Curriculum Correlation
Number Cluster 1: Counting

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
Overall Expectations **N1 Quantity Relations:** read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢ **N2 Counting:** demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points **Cross Strand:** Patterning and Algebra **P1 Patterns and Relationships:** identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns			
N1.2 Read and print in words whole numbers to twenty, using meaningful contexts **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 **N2.2** Count backwards by 1's from 50 and any number less than 50, and count backwards by 10's from 100 and any number less than 100, using number lines and hundreds charts **P1.1** identify and describe, through investigation, growing	**Below Grade: Intervention** 1: Skip-Counting with Objects 2: Skip-Counting Backward **On Grade: Teacher Cards** 1: Bridging Tens (N1.2, N2.1, N2.2, P1.1, P1.7) 2: Skip-Counting Forward (N2.1, P1.1, P1.7) 3: Skip-Counting Flexibly (not required by your curriculum) 4: Skip-Counting Backward (N2.2, P1.1, P1.7) 5: Counting Consolidation (N2.1, N2.2, P1.1, P1.7) **On Grade: Math Every Day Card 1A:** Skip-Counting on a Hundred Chart (N2.1, N2.2) Skip-Counting from Any Number (not required by your curriculum)	**Below Grade:** • On Safari (Activities 1, 2, 5) • How Many is Too Many? (Activities 2, 5) **On Grade:** • What Would You Rather? (Activities 1, 2, 5) • Ways to Count (Activities 2, 5) • Family Fun Day (Activities 2, 5)	**Big Idea: Numbers tell us how many and how much.** **Applying the Principles of Counting** - Says the number name sequences forward and backward from a given number. (Activities 1, 5) - Uses number patterns to bridge tens when counting forward and backward (e.g., 39, 40, 41). (Activities 1, 5) - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 2, 4, 5; MED 1A: 1, MED 1B: 1, 2) **Recognizing and Writing Numerals** - Names, writes, and matches two-digit numerals to quantities. (Activity 1) **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** **Unitizing Quantities and Comparing Units to the Whole** - 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 2, 4, 5; MED 1A: 1, MED 1B: 1, 2)

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Ontario (continued)

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 **P1.7** demonstrate, through investigation, an understanding that a pattern results from repeating an operation (e.g., addition, subtraction) or making a repeated change to an attribute (e.g., colour, orientation).	**Card 1B:** Skip-Counting with Actions (N2.1) What's Wrong? What's Missing? (N2.1, N2.2)		

Mathology 2
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Curriculum Correlation
Number Cluster 1: Counting

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British Columbia/Yukon Territories

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Big Idea Numbers to 100 represent quantities that can be decomposed into 10s and 1s.			

N1 Number concepts to 100
• Counting
 ○ **N1.1** skip-counting by 2, 5, and 10:
  – **N1.1a** using different starting points
  – **N1.1b** increasing and decreasing (forward and backward)
	Below Grade: Intervention
	1: Skip-Counting with Objects
	2: Skip-Counting Backward
	
	On Grade: Teacher Cards
	1: Bridging Tens (not required by your curriculum)
	2: Skip-Counting Forward (N1.1, N1.1b)
	3: Skip-Counting Flexibly (N1.1, N1.1a, N1.1b)
	4: Skip-Counting Backward (N1.1, N1.1b)
	5: Counting Consolidation (N1.1, N1.1b)
	
	On Grade: Math Every Day Card 1A:
	Skip-Counting on a Hundred Chart
	(N1.1, N.1b)
	Skip-Counting from Any Number
	(N1.1, N1.1a, N1.1b)
	Card 1B:
	Skip-Counting with Actions
	(N1.1, N1.1a, N1.1b)
	What's Wrong? What's Missing?
	(N1.1, N1.1b)
		Below Grade:
		• On Safari
		(Activities 2, 5)
		• How Many is Too Many?
		(Activities 2, 5)
		
		On Grade:
		• What Would You Rather?
		(Activities 2, 5)
		• Ways to Count
		(Activities 2, 3, 5)
		• Family Fun Day
		(Activities 2, 5)
			Big Idea: Numbers tell us how many and how much.
			Applying the Principles of Counting
			- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number.
			(Activities 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2)
			
			Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.
			Unitizing Quantities and Comparing Units to the Whole
			- 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 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2)

