**Mathology Grade 2 Correlation (Number) – Alberta**

**Organizing Idea:**

Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

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| **Guiding Question:** How can quantity contribute to a sense of number?  **Learning Outcome:** Students analyze quantity to 1000. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Any number of objects in a set can be represented by a natural number.  The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones.  Places that have no value within a given number use zero as a placeholder.  The number line is a spatial representation of quantity. | There are infinitely many natural numbers.  Every digit in a natural number has a value based on its place.  Each natural number is associated with exactly one point on the number line. | Represent quantities using words and natural numbers. | **Number Cluster 2: Number Relationships 1**  7: Odd and Even Numbers  **Number Cluster 3: Place Value**  9: Building Numbers  10: Representing Numbers in Different Ways  11: What’s the Number?  **Number Math Every Day**  2: Guess My Number | Ways to Count |
| Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number. | **Number Cluster 2: Number Relationships 1**  7: Odd and Even Numbers    **Number Cluster 3: Place Value**  9: Building Numbers  10: Representing Numbers in Different Ways  11: What’s the Number?  **Number Math Every Day**  3A: Adding Ten  3A: Taking Away Ten  3B: Thinking Tens  3B: Describe Me | Ways to Count |
| Relate a number, including zero, to its position on the number line. | **Number Cluster 3: Place Value**  12: Making a Number Line  **Number Math Every Day**  2: Building an Open Number Line  5A: Which Ten is Nearer? |  |
| A quantity can be skip counted in various ways according to context.  Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations). | A quantity can be interpreted as a composition of groups. | Decompose quantities into groups of 100s, 10s, and 1s. | **Number Cluster 3: Place Value**  9: Building Numbers  10: Representing Numbers in Different Ways  11: What’s the Number  13: Consolidation  **Number Cluster 6: Conceptualizing Addition and Subtraction**  25: Visualizing 100 with Groups of 10 | Family Fun Day  (numbers to 100)  Back to Batoche  (numbers to 100)  The Money Jar  (numbers to 100)  Grade 3  Fantastic Journeys (numbers to 1000)  Finding Buster  (numbers to 1000)  How Numbers Work  (3-digit numbers) |
| Count within 1000, forward and backward by 1s, starting at any number. | **Number Cluster 1: Counting**  1: Counting to 1000  4: Consolidation  **Number Intervention**  1: Skip-Counting with Objects | Ways to Count  (numbers to 100)  Family Fun Day  (numbers to 100)  What Would You Rather? (numbers to 100)  Grade 3  Fantastic Journeys (numbers to 1000)  Finding Buster  (numbers to 1000)  How Numbers Work  (3-digit numbers) |

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|  |  | Skip count by 20s, 25s, or 50s, starting at 0. | | **Number Cluster 1: Counting**  2: Skip-Counting Forward  **Number Math Every Day**  1A: Skip-Counting on a Hundred Chart  1B: Skip-Counting with Actions  1B: What’s Wrong? What’s Missing?  *Link to other strands:*  ***Patterning Intervention***  *3: Skip-Counting*  *4: Repeated Addition and Subtraction* | Ways to Count  (numbers to 100)  Family Fun Day  (numbers to 100)  What Would You Rather? (numbers to 100)  Grade 3  Fantastic Journeys (numbers to 1000)  Finding Buster  (numbers to 1000) |
| Skip count by 2s and 10s, starting at any number. | | **Number Cluster 1: Counting**  3: Skip-Counting Flexibly  4: Consolidation  **Number Math Every Day**  1A: Skip-Counting on a Hundred Chart  1A: Skip-Counting from Any Number  1B: Skip-Counting with Actions  1B: What’s Wrong? What’s Missing?  **Number Intervention**  1: Skip-Counting with Objects  *Link to other strands:*  ***Patterning Intervention***  *3: Skip-Counting*  *4: Repeated Addition and Subtraction* | Ways to Count  (numbers to 100)  Family Fun Day  (numbers to 100)  What Would You Rather? (numbers to 100) |
| Determine the value of a collection of coins or bills of the same denomination by skip counting. | | **Number Cluster 9: Financial Literacy**  41: Estimating Money  **Number Math Every Day**  8B: Collections of Coins  8B: Showing Money in Different Ways  **Number Intervention**  13: Counting Coins |  |
| An even quantity will have no remainder when partitioned into two equal groups or groups of two.  An odd quantity will have a remainder of one when partitioned into two equal groups or groups of two. | All natural numbers are either even or odd. | Model even and odd quantities by sharing and grouping. | **Number Cluster 2: Number Relationships 1**  7: Odd and Even Numbers | |  |
| Describe a quantity as even or odd. | **Number Cluster 2: Number Relationships 1**  7: Odd and Even Numbers | |  |
| Partition a set of objects by sharing or grouping, with or without remainders. | **Number Cluster 4: Early Fractional Thinking**  19: Partitioning Sets  **Number Cluster 8: Early Multiplicative Thinking**  37: Grouping in 2s, 5s, and 10s  38: Making Equal Shares  39: Making Equal Groups  40: Consolidation  **Number Math Every Day**  8A: Counting Equal Groups to Find How Many  8A: How Many Blocks?  **Number Intervention**  11: How Many Do You See?  12: Messy and Organize It | | Array’s Bakery  Marbles, Alleys, Mibs, and Guli! |
| A benchmark is a known quantity to which another quantity can be compared. | A quantity can be estimated when an exact count is not needed. | Estimate quantities using benchmarks. | | **Number Cluster 5: Number Relationships 2**  21: Benchmarks on a Number Line  **Number Cluster 2: Number Relationships 1**  5: Estimating Quantities  6: Comparing and Ordering Quantities  **Number Cluster 9: Financial Literacy**  41: Estimating Money  **Number Math Every Day**  5A: Which Ten is Nearer? | Family Fun Day  Ways to Count  What Would you Rather? |

