**Mathology 2 Correlation (Number) - Saskatchewan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals:** Number Sense, Logical Thinking, Spatial Sense, 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)
 | **Teacher Cards****Cluster 1: Counting**1: Bridging Tens**Cluster 2: Number Relationships 1**9: Ordinal Numbers11: Decomposing to 2012: Number Relationships 1 Consolidation**Cluster 3: Grouping and Place Value**13: Building Numbers15: Grouping to Count16: Grouping and Place Value Consolidation**Cluster 5: Number Relationships 2**22: Benchmarks on a Number Line23: Decomposing 5024: Jumping on a Number Line25: Number Relationships 2 Consolidation**Cluster 9: Financial Literacy**43: Estimating Money44: Earning Money**Math Every Day Cards**2A: Show Me in Different WaysGuess My Number2B: Math CommanderBuilding an Open Number Line3B: Thinking TensDescribe Me5A: Building Numbers5B: How Many Ways?What’s the Unknown Part?9: Showing Money in Different Ways | * What Would You Rather?
* Ways to Count
* Family Fun Day
* Back to Batoche
* A Class-full of Projects
* The Money Jar

**To Scaffold:*** That’s 10!
* Canada’s Oldest Sport

**To Extend:*** Fantastic Journeys
* Finding Buster
* How Numbers Work
* Math Makes Me Laugh
* The Street Party
 | **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**Recognizing and writing numerals**- Names, writes, and matches two-digit numerals to quantities. |
| **Big idea: Numbers are related in many ways.** |
| **Decomposing wholes into parts and composing wholes from parts**- Decomposes/composes quantities to 20.- 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) |
| **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.**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).  |

\*codes to curriculum expectations are for cross-referencing purposes only

|  |  |  |  |
| --- | --- | --- | --- |
| **N2.1b*** describing
 | **Teacher Cards****Cluster 3: Grouping and Place Value**13: Building Numbers15: Grouping to Count16: Grouping and Place Value Consolidation**Cluster 5: Number Relationships 2**22: Benchmarks on a Number Line23: Decomposing 5024: Jumping on a Number Line25: Number Relationships 2 Consolidation**Math Every Day Cards**3B: Describe MeThinking Tens5A: Building Numbers5B: How Many Ways?What’s the Unknown Part? | * What Would You Rather?
* Ways to Count
* Family Fun Day
* Back to Batoche
* A Class-full of Projects
* The Money Jar

**To Scaffold:*** That’s 10!
* Canada’s Oldest Sport

**To Extend:*** Fantastic Journeys
* Finding Buster
* How Numbers Work
* Math Makes Me Laugh
* The Street Party
 | **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.- Uses number patterns to bridge tens when counting forward and backward (e.g., 39, 40, 41).**Recognizing and writing numerals**- Names, writes, and matches two-digit numerals to quantities. |
| **Big idea: Numbers are related in many ways.** |
| **Comparing and ordering quantities (multitude or magnitude)**- Compares and orders quantities and written number using benchmarks.- Determins how many more/less one quantity is compared to another.**Decomposing wholes into parts and composing wholes from parts**- Decomposes/composes quantities to 20.- 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) |
| **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.- Determines 10 more/less than a given number without counting.**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).  |

|  |  |  |  |
| --- | --- | --- | --- |
| **N2.1c*** skip counting
 | **Teacher Cards****Cluster 1: Counting**2: Skip-Counting Forward 3: Skip-Counting Flexibly 4: Skip-Counting Backward 5: Counting Consolidation**Cluster 2: Number Relationships 1**11: Decomposing to 20**Cluster 3: Grouping and Place Value**14: Making a Number Line15: Grouping to Count16: Grouping and Place Value Consolidation**Cluster 3: Number Relationships 2**24: Jumping on a Number Line25: Number Relationships 2 Consolidation**Cluster 8: Early Multiplicative Thinking**37: Grouping in 2s, 5s, and 10s**Cluster 9: Financial Literacy**43: Estimating Money44: Earning Money46: Saving Regularly**Math Every Day Cards**1A: Skip-Counting on a Hundred ChartSkip-Counting from Any Number1B: Skip-counting with ActionsWhat’s Wrong? What’s Missing?3A: Adding TenTaking Away Ten9: Collections of Coins | * What Would You Rather?
* Ways to Count
* Family Fun Day
* Array’s Bakery

