**Curriculum Correlation**

**Master 69a**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

Note: Codes to curriculum are for cross-referencing purposes only.

**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**  **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  **Cross Strand:** Patterning and Algebra  **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 | | | |
| **N2.12** solve problems involving the addition and  subtraction of whole numbers to 18, using  a variety of mental strategies  **N2.13** describe relationships between quantities by using whole-number addition and subtraction  **N2.16** solve problems involving the addition and  subtraction of two-digit numbers, with and without regrouping, using concrete materials (e.g., base ten materials, counters), student-generated algorithms, and  standard algorithms  **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  (i.e., when you add zero to a number, the  number does not change; when you subtract  zero from a number, the number does not change). | **Below Grade: Intervention**  11: Adding and Subtracting to 20  12: Solving Story Problems  **On Grade: Teacher Cards**  26: Exploring Properties (N2.12, P2.11, P2.12)  27: Solving Problems 1 (N2.12, N2.13, N2.16)  28: Solving Problems 2 (N2.12, N2.13, N2.16)  29: Solving Problems 3 (N2.12, N2.13, N2.16)  30: Solving Problems 4 (N2.12, N2.13, N2.16)  31: Conceptualizing Addition and Subtraction Consolidation (N2.12, N2.13, N2.16)  **On Grade: Math Every Day**  **Card 6:** What Math Do You See? (N2.12, N2.13, N2.16)  What Could the Story Be? (N2.12, N2.13, N2.16) | **Below Grade:**   * Canada’s Oldest Sport  (Activities 27, 28, 29, 30, 31)   **On Grade:**   * Array’s Bakery (Activities 27, 28, 29, 30, 31) * Marbles, Alleys, Mibs, and Guli!  (Activities 27, 28, 29, 30, 31) * The Great Dogsled Race  (Activities 27, 28, 29, 30, 31)   **Above Grade:**   * Math Makes Me Laugh  (Activities 27, 28, 29, 30, 31) | **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 26, 27, 28, 29, 30, 31)  - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2)  Developing Fluency of Addition and Subtraction Computation  - Fluently adds and subtracts with quantities to 10. (Activity 26)  - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) |
| **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  - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).  (Activity 26) |

**Master 69b**

**Ontario (continued)**

**Curriculum Correlation**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

**Curriculum Correlation**

**Master 69c**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

Note: Codes to curriculum are for cross-referencing purposes only.

**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**  Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.  **Cross Strand:** Patterns and Relations | | | |
| Addition and subtraction to 100   * **2.9** using strategies such as looking for multiples of 10, friendly numbers, decomposing into 10s and 1s and recomposing, and compensating * **2.10** adding up to find the difference * **2.11** using an open number line, hundred chart, ten-frames * **2.12** using addition and subtraction in real-life contexts and problem-based situations * **2.21** symbolic representation of equality and inequality | **Below Grade: Intervention**  11: Adding and Subtracting to 20  12: Solving Story Problems  **On Grade: Teacher Cards**  26: Exploring Properties  27: Solving Problems 1 (2.9. 2.10, 2.11, 2.12, 2.21)  28: Solving Problems 2 (2.9. 2.10, 2.11, 2.12, 2.21)  29: Solving Problems 3 (2.9. 2.10, 2.11, 2.12, 2.21)  30: Solving Problems (2.9. 2.10, 2.11, 2.12, 2.21)  31: Conceptualizing Addition and Subtraction Consolidation (2.9. 2.10, 2.11, 2.12, 2.21)  **On Grade: Math Every Day**  **Card 6:** What Math Do You See? (2.12)  What Could the Story Be? (2.12) | **Below Grade:**   * Canada’s Oldest Sport  (Activities 27, 28, 29, 30, 31)   **On Grade:**   * Array’s Bakery (Activities 27, 28, 29, 30, 31) * Marbles, Alleys, Mibs, and Guli!  (Activities 27, 28, 29, 30, 31) * The Great Dogsled Race  (Activities 27, 28, 29, 30, 31)   **Above Grade:**   * Math Makes Me Laugh  (Activities 27, 28, 29, 30, 31) | **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 26, 27, 28, 29, 30, 31)  - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2)  Developing Fluency of Addition and Subtraction Computation  - Fluently adds and subtracts with quantities to 10. (Activity 26)  - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) |
| **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  - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).  (Activity 26) |

**Curriculum Correlation**

**Master 69d**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

Note: Codes to curriculum are for cross-referencing purposes only.

