



Preview – Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

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Google Slides Lessons Preview





BC 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 count by 1s, 2s, 50s, 100s, and 200s using different tools and strategies so we can understand patterns in numbers and improve our counting skills.

Discussion Questions

- 1) What are some things in our world that we need to count? Can you think of big numbers we use every day?
- 2) If you had to count to 100, what would be the fastest way to do it? Would you count by 1s, 2s, or something bigger?
- 3) Imagine you are a store owner. What numbers would you use to count your money or items on the shelves? How would you make counting faster?

Counting To 100 By 10s

Drag the circles in the correct order to count to 200 by 20s and build the caterpillar's body.

60 90 30 100 50 80 10 70 20 40

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Solve...

My number has 8 tens, and 2 ones. What is my number?

Drag the base ten blocks below

Write the Number



BC Math Curriculum Number Unit – Grade 2

Base Ten Blocks

How many blocks do you count?

	Answer	
	Answer	
	Answer	
	Answer	

One	Five	9 Nine	13 Thirteen	17 Seventeen	21 Twenty-one	25 Twenty-five
2 Two	6 Six	10 Ten	14 Fourteen	18 Eighteen	22 Twenty-two	30 Thirty
3 Three	7 Seven	11 Eleven	15 Fifteen	19 Nineteen	23 Twenty-three	40 Forty
4 Four	8 Eight	12 Twelve	16 Sixteen	20 Twenty	24 Twenty-four	50 Fifty

Comparing

Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	23		28
2	47		42
3	85		93
4	104		104
5	136		148
6	152		129

#	Number 1	Sign	Number 2
7	31		89
8	164		160
9	141		163
10	186		186
11	200		199
12	165		178



BC Math Curriculum Number Unit – Grade 2

Comparing Base Ten Blocks

Drag the correct sign between the number of base ten blocks.

Even And Odd

Count the objects. Write the number and circle if its even or odd.

	Count	
	Even	Odd

	Count	
	Even	Odd

	Count	
	Even	Odd

	Count	
	Even	Odd

Money Addition

3) + =

4) + =



Workbook Preview



Grade 2 Numbers

Curriculum Expectations

Number Concepts:

- counting:
 - skip-counting by 2, 5, and 10;
 - using different starting points
 - increasing and decreasing (forward and backward)
- Quantities to 100 can be arranged and recognized:
 - comparing and ordering numbers to 100
 - benchmarks of 25, 50, and 100
 - place value:
 - understanding of 10s and 1s
 - understanding the relationship between digit places and their value, to 99 (e.g., the digit 4 in 49 has the value of 40)

• even and

Benchm

• seating

Facts to

• adding and subtracting numbers to 20

• fluency with math strategies for addition and subtraction (e.g., making or bridging 10, decomposing, identifying related doubles, adding on to find the difference)

Addition and subtraction to 100

• decomposing numbers to 100

• estimating sums and differences to 100

• using strategies such as looking for multiples of 10, friendly numbers (e.g., $48 + 37$, $37 = 35 + 2$, $48 + 2 = 50$, $50 + 35 = 85$), decomposing into 10s and 1s and recomposing (e.g., $48 + 37$, $40 + 30 = 70$, $8 + 7 = 15$, $70 + 15 = 85$), and compensating (e.g., $48 + 37$, $48 + 2 = 50$, $37 - 2 = 35$, $50 + 35 = 85$)

• adding up to find the difference

• using an open number line, hundred chart, ten-frames

• using addition and subtraction in real-life contexts and problem-based situations

• whole-class number talks

Preview of 120 pages from
this product that contains
343 pages total.

Name: _____

6

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



Count By 5's Starting With Different Numbers

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

Directions Fill in the blanks by counting by 5s forwards

1)	1	6							
2)	3	13							
3)	5	10	15	20					
4)	2	7	12	17					
5)	4	9	14	19					

Directions Fill in the blanks by counting by 5s backward

1)	49	44	39	34					
2)	46	41	36	31					
3)	48	43	38	33					
4)	45	40	35	30					
5)	47	42	37	32					

Name: _____

12

Count Backwards By 10's From 100

Part 1

Count backwards by 10s from 100



	100		80
	40		

Part 2

Fill in the blanks counting backwards by 10

100, 90, 80, _____, _____, _____, _____, _____

80, _____, _____, 50 _____, _____, _____

_____, _____, 80, _____, _____, _____

_____, _____, _____, _____, _____, _____, 0

Name: _____

13

Counting by 10s to 100

Part 1

How many ten-dollar bills do you need to make \$100?



Answer : _____

Part 2

Count by 10s using the number line

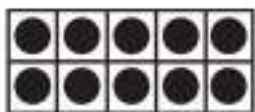
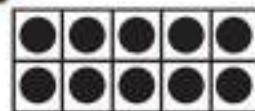
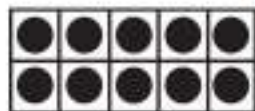
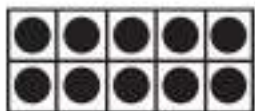
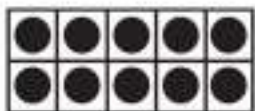
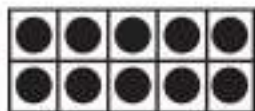
10

60

PREVIEW

Part 3

Count by 10s to 100 using the 10-frames



Count By 10's Starting With Different Numbers

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

Directions

Fill in the missing numbers by skip counting by 10s

1)	7	17	27	37					
2)	2	12	22	32	42				
3)	5	15	25	35	45				
4)	1	11	21	31	41				
5)	3	13	23	33	43				
6)	8	18	28	38	48				
7)	9	19	29	39	49				
8)	6	16	26	36	46				

Exit Cards

Cut Out

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

Name: _____

Count by 5s forwards.

25

Count by 5s backwards.

45

Count by 10s forwards.

67

77

Count by 10s backwards.

83

73

Name: _____

Count by 5s forwards.

25

30

Count by 5s backwards.

45

Count by 10s forwards.

67

77

Count by 10s backwards.

83

73

Name: _____

Count by 1s forwards.

877

878

Count by 5s backwards.

45

Count by 10s forwards.

67

77

Count by 10s backwards.

83

73

Name: _____

Count by 1s forwards.

877

878

Count by 5s backwards.

45

Count by 10s forwards.

67

77

Count by 10s backwards.

83

73

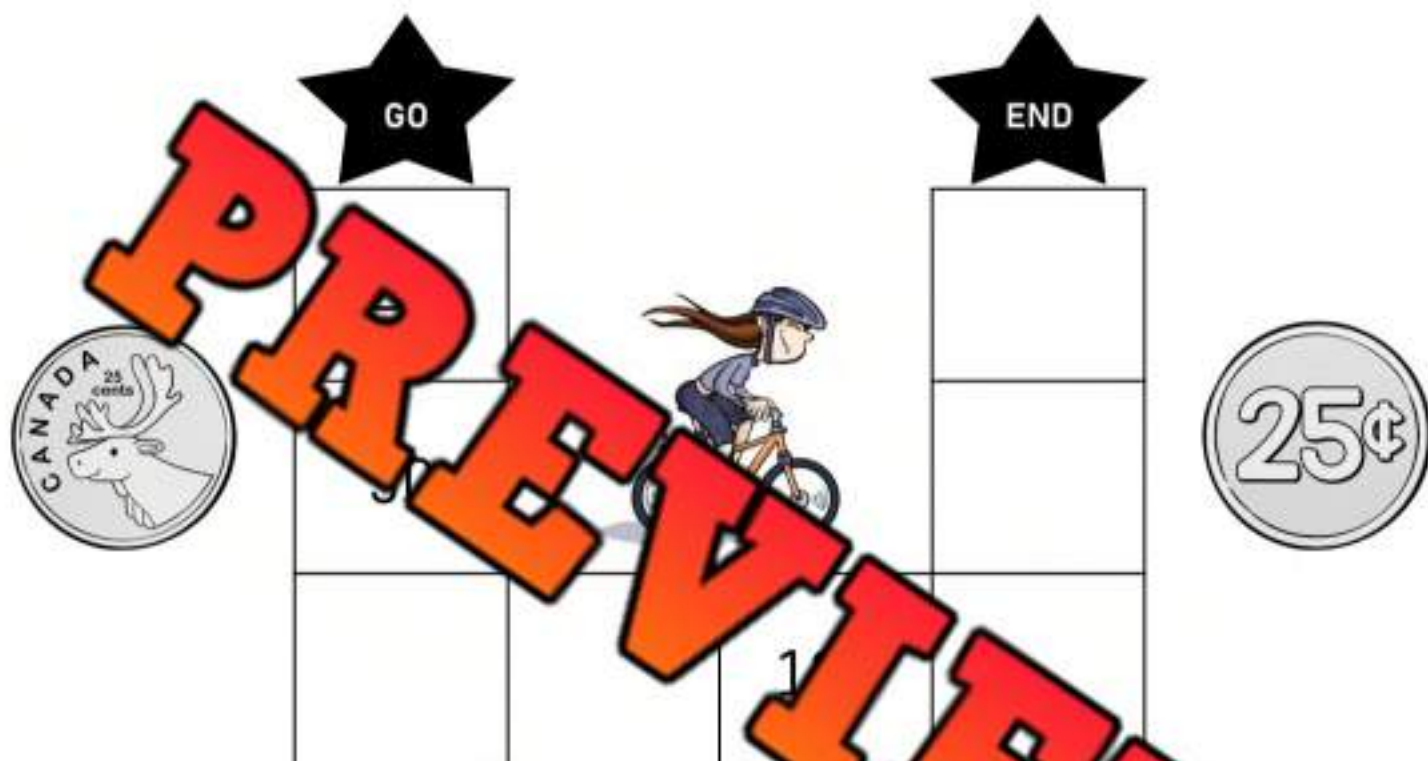
Name: _____

19

Counting by 25s

Part 1

Count by 25's to 200



Part 2

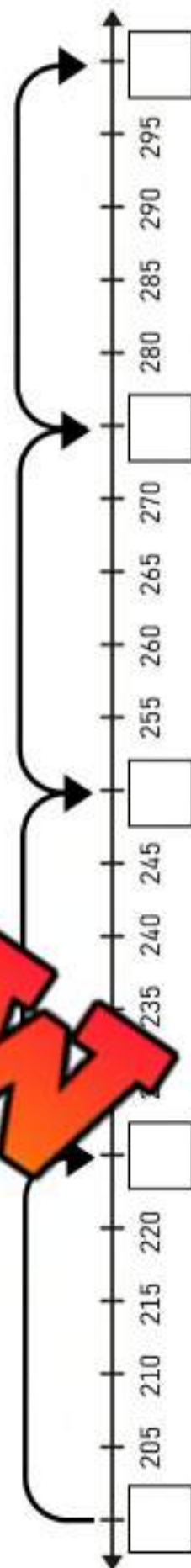
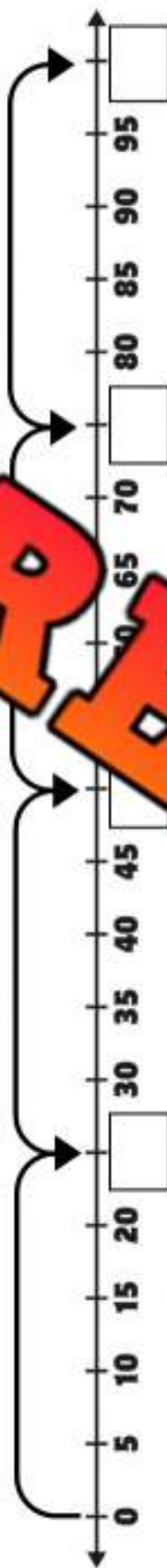
Fill in the blanks counting by 25

1)	25	50	75				
2)	25			100			
3)		50			125		
4)							

Name: _____

20

Counting By 25s



Name: _____

21

Counting By 50s



Part 1

Count by 50's to 200



50

150



Part 2

Count by 50's to 200 using the number line



Part 3

Fill in the blank by counting by 50's

1)	50	100	
2)	50		200
3)		100	
4)			

Part 4

How many fifty-dollar bills do you need to make \$200?
Draw them in the box

Name: _____

22

Counting By 100

Part 1

Count by 100 to 1000

300									



PREVIEW

Part 2

Fill in the blanks by counting by 100

1)	100	200	300						
2)	100			400					
3)		200				600			
4)									

Counting By 25, 50, & 100

Part 1

Count by 25 starting at different numbers

1)	0	25	50					175
2)	2	225	250					375
3)	50	600						725

Part 2

Count by 50 starting at different numbers

1)	5	55			2
2)	10	60			50
3)	7	57			207

**Part 3**

Count by 100 starting at different numbers

1)	100	200	300	400					900	
2)	50	150	250	350					850	
3)	77	177	277	377					877	

Estimation Activity: Benchmarks 25, 50, or 100?**Objective**

What are we learning about?

To help students strengthen their number sense and estimation skills by looking at real-life pictures of groups of people and deciding whether the number shown is closer to 25, 50, or 100.

Materials

What you will need for the activity.

- A set of printed or created pictures showing groups of people
- Labels or cards with "25", "50", and "100" written on them (to display in the room).
- A recording sheet for students to write their guesses.

Instructions

How will you do the activity

1. Prepare the pictures ahead of time. Choose 6–8 images that clearly show groups of people in different settings, such as concert audiences and assemblies. Each image should have between 20 and 100 people.
2. Introduce the benchmark numbers 25, 50, and 100 with something that shows what those numbers look like using manipulatives, such as cubes, counters, or a number chart.
3. Show the first picture to the class using a projector, smart board, or screen.
4. Ask the students: "Do you think the number of people in this picture is closer to 25, 50, or 100?"
5. Have the students show their answers by either moving to a labelled corner of the room, holding up a card with their choice, or recording their answer on a sheet.
6. Discuss the answers as a class. Ask students why they chose 25, 50, or 100 and what strategies they used, such as noticing rows or groups of people.
7. Repeat the process with each new picture, encouraging students to explain their reasoning and compare different strategies.
8. Conclude with a class discussion about how benchmarks help us quickly estimate and make reasonable guesses about numbers without counting each one.



Number 1

Is the number of birds closer to 25, 50, or 100?

The word "PREVIEW" is written in large, bold, orange letters with a black outline, slanted diagonally from the top-left to the bottom-right. It is surrounded by numerous small, black, stylized birds in various flying positions, scattered across the page.

Number 2

Is the number of people closer to 25, 50, or 100?



Number 3

Is the number of flamingos closer to 25, 50, or 100?



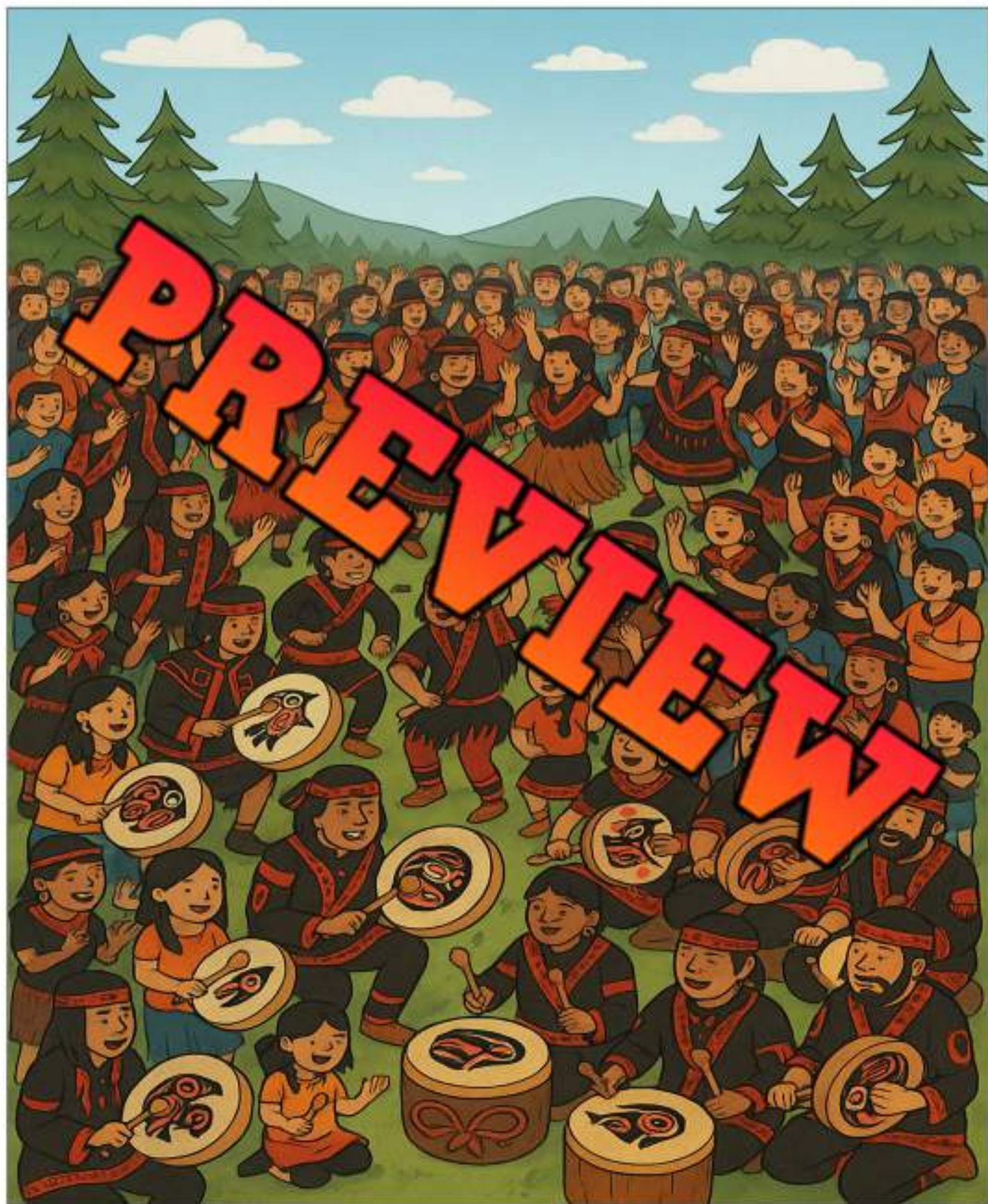
Number 4

Is the number of people closer to 25, 50, or 100?



Number 7

Is the number of dancers closer to 25, 50, or 100?



Name: _____

33

Tracking Sheet

Fill in the tracking sheet with your answers

	Guess - Closer To...			How Many Do You Think Exactly?
1)	25	50	100	
2)	25	50	100	
3)	25	50	100	
4)	25	50	100	
5)	25	50	100	
6)	25	50	100	
7)	25	50	100	
8)	25	50	100	

Name: _____

36

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

Name: _____

37

Place Value – How Many...

Number	# of Tens	# of Ones
75	7	5

Part 1

Fill in the table below

	Number	# of Tens	# of Ones
	16		
3.	28		
4.	37		
5.	8		
6.	48		
7.	52		
8.	77		
9.	97		
10.	66		

Part 2

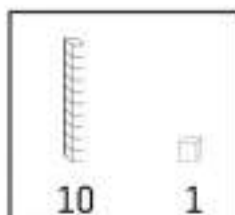
Answer the riddles below

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

Name: _____

38

Base Ten Blocks



Part 1

How many blocks do you count?

1.



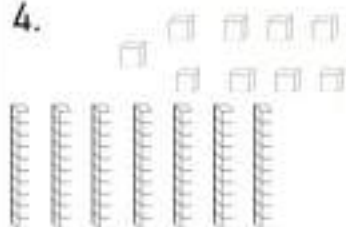
2.



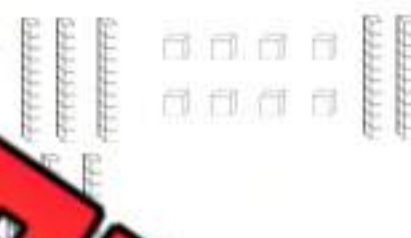
3.



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

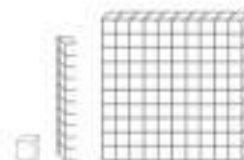
Draw your own base ten blocks and then count them.

#	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?

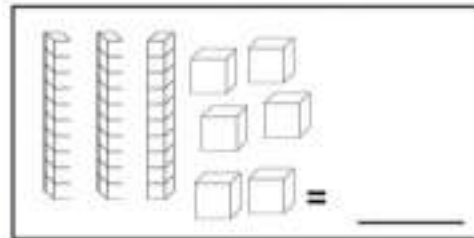


b) Answer the riddle below

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

Name: _____

a) How many blocks do you count?

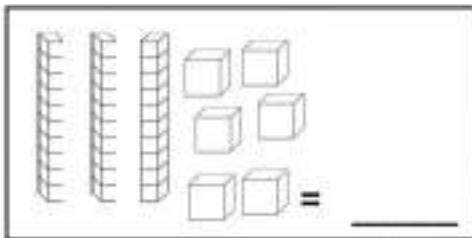


b) Answer the riddle below

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

Name: _____

a) How many blocks do you count?

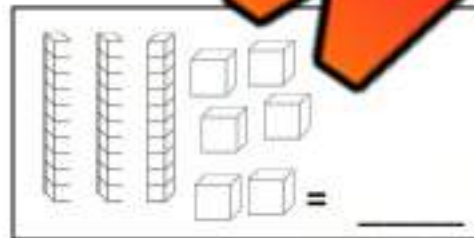


b) Answer the riddle below

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: _____

42

Representing Numbers

Questions

Represent the numbers below in three different ways

24

PREVIEW

Base-10 Blocks

10 Frames

Number Line

Base-10 Blocks

10 Frames

Number Line

58

Base-10 Blocks

10 Frames

Number Line

Name: _____

43

Expanded Form

72

 $70 + 2$

Standard Form

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) 5

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: _____

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

Standard Form

Words

Expanded Form

Place Value Chart

Tens	Ones

Pictures

Exit Cards

Cut Out

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

Name: _____

a) What is the standard form of the numbers below?

b) What is the expanded form of the number below?

29 = _____

c) Fill in the blanks with the missing number

78 = _____ + 8

Name: _____

a) What is the standard form of the numbers below?

90 + 7 = _____

b) What is the expanded form of the number below?

29 = _____

c) Fill in the blanks with the missing number

78 = _____ + 8

Name: _____

a) What is the standard form of the numbers below?

90 + 7 = _____

b) What is the expanded form of the number below?

29 = _____

c) Fill in the blanks with the missing number

78 = _____ + 8

Name: _____

a) What is the standard form of the numbers below?

90 + 7 = _____

b) What is the expanded form of the number below?

29 = _____

c) Fill in the blanks with the missing number

78 = _____ + 8

Matching Game: Place Value Match

Objective

What are we learning about?

To strengthen students' understanding of place value by matching numbers with their different forms. Students will identify and match numbers shown in expanded form, decomposed numbers, word form, and base ten blocks. This activity reinforces number sense, fosters critical thinking, and encourages collaboration in a group setting.

Materials

What you will need for the activity.

- Pre-prepared matching cards.
- Small bags or envelopes for each group.



Instructions

How you will complete the activity.

1. Before the class, the teacher will cut out pre-prepared matching game cards, ensuring there are sets of numbers in all four forms (standard, expanded, decomposed, word form, and base ten blocks).
2. Divide the students into small groups and give each group a bag 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 that show the same number in different forms.
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 (or sets) are correctly matched within each group.

Name: _____

51

Cards

Matching Game Cards

39

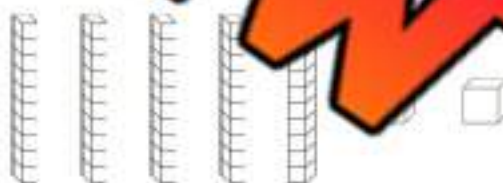
Tens	Ones
3	9

Forty-one

46

40 + 6

52



58

Tens	Ones
5	8

Cards

Matching Game Cards

63

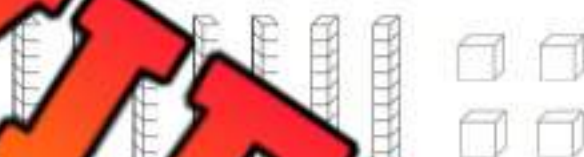
Sixty-three

$60 + 8$

74

79

81



Tens	Ones
8	1

Cards

Matching Game Cards

85

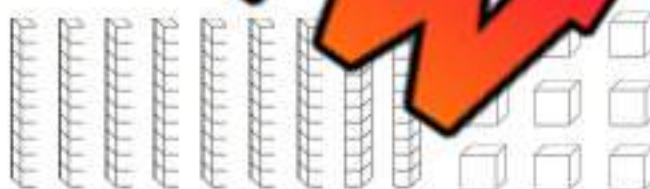
 $80 + 5$

Ninety-two

96

90s	Ones
9	6

99



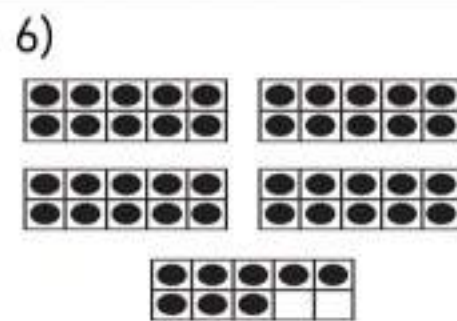
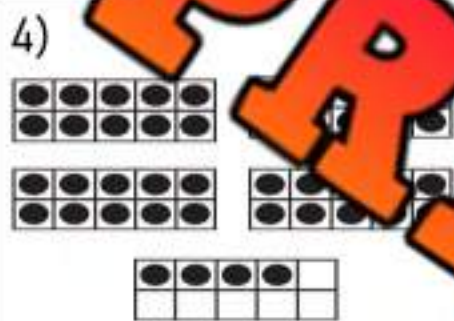
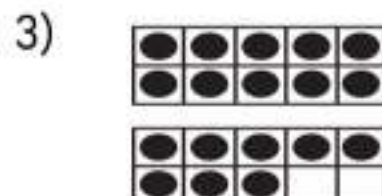
100

One-Hundred

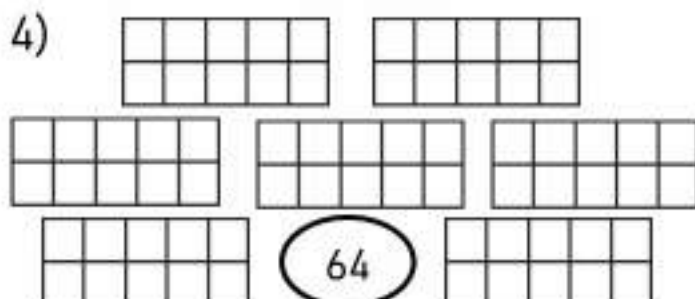
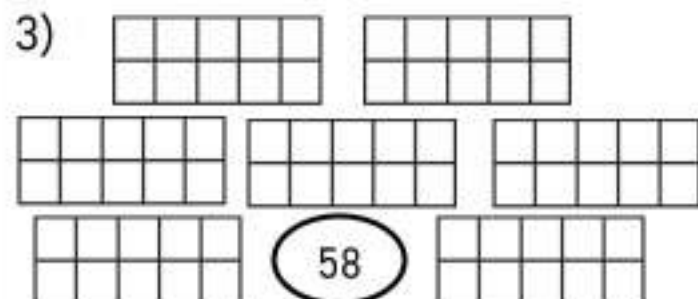
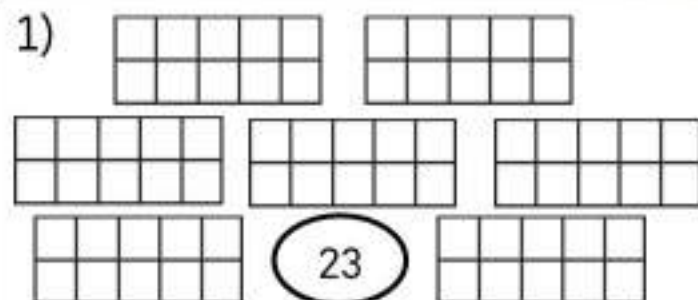
Counting Numbers – Ten Frames

Part 1

How many circles are in the 10 frames

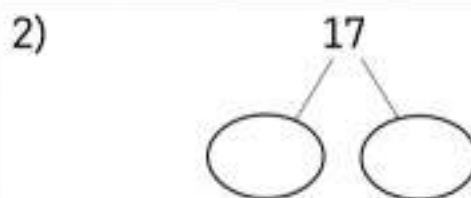
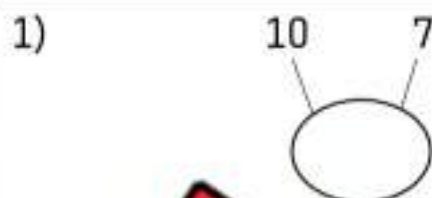
**Part 2**

Draw how many circles you see in the ten frames below



Counting & Decomposing Numbers**Part 1**

How many ways can you compose and decompose the number 17



3)

=

4)

 $10 + \square = 17$

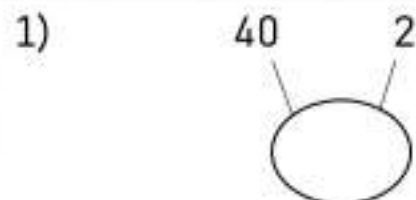
5)

 $17 = \square$

6)

 $17 = 10 + \square$ Show the number 17
using 10 frames**Part 2**

How many ways can you compose and decompose the number 42



3)

 $\square + 2 = 42$

4)

 $40 + \square = 42$

5)

 $42 = \square + 2$

6)

 $42 = 40 + \square$ Show the
number
42 using
10 frames

Exit Cards

Cut Out

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

Name: _____

How many ways can you decompose the number _____?

Number	23

Name: _____

How many ways can you decompose the number _____?

Number	23

Name: _____

How many ways can you decompose the number _____?

Number	23

Name: _____

How many ways can you decompose the number _____?

