

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

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>P2 Expressions and Equality:</b> demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols, and addition and subtraction to 18 |  |   |   |
| <p><b>N1.1</b> represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools</p> <p><b>N1.2</b> read and print in words whole numbers to twenty, using meaningful contexts</p> <p><b>N1.3</b> compose and decompose two-digit numbers in a variety of ways, using concrete materials</p> <p><b>N1.4</b> determine, using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer</p>  | <p><b>Below Grade: Intervention</b><br/>           3: My 10 Bracelet<br/>           4: Who Has More?</p> <p><b>On Grade: Teacher Cards</b><br/>           6: Comparing Quantities (N1.1, N2.1)<br/>           7: Ordering Quantities (N1.1, N2.1)<br/>           8: Odd and Even Numbers (N1.1, N2.1)<br/>           9: Ordinal Numbers<br/>           10: Estimating with Benchmarks<br/>           11: Decomposing to 20 (N1.3, N2.1, P2.1)<br/>           12: Number Relationships 1 Consolidation (N1.1, N1.3, N1.4, N2.1, P2.1)</p> <p><b>On Grade: Math Every Day Card 2A:</b><br/>           Show Me in Different Ways (N1.1, N1.3, P2.1)</p> | <p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>Paddling the River (Activities 6, 7, 11, 12)</li> <li>A Family Cookout (Activities 6, 7, 10)</li> <li>At the Corn Farm (Activity 10)</li> <li>Canada's Oldest Sport (Activities 11, 12)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>The Great Dogsled Race (Activities 6, 7)</li> <li>Back to Batoche (Activity 7)</li> <li>Ways to Count (Activities 8, 10)</li> <li>Family Fun Day (Activities 11, 12)</li> </ul> | <p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the Principles of Counting</b></p> <ul style="list-style-type: none"> <li>Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activity 11)</li> <li>Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)</li> <li>Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)</li> </ul> <p><b>Big Idea: Numbers are related in many ways.</b></p> <p><b>Comparing and Ordering Quantities (Multitude or Magnitude)</b></p> <ul style="list-style-type: none"> <li>Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)</li> <li>Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)</li> <li>Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)</li> <li>Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)</li> </ul> |

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Ontario (continued)

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| <p><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</p> <p><b>N2.3</b> locate whole numbers to 100 on a number line and on a partial number line</p> <p><b>P2.1</b> demonstrate an understanding of the concept of equality by partitioning whole numbers to 18 in a variety of ways, using concrete materials</p> | <p>Guess My Number (N1.1, N1.3)<br/> <b>Card 2B:</b><br/>           Math Commander (N1.1, N1.3, N1.4, N2.3)<br/>           Building an Open Number Line (N1.1, N1.3, N1.4, N2.3)</p> | <p><b>Above Grade:</b></p> <ul style="list-style-type: none"> <li>• Math Makes Me Laugh (Activity 6)</li> <li>• Fantastic Journeys (Activities 6, 7, 10, 12)</li> <li>• Finding Buster (Activity 11)</li> <li>• How Numbers Work (Activity 11)</li> </ul> | <p><b>Estimating Quantities and Numbers</b></p> <ul style="list-style-type: none"> <li>- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)</li> </ul> <p><b>Decomposing Wholes into Parts and Composing Wholes from Parts</b></p> <ul style="list-style-type: none"> <li>- Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</li> </ul> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <ul style="list-style-type: none"> <li>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</li> </ul> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</b></p> <ul style="list-style-type: none"> <li>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</li> </ul> |
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# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

