**Curriculum Correlation**

**Master 34a**

**Number Cluster 3: Grouping and Place Value**

Note: Codes to curriculum are for cross-referencing purposes only.

**Ontario**

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| **Curriculum Expectations**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Overall Expectations****N1 Quantity Relationships:** read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢**N2 Counting:** demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points**Cross strand:** Patterning and Algebra**P1 Patterns and Relationships:** identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns |
| **N1.1** represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools**N1.3** compose and decompose two-digit numbers in a variety of ways, using concretematerials**N2.1** Count forward by 1’s, 2’s, 5’s, 10’s, and 25’s to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10**N2.2** count backwards by 1’s from 50 and anynumber less than 50, and count backwards by 10’s from 100 and any number less than 100, using number lines and hundreds charts**N2.3** locate whole numbers to 100 on a number line and on a partial number line**P1.1** identify and describe, through investigation, growing patterns and shrinking patterns generated by the repeated addition or subtraction of 1’s, 2’s, 5’s, 10’s, and 25’s on a number line and on a hundreds chart | **Below Grade: Intervention**5: Adding Tens6: Taking Away Tens**On Grade: Teacher Cards**13: Building Numbers (N1.1, N1.3)14: Making a Number Line (N1.1, N2.1, N2.2, N2.3, P1.1)15: Grouping to Count (N1.1, N1.3, N2.1)16: Grouping and Place Value Consolidation (N1.1, N1.3, N2.1)**On Grade: Math Every Day****Card 3A:** Adding Ten (N2.1, P1.1)Taking Away Ten (N2.2, P1.1)**Card 3B:** Thinking Tens (N1.3, N2.9, N2.2)Describe Me (N1.3) | **Below Grade:*** At the Corn Farm (Activity 13)
* How Many Is Too Many? (Activities 15, 16)

**On Grade:*** Back to Batoche(Activity 13)
* A Class-full of Projects(Activities 13, 16)
* The Money Jar (Activity 13)
* Ways to Count (Activities 15, 16)
* Family Fun Day (Activity 15)
* What Would You Rather? (Activities 15, 16)

**Above Grade:*** How Numbers Work (Activities 13, 16)
* Hockey Homework (Activity 15)
 | **Big Idea: Numbers tell us how many and how much.** |
| **Applying the Principles of Counting**- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16) |
| **Big Idea: Quantities and numbers can be grouped****by or partitioned into equal-sized units.** |
| **Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)**- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)**Unitizing Quantities and Comparing Units to the Whole**- 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). (Activities 15, 16)- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**Ontario (continued)**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Master 34a**

**Curriculum Correlation**

**Master 34b**

**Number Cluster 3: Grouping and Place Value**

Note: Codes to curriculum are for cross-referencing purposes only.

**British Columbia/Yukon Territories**

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| **Learning Standards**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Big Ideas**Numbers to 100 represent quantities that can be decomposed into 10s and 1s.Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. |
| **N1 Number concepts to 100**Counting:* **N1.1**skip-counting by 2, 5, and 10:

– **N1.1a** using different starting points – **N1.1b** increasing and decreasing (forward and backward)* **N1.2** Quantities to 100 can be arranged and recognized

– **N1.2a** comparing and ordering numbers to 100– **N1.2c** understanding of 10s and 1s – **N1.2d** understanding the relationship between digit places and their value, to 99 – **N1.2e** decomposing two-digit numbers into 10s and 1s**N4 Addition and subtraction to 100*** **N4.5** using an open number line, hundred chart, ten-frames
 | **Below Grade: Intervention**5: Adding Tens6: Taking Away Tens**On Grade: Teacher Cards**13: Building Numbers (N1.2c, N1.2d, N1.2e)14: Making a Number Line (N1.1, N1.1a, N1.1b, N1.2a)15: Grouping to Count (N1.1, N1.1b)16: Grouping and Place Value Consolidation (N1.1, N1.1a, N1.1b, N1.2c, N1.2d, N1.2e)**On Grade: Math Every Day****Card 3A:** Adding Ten (N1.1, N1.1a, N1.1b, N4.5)Taking Away Ten (N1.1, N1.1a, N1.1b, N4.5)**Card 3B:** Thinking Tens (N1.2c, N1.2d, N1.2e)Describe Me (N1.2c, N1.2d, N1.2e) | **Below Grade:*** At the Corn Farm (Activity 13)
* How Many Is Too Many? (Activities 15, 16)

