**Curriculum Correlation**

**Master 32a**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Ontario**

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| **Curriculum Expectations** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Overall Expectation**  **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.  **Cross Strand:** Number  **Quantity Relationships:** read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢;  **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. | | | |
| **P2.8** demonstrate an understanding of the concept of equality by partitioning whole  numbers to 18 in a variety of ways, using concrete materials  **P2.9** represent, through investigation with concrete materials and pictures, two number  expressions that are equal, using the equal  sign  **P2.10** determine the missing number in equations involving addition and subtraction  to 18, using a variety of tools and strategies  **P2.11** identify, through investigation, and use the commutative property of addition to facilitate computation with whole numbers  **P2.12** identify, through investigation, the properties of zero in addition and subtraction  **N2.3** compose and decompose two-digit numbers in a variety of ways, using concrete  materials  **N2.12** solve problems involving the addition and  subtraction of whole numbers to 18, using  a variety of mental strategies | **Below Grade: Intervention**  5: Exploring 10  6: Balancing Sets  **On Grade: Teacher Cards**  15: Equal and Unequal Sets  16: Equal or Not Equal?  (P2.9, N2.12)  17: Exploring Number Sentences (P2.8, P2.9, N2.12)  18: Exploring Properties  (P2.11, P2.12, N2.12)  19: Missing Numbers  (P2.10, N2.12)  20. Equality and Inequality Consolidation (P2.8, P2.9, P2.11, P2.12, N2.3, N2.12)  **On Grade: Math Every Day**  **Card 3A:** Equal or Not Equal? (P2.9, N2.12)  How Many Ways?  (P2.8, P2.9, N2.3)  **Card 3B:** Which One Doesn’t Belong?  (P2.9, N2.12)  What’s Missing? (P2.10, N2.12) | **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: Numbers are related in many ways.** |
| Decomposing Wholes into Parts and Composing Wholes from Parts  - 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  - Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)  - 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) |

**Master 32b**

**Ontario (continued)**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Master 15d**

**Curriculum Correlation**

**Master 32c**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**British Columbia/Yukon Territories**

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| **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 | | | |
| Change in quantity using pictorial and symbolic representation  **2.20** numerically describing a change in quantity (e.g., for 6 + n = 10, visualize the change in quantity by using ten-frames, hundred charts, etc.)  **2.21** Symbolic representation of equality and inequality  **2.5** adding and subtracting numbers to 20  Addition and subtraction to 100  **2.7** decomposing numbers to 100  **2.13** whole-class number talks | **Below Grade: Intervention**  5: Exploring 10  6: Balancing Sets  **On Grade: Teacher Cards**  15: Equal and Unequal Sets  16: Equal or Not Equal? (2.21, 2.5)  17: Exploring Number Sentences (2.21, 2.5)  18: Exploring Properties  19: Missing Numbers (2.20, 2.5)  20. Equality and Inequality Consolidation (2.21, 2.5, 2.7)  **On Grade: Math Every Day**  **Card 3A:** Equal or Not Equal? (2.21, 2.5)  How Many Ways? (2.21, 2.7)  **Card 3B:** Which One Doesn’t Belong?  (2.21, 2.5)  What’s Missing? (2.20, 2.5, 2.13) | **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: Numbers are related in many ways.** |
| Decomposing Wholes into Parts and Composing Wholes from Parts  - 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  - Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)  - 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) |

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

**Master 32d**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Curriculum Correlation**

**Master 32e**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**New Brunswick/Prince Edward Island/Newfoundland and Labrador**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  Represent algebraic expressions in multiple ways.  **Cross Strand:** Number  Develop number sense. | | | |
| **2PR3** Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).  **2PR4** Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.  **2N4** Represent and describe numbers to 100, concretely, pictorially and symbolically.  **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:  • **2N9.1** using personal strategies for adding and subtracting with and without the support of manipulatives  • **2N9.2** creating and solving problems that involve addition and subtraction  • **2N9.3** explaining that the order in which numbers are added does not affect the sum  • **2N9.4** explaining that the order in which numbers are subtracted may affect the difference.  **2N10** Apply mental mathematics strategies to determine basic addition facts to 18 and related subtraction facts. | **Below Grade: Intervention**  5: Exploring 10  6: Balancing Sets  **On Grade: Teacher Cards**  15: Equal and Unequal Sets (2PR3)  16: Equal or Not Equal? (2PR3, 2PR4, 2N10)  17: Exploring Number Sentences (2PR4, 2N10)  18: Exploring Properties  (2N8, 2N9.3, 2N9.4, 2N10)  19: Missing Numbers  20. Equality and Inequality Consolidation (2PR3, 2PR4, 2N4, 2N8, 2N9.3, 2N10)  **On Grade: Math Every Day**  **Card 3A:** Equal or Not Equal? (2PR3, 2PR4, 2N10)  How Many Ways? (2N4, 2PR4)  **Card 3B:** Which One Doesn’t Belong?  (2PR4, 2N10)  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: Numbers are related in many ways.** |
| Decomposing Wholes into Parts and Composing Wholes from Parts  - 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  - Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)  - 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) |

