

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

Note: Codes to curriculum are for cross-referencing purposes only.

### Ontario

Curriculum Expectations	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>Overall Expectations</b> <b>N1 Quantity Relationships:</b> read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢ <b>N2 Counting:</b> demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points <b>Cross Strand:</b> Patterning and Algebra <b>P2 Expressions and Equality:</b> demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols, and addition and subtraction to 18			
<p><b>N1.1</b> represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools</p> <p><b>N1.2</b> read and print in words whole numbers to twenty, using meaningful contexts</p> <p><b>N1.3</b> compose and decompose two-digit numbers in a variety of ways, using concrete materials</p> <p><b>N1.4</b> determine, using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer</p>	<p><b>Below Grade: Intervention</b>            3: My 10 Bracelet            4: Who Has More?</p> <p><b>On Grade: Teacher Cards</b>            6: Comparing Quantities (N1.1, N2.1)            7: Ordering Quantities (N1.1, N2.1)            8: Odd and Even Numbers (N1.1, N2.1)            9: Ordinal Numbers            10: Estimating with Benchmarks            11: Decomposing to 20 (N1.3, N2.1, P2.1)            12: Number Relationships 1 Consolidation (N1.1, N1.3, N1.4, N2.1, P2.1)</p> <p><b>On Grade: Math Every Day Card 2A:</b>            Show Me in Different Ways (N1.1, N1.3, P2.1)</p>	<p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>Paddling the River (Activities 6, 7, 11, 12)</li> <li>A Family Cookout (Activities 6, 7, 10)</li> <li>At the Corn Farm (Activity 10)</li> <li>Canada's Oldest Sport (Activities 11, 12)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>The Great Dogsled Race (Activities 6, 7)</li> <li>Back to Batoche (Activity 7)</li> <li>Ways to Count (Activities 8, 10)</li> <li>Family Fun Day (Activities 11, 12)</li> </ul>	<p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the Principles of Counting</b></p> <ul style="list-style-type: none"> <li>Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activity 11)</li> <li>Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)</li> <li>Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)</li> </ul> <p><b>Big Idea: Numbers are related in many ways.</b></p> <p><b>Comparing and Ordering Quantities (Multitude or Magnitude)</b></p> <ul style="list-style-type: none"> <li>Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)</li> <li>Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)</li> <li>Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)</li> <li>Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)</li> </ul>

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Ontario (continued)

<p><b>N2.1</b> Count forward by 1's, 2's, 5's, 10's, and 25's to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10</p> <p><b>N2.3</b> locate whole numbers to 100 on a number line and on a partial number line</p> <p><b>P2.1</b> demonstrate an understanding of the concept of equality by partitioning whole numbers to 18 in a variety of ways, using concrete materials</p>	<p>Guess My Number (N1.1, N1.3)  <b>Card 2B:</b>          Math Commander (N1.1, N1.3, N1.4, N2.3)          Building an Open Number Line (N1.1, N1.3, N1.4, N2.3)</p>	<p><b>Above Grade:</b></p> <ul style="list-style-type: none"> <li>• Math Makes Me Laugh (Activity 6)</li> <li>• Fantastic Journeys (Activities 6, 7, 10, 12)</li> <li>• Finding Buster (Activity 11)</li> <li>• How Numbers Work (Activity 11)</li> </ul>	<p><b>Estimating Quantities and Numbers</b></p> <ul style="list-style-type: none"> <li>- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)</li> </ul> <p><b>Decomposing Wholes into Parts and Composing Wholes from Parts</b></p> <ul style="list-style-type: none"> <li>- Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</li> </ul> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <ul style="list-style-type: none"> <li>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</li> </ul> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</b></p> <ul style="list-style-type: none"> <li>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</li> </ul>
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# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

Note: Codes to curriculum are for cross-referencing purposes only.

