

# Edwin Math/My Math Path



## STEP-BY-STEP SUPPORT

Edwin Math provides comprehensive lesson plans with pacing suggestions, step-by-step instructional support and embedded professional development including math background discussions, and differentiation tips.

In the **Library**, you can access resources in several ways, including the Table of Contents, Curated Collections and Browse by Curriculum.

**Library** My Subjects ▾

**Mathematics - Grade 5**

**TABLE OF CONTENTS**

- Planning and implementing my math path
- Assessment
- Mathematical Modelling Support
- Social and Emotional Learning Toolkit
- Coding Toolkit
- Financial Literacy Toolkit
- My Math Path Workbooks

**Chapter 1: Numbers to 100 000**

- Opener and Recalling Prior Knowledge
- Lessons
- Wrap Up and Answers

**CURATED COLLECTIONS**

- Teacher Centre: Assessment ▾
- Teacher Centre: Split Grades ▾
- My Math Path Workbooks ▾
- Number ▾
- Data Management and Probability ▾
- Geometry and Measurement ▾
- Patterns and Algebra ▾
- Student Centre: Math ▾

**Browse by Curriculum**

Library > Mathematics - Grade 5 > Lessons > Lesson 2.1: Addition and Subtraction to 100 000

**LESSON 2.1**  
**Addition and Subtraction to 100 000**

**2.1 Adding and Subtracting to 100 000**

**Goals**  
Add whole numbers to 100 000 using an algorithm.

**Vocabulary**  
regroup  
algorithm

**Educator tools**

- Teacher Notes Off On
- Teacher Support
- Teacher Resource: Chapter 2 Overview**  
An overview of the chapter, differentiation resources, assessment and remediation...
- Teacher Resource: Lesson 2.1**  
Support for Lesson 2.1: Addition and Subtraction to 100 000.
- Pre-assessments**  
You can use some or all of these Pre-assessments to identify what students already understand....

Each **Lesson** contains a link to the coordinating Teacher Resource pages under Educator Tools on the right-hand side.

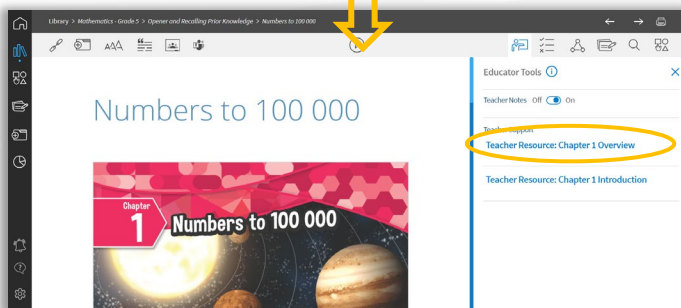
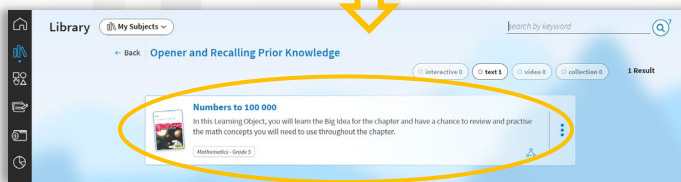
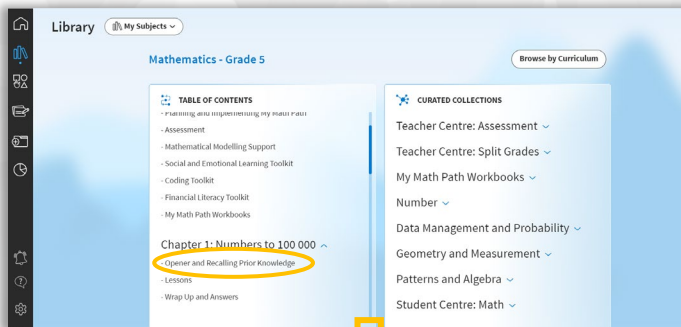
# Edwin Math/My Math Path

## CHAPTER OPENER/CHAPTER OVERVIEW



The following Teacher Resources can be found in the **Chapter Opener** in Edwin's Math Library. The **Chapter Overview** contains a wealth of supports for a seamless implementation of *My Math Path*. These resources include:

- Chapter Planning Guide
- Differentiated Instruction Opportunities
- Assessment Resources
- Math Background
- Indigenous Connections
- Cross-Curricular Connections
- Skills Trace



**Chapter 1**  
**Chapter Overview**  
**Numbers to 10**

**Math Background**  
As children begin their formal math education, they use numbers in their everyday lives to tell how many. In this chapter, children will learn how to count, read, and write within 10. Countable items are used to develop the association between the physical representation of the number, the number symbol, and the number word. As they learn to say each number name, children must also learn to account for each item in a collection.

