

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
<p>Overall Expectation</p> <p>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.</p> <p>Cross Strand: Number</p> <p>N1 Quantity Relationships: read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢.</p> <p>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.</p>			
<p>P2.1 demonstrate an understanding of the concept of equality by partitioning whole numbers to 18 in a variety of ways, using concrete materials</p> <p>P2.2 represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign</p> <p>P2.3 determine the missing number in equations involving addition and subtraction to 18, using a variety of tools and strategies</p>	<p>Below Grade: Intervention</p> <p>5: Exploring 10</p> <p>6: Balancing Sets</p> <p>On Grade: Teacher Cards</p> <p>15: Equal and Unequal Sets</p> <p>16: Equal or Not Equal? (P2.2, N3.1)</p> <p>17: Exploring Number Sentences (P2.1, P2.2, N3.1)</p> <p>18: Exploring Properties (P2.4, P2.5, N3.1)</p> <p>19: Missing Numbers (P2.3, N3.1)</p> <p>20. Equality and Inequality Consolidation (P2.1, P2.2, P2.3, P2.4, N2.5, N3.1)</p>	<p>Below Grade:</p> <ul style="list-style-type: none"> Nutty and Wolfy (Activities 15, 16, 20) <p>On Grade:</p> <ul style="list-style-type: none"> Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20) <p>Above Grade:</p> <ul style="list-style-type: none"> A Week of Challenges (Activities 17, 18, 19, 20) 	<p>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</p> <p>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</p> <ul style="list-style-type: none"> 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) <p>Using Symbols, Unknowns, and Variables to Represent Mathematical Relations</p> <ul style="list-style-type: none"> 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 (\neq) symbols when comparing expressions. (Activities 16, 17, 19, 20; MED 3A: 1)

Mathology 2

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Curriculum Correlation

Patterning and Algebra Cluster 3: Equality and Inequality

<p>Ontario (continued)</p> <p>P2.4 identify, through investigation, and use the commutative property of addition to facilitate computation with whole numbers</p> <p>P2.5 identify, through investigation, the properties of zero in addition and subtraction</p> <p>N1.3 compose and decompose two-digit numbers in a variety of ways, using concrete materials</p> <p>N3.1 solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies</p>	<p>On Grade: Math Every Day Card 3A: Equal or Not Equal? (P2.2, N3.1) How Many Ways? (P2.1, P2.1, N1.3) Card 3B: Which One Doesn't Belong? (P2.2, N3.1) What's Missing? (P2.3, N3.1)</p>	<p>- Solves for an unknown value in a one-step addition and subtraction problem (e.g., $n + 5 = 15$). (Activity 19)</p> <p>Big Idea: Numbers are related in many ways.</p> <p>Decomposing Wholes into Parts and Composing Wholes from Parts</p> <p>- Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2)</p> <p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>Developing Conceptual Meaning of Addition and Subtraction</p> <p>- Models add-to and take-from situations with quantities to 10. (Activities 17, 18, 20, MED 3A: 1)</p> <p>- Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1)</p> <p>Developing Fluency of Addition and Subtraction Computation</p> <p>- Fluently adds and subtracts with quantities to 20. (Activities 16, 17, 18, 19, 20; MED 3A: 1; MED 3B: 1, 2)</p>
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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
<p>Big Idea The regular change in increasing patterns can be identified and used to make generalizations.</p> <p>Cross Strand: Number Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.</p>			
<p>P2 Change in quantity using pictorial and symbolic representation</p> <ul style="list-style-type: none"> 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.) <p>P3 symbol representation of equality and inequality</p> <ul style="list-style-type: none"> P3.1 Symbolic representation of equality and inequality <p>N3 addition and subtraction facts to 20</p> <ul style="list-style-type: none"> N3.1 adding and subtracting numbers to 20 <p>N4 Addition and subtraction to 100</p> <ul style="list-style-type: none"> N4.1 decomposing numbers to 100 	<p>Below Grade: Intervention</p> <p>5: Exploring 10 6: Balancing Sets</p> <p>On Grade: Teacher Cards</p> <p>15: Equal and Unequal Sets 16: Equal or Not Equal? (P3.1, N3.1) 17: Exploring Number Sentences (P3.1, N3.1) 18: Exploring Properties 19: Missing Numbers (P2.1, N3.1) 20: Equality and Inequality Consolidation (P3.1, N3.1, N4.1)</p> <p>On Grade: Math Every Day Card 3A: Equal or Not Equal? (P3.1, N3.1) How Many Ways? (P3.1, N4.1)</p> <p>Card 3B: Which One Doesn't Belong? (P3.1, N3.1) What's Missing? (P2.1, N3.1, N4.7)</p>	<p>Below Grade:</p> <ul style="list-style-type: none"> Nutty and Wolfy (Activities 15, 16, 20) <p>On Grade:</p> <ul style="list-style-type: none"> Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20) <p>Above Grade:</p> <ul style="list-style-type: none"> A Week of Challenges (Activities 17, 18, 19, 20) 	<p>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</p> <p>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</p> <ul style="list-style-type: none"> 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) <p>Using Symbols, Unknowns, and Variables to Represent Mathematical Relations</p> <ul style="list-style-type: none"> 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 (\neq) 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) <p>Big Idea: Numbers are related in many ways.</p>