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 Idea</b><br>Numbers to 100 represent quantities that can be decomposed into 10s and 1s.  |   |   |  |
| <b>Cross Strand:</b> Patterns and Relations   |   |   |  |
| <p><b>N1 Number concepts to 100</b><br/>Counting:</p> <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>N1.1b</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>N1.2b</b> benchmarks of 25, 50, and 100</li> </ul> </li> <li><b>N1.3</b> Even and odd numbers</li> </ul> <p><b>N2 Benchmarks of 25, 50, and 100 and personal referents</b></p> <ul style="list-style-type: none"> <li><b>N2.1</b> Seating arrangements at ceremonies/feasts</li> </ul> | <p><b>Below Grade: Intervention</b><br/>3: My 10 Bracelet<br/>4: Who Has More?</p> <p><b>On Grade: Teacher Cards</b><br/>6: Comparing Quantities (N1.2, N1.2a)<br/>7: Ordering Quantities (N1.2, N1.2a, N1.2b)<br/>8: Odd and Even Numbers (N1.3)<br/>9: Ordinal Numbers<br/>10: Estimating with Benchmarks (N1.2, N1.2b, N2, N2.1)<br/>11: Decomposing to 20 (N1.1b, N3.2)<br/>12: Number Relationships 1 Consolidation (N1.2, N1.2a, N1.2b, N1.3, N2, N4.1, N4.2)</p> <p><b>On Grade: Math Every Day Card 2A:</b><br/>Show Me in Different Ways (N1.2, N1.2a, N1.3, N3.2, N4.1)</p> | <p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>Paddling the River (Activities 6, 7, 11, 12)</li> <li>A Family Cookout (Activities 6, 7, 10)</li> <li>At the Corn Farm (Activity 10)</li> <li>Canada's Oldest Sport (Activities 11, 12)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>The Great Dogsled Race (Activities 6, 7)</li> <li>Back to Batoche (Activity 7)</li> <li>Ways to Count (Activities 8, 10)</li> <li>Family Fun Day (Activities 11, 12)</li> </ul> <p><b>Above Grade:</b></p> <ul style="list-style-type: none"> <li>Math Makes Me Laugh (Activity 6)</li> </ul> | <p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the Principles of Counting</b></p> <ul style="list-style-type: none"> <li>Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activity 11)</li> <li>Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)</li> <li>Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)</li> </ul> <p><b>Big Idea: Numbers are related in many ways.</b></p> <p><b>Comparing and Ordering Quantities (Multitude or Magnitude)</b></p> <ul style="list-style-type: none"> <li>Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)</li> <li>Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)</li> <li>Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)</li> <li>Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)</li> </ul> <p><b>Estimating Quantities and Numbers</b></p> <ul style="list-style-type: none"> <li>Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)</li> </ul> |

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

### British Columbia/Yukon Territories (continued)

|  |   |  |   |
|--|---|--|---|
| <p><b>N3 Addition and subtraction facts to 20 (introduction of computational strategies)</b></p> <ul style="list-style-type: none"> <li>• <b>N3.2</b> fluency with math strategies for addition and subtraction (e.g., making or bridging 10, decomposing, identifying related doubles, adding on to find the difference)</li> </ul> <p><b>N4 Addition and subtraction to 100</b></p> <ul style="list-style-type: none"> <li>• <b>N4.1</b> Decomposing numbers to 100</li> <li>• <b>N4.5</b> using an open number line, hundred chart, ten-frames</li> </ul> | <p>Guess My Number (N1.2, N1.2a, N1.3)</p> <p><b>Card 2B:</b></p> <p>Math Commander (N1.3)</p> <p>Building an Open Number Line (N1.2, N1.2a, N1.2b, N2, N4.5)</p> | <ul style="list-style-type: none"> <li>• Fantastic Journeys (Activities 6, 7, 10, 12)</li> <li>• Finding Buster (Activity 11)</li> <li>• How Numbers Work (Activity 11)</li> </ul> | <p><b>Decomposing Wholes into Parts and Composing Wholes from Parts</b></p> <p>- Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</p>  |
|  |   |  | <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p>   |
|  |   |  | <p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <p>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</p>                         |
|  |   |  | <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p>   |
|  |   |  | <p><b>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</b></p> <p>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</p> |

