

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

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><br><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¢<br><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<br><b>Cross strand:</b> Patterning and Algebra<br><b>P1 Patterns and Relationships:</b> identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns |  |   |   |
| <b>N1.1</b> represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools<br><br><b>N1.3</b> compose and decompose two-digit numbers in a variety of ways, using concrete materials<br><br><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<br><br><b>N2.2</b> count backwards by 1's from 50 and any number less than 50, and count backwards by 10's   | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (N1.1, N1.3)<br>14: Making a Number Line (N1.1, N2.1, N2.2, N2.3, P1.1)<br>15: Grouping to Count (N1.1, N1.3, N2.1)<br>16: Grouping and Place Value Consolidation (N1.1, N1.3, N2.1)<br><br><b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (N2.1, P1.1)<br>Taking Away Ten (N2.2, P1.1)<br><b>Card 3B:</b><br>Thinking Tens (N1.3, N2.9, N2.2)<br>Describe Me (N1.3) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>At the Corn Farm (Activity 13)</li> <li>How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Back to Batoche (Activity 13)</li> <li>A Class-full of Projects (Activities 13, 16)</li> <li>The Money Jar (Activity 13)</li> <li>Ways to Count (Activities 15, 16)</li> <li>Family Fun Day (Activity 15)</li> <li>What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>How Numbers Work (Activities 13, 16)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br><b>Applying the Principles of Counting</b><br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br><b>Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)</b><br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><b>Unitizing Quantities and Comparing Units to the Whole</b><br>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones (e.g., counting a set by 1s or by 5s gives the same result). (Activities 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16) |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

### Ontario (continued)

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| <p>from 100 and any number less than 100, using number lines and hundreds charts</p> <p><b>N2.3</b> locate whole numbers to 100 on a number line and on a partial number line</p> <p><b>P1.1</b> identify and describe, through investigation, growing patterns and shrinking patterns generated by the repeated addition or subtraction of 1's, 2's, 5's, 10's, and 25's on a number line and on a hundreds chart</p> |  | <ul style="list-style-type: none"> <li>Hockey Homework (Activity 15)</li> </ul> | <p>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16)</p> <p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Representing and Generalizing Increasing/Decreasing Patterns</b></p> <p>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)</p> <p>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2)</p> |
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# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

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 Ideas</b><br>Numbers to 100 represent quantities that can be decomposed into 10s and 1s.<br>Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.  |   |  |   |  |  |
| <b>N1 Number concepts to 100</b><br>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>N1.1a</b> using different starting points</li> <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>N1.2c</b> understanding of 10s and 1s</li> <li><b>N1.2d</b> understanding the relationship between digit places and their value, to 99</li> <li><b>N1.2e</b> decomposing two-digit numbers into 10s and 1s</li> </ul> </li> </ul><br><b>N4 Addition and subtraction to 100</b> <ul style="list-style-type: none"> <li><b>N4.5</b> using an open number line, hundred chart, ten-frames</li> </ul> | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (N1.2c, N1.2d, N1.2e)<br>14: Making a Number Line (N1.1, N1.1a, N1.1b, N1.2a)<br>15: Grouping to Count (N1.1, N1.1b)<br>16: Grouping and Place Value Consolidation (N1.1, N1.1a, N1.1b, N1.2c, N1.2d, N1.2e)<br><br><b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (N1.1, N1.1a, N1.1b, N4.5)<br>Taking Away Ten (N1.1, N1.1a, N1.1b, N4.5) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>At the Corn Farm (Activity 13)</li> <li>How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Back to Batoche (Activity 13)</li> <li>A Class-full of Projects (Activities 13, 16)</li> <li>The Money Jar (Activity 13)</li> <li>Ways to Count (Activities 15, 16)</li> <li>Family Fun Day (Activity 15)</li> <li>What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>How Numbers Work (Activities 13, 16)</li> <li>Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br><b>Applying the Principles of Counting</b><br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)  |  |  |
|  |   |  | <b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b>  |  |  |
|  |   |  | <b>Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)</b><br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><b>Unitizing Quantities and Comparing Units to the Whole</b><br>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones (e.g., counting a set by 1s or by 5s gives the same result). (Activities 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |  |  |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

