



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.

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Google Slides Lessons Preview



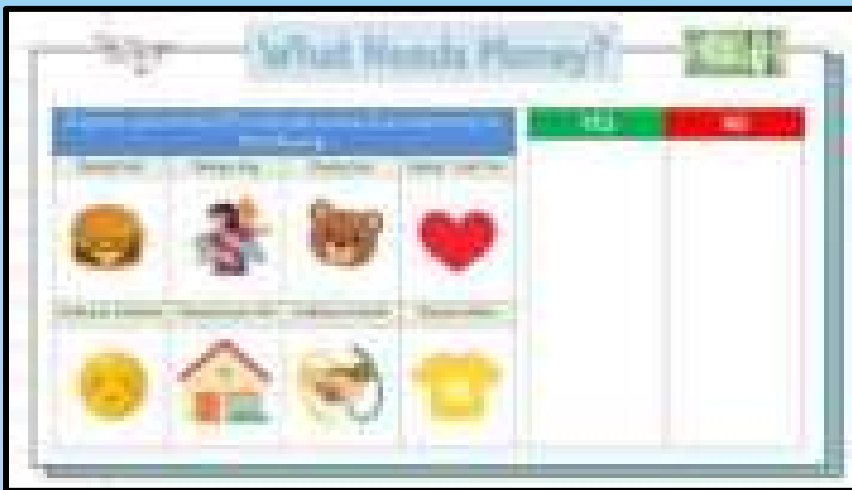
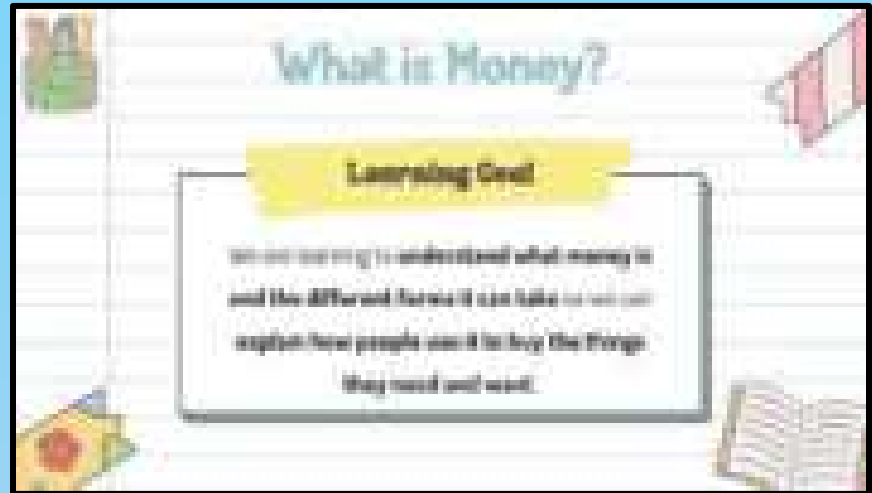


BC Math Curriculum Financial Literacy – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





BC Math Curriculum Financial Literacy – Grade 1

Shop and Pay!

Instructions: Drag each item to the 'Cash' or 'Card' section (you will need both!)

Item	Price
	\$2
	\$1
	\$5
	\$5
	\$25
	\$3

Cash

Card

Drag the pictures into the right category

Cash	Gifts	Digital Money
		
		
		

Drag the correct word to complete each sentence

Sentence	Word Bank
1. The _____ is worth twenty-five cents.	 
2. The quarter is worth _____ dollar.	 
3. The nickel has a picture of a _____.	 
4. The dollar has a picture of a _____.	 
5. The _____ is worth ten cents.	 
6. The dime is worth _____ cents.	 



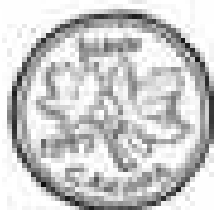
Workbook Preview



Canadian Coins and Their Names

In Canada, we use special coins to buy things. Each coin has its own name and value. Let's learn about the different coins you'll see in Canada!

Penny
(1 cent)



Although we don't use pennies much anymore, this coin was small and copper-coloured.

Nickel
(5 cents)



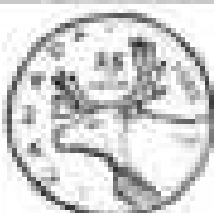
The nickel is worth 5 cents. It has a picture

**Preview of 50 pages from
this product that contains
124 pages total.**

Dime
(10 cents)

shows

Quarter
(25 cents)



The quarter is worth 25 cents and shows a caribou on one side.

Loonie
(\$1)



The loonie is worth one dollar. It's gold-coloured and has a loon, a famous Canadian bird.

Toonie
(\$2)



The toonie is worth two dollars. It has a polar bear on it and is silver and gold in colour.

Name: _____

5

Fill in the Blanks

Circle the missing word.

1)	The _____ is worth one dollar.	loonie	toonie
2)	The nickel is worth _____ cents.	5	10
3)	The quarter shows a picture of a _____.	caribou	beaver
4)	The dime shows a picture of a _____.	tree	sailboat
5)	The _____ is worth ten cents.	nickel	dime

Question: Do you think coins come in different colours?

Matching

Match the correct amount of each Canadian coin.

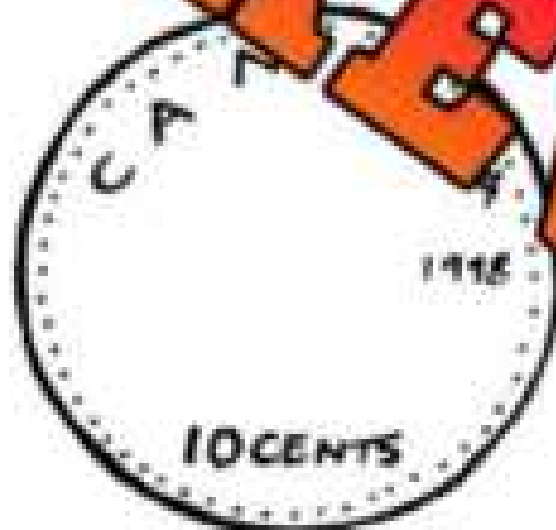
1. Nickel	☐	☐	25 cents
2. Loonie	☐	☐	2 dollars
3. Dime	☐	☐	5 cents
4. Quarter	☐	☐	1 dollar
5. Toonie	☐	☐	10 cents

Name: _____

6

Draw

Complete the drawing of each Canadian coin.



Name: _____

7

Nickels

Trace

Read and trace what a nickel is:



The nickel is worth 5 cents. It has a picture of a beaver on it.

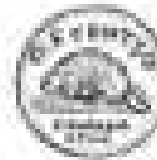
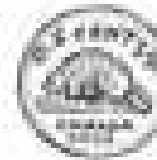
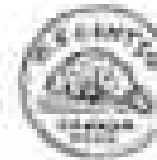
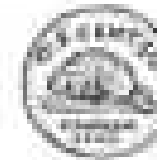
Colour

Colour the nickels:



Colour

Colour in the amount:

10 cents						
20 cents						

Name: _____

8

Dimes

Trace

Read and trace what a dime is:



The dime is worth 10 cents.
It shows a sailing ship
called the Bluenose.

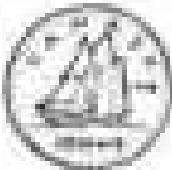
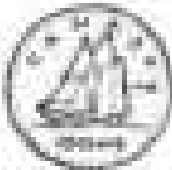
Colour

colour _____



Colour

Colour in the amount:

30 cents						
50 cents						

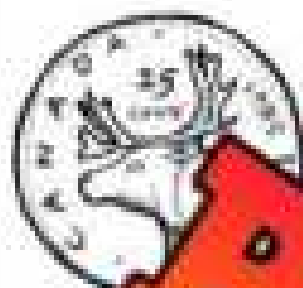
Name: _____

4

Quarters

Trace

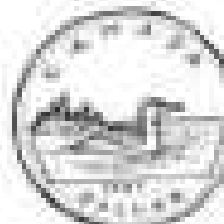
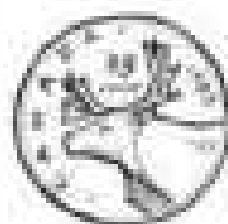
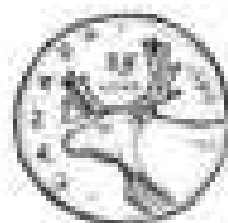
Read and trace what a quarter is:



The quarter is worth 25
cents and shows a
caribou on one side.

Colour

Colour the quarters:



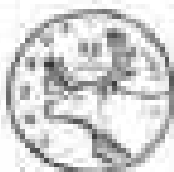
Colour

Colour in the amount:

50 cents



100 cents



Loonies

Trace

Read and trace what a loonie is.



The loonie is worth one dollar. It is gold-coloured and has a loon.

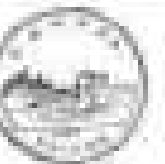
Colour

Colour the loonie:



Colour

Colour in the amount:

5 dollars						
6 dollars						

Name: _____

11

Toonies

Trace

Read and trace what a toonie is.



The toonie is worth two dollars. It has a polar bear on it.

Colour

Colour the toonies:



Colour

Colour in the amount:

4 dollars						
10 dollars						

Exit Cards

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

Name: _____

Circle the worth of each coin.

1) Quarter	10¢	5¢	25¢
2) Loonie	\$1	\$2	\$3
3) Penny	3¢	2¢	1¢
4) Nickel	5¢	10¢	25¢
5) Toonie	\$1	\$2	\$3
6) Dime	5¢	10¢	25¢

Name: _____

Circle the worth of each coin.

1) Quarter	10¢	5¢	25¢
2) Loonie	\$1	\$2	\$3
3) Penny	3¢	2¢	1¢
4) Nickel	5¢	10¢	25¢
5) Toonie	\$1	\$2	\$3
6) Dime	5¢	10¢	25¢

Name: _____

Circle the worth of each coin.

1) Quarter	10¢	5¢	25¢
2) Loonie	\$1	\$2	\$3
3) Penny	3¢	2¢	1¢
4) Nickel	5¢	10¢	25¢
5) Toonie	\$1	\$2	\$3
6) Dime	5¢	10¢	25¢

Name: _____

Circle the worth of each coin.

1) Quarter	10¢	5¢	25¢
2) Loonie	\$1	\$2	\$3
3) Penny	3¢	2¢	1¢
4) Nickel	5¢	10¢	25¢
5) Toonie	\$1	\$2	\$3
6) Dime	5¢	10¢	25¢

Name: _____

13

Canadian Coins

Questions

Draw a line from the coin to the name to the amount

Coin	Name	Amount
	Dime	25¢
	Nickel	5¢
	Toonie	2¢
	Quarter	200¢
	Nickel	100¢

Name: _____

15

Canadian Coins – Matching

Questions

Cut out the coins and amounts and paste them under the correct name

COINS

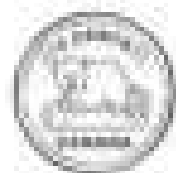
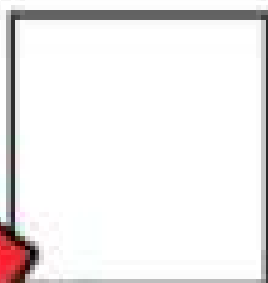
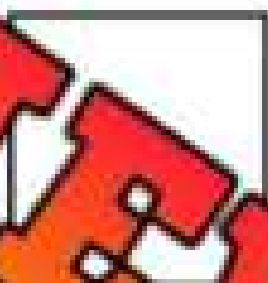
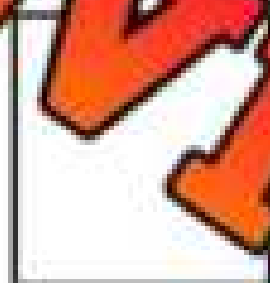
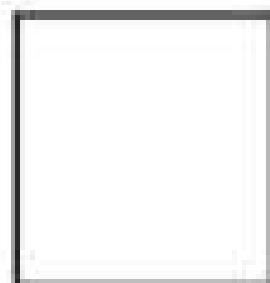
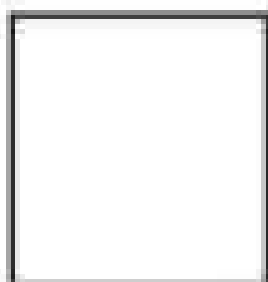
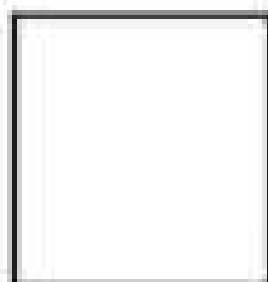
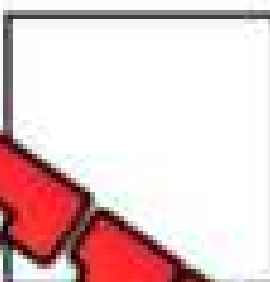
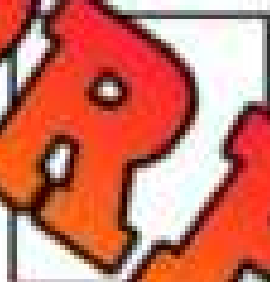
Nick

Dime

Quarter

Loonie

Toonie



10¢

5¢

100¢



25¢



200¢

Name: _____

18

Canadian Coins – Naming

Questions

Label each coin with its name

Word Bank

Nickel

Dime

Quarter

Loonie

Toonie



Name: _____

19

Canadian Coins – Sizes

Part 1

Cut out the coins below and put them in order of smallest coin to largest.

--	--	--	--	--

Part 2

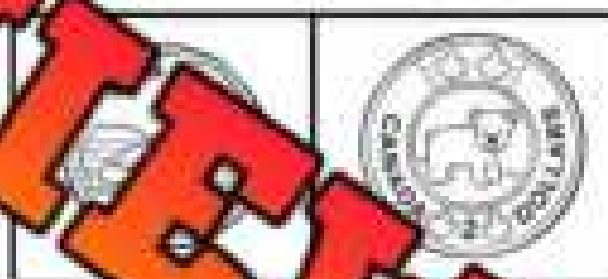
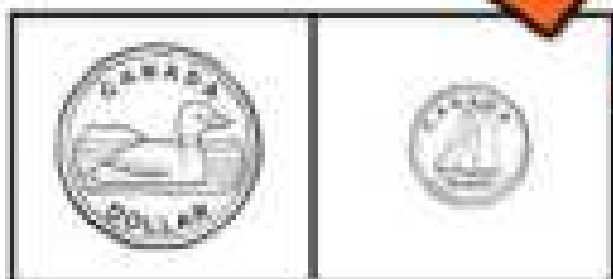
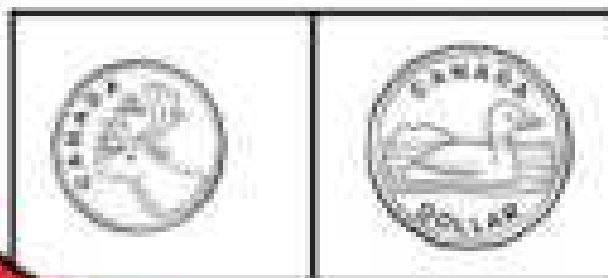
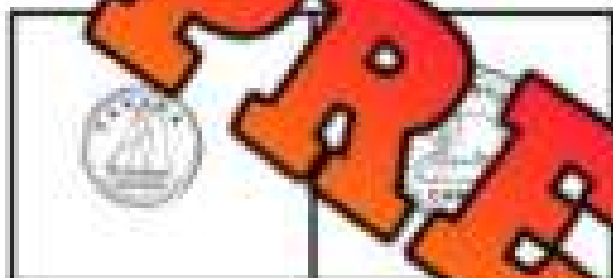
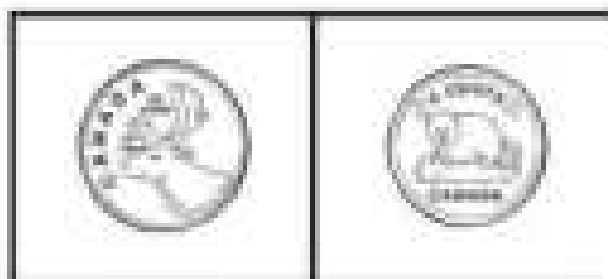
larger coin



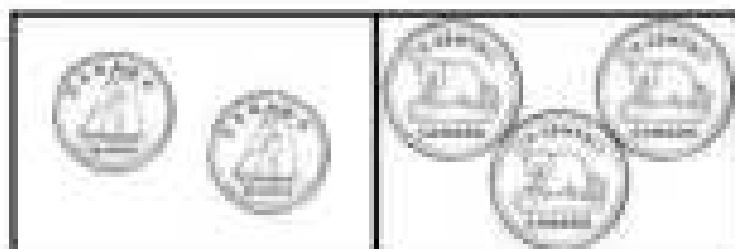
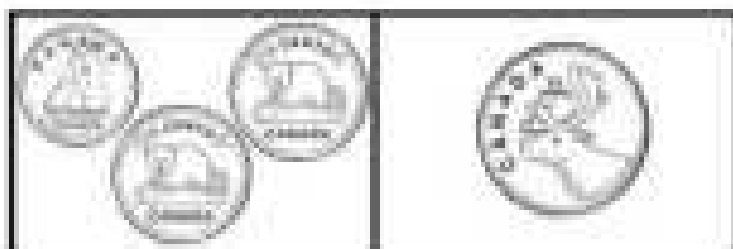
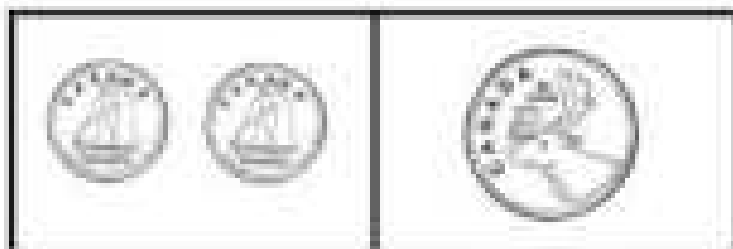
Comparing Coin Values

Part 1

Circle the coin that is worth more

**Part 2**

Circle the higher amount of money



Comparing Money - Coins

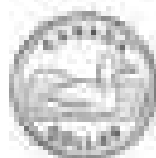
Questions

Circle the amount of money that is more

20



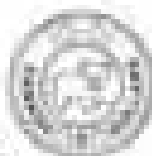
2



70



04



9



109



Ordering Money - Coins**Questions**

Put the money in order from least (1) to greatest value (3)

1)



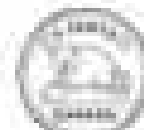
2)



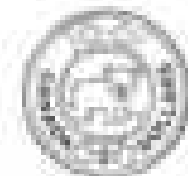
3)



4)



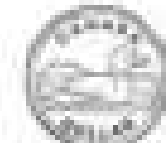
5)



6)



7)



8)



Which Would You Rather?

Questions

Circle the bag of money you would rather have

1)



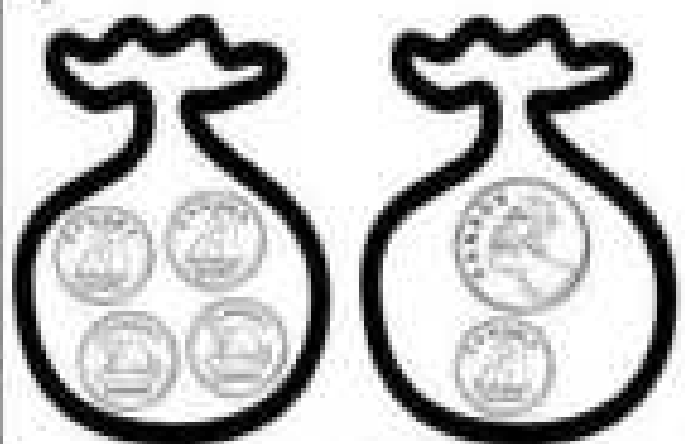
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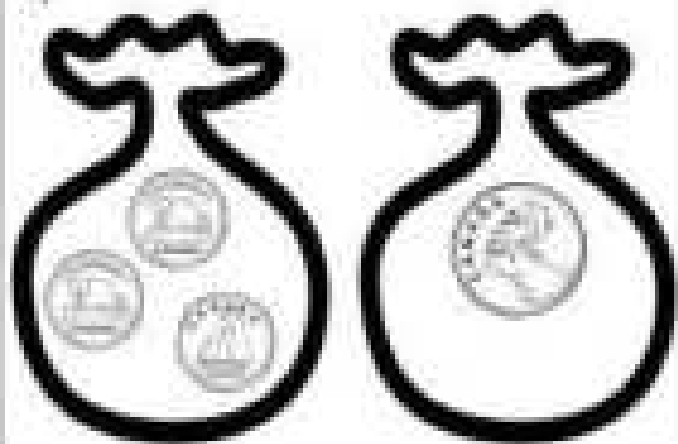
3)



6)



5)



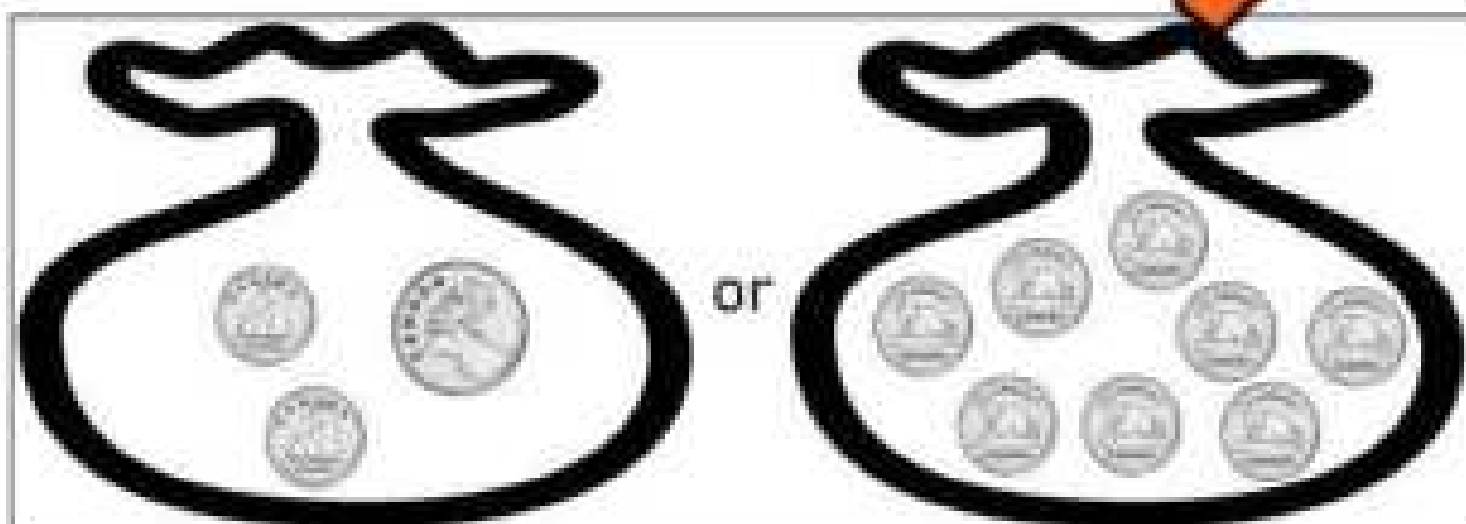
Name: _____

26

Which Would You Rather?

Questions

Circle the bag of money you would rather have.



Coins – Word Problems

Questions

Answer the word problems below

1) Bill has 4 nickels and 1 dime. How much money does he have?

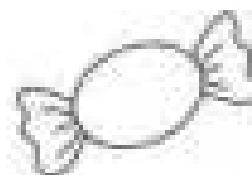


2) Parker has 10 dimes in his pocket. His mom gives him 3 more dimes. How much money does he have now?

3) Ellie has 6 nickels and her friend Izzy has 4 more nickels. How much more money does Izzy have?



4) Zara has 50 cents. She spends 10 cents on a candy. How much does she have left?



Name: _____

29

Representing Coins to 50

 	 	 
15¢	20¢	35¢

Questions: Represent the money amounts using 5, 10, and 25 cent coins

1) 5¢	3) 20¢

4) 15¢	5) 25¢
	6) 35¢

7) 30¢	8) 45¢	9) 50¢

Name: _____

30

How Many Ways Can You Represent Money?



Questions

How many ways can you represent the following money amounts?

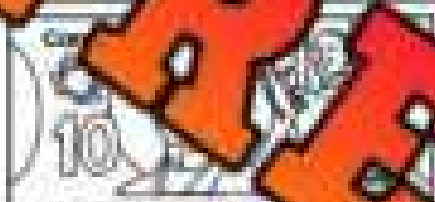
20 cents

PREVIEW

50 cents

All About Canadian Bills

Canadian bills are like big, colourful paper money that we use to buy bigger things. Bills come in amounts like \$5, \$10, \$20, \$50, and \$100. Each one has a special colour, which makes it easy to tell them apart!

\$5		Colour: Blue Front: Has a picture of Sir Wilfrid Laurier, a famous Prime Minister of Canada.
\$10		Colour: Purple Front: Features a picture of Viola Desmond, who fought for equal rights.
\$20		Colour: Green Front: Shows Queen Elizabeth II, who was the queen of Canada.
\$50		Colour: Red Front: Has a picture of Mackenzie King, another Prime Minister of Canada.
\$100		Colour: Brown Front: Features a picture of Sir Robert Borden, a Prime Minister during World War I.

Fun Facts About Bills

Bills are made from strong plastic, not paper, so they're hard to tear. Each bill also has special marks and raised bumps to help people who can't see well tell them apart.

True or False

Is the statement true or false?

1. The \$5 bill is blue.	True	False
2. The \$10 bill features Sir Wilfrid Laurier.	True	False
3. The \$20 bill shows Queen Elizabeth II.	True	False
4. Canadian bills are made of strong plastic.	True	False
5. The \$100 bill features the Prime Minister.	True	False

Question

Where are raised bumps on Canadian bills?

Matching

Where can you find these famous people?

1. \$5	☐	☐	Queen Elizabeth II
2. \$10	☐	☐	Sir Robert Borden
3. \$20	☐	☐	Sir Wilfrid Laurier
4. \$50	☐	☐	Viola Desmond
5. \$100	☐	☐	William Lyon Mackenzie King

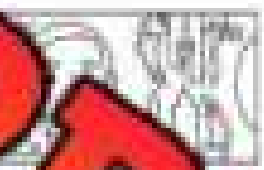
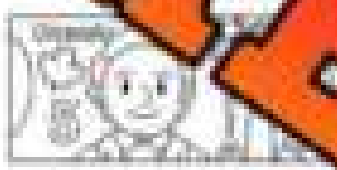
Name: _____

36

Canadian Bills

Questions

Draw a line from the bill to the amount of money it is worth

Bill	Amount (\$)
	10
	5
	100
	100
	50

PREVIEW

Name: _____

37

Canadian Bills – Cut and Paste

Questions

Cut out the bills and their colour and paste them below

Bills

\$100

\$50

\$20

\$10

\$5

PREVIEW



Purple

Blue



Red

Brown



Green

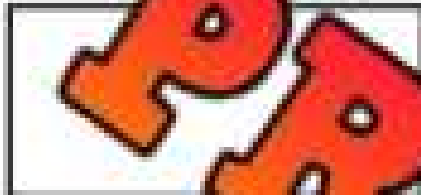
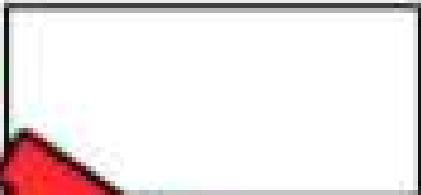
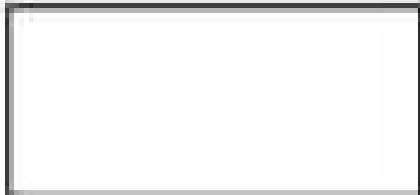
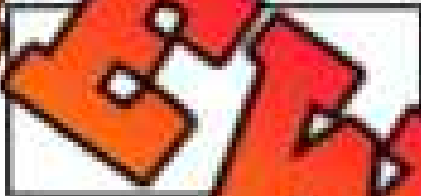
Name: _____

38

Drawing Canadian Bills

Questions

Draw the bills below

\$5	\$10	\$20
		
\$50	\$100	
		



Labelling Canadian Bills

Questions

Label each bill with how much it is worth.



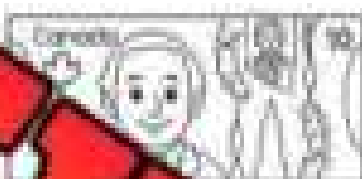
\$ _____



\$ _____



\$ _____



\$ _____



\$ _____



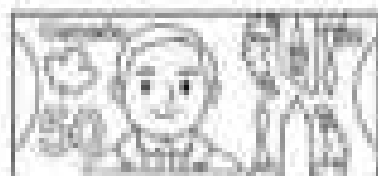
\$ _____



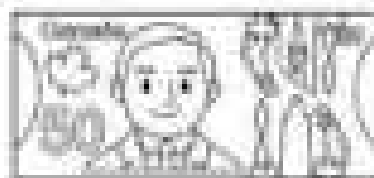
\$ _____



\$ _____



\$ _____



\$ _____



\$ _____

Ordering Money - Bills

Questions

Put the money in order from least (1) to greatest (3) value

1)



2)



3)



4)



5)



6)



7)



8)



Which Would You Rather?

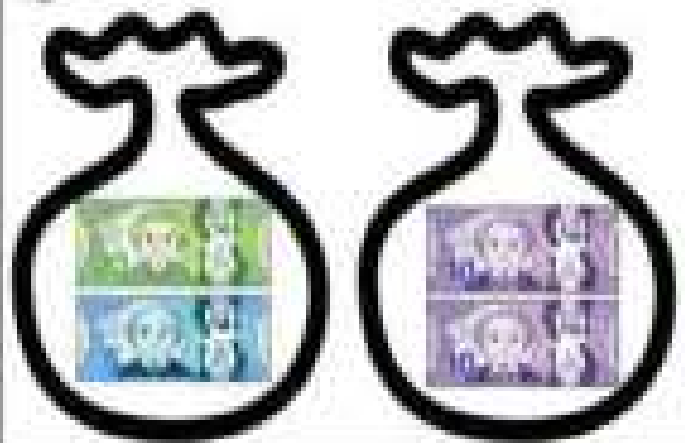
Questions

Circle the bag of money you would rather have

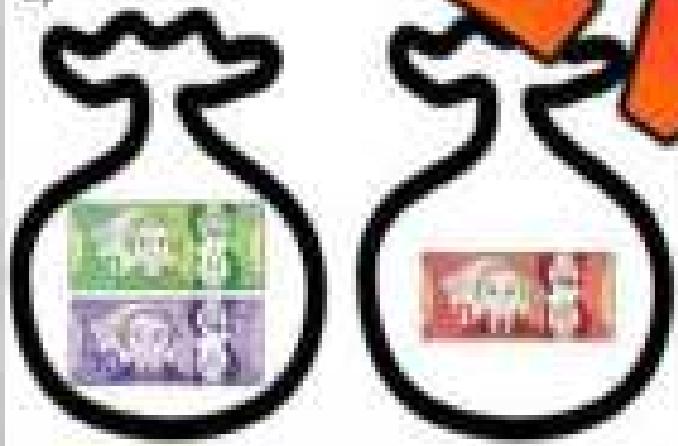
1)



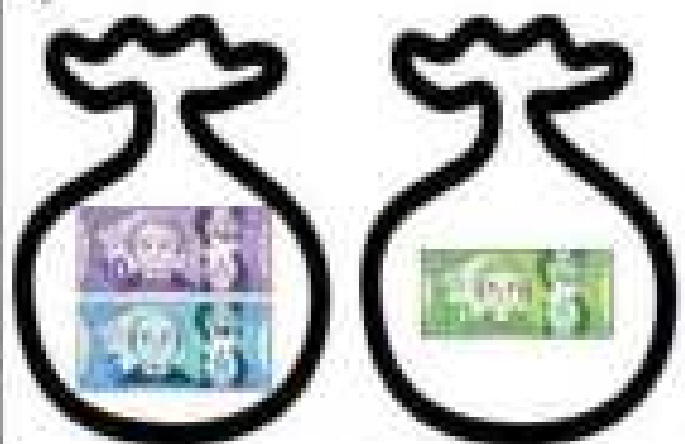
2)



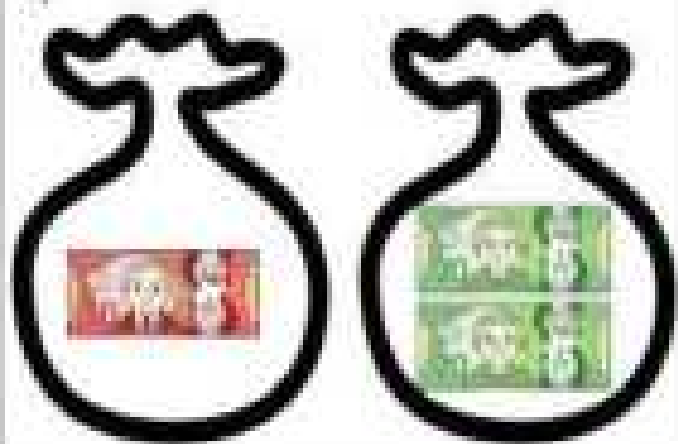
3)



6)



5)



Paying For Things Up To \$50

Questions

Circle the money you will use to pay for the item

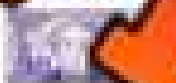
1)



2)



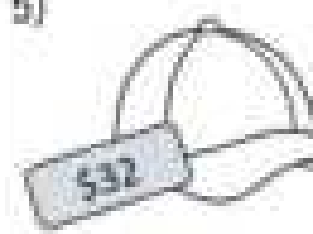
3)



4)



5)



Ordering Money – Coins and Bills**Questions**

Put the money in order from least (1) to greatest (5) value

1)



2)



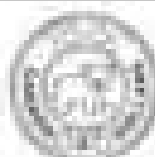
3)



4)



5)

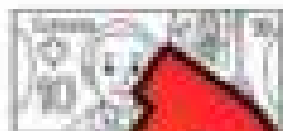
**PREVIEW**

Comparing Money – Coins and Bills

Questions

Circle the amount of money that is more

1)



2)



3)



4)



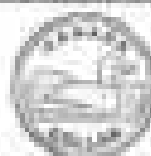
5)



7)



8)



9)



10)



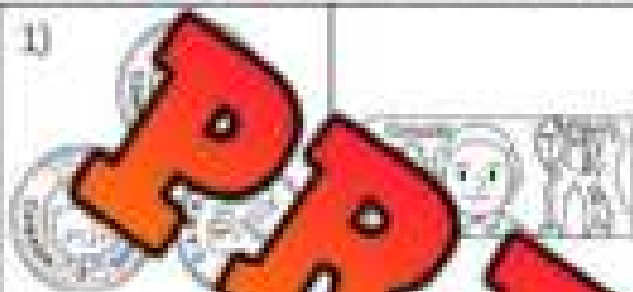
Exit Cards

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

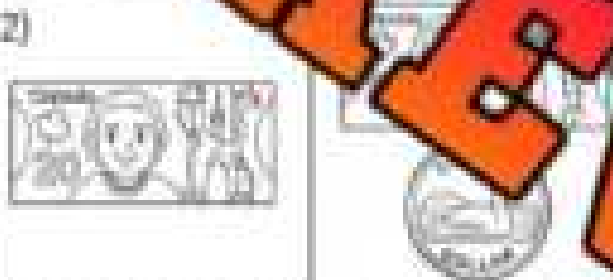
Name: _____

Circle the amount of money that is less.

1)



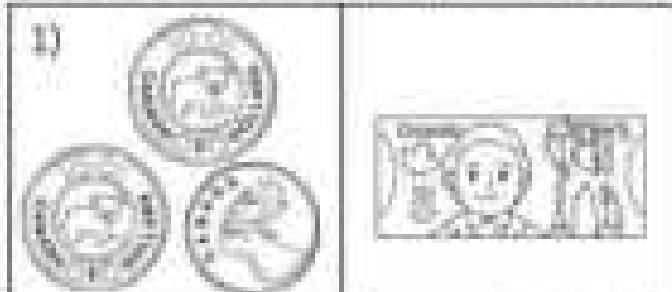
2)



Name: _____

Circle the amount of money that is less.

1)



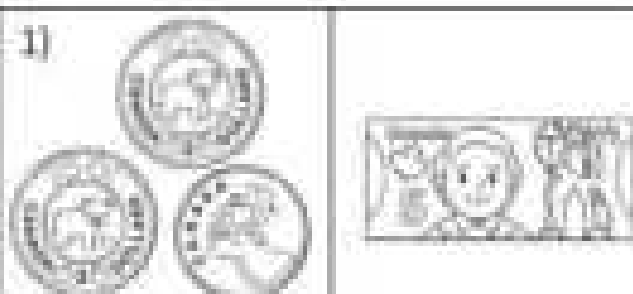
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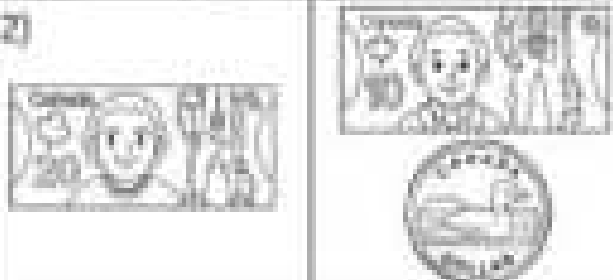
Name: _____

Circle the amount of money that is less.

1)



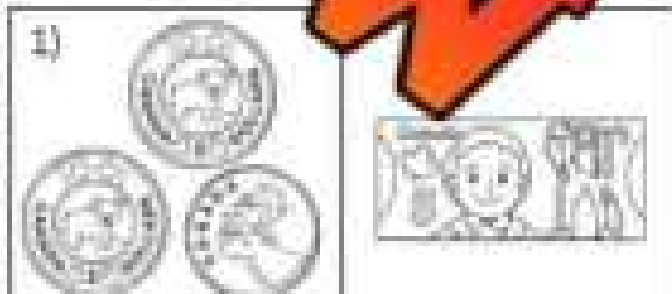
2)



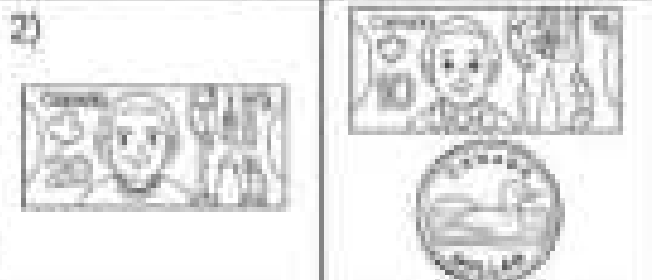
Name: _____

Circle the amount of money that is less.

1)



2)



Money Word Problems - Bills**Questions**

Answer the word problems below.

1) Ryan has 4 five-dollar bills. How much money does she have?

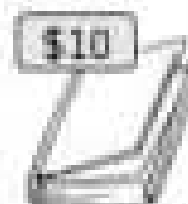


2) Charlotte has 1 twenty-dollar bill and 1 ten-dollar bill. How much money does she have?



3) Zakary has 2 twenty-dollar bills and 1 five-dollar bill. Who has more money?

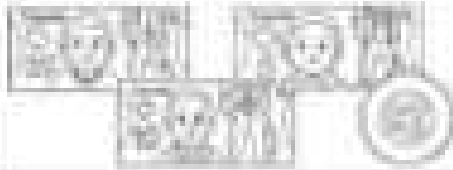
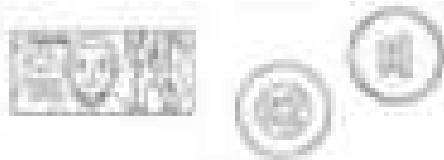
4) James has 3 ten-dollar bills. He spends \$10 on a book. How much money does he have left?



Name: _____

48

Represent Money Up To \$50

		
\$40	\$37	\$23

Questions

Represent the money amounts up to \$50

1) \$15	2) \$9	3) \$12
4) \$18	5) \$22	6) \$24
7) \$19	8) \$35	9) \$31
10) \$42	11) \$46	12) \$50

Counting and Sorting Money

Counting Coins One by One

Let's start by counting coins one at a time! Each coin has a different value; adding them up can be fun. Here's what each one is worth:

Nickel - 5c | Dime - 10c | Quarter - 25c | Loonie - \$1 | Toonie - \$2

Sorting Coins

Sorting coins helps you keep track of the money. First, put all the nickels in one group, the dimes in another, and so on. This makes it easier to count each group before adding them all together. For example:

1. Count all the nickels first.
2. Then, count all the dimes.
3. Add up the totals from each group to find out how much money you have!



Making Exact Amounts

If we need a certain amount, like 30 cents, we can mix and match coins.

Here are some ways to make 30 cents:

- 3 dimes | 1 quarter and 1 nickel | 6 nickels

Name: _____

56

True or False

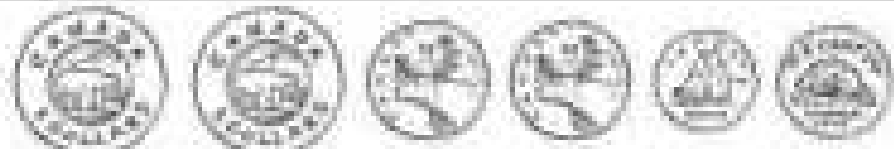
Is the statement true or false?

1. A nickel is worth 10 cents.	True	False
2. A loonie is worth less than a toonie.	True	False
3. Nickels and dimes are the same value.	True	False
4. Sorting coins makes counting easier.	True	False
5. You can make 15 cents with a dime and a nickel.	True	False

Question: Do we sort coins before counting them?

Count

Count the money:

1		
2		
3		
4		

Name: _____

97

How many?

Count the number of each coin in the jar.



Nickels	Dimes	Quarters	Loonies	Toonies

Needs and Wants

Money Choices

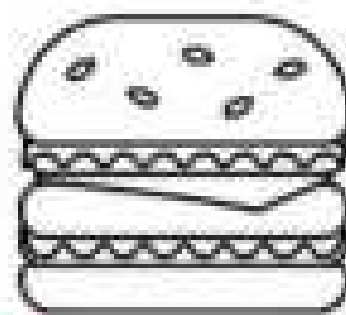
We use money to buy things. Sometimes we spend money. Sometimes we save money. We need to make smart choices.

Needs

Needs are things we must have. We should buy our needs first. We cannot live without our needs.

Needs can be:

- ✓ Food
- ✓ Clothes
- ✓ A home
- ✓ Water

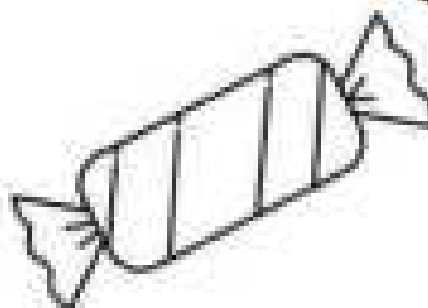


Wants

Wants are things that are nice to have. We can buy wants after our needs.

Wants can be:

- ✓ Toys
- ✓ Candy
- ✓ Games
- ✓ Stuffed animals



Saving Money

Saving means keeping money for later. We can save to buy something special. We should not spend all our money on wants so we can save money for needs we may have later.

Name: _____

63

True or False

Is the statement true or false?

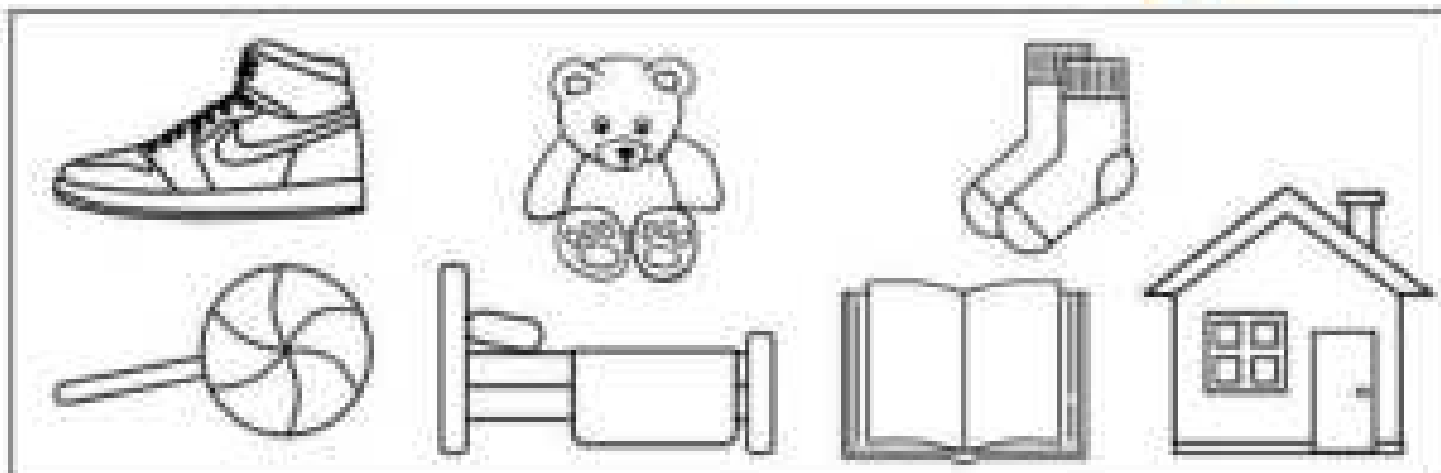
1) A need is something we can not live without.	True	False
2) A want is something we can not live without.	True	False
3) Food is a want.	True	False
4) Candy is a need.	True	False
5) Clothes are a want.	True	False

Draw 2 wants and 2 needs below

	Wants

Colour

Colour only the needs



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

- 5 simple buying situations (provided)
- Play money or coins
- Small plastic cups or bowls
- Price cards labelled with prices - D
- Price tags for items - provided



Instructions

How to do the activity

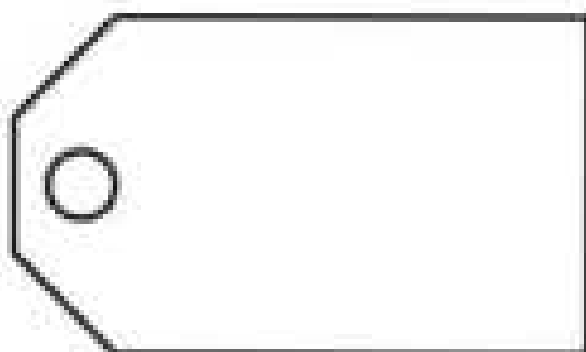
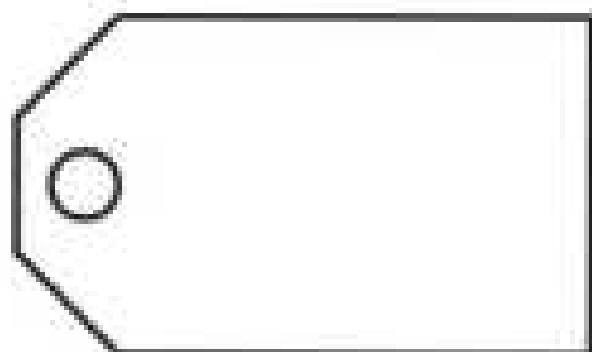
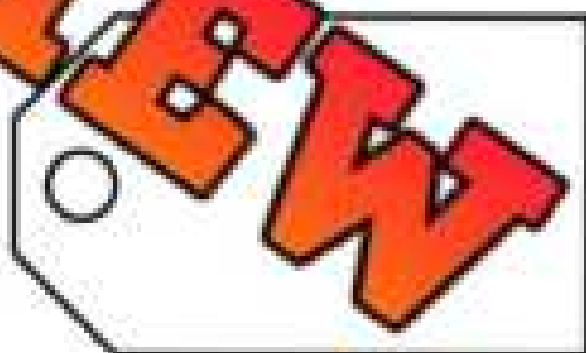
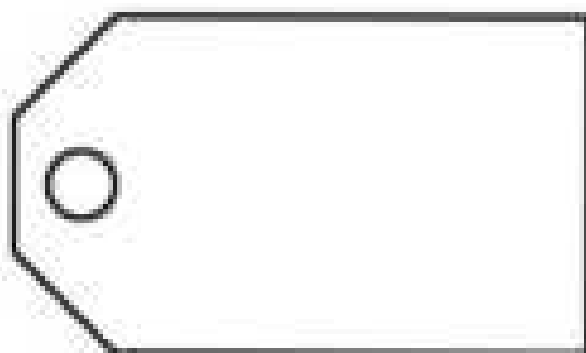
1. Divide the class into small groups of students.
2. Give each group a scenario card describing a situation about buying a need or a want.
3. Assign roles in each group such as shopper, store clerk, and cashier.
4. Provide each group with play money and price tags for the items.
5. Have students act 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: _____

65

Template

Price tags



PREVIEW

Scenario Cards

Cut out the topics below.

You have \$2. You are a little hungry. A granola bar costs \$1. A small toy costs \$2. You also want to save \$1. What do you do?

You have \$3. Your mittens are getting small but still fit. New mittens cost \$3. A puzzle costs \$3. What do you choose?

You have \$4. You are thirsty. Juice costs \$1. A pack of stickers costs \$2. You also want to save \$1. What do you do?

You have \$10. Your backpack is broken but still works slowly. A new backpack costs \$8. What do you choose?

You have \$2. You already are using pencils. A new pencil set costs \$2. You do not need pencils right now. What do you do?

You have \$5. You need glue for a school project. A glue stick costs \$1. A board game costs \$5. You also want to save some money. What do you choose?

You have \$3. It is raining. An umbrella costs \$3. A comic book costs \$3. You have a coat with a hood. What do you do?

You have \$5. You want a toy that costs \$5. A snack costs \$2. What do you do?

You have \$3. You need paper for homework. Paper costs \$1. A stuffed animal costs \$3. You could buy paper and save \$2. What do you choose?

Trading Long Ago

Before Money

Long ago, people did not use coins or dollars. They traded items to get what they needed. This was called trading.

Items used for trading:

Some objects and animals were used for trading. People wanted these things because they were useful or special.

Items used for trading:

- ✓ Shells
- ✓ Beads
- ✓ Furs
- ✓ Tools



How Trading Worked

People traded what they had for what they needed.

A hunter might trade furs for food or tools.

Someone with beads or shells might trade for clothing.

Trading helped people get things they did not have.

True or False

Is the statement true or false?

1) People have always used money.	True	False
2) People traded things before they had money.	True	False
3) If you had lots of shells, you could trade them.	True	False
4) People do not trade any more.	True	False
5) Farmers traded food for other things.	True	False

Draw the trading tools were often traded. Draw them.

Knife	Spear	Fishing Hook

Think

Would you do the deal below – yes or no? Would you?

1) Trade a fur for a stone axe	Yes	No
2) Trade 5 shells for 1 fish	Yes	No
3) Trade a bundle of beads for a warm blanket	Yes	No
4) Trade 2 rabbit furs for 1 spear	Yes	No
5) Trade 1 knife for 3 baskets of berries	Yes	No
6) Trade 10 shells for 1 fishing net	Yes	No
7) Trade 3 fish for 1 needle and thread	Yes	No

Name: _____

69

Financial Literacy Test

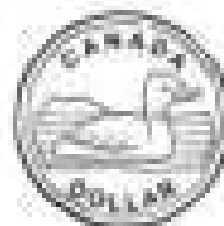
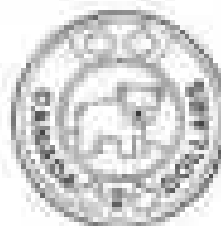
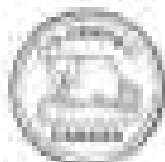
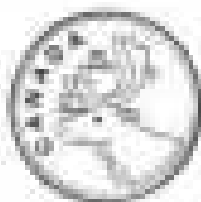
Part 1

Draw a line from the coin to the name to the amount

Coin	Name	Amount
	Dime	25¢
	Loonie	5¢
		10¢
	Quarter	100¢
	Nickel	

Part 2

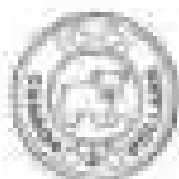
Label each coin with how much it is worth



Part 3

Put the money in order from least (1) to greatest (3) value

1)



2)



3)



4)



Part 4

Circle the amount of money that is more

1)



2)



3)



4)



Part 5

How much is each bill worth?

				
\$	\$	\$	\$	\$

Part 6

Circle the bill(s) that is worth more

PREVIEW

Part 7

Answer the word problems below

- 1) Nick has 4 five-dollar bills. How much money does he have?
- 2) Kennedy has 5 dimes and Nicole has 1 loonie. Who has more money?

PREVIEW
Answer
Page



Google Slides Lessons Preview





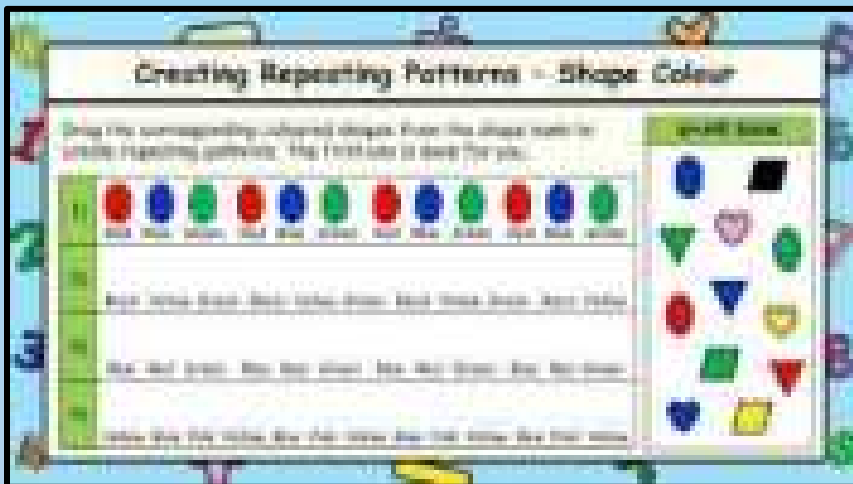
BC Math Curriculum

Patterning & Equations – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

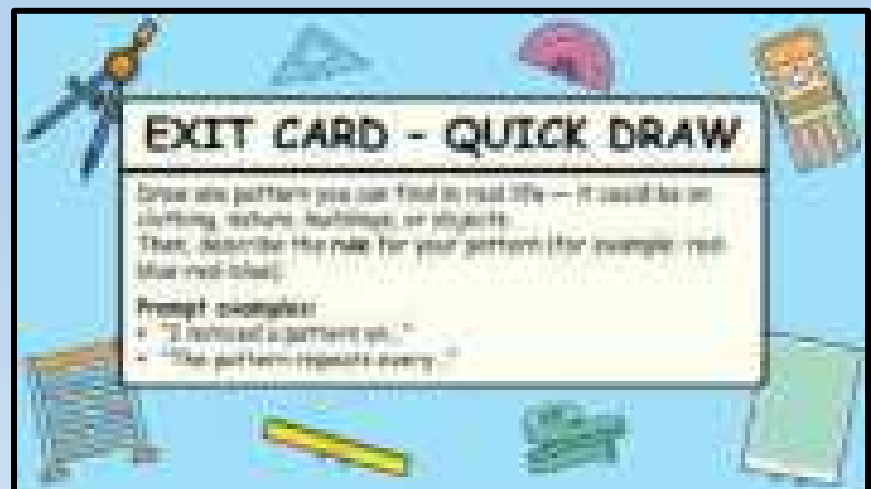


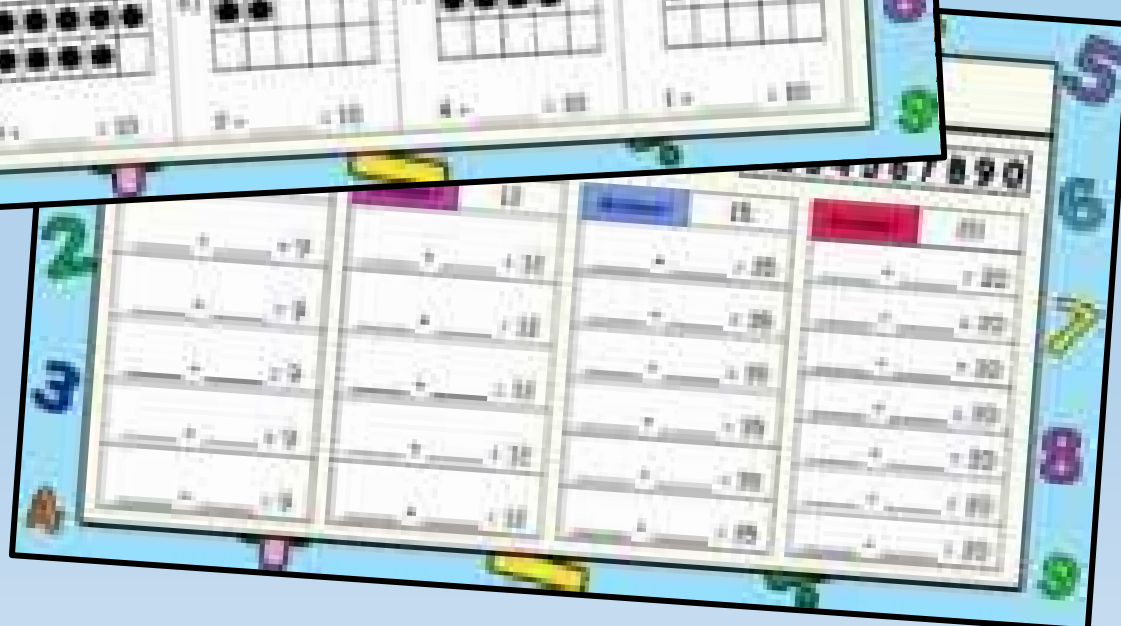
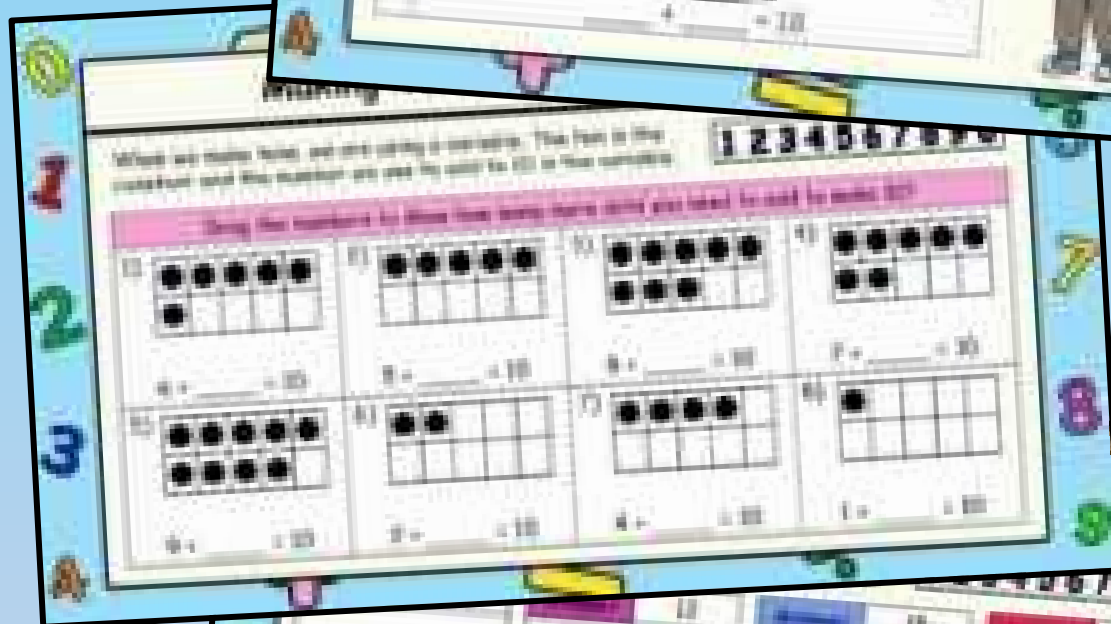
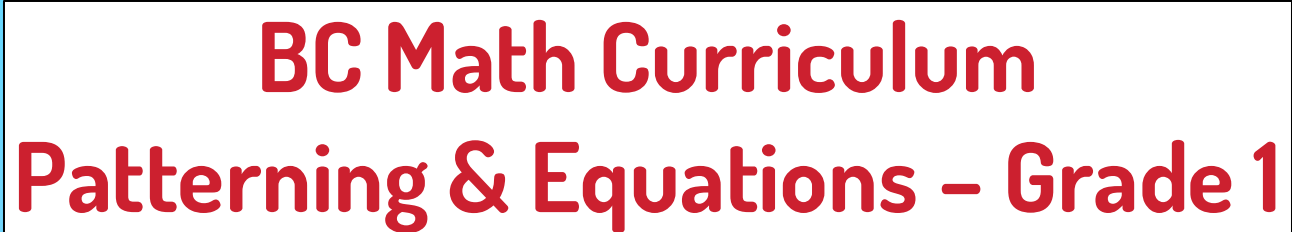
Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!







