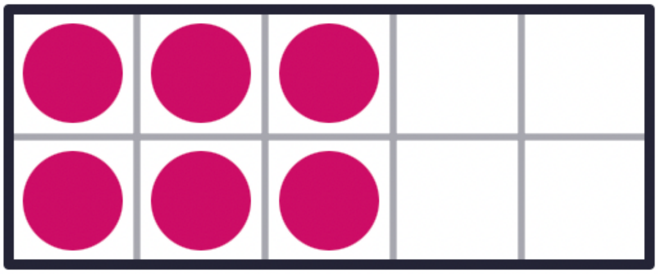
1. What comes next?

1, 2, 3, ________, ________, ________

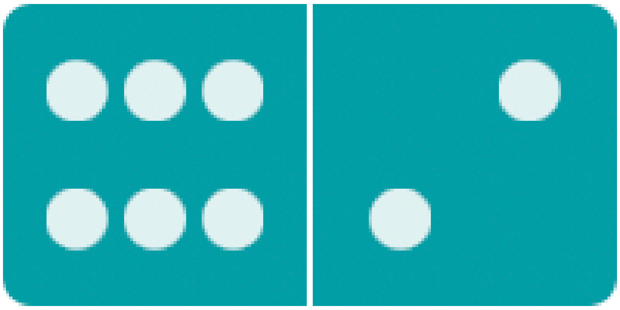
2. How many dots are there?



3. What numbers are missing?

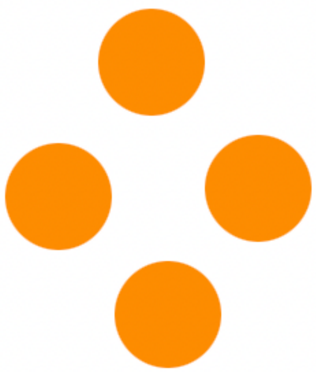
1, 2, 3, __________, 5, 6, __________ 8

4. How many dots are there?



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

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



7. What number is closer to 5?

6 or 2

How do you know?

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

a. 4 2

b. 3 7

c. 4 6

9. Order these numbers from least to greatest:

8, 3, 7, 5, 2

__________, __________, __________, __________, __________

10. Show one way to make 5 on a ten frame.

11. Make the number 8 using tally marks

12. Draw a picture that shows 5 of something.

Print the word for 10.

13. Represent the number 7.

Dots	Tallies	Ten frames

14. Draw to show two ways to decompose 5 into two parts.

15. Use ten frames to show two ways to decompose 6 into parts.

________ and ________

________ and ________

16. Show two ways to decompose 10 into two parts.

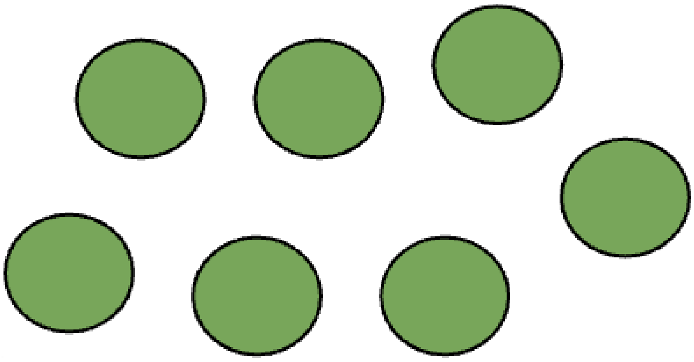
10	

10	

17. Grab about 5-10 small blocks, cubes, or counters.
What different ways could you count them?
Record your counts using pictures and numbers.

18. Count out 10 cubes or counters by ones.
What different ways can you organize the cubes or counters to count them?

19. How many dots?
What different ways can you count them?



20. Find a small 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?

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

22. Is 8 closer to 10 or 5? How do you know? Share your thinking with a partner.

23. Look around your classroom.
What is there about 5 of?

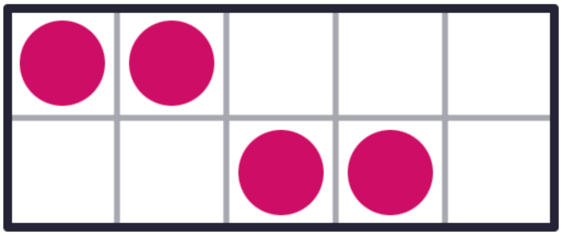
What is there about 10 of?

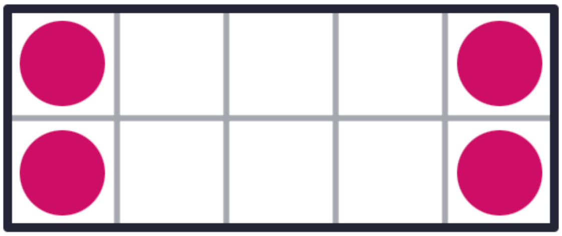
24. Where in your classroom do you see numbers in order? What about at home?

25. What different ways can you represent 4? Think about using words, pictures, numbers, tallies, ten frames, etc.

26. What different ways can you decompose 5 into parts? Use materials, pictures, numbers, ten frames, etc.

27. How are these representations of 4 the same? How are they different?

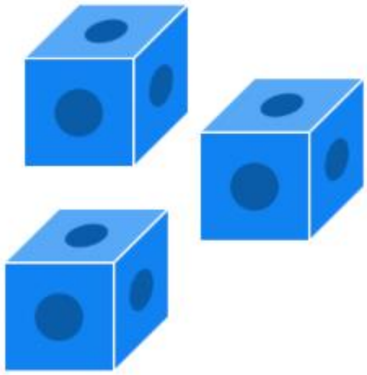




28. What different ways can you represent 7? Think about using words, pictures, numbers, tallies, ten frames, etc.

29. Get a collection of 5-10 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.

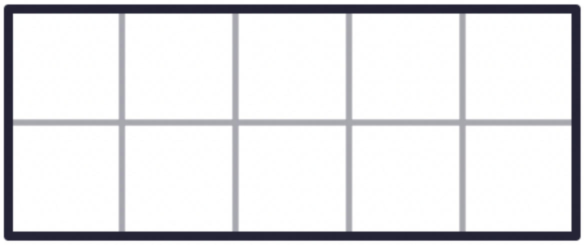
1. If there are 3 blue cubes, how many more to make 5? Draw them.