**To Scaffold:*** On Safari!
* How Many Is Too Many?

**To Extend:*** Finding Buster
* How Numbers Work
* Calla’s Jingle Dress
 | **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. |
| **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** |
| **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)- Recognizes that, for a given quantity, increasing the number of sets decreases the number of objects in each set. - Recognizes and describes equal-sized sets as units within a larger set. |
| **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). |

|  |  |  |  |
| --- | --- | --- | --- |
| **N2.1d*** differentiating between odd and even numbers
 | **Teacher Cards****Cluster 2: Number Relationships 1**8: Odd and Even Numbers12: Number Relationships 1 Consolidation**Math Every Day Cards**2A: Show Me in Different WaysGuess My Number2B: Math Commander | * Ways to Count
 | **Big Idea: Numbers are related in many ways.** |
| **Comparing and ordering quantities (multitude or magnitude)** |
| **N2.1e*** estimating with referents
 | **Teacher Cards****Cluster 2: Number Relationships 1**10: Estimating with Benchmarks**Cluster 9: Financial Literacy**43: Estimating Money | * What Would You Rather?
* Ways to Count
* A Class-full of Projects

**To Scaffold:*** A Family Cookout
* At the Corn Farm
* How Many Is Too Many?

**To Extend:*** Fantastic Journeys Math Finding Buster
* Makes Me Laugh
* Planting Seeds
* Sports Camp
 | **Big Idea: Numbers are related in many ways.** |
| **Estimating quantities and numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10).- Uses relevant benchmarks (e.g., multiples of 10) to compare and estimate quantities. |
| **Big Idea: Numbers tell us how many and how much.** |
| **Recognizing quantities by subitizing**- Uses grouping (e.g., arrays of dots) to determine quantity without counting by ones (i.e., conceptual subitizing).  |

|  |  |  |  |
| --- | --- | --- | --- |
| **N2.1f*** comparing two numbers
 | **Teacher Cards****Cluster 2: Number Relationships 1**6: Comparing Quantities 7: Ordering Quantities12: Number Relationships 1 Consolidation**Cluster 5: Number Relationships 2**22: Benchmarks on a Number Line**Cluster 9: Financial Literacy**43: Estimating Money46: Saving Regularly**Math Every Day Cards**2A: Show Me in Different WaysGuess My Number3A: Adding TenTaking Away Ten5A: Which Ten is Nearer | * What Would You Rather?
* Back to Batoche
* The Great Dogsled Race

**To Scaffold:*** A Family Cookout
* At the Corn Farm
* How Many Is Too Many?

**To Extend:*** Fantastic Journeys
* Finding Buster
* Math Makes Me Laugh
* The Street Party
* Planting Seeds
 | **Big Idea: Numbers are related in many ways.** |
| **Comparing and ordering quantities (multitude or magnitude)**- Compares and orders quantities and written numbers using benchmarks.- Determines how many more/less one quantity is compared to another. |
| **N2.1g*** ordering three or more numbers
 | **Teacher Cards****Cluster 1: Counting**1: Bridging Tens**Cluster 2: Number Relationships 1**7: Ordering Quantities12: Number Relationships 1 Consolidation**Cluster 3: Grouping and Place Value**14: Making a Number Line16: Grouping and Place Value Consolidation**Math Every Day Cards**2B: Building an Open Number Line | * What Would You Rather?
* Back to Batoche
* The Great Dogsled Race

**To Scaffold:*** A Family Cookout
* At the Corn Farm
* How Many Is Too Many?

**To Extend:*** Fantastic Journeys
* Finding Buster
* Math Makes Me Laugh
* The Street Party
* Planting Seeds
 | **Big idea: Numbers are related in many ways** |
| **Comparing and ordering quantities (multitude or magnitude)**- Compares and orders quantities and written numbers using benchmarks. - Determines how many more/less one quantity is compared to another. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals:** Number Sense, Logical Thinking, Spatial Sense, Mathematics as a Human Endeavour**N2.2** Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: |
| **N2.2a*** representing strategies for adding and subtracting concretely, pictorially, and symbolically
 | **Teacher Cards** **Cluster 6: Conceptualizing Addition and Subtraction**26: Exploring Properties27: Solving Problems 128: Solving Problems 229: Solving Problems 330: Solving Problems 431: Conceptualizing Addition and Subtraction Consolidation**Cluster 7: Operational Fluency**32: Complements of 1033: Using Doubles34: Fluency with 2036: Operational Fluency Consolidation**Math Every Day Cards**7A: Doubles and Near-DoublesI Have… I Need… 7B: Hungry Bird Make 10 Sequences | * Array’s Bakery
* Marbles, Alleys, Mibs, and Guli!
* A Class-full of Projects
* The Money Jar
* The Great Dogsled Race

