



Interactive Vocabulary Sample Year Plan (June 25, 2022)

Grade 2

This resource has been created by Jackie Ratkovic (L NES), Wanda Dechant (CRC) and Chris Zarski (CARC) to support teachers in accessing terminology associated with the new Mathematics Curriculum. This document is a living document and will continue to be enhanced with additional links overtime.

What is Mathematics?

Mathematics is a subject in which students study patterns and relationships to understand various aspects of the world. Mathematical understanding is connected to many branches of mathematics, including arithmetic, algebra, geometry, data, statistics, and probability. The procedures associated with mathematics range from counting, calculating, and measuring to analyzing, modelling, and generalizing. Communication is also fundamental to mathematics. The language of mathematics has its own system of symbolic notation and a specific vocabulary with which to communicate mathematical thinking concisely.

Mathematical skills and knowledge support the interpretation of diverse quantitative and spatial information and can be applied to solving both theoretical and practical problems. With mathematics, abstract ideas can be visualized, represented, and explained. Mathematics is a powerful tool that can be used to simplify and solve complicated real-life problems.

Why is Mathematics important?

Mathematics is central to the development of numeracy: the ability to engage with quantitative and spatial information in a variety of situations. Mathematics is necessary in many pursuits of daily life, including comparing costs, locating a destination, interpreting a schedule, or adapting a recipe. Students become numerate as they learn the foundational skills and knowledge of mathematics, including mental processes and standard algorithms that are useful both in and beyond their learning environments.

As students learn and apply mathematics, they build the critical thinking skills required to analyze information and make decisions carefully in a wide range of situations. Many important life skills, such as financial literacy, rely on the foundational skills and knowledge of mathematics. Many careers use the logical or creative thinking and perseverance developed during the study of mathematics. Students will continue to use their mathematical learning as they contemplate new ideas in their schools, communities, and future workplaces.

Numeracy, Quantitative Information and Spatial Information

Although mathematics is often considered the study of numbers, it also provides the tools to interpret spatial information in the world. The earliest mathematical experiences of children involve exploration of the space and objects around them. Mathematics provides the foundations for precisely describing, defining, and measuring spatial information. Students will learn geometric properties that relate to and distinguish shapes. They will also develop an understanding of measurement, progressing from direct comparison, to the use of non-standard units of measure, to accurately measuring with various standard units and tools. Examining shapes through measures and calculations of length, area, volume, and angle will allow students to build a broad understanding of spatial information. Students will extend their application of spatial knowledge and skills from concrete to abstract situations, precisely describing location and movement of shapes in a plane. They will develop knowledge of geometric properties, theorems, and formulas to appreciate complex patterns within traditional cultural designs, to solve immediate real-life problems, and to propose innovations.

Throughout the study of mathematics, students apply their foundational knowledge, understandings, skills, and procedures to solve problems. They visualize and reason to move from what is known to what is sought. Thinking logically about a problem, choosing a strategy, reaching a conclusion, and justifying the solution helps students develop confidence in their mathematical thinking and decision making. These processes are reinforced by both literacy and numeracy skills and continue to develop throughout students' lives to support a wide variety of needs, such as financial literacy.

The foundational knowledge and skills provided by the mathematics curriculum are important contributions to the future success of students. Students will apply abilities in computation, managing information, reasoning, and problem solving in daily life and in future educational pursuits and careers. Mathematics will help students interact in society with confidence and intellectual curiosity. Students will rely on their mathematical knowledge and skills as they continue into adulthood in our interconnected and ever changing world. *Note: Learning outcomes in the Mathematics Kindergarten to Grade 6 Curriculum are intended to be achieved without the support of calculators.

source: Final Curriculum: Kindergarten to Grade 3 will be implemented starting September 2022. Grades 4 to 6 are available for optional implementation starting September 2022, Introduction, page 1.

Number: Quantity is measured with numbers that enable counting, labelling, comparing and operating.

2N1.1 Students analyze quantity to 1000. (20-50)

- There are infinitely many natural numbers.
- Every digit in a natural number has a value based on its place.
- Each natural number is associated with exactly one point on the number line.

