Master 74a

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

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

Ontario

Curriculum Expectations	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Overall Expectation **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 **Cross Strand:** Patterning and Algebra **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			
N3.1 solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies **N3.2** describe relationships between quantities by using whole-number addition and subtraction **N3.5** solve problems involving the addition and subtraction of two-digit numbers, with and without regrouping, using concrete materials (e.g., base ten materials, counters), student-generated algorithms, and standard algorithms	**Below Grade: Intervention** 11: Adding and Subtracting to 20 12: Solving Story Problems **On Grade: Teacher Cards** 26: Exploring Properties (N3.1, P2.2, P2.4, P2.5) 27: Solving Problems 1 (N3.1, N3.2, N3.5) 28: Solving Problems 2 (N3.1, N3.2, N3.5) 29: Solving Problems 3 (N3.1, N3.2, N3.5) 30: Solving Problems 4 (N3.1, N3.2, N3.5) 31: Conceptualizing Addition and Subtraction Consolidation (N3.1, N3.2, N3.5) **On Grade: Math Every Day Card 6:** What Math Do You See? (N3.1, N3.2, N3.5)	**Below Grade:** • Canada's Oldest Sport (Activities 27, 28, 29, 30, 31) **On Grade:** • Array's Bakery (Activities 27, 28, 29, 30, 31) • Marbles, Alleys, Mibs, and Guli! (Activities 27, 28, 29, 30, 31) • The Great Dogsled Race (Activities 27, 28, 29, 30, 31) **Above Grade:** • Math Makes Me Laugh (Activities 27, 28, 29, 30, 31)	**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 26, 27, 28, 29, 30, 31) - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2) **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 10. (Activity 26) - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) **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** - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activity 26)

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Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

Ontario (continued)

P2.2 represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign **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	What Could the Story Be? (N3.1, N3.2, N3.5)		

Master 74b

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

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

British Columbia/Yukon Territories

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Big Ideas Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. The regular change in increasing patterns can be identified and used to make generalizations.			
N4 Addition and subtraction to 100 • **N4.3** using strategies such as looking for multiples of 10, friendly numbers, decomposing into 10s and 1s and recomposing, and compensating • **N4.4** adding up to find the difference • **N4.5** using an open number line, hundred chart, ten-frames • **N4.6** using addition and subtraction in real-life contexts and problem-based situations **P3.1** symbolic representation of equality and inequality	**Below Grade: Intervention** 11: Adding and Subtracting to 20 12: Solving Story Problems **On Grade: Teacher Cards** 26: Exploring Properties 27: Solving Problems 1 (N4.3, N4.4, N4.5, N4.6, P3.1) 28: Solving Problems 2 (N4.3, N4.4, N4.5, N4.6, P3.1) 29: Solving Problems 3 (N4.3, N4.4, N4.5, N4.6, P3.1) 30: Solving Problems (N4.3, N4.4, N4.5, N4.6, P3.1) 31: Conceptualizing Addition and Subtraction Consolidation (N4.3, N4.4, N4.5, N4.6, P3.1) **On Grade: Math Every Day Card 6:** What Math Do You See? (N4.6) What Could the Story Be? (N4.6)	**Below Grade:** • Canada's Oldest Sport (Activities 27, 28, 29, 30, 31) **On Grade:** • Array's Bakery (Activities 27, 28, 29, 30, 31) • Marbles, Alleys, Mibs, and Guli! (Activities 27, 28, 29, 30, 31) • The Great Dogsled Race (Activities 27, 28, 29, 30, 31) **Above Grade:** • Math Makes Me Laugh (Activities 27, 28, 29, 30, 31)	**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 26, 27, 28, 29, 30, 31) - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2) **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 10. (Activity 26) - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) **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** - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activity 26)

Master 74c

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

New Brunswick/Prince Edward Island

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome Develop number sense **Cross Strand** **Patterns and Relations (Variables and Equations):** Represent algebraic expressions in multiple ways.			
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 by: • **N9a** using personal strategies for adding and subtracting with and without the support of manipulatives • **N9b** creating and solving problems that involve addition and subtraction • **N9c** explaining that the order in which numbers are added does not affect the sum • **N9d** explaining that the order in which numbers are subtracted may affect the difference	**Below Grade: Intervention** 11: Adding and Subtracting to 20 12: Solving Story Problems **On Grade: Teacher Cards** 26: Exploring Properties (N8, N9c, N9d, N10a, N10b, 210c, N10d) 27: Solving Problems 1 (N9a, N9b, N10a, N10b, N10c, N10d, N10e, N10f, PR4) 28: Solving Problems 2 (N9a, N9b, N10a, N10b, N10c, N10d, N10e, PR4) 29: Solving Problems 3 (N9a, N9b, N10a, N10b, N10c, N10d, N10e, PR4) 30: Solving Problems (N9a, N9b, N10a, N10b, N10c, N10d, N10e, N10f, PR4) 31: Conceptualizing Addition and Subtraction Consolidation (N9a, N9b, N10a, N10b, N10c, N10d, N10e, N10f, PR4)	**Below Grade:** • Canada's Oldest Sport (Activities 27, 28, 29, 30, 31) **On Grade:** • Array's Bakery (Activities 27, 28, 29, 30, 31) • Marbles, Alleys, Mibs, and Guli! (Activities 27, 28, 29, 30, 31) • The Great Dogsled Race (Activities 27, 28, 29, 30, 31) **Above Grade:** • Math Makes Me Laugh (Activities 27, 28, 29, 30, 31)	**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 26, 27, 28, 29, 30, 31) - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2) **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 10. (Activity 26) - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) **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** - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activity 26)

