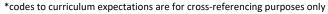# Mathology 2 Correlation (Number) - Saskatchewan

Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals: Number Sense, Logical Thinking, Spatial Sense, Mathematics as a Human Endeavour **N2.1** Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by:			

N2.1a
• representing (including place value)
	Teacher Cards
	Cluster 1: Counting
	1: Bridging Tens
	Cluster 2: Number Relationships 1
	9: Ordinal 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

| 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). |

N2.1c	Teacher Cards	• What Would You Rather?	Big Idea: Numbers tell us how many and how much.
• skip counting	**Cluster 1: Counting**	• Ways to Count	**Applying the principles of counting**
	2: Skip-Counting Forward	• Family Fun Day	- Fluently skip-counts by factors of 10 (e.g., 2, 5, 10)
	3: Skip-Counting Flexibly	• Array's Bakery	and multiples of 10 from any given number.
	4: Skip-Counting Backward		**Big Idea: Quantities and numbers can be grouped**
	5: Counting Consolidation	**To Scaffold:**	**by or partitioned into equal-sized units.**
	Cluster 2: Number Relationships 1	• On Safari!	**Unitizing quantities and comparing units to the**
	11: Decomposing to 20	• How Many Is Too Many?	**whole**
	Cluster 3: Grouping and Place Value		- Partitions into and skip-counts by equal-sized units
	14: Making a Number Line	**To Extend:**	and recognizes that the results will be the same
	15: Grouping to Count	• Finding Buster	when counted by ones (e.g., counting a set by 1s or
	16: Grouping and Place Value	• How Numbers Work	by 5s gives the same result)
	Consolidation	• Calla's Jingle Dress	- Recognizes that, for a given quantity, increasing the
	Cluster 3: Number Relationships 2		number of sets decreases the number of objects in
	24: Jumping on a Number Line		each set.
	25: Number Relationships 2		- Recognizes and describes equal-sized sets as units
	Consolidation		within a larger set.
	Cluster 8: Early Multiplicative Thinking		**Big Idea: Regularity and repetition form patterns**
	37: Grouping in 2s, 5s, and 10s		**that can be generalized and predicted**
	Cluster 9: Financial Literacy		**mathematically**
	43: Estimating Money		**Representing and generalizing**
	44: Earning Money		**increasing/decreasing patterns**
	46: Saving Regularly		- Identifies and extends familiar number patterns
			and makes connections to addition (e.g., skip-
	Math Every Day Cards		counting by 2s, 5s, 10s).
	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		

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).

| 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. |

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).

N2.2b	Cluster 6: Conceptualizing Addition and Subtraction	• Array's Bakery	**Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.**
• creating and solving problems involving addition and subtraction	27: Solving Problems 1	• Marbles, Alleys, Mibs, and Guli!	**Developing conceptual meaning of addition and subtraction**
	28: Solving Problems 2	• The Great Dogsled Race	- Uses symbols and equations to represent addition and subtraction situations.
	29: Solving Problems 3		- Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare).
	30: Solving Problems 4	**To Scaffold:**	**Developing fluency of addition and subtraction computation**
	31: Conceptualizing Addition and Subtraction Consolidation	• On Safari!	- Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6).
		• That's 10!	
		• Hockey Time!	
		• Cats and Kittens!	- Fluently adds and subtracts with quantities to 20.
	Math Every Day Cards	• Buy 1 – Get 1	**Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**
	6: What Math Do You See?	• Canada's Oldest Sport	
	What Could the Story Be?		**Understanding equality and inequality, building on generalized properties of numbers and operations**
	7B: Hungry Bird	**To Extend:**	- Decomposes and combines numbers in equations to make them easier to solve (e.g., 8 + 5 = 3 + 5 + 5).
		• Math Makes Me Laugh	
		• The Street Party	
		• Planting Seeds	
		• Sports Camp	
		• Calla's Jingle Dress	
N2.2c	**Teacher Cards**	• What Would You Rather?	**Big Idea: Numbers are related in many ways.**
• estimating	**Cluster 7: Operational Fluency**	• Ways to Count	**Estimating quantities and numbers**
	33: Using Doubles		- Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10).
	34: Fluency with 20	**To Scaffold:**	- Uses relevant benchmarks (e.g., multiples of 10) to compare and estimate quantities.
		• 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	

