



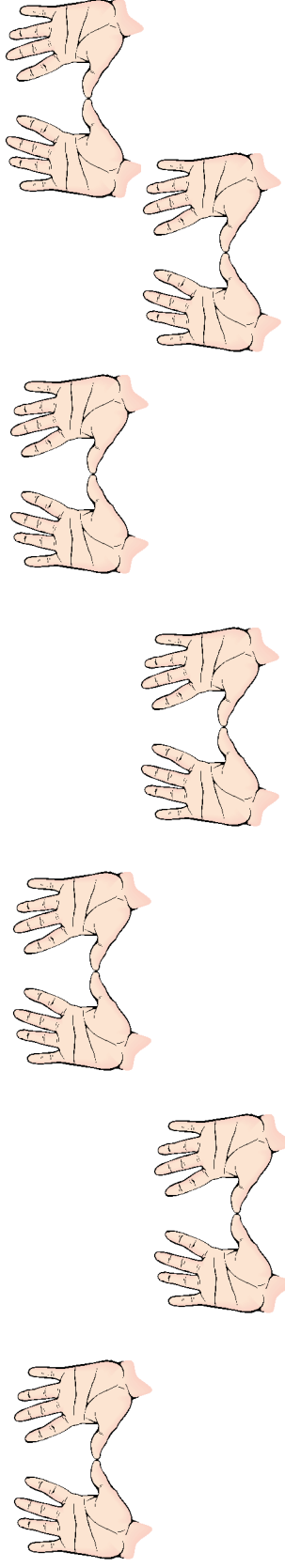
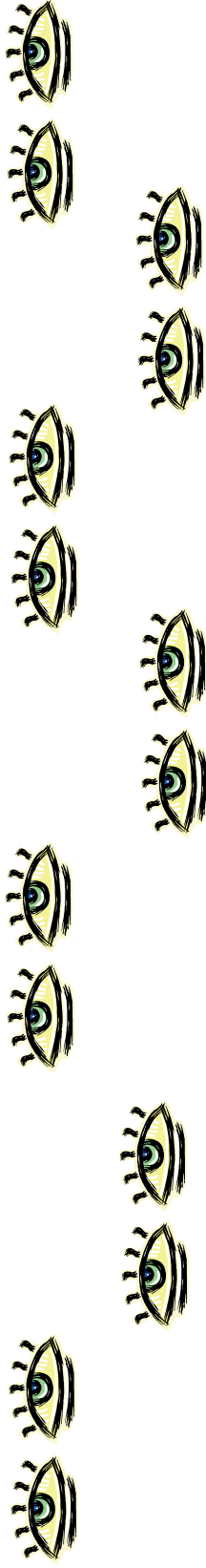
**GRADE 2 MATHEMATICS**

**Blackline Masters**

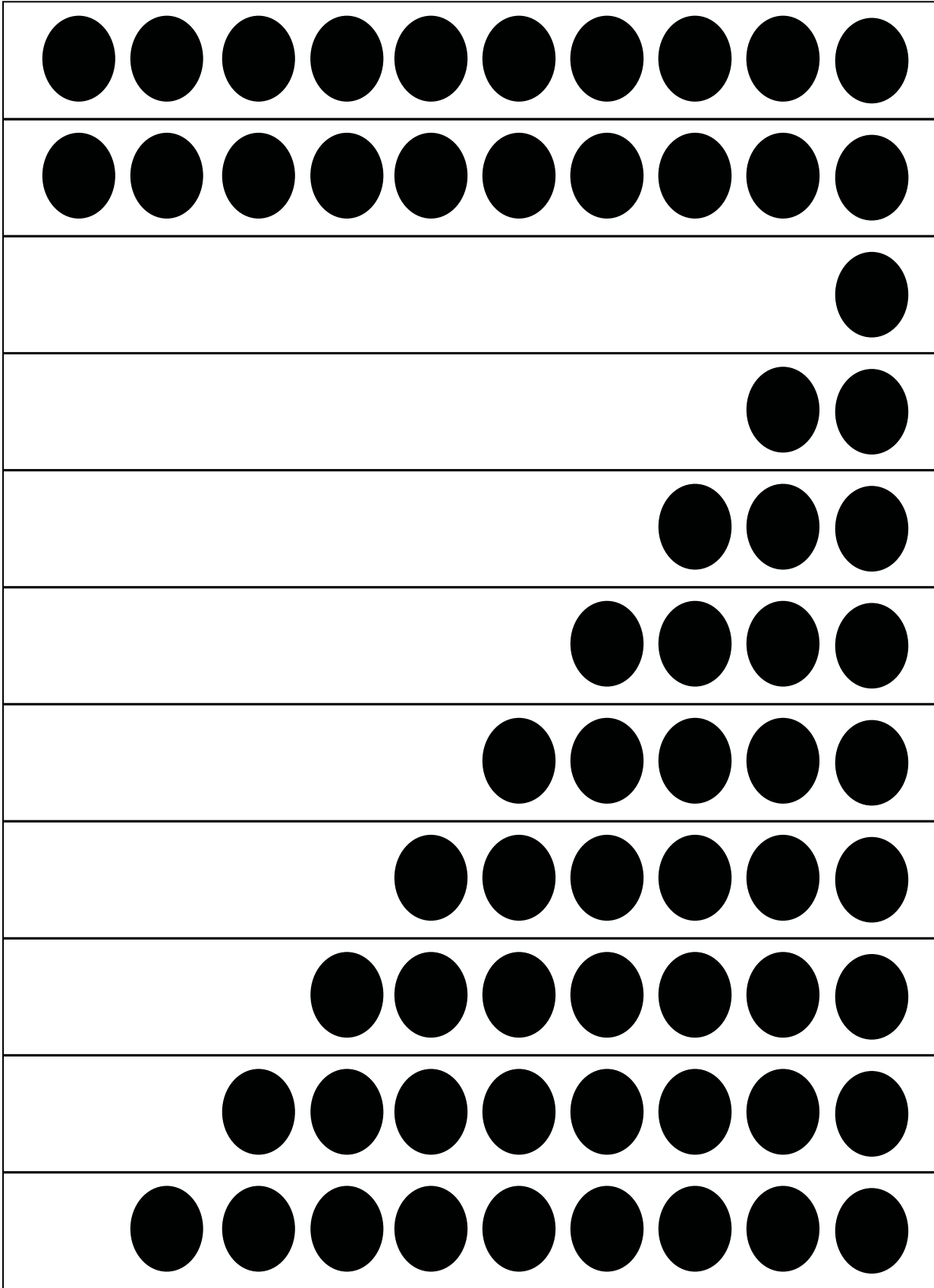




# Eyes and Fingers



# Ten-Strips



**Ten-Strips (continued)**

The image displays a grid of ten horizontal strips, each containing ten black circles. The strips are arranged in a single column, separated by thin horizontal lines. Each strip is a rectangular box with a thin black border, and the circles are evenly spaced within each strip. This layout is designed for students to use the strips in various mathematical activities, such as counting, grouping, or representing numbers.

**Hundred Chart**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>
<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>100</b>

## Number Cards 1 to 100

1

2

3

4



**Number Cards 1 to 100 (continued)**

5

6

7

8

**Number Cards 1 to 100 (continued)**

9

10

11

12

**Number Cards 1 to 100 (continued)**

**13**

**14**

**15**

**16**

**Number Cards 1 to 100 (continued)**

**17**

**18**

**19**

**20**

**Number Cards 1 to 100 (continued)**

21

22

23

24

**Number Cards 1 to 100 (continued)**

25

26

27

28

**Number Cards 1 to 100 (continued)**

29

30

31

32

**Number Cards 1 to 100 (continued)**

33

34

35

36



**Number Cards 1 to 100 (continued)**

**37**

**38**

**39**

**40**

**Number Cards 1 to 100 (continued)**

41

42

43

44

**Number Cards 1 to 100 (continued)**

**45**

**46**

**47**

**48**

**Number Cards 1 to 100 (continued)**

**49**

**50**

**51**

**52**

**Number Cards 1 to 100 (continued)**

53

54

55

56

**Number Cards 1 to 100 (continued)**

**57**

**58**

**59**

**60**

**Number Cards 1 to 100 (continued)**

61

62

63

64

**Number Cards 1 to 100 (continued)**

65

66

67

68



**Number Cards 1 to 100 (continued)**

69

70

71

72

**Number Cards 1 to 100 (continued)**

73

74

75

76

**Number Cards 1 to 100 (continued)**

77

78

79

80

**Number Cards 1 to 100 (continued)**

81

82

83

84

**Number Cards 1 to 100 (continued)**

85

86

87

88

**Number Cards 1 to 100 (continued)**

89

90

91

92

**Number Cards 1 to 100 (continued)**

93

94

95

96

**Number Cards 1 to 100 (continued)**

97

98

99

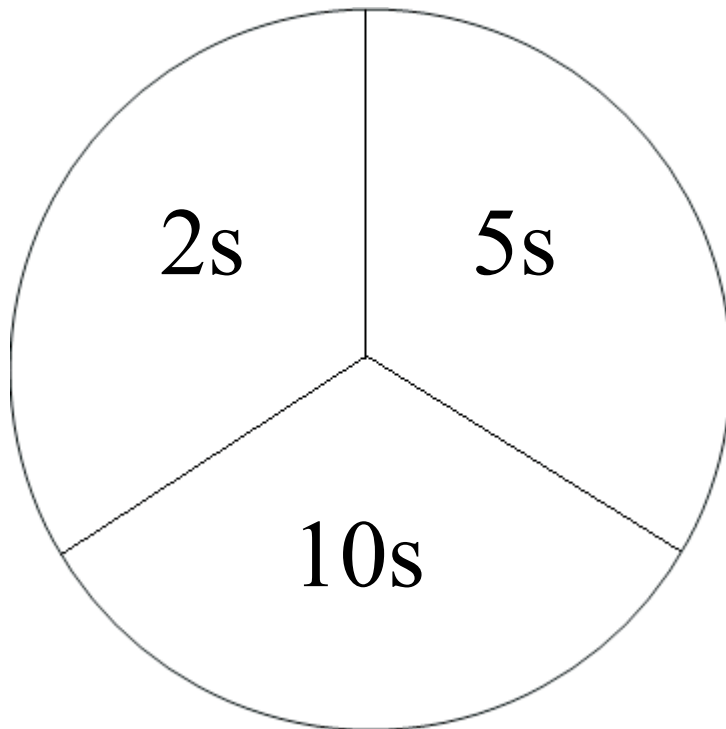
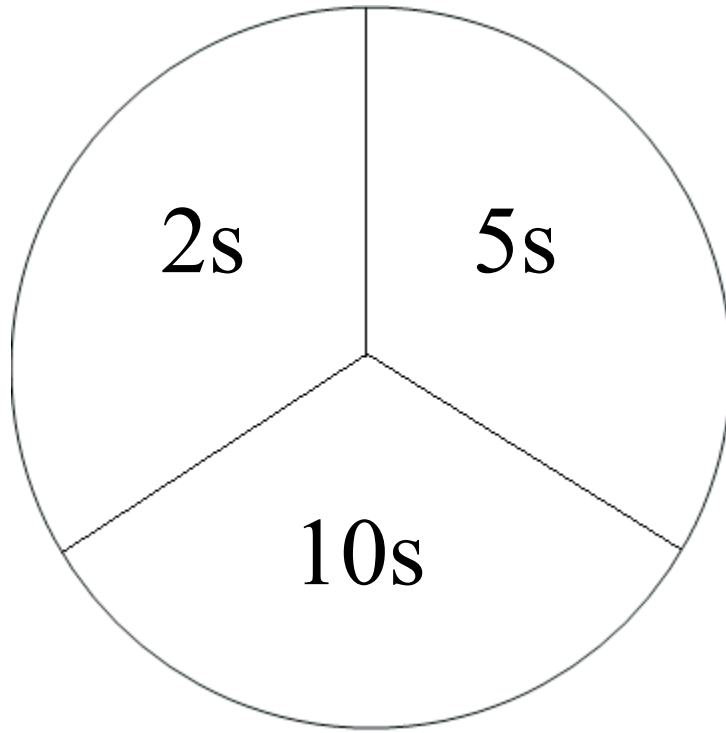
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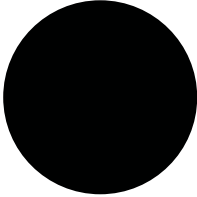
**Number Cards 1 to 100 (continued)**

<p><b>100</b></p>	
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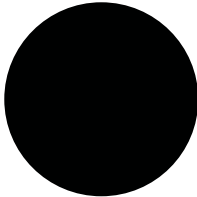
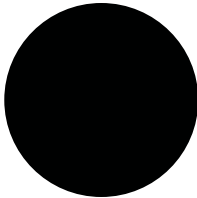
**Spinner by 2s, 5s, and 10s**



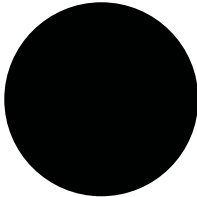
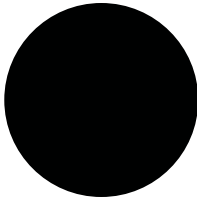
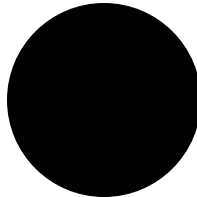
# Large Ten Frames

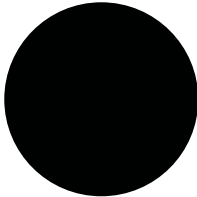
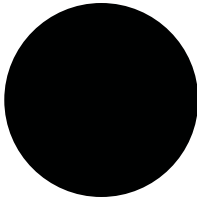
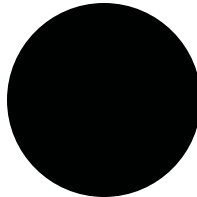
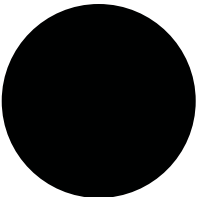
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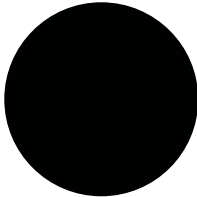
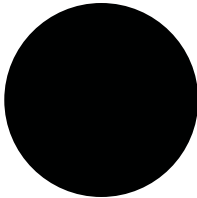
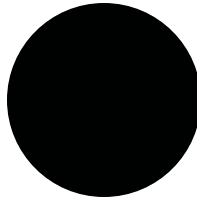
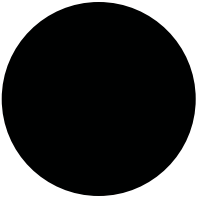
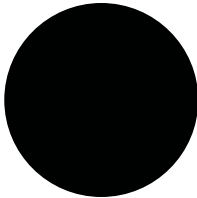
## Large Ten Frames (continued)

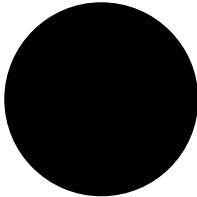
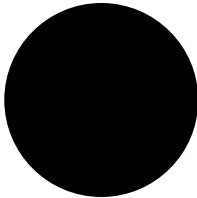
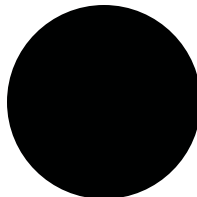
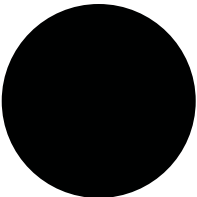
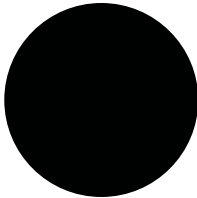
## Large Ten Frames (continued)