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| Words that can describe a comparison between two unequal quantities include   * not equal * greater than * less than   The less than sign, <, and the greater than sign, >, are used to indicate inequality between two quantities.  Equality and inequality can be modelled using a balance. | Inequality is an imbalance between two quantities. | Model equality and inequality between two quantities, including with a balance. | *Link to Other Strands:*  ***Patterning Cluster 3: Equality and Inequality***  *14: Equal and Unequal Sets*  *15: Equal or Not Equal?*  *16: Exploring Number Sentences*  *18: Consolidation*  ***Patterning Math Every Day***  *2A: Equal or Not Equal?*  ***Patterning Intervention***  *5: Exploring 10*  *6: Balancing Sets* | Nutty and Wolfy |
| Compare and order natural numbers. | **Number Cluster 2: Number Relationships 1**  5: Estimating Quantities  6: Comparing and Ordering Quantities  **Number Intervention**  2: Comparing Quantities | Back to Batoche  The Great Dogsled Race  Ways to Count |
| Describe a quantity as less than, greater than, or equal to another quantity. | **Number Cluster 2: Number Relationships**  5: Estimating Quantities  6: Comparing and Ordering Quantities  *Link to other strands:*  ***Patterning Cluster 3: Equality and Inequality***  *15: Equal or Not Equal?*  *16: Exploring Number Sentences* | Kokum’s Bannock  Back to Batoche |

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| **Guiding Question:** How can addition and subtraction be interpreted?  **Learning Outcome:** Students investigate addition and subtraction within 100. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| 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. | **Number Cluster 6: Conceptualizing Addition and Subtraction**  25: Visualizing 100 with Groups of 10 | Ways to Count |
| Compose a sum in multiple ways, including with more than two addends. | **Number Cluster 5: Number Relationships 2**  22: Decomposing 100  23: Jumping on the Number Line  24: Consolidation  **Number Cluster 6: Conceptualizing Addition and Subtraction**  26: Exploring Properties  27: Exploring the Associative Property  **Number Math Every Day**  5A: Building Numbers  5B: How Many Ways?  **Number Intervention**  6: Making 20  *Link to other strands:*  ***Patterning Math Every Day***  *2A: How Many Ways?*  *2B: Which One* *Doesn’t Belong?* | Paddling the River  Family Fun Day  A Class Full of Projects  Kokum’s Bannock  The Money Jar |