2. Draw another way to make 5 with dots using two different colours.

One way to make 5	Draw another way to make 5
	

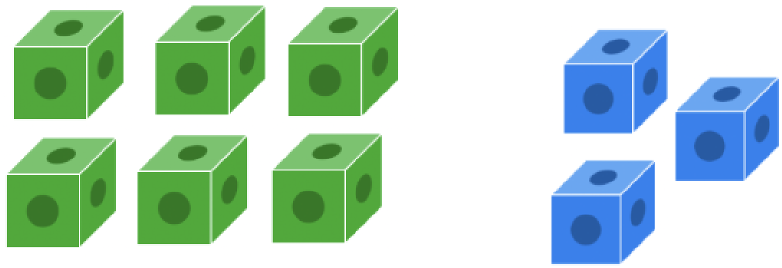
3. In each ten frame, show a different way to make 5.

4. What is 4 and 2 more? Draw 2 more and fill in the number sentence.

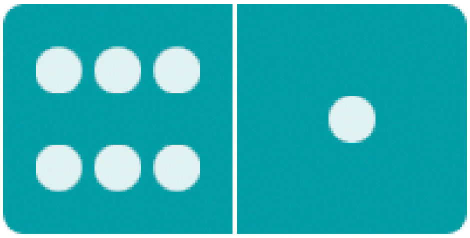
___________ and ___________ is _______________

5. There are 6 green cubes and 3 blue cubes. When you combine them together, how many cubes are there?

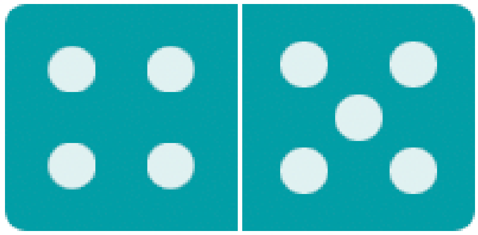


___________ and ___________ is _______________

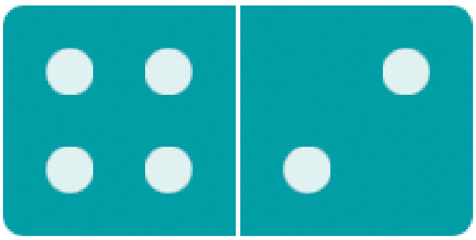
6. How many dots are on each domino? Start with the larger number of dots first and count on the smaller number of dots.



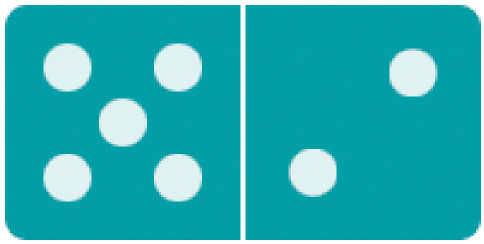
____



____

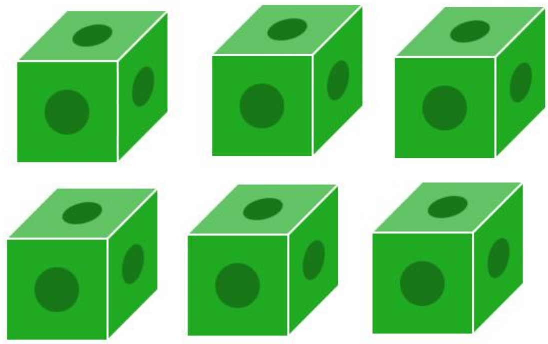


____



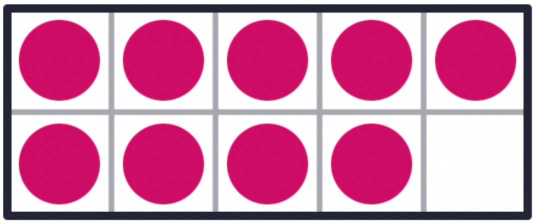
____

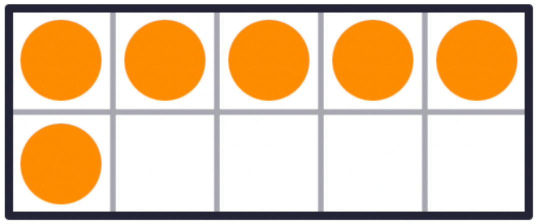
7. There are 6 green cubes.
If you remove/cross out 2 of them, how many green cubes will be left?
Print the number that will be left.