**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**  Develop number sense  **Cross Strand:** Patterns and Relations (Variables and Equations)  **General Outcome**  Represent algebraic expressions in multiple ways. | | | |
| **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, such as:  • **2N10.1** using doubles  • **2N10.2** making 10  • **2N10.3** one more, one less  • **2N10.4** two more, two less  • **2N10.5** building on a known double  • **2N10.6** addition for subtraction  to determine basic addition facts to 18 and related subtraction facts.  **2PR4** Record equalities and inequalities symbolically using the equal symbol or the not equal symbol. | **Below Grade: Intervention**  11: Adding and Subtracting to 20  12: Solving Story Problems  **On Grade: Teacher Cards**  26: Exploring Properties (2N8, 2N9.3, 2N9.4, 2N10.1, 2N10.2, 2N10.3, 2N10.4)  27: Solving Problems 1 (2N9.1, 2N9.2, 2N10.1, 2N10.2, 2N10.3, 2N10.4, 2N10.5, 2N10.6, 2PR4)  28: Solving Problems 2 (2N9.1, 2N9.2, 2N10.1, 2N10.2, 2N10.3, 2N10.4, 2N10.5, 2PR4)  29: Solving Problems 3 (2N9.1, 2N9.2, 2N10.1, 2N10.2, 2N10.3, 2N10.4, 2N10.5, 2PR4)  30: Solving Problems (2N9.1, 2N9.2, 2N10.1, 2N10.2, 2N10.3, 2N10.4, 2N10.5, 2N10.6, 2PR4)  31: Conceptualizing Addition and Subtraction Consolidation (2N9.1, 2N9.2, 2N10.1, 2N10.2, 2N10.3, 2N10.4, 2N10.5, 2N10.6, 2PR4)  **On Grade: Math Every Day**  **Card 6:** What Math Do You See? (2N9.2, 2N10.1, 2N10.2, 2N10.3, 2N10.4, 2N10.5, 2N10.6)  What Could the Story Be? (2N9.2) | **Below Grade:**   * Canada’s Oldest Sport  (Activities 27, 28, 29, 30, 31)   **On Grade:**   * Array’s Bakery (Activities 27, 28, 29, 30, 31) * Marbles, Alleys, Mibs, and Guli!  (Activities 27, 28, 29, 30, 31) * The Great Dogsled Race  (Activities 27, 28, 29, 30, 31)   **Above Grade:**   * Math Makes Me Laugh  (Activities 27, 28, 29, 30, 31) | **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 26, 27, 28, 29, 30, 31)  - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2)  Developing Fluency of Addition and Subtraction Computation  - Fluently adds and subtracts with quantities to 10. (Activity 26)  - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) |
| **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  - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).  (Activity 26) |

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

**Master 69e**

**Curriculum Correlation**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

**Curriculum Correlation**

**Master 69f**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

Note: Codes to curriculum are for cross-referencing purposes only.

