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

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| **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 Numbers  11: Decomposing to 20  12: Number Relationships 1 Consolidation  **Cluster 3: Grouping and Place Value**  13: Building Numbers 15: Grouping to Count  16: Grouping and Place Value Consolidation  **Cluster 5: Number Relationships 2**  22: Benchmarks on a Number Line  23: Decomposing 50  24: Jumping on a Number Line  25: Number Relationships 2 Consolidation  **Cluster 9: Financial Literacy**  43: Estimating Money  44: Earning Money  **Math Every Day Cards**  2A: Show Me in Different Ways  Guess My Number  2B: Math Commander  Building an Open Number Line  3B: Thinking Tens  Describe Me  5A: Building Numbers  5B: 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

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| **N2.1b**   * describing | **Teacher Cards**  **Cluster 3: Grouping and Place Value**  13: Building Numbers  15: Grouping to Count  16: Grouping and Place Value Consolidation  **Cluster 5: Number Relationships 2**  22: Benchmarks on a Number Line  23: Decomposing 50  24: Jumping on a Number Line  25: Number Relationships 2 Consolidation  **Math Every Day Cards**  3B: Describe Me  Thinking Tens  5A: Building Numbers  5B: 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). |

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| **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 Line  15: Grouping to Count  16: Grouping and Place Value Consolidation  **Cluster 3: Number Relationships 2**  24: Jumping on a Number Line  25: Number Relationships 2 Consolidation  **Cluster 8: Early Multiplicative Thinking**  37: Grouping in 2s, 5s, and 10s  **Cluster 9: Financial Literacy**  43: Estimating Money  44: Earning Money  46: Saving Regularly  **Math Every Day Cards**  1A: Skip-Counting on a Hundred Chart  Skip-Counting from Any Number  1B: Skip-counting with Actions  What’s Wrong? What’s Missing?  3A: Adding Ten  Taking Away Ten  9: 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). |

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| **N2.1d**   * differentiating between odd and even numbers | **Teacher Cards**  **Cluster 2: Number Relationships 1**  8: Odd and Even Numbers  12: Number Relationships 1 Consolidation  **Math Every Day Cards**  2A: Show Me in Different Ways  Guess My Number  2B: 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). |

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| **N2.1f**   * comparing two numbers | **Teacher Cards**  **Cluster 2: Number Relationships 1**  6: Comparing Quantities  7: Ordering Quantities  12: Number Relationships 1 Consolidation  **Cluster 5: Number Relationships 2**  22: Benchmarks on a Number Line  **Cluster 9: Financial Literacy**  43: Estimating Money  46: Saving Regularly  **Math Every Day Cards**  2A: Show Me in Different Ways  Guess My Number  3A: Adding Ten  Taking Away Ten  5A: 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 Quantities  12: Number Relationships 1 Consolidation  **Cluster 3: Grouping and Place Value**  14: Making a Number Line  16: 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. |

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| **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 Properties  27: Solving Problems 1  28: Solving Problems 2  29: Solving Problems 3  30: Solving Problems 4  31: Conceptualizing Addition and Subtraction Consolidation  **Cluster 7: Operational Fluency**  32: Complements of 10  33: Using Doubles  34: Fluency with 20  36: Operational Fluency Consolidation  **Math Every Day Cards**  7A: Doubles and Near-Doubles  I 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). |

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| **N2.2b**   * creating and solving problems involving addition and subtraction | **Cluster 6: Conceptualizing Addition and Subtraction**  27: Solving Problems 1  28: Solving Problems 2  29: Solving Problems 3  30: Solving Problems 4  31: 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 Doubles  34: 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. |

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| **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 Line  15: Grouping to Count  16: Grouping and Place Value Consolidation  **Cluster 6: Conceptualizing Addition and Subtraction**  26: Exploring Properties  27: Solving Problems 1  28: Solving Problems 2  29: Solving Problems 3  30: Solving Problems 4  31: Conceptualizing Addition and Subtraction Consolidation  **Cluster 9: Financial Literacy**  44: Earning Money  46: 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**

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| **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). |

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| **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). |

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| **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). |

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| **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. |

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| **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 Problems  14: 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. |

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| **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. |

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| **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 Numbers  20. 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. |

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| **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**

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| **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 Around  7: 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). |

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| **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). |

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| **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). |

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| **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 Solids  13: 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. |

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| **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 Shapes  13: Visualizing Shapes and Solids  **Math Every Day Cards**  1: Visualizing Shapes  Comparing Shapes  3B: 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 Us  10: 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**

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| **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 Surveys  Reading 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