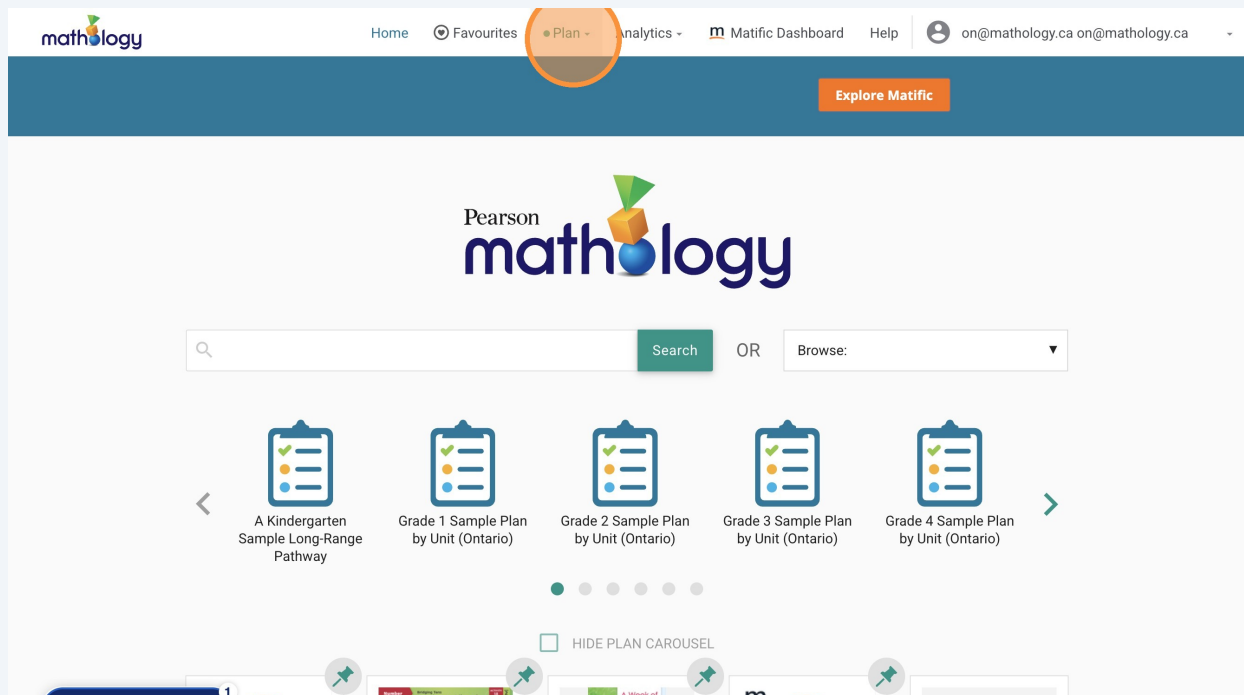


# Planning: Suggestions for using lessons in combined grades

Learn how to navigate the platform to find lesson plans for combined grades. This guide helps educators easily locate differentiated support resources and lesson materials .

## 1 Click "Plan"



## 2 Click "All Plans"

The screenshot shows the mathology website interface. At the top, there is a navigation bar with the mathology logo on the left and links for Home, Favourites, Plan, Analytics, Matific Dashboard, and Help on the right. The user's email address, on@mathology.ca, is also visible. Below the navigation bar, a dropdown menu is open under the 'Plan' link, with 'All Plans' highlighted and circled in orange. The main content area features the Pearson mathology logo, a search bar, and a carousel of sample plans. The carousel includes items like 'A Kindergarten Sample Long-Range Pathway' and 'Grade 1 Sample Plan by Unit (Ontario)'. A 'HIDE PLAN CAROUSEL' checkbox is located below the carousel.

