



Preview – Information



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

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

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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Google Slides Lessons Preview





Saskatchewan Math Curriculum Patterns & Relations – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to identify and describe patterns so we can understand how they repeat and change in everyday life.

Creating Repeating Patterns – Shape Colour

Drag the different-coloured shapes from the shape bank to create repeating patterns. The first one is done for you.

1)	
2)	
3)	
4)	
5)	



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

EXIT CARD – QUICK DRAW

Draw one pattern you can find in real life — it could be on clothing, nature, buildings, or objects.
Then, describe the **rule** for your pattern (for example: red-blue-red-blue).

Prompt examples:

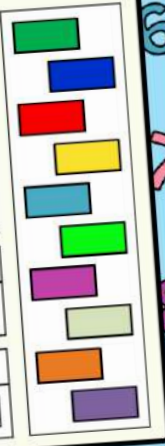
- "I noticed a pattern on..."
- "The pattern repeats every..."

Saskatchewan Math Curriculum Patterns & Relations – Grade 1

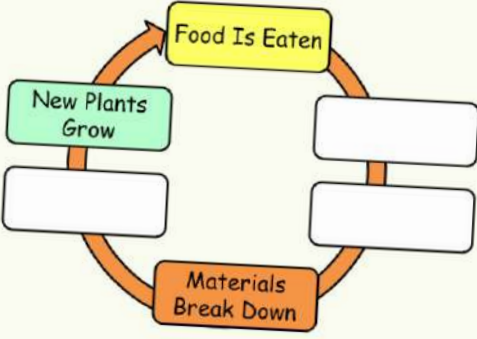
Translating Patterns - AB Patterns

Translate the first pattern into a new pattern by dragging shapes of different colours.

1)	A	B	A	B	A	B	A	B
Translated								
2)	A	B	B	A	B	B	A	B
Translated								
3)	A	A	B	B	A	A	B	B
Translated								
4)	A	A	B	A	A	B	A	A
Translated								



Use the pieces to fill in the compost cycle below.



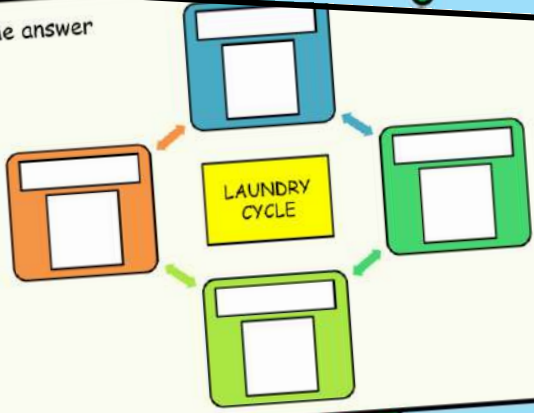

Drag the pictures and labels from the answer bank to fill in the laundry cycle.

ANSWER BANK

Dry Clothes Wear Clothes
Dirty Clothes Wash Clothes



LAUNDRY CYCLE





Saskatchewan Math Curriculum Patterns & Relations – Grade 1

Seasons

Drag the pictures linked with the seasons.

Summer	Autumn
Spring	Winter

ANSWER BANK

Lunar Cycle

Drag and label each phase of the moon below.

ANSWER BANK

Waning Crescent	Waning Gibbous
New Moon	Full Moon
Last Quarter	First Quarter
Waxing Crescent	Waxing Gibbous

WORD BANK

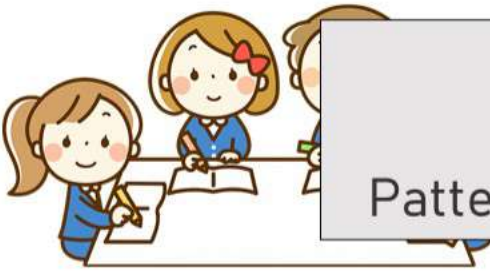
Months in a year.

July	October
September	February
May	December
November	April
June	August
March	January



Workbook Preview





Grade 1

Patterns and Relations Strand



	Curriculum Expectations	Pages
P1.1	Demonstrate an understanding of repeating patterns (two to four elements) by: • describing • reproducing • extending • creating patterns using manipulatives, diagrams,	5 - 41, 48 - 76
Preview of 100 pages from this product that contains 256 pages total.		
P1.3	Describe equality as a balance and inequality as an imbalance, concretely, physically, and pictorially (0 to 20).	80 - 96
P1.4	Record equalities using the equal symbol.	97 - 150

Name: _____

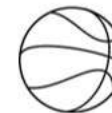
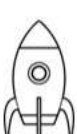
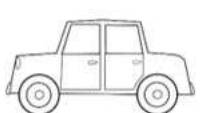
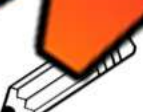
6

Curriculum Connection
P1.1

Creating Repeating Patterns – Shape Colour

Instructions

Colour the shapes below in different colours to create a pattern

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

Name: _____

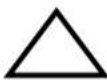
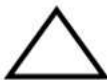
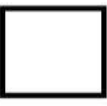
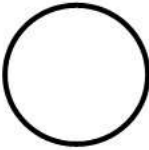
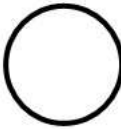
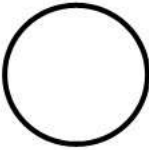
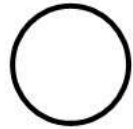
8

Curriculum Connection
P1.1

Creating Repeating Patterns – Shape Size

Instructions

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

					
_____	_____	_____	_____	_____	_____
					
_____	_____	_____	_____	_____	_____
					
_____	_____	_____	_____	_____	_____
					
_____	_____	_____	_____	_____	_____
					
_____	_____	_____	_____	_____	_____
					
_____	_____	_____	_____	_____	_____

Exit Cards

Cut Out

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

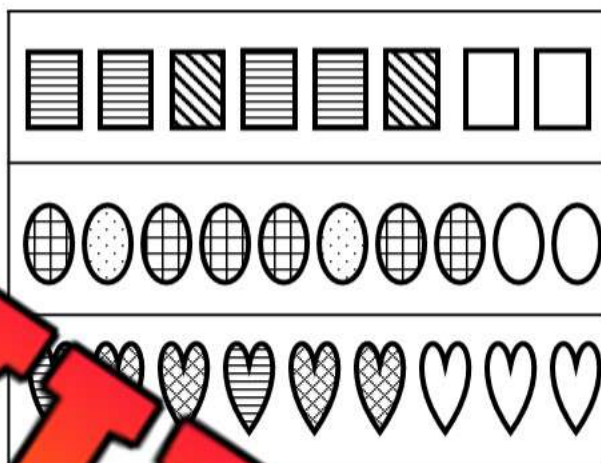
Name: _____

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



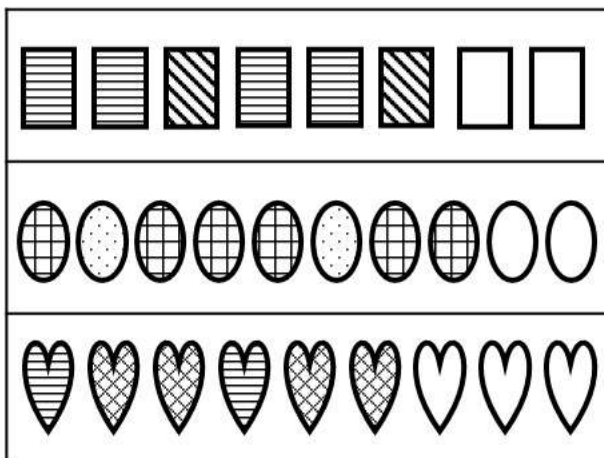
Name: _____

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



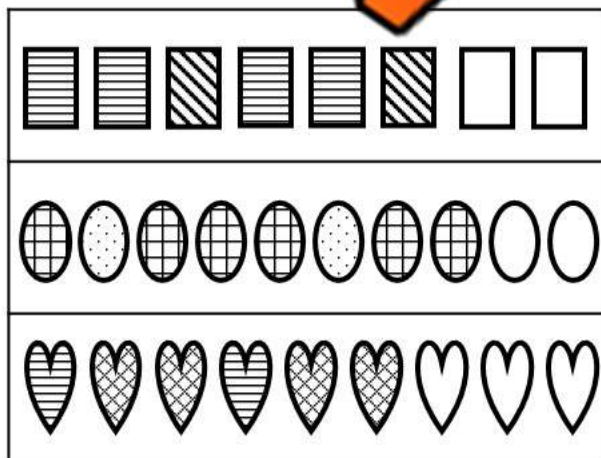
Name: _____

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



Name: _____

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



Name: _____

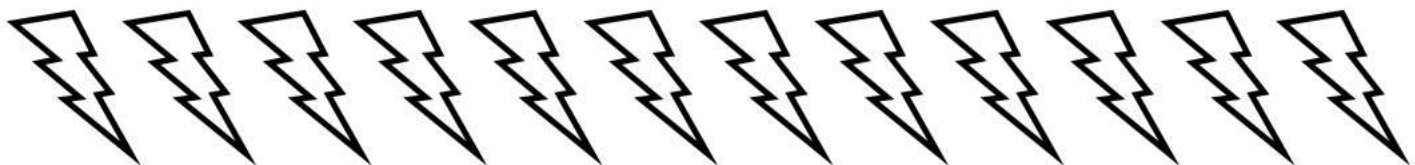
12

Curriculum Connection
P1.1

Creating Patterns Using Texture

Instructions

Create your own pattern by filling in different textures inside the shapes



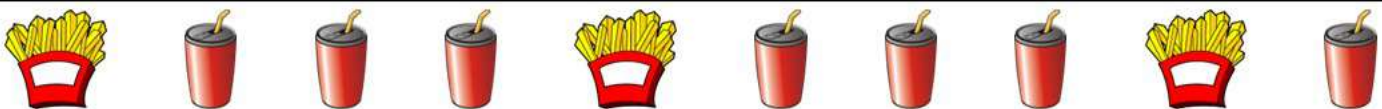
Repeating Patterns – 2 Elements

Part 1

Continue the repeating patterns below by drawing more objects

**Part 2**

Repeating A, B patterns – Look at the pattern below A and B



Repeating Patterns – 4 Elements

Part 1

Continue the repeating patterns below by drawing more objects

**Part 2**

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









Repeating Pattern Cores – 4 Elements

Part 1

Circle the pattern core in the patterns below

**Part 2**

Create A, B, C, D patterns below using the elements

1)										
2)										
3)										
4)										

Activity Title: Sound Clap Patterns

Objective

What are we learning about?

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



Materials

What do you all need for the activity.

- None

Instructions

How you will complete the activity

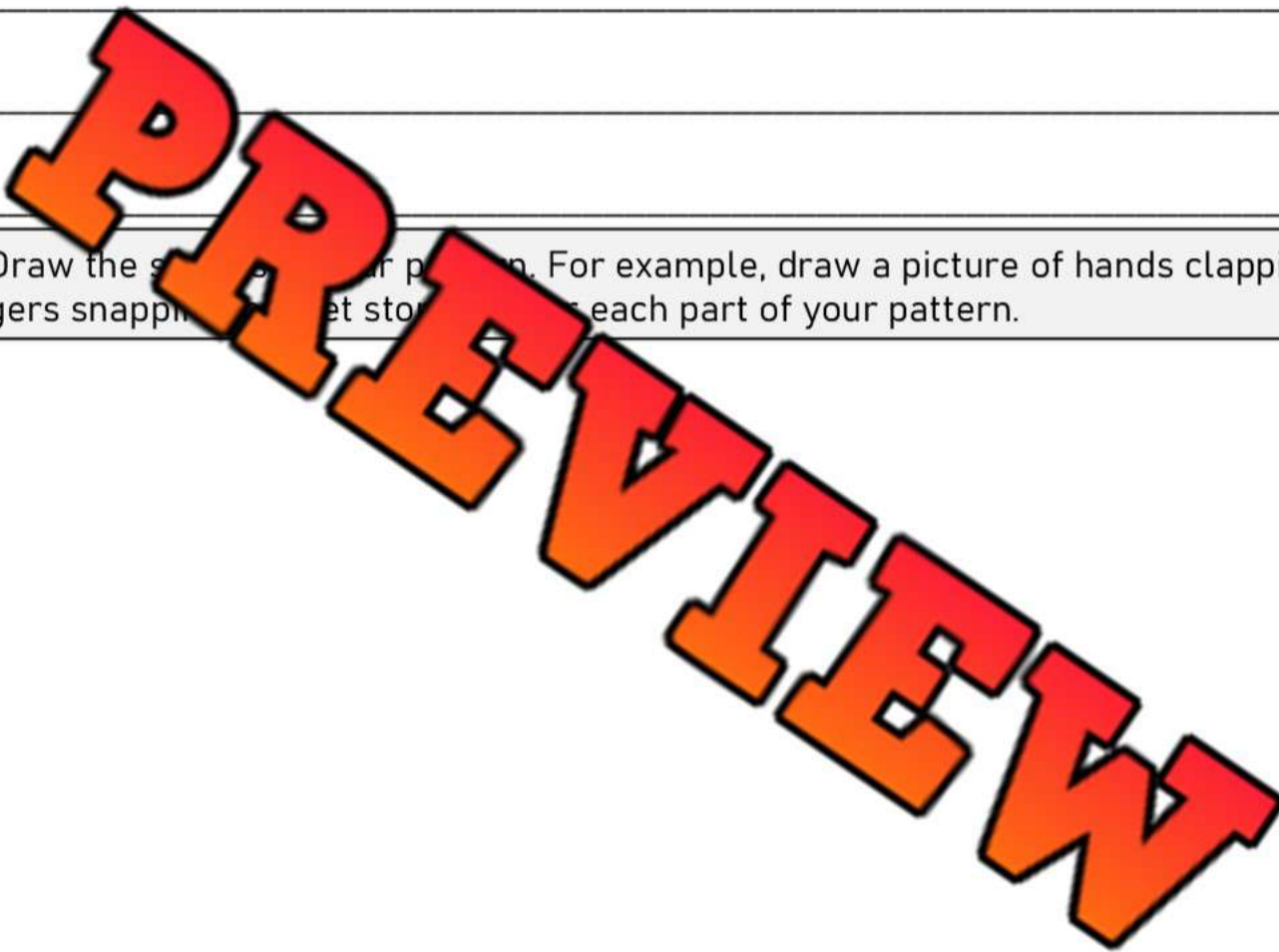
1. Begin by explaining to the students that they will create patterns using clapping and other sounds, like snap, for step.
2. Demonstrate a simple pattern, such as "clap, snap, clap," and have the students repeat it.
3. Divide the students into small groups and ask each group to come up with their own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

Reflection

Answer the questions below.