**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**  Develop number sense  **Cross Strand:** Patterns and Relations (Variables and Equations)  **General Outcome**  Represent algebraic expressions in multiple ways. | | | |
| **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, including:  • **2.N.10.1** using doubles  • **2.N.10.2** making 10  • **2.N.10.3** one more, one less  • **2.N.10.4** two more, two less  • **2.N.10.5** building on a known double  • **2.N.10.6** using addition for subtraction  to develop recall of basic addition facts to 18 and related subtraction facts.  **2.PR.4** Record equalities and inequalities symbolically using the equal symbol or the not-equal symbol. | **Below Grade: Intervention**  11: Adding and Subtracting to 20  12: Solving Story Problems  **On Grade: Teacher Cards**  26: Exploring Properties (2.N.8, 2.N.9.3, 2.N.9.4, 2.N.10.1, 2.N.10.2, 2.N.10.3, 2.N.10.4)  27: Solving Problems 1 (2.N.9.1, 2.N.9.2, 2.N.10.1, 2.N.10.2, 2.N.10.3, 2.N.10.4, 2.N.10.5, 2.N.10.6, 2.PR.4)  28: Solving Problems 2 (2.N.9.1, 2.N.9.2, 2.N.10.1, 2.N.10.2, 2.N.10.3, 2.N.10.4, 2.N.10.5, 2.PR.4)  29: Solving Problems 3 (2.N.9.1, 2.N.9.2, 2.N.10.1, 2.N.10.2, 2.N.10.3, 2.N.10.4, 2.N.10.5, 2.PR.4)  30: Solving Problems (2.N.9.1, 2.N.9.2, 2.N.10.1, 2.N.10.2, 2.N.10.3, 2.N.10.4, 2.N.10.5, 2.N.10.6, 2.PR.4)  31: Conceptualizing Addition and Subtraction Consolidation (2.N.9.1, 2.N.9.2, 2.N.10.1, 2.N.10.2, 2.N.10.3, 2.N.10.4, 2.N.10.5, 2.N.10.6, 2.PR.4)  **On Grade: Math Every Day**  **Card 6:** What Math Do You See? (2.N.9.2, 2.N.10.1, 2.N.10.2, 2.N.10.3, 2.N.10.4, 2.N.10.5, 2.N.10.6)  What Could the Story Be? (2.N.9.2) | **Below Grade:**   * Canada’s Oldest Sport  (Activities 27, 28, 29, 30, 31)   **On Grade:**   * Array’s Bakery (Activities 27, 28, 29, 30, 31) * Marbles, Alleys, Mibs, and Guli!  (Activities 27, 28, 29, 30, 31) * The Great Dogsled Race  (Activities 27, 28, 29, 30, 31)   **Above Grade:**   * Math Makes Me Laugh  (Activities 27, 28, 29, 30, 31) | **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 26, 27, 28, 29, 30, 31)  - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2)  Developing Fluency of Addition and Subtraction Computation  - Fluently adds and subtracts with quantities to 10. (Activity 26)  - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) |
| **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  - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).  (Activity 26) |

**Master 69g**

**Manitoba (continued)**

**Curriculum Correlation**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

**Curriculum Correlation**

**Master 69h**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

Note: Codes to curriculum are for cross-referencing purposes only.

**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 demonstrate number sense.  **Cross Strand:** Patterns and Relations (Variables and Equations)  **General Outcome**  Students will be expected to represent algebraic expressions in multiple ways. | | | |
| **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 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.  **2PR04** Students will be expected to record equalities and inequalities symbolically, using the equal symbol or the not equal symbol. | **Below Grade: Intervention**  11: Adding and Subtracting to 20  12: Solving Story Problems  **On Grade: Teacher Cards**  26: Exploring Properties (2N08, 2N09.3, 2N09.4, 2N10)  27: Solving Problems 1 (2N09.1, 2N09.2, 2N10, 2PR04)  28: Solving Problems 2 (2N09.1, 2N09.2, 2N10, 2PR04)  29: Solving Problems 3 (2N09.1, 2N09.2, 2N10, 2PR04)  30: Solving Problems (2N09.1, 2N09.2, 2N10, 2PR04)  31: Conceptualizing Addition and Subtraction Consolidation (2N09.1, 2N09.2, 2N10, 2PR04)  **On Grade: Math Every Day**  **Card 6:** What Math Do You See? (2N09.2, 2N10)  What Could the Story Be? (2N09.2) | **Below Grade:**   * Canada’s Oldest Sport  (Activities 27, 28, 29, 30, 31)   **On Grade:**   * Array’s Bakery (Activities 27, 28, 29, 30, 31) * Marbles, Alleys, Mibs, and Guli!  (Activities 27, 28, 29, 30, 31) * The Great Dogsled Race  (Activities 27, 28, 29, 30, 31)   **Above Grade:**   * Math Makes Me Laugh  (Activities 27, 28, 29, 30, 31) | **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 26, 27, 28, 29, 30, 31)  - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2)  Developing Fluency of Addition and Subtraction Computation  - Fluently adds and subtracts with quantities to 10. (Activity 26)  - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) |
| **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  - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).  (Activity 26) |

**Nova Scotia (continued)**

**Master 69i**

**Curriculum Correlation**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

**Curriculum Correlation**

**Master 69j**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

Note: Codes to curriculum are for cross-referencing purposes only.

