

## My Child's Learning - A Family Resource Grade 2 Mathematics - At A Glance

Organizing Idea	Grade 2 Learning Outcome	Highlights of your Child's Learning <i>(by the end of Grade 2)</i>
<b>Number</b>	Students analyze quantity to 1000.	<ul style="list-style-type: none"> <li>● Understand place value in numbers from 0 to 1000</li> <li>● Identify where numbers are placed on a numberline</li> <li>● Count forward (0 to 1000) and backward (1000 to 0)</li> <li>● Skip counting by 2s, 10s, 20s, 25s and 50s (including the use of coins or bills)</li> <li>● Identify numbers as even or odd</li> <li>● Estimate quantities</li> <li>● Compare and order numbers</li> </ul>
	Students investigate addition and subtraction within 100.	<ul style="list-style-type: none"> <li>● Recall and use addition number facts (up to 10+10) and related subtraction number facts</li> <li>● Investigate different strategies for addition and subtraction up to 100 and solve problems</li> </ul>
	Students interpret part-whole relationships using unit fractions.	<ul style="list-style-type: none"> <li>● Understand fractions in sets or in a whole (denominators of 10 or less)</li> <li>● Compare fractions with like denominators (denominators of 10 or less)</li> </ul>
<b>Geometry</b>	Students analyze and explain geometric attributes of shape.	<ul style="list-style-type: none"> <li>● Understand and use the attributes of sides, vertices and faces</li> <li>● Recognize the similarities and differences between 2-D shapes and 3-D objects</li> <li>● Investigate translation (slides), rotation (turns), and reflection (flips) of 2-D shapes and 3-D objects</li> </ul>
<b>Measurement</b>	Students communicate length using units.	<ul style="list-style-type: none"> <li>● Measure length using non-standard units as well as standard units</li> </ul>

		<ul style="list-style-type: none"> <li>• Compare and order lengths of objects measured in centimetres</li> <li>• Estimate lengths of objects in centimetres</li> <li>• Investigate First Nations, Métis, or Inuit use of the land in estimations of length</li> </ul>
<b>Patterns</b>	Students explain and analyze patterns in a variety of contexts.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of non-repeating and repeating patterns in a variety of contexts such as a hundred chart</li> </ul>
<b>Time</b>	Students relate duration to time.	<ul style="list-style-type: none"> <li>• Describe the relationship between days, weeks, months, and years</li> <li>• Describe durations of time in days, weeks, months, or years</li> <li>• Understand how <a href="#">First Nations symbolic calendars</a> relate to duration of time</li> </ul>
<b>Statistics</b>	Students relate data to a variety of representations.	<ul style="list-style-type: none"> <li>• Construct a variety of identified graphs to represent data</li> <li>• Collect and interpret data to answer questions</li> </ul>