Grade 2 Math

Big Ideas

*Number represents and describes quantity: Numbers to 100 can be decomposed into 10's and 1's.

*Developing computational fluency comes from a strong sense of number: Fluency in addition and subtraction with numbers to 100 requires understanding of lace value and mental math strategies.

*We use patterns to represent identified regularities and to form generalizations: The regular change in increasing patterns can be identified.

*We can describe, measure, and compare spatial relationships: Objects and shapes have attributes.

*Analyzing data and chance help us to compare and interpret: Concrete items can be represented pictorially in a graph.

Curricular Competencies

Content	Reasoning and Analyzing			Understanding and Solving			Communicating and Representing			Connecting and Reflecting			
	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use reasoning and logic to explore and make connections	Use multiple strategies to engage in problem solving (e.g., visual, oral, role-play, experimental, written, symbolic)	Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving	Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community	Communicate in many ways (concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, and apply mathematical ideas)	Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations	Use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking	Visualize and describe mathematical concepts	Connect mathematical concepts to each other and make mathematical connections to the real world (e.g., in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration)	Share and reflect upon mathematical thinking	Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts
number concepts to 100													
benchmarks of 25, 50, and 100 and personal referents													
addition and subtraction facts to 20 (introduction of computational strategies)													
addition and subtraction to 100													
repeating and increasing patterns													
change in quantity using pictorial and symbolic representation													
symbolic representation of equality and inequality													
direct linear measurement, introducing standard metric units													
multiple attributes of 2D shapes and 3D objects													
pictorial representation of concrete graphs using one-to-one correspondence													
likelihood of events using comparative language													
financial literacy – coin combinations to 100 cents, and spending and saving													