Master 118a

Curriculum Correlation Number Cluster 9: Financial Literacy

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 st arting 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 concrete materials N1.8 estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar. N2.1 count forward by 1's, 2's, 5's, 10's, and 25's to 200, using	Below Grade: Intervention 17: Counting Coins 18: 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 Money 46: Saving Regularly (N1.1, N1.3, N1.8, N2.1, N3.1, 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) 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;	

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Ontario (continued)

Ontario (continueu)	
number lines and	Big Idea: Quantities and numbers can be added
hundreds	and subtracted to determine how many or how
charts, starting from	much.
multiples of 1, 2, 5,	Developing Conceptual Meaning of Addition and
and 10	Subtraction
	- Uses symbols and equations to represent addition
N3.1 solve problems	and subtraction situations. (Activities 45, 47)
involving the addition and	Developing Fluency of Addition and Subtraction
subtraction of two-digit	Computation
numbers, with and	- Fluently adds and subtracts with quantities to 20.
without regrouping, using	(Activities 45, 46, 47)
concrete materials (e.g.,	Big Idea: Regularity and repetition form patterns
base ten materials,	that can be generalized and predicted
counters), student-	mathematically.
generated algorithms,	Identifying, Sorting, and Classifying Attributes and
and standard algorithms	Patterns Mathematically (e.g., Number of Sides,
	Shape, Size)
N3.2 add and subtract	- Sorts a set of objects in different ways using a single
money amounts to 100¢,	attribute (e.g., buttons sorted by the number of holes
using a variety of tools	or by shape). (Activities 43, 44; MED 9:1)
(e.g., concrete materials,	Representing and Generalizing
drawings) and strategies	Increasing/Decreasing Patterns
(e.g., counting on,	- Identifies and extends familiar number patterns and
estimating, representing	makes connections to addition (e.g., skip-counting
using symbols).	by 2s, 5s, 10s). (Activities 43, 44, 46, 47; MED 9:1)
DO 4 : 1 - esc - 1	Big Idea: Patterns and relations can be
P2.1 identify and	represented with symbols, equations, and
describe, through	expressions.
investigation, growing	Using Symbols, Unknowns, and Variables to
patterns and shrinking	Represent Mathematical Relations
patterns generated by	- Uses the equal (=) symbol in equations and knows
the repeated addition or	its meaning (i.e., equivalent; is the same as).
subtraction of 1's, 2's,	(Activities 45, 47)
5's, 10's, and 25's on a	

5's, 10's, and 25's on a number line and on a hundreds chart Master 118b

Curriculum Correlation Number Cluster 9: Financial Literacy

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

British Columbia/Yukon Territories

	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Big Ideas Numbers to 100 represent quant Development of computational file Cross Strand: Patterns and Research 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 ordering numbers to 100 N3 Addition and subtraction to 20 N3.1 adding and subtraction to 100 N4 Addition and subtraction to 100 N4.1 decomposing numbers to 100	Classroom Activity Kit tities that can be decomposed in luency in addition and subtractio	to 10s and 1s.	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
 N4.2 estimating sums and differences to 100 N4.6 using addition and subtraction in real-life 	N5.1) Showing Money in Different Ways (N4.1, N5.1)		much. Developing Conceptual Meaning of Addition and Subtraction - Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)

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British Columbia/Yukon Territories (continued)

contexts and problem-	Developing Fluency of Addition and Subtraction
based situations	Computation
based situations	- Fluently adds and subtracts with quantities to 20.
N5 Financial literacy — coin	(Activities 45, 46, 47)
combinations to 100 cents,	Big Idea: Regularity and repetition form patterns
and spending and saving	that can be generalized and predicted
N5.1 counting simple	mathematically.
mixed combinations of	Identifying, Sorting, and Classifying Attributes and
coins to 100 cents	Patterns Mathematically (e.g., Number of Sides,
N5.2 introduction to the	Shape, Size)
concepts of spending and	- Sorts a set of objects in different ways using a single
saving, integrating the	attribute (e.g., buttons sorted by the number of holes
concept of wants and	or by shape). (Activities 43, 44; MED 9:1)
needs	Representing and Generalizing
N5.3role-playing financial	Increasing/Decreasing Patterns
transactions (e.g., using	- Identifies and extends familiar number patterns and
bills and coins)	makes connections to addition (e.g., skip-counting
billis and comis)	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)
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Curriculum Correlation Number Cluster 9: Financial Literacy

