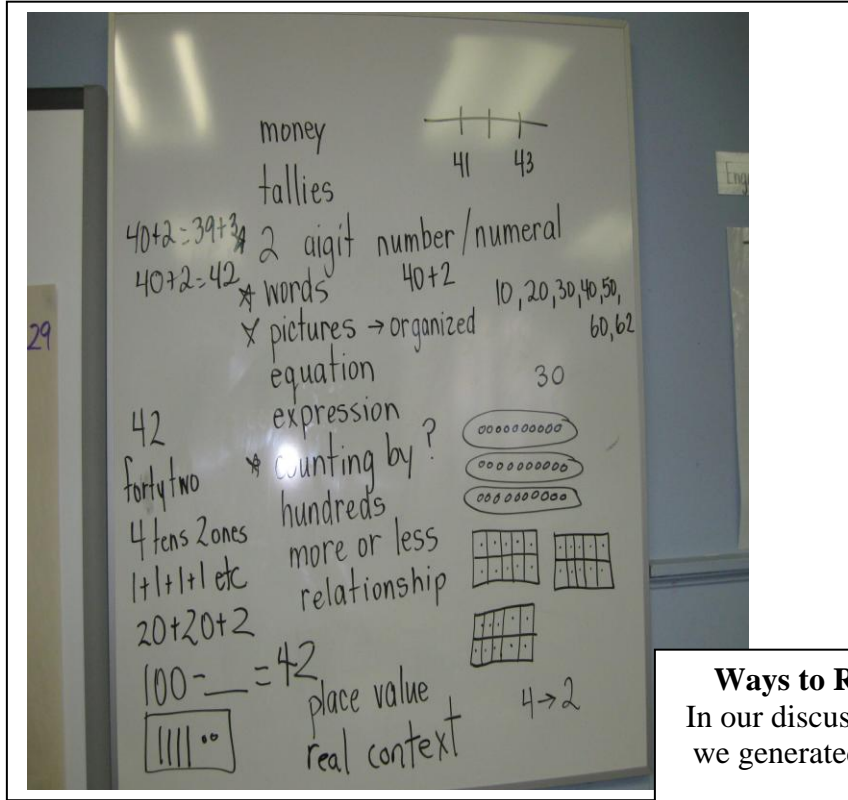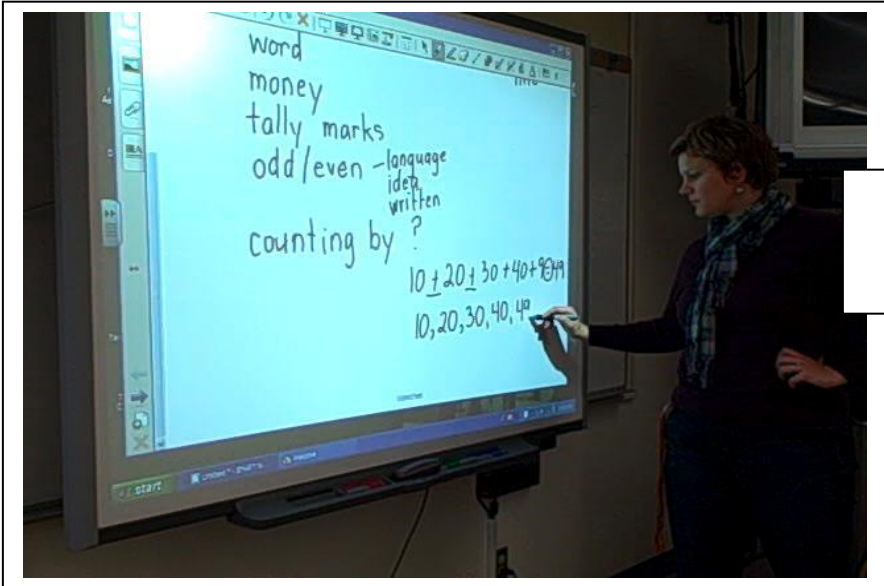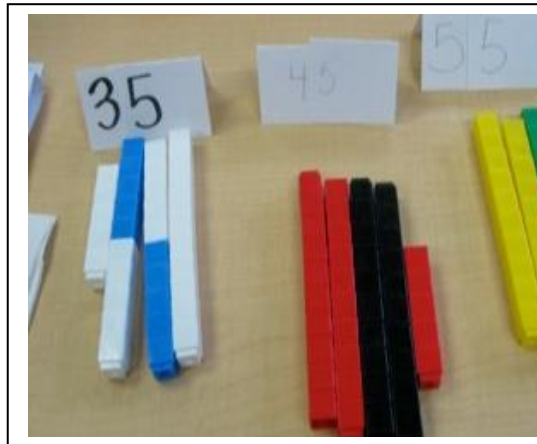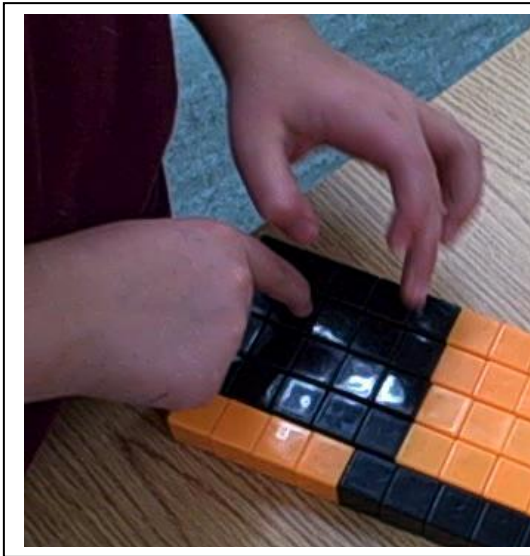**The Revised Program of Studies, Mathematics, 2007 challenges us to teach for understanding.**