### British Columbia/Yukon Territories

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>Big Idea</b> Numbers to 100 represent quantities that can be decomposed into 10s and 1s.			
<b>Cross Strand:</b> Patterns and Relations			
<b>N1 Number concepts to 100</b> Counting: <ul style="list-style-type: none"> <li>• <b>N1.1</b> skip-counting by 2, 5, and 10:               <ul style="list-style-type: none"> <li>– <b>N1.1b</b> increasing and decreasing (forward and backward)</li> </ul> </li> <li>• <b>N1.2</b> Quantities to 100 can be arranged and recognized               <ul style="list-style-type: none"> <li>– <b>N1.2a</b> comparing and ordering numbers to 100</li> <li>– <b>N1.2b</b> benchmarks of 25, 50, and 100</li> </ul> </li> <li>• <b>N1.3</b> Even and odd numbers</li> </ul> <b>N2 Benchmarks of 25, 50, and 100 and personal referents</b> <ul style="list-style-type: none"> <li>• <b>N2.1</b> Seating arrangements at ceremonies/feasts</li> </ul>	<b>Below Grade: Intervention</b> 3: My 10 Bracelet 4: Who Has More?  <b>On Grade: Teacher Cards</b> 6: Comparing Quantities (N1.2, N1.2a) 7: Ordering Quantities (N1.2, N1.2a, N1.2b) 8: Odd and Even Numbers (N1.3) 9: Ordinal Numbers 10: Estimating with Benchmarks (N1.2, N1.2b, N2, N2.1) 11: Decomposing to 20 (N1.1b, N3.2) 12: Number Relationships 1 Consolidation (N1.2, N1.2a, N1.2b, N1.3, N2, N4.1, N4.2)  <b>On Grade: Math Every Day Card 2A:</b> Show Me in Different Ways (N1.2, N1.2a, N1.3, N3.2, N4.1)	<b>Below Grade:</b> <ul style="list-style-type: none"> <li>• Paddling the River (Activities 6, 7, 11, 12)</li> <li>• A Family Cookout (Activities 6, 7, 10)</li> <li>• At the Corn Farm (Activity 10)</li> <li>• Canada's Oldest Sport (Activities 11, 12)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>• What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>• The Great Dogsled Race (Activities 6, 7)</li> <li>• Back to Batoche (Activity 7)</li> <li>• Ways to Count (Activities 8, 10)</li> <li>• Family Fun Day (Activities 11, 12)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>• Math Makes Me Laugh (Activity 6)</li> </ul>	<b>Big Idea: Numbers tell us how many and how much.</b> <b>Applying the Principles of Counting</b> <ul style="list-style-type: none"> <li>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activity 11)</li> <li>- Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)</li> <li>- Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)</li> </ul>
			<b>Big Idea: Numbers are related in many ways.</b> <b>Comparing and Ordering Quantities (Multitude or Magnitude)</b> <ul style="list-style-type: none"> <li>- Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)</li> <li>- Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)</li> <li>- Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)</li> <li>- Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)</li> </ul> <b>Estimating Quantities and Numbers</b> <ul style="list-style-type: none"> <li>- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)</li> </ul>

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

### British Columbia/Yukon Territories (continued)

<p><b>N3 Addition and subtraction facts to 20 (introduction of computational strategies)</b></p> <ul style="list-style-type: none"> <li>• <b>N3.2</b> fluency with math strategies for addition and subtraction (e.g., making or bridging 10, decomposing, identifying related doubles, adding on to find the difference)</li> </ul> <p><b>N4 Addition and subtraction to 100</b></p> <ul style="list-style-type: none"> <li>• <b>N4.1</b> Decomposing numbers to 100</li> <li>• <b>N4.5</b> using an open number line, hundred chart, ten-frames</li> </ul>	<p>Guess My Number (N1.2, N1.2a, N1.3)  <b>Card 2B:</b>            Math Commander (N1.3)            Building an Open Number Line (N1.2, N1.2a, N1.2b, N2, N4.5)</p>	<ul style="list-style-type: none"> <li>• Fantastic Journeys (Activities 6, 7, 10, 12)</li> <li>• Finding Buster (Activity 11)</li> <li>• How Numbers Work (Activity 11)</li> </ul>	<p><b>Decomposing Wholes into Parts and Composing Wholes from Parts</b></p> <p>- Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</p>
			<p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p>
			<p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <p>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</p>
			<p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p>
			<p><b>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</b></p> <p>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</p>

