**Mathology 2 Correlation (Number Strand) – British Columbia\***

Curricular Competencies

**[RA]** Reasoning and Analyzing

**[US]** Understanding and Solving

**[CR]** Communication and Representing

**[ConR]** Connecting and Reflecting

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **N1** Number concepts to 100 |
| **N1.1** Counting: — skip-counting by 2, 5, and 10 | **Teacher Cards****Cluster 1: Counting**2: Skip-Counting Forward [RA, CR, ConR]3: Skip-Counting Flexibly [RA, CR, ConR]4: Skip-Counting Backward [RA, CR, ConR]5: Counting Consolidation [RA, CR, ConR]**Cluster 3: Grouping and Place Value**14: Making a Number Line [RA, CR, ConR]15: Grouping to Count [RA, CR, ConR]16: Grouping and Place Value Consolidation [RA, US, CR, ConR]**Cluster 5: Number Relationships 2** 24: Jumping on the Number Line [RA, US, CR, ConR]25: Number Relationships 2 Consolidation [RA, US, CR, ConR]**Cluster 9: Financial Literacy**43: Estimating Money [RA, CR, ConR]44: Earning Money [RA, US, CR, ConR]46: Saving Regularly [RA, US, CR, ConR]47: Financial Literacy Consolidation [RA, US, CR, ConR]**Math Every Day Cards**1A: Skip-Counting on a Hundred ChartSkip-Counting from Any Number 1B: Skip-Counting with ActionsWhat’s Wrong? What’s Missing?3A: Adding TenTaking Away Ten9: Collections of Coins | What Would You Rather?* compare quantities to 100
* estimate and count to 100

Ways to Count* estimate and group to count to 100
* skip-count to 100

Family Fun Day* split quantities into equal groups to count to 100
* compose/decompose to 100

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

**To Scaffold:**On Safari!How Many Is Too Many?**To Extend:**Finding Buster How Numbers WorkCalla’s Jingle Dress | **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. |
| **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** |
| **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).- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set.  |
| **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).- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. |

\*codes given to curriculum expectations are for cross-referencing purposes only

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| **N1.1a** Counting: — skip-counting by 2, 5, and 10: using different starting points | **Teacher Cards****Cluster 1: Counting**3: Skip-Counting Flexibly [RA, CR, ConR]**Cluster 3: Grouping and Place Value**14: Making a Number Line [RA, CR, ConR]16: Grouping and Place Value Consolidation [RA, US, CR, ConR]**Cluster 5: Number Relationships 2** 24: Jumping on the Number Line [RA, US, CR, ConR]25: Number Relationships 2 Consolidation [RA, US, CR, ConR]**Cluster 9: Financial Literacy**46: Saving Regularly [RA, US, CR, ConR]**Math Every Day Cards**1A: Skip-Counting from Any Number1B: Skip-Counting with ActionsWhat’s Wrong? What’s Missing?3A: Adding TenTaking Away Ten | What Would You Rather?* compare quantities to 100
* estimate and count to 100

Ways to Count* estimate and group to count to 100
* skip-count to 100

Family Fun Day* split quantities into equal groups to count to 100
* compose/decompose to 100

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

**To Scaffold:**On Safari!How Many Is Too Many?**To Extend:**Finding Buster How Numbers WorkCalla’s Jingle Dress | **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. |
| **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)** - Determines 10 more/less than a given number without counting.**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). |

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| **N1.1b** Counting: — skip-counting by 2, 5, and 10: increasing and decreasing (forward and backward) | **Teacher Cards****Cluster 1: Counting**2: Skip-Counting Forward [RA, CR, ConR]3: Skip-Counting Flexibly [RA, CR, ConR]4: Skip-Counting Backward [RA, CR, ConR]5: Counting Consolidation [RA, CR, ConR]**Cluster 2: Number Relationships 1**11: Decomposing to 20 [RA, US, CR, ConR]**Cluster 3: Grouping and Place Value**14: Making a Number Line [RA, CR, ConR]15: Grouping to Count [RA, US, CR, ConR]16: Grouping and Place Value Consolidation [RA, US, CR, ConR]**Cluster 5: Number Relationships 2** 24: Jumping on the Number Line [RA, US, CR, ConR]25: Number Relationships 2 Consolidation [RA, US, CR, ConR]**Math Every Day Cards**1A: Skip-Counting on a Hundred ChartSkip-Counting from Any Number 1B: Skip-Counting with ActionsWhat’s Wrong? What’s Missing?3A: Adding TenTaking Away Ten | What Would You Rather?* compare quantities to 100
* estimate and count to 100

Ways to Count* estimate and group to count to 100
* skip-count to 100

Family Fun Day* split quantities into equal groups to count to 100
* compose/decompose to 100

Array’s Bakery * solve addition/subtraction problems
* solve equal grouping/sharing problems

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

**To Scaffold:**On Safari!How Many Is Too Many?**To Extend:**Finding Buster How Numbers WorkCalla’s Jingle Dress | **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. |
| **Big idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** |
| **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).- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. - Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). |
| **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).- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. |

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| **N1.2** Quantities to 100 can be arranged and recognized | **Teacher Cards****Cluster 2: Number Relationships 1**6: Comparing Quantities [RA, US, CR, ConR]7: Ordering Quantities [RA, US, CR]10: Estimating with Benchmarks [RA, US, CR, ConR]12: Number Relationships 1 Consolidation [RA, US, CR, ConR]**Math Every Day Cards**2A: Show Me in Different WaysGuess My Number2B: Building an Open Number Line | What Would You Rather?* compare quantities to 100
* estimate and count to 100

