

1. What comes next?

1, 2, 3, 4, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

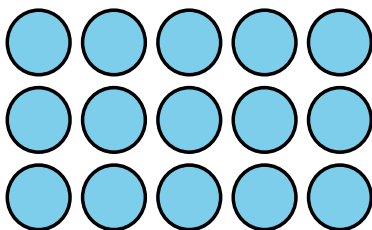
2. Count backward from 10:

10, 9, 8, 7, 6, 5, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 0

3. What numbers are missing?

1, 2, \_\_\_\_\_, 4, 5, \_\_\_\_\_, 7 \_\_\_\_\_, 9, \_\_\_\_\_

4. How many? Can you count them in a different way?



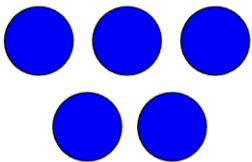
5. Let's count by 5s!

5, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

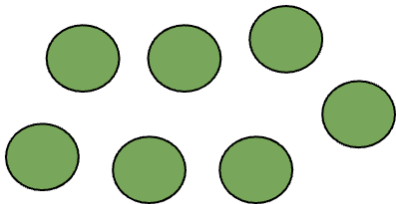
6. Let's count by 2s!

2, 4, \_\_\_\_\_, \_\_\_\_\_, 10, 12, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 20

7. How many dots do you see? (Try not to count at first). How do you see them?



8. How many dots do you see? (Try not to count at first). How do you see them?





9. Circle the number that is closest to 5:

11, 9, 16, 2

10. Circle the number that is closest to 10:

16, 7, 12, 6

11. In the number pairs, circle which number is the greatest.

a. 3      7

b. 8      5

c. 12     9

d. 15     19

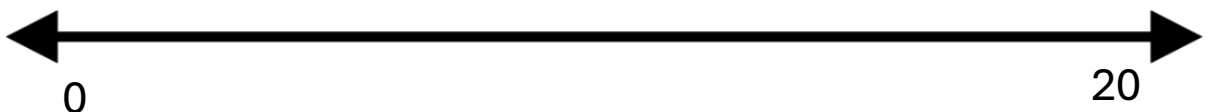
e. 18     14

12. Order these numbers from least to greatest:

17, 4, 12, 7, 10

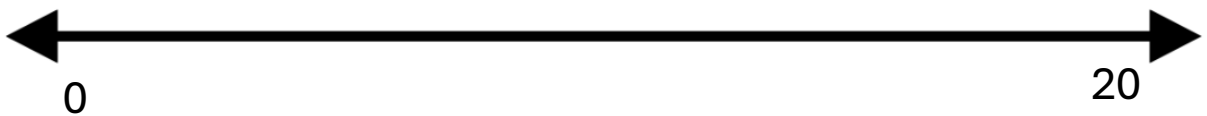
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

13. Estimate where these numbers go in order on the number line: 10, 14, 5, 19, 8 and record them on the number line.



14. What is a number that is more than 8 but less than 12?

15. On a number line, what number comes halfway between 0 and 20?



16. Show one way to make 6 on a ten frame.


17. Make the number 8 using tally marks,

18. Draw a picture that shows 10 of something. Print the word for 10.

19. Represent the number 13.

DOTS	TALLIES	TEN FRAMES

20. Make the number 17 using tally marks.

21. Show one way to represent 12 on ten frames.



22. How many tens and ones are in 16?

\_\_\_\_\_ tens \_\_\_\_\_ ones



23. Represent the number 18.

DOTS	TALLIES	TEN FRAMES

24. Show three ways to decompose 5 into two parts.

<b>5</b>	

<b>5</b>	

<b>5</b>	

25. Use ten frames to show two ways to decompose 7 into parts.



\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

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26. Show three ways to decompose 10 into two parts.

<b>10</b>	

<b>10</b>	

<b>10</b>	

27. Decompose the numbers into tens and ones.

12 is \_\_\_\_\_ ten and \_\_\_\_\_ ones

15 is \_\_\_\_\_ ten and \_\_\_\_\_ ones

19 is \_\_\_\_\_ ten and \_\_\_\_\_ ones



28. Grab a handful of small blocks, cubes, or counters. What different ways could you count them? Record your counts using pictures and numbers.

29. Count out 20 cubes or counters by ones. What different ways can you organize the cubes or counters to count them?



30. Start at 2. Count by 2s. What patterns do you notice?

31. Find a collection of items in your classroom like a basket of books or a jar of pencils. About how many do you think there are? Count to find out how many. Is there a different way you could count them?