____

8. Fill in each ten frame to make 10.



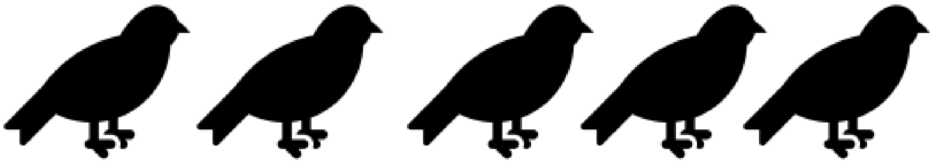


________ and _______ is 10

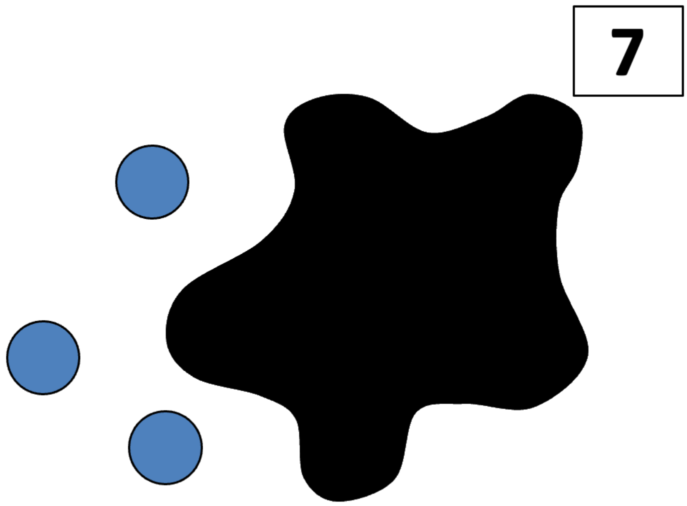
________ and _______ is 10

9. There are 5 birds and 2 fly away. How many birds are left?

Show how you solved the problem.



10. There are 7 blue dots. Some are under the Splat and some we can see. How many dots are under the Splat? How do you know?



How many dots are under the Splat? ___________

11. Get 5 cubes or counters. What different ways can you make 5 using two or three parts? Draw three ways.

12. Get 5 cubes or counters. What different ways can you make 5 using three or four parts? Draw three ways.

13. How many different ways can you make or represent 5?

14. Draw pictures to show different ways to compose/make 6.

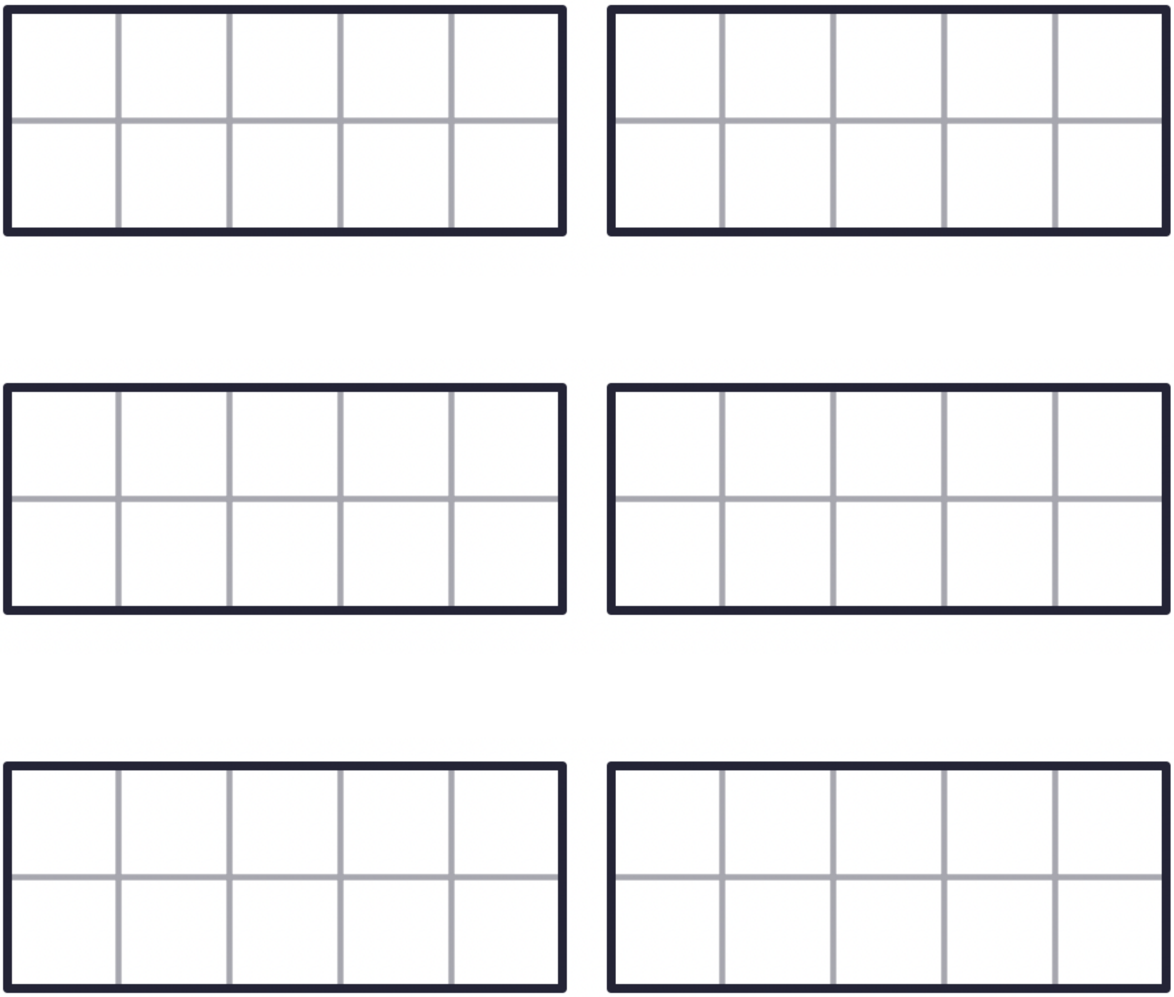
15. Get 7 cubes or counters.
Move the counters around to decompose 8 into smaller parts (two, three or four or more parts).
Draw different ways that you find.

16. There are two friends and they are sharing 8 cookies.
What different ways could they share them.
Use pictures, numbers and words to show your thinking.

17. Show at least three different ways to make 10 using two, three or four or more parts.
Use pictures and numbers.

18. I have a mixture of ten pieces of carrots and peas for my snack.
How many of each could I have?
What different ways can you think of?

