



## Mathology 2 Correlation (Number) – Nova Scotia

Specific Curriculum Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<p><b>N01a</b> Students will be expected to say the number sequence by</p> <ul style="list-style-type: none"> <li>1s, forward and backward, starting from any point to 200</li> </ul>	<p><b>Teacher Cards</b></p> <p><b>Cluster 1: Counting</b></p> <p>1: Bridging Tens</p> <p>5: Counting Consolidation</p> <p><b>Cluster 5: Number Relationships 2</b></p> <p>24: Jumping on the Number Line</p> <p>25: Number Relationships 2 Consolidation</p>	<ul style="list-style-type: none"> <li>What Would You Rather?</li> <li>Ways to Count</li> <li>Family Fun Day</li> <li>Array's Bakery</li> <li>The Money Jar</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>On Safari!</li> <li>How Many is Too Many?</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>Finding Buster</li> <li>How Numbers Work</li> <li>Calla's Jingle Dress</li> </ul>	<p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the principles of counting</b></p> <ul style="list-style-type: none"> <li>Says the number name sequences forward and backward from a given number.</li> <li>Uses number patterns to bridge tens when counting forward and backward (e.g., 39, 40, 41).</li> </ul>

<p><b>N01b</b> Students will be expected to say the number sequence by</p> <ul style="list-style-type: none"> <li>• 2s, forward and backward, starting from any point to 100</li> </ul>	<p><b>Teacher Cards</b></p> <p><b>Cluster 1: Counting</b></p> <p>2: Skip-Counting Forward 3: Skip-Counting Flexibly 4: Skip-Counting Backward 5: Counting Consolidation</p> <p><b>Cluster 3: Grouping and Place Value</b></p> <p>14: Making a Number Line 15: Grouping to Count 16: Grouping and Place Value Consolidation</p> <p><b>Cluster 5: Number Relationships 2</b></p> <p>24: Jumping on the Number Line 25: Number Relationships 2 Consolidation</p> <p><b>Cluster 9: Financial Literacy</b></p> <p>43: Estimating Money 44: Earning Money 46: Saving Regularly</p> <p><b>Math Every Day Cards</b></p> <p>1A: Skip-Counting on a Hundred Chart Skip-Counting from Any Number 1B: Skip-Counting with Actions What's Wrong? What's Missing? 9: Collections of Coins</p>	<ul style="list-style-type: none"> <li>• What Would You Rather?</li> <li>• Ways to Count</li> <li>• Family Fun Day</li> <li>• Array's Bakery</li> <li>• The Money Jar</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• On Safari!</li> <li>• How Many is Too Many?</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Finding Buster</li> <li>• How Numbers Work</li> <li>• Calla's Jingle Dress</li> </ul>	<p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the principles of counting</b></p> <ul style="list-style-type: none"> <li>- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number.</li> </ul> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing quantities and comparing units to the whole</b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set.</li> <li>- Recognizes and describes equal-sized sets as units within a larger set.</li> </ul> <p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Representing and generalizing increasing/decreasing patterns</b></p> <ul style="list-style-type: none"> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s).</li> </ul>
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<p><b>N01c</b> Students will be expected to say the number sequence by</p> <ul style="list-style-type: none"> <li>• 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100</li> </ul>	<p><b>Teacher Cards</b></p> <p><b>Cluster 1: Counting</b>  2: Skip-Counting Forward  4: Skip-Counting Backward  5: Counting Consolidation</p> <p><b>Cluster 3: Grouping and Place Value</b>  14: Making a Number Line  15: Grouping to Count  16: Grouping and Place Value Consolidation</p> <p><b>Cluster 5: Number Relationships 2</b>  24: Jumping on the Number Line  25: Number Relationships 2 Consolidation</p> <p><b>Cluster 9: Financial Literacy</b>  43: Estimating Money  44: Earning Money  46: Saving Regularly</p> <p><b>Math Every Day Cards</b>  1A: Skip-Counting on a Hundred Chart  1B: Skip-Counting with Actions  What’s Wrong? What’s Missing?  3A: Adding Ten  Taking Away Ten  3B: Thinking Tens  9: Collections of Coins</p>	<ul style="list-style-type: none"> <li>• What Would You Rather?</li> <li>• Ways to Count</li> <li>• Family Fun Day</li> <li>• Array’s Bakery</li> <li>• The Money Jar</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• On Safari!</li> <li>• How Many is Too Many?</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Finding Buster</li> <li>• How Numbers Work</li> <li>• Calla’s Jingle Dress</li> </ul>	<p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the principles of counting</b>  - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number.</p> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing quantities into ones, tens, and hundreds place-value concepts</b>  - Determines 10 more/less than a given number without counting.</p> <p><b>Unitizing quantities and comparing units to the whole</b>  - 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).</p> <p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Representing and generalizing increasing/decreasing patterns</b>  - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s).</p>
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<p><b>N01d</b> Students will be expected to say the number sequence by</p> <ul style="list-style-type: none"> <li>10s, starting from any point, to 100</li> </ul>	<p><b>Teacher Card</b></p> <p><b>Cluster 1: Counting</b> 3: Skip-Counting Flexibly</p> <p><b>Cluster 3: Grouping and Place Value</b> 14: Making a Number Line</p> <p><b>Cluster 9: Financial Literacy</b> 43: Estimating Money 44: Earning Money 46: Saving Regularly</p> <p><b>Math Every Day Card</b> 1A: Skip-Counting from Any Number 1B: Skip-Counting with Actions 3A: Adding Ten     Taking Away Ten 3B: Thinking Tens 9: Collections of Coins</p>	<ul style="list-style-type: none"> <li>Ways to Count</li> </ul>	<p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the principles of counting</b> - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number.</p> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing quantities into ones, tens, and hundreds place-value concepts</b> - Determines 10 more/less than a given number without counting.</p>
<p><b>N02</b> Students will be expected to demonstrate if a number (up to 100) is even or odd.</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 2: Number Relationships 1</b> 8: Odd and Even Numbers</p> <p><b>Math Every Day Cards</b> 2A: Show Me in Different Ways     Guess My Number 2B: Math Commander</p>	<ul style="list-style-type: none"> <li>Ways to Count</li> </ul>	<p><b>Big Idea: Numbers are related in many ways.</b></p> <p><b>Comparing and ordering quantities (multitude or magnitude)</b></p>