In learning to represent and use numbers in different contexts, children will encounter number relationships. They are shown different representations of sets with the same number of items while using the word *one* to describe the sets. These sets are modified using different numbers of items. Children are encouraged to compare and verbally describe the sets using the terms *more* and *less*, in preparation for skills needed in composition. Children will be taught to recognize relationships between numbers, such as *1*, *more* or *1* less, without the concrete representations. Children need to understand the sequential order of the counting numbers and their relative magnitude. Hence, they will learn to count on and back by one from any number within 10, using their understanding that each number in a given sequence is *1* more or *1* less than the number before.

**Indigenous Connections**  
You can introduce Lesson 1 using Indigenous Connection: Make a Counting Book to count and model numbers to 10.  
Gather children for a shared reading opportunity. Read a counting book written by an Indigenous author, such as *Learn to Count with Northwest Coast Rhythmic Art: Counting Wild Beavers* or the Native Northwest Coast, or *Discovering Numbers*. Draw children's attention to the visuals. Ask: Why do you think the author used pictures of animals? How many animals are in the picture? Have children count or subtitle to answer. Then ask: What number comes next?

Ask if any children can count to 10 in another language. Have a few children share with the class. Then model counting in a local Indigenous language. You might invite an Elder or a Knowledge Keeper to teach children how to count in an Indigenous language. Repeat the numbers until children can say them. Then reveal the counting book, this time with children saying the numbers they learned.

Have children create their own counting book using objects they find outdoors in their local environment.

**Cross-Curricular Connections**  
**Language:** Readily Put children in groups of two or three, and assign each group a number 1 through 10. Have groups draw a picture and write a sentence for their number, for example, The spider has 8 long legs. After each group presents their work to the class, collect the drawings. Put them together to make a class counting book.  
**Science and Technology:** Tell children that scientists have found that many animals can count, including mammals, birds, reptiles, fish, and insects. Some species are quite good at counting; for example, cuttlefish can count to 5, and some frogs can count as high as 10. Have class members understand the concept of 0. Have children discuss how the ability to count might help animals live and grow.

**Skills Trace**  
Grade K  
• Use, read, represent, and compare whole numbers to 10.  
Grade 1  
• Count forward to 100 and backward from 20.  
• Represent and compare whole numbers to 100.  
Grade 2  
• Count forward to 200 and backward from 50.  
• Represent and compare whole numbers to 100.  
• Read and write whole numbers to twenty in words.

**Math Background** clearly outlines the mathematical significance of key concepts.

**Indigenous Connections** provide suggestions for tying the chapter topics to Indigenous ways of knowing.

**Cross-Curricular Connections** provide suggestions for tying the chapter topics to other subjects.

**Skills Trace** shows concepts and skills learned in the previous level that this chapter is based on, as well as concepts and skills in the following level that this chapter will lead to.

