**Curriculum Correlation**

**Master 1a**

**Measurement Cluster 1: Using Non-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  **Measurement Relationships:** compare, describe, and order objects, using attributes measured in 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 | | | |
| **M2.2** 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)  **M2.5** estimate, measure, and record the distance  around objects, using non-standard units  **M2.6** estimate, measure, and record area, through  investigation using a variety of non-standard  units  **M2.7** estimate, measure, and record the capacity  and/or mass of an object, using a variety of non-standard units  **M2.13** compare and order a collection of objects  by mass and/or capacity, using non-standard  units  **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**  1: Exploring Length  2: Conserving Area  **On Grade: Teacher Cards**  1: Measuring Length 1  (M2.2, M2.3, N2.9)  2: Measuring Length 2  (M2.2, M2.3, N2.9)  3: Measuring Distance Around (M2.5, N2.9)  4: Measuring Mass (M2.7, M2.13, N2.9)  5: Measuring Area (M2.6, N2.9)  6: Measuring Capacity (M2.7, M2.13, N2.9)  7: Using Non-Standard Units Consolidation (M2.2, M2.3, M2.5, M2.6, M2.7, N2.9)  **On Grade: Math Every Day**  **Card 1:** Estimation Scavenger Hunt (M2.2, M2.5, M2.6, M2.7)  Estimation Station  (M2.2, M2.5, M2.6, M2.7, N2.9) | **Below Grade:**   * The Amazing Seed  (Activities 1, 2, 7) * Animal Measures (Activities 1, 2, 7)   **On Grade:**   * Getting Ready for School (Activities 1, 2, 3, 7) * The Discovery (Activities 2, 3, 5, 7) | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons  - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7)  - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by  • using an intermediary object (Activities 6, 7)  • using multiple copies of a unit (Activities 1, 3, 4, 5, 7)  • iterating a single unit (Activities 2, 3, 5, 7)  - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2)  Understanding Relationships Among Measurement Units  - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) |
| **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 (e.g., an object can have both length and mass). (Activity 7)  - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6)  - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3) |
| **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 1, 2, 3, 4, 5, 6, 7) |

**Master 1b**

**Ontario (continued)**

**Curriculum Correlation**

**Measurement Cluster 1: Using Non-Standard Units**

**Curriculum Correlation**

**Master 1c**

**Measurement Cluster 1: Using Non-Standard Units**

**New Brunswick/Prince Edward Island/Newfoundland and Labrador**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  Use direct or indirect measurement to solve problems.  **Cross Strand:** Number  Develop number sense. | | | |
| **2SS2** Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight).  **2SS3** Compare and order objects by length, height, distance around and mass (weight) using nonstandard units, and make statements of comparison.  **2SS4** Measure length to the nearest non-standard unit by:  • **2SS4.1** using multiple copies of a unit  • **2SS4.2** using a single copy of a unit (iteration process).  **2SS5** Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.  **2N1** Say the number sequence, 0 to 100. | **Below Grade: Intervention**  1: Exploring Length  2: Conserving Area  **On Grade: Teacher Cards**  1: Measuring Length 1  (2SS2, 2SS3, 2SS4.1, 2SS5, 2N1)  2: Measuring Length 2  (2SS2, 2SS3, 2SS4.2, 2N1)  3: Measuring Distance Around (2SS3, 2N1)  4: Measuring Mass  (2SS2, 2SS3, 2N1)  5: Measuring Area  6: Measuring Capacity  7: Using Non-Standard Units Consolidation (2SS2, 2SS3, 2SS4.1, 2SS4.2, 2N1)  **On Grade: Math Every Day**  **Card 1:** Estimation Scavenger Hunt (2SS3)  Estimation Station  (2SS3, 2N1) | **Below Grade:**   * The Amazing Seed  (Activities 1, 2, 7) * Animal Measures (Activities 1, 2, 7)   **On Grade:**   * Getting Ready for School (Activities 1, 2, 3, 7) * The Discovery (Activities 2, 3, 5, 7) | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons  - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7)  - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by  • using an intermediary object (Activities 6, 7)  • using multiple copies of a unit (Activities 1, 3, 4, 5, 7)  • iterating a single unit (Activities 2, 3, 5, 7)  - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2)  Understanding Relationships Among Measurement Units  - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) |
| **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 (e.g., an object can have both length and mass). (Activity 7)  - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6)  - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3) |
| **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 1, 2, 3, 4, 5, 6, 7) |