Master 74c

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

New Brunswick/Prince Edward Island (continued)

N10 Apply mental mathematics strategies, such as: • **N10a** using doubles • **N10b** making 10 • **N10c** one more, one less • **N10d** two more, two less • **N10e** building on a known double • **N10f** addition for subtraction to determine basic addition facts to 18 and related subtraction facts. **PR4** Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.	**On Grade: Math Every Day Card 6:** What Math Do You See? (N9b, N10a, N10b, N10c, N10d, N10e, N10f) What Could the Story Be? (N9b)		

Master 74d

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

Newfoundland and Labrador

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome Develop number sense **Cross Strand** **Patterns and Relations (Variables and Equations):** Represent algebraic expressions in multiple ways.			
2N8 Demonstrate and explain the effect of adding zero to or subtracting zero from any number. **2N9** Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: • **2N9a** using personal strategies for adding and subtracting with and without the support of manipulatives • **2N9b** creating and solving problems that involve addition and subtraction • **2N9c** explaining that 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	**Below Grade: Intervention** 11: Adding and Subtracting to 20 12: Solving Story Problems **On Grade: Teacher Cards** 26: Exploring Properties (2N8, 2N9c, 2N9d, 2N10) 27: Solving Problems 1 (2N9a, 2N9b, 2N10, 2PR4) 28: Solving Problems 2 (2N9a, 2N9b, 2N10, 2PR4) 29: Solving Problems 3 (2N9a, 2N9b, 2N10, 2PR4) 30: Solving Problems (2N9a, 2N9b, 2N10, 2PR4) 31: Conceptualizing Addition and Subtraction Consolidation (2N9a, 2N9b, 2N10, 2PR4) **On Grade: Math Every Day Card 6:** What Math Do You See? (2N9b, 2N10) What Could the Story Be? (2N9b)	**Below Grade:** • Canada's Oldest Sport (Activities 27, 28, 29, 30, 31) **On Grade:** • Array's Bakery (Activities 27, 28, 29, 30, 31) • Marbles, Alleys, Mibs, and Guli! (Activities 27, 28, 29, 30, 31) • The Great Dogsled Race (Activities 27, 28, 29, 30, 31) **Above Grade:** • Math Makes Me Laugh (Activities 27, 28, 29, 30, 31)	**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 26, 27, 28, 29, 30, 31) - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2) **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 10. (Activity 26) - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) **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** - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activity 26)

Master 74d

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

Newfoundland and Labrador (continued)

2N10 Apply mental mathematics strategies for the basic addition and related subtraction facts to 18. **2PR4** Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.			

Master 74e

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

Manitoba

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome Develop number sense **Cross Strand:** **Patterns and Relations (Variables and Equations):** Represent algebraic expressions in multiple ways.			
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: • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems that involve addition and subtraction • 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** 11: Adding and Subtracting to 20 12: Solving Story Problems **On Grade: Teacher Cards** 26: Exploring Properties (2.N.8, 2.N.9) 27: Solving Problems 1 (2.N.9) 28: Solving Problems 2 (2.N.9) 29: Solving Problems 3 (2.N.9) 30: Solving Problems (2.N.9) 31: Conceptualizing Addition and Subtraction Consolidation (2.N.9) **On Grade: Math Every Day Card 6:** What Math Do You See? (2.N.9, 2.N.10) What Could the Story Be? (2.N.9)	**Below Grade:** • Canada's Oldest Sport (Activities 27, 28, 29, 30, 31) **On Grade:** • Array's Bakery (Activities 27, 28, 29, 30, 31) • Marbles, Alleys, Mibs, and Guli! (Activities 27, 28, 29, 30, 31) • The Great Dogsled Race (Activities 27, 28, 29, 30, 31) **Above Grade:** • Math Makes Me Laugh (Activities 27, 28, 29, 30, 31)	**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 26, 27, 28, 29, 30, 31) - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2) **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 10. (Activity 26) - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) **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** - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activity 26)

