

Curriculum Planning & Assessment Resource

Mathematics Grade 2



The Consortium
Alberta Professional Learning Consortium



Curriculum Planning & Assessment Resource

Mathematics

Grade 2 Number 2

About This Document

This Curriculum Planning & Assessment Resource is intended to be a collection of sample activities, assessments, and resources that teachers may wish to use as they develop their unit plans. This document is not intended to be a sequential list of activities. Rather, the intent is that teachers choose from this resource what is appropriate for their context, and sequence it in their planning.

The sample activities, assessments and resources included in this document have undergone an initial review to determine appropriateness and alignment to the curriculum. However, it is expected that teachers use their professional judgment in selecting activities, assessments and resources that are appropriate for their context.

While every attempt has been made to provide credit and receive permissions, some errors or omissions may have occurred. Please contact info@aplc.ab.ca to report any error or omissions.

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Acknowledgements

Thank you to all the teachers, numeracy specialists, and technical expertise from Alberta school divisions and APLC who collaborated to develop, review, and revise these planning and assessment documents to support curriculum implementation.

Grade 2 Number 2

Organizing Idea

Number: Quantity is measured with numbers that enable counting, labeling, comparing, and operating.

Guiding Question

How can addition and subtraction be interpreted?

Learning Outcome

2N2.1 Students investigate addition and subtraction within 100.

Summative Assessment(s) - Transfer *(In Progress)*

Summative assessments can include the following.

- *Understanding/making sense of a novel context from the real world using one or more concepts (eg. "How are place value and money related?").*
- *Understanding/making sense of a novel context using one or more understandings (eg. Students use money to model the conversion of base 10 values and relate them to base 10 block').*
- *Being able to describe why (linking concepts) something is true, a result, or what might be an extension using learned concepts and understandings.*
- *Apply learning (create products; undertake projects; taking action such as creating a campaign) in a novel context or taking action using the understanding(s).*
- *Construct arguments by taking a position and verifying/proving it with known understandings.*

Summative Assessment(s)

[Adding and Subtracting at the Store](#)

[\[understanding surface vs deep vs transfer\]](#)

[Petting Zoo Problem](#)



KUSP 2N2.1

Assumable Curriculum / Prerequisite Knowledge / Vocabulary

Equal (meaning & symbol); Equality; Unequal (meaning & symbol); Addition (meaning & symbol); Subtraction (meaning & symbol)

Student Language | Essential vocabulary & concepts

- **Sum:** the result of adding two or more numbers
- **Compose:** to put together from smaller parts
- **Decompose:** to break down into smaller parts

I Know Statements | Metacognition

- I know that the order in which two numbers are added doesn't change the sum.

Pre-Assessments

Pre-Assessments 2: Finding Each Students Pathway

- Addition - p.12
- Subtraction and Addition - p.13
- Subtraction Facts - p.14
- Subtracting- p.16
- Adding and Subtracting Money - p.18

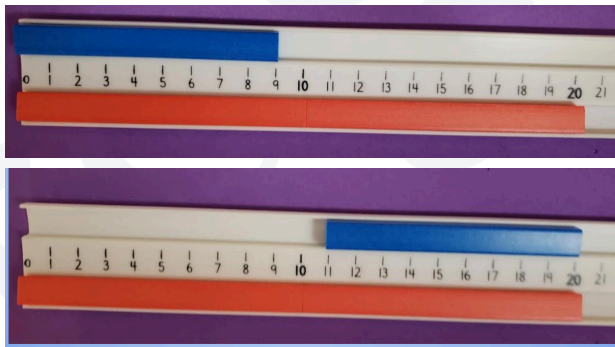

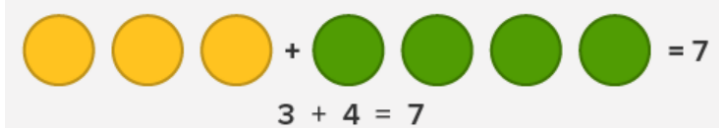

Nelson Leaps and Bounds Pages will be referenced in the Assessments to follow up for emerging learners.


I Can Statements | Skills

- I can compose 100 using different groupings of 10.
- I can add different numbers to get the same sum.
- I can compose a sum in many ways.
- I can use two or more numbers to compose a sum.
- I can explain why the order in which numbers are added doesn't change the sum.

