

### Mathology 2 Correlation (Number Strand) – Yukon\*

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>N1</b> Number concepts to 100			
<b>N1.1</b> Counting: — skip-counting by 2, 5, and 10	<b>Teacher Cards</b> <b>Cluster 1: Counting</b> 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] <b>Cluster 3: Grouping and Place Value</b> 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] <b>Cluster 5: Number Relationships 2</b> 24: Jumping on the Number Line [RA, US, CR, ConR] 25: Number Relationships 2 Consolidation [RA, US, CR, ConR] <b>Cluster 9: Financial Literacy</b> 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]  <b>Math Every Day Cards</b> 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	<b>What Would You Rather?</b> <ul style="list-style-type: none"> <li>• compare quantities to 100</li> <li>• estimate and count to 100</li> </ul> <b>Ways to Count</b> <ul style="list-style-type: none"> <li>• estimate and group to count to 100</li> <li>• skip-count to 100</li> </ul> <b>Family Fun Day</b> <ul style="list-style-type: none"> <li>• split quantities into equal groups to count to 100</li> <li>• compose/decompose to 100</li> </ul> <b>The Money Jar</b> <ul style="list-style-type: none"> <li>• add/subtract to 100 (further developed)</li> <li>• compose/decompose based on units of 10</li> </ul> <b>To Scaffold:</b> On Safari! How Many Is Too Many?  <b>To Extend:</b> Finding Buster How Numbers Work Calla’s Jingle Dress	<b>Big Idea: Numbers tell us how many and how much.</b>
			<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>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</b>
			<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). - Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set.
			<b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b>
<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). - 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

<p><b>N1.1a Counting:</b> — skip-counting by 2, 5, and 10: using different starting points</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 1: Counting</b> 3: Skip-Counting Flexibly [RA, CR, ConR]</p> <p><b>Cluster 3: Grouping and Place Value</b> 14: Making a Number Line [RA, CR, ConR] 16: Grouping and Place Value Consolidation [RA, US, CR, ConR]</p> <p><b>Cluster 5: Number Relationships 2</b> 24: Jumping on the Number Line [RA, US, CR, ConR] 25: Number Relationships 2 Consolidation [RA, US, CR, ConR]</p> <p><b>Cluster 9: Financial Literacy</b> 46: Saving Regularly [RA, US, CR, ConR]</p> <p><b>Math Every Day Cards</b> 1A: Skip-Counting from Any Number 1B: Skip-Counting with Actions     What's Wrong? What's Missing? 3A: Adding Ten     Taking Away Ten</p>	<p>What Would You Rather?</p> <ul style="list-style-type: none"> <li>• compare quantities to 100</li> <li>• estimate and count to 100</li> </ul> <p>Ways to Count</p> <ul style="list-style-type: none"> <li>• estimate and group to count to 100</li> <li>• skip-count to 100</li> </ul> <p>Family Fun Day</p> <ul style="list-style-type: none"> <li>• split quantities into equal groups to count to 100</li> <li>• compose/decompose to 100</li> </ul> <p>The Money Jar</p> <ul style="list-style-type: none"> <li>• add/subtract to 100 (further developed)</li> <li>• compose/decompose based on units of 10</li> </ul> <p><b>To Scaffold:</b> On Safari! How Many Is Too Many?</p> <p><b>To Extend:</b> Finding Buster How Numbers Work Calla's Jingle Dress</p>	<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>
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<p><b>N1.1b</b> Counting: — skip-counting by 2, 5, and 10: increasing and decreasing (forward and backward)</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 1: Counting</b> 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]</p> <p><b>Cluster 2: Number Relationships 1</b> 11: Decomposing to 20 [RA, US, CR, ConR]</p> <p><b>Cluster 3: Grouping and Place Value</b> 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]</p> <p><b>Cluster 5: Number Relationships 2</b> 24: Jumping on the Number Line [RA, US, CR, ConR] 25: Number Relationships 2 Consolidation [RA, US, CR, ConR]</p> <p><b>Math Every Day Cards</b> 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</p>	<p>What Would You Rather? • compare quantities to 100 • estimate and count to 100</p> <p>Ways to Count • estimate and group to count to 100 • skip-count to 100</p> <p>Family Fun Day • split quantities into equal groups to count to 100 • compose/decompose to 100</p> <p>Array’s Bakery • solve addition/subtraction problems • solve equal grouping/sharing problems</p> <p>The Money Jar • add/subtract to 100 (further developed) • compose/decompose based on units of 10</p> <p><b>To Scaffold:</b> On Safari! How Many Is Too Many?</p> <p><b>To Extend:</b> Finding Buster How Numbers Work Calla’s Jingle Dress</p>	<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 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). - 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).</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). - Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction.</p>
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<p><b>N1.2</b> Quantities to 100 can be arranged and recognized</p>	<p><b>Teacher Cards</b>  <b>Cluster 2: Number Relationships 1</b>          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]</p> <p><b>Math Every Day Cards</b>          2A: Show Me in Different Ways              Guess My Number          2B: Building an Open Number Line</p>	<p>What Would You Rather?  <ul style="list-style-type: none"> <li>compare quantities to 100</li> <li>estimate and count to 100</li> </ul>         Back to Batoche  <ul style="list-style-type: none"> <li>group quantities based on units of 10</li> <li>compare/order numbers to 100</li> </ul>         The Great Dogsled Race  <ul style="list-style-type: none"> <li>add/subtract to 100</li> <li>compare/order numbers</li> </ul> <p><b>To Scaffold:</b>          A Family Cookout          At the Corn Farm          How Many Is Too Many?</p> <p><b>To Extend:</b>          Fantastic Journeys          Finding Buster          Math Makes Me Laugh          The Street Party          Planting Seeds</p> </p>	<p><b>Big Idea: Numbers are related in many ways.</b></p> <p><b>Comparing and ordering quantities (multitude or magnitude)</b>          - Compares and orders quantities and written numbers using benchmarks.          - Determines how many more/less one quantity is compared to another.</p>
<p><b>N1.2a</b> Quantities to 100 can be arranged and recognized: — comparing and ordering numbers to 100</p>	<p><b>Teacher Cards</b>  <b>Cluster 2: Number Relationships 1</b>          6: Comparing Quantities [RA, US, CR, ConR]          7: Ordering Quantities [RA, US, CR]          12: Number Relationships 1 Consolidation [RA, US, CR, ConR]  <b>Cluster 3: Grouping and Place Value</b>          14: Making a Number Line [RA, CR, ConR]  <b>Cluster 5: Number Relationships 2</b>          22: Benchmarks on a Number Line [RA, US, CR, ConR]  <b>Cluster 9: Financial Literacy</b>          43: Estimating Money [RA, CR, ConR]          46: Saving Regularly [RA, US, CR, ConR]</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>	<p>What Would You Rather?  <ul style="list-style-type: none"> <li>compare quantities to 100</li> <li>estimate and count to 100</li> </ul>         Back to Batoche  <ul style="list-style-type: none"> <li>group quantities based on units of 10</li> <li>compare/order numbers to 100</li> </ul>         The Great Dogsled Race  <ul style="list-style-type: none"> <li>add/subtract to 100</li> <li>compare/order numbers</li> </ul> <p><b>To Scaffold:</b>          A Family Cookout          At the Corn Farm          How Many Is Too Many?</p> <p><b>To Extend:</b>          Fantastic Journeys          Finding Buster          Math Makes Me Laugh          The Street Party          Planting Seeds</p> </p>	<p><b>Big Idea: Numbers are related in many ways.</b></p> <p><b>Comparing and ordering quantities (multitude or magnitude)</b>          - Compares and orders quantities and written numbers using benchmarks.          - Determines how many more/less one quantity is compared to another.</p>

