**Mathology Grade 2 Correlation – Alberta**

**Master 1a**

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**Number Cluster 1: Counting**

**Organizing Idea:**

Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

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| **Guiding Question:** How can quantity contribute to a sense of number?**Learning Outcome:** Students analyze quantity to 1000. |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| A quantity can be skip counted in various ways according to context.Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations). | A quantity can be interpreted as a composition of groups. | Count within 1000, forward and backward by 1s, starting at any number. | **Number Cluster 1: Counting**1: Counting to 10004: Consolidation**Number Intervention**1: Skip-Counting with Objects | Ways to Count (numbers to 100)Family Fun Day (numbers to 100)What Would You Rather? (numbers to 100)Grade 3Fantastic Journeys (numbers to 1000)Finding Buster (numbers to 1000)How Numbers Work (3-digit numbers) |

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|  |  | Skip count by 20s, 25s, or 50s, starting at 0. | **Number Cluster 1: Counting**2: Skip-Counting Forward **Number Math Every Day** 1A: Skip-Counting on a Hundred Chart1B: Skip-Counting with Actions 1B: What’s Wrong? What’s Missing?  | Ways to Count (numbers to 100)Family Fun Day (numbers to 100)What Would You Rather? (numbers to 100)Grade 3Fantastic Journeys (numbers to 1000)Finding Buster (numbers to 1000) |
| Skip count by 2s and 10s, starting at any number. | **Number Cluster 1: Counting**3: Skip-Counting Flexibly 4: Consolidation**Number Math Every Day** 1A: Skip-Counting on a Hundred Chart1A: Skip-Counting from Any Number 1B: Skip-Counting with Actions 1B: What’s Wrong? What’s Missing? **Number Intervention**1: Skip-Counting with Objects | Ways to Count (numbers to 100)Family Fun Day (numbers to 100)What Would You Rather? (numbers to 100) |

**Master 1b**

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