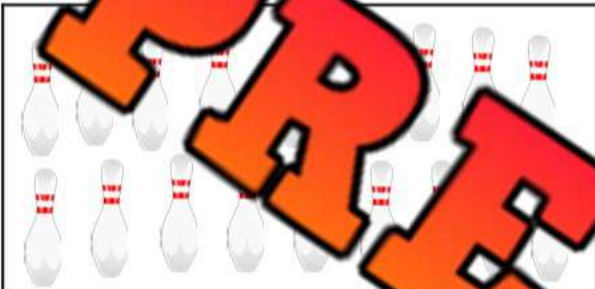
Exit Cards

Cut Out

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

Name: _____

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

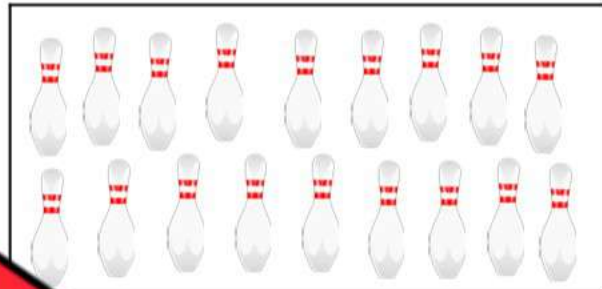


Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

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

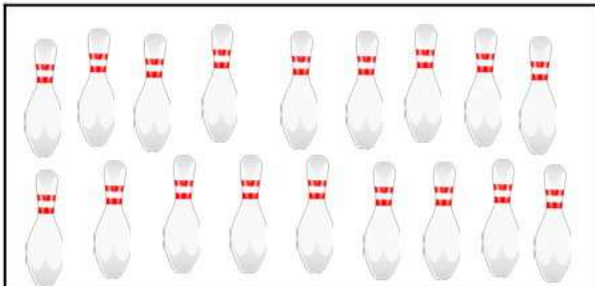


Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

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

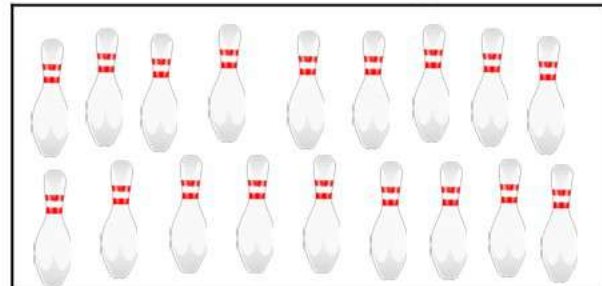


Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

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



Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

70

Curriculum Connection
N.7

Place Value Chart

84	
Tens	Ones
8	4

Part 1

Fill in the place value charts below

Tens	Ones

2) 46

Tens	Ones

3) 32

Tens	Ones

4) 85

Tens	Ones

5) 73

Tens	Ones

6) 17

Tens	Ones

7) 59

Tens	Ones

8) 98

Tens	Ones

9) 83

Tens	Ones

Part 2

Which place value is the underlined number?

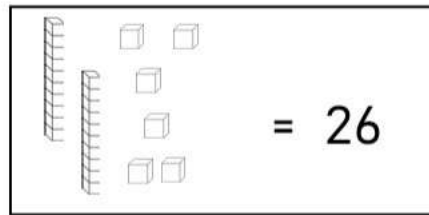
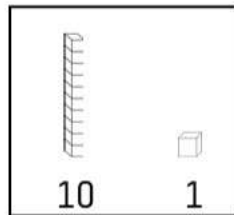
1) <u>7</u> 5 Tens	2) 8 <u>4</u>	3) <u>1</u> 8
4) 3 <u>2</u>	5) <u>8</u> 9	6) 6 <u>8</u>
7) <u>9</u> 6	8) <u>5</u> 4	9) 3 <u>0</u>

Name: _____

72

Curriculum Connection
N.7

Base Ten Blocks



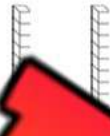
Part 1

How many blocks do you count?

1.



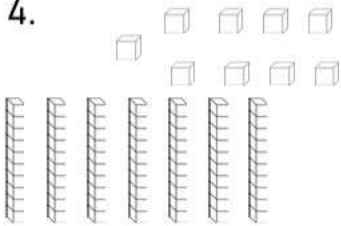
2.



3.



4.



6.



Part 2

Draw the base ten blocks to represent the number

1) 75

2) 18

3) 62

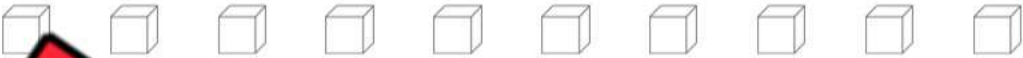
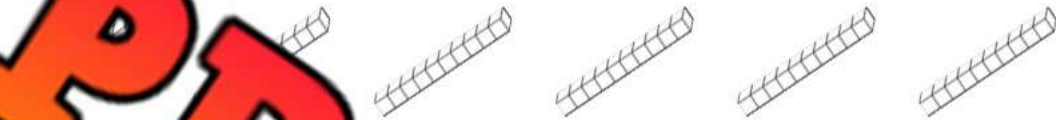
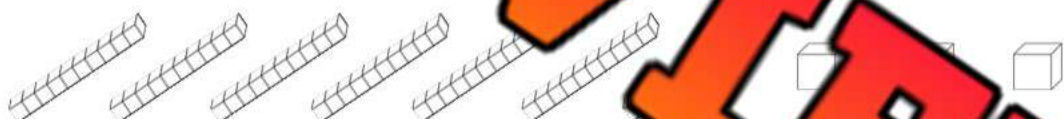
4) 52

5) 36

6) 84

Base Ten Blocks

Part 1 Count the blocks below.

#	Base Ten Blocks	Answer
1)		
2)		
3)		
4)		
5)		

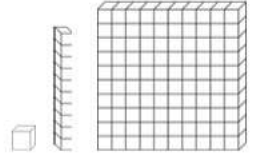
Part 2 Draw your own base ten blocks and then count them.

#	Base Ten Blocks	Answer
1)		
2)		
3)		

Base Ten Blocks - Challenge

Challenge

Tip: Draw pictures to help you solve



Sam and Dan are arguing over who has more blocks. Sam has 5 tens blocks and 2 ones blocks. Dan has 3 tens blocks, and 18 ones blocks.

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

Who has more blocks? Show your work below.

Sam's Blocks: _____

Dan's Blocks: _____

Who has more blocks? _____

Bonus:

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

Answer: _____

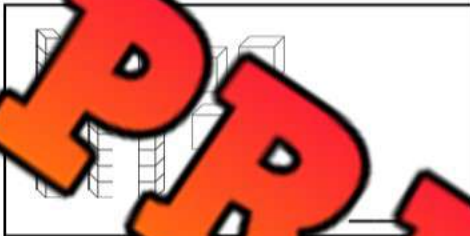
Exit Cards

Cut Out

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

Name: _____

a) How many blocks do you count?

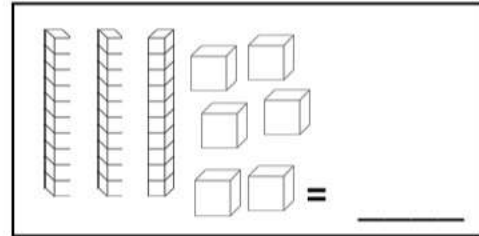


b) Answer the riddle below

My number has 6 ones and half as many tens. What is my number?

Name: _____

a) How many blocks do you count?

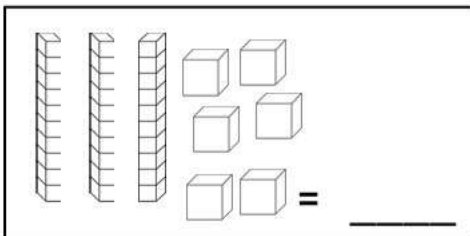


b) Answer the riddle below

My number has 6 ones and half as many tens. What is my number?

Name: _____

a) How many blocks do you count?