Workbook Preview



Grade 1

Patterning and Equations

Curriculum Elaborations

Repeating patterns:

- identifying sorting rules
- repeating patterns with multiple elements/attributes
- translating patterns from one representation to another (e.g., an orange-blue pattern could be translated to a circle-square pattern)
- letter coding of pattern
- predicting
- patterning
- investing (chart)
- beading using 3-5 colours

Preview of 100 pages from
this product that contains
233 pages total.

Change in Quantity to 20:

- verbally describing a change in quantity (e.g., I can build 7 and make it 10 by adding 3)

Equality and Inequality:

- demonstrating and explaining the meaning of equality and inequality
- recording equations symbolically, using = and $\neq$

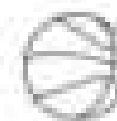
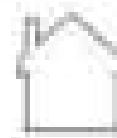
Name: _____

5

Creating Repeating Patterns – Shape Colour

Questions

Colour the shapes below in different colours by creating a pattern

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

Name: _____

8

Creating Repeating Patterns – Shape Size

Questions

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

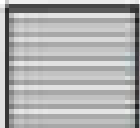
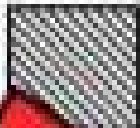
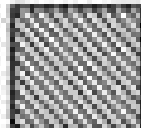
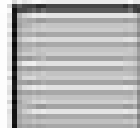
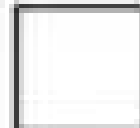
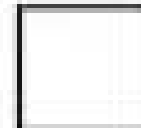
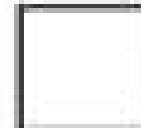
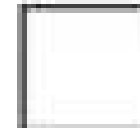
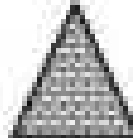
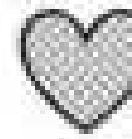
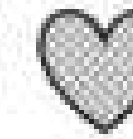
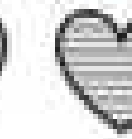
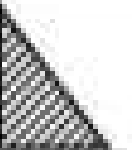
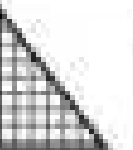
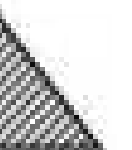
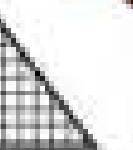
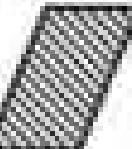
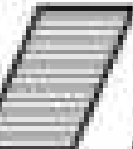
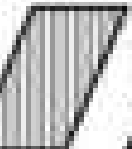
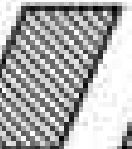
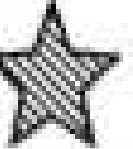
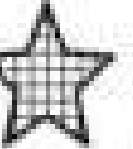
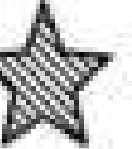
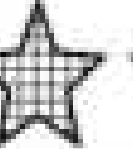


Extending Repeating Patterns - Texture

Questions

Extend the pattern by looking for a pattern in the textures

PREVIEW

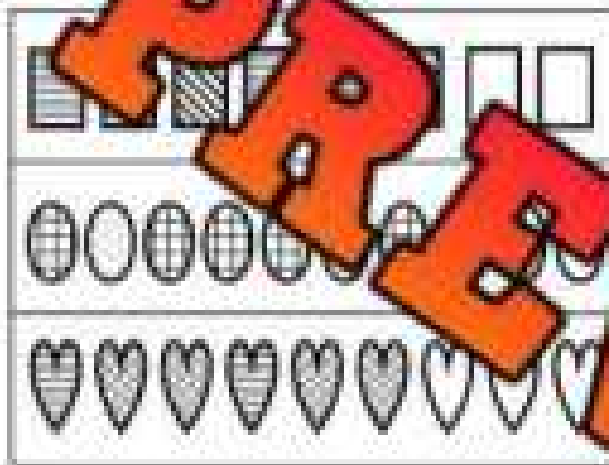
Exit Cards

Cut Out

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

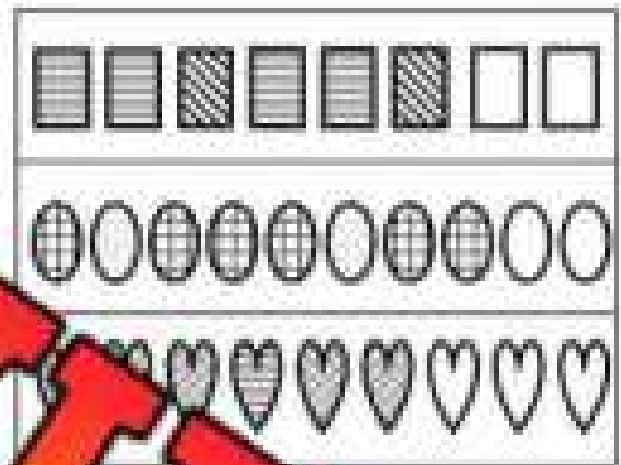
Name: _____

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



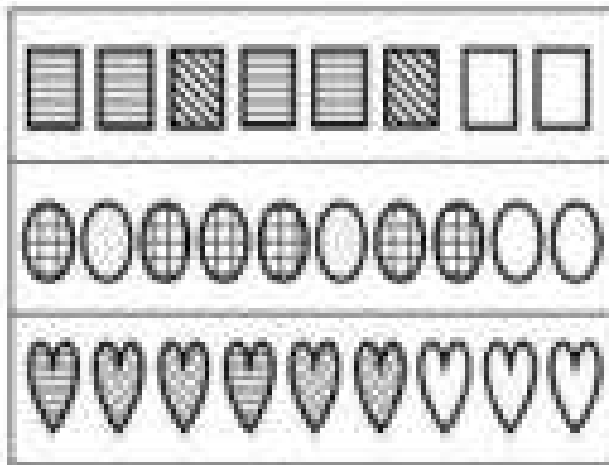
Name: _____

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



Name: _____

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



Name: _____

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



Repeating Patterns – 2 Elements

Part 1

Continue the repeating patterns below by drawing more objects

**Part 2**

Repeating A, B patterns – Continue the pattern with A and B



Repeating Patterns – 4 Elements

Part 1

Continue the repeating patterns below by drawing more objects

Part 2

Label the patterns below A, B, C and D

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

Name: _____

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Repeating Pattern Cores – 3 Elements

Part 1

Circle the pattern core in the patterns below



Part 2

Create A, B, C patterns below

1)											
2)											
3)											
4)											

Repeating Pattern Cores – 4 Elements

Part 1

Circle the pattern core in the patterns below

**Part 2**

Create A, B, C, D patterns below using 4 elements

1)										
2)										
3)										
4)										

Activity Title: Sound Clap Patterns

Objective

What are we learning about?

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



Materials

What will need for the activity.

- None

Instructions

How you will use the materials.

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

Reflection

Answer the questions below.

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

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

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

PREVIEW

Repeating Patterns – Pattern Core

Part 1

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

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

A B B B B B _____, B, _____

A B C A B C _____

A B C C D C D _____

A B C B A B C B _____

Part 2

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

1 2 3 1 2 3 1 2 3

YES NO

5 1 1 5 5 1 1 5

YES

NO

1 2 3 4 5 1 2 3 4 5

YES

NO

A B B A A B B A B

YES

NO

F G P P F G P P F G P P

YES

NO

Exit Cards

Cut Out

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

Name: _____

Circle the pattern core

1) 2, 2, 2, 2

2) ★, ▲, ★, ▲

3) 10, 20, 10, 30, 10

4) ●, ●, ●, ●, ●, ●, ●, ●

Name: _____

Circle the pattern core

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

2) ★, ▲, ★, ▲, ★, ▲

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

4) ●, ●, ●, ●, ●, ●, ●, ●

Name: _____

Circle the pattern core

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

2) ★, ▲, ★, ▲, ★, ▲

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

4) ●, ●, ●, ●, ●, ●, ●, ●

Name: _____

Circle the pattern

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

2) ★, ▲, ★, ▲, ★, ▲

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

4) ●, ●, ●, ●, ●, ●, ●, ●

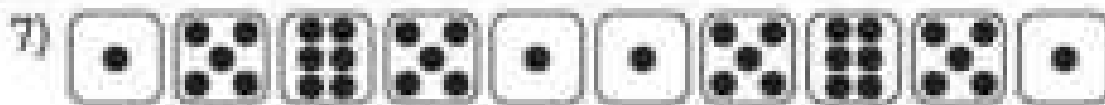
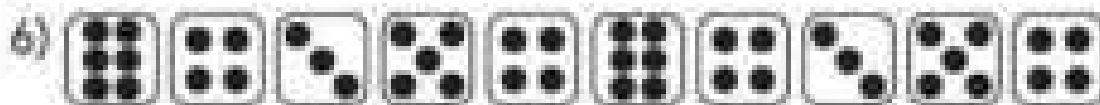
Repeating A/B Patterns

Questions:

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



A A B A B



Repeating A/B Patterns

Part 1

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

**Part 2**

Create patterns with the objects above. A/B patterns below.

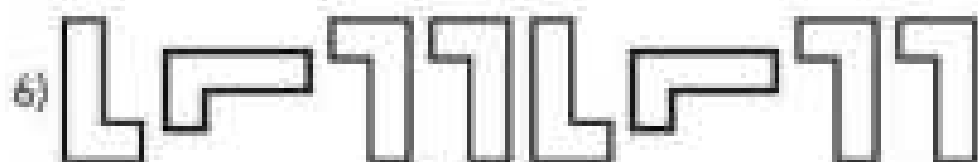
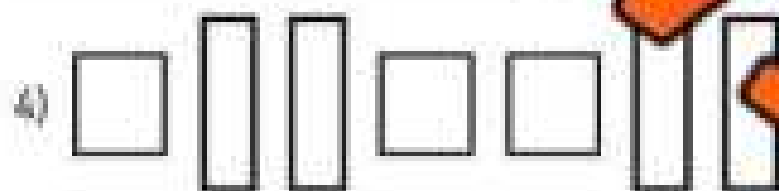
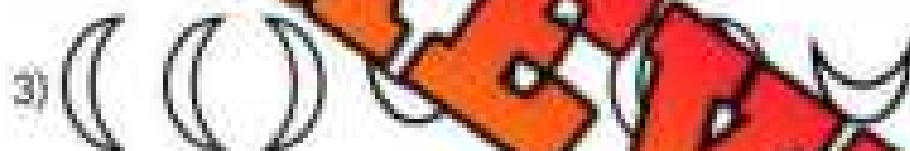
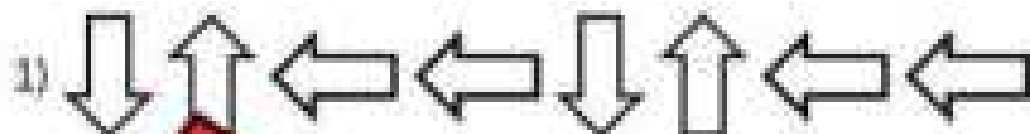
1) A B B C A B B C A

2) A A B C D A A B C

3) A B C A A B C A A

Extending Repeating Patterns – Changing Directions**Instructions**

Continue the repeating patterns below with three more shapes



Creating Repeating Patterns – Changing Directions**Instructions**

Use the shapes to create a pattern with changing directions.

1) 

2)

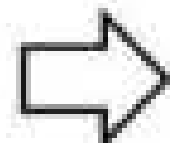
3)

4)

5)

6)

7)



PREVIEW

Extending Repeating Patterns - Numbers

Questions

Continue the pattern below by filling in the blanks

1) 8 2 8 _____

2) 3 1 1 1 2 _____

3) 5 9 7 5 5 9 7 5 _____

4) 2 1 1 3 2 1 1 3 2 1 _____

5) 6 4 2 2 2 6 4 2 2 2 _____

6) 7 8 9 7 8 9 7 8 9 7 _____

7) 6 2 0 7 0 6 2 0 7 0 _____

Patterns Using Letters

Questions

Continue the patterns below by filling in the blanks

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

Extending Repeating Patterns - Letters

Questions

Continue the patterns below by filling in the blanks

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

Exit Cards

Cut Out

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

Name: _____

Continue the pattern below by filling in the blanks

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

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

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

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

Name: _____

Continue the pattern below by filling in the blanks

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

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

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

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

Name: _____

Continue the pattern below by filling in the blanks

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

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

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

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

Name: _____

Continue the pattern below by filling in the blanks

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

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

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

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

ABC Patterns - Beading

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

Instruction

Colour the beads below to make an ABC pattern



Blue	Green		Green	Green	Red	Blue	Green	Green	Red
------	-------	--	-------	-------	-----	------	-------	-------	-----



Green	Red	Green	Blue	Green	Green	Green	Red	Green	Blue
-------	-----	-------	------	-------	-------	-------	-----	-------	------



Blue	Green	Red	Blue	Blue	Green	Red	Blue	Blue	Blue
------	-------	-----	------	------	-------	-----	------	------	------



Green	Green	Red	Red	Blue	Green	Green	Green	Red	Red	Blue	Green
-------	-------	-----	-----	------	-------	-------	-------	-----	-----	------	-------



Red	Green	Green	Red	Blue	Red	Green	Green	Red	Blue	Red	Green
-----	-------	-------	-----	------	-----	-------	-------	-----	------	-----	-------

Name: _____

44

ABC Patterns - Beading

Instructions

Continue the patterns below



Red	Blue	Green	Green	Red	Blue	Green	Green				
-----	------	-------	-------	-----	------	-------	-------	--	--	--	--



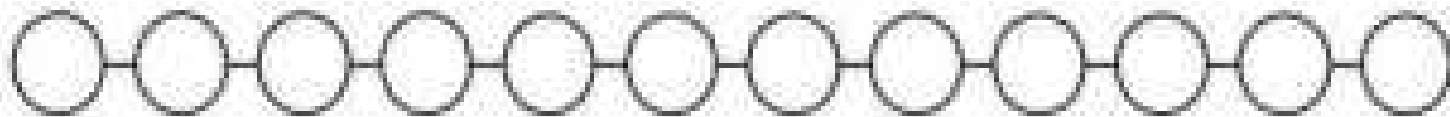
Green	Blue	Red	Red	Green	Blue	Green					
-------	------	-----	-----	-------	------	-------	--	--	--	--	--



Blue	Green	Red	Red	Green	Blue	Green					
------	-------	-----	-----	-------	------	-------	--	--	--	--	--

Instructions

Create your own patterns below



Name: _____

45

ABCDE Patterns - Beading

Instructions

Create a pattern using 3-5 different colours



Name: _____

45

ABCDE Patterns - Beading

Instructions

Create a pattern using 3-5 different colours



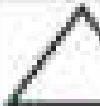
Translating Patterns – AB Patterns

Translating Patterns

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

Questions

Translate the first pattern into a new pattern using different colours

1)	B	A	B	A	B
Translated					

2)	A	A	B	B
Translated				

3)	A	B	C	C
Translated				

4)	A	A	B	A	A	B
Translated						

5)	A	B	A	A	B	A
Translated						

Translating Patterns – AB Patterns

Questions

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

1)	A	B	A	B	A	B
Translated						

	A	B	A	A	B
Translated					

3)	A		A	B	C
Translated					

4)	A	B	B		B
Translated					

5)	A	B	A	B	A	B
Translated						

6)	A	B	A	A	B	A
Translated						

Translating Patterns – AB Patterns

Questions

Translate the first pattern into a new pattern using different colours

1)	2	5	2	5	2	5
Translated						

	T	G	T	T	G
Translated					

3)	3	3	5	5	
Translated					

4)	F	B	B	B
Translated				

5)	7	8	7	7	8	7
Translated						

6)	B	B	L	L	B	B	L	L
Translated								

Translating Patterns – AB Patterns

Questions

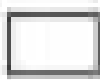
Create a new pattern that is a translation of the other pattern

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

Translating Patterns – ABCD Patterns

Questions

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

1)								
Translated								

2)									
Translated									

3)								
Translated								

4)									
Translated									

5)									
Translated									

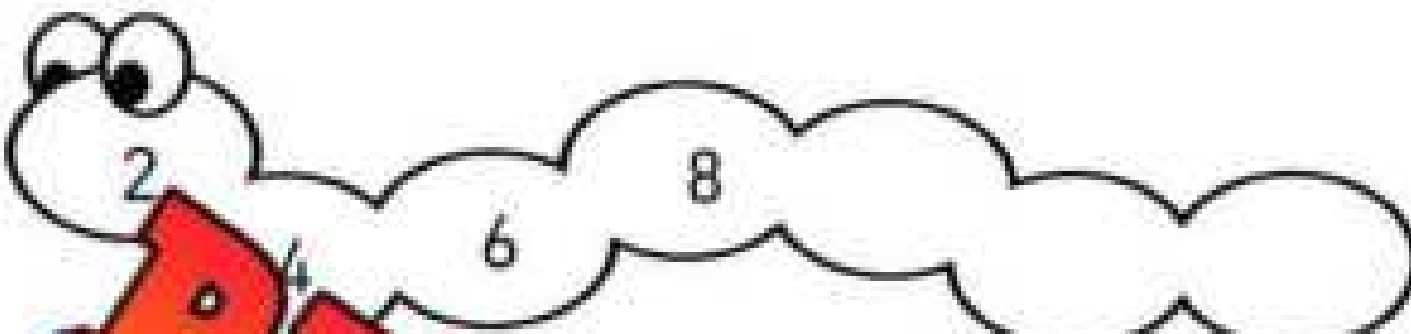
6)										
Translated										

Hundreds Chart

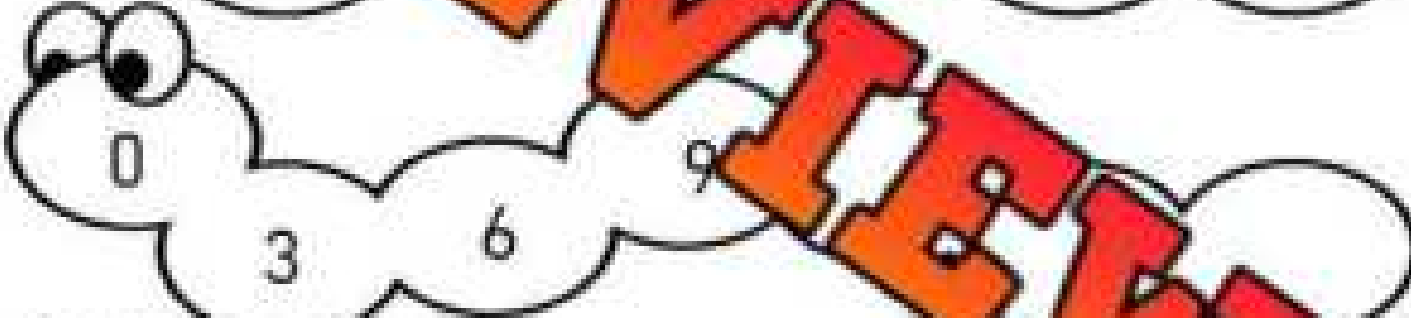
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

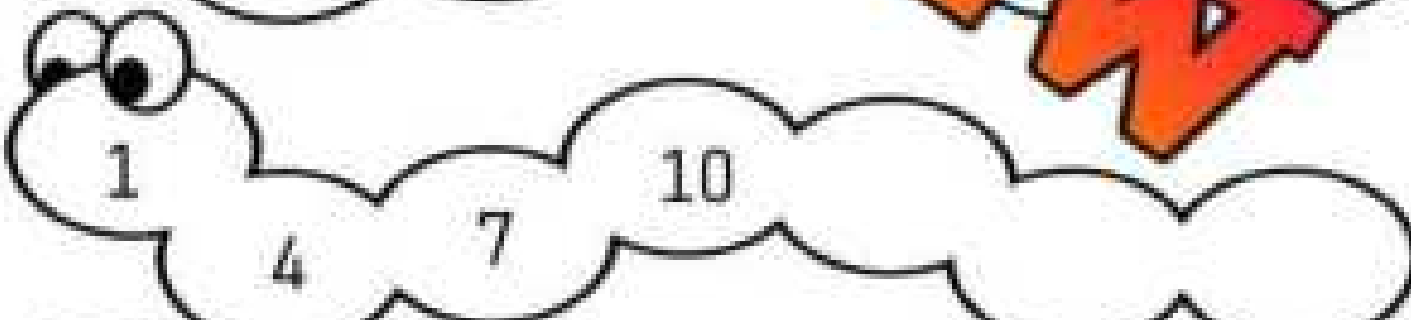
Number Patterns 1 - 20**Questions**

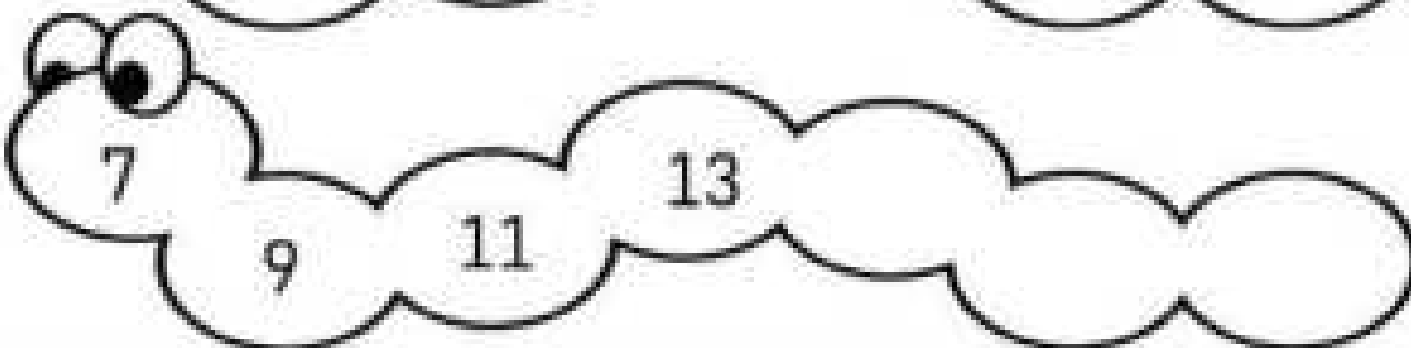
Fill in the blanks below

1. 

2. 

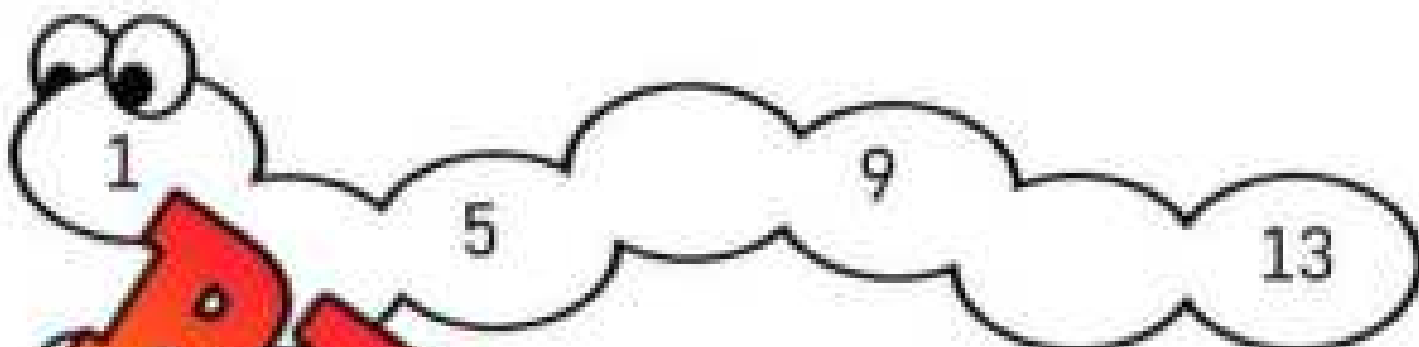
3. 

4. 

5. 

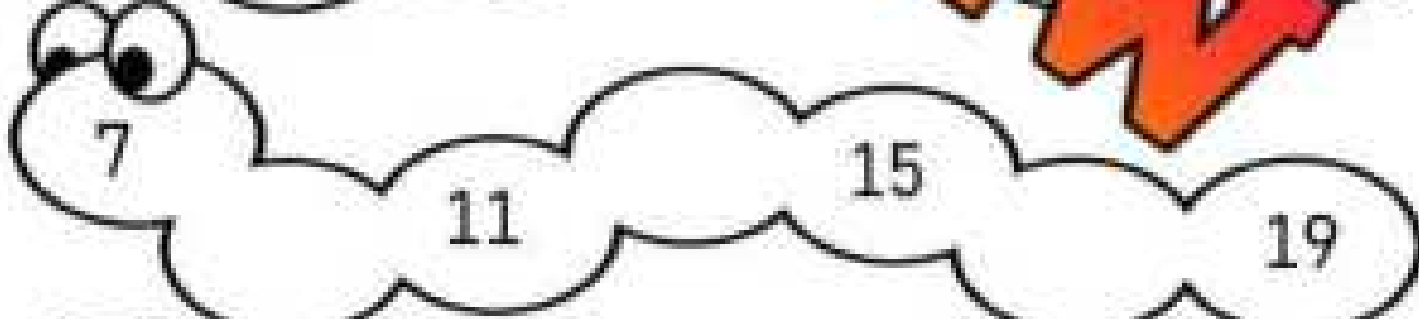
Number Patterns 1 - 20**Questions**

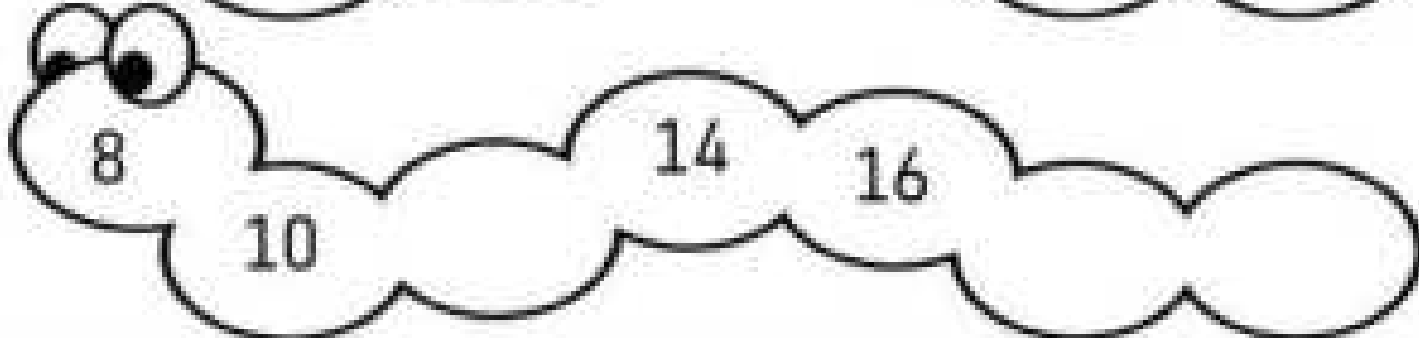
Fill in the blanks below

1. 

2. 

3. 

4. 

5. 

Number Patterns – 2s, 5s**Questions**

Fill in the blanks below

1.



2

4

6

8

2.



1

20

3.



10

12

14

16

4.



15

20

25

30

5.



20

22

24

26

Number Patterns – 2s, 5s**Questions**

Fill in the blanks below

1.



2.



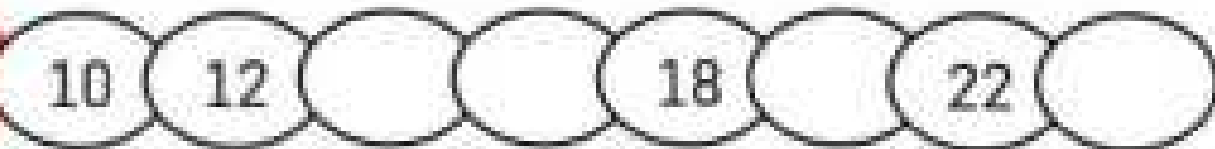
3.



4.



5.



Number Patterns – 2s**Questions**

Fill in the blanks below

1.



2.



3.



4.



5.



Number Patterns – 5s**Questions**

Fill in the blanks below

1.



2.



3.



4.



5.



Increasing Patterns - Rules

Questions

Colour the numbers that follow the pattern on the hundreds chart

Hundreds Chart

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

1) Start at 1, add 1 each time

Hundreds Chart

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

2) Start at 5, add 2 each time

Hundreds Chart

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

3) Start at 1, add 2 each time

Hundreds Chart

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

4) Start at 5, add 5 each time

Hundreds Chart

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

5) Start at 3, add 3 each time

Hundreds Chart

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

6) Start at 1, add 3 each time

Hundreds Chart

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

7) Start at 4, add 2 each time

Hundreds Chart

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

8) Start at 2, add 2 each time

Hundreds Chart

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

9) Start at 3, add 5 each time

Hundreds Chart

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

10) Start at 5, add 3 each time

Increasing Patterns - Rules

Questions

Colour the numbers that follow the pattern on the hundreds chart

Hundreds Chart

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

1) Start at 5, add 5 each time

Hundreds Chart

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

3) Start at 3, add 3 each time

Hundreds Chart

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

2) Start at 10, add 2 each time

Hundreds Chart

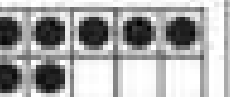
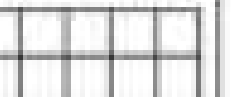
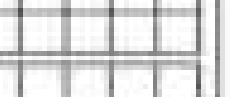
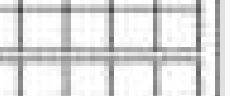
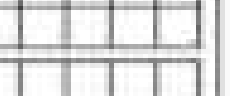
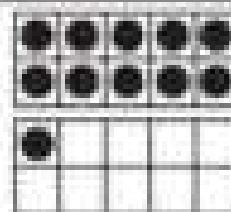
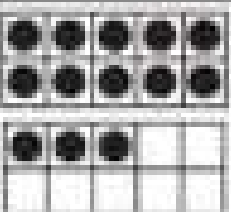
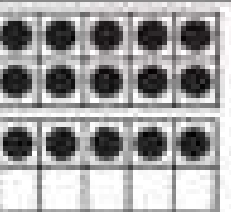
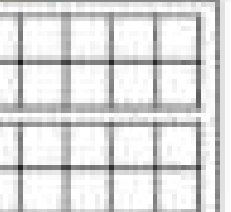
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

4) Start at 10, add 10 each time

Increasing Patterns - Rules

Questions

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

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

Increasing Patterns - Rules

Questions

Fill in the blanks by figuring out the pattern rules

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

Start at _____, then add _____ each time

5, 20, 25, 30, 35, 40

Start at _____, then add _____ each time

10, 12, 14, 16, 18, 20, 22, 24

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

Exit Cards

Cut Out

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

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

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

Start at _____, then add _____ each time

B)

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

Start at _____, then add _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

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

Start at _____, then add _____ each time

B)

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

Start at _____, then add _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

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

Start at _____, then add _____ each time

B)

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

Start at _____, then add _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

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

Start at _____, then add _____ each time

B)

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

Start at _____, then add _____ each time

Patterning Quiz

Part 1

Continue the repeating patterns below by drawing 3 more pictures.



Part 2

Write the number in the core and continue the pattern.

1 1 2 3 1 1 2 3

3 6 2 2 2 3 6 2 2 2

7 7 4 4 5 7 7 4 4 5

Part 3

Translate the first pattern into a new pattern using letters.

1)	A	B	A	B	A	B
Translated						

2)	A	B	B	A	B	B
Translated						

Part 4

Continue the patterns below by filling in the blanks

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

Part 5

Complete by figuring out the pattern rules

	6, 8, 10, 12, 14, 16
Start at _____, then add _____ each time	
	10, 15, 20, 25, 30, 35, 40
Start at _____, then add _____ each time	
	1, 4, 7, 10, 13, 16, 19, 22
Start at _____, then add _____ each time	

Part 6

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

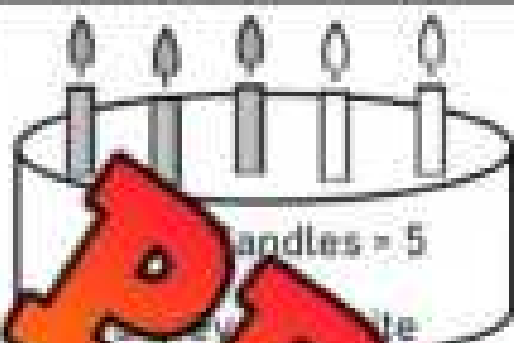
	A	B	A	B	A	B
Translated						

Birthday Cake - Equalities

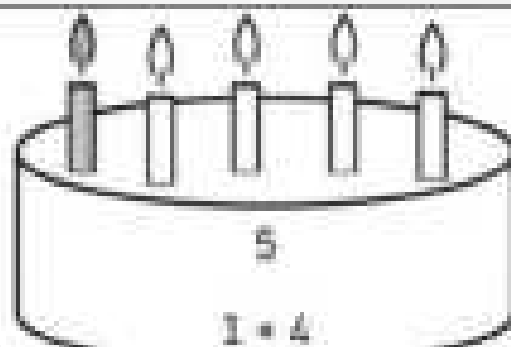
Questions

Create equalities by filling in the blanks

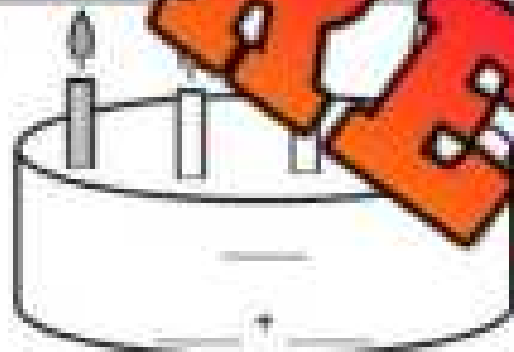
1)



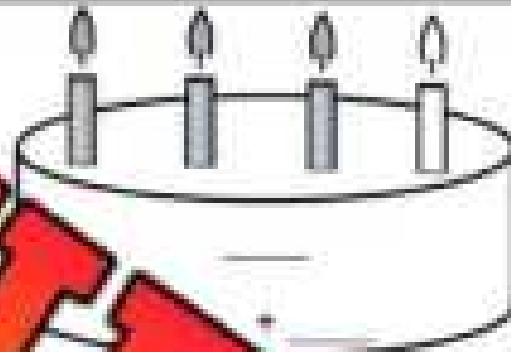
=



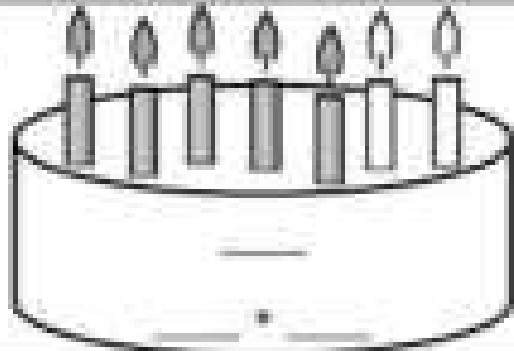
2)



=



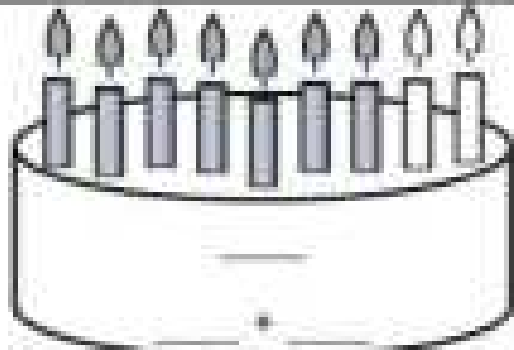
3)



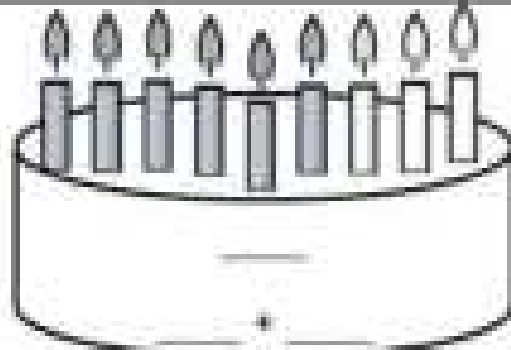
=



4)



=

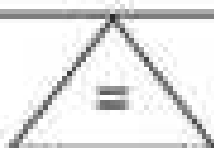
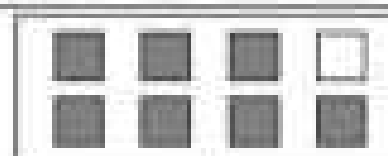
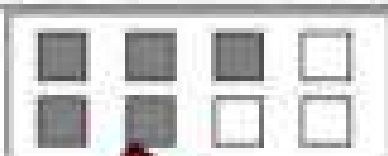


Pan Balance - Equalities

Questions

Fill in the blanks to create equalities

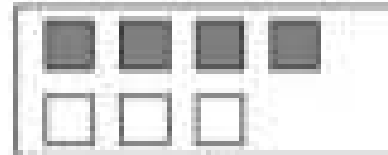
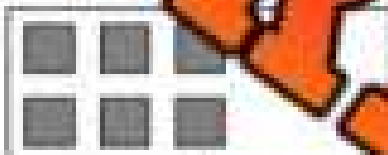
1)



8

 $7 + 1$

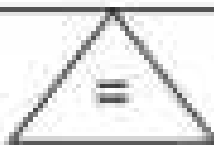
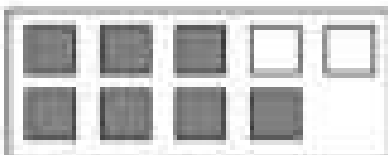
2)



+

+

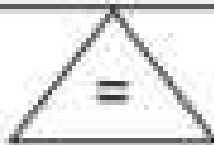
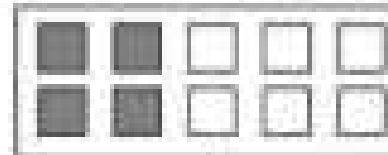
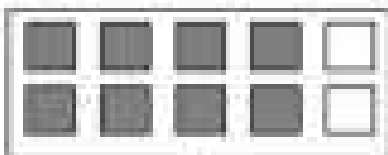
3)



+

+

4)



+

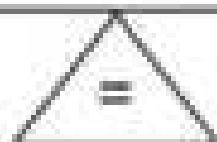
+

Pan Balance - Equalities

Questions

Draw the missing objects in the rectangles.

1)



5

$4 + 1$

2)



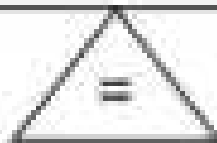
7

$5 + 2$

7

$4 + 3$

3)



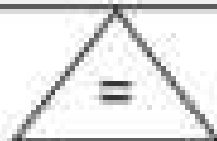
8

$6 + 2$

8

$5 + 3$

4)



10

$4 + 6$

10

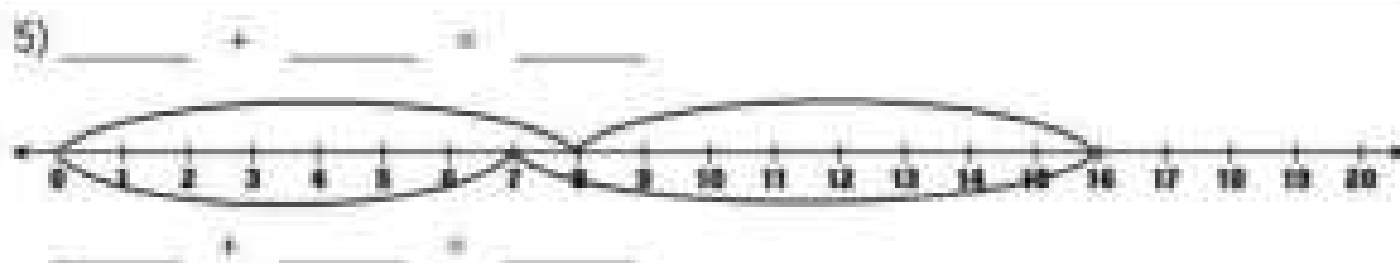
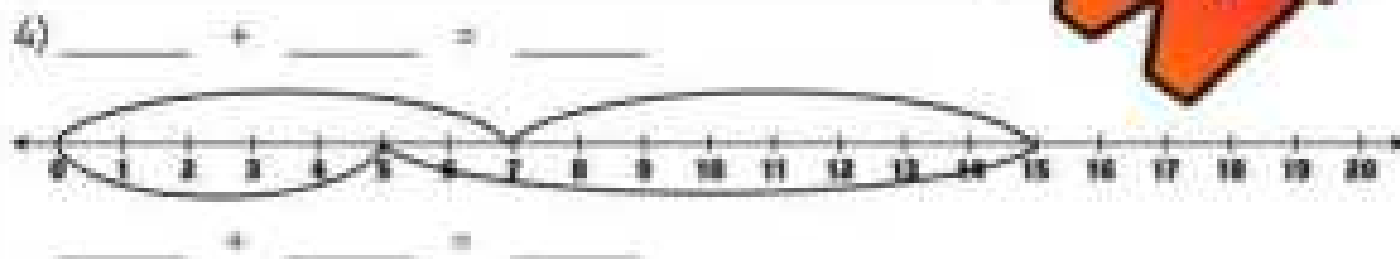
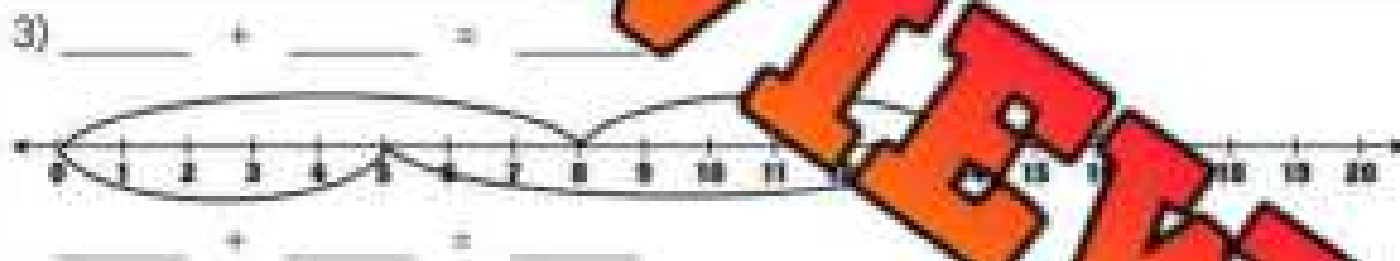
$5 + 5$

Double Number Lines - Equalities

Questions

Fill in the blanks to complete the equalities

1) $5 + 3 = 8$



Double Number Lines - Equalities

Questions

Fill in the blanks to complete the equalities

1) _____ + _____ = _____



= _____

2) _____ + _____ = _____



3) _____ + _____ = _____



4) _____ + _____ = _____



5) _____ + _____ = _____

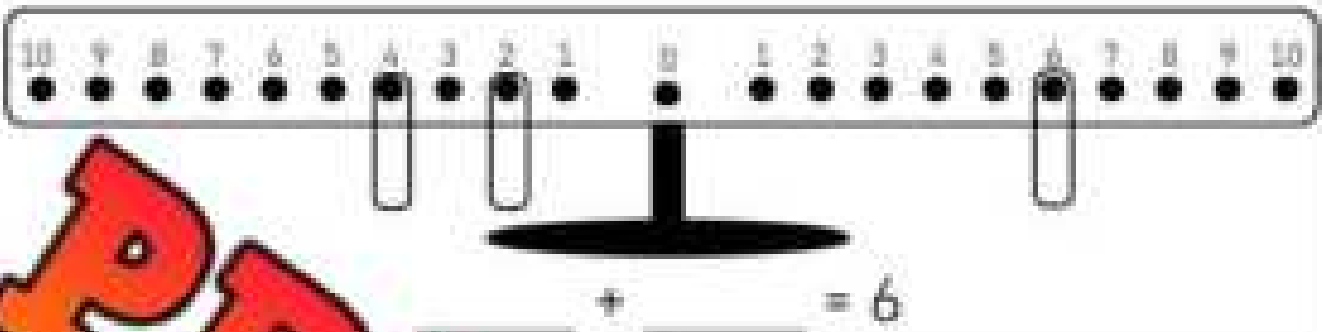


Pan Balance - Equalities

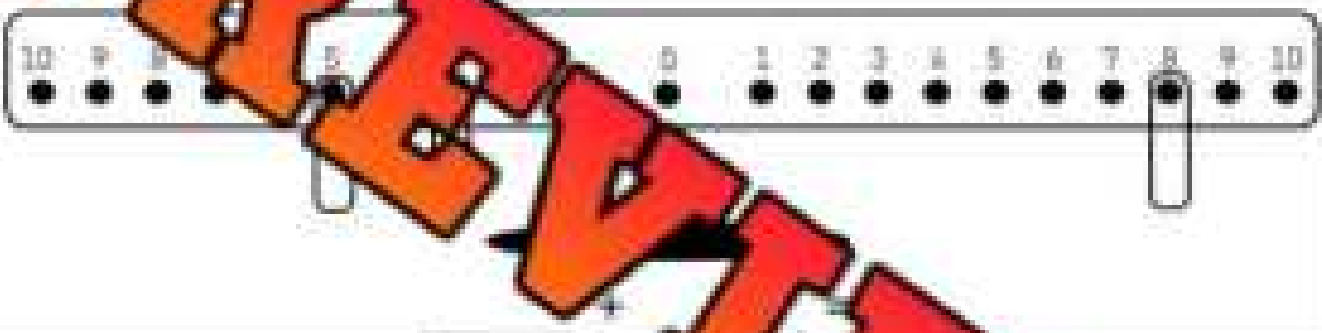
Questions

Fill in the blanks to balance the equations

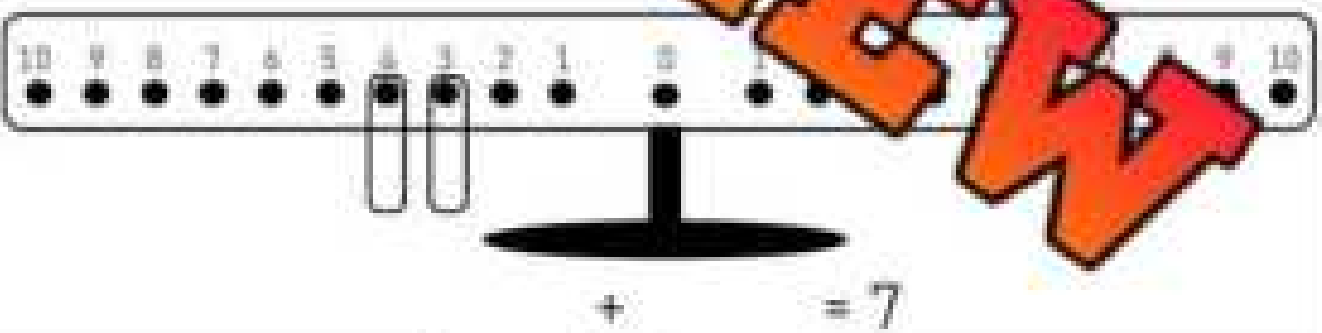
1)



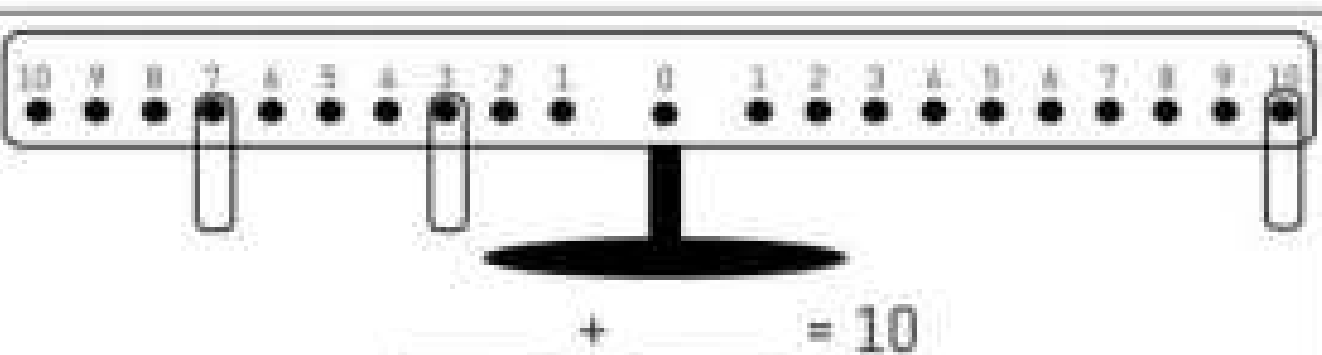
2)



3)



4)

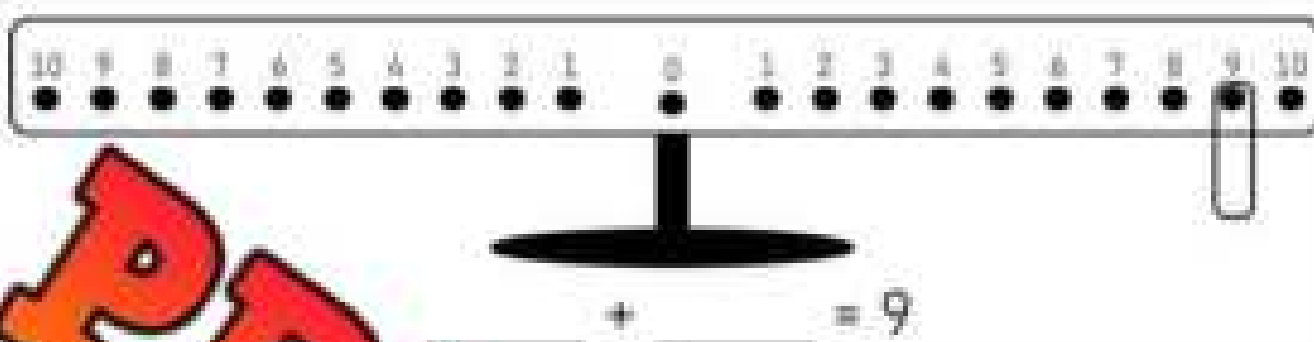


Balance Pan Equations

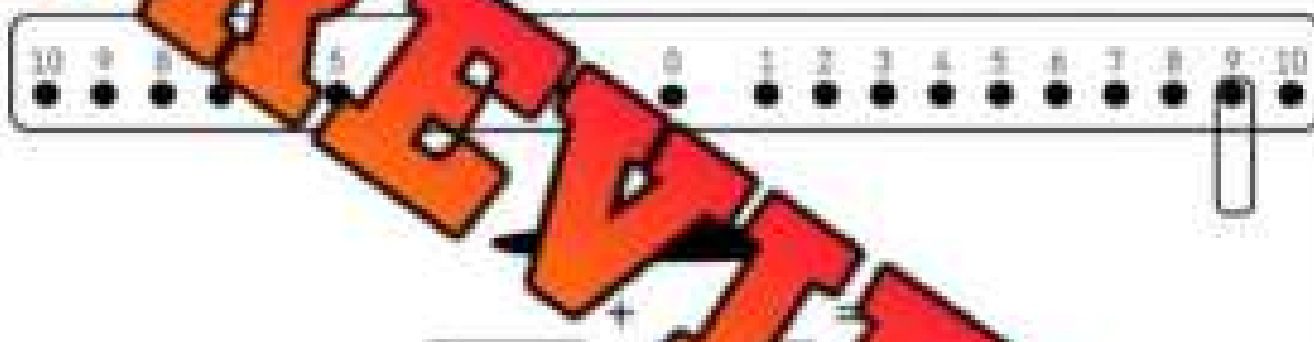
Questions

How many ways can you balance the equation to equal 9

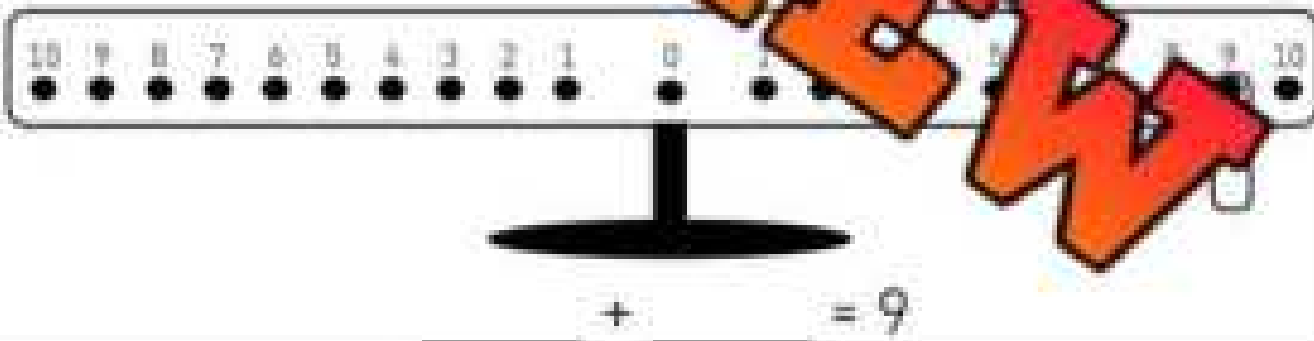
1)



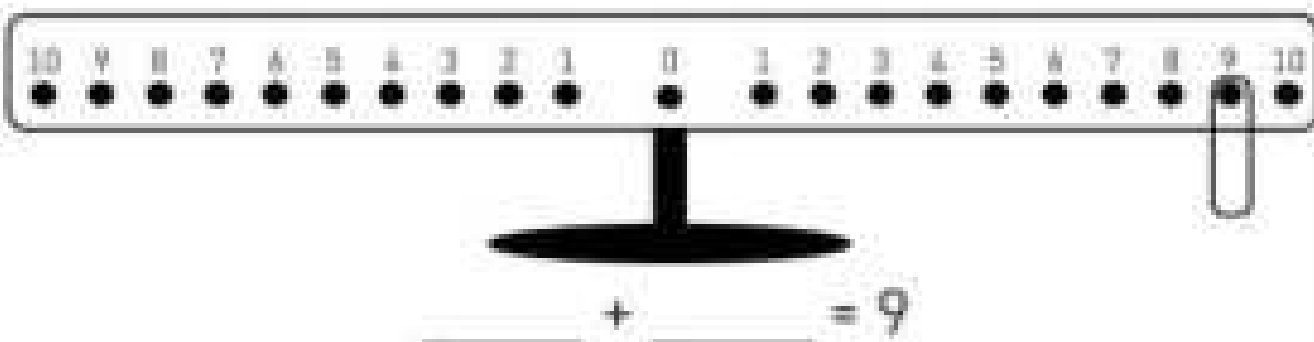
2)



3)



4)

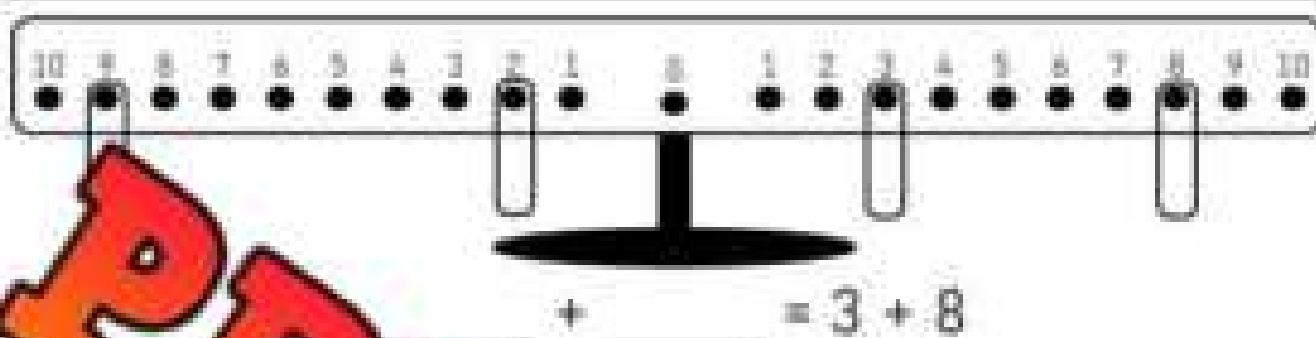


Balance Pan Equations

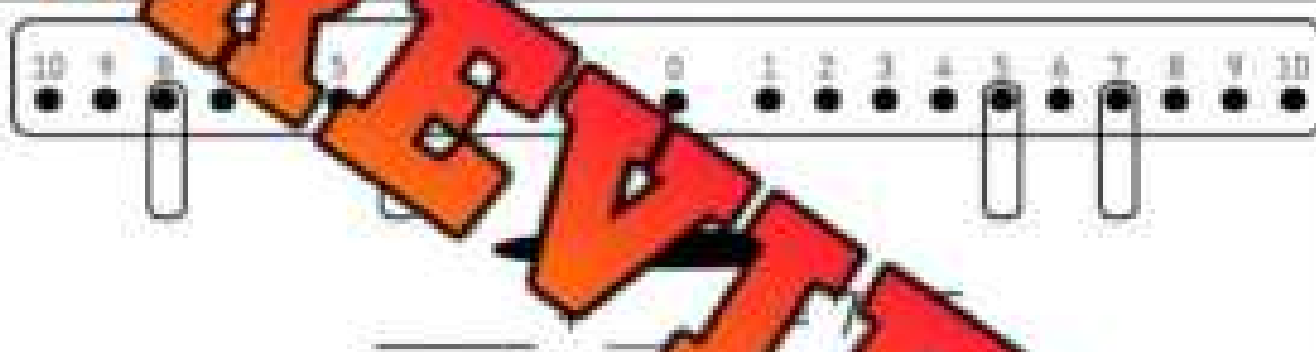
Questions

Balance the equation below

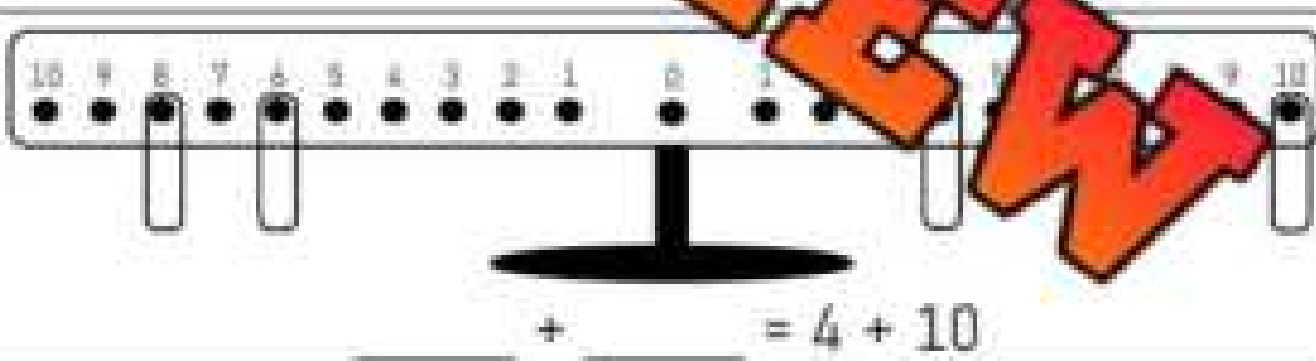
1)