32. Choose three different collections in your classroom to count. What different ways can you count them? Record how you counted using pictures, numbers, and words.

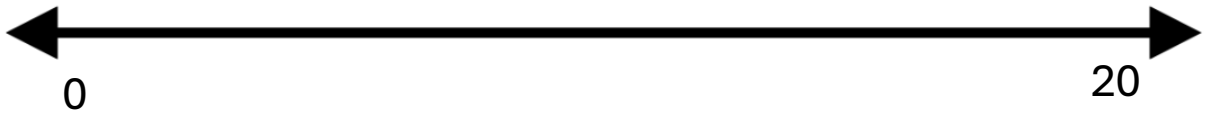
33. Grab a handful of crayons or pencil crayons. Estimate about how many there are. Compare you handful with a classmate. Who do you think has more? Count and check and compare the numbers you each have.



34. Is 12 closer to 10 or 15? How do you know?

35. About how many books do you think you have in your classroom? About how many pencils do you think there are? Are there more books or pencils?

36. Place 8 and 15 on the number line. Explain your reasoning to a partner.



37. When is 10 a lot of something? When is 10 a little of something? Draw a picture and add numbers and words to show your thinking.

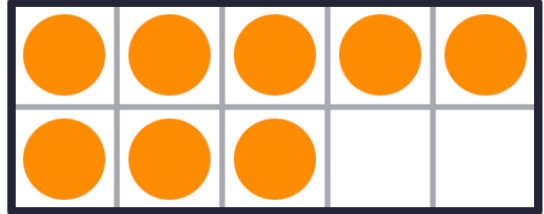
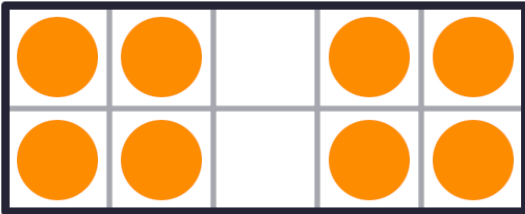


38. What different ways can you represent 5? Think about using words, pictures, numbers, tallies, ten frames, etc.

39. What different ways can you decompose 7 into parts? Use materials, pictures, numbers, ten frames, etc.



40. How are these representations of 8 the same? How are they different?



41. What different ways can you represent 10? Think about using words, pictures, numbers, tallies, ten frames, etc.



42. Get a collection of 12 or 15 items. What different ways can you decompose the whole amount into parts? How could you record all the different ways you find using pictures, numbers, and words.

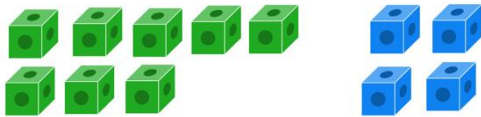
43. What different ways can you represent 16? Think about using words, pictures, numbers, tallies, ten frames, etc.

1. There are 4 orange cubes and 3 blue cubes. When you combine them together, how many cubes are there?



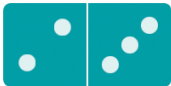


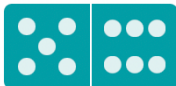
What is the addition equation? \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. There are 8 green cubes and 4 blue cubes. When you combine them together, how many cubes are there?



What is the addition equation? \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. Add the dots on the dominoes together. Print the equation that matches the dominoes.

 <p>_____ + _____ = _____</p>	 <p>_____ + _____ = _____</p>
 <p>_____ + _____ = _____</p>	 <p>_____ + _____ = _____</p>

4. Draw a picture or use tally marks to solve the following addition equations.

$3 + 5 =$	$8 + 2 =$
$9 + 5 =$	$7 + 8 =$

5. There are 8 green cubes. If you remove 2 of them, how many green cubes will be left?



What is the subtraction equation? \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

6. There are 12 blue cubes. If you remove 3 cubes, how many cubes will be left?



What is the subtraction equation? \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