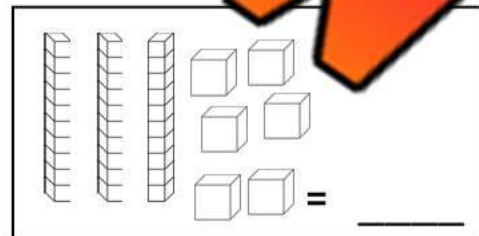


b) Answer the riddle below

My number has 6 ones and half as many tens. What is my number?

Name: _____

a) How many blocks do you count?



b) Answer the riddle below

My number has 6 ones and half as many tens. What is my number?

Name: _____

76

Curriculum Connection
N.7

Representing Numbers

Questions

Represent the numbers below in three different ways

24

Base-10 Blocks

10 Frames

Number Line

Base-10 Blocks

10 Frames

Number Line

58

Base-10 Blocks

10 Frames

Number Line

Name: _____

77

Curriculum Connection
N.7

Expanded Form

72

Standard Form

 $70 + 2$

Expanded Form

Part 1

What is the standard form of the numbers below?

1) $30 + 1$

2) $70 + 9$

3) $50 + 2$

4) $30 +$

5) $20 + 4$

6) $10 + 8$

7) $80 + 2$

9) $70 + 2$

Part 2

What is the expanded form of the number below?

1) 45

2) 51

3) 63

4) 89

5) 76

6) 93

Part 3

Fill in the blanks with the missing number

1) $53 = 50 +$ _____

2) $79 =$ _____ $+ 9$

3) $39 = 30 +$ _____

4) $99 = 90 +$ _____

5) $64 =$ _____ $+ 4$

6) $84 =$ _____ $+ 4$

Name: _____

78

Curriculum Connection
N.7

Written Form

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

Part 1

Write the standard form of the written words below

1) Thirty	2) Sixty-three
3) Fifteen	4) Twenty-eight
5) Forty-nine	6) Eighty-four

Part 2

Write the written form of the numbers below

1) 34	6) 77
2) 62	7) 61
3) 91	8) 87
4) 23	9) 92
5) 86	10) 16

Name: _____

83

Number Quiz

Part 1

Fill in the place value charts below

1) 92

Tens	Ones

2) 63

Tens	Ones

3) 77

Tens	Ones

Part 2

What place value is the underlined number?

1) 35

3) 15

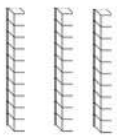
4) 51

6) 94

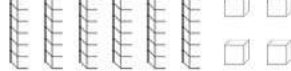
Part 3

How many blocks do you count?

1. 



2. 



Part 4

What is the standard form of the numbers below?

1) $50 + 8$

2) $30 + 6$

3) $80 + 2$

4) $60 + 7$

Part 5

What is the expanded form of the numbers below?

1) 75

2) 53

3) 41

4) 64

Part 6

Write the standard form of the written words below

1) Thirty-six

2) Eighty-eight

Part 7

Write the written form of the numbers below

1) 24

2) 67

Part 8

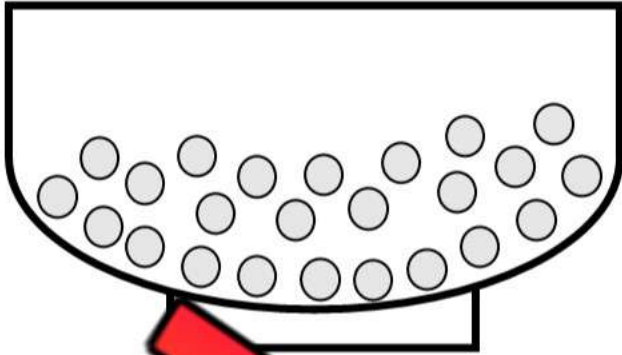
Solve the riddles

1) Which number has 3 more tens than ones and 5 ones.

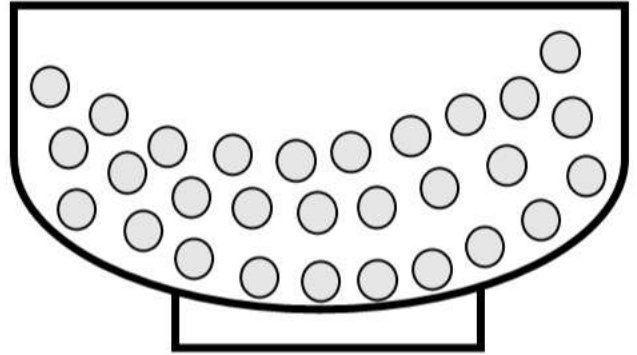
2) Which number has 6 ones, and 3 more tens than ones.

Part 9

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



Estimate: _____ pieces
 Actual: There are _____ pieces



Estimate: About _____ pieces
 Actual: There are _____ pieces

Part 10

Compare the following numbers $<$ $>$ $=$

1)

75

93

3)

73

73

Part 11

Order the numbers below from least to greatest

63, 65, 66, 61, 56

_____, _____, _____, _____, _____

78, 69, 73

_____, _____, _____, _____, _____

Part 12

Order the numbers below from greatest to least

41, 34, 36, 47, 55

_____, _____, _____, _____, _____

70, 63, 79, 73, 66

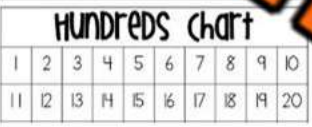
_____, _____, _____, _____, _____

Mental Math Strategy – Counting On

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

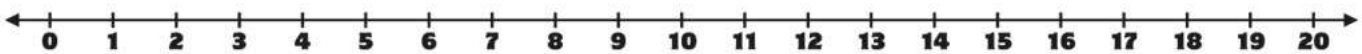
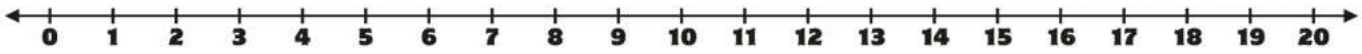
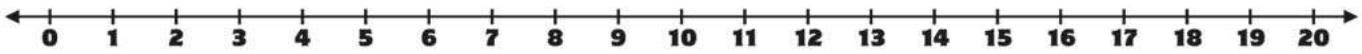
Part 1

Use the chart to answer the question

1) $4 + 5 =$ _____ 	2) $8 + 6 =$ _____ 	3) $8 + 3 =$ _____ 
4) $7 + 4 =$ _____ 	5) $3 + 6 =$ _____ 	6) $2 + 5 =$ _____ 
7) $8 + 8 =$ _____ 	7) $7 + 7 =$ _____ 	9) $9 + 4 =$ _____ 
10) $9 + 9 =$ _____ 	11) $5 + 6 =$ _____ 	12) $7 + 8 =$ _____ 

Part 2

Use the number line to find the answer

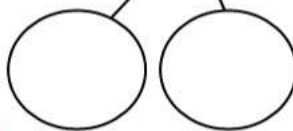
1) $3 + 9 =$ _____ 
2) $6 + 4 =$ _____ 
3) $5 + 9 =$ _____ 

Mental Math Strategy – Making Tens**Directions:**

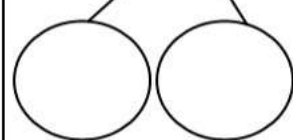
1. Create a ten by taking some from the other number.
2. Add the remaining amount.

1. 7

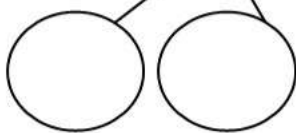
$$10 + 2 = 12$$

2) $9 + 6$ 

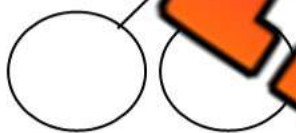
$$= \underline{\quad}$$

3) $8 + 9$ 

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

4) $8 + 8$ 

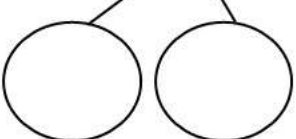
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5) $9 + 7$ 

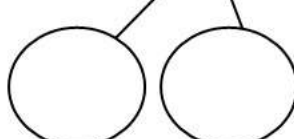
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6) $9 + 8$ 

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

7) $8 + 12$ 

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

8) $9 + 8$ 

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

9) $8 + 7$ 

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

Mental Math Strategy – Making Doubles

Directions:

1. Decide which number you will double and add those numbers together.
 2. Subtract or add the remaining amount
- *** if you added to the original number, subtract at the end. If you subtracted from the original number, then add at the end.