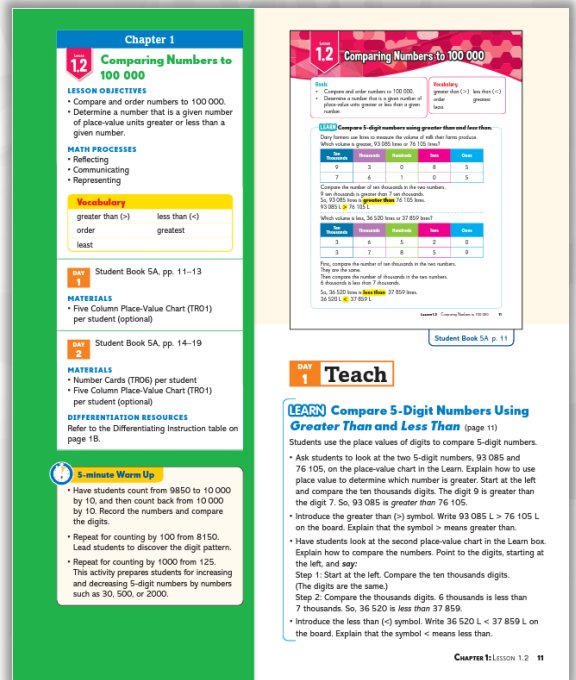
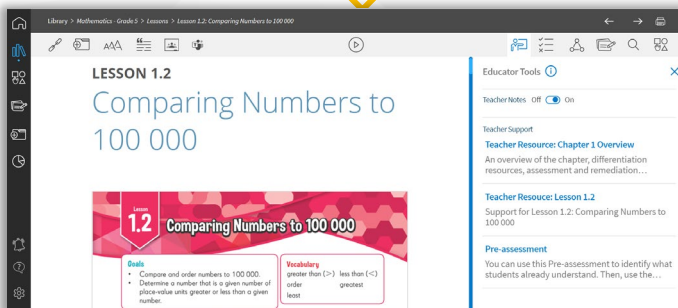
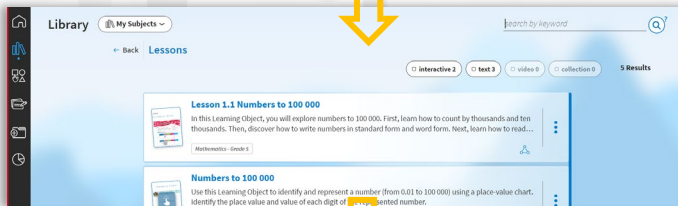
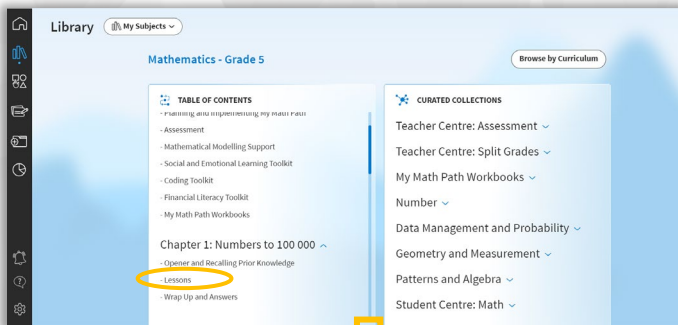
# Edwin Math/My Math Path



## LESSON/TEACHER RESOURCE

The following Teacher Resources can be found in the **Lessons** in Edwin's Math Library. The **Teacher Resource** is your lesson guide that includes:

- Lesson Objective
- Vocabulary
- Warm-Up
- Guided Learning
- Problem of the Lesson
- Differentiating Instruction
- Answers
- SEL and extra supports

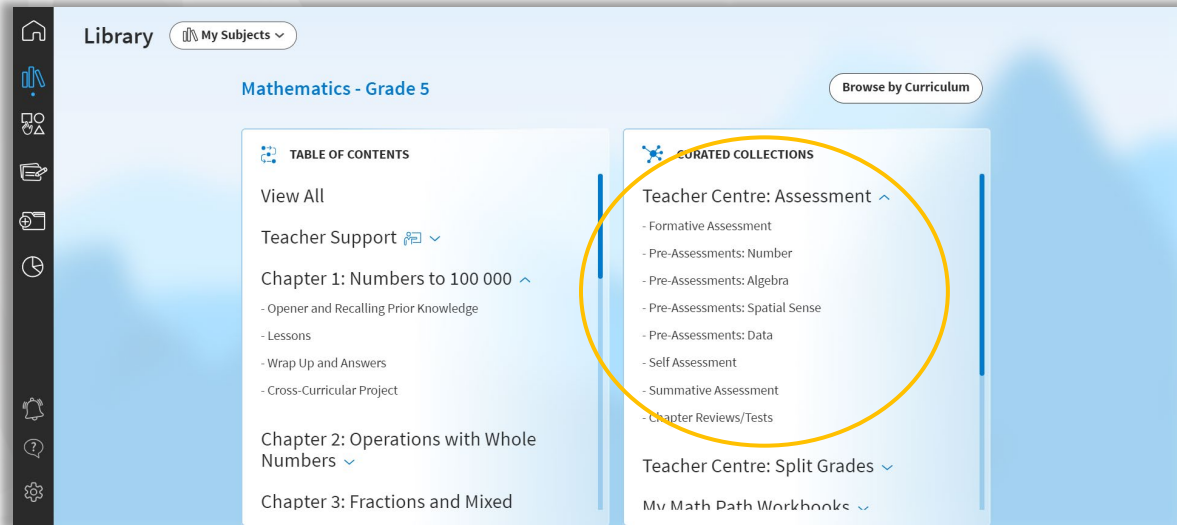


# Edwin Math/My Math Path



## ASSESSMENT OPPORTUNITIES

Assessment opportunities in *My Math Path* offer an overview of student progress. The Pre-Assessments, Student Resources, Workbooks and the Teacher's Resource all work in concert to provide both formative and summative assessment options.



