**Curriculum Correlation**

**Master 15a**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

Note: Codes to curriculum are for cross-referencing purposes only.

**Ontario**

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| **Curriculum Expectations** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Overall Expectation**  **P1 Patterns and Relationships:** identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns  **Cross Strand:** Number  **N3 Operational Sense:** solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division. | | | |
| **P1.1** identify and describe, through investigation, growing patterns and shrinking patterns generated by the repeated addition or subtraction of 1’s, 2’s, 5’s, 10’s, and 25’s on a number line and on a hundreds chart  **P1.2** identify, describe, and create, through  investigation, growing patterns and shrinking  patterns involving addition and subtraction,  with and without the use of calculators  **P1.3** identify repeating, growing, and shrinking  patterns found in real-life contexts  **P1.4** represent a given growing or shrinking  pattern in a variety of ways  **P1.5** create growing or shrinking patterns  **P1.7** demonstrate, through investigation, an  understanding that a pattern results from  repeating an operation (e.g., addition, subtraction) or making a repeated change to  an attribute (e.g., colour, orientation).  **N3.1** solve problems involving the addition and  subtraction of whole numbers to 18, using  a variety of mental strategies | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (P1.2, P1.7)  7: Increasing Patterns 2 (P1.2, P1.4, P1.7)  8: Decreasing Patterns (P1.2, P1.4, P1.7)  9: Extending Patterns (P1.2, P1.7)  10: Reproducing Patterns (P1.4)  11: Creating Patterns (P1.2, P1.3, P1.5, P1.7)  12: Errors and Missing Terms (P1.2, P1.5, N3.1)  13: Solving Problems (P1.2, P1.3, P1.4, N3.1)  14: Increasing/Decreasing Patterns Consolidation (P1.2, P1.3, P1.4, P1.5, P1.7)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make? (P1.1, P1.2, P1.5, P1.7)  Error Hunt  (P1.2, P1.7)  **Card 2B:** Making Increasing Patterns (P1.2, P1.7)  Making Decreasing Patterns (P1.2, P1.7) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * Namir’s Marvellous Masterpieces (Activities 6, 8, 10, 11, 13, 14) | **Big Idea: Regularity and repetition form patterns**  **that can be generalized and predicted**  **mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**  - Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). (Activities 6, 7, 8, 9, 10, 13, 14)  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 7, 10, 13, 14)  - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activities 7, 8, 9, 10, 13, 14)  - Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …). (Activities 12; MED 2A: 2)  - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule. (Activities 11, 14; MED 2A: 1; MED 2B: 1, 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or**  **how much.** |
| **Developing Fluency of Addition and Subtraction Computation**  - Fluently adds and subtracts with quantities to 20. (Activities 6, 7, 8, 9, 10, 11, 12, 13, 14, MED 2A: 1, 2; MED 2B: 1, 2) |

**Ontario (continued)**

**Master 15a**

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Curriculum Correlation**

**Master 15b**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

Note: Codes to curriculum are for cross-referencing purposes only.

**British Columbia/Yukon Territories**

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| **Learning Standards** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Big Idea**  The regular change in increasing patterns can be identified and used to make generalizations.  **Cross Strand:** Number  Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. | | | |
| **P1 Repeating and increasing patterns**   * **P1.3** increasing patterns using manipulatives, sounds, actions, and numbers (0 to 100) * **P1.4** Métis finger weaving * **P1.5** First Peoples head/armband patterning   **N3 Addition and subtraction facts to 20**   * **N3.1** adding and subtracting numbers  to 20 | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (P1.3, N3.1)  7: Increasing Patterns 2 (P1.3, N3.1)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (P1.3, N3.1)  10: Reproducing Patterns (P1.3, N3.1)  11: Creating Patterns (P1.3, N3.1)  12: Errors and Missing Terms (P1.3, N3.1)  13: Solving Problems (P1.3, P1.4, P1.5, N3.1)  14: Increasing/Decreasing Patterns Consolidation (P1.3, N3.1)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (P1.3, N3.1)  Error Hunt (P1.3, N3.1)  **Card 2B:** Making Increasing Patterns  (P1.3, N3.1)  Making Decreasing Patterns  (not required by your curriculum) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * Namir’s Marvellous Masterpieces (Activities 6, 8, 10, 11, 13, 14) | **Big Idea: Regularity and repetition form patterns**  **that can be generalized and predicted**  **mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**  - Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). (Activities 6, 7, 8, 9, 10, 13, 14)  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 7, 10, 13, 14)  - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activities 7, 8, 9, 10, 13, 14)  - Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …). (Activities 12; MED 2A: 2)  - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule. (Activities 11, 14; MED 2A: 1; MED 2B: 1, 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing Fluency of Addition and Subtraction Computation**  - Fluently adds and subtracts with quantities to 20. (Activities 6, 7, 8, 9, 10, 11, 12, 13, 14, MED 2A: 1, 2; MED 2B: 1, 2) |