7. Draw pictures to solve the following subtraction equations.

$4 - 2 =$	$10 - 5 =$
$8 - 3 =$	$15 - 7 =$

8. How do ten frames help you think about adding?







Solve:  $7 + 6 =$  \_\_\_\_

9. How do ten frames help you think about adding?

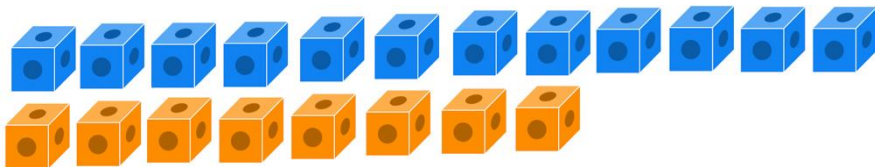


Solve:  $12 - 4 =$  \_\_\_\_

10. Use the dice to help you practice counting on:

<p><b>3</b> + </p> <p><math>3 + 3 = \underline{\hspace{2cm}}</math></p>	<p><b>5</b> + </p> <p><math>5 + 4 = \underline{\hspace{2cm}}</math></p>
<p><b>4</b> + </p> <p><math>4 + 2 = \underline{\hspace{2cm}}</math></p>	<p><b>6</b> + </p> <p><math>6 + 5 = \underline{\hspace{2cm}}</math></p>

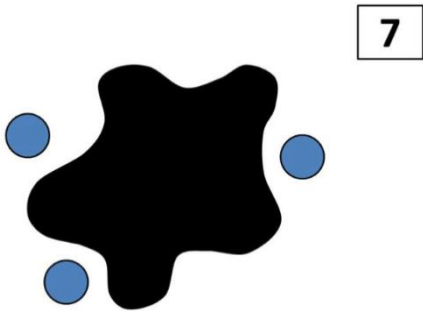
11. Subtract by comparing to find the difference. Show your thinking.



How many more blue cubes than orange cubes are there?  $12 - 8 = \underline{\hspace{2cm}}$



13. There are 7 blue dots. We can see 3. Some are hiding under the splat. How many dots are under the splat?



\_\_\_\_\_ dots under the splat

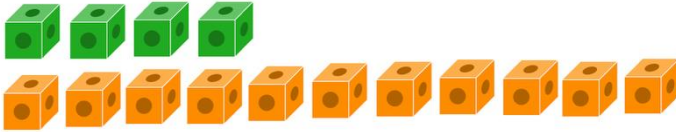
What math equation matches this splat? \_\_\_\_\_

14. There are 9 birds in a tree and 6 fly away. How many birds are still in the tree? Use pictures, numbers, and words to show how you solve the problem.

What equation could you write to match the problem? \_\_\_\_\_



15. Subtract by comparing to find the difference. Show your thinking.

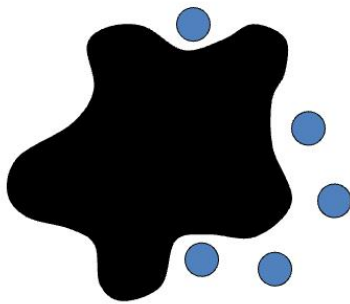


How many more orange cubes than green cubes are there?  $11 - 4 = \underline{\quad}$

16. Draw pictures or use tally marks to show how you solved the following addition equations.

$3 + \underline{\quad} = 7$	$\underline{\quad} + 3 = 11$
$9 + \underline{\quad} = 16$	$\underline{\quad} + 7 = 14$

17. There are 14 blue dots. We can see 5. Some are hiding under the splat. How many dots are under the splat?



14

\_\_\_\_\_ dots under the splat

What math equation matches this splat? \_\_\_\_\_

18. Draw pictures to show how you solved the following subtraction equations.

$\underline{\quad} - 5 = 10$	$8 - \underline{\quad} = 7$
$19 - \underline{\quad} = 9$	$\underline{\quad} + 8 = 16$



19. There are 6 ladybugs on a leaf and 5 more flew down and joined them. How many ladybugs are on the leaf now?

Use pictures, numbers, and words to show how you solve the problem.

What equation could you write to match the problem? \_\_\_\_\_



20. What different ways can you solve  $5 + 4$ ?

21. The answer is 8. What could the addition or subtraction question be?  
Record as many questions that you can think of!



22. What three numbers could you add together that make a total of 10. Show as many different ways as you can think of.

23. Show or explain how you could use a making 10 strategy to add  $7 + 4$ ?





26. The answer is 15. What could the addition or subtraction question be?  
Record as many questions that you can think of!


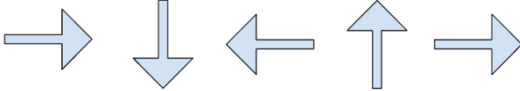
27. What different ways can you solve  $9 + 6$ ?



28. What three numbers could you add together that make a total of 16. Show as many different ways as you can think of.

29. What is a story you can tell to match the equation  $8 + 4 = 12$ ?  
Use pictures, numbers, and words to share your story.

