

Curriculum Correlation

Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

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 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.			
<p>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</p> <p>P1.2 identify, describe, and create, through investigation, growing patterns and shrinking patterns involving addition and subtraction, with and without the use of calculators</p> <p>P1.3 identify repeating, growing, and shrinking patterns found in real-life contexts</p>	<p>Below Grade: Intervention</p> <p>3: Skip-Counting</p> <p>4: Repeated Addition and Subtraction</p> <p>On Grade: Teacher Cards</p> <p>6: Increasing Patterns 1 (P1.2, P1.7)</p> <p>7: Increasing Patterns 2 (P1.2, P1.4, P1.7)</p> <p>8: Decreasing Patterns (P1.2, P1.4, P1.7)</p> <p>9: Extending Patterns (P1.2, P1.7)</p> <p>10: Reproducing Patterns (P1.4)</p> <p>11: Creating Patterns (P1.2, P1.3, P1.5, P1.7)</p> <p>12: Errors and Missing Terms (P1.2, P1.5, N3.1)</p> <p>13: Solving Problems (P1.2, P1.3, P1.4, N3.1)</p> <p>14: Increasing/Decreasing Patterns Consolidation (P1.2, P1.3, P1.4, P1.5, P1.7)</p>	<p>On Grade:</p> <ul style="list-style-type: none"> The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) Pattern Quest (Activities 6, 10, 11, 14) <p>Above Grade:</p> <ul style="list-style-type: none"> Namir's Marvellous Masterpieces (Activities 6, 8, 10, 11, 13, 14) 	<p>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> <p>Representing and Generalizing Increasing/Decreasing Patterns</p> <ul style="list-style-type: none"> 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) <p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>Developing Fluency of Addition and Subtraction Computation</p>

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Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

Ontario (continued)

<p>P1.4 represent a given growing or shrinking pattern in a variety of ways</p> <p>P1.5 create growing or shrinking patterns</p> <p>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).</p> <p>N3.1 solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies</p>	<p>On Grade: Math Every Day</p> <p>Card 2A: How Many Can We Make? (P1.1, P1.2, P1.5, P1.7) Error Hunt (P1.2, P1.7)</p> <p>Card 2B: Making Increasing Patterns (P1.2, P1.7) Making Decreasing Patterns (P1.2, P1.7)</p>		<p>- 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)</p>
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Curriculum Correlation

Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

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 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) Pattern Quest (Activities 6, 10, 11, 14) Above Grade: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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)

Curriculum Correlation

Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

British Columbia/Yukon Territories (continued)

	<p>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)</p>		<p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>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)</p>
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Curriculum Correlation

Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

New Brunswick/Prince Edward Island/Newfoundland and Labrador

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.			
<p>PR2 Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> describing extending comparing creating patterns using manipulatives, diagrams, sounds and actions <p>N10 Apply mental mathematics strategies to determine basic addition facts to 18 and related subtraction facts</p>	<p>Below Grade: Intervention</p> <p>3: Skip-Counting</p> <p>4: Repeated Addition and Subtraction</p> <p>On Grade: Teacher Cards</p> <p>6: Increasing Patterns 1 (PR2, N10)</p> <p>7: Increasing Patterns 2 (PR2, N10)</p> <p>8: Decreasing Patterns (not required by your curriculum)</p> <p>9: Extending Patterns (PR2, N10)</p> <p>10: Reproducing Patterns (PR2, N10)</p> <p>11: Creating Patterns (PR2, N10)</p> <p>12: Errors and Missing Terms (PR2, N10)</p> <p>13: Solving Problems (PR2, N10)</p> <p>14: Increasing/Decreasing Patterns Consolidation (PR2, N10)</p> <p>On Grade: Math Every Day Card 2A:</p> <p>How Many Can We Make? (PR2, N10)</p> <p>Error Hunt (PR2, N10)</p> <p>Card 2B:</p> <p>Making Increasing Patterns (PR2, N10)</p> <p>Making Decreasing Patterns (not required by your curriculum)</p>	<p>On Grade:</p> <ul style="list-style-type: none"> The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) Pattern Quest (Activities 6, 10, 11, 14) <p>Above Grade:</p> <ul style="list-style-type: none"> Namir's Marvellous Masterpieces (Activities 6, 8, 10, 11, 13, 14) 	<p>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</p>
			<p>Representing and Generalizing Increasing/Decreasing Patterns</p> <ul style="list-style-type: none"> 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)
			<p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>Developing Fluency of Addition and Subtraction Computation</p> <ul style="list-style-type: none"> 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

Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

Manitoba

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) Pattern Quest (Activities 6, 10, 11, 14) Above Grade: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

Nova Scotia

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.			
<p>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.</p> <p>N10 Students will be expected to apply mental mathematics strategies to quickly recall basic addition facts to 18 and determine related subtraction facts.</p>	<p>Below Grade: Intervention</p> <p>3: Skip-Counting</p> <p>4: Repeated Addition and Subtraction</p> <p>On Grade: Teacher Cards</p> <p>6: Increasing Patterns 1 (PR02, N10)</p> <p>7: Increasing Patterns 2 (PR02, N10)</p> <p>8: Decreasing Patterns (not required by your curriculum)</p> <p>9: Extending Patterns (PR02, N10)</p> <p>10: Reproducing Patterns (PR02, N10)</p> <p>11: Creating Patterns (PR02, N10)</p> <p>12: Errors and Missing Terms (PR02, N10)</p> <p>13: Solving Problems (PR02, N10)</p> <p>14: Increasing/Decreasing Patterns Consolidation (PR02, N10)</p>	<p>On Grade:</p> <ul style="list-style-type: none"> The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) Pattern Quest (Activities 6, 10, 11, 14) <p>Above Grade:</p> <ul style="list-style-type: none"> Namir's Marvellous Masterpieces (Activities 6, 8, 10, 11, 13, 14) 	<p>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> <p>Representing and Generalizing Increasing/Decreasing Patterns</p> <ul style="list-style-type: none"> 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)
			<p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p>
			<p>Developing Fluency of Addition and Subtraction Computation</p> <ul style="list-style-type: none"> 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

Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

Nova Scotia (continued)

	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)		
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Curriculum Correlation

Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

Alberta/Northwest Territories/Nunavut

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) Pattern Quest (Activities 6, 10, 11, 14) Above Grade: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

Saskatchewan

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • N2.2a representing strategies for adding and subtracting concretely, pictorially, and symbolically 	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, P2.2c, N2.2a, N2.2d) 14: Increasing/Decreasing Patterns Consolidation (P2.2a, P2.2b, P2.2c, P2.2d, N2.2a, N2.2d)	On Grade: <ul style="list-style-type: none"> • The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) • Pattern Quest (Activities 6, 10, 11, 14) Above Grade: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> - 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)

Curriculum Correlation

Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns

Saskatchewan (continued)

<ul style="list-style-type: none"> • N2.2d using personal strategies for adding and subtracting with and without the support of manipulatives 	<p>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)</p>		<p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>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)</p>
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