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

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

**Master 32f**

**Curriculum Correlation**

**Master 32g**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Manitoba**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  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.  **2.N.4** Represent and describe numbers to 100, concretely, pictorially, and symbolically.  **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   * **2.N.9.1** using personal strategies for adding and subtracting with and without the support of manipulatives * **2.N.9.2** creating and solving problems that involve addition and subtraction * **2.N.9.3** explaining that the order in which numbers are added does not affect the sum * **2.N.9.4** explaining that the order in which numbers are subtracted may affect the difference   **2.N.10** Apply mental mathematics strategies to develop recall of basic addition facts to 18 and related subtraction facts | **Below Grade: Intervention**  5: Exploring 10  6: Balancing Sets  **On Grade: Teacher Cards**  15: Equal and Unequal Sets (2.PR.3)  16: Equal or Not Equal? (2.PR.3, 2.PR.4, 2.N.10)  17: Exploring Number Sentences (2.PR.4, 2.N.10)  18: Exploring Properties  (2.N.8, 2.N.9.3, 2.N.9.4, 2.N.10)  19: Missing Numbers  20. Equality and Inequality Consolidation (2.PR.3, 2.PR.4, 2.N.4, 2.N.8, 2.N.9.3, 2.N.10)  **On Grade: Math Every Day**  **Card 3A:** Equal or Not Equal? (2.PR.3, 2.PR.4, 2.N.10)  How Many Ways? (2.PR.4, 2.N.4)  **Card 3B:** Which One Doesn’t Belong?  (2.PR.4, 2.N.10)  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: Numbers are related in many ways.** |
| Decomposing Wholes into Parts and Composing Wholes from Parts  - 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  - Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)  - 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) |

**Master 32h**

**Manitoba (continued)**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Curriculum Correlation**

**Master 32i**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Nova Scotia**

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| **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 represent algebraic expressions in multiple ways.  **Cross Strand:** Number  Students will be expected to develop number sense. | | | |
| **2PR03** Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).  **2PR04** Students will be expected to record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.  **2N04** Students will be expected to represent and partition numbers to 100.  **2N08** 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 addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by   * **2N09.1** using personal strategies for adding and subtracting with and without the support of manipulatives * **2N09.2** creating and solving problems that involve addition and subtraction * **2N09.3** explaining and demonstrating that the order in which numbers are added does not affect the sum * **2N09.4** explaining and demonstrating that the order in which numbers are subtracted matters when finding a difference   **2N10** Students will be expected to apply mental mathematics strategies to quickly recall basic addition facts to 18 and determine related subtraction facts. | **Below Grade: Intervention**  5: Exploring 10  6: Balancing Sets  **On Grade: Teacher Cards**  15: Equal and Unequal Sets (2PR03)  16: Equal or Not Equal? (2PR03, 2PR04, 2N10)  17: Exploring Number Sentences (2PR04, 2N10)  18: Exploring Properties  (2N08, 2N09.3, 2N09.4, 2N10)  19: Missing Numbers  20. Equality and Inequality Consolidation (2PR03, 2PR04, 2N04, 2N08, 2N09.3, 2N10)  **On Grade: Math Every Day**  **Card 3A:** Equal or Not Equal? (2PR03, 2PR04, 2N10)  How Many Ways? (2PR04, 2N04)  **Card 3B:** Which One Doesn’t Belong?  (2PR04, 2N10)  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: Numbers are related in many ways.** |
| Decomposing Wholes into Parts and Composing Wholes from Parts  - 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  - Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)  - 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) |