<p><b>N03</b> Students will be expected to describe order or relative position using ordinal numbers (up to tenth).</p>	<p><b>Teacher Cards</b>  <b>Cluster 2: Number Relationships 1</b>            9: Ordinal Numbers            12: Number Relationships 1 Consolidation</p> <p><b>Math Every Day Card</b>            2B: Math Commander</p>	<p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• At the Corn Farm</li> </ul>	<p><b>Big Idea: Numbers are related in many ways.</b></p> <p><b>Comparing and ordering quantities (multitude or magnitude)</b>            - Determines and describes the relative position of objects using ordinal numbers.            - Uses ordinal numbers in context.</p> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing quantities and comparing units to the whole</b>            - Partitions 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).</p>
<p><b>N04</b> Students will be expected to represent and partition numbers to 100.</p>	<p><b>Teacher Cards</b>  <b>Cluster 1: Counting</b>            1: Bridging Tens  <b>Cluster 2: Number Relationships 1</b>            11: Decomposing to 20            12: Number Relationships 1 Consolidation  <b>Cluster 3: Grouping and Place Value</b>            13: Building Numbers            15: Grouping to Count            16: Grouping and Place Value Consolidation  <b>Cluster 5: Number Relationships 2</b>            23: Decomposing 50            24: Jumping on the Number Line            25: Number Relationships 2 Consolidation  <b>Cluster 9: Financial Literacy</b>            43: Estimating Money            44: Earning Money</p> <p><b>Math Every Day Cards</b>            2A: Show Me in Different Ways                Guess My Number            2B: Building an Open Number Line            5A: Building Numbers            5B: How Many Ways?                What's the Unknown Part?            9: Showing Money in Different Ways</p>	<p>• What Would You Rather?            • Ways to Count            • Family Fun Day            • Back to Batoche            • A Class-full of Projects            • The Money Jar</p> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• That's 10!</li> <li>• Canada's Oldest Sport</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Fantastic Journeys</li> <li>• Finding Buster</li> <li>• How Numbers Work</li> <li>• Math Makes Me Laugh</li> <li>• The Street Party</li> </ul>	<p><b>Big Idea: Numbers tell us how many and how much.</b></p> <p><b>Applying the principles of counting</b>            - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number  <b>Recognizing and writing numerals</b>            - Names, writes, and matches two-digit numerals to quantities.</p> <p><b>Big idea: Numbers are related in many ways.</b></p> <p><b>Decomposing wholes into parts and composing wholes from parts</b>            - Decomposes/composes quantities to 20.            - 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)</p> <p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing quantities into ones, tens, and hundreds place-value concepts</b>            - Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones.  <b>Unitizing quantities and comparing units to the whole</b>            - 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).</p>