**Large Ten Frames (continued)**

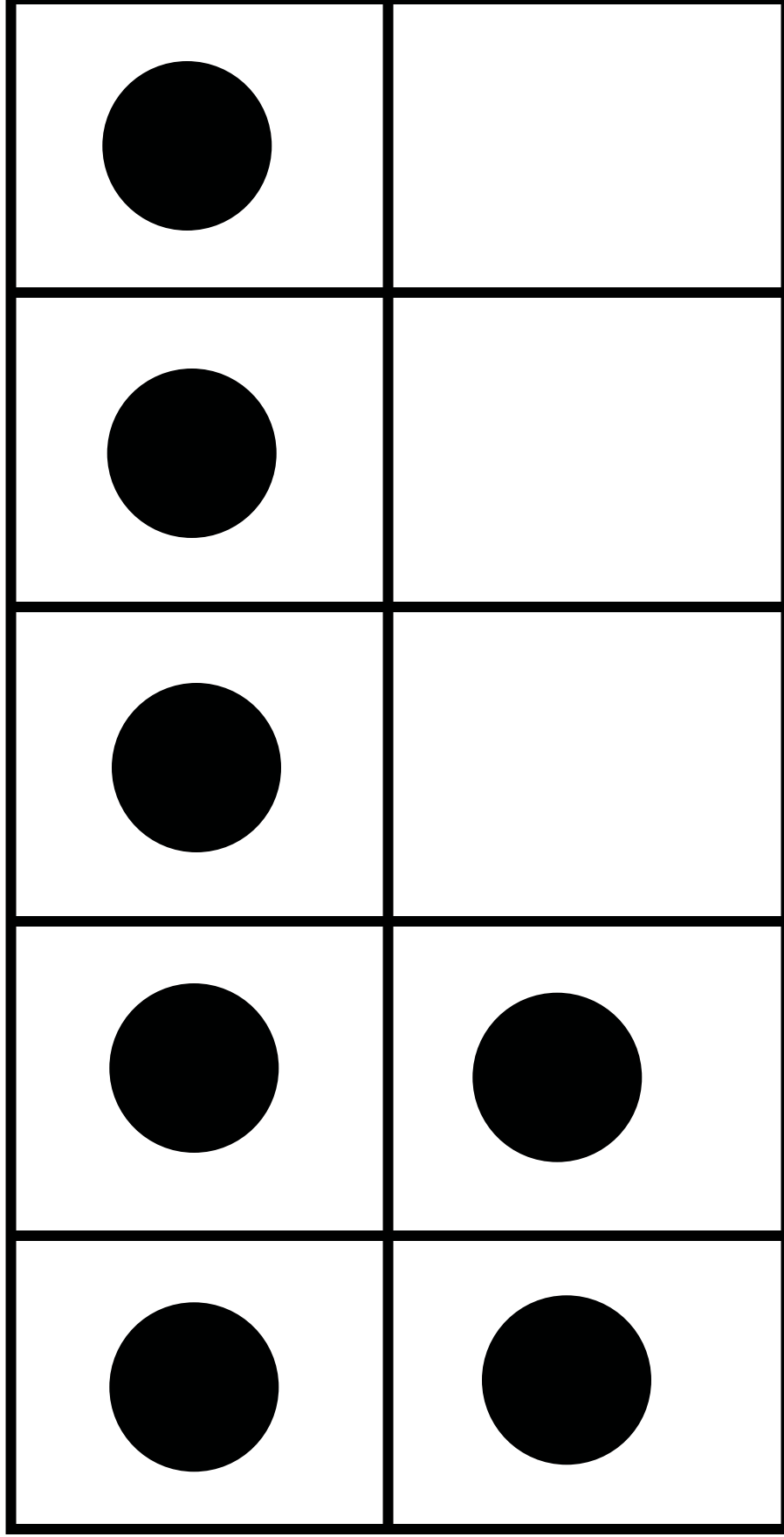
									
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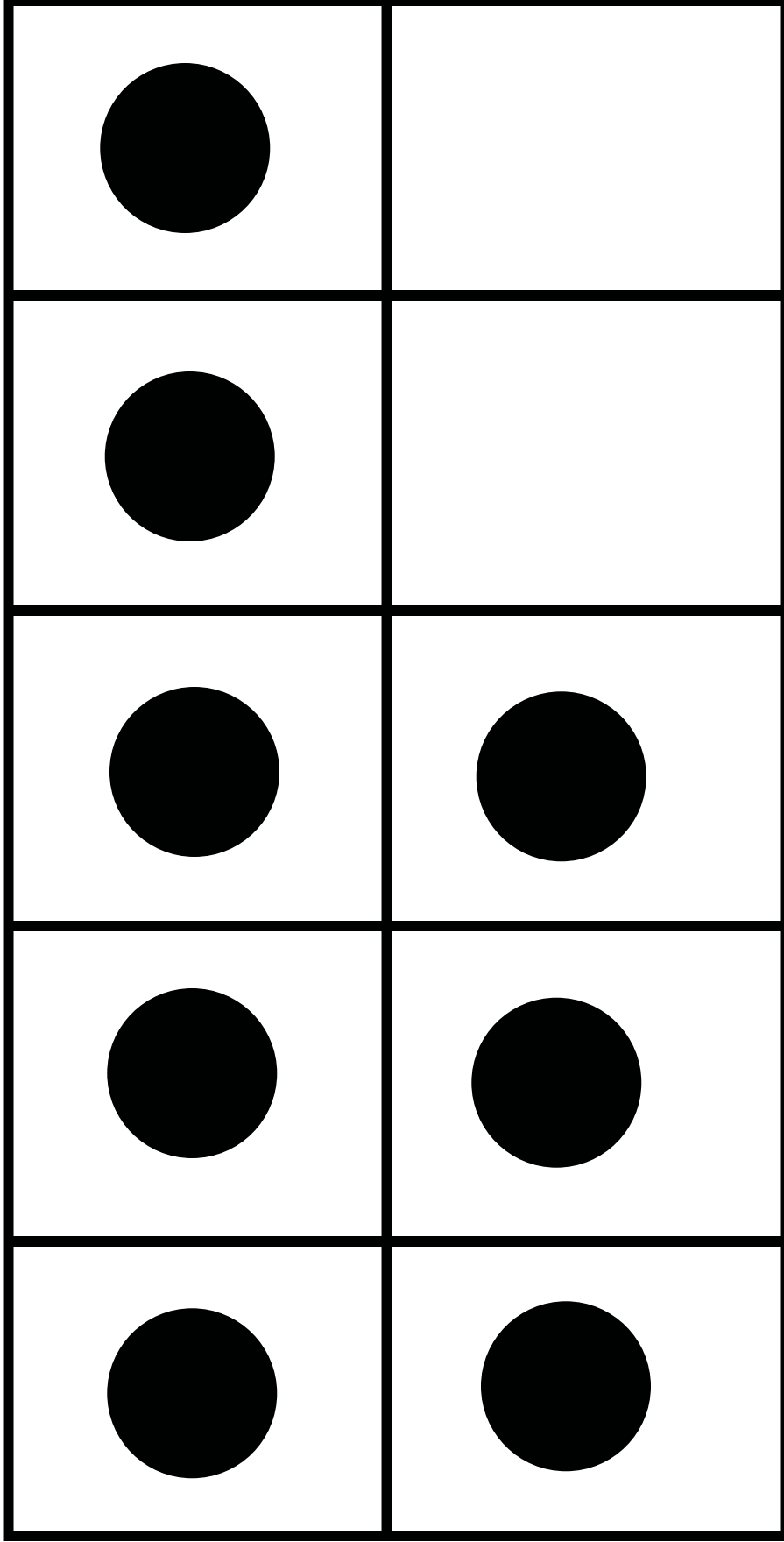
					
					
					
					
					



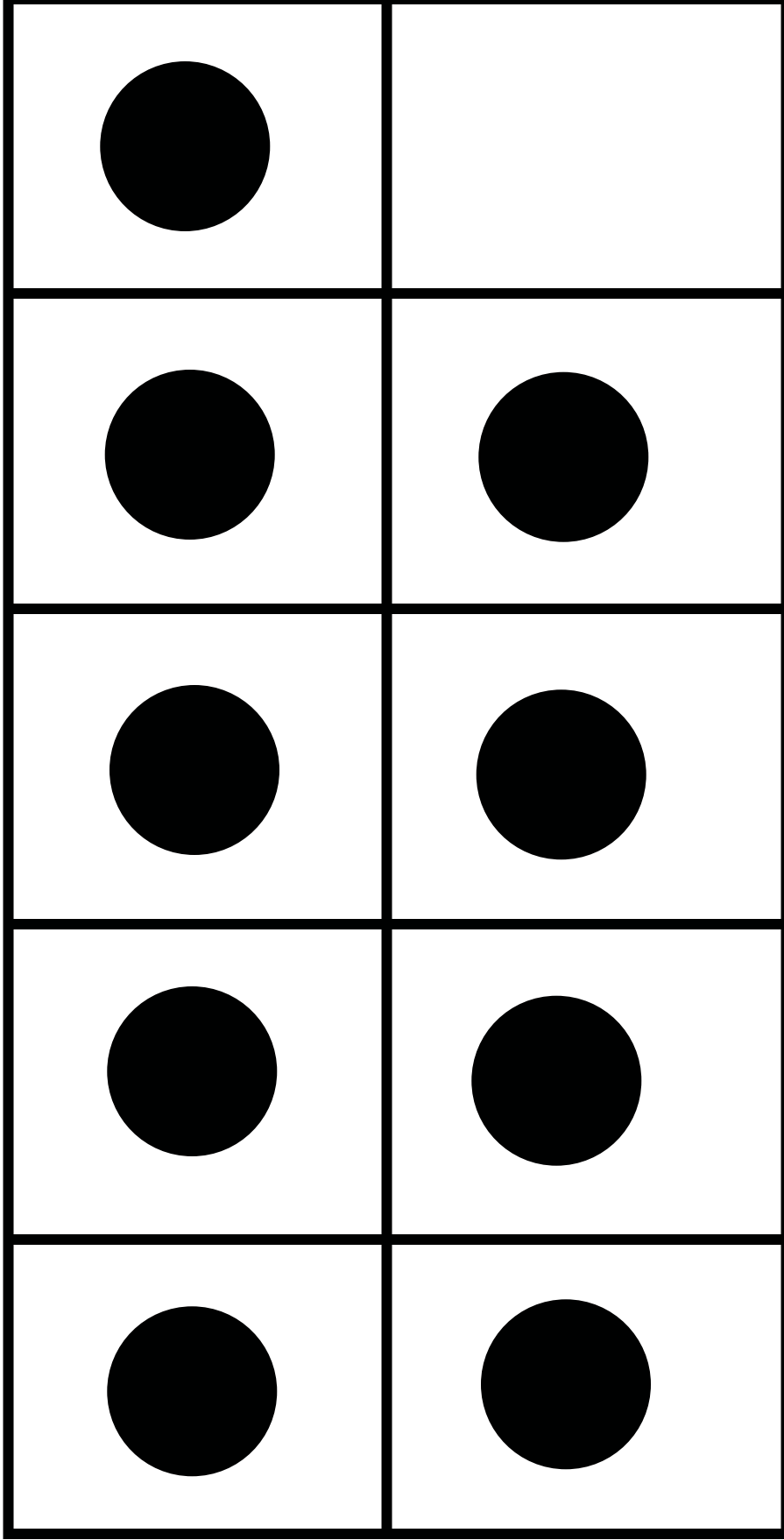
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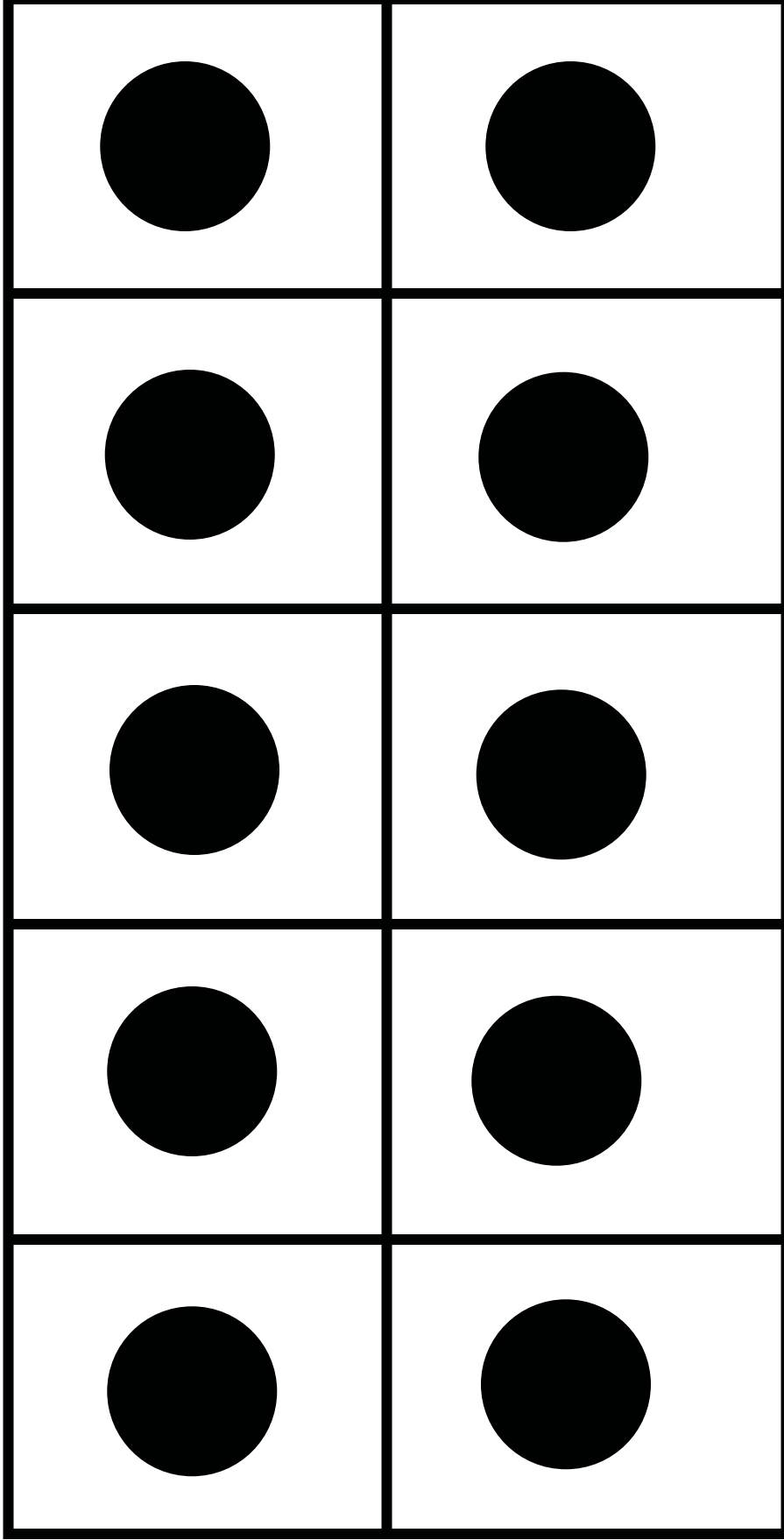
**Large Ten Frames (continued)**



**Large Ten Frames (continued)**

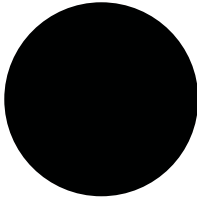
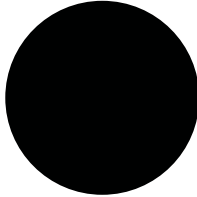


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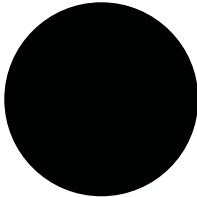
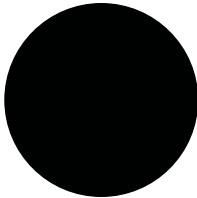
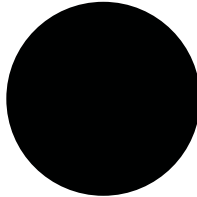




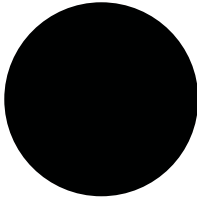
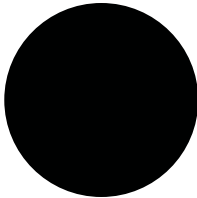
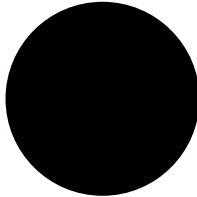
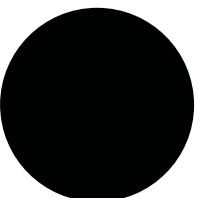
# Large Ten Frames (continued)

# Large Ten Frames (continued)

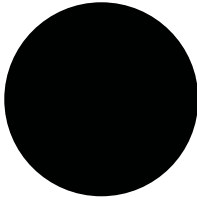
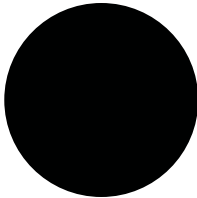
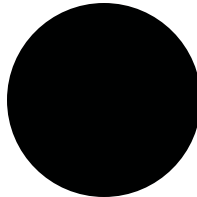
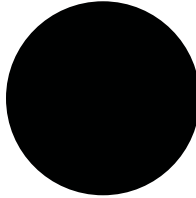
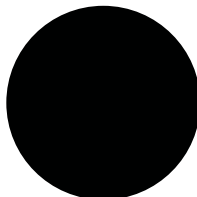
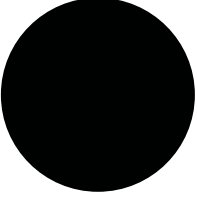
## Large Ten Frames (continued)

