Master 1a

Curriculum Correlation

Data Management and Probability Cluster 1: Data Management

Ontario

Curriculum Expectations	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Overall Expectations **D1 Collection and Organization of Data:** collect and organize categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along horizontal axes, as needed **D2 Data Relationships:** read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers			
D1.2 gather data to answer a question, using a simple survey with a limited number of responses **D1.3** collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed **D2.1** read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, and describe the data using mathematical language	**Below Grade: Intervention** 1: Interpreting Pictographs 2: Sorting Objects **On Grade: Teacher Cards** 1: Interpreting Graphs 1 (D2.1, D2.2, D2.4) 2: Interpreting Graphs 2 (D2.1, D2.2, D2.4) 3: Creating a Survey (D1.2, D2.2, D2.3) 4: Making Graphs 1 (D1.3, D2.1, D2.2, D2.4) 5: Making Graphs 2 (D1.3, D2.1, D2.2, D2.4) 6: Data Management Consolidation (D1.2, D1.3, D2.1, D2.2, D2.3) **On Grade: Math Every Day Card 1:** Conducting Surveys (D1.2, D2.2) Reading and Interpreting Graphs (D2.1, D2.4)	**Below Grade:** • Graph It! (Activities 1, 4, 6) **On Grade:** • Big Buddy Days (Activities 1, 3, 4, 6) • Marsh Watch (Activities 2, 3, 5, 6) **Above Grade:** • Welcome to the Nature Park (Activities 2, 5, 6)	**Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** **Formulating Questions to Learn About Groups, Collections, and Events by Collecting Relevant Data** - Formulates questions that can be addressed through simple surveys. (Activities 3, 5, 6; MED 1: 1) **Collecting Data and Organizing It into Categories** - Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies). (Activities 3, 5, 6; MED 1: 1) **Creating Graphical Displays of Collected Data** - Creates displays using objects or simple pictographs (may use symbol for data). (Activities 4, 6) - Creates one-to-one displays (e.g., line plot, dot plot, bar graph). (Activities 5, 6) - Displays data collected in more than one way and describes the differences (e.g., bar graph, pictograph). (Activities 4, 5, 6) **Reading and Interpreting Data Displays** - Interprets displays by noting how many more/less than other categories. (Activities 1, 2, 4, 5, 6, MED 1: 2) **Drawing Conclusions by Making Inferences and Justifying Decisions Based on Collected Data** - Poses and answers questions about data collected and displayed. (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2)

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Data Management and Probability Cluster 1: Data Management

Ontario (continued)

D2.2 pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts **D2.3** distinguish between numbers that represent data values and numbers that represent the frequency of an event **D2.4** demonstrate an understanding of data displayed in a graph, by comparing different parts of the data and by making statements about the data as a whole			**Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2)

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Data Management and Probability Cluster 1: Data Management

British Columbia/Yukon Territories

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Big Idea Concrete items can be represented, compared, and interpreted pictorially in graphs. **Cross Strand:** Patterns and Relations			
D1 Pictorial representation of concrete graphs using one-to-one correspondence • **D1.1** collecting data, creating a concrete graph, and representing the graph using a pictorial representation through grids, stamps, drawings) • **D1.2** one-to-one correspondence	**Below Grade: Intervention** 1: Interpreting Pictographs 2: Sorting Objects **On Grade: Teacher Cards** 1: Interpreting Graphs 1 (D1.1, D1.2) 2: Interpreting Graphs 2 3: Creating a Survey (D1.1, D1.2) 4: Making Graphs 1 (D1.1, D1.2) 5: Making Graphs 2 6: Data Management Consolidation (D1.1, D1.2) **On Grade: Math Every Day Card 1:** Conducting Surveys (D1.1, D1.2) Reading and Interpreting Graphs (D1.1, D1.2)	**Below Grade:** • Graph It! (Activities 1, 4, 6) **On Grade:** • Big Buddy Days (Activities 1, 3, 4, 6) • Marsh Watch (Activities 2, 3, 5, 6) **Above Grade:** • Welcome to the Nature Park (Activities 2, 5, 6)	**Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** **Formulating Questions to Learn About Groups, Collections, and Events by Collecting Relevant Data** - Formulates questions that can be addressed through simple surveys. (Activities 3, 5, 6; MED 1: 1) **Collecting Data and Organizing It into Categories** - Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies). (Activities 3, 5, 6; MED 1: 1) **Creating Graphical Displays of Collected Data** - Creates displays using objects or simple pictographs (may use symbol for data). (Activities 4, 6) - Creates one-to-one displays (e.g., line plot, dot plot, bar graph). (Activities 5, 6) - Displays data collected in more than one way and describes the differences (e.g., bar graph, pictograph). (Activities 4, 5, 6) **Reading and Interpreting Data Displays** - Interprets displays by noting how many more/less than other categories. (Activities 1, 2, 4, 5, 6, MED 1: 2) **Drawing Conclusions by Making Inferences and Justifying Decisions Based on Collected Data** - Poses and answers questions about data collected and displayed. (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2)