**To Scaffold:*** On Safari!
* That’s 10!
* Hockey Time!
* Cats and Kittens!
* Buy 1 – Get 1
* Canada’s Oldest Sport

**To Extend:*** Math Makes Me Laugh
* Planting Seeds
* Sports Camp
 | **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.- Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). **Developing fluency of addition and subtraction computation** - Fluently adds and subtracts with quantities to 10. - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6).- Fluently adds and subtracts with quantities to 20. |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**  |
| **Understanding equality and inequality, building on generalized properties of numbers and operations**- Decomposes and combines numbers in equations to make them easier to solve (e.g., 8 + 5 = 3 + 5 + 5). - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). |

|  |  |  |  |
| --- | --- | --- | --- |
| **N2.2b*** creating and solving problems involving addition and subtraction
 | **Cluster 6: Conceptualizing Addition and Subtraction**27: Solving Problems 128: Solving Problems 229: Solving Problems 330: Solving Problems 431: Conceptualizing Addition and Subtraction Consolidation**Math Every Day Cards**6: What Math Do You See?What Could the Story Be?7B: Hungry Bird | * Array’s Bakery
* Marbles, Alleys, Mibs, and Guli!
* The Great Dogsled Race

**To Scaffold:*** On Safari!
* That’s 10!
* Hockey Time!
* Cats and Kittens!
* Buy 1 – Get 1
* Canada’s Oldest Sport

**To Extend:*** Math Makes Me Laugh
* The Street Party
* Planting Seeds
* Sports Camp
* Calla’s Jingle Dress
 | **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.- Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). **Developing fluency of addition and subtraction computation** - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6).- Fluently adds and subtracts with quantities to 20. |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**  |
| **Understanding equality and inequality, building on generalized properties of numbers and operations** - Decomposes and combines numbers in equations to make them easier to solve (e.g., 8 + 5 = 3 + 5 + 5). |
| **N2.2c*** estimating
 | **Teacher Cards****Cluster 7: Operational Fluency**33: Using Doubles34: Fluency with 20 | * What Would You Rather?
* Ways to Count

**To Scaffold:*** A Family Cookout
* At the Corn Farm
* How Many Is Too Many?

**To Extend:*** Fantastic Journeys Math Finding Buster
* Makes Me Laugh
* Planting Seeds
* Sports Camp
 | **Big Idea: Numbers are related in many ways.** |
| **Estimating quantities and numbers** - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10).- Uses relevant benchmarks (e.g., multiples of 10) to compare and estimate quantities. |

|  |  |  |  |
| --- | --- | --- | --- |
| **N2.2d*** using personal strategies for adding and subtracting with and without the support of manipulatives
 | **Teacher Cards****Cluster 3: Grouping and Place Value**14: Making a Number Line15: Grouping to Count16: Grouping and Place Value Consolidation**Cluster 6: Conceptualizing Addition and Subtraction**26: Exploring Properties27: Solving Problems 128: Solving Problems 229: Solving Problems 330: Solving Problems 431: Conceptualizing Addition and Subtraction Consolidation**Cluster 9: Financial Literacy**44: Earning Money46: Saving Regularly**Math Every Day Cards**6: What Math Do You See?7A: I Have… I Need… 7B: Hungry Bird | * Array’s Bakery
* Marbles, Alleys, Mibs, and Guli!
* A Class-full of Projects
* The Money Jar
* The Great Dogsled Race

**To Scaffold:*** On Safari!
* That’s 10!
* Hockey Time!
* Cats and Kittens!
* Buy 1 – Get 1
* Canada’s Oldest Sport

**To Extend:*** Math Makes Me Laugh
* The Street Party
* Planting Seeds
* Sports Camp
* Calla’s Jingle Dress
 | **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.- Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). - Fluently adds and subtracts with quantities to 20.**Developing fluency of addition and subtraction computation** - Fluently adds and subtracts with quantities to 10. - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**  |
| **Understanding equality and inequality, building on generalized properties of numbers and operations** - Decomposes and combines numbers in equations to make them easier to solve (e.g., 8 + 5 = 3 + 5 + 5).- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). |
| **N2.2e*** analyzing the effect of adding or subtracting zero
 | **Teacher Cards****Cluster 6: Conceptualizing Addition and Subtraction**26: Exploring Properties**Cluster 7: Operational Fluency**32: Complements of 10 | **No direct correlation.** | **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. |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**  |
| **Understanding equality and inequality, building on generalized properties of numbers and operations** - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). |
| **N2.2f*** analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements.
 | **Teacher Cards****Cluster 6: Conceptualizing Addition and Subtraction**26: Exploring Properties**Cluster 7: Operational Fluency**32: Complements of 10 | **To Scaffold:*** That’s 10!
 | **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. |
| **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**  |
| **Understanding equality and inequality, building on generalized properties of numbers and operations** - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). |

