

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

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>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>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: Patterning and Algebra</b><br><b>Patterns and Relationships:</b> identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns |  |  |  |
| <b>N2.1</b> represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools<br><br><b>N2.3</b> compose and decompose two-digit numbers in a variety of ways, using concrete materials<br><br><b>N2.9</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<br><br><b>N2.10</b> count backwards by 1's from 50 and any number less than 50, and count backwards by 10's   | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (N2.1, N2.3)<br>14: Making a Number Line (N2.1, N2.9, N2.10, N2.11, P2.1)<br>15: Grouping to Count (N2.1, N2.3, N2.9, P2.2)<br>16: Grouping and Place Value Consolidation (N2.1, N2.3, N2.9, P2.2)<br><br><b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (N2.9, P2.1)<br>Taking Away Ten (N2.10, P2.1)<br><b>Card 3B:</b><br>Thinking Tens (N2.3, N2.9, N2.10)<br>Describe Me (N2.3) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>At the Corn Farm (Activity 13)</li> <li>How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Back to Batoche (Activity 13)</li> <li>A Class-full of Projects (Activities 13, 16)</li> <li>The Money Jar (Activity 13)</li> <li>Ways to Count (Activities 15, 16)</li> <li>Family Fun Day (Activity 15)</li> <li>What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>How Numbers Work (Activities 13, 16)</li> <li>Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br>Applying the Principles of Counting<br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br>Utilizing Quantities into Ones, Tens, and Hundreds Place-Value Concepts<br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br>Utilizing Quantities and Comparing Units to the Whole<br>- 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 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |

### Mathology 2

Copyright © 2019 Pearson Canada Inc.

The right to reproduce or modify this page is restricted to purchasing schools.  
This page may have been modified from its original.

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

### Ontario (continued)

|  |  |  |   |
|--|--|--|---|
| <p>from 100 and any number less than 100, using number lines and hundreds charts</p> <p><b>N2.11</b> locate whole numbers to 100 on a number line and on a partial number line</p> <p><b>P2.1</b> identify and describe, through investigation, growing 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</p> <p><b>P2.2</b> Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s).</p> |  |  | <p><b>Cross Strand: Patterning and Algebra</b><br/> <b>Big Idea:</b> Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> <p>Representing and Generalizing Increasing/Decreasing Patterns</p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (<b>Activities 15, 16</b>)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (<b>Activity 14, MED 3A: 1, 2</b>)</li> </ul> |
|--|--|--|---|

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

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.<br><b>Cross Strand:</b> Patterns and Relations   |   |  |   |
| Number concepts to 100 Counting <ul style="list-style-type: none"> <li>2.1 skip-counting by 2, 5, and 10:               <ul style="list-style-type: none"> <li>2.1a using different starting points</li> <li>2.1b increasing and decreasing (forward and backward)</li> </ul> </li> <li>2.2 Quantities to 100 can be arranged and recognized               <ul style="list-style-type: none"> <li>2.2a comparing and ordering numbers to 100</li> </ul> </li> </ul> | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (2.2c, 2.2d, 2.2e, 2.20)<br>14: Making a Number Line (2.1, 2.1a, 2.1b, 2.2a)<br>15: Grouping to Count (2.1, 2.1b)<br>16: Grouping and Place Value Consolidation (2.1, 2.1a, 2.1b, 2.2c, 2.2d, 2.2e, 2.20)<br><br><b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (2.1, 2.1a, 2.1b, 2.11)<br>Taking Away Ten (2.1, 2.1a, 2.1b, 2.11)<br><b>Card 3B:</b><br>Thinking Tens (2.2c, 2.2d, 2.2e)<br>Describe Me (2.2c, 2.2d, 2.2e) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>At the Corn Farm (Activity 13)</li> <li>How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Back to Batoche (Activity 13)</li> <li>A Class-full of Projects (Activities 13, 16)</li> <li>The Money Jar (Activity 13)</li> <li>Ways to Count (Activities 15, 16)</li> <li>Family Fun Day (Activity 15)</li> <li>What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>How Numbers Work (Activities 13, 16)</li> <li>Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br>Applying the Principles of Counting <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. (Activities 15, 16)</li> </ul> <b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br>Utilizing Quantities into Ones, Tens, and Hundreds Place-Value Concepts <ul style="list-style-type: none"> <li>Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)</li> <li>Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)</li> </ul> Utilizing Quantities and Comparing Units to the Whole <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 (e.g., counting a set by 1s or by 5s gives the same result). (Activities 15, 16)</li> <li>Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)</li> <li>Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16)</li> </ul> |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