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
N1 Say the number sequence from 0 to 100	Patterns): Use patterns to describe the Below Grade: Intervention 17: Counting Coins	Below Grade: • Buy 1—Get 1	Big Idea: Numbers tell us how many and how much.
 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. 	18: 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	(Activities 45, 47) On Grade: • The Money Jar (Activities 43, 45, 47)	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)
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	(N4)		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)

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Curriculum CorrelationNumber Cluster 9: Financial Literacy

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

corresponding subtraction by: • N9a using personal strategies for adding and subtracting with	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
and without the support of	that can be generalized and predicted mathematically.
manipulatives	Identifying, Sorting, and Classifying Attributes and Patterns Mathematically (e.g., Number of Sides,
PR2 Demonstrate an understanding of increasing patterns by	Shape, Size) - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes
using manipulatives, diagrams, sounds and	or by shape). (Activities 43, 44; MED 9:1) Representing and Generalizing
actions (numbers to 100)	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)

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Curriculum Correlation Number Cluster 9: Financial Literacy

Manitoba

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
	Classicolii Activity Kit		Progression
General Outcome Develop number sense			
Cross Strand: Patterns and Rela-	tions (Patterns)		
General Outcome	,		
Use patterns to describe the world	l and solve problems.		
2.N.1 Say the number sequence from 0 to 100 by:	Below Grade: Intervention 17: Counting Coins	Below Grade: Buy 1—Get 1	Big Idea: Numbers tell us how many and how much.
2s, 5s and 10s, forward and backward, using	18: Wants and Needs	(Activities 45, 47) On Grade:	Applying the Principles of Counting - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10)
starting points that are multiples of 2, 5 and 10 respectively	On Grade: Teacher Cards 43: Estimating Money (2.N.1,	The Money Jar (Activities 43, 45, 47)	and multiples of 10 from any given number. (Activities 43, 44, 46, 47; MED 9:1)
10s using starting points from 1 to 92s starting from 1.	2.N.4, 2.N.6) 44: Earning Money (2.N.4, 2.N.9)		Big Idea: Numbers are related in many ways. Comparing and Ordering Quantities (Multitude or Magnitude) - Compares and orders quantities and written numbers
2.N.4 Represent and describe numbers to 100, concretely, pictorially, and symbolically.	45: Spending Money 46: Saving Regularly (2.N.9) 47: Financial Literacy Consolidation		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)
2.N.6 Estimate quantities to 100 using referents.	On Grade: Math Every Day Card 9:		Decomposing Wholes into Parts and Composing Wholes from Parts - Composes and decomposes quantities to 20.
2.N.9 Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding	Collections of Coins (2.N.1) Showing Money in Different Ways (2.N.4)		(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)
subtraction by:using personal strategies for adding and subtracting with			Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.
and without the			Developing Conceptual Meaning of Addition and Subtraction

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Curriculum Correlation

Number Cluster 9: Financial Literacy

Manitoba (continued)

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	- 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)
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Master 118e