Master 74f

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

Nova Scotia

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome Students will be expected to demonstrate number sense. **Cross Strand** **Patterns and Relations (Variables and Equations):** Students will be expected to represent algebraic expressions in multiple ways.			
N08 Students will be expected to demonstrate and explain the effect of adding zero to or subtracting zero from any number. **N09** 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 • **N09a** using personal strategies for adding and subtracting with and without the support of manipulatives • **N09b** creating and solving problems that involve addition and subtraction • **N09c** explaining that the order in which numbers are added does not affect the sum • **N09d** explaining and demonstrating that the order in which numbers are subtracted matters	**Below Grade: Intervention** 11: Adding and Subtracting to 20 12: Solving Story Problems **On Grade: Teacher Cards** 26: Exploring Properties (N08, N09c, N09d, N10) 27: Solving Problems 1 (N09a, N09b, N10, PR04) 28: Solving Problems 2 (N09a, N09b, N10, PR04) 29: Solving Problems 3 (N09a, N09b, N10, PR04) 30: Solving Problems (N09a, N09b, N10, PR04) 31: Conceptualizing Addition and Subtraction Consolidation (N09a, N09b, 2N10, PR04) **On Grade: Math Every Day Card 6:** What Math Do You See? (N09b, N10) What Could the Story Be? (N09b)	**Below Grade:** • Canada's Oldest Sport (Activities 27, 28, 29, 30, 31) **On Grade:** • Array's Bakery (Activities 27, 28, 29, 30, 31) • Marbles, Alleys, Mibs, and Guli! (Activities 27, 28, 29, 30, 31) • The Great Dogsled Race (Activities 27, 28, 29, 30, 31) **Above Grade:** • Math Makes Me Laugh (Activities 27, 28, 29, 30, 31)	**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 26, 27, 28, 29, 30, 31) - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2) **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 10. (Activity 26) - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) **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** - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activity 26)

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

Nova Scotia (continued)

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. **PR04** Students will be expected to record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.			

Master 74g

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

Alberta/Northwest Territories/Nunavut

Learning Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome Develop number sense **Cross Strand** **Patterns and Relations (Variables and Equations):** Represent algebraic expressions in multiple ways.			
Number **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: • **9a.** using personal strategies for adding and subtracting with and without the support of manipulatives • **9b.** creating and solving problems that involve addition and subtraction • **9c.** using the commutative property of addition (the order in which numbers are added does not affect the sum)	**Below Grade: Intervention** 11: Adding and Subtracting to 20 12: Solving Story Problems **On Grade: Teacher Cards** 26: Exploring Properties (N8, N9c, N9d, N9e, N10) 27: Solving Problems 1 (N9a, N9b, N10, PR5) 28: Solving Problems 2 (N9a, N9b, N10, PR5) 29: Solving Problems 3 (N9a, N9b, N10, PR5) 30: Solving Problems (N9a, N9b, N10, PR5) 31: Conceptualizing Addition and Subtraction Consolidation (N9a, N9b, N10, PR5) **On Grade: Math Every Day Card 6:** What Math Do You See? (N9b, N10) What Could the Story Be? (N9b)	**Below Grade:** • Canada's Oldest Sport (Activities 27, 28, 29, 30, 31) **On Grade:** • Array's Bakery (Activities 27, 28, 29, 30, 31) • Marbles, Alleys, Mibs, and Guli! (Activities 27, 28, 29, 30, 31) • The Great Dogsled Race (Activities 27, 28, 29, 30, 31) **Above Grade:** • Math Makes Me Laugh (Activities 27, 28, 29, 30, 31)	**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 26, 27, 28, 29, 30, 31) - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2) **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 10. (Activity 26) - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) **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** - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activity 26)

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

Alberta/Northwest Territories/Nunavut (continued)

• **9d.** using the associative property of addition (grouping a set of numbers in different ways does not affect the sum) • **9e.** 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. **Patterns and Relations** **5.** Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.			

Master 74h

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

Saskatchewan

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals Spatial Sense, Logical Thinking, Mathematics as a Human Endeavour **Cross Strand:** Patterns and Relations			
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 • N2.2b 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** 11: Adding and Subtracting to 20 12: Solving Story Problems **On Grade: Teacher Cards** 26: Exploring Properties (N2.2a, N2.2d, N2.2e, N2.2f) 27: Solving Problems 1 (N2.2a, N2.2b, N2.2d, P2.3c) 28: Solving Problems 2 (N2.2a, N2.2b, N2.2d, P2.3c) 29: Solving Problems 3 (N2.2a, N2.2b, N2.2d, P2.3c) 30: Solving Problems (N2.2a, N2.2b, N2.2d, P2.3c) 31: Conceptualizing Addition and Subtraction Consolidation (N2.2a, N2.2b, N2.2d, P2.3c) **On Grade: Math Every Day Card 6:** What Math Do You See? (N2.2b, N2.2d) What Could the Story Be? (N2.2b)	**Below Grade:** • Canada's Oldest Sport (Activities 27, 28, 29, 30, 31) **On Grade:** • Array's Bakery (Activities 27, 28, 29, 30, 31) • Marbles, Alleys, Mibs, and Guli! (Activities 27, 28, 29, 30, 31) • The Great Dogsled Race (Activities 27, 28, 29, 30, 31) **Above Grade:** • Math Makes Me Laugh (Activities 27, 28, 29, 30, 31)	**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 26, 27, 28, 29, 30, 31) - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2) **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 10. (Activity 26) - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) **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** - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activity 26)

Curriculum Correlation

Number Cluster 6: Conceptualizing Addition and Subtraction

Saskatchewan (continued)

Patterns and Relations **P2.3** Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by: • P2.3c recording equalities with an equal sign			