Number	23

Name: _____

62

Comparing Numbers

15



43

86



54

77



77

Part 1

Circle the correct alligator

1)

21



21

2)

51



56

3)

78



84

4)

98



99

5)

48



48

51



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: _____

63

Comparing Numbers

**Part 1**

Write a number between 1 and 100 that fits the description

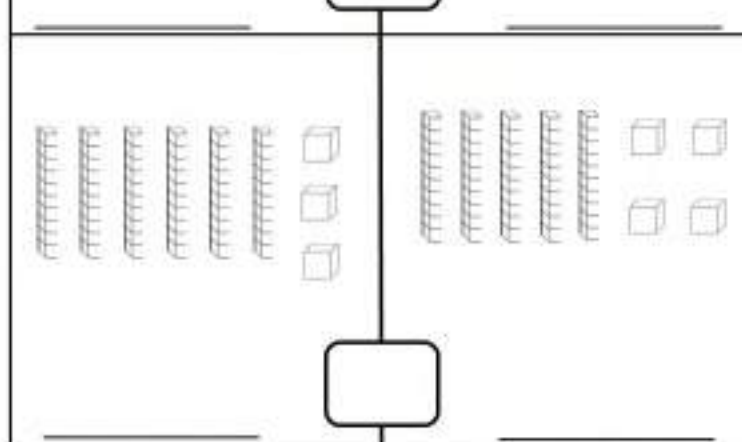
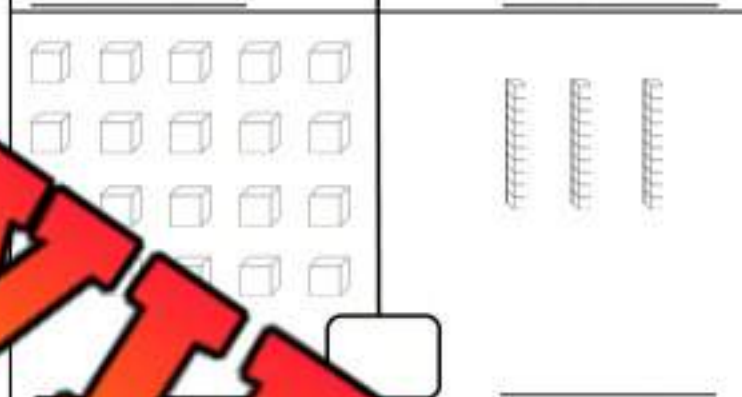
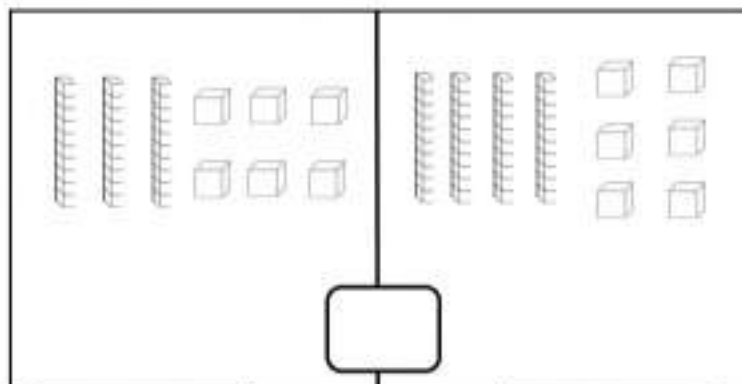
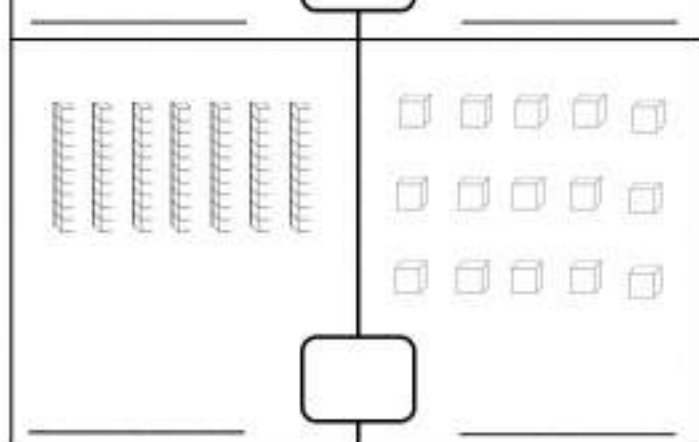
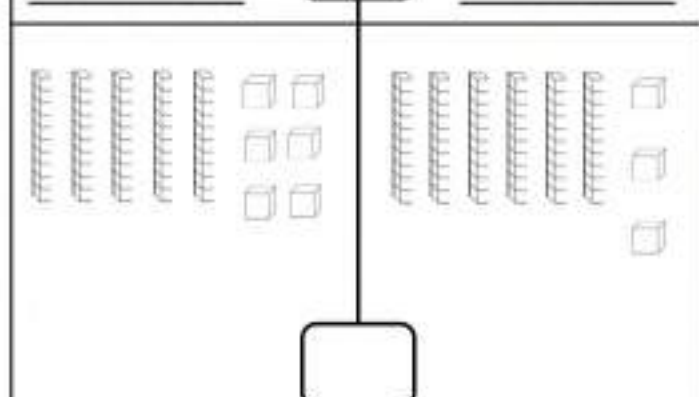
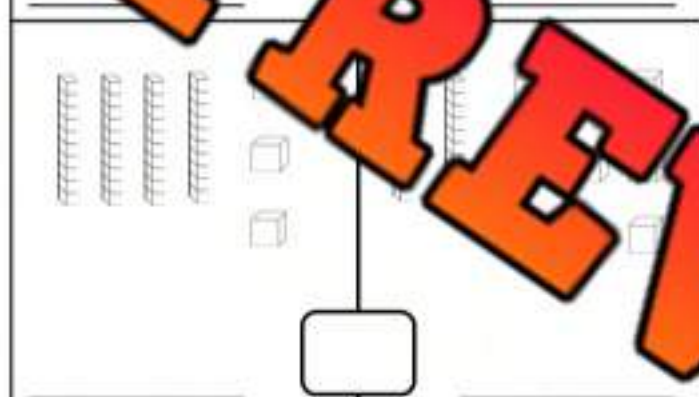
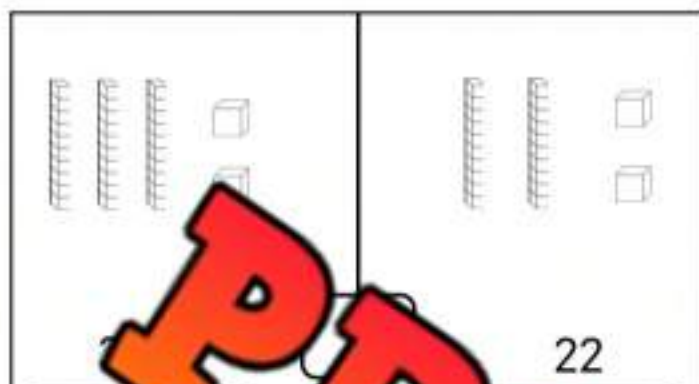
1) Number greater than 42	2) Number less than 67
3) Number less than 29	4) Number equal to 84
5) Number greater than 77	6) Number less than 12
7) Number equal to 7	8) Number greater than 95

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 $<$ $>$ $=$ 

Ordering Numbers From Least to Greatest

5

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



Questions

Order the numbers below from least to greatest

1. 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

_____, _____, _____, _____

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: _____

69

Even and Odd

QuestionsWrite **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)	3	
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)		Odd	Even
2)	24	Even	
3)		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: _____

71

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 or 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: _____

74

Labels

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

PREVIEW

Name: _____

75

Index Cards

Cut out the index cards below

57

11

83

35

49

14

92

23

78

64

5

88

PREVIEW

Name: _____

77

Index Cards

Cut out the index cards below

30

19

94

81

12

55

17

43

67

50

10

77

PREVIEW

Name: _____

80

Index Cards

Cut out the index cards below

29

99

7

68

33

54

25

86

42

91

32

61

PREVIEW

Name: _____

82

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

Compare the following numbers $< > =$

1)

75 93

2)

42 40

3)

73 73

Part 10

Order the numbers below from least to greatest

5, 56

_____, _____

78, 89, 85, 73, 82

_____, _____, _____, _____, _____

Part 11

Order the numbers below from least to greatest

41, 34, 36, 47, 55

_____, _____, _____, _____, _____

76, 79, 73, 66

_____, _____, _____, _____

Part 12

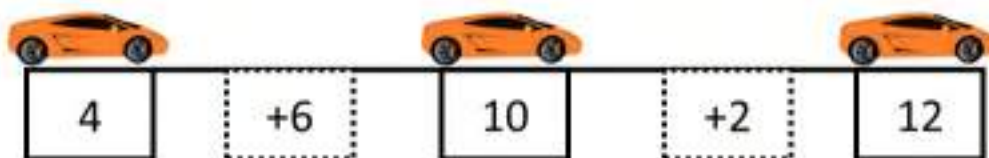
Write odd or even beside the numbers below

1)	15	
2)	21	
3)	28	
4)	41	
5)	48	

6)	55	
7)	68	
8)	81	
9)	88	
10)	93	

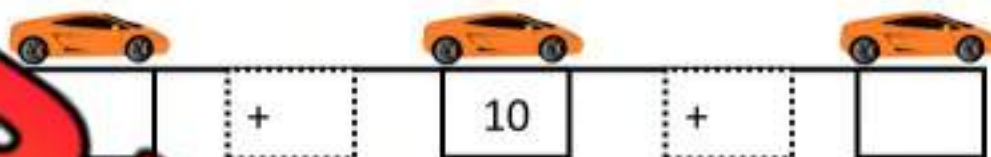
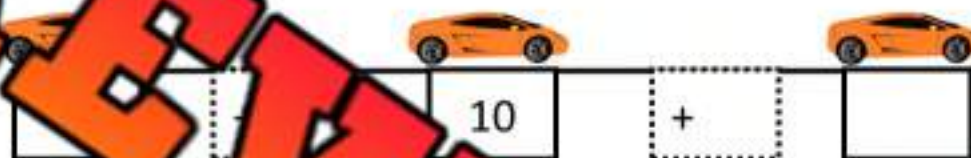
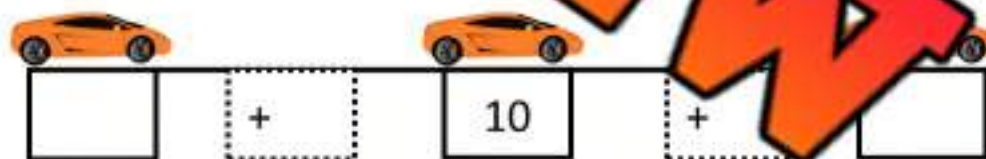
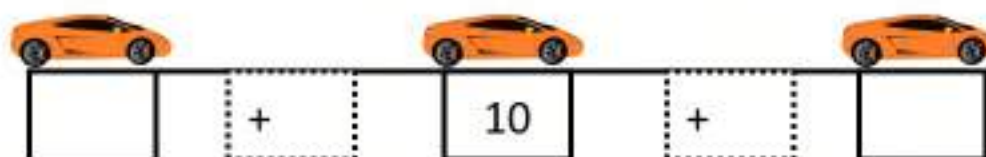
Counting – Bridging Over 10

$4 + 8$

**Questions**

Fill in the blanks by bridging over 10

1) 7

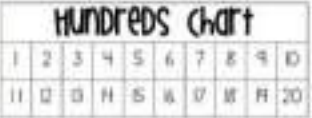
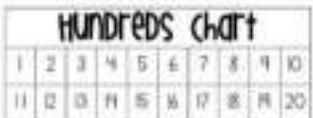
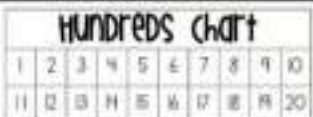
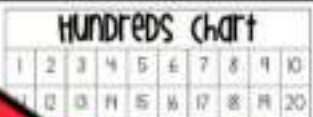
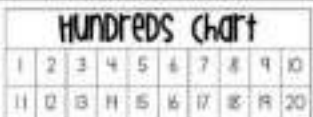
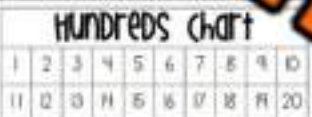
2) $5 + 9$ 3) $5 + 8$ 4) $9 + 6$ 5) $4 + 8$ 6) $6 + 7$ 

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

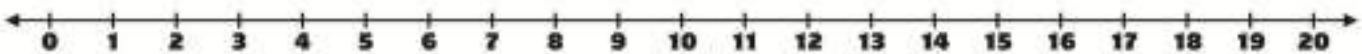
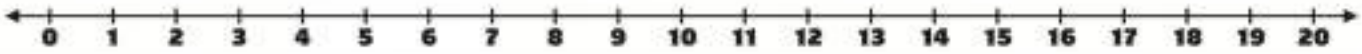
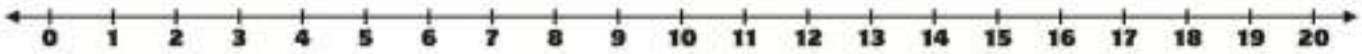
Part 1

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

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) $9 + 6$



$=$ _____

3) $8 + 9$



$+$ _____ $=$ _____

4) $8 + 8$



$+$ _____ $=$ _____

5) $9 + 7$



$+$ _____ $=$ _____

6) $9 + 8$



$+$ _____ $=$ _____

7) $8 + 12$



$+$ _____ $=$ _____

8) $9 + 8$



$+$ _____ $=$ _____

9) $8 + 7$



$+$ _____ $=$ _____

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

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

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

$$3 + 4$$

$$4 + 5$$

$$11 + 10$$

$$20 + 21$$

$$15 + 16$$

$$29 + 30$$

$$31 + 30$$

$$50 + 51$$

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

$15 + 13$

$10 + 20 = 30$
 $5 + 3 = 8$

$13 + 12$

$14 + 17$

$22 + 23$

$24 + 13$

$52 + 44$

$45 + 41$

Name: _____

93

Math Facts - Adding 0 and 5**Questions**

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

36

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

Name: _____

97

Math Facts - Adding 4 and 9**Questions**

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

36

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

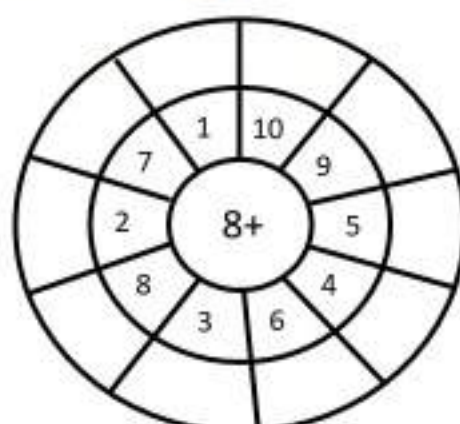
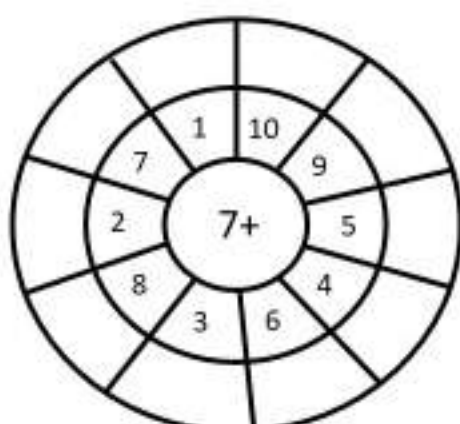
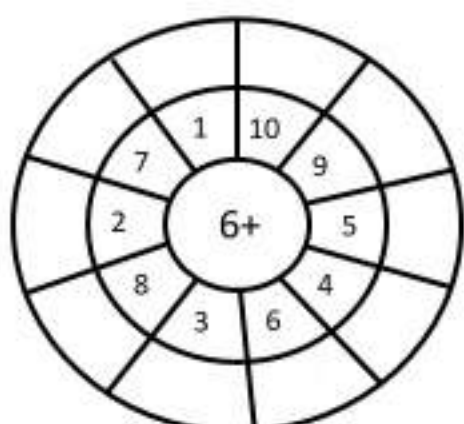
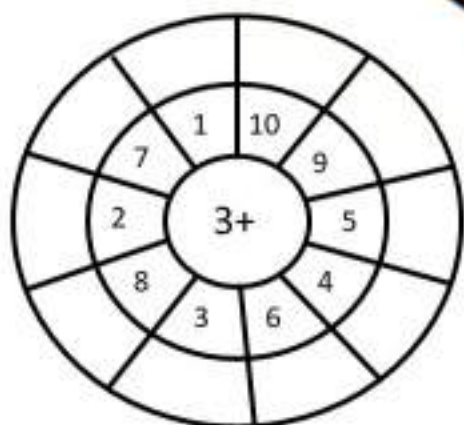
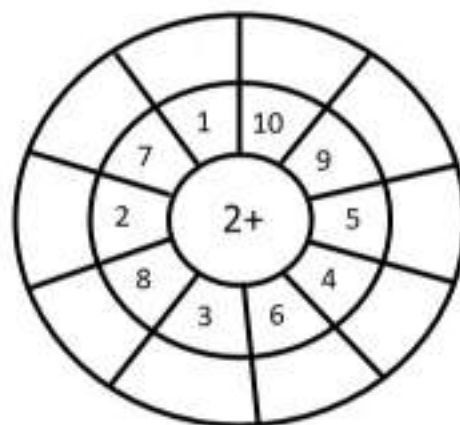
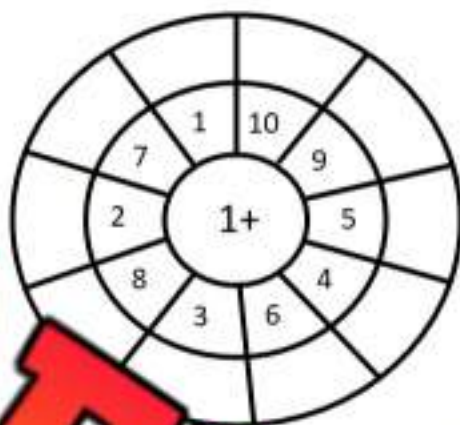
Name: _____

100

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 + 30 =

Part 2

Answer the questions below

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



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



Adding Multiples of 10

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

Questions

Answer the questions

1) 52 + 20 =

2) 21 + 30 =

3) 38 + 40 =

4) 39 + 20 =

5) 41 + 50 =

6) 83 + 10 =

7) 68 + 30 =

8) 54 + 40 =

9) 17 + 40 =

10) 77 + 20 =

Exit Cards

Cut Out

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

Name: _____

Solve the problems below

a)

1)	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 Whole – Numbers To 100**Questions**

How do the parts below equal the whole at the top

1)

55

2)

41

20

3)

4)

35

25

5)

73

6)

86

40

7)

8)

93

22

60

75

9)

88

10)

8

51

36">

Equalities Jeopardy

Objective

What are we learning about?

To reinforce students' understanding of balancing equations and word problems in a fun and competitive game format.

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
$5 + \underline{\quad} = 9$	$17 - \underline{\quad} = 12$	$6 + \underline{\quad} = 2 + 18$	A box has 16 crayons, but some are broken and only 9 can be used. How many are broken.	$5 + 4 + 3 + \underline{\quad} = 18$
$\underline{\quad} + 8 = 15$	$8 + \underline{\quad} = 15$ $\underline{\quad} = \underline{\quad}$	$8 + \spadesuit = 15$ $\spadesuit = \underline{\quad}$	$7 + 2 + 1 + \underline{\quad} = 20$	Mary has 8 dolls. She buys some more and gives 5 to her friend. She has 10 left. How many did she buy?
$\underline{\quad} + 7 = 14$	$2 + 3 + \underline{\quad} = 10$	John has 5 cars. His mom has 4 more cars than he has. How many cars does he have now?	Sam has 4 more marbles than John. John has 7 marbles. How many marbles does Sam have now?	$1 + 2 + 5 + \underline{\quad} = 17$
$12 - \underline{\quad} = 8$	$3 + \underline{\quad} = 8 + 16$	I had 10 candies. I ate some and have 4 left. How many did I eat?	John has some marbles. He gets 7 more and now has 14. How many marbles did he start with?	Sam has 4 more apples than Mia. She gives some to her friend. She now has 8 apples. How many did she give away?
$\underline{\quad} + 9 = 15$	$9 + \odot = 17$ $\odot = \underline{\quad}$	Sarah has some apples. She gets 5 more and has 12 total. How many apples did she start with?	Emma has some books. She buys 6 more and now has 15. How many books did she start with?	Mia has 3 fewer stickers than Sam. If Mia has 10 stickers, how many stickers does Sam have?

Adding Money



+



$$22 + 31 = 53$$



Questions

Count the money below and decide which amount is larger



+



+

=



+

=



+



+

=



+



+

=

Commutative Property of Addition**Questions**

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

1)

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

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

8)

$6 + 2 = \underline{\quad\quad}$

$2 + 6 = \underline{\quad\quad}$

2)

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

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

9)

$9 + 8 = \underline{\quad\quad}$

$8 + 9 = \underline{\quad\quad}$

3)

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

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

10)

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

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

4)

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

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

11)

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

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

5)

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

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

12)

$9 + 4 = \underline{\quad\quad}$

$4 + 9 = \underline{\quad\quad}$

6)

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

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

13)

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

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

7)

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

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

14)

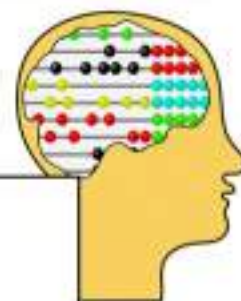
$7 + 2 = \underline{\quad\quad}$

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

Adding 0 To Any Number

Questions

What happens when we add 0 to numbers?



1)

$16 + 0 = \underline{\hspace{2cm}}$

11)

$0 + 56 = \underline{\hspace{2cm}}$

12)

$93 + 0 = \underline{\hspace{2cm}}$

13)

$44 + 0 = \underline{\hspace{2cm}}$

4)

$42 + 0 = \underline{\hspace{2cm}}$

14)

$68 + 75 = \underline{\hspace{2cm}}$

5)

$31 + 0 = \underline{\hspace{2cm}}$

15)

$78 + 0 = \underline{\hspace{2cm}}$

6)

$0 + 59 = \underline{\hspace{2cm}}$

16)

$0 + 87 = \underline{\hspace{2cm}}$

7)

$0 + 46 = \underline{\hspace{2cm}}$

17)

$72 + 0 = \underline{\hspace{2cm}}$

8)

$22 + 0 = \underline{\hspace{2cm}}$

18)

$50 + 0 = \underline{\hspace{2cm}}$

9)

$0 + 48 = \underline{\hspace{2cm}}$

19)

$0 + 31 = \underline{\hspace{2cm}}$

10)

$0 + 78 = \underline{\hspace{2cm}}$

20)

$0 + 99 = \underline{\hspace{2cm}}$

Exit Cards

Cut Out

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

Name: _____

Solve the questions below

1) $13 + 0 =$ _____

2) $0 + 89 =$ _____

3) $2 + 7 + 1 =$ _____

4) $7 + 1 + 2 =$ _____

Name: _____

Solve the questions below

1) $13 + 0 =$ _____

2) $0 + 89 =$ _____

3) $2 + 7 + 1 =$ _____

4) $7 + 1 + 2 =$ _____

Name: _____

Solve the questions below

1) $13 + 0 =$ _____

2) $0 + 89 =$ _____

3) $2 + 7 + 1 =$ _____

4) $7 + 1 + 2 =$ _____

Name: _____

Solve the questions below

1) $13 + 0 =$ _____

2) $0 + 89 =$ _____

3) $2 + 7 + 1 =$ _____

4) $7 + 1 + 2 =$ _____

Adding – No Regrouping**Questions**

Use the standard algorithm to solve the addition problems below

1)	Tens	Ones
+	3	1

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 – No Regrouping**Questions**

Use the standard algorithm to solve the addition problems below

1)

$$\begin{array}{r} 41 \\ + 14 \\ \hline \end{array}$$

2)

$$\begin{array}{r} 23 \\ + 11 \\ \hline \end{array}$$

3)

$$\begin{array}{r} 33 \\ + 13 \\ \hline \end{array}$$

4)

$$\begin{array}{r} 17 \\ + 22 \\ \hline \end{array}$$

5)

$$\begin{array}{r} 28 \\ + 51 \\ \hline \end{array}$$

6)

$$\begin{array}{r} 35 \\ + 33 \\ \hline \end{array}$$

7)

$$\begin{array}{r} 66 \\ + 22 \\ \hline \end{array}$$

8)

$$\begin{array}{r} 43 \\ + 32 \\ \hline \end{array}$$

9)

$$\begin{array}{r} 36 \\ + 53 \\ \hline \end{array}$$

10)

$$\begin{array}{r} 85 \\ + 13 \\ \hline \end{array}$$

11)

$$\begin{array}{r} 21 \\ + 21 \\ \hline \end{array}$$

12)

$$\begin{array}{r} 96 \\ + 3 \\ \hline \end{array}$$

Word Problems

Answer the questions below.

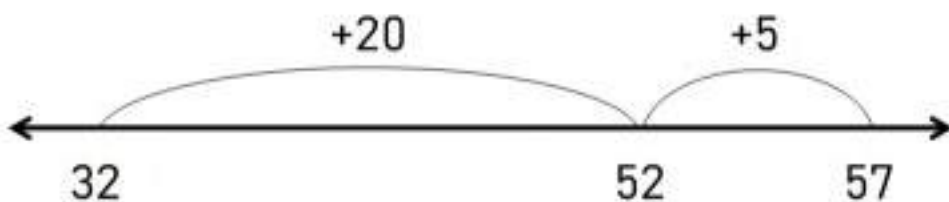
1) Tim has been saving money to buy a hockey stick. In January, he saved \$45. In February, he saved another \$33. How much money has Tim saved in total for the hockey stick?

2) Ella started a new chapter book yesterday. She read 42 pages today and 21 pages yesterday. How many pages has she read in total?

Adding – No Regrouping**Questions**

Use the open number lines to help solve the problems. The first one is done for you.

Ex) $32 + \square = 57$



1) $41 + 34 = \square$



2) $26 + 43 = \square$



3) $63 + 32 = \square$



4) $75 + 22 = \square$



5) $61 + 36 = \square$



Adding – Regrouping**Questions**

Use the standard algorithm to solve the addition problems below

1)	Tens	Ones
+	8	7

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 – Regrouping**Questions**

Use the standard algorithm to solve the addition problems below

1)

$$\begin{array}{r} 45 \\ + 25 \\ \hline \end{array}$$

2)

$$\begin{array}{r} 37 \\ + 15 \\ \hline \end{array}$$

3)

$$\begin{array}{r} 42 \\ + 29 \\ \hline \end{array}$$

4)

$$\begin{array}{r} 17 \\ + 55 \\ \hline \end{array}$$

5)

$$\begin{array}{r} 28 \\ + 48 \\ \hline \end{array}$$

6)

$$\begin{array}{r} 64 \\ + 6 \\ \hline \end{array}$$

7)

$$\begin{array}{r} 57 \\ + 34 \\ \hline \end{array}$$

8)

$$\begin{array}{r} 48 \\ + 35 \\ \hline \end{array}$$

9)

$$\begin{array}{r} 76 \\ + 15 \\ \hline \end{array}$$

10)

$$\begin{array}{r} 46 \\ + 47 \\ \hline \end{array}$$

12)

$$\begin{array}{r} 78 \\ + 18 \\ \hline \end{array}$$

Word Problems

Answer the questions below.

1) Sam had 48 customers come to his store today and 47 yesterday. How many customers did he have in total?

2) Claire scored 37 points in her basketball tournament last weekend and 55 points in her tournament this weekend. How many points did she score in total?

Name: _____

123

Adding – Regrouping

Questions

Use the open number lines to help solve the problems. The first one is done for you.

1) $45 + 7 =$



2) $36 + 37 =$



3) $27 + 47 =$



4) $63 + 28 =$



5) $75 + 19 =$



6) $59 + 36 =$



Inverse Operations – Checking Answers**Questions**

Check your answer by using the inverse operation

1) $5 + 2 = 7$



$7 - 2 = 5$

2) $9 +$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

3) $4 + 7 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

4) $12 + 4 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

5) $15 + 6 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

6) $21 + 8 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

7) $35 + 9 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

8) $42 + 7 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

9) $54 + 6 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Inverse Operations – Checking Answers

Questions

Check your answer by using the inverse operation

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



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



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



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



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



PREVIEW



Exit Cards

Cut Out

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

Name: _____

a) Check your answer by using the inverse operation

$10 + 6 = \underline{\quad}$	$41 \rightarrow$
$\downarrow$	
$\underline{\quad} - \underline{\quad} = \underline{\quad}$	

b) Sophie had 18 pencils. She was given 22 pencils. How many pencils does she have now?

Name: _____

a) Check your answer by using the inverse operation

$10 + 6 = \underline{\quad}$	$41 \rightarrow$
$\downarrow$	$+ 26$
$\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad}$

b) Sophie had 18 pencils. She was given 22 pencils. How many pencils does she have now?

Name: _____

a) Check your answer by using the inverse operation

$10 + 6 = \underline{\quad}$	$41 \rightarrow$
$\downarrow$	$+ 26$
$\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad}$

b) Sophie had 18 pencils. She was given 22 pencils. How many pencils does she have now?

Name: _____

a) Check your answer by using the inverse operation

$10 + 6 = \underline{\quad}$	$41 \rightarrow$
$\downarrow$	$+ 26$
$\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad}$

b) Sophie had 18 pencils. She was given 22 pencils. How many pencils does she have now?

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?



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 pencils you have. Then add them together.



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



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



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 cards with addition word problems
- Index cards
- Small bags or containers to hold the card sets
- Optional: small prizes or treasure (or 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.

Instructions

Cut out the cards below

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

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

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

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

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

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

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

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

Name: _____

136

Instructions

Cut out the cards below

$$18 + 9 + 6 =$$

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

$$\begin{array}{r} 57 \\ + 24 \\ \hline \end{array}$$

$$33 + 11 + 8 =$$

$$12 + 12 + 12 =$$

$$\begin{array}{r} 514 \\ 514 \\ \hline \end{array}$$

$$20 + 21 + 22 =$$

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

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 mom gives her 12 more. She gives 5 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 12 comic books and buys 10 more from a friend. He trades 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

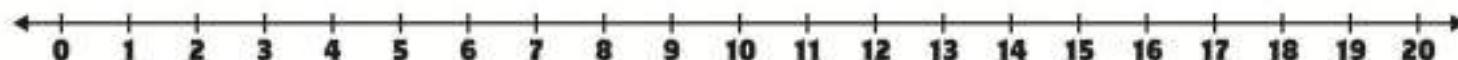
12) $18 - 8 =$ _____

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

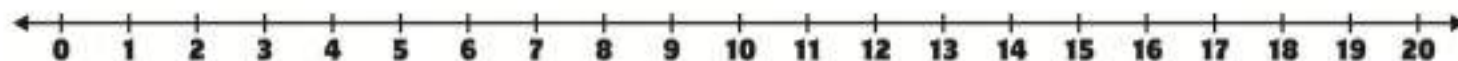
Part 2

Use the number lines to find the answers

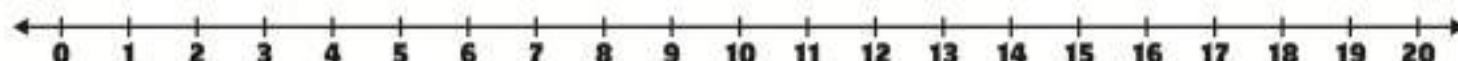
1) $13 - 9 =$ _____



2) $16 - 4 =$ _____



3) $15 - 9 =$ _____



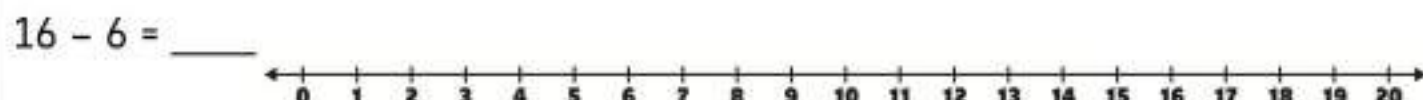
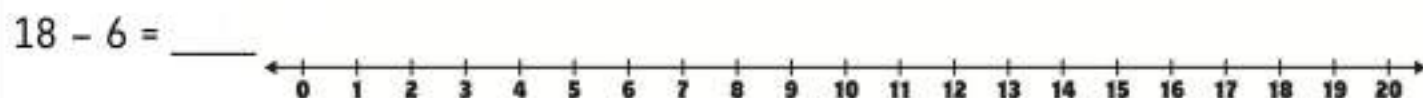
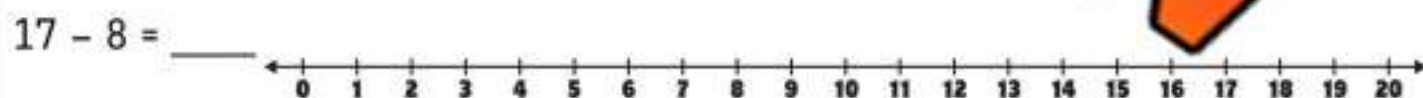
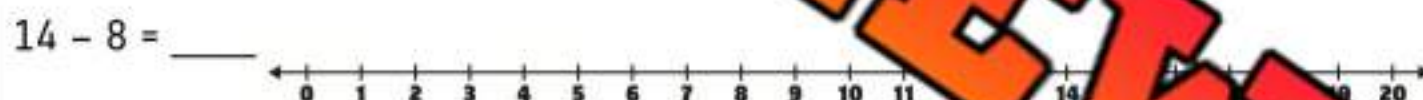
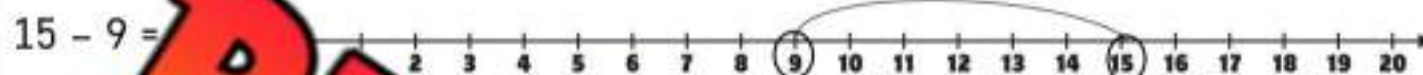
Subtraction Mental Math – Counting Up

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



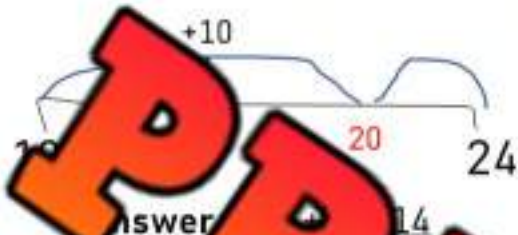
Difference = 6



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

$24 - 10$



$27 - 15$

$33 -$

$38 - 26$

$49 - 31$

$56 -$

$68 - 55$

$87 - 73$

Math Facts – Subtract b 0 and 1**Questions**

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

36

$$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$

Name: _____

146

Math Facts – Subtract by 6 & 7**Questions**

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

36

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

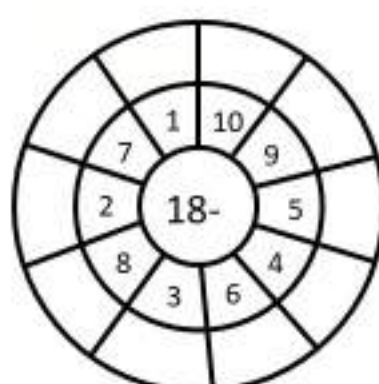
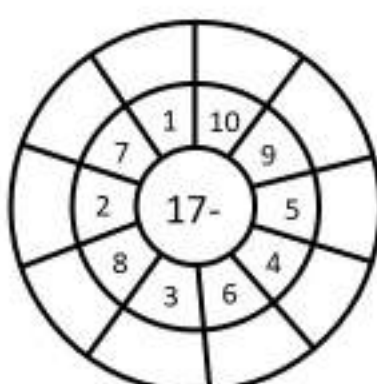
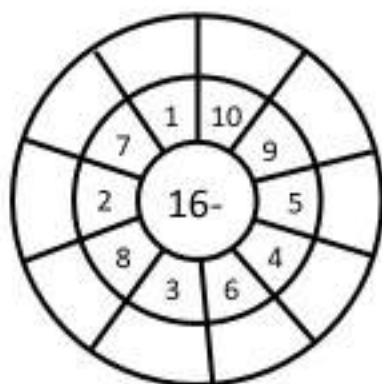
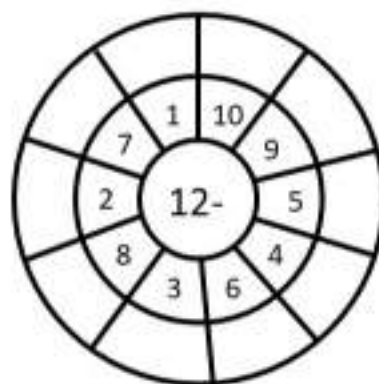
$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$$

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 - 10 =

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?