Back to Batoche* group quantities based on units of 10
* compare/order numbers to 100

The Great Dogsled Race* add/subtract to 100
* compare/order numbers

**To Scaffold:**A Family CookoutAt the Corn FarmHow Many Is Too Many?**To Extend:**Fantastic Journeys Finding BusterMath Makes Me LaughThe Street PartyPlanting Seeds | **Big Idea: Numbers are related in many ways.** |
| **Comparing and ordering quantities (multitude or magnitude)** - Compares and orders quantities and written numbers using benchmarks.- Determines how many more/less one quantity is compared to another. |
| **N1.2a** Quantities to 100 can be arranged and recognized:— comparing and ordering numbers to 100 | **Teacher Cards****Cluster 2: Number Relationships 1**6: Comparing Quantities [RA, US, CR, ConR]7: Ordering Quantities [RA, US, CR]12: Number Relationships 1 Consolidation [RA, US, CR, ConR]**Cluster 3: Grouping and Place Value**14: Making a Number Line [RA, CR, ConR]**Cluster 5: Number Relationships 2**22: Benchmarks on a Number Line [RA, US, CR, ConR]**Cluster 9: Financial Literacy**43: Estimating Money [RA, CR, ConR]46: Saving Regularly [RA, US, CR, ConR]**Math Every Day Cards**2A: Show Me in Different WaysGuess My Number2B: Building an Open Number Line5A: Which Ten is Nearer? | What Would You Rather?* compare quantities to 100
* estimate and count to 100

Back to Batoche* group quantities based on units of 10
* compare/order numbers to 100

The Great Dogsled Race* add/subtract to 100
* compare/order numbers

**To Scaffold:**A Family CookoutAt the Corn FarmHow Many Is Too Many?**To Extend:**Fantastic Journeys Finding BusterMath Makes Me LaughThe Street PartyPlanting Seeds | **Big Idea: Numbers are related in many ways.** |
| **Comparing and ordering quantities (multitude or magnitude)** - Compares and orders quantities and written numbers using benchmarks.- Determines how many more/less one quantity is compared to another. |
| **N1.2b** Quantities to 100 can be arranged and recognized: — benchmarks of 25, 50, and 100 | **Teacher Cards****Cluster 2: Number Relationships 1**7: Ordering Quantities [RA, US, CR]10: Estimating with Benchmarks [RA, US, CR, ConR]12: Number Relationships 1 Consolidation [RA, US, CR, ConR]**Cluster 5: Number Relationships 2**22: Benchmarks on a Number Line [RA, US, CR, ConR]**Math Every Day Cards**2B: Building an Open Number Line5A: Which Ten is Nearer? | What Would You Rather?* compare quantities to 100
* estimate and count to 100

Ways to Count* estimate and group to count to 100
* skip-count to 100

**To Scaffold:**At the Corn FarmA Family Cookout | **Big Idea: Numbers are related in many ways.** |
| **Comparing and ordering quantities (multitude or magnitude)**- Compares and orders quantities and written numbers using benchmarks. **Estimating quantities and numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). |
| **N1.2c** Quantities to 100 can be arranged and recognized:— place value: understanding of 10s and 1s | **Teacher Cards****Cluster 3: Grouping and Place Value**13: Building Numbers [RA, US, CR, ConR]16: Grouping and Place Value Consolidation [RA, US, CR, ConR]**Math Every Day Cards**3B: Thinking TensDescribe Me | Back to Batoche* group quantities based on units of 10
* compare/order numbers to 100

A Class-full of Projects* add/subtract to 100
* compose/decompose based on units of 10

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

**To Scaffold:**At the Corn Farm**To Extend:**Finding Buster How Numbers Work | **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. |

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| **N1.2d** Quantities to 100 can be arranged and recognized:— place value: understanding the relationship between digit places and their value, to 99 (e.g., the digit 4 in 49 has the value of 40) | **Teacher Cards****Cluster 3: Grouping and Place Value**13: Building Numbers [RA, US, CR, ConR]16: Grouping and Place Value Consolidation [RA, US, CR, ConR]**Math Every Day Cards**3B: Thinking TensDescribe Me | Back to Batoche* group quantities based on units of 10
* compare/order numbers to 100

A Class-full of Projects* add/subtract to 100
* compose/decompose based on units of 10

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

**To Scaffold:**At the Corn Farm**To Extend:**Finding Buster How Numbers Work | **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. |
| **N1.2e** Quantities to 100 can be arranged and recognized:— place value: decomposing two-digit numbers into 10s and 1s | **Teacher Cards****Cluster 3: Grouping and Place Value**13: Building Numbers [RA, US, CR, ConR]16: Grouping and Place Value Consolidation [RA, US, CR, ConR]**Math Every Day Cards**3B: Thinking TensDescribe Me | Back to Batoche* group quantities based on units of 10
* compare/order numbers to 100

A Class-full of Projects* add/subtract to 100
* compose/decompose based on units of 10

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

**To Scaffold:**At the Corn Farm**To Extend:**Finding Buster How Numbers Work | **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. |

