



Preview – Information



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Google Slides Lessons Preview





Manitoba Math Curriculum Number Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

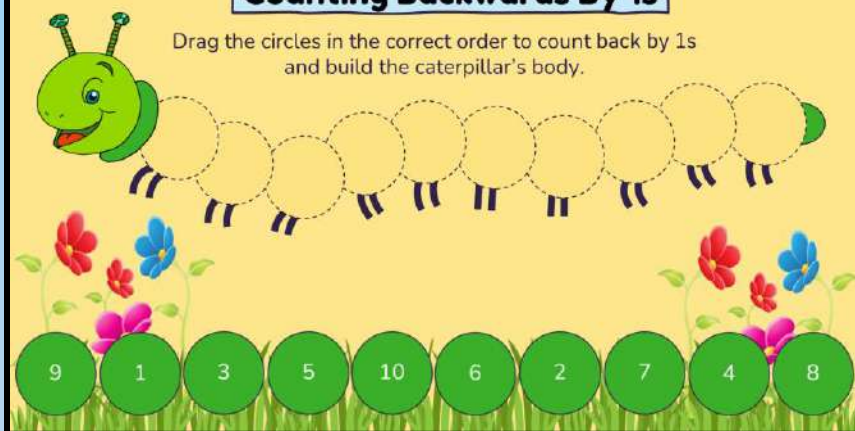
We are learning to **read and show** numbers up to 50 so we can **understand** how numbers are used in daily life.

Discussion Questions

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

Counting Backwards By 1s

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



Part 2 – Action!

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

Part 3 – Consolidation!

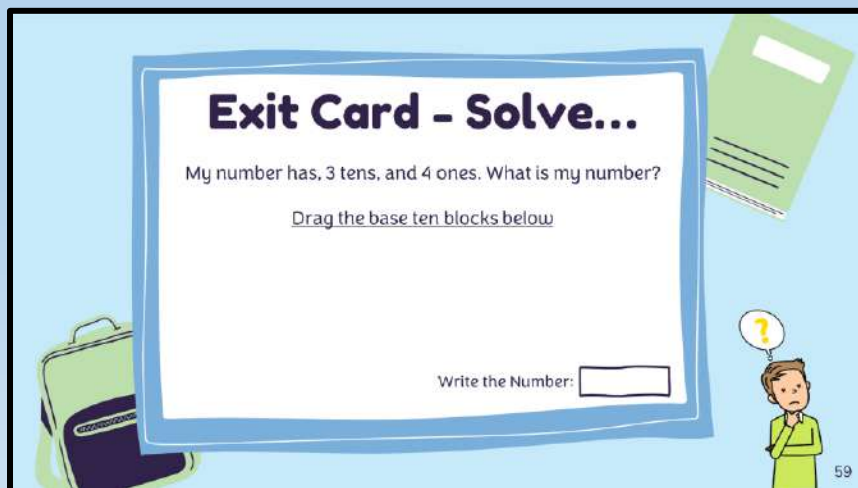
- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Solve...

My number has, 3 tens, and 4 ones. What is my number?

Drag the base ten blocks below

Write the Number:





Manitoba Math Curriculum Number Unit – Grade 1

Written Form

Match the written forms with their correct standard forms.



Forty-four

Nineteen

Twelve

Thirty-three

Twenty-five

12

44

19

25

33

3)	20	1
4)	10	7
5)	10	5
6)	30	3



Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	16		15
2	29		28
3	38		39
4	34		43
5	49		49
6	17		17

#	Number 1	Sign	Number 2
7	34		35
8	45		50
9	28		28
10	46		46
11	18		18
12	27		29



Manitoba Math Curriculum Number Unit – Grade 1

Comparing Food

Compare the units below based on their "how muchness".
Drag the correct sign between the boxes.



Estimate how many candies are in each jar without counting.



Estimate: About _____ pieces

Actual: There are _____ pieces



Estimate: About _____ pieces

Actual: There are _____ pieces



Estimate: About _____ pieces

Actual: There are _____ pieces



Workbook Preview



Grade 1
Strand: Number

	Curriculum Expectations	Pages That Cover the Expectations
N.1	Say the number sequence by • 1s forward and backward between any two given numbers (0 to 100) • 2s to 30, forward starting at 0 • 5s and 10s to 100, forward starting at 0	5 - 15
N.2	Subitize and name familiar arrangements of 1 to 10 dots (or objects).	16 - 18
N.3	Demonstrate an understanding of counting by • using the counting-on strategy • using parts or equal groups to count sets	19 - 26
N.4	Represent and describe numbers to 20, concretely, pictorially,	27 - 40
N.5	Preview of 100 pages from this product that contains 295 pages total.	- 56
N.6		- 70
N.7		- 73
N.8	Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.	74 - 81
N.9	. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically, by • using familiar and mathematical language to describe additive and subtractive actions from their experience • creating and solving problems in context that involve addition and subtraction • modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically	88 - 93, 103 - 117, 122 - 124, 134 - 147
N.10	Describe and use mental mathematics strategies including • counting on, counting back • using one more, one less • making 10 • starting from known doubles • using addition to subtract to determine the basic addition and related subtraction facts to 18.	84 - 87, 94 - 102, 118 - 121, 125 - 133, 148 - 158

Name: _____

5

Curriculum Connection
N.1

Counting by 1s to 100

Part 1

Count by 1s to 50



1	2			5				9	
			14				18		
	22				26				
		33			37				40
41				45				49	

Part 2

Fill in the blanks counting by 1s to 100

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

28, _____, _____, 31, _____, _____, _____, 35, _____, _____

_____, 63, _____, _____, _____, 67, _____, _____, 70, _____

87, _____, _____, 90, _____, _____, 93, _____, _____

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.

78

Count by 1s backwards.

99

Name: _____

Count by 1s forwards.

14

16

Count by 1s backwards.

18

17

Count by 1s forwards.

78

Count by 1s backwards.

Name: _____

Count by 1s forwards.

14

16

Count by 1s backwards.

18

17

Count by 1s forwards.

78

Count by 1s backwards.

99

Name: _____

Count by 1s forwards.

14

Count by 1s backwards.

18

17

Count by 1s forwards.

78

Count by 1s backwards.

99

Name: _____

7

Curriculum Connection
N.1

Counting Backwards By 1s

Part 1

Count back
by 1s

			10	
		\$1		
20	14			
				\$1
	17		6	

Part 2

Fill in the blanks by counting backwards 1s

- 1) 8, 7, 6, _____, _____, _____, _____
- 2) 12, _____, _____, 9, _____, _____, _____
- 3) _____, 14, _____, _____, 11, _____, _____
- 4) _____, _____, _____, _____, _____, _____, 14

Name: _____

8

Curriculum Connection
N.1

Counting By 2s

Part 1

Count by 2s to 30 by filling in the blanks

1 22

Part 2

Count by 2s to 30 by filling in the blanks

- 1)
2, 4, 6, _____, _____, _____, _____
- 2)
10, _____, 14, _____, _____, _____, 24, _____
- 3)
16, _____, _____, 22, _____, _____, _____, _____
- 4)
_____, _____, _____, _____, _____, _____, 30

Name: _____

9

Curriculum Connection
N.1

Counting By 5s

Part 1 Count by 5s



5			60
10			
			85



Part 2 Fill in the blanks counting by 5s

1)

5, 10, 15, _____, _____, _____, _____

2)

35, _____, _____, 50, _____, _____, _____

3)

_____, 65, _____, _____, 80, _____, _____

4)

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

Name: _____

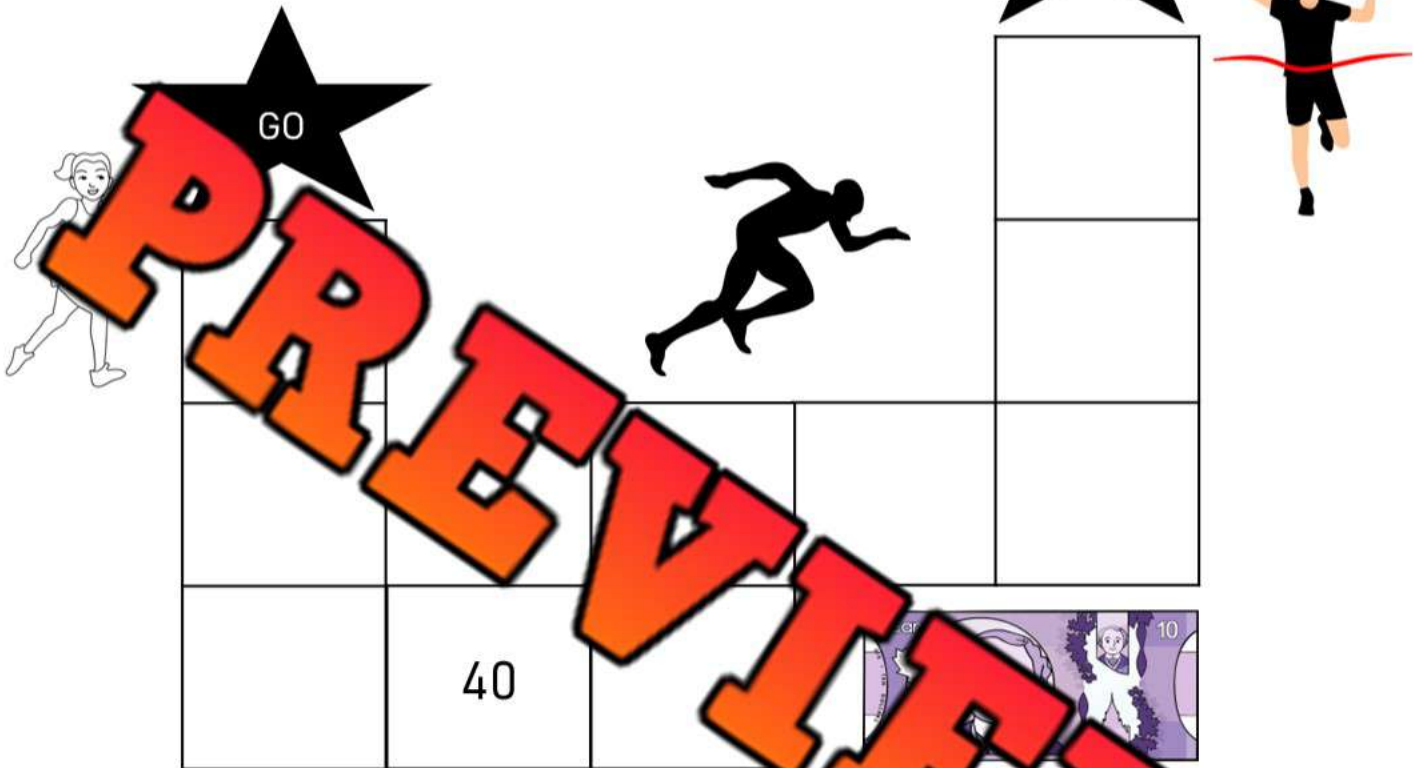
10

Curriculum Connection
N.1

Count by 10s to 100

Part 1

Count by 10s to 100



Part 2

Fill in the Blanks counting by 10s

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

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

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

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

Counting Backwards By 10's From 100

Part 1

Count backwards by 10s from 100



	100		
			70
30			

Part 2

Fill in the blanks counting backwards by 10

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

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

_____, _____, 40, _____, _____, _____

_____, _____, _____, _____, _____, _____, 10

Name: _____

12

Curriculum Connection
N.1

Counting by 10s to 100

Part 1

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



Answer: _____

Part 2

Count by 10s to 100 on the number line

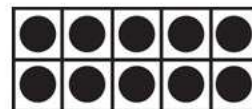
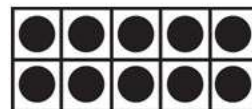
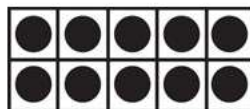
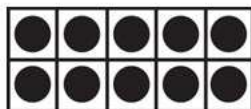
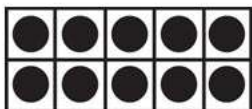
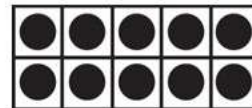
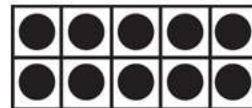
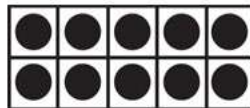
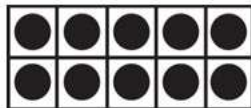
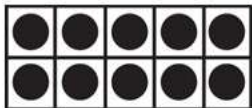
10

60

PREVIEW

Part 3

Count by 10s to 100 using the ten frames



Exit Cards

Cut Out

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

Name: _____

Count by 5s forwards.

75

Count by 5s backwards.

45

Count by 10s forwards.

60

70

Count by 10s backwards.

30

20

Name: _____

Count by 5s forwards.

75

80

Count by 5s backwards.

45

Count by 10s forwards.

60

70

Count by 10s backwards.

30

20

Name: _____

Count by 5s forwards.

75

80

Count by 5s backwards.

45

Count by 10s forwards.

60

70

Count by 10s backwards.

30

20

Name: _____

Count by 5s forwards.

75

80

Count by 5s backwards.

45

Count by 10s forwards.

60

70

Count by 10s backwards.

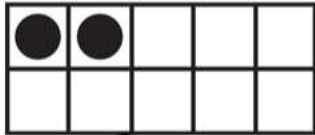
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20

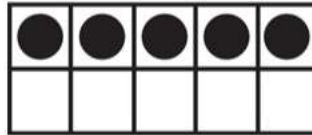
Subitizing – 10 Frames**Part 1**

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

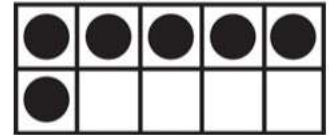
1)



2)



3)



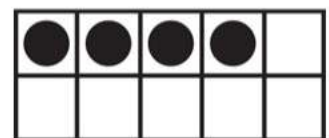
4)



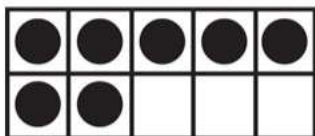
5)



6)



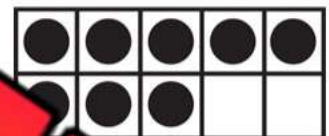
7)



8)

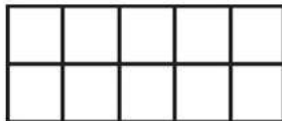


9)

**Part 2**

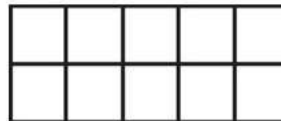
Draw how many circles you see in the numbers below

1)



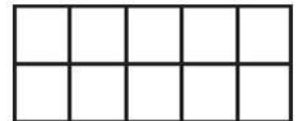
8

2)



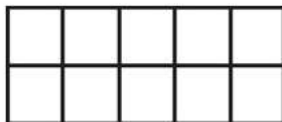
5

3)



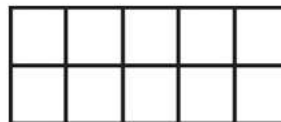
4

4)



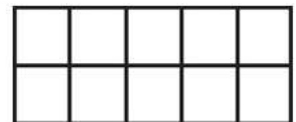
6

5)



9

6)



3

Name: _____

20

Curriculum Connection
N.3

Counting Numbers – Tally Marks

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

Part 1

Count the tally marks

_____	_____	_____	_____
_____	_____	_____	_____

Part 2

Draw tally marks that match the numbers

3 =	7 =	9 =
12 =	15 =	18 =
26 =	31 =	

Part 3

Which is greater? Use the < > or =

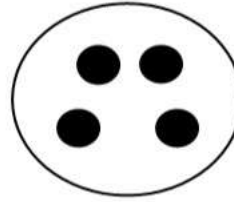
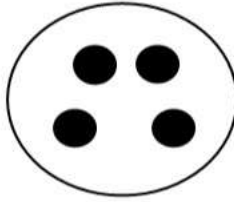
8 _____	13 _____	14 _____
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Counting Sets

Questions

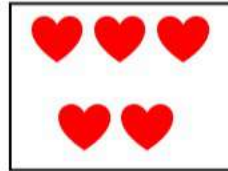
Fill in the equations below by counting the objects in each set

1)



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

2)



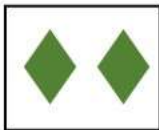
$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

3)



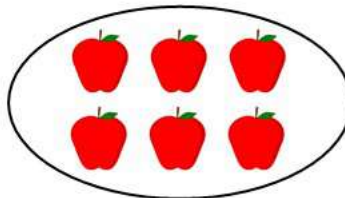
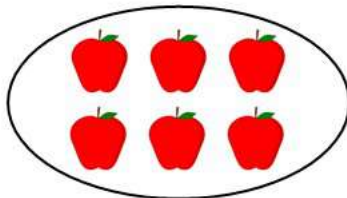
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

4)



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

5)



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

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 _____ _____
24 _____ _____

Name: _____

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



_____ + _____ + _____ = _____

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

12 _____ _____
24 _____ _____

Name: _____

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



_____ + _____ + _____ = _____

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

12 _____ _____
24 _____ _____

Name: _____

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



_____ + _____ + _____ = _____

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

12 _____ _____
24 _____ _____

Name: _____

27

Curriculum Connection
N.4

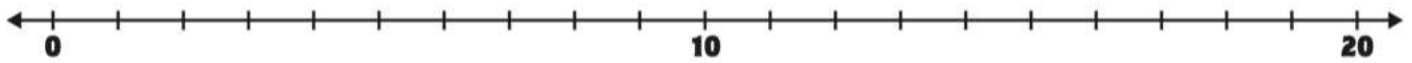
Numbers on a Number Line



Questions

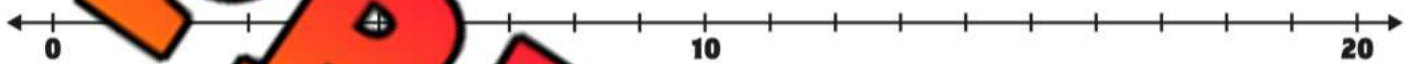
Circle the number on the number line

1)



13

2)



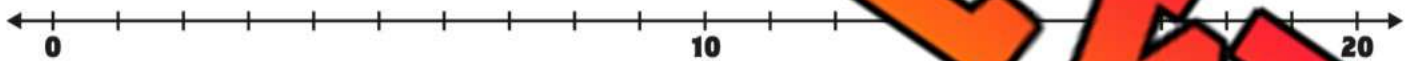
7

3)



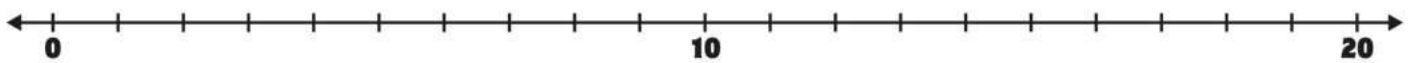
16

4)



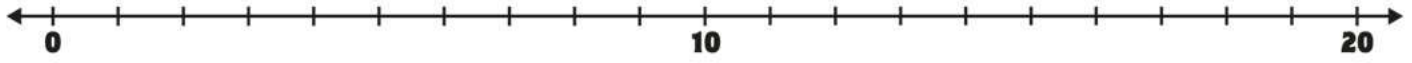
9

5)



5

6)



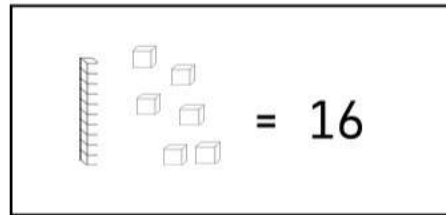
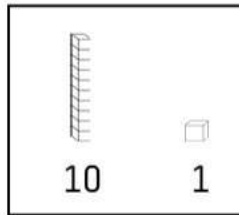
19

Name: _____

28

Curriculum Connection
N.4

Base Ten Blocks



Part 1

How many blocks do you count?

