

Grade 2 JUMP Math Correlation to the Alberta Curriculum

NOTES:

Underlined JUMP Math lessons are review from a previous grade.

Italicized JUMP Math lessons contain prerequisite material required to meet the learning standard.

An asterisk (*) indicates that a JUMP Math lesson covers a curriculum requirement primarily in the Teacher's Guide.

JUMP Math strands are represented by:

NS Number Sense

ME Measurement

G Geometry

PA Patterns and Algebra

PDM Probability and Data Management

Number				
General Outcome				
Develop number sense.				
Specific Outcomes		JUMP Math Lessons		
1.	Say the number sequence 0 to 100 by: • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s, using starting points from 1 to 9 • 2s, starting from 1. [C, CN, ME, R]	Part	Unit	Lessons
		2	12	NS2-43, 44
		2	17	NS2-68 NS2-69 to 74
2.	Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R]	Part	Unit	Lessons
		2	12	NS2-48, 49
3.	Describe order or relative position, using ordinal numbers (up to tenth). [C, CN, R]	Part	Unit	Lessons
		1	2	NS2-16, 17

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Number			
4.	Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]	Part	Unit
			Lessons
		1	2
			NS2-11 NS2-12, 13
		1	7
			NS2-18 to 20
5.	Compare and order numbers up to 100. [C, CN, ME, R, V]	2	13
			NS2-51, 56
		2	17
			NS2-72, 73
6.	Estimate quantities to 100, using referents. [C, ME, PS, R]	2	20
			PDM2-10
7.	Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V]	Part	Unit
			Lessons
8.	Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number. [C, R]	1	1
			NS2-1 to 5
9.	Estimate quantities to 100, using referents. [C, ME, PS, R]	1	7
			NS2-21
10.	Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V]	Part	Unit
			Lessons
11.	Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number. [C, R]	1	7
			NS2-18 to 21
12.	Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number. [C, R]	Part	Unit
			Lessons
13.	Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number. [C, R]	1	1
			NS2-8
14.	Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> • 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] <i>Note: Students investigate a variety of strategies, including standard/traditional algorithms, to become proficient in at least one appropriate and efficient strategy that they understand.</i>	Part	Unit
			Lessons
		1	1
			NS2-6, 7
		1	2
			NS2-9, 10, 14 NS2-15
		1	7
			NS2-22 to 25
		1	9
			NS2-28, 30, 32 to 38
15.	Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> • 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] <i>Note: Students investigate a variety of strategies, including standard/traditional algorithms, to become proficient in at least one appropriate and efficient strategy that they understand.</i>	1	10
			NS2-40, 42
		2	13
			NS2-52, 55, 57, 58
16.	Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> • 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] <i>Note: Students investigate a variety of strategies, including standard/traditional algorithms, to become proficient in at least one appropriate and efficient strategy that they understand.</i>	2	14
			NS2-61, 63 to 65
17.	Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> • 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] <i>Note: Students investigate a variety of strategies, including standard/traditional algorithms, to become proficient in at least one appropriate and efficient strategy that they understand.</i>	2	17
			NS2-74

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Number				
10.	Apply mental mathematics strategies for basic addition facts and related subtraction facts to 18. [C, CN, ME, PS, R, V] Understand and apply strategies for addition facts up to and including $9 + 9$ and related subtraction facts. Recall addition facts up to and including $5 + 5$ and related subtraction facts.	Part	Unit	Lessons
		1	7	<u>NS2-26</u> NS2-27
		1	9	NS2-31
		1	10	NS2-39 to 41
		2	13	<u>NS2-50</u> NS2-52 to 54, 59, 60
		2	14	NS2-61, 62

Patterns & Relationships – Patterns				
General Outcome				
Use patterns to describe the world and to solve problems.				
Specific Outcomes		JUMP Math Lessons		
1.	Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none">• describing• extending• comparing• creating patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]	Part	Unit	Lessons
		1	3	PA2-1 to 5
2.	Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none">• describing• reproducing• extending• creating numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]	Part	Unit	Lessons
		2	15	PA2-7, 9, 11 to 13
3.	Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]	Part	Unit	Lessons
		1	6	PDM2-2, 3
Patterns & Relationships – Variables & Equations				
General Outcome				
Represent algebraic expressions in multiple ways.				
Specific Outcomes		JUMP Math Lessons		
4.	Demonstrate and explain the meaning of equality and inequality, concretely and pictorially. [C, CN, R, V]	Part	Unit	Lessons
		1	6	PDM2-4
		1	9	NS2-29
5.	Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol. [C, CN, R, V]	Part	Unit	Lessons
		1	9	NS2-28

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Shape & Space – Measurement

General Outcome

Use direct and indirect measurement to solve problems.

Specific Outcomes		JUMP Math Lessons		
1.	Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R]	Part	Unit	Lessons
		2	21	ME2-32, 33
2.	Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). [C, CN, ME, R, V]	Part	Unit	Lessons
		1	4	ME2-4*
3.	Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison. [C, CN, ME, R, V]	1	11	ME2-8 to 11, 20
		Part	Unit	Lessons
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]	1	4	ME2-1, 2 ME2-3 to 7
		1	11	ME2-17 to 19
5.	Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V]	Part	Unit	Lessons
		1	4	ME2-5*

Shape & Space – 3-D Objects & 2-D Shapes			
General Outcome			
Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.			
Specific Outcomes		JUMP Math Lessons	
6.	Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule. [C, CN, R, V]	Part	Unit
			Lessons
		1	6
		2	16
7.	Describe, compare and construct 3-D objects, including: • cubes • spheres • cylinders • pyramids. [C, CN, R, V]		
		2	16
			G2-14 to 17, 20 to 22
8.	Describe, compare and construct 2-D shapes, including: • triangles • squares • rectangles • circles. [C, CN, R, V]	Part	Unit
			Lessons
		1	5
9.	Identify 2-D shapes as parts of 3-D objects in the environment. [C, CN, R, V]	Part	Unit
			Lessons
		2	16

Statistics & Probability – Data Analysis			
General Outcome			
Collect, display and analyze data to solve problems.			
Specific Outcomes		JUMP Math Lessons	
1.	Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1]	Part	Unit
			Lessons
		1	6
		2	20
2.	Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3]	Part	Unit
			Lessons
		1	6
		2	20

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