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| **N1.3** Even and odd numbers | **Teacher Cards****Cluster 2: Number Relationships 1**8: Odd and Even Numbers [RA, CR, ConR]12: Number Relationships 1 Consolidation [RA, US, CR, ConR]**Math Every Day Cards**2A: Show Me in Different WaysGuess My Number2B: Math Commander | Ways to Count* estimate and group to count to 100
* skip-count to 100
 | **Big Idea: Numbers are related in many ways.** |
| **Comparing and ordering quantities (multitude or magnitude)** |

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **N2** benchmarks of 25, 50, and 100 and personal referents |
| **N2** benchmarks of 25, 50, and 100 and personal referents | **Teacher Cards****Cluster 2: Number Relationships 1**10: Estimating with Benchmarks [RA, US, CR, ConR]12: Number Relationships 1 Consolidation [RA, US, CR, ConR]**Math Every Day Card**2B: Building an Open Number Line | What Would You Rather?* compare quantities to 100
* estimate and count to 100

Ways to Count* estimate and group to count to 100
* skip-count to 100

**To Scaffold:**At the Corn FarmA Family Cookout | **Big Idea: Numbers are related in many ways.** |
| **Estimating Quantities and Numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). |
| **N2.1** Seating arrangements at ceremonies/feasts | **Teacher Cards****Cluster 2: Number Relationships 1**10: Estimating with Benchmarks [RA, US, CR, ConR] | **No direct correlation.** | **Big Idea: Numbers are related in many ways.** |
| **Estimating Quantities and Numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). |

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **N3** addition and subtraction facts to 20 (introduction of computational strategies) |
| **N3.1** Adding and subtracting numbers to 20 | **Teacher Cards****Cluster 7: Operational Fluency**32: Complements of 10 [RA, US, CR]33: Using Doubles [RA, US, CR]34: Fluency with 20 [RA, US, CR]36: Operational Fluency Consolidation [RA, US, CR]**Cluster 9: Financial Literacy**45: Spending Money [RA, US, CR, ConR]46: Saving Regularly [RA, US, CR, ConR]47: Financial Literacy Consolidation [RA, US, CR, ConR]**Math Every Day Cards**7A: Doubles and Near-DoublesI Have… I Need…7B: Hungry BirdMake 10 Sequences | Array’s Bakery * solve addition/subtraction problems
* solve equal grouping/sharing problems

A Class-full of Projects* add/subtract to 100
* compose/decompose based on units of 10

The Great Dogsled Race* add/subtract to 100
* compare/order numbers

**To Scaffold:**Buy 1–Get 1Canada's Oldest Sport **To Extend:** Math Makes Me LaughThe Street PartyPlanting Seeds | **Big idea: Numbers are related in many ways.** |
| **Decomposing wholes into parts and composing wholes from parts**- Composes and decomposes quantities to 20. |
| **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.**Developing fluency of addition and subtraction computation** - Fluently recalls complements to 10 (e.g., 6 + 4; 7 + 3).- Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6).- Fluently adds and subtracts with quantities to 20. |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**  |
| **Understanding equality and inequality, building on generalized properties of numbers and operations** - Decomposes and combines numbers in equations to make them easier to solve (e.g., 8 + 5 = 3 + 5 + 5).**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). |

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| **N3.2** Fluency with math strategies for addition and subtraction (e.g., making or bridging 10, decomposing, identifying related doubles, adding on to find the difference) | **Teacher Cards****Cluster 2: Number Relationships 1**11: Decomposing to 20 [RA, US, CR, ConR]**Cluster 7: Operational Fluency**32: Complements of 10 [RA, US, CR]33: Using Doubles [RA, US, CR]34: Fluency with 20 [RA, US, CR]36: Operational Fluency Consolidation [RA, US, CR]**Math Every Day Cards**2A: Show Me in Different Ways7A: Doubles and Near-DoublesI Have… I Need…7B: Hungry BirdMake 10 Sequences | Array’s Bakery solve addition/subtraction problems* solve equal grouping/sharing problems

A Class-full of Projects* add/subtract to 100
* compose/decompose based on units of 10

**To Scaffold:**Buy 1–Get 1Canada's Oldest Sport **To Extend:** Math Makes Me LaughThe Street PartyPlanting Seeds | **Big Idea: Numbers are related in many ways.** |
| **Decomposing wholes into parts and composing wholes from parts**- Composes and decomposes quantities to 20. |
| **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.**Developing fluency of addition and subtraction computation** - Fluently recalls complements to 10 (e.g., 6 + 4; 7 + 3).- Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6).- Fluently adds and subtracts with quantities to 20. |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding equality and inequality, building on generalized properties of numbers and operations** - Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1).- Decomposes and combines numbers in equations to make them easier to solve (e.g., 8 + 5 = 3 + 5 + 5). |

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **N4** Addition and subtraction to 100 |
| **N4.1** decomposing numbers to 100 | **Teacher Cards****Cluster 2: Number Relationships 1**12: Number Relationships 1 Consolidation [RA, US, CR, ConR]**Cluster 5: Number Relationships 2**23: Decomposing 50 [RA, US, CR, ConR]24: Jumping on the Number Line [RA, US, CR, ConR]25: Number Relationships 2 Consolidation [RA, US, CR, ConR]**Cluster 9: Financial Literacy**44: Earning Money [RA, US, CR, ConR]45: Spending Money [RA, US, CR, ConR]47: Financial Literacy Consolidation [RA, US, CR, ConR]**Math Every Day Cards**2A: Show Me in Different Ways5A: Building Numbers5B: How Many Ways? What’s the Unknown Part?7A: I Have… I Need…9: Showing Money in Different Ways | Family Fun Day* split quantities into equal groups to count to 100
* compose/decompose to 100

