# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

**Ontario**

| Curriculum Expectations | Mathology Grade 2 Classroom Activity Kit | Mathology Little Books | Pearson Canada K-3 Mathematics Learning Progression |
|---|---|---|---|
| **Overall Expectation**<br>**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.<br>**Cross Strand:** Number<br>**N1 Quantity Relationships:** read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢;<br>**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 whole numbers to 18 in a variety of ways, using concrete materials<br><br>**P2.2** represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign<br><br>**P2.3** determine the missing number in equations involving addition and subtraction to 18, using a variety of tools and strategies | **Below Grade: Intervention**<br>5: Exploring 10<br>6: Balancing Sets<br><br>**On Grade: Teacher Cards**<br>15: Equal and Unequal Sets<br>16: Equal or Not Equal?<br>(P2.2, N3.1)<br>17: Exploring Number Sentences<br>(P2.1, P2.2, N3.1)<br>18: Exploring Properties<br>(P2.4, P2.5, N3.1)<br>19: Missing Numbers<br>(P2.3, N3.1)<br>20. Equality and Inequality Consolidation (P2.1, P2.2, P2.3, P2.4, N2.5, N3.1) | **Below Grade:**<br>• Nutty and Wolfy<br>(Activities 15, 16, 20)<br><br>**On Grade:**<br>• Kokum's Bannock<br>(Activities 15, 16, 17, 18, 19, 20)<br><br>**Above Grade:**<br>• A Week of Challenges<br>(Activities 17, 18, 19, 20) | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**<br>**Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**<br>- Compares sets to determine more/less or equal. (Activity 15)<br>- Creates a set that is more/less or equal to a given set. (Activity 15)<br>- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as). (Activities 16, 17, 20, MED 3A: 1)<br>- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)<br>- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)<br>**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**<br>- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)<br>- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1) |

# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

**Ontario (continued)**

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| **P2.4** identify, through investigation, and use the commutative property of addition to facilitate computation with whole numbers<br><br>**P2.5** identify, through investigation, the properties of zero in addition and subtraction<br><br>**N1.3** compose and decompose two-digit numbers in a variety of ways, using concrete materials<br><br>**N3.1** solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies | **On Grade: Math Every Day<br>Card 3A:**<br>Equal or Not Equal? (P2.2, N N3.1)<br>How Many Ways? (P2.1, P2.1, N1.3)<br>**Card 3B:**<br>Which One Doesn't Belong? (P2.2, N3.1)<br>What's Missing? (P2.3, N3.1) | | - Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). (Activity 19)<br><br>**Big Idea: Numbers are related in many ways.**<br><br>**Decomposing Wholes into Parts and Composing Wholes from Parts**<br>- Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2)<br><br>**Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.**<br><br>**Developing Conceptual Meaning of Addition and Subtraction**<br>- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)<br>- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)<br>**Developing Fluency of Addition and Subtraction Computation**<br>- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

**British Columbia/Yukon Territories**

| Learning Standards | Mathology Grade 2 Classroom Activity Kit | Mathology Little Books | Pearson Canada K-3 Mathematics Learning Progression |
|---|---|---|---|
| **Big Idea** <br> The regular change in increasing patterns can be identified and used to make generalizations. <br> **Cross Strand:** Number <br> Development 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** <br> • **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.) <br><br> **P3 symbol representation of equality and inequality** <br> • **P3.1** Symbolic representation of equality and inequality <br><br> **N3 addition and subtraction facts to 20** <br> • **N3.1** adding and subtracting numbers to 20 <br><br> **N4 Addition and subtraction to 100** <br> • **N4.1** decomposing numbers to 100 | **Below Grade: Intervention** <br> 5: Exploring 10 <br> 6: Balancing Sets <br><br> **On Grade: Teacher Cards** <br> 15: Equal and Unequal Sets <br> 16: Equal or Not Equal? (P3.1, N3.1) <br> 17: Exploring Number Sentences (P3.1, N3.1) <br> 18: Exploring Properties <br> 19: Missing Numbers (P2.1, N3.1) <br> 20. Equality and Inequality Consolidation (P3.1, N3.1, N4.1) <br><br> **On Grade: Math Every Day Card 3A:** <br> Equal or Not Equal? (P3.1, N3.1) <br> How Many Ways? (P3.1, N4.1) <br> **Card 3B:** <br> Which One Doesn't Belong? (P3.1, N3.1) <br> What's Missing? (P2.1, N3.1, N4.7) | **Below Grade:** <br> • Nutty and Wolfy (Activities 15, 16, 20) <br><br> **On Grade:** <br> • Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20) <br><br> **Above Grade:** <br> • A Week of Challenges (Activities 17, 18, 19, 20) | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** <br> **Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations** <br> - Compares sets to determine more/less or equal. (Activity 15) <br> - Creates a set that is more/less or equal to a given set. (Activity 15) <br> - Models and describes equality (balance; the same as) and inequality (imbalance; not the same as). (Activities 16, 17, 20, MED 3A: 1) <br> - Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2) <br> - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20) <br> **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations** <br> - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20) <br> - Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1) <br> - 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.** |