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

### 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> Represent algebraic expressions in multiple ways   |  |  |   |
| <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</li> </ul> <b>N2</b> Demonstrate if a number (up to 100) is even or odd.<br><br><b>N3</b> Describe order or relative position, using ordinal numbers (up to tenth).<br><br><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>PR3</b> Demonstrate and explain the meaning of equality and inequality | <b>Below Grade: Intervention</b><br>3: My 10 Bracelet<br>4: Who Has More?<br><br><b>On Grade: Teacher Cards</b><br>6: Comparing Quantities (N5)<br>7: Ordering Quantities (N5)<br>8: Odd and Even Numbers (N2)<br>9: Ordinal Numbers (N3)<br>10: Estimating with Benchmarks (N6)<br>11: Decomposing to 20 (N1a, N4, PR3)<br>12: Number Relationships 1 Consolidation (N2, N3, N4, N5, PR3)<br><br><b>On Grade: Math Every Day Card 2A:</b><br>Show Me in Different Ways (N2, N4, N5)<br>Guess My Number (N2, N4, N5)<br><b>Card 2B:</b><br>Math Commander (N2, N3) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>Paddling the River (Activities 6, 7, 11, 12)</li> <li>A Family Cookout (Activities 6, 7, 10)</li> <li>At the Corn Farm (Activity 10)</li> <li>Canada's Oldest Sport (Activities 11, 12)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>The Great Dogsled Race (Activities 6, 7)</li> <li>Back to Batoche (Activity 7)</li> <li>Ways to Count (Activities 8, 10)</li> <li>Family Fun Day (Activities 11, 12)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>Math Makes Me Laugh (Activity 6)</li> <li>Fantastic Journeys (Activities 6, 7, 10, 12)</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. (Activity 11)<br>- Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)<br>- Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)<br><br><b>Big Idea: Numbers are related in many ways.</b><br><b>Comparing and Ordering Quantities (Multitude or Magnitude)</b><br>- Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)<br>- Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)<br>- Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)<br>- Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)<br><b>Estimating Quantities and Numbers</b><br>- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)<br><b>Decomposing Wholes into Parts and Composing Wholes from Parts</b><br>- Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2) |

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

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

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| by using manipulatives and diagrams (0-100). | Building an Open Number Line<br>(N4, N5) | <ul style="list-style-type: none"> <li>Finding Buster (Activity 11)</li> <li>How Numbers Work (Activity 11)</li> </ul> | <b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b>   |
|  |  |  | <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. (Activities 8, 12)               |
|  |  |  | <b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b>   |
|  |  |  | <b>Understanding Equality and Inequality, Building on Generalized Operations of Numbers and Operations</b><br>- Records different expressions of the same quantity as equalities (e.g., $2 + 4 = 5 + 1$ ). (Activities 11, 12) |

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## 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>Patterns and Relations: Represent algebraic expressions in multiple ways   |   |  |  |
| <b>2.N.2</b> Demonstrate if a number (up to 100) is even or odd.<br><br><b>2.N.3</b> Describe order or relative position using ordinal numbers.<br><br><b>2.N.4</b> Represent and describe numbers to 100, concretely, pictorially and symbolically.<br><br><b>2.N.5</b> Compare and order numbers up to 100.<br><br><b>2.N.6</b> Estimate quantities to 100 using referents. | <b>Below Grade: Intervention</b><br>3: My 10 Bracelet<br>4: Who Has More?<br><br><b>On Grade: Teacher Cards</b><br>6: Comparing Quantities (2.N.5)<br>7: Ordering Quantities (2.N.5)<br>8: Odd and Even Numbers (2.N.2)<br>9: Ordinal Numbers (2.N.3)<br>10: Estimating with Benchmarks (2.N.6)<br>11: Decomposing to 20 (2.N.4)<br>12: Number Relationships 1 Consolidation (2.N.4, 2.N.5)<br><br><b>On Grade: Math Every Day Card 2A:</b><br>Show Me in Different Ways (2.N.2, 2.N.4)<br>Guess My Number (2.N.2, 2.N.4, 2.N.5)<br><b>Card 2B:</b><br>Math Commander (2.N.2, 2.N.3)<br>Building an Open Number Line (2.N.4, 2.N.5) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>• Paddling the River (Activities 6, 7, 11, 12)</li> <li>• A Family Cookout (Activities 6, 7, 10)</li> <li>• At the Corn Farm (Activity 10)</li> <li>• Canada's Oldest Sport (Activities 11, 12)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>• What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>• The Great Dogsled Race (Activities 6, 7)</li> <li>• Back to Batoche (Activity 7)</li> <li>• Ways to Count (Activities 8, 10)</li> <li>• Family Fun Day (Activities 11, 12)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>• Math Makes Me Laugh (Activity 6)</li> <li>• Fantastic Journeys (Activities 6, 7, 10, 12)</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. (Activity 11)<br>- Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)<br>- Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)<br><br><b>Big Idea: Numbers are related in many ways.</b><br><b>Comparing and Ordering Quantities (Multitude or Magnitude)</b><br>- Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)<br>- Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)<br>- Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)<br>- Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)<br><b>Estimating Quantities and Numbers</b><br>- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)<br><b>Decomposing Wholes into Parts and Composing Wholes from Parts</b> |

