

## Correlation of Pearson Mathematics Makes Sense Grade 2 to The Curriculum

### Number

#### General Outcome

- Develop number sense

It is expected that students will:

<b>Specific Outcomes</b>	<b><i>Pearson Mathematics Makes Sense 2</i></b>
1. Say the number sequence from 0 to 100 by: <ul style="list-style-type: none"> <li>• 2s, 5s and 20s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li>• 10s using starting points from 1 to 9</li> <li>• 2s starting from 1.</li> </ul>	Unit 2, Lesson 1, SB pp. 32, 33; Unit 2, Lesson 2, SB pp. 34, 35; Unit 2, Lesson 3, SB p. 36; Unit 2, Lesson 4, SB p. 37; Unit 2, Lesson 6, SB pp. 39, 40; Unit 2, Lesson 7, SB pp. 41, 42; Unit 2, Lesson 8, SB pp. 43, 44; Unit 2, Lesson 9, SB pp. 45, 46; Unit 2, Lesson 10
2. Demonstrate if a number (up to 100) is even or odd.	Unit 2, Lesson 3, SB p. 36
3. Describe order or relative position using ordinal numbers (up to tenth).	Unit 2, Lesson 5, SB p. 38; Unit 6, Lesson 8, SB p. 184
4. Represent and describe numbers to 100, concretely, pictorially and symbolically.	Unit 2, Lesson 6, SB pp. 39, 40; Unit 2, Lesson 7, SB pp. 41, 42; Unit 2, Lesson 8, SB pp. 43, 44; Unit 2, Lesson 9, SB pp. 45, 46; Unit 2, Lesson 10, SB p. 47; Unit 5, Lesson 11, SB pp. 48, 49; Unit 5, Lesson 12, SB p. 149; Unit 5, Lesson 13, SB pp. 150, 151
5. Compare and order numbers up to 100.	Unit 2, Lesson 13, SB pp. 53, 54; Unit 2, Lesson 14, SB pp. 55, 56
6. Estimate quantities to 100 using referents.	Unit 2, Lesson 6, SB pp. 39, 40; Unit 2, Lesson 7, SB pp. 41, 42
7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.	Unit 2, Lesson 8, SB pp. 43, 44; Unit 2, Lesson 9, SB pp. 45, 46; Unit 2, Lesson 10

<b>Specific Outcomes</b>	<b><i>Pearson Mathematics Makes Sense 2</i></b>
<p>8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number.</p>	<p>Unit 3, Lesson 1, SB pp. 62, 63;            Unit 3, Lesson 2, SB p. 65;            Unit 3, Lesson 4, SB p. 68;            Unit 3, Lesson 8, SB pp. 76, 77;            Unit 5, Lesson 2, SB p. 131;            Unit 5, Lesson 7, SB p. 140</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> <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• creating and solving problems that involve addition and subtraction</li> <li>• explaining that the order in which numbers are added does not affect the sum</li> <li>• explaining that the order in which numbers are subtracted may affect the difference.</li> </ul>	<p>Unit 3, Lesson 1, SB pp. 62, 63;            Unit 3, Lesson 2, SB pp. 64-66;            Unit 3, Lesson 3, SB p. 67;            Unit 3, Lesson 4, SB pp. 68, 69;            Unit 3, Lesson 5, SB pp. 70, 71;            Unit 3, Lesson 6, SB pp. 72-74;            Unit 3, Lesson 7, SB p. 75;            Unit 3, Lesson 8, SB pp. 76, 77;            Unit 3, Lesson 14, SB p. 85;            Unit 5, Lesson 1, SB pp. 128, 129;            Unit 5, Lesson 2, SB pp. 130, 131;            Unit 5, Lesson 3, SB pp. 132, 133;            Unit 5, Lesson 4, SB p. 134;            Unit 5, Lesson 5, SB pp. 135, 136;            Unit 5, Lesson 6, SB pp. 137, 138;            Unit 5, Lesson 7, SB pp. 139, 140;            Unit 5, Lesson 8, SB pp. 141-143;            Unit 5, Lesson 9, SB pp. 144, 145;            Unit 5, Lesson 10, SB p. 146;            Unit 5, Lesson 11, SB pp. 147, 148;            Unit 5, Lesson 13, SB pp. 150, 151</p>
<p>10. Apply mental mathematics strategies, such as:</p> <ul style="list-style-type: none"> <li>• using doubles</li> <li>• making 10</li> <li>• one more, one less</li> <li>• two more, two less</li> <li>• building on a known double</li> <li>• addition or subtraction</li> </ul> <p>to determine basic addition facts to 18 and related subtraction facts.</p>	<p>Unit 3, Lesson 1, SB pp. 62, 63;            Unit 3, Lesson 2, SB pp. 64-66;            Unit 3, Lesson 9, SB p. 78;            Unit 3, Lesson 10, SB p. 79;            Unit 3, Lesson 11, SB p. 80;            Unit 3, Lesson 12, SB pp. 81, 82;            Unit 3, Lesson 13, SB pp. 83, 84</p>

## Patterns and Relations (Patterns)

### General Outcome

- Use patterns to describe the world and solve problems.