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| 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. | **Number Cluster 7: Operational Fluency**  33: Using Doubles  34: Mastering Addition and Subtraction Facts  36: Consolidation  **Number Math Every Day**  7A: Doubles and Near-Doubles  7B: Make 10 Sequences  **Number Intervention**  7: Adding and Subtracting to 20  9: Making 10  10: Finding Doubles  *Link to other strands:*  ***Patterning Intervention***  *5: Exploring 10* | A Class-full of Projects  Array’s Bakery  Marbles, Alleys, Mibs, and Guli!  The Great Dogsled Race  The Money Jar  Family Fun Day |
| Investigate strategies for addition and subtraction of two-digit numbers. | **Number Cluster 7: Operational Fluency**  35: Multi-Digit Fluency |  |
| Add and subtract numbers within 100. | **Number Cluster 7: Operational Fluency**  35: Multi-Digit Fluency  36: Consolidation  *Link to other strands:*  ***Patterning Cluster 2: Increasing/Decreasing Patterns***  *7: Increasing Patterns 1*  ***Patterning Cluster 3: Equality and Inequality***  *17: Missing Numbers*  **Number Math Every Day**  3A: Adding Ten  3A: Taking Away Ten  5B: What’s the Unknown Part?  7A: I Have… I Need…  7B: Hungry Bird  **Number Intervention**  3: Adding Tens  4: Taking Away Tens | A Class-full of Projects  Array’s Bakery  Marbles, Alleys, Mibs, and Guli! |
| Verify a sum or difference using inverse operations. |
| Determine a missing quantity in a sum or difference, within 100, in a variety of ways. |
| Solve problems using addition and subtraction of countable quantities or measurable lengths. | **Number Cluster 6: Conceptualizing Addition and Subtraction**  27: Exploring the Associative Property  28: Solving Problems 1  29: Solving Problems 2  30: Solving Problems 3  31: Solving Problems 4  32: Consolidation  **Number Cluster 9: Financial Literacy**  41: Estimating Money  42: Earning Money  43: Spending Money  44: Saving Regularly  45: Money to $100  **Number Math Every Day**  6: What Math Do You See?  6: What Could the Story Be?  **Number Intervention**  7: Adding and Subtracting to 20  8: Solving Story Problems | Array’s Bakery  The Great Dogsled Race  The Money Jar  Family Fun Day |

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| **Guiding Question:** In what ways can parts compose a whole?  **Learning Outcome:** Students interpret part-whole relationships using unit fractions. | | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| A whole can be a whole set of objects, or a whole object, that can be partitioned into a number of equal parts.  The whole can be any size and is designated by context.  A unit fraction describes any one of the equal parts that compose a whole. | Fractions can represent part-to-whole relationships.  One whole can be interpreted as a number of unit fractions. | Model a unit fraction by partitioning a whole object or whole set into equal parts, limited to 10 or fewer equal parts. | **Number Cluster 4: Early Fractional Thinking**  14: Equal Parts  19: Partitioning Sets  20: Consolidation  **Number Math Every Day**  4: Modelling Fraction Amounts  4: Naming Equal Parts  **Number Intervention**  5: Naming Fractional Amounts | The Best Birthday  Grade 3  Hockey Homework |
| Compare different unit fractions of the same whole, limited to denominators of 10 or less. | **Number Cluster 4: Early Fractional Thinking**  15: Comparing Fractions 1  16: Comparing Fractions 2 | The Best Birthday  Grade 3  Hockey Homework |
| Compare the same unit fractions of different wholes, limited to denominators of 10 or less. | **Number Cluster 4: Early Fractional Thinking**  17: Comparing Unit Fractions of Different Wholes | Grade 3  Hockey Homework |
| Model one whole, using a given unit fraction, limited to denominators of 10 or less. | **Number Cluster 4: Early Fractional Thinking**  18: Modelling One Whole with Unit Fractions |  |

**Mathology Grade 2 Correlation (Geometry) – Alberta**

**Organizing Idea:**

Shapes are defined and related by geometric attributes.

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| **Guiding Question:** How can shape influence perception of space?  **Learning Outcome:** Students analyze and explain geometric attributes of shape. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Common geometric attributes include   * sides * vertices * faces or surfaces   Two-dimensional shapes may have sides that are line segments.  Three-dimensional shapes may have faces that are two-dimensional shapes. | Shapes are defined according to geometric attributes.  A shape can be visualized as a composition of other shapes. | Sort shapes according to two geometric attributes and describe the sorting rule. | **Geometry Cluster 1: 2-D Shapes**  1: Sorting 2-D Shapes  2: Exploring 2-D Shapes  3: Consolidation  **Geometry Cluster 2: 3-D Solids**  4: Sorting 3-D Solids  5: 3-D Solids Around Us  6: Consolidation  **Geometry Math Every Day**  1: Comparing Shapes  2B: Which Solid Does Not Belong?  2B: Solids Around Us  **Geometry Intervention**  1: Sorting Shapes  2: Analyzing 2-D Shapes  3: Sorting Solids  4: Attributes of Solids | I Spy Awesome Buildings  Sharing Our Stories |

