

Grade 2 JUMP Math Correlation to the New BC Curriculum

NOTES:

Underlined JUMP Math lessons are review from a previous grade.

Italicized JUMP Math lessons contain prerequisite material required to meet the learning standard.

An asterisk (*) indicates that a JUMP Math lesson covers a curriculum requirement primarily in the Teacher's Guide.

JUMP Math strands are represented by:

NS Number Sense

ME Measurement

G Geometry

PA Patterns and Algebra

PDM Probability and Data Management

Big Ideas

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**.

Content

number concepts to 100

JUMP Math Lessons

Part	Unit	Lessons
1	7	NS2-18 to 21
2	12	NS2-43, 44, 46 to 49
2	13	NS2-51, 56
2	17	NS2-68, 69
Part	Unit	Lessons
2	12	NS2-43, 44
2	17	NS2-68, 69

• counting:

Content	JUMP Math Lessons		
◦ counting on and counting back	Part	Unit	Lessons
	2	12	NS2-43, 44
	2	17	NS2-68, 69
▪ using different starting points	Part	Unit	Lessons
	2	12	NS2-43, 44
	2	17	NS2-68, 69
▪ increasing and decreasing (forward and backward)	Part	Unit	Lessons
	2	12	NS2-43, 44
	2	17	NS2-68
• Quantities to 100 can be arranged and recognized:	Part	Unit	Lessons
	1	7	NS2-18 to 21
	2	12	NS2-46, 47
	2	13	NS2-51, 56
◦ comparing and ordering numbers to 100	Part	Unit	Lessons
	1	7	NS2-19, 21
◦ benchmarks of 25, 50, and 100	Part	Unit	Lessons
	2	12	NS2-46, 47
◦ place value:	Part	Unit	Lessons
	1	7	NS2-20
	2	13	NS2-51, 56
▪ understanding of 10s and 1s	Part	Unit	Lessons
	1	7	NS2-20
	2	13	NS2-51, 56
▪ understanding the relationship between digit places and their values, to 99 (e.g., the digit 4 in 49 has the value of 40)	Part	Unit	Lessons
	1	7	NS2-20
	2	13	NS2-51, 56
▪ decomposing two-digit numbers into 10s and 1s	Part	Unit	Lessons
	1	7	NS2-20
	2	13	NS2-51, 56
• even and odd numbers	Part	Unit	Lessons
	2	12	NS2-48, 49

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Content	JUMP Math Lessons		
benchmarks of 25, 50, and 100 and personal referents	Part	Unit	Lessons
	2	12	NS2-45, 47
• seating arrangements at ceremonies/feasts	Part	Unit	Lessons
	2	12	NS2-47
addition and subtraction facts to 20 (introduction of computational strategies)	Part	Unit	Lessons
	1	1	NS2-8
	1	7	NS2-22, 24, 27
	1	9	NS2-28, 30, 31
	1	10	NS2-39, 40
	2	13	NS2-50, 52, 53, 59, 60
• adding and subtracting numbers to 20	Part	Unit	Lessons
	1	1	NS2-8
	1	9	NS2-28, 31
	2	13	NS2-52, 59, 60
• fluency with math strategies for addition and subtraction (e.g., making or bridging 10, decomposing, identifying related doubles, adding on to find the difference)	Part	Unit	Lessons
	1	7	NS2-24, 27
	1	9	NS2-30, 31
	1	10	NS2-39, 40
	2	13	NS2-50, 52, 53, 59, 60
addition and subtraction to 100	Part	Unit	Lessons
	1	1	NS2-5
	1	2	NS2-12, 13 NS2-14
	1	7	NS2-23 to 25, 27
	1	9	NS2-32 to 38
	1	10	NS2-40 to 42
	2	13	NS2-51, 53 to 55, 57, 58, 60
	2	14	NS2-61 to 66
• decomposing numbers to 100	Part	Unit	Lessons
	2	13	NS2-51