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Manitoba (continued)

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|  |  | <ul style="list-style-type: none"> <li>Finding Buster (Activity 11)</li> <li>How Numbers Work (Activity 11)</li> </ul> | <p>- Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</p> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <p>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</p> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding Equality and Inequality, Building on Generalized Operations of Numbers and Operations</b></p> <p>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</p> |
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# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## 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 demonstrate number sense.  |   |  |  |
| <b>Cross Strand</b><br><b>Patterns and Relations:</b> Students will be expected to represent algebraic expressions in multiple ways.  |   |  |  |
| <b>N01</b> Students will be expected to say the number sequence by <ul style="list-style-type: none"> <li><b>N01b</b> 2s, forward and backward, starting from any point to 100</li> </ul> | <b>Below Grade: Intervention</b><br>3: My 10 Bracelet<br>4: Who Has More?<br><br><b>On Grade: Teacher Cards</b><br>6: Comparing Quantities (N05)<br>7: Ordering Quantities (N05)<br>8: Odd and Even Numbers (N02)<br>9: Ordinal Numbers (N03)<br>10: Estimating with Benchmarks (N06)<br>11: Decomposing to 20 (N01b, N04, PR03)<br>12: Number Relationships 1 Consolidation (N02, N03, N04, N05, PR03) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>Paddling the River (Activities 6, 7, 11, 12)</li> <li>A Family Cookout (Activities 6, 7, 10)</li> <li>At the Corn Farm (Activity 10)</li> <li>Canada's Oldest Sport (Activities 11, 12)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>The Great Dogsled Race (Activities 6, 7)</li> <li>Back to Batoche (Activity 7)</li> <li>Ways to Count (Activities 8, 10)</li> <li>Family Fun Day (Activities 11, 12)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>Math Makes Me Laugh (Activity 6)</li> <li>Fantastic Journeys (Activities 6, 7, 10, 12)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br><b>Applying the Principles of Counting</b> <ul style="list-style-type: none"> <li>Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activity 11)</li> <li>Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)</li> <li>Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)</li> </ul> <b>Big Idea: Numbers are related in many ways.</b><br><b>Comparing and Ordering Quantities (Multitude or Magnitude)</b> <ul style="list-style-type: none"> <li>Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)</li> <li>Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)</li> <li>Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)</li> <li>Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)</li> </ul> <b>Estimating Quantities and Numbers</b> <ul style="list-style-type: none"> <li>Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)</li> </ul> <b>Decomposing Wholes into Parts and Composing Wholes from Parts</b> <ul style="list-style-type: none"> <li>Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</li> </ul> |
| <b>N02</b> Students will be expected to demonstrate if a number (up to 100) is even or odd.   |   |  |  |
| <b>N03</b> Students will be expected to describe order or relative position using ordinal numbers (up to tenth).  |   |  |  |
| <b>N04</b> Students will be expected to represent and partition numbers to 100.   | <b>On Grade: Math Every Day Card 2A:</b><br>Show Me in Different Ways (N02, N04, N05)<br>Guess My Number (N02, N04, N05)  |  |  |
| <b>N05</b> Students will be expected to compare and order numbers up to 100.  | <b>Card 2B:</b><br>Math Commander (N02, N03)  |  |  |