N2.2d	Teacher Cards	• Array's Bakery	**Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.**
• using personal strategies for adding and subtracting with and without the support of manipulatives	**Cluster 3: Grouping and Place Value**	• Marbles, Alleys, Mibs, and Guli!	**Developing conceptual meaning of addition and subtraction**
	14: Making a Number Line	• A Class-full of Projects	- Uses symbols and equations to represent addition and subtraction situations.
	15: Grouping to Count	• The Money Jar	- Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare).
	16: Grouping and Place Value Consolidation	• The Great Dogsled Race	- Fluently adds and subtracts with quantities to 20.
	Cluster 6: Conceptualizing Addition and Subtraction	**To Scaffold:**	**Developing fluency of addition and subtraction computation**
	26: Exploring Properties	• On Safari!	- Fluently adds and subtracts with quantities to 10.
	27: Solving Problems 1	• That's 10!	- Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6).
	28: Solving Problems 2	• Hockey Time!	
	29: Solving Problems 3	• Cats and Kittens!	
	30: Solving Problems 4	• Buy 1 – Get 1	
	31: Conceptualizing Addition and Subtraction Consolidation	• Canada's Oldest Sport	**Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**
	Cluster 9: Financial Literacy	**To Extend:**	**Understanding equality and inequality, building on generalized properties of numbers and operations**
	44: Earning Money	• Math Makes Me Laugh	- Decomposes and combines numbers in equations to make them easier to solve (e.g., 8 + 5 = 3 + 5 + 5).
	46: Saving Regularly	• The Street Party	- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).
		• Planting Seeds	
	Math Every Day Cards	• Sports Camp	
	6: What Math Do You See?	• Calla's Jingle Dress	
	7A: I Have… I Need…		
	7B: Hungry Bird		
N2.2e	Teacher Cards	**No direct correlation.**	**Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.**
• analyzing the effect of adding or subtracting zero	**Cluster 6: Conceptualizing Addition and Subtraction**		**Developing conceptual meaning of addition and subtraction**
	26: Exploring Properties		- Uses symbols and equations to represent addition and subtraction situations.
	Cluster 7: Operational Fluency		
	32: Complements of 10		**Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**
			Understanding equality and inequality, building on generalized properties of numbers and operations
			- Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).

N2.2f • analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements.	**Teacher Cards** **Cluster 6: Conceptualizing Addition and Subtraction** 26: Exploring Properties **Cluster 7: Operational Fluency** 32: Complements of 10	**To Scaffold:** • That's 10!	**Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.**
			Developing conceptual meaning of addition and subtraction - Uses symbols and equations to represent addition and subtraction situations.
			Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.
			Understanding equality and inequality, building on generalized properties of numbers and operations - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition).

Mathology 2 Correlation (Patterns and Relations) - Saskatchewan

Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals: Spatial Sense, Logical Thinking, Mathematics as a Human Endeavour **P2.1** Demonstrate understanding of repeating patterns (three to five elements) by:			
P2.1a • describing	**Teacher Cards** **Patterning and Algebra Cluster 1: Repeating Patterns** 1: Exploring Patterns 2: Extending and Predicting 3: Errors and Missing Elements 4: Combining Attributes 5: Repeating Patterns Consolidation **Math Every Day Card** 1: Show Another Way Repeating Patterns Around Us	• Pattern Quest **To Scaffold:** • Midnight and Snowfall!	**Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, reproducing, extending, and creating patterns that repeat** - Identifies the repeating unit (core) of a pattern. - Predicts missing element(s) and corrects errors in repeating patterns. - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). - Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). - Compares repeating patterns and describes how they are alike and different. - Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). - Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D).

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P2.1b	Teacher Cards	• Pattern Quest	**Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.**
• representing patterns in alternate modes	**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	**To Scaffold:** • Midnight and Snowfall!	**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	Teacher Cards	• Pattern Quest	**Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.**
• extending	**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	**To Scaffold:** • Midnight and Snowfall!	**Identifying, reproducing, extending, and creating patterns that repeat** - Identifies the repeating unit (core) of a pattern. - Predicts missing element(s) and corrects errors in repeating patterns. - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). - Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). - Compares repeating patterns and describes how they are alike and different. - Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation).

P2.1d • comparing	**Teacher Cards** **Patterning and Algebra Cluster 1:** **Repeating Patterns** 2: Extending and Predicting 4: Combining Attributes **Math Every Day Card** 1: Show Another Way	• Pattern Quest **To Scaffold:** • Midnight and Snowfall!	**Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, reproducing, extending, and creating patterns that repeat** - Identifies the repeating unit (core) of a pattern. - Predicts missing element(s) and corrects errors in repeating patterns. - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). - Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). - Compares repeating patterns and describes how they are alike and different.
P2.1e • creating patterns using manipulatives, pictures, sounds, and actions	**Teacher Cards** **Patterning and Algebra Cluster 1:** **Repeating Patterns** 1: Exploring Patterns 2: Extending and Predicting 4: Combining Attributes 5: Repeating Patterns Consolidation	• Pattern Quest **To Scaffold:** • Midnight and Snowfall!	**Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** **Identifying, reproducing, extending, and creating patterns that repeat** - Identifies the repeating unit (core) of a pattern. - Predicts missing element(s) and corrects errors in repeating patterns. - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). - Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). - Compares repeating patterns and describes how they are alike and different. - Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). - Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D).

Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals: Spatial Sense, Number Sense, Logical Thinking, Mathematics as a Human Endeavour **P2.2** Demonstrate understanding of increasing patterns by:			

P2.2a
• describing
	Teacher Cards
	Patterning and Algebra Cluster 2:
	Increasing/Decreasing Patterns
	6: Increasing Patterns 1
	7: Increasing Patterns 2
	9: Extending Patterns
	10: Reproducing Patterns
	11: Creating Patterns
	12: Errors and Missing Terms
	14: Increasing/Decreasing Patterns Consolidation
	
	Math Every Day Cards
	2A: How Many Can We Make?
	    Error Hunt
	2B: Making Increasing Patterns
	    Making Decreasing Patterns
		• The Best Surprise
		
		To Scaffold:
		• Midnight and Snowfall!
		
		To Extend:
		• Namir's Marvellous Masterpieces
			Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.
			
			Representing and generalizing increasing/decreasing patterns
			- Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.).
			- Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s).
			- Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction.
			- Extends number patterns and finds missing elements (e.g., 1, 3, 5, ___, 9, …).
			- Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule.
			
			Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.
			
			Developing fluency of addition and subtraction computation
			- Fluently adds and subtracts with quantities to 20.

P2.2b • reproducing	**Teacher Cards** **Patterning and Algebra Cluster 2:** **Increasing/Decreasing Patterns** 6: Increasing Patterns 1 7: Increasing Patterns 2 9: Extending Patterns 10: Reproducing Patterns 13: Solving 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.

P2.2d	Teacher Cards	• The Best Surprise	**Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.**
• creating patterns using manipulatives, pictures, sounds, and actions (numbers to 100)	**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	**To Scaffold:** • Midnight and Snowfall! **To Extend:** • Namir's Marvellous Masterpieces	**Representing and generalizing increasing/decreasing patterns** - Identifies and extends non-numeric increasing/ decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap clap, etc.). - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). - Identifies, reproduces, and extends increasing/ decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. - Extends number patterns and finds missing elements (e.g., 1, 3, 5, __, 9, …). - Creates an increasing/decreasing pattern (concretely, pictorially, and/or numerically) and explains the pattern rule.
			Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.
			Developing fluency of addition and subtraction computation - Fluently adds and subtracts with quantities to 20.

Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals: Number Sense, Logical Thinking, Spatial Sense, Mathematics as a Human Endeavour **P2.3** Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by:			

P2.3a
• relating equality and inequality to balance
	Teacher Cards
	Patterning and Algebra Cluster 3:
	Equality and Inequality
	15: Equal and Unequal Sets
	16: Equal or Not Equal?
	17: Exploring Number Sentences
	19: Missing 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	• 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.**

	Math Every Day Card 3A: Equal or Not Equal? How Many Ways? 3B: Which One Doesn't Belong?		**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.

Pearson

P2.3e • solving problems involving equality and inequality	**Teacher Cards** **Patterning and Algebra Cluster 3:** **Equality and Inequality** 16: Equal or Not Equal? 17: Exploring Number Sentences 19: Missing Numbers **Math Every Day Cards** 3B: What's Missing?	• Kokum's Bannock **To Scaffold:** • Nutty and Wolfy **To Extend:** • A Week of Challenges	**Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.**
			Understanding equality and inequality, building on generalized properties of numbers and operations - Models and describes equality (balance; the same as) and inequality (imbalance; not the same as). - Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1). - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). **Using symbols, unknowns, and variables to represent mathematical relations** - Uses the equal (=) symbol in equations and knows its meaning (i.e., equivalent; is the same as). - Understands and uses the equal (=) and not equal (≠) symbols when comparing expressions. - Solves for an unknown value in a one-step addition and subtraction problem (e.g., $n + 5 = 15$).
			Big Idea: Numbers are related in many ways.
			Decomposing wholes into parts and composing wholes from parts - Composes and decomposes quantities to 20.
			Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.
			Developing conceptual meaning of addition and subtraction - Uses symbols and equations to represent addition and subtraction situations. **Developing fluency of addition and subtraction computation** - Fluently adds and subtracts with quantities to 20.

