



Mathology Grade 2 Correlation (Number) – Alberta

Organizing Idea:

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

| Guiding Question: How can quantity contribute to a sense of number? Learning Outcome: Students analyze quantity to 1000. | | | | |
|---|--|---|---|------------------------|
| Knowledge | Understanding | Skills & Procedures | Grade 2 Mathology | Mathology Little Books |
| <p>Any number of objects in a set can be represented by a natural number.</p> <p>The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones.</p> | <p>There are infinitely many natural numbers.</p> <p>Every digit in a natural number has a value based on its place.</p> | <p>Represent quantities using words and natural numbers.</p> | <p>Number Cluster 2: Number Relationships 1 7: Odd and Even Numbers</p> <p>Number Cluster 3: Place Value 9: Building Numbers 10: Representing Numbers in Different Ways 11: What’s the Number?</p> <p>Number Math Every Day 2: Guess My Number</p> | Ways to Count |
| <p>Places that have no value within a given number use zero as a placeholder.</p> <p>The number line is a spatial representation of quantity.</p> | <p>Each natural number is associated with exactly one point on the number line.</p> | <p>Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.</p> | <p>Number Cluster 2: Number Relationships 1 7: Odd and Even Numbers</p> <p>Number Cluster 3: Place Value 9: Building Numbers 10: Representing Numbers in Different Ways 11: What’s the Number?</p> <p>Number Math Every Day 3A: Adding Ten 3A: Taking Away Ten 3B: Thinking Tens 3B: Describe Me</p> | Ways to Count |

| | | | | |
|--|--|--|---|--|
| | | Relate a number, including zero, to its position on the number line. | Number Cluster 3: Place Value 12: Making a Number Line Number Math Every Day 2: Building an Open Number Line 5A: Which Ten is Nearer? | |
| <p>A quantity can be skip counted in various ways according to context.</p> <p>Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations).</p> | <p>A quantity can be interpreted as a composition of groups.</p> | Decompose quantities into groups of 100s, 10s, and 1s. | Number Cluster 3: Place Value 9: Building Numbers 10: Representing Numbers in Different Ways 11: What's the Number 13: Consolidation Number Cluster 6: Conceptualizing Addition and Subtraction 25: Visualizing 100 with Groups of 10 | Family Fun Day (numbers to 100) Back to Batoche (numbers to 100) The Money Jar (numbers to 100) <u>Grade 3</u> Fantastic Journeys (numbers to 1000) Finding Buster (numbers to 1000) How Numbers Work (3-digit numbers) |
| | | Count within 1000, forward and backward by 1s, starting at any number. | Number Cluster 1: Counting 1: Counting to 1000 4: Consolidation Number Intervention 1: Skip-Counting with Objects | Ways to Count (numbers to 100) Family Fun Day (numbers to 100) What Would You Rather? (numbers to 100) <u>Grade 3</u> Fantastic Journeys (numbers to 1000) Finding Buster (numbers to 1000) How Numbers Work (3-digit numbers) |

| | | | | |
|--|--|--|---|---|
| | | Skip count by 20s, 25s, or 50s, starting at 0. | <p>Number Cluster 1: Counting 2: Skip-Counting Forward</p> <p>Number Math Every Day 1A: Skip-Counting on a Hundred Chart 1B: Skip-Counting with Actions 1B: What's Wrong? What's Missing?</p> <p><i>Link to other strands:</i> Patterning Intervention 3: Skip-Counting 4: Repeated Addition and Subtraction</p> | <p>Ways to Count (numbers to 100) Family Fun Day (numbers to 100) What Would You Rather? (numbers to 100)</p> <p><u>Grade 3</u> Fantastic Journeys (numbers to 1000) Finding Buster (numbers to 1000)</p> |
| | | Skip count by 2s and 10s, starting at any number. | <p>Number Cluster 1: Counting 3: Skip-Counting Flexibly 4: Consolidation</p> <p>Number Math Every Day 1A: Skip-Counting on a Hundred Chart 1A: Skip-Counting from Any Number 1B: Skip-Counting with Actions 1B: What's Wrong? What's Missing?</p> <p>Number Intervention 1: Skip-Counting with Objects</p> <p><i>Link to other strands:</i> Patterning Intervention 3: Skip-Counting 4: Repeated Addition and Subtraction</p> | <p>Ways to Count (numbers to 100) Family Fun Day (numbers to 100) What Would You Rather? (numbers to 100)</p> |
| | | Determine the value of a collection of coins or bills of the same denomination by skip counting. | <p>Number Cluster 9: Financial Literacy 41: Estimating Money</p> <p>Number Math Every Day 8B: Collections of Coins 8B: Showing Money in Different Ways</p> <p>Number Intervention 13: Counting Coins</p> | |