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

2) Draw the sound sequence of your pattern. For example, draw a picture of hands clapping, fingers snapping, feet stomping, etc. for each part of your pattern.



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

Repeating A/B Patterns

Instructions

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



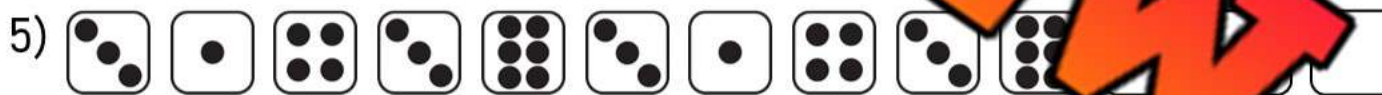
A

A

B

A

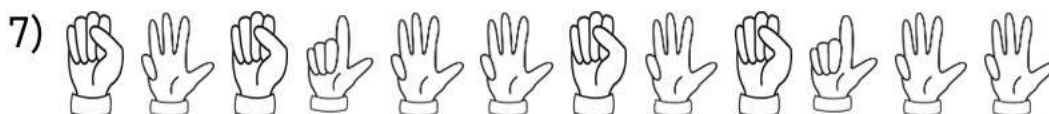
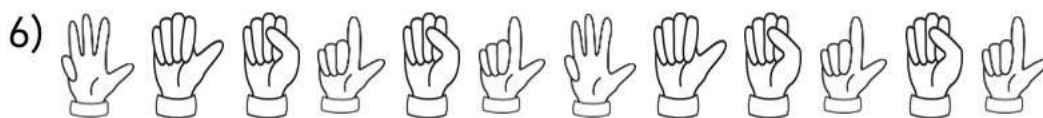
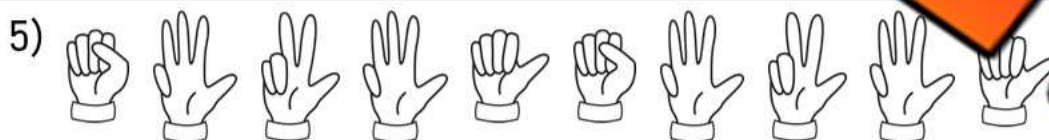
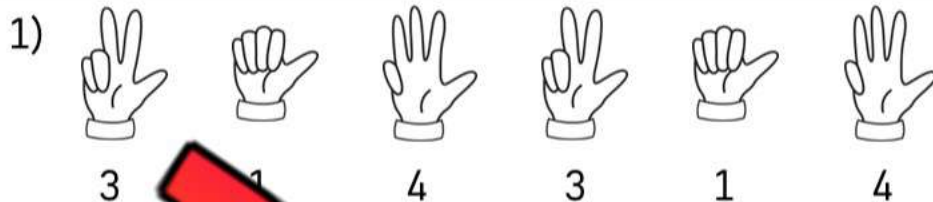
B



Repeating Patterns – Fingers

Instructions

Continue the repeating patterns below with three more hands



Activity Title: Pattern Pizzas

Objective

What are we learning about?

Students will create and recognize patterns using "toppings" to make paper pizzas. This engaging activity combines art, math, and even a bit of culinary fun, as they learn about patterns in a context they're familiar with and enjoy.

Materials What you will need for the activity.

- Paper plates (or circles cut from construction paper for the pizza base)
- Coloured paper or foam cut into various shapes (to represent different toppings like pepperoni, mushrooms, olives)
- Glue sticks
- Markers for decorating



Instructions

How you will complete the activity

1. Start by discussing what patterns are and how they appear in everyday objects, like pizzas. Show examples of simple patterns using toppings.
2. Give each student a paper plate and a set of paper toppings. Ask them to design a pizza using toppings in a repeating pattern. For instance, they could create a pattern like olive, pepperoni, mushroom, olive, pepperoni, mushroom.
3. Students glue their toppings onto their paper plates according to their planned patterns. Encourage them to be as creative as they like, maybe even naming their special pizza.
4. Once everyone is done, students present their pattern pizzas to the class. They explain their pattern choice and discuss what makes it a pattern.
5. As each student presents, the rest of the class can guess the pattern and suggest how it might be extended or changed.

Name: _____

33

Curriculum Connection
P1.1

Instructions

Cut out the images below



Name: _____

34

Curriculum Connection
P1.1

Instructions

Draw your pattern on the pizza below.

PREVIEW

Name: _____

35

Curriculum Connection
P1.1

Patterns Using Numbers

Instructions

Continue the patterns below by filling in the blanks

1)	3	5	_____	_____	_____	_____
2)	1	2	2	_____	_____	_____
3)	4	8	4	8	_____	_____
4)	2	4	8	2	4	8
5)	1	5	10	1	5	10
6)	3	8	11	3	8	11
7)	5	5	10	5	5	10

Extending Repeating Patterns - Letters

Instructions

Continue the patterns below by filling in the blanks

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

Exit Cards

Cut Out

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

Name: _____

Continue the pattern below by filling in the blanks.

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

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

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

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

Name: _____

Continue the pattern below by filling in the blanks.

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

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

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

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

Name: _____

Continue the pattern below by filling in the blanks.

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

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

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

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

Name: _____

Continue the pattern below by filling in the blanks.

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

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

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

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

Activity Title: Pattern Pass Along

Objective

What are we learning about?

To engage students in understanding and creating growing patterns using blocks, enhancing their pattern recognition skills and encouraging cooperative learning. Students will start a pattern and then adapt and extend patterns started by their peers.

Materials: _____ will need for the activity.

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



Instructions

How you will complete the activity

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

Reflection

Answer the questions below.

1) Describe the pattern you made.

2) D... the pattern... made.

3) Draw your favourite pattern below.

Draw your favourite pattern below.

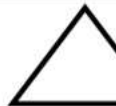
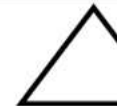
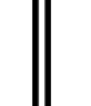
Translating Patterns – AB Patterns

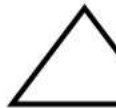
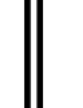
Translating Patterns

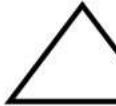
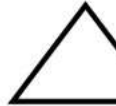
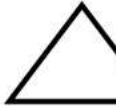
The pattern red, blue, red, blue can be translated to clap, stomp, clap stomp. These are both A/B patterns.

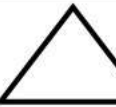
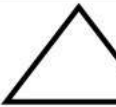
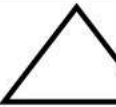
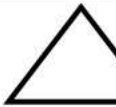
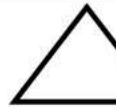
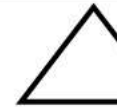
Instructions

Translate the first pattern into a new pattern using different colours

1)	A	B	A	B	A	B
Translated						

2)	A	B	A	B	B	B
Translated						

3)	A	B	C	C	C	C
Translated						

4)	A	A	B	A	A	B
Translated						

5)	A	B	A	A	B	A
Translated						

Translating Patterns – AB Patterns

Instructions

Translate the patterns below using any shapes you'd like

1)	A	B	A	B	A	B
Translated						

	A	B	A	A	B
Translated					

3)	A		A	B	C
Translated					

4)	A	B	B		B
Translated					

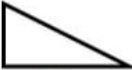
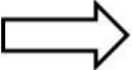
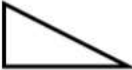
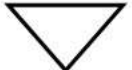
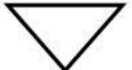
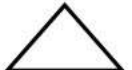
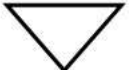
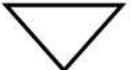
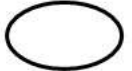
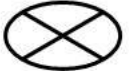
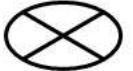
5)	A	B	C	A	A	B	C	A
Translated								

6)	A	B	A	C	A	B	A	C
Translated								

Translating Patterns – AB Patterns

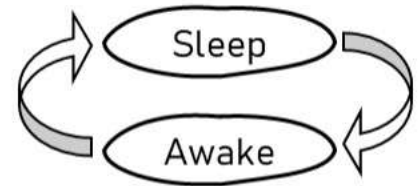
Instructions

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

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

What is a Cycle?

A cycle is when events happen over and over. For example, we all have a sleep and awake cycle. The two events repeat over and over. We sleep and then we wake up and then we sleep again and then we wake up. Cycles are repeating patterns.



Night and day are two more events that happen over and over. It is daytime and then nighttime, and then daytime again. This cycle has repeated for a long time!

Cycle

Use the words to fill in the cycle below

Evening

Sunrise

Afternoon

Sunset

Noon



Morning



Morning



Midnight



Name: _____

49

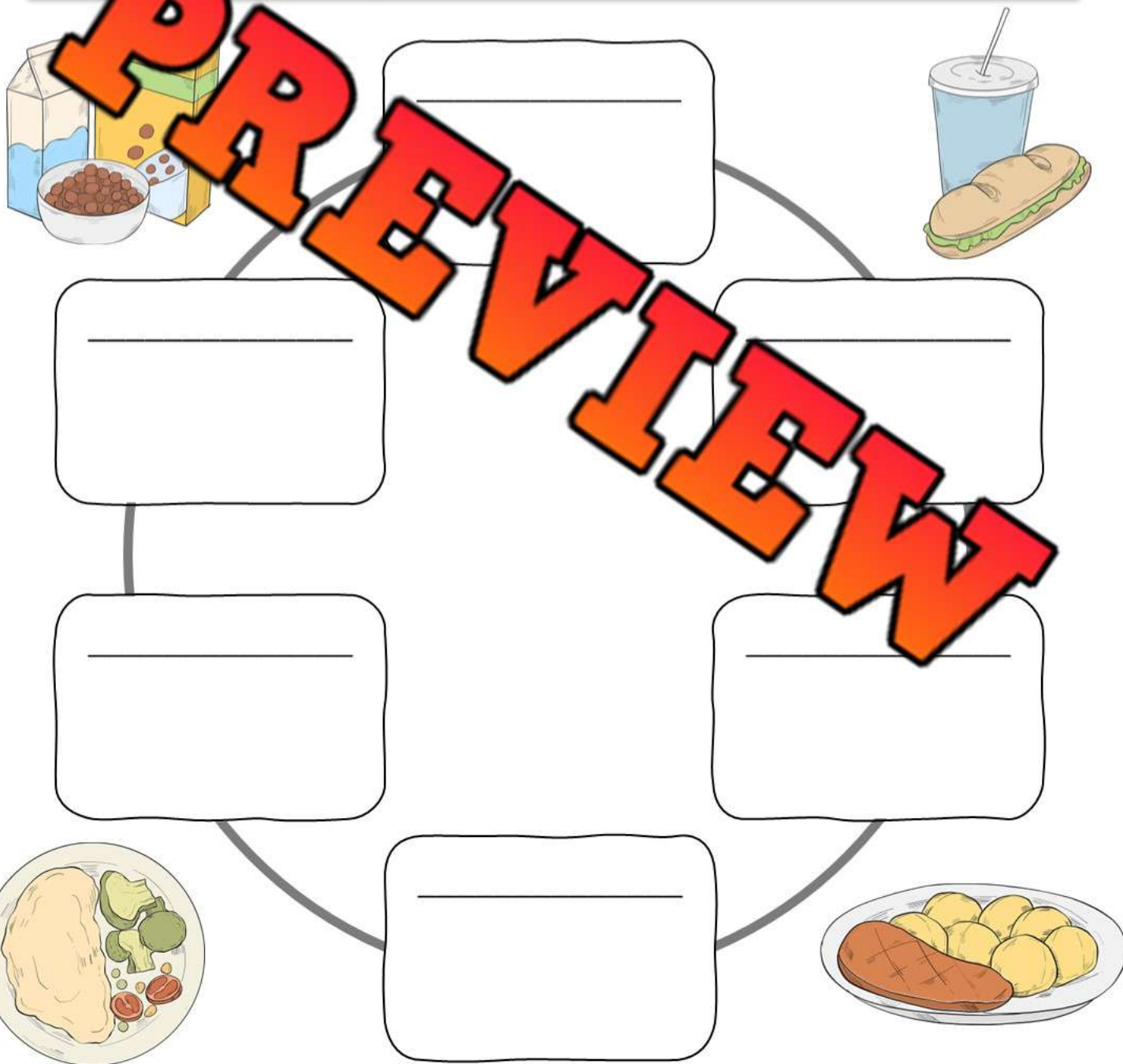
Curriculum Connection
P1.1

Cycles In Your Life - Eating

Eating Cycle

Use the word bank to fill in your meal cycle. Draw pictures of the food you eat at each meal

