**Curriculum Correlation**

**Master 42**

**Number Cluster 4: Early Fractional Thinking**

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 Expectation****N1 Quantity Relationships:** read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢ |
| **N1.5** determine, through investigation usingconcrete materials, the relationship between the number of fractional parts of a whole and the size of the fractional parts**N1.6** regroup fractional parts into wholes, usingconcrete materials **N1.7** compare fractions using concrete materials,without using standard fractional notation | **Below Grade: Intervention**7: Exploring Equal Parts8: Naming Fractional Amounts**On Grade: Teacher Cards**17: Equal Parts (N1.5)18: Comparing Fractions 1 (N1.5)19: Comparing Fractions 2 (N1.5, N1.7)20: Regrouping Fractional Parts (N1.6)21: Early Fractional Thinking Consolidation (N1.5, N1.6, N1.7)**On Grade: Math Every Day****Card 4A:** Equal Parts from Home (N1.5)Modelling Fraction Amounts (N1.5)**Card 4B:** Regrouping Equal Parts (N1.6)Naming Equal Parts (N1.5) | **On Grade:*** The Best Birthday (Activities 17, 18, 19, 21)

**Above Grade:*** Hockey Homework (Activities 17, 18, 19, 20, 21)
 | **Big Idea: Quantities and numbers can be grouped****by or partitioned into equal-sized units.** |
| **Partitioning Quantities to Form Fractions**- Partitions wholes (e.g., intervals, sets) into equal parts and names the unit fractions. (Activities 17, 18, 19, 20, 21)- Relates the size of parts to the number of equal parts in a whole (e.g., a whole cut into 2 equal pieces has larger parts than a whole cut into 3 equal pieces).(Activities 17, 18, 19, 20, 21)- Compares unit fractions to determine relative size.(Activities 19, 21)  |