| | | | | |
|--|---|---|--|--|
| <p>An even quantity will have no remainder when partitioned into two equal groups or groups of two.</p> <p>An odd quantity will have a remainder of one when partitioned into two equal groups or groups of two.</p> | <p>All natural numbers are either even or odd.</p> | <p>Model even and odd quantities by sharing and grouping.</p> | <p>Number Cluster 2: Number Relationships 1 7: Odd and Even Numbers</p> | |
| | | <p>Describe a quantity as even or odd.</p> | <p>Number Cluster 2: Number Relationships 1 7: Odd and Even Numbers</p> | |
| | | <p>Partition a set of objects by sharing or grouping, with or without remainders.</p> | <p>Number Cluster 4: Early Fractional Thinking 19: Partitioning Sets</p> <p>Number Cluster 8: Early Multiplicative Thinking 37: Grouping in 2s, 5s, and 10s 38: Making Equal Shares 39: Making Equal Groups 40: Consolidation</p> <p>Number Math Every Day 8A: Counting Equal Groups to Find How Many 8A: How Many Blocks?</p> <p>Number Intervention 11: How Many Do You See? 12: Messy and Organize It</p> | <p>Array's Bakery Marbles, Alleys, Mibs, and Guli!</p> |
| <p>A benchmark is a known quantity to which another quantity can be compared.</p> | <p>A quantity can be estimated when an exact count is not needed.</p> | <p>Estimate quantities using benchmarks.</p> | <p>Number Cluster 5: Number Relationships 2 21: Benchmarks on a Number Line</p> <p>Number Cluster 2: Number Relationships 1 5: Estimating Quantities 6: Comparing and Ordering Quantities</p> <p>Number Cluster 9: Financial Literacy 41: Estimating Money</p> <p>Number Math Every Day 5A: Which Ten is Nearer?</p> | <p>Family Fun Day Ways to Count What Would you Rather?</p> |

| | | | | |
|---|---|--|---|---|
| <p>Words that can describe a comparison between two unequal quantities include</p> <ul style="list-style-type: none"> • not equal • greater than • less than <p>The less than sign, <, and the greater than sign, >, are used to indicate inequality between two quantities.</p> <p>Equality and inequality can be modelled using a balance.</p> | <p>Inequality is an imbalance between two quantities.</p> | <p>Model equality and inequality between two quantities, including with a balance.</p> | <p><i>Link to Other Strands:</i> Patterning Cluster 3: Equality and Inequality 14: Equal and Unequal Sets 15: Equal or Not Equal? 16: Exploring Number Sentences 18: Consolidation</p> <p>Patterning Math Every Day 2A: Equal or Not Equal?</p> <p>Patterning Intervention 5: Exploring 10 6: Balancing Sets</p> | <p>Nutty and Wolfy</p> |
| | | <p>Compare and order natural numbers.</p> | <p>Number Cluster 2: Number Relationships 1 5: Estimating Quantities 6: Comparing and Ordering Quantities</p> <p>Number Intervention 2: Comparing Quantities</p> | <p>Back to Batoche The Great Dogsled Race Ways to Count</p> |
| | | <p>Describe a quantity as less than, greater than, or equal to another quantity.</p> | <p>Number Cluster 2: Number Relationships 5: Estimating Quantities 6: Comparing and Ordering Quantities</p> <p><i>Link to other strands:</i> Patterning Cluster 3: Equality and Inequality 15: Equal or Not Equal? 16: Exploring Number Sentences</p> | <p>Kokum’s Bannock Back to Batoche</p> |

Guiding Question: How can addition and subtraction be interpreted?

