

# Curriculum Correlation

## Measurement Cluster 3: Time

## Ontario

Curriculum Expectations	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>Overall Expectations</b> <b>M1 Attributes, Units, and Measurement Sense:</b> estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units <b>M2 Measurement Relationships:</b> compare, describe, and order objects, using attributes measured in non-standard units and standard units. <b>Cross Strand:</b> Number <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			
<p><b>M1.8</b> tell and write time to the quarter-hour, using demonstration digital and analogue clocks</p> <p><b>M1.9</b> construct tools for measuring time intervals in non-standard units</p> <p><b>M1.10</b> describe how changes in temperature affect everyday experiences</p> <p><b>M1.11</b> use a standard thermometer to determine whether temperature is rising or falling</p> <p><b>M2.3</b> determine, through investigation, the relationship between days and weeks and between months and years.</p>	<p><b>Below Grade: Intervention</b>            5: Months of the Year            6: Telling Time</p> <p><b>On Grade: Teacher Cards</b>            13: Days and Weeks (M2.3, N2.1)            14: Months in a Year (M2.3, N2.1)            15: Measuring Time (M1.9, N2.1)            16: Time to the Quarter-Hour (M1.8, N2.1)            17: Changes in Temperature (M1.10, M1.11)            18: Time and Temperature Consolidation (M1.8, M1.10, M1.11, M2.3, N2.1)</p> <p><b>On Grade: Math Every Day Card 3A:</b>            Hula Hoop Clock (M1.8, N1.1)            Calendar Questions (M2.3, N2.1)  <b>Card 3B:</b>            Monthly Mix-Up (M2.3, N2.1)            Thermometer Drop or Pop (M1.10, M1.11)</p>	<p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>Getting Ready for School (Activities 15, 18)</li> </ul> <p><b>Above Grade:</b></p> <ul style="list-style-type: none"> <li>Goat Island (Activities 14, 15, 17, 18)</li> </ul>	<p><b>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</b></p> <p><b>Understanding Relationships Among Measurement Units</b>            - Understands relationship of units of length (mm, cm, m), mass (g, kg), capacity (mL, L), and time (e.g., seconds, minutes, hours). (Activities 13, 14, 18; MED 3A: 2, MED 3B: 1)</p> <p><b>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</b></p> <p><b>Understanding Attributes That Can Be Measured</b>            - Explores measurement of visible attributes (e.g., length, capacity, area) and non-visible attributes (e.g., mass, time, temperature). (Activities 15, 16, 17, 18; MED 3A: 1; MED 3B: 2)</p> <p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the Principles of Counting</b>            - Says the number name sequence forward through the teen numbers. (Activities 13, 14, 15, 18; MED 3A: 2; MED 3B: 1)            - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 16, 18; MED 3A: 1)</p>

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### 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>Big Idea: Numbers are related in many ways.</b></p> <p><b>Comparing and Ordering Quantities</b></p> <ul style="list-style-type: none"> <li>- Uses ordinal numbers in context (e.g., days on a calendar: the 3rd of March). (Activities 13, 14, 18; MED 3A: 2; MED 3B: 1)</li> </ul>
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## Measurement Cluster 3: Time

### 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> <b>Shape and Space:</b> Use direct or indirect measurement to solve problems. <b>Cross Strand</b> <b>Number:</b> Develop number sense.			
<b>SS1</b> Relate the number of days to a week and the number of months to a year in a problem-solving context.  <b>N3</b> Describe order or relative position using ordinal numbers (up to tenth)	<b>Below Grade: Intervention</b> 5: Months of the Year 6: Telling Time  <b>On Grade: Teacher Cards</b> 13: Days and Weeks (SS1, N3) 14: Months in a Year (SS1, N3) 15: Measuring Time 16: Time to the Quarter-Hour 17: Changes in Temperature 18: Time and Temperature Consolidation  <b>On Grade: Math Every Day Card 3A:</b> Hula Hoop Clock Calendar Questions (SS1, 2N3) <b>Card 3B:</b> Monthly Mix-Up (SS1, N3) Thermometer Drop or Pop	<b>On Grade:</b> <ul style="list-style-type: none"> <li>Getting Ready for School (Activities 15, 18)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>Goat Island (Activities 14, 15, 17, 18)</li> </ul>	<b>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</b> <b>Understanding Relationships Among Measurement Units</b> - Understands relationship of units of length (mm, cm, m), mass (g, kg), capacity (mL, L), and time (e.g., seconds, minutes, hours). (Activities 13, 14, 18; MED 3A: 2, MED 3B: 1)
			<b>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</b>
			<b>Understanding Attributes That Can Be Measured</b> - Explores measurement of visible attributes (e.g., length, capacity, area) and non-visible attributes (e.g., mass, time, temperature). (Activities 15, 16, 17, 18; MED 3A: 1; MED 3B: 2)
			<b>Big Idea: Numbers tell us how many and how much.</b> <b>Applying the Principles of Counting</b> - Says the number name sequence forward through the teen numbers. (Activities 13, 14, 15, 18; MED 3A: 2; MED 3B: 1) - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 16, 18; MED 3A: 1)
			<b>Big Idea: Numbers are related in many ways.</b> <b>Comparing and Ordering Quantities</b> - Uses ordinal numbers in context (e.g., days on a calendar: the 3rd of March). (Activities 13, 14, 18; MED 3A: 2; MED 3B: 1)