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

### New Brunswick/Prince Edward Island/Newfoundland and Labrador

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>General Outcome</b> Develop number sense <b>Cross Strand</b> <b>Patterns and Relations:</b> Represent algebraic expressions in multiple ways			
<b>N1</b> Say the number sequence from 0 to 100 by: <ul style="list-style-type: none"> <li><b>N1a</b> 2s, 5s and 10s, forward and backward, using starting points that are multiples</li> </ul> <b>N2</b> Demonstrate if a number (up to 100) is even or odd.	<b>Below Grade: Intervention</b> 3: My 10 Bracelet 4: Who Has More?  <b>On Grade: Teacher Cards</b> 6: Comparing Quantities (N5) 7: Ordering Quantities (N5) 8: Odd and Even Numbers (N2) 9: Ordinal Numbers (N3) 10: Estimating with Benchmarks (N6) 11: Decomposing to 20 (N1a, N4, PR3) 12: Number Relationships 1 Consolidation (N2, N3, N4, N5, PR3)  <b>On Grade: Math Every Day Card 2A:</b> Show Me in Different Ways (N2, N4, N5) Guess My Number (N2, N4, N5) <b>Card 2B:</b> Math Commander (N2, N3)	<b>Below Grade:</b> <ul style="list-style-type: none"> <li>Paddling the River (Activities 6, 7, 11, 12)</li> <li>A Family Cookout (Activities 6, 7, 10)</li> <li>At the Corn Farm (Activity 10)</li> <li>Canada's Oldest Sport (Activities 11, 12)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>The Great Dogsled Race (Activities 6, 7)</li> <li>Back to Batoche (Activity 7)</li> <li>Ways to Count (Activities 8, 10)</li> <li>Family Fun Day (Activities 11, 12)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>Math Makes Me Laugh (Activity 6)</li> <li>Fantastic Journeys (Activities 6, 7, 10, 12)</li> </ul>	<b>Big Idea: Numbers tell us how many and how much.</b> <b>Applying the Principles of Counting</b> <ul style="list-style-type: none"> <li>Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activity 11)</li> <li>Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)</li> <li>Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)</li> </ul> <b>Big Idea: Numbers are related in many ways.</b> <b>Comparing and Ordering Quantities (Multitude or Magnitude)</b> <ul style="list-style-type: none"> <li>Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)</li> <li>Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)</li> <li>Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)</li> <li>Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)</li> </ul> <b>Estimating Quantities and Numbers</b> <ul style="list-style-type: none"> <li>Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)</li> </ul> <b>Decomposing Wholes into Parts and Composing Wholes from Parts</b> <ul style="list-style-type: none"> <li>Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</li> </ul>
<b>N3</b> Describe order or relative position, using ordinal numbers (up to tenth).			
<b>N4</b> Represent and describe numbers to 100, concretely, pictorially and symbolically.			
<b>N5</b> Compare and order numbers up to 100.			
<b>PR3</b> Demonstrate and explain the meaning of equality and inequality			

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

### New Brunswick/Prince Edward Island/Newfoundland and Labrador (continued)

by using manipulatives and diagrams (0-100).	Building an Open Number Line (N4, N5)	<ul style="list-style-type: none"> <li>Finding Buster (Activity 11)</li> <li>How Numbers Work (Activity 11)</li> </ul>	<b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b>
			<b>Unitizing Quantities and Comparing Units to the Whole</b> - Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)
			<b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b>
			<b>Understanding Equality and Inequality, Building on Generalized Operations of Numbers and Operations</b> - Records different expressions of the same quantity as equalities (e.g., $2 + 4 = 5 + 1$ ). (Activities 11, 12)