**On Grade:*** Back to Batoche(Activity 13)
* A Class-full of Projects(Activities 13, 16)
* The Money Jar (Activity 13)
* Ways to Count (Activities 15, 16)
* Family Fun Day (Activity 15)
* What Would You Rather? (Activities 15, 16)

**Above Grade:*** How Numbers Work (Activities 13, 16)
* Hockey Homework (Activity 15)
 | **Big Idea: Numbers tell us how many and how much.** |
| **Applying the Principles of Counting**- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16) |
| **Big Idea: Quantities and numbers can be grouped****by or partitioned into equal-sized units.** |
| **Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)**- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)**Unitizing Quantities and Comparing Units to the Whole**- 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). (Activities 15, 16)- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**British Columbia/Yukon Territories (continued)**

**Master 34b**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Curriculum Correlation**

**Master 34c**

**Number Cluster 3: Grouping and Place Value**

**New Brunswick/Prince Edward Island/Newfoundland and Labrador**

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| **Specific Outcomes**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**Develop number sense**Cross Strand****Patterns and Relations:** Use patterns to describe the world and solve problems |
| **N1** Say the number sequence from 0 to 100 by:* **N1a** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively
* **N1b** 10s using starting points from 1 to 9

**N4** Represent and describe numbers to 100, concretely, pictorially and symbolically.**N5** Compare and order numbers up to 100.**N7** Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.**N9** Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: * + **N9a** using personal strategies for adding and subtracting with and without the support of manipulatives

**2PR2** Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100). | **Below Grade: Intervention**5: Adding Tens6: Taking Away Tens**On Grade: Teacher Cards**13: Building Numbers (N4, N7)14: Making a Number Line (N1, N1a, N1b, N5, N9a, PR2)15: Grouping to Count (N1a, N4, PR2)16: Grouping and Place Value Consolidation (N1a, N4, N7, N9a, PR2)**On Grade: Math Every Day****Card 3A:** Adding Ten (N1a, N1b, N9a, PR2)Taking Away Ten (N1a, N1b, N9a, PR2)**Card 3B:** Thinking Tens (N1a, N1b, N7)Describe Me (N7) | **Below Grade:*** At the Corn Farm (Activity 13)
* How Many Is Too Many? (Activities 15, 16)

**On Grade:*** Back to Batoche(Activity 13)
* A Class-full of Projects(Activities 13, 16)
* The Money Jar (Activity 13)
* Ways to Count (Activities 15, 16)
* Family Fun Day (Activity 15)
* What Would You Rather? (Activities 15, 16)

**Above Grade:*** How Numbers Work (Activities 13, 16)
* Hockey Homework (Activity 15)
 | **Big Idea: Numbers tell us how many and how much.** |
| **Applying the Principles of Counting**- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16) |
| **Big Idea: Quantities and numbers can be grouped****by or partitioned into equal-sized units.** |
| **Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)**- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)**Unitizing Quantities and Comparing Units to the Whole**- 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). (Activities 15, 16)- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**New Brunswick/Prince Edward Island/Newfoundland and Labrador (continued)**

**Master 34c**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Curriculum Correlation**

**Master 34d**

**Number Cluster 3: Grouping and Place Value**

**Manitoba**

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| **Specific Outcomes**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**Develop number sense**Cross Strand** **Patterns and Relations:** Use patterns to describe the world and solve problems |
| **2.N.1** Say the number sequence from 0 to 100 by* 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively
* 10s using starting points from 1 to 9
* 2s starting from 1.

**2.N.4** Represent and describe numbers to 100, concretely, pictorially, and symbolically.**2.N.5** Compare and order numbers up to 100.**2.N.7** Illustrate, concretely and pictorially, the meaning of place value for numbers to 100.  | **Below Grade: Intervention**5: Adding Tens6: Taking Away Tens**On Grade: Teacher Cards**13: Building Numbers (2.N.4, 2.N.7)14: Making a Number Line (2.N.1, 2.N.5)15: Grouping to Count (2.N.1.1)16: Grouping and Place Value Consolidation (2.N.4, 2.N.7)**On Grade: Math Every Day****Card 3A:** Adding Ten (2.N.1)Taking Away Ten (2.N.1)**Card 3B:** Thinking Tens (2.N.1, 2.N.7)Describe Me (2.N.7) | **Below Grade:*** At the Corn Farm (Activity 13)
* How Many Is Too Many? (Activities 15, 16)