<p><b>N1.2b</b> Quantities to 100 can be arranged and recognized: — benchmarks of 25, 50, and 100</p>	<p><b>Teacher Cards</b> <b>Cluster 2: Number Relationships 1</b> 7: Ordering Quantities [RA, US, CR] 10: Estimating with Benchmarks [RA, US, CR, ConR] 12: Number Relationships 1 Consolidation [RA, US, CR, ConR] <b>Cluster 5: Number Relationships 2</b> 22: Benchmarks on a Number Line [RA, US, CR, ConR]</p> <p><b>Math Every Day Cards</b> 2B: Building an Open Number Line 5A: Which Ten is Nearer?</p>	<p>What Would You Rather?  <ul style="list-style-type: none"> <li>compare quantities to 100</li> <li>estimate and count to 100</li> </ul>           Ways to Count  <ul style="list-style-type: none"> <li>estimate and group to count to 100</li> <li>skip-count to 100</li> </ul> <b>To Scaffold:</b>            At the Corn Farm            A Family Cookout</p>	<p><b>Big Idea: Numbers are related in many ways.</b></p> <p><b>Comparing and ordering quantities (multitude or magnitude)</b>            - Compares and orders quantities and written numbers using benchmarks.  <b>Estimating quantities and numbers</b>            - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10).</p>
<p><b>N1.2c</b> Quantities to 100 can be arranged and recognized: — place value: understanding of 10s and 1s</p>	<p><b>Teacher Cards</b> <b>Cluster 3: Grouping and Place Value</b> 13: Building Numbers [RA, US, CR, ConR] 16: Grouping and Place Value Consolidation [RA, US, CR, ConR]</p> <p><b>Math Every Day Cards</b> 3B: Thinking Tens Describe Me</p>	<p>Back to Batoche  <ul style="list-style-type: none"> <li>group quantities based on units of 10</li> <li>compare/order numbers to 100</li> </ul>           A Class-full of Projects  <ul style="list-style-type: none"> <li>add/subtract to 100</li> <li>compose/decompose based on units of 10</li> </ul>           The Money Jar  <ul style="list-style-type: none"> <li>add/subtract to 100 (further developed)</li> <li>compose/decompose based on units of 10</li> </ul> <b>To Scaffold:</b>            At the Corn Farm</p> <p><b>To Extend:</b>            Finding Buster            How Numbers Work</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.</p>

<p><b>N1.2d</b> 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)</p>	<p><b>Teacher Cards</b> <b>Cluster 3: Grouping and Place Value</b> 13: Building Numbers [RA, US, CR, ConR] 16: Grouping and Place Value Consolidation [RA, US, CR, ConR]</p> <p><b>Math Every Day Cards</b> 3B: Thinking Tens Describe Me</p>	<p>Back to Batoche</p> <ul style="list-style-type: none"> <li>• group quantities based on units of 10</li> <li>• compare/order numbers to 100</li> </ul> <p>A Class-full of Projects</p> <ul style="list-style-type: none"> <li>• add/subtract to 100</li> <li>• compose/decompose based on units of 10</li> </ul> <p>The Money Jar</p> <ul style="list-style-type: none"> <li>• add/subtract to 100 (further developed)</li> <li>• compose/decompose based on units of 10</li> </ul> <p><b>To Scaffold:</b> At the Corn Farm</p> <p><b>To Extend:</b> Finding Buster How Numbers Work</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.</p>
<p><b>N1.2e</b> Quantities to 100 can be arranged and recognized: — place value: decomposing two-digit numbers into 10s and 1s</p>	<p><b>Teacher Cards</b> <b>Cluster 3: Grouping and Place Value</b> 13: Building Numbers [RA, US, CR, ConR] 16: Grouping and Place Value Consolidation [RA, US, CR, ConR]</p> <p><b>Math Every Day Cards</b> 3B: Thinking Tens Describe Me</p>	<p>Back to Batoche</p> <ul style="list-style-type: none"> <li>• group quantities based on units of 10</li> <li>• compare/order numbers to 100</li> </ul> <p>A Class-full of Projects</p> <ul style="list-style-type: none"> <li>• add/subtract to 100</li> <li>• compose/decompose based on units of 10</li> </ul> <p>The Money Jar</p> <ul style="list-style-type: none"> <li>• add/subtract to 100 (further developed)</li> <li>• compose/decompose based on units of 10</li> </ul> <p><b>To Scaffold:</b> At the Corn Farm</p> <p><b>To Extend:</b> Finding Buster How Numbers Work</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.</p>

