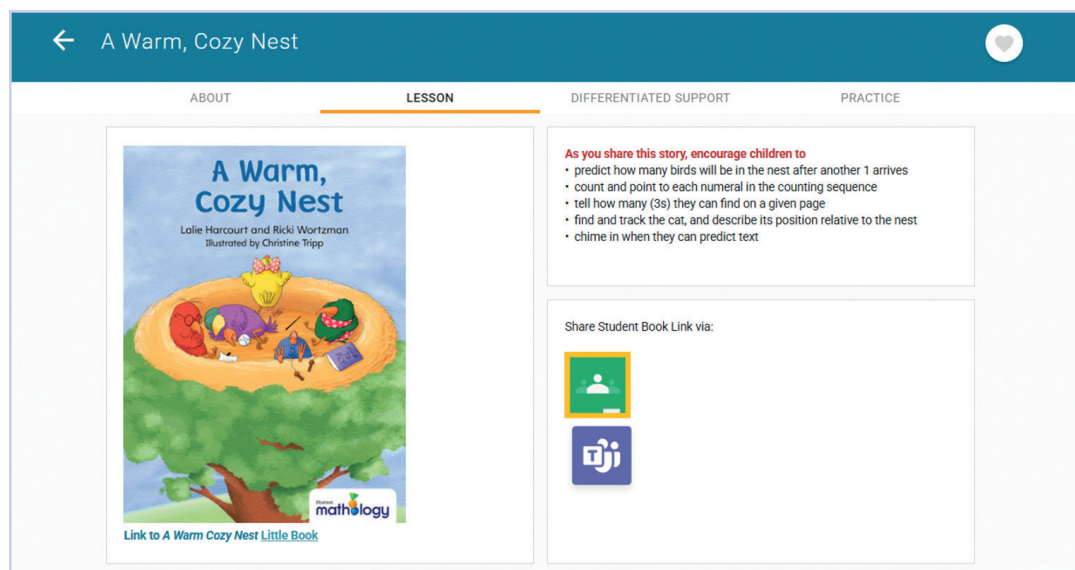


Supporting at-home learning with Mathology

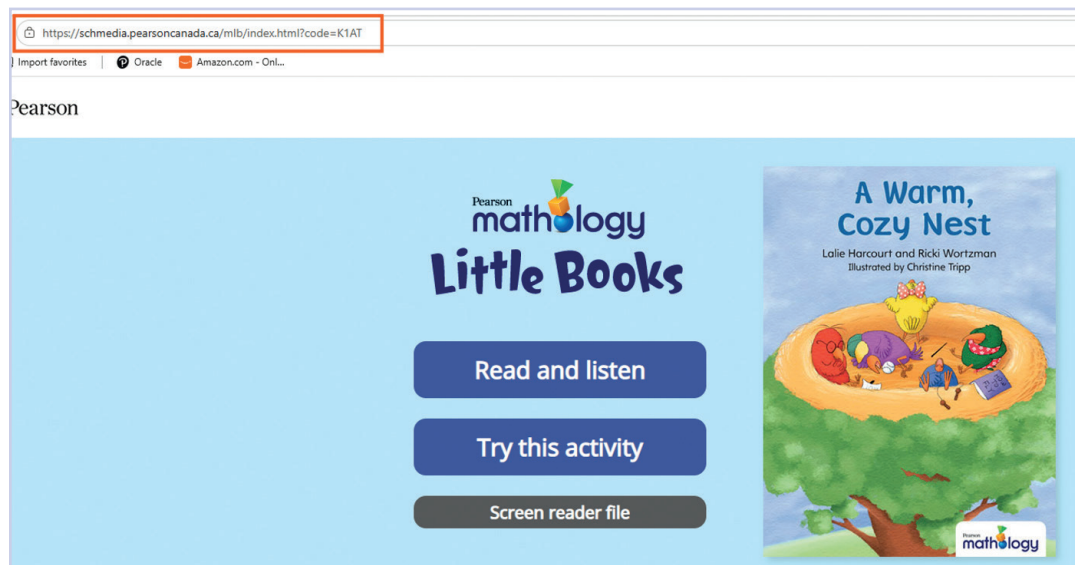
How to find, adapt, and share home-learning supports with families

Mathology Little Books (K-3)

- Share the link of the Little Book you read in class:



Open the Little Book (Lesson tab).



Copy the link you see at the top of the screen and share it with your class.