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Curriculum Correlation

Data Management and Probability Cluster 1: Data Management

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
General Outcome Statistics and Probability: Collect, display and analyze data to solve problems. **Cross Strand** Patterns and Relations: Use patterns to describe the world and solve problems.			
SP1 Gather and record data about self and others to answer questions. **SP2** Construct and interpret concrete graphs and pictographs to solve problems.	**Below Grade: Intervention** 1: Interpreting Pictographs 2: Sorting Objects **On Grade: Teacher Cards** 1: Interpreting Graphs 1 (SP2) 2: Interpreting Graphs 2 3: Creating a Survey (SP1) 4: Making Graphs 1 (SP2) 5: Making Graphs 2 6: Data Management Consolidation (SP2) **On Grade: Math Every Day Card 1:** Conducting Surveys (SP1) Reading and Interpreting Graphs (SP2)	**Below Grade:** • Graph It! (Activities 1, 4, 6) **On Grade:** • Big Buddy Days (Activities 1, 3, 4, 6) • Marsh Watch (Activities 2, 3, 5, 6) **Above Grade:** • Welcome to the Nature Park (Activities 2, 5, 6)	**Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** **Formulating Questions to Learn About Groups, Collections, and Events by Collecting Relevant Data** - Formulates questions that can be addressed through simple surveys. (Activities 3, 5, 6; MED 1: 1) **Collecting Data and Organizing It into Categories** - Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies). (Activities 3, 5, 6; MED 1: 1) **Creating Graphical Displays of Collected Data** - Creates displays using objects or simple pictographs (may use symbol for data). (Activities 4, 6) - Creates one-to-one displays (e.g., line plot, dot plot, bar graph). (Activities 5, 6) - Displays data collected in more than one way and describes the differences (e.g., bar graph, pictograph). (Activities 4, 5, 6) **Reading and Interpreting Data Displays** - Interprets displays by noting how many more/less than other categories. (Activities 1, 2, 4, 5, 6, MED 1: 2) **Drawing Conclusions by Making Inferences and Justifying Decisions Based on Collected Data** - Poses and answers questions about data collected and displayed. (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2)