<b>N1.3</b> Even and odd numbers	<b>Teacher Cards</b> <b>Cluster 2: Number Relationships 1</b> 8: Odd and Even Numbers [RA, CR, ConR] 12: Number Relationships 1 Consolidation [RA, US, CR, ConR]  <b>Math Every Day Cards</b> 2A: Show Me in Different Ways Guess My Number 2B: Math Commander	Ways to Count <ul style="list-style-type: none"> <li>estimate and group to count to 100</li> <li>skip-count to 100</li> </ul>	<b>Big Idea: Numbers are related in many ways.</b>
			<b>Comparing and ordering quantities (multitude or magnitude)</b>

<b>Learning Standards</b>	<b>Mathology Grade 2 Classroom Activity Kit</b>	<b>Mathology Little Books</b>	<b>Pearson Canada K-3 Mathematics Learning Progression</b>
<b>N2</b> benchmarks of 25, 50, and 100 and personal referents			
<b>N2</b> benchmarks of 25, 50, and 100 and personal referents	<b>Teacher Cards</b> <b>Cluster 2: Number Relationships 1</b> 10: Estimating with Benchmarks [RA, US, CR, ConR] 12: Number Relationships 1 Consolidation [RA, US, CR, ConR]  <b>Math Every Day Card</b> 2B: Building an Open Number Line	What Would You Rather? <ul style="list-style-type: none"> <li>compare quantities to 100</li> <li>estimate and count to 100</li> </ul> Ways to Count <ul style="list-style-type: none"> <li>estimate and group to count to 100</li> <li>skip-count to 100</li> </ul> <b>To Scaffold:</b> At the Corn Farm A Family Cookout	<b>Big Idea: Numbers are related in many ways.</b>
			<b>Estimating Quantities and Numbers</b> - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10).
<b>N2.1</b> Seating arrangements at ceremonies/feasts	<b>Teacher Cards</b> <b>Cluster 2: Number Relationships 1</b> 10: Estimating with Benchmarks [RA, US, CR, ConR]	<b>No direct correlation.</b>	<b>Big Idea: Numbers are related in many ways.</b>
			<b>Estimating Quantities and Numbers</b> - 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
<b>N3</b> addition and subtraction facts to 20 (introduction of computational strategies)			
<p><b>N3.1</b> Adding and subtracting numbers to 20</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 7: Operational Fluency</b>            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]</p> <p><b>Cluster 9: Financial Literacy</b>            45: Spending Money [RA, US, CR, ConR]            46: Saving Regularly [RA, US, CR, ConR]            47: Financial Literacy Consolidation [RA, US, CR, ConR]</p> <p><b>Math Every Day Cards</b>            7A: Doubles and Near-Doubles I Have... I Need...            7B: Hungry Bird Make 10 Sequences</p>	<p>Array's Bakery</p> <ul style="list-style-type: none"> <li>• solve addition/subtraction problems</li> <li>• solve equal grouping/sharing problems</li> </ul> <p>A Class-full of Projects</p> <ul style="list-style-type: none"> <li>• add/subtract to 100</li> <li>• compose/decompose based on units of 10</li> </ul> <p>The Great Dogsled Race</p> <ul style="list-style-type: none"> <li>• add/subtract to 100</li> <li>• compare/order numbers</li> </ul> <p><b>To Scaffold:</b>            Buy 1–Get 1            Canada's Oldest Sport</p> <p><b>To Extend:</b>            Math Makes Me Laugh            The Street Party            Planting Seeds</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 and decomposes quantities to 20.</p> <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 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.</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>            - Decomposes and combines numbers in equations to make them easier to solve (e.g., 8 + 5 = 3 + 5 + 5).</p> <p><b>Using symbols, unknowns, and variables to represent mathematical relations</b>            - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as).</p>



<p><b>N3.2</b> Fluency with math strategies for addition and subtraction (e.g., making or bridging 10, decomposing, identifying related doubles, adding on to find the difference)</p>	<p><b>Teacher Cards</b>  <b>Cluster 2: Number Relationships 1</b>            11: Decomposing to 20 [RA, US, CR, ConR]  <b>Cluster 7: Operational Fluency</b>            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]</p> <p><b>Math Every Day Cards</b>            2A: Show Me in Different Ways            7A: Doubles and Near-Doubles I Have... I Need...            7B: Hungry Bird Make 10 Sequences</p>	<p>Array's Bakery            solve addition/subtraction problems            • solve equal grouping/sharing problems</p> <p>A Class-full of Projects            • add/subtract to 100            • compose/decompose based on units of 10</p> <p><b>To Scaffold:</b>            Buy 1–Get 1            Canada's Oldest Sport</p> <p><b>To Extend:</b>            Math Makes Me Laugh            The Street Party            Planting Seeds</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 and decomposes quantities to 20.</p>
			<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 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.</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>            - 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).</p>