- **Share the Connecting Home and School letter templates:**

Check the Differentiated Support tab for options that extend the reading and mathematics learning at home. Download and share ready-to-use line masters to help families connect classroom learning with meaningful mathematics at home.

ABOUT

LESSON

DIFFERENTIATED SUPPORT

After Reading

Additional Activity Options

- All *Array's Bakery* Line Masters (PDF) (Word)
- Line Master 1: *Array's Bakery* (Assessment Master) (PDF) (Word)
- Line Master 2: Connecting Home and School (PDF) (Word)
- Line Master 3: Problem Strips (PDF) (Word)
- Line Master 4: Hundred Chart (PDF) (Word)
- Line Master 5: Number Lines (PDF) (Word)
- Line Master 6: *Array's Bakery* Math Mat (PDF) (Word)
- Line Master 7: Baking Trays (PDF) (Word)
- Line Master 8: Grid Game (PDF) (Word)
- Line Master 9: Grid Paper (PDF) (Word)
- Line Master 10: What Can You Learn? (PDF) (Word)
- Line Master 11: Plan Your Advertisement (PDF) (Word)
- Line Master 12: Solve the Problem (PDF) (Word)

Connecting Home and School

Line Master 2-2

Dear Family:

We have been working on *Array's Bakery*, which focuses on adding and subtracting, and on making equal groups and finding how many. Try this activity at home with your child.

Reading the Story: As you read the story, enjoy discussing the way Array always organizes his baked goods in equal rows. Together, figure out how many are arranged on the trays or in the boxes pictured. Talk about different ways to describe baked goods.

Arrays: Arrays are objects or images arranged in rows with the same number in each row. Look around to see if you can find some examples. Egg cartons, muffin tins, plastic building blocks, and some floor tiles are examples of arrays. Take a moment to describe the number of rows, the number in each row, and the number altogether.

The Math Mat: On the inside back cover of the book you will find a baking tray. Use this along with a handful of small objects to explore how (and if) you can arrange them in equal rows.

Sharing: Use a handful of small objects. Ask your child to share the items so you each have an equal number. There may be on item left over if there is an odd number. Talk about the two groups to agree that the shares are equal. Consider posing the challenge: What if there was another person? How would you share the items so the three of us have an equal number?

Sincerely,

You may wish to send families an *Array's Bakery* letter outlining a familiar activity or how they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply delete these instructions and cut and paste the activities you have selected, adapting them to fit your needs.

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Line Master 2-2: Connecting Home and School
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Mathology.ca Lessons (1-9)

- **Share lesson slides, practice questions, next steps at home, activity ideas:**

Lesson Slides (grades 4–9)

In the **Materials** section, download lesson slides (available in PPT or PDF format), then share them with your students through your learning platform or by email.

Number

Number Relationships & Place Value
Comparing & Ordering Numbers

LESSON
4

GRADE
4

You are playing a video game with your friends.
Here are their scores:

Raj: **9573** Susan: **5031** Chloe: **7438** Kash: **7999**

Congratulations! You came 2nd!

What might your score be?

- Order the scores from greatest to least.
- Write benchmarks on a number line.
Then write all the scores on the number line.

Math Mat 7

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 **dynamilis**

Share Lesson Slides via:

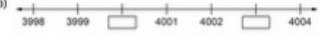


Practice questions (grades 3–9)

At the top of all Grades 3–9 lessons, downloadable, shareable, and modifiable practice questions are available for classroom or home use.

Name _____ Date _____

Unit 1 Lesson 4 Practice

- Which numbers are missing?
(Knowledge and Understanding)
a) 5432, 5431, 5430, _____, 5428, 5427, _____, 5425, _____
b) 
- Which numbers are in the wrong places?
(Knowledge and Understanding)
a) From greatest to least:
8296, 8292, 8294, 8293, 8295, 8291
b) From least to greatest:

- Compare each pair of numbers using the symbols <, =, or >.
(Knowledge and Understanding)
a) 5889 _____ 8898 b) 2456 _____ 2654
c) 7777 _____ 1777 d) 4177 _____ 5177
e) 1009 _____ 1009 f) 4256 _____ 3999

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Name _____ Date _____

Master 15 Which Season? Cards

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Next Steps at Home (grades 1–6)

Open the **Differentiated Support tab** and select **Next Steps at Home**.