Back to Batoche* group quantities based on units of 10
* compare/order numbers to 100

Marbles, Alleys, Mibs, and Guli!* add/subtract 2-digit numbers
* solve equal grouping/sharing problems

A Class-full of Projects* add/subtract to 100
* compose/decompose based on units of 10

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

**To Scaffold:**Paddling the RiverThat’s 10!Hockey Time!**To Extend:**Finding BusterHow Numbers Work | **Big Idea: Numbers tell us how many and how much.** |
| **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. |
| **Big idea: Numbers are related in many ways.** |
|  **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). |
| **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). |

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| **N4.2** estimating sums and differences to 100 | **Teacher Cards****Cluster 7: Operational Fluency**35: Multi-Digit Fluency [RA, US, CR]36: Operational Fluency Consolidation [RA, US, CR]**Cluster 9: Financial Literacy**43: Estimating Money [RA, US, CR] | **No direct correlation.** | **Big Idea: Numbers are related in many ways.** |
| **Estimating Quantities and Numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing fluency of addition and subtraction computation**- Develops efficient mental strategies and algorithms to solve equations with multi-digit numbers. - Estimates sums and differences of multi-digit numbers. |
| **N4.3** using strategies such as looking for multiples of 10, friendly numbers (e.g., 48 + 37, 37 = 35 + 2, 48 + 2, 50 + 35 = 85), decomposing into 10s and 1s and recomposing (e.g., 48 + 37, 40 + 30 = 70, 8 +7 = 15, 70 +15 = 85), and compensating (e.g., 48 + 37, 48 +2 = 50, 37 – 2 = 35, 50 + 35 = 80) | **Teacher Cards****Cluster 6: Conceptualizing Addition and Subtraction**27: Solving Problems 1 [RA, US, CR, ConR]28: Solving Problems 2 [RA, US, CR, ConR]29: Solving Problems 3 [RA, US, CR, ConR]30: Solving Problems 4 [RA, US, CR, ConR]31: Conceptualizing Addition and Subtraction Consolidation [RA, US, CR, ConR]**Cluster 7: Operational Fluency**35: Multi-Digit Fluency [RA, US, CR]36: Operational Fluency Consolidation [RA, US, CR]**Math Every Day Cards**7A: I Have… I Need… 7B: Hungry Bird Make 10 Sequences | Array’s Bakery * solve addition/subtraction problems
* solve equal grouping/sharing problems

Marbles, Alleys, Mibs, and Guli!* add/subtract 2-digit numbers
* solve equal grouping/sharing problems

A Class-full of Projects* add/subtract to 100
* compose/decompose based on units of 10

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

The Great Dogsled Race* add/subtract to 100
* compare/order numbers

**To Scaffold:**Canada’s Oldest Sport **To Extend:**Math Makes Me Laugh | **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.- Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). **Developing fluency of addition and subtraction computation** - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6).- Develops efficient mental strategies and algorithms to solve equations with multi-digit numbers.  |
| **N4.4** adding up to find the difference | **Teacher Cards****Cluster 6: Conceptualizing Addition and Subtraction**27: Solving Problems 1 [RA, US, CR, ConR]28: Solving Problems 2 [RA, US, CR, ConR]29: Solving Problems 3 [RA, US, CR, ConR]30: Solving Problems 4 [RA, US, CR, ConR]31: Conceptualizing Addition and Subtraction Consolidation [RA, US, CR, ConR]**Cluster 7: Operational Fluency**35: Multi-Digit Fluency [RA, US, CR]36: Operational Fluency Consolidation [RA, US, CR]**Math Every Day Cards**7A: I Have… I Need… 7B: Hungry Bird | Array’s Bakery * solve addition/subtraction problems
* solve equal grouping/sharing problems

Marbles, Alleys, Mibs, and Guli!* add/subtract 2-digit numbers
* solve equal grouping/sharing problems

A Class-full of Projects* add/subtract to 100
* compose/decompose based on units of 10

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

The Great Dogsled Race* add/subtract to 100
* compare/order numbers

**To Scaffold:**Buy 1–Get 1Canada’s Oldest Sport **To Extend:**Math Makes Me Laugh | **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.- Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). **Developing fluency of addition and subtraction computation** - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). |

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| **N4.5** using an open number line, hundred chart, ten-frames | **Teacher Cards****Cluster 5: Number Relationships 2** 24: Jumping on the Number Line [RA, US, CR, ConR]25: Number Relationships 2 Consolidation [RA, US, CR, ConR]**Cluster 6: Conceptualizing Addition and Subtraction**27: Solving Problems 1 [RA, US, CR, ConR]28: Solving Problems 2 [RA, US, CR, ConR]29: Solving Problems 3 [RA, US, CR, ConR]30: Solving Problems 4 [RA, US, CR, ConR]31: Conceptualizing Addition and Subtraction Consolidation [RA, US, CR, ConR]**Cluster 7: Operational Fluency**35: Multi-Digit Fluency [RA, US, CR]36: Operational Fluency Consolidation [RA, US, CR]**Math Every Day Cards**2B: Building an Open Number Line3A: Adding TenTaking Away Ten7A: I Have… I Need… 7B: Hungry Bird | Array’s Bakery * solve addition/subtraction problems
* solve equal grouping/sharing problems