Learning Outcome: Students investigate addition and subtraction within 100.

| Knowledge | Understanding | Skills & Procedures | Grade 2 Mathology | Mathology Little Books |
|--|---|---|--|--|
| The order in which more than two numbers are added does not affect the sum (associative property). | A sum can be composed in multiple ways. | Visualize 100 as a composition of multiples of 10 in various ways. | Number Cluster 6: Conceptualizing Addition and Subtraction 25: Visualizing 100 with Groups of 10 | Ways to Count |
| | | Compose a sum in multiple ways, including with more than two addends. | Number Cluster 5: Number Relationships 2 22: Decomposing 100 23: Jumping on the Number Line 24: Consolidation Number Cluster 6: Conceptualizing Addition and Subtraction 26: Exploring Properties 27: Exploring the Associative Property Number Math Every Day 5A: Building Numbers 5B: How Many Ways? Number Intervention 6: Making 20 <i>Link to other strands:</i> Patterning Math Every Day 2A: How Many Ways? 2B: Which One Doesn't Belong? | Paddling the River Family Fun Day A Class Full of Projects Kokum's Bannock The Money Jar |

| | | | | | |
|---|--|--|--|--|---|
| <p>Familiar addition and subtraction number facts facilitate addition and subtraction strategies.</p> <p>Addition and subtraction strategies for two-digit numbers include making multiples of ten and using doubles.</p> | <p>Addition and subtraction can represent the sum or difference of countable quantities or measurable lengths.</p> | <p>Recall and apply addition number facts, with addends to 10, and related subtraction number facts.</p> | <p>Number Cluster 7: Operational Fluency 33: Using Doubles 34: Mastering Addition and Subtraction Facts 36: Consolidation</p> <p>Number Math Every Day 7A: Doubles and Near-Doubles 7B: Make 10 Sequences</p> <p>Number Intervention 7: Adding and Subtracting to 20 9: Making 10 10: Finding Doubles</p> <p><i>Link to other strands:</i> Patterning Intervention 5: Exploring 10</p> | <p>A Class-full of Projects Array’s Bakery Marbles, Alleys, Mibs, and Guli! The Great Dogsled Race The Money Jar Family Fun Day</p> | |
| | | <p>Investigate strategies for addition and subtraction of two-digit numbers.</p> | <p>Number Cluster 7: Operational Fluency 35: Multi-Digit Fluency</p> | | |
| | | <p>Add and subtract numbers within 100.</p> | <p>Verify a sum or difference using inverse operations.</p> <p>Determine a missing quantity in a sum or difference, within 100, in a variety of ways.</p> | <p>Number Cluster 7: Operational Fluency 35: Multi-Digit Fluency 36: Consolidation</p> <p><i>Link to other strands:</i> Patterning Cluster 2: Increasing/Decreasing Patterns 7: Increasing Patterns 1 Patterning Cluster 3: Equality and Inequality 17: Missing Numbers</p> <p>Number Math Every Day 3A: Adding Ten 3A: Taking Away Ten 5B: What’s the Unknown Part? 7A: I Have... I Need... 7B: Hungry Bird</p> <p>Number Intervention 3: Adding Tens 4: Taking Away Tens</p> | <p>A Class-full of Projects Array’s Bakery Marbles, Alleys, Mibs, and Guli!</p> |
| | | | | | |

| | | | | |
|--|--|--|--|---|
| | | Solve problems using addition and subtraction of countable quantities or measurable lengths. | <p>Number Cluster 6: Conceptualizing Addition and Subtraction 27: Exploring the Associative Property 28: Solving Problems 1 29: Solving Problems 2 30: Solving Problems 3 31: Solving Problems 4 32: Consolidation</p> <p>Number Cluster 9: Financial Literacy 41: Estimating Money 42: Earning Money 43: Spending Money 44: Saving Regularly 45: Money to \$100</p> <p>Number Math Every Day 6: What Math Do You See? 6: What Could the Story Be?</p> <p>Number Intervention 7: Adding and Subtracting to 20 8: Solving Story Problems</p> | Array's Bakery The Great Dogsled Race The Money Jar Family Fun Day |
|--|--|--|--|---|