<p><b>N05</b> Students will be expected to compare and order numbers up to 100.</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 1: Counting</b> 1: Bridging Tens</p> <p><b>Cluster 2: Number Relationships 1</b> 6: Comparing Quantities 7: Ordering Quantities 12: Number Relationships 1 Consolidation</p> <p><b>Cluster 3: Grouping and Place Value</b> 14: Making a Number Line</p> <p><b>Cluster 9: Financial Literacy</b> 43: Estimating Money 46: Saving Regularly</p> <p><b>Math Every Day Cards</b> 2A: Show Me in Different Ways     Guess My Number 2B: Building an Open Number Line 5A: Which Ten is Nearer?</p>	<ul style="list-style-type: none"> <li>• What Would You Rather?</li> <li>• Back to Batoche</li> <li>• The Great Dogsled Race</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• A Family Cookout</li> <li>• At the Corn Farm</li> <li>• How Many is Too Many?</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Fantastic Journeys</li> <li>• Finding Buster</li> <li>• Math Makes Me Laugh</li> <li>• The Street Party</li> <li>• Planting Seeds</li> </ul>	<p><b>Big idea: Numbers are related in many ways</b></p> <p><b>Comparing and ordering quantities (multitude or magnitude)</b></p> <ul style="list-style-type: none"> <li>- Compares and orders quantities and written numbers using benchmarks.</li> <li>- Determines how many more/less one quantity is compared to another.</li> </ul>
<p><b>N06</b> Students will be expected to estimate quantities to 100 by using referents.</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 2: Number Relationships 1</b> 10: Estimating with Benchmarks</p> <p><b>Cluster 5: Number Relationships 2</b> 22: Benchmarks on a Number Line</p> <p><b>Cluster 9: Financial Literacy</b> 43: Estimating Money</p>	<ul style="list-style-type: none"> <li>• What Would You Rather?</li> <li>• Ways to Count</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• A Family Cookout</li> <li>• At the Corn Farm</li> <li>• How Many is Too Many?</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Fantastic Journeys Math</li> <li>    Finding Buster</li> <li>• Makes Me Laugh</li> <li>• Planting Seeds</li> <li>• Sports Camp</li> </ul>	<p><b>Big Idea: Numbers are related in many ways.</b></p> <p><b>Estimating quantities and numbers</b></p> <ul style="list-style-type: none"> <li>- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10; multiples of ten).</li> </ul>

<p><b>N07</b> Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100.</p>	<p><b>Teacher Cards</b>  <b>Cluster 3: Grouping and Place Value</b>  13: Building Numbers  16: Grouping and Place Value Consolidation</p> <p><b>Math Every Day Cards</b>  3A: Adding Ten  Taking Away Ten  3B: Thinking Tens  Describe Me</p>	<ul style="list-style-type: none"> <li>• Back to Batoche</li> <li>• A Class-full of Projects</li> <li>• The Money Jar</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• At the Corn Farm</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Finding Buster</li> <li>• How Numbers Work</li> </ul>	<p><b>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b></p> <p><b>Unitizing quantities into ones, tens, and hundreds (place-value concepts)</b>  - Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones.</p>
<p><b>N08</b> Students will be expected to demonstrate and explain the effect of adding zero to or subtracting zero from any number.</p>	<p><b>Teacher Cards</b>  <b>Cluster 6: Conceptualizing Addition and Subtraction</b>  26: Exploring Properties</p> <p><b>Patterning and Algebra Cluster 3: Equality and Inequality</b>  18: Exploring Properties</p>	<p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>• That's 10!</li> </ul>	<p><b>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</b></p> <p><b>Developing conceptual meaning of addition and subtraction</b>  - Uses symbols and equations to represent addition and subtraction situations.</p> <p><b>Developing fluency of addition and subtraction computation</b>  - Fluently adds and subtracts with quantities to 10.  - Fluently recalls complements to 10 (e.g., 6 + 4; 7 + 3).</p> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding equality and inequality, building on generalized properties of numbers and operations</b>  - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).</p>