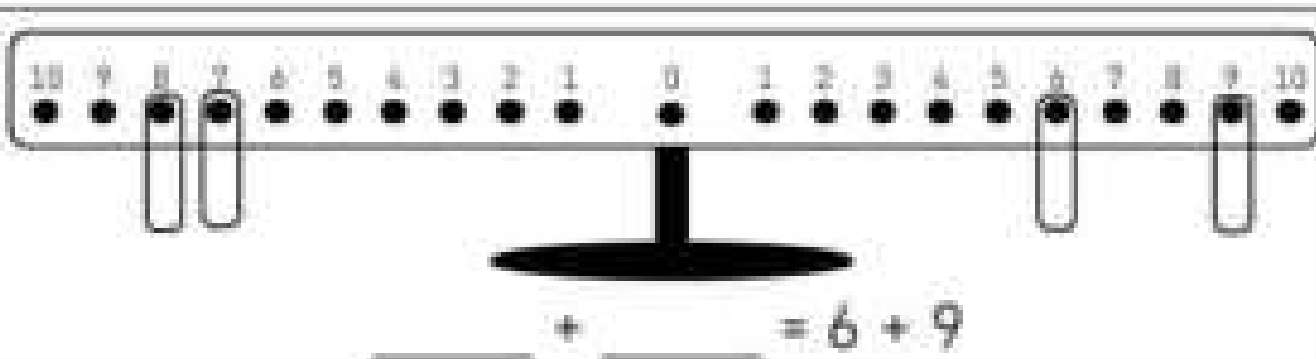
2)



3)



4)

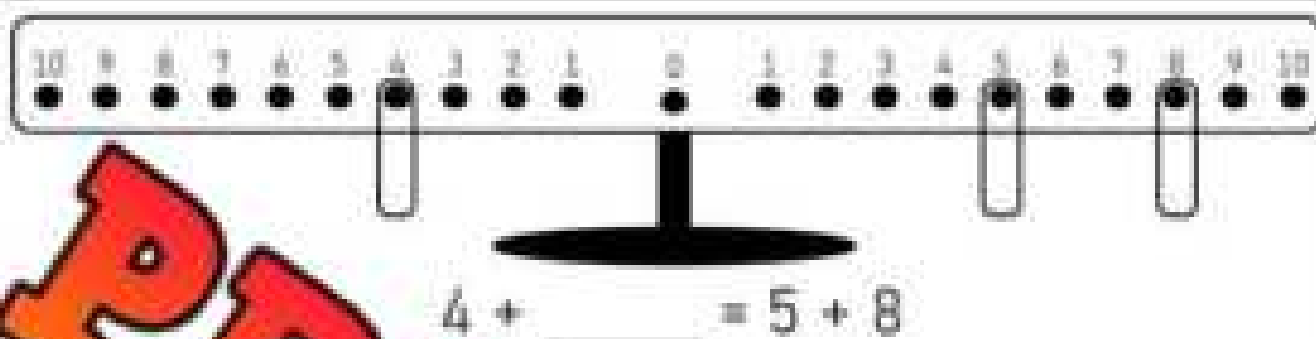


Balance Pan Equations

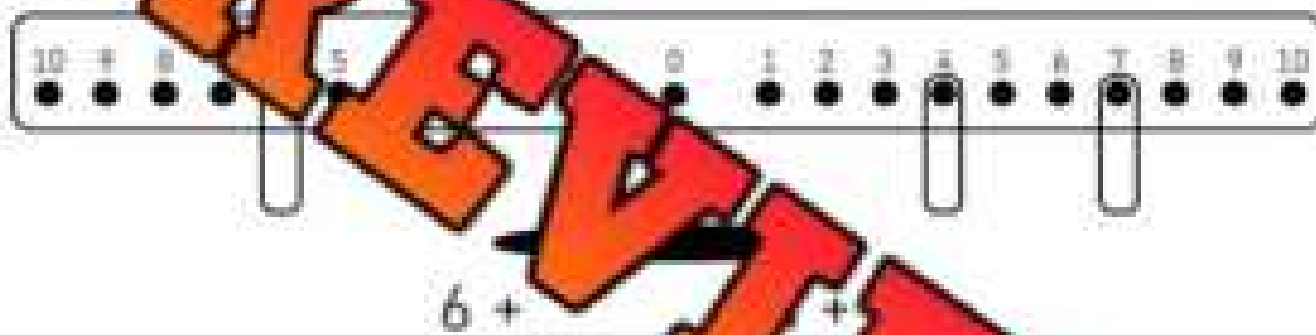
Questions

Balance the equation below

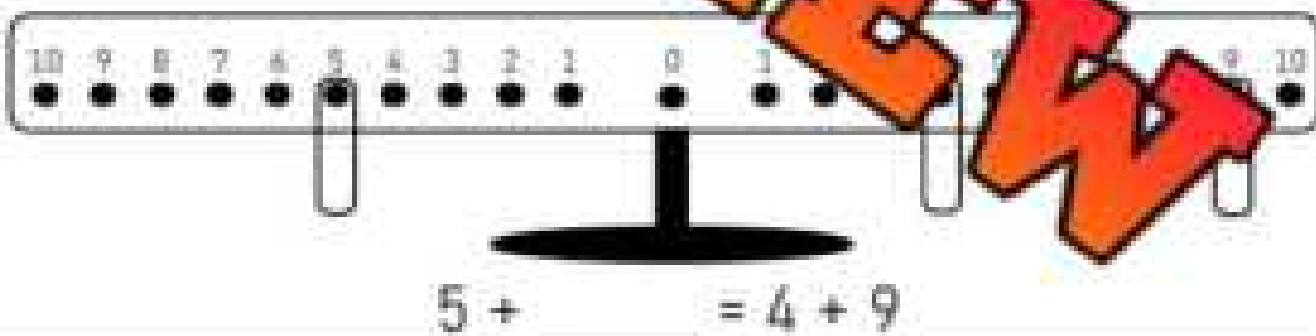
1)



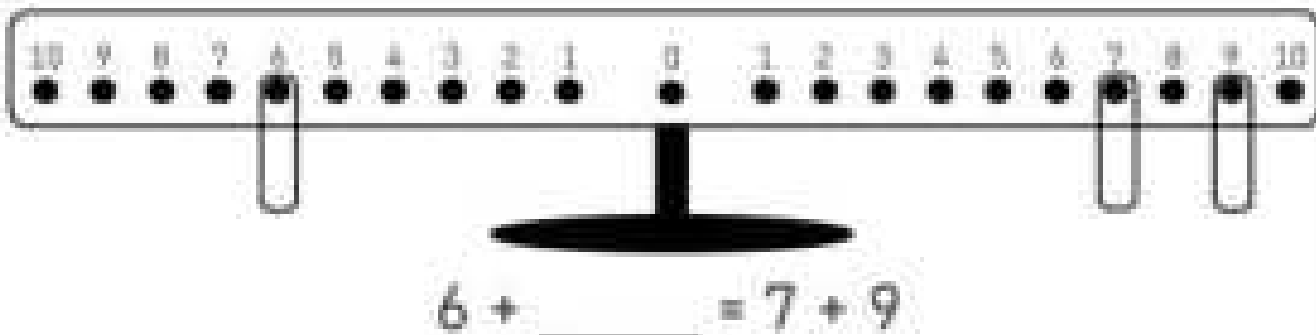
2)



3)



4)

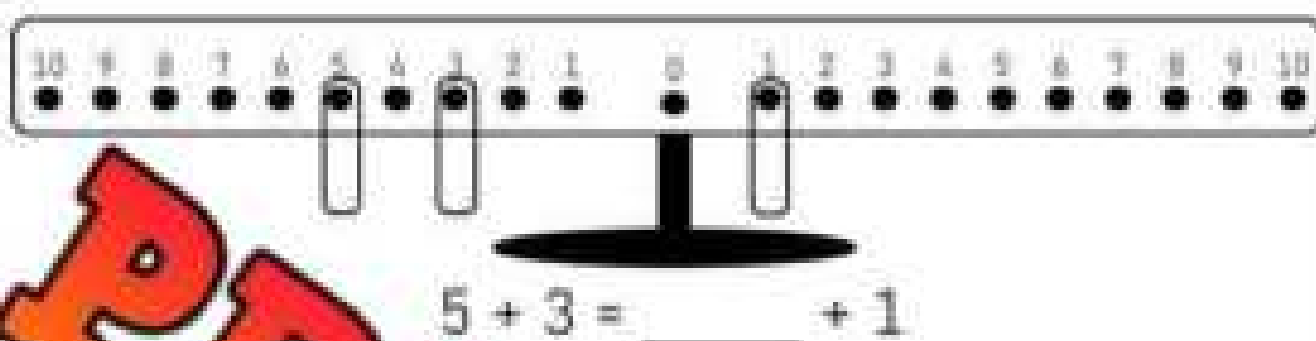


Balance Pan Equations

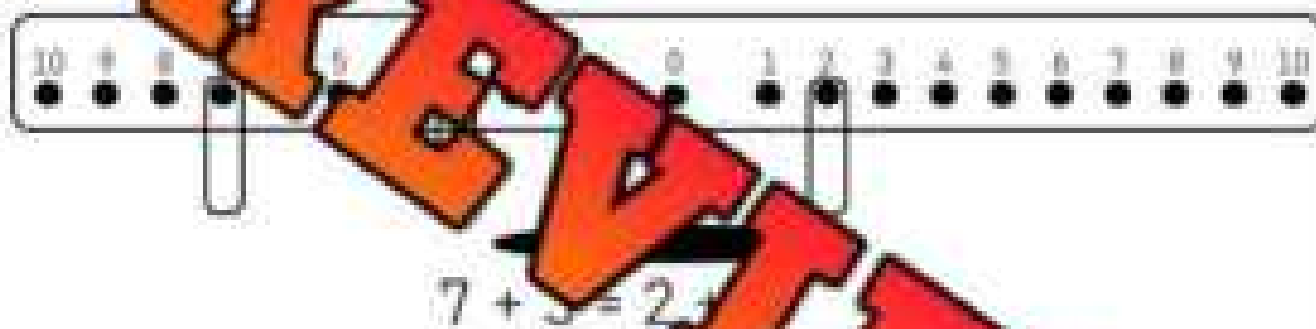
Questions

Balance the equation below

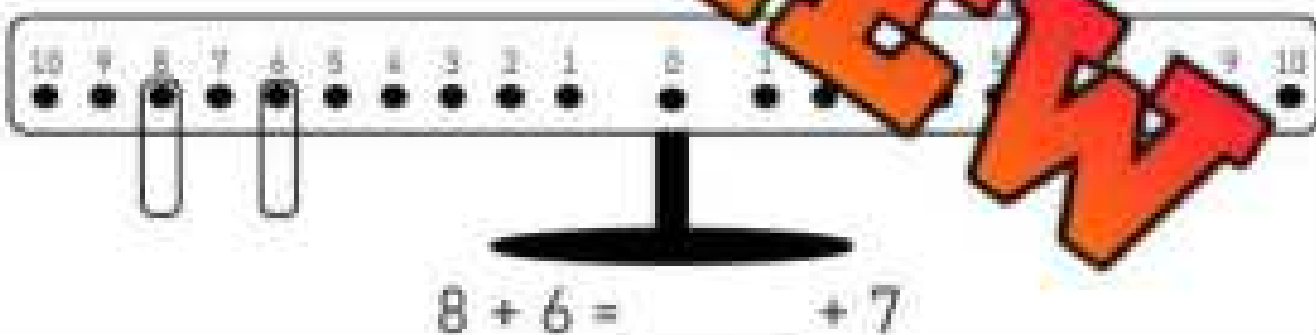
1)



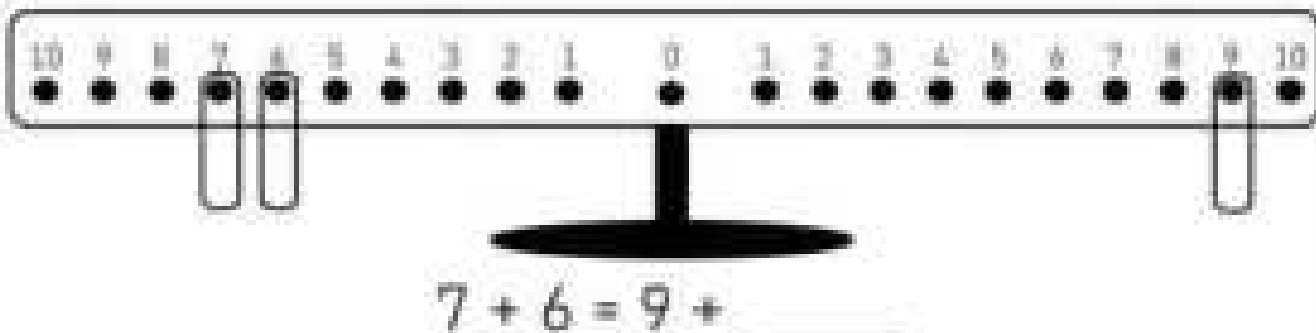
2)



3)



4)



Exit Cards

Cut Out

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

Name: _____

Balance the equation below

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

2) $4 + \underline{\hspace{1cm}} = 2 + 5$

3) $8 + 3 = 6 + \underline{\hspace{1cm}}$

4) $\underline{\hspace{1cm}} + 4 = 5 + \underline{\hspace{1cm}}$

Name: _____

Balance the equation below

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

2) $4 + \underline{\hspace{1cm}} = 2 + 5$

3) $8 + 3 = 6 + \underline{\hspace{1cm}}$

4) $\underline{\hspace{1cm}} + 5 = \underline{\hspace{1cm}}$

Name: _____

Balance the equation below

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

2) $4 + \underline{\hspace{1cm}} = 2 + 5$

3) $8 + 3 = 6 + \underline{\hspace{1cm}}$

4) $\underline{\hspace{1cm}} + 4 = 5 + \underline{\hspace{1cm}}$

Name: _____

Balance the equation below

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

2) $4 + \underline{\hspace{1cm}} = 2 + 5$

3) $8 + 3 = 6 + \underline{\hspace{1cm}}$

4) $\underline{\hspace{1cm}} + 4 = 5 + \underline{\hspace{1cm}}$

Name: _____

81

Equalities or Inequalities?

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

Directions

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

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

Did they get the same number of blocks?

(=)

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

Did they get the same number of fruits?

(=)

(≠)

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

Did they get the same number of balloons?

(=)

(≠)

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

Did they get the same number of things?

(=)

(≠)

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

Did they get the same number of candies?

(=)

(≠)

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

Did they get the same number of flowers?

(=)

(≠)

Making Equal Teams

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

Directions

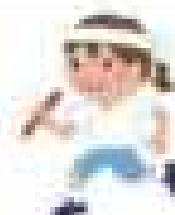
Follow the instructions above to answer the equations

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



Number Sentence _____ + _____ = 8

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



Number Sentence _____

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



Number Sentence _____ + _____ = _____

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



Number Sentence _____ + _____ = _____

Making Equal Teams

Directions:

Answer the questions below

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



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



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



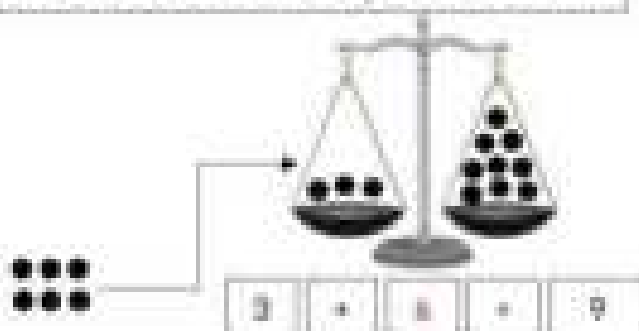
- 4) Lily and her friends are playing a game of duck-duck-goose. There are two teams of 10 kids each. How many kids are playing in total?



Pre-Algebra – Balancing Addition Equations

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

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



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



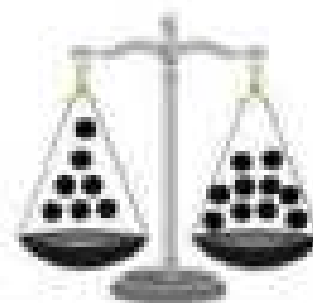
$$7 + \square = 11$$



$$9 + \square = 13$$



$$9 + \square = 13$$



$$6 + \square = 10$$



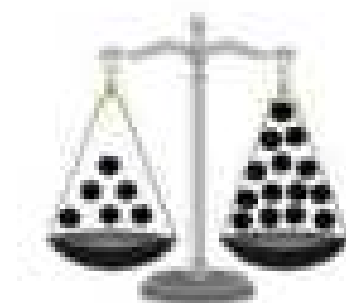
$$8 + \square = 14$$



$$3 + \square = 12$$



$$7 + \square = 11$$



$$6 + \square = 14$$



$$1 + \square = 11$$

Pre-Algebra – Balancing Addition Equations

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

Examples:

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

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

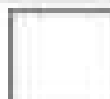
Questions

Fill in the missing number to balance the equation

1) 5



2) 3 + 5 =



3) 3 + 6 =



4) 1 +



= 5



5) 6 +



= 8



6) 4 +



= 10



7) + 5 = 8



8) + 6 = 9



9) + 4 = 9



10) + 4 = 9



11) 4 + = 8



12) 6 + 6 =



13) + 6 = 16



14) 7 + = 9



15) 6 + 12 =



Making Tens – Changing Variables

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

Questions

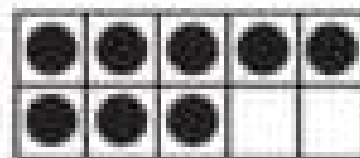
How many more dots do you need to add to make 10?

1)



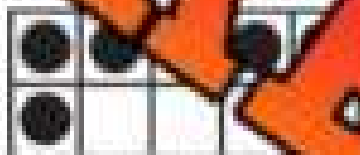
$3 + \underline{\quad} = 10$

2)



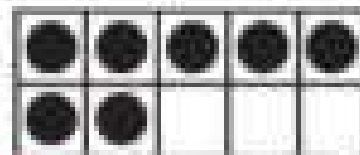
$8 + \underline{\quad} = 10$

3)



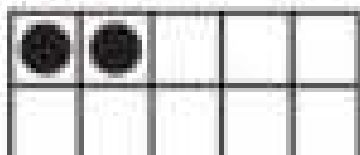
$6 + \underline{\quad} = 10$

4)



$\underline{\quad} = 10$

5)



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



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

7)



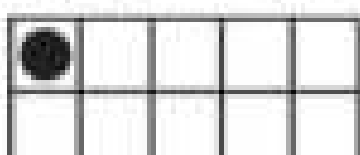
$5 + \underline{\quad} = 10$

8)



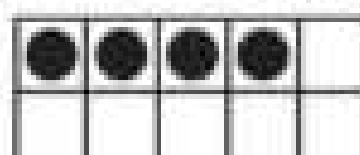
$10 + \underline{\quad} = 10$

9)



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

10)



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

Making 20 – Fill in the Blanks

Questions

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

1)



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

2)



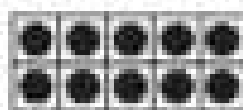
$$13 + \underline{\quad} = 20$$

3)



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

4)



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

5)



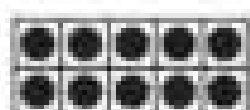
$$14 + \underline{\quad} = 20$$

6)



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

7)



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

8)



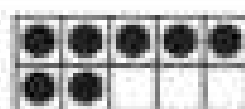
$$16 + \underline{\quad} = 20$$

9)



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

10)



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

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 for

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
$__ + 3 = 5$	$__ + 5 = 10$	$4 + __ = 11$	$15 + __ = 8$	Balance: $__ + 17 + 20 = __$
Emma has 2 apples. She gets 3 more. How many apples does she have now?	A dog had 5 bones. It finds some more. Now it has 9 bones. How many more did it find?	$8 + __ = 16$	$3 + __ = 15$	$12 + __ + 10 = 14$
$__ + 1 = 4$	7	10	$47 + __ = 15$, what is $__$?	Sarah had 14 candies. She got some more to make 20. How many did she get?
$__ + 4 = 9$	$__ + 6 = 14$	$10 + __ = 5$	Balance:	$18 + __ = 11$
If Lisa has 3 marbles and finds 5 more, how many marbles does she have?	Max has 5 toy cars. He gets 2 more from his brother and 3 more from his friend. How many toy cars does he have now?	$9 + __ = 17$	Balance: $12 + __ + 5 = 12$	John has 14 apples. He has 5 more oranges. How many of them are apples?
$__ + 2 = 8$	$7 + 5 = __ + 10$	Balance: $__ + 4 = 10 + __$	If you have 12 stickers and find 4 more, how many do you have?	Joe had 20 balloons. He got some more and now has 30. How many did he get?

Are They Equal? Addition to 20

Questions

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

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

Name: _____

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Addition to 20 – Are They Equal?

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

5 + 3 = 8

8 + 4 = 13

14 + 6 = 20



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

1) $2 + 3 = 5$

2) $3 + 2 = 5$

3) $3 + 3 = 5$

4) $3 + 5 = 9$

5) $4 + 5 = 9$

6) $6 + 5 = 11$

7) $6 + 2 = 7$

8) $6 + 4 = 10$

10) $8 + 3 = 11$

11) $9 + 4 = 12$

12) $8 + 5 = 13$

13) $10 + 5 = 14$

14) $12 + 3 = 15$

15) $15 + 4 = 20$

Are They Equal – True or False

Questions

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

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

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

Exit Cards

Cut Out

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

Name: _____

Put a slash (/) through the equal sign if it is balanced

1)

2) $15 + 2 = 17$

3) $9 + 1 = 5 + 4$

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

Name: _____

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

1) $3 + 9 = 4 + 8$

2) $15 + 2 = 18$

3) $9 + 1 = 5 + 4$

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

Name: _____

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

1) $3 + 9 = 4 + 8$

2) $15 + 2 = 18$

3) $9 + 1 = 5 + 4$

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

Name: _____

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

1) $3 + 9 = 4 + 8$

2) $15 + 2 = 18$

3) $9 + 1 = 5 + 4$

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

Addition – Which Equation Matches?

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

Example

$4 + 7$

$9 + 2$

$5 + 5$



Questions Write the expression that matches the shaded in expression

1)

$4 + 3$

$2 + 5$

$2 + 6$

2)

$5 + 4$

$3 + 2$

$2 + 7$

3)

$7 + 3$

$5 + 5$

$6 + 3$

4)

$6 + 5$

$4 + 7$

5)

$9 + 3$

$7 + 4$

$6 + 6$

6)

$8 + 6$

$10 + 4$

$7 + 8$

7)

$10 + 7$

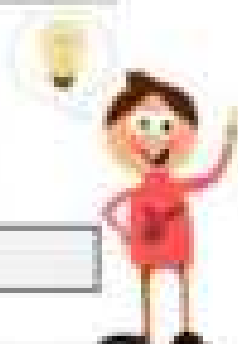
$12 + 4$

$9 + 8$

Name: _____

The Answer Is... What Is The Question?

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



Questions

The answer is _____, what is the question?

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

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

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

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

Name: _____

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The Answer Is... What Is The Question?

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



Questions

How many number sentences can you write?

Answer

7

Answer

11

Answer

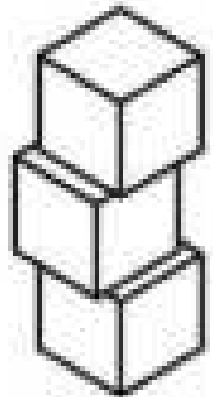
17

Answer

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

Answer the questions below

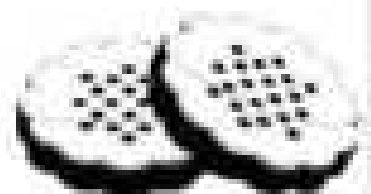
1) Barry had 4 blocks. His teacher gave him more blocks. Now he has 9 blocks. How many blocks was he given?



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



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



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

Answer the questions below

1)

Lucy has 5 apples in her basket. She picks some more apples from the tree. Now she has 8 apples. How many apples did she pick from the tree?

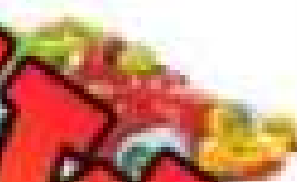


Number Sentence

$5 + \underline{\quad} = 8$

2)

Max has 4 toy cars on his desk. His friend gives him more toy cars. Now Max has 9 toy cars. How many toy cars did his friend give him?



Number Sentence

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

3)

Bella has 8 stickers. She gets more stickers from her teacher. Now Bella has 14 stickers. How many stickers did her teacher give her?



Number Sentence

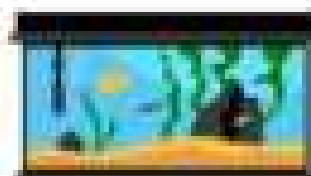
$8 + \underline{\quad} = 14$

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

Answer the questions below

1)

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



Number _____

2)

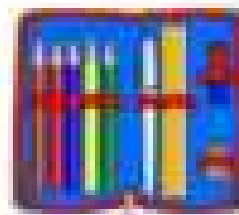
Ben found 13 seashells. His sister also found some seashells. Together, they found 19 seashells. How many seashells did his sister find?



Number Sentence _____

3)

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



Number Sentence _____

Exit Cards

Cut Out

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

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

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.



$$7 - \square = 3$$

Part 1 How many balls do you need to take away to make the scales balance?



$$10 - \square = 7$$



$$6 - \square = 3$$



$$8 - \square = 4$$



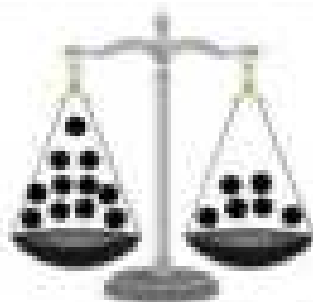
$$7 - \square = 1$$



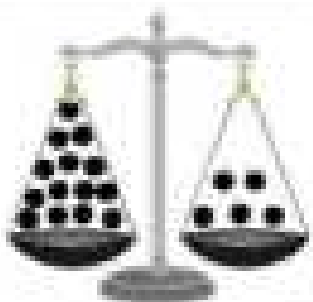
$$11 - \square = 5$$



$$12 - \square = 3$$



$$11 - \square = 6$$



$$14 - \square = 5$$



$$6 - \square = 0$$

Pre-Algebra – Balancing Subtraction Equations

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

Examples:

$$7 - 4 = \boxed{3}$$

$$14 - 6 = \boxed{8}$$

Questions

Fill in the missing number to balance the equation

1) 5 -



2) 4 - 2 =



3) 5 - 4 =



4) 7 - = 3



5) 8 - = 2



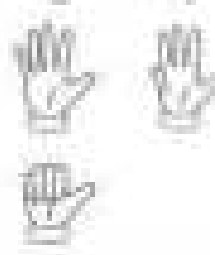
6) 10 - = 7



7) - 7 = 1



8) - 6 = 4



9) - 10 = 2



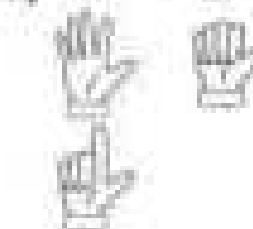
10) - 4 = 7



11) 9 - = 5



12) 7 - 1 =



Are They Equal? Subtraction to 10**Questions**

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

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

Subtraction to 20 – Are They Equal?

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

$7 - 2 = 5$

$12 - 3 = 8$

$15 - 3 = 12$



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

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

Subtraction – Which Equation Matches?

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

Example

$9 - 4$	$8 - 3$	$10 - 6$
---------	---------	----------



Question Circle the expression that matches the shaded in expression

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

The Answer Is... What Is The Question?

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

Questions

The answer is _____ what is the question?

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

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

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

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

Name: _____

The Answer Is... What Is The Question?

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

Questions

How many number sentences can you write?

PREVIEW

Ans

4

Answer

7

Answer

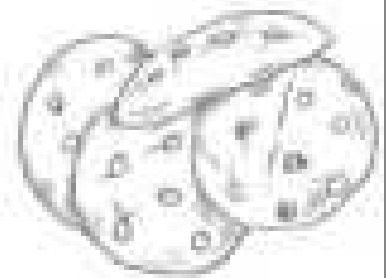
10

Answer

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

Answer the questions below

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



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



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



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

Answer the questions below

1)

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



Number

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

2)

Sarah has 15 cookies. She eats 5 of them. After eating, she has 10 cookies left. How many cookies did she eat?



Number Sentence

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

3)

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



Number Sentence

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

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

Answer the questions below

1)

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



Number _____

2)

Emily has 20 crayons. She gives some to her friend. Now she has 14 crayons left. How many crayons did she give to her friend?



Number Sentence _____

3)

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



Number Sentence _____

Exit Cards

Cut Out

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

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

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

- Task cards
- Student sheets for answers
- Pencils



Instructions

How to do 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 and pencils.
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 1:

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

solve for yellow star.

- a) 5 b) 5 c) 3

Card 2:

$$15 - \text{blue circle} = 10,$$

solve for blue circle.

- a) 5 b) 4 c) 3

Card 4:

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

- a) 6 b) 8 c) 10

Card 5:

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

- a) 5 b) 6 c) 7

Card 6:

Per has 10 books. He gave some to his friend and has 7 left. How many did he give away?

- a) 4 b) 3 c) 2

Card 7:

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

solve for red apple.

- a) 7 b) 6 c) 8

Card 8:

$$18 - \text{pink circle} = 11,$$

solve for pink circle.

- a) 6 b) 7 c) 8

Task Cards

Cut out the task cards below

Card 17:

$$8 + \text{🍌} = 11,$$

solve for 🍌.

- b) 2 c) 4

Card 18:

$$7 + \text{🍌} = 12,$$

solve for 🍌.

- a) 5 b) 4 c) 6

Card 20:

Claire had 10 stickers, lost some, then found 2 more. She now has 5 stickers. How many did she lose?

- a) 6 b) 5 c) 4

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

- a) 3 b) 4 c) 5

Card 21:

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

If there are 10 cars in the lot and 3 more are added, how many cars are there?

- a) 6 b) 7 c) 8

Card 23:

$$3 + \text{🍌} = 8,$$

solve for 🍌.

- a) 4 b) 5 c) 6

Card 24:

$$6 + \text{🍌} = 9,$$

solve for 🍌.

- a) 3 b) 4 c) 2

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	

PREVIEW

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

Instructions

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

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

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

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

$12 - 4$

$10 - 2$

$10 + 4$

$15 - 5$

$10 + 2$

$9 + 3$

$14 - 2$

$10 - 6$

$3 + 1$

PREVIEW

Cards

Matching Game Cards

$7 + 4$

$6 + 5$

$8 - 2$

$11 - 3$

$- 1$

$5 + 8$

$9 + 4$

$14 - 5$

$6 + 3$

PREVIEW

Cards

Matching Game Cards

$9 + 2$

$15 - 4$

$10 + 3$

$6 + 7$

$7 + 4$

$10 - 2$

$8 -$

$4 + 9$

$11 + 2$

PREVIEW

Cards

Matching Game Cards

$16 - 8$

$12 - 4$

$7 + 0$

$15 - 6 - 3$

$- 4$

$6 + 8$

$9 + 3$

$7 + 6$

$5 + 6 + 2$

PREVIEW

Variables and Equations – Unit Quiz**Part 1**

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

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

Part 2

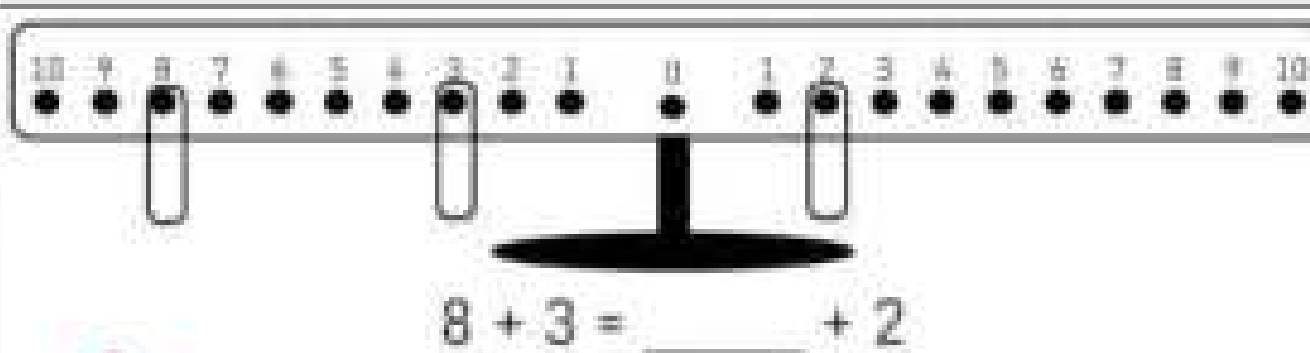
Circle the expression that matches the one in the box

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

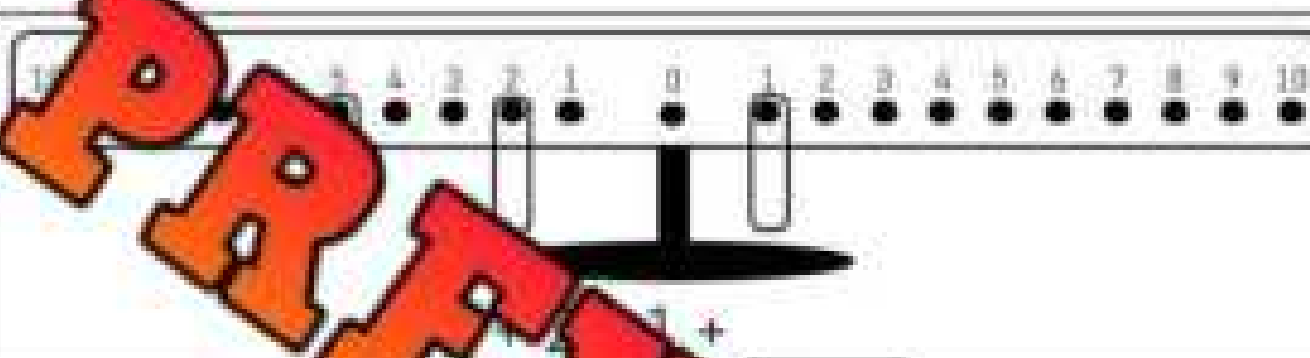
Part 3

Balance the equations below by filling in the blanks.

1)



2)



Part 4

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

1)



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

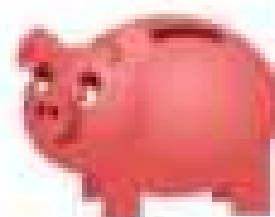


$$14 + \underline{\quad} = 20$$

Part 5

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

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





Google Slides Lessons Preview





BC Math Curriculum

Measuring Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to use appropriate units of length to estimate, measure, and compare the lengths of different objects so we can clearly understand and describe how long things are.

Estimating Measurements - Referents

Choose which referent would be most suitable to measure the length of the following objects. Write in the correct answer.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card - I Wonder Statements

Think about what you learned today about measuring and comparing the lengths of objects with objects.

Write two "I wonder..." statements to share your thinking.

Examples:

- I wonder why some objects are easier to measure than others.
- I wonder if I can measure the length of the desk in the room and tell it to class.



BC Math Curriculum

Measuring Unit – Grade 1





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Measuring Unit – Grade 1

Familiar Two-Dimensional Shapes

Drag each shape and place it above its name.

Circle	Rectangle	Square	Triangle	Star
				

Sorting 2D Shapes

Sort the shapes into the correct categories by dragging them.

Circle	Triangle	Rectangle	Square	Star
				
				
				
				

1. Circle

2. Triangle

3. Rectangle

4. Square

5. Star

Sorting 3D Shapes

Sort the shapes into the correct categories by dragging them.

Cylinder	Cone	Cube	Sphere	Pyramid
				
				
				
				
				

1. Cylinder

2. Cone

3. Cube

4. Sphere

5. Pyramid



Workbook Preview



Grade 1 Measurement

Curriculum Expectations

Direct Measurement:

- Non-uniform units are not consistent in size (e.g., children's hands, pencils); uniform units are consistent in size (e.g., interlocking cubes, standard paper clips)
- Understanding the importance of using a baseline for direct comparison in linear measurement

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

- Tiling an area
- Rope knots at intervals
- Using body parts to measure
- Hand/foot tracing for mitten/moccasin making

Name: _____

5

Story – Measuring With What We Have

Story

Read the story and answer the questions.

Makwa and his friend Niibi lived in an Anishinaabe community near a big, bright lake.

One day their Kookum (grandmother) asked them to help measure the land for a garden.

"We do not have a *makwa*,"

"That is okay," Kookum smiled. "We can use what we have."

Draw what you pictured while reading.

Name: _____

6

Measuring With Feet

Makwa stood at the start of the path.

He took 4 heel-to-toe steps, then 2 more.

How many steps did he take in total?



Niibi tried

She took 5 small steps

Her steps were tiny!

How many steps did she take in total?

Draw what you pictured.

PREVIEW

Name: _____

7

Measuring With Hands

At the end of the path, they saw a round rock.
Niibi measured around the rock using her hand.
She counted 7 hands all the way around.



Makwa measured using his bigger hand.
He only counted 4 hands.

How many hands did Niibi count?

Draw what you pictured.

Name: _____

Measuring With Sticks

Kookum brought two sticks

Niibi picked the short stick.

Makwa picked the long stick.

They both measured the same garden log.



Nibbly short sticks:

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

Makwa lined up

He only needed 4 sticks

How many more sticks did Nubi get than Ma?

Draw what you pictured

Comparing All Their Measurements

Makwa looked confused.

"We got different numbers," he said.

"But we measured the same things."

Kookum nodded.

"That is what happens with **non-standard measurement**.

Different objects or sticks give different answers.

But, both of you measured carefully. That is what matters."

Makwa smiled.

Niibi smiled too.

They had measured the same things using only what they had.



Why did they get different answers when they both measured the same things?

Draw what you pictured.

Name: _____

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Using Non – Uniform Units - Fingertips

Questions

Use your fingertip to measure the lines below



1) _____
_____ fingertips

2) _____
_____ fingertips

3) _____
_____ fingertips

4) _____
_____ fingertips

5) _____
_____ fingertips

6) _____
_____ fingertips

7) _____
_____ fingertips

8) _____
_____ fingertips

9) _____
_____ fingertips

10) _____
_____ fingertips

11) _____
_____ fingertips

12) _____
_____ fingertips

Exit Cards

Cut Out

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

Name: _____

Use your fingertip to measure the lines below

1) _____ fingertips

2) _____ fingertips

3) _____ fingertips

Name: _____

Use your fingertip to measure the lines below

1) _____ fingertips

2) _____ fingertips

3) _____ fingertips

Name: _____

Use your fingertip to measure the lines below

1) _____ fingertips

2) _____ fingertips

3) _____ fingertips

Name: _____

Use your fingertip to measure the lines below

1) _____ fingertips

2) _____ fingertips

3) _____ fingertips

Drawing Lengths Using Fingertips**Questions**

Draw lines that are the lengths below

1)

1 fingertip

2)

6 fingertips

3)

4)

9 fingertips

5)

4 fingertips

7 fingertips

7)

8)

1 fingertip

5 fingertips

9)

10)

2 fingertips

10 fingertips

11)

14 fingertips

12)

17 fingertips

PREVIEW

Name: _____

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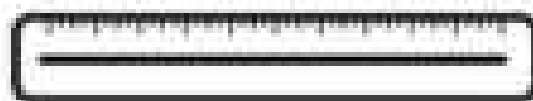
Measuring Real-Life Objects

Questions

Measure the length of the objects below



_____ cm



_____ cm



_____ cm



_____ cm



_____ cm



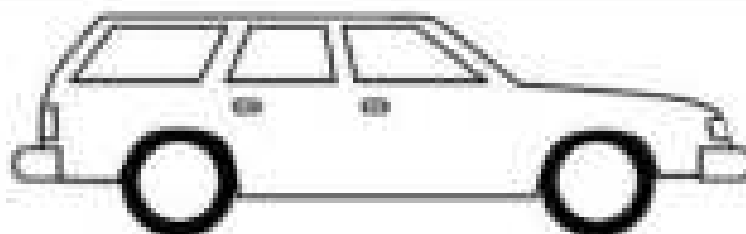
_____ cm



_____ cm



_____ cm



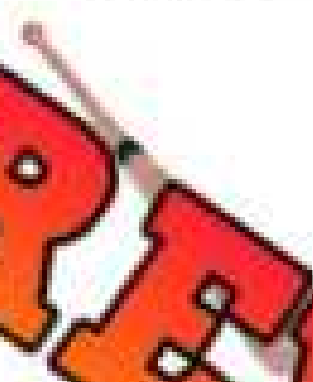
_____ cm

Measuring Real-Life Objects - Changing Orientation**Questions**

Measure the objects below using your fingertips

Measure the real-life object in column 1 and column 2. These objects are the same, but they have been moved or rotated.

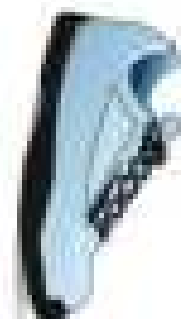
| Column 1 | Column 2 | Column 1 | Column 2 |
|---|---|--|---|
| 1)

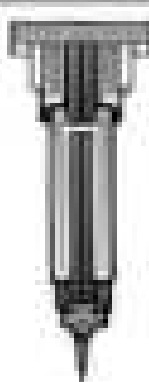
_____ fingertips | 
_____ fingertips | 4)

_____ fingertips | 
_____ fingertips |
| 2)

_____ fingertips | 
_____ fingertips | 5)

_____ fingertips | 
_____ fingertips |
| 3)

_____ fingertips | 
_____ fingertips | 6)

_____ fingertips | 
_____ fingertips |

Activity: Length Detective

Objective

What are we learning about?

Students will learn to compare lengths of various objects to understand the concept of longer and shorter.

Materials

What you will need for the activity

- A variety of objects of different lengths (e.g., pencils, eraser, book)
- Sets of 8 objects for each group
- Paper and pencil
- Handouts with comparison questions



Instructions

How you will complete the activity

- 1) Introduce the concept of comparing lengths by playing a game to determine which objects are longer or shorter without using a ruler. They can do this by placing them next to each other.
- 2) Divide students into small groups and give each group a set of 8 objects of different lengths.
- 3) Ask each student in the group to choose two objects from the set and place them side by side to compare their lengths. They should decide which object is longer and which is shorter.
- 4) Have students record their comparisons on the handout. For example, "The pencil is longer than the eraser." Once done, they can get two more objects until they have compared at least 5 different sets of objects.
- 5) Ensure each student gets a turn to choose and compare two objects from the set.
- 6) After completing the comparisons, bring the class together to discuss their findings. Ask students to share which objects were the longest and shortest in their group.

Name: _____

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Recording Sheet

Answer the questions below

Fill in the blanks below

a) The _____ is longer than the _____

b) The _____ is longer than the _____

c) The _____ is longer than the _____

d) The _____ is longer than the _____

e) The _____ is longer than the _____

f) The _____ is longer than the _____

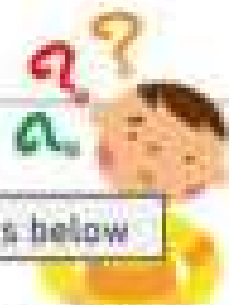
g) The _____ is longer than the _____

h) The _____ is longer than the _____

i) The _____ is longer than the _____

PREVIEW

Estimating Lengths

**Estimate**

Estimate the lengths of each object in the non-uniform units below

| Object | Unit 1
Fingertip | Unit 2
Paperclip | Unit 3
Pencil |
|---|---------------------|---------------------|------------------|
| 1) The length of a pencil | | | |
| 2) The width of a book | | | |
| 3) The height of a chair | | | |
| 4) The length of a pair of scissors | | | |
| 5) The height of this page | | | |
| 6) The length of a book | | | |
| 7) The height of a glue stick | | | |
| 8) The length of your foot | | | |
| 9) The width of the door to your class | | | |
| 10) The width of a whiteboard or chalkboard | | | |

Measuring Length – Which Unit ?

Directions Circle which non-standard unit you would use to measure the lengths below

| What You Are Measuring | Unit 1
 | Unit 2
 | Unit 3
 |
|--------------------------------|--|---|---|
| 1) The length of an apple | Paper Clip | Pencil | Wingspan |
| 2) The width of a desk | Paper Clip | Pencil | Wingspan |
| 3) The width of the classroom | Paper Clip | Pencil | Wingspan |
| 4) The length of the gymnasium | Paper Clip | Pencil | Wingspan |
| 5) The length of your finger | Paper Clip | Pencil | Wingspan |
| 6) The length of a book | Paper Clip | Pencil | Wingspan |
| 7) The length of a bus | Paper Clip | Pencil | Wingspan |
| 8) The length of your foot | Paper Clip | Pencil | Wingspan |
| 9) The length of a cookie | Paper Clip | Pencil | Wingspan |
| 10) The width of a window | Paper Clip | Pencil | Wingspan |

Exit Cards

Cut Out

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

Name: _____

Circle which non-Uniform unit you would use to measure the lengths below

| | | | |
|------------------------------|------------|--------|-----------|
| 1) The height of a juice box | Paper Clip | Pencil | Wing-span |
| 2) The width of a hallway | Paper Clip | Pencil | Wing-span |
| 3) The height of your chair | Paper Clip | Pencil | Wing-span |

Name: _____

Circle which non-Uniform unit you would use to measure the lengths below

| | | | |
|------------------------------|------------|--------|-----------|
| 1) The height of a juice box | Paper Clip | Pencil | Wing-span |
| 2) The width of a hallway | Paper Clip | Pencil | Wing-span |
| 3) The height of your chair | Paper Clip | Pencil | Wing-span |

Name: _____

Circle which non-Uniform unit you would use to measure the lengths below

| | | | |
|------------------------------|------------|--------|-----------|
| 1) The height of a juice box | Paper Clip | Pencil | Wing-span |
| 2) The width of a hallway | Paper Clip | Pencil | Wing-span |
| 3) The height of your chair | Paper Clip | Pencil | Wing-span |

Name: _____

Circle which non-Uniform unit you would use to measure the lengths below

| | | | |
|------------------------------|------------|--------|-----------|
| 1) The height of a juice box | Paper Clip | Pencil | Wing-span |
| 2) The width of a hallway | Paper Clip | Pencil | Wing-span |
| 3) The height of your chair | Paper Clip | Pencil | Wing-span |

Measuring Lollipops

Questions

Measure the lollipop sticks using cubes, paper clips, or fingertips



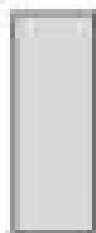
Measuring objects – Changing Orientation**Questions**

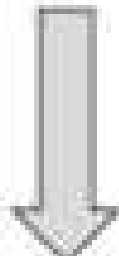
Measure the objects below using your fingertips.

Measure the object in column 1 and column 2. These shapes are the same, but they have been moved or rotated.

| Column 1 | Column 2 | Column 1 | Column 2 |
|---|---|--|---|
| 1)

_____ fingertips | 
_____ fingertips | 4)

_____ fingertips | 
_____ fingertips |
| 2)

_____ fingertips | 
_____ fingertips | 5)

_____ fingertips | 
_____ fingertips |
| 3)

_____ fingertips | 
_____ fingertips | 6)

_____ fingertips | 
_____ fingertips |

Comparing Length – Shortest or Longest

Questions

Follow the instructions below. Use small blocks to help you compare



1) Colour the longest rectangle.

| | | |
|--|--|--|
| | | |
|--|--|--|

2) Colour the shortest rectangle.

| | | |
|--|--|--|
| | | |
|--|--|--|

3) Colour the longest rectangle.

| | | |
|--|--|--|
| | | |
|--|--|--|

4) Colour the shortest rectangle.

| | | |
|--|--|--|
| | | |
|--|--|--|

5) Colour the longest rectangle.

| | | |
|--|--|--|
| | | |
|--|--|--|

6) Colour the rectangle that is **not** the longest or the shortest.

| | | |
|--|--|--|
| | | |
|--|--|--|

7) Colour the longest rectangle.

| | | |
|--|--|--|
| | | |
|--|--|--|

8) Colour the rectangle that is **not** the longest or the shortest.

| | | |
|--|--|--|
| | | |
|--|--|--|

PREVIEW

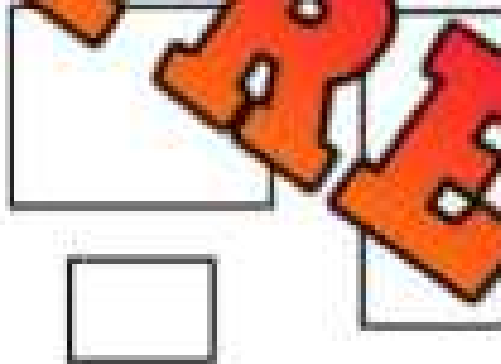
Exit Cards

Cut Out

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

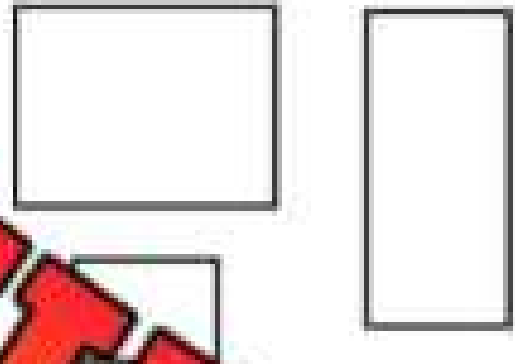
Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



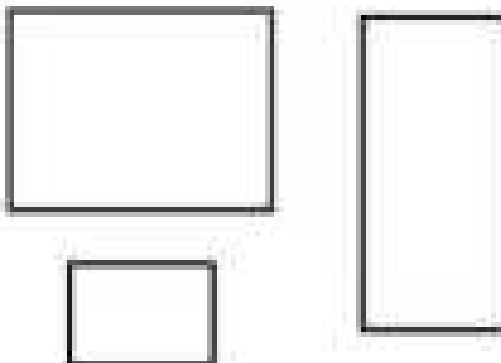
Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



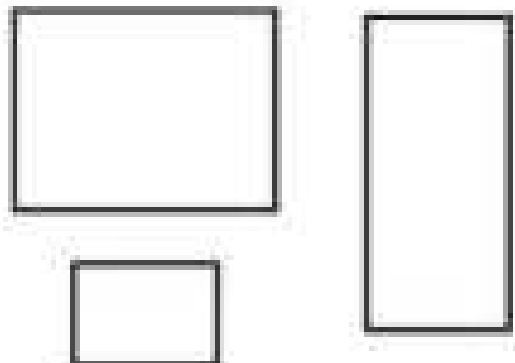
Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



Comparing Length – Shortest to Longest

Questions

Order the shapes from shortest (1) to longest (3)

1)



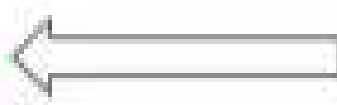
2)



3)



4)



5)



6)



7)



8)



Comparing Length – Shortest to Longest

Questions

Order the objects from shortest (1) to longest (3)

1)



2)



3)



4)



5)



6)



7)



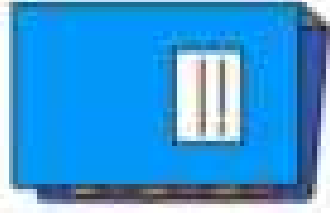
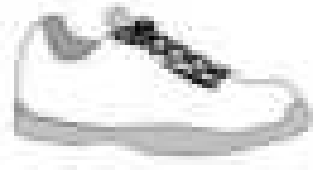
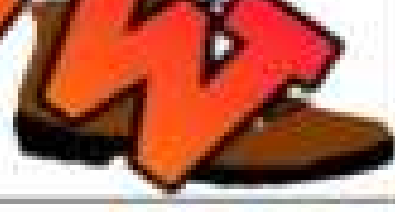
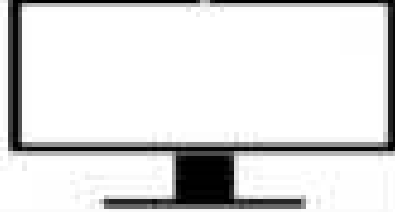
8)



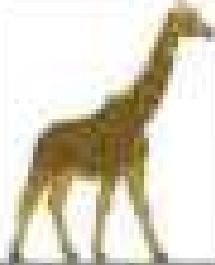
Comparative Language

Questions

Circle the relationship between column 1 and column 2

| Column 1 | Comparative Language
Column 1 is ____ than Column 2 | Column 2 |
|---|--|---|
|  | longer than
as long as
not as long as |  |
|  | longer than
as long as
not as long as |  |
|  | longer than
as long as
not as long as |  |
|  | longer than
as long as
not as long as |  |
|  | longer than
as long as
not as long as |  |
|  | longer than
as long as
not as long as |  |

Comparing Height – Tallest and Shortest

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| Elephant | Bear | Giraffe | Dog | Cat | Tiger |

Question: _____ whether the object is shorter or taller

| | |
|--|-----------------------------|
| 1) The elephant is _____ | shorter than
taller than |
| 2) The bear is _____ the giraffe. | shorter than
taller than |
| 3) The giraffe is _____ all the other animals. | shorter than
taller than |
| 4) The dog is _____ the tiger. | shorter than
taller than |
| 5) The cat is _____ all the other animals. | shorter than
taller than |
| 6) The tiger is _____ the bear. | shorter than
taller than |
| 7) The bear is _____ the elephant. | shorter than
taller than |
| 8) The elephant is _____ the giraffe. | shorter than
taller than |

Comparing Height – Tallest and Shortest

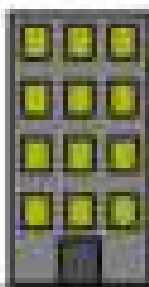
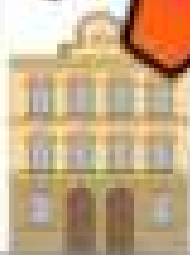
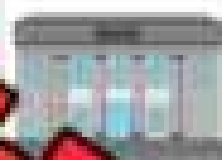
Part 1

Rank the animals from tallest (1) to shortest (6)

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| Elephant | | Giraffe | Dog | Cat | Tiger |
| | | | | | |

Part 2

Rank the buildings from tallest (1) to shortest (6)

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| | | | | |

Part 3

Rank the trees from tallest (1) to shortest (6)

| | | | | | |
|--|---|---|--|---|---|
|  |  |  |  |  |  |
| | | | | | |

Comparing Length – Curved String

Questions

Follow the instructions below



1) Circle the longest string



2) Circle the shortest string



3) Circle the longest string



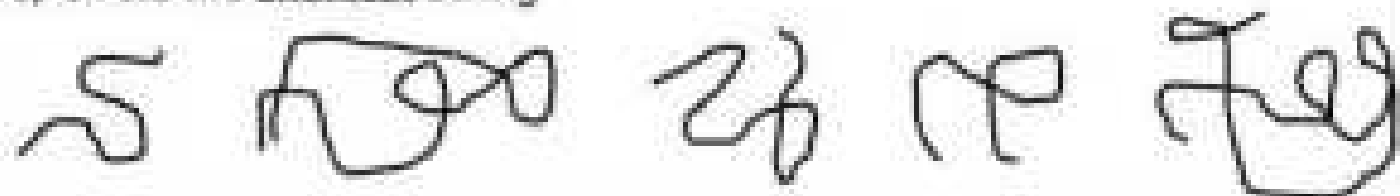
4) Circle the shortest string



5) Circle the longest string



6) Circle the shortest string



Activity: Yarn Length Challenge

Objective

What are we learning about?

Students will practice comparing lengths and learn about measurement through a fun and interactive activity.

Materials

What you will need for the activity.

- A pair of students to have the activity.
- Scissors
- Rulers or measuring tape
- Paper and pencils for recording



Instructions

How you will complete the activity.

- 1) Pair up the students and provide each student with a large ball of yarn.
- 2) Have one student in each pair cut their yarn into three different lengths.
- 3) The student who cut the yarn should then twist or curve the three pieces of yarn so that it is difficult to visually compare their lengths.
- 4) The partner will then try to determine which piece of yarn is the longest, which is the shortest, and which is in the middle in terms of length.
- 5) Once the partner has made their guesses, they will pull each piece of yarn straight and measure it using a ruler or measuring tape to verify their guesses.
- 6) Both students will then switch roles, repeating the process with new lengths of yarn.

Exit Cards

Cut Out

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

Name: _____

- 1) Circle the longest string.

lll ~ ~ ~

- 2) Circle the shortest string.

zz z zy

- 3) Circle the longest string.

Fez n gh

Name: _____

- 1) Circle the longest string.

lll ~ ~ ~

- 2) Circle the shortest string.

zz z zy

- 3) Circle the longest string.

Fez n gh

Name: _____

- 1) Circle the longest string.

lll ~ ~ ~

- 2) Circle the shortest string.

zz z zy

- 3) Circle the longest string.

Fez n gh

Name: _____

- 1) Circle the longest string.

lll ~ ~ ~

- 2) Circle the shortest string.

zz z zy

- 3) Circle the longest string.

Fez n gh

Comparing Length – Yes/No

Questions

Circle yes if the sentence is correct and no if it is wrong.

| | | |
|--|-----|----|
| 1) My foot is longer than my pencil. | Yes | No |
| 2) The door is taller than the whiteboard. | Yes | No |
| 3) My finger is shorter than my arm. | Yes | No |
| 4) A pencil is as long as a paper clip. | Yes | No |
| 5) A crayon is the same length as a marker. | Yes | No |
| 6) A water bottle is shorter than a paper clip. | | No |
| 7) I am the same height as my teacher. | | No |
| 8) My teacher is the tallest in the class. | Yes | No |
| 9) I am the same height as my friend. | Yes | No |
| 10) My foot is a different length than my friends. | Yes | No |

Name: _____

51

Area

Area is how much space is taken up by a 2D shape. The area of your table or desk is how large the surface is. Does your teacher's desk have more or less area than your desk?



Instructions

Circle which surface has more area.