PREVIEW

$$\begin{array}{r} 9 \\ 10 \\ \hline 19 \end{array}$$

$$\begin{array}{r} 5 + 6 \\ 5 + 5 \\ 10 + 1 = 11 \end{array}$$

$$3 + 4$$

$$4 + 5$$

$$11 + 10$$

$$20 + 21$$

$$15 + 16$$

$$29 + 30$$

$$31 + 30$$

$$50 + 51$$

Name: _____

91

Curriculum Connection
N.10**One More, One Less**

One Less	1)	One More
	13	

One Less	2)	One More
	73	

One Less	3)	One More
	21	

One Less	4)	One More
	67	

One Less	5)	One More
	24	

One Less	6)	One More
	52	

One Less	7)	One More
	31	

One Less	8)	One More
	44	

One Less	9)	One More
	42	

One Less	10)	One More
	36	

One Less	11)	One More
	56	

One Less	12)	One More
	28	

One Less	13)	One More
	63	

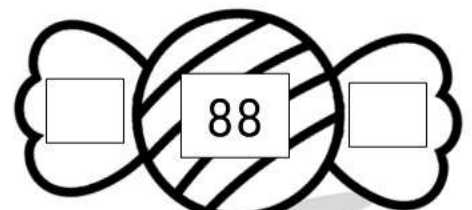
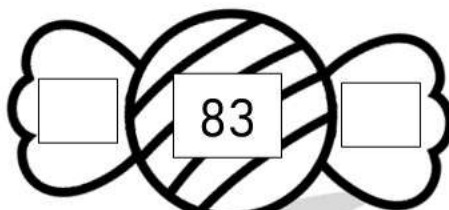
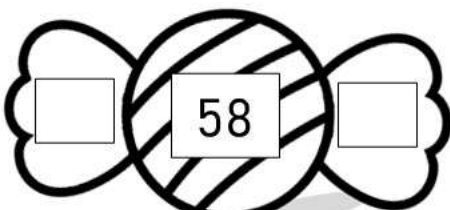
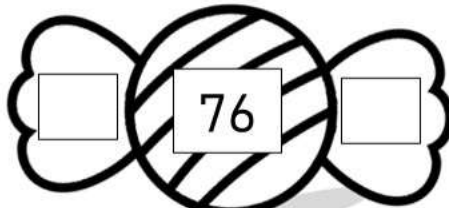
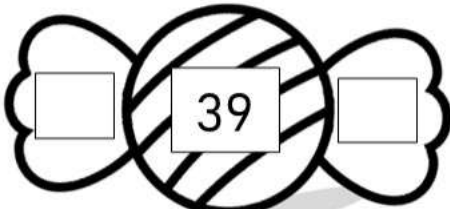
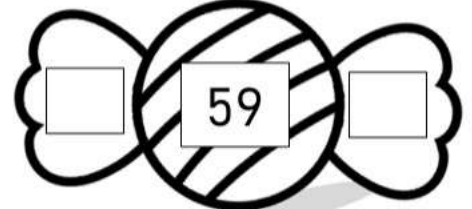
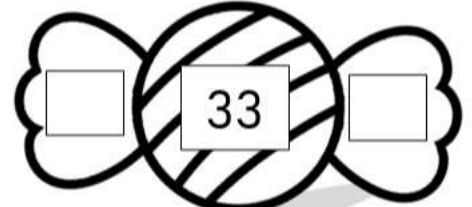
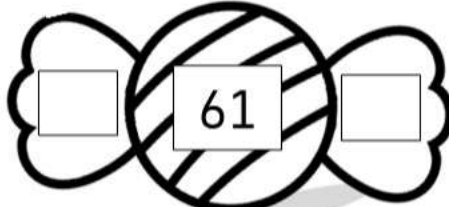
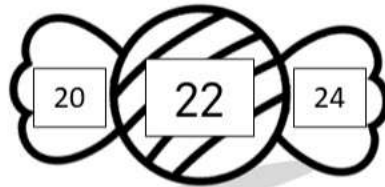
One Less	14)	One More
	70	

Name: _____

94

Curriculum Connection
N.10

Two More, Two Less



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

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

$15 + 13$

$+ 10 = 20$

$+ 8$

$13 + 12$

$14 + 17$

$22 + 23$

$24 + 13$

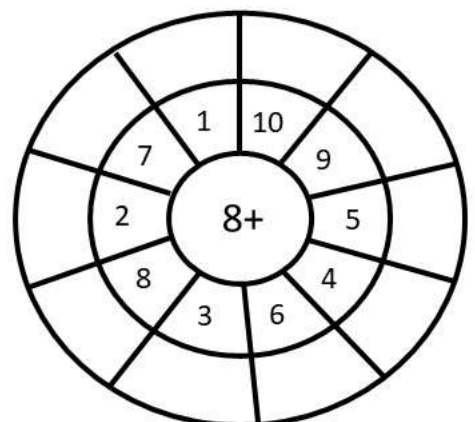
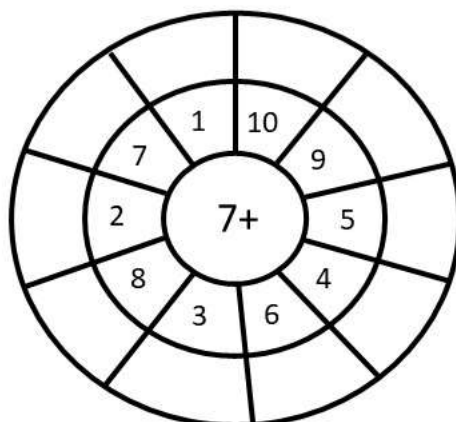
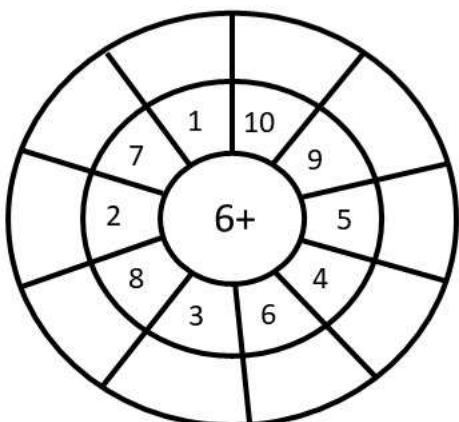
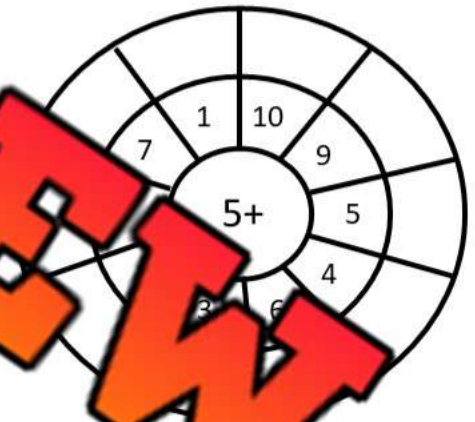
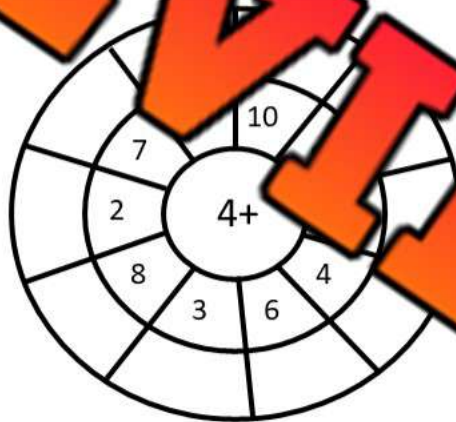
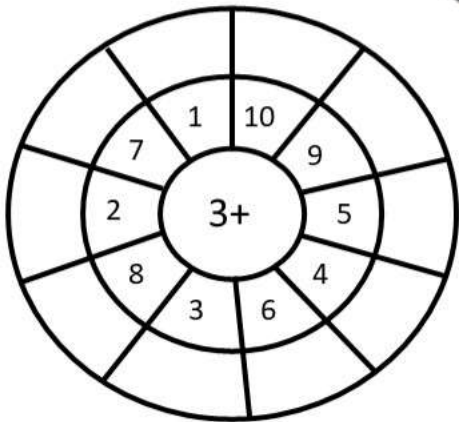
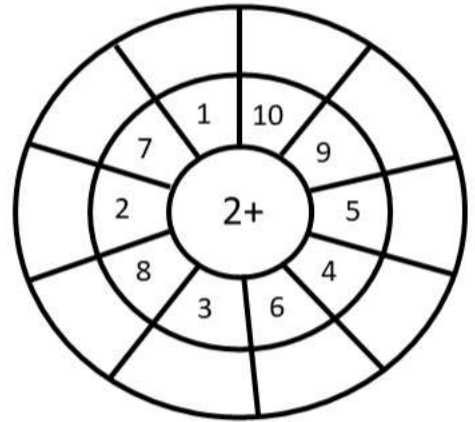
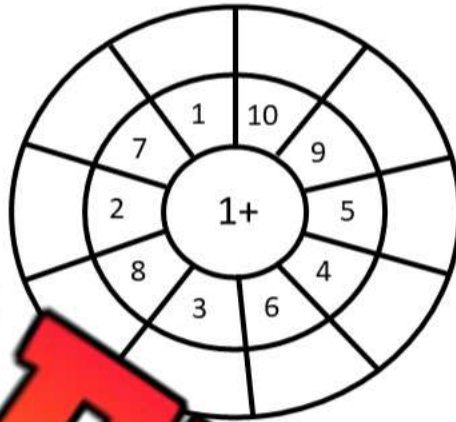
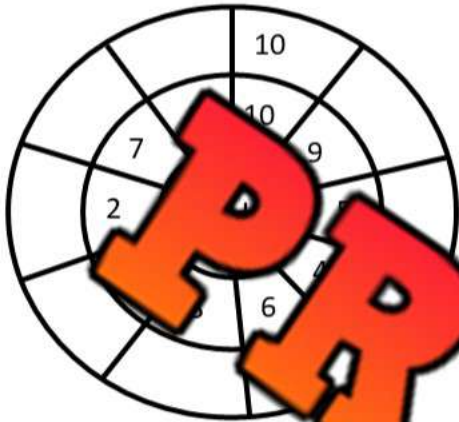
$6 +$