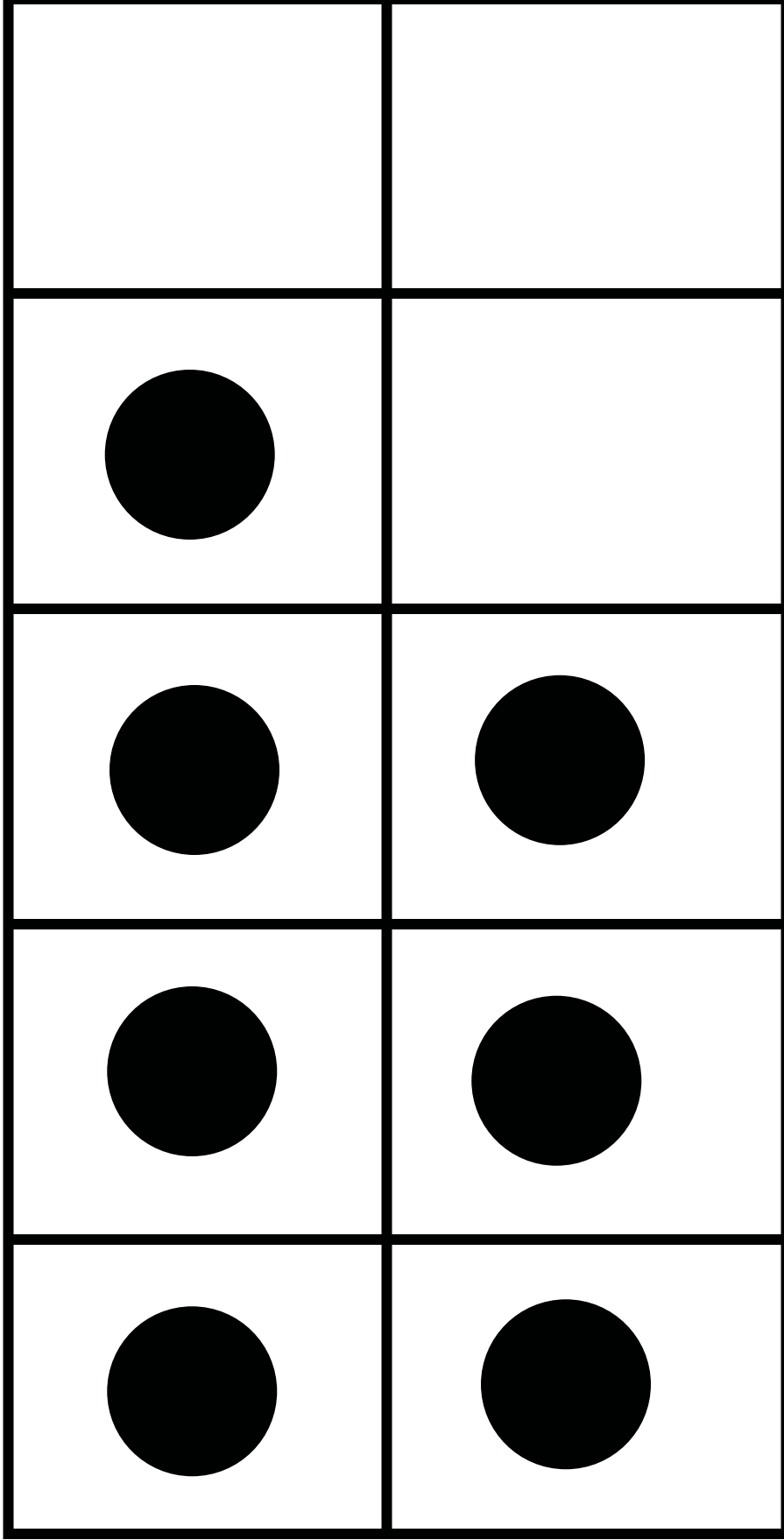




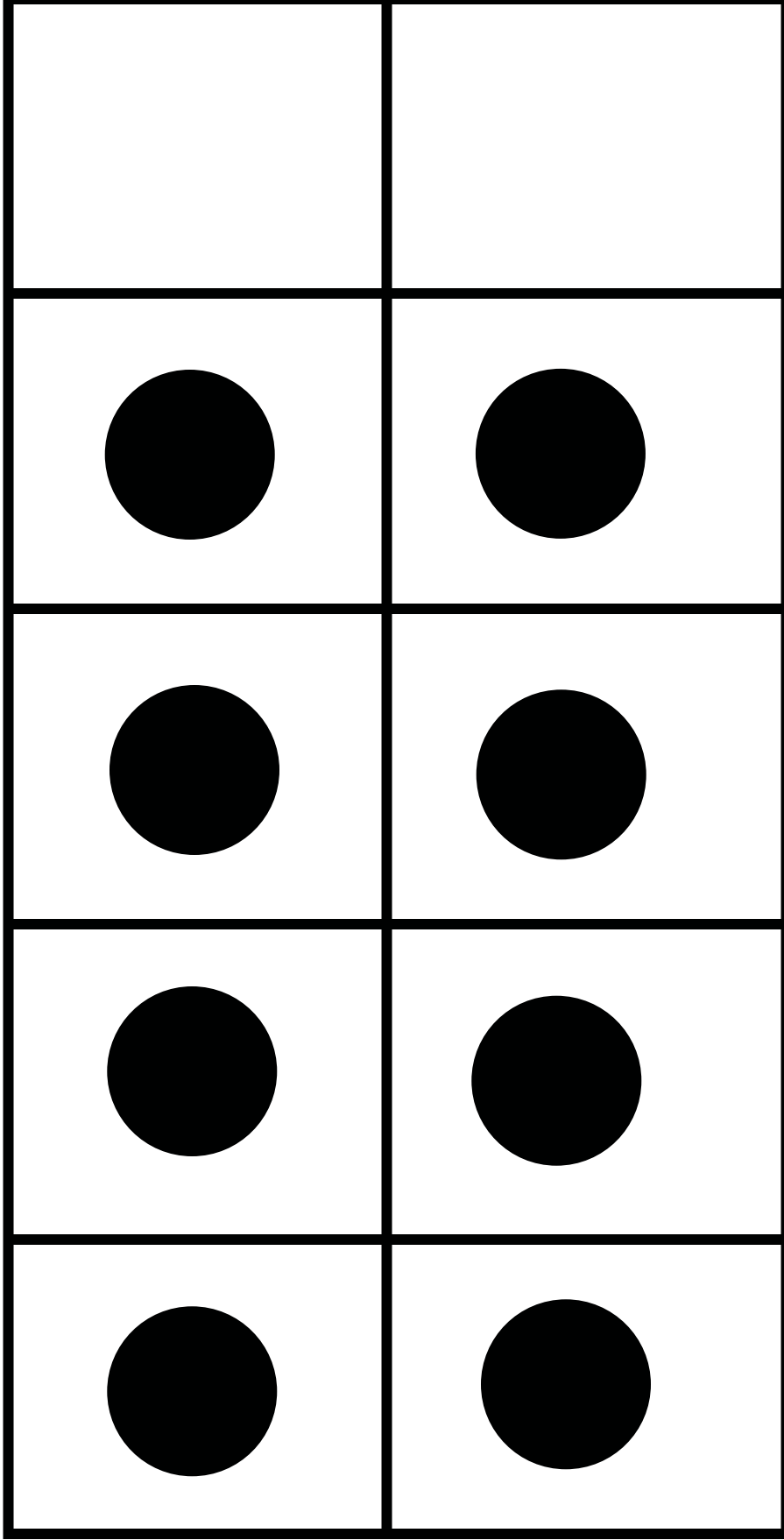
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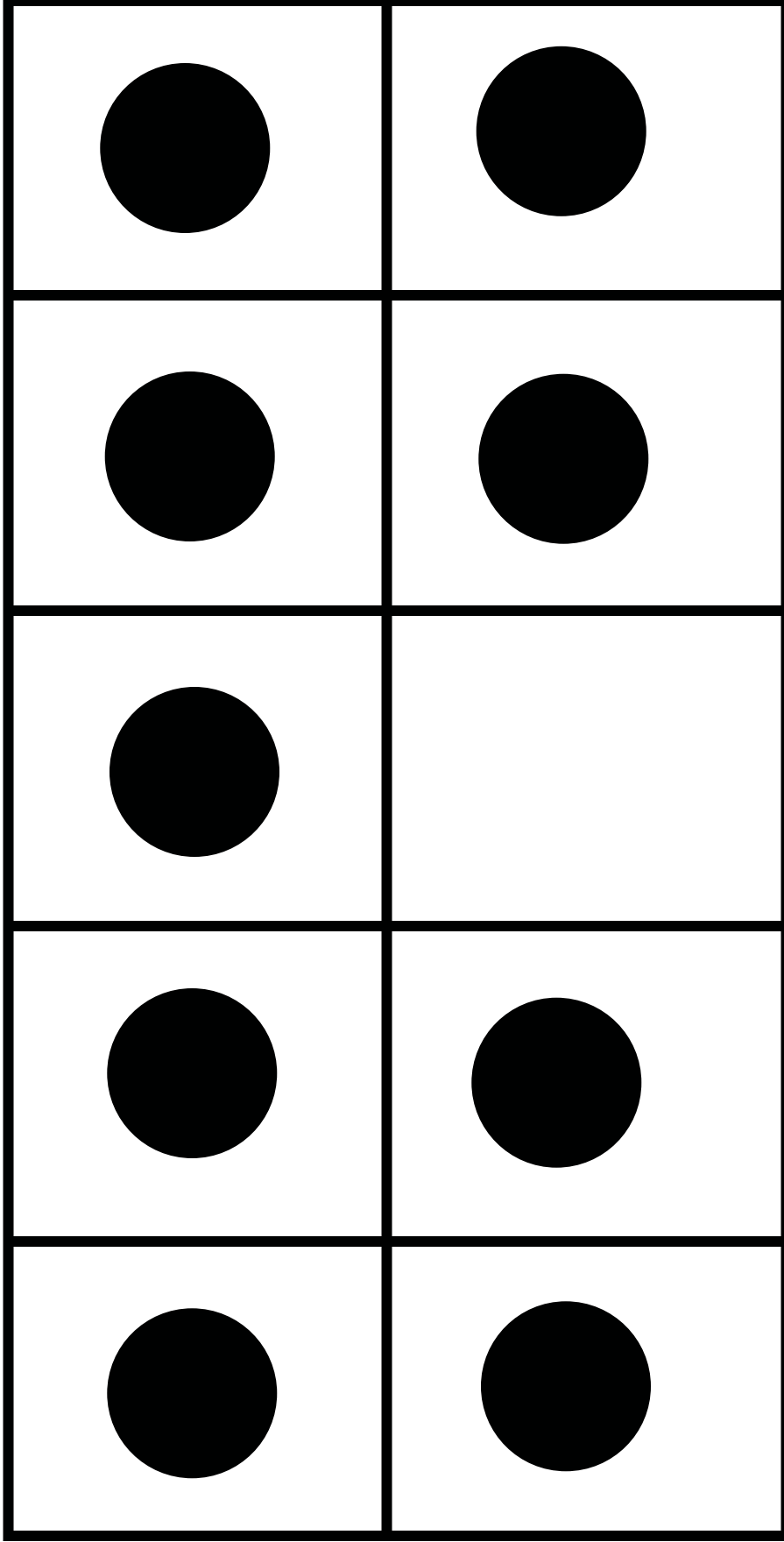
# Large Ten Frames (continued)



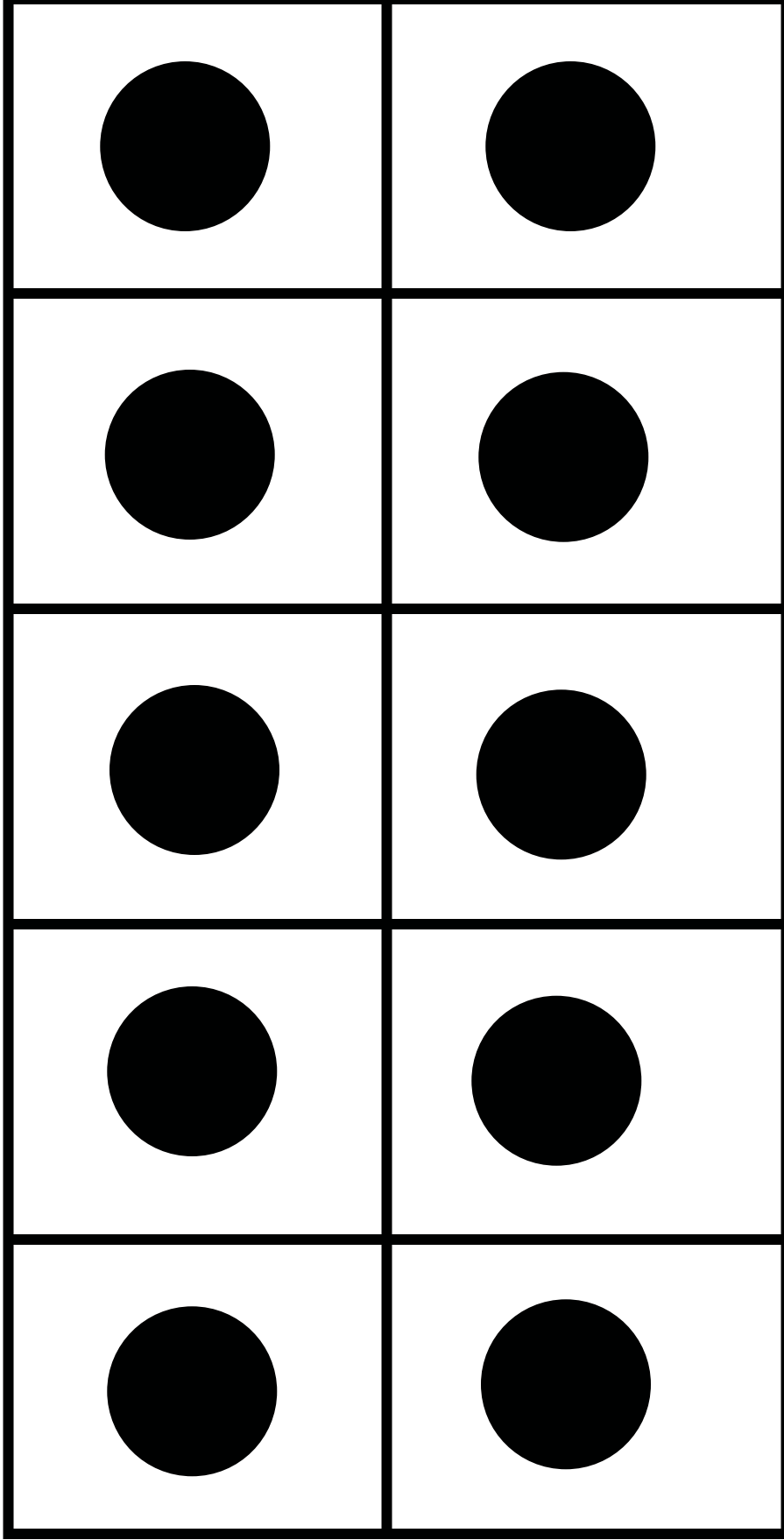
# Large Ten Frames (continued)



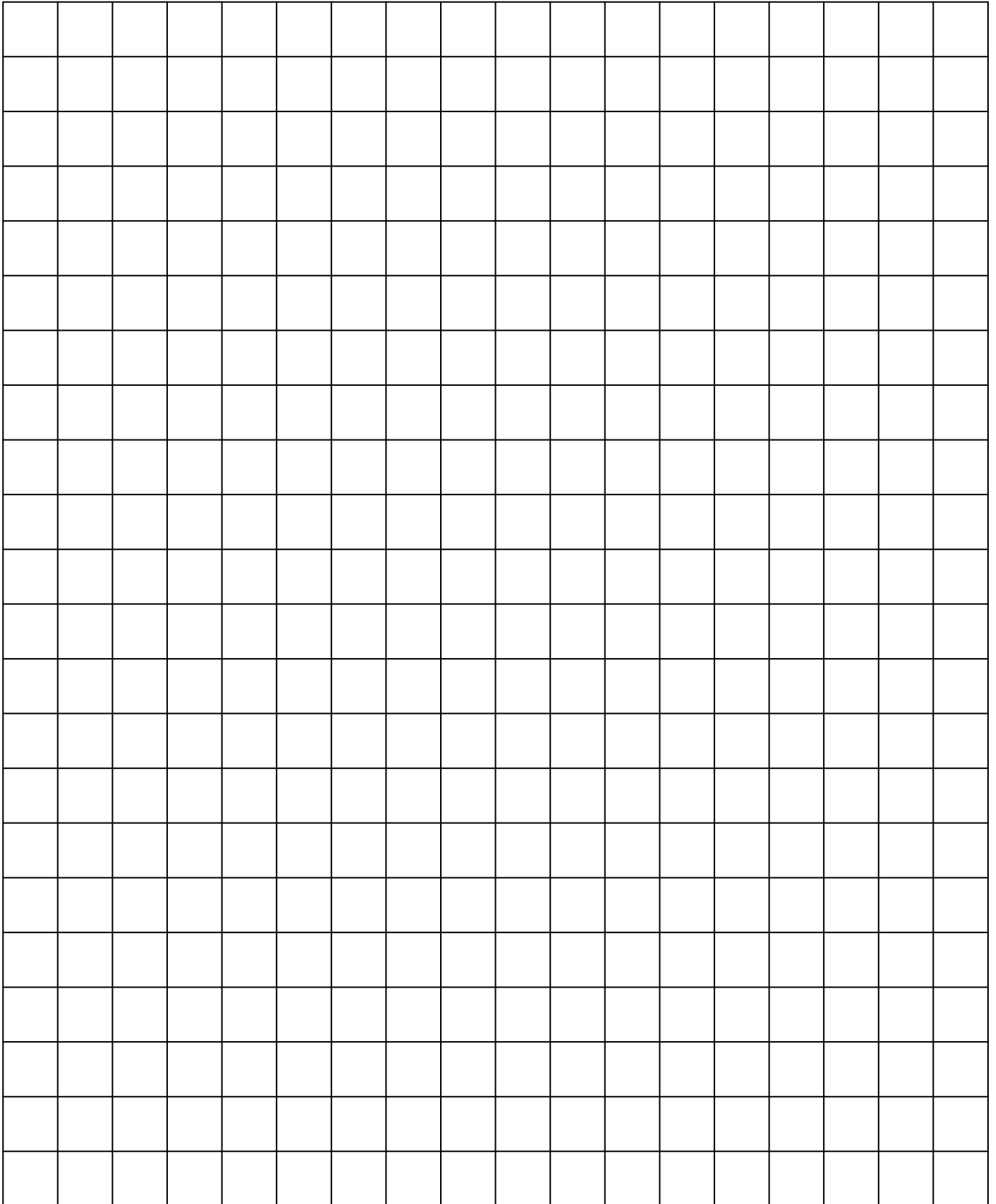
**Large Ten Frames (continued)**



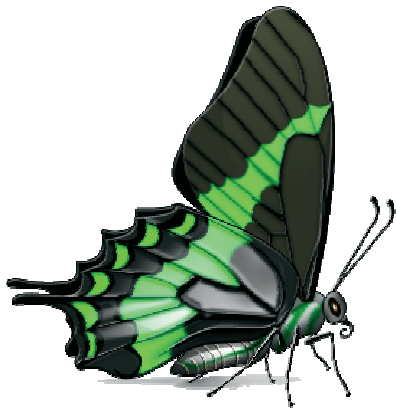
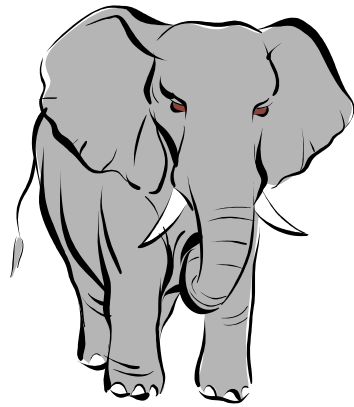
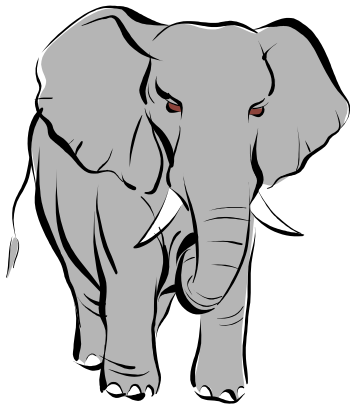
**Large Ten Frames (continued)**



## Centimetre Grid Paper

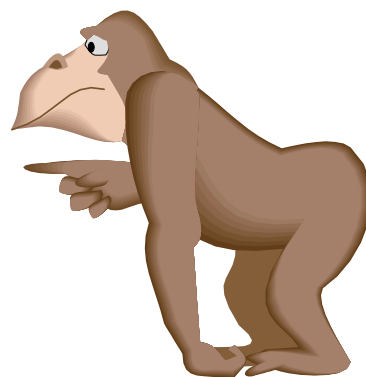
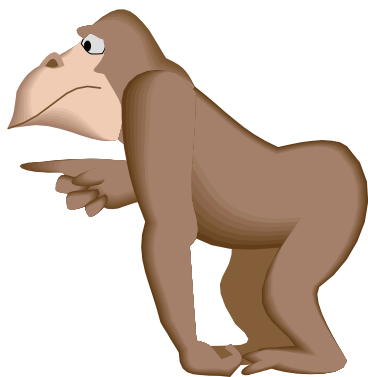


## Ordinal Concentration Cards

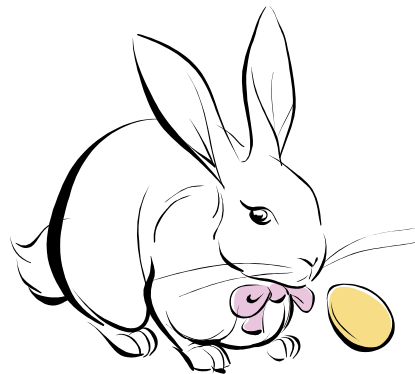
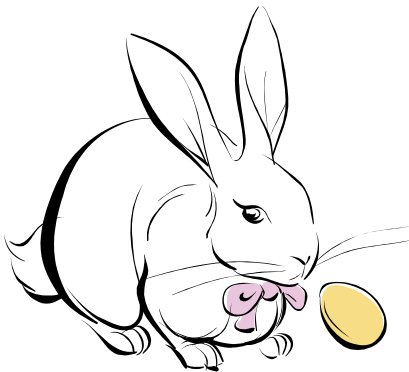
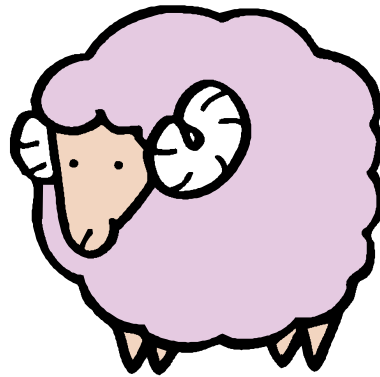
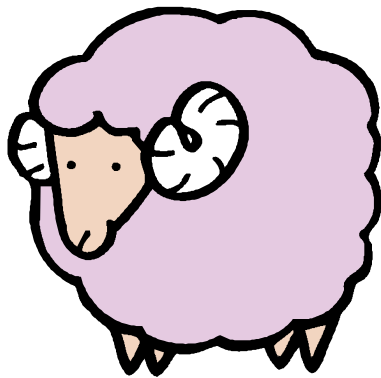




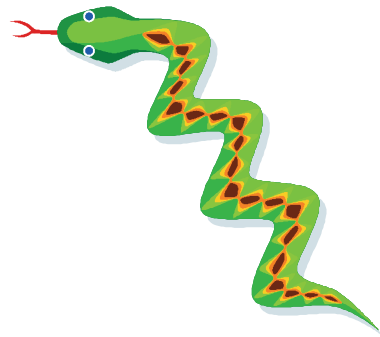
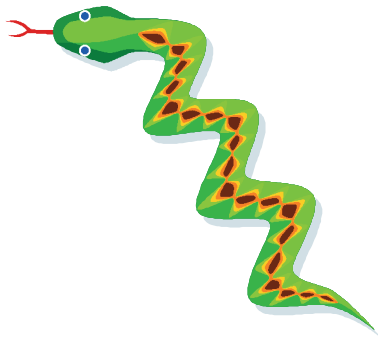
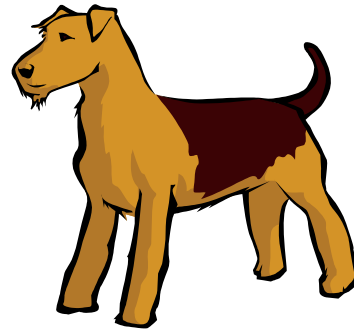
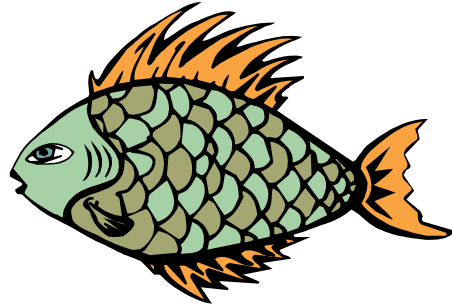
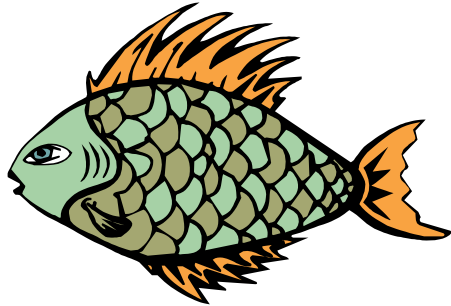
## Ordinal Concentration Cards (continued)



## Ordinal Concentration Cards (continued)



## Ordinal Concentration Cards (continued)



## Number of the Day

Write the number in words \_\_\_\_\_

Show the number using:

Pictures	Tallies
Ten frames	Base-10 blocks
Money (in two different ways)	
Number sentences	

**I Can—Number of the Day**

Name:				
Represent and describe numbers to 100, concretely, pictorially, and symbolically.				
	<b>September</b>	<b>November</b>	<b>March</b>	<b>June</b>
I can				
I can				
I can				
I can				

## Race to Twenty



# Race to Thirty




**Race to Forty**







# Race to Fifty






## How Many More?

**Materials:** Game grid for each student  
Game markers or chips for each student  
Two sets of Number cards (0 to the target number)

**Directions:** A target number is chosen (20, 30, 40 or 50).  
Each student writes numbers between 0 and the target number on their grid. Numbers can be written twice.