### British Columbia/Yukon Territories (continued)

|   |  |   |
|---|--|---|
| <p>Addition and subtraction to 100</p> <ul style="list-style-type: none"> <li>• <b>2.11</b> using an open number line, hundred chart, ten-frames</li> </ul> <p>Change in quantity using pictorial and symbolic representation</p> <ul style="list-style-type: none"> <li>• <b>2.20</b> numerically describing a change in quantity (e.g., for <math>6 + n = 10</math>, visualize the change in quantity by using ten-frames, hundred charts, etc.)</li> </ul> |  | <p><b>Cross Strand: Patterning and Algebra</b><br/> <b>Big Idea:</b> Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> <p>Representing and Generalizing Increasing/Decreasing Patterns</p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (<b>Activities 15, 16</b>)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (<b>Activity 14, MED 3A: 1, 2</b>)</li> </ul> |
|---|--|---|

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

Note: Codes to curriculum are for cross-referencing purposes only.

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> Patterns and Relations<br>Use patterns to describe the world and solve problems   |   |  |  |
| <b>2N1</b> Say the number sequence from 0 to 100 by: <ul style="list-style-type: none"> <li><b>2N1.1</b> 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li><b>2N1.2</b> 10s using starting points from 1 to 9</li> </ul> | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (2N4, 2N7)<br>14: Making a Number Line (2N1, 2N1.1, 2N1.2, 2N5, 2N9.1, 2PR2)<br>15: Grouping to Count (2N1.1, 2N4, 2PR2)<br>16: Grouping and Place Value Consolidation (2N1.1, 2N4, 2N7, 2N9.1, 2PR2) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>At the Corn Farm (Activity 13)</li> <li>How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Back to Batoche (Activity 13)</li> <li>A Class-full of Projects (Activities 13, 16)</li> <li>The Money Jar (Activity 13)</li> <li>Ways to Count (Activities 15, 16)</li> <li>Family Fun Day (Activity 15)</li> <li>What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>How Numbers Work (Activities 13, 16)</li> <li>Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br>Applying the Principles of Counting<br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br>Utilizing Quantities into Ones, Tens, and Hundreds Place-Value Concepts<br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><br>Utilizing Quantities and Comparing Units to the Whole<br>- 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 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| <b>2N5</b> Compare and order numbers up to 100.  | <b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten<br>(2N1.1, 2N1.2, 2N9.1, 2PR2)   |  |  |
| <b>2N7</b> Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.   | Taking Away Ten<br>(2N1.1, 2N1.2, 2N9.1, 2PR2)<br><br><b>Card 3B:</b><br>Thinking Tens (2N1.1, 2N1.2, 2N7)  |  |  |
| <b>2N9</b> Demonstrate an understanding of addition (limited to 1  | Describe Me (2N7)   |  |  |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

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

|  |  |   |
|--|--|---|
| <p>and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <ul style="list-style-type: none"> <li>• <b>2N9.1</b> using personal strategies for adding and subtracting with and without the support of manipulatives</li> </ul> <p><b>2PR2</b> Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100).</p> |  | <p><b>Cross Strand: Patterning and Algebra</b><br/> <b>Big Idea:</b> Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> <p>Representing and Generalizing Increasing/Decreasing Patterns</p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (<i>Activities 15, 16</i>)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (<i>Activity 14, MED 3A: 1, 2</i>)</li> </ul> |
|--|--|---|

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

Note: Codes to curriculum are for cross-referencing purposes only.