Curriculum Correlation Number Cluster 9: Financial Literacy

Nova Scotia

Students will be expected to demonstrate number sense.	Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Patterns and Relations (Patterns): Students will be expected to use patterns to describe the world and solve problems. Not Students will be expected to say the number sequence by Noth 2s, forward and backward, starting from any point to 100 Noth 5 and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100 Noth 10s, starting from any point, to 100 Noth 3 students will be expected to represent and partition numbers to 100. Noth 5 students will be expected to represent and partition numbers to 100. Noth 5 students will be expected to compare and order numbers up to 100. Noth 5 students will be expected to compare and order numbers up to 100. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents.	General Outcome			
Patterns and Relations (Patterns): Students will be expected to use patterns to describe the world and solve problems. Not Students will be expected to say the number sequence by Noth 2s, forward and backward, starting from any point to 100 Noth 5 and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100 Noth 10s, starting from any point, to 100 Noth 3 students will be expected to represent and partition numbers to 100. Noth 5 students will be expected to represent and partition numbers to 100. Noth 5 students will be expected to compare and order numbers up to 100. Noth 5 students will be expected to compare and order numbers up to 100. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents. Noth 5 students will be expected to estimate quantities to 100 by using referents.	Students will be expected to de	emonstrate number sense.		
NOT Students will be expected to say the number sequence by NO1b 2s, forward and backward, starting from any point to 100 NO1c 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100 NO1c NO1d, NO4, NO5, NO6, NO9a, PR02) 43: Estimating Money (NO1b, NO1c, NO1d, NO4, NO5, NO6, NO9a, PR02) 44: Earning Money (NO1b, NO1c, NO1d, NO4, NO5, NO6, NO9a, PR02) 45: Spending Money (NO1b, NO1c, NO1d, NO4, NO5, NO1d, NO4, NO5, NO1d, NO4, NO5, NO1d, NO4, NO5, NO9a, PR02) 46: Saving Regularly (NO1b, NO1c, NO1d, NO4, NO5, NO9a, PR02) 47: Financial Literacy Consolidation NO6 Students will be expected to compare and order numbers up to 100. NO6 Students will be expected to estimate quantities to 100 by using referents. Below Grade: Buy 1—cet 1 (Activities 45, 47) On Grade: The Money Jar (Activities 43, 44, 47, WED 9:1) 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, 47, WED 9:1) Big Idea: Numbers are related in many ways. Compares and orders quantities and written numbers using benchmarks to compare and estimate quantities and Numbers - Uses relevant benchmarks to compare and estimate quantities (e.g., 28 is 20 and 8). (Activities 43, 44; 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 - Uses relevant benchmarks to compare and estimate quantities (e.g., 28 is 20 and 8). (Activities 43, 44) - Composes 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 - Uses relevant benchmarks to compare and estimate quantities (e.g., 28 is 20 and 8). (Activities 43, 44; mED 9:2) Big Idea: Quantities and Numbers are related in many ways. Composes and decomposes two-digit numbers into parts (e.g., 2, 3 to 10) Big Idea: Numbers tell us how much.	Cross Strand			
NOT Students will be expected to say the number sequence by NO1b 2s, forward and backward, starting from any point to 100 NO1c 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100 NO1c NO1d, NO4, NO5, NO6, NO9a, PR02) 43: Estimating Money (NO1b, NO1c, NO1d, NO4, NO5, NO6, NO9a, PR02) 44: Earning Money (NO1b, NO1c, NO1d, NO4, NO5, NO6, NO9a, PR02) 45: Spending Money (NO1b, NO1c, NO1d, NO4, NO5, NO1d, NO4, NO5, NO1d, NO4, NO5, NO1d, NO4, NO5, NO9a, PR02) 46: Saving Regularly (NO1b, NO1c, NO1d, NO4, NO5, NO9a, PR02) 47: Financial Literacy Consolidation NO6 Students will be expected to compare and order numbers up to 100. NO6 Students will be expected to estimate quantities to 100 by using referents. Below Grade: Buy 1—cet 1 (Activities 45, 47) On Grade: The Money Jar (Activities 43, 44, 47, WED 9:1) 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, 47, WED 9:1) Big Idea: Numbers are related in many ways. Compares and orders quantities and written numbers using benchmarks to compare and estimate quantities and Numbers - Uses relevant benchmarks to compare and estimate quantities (e.g., 28 is 20 and 8). (Activities 43, 44; 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 - Uses relevant benchmarks to compare and estimate quantities (e.g., 28 is 20 and 8). (Activities 43, 44) - Composes 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 - Uses relevant benchmarks to compare and estimate quantities (e.g., 28 is 20 and 8). (Activities 43, 44; mED 9:2) Big Idea: Quantities and Numbers are related in many ways. Composes and decomposes two-digit numbers into parts (e.g., 2, 3 to 10) Big Idea: Numbers tell us how much.	Patterns and Relations (Patt	erns): Students will be expected	to use patterns to describe the	world and solve problems.
quantities to 100 by using referents. Developing Conceptual Meaning of Addition and Subtraction - Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)	Cross Strand Patterns and Relations (Patterns and Relations (Patterns and Relations) No1 Students will be expected to say the number sequence by No1b 2s, forward and backward, starting from any point to 100 No1c 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100 No1d 10s, starting from any point, to 100 No4 Students will be expected to represent and partition numbers to 100. No5 Students will be expected to compare and order numbers up to 100.	Perns): Students will be expected Below Grade: Intervention 17: Counting Coins 18: 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 Money 46: 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)	Below Grade: • Buy 1—Get 1 (Activities 45, 47) On Grade: • The Money Jar	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
referents. Subtraction - Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)	•			
- Uses symbols and equations to represent addition and subtraction situations. (Activities 45, 47)		vvays (NU4)		
and subtraction situations. (Activities 45, 47)				
	N09 Students will be			
expected to Computation				

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Curriculum CorrelationNumber Cluster 9: Financial Literacy