Dinner	Lunch	Breakfast
Snack	Snack	Snack



Name: _____

50

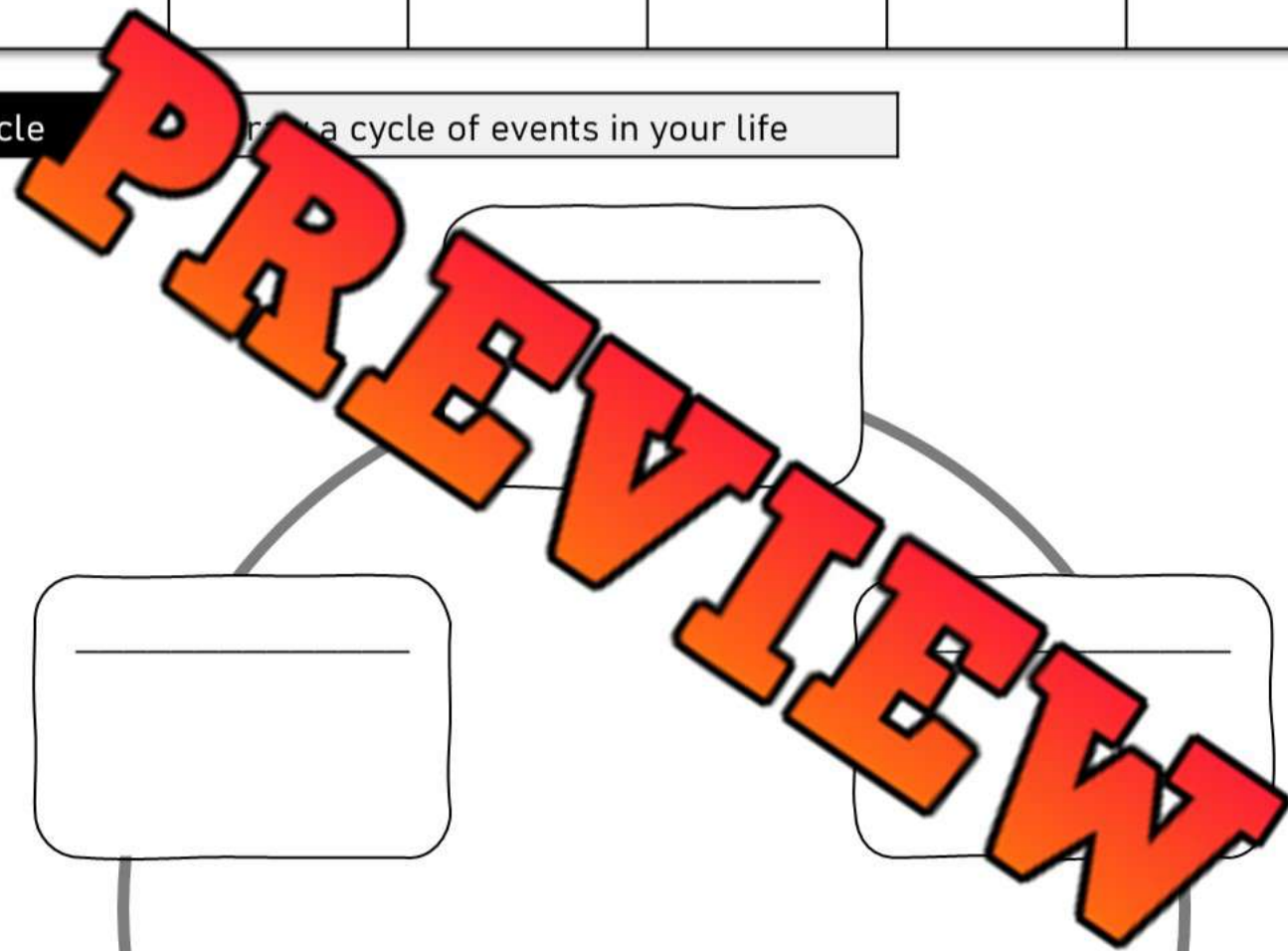
Curriculum Connection
P1.1

Cycles In Your Life

Can you think of 6 important things you do everyday? Put them in the cycle below.

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

Cycle _____ a cycle of events in your life



Exploring Cycles in Math and Real Life

Objective

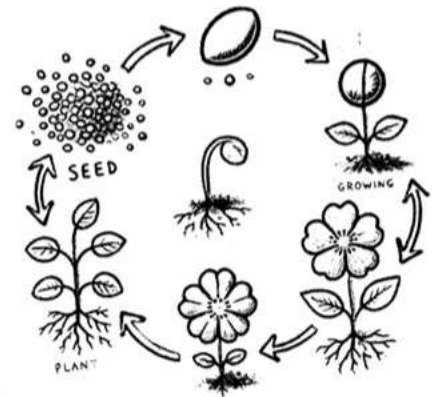
What are we learning about?

To help students understand the concept of cycles in math and recognize cycles they observe in everyday life through engaging and hands-on activities.

Materials

What you will need for the activity.

- Paper plates or craft paper
- Markers or crayons
- Scissors
- Tape or glue
- Picture cards showing different parts of a cycle (e.g., day and night, seasons, life cycle of plants and animals)
- A large clock or clock face cut out for demonstration



Instructions

How you will complete the activity

1. Begin by explaining the concept of cycles to the students using simple language. Show them examples of cycles in nature, such as the day and night cycle or day turning into night.
2. Distribute paper plates, markers or crayons, scissors, and tape or glue to each student. Explain that they will be creating their own cycle using the materials provided.
3. Ask the students to draw and cut out pictures representing different parts of a cycle on their paper plates. For example, they could draw the sun and moon to represent day and night or the four seasons.
4. Have the students arrange their pictures in a circle on the plate, using tape or glue to secure them. Explain that this represents a cycle.
5. Once all students have finished their plates, gather them together and discuss the different cycles they have created. Ask them to explain their drawings and how they show a cycle.



Ideas

Choose from one of the cycle ideas below or choose your own

Cycle Type

The water cycle (evaporation, condensation, precipitation)

Day and night cycle

The four seasons (spring, summer, fall, winter)

Life cycle of a butterfly (egg, larva, pupa, adult)

Life cycle of a frog (egg, tadpole, froglet, adult)

Daily routine (wake up, after breakfast, evening, night)

Weekdays (Monday to Sunday)

Plant growth cycle (seed, sprout, plant, fruit)

Recycling process (collect, sort, process, reuse)

Food chain cycle (sun, plant, herbivore, carnivore)

The moon phases (new moon, first quarter, full moon, last quarter)

School day routine (arrival, lessons, lunch, play, dismissal)

Tooth brushing routine (brush, rinse, floss, mouthwash)

Car washing process (rinse, soap, scrub, rinse, dry)

Cooking process (prepare, cook, serve, eat, clean)

Laundry cycle (wash, dry, fold, put away)

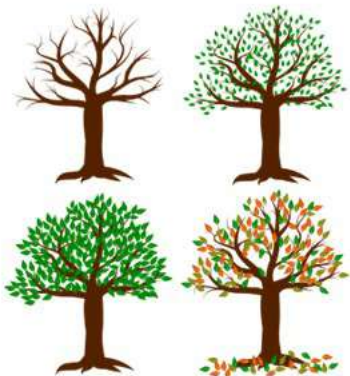
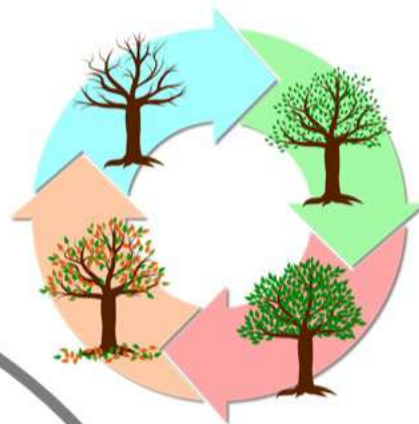
Traffic light cycle (green, yellow, red)

Life cycle of a tree (seed, sapling, young tree, mature tree)

Seasons - Cycle

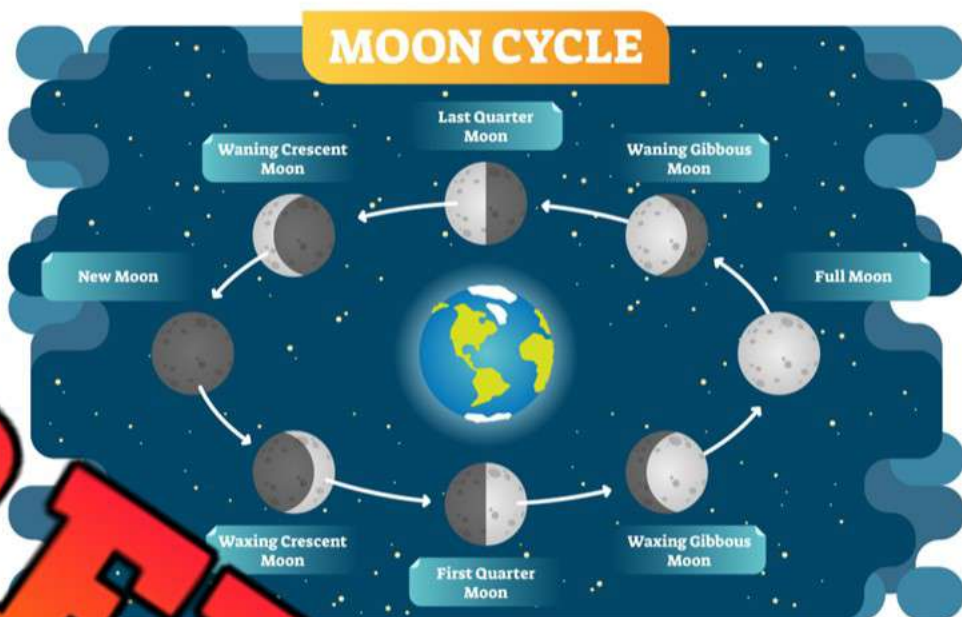
Cycle

Draw pictures that come to mind for each season

SummerSpringFallWinter

Lunar Cycle

Have you ever noticed that the moon looks different some nights than others? That is because we have a cycle that repeats itself. The cycle is called the **Lunar Cycle**. We have 8 different looking moons.



Draw

Draw each of the moons in the boxes below

New Moon

Waning
Crescent MoonLast Quarter
MoonWaning
Gibbous MoonWaxing
Crescent MoonFirst Quarter
MoonWaxing
Gibbous Moon

Full Moon

Experiment – Moon Phases

Recreate the moon phases using Oreo cookies. Follow the instructions below to complete the activity.

