Curriculum Correlation
Number Cluster 3: Grouping and Place Value

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

Ontario

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 concrete materials **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 any number less than 50, and count backwards by 10's	**Below Grade: Intervention** 5: Adding Tens 6: 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)	**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)

Ontario (continued)

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		• Hockey Homework (Activity 15)	- 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)

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Curriculum Correlation
Number Cluster 3: Grouping and Place Value

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

British Columbia/Yukon Territories

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 Tens
	6: 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)
		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)

Curriculum Correlation
Number Cluster 3: Grouping and Place Value

British Columbia/Yukon Territories (continued)

	Card 3B: Thinking Tens (N1.2c, N1.2d, N1.2e) Describe Me (N1.2c, N1.2d, N1.2e)		**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)

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Curriculum Correlation
Number Cluster 3: Grouping and Place Value

New Brunswick/Prince Edward Island/Newfoundland and Labrador

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:	**Below Grade: Intervention** 5: Adding Tens 6: 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)

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Curriculum Correlation
Number Cluster 3: Grouping and Place Value

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

• **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).			**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)

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Curriculum Correlation
Number Cluster 3: Grouping and Place Value

Manitoba

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 Tens 6: 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)

Curriculum Correlation
Number Cluster 3: Grouping and Place Value

Manitoba (continued)

			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)

Curriculum Correlation
Number Cluster 3: Grouping and Place Value

Nova Scotia

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,	**Below Grade: Intervention** 5: Adding Tens 6: 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)

Nova Scotia (continued)

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.			**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)

Curriculum Correlation
Number Cluster 3: Grouping and Place Value

Alberta/Northwest Territories/Nunavut

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	**Below Grade: Intervention** 5: Adding Tens 6: 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)

Curriculum Correlation
Number Cluster 3: Grouping and Place Value

Alberta/Northwest Territories/Nunavut (continued)

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.			**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)

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Curriculum Correlation
Number Cluster 3: Grouping and Place Value

Saskatchewan

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	**Below Grade: Intervention** 5: Adding Tens 6: 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)

Curriculum Correlation
Number Cluster 3: Grouping and Place Value

Saskatchewan (continued)

Patterns and Relations **P2.2** Demonstrate an understanding of increasing patterns by using manipulatives, diagrams, sounds and actions (numbers to 100).			**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)