

## Correlation of Mathematics Readers Grade 2 to the Alberta Mathematics Program of Studies

**Number: Develop number sense.**

### OUTCOME

#### 2.1.3.

Describe order or relative position, using ordinal numbers (up to tenth). [C, CN, R]

Correlated Lessons:

Getting Ready to Camp, What Is in the Attic?: Reader: Objective 32: Students count whole numbers (i.e., both cardinal and ordinal numbers)

### OUTCOME

#### 2.1.4.

Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]

Correlated Lessons:

Our Garden in the City, Our School Garden: Reader: Objective 33: Students use whole number models (e.g., pattern blocks, tiles, or other manipulative materials) to represent problems

Our Garden in the City, Our School Garden: Reader: Objective 36: Students understands that numerals are symbols used to represent quantities or attributes of real-world objects

Reduce, Reuse, Recycle, Cleaning Our School: Reader: Objective 46: Students understands that numerals are symbols used to represent quantities or attributes of real-world objects

The World of Transportation, Our Trip to the City, Our Family Reunion, Our Harvest Lunch, Getting Ready to Camp, What Is in the Attic?: Reader: Objective 26: Students understand that numerals are symbols used to represent quantities

### OUTCOME

#### 2.1.5.

Compare and order numbers up to 100. [C, CN, ME, R, V]

Correlated Lessons:

Getting Ready to Camp, What Is in the Attic?: Reader: Objective 31: Students understand basic whole number relationships (e.g., 4 is less than 10, 30 is 3 tens)

## OUTCOME

### 2.1.6.

Estimate quantities to 100, using referents. [C, ME, PS, R]

Correlated Lessons:

World Markets, Farmers Market: Reader: Objective 42: Students understand basic estimation strategies (e.g., using reference sets, using front-end digits) and terms (e.g., "about," "near," "closer to," "between," "a little less than")

## OUTCOME

### 2.1.7.

Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V]

Correlated Lessons:

Getting Ready to Camp, What Is in the Attic?: Reader: Objective 31: Students understand basic whole number relationships (e.g., 4 is less than 10, 30 is 3 tens)

## OUTCOME

### 2.1.9.

Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: using personal strategies for adding and subtracting with and without the support of manipulatives; creating and solving problems that involve addition and subtraction; using the commutative property of addition (the order in which numbers are added does not affect the sum); using the associative property of addition (grouping a set of numbers in different ways does not affect the sum); explaining that the order in which numbers are subtracted may affect the difference. [C, CN, ME, PS, R, V]

Correlated Lessons:

Our Family Reunion, Our Harvest Lunch Page 60, 65 Objective 4: Students subtract whole numbers

Our Family Reunion, Our Harvest Lunch: Reader: Objective 29: Students solve real-world problems involving subtraction of whole numbers

The World of Transportation, Our Trip to the City Page 36, 41 Objective 1: Students add whole numbers.

The World of Transportation, Our Trip to the City: Reader: Objective 27: Students solve real-world problems involving addition of whole numbers

## **Patterns and Relations (Patterns): Use patterns to describe the world and to solve problems.**

## OUTCOME

### 2.2.1.

Demonstrate an understanding of repeating patterns (three to five elements) by: describing; extending; comparing; creating patterns using manipulatives, diagrams, sounds and actions. [C,

CN, PS, R, V]

Correlated Lessons:

Our Garden in the City, Our School Garden Page 108, 113 Objective 10: Students extend simple patterns (e.g., of numbers, physical objects, geometric shapes).

Our Garden in the City, Our School Garden, Traveling on a Train, Traveling on an Airplane, Building a Playground, The Fort: Reader: Objective 34: Students understand that patterns can be made by putting different shapes together

Our Garden in the City, Our School Garden, Traveling on a Train, Traveling on an Airplane, Building a Playground, The Fort: Reader: Objective 35: Students recognize regularities in a variety of contexts

## OUTCOME

### 2.2.2.

Demonstrate an understanding of increasing patterns by: describing; reproducing; extending; creating numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]

Correlated Lessons:

Our Garden in the City, Our School Garden Page 108, 113 Objective 10: Students extend simple patterns (e.g., of numbers, physical objects, geometric shapes).

Our Garden in the City, Our School Garden, Traveling on a Train, Traveling on an Airplane, Building a Playground, The Fort: Reader: Objective 34: Students understand that patterns can be made by putting different shapes together

Our Garden in the City, Our School Garden, Traveling on a Train, Traveling on an Airplane, Building a Playground, The Fort: Reader: Objective 35: Students recognize regularities in a variety of contexts

## **Patterns and Relations (Variables and Equations): Represent algebraic expressions in multiple ways.**

## OUTCOME

### 2.3.4.

Demonstrate and explain the meaning of equality and inequality, concretely and pictorially. [C, CN, R, V]

Correlated Lessons:

Getting Ready to Camp, What Is in the Attic?: Reader: Objective 31: Students understand basic whole number relationships (e.g., 4 is less than 10, 30 is 3 tens)

## OUTCOME

### 2.3.5.

Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol. [C, CN, R, V]

Correlated Lessons:

Getting Ready to Camp, What Is in the Attic?: Reader: Objective 31: Students understand basic whole number relationships (e.g., 4 is less than 10, 30 is 3 tens)

**Shape and Space (Measurement): Use direct and indirect measurement to solve problems.**

**OUTCOME**

**2.4.4.**

Measure length to the nearest nonstandard unit by: using multiple copies of a unit; using a single copy of a unit (iteration process). [C, ME, R, V]

Correlated Lessons:

World Markets, Farmers Market: Reader: Objective 40: Students know processes for measuring length, weight, and temperature, using basic standard and non-standard units

**Shape and Space (3-D Objects and 2-D Shapes): Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.**

**OUTCOME**

**2.5.8.**

Describe, compare and construct 2-D shapes, including: triangles; squares; rectangles; circles. [C, CN, R, V]

Correlated Lessons:

Building a Playground, The Fort: Reader: Objective 39: Students will understand basic properties of and similarities and differences among simple geometric shapes.

Our Garden in the City, Our School Garden, Traveling on a Train, Traveling on an Airplane, Building a Playground, The Fort: Reader: Objective 34: Students understand that patterns can be made by putting different shapes together

Traveling on a Train, Traveling on an Airplane Page 132, 137 Objective 13: Students will understand basic properties of and similarities and differences among simple geometric shapes.

**Statistics and Probability (Data Analysis): Collect, display and analyze data to solve problems.**

**OUTCOME**

**2.6.1.**

Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1]

Correlated Lessons:

Traveling on a Train, Traveling on an Airplane, Building a Playground, The Fort: Reader: Objective 38:

Students will understand that data represents specific pieces of information about real-world objects or activities.

## OUTCOME

### **2.6.2.**

Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V]  
[ICT: C7-1.3]

#### Correlated Lessons:

Reduce, Reuse, Recycle, Cleaning Our School Page 204, 209 Objective 22: Students will collect and represent information about objects or events in simple graphs.

Reduce, Reuse, Recycle, Cleaning Our School: Reader: Objective 47: Students will understand how to read and write the various types of graphs, as well as determine which types of graphs are appropriate to use for different situations.