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

Part 2

Draw the base ten blocks to represent the numbers.

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: _____

30

Curriculum Connection
N.4

Representing Numbers

Questions

Represent the numbers below in three different ways

8

Fingers

10 Frames

Number Line

Fingers

10 Frames

Number Line

19

Fingers

10 Frames

Number Line

Name: _____

32

Curriculum Connection
N.4

Place Value Chart

17	
Tens	Ones
1	7

Part 1

Fill in the place value charts below

Tens	Ones

2) 11

Tens	Ones

3) 14

Tens	Ones

4) 18

Tens	Ones

5) 9

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) 1 <u>5</u> Tens	2) 1 <u>4</u>	3) 18
4) 1 <u>2</u>	5) <u>1</u> 6	6) 1 <u>7</u>

Name: _____

33

Curriculum Connection
N.4

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 + 8	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	2) 17
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: _____

34

Curriculum Connection
N.4

Written Form

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

Part 1

Write the standard form of the written words below

1) Ten	2) Sixteen
3) Eighteen	4) Thirteen
5) Twenty	6) Five

Part 2

Write the written form of the numbers

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

Standard Form

Words

Expanded Form

Place Value Chart

Tens	Ones

Pictures

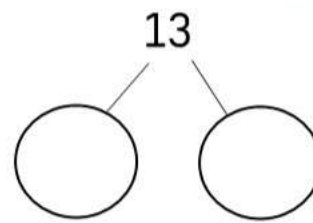
Decomposing Numbers**Questions**

Decompose the numbers below

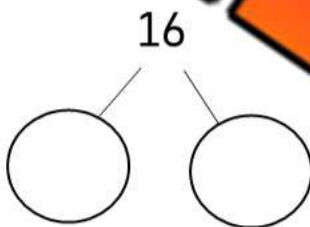
1)



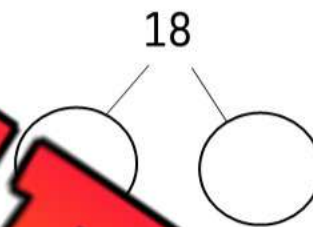
2)



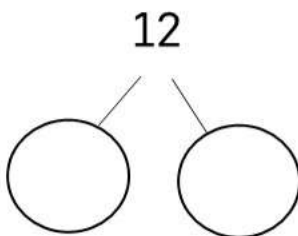
3)



4)



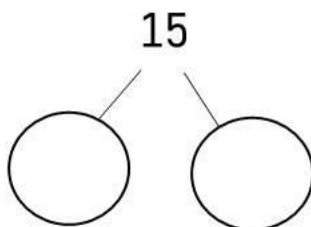
5)



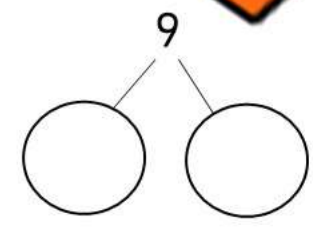
6)



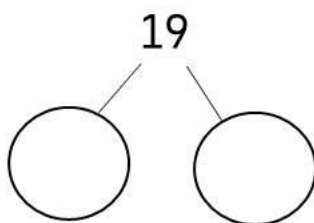
7)



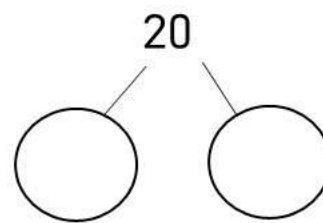
8)



9)



10)

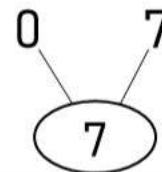
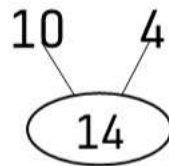


Name: _____

38

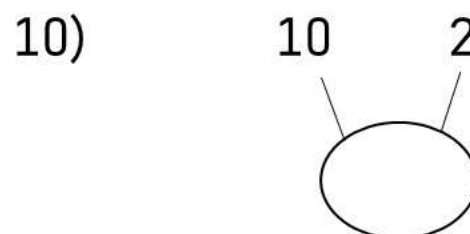
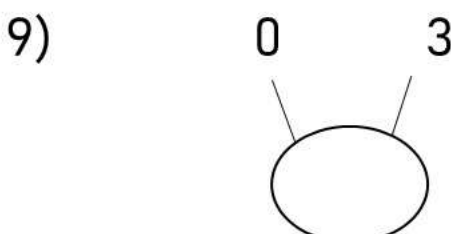
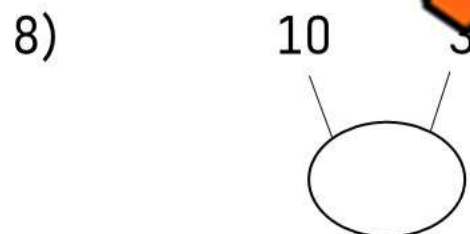
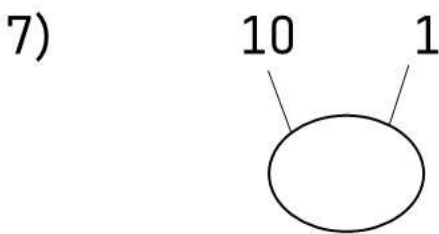
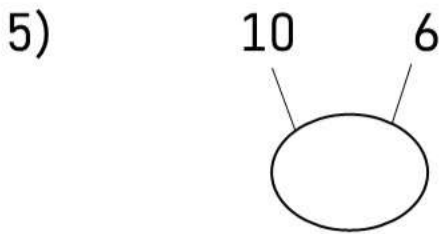
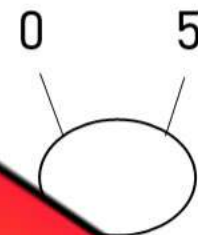
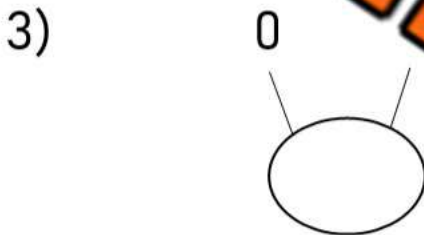
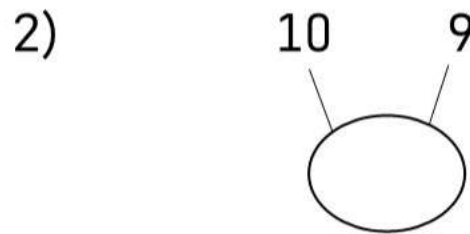
Curriculum Connection
N.4

Composing Numbers



Questions

Compose the numbers below



Exit Cards

Cut Out

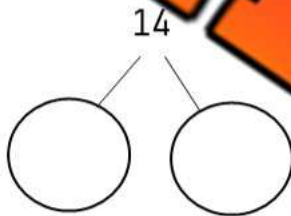
Cut out the exit cards below and have students complete them at the end of class

Name: _____

a) How many blocks do you count?

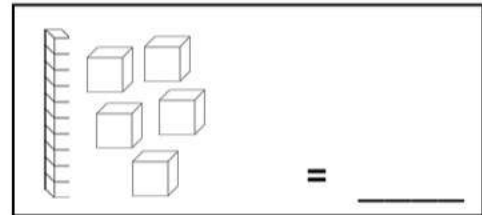


b) Decompose the number below

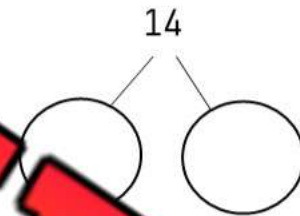


Name: _____

a) How many blocks do you count?

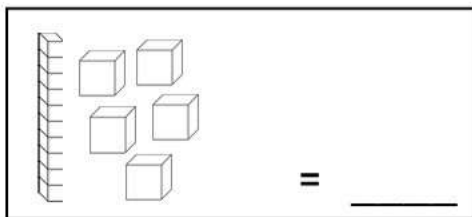


b) Decompose the number below

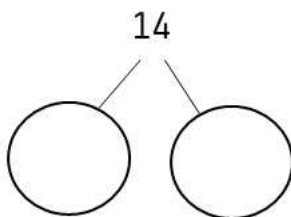


Name: _____

a) How many blocks do you count?

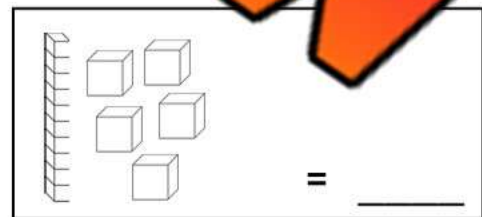


b) Decompose the number below

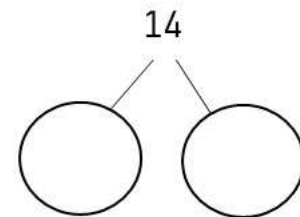


Name: _____

a) How many blocks do you count?



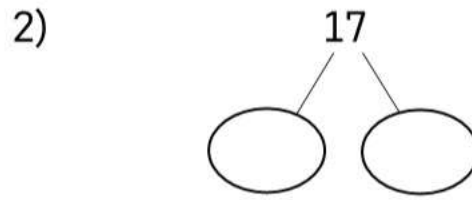
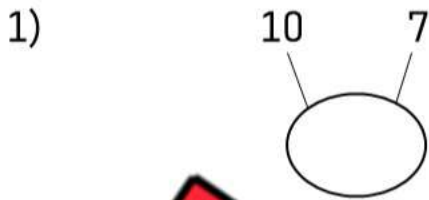
b) Decompose the number below



Composing & Decomposing Numbers

Part 1

How many ways can you compose and decompose the number 17



3) $\square = 17$

4) $10 + \square = 17$

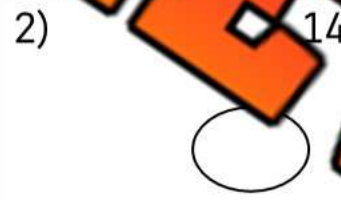
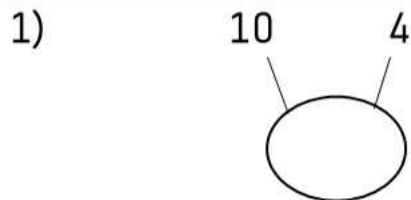
5) $17 = \square$

6) $17 = 10 + \square$

Show the number 17
using 10 frames

Part 2

How many ways can you compose and decompose the number 14



3) $\square + 4 = 14$

4) $10 + \square = 14$

5) $14 = \square + 4$

6) $14 = 10 + \square$

Show the
number
14 using
10 frames

Name: _____

41

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 place value is the underlined number?

1) 15

3) 16

4) 6

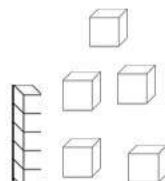
6) 19

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)

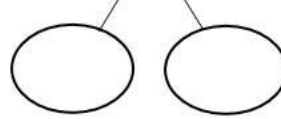
10

9



2)

12



3)

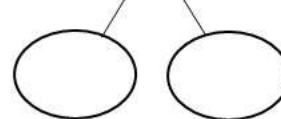
10

4



4)

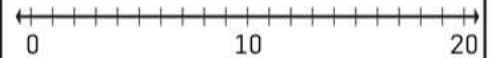
18



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) + 3 = 13

2) 10 + = 13

3) 13 = + 3

4) 13 = 10 +

Name: _____

46

Curriculum Connection
N.5

Comparing Numbers

Directions

Cut and paste the correct symbols to finish the comparison

9



12

5



10

8

15



14

19

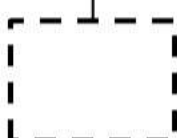


20



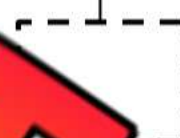
20

7



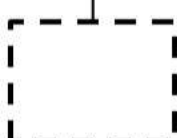
0

5



10

14



9

6

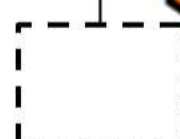


8



4

13



19

PREVIEW



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 $>$ $<$ $=$.

		12
8		15
19		18
10		0

Name: _____

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

12		12
8		15
19		18
10		0

Name: _____

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

12		12
8		15
19		18
10		0

Name: _____

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

12		12
8		15
19		18
10		0

Name: _____

48

Curriculum Connection
N.5

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

17



17

Part 2

Compare the following numbers using < or >

1)

15



18

2)

9



8

3)

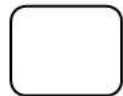
3



5

4)

9



10

5)

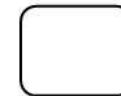
18



14

6)

11



7

7)

18



19

8)

20



18

9)

16



14

Comparing Numbers to 20 – Word Problems

Word Problems

Answer the questions below

	Question
1)	Johnny has 12 pencils and Sally has 8 pencils. Who has more pencils? Bonus: How many more pencils do they have? 
2)	There are 12 apples in a red basket and 5 apples in a blue basket. Which basket has more apples? Bonus: How many total apples are there? 
3)	If you have 10 stickers and your friend has 3 stickers, who has more stickers? Bonus: How many more stickers do they have? 
4)	There are 6 birds in a maple tree and 14 birds in willow tree. Which tree has more birds? Bonus: How many total birds are in the tree? 
5)	Timmy has 16 crayons and Susie has 4 crayons. Who has more crayons? 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?

Name: _____

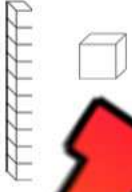
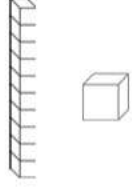
54

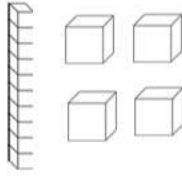
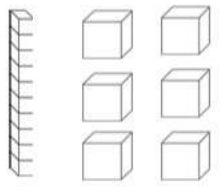
Curriculum Connection
N.5

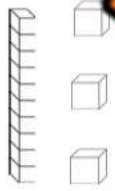
Comparing Base Ten Blocks

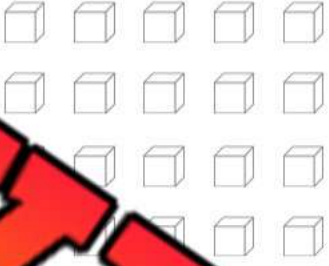
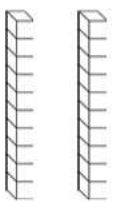
Questions

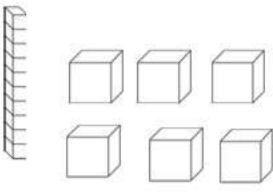
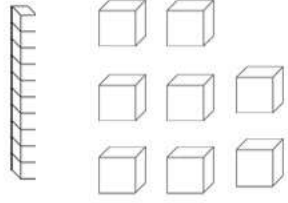
Compare the number of base ten blocks below using $<$ $>$ $=$

	
_____	11

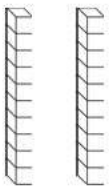
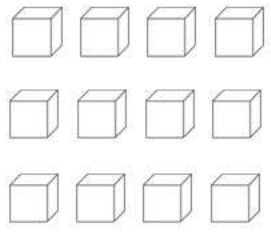
	

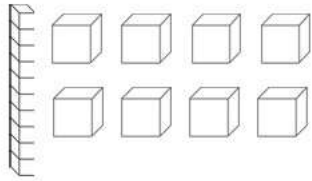
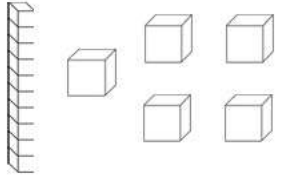
	

Comparing Money Amounts

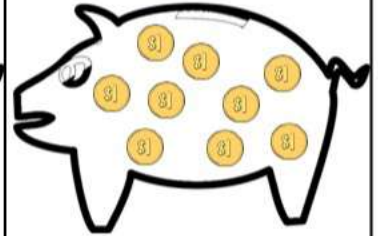
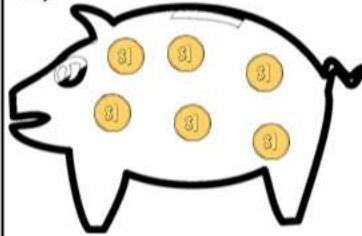
Questions

Which piggy bank would you rather? Circle the piggy bank!

