Curriculum Correlation
Measurement Cluster 1: Using Non-Standard Units

Ontario

Curriculum Expectations	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Overall Expectations **M1 Attributes, Units, and Measurement Sense:** estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units **M2 Measurement Relationships:** compare, describe, and order objects, using attributes measured in non-standard units and standard units. **Cross Strand:** Number **N2 Counting:** demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points			
M1.2 estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units **M1.3** record and represent measurements of length, height, and distance in a variety of ways (e.g., written, pictorial, concrete) **M1.5** estimate, measure, and record the distance around objects, using non-standard units **M1.6** estimate, measure, and record area, through investigation using a variety of non-standard units	**Below Grade: Intervention** 1: Exploring Length 2: Conserving Area **On Grade: Teacher Cards** 1: Measuring Length 1 (M1.2, M1.3, N2.9) 2: Measuring Length 2 (M1.2, M1.3, N2.1) 3: Measuring Distance Around (M1.2, M1.3, M1.5, N2.1) 4: Measuring Mass (M1.7, M2.2, N2.1) 5: Measuring Area (M1.6, N2.1) 6: Measuring Capacity (M1.7, M2.2, N2.1) 7: Using Non-Standard Units Consolidation (M1.2, M1.3, M1.5, M1.6, M1.7, N2.1)	**Below Grade:** • The Amazing Seed (Activities 1, 2, 7) • Animal Measures (Activities 1, 2, 7) **On Grade:** • Getting Ready for School (Activities 1, 2, 3, 7) • The Discovery (Activities 2, 3, 5, 7)	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons** - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7) - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using an intermediary object (Activities 6, 7) • using multiple copies of a unit (Activities 1, 3, 4, 5, 7) • iterating a single unit (Activities 2, 3, 5, 7) - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2) **Understanding Relationships Among Measurement Units** - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4)

Curriculum Correlation
Measurement Cluster 1: Using Non-Standard Units

Ontario (continued)

M1.7 estimate, measure, and record the capacity and/or mass of an object, using a variety of non-standard units **M2.2** compare and order a collection of objects by mass and/or capacity, using non-standard units **N2.1** 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	**On Grade: Math Every Day Card 1:** Estimation Scavenger Hunt (M1.2, M1.5, M1.6, M1.7) Estimation Station (M1.2, M1.5, M1.6, M1.7, N2.1)		**Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** **Understanding Attributes That Can Be Measured** - Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass). (Activity 7) - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6) - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3) **Big Idea: Numbers tell us how many and how much.** **Applying the Principles of Counting** - Says the number name sequence forward through the teen numbers. (Activities 1, 2, 3, 4, 5, 6, 7)

Curriculum Correlation
Measurement Cluster 1: Using Non-Standard Units

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 **Shape and Space:** Use direct or indirect measurement to solve problems.			
SS2 Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). **SS3** Compare and order objects by length, height, distance around and mass (weight) using nonstandard units, and make statements of comparison. **SS4** Measure length to the nearest non-standard unit by: • **SS4.1** using multiple copies of a unit • **SS4.2** using a single copy of a unit (iteration process). **SS5** Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.	**Below Grade: Intervention** 1: Exploring Length 2: Conserving Area **On Grade: Teacher Cards** 1: Measuring Length 1 (SS2, SS3, SS4, SS5) 2: Measuring Length 2 (SS3, SS4) 3: Measuring Distance Around (SS3) 4: Measuring Mass (SS2, SS3) 5: Measuring Area 6: Measuring Capacity 7: Using Non-Standard Units Consolidation (SS3, SS4) **On Grade: Math Every Day Card 1:** Estimation Scavenger Hunt (SS3) Estimation Station (SS3)	**Below Grade:** • The Amazing Seed (Activities 1, 2, 7) • Animal Measures (Activities 1, 2, 7) **On Grade:** • Getting Ready for School (Activities 1, 2, 3, 7) • The Discovery (Activities 2, 3, 5, 7)	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons** - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7) - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using an intermediary object (Activities 6, 7) • using multiple copies of a unit (Activities 1, 3, 4, 5, 7) • iterating a single unit (Activities 2, 3, 5, 7) - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2) **Understanding Relationships Among Measurement Units** - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) **Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** **Understanding Attributes That Can Be Measured** - Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass). (Activity 7) - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6) - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3)