Nova Scotia (continued)

demonstrate an	- Fluently adds and subtracts with quantities to 20.
understanding of	(Activities 45, 46, 47)
addition (limited to 1-	Big Idea: Regularity and repetition form patterns
and 2-digit numerals)	that can be generalized and predicted
with answers to 100 and	mathematically.
the corresponding	Identifying, Sorting, and Classifying Attributes and
subtraction by	Patterns Mathematically (e.g., Number of Sides,
N09a using personal	Shape, Size)
strategies for adding	- Sorts a set of objects in different ways using a single
and subtracting with	attribute (e.g., buttons sorted by the number of holes
and without the	or by shape). (Activities 43, 44; MED 9:1)
support of	Representing and Generalizing
manipulatives	Increasing/Decreasing Patterns
	- Identifies and extends familiar number patterns and
PR02 Students will be	makes connections to addition (e.g., skip-counting
expected to demonstrate	by 2s, 5s, 10s). (Activities 43, 44, 46, 47; MED 9:1)
an understanding of	Big Idea: Patterns and relations can be
increasing patterns by	represented with symbols, equations, and
describing, extending,	expressions.
and creating numerical	Using Symbols, Unknowns, and Variables to
patterns (numbers to	Represent Mathematical Relations
100) and non-numerical	- Uses the equal (=) symbol in equations and knows
patterns using	its meaning (i.e., equivalent; is the same as).
manipulatives, diagrams,	(Activities 45, 47)

sounds, and actions.

Master 118f

Curriculum Correlation Number Cluster 9: Financial Literacy

Alberta/Northwest Territories/Nunavut

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Number	ratterns): Use patterns to describe the Below Grade: Intervention	e world and to solve problems. Below Grade:	Big Idea: Numbers tell us how many and how
 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 Represent and describe numbers to 100, concretely, pictorially and symbolically. Compare and order 	17: Counting Coins 18: 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:	 Buy 1—Get 1 (Activities 45, 47) On Grade: The Money Jar (Activities 43, 45, 47) 	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)
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	Collections of Coins (N1a, N1b, PR2) Showing Money in Different Ways (N4)		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)

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Curriculum Correlation Number Cluster 9: Financial Literacy

Alberta/Northwest Territories/Nunavut (continued)

and the	Developing Fluency of Addition and Subtraction
corresponding	Computation
subtraction by:	- Fluently adds and subtracts with quantities to 20.
9a. using personal	(Activities 45, 46, 47)
strategies for	Big Idea: Regularity and repetition form patterns
adding and	that can be generalized and predicted
subtracting with	mathematically.
and without the	Identifying, Sorting, and Classifying Attributes and
support of	Patterns Mathematically (e.g., Number of Sides,
manipulatives	Shape, Size)
	- Sorts a set of objects in different ways using a single
Patterns and Relations	attribute (e.g., buttons sorted by the number of holes
2. Demonstrate an	or by shape). (Activities 43, 44; MED 9:1)
understanding of	Representing and Generalizing
increasing patterns	Increasing/Decreasing Patterns
by describing,	- Identifies and extends familiar number patterns and
reproducing,	makes connections to addition (e.g., skip-counting
extending, creating	by 2s, 5s, 10s). (Activities 43, 44, 46, 47; MED 9:1)
numerical (numbers	Big Idea: Patterns and relations can be
to 100) and non-	represented with symbols, equations, and
numerical patterns	expressions.
using manipulatives,	Using Symbols, Unknowns, and Variables to
diagrams, sounds	Represent Mathematical Relations
and actions.	- Uses the equal (=) symbol in equations and knows
	its meaning (i.e., equivalent; is the same as).
	(Activities 45, 47)

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Curriculum Correlation Number Cluster 9: Financial Literacy

Saskatchewan

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals Spatial Sense, Logical Thir Cross Strand: Patterns an	iking, Mathematics as a Human Ende d Relations	avour	
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 • N2.1c 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	Below Grade: Intervention 17: Counting Coins 18: 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)

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Curriculum Correlation

Number Cluster 9: Financial Literacy

Saskatchewan (continued)

corresponding	Developing Fluency of Addition and Subtraction
subtraction by:	Computation
N2.2d using	- Fluently adds and subtracts with quantities to 20.
personal strategies	(Activities 45, 46, 47)
for adding and	Big Idea: Regularity and repetition form patterns
subtracting with and	that can be generalized and predicted
without the support	mathematically.
of manipulatives	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)