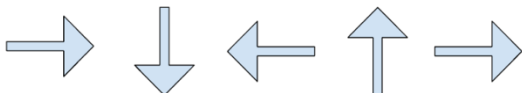
1. Continue the patterns below:

Start of the pattern	Continue the pattern		
			
<p>2, 4, 6, 8</p>			
			

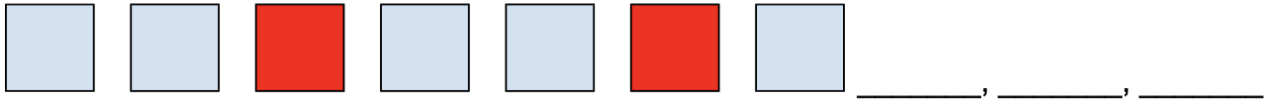
2. Can you identify the pattern rules from question 1?



2, 4, 6, 8







3. What are the next 3 shapes of this pattern?




Can you make this same pattern using circles and triangles that are the same colour?


4. Can you identify the pattern rules from below and continue the pattern to include 10 cars?

- a) ABA      b) AAB      c) BAB      d) BBA

Original Pattern	Pattern Rule	Continue the Pattern (10 cars)
a) 		
b) 		
c) 		
d) 		

5. How many tiles will be in the 5th step of this pattern?

Step 1: 

Step 2: 

Step 3: 

Step 4: 

**6. I'm thinking of a pattern that uses 2 shapes.**

What could my pattern look like? What do you call this pattern

**7. I'm thinking of a pattern that uses 3 shapes. Can you show two different pattern rules?**

What could my pattern look like?




8. There is a mistake in this pattern:



What is the mistake and how do you know?

What can you change to correct the pattern?

9. What pattern could you make if this is the first image?  
Can you explain the rule?

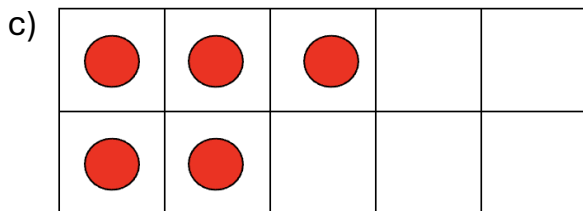
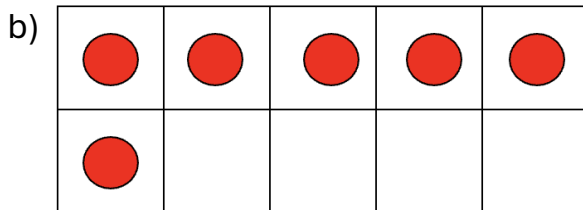
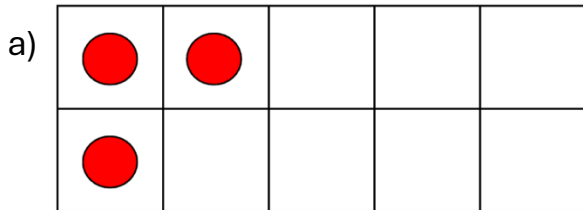
				
				



10. What pattern(s) can you find in this 20 chart?

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

1. Look at the images below. How many do you need to make 10?



**2. Answer the following sentences:**

a) If you start at 3, how many more do you need to get to 7

b) Use the linking cubes to make 6. Can you show how many more you need to build 13?

c) Count out 15 counters. How many do you need to remove to get to 9?

3. What should you add to balance the scales?:

a)



b)



c)



4. Which of these number sentences is correct (balanced)?

a)  $2 + 2 = 5$

b)  $4 + 3 = 8$

c)  $5 + 5 = 10$

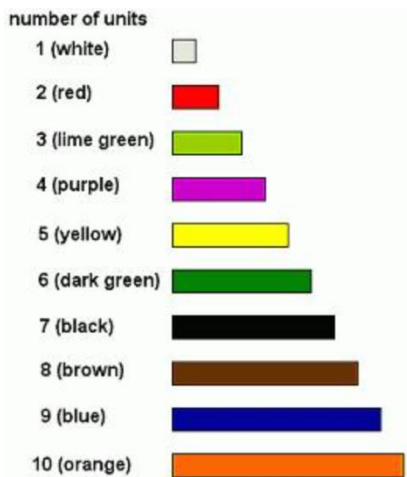
d)  $2 + 6 = 7$

5. What number should go in the box?

$- 3 = 2$

$=$  \_\_\_\_\_

6. Use the Cuisenaire rods to build 7 in two different ways.



7. Build a number bigger than 10 using the Linking Cubes. Take some of them away and show how many are left. Write a number sentence that says the same thing.