Learning Recovery

Enhancement

Learning Outcome 2N2.1 Students investigate addition and subtraction within 100.							
Knowledge	Understanding	Skills & Procedures	Achievement Indicators	Illustrative Examples	Assessments (Explainer)		
The order in which more than two numbers are added does not affect the sum (associative property).	A sum can be composed in multiple ways.	Visualize 100 as a composition of multiples of 10 in various ways.	Model how to compose 100 using different groupings of 10 (e.g. 70+30, 60+40, 20+80, etc.)	100 $10+90 \quad 20+80$ $30+70 \quad 40+60$ $50+50$	2N2.1 Visualize 100 - Deep		
			Represent/ compose a given number using expressions (e.g. 50 + 50, 25 + 75, 30 + 70).	100 $50+50 \quad 40+60$ $75+25 \quad 20+80$ $30+70 \quad 15+85$			
			Create an expression using more than two addends (100 as 25 + 25 + 25 + 25).	$20+20+20+20+20 = 100$ $25+25+50 = 100$ $20 + 20 + 5 = 45$			
	Compose a sum in multiple ways, including with more than two addends.	Demonstrate using manipulatives the associative property of addition (e.g. 9 + 11 = 11 + 9).	$9 + 11 = 11 + 9$ 	 $4 + 3 = 7$  $3 + 4 = 7$ <p>Students could show this property using coins.</p>  $1 + 3 = 4$		2N2.1 Compose a Sum - Deep	

					
			<p>Compose a quantity, using the associative property of addition, and explain why the sum is the same (e.g., $2 + 5 + 3 + 8 = 2 + 3 + 5 + 8$ or $2 + 8 + 5 + 3$)</p> <p>NOTE: Associative property for addition implies that regardless of how numbers are grouped, the final sum of the numbers will remain the same amount.</p>	<p>$100+50+10=50+10+100$</p> <p>Both sides of the equal sign are the same amount. When adding it doesn't matter what order you add. Both sides contain the same numbers, both adding up to 160 so both sides are equal because they are the same.</p> <p>Use 3 cuisenaire rods of varying length to compose 20. Demonstrate that the order of the rods does not effect the quantity.</p>	

Resources

Mathology

[Mathology Free Resources on New Learn Alberta](#)

Mathology Little Book: [Kokum's Bannock](#)

Mathology Little Book: [The Money Jar](#)

Mathology Activities

Mathology Grade 2: Number Cluster 2, Number Relationships 1: Activity 11 (2 addends)

Mathology Grade 2: Number Cluster 5, Number Relationships 2: Activities 23 (2 addends), 24 (use Line Master 64C for numbers to 100)

Mathology Grade 2: Number Cluster 6, Conceptualizing Addition and Subtraction: Activity 26 (to 18)

Mathology Grade 2: Number Math Every Day: Card 5A, Building Numbers (2 addends) and Card 5B, How Many Ways? (2 addends)

Links to Other Strands

Mathology Grade 2: Patterning Math Every Day: Card 3A, How Many Ways? (2 addends) and Card 3B, Which One Doesn't Belong? (2 addends)

Links to Other Grades

Math UP

Money

- o Lesson 1: Counting Money
- o Lesson 2: Representing Money Amounts

Meanings of Addition and Subtraction

- o Lesson 1: Recognizing Addition and Subtraction Situations
- o Lesson 2: Relating Numbers Using Addition and Subtraction

Adding and Subtracting Small Numbers

- o Lesson 1: Adding and Subtracting 1 or 2
- o Lesson 2: Adding by Using Doubles
- o Lesson 3: Adding by Making 10
- o Lesson 4: Adding by Rearranging
- o Lesson 5: Subtracting by Using Addition
- o Lesson 6: Using Related Subtraction Facts