2N1.3 Students analyze quantity to 1000. (100)

- All natural numbers are either even or odd.

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2N1.2 Students analyze quantity to 1000. (20-50)

- A quantity can be interpreted as a composition of groups.

2N1.3 Students analyze quantity to 1000. (100)

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2N1.4 Students analyze quantity to 1000. (100)

- A quantity can be estimated when an exact count is not needed.

2N2.1 Students investigate addition and subtraction within 100.

- A sum can be composed in multiple ways. (no regrouping)

2N3.1 Students interpret part whole relationships using unit fractions.

- Fractions can represent part-to- whole relationships.
- One whole can be interpreted as a number of unit fractions. (example: 2 50 cents pieces make 100
- 10 dimes $\frac{1}{10} \frac{1}{10} \frac{1}{10} \frac{1}{10} \frac{1}{10} \dots$)

Interactive Vocabulary Sample Year Plan: Mathematics - Grade 2

September 2022 ----- November 2022		
September	October	November
Patterns: Awareness of patterns supports problem solving in various situations.		
		2P1.1 Students explain and generalize patterns in a variety of contexts.. <ul style="list-style-type: none"> • A pattern can show increasing or decreasing change. • A pattern is more evident when the elements are represented, organized, aligned, or oriented in familiar ways.
Time: Duration is described and quantified with time .		
2T1.1 Students relate duration to time. <ul style="list-style-type: none"> • Time can be communicated in various ways. • Duration is the measure of an amount of time from beginning to end. Ongoing	2T1.1 Students relate duration to time. <ul style="list-style-type: none"> • Time can be communicated in various ways. • Duration is the measure of an amount of time from beginning to end. Ongoing	2T1.1 Students relate duration to time. <ul style="list-style-type: none"> • Time can be communicated in various ways. • Duration is the measure of an amount of time from beginning to end. Ongoing
Measurement: Attributes such as length, area, volume, and angle are quantified by measurement		
Geometry: Shapes are defined by geometric attributes .		
2G1.1a Students analyze and explain geometric attributes of shape . <ul style="list-style-type: none"> • Shapes are defined according to geometric attributes. 	2G1.1a Students analyze and explain geometric attributes of shape. <ul style="list-style-type: none"> • Shapes are defined according to geometric attributes. 	2G1.1a Students analyze and explain geometric attributes of shape. <ul style="list-style-type: none"> • Shapes are defined according to geometric attributes.

Number: Quantity is measured with numbers that enable counting, labelling, comparing and operating.composed

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- There are infinitely many natural numbers.
- Every digit in a natural number has a value based on its place.
- Each natural number is associated with exactly one point on the number line.

2N1.2 Students analyze quantity to 1000.(100)

- A quantity can be interpreted as a composition of groups.

2N1.3 Students analyze quantity to 1000.

- All natural numbers are either even or odd.

2N1.4 Students analyze quantity to 1000.

- A quantity can be estimated when an exact count is not needed.

2N1.5 Students analyze quantity to 1000.

- Inequality is an imbalance between two quantities.

2N2.1 Students investigate addition and subtraction within 100.

- A sum can be composed in multiple ways. (no regrouping)

2N3.1 Students interpret part whole relationships using unit fractions.

- Fractions can represent part-to-whole relationships.
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2N1.2 Students analyze quantity to 1000.(100 working to 1000)

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- Inequality is an imbalance between two quantities.

2N2.1 Students investigate addition and subtraction within 100. (start regrouping)

- A sum can be composed in multiple ways.

2N3.1 Students interpret part whole relationships using unit fractions.

- Fractions can represent part-to-whole relationships.
- One whole can be interpreted as a number of unit fractions.