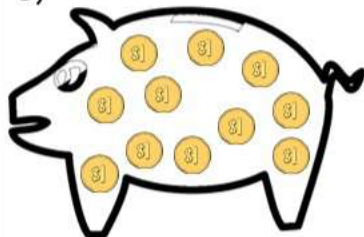
1)



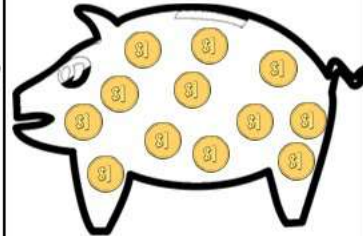
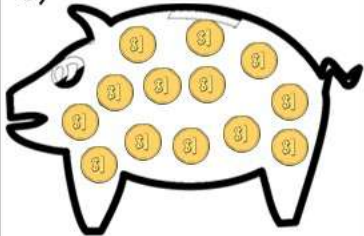
2)



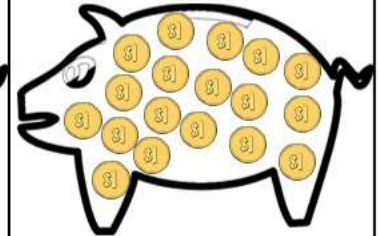
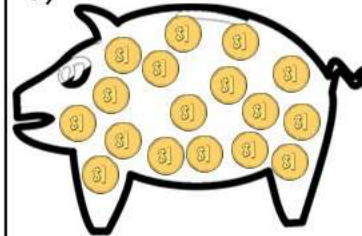
3)



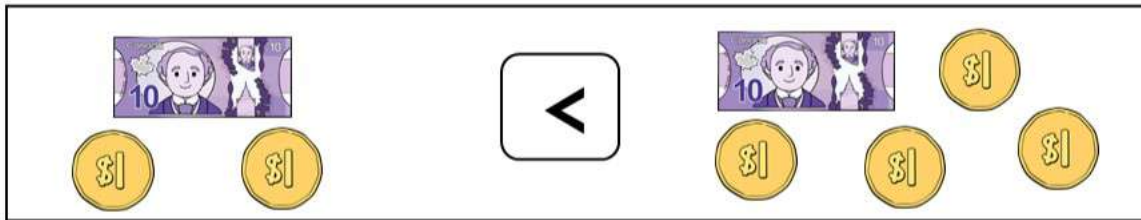
5)



6)



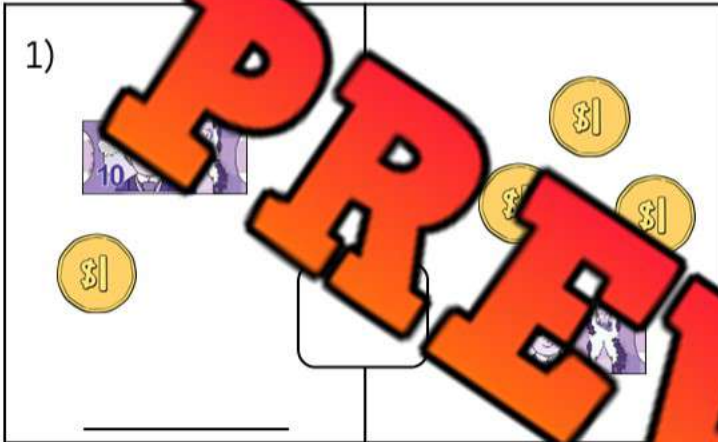
Comparing Money



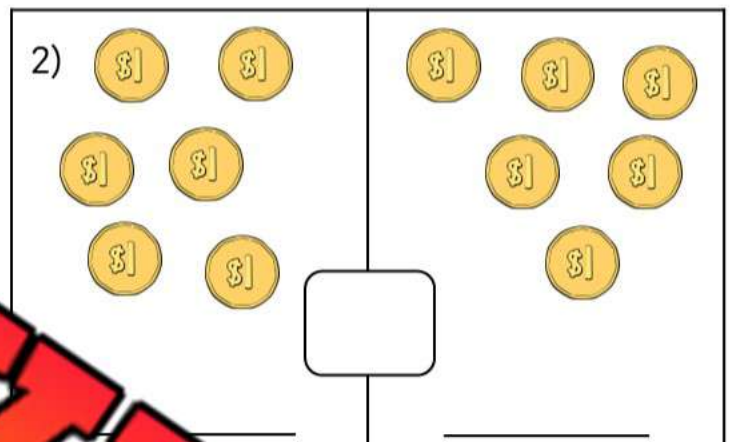
Questions

Count the money below and decide which amount is larger

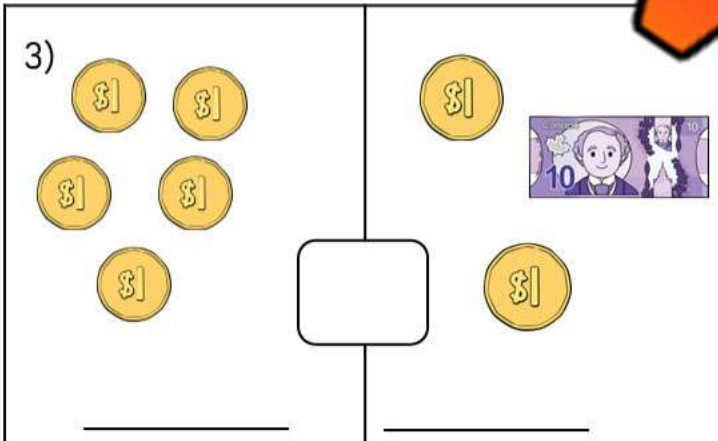
1)



2)



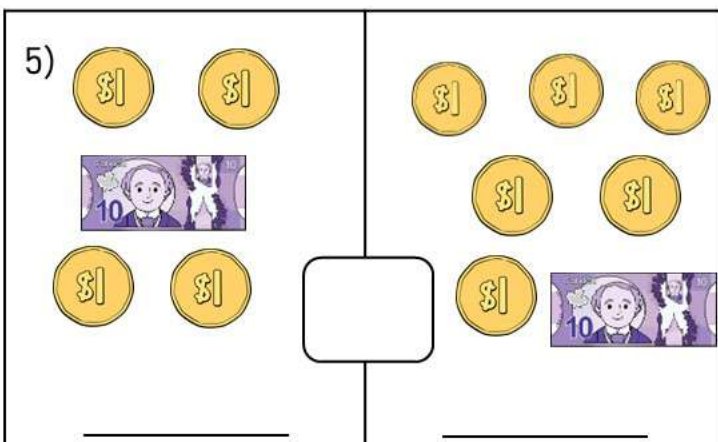
3)



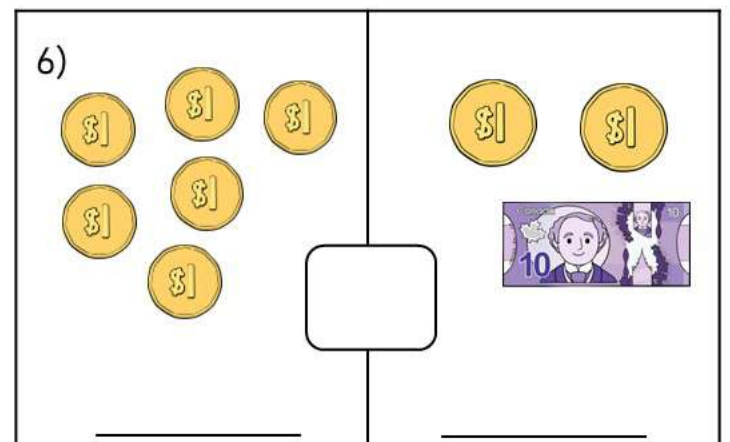
4)

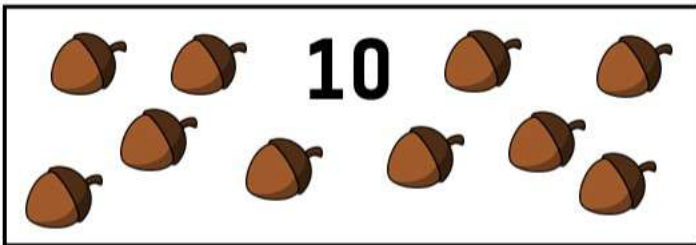


5)



6)



Estimating How Many...

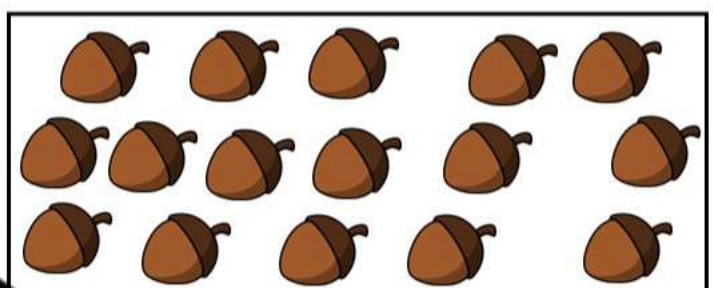
Use this referent of 10 to help you with your estimates.

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

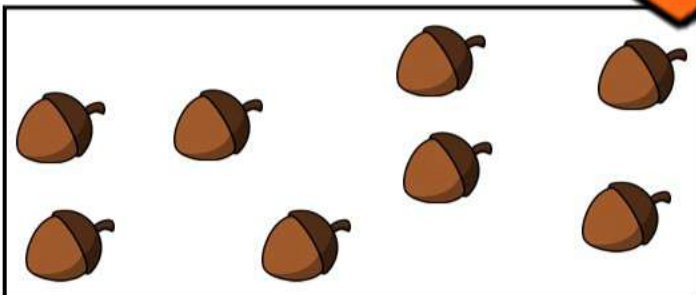


1)

Estimate: About _____ acorns
Actual: There are _____ acorns



Estimate: About _____ acorns
Actual: There are _____ acorns



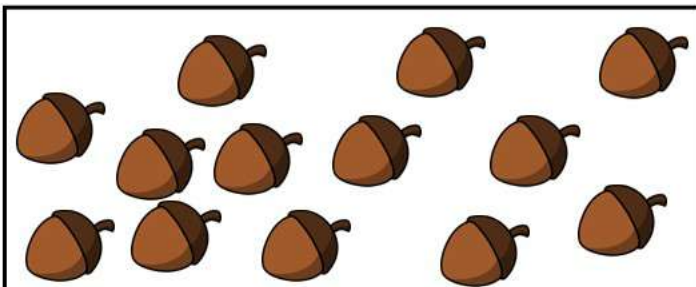
3)

Estimate: About _____ acorns
Actual: There are _____ acorns



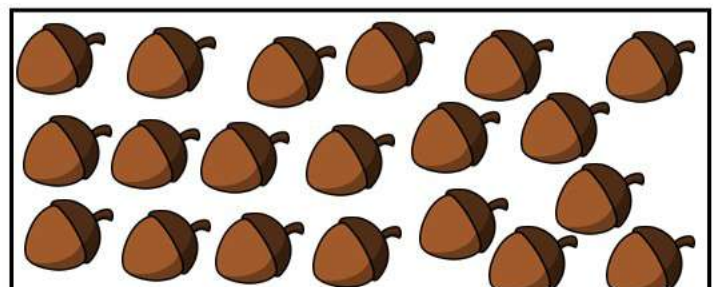
4)

Estimate: About _____ acorns
Actual: There are _____ acorns



5)

Estimate: About _____ acorns
Actual: There are _____ acorns



6)

Estimate: About _____ acorns
Actual: There are _____ acorns

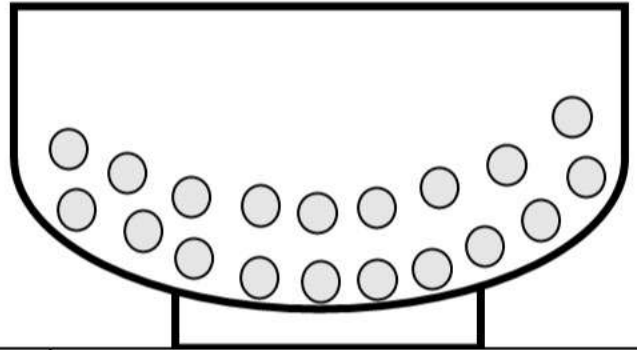
Estimating How Many...

Instructions

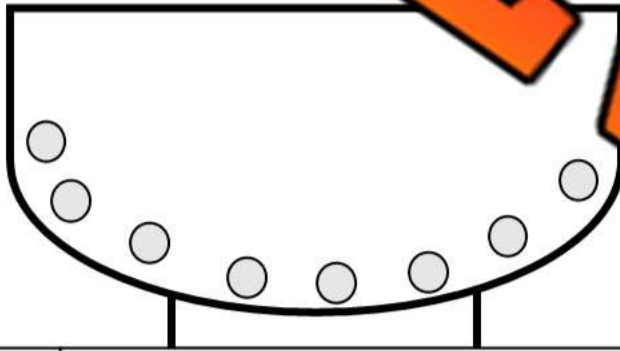
Estimate how many cereal pieces are in each bowl without counting. Then count them to check your estimate.



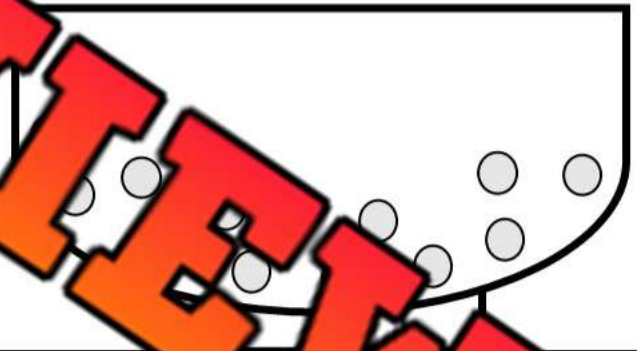
1) Estimate: About _____ pieces
Actual: There are _____ pieces



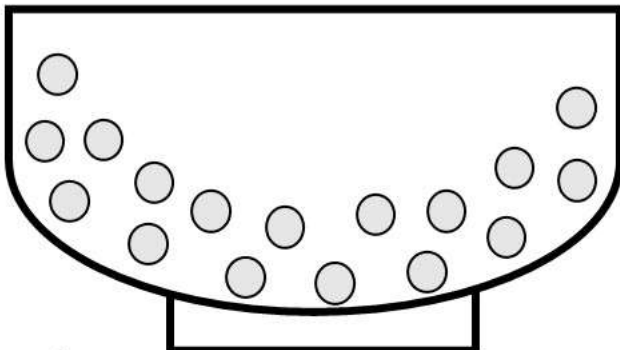
2) Estimate: About _____ pieces
Actual: There are _____ pieces



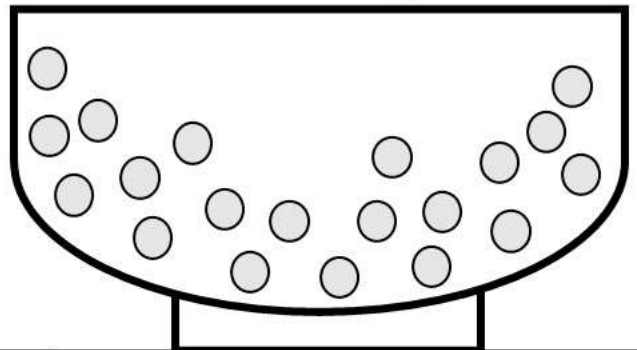
3) Estimate: About _____ pieces
Actual: There are _____ pieces



4) Estimate: About _____ pieces
Actual: There are _____ pieces

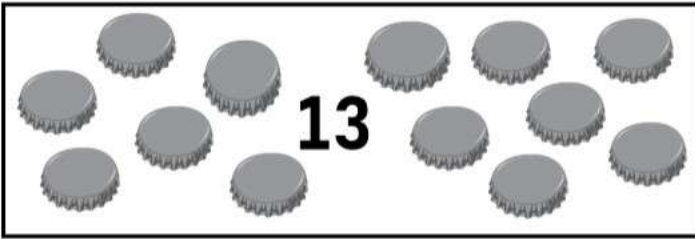


5) Estimate: About _____ pieces
Actual: There are _____ pieces



6) Estimate: About _____ pieces
Actual: There are _____ pieces

Estimating How Many...

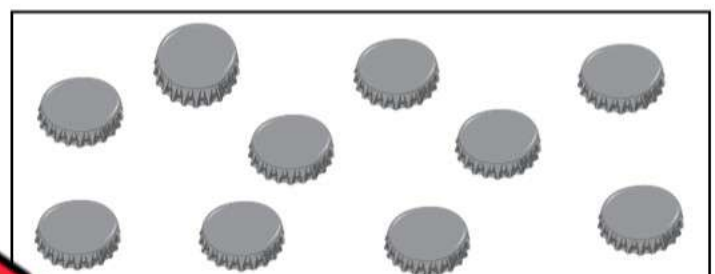


Use this referent of 13 to help you with your estimates

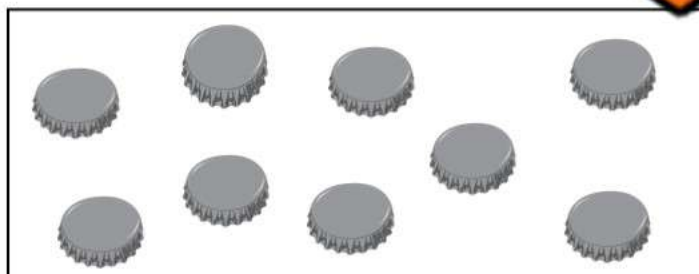
Instruction Estimate how many caps are in the box. Then count them to check.



