**Curriculum Correlation**

**Master 18a**

**Measurement Cluster 2: Using Standard Units**

**Ontario**

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| **Curriculum Expectations** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Overall Expectations**  **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  **Counting:** demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points | | | |
| **M2.1** choose benchmarks – in this case, personal  referents – for a centimetre and a metre  to help them perform measurement tasks  **M2.2** estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units  **M2.3** record and represent measurements of length, height, and distance in a variety of  ways (e.g., written, pictorial, concrete)  **M2.4** select and justify the choice of a standard  unit (i.e., centimetre or metre) or a nonstandard  unit to measure length  **N2.9** 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 | **Below Grade: Intervention**  3: Iterating the Unit  4: Using a Centicube Ruler  **On Grade: Teacher Cards**  8: Benchmarks and Estimation  (M2.1, M2.2, M2.3, N2.9)  9: The Metre (M2.2, M2.3, N2.9)  10: The Centimetre  (M2.2, M2.3, N2.9)  11: Metres or Centimetres? (M2.2, M2.3, M2.4, N2.9)  12: Using Standard Units Consolidation (M2.2, M2.3, M2.4, N2.9)  **On Grade: Math Every Day**  **Card 2:** What Am I? (M2.2)  Which Unit? (M2.4) | **On Grade:**   * The Discovery (Activities 8, 9, 12)   **Above Grade:**   * 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  - Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by  • 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  - 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  - Says the number name sequence forward through the  teen numbers. (Activities 8, 9, 10, 11, 12) |

**Ontario (continued)**

**Master 18b**

**Curriculum Correlation**

**Measurement Cluster 2: Using Standard Units**

**Curriculum Correlation**

**Master 18c**

**Measurement Cluster 2: Using Standard Units**

**British Columbia**

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| **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 | | | |
| Direct linear measurement, introducing standard metric units  **2.22** centimetres and metres  **2.23** estimating length  **2.24** measuring and recording length, height, and width using standard units  Number concepts to 100   * 1. Counting | **Below Grade: Intervention**  3: Iterating the Unit  4: Using a Centicube Ruler  **On Grade: Teacher Cards**  8: Benchmarks and Estimation  (2.22, 2.23, 2.1)  9: The Metre (2.22, 2.23, 2.24, 2.1)  10: The Centimetre  (2.22, 2.23, 2.24, 2.1)  11: Metres or Centimetres?  (2.22, 2.24, 2.1)  12: Using Standard Units Consolidation  (2.22, 2.23, 2.24, 2.1)  **On Grade: Math Every Day**  **Card 2:** What Am I? (2.23)  Which Unit? (2.22) | **On Grade:**   * The Discovery (Activities 8, 9, 12)   **Above Grade:**   * 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.** |
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| **Big Idea: Numbers tell us how many and how much.** |
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