19. What different ways can you make 7?
Use one ten frame for each way.



20. Draw/write a math story that has 10 things and some go missing.
Use your creative thinking.
Use numbers to label your drawings.

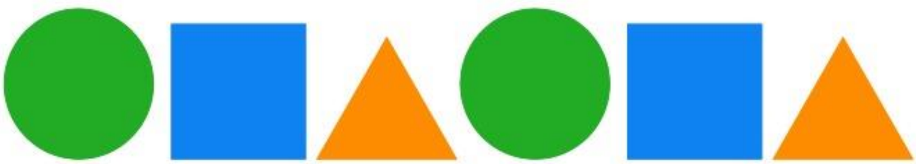
1. Continue the patterns below:

Start of the Pattern	What's Next		
			
1, 3, 1, 3, 1, 3…			
			

2. Can you circle the part of the pattern that repeats (or name the pattern rule if they are able to)?

a. 

b. 1, 3, 1, 3, 1, 3

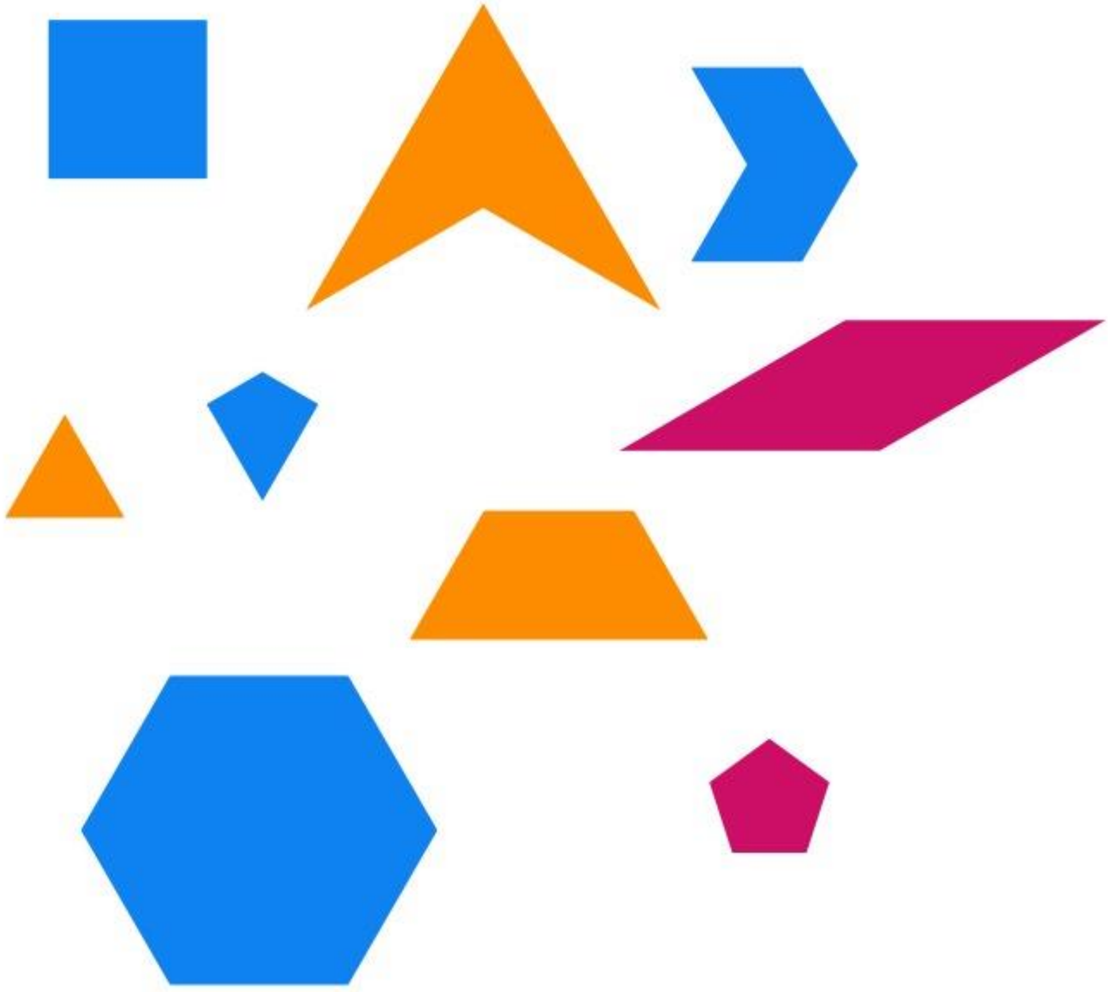
c. 

3. Sort these objects (circle which ones belong together).

a) Sort by colour

b) Sort by number of sides

c) Sort by size (small, medium, large)



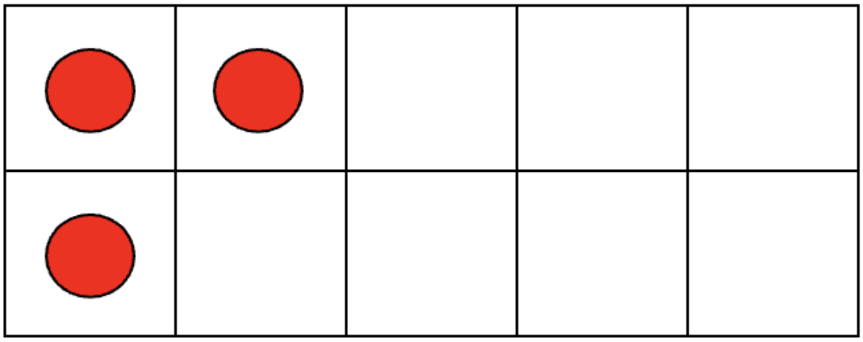
4. I’m thinking of a pattern that uses 3 shapes.
Can you show two different patterns?