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 problems below

a)

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

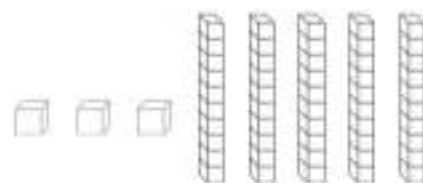
- b) Ella had 75 balloons for her party. She gave 30 balloons to her friends. How many balloons does she have left?

Subtracting Using Base Ten Blocks**Questions**

Subtract using the base ten blocks



$$= 2$$



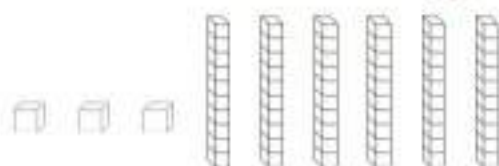
$$53 - 12 = \underline{\quad}$$



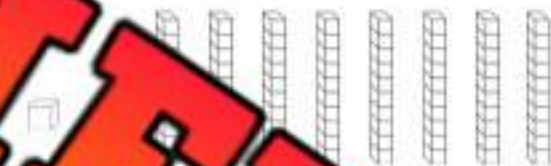
$$35 - 15 = \underline{\quad}$$



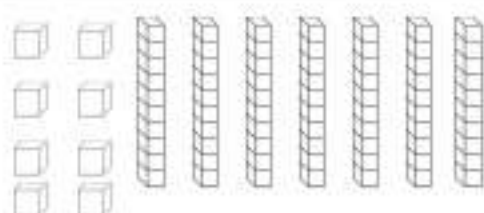
$$46 - 12 = \underline{\quad}$$



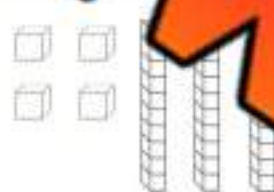
$$63 - 11 = \underline{\quad}$$



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



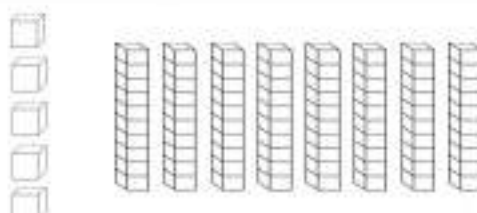
$$78 - 10 = \underline{\quad}$$



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



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



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

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

1) $8 - 4 = 4$
 $4 - 8 =$ _____
Yes or **No**

4) $9 - 2 =$ _____
 $2 - 9 =$ _____
Yes or No

2) $9 - 5 =$ _____
 $5 - 9 =$ _____
Yes or No

5) $9 - 7 =$ _____
 $7 - 9 =$ _____
Yes or No

3) $6 - 4 =$ _____
 $4 - 6 =$ _____
Yes or No

6) $5 - 3 =$ _____
 $3 - 5 =$ _____
Yes or No

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

1) $8 - 4 - 3 =$ _____
 $4 - 8 - 3 =$ _____
Yes or No

2) $9 - 5 - 2 =$ _____
 $9 - 5 - 2 =$ _____
Yes or No

3) $8 - 3 - 5 =$ _____
 $5 - 8 - 3 =$ _____
Yes or No

4) $15 - 5 - 4 =$ _____
 $15 - 4 - 5 =$ _____
Yes or No

5) $20 - 10 - 7 =$ _____
 $10 - 20 - 7 =$ _____
Yes or No

Subtraction – No Borrowing**Questions**

Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
		8
-	2	4

2)	Tens	Ones
	5	7
-	3	4

3)	Tens	Ones
	6	2
-	3	2

4)	Tens	Ones
	7	5
-	2	4

5)	Tens	Ones
	8	6
-	4	4

6)	Tens	Ones
	9	7
-	4	1

7)	Tens	Ones
	3	9
-	1	8

8)	Tens	Ones
	5	8
-	4	7

9)	Tens	Ones
	8	9
-	7	4

Inverse Operations – Checking Answers

Questions

Check your answer by using the inverse operation

1) $6 - 4 = 2$



$2 + 4 = 6 \quad \checkmark$

2) $9 -$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

3) $8 - 6 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

4) $12 - 4 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

5) $18 - 6 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

6) $22 - 7 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

7) $35 - 8 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

8) $42 - 5 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

9) $54 - 9 =$



$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Inverse Operations – Checking Answers

Questions

Check your answer by using the inverse operation

$$\begin{array}{r} 41 \\ - 12 \\ \hline 29 \end{array}$$



$$\begin{array}{r} 29 \\ + 12 \\ \hline 41 \end{array} \quad \checkmark$$

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


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



$$\begin{array}{r} 68 \\ - 25 \\ \hline \end{array}$$



$$\begin{array}{r} 96 \\ - 47 \\ \hline \end{array}$$



Matching Game: Inverse Operations Match

Objective

What are we learning about?

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

Materials

What will need for the activity.

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

Cards

Matching Game Cards

$$8 - 3 = 5$$

$$5 + 3 = 8$$

$$7 - 2 = 5$$

$$5 + 4 = 9$$

$$12 - 6 = 6$$

$$5 + 2 = 7$$

$$6 + 6 = 12$$

$$14 - 7 = 7$$

$$7 + 7 = 14$$

Cards

Matching Game Cards

$$45 - 30 = 15$$

$$15 + 30 = 45$$

$$50 - 25 = 25$$

$$25 + 25 = 50$$

$$55 - 30 = 25$$

$$25 + 30 = 55$$

$$60 - 35 = 25$$

$$25 + 35 = 60$$

$$65 - 40 = 25$$

$$25 + 40 = 65$$

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 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?



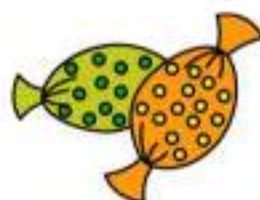
4) Kyle buys 15 plants for his garden. He plants 8 of them in the ground. How many plants does he have left?



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?



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) $12 - 4 =$

16) $10 + 6 =$

17) $1 + 8 - 5 =$

18) $8 + 9 - 6 =$

19) $16 - 9 + 6 =$

20) $3 + 8 - 4 =$

Adding and Subtracting Numbers To 100**Questions**

Addition and subtraction questions



1) $21 + 14 - 11 =$

6) $67 - 25 + 17 =$

2) $32 + 10 =$

7) $78 - 28 + 35 =$

3) $67 + 21 - 15 =$

8) $61 + 36 - 19 =$

4) $52 + 36 - 24 =$

9) $53 + 18 =$

5) $38 - 15 + 47 =$

10) $93 - 46 + 24 =$

Adding and Subtracting – Word Problems (To 20)**Questions**Solve the following questions. Tip: draw pictures to help!

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



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



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



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



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 is your bottle?



3) Measure the height of two writing utensils (pencil, 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.

- 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 1:

Calculate:

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

Task Card 5:

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

Task Card 2:Calculate: $45 +$ **Task Card 6:**Calculate: $15 - 8 + 5 = \underline{\quad}$ **Task Card 3:**Calculate: $35 - 3 + 6 = \underline{\quad}$ **Task Card 7:**

Sarah had 20 marbles, lost 7 of them. How many are left?

Task Card 4:

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

Task Card 8:Calculate: $59 - 9 = \underline{\quad}$

Task Cards

Cut out the task cards below

Task Card 17:Calculate: $13 + 5 - 9 = \underline{\quad}$ **Task Card 21:**Calculate: $80 - 30 = \underline{\quad}$ **Task Card 22:**Calculate: $25 - 5 + 6 = \underline{\quad}$ **Task Card 19:**Calculate: $23 + 8 = \underline{\quad}$ **Task Card 20:**Calculate: $90 - 10 = \underline{\quad}$ **Task Card 24:**Calculate: $50 - 20 = \underline{\quad}$

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 23:
Lisa baked 20 cupcakes for a
party, 10 were eaten. If she
baked 15 more, how many
cupcakes are there now? $\underline{\quad}$

Task Cards: Addition and Subtraction**Answers**

Record your answers below

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

13	
14	
15	
16	
19	
20	
21	
22	
23	
24	

Front-End Estimation - Subtraction**Part 1**

Use front-end estimation to round the numbers and then subtract them

$$\begin{array}{r} 32 \longrightarrow 30 \\ - 29 \longrightarrow - 20 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 92 \longrightarrow \\ - 21 \longrightarrow - \end{array}$$

$$\begin{array}{r} 36 \longrightarrow \\ - 36 \longrightarrow - \end{array}$$

$$\begin{array}{r} 68 \longrightarrow \\ - 57 \longrightarrow - \end{array}$$

Part 2

Use front-end estimation to round the numbers and then subtract them

$$\begin{array}{r} 332 \longrightarrow 300 \\ - 229 \longrightarrow - 200 \\ \hline 100 \end{array}$$

$$\begin{array}{r} 2 \longrightarrow \\ - 21 \longrightarrow - \end{array}$$

$$\begin{array}{r} 733 \longrightarrow \\ - 368 \longrightarrow - \end{array}$$

$$\begin{array}{r} 638 \longrightarrow \\ - 597 \longrightarrow - \end{array}$$

Part 3

Solve the word problem below using estimation

Patty scored 35 points in a video game. Heather scored 93 points in the same game. Approximately how many more points did Patty score than Heather?

Estimation – Compatible Numbers

Compatible Numbers is an estimation strategy we use to make adding, subtracting, multiplying, and dividing easier. It involves changing the numbers to make them easier to work with.

Examples 1) $28 + 67$ could be $30 + 70 = 100$

2) $21 + 59$ could be $20 + 60 = 80$

Questions

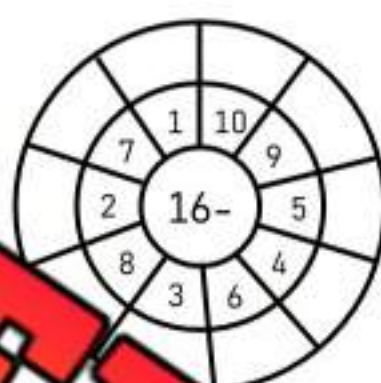
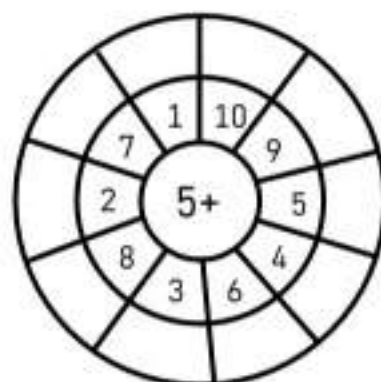
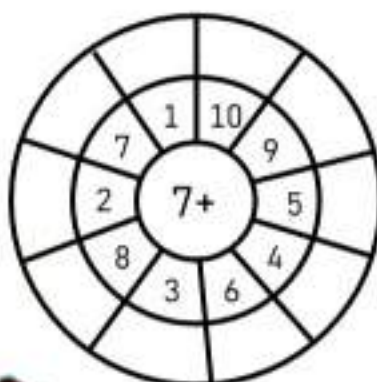
Use compatible numbers to make the addition questions easier

	Question	Compatible Numbers
1		_____ + _____ = _____
2	$22 + 19$	_____ + _____ = _____
3	$24 + 26$	_____ + _____ = _____
4	$31 + 31$	_____ + _____ = _____
5	$39 + 29$	_____ + _____ = _____
6	$51 + 39$	_____ + _____ = _____
7	$11 + 58$	_____ + _____ = _____
8	$71 + 19$	_____ + _____ = _____
9	$24 + 76$	_____ + _____ = _____
10	$68 + 31$	_____ + _____ = _____

Operations Quiz

Part 1

Fill in the outer layer of the bullseye

**Part 2**

Use the standard algorithm to solve the subtraction

	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	2

	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 spends \$38 on a new baseball glove. How much money does he have left?



2) Steve collected 67 shells at the beach yesterday and 21 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?





Google Slides Lessons Preview





BC Math Curriculum

Patterning & Equations – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to identify and describe different patterns made with geometric shapes so we can recognize and understand patterns around us in everyday life.

Creating Repeating Patterns - Colours

Drag the coloured shapes from the shape bank to create repeating patterns with different colours.

SHAPE BANK

1) ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺

2) ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥

3) ☾ ☾ ☾ ☾ ☾ ☾ ☾ ☾

4) ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card - "I Wonder..."

After completing today's lesson:
Write two "I wonder..." statements about patterns.
These could be about something you learned, noticed, or are still curious about.

Examples:

- I wonder how repeating patterns can be shown with both numbers and shapes.
- I wonder what happens to a pattern when one part changes.



BC Math Curriculum

Patterning & Equations – Grade 2

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

Number Patterns 1 - 20

Drag the numbers to extend the patterns below.

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5

1 3 5 7 9

2 4 6 8 10

Drag the numbers to complete the number patterns.

12	14	16	18	20					
5	10	15	20	25					
10	20	30	40	50					



BC Math Curriculum

Patterning & Equations – Grade 2

Increasing Number Patterns

Drag the numbers to extend the patterns below. **1 2 3 4 5 6 7 8 9 0**

Pattern Rule: Start at _____, add _____ each time.

Pattern Rule: Start at _____, add _____ each time.

Pre-Algebra

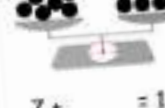
Balance the scales by putting the same number of circles on each scale.

Drag the numbers to show how many balls are needed to balance the scales?

1 2 3 4 5 6 7 8 9 0

1)  $6 + \underline{\quad} = 8$

2)  $4 + \underline{\quad} = 13$

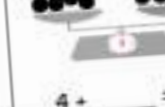
3)  $7 + \underline{\quad} = 11$

4)  $3 + \underline{\quad} = 8$

5)  $9 + \underline{\quad} = 10$

6)  $2 + \underline{\quad} = 12$

7)  $8 + \underline{\quad} = 9$

8)  $4 + \underline{\quad} = 8$

	TRUE	FALSE
2) $21 + 9 = 30$	TRUE	FALSE
3) $5 + 5 = 10$	TRUE	FALSE
4) $19 + 10 = 39$	TRUE	FALSE
5) $60 + 3 = 63$	TRUE	FALSE
6) $31 + 3 = 35$	TRUE	FALSE
7) $42 + 7 = 48$	TRUE	FALSE
8) $63 + 6 = 69$	TRUE	FALSE
9) $16 + 4 = 22$	TRUE	FALSE
10) $77 + 8 = 84$	TRUE	FALSE



Workbook Preview



Grade 2

Patterns

Curriculum Expectations

Patterns:

- exploring more complex repeating patterns (e.g., positional patterns, circular patterns)

- identifying repeating patterns

- increasing patterns (e.g., 100)

- Métis

- First Peoples head/armband patterning

- online video and text: Small Number Counts to 100

**Preview of 100 pages from
this product that contains
281 pages total.**

Name: _____

5

Repeating Patterns

Part 1

Continue the repeating patterns below by drawing more objects



Part 2

Repeating A, B patterns - Draw the pattern using A and B



Name: _____

6

Repeating Patterns

Questions

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

									
A		B	A	A	A	B	A		
									
									
									
									
									

Name: _____

8

Repeating Patterns – Pattern Core

Part 1

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

A B C C A B C C _____

A B B B B B B _____

A A C A _____

A B B C D B C _____

A B C B A B C B _____

Part 2

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

1 2 3 1 2 3 1 2 3

YES NO

5 5 8 8 5 5 8 8

YES

1 2 3 4 5 1 2 3 4 5

YES NO

A B A A B A A B A

YES NO

F H R H F H R H F H R H

YES NO

Exit Cards

Cut Out

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

Name: _____

Circle the pattern core

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

2) 🍓, 🌻, 🌻, 🌻, 🌻, 🍓, 🌻, 🌻, 🌻

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

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

Name: _____

Circle the pattern core

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

2) 🍓, 🌻, 🌻, 🌻, 🌻, 🍓, 🌻, 🌻, 🌻

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

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

Name: _____

Circle the pattern core

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

2) 🍓, 🌻, 🌻, 🌻, 🌻, 🍓, 🌻, 🌻, 🌻

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

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

Name: _____

Circle the pattern core

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

2) 🍓, 🌻, 🌻, 🌻, 🌻, 🍓, 🌻, 🌻, 🌻

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

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

Creating Repeating Patterns - Colours

Questions

Colour the shapes below in different colours by creating a pattern

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

Name: _____

17

Creating Repeating Patterns – Shape Colour

Questions

Colour the shapes below in different colours by creating a pattern



Red

Blue

Green

Red

Blue

Green

Red

Blue



Extending Repeating Patterns - Letters

Questions

Continue the pattern below by writing more letters

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

Exit Cards

Cut Out

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

Name: _____

Continue the patterns below by writing more letters and numbers

1) _____, N, M, _____, _____

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

3) 8, 8, _____, 7, 8, 8, 6, 7, _____, _____

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

Name: _____

Continue the patterns below by writing more letters and numbers

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

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

3) 8, 8, _____, 7, 8, 8, 6, 7, 8, _____, 6, _____

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

Name: _____

Continue the patterns below by writing more letters and numbers

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

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

3) 8, 8, _____, 7, 8, 8, 6, 7, 8, _____, 6, _____

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

Name: _____

Continue the patterns below by writing more letters and numbers

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

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

3) 8, 8, _____, 7, 8, 8, 6, 7, 8, _____, 6, _____

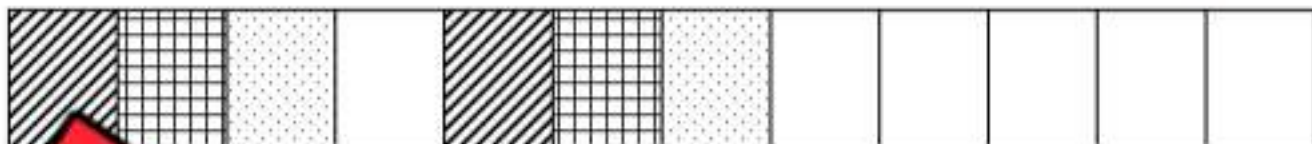
4) J, K, J, _____, K, J, K, J, _____, _____, _____

Repeating Patterns - Bracelets

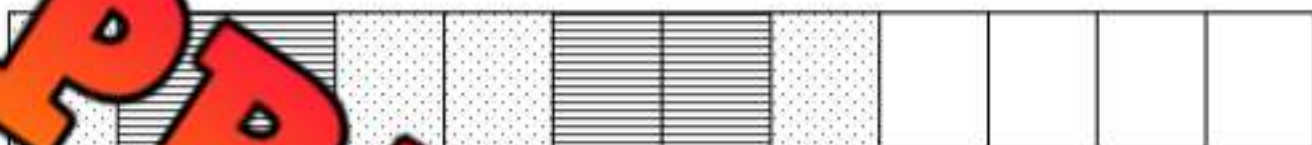
**Questions**

Draw the repeating patterns on the bracelets

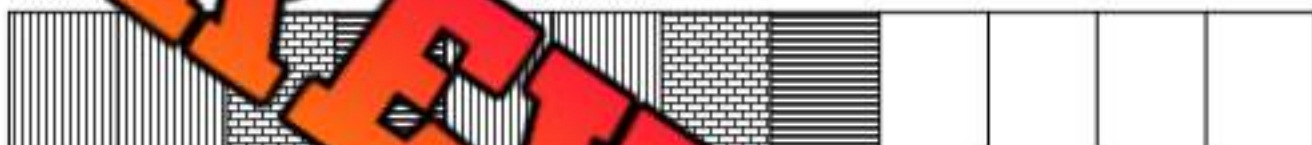
1)



2)



3)



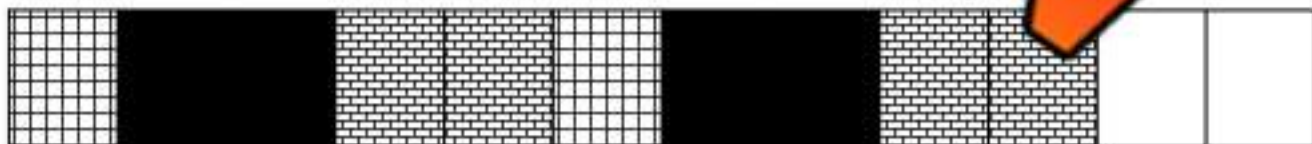
4)



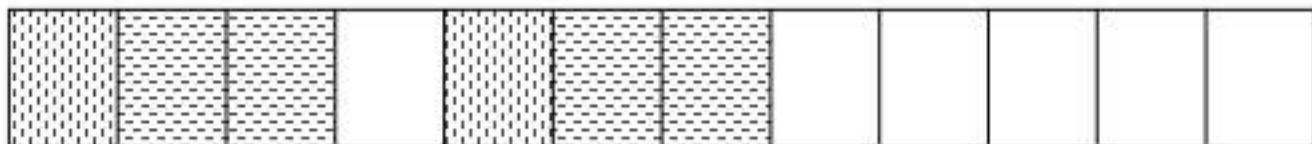
5)



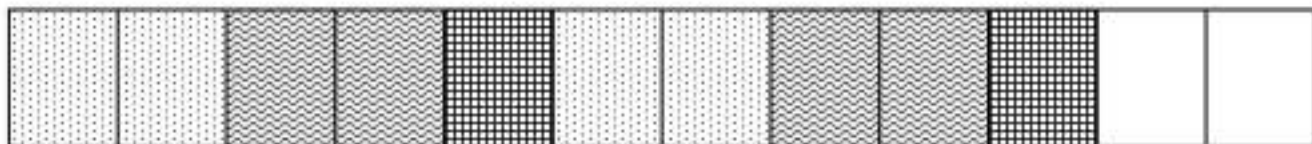
6)



7)



8)



30

Repeating Patterns - Bricks



Questions

Draw your own bracelets using repeating

[illegible][illegible]

Repeating Patterns - Bracelets

Name: _____

31

Repeating Patterns - Necklace

Questions

Draw your own necklace using a repeating pattern



Activity: Métis Finger-Weaving Patterns

Objective

What are we learning about?

Students will explore repeating patterns through Métis finger-weaving, connecting mathematics with Indigenous cultural art. This activity helps students recognize, extend, and create visual patterns while learning about the Métis tradition of sash weaving.

Materials

What you will need for the activity.

- Yarn or wool in different colours
- Tape or clips to hold strands to a desk or board
- Sample photo of a Métis sash



Instructions

How you will complete the activity

1. Begin by showing the students an example of a Métis sash and explain that it is a traditional woven design made by Métis people. Talk briefly about how each colour and pattern has meaning.
2. Choose three colours of yarn and tape them evenly in front of each student.
3. Demonstrate how to separate the strands and weave by passing one strand over and under the others to form a repeating pattern.
4. As you demonstrate, describe the pattern out loud (for example, "red, blue, yellow, red") and ask the class to repeat the pattern verbally.
5. Have students begin weaving slowly, repeating the same sequence of colours each time. Encourage them to notice when their pattern repeats.
6. After several repeats, pause and ask: "What comes next in your pattern?" "Can you describe your pattern core?"
7. Once students have finished their woven piece, have them draw their pattern on paper, labelling each colour or symbol.
8. Invite a few students to share their weaving and explain the pattern they created.
9. End by discussing how patterns in art, music, and math can show both creativity and structure—just like in Métis weaving.

Story

Read the story before working on the craft

Liam and the Colours of the Sash

Liam loved visiting his Grandpa's workshop. It was full of stories — and strings. Red, blue, yellow, green, and white yarns hung neatly from hooks on the wall. One chilly morning, Grandpa handed Liam several strands.

"Today, I want you to finger weave a Métis sash," Grandpa said. "The sash isn't just a piece of fabric — it tells who we are."

As Grandpa showed him how to weave, crossing one strand over another, the pattern slowly began to grow. "Each colour has meaning," Grandpa explained. "Red is for the blood of our ancestors, the Métis people who worked hard and never gave up. Blue stands for the rivers that carried our canoes. Yellow is for the sun that gave them warmth. Green is for the land that cared for us. White is for peace — the hope that all of us can live together in harmony."

Liam's fingers worked carefully, just like Grandpa's. "Weaving takes patience," Grandpa said. "Every strand depends on the others. Just like people, they are stronger when they're woven together."

When Liam finished, he held up his first sash. The colours shone in the light, each one telling part of a story — his story, now woven into the Métis tradition.

Activity: First Peoples Head/Armband Patterning

Objective

What are we learning about?

Students will create repeating and symmetrical patterns inspired by First Peoples art and traditional beadwork designs. Through this creative activity, students will explore colour, shape, and repetition to represent balance and community in Indigenous design.

Materials

What you will need for the activity.

- Coloured paper or cardstock (long enough to wrap around a head)
- Small paper circles, triangles, or beads
- Glue or tape
- Sample images of First Peoples art and woven designs



Instructions

How you will complete the activity.

1. Begin by showing examples of First Peoples art, beadwork, or arm bands. Discuss how designs often use repeating patterns and shapes to represent nature, stories, and identity.
2. Explain that students will design their own patterned headbands using colours and shapes to create balance and repetition.
3. Give each student one long strip of paper (or fabric) to form the headband.
4. Demonstrate how to plan a repeating pattern core with shapes or colours (for example: red – blue – yellow – blue, or triangle – circle – triangle – circle).
5. Use the ruler to mark equal spaces along the band to help keep the pattern even.
6. Have students glue or draw their shapes following the chosen pattern across the entire strip. Encourage them to say the pattern aloud as they work.
7. Once their first pattern is complete, ask: "What do you notice about your pattern? Does it repeat or mirror?"
8. Students may then create a mirrored (symmetrical) design by making the second half of the band a reflection of the first half (using a second strip of paper).
9. After finishing, help students wrap and fasten their design into a headband or armband.

Story

Read the story before working on the craft

Willow's Special Headband

Willow lived in a small village near the river, where everyone worked together and shared stories. One morning, her grandmother called her over. "Today, you will learn to make your own headband," Grandma said, smiling. "It will tell a story."

Grandma laid out four balls of bright yarn — red, blue, yellow, and green. "Each colour means something," Grandma explained. "Red for the earth that gives us life. Blue for the water that sustains us. Yellow for the sun that guides our days. Green for the forest that shelters us."

Willow watched carefully as Grandma began weaving. The yarns crossed and under, over and under, the colours repeating in a calm, steady pattern. "This pattern shows balance," said Grandma. "When you wear it, you will remember to live in balance with others and with the land."

Willow spent the whole afternoon weaving. When she finished, she tied the headband around her forehead and looked into the water's reflection. She felt proud — her headband wasn't just pretty; it meant something.

That night, as the drumming began by the fire, Willow danced with her new headband shining in the firelight. She felt connected — to her family, her people, and the land that held their stories.

Reflection

Answer the questions below.

1) Describe your pattern below.

2) What patterns did you use for your pattern?

3) Describe your pattern using A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, *, ^, %, &, &#, &@, &*, &^, &% = ABBC)

4) In the story, how did Willow feel after making her decision?

5) Draw your headband/armband below.

Extending Repeating Patterns – Word Problems**Questions**

Answer the question below

1)

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

Based on the repeating pattern, what will be the colour of a traffic light on the 12th change?



2)

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

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



3)

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

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



Extending Repeating Patterns – Word Problems**Questions**

Answer the question below

- 1) A park has a schedule for organizing free activities:
yoga, yoga, painting, dance, exercise, yoga, yoga, painting, dance,
exercise...
Based on the repeating pattern, which activity will
be held on the 15th day?



- 2) In a fruit salad, fruits are added in a specific order:
apple, apple, apple, orange, apple, apple, apple,
apple, orange, grape, grape...
According to the repeating pattern, which fruit should
be added as the 18th ingredient?



- 3) A school cafeteria serves a cycle of five daily meal options:
pizza, tacos, burgers, pasta, sandwiches, pizza, tacos,
burgers, pasta, sandwiches, ...
Based on the repeating pattern, determine which meal
will be served on the 24th day.



Exit Cards

Cut Out

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

Name: _____

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

Answer: _____

Name: _____

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

Answer: _____

Name: _____

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

Answer: _____

Name: _____

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

Answer: _____

Challenge Word Problem – Counting Totem Poles**Instructions**

Read the story and answer the question

Kaya and the Carved Totems

Kaya lived in a Haida village by the ocean, where four tall totem poles stood in a circle beside the big house. Each totem belonged to a family — Raven, Eagle, Bear, and Orca.

One morning, Kaya's grandfather smiled and said, "Kaya, if you walk around the totems and count each one, can you tell me which totem you'll stop at when you reach fifty?"

Kaya started counting. She counted as she walked:

"Raven is 1, Eagle is 2, Bear is 3, Orca is 4."

When she reached 5, she walked back to the Raven. She noticed that every four steps brought her back to where she began. She stopped for a moment, watching the sunlight shine off the carved wings of the Eagle.

Kaya thought hard. "There are four totems... and I need to reach fifty," she whispered. She began to count in groups of four, tracing a pattern in the sand with a stick.

Finally, she smiled. "I think I know whose totem I'll stop at!" she said.

But she didn't tell Grandfather right away. She looked up and asked,

**"What do you think? Which totem will I stop at when I reach fifty?"**

Challenge Word Problem – Counting Canoes**Instructions**

Read the story and answer the question

Taan and the Canoes on the Beach

Early one morning, Taan walked down to the beach where the tide was low and the sand was cool. He bathed his feet. His uncle had pulled up canoes and placed them in a big circle in the water. Each canoe had a painted animal on it: Eagle, Bear, Wolf, and Owl.

Uncle smiled and said, "I have a challenge for you. If you start at the Raven and walk around the circle, counting each canoe in order, which one will you land on when you reach seventy-five?"

Taan began to walk slowly, his toes dipping into the sand. "Raven is 1, Eagle is 2, Bear is 3, Wolf is 4, Owl is 5," he counted.

When he took one more step, he was back at the Raven and noticed that every five canoes brought him back to the beginning.

He sat down on a driftwood log and thought for a moment. "If I count to 75," he said, "I can figure this out!"

He smiled and stood up, looking around the circle. "I've got it! Have

**Which canoe will he land at when he counts 75 of them?**

Challenge Word Problem – Counting Cedar Baskets**Instructions**

Read the story and answer the question

Niska and the Circle of Baskets

On a warm spring morning, Niska helped her auntie set out six woven cedar baskets in a big circle on the grass. Each basket had a different design — waves, mountains, a loon, a beaver, sun, and berries.



Auntie said, "These baskets are special," she said. "They show the beauty of our land. But I have a question for you. If you start at the waves basket and walk around the circle, counting each one in order, which basket will you stop at when you reach one hundred?"

Niska began to count as she walked slowly around the circle. "Waves is 1, mountains is 2, loon is 3, beaver is 4, sun is 5, berries is 6."

When she took one more step, she walked back at the waves basket for 7. She noticed the pattern — every six steps brought her back to the same basket.

She sat down in the grass and thought carefully. "I'll stop right here at the ____ basket!"

"That means I'll stop right here at the ____ basket!"

Exit Cards

Cut Out

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

Name: _____

Draw the next 2 lines in the pattern.



Name: _____

Draw the next 2 lines in the pattern.



Name: _____

Draw the next 2 lines in the pattern.



Name: _____

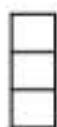
Draw the next 2 lines in the pattern.