1) Estimate: About _____ caps
Actual: There are _____ caps



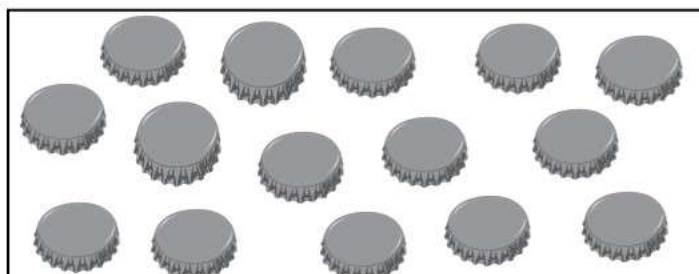
Estimate: About _____ caps
Actual: There are _____ caps



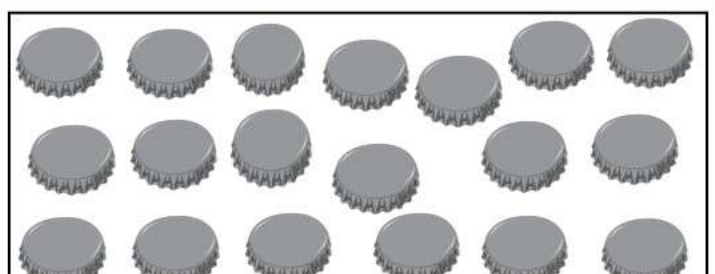
3) Estimate: About _____ caps
Actual: There are _____ caps



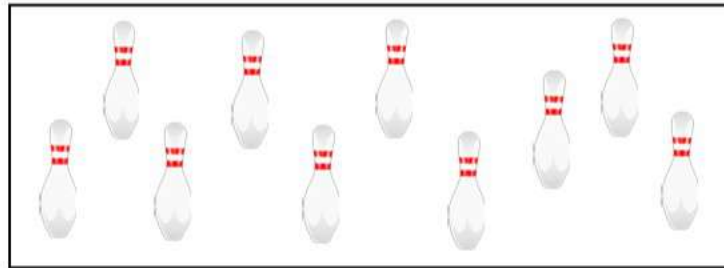
4) Estimate: About _____ caps
Actual: There are _____ caps



5) Estimate: About _____ caps
Actual: There are _____ caps

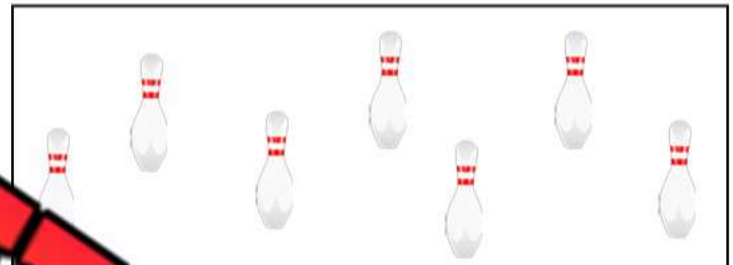
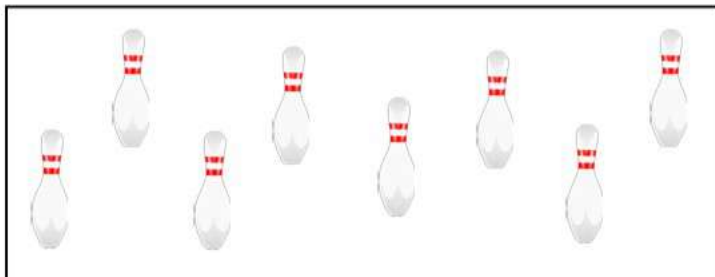
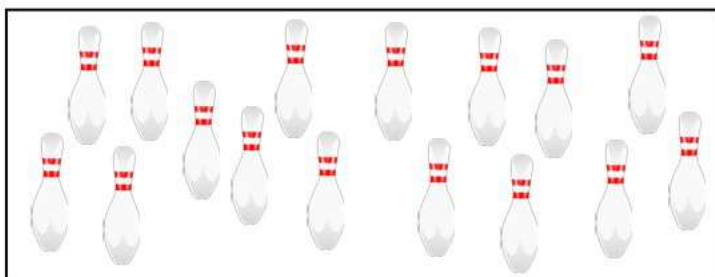
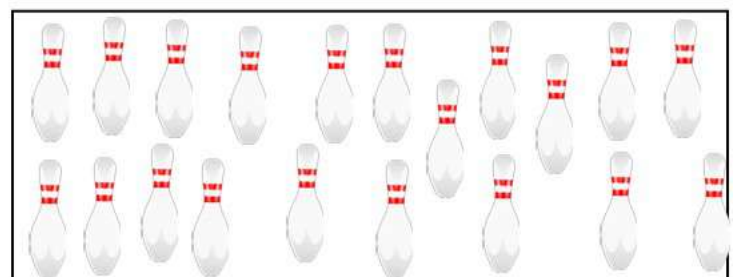


6) Estimate: About _____ caps
Actual: There are _____ caps

Estimating How Many...

Count how many bowling pins there are in the box above _____

Instruction: Estimate how many bowling pins are in the box using the referent above

1) Estimate: About _____ pins
Actual: There are _____ pins2) Estimate: About _____ pins
Actual: There are _____ pins3) Estimate: About _____ pins
Actual: There are _____ pins4) Estimate: About _____ pins
Actual: There are _____ pins5) Estimate: About _____ pins
Actual: There are _____ pins6) Estimate: About _____ pins
Actual: There are _____ pins

Four Corners Activity: Estimation

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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

Instructions

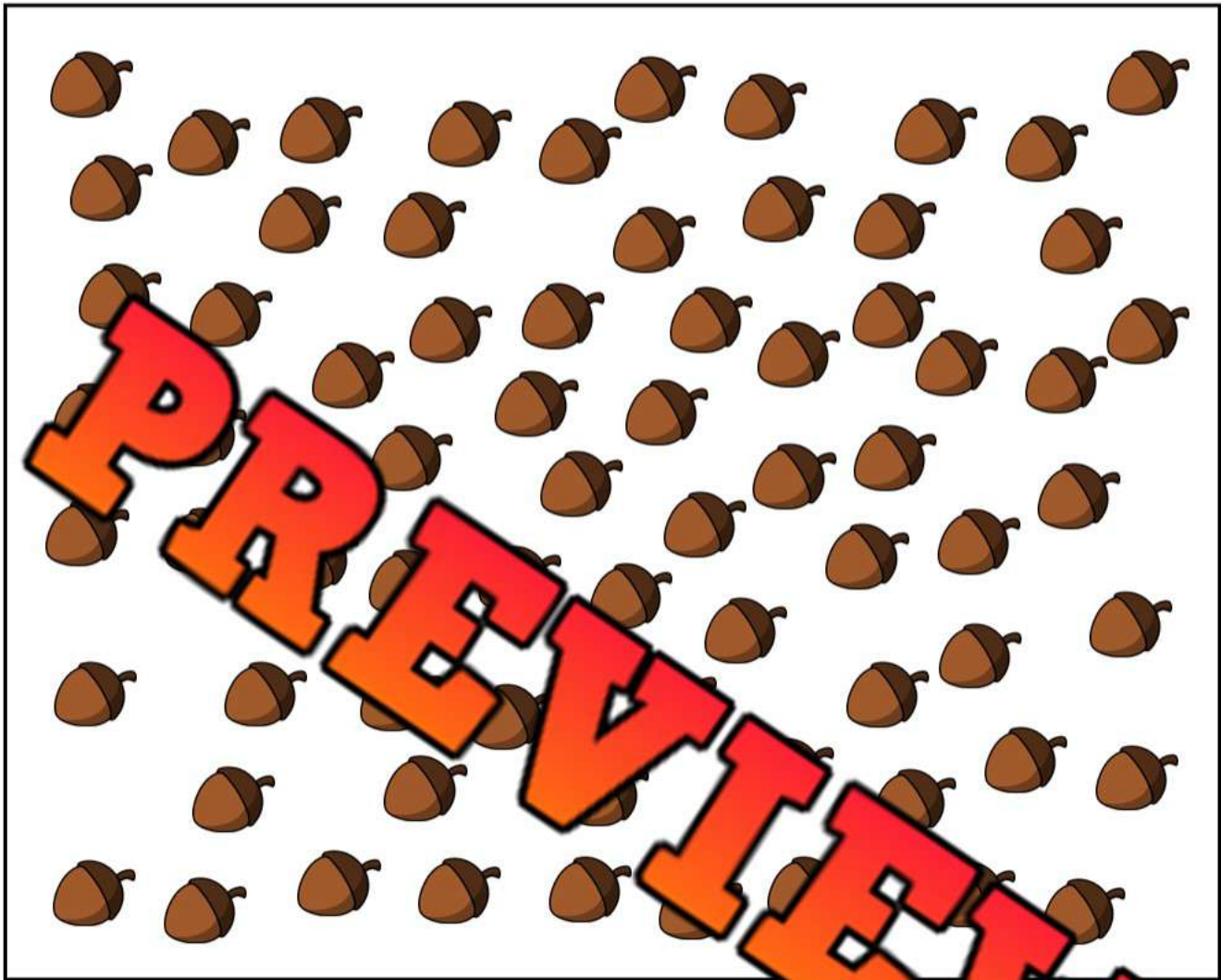
What you will do to complete the activity