Adding and Subtracting Two-Digit Numbers

<p>Mathology Grade 3: Patterning Unit 2, Variables and Equations: Activity 10</p>	<ul style="list-style-type: none"> o Lesson 1: Adding Using Intuitive Procedures o Lesson 2: Another Way to Add o Lesson 3: Subtracting Using Intuitive Procedures o Lesson 4: Another Way to Subtract <p>Solving Adding and Subtracting Problems</p> <ul style="list-style-type: none"> o Lesson 1: Using Addition and Subtraction to Solve Problems o Lesson 2: Solving Money Problems
<p>Existing Textbooks</p> <p>Math Focus 2 - Chapter 2 Math Focus 2 - Chapter 3 Math Makes Sense 2 - Unit 2 Math Makes Sense 2 - Unit 5 Student Workbook Pages 125-154 Math Makes Sense 3 - Unit 3</p>	<p>NCETM (teacher guides and resources)</p> <p>NCETM Composition of Numbers: multiples of 10 up to 100 (Spine 1; Year 1; 1.8) NCETM Composition of Numbers: multiples of 20 up to 100 (Spine 1; Year 1; 1.9) NCETM Composition of Numbers: multiples of 11 up to 19 (Spine 1; Year 1; 1.10)</p>
<p>Websites/Other</p> <p>Kentucky Intervention Guide KNP - provides great lessons and activities (outcomes based) for Teachers K-3</p>	<p>Gizmos New Learn Alberta (Teacher Login Required) Modeling Whole Numbers and Decimals (Base-10 Blocks) Number Line Frog Hop (Addition and Subtraction) Cargo Captain (Multi-digit Subtraction) Adding Whole Numbers and Decimals (Base-10 Blocks) Subtracting Whole Numbers and Decimals (Base-10 Blocks) Target Sum Card Game (Multi-digit Addition) Whole Numbers with Base-10 Blocks</p> <p>For access to additional resources, request a Gizmos account alberta@explorellearning.com</p>
<p>Indigenous Lesson Plans and Resources</p> <p>Coming Soon</p>	<p>Problem Solving</p> <p>Coming Soon</p>



KUSP 2N2.2

Assumable Curriculum / Prerequisite Knowledge / Vocabulary

Equal (meaning & symbol); Equality; Unequal (meaning & symbol); Addition (meaning & symbol); Subtraction (meaning & symbol)

Student Language | Essential vocabulary & concepts

- **Sum:** the result of adding two or more numbers
- **Difference:** the result of a subtraction
- **Quantity:** an amount or number of something
- **Dollar:** a unit of money; equal to 100 cents
- **Cent:** a unit of money; there are 100 cents in a dollar

I Know Statements | Metacognition

- I know that adding is combining quantities and the sum tells how many altogether.
- I know that subtracting is finding the difference between quantities.

Pre-Assessments

Pre-Assessments 2: Finding Each Students Pathway

- Addition - p.12
- Subtraction and Addition - p.13
- Subtraction Facts - p.14
- Subtracting- p.16
- Adding and Subtracting Money - p.18

Nelson Leaps and Bounds Pages will be referenced in the Assessments to follow up for emerging learners.

I Can Statements | Skills

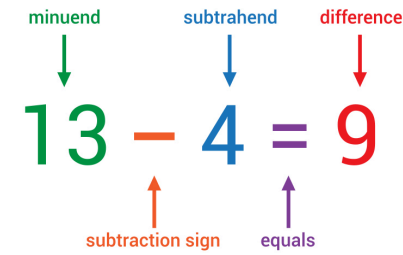
- I can recall and use addition and subtraction facts to 20.
- I can use different strategies to add and subtract and explain my thinking.
- I can use subtraction to check my work on addition problems.
- I can use addition to check my work on subtraction problems.
- I can find a missing number in a number sentence within 100.
- I can solve problems using addition and subtraction.