**Master 1d**

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

**Curriculum Correlation**

**Measurement Cluster 1: Using Non-Standard Units**

**Curriculum Correlation**

**Master 1e**

**Measurement Cluster 1: Using Non-Standard Units**

**Manitoba**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  Use direct or indirect measurement to solve problems.  **Cross Strand:** Number  Develop number sense. | | | |
| **2.SS.2** Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight).  **2.SS.3** Compare and order objects by length, height, distance around, and mass (weight) using non-standard units, and make statements of comparison.  **2.SS.4** Measure length to the nearest non-standard unit by  • **2.SS.4.1** using multiple copies of a unit  • **2.SS.4.2** using a single copy of a unit (iteration process)  **2.SS.5** Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.  **2.N.1** Say the number sequence, 0 to 100. | **Below Grade: Intervention**  1: Exploring Length  2: Conserving Area  **On Grade: Teacher Cards**  1: Measuring Length 1  (2.SS.2, 2.SS.3, 2.SS.4.1, 2.SS.5, 2.N.1)  2: Measuring Length 2  (2.SS.2, 2.SS.3, 2.SS.4.2, 2.N.1)  3: Measuring Distance Around (2.SS.3, 2.N.1)  4: Measuring Mass  (2.SS.2, 2.SS.3, 2.N.1)  5: Measuring Area  6: Measuring Capacity  7: Using Non-Standard Units Consolidation (2.SS.2, 2.SS.3, 2.SS.4.1, 2.SS.4.2, 2.N.1)  **On Grade: Math Every Day**  **Card 1:** Estimation Scavenger Hunt (2.SS.3)  Estimation Station  (2.SS.3, 2.N.1) | **Below Grade:**   * The Amazing Seed  (Activities 1, 2, 7) * Animal Measures (Activities 1, 2, 7)   **On Grade:**   * Getting Ready for School (Activities 1, 2, 3, 7) * The Discovery (Activities 2, 3, 5, 7) | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons  - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7)  - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by  • using an intermediary object (Activities 6, 7)  • using multiple copies of a unit (Activities 1, 3, 4, 5, 7)  • iterating a single unit (Activities 2, 3, 5, 7)  - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2)  Understanding Relationships Among Measurement Units  - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) |
| **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 (e.g., an object can have both length and mass). (Activity 7)  - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6)  - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3) |
| **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 1, 2, 3, 4, 5, 6, 7) |

**Master 1f**

**Manitoba (continued)**

**Curriculum Correlation**

**Measurement Cluster 1: Using Non-Standard Units**

**Curriculum Correlation**

**Master 1g**

**Measurement Cluster 1: Using Non-Standard Units**

**Nova Scotia**

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| **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 use direct and indirect measure to solve problems.  **Cross Strand:** Number  Students will be expected to develop number sense. | | | |
| **2M02** Students will be expected to relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass.  **2M03** Students will be expected to compare and order objects by length, height, distance around, and mass using non-standard units and make statements of comparison.  **2M04** Students will be expected to measure length to the nearest non-standard unit by using multiple copies of a unit and using a single copy of a unit (iteration process).  **2M05** Students will be expected to demonstrate that changing the position of an object does not alter the measurements of its attributes.  **2N01.1** Students will be expected to say the number sequence by   * 1s, forward and backward, starting from any point to 200 | **Below Grade: Intervention**  1: Exploring Length  2: Conserving Area  **On Grade: Teacher Cards**  1: Measuring Length 1  (2M02, 2M03, 2M04, 2M05, 2N01.1)  2: Measuring Length 2  (2M02, 2M03, 2M04, 2N01.1)  3: Measuring Distance Around (2M03, 2N01.1)  4: Measuring Mass  (2M02, 2M03, 2N01.1)  5: Measuring Area  6: Measuring Capacity  7: Using Non-Standard Units Consolidation (2M02, 2M03, 2M04, 2N01.1)  **On Grade: Math Every Day**  **Card 1:** Estimation Scavenger Hunt (2M03)  Estimation Station  (2M03, 2N01.1) | **Below Grade:**   * The Amazing Seed  (Activities 1, 2, 7) * Animal Measures (Activities 1, 2, 7)   **On Grade:**   * Getting Ready for School (Activities 1, 2, 3, 7) * The Discovery (Activities 2, 3, 5, 7) | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons  - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7)  - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by  • using an intermediary object (Activities 6, 7)  • using multiple copies of a unit (Activities 1, 3, 4, 5, 7)  • iterating a single unit (Activities 2, 3, 5, 7)  - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2)  Understanding Relationships Among Measurement Units  - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) |
| **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 (e.g., an object can have both length and mass). (Activity 7)  - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6)  - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3) |
| **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 1, 2, 3, 4, 5, 6, 7) |