1)

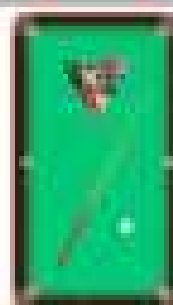


vs

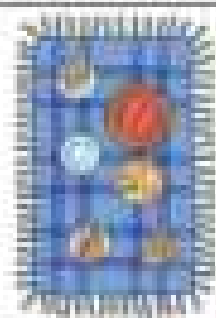
2)



vs



3)



vs



4)



5)



vs



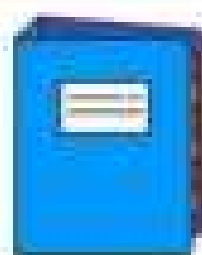
6)



vs



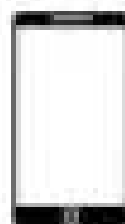
7)



vs



8)



vs

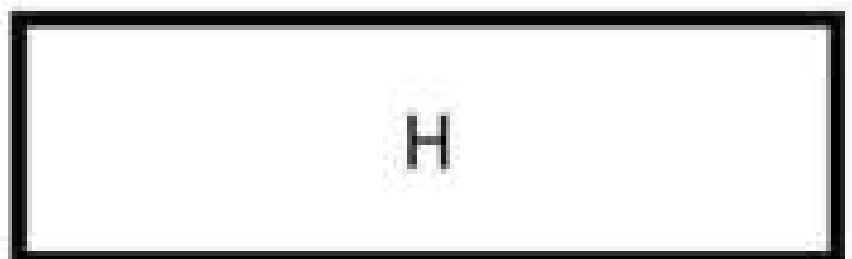
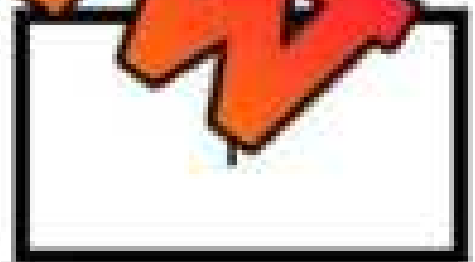
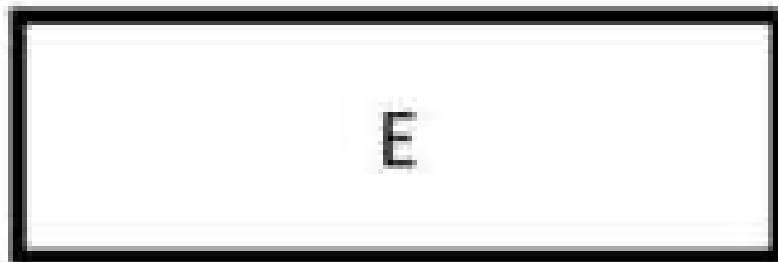
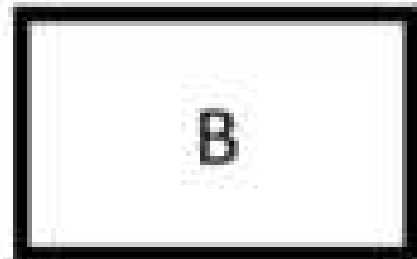
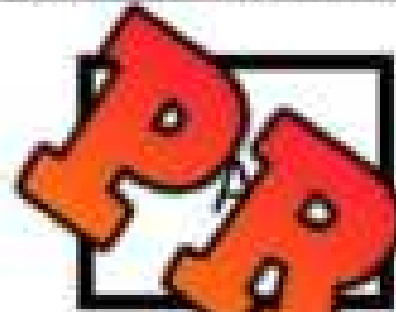


Area

We can compare the area of two shapes by covering one object with the other. If one object can't cover the other, it has less area.

Instructions

Cut the shapes out and cover other shapes to see which are larger.



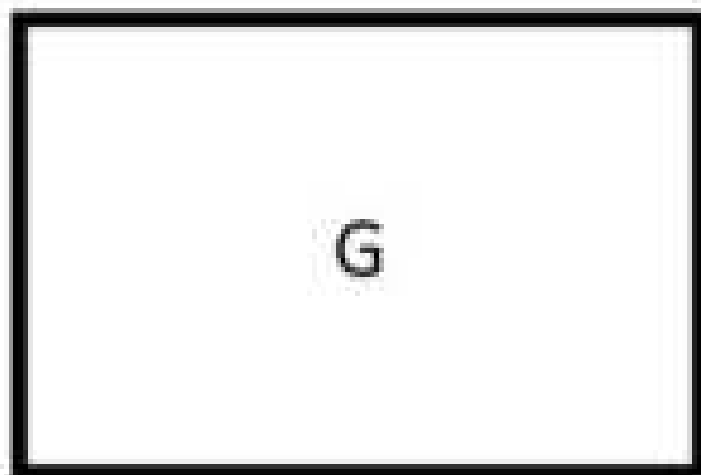
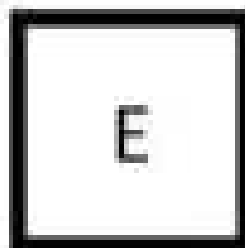
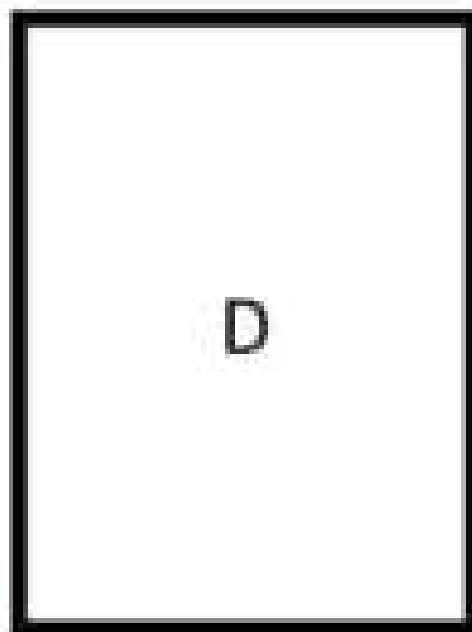
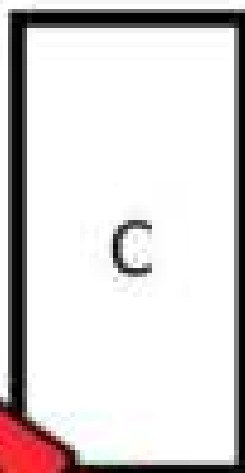
Name: _____

55

Area

Instructions

Cut A out and find out many times it fits into the other shapes

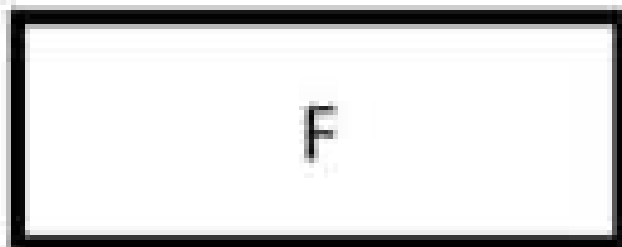
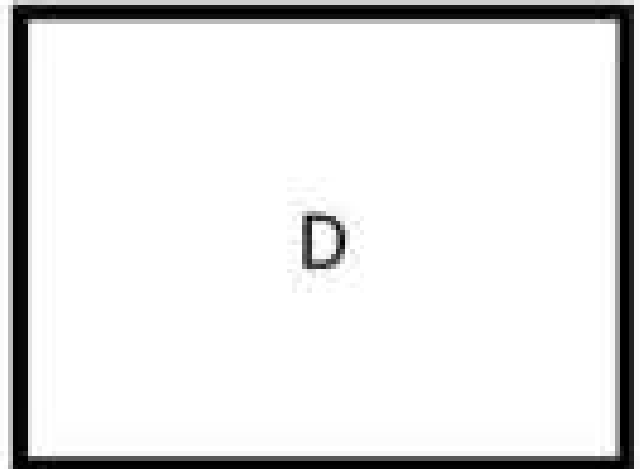
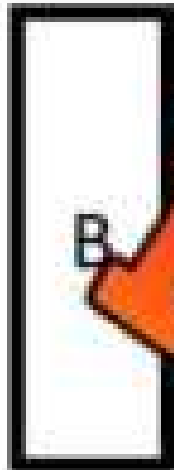


| Shape | # of Times |
|-------|------------|
| C | |
| D | |
| E | |
| F | |
| G | |
| H | |



Area**Questions**

Cut A out and find out many times it fits into the other shapes.



| Shape | # of Times |
|-------|------------|
| B | |
| | |
| | |
| F | |
| G | |
| H | |



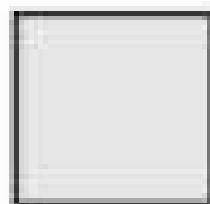
Comparing Area – 2D Shapes**Questions**

Circle the shape with more area

1)



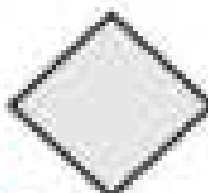
2)



3)



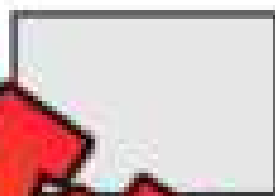
4)



5)



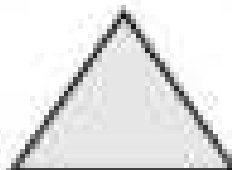
6)



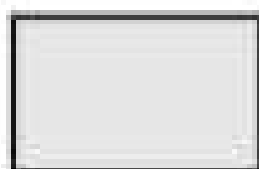
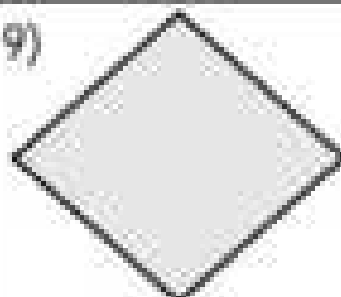
7)



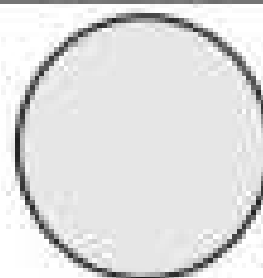
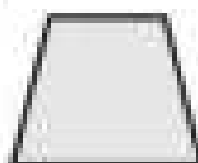
8)



9)



10)

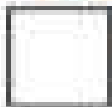
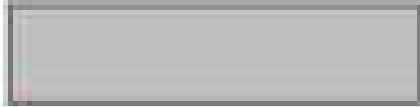


Comparing Area - Ordering

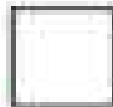
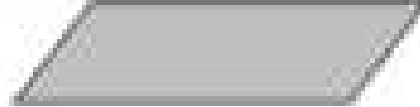
Questions

Order the area of the shapes from smallest (1) to largest (3)

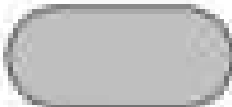
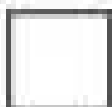
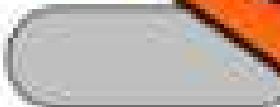
1)



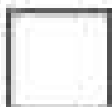
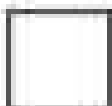
2)



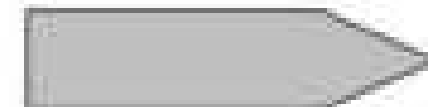
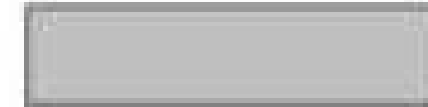
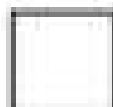
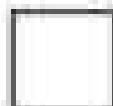
3)



5)



6)



Exit Cards

Cut Out

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

Name: _____

Circle the shape that has more area?

1)



2)



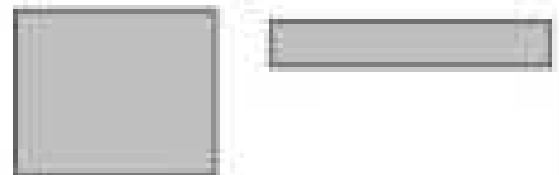
3)



Name: _____

Circle the shape that has more area?

1)



2)



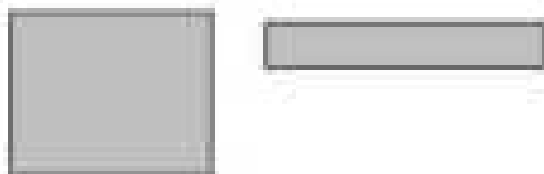
3)



Name: _____

Circle the shape that has more area?

1)



2)



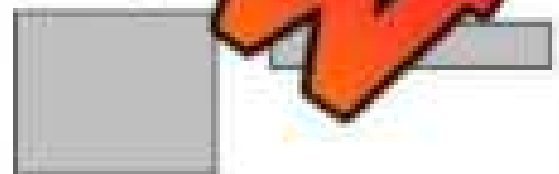
3)



Name: _____

Circle the shape that has more area?

1)



2)



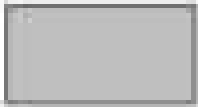
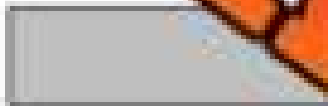
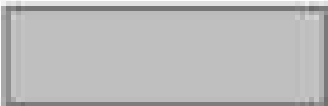
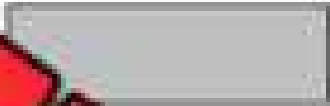
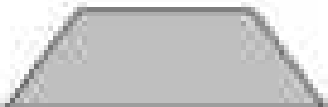
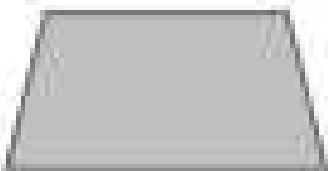
3)



Comparative Language

Questions

Circle the relationship between column 1 and column 2

| Column 1 | Comparative Language
Column 1 has _____ Column 2 | Column 2 |
|---|---|---|
|  | a larger area than
a smaller area than
the same area as |  |
|  | a larger area than
a smaller area than
the same area as |  |
|  | a larger area than
a smaller area than
the same area as |  |
|  | a larger area than
a smaller area than
the same area as |  |
|  | a larger area than
a smaller area than
the same area as |  |
|  | a larger area than
a smaller area than
the same area as |  |

Comparing Area – Largest to Smallest

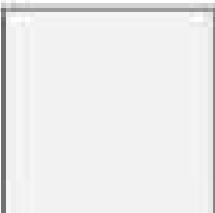
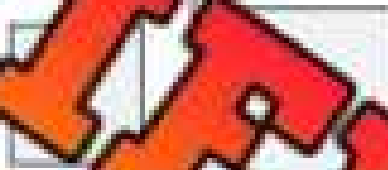
Part 1

Order the area of the circles from largest (1) to smallest (6)

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| | | | | | |

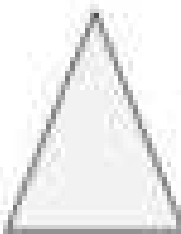
Part 2

Order the area of the squares from largest (1) to smallest (6)

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| | | | | |

Part 3

Order the area of the triangles from largest (1) to smallest (6)

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| | | | | | |

Name: _____

49

Measurement Unit Test

Part 1 Follow the instructions below

1) Colour the longest rectangle

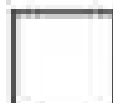
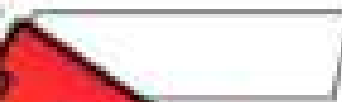
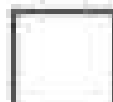


2) Colour the shortest rectangle

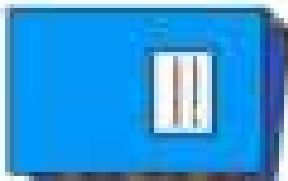


Part 2 Circle the shortest (1) to longest (3)

1)



Part 3 Circle the relationship between column 1 and column 2

| Column 1 | Comparative Language
Column 1 is _____ Column 2 | Column 2 |
|---|--|---|
|  | longer than
as long as
not as long as |  |
|  | longer than
as long as
not as long as |  |

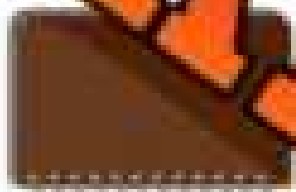
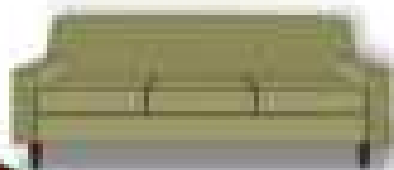
Part 4

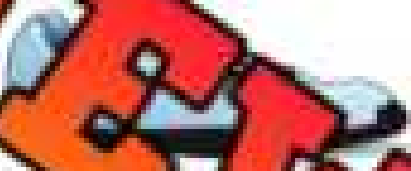
Circle which non-standard unit you would use to measure

| What You Are Measuring | Unit 1
 | Unit 2
 | Unit 3
 |
|----------------------------|--|---|---|
| 1) The length of an orange | Paper Clip | Pencil | Wingspan |
| 2) The width of a computer | Paper Clip | Pencil | Wingspan |
| 3) The length of a bus | Paper Clip | Pencil | Wingspan |

Part 5

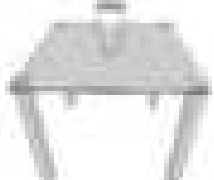
Measure the objects below using your fingertip

| | |
|---|--|
| 1)

Approximately _____ fingertips | 2)

Approximately _____ fingertips |
| 3)

Approximately _____ fingertips | 4)

Approximately _____ fingertips |

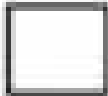
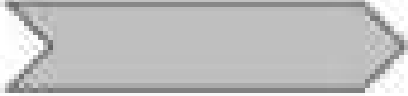
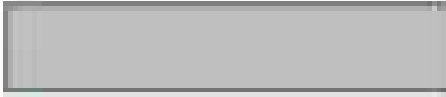
Part 6

Circle which surface has more area

| | |
|--|---|
| 1)
 vs  | 2)
 vs  |
| 4)
 vs  | 4)
 vs  |

Part 7

Order the area of the shapes from smallest (1) to largest (3)

| | | | | | |
|----|---|---|----|--|---|
| 1) |  |  | 2) |  |  |
| |  |  | |  |  |
| |  |  | |  |  |

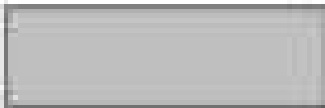
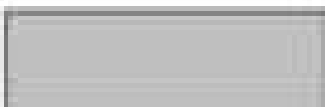
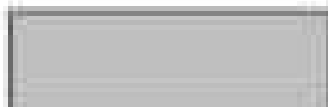
Part 8

Order the circles from largest (1) to smallest (6)

| | | | | |
|--|---|---|---|--|
|  |  |  |  |  |
| | | | | |

Part 9

Circle the relationship between column 1 and

| Column 1 | Comparative Language
Column 1 has ____ Column 2 | Column 2 |
|---|---|---|
|  | ☐ a larger area than
☐ a smaller area than
☐ the same area as |  |
|  | ☐ a larger area than
☐ a smaller area than
☐ the same area as |  |

Grade 1

3-D Objects and 2-D Shapes

Curriculum Expectations

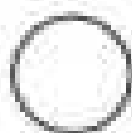
2D shapes and 3D objects:

- sorting 3D objects and 2D shapes using one attribute, and explaining the sorting rule
- comparing 2D shapes and 3D objects in the environment
- describing relative positions, using positional language (e.g., up and down, in and out)
- replicating composite 2D shapes and 3D objects (e.g., putting two triangles together to make a square)

Familiar Two-Dimensional Shapes

Colour

Follow the instructions below



=



Circles



=



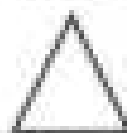
Rectangles



=



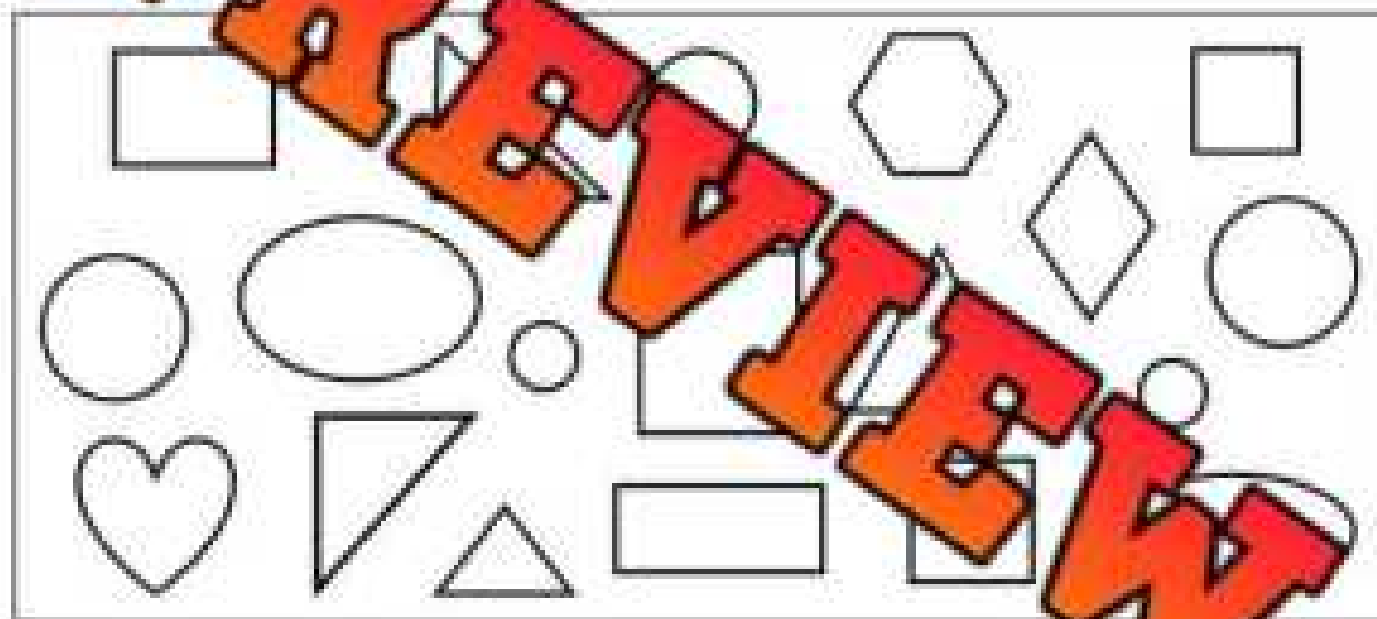
Squares



=



Triangles

**Draw**

Draw the different two-dimensional shapes

| | | | |
|--------|-----------|--------|----------|
| | | | |
| Circle | Rectangle | Square | Triangle |

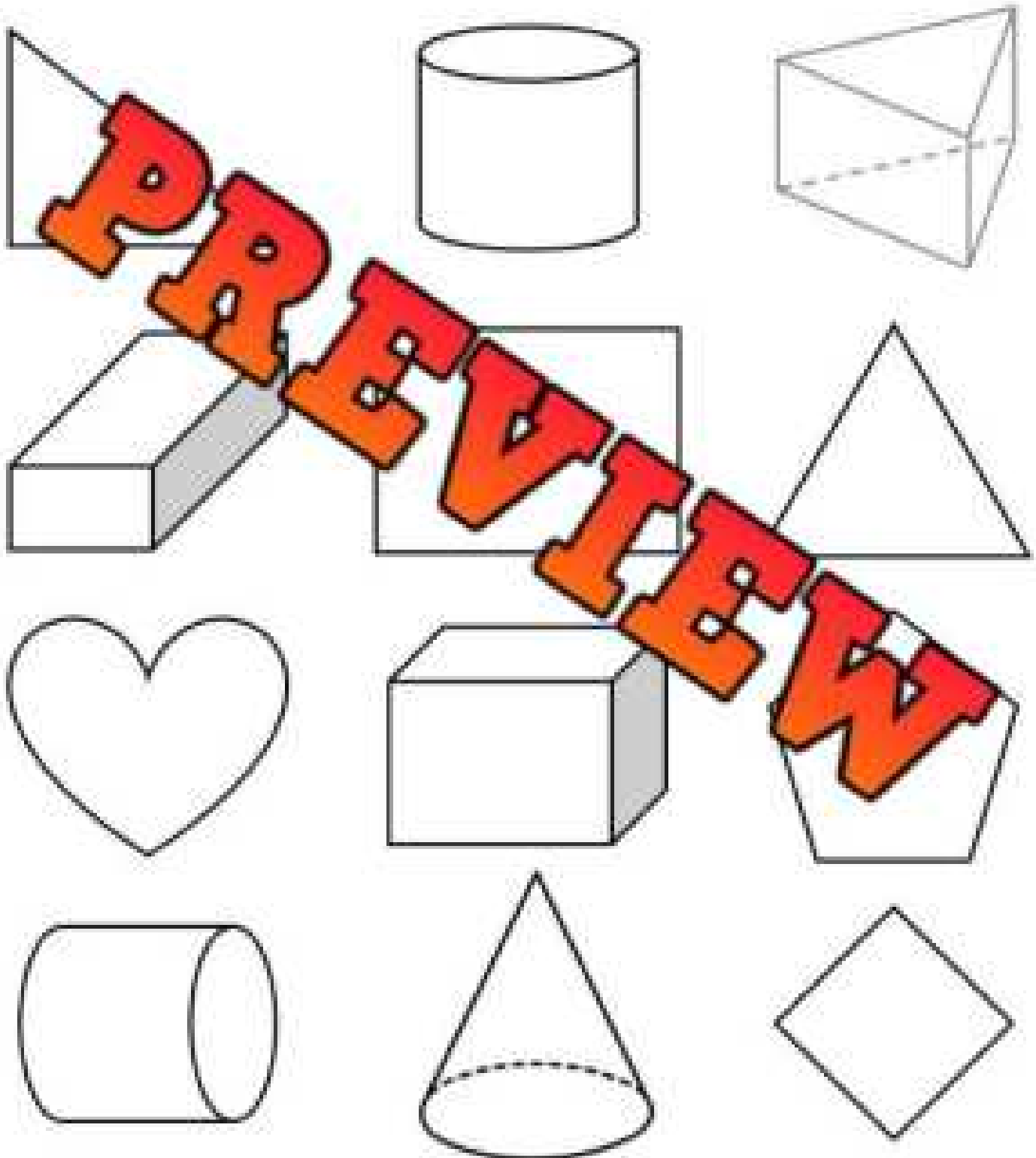
Name: _____

74

2D vs 3D Shapes

Instructions

Colour the 2D shapes blue and the 3D shapes green



2D vs 3D Shapes

Instructions

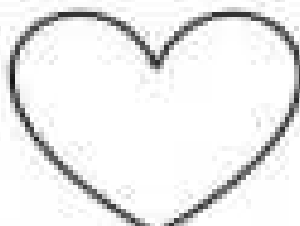
Check whether it is a 2D shape or a 3D object

1)



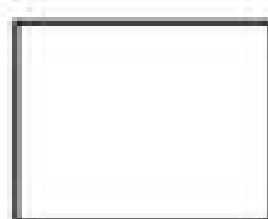
- ☐ 2 Dimensional
☐ 3 Dimensional

2)



- ☐ 2 Dimensional
☐ 3 Dimensional

3)



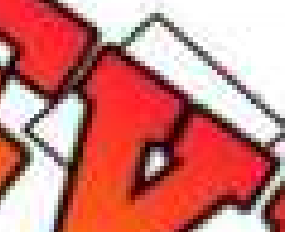
- ☐ 2 Dimensional
☐ 3 Dimensional

4)



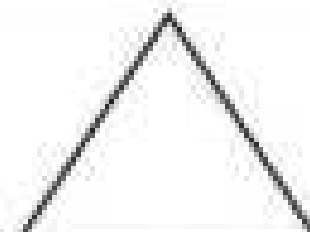
- ☐ 2 Dimensional
☐ 3 Dimensional

5)



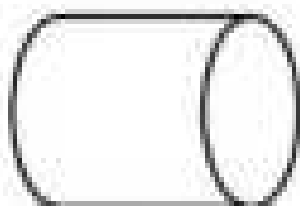
- ☐ 2 Dimensional
☐ 3 Dimensional

6)



- ☐ 2 Dimensional
☐ 3 Dimensional

7)



- ☐ 2 Dimensional
☐ 3 Dimensional

8)



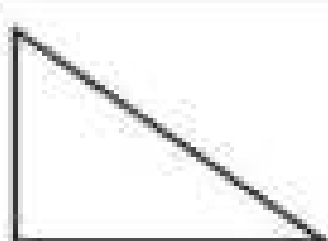
- ☐ 2 Dimensional
☐ 3 Dimensional

9)



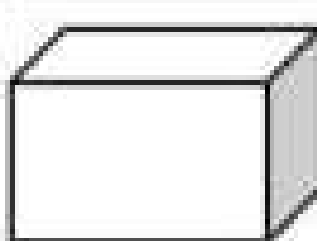
- ☐ 2 Dimensional
☐ 3 Dimensional

10)



- ☐ 2 Dimensional
☐ 3 Dimensional

11)



- ☐ 2 Dimensional
☐ 3 Dimensional

12)



- ☐ 2 Dimensional
☐ 3 Dimensional

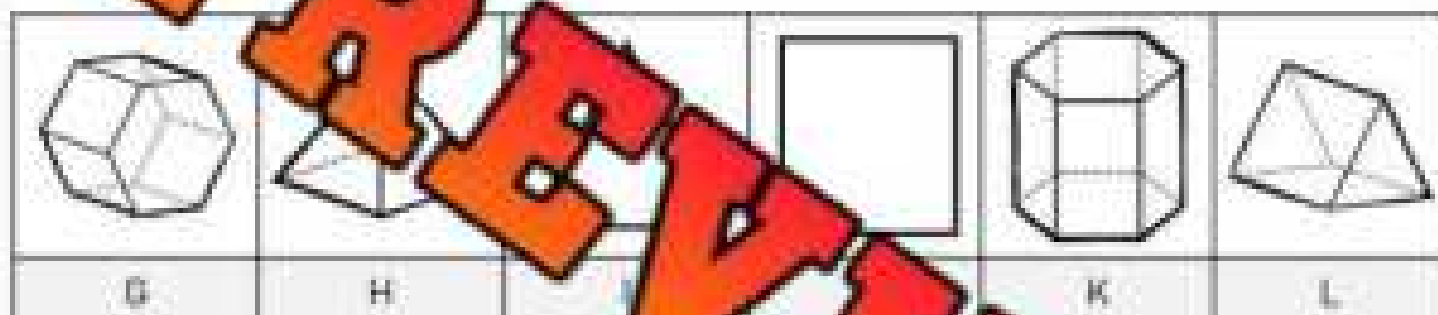
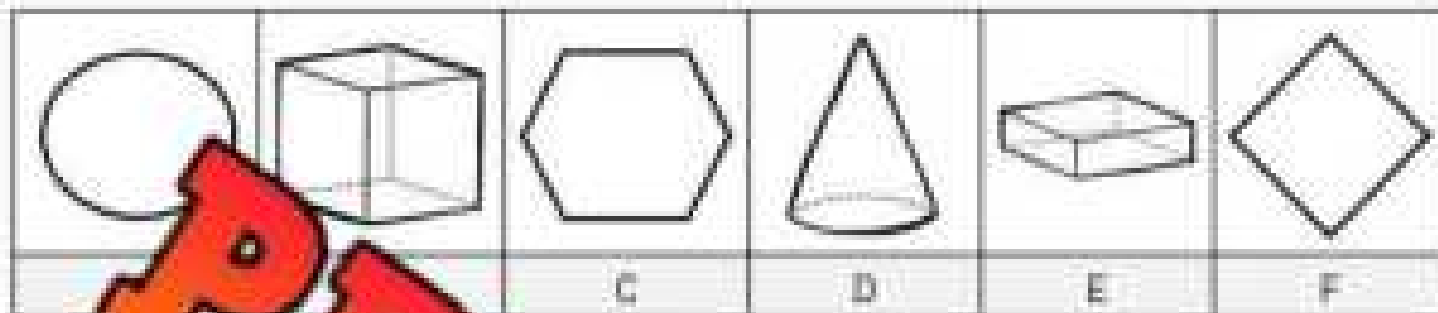
Name: _____

76

Sorting 2D vs 3D Shapes

Instructions

Sort the shapes into the correct categories by writing their letters below



| 2-Dimensional | 3-Dimensional |
|---------------|---------------|
| | |

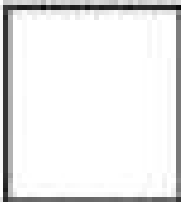
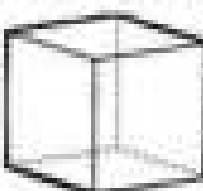
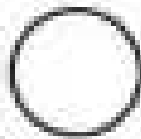
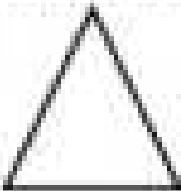
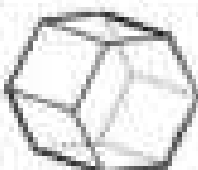
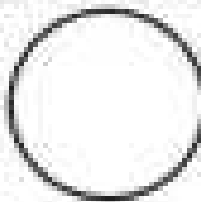
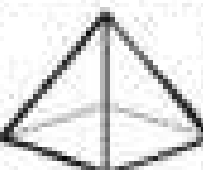
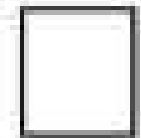
Sorting 2D vs 3D Shapes

2D

3D

PREVIEW**Instructions**

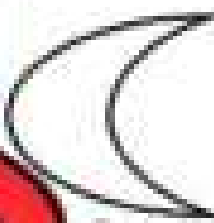
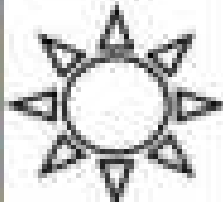
Cut the shapes out and paste them in the correct jar.

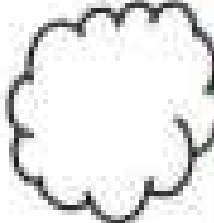
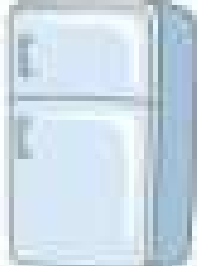
| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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 | | L |

| 2-Dimensional | 3-Dimensional |
|---------------|---------------|
| | |

Exit Cards

Cut Out

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

Name: _____

Circle if the images are 2D or 3D.



2D

3D

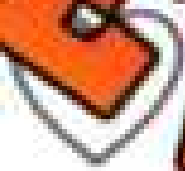
2D

3D



2D

3D

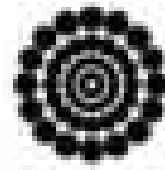


2D

3D

Name: _____

Circle if the images are 2D or 3D.



2D

3D



2D

3D

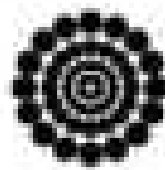


2D

3D

Name: _____

Circle if the images are 2D or 3D.



2D

3D



2D

3D



2D

3D

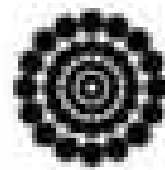


2D

3D

Name: _____

Circle if the images are 2D or 3D.



2D

3D



2D

3D



2D

3D



2D

3D

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

- Printed images of 2D and 3D shapes (circles, squares, triangles, cubes, cylinders, pyramids)
- Two large signs labeled "2D Station" and "3D Station"
- Small prizes or stickers for participants



Instructions

How you will complete

- 1) Prepare by hiding the shape images around the classroom with a designated safe outdoor area before the activity starts. Prepare signs for 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 depth) before 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: _____

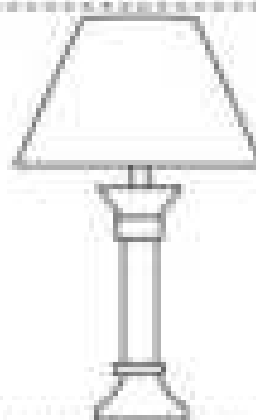
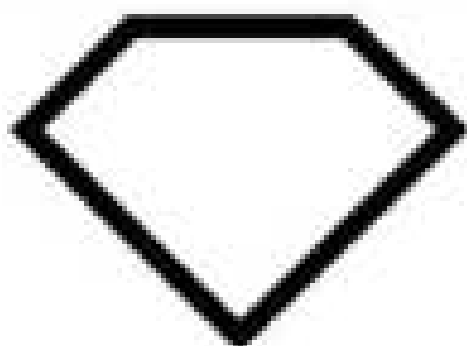
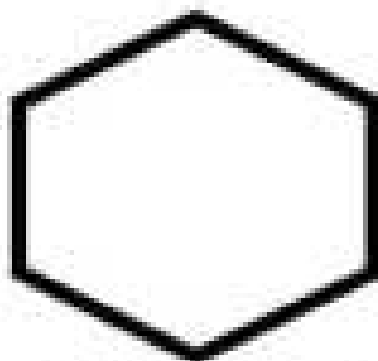
81

Instructions

Cut out the cards below

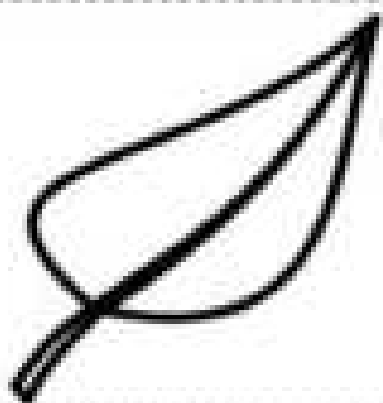
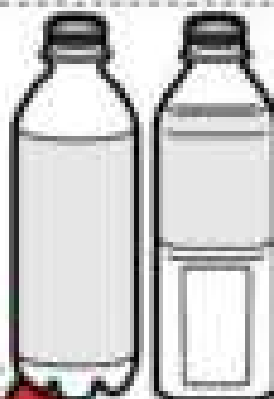
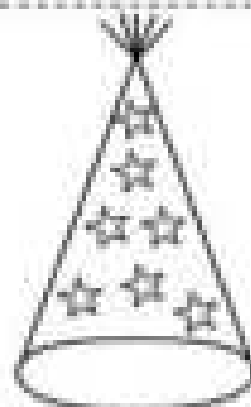


PREVIEW



Instructions

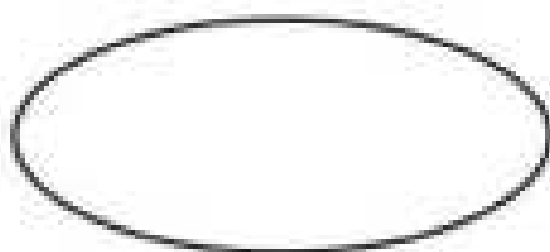
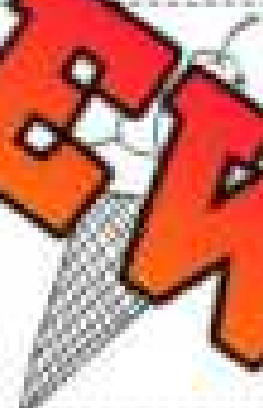
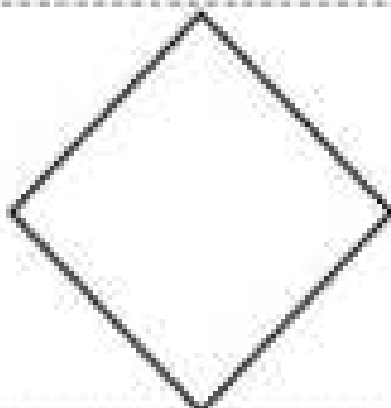
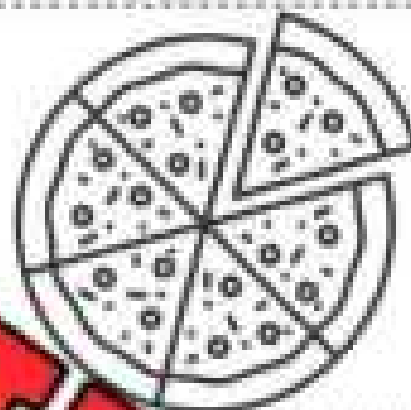
Cut out the cards below



Instructions

Cut out the cards below

PREVIEW



Comparing 2D Shapes - Size

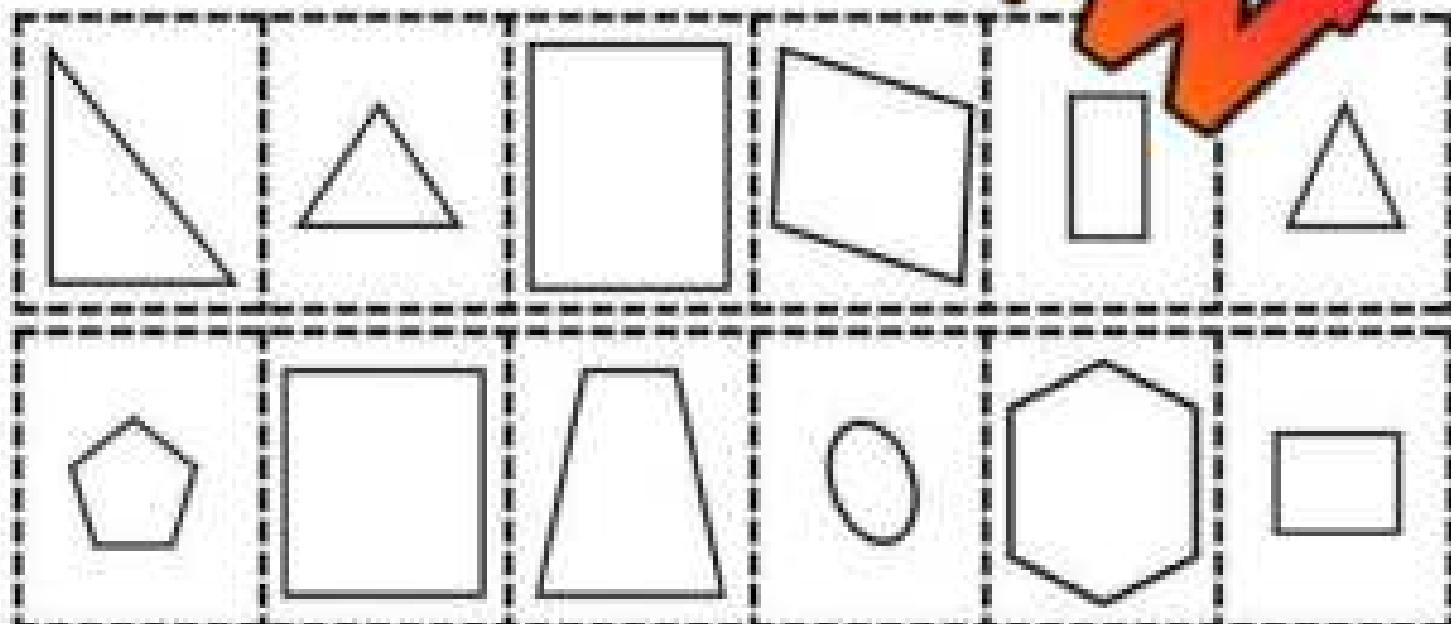
Small Shapes

Big Shapes

PREVIEW

Instructions

Cut the shapes out and paste them into the boxes.



Name: _____

85

Drawing 2D Shapes

Questions

Draw the 2D shapes below

1) Circle

2) Square

3) Rectangle

4) Triangle

5) Oval

6) Parallelogram

7) Hexagon

8) Octagon

PREVIEW

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 |

| |
|----------|
| |
| Pentagon |

| |
|------|
| |
| Oval |

| |
|----------|
| |
| Triangle |

Name: _____

Draw the 2D shapes below.

| |
|--------|
| |
| Circle |

| |
|----------|
| |
| Pentagon |

| |
|----------|
| |
| Triangle |

| |
|----------|
| |
| Triangle |

Name: _____

Draw the 2D shapes below.

| |
|--------|
| |
| Circle |

| |
|----------|
| |
| Pentagon |

| |
|------|
| |
| Oval |

| |
|----------|
| |
| Triangle |

Name: _____

Draw the 2D shapes below.

| |
|--------|
| |
| Circle |

| |
|----------|
| |
| Pentagon |

| |
|------|
| |
| Oval |

| |
|----------|
| |
| Triangle |

Name: _____

87

Drawing 2D Shapes

Questions

Draw the 2D shapes below

1) Star

2) Diamond

3) Heart

4) Cross

5) Semicircle

6) Triangle

7) Arrow

8) Parallelogram

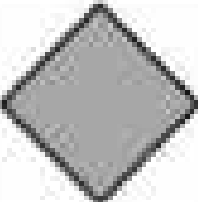
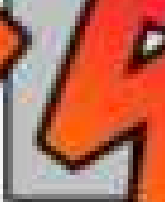
PREVIEW

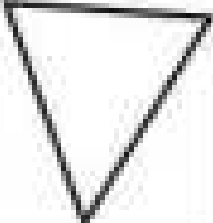
Sorting 2D Shapes - Colour

Instructions

Sort the shapes into the correct categories

| Grey Shapes | White Shapes |
|----------------|--------------|
| PREVIEW | |
| | |

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| A | B | C | D | E | F |

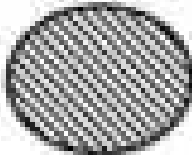
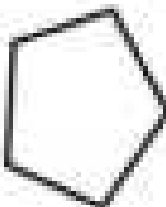
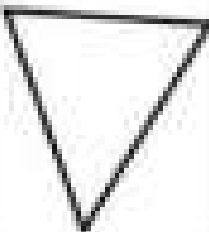
| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| G | H | I | J | K | L |

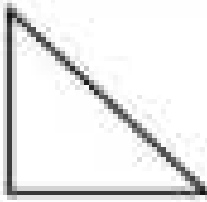
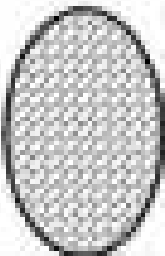
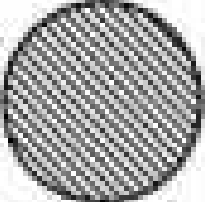
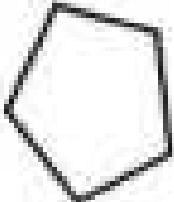
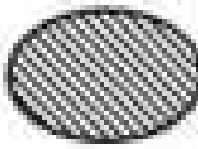
Sorting 2D Shapes - Patterns

Instructions

Sort the shapes into the correct categories

| Pattern | No Pattern |
|----------------|------------|
| PREVIEW | |
| | |

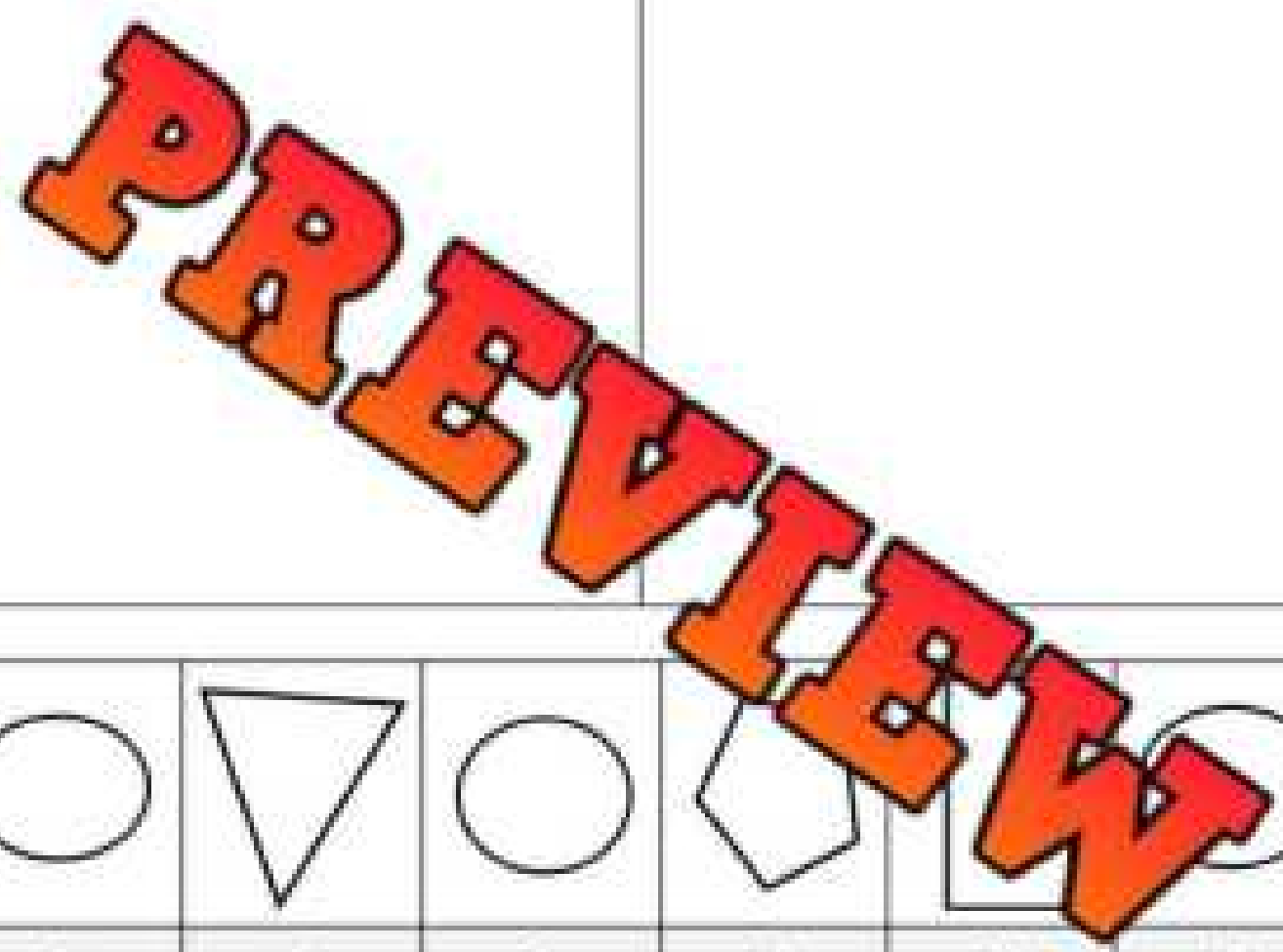
| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  | |
| A | B | C | D | E | F |

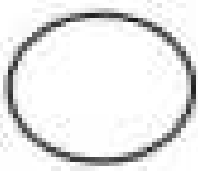
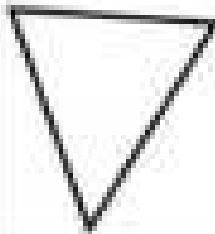
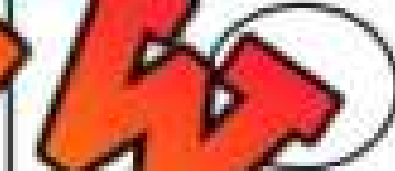
| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| G | H | I | J | K | L |

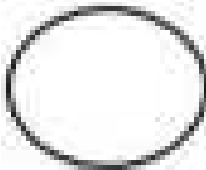
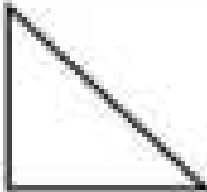
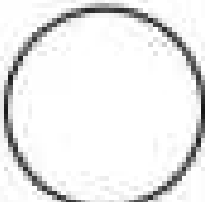
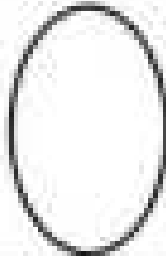
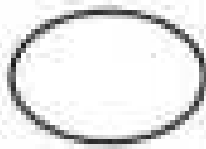
Sorting 2D Shapes – Rounded Shapes

Instructions

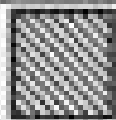
Sort the shapes into the correct categories

| Round | Not Round |
|---|-----------|
|  | |
| | |

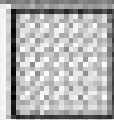
| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| A | B | C | D | E |

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| G | H | I | J | K | L |

Sorting 2D Shapes - Pattern



Diagonal Line Pattern



Brick Pattern

PREVIEW

Instructions

Cut the shapes out and paste them into the correct area

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |

Name: _____

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Sorting 2D Shapes - Sides

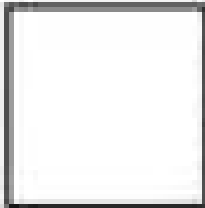
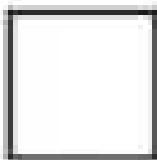
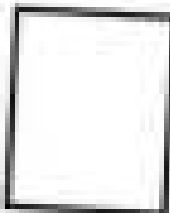
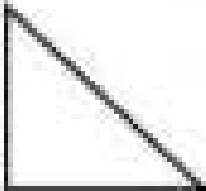
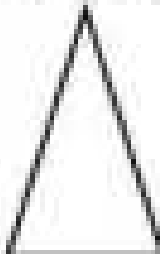
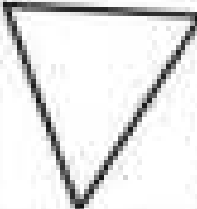
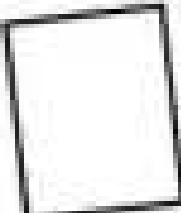
3 Sides

4 Sides

PREVIEW

Instructions

Cut the shapes out and paste them in the correct area.

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |

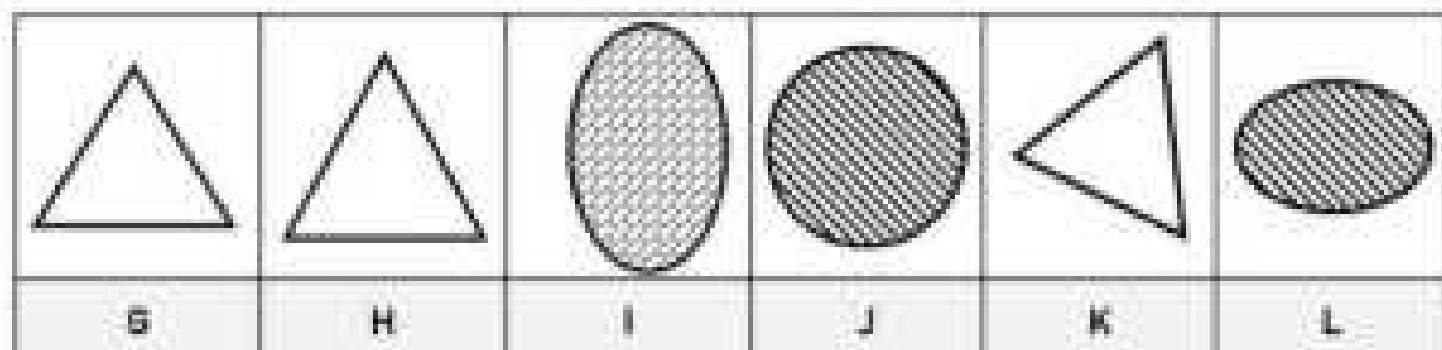
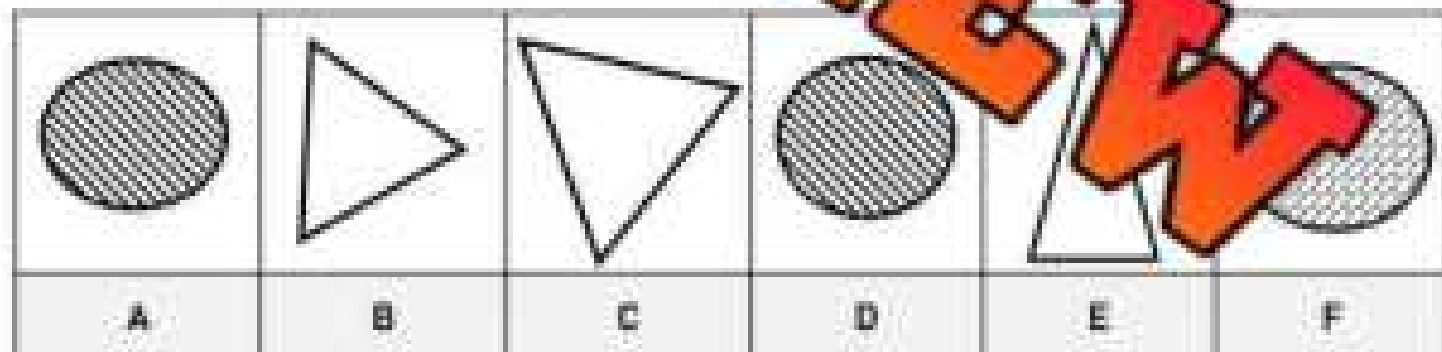
Sorting 2D Shapes – Sorting Rules

Instructions

Choose 1 sorting rule to sort the shapes below

Sorting Rule Options – Choose 1 that will work
Pattern, No Pattern, Colour, Number of Sides, Round, Not Round, Size

| | |
|-------|-------|
| _____ | _____ |
|-------|-------|

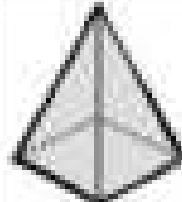
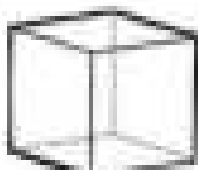
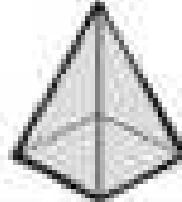
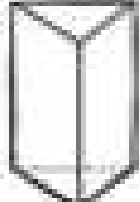
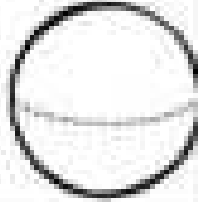
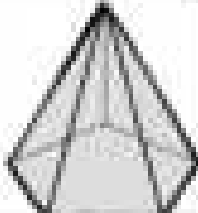


Sorting 3D Shapes - Colour

| Grey | White |
|------|-------|
| | |

Instructions

Write the letter below each shape in the correct category

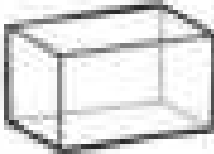
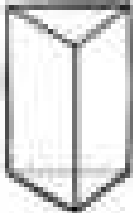
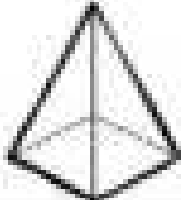
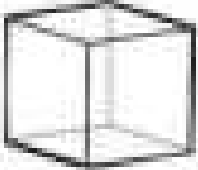
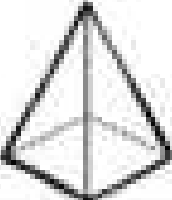
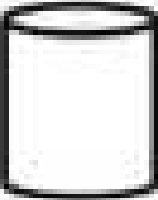
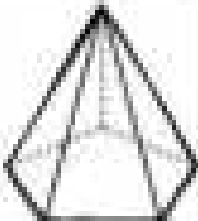
| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  | |
| A | B | C | D | E | F |
|  |  |  |  |  |  |
| G | H | I | J | K | L |

Sorting 3D Shapes - Pointed

| Meets at a Point | Non-Pointed |
|------------------|-------------|
| | |

Instructions

Write the letter below the shape in the correct category

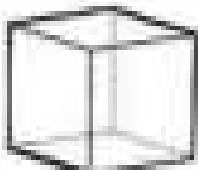
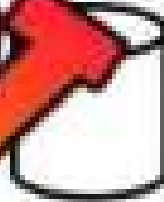
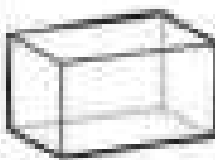
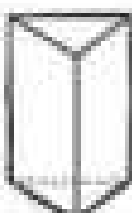
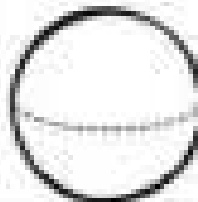
| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| A | B | C | D | E | F |
|  |  |  |  |  |  |
| G | H | I | J | K | L |

Sorting 3D Shapes - Rounded

| Round | Not Round |
|-------|-----------|
| | |

Instructions

Write the letter below each shape in the correct category

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| A | B | C | D | E | F |
|  |  |  |  |  |  |
| G | H | I | J | K | L |

Activity Title: Geometric Builders

Objective

What are we learning about?

To help students understand the structure and properties of different 3D geometric shapes by creating them using toothpicks and marshmallows.

Materials

What you will need for the activity

- Toothpicks
- Marshmallows
- Worksheet with names of 3D shapes
- Coloured markers
- Paper for sketching.