Ways to Represent Math:
In our discussion in Peace River we generated this board full of ideas

What will we Assess
Our GP discussion
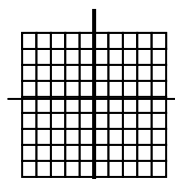
Build It Take a Picture | Represent it with pictures

Put it in a sequence or order

Compare it to one hundred

Decompose it

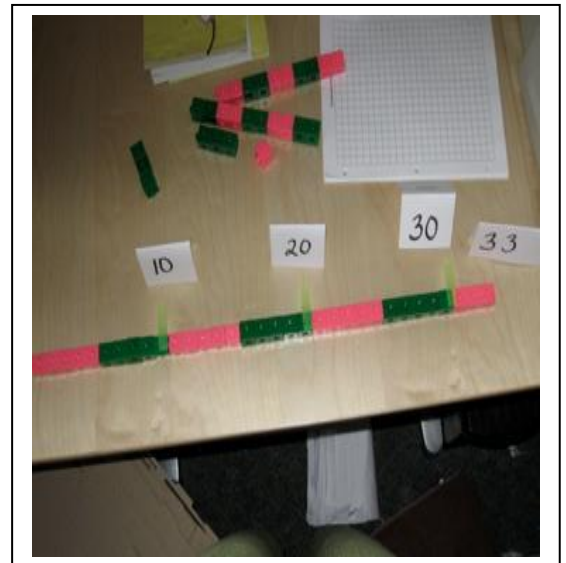Represent it with
Place value

What is it close to?

Standard Notation | Expanded Notation

Grade 2 Series   2009 These materials have evolved through a collaboration between Thinking 101 and NRLC. They are for the express use of participants.

2

We would like to move students from tallies and blocks to marking the number within a hundred grid or on the number line.

The focus then moves to what is it close to and how does it compare to other numbers. Since subtraction is a comparison it is important that students see numbers embedded within other numbers.
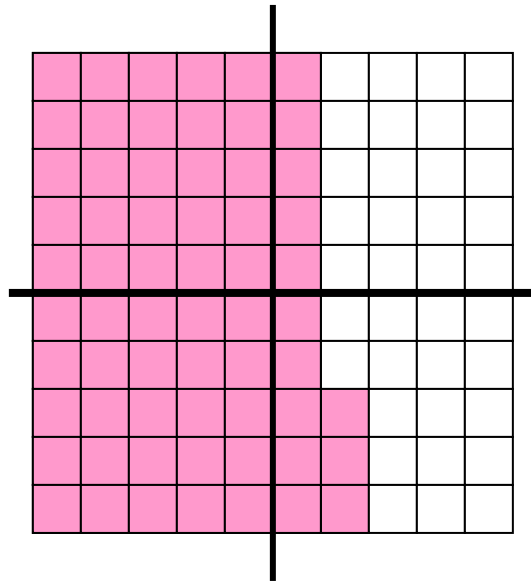
What number is represented by pink? How can you quickly count?