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>N4</b> Addition and subtraction to 100			
<b>N4.1</b> decomposing numbers to 100	<p><b>Teacher Cards</b></p> <p><b>Cluster 2: Number Relationships 1</b> 12: Number Relationships 1 Consolidation [RA, US, CR, ConR]</p> <p><b>Cluster 5: Number Relationships 2</b> 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]</p> <p><b>Cluster 9: Financial Literacy</b> 44: Earning Money [RA, US, CR, ConR] 45: Spending Money [RA, US, CR, ConR] 47: Financial Literacy Consolidation [RA, US, CR, ConR]</p> <p><b>Math Every Day Cards</b> 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</p>	<p>Family Fun Day</p> <ul style="list-style-type: none"> <li>split quantities into equal groups to count to 100</li> <li>compose/decompose to 100</li> </ul> <p>Back to Batoche</p> <ul style="list-style-type: none"> <li>group quantities based on units of 10</li> <li>compare/order numbers to 100</li> </ul> <p>Marbles, Alleys, Mibs, and Guli!</p> <ul style="list-style-type: none"> <li>add/subtract 2-digit numbers</li> <li>solve equal grouping/sharing problems</li> </ul> <p>A Class-full of Projects</p> <ul style="list-style-type: none"> <li>add/subtract to 100</li> <li>compose/decompose based on units of 10</li> </ul> <p>The Money Jar</p> <ul style="list-style-type: none"> <li>add/subtract to 100 (further developed)</li> <li>compose/decompose based on units of 10</li> </ul> <p><b>To Scaffold:</b> Paddling the River That's 10! Hockey Time!</p> <p><b>To Extend:</b> Finding Buster How Numbers Work</p>	<p><b>Big Idea: Numbers tell us how many and how much.</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>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> <p><b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b></p> <p><b>Using symbols, unknowns, and variables to represent mathematical relations</b> - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as).</p>

<p><b>N4.2</b> estimating sums and differences to 100</p>	<p><b>Teacher Cards</b>  <b>Cluster 7: Operational Fluency</b>  35: Multi-Digit Fluency [RA, US, CR]  36: Operational Fluency Consolidation [RA, US, CR]  <b>Cluster 9: Financial Literacy</b>  43: Estimating Money [RA, US, CR]</p>	<p><b>No direct correlation.</b></p>	<p><b>Big Idea: Numbers are related in many ways.</b>  <b>Estimating Quantities and Numbers</b>  - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10).  <b>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</b>  <b>Developing fluency of addition and subtraction computation</b>  - Develops efficient mental strategies and algorithms to solve equations with multi-digit numbers.  - Estimates sums and differences of multi-digit numbers.</p>
<p><b>N4.3</b> using strategies such as looking for multiples of 10, friendly numbers (e.g., <math>48 + 37</math>, <math>37 = 35 + 2</math>, <math>48 + 2</math>, <math>50 + 35 = 85</math>), decomposing into 10s and 1s and recomposing (e.g., <math>48 + 37</math>, <math>40 + 30 = 70</math>, <math>8 + 7 = 15</math>, <math>70 + 15 = 85</math>), and compensating (e.g., <math>48 + 37</math>, <math>48 + 2 = 50</math>, <math>37 - 2 = 35</math>, <math>50 + 35 = 80</math>)</p>	<p><b>Teacher Cards</b>  <b>Cluster 6: Conceptualizing Addition and Subtraction</b>  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]  <b>Cluster 7: Operational Fluency</b>  35: Multi-Digit Fluency [RA, US, CR]  36: Operational Fluency Consolidation [RA, US, CR]    <b>Math Every Day Cards</b>  7A: I Have... I Need...  7B: Hungry Bird      Make 10 Sequences</p>	<p>Array's Bakery</p> <ul style="list-style-type: none"> <li>• solve addition/subtraction problems</li> <li>• solve equal grouping/sharing problems</li> </ul> <p>Marbles, Alleys, Mibs, and Guli!</p> <ul style="list-style-type: none"> <li>• add/subtract 2-digit numbers</li> <li>• solve equal grouping/sharing problems</li> </ul> <p>A Class-full of Projects</p> <ul style="list-style-type: none"> <li>• add/subtract to 100</li> <li>• compose/decompose based on units of 10</li> </ul> <p>The Money Jar</p> <ul style="list-style-type: none"> <li>• add/subtract to 100 (further developed)</li> <li>• compose/decompose based on units of 10</li> </ul> <p>The Great Dogsled Race</p> <ul style="list-style-type: none"> <li>• add/subtract to 100</li> <li>• compare/order numbers</li> </ul> <p><b>To Scaffold:</b>  Canada's Oldest Sport</p> <p><b>To Extend:</b>  Math Makes Me Laugh</p>	<p><b>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</b>  <b>Developing conceptual meaning of addition and subtraction</b>  - 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).  <b>Developing fluency of addition and subtraction computation</b>  - Extends known sums and differences to solve other equations (e.g., using <math>5 + 5</math> to add <math>5 + 6</math>).  - Develops efficient mental strategies and algorithms to solve equations with multi-digit numbers.</p>