5. I’m thinking of a pattern that uses 3 shapes.
Can you show two different patterns?

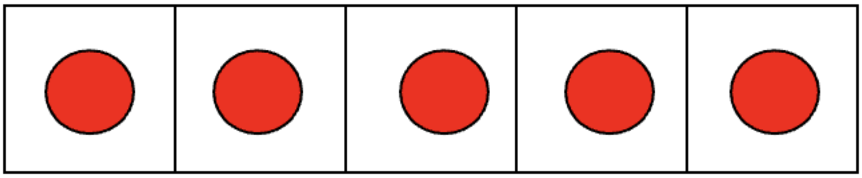
6. Can you use some shapes (or other objects) to make something that isn't a pattern?

7. Find 10 rocks outside (or use any random objects from counting collections or story workshop, or other loose parts).
Can you sort them into two piles and tell me what rule you used to sort them?

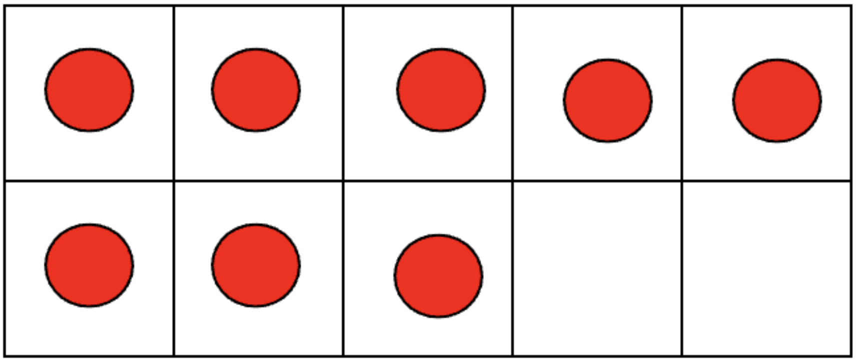
1. Look at the image below.
How many circles are there?
What would you need to do to change it to 5?



2. Look at the image below.
How many circles are there?
What would you need to do to change it to 3?



3. Look at the image below.
How many circles are there?
What would you need to do to change it to 6?

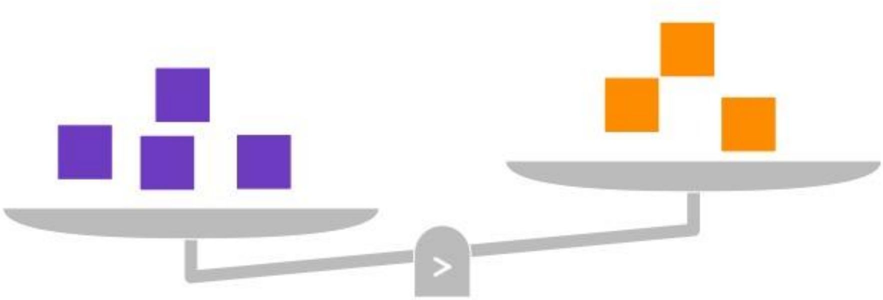


4. Count out 2 blocks (or linking cubes, or other objects).
How many more blocks (or linking cubes or other objects) do you need to get to 4?

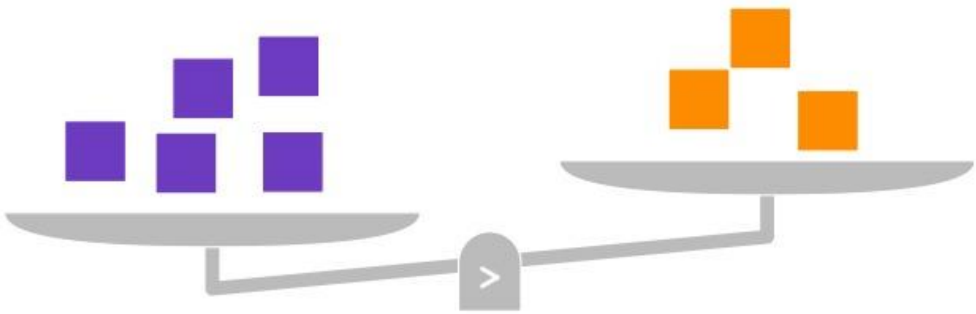
5. Count out 4 blocks (or linking cubes, or other objects).
How many more blocks (or linking cubes or other objects) do you need to get to 6?

6. Count out 9 blocks (or linking cubes, or other objects).
How many more blocks (or linking cubes or other objects) do you need to get to 7?

7. This scale is unbalanced - the sides are not equal. What could you add to the orange side to make it balanced:



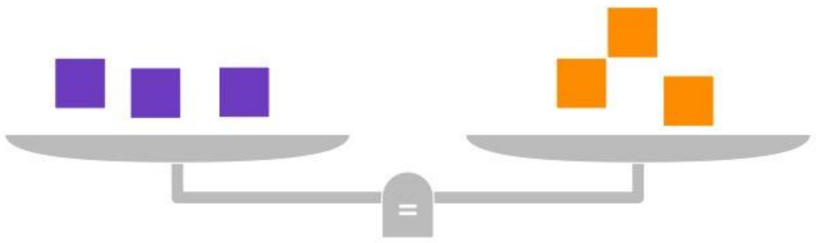
8. This scale is unbalanced - the sides are not equal. What could you take away from a side to make it balanced:



9. Use the Cuisenaire rods to show how you can make 4 (6, or any number).
Can you do it more than 1 way?

10. Count out 5 bears (or other counters, or objects). What would you do if you wanted more bears?
How many would you have? (What would if you wanted less bears? How many would you have?)

11. This scale is balanced - there is an equal number on each side.



a) How could you make the purple side more?