### 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> Patterns and Relations<br>Use patterns to describe the world and solve problems  |   |  |  |
| <b>2.N.1</b> Say the number sequence from 0 to 100 by <ul style="list-style-type: none"> <li><b>2.N.1.1</b> 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li><b>2.N.1.2</b> 10s using starting points from 1 to 9</li> </ul> | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (2.N.4, 2.N.7)<br>14: Making a Number Line (2.N.1, 2.N.1.1, 2.N.1.2, 2.N.5, 2.N.9.1, 2.PR.2)<br>15: Grouping to Count (2.N.1.1, 2.N.4, 2.PR.2)<br>16: Grouping and Place Value Consolidation (2.N.1.1, 2.N.4, 2.N.7, 2.N.9.1, 2.PR.2) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>At the Corn Farm (Activity 13)</li> <li>How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Back to Batoche (Activity 13)</li> <li>A Class-full of Projects (Activities 13, 16)</li> <li>The Money Jar (Activity 13)</li> <li>Ways to Count (Activities 15, 16)</li> <li>Family Fun Day (Activity 15)</li> <li>What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>How Numbers Work (Activities 13, 16)</li> <li>Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br>Applying the Principles of Counting<br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br>Utilizing Quantities into Ones, Tens, and Hundreds Place-Value Concepts<br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><br>Utilizing Quantities and Comparing Units to the Whole<br>- 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 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| <b>2.N.5</b> Compare and order numbers up to 100.   | <b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (2.N.1.1, 2.N.1.2, 2.N.9.1, 2.PR.2)  |  |  |
| <b>2.N.7</b> Illustrate, concretely and pictorially, the meaning of place value for numbers to 100.   | Taking Away Ten (2.N.1.1, 2.N.1.2, 2.N.9.1, 2.PR.2)   |  |  |
| <b>2.N.9</b> Demonstrate an understanding of  | <b>Card 3B:</b><br>Thinking Tens (2.N.1.1, 2.N.1.2, 2.N.7)  |  |  |

### Mathology 2

Copyright © 2019 Pearson Canada Inc.

The right to reproduce or modify this page is restricted to purchasing schools.  
This page may have been modified from its original.

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

### Manitoba (continued)

|   |                     |   |
|---|---------------------|---|
| <p>addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> <li>• <b>2.N.9.1</b> using personal strategies for adding and subtracting with and without the support of manipulatives</li> </ul> <p><b>2.PR.2</b> Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100).</p> | Describe Me (2.N.7) | <p><b>Cross Strand: Patterning and Algebra</b><br/> <b>Big Idea:</b> Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> <p>Representing and Generalizing Increasing/Decreasing Patterns</p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2)</li> </ul> |
|---|---------------------|---|

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

Note: Codes to curriculum are for cross-referencing purposes only.

### 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 develop number sense.<br><b>Cross Strand:</b> Patterns and Relations<br>Students will be expected to use patterns to describe the world and solve problems   |   |  |  |
| <b>2N01</b> Students will be expected to say the number sequence by <ul style="list-style-type: none"> <li><b>2N01.1</b> 1s, forward and backward, starting from any point to 200</li> <li><b>2N01.2</b> 2s, forward and backward, starting from any point to 100</li> <li><b>2N01.3</b> 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100</li> <li><b>2N01.4</b> 10s, starting from any point, to 100</li> </ul> <b>2N04</b> Students will be expected to represent and partition numbers to 100. | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (2N04, 2N07)<br>14: Making a Number Line (2N01.1, 2N01.3, 2N01.4, 2N05, 2N09.1, 2PR02)<br>15: Grouping to Count (2N01.1, 2N01.2, 2N01.3, 2N04, 2PR02)<br>16: Grouping and Place Value Consolidation (2N01.1, 2N01.2, 2N01.3, 2N04, 2N07, 2N09.1, 2PR02) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>At the Corn Farm (Activity 13)</li> <li>How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Back to Batoche (Activity 13)</li> <li>A Class-full of Projects (Activities 13, 16)</li> <li>The Money Jar (Activity 13)</li> <li>Ways to Count (Activities 15, 16)</li> <li>Family Fun Day (Activity 15)</li> <li>What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>How Numbers Work (Activities 13, 16)</li> <li>Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br>Applying the Principles of Counting<br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br>Utilizing Quantities into Ones, Tens, and Hundreds Place-Value Concepts<br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><br>Utilizing Quantities and Comparing Units to the Whole<br>- 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 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| <b>2N05</b> Students will be expected to compare and order numbers up to 100.   | <b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (2N01.3, 2N01.4, 2N09.1, 2PR02)<br>Taking Away Ten (2N01.3, 2N01.4, 2N09.1, 2PR02)   |  |  |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