Increasing Patterns - Shapes

Directions

Shade in the blocks that were added to the pattern



1) Figure 1

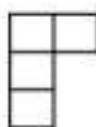


Figure 2

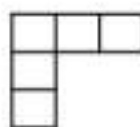


Figure 3

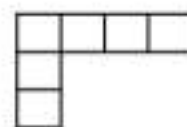


Figure 4



2) Figure 1

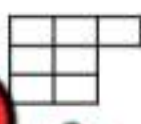


Figure 2

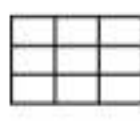


Figure 3

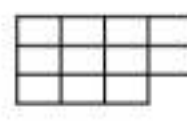
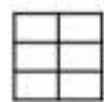


Figure 4



3) Figure 1



Figure 2

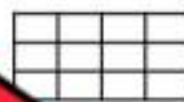


Figure 3

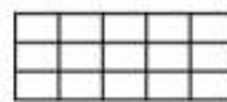


Figure 4



4) Figure 1

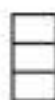


Figure 2



Figure 3

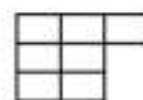


Figure 4



5) Figure 1



Figure 2

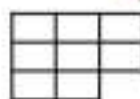


Figure 3



Figure 4



6) Figure 1

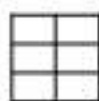


Figure 2

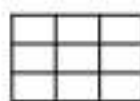


Figure 3

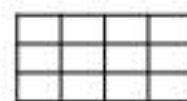


Figure 4



7) Figure 1



Figure 2

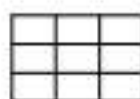


Figure 3

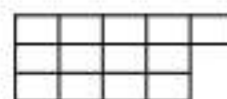


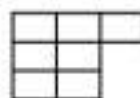
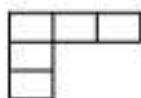
Figure 4

Increasing Patterns - Shapes

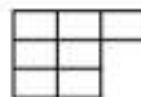
Directions

Write how many blocks are below. Then continue the pattern

1)



2)



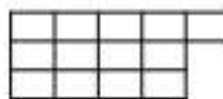
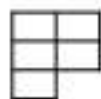
3)



4)



5)



Creating Increasing Patterns With Squares

Part 1

Shade in the block that was added to the pattern



1) Figure 1

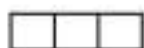


Figure 2



Figure 3

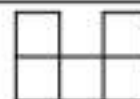


Figure 4



2) Figure 1



Figure 2



Figure 3

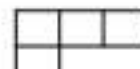


Figure 4



3) Figure 1



Figure 2



Figure 3

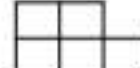


Figure 4



4) Figure 1



Figure 3

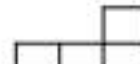


Figure 4

Part 2

Shade in the two blocks that were added to the pattern



1) Figure 1

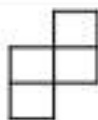
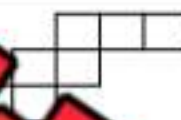


Figure 2



Figure 3



2) Figure 1

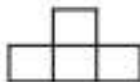


Figure 2

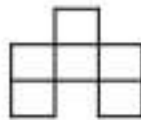


Figure 3



Figure 4



3) Figure 1

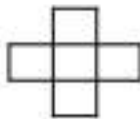


Figure 2

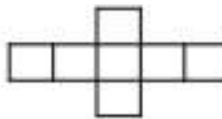


Figure 3

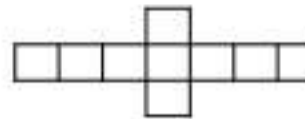


Figure 4



4) Figure 1

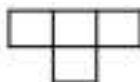


Figure 2

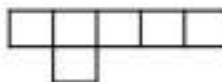


Figure 3

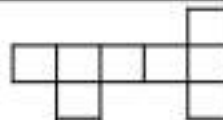
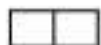


Figure 4

Creating Increasing Patterns With Squares

Part 1

Draw the next figure in the pattern by adding one block



1) Figure 1



Figure 2

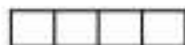


Figure 3

Figure 4



2) Figure 1



Figure 2

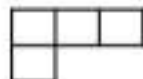


Figure 3

Figure 4



3) Figure 1

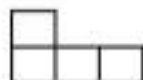


Figure 3

Figure 4



4) Figure 1



Figure 2



Figure 3

Figure 4

Part 2

Draw the next figure by adding two blocks. Highlight the added blocks



1) Figure 1



Figure 2



Figure 3

Figure 4



2) Figure 1



Figure 2

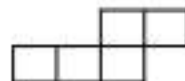
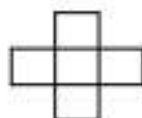


Figure 3

Figure 4



3) Figure 1

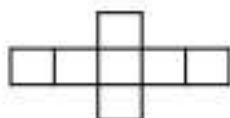


Figure 2

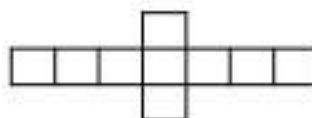


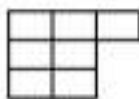
Figure 3

Figure 4

Representing Picture Sequence With Numbers

Questions

Write the numerical sequence that represents the picture sequence



1) Figure 1 Figure 2 Figure 3

Numerical Sequence

____ / ____ / ____



2) Figure 1 Figure 2 Figure 3

Numerical Sequence

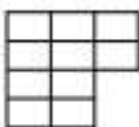
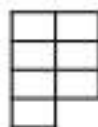
____ / ____ / ____



3) Figure 1 Figure 2 Figure 3

Numerical Sequence

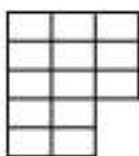
____ / ____ / ____



4) Figure 1 Figure 2 Figure 3

Numerical Sequence

____ / ____ / ____



5) Figure 1 Figure 2 Figure 3

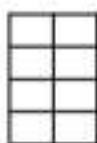
Numerical Sequence

____ / ____ / ____

Representing Picture Sequence With Numbers

Questions

Write the numerical sequence that represents the picture sequence



1)

Figure 3

Figure 4

Numerical Sequence

____ / ____ / ____ / ____



2)

Figure 1

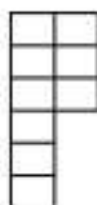
Figure 2

Figure 3

Figure 4

Numerical Sequence

____ / ____ / ____ / ____



3)

Figure 1

Figure 2

Figure 3

Figure 4

Numerical Sequence

____ / ____ / ____ / ____



4)

Figure 1

Figure 2

Figure 3

Figure 4

Hundreds Chart Patterns

Questions

Fill in the missing numbers

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

Directions

Follow the instructions below

1) Colour the odd numbers



2) Colour the even numbers



Hundreds Chart Patterns

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

Directions

Follow the instructions below

A number pattern needs to have a rule that the pattern follows. Colour the numbers in the hundreds chart that show the pattern rule

Rule: start at 5, add 5 each time

Hundreds Chart Patterns

Directions

Follow the instructions below

Colour the pattern rule: start at 3, add 3 each time

1	2	3	4	5	6	7	8	9	10
11		13	14	15	16	17	18	19	20
21		23	24	25	26	27	28	29	30
31		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

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

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

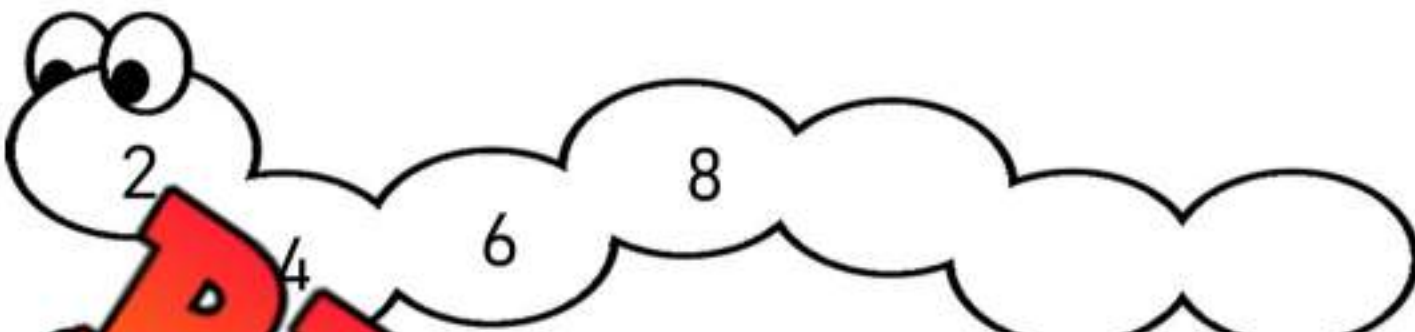
Name: _____

66

Number Patterns 1 - 20

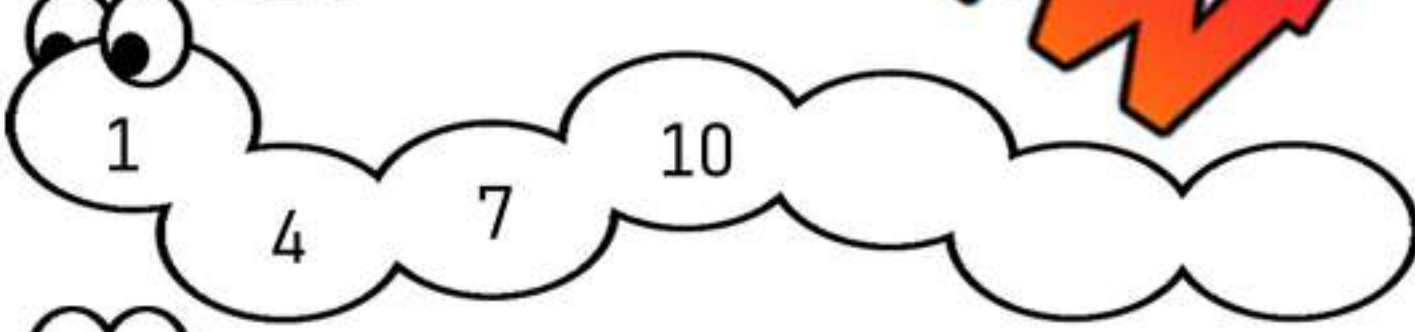
Questions

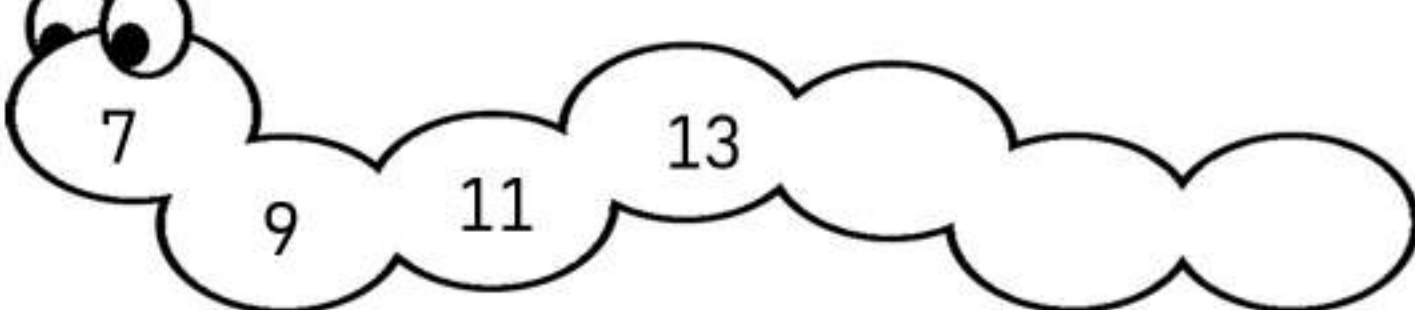
Fill in the blanks below

1. 

2. 

3. 

4. 

5. 

Name: _____

67

Number Patterns 1 - 50

Questions

Fill in the blanks below

1.  1 11 21  31

2.  0  16  24

3.  15 20 3 3

4.  8  14 20  26

5.  12 16 24 28 

PREVIEW

Number Patterns – 2s, 5s, 10s**Questions**

Fill in the blanks below

1.



2

4

6

8

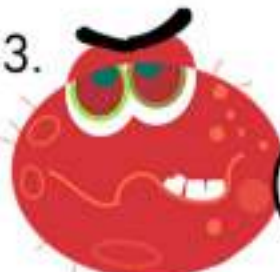
2.



1

20

3.



10

20

30

40

4.



15

20

25

20

5.



20

22

24

26

Name: _____

70

Number Patterns – 2s

Questions

Fill in the blanks below

1.



2.



3.



4.



5.



Name: _____

71

Number Patterns – 5s

Questions

Fill in the blanks below

1.



2.



3.



4.



5.



Name: _____

72

Number Patterns – 10s

Questions

Fill in the blanks below

1.



2.



3.



4.



5.



Increasing Patterns - Rules**Questions**

Fill in the blanks by figuring out the pattern rules

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

Start at _____, then add _____ each time

5, 15, 20, 25, 30, 35, 40

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

Increasing Patterns - Rules**Questions**

Fill in the blanks by figuring out the pattern rules

5, 7, 9, 11, 13, 15, 17, 19

Start at _____, then add _____ each time

15, 18, 21, 24, 27, 30

Start at _____, then add _____ each time

8, 13, 18, 23, 28, 33, 38, 43

Start at _____, then add _____ each time

3, 13, 23, 33, 43, 53, 63, 73

Start at _____, then add _____ each time

6, 10, 14, 18, 22, 26, 30, 34

Start at _____, then add _____ each time

11, 14, 17, 20, 23, 26, 29, 32

Start at _____, then add _____ each time

Creating Rules

Questions

Write your own patterns using the pattern rule



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

Pattern Rule: Start at 2, add 2 each time

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

Pattern Rule: Start at _____, add 10 each time

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

Pattern Rule: Start at 5, add _____ each time

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

Pattern Rule: Start at 3, add 3 each time

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

Pattern Rule: Start at 4, add 4 each time

Exit Cards

Cut Out

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

Name: _____

Write your own patterns using the pattern rule

1) _____

Pattern Rule: Start at 8, add 3 each time.

2) _____

Pattern Rule: Start at 0, add 5 each time.

3) _____

Pattern Rule: Start at 6, add 2 each time.

Name: _____

Write your own patterns using the pattern rule

1) _____

Pattern Rule: Start at 8, add 3 each time.

2) _____

Pattern Rule: Start at 0, add 5 each time.

3) _____

Pattern Rule: Start at 6, add 2 each time.

Name: _____

Write your own patterns using the pattern rule

1) _____

Pattern Rule: Start at 8, add 3 each time.

2) _____

Pattern Rule: Start at 0, add 5 each time.

3) _____

Pattern Rule: Start at 6, add 2 each time.

Name: _____

Write your own patterns using the pattern rule

1) _____

Pattern Rule: Start at 8, add 3 each time.

2) _____

Pattern Rule: Start at 0, add 5 each time.

3) _____

Pattern Rule: Start at 6, add 2 each time.

Input/Output Table – Addition



Rule: add 5	
In	Out
5	10
10	15
15	20
20	25

Questions 1-4 Use the input/output tables below

In	Out
3	
5	
10	
15	

Rule: add 4	
In	Out
2	
10	
15	
21	

Rule: add 5	
In	Out
0	
5	
15	
25	

Rule: add 2	
In	Out
3	
7	
13	
20	

Rule: add 3	
In	Out
5	
10	
17	
22	

Rule: add 10	
In	Out
0	
10	
30	
40	

Input/Output Table – Addition



Rule: add 5

In	Out
3	8
16	21
23	28
42	47

Question: Complete the input/output tables below

In	Out
15	
20	
27	
32	

Rule: add 4

In	Out
41	
53	
67	
78	

Rule: add 5

In	Out
50	
65	
80	
95	

Rule: add 2

In	Out
5	
14	
27	
3	

Rule: add 2

In	Out
71	
79	
84	
91	

Rule: add 10

In	Out
29	
41	
58	
72	

Patterning Word Problems - Halloween

Questions

Follow the problem-solving steps below

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

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

a) Draw the problem below

b) How many total candies does he get?



Patterning Word Problems – Growing Hair

Questions

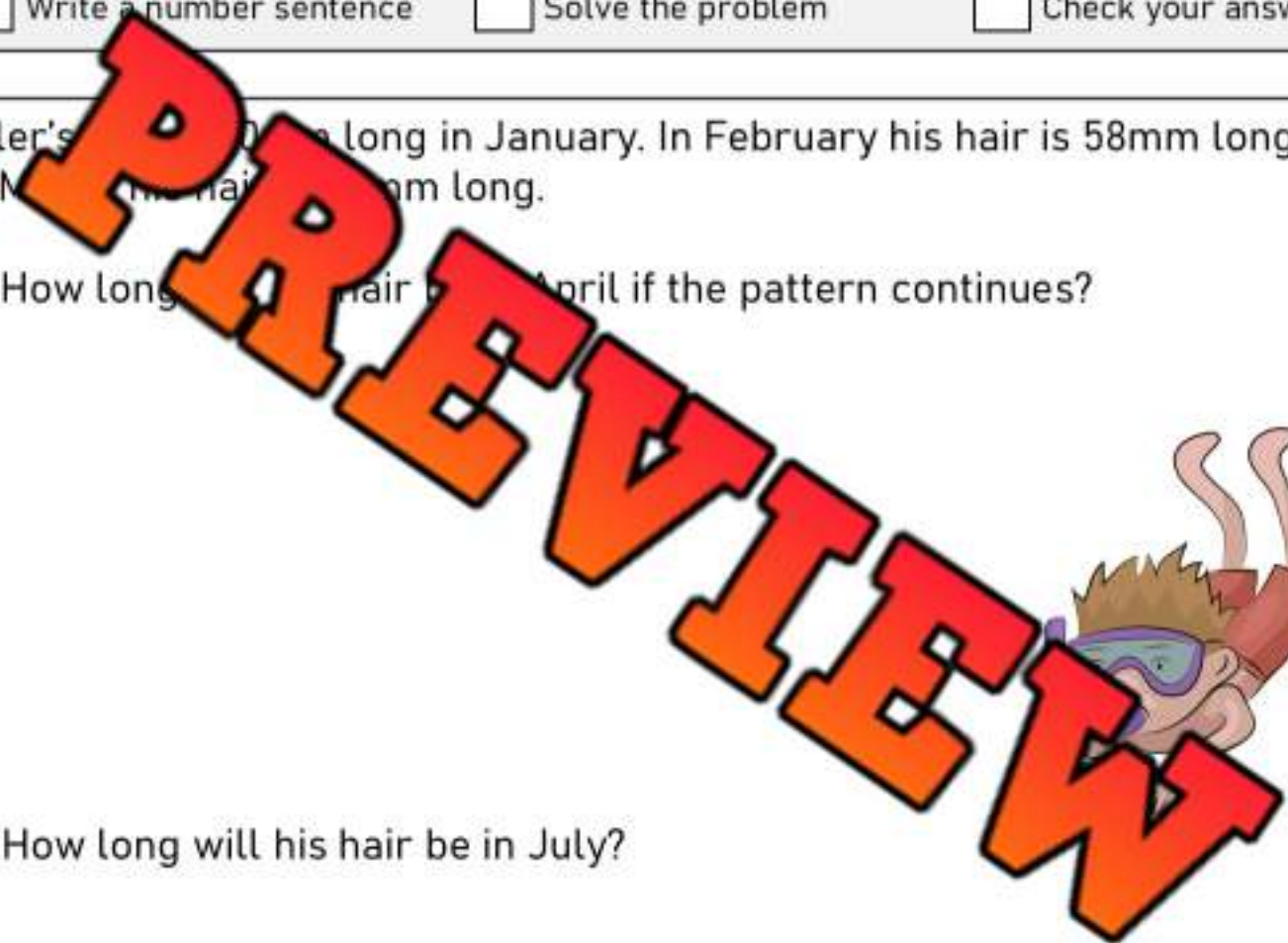
Follow the problem-solving steps below

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

Tyler's hair is 10mm long in January. In February his hair is 58mm long.
In March his hair is 106mm long.

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

b) How long will his hair be in July?



Patterning Word Problems - Snowfall

Questions

Follow the problem-solving steps below

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

The snow is falling outside Rayna's house. She records the height of the snow each hour. After the 1st hour, it is 20cm. After the 2nd hour it is 28cm. After the 3rd hour it is 32cm.

- a) What will the height of the snow be after the 4th hour?



- b) What will the height of the snow be after the 7th hour?

Exit Cards

Cut Out

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

Name: _____

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

Name: _____

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

Name: _____

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

Name: _____

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

Activity Title: Pattern Treasure Hunt

Objective

What are we learning about?

To reinforce students' understanding of growing patterns through a dynamic and engaging treasure hunt game. This activity aims to improve problem-solving speed and accuracy while promoting teamwork and active learning.

Materials

What you will need for the activity.

- Stopwatch or timer (or use a smartphone)
- Index cards
- Markers
- Small prizes or rewards (optional)
- Tape



Instructions

How you will complete the activity.

- 1) Cut out the index cards provided. These will contain treasure hunt challenge questions.
- 2) Hide these cards around the classroom or in a designated safe 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 stopwatch.
- 4) Explain the game: each team will hunt for a card, solve the problem as quickly as they can, and return to you for verification.
- 5) Start the timer when you say "Go!" Each team rushes to find their first card.
- 6) When a team thinks they have the correct answer, they come back to you for verification. If they get it right, the teacher keeps the card. If the answer is wrong, they can try again or hide the card back in its original spot and find a new card.
- 7) The game continues until all cards are found or you call time. The team with the most correct answers wins.
- 8) Discuss the game, focusing on the concepts taught on the cards.

Name: _____

91

Instructions

Cut out the cards below

1) 2, 4, 6

_____, _____, _____

2) 5, 10, 15

_____, _____, _____

3) 1, 3, 5

_____, _____, _____

4) (Add 4) 20, 24, 28

_____, _____, _____

5) 30, 35, 40

_____, _____, _____

6) 5, 10, 15

_____, _____, _____

7) Start at 4, add 4 each time.

_____, _____, _____

8) Start at 80, add 5 each time:

_____, _____, _____

Instructions

Cut out the cards below

9) A class collects 3 cans on Monday, 6 on Tuesday, and 9 on Wednesday. How many cans will they collect on Thursday if the pattern continues?

10) A factory makes 8 toys on the first day and 4 more each day. How many toys after 3 days?

11) (Add 2) 10, 2

_____, _____, _____

12) (Add 3) 18, 21, 24

_____, _____, _____

13) You start with 10 stickers and get 5 more each day. How many stickers will you have on day 4?

14) _____ has _____ birds. Each hour, 8 more birds are added. How many birds are there after 3 hours?

15) 8, 16, 24

_____, _____, _____

16) 25, 27, 29

_____, _____, _____

Instructions

Cut out the cards below

17) Kelly read 5 pages today. She plans to read 5 more pages each day. What day will she read 20 pages?

18) Add \$2 each week starting from \$7. What is the total after 4 weeks?

19) 1, 57

20) 64, 68, 72

21) Mia has 8 marbles. Her friend gives her 6 more marbles each day. How many marbles will she have on the 3rd day?

22) Begin with 5 and increase by 2 each time. Write the first three numbers.

23) (Add 10) 49, 59, 69

24) Begin with 22 and add 10 each time. What are the first 3 numbers?

Instructions

Cut out the cards below

25) Start with \$5, earn \$2 more each day. What is the total after 5 days?

26) Add 3 starting from 24.

_____, _____, _____

27) You plant 5 trees each year starting with 10 trees. How many trees will there be after 2 years?

28) (Add 5) 14, 19, 24

_____, _____, _____

29) A frog jumps 3 metres at a time. How far will it jump after 4 jumps?

30) Scores in a game are 10, 15, 20 points each round. What are the scores after the 4th round?

31) A turtle crawls 4 metres every minute. How far will it crawl in 5 minutes?

32) A garden starts with 10 flowers. Each day, 4 new flowers bloom. How many total flowers are there after 6 days?

Name: _____

95

Patterning Quiz

Part 1

Continue the repeating patterns below by drawing 3 more pictures



Part 2

Observe the pattern 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

Follow the rule by adding to find the next number

1) (Add 5)

3, 8, 13, _____

2) (Add 3)

23, 26, 29, _____

3) (Add 6)

2, 8, 14, _____

4) (Add 3)

18, 21, 24, _____

5) (Add 2)

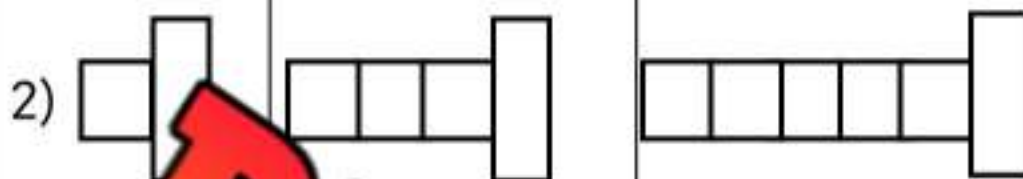
60, 62, 64, _____

6) (Add 7)

10, 17, 24, _____

Part 4

Draw the last part of the pattern



Part 5

Solve the word problem below. Show your work.

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

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

Grade 2

Variables and Equations

Change in Quantity using pictorial and symbolic representation:

- numerically describing a change in quantity (e.g., for $6 + n = 10$, visualize the change in quantity by using ten-frames, hundred charts, etc.)

symbolic representation of equality and inequality

Balance Pan Equations

Questions

How many ways can you balance the equation to equal 6

1)



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

2)



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

3)



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

4)



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

Balance Pan Equations

Questions

How many ways can you balance the equation to equal 7

1)



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

2)



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

3)



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

4)



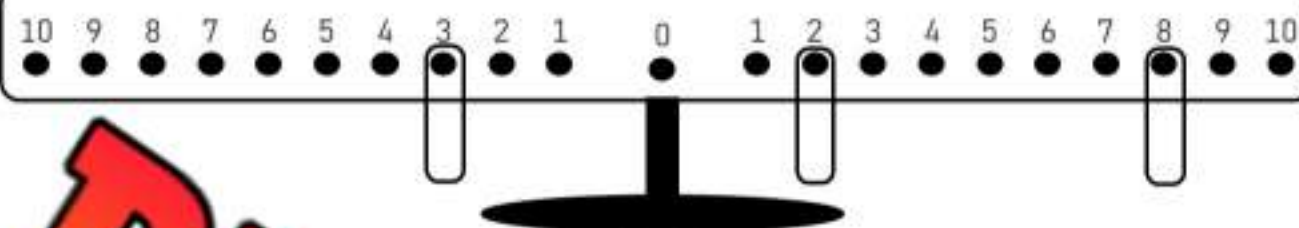
$$\underline{\quad} + \underline{\quad} = 7$$

Balance Pan Equations

Questions

Balance the equations below

1)



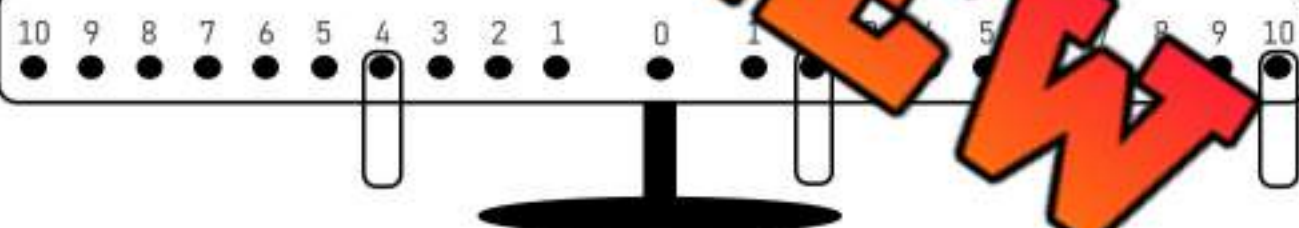
$$3 + \underline{\quad} = 2 + 8$$

2)



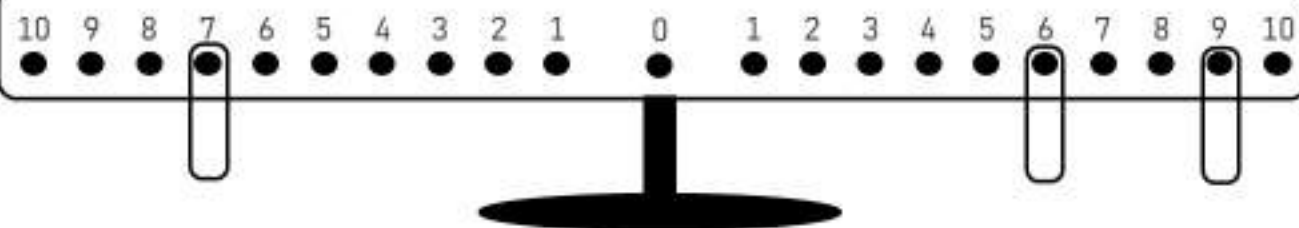
$$2 + \underline{\quad} = \underline{\quad} + \underline{\quad}$$

3)



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

4)



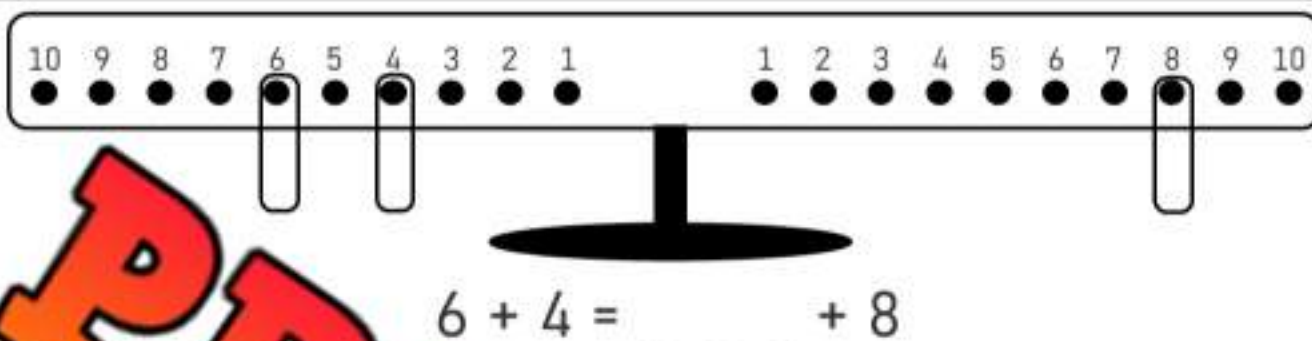
$$7 + \underline{\quad} = 6 + 9$$

Balance Pan Equations

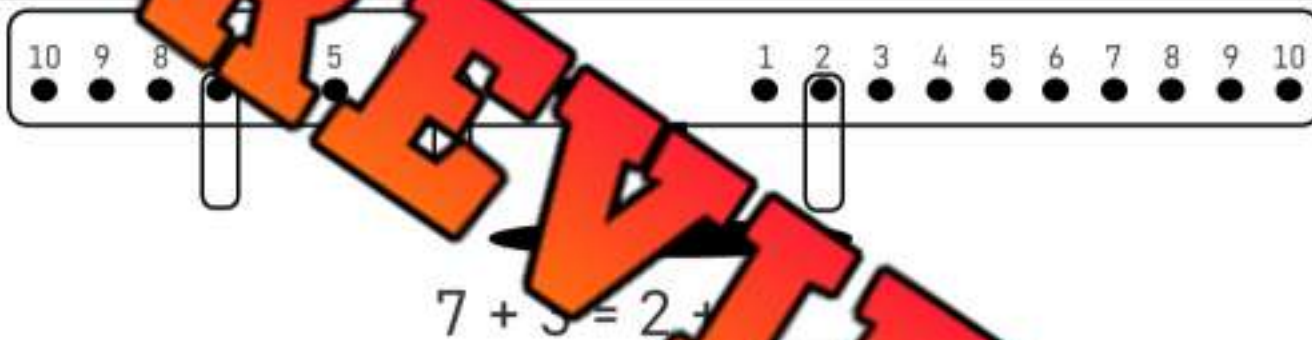
Questions

Balance the equations below

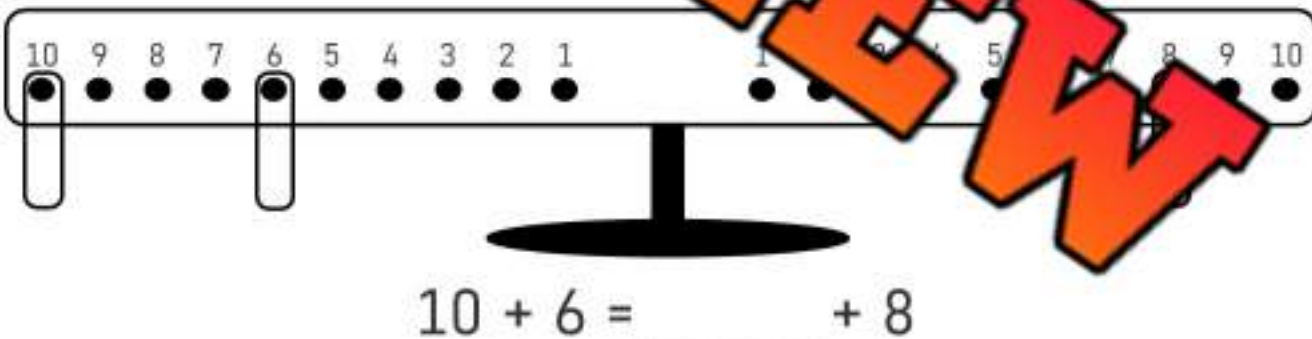
1)



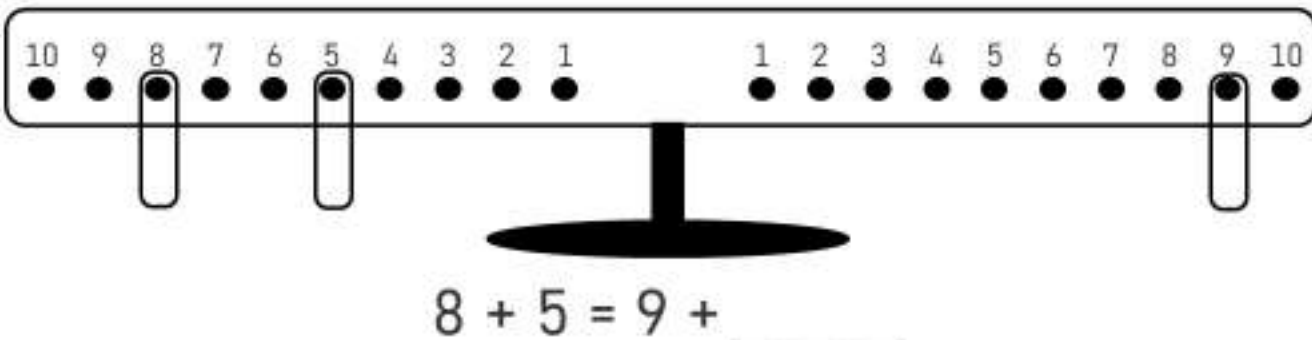
2)



3)



4)



Pre-Algebra – Balancing Addition Equations

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

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



3	+	6	=	9
---	---	---	---	---

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



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



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



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



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



7	+		=	12
---	---	--	---	----



2	+		=	13
---	---	--	---	----



6	+		=	10
---	---	--	---	----



3	+		=	14
---	---	--	---	----



1	+		=	12
---	---	--	---	----

Pre-Algebra – Balancing Addition Equations

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

Examples:

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

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

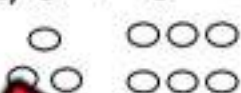
Questions

Fill in the missing number to balance the equation

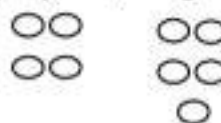
1) 4



2) 3 + 6 =



3) 4 + 5 =



4) 1 + = 8



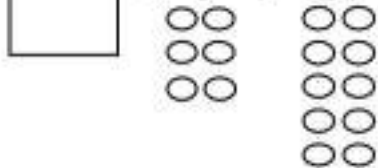
5) 6 + = 10



6) 4 + = 12



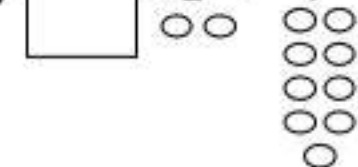
7) + 6 = 10



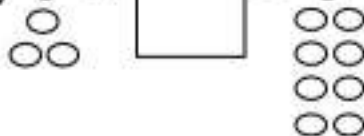
8) + 7 = 11



10) + 2 = 9



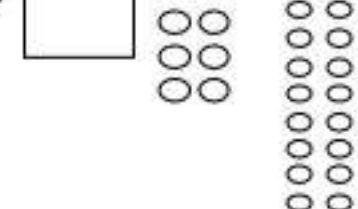
11) 3 + = 8



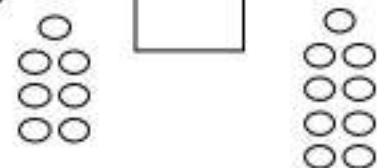
12) 6 + 7 =



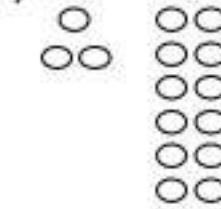
13) + 6 = 16



14) 7 + = 9



15) 3 + 12 =



Pre-Algebra – Balancing Addition Equations

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

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

Examples:

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

Questions

Fill in the missing number to balance the equation

1) 6

2) $2 + 6 =$

3) $4 + 6 =$

4) $3 +$

$= 8$

5) $1 +$

$= 10$

6) $12 +$

$= 15$

7)

$+ 6 = 10$

8)

$+ 5 = 1$

$+ 15 = 20$

10) $14 + 4 =$

11) $12 +$

$= 17$

$= 14$

13) $17 +$

$= 25$

14) $20 + 7 =$

15) $23 +$

$= 30$

16) $16 +$

$= 24$

17) $21 + 7 =$

18) $30 +$

$= 36$

19) $40 +$

$= 48$

20) $43 + 10 =$

21) $47 +$

$= 51$

Making Tens – Changing Variables

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

Questions

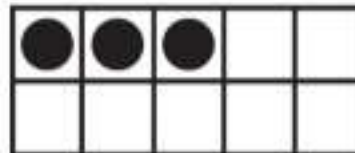
How many more dots do you need to add to make 10?