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|  |  | Relate the faces of three-dimensional shapes to two-dimensional shapes. | **Geometry Cluster 2: 3-D Solids**  4: Sorting 3-D Solids  5: 3-D Solids Around Us  6: Consolidation  **Geometry Cluster 3: Geometric Relationships**  8: Describing Solids  **Geometry Math Every Day**  2A: What Do You See?  2B: Solids Around Us  2B: Which Solid Does Not Belong?  3B: Name the Solid | I Spy Awesome Buildings  Sharing Our Stories |
| Create a picture or design with shapes from verbal instructions, visualization, or memory. | **Geometry Cluster 3: Geometric Relationships**  7: Making Shapes  8: Describing Solids  9: Visualizing Shapes and Solids  10: Creating Pictures and Designs  11: Covering Outlines  12: Creating Symmetrical Designs  15. Consolidation  **Geometry Math Every Day**  1: Visualizing Shapes  2A: Geometry in Poetry  3A: Fill Me In!  3A: Make me a Picture  3B: Draw the Shape  **Geometry Intervention**  5: Covering Outlines  6: Describing Solids | I Spy Awesome Buildings  Sharing Our Stories |

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| A shape can change orientation or position through slides (translations), turns (rotations), or flips (reflections).  Shapes can be turned or flipped in the creation of art. | Geometric attributes do not change when a shape is translated, rotated, or reflected. | Investigate translation, rotation, and reflection of two- and three-dimensional shapes. | **Geometry Cluster 3: Geometric Relationships**  12: Creating Symmetric Designs  13: Exploring Transformations  14: Slides, Flips, and Turns in Artwork |  |
| Describe geometric attributes of two- and three-dimensional shapes in various orientations. | **Geometry Cluster 1: 2-D Shapes**  1: Sorting 2-D Shapes  **Geometry Cluster 2: 3-D Solids**  4: Sorting 3-D Solids  **Geometry Math Every Day**  2A: What Do You See?  2B: Solids Around Us  **Geometry Intervention**  3: Sorting Solids  4: Attributes of Solids | Grade 1  The Tailor Shop |
| Recognize the translation, rotation, or reflection of shapes represented in artwork. | **Geometry Cluster 3: Geometric Relationships**  14: Slides, Flips, and Turns in Artwork | Sharing Our Stories |

**Mathology Grade 2 Correlation (Measurement) – Alberta**

**Organizing Idea:**

Attributes such as length, area, volume, and angle are quantified by measurement.

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| **Guiding Question:** How can length contribute to interpretations of space?  **Learning Outcome:** Students communicate length using units. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Tiling is the process of measuring a length by using many copies of a unit without gaps or overlaps.  Iterating is the process of measuring a length by repeating one copy of a unit without gaps or overlaps.  The unit can be chosen based on the length to be measured.  Length can be measured with non-standard units or standard units.   Non-standard units found in nature can be used to measure length on the land.  Standard units, such as centimetres, can enable a common language around measurement. | Length is quantified by measurement.  Length is measured with equal-sized units that themselves have length.  The number of units required to measure a length is inversely related to the size of the unit. | Measure length with non-standard units by tiling, iterating, or using a self-created measuring tool. | **Measurement Cluster 1: Length**  1: Measuring Length 1  2: Measuring Length 2  3: Measurement Distance Around  6: First Nations, Métis, and Inuit Use of Land to Estimate Length  7: Consolidation  **Measurement Math Every Day**  1A: Estimation Scavenger Hunt  1A: Estimation Station  **Measurement Intervention**  1: Exploring Length  2: Iterating the Unit | Getting Ready for School  The Discovery  Grade 1  The Amazing Seed |
| Compare and order measurements of different lengths measured with the same non-standard units and explain the choice of unit. | **Measurement Cluster 1: Length**  2: Measuring Length 2  3: Measuring Distance Around  **Measurement Math Every Day**  1B: Which Unit? | Getting Ready for School  The Discovery |
| Compare measurements of the same length measured with different non-standard units. | **Measurement Cluster 1: Length**  1: Measuring Length 1  7: Consolidation | The Discovery  Grade 1  Animal Measures |
| Measure length with standard units by tiling or iterating with a centimetre. | **Measurement Cluster 1: Length**  5: Using a Centicube Ruler |  |
| Compare and order measurements of different lengths measured with centimetres. | **Measurement Cluster 1: Length**  5: Using a Centicube Ruler |  |
| A referent is a personal or familiar representation of a known length.  A common referent from the land or body parts can be used to measure length. | Length can be estimated when a measuring tool is not available. | Identify referents for a centimetre. | **Measurement Cluster 1: Length**  4: Benchmarks and Estimation |  |
| Estimate length by visualizing the iteration of a referent for a centimetre. | **Measurement Cluster 1: Length**  4: Benchmarks and Estimation  **Measurement Math Every Day**  1A: Estimation Station  1B: What Am I? | Getting Ready for School |
| Investigate First Nations, Métis, or Inuit use of the land in estimations of length. | **Measurement Cluster 1: Length**  6: First Nations, Métis, and Inuit Use of Land to Estimate Length |  |