**Mathology 2 Correlation (Patterns and Relations) - Saskatchewan**

|  |  |  |  |
| --- | --- | --- | --- |
| **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**P2.1** Demonstrate understanding of repeating patterns (three to five elements) by: |
| **P2.1a*** describing
 | **Teacher Cards****Patterning and Algebra Cluster 1: Repeating Patterns**1: Exploring Patterns 2: Extending and Predicting 3: Errors and Missing Elements 4: Combining Attributes 5: Repeating Patterns Consolidation **Math Every Day Card** 1: Show Another Way Repeating Patterns Around Us | * Pattern Quest

**To Scaffold:*** Midnight and Snowfall!
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Identifying, reproducing, extending, and creating patterns that repeat**- Identifies the repeating unit (core) of a pattern. - Predicts missing element(s) and corrects errors in repeating patterns. - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). - Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). - Compares repeating patterns and describes how they are alike and different. - Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). - Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). |

\*codes to curriculum expectations are for cross-referencing purposes only

|  |  |  |  |
| --- | --- | --- | --- |
| **P2.1b*** representing patterns in alternate modes
 | **Teacher Cards****Patterning and Algebra Cluster 1: Repeating Patterns**1: Exploring Patterns 2: Extending and Predicting 4: Combining Attributes **Math Every Day Card** 1: Show Another Way Repeating Patterns Around Us | * Pattern Quest

**To Scaffold:*** Midnight and Snowfall!
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Identifying, reproducing, extending, and creating patterns that repeat**- Identifies the repeating unit (core) of a pattern. - Predicts missing element(s) and corrects errors in repeating patterns. - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). - Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions).  |
| **P2.1c*** extending
 | **Teacher Cards****Patterning and Algebra Cluster 1: Repeating Patterns**1: Exploring Patterns 2: Extending and Predicting 3: Errors and Missing Elements 4: Combining Attributes 5: Repeating Patterns Consolidation | * Pattern Quest

**To Scaffold:*** Midnight and Snowfall!
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Identifying, reproducing, extending, and creating patterns that repeat**- Identifies the repeating unit (core) of a pattern. - Predicts missing element(s) and corrects errors in repeating patterns. - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). - Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). - Compares repeating patterns and describes how they are alike and different. - Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation).  |

|  |  |  |  |
| --- | --- | --- | --- |
| **P2.1d*** comparing
 | **Teacher Cards****Patterning and Algebra Cluster 1: Repeating Patterns**2: Extending and Predicting 4: Combining Attributes **Math Every Day Card** 1: Show Another Way  | * Pattern Quest

**To Scaffold:*** Midnight and Snowfall!
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Identifying, reproducing, extending, and creating patterns that repeat**- Identifies the repeating unit (core) of a pattern. - Predicts missing element(s) and corrects errors in repeating patterns. - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). - Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). - Compares repeating patterns and describes how they are alike and different.  |
| **P2.1e*** creating patterns using manipulatives, pictures, sounds, and actions
 | **Teacher Cards****Patterning and Algebra Cluster 1: Repeating Patterns**1: Exploring Patterns 2: Extending and Predicting 4: Combining Attributes 5: Repeating Patterns Consolidation | * Pattern Quest

**To Scaffold:*** Midnight and Snowfall!
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Identifying, reproducing, extending, and creating patterns that repeat**- Identifies the repeating unit (core) of a pattern. - Predicts missing element(s) and corrects errors in repeating patterns. - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). - Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). - Compares repeating patterns and describes how they are alike and different. - Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). - Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals:** Spatial Sense, Number Sense, Logical Thinking, Mathematics as a Human Endeavour**P2.2** Demonstrate understanding of increasing patterns by: |
| **P2.2a*** describing
 | **Teacher Cards** **Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**6: Increasing Patterns 1 7: Increasing Patterns 2 9: Extending Patterns 10: Reproducing Patterns 11: Creating Patterns 12: Errors and Missing Terms 14: Increasing/Decreasing Patterns Consolidation**Math Every Day Cards**2A: How Many Can We Make? Error Hunt 2B: Making Increasing Patterns Making Decreasing Patterns | * The Best Surprise