Learning Recovery

Enhancement

Learning Outcome 2N2.1 Students investigate addition and subtraction within 100.						
Knowledge	Understanding	Skills & Procedures	Achievement Indicators	Illustrated Examples	Assessments (Explainer)	
Familiar addition and subtraction number facts facilitate addition and subtraction strategies. Addition and subtraction strategies for two-digit numbers include making multiples of ten and using doubles.	Addition and subtraction can represent the sum or difference of countable quantities or measurable lengths.	Recall and apply addition number facts, with addends to 10, and related subtraction number facts.	Model addition and subtraction, using concrete materials or visual representations, and record the process symbolically.		2N2.2 Using a Splat to Recall My Addends to 10 - deep and Splat! Math website	
		Determine a missing quantity in a sum or difference, within 100, in a variety of ways.	Solve a given problem involving a missing addend, and justify the strategy used.	<p>Fill in the missing numbers. Describe how you solved the question.</p> $23 + \square = 30$ $43 + \square = 50$ <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Write Equation</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Draw Part Part Whole</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Subtract</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Add to check</div> </div> <div style="margin-top: 10px;"> $83 + \underline{40} = 123$ <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">123</td> <td style="padding: 2px;"> $\begin{array}{r} 12 \\ 0 \\ \cancel{23} \\ - 83 \\ \hline 40 \end{array}$ </td> <td style="padding: 2px;"> $\begin{array}{r} 83 \\ + 40 \\ \hline 123 \end{array}$ </td> </tr> </table> </div>	123	$\begin{array}{r} 12 \\ 0 \\ \cancel{23} \\ - 83 \\ \hline 40 \end{array}$
123	$\begin{array}{r} 12 \\ 0 \\ \cancel{23} \\ - 83 \\ \hline 40 \end{array}$	$\begin{array}{r} 83 \\ + 40 \\ \hline 123 \end{array}$				

Solve a given problem involving a missing minuend or subtrahend, and **justify** the strategy used.



Fill in the missing numbers.
Describe how you solved the question.

$$33 - \square = 30$$

$$53 - 3 = \square$$



Someone spilled coffee on the price of the jeans! We know that the difference in price between the tracksuit and the jeans is eight dollars. How much do the jeans cost? Is there more than one possibility? Explain.

Investigate strategies for addition and subtraction of two-digit numbers.

Refine personal strategies to increase efficiency.

Identifying related facts:

$$\square = 42 + 3$$

'Circle the number fact I can use to solve the equation above.'

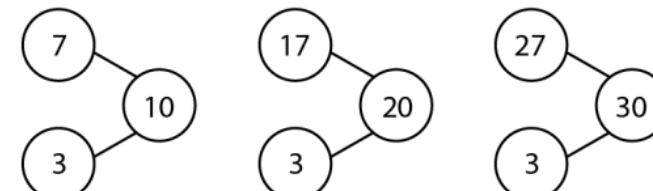
$$4 + 2 = 6 \quad 4 + 3 = 7 \quad 2 + 3 = 5$$

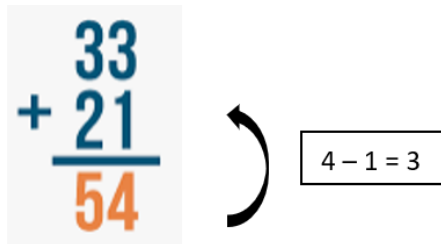

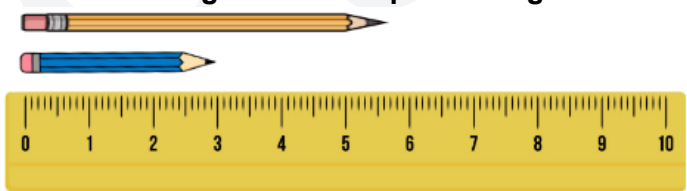
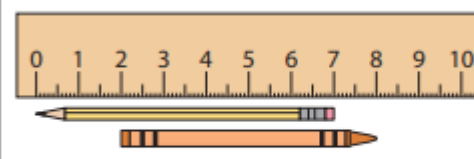

'Explain why I can use this number fact.'

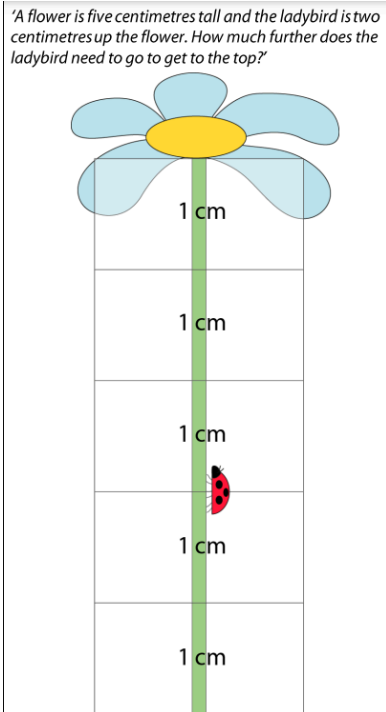
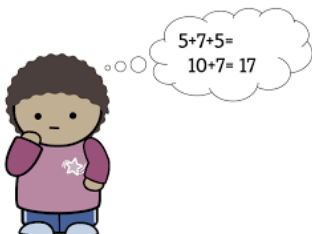
NEED SUBTRACTION EXAMPLES:

