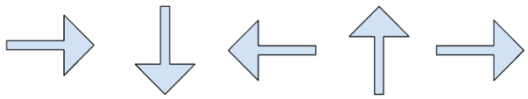
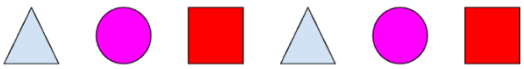
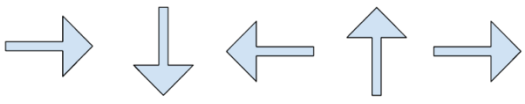
1. Continue the patterns below:

Start of the pattern	Continue the pattern		
			
2, 4, 6, 8			
			

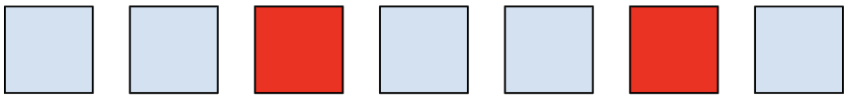
2. Can you identify the pattern rules from question 1?



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

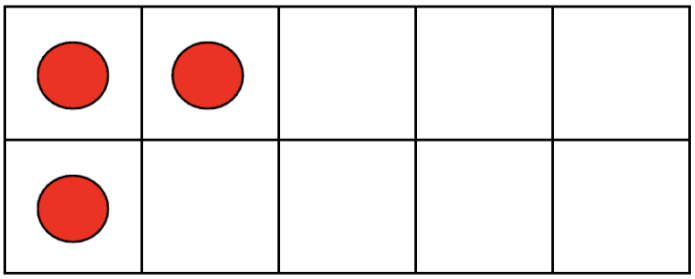
7. **I'm thinking of a pattern that uses 3 shapes. Can you show two different pattern rules?**
What could my pattern look like?

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?

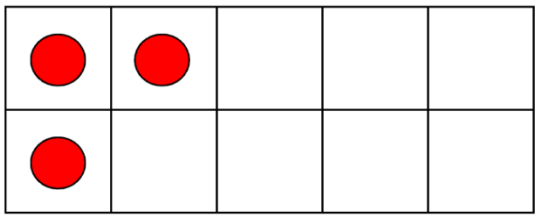


10. What pattern(s) can you find in this 20 chart?

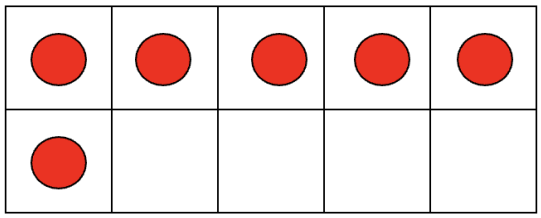
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

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

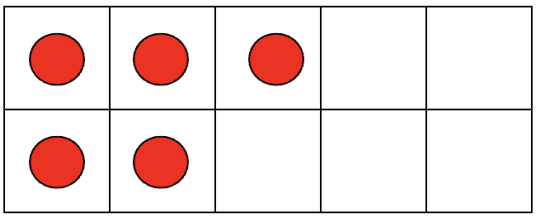
a)



b)



c)



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.