**Curriculum Correlation**

**Master 32a**

**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** |
| **Overall Expectations**  **Quantity Relationships:** read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢  **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  **Patterns and Relationships:** identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns | | | |
| **N2.1** represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools  **N2.3** compose and decompose two-digit numbers in a variety of ways, using concrete  materials  **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  **N2.10** 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  **N2.11** locate whole numbers to 100 on a number line and on a partial number line  **P2.1** 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  **P2.2** Identifies and extends familiar number  patterns and makes  connections to addition  (e.g., skip-counting by 2s, 5s, 10s). | **Below Grade: Intervention**  5: Adding Tens  6: Taking Away Tens  **On Grade: Teacher Cards**  13: Building Numbers (N2.1, N2.3)  14: Making a Number Line (N2.1, N2.9, N2.10, N2.11, P2.1)  15: Grouping to Count (N2.1, N2.3, N2.9, P2.2)  16: Grouping and Place Value Consolidation (N2.1, N2.3, N2.9, P2.2)  **On Grade: Math Every Day**  **Card 3A:** Adding Ten (N2.9, P2.1)  Taking Away Ten (N2.10, P2.1)  **Card 3B:** Thinking Tens (N2.3, N2.9, N2.10)  Describe Me (N2.3) | **Below Grade:**   * At the Corn Farm  (Activity 13) * How Many Is Too Many? (Activities 15, 16)   **On Grade:**   * Back to Batoche (Activity 13) * A Class-full of Projects (Activities 13, 16) * The Money Jar  (Activity 13) * Ways to Count  (Activities 15, 16) * Family Fun Day  (Activity 15) * What Would You Rather? (Activities 15, 16)   **Above Grade:**   * How Numbers Work (Activities 13, 16) * Hockey Homework (Activity 15) | **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 15, 16) |
| **Big Idea: Quantities and numbers can be grouped**  **by or partitioned into equal-sized units.** |
| Unitizing Quantities into Ones, Tens, and Hundreds  Place-Value Concepts)  - Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)  - Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)  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 15, 16)  - Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)  - Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Cross Strand: Patterning and Algebra**  **Big Idea:** Regularity and repetition form patterns  that can be generalized and predicted  mathematically. |
| Representing and Generalizing Increasing/Decreasing Patterns  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)  - Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**Master 32b**

**Ontario (continued)**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Curriculum Correlation**

**Master 32c**

**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** |
| **Big Idea**  Numbers to 100 represent quantities that can be decomposed into 10s and 1s.  **Cross Strand:** Patterns and Relations | | | |
| Number concepts to 100  Counting   * **2.1** skip-counting by 2, 5, and 10:   – **2.1a** using different starting points  – **2.1b** increasing and decreasing (forward and backward)   * **2.2** Quantities to 100 can be arranged and recognized   – **2.2a** comparing and ordering numbers to 100  Place value  – **2.2c** understanding of 10s and 1s  – **2.2d** understanding the relationship between digit places and their value, to 99  – **2.2e** decomposing two-digit numbers into 10s and 1s  Addition and subtraction to 100   * **2.11** using an open number line, hundred chart, ten-frames   Change in quantity using pictorial and symbolic representation   * **2.20** numerically describing a change in quantity (e.g., for 6 + n = 10, visualize the change in quantity by using ten-frames, hundred charts, etc.) | **Below Grade: Intervention**  5: Adding Tens  6: Taking Away Tens  **On Grade: Teacher Cards**  13: Building Numbers (2.2c, 2.2d, 2.2e, 2.20)  14: Making a Number Line (2.1, 2.1a, 2.1b, 2.2a)  15: Grouping to Count (2.1, 2.1b)  16: Grouping and Place Value Consolidation (2.1, 2.1a, 2.1b, 2.2c, 2.2d, 2.2e, 2.20)  **On Grade: Math Every Day**  **Card 3A:** Adding Ten (2.1, 2.1a, 2.1b, 2.11)  Taking Away Ten  (2.1, 2.1a, 2.1b, 2.11)  **Card 3B:** Thinking Tens (2.2c, 2.2d, 2.2e)  Describe Me (2.2c, 2.2d, 2.2e) | **Below Grade:**   * At the Corn Farm  (Activity 13) * How Many Is Too Many? (Activities 15, 16)   **On Grade:**   * Back to Batoche (Activity 13) * A Class-full of Projects (Activities 13, 16) * The Money Jar  (Activity 13) * Ways to Count  (Activities 15, 16) * Family Fun Day  (Activity 15) * What Would You Rather? (Activities 15, 16)   **Above Grade:**   * How Numbers Work (Activities 13, 16) * Hockey Homework (Activity 15) | **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 15, 16) |
| **Big Idea: Quantities and numbers can be grouped**  **by or partitioned into equal-sized units.** |
| Unitizing Quantities into Ones, Tens, and Hundreds  Place-Value Concepts)  - Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)  - Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)  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 15, 16)  - Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)  - Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Cross Strand: Patterning and Algebra**  **Big Idea:** Regularity and repetition form patterns  that can be generalized and predicted  mathematically. |
| Representing and Generalizing Increasing/Decreasing Patterns  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)  - Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**Master 32d**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**British Columbia/Yukon Territories (continued)**