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

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

| Knowledge | Understanding | Skills & Procedures | Grade 2 Mathology | Mathology Little Books |
|---|--|--|--|---|
| <p>A whole can be a whole set of objects, or a whole object, that can be partitioned into a number of equal parts.</p> <p>The whole can be any size and is designated by context.</p> <p>A unit fraction describes any one of the equal parts that compose a whole.</p> | <p>Fractions can represent part-to-whole relationships.</p> <p>One whole can be interpreted as a number of unit fractions.</p> | <p>Model a unit fraction by partitioning a whole object or whole set into equal parts, limited to 10 or fewer equal parts.</p> | <p>Number Cluster 4: Early Fractional Thinking 14: Equal Parts 19: Partitioning Sets 20: Consolidation</p> <p>Number Math Every Day 4: Modelling Fraction Amounts 4: Naming Equal Parts</p> <p>Number Intervention 5: Naming Fractional Amounts</p> | <p>The Best Birthday</p> <p><u>Grade 3</u> Hockey Homework</p> |
| | | <p>Compare different unit fractions of the same whole, limited to denominators of 10 or less.</p> | <p>Number Cluster 4: Early Fractional Thinking 15: Comparing Fractions 1 16: Comparing Fractions 2</p> | <p>The Best Birthday</p> <p><u>Grade 3</u> Hockey Homework</p> |
| | | <p>Compare the same unit fractions of different wholes, limited to denominators of 10 or less.</p> | <p>Number Cluster 4: Early Fractional Thinking 17: Comparing Unit Fractions of Different Wholes</p> | <p><u>Grade 3</u> Hockey Homework</p> |
| | | <p>Model one whole, using a given unit fraction, limited to denominators of 10 or less.</p> | <p>Number Cluster 4: Early Fractional Thinking 18: Modelling One Whole with Unit Fractions</p> | |



Mathology Grade 2 Correlation (Geometry) – Alberta

Organizing Idea:

Shapes are defined and related by geometric attributes.

| Guiding Question: How can shape influence perception of space? Learning Outcome: Students analyze and explain geometric attributes of shape. | | | | |
|--|--|--|---|--|
| Knowledge | Understanding | Skills & Procedures | Grade 2 Mathology | Mathology Little Books |
| Common geometric attributes include <ul style="list-style-type: none"> sides vertices faces or surfaces Two-dimensional shapes may have sides that are line segments. Three-dimensional shapes may have faces that are two-dimensional shapes. | Shapes are defined according to geometric attributes. A shape can be visualized as a composition of other shapes. | Sort shapes according to two geometric attributes and describe the sorting rule. | Geometry Cluster 1: 2-D Shapes 1: Sorting 2-D Shapes 2: Exploring 2-D Shapes 3: Consolidation Geometry Cluster 2: 3-D Solids 4: Sorting 3-D Solids 5: 3-D Solids Around Us 6: Consolidation Geometry Math Every Day 1: Comparing Shapes 2B: Which Solid Does Not Belong? 2B: Solids Around Us Geometry Intervention 1: Sorting Shapes 2: Analyzing 2-D Shapes 3: Sorting Solids 4: Attributes of Solids | I Spy Awesome Buildings Sharing Our Stories |

| | | | | |
|--|--|---|---|---|
| | | <p>Relate the faces of three-dimensional shapes to two-dimensional shapes.</p> | <p>Geometry Cluster 2: 3-D Solids 4: Sorting 3-D Solids 5: 3-D Solids Around Us 6: Consolidation</p> <p>Geometry Cluster 3: Geometric Relationships 8: Describing Solids</p> <p>Geometry Math Every Day 2A: What Do You See? 2B: Solids Around Us 2B: Which Solid Does Not Belong? 3B: Name the Solid</p> | <p>I Spy Awesome Buildings Sharing Our Stories</p> |
| | | <p>Create a picture or design with shapes from verbal instructions, visualization, or memory.</p> | <p>Geometry Cluster 3: Geometric Relationships 7: Making Shapes 8: Describing Solids 9: Visualizing Shapes and Solids 10: Creating Pictures and Designs 11: Covering Outlines 12: Creating Symmetrical Designs 15. Consolidation</p> <p>Geometry Math Every Day 1: Visualizing Shapes 2A: Geometry in Poetry 3A: Fill Me In! 3A: Make me a Picture 3B: Draw the Shape</p> <p>Geometry Intervention 5: Covering Outlines 6: Describing Solids</p> | <p>I Spy Awesome Buildings Sharing Our Stories</p> |

