**Mathology Grade 2 Correlation – Alberta**

**Master 27a**

**Number Cluster 3: Place Value**

**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** |
| Any number of objects in a set can be represented by a natural number.The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones.Places that have no value within a given number use zero as a placeholder.The number line is a spatial representation of quantity. | There are infinitely many natural numbers.Every digit in a natural number has a value based on its place.Each natural number is associated with exactly one point on the number line. | Represent quantities using words and natural numbers. | **Number Cluster 3: Place Value**9: Building Numbers10: Representing Numbers in Different Ways11: What’s the Number?  | Ways to Count |
| Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number. | **Number Cluster 3: Place Value**9: Building Numbers10: Representing Numbers in Different Ways11: What’s the Number?**Number Math Every Day**3A: Adding Ten3A: Taking Away Ten3B: Thinking Tens3B: Describe Me | Ways to Count |
| Relate a number, including zero, to its position on the number line. | **Number Cluster 3: Place Value** 12: Making a Number Line   |  |

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| 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. | Decompose quantities into groups of 100s, 10s, and 1s. | **Number Cluster 3: Place Value**9: Building Numbers 10: Representing Numbers in Different Ways 11: What’s the Number13: Consolidation | Family Fun Day(numbers to 100)Back to Batoche(numbers to 100)The Money Jar (numbers to 100)Grade 3 Fantastic Journeys (numbers to 1000)Finding Buster(numbers to 1000)How Numbers Work (3-digit numbers) |

**Master 27b**

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| **Guiding Question:** How can addition and subtraction be interpreted?**Learning Outcome:** Students investigate addition and subtraction within 100. |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Familiar addition and subtraction number facts facilitate addition and subtraction strategies.Addition and subtraction strategies for two-digit numbers include making multiples of ten and using doubles. | Addition and subtraction can represent the sum or difference of countable quantities or measurable lengths.  | Add and subtract numbers within 100.  | **Number Intervention**3: Adding Tens4: Taking Away Tens | A Class-full of ProjectsArray’s BakeryMarbles, Alleys, Mibs, and Guli! |
| Verify a sum or difference using inverse operations. |
| Determine a missing quantity in a sum or difference, within 100, in a variety of ways. |

**Master 27c**

**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. | Investigate patterns in a hundreds chart. | *Link to other strands:****Number Cluster 3: Place Value****12: Making a Number Line* |  |