The leader draws a number card and calls it out. Students cover the compatible number on their game grid. The first student to cover four numbers in a row wins that game.

Note: Provide supports such as ten frames, counters, or base-10 materials for students.

## How Many More? (continued)

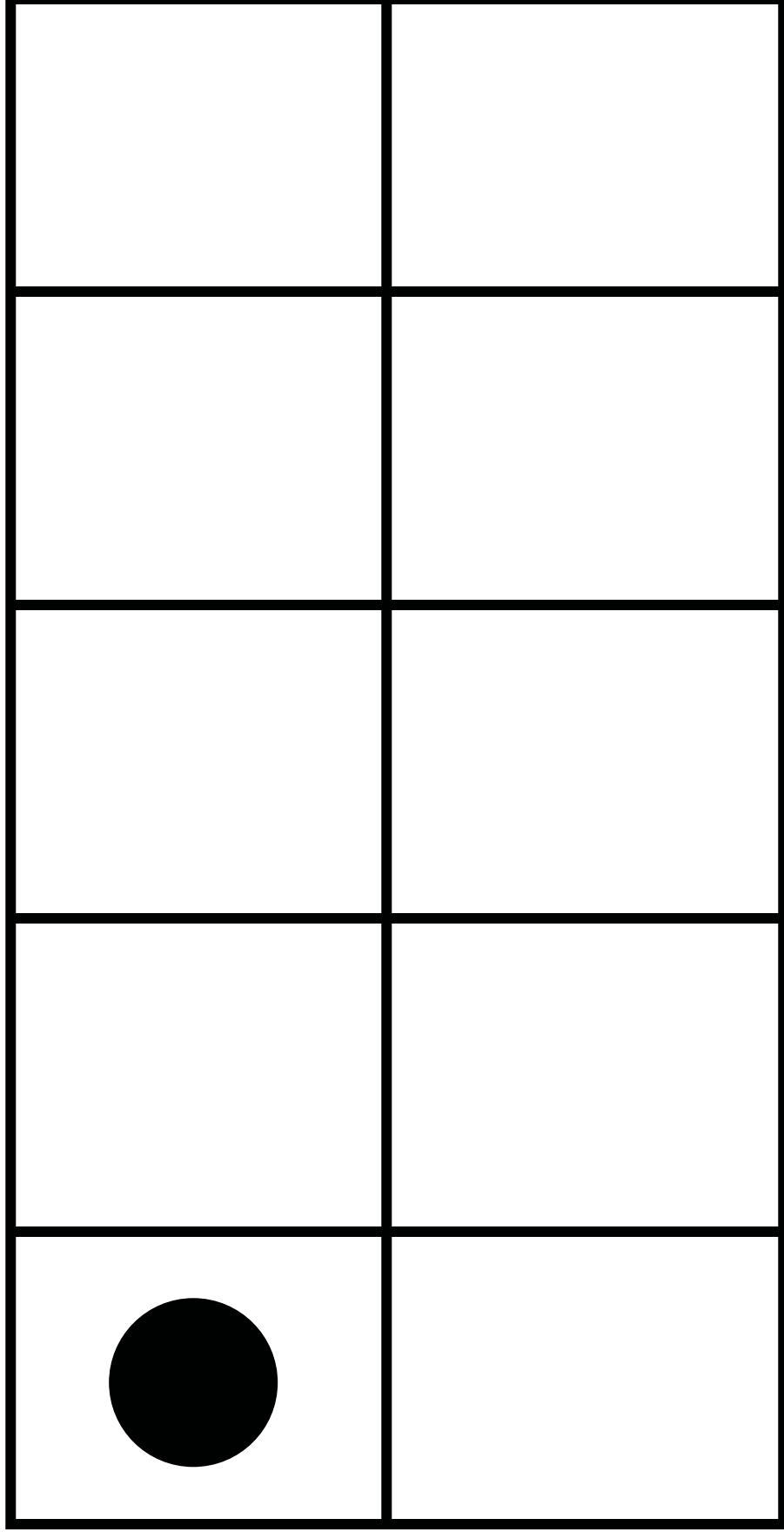

**How Many More? (continued)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>

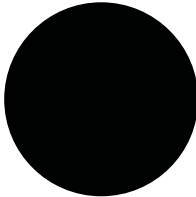
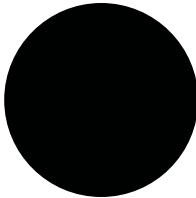
**How Many More? (continued)**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>

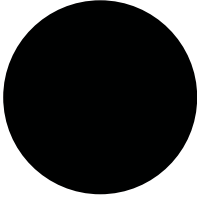
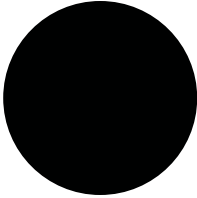
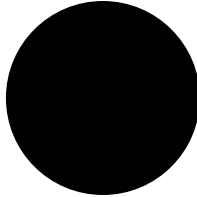
# Ten Frames



### Ten Frames (continued)

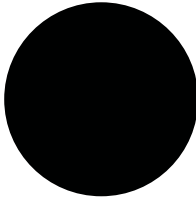
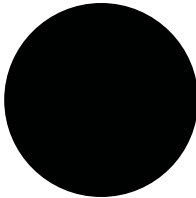
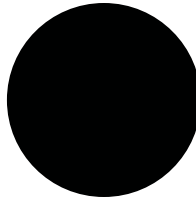
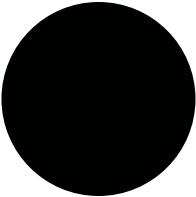
					
					

### Ten Frames (continued)

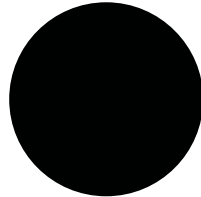
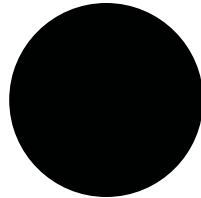
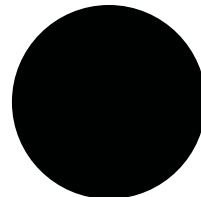
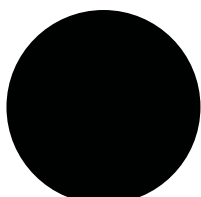
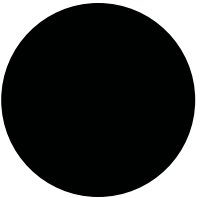
				
				
				



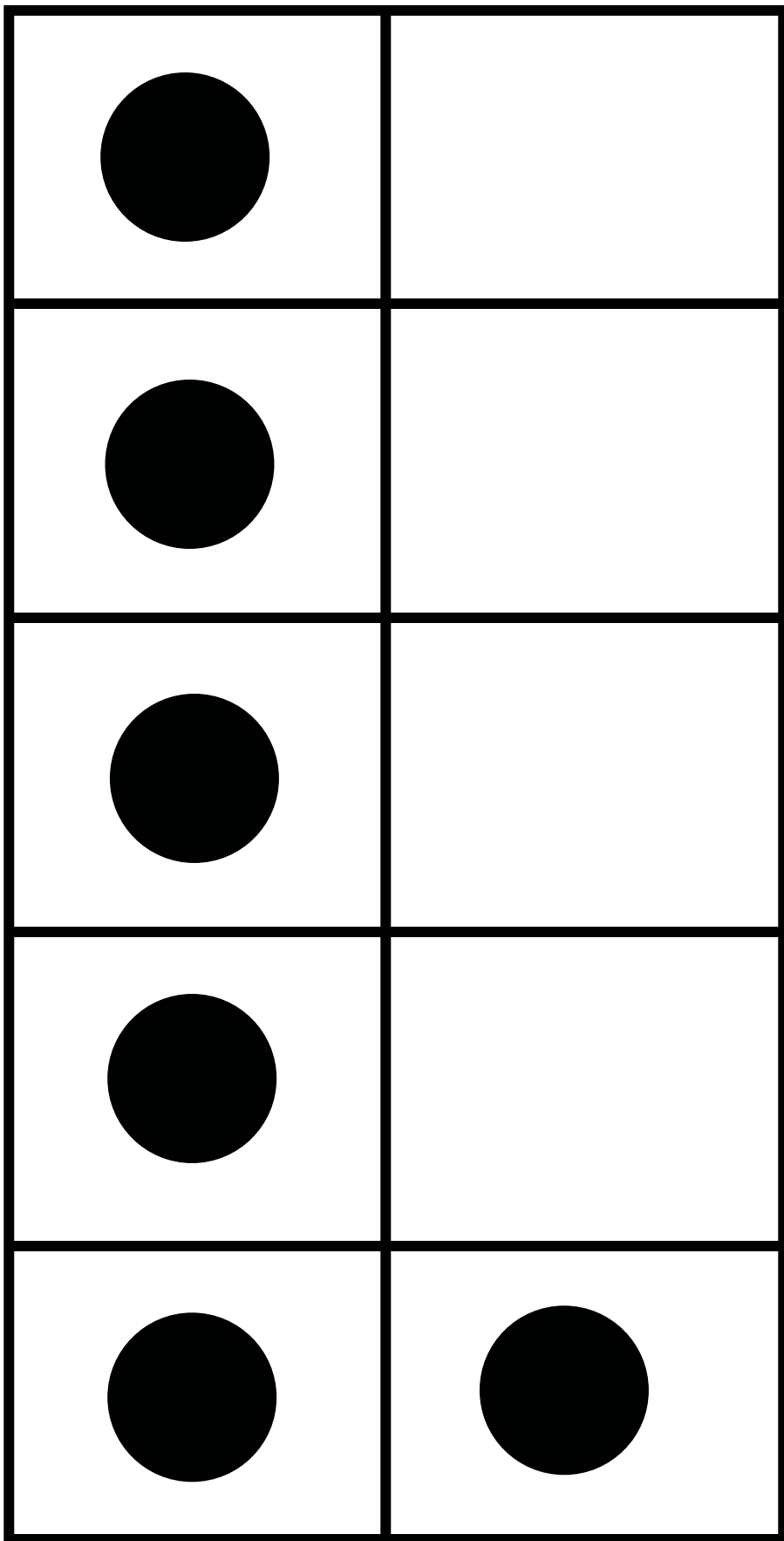
**Ten Frames (continued)**

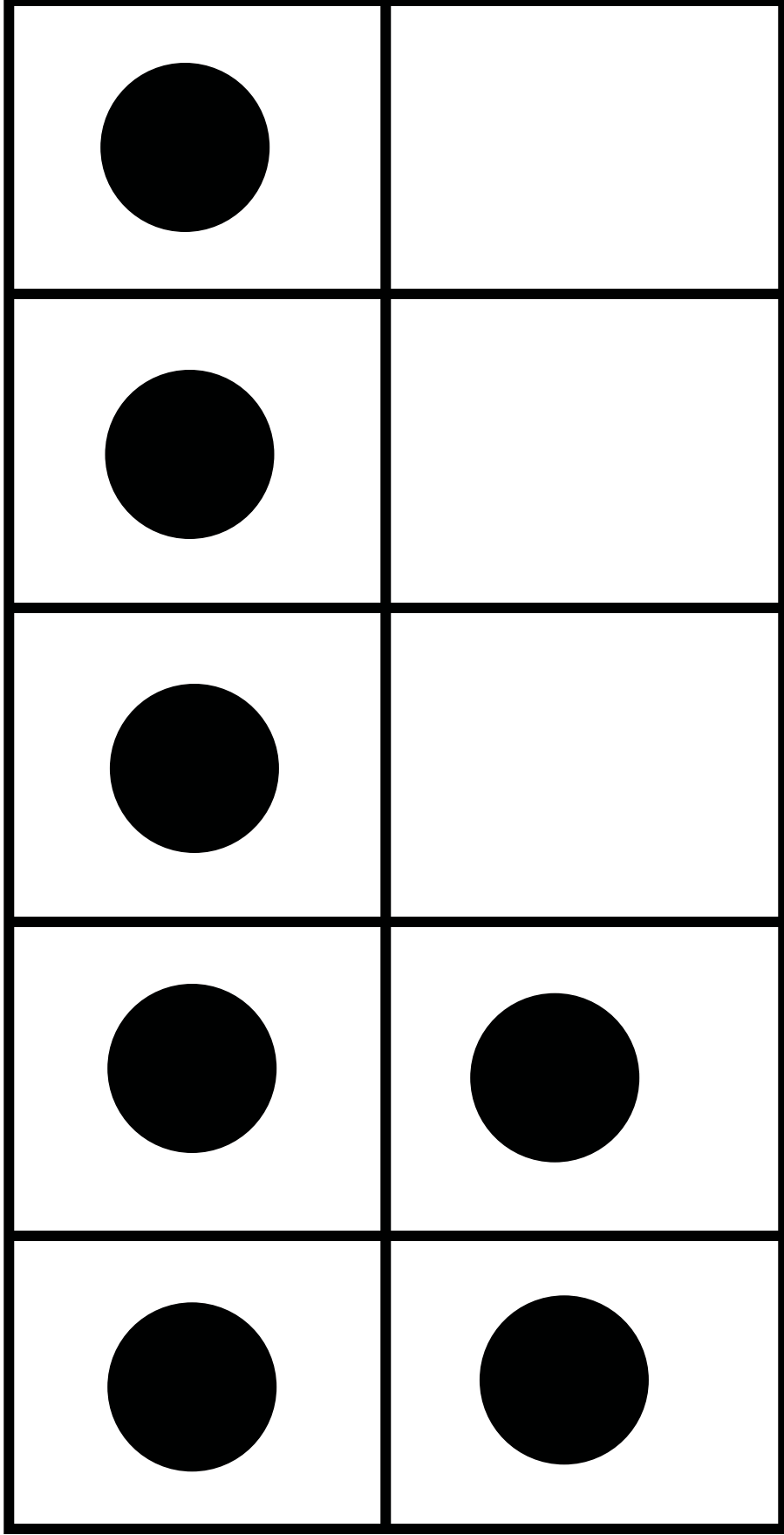
**Ten Frames (continued)**

									
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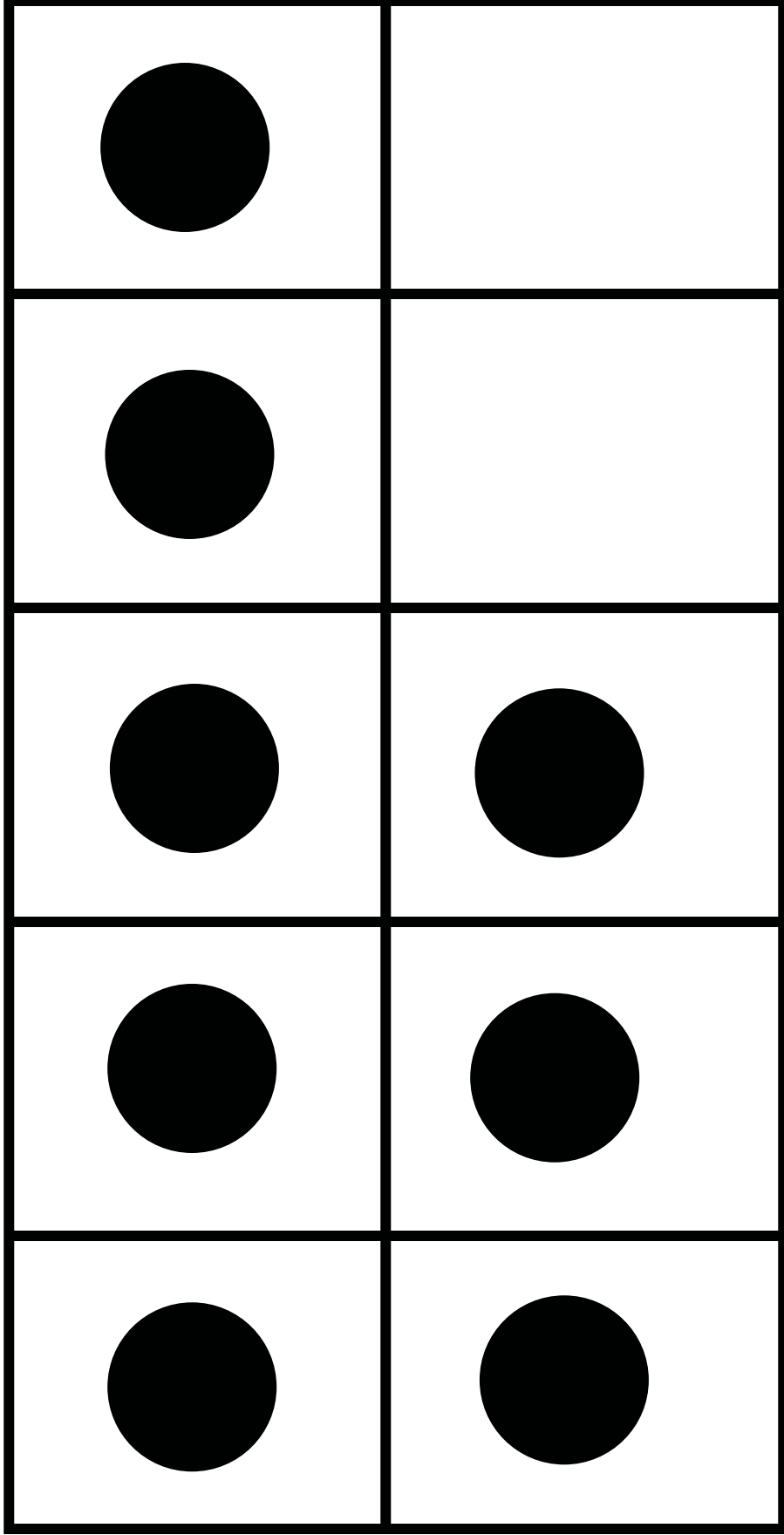
**Ten Frames (continued)**