### British Columbia/Yukon Territories (continued)

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|--|---|--|---|
|  | <b>Card 3B:</b><br>Thinking Tens (N1.2c, N1.2d, N1.2e)<br>Describe Me (N1.2c, N1.2d, N1.2e) |  | <b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b><br><br><b>Representing and Generalizing Increasing/Decreasing Patterns</b><br>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)<br>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |
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# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

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><br>Develop number sense<br><b>Cross Strand</b><br><b>Patterns and Relations:</b> Use patterns to describe the world and solve problems  |   |  |   |
| <b>N1</b> Say the number sequence from 0 to 100 by:<br><ul style="list-style-type: none"> <li><b>N1a</b> 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li><b>N1b</b> 10s using starting points from 1 to 9</li> </ul> <b>N4</b> Represent and describe numbers to 100, concretely, pictorially and symbolically.<br><br><b>N5</b> Compare and order numbers up to 100.<br><br><b>N7</b> Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.<br><br><b>N9</b> Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (N4, N7)<br>14: Making a Number Line (N1, N1a, N1b, N5, N9a, PR2)<br>15: Grouping to Count (N1a, N4, PR2)<br>16: Grouping and Place Value Consolidation (N1a, N4, N7, N9a, PR2)<br><br><b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (N1a, N1b, N9a, PR2)<br>Taking Away Ten (N1a, N1b, N9a, PR2)<br><b>Card 3B:</b><br>Thinking Tens (N1a, N1b, N7)<br>Describe Me (N7) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>At the Corn Farm (Activity 13)</li> <li>How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Back to Batoche (Activity 13)</li> <li>A Class-full of Projects (Activities 13, 16)</li> <li>The Money Jar (Activity 13)</li> <li>Ways to Count (Activities 15, 16)</li> <li>Family Fun Day (Activity 15)</li> <li>What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>How Numbers Work (Activities 13, 16)</li> <li>Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br><b>Applying the Principles of Counting</b><br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br><b>Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)</b><br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><b>Unitizing Quantities and Comparing Units to the Whole</b><br>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones (e.g., counting a set by 1s or by 5s gives the same result). (Activities 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

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

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| <ul style="list-style-type: none"> <li>• <b>N9a</b> using personal strategies for adding and subtracting with and without the support of manipulatives</li> </ul> <p><b>2PR2</b> Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100).</p> |  |  | <p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Representing and Generalizing Increasing/Decreasing Patterns</b></p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2)</li> </ul> |
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# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

## Manitoba

| Specific Outcomes  | Mathology Grade 2 Classroom Activity Kit   | Mathology Little Books   | Pearson Canada K-3 Mathematics Learning Progression   |
|--|--|--|---|
| <b>General Outcome</b><br>Develop number sense<br><b>Cross Strand</b><br><b>Patterns and Relations:</b> Use patterns to describe the world and solve problems  |  |  |   |
| <b>2.N.1</b> Say the number sequence from 0 to 100 by <ul style="list-style-type: none"> <li>2s, 5s and 10s, 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><br><b>2.N.4</b> Represent and describe numbers to 100, concretely, pictorially, and symbolically. | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (2.N.4, 2.N.7)<br>14: Making a Number Line (2.N.1, 2.N.5)<br>15: Grouping to Count (2.N.1.1)<br>16: Grouping and Place Value Consolidation (2.N.4, 2.N.7)<br><br><b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (2.N.1)<br>Taking Away Ten (2.N.1)<br><b>Card 3B:</b><br>Thinking Tens (2.N.1, 2.N.7)<br>Describe Me (2.N.7) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>At the Corn Farm (Activity 13)</li> <li>How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Back to Batoche (Activity 13)</li> <li>A Class-full of Projects (Activities 13, 16)</li> <li>The Money Jar (Activity 13)</li> <li>Ways to Count (Activities 15, 16)</li> <li>Family Fun Day (Activity 15)</li> <li>What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>How Numbers Work (Activities 13, 16)</li> <li>Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br><b>Applying the Principles of Counting</b><br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br><b>Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)</b><br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><b>Unitizing Quantities and Comparing Units to the Whole</b><br>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones (e.g., counting a set by 1s or by 5s gives the same result). (Activities 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| <b>2.N.5</b> Compare and order numbers up to 100.  |  |  |   |
| <b>2.N.7</b> Illustrate, concretely and pictorially, the meaning of place value for numbers to 100.  |  |  |   |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