1)



$$8 + \underline{\quad} = 10$$

2)



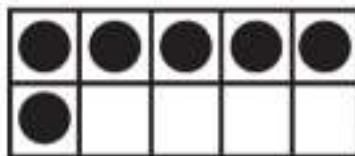
$$3 + \underline{\quad} = 10$$

3)



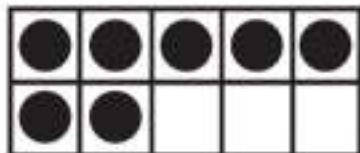
$$2 + \underline{\quad} = 10$$

4)



$$6 + \underline{\quad} = 10$$

5)



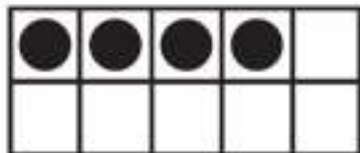
$$7 + \underline{\quad} = 10$$

6)



$$9 + \underline{\quad} = 10$$

7)



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

8)



$$1 + \underline{\quad} = 10$$

9)



$$5 + \underline{\quad} = 10$$

10)



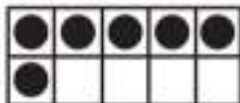
$$10 + \underline{\quad} = 10$$

Making 20 – Changing Variables

Questions

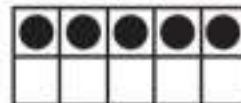
How many more dots do you need to add to make 20?

1)



$$= 20$$

2)



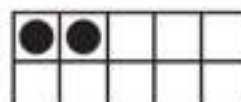
$$15 + \underline{\hspace{2cm}} = 20$$

3)



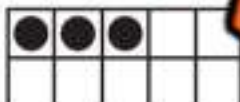
$$10 + \underline{\hspace{2cm}} = 20$$

4)



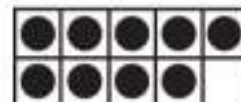
$$12 + \underline{\hspace{2cm}} = 20$$

5)



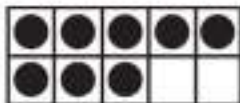
$$13 + \underline{\hspace{2cm}} = 20$$

6)



$$= 20$$

7)



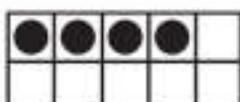
$$18 + \underline{\hspace{2cm}} = 20$$

8)



$$11 + \underline{\hspace{2cm}} = 20$$

9)



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

10)



$$17 + \underline{\hspace{2cm}} = 20$$

Algebra Jeopardy

Objective

What are we learning about?

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

Materials

What will need for the activity.

- Jeopardy board and questions
- Buzzer or bell



Instructions

How you will complete the activity.

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

Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$__ + 2 = 7$	$__ + 3 = 6$	$10 + __ = 20$	$3 + __ = 12$	$4 + __ + 3 = 10$
$__ + 15 = 25$	$__ + 12 = 32$	$20 + __ = 53$	$__ + 15 = 40$	$40 + 25 + __ = 100$
Balance the equation: $1 + 1 = 1 + 2$	Balance the equation: $2 + 2 = 2 + 4$	Balance the equation: $5 + 2 = __ + 4$	Balance the equation: $6 + 4 = __ + 7$	Balance the equation: $8 + 6 = __ + 10$
Balance the equation: $2 + 2 = 1 + __$	Balance the equation: $3 + 4 = 5 + __$	Balance the equation: $4 + 3 = __ + 5$	Balance the equation: $9 + 2 + __ = 8 + 11$	Balance the equation: $__ + 10 = 12 + __$
Emily had 5 books. She received some more and now has 12 books. How many books did she receive?	David had 10 Legos. He received some more and now has 22 Legos. How many Legos did he receive?	Ethan had 21 rocks. He found some more and now has 28 rocks. How many rocks did he find?	Emma had 10 marbles. She received some more and now has 30 marbles. How many marbles did she start with?	Emma has some seeds. She then buys 7 seeds from one store and 14 from another. She now has 21 seeds. How many seeds did she start with?
John had 3 apples. He bought some more and now has 10 apples. How many apples did he buy?	Emma had 9 pencils. She bought some more and now has 16 pencils. How many pencils did she buy?	Sarah has some apples. She buys 6 more and now has 15 apples. How many apples did she start with?	Kevin has some stickers. He then gets 8 stickers, then 3 more, and now has 18 stickers. How many stickers did he start with?	Sophia has some coins. She then finds 5 coins, then 6 more, and now has 28 coins. How many coins did she start with?

Addition to 20 – Are They Equal?

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

$5 + 3 = 8$

$8 + 4 \neq 13$

$14 + 6 = 20$



Questions

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

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

Addition to 100 – Are They Equal?

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

$15 + 7 = 22$

$28 + 4 \neq 33$

$44 + 6 = 50$



Questions

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

1) $5 + 5 =$	2) $17 + 4 = 21$	3) $23 + 7 = 29$
4) $21 + 6 = 27$	5) $2 + 31 =$	6) $23 + 10 = 33$
7) $19 + 6 = 26$	8) $26 + 5 =$	9) $29 + 7 = 46$
10) $58 + 6 = 66$	11) $61 + 5 = 66$	12) $7 + 90 =$
13) $60 + 10 = 70$	14) $81 + 0 = 81$	15) $84 + 3 = 88$
16) $90 + 7 = 96$	17) $94 + 5 = 99$	18) $87 + 10 = 97$

Addition Expressions – Equal?

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

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



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

1) $7 + 5 = 2 + 7$	7) $6 + 3 = 2 + 5$
2) $7 + 3 = 5 + 4$	$6 + 5 = 4 + 8$
3) $8 + 5 = 4 + 7$	8) $5 + 2 = 1 + 9$
4) $7 + 7 = 5 + 8$	10) $9 + 3 = 7 + 4$
5) $14 + 2 = 11 + 5$	11) $16 + 3 = 14 + 5$
6) $23 + 4 = 20 + 7$	12) $30 + 5 = 33 + 3$

Exit Cards

Cut Out

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

Name: _____

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

a) $12 + 3 = 15$

b) $20 + 6 = 25 +$

c) $25 + 10 = 30 + 5$

d) $30 + 2 = 29 + 4$

Name: _____

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

a) $12 + 3 = 15 + 0$

b) $20 + 6 = 25 + 10$

c) $25 + 10 = 30 + 5$

d) $30 + 2 =$

Name: _____

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

a) $12 + 3 = 15 + 0$

b) $20 + 6 = 25 + 10$

c) $25 + 10 = 30 + 5$

d) $30 + 2 = 29 + 4$

Name: _____

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

a) $12 + 3 = 15 + 0$

b) $20 + 6 = 25 + 10$

c) $25 + 10 = 30 + 5$

d) $30 + 2 = 29 + 4$

Pre-Algebra – Change Unknown

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

Examples:

$$\begin{array}{c} 10 \\ \wedge \\ 3 + 7 = 10 \end{array}$$

$$\begin{array}{c} 30 \\ \wedge \\ 22 + 8 = 30 \end{array}$$

Questions

Fill in the missing number to balance the equation

1) $4 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

2) $9 + \underline{\hspace{2cm}} = 15$

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

4) $10 + \underline{\hspace{2cm}} = 20$

5) $14 + \underline{\hspace{2cm}} = 19$

6) $10 + \underline{\hspace{2cm}} = 20$

7) $11 + \underline{\hspace{2cm}} = 23$

8) $17 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

9) $13 + \underline{\hspace{2cm}} = 20$

10) $22 + \underline{\hspace{2cm}} = 30$

11) $19 + \underline{\hspace{2cm}} = 30$

12) $22 + \underline{\hspace{2cm}} = 35$

13) $31 + \underline{\hspace{2cm}} = 45$

14) $38 + \underline{\hspace{2cm}} = 50$

Pre-Algebra – Start Unknown

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

Examples:

$$\begin{array}{c} 17 \\ \wedge \\ 10 + 7 = 17 \end{array}$$

$$\begin{array}{c} 30 \\ \wedge \\ 7 + 23 = 30 \end{array}$$

Questions

Fill in the missing number to balance the equation

1) _____ = _____	2) _____ + 6 = 12
3) _____ + 8 = _____	_____ + 10 = 18
5) _____ + 7 = 16	6) _____ + 14 = _____
7) _____ + 9 = 20	8) _____ + _____ = _____
9) _____ + 12 = 24	10) _____ + 14 = 18
11) _____ + 15 = 35	12) _____ + 21 = 30
13) _____ + 20 = 40	14) _____ + 45 = 50

Addition – Which Equation Matches?

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

Example

$4 + 7$

$9 + 2$

$5 + 5$



Questions Circle the equation that matches the shaded in equation

1)

$5 + 2$

$6 + 2$

$4 + 3$

2)

$6 + 3$

$5 + 5$

$2 + 8$

3)

$8 + 4$

$7 + 7$

$6 + 6$

4)

$5 + 8$

$4 + 7$

5)

$8 + 2$

$7 + 3$

$5 + 6$

6)

$10 + 3$

$8 + 5$

$6 + 6$

7)

$3 + 6$

$4 + 7$

$8 + 1$

Addition – Which Equation Doesn't Belong?

Two of the equations equal the same. One of the equations does not belong!

Example

$$4 + 3 \quad 5 + 1 \quad 2 + 5$$



Questions

Circle the equation that doesn't belong!

1) $4 + 4$ $3 + 7$ $2 + 9$

2) $7 + 2$ $4 + 7$ $9 + 3$

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

4) $3 + 8$ $7 + 7$

5) $8 + 4$ $6 + 9$ $10 + 5$

6) $12 + 3$ $10 + 5$ $8 + 6$

7) $7 + 4$ $10 + 2$ $8 + 3$

Finding the Missing Information – To 20

Find out how many coins are in the bag using the information given to you.

Example

There are 9 coins in total and 5 outside of the bag.

Therefore, there are 4 in the bag

$$5 + 4 = 9$$



Instructions How many coins are in the bags below?

1)

7



Answer: _____

2)

10



Answer: _____

3)

12



Answer: _____

15



Answer: _____

5)

17



Answer: _____

6)

20



Answer: _____

Finding the Missing Information – To 30

Instructions

How many coins are in the bags below?

1)

15

Answer: _____

2)

17

Answer: _____

2)

22

Answer: _____

4)

24

Answer: _____

5)

25

Answer: _____

27

Answer: _____

7)

20

Answer: _____

8)

30

Answer: _____

Word Problems – Writing Addition Equations

Questions

Answer the questions below

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

$$j + 8 = 18$$

$$8 + 18 = j$$

$$8 + j = 18$$

$$8 - j = 18$$



2) Jen and Rebecca are baking cookies. Rebecca made 20 cookies. They made 50 total cookies. Which equation will tell us how many cookies Jen made?

$$20 + j = 50$$

$$50 + c = 20$$

$$20 + c = 50$$

$$c - 20 = 50$$



3) Scott and Luke love hockey cards. Scott has 25 cards and Luke has 50 cards. Which equation will tell us how many total cards they have?

$$c + 25 = 50$$

$$25 + c = 50$$

$$25 + c = 50$$

$$25 + 50 = c$$



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

$$62 + c = 121$$

$$62 + 121 = c$$

$$c + 62 = 121$$

$$62 - c = 121$$



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

$$p + 5 = 15$$

$$5 + 15 = p$$

$$5 - p = 15$$

$$5 + p = 15$$

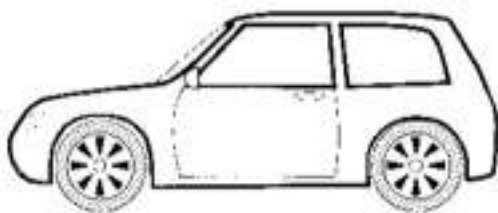


Word Problems – Solving Addition Equations

Questions

Answer the questions below

1) Tim drove 20km to get to work. Then he drove to the store. When he got to the store, he had driven 28 km in total. How many km did he drive to the store?

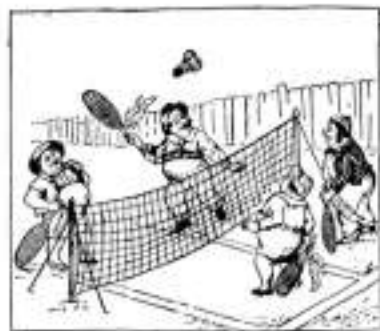


2) Steve got 25 points for beating level 1 in a video game. He got 25 more points for beating level 2. How many total points did he have after level 2?

Bonus – He had 75 total points after beating level 3. How many points did he get in level 3?



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



Pre-Algebra – Balancing Subtraction Equations

Balance the scales by taking away circles from the scale.

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



$$7 - 4 = 3$$

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



$$11 - \square = 8$$



$$8 - \square = 10$$



$$10 - \square = 4$$



$$8 - \square = 1$$



$$11 - \square = 3$$



$$13 - \square = 2$$



$$10 - \square = 4$$



$$14 - \square = 1$$



$$4 - \square = 0$$

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 numbers to balance the equations

1) 4



$- \square =$

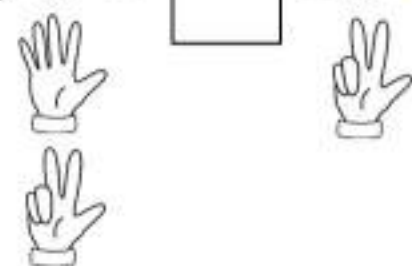
2) 3 - 2 = $\square$



3) 5 - 5 = $\square$



4) 8 - $\square$ = 3



5) $\square$ - 2 = $\square$



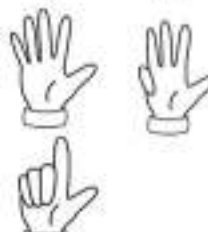
6) 10 - $\square$ = 6



7) $\square$ - 6 = 2



8) $\square$ - 7 = 4



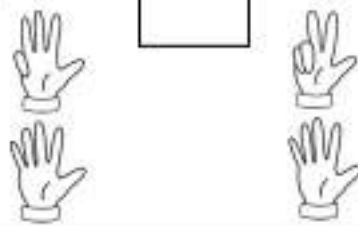
9) $\square$ - 10 = $\square$



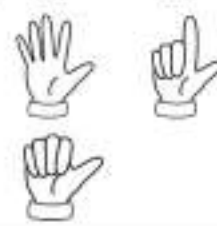
10) $\square$ - 2 = 9



11) 9 - $\square$ = 8



12) 6 - 2 = $\square$



Pre-Algebra – Result Unknown

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

Examples:

$$\begin{array}{c} 3 \\ \wedge \\ 10 - 7 = 3 \end{array}$$

$$\begin{array}{c} 6 \\ \wedge \\ 24 - 18 = 6 \end{array}$$

Question _____ Find the missing number to balance the equation

1) $17 - 8 = \underline{\hspace{2cm}}$

2) $15 - 9 = \underline{\hspace{2cm}}$

3) $12 - 7 = \underline{\hspace{2cm}}$

4) $13 - \underline{\hspace{2cm}} = 6$

5) $21 - 11 = \underline{\hspace{2cm}}$

6) $30 - \underline{\hspace{2cm}} = 15$

7) $26 - 5 = \underline{\hspace{2cm}}$

8) $33 - 5 = \underline{\hspace{2cm}}$

9) $39 - 10 = \underline{\hspace{2cm}}$

10) $40 - 20 = \underline{\hspace{2cm}}$

11) $35 - 15 = \underline{\hspace{2cm}}$

12) $45 - 10 = \underline{\hspace{2cm}}$

13) $48 - 6 = \underline{\hspace{2cm}}$

14) $50 - 25 = \underline{\hspace{2cm}}$

Pre-Algebra – Change Unknown

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

Examples:

$$\begin{array}{c} 6 \\ \wedge \\ 13 - 7 = 6 \end{array}$$

$$\begin{array}{c} 14 \\ \wedge \\ 22 - 8 = 14 \end{array}$$

Question: Fill in the missing number to balance the equation

1) $10 - \underline{\hspace{2cm}} =$

2) $9 - \underline{\hspace{2cm}} = 4$

3) $12 - \underline{\hspace{2cm}} = 3$

4) $1 - \underline{\hspace{2cm}} = 9$

5) $13 - \underline{\hspace{2cm}} = 6$

6) $18 - \underline{\hspace{2cm}} = 11$

7) $21 - \underline{\hspace{2cm}} = 14$

8) $24 - \underline{\hspace{2cm}} = 18$

9) $26 - \underline{\hspace{2cm}} = 19$

10) $32 - \underline{\hspace{2cm}} = 20$

11) $35 - \underline{\hspace{2cm}} = 29$

12) $48 - \underline{\hspace{2cm}} = 28$

13) $45 - \underline{\hspace{2cm}} = 41$

14) $50 - \underline{\hspace{2cm}} = 41$

Pre-Algebra – Start Unknown

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

Examples:

$$\begin{array}{c} 10 \\ \wedge \\ 17 - 7 = 10 \end{array}$$

$$\begin{array}{c} 7 \\ \wedge \\ 30 - 23 = 7 \end{array}$$

Question _____ Fill in the missing number to balance the equation

1) _____ - _____ = _____

2) _____ - 4 = 9

3) _____ - 6 = 10

4) _____ - 3 = 8

5) _____ - 7 = 14

6) _____ - 6 = 3

7) _____ - 5 = 15

8) _____ - 5 = _____

9) _____ - 6 = 23

10) _____ - 6 = 25

11) _____ - 7 = 22

12) _____ - 10 = 35

13) _____ - 10 = 33

14) _____ - 15 = 35

Matching Game: Do The Equations Match

Objective

What are we learning about?

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

Materials

What will need for the activity.

- Pre-prepared addition and subtraction cards.
- Small bags or envelopes to hold the cards for each group.

Instructions

How you will complete the activity.

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



Cards

Matching Game Cards

$12 + 8$

$10 + 10$

$25 - 5$

$18 + 22$

$20 + 20$

$40 - 5$

$30 +$

$20 + 12$

$10 + 22$

Name: _____

143

Cards

Matching Game Cards

$$45 + 15$$

$$30 + 30$$

$$60 + 10$$

$$55 + 5$$

$$40 + 15$$

$$90 - 40$$

$$50 + 10$$

$$65 + 10$$

$$50 + 25$$

PREVIEW

Using Variables to Solve Subtraction Equations

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

$$\begin{aligned} a - b &= c \\ 7 - 4 &= c \\ c &= 3 \end{aligned}$$

$a = 7$

$b = 4$



Question

Find out the value of the variable

$a - b = c \quad a = 10 \quad b = 2$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = c$

$c =$

$e - n = f \quad e = 10 \quad n = 5$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = f$

$f =$

$r - y = k \quad r = 8 \quad y = 2 \quad g = h \quad t = 9 \quad g = 6$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = k$

$k =$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = h$

$h =$

$a - b = c \quad a = 10 \quad b = 8$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = c$

$c =$

$e - n = f \quad e = 12 \quad n = 6$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = f$

$f =$

$r - y = k \quad r = 15 \quad y = 4$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = k$

$k =$

$t - g = h \quad t = 12 \quad g = 4$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = h$

$h =$

$a - b = c \quad a = 18 \quad b = 5$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = c$

$c =$

$e - n = f \quad e = 22 \quad n = 7$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = f$

$f =$

$r - y = k \quad r = 27 \quad y = 5$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = k$

$k =$

$t - g = h \quad t = 29 \quad g = 4$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = h$

$h =$

Word Problems – Writing Subtraction Equations

Questions

Answer the questions below

1) Harry bought 15 donuts. Him and a friend ate 5 of them. Which equation will tell us how many donuts there are left?

$$d - 5 = 15$$

$$15 - 5 = d$$

$$5 + d = 15$$

$$5 - d = 15$$

2) Ken and his friends were having a fire. They had 18 logs for the fire. After the fire, they had 4 left. Which equation tells us how many logs they burned?

$$b - 4 = 18$$

$$18 - 4 = b$$

$$18 - b = 4$$

$$4 - b = 18$$



3) Tom collected 73 shells on the beach. He gave some to his sister. Now he has 60 shells left. Which equation tells us how many shells Tom gave to his sister?

$$73 - s = 60$$

$$s - 60 = 73$$

$$s - 60 = 73$$

$$60 - s = 73$$

4) Courtney saved 75 dollars. She bought a new sweater. She has 45 dollars left. Which equation tells us how much the sweater cost?



$$75 - s = 45$$

$$75 - 45 = s$$

$$45 + s = 75$$

$$s - 45 = 75$$

5) The movie is 93 minutes long. They have watched 31 minutes. Which equation tells us how many minutes are left?

$$m - 31 = 93$$

$$93 - 31 = m$$

$$31 + m = 93$$

$$31 - m = 93$$



Word Problems – Solving Subtraction Equations

Questions

Answer the questions below

1) Mrs. Wilson had 20 pencils at the start of the school year. She gave all the kids in her class 1 pencil. She now has 3 pencils. How many students are in Mrs. Wilson's class?



2) Hudson saved 40 dollars and bought a new toy for 15 dollars. How many dollars does he have left?



Bonus: He saved 15 more dollars. Can he buy a video game for 40 dollars?

3) The grade 2 class planted 42 tomato seeds but only 36 tomato plants grew. How many plants did not grow?



Task Cards: Mystery Number Detectives

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- 2 sets of task cards
- Separate sheets for answers
- Pencils



Instructions

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

Task Cards

Cut out the task cards below

Card 17:

$$25 + e = 55$$

solve for e

- a) 30 b) 32 c) 28

Card 18:

$$70 - f = 40$$

solve for f

- a) 35 b) 28 c) 30

Card 20:

Sam has 50 candies. He gets some more and now has 80. How many did he get?

- a) 25 b) 30 c) 28

Emma had 50 candies. She lost some candies and now has 30. How many did she lose?

- a) 20 b) 18 c) 22

Card 21:

A balloon was 10 inches. It expanded by ___ inches and is now 40 inches. How much did it expand?

- a) 30 b) 28 c) 32

Card 22:

Anna had 20 cookies. She ate 10 cookies and now has 50. How many did she eat?

- a) 25 b) 30 c) 28

Card 23:

$$100 - k = 60$$

solve for k

- a) 40 b) 35 c) 50

Card 24:

$$19 + l = 40$$

solve for l

- a) 21 b) 22 c) 20

Name: _____

153

Task Cards: Mystery Number Detectives

Answers

Record your answers below

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

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

Variables and Equations – Unit Quiz

Part 1Put a slash ($\neq$) through the equal sign if it is not balanced

1) $5 + 10 = 15$

2) $10 + 6 = 12$

3) $15 + 10 = 25$

4)

5) $18 + 6 = 24$

6) $19 + 5 = 24$

7) $5 - 5 = 0$

8) $10 - 4 = 6$

9) $16 - 5 = 11$

10) $21 - 6 = 15$

11)

12) $28 - 5 = 22$

Part 2

Circle the equation that matches the solution

1)

$7 - 2$

$8 - 1$

2)

$11 - 4$

$7 - 0$

$10 - 4$

3)

$8 + 6$

$9 + 5$

$10 + 5$

4)

$11 + 6$

$9 + 9$

$7 + 10$

Part 3

How many coins are in the bags below?

1)

9



Answer: _____

2)

12



Answer: _____

3)

15



Answer: _____

4)

20



Answer: _____

Part 4

Circle the equation that doesn't belong.

1)

$4 + 6$

3)

$2 + 9$

2)

$9 - 5$

$12 - 7$

Part 5

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

Alexa saved 27 dollars from her allowance. She was given some money from her grandmother for her birthday. She now has 40 dollars. How much did her grandmother give her?



Google Slides Lessons Preview





BC Math Curriculum

Measuring Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to choose and use non-standard units to measure length, so we can understand that the bigger the unit, the fewer we need, and the smaller the unit, the more we need.



Finger Benchmark

Assume this is your fingertip. Measure the objects by dragging and using this fingertip.

1 2 3 4 5
6 7 8 9 0

1) Approximately _____ cm	2) Approximately _____ cm	3) Approximately _____ cm
4) Approximately _____ cm	5) Approximately _____ cm	6) Approximately _____ cm

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Quick Draw

Quick Draw Time!

Grab a piece of paper. Draw a picture of an object (like a pencil, your shoe, or a book).

Then, draw or write what you would use to measure it (like paperclips, erasers, or blocks).

Think:

- What would happen if you used big blocks?
- What would happen if you used small paperclips?





BC Math Curriculum

Measuring Unit – Grade 2

Measuring Height – Lamps

Measure the height of the lamps below. Drag the numbers to answer in the white box.

1 2 3 4 5 6 7 8 9 0

				
cm	cm	cm	cm	cm

Measure the length of the objects below. Drag the labels to answer.

Metres		Centimetres		
				
				

A square has 4 sides that are the same length. We can find out if a shape is a square by measuring the side lengths.

Use the rulers to measure the squares. Write the side lengths.

3cm

1 2 3 4 5
6 7 8 9 0

		
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BC Math Curriculum

Measuring Unit – Grade 2

Congruent Shapes

Drag the labels to determine whether the shapes are congruent or not.

Congruent		Not Congruent	

2D vs 3D

Determine whether the shape is 2D or 3D. Circle your answer.

 2D 3D	 2D 3D	 2D 3D	 2D 3D	 2D 3D
 2D 3D	 2D 3D	 2D 3D	 2D 3D	 2D 3D

Shapes

Below

I	J	K	L	M	N	O	P
1 Side							
4 Sides							
				3 Sides			
				5 Sides			



Workbook Preview



Grade 2 Measurement and Geometry

Curriculum Expectations

Direct Linear Measurement:

- centimetres and metres

- estimating length

- measuring and recording length, height, and width using standard units

2D shapes

- sorting the shapes

ning

- describing, comparing, and constructing 2D shapes, including triangles, squares, rectangles, circles

- identifying 2D shapes as part of 3D objects

- using traditional northwest coast First Peoples shapes (ovoids, U, split U, and local art shapes) reflected in the natural environment

**Preview of 80 pages from
this product that contains
169 pages total.**



Name: _____

6

Estimating Lengths – Finger Benchmark

Questions

Measure the objects below using your fingertip

Flag



Approximately _____ cm

White Board



Approximately _____ cm

Table



Approximately _____ cm

Dog



Approximately _____ cm

Name: _____

7

Comparing Lengths – Finger Benchmark

Part 1 Estimate which object is longer by using your fingertip. Circle the longer object

1)



2)



3)



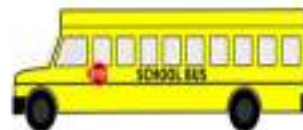
4)



5)



6)



Part 2 Measure the lengths with your finger and write the number. Circle the larger image

1)



_____ cm



_____ cm

2)



_____ cm

_____ cm

3)



_____ cm



_____ cm

4)



_____ cm



_____ cm

5)



_____ cm



_____ cm

6)



_____ cm



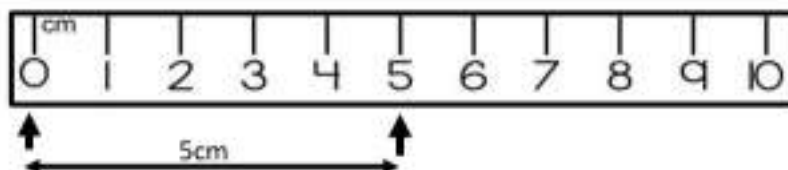
_____ cm

Name: _____

8

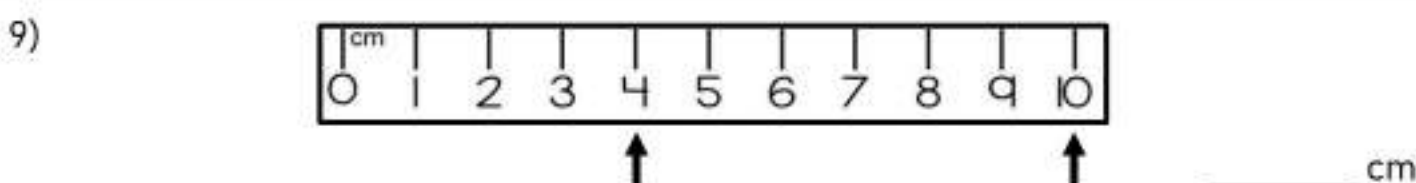
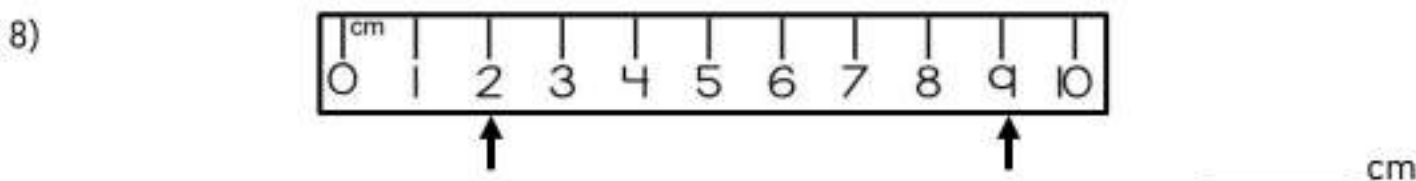
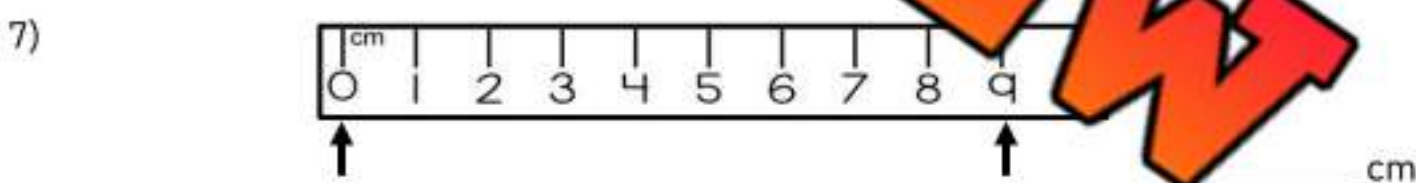
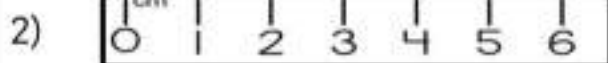
Measuring in Centimeters

We can accurately measure the length of something by using a ruler.