**Master 15b**

**British Columbia/Yukon Territories (continued)**

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Curriculum Correlation**

**Master 15c**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**New Brunswick/Prince Edward Island/Newfoundland and Labrador**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  **Patterns and Relations:** Use patterns to describe the world and solve problems.  **Cross Strand**  **Number:** Develop number sense. | | | |
| **PR2** Demonstrate an understanding of increasing patterns by:  • describing  • extending  • comparing  • creating patterns using manipulatives, diagrams, sounds and actions  **N10** Apply mental mathematics strategies to determine basic addition facts to 18 and related subtraction facts | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (PR2, N10)  7: Increasing Patterns 2 (PR2, N10)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (PR2, N10)  10: Reproducing Patterns (PR2, N10)  11: Creating Patterns (PR2, N10)  12: Errors and Missing Terms (PR2, N10)  13: Solving Problems (PR2, N10)  14: Increasing/Decreasing Patterns Consolidation (PR2, N10)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (PR2, N10)  Error Hunt (PR2, N10)  **Card 2B:** Making Increasing Patterns  (PR2, N10)  Making Decreasing Patterns  (not required by your curriculum) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * Namir’s Marvellous Masterpieces (Activities 6, 8, 10, 11, 13, 14) | **Big Idea: Regularity and repetition form patterns**  **that can be generalized and predicted**  **mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**  - Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). (Activities 6, 7, 8, 9, 10, 13, 14)  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 7, 10, 13, 14)  - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activities 7, 8, 9, 10, 13, 14)  - Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …). (Activities 12; MED 2A: 2)  - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule. (Activities 11, 14; MED 2A: 1; MED 2B: 1, 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or**  **how much.** |
| **Developing Fluency of Addition and Subtraction Computation**  - Fluently adds and subtracts with quantities to 20. (Activities 6, 7, 8, 9, 10, 11, 12, 13, 14, MED 2A: 1, 2; MED 2B: 1, 2) |

**Curriculum Correlation**

**New Brunswick/Prince Edward Island/Newfoundland and Labrador (continued)**

**Master 15f**

**Master 15d**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Manitoba**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  **Patterns and Relations:** Use patterns to describe the world and solve problems.  **Cross Strand**  **Number:** Develop number sense. | | | |
| **2.PR.2** Demonstrate an understanding of increasing patterns by:  • describing  • reproducing  • extending  • creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100) | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (2.PR.2)  7: Increasing Patterns 2 (2.PR.2)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (2.PR.2)  10: Reproducing Patterns (2.PR.2)  11: Creating Patterns (2.PR.2)  12: Errors and Missing Terms (2.PR.2)  13: Solving Problems (2.PR.2)  14: Increasing/Decreasing Patterns Consolidation (2.PR.2)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make? (2.PR.2)  Error Hunt (2.PR.2)  **Card 2B:** Making Increasing Patterns (2.PR.2)  Making Decreasing Patterns (not required by your curriculum) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * Namir’s Marvellous Masterpieces (Activities 6, 8, 10, 11, 13, 14) | **Big Idea: Regularity and repetition form patterns**  **that can be generalized and predicted**  **mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**  - Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). (Activities 6, 7, 8, 9, 10, 13, 14)  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 7, 10, 13, 14)  - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activities 7, 8, 9, 10, 13, 14)  - Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …). (Activities 12; MED 2A: 2)  - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule. (Activities 11, 14; MED 2A: 1; MED 2B: 1, 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or**  **how much.** |
| **Developing Fluency of Addition and Subtraction Computation**  - Fluently adds and subtracts with quantities to 20. (Activities 6, 7, 8, 9, 10, 11, 12, 13, 14, MED 2A: 1, 2; MED 2B: 1, 2) |

**Master 15e**

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Nova Scotia**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  **Patterns and Relations:** Students will be expected to use patterns to describe the world and solve problems.  **Cross Strand**  **Number:** Students will be expected to develop number sense. | | | |
| **PR02** Students will be expected to demonstrate an understanding of increasing patterns by describing, extending, and creating numerical patterns (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds, and actions.  **N10** Students will be expected to apply mental mathematics strategies to quickly recall basic addition facts to 18 and determine related subtraction facts. | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (PR02, N10)  7: Increasing Patterns 2 (PR02, N10)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (PR02, N10)  10: Reproducing Patterns (PR02, N10)  11: Creating Patterns (PR02, N10)  12: Errors and Missing Terms (PR02, N10)  13: Solving Problems (PR02, N10)  14: Increasing/Decreasing Patterns Consolidation (PR02, N10)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (PR02, N10)  Error Hunt (PR02, N10)  **Card 2B:** Making Increasing Patterns  (PR02, N10)  Making Decreasing Patterns  (not required by your curriculum) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * Namir’s Marvellous Masterpieces (Activities 6, 8, 10, 11, 13, 14) | **Big Idea: Regularity and repetition form patterns**  **that can be generalized and predicted**  **mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**  - Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). (Activities 6, 7, 8, 9, 10, 13, 14)  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 7, 10, 13, 14)  - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activities 7, 8, 9, 10, 13, 14)  - Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …). (Activities 12; MED 2A: 2)  - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule. (Activities 11, 14; MED 2A: 1; MED 2B: 1, 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or**  **how much.** |
| **Developing Fluency of Addition and Subtraction Computation**  - Fluently adds and subtracts with quantities to 20. (Activities 6, 7, 8, 9, 10, 11, 12, 13, 14, MED 2A: 1, 2; MED 2B: 1, 2) |

