**Curriculum Correlation**

**Master 114a**

**Number Cluster 9: Financial Literacy**

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**N3 Operational Sense:** solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division**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**N1.8** estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of onedollar. **N2.1** count forward by 1’s, 2’s, 5’s, 10’s, and 25’s to 200, using number lines and hundreds**Ontario (continued)****Curriculum Correlation****Number Cluster 9: Financial Literacy**charts, starting from multiples of 1, 2, 5,and 10**N3.1** solve problems involving the addition andsubtraction of two-digit numbers, with and without regrouping, using concrete materials (e.g., base ten materials, counters), student-generated algorithms, and standard algorithms**N3.2** add and subtract money amounts to 100¢,using a variety of tools (e.g., concrete materials, drawings) and strategies (e.g., counting on, estimating, representingusing symbols).**P2.1** 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**17: Counting Coins18: Wants and Needs**On Grade: Teacher Cards**43: Estimating Money (N1.1, N1.3, N1.8, N2.1, P2.1)44: Earning Money (N1.3, N1.8, N2.1, N3.1, N3.2, P2.1)45: Spending Money46: Saving Regularly (N1.1, N1.3, N1.8, N2.1, N3.1, N3.2)47: Financial Literacy Consolidation **On Grade: Math Every Day****Card 9:** Collections of Coins (N1.8, N2.1)Showing Money in Different Ways (N1.3) | **Below Grade:*** Buy 1─Get 1 (Activities 45, 47)

**On Grade:*** The Money Jar(Activities 43, 45, 47)
 | **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) andmultiples of 10 from any given number. (Activities 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude or Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46)Estimating Quantities and Numbers- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43)**Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activity 45)- 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). (Activities 43, 44; MED 9:2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) |
| **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted mathematically.** |
| **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** **-** Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1)**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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47) |

**Master 114a**

**Curriculum Correlation**

**Master 114b**

**Number Cluster 9: Financial Literacy**

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.**Cross Strand:** Patterns and Relations |
| **N1 Number concepts to 100**Counting* + **N1** 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 orderingnumbers to 100**N3** **Addition and subtraction to 20*** **N3.1** adding and subtracting numbers to 20

**N4 Addition and subtraction to 100*** **N4.1** decomposing numbers to 100
* **N4.2** estimating sums and differences to 100
* **N4.6** using addition and subtraction in real-life contexts and problem-based situations

**British Columbia/Yukon Territories (continued)****N5** **Financial literacy — coin combinations to 100 cents, and spending and saving*** **N5.1** counting simple mixed combinations of coins to 100 cents
* **N5.2** introduction to the concepts of spending and saving, integrating the concept of wants and needs
* **N5.3**role-playing financial transactions (e.g., using bills and coins)
 | **Below Grade: Intervention**17: Counting Coins18: Wants and Needs**On Grade: Teacher Cards**43: Estimating Money (N1.1, N1.2a, N4.2, N5.1)44: Earning Money (N1.1, N4.1, N4.6, N5.1, N5.2, N5.3)45: Spending Money (N3.1, N4.1, N5.2, N5.3)46: Saving Regularly (N1.1, N1.1a, N1.2a, N3.1, N4.6, N5.1, N5.2, N5.3)47: Financial Literacy Consolidation (N1.1, N3.1, N4.1, N5.2, N5.3)**On Grade: Math Every Day****Card 9:** Collections of Coins (N1.1, N5.1)Showing Money in Different Ways (N4.1, N5.1) | **Below Grade:*** Buy 1─Get 1 (Activities 45, 47)

**On Grade:*** The Money Jar(Activities 43, 45, 47)
 | **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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude or Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46)**Estimating Quantities and Numbers**- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43)**Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activity 45)- 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). (Activities 43, 44; MED 9:2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) |
| **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted mathematically.** |
| **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** **-** Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1)**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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47) |

**Master 114b**

**Curriculum Correlation**

**Number Cluster 9: Financial Literacy**

**Curriculum Correlation**

**Master 114c**

**Number Cluster 9: Financial Literacy**

**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 (Patterns):** 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.**N6** Estimate quantities to 100 using referents.**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

**PR2** Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100) | **Below Grade: Intervention**17: Counting Coins18: Wants and Needs**On Grade: Teacher Cards**43: Estimating Money (N1a, N4, N5, N6, N9a, PR2)44: Earning Money (N1a, N4, N9a, PR2)45: Spending Money 46: Saving Regularly (N1a, N5, N9a, PR2)47: Financial Literacy Consolidation **On Grade: Math Every Day****Card 9:** Collections of Coins (N1a, N1b, PR2)Showing Money in Different Ways (N4) | **Below Grade:*** Buy 1─Get 1 (Activities 45, 47)

**On Grade:*** The Money Jar(Activities 43, 45, 47)
 | **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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude or Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46)**Estimating Quantities and Numbers**- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43)**Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activity 45)- 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). (Activities 43, 44; MED 9:2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) |
| **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted mathematically.** |
| **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** **-** Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1)**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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47) |

**Master 114c**

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

**Curriculum Correlation**

**Number Cluster 9: Financial Literacy**

**Curriculum Correlation**

**Master 114d**

**Number Cluster 9: Financial Literacy**

**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 (Patterns)**General Outcome**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.6** Estimate quantities to 100 using referents.**2.N.9** Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: * using personal strategies for adding and subtracting with and without the support of manipulatives
* creating and solving problems that involve addition and subtraction
* explaining that the order in which numbers are added does not affect the sum
* explaining that the order in which numbers are subtracted may affect the difference
 | **Below Grade: Intervention**17: Counting Coins18: Wants and Needs**On Grade: Teacher Cards**43: Estimating Money (2.N.1, 2.N.4, 2.N.6)44: Earning Money (2.N.4, 2.N.9)45: Spending Money 46: Saving Regularly (2.N.9)47: Financial Literacy Consolidation**On Grade: Math Every Day****Card 9:** Collections of Coins (2.N.1)Showing Money in Different Ways (2.N.4) | **Below Grade:*** Buy 1─Get 1 (Activities 45, 47)