$45 + 41$

$52 + 44$

Bullseye Math Facts**Questions**

Fill in the outer layer of the bullseye



Adding Multiples of 10

Part 1

Answer the questions below

1) 30 + 20 =

2) 50 + 30 =

3) 10 + 40 =

4) 30 + 60 =

5) 70 + 10 =

6) 80 + 10 =

7) 40 + 40 =

8) 50 + 20 =

9) 60 + 40 =

10) 50 + 50 =

Part 2

Answer the questions below

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



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



Adding Multiples of 10

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

Questions

Answer the questions

1) 52 + 20 =

2) 21 + 30 =

3) 38 + 40 =

4) 39 +

5) 41 + 50 =

6) 83 + 10 =

7) 68 + 30 =

8) 54 + 40 =

9) 17 + 40 =

10) 77 + 20 =

Exit Cards

Cut Out

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

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 18 \\ + 50 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ + 20 \\ \hline \end{array}$

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

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 18 \\ + 50 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ + 20 \\ \hline \end{array}$

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

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 18 \\ + 50 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ + 20 \\ \hline \end{array}$

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

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 18 \\ + 50 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ + 20 \\ \hline \end{array}$

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

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

How do the parts below equal the whole at the top

1)

11

2)

14

8

3)

4)

6

5

5)

12

7

6)

17

7)

10

5

8)

18

12

9)

14

8

10)

9

8

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

How do the parts below equal the whole at the top

1)

32

10

2)

48

20

20

3)

51

20

20

4)

30

15

8

5)

63

40

13

6)

22

22

14

7)

90

35

45

8)

97

50

40

Adding Money



+



$$22 + 31 = 53$$



Questions

Count the money below and decide which amount is larger



+



+

=



+

=



+



+

=



+



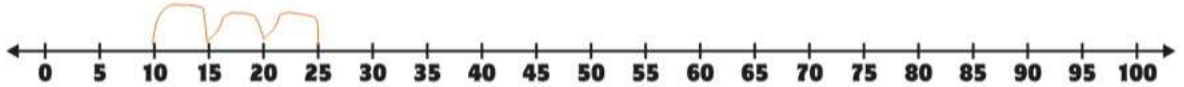
+

=

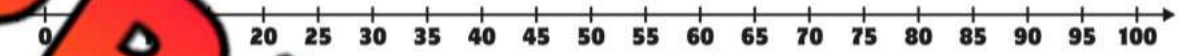
Number Line Addition

QuestionsUse the number line to add the numbers below

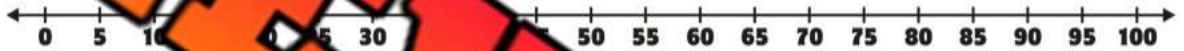
$$10 + 15 = 25$$



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



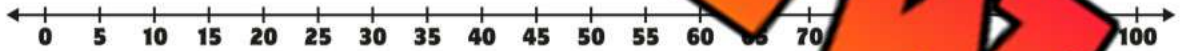
$$25 + 10 = \underline{\quad}$$



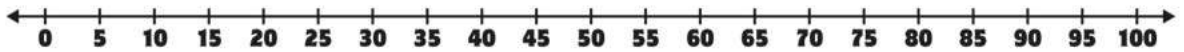
$$40 + 15 = \underline{\quad}$$



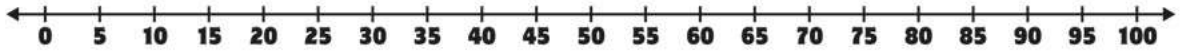
$$50 + 20 = \underline{\quad}$$



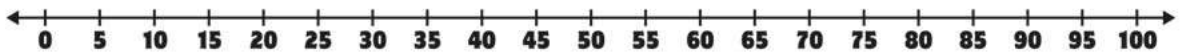
$$70 + 30 = \underline{\quad}$$



$$40 + 50 = \underline{\quad}$$



$$80 + 10 = \underline{\quad}$$



Commutative Property of Addition

Questions

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

1)

$4 + 8 = \underline{\hspace{2cm}}$

$8 + 4 = \underline{\hspace{2cm}}$

8)

$6 + 2 = \underline{\hspace{2cm}}$

$2 + 6 = \underline{\hspace{2cm}}$

2)

$9 + 5 = \underline{\hspace{2cm}}$

9)

$9 + 8 = \underline{\hspace{2cm}}$

$8 + 9 = \underline{\hspace{2cm}}$

3)

$3 + 6 = \underline{\hspace{2cm}}$

$6 + 3 = \underline{\hspace{2cm}}$

10)

$9 + 9 = \underline{\hspace{2cm}}$

$9 + 7 = \underline{\hspace{2cm}}$

4)

$4 + 5 = \underline{\hspace{2cm}}$

$5 + 4 = \underline{\hspace{2cm}}$

11)

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

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

5)

$2 + 1 = \underline{\hspace{2cm}}$

$1 + 2 = \underline{\hspace{2cm}}$

12)

$9 + 4 = \underline{\hspace{2cm}}$

$4 + 9 = \underline{\hspace{2cm}}$

6)

$7 + 8 = \underline{\hspace{2cm}}$

$8 + 7 = \underline{\hspace{2cm}}$

13)