Marbles, Alleys, Mibs, and Guli!* add/subtract 2-digit numbers
* solve equal grouping/sharing problems

A Class-full of Projects* add/subtract to 100
* compose/decompose based on units of 10

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

**To Scaffold:**Paddling Down the RiverBuy 1–Get 1Canada’s Oldest Sport **To Extend:**Math Makes Me Laugh | **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.- Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). **Developing fluency of addition and subtraction computation** - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). |

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| **N4.6** using addition and subtraction in real-life contexts and problem-based situations | **Cluster 6: Conceptualizing Addition and Subtraction**27: Solving Problems 1 [RA, US, CR, ConR]28: Solving Problems 2 [RA, US, CR, ConR]29: Solving Problems 3 [RA, US, CR, ConR]30: Solving Problems 4 [RA, US, CR, ConR]31: Conceptualizing Addition and Subtraction Consolidation [RA, US, CR, ConR]**Cluster 7: Operational Fluency**35: Multi-Digit Fluency [RA, US, CR]36: Operational Fluency Consolidation [RA, US, CR]**Cluster 9: Financial Literacy**44: Earning Money [RA, US, CR, ConR]46: Saving Regularly [RA, US, CR, ConR]**Math Every Day Cards**6: What Math Do You See? What Could the Story Be?7B: Hungry Bird | Back to Batoche* group quantities based on units of 10
* compare/order numbers to 100

Array’s Bakery * solve addition/subtraction problems
* solve equal grouping/sharing problems

Marbles, Alleys, Mibs, and Guli!* add/subtract 2-digit numbers
* solve equal grouping/sharing problems

A Class-full of Projects* add/subtract to 100
* compose/decompose based on units of 10

The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10

The Great Dogsled Race* add/subtract to 100
* compare/order numbers

**To Scaffold:**Buy 1–Get 1Canada’s Oldest Sport **To Extend:**Math Makes Me LaughThe Street PartyPlanting Seeds | **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.- Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). **Developing fluency of addition and subtraction computation** - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). |

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| **N4.7** whole-class number talks | **Math Every Day Cards**7A: Doubles and Near-Doubles7B: Make 10 Sequences | **No direct correlation.** | **Big idea: Numbers are related in many ways.** |
| **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). |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing fluency of addition and subtraction computation** - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6).- Develops efficient mental strategies and algorithms to solve equations with multi-digit numbers.  |

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |

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| **N5** Financial Literacy — coin combinations to 100 cents, and spending and saving |
| **N5.1** counting simple mixed combinations of coins to 100 cents | **Teacher Cards****Cluster 9: Financial Literacy**43: Estimating Money [RA, US, CR, ConR]44: Earning Money [RA, US, CR, ConR]46: Saving Regularly [RA, US, CR, ConR]**Math Every Day Card**9: Collections of CoinsShowing Money in Different Ways | The Money Jar* add/subtract to 100 (further developed)
* compose/decompose based on units of 10
 | **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. |
| **Big Idea: Numbers are related in many ways.** |
| **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. |
| **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). |
| **N5.2** introduction to the concepts of spending and saving, integrating the concepts of wants and needs | **Teacher Cards****Cluster 9: Financial Literacy**44: Earning Money [RA, US, CR, ConR]45: Spending Money [RA, US, CR, ConR] 46: Saving Regularly [RA, US, CR, ConR]47: Financial Literacy Consolidation [RA, US, CR, ConR] | **No direct correlation.** | **No direct correlation.** |

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| **N5.3** role-playing financial transactions (e.g., using bills and coins)  | **Teacher Cards****Cluster 9: Financial Literacy**44: Earning Money [RA, US, CR, ConR]45: Spending Money [RA, US, CR, ConR]46: Saving Regularly [RA, US, CR, ConR]47: Financial Literacy Consolidation [RA, US, CR, ConR] | **No direct correlation.** | **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. |
| **Big Idea: Numbers are related in many ways.** |
| **Decomposing wholes into parts and composing wholes from parts** - Composes and decomposes quantities to 20.- Composes two-digit numbers from parts (e.g., 14 and 14 is 28), and decomposes two-digit numbers into parts.  |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.**  |
| **Developing fluency of addition and subtraction computation** - Fluently adds and subtracts with quantities to 20. |
| **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). |

**Mathology 2 Correlation (Other Strands) – British Columbia\***

Curricular Competencies

**[RA]** Reasoning and Analyzing

**[US]** Understanding and Solving

**[CR]** Communication and Representing

**[ConR]** Connecting and Reflecting

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **P1** Repeating and increasing patterns |
| **P1.1** exploring more complex repeating patterns (e.g., positional patterns, circular patterns) | **Teacher Cards****Patterning and Algebra Cluster 1: Repeating Patterns**1: Exploring Patterns [RA, US, CR] 2: Extending and Predicting [RA, CR] 3: Errors and Missing Elements [RA, CR, ConR] 4: Combining Attributes [RA, US, CR, ConR]5: Repeating Patterns Consolidation [RA, US, CR, ConR]**Math Every Day Card**1: Show Another WayRepeating Patterns Around Us | Pattern Quest* investigate repeating patterns
* investigate growing and shrinking patterns