Curriculum Correlation

Patterning and Algebra Cluster 3: Equality and Inequality

British Columbia/Yukon Territories (continued)

<ul style="list-style-type: none"> N4.7 whole-class number talks 		<p>Decomposing Wholes into Parts and Composing Wholes from Parts</p> <ul style="list-style-type: none"> Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2) <p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>Developing Conceptual Meaning of Addition and Subtraction</p> <ul style="list-style-type: none"> 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) <p>Developing Fluency of Addition and Subtraction Computation</p> <ul style="list-style-type: none"> 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

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
<p>General Outcome Patterns and Relations: Represent algebraic expressions in multiple ways.</p> <p>Cross Strand Number: Develop number sense.</p>			
<p>PR3 Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).</p> <p>PR4 Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.</p> <p>N8 Demonstrate and explain the effect of adding zero to or subtracting zero from any number.</p> <p>N9 Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction.</p> <p>N10 Apply mental mathematics strategies to determine basic addition facts to 18 and related subtraction facts.</p>	<p>Below Grade:</p> <ul style="list-style-type: none"> Nutty and Wolfy (Activities 15, 16, 20) <p>On Grade:</p> <ul style="list-style-type: none"> Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20) <p>Above Grade:</p> <ul style="list-style-type: none"> A Week of Challenges (Activities 17, 18, 19, 20) 	<p>Below Grade:</p> <ul style="list-style-type: none"> Nutty and Wolfy (Activities 15, 16, 20) <p>On Grade:</p> <ul style="list-style-type: none"> Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20) <p>Above Grade:</p> <ul style="list-style-type: none"> A Week of Challenges (Activities 17, 18, 19, 20) 	<p>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</p> <p>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</p> <ul style="list-style-type: none"> 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) <p>Using Symbols, Unknowns, and Variables to Represent Mathematical Relations</p> <ul style="list-style-type: none"> 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 (\neq) 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

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

			<p>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)</p> <p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>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)</p> <p>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)</p>
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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
<p>General Outcome Patterns and Relations: Represent algebraic expressions in multiple ways. Cross Strand: Number: Develop number sense.</p>			
<p>2.PR.3 Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).</p> <p>2.PR.4 Record equalities and inequalities symbolically using the equal symbol or the not-equal symbol.³</p> <p>2.N.8 Demonstrate and explain the effect of adding zero to or subtracting zero from any number.</p> <p>2.N.9 Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> 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. 	<p>Below Grade: Intervention 5: Exploring 10 6: Balancing Sets</p> <p>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)</p> <p>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?</p>	<p>Below Grade:</p> <ul style="list-style-type: none"> Nutty and Wolfy (Activities 15, 16, 20) <p>On Grade:</p> <ul style="list-style-type: none"> Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20) <p>Above Grade:</p> <ul style="list-style-type: none"> A Week of Challenges (Activities 17, 18, 19, 20) 	<p>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</p> <p>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</p> <ul style="list-style-type: none"> 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) <p>Using Symbols, Unknowns, and Variables to Represent Mathematical Relations</p> <ul style="list-style-type: none"> 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 (\neq) 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) <p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>Developing Conceptual Meaning of Addition and Subtraction</p> <ul style="list-style-type: none"> Uses symbols and equations to represent addition and subtraction situations. (Activities 16, 17, 18, 20; MED 3A: 1, 2; MED 3B: 1) <p>Developing Fluency of Addition and Subtraction Computation</p> <ul style="list-style-type: none"> 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
<p>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.</p>			
<p>PR03 Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).</p> <p>PR04 Students will be expected to record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.</p> <p>N04 Students will be expected to represent and partition numbers to 100.</p> <p>N08 Students will be expected to demonstrate and explain the effect of adding zero to or subtracting zero from any number.</p> <p>2N09 Students will be expected to demonstrate an understanding of</p>	<p>Below Grade:</p> <ul style="list-style-type: none"> Nutty and Woify (Activities 15, 16, 20) <p>On Grade:</p> <ul style="list-style-type: none"> Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20) <p>Above Grade:</p> <ul style="list-style-type: none"> A Week of Challenges (Activities 17, 18, 19, 20) 	<p>Below Grade:</p> <ul style="list-style-type: none"> Nutty and Woify (Activities 15, 16, 20) <p>On Grade:</p> <ul style="list-style-type: none"> Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20) <p>Above Grade:</p> <ul style="list-style-type: none"> A Week of Challenges (Activities 17, 18, 19, 20) 	<p>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</p> <p>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</p> <ul style="list-style-type: none"> 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) <p>Using Symbols, Unknowns, and Variables to Represent Mathematical Relations</p> <ul style="list-style-type: none"> 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 (\neq) 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)

