

Curriculum Correlation

Measurement Cluster 2: Using 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 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			
<p>M1.1 choose benchmarks – in this case, personal referents – for a centimetre and a metre to help them perform measurement tasks</p> <p>M1.2 estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units</p> <p>M1.3 record and represent measurements of length, height, and distance in a variety of ways (e.g., written, pictorial, concrete)</p> <p>M1.4 select and justify the choice of a standard unit (i.e., centimetre or metre) or a nonstandard unit to measure length</p>	<p>Below Grade: Intervention 3: Iterating the Unit 4: Using a Centicube Ruler</p> <p>On Grade: Teacher Cards 8: Benchmarks and Estimation (M1.1, M1.2, M1.3, N2.1) 9: The Metre (M1.2, M1.3, N2.1) 10: The Centimetre (M1.2, M1.3, N2.1) 11: Metres or Centimetres? (M1.2, M1.3, M1.4, N2.1) 12: Using Standard Units Consolidation (M1.2, M.3, M1.4, N1.9)</p> <p>On Grade: Math Every Day Card 2: What Am I? (M1.2) Which Unit? (M1.4)</p>	<p>On Grade:</p> <ul style="list-style-type: none"> The Discovery (Activities 8, 9, 12) <p>Above Grade:</p> <ul style="list-style-type: none"> Measurements About YOU! (Activities 8, 9, 10, 12) The Bunny Challenge (Activities 9, 10, 12) Goat Island (Activities 9, 10, 12) 	<p>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</p> <p>Selecting and Using Standard Units to Estimate, Measure, and Make Comparisons</p> <ul style="list-style-type: none"> - Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by <ul style="list-style-type: none"> • using an intermediary object of a known measure • using multiple copies of a unit (Activity 10) • iterating a single unit (Activities 9, 11, 12) - Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time. (Activities 9, 10, 11, 12; MED 2: 1, 2) - Uses the measurement of familiar objects as benchmarks to estimate another measure in standard units. (Activities 8, 9, 10, 12; MED 2: 1) <p>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</p> <p>Understanding Attributes That Can Be Measured</p> <ul style="list-style-type: none"> - Understands that some things have more than one attribute that can be measured. (Activities 8, 9, 10, 11, 12) - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activities 9, 11, 12)

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Measurement Cluster 2: Using Standard Units

Ontario (continued)

<p>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</p>			<p>Big Idea: Numbers tell us how many and how much.</p> <p>Applying the Principles of Counting - Says the number name sequence forward through the teen numbers. (Activities 8, 9, 10, 11, 12)</p>
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Curriculum Correlation

Measurement Cluster 2: Using Standard Units

British Columbia/Yukon

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Big Idea Objects and shapes have attributes that can be described, measured, and compared. Cross Strand: Number Numbers to 100 represent quantities that can be decomposed into 10s and 1s.			
M1 Direct linear measurement, introducing standard metric units <ul style="list-style-type: none"> M2.1 centimetres and metres M2.2 estimating length M2.3 measuring and recording length, height, and width using standard units 	Below Grade: Intervention 3: Iterating the Unit 4: Using a Centicube Ruler On Grade: Teacher Cards 8: Benchmarks and Estimation (M2.1, M2.2) 9: The Metre (M2.1, M2.2, M2.3) 10: The Centimetre (M2.1, M2.2, M2.3) 11: Metres or Centimetres? (M2.1, M2.3) 12: Using Standard Units Consolidation (M2.1, M2.2, M2.3) On Grade: Math Every Day Card 2: What Am I? (M2.2) Which Unit? (M2.1)	On Grade: <ul style="list-style-type: none"> The Discovery (Activities 8, 9, 12) Above Grade: <ul style="list-style-type: none"> Measurements About YOU! (Activities 8, 9, 10, 12) The Bunny Challenge (Activities 9, 10, 12) Goat Island (Activities 9, 10, 12) 	Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons. Selecting and Using Standard Units to Estimate, Measure, and Make Comparisons <ul style="list-style-type: none"> - Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by <ul style="list-style-type: none"> • using an intermediary object of a known measure • using multiple copies of a unit (Activity 10) • iterating a single unit (Activities 9, 11, 12) - Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time. (Activities 9, 10, 11, 12; MED 2: 1, 2) - Uses the measurement of familiar objects as benchmarks to estimate another measure in standard units. (Activities 8, 9, 10, 12; MED 2: 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 <ul style="list-style-type: none"> - Understands that some things have more than one attribute that can be measured. (Activities 8, 9, 10, 11, 12) - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activities 9, 11, 12) Big Idea: Numbers tell us how many and how much. Applying the Principles of Counting <ul style="list-style-type: none"> - Says the number name sequence forward through the teen numbers. (Activities 8, 9, 10, 11, 12)