### Nova Scotia (continued)

|   |  |  |
|---|--|--|
| <p><b>2N07</b> Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100.</p> <p><b>2N09</b> Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) and the corresponding subtraction by</p> <ul style="list-style-type: none"> <li>• <b>2N09.1</b> using personal strategies for adding and subtracting with and without the support of manipulatives</li> </ul> <p><b>2PR02</b> Students will be expected to demonstrate an understanding of increasing patterns by describing, extending, and creating numerical patterns (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions.</p> | <p><b>Card 3B:</b><br/>Thinking Tens (2N01.3, 2N01.4, 2N07)<br/>Describe Me (2N07)</p> | <p><b>Cross Strand: Patterning and Algebra</b><br/><b>Big Idea:</b> Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> <p>Representing and Generalizing Increasing/Decreasing Patterns</p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2)</li> </ul> |
|---|--|--|

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

Note: Codes to curriculum are for cross-referencing purposes only.

### Alberta/Northwest Territories/Nunavut

| 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> Patterns and Relations<br>Use patterns to describe the world and solve problems  |   |  |  |
| <b>2N1</b> Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> <li><b>2N1.1</b> 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li><b>2N1.2</b> 10s using starting points from 1 to 9</li> </ul> | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (2N4, 2N7)<br>14: Making a Number Line (2N1, 2N1.1, 2N1.2, 2N5, 2N9.1, 2PR2)<br><br>15: Grouping to Count (2N1.1, 2N4, 2PR2)<br><br>16: Grouping and Place Value Consolidation (2N1.1, 2N4, 2N7, 2N9.1, 2PR2) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>At the Corn Farm (Activity 13)</li> <li>How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Back to Batoche (Activity 13)</li> <li>A Class-full of Projects (Activities 13, 16)</li> <li>The Money Jar (Activity 13)</li> <li>Ways to Count (Activities 15, 16)</li> <li>Family Fun Day (Activity 15)</li> <li>What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>How Numbers Work (Activities 13, 16)</li> <li>Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br>Applying the Principles of Counting<br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br>Utilizing Quantities into Ones, Tens, and Hundreds Place-Value Concepts<br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><br>Utilizing Quantities and Comparing Units to the Whole<br>- 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 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| <b>2N5</b> Compare and order numbers up to 100.   | <b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (2N1.1, 2N1.2, 2N9.1, 2PR2)  |  |  |
| <b>2N7</b> Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.  | Taking Away Ten (2N1.1, 2N1.2, 2N9.1, 2PR2)<br><br><b>Card 3B:</b><br>Thinking Tens (2N1.1, 2N1.2, 2N7)   |  |  |
| <b>2N9</b> Demonstrate an understanding of addition (limited to 1- and 2-digit numerals)  | Describe Me (2N7)   |  |  |

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

Alberta/Northwest Territories/Nunavut (continued)

|   |  |   |
|---|--|---|
| <p>with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> <li>• <b>2N9.1</b> using personal strategies for adding and subtracting with and without the support of manipulatives</li> </ul> <p><b>2PR2</b> Demonstrate an understanding of numerical (numbers to 100) and non-numerical increasing patterns by using manipulatives, diagrams, sounds and actions.</p> |  | <p><b>Cross Strand: Patterning and Algebra</b><br/> <b>Big Idea:</b> Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> <p>Representing and Generalizing Increasing/Decreasing Patterns</p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (<i>Activities 15, 16</i>)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (<i>Activity 14, MED 3A: 1, 2</i>)</li> </ul> |
|---|--|---|

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

Note: Codes to curriculum are for cross-referencing purposes only.