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Nova Scotia (continued)

|  |  |  |   |
|--|--|--|---|
| <p><b>N06</b> Students will be expected to estimate quantities to 100 by using referents.</p> <p><b>PR03</b> Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).</p> | <p>Building an Open Number Line<br/>(N04, N05)</p> | <ul style="list-style-type: none"> <li>Finding Buster (Activity 11)</li> <li>How Numbers Work (Activity 11)</li> </ul> | <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p>   |
|  |  |  | <p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <p>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</p>                         |
|  |  |  | <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p>   |
|  |  |  | <p><b>Understanding Equality and Inequality, Building on Generalized Operations of Numbers and Operations</b></p> <p>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</p> |

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

### 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>Students will be expected to demonstrate number sense.  |  |   |   |
| <b>Cross Strand:</b><br><b>Patterns and Relations:</b> Represent algebraic expressions in multiple ways.  |  |   |   |
| <b>Number</b><br>1. Say the number sequence 0 to 100 by:<br><ul style="list-style-type: none"> <li>1a. 2s, 5s, and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively.</li> </ul> 2. Demonstrate if a number (up to 100) is even or odd.<br>3. Describe order or relative position using ordinal numbers (up to tenth).<br>4. Represent and describe numbers to 100, concretely, pictorially and symbolically.<br>5. Compare and order numbers up to 100. | <b>Below Grade: Intervention</b><br>3: My 10 Bracelet<br>4: Who Has More?<br><br><b>On Grade: Teacher Cards</b><br>6: Comparing Quantities (N5)<br>7: Ordering Quantities (N5)<br>8: Odd and Even Numbers (N2)<br>9: Ordinal Numbers (N3)<br>10: Estimating with Benchmarks (N6)<br>11: Decomposing to 20 (N1a, N4, N10, PR4)<br>12: Number Relationships 1 Consolidation (N2, N3, N4, N5, N10, PR4)<br><br><b>On Grade: Math Every Day Card 2A:</b><br>Show Me in Different Ways (N2, N4, N5)<br>Guess My Number (N2, N4, N5)<br><b>Card 2B:</b><br>Math Commander (N2, N3) | <b>Below Grade:</b><br><ul style="list-style-type: none"> <li>• Paddling the River (Activities 6, 7, 11, 12)</li> <li>• A Family Cookout (Activities 6, 7, 10)</li> <li>• At the Corn Farm (Activity 10)</li> <li>• Canada's Oldest Sport (Activities 11, 12)</li> </ul> <b>On Grade:</b><br><ul style="list-style-type: none"> <li>• What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>• The Great Dogsled Race (Activities 6, 7)</li> <li>• Back to Batoche (Activity 7)</li> <li>• Ways to Count (Activities 8, 10)</li> <li>• Family Fun Day (Activities 11, 12)</li> </ul> <b>Above Grade:</b><br><ul style="list-style-type: none"> <li>• Math Makes Me Laugh (Activity 6)</li> <li>• Fantastic Journeys (Activities 6, 7, 10, 12)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b>   |
|   |  |   | <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. (Activity 11)<br>- Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)<br>- Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2) |
| <b>Big Idea: Numbers are related in many ways.</b>  |  |   |   |
| <b>Comparing and Ordering Quantities (Multitude or Magnitude)</b><br>- Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)<br>- Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)<br>- Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)<br>- Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)                |  |   |   |
| <b>Estimating Quantities and Numbers</b><br>- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)  |  |   |   |

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

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

|  |  |  |  |
|--|--|--|--|
| <p>6. Estimate quantities to 100, using referents.</p> <p>10. Apply mental mathematics strategies for basic addition facts and related subtraction facts to 18.</p> <p><b>Patterns and Relations</b></p> <p>4. Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.</p> | <p>Building an Open Number Line (N4, N5)</p> | <ul style="list-style-type: none"> <li>Finding Buster (Activity 11)</li> <li>How Numbers Work (Activity 11)</li> </ul> | <p><b>Decomposing Wholes into Parts and Composing Wholes from Parts</b></p> <p>- Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</p> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <p>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</p> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding Equality and Inequality, Building on Generalized Operations of Numbers and Operations</b></p> <p>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</p> |
|--|--|--|--|