<p><b>N09a</b> Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> <li>using personal strategies for adding and subtracting with and without the support of manipulatives</li> </ul>	<p><b>Teacher Cards</b></p> <p><b>Cluster 3: Grouping and Place Value</b>  14: Making a Number Line  16: Grouping and Place Value Consolidation</p> <p><b>Cluster 6: Conceptualizing Addition and Subtraction</b>  27: Solving Problems 1  28: Solving Problems 2  29: Solving Problems 3  30: Solving Problems 4  31: Conceptualizing Addition and Subtraction Consolidation</p> <p><b>Cluster 9: Financial Literacy</b>  43: Estimating Money  44: Earning Money  46: Saving Regularly</p> <p><b>Math Every Day Cards</b>  3A: Adding Ten  Taking Away Ten  7A: I Have... I Need...  Hungry Bird</p>	<ul style="list-style-type: none"> <li>Array’s Bakery</li> <li>Marbles, Alleys, Mibs, and Guli!</li> <li>A Class-full of Projects</li> <li>The Money Jar</li> <li>The Great Dogsled Race</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>On Safari!</li> <li>That’s 10!</li> <li>Hockey Time!</li> <li>Cats and Kittens</li> <li>Buy 1 – Get 1</li> <li>Canada’s Oldest Sport</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>Math Makes Me Laugh</li> <li>The Street Party</li> <li>Planting Seeds</li> <li>Sports Camp</li> <li>Calla’s Jingle Dress</li> </ul>	<p><b>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</b></p> <p><b>Developing conceptual meaning of addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Uses symbols and equations to represent addition and subtraction situations.</li> <li>Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare).</li> </ul> <p><b>Developing fluency of addition and subtraction computation</b></p> <ul style="list-style-type: none"> <li>Extends known sums and differences to solve other equations (e.g., using <math>5 + 5</math> to add <math>5 + 6</math>).</li> </ul> <p><b>Big idea: Numbers are related in many ways</b></p> <p><b>Decomposing wholes into parts and composing wholes from parts</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>
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<p><b>N09b</b> Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> <li>creating and solving problems that involve addition and subtraction</li> </ul>	<p><b>Teacher Cards</b>  <b>Cluster 6: Conceptualizing Addition and Subtraction</b>  27: Solving Problems 1  28: Solving Problems 2  29: Solving Problems 3  30: Solving Problems 4  31: Conceptualizing Addition and Subtraction Consolidation</p> <p><b>Math Every Day Cards</b>  6: What Math Do You See?  What Could the Story Be?  7B: Hungry Bird</p>	<ul style="list-style-type: none"> <li>Array’s Bakery</li> <li>Marbles, Alleys, Mibs, and Guli!</li> <li>A Class-full of Projects</li> <li>The Money Jar</li> <li>The Great Dogsled Race</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>On Safari!</li> <li>That’s 10!</li> <li>Hockey Time!</li> <li>Cats and Kittens</li> <li>Buy 1 – Get 1</li> <li>Canada’s Oldest Sport</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>Math Makes Me Laugh</li> <li>The Street Party</li> <li>Planting Seeds</li> <li>Sports Camp</li> <li>Calla’s Jingle Dress</li> </ul>	<p><b>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</b></p> <p><b>Developing conceptual meaning of addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Uses symbols and equations to represent addition and subtraction situations.</li> <li>Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare).</li> </ul> <p><b>Developing fluency of addition and subtraction computation</b></p> <ul style="list-style-type: none"> <li>Extends known sums and differences to solve other equations (e.g., using <math>5 + 5</math> to add <math>5 + 6</math>).</li> </ul> <p><b>Big idea: Numbers are related in many ways</b></p> <p><b>Decomposing wholes into parts and composing wholes from parts</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>
<p><b>N09c</b> Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> <li>explaining and demonstrating that the order in which numbers are added does not affect the sum</li> </ul>	<p><b>Teacher Cards</b>  <b>Cluster 6: Conceptualizing Addition and Subtraction</b>  26: Exploring Properties  <b>Cluster 7: Operational Fluency</b>  32: Complements of 10</p>	<ul style="list-style-type: none"> <li>Array’s Bakery</li> <li>Marbles, Alleys, Mibs, and Guli!</li> <li>A Class-full of Projects</li> <li>The Money Jar</li> <li>The Great Dogsled Race</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>That’s 10!</li> </ul>	<p><b>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</b></p> <p><b>Developing conceptual meaning of addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Uses symbols and equations to represent addition and subtraction situations.</li> </ul> <p><b>Developing fluency of addition and subtraction computation</b></p> <ul style="list-style-type: none"> <li>Fluently adds and subtracts with quantities to 10.</li> <li>Fluently recalls complements to 10 (e.g., <math>6 + 4</math>; <math>7 + 3</math>).</li> </ul> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding equality and inequality, building on generalized properties of numbers and operations</b></p> <ul style="list-style-type: none"> <li>Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).</li> </ul> <p><b>Big idea: Numbers are related in many ways</b></p> <p><b>Decomposing wholes into parts and composing wholes from parts</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>