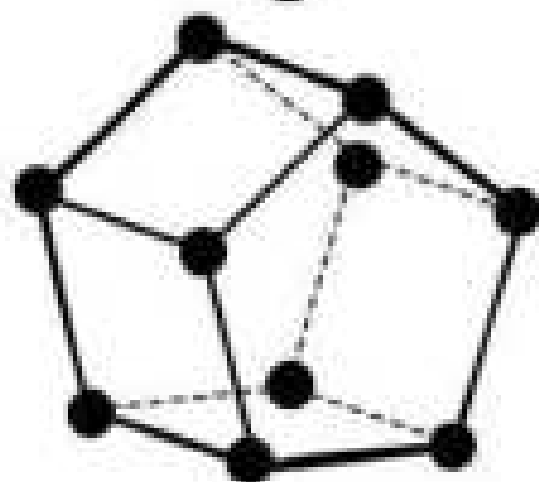
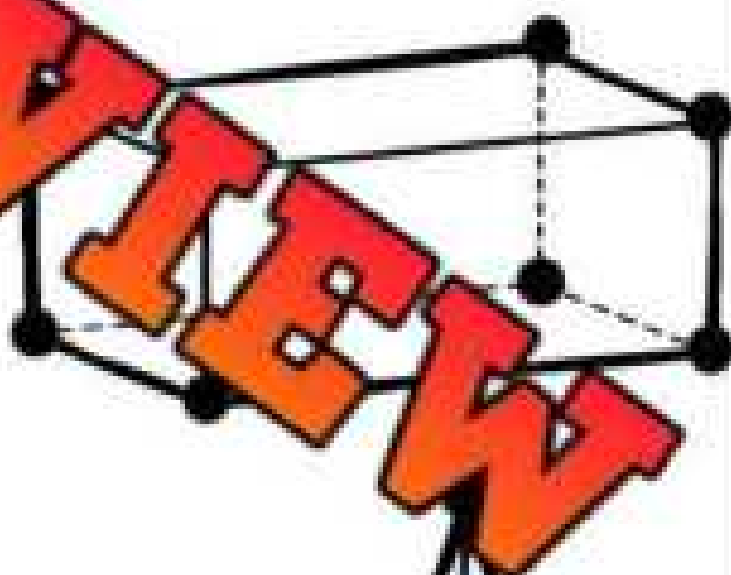
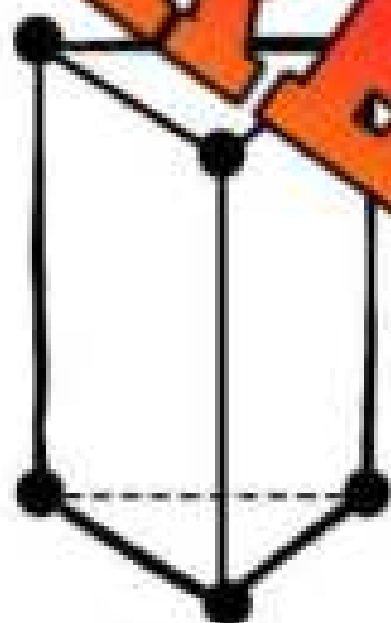
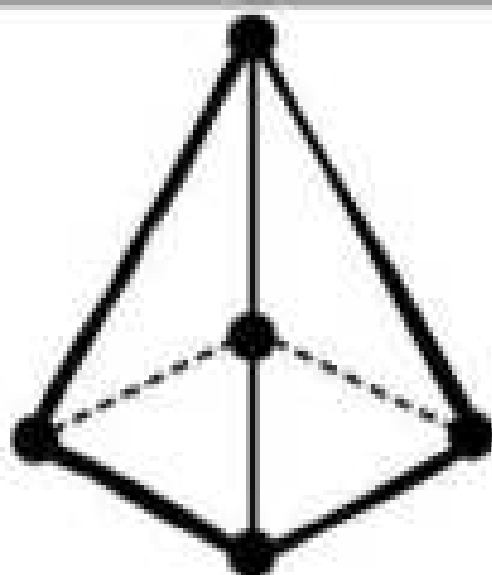
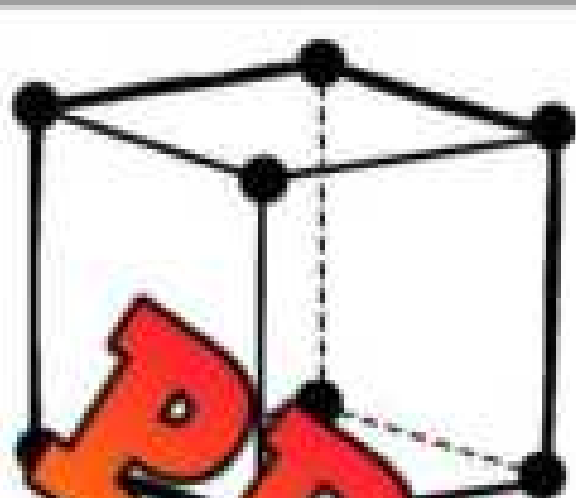
Instructions

How you will complete the activity

- 1) Explain the basic elements of 3D shapes: edges, faces, and vertices.
- 2) Show the students examples of 3D shapes like cubes, spheres, and cones on the worksheet.
- 3) Distribute toothpicks and marshmallows to the students.
- 4) Guide the students to connect the toothpicks with marshmallows to form vertices and edges of the shapes illustrated on their worksheets.
- 5) Encourage them to use the colored markers to color the marshmallows according to the number of edges each vertex joins (e.g., blue for 3 edges, red for 4 edges).
- 6) Allow students to experiment with creating their own 3D shapes once they have completed the examples.
- 7) Assist the students in comparing their shapes with the diagrams to check for accuracy.

Worksheet

Use the following diagrams to construct your 3D shapes



Reflection

Answer the questions below.

1) Which 3D object was the hardest to make? Explain.

2) Draw _____ below.

3) Draw a rectangular prism below.

4) Draw a triangular prism below.

PREVIEW

Composing Shapes**Questions**

Circle the shape that will be made by combining the shapes below?

1)



Triangle

2)



Circle

Square

3)



Pentagon

Hexagon

4)



Triangle

Square

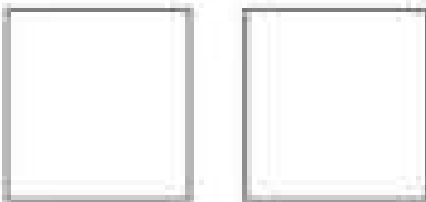
5)



Pentagon

Hexagon

7)

Square
Rectangle

8)

Square
Rectangle

9)

Parallelogram
Rectangle

Draw The Combination**Draw**

Draw the shape that is formed when you combine the two shapes listed below.

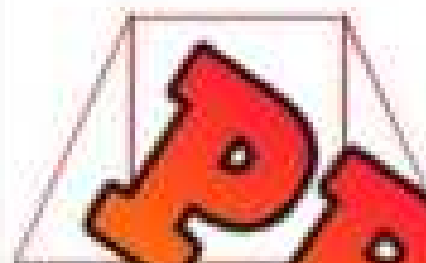
| | Question | Combined Shape |
|---|----------------------|----------------|
| 1 | Triangle + Square | |
| 2 | Rectangle + Triangle | |
| 3 | Circle + Rectangle | |
| 4 | Hexagon + Triangle | |

Decomposing Shapes

Questions

What smaller shapes can you use to make the bigger shape?

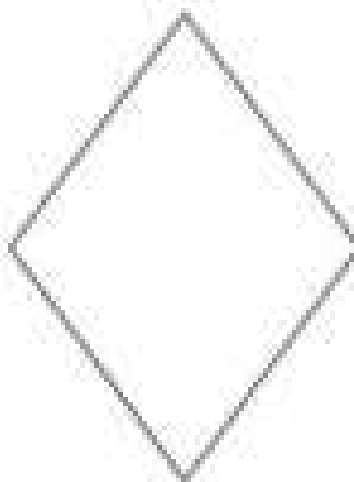
1)



2)



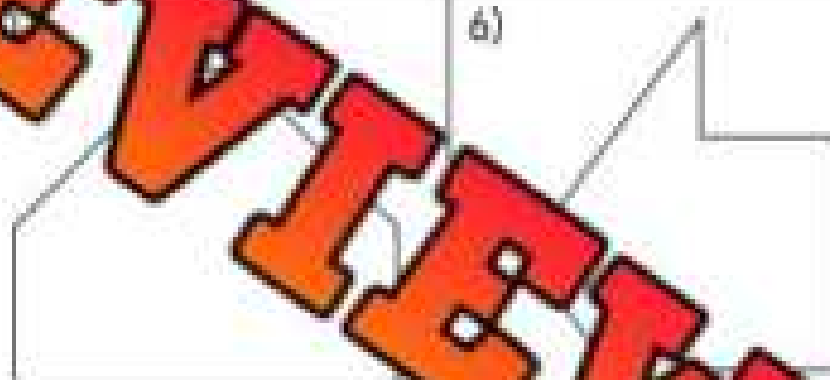
3)



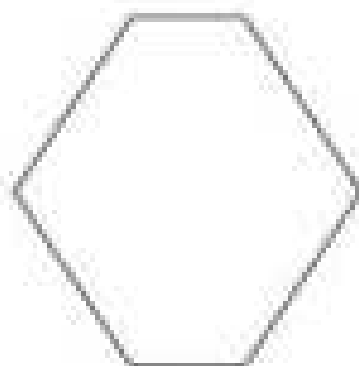
4)



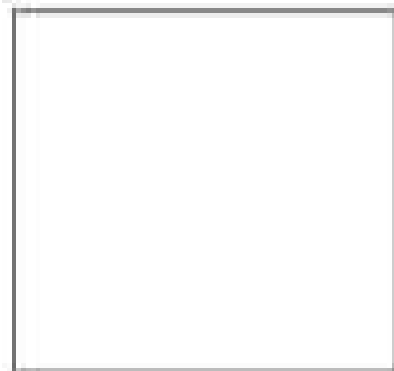
5)



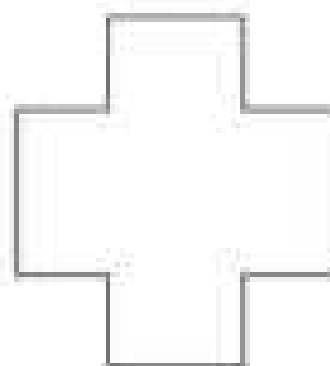
7)



8)



9)



Composite Pictures Using 2D Shapes

Directions

Colour the shapes below

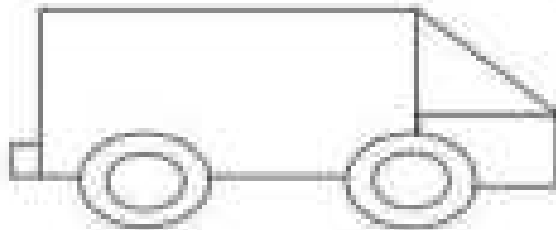
Tree



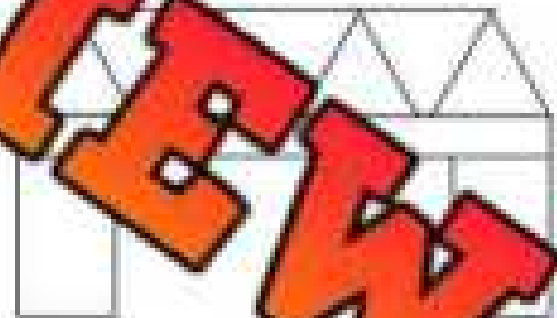
House



Car



Bridge

**Directions**

Draw some 2D smaller shapes that you see in the pictures above

Drawing Composite Pictures Using 2D Shapes

Directions

Draw the pictures below using smaller shapes.

Tree

House

Car

PREVIEW

Drawing Composite Pictures Using 2D Shapes

Directions

Draw the pictures below using smaller shapes

| Dog | Human |
|-----------------|-------|
| | |
| School/Building | |
| | |

PREVIEW

Activity Title: Build 3D Using 2D Shapes

Objective

What are we learning about?

Students will use 2D shapes to create a 3D tree with layered shapes to give the picture depth – a third dimension.

Materials

What you will need for the activity:

- Coloured paper (green, brown, and other festive colours)
- Glue sticks
- Safety scissors
- Template of shapes
- Glitter or stickers (optional)
- Large sheet of white paper for background



Instructions

How you will complete the activity:

- 1) Start with an introduction to the shapes that we use – triangles and rectangles.
- 2) Hand out the safety scissors and coloured paper (green for the tree and brown for the trunk).
- 3) Show the students how to cut large triangles for the tree and rectangles for the trunk.
- 4) Guide them to glue the triangle on the larger background paper as the tree.
- Optional:** fold the shapes to give the picture more depth.
- 5) Have them glue the rectangle at the bottom of the triangle to represent the tree trunk.
- 6) Offer glitter and stickers for them to decorate their tree to make it festive.
- 7) Allow each student to use additional colored paper to cut out presents, stars, or other decorations to add to their scene.
- 8) Once everyone is done, encourage them to present their artwork to the class and describe what they made.
- 9) Hang the completed projects in the classroom or a common area to showcase their work.

Examples

Show students the examples below



Name: _____

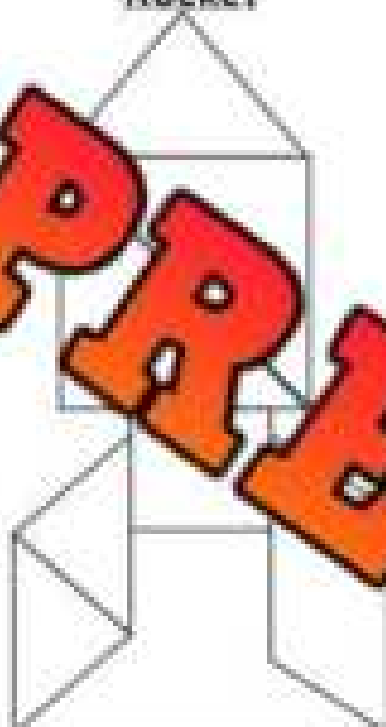
112

Tangrams

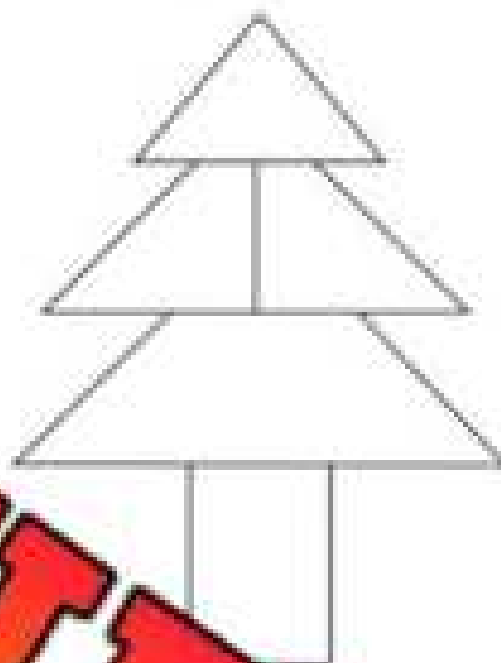
Directions:

Use the pictures below to create tangrams using blocks

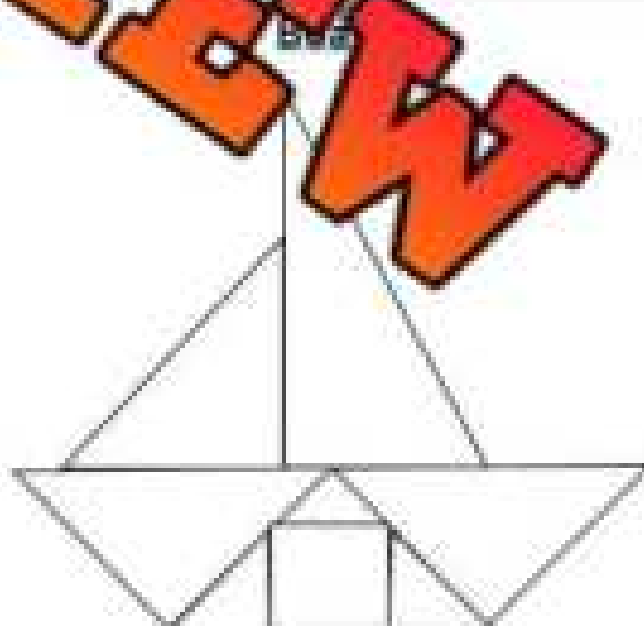
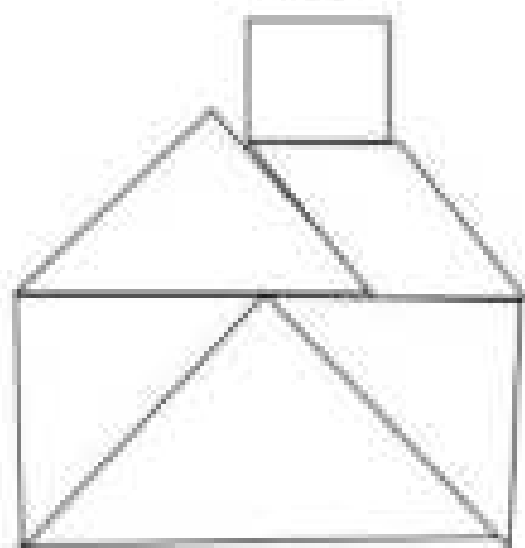
Rocket



Tree



House



3D Shapes – Composite Pictures

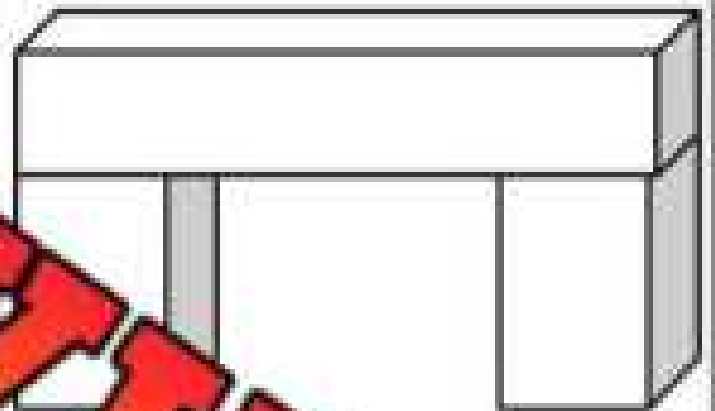
Directions

Colour the 3D objects below

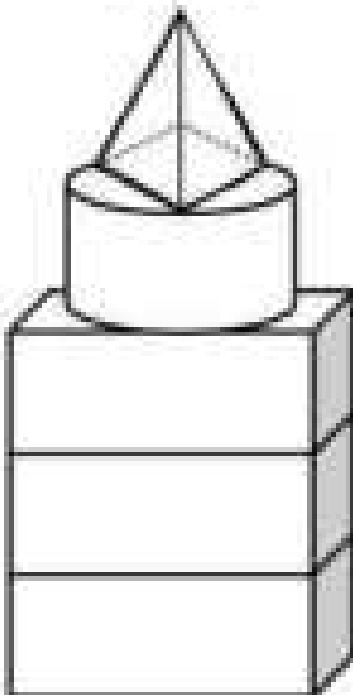
House



Bridge



Tower



Building Using 3D shapes – Possible or Impossible?**Directions**

Circle whether the picture is possible to make or not

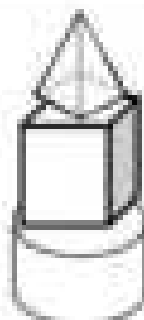
1)



Possible

Impossible

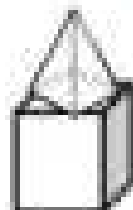
5)



Possible

Impossible

2)



Possible

Impossible

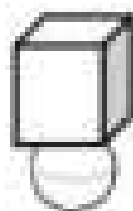
6)



Possible

Impossible

3)



Possible

Impossible

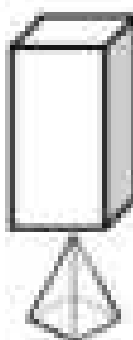
7)



Possible

Impossible

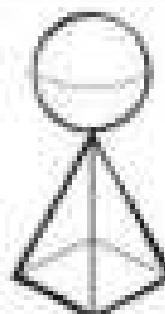
4)



Possible

Impossible

8)



Possible

Impossible

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 possible to make.



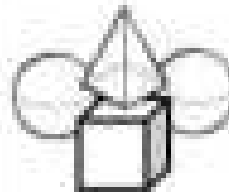
Possible Impossible



Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.



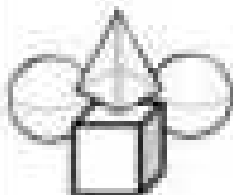
Possible Impossible



Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.



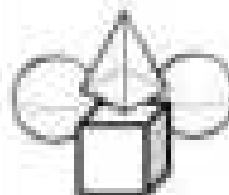
Possible Impossible



Possible Impossible

Name: _____

Circle whether the picture is possible to make or not.



Possible Impossible



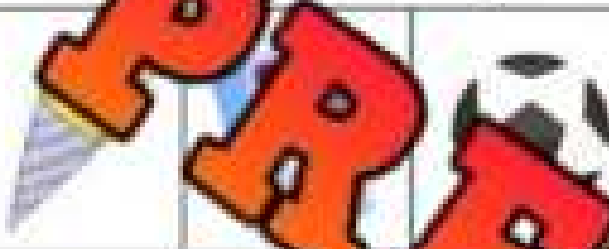
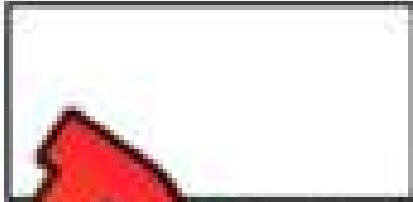
Possible Impossible

Real Life 2D Objects

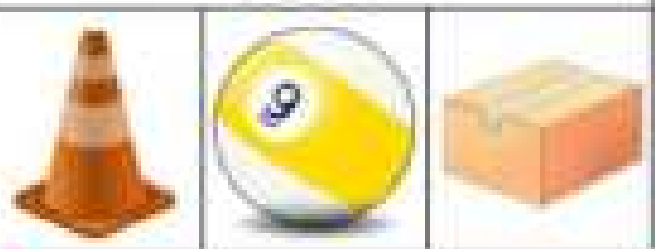
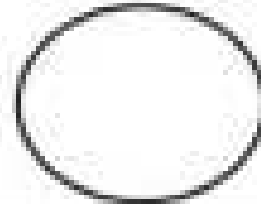
Directions:

Circle the real-life object that resembles the 2D shape

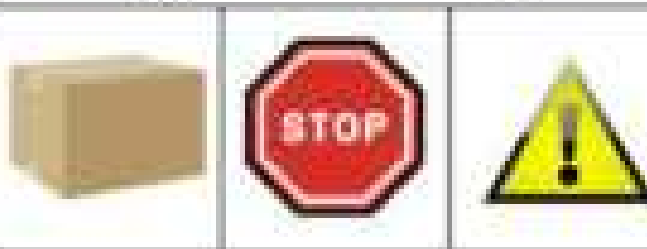
1)



2)



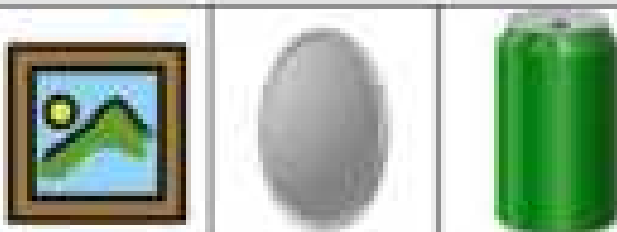
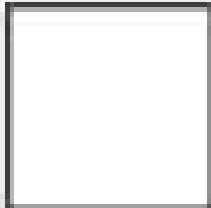
3)



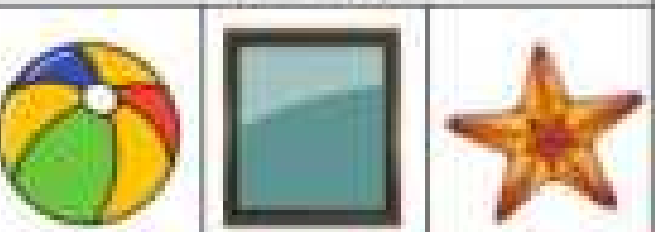
4)



5)



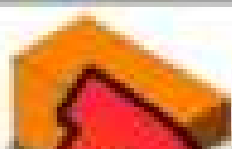
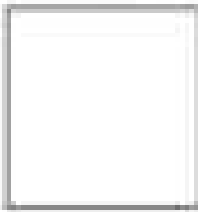
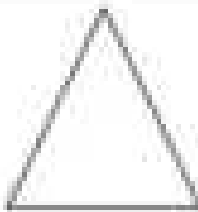
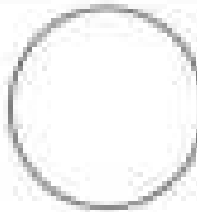
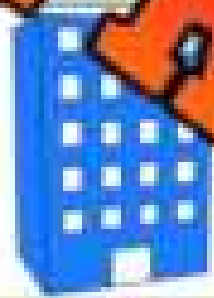
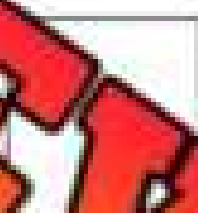
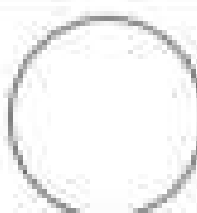
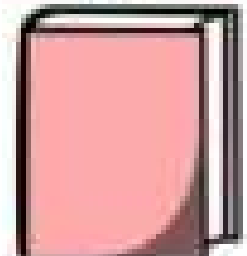
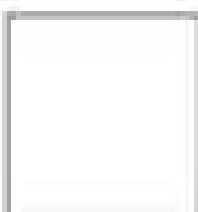
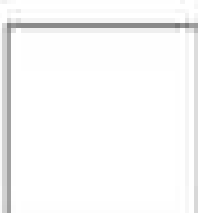
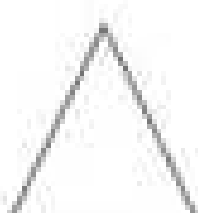
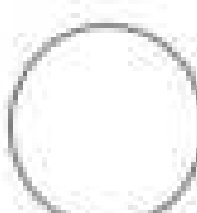
6)



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 |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Exit Cards

Cut Out

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

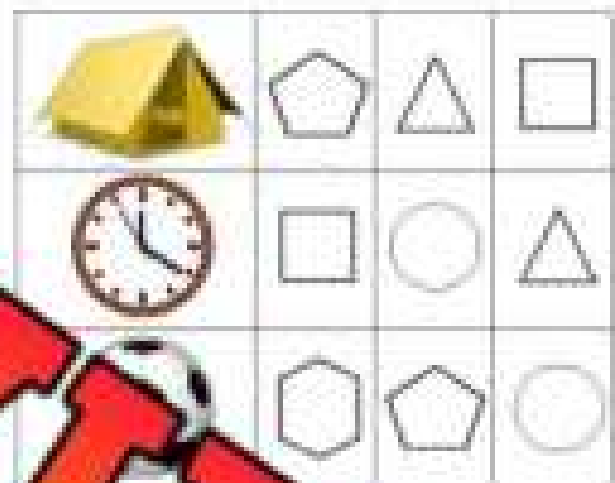
Name: _____

Circle the 3D shapes found in the 3D shape.



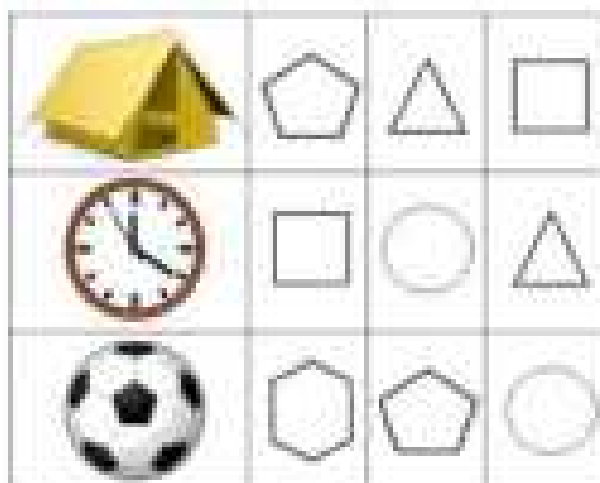
Name: _____

Circle the 2D shapes found in the 3D shape.



Name: _____

Circle the 2D shapes found in the 3D shape.



Name: _____

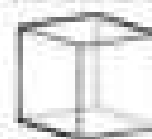
Circle the 2D shapes found in the 3D shape.



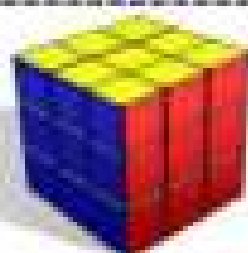
3D Shapes in The Real World

Directions

Cut and paste the 3D objects with their match

Rectangular Prism**Sphere****Cone****Triangular Prism****Cube**

PREVIEW



Activity Title: Shape Explorers

Objective

What are we learning about?

This arts and crafts activity engages students in understanding the relationship between 2-D shapes and 3-D objects by identifying and matching shapes to objects.

Materials

What you will need for the activity.

- Cut-out 2-D shapes (circle, square, rectangle, triangle)
- Various 3-D objects (e.g., cans, balls, blocks)
- Safety scissors
- Recording sheets or paper
- Pencils



Instructions

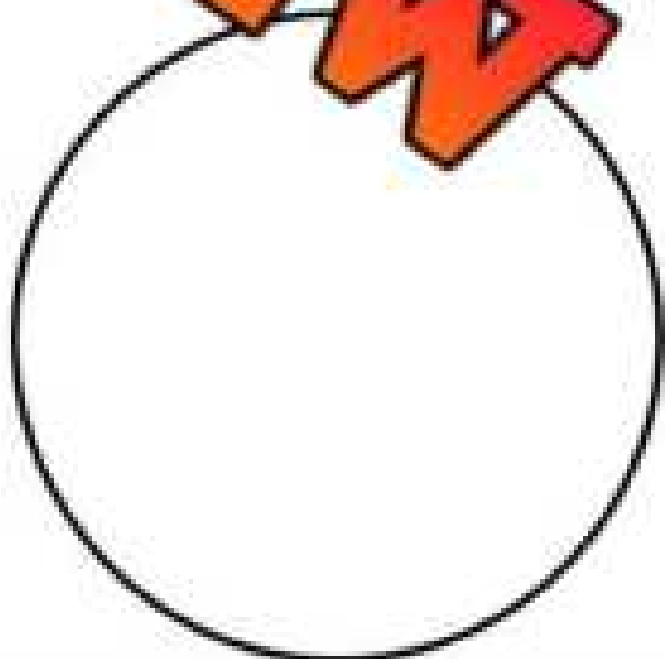
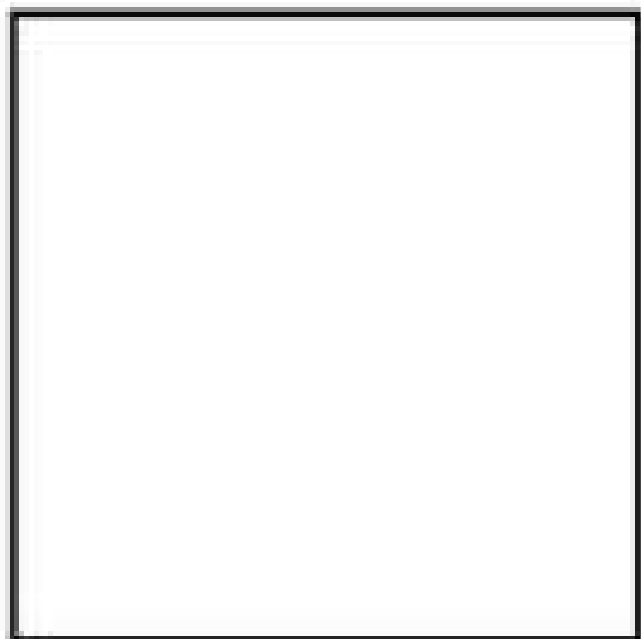
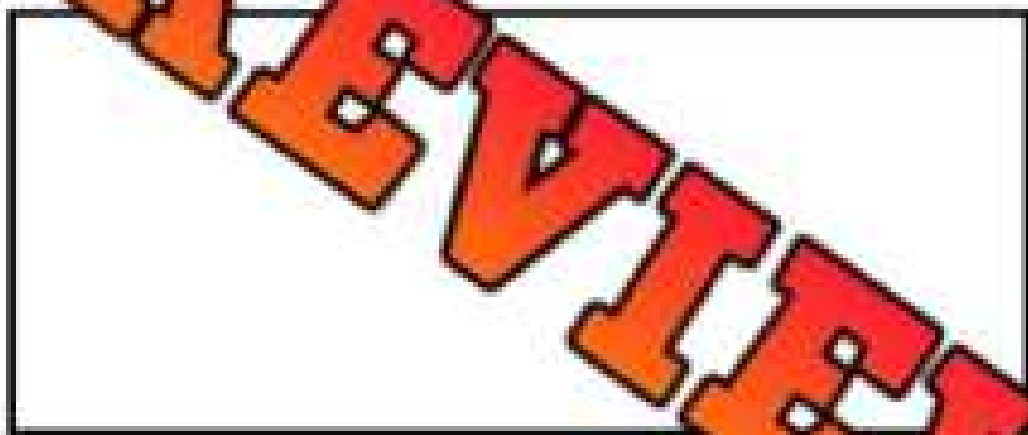
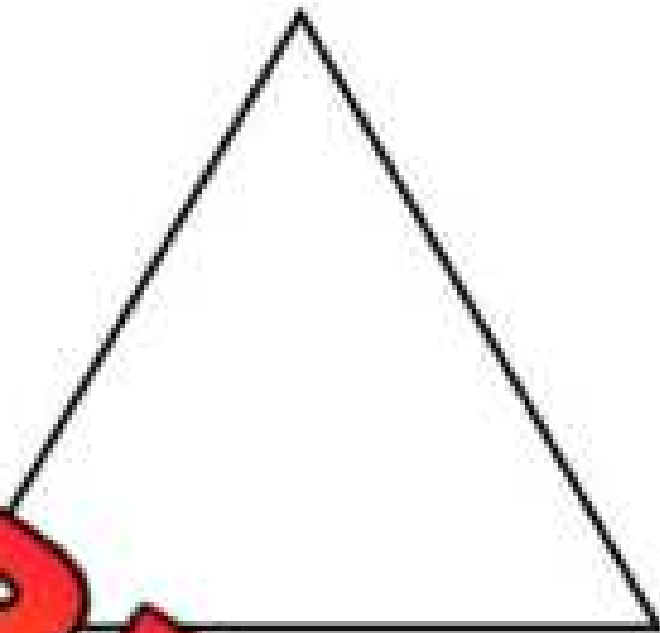
How you will complete the activity.

1. Begin by reviewing basic 2-D shapes (circle, square, rectangle, triangle) with the class. Show the students different 3-D objects (e.g., can, block) and discuss their shapes.
2. Distribute the cut-out 2-D shapes to each student. Place the 3-D objects around the classroom in different stations.
3. Instruct students to visit each station and match the 2-D shapes to the faces of the 3-D objects (e.g., matching a circle to the top of a can).
4. Have students record which 2-D shapes they matched to each 3-D object on their recording sheets.
5. Once all students have visited each station, gather the class to discuss their findings. Ask students to share which 2-D shapes they found on each 3-D object and how they matched them.

Name: _____

121

PREVIEW



Name: _____

122

Shape Explorers Recording Sheet

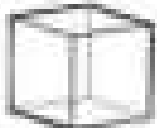
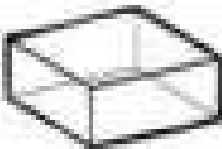
Answers

Record your answers below

| | 3-D Object | 2-D Shape(s) |
|----|------------|--------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

PREVIEW

3D Shapes – Colouring Activity

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| Blue | Green | Orange | Red | Purple |
| Cube | Cone | Sphere | Rectangular Prism | Cylinder |

Instruct

Colour each picture the correct colour



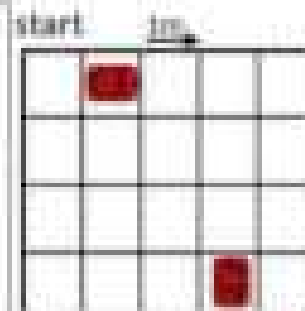
Movement – Left, Right, Down, Up

When we move something or someone from one location to another, we describe the movement using **direction** and **distance**.

Directions – left, right, down, up

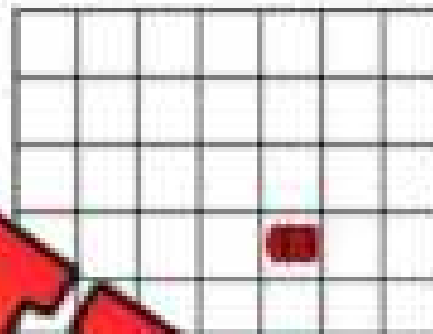
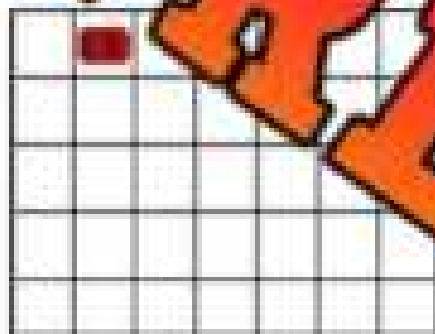
Distance – steps, metres

Example of movement – the car went right 2 metres, and down 3 metres.

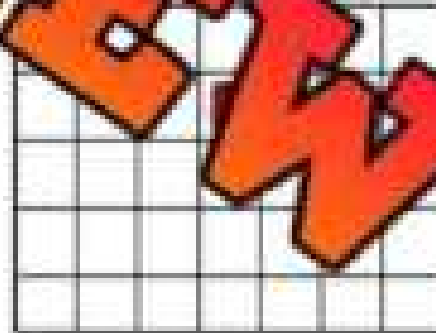
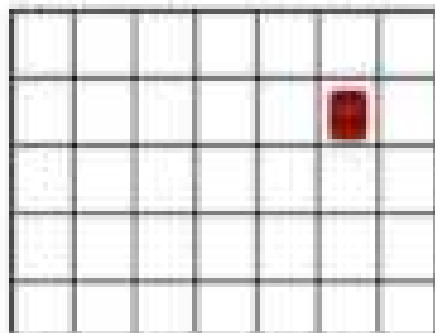


Question – Put an X where you think the car will end up

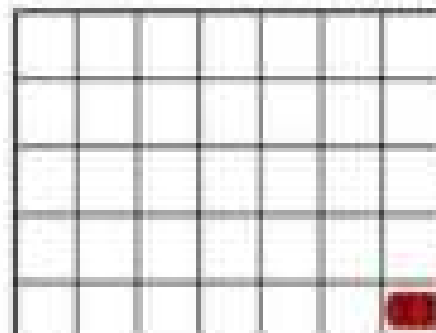
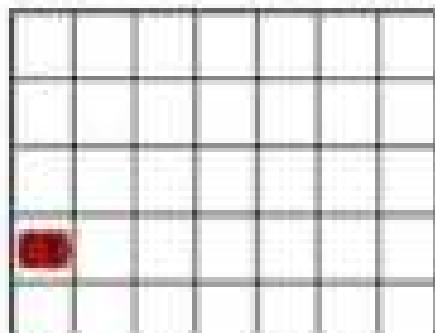
- 1) Directions – right 2 metres, down 3 metres 2) Directions – left 3 metres, up 2 metres



- 3) Directions – down 3 metres, left 4 metres 4) Directions – up 2 metres, left 3 metres



- 5) Directions – right 6 metres, up 3 metres 6) Directions – left 5 metres, up 4 metres

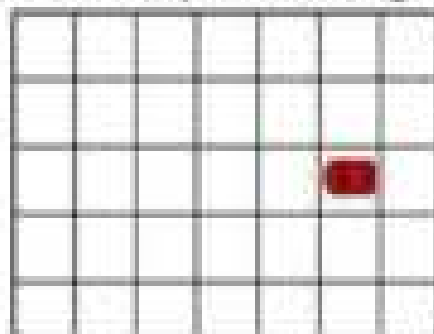
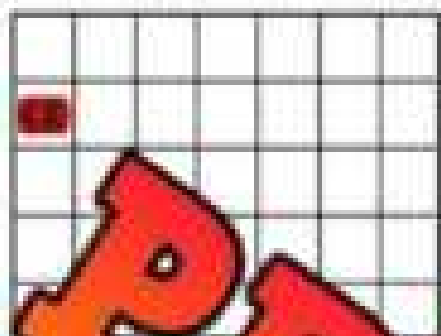


Movement – Left, Right, Down, Up

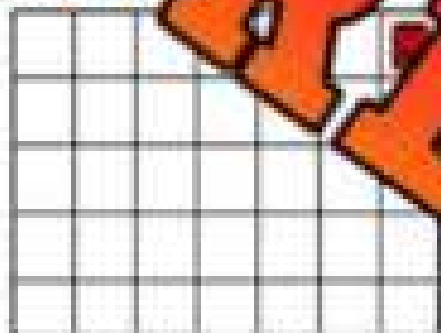
Questions:

Read the directions and put an X where you think the car will end up

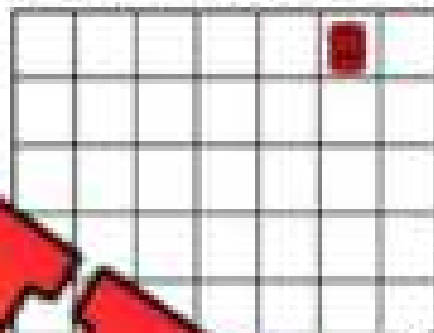
- 1) Right 2 metres, down 2 metres, right 3 metres 2) Left 4 metres, up 2 metres, right 5 metres



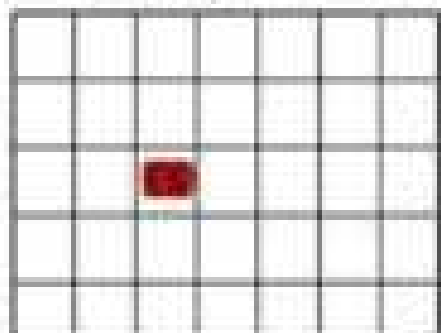
- 3) Down 3 metres, left 3 metres



- 4) Down 4 metres, left 5 metres, up 4 metres



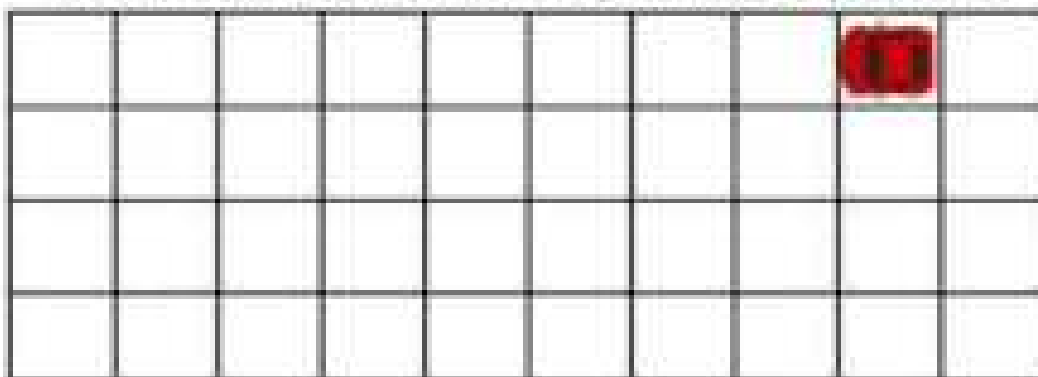
- 5) Right 5 metres, up 2 metres, left 5 metres



- 6) Left 3 metres, up 3 metres, right 4 metres



- 7) Left 8 metres, down 3 metres, right 9 metres, up 3 metres



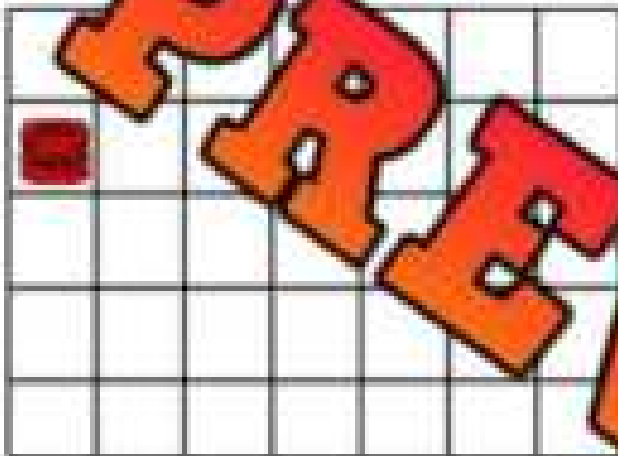
Exit Cards

Cut Out

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

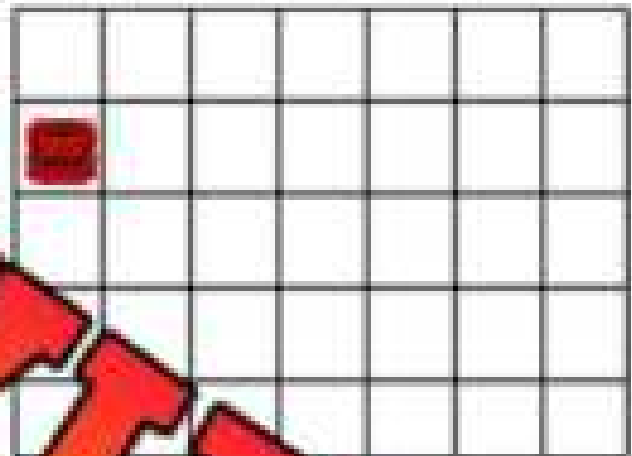
Name: _____

Right 5 metres, down 3 metres, right 1 metre



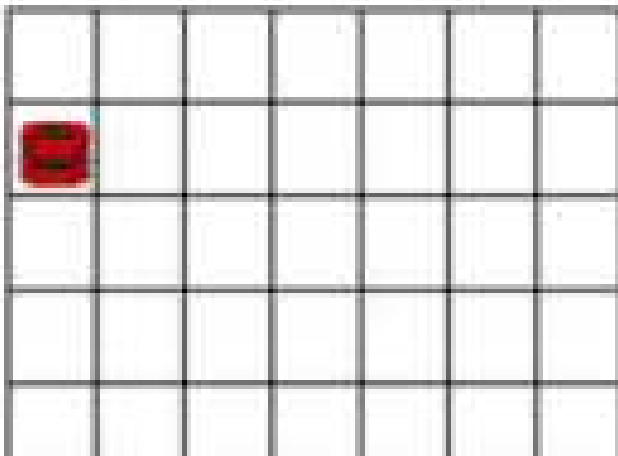
Name: _____

Right 5 metres, down 3 metres, right 1 metre



Name: _____

Right 5 metres, down 3 metres, right 1 metre



Name: _____

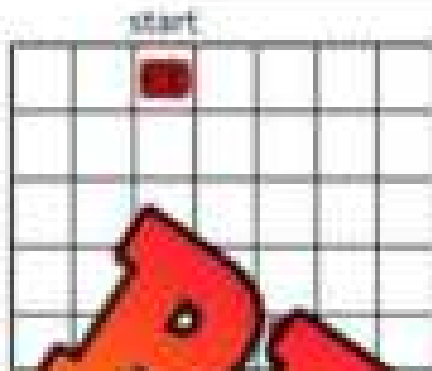
Right 5 metres, down 3 metres, right 1 metre



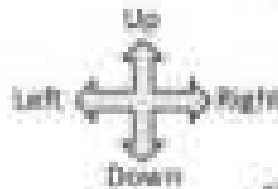
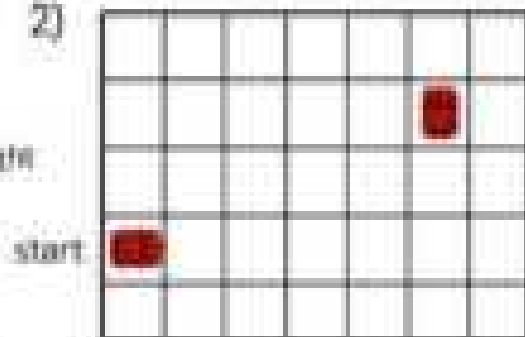
Describing Movement Using Left, Right, Up, Down**Questions**

Describe how the car moved from the start to the end

1)



2)



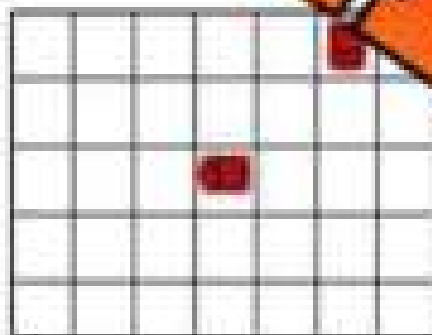
Move _____ metres

Move _____

Move _____ metres

Move _____ metres

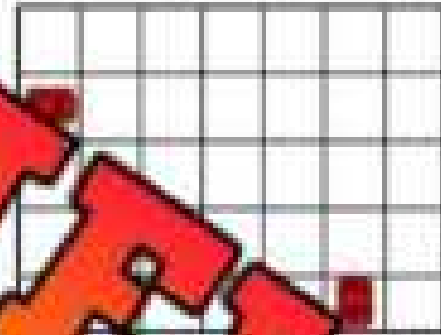
3)



Move _____ metres

Move _____ metres

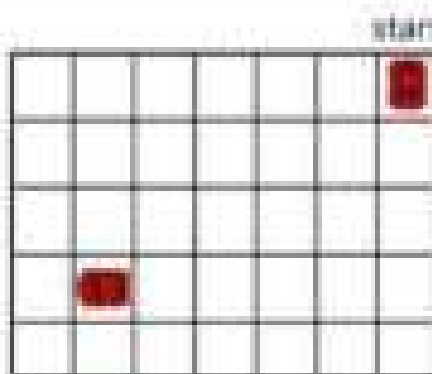
4)



Move _____ metres

Move _____ metres

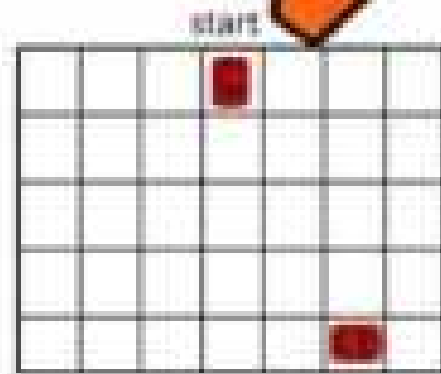
5)



Move _____ metres

Move _____ metres

6)



Move _____ metres

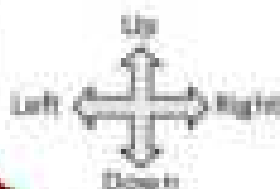
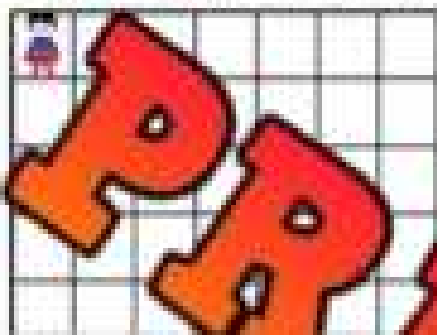
Move _____ metres

Movement – Left, Right, Down, Up**Questions**

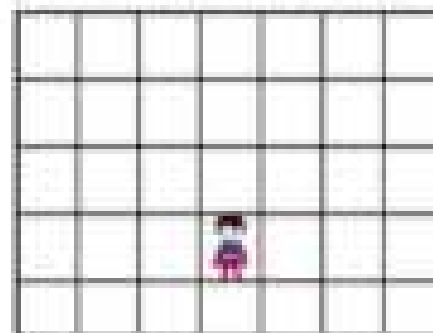
Put an X where you think the child will end up



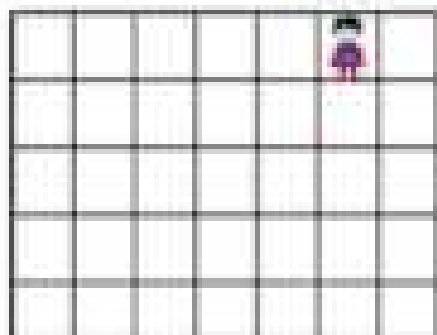
1) Directions – down 2 steps, right 3 steps



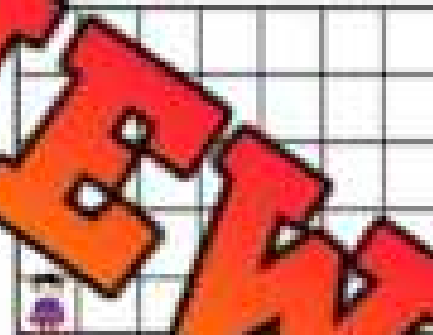
2) Directions – up 3 steps, left 2 steps



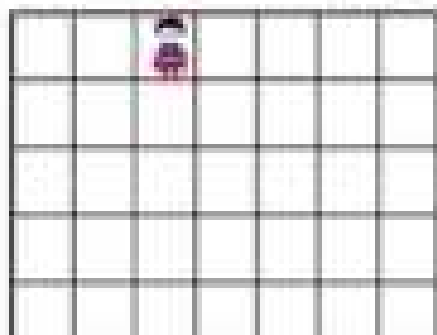
3) Directions – down 4 steps, left 1 step



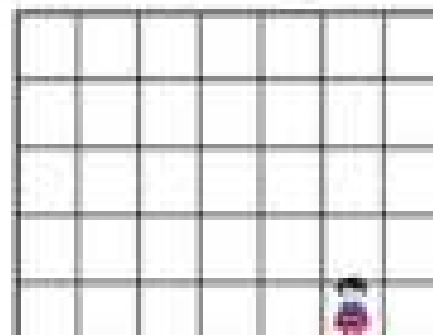
4) Directions – up 4 steps, right 6 steps



5) Directions – down 3 steps, right 4 steps



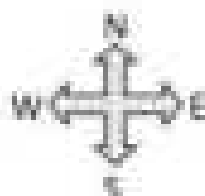
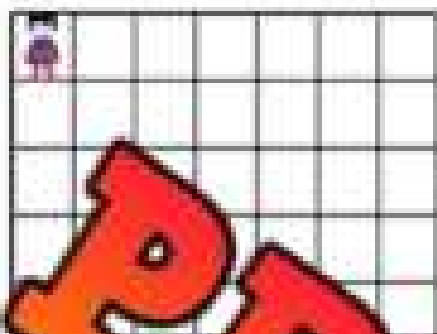
6) Directions – up 2 steps, left 3 steps



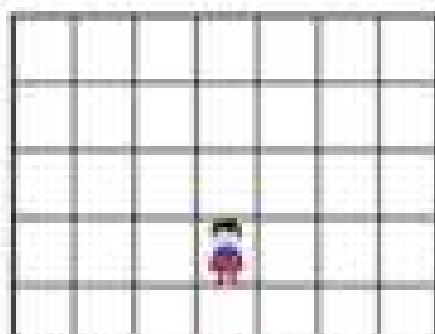
Movement – Left, Right, Down, Up**Questions**

Read the directions and put an X where you think the child will end up

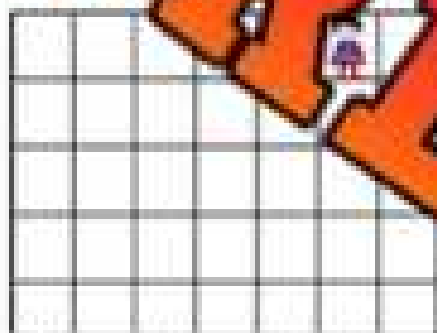
1) South 1 step, east 4 steps, south 3 steps



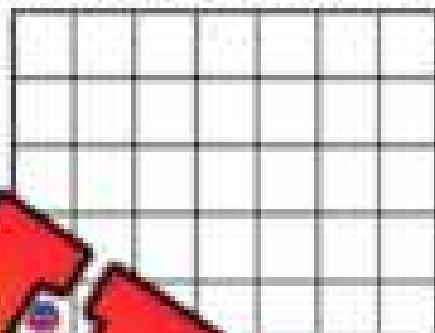
2) West 3 steps, north 3 steps, east 5 steps



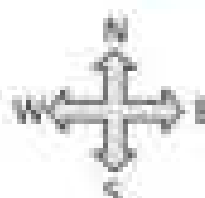
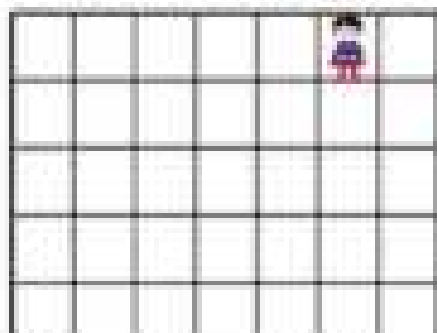
3) South 2 steps, west 4 steps, north 2 steps



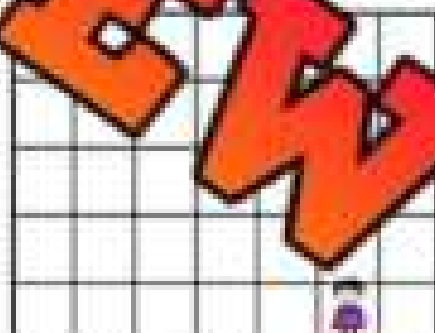
4) North 4 steps, east 3 steps, south 3 steps



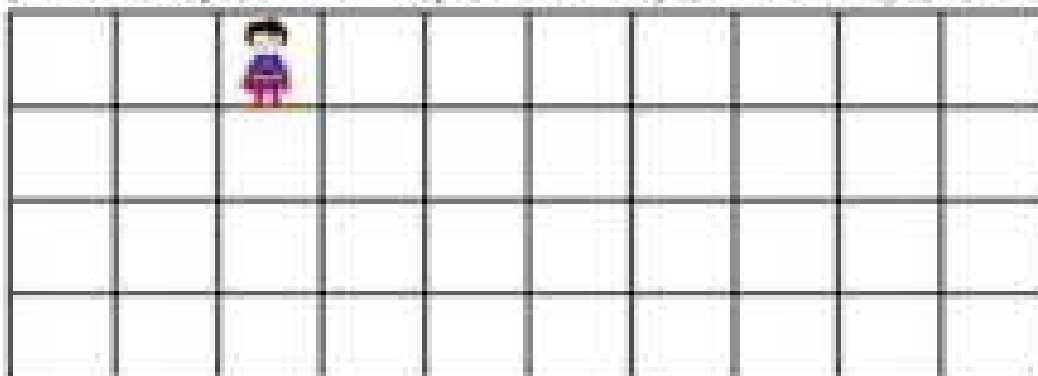
5) West 5 steps, south 4 steps, east 6 steps



6) North 3 steps, west 2 steps, south 2 steps



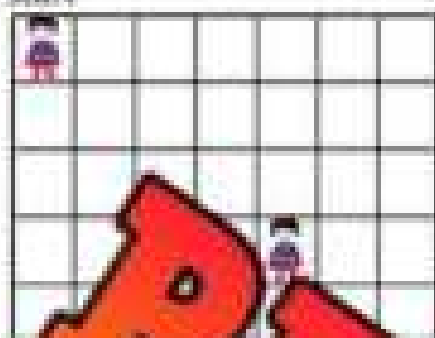
7) East 5 steps, south 3 steps, west 7 steps, north 3 steps, east 2 steps



Describing Movement Using Left, Right, Down, Up**Questions**

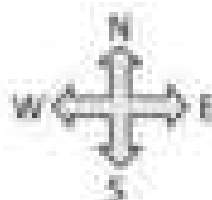
Describe how the child moved from the start to the end