### 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<br><b>Cross Strand:</b> Patterns and Relations  |  |  |  |
| <b>N2.1</b> Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by: <ul style="list-style-type: none"> <li>• <b>N2.1.1</b> representing (including place value)</li> <li>• <b>N2.1.2</b> describing</li> <li>• <b>N2.1.3</b> skip counting</li> <li>• <b>N2.1.4</b> differentiating between odd and even numbers</li> <li>• <b>N2.1.5</b> estimating with referents</li> <li>• <b>N2.1.6</b> comparing two numbers</li> <li>• <b>N2.1.7</b> ordering three or more numbers</li> </ul> | <b>Below Grade: Intervention</b><br>5: Adding Tens<br>6: Taking Away Tens<br><br><b>On Grade: Teacher Cards</b><br>13: Building Numbers (N2.1.1, N2.1.2)<br>14: Making a Number Line (N2.1.3, N2.1.7, N2.2.4, P2.2)<br>15: Grouping to Count (N2.1.1, N2.1.2, N2.1.3, P2.2)<br>16: Grouping and Place Value Consolidation (N2.1.1, N2.1.2, N2.1.3, N2.1.7, N2.2.4, P2.2)<br><br><b>On Grade: Math Every Day Card 3A:</b><br>Adding Ten (N2.1.3, N2.2.4, P2.2)<br>Taking Away Ten (N2.1.3, N2.2.4, P2.2)<br><b>Card 3B:</b><br>Thinking Tens (N2.1.1, N2.1.3)<br>Describe Me (N2.1.1) | <b>Below Grade:</b> <ul style="list-style-type: none"> <li>• At the Corn Farm (Activity 13)</li> <li>• How Many Is Too Many? (Activities 15, 16)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>• Back to Batoche (Activity 13)</li> <li>• A Class-full of Projects (Activities 13, 16)</li> <li>• The Money Jar (Activity 13)</li> <li>• Ways to Count (Activities 15, 16)</li> <li>• Family Fun Day (Activity 15)</li> <li>• What Would You Rather? (Activities 15, 16)</li> </ul> <b>Above Grade:</b> <ul style="list-style-type: none"> <li>• How Numbers Work (Activities 13, 16)</li> <li>• Hockey Homework (Activity 15)</li> </ul> | <b>Big Idea: Numbers tell us how many and how much.</b><br>Applying the Principles of Counting<br>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16)<br><br><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b><br>Utilizing Quantities into Ones, Tens, and Hundreds Place-Value Concepts<br>- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)<br>- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)<br><br>Utilizing Quantities and Comparing Units to the Whole<br>- 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 15, 16)<br>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)<br>- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| <b>N2.2</b> Demonstrate understanding of addition (limited to 1   |  |  |  |

### Mathology 2

Copyright © 2019 Pearson Canada Inc.

The right to reproduce or modify this page is restricted to purchasing schools.  
This page may have been modified from its original.

# Curriculum Correlation

## Number Cluster 3: Grouping and Place Value

### Saskatchewan (continued)

|   |  |   |
|---|--|---|
| <p>and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <ul style="list-style-type: none"> <li>• <b>N2.2.4</b> using personal strategies for adding and subtracting with and without the support of manipulatives</li> </ul> <p><b>P2.2</b> Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100).</p> |  | <p><b>Cross Strand: Patterning and Algebra</b><br/> <b>Big Idea:</b> Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> <p>Representing and Generalizing Increasing/Decreasing Patterns</p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (<b>Activities 15, 16</b>)</li> <li>- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (<b>Activity 14, MED 3A: 1, 2</b>)</li> </ul> |
|---|--|---|