Materials

What you need

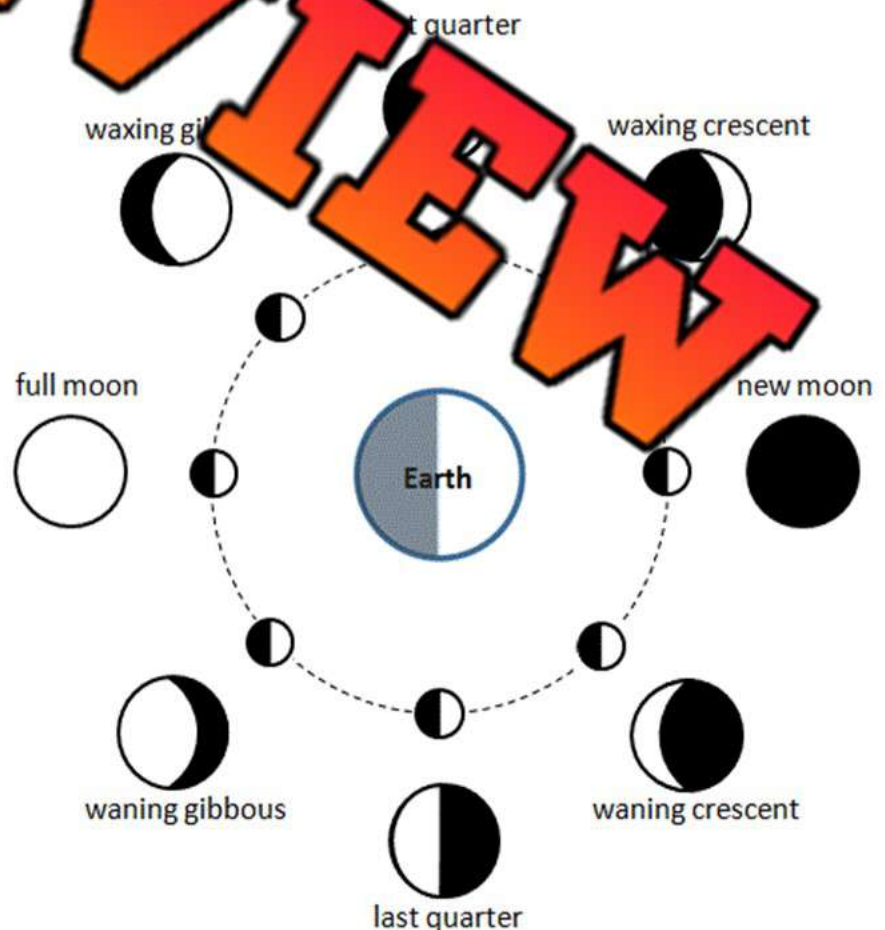
- 8 Oreos
- Paper plate
- A popsicle stick to use for scraping the icing



Procedure

How you do the activity

- 1) Separate the cookie so that the icing is on one side of the cookie and not the other. Twisting the cookie a bit works to achieve this.
- 2) Use the popsicle stick to create each phase of the moon
- 3) Glue the phase of the moon onto the paper plate. Make sure to put them in order
- 4) Label the moon phases with their official name



Introduction – Days of the Week

**Instructions**

Answer the questions below using the word bank

Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	

1) What day is after Sunday?	
2) What day is before Friday?	
3) What day is after Saturday?	
4) What day is before Friday?	
5) What day is before Thursday?	
6) What day is two days after Monday?	
7) What day is before Monday?	
8) What is the first day of school in a week?	
9) What day does the weekend start on?	
10) What day is the middle of the school week?	

Exit Cards

Cut Out

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

Name: _____

Answer the questions below.

1) If today is Tuesday, what day is tomorrow?

Answer: _____

2) If today is Monday, what day will it be in four days?

Answer: _____

3) What day comes three days after Thursday?

Answer: _____

Name: _____

Answer the questions below.

1) If today is Wednesday, what day is tomorrow?

Answer: _____

2) If today is Monday, what day will it be in four days?

Answer: _____

3) What day comes three days after Thursday?

Answer: _____

Name: _____

Answer the questions below.

1) If today is Wednesday, what day is tomorrow?

Answer: _____

2) If today is Monday, what day will it be in four days?

Answer: _____

3) What day comes three days after Thursday?

Answer: _____

Name: _____

Answer the questions below.

1) If today is Wednesday, what day is tomorrow?

Answer: _____

2) If today is Monday, what day will it be in four days?

Answer: _____

3) What day comes three days after Thursday?

Answer: _____

Name: _____

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Days of the Week

Thursday	Friday	Sunday	Monday
Saturday	Wednesday	Tuesday	

Instructions

Fill in the blanks

1) _____	2) _____	3) Tuesday
4) _____	5) Thursday	6) _____



Instructions

the _____

Yesterday	Today	Tomorrow
	Sunday	
	Wednesday	
	Saturday	
	Tuesday	
	Friday	
	Thursday	
	Monday	

Name: _____

Months of the Year – Before and After

May	January	June	March
August	September	July	December
October	February	April	November

Instructions

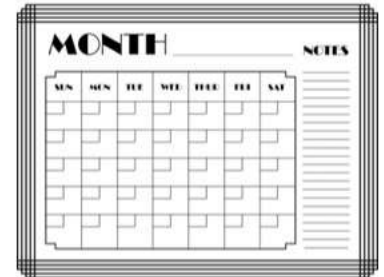
Write the month that comes before and after

	Month	After
	May	
	August	
	February	
	November	
	March	
	June	
	September	
	April	
	July	
	October	
	January	
	December	

Months of the Year - Questions

Questions

Answer the questions below



1) What month is your birthday?

2) How many _____ in a year?

3) What 2 months do you have _____
in the summer?

5) Which month do you start
school?

7) Which month is your favourite?

Months
of the
Year

4) Which months end in -er?

6) Which month does school end?

Months of the Year - Calendar

Part 1

How many days are in the following months?

Month	Days in the Month
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	



Part 2

Answer the questions below

1) Which months have 30 days?

2) Which month has the least number of days?

--

3) Which day is the first day of the year?

--

Seasons - Questions

Questions

Answer the questions below

1) Which season is the coldest?

2) Which season is the warmest?

4) Which season comes after summer?

5) Which season comes after winter?

7) Which season comes after spring?

9) What is your favourite season?

Seasons
of the
Year



3) What are the 4 seasons?

6) Which season comes after autumn?

8) What is your least favourite season?



Exit Cards

Cut Out

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

Name: _____

True or False?

1) Wednesday comes next after Monday.	True	False
2) Fall is before summer.	True	False
3) There are 12 months in a year.	True	False
4) There are 8 days in a week.	True	False

Name: _____

True or False?

1) Wednesday comes next after Monday.	True	False
2) Fall is before summer.	True	False
3) There are 12 months in a year.	True	False
4) There are 8 days in a week.	True	False

Name: _____

True or False?

1) Wednesday comes next after Monday.	True	False
2) Fall is before summer.	True	False
3) There are 12 months in a year.	True	False
4) There are 8 days in a week.	True	False

Name: _____

True or False?

1) Wednesday comes next after Monday.	True	False
2) Fall is before summer.	True	False
3) There are 12 months in a year.	True	False
4) There are 8 days in a week.	True	False

Four Corners Activity: Days, Months, and Seasons

Objective

What are we learning about?

To help students reinforce their knowledge of the days of the week, months of the year, and seasons through an engaging and interactive activity.

Materials

What you will need for the activity.

- A list of questions related to the days of the week, months of the year, and seasons
- Labels for each corner (A, B, C, D)



Instructions

How you will complete the activity.

1. Prepare the classroom by labelling each corner with A, B, C, and D.
2. Explain to the students that you will read out questions related to the days of the week, months, and seasons, and each question will have four possible answers.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of concepts.

Name: _____

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Question	A	B	C	D
Which day comes after Tuesday?	Monday	Wednesday	Thursday	Friday
How many days are there in January?	28	29	30	31
Which month comes before April?	March	May	June	July
Which season is the coldest?	Spring	Summer	Fall	Winter
Which of these is a summer month?	December	August	February	November
How many months are there in a year?	10	11	12	13
Which month has 30 days?	April	June	September	October
Which season comes after fall?	Winter	Spring	Summer	Fall
Which is your favourite day of the week?	Monday	Sunday	Saturday	Other
Which month has 28 or 29 days?	January	February	March	April
How many days are there in a week?	5	6	7	8
Which day is the first day of the week?	Sunday	Monday	Tuesday	Wednesday
Which month comes after November?	January	February	December	October
Which is your favourite season?	Spring	Summer	Fall	Winter
Which of these is an autumn month?	May	June	September	July
Which season is the warmest?	Spring	Summer	Fall	Winter
Which month comes before August?	July	September	October	June
Which day comes before Saturday?	Sunday	Monday	Friday	Thursday
Which season comes after winter?	Summer	Spring	Fall	Winter

Name: _____

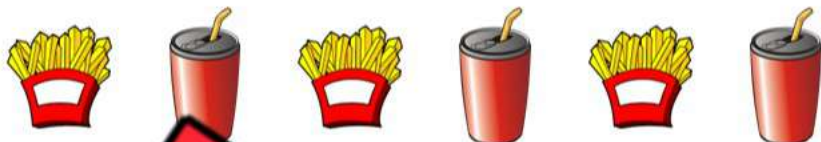
77

Curriculum Connection
TQ1

Patterning Quiz

Part 1

Continue the repeating patterns below by drawing 3 more pictures



Part 2

Circle the pattern core and continue the pattern

1 1 2 3 1 1 2 3 1 _____

3 6 2 2 2 3 6 2 2 2 _____

7 7 4 4 5 7 7 4 4 5 _____

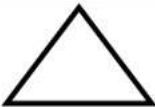
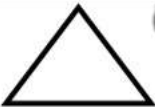
Part 3

Continue the pattern below by filling in the blanks

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

Part 4

Translate the first pattern into a new pattern using different colours

1)	A		B	A	B
Translated					

2)	A	B	B		B
Translated					

Part 5

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

	A	B	A	B	A	B
Translated						

Part 6

Fill in the blanks

Yesterday	Today	Tomorrow
	Sunday	
	Wednesday	
	Saturday	
	Tuesday	
	Friday	
	Thursday	
	Monday	

Part 7

Write the month that comes after

Word Bank
December
August
March
February
April
January
October

Month	After
February	
November	
March	
September	
July	
January	
December	

Birthday Cake - Equalities

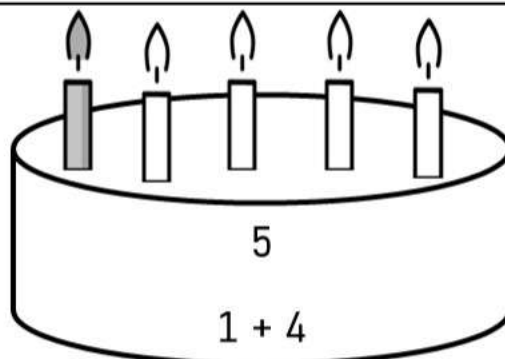
Instructions

Create equalities by filling in the blanks

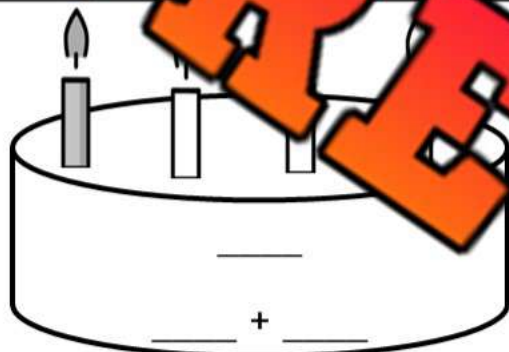
1)



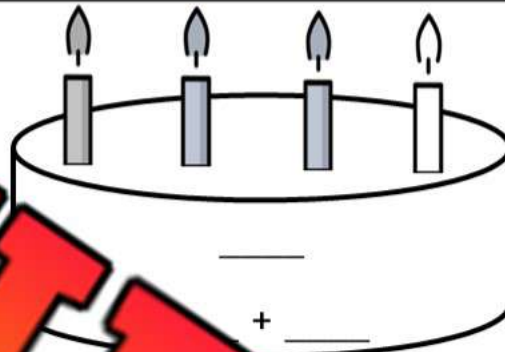
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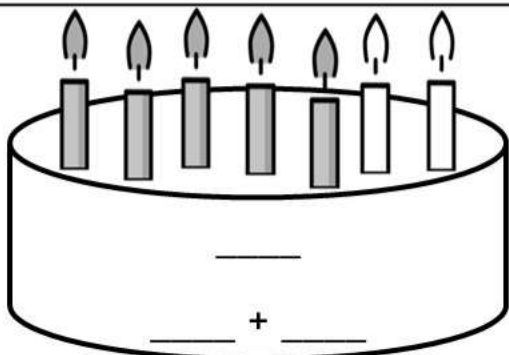
2)



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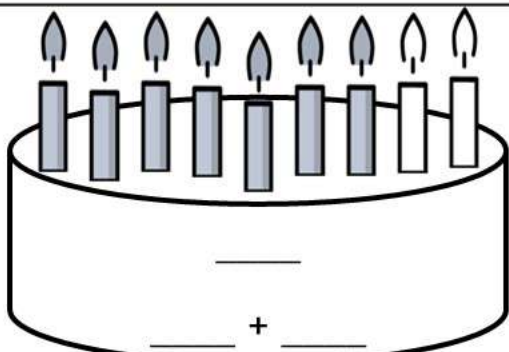
3)



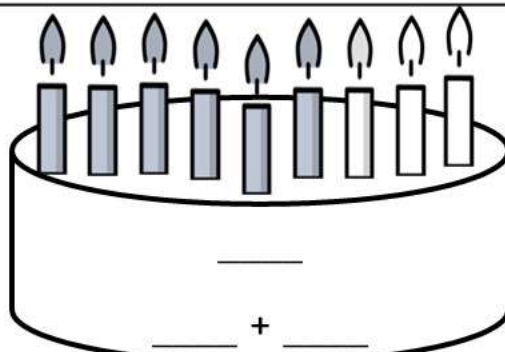
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4)



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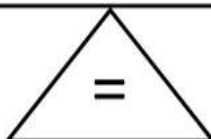
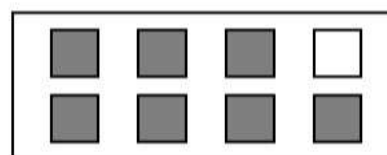
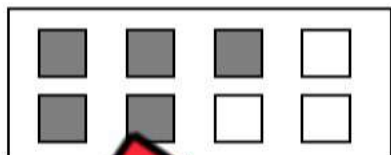