Interactive Vocabulary Sample Year Plan: Mathematics - Grade 2

December 2022 -----February 2023		
December	January	February
	<ul style="list-style-type: none"> One whole can be interpreted as a number of unit fractions. 	
Patterns: Awareness of <u>patterns</u> supports problem solving in various situations.		
2P1.1 Students explain and analyze patterns in a variety of contexts. <ul style="list-style-type: none"> A <u>pattern</u> can show <u>increasing or decreasing change</u>. A pattern is more evident when the <u>elements</u> are <u>represented, organized, aligned, or oriented</u> in familiar ways. 	2P1.2 Students explain and analyze patterns in a variety of contexts. <ul style="list-style-type: none"> A <u>pattern core</u> can vary in complexity. 	2P1.2 Students explain and analyze patterns in a variety of contexts. <ul style="list-style-type: none"> A pattern core can vary in complexity.
Time: <u>Duration</u> is described and quantified with time.		
2T1.2 Students relate duration to time. <ul style="list-style-type: none"> Duration is quantified by measurement. (<u>calendar related</u>) 	2T1.2 Students relate duration to time. <ul style="list-style-type: none"> Duration is quantified by measurement. (<u>calendar related</u>) 	2T1.2 Students relate duration to time. <ul style="list-style-type: none"> Duration is quantified by measurement. (<u>calendar related</u>)
Measurement: <u>Attributes</u> such as <u>length</u>, area, volume, and angle are quantified by measurement.		
1M1.1 Students relate <u>length</u> to the understanding of <u>size</u> . <ul style="list-style-type: none"> <u>Length</u> is quantified by <u>measurement</u>. <u>Length</u> is measured with <u>equal-sized units</u> that themselves have length. The number of units required to measure a length is <u>inversely related</u> to the size of the unit. 1M1.2 Students relate length to the understanding of size <ul style="list-style-type: none"> Length can be <u>estimated</u> when a <u>measuring tool</u> is not available. 	1M1.1 Students relate length to the understanding of size. <ul style="list-style-type: none"> Length is quantified by measurement. Length is measured with equal-sized units that themselves have length. The number of units required to measure a length is inversely related to the size of the unit. 1M1.2 Students relate length to the understanding of size <ul style="list-style-type: none"> Length can be estimated when a measuring tool is not available. 	1M1.1 Students relate length to the understanding of size. <ul style="list-style-type: none"> Length is quantified by measurement. Length is measured with equal-sized units that themselves have length. The number of units required to measure a length is inversely related to the size of the unit. 1M1.2 Students relate length to the understanding of size <ul style="list-style-type: none"> Length can be estimated when a measuring tool is not available.

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Geometry: Shapes are defined by geometric attributes.		
		<p>2G1.1 Students analyze and explain geometric attributes of shape.</p> <ul style="list-style-type: none">• Shapes are defined according to geometric attributes.• A shape can be visualized as a composition of other shapes.

Sample Year Plan: Mathematics Grade 2

March 2023

June 2023

March

April

May

June

Number: Quantity is measured with numbers that enable counting, labelling, comparing and operating.

- 2N1.3 Students analyze quantity to 1000.
- All **natural numbers** are either **even** or **odd**.
- 2N1.4 Students analyze quantity to 1000.
- A quantity can be estimated when an **exact count** is not needed.
- 2N2.1 Students investigate **addition** and **subtraction** within 100.
- A **sum** can be **composed** in multiple ways.
- 2N2.2 Students investigate addition and subtraction within 100.
- Addition and subtraction** can represent the **sum or difference** of countable quantities or measurable lengths. **(with and without regrouping)**

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Patterns: Awareness of patterns supports problem solving in various situations.

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- 2G1.2 Students analyze and explain geometric attributes of shape.
- Geometric attributes do not change when a shape is translated, rotated, or reflected.

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Measurement: **Attributes such as length, area, volume, and angle are quantified by measurement.**

- 2M1.2 Students communicate **length** using units.
- Length can be estimated when a measuring tool is not available.

<Revisit and align with Geometry>

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Statistics: The science of collecting, analyzing, visualizing and interpreting data can inform understanding and decision making.

- 2ST1.1 Students relate data to a variety of representations.
- Data can be collected to answer questions.

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- 2ST1.2 Students relate data to a variety of representations.

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- Data can be represented in various ways.