Master 114a

Curriculum Correlation

Number Cluster 9: Financial Literacy

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 **N1 Quantity Relationships:** read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢ **N2 Counting:** demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as st arting points **N3 Operational Sense:** solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division **Cross Strand:** Patterning and Algebra **P1 Patterns and Relationships:** identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns			
N1.1 represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools **N1.3** compose and decompose two-digit numbers in a variety of ways, using concrete materials **N1.8** estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar. **N2.1** count forward by 1's, 2's, 5's, 10's, and 25's to 200, using	**Below Grade: Intervention** 17: Counting Coins 18: Wants and Needs **On Grade: Teacher Cards** 43: Estimating Money (N1.1, N1.3, N1.8, N2.1, P2.1) 44: Earning Money (N1.3, N1.8, N2.1, N3.1, N3.2, P2.1) 45: Spending Money 46: Saving Regularly (N1.1, N1.3, N1.8, N2.1, N3.1, N3.2) 47: Financial Literacy Consolidation **On Grade: Math Every Day Card 9:** Collections of Coins (N1.8, N2.1) Showing Money in Different Ways (N1.3)	**Below Grade:** • Buy 1—Get 1 (Activities 45, 47) **On Grade:** • The Money Jar (Activities 43, 45, 47)	**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 43, 44, 46, 47; MED 9:1) **Big Idea: Numbers are related in many ways.** **Comparing and Ordering Quantities (Multitude or Magnitude)** - Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46) Estimating Quantities and Numbers - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43) **Decomposing Wholes into Parts and Composing Wholes from Parts** - Composes and decomposes quantities to 20. (Activity 45) - Composes two-digit numbers from parts (e.g., 14 and 14 is 28), and decomposes two-digit numbers into parts (e.g., 28 is 20 and 8). (Activities 43, 44; MED 9:2)

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Number Cluster 9: Financial Literacy

Ontario (continued)

number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 **N3.1** solve problems involving the addition and subtraction of two-digit numbers, with and without regrouping, using concrete materials (e.g., base ten materials, counters), student-generated algorithms, and standard algorithms **N3.2** add and subtract money amounts to 100¢, using a variety of tools (e.g., concrete materials, drawings) and strategies (e.g., counting on, estimating, representing using symbols). **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			**Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** **Developing Conceptual Meaning of Addition and Subtraction** - Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47) **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1) **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 43, 44, 46, 47; MED 9:1) **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations** - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47)

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Curriculum Correlation

Number Cluster 9: Financial Literacy

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 Ideas Numbers to 100 represent quantities that can be decomposed into 10s and 1s. Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. **Cross Strand:** Patterns and Relations			
N1 Number concepts to 100 Counting • **N1** skip-counting by 2, 5, and 10: – **N1.1a** using different starting points – **N1.1b** increasing and decreasing (forward and backward) • **N1.2** Quantities to 100 can be arranged and recognized – **N1.2a** comparing and ordering numbers to 100 **N3 Addition and subtraction to 20** • **N3.1** adding and subtracting numbers to 20 **N4 Addition and subtraction to 100** • **N4.1** decomposing numbers to 100 • **N4.2** estimating sums and differences to 100 • **N4.6** using addition and subtraction in real-life	**Below Grade: Intervention** 17: Counting Coins 18: Wants and Needs **On Grade: Teacher Cards** 43: Estimating Money (N1.1, N1.2a, N4.2, N5.1) 44: Earning Money (N1.1, N4.1, N4.6, N5.1, N5.2, N5.3) 45: Spending Money (N3.1, N4.1, N5.2, N5.3) 46: Saving Regularly (N1.1, N1.1a, N1.2a, N3.1, N4.6, N5.1, N5.2, N5.3) 47: Financial Literacy Consolidation (N1.1, N3.1, N4.1, N5.2, N5.3) **On Grade: Math Every Day Card 9:** Collections of Coins (N1.1, N5.1) Showing Money in Different Ways (N4.1, N5.1)	**Below Grade:** • Buy 1—Get 1 (Activities 45, 47) **On Grade:** • The Money Jar (Activities 43, 45, 47)	**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 43, 44, 46, 47; MED 9:1) **Big Idea: Numbers are related in many ways.** **Comparing and Ordering Quantities (Multitude or Magnitude)** - Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46) **Estimating Quantities and Numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43) **Decomposing Wholes into Parts and Composing Wholes from Parts** - Composes and decomposes quantities to 20. (Activity 45) - Composes two-digit numbers from parts (e.g., 14 and 14 is 28), and decomposes two-digit numbers into parts (e.g., 28 is 20 and 8). (Activities 43, 44; MED 9:2) **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** **Developing Conceptual Meaning of Addition and Subtraction** - Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)

