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| **opportunity for growth** | **performance meets standard of learning (Grade 2)** | **advanced** |
|  | Big Ideas and Content at a glance   * Numbers to 100 represent quantities that can be decomposed into 10s and 1s. * Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value. * The regular change in increasing patterns can be identified and used to make generalizations. * Objects and shapes have attributes that can be described, measured, and compared. * Concrete items can be represented, compared, and interpreted pictorially in graphs. * **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 **familiar life events**, using comparative language * **financial literacy** — coin combinations to 100 cents, and spending and saving |  |
| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . | | |
|  | Reasoning and analyzing   * Use reasoning to explore and make connections * **Estimate reasonably** * Develop **mental math strategies** and abilities to make sense of quantities * Use **technology** to explore mathematics * **Model** mathematics in context |  |
|  | Understanding and solving   * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Develop and use **multiple strategies** to solve problems * Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures |  |
|  | Communicating and representing   * **Communicate** mathematical thinking in many ways * Use mathematical vocabulary and language to contribute to mathematical discussions * **Explain and justify** mathematical ideas and decisions * Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms** |  |
|  | Connecting and reflecting   * **Reflect** on mathematical thinking * Connect mathematical concepts to each other and to **other areas and personal interests** * **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts |  |