Questions

Read the rulers below to find the distance between the arrows



Name: _____

9

Measuring in Centimeters

Questions

Use a ruler to measure the lines below



1)



_____ cm

2)



_____ cm

3)



4)



_____ cm

5)



_____ cm

6)



_____ cm

7)



_____ cm

8)



9)



_____ cm

10)



_____ cm

11)



_____ cm

12)



_____ cm

Exit Cards

Cut Out

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

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

11

Drawing Lengths Using a Ruler

Questions

Draw lines that are the lengths below



1)

5 cm

2)

6 cm

3)

4)

9 cm

5)

4 cm

7 cm

7)

1 cm

8)

8 cm

9)

2 cm

10)

10 cm

11)

14 cm

12)

17 cm

Name: _____

12

Ladder Challenge

Draw

Follow the instructions below



A good ladder needs rungs that are the same size and evenly spaced, so it's safe to climb. Your challenge is to draw a ladder with perfect rungs. Can you make the safest ladder ever? Let's try!

PREVIEW

Name: _____

14

Measuring Real-Life Objects

Questions

Measure the length of the objects below



_____ cm



_____ cm



_____ cm



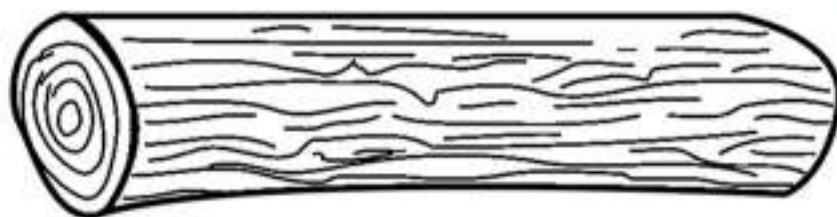
_____ cm



_____ cm



_____ m



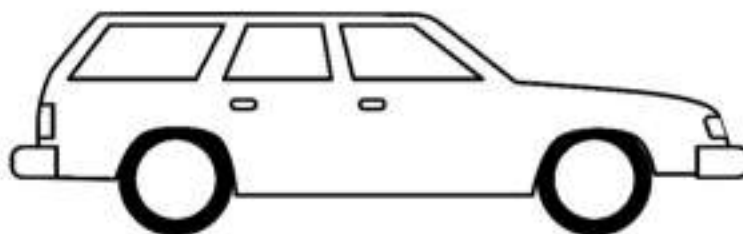
_____ cm



_____ cm



_____ cm



_____ cm

Measuring Height – Lollipops

Questions

Measure the height of the lollipop sticks



1. Colour the biggest stick red
2. Colour the shortest stick blue
3. Colour the two sticks that are the same length green

Estimating Length in CM**Questions**

Circle which length fits the description

1) A pencil

- a) 5cm
- b) 15cm
- c) 50cm
- d) 100cm



2) A computer

- a) 5cm
- b) 10cm
- c) 40cm
- d) 100cm



3) A

- a) 50cm
- b) 100cm
- c) 500cm
- d) 900cm



4) A cup

- a) 3cm
- b) 10cm
- c) 50cm
- d) 900cm



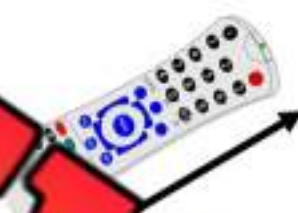
5) A bottle

- a) 3cm
- b) 30cm
- c) 100cm
- d) 300cm



6) A remote control

- a) 5cm
- b) 10cm
- c) 100cm
- d) 500cm



7) An apple

- a) 1cm
- b) 30cm
- c) 10cm
- d) 100cm



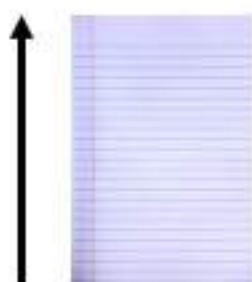
8) A paper clip

- a) 5cm
- b) 50cm
- c) 100cm
- d) 200cm



9) Piece of paper

- a) 5cm
- b) 15cm
- c) 30cm
- d) 100cm



10) A shoe

- a) 5cm
- b) 15cm
- c) 50cm
- d) 200cm



Measuring Length in CM**Directions**

Use a ruler to measure the following things



Objects to Measure	Length in CM
1) The length of this paper	
2) The length of your foot/shoe	
3) The length of your hand (from thumb to pinky)	
4) The length of your pencil	
5) The length of a marker	
6) The length of a paperclip	
7) The length of an eraser	
8) The height of a water bottle	
9) The length and width of a book	Length = Width =
10) The width of your desk or table	

Exit Cards

Cut Out

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

Name: _____

Use a ruler to measure the following things in CM.

- a) The height of this card _____
- b) The length of a crayon _____
- c) The length of your finger (any finger) _____
- d) Measure the diagonal of your notebook (corner to opposite corner). _____

Name: _____

Use a ruler to measure the following things in CM.

- a) The height of this card _____
- b) The length of a crayon _____
- c) The length of your finger (any finger) _____
- d) Measure the diagonal of your notebook (corner to opposite corner). _____

Name: _____

Use a ruler to measure the following things in CM.

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Name: _____

Use a ruler to measure the following things in CM.

- a) The height of this card _____
- b) The length of a crayon _____
- c) The length of your finger (any finger) _____
- d) Measure the diagonal of your notebook (corner to opposite corner). _____

Metric System – Meters and Centimeters

In Canada, we use the metric system. We use centimetres for smaller measurements and metres for larger measurements.



Centimetre (cm)

Approximately the width of your finger



Metre (m)

Approximately the width of a door

Question: What unit of measure would you use to measure the following distances?

1) The distance to the bathroom 	
2) The length of your nose 	
3) The length of your eraser 	
4) The length of your classroom 	
5) The distance around a track 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

Meters and Centimeters

In Canada, we use the metric system. Two common units of measurement are metres and centimetres.



BENCHMARKS

100cm = 1m

1m = 100cm



Part 1 Fill in the table below

10	
300	
400	
	5
600	
	7
800	
	9
1000	

Part 2 Convert the units of measurement below

1) 1m	_____cm
2) 5m	_____cm
3) 200cm	_____m
4) 6m	_____m
5) 2m	_____cm
6) 800cm	_____m
7) 4m	_____cm

Part 3 Which unit would you use to measure the things below

 CM M	 CM M	 CM M	 CM M
 CM M	 CM M	 CM M	 CM M

Matching Game: Meters and Centimeters**Objective**

What are we learning about?

To help students practice converting centimeters to meters and vice versa by matching corresponding values.

Materials

What you will need for the activity.

- Pre-prepared matching game cards with values in centimeters and meters.
- Small bags or envelopes to hold the card sets for each group

**Instructions**

How you will complete the

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

Name: _____

24

Cards

Matching Game Cards

Meters (m)

Centimeters (cm)

1 m

100 cm

200 cm

3 m

300 cm

4 m

400 cm

5 m

500 cm

PREVIEW

Name: _____

25

Cards

Matching Game Cards

Meters (m)

Centimeters (cm)

6 m

600 cm

700 cm

8 m

800 cm

9 m

900 cm

10 m

1000 cm

PREVIEW

Name: _____

26

Cards

Matching Game Cards

Meters (m)

Centimeters (cm)

11 m

1100 cm

1200 cm

13 m

1300 cm

14 m

1400 cm

15 m

1500 cm

PREVIEW

Measure Treasure Hunt

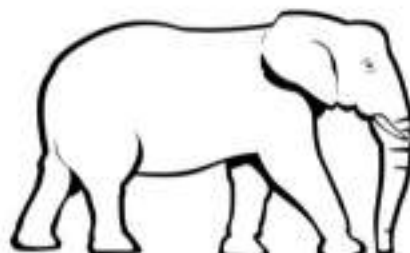
Questions

Circle the unit you would use to measure the things below



CM

M



CM

M



CM

M



C

M



CM

M



CM

M



CM

M



CM

M

Which is Longer

Part 1 Which distance is farther? Circle the longest distance.

1)	10m	200cm	500cm	7m
2)	20cm	200cm	5m	500m
3)	50cm	500cm	10m	50cm
4)	2m	300cm	1m	
5)	500cm	200cm	3m	

Part 2 Read the problem and solve it below

- Steve is trying to buy a long baseball bat. One bat is 98cm long and the other is 1m long. Which bat is longer?
- Bella is 1 metre tall. Emily is 125cm tall. Who is taller? Explain.
- Kyle and Simon are arguing over whose wingspan is longer. Kyle's wingspan is 525cm wide. Simon's wingspan is 6m wide. Whose wingspan is wider?



Ordering Measurements

Part 1

Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)		
1) 150 cm, 2 m, 120 cm	120 cm	150 cm	2 m
2) 4 m, 3 m, 2 m			
3) 1 m, 10 cm, 2 m			
4) 250 cm, 2 m, 1 m			
5) 700 cm, 6 m, 550 cm			

Part 2

Order the measurements from longest to shortest

Measurements	Order (Longest to Shortest)			
1) 700 cm, 6 m, 3 m, 500 cm				
2) 2 m, 250 cm, 175 cm, 1 m				
3) 800 cm, 5 m, 4 m, 450 cm				
4) 3 m, 299 cm, 2 m, 250 cm				
5) 150 cm, 1 m, 90 cm, 125 cm				

Measurement Word Problems

Questions

Answer the questions below

	Word Problems
1	A giraffe in the zoo is 5 metres tall, an elephant is 4 metres tall, and a zebra is 375 cm tall. Order the animals from the tallest to the shortest.
2	A track at a school is 300 metres long. The basketball court is 30 metres long. The soccer field is 12,500 cm long. Order the lengths of the track, soccer field, and basketball court from longest to shortest.
3	Three poles are being planted. The green pole is 8 metres tall, the red is 720 cm tall, and the blue is 7 m and 50 cm tall. Convert all the measurements to centimetres and order the poles from tallest to shortest.
4	The heights of four trees in a park were measured: ▪ Tree A is 4 metres tall. ▪ Tree B is 390 centimetres tall. ▪ Tree C is 3 metres and 95 centimetres tall. ▪ Tree D is 405 centimetres tall. a) Which tree is the tallest? b) How much taller is it than the shortest tree?

Estimate the Distance

In life, we often need to be able to estimate the distance or length of things. We first need to choose the correct unit of measurement – cm, m. Then we estimate by using our understanding of these units.

Example

- my walk to school is around 500m
- my pencil is approximately 10cm long



Questions Answer the questions below by estimating the distances

1) How far do you live from the school?	
2) How wide is your class?	
3) How wide is your thumbnail?	
4) How tall is your desk/table?	
5) How tall are you?	
6) How tall is your water bottle?	
7) How far is the nearest grocery store?	
8) How long is a school bus?	
9) How wide is your gym?	
10) How thick is the last book you read?	

Exit Cards

Cut Out

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

Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

Name: _____

a) Convert the unit of measurement below

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Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

Estimating Length in Meters

Questions

Circle which length fits the description

1) A pool

- a) 1m
- b) 2m
- c) 10m
- d) 100m



2) A basketball player

- a) 1m
- b) 2m
- c) 10m
- d) 100m



3) A car

- a) 1m
- b) 2m
- c) 5m
- d) 100m



4) A school

- a) 1m
- b) 10m
- c) 100m
- d) 500m



5) A school bus

- a) 1m
- b) 2m
- c) 10m
- d) 100m



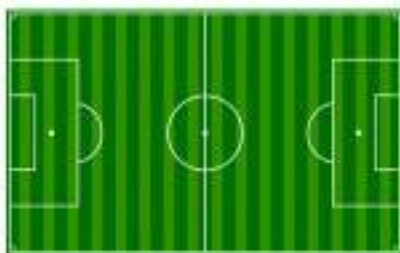
6) A house

- a) 1m
- b) 10m
- c) 100m
- d) 500m



7) A soccer field

- a) 5m
- b) 10m
- c) 20m
- d) 100m



8) A basketball net

- a) 1m
- b) 4m
- c) 50m
- d) 100m



9) A hot tub

- a) 2m
- b) 10m
- c) 50m
- d) 100m



10) A stop sign

- a) 1m
- b) 2m
- c) 10m
- d) 100m



Name: _____

36

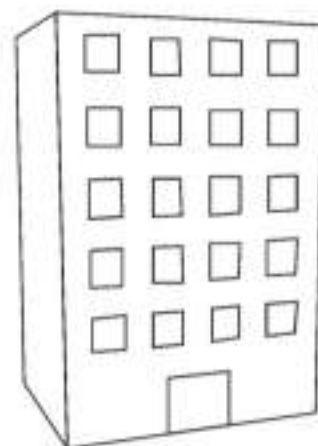
How Many Meters

Questions

How many meters tall are the objects below?













Options for Answers

1m	2m	3m
10m	50m	500m

Name: _____

38

Measuring Rectangles – Side Lengths

Questions

Label the side lengths in centimeters (cm)

1)



2)



3)



4)



5)



6)



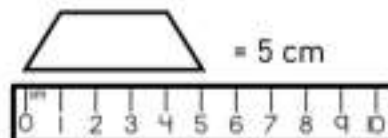
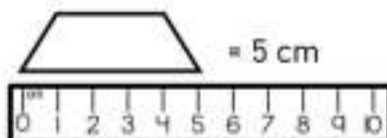
PREVIEW

Congruent Shapes

Questions

Measure the side lengths and circle the congruent shape

Measure each of the side lengths to make sure they are the same.



1)

a)



b)



2)

a)

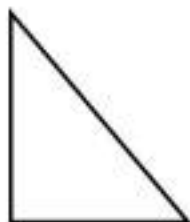


b)



3)

a)



b)



4)

a)

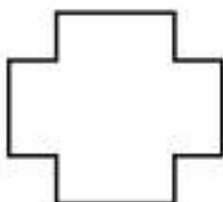
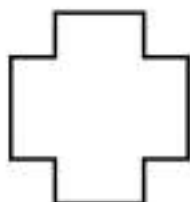


b)

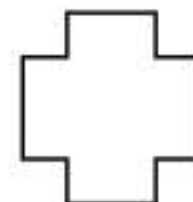


5)

a)

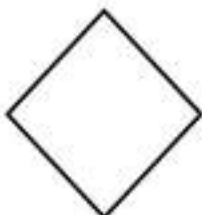
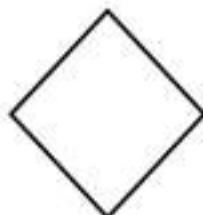


b)

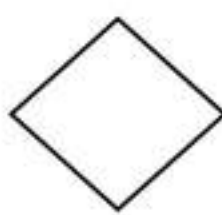


6)

a)



b)



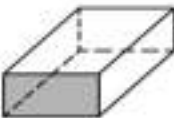
Exit Cards

Cut Out

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

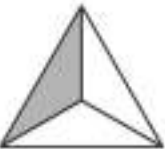
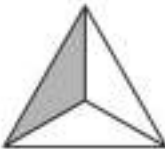
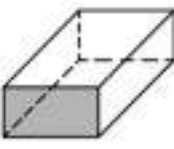
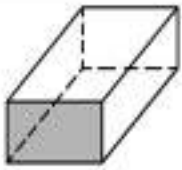
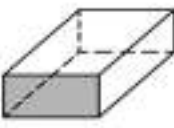
Name: _____

Measure the side lengths and circle the congruent shapes if there are any.

1) 	a) 	b) 
2) 	a) 	b) 
3) 	a) 	b) 

Name: _____

Measure the side lengths and circle the congruent shapes if there are any.

1) 	a) 	b) 
2) 	a) 	b) 
3) 	a) 	b) 

Name: _____

42

Measurement Unit Test

Part 1

Use a ruler to measure the lines below

1)



_____ cm

2)



_____ cm

3)



_____ cm

Part 2

Draw a line that is the correct length

1)

5 cm

2)

3 cm

3)

4 cm

Part 3

Fill in the blank

_____ cm	_____ m
100	_____
300	_____
400	_____
_____	5
600	_____
_____	7
800	_____
_____	9
1000	_____

Part 4

Write the same number for the different units of measurement

1) 1m

_____ cm

3) 5m

_____ cm

5) 300cm

_____ m

2) 200cm

_____ m

4) 600cm

_____ m

6) 9m

_____ cm

Part 5

Circle which length fits the description

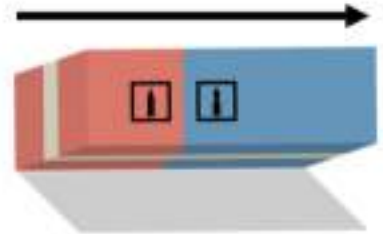
1) A ketchup bottle

- a) 5cm
- b) 30cm
- c) 100cm
- d) 200cm



2) An eraser

- a) 5cm
- b) 50cm
- c) 100cm
- d) 500cm



3) A marker

- a) 10cm
- b) 1m
- c) 500cm
- d) 900cm



4) A house

- a) 1m
- b) 10m
- c) 50m
- d) 100m



5) A lamp

- a) 2m
- b) 5m
- c) 10m
- d) 50m



6) A car

- a) 5cm
- b) 5m
- c) 50cm
- d) 50m



Part 6

Label the side lengths in centimetres (cm)

1)



2)

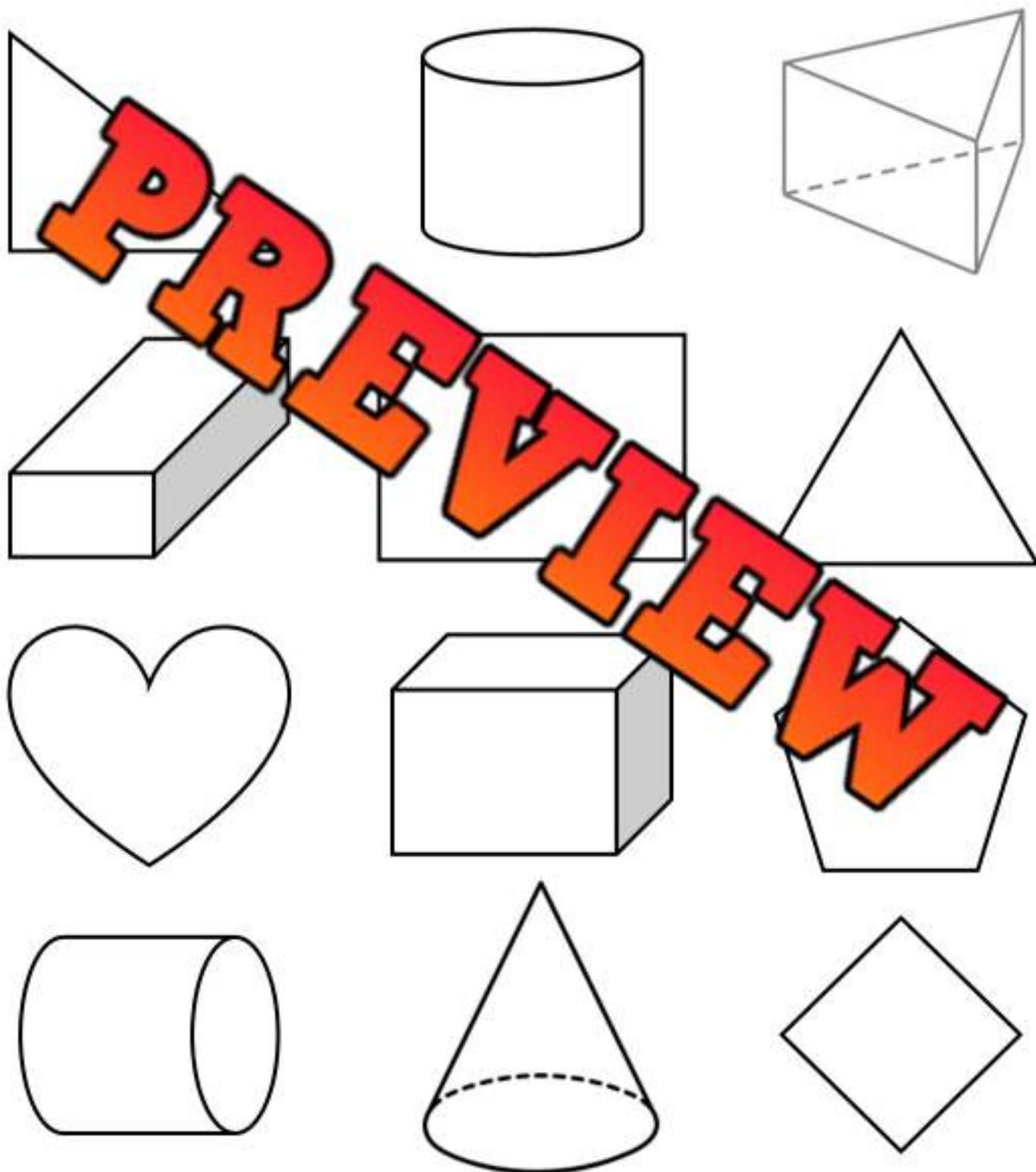


Name: _____

2D vs 3D Shapes

Instructions

Colour the 2D shapes blue and the 3D shapes green



Comparing 2D Shapes - Size

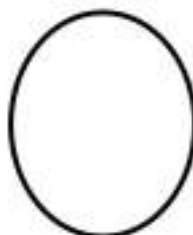
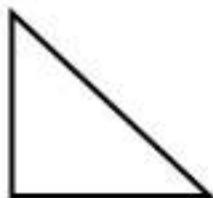
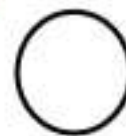
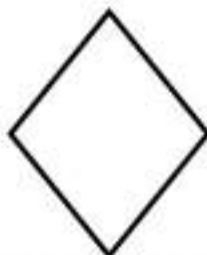
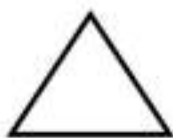
Small Shapes

Big Shapes

PREVIEW

Directions

Cut the shapes out and paste them in the correct box.

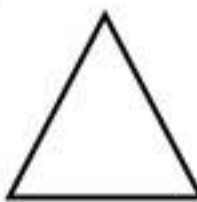
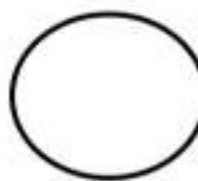
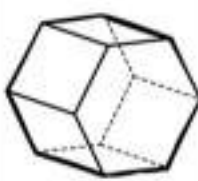


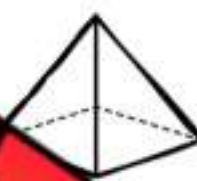
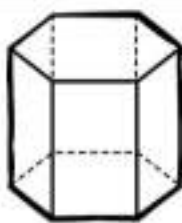
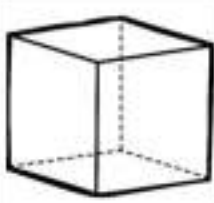
Name: _____

Sorting 2D vs 3D Shapes

Instructions

Sort the shapes into the correct categories by writing their letters below

					
		C	D	E	F

				
G	H	I	K	L

2-Dimensional	3-Dimensional

Activity Title: Shape Treasure Hunt

Objective

What are we learning about?

To help students identify and differentiate between 2D and 3D shapes through an interactive treasure hunt game.

Materials

What you will need for the activity.

- A variety of 2D and 3D shapes (circles, squares, triangles, cubes, pyramids)
- Two large signs labeled "2D Station" and "3D Station"
- Small prizes or stickers for participants



Instructions

How you will complete the activity.

- 1) Prepare by hiding the shape images around the classroom in a designated safe outdoor area before the activity starts. Place more shapes in more treasure and a longer hunt.
- 2) Divide students into small groups to encourage teamwork.
- 3) Explain the difference between 2D (flat shapes) and 3D (shapes with more starting the hunt.
- 4) On your signal, allow the students to start searching for the hidden shape images.
- 5) Once a student finds an image, they must decide if it is a 2D or 3D shape and then go to the corresponding station to stand. Optional: have students keep searching for the "treasure" shapes if you want to keep them engaged.
- 6) When all shapes are found, gather the students at each station and review each found image as a group, confirming whether it was correctly identified as 2D or 3D.
- 7) Discuss why each shape belongs to its category, reinforcing the characteristics of 2D and 3D shapes.
- 8) Provide small prizes or stickers to all participants for their effort and learning.

Name: _____

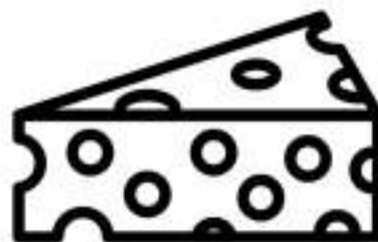
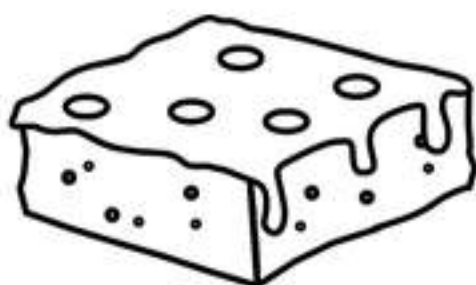
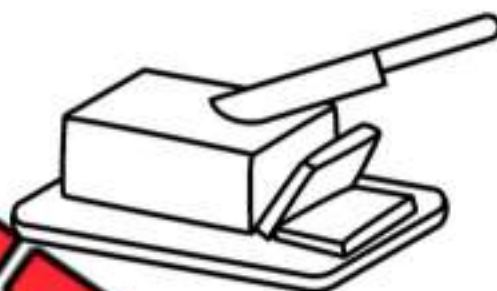
50

Instructions

Cut out the cards below

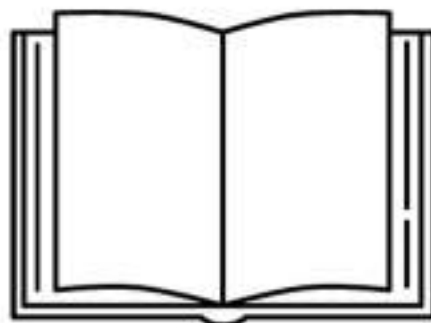
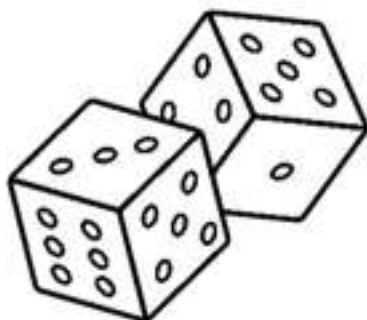
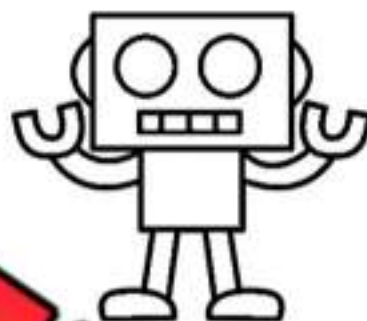


PREVIEW



Instructions

Cut out the cards below



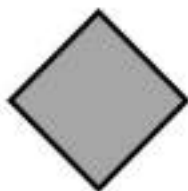
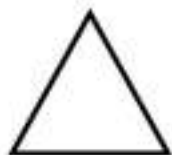
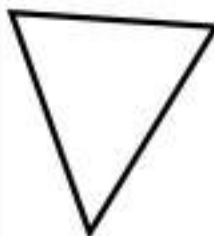
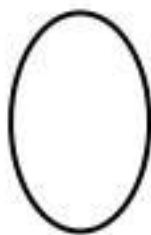
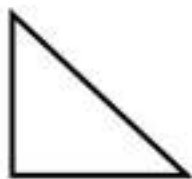
Instructions

Cut out the cards below



Sorting 2-D Shapes Using Two Attributes**Questions**

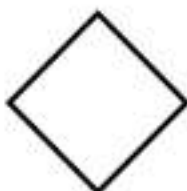
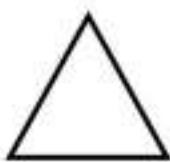
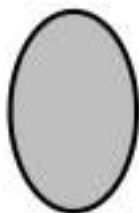
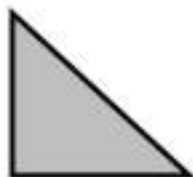
Sort the shapes into the correct categories using the two attributes

4 or More Sides and Grey**3 or Less Sides and White****PREVIEW****A****B****C****D****E****F****G****H****I****J****K****L**

Sorting 2-D Shapes Using Two Attributes

Questions

Sort the shapes into the correct categories using the two attributes

4 or More Sides and Grey**3 or Less Sides and White****4 or More Sides and White****3 or Less Sides and Grey****A****B****C****D****E****F****G****H****I****J****K****L**

Exit Cards

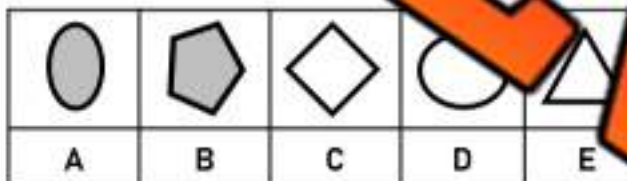
Cut Out

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

Name: _____

Sort the shapes into the correct categories using the two attributes

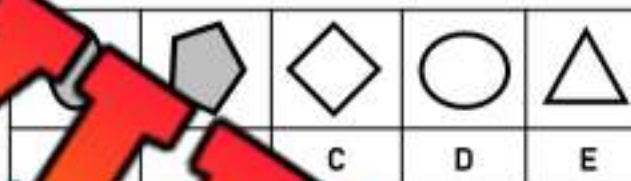
<u>4 or More Sides</u> and Grey	<u>3 or Less Sides</u> and White
<u>4 or More Sides</u> and White	<u>3 or Less Sides</u> and Grey



Name: _____

Sort the shapes into the correct categories using the two attributes

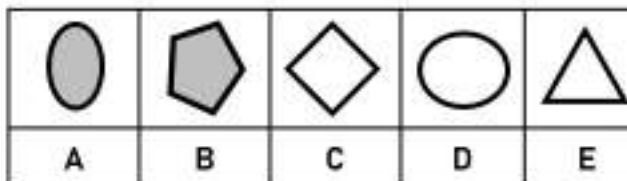
<u>4 or More Sides</u> and Grey	<u>3 or Less Sides</u> and White
<u>4 or More Sides</u> and White	<u>3 or Less Sides</u> and Grey



Name: _____

Sort the shapes into the correct categories using the two attributes

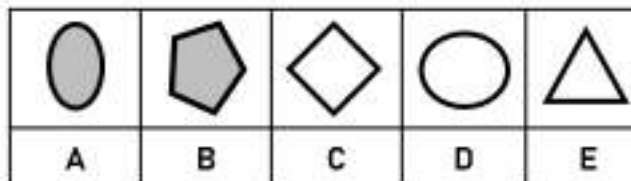
<u>4 or More Sides</u> and Grey	<u>3 or Less Sides</u> and White
<u>4 or More Sides</u> and White	<u>3 or Less Sides</u> and Grey



Name: _____

Sort the shapes into the correct categories using the two attributes

<u>4 or More Sides</u> and Grey	<u>3 or Less Sides</u> and White
<u>4 or More Sides</u> and White	<u>3 or Less Sides</u> and Grey



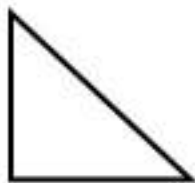
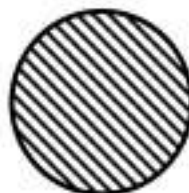
Sorting 2-D Shapes Using Two Attributes

Questions

Sort the shapes into the correct categories using the two attributes

Round with PatternNot Round with No Pattern

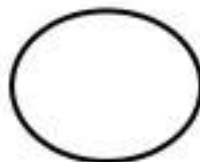
PREVIEW

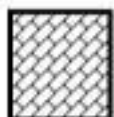
**A****B****C****D****E****F****G****H****I****J****K****L**

Sorting 2-D Shapes Using Two Attributes

Questions

Sort the shapes into the correct categories using the two attributes

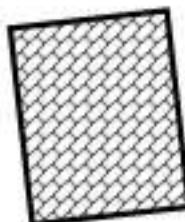
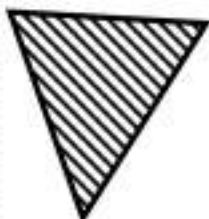
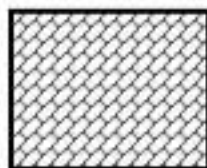
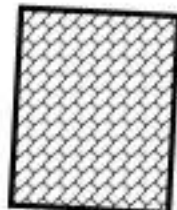
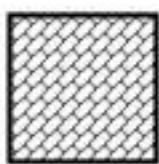
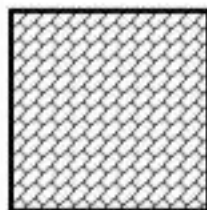
Round with Pattern**Not Round with No Pattern****Round with No Pattern****Not Round with Pattern****A****B****C****D****E****F****G****H****I****J****K****L**

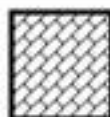
Sorting 2-D Shapes Using Two Attributes**Diagonal Lines and 3 Sides****Brick Pattern and 4 Sides**

PREVIEW

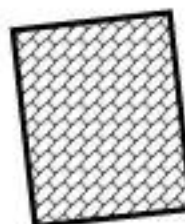
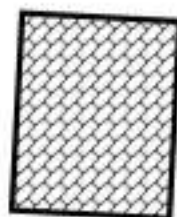
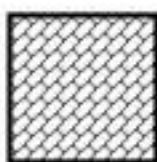
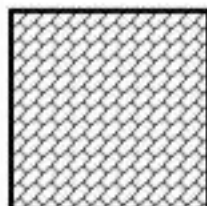
Directions

Cut the shapes out and paste them in the correct box.



