Correlation of Mathematics Readers Grade 2 to the Saskatchewan Mathematics Curriculum

Number

OUTCOME
N2.1.a.
Describe the patterns related to quantity and place value of adjacent digit positions moving from right to left within a whole number.

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
N2.1.b.
Describe the meaning of quantities to 100 by relating them to self, family, or community and explain what effect each successive numeral position has on the actual quantity.

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
N2.1.c.
Pose and solve problems that explore the quantity of whole numbers to 100 (e.g., a student might wonder: "How many pets would there be if everyone in the class brought their pets to class").

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
N2.1.d.
Represent quantities to 100 using proportional materials (e.g., tallies, ten frames, and base ten blocks) and explain how the representation relates to the numeral used to represent the quantity.

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

N2.1.e.

Represent quantities to 100 using non-proportional materials (e.g., stir sticks and popsicle sticks, and coins) and explain how the representation relates to the numeral used to represent the quantity.

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

N2.1.j.

Analyze an ordered number sequence (including a hundred chart) for errors or omissions and explain the reasoning.

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 35: Students recognize regularities in a variety of contexts

OUTCOME

N2.1.m.

Order a set of personally relevant numbers in ascending or descending order and verify the resulting sequence (e.g., using a hundred chart, number line, ten frames, or place value).

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

N2.1.o.

Estimate a quantity from one's life, family, or community by using a referent (known quantity), including 10, and explain the strategies used.

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

N2.1.p.

Select a referent for determining a particular quantity and explain the choice.

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

N2.1.r.

Represent a 2-digit numeral using ten frames or other proportional base ten materials.

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

N2.1.t.

Explain, using concrete or pictorial representations, the meaning of each digit within a 2-digit numeral with both digits the same (e.g., for the numeral 22, the first digit represents two tens - twenty counters - and the second digit represents two ones - two counters).

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

N2.1.u.

Defend the statement "The value of a digit depends on its placement within a numeral".

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

N2.1.v.

Demonstrate how to count objects using groupings of 10s and 1s and explain how those groups help in the writing of the 2-digit number that represents the quantity of objects.

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

N2.2.c.

Model concretely, pictorially, or physically situations that involve the addition or subtraction of 1 and 2-digit numbers (with answers to 100) and explain how to record the process shown in the

model symbolically.

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

OUTCOME
N2.2.d.
Generalize and apply strategies for adding and subtracting 1 and 2-digit numbers (with answers to 100).

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

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

OUTCOME
N2.2.e.
Create, model symbolically (and concretely, pictorially, or physically if desired), and solve addition and subtraction problems related to situations relevant to one's self, family, or community.

Correlated Lessons:
Getting Ready to Camp, What Is in the Attic? Page 84, 89 Objective 7: Students draw pictures to represent problems.

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, Our Family Reunion, Our Harvest Lunch: Reader: Objective 25: Students draw pictures to represent problems

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

OUTCOME
N2.2.g.
Select and explain a mental mathematics strategy that can be used to determine a sum of up to 18 (or related difference).

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

Patterns and Relations

OUTCOME

P2.1.a.

Identify and describe repeating patterns found in familiar situations and justify why the descriptions are those of repeating patterns (e.g., "Every day I get up, brush my hair, wash my face, have breakfast" - this is a repeating pattern because I do the same pattern over and over again).

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

P2.1.b.

Analyze a repeating pattern to identify the core of the pattern.

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

P2.1.c.

Analyze a repeating pattern for its core and extend the pattern so the core appears twice more.

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

P2.1.d.

Analyze an intended repeating pattern to identify possible errors.

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

P2.1.e.

Create a repeating pattern and explain the reasoning.

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

P2.1.f.

Predict an upcoming element in a repeating pattern and verify the prediction.

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

P2.1.g.
Analyze two repeating patterns that are represented using different materials or modes (e.g., a diagram of a repeating pattern with a core of red, red, blue, blue, blue and a sound pattern with a core of buzz, buzz, snap, snap, snap) and present ways in which the patterns are related (e.g., there are two different elements in the core of each pattern, and the core pattern is element 1, element 1, element 2, element 2, element 2 in both patterns).

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 35: Students recognize regularities in a variety of contexts

OUTCOME

P2.2.a.
Identify and describe increasing patterns in familiar situations (e.g., hundred chart, number line, addition tables, calendar, a tiling pattern or drawings, apartment numbers, years, or age).

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 35: Students recognize regularities in a variety of contexts

OUTCOME

P2.2.b.
Analyze a numerical increasing pattern for its pattern rule and extend the pattern.

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 35: Students recognize regularities in a variety of contexts

OUTCOME

P2.2.c.
Analyze a non-numerical increasing pattern and extend the pattern.

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

P2.2.f.

Solve problems involving increasing patterns (e.g., determine the house number for a particular house given the house numbers for the other homes on the block, or determining the number of cubes in the missing structure) and explain the reasoning.

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 35: Students recognize regularities in a variety of contexts

OUTCOME

P2.2.g.

Create an increasing pattern, represent the pattern in different modes (using manipulatives, diagrams, sounds, actions, and/or physical movements), and explain the pattern rule.

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 35: Students recognize regularities in a variety of contexts

OUTCOME

P2.3.

Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by: relating equality and inequality to balance, comparing sets, recording equalities with an equal sign, recording inequalities with a not equal sign, solving problems involving equality and inequality.[C, CN, R, V]

OUTCOME

P2.3.a.

Compare two quantities of the same object (same shape and mass) by using a balance scale to determine if the quantities are equal or not.

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

P2.3.b.

Construct two unequal sets using identical objects and verify orally and concretely that the sets are not equal.

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

P2.3.c.