**To Scaffold:*** Midnight and Snowfall!

**To Extend:** * Namir’s Marvellous Masterpieces
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and generalizing increasing/decreasing patterns**- Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. - Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …). - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule. |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing fluency of addition and subtraction computation** - Fluently adds and subtracts with quantities to 20. |

|  |  |  |  |
| --- | --- | --- | --- |
| **P2.2b*** reproducing
 | **Teacher Cards** **Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**6: Increasing Patterns 1 7: Increasing Patterns 2 9: Extending Patterns 10: Reproducing Patterns 13: Solving Problems14: Increasing/Decreasing Patterns Consolidation | * The Best Surprise

**To Scaffold:*** Midnight and Snowfall!

**To Extend:** * Namir’s Marvellous Masterpieces
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and generalizing increasing/decreasing patterns**- Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction.  |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing fluency of addition and subtraction computation** - Fluently adds and subtracts with quantities to 20. |
| **N2.2c*** extending
 | **Teacher Cards** **Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**6: Increasing Patterns 1 7: Increasing Patterns 2 9: Extending Patterns 10: Reproducing Patterns 11: Creating Patterns 12: Errors and Missing Terms 13: Solving Problems 14: Increasing/Decreasing Patterns Consolidation **Math Every Day Cards**2A: How Many Can We Make?  | * The Best Surprise

**To Scaffold:*** Midnight and Snowfall!

**To Extend:** * Namir’s Marvellous Masterpieces
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and generalizing increasing/decreasing patterns**- Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. - Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …).  |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing fluency of addition and subtraction computation** - Fluently adds and subtracts with quantities to 20. |

|  |  |  |  |
| --- | --- | --- | --- |
| **P2.2d*** creating patterns using manipulatives, pictures, sounds, and actions (numbers to 100)
 | **Teacher Cards** **Patterning and Algebra Cluster 2: Increasing/Decreasing Patterns**11: Creating Patterns 12: Errors and Missing Terms 14: Increasing/Decreasing Patterns Consolidation **Math Every Day Cards**2A: How Many Can We Make? 2B: Making Increasing Patterns Making Decreasing Patterns | * The Best Surprise

**To Scaffold:*** Midnight and Snowfall!

**To Extend:** * Namir’s Marvellous Masterpieces
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Representing and generalizing increasing/decreasing patterns**- Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. - Extends number patterns and finds missing elements (e.g., 1, 3, 5, \_\_, 9, …). - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule. |
| **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** |
| **Developing fluency of addition and subtraction computation** - Fluently adds and subtracts with quantities to 20. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals:** Number Sense, Logical Thinking, Spatial Sense, Mathematics as a Human Endeavour**P2.3** Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by: |
| **P2.3a*** relating equality and inequality to balance
 | **Teacher Cards** **Patterning and Algebra Cluster 3: Equality and Inequality**15: Equal and Unequal Sets 16: Equal or Not Equal? 17: Exploring Number Sentences 19: Missing Numbers20. Equality and Inequality Consolidation **Math Every Day Card** 3A: Equal or Not Equal? How Many Ways?3B: Which One Doesn’t Belong?What’s Missing? | * Kokum’s Bannock

**To Scaffold:*** Nutty and Wolfy

**To Extend:** * A Week of Challenges
 | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding equality and inequality, building on generalized properties of numbers and operations**- Compares sets to determine more/less or equal. - Creates a set that is more/less or equal to a given set. - Models and describes equality (balance; the same as) and inequality (imbalance; not the same as). - Writes equivalent addition and subtraction equations in different forms (e.g., 8 = 5 + 3; 3 + 5 = 8).- Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). |
| **P2.3b*** comparing sets
 | **Teacher Cards** **Patterning and Algebra Cluster 3: Equality and Inequality**15: Equal and Unequal Sets 18: Exploring Properties | * Kokum’s Bannock

**To Scaffold:*** Nutty and Wolfy

**To Extend:** * A Week of Challenges
 | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding equality and inequality, building on generalized properties of numbers and operations**- Compares sets to determine more/less or equal. |
| **P2.3c*** recording equalities with an equal sign
 | **Teacher Cards** **Patterning and Algebra Cluster 3: Equality and Inequality**16: Equal or Not Equal? 17: Exploring Number Sentences 18: Exploring Properties 20. Equality and Inequality Consolidation **Math Every Day Card** 3A: Equal or Not Equal? How Many Ways? 3B: Which One Doesn’t Belong?  | * Kokum’s Bannock