<p><b>N09d</b> Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> <li>explaining and demonstrating that the order in which numbers are subtracted matters when finding a difference</li> </ul>	<p><b>Teacher Cards</b>  <b>Cluster 6: Conceptualizing Addition and Subtraction</b>          26: Exploring Properties</p>	<ul style="list-style-type: none"> <li>Array’s Bakery</li> <li>Marbles, Alleys, Mibs, and Guli!</li> <li>A Class-full of Projects</li> <li>The Money Jar</li> <li>The Great Dogsled Race</li> </ul>	<p><b>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</b></p> <p><b>Developing conceptual meaning of addition and subtraction</b>          - Uses symbols and equations to represent addition and subtraction situations.</p> <p><b>Developing fluency of addition and subtraction computation</b>          - Fluently adds and subtracts with quantities to 10.          - Fluently recalls complements to 10 (e.g., <math>6 + 4</math>; <math>7 + 3</math>).</p> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding equality and inequality, building on generalized properties of numbers and operations</b>          - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).</p> <p><b>Big idea: Numbers are related in many ways</b></p> <p><b>Decomposing wholes into parts and composing wholes from parts</b>          - 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)</p>
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<p><b>N10</b> Students will be expected to apply mental mathematics strategies to quickly recall basic addition facts to 18 and determine related subtraction facts.</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 2: Number Relationships 1</b></p> <p>11: Decomposing to 20 12: Number Relationships 1 Consolidation</p> <p><b>Cluster 6: Conceptualizing Addition and Subtraction</b></p> <p>26: Exploring Properties 27: Solving Problems 1 28: Solving Problems 2 29: Solving Problems 3 30: Solving Problems 4 31: Conceptualizing Addition and Subtraction Consolidation</p> <p><b>Cluster 7: Operational Fluency</b></p> <p>32: Complements of 10 33: Using Doubles 34: Fluency with 20 36: Operational Fluency Consolidation</p> <p><b>Cluster 8: Early Multiplicative Thinking</b></p> <p>40: Exploring Repeated Addition 42: Early Multiplicative Thinking Consolidation</p> <p><b>Math Every Day Cards</b></p> <p>6: What Math Do You See? 7A: Doubles and Near-Doubles I Have... I Need... 7B: Hungry Bird Make 10 Sequences</p>	<ul style="list-style-type: none"> <li>• Array’s Bakery</li> <li>• Marbles, Alleys, Mibs, and Guli!</li> <li>• A Class-full of Projects</li> <li>• The Money Jar</li> <li>• The Great Dogsled Race</li> <li>• Kokum’s Bannock</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• On Safari!</li> <li>• That’s 10!</li> <li>• Hockey Time!</li> <li>• Cats and Kittens</li> <li>• Buy 1 – Get 1</li> <li>• Canada’s Oldest Sport</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Math Makes Me Laugh</li> <li>• Planting Seeds</li> <li>• Sports Camp</li> </ul>	<p><b>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</b></p> <p><b>Developing conceptual meaning of addition and subtraction</b></p> <ul style="list-style-type: none"> <li>- Uses symbols and equations to represent addition and subtraction situations.</li> <li>- Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare).</li> </ul> <p><b>Developing fluency of addition and subtraction computation</b></p> <ul style="list-style-type: none"> <li>- Fluently recalls complements to 10 (e.g., <math>6 + 4</math>; <math>7 + 3</math>).</li> <li>- Extends known sums and differences to solve other equations (e.g., using <math>5 + 5</math> to add <math>5 + 6</math>).</li> <li>- Fluently adds and subtracts with quantities to 20.</li> </ul> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding equality and inequality, building on generalized properties of numbers and operations</b></p> <ul style="list-style-type: none"> <li>- Decomposes and combines numbers in equations to make them easier to solve</li> <li>- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).</li> </ul>
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## Mathology 2 Correlation (Patterns and Relations) – Nova Scotia

Curriculum Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>Patterns: Students will be expected to use patterns to describe the world and solve problems.</b>			
<p><b>PR01</b> Students will be expected to demonstrate an understanding of repeating patterns (three to five elements) by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds, and actions.</p>	<p><b>Teacher Cards</b>  <b>Cluster 1: Repeating Patterns</b>            1: Exploring Patterns            2: Extending and Predicting            3: Errors and Missing Elements            4: Combining Attributes            5: Repeating Patterns Consolidation</p> <p><b>Math Every Day Card</b>            1: Show Another Way            Repeating Patterns Around Us</p>	<ul style="list-style-type: none"> <li>• Pattern Quest</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• Midnight and Snowfall!</li> </ul>	<p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Identifying, reproducing, extending, and creating patterns that repeat</b></p> <ul style="list-style-type: none"> <li>- Identifies the repeating unit (core) of a pattern.</li> <li>- Predicts missing element(s) and corrects errors in repeating patterns.</li> <li>- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core).</li> <li>- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions).</li> <li>- Compares repeating patterns and describes how they are alike and different.</li> <li>- Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation).</li> <li>- Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D).</li> </ul>

<p><b>PR02</b> Students will be expected to demonstrate an understanding of increasing patterns by describing, extending, and creating numerical patterns (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds, and actions.</p>	<p><b>Teacher Cards</b>  <b>Cluster 2: Increasing/Decreasing Patterns</b>          6: Increasing Patterns 1          7: Increasing Patterns 2          9: Extending Patterns          10: Reproducing Patterns          11: Creating Patterns          12: Errors and Missing Terms          13: Solving Problems          14: Consolidation</p> <p><b>Math Every Day Cards</b>          2A: How Many Can We Make?          Error Hunt          2B: Making Increasing Patterns</p>	<ul style="list-style-type: none"> <li>• The Best Surprise</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• Midnight and Snowfall!</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Namir’s Marvellous Masterpieces</li> </ul>	<p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Representing and generalizing increasing/decreasing patterns</b></p> <ul style="list-style-type: none"> <li>- Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.).</li> <li>- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s).</li> <li>- Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction.</li> <li>- Extends number patterns and finds missing elements (e.g., 1, 3, 5, __, 9, ...).</li> </ul> <p><b>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</b></p> <p><b>Developing fluency of addition and subtraction computation</b></p> <ul style="list-style-type: none"> <li>- Fluently adds and subtracts with quantities to 20.</li> </ul>
<p><b>Variables and Equations: Students will be expected to represent algebraic expressions in multiple ways.</b></p>			
<p><b>PR03</b> Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).</p> <p><b>PR04</b> Students will be expected to record equalities and inequalities symbolically, using the equal symbol or not equal symbol.</p>	<p><b>Teacher Cards</b>  <b>Cluster 3: Equality and Inequality</b>          15: Equal and Unequal Sets          16: Equal or Not Equal?          17: Exploring Number Sentences          20: Equality and Inequality Consolidation</p> <p><b>Math Every Day Cards</b>          3A: Equal or Not Equal?          How Many Ways?          3B: Which One Doesn’t Belong?</p>	<ul style="list-style-type: none"> <li>• Kokum’s Bannock</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• Nutty and Wolfy</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• A Week of Challenges</li> </ul>	<p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Understanding equality and inequality, building on generalized properties of numbers and operations</b></p> <ul style="list-style-type: none"> <li>- Compares sets to determine more/less or equal.</li> <li>- Creates a set that is more/less or equal to a given set.</li> <li>- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as).</li> <li>- Records different expressions of the same quantity as equalities (e.g., <math>2 + 4 = 5 + 1</math>).</li> </ul> <p><b>Using symbols, unknowns, and variables to represent mathematical relations</b></p> <ul style="list-style-type: none"> <li>- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as).</li> <li>- Understands and uses the equal (=) and not equal (<math>\neq</math>) symbols when comparing expressions.</li> </ul>



