



## Long Range Grade 2 Mathematics Plan

### Term 2

#### Number Sense and Numeration

##### *Understanding Number:*

- Compare, order, and represent whole numbers to 100 using concrete materials and drawings;
- Use mathematical language to identify and describe numbers to 100 in the world around them;
- Discuss the use of number and arrangement in their community (e.g., cans on a grocery store shelf, cost of 5 candies)
- Identify place-value patterns (e.g., trading 10 ones for 1 ten) and use zero as a place holder;
- Use ordinal numbers to thirty-first;

##### *Computations:*

- Skip count, and create and explore patterns, using a calculator (e.g., skip count by 5's by entering [5] [+] [5] [=] . . . on the calculator);

##### *Applications:*

- Use a calculator to solve problems with numbers larger than 50 in real-life situations
- Pose and solve number problems with at least one operation (e.g., if there are 24 students in our class and 8 wore boots, how many students did not wear boots?);
- Select and use appropriate strategies (e.g., pencil and paper, calculator, estimation, concrete materials) to solve number problems involving addition and subtraction.

## Measurement

### *Units of Measure:*

- Demonstrate an understanding of the relationship between days and weeks, months and years, minutes and hours, hours and days;
- Name the months of the year in order and read the date on a calendar;
- Estimate and measure the passage of time using minutes and hours;
- Read digital and analog clocks, and tell and write time to the quarter-hour;
- Relate changes in temperature to their own experiences (e.g., how changes in temperature during the day affect their activities);
- Use a thermometer to determine whether temperature is rising or falling;
- Name and state the value of all coins and demonstrate an understanding of their value;
- Estimate and count money amounts to \$1 and record money amounts using the cent symbol;
- Create equivalent sets of coins up to \$1 in value;
- Use mathematical language to describe relative times, sizes, temperatures, amounts of money, areas, masses and capacities (e.g., higher tower, few cups);
- Use non-standard and standard units to solve measurement problems relating to themselves and their environment;

## Geometry and Spatial Sense

### *Three- and Two-Dimensional Geometry*

- Explore and identify three-dimensional figures using concrete materials and drawings (e.g., prism, pyramid);
- Construct the skeleton of a prism and a pyramid using a variety of materials (e.g., straws, joiners);
- Create a three-dimensional model from an illustration, using concrete materials (e.g., make a house from clay or plasticine);
- Compare and sort three-dimensional figures according to one geometric attribute (e.g., shape);
- describe and name three-dimensional figures (e.g., cube, cone, sphere, prism);
- explain how they used different three-dimensional figures and concrete materials in building a structure or model;
- explore and identify two-dimensional shapes using concrete materials and drawings (e.g. pentagon, hexagon, octagon);

## Data Management and Probability

### *Collecting, Organizing and Analyzing Data*

- pose questions about meanings derived from the data on graphs (e.g., which was the rainiest month?);
- sort and classify concrete objects, pictures, and symbols according to two specific attributes (e.g., shape and texture);
- identify attributes and rules in presorted sets;
- recognize that an object can have more than one attribute;
- generate questions that have a finite number of responses for a given topic (e.g., how many different items of clothing are you wearing?);
- collect first-hand data from their environment (e.g. the number of days of sun, rain, snow during the month of November);

### *Concluding and Reporting*

- identify the basic parts of a graph: labels, scales, title, data;
- organize data using graphic organizers (e.g. diagrams, charts, graphs, webs) and various recording methods (e.g., placing stickers, drawing graphs);
- construct and label simple concrete graphs, bar graphs, and pictographs using one-to-one correspondence;
- interpret displays of numerical information and express understanding in a variety of ways (e.g., draw a picture and use informal language to discuss);