**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, throughinvestigation, growing patterns and shrinkingpatterns involving addition and subtraction,with and without the use of calculators**P1.3** identify repeating, growing, and shrinkingpatterns found in real-life contexts**P1.4** represent a given growing or shrinkingpattern in a variety of ways**P1.5** create growing or shrinking patterns**P1.7** demonstrate, through investigation, anunderstanding that a pattern results fromrepeating an operation (e.g., addition, subtraction) or making a repeated change toan attribute (e.g., colour, orientation).**N3.1** solve problems involving the addition andsubtraction of whole numbers to 18, usinga variety of mental strategies | **Below Grade: Intervention**3: Skip-Counting4: 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:** NumberDevelopment 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-Counting4: 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-Counting4: 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-Counting4: 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-Counting4: 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-Counting4: 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-Counting4: 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**