## Mathology 2 Correlation (Measurement) – Nova Scotia

Curriculum Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>Students will be expected to use direct and indirect measure to solve problems.</b>			
<b>M01</b> Students will be expected to demonstrate an understanding of the calendar and the relationships among days, weeks, months, and years.	<b>Teacher Cards</b> <b>Measurement Cluster 3: Time and Temperature</b> 13: Days and Weeks 14: Months in a Year  <b>Math Every Day Cards</b> 3A: Calendar Questions 3B: Monthly Mix-Up	<b>To Extend:</b> <ul style="list-style-type: none"> <li>Goat Island</li> </ul>	<b>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</b>
			<b>Understanding relationships among measurement units</b> - Understands relationship of units of length (mm, cm, m), mass (g, kg), capacity (mL, L), and time (e.g., seconds, minutes, hours).
			<b>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</b>
			<b>Understanding attributes that can be measured</b> - Explores measurement of visible attributes (e.g., length, capacity, area) and non-visible attributes (e.g., mass, time, temperature)
			<b>Big Idea: Numbers are related in many ways.</b>
<b>M02</b> Students will be expected to relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass.	<b>Teacher Cards</b> <b>Measurement Cluster 1: Using Non-Standard Units</b> 1: Measuring Length 1 4: Measuring Mass	<ul style="list-style-type: none"> <li>The Discovery</li> </ul> <b>To Scaffold:</b> <ul style="list-style-type: none"> <li>The Amazing Seed</li> <li>Animal Measures</li> </ul> <b>To Extend:</b> <ul style="list-style-type: none"> <li>Goat Island</li> <li>The Bunny Challenge</li> <li>Measurements About YOU!</li> </ul>	<b>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons</b>
			<b>Understanding relationships among measurement units</b> - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass).

<p><b>M03</b> Students will be expected to compare and order objects by length, height, distance around, and mass using non-standard units and make statements of comparison.</p>	<p><b>Teacher Cards</b>  <b>Measurement Cluster 1: Using Non-Standard Units</b>  1: Measuring Length 1  2: Measuring Length 2  3: Measuring Distance Around  4: Measuring Mass  7: Using Non-Standard Units Consolidation</p> <p><b>Math Every Day Card</b>  1: Estimation Scavenger Hunt  Estimation Station</p>	<ul style="list-style-type: none"> <li>• Getting Ready for School</li> <li>• The Discovery</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• The Amazing Seed</li> <li>• Animal Measures</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Goat Island</li> <li>• The Bunny Challenge</li> <li>• Measurements About YOU!</li> </ul>	<p><b>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</b></p> <p><b>Selecting and using non-standard units to estimate, measure, and make comparisons</b></p> <ul style="list-style-type: none"> <li>- Understands that there should be no gaps or overlaps when measuring.</li> <li>- Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by <ul style="list-style-type: none"> <li>• using an intermediary object</li> <li>• using multiple copies of a unit</li> <li>• iterating a single unit</li> </ul> </li> <li>- Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.</li> </ul> <p><b>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</b></p> <p><b>Understanding attributes that can be measured</b></p> <ul style="list-style-type: none"> <li>- Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass).</li> <li>- Extends understanding of length to other linear measurements (e.g., height, width, distance around).</li> </ul>
<p><b>M04</b> Students will be expected to measure length to the nearest non-standard unit by using multiple copies of a unit and using a single copy of a unit (iteration process).</p>	<p><b>Teacher Cards</b>  <b>Measurement Cluster 1: Using Non-Standard Units</b>  1: Measuring Length 1  2: Measuring Length 2  7: Using Non-Standard Units Consolidation</p>	<ul style="list-style-type: none"> <li>• Getting Ready for School</li> <li>• The Discovery</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• The Amazing Seed</li> <li>• Animal Measures</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Goat Island</li> <li>• The Bunny Challenge</li> <li>• Measurements About YOU!</li> </ul>	<p><b>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</b></p> <p><b>Selecting and using non-standard units to estimate, measure, and make comparisons</b></p> <ul style="list-style-type: none"> <li>- Understands that there should be no gaps or overlaps when measuring.</li> <li>- Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by <ul style="list-style-type: none"> <li>• using multiple copies of a unit</li> <li>• iterating a single unit</li> </ul> </li> </ul>
<p><b>M05</b> Students will be expected to demonstrate that changing the position of an object does not alter the measurements of its attributes.</p>	<p><b>Teacher Card</b>  <b>Measurement Cluster 1: Using Non-Standard Units</b>  1: Measuring Length</p>	<p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Goat Island</li> <li>• The Bunny Challenge</li> <li>• Measurements About YOU!</li> </ul>	<p><b>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</b></p> <p><b>Understanding attributes that can be measured</b></p> <ul style="list-style-type: none"> <li>- Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area).</li> </ul>