**Master 32j**

**Nova Scotia (continued)**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Curriculum Correlation**

**Master 32k**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Alberta/Northwest Territories/Nunavut**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  Represent algebraic expressions in multiple ways.  **Cross Strand:** Number  Develop number sense. | | | |
| **2PR4** Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.  **2PR5** Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.  **2N4** Represent and describe numbers to 100, concretely, pictorially and symbolically.  **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:  • **2N9.1** using personal strategies for adding and subtracting with and without the support of manipulatives  • **2N9.2** creating and solving problems that involve addition and subtraction  • **2N9.3** using the commutative property of addition (the order in which numbers are added does not affect the sum)  • **2N9.4** using the associative property of addition (grouping a set of numbers in different ways does not affect the sum)  • **2N9.5** explaining that the order in which numbers are subtracted may affect the difference.  **2N10** Apply mental mathematics strategies for basic addition facts and related subtraction facts to 18. | **Below Grade: Intervention**  5: Exploring 10  6: Balancing Sets  **On Grade: Teacher Cards**  15: Equal and Unequal Sets (2PR4)  16: Equal or Not Equal? (2PR4, 2PR5, 2N10)  17: Exploring Number Sentences (2PR5, 2N10)  18: Exploring Properties  (2N8, 2N9.3, 2N9.5, 2N10)  19: Missing Numbers  20. Equality and Inequality Consolidation (2PR4, 2PR5, 2N4, 2N8, 2N9.3, 2N10)  **On Grade: Math Every Day**  **Card 3A:** Equal or Not Equal? (2PR4, 2PR5, 2N10)  How Many Ways? (2PR5, 2N4)  **Card 3B:** Which One Doesn’t Belong?  (2PR5, 2N10)  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: Numbers are related in many ways.** |
| Decomposing Wholes into Parts and Composing Wholes from Parts  - 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  - Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)  - 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) |

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

**Master 32l**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Curriculum Correlation**

**Master 32m**

**Patterning and Algebra Cluster 3: Equality and Inequality**

**Saskatchewan**

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| **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 | | | |
| **P2.3** Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by:  • **P2.3.1** relating equality and inequality to balance  • **P2.3.2** comparing sets  • **P2.3.3** recording equalities with an equal sign  • **P2.3.4** recording inequalities with a not equal sign  • **P2.3.5** solving problems involving equality and inequality  **N2.1** Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by:   * **N2.1.1** representing (including place value)   **N2.2** Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the correspondingsubtraction by:   * **N2.2.1** representing strategies for adding and subtracting concretely, pictorially, and symbolically * **N2.2.2** creating and solving problems involving addition and subtraction * **N2.2.3** estimating * **N2.2.4** using personal strategies for adding and subtracting with and without the support of manipulatives * **N2.2.5** analyzing the effect of adding or subtracting zero * **N2.2.6** analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements. | **Below Grade: Intervention**  5: Exploring 10  6: Balancing Sets  **On Grade: Teacher Cards**  15: Equal and Unequal Sets (P2.3.1, P2.3.2)  16: Equal or Not Equal? (P2.3.1, P2.3.3, P2.3.4, P2.3.5, N2.2.4)  17: Exploring Number Sentences (P2.3.1, P2.3.3, P2.3.4, P2.3.5, N2.2.4)  18: Exploring Properties  (N2.2.4, N2.2.5, N2.2.6)  19: Missing Numbers  20. Equality and Inequality Consolidation (P2.3.1, P2.3.3, P2.3.4, N2.1.1, N2.2.4, N2.2.5, N2.2.6)  **On Grade: Math Every Day**  **Card 3A:** Equal or Not Equal? (P2.3.1, P2.3.3, P2.3.4, N2.2.4)  How Many Ways? (P2.3.3, P2.3.4, N2.1.1)  **Card 3B:** Which One Doesn’t Belong?  (P2.3.3, P2.3.4, N2.2.4)  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: Numbers are related in many ways.** |
| Decomposing Wholes into Parts and Composing Wholes from Parts  - 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  - Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)  - 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) |

**Saskatchewan (continued)**

**Master 32n**

**Curriculum Correlation**

**Patterning and Algebra Cluster 3: Equality and Inequality**