**Curriculum Correlation**

**Master 32d**

**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** |
| **General Outcome**  Develop number sense  **Cross Strand:** Patterns and Relations  Use patterns to describe the world and solve problems | | | |
| **2N1** Say the number sequence from 0 to 100 by:   * **2N1.1** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively * **2N1.2** 10s using starting points from 1 to 9   **2N4** Represent and describe numbers to 100, concretely, pictorially and symbolically.  **2N5** Compare and order numbers up to 100.  **2N7** Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.  **2N9** Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by:   * + **2N9.1** using personal strategies for adding and subtracting with and without the support of manipulatives   **2PR2** Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100). | **Below Grade: Intervention**  5: Adding Tens  6: Taking Away Tens  **On Grade: Teacher Cards**  13: Building Numbers (2N4, 2N7)  14: Making a Number Line (2N1, 2N1.1, 2N1.2, 2N5, 2N9.1, 2PR2)  15: Grouping to Count  (2N1.1, 2N4, 2PR2)  16: Grouping and Place Value Consolidation (2N1.1, 2N4, 2N7, 2N9.1, 2PR2)  **On Grade: Math Every Day**  **Card 3A:** Adding Ten  (2N1.1, 2N1.2, 2N9.1, 2PR2)  Taking Away Ten  (2N1.1, 2N1.2, 2N9.1, 2PR2)  **Card 3B:** Thinking Tens (2N1.1, 2N1.2, 2N7)  Describe Me (2N7) | **Below Grade:**   * At the Corn Farm  (Activity 13) * How Many Is Too Many? (Activities 15, 16)   **On Grade:**   * Back to Batoche (Activity 13) * A Class-full of Projects (Activities 13, 16) * The Money Jar  (Activity 13) * Ways to Count  (Activities 15, 16) * Family Fun Day  (Activity 15) * What Would You Rather? (Activities 15, 16)   **Above Grade:**   * How Numbers Work (Activities 13, 16) * Hockey Homework (Activity 15) | **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 15, 16) |
| **Big Idea: Quantities and numbers can be grouped**  **by or partitioned into equal-sized units.** |
| Unitizing Quantities into Ones, Tens, and Hundreds  Place-Value Concepts)  - Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)  - Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)  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 15, 16)  - Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)  - Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Cross Strand: Patterning and Algebra**  **Big Idea:** Regularity and repetition form patterns  that can be generalized and predicted  mathematically. |
| Representing and Generalizing Increasing/Decreasing Patterns  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)  - Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

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

**Master 32f**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Curriculum Correlation**

**Master 32g**

**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** |
| **General Outcome**  Develop number sense  **Cross Strand**: Patterns and Relations  Use patterns to describe the world and solve problems | | | |
| **2.N.1** Say the number sequence from 0 to 100 by   * **2.N.1.1** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively * **2.N.1.2** 10s using starting points from 1 to 9   **2.N.4** Represent and describe numbers to 100, concretely, pictorially, and symbolically.  **2.N.5** Compare and order numbers up to 100.  **2.N.7** Illustrate, concretely and pictorially, the meaning of place value for numbers to 100.  **2.N.9** Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by   * + **2.N.9.1** using personal strategies for adding and subtracting with and without the support of manipulatives   **2.PR.2** Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100). | **Below Grade: Intervention**  5: Adding Tens  6: Taking Away Tens  **On Grade: Teacher Cards**  13: Building Numbers (2.N.4, 2.N.7)  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)  15: Grouping to Count  (2.N.1.1, 2.N.4, 2.PR.2)  16: Grouping and Place Value Consolidation (2.N.1.1, 2.N.4, 2.N.7, 2.N.9.1, 2.PR.2)  **On Grade: Math Every Day**  **Card 3A:** Adding Ten  (2.N.1.1, 2.N.1.2, 2.N.9.1, 2.PR.2)  Taking Away Ten  (2.N.1.1, 2.N.1.2, 2.N.9.1, 2.PR.2)  **Card 3B:** Thinking Tens (2.N.1.1, 2.N.1.2, 2.N.7)  Describe Me (2.N.7) | **Below Grade:**   * At the Corn Farm  (Activity 13) * How Many Is Too Many? (Activities 15, 16)   **On Grade:**   * Back to Batoche (Activity 13) * A Class-full of Projects (Activities 13, 16) * The Money Jar  (Activity 13) * Ways to Count  (Activities 15, 16) * Family Fun Day  (Activity 15) * What Would You Rather? (Activities 15, 16)   **Above Grade:**   * How Numbers Work (Activities 13, 16) * Hockey Homework (Activity 15) | **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 15, 16) |
| **Big Idea: Quantities and numbers can be grouped**  **by or partitioned into equal-sized units.** |
| Unitizing Quantities into Ones, Tens, and Hundreds  Place-Value Concepts)  - Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)  - Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)  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 15, 16)  - Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)  - Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Cross Strand: Patterning and Algebra**  **Big Idea:** Regularity and repetition form patterns  that can be generalized and predicted  mathematically. |
| Representing and Generalizing Increasing/Decreasing Patterns  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)  - Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**Manitoba (continued)**