1. NUMBER LINE ADDING UP
2. MAKE A 10
3. COUNT BACK
4. COMPENSATION

[2N2.2 Which one\(s\) would you solve mentally?](#) - deep

			<p>Determine the missing addend to complete the equation.</p>	<p>Fill in the missing number. Describe how you solved the question</p> $27 = 24 + \square$ $37 = 34 + \square$	
			<p>Determine the missing minuend or subtrahend to complete the equation.</p>	<p><i>'Fill in the missing numbers.'</i></p>  $10 - 3 = \square$ $20 - \square = 17$ $\square - 3 = 27$	
		<p>Add numbers up to a sum of 100 and subtract numbers with a maximum minuend of 100. D. (May2025 minor update)</p>	<p>Solve a given problem, using horizontal and vertical formats.</p>	$14 - 3 =$ $16 - 4 =$ $\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	<p>2N2.2 True or False? - surface 2N2.2 Subtracting Reverses - deep 2N2.2 Sums Investigation - deep 2N2.2 Inverses - Surface</p>
			<p>Investigate strategies for addition and subtraction of two-digit numbers.</p>	<p>Strategies for Addition Strategy 1: Multiples of 10 $28 + 33 = 30 + 31 = 61$ Strategy 2: Partial Sums $28 + 33 = (8 + 3) + (20 + 30)$ Strategy 3: Using Doubles $27 + 37 = 20 + 30 + 14$ Strategy 4: Use a number line</p> <p>Mental Math Strategies</p> <ul style="list-style-type: none"> ❖ Counting on/back ❖ Number Line ❖ Place Value Chart ❖ Hundreds chart ❖ Doubles/Near-Doubles 	

			<ul style="list-style-type: none"> ❖ Making ten ❖ Making friendly numbers ❖ Breaking numbers into its place value ❖ Compensation ❖ Adding up in chunks ❖ Decompose, then compose ❖ Horizontal Subtraction ❖ Traditional algorithm 	
	Verify a sum or difference using inverse operations.	Verify a sum using subtraction (inverse operations).		2N2.2 Inverses - Surface (repeat)
		Verify a difference using addition (inverse operations).		
	Solve problems using addition and subtraction of countable quantities or measurable lengths.	Solve a given addition or subtraction problem using measurable lengths.	<p>How much longer is the yellow pencil than the blue pencil? How long are the two pencils together?</p>  <p>How long is the crayon?</p>  <p>The crayon is _____ cm long.</p> <p>How much longer is the pencil than the crayon?</p>	<p>Provide students with a variety of manipulatives from which they can choose in order to demonstrate their understanding.</p> <p>Samples may include: Change the ruler question shown here to “What is the total length of the two pencils together?” or “How many toonies do you need to count to get \$22.00?” or “Using Deci-Tracks, what is the sum?”</p> 

				<p>A flower is five centimetres tall and the ladybird is two centimetres up the flower. How much further does the ladybird need to go to get to the top?</p> 	
			Use and describe a mental mathematics strategy for determining a given quantity to 20 and the related subtraction facts.	$12+8=20$ $20-8=12$ $20-12=8$	
			Refine mental mathematics strategies to increase efficiency.	<p>Mental Math Strategies</p> <ul style="list-style-type: none"> ❖ Counting on/back ❖ Number Line ❖ Place Value Chart ❖ Hundreds chart ❖ Doubles/Near-Doubles ❖ Making ten ❖ Making friendly numbers ❖ Breaking numbers into its place value ❖ Compensation ❖ Adding up in chunks ❖ Decompose, then compose ❖ Horizontal Subtraction ❖ Traditional algorithm 	
			Demonstrate understanding and application of strategies for addition facts up to and including 10 + 10 and related subtraction facts.		