**Mathology Grade 2 Correlation (Patterns) – Alberta**

**Organizing Idea:**

Awareness of patterns supports problem solving in various situations.

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| **Guiding Question:** How can patterns characterize change?  **Learning Outcome:** Students explain and analyze patterns in a variety of contexts. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Change can be an increase or a decrease in the number and size of elements.  A hundreds chart is an arrangement of natural numbers that illustrates multiple patterns.  Patterns can be found and created in cultural designs. | A pattern can show increasing or decreasing change.  A pattern is more evident when the elements are represented, organized, aligned, or oriented in familiar ways. | Describe non-repeating patterns encountered in surroundings, including in art, architecture, cultural designs, and nature. | *Link to other strands:*  ***Measurement Cluster 2: Time***  *13: First Nations Winter Counts*  ***Geometry Cluster 3: Geometric Relationships***  *14: Slides, Flips, and Turns in Artwork*  **Patterning Math Every Day**  1: Patterns Around Us | Pattern Quest  The Best Surprise |
| Investigate patterns in a hundreds chart. | **Patterning Cluster 1: Repeating Patterns**  2: Finding Patterns  *Link to other strands:*  ***Number Cluster 3: Place Value***  *12: Making a Number Line*  **Patterning Intervention**  3: Skip-Counting |  |
| Create and express growing patterns using sounds, objects, pictures, or actions. | **Patterning Cluster 2: Increasing/Decreasing Patterns**  7: Increasing Patterns 1  8: Increasing Patterns 2  9: Reproducing Patterns  10: Creating Patterns  11: Errors and Missing Terms  12: Solving Problems  13: Consolidation  **Patterning Math Every Day**  1A: Show Another Way  1A: Patterns Around Us  1B: How Many Can We Make?  1B: Error Hunt  **Patterning Intervention**  3: Skip-Counting  4: Repeated Addition and Subtraction | The Best Surprise |
| Attributes of elements, such as size and colour, can contribute to a pattern. | A pattern core can vary in complexity. | Create and express a repeating pattern with a pattern core of up to four elements that change by more than one attribute. | **Patterning Cluster 1: Repeating Patterns**  1: Exploring Patterns  3: Extending and Predicting  4: Error and Missing Elements  5: Combining Attributes  6: Consolidation  **Patterning Math Every Day**  1A: Show Another Way  1A: Patterns Around Us  **Patterning Intervention**  1: Finding the Core  2: Representing Patterns | Pattern Quest |

**Mathology Grade 2 Correlation (Time) – Alberta**

**Organizing Idea:**

Duration is described and quantified by time.