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

Name: _____

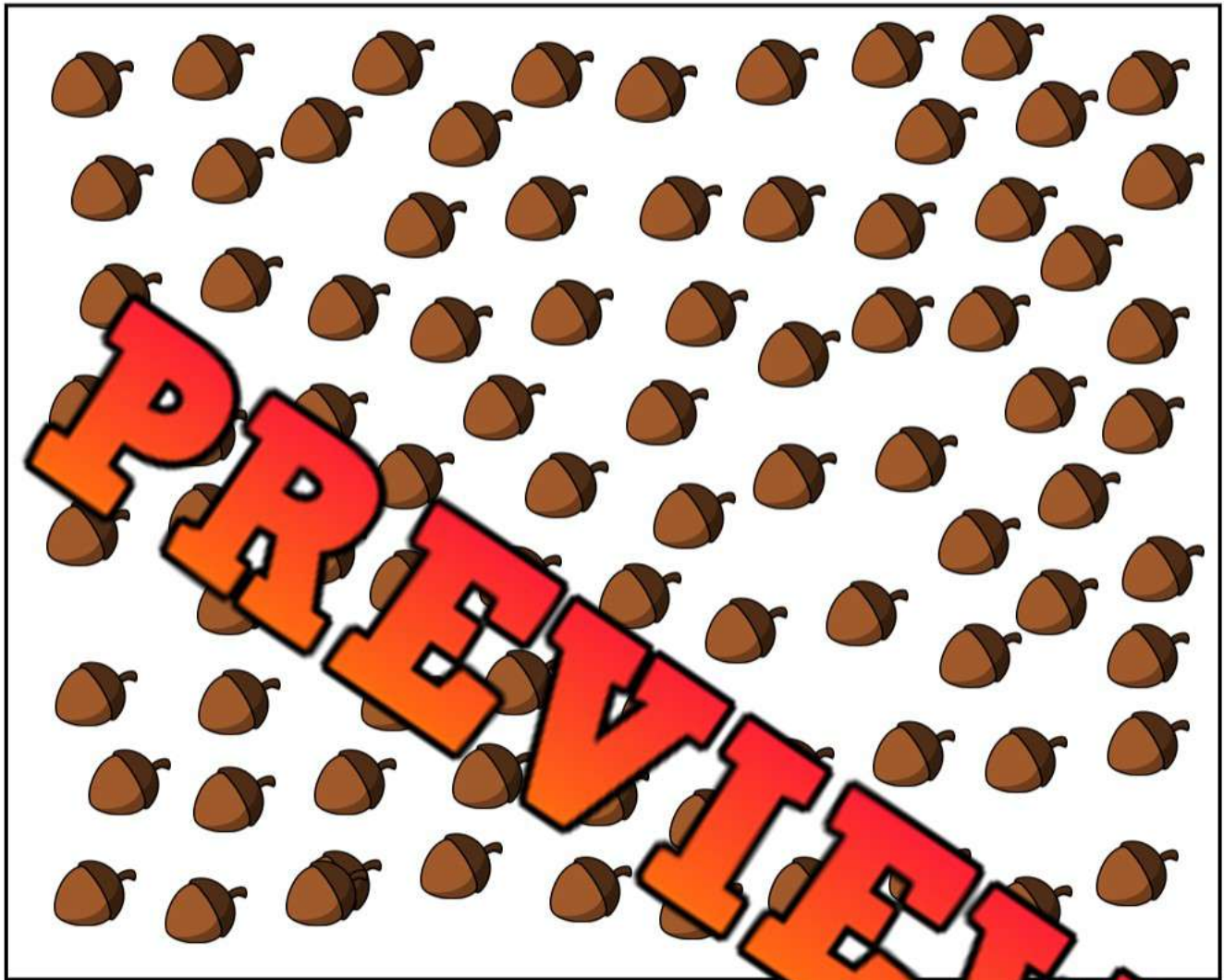
65

**Multiple Choice**

- a) 22
- b) 71
- c) 39
- d) 127

Name: _____

67

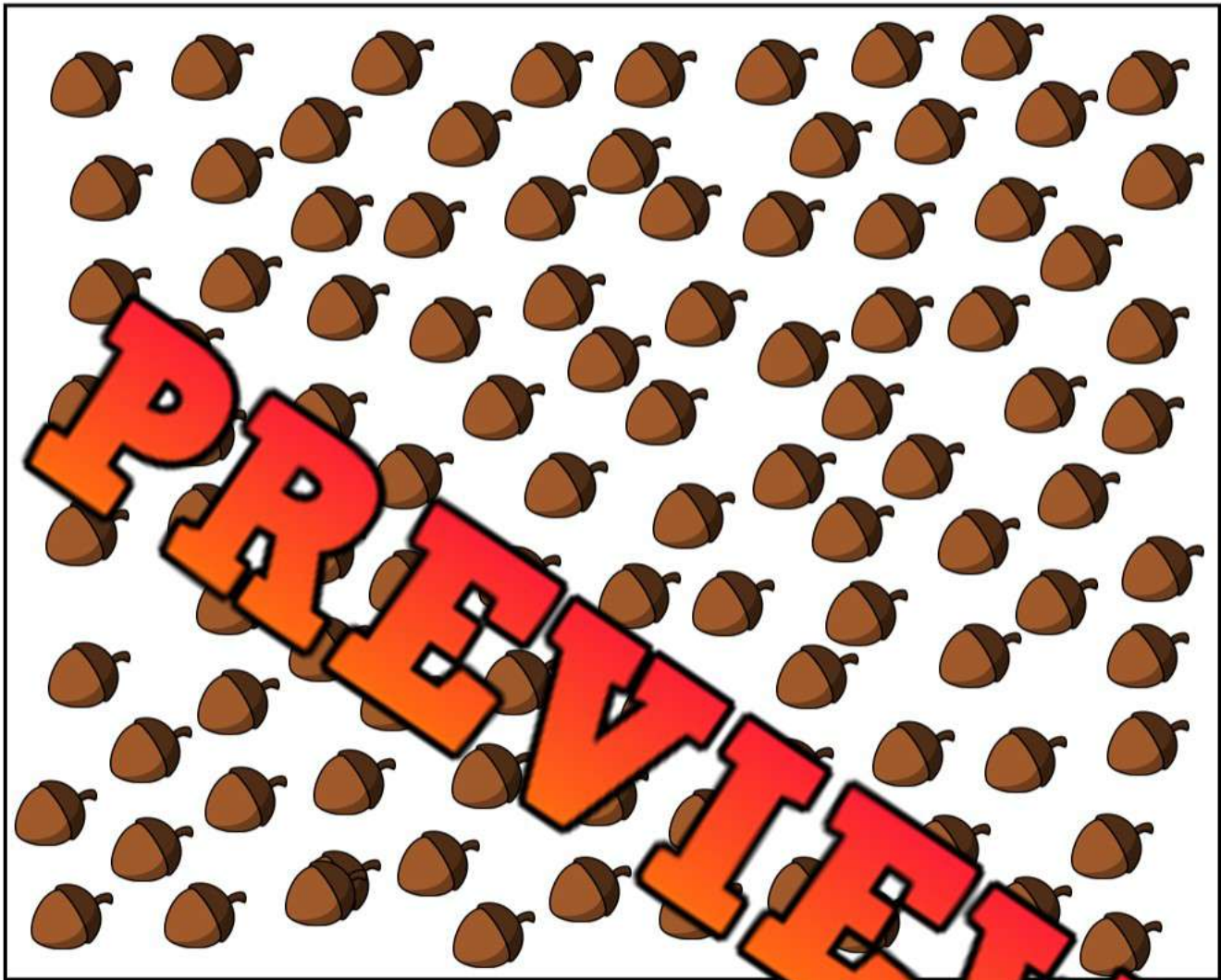


Multiple Choice

- a) 86
- b) 43
- c) 132
- d) 70

Name: _____

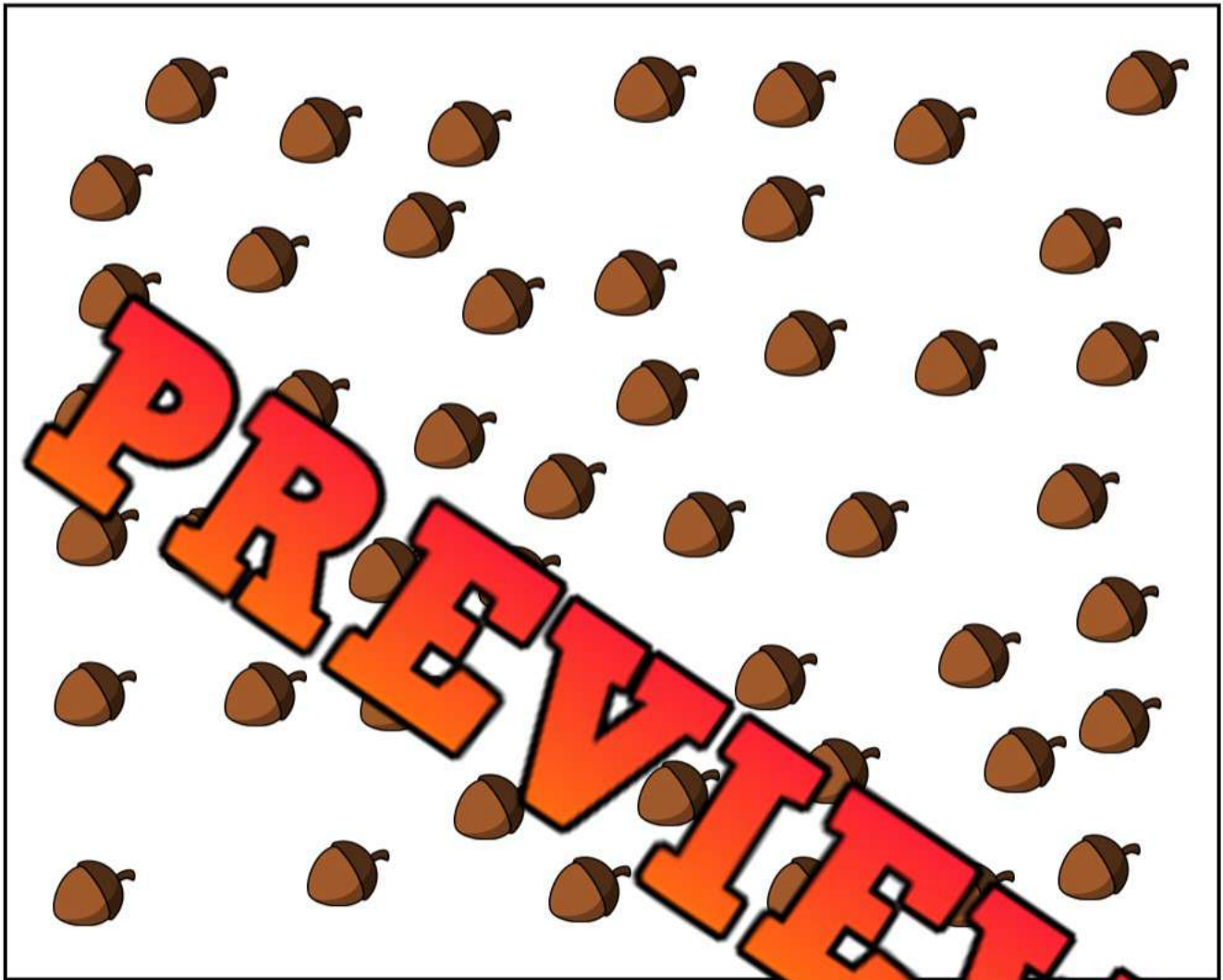
68

**Multiple Choice**

- a) 100
- b) 50
- c) 75
- d) 125

Name: _____

69

**Multiple Choice**

- a) 18
- b) 48
- c) 66
- d) 92

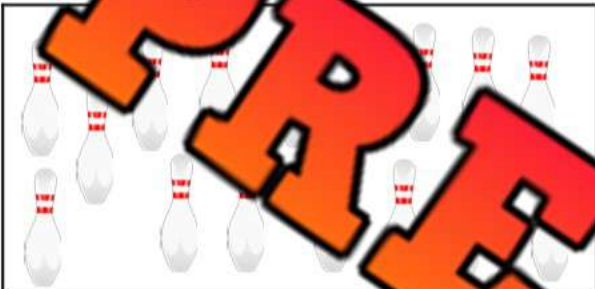
Exit Cards

Cut Out

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

Name: _____

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

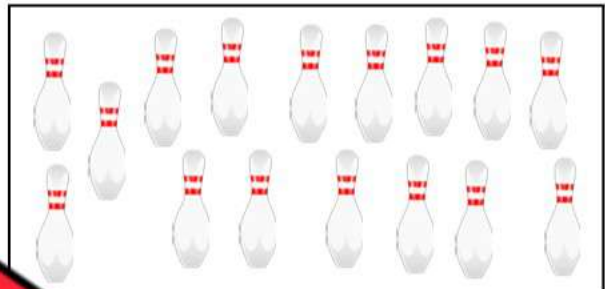


Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

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

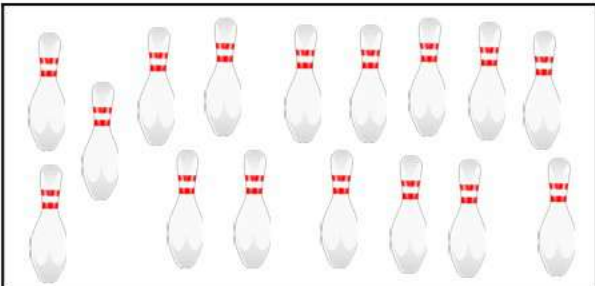


Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

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

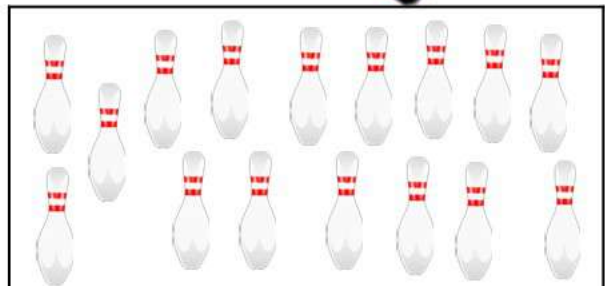


Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

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



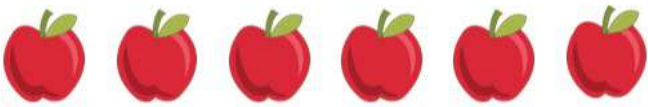
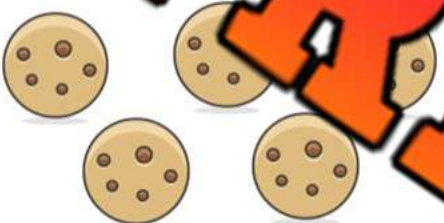
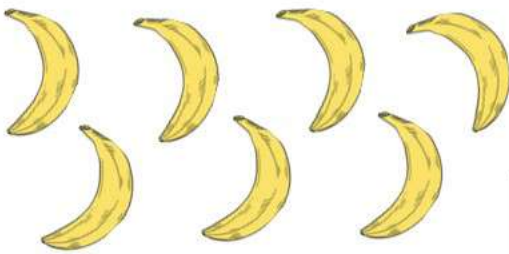
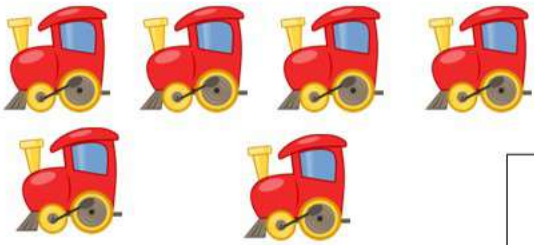
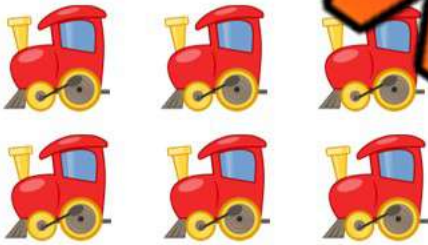
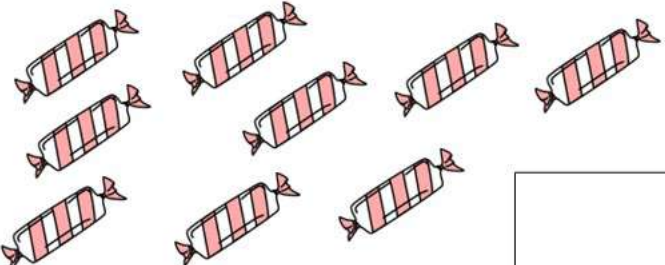
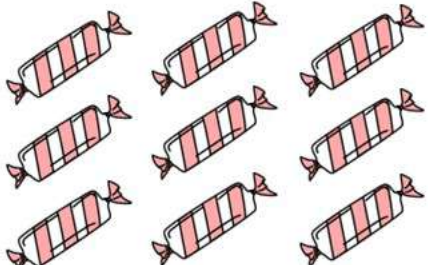
Estimate: About _____ pins

Actual: There are _____ pins

Representing Numbers in Different Ways

Questions

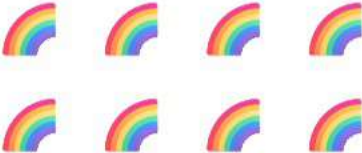
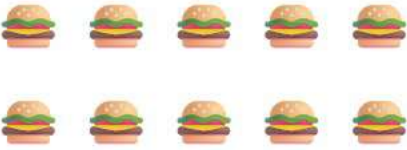
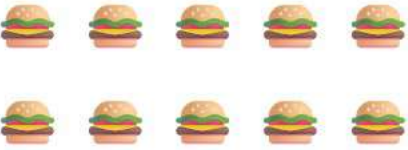
Circle the objects to put them in groups. Then count the objects.

Column 1	Column 2
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

Representing Numbers in Different Ways

Questions

Partition the objects in column 2. Are there still the same number of objects?

Column 1	Column 2
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

Representing Numbers in Different Ways

Questions

Count the dice in both columns. Are they the same?

Column 1	Column 2
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

Name: _____

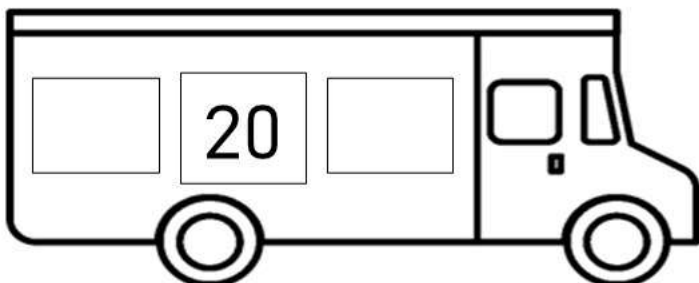
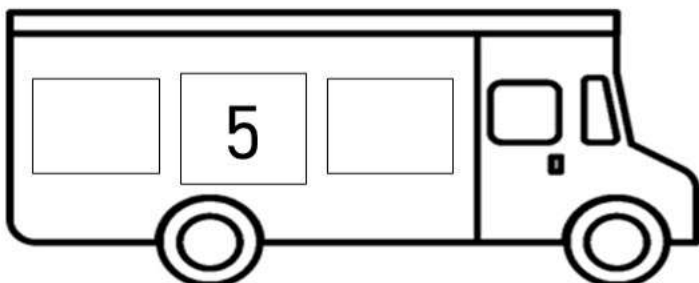
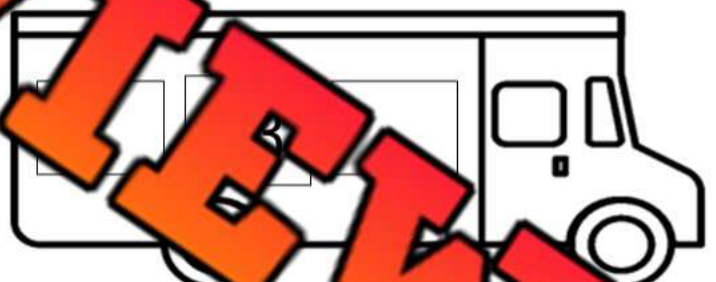
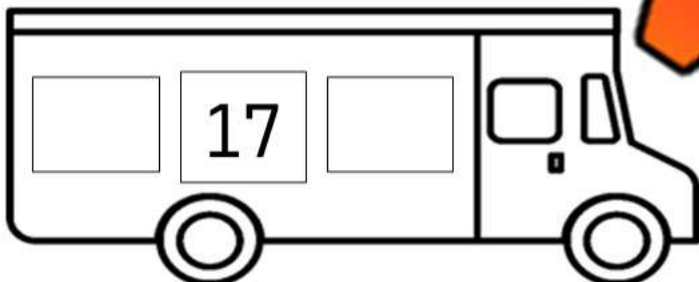
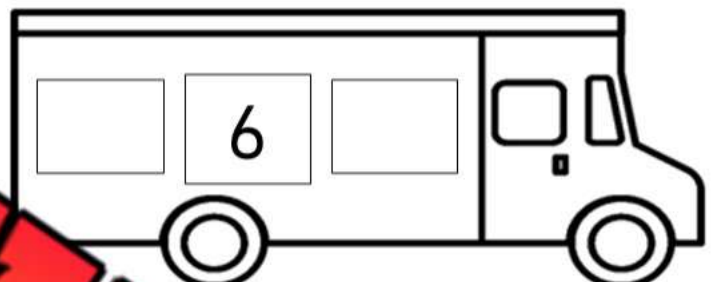
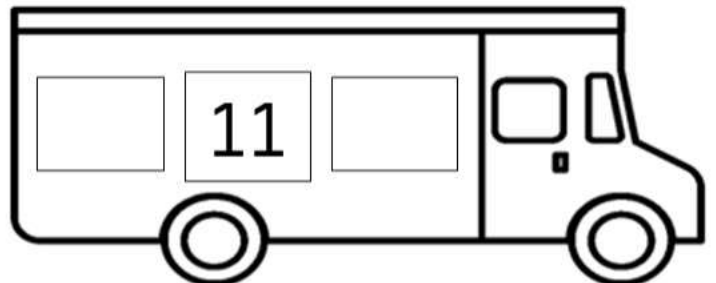
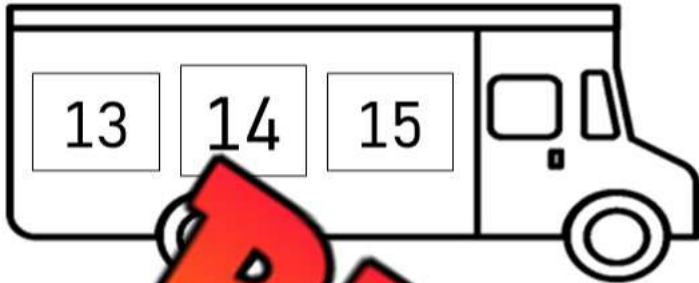
75

Curriculum Connection
N.8

One More, One Less

Instructions

Write one less and one more on the trucks below

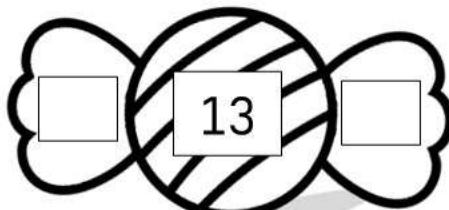
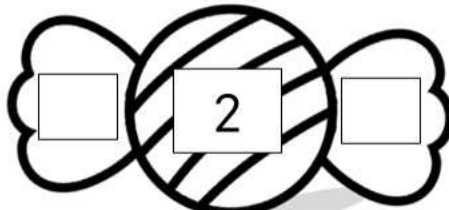
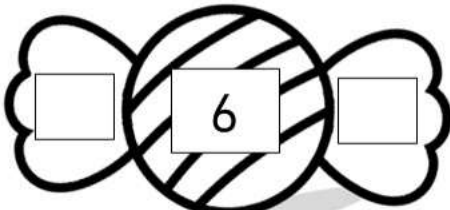
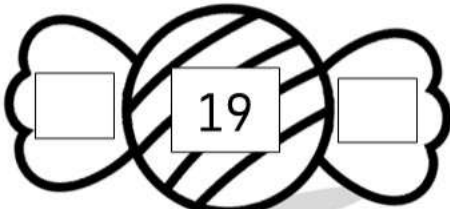
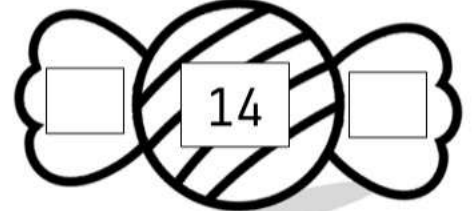
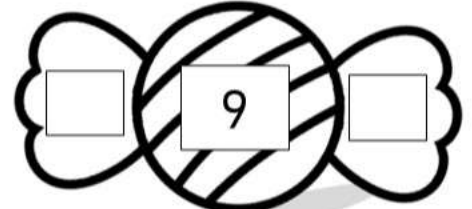
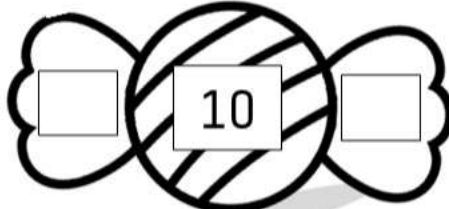
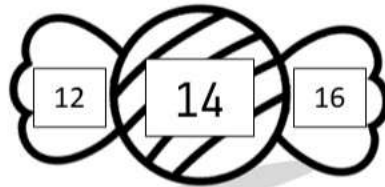


Name: _____

77

Curriculum Connection
N.8

Two More, Two Less

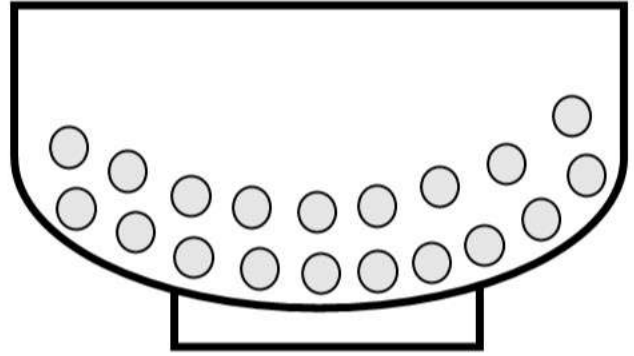


Number Sense Quiz**Part 1**

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



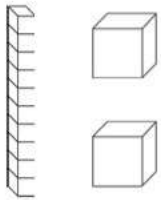
Estimate: About _____ pieces
Actual: There are _____ pieces



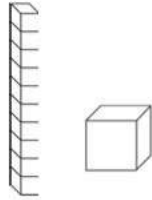
Estimate: About _____ pieces
Actual: There are _____ pieces

Part 2Compare the number of base ten blocks using $<$ $>$ $=$

1)



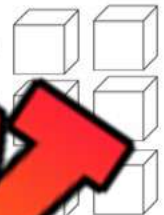
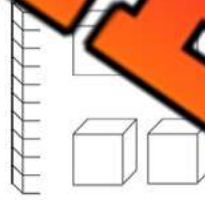
12



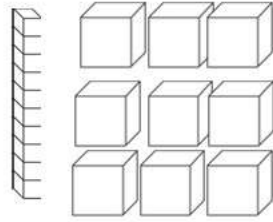
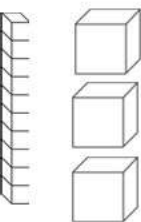
11



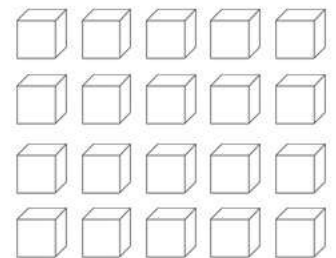
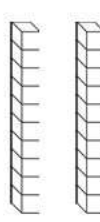
2)



3)



4)



Part 3

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

1)

14

18

2)

6

6

3)

2

5

4)

8

11

5)

17

14

6)

15

7

7)

5

12

8)

20

18

9)

16

16

Part 4

Fill in the boxes

One Less

1)

One More

One Less

2)

One More

7

11

One Less

3)

One More

One Less

4)

One More

5

4

Two Less

5)

Two More

Two Less

6)

Two More

3

17

Two Less

7)

Two More

Two Less

8)

Two More

13

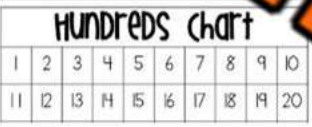
2

Mental Math – Counting On (Up To 18)

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

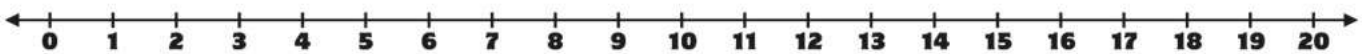
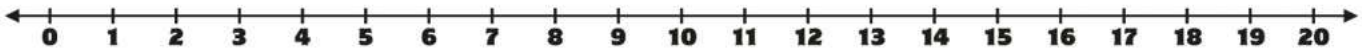
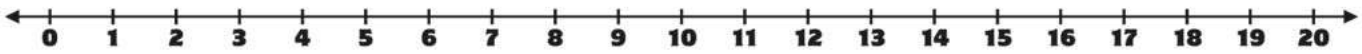
Part 1

Use the chart to answer the question

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

Part 2

Use the number line to find the answer

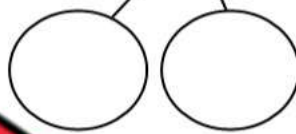
1) $3 + 9 =$ _____ 
2) $6 + 4 =$ _____ 
3) $5 + 9 =$ _____ 

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

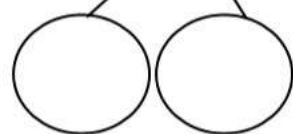
1. Create a ten by taking some from the other number.
2. Add the remaining amount.