**On Grade:*** Back to Batoche(Activity 13)
* A Class-full of Projects(Activities 13, 16)
* The Money Jar (Activity 13)
* Ways to Count (Activities 15, 16)
* Family Fun Day (Activity 15)
* What Would You Rather? (Activities 15, 16)

**Above Grade:*** How Numbers Work (Activities 13, 16)
* Hockey Homework (Activity 15)
 | **Big Idea: Numbers tell us how many and how much.** |
| **Applying the Principles of Counting**- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16) |
| **Big Idea: Quantities and numbers can be grouped****by or partitioned into equal-sized units.** |
| **Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)**- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)**Unitizing Quantities and Comparing Units to the Whole**- 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). (Activities 15, 16)- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**Manitoba (continued)**

**Master 34d**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Curriculum Correlation**

**Master 34e**

**Number Cluster 3: Grouping and Place Value**

**Nova Scotia**

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| **Specific Outcomes**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**Students will be expected to develop number sense.**Cross Strand****Patterns and Relations:** Students will be expected to use patterns to describe the world and solve problems |
| **N01** Students will be expected to say the number sequence by* **N01a** 1s, forward and backward, starting from any point to 200
* **N01b** 2s, forward and backward, starting from any point to 100
* **N01c** 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100
* **N01d** 10s, starting from any point, to 100

**N04** Students will be expected to represent and partition numbers to 100.**N05** Students will be expected to compare and order numbers up to 100.**N07** Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100.**N09** 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 * + **N09.1** using personal strategies for adding and subtracting with and without the support of manipulatives

**PR02** 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.  | **Below Grade: Intervention**5: Adding Tens6: Taking Away Tens**On Grade: Teacher Cards**13: Building Numbers (N04, N07)14: Making a Number Line (N01a, N01c, N01d, N05, N09a, PR02)15: Grouping to Count (N01a, N01b, N01c, 2N04, PR02)16: Grouping and Place Value Consolidation (N01a, N01b, 2N01c, N04, N07, N09a, PR02)**On Grade: Math Every Day****Card 3A:** Adding Ten (N01c, N01d, N09a, PR02)Taking Away Ten (N01c, N01d, N09a, PR02)**Card 3B:** Thinking Tens (N01c, N01d, N07)Describe Me (N07) | **Below Grade:*** At the Corn Farm (Activity 13)
* How Many Is Too Many? (Activities 15, 16)

**On Grade:*** Back to Batoche(Activity 13)
* A Class-full of Projects(Activities 13, 16)
* The Money Jar (Activity 13)
* Ways to Count (Activities 15, 16)
* Family Fun Day (Activity 15)
* What Would You Rather? (Activities 15, 16)

**Above Grade:*** How Numbers Work (Activities 13, 16)
* Hockey Homework (Activity 15)
 | **Big Idea: Numbers tell us how many and how much.** |
| **Applying the Principles of Counting**- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16) |
| **Big Idea: Quantities and numbers can be grouped****by or partitioned into equal-sized units.** |
| **Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)**- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)**Unitizing Quantities and Comparing Units to the Whole**- 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). (Activities 15, 16)- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**Nova Scotia (continued)**

**Master 34e**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Curriculum Correlation**

**Master 34f**

**Number Cluster 3: Grouping and Place Value**

**Alberta/Northwest Territories/Nunavut**

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| **Learning Outcomes**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**Develop number sense**Cross Strand****Patterns and Relations:** Use patterns to describe the world and solve problems |
| **Number****1** Say the number sequence 0 to 100 by:* **1a** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively
* **1b** 10s using starting points from 1 to 9

**4.** Represent and describe numbers to 100, concretely, pictorially and symbolically.**5.** Compare and order numbers up to 100.**7.** Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.**9.** Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by * + **9a.** using personal strategies for adding and subtracting with and without the support of manipulatives