<p><b>N4.4</b> adding up to find the difference</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 6: Conceptualizing Addition and Subtraction</b></p> <p>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]</p> <p><b>Cluster 7: Operational Fluency</b></p> <p>35: Multi-Digit Fluency [RA, US, CR]  36: Operational Fluency Consolidation [RA, US, CR]</p> <p><b>Math Every Day Cards</b></p> <p>7A: I Have... I Need...  7B: Hungry Bird</p>	<p>Array's Bakery</p> <ul style="list-style-type: none"> <li>• solve addition/subtraction problems</li> <li>• solve equal grouping/sharing problems</li> </ul> <p>Marbles, Alleys, Mibs, and Gulj!</p> <ul style="list-style-type: none"> <li>• add/subtract 2-digit numbers</li> <li>• solve equal grouping/sharing problems</li> </ul> <p>A Class-full of Projects</p> <ul style="list-style-type: none"> <li>• add/subtract to 100</li> <li>• compose/decompose based on units of 10</li> </ul> <p>The Money Jar</p> <ul style="list-style-type: none"> <li>• add/subtract to 100 (further developed)</li> <li>• compose/decompose based on units of 10</li> </ul> <p>The Great Dogsled Race</p> <ul style="list-style-type: none"> <li>• add/subtract to 100</li> <li>• compare/order numbers</li> </ul> <p><b>To Scaffold:</b></p> <p>Buy 1–Get 1  Canada's Oldest Sport</p> <p><b>To Extend:</b></p> <p>Math Makes Me Laugh</p>	<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>
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<p><b>N4.5</b> using an open number line, hundred chart, ten-frames</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 5: Number Relationships 2</b>  24: Jumping on the Number Line [RA, US, CR, ConR]  25: Number Relationships 2 Consolidation [RA, US, CR, ConR]</p> <p><b>Cluster 6: Conceptualizing Addition and Subtraction</b>  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]</p> <p><b>Cluster 7: Operational Fluency</b>  35: Multi-Digit Fluency [RA, US, CR]  36: Operational Fluency Consolidation [RA, US, CR]</p> <p><b>Math Every Day Cards</b>  2B: Building an Open Number Line  3A: Adding Ten  Taking Away Ten  7A: I Have... I Need...  7B: Hungry Bird</p>	<p>Array's Bakery</p> <ul style="list-style-type: none"> <li>• solve addition/subtraction problems</li> <li>• solve equal grouping/sharing problems</li> </ul> <p>Marbles, Alleys, Mibs, and Guli!</p> <ul style="list-style-type: none"> <li>• add/subtract 2-digit numbers</li> <li>• solve equal grouping/sharing problems</li> </ul> <p>A Class-full of Projects</p> <ul style="list-style-type: none"> <li>• add/subtract to 100</li> <li>• compose/decompose based on units of 10</li> </ul> <p>The Money Jar</p> <ul style="list-style-type: none"> <li>• add/subtract to 100 (further developed)</li> <li>• compose/decompose based on units of 10</li> </ul> <p><b>To Scaffold:</b>  Paddling Down the River  Buy 1–Get 1  Canada's Oldest Sport</p> <p><b>To Extend:</b>  Math Makes Me Laugh</p>	<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>
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<p><b>N4.6</b> using addition and subtraction in real-life contexts and problem-based situations</p>	<p><b>Cluster 6: Conceptualizing Addition and Subtraction</b>  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]  <b>Cluster 7: Operational Fluency</b>  35: Multi-Digit Fluency [RA, US, CR]  36: Operational Fluency Consolidation [RA, US, CR]  <b>Cluster 9: Financial Literacy</b>  44: Earning Money [RA, US, CR, ConR]  46: Saving Regularly [RA, US, CR, ConR]</p> <p><b>Math Every Day Cards</b>  6: What Math Do You See?  What Could the Story Be?  7B: Hungry Bird</p>	<p>Back to Batoche</p> <ul style="list-style-type: none"> <li>group quantities based on units of 10</li> <li>compare/order numbers to 100</li> </ul> <p>Array’s Bakery</p> <ul style="list-style-type: none"> <li>solve addition/subtraction problems</li> <li>solve equal grouping/sharing problems</li> </ul> <p>Marbles, Alleys, Mibs, and Guli!</p> <ul style="list-style-type: none"> <li>add/subtract 2-digit numbers</li> <li>solve equal grouping/sharing problems</li> </ul> <p>A Class-full of Projects</p> <ul style="list-style-type: none"> <li>add/subtract to 100</li> <li>compose/decompose based on units of 10</li> </ul> <p>The Money Jar</p> <ul style="list-style-type: none"> <li>add/subtract to 100 (further developed)</li> <li>compose/decompose based on units of 10</li> </ul> <p>The Great Dogsled Race</p> <ul style="list-style-type: none"> <li>add/subtract to 100</li> <li>compare/order numbers</li> </ul> <p><b>To Scaffold:</b>  Buy 1–Get 1  Canada’s Oldest Sport</p> <p><b>To Extend:</b>  Math Makes Me Laugh  The Street Party  Planting Seeds</p>	<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>
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<p><b>N4.7</b> whole-class number talks</p>	<p><b>Math Every Day Cards</b>  7A: Doubles and Near-Doubles  7B: Make 10 Sequences</p>	<p><b>No direct correlation.</b></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> <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>  - Extends known sums and differences to solve other equations (e.g., using <math>5 + 5</math> to add <math>5 + 6</math>).  - Develops efficient mental strategies and algorithms to solve equations with multi-digit numbers.</p>
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Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>N5 Financial Literacy — coin combinations to 100 cents, and spending and saving</b>			
<p><b>N5.1</b> counting simple mixed combinations of coins to 100 cents</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 9: Financial Literacy</b></p> <p>43: Estimating Money [RA, US, CR, ConR]</p> <p>44: Earning Money [RA, US, CR, ConR]</p> <p>46: Saving Regularly [RA, US, CR, ConR]</p> <p><b>Math Every Day Card</b></p> <p>9: Collections of Coins Showing Money in Different Ways</p>	<p>The Money Jar</p> <ul style="list-style-type: none"> <li>• add/subtract to 100 (further developed)</li> <li>• compose/decompose based on units of 10</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> <p>- 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: Numbers are related in many ways.</b></p> <p><b>Decomposing wholes into parts and composing wholes from parts</b></p> <p>- Composes two-digit numbers from parts (e.g., 14 and 14 is 28), and decomposes two-digit numbers into parts.</p> <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> <p>- Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape).</p>
<p><b>N5.2</b> introduction to the concepts of spending and saving, integrating the concepts of wants and needs</p>	<p><b>Teacher Cards</b></p> <p><b>Cluster 9: Financial Literacy</b></p> <p>44: Earning Money [RA, US, CR, ConR]</p> <p>45: Spending Money [RA, US, CR, ConR]</p> <p>46: Saving Regularly [RA, US, CR, ConR]</p> <p>47: Financial Literacy Consolidation [RA, US, CR, ConR]</p>	<p><b>No direct correlation.</b></p>	<p><b>No direct correlation.</b></p>