1) 7

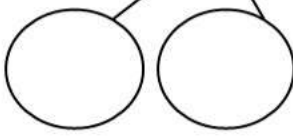
$$10 + 2 = 12$$

2) $9 + 6$ 

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

3) $8 + 9$ 

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

4) $8 + 8$ 

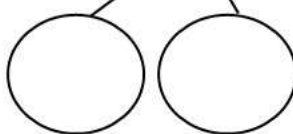
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

5) $4 + 7$ 

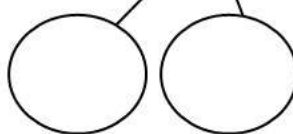
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

6) $9 + 8$ 

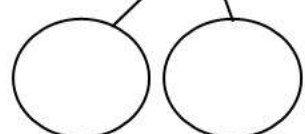
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

7) $8 + 12$ 

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

8) $9 + 8$ 

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

9) $8 + 7$ 

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

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.

$$\begin{array}{r} + 10 \\ 20 + 20 = 40 \end{array}$$

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

$$4 + 5$$

$$3 + 4$$

$$6 + 7$$

$$9$$

$$8 + 9$$

$$11 + 10$$

Adding Money

Instructions

Add the money below

1)



+

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

2)



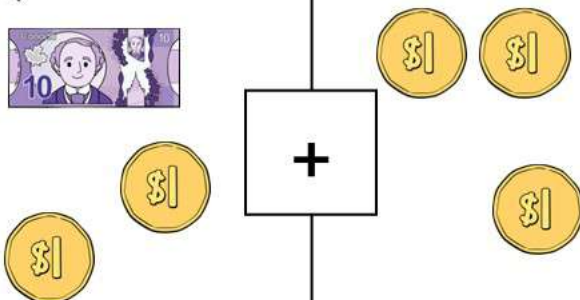
+

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

3)



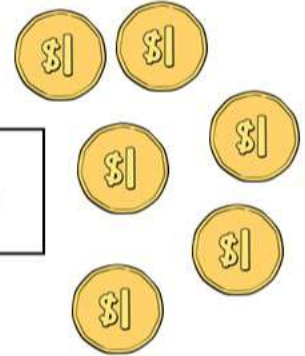
+

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

4)



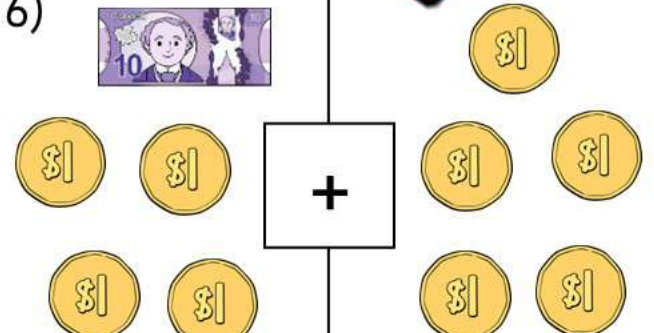
+

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

6)



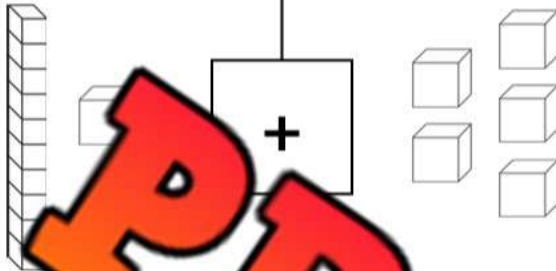
+

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

Base Ten Blocks Addition**Instructions**

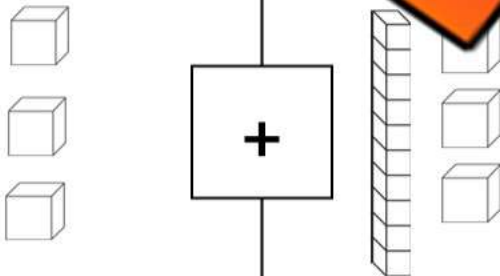
Add the base ten blocks below

1)



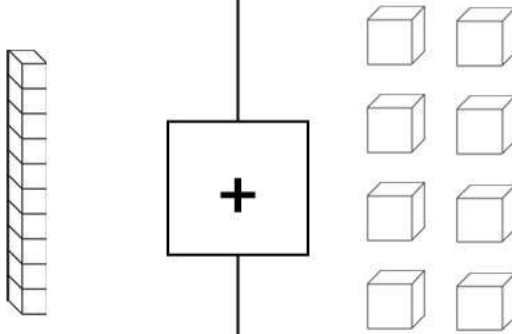
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

2)



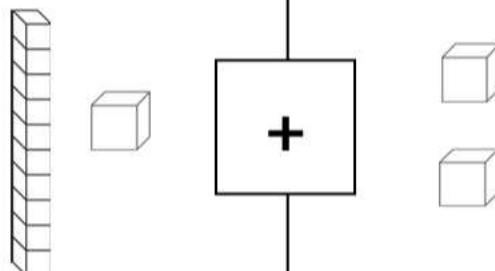
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

3)



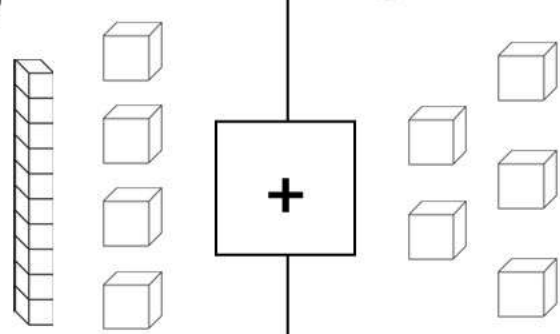
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

4)



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

6)



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

Exit Cards

Cut Out

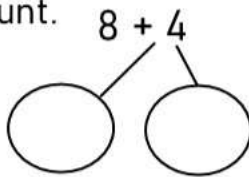
Cut out the exit cards below and have students complete them at the end of class

Name: _____

a) Add the money below



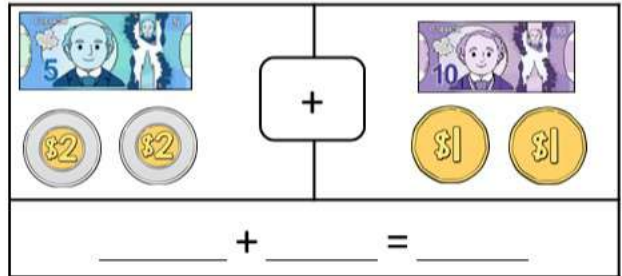
b) Create a ten and add the remaining amount.



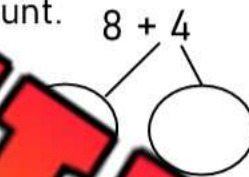
_____ + _____ = _____

Name: _____

a) Add the money below



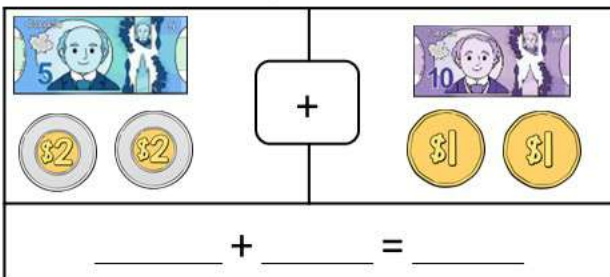
b) Create a ten and add the remaining amount.



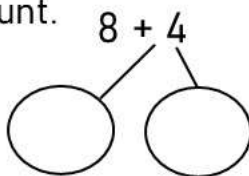
_____ + _____ = _____

Name: _____

a) Add the money below



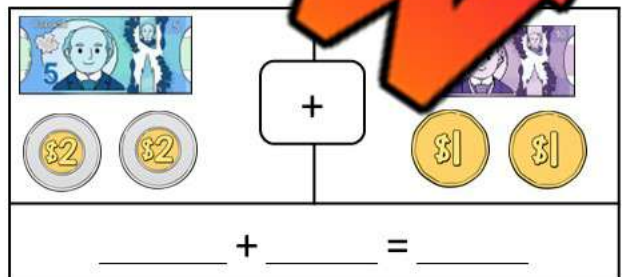
b) Create a ten and add the remaining amount.



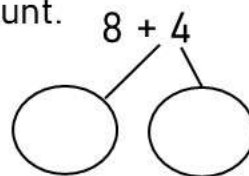
_____ + _____ = _____

Name: _____

a) Add the money



b) Create a ten and add the remaining amount.

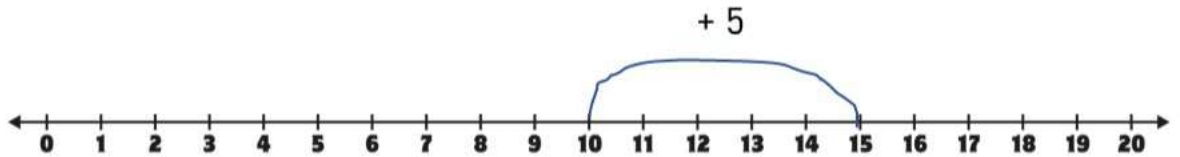


_____ + _____ = _____

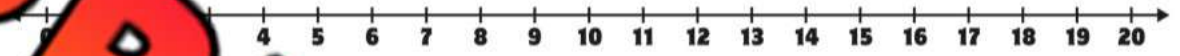
Number Line Addition

InstructionsUse the number line to add the numbers below

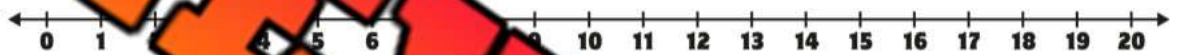
$10 + 5 = 15$



$3 + 8 =$



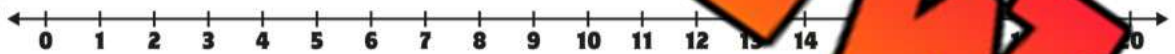
$8 + 7 =$



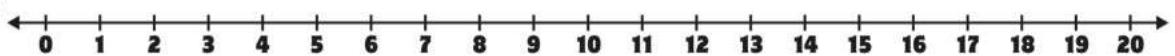
$12 + 7 =$



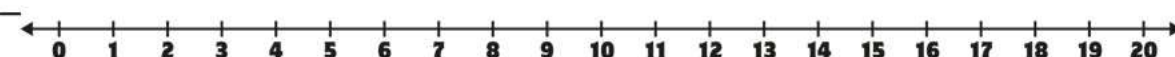
$4 + 6 =$



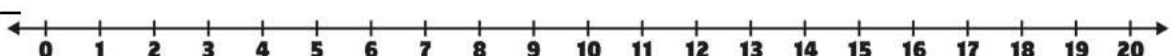
$9 + 8 =$



$13 + 5 =$



$11 + 9 =$

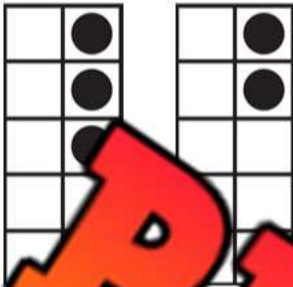


Ten Frame Addition

Instructions

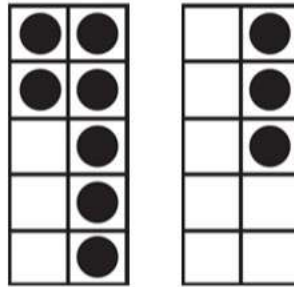
Complete the addition sentences below

1)



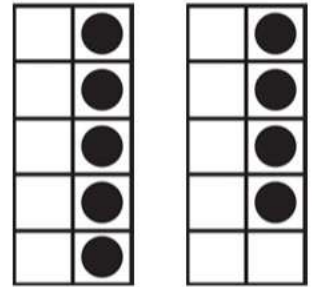
$$3 + \underline{\quad} = \underline{\quad}$$

2)



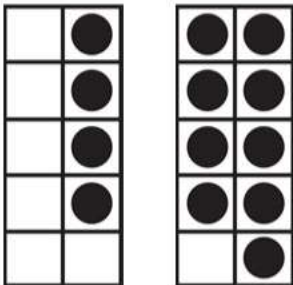
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3)



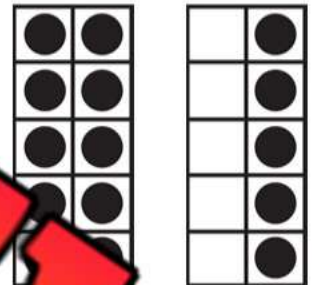
$$\underline{\quad} + 4 = \underline{\quad}$$

4)



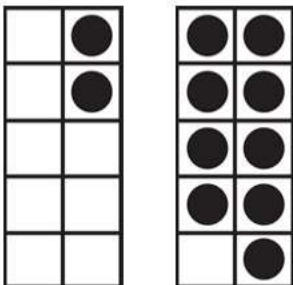
$$4 + \underline{\quad} = \underline{\quad}$$

6)



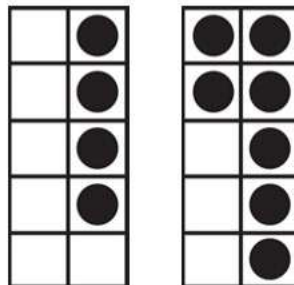
$$\underline{\quad} + 4 = \underline{\quad}$$

7)



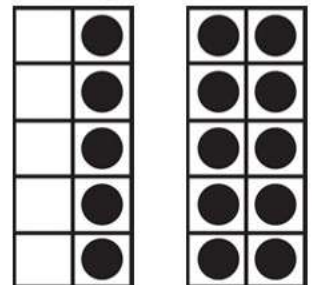
$$\underline{\quad} + \underline{\quad} = 11$$

8)



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

9)



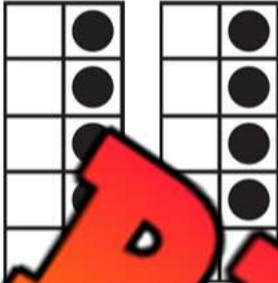
$$\underline{\quad} + 10 = \underline{\quad}$$

Ten Frame Addition - Doubles

Instructions

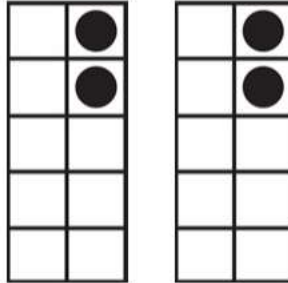
Complete the addition sentences below

1)



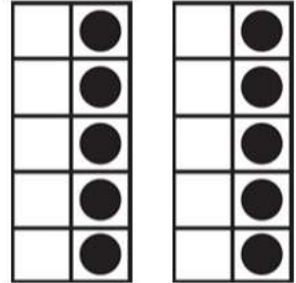
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2)



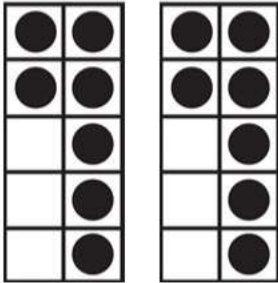
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3)



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

4)



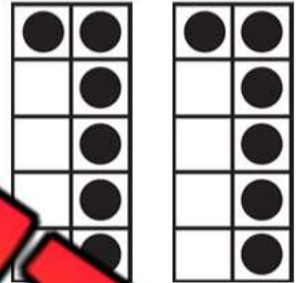
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5)



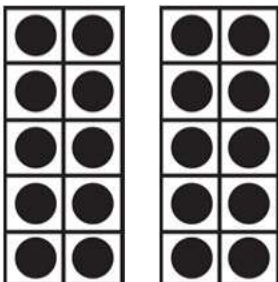
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6)



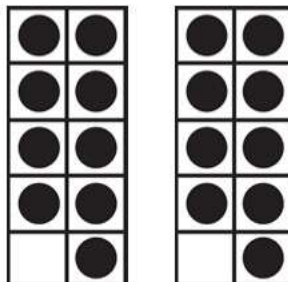
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

7)



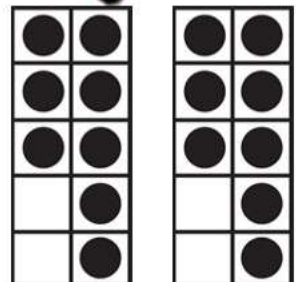
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

8)