1) start

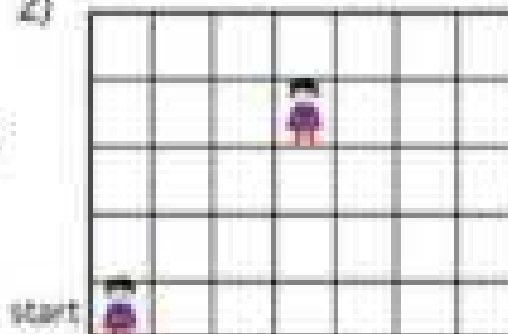


Move _____ spaces

Move _____



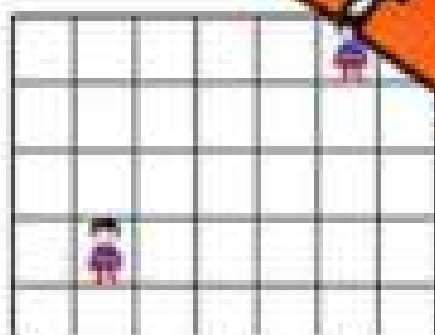
2)



Move _____ spaces

Move _____ spaces

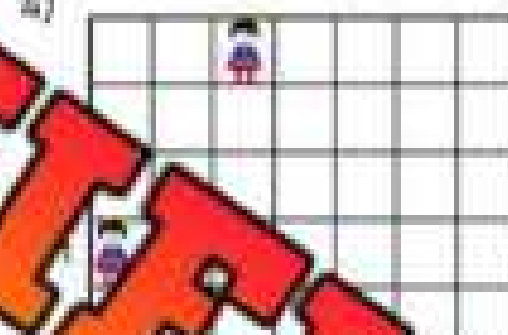
3)



Move _____ spaces

Move _____ spaces

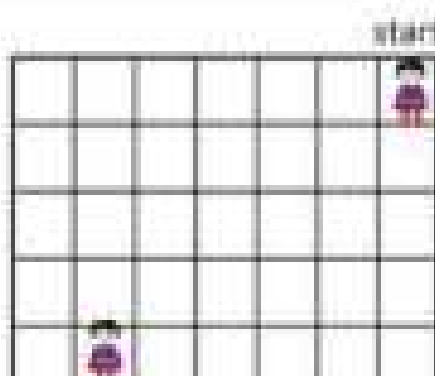
4)



Move _____ spaces

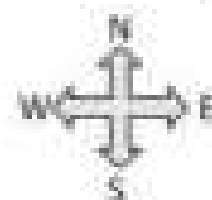
Move _____ spaces

5)

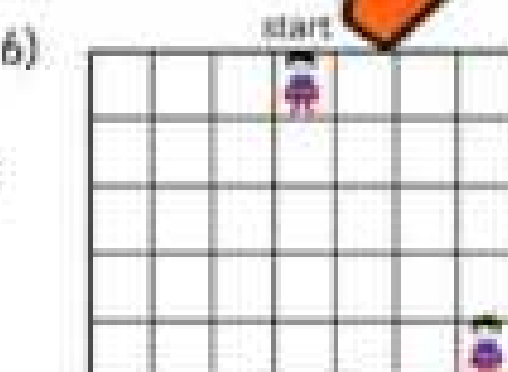


Move _____ spaces

Move _____ spaces



6)



Move _____ spaces

Move _____ spaces

Unit Test – 3-D Objects and 2-D Shapes

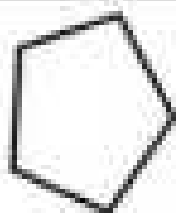
Part 1

Sort the shapes into the correct categories

Round

Not Round

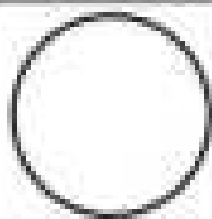
PREVIEW



A



B



C



D



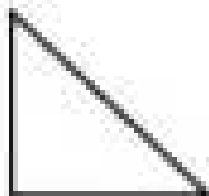
E



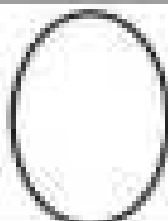
F



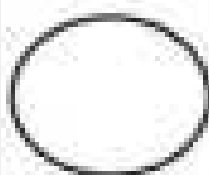
G



H



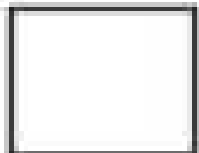
I



J



K



L

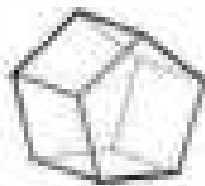
Part 2

Write the letter below each shape in the correct category

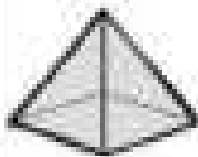
White

Shaded

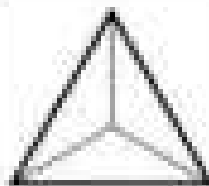
PREVIEW



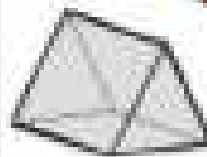
A



B



C



D



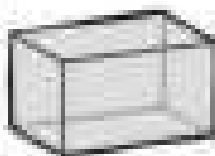
E



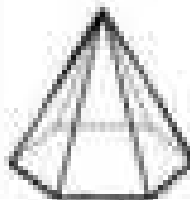
F



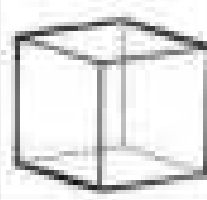
G



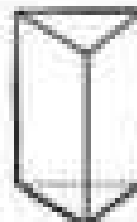
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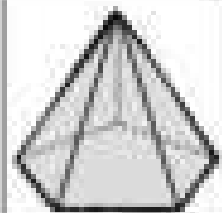
I



J



K



L

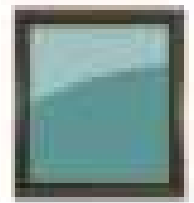
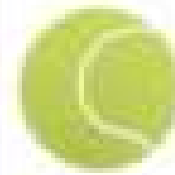
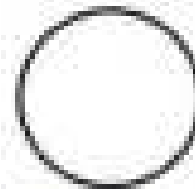
Part 3

Circle the real-life object that resembles the 2D shape

1)

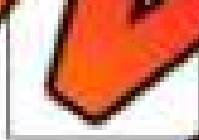
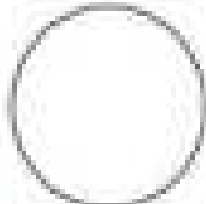
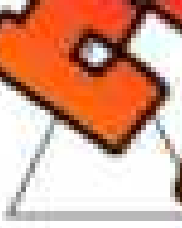


2)



Part 4

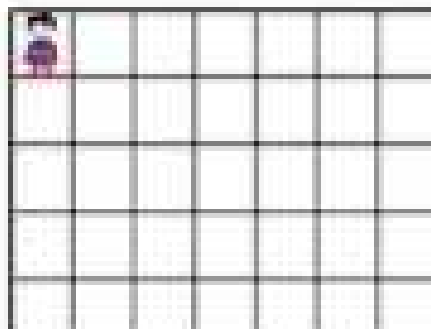
Circle the 2D shapes found in the 3D objects

| Composite 3D Shape | 2D Shape 1 | 2D Shape 2 | 2D Shape 3 |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |

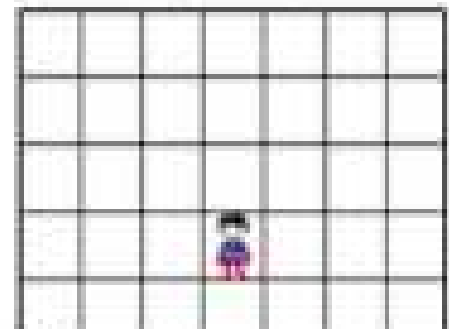
Part 5

Put an X where you think the child will end up

1) Directions – down 2 steps, right 3 steps



2) Directions – up 3 steps, left 2 steps





Google Slides Lessons Preview



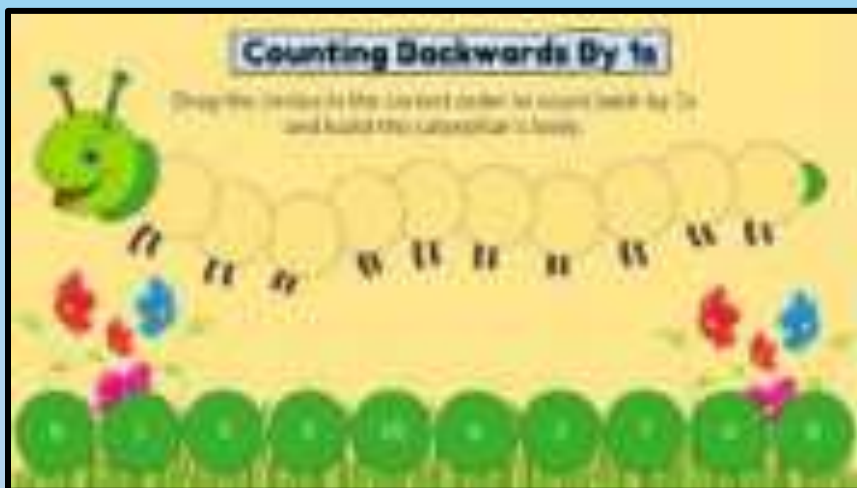
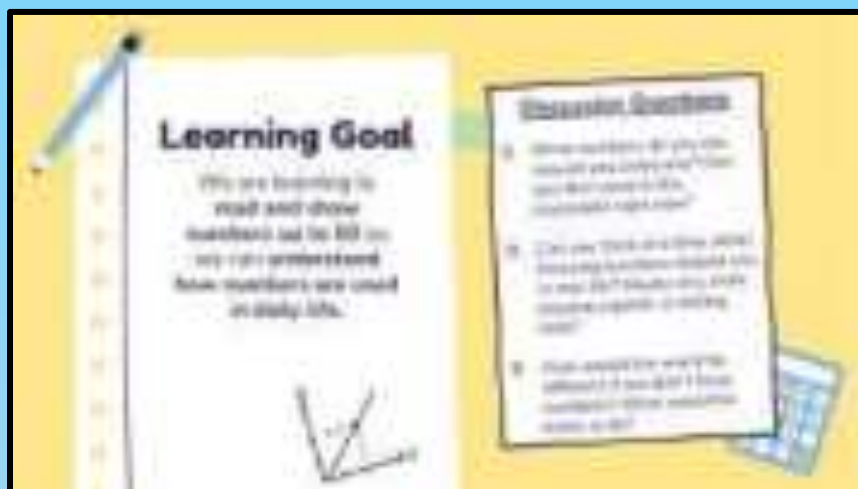


BC Math Curriculum Number – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

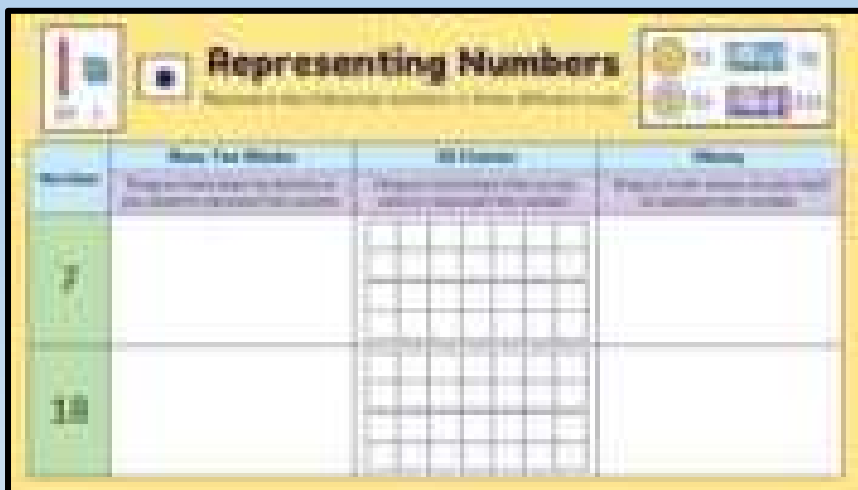


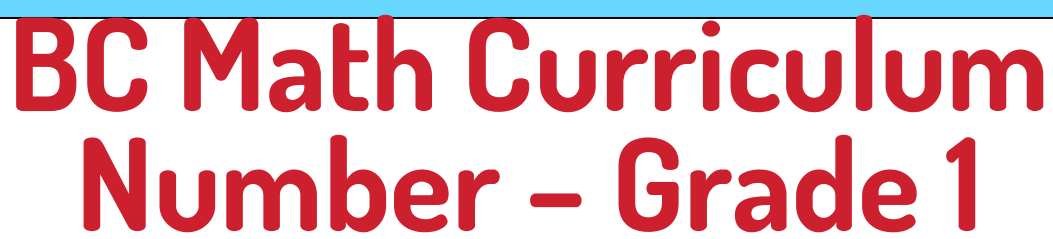
Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





The photograph shows a classroom display titled "Composing". It features two vertical columns of wooden blocks. The left column contains blocks with the words "Nineteen", "Twelve", "Thirty-three", and "Twenty-five". The right column contains blocks with the numbers "12", "44", "13", "25", and "33". Above the blocks, there are colorful geometric shapes including triangles and stars. The display is set against a light blue background.

[illegible]



BC Math Curriculum Number – Grade 1

Comparing Food

Compare the sets below based on their "how many" and drag the correct sign between the boxes.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Write down the sum and the difference.

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

Up To 5

Write the number in the box.

| | |
|--|--|
| | |
| | |



Workbook Preview



Grade 1 - Curriculum Content Elaborations - Numbers

Number concepts to 20:

- Counting
 - counting on and counting back
 - skip-counting by 2 and 5
 - sequencing numbers to 20
 - comparing and ordering numbers to 20
 - numbers to 20 can be arranged and recognized.
 - subitizing
 - base 10
 - 10 and some more
- books published by Native Northwest: Learn to Count, by various artists; Counting Wild Bears, by Bryn White; We All Count, by Jason Adair; We All Count, by Julie Flett using counting methods from various cultures, and I Wish, by Tashana Williams, for different First Peoples counting methods (First Peoples)
- Tuning Forks
- Make 10
- dec
- Nur
- benchmarks of 10 and 20
- Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5.
- traditional songs/singing and stories

Addition and subtraction to 20:

- decomposing 20 into parts
- mental math strategies
 - counting on
 - making 10
 - doubles
- Addition and subtraction are related.
- whole-class number talks
- nature scavenger hunt in Kaska Counting Book

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

NUMBER



Name: _____

6

Arranging Numbers to 20

Directions

Fill in the raindrops



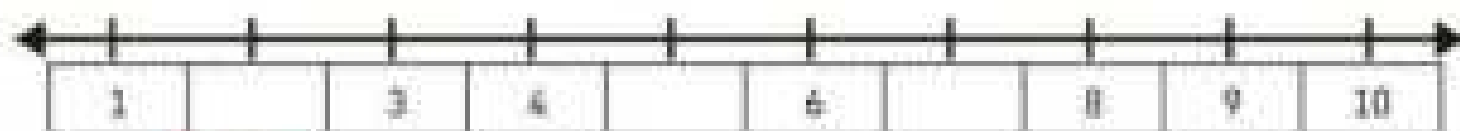
Name: _____

7

Counting to 20 - Number Lines

Part 1

Fill in the blanks on the number lines



Part 2

Fill in the blanks on the number



Name: _____

8

Counting Backwards By 1s

Part 1

Count back
by 1s

10

End

2

17

Part 2

Fill in the blanks by counting backwards 1s

1)

8, 7, 6, _____, _____, _____, _____

2)

12, _____, _____, 9, _____, _____, _____

3)

_____, 14, _____, _____, 11, _____, _____

4)

_____, _____, _____, _____, _____, _____, 14

Exit Cards

Cut Out

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

Name: _____

Count by 1s forwards.

14

16

Count by 1s backwards.

18

17

Count by 1s forwards.

9

Count by 1s backwards.

12

Name: _____

Count by 1s forwards.

14

16

Count by 1s backwards.

18

17

Count by 1s forwards.

9

Count by 1s backwards.

12

Name: _____

Count by 1s forwards.

14

16

Count by 1s backwards.

18

17

Count by 1s forwards.

9

Count by 1s backwards.

12

Name: _____

Count by 1s forwards.

14

Count by 1s backwards.

18

17

Count by 1s forwards.

9

Count by 1s backwards.

12

Name: _____

10

Counting By 2s

Part 1

Count by 2s to 20 by filling in the blanks



Part 2

Count by 2s to 20 by filling in the blanks

1)

2, 4, 6, _____, _____, _____, _____

2)

4, _____, 8, _____, _____, _____

3)

8, _____, _____, 14, _____, _____

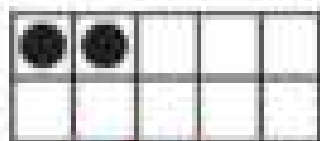
4)

_____, _____, _____, _____, _____, 20

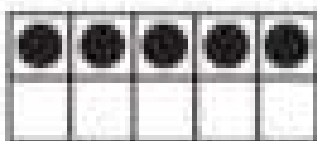
Subitizing – 10 Frames**Part 1**

How many circles are in the 10 frames. Try not to count them!

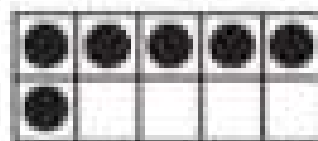
1)



2)



3)



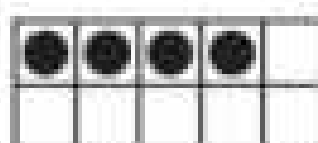
4)



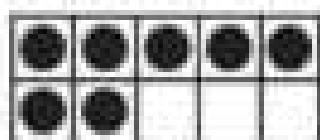
5)



6)



7)



8)

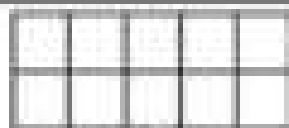


9)

**Part 2**

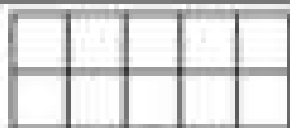
Draw how many circles you see in the numbers below

1)



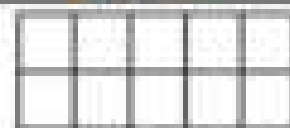
8

2)



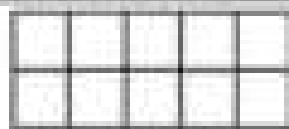
5

3)



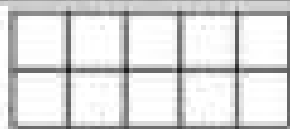
4

4)



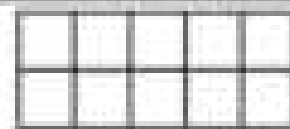
6

5)



9

6)



3

Subitizing – Fingers**Part 1**

How many fingers do you see. Try not to count them!

| | | |
|--|--|--|
| 1)


 | 2)


 | 3)


 |
| 4)


 | 5)


 | 6)


 |
| 7)


 | 8)


 | 9)


 |

Part 2

Draw how many fingers you see in the numbers below.

| | | |
|---|---|---|
| 1)

 | 2)

 | 3)

 |
| 4)

 | 5)

 | 6)

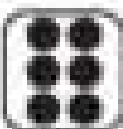
 |

Subitizing - Dice**Part 1**

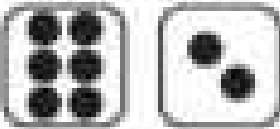
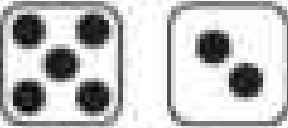
How many circles are in the dice below. Try not to count them!

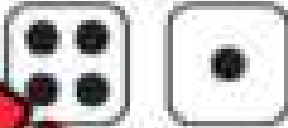
| | | |
|--|--|--|
| 1)

 | 2)

 | 3)

 |
| 4)

 | 5)

 | 6)

 |
| 7)

 | 8)

 | 9)

 |

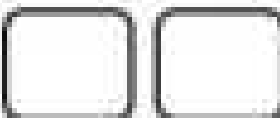
Part 2

Draw how many dots you see in the numbers below

| | | |
|--|--|--|
| 1)

 | 2)

 | 3)

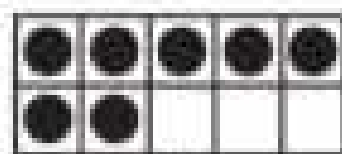
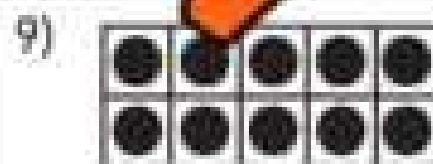
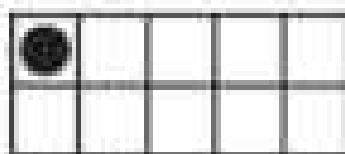
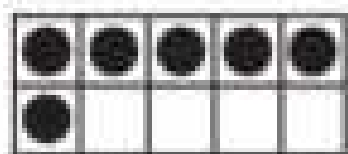
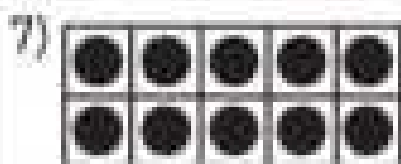
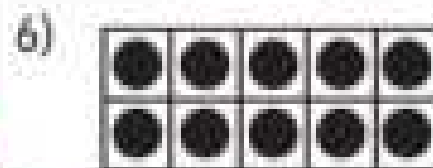
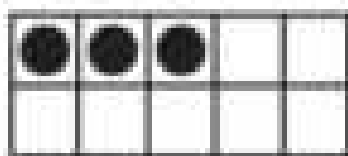
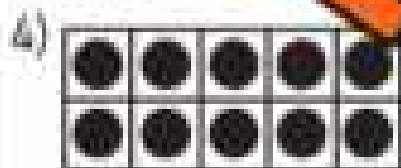
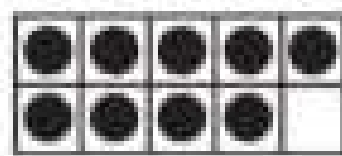
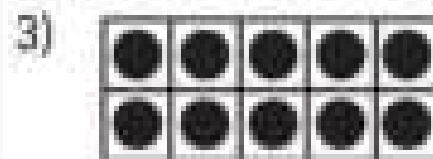
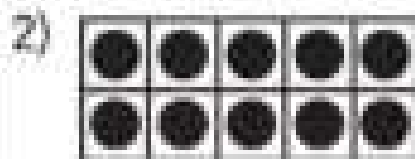
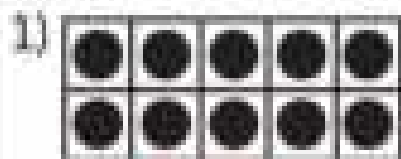
 |
| 4)

 | 5)

 | 6)

 |

Subitizing – 10 And Some More!**Questions**

How many dots are in the 10 frames. Try not to count them!



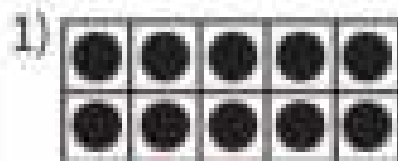
Name: _____

16

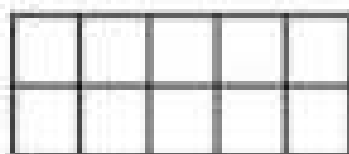
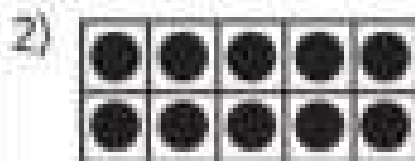
Subitizing – 10 And Some More!

Questions

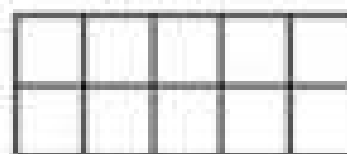
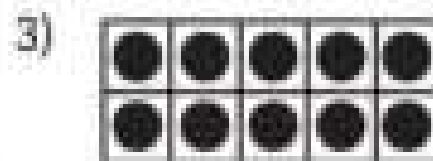
Draw dots in the ten frames to make the number



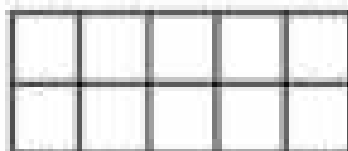
10



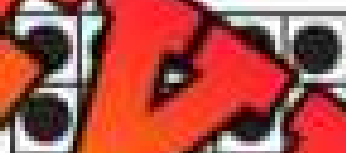
11



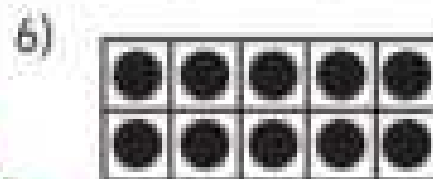
16



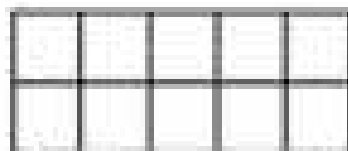
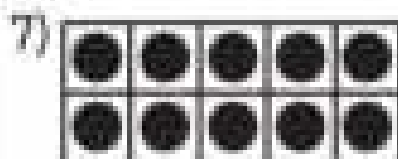
18



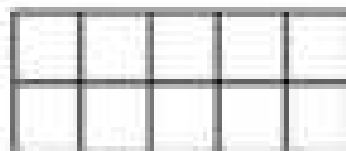
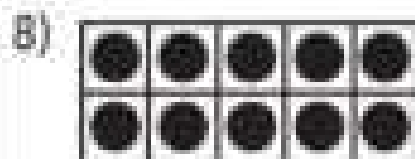
15



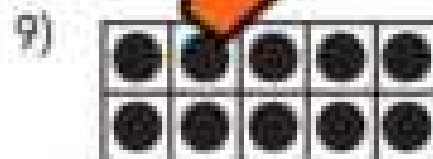
13



17



19



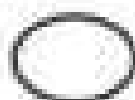
13

Counting Numbers – Ten Frames

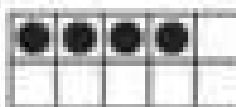
Part 1

How many dots are in the 10 frames

1)



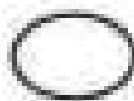
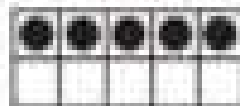
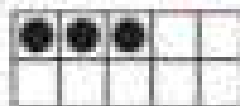
2)



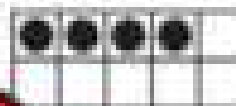
3)



4)

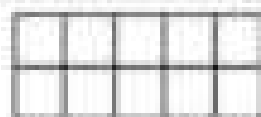


5)

**Part 2**

Draw how many dots you see in the numbers below

1)



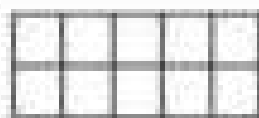
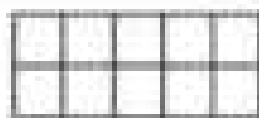
8

2)



18

3)



17

4)



14

Counting Numbers – Tally Marks

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

Part 1

Count the tally marks

| | | | |
|-------|-------|-------|-------|
| | | | |
| _____ | _____ | _____ | _____ |
| | | | |
| _____ | _____ | _____ | _____ |

Part 2

Draw tally marks that _____ on the line

| | | |
|------------|------------|------------|
| 3 = _____ | 7 = _____ | |
| 12 = _____ | 15 = _____ | 18 = _____ |
| 19 = _____ | 17 = _____ | 20 = _____ |

Part 3

Which is greater? Use the > or <

| | | |
|---------|----------|----------|
| 8 _____ | 13 _____ | 14 _____ |
|---------|----------|----------|

Tlingit Counting To 20

Instructions

Draw tally marks to represent the Tlingit word

| Number | Tlingit Word | Draw Tally Marks |
|--------|--------------------------|------------------|
| 1 | tléix' | |
| 2 | déix | |
| 3 | nás'k | |
| 4 | daax'oon | |
| 5 | ka | |
| 6 | tlei | |
| 7 | dooshu | |
| 8 | nas'gadooshu | |
| 9 | gooshúk | |
| 10 | jinkaata | |
| 11 | jinkaata ka tléix' | |
| 12 | jinkaata ka déix | |
| 13 | jinkaata ka nás'k | |
| 14 | jinkaata ka daax'oon | |
| 15 | jinkaata ka keijín | |
| 16 | jinkaata ka tleidooshú | |
| 17 | jinkaata ka dax.adooshú | |
| 18 | jinkaata ka nas'gadooshú | |
| 19 | jinkaata ka gooshúk | |
| 20 | tleikáa | |

Name: _____

21

Tlingit Counting To 20

Instructions

Read the Tlingit word and write the number. Then draw that number of things from nature. Examples: trees, fish, birds, berries, waves, mountains

| Tlingit Word | Number | Drawing |
|----------------------|--------|--|
| ts'áashú | 6 |  |
| ts'at ka | | |
| jinkaas | | |
| tléix' | | |
| déix | | |
| jinkaas ka keijín | | |
| jinkaas ka dax'áashú | | |
| nas'gadooshú | | |
| tleikáa | | |

Name: _____

22

Tlingit Counting To 20 – Drawing Animals

Instructions

The names of animals are given in Tlingit and English. Draw the number of animals using your knowledge of the Tlingit numbers.

PREVIEW

tléix' cháa (but)

keijín jánwu (goat)

déix gáaxw (ducks)

daax'oon gu (sheep)

tleidooshú xáat (salmon)

nás'k ts'itskw (birds)

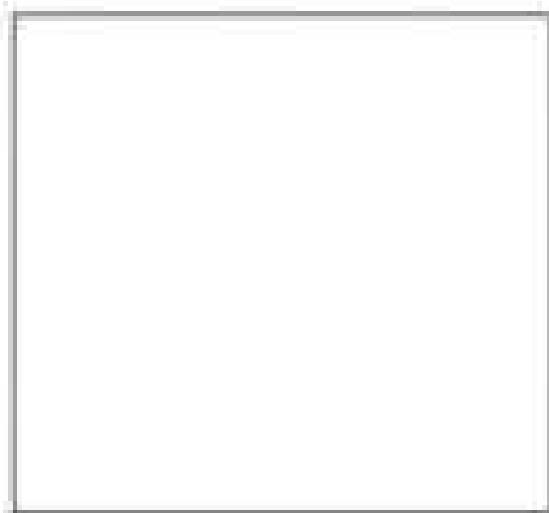
Tlingit Counting Things in Nature

Instructions:

The Tlingit often counted things in nature. What number is shown in the middle? Draw that number of things you may see in nature. For example, if the number is 5, draw 5 shells in one box, 5 pine combs in the second box, and so on.



dax.adoc



Haida First Nation Story - Counting**Instructions:**

Read the story and fill in the blanks. Then draw a picture to animate the story.

The Haida Salmon Feast

Long ago, a Haida family

prepared for a

feast.

Elders caught 3 salmon.

Children caught 2 more.

Altogether, there were

_____ salmon.

Grandmother cleaned 5

clams. She found 4 more.

Now she had _____

clams.

Name: _____

26

Six eagles flew overhead. Then 2 more came.

That made _____ eagles in total.

PREVIEW

Grandfather carved 12 cedar spoons. He

He kept _____ spoons.

Name: _____

27

The children picked 15 berries. They ate 3.

They had _____ berries left.

PREVIEW

Mother wove 14 cedar baskets. Auntie made 5.

That was _____ baskets.

Name: _____

28

The family dried 9 fish. The wind blew away 5.

They had _____ fish.

PREVIEW

Everyone shared food at the feast.

The Haida family gave thanks together.

First Peoples Counting – Groups of 5**Part 1**

Use the fingers to count by 5. Each finger equals 5

| | | |
|---|---|---|
| 1)

<input type="text"/> | 2)

<input type="text"/> | 3)

<input type="text"/> |
| 4)

<input type="text"/> | 5)

<input type="text"/> | 6)

<input type="text"/> |
| 7)

<input type="text"/> | 8)

<input type="text"/> | 9)

<input type="text"/> |

Part 2

Draw fingers to count by groups of 5 to make the numbers below

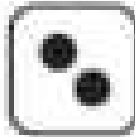
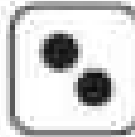
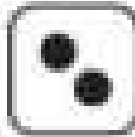
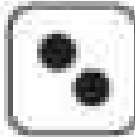
| | | |
|----------------------------|----------------------------|----------------------------|
| 1)
<input type="text"/> | 2)
<input type="text"/> | 3)
<input type="text"/> |
| 4)
<input type="text"/> | 5)
<input type="text"/> | 6)
<input type="text"/> |

Counting Sets

Questions

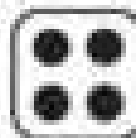
Fill in the equations below by counting the dots on the dice.

1)



$$+ + + + =$$

2)



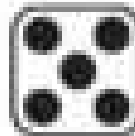
$$+ =$$

3)



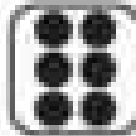
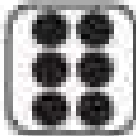
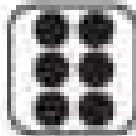
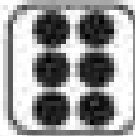
$$+ + =$$

4)



$$+ + + + =$$

5)



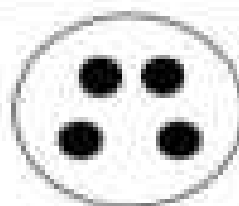
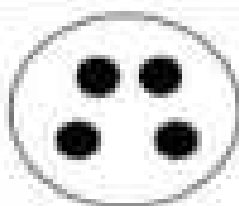
$$+ + + + =$$

Counting Sets

Questions

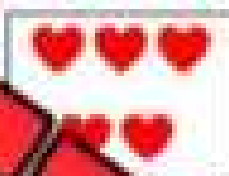
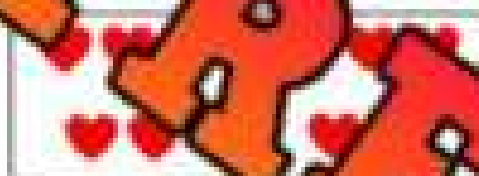
Fill in the equations below by counting the objects in each set

1)



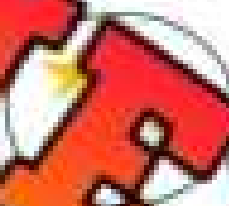
$$+ \quad + \quad =$$

2)



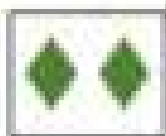
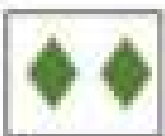
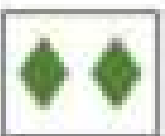
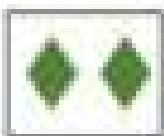
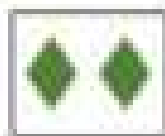
$$+ \quad + \quad =$$

3)



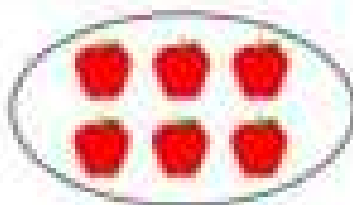
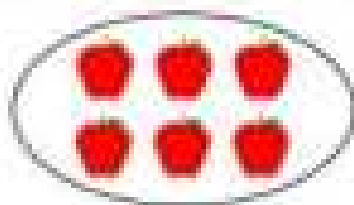
$$+ \quad + \quad + \quad + \quad =$$

4)



$$+ \quad + \quad + \quad + \quad =$$

5)



$$+ \quad =$$

Exit Cards

Cut Out

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

Name: _____

a) Fill in the equations below by counting the dots on the dice.



_____ + _____ + _____ = _____

b) Which is greater? Use the < , = or >

12 _____
 18 _____

Name: _____

a) Fill in the equations below by counting the dots on the dice.



_____ + _____ + _____ = _____

b) Which is greater? Use the < , = or >

12 _____
 18 _____

Name: _____

a) Fill in the equations below by counting the dots on the dice.



_____ + _____ + _____ = _____

b) Which is greater? Use the < , = or >

12 _____
 18 _____

Name: _____

a) Fill in the equations below by counting the dots on the dice.

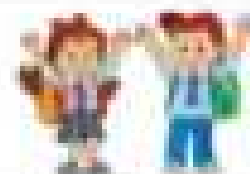


_____ + _____ + _____ = _____

b) Which is greater? Use the < , = or >

12 _____
 18 _____

Numbers on a Number Line

**Questions**

Circle the number on the number line

1)



13

2)



7

3)



16

4)



9

5)



5

6)

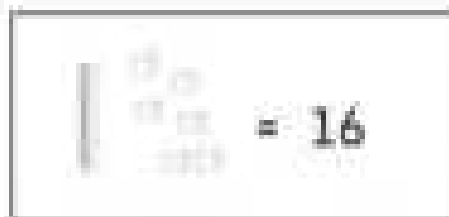
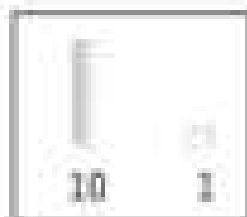
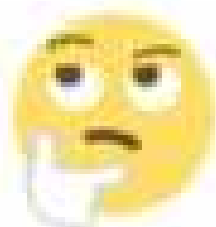


19

Name: _____

37

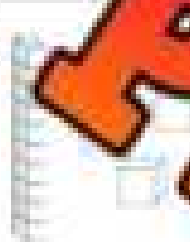
Base Ten Blocks



Part 1

How many blocks do you count?

1)



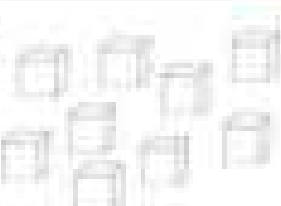
2)



3)



4)



6)



Part 2

Draw the base ten blocks to represent the number.

1) 15

2) 18

3) 8

4) 11

5) 19

6) 14

Counting Money

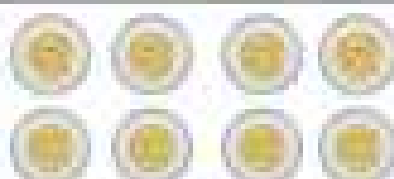
Part 1

How much money do you count?

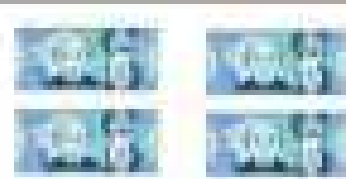
1)



2)



3)



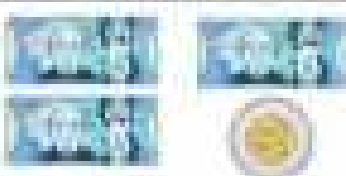
4)



5)



6)



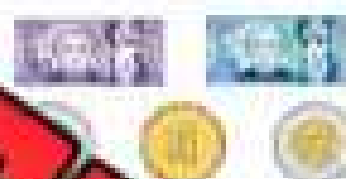
7)



8)



9)

**Part 2**

Draw money to represent the numbers below.

1)

4

2)

7

3)

13

4)

15

5)

17

6)

20

Name: _____

39

Representing Numbers

Questions

Represent the numbers below in three different ways.

8

Fingers

Frames

Number Line

Fingers

10 Frames

Number Line

19

Fingers

10 Frames

Number Line

Name: _____

40

Representing Numbers

Questions

Represent the numbers below in three different ways

12

Tally Marks

Base 10 Blocks

Money

Tally Marks

Base 10 Blocks

19

Tally Marks

Base 10 Blocks

Money

Name: _____

41

Place Value Chart

| 17 | |
|------|------|
| Tens | Ones |
| 1 | 7 |

Part 1

Fill in the place value charts below

2) 11

| Tens | Ones |
|------|------|
| | |

3) 14

| Tens | Ones |
|------|------|
| | |

4) 18

| Tens | Ones |
|------|------|
| | |

6) 13

| Tens | Ones |
|------|------|
| | |

7) 12

| Tens | Ones |
|------|------|
| | |

8) 19

| Tens | Ones |
|------|------|
| | |

9) 20

| Tens | Ones |
|------|------|
| | |

Part 2

Which place value is the underlined number?

| | | |
|---------------|-------|-------|
| 1) 15
Tens | 2) 14 | 3) 18 |
| 4) 12 | 5) 16 | 6) 17 |

Name: _____

42

Expanded Form



18 = _____ Standard Form
10 + 8 = _____ Expanded Form



Part 1

What is the standard form of the numbers below?

| | | |
|-----------|-----------|-----------|
| 1) 10 + 1 | 2) 10 + 9 | 3) 0 + 2 |
| 4) 10 + | 5) 10 + 4 | 6) 10 + 8 |
| 7) 0 + 2 | | 9) 10 + 6 |

Part 2

What is the expanded form of the numbers below?

| | |
|-------|-------|
| 1) 15 | |
| 3) 18 | 4) 19 |
| 5) 13 | 6) 16 |

Part 3

Fill in the blanks with the missing number

| | |
|--------------------|--------------------|
| 1) 15 = _____ + 5 | 2) 19 = _____ + 9 |
| 3) 17 = 10 + _____ | 4) 16 = 10 + _____ |

Name: _____

43

Written Form

| | | | | |
|-----------|-----------|-------------|---------------|----------------|
| 1 - One | 5 - Five | 9 - Nine | 13 - Thirteen | 17 - Seventeen |
| 2 - Two | 6 - Six | 10 - Ten | 14 - Fourteen | 18 - Eighteen |
| 3 - Three | 7 - Seven | 11 - Eleven | 15 - Fifteen | 19 - Nineteen |
| 4 - Four | 8 - Eight | 12 - Twelve | 16 - Sixteen | 20 - Twenty |

Part 1

Write the standard form of the written words below

| | |
|-------------|-------------|
| 1) Ten | 2) Sixteen |
| 3) Eighteen | 4) Thirteen |
| 5) Twenty | |

Part 2

Write the written form of the number below

| | |
|-------|-------|
| 1) 6 | 2) 9 |
| 3) 11 | 4) 15 |
| 5) 13 | 6) 18 |
| 7) 8 | 8) 20 |

Example

Standard Form

17

Words

Seventeen

Expanded Form

Place Value Chart

| Tens | Ones |
|------|------|
| 1 | 7 |

Pictures



Cut out and post in your class

Standard Form

Words

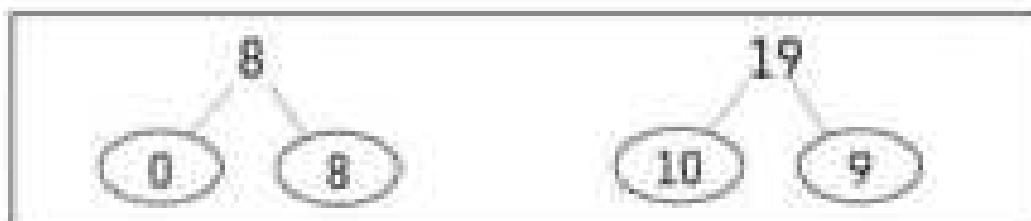
Expanded Form

Place Value Chart

| | |
|------|------|
| Tens | Ones |
| | |

Pictures

Decomposing Numbers



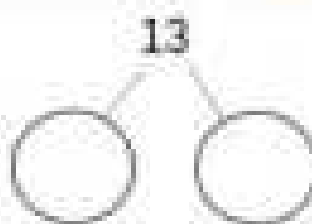
Questions

Decompose the numbers below

1)



2)



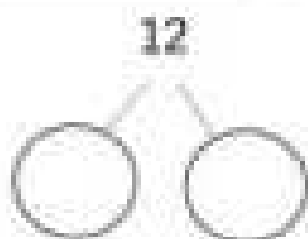
3)



4)



5)



6)



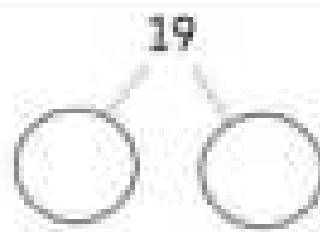
7)



8)



9)



10)



Name: _____

47

Composing Numbers



Questions

Compose the numbers below

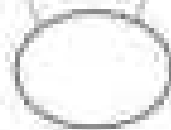
1)

10 4



2)

10 9



3)

0 7



6)

0 5



5)

10 6



8)

10 3



7)

10 1



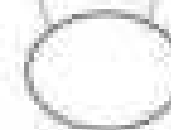
9)

0 3



10)

10 2



PREVIEW

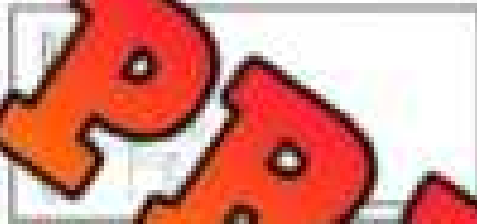
Exit Cards

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?

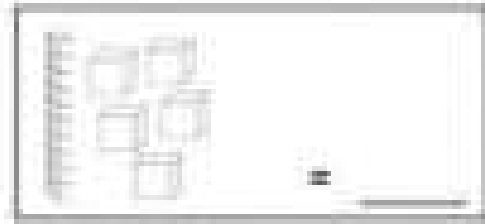


b) Decompose the number



Name: _____

a) How many blocks do you count?

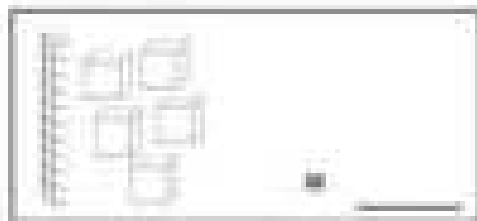


b) Decompose the number below

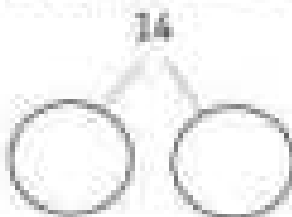


Name: _____

a) How many blocks do you count?

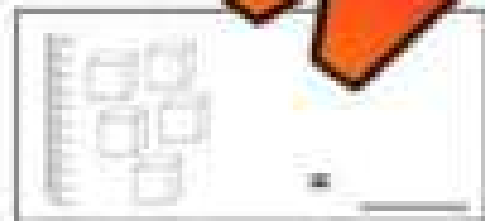


b) Decompose the number below

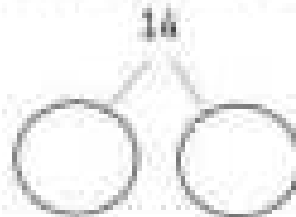


Name: _____

a) How many blocks do you count?



b) Decompose the number below



Composing & Decomposing Numbers

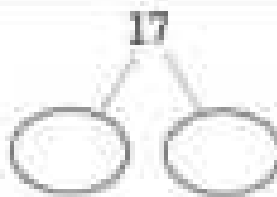
Part 1

How many ways can you compose and decompose the number 17

1)



2)



3)

$$\square + \square = 17$$

4)

$$10 + \square = 17$$

5)

$$17 = \square + \square$$

6)

$$17 = 10 + \square$$

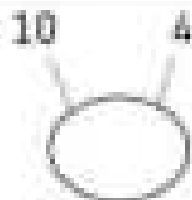
Show the number 17
using 10 frames

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |

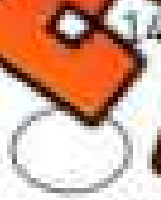
Part 2

How many ways can you compose and decompose the number 14

1)



2)



3)

$$\square + \square = 14$$

4)

$$10 + \square = 14$$

5)

$$14 = \square + \square$$

6)

$$14 = 10 + \square$$

Show the
number
14 using
10 frames

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Name: _____

50

Representing Numbers - Quiz

Part 1 Fill in the place value charts below

1) 4

| Tens | Ones |
|------|------|
| | |

2) 13

| Tens | Ones |
|------|------|
| | |

3) 18

| Tens | Ones |
|------|------|
| | |

Part 2 What value is the underlined number?1) 153) 164) 66) 19**Part 3** How many blocks do you count?1.
2.
3.
**Part 4** What is the standard form of the numbers below?1) $10 + 2$ 2) $10 + 6$ 3) $10 + 9$

Part 5

What is the expanded form of the numbers below?

1) 15

2) 13

3) 11

4) 18

Part 6

Write the standard form of the written words below

1) Four

2) Nineteen

Part 7

Write the written form of the numbers below

1) 15

2) 18

Part 8

Write the correct number in the circles

1)

10

9



2)

12



3)

10

4



4)

18



Part 9

Represent the number in the different ways below

13

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |



Fingers

Frames

Number Line

Tally Marks

Base 10 Blocks

Money

Part 10

Fill in the blanks below by composing and decomposing the number 13

1) $\square + 3 = 13$

2) $10 + \square = 13$

3) $13 = \square + 3$

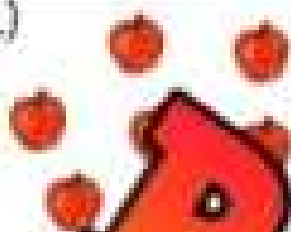
4) $13 = 10 + \square$

Comparing Food

Questions

Compare the units below based on their "how muchness".
Circle the larger amount

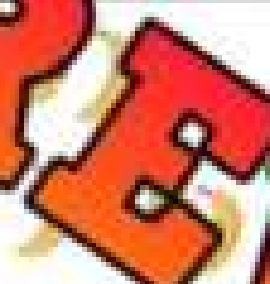
1)



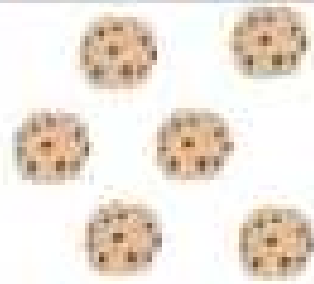
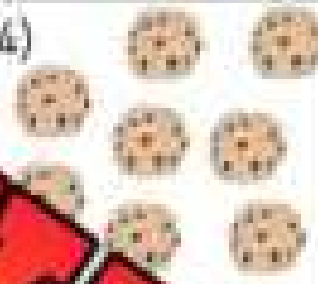
2)



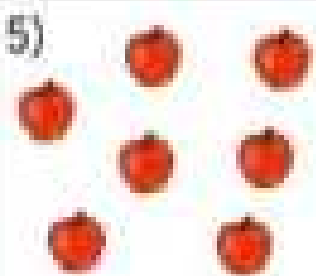
3)



4)



5)



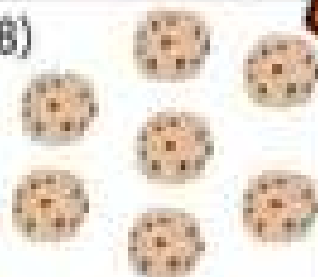
6)



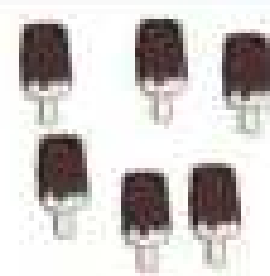
7)



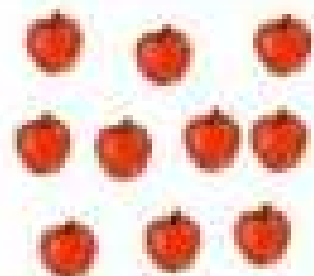
8)



9)

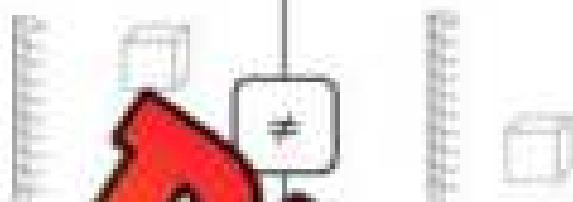


10)



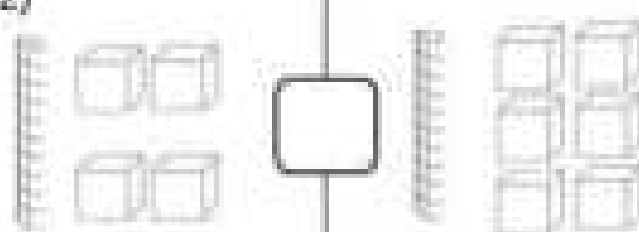
Comparing Base Ten Blocks**Questions**Are the groups equal (=) or unequal ($\neq$)

1)

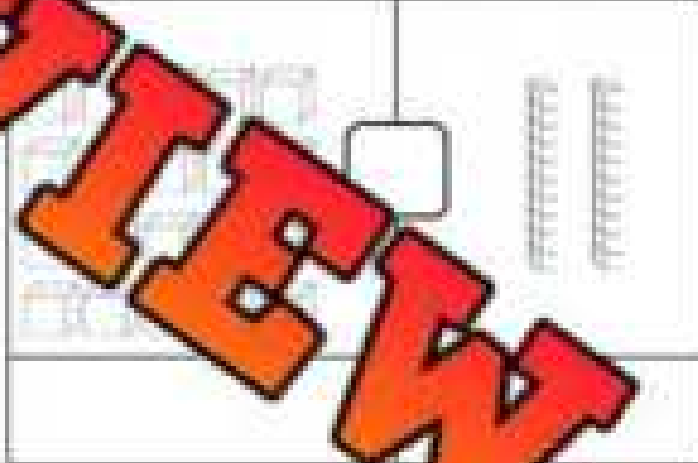
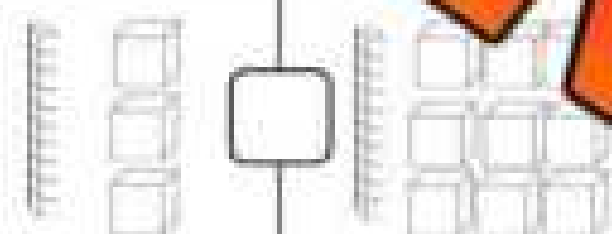


12

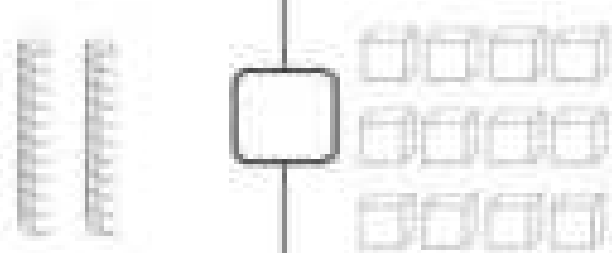
2)



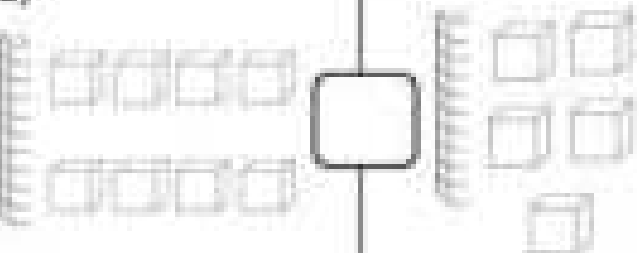
3)



5)



6)



Comparing Money

Questions

Count the money below. Are the groups equal or unequal? Does one side have more, less, or the same? The first one is done for you.