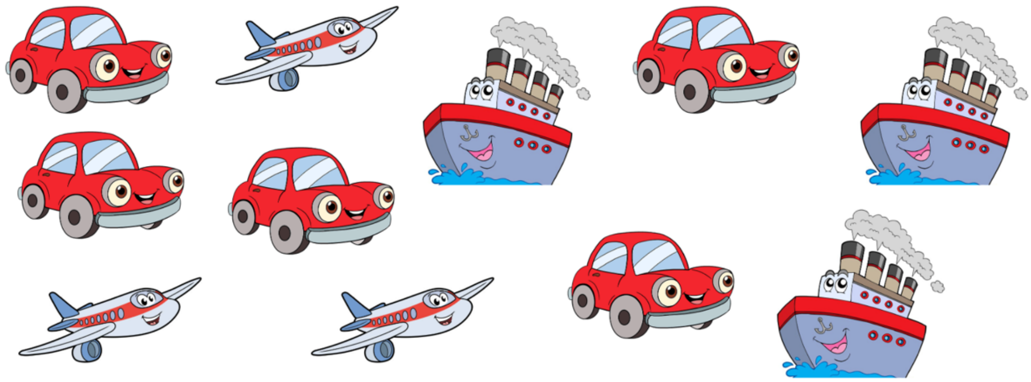
b) How could you make the orange side less?

1. Count the animals using a tally chart. Record your counting.

Animal	**Tally**
cats	
dogs	
birds	

2. Use animal shapes (or other counters, such as cutouts) to make a pictograph showing how many of each animal there in question 1.

3. Make a graph to represent how many cars and boats there are.



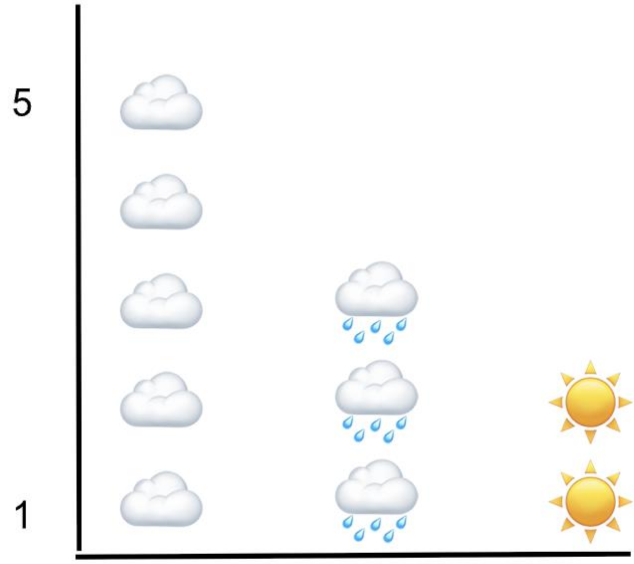
Cars	Boats

4. Look at the following pictograph. Use it to answer these questions:

Fruit	Pictograph
Apples	🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎 🍎
Pears	🍐 🍐 🍐
Grapes	🍇 🍇 🍇 🍇 🍇
Bananas	🍌 🍌

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

5. Describe what you think this graph could be measuring.

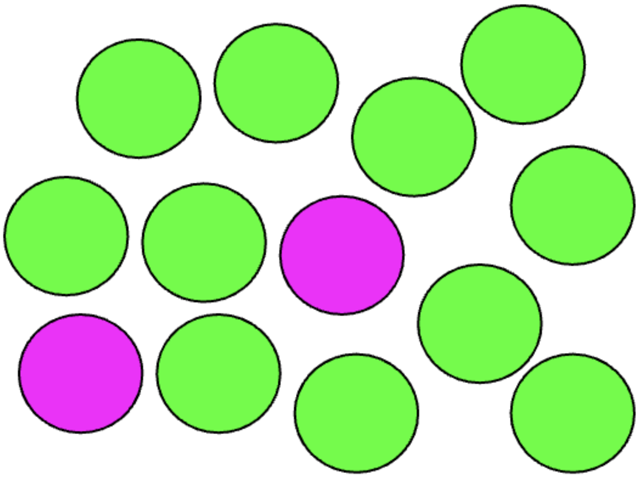


6. Choose three treats (Cookies, ice cream, popsicle, doughnut, popcorn, chips,…)

a) Draw a picture of each one at the top of the chart.

b) Ask you classmates which one they would rather have and record the results in your chart using tally's

1. Close your eyes and point at a ball.
Do you think it is likely going to be green or purple?



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

a) **It is someone's birthday today.**
b) **Today is not Saturday.**
c) **I will use a pencil.**

3. Use the words likely or unlikely to describe each event:

a) Today we will read a book

b) Today you will see a tiger

c) Today you will see a car

d) Today it will snow

e) Today we will sing a song

4. Get two equal piles of similar objects - one pile of white rocks and one pile of black rocks, or 1 pile or yellow cubes and one pile of blue cubes.

a) Take some objects from each pile so that most of them are __________ (black or white)

b) If you wanted a white rock, which pile should you pick from?

