WNCP B.C. MATHEMATICS AT A GLANCE OVERVIEW – GRADE 2

Mathematical Processes

C = Communication	**PS = Problem Solving**	**V = Visualization**
R = Reasoning	**CN = Connections**	**T = Technology**

ME = Mental Mathematics and Estimation

NOTE: Text in *italics* is from the suggested achievement indicators.

STRAND: NUMBER **General Outcome: Develop number sense** *It is expected that students will:*	Mathematical Processes
A1 Say the number sequence from 0 to 100 by: 　**(a)** 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively 　**(b)** 10s using starting points from 1 to 9 　**(c)** 2s starting from 1.	C CN ME R
A2 Demonstrate if a number (up to 100) is even or odd *(concretely, pictorially & symbolically).*	C CN PS R
A3 Describe order or relative position using ordinal numbers (1st to10th).	C CN R
A4 Represent and describe numbers to 100, concretely, pictorially & symbolically.	C CN V
A5 Compare and order numbers up to 100.	C CN R V
A6 Estimate quantities to 100 using referents.	C ME PS R
A7 Illustrate, concretely & pictorially, the meaning of place value for numerals to 100.	C CN R V
A8 Demonstrate and explain the effect of adding zero to or subtracting zero from any number.	C R
A9 Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: 　**(a)** using personal strategies for adding and subtracting with and without the support of manipulatives 　**(b)** creating and solving problems that involve addition and subtraction 　**(c)** explaining that the order in which numbers are added does not affect the sum 　**(d)** explaining that the order in which numbers are subtracted may affect the difference.	C CN ME PS R V
A10 Apply mental mathematics strategies, such as: 　**(a)** using doubles 　**(b)** making 10 　**(c)** one more, one less 　**(d)** two more, two less 　**(e)** building on a known double 　**(f)** addition for subtraction to determine basic addition facts to 18 and related subtraction facts.	C CN ME R V

STRAND: STATISTICS & PROBABILITY (DATA ANALYSIS) **General Outcome: Collect, display and analyze data to solve problems.**	Mathematical Processes
D1 Gather and record data about self and others to answer questions.	C CN PS V
D2 Construct and interpret concrete graphs and pictographs to solve problems.	C CN PS R V

WNCP B.C. MATHEMATICS AT A GLANCE OVERVIEW – GRADE 2

STRAND: PATTERNS AND RELATIONS (PATTERNS) General Outcome: Use patterns to describe the world and solve problems.	Mathematical Processes
B1 Demonstrate an understanding of repeating patterns (3 to 5 elements) by: **a)** describing **(b)** extending **(c)** comparing **(d)** creating patterns using manipulatives, diagrams, sounds and actions.	C CN PS R V
B2 Demonstrate an understanding of increasing patterns by: **(a)** describing **(b)** reproducing **(c)** extending **(d)** creating patterns using manipulatives, diagrams, sounds and actions (numbers to 100).	C CN PS R V

STRAND: PATTERNS & RELATIONS (VARIABLES & EQUATIONS) General Outcome: Represent algebraic expressions in multiple ways.	Mathematical Processes
B3 Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).	C CN R V
B4 Record equalities and inequalities symbolically using the equal symbol or the not equal symbol *(with concrete representations)*.	C CN R V

STRAND: SHAPE AND SPACE (MEASUREMENT) General Outcome: Use direct or indirect measurement to solve problems.	Mathematical Processes
C1 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
C2 Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight).	C CN ME R V
C3 Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison.	C CN ME R V
C4 Measure length to the nearest non-standard unit by: **(a)** using multiple copies of a unit **(b)** using a single copy of a unit (iteration process).	C ME R V
C5 Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.	C R V

STRAND: SHAPE AND 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.	Mathematical Processes
C6 Sort 2-D shapes & 3-D objects using two attributes, and explain the sorting rule.	C CN R V
C7 Describe, compare, construct 3-D objects including: **(a)** cubes **(b)** spheres **(c)** cones **(d)** cylinders **(e)** pyramids.	C CN R V
C8 Describe, compare, construct 2-D shapes including: **(a)** triangles **(b)** squares **(c)** rectangles **(d)** circles.	C CN R V
C9 Identify 2-D shapes as parts of 3-D objects in the environment.	C CN R V