Pearson mathology

Mathology 2 Correlation (Number Strand) – British Columbia*

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 Chart
	    Skip-Counting from Any Number
	1B: Skip-Counting with Actions
	    What's Wrong? What's Missing?
	3A: Adding Ten
	    Taking Away Ten
	9: 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 Work
		Calla'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 Number
1B: Skip-Counting with Actions
    What's Wrong? What's Missing?
3A: Adding Ten
    Taking 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 Work
Calla'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). |

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 Chart
	    Skip-Counting from Any Number
	1B: Skip-Counting with Actions
	    What's Wrong? What's Missing?
	3A: Adding Ten
	    Taking 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 Work
		Calla'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.

| 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 Ways   Guess My Number 2B: 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 Cookout At the Corn Farm How Many Is Too Many?

To Extend: Fantastic Journeys Finding Buster Math Makes Me Laugh The Street Party Planting 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 Ways   Guess My Number 2B: Building an Open Number Line 5A: 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 Cookout At the Corn Farm How Many Is Too Many?

To Extend: Fantastic Journeys Finding Buster Math Makes Me Laugh The Street Party Planting 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 Line 5A: 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 Farm A 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 Tens Describe 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.

| N1.2d 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 Tens
   Describe 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 Tens
   Describe 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. |

| N1.3 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 Ways
    Guess My Number
2B: 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) |

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 Farm A 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).

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-Doubles
	    I Have… I Need…
	7B: Hungry Bird
	    Make 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 1
		Canada's Oldest Sport
		
		To Extend:
		Math Makes Me Laugh
		The Street Party
		Planting 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).

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 Ways
	7A: Doubles and Near-Doubles
	    I Have… I Need…
	7B: Hungry Bird
	    Make 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 1
		Canada's Oldest Sport
		
		To Extend:
		Math Makes Me Laugh
		The Street Party
		Planting 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).

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 Ways 5A: Building Numbers 5B: 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 River That's 10! Hockey Time! **To Extend:** Finding Buster How 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).

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 1
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). |

| 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 Line
3A: Adding Ten
    Taking Away Ten
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

To Scaffold:
Paddling Down the River
Buy 1–Get 1
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). |

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 1 Canada's Oldest Sport **To Extend:** Math Makes Me Laugh The Street Party Planting 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).

N4.7 whole-class number talks	**Math Every Day Cards** 7A: Doubles and Near-Doubles 7B: 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.

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

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

Mathology 2 Correlation (Other Strands) – British Columbia*

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 Way Repeating 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 Way Repeating 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

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 Hunt
	2B: Making Increasing Patterns
	    Making 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).

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).

Pearson

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).

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 Challenge
		Measurements 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.

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 Challenge Measurements 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.

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] **To Extend:** Goat Island The Bunny Challenge Measurements About YOU!	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	**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.

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 objects Sharing 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 Shapes Comparing 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.

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 objects Sharing 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.

Pearson

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
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 Surveys 　Reading 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).

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?