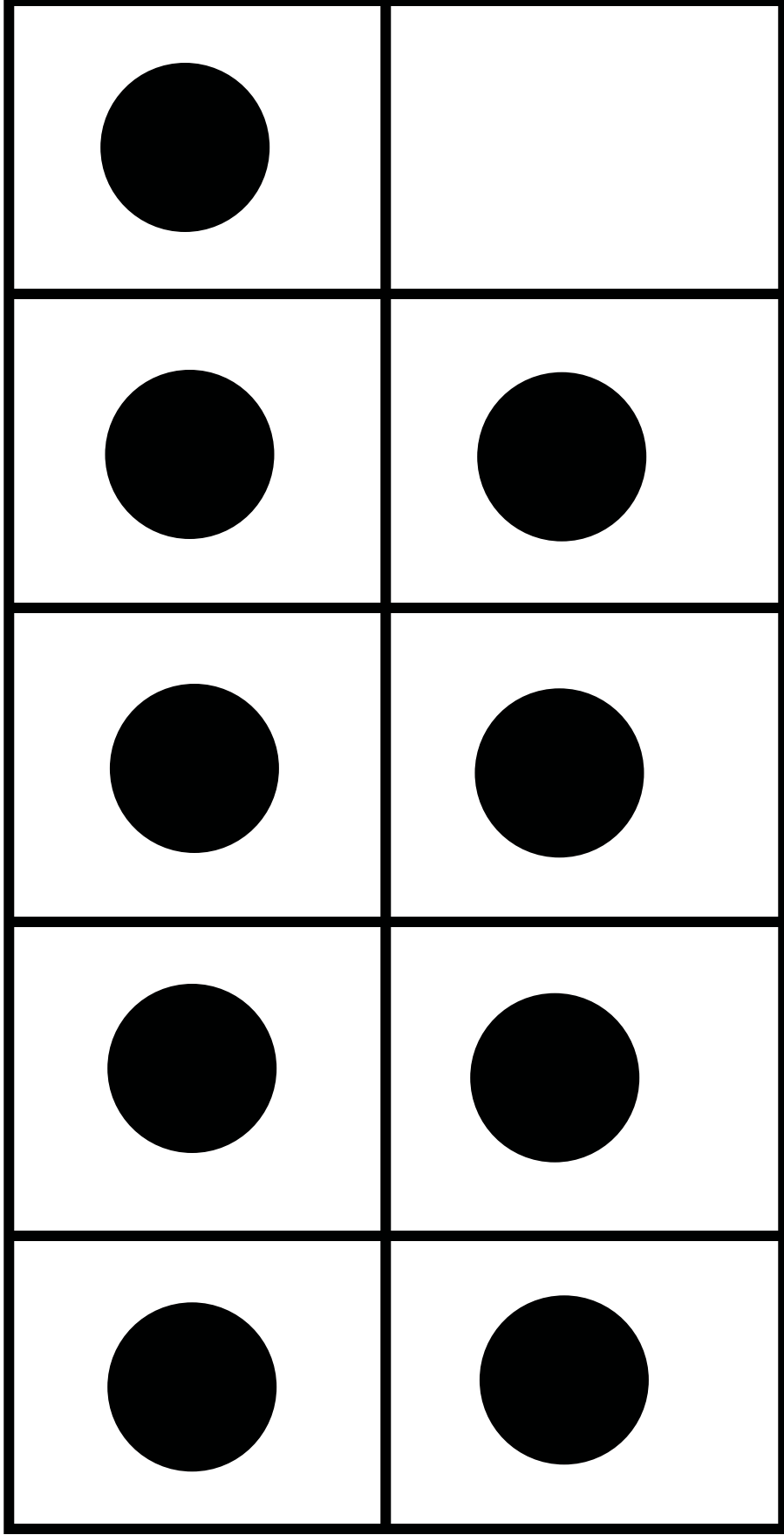
**Ten Frames (continued)**



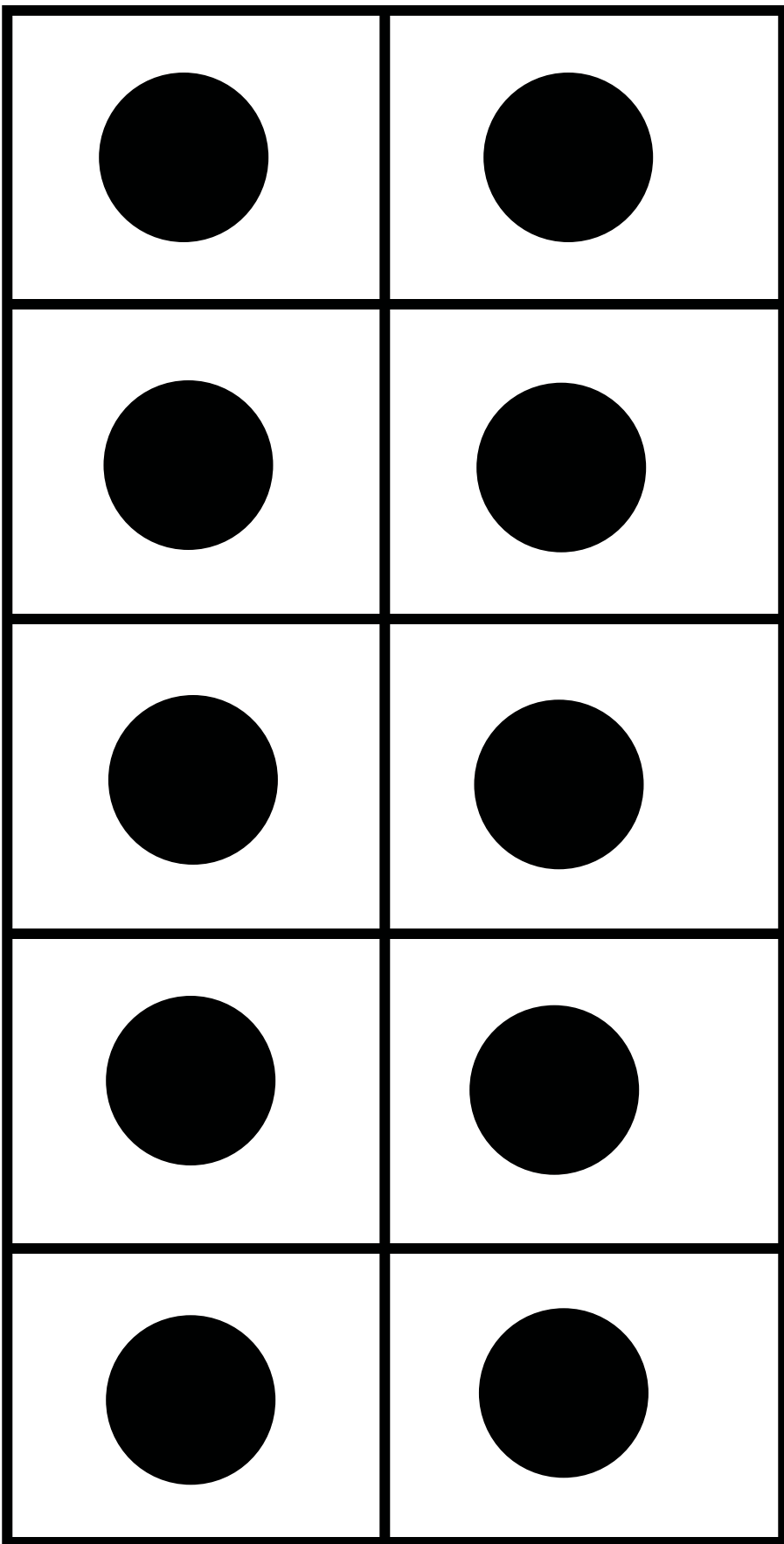
**Ten Frames (continued)**



**Ten Frames (continued)**



**Ten Frames (continued)**







## Ordering Numbers Checklist and Numbers (continued)

1

2

3

4

## Ordering Numbers Checklist and Numbers (continued)

5

6

7

8

## Ordering Numbers Checklist and Numbers (continued)

9

10

1 1

1 2

## Ordering Numbers Checklist and Numbers (continued)

1 3

1 4

1 5

1 6

## Ordering Numbers Checklist and Numbers (continued)

17

18

19

20

## Ordering Numbers Checklist and Numbers (continued)

2 1

2 2

2 3

2 4

**Ordering Numbers Checklist  
and Numbers (continued)**

25

26

27

28

## Ordering Numbers Checklist and Numbers (continued)

29

30

31

32



## Ordering Numbers Checklist and Numbers (continued)

33

34

35

36

**Ordering Numbers Checklist  
and Numbers (continued)**

37

38

39

40

## Ordering Numbers Checklist and Numbers (continued)

4 1

4 2

4 3

4 4

## Ordering Numbers Checklist and Numbers (continued)

45

46

47

48

## Ordering Numbers Checklist and Numbers (continued)

49

50

51

52

## Ordering Numbers Checklist and Numbers (continued)

53

54

55

56

**Ordering Numbers Checklist  
and Numbers (continued)**

57

58

59

60

## Ordering Numbers Checklist and Numbers (continued)

6 1

6 2

6 3

6 4



## Ordering Numbers Checklist and Numbers (continued)

65

66

67

68

## Ordering Numbers Checklist and Numbers (continued)

69

70

71

72

**Ordering Numbers Checklist  
and Numbers (continued)**

73

74

75

76

**Ordering Numbers Checklist  
and Numbers (continued)**

77

78

79

80

## Ordering Numbers Checklist and Numbers (continued)

8 1

8 2

8 3

8 4

## Ordering Numbers Checklist and Numbers (continued)

85

86

87

88

## Ordering Numbers Checklist and Numbers (continued)

89

90

91

92

## Ordering Numbers Checklist and Numbers (continued)

93

94

95

96



## Ordering Numbers Checklist and Numbers (continued)

97

98

99

0

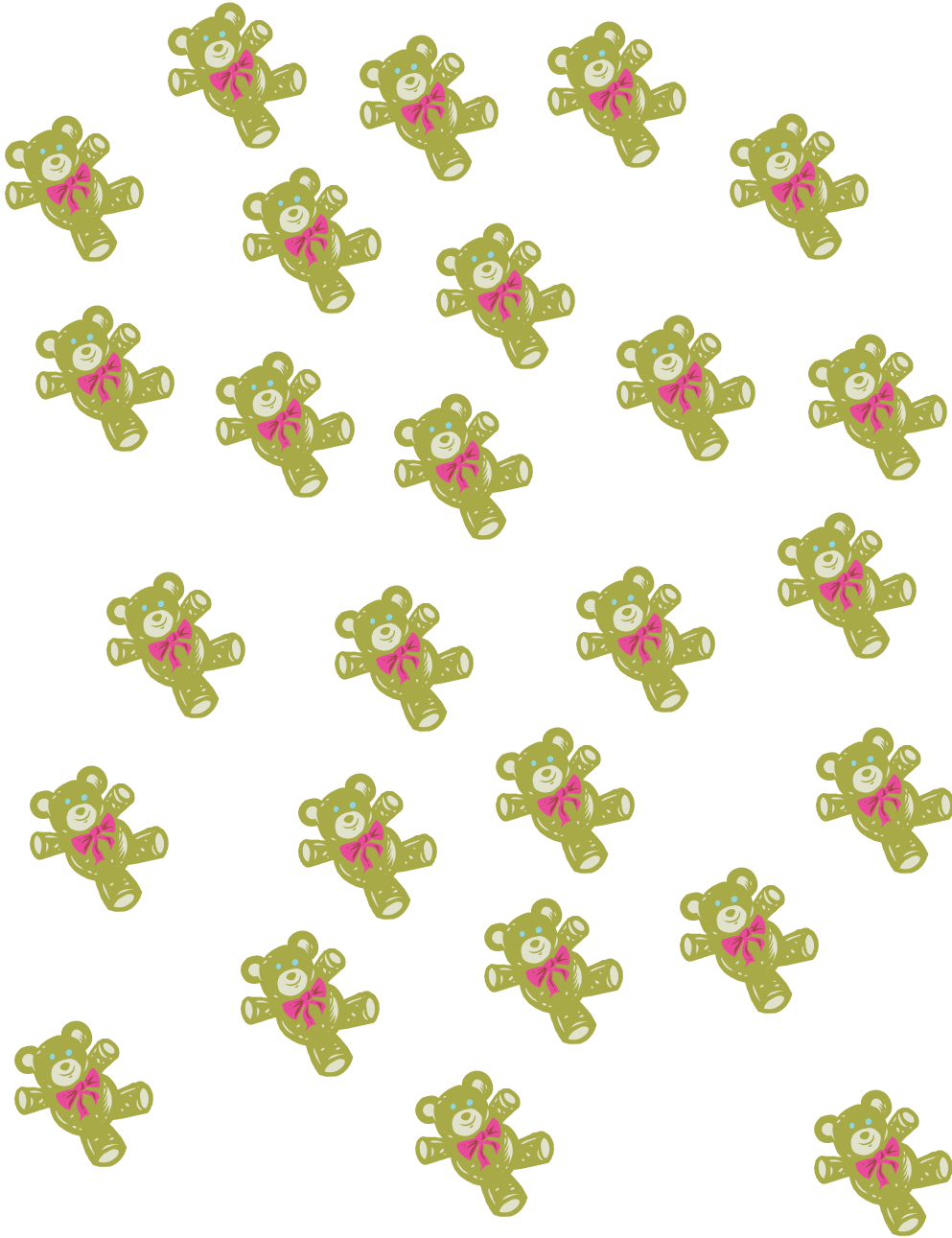
## Ordering Numbers Checklist and Numbers (continued)

<p>100</p>	
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**Hundred Chart**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>
<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>100</b>

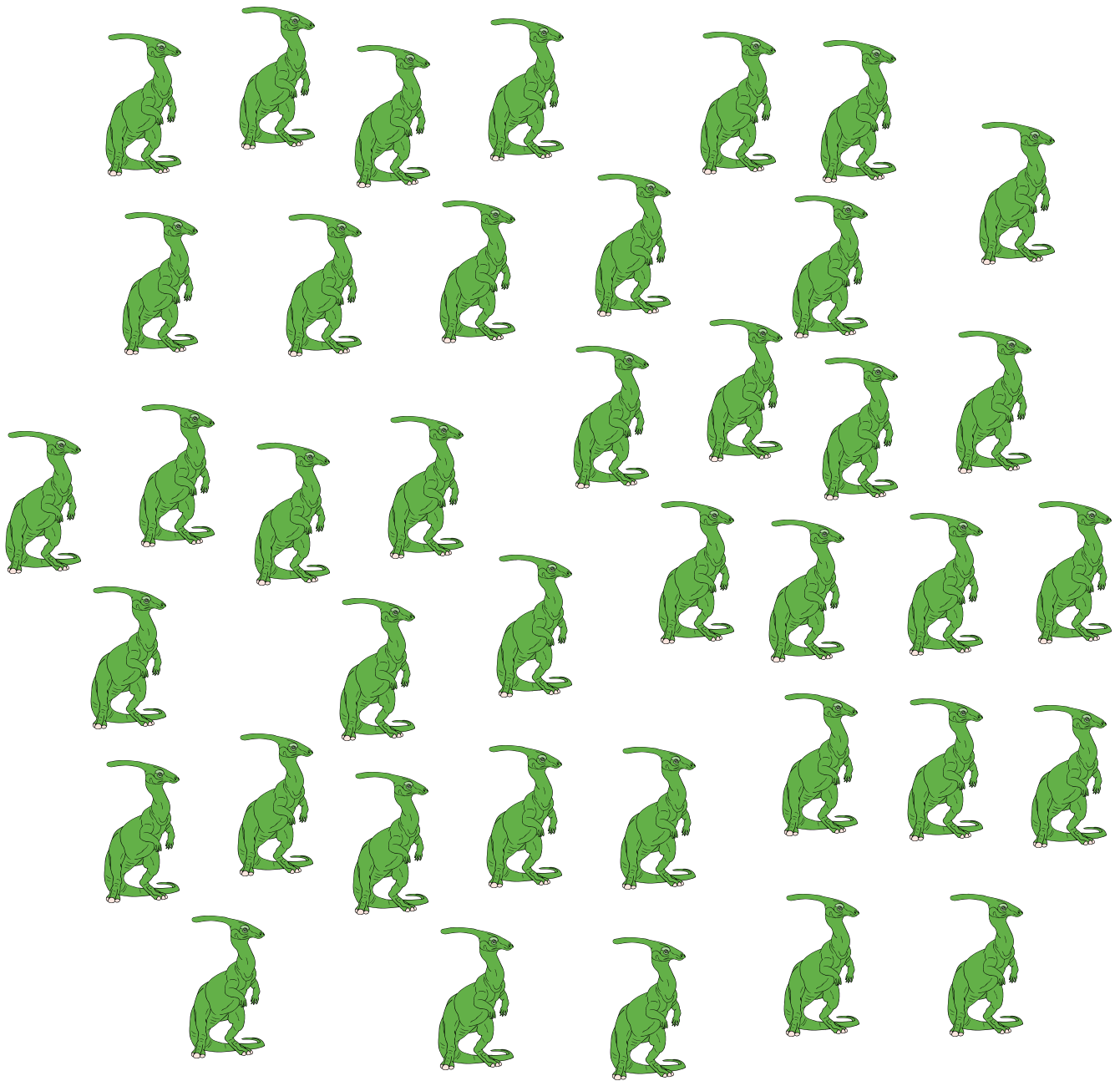
## Picture Estimation—Teddy Bears



## Picture Estimation—Butterflies



## Picture Estimation—Dinosaurs



## Picture Estimation—Robots



## Estimation Handfuls

Name: \_\_\_\_\_

Take a handful of one of the objects, estimate, and then count the objects.

Record if your estimate was too small, just right, or too large.

Do this two more times with other objects.

Make a goal about how you can get better with estimating.

Object	Estimate	Actual	My Estimate Was Too Small, Just Right, Too Large

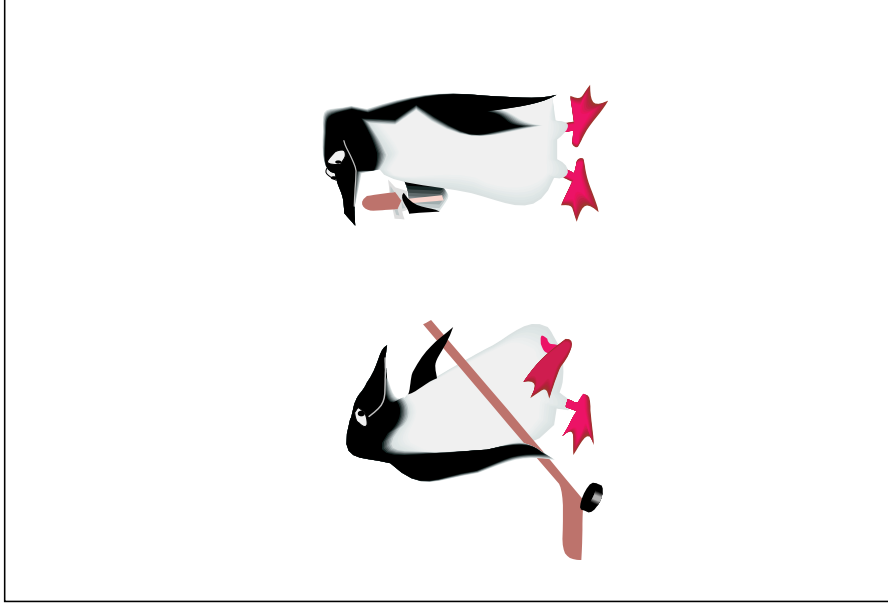
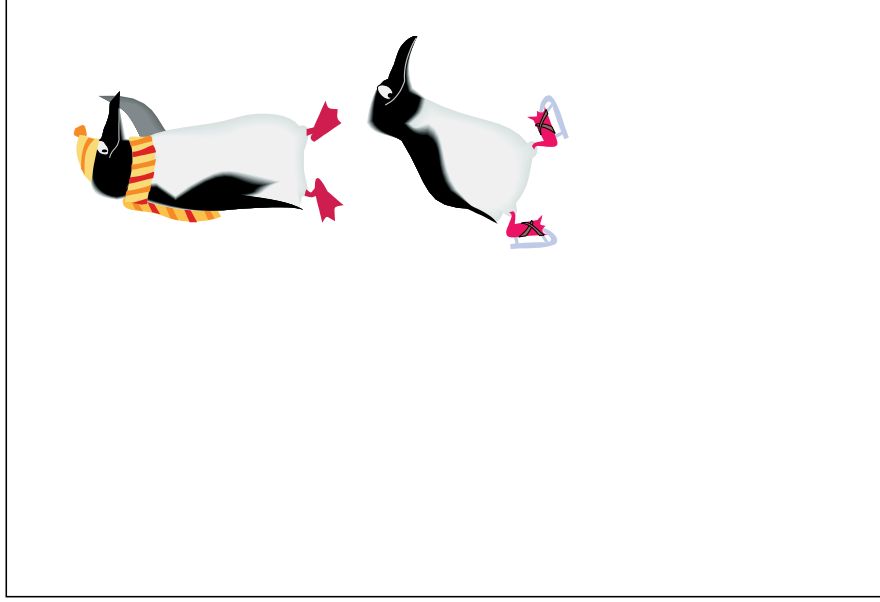
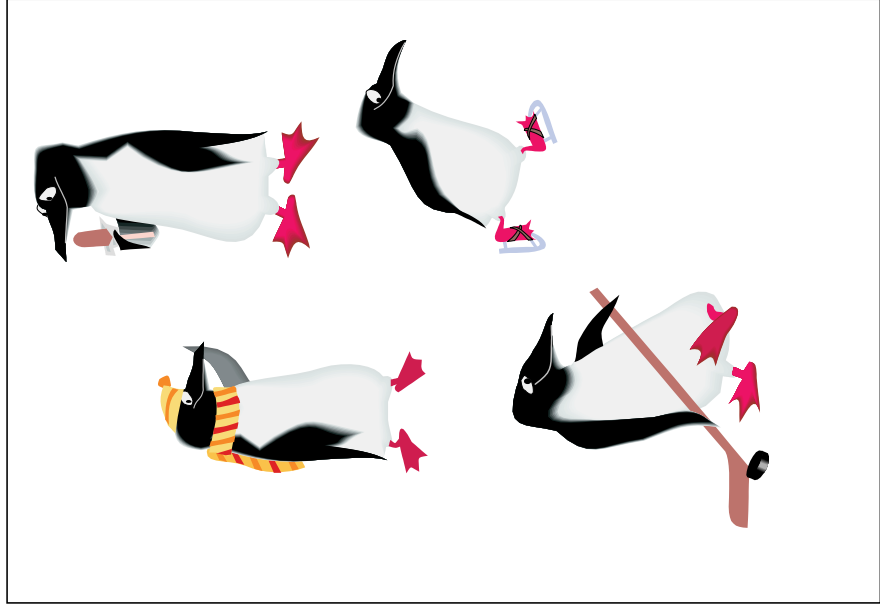
My goal:



**Problem Strip 1**

$$4 - 2 = 2$$

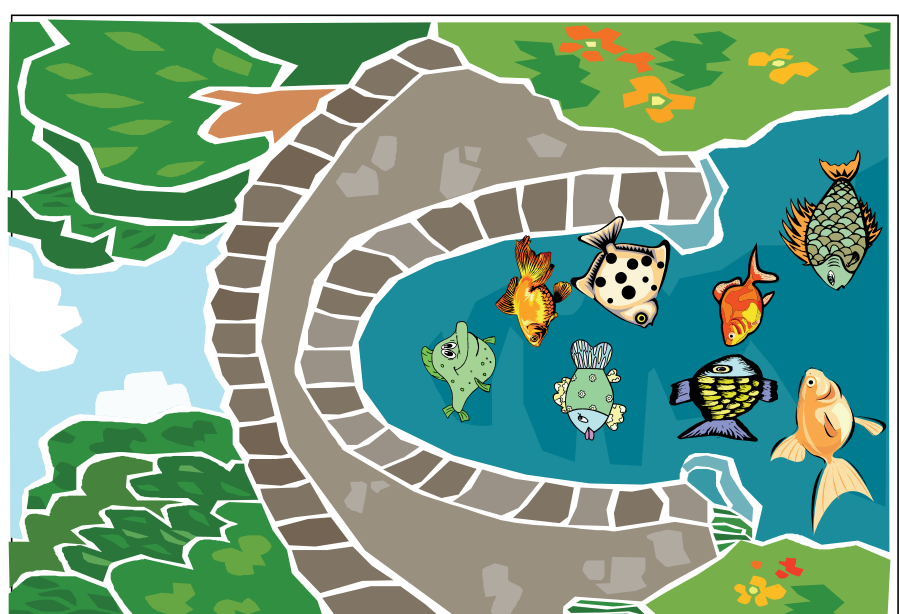
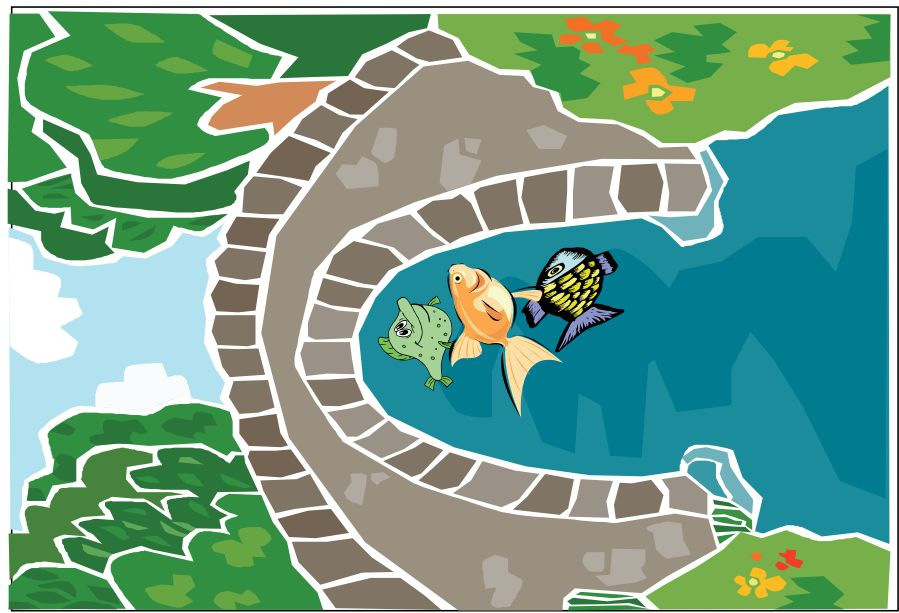
**Problem Strip 1 (continued)**



**Problem Strip 2**

$$8 - 5 = 3$$

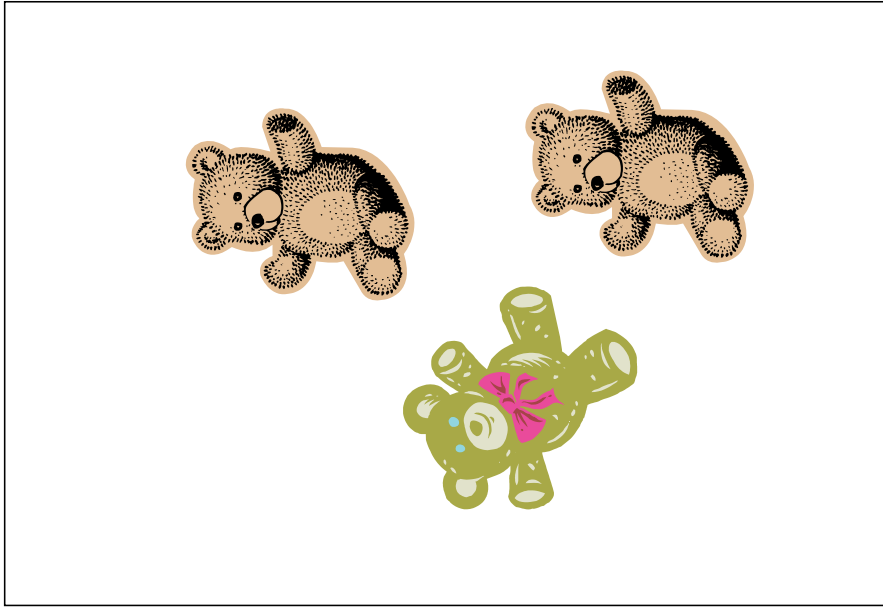
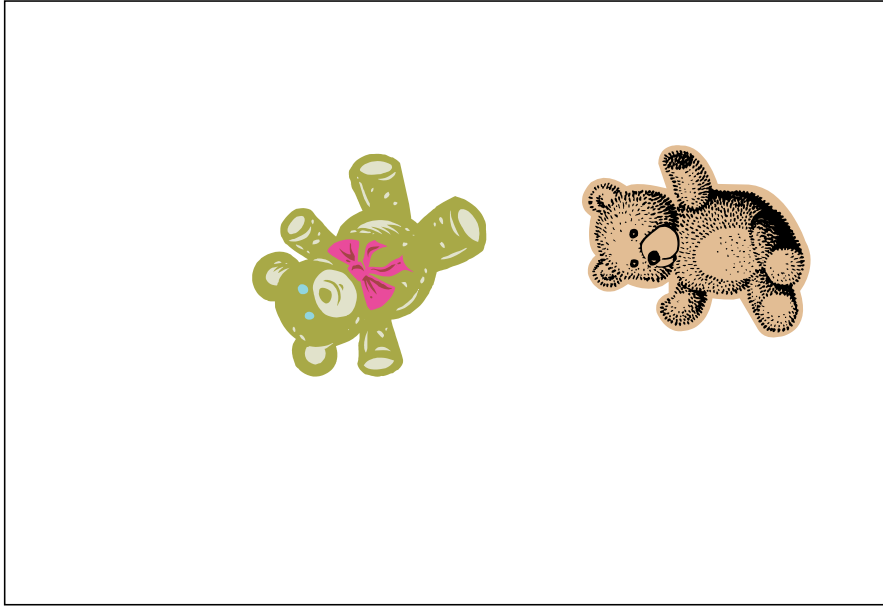
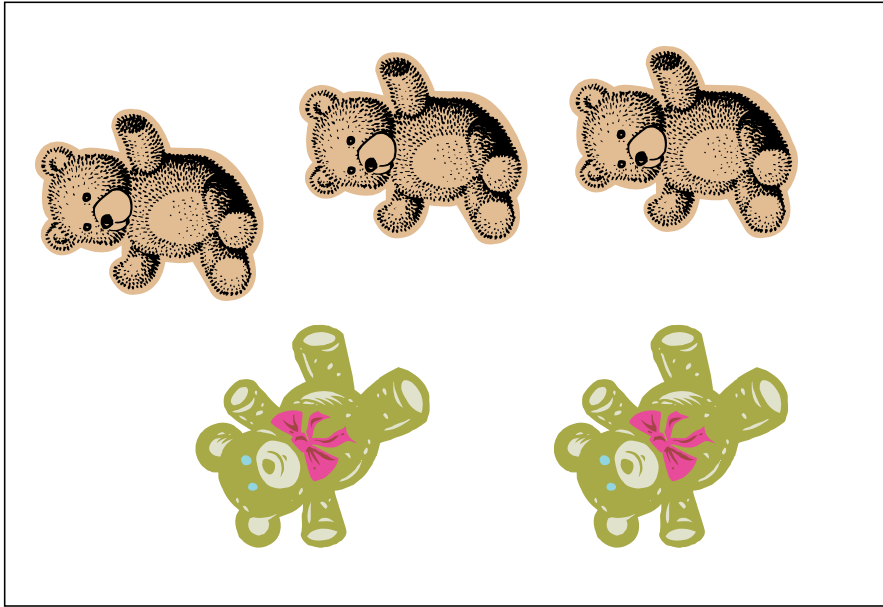
**Problem Strip 2 (continued)**



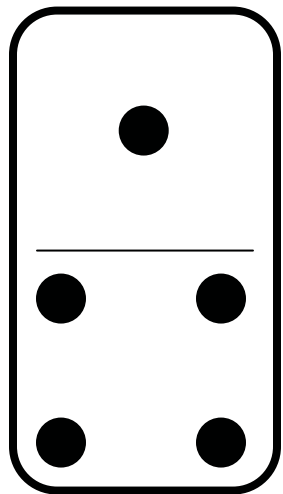
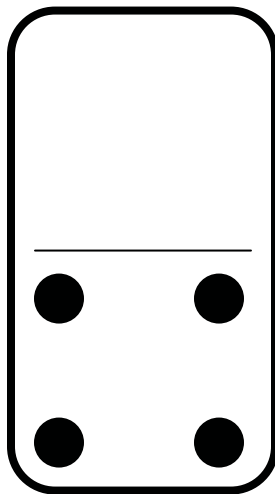
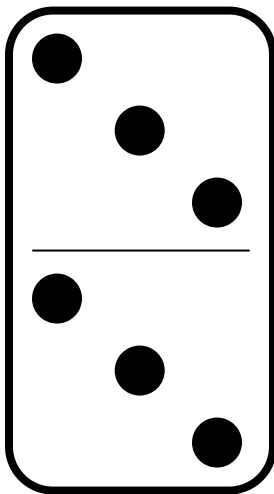
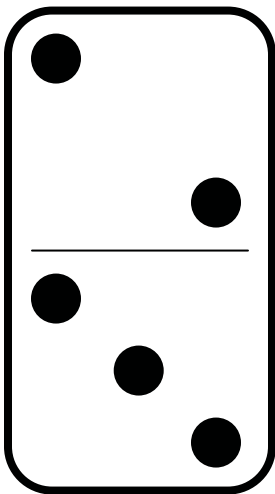
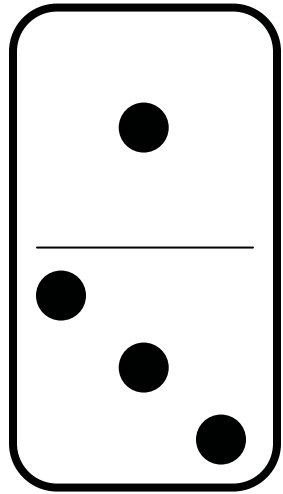
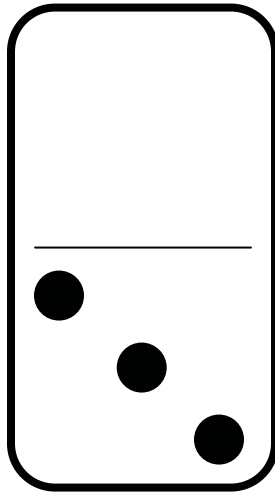
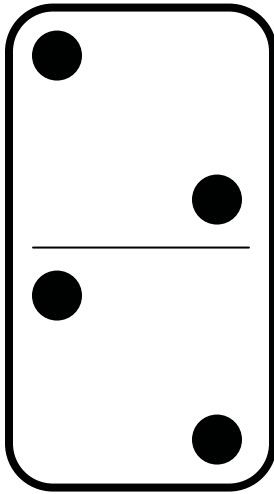
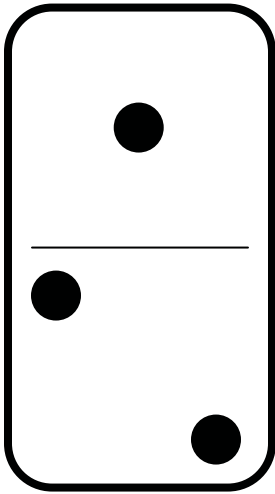
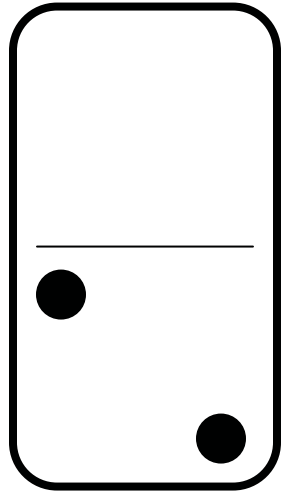
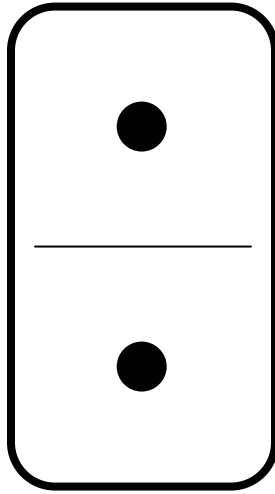
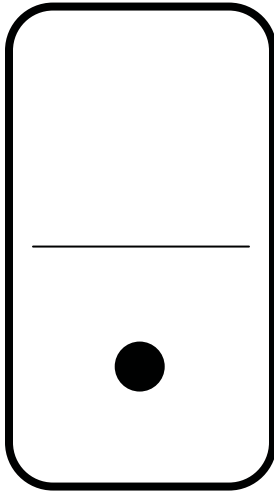
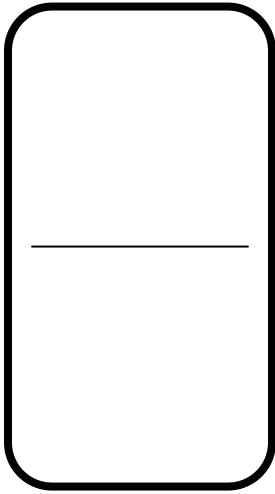
**Problem Strip 3**

$$5 - 2 = 3$$

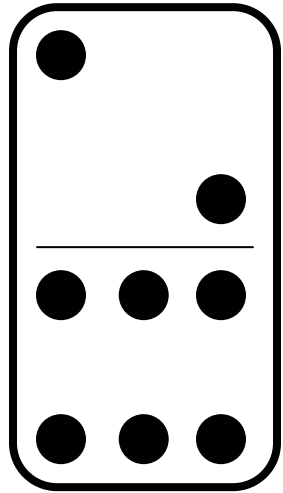
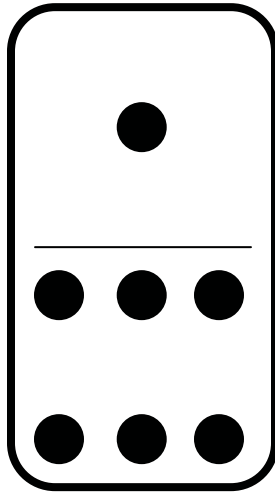
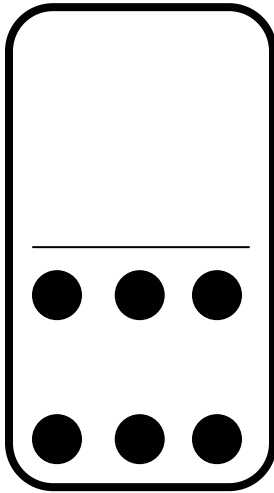
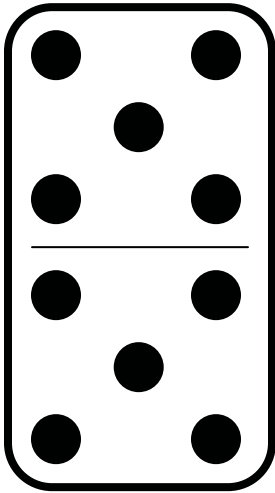
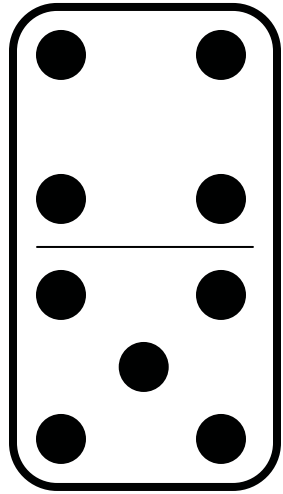
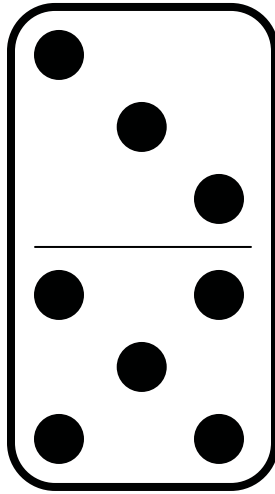
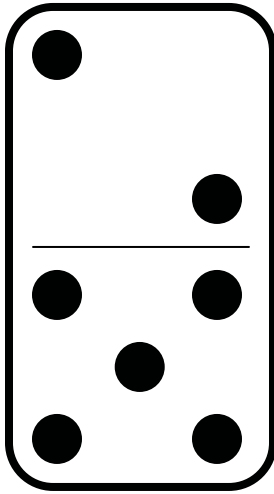
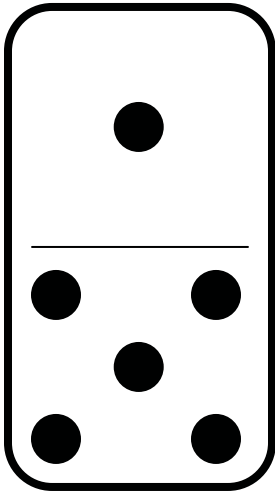
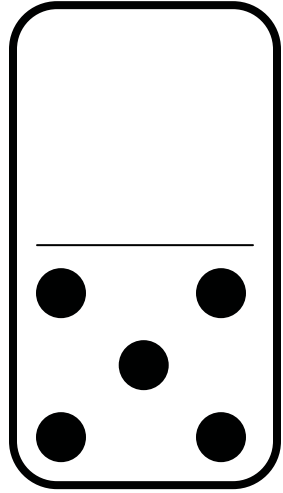
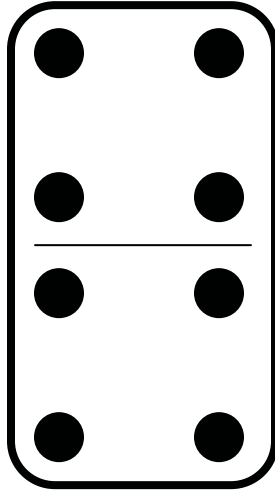
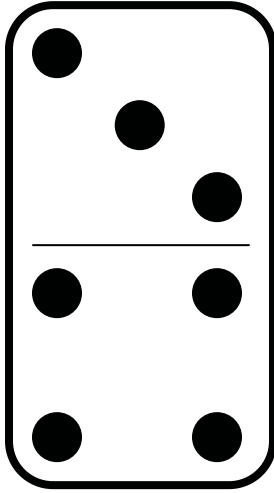
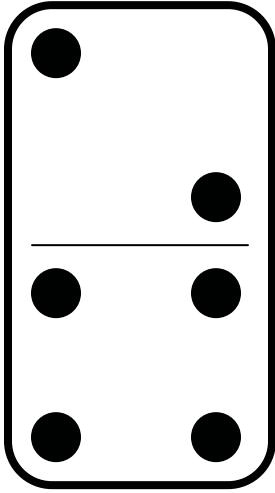
**Problem Strip 3 (continued)**