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

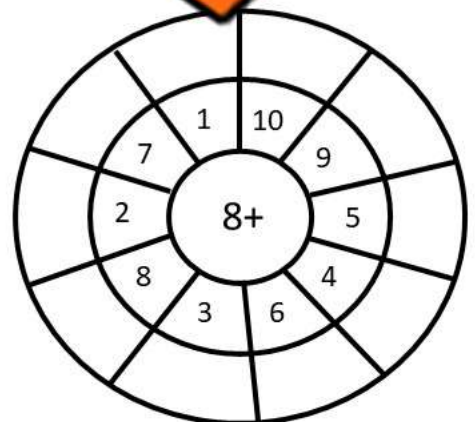
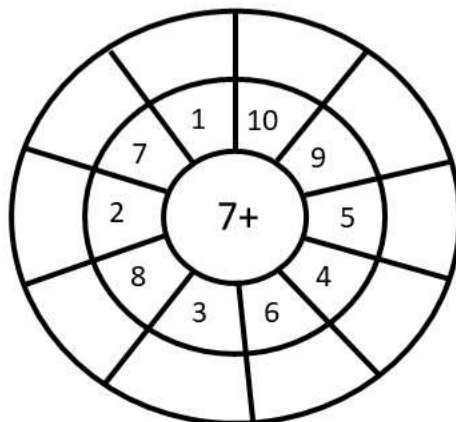
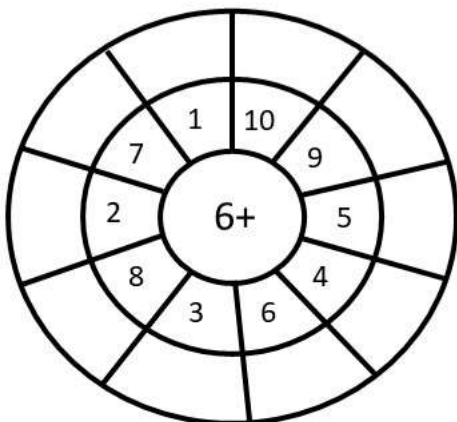
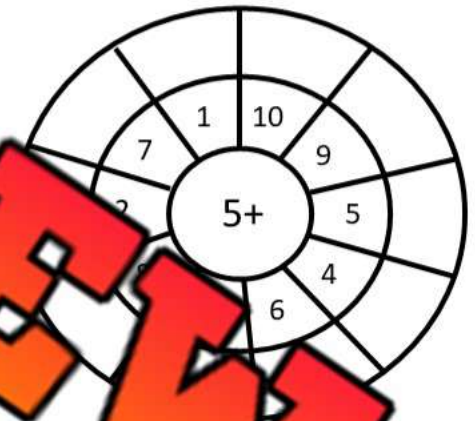
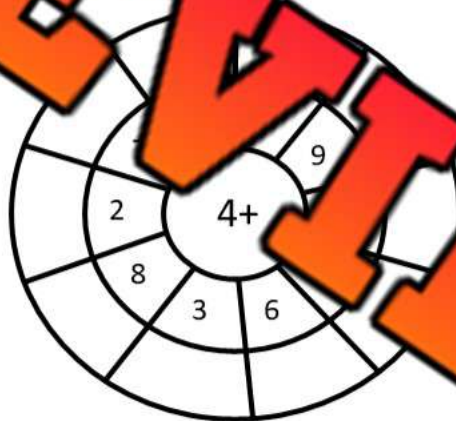
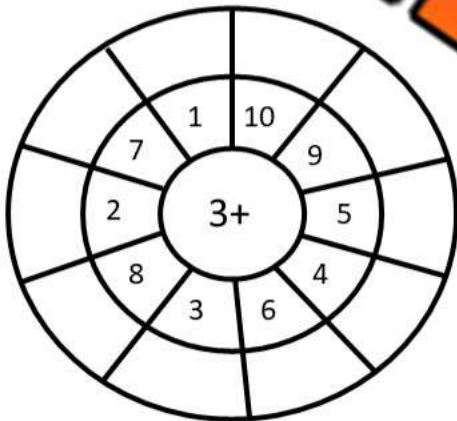
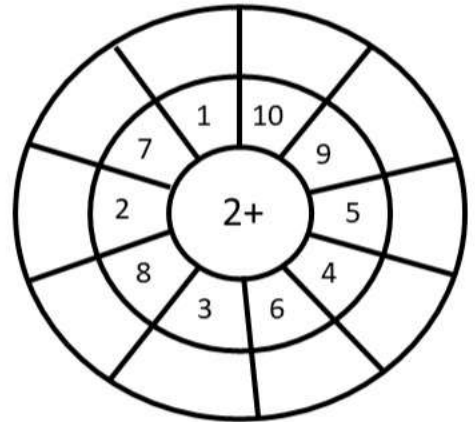
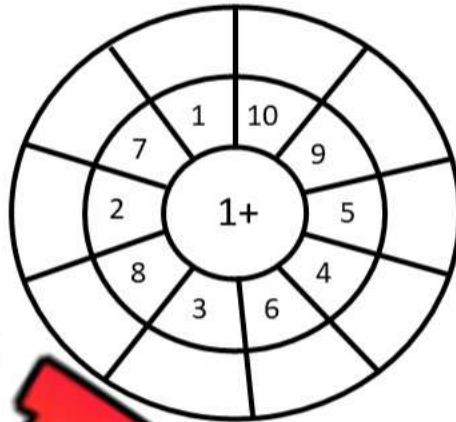
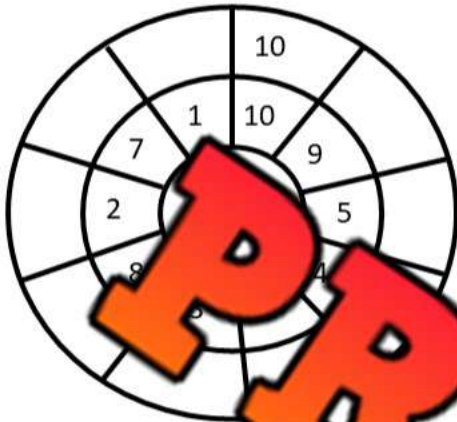
9)



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

Bullseye Math Facts**Instructions**

Fill in the outer layer of the bullseye



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, 4 shots in game two, and 5 shots in game three. How many total shots did she take in all 3 games?



- 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)
$\begin{array}{r} 1) \quad 10 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2) \quad 10 \\ + 8 \\ \hline \end{array}$

- 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)
$\begin{array}{r} 1) \quad 4 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2) \quad 10 \\ + 8 \\ \hline \end{array}$

- 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)
$\begin{array}{r} 1) \quad 4 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2) \quad 10 \\ + 8 \\ \hline \end{array}$

- 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)
$\begin{array}{r} 1) \quad 4 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2) \quad 10 \\ + 8 \\ \hline \end{array}$

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

Index cards

Cut out the cards below

Mia has 9 bracelets and makes 8 more. Then her friend gives her 2 more. How many bracelets does she have now?

Lucas finds 10 blocks and then finds 6 more. His teacher gives him 4 more. How many blocks does he have in total?

Ella has 11 buttons and gets 4 more from her friend. How many buttons does she have now?

Jack has 8 pencils and buys 9 more. How many pencils does he have now?

Sophie has 5 candies at home. She gets 3 more from a friend and 6 more from her parents. How many does she have now?

Oliver has 9 balloons and gets 7 more for his birthday. How many balloons does he have now?

Chloe has 3 chocolate chip cookies, 5 raisin cookies, and 8 sugar cookies. How many cookies does Chloe have?

Henry has 12 toy cars and gets 6 more as a gift. How many toy cars does he have now?

Name: _____

109

Curriculum Connection
N.9

Index cards

Cut out the cards below

$$14 + 6 =$$

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

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

$$11 + 8 =$$

$$13 + 6 =$$

$$14 +$$

$$10 + 6 =$$

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

PREVIEW

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 10 marbles and then gets 5 more. His brother gives him 10 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 10 more. His sister gives him 2 more blocks. How many blocks does Jake have now?

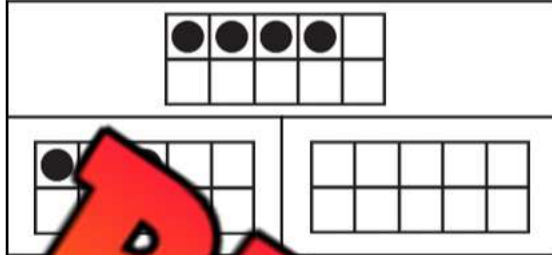
Emma finds 9 flowers and picks 5 more. Her friend gives her 2 more flowers. How many flowers does Emma have now?

Mia has 11 bracelets and makes 4 more. She receives 2 more bracelets from her mother. How many bracelets does Mia have now?

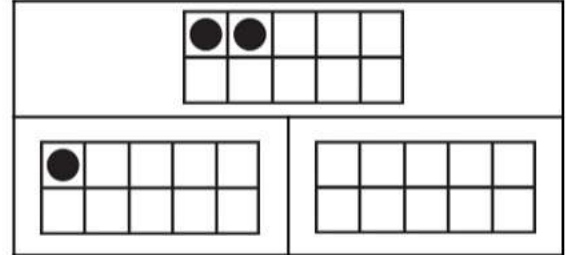
Part-Part Whole – Sums Up To 5**Questions**

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

1)



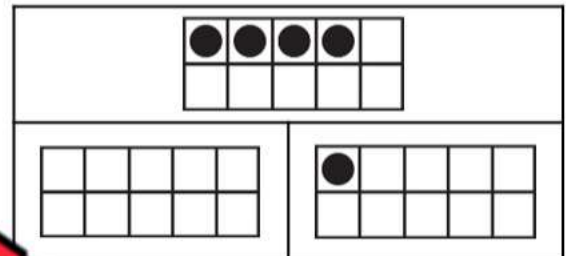
2)



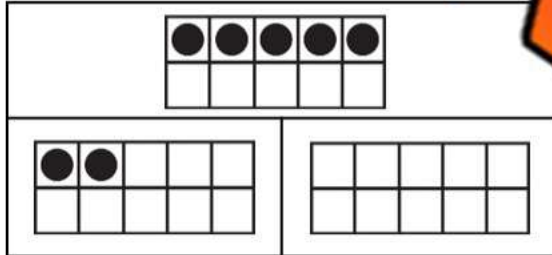
3)



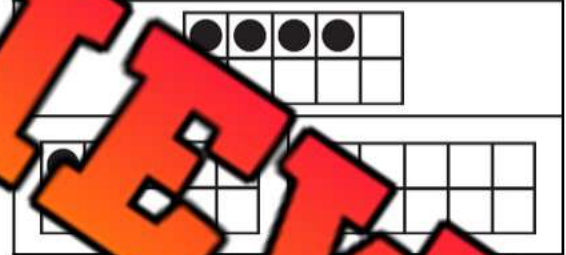
4)



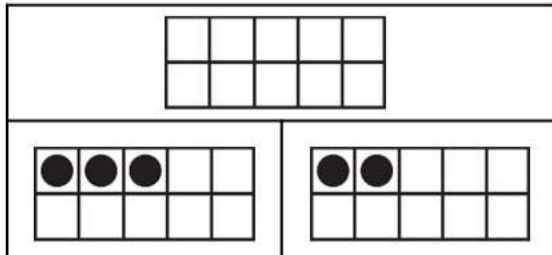
5)



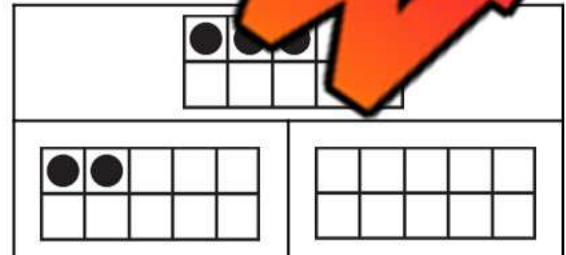
6)



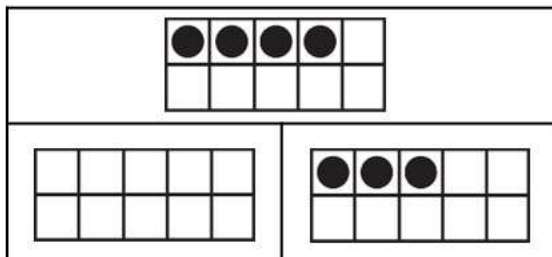
7)



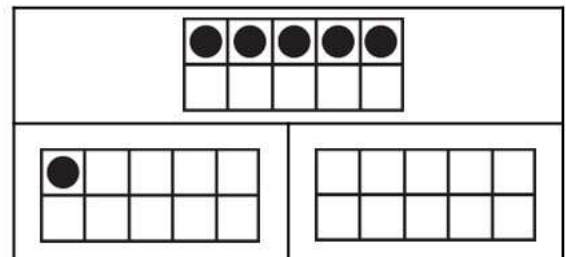
8)



9)



10)



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

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

1)

5	

2)

3	
	1

3)

4)

3	0

5)

5	
2	

6)

2	

7)

2	3

8)

3	
0	

9)

2	
1	

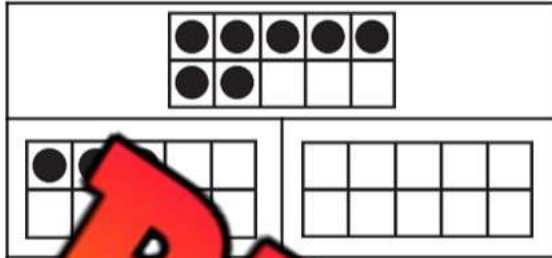
10)

1	3

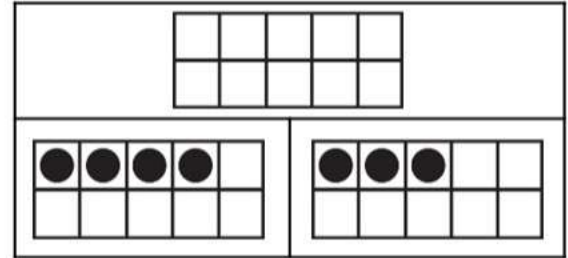
Part Part Whole – Up To 10**Questions**

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

1)



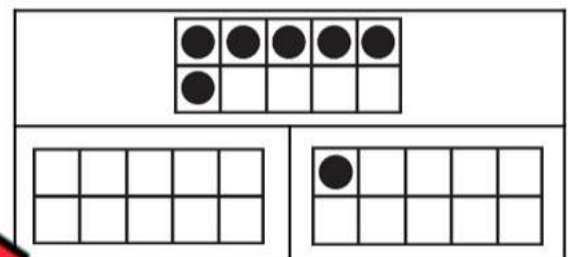
2)



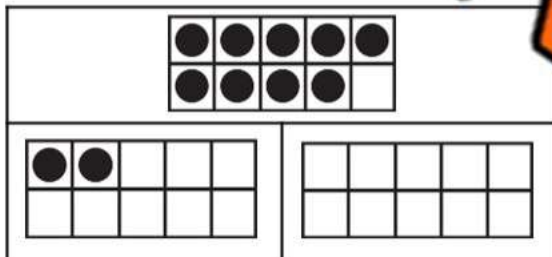
3)



4)



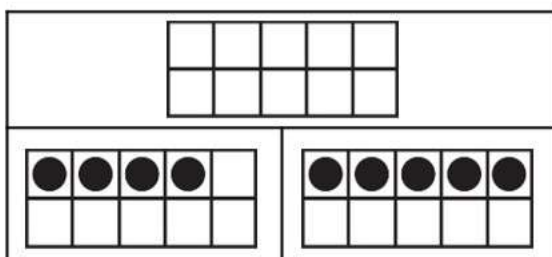
5)



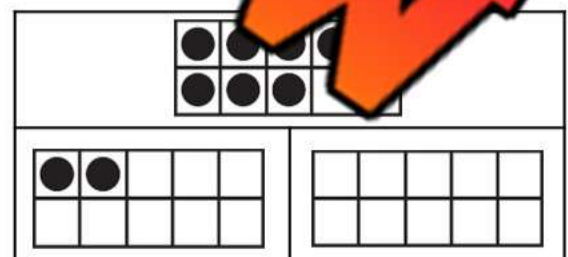
6)



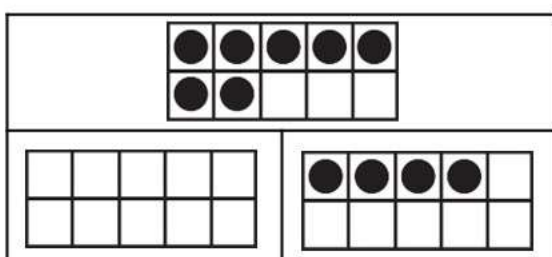
7)



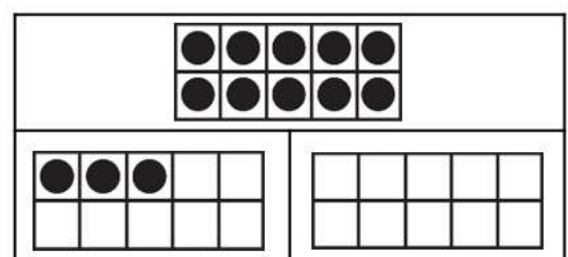
8)



9)



10)



Part Part Whole - Numbers To 18**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 18**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)

	2	6

7)

9	4	1

8)

15		
9		4

9)

17		
6	6	

10)

18		
11		6

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

2) $18 - 6 =$ _____

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

3) $15 - 3 =$ _____

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

4) $14 - 4 =$ _____

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

5) $13 - 6 =$ _____

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

6) $12 - 5 =$ _____

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

7) $18 - 8 =$ _____

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

8) $17 - 7 =$ _____

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

9) $19 - 4 =$ _____

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

10) $19 - 9 =$ _____

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

11) $15 - 6 =$ _____

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

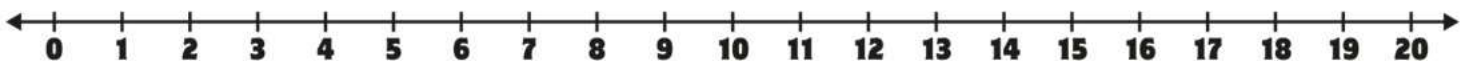
12) $12 - 8 =$ _____

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

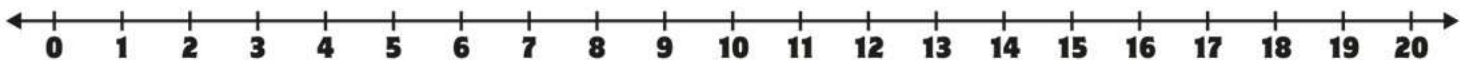
Part 2

Use the number lines to find the answers

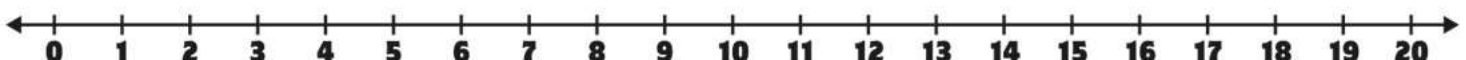
1) $13 - 9 =$ _____



2) $16 - 4 =$ _____



3) $15 - 9 =$ _____



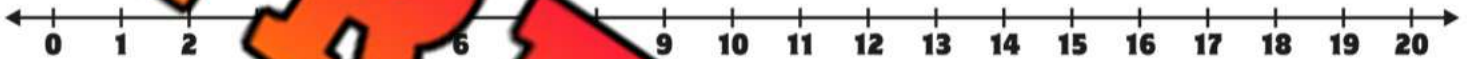
Subtraction Mental Math - Counting Up

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.

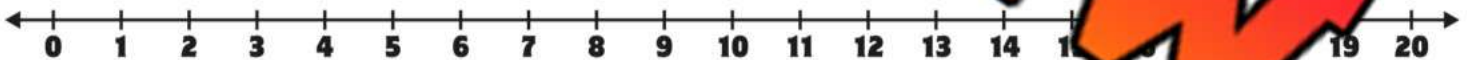
1) $8 - 2 =$ _____



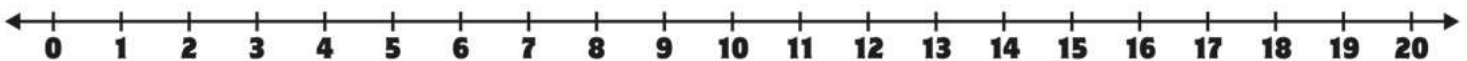
2) $10 - 6 =$ _____



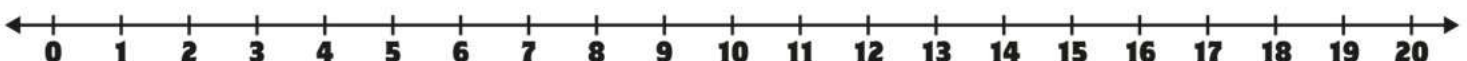
3) $11 - 5 =$ _____



4) $15 - 11 =$ _____



5) $18 - 12 =$ _____



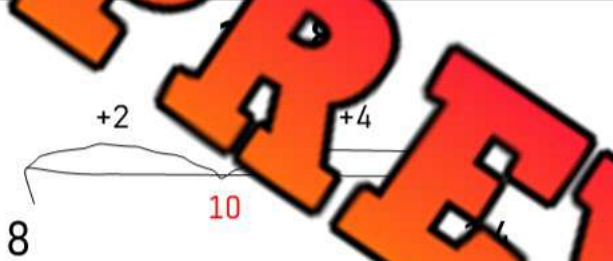
Subtraction Mental Math - Counting Up

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.