<p><b>N5.3</b> role-playing financial transactions (e.g., using bills and coins)</p>	<p><b>Teacher Cards</b>  <b>Cluster 9: Financial Literacy</b>  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]</p>	<p><b>No direct correlation.</b></p>	<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: Numbers are related in many ways.</b></p> <p><b>Decomposing wholes into parts and composing wholes from parts</b>  - 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.</p> <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>  - Fluently adds and subtracts with quantities to 20.</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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### Mathology 2 Correlation (Other Strands) – Yukon\*

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>P1 Repeating and increasing patterns</b>			
<p><b>P1.1</b> exploring more complex repeating patterns (e.g., positional patterns, circular patterns)</p>	<p><b>Teacher Cards</b>  <b>Patterning and Algebra Cluster 1: Repeating Patterns</b>            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]</p> <p><b>Math Every Day Card</b>            1: Show Another Way            Repeating Patterns Around Us</p>	<p>Pattern Quest</p> <ul style="list-style-type: none"> <li>investigate repeating patterns</li> <li>investigate growing and shrinking patterns</li> </ul> <p><b>To Scaffold:</b>            Midnight and Snowfall</p>	<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>            - Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D).</p>
<p><b>P1.2</b> identifying the core of repeating patterns (e.g., the pattern of the pattern that repeats over and over)</p>	<p><b>Teacher Cards</b>  <b>Patterning and Algebra Cluster 1: Repeating Patterns</b>            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]</p> <p><b>Math Every Day Card</b>            1: Show Another Way            Repeating Patterns Around Us</p>	<p>Pattern Quest</p> <ul style="list-style-type: none"> <li>investigate repeating patterns</li> <li>investigate growing and shrinking patterns</li> </ul> <p><b>To Scaffold:</b>            Midnight and Snowfall</p>	<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>            - 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)</p>

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

<p><b>P1.3</b> increasing patterns using manipulatives, sounds, actions, and numbers (0 to 100)</p>	<p><b>Teacher Cards</b>  <b>Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns</b>          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]</p> <p><b>Math Every Day Cards</b>          2A: How Many Can We Make? Error Hunt          2B: Making Increasing Patterns Making Decreasing Patterns</p>	<p>The Best Surprise</p> <ul style="list-style-type: none"> <li>• explore growing and shrinking patterns</li> <li>• investigate number patterns</li> </ul> <p>Pattern Quest</p> <ul style="list-style-type: none"> <li>• investigate repeating patterns</li> <li>• investigate growing and shrinking patterns</li> </ul> <p><b>To Extend:</b>          Namir’s Marvellous Masterpieces</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></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> <li>- Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule.</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>P1.4</b> Métis finger weaving</p> <p><b>P1.5</b> First Peoples head/armband patterning</p>	<p><b>Teacher Card</b>  <b>Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns</b>          13: Solving Problems [RA, US, CR, ConR]</p>	<p>The Best Surprise</p> <ul style="list-style-type: none"> <li>• explore growing and shrinking patterns</li> <li>• investigate number patterns</li> </ul> <p>Pattern Quest</p> <ul style="list-style-type: none"> <li>• investigate repeating patterns</li> <li>• investigate growing and shrinking patterns</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>- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core).</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>

P1.6 online video and text: Small Number Counts to 100	<b>Teacher Card</b> <b>Patterning and Algebra Cluster 1: Repeating Patterns</b> 5: Repeating Patterns Consolidation [RA, US, CR, ConR]	<b>Pattern Quest</b> <ul style="list-style-type: none"> <li>investigate repeating patterns</li> <li>investigate growing and shrinking patterns</li> </ul> <b>To Scaffold:</b> Midnight and Snowfall	<b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically</b>
			<b>Identifying, reproducing, extending, and creating patterns that repeat</b> <ul style="list-style-type: none"> <li>Identifies the repeating unit (core) of a pattern.</li> <li>Predicts missing element(s) and correct errors in repeating patterns.</li> <li>Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core).</li> </ul>

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			
<b>P2.1</b> numerically describing a change in quantity (e.g., for $6 + n = 10$ , visualize the change in quantity by using ten-frames, hundred charts, etc.)	<b>Teacher Card</b> <b>Patterning and Algebra Cluster 3: Equality and Inequality</b> 19: Missing Numbers [RA, CR, ConR]  <b>Math Every Day Card</b> 3B: What's Missing?  <i>Link to Other Strands:</i> <b>Teacher Cards</b> <b>Number Cluster 7: Operational Fluency</b> 32: Complements of 10 [RA, US, CR]  <b>Math Every Day Card</b> 7: I Have... I Need...	Kokum's Bannock <ul style="list-style-type: none"> <li>model and describe equality and inequality</li> <li>explore properties of addition and subtraction</li> </ul> <b>To Extend:</b> A Week of Challenges	<b>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</b>
			<b>Using symbols, unknowns, and variables to represent mathematical relations</b> <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> <li>Solves for an unknown value in a one-step addition and subtraction problem (e.g., <math>n + 5 = 15</math>).</li> </ul>