# Dominoes

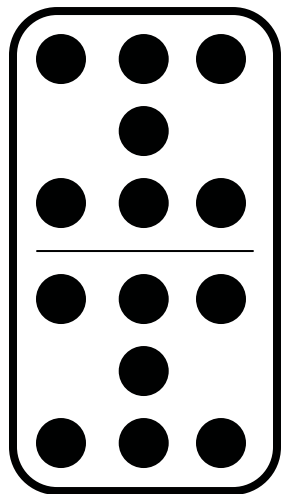
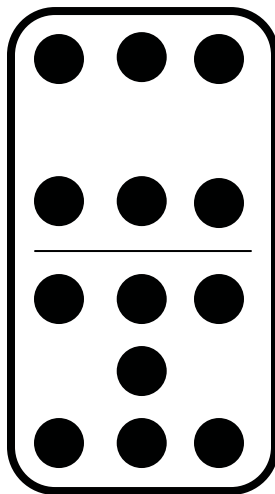
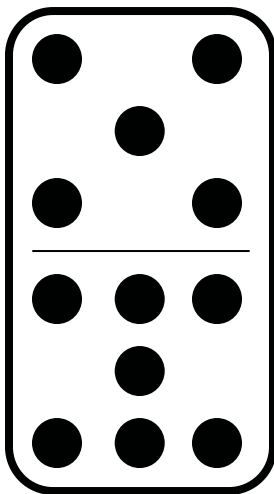
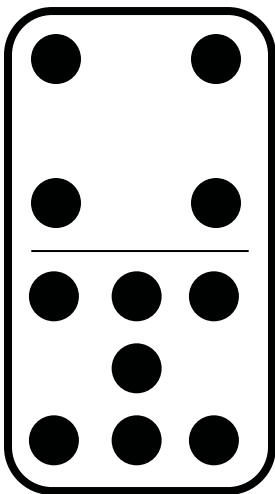
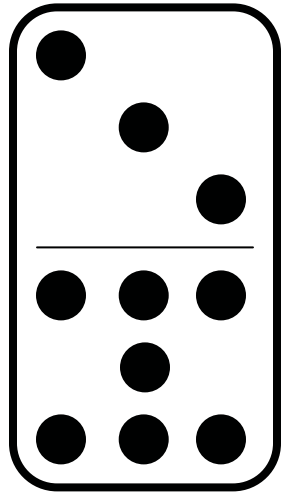
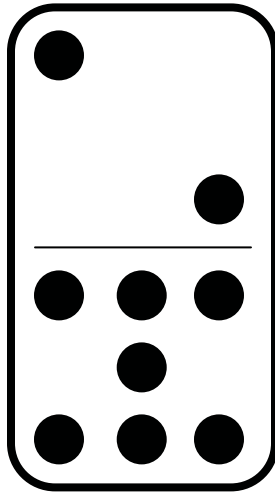
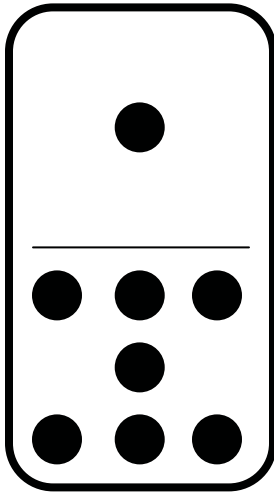
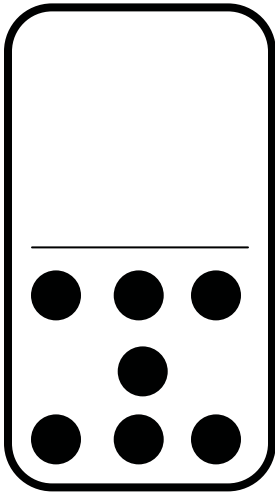
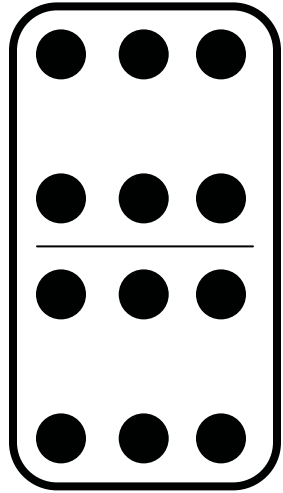
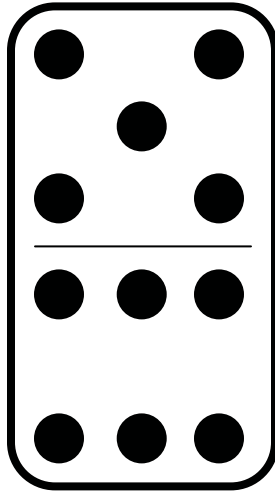
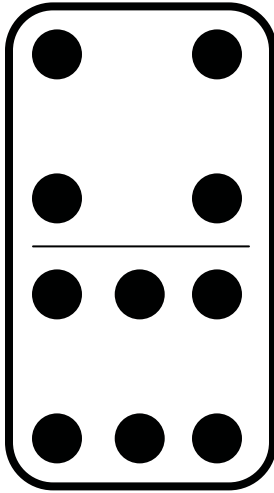
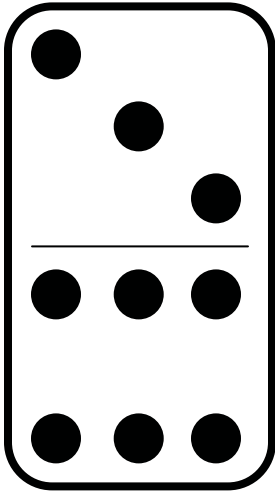


### Dominoes (continued)

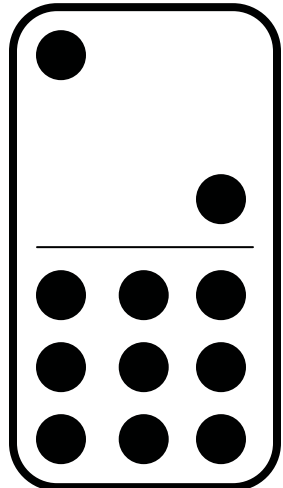
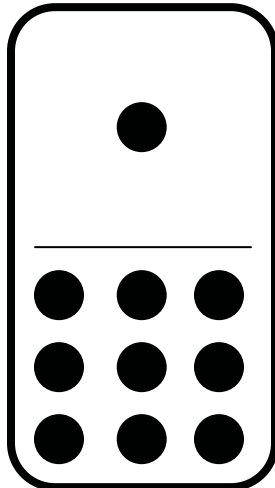
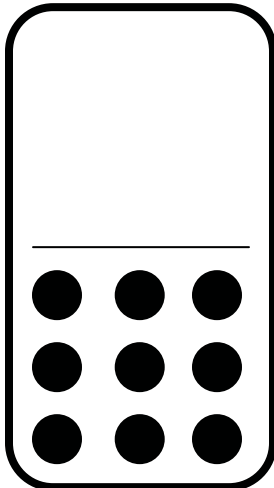
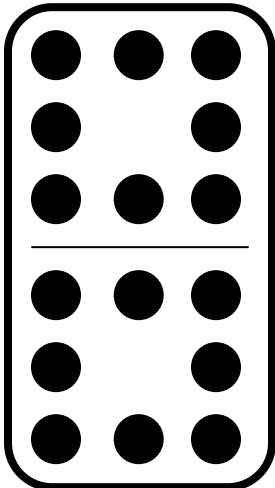
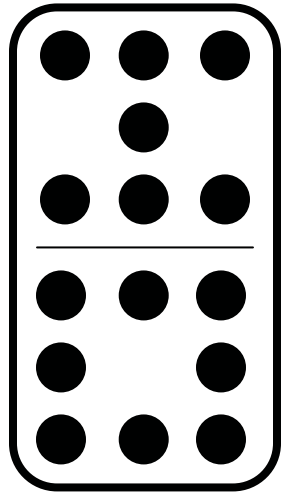
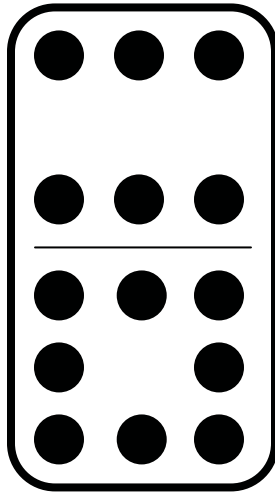
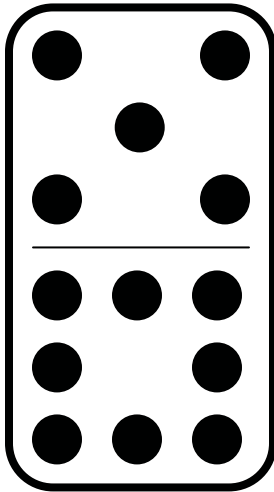
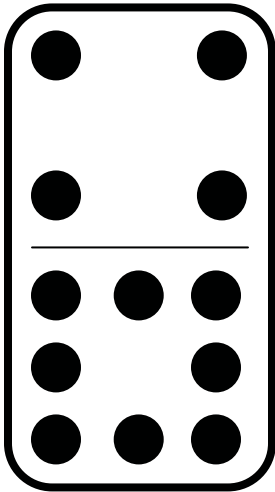
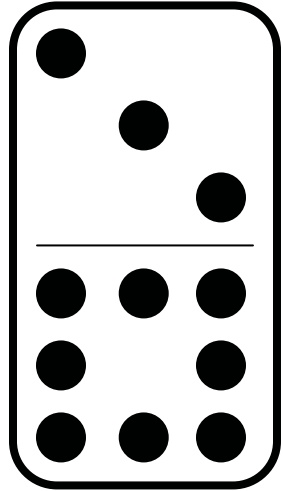
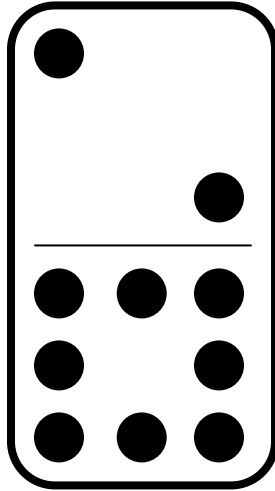
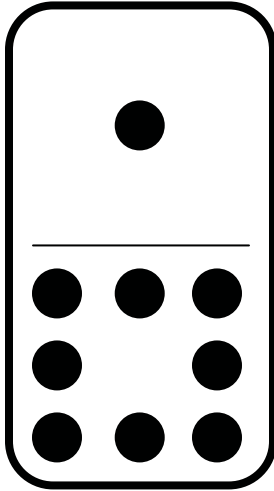
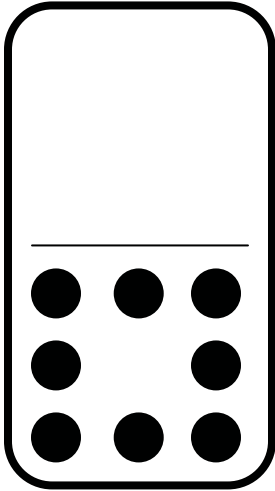




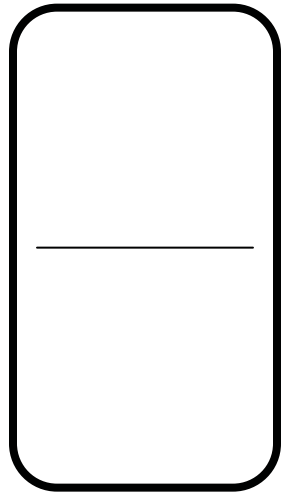
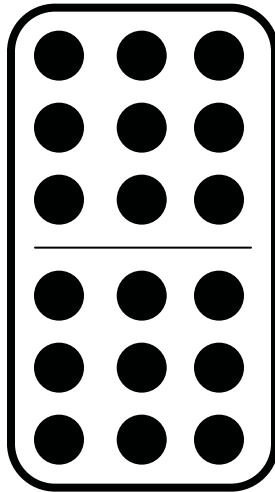
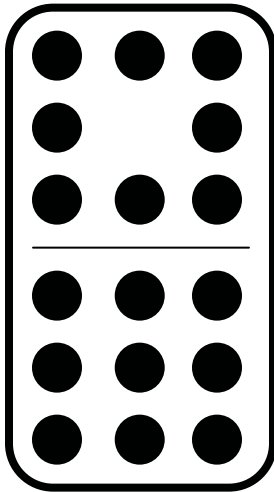
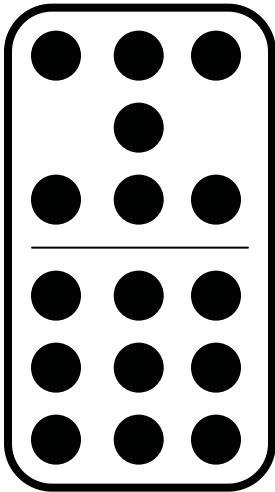
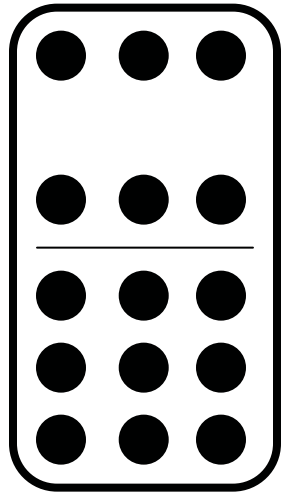
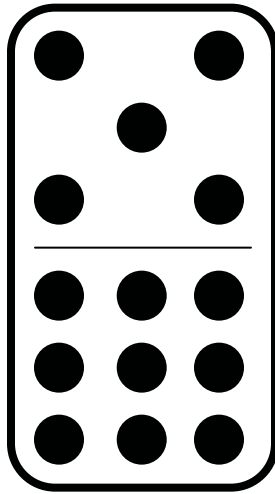
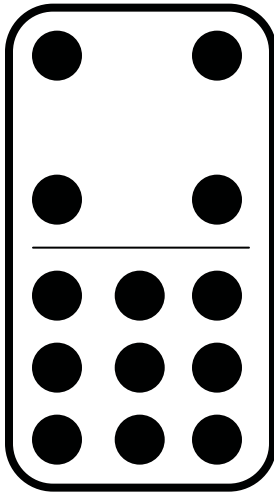
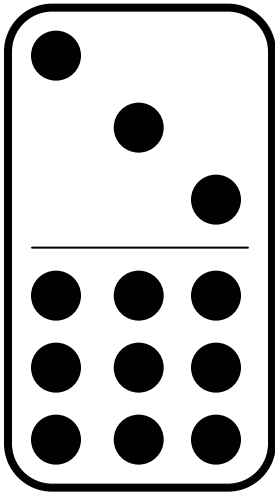
### Dominoes (continued)



### Dominoes (continued)



### Dominoes (continued)

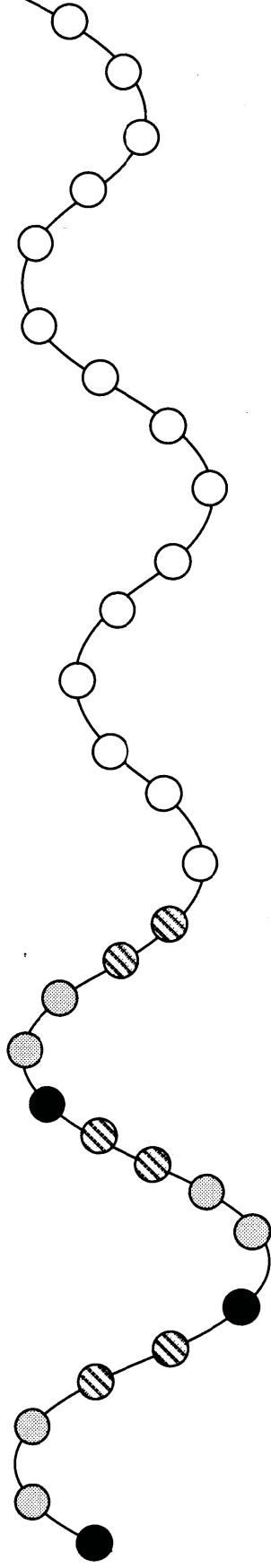




## Repeating Beads Question

### Journal Question

If this pattern continues, what will the 50th bead be? Explain or show your thinking.