Instruction: Draw a number line and answer the question



$$\text{Answer} = 2 + 4 = 6$$

$$8 - 5$$

$$13 - 9$$

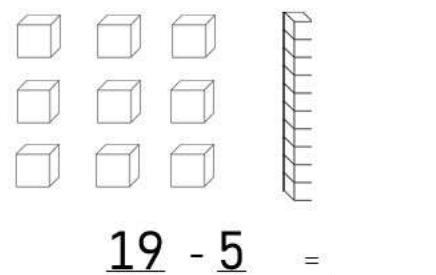
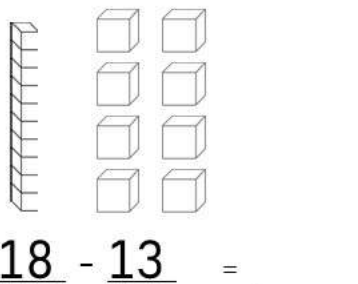
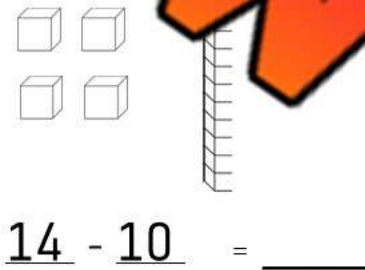
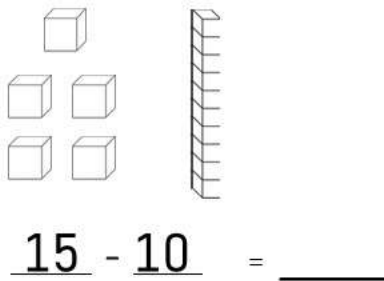
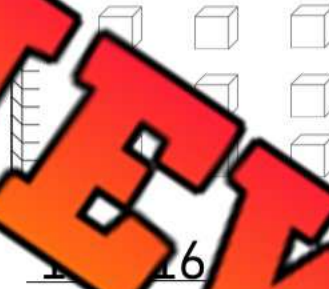
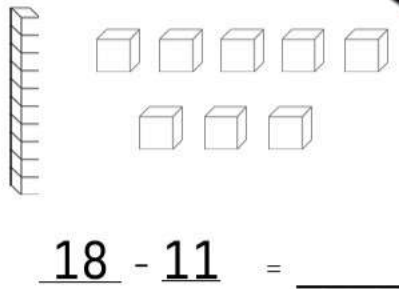
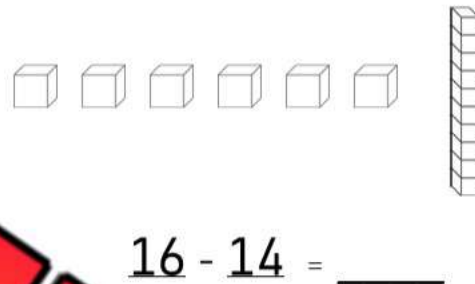
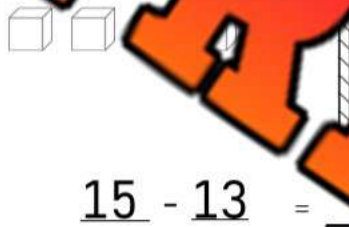
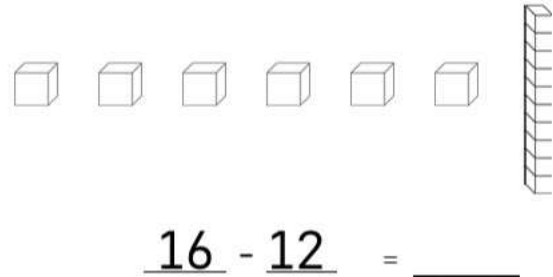
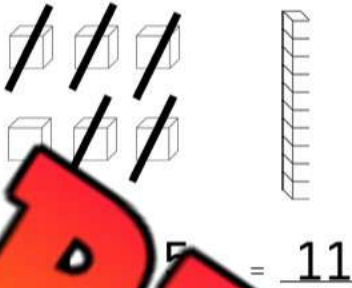
$$15 - 5$$

$$18 - 12$$

Subtraction Using Base Ten Blocks

Instructions

Subtract from the base ten blocks



Subtracting Money

Instructions

Subtract from the money below



$$3 - \$10$$



$$\$14 - \$2 = \underline{\hspace{2cm}}$$



$$\$16 - \$5 = \underline{\hspace{2cm}}$$



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



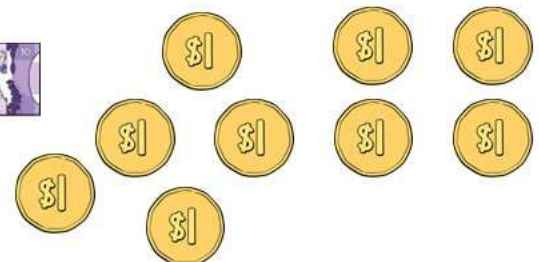
$$\$15 - \$13 = \underline{\hspace{2cm}}$$



$$\$15 - \$14 = \underline{\hspace{2cm}}$$



$$\$18 - \$7 = \underline{\hspace{2cm}}$$



$$\$19 - \$17 = \underline{\hspace{2cm}}$$

Name: _____

124

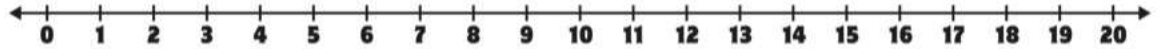
Curriculum Connection
N.9

Number Line Subtraction

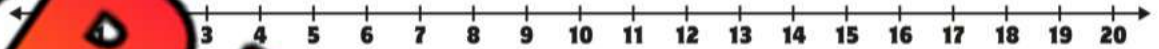
Instructions

Use the number line to subtract the numbers below

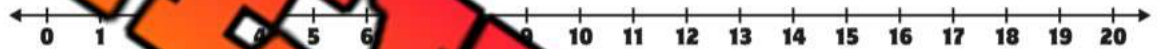
$10 - 6 = 4$



$13 - 6 = \underline{\quad}$



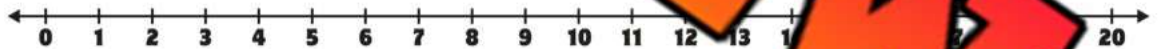
$15 - 6 = \underline{\quad}$



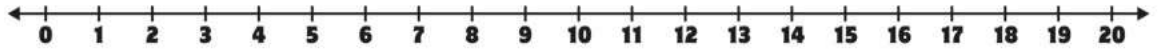
$19 - 9 = \underline{\quad}$



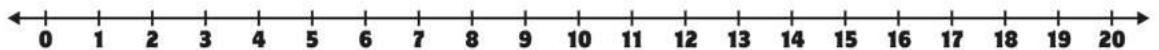
$18 - 7 = \underline{\quad}$



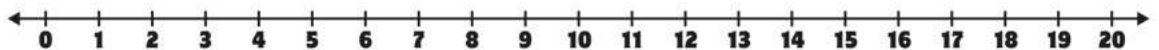
$14 - 5 = \underline{\quad}$



$17 - 6 = \underline{\quad}$



$20 - 8 = \underline{\quad}$



Name: _____

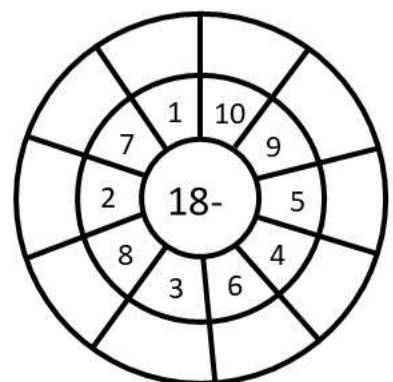
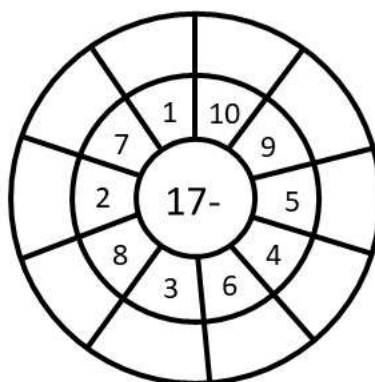
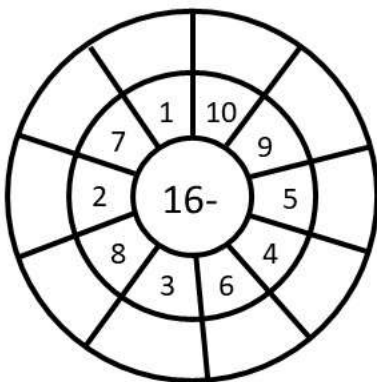
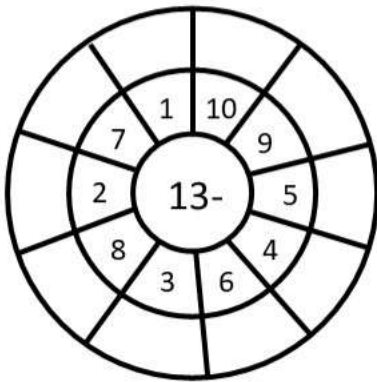
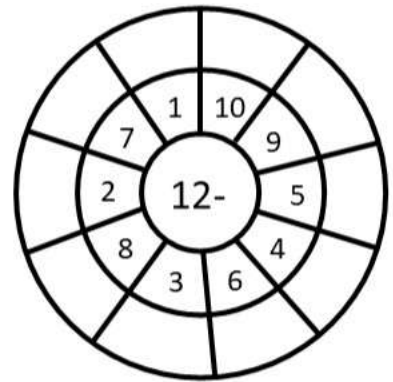
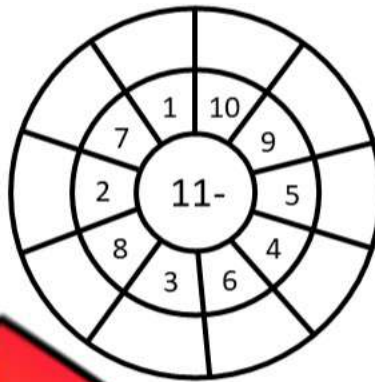
133

Curriculum Connection
N.10

Bullseye Subtraction Facts

Instructions

Fill in the outer layer of the bullseye



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 \$20 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 shoes 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 12 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 5 to his sister 6 eggs and his sister 6 eggs. How many eggs does he have left?



- 4) Josh buys a bag of 20 candies. He ate 9 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

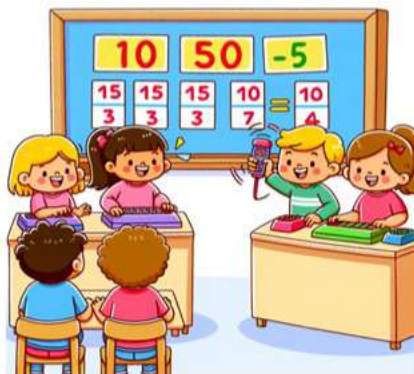
What are we learning about?

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

Materials

What will need for the activity.

- Jeopardy board and questions
- Buzzer or bell



Instructions

How you will complete the activity

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

Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$6 - 2 = \underline{\quad}$	$9 - 2 = \underline{\quad}$	$13 - 2 = \underline{\quad}$	$15 - 2 - 1 = \underline{\quad}$	$19 - 13 - 4 = \underline{\quad}$
$8 - 4 = \underline{\quad}$	$12 - 4 = \underline{\quad}$	$16 - 4 = \underline{\quad}$	$18 - 5 - 3 = \underline{\quad}$	$20 - 5 - 10 = \underline{\quad}$
$10 - 6 = \underline{\quad}$	$14 - 6 = \underline{\quad}$	$19 - 17 = \underline{\quad}$	$19 - 7 - 2 = \underline{\quad}$	$18 - 7 - 9 = \underline{\quad}$
$12 - 8 = \underline{\quad}$	$15 - 8 = \underline{\quad}$	$17 - 2 - 6 = \underline{\quad}$	$18 - 9 - 5 = \underline{\quad}$	$20 - 9 - 9 = \underline{\quad}$
Alex bought 10 apples and gave 3 to his friend. How many apples does he have left?	Sam had 14 candies and gave 5 to his friend. How many candies does she have now?	Olivia had 17 pencils. She gave 4 to her friend and lost 2 more. How many pencils does Olivia have left?	Isabella had 14 marbles. She played a game and won 8 more marbles, but then accidentally dropped 4 marbles. How many marbles does Isabella 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?	Ben 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) $3 + 5 - 2 =$

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) $4 - 2 + 4 =$

16) $10 - 2 + 5 =$

17) $3 + 5 - 5 =$

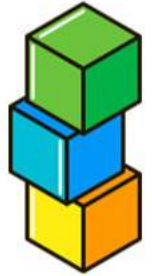
18) $9 + 6 - 4 =$

19) $18 - 8 + 6 =$

20) $16 + 4 - 3 =$

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

1) Sally has 6 blocks and then grabs 5 more. She gives 3 blocks to her friend. How many blocks does she have now?



2) Emily has 10 dollars. Her father gives her \$5 more. She spends \$6 on chocolate bars. How much money does she have now?



3) Kate bakes 6 cookies in her first batch and 4 in her second batch. She eats 4 cookies. How many cookies does she have left?



4) Mia collects 14 rocks the first day and 6 rocks the second day. She throws 9 of the rocks back outside. How many rocks did she keep?



Fact Families - Adding/ Subtracting (10)**Questions**Create 2 addition and 2 subtraction equations using the numbers provided

1)

3

7

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

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 (20)**Questions**Create 2 addition and 2 subtraction equations using the numbers provided

1)

13

5

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

2)

9

6

15

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

3)

10

17

7

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

4)

12

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

Matching Game: Inverse Operations Match

Objective

What are we learning about?

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

Materials

What will need for the activity.

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



Instructions

How you will complete the activity

1. Before the class, the teacher will cut out the pre-prepared matching game cards, ensuring there are 10 subtraction equations and their corresponding 10 inverse addition equations..
2. Divide the students into small groups and give each group a bag or envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards.
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

$$9 - 1 = 8$$

$$8 + 1 = 9$$

$$16$$

$$16$$

$$10 + 6 = 16$$

$$13 - 3 = 10$$

$$10 + 3 = 13$$

$$11 - 2 = 9$$

$$9 + 2 = 11$$

$$19 - 9 = 10$$

$$10 + 9 = 19$$

Cards

Matching Game Cards

$$8 - 2 = 6$$

$$6 + 2 = 8$$

$$14 - 5 = 9$$

$$9 + 5 = 14$$

$$13 - 4 = 9$$

$$9 + 4 = 13$$

$$11 - 3 = 8$$

$$8 + 3 = 11$$

$$17 - 6 = 11$$

$$11 + 6 = 17$$

Cards

Matching Game Cards

$$10 - 1 = 9$$

$$9 + 1 = 10$$

$$15 - 6 = 9$$

$$9 + 6 = 15$$

$$12 - 2 = 10$$

$$10 + 2 = 12$$

$$16 - 7 = 9$$

$$9 + 7 = 16$$

$$18 - 8 = 10$$

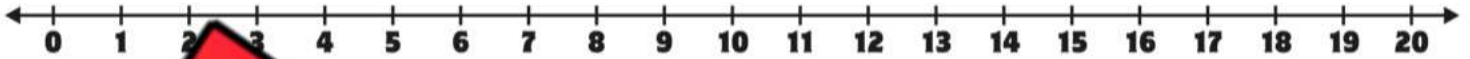
$$10 + 8 = 18$$

Operations Quiz

Part 1

Add using the number lines below

1) $4 + 5 =$ _____



2) $7 +$ _____

**Part 2**

Add using the ten blocks below

1)

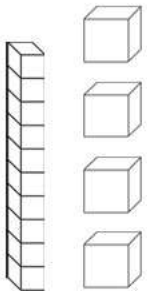


+



_____ + _____ = _____

3)

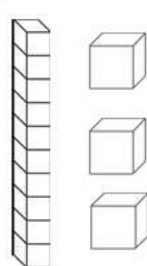


+

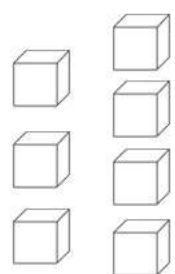


_____ + _____ = _____

4)



+

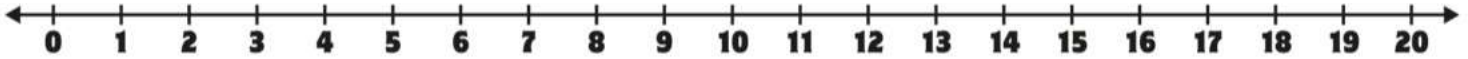


_____ + _____ = _____

Part 3

Subtract using the number lines below

1) $15 - 6 = \underline{\hspace{2cm}}$



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



Part 4

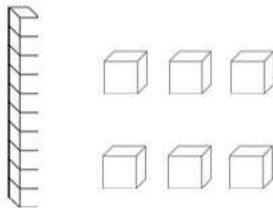
Subtract using the money and base ten blocks below



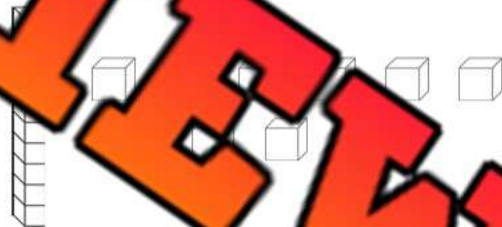
$\$14 - \$11 = \underline{\hspace{2cm}}$



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



$16 - 11 = \underline{\hspace{2cm}}$



$19 - 12 = \underline{\hspace{2cm}}$

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?