**To Scaffold:*** Nutty and Wolfy

**To Extend:** * A Week of Challenges
 | **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). - Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. |
| **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.  |
| **P2.3d*** recording inequalities with a not equal sign
 | **Teacher Cards** **Patterning and Algebra Cluster 3: Equality and Inequality**16: Equal or Not Equal? 17: Exploring Number Sentences 20. Equality and Inequality Consolidation **Math Every Day Cards**3A: Equal or Not Equal?How Many Ways? 3B: Which One Doesn’t Belong?  | * Kokum’s Bannock

**To Scaffold:*** Nutty and Wolfy

**To Extend:** * A Week of Challenges
 | **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). - Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. |

|  |  |  |  |
| --- | --- | --- | --- |
| **P2.3e*** solving problems involving equality and inequality
 | **Teacher Cards** **Patterning and Algebra Cluster 3: Equality and Inequality**16: Equal or Not Equal? 17: Exploring Number Sentences 19: Missing Numbers**Math Every Day Cards**3B: What’s Missing? | * Kokum’s Bannock

**To Scaffold:*** Nutty and Wolfy

**To Extend:** * A Week of Challenges
 | **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** |
| **Understanding equality and inequality, building on generalized properties of numbers and operations**- Models and describes equality (balance; the same as) and inequality (imbalance; not the same as). - Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1).- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).**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). - Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions.- Solves for an unknown value in a one-step addition and subtraction problem (e.g., n + 5 = 15). |
| **Big Idea: Numbers are related in many ways.** |
| **Decomposing wholes into parts and composing wholes from parts**- Composes and decomposes quantities to 20. |
| **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. **Developing fluency of addition and subtraction computation** - Fluently adds and subtracts with quantities to 20. |

**Mathology 2 Correlation (Shape and Space) – Saskatchewan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals:** Spatial Sense, Logical Thinking, Number Sense, Mathematics as a Human Endeavour**SS2.1** Demonstrate understanding of nonstandard units for linear measurement by: |
| **SS2.1a*** describing the choice and appropriate use of nonstandard units
 | **Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units**1: Measuring Length 1 2: Measuring Length 2 3: Measuring Distance Around 7: Using Non-Standard Units Consolidation | * Getting Ready for School
* The Discovery

**To Scaffold:**• The Amazing Seed• Animal Measures**To Extend:*** Goat Island
* The Bunny Challenge
* Measurements About YOU!
 | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using non-standard units to estimate, measure, and make comparisons**- Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. |
| **SS2.1b*** estimating
 | **Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units**1: Measuring Length 1 2: Measuring Length 2 3: Measuring Distance Around 7: Using Non-Standard Units Consolidation**Math Every Day Card** 1: Estimation Scavenger Hunt Estimation Station  | * Getting Ready for School
* The Discovery

**To Scaffold:**• The Amazing Seed• Animal Measures**To Extend:*** Goat Island
* The Bunny Challenge
* Measurements About YOU!
 | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using non-standard units to estimate, measure, and make comparisons**- Understands that there should be no gaps or overlaps when measuring. - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using multiple copies of a unit • iterating a single unit - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.  |
| **SS2.1c*** measuring
 | **Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units**1: Measuring Length 1 2: Measuring Length 2 3: Measuring Distance Around7: Using Non-Standard Units Consolidation**Math Every Day Card** 1: Estimation Station  | * Getting Ready for School
* The Discovery

**To Scaffold:**• The Amazing Seed• Animal Measures**To Extend:*** Goat Island
* The Bunny Challenge
* Measurements About YOU!
 | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using non-standard units to estimate, measure, and make comparisons**- Understands that there should be no gaps or overlaps when measuring. - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using multiple copies of a unit • iterating a single unit - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.  |
| **Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** |
| **Understanding attributes that can be measured** - Extends understanding of length to other linear measurements (e.g., height, width, distance around). |

|  |  |  |  |
| --- | --- | --- | --- |
| **SS2.1d*** comparing and analyzing measurements.
 | **Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units**1: Measuring Length 1 2: Measuring Length 2 3: Measuring Distance Around 7: Using Non-Standard Units Consolidation**Math Every Day Card** 1: Estimation Scavenger Hunt  | * Getting Ready for School
* The Discovery