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| **Guiding Question:** How can duration support interpretation of time?  **Learning Outcome:** Students relate duration to time. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Events can be related to calendar dates.  Duration can be described using comparative language such as longer or shorter.  Duration can be measured in non-standard units, including events, natural cycles, or personal referents.  Winter counts are First Nations symbolic calendars that record oral traditions and significant events. | Time can be communicated in various ways.  Duration is the measure of an amount of time from beginning to end. | Express significant events using calendar dates. | **Measurement Cluster 2: Time**  8: Days and Weeks  **Measurement Math Every Day**  2: Calendar Questions  2: Monthly Mix-Up |  |
| Describe the duration between or until significant events using comparative language. | **Measurement Cluster 2: Time**  11: Duration of Time  12: Measuring the Duration of Time | Grade 3  Goat Island |
| Describe the duration of events using non-standard units. | **Measurement Cluster 2: Time**  10: Measuring Time  11: Duration of Time  12: Measuring the Duration of Time | Getting Ready for School  Grade 3  Goat Island |
| Relate First Nations’ winter counts to duration. | **Measurement Cluster 2: Time**  13: First Nations Winter Counts |  |
| Time can be described using standard units such as days or minutes. | Duration is quantified by measurement. | Describe the relationship between days, weeks, months, and years. | **Measurement Cluster 2: Time**  8: Days and Weeks  9: Months in a Year  14: Consolidation  **Measurement Intervention**  3: Months of the Year | Grade 3  Goat Island |
| Describe the duration between or until significant events using standard units of time. | **Measurement Cluster 2: Time**  12: Measuring the Duration of Time  14: Consolidation |  |

**Mathology Grade 2 Correlation (Statistics) – Alberta**

**Organizing Idea:**

The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

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| **Guiding Question:** How can data inform representation?  **Learning Outcome:** Students relate data to a variety of representations. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Data can be collected by asking questions.  First-hand data is data collected by the person using the data. | Data can be collected to answer questions. | Generate questions for a specific investigation within the learning environment. | **Data Cluster 1: Data Management**  3: Creating a Survey  5: Making Graphs 2  7: Consolidation | Marsh Watch |
| Collect first-hand data by questioning people within the learning environment. | **Data Cluster 1: Data Management**  3: Creating a Survey  5: Making Graphs 2  6: Representing Data Through First Nations, Metis, and Inuit Stories  **Data Math Every Day**  1: Conducting Surveys | Marsh Watch  Big Buddy Days |
| Data can be recorded using tally marks, words, or counts.  Data can be expressed through First Nations, Métis, or Inuit stories.  A graph includes features such as   * a title * a legend * axes * axis labels   Data can be represented with graphs such as   * pictographs * bar graphs * dot plots | Data can be represented in various ways. | Record data in a table. | **Data Cluster 1: Data Management**  3: Creating a Survey  5: Making Graphs 2  7: Consolidation | Marsh Watch  Big Buddy Days |
| Construct graphs to represent data. | **Data Cluster 1: Data Management**  4: Making Graphs 1  5: Making Graphs 2  7: Consolidation  **Data Intervention**  2: Sorting Objects | Marsh Watch  Big Buddy Days |
| Interpret graphs to answer questions. | **Data Cluster 1: Data Management**  1: Interpreting Graphs 1  4: Making Graphs 1  5: Making Graphs 2  **Data Math Every Day**  1: Reading and Interpreting Graphs  **Data Intervention**  1: Interpreting Pictographs | Marsh Watch  Big Buddy Days |
| Compare the features of pictographs, dot plots, and bar graphs. | **Data Cluster 1: Data Management**  2: Interpreting Graphs 2  5: Making Graphs 2  7: Consolidation  **Data Math Every Day**  1: Reading and Interpreting Graphs | Marsh Watch |

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Description automatically generatedMathology Grade 2 Correlation (Financial Literacy) – Alberta**

**Organizing Idea:**

Informed financial decision making contributes to the well-being of individuals, groups, and communities.

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| **Guiding Question:** How does decision making influence money management?  **Learning Outcome:** Students relate money and decision making. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Decisions about money include how much to  • spend  • save  • share  Individuals can have a limited amount of money to spend.  Money spent on one item means less money for other items or activities.  Individuals can save money for an item, an event, or the future.  Individuals can donate money through charities, organizations, and agencies to help others or support a cause.  Money can be earned in exchange for work that is done or goods and services that are provided.  Responsible decision making involves spending money on needs before wants. | Managing money involves making decisions.  Decisions related to money are based on needs and wants. | Distinguish between a paying job and volunteer work. | **Number Cluster 9: Financial Literacy**  42: Earning Money |  |
| Describe how money can be divided for different purposes. | **Number Cluster 9: Financial Literacy**  43: Spending Money  44: Saving Regularly  **Financial Literacy Intervention**  14: Wants and Needs | The Money Jar |
| Practice making money-related decisions in a variety of contexts. | **Number Cluster 9: Financial Literacy**  42: Earning Money  43: Spending Money  44: Saving Regularly  46: Consolidation |  |