Sixty three is made up of 50 + 13, 25 + 25 + 13, 10,10,10,10,10,10,2

Compare 63 to 100. The difference is 37. One hundred is 37 more than 63 or 63 is 37 less than 100. The following equations all explain the relationship between 63, 37 and 100.

You can say 63 plus 37   You can talk about 100 subtract 37.
    $63 + 37 = 100$ $37 + 63 = 100$ $100 - 37 = 63$ $100 - 63 = 37$

If we pull these tens apart and lay them on the numberline it would look like this:
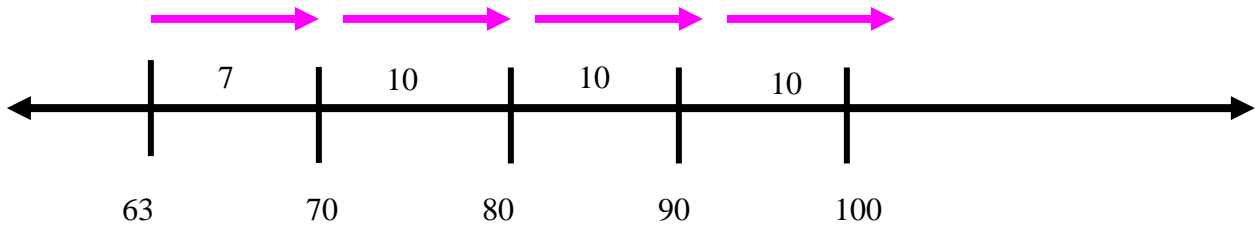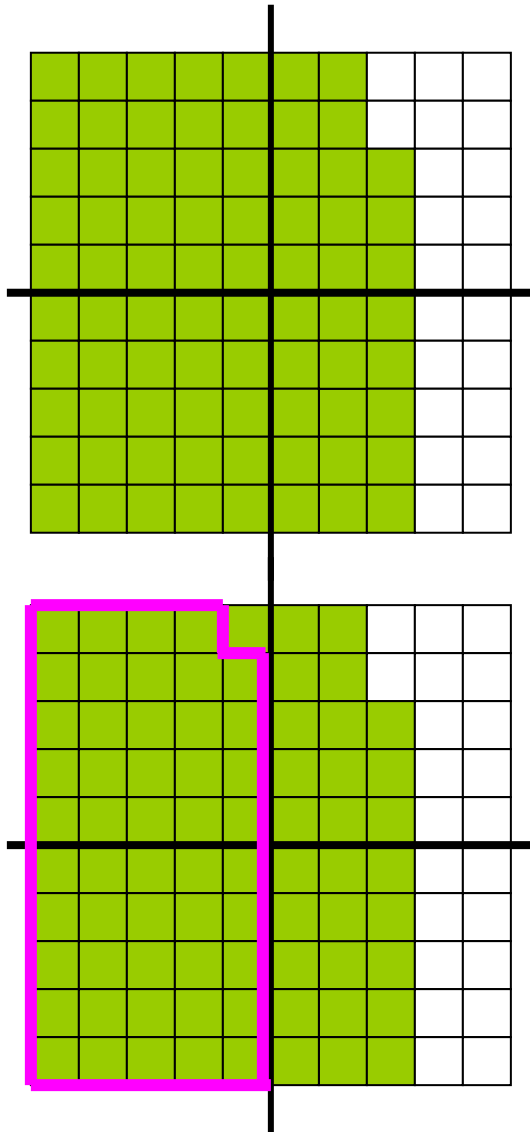
An image of 78 - 49

Can you see 78?
What would the difference
between 78 and 49 be?
See the 49 inside the 78?
You can think 49 + what =
78?

29 away

49   50   60   70   78