Pan Balance - Equalities

Instructions

Fill in the blanks to create equalities

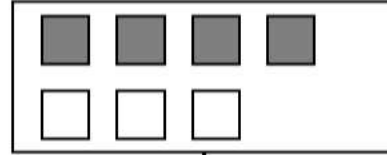
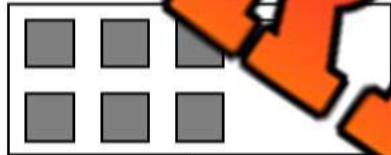
1)



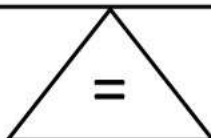
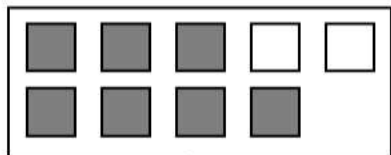
8

 $7 + 1$

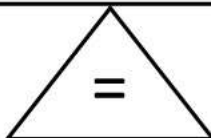
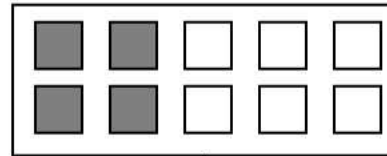
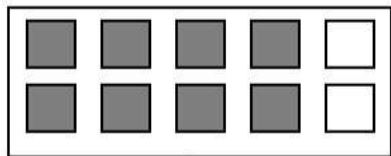
2)

_____
+ __________
+ _____

3)

_____
+ __________
+ _____

4)

_____
+ __________
+ _____

Name: _____

82

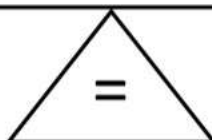
Curriculum Connection
P1.3

Pan Balance - Equalities

Instructions

Draw the missing objects in the rectangles

1)



5

$4 + 1$

2)



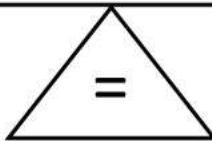
7

$5 + 2$

7

$4 + 3$

3)



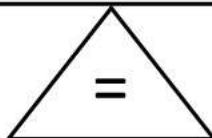
8

$6 + 2$

8

$5 + 3$

4)



10

$4 + 6$

10

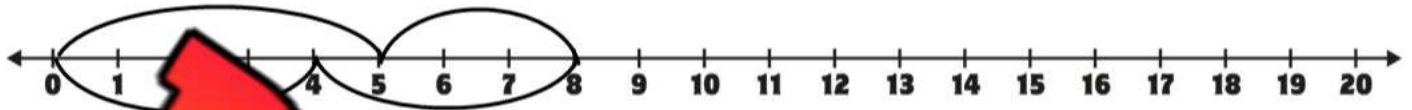
$5 + 5$

Double Number Lines - Equalities

Instructions

Fill in the blanks to complete the equalities

1) $5 + 3 = 8$

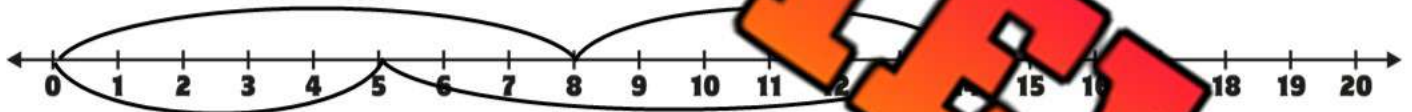


2) $4 + \underline{\quad} = \underline{\quad}$



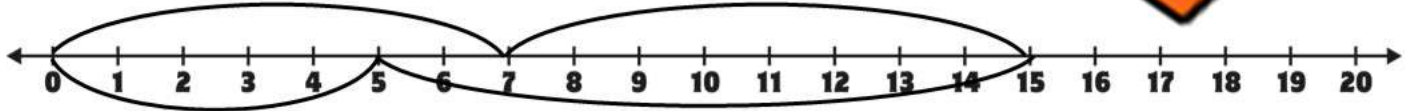
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

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



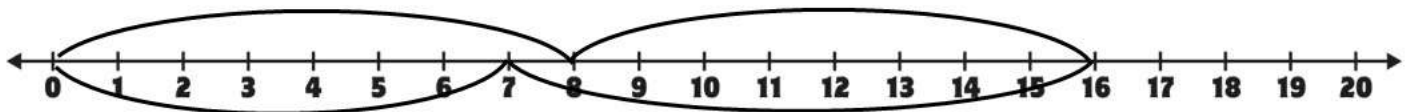
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

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



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

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



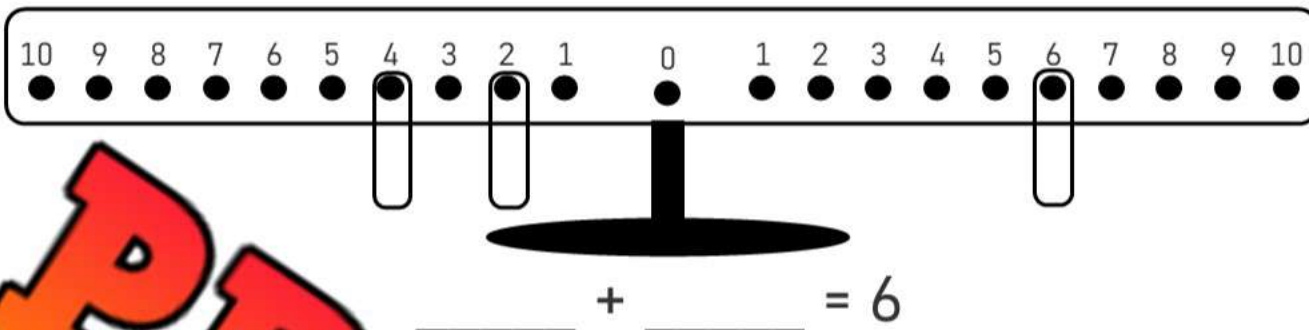
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Pan Balance - Equalities

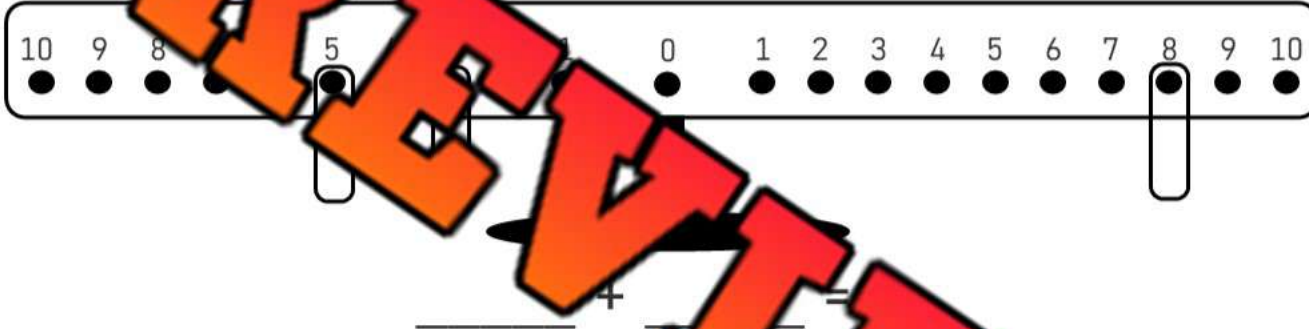
Instructions

Fill in the blanks to balance the equations

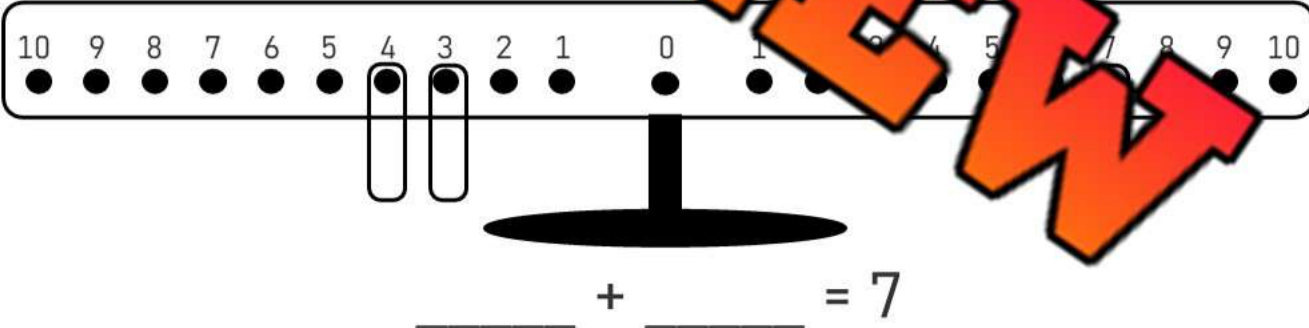
1)



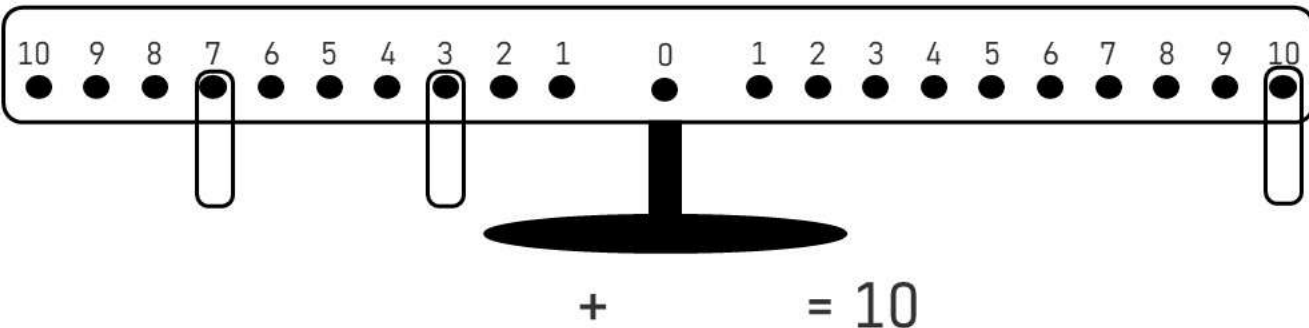
2)



3)



4)

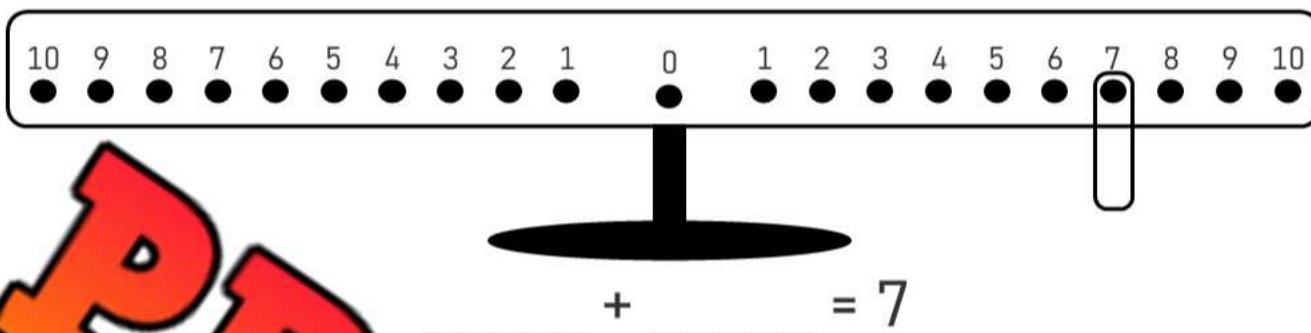


Balance Pan Equations

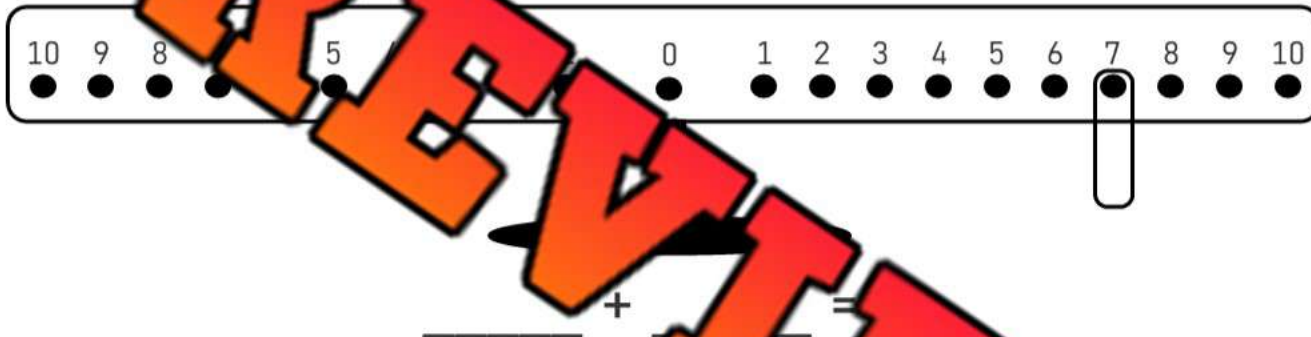
Instructions

How many ways can you balance the equations to equal 7

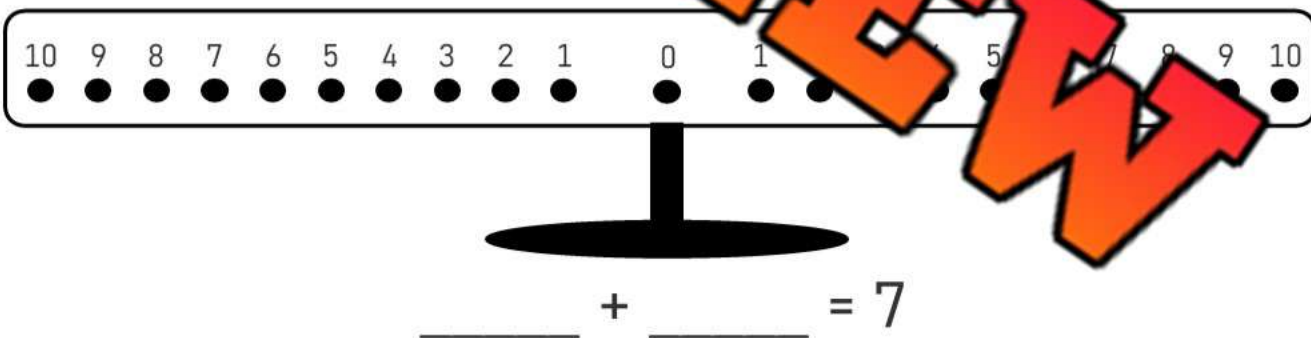
1)