**Master 32h**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Curriculum Correlation**

**Master 32i**

**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** |
| **General Outcome**  Students will be expected to develop number sense.  **Cross Strand:** Patterns and Relations  Students will be expected to use patterns to describe the world and solve problems | | | |
| **2N01** Students will be expected to say the number sequence by   * **2N01.1** 1s, forward and backward, starting from any point to 200 * **2N01.2** 2s, forward and backward, starting from any point to 100 * **2N01.3** 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100 * **2N01.4** 10s, starting from any point, to 100   **2N04** Students will be expected to represent and partition numbers to 100.  **2N05** Students will be expected to compare and order numbers up to 100.  **2N07** Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100.  **2N09** Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by   * + **2N09.1** using personal strategies for adding and subtracting with and without the support of manipulatives   **2PR02** 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. | **Below Grade: Intervention**  5: Adding Tens  6: Taking Away Tens  **On Grade: Teacher Cards**  13: Building Numbers (2N04, 2N07)  14: Making a Number Line (2N01.1, 2N01.3, 2N01.4, 2N05, 2N09.1, 2PR02)  15: Grouping to Count  (2N01.1, 2N01.2, 2N01.3, 2N04, 2PR02)  16: Grouping and Place Value Consolidation (2N01.1, 2N01.2, 2N01.3, 2N04, 2N07, 2N09.1, 2PR02)  **On Grade: Math Every Day**  **Card 3A:** Adding Ten  (2N01.3, 2N01.4, 2N09.1, 2PR02)  Taking Away Ten  (2N01.3, 2N01.4, 2N09.1, 2PR02)  **Card 3B:** Thinking Tens (2N01.3, 2N01.4, 2N07)  Describe Me (2N07) | **Below Grade:**   * At the Corn Farm  (Activity 13) * How Many Is Too Many? (Activities 15, 16)   **On Grade:**   * Back to Batoche (Activity 13) * A Class-full of Projects (Activities 13, 16) * The Money Jar  (Activity 13) * Ways to Count  (Activities 15, 16) * Family Fun Day  (Activity 15) * What Would You Rather? (Activities 15, 16)   **Above Grade:**   * How Numbers Work (Activities 13, 16) * Hockey Homework (Activity 15) | **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 15, 16) |
| **Big Idea: Quantities and numbers can be grouped**  **by or partitioned into equal-sized units.** |
| Unitizing Quantities into Ones, Tens, and Hundreds  Place-Value Concepts)  - Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)  - Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)  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 15, 16)  - Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)  - Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Cross Strand: Patterning and Algebra**  **Big Idea:** Regularity and repetition form patterns  that can be generalized and predicted  mathematically. |
| Representing and Generalizing Increasing/Decreasing Patterns  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)  - Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**Nova Scotia (continued)**

