**Curriculum Correlation**

**Master 15a**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**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**  **Patterns and Relationships:** identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns  **Cross Strand:** Number  **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** 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  **P2.2** identify, describe, and create, through  investigation, growing patterns and shrinking  patterns involving addition and subtraction,  with and without the use of calculators  **P2.3** identify repeating, growing, and shrinking  patterns found in real-life contexts  **P2.4** represent a given growing or shrinking  pattern in a variety of ways  **P2.5** create growing or shrinking patterns  **P2.7** 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).  **N2.12** solve problems involving the addition and  subtraction of whole numbers to 18, using  a variety of mental strategies | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (P2.2, P2.7)  7: Increasing Patterns 2 (P2.2, P2.4, P2.7)  8: Decreasing Patterns (P2.2, P2.4, P2.7)  9: Extending Patterns (P2.2, P2.7)  10: Reproducing Patterns (P2.4)  11: Creating Patterns (P2.2, P2.3, P2.5, P2.7)  12: Errors and Missing Terms (P2.2, P2.5, N2.12)  13: Solving Problems (P2.2, P2.3, P2.4, N2.12)  14: Increasing/Decreasing Patterns Consolidation (P2.2, P2.3, P2.4, P2.5, P2.7)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make? (P2.1, P2.2, P2.5, P2.7)  Error Hunt  (P2.2, P2.7)  **Card 2B:** Making Increasing Patterns (P2.2, P2.7)  Making Decreasing Patterns (P2.2, P2.7) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * 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  - 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  - 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) |

**Master 15b**

**Ontario (continued)**

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Curriculum Correlation**

**Master 15c**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**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 | | | |
| Repeating and increasing patterns  **2.16** increasing patterns using manipulatives, sounds, actions, and numbers (0 to 100)  **2.17** Metis finger weaving  **2.18** First Peoples head/armband patterning  Addition and subtraction facts to 20  **2.5** 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 (2.15, 2.16)  7: Increasing Patterns 2 (2.5, 2.16)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (2.5, 2.16)  10: Reproducing Patterns (2.5, 2.16)  11: Creating Patterns (2.5, 2.16)  12: Errors and Missing Terms (2.5, 2.16)  13: Solving Problems (2.5, 2.16, 2.17, 2.18)  14: Increasing/Decreasing Patterns Consolidation (2.5, 2.16)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (2.5, 2.16)  Error Hunt (2.5, 2.16)  **Card 2B:** Making Increasing Patterns  (2.5, 2.16)  Making Decreasing Patterns  (2.5, 2.16) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * 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  - 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  - 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) |

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

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Master 15d**

**Curriculum Correlation**

**Master 15e**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**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**  Use patterns to describe the world and solve problems.  **Cross Strand:** Number  Develop number sense. | | | |
| **2PR2** Demonstrate an understanding of increasing patterns by:  • **2PR2.1** describing  • **2PR2.2** extending  • **2PR2.3** comparing  • **2PR2.4** creating patterns using manipulatives, diagrams, sounds and actions  **2N10** Apply mental mathematics strategies to determine basic addition facts to 18 and related subtraction facts | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (2PR2.1, 2PR2.2, 2N10)  7: Increasing Patterns 2 (2PR2.1, 2PR2.2, 2N10)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (2PR2.1, 2PR2.2. 2PR2.3, 2N10)  10: Reproducing Patterns (2PR2.1, 2PR2.2, 2N10)  11: Creating Patterns (2PR2.1, 2PR2.2, 2PR2.4, 2N10)  12: Errors and Missing Terms (2PR2.1, 2PR2.2, 2PR2.4, 2N10)  13: Solving Problems (2PR2.2, 2PR2.3, 2N10)  14: Increasing/Decreasing Patterns Consolidation (2PR2.1, 2PR2.2. 2PR2.3, 2PR2.4, 2N10)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (2PR2.1, 2PR2.2, 2PR2.4, 2N10)  Error Hunt (2PR2.1, 2N10)  **Card 2B:** Making Increasing Patterns  (2PR2.1, 2PR2.4, 2N10)  Making Decreasing Patterns  (2PR2.1, 2PR2.4, 2N10) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * 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  - 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  - 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) |

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

**Master 15f**

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Curriculum Correlation**

**Master 15g**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Manitoba**

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|  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  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:  • **2.PR.2.1** describing  • **2.PR.2.2** reproducing  • **2.PR.2.3** extending  • **2.PR.2.4** creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100)  **2.N.10** Apply mental mathematics strategies to develop recall of basic addition facts to 18 and related subtraction facts | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (2.PR.2.1, 2.PR.2.2, 2.PR.2.3, 2.N.10)  7: Increasing Patterns 2 (2.PR.2.1, 2.PR.2.2, 2.PR.2.3, 2.N.10)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (2.PR.2.1, 2.PR.2.2, 2.PR.2.3, 2.N.10)  10: Reproducing Patterns (2.PR.2.1, 2.PR.2.2, 2.PR.2.3, 2N.10)  11: Creating Patterns (2.PR.2.1, 2.PR.2.3, 2.PR.2.4, 2.N.10)  12: Errors and Missing Terms (2.PR.2.1, 2.PR.2.3, 2.PR.2.4, 2.N.10)  13: Solving Problems (2.PR.2.2, 2.PR.2.3, 2.N.10)  14: Increasing/Decreasing Patterns Consolidation (2.PR.2.1, 2.PR.2.2, 2.PR.2.3. 2.PR.2.4, 2.N.10)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (2.PR.2.1, 2.PR.2.3, 2.PR.2.4, 2.N.10)  Error Hunt (2.PR.2.1, 2.N.10)  **Card 2B:** Making Increasing Patterns  (2.PR.2.1, 2.PR.2.4, 2.N.10)  Making Decreasing Patterns  (2.PR.2.1, 2.PR.2.4, 2.N.10) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * 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  - 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  - 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) |