<p>addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> • 2N09c explaining and demonstrating that the order in which numbers are added does not affect the sum • 2N09d explaining and demonstrating that the order in which numbers are subtracted matters when finding a difference <p>N10 Students will be expected to apply mental mathematics strategies to quickly recall basic addition facts to 18 and determine related subtraction facts.</p>		<p>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)</p> <p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>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)</p> <p>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)</p>
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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
<p>General Outcome Patterns and Relations: Represent algebraic expressions in multiple ways. Cross Strand Number: Develop number sense.</p>			
<p>Patterns and Relations 4. Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.</p> <p>5. Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.</p> <p>Number 4 Represent and describe numbers to 100, concretely, pictorially and symbolically.</p> <p>8. Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number.</p> <p>9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p>	<p>Below Grade: Intervention 5: Exploring 10 6: Balancing Sets</p> <p>On Grade: Teacher Cards 15: Equal and Unequal Sets (PR4) 16: Equal or Not Equal? (PR4, PR5, N10) 17: Exploring Number Sentences (PR5, N10) 18: Exploring Properties (N8, N9c, N9e, N10) 19: Missing Numbers 20. Equality and Inequality Consolidation (PR4, PR5, N4, N8, N9c, N10)</p> <p>On Grade: Math Every Day Card 3A: Equal or Not Equal? (PR4, RP5, N10) How Many Ways? (PR5, N4) Card 3B: Which One Doesn't Belong? (PR5, N10) What's Missing?</p>	<p>Below Grade:</p> <ul style="list-style-type: none"> Nutty and Woify (Activities 15, 16, 20) <p>On Grade:</p> <ul style="list-style-type: none"> Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20) <p>Above Grade:</p> <ul style="list-style-type: none"> A Week of Challenges (Activities 17, 18, 19, 20) 	<p>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</p> <p>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</p> <ul style="list-style-type: none"> 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) <p>Using Symbols, Unknowns, and Variables to Represent Mathematical Relations</p> <ul style="list-style-type: none"> 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 (\neq) 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

Alberta/Northwest Territories/Nunavut (continued)

<ul style="list-style-type: none"> • 2N9c using the commutative property of addition (the order in which numbers are added does not affect the sum) • 2N9d explaining that the order in which numbers are subtracted may affect the difference. <p>10. Apply mental mathematics strategies for basic addition facts and related subtraction facts to 18.</p>		<p>Big Idea: Numbers are related in many ways.</p> <p>Decomposing Wholes into Parts and Composing Wholes from Parts</p> <ul style="list-style-type: none"> - Composes and decomposes quantities to 20. (Activities 20, MED 3A: 2) <p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>Developing Conceptual Meaning of Addition and Subtraction</p> <ul style="list-style-type: none"> - 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) <p>Developing Fluency of Addition and Subtraction Computation</p> <ul style="list-style-type: none"> - 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

Saskatchewan

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			
Patterns and Relations P2.3 Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by: <ul style="list-style-type: none"> • P2.3a relating equality and inequality to balance • P2.3b comparing sets • P2.3c recording equalities with an equal sign • P2.3d recording inequalities with a not equal sign • P2.3e solving problems involving equality and inequality 	Below Grade: Intervention 5: Exploring 10 6: Balancing Sets On Grade: Teacher Cards 15: Equal and Unequal Sets (P2.3a, P2.3b) 16: Equal or Not Equal? (P2.3a, P2.3c, P2.3d, N2.2d) 17: Exploring Number Sentences (P2.3a, P2.3c, P2.3d, P2.3e, N2.2d) 18: Exploring Properties (P2.3b, P2.3c, N2.2d, N2.2e, N2.2f) 19: Missing Numbers (P2.3a) 20: Equality and Inequality Consolidation (P2.3a, P2.3c, P2.3d, N2.1a, N2.2d, N2.2e, N2.2f)	Below Grade: <ul style="list-style-type: none"> • Nutty and Wolfy (Activities 15, 16, 20) On Grade: <ul style="list-style-type: none"> • Kokum's Bannock (Activities 15, 16, 17, 18, 19, 20) Above Grade: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 (\neq) 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)
Number N2.1 Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by: <ul style="list-style-type: none"> • N2.1a representing (including place value) 	On Grade: Math Every Day Card 3A: Equal or Not Equal? (P2.3a, P2.3c, P2.3d, N2.2d) How Many Ways? (P2.3c, P2.3d, N2.1a)		

Curriculum Correlation

Patterning and Algebra Cluster 3: Equality and Inequality

Saskatchewan (continued)

<p>N2.2 Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <ul style="list-style-type: none"> • N2.2a representing strategies for adding and subtracting concretely, pictorially, and symbolically • N2.2b creating and solving problems involving addition and subtraction • N2.2c estimating • N2.2d using personal strategies for adding and subtracting with and without the support of manipulatives • N2.2e analyzing the effect of adding or subtracting zero • N2.2f analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements. 	<p>Card 3B: Which One Doesn't Belong? (P2.3a, P2.3c, P2.3d, N2.2d) What's Missing? (P2.3a, P2.3e)</p>	<p>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)</p> <p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>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)</p> <p>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)</p>
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