**To Scaffold:**Midnight and Snowfall | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically** |
| **Identifying, reproducing, extending, and creating patterns that repeat**- Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). |
| **P1.2** identifying the core of repeating patterns (e.g., the pattern of the pattern that repeats over and over) | **Teacher Cards****Patterning and Algebra Cluster 1: Repeating Patterns**1: Exploring Patterns [RA, US, CR] 2: Extending and Predicting [RA, CR] 3: Errors and Missing Elements [RA, CR, ConR] 4: Combining Attributes [RA, US, CR, ConR]5: Repeating Patterns Consolidation [RA, US, CR, ConR]**Math Every Day Card**1: Show Another WayRepeating Patterns Around Us | Pattern Quest* investigate repeating patterns
* investigate growing and shrinking patterns

**To Scaffold:**Midnight and Snowfall | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically** |
| **Identifying, reproducing, extending, and creating patterns that repeat**- Identifies the repeating unit (core) of a pattern.- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core).- Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation) |

\*codes given to curriculum expectations are for cross-referencing purposes only

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| **P1.3** increasing patterns using manipulatives, sounds, actions, and numbers (0 to 100) | **Teacher Cards****Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**6: Increasing Patterns 1 [RA, US, CR, ConR]7: Increasing Patterns 2 [RA, US, CR]9: Extending Patterns [RA, US, CR, ConR] 10: Reproducing Patterns [RA, US, CR, ConR] 11: Creating Patterns [RA, US, CR, ConR] 12: Errors and Missing Terms [RA, US, CR, ConR] 13: Solving Problems [RA, US, CR, ConR]14: Increasing/Decreasing Patterns Consolidation [RA, US, CR, ConR]**Math Every Day Cards**2A: How Many Can We Make?Error Hunt2B: Making Increasing PatternsMaking Decreasing Patterns | The Best Surprise* explore growing and shrinking patterns
* investigate number patterns

Pattern Quest* investigate repeating patterns
* investigate growing and shrinking patterns

**To Extend:**Namir’s Marvellous Masterpieces | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and generalizing increasing/decreasing patterns** - Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.).- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s).- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction.- Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …). - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule. |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing Fluency of Addition and Subtraction Computation** - Fluently adds and subtracts with quantities to 20 |
| **P1.4** Métis finger weaving**P1.5** First Peoples head/armband patterning | **Teacher Card****Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**13: Solving Problems [RA, US, CR, ConR] | The Best Surprise* explore growing and shrinking patterns
* investigate number patterns

Pattern Quest* investigate repeating patterns
* investigate growing and shrinking patterns
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Identifying, reproducing, extending, and creating patterns that repeat**- Identifies the repeating unit (core) of a pattern.- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core).- Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation)- Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). |
| **P1.6** online video and text: Small Number Counts to 100 | **Teacher Card****Patterning and Algebra Cluster 1: Repeating Patterns**5: Repeating Patterns Consolidation [RA, US, CR, ConR] | Pattern Quest* investigate repeating patterns
* investigate growing and shrinking patterns

**To Scaffold:**Midnight and Snowfall | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically** |
| **Identifying, reproducing, extending, and creating patterns that repeat**- Identifies the repeating unit (core) of a pattern.- Predicts missing element(s) and correct errors in repeating patterns.- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). |
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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **P2** change in quantity, using pictorial and symbolic representation |
| **P2.1** numerically describing a change in quantity (e.g., for 6 + n = 10, visualize the change in quantity by using ten-frames, hundred charts, etc.) | **Teacher Card****Patterning and Algebra Cluster 3: Equality and Inequality**19: Missing Numbers [RA, CR, ConR]**Math Every Day Card**3B: What’s Missing?*Link to Other Strands:****Teacher Cards******Number Cluster 7: Operational Fluency****32: Complements of 10 [RA, US, CR]****Math Every Day Card****7: I Have… I Need…* | Kokum’s Bannock* model and describe equality and inequality
* explore properties of addition and subtraction

**To Extend:**A Week of Challenges | **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). - Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. - Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). |

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **P3** symbolic representation of quality and inequality |
| **P3.1** symbolic representation of equality and inequality | **Teacher Cards****Patterning and Algebra Cluster 3: Equality and Inequality**16: Equal or Not Equal [RA, CR, ConR]17: Exploring Number Sentences [RA, CR, ConR]20: Equality and Inequality Consolidation [RA, CR, ConR]**Math Every Day Cards** 3A: Equal or not Equal?How Many Ways?3B: Which One Doesn’t Belong?*Link to Other Strands:****Teacher Cards******Number Cluster 6: Conceptualizing Addition and Subtraction****27: Solving Problems 1 [RA, US, CR, ConR]**28: Solving Problems 2 [RA, US, CR, ConR]**29: Solving Problems 3 [RA, US, CR, ConR]**30: Solving Problems 4 [RA, US, CR, ConR]**31: Conceptualizing Addition and Subtraction Consolidation* *[RA, US, CR, ConR]****Number Cluster 7: Operational Fluency****33: Using Doubles [RA, US, CR]**34: Fluency with 20 [RA, US, CR]* | Kokum’s Bannock* model and describe equality and inequality
* explore properties of addition and subtraction

**To Scaffold:**Nutty and Wolfy**To Extend:**A Week of Challenges | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding equality and inequality, building on generalized properties of numbers and operations**- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as). - Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).**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). - Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. - Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). |

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **M1** direct linear measurement, introducing standard metric units |
| **M1.1** centimetres and metres | **Teacher Cards****Measurement Cluster 2: Using Standard Units**8: Benchmarks and Estimation [RA, CR] 9: The Metre [RA, US, CR] 10: The Centimetre [US, CR]11: Metres or Centimetres? [RA, US, CR] 12: Using Standard Units Consolidation [RA, CR, ConR]**Math Every Day Card**2: Which Unit? | The Discovery* estimate and measure length, perimeter, and area
* compare and describe length, perimeter, and area