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Manitoba

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>General Outcome</b> Develop number sense <b>Cross Strand</b> Patterns and Relations: Represent algebraic expressions in multiple ways			
<b>2.N.2</b> Demonstrate if a number (up to 100) is even or odd.  <b>2.N.3</b> Describe order or relative position using ordinal numbers.  <b>2.N.4</b> Represent and describe numbers to 100, concretely, pictorially and symbolically.  <b>2.N.5</b> Compare and order numbers up to 100.  <b>2.N.6</b> Estimate quantities to 100 using referents.	<b>Below Grade: Intervention</b> 3: My 10 Bracelet 4: Who Has More?  <b>On Grade: Teacher Cards</b> 6: Comparing Quantities (2.N.5) 7: Ordering Quantities (2.N.5) 8: Odd and Even Numbers (2.N.2) 9: Ordinal Numbers (2.N.3) 10: Estimating with Benchmarks (2.N.6) 11: Decomposing to 20 (2.N.4) 12: Number Relationships 1 Consolidation (2.N.4, 2.N.5)  <b>On Grade: Math Every Day Card 2A:</b> Show Me in Different Ways (2.N.2, 2.N.4) Guess My Number (2.N.2, 2.N.4, 2.N.5) <b>Card 2B:</b> Math Commander (2.N.2, 2.N.3) Building an Open Number Line (2.N.4, 2.N.5)	<b>Below Grade:</b> <ul style="list-style-type: none"> <li>• Paddling the River (Activities 6, 7, 11, 12)</li> <li>• A Family Cookout (Activities 6, 7, 10)</li> <li>• At the Corn Farm (Activity 10)</li> <li>• Canada's Oldest Sport (Activities 11, 12)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>• What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>• The Great Dogsled Race (Activities 6, 7)</li> <li>• Back to Batoche (Activity 7)</li> <li>• Ways to Count (Activities 8, 10)</li> <li>• Family Fun Day (Activities 11, 12)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>• Math Makes Me Laugh (Activity 6)</li> <li>• Fantastic Journeys (Activities 6, 7, 10, 12)</li> </ul>	<b>Big Idea: Numbers tell us how many and how much.</b> <b>Applying the Principles of Counting</b> - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activity 11) - Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2) - Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2) <b>Big Idea: Numbers are related in many ways.</b> <b>Comparing and Ordering Quantities (Multitude or Magnitude)</b> - Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4) - Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2) - Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1) - Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1) <b>Estimating Quantities and Numbers</b> - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10) <b>Decomposing Wholes into Parts and Composing Wholes from Parts</b>

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Manitoba (continued)

		<ul style="list-style-type: none"> <li>Finding Buster (Activity 11)</li> <li>How Numbers Work (Activity 11)</li> </ul>	<p>- Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</p> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <p>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</p> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding Equality and Inequality, Building on Generalized Operations of Numbers and Operations</b></p> <p>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</p>
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# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Nova Scotia

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>General Outcome</b> Students will be expected to demonstrate number sense.			
<b>Cross Strand</b> <b>Patterns and Relations:</b> Students will be expected to represent algebraic expressions in multiple ways.			
<b>N01</b> Students will be expected to say the number sequence by <ul style="list-style-type: none"> <li><b>N01b</b> 2s, forward and backward, starting from any point to 100</li> </ul>	<b>Below Grade: Intervention</b> 3: My 10 Bracelet 4: Who Has More?  <b>On Grade: Teacher Cards</b> 6: Comparing Quantities (N05) 7: Ordering Quantities (N05) 8: Odd and Even Numbers (N02) 9: Ordinal Numbers (N03) 10: Estimating with Benchmarks (N06) 11: Decomposing to 20 (N01b, N04, PR03) 12: Number Relationships 1 Consolidation (N02, N03, N04, N05, PR03)	<b>Below Grade:</b> <ul style="list-style-type: none"> <li>Paddling the River (Activities 6, 7, 11, 12)</li> <li>A Family Cookout (Activities 6, 7, 10)</li> <li>At the Corn Farm (Activity 10)</li> <li>Canada's Oldest Sport (Activities 11, 12)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>The Great Dogsled Race (Activities 6, 7)</li> <li>Back to Batoche (Activity 7)</li> <li>Ways to Count (Activities 8, 10)</li> <li>Family Fun Day (Activities 11, 12)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>Math Makes Me Laugh (Activity 6)</li> <li>Fantastic Journeys (Activities 6, 7, 10, 12)</li> </ul>	<b>Big Idea: Numbers tell us how many and how much.</b> <b>Applying the Principles of Counting</b> <ul style="list-style-type: none"> <li>Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activity 11)</li> <li>Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)</li> <li>Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)</li> </ul> <b>Big Idea: Numbers are related in many ways.</b> <b>Comparing and Ordering Quantities (Multitude or Magnitude)</b> <ul style="list-style-type: none"> <li>Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)</li> <li>Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)</li> <li>Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)</li> <li>Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)</li> </ul> <b>Estimating Quantities and Numbers</b> <ul style="list-style-type: none"> <li>Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)</li> </ul> <b>Decomposing Wholes into Parts and Composing Wholes from Parts</b> <ul style="list-style-type: none"> <li>Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</li> </ul>
<b>N02</b> Students will be expected to demonstrate if a number (up to 100) is even or odd.			
<b>N03</b> Students will be expected to describe order or relative position using ordinal numbers (up to tenth).			
<b>N04</b> Students will be expected to represent and partition numbers to 100.	<b>On Grade: Math Every Day Card 2A:</b> Show Me in Different Ways (N02, N04, N05) Guess My Number (N02, N04, N05)		
<b>N05</b> Students will be expected to compare and order numbers up to 100.	<b>Card 2B:</b> Math Commander (N02, N03)		