### Pre-Assessments

- When you are about to begin teaching a new topic, use the **Pre-Assessments** to quickly identify what each student in the class already understands about the topic.

This allows you to group students by their learning needs and design lesson plans based on what you have learned about each student.

### Prior Knowledge

- **Recall Prior Knowledge** in the Student Material: At the start of each chapter, students review related prior knowledge, then try Quick Check questions to show they are ready for the new chapter.

### Formative Assessment

- Formative Assessment tools including Achievement Chart Assessment Scoring Rubrics, Group Work and Mathematical Modelling Checklists & Rubrics, Look Fors and more can be found in the **Teacher Centre: Assessment** menu from the Curated Collection menu.
- **Guided Learning** in the Student Resources: After each lesson, students complete Guided Learning questions with either peer or teacher input. Tips in the Teacher's Resource help in assessing student understanding.
- **Misconceptions** in the Teacher's Resource help teachers recognize and correct potential misconceptions before students practice on their own.

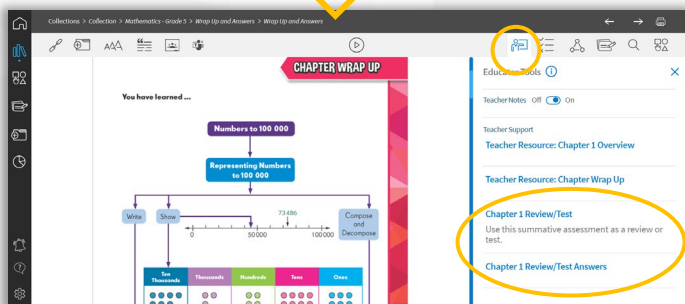
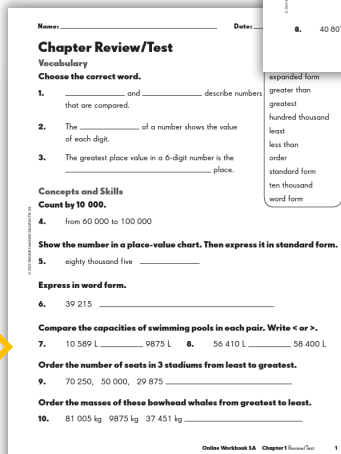
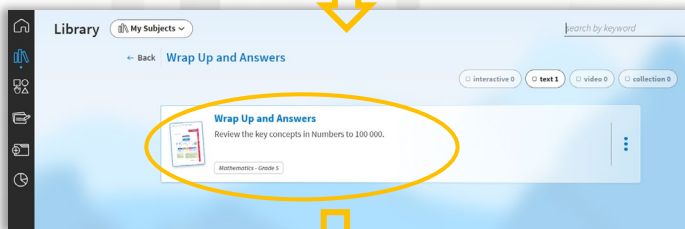
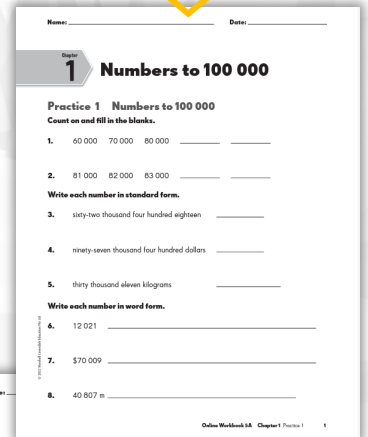
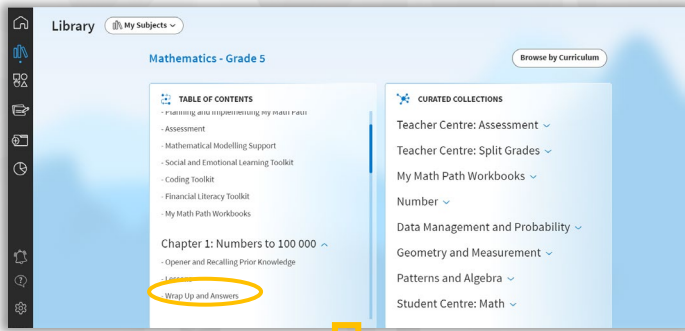
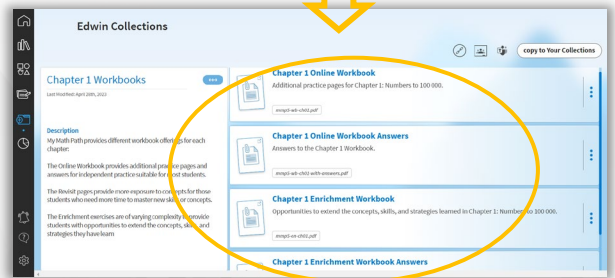
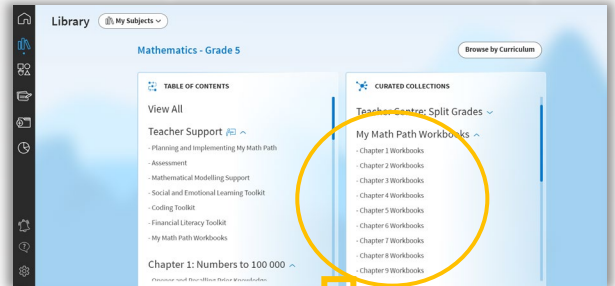
# Edwin Math/My Math Path