## Mathology 2 Correlation (Geometry) – Nova Scotia

Curriculum Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>3-D Objects and 2-D Shapes: Students will be expected to construct and interpret concrete graphs and pictographs to solve problems.</b>			
<b>G01</b> Students will be expected to sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule.	<b>Teacher Cards</b> <b>Geometry Cluster 1: 2-D Shapes</b> 1: Sorting 2-D Shapes <b>Geometry Cluster 2: 3-D Solids</b> 6: Sorting 3-D Solids  <b>Math Every Day Card</b> 2B: Which Solid Does Not Belong?	<ul style="list-style-type: none"> <li>• I Spy Awesome Buildings</li> <li>• Sharing Our Stories</li> </ul> <b>To Scaffold:</b> <ul style="list-style-type: none"> <li>• What Was Here?</li> </ul>	<b>Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</b>
			<b>Investigating geometric attributes and properties of 2-D shapes and 3-D solids</b> - 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, corners). - Classifies and names 2-D shapes based on common attributes
<b>G02</b> Students will be expected to recognize, name, describe, compare, and build 3-D objects, including cubes and other prisms, spheres, cones, cylinders, and pyramids.	<b>Teacher Cards</b> <b>Geometry Cluster 2: 3-D Solids</b> 6: Sorting 3-D Solids 8: Constructing 3-D Solids 9: Constructing Skeletons 10: 3-D Solids Consolidation <b>Geometry Cluster 3: Geometric Relationships</b> 13: Visualizing Shapes and Solids  <b>Math Every Day Cards</b> 2A: Geometry in Poetry What Do You See? 3B: Name the Solid	<ul style="list-style-type: none"> <li>• I Spy Awesome Buildings</li> </ul> <b>To Scaffold:</b> <ul style="list-style-type: none"> <li>• What Was Here?</li> </ul> <b>To Extend:</b> <ul style="list-style-type: none"> <li>• WONDERful Buildings</li> </ul>	<b>Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</b>
			<b>Investigating geometric attributes and properties of 2-D shapes and 3-D solids</b> - 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, corners). - Classifies and names 2-D shapes based on common attributes - Constructs and compares 3-D solids with given attributes (e.g., number of vertices, faces).



<p><b>G03</b> Students will be expected to recognize, name, describe, compare, and build 2-D shapes, including triangles, squares, rectangles, and circles.</p>	<p><b>Teacher Cards</b>  <b>Geometry Cluster 1: 2-D Shapes</b>  1: Sorting 2-D Shapes  2: Exploring 2-D Shapes  3: Constructing 2-D Shapes  5: 2-D Shapes Consolidation  <b>Geometry Cluster 3: Geometric Relationships</b>  13: Visualizing Shapes and Solids</p> <p><b>Math Every Day Cards</b>  1: Visualizing Shapes  Comparing Shapes  3B: Draw the Shape</p>	<ul style="list-style-type: none"> <li>• I Spy Awesome Buildings</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• What Was Here?</li> <li>• The Tailor Shop</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• WONDERful Buildings</li> <li>• Gallery Tour</li> </ul>	<p><b>Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</b></p> <p><b>Investigating geometric attributes and properties of 2-D shapes and 3-D solids</b></p> <ul style="list-style-type: none"> <li>- Compares 2-D shapes to find the similarities and differences.</li> <li>- Analyzes geometric attributes of 2-D shapes (e.g., number of sides, corners).</li> <li>- Classifies and names 2-D shapes based on common attributes.</li> <li>- Constructs and compares 2-D shapes with given attributes (e.g., number of vertices).</li> </ul> <p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Identifying, sorting, and classifying attributes and patterns mathematically (e.g., number of sides, shape, size)</b></p> <ul style="list-style-type: none"> <li>- Identifies the sorting rule used to sort sets.</li> <li>- Sorts a set of objects based on two attributes.</li> </ul>
<p><b>G04</b> Students will be expected to identify 2-D shapes as part of 3-D objects in the environment.</p>	<p><b>Teacher Cards</b>  <b>Geometry Cluster 2: 3-D Solids</b>  7: 3-D Solids Around Us  <b>Geometry Cluster 3: Geometric Relationships</b>  12: Building with Solids</p> <p><b>Math Every Day Card</b>  2B: Solids Around Us</p>	<ul style="list-style-type: none"> <li>• I Spy Awesome Buildings</li> <li>• Sharing Our Stories</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• What Was Here?</li> <li>• The Tailor Shop</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• WONDERful Buildings</li> <li>• Gallery Tour</li> </ul>	<p><b>Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</b></p> <p><b>Investigating geometric attributes and properties of 2-D shapes and 3-D solids</b></p> <ul style="list-style-type: none"> <li>- Compares 2-D shapes and 3-D solids to find the similarities and differences.</li> <li>- Analyzes geometric attributes of 2-D shapes and 3-D solids (e.g., number of sides, corners).</li> <li>- Identifies 2-D shapes in 3-D objects in the environment.</li> <li>- Classifies and names 2-D shapes based on common attributes</li> </ul>