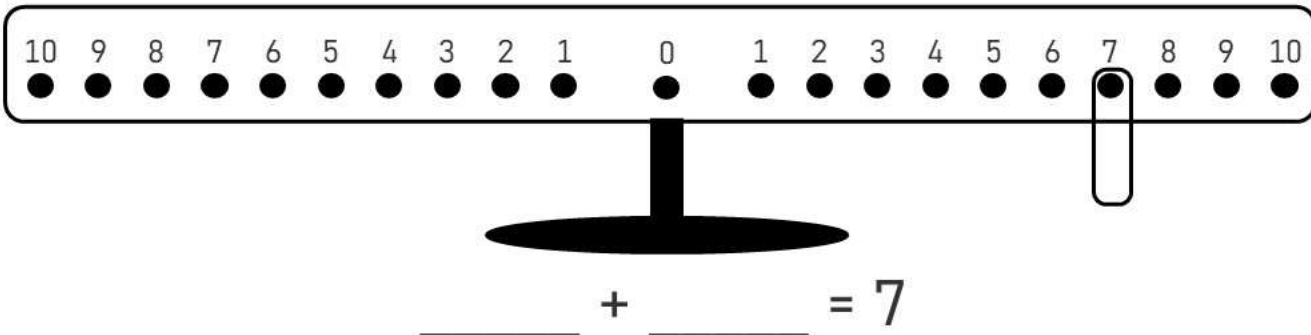
2)



3)



4)

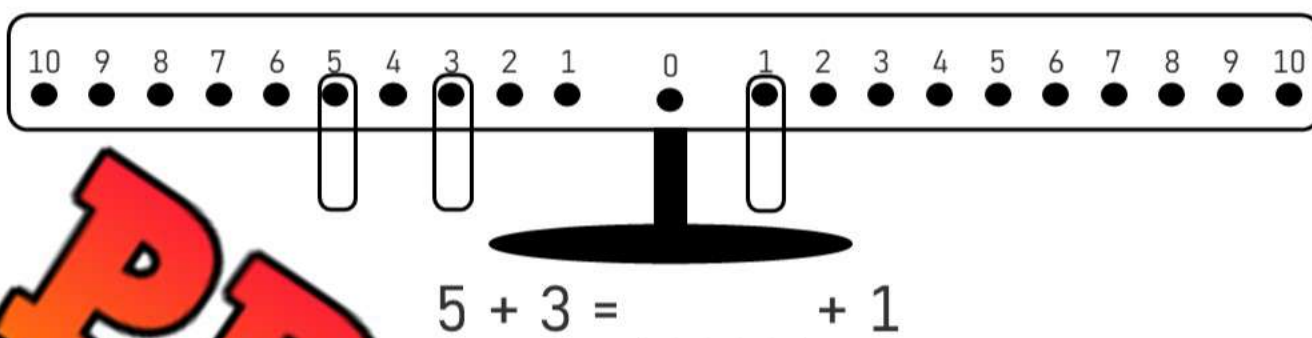


Balance Pan Equations

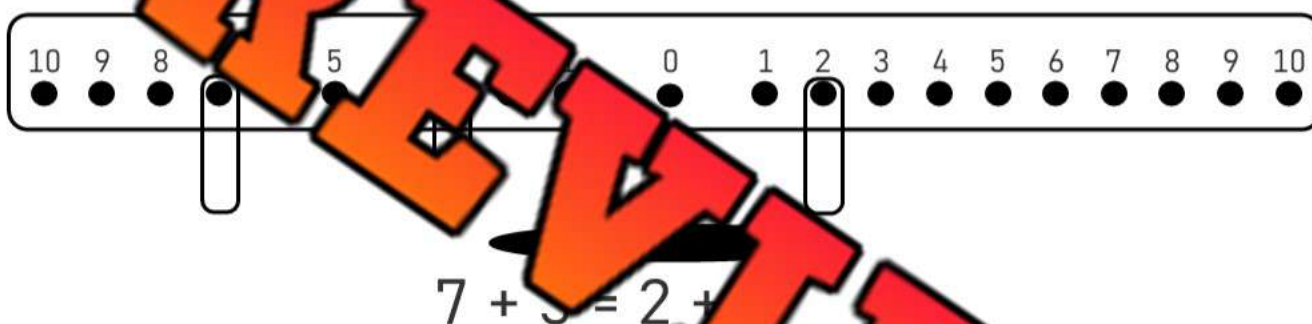
Instructions

Balance the equations below

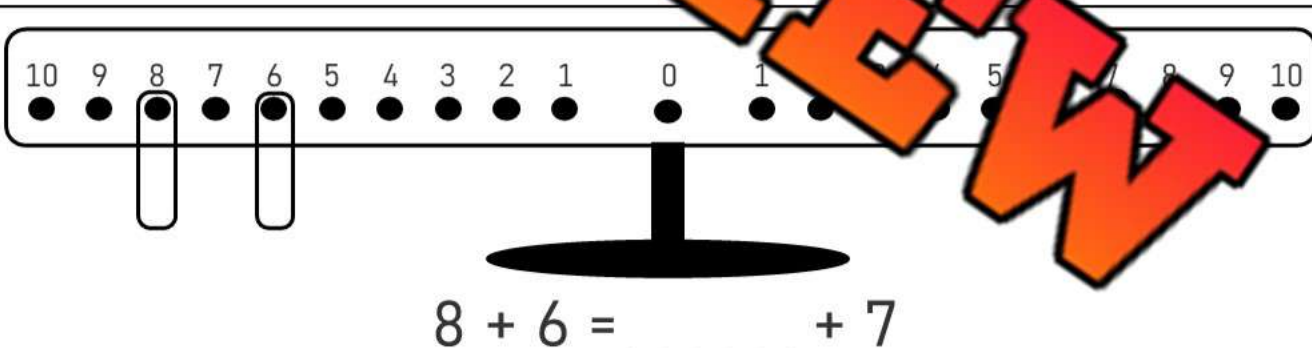
1)



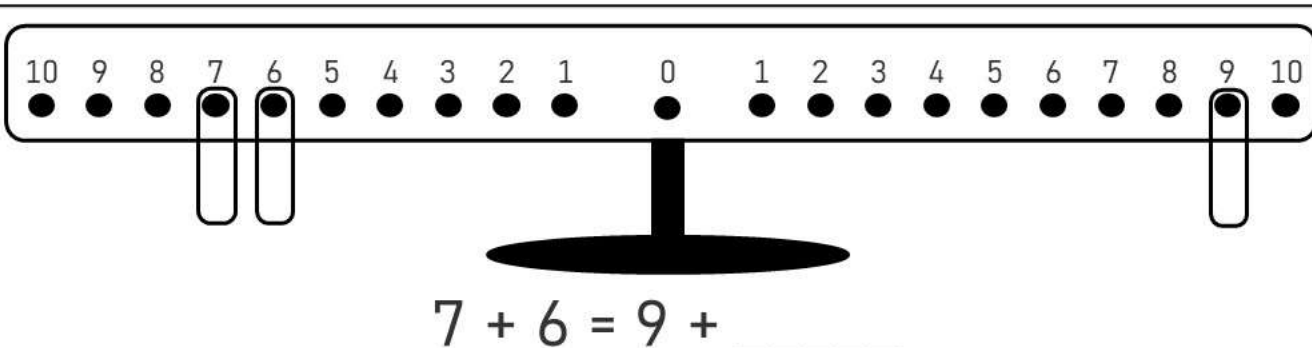
2)



3)



4)



Exit Cards

Cut Out

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

Name: _____

Balance the equation below:

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

2) $4 + \underline{\quad} = 2 + 5$

3) $8 + 3 = 6 + \underline{\quad}$

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

Name: _____

Balance the equation below:

1) $1 + 5 = \underline{\quad} + 2$

2) $4 + \underline{\quad} = 2 + 5$

3) $8 + 3 = 6 + \underline{\quad}$

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

Name: _____

Balance the equation below:

1) $1 + 5 = \underline{\quad} + 2$

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Name: _____

Balance the equation below:

1) $1 + 5 = \underline{\quad} + 2$

2) $4 + \underline{\quad} = 2 + 5$

3) $8 + 3 = 6 + \underline{\quad}$

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

Equalities or Inequalities?

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

Directions

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

1) Alex got 5 red blocks and 3 blue blocks. Tim got 2 red blocks and 6 blue blocks.

Did they get the same number of blocks?

(=)

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

Did they get the same number of fruits?

(=)

(≠)

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

Did they get the same number of balloons?

(=)

(≠)

4) Alex got 3 seashells and 2 starfish. Tim got 5 seashells and 2 starfish.

Did they get the same number of things?

(=)

(≠)

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

Did they get the same number of candies?

(=)

(≠)

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

Did they get the same number of flowers?

(=)

(≠)

Making Equal Teams

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

Directions

Follow the instructions above to answer the equations

- 1) During recess, 8 friends want to play soccer. They need to have the same number of players on each team. How many players should be on each team?



Number Sentence _____ + _____ = 8

- 2) In Ms. Johnson's class, there are 10 students. She wants to make two teams for a relay race. How many students should be on each team so that the teams are equal?



Number Sentence _____ + _____ = _____

- 3) A group of 14 children are playing a game of tag. How many children should be on each team if they want to split into two teams? How many children will be on each team?



Number Sentence _____ + _____ = _____

- 4) During a field trip, Mr. Lee has 20 students who want to go on a nature walk. He wants to split them into two equal groups. How many students should be in each group?



Number Sentence _____ + _____ = _____

Making Equal Teams

Directions

Answer the questions below

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



PREVIEW

- 2) In the schoolyard, 8 students want to play a game of capture the flag. They divide into two teams. One team has 4 players. How many players will be on the other team?



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



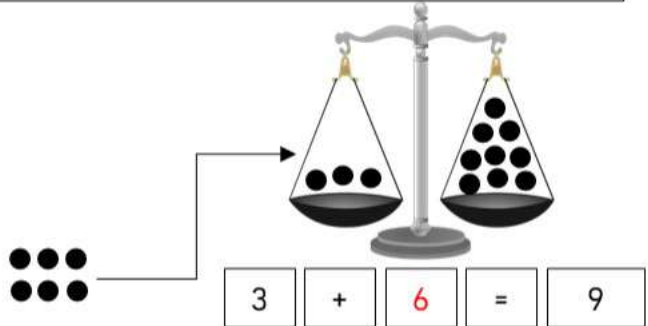
- 4) Lily and her friends are playing a game of duck-duck-goose. There are two teams of 10 kids each. How many kids are playing in total?



Pre-Algebra – Balancing Addition Equations

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

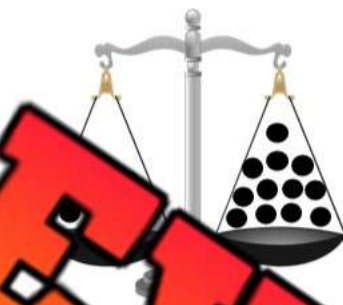
Answer: Add 6 circles to the scale to make them equal.



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



$$7 + \square = 11$$



$$\square + \square = \square$$



$$9 + \square = 13$$



$$6 + \square = 10$$



$$8 + \square = 14$$



$$3 + \square = 12$$



$$7 + \square = 11$$



$$6 + \square = 14$$



$$1 + \square = 11$$

Pre-Algebra – Balancing Addition Equations

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

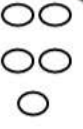
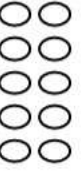
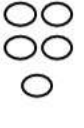
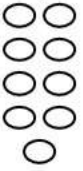
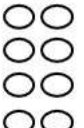
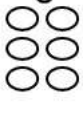
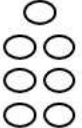
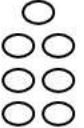
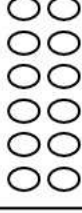
Examples:

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

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

Instructions:

Fill in the missing number to balance the equation

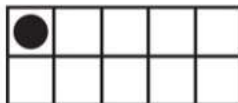
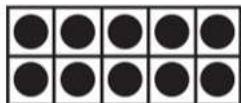
1) 5 	2) 3 + 5 =  	3) 3 + 6 =  
4) 1 + = 5  	5) 4 + = 8  	6) 4 + = 10  
7) + 5 = 8  	8) + 6 = 10  	9) + 4 = 9  
10) + 6 = 9  	11) 4 + = 8  	12) 6 + 6 =  
13) + 6 = 16  	14) 7 + = 9  	15) 4 + 12 =  

Making 20 – Fill in the Blanks

Questions

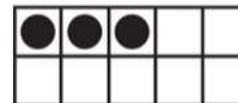
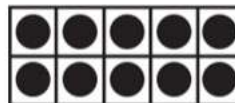
How many more dots do you need to add to make 20?

