**Curriculum Correlation**

**Master 57a**

**Geometry Cluster 5: Coding**

**Ontario**

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| **Curriculum Expectations** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Overall Expectation**  **Location and Movement:** describe and represent the relative locations of objects, and represent objects on a map.  **Cross Strand:** Number | | | |
| **G2.10** describe the relative locations (e.g., beside, two steps to the right of) and the movements of objects on a map | **Below Grade: Intervention**  9: I Spy  10: Five Questions  **On Grade: Teacher Cards**  22: Exploring Coding (G2.10)  23: Coding on a Grid (G2.10)  24: Number Codes (G2.10)  25: Coding: Consolidation (G2.10)  **On Grade: Math Every Day**  **Card 5:** Code of the Day (G2.10)  Wandering Animals (G2.10) |  | **Big Idea: Objects can be located in space and**  **viewed from multiple perspectives.** |
| Locating and Mapping Objects in Space  - Uses positional language and gesture to describe locations and movement, and give simple directions (e.g., in, on, around, right, left). (Activities 22, 25)  - Provides instructions to locate an object in the environment (e.g., listing instructions to find a hidden object in classroom). (Activity 25; MED 5: 2)  - Describes the movement of an object from one location to another on a grid map (e.g., moving 5 squares to the left and 3 squares down).  (Activities 23, 24, 25; MED 5: 1, 2) |

**Curriculum Correlation**

**Master 57b**

**Geometry Cluster 5: Coding**

**British Columbia/Yukon Territories**

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| **Learning Standards** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Big Idea**  Concrete items can be represented, compared, and interpreted pictorially in graphs.  **Cross Strand:** Number | | | |
| 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)   Pictorial representation of concrete graphs using one-to-one correspondence   * **2.29** collecting data, creating a concrete graph, and representing the graph using a pictorial representation through grids, stamps, drawings * **2.30** one-to-one correspondence | **Below Grade: Intervention**  9: I Spy  10: Five Questions  **On Grade: Teacher Cards**  22: Exploring Coding  (2.1a, 2.1b, 2.30)  23: Coding on a Grid  (2.1a, 2.1b, 2.29, 2.30)  24: Number Codes  (2.1a, 2.1b, 2.29, 2.30)  25: Coding: Consolidation  (2.1a, 2.1b, 2.29, 2.30)  **On Grade: Math Every Day**  **Card 5:** Code of the Day  (2.1a, 2.1b, 2.29, 2.30)  Wandering Animals  (2.1a, 2.1b, 2.29, 2.30) |  | **Big Idea: Objects can be located in space and**  **viewed from multiple perspectives.** |
| Locating and Mapping Objects in Space  - Uses positional language and gesture to describe locations and movement, and give simple directions (e.g., in, on, around, right, left). (Activities 22, 25)  - Provides instructions to locate an object in the environment (e.g., listing instructions to find a hidden object in classroom). (Activity 25; MED 5: 2)  - Describes the movement of an object from one location to another on a grid map (e.g., moving 5 squares to the left and 3 squares down).  (Activities 23, 24, 25; MED 5: 1, 2) |

**Curriculum Correlation**

**Master 57c**

**Geometry Cluster 5: Coding**

**New Brunswick/Prince Edward Island/Newfoundland and Labrador/Manitoba/Nova Scotia/Alberta/  
Northwest Territories/Nunavut/Saskatchewan**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Cross Strand:** Number | | | |
| * Optional but recommended | **Below Grade: Intervention**  9: I Spy  10: Five Questions  **On Grade: Teacher Cards**  22: Exploring Coding  23: Coding on a Grid  24: Number Codes  25: Coding: Consolidation  **On Grade: Math Every Day**  **Card 5:** Code of the Day  Wandering Animals |  | **Big Idea: Objects can be located in space and**  **viewed from multiple perspectives.** |
| Locating and Mapping Objects in Space  - Uses positional language and gesture to describe locations and movement, and give simple directions (e.g., in, on, around, right, left). (Activities 22, 25)  - Provides instructions to locate an object in the environment (e.g., listing instructions to find a hidden object in classroom). (Activity 25; MED 5: 2)  - Describes the movement of an object from one location to another on a grid map (e.g., moving 5 squares to the left and 3 squares down).  (Activities 23, 24, 25; MED 5: 1, 2) |