Content	JUMP Math Lessons		
• estimating sums and differences to 100	Part	Unit	Lessons
	2	14	NS2-66
• using strategies such as looking for multiples of 10, friendly numbers (e.g., $48 + 37$, $37 = 35 + 2$, $48 + 2$, $50 + 35 = 85$), decomposing into 10s and 1s and recomposing (e.g., $48 + 37$, $40 + 30 = 70$, $8 + 7 = 15$, $70 + 15 = 85$), and compensating (e.g., $48 + 37$, $48 + 2 = 50$, $37 - 2 = 35$, $50 + 35 = 80$)	Part	Unit	Lessons
	1	10	NS2-41
	2	13	NS2-53 to 55, 57, 58
	2	14	NS2-61 to 65
• adding up to find the difference	Part	Unit	Lessons
	1	7	NS2-24, 27
	1	9	NS2-37
	2	14	NS2-62
• using an open number line, hundred chart, ten-frames	Part	Unit	Lessons
	1	7	NS2-23, 25
	1	9	NS2-37
	1	10	NS2-40, 42
	2	14	NS2-61, 62
• using addition and subtraction in real-life contexts and problem-based situations	Part	Unit	Lessons
	1	1	NS2-5
	1	2	NS2-12, 13 NS2-14
	1	9	NS2-32 to 36, 38
• whole-class number talks	Part	Unit	Lessons
	2	13	NS2-60
repeating and increasing patterns	Part	Unit	Lessons
	1	2	NS2-16
	1	3	PA2-1 to 4, 6
	2	12	NS2-44*
	2	15	PA2-7, 9
• exploring more complex repeating patterns (e.g., positional patterns, circular patterns)	Part	Unit	Lessons
	1	3	PA2-1 to 4, 6
• identifying the core of repeating patterns (e.g., the pattern of the pattern that repeats over and over)	Part	Unit	Lessons
	1	3	PA2-1 to 4
• increasing patterns using manipulatives, sounds, actions, and numbers (0 to 100)	Part	Unit	Lessons
	2	15	PA2-7, 9

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Content	JUMP Math Lessons		
• Métis finger weaving	Part	Unit	Lessons
	1	3	PA2-2*
• First Peoples head/armband patterning	Part	Unit	Lessons
	1	3	PA2-6*
• online video and text: <i>Small Number Counts to 100</i> (mathcatcher.irmacs.sfu.ca/story/small-number-counts-100)	Part	Unit	Lessons
	2	12	NS2-44*
change in quantity , using pictorial and symbolic representation	Part	Unit	Lessons
	1	7	NS2-24, 25
	1	9	NS2-29, 30
• numerically describing a change in quantity (e.g., for $6 + n = 10$, visualize the change in quantity by using ten-frames, hundred charts, etc.)	Part	Unit	Lessons
	1	7	NS2-24, 25
	1	9	NS2-29, 30
symbolic representation of equality and inequality	Part	Unit	Lessons
	1	9	NS2-28, 29
direct linear measurement , introducing standard metric units	Part	Unit	Lessons
	1	4	<i>ME2-1 to 7</i>
	1	11	<i>ME2-9 to 11</i> <i>ME2-12 to 16</i>
• centimetres and metres	Part	Unit	Lessons
	1	11	ME2-12 to 16
• estimating length	Part	Unit	Lessons
	1	11	ME2-14, 16
• measuring and recording length, height, and width, using standard units	Part	Unit	Lessons
	1	11	ME2-12 to 16
multiple attributes of 2D shapes and 3D objects	Part	Unit	Lessons
	1	5	G2-1 to 6
	1	6	PDM2-1 to 4
	2	14	G2-20, 21
	2	16	G2-14*, 15*, 16, 17, 21