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Curriculum Correlation
Number Cluster 9: Financial Literacy

British Columbia/Yukon Territories (continued)

contexts and problem-based situations **N5 Financial literacy — coin combinations to 100 cents, and spending and saving** • **N5.1** counting simple mixed combinations of coins to 100 cents • **N5.2** introduction to the concepts of spending and saving, integrating the concept of wants and needs • **N5.3**role-playing financial transactions (e.g., using bills and coins)			**Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1) **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 43, 44, 46, 47; MED 9:1) **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations** - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47)

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Curriculum Correlation
Number Cluster 9: Financial Literacy

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 (Patterns):** Use patterns to describe the world and solve problems.			
N1 Say the number sequence from 0 to 100 by: • **N1a** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • **N1b** 10s using starting points from 1 to 9 **N4** Represent and describe numbers to 100, concretely, pictorially and symbolically. **N5** Compare and order numbers up to 100. **N6** Estimate quantities to 100 using referents. **N9** Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the	**Below Grade: Intervention** 17: Counting Coins 18: Wants and Needs **On Grade: Teacher Cards** 43: Estimating Money (N1a, N4, N5, N6, N9a, PR2) 44: Earning Money (N1a, N4, N9a, PR2) 45: Spending Money 46: Saving Regularly (N1a, N5, N9a, PR2) 47: Financial Literacy Consolidation **On Grade: Math Every Day Card 9:** Collections of Coins (N1a, N1b, PR2) Showing Money in Different Ways (N4)	**Below Grade:** • Buy 1—Get 1 (Activities 45, 47) **On Grade:** • The Money Jar (Activities 43, 45, 47)	**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 43, 44, 46, 47; MED 9:1) **Big Idea: Numbers are related in many ways.** **Comparing and Ordering Quantities (Multitude or Magnitude)** - Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46) **Estimating Quantities and Numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43) **Decomposing Wholes into Parts and Composing Wholes from Parts** - Composes and decomposes quantities to 20. (Activity 45) - Composes two-digit numbers from parts (e.g., 14 and 14 is 28), and decomposes two-digit numbers into parts (e.g., 28 is 20 and 8). (Activities 43, 44; MED 9:2) **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** **Developing Conceptual Meaning of Addition and Subtraction** - Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)

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Curriculum Correlation
Number Cluster 9: Financial Literacy

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

corresponding subtraction by: • **N9a** using personal strategies for adding and subtracting with and without the support of manipulatives **PR2** Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100)			**Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1) **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 43, 44, 46, 47; MED 9:1) **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations** - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47)

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Curriculum Correlation
Number Cluster 9: Financial Literacy