**Master 32j**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Curriculum Correlation**

**Master 32k**

**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** |
| **General Outcome**  Develop number sense  **Cross Strand:** Patterns and Relations  Use patterns to describe the world and solve problems | | | |
| **2N1** Say the number sequence 0 to 100 by:   * **2N1.1** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively * **2N1.2** 10s using starting points from 1 to 9   **2N4** Represent and describe numbers to 100, concretely, pictorially and symbolically.  **2N5** Compare and order numbers up to 100.  **2N7** Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.  **2N9** Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by   * + **2N9.1** using personal strategies for adding and subtracting with and without the support of manipulatives   **2PR2** Demonstrate an understanding of numerical (numbers to 100) and non-numerical increasing patterns by using manipulatives, diagrams, sounds and actions. | **Below Grade: Intervention**  5: Adding Tens  6: Taking Away Tens  **On Grade: Teacher Cards**  13: Building Numbers (2N4, 2N7)  14: Making a Number Line (2N1, 2N1.1, 2N1.2, 2N5, 2N9.1, 2PR2)  15: Grouping to Count  (2N1.1, 2N4, 2PR2)  16: Grouping and Place Value Consolidation (2N1.1, 2N4, 2N7, 2N9.1, 2PR2)  **On Grade: Math Every Day**  **Card 3A:** Adding Ten  (2N1.1, 2N1.2, 2N9.1, 2PR2)  Taking Away Ten  (2N1.1, 2N1.2, 2N9.1, 2PR2)  **Card 3B:** Thinking Tens (2N1.1, 2N1.2, 2N7)  Describe Me (2N7) | **Below Grade:**   * At the Corn Farm  (Activity 13) * How Many Is Too Many? (Activities 15, 16)   **On Grade:**   * Back to Batoche (Activity 13) * A Class-full of Projects (Activities 13, 16) * The Money Jar  (Activity 13) * Ways to Count  (Activities 15, 16) * Family Fun Day  (Activity 15) * What Would You Rather? (Activities 15, 16)   **Above Grade:**   * How Numbers Work (Activities 13, 16) * Hockey Homework (Activity 15) | **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 15, 16) |
| **Big Idea: Quantities and numbers can be grouped**  **by or partitioned into equal-sized units.** |
| Unitizing Quantities into Ones, Tens, and Hundreds  Place-Value Concepts)  - Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)  - Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)  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 15, 16)  - Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)  - Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Cross Strand: Patterning and Algebra**  **Big Idea:** Regularity and repetition form patterns  that can be generalized and predicted  mathematically. |
| Representing and Generalizing Increasing/Decreasing Patterns  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)  - Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

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

**Master 32l**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Curriculum Correlation**

**Master 32m**

**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** |
| **Goals**  Spatial Sense, Logical Thinking, Mathematics as a Human Endeavour  **Cross Strand:** Patterns and Relations | | | |
| **N2.1** Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by:  • **N2.1.1 representing** **(including place value)** • **N2.1.2 describing**  • **N2.1.3 skip counting**  • N2.1.4 differentiating between odd and even numbers  • N2.1.5 estimating with referents  • N2.1.6 comparing two numbers  • **N2.1.7 ordering three or more numbers**  **N2.2** Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by:   * **N2.2.4** using personal strategies for adding and subtracting with and without the support of manipulatives   **P2.2** Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100). | **Below Grade: Intervention**  5: Adding Tens  6: Taking Away Tens  **On Grade: Teacher Cards**  13: Building Numbers (N2.1.1, N2.1.2)  14: Making a Number Line (N2.1.3, N2.1.7, N2.2.4, P2.2)  15: Grouping to Count  (N2.1.1, N2.1.2, N2.1.3, P2.2)  16: Grouping and Place Value Consolidation (N2.1.1, N2.1.2, N2.1.3, N2.1.7, N2.2.4, P2.2)  **On Grade: Math Every Day**  **Card 3A:** Adding Ten  (N2.1.3, N2.2.4, P2.2)  Taking Away Ten  (N2.1.3, N2.2.4, P2.2)  **Card 3B:** Thinking Tens (N2.1.1, N2.1.3)  Describe Me (N2.1.1) | **Below Grade:**   * At the Corn Farm  (Activity 13) * How Many Is Too Many? (Activities 15, 16)   **On Grade:**   * Back to Batoche (Activity 13) * A Class-full of Projects (Activities 13, 16) * The Money Jar  (Activity 13) * Ways to Count  (Activities 15, 16) * Family Fun Day  (Activity 15) * What Would You Rather? (Activities 15, 16)   **Above Grade:**   * How Numbers Work (Activities 13, 16) * Hockey Homework (Activity 15) | **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 15, 16) |
| **Big Idea: Quantities and numbers can be grouped**  **by or partitioned into equal-sized units.** |
| Unitizing Quantities into Ones, Tens, and Hundreds  Place-Value Concepts)  - Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)  - Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)  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 15, 16)  - Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)  - Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Cross Strand: Patterning and Algebra**  **Big Idea:** Regularity and repetition form patterns  that can be generalized and predicted  mathematically. |
| Representing and Generalizing Increasing/Decreasing Patterns  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)  - Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**Saskatchewan (continued)**

**Master 32n**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**