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>P3</b> symbolic representation of quality and inequality			
<p><b>P3.1</b> symbolic representation of equality and inequality</p>	<p><b>Teacher Cards</b>  <b>Patterning and Algebra Cluster 3: Equality and Inequality</b>  16: Equal or Not Equal [RA, CR, ConR]  17: Exploring Number Sentences [RA, CR, ConR]  20: Equality and Inequality Consolidation [RA, CR, ConR]</p> <p><b>Math Every Day Cards</b>  3A: Equal or not Equal? How Many Ways?  3B: Which One Doesn't Belong?</p> <p><i>Link to Other Strands:</i>  <b>Teacher Cards</b>  <b>Number Cluster 6: Conceptualizing Addition and Subtraction</b>  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]  <b>Number Cluster 7: Operational Fluency</b>  33: Using Doubles [RA, US, CR]  34: Fluency with 20 [RA, US, CR]</p>	<p>Kokum's Bannock</p> <ul style="list-style-type: none"> <li>• model and describe equality and inequality</li> <li>• explore properties of addition and subtraction</li> </ul> <p><b>To Scaffold:</b>  Nutty and Wolfy</p> <p><b>To Extend:</b>  A Week of Challenges</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></p> <ul style="list-style-type: none"> <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> <li>- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).</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> <li>- Solves for an unknown value in a one-step addition and subtraction problem (e.g., <math>n + 5 = 15</math>).</li> </ul>

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>M1</b> direct linear measurement, introducing standard metric units			
<b>M1.1</b> centimetres and metres	<p><b>Teacher Cards</b></p> <p><b>Measurement Cluster 2: Using Standard Units</b></p> <p>8: Benchmarks and Estimation [RA, CR]</p> <p>9: The Metre [RA, US, CR]</p> <p>10: The Centimetre [US, CR]</p> <p>11: Metres or Centimetres? [RA, US, CR]</p> <p>12: Using Standard Units Consolidation [RA, CR, ConR]</p> <p><b>Math Every Day Card</b></p> <p>2: Which Unit?</p>	<p>The Discovery</p> <ul style="list-style-type: none"> <li>estimate and measure length, perimeter, and area</li> <li>compare and describe length, perimeter, and area</li> </ul> <p><b>To Extend:</b></p> <p>Goat Island</p> <p>The Bunny Challenge</p> <p>Measurements About YOU!</p>	<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.</li> <li>Extends understanding of length to other linear measurements (e.g., height, width, distance around).</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 standard units to estimate, measure, and make comparisons</b></p> <ul style="list-style-type: none"> <li>Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by <ul style="list-style-type: none"> <li>using an intermediary object of a known measure</li> <li>using multiple copies of a unit</li> <li>iterating a single unit</li> </ul> </li> <li>Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time.</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 sequence forward through the teen numbers.</li> </ul>

<p><b>M1.2</b> estimating length</p>	<p><b>Teacher Cards</b>  <b>Measurement Cluster 2: Using Standard Units</b>        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]</p> <p><b>Math Every Day Card</b>        2: What Am I?</p>	<p>Getting Ready for School</p> <ul style="list-style-type: none"> <li>estimate and measure length, duration, and distance around</li> <li>compare, order, and describe measures</li> </ul> <p>The Discovery</p> <ul style="list-style-type: none"> <li>estimate and measure length, perimeter, and area</li> <li>compare and describe length, perimeter, and area</li> </ul> <p><b>To Extend:</b>        Goat Island        The Bunny Challenge        Measurements About YOU!</p>	<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 standard units to estimate, measure, and make comparisons</b></p> <ul style="list-style-type: none"> <li>- Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by           <ul style="list-style-type: none"> <li>- using an intermediary object of a known measure</li> <li>- using multiple copies of a unit</li> <li>- iterating a single unit</li> </ul> </li> <li>- Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time.</li> <li>- Uses the measurement of familiar objects as benchmarks to estimate another measure in standard units.</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 sequence forward through the teen numbers.</li> </ul>
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<p><b>M1.3</b> measuring and recording length, height, and width, using standard units</p>	<p><b>Teacher Cards</b>  <b>Measurement Cluster 2: Using Standard Units</b>            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]</p>	<p>Getting Ready for School</p> <ul style="list-style-type: none"> <li>estimate and measure length, duration, and distance around</li> <li>compare, order, and describe measures</li> </ul> <p>The Discovery</p> <ul style="list-style-type: none"> <li>estimate and measure length, perimeter, and area</li> <li>compare and describe length, perimeter, and area</li> </ul> <p><b>To Extend:</b>            Goat Island            The Bunny Challenge            Measurements About YOU!</p>	<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.</li> <li>Extends understanding of length to other linear measurements (e.g., height, width, distance around).</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 standard units to estimate, measure, and make comparisons</b></p> <ul style="list-style-type: none"> <li>Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by             <ul style="list-style-type: none"> <li>using an intermediary object of a known measure</li> <li>using multiple copies of a unit</li> <li>iterating a single unit</li> </ul> </li> <li>Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time.</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 sequence forward through the teen numbers.</li> </ul>
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Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>G1</b> multiple attributes of 2D shapes and 3D objects			
<p><b>G1.1</b> sorting 2D shapes and 3D objects, using two attributes, and explaining the sorting rule</p>	<p><b>Teacher Cards</b>  <b>Geometry Cluster 1: 2-D Shapes</b>            1: Sorting 2-D Shapes [RA, US, CR, ConR]            5: 2-D Shapes Consolidation [RA, CR]  <b>Geometry Cluster 2: 3-D Solids</b>            6: Sorting 3-D Solids [RA, US, CR, ConR]            10: 3-D Solids Consolidation [RA, US, CR, ConR]</p> <p><b>Math Every Day Card</b>            2B: Which Solid Does Not Belong?</p>	<p>I Spy Awesome Buildings</p> <ul style="list-style-type: none"> <li>investigate and make 2-D shapes</li> <li>find and classify 2-D shapes in 3-D objects</li> </ul> <p>Sharing Our Stories</p> <ul style="list-style-type: none"> <li>explore lines of symmetry in 2-D shapes</li> <li>explore 2-D shapes</li> </ul> <p><b>To Scaffold:</b>            What Was Here?            The Tailor Shop</p> <p><b>To Extend:</b>            WONDERful Buildings</p>	<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, faces, corners).</li> <li>Classifies and names 2-D shapes and 3-D solids based on common attributes.</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>G1.2</b> describing, comparing, and constructing 2D shapes, including triangles, squares, rectangles, circles</p>	<p><b>Teacher Cards</b>  <b>Geometry Cluster 1: 2-D Shapes</b>            2: Exploring 2-D Shapes [RA, CR]            3: Constructing 2-D Shapes [RA, CR]            5: 2-D Shapes Consolidation [RA, CR]  <b>Geometry Cluster 3: Geometric Relationships</b>            13: Visualizing Shapes and Solids [RA, CR, ConR]</p> <p><b>Math Every Day Card</b>            1: Visualizing Shapes Comparing Shapes</p>	<p>I Spy Awesome Buildings</p> <ul style="list-style-type: none"> <li>investigate and make 2-D shapes</li> <li>find and classify 2-D shapes in 3-D objects</li> </ul> <p><b>To Scaffold:</b>            What Was Here?            The Tailor Shop</p>	<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, faces, corners).</li> <li>Classifies and names 2-D shapes and 3-D solids based on common attributes.</li> <li>Constructs and compares 2-D shapes and 3-D solids with given attributes (e.g., number of vertices, faces).</li> </ul> <p><b>Investigating 2-D shapes, 3-D solids, and their attributes through composition and decomposition</b></p> <ul style="list-style-type: none"> <li>Constructs composite 2-D shapes and 3-D solids from verbal instructions, visualization, and memory.</li> </ul>