## ASSESSMENT OPPORTUNITIES CONTINUED



### Summative Assessment

- **Chapter Review/Test** in the **Wrap-Up and Answers**: This can be used as either review exercises or formal assessment.
- **Cumulative, Mid-Year, and End-of-Year Reviews** in the **Workbooks**: These reviews provide opportunities for consolidation of concepts and skills from small chunks of chapters.

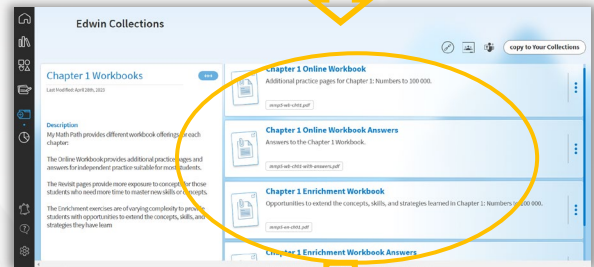
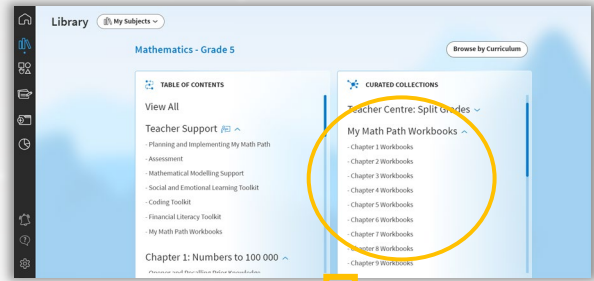


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## WORKBOOKS

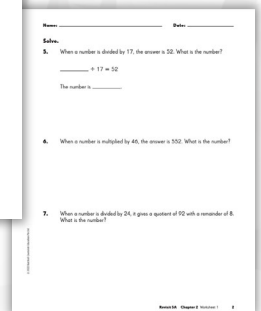
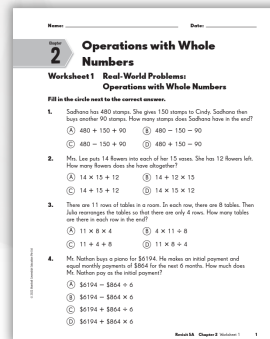


You will find My Math Path **Workbooks** and **Answers** in the **Curated Collections** menu on the right-hand side for each grade. The workbooks are organized by chapter and skill level.



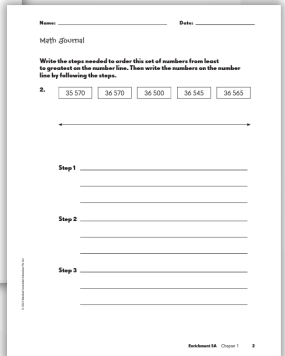
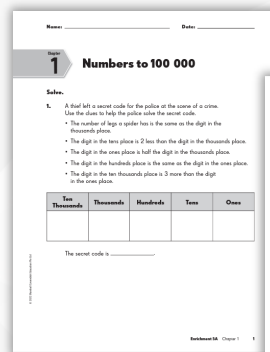
## For Practice at Grade-Level

- The printable **Online Workbooks**, available in Edwin, provide independent practice opportunities to consolidate understanding.



## For Extra Support

- The **Revisit Workbooks** provide more exposure to concepts for those students who need more time to master new skills or concepts. *Additionally, the My Math Path Teacher's Resource provides tips for helping students who need more support at point of use.*



## For Extension

- The **Enrichment Workbooks** provide a variety of enrichment exercises, giving students who need additional challenges the opportunity to extend the concepts, skills, and strategies they have learned.