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## Manitoba

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>General Outcome</b> Shape and Space: Use direct or indirect measurement to solve problems.			
<b>Cross Strand</b> Number: Develop number sense.			
<b>2.SS.1</b> Relate the number of days to a week and the number of months to a year in a problem-solving context.  <b>2.N.3</b> Describe order or relative position using ordinal numbers.	<b>Below Grade: Intervention</b> 5: Months of the Year 6: Telling Time  <b>On Grade: Teacher Cards</b> 13: Days and Weeks (2.SS.1, 2.N.3) 14: Months in a Year (2.SS.1, 2.N.3) 15: Measuring Time 16: Time to the Quarter-Hour 17: Changes in Temperature 18: Time and Temperature Consolidation  <b>On Grade: Math Every Day Card 3A:</b> Hula Hoop Clock Calendar Questions (2.SS.1, 2.N.3) <b>Card 3B:</b> Monthly Mix-Up (2.SS.1, 2.N.3) Thermometer Drop or Pop	<b>On Grade:</b> <ul style="list-style-type: none"> <li>Getting Ready for School (Activities 15, 18)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>Goat Island (Activities 14, 15, 17, 18)</li> </ul>	<b>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</b> <b>Understanding Relationships Among Measurement Units</b> - Understands relationship of units of length (mm, cm, m), mass (g, kg), capacity (mL, L), and time (e.g., seconds, minutes, hours). (Activities 13, 14, 18; MED 3A: 2, MED 3B: 1) <b>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</b> <b>Understanding Attributes That Can Be Measured</b> - Explores measurement of visible attributes (e.g., length, capacity, area) and non-visible attributes (e.g., mass, time, temperature). (Activities 15, 16, 17, 18; MED 3A: 1; MED 3B: 2) <b>Big Idea: Numbers tell us how many and how much.</b> <b>Applying the Principles of Counting</b> - Says the number name sequence forward through the teen numbers. (Activities 13, 14, 15, 18; MED 3A: 2; MED 3B: 1) - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 16, 18; MED 3A: 1) <b>Big Idea: Numbers are related in many ways.</b> <b>Comparing and Ordering Quantities</b> - Uses ordinal numbers in context (e.g., days on a calendar: the 3rd of March). (Activities 13, 14, 18; MED 3A: 2; MED 3B: 1)

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## Nova Scotia

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>General Outcome</b> Measurement: Students will be expected to use direct and indirect measure to solve problems.			
<b>Cross Strand</b> Number: Students will be expected to develop number sense.			
<p><b>M01</b> Students will be expected to demonstrate an understanding of the calendar and the relationships among days, weeks, months, and years.</p> <p><b>N03</b> Students will be expected to describe order or relative position using ordinal numbers (up to tenth).</p>	<p><b>Below Grade: Intervention</b>            5: Months of the Year            6: Telling Time</p> <p><b>On Grade: Teacher Cards</b>            13: Days and Weeks (M01, N03)            14: Months in a Year (M01, N03)            15: Measuring Time            16: Time to the Quarter-Hour            17: Changes in Temperature            18: Time and Temperature Consolidation</p> <p><b>On Grade: Math Every Day Card 3A:</b>            Hula Hoop Clock            Calendar Questions (M01, N03)  <b>Card 3B:</b>            Monthly Mix-Up (M01, N03)            Thermometer Drop or Pop</p>	<p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>Getting Ready for School (Activities 15, 18)</li> </ul> <p><b>Above Grade:</b></p> <ul style="list-style-type: none"> <li>Goat Island (Activities 14, 15, 17, 18)</li> </ul>	<p><b>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</b></p>
			<p><b>Understanding Relationships Among Measurement Units</b></p> <p>- Understands relationship of units of length (mm, cm, m), mass (g, kg), capacity (mL, L), and time (e.g., seconds, minutes, hours). (Activities 13, 14, 18; MED 3A: 2, MED 3B: 1)</p>
			<p><b>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</b></p>
			<p><b>Understanding Attributes That Can Be Measured</b></p> <p>- Explores measurement of visible attributes (e.g., length, capacity, area) and non-visible attributes (e.g., mass, time, temperature). (Activities 15, 16, 17, 18; MED 3A: 1; MED 3B: 2)</p>
			<p><b>Big Idea: Numbers tell us how many and how much.</b></p>
			<p><b>Applying the Principles of Counting</b></p> <p>- Says the number name sequence forward through the teen numbers. (Activities 13, 14, 15, 18; MED 3A: 2; MED 3B: 1)</p> <p>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 16, 18; MED 3A: 1)</p>
			<p><b>Big Idea: Numbers are related in many ways.</b></p>
<p><b>Comparing and Ordering Quantities</b></p> <p>- Uses ordinal numbers in context (e.g., days on a calendar: the 3rd of March). (Activities 13, 14, 18; MED 3A: 2; MED 3B: 1)</p>			