| | | | | |
|--|--|--|---|--|
| <p>A shape can change orientation or position through slides (translations), turns (rotations), or flips (reflections).</p> <p>Shapes can be turned or flipped in the creation of art.</p> | <p>Geometric attributes do not change when a shape is translated, rotated, or reflected.</p> | <p>Investigate translation, rotation, and reflection of two- and three-dimensional shapes.</p> | <p>Geometry Cluster 3: Geometric Relationships 12: Creating Symmetric Designs 13: Exploring Transformations 14: Slides, Flips, and Turns in Artwork</p> | |
| | | <p>Describe geometric attributes of two- and three-dimensional shapes in various orientations.</p> | <p>Geometry Cluster 1: 2-D Shapes 1: Sorting 2-D Shapes</p> <p>Geometry Cluster 2: 3-D Solids 4: Sorting 3-D Solids</p> <p>Geometry Math Every Day 2A: What Do You See? 2B: Solids Around Us</p> <p>Geometry Intervention 3: Sorting Solids 4: Attributes of Solids</p> | <p><u>Grade 1</u> The Tailor Shop</p> |
| | | <p>Recognize the translation, rotation, or reflection of shapes represented in artwork.</p> | <p>Geometry Cluster 3: Geometric Relationships 14: Slides, Flips, and Turns in Artwork</p> | <p>Sharing Our Stories</p> |



Mathology Grade 2 Correlation (Measurement) – Alberta

Organizing Idea:

Attributes such as length, area, volume, and angle are quantified by measurement.

| Guiding Question: How can length contribute to interpretations of space? Learning Outcome: Students communicate length using units. | | | | |
|---|---|--|---|--|
| Knowledge | Understanding | Skills & Procedures | Grade 2 Mathology | Mathology Little Books |
| <p>Tiling is the process of measuring a length by using many copies of a unit without gaps or overlaps.</p> <p>Iterating is the process of measuring a length by repeating one copy of a unit without gaps or overlaps.</p> <p>The unit can be chosen based on the length to be measured.</p> | <p>Length is quantified by measurement.</p> <p>Length is measured with equal-sized units that themselves have length.</p> <p>The number of units required to measure a length is inversely related to the size of the unit.</p> | <p>Measure length with non-standard units by tiling, iterating, or using a self-created measuring tool.</p> | <p>Measurement Cluster 1: Length 1: Measuring Length 1 2: Measuring Length 2 3: Measurement Distance Around 6: First Nations, Métis, and Inuit Use of Land to Estimate Length 7: Consolidation</p> <p>Measurement Math Every Day 1A: Estimation Scavenger Hunt 1A: Estimation Station</p> <p>Measurement Intervention 1: Exploring Length 2: Iterating the Unit</p> | <p>Getting Ready for School The Discovery</p> <p><u>Grade 1</u> The Amazing Seed</p> |
| | | <p>Compare and order measurements of different lengths measured with the same non-standard units and explain the choice of unit.</p> | <p>Measurement Cluster 1: Length 2: Measuring Length 2 3: Measuring Distance Around</p> <p>Measurement Math Every Day 1B: Which Unit?</p> | <p>Getting Ready for School The Discovery</p> |

| | | | | |
|--|--|---|---|---|
| <p>Length can be measured with non-standard units or standard units.</p> <p>Non-standard units found in nature can be used to measure length on the land.</p> <p>Standard units, such as centimetres, can enable a common language around measurement.</p> | | <p>Compare measurements of the same length measured with different non-standard units.</p> | <p>Measurement Cluster 1: Length 1: Measuring Length 1 7: Consolidation</p> | <p>The Discovery <u>Grade 1</u> Animal Measures</p> |
| | | <p>Measure length with standard units by tiling or iterating with a centimetre.</p> | <p>Measurement Cluster 1: Length 5: Using a Centicube Ruler</p> | |
| | | <p>Compare and order measurements of different lengths measured with centimetres.</p> | <p>Measurement Cluster 1: Length 5: Using a Centicube Ruler</p> | |
| <p>A referent is a personal or familiar representation of a known length.</p> <p>A common referent from the land or body parts can be used to measure length.</p> | <p>Length can be estimated when a measuring tool is not available.</p> | <p>Identify referents for a centimetre.</p> | <p>Measurement Cluster 1: Length 4: Benchmarks and Estimation</p> | |
| | | <p>Estimate length by visualizing the iteration of a referent for a centimetre.</p> | <p>Measurement Cluster 1: Length 4: Benchmarks and Estimation</p> <p>Measurement Math Every Day 1A: Estimation Station 1B: What Am I?</p> | <p>Getting Ready for School</p> |
| | | <p>Investigate First Nations, Métis, or Inuit use of the land in estimations of length.</p> | <p>Measurement Cluster 1: Length 6: First Nations, Métis, and Inuit Use of Land to Estimate Length</p> | |