1)



$$= 20$$

2)



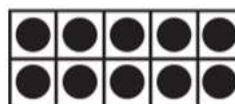
$$13 + \underline{\quad} = 20$$

3)



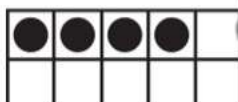
$$15 + \underline{\quad} = 20$$

4)



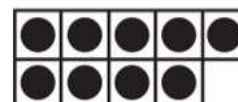
$$12 + \underline{\quad} = 20$$

5)



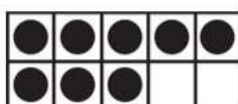
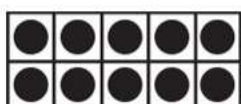
$$14 + \underline{\quad} = 20$$

6)



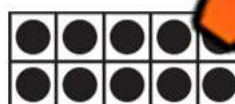
$$11 + \underline{\quad} = 20$$

7)



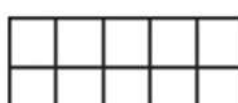
$$18 + \underline{\quad} = 20$$

8)



$$16 + \underline{\quad} = 20$$

9)



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

10)



$$17 + \underline{\quad} = 20$$

Exit Cards

Cut Out

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

Name: _____

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



$$11 + \underline{\quad} = 20$$



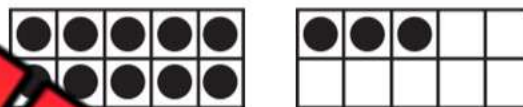
$$13 + \underline{\quad} = 20$$

Name: _____

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



$$11 + \underline{\quad} = 20$$



$$13 + \underline{\quad} = 20$$

Name: _____

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



$$11 + \underline{\quad} = 20$$



$$13 + \underline{\quad} = 20$$

Name: _____

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



$$11 + \underline{\quad} = 20$$



$$13 + \underline{\quad} = 20$$

Are They Equal? Addition to 10

InstructionsCircle true if the equation is equal and false if it is not

1)	$1 + 2 = 3$	True	False
2)	$2 + 4 = 5$	True	False
3)	$2 + 2 = 5$	True	False
4)	$4 + 3 = 7$	True	False
5)	$6 + 2 = 8$	True	False
6)	$3 + 5 = 8$	True	False
7)	$5 + 5 = 10$	True	False
8)	$6 + 3 = 10$	True	False
9)	$4 + 7 = 10$	True	False
10)	$2 + 8 = 10$	True	False

Are They Equal? Addition to 20

InstructionsCircle true if the equation is equal and false if it is not

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

Addition to 20 – Are They Equal?

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

$5 + 3 = 8$

$8 + 4 \neq 13$

$14 + 6 = 20$



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

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

Addition Expressions – Equal?

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

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



Instructions

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

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

Exit Cards

Cut Out

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

Name: _____

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

1) $3 + 9 = 4 + 8$

2) $15 + 2 = 18$

3) $11 + 4 = 5 + 2 + 8$

Name: _____

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

1) $3 + 9 = 4 + 8$

2) $15 + 2 = 18$

3) $11 + 4 = 5 + 2 + 8$

Name: _____

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

1) $3 + 9 = 4 + 8$

2) $15 + 2 = 18$

3) $11 + 4 = 5 + 2 + 8$

Name: _____

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

1) $3 + 9 = 4 + 8$

2) $15 + 2 = 18$

3) $11 + 4 = 5 + 2 + 8$

Addition – Which Equation Matches?

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

Example

$4 + 7$

$9 + 2$

$5 + 5$



Questions Circle the expression that matches the shaded in expression

1)

$4 + 3$

$2 + 5$

$2 + 6$

2)

$5 + 4$

$3 + 4$

$2 + 7$

3)

$7 + 3$

$5 + 5$

$6 + 3$

4)

$6 + 5$

$4 + 7$

5)

$9 + 3$

$7 + 4$

$6 + 6$

6)

$8 + 6$

$10 + 4$

$7 + 8$

7)

$10 + 7$

$12 + 4$

$9 + 8$

The Answer Is... What Is The Question?

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



Instructions

The answer is _____, what is the question?

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

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

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

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

Exit Cards

Cut Out

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

Name: _____

The answer is 9, what is the question?

1) _____ = 9

2) _____ + _____ = 9

3) _____ + _____ = 9

4) _____ + _____ = 9

Name: _____

The answer is 9, what is the question?

1) _____ + _____ = 9

2) _____ + _____ = 9

3) _____ + _____ = 9

4) _____ + _____ = 9

Name: _____

The answer is 9, what is the question?

1) _____ + _____ = 9

2) _____ + _____ = 9

3) _____ + _____ = 9

4) _____ + _____ = 9

Name: _____

The answer is 9, what is the question?

1) _____ + _____ = 9

2) _____ + _____ = 9

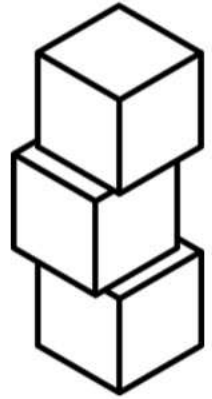
3) _____ + _____ = 9

4) _____ + _____ = 9

Addition Word Problems – Finding Unknown Number**Questions**

Answer the questions below

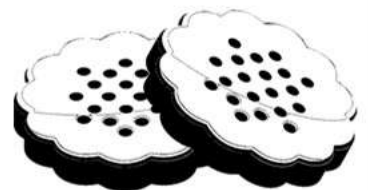
1) Barry had 4 blocks. His teacher gave him more blocks. Now he has 9 blocks. How many blocks was he given?



2) Tim drank 4 glasses of water in his morning. He's had 9 glasses of water in total today. How many glasses did he drink in the afternoon?



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



Addition Word Problems – Finding Unknown Number**Questions**

Answer the questions below

1)

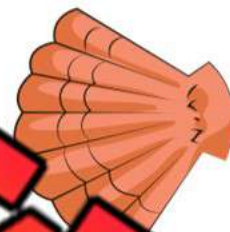
In a fish tank, there are 6 red fish. There are 16 fish in the fish tank altogether. How many blue fish are in the fish tank?



Number Sentence

2)

Ben found 13 seashells. His sister also found some seashells. Together, they found 17 seashells. How many seashells did his sister find?



Number Sentence

3)

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



Number Sentence

Exit Cards

Cut Out

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

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Algebra Jeopardy

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell

**Instructions**

How you will complete the activity

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

Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$__ + 3 = 5$	$__ + 5 = 10$	$8 + __ = 8 + 2$	$11 + 3 = __ + 8$	Balance: $__ + 17 = 20 + __$
Emma has 2 apples. She gets 3 more. How many apples does she have now?	A dog had 5 bones. It finds some more and now has 9. How many bones did she find?	$3 + __ = 15$	$7 + 5 = __ + 10$	$12 + __ = 10 + 14$
$__ + 1 = 4$	Balance: $__ + __ = 13$	$1 + __ = 5$	If $7 + __ = 15$, what is $__$?	Sarah had 14 candies. She got some more to make 20. How many did she get?
$__ + 4 = 9$	$__ + 6 = 14$	$1 + __ = 5$	Balance: $__ = __$	$10 + 18 = __ + 11$
If Lisa has 3 marbles and finds 5 more, how many marbles does she have?	If you have 12 stickers and find 4 more, how many do you have?	$9 + __ = 17$	Balance: $12 + __ = 5 + 12$	A basket has 14 apples and there are 7 more apples. How many apples are there in total?
$__ + 2 = 8$	$4 + __ = 11$	Balance: $__ + 11 = 10 + 5$	Max has 5 toy cars. He gets 2 more from his brother and 3 more from his friend. How many toy cars does he have now?	Joe had 20 balloons. He got some more and now has 32. How many did he get?

Pre-Algebra – Balancing Subtraction Equations

Balance the scales by taking away circles from the scale

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



7	-	4	=	3
---	---	---	---	---

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



10	-		=	7
----	---	--	---	---



6	-		=	
---	---	--	---	--



8	-		=	4
---	---	--	---	---



7	-		=	1
---	---	--	---	---



11	-		=	5
----	---	--	---	---



12	-		=	3
----	---	--	---	---



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



14	-		=	5
----	---	--	---	---



6	-		=	0
---	---	--	---	---

Pre-Algebra – Balancing Subtraction Equations

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

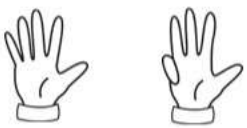
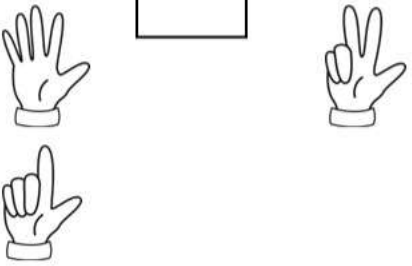
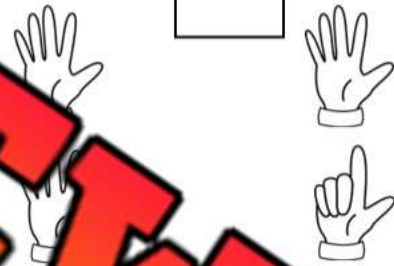
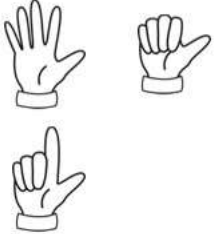
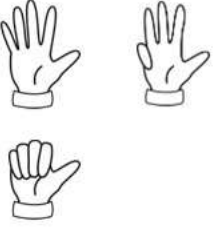
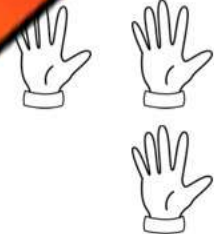
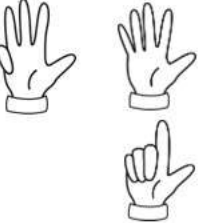
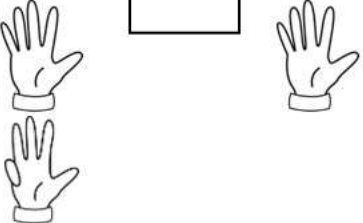
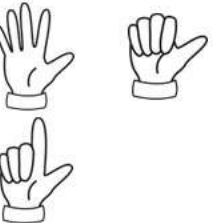
Examples:

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

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

Questions

Fill in the missing number to balance the equations

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

Are They Equal? Subtraction to 20

QuestionsCircle true if the equation is equal and false if it is not

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

Subtraction to 20 – Are They Equal?

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

$7 - 2 = 5$

$12 - 3 \neq 8$

$15 - 3 = 12$



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

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

Exit Cards

Cut Out

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

Name: _____

Put a slash $\neq$ through the equal sign if it is not balanced.

1)

2) $10 - 5 = 4 - 1$

3) $11 - 6 = 7 - 2$

4) $12 - 3 = 9 - 2$

Name: _____

Put a slash $\neq$ through the equal sign if it is not balanced.

1) $9 - 4 = 6$

2) $10 - 5 = 4 - 1$

3) $11 - 6 = 7 - 2$

4) $12 - 3 = 9 - 2$

Name: _____

Put a slash $\neq$ through the equal sign if it is not balanced.

1) $9 - 4 = 6$

2) $10 - 5 = 4 - 1$

3) $11 - 6 = 7 - 2$

4) $12 - 3 = 9 - 2$

Name: _____

Put a slash $\neq$ through the equal sign if it is not balanced.

1) $9 - 4 = 6$

2) $10 - 5 = 4 - 1$

3) $11 - 6 = 7 - 2$

4) $12 - 3 = 9 - 2$

Activity Title: Card Sort Challenge

Objective

What are we learning about?

The objective of this activity is to help students practice their addition and subtraction skills by forming correct equations that match a given result. This activity encourages teamwork, critical thinking, and quick problem-solving.

Materials

What you will need for the activity.

- Index cards
- Markers
- Timer (optional)
- Whiteboard or chalkboard (display results)



Instructions

How you will complete the activity

1. Prepare index cards in advance by writing different numbers on some cards and operation signs (plus and minus) on others.
2. Divide the class into small groups, each group gets a set of number cards and operation cards. Optional: hand out more than 1 set to each group.
3. Set a timer for 5 minutes. Each group must try to arrange their cards into as many correct equations as possible using their cards.
4. At the end of the timer, ask each group to share their equations with the class. Verify the correctness of each equation.
5. Groups earn points for each correct equation they create. Bonus points for using as many cards as possible (having multiple addends/subtrahends).
6. The group with the most points at the end wins.