8. Look at this equation:

$$16 - 5 \neq 9$$

Can you draw a picture or use manipulatives to show how you know this?

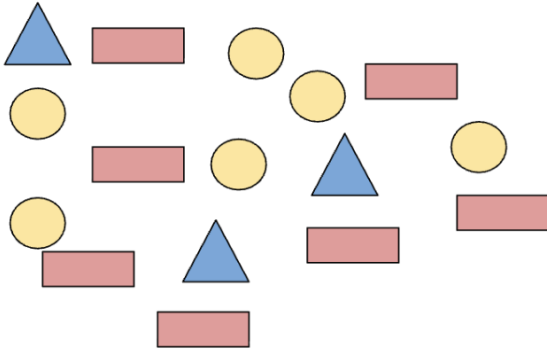
What could you do to make it an “=” sign instead?



9. How many ways can you show how 4, 5, and 9 are friendly or related.

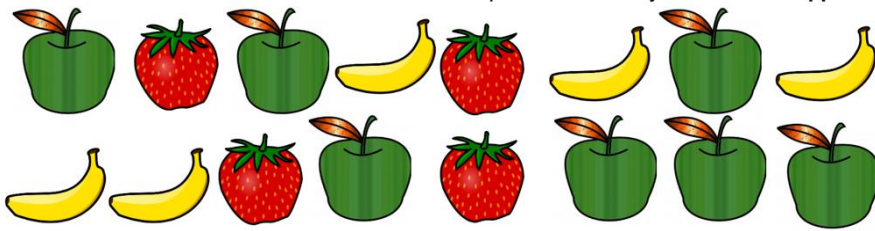
10. Write 2 equations (number sentences) that both have the same number on one side of the equals sign.

1. Count the different shapes using a tally chart. Record your counting.



Shape	Tally
Circles	
Triangles	
Rectangle	

2. Use two-colour counters or Unifix cubes to represent how many **bananas** and **apples** there are.

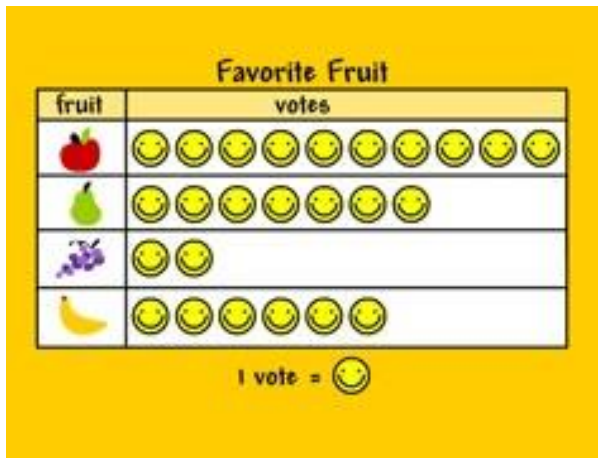


Bananas	Apples

3. Look at the following tally chart. Create a **Bar Graph** or a **Concrete Graph** using the data. Include all the important labels and a title.

Shoe Colours in Div.15	Tally	Count (Number)
Blue		9
Red		
White		
Black		3

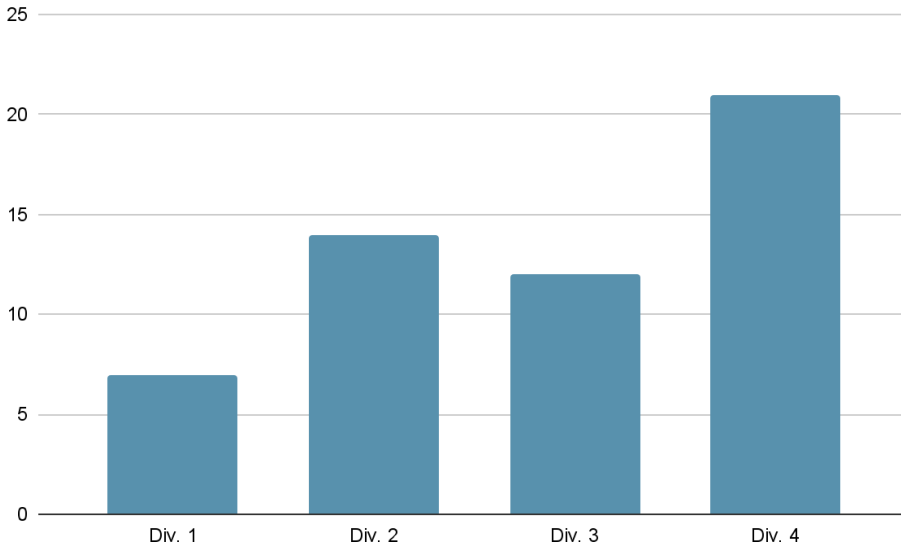
4. Look at the following pictograph.