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Nova Scotia (continued)

<p><b>N06</b> Students will be expected to estimate quantities to 100 by using referents.</p> <p><b>PR03</b> Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).</p>	<p>Building an Open Number Line (N04, N05)</p>	<ul style="list-style-type: none"> <li>Finding Buster (Activity 11)</li> <li>How Numbers Work (Activity 11)</li> </ul>	<p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p>
			<p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <p>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</p>
			<p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p>
			<p><b>Understanding Equality and Inequality, Building on Generalized Operations of Numbers and Operations</b></p> <p>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</p>

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

### Alberta/Northwest Territories/Nunavut

Learning Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>General Outcome</b> Students will be expected to demonstrate number sense.			
<b>Cross Strand:</b> <b>Patterns and Relations:</b> Represent algebraic expressions in multiple ways.			
<b>Number</b> 1. Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> <li>1a. 2s, 5s, and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively.</li> </ul> 2. Demonstrate if a number (up to 100) is even or odd. 3. Describe order or relative position using ordinal numbers (up to tenth). 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. 5. Compare and order numbers up to 100.	<b>Below Grade: Intervention</b> 3: My 10 Bracelet 4: Who Has More?  <b>On Grade: Teacher Cards</b> 6: Comparing Quantities (N5) 7: Ordering Quantities (N5) 8: Odd and Even Numbers (N2) 9: Ordinal Numbers (N3) 10: Estimating with Benchmarks (N6) 11: Decomposing to 20 (N1a, N4, N10, PR4) 12: Number Relationships 1 Consolidation (N2, N3, N4, N5, N10, PR4)  <b>On Grade: Math Every Day Card 2A:</b> Show Me in Different Ways (N2, N4, N5) Guess My Number (N2, N4, N5) <b>Card 2B:</b> Math Commander (N2, N3)	<b>Below Grade:</b> <ul style="list-style-type: none"> <li>Paddling the River (Activities 6, 7, 11, 12)</li> <li>A Family Cookout (Activities 6, 7, 10)</li> <li>At the Corn Farm (Activity 10)</li> <li>Canada's Oldest Sport (Activities 11, 12)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>The Great Dogsled Race (Activities 6, 7)</li> <li>Back to Batoche (Activity 7)</li> <li>Ways to Count (Activities 8, 10)</li> <li>Family Fun Day (Activities 11, 12)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>Math Makes Me Laugh (Activity 6)</li> <li>Fantastic Journeys (Activities 6, 7, 10, 12)</li> </ul>	<b>Big Idea: Numbers tell us how many and how much.</b>
			<b>Applying the Principles of Counting</b> - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activity 11) - Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2) - Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)
<b>Big Idea: Numbers are related in many ways.</b>			
<b>Comparing and Ordering Quantities (Multitude or Magnitude)</b> - Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4) - Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2) - Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1) - Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)			
<b>Estimating Quantities and Numbers</b> - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)			