Content	JUMP Math Lessons		
<ul style="list-style-type: none"> • sorting 2D shapes and 3D objects, using two attributes, and explaining the sorting rule 	Part	Unit	Lessons
	1	6	PDM2-1 to 4
	2	16	G2-14*, 15*, 16, 17, 21
<ul style="list-style-type: none"> • describing, comparing, and constructing 2D shapes, including triangles, squares, rectangles, circles 	Part	Unit	Lessons
	1	5	G2-1 to 6
<ul style="list-style-type: none"> • identifying 2D shapes as part of 3D objects 	Part	Unit	Lessons
	2	14	G2-20, 21
<ul style="list-style-type: none"> • using traditional northwest coast First Peoples shapes (ovoids, U, split U, and local art shapes) reflected in the natural environment 	Part	Unit	Lessons
	1	5	G2-4*, 5*, 6*
pictorial representation of concrete graphs, using one-to-one correspondence	Part	Unit	Lessons
	1	6	PDM2-5 to 7
<ul style="list-style-type: none"> • collecting data, creating a concrete graph, and representing the graph, using a pictorial representation through grids, stamps, drawings 	Part	Unit	Lessons
	1	6	PDM2-5 to 7
<ul style="list-style-type: none"> • one-to-one correspondence 	Part	Unit	Lessons
	1	6	PDM2-5 to 7
likelihood of familiar life events , using comparative language	Part	Unit	Lessons
	2	20	PDM2-13 to 16
<ul style="list-style-type: none"> • using comparative language (e.g., certain, uncertain; more, less, or equally likely) 	Part	Unit	Lessons
	2	20	PDM2-13 to 16
financial literacy — coin combinations to 100 cents, and spending and saving	Part	Unit	Lessons
	2	17	NS2-70 to 74
<ul style="list-style-type: none"> • counting simple mixed combinations of coins to 100 cents 	Part	Unit	Lessons
	2	17	NS2-70 to 73
<ul style="list-style-type: none"> • introduction to the concepts of spending and saving, integrating the concepts of wants and needs 	Part	Unit	Lessons
	2	17	NS2-72*, 74*
<ul style="list-style-type: none"> • role-playing financial transactions (e.g., using bills and coins) 	Part	Unit	Lessons
	2	17	NS2-74

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Grade 2 JUMP Math Exemplar Lessons for Curricular Competencies

The Curricular Competencies in the new BC Mathematics curriculum are addressed throughout JUMP Math's Grade 2 resource. The following table lists a selection of JUMP Math lessons that provide effective illustrations of how each Curricular Competency is addressed.

Curricular Competencies			
Reasoning and analyzing	JUMP Math Lessons		
• Use reasoning to explore and make connections	Part	Unit	Lessons
	1	6	PDM2-3
	2	13	NS2-52
• Estimate reasonably	Part	Unit	Lessons
	1	11	ME2-14
	2	12	NS2-47
• Develop mental math strategies and abilities to make sense of quantities	Part	Unit	Lessons
	1	10	NS2-42
	2	13	NS2-54
• Use technology to explore mathematics	Part	Unit	Lessons
	1	9	NS2-30
• Model mathematics in contextualized experiences	Part	Unit	Lessons
	1	9	NS2-33
	2	12	NS2-47
	2	17	NS2-72
Understanding and solving	JUMP Math Lessons		
• Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Part	Unit	Lessons
	1	6	PDM2-4
	2	16	G2-15
• Visualize to explore mathematical concepts	Part	Unit	Lessons
	1	5	G2-6
	2	16	G2-16
• Develop and use multiple strategies to engage in problem solving	Part	Unit	Lessons
	2	13	NS2-60
	2	14	NS2-61

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Curricular Competencies			
<ul style="list-style-type: none"> 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 	Part	Unit	Lessons
	2	12	NS2-44
Communicating and representing		JUMP Math Lessons	
<ul style="list-style-type: none"> Communicate mathematical thinking in many ways 	Part	Unit	Lessons
	1	7	NS2-22
	2	14	NS2-63
<ul style="list-style-type: none"> Use mathematical vocabulary and language to contribute to mathematical discussions 	Part	Unit	Lessons
	1	5	G2-14
	2	20	PDM2-15
<ul style="list-style-type: none"> Explain and justify mathematical ideas and decisions 	Part	Unit	Lessons
	1	3	PA2-2
	2	14	NS2-61
<ul style="list-style-type: none"> Represent mathematical ideas in concrete, pictorial, and symbolic forms 	Part	Unit	Lessons
	1	7	NS2-20
	2	15	PA2-7
Connecting and reflecting		JUMP Math Lessons	
<ul style="list-style-type: none"> Reflect on mathematical thinking 	Part	Unit	Lessons
	1	6	PDM2-7
	2	16	G2-21
<ul style="list-style-type: none"> Connect mathematical concepts to each other and to other areas and personal interests 	Part	Unit	Lessons
	1	5	G2-6
	2	16	G2-16
<ul style="list-style-type: none"> Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts 	Part	Unit	Lessons
	1	5	G2-5
	2	12	NS2-44

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