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## 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>• N2.1b describing</li> <li>• <b>N2.1c skip counting</b></li> <li>• <b>N2.1d differentiating between odd and even numbers</b></li> <li>• <b>N2.1e estimating with referents</b></li> <li>• <b>N2.1f comparing two numbers</b></li> <li>• <b>N2.1g ordering three or more numbers</b></li> </ul> | <p><b>Below Grade: Intervention</b><br/>3: My 10 Bracelet<br/>4: Who Has More?</p> <p><b>On Grade: Teacher Cards</b><br/>6: Comparing Quantities (N2.1f)<br/>7: Ordering Quantities (N2.1f, N2.1g)<br/>8: Odd and Even Numbers (N2.1d)<br/>9: Ordinal Numbers (N2.1a)<br/>10: Estimating with Benchmarks (N2.1e)<br/>11: Decomposing to 20 (N2.1a, N2.1c)<br/>12: Number Relationships 1 Consolidation (N2.1a, N2.1d, N2.1f, N2.1g)</p> <p><b>On Grade: Math Every Day Card 2A:</b><br/>Show Me in Different Ways (N2.1a, N2.1d, N2.1f)<br/>Guess My Number (N2.1a, N2.1d, N2.1f)<br/><b>Card 2B:</b><br/>Math Commander (N2.1a, N2.1d)</p> | <p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>• Paddling the River (Activities 6, 7, 11, 12)</li> <li>• A Family Cookout (Activities 6, 7, 10)</li> <li>• At the Corn Farm (Activity 10)</li> <li>• Canada's Oldest Sport (Activities 11, 12)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>• What Would You Rather? (Activities 6, 7, 10, 12)</li> <li>• The Great Dogsled Race (Activities 6, 7)</li> <li>• Back to Batoche (Activity 7)</li> <li>• Ways to Count (Activities 8, 10)</li> <li>• Family Fun Day (Activities 11, 12)</li> </ul> <p><b>Above Grade:</b></p> <ul style="list-style-type: none"> <li>• Math Makes Me Laugh (Activity 6)</li> <li>• Fantastic Journeys (Activities 6, 7, 10, 12)</li> <li>• Finding Buster (Activity 11)</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. (Activity 11)<br/>- Names, writes, and matches numerals to numbers and quantities to 10. (MED 2B: 2)<br/>- Names, writes, and matches two-digit numerals to quantities. (MED 2B: 2)</p> |  |  |   |
|  |   |   |  |  |  | <p><b>Big Idea: Numbers are related in many ways.</b></p>   |
|  |   |   |  |  |  | <p><b>Comparing and Ordering Quantities (Multitude or Magnitude)</b><br/>- Compares and orders quantities and written numbers using benchmarks. (Activities 6, 7, 12; MED 2A: 2, MED 2B: 4)<br/>- Determines how many more/less one quantity is compared to another. (Activities 6, 12; MED 2A: 1, 2)<br/>- Determines and describes the relative position of objects using ordinal numbers. (Activities 9, 12; MED 2B: 1)<br/>- Uses ordinal numbers in context. (Activities 9, 12; MED 2B: 1)</p> |
|  |   |   |  |  |  | <p><b>Estimating Quantities and Numbers</b><br/>- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activity 10)</p> <p><b>Decomposing Wholes into Parts and Composing Wholes from Parts</b><br/>- Composes and decomposes quantities to 20. (Activities 11, 12; MED 2A: 1, 2)</p>  |

# Curriculum Correlation

## Number Cluster 2: Number Relationships 1

## Saskatchewan (continued)

|  |  |  |   |
|--|--|--|---|
|  | Building an Open Number Line<br>(N2.1a, N2.1g) | <ul style="list-style-type: none"> <li>How Numbers Work<br/>(Activity 11)</li> </ul> | <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing Quantities and Comparing Units to the Whole</b></p> <p>- Partitions into and skip-counts by equal-sized units and recognizes that the results will be the same when counted by ones. (Activities 8, 12)</p> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding Equality and Inequality, Building on Generalized Operations of Numbers and Operations</b></p> <p>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>). (Activities 11, 12)</p> |
|--|--|--|---|