**Mathology Grade 2 Correlation – Alberta**

**Master 14a**

**Measurement Cluster 2: Time**

**Organizing Idea:**

Patterns: Awareness of patterns supports problem solving in various situations.

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| **Guiding Question:** How can patterns characterize change?  **Learning Outcome:** Students explain and analyze patterns in a variety of contexts. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Change can be an increase or a decrease in the number and size of elements.  A hundreds chart is an arrangement of natural numbers that illustrates multiple patterns.  Patterns can be found and created in cultural designs. | A pattern can show increasing or decreasing change.  A pattern is more evident when the elements are represented, organized, aligned, or oriented in familiar ways. | Describe non-repeating patterns encountered in surroundings, including in art, architecture, cultural designs, and nature. | *Link to other strands:*  ***Measurement Cluster 2: Time***  *13: First Nations Winter Counts* |  |

**Master 14b**

**Organizing Idea:**

Time: Duration is described and quantified by time.

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| **Guiding Question:** How can duration support interpretation of time?  **Learning Outcome:** Students relate duration to time. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Events can be related to calendar dates.  Duration can be described using comparative language such as longer or shorter.  Duration can be measured in non-standard units, including events, natural cycles, or personal referents.  Winter counts are First Nations symbolic calendars that record oral traditions and significant events. | Time can be communicated in various ways.  Duration is the measure of an amount of time from beginning to end. | Express significant events using calendar dates. | **Measurement Cluster 2: Time**  8: Days and Weeks  **Measurement Math Every Day**  2: Calendar Questions  2: Monthly Mix-Up |  |
| Describe the duration between or until significant events using comparative language. | **Measurement Cluster 2: Time**  11: Duration of Time  12: Measuring the Duration of Time | Grade 3  Goat Island |
| Describe the duration of events using non-standard units. | **Measurement Cluster 2: Time**  10: Measuring Time  11: Duration of Time  12: Measuring the Duration of Time | Getting Ready for School  Grade 3  Goat Island |
| Relate First Nations’ winter counts to duration. | **Measurement Cluster 2: Time**  13: First Nations Winter Counts |  |
| Time can be described using standard units such as days or minutes. | Duration is quantified by measurement. | Describe the relationship between days, weeks, months, and years. | **Measurement Cluster 2: Time**  8: Days and Weeks  9: Months in a Year  14: Consolidation  **Measurement Intervention**  3: Months of the Year | Grade 3  Goat Island |
| Describe the duration between or until significant events using standard units of time. | **Measurement Cluster 2: Time**  12: Measuring the Duration of Time  14: Consolidation |  |