

Unit 1 - Pattern

The big math ideas - Grade 2

We can create and describe **repeating patterns**.

The core of a pattern is the part that repeats.

We can represent a **repeating pattern** in numbers or pictures, using models or words or actions.

We can extend a **repeating pattern**.

Repeating patterns can be compared.

Unit 1 - Pattern

The big math ideas - Grades 2&3

We can create and describe **increasing patterns**.
A pattern rule tells where to start a pattern and how it grows or changes.

We can represent an **increasing pattern** in numbers or pictures, using models or words.

We can extend an **increasing pattern**.
We can use a hundreds chart to show an **increasing pattern**.

Increasing patterns can be compared.

Unit 1 - Pattern

The big math ideas - Grade 3

We can create and describe **decreasing patterns**.

A pattern rule tells where to start a **decreasing pattern** and how it shrinks or changes.

We can represent a **decreasing pattern** in numbers or pictures, using models or words.

We can extend a **decreasing pattern**.

We can use a hundreds chart to show a **decreasing pattern**.

Decreasing patterns can be compared.

Unit 2 - Number

The big math ideas - Grade 2&3

Our number system uses 1s, 10s and 100s.

Mathematicians break numbers apart based on their hundreds, tens and ones. This is called partitioning.

We can describe numbers as a sum of hundreds, tens and ones. This makes them easier to add and subtract.

We can compare and order numbers by partitioning them.

The position of the digits in a number tells us about the 100s, 10s and 1s.

There are relationships between the neighboring positions of the digits in a number.

When we estimate, we use referents of 10s and 100s.