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

### Alberta/Northwest Territories/Nunavut (continued)

<p>6. Estimate quantities to 100, using referents.</p> <p>10. Apply mental mathematics strategies for basic addition facts and related subtraction facts to 18.</p> <p><b>Patterns and Relations</b></p> <p>4. Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.</p>	<p>Building an Open Number Line (N4, N5)</p>	<ul style="list-style-type: none"> <li>Finding Buster (Activity 11)</li> <li>How Numbers Work (Activity 11)</li> </ul>	<p><b>Decomposing Wholes into Parts and Composing Wholes from Parts</b></p> <p>- Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</p> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <p>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</p> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding Equality and Inequality, Building on Generalized Operations of Numbers and Operations</b></p> <p>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</p>
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# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Saskatchewan

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression			
<b>Goals</b> Spatial Sense, Logical Thinking, Mathematics as a Human Endeavour						
<p><b>N2.1</b> Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by:</p> <ul style="list-style-type: none"> <li>• <b>N2.1a representing (including place value)</b></li> <li>• N2.1b describing</li> <li>• <b>N2.1c skip counting</b></li> <li>• <b>N2.1d differentiating between odd and even numbers</b></li> <li>• <b>N2.1e estimating with referents</b></li> <li>• <b>N2.1f comparing two numbers</b></li> <li>• <b>N2.1g ordering three or more numbers</b></li> </ul>	<p><b>Below Grade: Intervention</b> 3: My 10 Bracelet 4: Who Has More?</p> <p><b>On Grade: Teacher Cards</b> 6: Comparing Quantities (N2.1f) 7: Ordering Quantities (N2.1f, N2.1g) 8: Odd and Even Numbers (N2.1d) 9: Ordinal Numbers (N2.1a) 10: Estimating with Benchmarks (N2.1e) 11: Decomposing to 20 (N2.1a, N2.1c) 12: Number Relationships 1 Consolidation (N2.1a, N2.1d, N2.1f, N2.1g)</p> <p><b>On Grade: Math Every Day Card 2A:</b> Show Me in Different Ways (N2.1a, N2.1d, N2.1f) Guess My Number (N2.1a, N2.1d, N2.1f) <b>Card 2B:</b> Math Commander (N2.1a, N2.1d)</p>	<p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>• Paddling the River (Activities 6, 7, 11, 12)</li> <li>• A Family Cookout (Activities 6, 7, 10)</li> <li>• At the Corn Farm (Activity 10)</li> <li>• Canada's Oldest Sport (Activities 11, 12)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>• What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>• The Great Dogsled Race (Activities 6, 7)</li> <li>• Back to Batoche (Activity 7)</li> <li>• Ways to Count (Activities 8, 10)</li> <li>• Family Fun Day (Activities 11, 12)</li> </ul> <p><b>Above Grade:</b></p> <ul style="list-style-type: none"> <li>• Math Makes Me Laugh (Activity 6)</li> <li>• Fantastic Journeys (Activities 6, 7, 10, 12)</li> <li>• Finding Buster (Activity 11)</li> </ul>	<p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the Principles of Counting</b> - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activity 11) - Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2) - Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)</p>			
						<p><b>Big Idea: Numbers are related in many ways.</b></p>
						<p><b>Comparing and Ordering Quantities (Multitude or Magnitude)</b> - Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4) - Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2) - Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1) - Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)</p>
						<p><b>Estimating Quantities and Numbers</b> - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)</p> <p><b>Decomposing Wholes into Parts and Composing Wholes from Parts</b> - Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</p>

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Saskatchewan (continued)

	Building an Open Number Line (N2.1a, N2.1g)	<ul style="list-style-type: none"> <li>How Numbers Work (Activity 11)</li> </ul>	<p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <p>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</p> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding Equality and Inequality, Building on Generalized Operations of Numbers and Operations</b></p> <p>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</p>
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