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Curriculum Correlation

Data Management and Probability Cluster 1: Data Management

Manitoba

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome Statistics and Probability: Collect, display, and analyze data to solve problems. **Cross Strand** Patterns and Relations: Use patterns to describe the world and solve problems.			
2.SP.1 Gather and record data about self and others to answer questions. **2.SP.2** Construct and interpret concrete graphs and pictographs to solve problems.	**Below Grade: Intervention** 1: Interpreting Pictographs 2: Sorting Objects **On Grade: Teacher Cards** 1: Interpreting Graphs 1 (2.SP.2) 2: Interpreting Graphs 2 3: Creating a Survey (2.SP.1) 4: Making Graphs 1 (2.SP.2) 5: Making Graphs 2 6: Data Management Consolidation (2.SP.2) **On Grade: Math Every Day Card 1:** Conducting Surveys (2.SP.1) Reading and Interpreting Graphs (2.SP.2)	**Below Grade:** • Graph It! (Activities 1, 4, 6) **On Grade:** • Big Buddy Days (Activities 1, 3, 4, 6) • Marsh Watch (Activities 2, 3, 5, 6) **Above Grade:** • Welcome to the Nature Park (Activities 2, 5, 6)	**Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** **Formulating Questions to Learn About Groups, Collections, and Events by Collecting Relevant Data** - Formulates questions that can be addressed through simple surveys. (Activities 3, 5, 6; MED 1: 1) **Collecting Data and Organizing It into Categories** - Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies). (Activities 3, 5, 6; MED 1: 1) **Creating Graphical Displays of Collected Data** - Creates displays using objects or simple pictographs (may use symbol for data). (Activities 4, 6) - Creates one-to-one displays (e.g., line plot, dot plot, bar graph). (Activities 5, 6) - Displays data collected in more than one way and describes the differences (e.g., bar graph, pictograph). (Activities 4, 5, 6) **Reading and Interpreting Data Displays** - Interprets displays by noting how many more/less than other categories. (Activities 1, 2, 4, 5, 6, MED 1: 2) **Drawing Conclusions by Making Inferences and Justifying Decisions Based on Collected Data** - Poses and answers questions about data collected and displayed. (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2)

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Data Management and Probability Cluster 1: Data Management

Nova Scotia

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome Statistics and Probability: Students will be expected to collect, display, and analyze data to solve problems. **Cross Strand** Patterns and Relations: Students will be expected to use patterns to describe the world and solve problems.			
SP01 Students will be expected to gather and record data about self and others to answer questions. **2SP02** Students will be expected to construct and interpret concrete graphs and pictographs to solve problems.	**Below Grade: Intervention** 1: Interpreting Pictographs 2: Sorting Objects **On Grade: Teacher Cards** 1: Interpreting Graphs 1 (SP02) 2: Interpreting Graphs 2 3: Creating a Survey (SP01) 4: Making Graphs 1 (SP02) 5: Making Graphs 2 6: Data Management Consolidation (SP02) **On Grade: Math Every Day Card 1:** Conducting Surveys (SP01) Reading and Interpreting Graphs (SP02)	**Below Grade:** • Graph It! (Activities 1, 4, 6) **On Grade:** • Big Buddy Days (Activities 1, 3, 4, 6) • Marsh Watch (Activities 2, 3, 5, 6) **Above Grade:** • Welcome to the Nature Park (Activities 2, 5, 6)	**Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** **Formulating Questions to Learn About Groups, Collections, and Events by Collecting Relevant Data** - Formulates questions that can be addressed through simple surveys. (Activities 3, 5, 6; MED 1: 1) **Collecting Data and Organizing It into Categories** - Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies). (Activities 3, 5, 6; MED 1: 1) **Creating Graphical Displays of Collected Data** - Creates displays using objects or simple pictographs (may use symbol for data). (Activities 4, 6) - Creates one-to-one displays (e.g., line plot, dot plot, bar graph). (Activities 5, 6) - Displays data collected in more than one way and describes the differences (e.g., bar graph, pictograph). (Activities 4, 5, 6) **Reading and Interpreting Data Displays** - Interprets displays by noting how many more/less than other categories. (Activities 1, 2, 4, 5, 6, MED 1: 2) **Drawing Conclusions by Making Inferences and Justifying Decisions Based on Collected Data** - Poses and answers questions about data collected and displayed. (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2)