Next Steps At Home

To help parents, guardians, caregivers, and other family members support their child's development of the math in this activity, cut/copy and paste one or more of these suggested activities to send home in a letter/email.

- Collect up to 20 small toy cars. Work with your child to create and model subtraction stories. For example, say: "There are 12 cars in the parking lot. Three cars drove away. How many cars are still in the parking lot?" Have your child use the toy cars to model and solve the problem.
- When putting away laundry, encourage your child to use subtraction to find how many items are left to be put away. For example, have your child count the folded T-shirts. Say, "How many T-shirts are yours? Let's put them away." Then ask, "How many T-shirts are left to be put away?"
- Mark off the days on a calendar as they pass. Now and then ask your child some questions about the calendar that involve subtraction. For example, ask: "How many days are in a week? How many days have been crossed off this week? How many more days are left in the week?"

MAY						
S	M	T	W	T	F	S
~~1~~	~~2~~	~~3~~	~~4~~	~~5~~	~~6~~	~~7~~
~~8~~	~~9~~	~~10~~	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



Copy one or more suggested activities into a letter or email for parents, guardians, caregivers, or other family members. The wording is designed to help families support the mathematics in the selected activity.

Adapt Activity Ideas for Students and Families:

Choose activities that support independent work or can be adapted easily for one student. For example, the mini-lessons, interventions, and extensions available through the Differentiated Support/Next Steps tab.

Name _____ Date _____

Master 3a Story Problems

At the park, 8  are climbing . Five more  come and join them. How many  are climbing  now?

Our neighbour  7 piles of . The next day, she  8 more piles of . How many piles of  did she  in all?

My  bought 4  for the classroom. On the weekend, my  bought 8 more . How many  do we have in the classroom?

We bought 9  for the . My mom bought home 4 more . How many  do we have for the  now?

Mathematics & Number Relationships and Place Value
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- **Share an interactive tool (K–9)**

Open an interactive tool (Lesson tab).

The Interactive links will be embedded in the Interactives section (grades 1–3):

Interactives

Use the Calendar Tool in front of the class to explore the months of the year and reading a date on a calendar. Use the year calendar to practise reciting the months in order, then click on a month to see a calendar page for that month. Drag a symbol to a particular day and have students read the date. Repeat with days on other months.

[Pearson Canada Calendar Tool](#)

Or, embedded in the Instructions for each lesson, at the top (grades 4–9):

Algebraic Expressions
Adding and Subtracting Polynomial Expressions

ABOUT LESSON ASSESSMENT DIFFERENTIATED SUPPORT

Algebra

Materials

- Algebra Tiles (concrete or virtual)
- Pattern Blocks (optional)
- Master 5a-b: Subtracting Polynomials (PDF) (WORD)
- Master 5c: Subtracting Polynomials Answers (PDF) (WORD)
- Master 6: Adding and Subtracting Polynomials (PDF) (WORD)
- Master 7: Midnight Madness Events (PDF) (WORD)
- Check Your Understanding (PDF) (WORD)
- Check Your Understanding Answers (PDF) (WORD)
- Assessment (PDF) (WORD)
- Lesson Slides (PDF) (PowerPoint)

LESSON 3 **GRADE 9**

INSTRUCTIONS

 **Algebra Tiles**

Before (10–15 min)

Have students suggest how they might sort the shapes on **Slide 1**. Responses should include by shape and colour. This visual representation serves as a precursor to formally identifying “like terms” in polynomials.

CONSOLIDATION

For Part A, encourage students to share their solutions with another pair of students (sample answers on **Slides 9 and 10**).

Ask students to consider both horizontal and vertical addition formats. When do they prefer to use each method? Ask, “If you were to add two groups of tiles, how would you organize them? How would you write the addition symbolically?” Prompt students to share their strategies with the class.

Copy the link and share it with students through your learning platform or by email. Students can access the interactive without a paid account.

https://media.pearsoncmg.com/intl/pec/school/mathv2/global/pcmg/math_tools/algebratiles/index.html

Addition



Model the first expression here.

Model the second expression here.

☐ Show Sum

Model Sum

☒ Snap Tiles ☒ Show Labels

https://media.pearsoncmg.com/intl/pec/school/mathv2/global/pec/math_tools/numbercharts/index.html?mode=3

Calendar

January 2026	February 2026	March 2026	April 2026
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May 2026	June 2026	July 2026	August 2026
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September 2026	October 2026	November 2026	December 2026
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Year: 2026