$3 + 8 = \underline{\hspace{2cm}}$

$8 + 3 = \underline{\hspace{2cm}}$

7)

$4 + 6 = \underline{\hspace{2cm}}$

$6 + 4 = \underline{\hspace{2cm}}$

14)

$7 + 2 = \underline{\hspace{2cm}}$

$2 + 7 = \underline{\hspace{2cm}}$

Associative Property of Addition

Questions

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

1)

$5 + 5 + 8 = \underline{\hspace{2cm}}$

$8 + 5 + 5 = \underline{\hspace{2cm}}$

2)

$9 + 1 = \underline{\hspace{2cm}}$

$5 + 1 + 9 = \underline{\hspace{2cm}}$

3)

$3 + 7 + 6 = \underline{\hspace{2cm}}$

$6 + 7 + 3 = \underline{\hspace{2cm}}$

4)

$4 + 6 + 5 = \underline{\hspace{2cm}}$

$5 + 6 + 4 = \underline{\hspace{2cm}}$

5)

$2 + 9 + 1 = \underline{\hspace{2cm}}$

$1 + 9 + 2 = \underline{\hspace{2cm}}$

6)

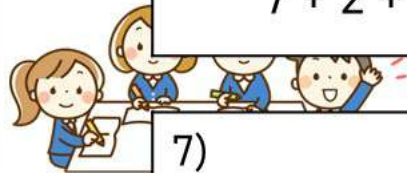
$7 + 2 + 8 = \underline{\hspace{2cm}}$

$8 + 2 + 7 = \underline{\hspace{2cm}}$

7)

$4 + 7 + 6 = \underline{\hspace{2cm}}$

$6 + 7 + 4 = \underline{\hspace{2cm}}$



Adding – No Borrowing**Questions**

Use the standard algorithm to solve the addition problems below

1)	Tens	Ones
		1
+	3	4

2)	Tens	Ones
	3	4
+	5	4

3)	Tens	Ones
	7	5
+	1	2

4)	Tens	Ones
	6	5
+	2	3

5)	Tens	Ones
	5	2
+	4	3

6)	Tens	Ones
	8	7
+	1	1

7)	Tens	Ones
	7	3
+	2	3

8)	Tens	Ones
	4	2
+	4	7

9)	Tens	Ones
	4	9
+	5	0

Adding – Borrowing**Questions**

Use the standard algorithm to solve the addition problems below

1)	Tens	Ones
		7
+	8	4

2)	Tens	Ones
	6	7
+	1	4

3)	Tens	Ones
	4	6
+	3	5

4)	Tens	Ones
	4	9
+	3	4

5)	Tens	Ones
	6	8
+	2	4

6)	Tens	Ones
	7	5
+	1	5

7)	Tens	Ones
	4	7
+	1	7

8)	Tens	Ones
	6	8
+	2	7

9)	Tens	Ones
	7	9
+	1	4

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

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

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



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



3) Scott scores 14 goals in a hockey tournament. He scores 4 more goals in the last game. How many total goals did he score?



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



Adding - Word Problems (Up To 100)**Questions**Solve the following addition questions. Tip: draw pictures to help!

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



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



3) Alexa drove 63 kilometres yesterday and 36 kilometres today. How many total kilometres did she drive?



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



Activity: Adding Adventures: Treasure Hunt

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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

Instructions

How you will complete the activity



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

Name: _____

125

Curriculum Connection
N.9

Instructions

Cut out the cards below

$$18 + 9 + 6 =$$

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

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

$$33 + 11 + 8 =$$

$$12 + 12 + 12 =$$

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

$$20 + 21 + 22 =$$

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

Instructions

Cut out the cards below

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

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

Anna has 15 stickers at home. Her friend gives her 12 more. She gets 10 more stickers for her book at school. How many stickers does Anna have now?

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

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

David has 4 comic books and buys 10 more from a friend. He reads 30 more comic books. How many comic books does David have now?

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

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

Subtraction Mental Math – Counting Back

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

**Part 1**

Use the charts to answer the questions

1) $13 - 5 =$ _____

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

2) $18 - 6 =$ _____

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

3) $15 - 3 =$ _____

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

4) $14 - 4 =$ _____

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

5) $13 - 6 =$ _____

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

6) $12 - 5 =$ _____

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

7) $18 - 8 =$ _____

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

8) $17 - 7 =$ _____

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

9) $19 - 4 =$ _____

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

10) $19 - 9 =$ _____

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

11) $15 - 6 =$ _____

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

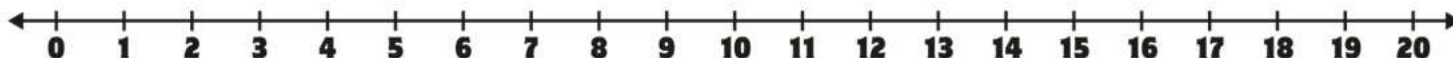
12) $18 - 8 =$ _____

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

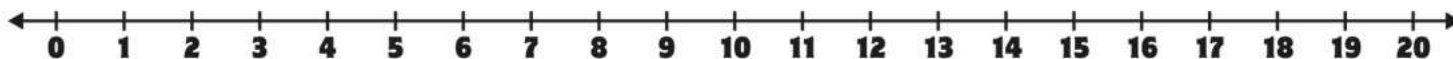
Part 2

Use the number lines to find the answers

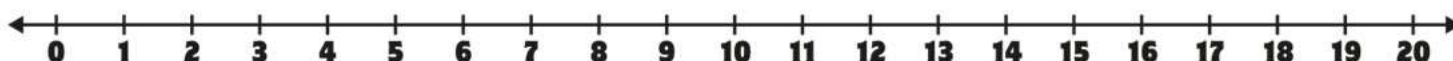
1) $13 - 9 =$ _____



2) $16 - 4 =$ _____



3) $15 - 9 =$ _____



Subtraction Mental Math – Counting Back

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

1) $18 - 5 =$ _____

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

2) $22 - 4 =$ _____

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

3) $27 - 7 =$ _____

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

4) $43 - 9 =$ _____

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

5) $72 - 5 =$ _____

Hundreds Chart

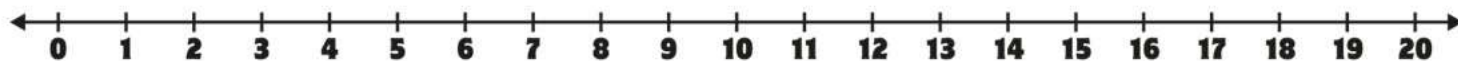
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