Use it to answer these questions:

- How many types of fruit did the student record data for?
- What fruit was the favourite?
- How many more people liked pears more than grapes?















5. Describe what you think this graph could be trying to tell us and give some reasons why.



6. Look at the following tally chart. What are 2 questions you could ask using the data?

Student Siblings in Div.15	Tally
1 Brother	
1 Sister	
No Siblings	
More than 2 Siblings	

7. For the pictograph below, what are some things that you **cannot** say about the data?

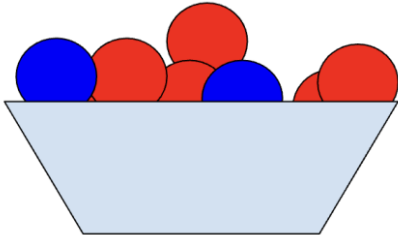
8			
7			
6			
5			
4			
3			
2			
1			
	Doughnut	Cookie	Ice Cream

8. How are a tally chart and a bar graph different?

How are they similar?

When might a bar graph be better than a tally chart?

1. If there are 12 red balls and 5 blue balls mixed together in a big bin, if you take a ball without looking, are you more likely to get a red ball or a green ball?



2. Use the scale on the line to put down how certain or uncertain you are of these things happening Friday:

- a) There is cake for breakfast.
- b) The teacher will bring in a puppy.
- c) We will go outside to play.
- d) Someone will wear a blue shirt.
- e) I will use a pencil.

Uncertain

Certain



3. When you walk to school, which of these things are you more likely to see?  
Explain why.

	More Likely	Less Likely	Why?
Cat or Lizard			
Bike or Helicopter			
Rock or Rocket			

4. Imagine you are walking home from school. What is something you are never going to see?

5. Imagine you are walking down the hall outside your classroom. What is something you are sure to see?

6. Explain what it means if two things are “equally likely” to happen. Give an example.

7. Look outside. Explain why you think it will be “More Likely,” “Less Likely”, or “Equally Likely” to be sunny tomorrow.



8. In this bag there is a piece of fruit. How certain are you that it is an apple? Tell me why you think that?

9. You are playing with your friends at recess. Explain what days of the week are you certain it is not? What days of the week are you certain it could it be?



1. Choose one of the shapes below.

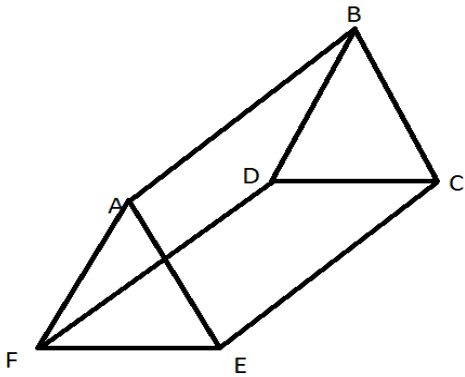
**Circle      Triangle      Square      Rectangle**

Write the name in the middle. Answer the questions in each of the 4 corners for your shape.

Draw your shape	List 2 things about your shape
Draw a shape that is not your shape	Where do you see your shape?



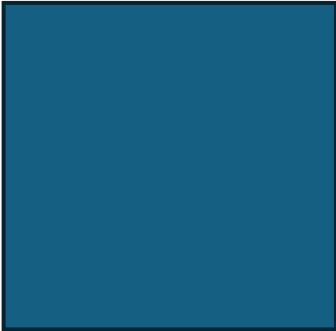
3. Explain what shapes you would need to build a triangular prism? (provide a 3D model as well).



4. Choose 2 or more shapes from your tangram set. Put them together to form a new shape. Draw (or trace) the shape. Can you show the original smaller shapes?