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 (Patterns) **General Outcome** Use patterns to describe the world and solve problems.			
2.N.1 Say the number sequence from 0 to 100 by: • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s using starting points from 1 to 9 • 2s starting from 1. **2.N.4** Represent and describe numbers to 100, concretely, pictorially, and symbolically. **2.N.6** Estimate quantities to 100 using referents. **2.N.9** Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: • using personal strategies for adding and subtracting with and without the	**Below Grade: Intervention** 17: Counting Coins 18: Wants and Needs **On Grade: Teacher Cards** 43: Estimating Money (2.N.1, 2.N.4, 2.N.6) 44: Earning Money (2.N.4, 2.N.9) 45: Spending Money 46: Saving Regularly (2.N.9) 47: Financial Literacy Consolidation **On Grade: Math Every Day Card 9:** Collections of Coins (2.N.1) Showing Money in Different Ways (2.N.4)	**Below Grade:** • Buy 1—Get 1 (Activities 45, 47) **On Grade:** • The Money Jar (Activities 43, 45, 47)	**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 43, 44, 46, 47; MED 9:1) **Big Idea: Numbers are related in many ways.** **Comparing and Ordering Quantities (Multitude or Magnitude)** - Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46) **Estimating Quantities and Numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43) **Decomposing Wholes into Parts and Composing Wholes from Parts** - Composes and decomposes quantities to 20. (Activity 45) - Composes two-digit numbers from parts (e.g., 14 and 14 is 28), and decomposes two-digit numbers into parts (e.g., 28 is 20 and 8). (Activities 43, 44; MED 9:2) **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** **Developing Conceptual Meaning of Addition and Subtraction**

Curriculum Correlation
Number Cluster 9: Financial Literacy

Manitoba (continued)

support of manipulatives • creating and solving problems that involve addition and subtraction • explaining that the order in which numbers are added does not affect the sum • explaining that the order in which numbers are subtracted may affect the difference			- Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47) **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1) **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 43, 44, 46, 47; MED 9:1) **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations** - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47)

Master 114e

Curriculum Correlation
Number Cluster 9: Financial Literacy

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 demonstrate number sense. **Cross Strand** **Patterns and Relations (Patterns):** Students will be expected to use patterns to describe the world and solve problems.			
N01 Students will be expected to say the number sequence by • **N01b** 2s, forward and backward, starting from any point to 100 • **N01c** 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100 • **N01d** 10s, starting from any point, to 100 **N04** Students will be expected to represent and partition numbers to 100. **N05** Students will be expected to compare and order numbers up to 100. **N06** Students will be expected to estimate quantities to 100 by using referents. **N09** Students will be expected to	**Below Grade: Intervention** 17: Counting Coins 18: Wants and Needs **On Grade: Teacher Cards** 43: Estimating Money (N01b, N01c, N01d, N04, N05, N06, N09a, PR02) 44: Earning Money (N01b, N01c, N01d, N04, N09a, PR02) 45: Spending Money 46: Saving Regularly (N01b, N01c, N01d, N05, N09a, PR02) 47: Financial Literacy Consolidation **On Grade: Math Every Day Card 9:** Collections of Coins (N01b, N01c, N01d, PR02) Showing Money in Different Ways (N04)	**Below Grade:** • Buy 1—Get 1 (Activities 45, 47) **On Grade:** • The Money Jar (Activities 43, 45, 47)	**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 43, 44, 46, 47; MED 9:1) **Big Idea: Numbers are related in many ways.** **Comparing and Ordering Quantities (Multitude or Magnitude)** - Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46) **Estimating Quantities and Numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43) **Decomposing Wholes into Parts and Composing Wholes from Parts** - Composes and decomposes quantities to 20. (Activity 45) - Composes two-digit numbers from parts (e.g., 14 and 14 is 28), and decomposes two-digit numbers into parts (e.g., 28 is 20 and 8). (Activities 43, 44; MED 9:2) **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** **Developing Conceptual Meaning of Addition and Subtraction** - Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47) **Developing Fluency of Addition and Subtraction Computation**

Curriculum Correlation
Number Cluster 9: Financial Literacy

Nova Scotia (continued)

demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by • **N09a** using personal strategies for adding and subtracting with and without the support of manipulatives **PR02** 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.			- Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1) **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 43, 44, 46, 47; MED 9:1) **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations** - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47)

