



Long Range Grade 2 Mathematics Plan

This resource is intended to be a guide to long range planning and follows the Ontario Provincial Mathematics Curriculum Document.

Please note that *three* strands will be evaluated the First Term and all *five* strands will be evaluated Second and Third Terms.

Term 1

Number Sense and Numeration

Understanding Number:

- Read and print number words to twenty;
- Count by 1's, 2's, 5's, 10's and 25's beyond 100 using multiples of 1, 2, and 5 as starting points;
- Count backwards by 1's from 20;
- Locate whole numbers to 50 on a number line and partial number line (e.g., from 34 to 41);
- Show counting by 2's 5's and 10's to 50 on a number line;

Computations:

- Investigate the properties of whole numbers (e.g., addition fact families, $3+2=2+3$);
- Recall addition and subtraction facts to 18;
- Mentally add and subtract one-digit numbers;

Measurement

Units of Measure:

- Demonstrate an understanding that the measure of one object can be used to describe a similar attribute of another object (e.g., the mass of a box can be used to measure the mass of a larger box);
- Record results of measurement activities in a variety of ways (e.g. in graphs, stories);
- Demonstrate an understanding that a standard unit of measure is used to describe the measure of an object (e.g., a meter length is used repeatedly to describe the length of a room);

- Demonstrate an understanding of some standard units of measure: for length and distance (centimeter, meter) and time (second, minute, hour, day);
- Use the terms centimeter and meter in measurement and describe the relationship between the two linear measures;
- Select an appropriate non-standard unit and an appropriate standard unit to measure length;

Patterning and Algebra

- Recognize that patterning results from repeating an operation (e.g. addition), using a transformation (slide, flip, turn) or making some other change to an attribute (e.g., position, color);
- Describe and make models of patterns encountered in any context (e.g., wallpaper borders, calendars), and read charts that display the patterns;
- Identify patterns (e.g. in shapes, sounds);
- Combine two attributes in creating a pattern (e.g., size and position);
- Identify patterns in addition and subtraction sentences;