## 3 Click "Sample Plans"

The screenshot shows the 'Planning' section of the mathology website. The page title is 'Planning' with a subtitle 'Create and organize your lessons into plans'. Below the title, there are two tabs: 'MY PLANS' and 'SAMPLE PLANS'. The 'SAMPLE PLANS' tab is selected and circled in orange. A '+ Create New Plan' button is located above a table of plans. The table has a header 'My Plans' and contains five rows of sample plans, each with a 'Make a Copy' button and icons for pinning and deleting.

My Plans	
a copy	Make a Copy
a sample k	Make a Copy
abhi	Make a Copy
Abhi	Make a Copy
abhi	Make a Copy

#### 4 Click this text field.

The screenshot shows the Mathology Planning tool interface. At the top, there is a navigation bar with the Mathology logo, a search bar, and links for Home, Favourites, Plan, Analytics, Matific Dashboard, and Help. Below this is a blue header with a back arrow and the text 'Planning' and 'Create and organize your lessons into plans'. The main content area is divided into 'MY PLANS' and 'SAMPLE PLANS'. Under 'SAMPLE PLANS', there are filter buttons for 'Any Language', 'All Grades', and 'All Formats', along with 'Clear' and 'Create New Plan' buttons. A dropdown menu is open for 'All Grades', showing options from Grade K to Grade 5. The 'SAMPLE PLANS' list includes several entries, each with a 'Make a Copy' button and a pin icon. The 'All Grades' dropdown is highlighted with an orange circle.

#### 5 choose a grade

The screenshot shows the Mathology Planning tool interface, similar to the previous one. The 'All Grades' dropdown menu is open, and 'Grade 4' is selected, highlighted with an orange circle. The 'SAMPLE PLANS' list is visible, showing various sample plans with 'Make a Copy' buttons. A 'Planning Tool (3-4)' button is visible in the bottom left corner.

## 6 Click on a combined grade plan

The screenshot shows the 'Planning' interface with a header 'Create and organize your lessons into plans'. Below the header, there are tabs for 'MY PLANS' and 'SAMPLE PLANS'. A filter bar includes 'Any Language', 'Grade 4', 'All Formats', and buttons for 'Clear' and 'Create New Plan'. A list of sample plans is displayed, with the second item, 'Sample Plan by Topic Grade 3 and 4 (Ontario)', circled in orange. Each item includes a 'Make a Copy' button and a pin icon. A 'Planning Tool (3-4)' button is visible on the left side of the list.

Sample Plan	Grade	EN	Unit	Topic	Make a Copy
Grade 3 and 4 Sample Plan by Unit (Ontario)	Grade 3, 4	EN	Unit		Make a Copy
Sample Plan by Topic Grade 3 and 4 (Ontario)	Grade 3, 4	EN	Topic		Make a Copy
Grade 4 and 5 Sample Plan by Unit (Ontario)	Grade 4, 5	EN	Unit		Make a Copy
Grade 4 Sample Plan by Unit (Ontario)	Grade 4	EN	Unit		Make a Copy
Sample Plan by Topic Grade 4 (Ontario)	Grade 4	EN	Topic		Make a Copy

## 7 Click into the lower grade unit


The screenshot shows the Mathology course catalog. The header includes the Mathology logo, a search bar, and navigation links for Home, Favourites, Plan, Analytics, Matific Dashboard, and Help. A list of units is displayed, with the '3 - Number: Addition and Subtraction' unit circled in orange. Each unit includes a title and a progress indicator (e.g., 0/6, 0/7, 0/8, 0/12).