Analyze the impact of changing one of two equal sets upon the equality of the two sets.

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

P2.3.d.

Analyze the impact of making changes (equal and unequal) to both of two equal sets upon the equality of the sets.

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

P2.3.f.

Model two number expressions to determine if the expressions are equal (=) or not equal (≠) and write a number sentence to show the relationship (e.g., 3 + 2 and 4 + 1 are both equal to 5, so the two expressions are = and I write 3 + 2 = 4 + 1; 7 - 5 and 3 are not the same quantity, so I write 7 - 5 ≠ 3).

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

P2.3.g.

Create statements of equality and non-equality and model the statements to verify the relationship.

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

OUTCOME
SS2.1.a.
Defend the choice of a non-standard unit for measuring a length in a situation relevant to one's self, family, or community.

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

OUTCOME
SS2.1.b.
Estimate a personally relevant length, including the distance around a space, using one's own choice of standard unit.

Correlated Lessons:
World Markets, Farmers Market: Reader: Objective 41: Students make quantitative estimates of familiar linear dimensions and weights and checks them against measurements

OUTCOME
SS2.1.d.
Critique the statement "It is possible to get an exact length measurement".

Correlated Lessons:
World Markets, Farmers Market Page 180, 185 Objective 19: Students know processes for measuring length, weight, and temperature using standard measurement.

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

World Markets, Farmers Market: Reader: Objective 41: Students make quantitative estimates of familiar linear dimensions and weights and checks them against measurements

OUTCOME
SS2.1.e.
Devise and apply strategies for determining estimates for linear and non-linear lengths using non-standard units.

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

OUTCOME

SS2.1.f.

Explain why overlapping or leaving gaps does not result in accurate measurements.

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

OUTCOME

SS2.1.g.

Explain why the same non-standard unit should be used to determine length measurements that are to be compared.

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

OUTCOME

SS2.2.a.

Defend the choice of a non-standard unit for measuring a mass in a situation relevant to one's self, family, or community.

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

OUTCOME

SS2.2.b.

Estimate the mass of a personally relevant object using one's own choice of standard unit.

Correlated Lessons:
World Markets, Farmers Market: Reader: Objective 41: Students make quantitative estimates of familiar linear dimensions and weights and checks them against measurements

OUTCOME

SS2.2.c.

Identify a non-standard unit for measuring mass that would not be a good choice in a particular situation and explain the reasoning (e.g., to measure the mass of a desk, it would not make sense to use an eraser as the standard unit because a desk has so much more mass than an eraser and so it would take too many erasers, or to measure the mass of a library book using the standard unit

of a student in the class because the student already has a greater mass than the book).

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

OUTCOME

SS2.2.e.

Explain why the same non-standard unit should be used to determine mass measurements that are to be compared.

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

OUTCOME

SS2.3.a.

Identify examples of cubes, spheres, cones, cylinders, and pyramids as found in the classroom, home, and community.

Correlated Lessons:
Building a Playground, The Fort Page 156, 161 Objective 16: Students understand that geometric shapes are useful for representing and describing real-world situations.

Traveling on a Train, Traveling on an Airplane: Reader: Objective 37: Students understand that geometric shapes are useful for representing and describing real world situations

OUTCOME

SS2.4.a.

Identify examples of triangles, rectangles, squares, and circles as found in personal experiences.

Correlated Lessons:
Building a Playground, The Fort Page 156, 161 Objective 16: Students understand that geometric shapes are useful for representing and describing real-world situations.

Traveling on a Train, Traveling on an Airplane: Reader: Objective 37: Students understand that geometric shapes are useful for representing and describing real world situations

OUTCOME

SS2.4.b.

Compare the attributes of triangles, squares, rectangles, and circles and generalize descriptions of each category of 2-D shapes objects.

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.

OUTCOME

SS2.4.e.

Classify 2-D shapes arranged in different orientations according to the type (triangle, rectangle, square, or circle) and explain the impact of the orientation of shape on its classification.

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

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.

OUTCOME

SS2.5.e.

Analyze and correct the statement "The tissue box is a rectangle".

Correlated Lessons:
Building a Playground, The Fort Page 156, 161 Objective 16: Students understand that geometric shapes are useful for representing and describing real-world situations.

Traveling on a Train, Traveling on an Airplane: Reader: Objective 37: Students understand that geometric shapes are useful for representing and describing real world situations

Statistics and Probability

OUTCOME

SP2.1.a.

Formulate a question relevant to one's self, family, or community that can be answered by gathering information from people.

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

SP2.1.b.

Select an organizational structure, such as sets of concrete objects, tallies, checkmarks, charts, or lists, for the collection of data that are gathered.

Correlated Lessons:
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.

OUTCOME

SP2.1.c.

Pose questions related to gathered data and explain how the data can be used to answer those questions.

Correlated Lessons:
Our Garden in the City, Our School Garden Page 108, 113 Objective 12: Students use a variety of sources to gather information.

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

OUTCOME

SP2.1.e.

Analyze pictographs to identify and define the common attributes of a pictograph.

Correlated Lessons:
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.

OUTCOME

SP2.1.f.

Create a concrete graph to display collected data and make and support conclusions based upon the graph.

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.

OUTCOME

SP2.1.g.

Create a pictograph (using one-to-one correspondence) to display collected data and make and support conclusions based on the graph.

Correlated Lessons:
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.

OUTCOME

SP2.1.h.

Create and solve a problem for which data can be collected from individuals in the class, at home, in the school, or within the community and give a presentation of how the collection, organization, display, and analysis of data were done to attain a solution to the problem.

Correlated Lessons:
Our Garden in the City, Our School Garden Page 108, 113 Objective 12: Students use a variety of sources to gather information.

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

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.