Curriculum Correlation
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Manitoba

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome **Shape and Space:** Use direct or indirect measurement to solve problems.			
2.SS.2 Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight). **2.SS.3** Compare and order objects by length, height, distance around, and mass (weight) using non-standard units, and make statements of comparison. **2.SS.4** Measure length to the nearest non-standard unit by • using multiple copies of a unit • using a single copy of a unit (iteration process) **2.SS.5** Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.	**Below Grade: Intervention** 1: Exploring Length 2: Conserving Area **On Grade: Teacher Cards** 1: Measuring Length 1 (2.SS.2, 2.SS.3, 2.SS.4, 2.SS.5) 2: Measuring Length 2 (2.SS.3, 2.SS.4) 3: Measuring Distance Around (2.SS.3) 4: Measuring Mass (2.SS.2, 2.SS.3) 5: Measuring Area 6: Measuring Capacity 7: Using Non-Standard Units Consolidation (2.SS.3, 2.SS.4) **On Grade: Math Every Day Card 1:** Estimation Scavenger Hunt (2.SS.3) Estimation Station (2.SS.3)	**Below Grade:** • The Amazing Seed (Activities 1, 2, 7) • Animal Measures (Activities 1, 2, 7) **On Grade:** • Getting Ready for School (Activities 1, 2, 3, 7) • The Discovery (Activities 2, 3, 5, 7)	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons** - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7) - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using an intermediary object (Activities 6, 7) • using multiple copies of a unit (Activities 1, 3, 4, 5, 7) • iterating a single unit (Activities 2, 3, 5, 7) - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2) **Understanding Relationships Among Measurement Units** - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) **Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** **Understanding Attributes That Can Be Measured** - Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass). (Activity 7) - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6) - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3)

Curriculum Correlation
Measurement Cluster 1: Using Non-Standard Units

Nova Scotia

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome **Measurement:** Students will be expected to use direct and indirect measure to solve problems. **Cross Strand** **Number:** Students will be expected to develop number sense.			
M02 Students will be expected to relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass. **M03** Students will be expected to compare and order objects by length, height, distance around, and mass using non-standard units and make statements of comparison. **M04** Students will be expected to measure length to the nearest non-standard unit by using multiple copies of a unit and using a single copy of a unit (iteration process). **M05** Students will be expected to demonstrate that changing the position of an object does not alter the measurements of its attributes.	**Below Grade: Intervention** 1: Exploring Length 2: Conserving Area **On Grade: Teacher Cards** 1: Measuring Length 1 (M02, M03, M04, M05) 2: Measuring Length 2 (M03, M04) 3: Measuring Distance Around (M03) 4: Measuring Mass (M02, M03) 5: Measuring Area 6: Measuring Capacity 7: Using Non-Standard Units Consolidation (M03, M04) **On Grade: Math Every Day Card 1:** Estimation Scavenger Hunt (M03) Estimation Station (M03	**Below Grade:** • The Amazing Seed (Activities 1, 2, 7) • Animal Measures (Activities 1, 2, 7) **On Grade:** • Getting Ready for School (Activities 1, 2, 3, 7) • The Discovery (Activities 2, 3, 5, 7)	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons** - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7) - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using an intermediary object (Activities 6, 7) • using multiple copies of a unit (Activities 1, 3, 4, 5, 7) • iterating a single unit (Activities 2, 3, 5, 7) - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2) **Understanding Relationships Among Measurement Units** - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) **Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** **Understanding Attributes That Can Be Measured** - Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass). (Activity 7) - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6) - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3)