Unit	Progress
3 - Number: Number Relationships	0/6
3 - Number: Place Value	0/7
4 - Number: Number Relationships and Place Value	0/7
ADDITION, SUBTRACTION, AND EQUALITY (NOV-DEC)	
3 - Number: Addition and Subtraction	0/8
4 - Number: Fluency with Addition and Subtraction	0/7
3 - Measurement: Length, Perimeter, and Time	0/12
4 - Measurement: Length, Perimeter, and Area	0/8
4 - Measurement: Time	0/8
4 - Patterning and Algebra: Variables and Equations	0/8

## 8 Click into a lesson

4 - Number: Fluency with Addition and Subtraction	0/7
3 - Measurement: Length, Perimeter, and Time	0/12
4 - Measurement: Length, Perimeter, and Area	0/8
4 - Measurement: Time	0/8
4 - Patterning and Algebra: Variables and Equations	0/8
SHAPE AND SPACE (DEC-JAN)	
3 - Patterning and Algebra: Repeating Patterns	0/7
3 - Geometry: 2-D Shapes	0/7
3 - Geometry: Angles	0/3
<b>Planning Tool (3-4)</b>	0/5
3 - Geometry: 3-D Solids	0/6
4 - Measurement: Mass	0/5


TAGS: [Grade 3](#) [Activity](#) [Number-19](#)




**Addition and Subtraction : Estimating Sums and Differences (Ontario)**

Students make estimates involving the numbers of different coloured squares on a grid picture. In pairs, students use estimation to decide which combinations of items could fit on a shelf and along a wall. To consolidate, students share the strategies they...

TAGS: [Grade 3](#) [Activity](#) [Number-20](#)

  
 FAVOURITE


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**Addition and Subtraction : Using Mental Math to Add and Subtract (Ontario)**

Students share the different ways they might add and subtract numbers in their heads. In pairs, students use mental math to add and subtract numbers with a goal of getting as close to 100, 1000, or 0 as they can. To consolidate, students share their strategies,...

TAGS: [Grade 3](#) [Activity](#) [Number-21](#)

  
 FAVOURITE


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**Addition and Subtraction : Creating and Solving Problems (Ontario)**

Students create story problems of different types for a given picture, then solve the problems. In pairs, students solve story problems of different types, using estimation to check the reasonableness of the solutions. On the second day, students create and...

TAGS: [Grade 3](#) [Activity](#) [Number-22](#)

  
 FAVOURITE

## 9 Click "Lesson"



Home
Favourites
Plan
Analytics
Matific Dashboard
Help
on@mathology.ca on@mathology.ca

←

Addition and Subtraction

Creating and Solving Problems (Ontario)

♥

ABOUT
LESSON
ASSESSMENT
DIFFERENTIATED...
PRACTICE

**About this lesson**

Students create story problems of different types for a given picture, then solve the problems.

In pairs, students solve story problems of different types, using estimation to check the reasonableness of the solutions. On the second day, students create and solve problems.

To consolidate, students share the strategies they used to solve the problems, then discuss how subtraction problems can be solved by thinking addition.

TAGS: [Grade 3](#) [Activity](#) [Number-22](#)


Content Background ▾

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**Focus**

Lesson Focus: Creating and solving addition and subtraction problem types

Professional Learning



Learning Connections: Number - Addition and Subtraction

# 10

## Review Differentiated Support Can the extension work for your upper grade?

Answer: 88->

Fanny and Fred collect worms for fishing.  
Fanny collected 23 worms.  
Fred collected 12 fewer worms than Fanny.  
How many worms did Fred collect?

**What To Do**

- Write a number sentence to represent the problem.
- Estimate the solution.
- Solve the problem. Use any materials you want to help.
- Is your answer reasonable? How do you know?

<compare, smaller set unknown problem:  $23 - 12 = ?$ ; Answer: 11>

On the second day, have students write their own story problems, trade them with another pair, then solve each other's problems.

**Differentiated Support**

**Accommodation:** Focus on the result unknown problems and have students model them with concrete materials. Or encourage students to act out the problems. Or provide similar problems with smaller numbers.

**Extension:** Solve as many of the problems as possible using both addition and subtraction.



Learning Connections: Number - Addition and Subtraction

**Planning Tool (3-4)**

**1**  
**Planning Questions**

• How did you write a number sentence for the story problem?

• Did you use addition or subtraction to solve the problem? Why?