**On Grade:*** The Money Jar(Activities 43, 45, 47)
 | **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) andmultiples of 10 from any given number. (Activities 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude or Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46)**Estimating Quantities and Numbers**- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43)**Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activity 45)- 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). (Activities 43, 44; MED 9:2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) |
| **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted mathematically.** |
| **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** **-** Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1)**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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47) |

**Curriculum Correlation**

**Number Cluster 9: Financial Literacy**

**Manitoba (continued)**

**Master 114d**

**Curriculum Correlation**

**Master 114e**

**Number Cluster 9: Financial Literacy**

**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 demonstrate number sense. **Cross Strand****Patterns and Relations (Patterns):** 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* **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.**N06** Students will be expected to estimate quantities to 100 by using referents.**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 * **N09a** 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**17: Counting Coins18: Wants and Needs**On Grade: Teacher Cards**43: Estimating Money (N01b, N01c, N01d, N04, N05, N06, N09a, PR02)44: Earning Money (N01b, N01c, N01d, N04, N09a, PR02)45: Spending Money46: Saving Regularly (N01b, N01c, N01d, N05, N09a, PR02)47: Financial Literacy Consolidation**On Grade: Math Every Day****Card 9:** Collections of Coins (N01b, N01c, N01d, PR02)Showing Money in Different Ways (N04) | **Below Grade:*** Buy 1─Get 1 (Activities 45, 47)

**On Grade:*** The Money Jar(Activities 43, 45, 47)
 | **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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude or Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46)**Estimating Quantities and Numbers**- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43)**Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activity 45)- 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). (Activities 43, 44; MED 9:2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) |
| **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted mathematically.** |
| **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** **-** Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1)**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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47) |

**Master 114e**

**Nova Scotia (continued)**

**Master 114j**

**Curriculum Correlation**

**Number Cluster 9: Financial Literacy**

**Curriculum Correlation**

**Master 114f**

**Number Cluster 9: Financial Literacy**

**Alberta/Northwest Territories/Nunavut**

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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 (Patterns):** Use patterns to describe the world and to 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.**6.** Estimate quantities to 100, using referents.**9.** Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: **Alberta/Northwest Territories/Nunavut (continued)*** **9a.** using personal strategies for adding and subtracting with and without the support of manipulatives

**Patterns and Relations****2.** Demonstrate an understanding of increasing patterns by describing, reproducing, extending, creating numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions. | **Below Grade: Intervention**17: Counting Coins18: Wants and Needs**On Grade: Teacher Cards**43: Estimating Money (N1a, N4, N5, N6,N9a, PR2)44: Earning Money (N1a, N4, N9a, PR2)45: Spending Money46: Saving Regularly (N1a, N5, N9a, PR2)47: Financial Literacy Consolidation**On Grade: Math Every Day****Card 9:** Collections of Coins (N1a, N1b, PR2)Showing Money in Different Ways (N4) | **Below Grade:*** Buy 1─Get 1 (Activities 45, 47)

**On Grade:*** The Money Jar(Activities 43, 45, 47)
 | **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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude or Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46)**Estimating Quantities and Numbers**- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43)**Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activity 45)- 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). (Activities 43, 44; MED 9:2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) |
| **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted mathematically.** |
| **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** **-** Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1)**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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47) |

**Master 114f**

**Curriculum Correlation**

**Number Cluster 9: Financial Literacy**

**Curriculum Correlation**

**Master 114g**

**Number Cluster 9: Financial Literacy**

**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**Cross Strand:** Patterns and Relations |
| **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:**Saskatchewan (continued)*** **N2.2d using personal strategies for adding and subtracting with and without the support of manipulatives**
 | **Below Grade: Intervention**17: Counting Coins18: Wants and Needs**On Grade: Teacher Cards**43: Estimating Money (N2.1a, N2.1c, N2.1e, N2.1f, N2.2d)44: Earning Money (N2.1a, N2.1c, N2.2d)45: Spending Money 46: Saving Regularly (N2.1c, N2.1f, N2.2d)47: Financial Literacy Consolidation**On Grade: Math Every Day****Card 9:** Collections of Coins (N2.1c)Showing Money in Different Ways (N2.1a) | **Below Grade:*** Buy 1─Get 1 (Activities 45, 47)

**On Grade:*** The Money Jar(Activities 43, 45, 47)
 | **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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Numbers are related in many ways.** |
| **Comparing and Ordering Quantities (Multitude or Magnitude)**- Compares and orders quantities and written numbers using benchmarks. (Activities 43, 46)**Estimating Quantities and Numbers**- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10). (Activities 43)**Decomposing Wholes into Parts and Composing Wholes from Parts**- Composes and decomposes quantities to 20. (Activity 45)- 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). (Activities 43, 44; MED 9:2) |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing Conceptual Meaning of Addition and Subtraction**- Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)**Developing Fluency of Addition and Subtraction Computation**- Fluently adds and subtracts with quantities to 20. (Activities 45, 46, 47) |
| **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted mathematically.** |
| **Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides, Shape, Size)** **-** Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). (Activities 43, 44; MED 9:1)**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 43, 44, 46, 47; MED 9:1) |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Using Symbols, Unknowns, and Variables to Represent Mathematical Relations**- Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). (Activities 45, 47) |

**Master 114g**

**Curriculum Correlation**

**Number Cluster 9: Financial Literacy**