Curriculum Correlation
Measurement Cluster 1: Using Non-Standard Units

Alberta/Northwest Territories/Nunavut

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome **Shape and Space:** Use direct and indirect measurement to solve problems. **Cross Strand** **Number:** Develop number sense.			
Shape and Space **2.** Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). **3.** Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison. **4.** Measure length to the nearest non-standard unit by: • using multiple copies of a unit • using a single copy of a unit (iteration process) **5.** Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.	**Below Grade: Intervention** 1: Exploring Length 2: Conserving Area **On Grade: Teacher Cards** 1: Measuring Length 1 (SS2, SS3, SS4, SS5) 2: Measuring Length 2 (SS2, SS3, SS4) 3: Measuring Distance Around (SS3) 4: Measuring Mass (SS2, SS3) 5: Measuring Area 6: Measuring Capacity 7: Using Non-Standard Units Consolidation (SS2, SS3, S4, SS4) **On Grade: Math Every Day Card 1:** Estimation Scavenger Hunt 2SS3) Estimation Station (SS3)	**Below Grade:** • The Amazing Seed (Activities 1, 2, 7) • Animal Measures (Activities 1, 2, 7) **On Grade:** • Getting Ready for School (Activities 1, 2, 3, 7) • The Discovery (Activities 2, 3, 5, 7)	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons** - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7) - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using an intermediary object (Activities 6, 7) • using multiple copies of a unit (Activities 1, 3, 4, 5, 7) • iterating a single unit (Activities 2, 3, 5, 7) - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2) **Understanding Relationships Among Measurement Units** - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) **Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** **Understanding Attributes That Can Be Measured** - Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass). (Activity 7)

Curriculum Correlation
Measurement Cluster 1: Using Non-Standard Units

Alberta/Northwest Territories/Nunavut (continued)

			- Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6) - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3)

Curriculum Correlation
Measurement Cluster 1: Using Non-Standard Units

Saskatchewan

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals Spatial Sense, Logical Thinking, Number Sense, Mathematics as a Human Endeavour			
Shape and Space **SS2.1** Demonstrate understanding of non-standard units for linear measurement by: • **SS2.1a** describing the choice and appropriate use of non-standard units • **SS2.1b** estimating • **SS2.1c** measuring • **SS2.1d** comparing and analyzing measurements. **SS2.2** Demonstrate understanding of non-standard units for measurement of mass by: • **SS2.2a** describing the choice and appropriate use of non-standard units • **SS2.2b** estimating • **SS2.2c** measuring • **SS2.2d** comparing and analyzing measurements.	**Below Grade: Intervention** 1: Exploring Length 2: Conserving Area **On Grade: Teacher Cards** 1: Measuring Length 1 (SS2.1a, SS2.1b, SS2.1c, SS2.1d) 2: Measuring Length 2 (SS2.1a, SS2.1b, SS2.1c, SS2.1d) 3: Measuring Distance Around (SS2.1a, SS2.1b, SS2.1c, SS2.1d) 4: Measuring Mass (SS2.2a, SS2.2b, SS2.2c, SS2.2d) 5: Measuring Area 6: Measuring Capacity 7: Using Non-Standard Units Consolidation (SS2.1a, SS2.1b, SS2.1c, SS2.1d, SS2.2a, SS2.2a, SS2.2c, SS2.2d) **On Grade: Math Every Day Card 1:** Estimation Scavenger Hunt (SS2.1b, SS2.1c, SS2.2b, SS2.2c) Estimation Station (SS2.1b, SS2.1c, SS2.2b, SS2.2c)	**Below Grade:** • The Amazing Seed (Activities 1, 2, 7) • Animal Measures (Activities 1, 2, 7) **On Grade:** • Getting Ready for School (Activities 1, 2, 3, 7) • The Discovery (Activities 2, 3, 5, 7)	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons** - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7) - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using an intermediary object (Activities 6, 7) • using multiple copies of a unit (Activities 1, 3, 4, 5, 7) • iterating a single unit (Activities 2, 3, 5, 7) - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2) **Understanding Relationships Among Measurement Units** - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) **Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** **Understanding Attributes That Can Be Measured** - Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass). (Activity 7) - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6) - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3)