6) $93 - 6 =$ _____

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

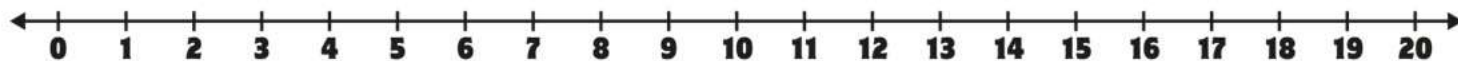
7) $17 - 6 =$ _____



8) $15 - 4 =$ _____



9) $20 - 8 =$ _____



Subtraction Mental Math – Counting Up

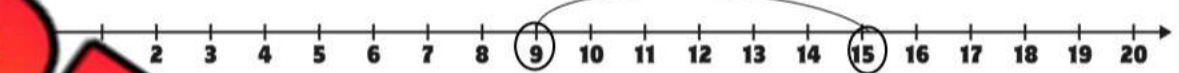
Directions

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

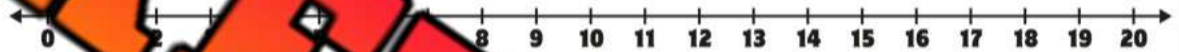


Difference = 6

$15 - 9 =$



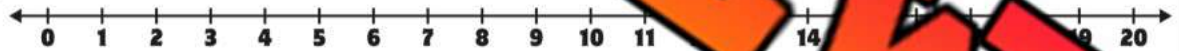
$10 - 3 =$



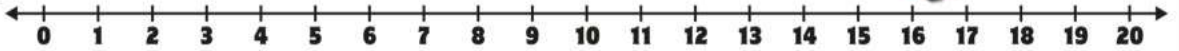
$15 - 7 =$



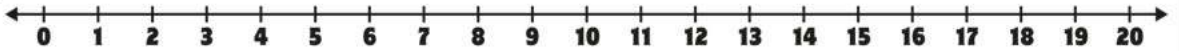
$14 - 8 =$



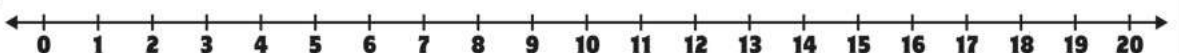
$17 - 8 =$



$18 - 6 =$



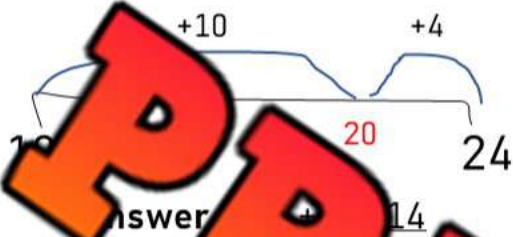
$16 - 6 =$



Subtraction Mental Math – Counting Up

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

$24 - 10$



$27 - 15$

$33 - 12$

$38 - 26$

$49 - 31$

$56 - 48$

$68 - 55$

$87 - 73$

Math Facts – Subtract b 2 and 3**Questions**

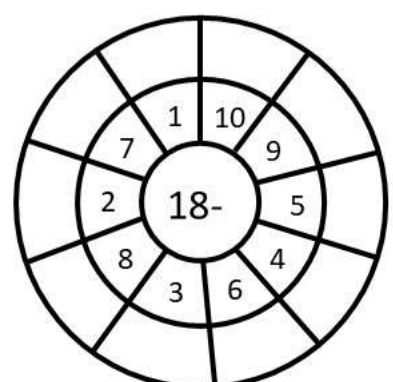
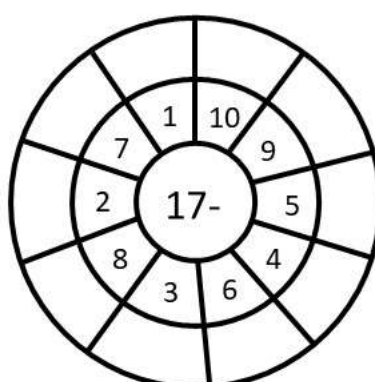
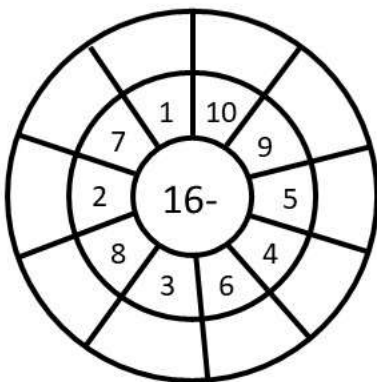
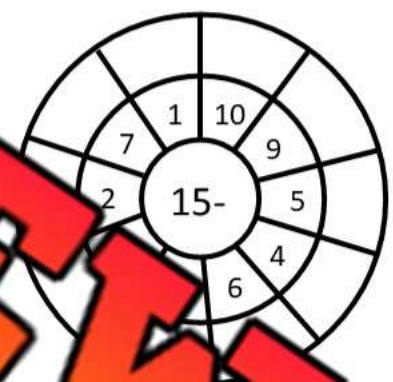
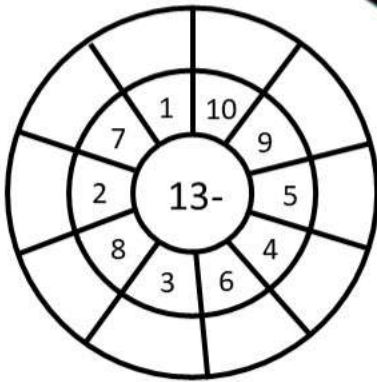
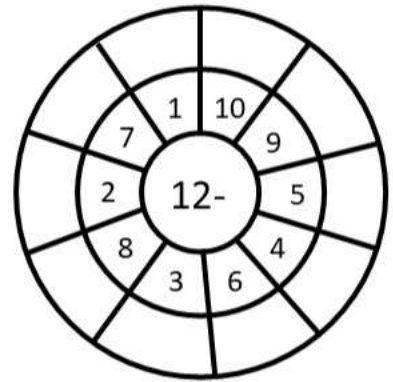
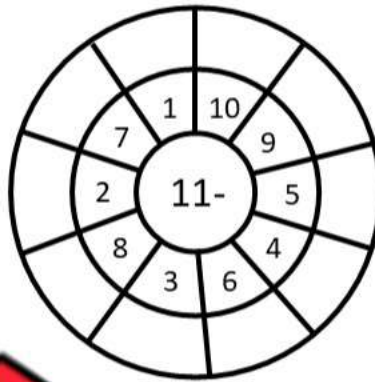
Solve as many problems as you can before the time runs out!

36

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

Bullseye Subtraction Facts**Questions**

Fill in the outer layer of the bullseye



Subtracting Multiples of 10

Part 1

Answer the questions below

1) 70 - 20 =

2) 50 - 30 =

3) 80 - 40 =

4) 30 - 10 =

5) 40 - 10 =

6) 90 - 50 =

7) 50 - 40 =

8) 100 - 90 =

9) 60 - 40 =

10) 70 - 30 =

Part 2

Answer the questions below

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



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



Subtracting Multiples of 10

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

Questions

Answer the questions

1) $62 - 20 =$

2) $31 - 20 =$

3) $58 - 40 =$

4) $99 -$

5) $71 - 50 =$

6) $83 - 10 =$

7) $88 - 30 =$

8) $94 - 40 =$

9) $57 - 40 =$

10) $77 - 20 =$

Exit Cards

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

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 73 \\ - 60 \\ \hline \end{array}$	$\begin{array}{r} 90 \\ - 40 \\ \hline \end{array}$

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

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 73 \\ - 60 \\ \hline \end{array}$	$\begin{array}{r} 90 \\ - 40 \\ \hline \end{array}$

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

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 73 \\ - 60 \\ \hline \end{array}$	$\begin{array}{r} 90 \\ - 40 \\ \hline \end{array}$

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

Name: _____

Solve the problem

a)

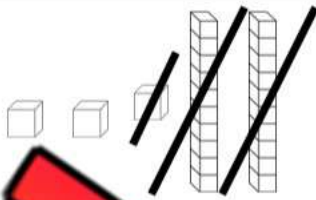
1)	2)
$\begin{array}{r} 73 \\ - 60 \\ \hline \end{array}$	$\begin{array}{r} 90 \\ - 40 \\ \hline \end{array}$