It is expected that students will:

<b>Specific Outcomes</b>	<b><i>Pearson Mathematics Makes Sense 2</i></b>
1. Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> <li>• describing</li> <li>• extending</li> <li>• comparing</li> <li>• creating</li> </ul> patterns using manipulatives, diagrams, sounds and actions.	Unit 1, Lesson 1, SB pp. 16, 17; Unit 1, Lesson 2, SB pp. 18, 19; Unit 1, Lesson 3, SB p. 20; Unit 1, Lesson 4, SB pp. 21, 22; Unit 6, Lesson 8, SB pp. 184, 185
2. Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating</li> </ul> patterns using manipulatives, diagrams, sounds and actions (numbers to 100).	Unit 1, Lesson 5, SB p. 23; Unit 1, Lesson 6, SB p. 24; Unit 1, Lesson 7, SB pp. 25, 26; Unit 2, Lesson 1, SB pp. 32, 33; Unit 2, Lesson 2, SB pp. 34, 35; Unit 2, Lesson 4, SB p. 37; Unit 3, Lesson 13, SB p. 83; Unit 4, Lesson 1

## Patterns and Relations (Variables and Equations)

### General Outcome

- Represent algebraic expressions in multiple ways.

It is expected that students will:

<b>Specific Outcomes</b>	<b><i>Pearson Mathematics Makes Sense 2</i></b>
3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).	Unit 2, Lesson 12, SB pp. 50-52; Unit 2, Lesson 13; Unit 5, Lesson 12
4. Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.	Unit 3, Lesson 3, SB p. 67; Unit 5, Lesson 12

## Shape and Space (Measurement)

### General Outcome

- Use direct or indirect measurement to solve problems.

It is expected that students will:

<b>Specific Outcomes</b>	<b><i>Pearson Mathematics Makes Sense 2</i></b>
1. Relate the number of days to a week and the number of months to a year in a problem-solving context.	Unit 4, Lesson 1, SB pp. 108-110; Unit 4, Lesson 2, SB p. 111
2. Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight).	Unit 4, Lesson 4, SB p. 113; Unit 4, Lesson 8, SB p. 119
3. Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison.	Unit 4, Lesson 3, SB p. 112; Unit 4, Lesson 4, SB p. 113; Unit 4, Lesson 6, SB p. 116; Unit 4, Lesson 7, SB pp. 117, 118; Unit 4, Lesson 9, SB p. 121
4. Measure length to the nearest non-standard unit by: <ul style="list-style-type: none"> <li>• using multiple copies of a unit</li> <li>• using a single copy of a unit (iteration process).</li> </ul>	Unit 4, Lesson 3, SB p. 112; Unit 4, Lesson 4, SB p. 113; Unit 4, Lesson 5, SB pp. 114, 115; Unit 4, Lesson 7, SB pp. 117, 118
5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.	Unit 4, Lesson 3; Unit 4, Lesson 5, SB p. 114; Unit 4, Lesson 6, SB p. 116; Unit 4, Lesson 8, SB p. 120; Unit 4, Lesson 9, SB p. 121

## Shape and Space (3-D Objects and 2-D Shapes)

### General Outcome

- Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

It is expected that students will:

Specific Outcomes	<i>Pearson Mathematics Makes Sense 2</i>
6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule.	Unit 6, Lesson 2, SB p. 175; Unit 6, Lesson 5, SB pp. 179, 180
7. Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> <li>cubes</li> <li>spheres</li> <li>cones</li> <li>cylinders</li> <li>pyramids.</li> </ul>	Unit 6, Lesson 4, SB pp. 177, 178; Unit 6, Lesson 5, SB pp. 179, 180; Unit 6, Lesson 6, SB p. 181; Unit 6, Lesson 8, SB p. 184
8. Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> <li>triangles</li> <li>squares</li> <li>rectangles</li> <li>circles.</li> </ul>	Unit 6, Lesson 1, SB p. 174; Unit 6, Lesson 2, SB p. 175; Unit 6, Lesson 3, SB p. 176; Unit 6, Lesson 8, SB p. 185
9. Identify 2-D shapes as parts of 3-D objects in the environment.	Unit 6, Lesson 7, SB pp. 182, 183

## Statistics and Probability (Data Analysis)

### General Outcome

- Collect, display and analyze data to solve problems.

It is expected that students will:

<b>Specific Outcomes</b>	<b><i>Pearson Mathematics Makes Sense 2</i></b>
1. Gather and record data about self and others to answer questions.	Unit 7, Lesson 1; Unit 7, Lesson 2, SB p. 193; Unit 7, Lesson 6, SB pp. 199, 200; Unit 7, Lesson 7, SB pp. 201, 202
2. Construct and interpret concrete graphs and pictographs to solve problems.	Unit 7, Lesson 1, SB p. 192; Unit 7, Lesson 2, SB p. 193; Unit 7, Lesson 3, SB pp. 194, 195; Unit 7, Lesson 4, SB p. 196; Unit 7, Lesson 5; SB pp. 197, 198