**Curriculum Correlation**

**Master 34a**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**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****P2 Expressions and Equality:** demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols, and addition and subtraction to 18.**Cross Strand:** Number**N1 Quantity Relationships:** read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢;**N2 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. |
| **P2.1** demonstrate an understanding of the concept of equality by partitioning wholenumbers to 18 in a variety of ways, using concrete materials**P2.2** represent, through investigation with concrete materials and pictures, two numberexpressions that are equal, using the equalsign**P2.3** determine the missing number in equations involving addition and subtractionto 18, using a variety of tools and strategies**P2.4** identify, through investigation, and use the commutative property of addition to facilitate computation with whole numbers**P2.5** identify, through investigation, the properties of zero in addition and subtraction**N1.3** compose and decompose two-digit numbers in a variety of ways, using concretematerials**N3.1** solve problems involving the addition andsubtraction of whole numbers to 18, usinga variety of mental strategies | **Below Grade: Intervention**5: Exploring 106: Balancing Sets**On Grade: Teacher Cards**15: Equal and Unequal Sets 16: Equal or Not Equal? (P2.2, N3.1)17: Exploring Number Sentences (P2.1, P2.2, N3.1)18: Exploring Properties (P2.4, P2.5, N3.1)19: Missing Numbers (P2.3, N3.1)20. Equality and Inequality Consolidation (P2.1, P2.2, P2.3, P2.4, N2.5, N3.1)**On Grade: Math Every Day****Ontario (continued)****Card 3A:** Equal or Not Equal? (P2.2, N N3.1)How Many Ways? (P2.1, P2.1, N1.3)**Card 3B:** Which One Doesn’t Belong? (P2.2, N3.1)What’s Missing? (P2.3, N3.1) | **Below Grade:*** Nutty and Wolfy (Activities 15, 16, 20)

**On Grade:*** Kokum’s Bannock (Activities 15, 16, 17, 18, 19, 20)

**Above Grade:*** A Week of Challenges (Activities 17, 18, 19, 20)
 | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**- Compares sets to determine more/less or equal. (Activity 15)- Creates a set that is more/less or equal to a given set. (Activity 15)- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as).(Activities 16, 17, 20, MED 3A: 1)- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)- Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). (Activity 19) |
| **Big Idea: Numbers are related in many ways.** |
| **Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or****how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

**Master 34a**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Curriculum Correlation**

**Master 34b**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**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. |
| **P2 Change in quantity using pictorial and symbolic representation*** **P2.1** numerically describing a change in quantity (e.g., for 6 + n = 10, visualize the change in quantity by using ten-frames, hundred charts, etc.)

**P3 symbol representation of equality and inequality*** **P3.1** Symbolic representation of equality and inequality

**N3 addition and subtraction facts to 20*** **N3.1** adding and subtracting numbers to 20

**N4 Addition and subtraction to 100*** **N4.1**  decomposing numbers to 100
* **N4.7** whole-class number talks
 | **Below Grade: Intervention**5: Exploring 106: Balancing Sets**On Grade: Teacher Cards**15: Equal and Unequal Sets16: Equal or Not Equal? (P3.1, N3.1)17: Exploring Number Sentences (P3.1, N3.1)18: Exploring Properties 19: Missing Numbers (P2.1, N3.1)20. Equality and Inequality Consolidation (P3.1, N3.1, N4.1)**On Grade: Math Every Day****Card 3A:** Equal or Not Equal? (P3.1, N3.1)How Many Ways? (P3.1, N4.1)**Card 3B:** Which One Doesn’t Belong? (P3.1, N3.1)What’s Missing? (P2.1, N3.1, N4.7) | **Below Grade:*** Nutty and Wolfy (Activities 15, 16, 20)

**On Grade:*** Kokum’s Bannock (Activities 15, 16, 17, 18, 19, 20)

**Above Grade:*** A Week of Challenges (Activities 17, 18, 19, 20)
 | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**- Compares sets to determine more/less or equal. (Activity 15)- Creates a set that is more/less or equal to a given set. (Activity 15)- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as).(Activities 16, 17, 20, MED 3A: 1)- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)- Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). (Activity 19) |
| **Big Idea: Numbers are related in many ways.** |
| **Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2)  |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or****how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