**To Extend:** Goat Island The Bunny ChallengeMeasurements About YOU! | **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. - Extends understanding of length to other linear measurements (e.g., height, width, distance around). |
| **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using standard units to estimate, measure, and make comparisons** - Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by * using an intermediary object of a known measure
* using multiple copies of a unit
* iterating a single unit

- Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time.  |
| **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. |

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| **M1.2** estimating length | **Teacher Cards****Measurement Cluster 2: Using Standard Units**8: Benchmarks and Estimation[RA, CR] 9: The Metre [RA, US, CR] 10: The Centimetre [US, CR]12: Using Standard Units Consolidation [RA, CR, ConR]**Math Every Day Card**2: What Am I? | Getting Ready for School* estimate and measure length, duration, and distance around
* compare, order, and describe measures

The Discovery* estimate and measure length, perimeter, and area
* compare and describe length, perimeter, and area

**To Extend:** Goat Island The Bunny ChallengeMeasurements About YOU! | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using standard units to estimate, measure, and make comparisons** - Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by * using an intermediary object of a known measure
* using multiple copies of a unit
* iterating a single unit

- Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time. - Uses the measurement of familiar objects as benchmarks to estimate another measure in standard units. |
| **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. |

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| **M1.3** measuring and recording length, height, and width, using standard units | **Teacher Cards****Measurement Cluster 2: Using Standard Units**9: The Metre [RA, US, CR] 10: The Centimetre [US, CR]11: Metres or Centimetres? [RA, US, CR] 12: Using Standard Units Consolidation [RA, CR, ConR] | Getting Ready for School* estimate and measure length, duration, and distance around
* compare, order, and describe measures

The Discovery* estimate and measure length, perimeter, and area
* compare and describe length, perimeter, and area

**To Extend:** Goat Island The Bunny ChallengeMeasurements About YOU! | **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. - Extends understanding of length to other linear measurements (e.g., height, width, distance around). |
| **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using standard units to estimate, measure, and make comparisons** - Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by * using an intermediary object of a known measure
* using multiple copies of a unit
* iterating a single unit

- Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time.  |
| **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. |

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **G1** multiple attributes of 2D shapes and 3D objects |
| **G1.1** sorting 2D shapes and 3D objects, using two attributes, and explaining the sorting rule | **Teacher Cards****Geometry Cluster 1: 2-D Shapes**1: Sorting 2-D Shapes [RA, US, CR, ConR]5: 2-D Shapes Consolidation [RA, CR]**Geometry Cluster 2: 3-D Solids**6: Sorting 3-D Solids[RA, US, CR, ConR]10: 3-D Solids Consolidation [RA, US, CR, ConR]**Math Every Day Card**2B: Which Solid Does Not Belong? | I Spy Awesome Buildings* investigate and make 2-D shapes
* find and classify 2-D shapes in

3-D objectsSharing Our Stories* explore lines of symmetry in 2-D shapes
* explore 2-D shapes

**To Scaffold:**What Was Here? The Tailor Shop **To Extend:**WONDERful Buildings | **Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.** |
| **Investigating geometric attributes and properties of 2-D shapes and 3-D solids** - Compares 2-D shapes and 3-D solids to find the similarities and differences. - Analyzes geometric attributes of 2-D shapes and 3-D solids (e.g., number of sides, faces, corners). - Classifies and names 2-D shapes and 3-D solids based on common attributes. |
| **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)**- Identifies the sorting rule used to sort sets. - Sorts a set of objects based on two attributes |
| **G1.2** describing, comparing, and constructing 2D shapes, including triangles, squares, rectangles, circles | **Teacher Cards****Geometry Cluster 1: 2-D Shapes**2: Exploring 2-D Shapes [RA, CR]3: Constructing 2-D Shapes [RA, CR]5: 2-D Shapes Consolidation [RA, CR]**Geometry Cluster 3: Geometric Relationships**13: Visualizing Shapes and Solids [RA, CR, ConR]**Math Every Day Card**1: Visualizing ShapesComparing Shapes | I Spy Awesome Buildings* investigate and make 2-D shapes
* find and classify 2-D shapes in

3-D objects**To Scaffold:**What Was Here? The Tailor Shop | **Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.** |
| **Investigating geometric attributes and properties of 2-D shapes and 3-D solids** - Compares 2-D shapes and 3-D solids to find the similarities and differences. - Analyzes geometric attributes of 2-D shapes and 3-D solids (e.g., number of sides, faces, corners). - Classifies and names 2-D shapes and 3-D solids based on common attributes.- Constructs and compares 2-D shapes and 3-D solids with given attributes (e.g., number of vertices, faces).**Investigating 2-D shapes, 3-D solids, and their attributes through composition and decomposition**- Constructs composite 2-D shapes and 3-D solids from verbal instructions, visualization, and memory. |

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| **G1.3** identifying 2D shapes as part of 3D objects | **Teacher Cards****Geometry Cluster 2: 3-D Solids**6: Sorting 3-D Solids [RA, US, CR, ConR]10: 3-D Solids Consolidation [RA, US, CR, ConR]**Math Every Day Cards**2A: What Do You See?3B: Name the Solids | I Spy Awesome Buildings* investigate and make 2-D shapes
* find and classify 2-D shapes in