Mathology Grade 2 Correlation (Patterns) – Alberta

Organizing Idea:

Awareness of patterns supports problem solving in various situations.

| Guiding Question: How can patterns characterize change? Learning Outcome: Students explain and analyze patterns in a variety of contexts. | | | | |
|--|---|---|---|------------------------------------|
| Knowledge | Understanding | Skills & Procedures | Grade 2 Mathology | Mathology Little Books |
| Change can be an increase or a decrease in the number and size of elements. A hundreds chart is an arrangement of natural numbers that illustrates multiple patterns. Patterns can be found and created in cultural designs. | A pattern can show increasing or decreasing change. A pattern is more evident when the elements are represented, organized, aligned, or oriented in familiar ways. | Describe non-repeating patterns encountered in surroundings, including in art, architecture, cultural designs, and nature. Investigate patterns in a hundreds chart. | <i>Link to other strands:</i> Measurement Cluster 2: Time 13: First Nations Winter Counts Geometry Cluster 3: Geometric Relationships 14: Slides, Flips, and Turns in Artwork Patterning Math Every Day 1: Patterns Around Us Patterning Cluster 1: Repeating Patterns 2: Finding Patterns <i>Link to other strands:</i> Number Cluster 3: Place Value 12: Making a Number Line Patterning Intervention 3: Skip-Counting | Pattern Quest The Best Surprise |

| | | | | |
|---|--|---|--|-------------------|
| | | Create and express growing patterns using sounds, objects, pictures, or actions. | <p>Patterning Cluster 2: Increasing/Decreasing Patterns</p> <p>7: Increasing Patterns 1 8: Increasing Patterns 2 9: Reproducing Patterns 10: Creating Patterns 11: Errors and Missing Terms 12: Solving Problems 13: Consolidation</p> <p>Patterning Math Every Day</p> <p>1A: Show Another Way 1A: Patterns Around Us 1B: How Many Can We Make? 1B: Error Hunt</p> <p>Patterning Intervention</p> <p>3: Skip-Counting 4: Repeated Addition and Subtraction</p> | The Best Surprise |
| Attributes of elements, such as size and colour, can contribute to a pattern. | A pattern core can vary in complexity. | Create and express a repeating pattern with a pattern core of up to four elements that change by more than one attribute. | <p>Patterning Cluster 1: Repeating Patterns</p> <p>1: Exploring Patterns 3: Extending and Predicting 4: Error and Missing Elements 5: Combining Attributes 6: Consolidation</p> <p>Patterning Math Every Day</p> <p>1A: Show Another Way 1A: Patterns Around Us</p> <p>Patterning Intervention</p> <p>1: Finding the Core 2: Representing Patterns</p> | Pattern Quest |



Mathology Grade 2 Correlation (Time) – Alberta

Organizing Idea:

Duration is described and quantified by time.

| Guiding Question: How can duration support interpretation of time? Learning Outcome: Students relate duration to time. | | | | |
|---|--|---|--|---|
| Knowledge | Understanding | Skills & Procedures | Grade 2 Mathology | Mathology Little Books |
| Events can be related to calendar dates. Duration can be described using comparative language such as longer or shorter. Duration can be measured in non-standard units, including events, natural cycles, or personal referents. Winter counts are First Nations symbolic calendars that record oral traditions and significant events. | Time can be communicated in various ways. Duration is the measure of an amount of time from beginning to end. | Express significant events using calendar dates. | Measurement Cluster 2: Time 8: Days and Weeks Measurement Math Every Day 2: Calendar Questions 2: Monthly Mix-Up | |
| | | Describe the duration between or until significant events using comparative language. | Measurement Cluster 2: Time 11: Duration of Time 12: Measuring the Duration of Time | <u>Grade 3</u> Goat Island |
| | | Describe the duration of events using non-standard units. | Measurement Cluster 2: Time 10: Measuring Time 11: Duration of Time 12: Measuring the Duration of Time | Getting Ready for School <u>Grade 3</u> Goat Island |
| | | Relate First Nations' winter counts to duration. | Measurement Cluster 2: Time 13: First Nations Winter Counts | |

| | | | | |
|---|--|---|---|-------------------------------|
| Time can be described using standard units such as days or minutes. | Duration is quantified by measurement. | Describe the relationship between days, weeks, months, and years. | Measurement Cluster 2: Time 8: Days and Weeks 9: Months in a Year 14: Consolidation Measurement Intervention 3: Months of the Year | <u>Grade 3</u> Goat Island |
| | | Describe the duration between or until significant events using standard units of time. | Measurement Cluster 2: Time 12: Measuring the Duration of Time 14: Consolidation | |