**Master 34b**

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

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Curriculum Correlation**

**Master 34c**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**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:** Represent algebraic expressions in multiple ways.**Cross Strand****Number:** Develop number sense. |
| **PR3** Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).**PR4** Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.**N8** Demonstrate and explain the effect of adding zero to or subtracting zero from any number.**N9** Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction.**N10** Apply mental mathematics strategies to determine basic addition facts to 18 and related subtraction facts. | **Below Grade: Intervention**5: Exploring 106: Balancing Sets**On Grade: Teacher Cards**15: Equal and Unequal Sets (PR3, PR4)16: Equal or Not Equal? (2PR3, 2PR4, N10)17: Exploring Number Sentences (2PR4, N10)18: Exploring Properties (N8)19: Missing Numbers20. Equality and Inequality Consolidation (PR3, PR4, 2N8, N9, 2N10)**On Grade: Math Every Day****Card 3A:** Equal or Not Equal? (PR3, PR4, N10)How Many Ways? (PR4)**Card 3B:** Which One Doesn’t Belong? (PR4, N10)What’s Missing?  | **Below Grade:*** Nutty and Wolfy (Activities 15, 16, 20)

**On Grade:*** Kokum’s Bannock (Activities 15, 16, 17, 18, 19, 20)

**Above Grade:*** A Week of Challenges (Activities 17, 18, 19, 20)
 | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**- Compares sets to determine more/less or equal. (Activity 15)- Creates a set that is more/less or equal to a given set. (Activity 15)- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as).(Activities 16, 17, 20, MED 3A: 1)- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)- Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). (Activity 19) |
| **Big Idea: Numbers are related in many ways.**  |
| **Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or****how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

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

**Master 34c**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Master 32f**

**Curriculum Correlation**

**Master 34d**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**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:** Represent algebraic expressions in multiple ways.**Cross Strand:** **Number:** Develop number sense. |
| **2.PR.3** Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).**2.PR.4** Record equalities and inequalities symbolically using the equal symbol or the not-equal symbol.3**2.N.8** Demonstrate and explain the effect of adding zero to or subtracting zero from any number.**2.N.9** Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by* explaining that the order in which numbers are added does not affect the sum.
* explaining that the order in which numbers are subtracted may affect the difference.
 | **Below Grade: Intervention**5: Exploring 106: Balancing Sets**On Grade: Teacher Cards**15: Equal and Unequal Sets (2.PR.3, 2.PR.4)16: Equal or Not Equal? (2.PR.3, 2.PR.4)17: Exploring Number Sentences (2.PR.2)18: Exploring Properties (2.N.8, 2.N.9)19: Missing Numbers 20. Equality and Inequality Consolidation (2.PR.3, 2.PR.4)**On Grade: Math Every Day****Card 3A:** Equal or Not Equal? (2.PR.3, 2.PR.4)How Many Ways? (2.PR.3, 2.PR.4)**Card 3B:** Which One Doesn’t Belong? (2.PR.3, 2.PR.4)What’s Missing?  | **Below Grade:*** Nutty and Wolfy (Activities 15, 16, 20)

**On Grade:*** Kokum’s Bannock (Activities 15, 16, 17, 18, 19, 20)

**Above Grade:*** A Week of Challenges (Activities 17, 18, 19, 20)
 | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**- Compares sets to determine more/less or equal. (Activity 15)- Creates a set that is more/less or equal to a given set. (Activity 15)- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as).(Activities 16, 17, 20, MED 3A: 1)- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)- Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). (Activity 19) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or****how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

**Curriculum Correlation**

**Master 32h**

**Manitoba (continued)**

**Master 34e**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**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 represent algebraic expressions in multiple ways.**Cross Strand****Number:** Students will be expected to develop number sense. |
| **PR03** Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).**PR04** Students will be expected to record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.**N04** Students will be expected to represent and partition numbers to 100.**N08** Students will be expected to demonstrate and explain the effect of adding zero to or subtracting zero from any number.**2N09** Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by * **2N09c** explaining and demonstrating that the order in which numbers are added does not affect the sum
* **2N09d** explaining and demonstrating that the order in which numbers are subtracted matters when finding a difference

**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**5: Exploring 106: Balancing Sets**On Grade: Teacher Cards**15: Equal and Unequal Sets (PR03, PR04)16: Equal or Not Equal? (PR03, PR04, N10)17: Exploring Number Sentences (PR03, PR04, N10)18: Exploring Properties (N08, N09c, N09d, N10)19: Missing Numbers20. Equality and Inequality Consolidation (PR03, PR04, N04, N08, N09c, N10)**On Grade: Math Every Day****Card 3A:** Equal or Not Equal? (PR03, PR04, N10)How Many Ways? (PR03, PR04, 2\N04)**Card 3B:** Which One Doesn’t Belong? (2\PR04, N10)What’s Missing?  | **Below Grade:*** Nutty and Wolfy (Activities 15, 16, 20)

**On Grade:*** Kokum’s Bannock (Activities 15, 16, 17, 18, 19, 20)

**Above Grade:*** A Week of Challenges (Activities 17, 18, 19, 20)
 | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**- Compares sets to determine more/less or equal. (Activity 15)- Creates a set that is more/less or equal to a given set. (Activity 15)- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as).(Activities 16, 17, 20, MED 3A: 1)- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)- Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). (Activity 19) |
| **Big Idea: Numbers are related in many ways.** |
| **Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or****how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