• What strategy did you use to find the answer?

• How does the answer compare to your estimate? What does that tell you?

# 11

## Click "arrow\_back"- look for another option

mathology Search... Home Favourites Plan Analytics Matific Dashboard Help on@mathology.ca on@mathology.ca

← Addition and Subtraction  
Creating and Solving Problems (Ontario)

ABOUT LESSON ASSESSMENT DIFFERENTIATED... PRACTICE

**Number**

**Materials**

- Base Ten Blocks
- Counters
- Master 12: Story Problems (optional) (PDF) (WORD)
- Math Mat 3: Ten-Frames (PDF) (WORD)
- Math Mat 10: Place-Value Mat (PDF) (WORD)
- Math Mat 7: Open Number Lines (PDF) (WORD)
- Exit Ticket (PDF) (WORD)
- Practice (PDF) (WORD)
- Assessment Master (PDF) (WORD)

**ACTIVITY 22** **GRADE 3**

**INSTRUCTIONS**

**Before (10-15 min)**  
Have students create addition and subtraction story problems for Bugsy's bug terrarium.

**CONSOLIDATION**

Have students share the strategies they used to solve each problem. Discuss similarities and differences in the approaches. Compare the number sentences students wrote for each problem.


Point out that since addition and subtraction are related, we can often use either operation to

Professional Learning  
Learning Connections: Number - Addition and Subtraction

## 12 Click upper grade unit

3 - Patterning and Algebra: Patterns and Expressions	0/11
3 - Number: Number Relationships	0/6
3 - Number: Place Value	0/7
4 - Number: Number Relationships and Place Value	0/7
ADDITION, SUBTRACTION, AND EQUALITY (NOV-DEC)	
3 - Number: Addition and Subtraction	0/8 >
4 - Number: Fluency with Addition and Subtraction	0/7
3 - Measurement: Length, Perimeter, and Time	0/12
<b>Planning Tool (3-4)</b> Perimeter, and Area	0/8
4 - Measurement: Time	0/8
4 - Patterning and	


TAGS: [Grade 3](#) [Little Book](#) [Number](#)




**Math Makes Me Laugh: Teacher Guide**

Do you ever think about numbers? Meet someone who can't stop thinking about them. Math Makes Me Laugh offers children opportunities to estimate sums and differences compare and order numbers and quantities to 1000 determine how many more/less one...

TAGS: [Grade 3](#) [Little Book](#) [Number](#)

  
FAVOURITE


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**Addition and Subtraction : Modelling Addition and Subtraction (Ontario)**

To start, 2- and 3-digit numbers are added and subtracted in different ways. In pairs, each student rolls a number cube 3 times to make two 3-digit numbers. Students add and subtract the numbers. To consolidate, students are introduced to partial sums and...

TAGS: [Grade 3](#) [Activity](#) [Number-19](#)

  
FAVOURITE


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**Addition and Subtraction : Estimating Sums and Differences (Ontario)**

Students make estimates involving the numbers of different coloured squares on a grid picture. In pairs, students use estimation to decide which combinations of items could fit on a shelf and along a wall. To consolidate, students share the strategies they...

TAGS: [Grade 3](#) [Activity](#) [Number-20](#)

  
FAVOURITE


## 13 Click a similar lesson content if available

Perimeter, and Area	0/8
4 - Measurement: Time	0/8
4 - Patterning and Algebra: Variables and Equations	0/8
SHAPE AND SPACE (DEC-JAN)	
3 - Patterning and Algebra: Repeating Patterns	0/7
3 - Geometry: 2-D Shapes	0/7
3 - Geometry: Angles	0/3
4 - Geometry: 2-D Shapes and Angles	0/5
3 - Geometry: 3-D Solids	0/6
4 - Measurement: Mass and Capacity	0/5
<b>Planning Tool (3-4)</b> 3 - Geometry and Algebra: Mapping and Coding	0/9
4 - Geometry: Grids and Transformations	0/5

subtraction problems with 4-digit numbers. To consolidate, students model their solutions, then relate them to the standard algorithms for addition and subtraction.