**Patterns and Relations****2.** Demonstrate an understanding of numerical (numbers to 100) and non-numerical increasing patterns by using manipulatives, diagrams, sounds and actions.  | **Below Grade: Intervention**5: Adding Tens6: Taking Away Tens**On Grade: Teacher Cards**13: Building Numbers (N4, N7)14: Making a Number Line (N1, N1a, N1b, N5, N9a, PR2)15: Grouping to Count (N1a, N4, PR2)16: Grouping and Place Value Consolidation (N1a, N4, N7, N9a, PR2)**On Grade: Math Every Day****Card 3A:** Adding Ten (N1a, N1b, N7, N9a, PR2)Taking Away Ten (N1a, N1b, N7, N9a, PR2)**Card 3B:** Thinking Tens (N1a, N1b, N7)Describe Me (N7) | **Below Grade:*** At the Corn Farm (Activity 13)
* How Many Is Too Many? (Activities 15, 16)

**On Grade:*** Back to Batoche(Activity 13)
* A Class-full of Projects(Activities 13, 16)
* The Money Jar (Activity 13)
* Ways to Count (Activities 15, 16)
* Family Fun Day (Activity 15)
* What Would You Rather? (Activities 15, 16)

**Above Grade:*** How Numbers Work (Activities 13, 16)
* Hockey Homework (Activity 15)
 | **Big Idea: Numbers tell us how many and how much.** |
| **Applying the Principles of Counting**- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16) |
| **Big Idea: Quantities and numbers can be grouped****by or partitioned into equal-sized units.** |
| **Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)**- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)**Unitizing Quantities and Comparing Units to the Whole**- 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). (Activities 15, 16)- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**Alberta/Northwest Territories/Nunavut (continued)**

**Master 34f**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**

**Curriculum Correlation**

**Master 34g**

**Number Cluster 3: Grouping and Place Value**

**Saskatchewan**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals**Spatial Sense, Logical Thinking, Mathematics as a Human Endeavour |
| **N2.1** Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by:* **N2.1a representing (including place value)**
* **N2.1b describing**
* **N2.1c skip counting**
* N2.1d differentiating between odd and even numbers
* N2.1e estimating with referents
* **N2.1f comparing two numbers**
* **N2.1g ordering three or more numbers**

**N2.2** Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by:* N2.2d using personal strategies for adding and subtracting with and without the support of manipulatives

**Patterns and Relations****P2.2** Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100). | **Below Grade: Intervention**5: Adding Tens6: Taking Away Tens**On Grade: Teacher Cards**13: Building Numbers (N2.1a, N2.1b)14: Making a Number Line (N2.1c, N2.1g, N2.2d, P2.2)15: Grouping to Count (N2.1a, N2.1b, N2.1c, N2.2d, P2.2)16: Grouping and Place Value Consolidation (N2.1a, N2.1b, N2.1c, N2.1g, N2.2d, P2.2)**On Grade: Math Every Day****Card 3A:** Adding Ten (N2.1c, N2.1f, P2.2)Taking Away Ten (N2.1c, N2.1f, P2.2)**Card 3B:** Thinking Tens (N2.1a, N2.1b)Describe Me (N2.1a, N2.1b) | **Below Grade:*** At the Corn Farm (Activity 13)
* How Many Is Too Many? (Activities 15, 16)

**On Grade:*** Back to Batoche(Activity 13)
* A Class-full of Projects(Activities 13, 16)
* The Money Jar (Activity 13)
* Ways to Count (Activities 15, 16)
* Family Fun Day (Activity 15)
* What Would You Rather? (Activities 15, 16)

**Above Grade:*** How Numbers Work (Activities 13, 16)
* Hockey Homework (Activity 15)
 | **Big Idea: Numbers tell us how many and how much.** |
| **Applying the Principles of Counting**- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. (Activities 15, 16) |
| **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** |
| **Unitizing Quantities into Ones, Tens, and Hundreds (Place-Value Concepts)**- Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones. (Activities 13, 16; MED 3B: 1, 2)- Determines 10 more/less than a given number without counting. (Activity 14, 16; MED 3A: 1, 2, MED 3B: 1)**Unitizing Quantities and Comparing Units to the Whole**- 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). (Activities 15, 16)- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. (Activities 15, 16)- Recognizes and describes equal-sized sets as units within a larger set (doubling or tripling). (Activities 15, 16) |
| **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and Generalizing Increasing/Decreasing Patterns**- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). (Activities 15, 16)- Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. (Activity 14, MED 3A: 1, 2) |

**Saskatchewan (continued)**

**Master 34g**

**Curriculum Correlation**

**Number Cluster 3: Grouping and Place Value**