Mathology Grade 2 Correlation (Statistics) – Alberta

Organizing Idea:

The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

| Guiding Question: How can data inform representation? Learning Outcome: Students relate data to a variety of representations. | | | | |
|--|--|--|---|-------------------------------|
| Knowledge | Understanding | Skills & Procedures | Grade 2 Mathology | Mathology Little Books |
| Data can be collected by asking questions. First-hand data is data collected by the person using the data. | Data can be collected to answer questions. | Generate questions for a specific investigation within the learning environment. | Data Cluster 1: Data Management 3: Creating a Survey 5: Making Graphs 2 7: Consolidation | Marsh Watch |
| | | Collect first-hand data by questioning people within the learning environment. | Data Cluster 1: Data Management 3: Creating a Survey 5: Making Graphs 2 6: Representing Data Through First Nations, Metis, and Inuit Stories Data Math Every Day 1: Conducting Surveys | Marsh Watch Big Buddy Days |
| Data can be recorded using tally marks, words, or counts. Data can be expressed through First Nations, Métis, or Inuit stories. | Data can be represented in various ways. | Record data in a table. | Data Cluster 1: Data Management 3: Creating a Survey 5: Making Graphs 2 7: Consolidation | Marsh Watch Big Buddy Days |
| | | Construct graphs to represent data. | Data Cluster 1: Data Management 4: Making Graphs 1 5: Making Graphs 2 7: Consolidation Data Intervention 2: Sorting Objects | Marsh Watch Big Buddy Days |

| | | | | |
|---|--|--|--|--|
| <p>A graph includes features such as</p> <ul style="list-style-type: none"> • a title • a legend • axes • axis labels <p>Data can be represented with graphs such as</p> <ul style="list-style-type: none"> • pictographs • bar graphs • dot plots | | <p>Interpret graphs to answer questions.</p> | <p>Data Cluster 1: Data Management 1: Interpreting Graphs 1 4: Making Graphs 1 5: Making Graphs 2</p> <p>Data Math Every Day 1: Reading and Interpreting Graphs</p> <p>Data Intervention 1: Interpreting Pictographs</p> | <p>Marsh Watch Big Buddy Days</p> |
| | | <p>Compare the features of pictographs, dot plots, and bar graphs.</p> | <p>Data Cluster 1: Data Management 2: Interpreting Graphs 2 5: Making Graphs 2 7: Consolidation</p> <p>Data Math Every Day 1: Reading and Interpreting Graphs</p> | <p>Marsh Watch</p> |



Mathology Grade 2 Correlation (Financial Literacy) – Alberta

Organizing Idea:

Informed financial decision making contributes to the well-being of individuals, groups, and communities.

| Guiding Question: How does decision making influence money management? Learning Outcome: Students relate money and decision making. | | | | |
|--|--|---|--|------------------------|
| Knowledge | Understanding | Skills & Procedures | Grade 2 Mathology | Mathology Little Books |
| Decisions about money include how much to <ul style="list-style-type: none"> • spend • save • share Individuals can have a limited amount of money to spend. Money spent on one item means less money for other items or activities. | Managing money involves making decisions. | Distinguish between a paying job and volunteer work. | Number Cluster 9: Financial Literacy 42: Earning Money | |
| | Decisions related to money are based on needs and wants. | Describe how money can be divided for different purposes. | Number Cluster 9: Financial Literacy 43: Spending Money 44: Saving Regularly Financial Literacy Intervention 14: Wants and Needs | The Money Jar |

| | | | | |
|---|--|--|--|--|
| <p>Individuals can save money for an item, an event, or the future.</p> <p>Individuals can donate money through charities, organizations, and agencies to help others or support a cause.</p> <p>Money can be earned in exchange for work that is done or goods and services that are provided.</p> <p>Responsible decision making involves spending money on needs before wants.</p> | | <p>Practice making money-related decisions in a variety of contexts.</p> | <p>Number Cluster 9: Financial Literacy 42: Earning Money 43: Spending Money 44: Saving Regularly 46: Consolidation</p> | |
|---|--|--|--|--|