Name: _____

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Curriculum Connection
P1.4

Cards

Cut out the cards below

=	=	=	=	=
+	+	+	+	+
-	-	-	-	-
5	12	3	2	
1	4	7	8	
10	15	14	8	6
3	0	1	4	7
6	2	3	10	11

Subtraction – Which Equation Matches?

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

Example

$9 - 4$

$8 - 3$

$10 - 6$



Instruction Circle the expression that matches the shaded in expression

1)

$7 - 3$

$8 - 5$

2)

$7 - 1$

$10 - 3$

3)

$9 - 2$

8

$10 - 3$

4)

$12 - 3$

$11 - 1$

5)

$15 - 5$

$13 - 3$

$14 - 3$

6)

$18 - 6$

$13 - 2$

$14 - 2$

7)

$20 - 7$

$16 - 3$

$17 - 5$

Matching Game: Do The Equations Match

Objective

What are we learning about?

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

Materials

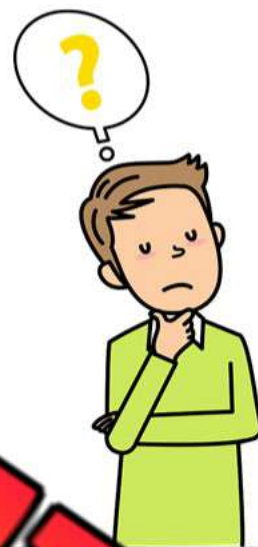
What you will need for the activity.

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

Instructions

How you will complete the activity.

1. Before the class, the teacher will cut out the prepared matching game cards.
2. Divide the students into small groups and give each group a bag or envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards. 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: _____

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Curriculum Connection
P1.4

Cards

Matching Game Cards

$10 + 15$

$20 + 5$

$15 + 5$

$9 + 7$

$10 + 6$

$14 + 3$

$10 + 4$

$6 + 12$

$8 + 10$

PREVIEW

Name: _____

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Curriculum Connection
P1.4

Cards

Matching Game Cards

$$9 + 9$$

$$13 + 5$$

$$14 + 3$$

$$5 + 5$$

$$11 + 7$$

$$7 + 7$$

$$9 + 5$$

$$8 + 1$$

$$6 + 3$$

PREVIEW

Name: _____

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Curriculum Connection
P1.4

Cards

Matching Game Cards

$$4 + 4$$

$$2 + 6$$

$$8 + 9$$

$$1 + 2$$

$$5 + 0$$

$$2 + 3$$

$$4 + 1$$

$$6 + 0$$

$$3 + 3$$

PREVIEW

The Answer Is... What Is The Question?

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

Instructions

The answer is _____, what is the question?

Answer	2
_____ - _____ = 2	
_____ - _____ = 2	
_____ - _____ = 2	
_____ - _____ = 2	
_____ - _____ = 2	

Answer	8
_____ - _____ = 8	
_____ - _____ = 8	
_____ - _____ = 8	
_____ - _____ = 8	
_____ - _____ = 8	

Answer	5
_____ - _____ = 5	
_____ - _____ = 5	
_____ - _____ = 5	
_____ - _____ = 5	
_____ - _____ = 5	

Answer	11
_____ - _____ = 11	
_____ - _____ = 11	
_____ - _____ = 11	
_____ - _____ = 11	
_____ - _____ = 11	

Name: _____

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Curriculum Connection
P1.4

The Answer Is... What Is The Question?

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

Instructions

How many number sentences can you write?

Answer

4

Answer

7

Answer

10

Answer

Exit Cards

Cut Out

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

Name: _____

The answer is **16**, what is the question?

1) _____ = 16

2) _____ - _____ = 16

3) _____ - _____ = 16

4) _____ - _____ = 16

Name: _____

The answer is **16**, what is the question?

1) _____ - _____ = 16

2) _____ - _____ = 16

3) _____ - _____ = 16

4) _____ - _____ = 16

Name: _____

The answer is **16**, what is the question?

1) _____ - _____ = 16

2) _____ - _____ = 16

3) _____ - _____ = 16

4) _____ - _____ = 16

Name: _____

The answer is **16**, what is the question?

1) _____ - _____ = 16

2) _____ - _____ = 16

3) _____ - _____ = 16

4) _____ - _____ = 16

Name: _____

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Curriculum Connection
P1.4

The Answer Is... What Is The Question?

Use addition and subtraction to write as many number sentences as you can about the number below.

Questions

How many number sentences can you write?

PREVIEW

Answer
6

Subtraction Word Problems – Finding Unknown Number**Questions**

Answer the questions below

1)

Jack has 12 marbles. He gives some marbles to his friend. Now he has 7 marbles left. How many marbles did he give to his friend?



Number Sentence

$12 - \underline{\quad} = 7$

2)

Sarah has 15 cookies. She eats some of them. After eating, she has 10 cookies left. How many cookies did she eat?



Number Sentence

$15 - \underline{\quad} = 10$

3)

There are 18 ducks in the pond. Some ducks swim away. Now there are 12 ducks left in the pond. How many ducks swam away?



Number Sentence

$18 - \underline{\quad} = 12$

Exit Cards

Cut Out

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

Name: _____

Answer the question below

Steve has 18 candies. He eats some of them. After eating, he has 10 candies left. How many candies did Steve eat?

Answer: _____

Name: _____

Answer the question below

Steve has 18 candies. He eats some of them. After eating, he has 10 candies left. How many candies did Steve eat?

Answer: _____

Name: _____

Answer the question below

Steve has 18 candies. He eats some of them. After eating, he has 10 candies left. How many candies did Steve eat?

Answer: _____

Name: _____

Answer the question below

Steve has 18 candies. He eats some of them. After eating, he has 10 candies left. How many candies did Steve eat?

Answer: _____

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.

- 20 task cards
- Student answer sheet for answers
- Pencils



Instructions

How to run the activity

1. Introduce the concepts covered in the task cards.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet to record their answers.
4. Encourage teamwork by having students collaborate with their partner on finding solutions.
5. Allow students to select any task card to begin with, emphasizing that they can complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet beside the task card's number.
7. Consider using a timer to create a dynamic challenge, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers collectively, discussing any challenging questions and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

Task Cards

Cut out the task cards below

Card 1:

$$10 - \text{star} = 3$$

solve for star.

- a) 7 b) 5 c) 3

Card 2:

$$15 - \text{soccer ball} = 10$$

solve for soccer ball.

- a) 5 b) 4 c) 3

Card 3:

$$\text{car} - 6 = 8$$

solve for car.

- a) 17 b) 15 c) 14

Card 4:

Sally started with 10 candies and wins some in a game and ends with 7. How many candies did Sally win?

- a) 2 b) 3 c) 4

Card 5:

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

- a) 5 b) 6 c) 7

Card 6:

Pete had 15 blocks and gave some to his friend, leaving 9. How many blocks did he give away?

- a) 4 b) 3 c) 2

Card 7:

$$20 - \text{apple} = 13$$

solve for apple.

- a) 7 b) 6 c) 8

Card 8:

$$19 - \text{balloon} = 11$$

solve for balloon.

- a) 6 b) 7 c) 8

Task Cards

Cut out the task cards below

Card 9:

$$12 - \text{car} = 7$$

solve for car.

- a) 5 b) 4 c) 6

Card 10:

$$13 - \text{star} = 8$$

solve for star.

- a) 6 b) 7 c) 5

Card 12:

If you have 3 cookies and get 5 more, how many do you have now?

- a) 2 b) 8 c) 7

Card 13:

After eating 2 slices of pizza, 5 slices are left. How many slices were there before?

- a) 7 b) 8 c) 6

Card 14:

Jane had 10 gold coins. She brought some more, now she has 13. How many did she bring?

- a) 2 b) 3 c) 4

Card 15:

$$10 + \text{flower} = 15$$

solve for flower.

- a) 5 b) 6 c) 4

Card 16:

$$9 + \text{rose} = 13$$

solve for rose.

- a) 4 b) 3 c) 5

Task Cards

Cut out the task cards below

Card 17:

$$8 + \text{🐾} = 11$$

solve for 🐾.

- a) 3 b) 2 c) 4

Card 18:

$$6 + \text{🚀} = 12$$

solve for 🚀.

- a) 5 b) 4 c) 6

Card 20:

Claire had 4 stickers, lost 1, and then found 2 more. How many stickers does she have now?

- a) 6 b) 5 c) 4

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

- a) 3 b) 4 c) 5

Card 21:

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

If there are 5 cars in the lot and 3 more arrive, how many cars are there?

- a) 6 b) 7 c) 8

Card 23:

$$3 + \text{🐶} = 8$$

solve for 🐶.

- a) 4 b) 5 c) 6

Card 24:

$$6 + \text{🎨} = 9$$

solve for 🎨.

- a) 3 b) 4 c) 2

Name: _____

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Task Cards: Mystery Number Detectives

Answers

Record your answers below

1	
2	
4	
5	
6	
7	
8	
9	
10	
11	
12	

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

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

InstructionsCircle true if the equation is equal and false if it is not

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

Unit Test - Equalities

Part 1

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

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

Part 2

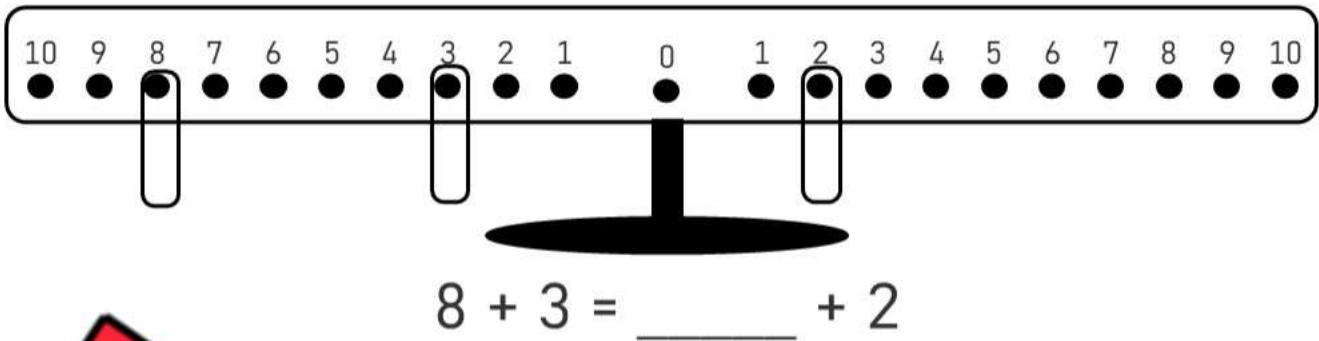
Circle the expression that matches the sum in

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

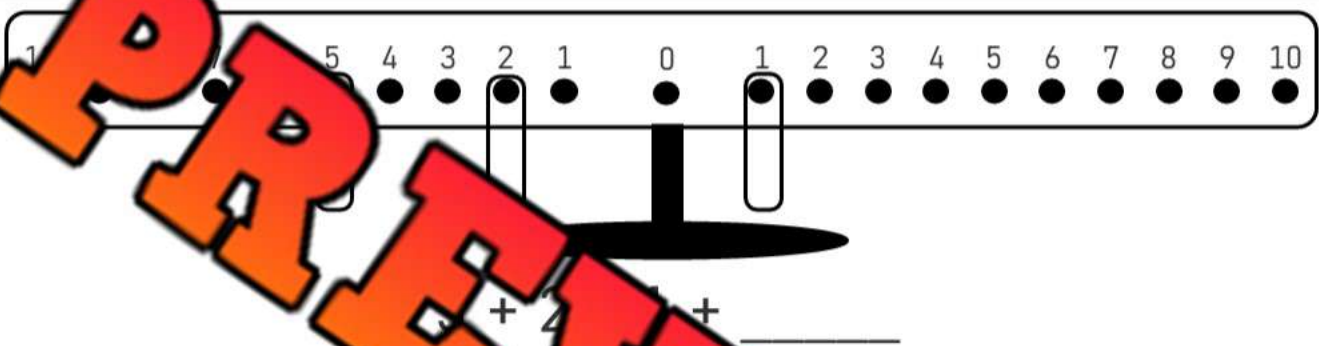
Part 3

Balance the equations below by filling in the blanks

1)



2)



Part 4

How many more dots are needed to make 10 or 20?

1)



$$3 + \underline{\hspace{2cm}} = 10$$



$$14 + \underline{\hspace{2cm}} = 20$$

Part 5

Solve the word problem below. Make sure to write the equation

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



Part 6

The answer is , what is the question?

Answer

11

$$\underline{\quad} + \underline{\quad} = 11$$

$$\underline{\quad} + \underline{\quad} = 11$$

$$\underline{\quad} + \underline{\quad} = 11$$

$$\underline{\quad} + \underline{\quad} = 11$$

$$\underline{\quad} + \underline{\quad} = 11$$

Answer

8

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

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

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

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

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

Part 7

How many numbers between 1 and 12 write? Use addition/subtraction

Answer

9

Answer

12