**Curriculum Correlation**

**Master 60a**

**Number Cluster 5: Number Relationships 2**

Note: Codes to curriculum are for cross-referencing purposes only.

**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****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 starting points**Cross strand:** Patterning and Algebra**P1 Patterns and Relationships:** identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns  |
| **N1.3** compose and decompose two-digit numbers in a variety of ways, using concretematerials **N1.4** determine, using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer**N2.1** 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**N2.3** locate whole numbers to 100 on a number line and on a partial number line **P1.1** 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 | **Below Grade: Intervention**9: Making 2010: The Other Part of 10**On Grade: Teacher Cards**22: Benchmarks on a Number Line (N1.4, N2.3)23: Decomposing 50 (N1.3)24: Jumping on the Number Line (N1.3, N2.1, N2.3, P1.1)25: Number Relationships 2 Consolidation (N1.3, N1.4, N2.1, N2.3)**On Grade: Math Every Day****Card 5A:** Which Ten is Nearer? (N1.4)Building Numbers (N1.3)**Card 5B:** How Many Ways? (N1.3)What’s the Unknown Part? (N1.3) | **Below Grade:*** Paddling the River (Activities 23, 25)
* Family Fun Day (Activity 23)

**On Grade:*** A Class-full of Projects(Activities 23, 25)
* The Money Jar (Activities 24, 25)
* Family Fun Day (Activity 25)

**Above Grade:*** Finding Buster (Activities 23, 25)
 | **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude and Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 22, 25, MED 5A: 1)**Decomposing Wholes into Parts and Composing Wholes from Parts**- 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 23, 24, 25, MED 5A: 2, MED 5B: 1, 2) |
| **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 24, 25)**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 24, 25) |

**Curriculum Correlation**

**Master 60b**

**Ontario (continued)**

**Number Cluster 5: Number Relationships 2**

Note: Codes to curriculum are for cross-referencing purposes only.

**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 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. |
| **N1 Number concepts to 100**Counting* + **N1.1** 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– **N1.2b** benchmarks of 25, 50, and 100**N4 Addition and subtraction to 100*** + **N4.1** decomposing numbers to 100
	+ **N4.3** using strategies such as looking for multiples of 10, friendly numbers, decomposing into 10s and 1s and recomposing, and compensating
* **N4.5** using an open number line, hundred chart, ten-frames
 | **Below Grade: Intervention**9: Making 2010: The Other Part of 10**On Grade: Teacher Cards**22: Benchmarks on a Number Line (N1.2a, N1.2b)23: Decomposing 50 (N4.1)24: Jumping on the Number Line (N1.1, N1.1a, N1.1b, N4.1, N4.3, N4.5)25: Number Relationships 2 Consolidation (N1.1, N1.1a, N1.1b, N4.1, N4.3, N4.5)**On Grade: Math Every Day****Card 5A:** Which Ten is Nearer? (N1.2a, N1.2b)Building Numbers (N4.1)**Card 5B:** How Many Ways? (N4.1)What’s the Unknown Part? (N4.1) | **Below Grade:*** Paddling the River (Activities 23, 25)
* Family Fun Day (Activity 23)

**On Grade:*** A Class-full of Projects(Activities 23, 25)
* The Money Jar (Activities 24, 25)
* Family Fun Day (Activity 25)

**Above Grade:*** Finding Buster (Activities 23, 25)
 | **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude and Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 22, 25, MED 5A: 1)**Decomposing Wholes into Parts and Composing Wholes from Parts**- 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 23, 24, 25, MED 5A: 2, MED 5B: 1, 2) |
| **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 24, 25)**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 24, 25) |

**Curriculum Correlation**

**Master 60c**

**Number Cluster 5: Number Relationships 2**

**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**Develop number sense |
| **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

**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. | **Below Grade: Intervention**9: Making 2010: The Other Part of 10**On Grade: Teacher Cards**22: Benchmarks on a Number Line (N6)23: Decomposing 50 (N4)24: Jumping on the Number Line (N1a, N4)25: Number Relationships 2 Consolidation (N1a, N4)**On Grade: Math Every Day****Card 5A:** Which Ten is Nearer? (N5)Building Numbers (N4)**Card 5B:** How Many Ways? (N4)What’s the Unknown Part? (N4) | **Below Grade:*** Paddling the River (Activities 23, 25)
* Family Fun Day (Activity 23)

**On Grade:*** A Class-full of Projects(Activities 23, 25)
* The Money Jar (Activities 24, 25)
* Family Fun Day (Activity 25)

**Above Grade:*** Finding Buster (Activities 23, 25)
 | **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude and Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 22, 25, MED 5A: 1)**Decomposing Wholes into Parts and Composing Wholes from Parts**- 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 23, 24, 25, MED 5A: 2, MED 5B: 1, 2) |
| **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 24, 25)**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 24, 25) |