Curriculum Correlation
Number Cluster 1: Counting

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 Develop number sense			
N1 Say the number sequence from 0 to 100 by: • **N1a** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • **2N1b** 10s, using starting points from 1 to 9 • **2N1c** 2s, starting from 1. **N4** Represent and describe numbers to 100, concretely, pictorially and symbolically. **N5** Compare and order numbers up to 100.	**Below Grade: Intervention** 1: Skip-Counting with Objects 2: Skip-Counting Backward **On Grade: Teacher Cards** 1: Bridging Tens (N4, N5) 2: Skip-Counting Forward (N1a) 3: Skip-Counting Flexibly (N1b, N1b) 4: Skip-Counting Backward (N1a) 5: Counting Consolidation (N1a) **On Grade: Math Every Day Card 1A:** Skip-Counting on a Hundred Chart (N1a) Skip-Counting from Any Number (N1b, N1c) **Card 1B:** Skip-Counting with Actions (N1a, N1b) What's Wrong? What's Missing? (N1a)	**Below Grade:** • On Safari (Activities 1, 2, 5) • How Many is Too Many? (Activities 2, 5) **On Grade:** • What Would You Rather? (Activities 1, 2, 5) • Ways to Count (Activities 2, 3, 5) • Family Fun Day (Activities 2, 5)	**Big Idea: Numbers tell us how many and how much.** **Applying the Principles of Counting** - Says the number name sequences forward and backward from a given number. (Activities 1, 5) - Uses number patterns to bridge tens when counting forward and backward (e.g., 39, 40, 41). (Activities 1, 5) - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2) **Recognizing and Writing Numerals** - Names, writes, and matches two-digit numerals to quantities. (Activity 1) **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** **Unitizing Quantities and Comparing Units to the Whole** - 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 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2)

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Number Cluster 1: Counting

Manitoba

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome Develop number sense.			
2.N.1 Say the number sequence from 0 to 100 by: • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s, using starting points from 1 to 9 • 2s, starting from 1. **2.N.5** Compare and order numbers up to 100.	**Below Grade: Intervention** 1: Skip-Counting with Objects 2: Skip-Counting Backward **On Grade: Teacher Cards** 1: Bridging Tens (2.N.5) 2: Skip-Counting Forward (2.N.1) 3: Skip-Counting Flexibly (2.N.1) 4: Skip-Counting Backward (2.N.1) 5: Counting Consolidation (2.N.1) **On Grade: Math Every Day Card 1A:** Skip-Counting on a Hundred Chart (2.N.1) Skip-Counting from Any Number (2.N.1) **Card 1B:** Skip-Counting with Actions (2.N.1) What's Wrong? What's Missing? (2.N.1)	**Below Grade:** • On Safari (Activities 1, 2, 5) • How Many is Too Many? (Activities 2, 5) **On Grade:** • What Would You Rather? (Activities 1, 2, 5) • Ways to Count (Activities 2, 3, 5) • Family Fun Day (Activities 2, 5)	**Big Idea: Numbers tell us how many and how much.** **Applying the Principles of Counting** - Says the number name sequences forward and backward from a given number. (Activities 1, 5) - Uses number patterns to bridge tens when counting forward and backward (e.g., 39, 40, 41). (Activities 1, 5) - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2) **Recognizing and Writing Numerals** - Names, writes, and matches two-digit numerals to quantities. (Activity 1) **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** **Unitizing Quantities and Comparing Units to the Whole** - 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 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2)

Curriculum Correlation
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Nova Scotia

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
General Outcome Students will be expected to demonstrate number sense.			
N01 Students will be expected to say the number sequence by • **N01a** 1s, forward and backward, starting from any point to 200 • **N01b** 2s, forward and backward, starting from any point to 100 • **N01c** 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100 • **N01d** 10s, starting from any point, to 100 **N04** Students will be expected to represent and partition numbers to 100. **N05** Students will be expected to compare and order numbers up to 100.	**Below Grade: Intervention** 1: Skip-Counting with Objects 2: Skip-Counting Backward **On Grade: Teacher Cards** 1: Bridging Tens (N01a, N04, N05) 2: Skip-Counting Forward (N01b, N01c) 3: Skip-Counting Flexibly (N01b, N01d) 4: Skip-Counting Backward (N01b, N01c) 5: Counting Consolidation (N01a, N01b, N01c) **On Grade: Math Every Day Card 1A:** Skip-Counting on a Hundred Chart (N01b, N01c) Skip-Counting from Any Number (N01b, N01d) **Card 1B:** Skip-Counting with Actions (N01b, N01c, N01d) What's Wrong? What's Missing? (N01b, N01c)	**Below Grade:** • On Safari (Activities 1, 2, 5) • How Many is Too Many? (Activities 2, 5) **On Grade:** • What Would You Rather? (Activities 1, 2, 5) • Ways to Count (Activities 2, 3, 5) • Family Fun Day (Activities 2, 5)	**Big Idea: Numbers tell us how many and how much.** **Applying the Principles of Counting** - Says the number name sequences forward and backward from a given number. (Activities 1, 5) - Uses number patterns to bridge tens when counting forward and backward (e.g., 39, 40, 41). (Activities 1, 5) - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2) **Recognizing and Writing Numerals** - Names, writes, and matches two-digit numerals to quantities. (Activity 1) **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** **Unitizing Quantities and Comparing Units to the Whole** - 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 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2)