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

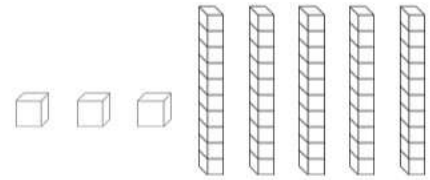
Subtracting Using Base Ten Blocks

Questions

Subtract using the base ten blocks



$$= 2$$



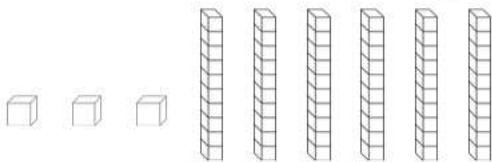
$$53 - 12 = \underline{\quad\quad}$$



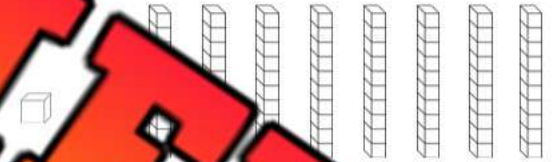
$$35 - 15 = \underline{\quad\quad}$$



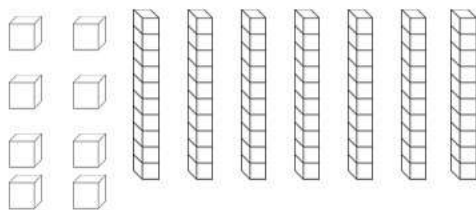
$$46 - 12 = \underline{\quad\quad}$$



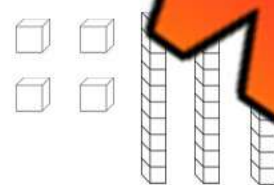
$$63 - 11 = \underline{\quad\quad}$$



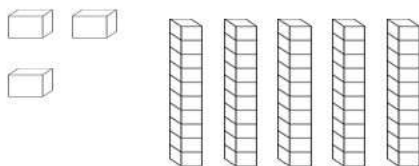
$$82 - 12 = \underline{\quad\quad}$$



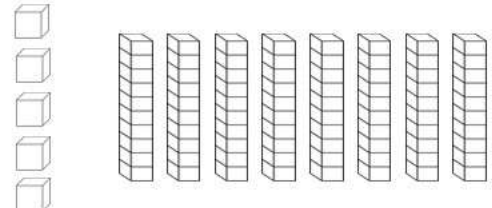
$$78 - 10 = \underline{\quad\quad}$$



$$34 - 20 = \underline{\quad\quad}$$



$$53 - 13 = \underline{\quad\quad}$$



$$85 - 45 = \underline{\quad\quad}$$

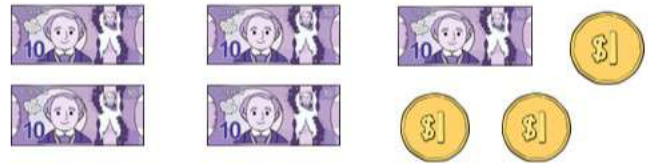
Subtracting Money

Questions

Subtract from the money below



$$22 - 1 = 21$$



$$53 - 1 = 52$$



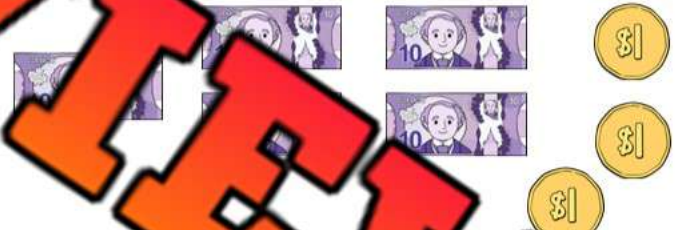
$$66 - 2 = 64$$



$$82 - 5 = 77$$



$$13 - 1 = 12$$



$$55 - 5 = 50$$



$$23 - 10 = 13$$



$$17 - 1 = 16$$



$$36 - 11 = 25$$



$$43 - 11 = 32$$

Name: _____

145

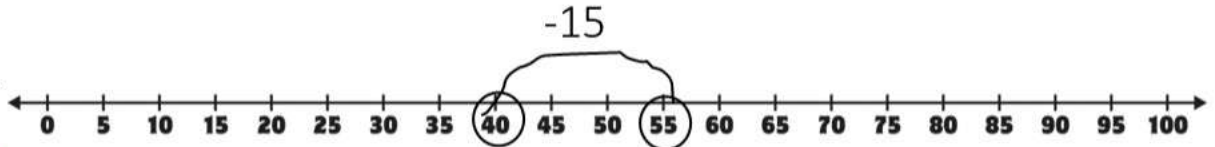
Curriculum Connection
N.9

Number Line Subtraction

Questions

Use the number line to subtract the numbers below

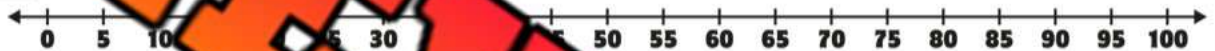
$55 - 15 = \underline{40}$



$60 - 20 = \underline{\quad}$



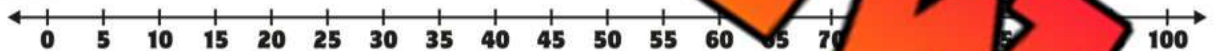
$70 - 10 = \underline{\quad}$



$50 - 15 = \underline{\quad}$



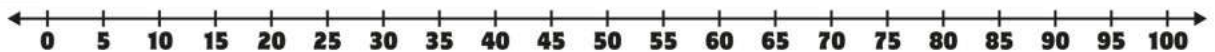
$100 - 20 = \underline{\quad}$



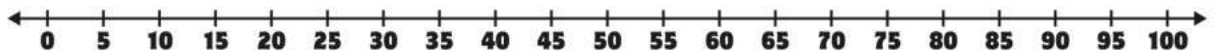
$80 - 20 = \underline{\quad}$



$75 - 40 = \underline{\quad}$



$95 - 25 = \underline{\quad}$



Subtracting – Changing The Order Of The Numbers**Part 1** Answer the questions. Can you subtract the numbers when we change the order?

1)
 $8 - 4 = \underline{4}$
 $4 - 8 = \underline{\hspace{2cm}}$
Yes or **No**

4)
 $9 - 2 = \underline{\hspace{2cm}}$
 $2 - 9 = \underline{\hspace{2cm}}$
Yes or No

2)
 $9 - 5 = \underline{\hspace{2cm}}$
 $5 - 9 = \underline{\hspace{2cm}}$
Yes or No

5)
 $9 - 7 = \underline{\hspace{2cm}}$
 $7 - 9 = \underline{\hspace{2cm}}$
Yes or No

3)
 $6 - 4 = \underline{\hspace{2cm}}$
 $4 - 6 = \underline{\hspace{2cm}}$
Yes or No

6)
 $5 - 3 = \underline{\hspace{2cm}}$
 $3 - 5 = \underline{\hspace{2cm}}$
Yes or No

Part 2 Answer the questions. Can you subtract the numbers when we change the order?

1)
 $8 - 4 - 3 = \underline{\hspace{2cm}}$
 $4 - 3 - 8 = \underline{\hspace{2cm}}$
Yes or No

2)
 $9 - 5 - 2 = \underline{\hspace{2cm}}$
 $9 - 5 - 2 = \underline{\hspace{2cm}}$
Yes or No

3)
 $8 - 3 - 5 = \underline{\hspace{2cm}}$
 $5 - 8 - 3 = \underline{\hspace{2cm}}$
Yes or No

4)
 $15 - 5 - 4 = \underline{\hspace{2cm}}$
 $15 - 4 - 5 = \underline{\hspace{2cm}}$
Yes or No

5)
 $20 - 10 - 7 = \underline{\hspace{2cm}}$
 $10 - 20 - 7 = \underline{\hspace{2cm}}$
Yes or No

Subtracting - Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
		4
-	4	

2)	Tens	Ones
	7	7
-	6	8

3)	Tens	Ones
	8	5
-	4	8

4)	Tens	Ones
	9	5
-	4	6

5)	Tens	Ones
	6	0
-	2	4

6)	Tens	Ones
	8	1
-	3	4

7)	Tens	Ones
	3	6
-	1	8

8)	Tens	Ones
	7	4
-	5	5

9)	Tens	Ones
	5	3
-	2	4

Subtraction – Word Problem (Up to 20)**Questions**Solve the following subtraction questions. Tip: draw pictures to help!

1) Jenna has 15 cookies to give to her friends. She gives away 7 cookies. How many does she have left?



2) Ashley has 10 dollars and goes to a candy store. She buys a bag of candy for \$4. How much money does she have left?



3) Max finds 18 shells at the beach. He leaves 9 shells on the beach. How many does he bring home?



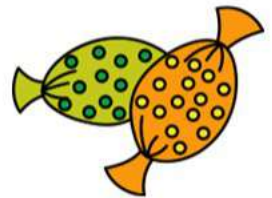
4) Kyle buys 15 plants for his garden. He plants 8 of them in the ground. How many plants does he have left?



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

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

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



- 2) Eric has saved \$44. He spent \$18 on a new t-shirt. How much money does he have left?