Sorting 2-D Shapes Using Two Attributes**Diagonal Lines and 3 Sides****Brick Pattern and 4 Sides****Diagonal Lines and 4 Sides****Brick Pattern and 3 Sides****Directions**

Cut the shapes out and paste them in the correct box.



Sorting 2-D Shapes Using Two Attributes**Questions**

Choose 2 sorting rules to sort the shapes below

Sorting Rules Options – Choose 2 that will work

Pattern, No Pattern, Colour, Number of Sides, Round, Not Round, Size, Thickness

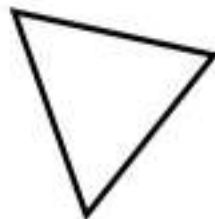
PREVIEW



A



B



C



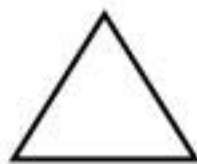
D



E



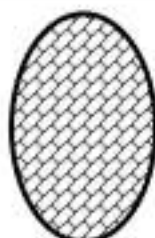
F



G



H



I



J



K



L

Name: _____

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Sorting 2-D Shapes Using Two Attributes

Questions

Choose 2 sorting rules to sort the shapes below

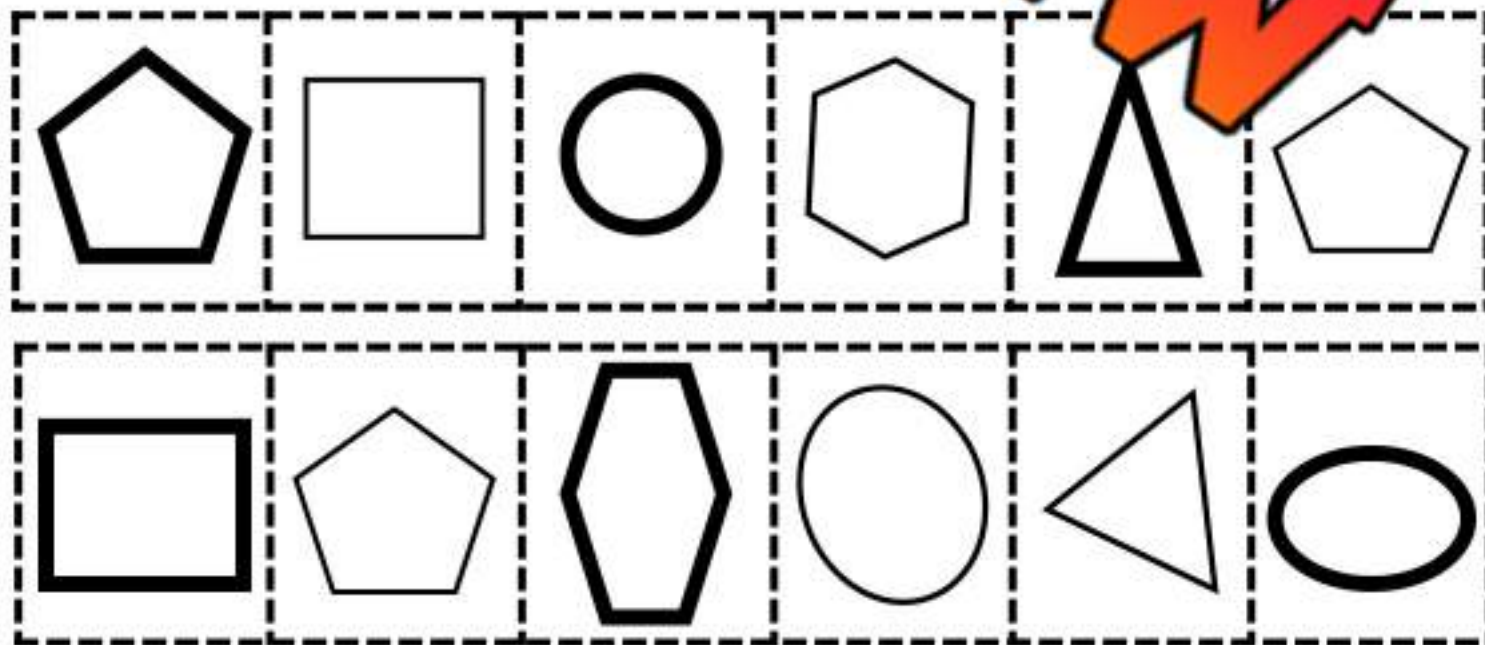
Sorting Rules Options – Choose 2 that will work

Pattern, No Pattern, Colour, Number of Sides, Round, Not Round, Size, Thickness

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

Directions

Cut the shapes out and paste them in the correct box



Sorting 3-D Shapes Using Two Attributes**Shaded In And Meets At A Point****White And Doesn't Meet At A Point**

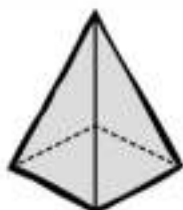
PREVIEW

Questions

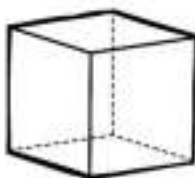
Write the letter below each shape in the memory



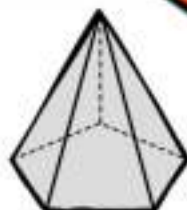
A



B



C



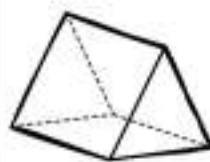
D



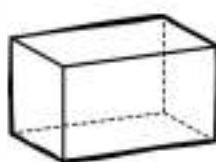
E



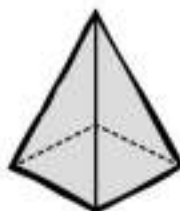
F



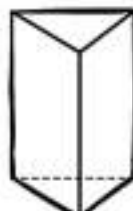
G



H



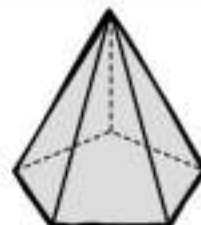
I



J



K



L

Sorting 3-D Shapes Using Two Attributes

Shaded In And Meets At A Point

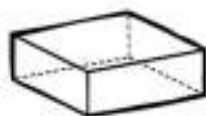
White And Doesn't Meet At A Point

Shaded And Doesn't Meet At A Point

White And Meets At A Point

Questions

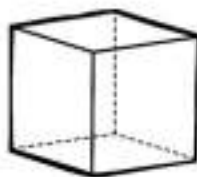
Write the letter below each shape in the correct category.



A



B



C



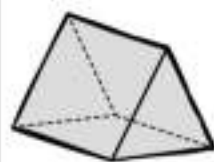
D



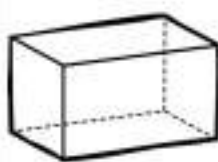
E



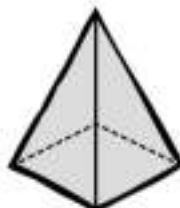
F



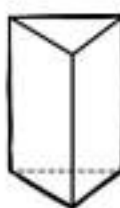
G



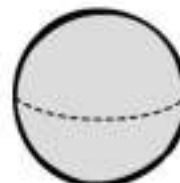
H



I



J



K



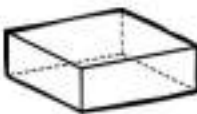
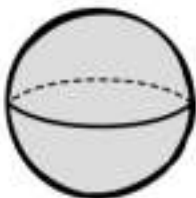
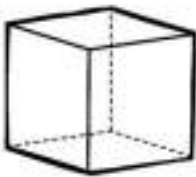
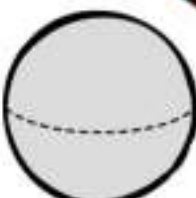
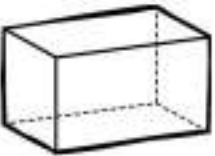
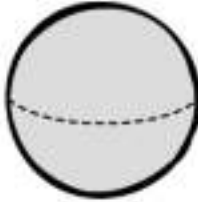
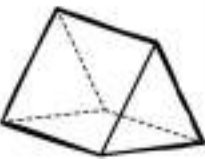
L

Sorting 3-D Shapes Using Two Attributes**Round and Shaded In****Not Round and White**

PREVIEW

Questions

Write the letter below each shape in the correct category.

					
A	B	C	D	E	F
					
G	H	I	J	K	L

Name: _____

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Sorting 3-D Shapes Using Two Attributes

Round and Shaded In

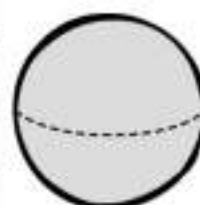
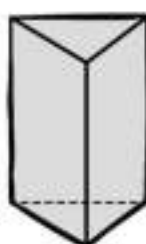
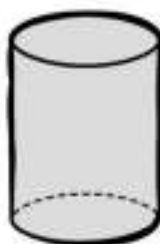
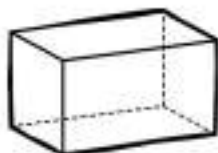
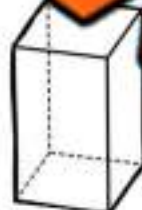
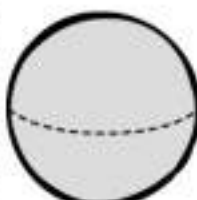
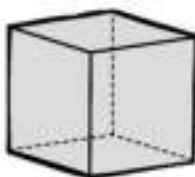
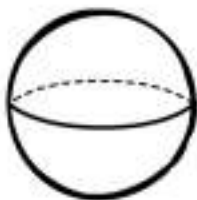
Not Round and White

Round and White

Not Round and Shaded In

Directions

Cut the shapes out and paste them in the correct box.



Exit Cards

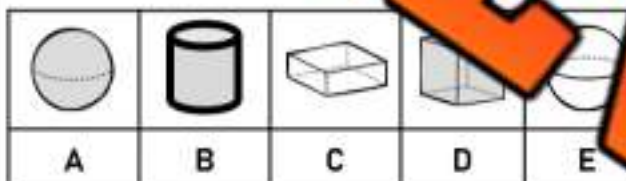
Cut Out

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

Name: _____

Sort the objects into the correct categories using the two attributes

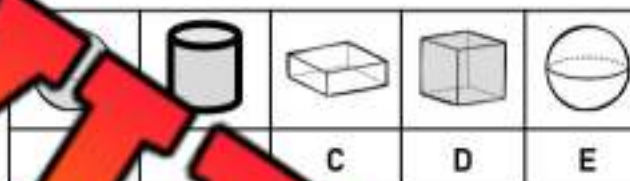
<u>Round and Shaded In</u>	<u>Not Round and White</u>
<u>Round and White</u>	<u>Not Round and Shaded In</u>



Name: _____

Sort the objects into the correct categories using the two attributes

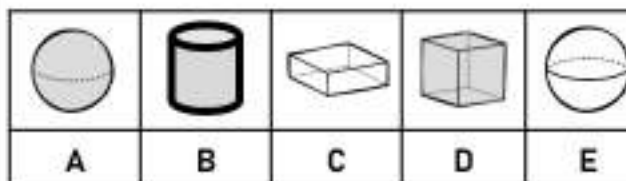
<u>Round and Shaded In</u>	<u>Not Round and White</u>
<u>Round and White</u>	<u>Not Round and Shaded In</u>



Name: _____

Sort the objects into the correct categories using the two attributes

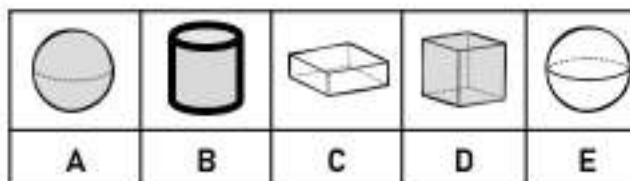
<u>Round and Shaded In</u>	<u>Not Round and White</u>
<u>Round and White</u>	<u>Not Round and Shaded In</u>



Name: _____

Sort the objects into the correct categories using the two attributes

<u>Round and Shaded In</u>	<u>Not Round and White</u>
<u>Round and White</u>	<u>Not Round and Shaded In</u>



Name: _____

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Sides of a Shape

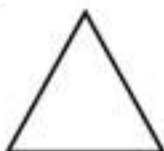
Part 1

How many sides does the shape have?

1.



2.



3.



4.



5.



6.



8.



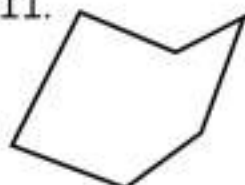
9.



10.



11.



12.



13.



14.



15.



Part 2

Draw a shape with the correct number of sides

1)

2)

3)

4)

5)

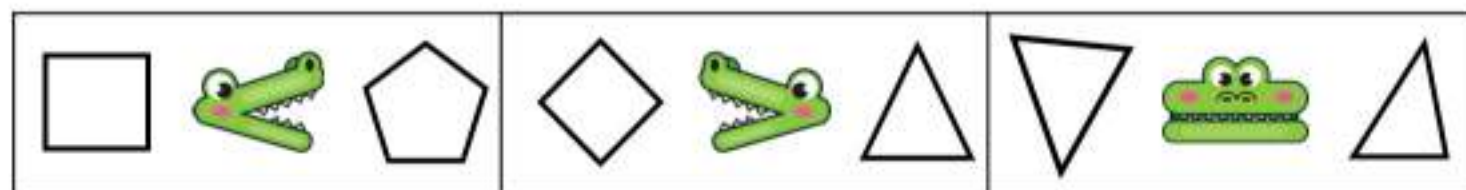
4

3

6

8

10

Comparing Shapes - Number of Sides**Questions**

Circle the correct alligator

1)



2)



3)



5)



6)



7)



8)



9)

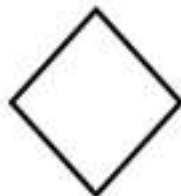


10)



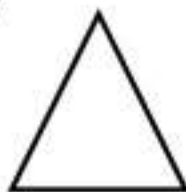
Comparing Shapes - Number of Sides**Questions**Compare the number of sides on the shapes using $<$ $>$ $=$

1)



4

5)



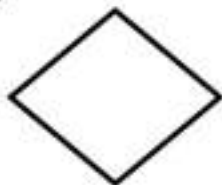
2)



6)



3)



7)



4)



8)



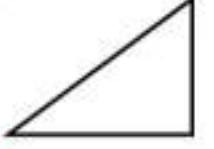
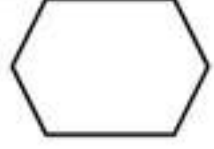
Vertices

Vertices are where two sides meet. The vertices of a shape are the corners.



Part 1

Circle the vertices and write how many vertices the shape has

1. 	2. 	3. 	4. 	5. 
_____	_____	_____	_____	_____
6. 	7. 	8. 	9. 	10. 
_____	_____	_____	_____	_____

Part 2

Draw a shape with the correct number of vertices

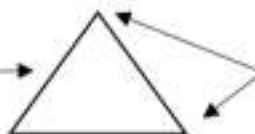
1) 	2) 	3) 	4) 	
3	4	5	6	7

What do you notice about the number of vertices and sides that a shape has?

Sides and Vertices

Reminder:

Side →



Vertices

Part 1

How many sides and vertices does the shape have?

1.	2.	3.	4.	5.
____ sides	____ sides	____ sides	____ sides	____ sides
____ vertices	____ vertices	____ vertices	____ vertices	____ vertices
6.	7.	8.	10.	
____ sides	____ sides	____ sides	____ sides	
____ vertices	____ vertices	____ vertices	____ vertices	

Part 2

Draw a shape with the correct number of vertices and sides

1.	2.	3.	4.	5.
3 sides	4 sides	5 sides	6 sides	7 sides
3 vertices	4 vertices	5 vertices	6 vertices	7 vertices

Exit Cards

Cut Out

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

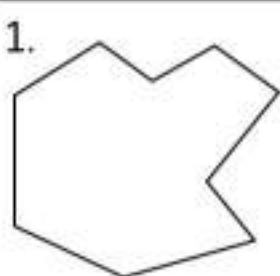
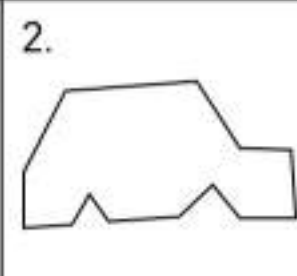
Name: _____

How many sides and vertices does the shape have?

1. 	2. 
____ sides	____ sides
____ vertices	____ vertices

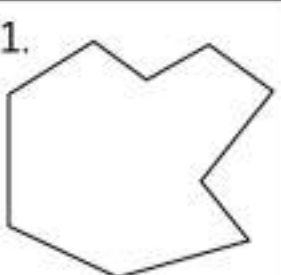
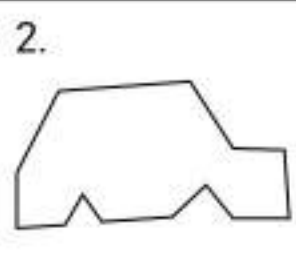
Name: _____

How many sides and vertices does the shape have?

1. 	2. 
____ sides	____ sides
____ vertices	____ vertices

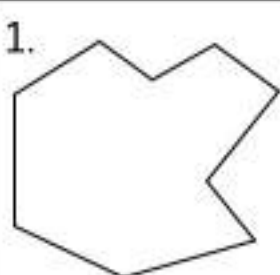
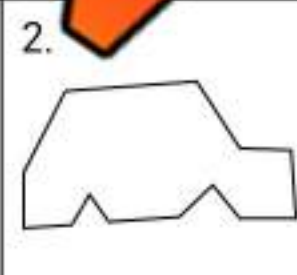
Name: _____

How many sides and vertices does the shape have?

1. 	2. 
____ sides	____ sides
____ vertices	____ vertices

Name: _____

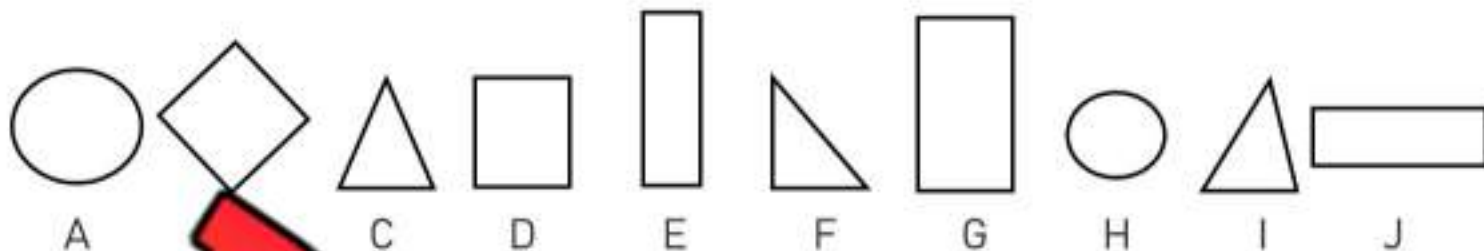
How many sides and vertices does the shape have?

1. 	2. 
____ sides	____ sides
____ vertices	____ vertices

Sorting Sides and Vertices

Part 1

Sort the shapes into the categories below



Shapes	Triangles	Rectangles	Squares	Circles
Letters				

Part 2

Sort the irregular shapes into the following categories



Sides	7	8	9
Letters			

Part 3

Draw irregular shapes below with the correct number of sides

Drawings				
Sides	7	8	9	10

Activity: Create and Sort: 2D Shape Challenge

Objective

What are we learning about?

Students will learn to identify and create 2D shapes based on the number of sides and vertices and sort them accordingly.

Materials

What you will need for the activity.

- Construction paper (various colours)
- Scissors
- Glue sticks
- Pencils
- Rulers
- Handouts with sorting categories
- Markers



Instructions

How you will complete the activity

- 1) Introduce the different 2D shapes by showing examples of each (triangles, squares, rectangles, pentagons, hexagons, and circles). Discuss the number of sides and vertices for each shape.
- 2) Explain that today's activity is to create their own 2D shapes, cut them out, and sort them based on the number of sides and vertices.
- 3) Distribute construction paper, scissors, pencils, rulers, and glue sticks to each student.
- 4) Instruct students to look at the recording sheet and draw and cut out shapes that would match the criteria (number of sides and vertices.)
- 5) After cutting out the shapes, ask students to glue each shape onto their recording sheets above the correct category based on the number of sides and vertices.
- 6) Have a class discussion to review their work, discuss any challenges they faced, and reinforce the concept of sides and vertices in 2D shapes.

Recording Sheet

Cut out and paste shapes that match the criteria below

3

6 Sides
6 Vertices

4 Sides
4 Vertices

7 Sides
7 Vertices

5 Sides
5 Vertices

8 Sides
8 Vertices

Sides and Vertices Word Problems

Questions

Answer the questions below



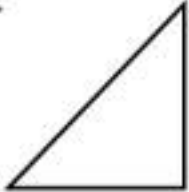
	Word Problems	Answers
1	A shape has 3 sides and 3 vertices. What is it?	
2	Sally has a figure with 4 sides of equal length. How many vertices does it have?	
3	A shape has 4 vertices and 4 sides. What shape is it?	
4	A classroom door is shaped like a rectangle. How many sides and vertices does it have?	
5	A piece of fabric is 10 metres long and 6 metres wide. A裁 wants to cut it into a different shape that is 15 metres long. How wide will the new piece of fabric be if it has the same area?	
6	An octagon is featured on a sign. Count the sides and vertices.	
7	A hexagon-shaped frame holds a picture. How many sides and vertices does this shape have?	
8	If a shape has 6 sides, and all sides are equal, what is the number of vertices?	

Naming Shapes

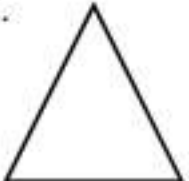
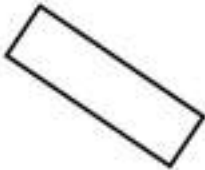
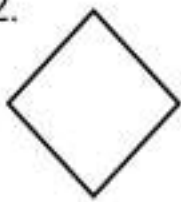
Questions

Fill in the blanks below

Word Bank - Triangle Circle Rectangle Square

	1. 	2. 	3. 	4. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

	5. 	6. 	8. 
# of Sides	_____ sides	_____ sides	_____ sides
Name of Shape			

	9. 	10. 	11. 	12. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

Exit Cards

Cut Out

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

Name: _____

Draw the 2D shapes below.

Circle

Square

Rectangle

Triangle

Name: _____

Draw the 2D shapes below.

Circle

Square

Rectangle

Triangle

Name: _____

Draw the 2D shapes below.

Circle

Square

Rectangle

Triangle

Name: _____

Draw the 2D shapes below.

Circle

Square

Rectangle

Triangle

Real Life 2D Objects

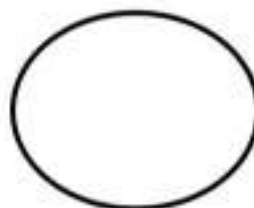
Questions

Circle the real-life object that resembles the 2D shape

1)



2)



3)



5)



6)



Name: _____

89

Finding Shapes In Your Classroom

Questions

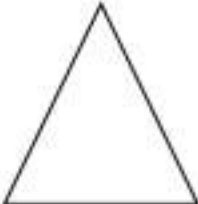
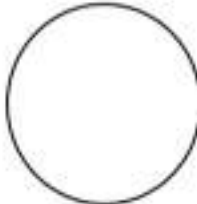
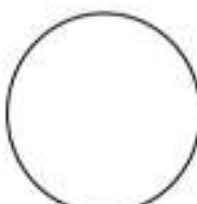
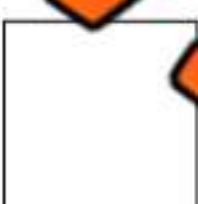
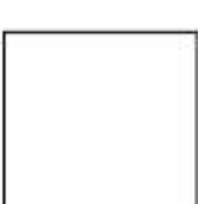
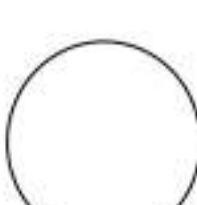
Look around your class and draw the shapes you see

	2) Rectangle
3) Square	Square
5) Circle	6) Circle
7) Triangle	8) Triangle

2D Shapes Found in 3D Pictures

Directions

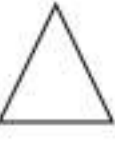
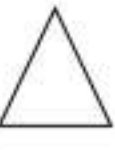
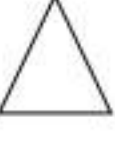
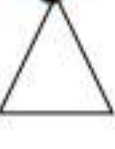
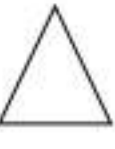
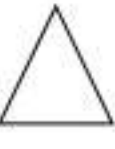
Circle the 2D shapes found in the 3D shape

3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
			
			
			
			
			

2D Shapes Found in 3D Pictures

Directions

Circle the 2D shapes found in the 3D shape

3D Shape	2D Shape 1	2D Shape 2	2D Shape 3	3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
							
							
							
							
							

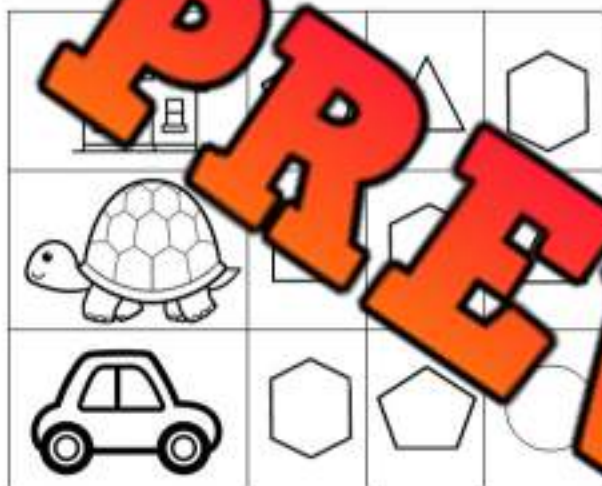
Exit Cards

Cut Out

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

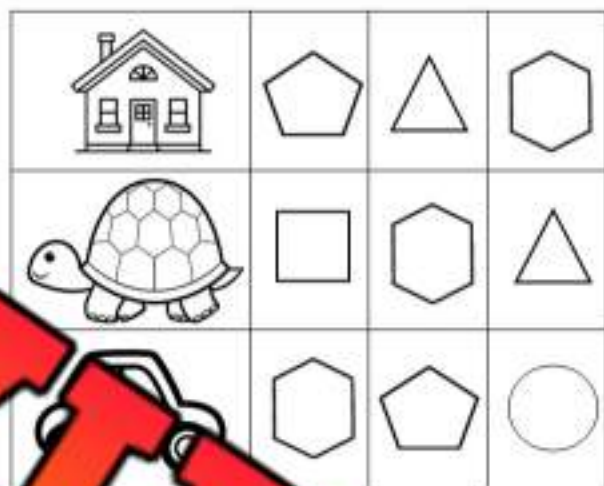
Name: _____

Circle the 2D shapes found in the 3D shape.



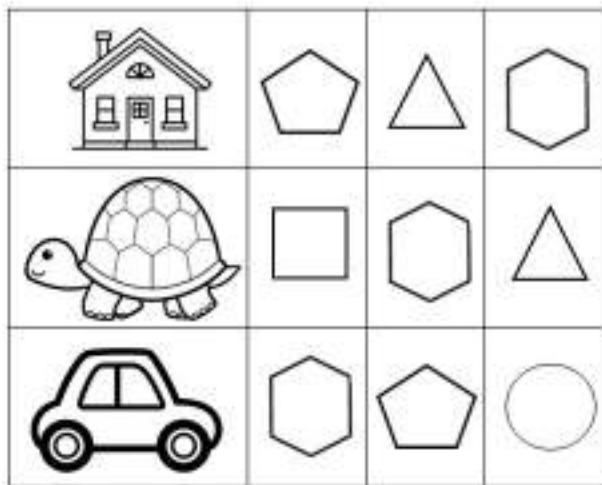
Name: _____

Circle the 2D shapes found in the 3D shape.



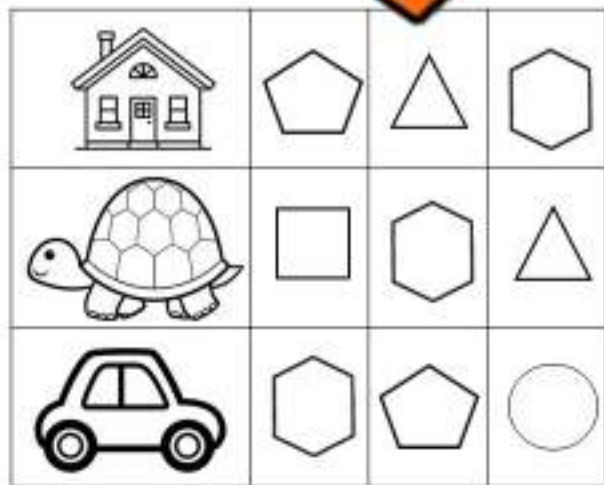
Name: _____

Circle the 2D shapes found in the 3D shape.



Name: _____

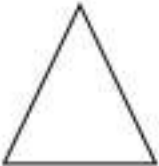
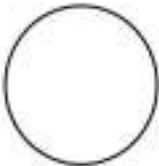
Circle the 2D shapes found in the 3D shape.



2D Shapes Found in 3D Pictures

Directions

Draw 3D shapes that are made of the 2D shapes provided

2D Shape	3D Shape	2D Shape	3D Shape
			
			
			
			

Story: The Shapes of the Coast

The Shapes of the Coast

My name is Teya, and I live in a First Nations community on the Northwest Coast. One morning, my Auntie Raven took me to the beach to teach me about the shapes our artists use.

She picked up a smooth, rounded stone. "This shape is an **ovoid**," she said. "It is curved on one side and flat on the other. You see it in waves and in stones like this." I looked at the stone and pointed to another ovoid-shaped rock.



Next, Auntie bent a piece of driftwood. It curved into a U-shape. "This is a **U-shape**," she said. "It looks like wings or tails." I thought of the bird flying above us.

Then she drew in the sand: a U-shape with a line inside. "This is a **split U**. It shows moving water or strong muscles."

I smiled. "These shapes are all around us!"

Auntie nodded. "Nature teaches us—if we look closely."

Part 1

Draw each of the shapes mentioned in the story

Ovoid

U-Shape

Split U

Part 2

Which shape is the arrow pointing to?



Ovoid

U-Shape

Split U



Ovoid

U-Shape

Split U



Ovoid

U-Shape

Split U



Ovoid

U-Shape

Split U



Ovoid

U-Shape

Split U



Ovoid

U-Shape

Split U



Instructions

Look at the artwork below. Circle the ovoids, U-shapes, and split U's.

Split U



Ovoid

Name: _____

97

Instructions

Look at the artwork below. Circle the ovoids, U-shapes, and split U's.



Name: _____

98

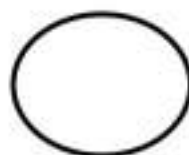
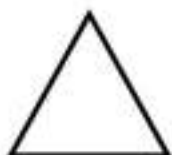
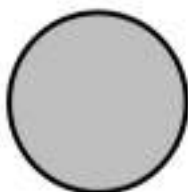
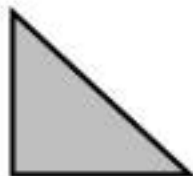
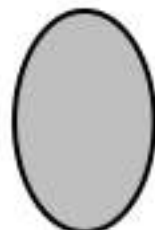
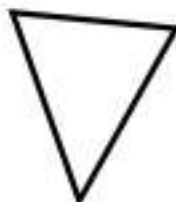
Instructions

Look at the artwork below. Circle the ovoids, U-shapes, and split U's.