Resources

Mathology

[Mathology Free Resources on New Learn Alberta](#)

Mathology Little Books

Mathology Little Book: [A Class-full of Projects](#)

Mathology Little Book: [Array's Bakery](#)

Mathology Little Book: [Marbles, Alleys, Mibs, and Guli!](#)

Mathology Little Book: [The Money Jar](#)

Mathology Little Book: [The Great Dogsled Race](#)

Mathology Little Book: [Family Fun Day](#)

Mathology Activities

Mathology Grade 2: Number Cluster 6, Conceptualizing Addition and Subtraction: Activities 27 (to 50), 28-31

Mathology Grade 2: Number Cluster 7, Operational Fluency: Activities 32, 33, 35, 36

Mathology Grade 2: Number Cluster 9, Financial Literacy: Activities 43 (cents), 44, 45 (to \$20), 47 (Ontario), 48 (to 100 cents)

Mathology Grade 2: Number Intervention: Activities 3, 4, 10, 13

Mathology Grade 2: Number Math Every: Card 3A, Adding 10 and Taking Away 10; Card 5B, What's the Unknown Part?; Card 7A, Doubles and Near-Doubles and I Have ... I Need ...; Card 7B, Make 10

Sequences and Hungry Bird

Links to Other Grades

Mathology Grade 3: Number Unit 5, Addition and Subtraction: Activity 23 (to 18)

Mathology Grade 3: Patterning Unit 2, Variables and Equations: Activity 10

Math UP

Money

- o Lesson 1: Counting Money
- o Lesson 2: Representing Money Amounts

Meanings of Addition and Subtraction

- o Lesson 1: Recognizing Addition and Subtraction Situations
- o Lesson 2: Relating Numbers Using Addition and Subtraction

Adding and Subtracting Small Numbers

- o Lesson 1: Adding and Subtracting 1 or 2
- o Lesson 2: Adding by Using Doubles
- o Lesson 3: Adding by Making 10
- o Lesson 4: Adding by Rearranging
- o Lesson 5: Subtracting by Using Addition
- o Lesson 6: Using Related Subtraction Facts

Adding and Subtracting Two-Digit Numbers

- o Lesson 1: Adding Using Intuitive Procedures
- o Lesson 2: Another Way to Add
- o Lesson 3: Subtracting Using Intuitive Procedures
- o Lesson 4: Another Way to Subtract

Solving Adding and Subtracting Problems

- o Lesson 1: Using Addition and Subtraction to Solve Problems
- o Lesson 2: Solving Money Problems

Equality and Inequality

- o Lesson 1: Equations as a Balance
- o Lesson 2: Using Equations

Existing Textbooks

Math Focus 2 - Chapter 2

Math Focus 2 - Chapter 3

Math Makes Sense 2 - Unit 2

Math Makes Sense 2 - Unit 5 Student Workbook Pages 125-154

Math Makes Sense 3 - Unit 3

NCETM (teacher guides and resources)

[NCETM - Addition and subtraction: bridging 10](#)

(Spine 1; Year 2; 1.11)

[NCETM - Subtraction as difference](#)

(Spine 1; Year 2; 1.12)

	<p>NCETM - Addition and subtraction: two-digit and single-digit numbers (Spine 1; Year 2; 1.13)</p> <p>NCETM - Addition and subtraction: two-digit numbers and multiples of ten (Spine 1; Year 2; 1.14)</p> <p>NCETM - Addition: two-digit and two-digit numbers (Spine 1; Year 2; 1.15)</p> <p>NCETM - Subtraction: two-digit and two-digit numbers (Spine 1; Year 2; 1.16)</p>
<p>Websites/Other</p> <p>Kentucky Intervention Guide KNP - provides great lessons and activities (outcomes based) for Teachers K-3</p> <p>Mathematics Developmental Continuum - Indicators of Progress Tasks/Activities (Australia)</p>	<p>Gizmos New Learn Alberta (Teacher Login Required)</p> <ul style="list-style-type: none"> • Modeling Whole Numbers and Decimals (Base-10 Blocks) • Number Line Frog Hop (Addition and Subtraction) • Cargo Captain (Multi-digit Subtraction) • Adding Whole Numbers and Decimals (Base-10 Blocks) • Subtracting Whole Numbers and Decimals (Base-10 Blocks) • Target Sum Card Game (Multi-digit Addition) • Whole Numbers with Base-10 Blocks <p>For access to additional resources, request a Gizmos account alberta@explorellearning.com</p>
<p>Indigenous Lesson Plans and Resources</p> <p>Coming Soon</p>	<p>Problem Solving</p> <p>Coming Soon</p>