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Curriculum Correlation

Data Management and Probability Cluster 1: Data Management

Alberta/Northwest Territories/Nunavut

Learning Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome Statistics and Probability: Collect, display, and analyze data to solve problems. **Cross Strand** Patterns and Relations: Use patterns to describe the world and solve problems.			
Statistics and Probability: **1.** Gather and record data about self and others to answer questions. **2.** Construct and interpret concrete graphs and pictographs to solve problems. **Patterns and Relations:** **3.** Sort a set of objects, using two attributes, and explain the sorting rule.	**Below Grade: Intervention** 1: Interpreting Pictographs 2: Sorting Objects **On Grade: Teacher Cards** 1: Interpreting Graphs 1 (SP2) 2: Interpreting Graphs 2 3: Creating a Survey (SP1) 4: Making Graphs 1 (SP2, PR3) 5: Making Graphs 2 6: Data Management Consolidation (SP1, SP2) **On Grade: Math Every Day Card 1:** Conducting Surveys (SP1) Reading and Interpreting Graphs (SP2)	**Below Grade:** • Graph It! (Activities 1, 4, 6) **On Grade:** • Big Buddy Days (Activities 1, 3, 4, 6) • Marsh Watch (Activities 2, 3, 5, 6) **Above Grade:** • Welcome to the Nature Park (Activities 2, 5, 6)	**Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** **Formulating Questions to Learn About Groups, Collections, and Events by Collecting Relevant Data** - Formulates questions that can be addressed through simple surveys. (Activities 3, 5, 6; MED 1: 1) **Collecting Data and Organizing It into Categories** - Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies). (Activities 3, 5, 6; MED 1: 1) **Creating Graphical Displays of Collected Data** - Creates displays using objects or simple pictographs (may use symbol for data). (Activities 4, 6) - Creates one-to-one displays (e.g., line plot, dot plot, bar graph). (Activities 5, 6) - Displays data collected in more than one way and describes the differences (e.g., bar graph, pictograph). (Activities 4, 5, 6) **Reading and Interpreting Data Displays** - Interprets displays by noting how many more/less than other categories. (Activities 1, 2, 4, 5, 6, MED 1: 2) **Drawing Conclusions by Making Inferences and Justifying Decisions Based on Collected Data** - Poses and answers questions about data collected and displayed. (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2)

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Curriculum Correlation

Data Management and Probability Cluster 1: Data Management

Saskatchewan

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals Spatial Sense, Number Sense, Logical Thinking, Mathematics as a Human Endeavour **Cross Strand:** Patterns and Relations Spatial Sense, Logical Thinking, Mathematics as a Human Endeavour			
Statistics and Probability **SP2.1** Demonstrate understanding of concrete graphs and pictographs.	**Below Grade: Intervention** 1: Interpreting Pictographs 2: Sorting Objects **On Grade: Teacher Cards** 1: Interpreting Graphs 1 (SP2.1) 2: Interpreting Graphs 2 3: Creating a Survey (SP2.1) 4: Making Graphs 1 (SP2.1) 5: Making Graphs 2 6: Data Management Consolidation (SP2.1) **On Grade: Math Every Day Card 1:** Conducting Surveys (SP2.1) Reading and Interpreting Graphs (SP2.1)	**Below Grade:** • Graph It! (Activities 1, 4, 6) **On Grade:** • Big Buddy Days (Activities 1, 3, 4, 6) • Marsh Watch (Activities 2, 3, 5, 6) **Above Grade:** • Welcome to the Nature Park (Activities 2, 5, 6)	**Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** **Formulating Questions to Learn About Groups, Collections, and Events by Collecting Relevant Data** - Formulates questions that can be addressed through simple surveys. (Activities 3, 5, 6; MED 1: 1) **Collecting Data and Organizing It into Categories** - Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies). (Activities 3, 5, 6; MED 1: 1) **Creating Graphical Displays of Collected Data** - Creates displays using objects or simple pictographs (may use symbol for data). (Activities 4, 6) - Creates one-to-one displays (e.g., line plot, dot plot, bar graph). (Activities 5, 6) - Displays data collected in more than one way and describes the differences (e.g., bar graph, pictograph). (Activities 4, 5, 6) **Reading and Interpreting Data Displays** - Interprets displays by noting how many more/less than other categories. (Activities 1, 2, 4, 5, 6, MED 1: 2) **Drawing Conclusions by Making Inferences and Justifying Decisions Based on Collected Data** - Poses and answers questions about data collected and displayed. (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 1, 2, 3, 4, 5, 6; MED 1: 1, 2)