**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**  Develop number sense  **Cross Strand:** Patterns and Relations (Variables and Equations)  **General Outcome**  Represent algebraic expressions in multiple ways. | | | |
| **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.  **2PR05** Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol. | **Below Grade: Intervention**  11: Adding and Subtracting to 20  12: Solving Story Problems  **On Grade: Teacher Cards**  26: Exploring Properties (2N8, 2N9.3, 2N9.4, 2N9.5, 2N10)  27: Solving Problems 1 (2N9.1, 2N9.2, 2N10, 2PR05)  28: Solving Problems 2 (2N9.1, 2N9.2, 2N10, 2PR05)  29: Solving Problems 3 (2N9.1, 2N9.2, 2N10, 2PR05)  30: Solving Problems (2N9.1, 2N9.2, 2N10, 2PR05)  31: Conceptualizing Addition and Subtraction Consolidation (2N9.1, 2N9.2, 2N10, 2PR05)  **On Grade: Math Every Day**  **Card 6:** What Math Do You See? (2N9.2, 2N10)  What Could the Story Be? (2N9.2) | **Below Grade:**   * Canada’s Oldest Sport  (Activities 27, 28, 29, 30, 31)   **On Grade:**   * Array’s Bakery (Activities 27, 28, 29, 30, 31) * Marbles, Alleys, Mibs, and Guli!  (Activities 27, 28, 29, 30, 31) * The Great Dogsled Race  (Activities 27, 28, 29, 30, 31)   **Above Grade:**   * Math Makes Me Laugh  (Activities 27, 28, 29, 30, 31) | **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 26, 27, 28, 29, 30, 31)  - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2)  Developing Fluency of Addition and Subtraction Computation  - Fluently adds and subtracts with quantities to 10. (Activity 26)  - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) |
| **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  - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).  (Activity 26) |

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

**Master 69k**

**Curriculum Correlation**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

**Curriculum Correlation**

**Master 69l**

**Number Cluster 6: Conceptualizing Addition and Subtraction**

Note: Codes to curriculum are for cross-referencing purposes only.

**Saskatchewan**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals**  Spatial Sense, Logical Thinking, Mathematics as a Human Endeavour  **Cross Strand:** Patterns and Relations | | | |
| **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.   **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. | **Below Grade: Intervention**  11: Adding and Subtracting to 20  12: Solving Story Problems  **On Grade: Teacher Cards**  26: Exploring Properties (N2.2.1, N2.2.4, N2.2.5, N2.2.6)  27: Solving Problems 1 (N2.2.1, N2.2.2, N2.2.4, P2.3.3)  28: Solving Problems 2 (N2.2.1, N2.2.2, N2.2.4, P2.3.3)  29: Solving Problems 3 (N2.2.1, N2.2.2, N2.2.4, P2.3.3)  30: Solving Problems (N2.2.1, N2.2.2, N2.2.4, P2.3.3)  31: Conceptualizing Addition and Subtraction Consolidation (N2.2.1, N2.2.2, N2.2.4, P2.3.3)  **On Grade: Math Every Day**  **Card 6:** What Math Do You See? (N2.2.2, N2.2.4)  What Could the Story Be? (N2.2.2) | **Below Grade:**   * Canada’s Oldest Sport  (Activities 27, 28, 29, 30, 31)   **On Grade:**   * Array’s Bakery (Activities 27, 28, 29, 30, 31) * Marbles, Alleys, Mibs, and Guli!  (Activities 27, 28, 29, 30, 31) * The Great Dogsled Race  (Activities 27, 28, 29, 30, 31)   **Above Grade:**   * Math Makes Me Laugh  (Activities 27, 28, 29, 30, 31) | **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 26, 27, 28, 29, 30, 31)  - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). (Activities 27, 28, 29, 30, 31; MED 6: 1, 2)  Developing Fluency of Addition and Subtraction Computation  - Fluently adds and subtracts with quantities to 10. (Activity 26)  - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). (Activities 27, 28, 29, 30, 31) |
| **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  - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).  (Activity 26) |

**Saskatchewan (continued)**

**Master 69m**

**Curriculum Correlation**

**Number Cluster 6: Conceptualizing Addition and Subtraction**