**To Scaffold:**• The Amazing Seed• Animal Measures**To Extend:*** Goat Island
* The Bunny Challenge
* Measurements About YOU!
 | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using non-standard units to estimate, measure, and make comparisons**- Understands that there should be no gaps or overlaps when measuring. - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using multiple copies of a unit • iterating a single unit - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. **Understanding Relationships Among Measurement Units** - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass).  |
| **Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** |
| **Understanding attributes that can be measured** - Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass). - Extends understanding of length to other linear measurements (e.g., height, width, distance around). |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals:** Spatial Sense, Logical Thinking, Number Sense, Mathematics as a Human Endeavour**SS2.2** Demonstrate understanding of non-standard units for measurement of mass by:  |
| **SS2.2a*** describing the choice and appropriate use of nonstandard units
 | **Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units**4: Measuring Mass 7: Using Non-Standard Units Consolidation | **To Extend:*** Measurements About YOU!
 | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using non-standard units to estimate, measure, and make comparisons**- Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.  |
| **SS2.2b*** estimating
 | **Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units**4: Measuring Mass 7: Using Non-Standard Units Consolidation**Math Every Day Card** 1: Estimation Scavenger Hunt Estimation Station | **To Extend:*** Measurements About YOU!
 | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using non-standard units to estimate, measure, and make comparisons**- Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using multiple copies of a unit • iterating a single unit - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.  |
| **SS2.2c*** measuring
 | **Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units**4: Measuring Mass 7: Using Non-Standard Units Consolidation **Math Every Day Card** 1: Estimation Station | **To Extend:*** Measurements About YOU!
 | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using non-standard units to estimate, measure, and make comparisons**- Understands that there should be no gaps or overlaps when measuring. - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using multiple copies of a unit • iterating a single unit - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.  |
| **Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** |
| **Understanding attributes that can be measured** - Extends understanding of length to other linear measurements (e.g., height, width, distance around). |
| **SS2.2d*** comparing and analyzing measurements.
 | **Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units**4: Measuring Mass 7: Using Non-Standard Units Consolidation**Math Every Day Card** 1: Estimation Scavenger Hunt  | **To Extend:*** Measurements About YOU!
 | **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** |
| **Selecting and using non-standard units to estimate, measure, and make comparisons**- Understands that there should be no gaps or overlaps when measuring. - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using multiple copies of a unit • iterating a single unit - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. **Understanding Relationships Among Measurement Units** - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass).  |
| **Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** |
| **Understanding attributes that can be measured** - Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass). - Extends understanding of length to other linear measurements (e.g., height, width, distance around). |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| **SS2.3** Describe, compare, and construct 3-D objects, including: • cubes • spheres • cones • cylinders • pyramids. | **Teacher Cards** **Geometry Cluster 2: 3-D Solids**6: Sorting 3-D Solids 7: 3-D Solids Around Us 8: Constructing 3-D Solids 9: Constructing Skeletons 10: 3-D Solids Consolidation **Geometry Cluster 3: Geometric Relationships**12: Building with Solids13: Visualizing Shapes and Solids**Math Every Day Cards**2A: Geometry in Poetry What Do You See? 2B: Solids Around Us Which Solid Does Not Belong?3B: Name the Solid | * I Spy Awesome Buildings

**To Scaffold:*** What Was Here?

**To Extend:*** WONDERful Buildings
 | **Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.** |
| **Investigating geometric attributes and properties of 2-D shapes and 3-D solids**- Compares 3-D solids to find the similarities and differences. - Analyzes geometric attributes of 3-D solids (e.g., number of edges, faces, corners). - Classifies and names 3-D solids based on common attributes. - Constructs and compares 3-D solids with given attributes (e.g., number of vertices, faces).**Investigating 2-D shapes, 3-D solids, and their attributes through composition and decomposition**- Constructs composite pictures or structures with 2-D shapes and 3-D solids.- Constructs composite 2-D shapes and 3-D solids from verbal instructions, visualization, and memory. |
| **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)** - Identifies the sorting rule used to sort sets.- Sorts a set of objects based on two attributes. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SS2.4** Describe, compare, and construct 2-D shapes, including: • triangles • squares • rectangles• circles. | **Teacher Cards****Geometry Cluster 1: 2-D Shapes**1: Sorting 2-D Shapes 2: Exploring 2-D Shapes 3: Constructing 2-D Shapes 5: 2-D Shapes Consolidation**Geometry Cluster 3: Geometric Relationships**11: Making Shapes13: Visualizing Shapes and Solids**Math Every Day Cards**1: Visualizing Shapes Comparing Shapes3B: Draw the Shapes | * I Spy Awesome Buildings
* Sharing Our Stories