Master 114f

Curriculum Correlation
Number Cluster 9: Financial Literacy

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 (Patterns):** Use patterns to describe the world and to solve problems.			
Number **1.** Say the number sequence 0 to 100 by: • **1a.** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • **1b.** 10s, using starting points from 1 to 9 **4.** Represent and describe numbers to 100, concretely, pictorially and symbolically. **5.** Compare and order numbers up to 100. **6.** Estimate quantities to 100, using referents. **9.** Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100	**Below Grade: Intervention** 17: Counting Coins 18: Wants and Needs **On Grade: Teacher Cards** 43: Estimating Money (N1a, N4, N5, N6,N9a, PR2) 44: Earning Money (N1a, N4, N9a, PR2) 45: Spending Money 46: Saving Regularly (N1a, N5, N9a, PR2) 47: Financial Literacy Consolidation **On Grade: Math Every Day Card 9:** Collections of Coins (N1a, N1b, PR2) Showing Money in Different Ways (N4)	**Below Grade:** • Buy 1—Get 1 (Activities 45, 47) **On Grade:** • The Money Jar (Activities 43, 45, 47)	**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 43, 44, 46, 47; MED 9:1) **Big Idea: Numbers are related in many ways.** **Comparing and Ordering Quantities (Multitude or Magnitude)** - Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46) **Estimating Quantities and Numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43) **Decomposing Wholes into Parts and Composing Wholes from Parts** - Composes and decomposes quantities to 20. (Activity 45) - Composes two-digit numbers from parts (e.g., 14 and 14 is 28), and decomposes two-digit numbers into parts (e.g., 28 is 20 and 8). (Activities 43, 44; MED 9:2) **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** **Developing Conceptual Meaning of Addition and Subtraction** - Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)

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Curriculum Correlation
Number Cluster 9: Financial Literacy

Alberta/Northwest Territories/Nunavut (continued)

and the corresponding subtraction by: • **9a.** using personal strategies for adding and subtracting with and without the support of manipulatives **Patterns and Relations** **2.** Demonstrate an understanding of increasing patterns by describing, reproducing, extending, creating numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions.			**Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1) **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 43, 44, 46, 47; MED 9:1) **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations** - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47)

Master 114g

Curriculum Correlation
Number Cluster 9: Financial Literacy

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: • **N2.1a representing (including place value)** • N2.1b describing • **N2.1c skip counting** • N2.1d differentiating between odd and even numbers • **N2.1e estimating with referents** • **N2.1f comparing two numbers** • N2.1g ordering three or more numbers **N2.2** Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the	**Below Grade: Intervention** 17: Counting Coins 18: Wants and Needs **On Grade: Teacher Cards** 43: Estimating Money (N2.1a, N2.1c, N2.1e, N2.1f, N2.2d) 44: Earning Money (N2.1a, N2.1c, N2.2d) 45: Spending Money 46: Saving Regularly (N2.1c, N2.1f, N2.2d) 47: Financial Literacy Consolidation **On Grade: Math Every Day Card 9:** Collections of Coins (N2.1c) Showing Money in Different Ways (N2.1a)	**Below Grade:** • Buy 1—Get 1 (Activities 45, 47) **On Grade:** • The Money Jar (Activities 43, 45, 47)	**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 43, 44, 46, 47; MED 9:1) **Big Idea: Numbers are related in many ways.** **Comparing and Ordering Quantities (Multitude or Magnitude)** - Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46) **Estimating Quantities and Numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43) **Decomposing Wholes into Parts and Composing Wholes from Parts** - Composes and decomposes quantities to 20. (Activity 45) - Composes two-digit numbers from parts (e.g., 14 and 14 is 28), and decomposes two-digit numbers into parts (e.g., 28 is 20 and 8). (Activities 43, 44; MED 9:2) **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** **Developing Conceptual Meaning of Addition and Subtraction** - Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)

Curriculum Correlation
Number Cluster 9: Financial Literacy

Saskatchewan (continued)

corresponding subtraction by: • **N2.2d using personal strategies for adding and subtracting with and without the support of manipulatives**			**Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1) **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 43, 44, 46, 47; MED 9:1) **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations** - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47)