**Master 34e**

**Nova Scotia (continued)**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Master 32j**

**Nova Scotia (continued)**

**Curriculum Correlation**

**Master 34f**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**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:** Represent algebraic expressions in multiple ways.**Cross Strand****Number:** Develop number sense. |
| **Patterns and Relations****4.** Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.**5.** Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.**Number****4** Represent and describe numbers to 100, concretely, pictorially and symbolically.**8.** Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number. **9.** Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: • **2N9c** using the commutative property of addition (the order in which numbers are added does not affect the sum) • **2N9d** explaining that the order in which numbers are subtracted may affect the difference.**10.** Apply mental mathematics strategies for basic addition facts and related subtraction facts to 18. | **Below Grade: Intervention**5: Exploring 106: Balancing Sets**On Grade: Teacher Cards**15: Equal and Unequal Sets (PR4)16: Equal or Not Equal? (PR4, PR5, N10)17: Exploring Number Sentences (PR5, N10)18: Exploring Properties (N8, N9c, N9e, N10)19: Missing Numbers20. Equality and Inequality Consolidation (PR4, PR5, N4, N8, N9c, N10)**On Grade: Math Every Day****Card 3A:** Equal or Not Equal? (PR4, RP5, N10)How Many Ways? (PR5, N4)**Card 3B:** Which One Doesn’t Belong? (PR5, N10)What’s Missing?  | **Below Grade:*** Nutty and Wolfy (Activities 15, 16, 20)

**On Grade:*** Kokum’s Bannock (Activities 15, 16, 17, 18, 19, 20)

**Above Grade:*** A Week of Challenges (Activities 17, 18, 19, 20)
 | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**- Compares sets to determine more/less or equal. (Activity 15)- Creates a set that is more/less or equal to a given set. (Activity 15)- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as).(Activities 16, 17, 20, MED 3A: 1)- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)- Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). (Activity 19) |
| **Big Idea: Numbers are related in many ways.** |
| **Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or****how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

**Master 34f**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

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

**Master 32l**

**Curriculum Correlation**

**Master 34g**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**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****P2.3** Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by: * **P2.3a** relating equality and inequality to balance
* **P2.3b** comparing sets
* **P2.3c** recording equalities with an equal sign
* **P2.3d** recording inequalities with a not equal sign
* **P2.3e** solving problems involving equality and inequality

**Number****N2.1** Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by:* **N2.1a** representing (including place value)

**N2.2** Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the correspondingsubtraction by:* **N2.2a** representing strategies for adding and subtracting concretely, pictorially, and symbolically
* **N2.2b** creating and solving problems involving addition and subtraction
* **N2.2c** estimating
* **N2.2d** using personal strategies for adding and subtracting with and without the support of manipulatives
* **N2.2e** analyzing the effect of adding or subtracting zero
* **N2.2f** analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements.
 | **Below Grade: Intervention**5: Exploring 106: Balancing Sets**On Grade: Teacher Cards**15: Equal and Unequal Sets (P2.3a, P2.3b)16: Equal or Not Equal? (P2.3a, P2.3c, P2.3d, P2.3e, N2.2d)17: Exploring Number Sentences (P2.3a, P2.3c, P2.3d, P2.3e, N2.2d)18: Exploring Properties (P2.3b, P2.3c, N2.2d, N2.2e, N2.2f)19: Missing Numbers (P2.3a)20. Equality and Inequality Consolidation (P2.3a, P2.3c, P2.3d, N2.1a, N2.2d, N2.2e, N2.2f)**On Grade: Math Every Day****Card 3A:** Equal or Not Equal? (P2.3a, P2.3c, P2.3d, N2.2d)How Many Ways? (P2.3c, P2.3d, N2.1a)**Card 3B:** Which One Doesn’t Belong? (P2.3a, P2.3c, P2.3d, N2.2d)What’s Missing? (P2.3a, P2.3e) | **Below Grade:*** Nutty and Wolfy (Activities 15, 16, 20)

**On Grade:*** Kokum’s Bannock (Activities 15, 16, 17, 18, 19, 20)

**Above Grade:*** A Week of Challenges (Activities 17, 18, 19, 20)
 | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**- Compares sets to determine more/less or equal. (Activity 15)- Creates a set that is more/less or equal to a given set. (Activity 15)- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as).(Activities 16, 17, 20, MED 3A: 1)- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)- Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). (Activity 19) |
| **Big Idea: Numbers are related in many ways.** |
| **Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or****how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

**Master 34g**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Saskatchewan (continued)**