**To Scaffold:*** What Was Here?
* The Tailor Shop
* Memory Book

**To Extend:*** WONDERful Buildings
* Gallery Tour
 | **Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.** |
| **Investigating geometric attributes and properties of 2-D shapes and 3-D solids**- Compares 2-D shapes to find the similarities and differences. - Analyzes geometric attributes of 2-D shapes (e.g., number of sides, corners). - Classifies and names 2-D shapes based on common attributes. - Constructs and compares 2-D shapes with given attributes (e.g., number of vertices).**Investigating 2-D shapes, 3-D solids, and their attributes through composition and decomposition**- Constructs composite pictures or structures with 2-D shapes and 3-D solids.- Constructs composite 2-D shapes and 3-D solids from verbal instructions, visualization, and memory. |
| **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)** - Identifies the sorting rule used to sort sets.- Sorts a set of objects based on two attributes. |
| **SS2.5** Demonstrate understanding of the relationship between 2-D shapes and 3-D objects. | **Teacher Cards****Geometry Cluster 1: 2-D Shapes**5: 2-D Shapes Consolidation**Geometry Cluster 2: 3-D Solids**7: 3-D Solids Around Us10: 3-D Solids Consolidation **Geometry Cluster 3: Geometric Relationships**13: Visualizing Shapes and Solids**Math Every Day Cards**2A: Geometry in Poetry What Do You See? 2B: Solids Around Us 3B: Name the Solid | * I Spy Awesome Buildings
* Sharing Our Stories

**To Scaffold:*** Memory Book

**To Extend:*** WONDERful Buildings
 | **Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.** |
| **Investigating geometric attributes and properties of 2-D shapes and 3-D solids**- Compares 2-D shapes and 3-D solids to find the similarities and differences. - Analyzes geometric attributes of 2-D shapes 3-D solids (e.g., number of sides, corners). - Classifies and names 2-D shapes based on common attributes. - Constructs and compares 2-D shapes and 3-D solids with given attributes (e.g., number of vertices). |

**Mathology 2 Correlation (Statistics and Probability) – Saskatchewan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals:** Spatial Sense, Number Sense, Logical Thinking, Mathematics as a Human Endeavour |
| **SP2.1** Demonstrate understanding of concrete graphs and pictographs. | **Teacher Cards** **Data Management and Probability Cluster 1: Data Management**1: Interpreting Graphs 1 3: Creating a Survey 4: Making Graphs 1 6: Data Management Consolidation**Math Every Day Card**7A: Conducting SurveysReading and Interpreting Graphs | * Big Buddy Days
* Marsh Watch

**To Scaffold:*** Graph It!

**To Extend:*** Welcome to The Nature Park
 | **Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** |
| **Formulating questions to learn about groups, collections, and events by collecting relevant data**- Formulates questions that can be addressed through simple surveys.**Collecting data and organizing it into categories**- Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies).**Creating graphical displays of collected data**- Creates displays using objects or simple pictographs (may use symbol for data).- Displays data collected in more than one way and describes the differences (e.g., bar graph, pictograph).**Reading and interpreting data displays**- Interprets displays by noting how many more/less than other categories.**Drawing conclusions by making inferences and justifying decisions based on collected data**- Poses and answers questions about data collected and displayed. |
| **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Identifying, sorting, and classifying attributes and patterns mathematically** - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). |

**Note: The following activities are not specifically correlated to the Saskatchewan learning outcomes for Grade 2 but may be of interest to teachers in preparing a strong foundation for mathematics:**

Number

Activities 17 – 21: Early Fractional Thinking

Activity 35: Multi-Digit Fluency

Activities 37 – 42: Early Multiplicative Thinking

Activity 45: Spending Money

Activity 47: Financial Literacy Consolidation

Patterning and Algebra

Activity 8: Decreasing Patterns

Measurement

Activity 5: Measuring Area

Activity 6: Measuring Capacity

Activities 8 – 12: Using Non-Standard Units

Math Every Day Card 2: What Am I?; Which Unit?

Activities 13 – 18: Time and Temperature

Math Every Day Card 3A: Hula Hoop Clock

Math Every Day Card 3B: Thermometer Drop or Pop

Geometry

Activity 4: Symmetry in 2-D Shapes

Activity 14: Creating Pictures and Designs

Activity 15: Covering Outlines

Activity 16: Creating Symmetrical Designs

Activity 17: Geometric Relationships: Consolidation

Math Every Day 3A: Fill Me In!, Make Me a Picture

Activities 18 – 21: Location and Movement

Math Every Day Card 4A: Our Design, Treasure Map

Math Every Day Card 4B: Crazy Creatures, Perspective Matching Game

Activities 22 – 25: Coding

Math Every Day Card 5: Code of the Day, Wandering Animals

Data Management and Probability

Activity 2: Interpreting Graphs 2

Activity 5: Making Graphs 2

Activities 7 – 9: Probability and Chance

Math Every Day Card 2: What’s in the Bag?, Word of the Day