3-D objectsSharing Our Stories* explore lines of symmetry in 2-D shapes
* explore 2-D shapes

**To Scaffold:**What Was Here? **To Extend:**WONDERful Buildings | **Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.** |
| **Investigating geometric attributes and properties of 2-D shapes and 3-D solids** - Compares 2-D shapes and 3-D solids to find the similarities and differences. - Analyzes geometric attributes of 2-D shapes and 3-D solids (e.g., number of sides, faces, corners). - Classifies and names 2-D shapes and 3-D solids based on common attributes. |
| **G1.4** using traditional northwest coast First Peoples shapes (ovoids, U, split U, and local art shapes) reflected in the natural environment | **Teacher Card****Geometry Cluster 1: 2-D Shapes**2: Exploring 2-D Shapes [RA, CR] | I Spy Awesome Buildings* investigate and make 2-D shapes
* find and classify 2-D shapes in

3-D objects**To Scaffold:**What Was Here?The Tailor Shop | **Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.** |
| **Investigating geometric attributes and properties of 2-D shapes and 3-D solids** - Recognizes 2-D shapes and 3-D solids embed in other images or objects.- Identifies 2-D shapes in 3-D objects in the environment. |

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |

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| **D1** pictorial representation of concrete graphs, using one-to-one correspondence |
| **D1.1** collecting data, creating a concrete graph, and representing the graph, using a pictorial representation through grids, stamps, drawings**D1.2** one-to-one correspondence | **Teacher Cards****Data Management and Probability Cluster 1: Data Management**1: Interpreting Graphs 1 [RA, CR, ConR]3: Creating a Survey [RA, CR, ConR]4: Making Graphs 1 [RA, CR, ConR]6: Data Management Consolidation [RA, US, CR, ConR]**Math Every Day Card**1: Conducting SurveysReading and Interpreting Graphs | Big Buddy Days* build pictographs
* interpret pictographs

Marsh Watch* collect, organize, and display data in graphs
* read and ask questions about graphs

**To Scaffold:**Graph It!**To Extend:** Welcome to the Nature Park | **Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** |
| **Collecting data and organizing it into categories** - Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies).**Creating graphical displays of collected data**- Creates displays using objects or simple pictographs (may use symbol for data).**Reading and interpreting data displays**- Interprets displays by noting how many more/less than other categories.**Drawing conclusions by making inferences and justifying decisions based on collected data**- Poses and answers questions about data collected and displayed. |
| **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). |

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| **D2** likelihood of familiar life events, using comparative language |
| **D2.1** using comparative language (e.g., certain, uncertain; more, less, or equally likely)  | **Teacher Card****Data Management and Probability Cluster 2: Probability and Chance**7: Likelihood of Events [RA, CR, ConR]**Math Every Day Card**2: Word of the Day | **To Extend:** * Chance
 | **Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** |
| **Using the language of chance to describe and predict events**- Describes the likelihood of an event (e.g., impossible, unlikely, certain).- Compares the likelihood of two events (e.g., more likely, less likely, equally likely). |

**Note: The following activities are not specifically correlated to the British Columbia learning standards for Grade 2 but may be of interest to teachers in preparing a strong foundation for mathematics:**

Number

1: Bridging Tens

9: Ordinal Numbers

Activities 17 – 21: Early Fractional Thinking

26: Exploring Properties

Activities 37 – 42: Early Multiplicative Thinking

Math Every Day Card 4A: Equal Parts from Home, Modelling Fraction Amounts

Math Every Day Card 4B: Regrouping Equal Parts, Naming Equal Parts

Math Every Day Card 8A: Counting Equal Groups to Find How Many, I Spy

Math Every Day Card 8B: How Many Blocks?, How Many Ways?

Patterning and Algebra

Activity 8: Decreasing Patterns

Activity 15: Equal and Unequal Sets

Activity 18: Exploring Properties

Measurement

Activities 1–7: Using Non-Standard Units

Activities 13–18: Time and Temperature

Math Every Day Card 1: Estimation Scavenger Hunt, Estimation Station

Math Every Day Card 3A: Hula Hoop Clock, Calendar Questions

Math Every Day Card 3B: Monthly Mix-Up, Thermometer Drop or Pop

Geometry

Activity 4: Symmetry in 2-D Shapes

Activity 7: 3-D Solids Around Us

Activity 8: Constructing 3-D Solids

Activity 9: Constructing Skeletons

Math Every Day Card 2A: Geometry in Poetry

Math Every Day Card 2B: Solids Around Us

Activity 11: Making Shapes

Activity 12: Building with Solids

Activity 14: Creating Pictures and Designs

Activity 15: Covering Outlines

Activity 16: Creating Symmetrical Designs

Activity 17: Geometric Relationships Consolidation

Math Every Day Card 3A: Fill Me In!, Make Me a Picture

Math Every Day Card 3B: Draw the Shapes

Activities 18–21: Location and Movement

Math Every Day Card 4A: Our Design, Treasure Map

Math Every Day Card 4B: Crazy Creatures, Perspective Matching Game

Activities 22–25: Coding

Math Every Day Card 5: Code of the Day, Wandering Animals

Data Management and Probability

Activity 2: Interpreting Graphs 2

Activity 5: Making Graphs 2

Activity 8: Conducting Experiments

Activity 9: Probability and Chance Consolidation

Math Every Day Card 2: What’s in the Bag?