<p><b>G1.3</b> identifying 2D shapes as part of 3D objects</p>	<p><b>Teacher Cards</b>  <b>Geometry Cluster 2: 3-D Solids</b>          6: Sorting 3-D Solids [RA, US, CR, ConR]          10: 3-D Solids Consolidation [RA, US, CR, ConR]</p> <p><b>Math Every Day Cards</b>          2A: What Do You See?          3B: Name the Solids</p>	<p>I Spy Awesome Buildings</p> <ul style="list-style-type: none"> <li>investigate and make 2-D shapes</li> <li>find and classify 2-D shapes in 3-D objects</li> </ul> <p>Sharing Our Stories</p> <ul style="list-style-type: none"> <li>explore lines of symmetry in 2-D shapes</li> <li>explore 2-D shapes</li> </ul> <p><b>To Scaffold:</b>          What Was Here?</p> <p><b>To Extend:</b>          WONDERful Buildings</p>	<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, faces, corners).</li> <li>Classifies and names 2-D shapes and 3-D solids based on common attributes.</li> </ul>
<p><b>G1.4</b> using traditional northwest coast First Peoples shapes (ovals, U, split U, and local art shapes) reflected in the natural environment</p>	<p><b>Teacher Card</b>  <b>Geometry Cluster 1: 2-D Shapes</b>          2: Exploring 2-D Shapes [RA, CR]</p>	<p>I Spy Awesome Buildings</p> <ul style="list-style-type: none"> <li>investigate and make 2-D shapes</li> <li>find and classify 2-D shapes in 3-D objects</li> </ul> <p><b>To Scaffold:</b>          What Was Here?          The Tailor Shop</p>	<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>Recognizes 2-D shapes and 3-D solids embed in other images or objects.</li> <li>Identifies 2-D shapes in 3-D objects in the environment.</li> </ul>

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>D1</b> pictorial representation of concrete graphs, using one-to-one correspondence			
<p><b>D1.1</b> collecting data, creating a concrete graph, and representing the graph, using a pictorial representation through grids, stamps, drawings</p> <p><b>D1.2</b> one-to-one correspondence</p>	<p><b>Teacher Cards</b>  <b>Data Management and Probability Cluster 1: Data Management</b>            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]</p> <p><b>Math Every Day Card</b>            1: Conducting Surveys            Reading and Interpreting Graphs</p>	<p>Big Buddy Days</p> <ul style="list-style-type: none"> <li>• build pictographs</li> <li>• interpret pictographs</li> </ul> <p>Marsh Watch</p> <ul style="list-style-type: none"> <li>• collect, organize, and display data in graphs</li> <li>• read and ask questions about graphs</li> </ul> <p><b>To Scaffold:</b> Graph It!</p> <p><b>To Extend:</b> Welcome to the Nature Park</p>	<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>Collecting data and organizing it into categories</b>            - Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies).</p> <p><b>Creating graphical displays of collected data</b>            - Creates displays using objects or simple pictographs (may use symbol for data).</p> <p><b>Reading and interpreting data displays</b>            - Interprets displays by noting how many more/less than other categories.</p> <p><b>Drawing conclusions by making inferences and justifying decisions based on collected data</b>            - Poses and answers questions about data collected and displayed.</p> <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>            - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape).</p>

D2 likelihood of familiar life events, using comparative language			
D2.1 using comparative language (e.g., certain, uncertain; more, less, or equally likely)	<b>Teacher Card</b> <b>Data Management and Probability Cluster 2: Probability and Chance</b> 7: Likelihood of Events [RA, CR, ConR]	<b>To Extend:</b> <ul style="list-style-type: none"> <li>• Chance</li> </ul>	<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>
			<b>Using the language of chance to describe and predict events</b> - 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 Yukon learning standards for Grade 2 but may be of interest to teachers in preparing a strong foundation for mathematics:**

Number

- Activity 1: Bridging Tens
- Activity 9: Ordinal Numbers
- Activities 17 – 21: Early Fractional Thinking
- Activity 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

- 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?

Geometry