1)

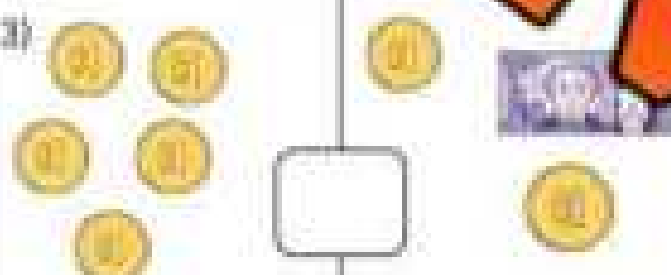


Less

2)



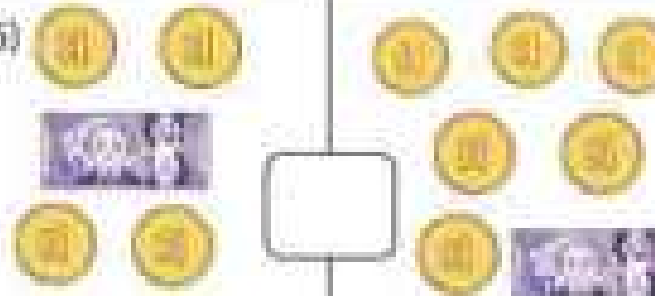
3)



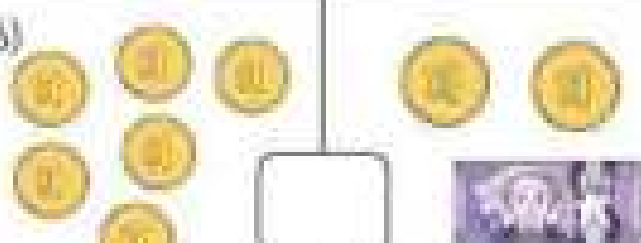
4)



5)



6)



Comparing Numbers

5



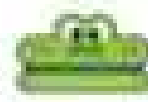
13

16



12

18



18

Part 1

Circle the correct alligator

1)



11

2)

16



16

3)

11



10

4)

18



19

5)

14



13

6)



17

Part 2

Compare the following numbers using <, >, or =

1)

15



18

2)

9



8

3)

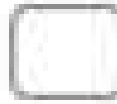
3



5

4)

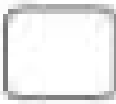
9



10

5)

18



14

6)

11



7

7)

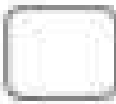
18



19

8)

20



18

9)

16



14

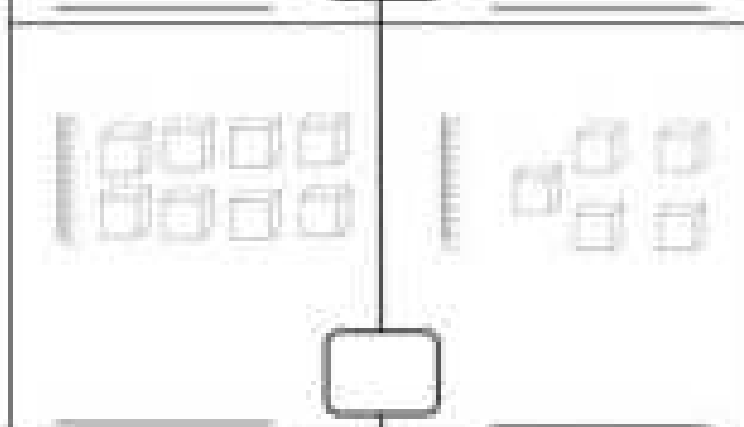
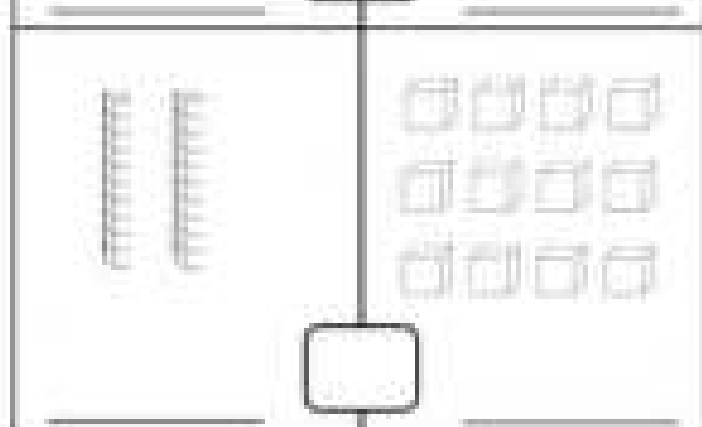
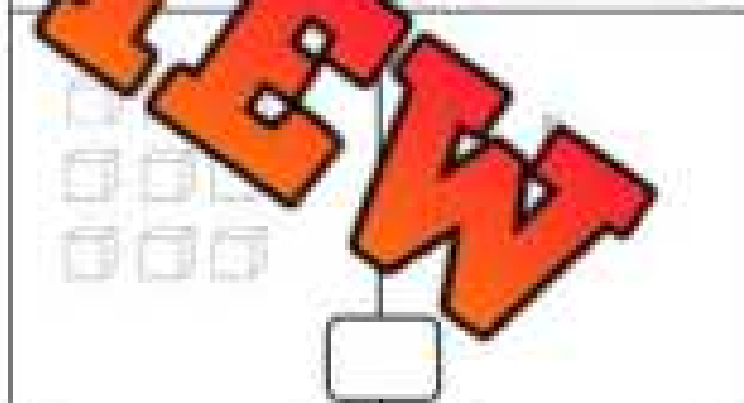
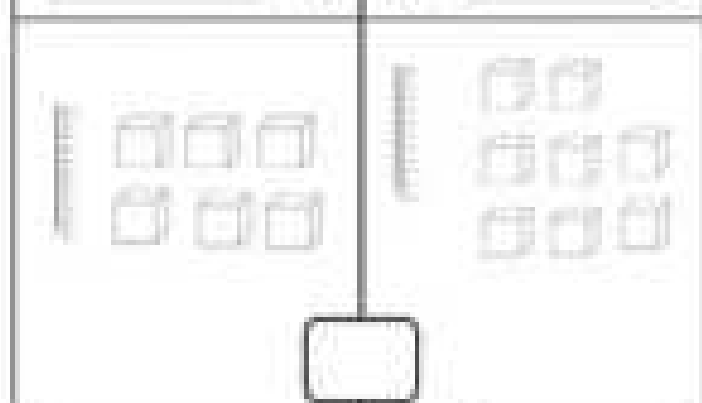
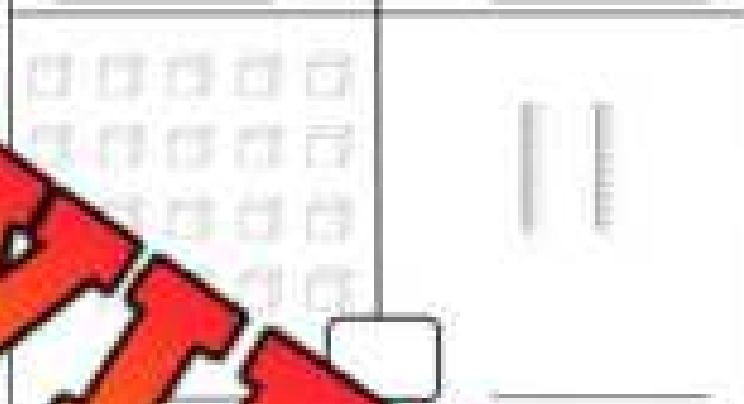
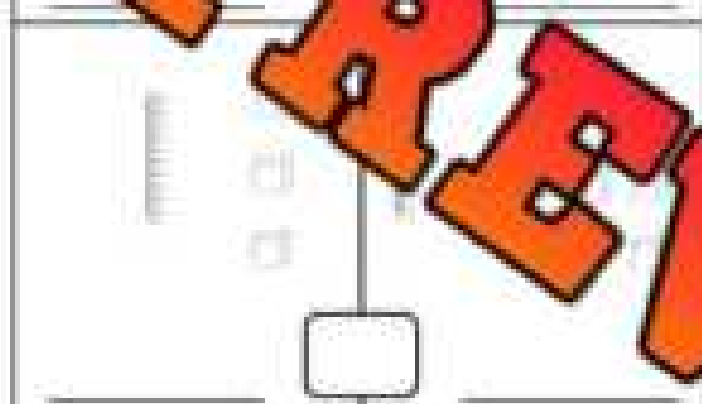
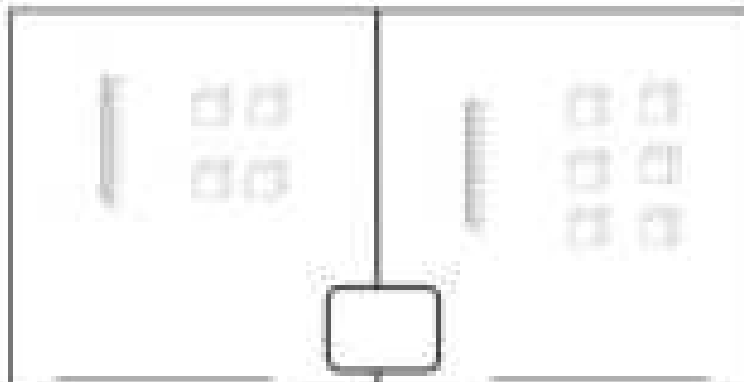
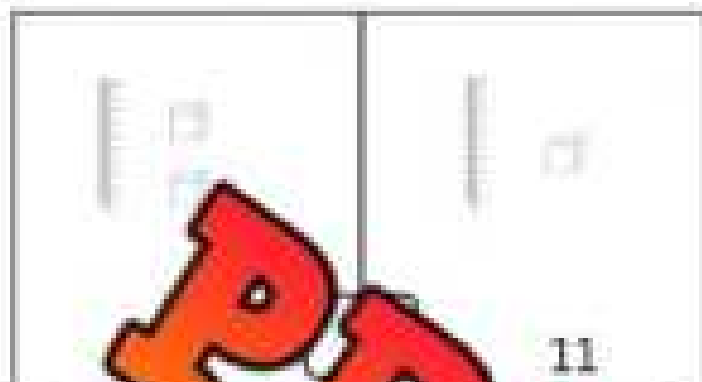
Name: _____

60

Comparing Base Ten Blocks

Questions

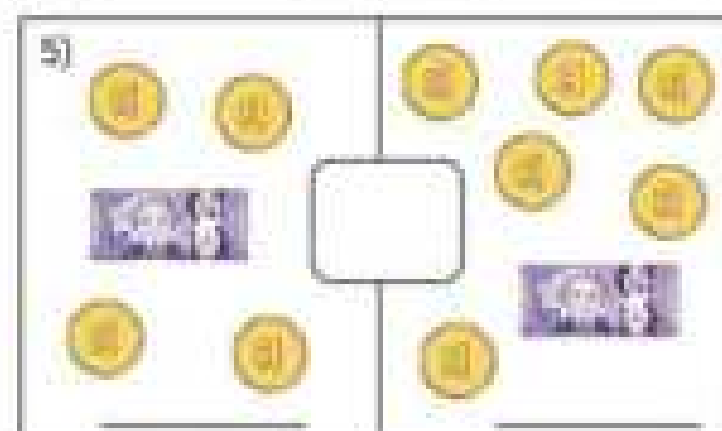
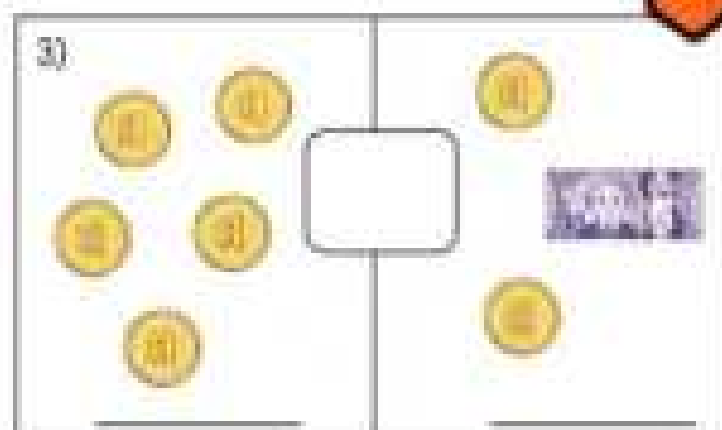
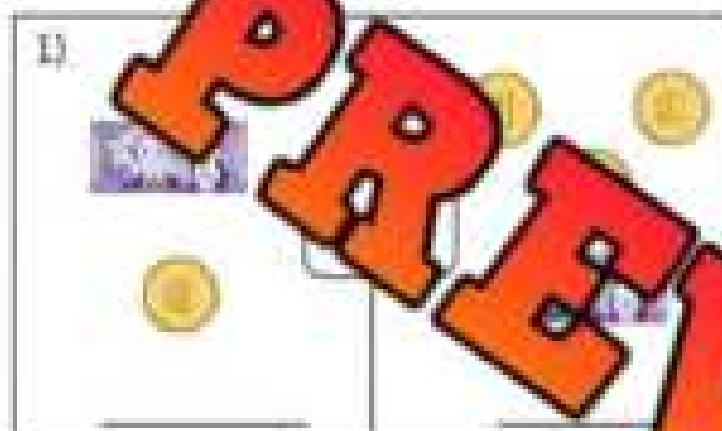
Compare the number of base ten blocks below using $<$ $>$ $=$



Comparing Money



Questions Count the money below and decide which amount is larger



Exit Cards

Cut Out

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

Name: _____

Which number is bigger? Use $>$ $<$ $=$.

| | | |
|----|----------------------|----|
| | <input type="text"/> | 12 |
| 8 | <input type="text"/> | 1 |
| 19 | <input type="text"/> | |
| 10 | <input type="text"/> | 0 |

Name: _____

Which number is bigger? Use $>$ $<$ $=$.

| | | |
|----|----------------------|----|
| 12 | <input type="text"/> | 12 |
| 8 | <input type="text"/> | 15 |
| 19 | <input type="text"/> | 18 |
| 10 | <input type="text"/> | 0 |

Name: _____

Which number is bigger? Use $>$ $<$ $=$.

| | | |
|----|----------------------|----|
| 12 | <input type="text"/> | 12 |
| 8 | <input type="text"/> | 15 |
| 19 | <input type="text"/> | 18 |
| 10 | <input type="text"/> | 0 |

Name: _____

Which number is

| | | |
|----|----------------------|----|
| 12 | <input type="text"/> | 12 |
| 8 | <input type="text"/> | 15 |
| 19 | <input type="text"/> | 18 |
| 10 | <input type="text"/> | 0 |

Comparing Numbers to 20 – Word Problems**Word Problems**

Answer the questions below

Question

Johnny has 12 pencils and Sally has 8 pencils. Who has more pencils?

1)

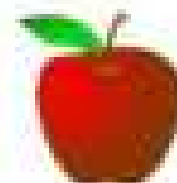
Bonus: How many more pencils do they have?



There are 3 apples in a red basket and 5 apples in a blue basket. Which basket has more apples?

2)

Bonus: How many total apples are there?



If you have 10 stickers and your friend has 15 stickers, who has more stickers?

3)

Bonus: How many more stickers do they have?



There are 6 birds in a maple tree and 14 birds in willow tree. Which tree has more birds?

4)

Bonus: How many total birds are in the tree?



Timmy has 16 crayons and Susie has 4 crayons. Who has more crayons?

5)

Bonus: How many total crayons are there?



Exit Cards

Cut Out

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

Name: _____

Answer the questions below

a) Sophie has 7 candies, and Jack has 10 candies. Who has more candies?

b) There are 12 fish and 9 turtles in the tank. Which animal is there more of?

Bonus: How many fish and turtles are there in total?

Name: _____

Answer the questions below

a) Sophie has 7 candies, and Jack has 10 candies. Who has more candies?

b) There are 12 fish and 9 turtles in the tank. Which animal is there more of?

Bonus: How many fish and turtles are there in total?

Name: _____

Answer the questions below

a) Sophie has 7 candies, and Jack has 10 candies. Who has more candies?

b) There are 12 fish and 9 turtles in the tank. Which animal is there more of?

Bonus: How many fish and turtles are there in total?

Name: _____

Answer the questions below

a) Sophie has 7 candies, and Jack has 10 candies. Who has more candies?

b) There are 12 fish and 9 turtles in the tank. Which animal is there more of?

Bonus: How many fish and turtles are there in total?

Benchmarks of 10

$$1) \quad 7 + \square = 10$$



$$2) \quad 4 + \square = 10$$



$$3) \quad 2 + \square = 10$$



$$4) \quad 9 + \square = 10$$



$$5) \quad 3 + \square = 10$$



$$6) \quad 1 + \square = 10$$



$$7) \quad 8 + \square = 10$$



$$8) \quad \square + \square = 10$$



$$9) \quad 6 + \square = 10$$



$$10) \quad 10 + \square = 10$$



$$11) \quad 7 + \square = 10$$



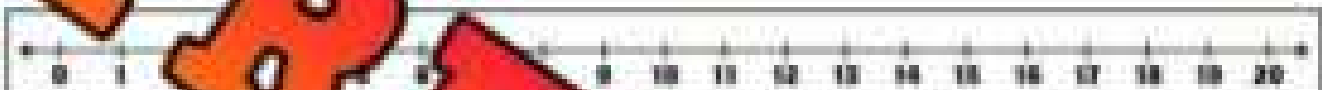
$$12) \quad 2 + \square = 10$$

Benchmarks of 20

$$1) \quad 7 + \square = 20$$



$$2) \quad 2 + \square = 20$$



$$\square = 20$$



$$4) \quad 8 + \square = 20$$



$$5) \quad 6 + \square = 20$$



$$6) \quad 7 + \square = 20$$



$$7) \quad 12 + \square = 20$$

Name: _____

70

One More, One Less

| One Less | 1) | One More |
|----------|----|----------|
| | 8 | |

| One Less | 2) | One More |
|----------|----|----------|
| | 5 | |

| One Less | 3) | One More |
|----------|----|----------|
| | | |

| One Less | 4) | One More |
|----------|----|----------|
| | 9 | |

| One Less | 5) | One More |
|----------|----|----------|
| | 13 | |

| One Less | 6) | One More |
|----------|----|----------|
| | 1 | |

| One Less | 7) | One More |
|----------|----|----------|
| | 18 | |

| One Less | 8) | One More |
|----------|----|----------|
| | | |

| One Less | 9) | One More |
|----------|----|----------|
| | 20 | |

| One Less | 10) | One More |
|----------|-----|----------|
| | 14 | |

| One Less | 11) | One More |
|----------|-----|----------|
| | 11 | |

| One Less | 12) | One More |
|----------|-----|----------|
| | 17 | |

| One Less | 13) | One More |
|----------|-----|----------|
| | 7 | |

| One Less | 14) | One More |
|----------|-----|----------|
| | 19 | |

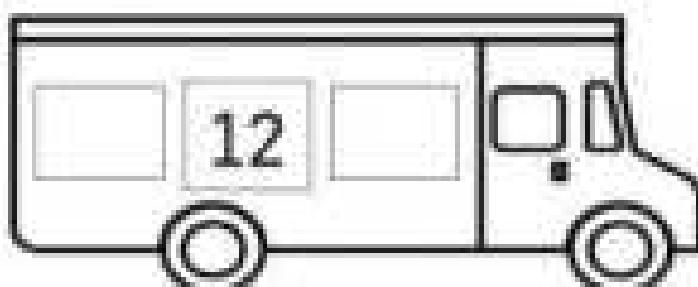
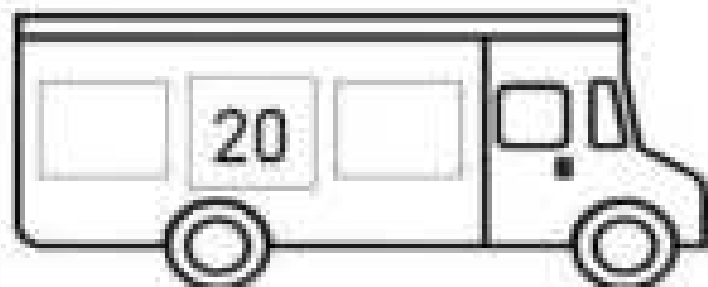
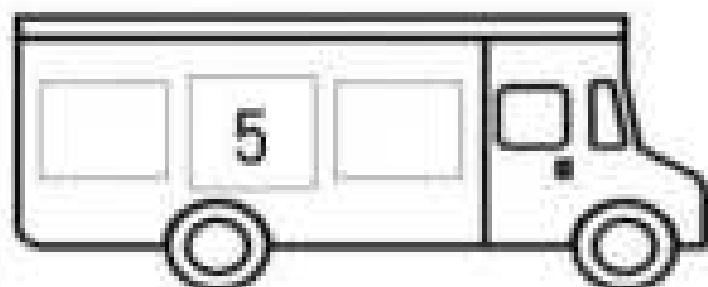
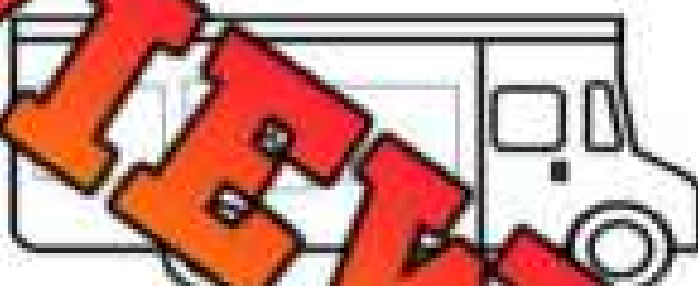
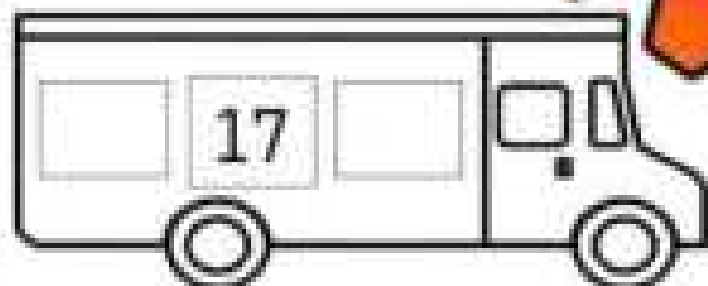
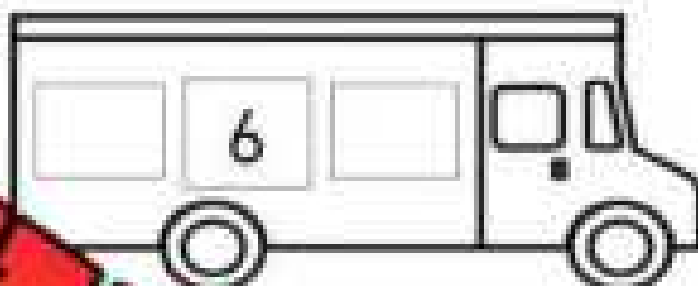
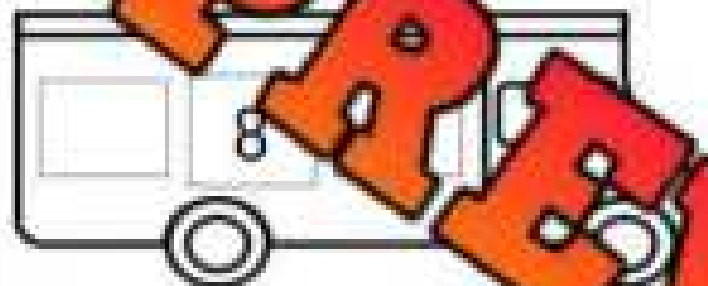
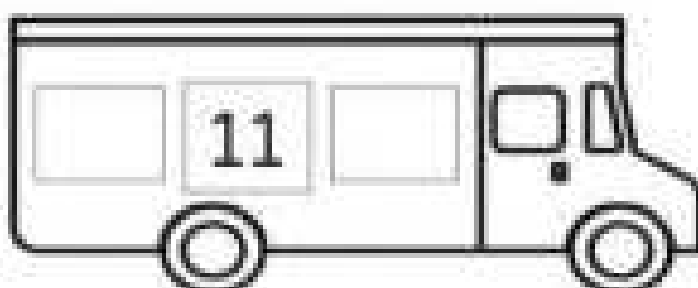
Name: _____

21

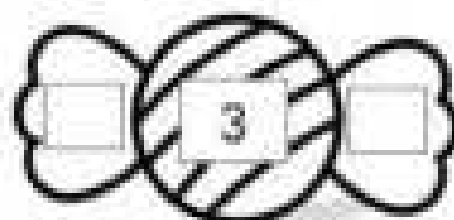
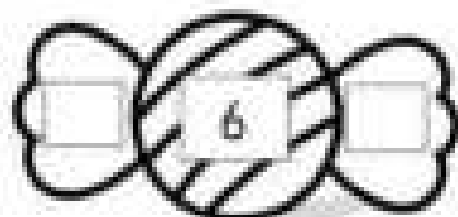
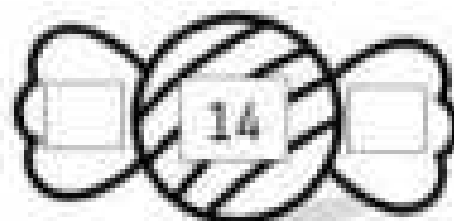
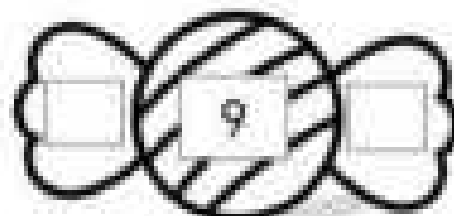
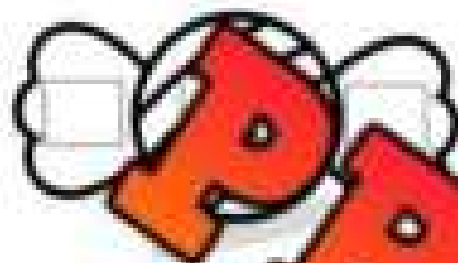
One More, One Less

Instructions:

Write one less and one more on the trucks below



PREVIEW

Two More, Two Less

Activity: Number Neighbours

Objective

What are we learning about?

To enhance students' ability to identify the number, up to 20, that is one more, two more, one less, and two less than a given number.

Materials

What you will need for the activity

- Number cards from 1 to 20
- Small objects, such as beads, or small blocks
- Paper and crayons



Instructions

How to do the activity

1. Give each student a number card and a set of small objects.
2. Ask the students to place the number of objects that matches their number card in front of them.
3. Explain that they will find out what number is one more, two more, one less, and two less than the number on their card.
4. Ask the students to add one object to their group and write down the new number. Then, ask them to add one more object and write down the new number again.
5. Next, ask the students to remove one object from their original group and write down the new number. Then, ask them to remove one more object and write down the final number.
6. Once they have written all the numbers, ask the students to draw a picture that represents the numbers they found.
7. Bring the class together and have each student share their original number and the numbers they found that are one more, two more, one less, and two less. They can also share their drawings.

Name: _____

75

Index Cards

Cut out the index cards below

1

2

4

5

7

9

8

10

PREVIEW

Name: _____

76

Index Cards

Cut out the index cards below

11

12

14

15

17

19

16

18

20

PREVIEW

Name: _____

77

My Numbers

Answer the questions below

1) Fill in the table below:

| Two Less | One Less | My Number | One More | Two More |
|----------|----------|-----------|----------|----------|
| | | | | |

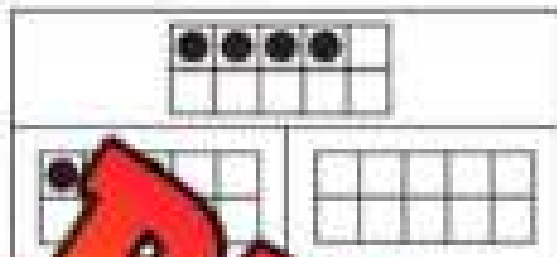
2) You have made different numbers. Draw 5 different pictures of the numbers you have made.

| My Number | One Less | Two Less |
|-----------|----------|----------|
| | | |
| One More | Two More | |
| | | |

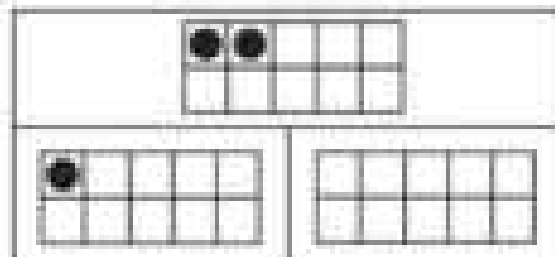
Part-Part Whole – Sums Up To 5**Questions**

How many dots do you need to add to the empty ten frame?

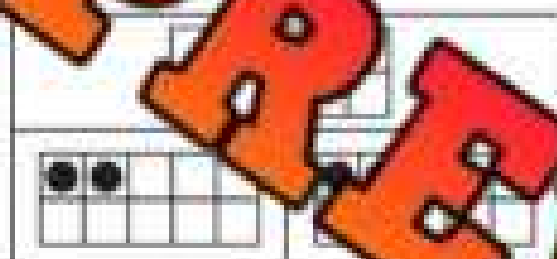
1)



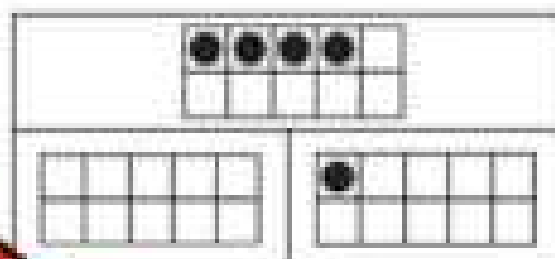
2)



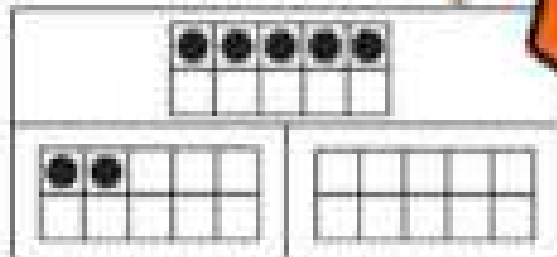
3)



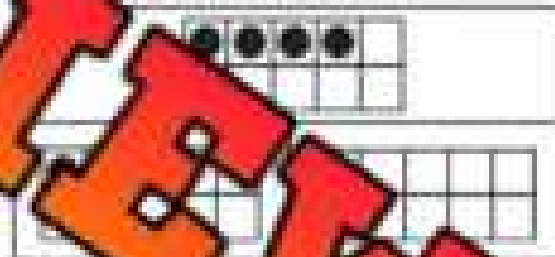
4)



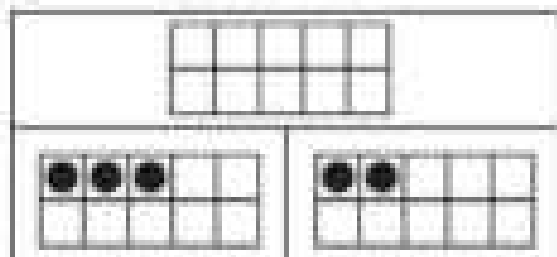
5)



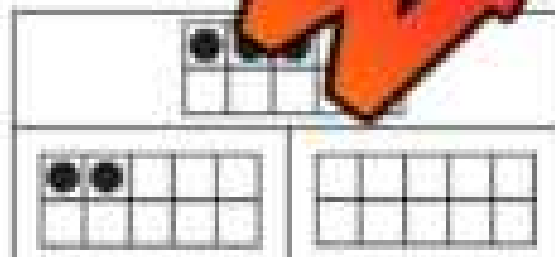
6)



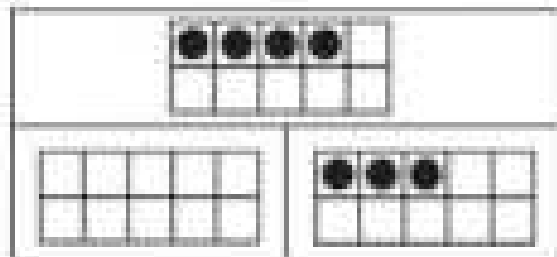
7)



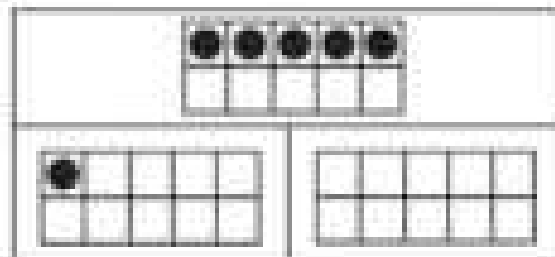
8)



9)



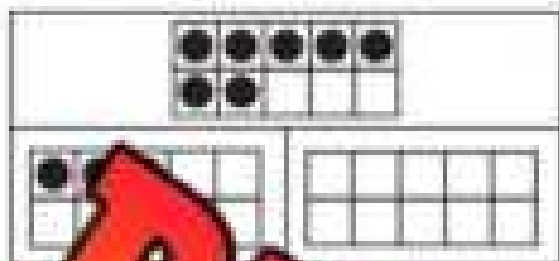
10)



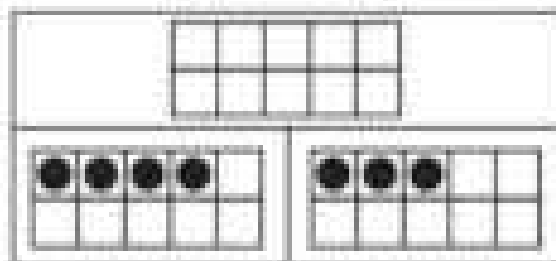
Part-Part Whole – Up To 10**Questions**

How many dots do you need to add to the empty ten frame?

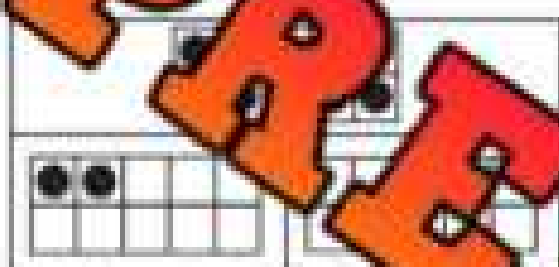
1)



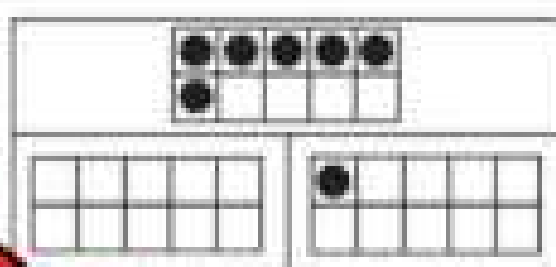
2)



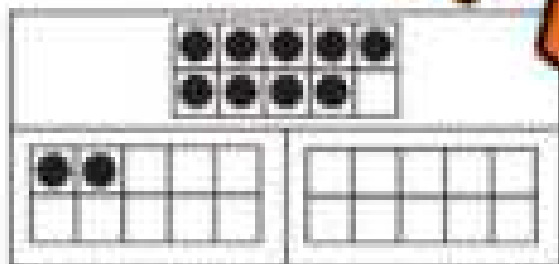
3)



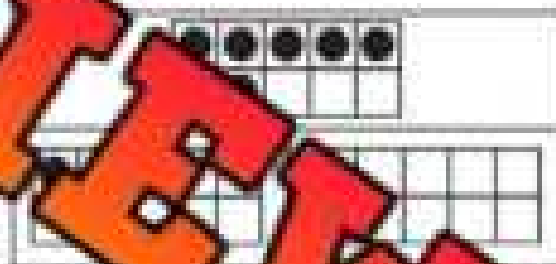
4)



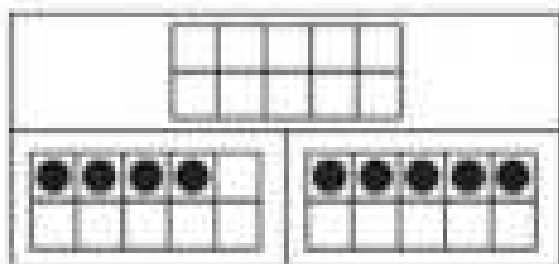
5)



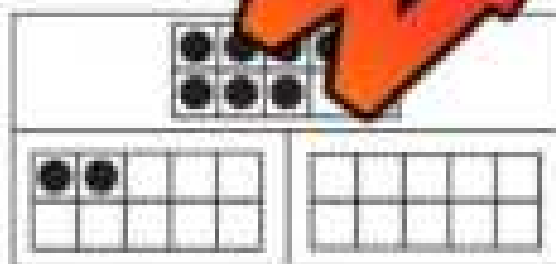
6)



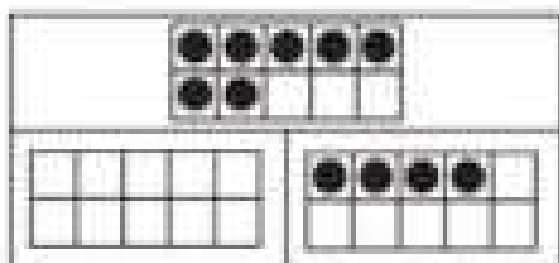
7)



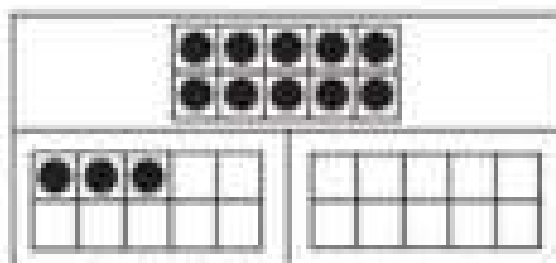
8)



9)



10)



Part-Part Whole - Numbers To 20**Questions**

How do the parts below equal the whole at the top?

1)

| | |
|---|--|
| 7 | |
| | |

2)

| | |
|---|---|
| 9 | |
| | 8 |

3)

| | |
|--|--|
| | |
| | |

4)

| | |
|---|---|
| | |
| 3 | 5 |

5)

| | |
|---|--|
| 6 | |
| 2 | |

6)

| | |
|----|--|
| 11 | |
| | |

7)

| | |
|---|---|
| | |
| 6 | 6 |

8)

| | |
|----|--|
| 16 | |
| 3 | |

9)

| | |
|----|--|
| 18 | |
| 8 | |

10)

| | |
|---|---|
| | |
| 9 | 8 |

Part-Part-Part Whole – Numbers to 20**Questions**

How do the parts below equal the whole at the top?

1)

| | | |
|----|---|--|
| 12 | | |
| | 5 | |

2)

| | | |
|---|---|---|
| 3 | | |
| | 0 | 1 |

3)

| | | |
|---|--|--|
| | | |
| 5 | | |

4)

| | | |
|---|---|---|
| | | |
| 5 | 5 | 5 |

5)

| | | |
|----|--|---|
| 15 | | |
| 7 | | 4 |

6)

| | | |
|--|--|---|
| | | |
| | | 6 |

7)

| | | |
|---|---|---|
| | | |
| 9 | 4 | 1 |

8)

| | | |
|----|--|---|
| 15 | | |
| 9 | | 4 |

9)

| | | |
|----|---|--|
| 17 | | |
| 6 | 6 | |

10)

| | | |
|----|--|---|
| 18 | | |
| 11 | | 6 |

Exit Cards

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

Name: _____

How do the parts below equal the whole at the top?

a)

| | |
|----|--|
| 12 | |
| 5 | |

b)

| | | |
|----|---|---|
| 14 | | |
| | 0 | 1 |

Name: _____

How do the parts below equal the whole at the top?

a)

| | |
|----|--|
| 12 | |
| 5 | |

b)

| | | |
|----|---|---|
| 14 | | |
| | 0 | 1 |

Name: _____

How do the parts below equal the whole at the top?

a)

| | |
|----|--|
| 12 | |
| 5 | |

b)

| | | |
|----|---|---|
| 14 | | |
| | 0 | 1 |

Name: _____

How do the parts below equal the whole at the top?

a)

| | |
|----|--|
| 12 | |
| 5 | |

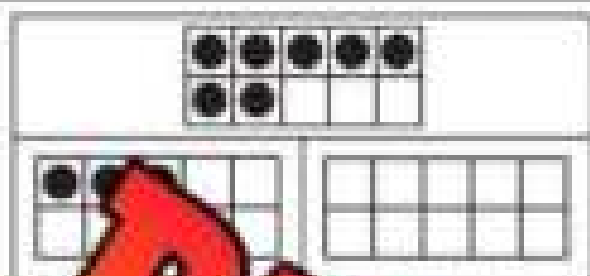
b)

| | | |
|----|---|---|
| 14 | | |
| | 0 | 1 |

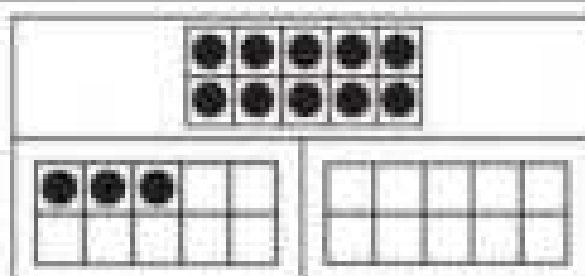
Number Sense Quiz**Part 1**

How many dots do you need to add to the empty ten frame?

1)



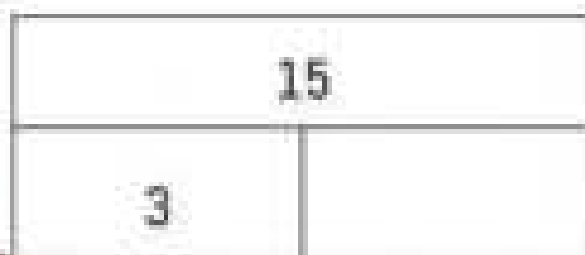
2)



3)



4)

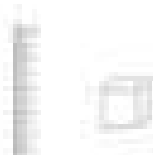
**Part 2**

Compare the numbers. Use the symbols < > =

1)



12



11

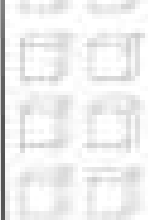
3)



2)



4)



Part 3

Compare the following numbers using

| | | |
|----------------------------------|----------------------------------|----------------------------------|
| 1)
14 <input type="text"/> 18 | 2)
6 <input type="text"/> 6 | 3)
2 <input type="text"/> 5 |
| 4)
8 <input type="text"/> 11 | 5)
17 <input type="text"/> 14 | 6)
15 <input type="text"/> 7 |
| 7)
18 <input type="text"/> 18 | 8)
20 <input type="text"/> 18 | 9)
16 <input type="text"/> 16 |

Part 4

Fill in the blank.

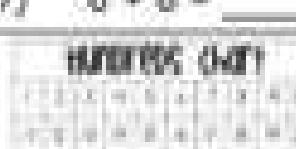
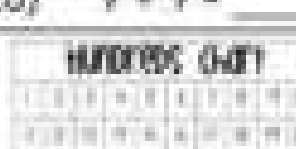
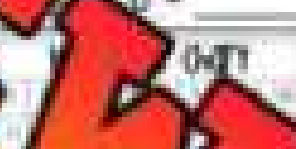
| | | | | |
|----------|----------|----------|----------|----------|
| One Less | 1)
7 | One More | 2)
 | One More |
| One Less | 3)
5 | One More | One Less | More |
| Two Less | 5)
3 | Two More | Two Less | Two More |
| Two Less | 7)
13 | Two More | Two Less | Two More |
| | | | 8)
2 | |

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

Part 2

Use the number line to find the answer

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

Mental Math Strategy - Counting On**Directions:**

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

1) $4 + 5 =$ _____



2) $7 + 6 =$ _____



3) $11 + 5 =$ _____



4) $12 + 7 =$ _____



5) $14 + 6 =$ _____



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

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

1) 7 + 3 =

$$10 + 2 = 12$$

2) 9 + 6 =



$$=$$

3) 8 + 9 =



$$+ =$$

4) 8 + 8 =



$$+ =$$

5) 7 + 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.

$$\begin{array}{r} 20 \\ + 10 \\ \hline 20 \end{array}$$

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

$$\begin{array}{r} 4 + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 + 4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 + 10 \\ \hline \end{array}$$

Name: _____

91

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

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

36

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

Name: _____

95

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

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

36

PREVIEW

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

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

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

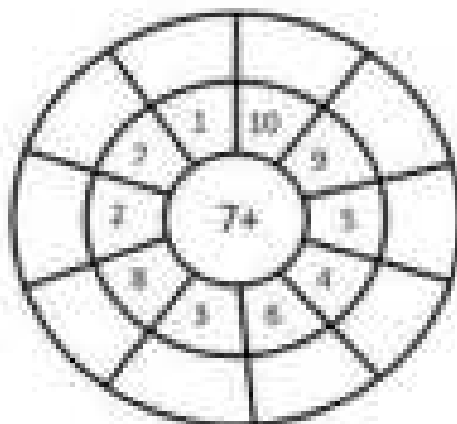
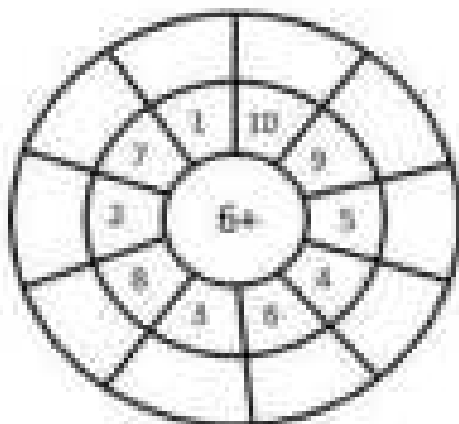
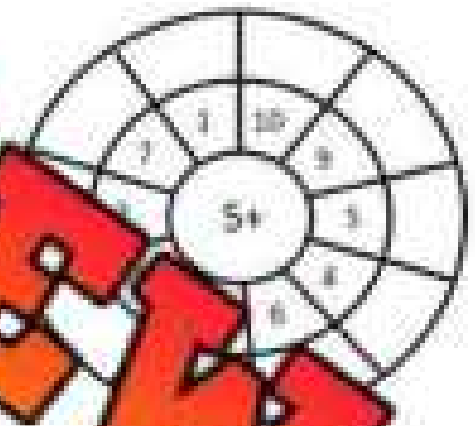
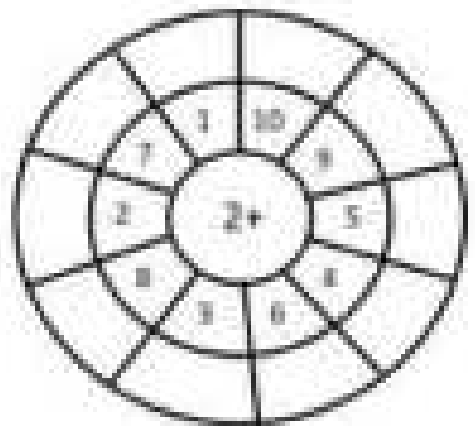
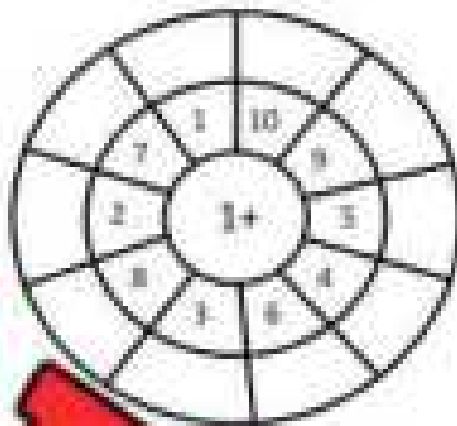
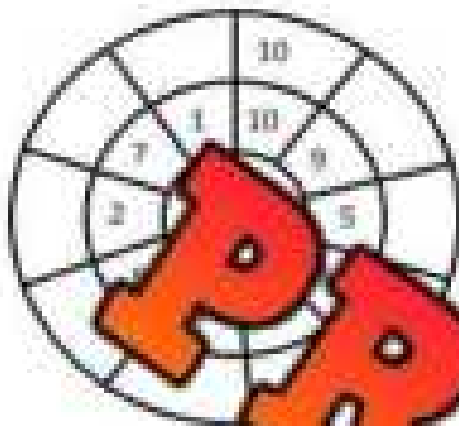
Name: _____

99

Bullseye Math Facts

Instructions

Fill in the outer layer of the bullseye.



Adding Money**Instructions**

Add the money below

1)



+

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

2)



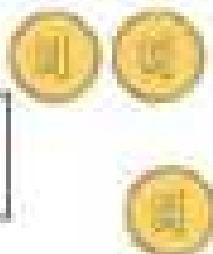
+

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

3)



+

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

4)



+

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

6)



+

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

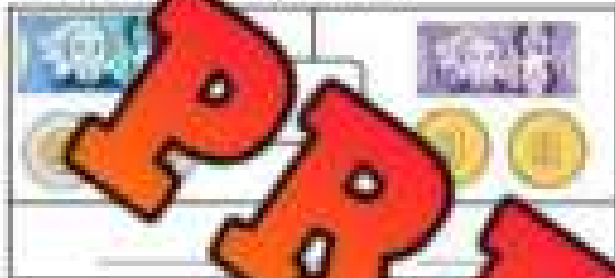
Exit Cards

Cut Out

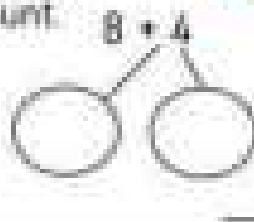
Cut out the exit cards below and have students complete them at the end of class

Name: _____

a) Add the money below

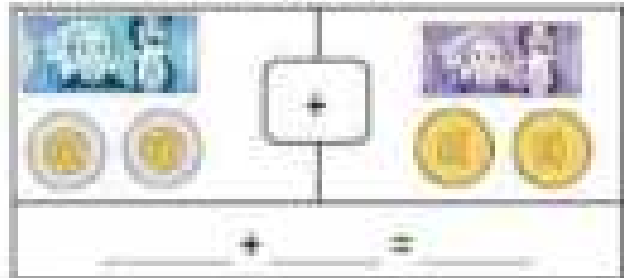


b) Create a ten and add the remaining amount.



Name: _____

a) Add the money below

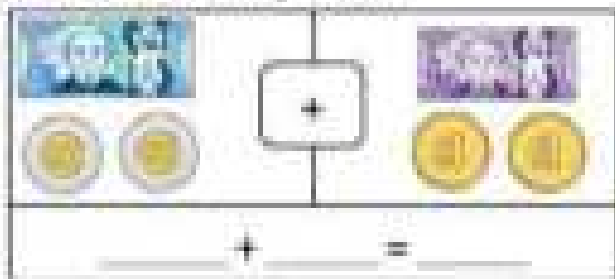


b) Create a ten and add the remaining amount.



Name: _____

a) Add the money below

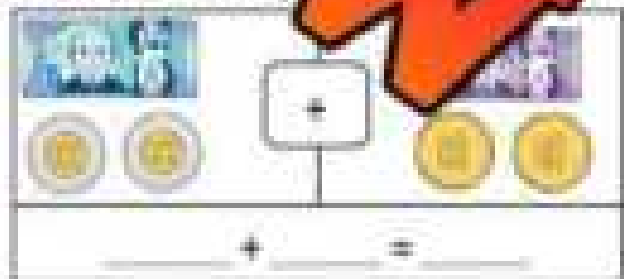


b) Create a ten and add the remaining amount.



Name: _____

a) Add the money below



b) Create a ten and add the remaining amount.

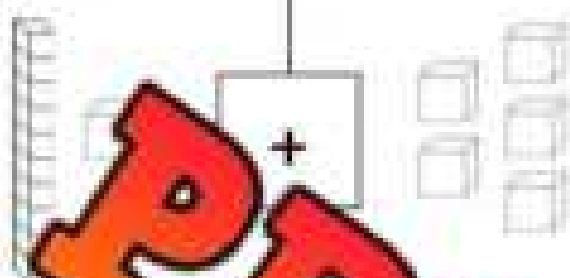


Base Ten Blocks Addition

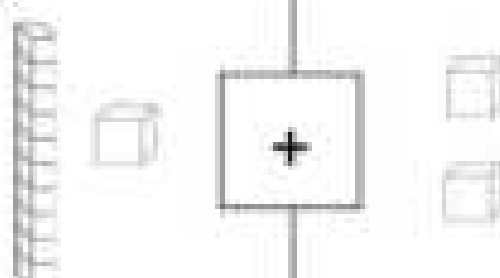
Instructions

Add the base ten blocks below

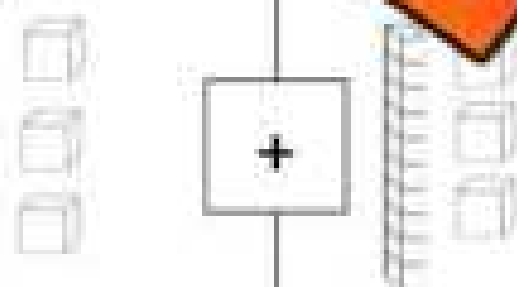
1)


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

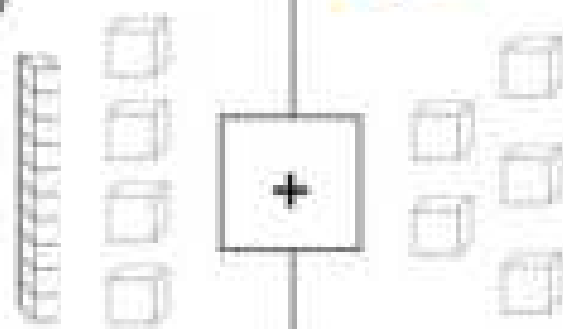
4)


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

2)


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

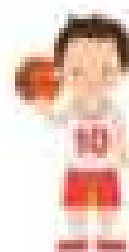
6)


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

Addition Word Problems (Less than 20)**Questions**

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

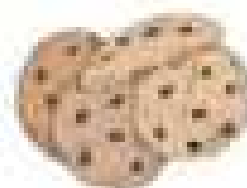
- 1) Sarah scored 8 points in her first basketball game and 7 points in her second game. How many total points did she score?



- 2) Kate has \$8 in her piggy bank. Her dad gives her \$11 for doing her chores. How much money does she have now?



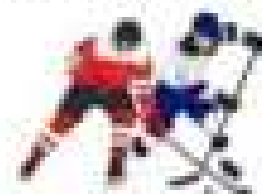
- 3) Mark made 9 cookies in his first batch and 9 cookies in his second batch. How many cookies did he make?



Addition - Word Problems - Sports**Questions**

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

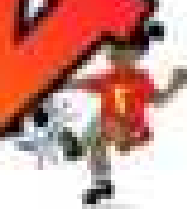
- 1) The Wolves scored 6 goals in their first game, 3 goals in their second game, and 7 goals in their third game. How many goals did they score in all 3 games?



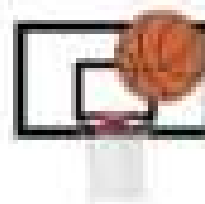
- 2) Gemma scored 4 points in her first game, 5 points in her second game, and 6 points in her third game. How many points did she score in all 3 games?



- 3) Harper took 9 shots on goal in game one, 7 in game two, and 5 shots in game three. How many total shots did she take?



- 4) Ryan had 7 rebounds in his first game, 3 rebounds in his second game, and 5 rebounds in his third game. How many rebounds did he have in all three games?



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) |
| $\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$ |

b) Emma earned \$8 from chores, \$5 from a sale, and \$4 from babysitting. How much does she have?

Name: _____

Solve the problems below

a)

| | |
|--|--|
| 1) | 2) |
| $\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$ |

b) Emma earned \$8 from chores, \$5 from a sale, and \$4 from babysitting. How much does she have?

Name: _____

Solve the problems below

a)

| | |
|--|--|
| 1) | 2) |
| $\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$ |

b) Emma earned \$8 from chores, \$5 from a sale, and \$4 from babysitting. How much does she have?

Name: _____

Solve the problems below

a)

| | |
|--|--|
| 1) | 2) |
| $\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$ |

b) Emma earned \$8 from chores, \$5 from a sale, and \$4 from babysitting. How much does she have?

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 20.

Materials

What you will need for the activity

- Sets of index cards with different addition word problems
- Masking tape
- Small bags or containers for the card sets
- Optional: small prizes (or treat as treasure)
- Tape

$$5 + 3 = 8$$



Instructions

How you will implement the activity

- 1) Prepare sets of index cards with different addition word problems (up to 18).
- 2) Hide these cards around the classroom or schoolyard or area, taping them under chairs, desks, or tucked into non-desired areas.
- 3) Divide the class into small teams and give each team a 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.

Index cards

Cut out the cards below

Max has 10 toy cars and gets 7 more. How many toy cars does he have now?

Lily has 9 marbles and finds 8 more. How many marbles does she have now?

Emma has 5 books and buys 6 more. How many books does she have now?

Noah finds 7 crayons and then gets 8 more. How many crayons does he have in total?

Ava has 12 dolls and receives 6 more as a gift. How many dolls does she have now?

Leo has 8 stickers and gets 9 more from his friend. How many stickers does he have now?

If you have 10 apples and buy 9 more, how many apples do you have in total?

There were 11 birds on a tree, and 7 more joined. How many birds are there now?

Name: _____

109

Index cards

Cut out the cards below

$14 + 6 =$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

$11 + 8 =$

$$\begin{array}{r} + 2 \\ \hline \end{array}$$

$13 + 6 =$

$10 + 6 =$

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

Index cards

Cut out the cards below

David has 14 comic books and gets 4 more from a friend. His dad gives him 2 more comic books. How many comic books does David have now?

Lily has 10 pencils and buys 5 more. Her teacher gives her 3 more pencils. How many pencils does Lily have now?

Mike finds 6 marbles and then gets 4 more from his brother. His sister gives him 2 more marbles. How many marbles does he have now?

Anna has 12 stickers at home. Her friend gives her 4 more. She gets 3 stickers for her birthday. How many stickers does Anna have now?

Sam has 8 toy cars and gets 7 more for his birthday. His uncle gives him 2 more toy cars. How many toy cars does Sam have now?

Jake has 15 blocks and buys 6 more. His sister gives him 2 more blocks. How many blocks does Jake have now?

Emma finds 9 flowers and picks 5 more. Her friend gives her 2 more flowers. How many flowers does Emma have now?

Mia has 11 bracelets and makes 4 more. She receives 2 more bracelets from her mother. How many bracelets does Mia have now?

Number Line Addition

Instructions

Use the number line to add the numbers below

$10 + 5 = 15$



$3 + 8 =$



$8 + 7 =$



$12 + 7 =$



$4 + 6 =$



$9 + 8 =$



$13 + 5 =$



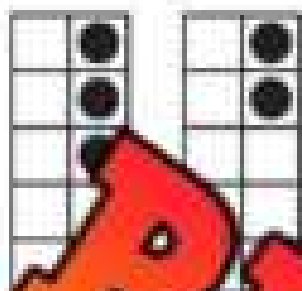
$11 + 9 =$



Ten Frame Addition**Instructions**

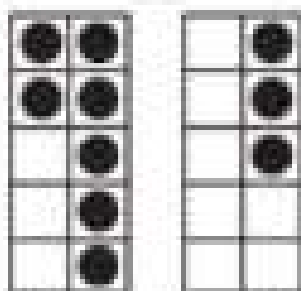
Complete the addition sentences below

1)



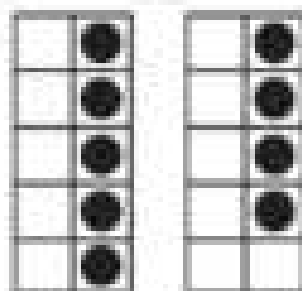
$$3 + \underline{\quad} = \underline{\quad}$$

2)



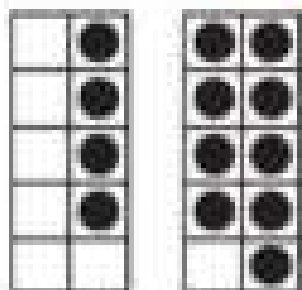
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3)



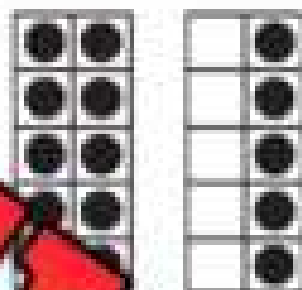
$$\underline{\quad} + 4 = \underline{\quad}$$

4)



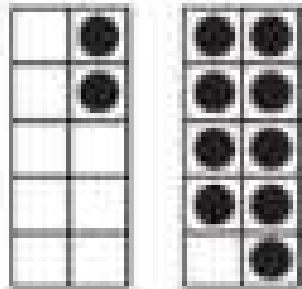
$$4 + \underline{\quad} = \underline{\quad}$$

6)



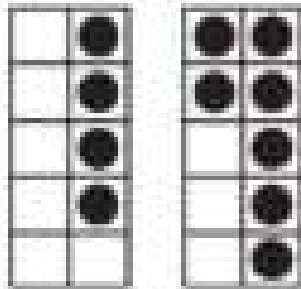
$$\underline{\quad} + 4 = \underline{\quad}$$

7)



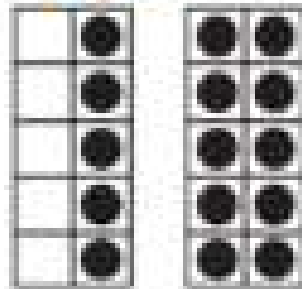
$$\underline{\quad} + \underline{\quad} = 11$$

8)



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

9)

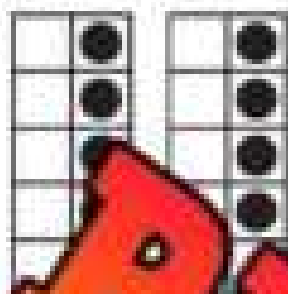


$$\underline{\quad} + 10 = \underline{\quad}$$

Ten Frame Addition - Doubles**Instructions**

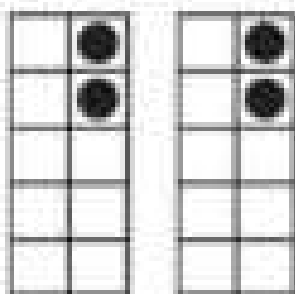
Complete the addition sentences below

1)



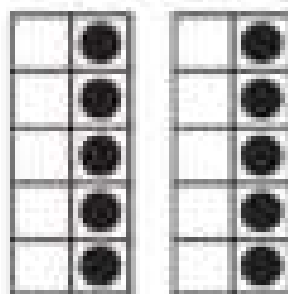
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2)



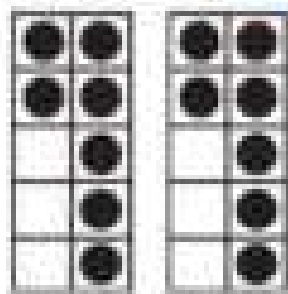
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3)



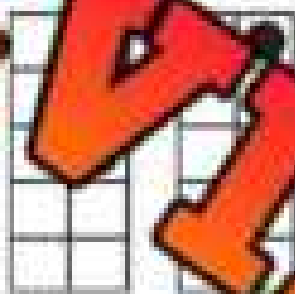
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4)



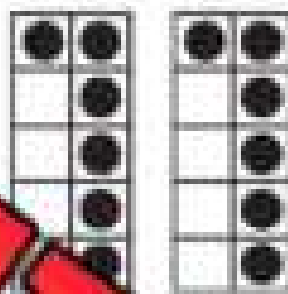
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5)



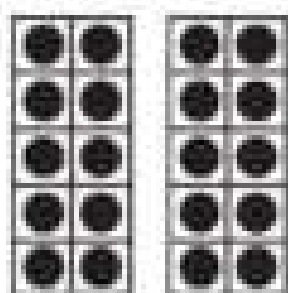
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6)



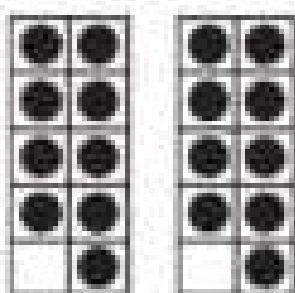
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

7)



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

8)



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

9)



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

Mental Math – Counting Back (Up 18)

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

2) $18 - 6 =$ _____

HUNDREDS CHART

3) $15 - 3 =$ _____

HUNDREDS CHART

4) _____

HUNDREDS CHART

5) $13 - 6 =$ _____

HUNDREDS CHART

6) $12 - 5 =$ _____

HUNDREDS CHART

7) $18 - 8 =$ _____

HUNDREDS CHART

17

HUNDREDS CHART

9) $19 - 4 =$ _____

HUNDREDS CHART

10) $19 - 9 =$ _____

HUNDREDS CHART

11) $15 - 6 =$ _____

HUNDREDS CHART

12) $15 - 8 =$ _____

HUNDREDS CHART

Part 2

Use the number lines to find the answers

1) $13 - 9 =$ _____



2) $16 - 4 =$ _____



3) $15 - 9 =$ _____



Subtraction Mental Math – Counting Back

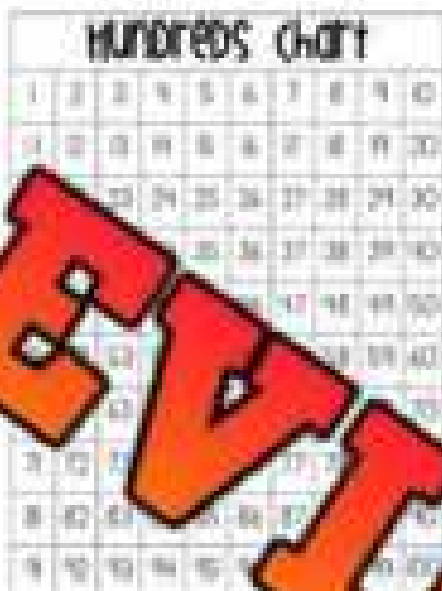
Directions:

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

$8 - 5 = \underline{\quad}$



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



$12 - 6 = \underline{\quad}$



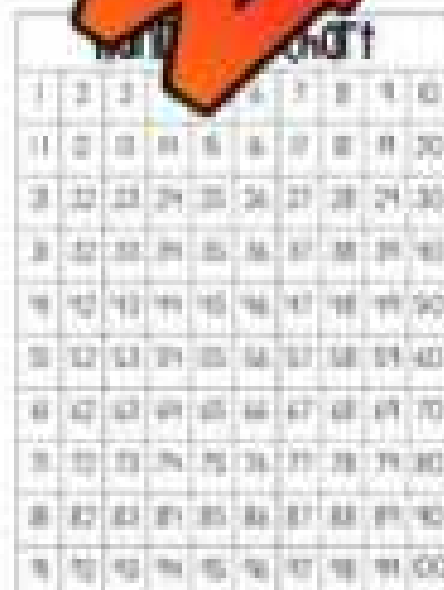
$17 - 6 = \underline{\quad}$



$18 - 5 = \underline{\quad}$



$20 - 8 = \underline{\quad}$



Subtraction Mental Math - Counting Up

Background - Subtraction is simply finding the difference between two numbers.