## Mathology 2 Correlation (Statistics and Probability) – Nova Scotia

Curriculum Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>Data Analysis: Students will be expected to collect, display, and analyze data to solve problems.</b>			
<p><b>SP01</b> Students will be expected to gather and record data about self and others to answer questions.</p>	<p><b>Teacher Card</b>  <b>Data Management and Probability</b>  <b>Cluster 1: Data Management</b>            3: Creating a Survey</p> <p><b>Math Every Day Card</b>            1: Conducting Surveys</p>	<ul style="list-style-type: none"> <li>• Big Buddy Days</li> <li>• Marsh Watch</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• Graph It!</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Welcome to The Nature Park</li> </ul>	<p><b>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.</b></p> <p><b>Formulating questions to learn about groups, collections, and events by collecting relevant data</b></p> <ul style="list-style-type: none"> <li>- Formulates questions that can be addressed through simple surveys.</li> </ul> <p><b>Collecting data and organizing it into categories</b></p> <ul style="list-style-type: none"> <li>- Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies).</li> </ul>
<p><b>SP02</b> Students will be expected to construct and interpret concrete graphs and pictographs to solve problems.</p>	<p><b>Teacher Cards</b>  <b>Data Management and Probability</b>  <b>Cluster 1: Data Management</b>            1: Interpreting Graphs 1            4: Making Graphs 1            6: Data Management Consolidation</p> <p><b>Math Every Day Card</b>            1: Reading and Interpreting Graphs</p>	<ul style="list-style-type: none"> <li>• Big Buddy Days</li> <li>• Marsh Watch</li> </ul> <p><b>To Scaffold:</b></p> <ul style="list-style-type: none"> <li>• Graph It!</li> </ul> <p><b>To Extend:</b></p> <ul style="list-style-type: none"> <li>• Welcome to The Nature Park</li> </ul>	<p><b>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.</b></p> <p><b>Creating graphical displays of collected data</b></p> <ul style="list-style-type: none"> <li>- Creates displays using objects or simple pictographs (may use symbol for data).</li> <li>- Displays data collected in more than one way and describes the differences (e.g., bar graph, pictograph).</li> </ul> <p><b>Reading and interpreting data displays</b></p> <ul style="list-style-type: none"> <li>- Interprets displays by noting how many more/less than other categories.</li> </ul> <p><b>Drawing conclusions by making inferences and justifying decisions based on collected data</b></p> <ul style="list-style-type: none"> <li>- Poses and answers questions about data collected and displayed.</li> </ul>

**Note: The following activities are not specifically correlated to the Nova Scotia curriculum outcomes for Grade 2 but may be of interest to teachers in preparing a strong foundation for mathematics:**

#### Number

Activities 17 – 21: Early Fractional Thinking  
Activity 35: Multi-Digit Fluency  
Activities 37 – 42: Early Multiplicative Thinking  
Activity 45: Spending Money  
Activity 47: Financial Literacy Consolidation  
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 19: Missing Numbers  
Math Every Day Card 3B: What's Missing?

#### Measurement

Activity 5: Measuring Area  
Activity 6: Measuring Capacity  
Activities 8 – 12: Using Standard Units  
Math Every Day Card 2: What Am I?; Which Unit?  
Activity 15: Measuring Time  
Activity 16: Time to the Quarter-Hour  
Activity 17: Changes in Temperature  
Activity 18: Time and Temperature Consolidation  
Math Every Day Card 3A: Hula Hoop Clock  
Math Every Day Card 3B: Thermometer Drop or Pop

#### Geometry

Activity 4: Symmetry in 2-D Shapes  
Activity 11: Making Shapes  
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  
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  
Activities 7 – 9: Probability and Chance  
Math Every Day Card 2: What's in the Bag?, Word of the Day