**Manitoba (continued)**

**Master 15h**

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Curriculum Correlation**

**Master 15i**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**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 use patterns to describe the world and solve problems.  **Cross Strand:** Number  Students will be expected to develop number sense. | | | |
| **2PR02** 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.  **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**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (2PR02, 2N10)  7: Increasing Patterns 2 (2PR02, 2N10)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (2PR02, 2N10)  10: Reproducing Patterns (2PR02, 2N10)  11: Creating Patterns (2PR02, 2N10)  12: Errors and Missing Terms (2PR02, 2N10)  13: Solving Problems (2PR02, 2N10)  14: Increasing/Decreasing Patterns Consolidation (2PR02, 2N10)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (2PR02, 2N10)  Error Hunt (2PR02, 2N10)  **Card 2B:** Making Increasing Patterns  (2PR02, 2N10)  Making Decreasing Patterns  (2PR02, 2N10) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * 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  - 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  - 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) |

**Nova Scotia (continued)**

**Master 15j**

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**Curriculum Correlation**

**Master 15k**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**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**  Use patterns to describe the world and to solve problems.  **Cross Strand:** Number  Develop number sense. | | | |
| **2PR2** Demonstrate an understanding of increasing patterns by:  • **2PR2.1** describing  • **2PR2.2** reproducing  • **2PR2.3** extending  • **2PR2.4** creating numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions.  **2N10** 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 (2PR2.1, 2PR2.2, 2PR2.3, 2N10)  7: Increasing Patterns 2 (2PR2.1, 2PR2.2, 2PR2.3, 2N10)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (2PR2.1, 2PR2.2, 2PR2.3, 2N10)  10: Reproducing Patterns (2PR2.1, 2PR2.2, 2PR2.3, 2N10)  11: Creating Patterns (2PR2.1, 2PR2.3, 2PR2.4, 2N10)  12: Errors and Missing Terms (2PR2.1, 2PR2.3, 2PR2.4, 2N10)  13: Solving Problems (2PR2.2, 2PR2.3, 2N10)  14: Increasing/Decreasing Patterns Consolidation (2PR2.1, 2PR2.2, 2PR2.3. 2PR2.4, 2N10)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (2PR2.1, 2PR2.3, 2PR2.4, 2N10)  Error Hunt (2PR2.1, 2N10)  **Card 2B:** Making Increasing Patterns  (2PR2.1, 2PR2.4, 2N10)  Making Decreasing Patterns  (2PR2.1, 2PR2.4, 2N10) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * 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  - 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  - 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**

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

**Master 15l**

**Curriculum Correlation**

**Master 15m**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**

**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 | | | |
| **P2.2** Demonstrate understanding of increasing patterns by:   * **P2.2.1** describing * **P2.2.2** reproducing * **P2.2.3** extending * **P2.2.4** creating  patterns using manipulatives, pictures, sounds, and actions (numbers to 100).   **N2.2** Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction. | **Below Grade: Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction  **On Grade: Teacher Cards**  6: Increasing Patterns 1 (P2.2.1, P2.2.2, P2.2.3, N2.2)  7: Increasing Patterns 2 (P2.2.1, P2.2.2, P2.2.3, N2.2)  8: Decreasing Patterns (not required by your curriculum)  9: Extending Patterns (P2.2.1, P2.2.2, P2.2.3, N2.2)  10: Reproducing Patterns (P2.2.1, P2.2.2, P2.2.3, N2.2)  11: Creating Patterns (P2.2.1, P2.2.3, P2.2.4, N2.2)  12: Errors and Missing Terms (P2.2.1, P2.2.3, P2.2.4, N2.2)  13: Solving Problems (P2.2.2, P2.2.3, N2.2)  14: Increasing/Decreasing Patterns Consolidation (P2.2.1, P2.2.2, P2.2.3. P2.2.4, N2.2)  **On Grade: Math Every Day**  **Card 2A:** How Many Can We Make?  (P2.2.1, P2.2.3, P2.2.4, N2.2)  Error Hunt (P2.2.1, N2.2)  **Card 2B:** Making Increasing Patterns  (P2.2.1, P2.2.4, N2.2)  Making Decreasing Patterns  (P2.2.1, P2.2.4, N2.2) | **On Grade:**   * The Best Surprise (Activities 6, 8, 9, 10, 11, 13, 14) * Pattern Quest (Activities 6, 10, 11, 14)   **Above Grade:**   * 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  - 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  - 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) |

**Master 15n**

**Saskatchewan (continued)**

**Curriculum Correlation**

**Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**