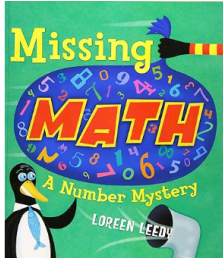
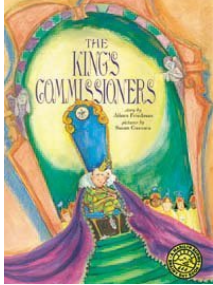
KUSP 2N2.1

KUSP 2N2.2

[Literature Connections](#)

Literature Connections

Title	Author	Format (Picture Book, Novel, Non-fiction, other)	Publisher	ISBN	Notes
Addition (My Path to Math)	Paul Challen	Non Fiction	Crabtree Classics; Illustrated edition (August 1, 2009)	0778743632, 978-0778743637	Addition with various strategies
The Action of Subtraction	Brian P. Cleary	Picture Book	Millbrook Press; Illustrated edition (Aug. 1 2008)	1580138438, 978-1580138437	Various strategies for subtraction
Mission Of Addition	Brian P. Cleary	Picture Book	Millbrook Press; Illustrated edition (Aug. 1 2007)	0822566958, 978-0822566953	Various strategies for addition
Mission: Addition	Loreen Leedy	Picture Book	Holiday House; Reprint edition (Jan. 1 1997)	0823414124, 978-0823414123	Various strategies for addition
Mall Mania	Stuart J. Murphy	Picture Book	HarperCollins; Illustrated edition (Feb. 28 2006)	006055777X, 978-0060557775	Adding two digit numbers
A Fair Bear Share	Stuart J. Murphy	Picture Book	HarperCollins; Illustrated edition (January 1, 1998)	0064467147, 978-0064467148	Various strategies for addition
Animals on Board	Stuart J. Murphy	Picture Book	HarperCollins; Illustrated edition (Sept. 1 1998)	9780064467162, 978-0064467162	Single digit addition
One Hundred Hungry Ants	Elinor J Pinczes	Picture Book	Clarion Books; Illustrated edition (Sept. 27 1999)	9780395971239, 978-0395971239	Ways to make 100
Ready, Set, Hop!	Stuart J. Murphy	Picture Book	HarperCollins; Illustrated edition (April 1 1996)	0064467023	Single digit addition and subtraction using a number line
Double the Ducks	Stuart J. Murphy	Picture Book	HarperCollins; Illustrated edition (Dec 24 2002)	9780064462495, 978-0064462495	Doubles
How Many Blue Birds Flew Away?: A Counting Book with a Difference	Paul Giganti	Picture Book	Greenwillow (September 1, 2005)	006000763X, 978-0060007638	Single digit addition and subtraction
Elevator Magic	Stuart J. Murphy	Picture Book	HarperCollins; Illustrated edition (Sept. 1 1997)	0064467090, 978-0064467094	Single digit subtraction

<p>Missing Math: A Number Mystery by Loreen Leedy</p> <p>In Missing Math, the numbers all over town suddenly disappear. The animals can't count, use the phone, or even find out what time it is. Rulers, money, and computers have all become completely useless...Can the town's detective solve this numerical mystery? Will he ever bring the numbers back home again? Loreen Leedy's clever rhyming text <i>PLUS</i> her amusing digitally painted illustrations <i>EQUALS</i> proof that we need math each and every day.</p>	Picture Book, Fiction	<p>Two Lions; Illustrated edition (Feb. 17 2015)</p> <p>10-9781477810927 13-978-1477810927</p>		 <p>YouTube by Children's Museum Houston Mathematical mystery</p>
<p>The King's Commissioners by Aileen Friedman</p> <p>A delightful beginning for those learning the concepts of counting, addition, and the place value system encourages children to have fun while learning important math skills.</p>	Picture Book, Fiction	<p>Scholastic Press (March 1 1995)</p> <p>10-0590489895 13- 978-0590489898</p>		 <p>Skip Counting and Addition YouTube by Mrs. Tempel's Storytime Place Value</p>

IN Progress