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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
General Outcome Develop number sense			
Number **1.** Say the number sequence 0 to 100 by: • **1a.** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • **1b.** 10s, using starting points from 1 to 9 • **1c.** 2s, starting from 1. **2.** Represent and describe numbers to 100, concretely, pictorially and symbolically. **3.** Compare and order numbers up to 100. **4.** Represent and describe numbers to 100, concretely, pictorially and symbolically **5.** Compare and order numbers up to 100	**Below Grade: Intervention** 1: Skip-Counting with Objects 2: Skip-Counting Backward **On Grade: Teacher Cards** 1: Bridging Tens (N4, N5) 2: Skip-Counting Forward (N1a) 3: Skip-Counting Flexibly (N1a, N1c) 4: Skip-Counting Backward (N1a) 5: Counting Consolidation (N1a) **On Grade: Math Every Day Card 1A:** Skip-Counting on a Hundred Chart (N1a) Skip-Counting from Any Number (N1b, N1c) **Card 1B:** Skip-Counting with Actions (N1a, N1b) What's Wrong? What's Missing? (N1a)	**Below Grade:** • On Safari (Activities 1, 2, 5) • How Many is Too Many? (Activities 2, 5) **On Grade:** • What Would You Rather? (Activities 1, 2, 5) • Ways to Count (Activities 2, 3, 5) • Family Fun Day (Activities 2, 5)	**Big Idea: Numbers tell us how many and how much.** **Applying the Principles of Counting** - Says the number name sequences forward and backward from a given number. (Activities 1, 5) - Uses number patterns to bridge tens when counting forward and backward (e.g., 39, 40, 41). (Activities 1, 5) - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2) **Recognizing and Writing Numerals** - Names, writes, and matches two-digit numerals to quantities. (Activity 1) **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** **Unitizing Quantities and Comparing Units to the Whole** - 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 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2)

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Saskatchewan

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals Number Sense, Logical Thinking, Spatial Sense, Mathematics as a Human Endeavour			
Number **N2.1** Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by: • **N2.1a representing (including place value)** • N2.1b describing • **N2.1c skip counting** • N2.1d differentiating between odd and even numbers • N2.1e estimating with referents • N2.1f comparing two numbers • **N2.1g ordering three or more numbers**	**Below Grade: Intervention** 1: Skip-Counting with Objects 2: Skip-Counting Backward **On Grade: Teacher Cards** 1: Bridging Tens (N2.1a, N2.1g) 2: Skip-Counting Forward (N2.1c) 3: Skip-Counting Flexibly (N2.1c) 4: Skip-Counting Backward (N2.1c) 5: Counting Consolidation (N2.1c) **On Grade: Math Every Day Card 1A:** Skip-Counting on a Hundred Chart (N2.1c) Skip-Counting from Any Number (N2.1c) **Card 1B:** Skip-Counting with Actions (N2.1c) What's Wrong? What's Missing? (N2.1c)	**Below Grade:** • On Safari (Activities 1, 2, 5) • How Many is Too Many? (Activities 2, 5) **On Grade:** • What Would You Rather? (Activities 1, 2, 5) • Ways to Count (Activities 2, 3, 5) • Family Fun Day (Activities 2, 5)	**Big Idea: Numbers tell us how many and how much.**
			Applying the Principles of Counting - Says the number name sequences forward and backward from a given number. (Activities 1, 5) - Uses number patterns to bridge tens when counting forward and backward (e.g., 39, 40, 41). (Activities 1, 5) - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2) **Recognizing and Writing Numerals** - Names, writes, and matches two-digit numerals to quantities. (Activity 1)
			Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.
			Unitizing Quantities and Comparing Units to the Whole - 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 2, 3, 4, 5; MED 1A: 1, 2; MED 1B: 1, 2)