**Master 1h**

**Nova Scotia (continued)**

**Curriculum Correlation**

**Measurement Cluster 1: Using Non-Standard Units**

**Curriculum Correlation**

**Master 1i**

**Measurement Cluster 1: Using Non-Standard Units**

**Alberta/Northwest Territories/Nunavut**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  Use direct and indirect measurement to solve problems.  **Cross Strand:** Number  Develop number sense. | | | |
| **2SS2** Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight).  **2SS3** Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison.  **2SS4** Measure length to the nearest non-standard unit by:  • **2SS4.1** using multiple copies of a unit  • **2SS4.2** using a single copy of a unit (iteration process)  **2SS5** Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.  **2N1** Say the number sequence 0 to 100. | **Below Grade: Intervention**  1: Exploring Length  2: Conserving Area  **On Grade: Teacher Cards**  1: Measuring Length 1  (2SS2, 2SS3, 2SS4.1, 2SS5, 2N1)  2: Measuring Length 2  (2SS2, 2SS3, 2SS4.2, 2N1)  3: Measuring Distance Around (2SS3, 2N1)  4: Measuring Mass  (2SS2, 2SS3, 2N1)  5: Measuring Area  6: Measuring Capacity  7: Using Non-Standard Units Consolidation (2SS2, 2SS3, 2SS4.1, 2SS4.2, 2N1)  **On Grade: Math Every Day**  **Card 1:** Estimation Scavenger Hunt (2SS3)  Estimation Station  (2SS3, 2N1) | **Below Grade:**   * The Amazing Seed  (Activities 1, 2, 7) * Animal Measures (Activities 1, 2, 7)   **On Grade:**   * Getting Ready for School (Activities 1, 2, 3, 7) * The Discovery (Activities 2, 3, 5, 7) | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons  - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7)  - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by  • using an intermediary object (Activities 6, 7)  • using multiple copies of a unit (Activities 1, 3, 4, 5, 7)  • iterating a single unit (Activities 2, 3, 5, 7)  - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2)  Understanding Relationships Among Measurement Units  - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) |
| **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 (e.g., an object can have both length and mass). (Activity 7)  - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6)  - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3) |
| **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 1, 2, 3, 4, 5, 6, 7) |

**Master 1j**

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

**Curriculum Correlation**

**Measurement Cluster 1: Using Non-Standard Units**

**Curriculum Correlation**

**Master 1k**

**Measurement Cluster 1: Using Non-Standard Units**

**Saskatchewan**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals**  Spatial Sense, Logical Thinking, Number Sense, Mathematics as a Human Endeavour  **Cross Strand:** Number | | | |
| **SS2.1** Demonstrate understanding of non-standard units for linear measurement by:   * **SS2.1.1** describing the choice and appropriate use of non-standard units * **SS2.1.2** estimating * **SS2.1.3** measuring * **SS2.1.4** comparing and analyzing measurements.   **SS2.2** Demonstrate understanding of non-standard units for measurement of mass by:   * **SS2.2.1** describing the choice and appropriate use of non-standard units * **SS2.2.2** estimating * **SS2.2.3** measuring * **SS2.2.4** comparing and analyzing measurements.   **N2.1** Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by:  • **N2.1.3** skip counting | **Below Grade: Intervention**  1: Exploring Length  2: Conserving Area  **On Grade: Teacher Cards**  1: Measuring Length 1  (SS2.1.1., SS2.1.2, SS2.1.3, SS2.1.4, N2.1.3)  2: Measuring Length 2  (SS2.1.1., SS2.1.2, SS2.1.3, SS2.1.4, N2.1.3)  3: Measuring Distance Around (SS2.1.1., SS2.1.2, SS2.1.3, SS2.1.4, N2.1.3)  4: Measuring Mass  (SS2.2.1, SS2.2.2, SS2.2.3, SS2.2.4, N2.1.3)  5: Measuring Area  6: Measuring Capacity  7: Using Non-Standard Units Consolidation (SS2.1.1., SS2.1.2, SS2.1.3, SS2.1.4, SS2.2.1, SS2.2.2, SS2.2.3, SS2.2.4, N2.1.3)  **On Grade: Math Every Day**  **Card 1:** Estimation Scavenger Hunt (SS2.1.2, SS2.1.4, SS2.2.2, SS2.2.4)  Estimation Station  (SS2.1.2, SS2.1.3, SS2.2.2, SS2.2.3, N2.1.3) | **Below Grade:**   * The Amazing Seed  (Activities 1, 2, 7) * Animal Measures (Activities 1, 2, 7)   **On Grade:**   * Getting Ready for School (Activities 1, 2, 3, 7) * The Discovery (Activities 2, 3, 5, 7) | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| Selecting and Using Non-Standard Units to Estimate, Measure, and Make Comparisons  - Understands that there should be no gaps or overlaps when measuring. (Activities 1, 2, 3, 5, 7)  - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by  • using an intermediary object (Activities 6, 7)  • using multiple copies of a unit (Activities 1, 3, 4, 5, 7)  • iterating a single unit (Activities 2, 3, 5, 7)  - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. (Activity 7; MED 1: 1, 2)  Understanding Relationships Among Measurement Units  - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). (Activities 1, 4) |
| **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 (e.g., an object can have both length and mass). (Activity 7)  - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). (Activities 5, 6)  - Extends understanding of length to other linear measurements (e.g., height, width, distance around). (Activity 3) |
| **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 1, 2, 3, 4, 5, 6, 7) |

**Master 1l**

**Saskatchewan (continued)**

**Curriculum Correlation**

**Measurement Cluster 1: Using Non-Standard Units**