TAGS: [Grade 4](#) [Activity](#) [Number-9](#)


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**Fluency with Addition and Subtraction: Using Mental Math to Add and Subtract**

In groups of 4, students play a dominoes-style game, with cards that have 2-digit addition and subtraction expressions. Students use mental math to determine the sum or difference, to decide whether they can place the card in the game. To consolidate,...

TAGS: [Grade 4](#) [Activity](#) [Number-10](#)

  
FAVOURITE


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**Fluency with Addition and Subtraction: Creating and Solving Problems**

In pairs, students first solve given addition and subtraction problems involving 3- and 4-digit numbers, then create and solve addition and subtraction story problems, using given 3- and 4-digit numbers.

TAGS: [Grade 4](#) [Activity](#) [Number-11](#)


  
FAVOURITE

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**Fluency with Addition and Subtraction: Consolidation**

In pairs, students play a board game that requires them to solve addition and subtraction problems on "obstacle" cards. To consolidate, students share any cards that they found challenging and discuss what

  
FAVOURITE

## 14 Click "Lesson"

The screenshot shows the Mathology website interface. At the top, there is a navigation bar with the Mathology logo, a search bar, and links for Home, Favourites, Plan, Analytics, Matific Dashboard, and Help. The user is logged in as 'on@mathology.ca'. Below the navigation bar, the page title is 'Fluency with Addition and Subtraction: Creating and Solving Problems'. The 'LESSON' tab is highlighted in the navigation menu. The main content area is titled 'About this lesson' and contains the following text:

In pairs, students first solve given addition and subtraction problems involving 3- and 4-digit numbers, then create and solve addition and subtraction story problems, using given 3- and 4-digit numbers.

ACTIVITY TIME	45-50 min
GROUP SIZE	Pairs

TAGS: [Grade 4](#) [Activity](#) [Number-11](#)

Content Background ▼

**Focus**

**Lesson Focus:** Creating and solving addition and subtraction problems with 3- and 4-digit numbers

**Additional Focus:** Using estimation to determine the reasonableness of solutions

## 15 Click Differentiated support and use accommodation for lower grade

The screenshot shows the 'Differentiated Support' section of the Mathology website. It includes a video player with the following text:

Close your eyes and imagine each scenario.

- You have some trading cards and your friend gives you some more.
- You have **250 trading cards** and your friend gives you some more.
- You have **250 trading cards** and your friend gives you **75 more**. How many do you have?

How do the numbers change the scenario?

Share Lesson Slides via:

**Differentiated Support**

**Accommodation:** Focus on Part A and use smaller numbers (e.g., Problem 1: 85 and 9; Problem 2: 56 and 8).

**Extension:** Have students write a problem that involves both addition and subtraction, then trade problems with a partner and solve each other's problem.

close to 3900, the solution is reasonable.

Have students share the problems they created. Did any students create a problem that involved both addition and subtraction (e.g., My neighbourhood pharmacy administered 2769 Covid-19 vaccines over the long weekend. On Friday, they administered 1008 vaccines. On Saturday, they administered 843 vaccines. How many shots did they administer on Sunday?)

To allow students to show what they have learned in this lesson, go to **Practice (PDF) (WORD)**. For **Exit Ticket**, use question 2.

**Highlight for Students**

- We can use many different strategies to solve the same story problem.
- We can often think of a story problem in two ways: as an addition problem and as a subtraction problem.
- Estimating to check an answer is an important step when adding and subtracting.

**WHAT TO LOOK FOR**

- Can students identify when a story problem is solved by adding/subtracting?
- Are students using efficient strategies to add and subtract?
- Are students able to recognize if their estimates are reasonable?
- Can students write appropriate story problems for the given numbers?

Planning Tool (3-4)