**Curriculum Correlation**

**Master 60d**

**Number Cluster 5: Number Relationships 2**

**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**Develop number sense |
| **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.5** Compare and order numbers up to 100. | **Below Grade: Intervention**9: Making 2010: The Other Part of 10**On Grade: Teacher Cards**22: Benchmarks on a Number Line (2.N.4)23: Decomposing 50 (2.N.4)24: Jumping on the Number Line (2.N.1, 2.N.4)25: Number Relationships 2 Consolidation (2.N.4)**On Grade: Math Every Day****Card 5A:** Which Ten is Nearer? (2.N.5)Building Numbers (2.N.4)**Card 5B:** How Many Ways? (2.N.4)What’s the Unknown Part? (2.N.4) | **Below Grade:*** Paddling the River (Activities 23, 25)
* Family Fun Day (Activity 23)

**On Grade:*** A Class-full of Projects(Activities 23, 25)
* The Money Jar (Activities 24, 25)
* Family Fun Day (Activity 25)

**Above Grade:*** Finding Buster (Activities 23, 25)
 | **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude and Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 22, 25, MED 5A: 1)**Decomposing Wholes into Parts and Composing Wholes from Parts**- 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 23, 24, 25, MED 5A: 2, MED 5B: 1, 2) |
| **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 24, 25)**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 24, 25) |

**Curriculum Correlation**

**Master 60e**

**Number Cluster 5: Number Relationships 2**

**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 demonstrate number sense.  |
| **N01** Students will be expected to say the number sequence by* **N01a** 1s, forward and backward, starting from any point to 200
* **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

**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. | **Below Grade: Intervention**9: Making 2010: The Other Part of 10**On Grade: Teacher Cards**22: Benchmarks on a Number Line (N06)23: Decomposing 50 (N04)24: Jumping on the Number Line (N01a, N01b, N01c, N04)25: Number Relationships 2 Consolidation (N01a, N01b, N01c, N04)**On Grade: Math Every Day****Card 5A:** Which Ten is Nearer? (N05)Building Numbers (N04)**Card 5B:** How Many Ways? (N04)What’s the Unknown Part? (N04) | **Below Grade:*** Paddling the River (Activities 23, 25)
* Family Fun Day (Activity 23)

**On Grade:*** A Class-full of Projects(Activities 23, 25)
* The Money Jar (Activities 24, 25)
* Family Fun Day (Activity 25)

**Above Grade:*** Finding Buster (Activities 23, 25)
 | **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude and Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 22, 25, MED 5A: 1)**Decomposing Wholes into Parts and Composing Wholes from Parts**- 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 23, 24, 25, MED 5A: 2, MED 5B: 1, 2) |
| **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 24, 25)**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 24, 25) |

**Curriculum Correlation**

**Master 60f**

**Number Cluster 5: Number Relationships 2**

**Alberta/Northwest Territories/Nunavut**

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| **Learning Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**Develop number sense |
| **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

**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. | **Below Grade: Intervention**9: Making 2010: The Other Part of 10**On Grade: Teacher Cards**22: Benchmarks on a Number Line (N6)23: Decomposing 50 (N4)24: Jumping on the Number Line (N1a, N4)25: Number Relationships 2 Consolidation (N1a, N4)**On Grade: Math Every Day****Card 5A:** Which Ten is Nearer? (N5)Building Numbers (N4)**Card 5B:** How Many Ways? (N4)What’s the Unknown Part? (N4) | **Below Grade:*** Paddling the River (Activities 23, 25)
* Family Fun Day (Activity 23)

**On Grade:*** A Class-full of Projects(Activities 23, 25)
* The Money Jar (Activities 24, 25)
* Family Fun Day (Activity 25)

**Above Grade:*** Finding Buster (Activities 23, 25)
 | **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude and Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 22, 25, MED 5A: 1)**Decomposing Wholes into Parts and Composing Wholes from Parts**- 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 23, 24, 25, MED 5A: 2, MED 5B: 1, 2) |
| **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 24, 25)**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 24, 25) |

**Curriculum Correlation**

**Master 60g**

**Number Cluster 5: Number Relationships 2**

**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, Mathematics as a Human Endeavour |
| **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
 | **Below Grade: Intervention**9: Making 2010: The Other Part of 10**On Grade: Teacher Cards**22: Benchmarks on a Number Line (N2.1a, N2.1b, N2.1f)23: Decomposing 50 (N2.1a, N2.1b)24: Jumping on the Number Line (N2.1a, N2.1b, N2.1c)25: Number Relationships 2 Consolidation (N2.1a, N2.1b, N2.1c)**On Grade: Math Every Day****Card 5A:** Which Ten is Nearer? (N2.1f)Building Numbers (N2.1a, N2.1a)**Card 5B:** How Many Ways? (N2.1a, N2.1b)What’s the Unknown Part? (N2.1a, N2.1b) | **Below Grade:*** Paddling the River (Activities 23, 25)
* Family Fun Day (Activity 23)

**On Grade:*** A Class-full of Projects(Activities 23, 25)
* The Money Jar (Activities 24, 25)
* Family Fun Day (Activity 25)

**Above Grade:*** Finding Buster (Activities 23, 25)
 | **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude and Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 22, 25, MED 5A: 1)**Decomposing Wholes into Parts and Composing Wholes from Parts**- 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 23, 24, 25, MED 5A: 2, MED 5B: 1, 2) |
| **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 24, 25)**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 24, 25) |