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# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

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

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|---|---|---|---|
| • **N4.7** whole-class number talks | | | **Decomposing Wholes into Parts and Composing Wholes from Parts**<br>- 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**<br>- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)<br>- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)<br>**Developing Fluency of Addition and Subtraction Computation**<br>- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

**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**<br>**Patterns and Relations:** Represent algebraic expressions in multiple ways.<br>**Cross Strand**<br>**Number:** Develop number sense. | | | |
| **PR3** Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).<br><br>**PR4** Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.<br><br>**N8** Demonstrate and explain the effect of adding zero to or subtracting zero from any number.<br><br>**N9** Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction.<br><br>**N10** Apply mental mathematics strategies to determine basic addition facts to 18 and related subtraction facts. | **Below Grade: Intervention**<br>5: Exploring 10<br>6: Balancing Sets<br><br>**On Grade: Teacher Cards**<br>15: Equal and Unequal Sets (PR3, PR4)<br>16: Equal or Not Equal? (2PR3, 2PR4, N10)<br>17: Exploring Number Sentences (2PR4, N10)<br>18: Exploring Properties (N8)<br>19: Missing Numbers<br>20: Equality and Inequality Consolidation (PR3, PR4, 2N8, N9, 2N10)<br><br>**On Grade: Math Every Day Card 3A:**<br>Equal or Not Equal? (PR3, PR4, N10)<br>How Many Ways? (PR4)<br>**Card 3B:**<br>Which One Doesn't Belong? (PR4, N10)<br>What's Missing? | **Below Grade:**<br>• Nutty and Wolfy (Activities 15, 16, 20)<br><br>**On Grade:**<br>• Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20)<br><br>**Above Grade:**<br>• A Week of Challenges (Activities 17, 18, 19, 20) | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**<br>**Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**<br>- Compares sets to determine more/less or equal. (Activity 15)<br>- Creates a set that is more/less or equal to a given set. (Activity 15)<br>- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as). (Activities 16, 17, 20, MED 3A: 1)<br>- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)<br>- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)<br>**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**<br>- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)<br>- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)<br>- Solves for an unknown value in a one-step addition and subtraction problem (e.g., $n + 5 = 15$). (Activity 19) |

# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

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

| | | | |
|---|---|---|---|
| | | | **Big Idea: Numbers are related in many ways.** |
| | | | **Decomposing Wholes into Parts and Composing Wholes from Parts**<br>- 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**<br>- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)<br>- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)<br>**Developing Fluency of Addition and Subtraction Computation**<br>- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

**Manitoba**

| 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 10 6: 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) |

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# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

**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 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 | **Below Grade: Intervention** 5: Exploring 10 6: 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 Numbers 20. 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) |

# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

**Nova Scotia (continued)**

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|---|---|---|---|
| addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by<br><br>• **2N09c** explaining and demonstrating that the order in which numbers are added does not affect the sum<br>• **2N09d** explaining and demonstrating that the order in which numbers are subtracted matters when finding a difference<br><br>**N10** Students will be expected to apply mental mathematics strategies to quickly recall basic addition facts to 18 and determine related subtraction facts. | | | **Big Idea: Numbers are related in many ways.**<br>**Decomposing Wholes into Parts and Composing Wholes from Parts**<br>- Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2)<br>**Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.**<br>**Developing Conceptual Meaning of Addition and Subtraction**<br>- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)<br>- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)<br>**Developing Fluency of Addition and Subtraction Computation**<br>- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

**Alberta/Northwest Territories/Nunavut**

| Learning Outcomes | Mathology Grade 2 Classroom Activity Kit | Mathology Little Books | Pearson Canada K-3 Mathematics Learning Progression |
|---|---|---|---|
| **General Outcome**<br>**Patterns and Relations:** Represent algebraic expressions in multiple ways.<br>**Cross Strand**<br>**Number:** Develop number sense. | | | |
| **Patterns and Relations**<br>**4.** Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.<br><br>**5.** Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.<br><br>**Number**<br>**4** Represent and describe numbers to 100, concretely, pictorially and symbolically.<br><br>**8.** Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number.<br><br>**9.** Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: | **Below Grade: Intervention**<br>5: Exploring 10<br>6: Balancing Sets<br><br>**On Grade: Teacher Cards**<br>15: Equal and Unequal Sets (PR4)<br>16: Equal or Not Equal? (PR4, PR5, N10)<br>17: Exploring Number Sentences (PR5, N10)<br>18: Exploring Properties (N8, N9c, N9e, N10)<br>19: Missing Numbers<br>20: Equality and Inequality Consolidation (PR4, PR5, N4, N8, N9c, N10)<br><br>**On Grade: Math Every Day Card 3A:**<br>Equal or Not Equal? (PR4, RP5, N10)<br>How Many Ways? (PR5, N4)<br>**Card 3B:**<br>Which One Doesn't Belong? (PR5, N10)<br>What's Missing? | **Below Grade:**<br>• Nutty and Wolfy (Activities 15, 16, 20)<br><br>**On Grade:**<br>• Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20)<br><br>**Above Grade:**<br>• A Week of Challenges (Activities 17, 18, 19, 20) | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**<br><br>**Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**<br>- Compares sets to determine more/less or equal. (Activity 15)<br>- Creates a set that is more/less or equal to a given set. (Activity 15)<br>- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as). (Activities 16, 17, 20, MED 3A: 1)<br>- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)<br>- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)<br>**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**<br>- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)<br>- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)<br>- Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). (Activity 19) |

# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

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

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|---|---|---|---|
| • **2N9c** using the commutative property of addition (the order in which numbers are added does not affect the sum)<br>• **2N9d** explaining that the order in which numbers are subtracted may affect the difference.<br><br>**10.** Apply mental mathematics strategies for basic addition facts and related subtraction facts to 18. | | | **Big Idea: Numbers are related in many ways.** |
| | | | **Decomposing Wholes into Parts and Composing Wholes from Parts**<br>- 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**<br>- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)<br>- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)<br>**Developing Fluency of Addition and Subtraction Computation**<br>- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |

# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

**Saskatchewan**

| Specific Outcomes | Mathology Grade 2 Classroom Activity Kit | Mathology Little Books | Pearson Canada K-3 Mathematics Learning Progression |
|---|---|---|---|
| **Goals**<br>Number Sense, Logical Thinking, Spatial Sense, Mathematics as a Human Endeavour<br>**Cross Strand:** Number | | | |
| **Patterns and Relations**<br>**P2.3** Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by:<br>• **P2.3a** relating equality and inequality to balance<br>• **P2.3b** comparing sets<br>• **P2.3c** recording equalities with an equal sign<br>• **P2.3d** recording inequalities with a not equal sign<br>• **P2.3e** solving problems involving equality and inequality<br><br>**Number**<br>**N2.1** Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by:<br>• **N2.1a** representing (including place value) | **Below Grade: Intervention**<br>5: Exploring 10<br>6: Balancing Sets<br><br>**On Grade: Teacher Cards**<br>15: Equal and Unequal Sets (P2.3a, P2.3b)<br>16: Equal or Not Equal? (P2.3a, P2.3c, P2.3d, P2.3e, N2.2d)<br>17: Exploring Number Sentences (P2.3a, P2.3c, P2.3d, P2.3e, N2.2d)<br>18: Exploring Properties (P2.3b, P2.3c, N2.2d, N2.2e, N2.2f)<br>19: Missing Numbers (P2.3a)<br>20. Equality and Inequality Consolidation (P2.3a, P2.3c, P2.3d, N2.1a, N2.2d, N2.2e, N2.2f)<br><br>**On Grade: Math Every Day Card 3A:**<br>Equal or Not Equal? (P2.3a, P2.3c, P2.3d, N2.2d)<br>How Many Ways? (P2.3c, P2.3d, N2.1a) | **Below Grade:**<br>• Nutty and Wolfy (Activities 15, 16, 20)<br><br>**On Grade:**<br>• Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20)<br><br>**Above Grade:**<br>• A Week of Challenges (Activities 17, 18, 19, 20) | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**<br>**Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations**<br>- Compares sets to determine more/less or equal. (Activity 15)<br>- Creates a set that is more/less or equal to a given set. (Activity 15)<br>- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as). (Activities 16, 17, 20, MED 3A: 1)<br>- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). (Activities 20, MED 3A: 1, 2)<br>- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). (Activities 18, 20)<br>**Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**<br>- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 16, 17, 19, 20)<br>- Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)<br>- Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). (Activity 19) |

# Curriculum Correlation
## Patterning and Algebra Cluster 3: Equality and Inequality

**Saskatchewan (continued)**

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| **N2.2** Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by:<br>• **N2.2a** representing strategies for adding and subtracting concretely, pictorially, and symbolically<br>• **N2.2b** creating and solving problems involving addition and subtraction<br>• **N2.2c** estimating<br>• **N2.2d** using personal strategies for adding and subtracting with and without the support of manipulatives<br>• **N2.2e** analyzing the effect of adding or subtracting zero<br>• **N2.2f** analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements. | **Card 3B:**<br>Which One Doesn't Belong? (P2.3a, P2.3c, P2.3d, N2.2d)<br>What's Missing? (P2.3a, P2.3e) | | **Big Idea: Numbers are related in many ways.**<br>**Decomposing Wholes into Parts and Composing Wholes from Parts**<br>- Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2)<br><br>**Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.**<br>**Developing Conceptual Meaning of Addition and Subtraction**<br>- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)<br>- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)<br>**Developing Fluency of Addition and Subtraction Computation**<br>- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2) |