**Master 15e**

**Nova Scotia (continued)**

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Curriculum Correlation**

**Master 15f**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Alberta/Northwest Territories/Nunavut**

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| **Learning Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  **Patterns and Relations:** Use patterns to describe the world and to solve problems.  **Cross Strand**  **Number:** Develop number sense. | | | |
| **Patterns and Relations**  **2.** Demonstrate an understanding of increasing patterns by:  • describing  • reproducing  • extending  • creating numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions.  **Number**  **10.** Apply mental mathematics strategies for basic addition facts and related subtraction facts to 18. | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (PR2, N10)  7: Increasing Patterns 2 (PR2, N10)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (PR2, N10)  10: Reproducing Patterns (PR2, N10)  11: Creating Patterns (PR2, N10)  12: Errors and Missing Terms (PR2, N10)  13: Solving Problems (PR2, N10)  14: Increasing/Decreasing Patterns Consolidation (PR2, N10)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (PR2, N10)  Error Hunt (PR2, N10)  **Card 2B:** Making Increasing Patterns  (PR2, N10)  Making Decreasing Patterns  (not required by your curriculum) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * Namir’s Marvellous Masterpieces (Activities 6, 8, 10, 11, 13, 14) | **Big Idea: Regularity and repetition form patterns**  **that can be generalized and predicted**  **mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**  - Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). (Activities 6, 7, 8, 9, 10, 13, 14)  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 7, 10, 13, 14)  - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activities 7, 8, 9, 10, 13, 14)  - Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …). (Activities 12; MED 2A: 2)  - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule. (Activities 11, 14; MED 2A: 1; MED 2B: 1, 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or**  **how much.** |
| **Developing Fluency of Addition and Subtraction Computation**  - Fluently adds and subtracts with quantities to 20. (Activities 6, 7, 8, 9, 10, 11, 12, 13, 14, MED 2A: 1, 2; MED 2B: 1, 2) |

**Curriculum Correlation**

**Master 15f**

**Alberta/Northwest Territories/Nunavut (continued)**

**Master 15g**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Saskatchewan**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals**  Number Sense, Logical Thinking, Spatial Sense, Mathematics as a Human Endeavour  **Cross Strand:** Number | | | |
| **Patterns and Relations**  **P2.2** Demonstrate understanding of increasing patterns by:   * **P2.2a** describing * **P2.2b** reproducing * **P2.2c** extending * **P2.2d** creating  patterns using manipulatives, pictures, sounds, and actions (numbers to 100).   **Number**  **N2.2** Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by:   * **N2.2a** representing strategies for adding and subtracting concretely, pictorially, and symbolically * **N2.2d** using personal strategies for adding and subtracting with and without the support of manipulatives | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (P2.2a, P2.2b, P2.2c, N2.2a, N2.2d)  7: Increasing Patterns 2 (P2.2a, P2.2b, P2.2c, N2.2a, N2.2d)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (P2.2a, P2.2b, P2.2c, N2.2a, N2.2d)  10: Reproducing Patterns (P2.2a, P2.2b, P2.2c, N2.2a, N2.2d)  11: Creating Patterns (P2.2a, P2.2c, P2.2d, N2.2a, N2.2d)  12: Errors and Missing Terms (P2.2a, P2.2c, P2.2d, N2.2a, N2.2d)  13: Solving Problems (P2.2b, P2.2.c, N2.2a, N2.2d)  14: Increasing/Decreasing Patterns Consolidation (P2.2a, P2.2b, P2.2c, P2.2d, N2.2a, N2.2d)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (P2.2a, P2.2c, P2.2d, N2.2a, N2.2d)  Error Hunt (P2.2a, N2.2a, N2.2d)  **Card 2B:** Making Increasing Patterns  (P2.2a, P2.2d, N2.2a, N2.2d)  Making Decreasing Patterns  (not required by your curriculum) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * Namir’s Marvellous Masterpieces (Activities 6, 8, 10, 11, 13, 14) | **Big Idea: Regularity and repetition form patterns**  **that can be generalized and predicted**  **mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**  - Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). (Activities 6, 7, 8, 9, 10, 13, 14)  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 7, 10, 13, 14)  - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activities 7, 8, 9, 10, 13, 14)  - Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …). (Activities 12; MED 2A: 2)  - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule. (Activities 11, 14; MED 2A: 1; MED 2B: 1, 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or**  **how much.** |
| **Developing Fluency of Addition and Subtraction Computation**  - Fluently adds and subtracts with quantities to 20. (Activities 6, 7, 8, 9, 10, 11, 12, 13, 14, MED 2A: 1, 2; MED 2B: 1, 2) |

**Saskatchewan (continued)**

**Master 15g**

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**