5. If I tell you this is a square, what can you tell me about it?



6. Choose one of the shapes below. Find that shape in the classroom. Draw a picture of it.

**Circle**

**Triangle**

**Square**

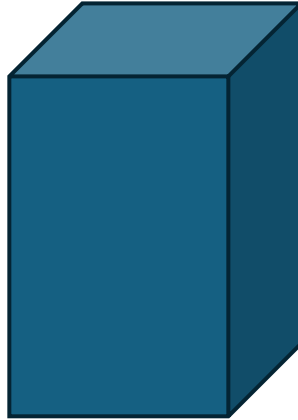
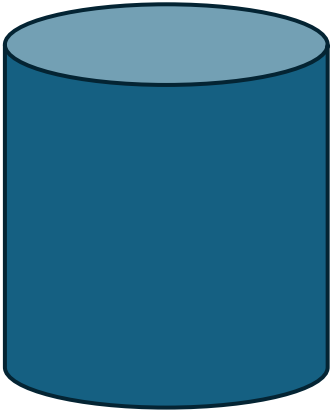
**Rectangle**



7. What smaller shapes could you cut from this rectangle? Use the materials provided to help. Write the name of shape on each of the pieces you cut.
- a) How many shapes could you cut?



8. Look at the two shapes below. How are they the same, and how are they different?



9. Can you draw a shape with 4 sides that is not a rectangle or a square?



10. Draw a 2-D shape. Cut it in half. Draw and describe the new shape.

Original 2D shape	New Half Shape

1. Choose one of the items below.

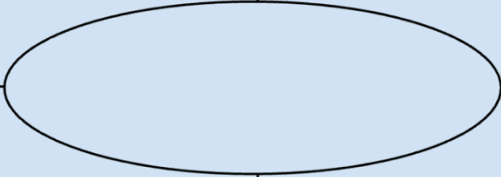
**Pencil**

**Unit Cube**

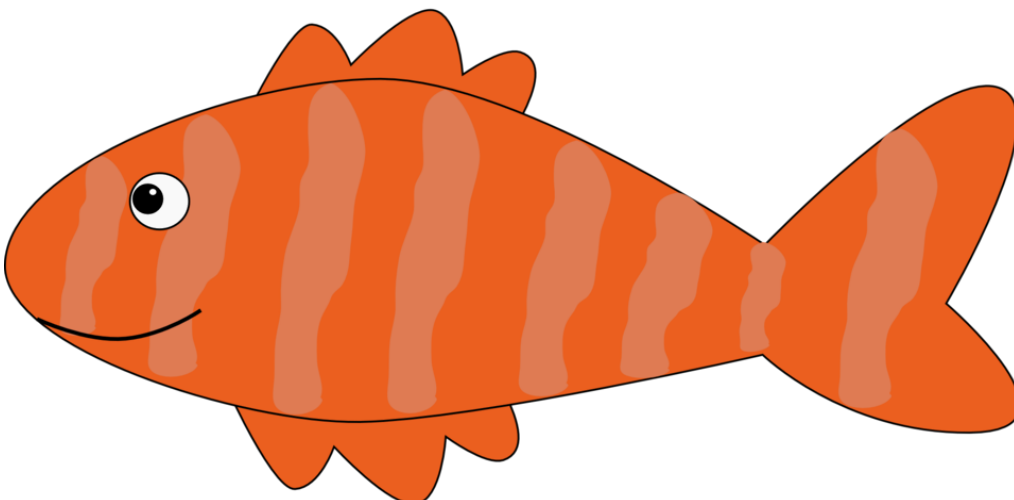
**Toy Car**

**Tissue Box**

Write the name in the middle. Answer the questions in each of the 4 corners for your measurement.

I could use it to measure ...	How many of them would it take to be as tall as me?
	
Something that is smaller than it is...	Something that is bigger than it is...

2. Use linking cubes or Unifix cubes to measure how long (from head to tail) this fish is (number of blocks).



3. Without measuring, what do you think the length of this pencil is?

Smallest possible length	My estimate for length	Biggest possible length

4. Use a piece of string or rope to help you figure out about how far it is between the poles of a soccer goalpost.

5. Describe how the shapes are related to each other using the following words:

**Left**

**Right**

**Up**

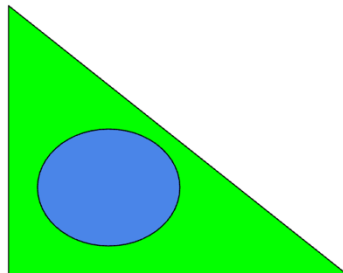
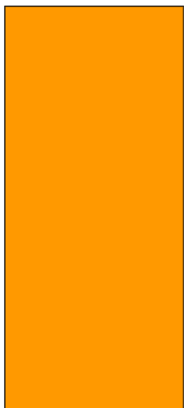
**Down**

