## Master 37a

## mathology

## Mathology Grade 2 Correlation - Alberta <br> Number Cluster 4: Early Fractional Thinking

## Organizing Idea:

Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

| Guiding Question: How can quantity contribute to a sense of number? <br> Learning Outcome: Students analyze quantity to 1000. |  |  |  |  |  |  |
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| Knowledge | Understanding | Skills \& Procedures | Grade 2 Mathology |  |  |  |
| An even quantity will <br> have no remainder <br> when partitioned into <br> two equal groups or <br> groups of two. | All natural <br> numbers are <br> either even or <br> odd. | Partition a set of <br> objects by sharing or <br> grouping, with or <br> without remainders. | Number Cluster 4: Early Fractional Thinking <br> 19: Partitioning Sets |  |  |  |
| An odd quantity will <br> have a remainder of <br> one when partitioned <br> into two equal groups <br> or groups of two. |  |  |  |  |  |  |

## Master 37b

## Guiding Question: In what ways can parts compose a whole?

Learning Outcome: Students interpret part-whole relationships using unit fractions.

| Knowledge | Understanding | Skills \& Procedures | Grade 2 Mathology | Mathology Little Books |
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| A whole can be a <br> whole set of <br> objects, or a whole <br> object, that can be <br> partitioned into a <br> number of equal <br> parts. | Fractions can <br> represent part-to- <br> whole <br> relationships. <br> The whole can be <br> any size and is <br> designated by <br> context. | One whole can be <br> interpreted as a <br> number of unit <br> fractions. <br> object or whole set into <br> equal parts, limited to 10 <br> or fewer equal parts. | Number Unit 4: Early Fractional Thinking <br> A unit fraction <br> describes any one <br> of the equal parts <br> that compalitioning Sets <br> 20: Consolidation <br> whole. |  |

