



Recommended P2 / Grade 2 Curriculum Framework

Content: MATHEMATICS – P2 / Grade 2						
Topic: Geometry – 3-D (Weeks 35-36)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>CONCEPTS-Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:</p> <p>MA-E-2.1.1 Basic geometric elements and terms including sides, edges, faces</p> <p>MA-E-2.1.3 Basic three dimensional shapes including spheres, cones, cylinders, pyramids, cubes, and triangular and rectangular prisms</p>	<p>AE 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>POS-M-P-GM-11 Students will identify, describe, and compare three-dimensional shapes according to the number and shape of faces, edges, and bases.</p> <p>POS-M-P-GM-6 Students will identify, describe, model, draw, and classify/sort three-dimensional shapes.</p>					

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<p>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:</p> <p>MA-E-2.2.1 Sort objects and compare attributes</p> <p>MA-E-2.2.4 Identify basic three-dimensional shapes by appearance</p> <p>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:</p> <p>MA-E-2.3.2 How three-dimensional shapes are alike or different</p>						