Mathology 2 Correlation (Shape and Space) – Saskatchewan

Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals: Spatial Sense, Logical Thinking, Number Sense, Mathematics as a Human Endeavour **SS2.1** Demonstrate understanding of nonstandard units for linear measurement by:			
SS2.1a • describing the choice and appropriate use of nonstandard units	**Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units** 1: Measuring Length 1 2: Measuring Length 2 3: Measuring Distance Around 7: Using Non-Standard Units Consolidation	• Getting Ready for School • The Discovery **To Scaffold:** • The Amazing Seed • Animal Measures **To Extend:** • Goat Island • The Bunny Challenge • Measurements About YOU!	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and using non-standard units to estimate, measure, and make comparisons** - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.

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

SS2.1c • measuring	**Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units** 1: Measuring Length 1 2: Measuring Length 2 3: Measuring Distance 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).

SS2.1d	Teacher Cards	• Getting Ready for School	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.**
• comparing and analyzing measurements.	**Measurement Cluster 1: Using Non-Standard Units**	• The Discovery	**Selecting and using non-standard units to estimate, measure, and make comparisons**
	1: Measuring Length 1	**To Scaffold:**	- Understands that there should be no gaps or overlaps when measuring.
	2: Measuring Length 2	• The Amazing Seed	- Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by
	3: Measuring Distance Around	• Animal Measures	
	7: Using Non-Standard Units Consolidation		• using multiple copies of a unit
		To Extend:	• iterating a single unit
	Math Every Day Card	• Goat Island	- Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.
	1: Estimation Scavenger Hunt	• The Bunny Challenge	**Understanding Relationships Among Measurement Units**
		• Measurements About YOU!	- Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass).
			Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.
			Understanding attributes that can be measured
			- Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass).
			- Extends understanding of length to other linear measurements (e.g., height, width, distance around).

Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals: Spatial Sense, Logical Thinking, Number Sense, Mathematics as a Human Endeavour **SS2.2** Demonstrate understanding of non-standard units for measurement of mass by:			
SS2.2a • describing the choice and appropriate use of nonstandard units	**Teacher Cards** **Measurement Cluster 1: Using Non-Standard Units** 4: Measuring Mass 7: Using Non-Standard Units Consolidation	**To Extend:** • Measurements About YOU!	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and using non-standard units to estimate, measure, and make comparisons** - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.

SS2.2b
• estimating
	Teacher Cards
	Measurement Cluster 1: Using Non-Standard Units
	4: Measuring Mass
	7: Using Non-Standard Units Consolidation
	
	Math Every Day Card
	1: Estimation Scavenger Hunt
	   Estimation Station
		To Extend:
		• Measurements About YOU!
			Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.
			Selecting and using non-standard units to estimate, measure, and make comparisons
			- Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by
			   • using multiple copies of a unit
			   • iterating a single unit
			- Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.

SS2.2c
• measuring
	Teacher Cards
	Measurement Cluster 1: Using Non-Standard Units
	4: Measuring Mass
	7: Using Non-Standard Units Consolidation
	
	Math Every Day Card
	1: Estimation Station
		To Extend:
		• Measurements About YOU!
			Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.
			Selecting and using non-standard units to estimate, measure, and make comparisons
			- Understands that there should be no gaps or overlaps when measuring.
			- Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by
			   • using multiple copies of a unit
			   • iterating a single unit
			- Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.
			Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.
			Understanding attributes that can be measured
			- Extends understanding of length to other linear measurements (e.g., height, width, distance around).

SS2.2d			Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.
• 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!	**Selecting and using non-standard units to estimate, measure, and make comparisons** - Understands that there should be no gaps or overlaps when measuring. - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by • using multiple copies of a unit • iterating a single unit - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. **Understanding Relationships Among Measurement Units** - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass).
			Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.
			Understanding attributes that can be measured - Understands that some things have more than one attribute that can be measured (e.g., an object can have both length and mass). - Extends understanding of length to other linear measurements (e.g., height, width, distance around).

Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Goals: Spatial Sense, Logical Thinking, Mathematics as a Human Endeavour			
SS2.3 Describe, compare, and construct 3-D objects, including: • cubes • spheres • cones • cylinders • pyramids.	**Teacher Cards** **Geometry Cluster 2: 3-D Solids** 6: Sorting 3-D Solids 7: 3-D Solids Around Us 8: Constructing 3-D Solids 9: Constructing Skeletons 10: 3-D Solids Consolidation **Geometry Cluster 3: Geometric Relationships** 12: Building with 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.

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

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