**Mathology Grade 2 Correlation – Alberta**

**Master 1a**

a

**Number Cluster 1: Counting**

**Organizing Idea:**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| 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. | 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) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | 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? | 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 | Ways to Count  (numbers to 100)  Family Fun Day  (numbers to 100)  What Would You Rather? (numbers to 100) |

**Master 1b**

a