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### 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> Shape and Space: Use direct and indirect measurement to solve problems.			
<b>Cross Strand</b> Number: Develop number sense.			
<b>Shape and Space</b> 1. Relate the number of days to a week and the number of months to a year in a problem-solving context.	<b>Below Grade: Intervention</b> 5: Months of the Year 6: Telling Time	<b>On Grade:</b> <ul style="list-style-type: none"> <li>Getting Ready for School (Activities 15, 18)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>Goat Island (Activities 14, 15, 17, 18)</li> </ul>	<b>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</b>
			<b>Understanding Relationships Among Measurement Units</b> - Understands relationship of units of length (mm, cm, m), mass (g, kg), capacity (mL, L), and time (e.g., seconds, minutes, hours). (Activities 13, 14, 18; MED 3A: 2, MED 3B: 1)
			<b>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</b>
			<b>Understanding Attributes That Can Be Measured</b> - Explores measurement of visible attributes (e.g., length, capacity, area) and non-visible attributes (e.g., mass, time, temperature). (Activities 15, 16, 17, 18; MED 3A: 1; MED 3B: 2)
			<b>Big Idea: Numbers tell us how many and how much.</b>
			<b>Applying the Principles of Counting</b> - Says the number name sequence forward through the teen numbers. (Activities 13, 14, 15, 18; MED 3A: 2; MED 3B: 1) - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 16, 18; MED 3A: 1)
			<b>Big Idea: Numbers are related in many ways.</b>
<b>Number</b> 3. Describe order or relative position, using ordinal numbers (up to tenth)	<b>On Grade: Math Every Day Card 3A:</b> Hula Hoop Clock Calendar Questions (SS1, N3)		<b>Comparing and Ordering Quantities</b> - Uses ordinal numbers in context (e.g., days on a calendar: the 3rd of March). (Activities 13, 14, 18; MED 3A: 2; MED 3B: 1)
	<b>Card 3B:</b> Monthly Mix-Up (SS1, N3) Thermometer Drop or Pop		

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## 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, Number Sense, Mathematics as a Human Endeavour <b>Cross Strand:</b> Number			
<b>Note:</b> Teacher Cards 13 and 14 are not required by your curriculum. However, they are recommended to help prepare students for the work they will do with the passage of time in Grade 3.	<b>Below Grade: Intervention</b> 5: Months of the Year 6: Telling Time  <b>On Grade: Teacher Cards</b> 13: Days and Weeks 14: Months in a Year 15: Measuring Time 16: Time to the Quarter-Hour 17: Changes in Temperature 18: Time and Temperature Consolidation  <b>On Grade: Math Every Day Card 3A:</b> Hula Hoop Clock Calendar Questions <b>Card 3B:</b> Monthly Mix-Up Thermometer Drop or Pop	<b>On Grade:</b> <ul style="list-style-type: none"> <li>Getting Ready for School (Activities 15, 18)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>Goat Island (Activities 14, 15, 17, 18)</li> </ul>	<b>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</b>
			<b>Understanding Relationships Among Measurement Units</b> - Understands relationship of units of length (mm, cm, m), mass (g, kg), capacity (mL, L), and time (e.g., seconds, minutes, hours). (Activities 13, 14, 18; MED 3A: 2, MED 3B: 1)
			<b>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</b>
			<b>Understanding Attributes That Can Be Measured</b> - Explores measurement of visible attributes (e.g., length, capacity, area) and non-visible attributes (e.g., mass, time, temperature). (Activities 15, 16, 17, 18; MED 3A: 1; MED 3B: 2)
			<b>Big Idea: Numbers tell us how many and how much.</b>
			<b>Applying the Principles of Counting</b> - Says the number name sequence forward through the teen numbers. (Activities 13, 14, 15, 18; MED 3A: 2; MED 3B: 1) - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 16, 18; MED 3A: 1)
			<b>Big Idea: Numbers are related in many ways.</b> <b>Comparing and Ordering Quantities</b> - Uses ordinal numbers in context (e.g., days on a calendar: the 3rd of March). (Activities 13, 14, 18; MED 3A: 2; MED 3B: 1)