Manitoba (continued)

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|  |  |  | <p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Representing and Generalizing Increasing/Decreasing Patterns</b></p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2)</li> </ul> |
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# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

## Nova Scotia

| Specific Outcomes   | Mathology Grade 2 Classroom Activity Kit   | Mathology Little Books   | Pearson Canada K-3 Mathematics Learning Progression   |
|---|--|--|---|
| <b>General Outcome</b><br>Students will be expected to develop number sense.  |  |  |   |
| <b>Cross Strand</b><br><b>Patterns and Relations:</b> Students will be expected to use patterns to describe the world and solve problems  |  |  |   |
| <b>N01</b> Students will be expected to say the number sequence by <ul style="list-style-type: none"> <li>• <b>N01a</b> 1s, forward and backward, starting from any point to 200</li> <li>• <b>N01b</b> 2s, forward and backward, starting from any point to 100</li> <li>• <b>N01c</b> 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100</li> <li>• <b>N01d</b> 10s, starting from any point, to 100</li> </ul> | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (N04, N07)<br>14: Making a Number Line (N01a, N01c, N01d, N05, N09a, PR02)<br>15: Grouping to Count (N01a, N01b, N01c, 2N04, PR02)<br>16: Grouping and Place Value Consolidation (N01a, N01b, 2N01c, N04, N07, N09a, PR02)<br><br><b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (N01c, N01d, N09a, PR02)<br>Taking Away Ten (N01c, N01d, N09a, PR02)<br><b>Card 3B:</b><br>Thinking Tens (N01c, N01d, N07)<br>Describe Me (N07) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>• At the Corn Farm (Activity 13)</li> <li>• How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>• Back to Batoche (Activity 13)</li> <li>• A Class-full of Projects (Activities 13, 16)</li> <li>• The Money Jar (Activity 13)</li> <li>• Ways to Count (Activities 15, 16)</li> <li>• Family Fun Day (Activity 15)</li> <li>• What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>• How Numbers Work (Activities 13, 16)</li> <li>• Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br><b>Applying the Principles of Counting</b><br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br><b>Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)</b><br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><b>Unitizing Quantities and Comparing Units to the Whole</b><br>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones (e.g., counting a set by 1s or by 5s gives the same result). (Activities 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| <b>N04</b> Students will be expected to represent and partition numbers to 100.   |  |  |   |
| <b>N05</b> Students will be expected to compare and order numbers up to 100.  |  |  |   |
| <b>N07</b> Students will be expected to illustrate,   |  |  |   |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

**Nova Scotia (continued)**

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| <p>concretely and pictorially, the meaning of place value for numerals to 100.</p> <p><b>N09</b> Students will be expected to 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>• <b>N09.1</b> using personal strategies for adding and subtracting with and without the support of manipulatives</li> </ul> <p><b>PR02</b> Students will be expected to demonstrate an understanding of increasing patterns by describing, extending, and creating numerical patterns (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions.</p> |  |  | <p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Representing and Generalizing Increasing/Decreasing Patterns</b></p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2)</li> </ul> |
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# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

### 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><br>Develop number sense<br><b>Cross Strand</b><br><b>Patterns and Relations:</b> Use patterns to describe the world and solve problems   |   |  |   |
| <b>Number</b><br><b>1</b> Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> <li>• <b>1a</b> 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li>• <b>1b</b> 10s using starting points from 1 to 9</li> </ul> <b>4.</b> Represent and describe numbers to 100, concretely, pictorially and symbolically.<br><br><b>5.</b> Compare and order numbers up to 100.<br><br><b>7.</b> Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.<br><br><b>9.</b> Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (N4, N7)<br>14: Making a Number Line (N1, N1a, N1b, N5, N9a, PR2)<br>15: Grouping to Count (N1a, N4, PR2)<br>16: Grouping and Place Value Consolidation (N1a, N4, N7, N9a, PR2)<br><br><b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (N1a, N1b, N7, N9a, PR2)<br>Taking Away Ten (N1a, N1b, N7, N9a, PR2)<br><b>Card 3B:</b><br>Thinking Tens (N1a, N1b, N7)<br>Describe Me (N7) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>• At the Corn Farm (Activity 13)</li> <li>• How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>• Back to Batoche (Activity 13)</li> <li>• A Class-full of Projects (Activities 13, 16)</li> <li>• The Money Jar (Activity 13)</li> <li>• Ways to Count (Activities 15, 16)</li> <li>• Family Fun Day (Activity 15)</li> <li>• What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>• How Numbers Work (Activities 13, 16)</li> <li>• Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br><b>Applying the Principles of Counting</b><br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br><b>Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)</b><br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><b>Unitizing Quantities and Comparing Units to the Whole</b><br>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones (e.g., counting a set by 1s or by 5s gives the same result). (Activities 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