**Below**

**Inside**

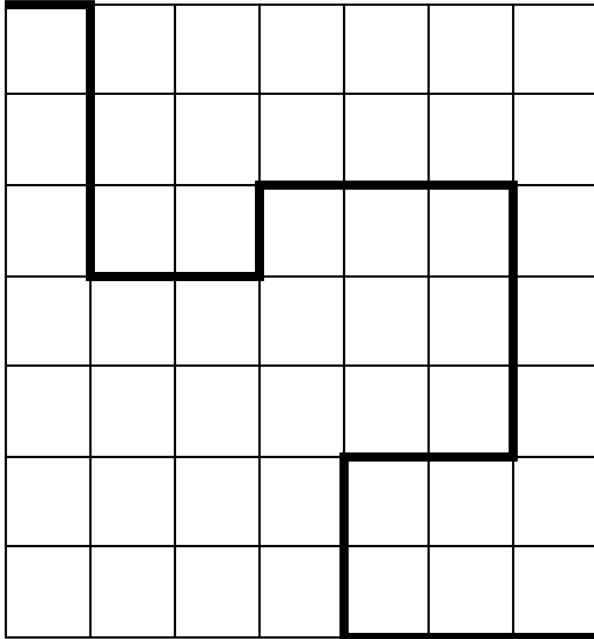
**Outside**

**Above**



6. Walking along the lines, can you describe how to walk from Gary to Maria?

Gary



Maria



7. Using a part of your body (length of a finger, fingertip to elbow, width of a hand).

a) Use that body part to estimate the width of your desk

b) Use that body part to estimate the width of a whiteboard or tackboard

8. Pretend you are using a finger to measure the length of a pencil. Explain why you need to use the same finger every time.



9. Explain how one person could measure something and get a really big number, and a different person could measure the same thing and get a small number.

10. Explain how you could measure the distance around a really big tree (one that you could not reach around).

1. How much do you have if you have:  
(remember to use \$ and ¢ symbols)

5 loonies	
4 toonies	
2 dimes	

2. How do you make 20¢ using only:



pennies	nickels	dimes

3. Which of these things do you think you could buy with \$2?



4. You have \$5. You buy a book for \$3. What happens next?  
Show with pictures, numbers and words.

5. Match the value of the coin with the correct coin.  
Draw a line to match the coin to the value.

	2 Dollars \$2
	5 Cents 5¢
	1 Dollar \$1
	10 Cents 10¢
	25 Cents 25¢

6. There are many ways to make \$1.00.

Can you draw or write two different ways using coins?

7. Is it better to buy a Pencil you need for \$1.00 or some Candy you want for \$0.75? Explain your thinking using pictures, numbers and words.

8. Would you rather have 10 nickels or 5 dimes or 2 quarters in your pocket?



9. You have \$6. What could you buy from the list if you want to spend all the money? Use numbers, words, and pictures to show how you spent your money.

Hot Dog	\$3
Hamburger	\$4
Drink	\$1
Chips	\$1
Doughnut	\$2

10. You spent \$3 and got \$2 back.  
How much money did you start with?

What could you have bought?

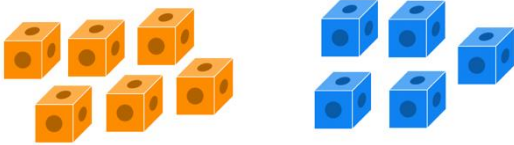
11. You and 2 friends are buying treats.  
A box of cookies with 5 cookies costs \$10.  
A box of cupcakes with 3 cupcakes costs \$9.

Which treat would you choose? Why would you make that choice?

1. How many orange dots are there?



2. There are 6 orange cubes and 5 blue cubes. When you combine them together, how many cubes are there?



What is the addition equation? \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. Draw what comes next in the pattern:



4. Show one way to make 7 on a ten frame.



5. Draw pictures or use tally marks to solve the following addition equations.

$3 + 5 = \underline{\quad}$

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

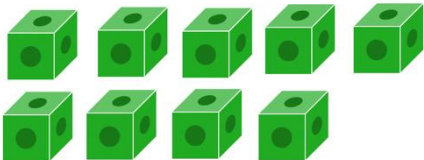
$\underline{\quad} + 5 = 14$

$7 + 8 =$

6. How are these two shapes the same? How are they different?



7. There are 9 green cubes. If you remove 3 cubes, how many will be left?



What is the subtraction equation? \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

8. About how long do you think your pencil is? What could you measure it with?



9. Draw pictures to solve the following subtraction equations.

$$12 - 2 = \underline{\quad}$$

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

$$19 - \underline{\quad} = 10$$

$$17 - 6 =$$



10. There are 14 ducks in the pond and some fly away. There are 8 ducks still in the pond. How many flew away?

Use pictures, numbers, and words to show how you solved this problem.