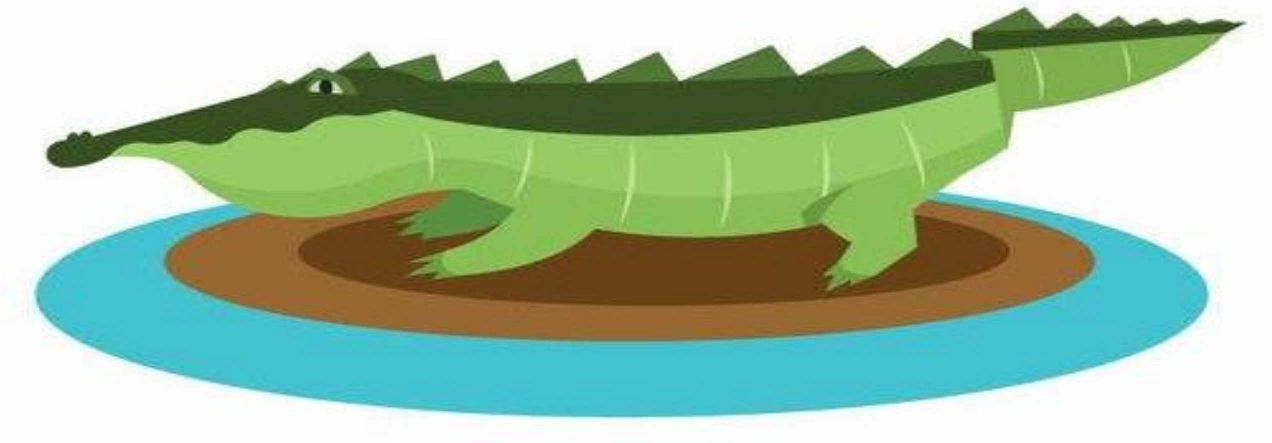
5. Go outside. Look around.

a) Tell me something you see that you see that you thought you would see (likely).

b) Tell me something you see that you see that you thought you would not see (unlikely).

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

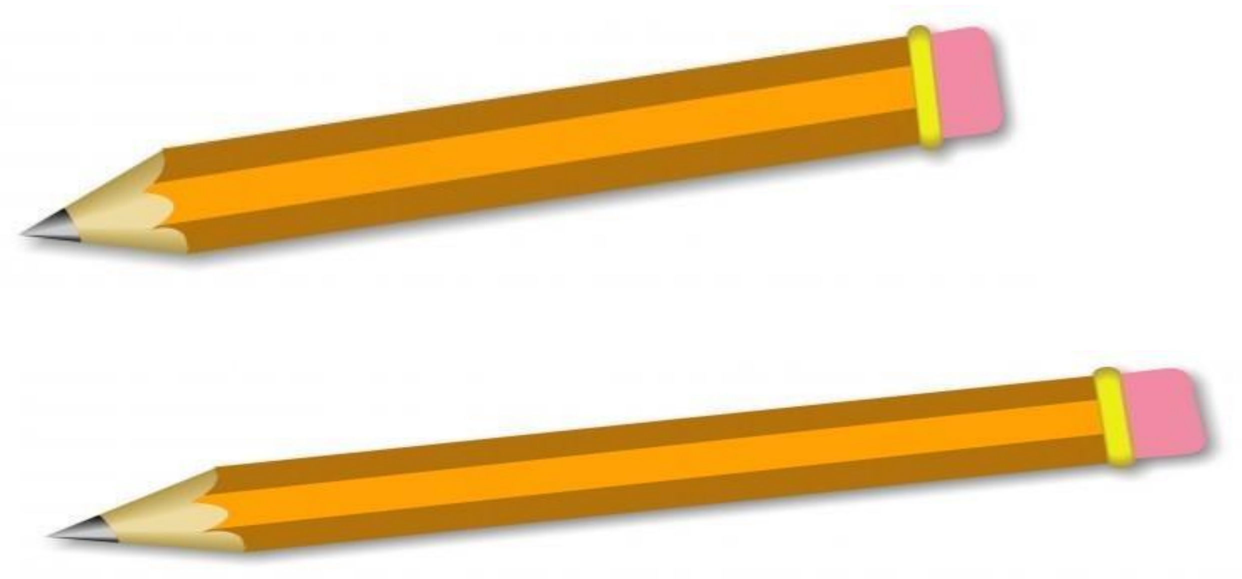
1. Use linking cubes or Unifix cubes to measure how long (from head to tail) this alligator is (number of blocks).



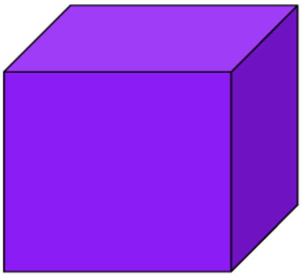
2. Without measuring, how many cubes long do you think the length of this pencil is?

Smallest possible length (fewest cubes)	My estimate for length	Biggest possible length (most cubes)

3. Which pencil is longer?



4. Which box would hold less water?




5. Get a partner, and cut a piece of string (the string lengths should be different for each partner).

a) Each partner use the string to measure how tall a (book shelf, chair, desk, table,…) is.

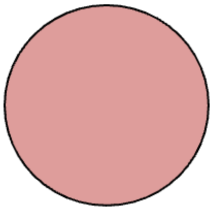
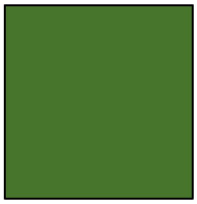
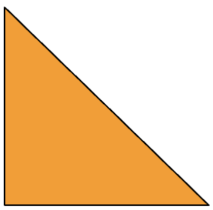
b) Why did you get different numbers?

