



Recommended P2 / Grade 2 Curriculum Framework

<b>Content: MATHEMATICS – P2 / Grade 2</b>						
<b>Topic: Number Sense / Algebraic Ideas (number patterns) (Weeks 1-6)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>CONCEPTS-Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:</b></p> <p><b><u>MA-E-1.1.1</u></b> Whole numbers (0 to 1,000)</p> <p><b><u>MA-E-1.1.3</u></b> Odd and even numbers</p>	<p><b>AE 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>AE 2.11</b> Students understand mathematical change concepts and use them appropriately and accurately.</p> <p><b>POS-M-P-NC-15</b> Students will read, write, and model whole numbers, 0-1,000, understanding place value for thousands.</p> <p><b>CA</b> Students recognize and write number words to 1,000.</p> <p><b>CA</b> Students recognize ordinal numbers.</p> <p><b>POS-M-P-NC-12</b> Students will explore multiples, skip counting by twos (odd and even).</p> <p><b>CA</b> Students recognize odd and even numbers.</p>	<p><b>MST (Math Standards Test)-P1 / Form A (Cut-off: 24/32)</b></p>				

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<p><b>MA-E-1.1.4</b> Place value, expanded form, number magnitude (order, compare)</p> <p><b>MA-E-1.1.5</b> Multiple representations of numbers (e.g., drawings, manipulative, symbols)</p> <p><b>SKILLS-Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:</b></p> <p><b>MA-E-1.2.1</b> Read, write and rename whole numbers (<b>0 to 1,000</b>)</p> <p><b>MA-E-1.2.4</b> Skip-count forward and backward</p> <p><b>MA-E-1.2.5</b> Estimate quantities of objects</p> <p><b>MA-E-1.2.9</b> Order and compare (&gt;,&lt;=) whole numbers (<b>0 to 1,000</b>)</p>	<p><b>POS-M-P-NC-17</b> Students will understand the relative magnitude of whole numbers from 0-1,000 (e.g., describe a real world situation in which 50 is big/small amount).</p> <p><b>POS-M-P-NC-18</b> Students will explore multiples, skip count by fives and tens.</p> <p><b>POS-M-P-NC-13</b> Students will count backwards by ones.</p> <p><b>POS-M-P-NC-19</b> Students will explore estimation procedures.</p> <p><b>POS-M-P-NC-16</b> Students will order and compare numbers from 0-1,000.</p>					

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<p><b>MA-E-4.2.1</b> Find rules, for, extend, and create patterns</p> <p><b>RELATIONSHIPS-Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:</b></p> <p><b>MA-E-1.3.3</b> How the base 10 number system relates to place value (e.g., ten tens make one hundred)</p> <p><b>MA-E-4.3.1</b> How patterns (e.g., numbers, pictures, words) are alike and different</p> <p><b>MA-E-4.3.2</b> How rules involving number patterns can be explained</p>	<p><b>POS-M-P-A-5</b> Students will identify and describe patterns in real life, numerical, and geometric situations.</p> <p><b>POS-M-P-A-6</b> Students will create, reproduce, and extend patterns of shapes, objects, movements, and sounds.</p> <p><b>POS-M-P-A-12</b> Students will recognize, extend, and explain rules orally for a number pattern.</p>					