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.

1) 8



2) $10 - 6 =$ _____



3) $11 - 5 =$ _____



4) $15 - 11 =$ _____

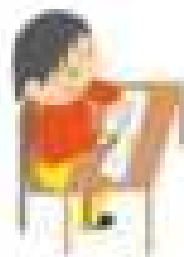


5) $18 - 12 =$ _____



Subtraction Mental Math - Counting Up**Directions:**

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.

**Instruct**

Draw a number line and answer the question



$8 - 5$

$13 - 9$

$15 - 5$

$18 - 12$

Math Facts - Subtract by 0 and 1**Questions**

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

36

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

Name: _____

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Math Facts - Subtract by 6 & 7**Questions:**

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

36

12

 -6

9

 -6

8

 -7

7

 -7

13

 -6

10

 -6

14

 -7

10

 -6

10

 -7

13

 -7

11

 -7

8

 -6

7

 -6

14

 -7

8

 -7

7

 -7

8

 -7

7

 -7

9

 -7

14

 -6

10

 -6

12

 -7

13

 -7

15

 -6

14

 -6

12

 -7

11

 -6

12

 -6

10

 -6

11

 -7

13

 -7

8

 -6

7

 -7

Activity: Addition/Subtraction Race

Objective

What are we learning about?

Students will practice adding numbers up to 20 by racing to solve addition problems quickly and accurately.

Materials

What you will need for the activity:

- Math facts or problems
- Timer (optional)

**Instructions**

How to run the activity:

1. Prepare a stack of index cards with math problems. Include a mix of simple problems to ensure variety.
2. Have students line up in a single file.
3. Call the first two students in line to the front. Explain that they will race to answer the addition question that the teacher pulls from the stack.
4. Pull a card from the stack and read the question aloud.
5. The first student to answer correctly wins the round.
6. The student who answers correctly stays at the front to compete against the next student in line.
7. The student who loses goes to the end of the line.
8. Optional: If a student wins five rounds in a row, they move to the back of the line to give others a chance to play.
9. Continue the game until all students have had a chance to compete multiple times or until the designated game time is up.

Math Cards

Cut out the math cards below

$14 - 8$

$8 + 4$

$8 + 4$

$15 - 9$

$14 - 5$

$4 + 4$

$7 + 5$

$16 - 8$

PREVIEW

Math Cards

Cut out the math cards below

$5 - 2$

$13 - 7$

PREVIEW

$6 - 2$

$7 + 9$

$9 + 7$

$8 + 1$

$13 - 6$

$10 - 3$

Math Cards

Cut out the math cards below

$$9 - 4$$

$$3 + 6$$

$$4 + 1$$

$$10 + 3$$

$$5 + 10$$

$$12$$

$$2 + 7$$

$$13 - 6$$

PREVIEW

Math Cards

Cut out the math cards below

$$9 - 3$$

$$8 + 3$$

$$11$$

$$6 + 9$$

$$5 + 8$$

$$14$$

$$15 - 7$$

$$12 + 6$$

PREVIEW

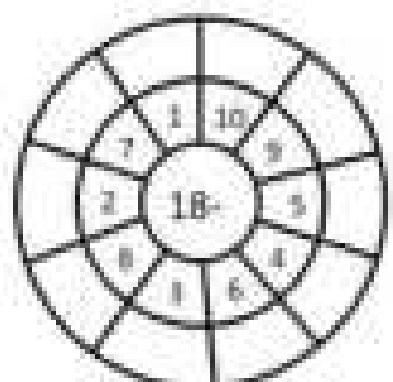
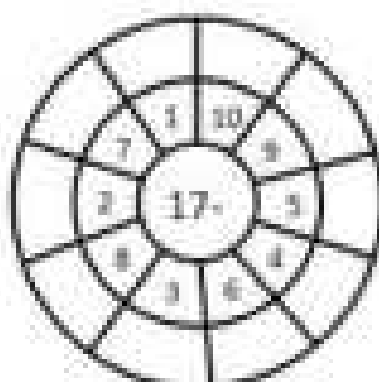
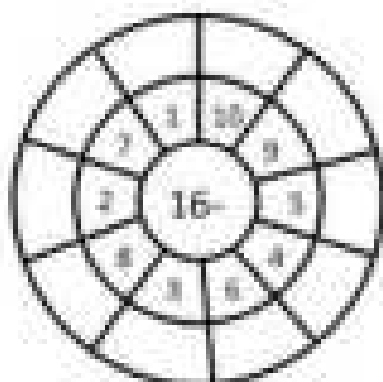
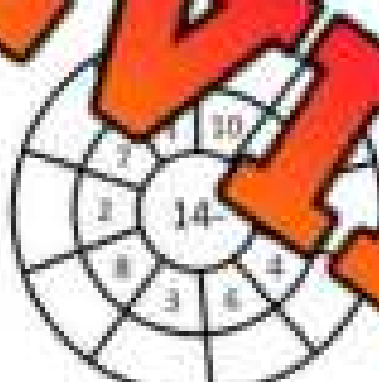
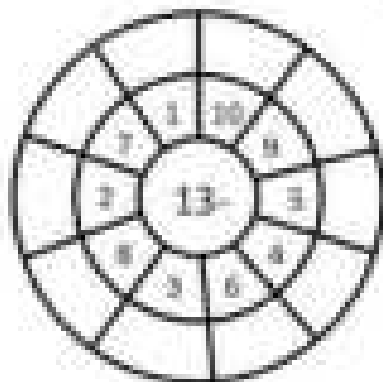
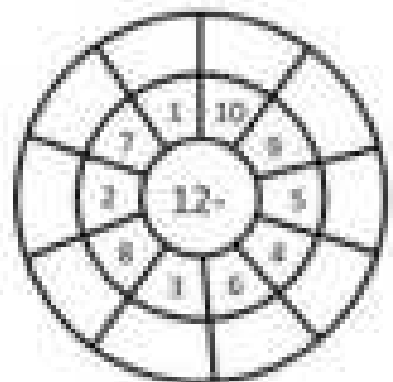
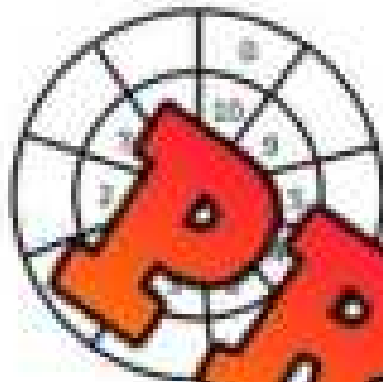
Name: _____

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Bullseye Subtraction Facts

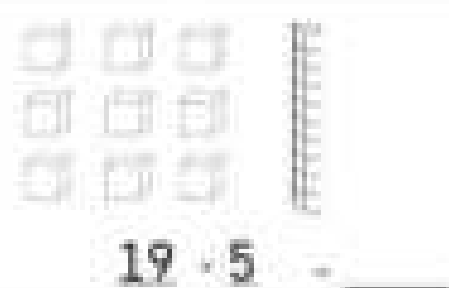
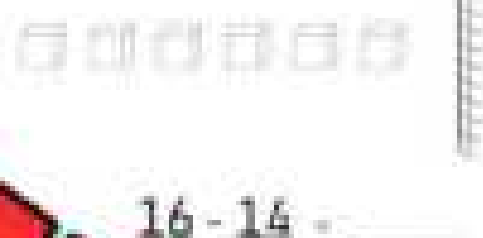
Instructions:

Fill in the outer layer of the bullseye.



Subtraction Using Base Ten Blocks**Instructions**

Subtract from the base ten blocks

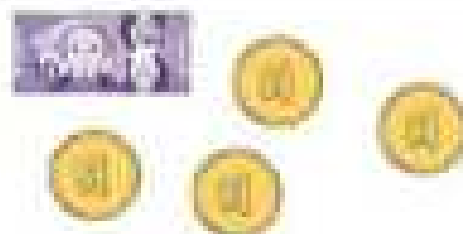


Subtracting Money**Instructions**

Subtract from the money below



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



$$\$14 - \$2 = \underline{\hspace{2cm}}$$



$$\$16 - \$5 = \underline{\hspace{2cm}}$$



$$\$17 - \$2 = \underline{\hspace{2cm}}$$



$$\$15 - \$13 = \underline{\hspace{2cm}}$$



$$\$15 - \$14 = \underline{\hspace{2cm}}$$



$$\$18 - \$7 = \underline{\hspace{2cm}}$$



$$\$19 - \$17 = \underline{\hspace{2cm}}$$

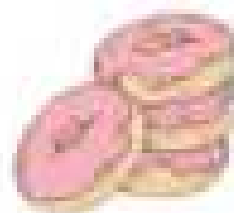
Subtraction Word Problems (Less Than 20)**Questions**

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

- 1) Jessica has 12 candies. She eats 7 of them. How many candies does she have left?



- 2) Jared brought 20 donuts to school. He gives 15 donuts to his class. How many donuts does he have left?



- 3) Thomas has 19 marbles. He loses 7 of them. How many marbles does he have left?



- 4) There are 16 birds on Ashley's property. 8 of them fly away. How many birds are left?



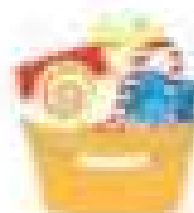
Subtraction - Word Problems - Shopping**Questions**

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

- 1) Bailey has \$15 in her purse. She spends \$8 on a toy. How much money does she have left?



- 2) Rob has \$10 in his wallet. He spends \$6 on candy. How much money does he have left?



- 3) Jane has \$17 to spend at the mall. She buys a dress for \$13. How much money does she have left?



- 4) Abby has \$20 to spend at a fast-food restaurant. She buys a burger and fries for \$11. How much money does she have left?



Subtraction - Word Problems - Treats**Questions**

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

- 1) Emma baked 16 cookies. She eats 3 cookies and gives away 7 cookies. How many cookies does she have left?



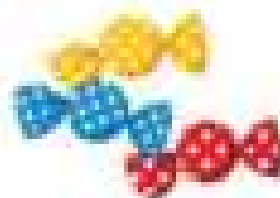
- 2) Lily buys 15 donuts. She eats 4 and gives away 5 of them. How many donuts does she have left?



- 3) Chris finds 19 chocolate easter eggs. He gives away 6 eggs and his sister 6 eggs. How many eggs does he have left?



- 4) Josh buys a bag of 20 candies. He ate 7 candies yesterday and ate 6 candies today. How many candies does he have left?



Exit Cards

Cut Out

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

Name: _____

Answer the questions below

a) Jake collected 18 seashells on the beach. He lost 6 of them and gave 5 to his friend. How many seashells does he have left?

b) David has 17 comic books. He sells 5 of them. How many comic books does he have left?

Name: _____

Answer the questions below

a) Jake collected 18 seashells on the beach. He lost 6 of them and gave 5 to his friend. How many seashells does he have left?

b) David has 17 comic books. He sells 5 of them. How many comic books does he have left?

Name: _____

Answer the questions below

a) Jake collected 18 seashells on the beach. He lost 6 of them and gave 5 to his friend. How many seashells does he have left?

b) David has 17 comic books. He sells 5 of them. How many comic books does he have left?

Name: _____

Answer the questions below

a) Jake collected 18 seashells on the beach. He lost 6 of them and gave 5 to his friend. How many seashells does he have left?

b) David has 17 comic books. He sells 5 of them. How many comic books does he have left?

Subtraction Jeopardy

Objective

What are we learning about?

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

Materials

What will need for the activity:

- Jeopardy board and questions
- Buzzer or bell

**Instructions**

How you will conduct 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 |
|--|--|---|--|---|
| $6 - 2 = \underline{\quad}$ | $9 - 2 = \underline{\quad}$ | $13 - 2 = \underline{\quad}$ | $15 - 2 - 1 = \underline{\quad}$ | $19 - 13 - 4 = \underline{\quad}$ |
| $8 - 4 = \underline{\quad}$ | $12 - 4 = \underline{\quad}$ | $16 - 4 = \underline{\quad}$ | $18 - 5 - 3 = \underline{\quad}$ | $20 - 5 - 10 = \underline{\quad}$ |
| $10 - 6 = \underline{\quad}$ | $14 - 6 = \underline{\quad}$ | $19 - 17 = \underline{\quad}$ | $19 - 7 - 2 = \underline{\quad}$ | $18 - 7 - 9 = \underline{\quad}$ |
| $12 - 7 = \underline{\quad}$ | $15 - 8 = \underline{\quad}$ | $17 - 2 - 6 = \underline{\quad}$ | $18 - 9 - 5 = \underline{\quad}$ | $20 - 9 - 9 = \underline{\quad}$ |
| Alex bought 10 apples and gave 3 to his friend. How many apples does he have left? | Olivia had 17 pencils. She gave 5 to her friend. How many pencils does she have now? | Isabella had 14 marbles. She played a game and won 8 more marbles, but then accidentally lost 6. How many marbles does she have now? | Emma had 18 seashells. She gave 5 seashells to her little sister and then found 3 more seashells at the beach. How many seashells does Emma have in total? | |
| Emma had 14 pencils and gave 5 to her friend. How many pencils does she have now? | Jack had 18 marbles and lost 7. How many marbles does he have left? | Henry had 19 stickers. He stuck 6 stickers on his notebook and then lost 2 stickers during recess. How many stickers does Henry have now? | Nathan had 16 baseball cards. He traded 7 cards with his friend and then lost 2 cards on the way home. How many baseball cards does Nathan have now? | Olivia had 13 chocolate bars. He ate 6 chocolate bars during a movie night and then shared 4 chocolate bars with his cousins. How many chocolate bars are left? |

Adding and Subtracting Numbers To 18**Questions****Addition and Subtraction Questions**

1) $3 + 2 - 2 =$

2) $8 -$

3) $3 + - 1$

4) $3 + 4 - 4 =$

5) $7 - 5 + 3 =$

6) $8 - 3 + 2 =$

7) $6 + 1 - 2 =$

8) $8 + 3 - 5 =$

9) $7 - 7 + 6 =$

10) $6 + 4 - 3 =$

11) $8 - 4 + 5 =$

12) $10 - 5 + 5 =$

13) $12 + 3 - 5 =$

14) $15 + 2 - 3 =$

15) $- 4 =$

16) $- 5$

17) $3 + 5 - 5 =$

18) $9 + 6 - 4 =$

19) $18 - 8 + 6 =$

20) $16 + 4 - 3 =$

Fact Families - Adding/ Subtracting (10)**Questions**

Create 2 addition and 2 subtraction equations using the numbers provided

1)

3

7

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

2)

5

9

4

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

3)

6

2

8

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

4)

7

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

Fact Families - Adding/ Subtracting**Questions**

Create 2 addition and 2 subtraction equations using the numbers provided

1) 2, 6, 4

Equation 1 (+): $2 + 4 = 6$ Equation 2 (+): $4 + 2 = 6$ Equation 3 (-): $6 - 2 = 4$ Equation 4 (-): $6 - 4 = 2$

2) 3, 5, 8

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

3) 6, 10, 4

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

13, 7, 6

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

5) 15, 20, 5

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

6) 11, 20, 9

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

Inverse Operations - Checking Answers**Instructions**

Check your answer by using the inverse operation

1) $5 + 2 = 7$



$7 - 2 = 5$

2) $9 +$ _____



_____ - _____ = _____

3) $4 + 7 =$ _____



_____ - _____ = _____

4) $8 - 3 = 5$



$5 + 3 = 8$

5) $10 - 4 =$ _____



_____ + _____ = _____

6) $10 + 8 =$ _____



_____ - _____ = _____

7) $13 - 4 =$ _____



_____ + _____ = _____

8) $17 - 5 =$ _____



_____ + _____ = _____

9) $12 + 7 =$ _____



_____ - _____ = _____

10) $20 - 8 =$ _____



_____ + _____ = _____

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.

$$11 - 2 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$14 - 7 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$$

b) Fill in the blank using the information given to you.

$$\text{If } 4 + 8 = 12, \text{ then } 12 - 4 = \underline{\quad}$$

$$\text{If } 5 + 9 = 14, \text{ then } 14 - 9 = \underline{\quad}$$

Name: _____

a) Check your answer by using the inverse operation.

$$11 - 2 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$14 - 7 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$$

b) Fill in the blank using the information given to you.

$$\text{If } 4 + 8 = 12, \text{ then } 12 - 4 = \underline{\quad}$$

$$\text{If } 5 + 9 = 14, \text{ then } 14 - 9 = \underline{\quad}$$

Name: _____

a) Check your answer by using the inverse operation.

$$11 - 2 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$14 - 7 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$$

b) Fill in the blank using the information given to you.

$$\text{If } 4 + 8 = 12, \text{ then } 12 - 4 = \underline{\quad}$$

$$\text{If } 5 + 9 = 14, \text{ then } 14 - 9 = \underline{\quad}$$

Name: _____

a) Check your answer by using the inverse operation.

$$11 - 2 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$14 - 7 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$$

b) Fill in the blank using the information given to you.

$$\text{If } 4 + 8 = 12, \text{ then } 12 - 4 = \underline{\quad}$$

$$\text{If } 5 + 9 = 14, \text{ then } 14 - 9 = \underline{\quad}$$

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 collaborative group setting.

Materials: _____ 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, ensuring there are 10 subtraction equations and 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

$$9 - 1 = 8$$

$$8 + 1 = 9$$

$$16$$

$$10$$

$$10 + 6 = 16$$

$$13 - 3 = 10$$

$$10 + 3 = 13$$

$$11 - 2 = 9$$

$$9 + 2 = 11$$

$$19 - 9 = 10$$

$$10 + 9 = 19$$

PREVIEW

Cards

Matching Game Cards

$$8 - 2 = 6$$

$$6 + 2 = 8$$

$$9 + 5 = 14$$

$$13 - 4 = 9$$

$$9 + 4 = 13$$

$$11 - 3 = 8$$

$$8 + 3 = 11$$

$$17 - 6 = 11$$

$$11 + 6 = 17$$

PREVIEW

Cards

Matching Game Cards

$$10 - 1 = 9$$

$$9 + 1 = 10$$

$$9 + 6 = 15$$

$$12 - 2 = 10$$

$$10 + 2 = 12$$

$$16 - 7 = 9$$

$$9 + 7 = 16$$

$$18 - 8 = 10$$

$$10 + 8 = 18$$

PREVIEW

Operations Quiz**Part 1**

Add using the number lines below

1) $4 + 5 =$ _____



2) $7 +$ _____

**Part 2**

Add using the ten blocks below

1)



+



_____ + _____ = _____

3)



+



_____ + _____ = _____

4)



+



_____ + _____ = _____

Part 3

Subtract using the number lines below

1) $15 - 6 = \underline{\hspace{2cm}}$



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

**Part 4**

Use the money and base ten blocks below

 $\$14$ 

-

 $\$11$ $= \underline{\hspace{2cm}}$  $\$13$

-

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

-

 11 $= \underline{\hspace{2cm}}$  19

-

 12 $= \underline{\hspace{2cm}}$ **Part 5**

Addition and subtraction word problems

- 1) Hank brought 17 donuts to school for his class. He gave 14 donuts away. How many donuts does he have left?

- 2) Pam has \$12 in her bank account. She is given \$7. How much does she have now?



Google Slides Lessons Preview





BC Math Curriculum Statistics – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

TALLY MARKS

Learning Goal

We are learning to use tally marks to record and collect data so we can keep track of information clearly, see which things happen more or less, and use our tables to compare and talk about what we discovered.

TALLY MARKS

Count the tally marks.

| | | | | | |
|------|--|------|--|----|----|
| IIII | | II | | 13 | 8 |
| IIII | | IIII | | 2 | 4 |
| II | | II | | 10 | 13 |
| IIII | | IIII | | 6 | 18 |
| | | | | | 14 |

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

TALLY MARKS

Fill in the tally table below and answer the questions.

| Activity | Tally | Count |
|--------------------|-------|-------|
| Reading | IIII | |
| Writing | IIII | |
| Math | IIII | |
| Science | IIII | |
| Art | IIII | |
| Music | IIII | |
| Physical Education | IIII | |

Answer the questions below.

1. Which activity had the most students participating?

2. Which activity had the fewest students participating?

3. How many more students participated in Reading than in Writing?

4. How many more students participated in Math than in Science?

5. How many more students participated in Art than in Music?

6. How many more students participated in Physical Education than in Reading?



BC Math Curriculum Statistics – Grade 1

CREATING A CONCRETE GRAPH

The grade 1s were asked which dinosaur is their favourite. The data is in the table below. Fill in the table and then graph the data in the concrete graph.

1 2 3 4 5 6 7 8 9 0

| Dinosaur | T-Rex | Triceratops | Diplodocus | Stegosaurus |
|----------|-------|-------------|------------|-------------|
| Like | | | | |
| Dislike | 1 | | 1 | |

Concrete Graph: A grid with 10 columns and 5 rows for plotting the data.

CREATE A PICTOGRAPH

Create a pictograph that shows the data in the table below.

On Silly Sock Day, students wore funny socks to school. Each student wore a different number of silly socks (some wore socks on their hands too).

| Student | Number of Socks |
|---------|-----------------|
| Ann | 4 |
| Ben | 2 |
| Maya | 6 |
| Leo | 5 |
| Sam | 3 |

Pictograph: A grid with 5 rows and 10 columns for creating a pictograph. A key shows one sock icon representing 1 sock.

POSSIBLE OR IMPOSSIBLE?

Circle if the likelihood is possible or impossible.

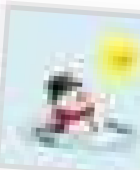
| | | |
|--------------------------------|--------------------------------|--------------------------------|
| <p>Possible
Impossible</p> | <p>Possible
Impossible</p> | <p>Possible
Impossible</p> |
| <p>Possible
Impossible</p> | <p>Possible
Impossible</p> | <p>Possible
Impossible</p> |



BC Math Curriculum Statistics – Grade 1

PROBABILITY

Describe the likelihood of the events in the pictures. ✓

| | | | | | |
|---|-----------------------------------|---|--|---|-----------------------------------|
|  | Possible
Impossible
Certain |  | Possible
Impossible
Certain |  | Possible
Impossible
Certain |
|  | Possible
Impossible
Certain | |  | | Possible
Impossible
Certain |

PROBABILITY

Choose the likelihood of the events happening. ✓

| | | | | | |
|---|-----------------------------------|---|-----------------------------------|--|-----------------------------------|
|  | Certain
Possible
Impossible |  | Certain
Possible
Impossible |  | Certain
Possible
Impossible |
|  | Certain
Possible
Impossible |  | Certain
Possible
Impossible |  | Certain
Possible
Impossible |

PROBABILITY

Choose the likelihood of the events happening? ✓

| | | | | | |
|---|-----------------------------------|---|-----------------------------------|---|-----------------------------------|
|  | Possible
Impossible
Certain |  | Possible
Impossible
Certain |  | Possible
Impossible
Certain |
|  | Possible
Impossible
Certain |  | Possible
Impossible
Certain |  | Possible
Impossible
Certain |



Workbook Preview



Grade 1

Graphing

Curriculum Expectations

Concrete Graphs:

Preview of 40 pages from
this product that contains
103 pages total.



Name: _____

5

Tally Marks

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

Part 1

Count the tally marks

| | | | |
|--|--|--|--|
| | | | |
| | | | |

Part 2

Draw tally marks that match the number

| | |
|------|----------------|
| 4 = | 8 = |
| 13 = | 17 = 20 = |
| 27 = | 32 = |

Part 3

Which is greater? Use the < or >

| | | |
|---------|----------|----------|
| 9 _____ | 11 _____ | 16 _____ |
|---------|----------|----------|

Exit Cards

Cut Out

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

Name: _____

Which is greater? Use the $<$, $=$ or $>$

1)  _____ 8

2) 13 _____ 

3)  _____ 18

4) 21 _____ 

Name: _____

Which is greater? Use the $<$, $=$ or $>$

1)  _____ 8

2) 13 _____ 

3)  _____ 18

4) _____ 

Name: _____

Which is greater? Use the $<$, $=$ or $>$

1)  _____ 8

2) 13 _____ 

3)  _____ 18

4) 21 _____ 

Name: _____

Which is greater?

1)  _____ 8

2) 13 _____ 

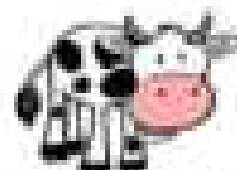
3)  _____ 18

4) 21 _____ 

Name: _____

9

Tally Tables – Chocolate Milk



Part 1

Fill in the tally table below.

| Chocolate Milk Orders by Day | | |
|------------------------------|---------|-----------|
| Days of the Week | Tallies | Frequency |
| Monday | | |
| Tuesday | | |
| Wednesday | | 12 |
| Thursday | | |
| Friday | | 20 |

Part 2

Answer the questions below.

| | |
|---|--|
| 1) Which day was the most popular for chocolate milk orders? | |
| 2) Which day was the least popular for chocolate milk orders? | |
| 3) How many more students ordered chocolate milk on Friday than on Wednesday? | |
| 4) How many chocolate milk orders were made on Friday and Wednesday together? | |

Name: _____

10

Tally Tables – Favourite Fruit

Part 1

Fill in the tally table below.



| Favourite Fruit | | |
|--|---------|-----------|
| Fruit | Tallies | Frequency |
|  Strawberry | | |
|  Blueberry | | 8 |
|  Raspberry | | |
|  Banana | | 19 |
|  Apple | | |

Part 2

Answer the questions below.

| | |
|---|--|
| 1) Which fruit is the most popular? | |
| 2) Which fruit is the least popular? | |
| 3) How many more people like banana than apple? | |
| 4) Put the fruit in order from least popular to most popular. | |
| | |

Tally Tables – Soccer Goals

Part 1

Fill in the tally table below.

The tally chart shows how many goals were scored by each team during the soccer season.



| Team | Tallies | Frequency |
|----------------|---------|-----------|
| Ravens | | 10 |
| Fighting Bears | | |
| Giants | | 22 |
| Panthers | | |
| Bears | | 26 |

Part 2

Answer the questions below.

| | |
|---|--|
| 1) Which team scored the most number of goals? | |
| 2) Which team scored the least number of goals? | |
| 3) How many more goals did the Bears score than the Ravens? | |
| 4) Put the teams in order from least number of goals to the most. | |

Exit Cards

Cut Out

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

Name: _____

Available items in your class.

| | | | |
|---|---|---|---|
|  |  |  |  |
| Apple | Banana | Cookie | Crackers |

Answer the questions below.

- 1) Which item is most available?

- 2) Which item is the least available?

- 3) Write the items in order of least available to most available.

Name: _____

Available items in your class.

| | | | |
|--|---|---|---|
|  |  |  |  |
| Apple | Banana | Cookie | Crackers |

Answer the questions below.

- 1) Which item is most available?

- 2) Which item is the least available?

- 3) Write the items in order of least available to most available.

Name: _____

Available items in your class.

| | | | |
|---|---|---|---|
|  |  |  |  |
| Apple | Banana | Cookie | Crackers |

Answer the questions below.

- 1) Which item is most available?

- 2) Which item is the least available?

- 3) Write the items in order of least available to most available.

Name: _____

Available items in your class.

| | | | |
|--|---|---|---|
|  |  |  |  |
| Apple | Banana | Cookie | Crackers |

Answer the questions below.

- 1) Which item is most available?

- 2) Which item is the least available?

- 3) Write the items in order of least available to most available.

Reading a Concrete Graph - Drinks



| LEGEND | |
|---------|---|
| Tea = |  |
| Water = |  |
| Pop = |  |
| Juice = |  |
| Milk = |  |

| Drink | Tea | Water | Pop | Juice | Milk |
|-----------|-----|-------|-----|-------|------|
| Frequency | | | | | |

Questions

Read the concrete graph and answer the questions.

- Which drink was the most popular?
- Which drink was the least popular?
- How many total people were asked the survey question?
- Put the drinks in order of most popular to least popular.

Creating a Concrete Graph - Hobby

Instructions

Use the survey data to create a concrete graph.

Hanna wanted to know which hobby was the most popular. She asked her grade 1 classmates which hobby was their favourite. She used tallies to record the results.

| Category | Reading | Computer | Gaming | Playing Outside |
|-----------|---------|----------|--------|-----------------|
| Tally | | | | |
| Frequency | | | | |

| | | | |
|---------|----------|--------|-----------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Reading | Computer | Gaming | Playing Outside |

LEGEND

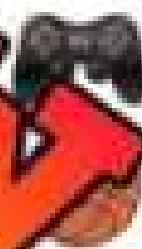
Reading =



Computer =



Playing Outside =



Questions

1. What is the most popular hobby?

2. How many students did she survey?

Name: _____

16

Reading a Concrete Graph - Sports



Questions

Read the concrete graph and answer the questions.

- Which sport was the most popular?
- Which sport was the least popular?
- How many total people were asked the survey question?
- How many more people like soccer than golf?
- Put the sports in order of least popular to most popular.

Creating a Concrete Graph - Colour

Instructions

Survey your class and use the data in a concrete graph.

Survey Question: What is your favourite colour?

Instructions – When a classmate tells you their favourite colour, put a dot in the box above the colour (for fun, try to use the same colour they told you).

| | | | | |
|------|-----|------|-------|--------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Blue | Red | Pink | Green | Purple |

LEGEND

Blue = ●

Red = ●

Pink = ●

Green = ●

Purple = ●

Questions

1. What is the most popular colour?

2. What is the least popular colour?

Creating a Concrete Graph – Hobby

Instructions

Survey your class and use the data in a concrete graph

Survey Question: What is your favourite hobby?

Instructions – Use tally marks to record the answer to the survey question.

| Category | Reading | Computer | Gaming | Playing Outside |
|-----------|---------|----------|--------|-----------------|
| | | | | |
| Frequency | | | | |



What is the most popular hobby?

2. What is the least popular hobby?



| | | | |
|---------|----------|--------|-----------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Reading | Computer | Gaming | Playing Outside |

Four Corners Activity: Reading Graphs

Objective

What are we learning about?

Students will practise reading and interpreting concrete graphs by participating in a Four Corners activity.

Materials

What do you need for the activity?

- A list of questions
- Large concrete graphs
- Labels for each corner



Instructions

How will you complete the activity?

1. Display the concrete graph prominently in the classroom so all students can see it.
2. Prepare the classroom by labelling each corner with letters A, B, C, and D.
3. Explain to the students that you will be asking them questions about the information shown in the graph.
4. When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
5. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
6. Repeat with different questions to reinforce their understanding of concepts.

Graph

What did you learn from the concrete graph?

Grade 1's Favourite Season

Name: _____

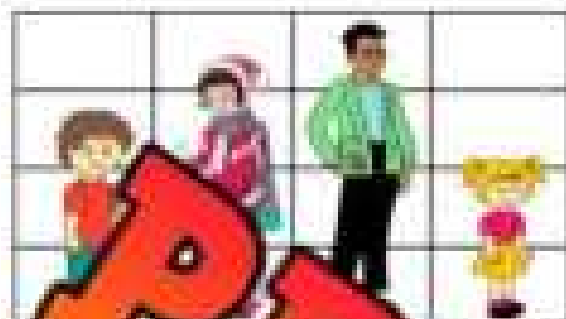
23

| Question | A | B | C | D |
|---|-----------------|-------------------|-------------------|-----------------|
| Which season has the most votes? | Summer | Spring | Fall | Winter |
| Which season has the fewest votes? | Winter | Fall | Spring | Summer |
| How many more votes does summer have compared to winter? | 5 | 3 | 2 | 4 |
| Which two seasons have the same number of votes? | Spring and Fall | Summer and Winter | Spring and Summer | Winter and Fall |
| How many votes are there for all seasons? | 26 | 35 | 41 | 22 |
| Which season has the second most votes? | Spring | Winter | Fall | Summer |
| If 5 more students voted for spring, how many votes would it have? | 15 | 18 | 20 | 13 |
| Which season is the least popular? | Summer | Spring | Fall | Winter |
| If 3 students changed their vote from fall to winter, how many votes would winter have? | 14 | 11 | 9 | 10 |
| Which season has fewer votes, spring or fall? | Spring | Summer | Winter | Summer |
| What is the total number of votes for winter and summer combined? | 5 | 7 | 3 | 10 |
| If 2 votes were moved from summer to spring, how many votes would summer have? | 3 | 4 | 6 | 8 |
| How many votes does fall have? | 5 | 7 | 4 | 12 |
| If each student could only vote once, how many students are in the class? | 20 | 26 | 30 | 34 |
| How many more votes does spring have compared to fall? | 0 | 1 | 2 | 3 |
| Which season has more votes, summer or spring? | Summer | Fall | Winter | Spring |
| If 4 students changed their vote from winter to spring, how many votes would spring have? | 19 | 16 | 14 | 12 |
| Which season is your favourite? | Winter | Summer | Spring | Fall |
| How many votes do spring and fall have together? | 16 | 15 | 18 | 25 |

Exit Cards

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

Name: _____

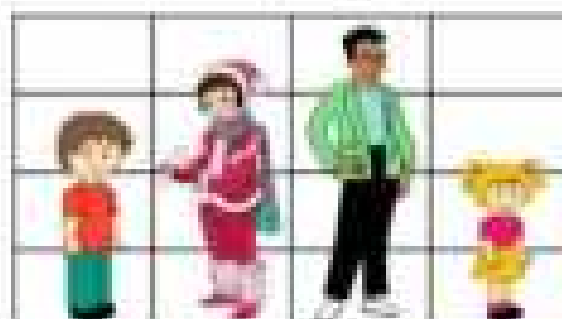


Sally

Emma

- 1) Who is the tallest? _____
- 2) Who is the shortest? _____
- 3) Put the names in order of shortest to tallest.

Name: _____



Tim

Sally

John

Emma

- 1) Who is the tallest? _____
- 2) Who is the shortest? _____
- 3) Put the names in order of shortest to tallest.

Name: _____



Tim

Sally

John

Emma

- 1) Who is the tallest? _____
- 2) Who is the shortest? _____
- 3) Put the names in order of shortest to tallest.



Tim

Sally

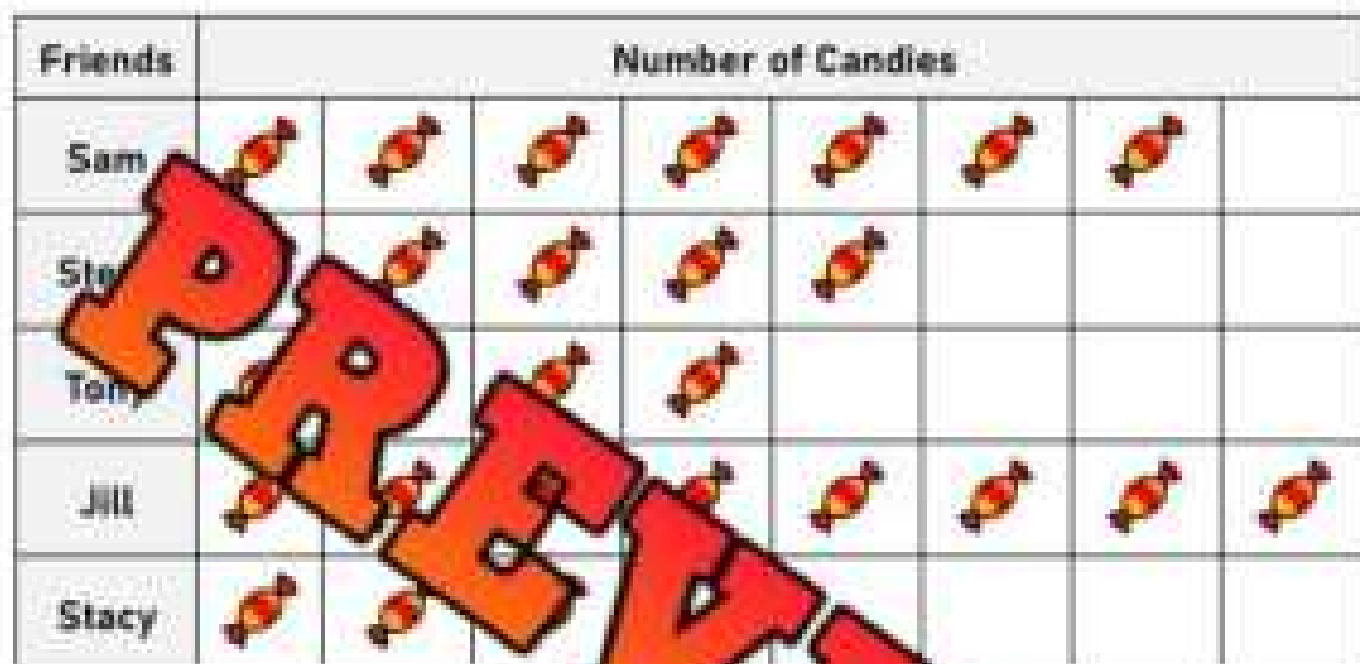
John

Emma

- 1) Who is the tallest? _____
- 2) Who is the shortest? _____
- 3) Put the names in order of shortest to tallest.

Reading a Concrete Graph - Halloween

Sam and his friends collected candy on Halloween. The amount of candy each friend collected is displayed below in the pictograph.



| Friend | Sam | Steve | | Stacy |
|-----------|-----|-------|--|-------|
| Frequency | | | | |

a) Who collected the most candy?

b) Who collected the least candy?

c) How much more candy did Jill collect than Tony?

d) How much total candy was collected?

e) Put the friends in order of who got the most to who got the least candy.

Creating a Concrete Graph - Arcade

Kevin and his friends went to an arcade on Saturday. They had a contest to see who could win the most tickets from the arcade games. The results are displayed in the table below.

| | |
|-------|---|
| Kevin | 2 |
| Neil | 4 |
| Steve | 5 |
| Dane | 7 |
| Chris | 3 |



Questions:

Draw a concrete graph that displays the data above.

| | | | | | | | |
|-------|--|--|--|--|--|--|--|
| Kevin | | | | | | | |
| Neil | | | | | | | |
| Steve | | | | | | | |
| Dane | | | | | | | |
| Chris | | | | | | | |



= 1 ticket

1) Who won the most tickets?

2) How many more tickets did Dane win than Neil?

3) How many total tickets did the 5 kids win?

Exit Cards

Cut Out

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

Name: _____

Favourite ice cream flavour survey

| | |
|---------------|------------|
| Chocolate = 5 | Cherry = 3 |
| Vanilla = 4 | Cookie = 2 |

Draw a concrete graph that displays the data above.

| | | | |
|-----------|---------|--------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Chocolate | Vanilla | Cherry | Cookie |

Name: _____

Favourite ice cream flavour survey

| | |
|---------------|------------|
| Chocolate = 5 | Cherry = 3 |
| Vanilla = 4 | Cookie = 2 |

Draw a concrete graph that displays the data above.

| | | | |
|-----------|---------|--------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Chocolate | Vanilla | Cherry | Cookie |

Name: _____

Favourite ice cream flavour survey

| | |
|---------------|------------|
| Chocolate = 5 | Cherry = 3 |
| Vanilla = 4 | Cookie = 2 |

Draw a concrete graph that displays the data above.

| | | | |
|-----------|---------|--------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Chocolate | Vanilla | Cherry | Cookie |

Name: _____

Favourite ice cream flavour survey

| | |
|---------------|------------|
| Chocolate = 5 | Cherry = 3 |
| Vanilla = 4 | Cookie = 2 |

Draw a concrete graph that displays the data above.

| | | | |
|-----------|---------|--------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Chocolate | Vanilla | Cherry | Cookie |

Unit Test – Statistics and Probability

Part 1

Count the tally marks

| | | | | |
|-------|-------|-------|-------|-------|
| | | | | |
| _____ | _____ | _____ | _____ | _____ |

Part 2

Draw tally marks that match the number

| | | |
|------|------|------|
| 3 = | 10 = | 17 = |
| 15 = | | 20 = |

Part 3

Read the pictograph and answer the questions

LEGEND

Math =



Art =



Science =



Gym =



Math

Art

Science

Gym

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

a) Which subject is the most popular?

b) Which subject is the least popular?

c) Put the subjects in order of most popular to least popular

Kerry is training for a marathon run. She practiced 5 days last week. The amount of kilometres she ran each day is listed below. Graph each of her runs in the concrete graph below.

| | |
|-------|---|
| Day 1 | 3 |
| Day 2 | 6 |
| Day 3 | 2 |
| Day 4 | 5 |
| Day 5 | 4 |



1) Which day did Kerry run the most?

2) Which day did Kerry run the least?

3) How many more kilometres did she run on day 4 than day 3?

4) How many total kilometres did she run in the 5 days?

Grade 1 PROBABILITY

| |
|--|
| Curriculum Expectations |
| Familiar life event: |
| <ul style="list-style-type: none">- using the language of probability (e.g., never, sometimes, always, more likely, less likely) |

Describing Probability – Certain

If an event will definitely happen, we describe the probability of the event as certain. **Certain** means something will for sure happen!

Examples of certain events:

- 1) You will go to the bathroom today
- 2) You will sleep tonight



Question: Is the event certain – yes or no?

| | | | |
|---|--|-----|----|
| 1) You will go to the bathroom today. | | Yes | No |
| 2) You will breathe today. |  | Yes | No |
| 3) You will eat something today. | | Yes | No |
| 4) You will drink something today. |  | Yes | No |
| 5) You will play hockey today. | | | No |
| 6) You will play tag at recess this week. |  | Yes | No |
| 7) It will rain later today. | | Yes | No |
| 8) There will be a fire drill today. |  | Yes | No |
| 9) It will be Friday after Thursday. | | Yes | No |
| 10) The sun will rise tomorrow morning. |  | Yes | No |

Describing Probability – Impossible

If an event will definitely not happen, it is impossible. **Impossible** means that something can't happen!

Examples of impossible events:

- 1) You will fly like a bird
- 2) You will teleport to Africa today



Question: Is the event impossible – yes or no?

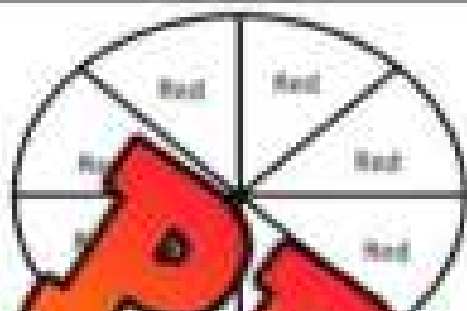
| | | |
|---|-----|----|
| 1) You will be the class teacher tomorrow. | Yes | No |
| 2) You will grow 10cm taller today. | Yes | No |
| 3) You will jump over a house today. | Yes | No |
| 4) You will eat a treat today. | Yes | No |
| 5) You will find money on the ground today. | Yes | No |
| 6) You will get a new toy today. | Yes | No |
| 7) It will be Saturday after Monday. | Yes | No |
| 8) You will roll a 7 on a 6-sided dice. | Yes | No |
| 9) It will rain today. | Yes | No |
| 10) You will take over as teacher today. | Yes | No |

Describing Probability – Certain or Impossible?

Instruction

Read the spinner and describe if the event is certain or impossible.

1)

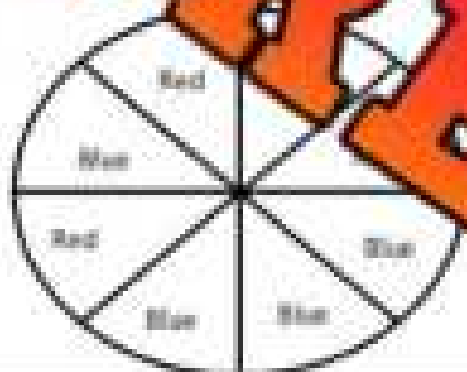


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

2)

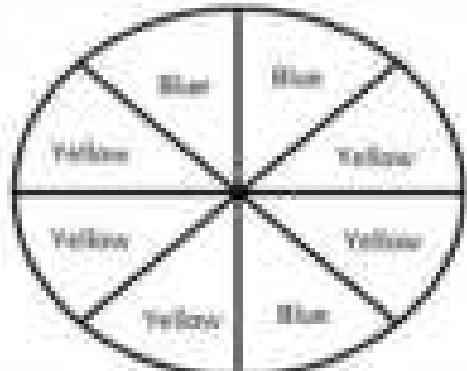


a) Spinning a purple is _____

b) Spinning a blue or red is _____

c) Spinning a yellow is _____

3)

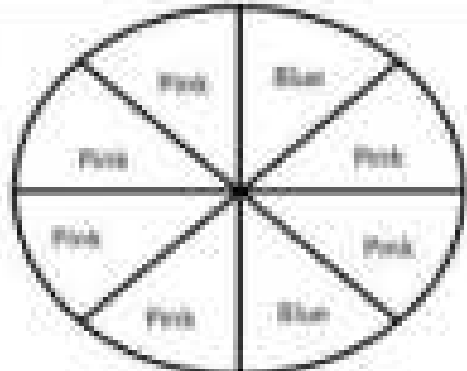


a) Spinning a yellow or blue is _____

b) Spinning a green is _____

c) Spinning a red is _____

4)



a) Spinning a pink or blue is _____

b) Spinning a red is _____

c) Spinning a green is _____

Describing Probability – Certain or Impossible?**Questions**

Circle the probability of you pulling out a shape.



1) What is the probability of you choosing a



Certain

Impossible



2) What is the probability of you choosing a



Impossible



3) What is the probability of you choosing a



or a



Certain

Impossible



4) What is the probability of you choosing

Certain

Impossible



5) What is the probability of you choosing a



Certain

Impossible

Name: _____

36

Describing Probability – Certain or Impossible?

Questions

Cut and paste the events under the correct probability.

Certain

Impossible

Winter will be warmer than summer.

There will be 12 months in a year.

You will drink water today.

You can breathe underwater.

You will see a dinosaur this week.

You will sleep tonight.

There are 4 letters in the word math.

The sun won't rise tomorrow morning.

Describing Probability – Certain, Impossible?**Questions**

Cut the hot and cold items out and paste them in the correct grocery cart.

Certain**Impossible**

PREVIEW

Describing Probability – Possible or Impossible?**Questions**

Circle the probability of you pulling out a shape

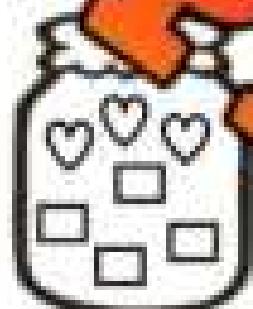


1) What is the probability of you choosing a



Possible

Impossible

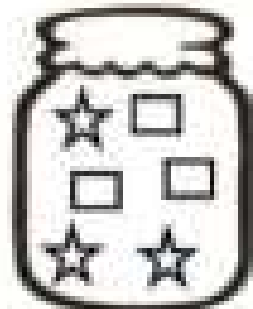


2) What is the probability of you choosing a



Possible

Impossible

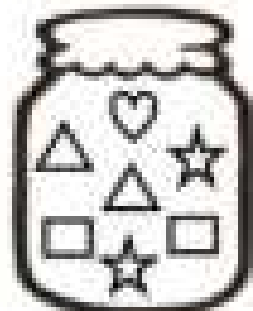


3) What is the probability of you choosing a



Possible

Impossible



4) What is the probability of you choosing



Possible

Impossible



5) What is the probability of you choosing a



Possible

Impossible

Possible or Impossible

Questions

Circle if the likelihood is possible or impossible.

a) It will rain or snow today.



| |
|------------|
| Possible |
| Impossible |

b) You will drive home from school.



| |
|------------|
| Possible |
| Impossible |

c) You will _____ today.



| |
|------------|
| Possible |
| Impossible |

d) You will eat pizza today.



| |
|------------|
| Possible |
| Impossible |

e) You will play a sport today.



| |
|------------|
| Possible |
| Impossible |

f) You will _____ today.



| |
|------------|
| Possible |
| Impossible |

g) You will see a bird today.



| |
|------------|
| Possible |
| Impossible |

h) It will rain cats and dogs today.



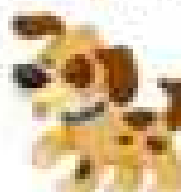
| |
|------------|
| Possible |
| Impossible |

i) School will end forever today.



| |
|------------|
| Possible |
| Impossible |

j) You will pet a dog today.



| |
|------------|
| Possible |
| Impossible |

Describing the Likelihood of Events

Instruction

Circle the likelihood of the event happening.

a) You have a guest speaker today.



| |
|------------|
| Certain |
| Possible |
| Impossible |

b) You will read a book today.



| |
|------------|
| Certain |
| Possible |
| Impossible |

c) You will see a dinosaur today.



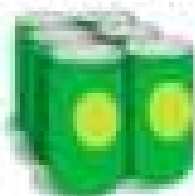
| |
|------------|
| Certain |
| Possible |
| Impossible |

d) You will play in the NHL this year.



| |
|------------|
| Certain |
| Possible |
| Impossible |

e) You will drink pop today.



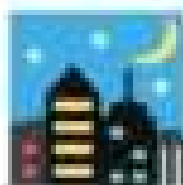
| |
|------------|
| Certain |
| Possible |
| Impossible |

f) You will drink something today.



| |
|------------|
| Certain |
| Possible |
| Impossible |

g) It will be dark tonight.



| |
|------------|
| Certain |
| Possible |
| Impossible |

h) You will fly a plane home.



| |
|------------|
| Certain |
| Possible |
| Impossible |

i) You will remember your dream tonight.



| |
|------------|
| Certain |
| Possible |
| Impossible |

j) You will speak to a friend today.

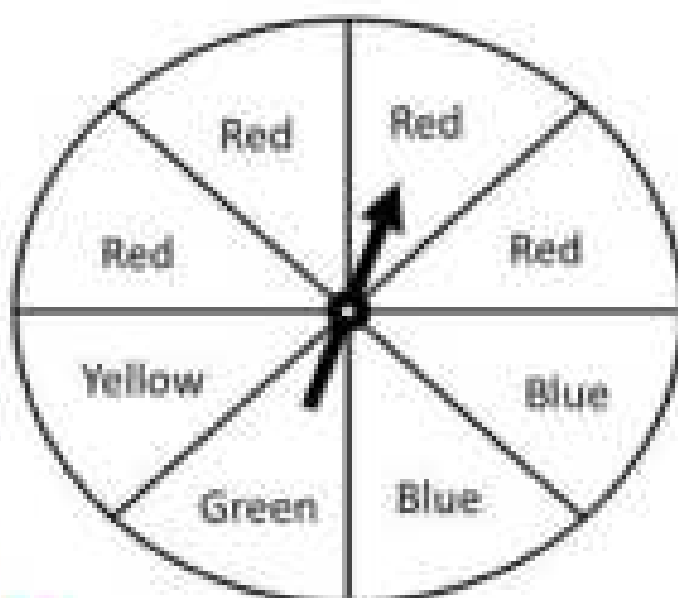


| |
|------------|
| Certain |
| Possible |
| Impossible |

Describing the Likelihood of Events

Spinner

The spinner has different coloured parts on it. When you spin the arrow, it will land on one of the colours. The likelihood of landing on a green part is impossible.



impossible certain

Questions

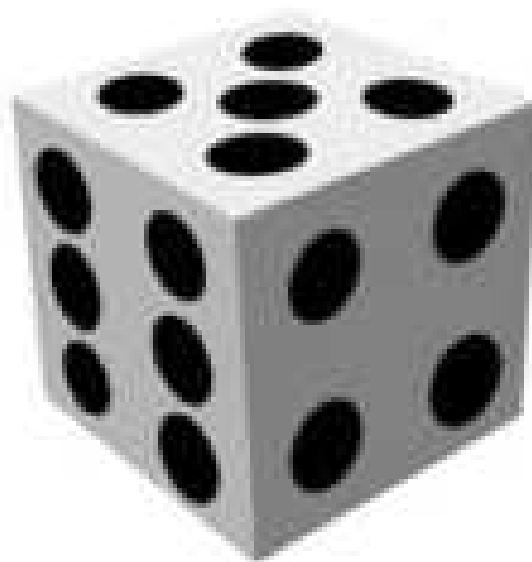
Use these terms to describe the likelihood: Certain, Possible, Impossible

- 1) What is the likelihood of landing on a red part?
- 2) What is the likelihood of landing on a blue part?
- 3) What is the likelihood of landing on a purple part?
- 4) What is the likelihood of landing on an orange or black part?
- 5) What is the likelihood of landing on a red, blue, green, or yellow part?
- 6) What is the likelihood of landing on a yellow part?

Likelihood of Events – Rolling a Dice

Rolling a Dice

A dice has 6 sides. Each side has a number of dots between 1 and 6. When you roll a dice, it is possible you could get any of the numbers from 1-6.



Questions

Use these terms to describe the likelihood: Certain, Possible, Impossible.

- | | |
|---|--|
| 1) What is the likelihood of you rolling a 1? | |
| 2) What is the likelihood of you rolling a 5? | |
| 3) What is the likelihood of you rolling a 1, 2, 3, 4, 5, or 6? | |
| 4) What is the likelihood of you rolling a 7? | |
| 5) What is the likelihood of you rolling an odd number? | |
| 6) What is the likelihood of you rolling a 0? | |

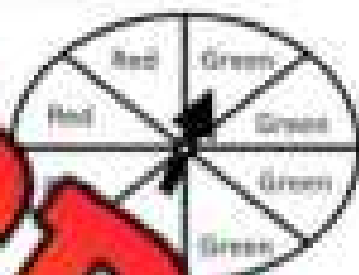
Exit Cards

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

Name: _____

When the spinner is spun, what is the probability it will land on...

Certain
Possible
Impossible

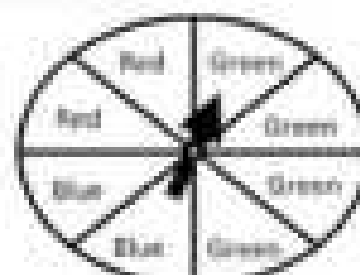


- 1) Red? _____
- 2) Blue? _____
- 3) Purple? _____
- 4) Green? _____
- 5) Red or Blue? _____
- 6) Red, Blue, or Green? _____

Name: _____

When the spinner is spun, what is the probability it will land on...

Certain
Possible
Impossible

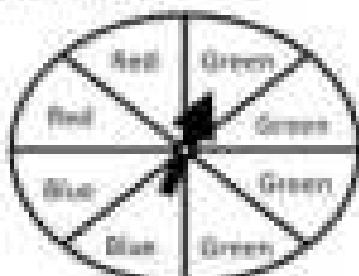


- 1) Red? _____
- 2) Blue? _____
- 3) Purple? _____
- 4) Green? _____
- 5) Red or Blue? _____
- 6) Red, Blue, or Green? _____

Name: _____

When the spinner is spun, what is the probability it will land on...

Certain
Possible
Impossible



- 1) Red? _____
- 2) Blue? _____
- 3) Purple? _____
- 4) Green? _____
- 5) Red or Blue? _____
- 6) Red, Blue, or Green? _____

Name: _____

When the spinner is spun, what is the probability it will land on...

Certain
Possible
Impossible



- 1) Red? _____
- 2) Blue? _____
- 3) Purple? _____
- 4) Green? _____
- 5) Red or Blue? _____
- 6) Red, Blue, or Green? _____

Less Likely and More Likely



Questions

Which is more likely - option A or option B? Circle the answer.

| Where/When | Option A | Option B |
|-------------------|-------------------------|----------------------|
| at school? | Reading a book | Riding a horse |
| during recess? | Using a ruler | Playing with friends |
| in the classroom? | Using a ruler | Using crayons |
| on a school day? | Eating lunch | Eating cake |
| outside? | Seeing a zebra | Seeing a lion |
| after school? | Doing homework | Going to the zoo |
| in the morning? | Eating dinner | Eating breakfast |
| at the park? | Flying a kite very high | Playing on swings |
| at home? | Watching TV | Going swimming |
| on the weekend? | Going to school | Playing a game |

Activity: More and Less Likely

Objective

What are we learning about?

Students will learn to identify and classify events as impossible, less likely, more likely, or certain by thinking about real-world situations and placing them correctly on a probability line.

Materials

What you need for the activity?

- A set of probability statement cards (1 set per student or pair)
- A probability line worksheet with headings: Impossible, Less Likely, More Likely, Certain



Instructions

How will you complete the activity?

1. Review the meaning of impossible, less likely, more likely, and certain with simple examples.
2. Give each student a set of statement cards and a probability line worksheet.
3. Have students cut out all of the statement cards.
4. Students read each statement and decide where it belongs on the probability line.
5. Students glue each statement under the correct heading: Impossible, Less Likely, More Likely, or Certain.
6. Once finished, review a few examples together as a class and discuss why each statement was placed where it was.

Scenario Cards

Cut out the event cards below and glue each one onto the probability line. Use what you have learned about First Peoples, life cycles, and ceremonies to decide how likely each event is to happen.

PREVIEW

A ceremony happens
between 2 people.

Seasons change
during the year

A person is born
before their parents

A baby is older than
an Elder

People grow from
babies to adults

An Elder is
important

Families gather for a
life celebration

A child leads a
ceremony

Name: _____

56

PREVIEW

certain

more likely

equally

less likely

impossible



Unit Quiz - Probability**Part 1**

Choose certain, possible or impossible to describe the likelihood of the event happening.

a) You eat some pizza today.



| |
|------------|
| Certain |
| Possible |
| Impossible |

b) You listen to music today.



| |
|------------|
| Certain |
| Possible |
| Impossible |

c) You wash your hands today.



| |
|------------|
| Certain |
| Possible |
| Impossible |

d) You fly home after school.



| |
|------------|
| Certain |
| Possible |
| Impossible |

e) Your heart beats today.



| |
|------------|
| Certain |
| Possible |
| Impossible |

f) You drive a school bus home.



| |
|------------|
| Certain |
| Possible |
| Impossible |

Part 2

Use these terms to describe the likelihood: Certain, Possible, Impossible.

1. What is the likelihood of you rolling a 6?

2. What is the likelihood of you rolling a 0?

3. What is the likelihood of you rolling a 1, 2, 3, 4, 5, or 6?