6. Using a part of your body (length of a finger, fingertip to elbow, width of a hand) estimate the width of your desk.

7. Find a person in class whose foot is longer than yours.

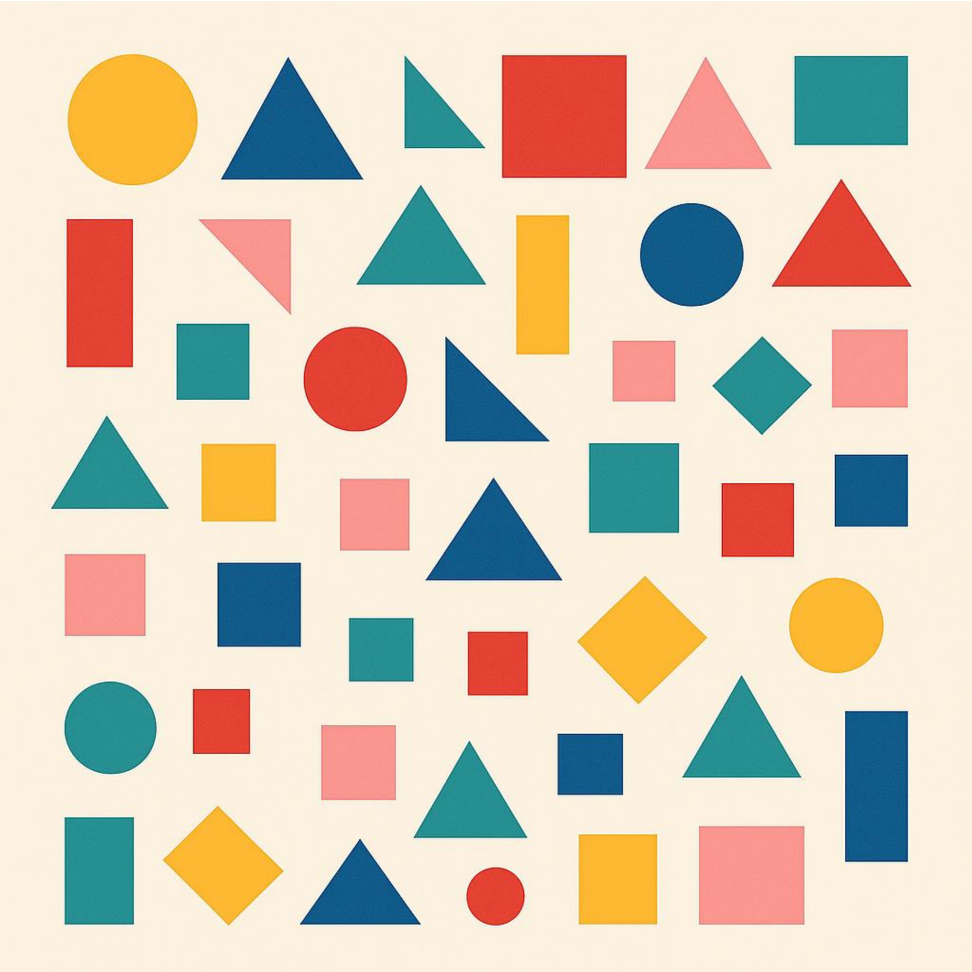
8. Use a piece of string or rope to help you figure out about how far it is around a tree.

1. Complete the chart for each shape (add more shapes for students ready for them - pentagon, hexagon, rhombus, oval/ellipse, kite, trapezoid,...)

Name	Picture	Number of sides (edges)	Number of corners	Drawing
circle				
				
triangle		3		
				

2. Choose a shape from the chart in question 1. Where do you see it in the classroom?

3. Look at the following image.
Which shapes are similar? Which shapes are different?



4. Tell me one thing about each of these objects (use a class set of geometric solids, they do not need to know the name for all of the solids):

a) Pyramid

b) Cube

c) Rectangular Prism

d) Sphere

e) Cylinder

f) Triangular prism

5. Cut this rectangle into two pieces. (Provide rectangles and scissors)
What can you tell me about the pieces you cut?

6. Choose 2 or more shapes from your tangram set.
Put them together to form a new shape.
Draw (or trace) the shape.
How many sides does it have?

7. How many different types of shapes with 4 sides can you draw?

1. Cut the values and images out and have the students match them (students should also use the correct names, but do not have to be able to spell or read them). You can also use real coins, or manufactured plastic coins as well (play money)


Nickle	Dime	Quarter	Loonie	Toonie
5 ¢ or $0.05	10 ¢ or $0.10	0.25 ¢ or $0.25	$1.00	$2.00

2. Tell me one thing about each of the Canadian coins.

3. You go to the bakery and buy a muffin for $3.00 and a juice for $2.00.
How much does this cost all together?

4. Would it be more correct to say that you **want** candy or that you **need** candy?

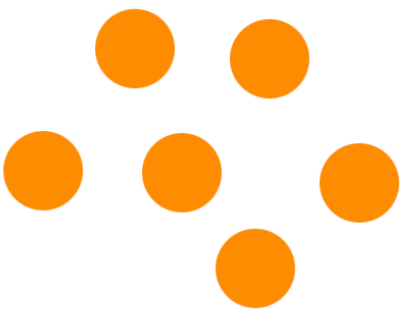
Would it be more correct to say that you **want** shoes or that you **need** shoes?

5. Show how you can make 10 cents in two different ways.

6. You have \$5.00.
You can buy a toy, or you can buy lunch to eat at school.
Tell me which one you would pick.

7. Tell me which coin is your favourite?
Why is it your favourite?

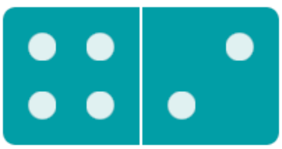
Show three ways to represent 5.	Draw an AB pattern.
Circle the tower that is taller.  	Fill in the missing counting numbers. 1 2 3 ______ 5 6 ______ 8 ______ 10 Show ten using tally marks.

Show three ways to represent 7.	Draw an ABC pattern.
Draw more dots to make 10 in all. 	Draw shapes with four straight sides.

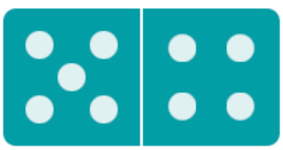
Show three ways to represent 10.

Draw an ABB pattern.

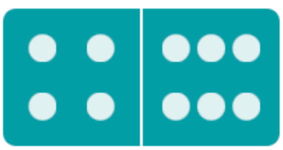
Count up the dots for each domino. Print how many for each domino.



____



____



____

Make 8 in the ten frames in three different ways.