Unit Test - 3-D Objects, 2-D Objects and 2-D Shapes**Part 1**

Sort the shapes into the correct categories using the two attributes

Round and White**Round and Grey****Not Round and White****Not Round and Grey****A****B****C****D****E****F****G****H****I****J****K****L**

Part 2

Write the letter below each shape in the correct category

Pyramid and Shaded

Prism and White

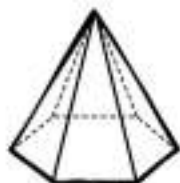
Pyramid and White

Prism and Shaded

PREVIEW



A



B



C



D



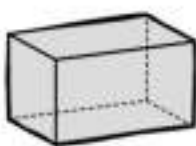
E



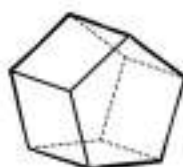
F



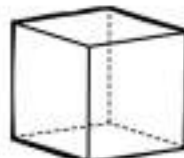
G



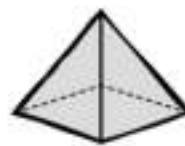
H



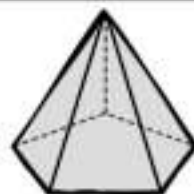
I



J



K



L

Part 3

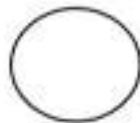
Sort the shapes into the categories below



A



B



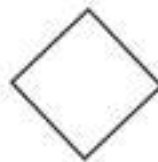
C



D



E



F



G



H



I



J

Shapes	Triangles	Rectangle	Square	Circle
Letter				

Part 4

Circle the 2D shapes in the 3D shape

3D Shape	2D Shape 1	2D Shape 2	2D Shape 3	3D Shape	2D Shape 1	2D Shape 2	2D Shape 3



Google Slides Lessons Preview





BC Math Curriculum Financial Literacy– Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

What is Money?

Learning Goal

We are learning to identify the different kinds of money, like coins and bills so we can explain how people use money to pay for the things they need and the things they like.

Counting Dollars

Drag the correct bills and coins to match the total amount.

Total Amount	Total Amount	Total Amount
\$36	\$58	\$42
\$23	\$87	\$184

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

Instruction: Drag "True" or "False" to answer the questions.

Question	Answer
1. Money is something people use to pay for things they need and want.	
2. Money can only look like paper bills, nothing else.	
3. Coins are one type of money.	
4. People trade money to get food, clothes, or toys.	
5. A nickel is worth 10 cents.	
6. Two quarters are worth 50 cents.	
7. You can make 60 cents with only 3 coins.	
8. Four quarters equal one dollar.	
9. A loonie and a toonie together make 3 dollars.	
10. 3 dimes equals one quarter.	



BC Math Curriculum Financial Literacy- Grade 2

Representing Cents Up To 200

Represent the money amounts using the coins in the coin bank

115¢	45¢	85¢
160¢	120¢	40¢
80¢	35¢	55¢

Coin Bank

Represent the money amounts using the coins in the money bank

\$28	\$28	\$28
\$13	\$13	\$13
\$36	\$36	\$36

Money Bank

Place a checkmark inside the box with equal amounts of money.

	=			=	
	=			=	
	=			=	



BC Math Curriculum Financial Literacy- Grade 2

Which Would You Rather?

Place a checkmark next to the bag you would rather have



Paying For Things Up To \$1.00

Drag the coins you will use to pay for the item.

 85¢	
 60¢	
 55¢	
 35¢	

Coin Bank



Sunglasses (\$2.00)	Headset (\$4.00)	Baseball Cap (\$3.00)	Flyer (\$1.00)	Water Bottle (\$2.00)











Workbook Preview



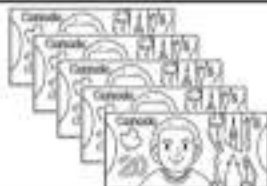
Making Benchmark Dollars

Questions

Count the money in each column to make a benchmark dollar amount



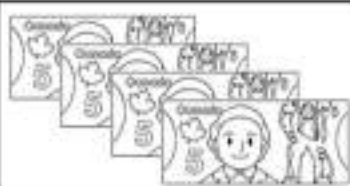
1) _____



2) _____



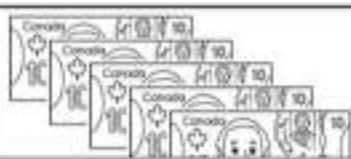
3) _____



4) _____



5) _____



Preview of 50 pages from
this product that contains
123 pages total.



9) _____

10) _____

11) _____



12) _____



13) _____



14) _____



15) _____



16) _____



17) _____

Name: _____

5

Counting Dollars

				Total
\$100	\$50	\$20	\$20	\$190

Questions

Count the money in each column. Then add up the total

1)     Total

2)     Total

3)        Total

4)       Total

Exit Cards

Cut Out

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

Name: _____

Count the money in each column. Then add up the total

			 	Total

Name: _____

Count the money in each column. Then add up the total

			   	Total

Name: _____

Count the money in each column. Then add up the total

			 	Total

Counting Dollars – Base Ten



Questions

Count the money below

1)		= _____
2)		= _____
3)		= _____
4)		= _____
5)		= _____
6)		= _____
7)		= _____

Counting Dollars

Questions

Count the money and write down the total

1)



\$ _____

2)



\$ _____

3)



\$ _____

4)



\$ _____

5)



\$ _____

6)



\$ _____

7)



\$ _____

Counting Benchmark Cents



= 25¢



= 10¢



= 5¢



= 25¢

Questions

Count the money in each box to make a benchmark cent amount



1) _____

3) _____



4) _____

5) _____

6) _____



7) _____

8) _____

9) _____



10) _____

11) _____

12) _____

Counting Cents



= 25¢



= 10¢



= 5¢



= 25¢

Questions

Count the money in each box



1) _____



3) _____



4) _____



5) _____



7) _____



8) _____



10) _____



11) _____



12) _____

Counting Cents

			Total
50¢	20¢	15¢	85¢

Questions Count the money in each column and then add up the total

1)			Total
2)			Total
3)			Total
4)			Total

Skip Counting Using Coins

Questions

Count the money and write down the total

1)



_____ ¢

2)



_____ ¢

3)



_____ ¢

4)



_____ ¢

5)



_____ ¢

6)



_____ ¢

7)

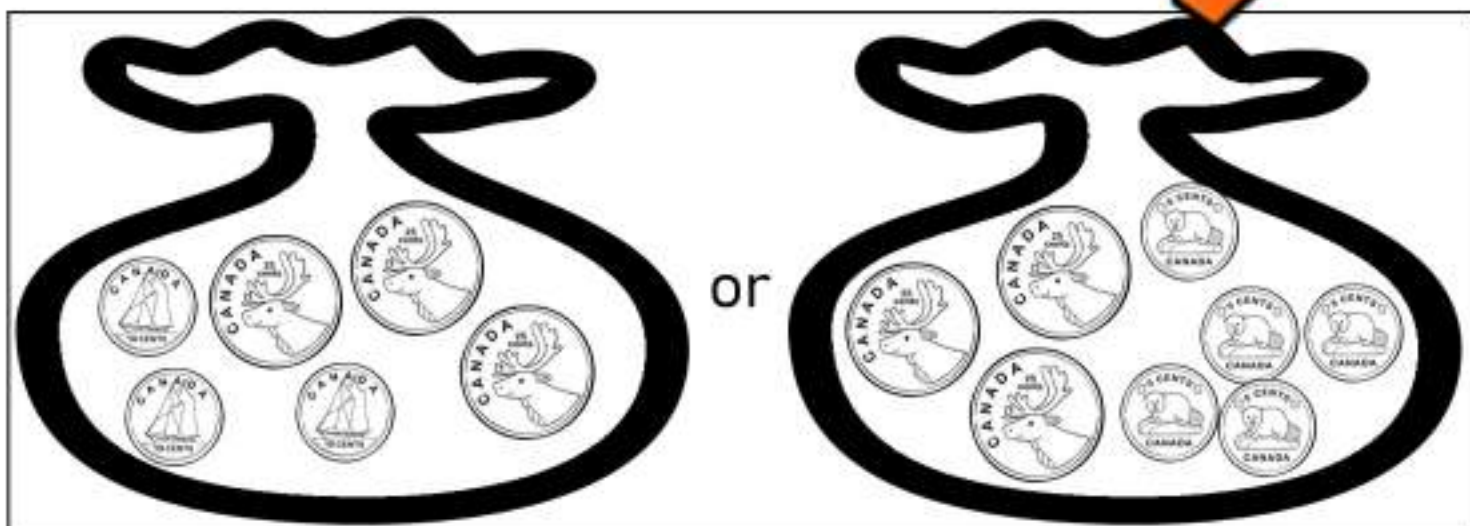


_____ ¢

Which Would You Rather?

Questions

Circle the bag of money you would rather have



Which Would You Rather?

Questions

Circle the bag of money you would rather have

PREVIEW

or

or

or

Converting Cents to Dollars

Money can be written as cents or dollars. When we have less than 1 dollar, we use cents. When we have more than 1 dollar, we use dollars. If we have whole dollars and cents, we can combine the two.

Examples - $100\text{¢} = \$1.00$

$50\text{¢} = \$0.50$

$142\text{¢} = \$1.42$

Part 1

Convert the cents into dollars

¢	\$
100¢	\$1.00
200¢	
300¢	
400¢	
500¢	\$5.00
600¢	
700¢	
800¢	
900¢	\$9.00
1000¢	

¢	\$
150¢	\$1.50
250¢	
325¢	
	\$4.25
55¢	
65¢	
70¢	
	\$7.20
86¢	
999¢	

Part 2

Circle the biggest amount of money

1)	100¢	\$1.00	350¢	\$2.30
2)	200¢	\$3.00	750¢	\$3.50
3)	300¢	\$2.00	220¢	\$1.60
4)	400¢	\$4.00	575¢	\$5.25
5)	500¢	\$7.00	250¢	\$6.40
6)	600¢	\$3.00	450¢	\$8.00

Exit Cards

Cut Out

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

Name: _____

a) Convert the cents into dollars

¢	\$
175¢	
	\$6.25
	\$7.55
999¢	

b) Circle the biggest amount of money

1)	120¢	\$1.40	980¢
2)	60¢	245¢	\$0.90
3)	725¢	\$6.25	875¢
4)	120¢	\$1.25	80¢

Name: _____

a) Convert the cents into dollars

¢	\$
175¢	
	\$6.25
	\$7.55
999¢	

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Name: _____

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Name: _____

a) Convert the cents into dollars

¢	\$
175¢	
	\$6.25
	\$7.55
999¢	

b) Circle the biggest amount of money

1)	120¢	\$1.40	980¢
2)	60¢	245¢	\$0.90
3)	725¢	\$6.25	875¢
4)	120¢	\$1.25	80¢

Counting Canadian Coins



= 100¢ or \$1.00



= 10¢



= 200¢ or \$2.00



= 25¢



= 5¢



= 25¢

Questions

Count the coins below



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____

Name: _____

22

Representing Cents Up To 200

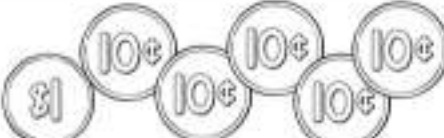
  	  	   
150¢	135¢	140¢

Questions

Represent the money amounts up to 200 cents

  	  	   
120¢	130¢	3) 125¢
4) 105¢	5) 160¢	6) 180¢
7) 115¢	8) 185¢	9) 190¢
10) 170¢	11) 195¢	12) 165¢

Representing Money in Different Ways

 		
150¢	150¢	150¢

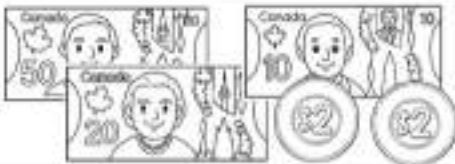
Questions represent the money amounts using different combinations of coins

1)		
120¢	120¢	
2)		
135¢	135¢	135¢
3)		
160¢	160¢	160¢
4)		
185¢	185¢	185¢

Name: _____

26

Represent Money Up To \$100

		
\$55	\$66	\$84

Questions

Represent the money amounts up to \$100

1) \$60	2) \$51	3) \$56
4) \$70	5) \$76	6) \$81
7) \$85	8) \$72	9) \$67
10) \$91	11) \$96	12) \$100

Name: _____

27

Represent Up To \$100 in Different Ways



\$71



\$71



\$71

Questions

Represent the money amounts up to \$100

1)

\$60

\$60

2)

\$74

\$74

3)

\$83

\$83

\$83

4)

\$95

\$95

\$95

Exit Cards

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

Name: _____

Represent the money amounts up to \$100

1)		
\$72	\$72	\$72
2)		
\$99	\$99	\$99

Name: _____

Represent the money amounts up to \$100

1)		
\$72	\$72	\$72
2)		
\$99	\$99	\$99

Name: _____

29

Represent Money Up To \$200

		
\$105	\$131	\$172

Questions

Represent the money amounts up to \$200

1) \$101		3) \$155
4) \$111	5) \$130	2) \$121
7) \$140	8) \$180	9) \$146
10) \$165	11) \$175	12) \$191

Name: _____

30

Represent Up To \$200 in Different Ways



\$132



\$132



\$132

Questions

Represent the money amounts up to \$200

1)

\$130

\$130

2)

\$147

\$147

3)

\$165

\$165

\$165

4)

\$191

\$191

\$191

Memory Game – Representing Money Amounts

Objective

What are we learning about?

To practice representing money amounts using bills up to \$200 and coins up to 200 cents in a fun game of matching.

Materials

What you will need for the activity.

- Memory Game cards with money amounts and visual coins and bills.
- A small table or clear area on the floor.



Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a table or the floor.
3. The students take turns flipping over two cards at a time, trying to find a matching dollar or cent amount with their visual money amount.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the money amounts with the class.

Cards

Memory Game Cards

Money Amount

\$120**\$32****\$199****\$157**

Cards

Memory Game Cards

Money Amount

\$111

Bills and Coins



¢120



¢110



¢45



Cards

Memory Game Cards

Money Amount

Bills and Coins

¢185



¢115



¢180



¢150



Name: _____

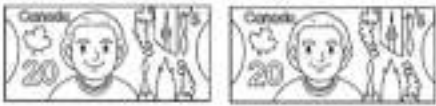
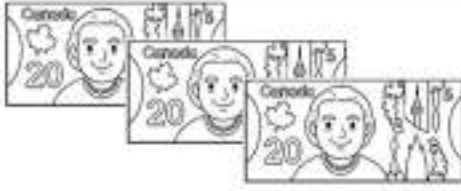
35

Adding Money

		Total
\$ 30	\$ 15	\$ 45

Questions

Add the money amounts

1) 		Total
\$ _____	\$ _____	\$ _____
2) 		Total
\$ _____	\$ _____	\$ _____
3) 		Total
\$ _____	\$ _____	\$ _____
4) 		Total
\$ _____	\$ _____	\$ _____

Adding Money

Questions

Add the money amounts

1)



\$ _____



\$ _____

Total

\$ _____

2)



\$ _____



\$ _____

Total

\$ _____

3)



\$ _____



\$ _____

Total

\$ _____

4)



\$ _____



\$ _____

Total

\$ _____

5)



\$ _____



\$ _____

Total

\$ _____

Name: _____

39

How Many Ways Can You Represent Money?



Questions

How many ways can you represent the following money amounts?

50 cents

7 cents

125 cents

PREVIEW

Name: _____

40

How Many Ways Can You Represent Money?



Questions

How many ways can you represent the following money amounts?

52 dollars

70 dollars

91 dollars

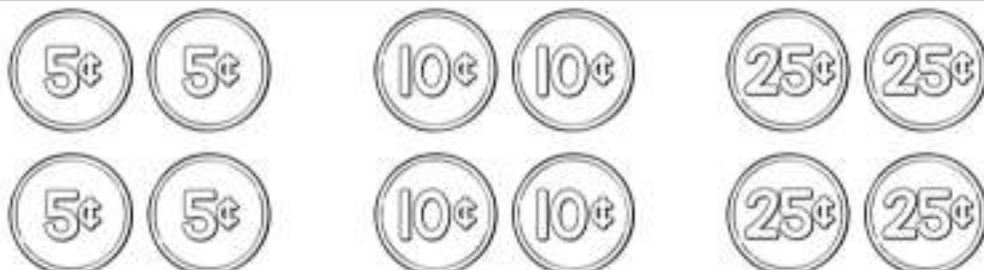
PREVIEW

Finding Exact Change Up To 100 Cents

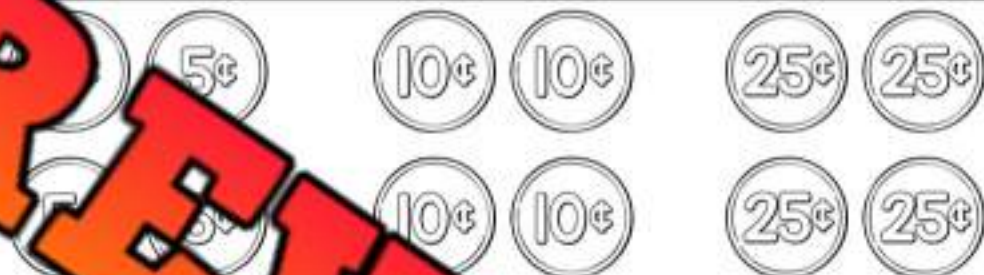
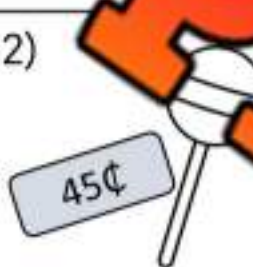
Questions

Circle the exact change you will use to pay for the item

1)



2)



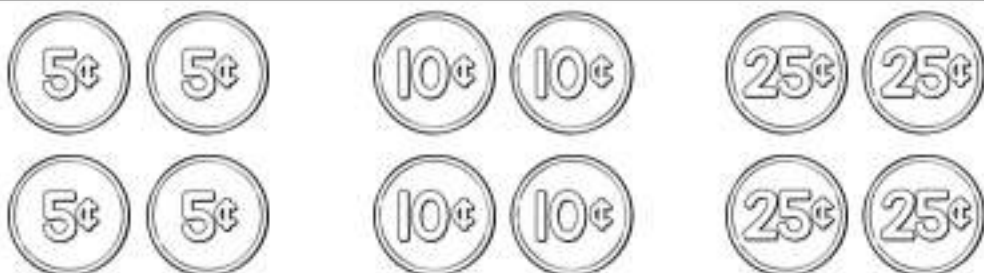
3)



4)



5)

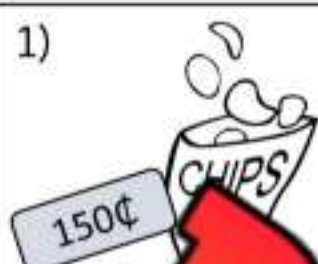


Finding Exact Change Up To 200 Cents

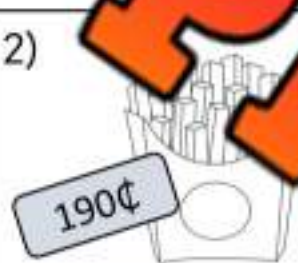
Questions

Circle the exact change you will use to pay for the item

1)



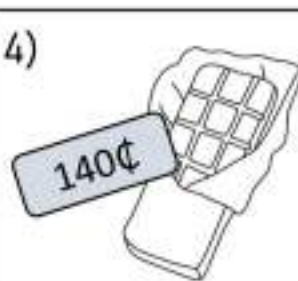
2)



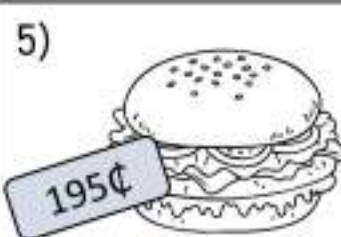
3)



4)



5)



Word Problems - Change Up To 200 Cents**Questions**

Answer the questions below.

1) Emma buys a sticker for 35¢ and gives the cashier 50¢. How much change does she get back?

2) Liam bought a book for 75¢. He paid with 100¢. How much change should he get back?

3) Noah buys a cookie for 65¢ and pays with 100¢. How much change does he get?

4) A toy car costs 125¢. Sarah gave the cashier 200¢. How much change does she receive?

5) Olivia buys a bouncy ball for 45¢ and pays with 75¢. How much change does she get?

Paying For Things Up To \$100

Questions

Circle the money you will use to pay for the item

1)



\$82



2)



\$46



3)



\$71



4)



\$88



5)



\$92



Paying For Things Up To \$200**Questions**

Circle the money you will use to pay for the item

1)



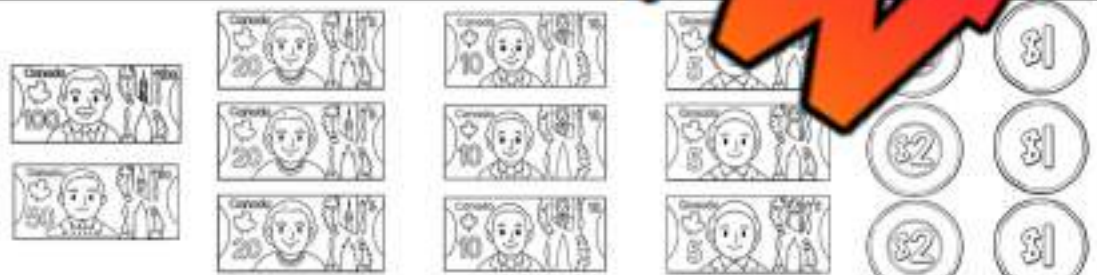
2)



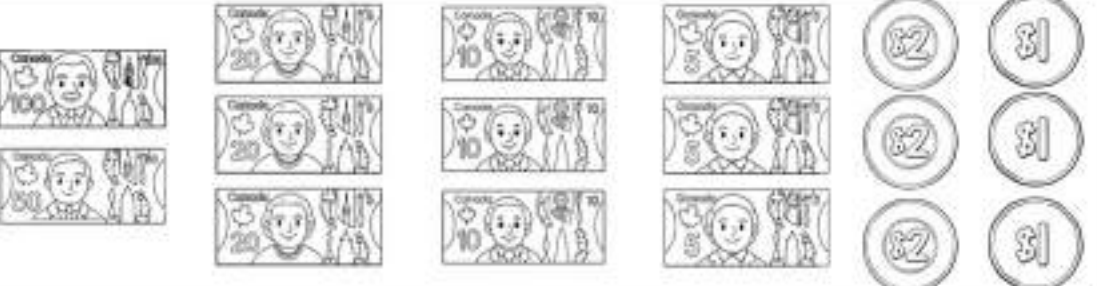
3)



4)



5)



Challenge Word Problems - Change Up To 200 Dollars**Questions**

Answer the questions below.

1) Jackson had \$200. He went to the sports store and bought a soccer ball for \$60 and a jersey for \$85. Then he found \$10 in his pocket. How much money does Jackson have now?

2) Maya had \$150. She bought a game for \$40 and a doll for \$50. Her grandma gave her \$20 more to help. How much money does Maya have after all her shopping and the gift?

3) Ben had \$200. He spent \$90 on a toy car and \$30 on a book. Then he returned the toy car and got all his money back for it. How much money does Ben have now?

Need Vs Want

Needs

We need goods and services to survive. We pay for food, water, shelter, and heat so we can live comfortably. These are **needs** that we spend our money on.

Our needs have changed over the years. Centuries ago, the needs of people were different, as people didn't need technological advancements we have now.



Some needs are important because they allow us to do our jobs. For example, gas for cars was not a need in the 1800s because cars did not exist.

Gas is considered a need now because many people need it to get to work. Other examples of needs are medicine for a better life and the Internet for us to work or learn at home.

Wants

We also spend money on things we **want**. Wants are things that we do not need. Examples of wants are toys, video games, and televisions. Wants are important to us as well because they make us feel good.



Having entertaining goods like toys and video games make us happy, which is important. However, if we spend too much on our wants, we may not have enough money for our needs.

Part 1 Is the description a need or a want?

1. You buy tickets to watch your favourite hockey team play	Need	Want
2. Your parents pay the internet bill	Need	Want
3. You pay for Netflix, so you can watch TV and movies	Need	Want
4. You buy a basketball hoop so you can practice basketball	Need	Want
5. Your parents pay the electricity bill	Need	Want

Part 2 Write examples of needs and wants below

	Needs	Wants

Part 3 Making connections – Have you ever wanted something that you don't need?

Need Vs Want

Directions

Circle whether the picture is a need or a want

1) Video Games



Need

2) Food



Want

Need

3) Handphone



Want

4) House



Want

Need

5) Clothing



Want

Need

6) Medicine



Want

7) Visiting the dentist



Want

Need

8) Water



Want

Need

9) Treats



Want

Need

10) Toys



Want

Need

Exit Cards

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

Name: _____

Circle whether the picture is a need or a want

	
Want Need	Want Need
	
Want Need	Want Need

Name: _____

Circle whether the picture is a need or a want

	
Want Need	Want Need
	
Want Need	Want Need

Name: _____

Circle whether the picture is a need or a want

	
Want Need	Want Need
	
Want Need	Want Need

Name: _____

Circle whether the picture is a need or a want

	
Want Need	Want Need
	
Want Need	Want Need

Activity – Needs VS Wants Pictionary

Objective

What are we learning about?

To help students understand the difference between needs and wants by drawing and guessing different items and deciding if they are needs or wants.

Material: What you will need for the activity.

- A list of items (food, toys, clothes, candy)
- Whiteboard or flip chart to draw on
- Markers or pens



Instructions

How you will complete the activity

1. Explain the rules of Pictionary. Students will be asked to come to the front of the class to draw the object that is written on a card. The rest of the class will guess what the object is.
2. The teacher selects one volunteer to come up to the board.
3. The selected student picks a card with a word on it.
4. The student draws the object on the board without using any words or letters.
5. The rest of the class calls out guesses for what the drawing is.
6. Once a student correctly identifies the object, the class discusses whether it represents a need or a want.

Pictionary Cards

Cut out the Pictionary cards below

Pictionary Cards

Apple (food)

Toy robot

Water bottle

Candy

House

Video game

School bag

Toy car

Stuffed animal

Stuffed animal

Bed

Ice cream

Toothbrush

Board game

Soap

Aeroplane

School supplies

Basketball

Medicine

Action figure

Glasses

Toy doll

Blanket

Movie ticket

Backpack

Tablet

Chair

Skateboard

Electricity (light bulb)

Bubble gum

First Things First: Needs Before Wants!

What Are Needs and Wants?

Let's talk about the difference between needs and wants! Needs are the things we must have to live. These are things like food, clothes, and a place to live. Without these, it would be very hard to stay healthy and happy. Wants, on the other hand, are the fun extras, like toys, games, and candy. They are nice to have but not necessary.



Why Are Needs More Important?

Imagine you have \$10. You could buy a toy, or you could buy lunch. If you skip lunch and just get the toy, you'll be hungry later, and that wouldn't be fun! That's why it's important to spend money on needs first. In Canada, many families budget their money to make sure they can pay for their needs before buying any extras.

Making Smart Choices

Here's a list to help you remember:

1. **Needs First:** Always spend on food, clothes, and a safe place to live before anything else.
2. **Wants Later:** If you have extra money after taking care of your needs, then you can think about buying a toy or a treat.
3. **Plan Ahead:** It's smart to save some money for the future, too, just in case you need it later!



True or False

Is the statement true or false?

1. Needs are things we must have to live.	True	False
2. Wants are more important than needs.	True	False
3. Food is an example of a need.	True	False
4. If you skip lunch, you might feel hungry.	True	False
5. Yelling is a way of positive communication.	True	False

Draw _____ one item you need and one item you want.

	WANT

**Making
Connections**

Write a sentence about what you would buy if you had _____. Explain.

Role-Play: Needs, Wants and Using Money

Objective

What are we learning about?

Students will learn the difference between needs and wants by acting out simple buying situations. Students will practise using coins or play money to pay for items and make spending and saving choices.

Materials

What you will need for the activity.

- Scenario cards describing simple buying situations (provided)
- Play money or coins
- Small classroom items and picture cards labelled with prices - 0p to 10p
- Price tags for items - provided



Instructions

How you will complete the activity

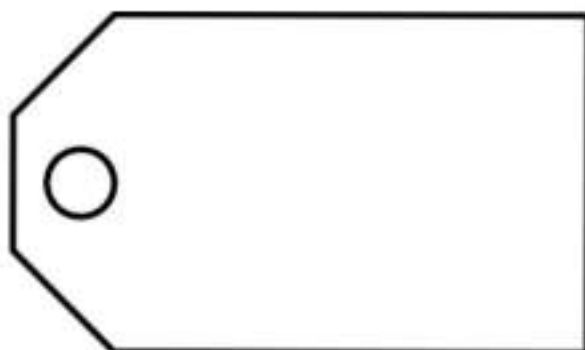
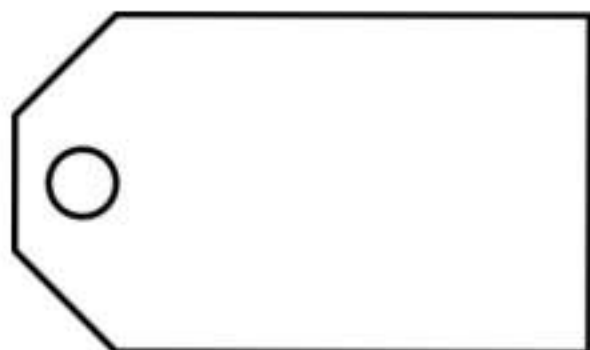
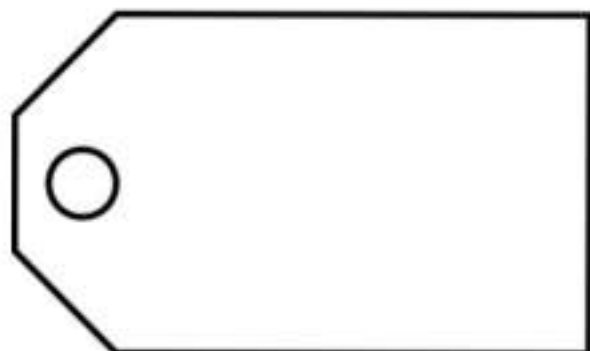
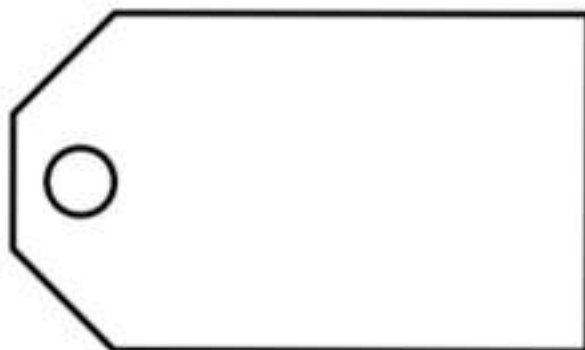
1. Divide the class into small groups of 4-6 students.
2. Give each group a scenario card describing a simple buying situation.
3. Assign roles in each group such as shopper, store owner, and helper.
4. Provide each group with play money and price tags for the items.
5. Have students act out the situation by choosing an item, deciding if it is a need or a want, and paying with coins.
6. Encourage students to count their coins out loud as they pay and check if they have enough money.
7. Ask groups to think about whether they should spend all their money or save some for later.
8. Invite each group to perform their role-play for the class.
9. After each role-play, discuss whether the item was a need or a want and if the spending choice was smart.

Name: _____

69

Template

Price tags



PREVIEW

Scenario Cards

Cut out the topics below.

You have \$10. You want a toy that costs \$10. Next week there is a class trip and you will need \$5. What should you do with your money?

You have \$12. You need a snack that costs \$4. You also want a game that costs \$10. What can you buy and still make a smart choice?

You have \$15. You want headphones that cost \$15. Your water bottle broke and a new one costs \$8. What should you buy first?

You have \$20. You want a jacket that costs \$20. Your friend's birthday is tomorrow and a gift costs \$5. What should you do?

You have \$8. You want candy for \$3 today. You are saving for a \$12 toy. What should you do with your \$8?

You have \$10. You need pencils that cost \$3. You want a new shirt for \$7. You also want to save some money. What is a smart plan?

You have \$25. You want a \$25 toy. Your shoes are getting small and new ones cost \$20. What should you think about before spending?

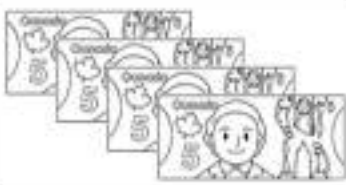
You have \$6. Your friend forgot lunch and is hungry. A snack costs \$3. You also want to save your money. What could you do?

You have \$18. You want a board game for \$18. There is a school fundraiser and you want to donate \$5. What are your choices?

Financial Literacy Test

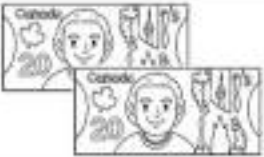
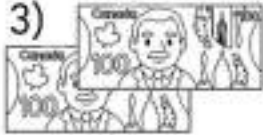
Part 1

Count the money in each column to make a benchmark dollar amount

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

Part 2

Count the money in each column. Then, write up the total

1) 				Total
2) 				Total
3) 				Total

Part 3

Count the coins and write the total below



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____

Part 4

Circle the coins you need to pay for the item

1)



2)



3)



Part 5

How many ways can you represent the following money amounts?

55 cents

90 cents

70 dollars

163 dollars

PREVIEW