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



Subtraction - Word Problems (Up To 100)

Questions

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

1) Lucas has \$43 in his wallet. He buys a book for \$15. How much money does he have now?



2) Warren's dad gave him \$50 to go to the mall. Warren buys a gaming controller for \$25. How much money does he have left?



3) Gerry brings 54 candies into school. He gives 18 candies to his friends. How many candies does he have left?



4) Hanna has to answer 90 questions in math. She has already answered 56 questions. How many more questions does she need to answer?



Exit Cards

Cut Out

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

Name: _____

a) Solve the subtraction problems below

1)	62
- 58	- 31

b) Michael has 77 toy cars. He gave 36 toy cars to his brother. How many toy cars does he have left?

Name: _____

a) Solve the subtraction problems below

1)	74	2)	62
- 58		- 31	

b) Michael has 77 toy cars. He gave 36 toy cars to his brother. How many toy cars does he have left?

Name: _____

a) Solve the subtraction problems below

1)	74	2)	62
- 58		- 31	

b) Michael has 77 toy cars. He gave 36 toy cars to his brother. How many toy cars does he have left?

Name: _____

a) Solve the subtraction problems below

1)	74	2)	62
- 58		- 31	

b) Michael has 77 toy cars. He gave 36 toy cars to his brother. How many toy cars does he have left?

Adding and Subtracting Numbers To 20

Questions

Addition and subtraction questions



1) $5 + 2 - 2 =$

2) $12 + 3 =$

3) $6 + 5 =$

4) $12 + 6 - 4 =$

5) $15 - 5 + 6 =$

6) $14 - 3 + 2 =$

7) $14 + 1 - 2 =$

8) $15 + 3 - 5 =$

9) $11 - 7 + 6 =$

10) $10 + 8 - 6 =$

11) $7 - 5 + 10 =$

12) $15 - 8 + 5 =$

13) $11 + 6 - 8 =$

14) $13 + 5 - 9 =$

15) $2 - 4 =$

16) $10 + 6 =$

17) $1 + 8 - 5 =$

18) $8 + 9 - 6 =$

19) $16 - 9 + 6 =$

20) $3 + 8 - 4 =$

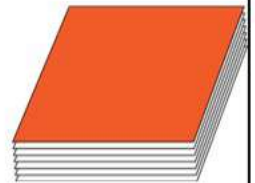
Addition and Subtraction - Word Problems (Up To 100)**Questions**

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

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



2) Charles had 60 cards on Monday and 27 cards the next day. He gives his friend 21 of the cards. How many cards does he have left?



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



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



Adding Measurements

Questions

Follow the instructions below, measuring things in your life

1) Measure the length of your shoe. How long are both of your shoes together?



2) Measure the length of all the pencils you have. Then add them together.



3) Measure the height of your desk. How high are two desks together?



4) Measure the height of two water bottles in your class. How tall are both bottles together?



Subtracting Measurements

Questions

Follow the instructions below, measuring things in your life

1) Measure your shoe length. Compare it with the shoe length of a classmate. How much bigger or smaller is your shoe?



2) Measure the width of your bottle and the height of a friend's bottle. How much taller or shorter is your bottle?



3) Measure the height of two writing utensils, a pencil and a crayon. How much taller is one than the other?



4) Measure the width of your classroom door. Then measure the width of your desk. Will your desk fit through the door? How much wider is the door?



Task Cards: Addition and Subtraction

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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



Instructions

How you will complete the activity

1. Cut out the 24 task cards.
2. Distribute a set of all 24 task cards to each pair of students. Ensure each pair has their cards shuffled to start.
3. Provide each pair with a recording sheet. The recording sheet should have numbers 1 to 24 where students can write their answers.
4. Explain to students that they will work with their partner to solve each task card. They can discuss and agree on answers before writing them down.
5. Allow the pairs to begin working through the task cards. They can solve them in any order they prefer.
6. If using a timer, set it for 30 minutes to encourage focus and manage classroom time effectively.
7. Once the time is up or all pairs have completed their task cards, review the answers together as a class. Discuss any discrepancies and provide correct solutions.
8. Collect the recording sheets to assess understanding and give individual feedback.

Task Cards

Cut out the task cards below

Task Card 17:Calculate: $13 + 5 - 9 = \underline{\quad}$ **Task Card 21:**Calculate: $80 - 30 = \underline{\quad}$ **Task Card 18:**

There were 30 students in the class.
4 went home early and 2 new
students joined. How many
students are there now? $\underline{\quad}$

Task Card 22:Calculate: $25 - 5 + 6 = \underline{\quad}$ **Task Card 19:**Calculate: $23 + 8 = \underline{\quad}$

Lisa baked 20 cupcakes for a
party, 10 were eaten. If she
baked 15 more, how many
cupcakes are there now? $\underline{\quad}$

Task Card 20:Calculate: $90 - 10 = \underline{\quad}$ **Task Card 24:**Calculate: $50 - 20 = \underline{\quad}$

Name: _____

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Task Cards: Addition and Subtraction

Answers

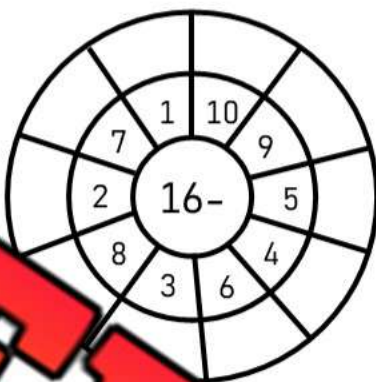
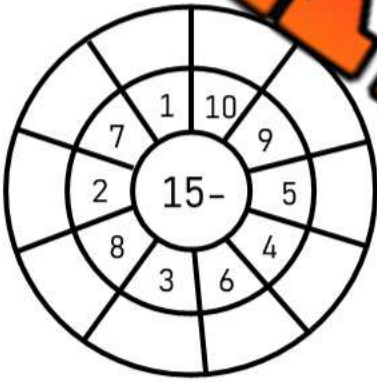
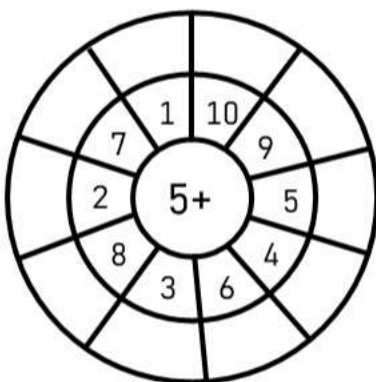
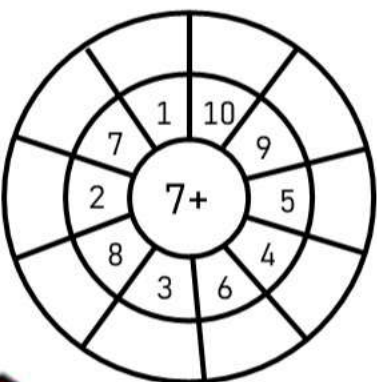
Record your answers below

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

13	
14	
15	
16	
19	
20	
21	
22	
23	
24	

Operations Quiz

Part 1 Fill in the outer layer of the bullseye



Part 2 Use the standard algorithm to solve the subtraction problems

	Tens	Ones
	7	7
-	2	4

	Tens	Ones
	8	5
-	4	4

	Tens	Ones
	3	4
-	1	8

	Tens	Ones
	8	7
-	4	8

Part 3

Use the standard algorithm to solve the addition problems below

	Tens	Ones
	4	4
+	4	8

	Tens	Ones
	5	8
+	3	0

	Tens	Ones
	6	7
+	2	6

	Tens	Ones
	5	7
+	1	5

Part 4

Solve the following problems

1) Henry has \$74. He spent \$38 on a new baseball glove. How much money does he have left?



2) Steve collected 67 shells at the beach yesterday. He collected 12 shells today. How many total shells does he have now?



3) Sam buys 50 candies on Monday and 37 candies on Tuesday. He gives 31 candies to his friends to share. How many candies does he have left?