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

|  |  |  |   |
|--|--|--|---|
| <p>corresponding subtraction by</p> <ul style="list-style-type: none"> <li>• <b>9a.</b> using personal strategies for adding and subtracting with and without the support of manipulatives</li> </ul> <p><b>Patterns and Relations</b></p> <p><b>2.</b> Demonstrate an understanding of numerical (numbers to 100) and non-numerical increasing patterns by using manipulatives, diagrams, sounds and actions.</p> |  |  | <p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Representing and Generalizing</b></p> <p><b>Increasing/Decreasing Patterns</b></p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2)</li> </ul> |
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# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

## Saskatchewan

| Specific Outcomes   | Mathology Grade 2 Classroom Activity Kit   | Mathology Little Books  | Pearson Canada K-3 Mathematics Learning Progression  |
|---|--|---|--|
| <b>Goals</b><br>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>• <b>N2.1b describing</b></li> <li>• <b>N2.1c skip counting</b></li> <li>• N2.1d differentiating between odd and even numbers</li> <li>• N2.1e estimating with referents</li> <li>• <b>N2.1f comparing two numbers</b></li> <li>• <b>N2.1g ordering three or more numbers</b></li> </ul> <p><b>N2.2</b> Demonstrate 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>• N2.2d using personal strategies for adding and subtracting with and without the support of manipulatives</li> </ul> | <p><b>Below Grade: Intervention</b><br/>5: Adding Tens<br/>6: Taking Away Tens</p> <p><b>On Grade: Teacher Cards</b><br/>13: Building Numbers (N2.1a, N2.1b)<br/>14: Making a Number Line (N2.1c, N2.1g, N2.2d, P2.2)<br/>15: Grouping to Count (N2.1a, N2.1b, N2.1c, N2.2d, P2.2)<br/>16: Grouping and Place Value Consolidation (N2.1a, N2.1b, N2.1c, N2.1g, N2.2d, P2.2)</p> <p><b>On Grade: Math Every Day Card 3A:</b><br/>Adding Ten (N2.1c, N2.1f, P2.2)<br/>Taking Away Ten (N2.1c, N2.1f, P2.2)<br/><b>Card 3B:</b><br/>Thinking Tens (N2.1a, N2.1b)<br/>Describe Me (N2.1a, N2.1b)</p> | <p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>• At the Corn Farm (Activity 13)</li> <li>• How Many Is Too Many? (Activities 15, 16)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>• Back to Batoche (Activity 13)</li> <li>• A Class-full of Projects (Activities 13, 16)</li> <li>• The Money Jar (Activity 13)</li> <li>• Ways to Count (Activities 15, 16)</li> <li>• Family Fun Day (Activity 15)</li> <li>• What Would You Rather? (Activities 15, 16)</li> </ul> <p><b>Above Grade:</b></p> <ul style="list-style-type: none"> <li>• How Numbers Work (Activities 13, 16)</li> <li>• Hockey Homework (Activity 15)</li> </ul> | <p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the Principles of Counting</b><br/>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)</p>   |
|   |  |   | <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)</b><br/>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br/>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)</p>   |
|   |  |   | <p><b>Unitizing Quantities and Comparing Units to the Whole</b><br/>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones (e.g., counting a set by 1s or by 5s gives the same result). (Activities 15, 16)<br/>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br/>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16)</p> |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

### Saskatchewan (continued)

|  |  |  |   |
|--|--|--|---|
| <p><b>Patterns and Relations</b><br/> <b>P2.2</b> Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100).</p> |  |  | <p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Representing and Generalizing</b><br/> <b>Increasing/Decreasing Patterns</b></p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2)</li> </ul> |
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