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**0 to 99 Chart**

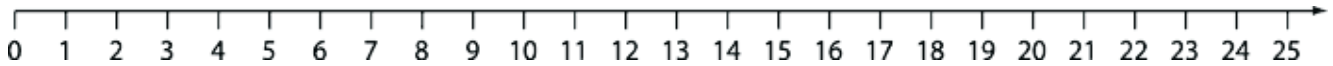
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<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>
<b>40</b>	<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>
<b>50</b>	<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>
<b>60</b>	<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>
<b>70</b>	<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>
<b>80</b>	<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>
<b>90</b>	<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>

## Increasing Patterns

1. Identify and describe increasing patterns on the following chart.

2	4	6	8	10
12	14	16	18	20
22	24	26	28	30
32	34	36	38	40
42	44	46	48	50

2. Use the number line to show an increasing pattern. Describe your pattern.



3. Explain how the pattern shown below grows. If this pattern continues, what would the next term look like?



Term 1



Term 2



Term 3



Term 4

## **Presto Change-o!**

**Letters**

**Sounds**

**Actions**

**Shapes**

**Colours**

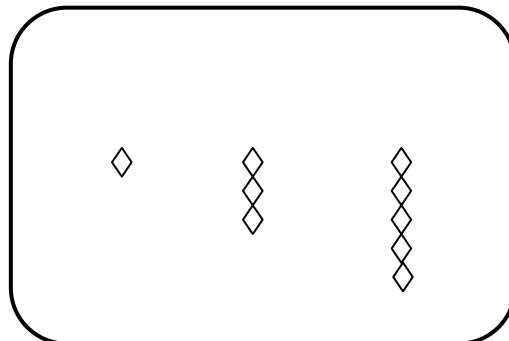
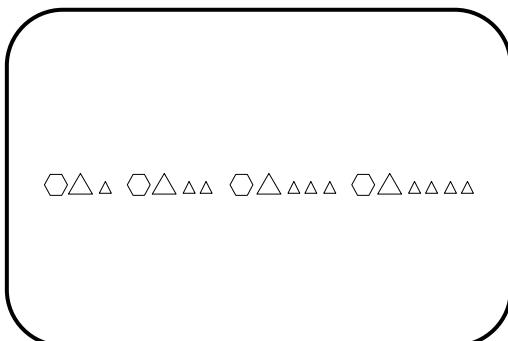
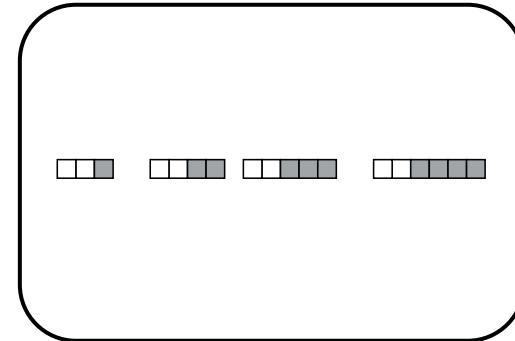
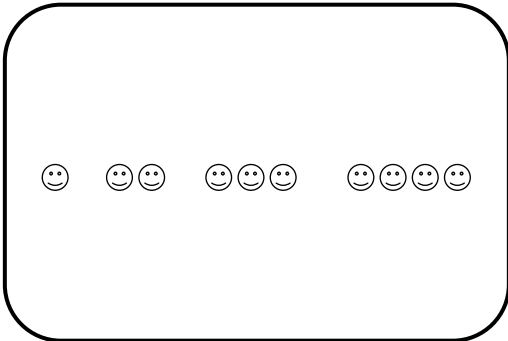
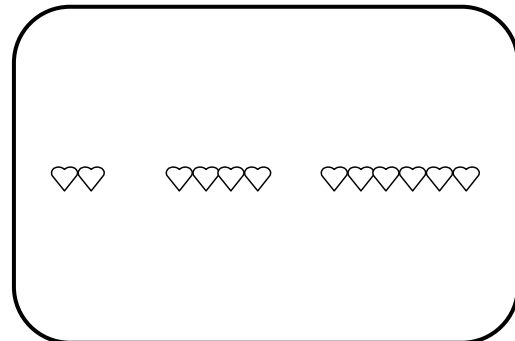
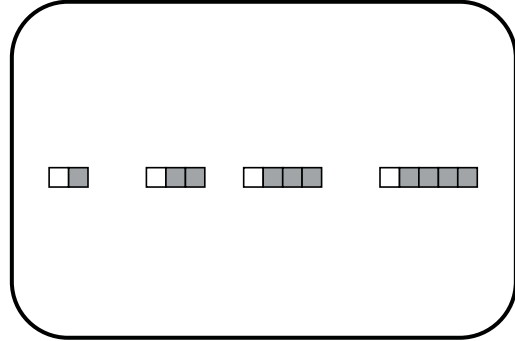
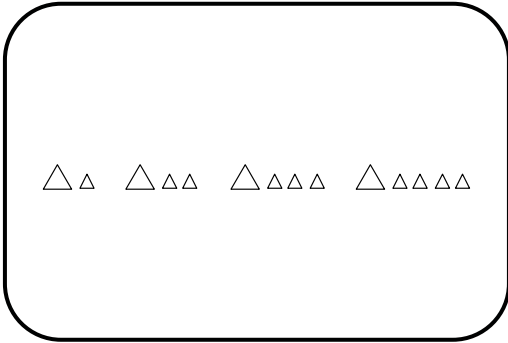
**Size**

**Numbers**

**People**

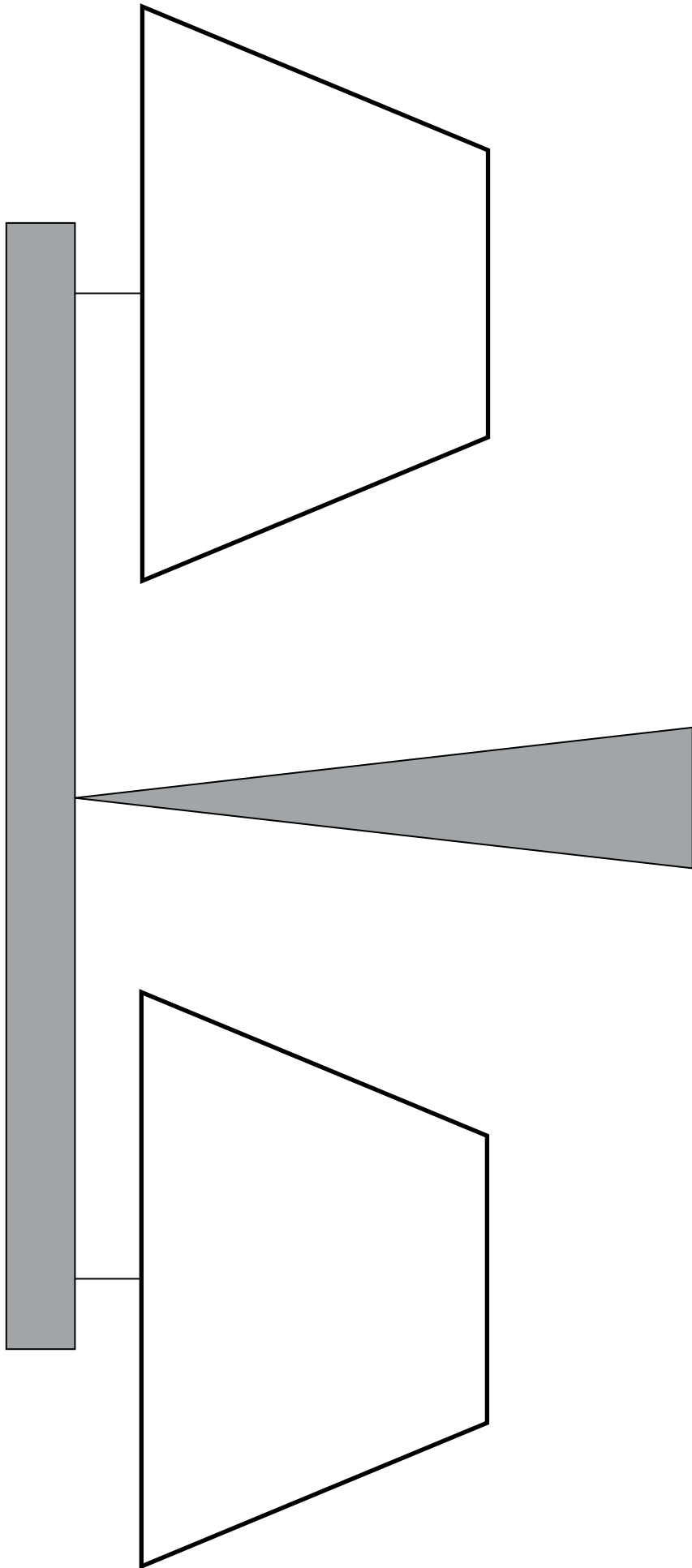


## Presto Change-o! (continued)

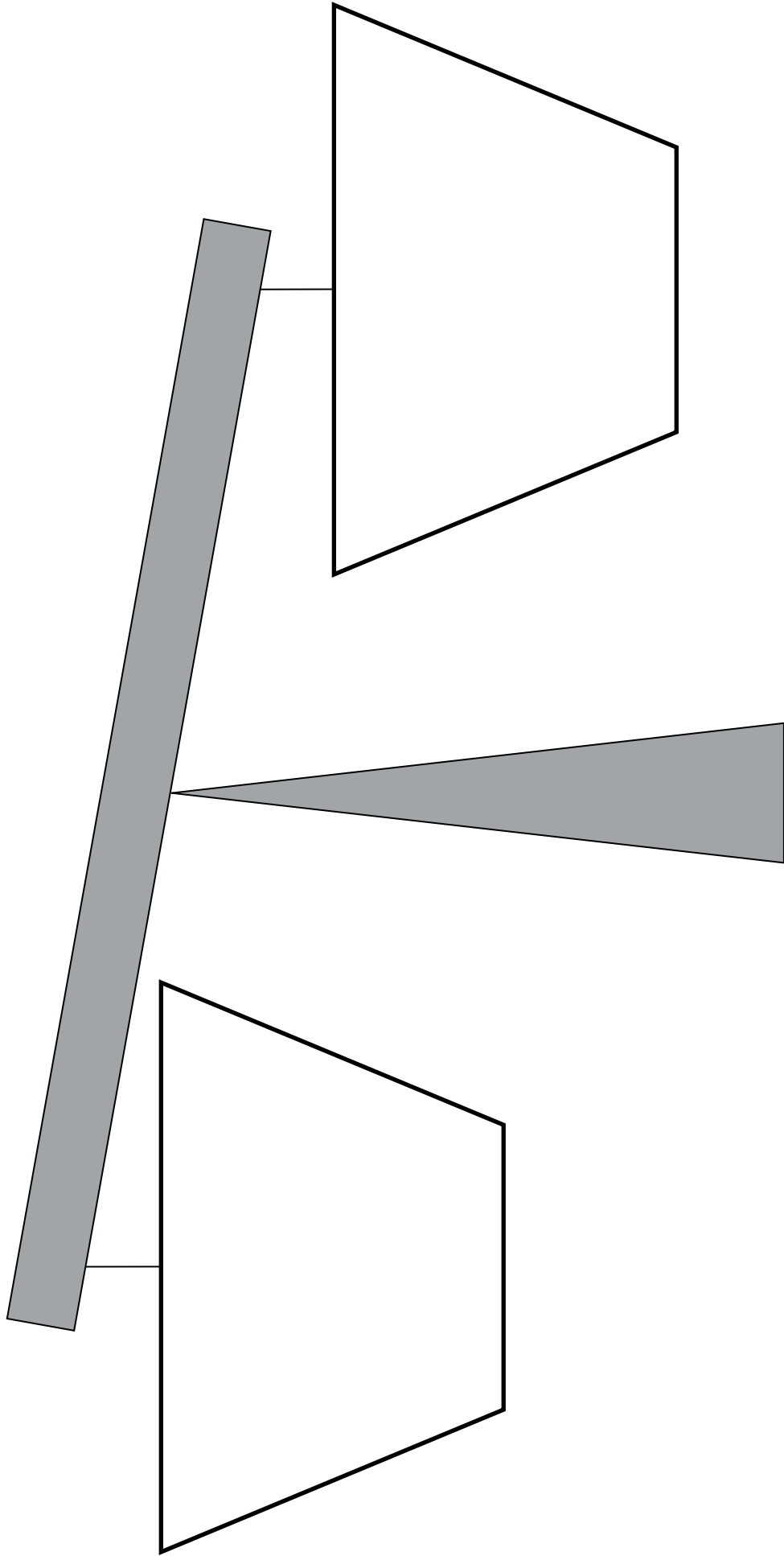




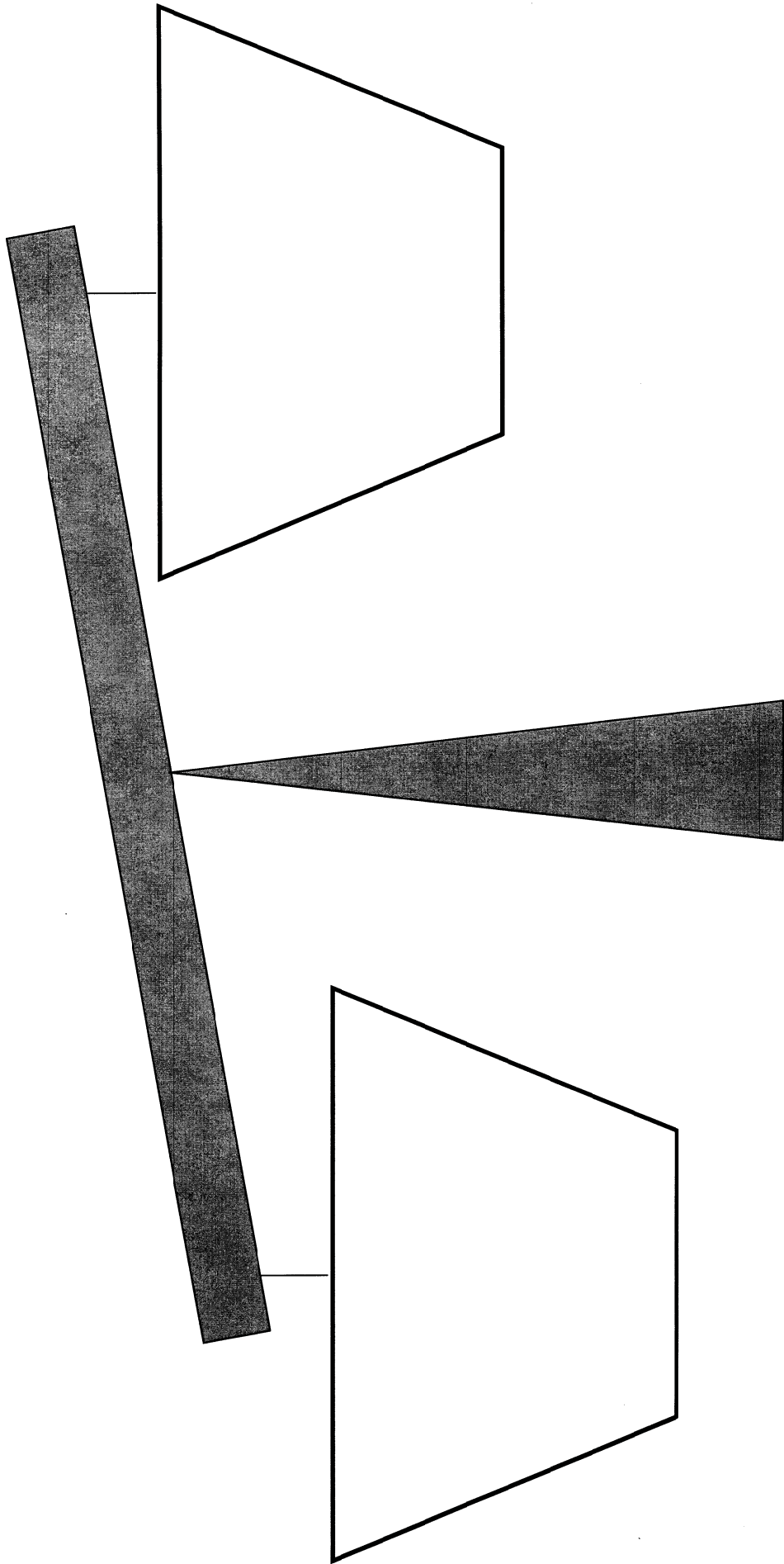
# Balance Scale Mat



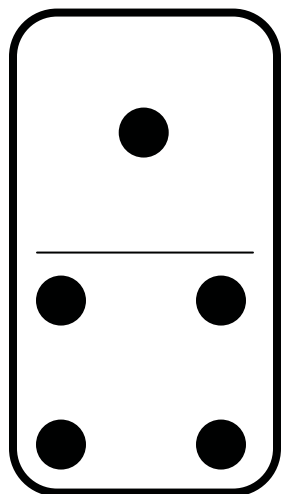
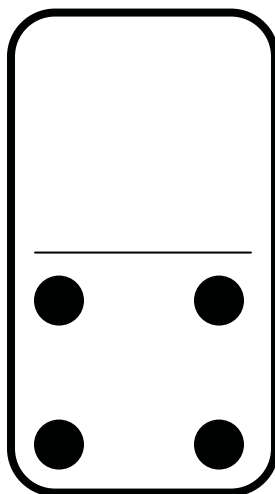
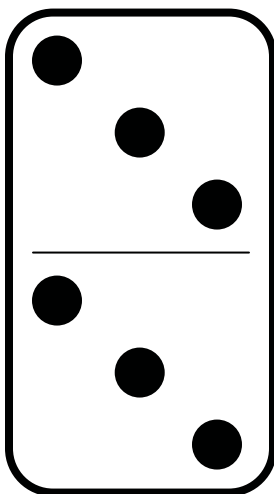
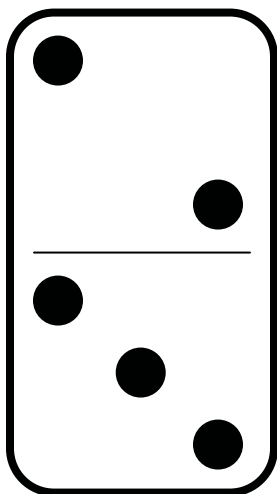
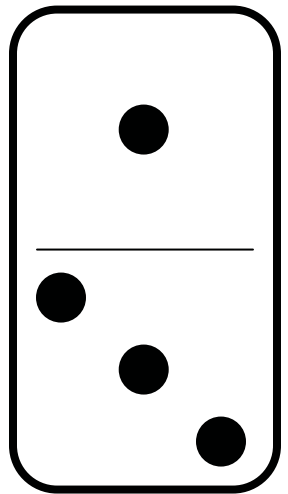
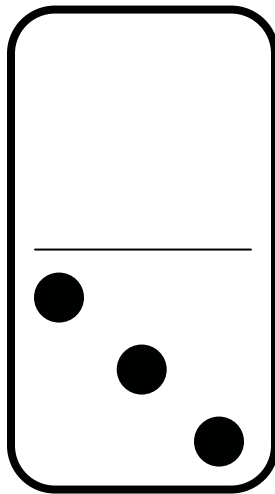
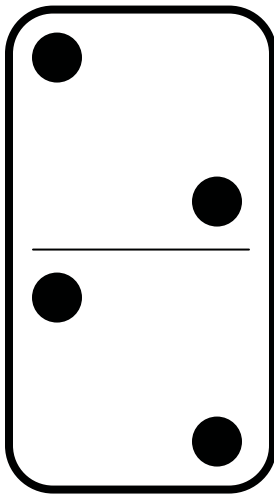
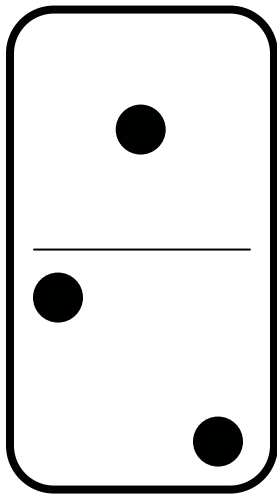
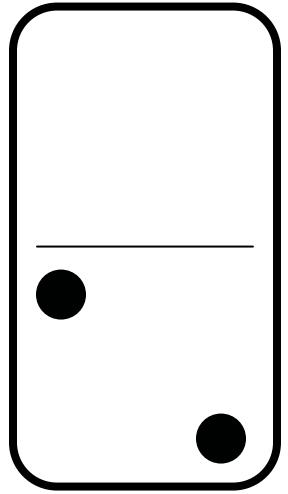
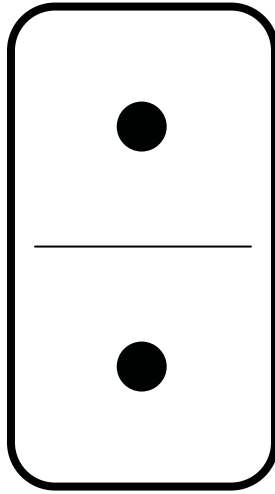
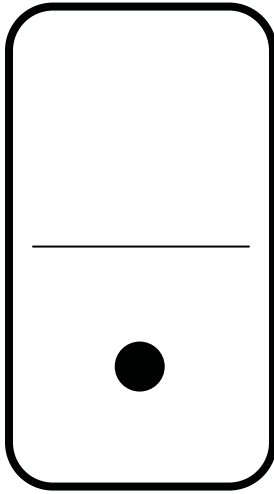
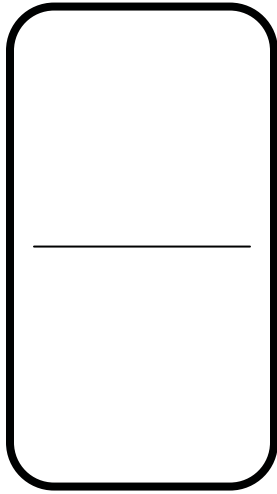
# Unequal Balance Scale Mat



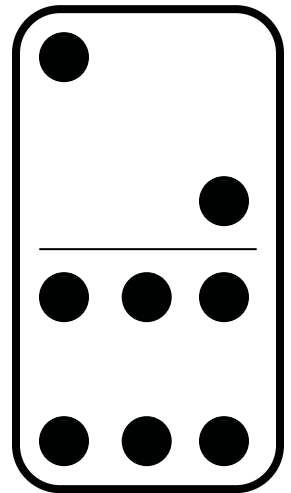
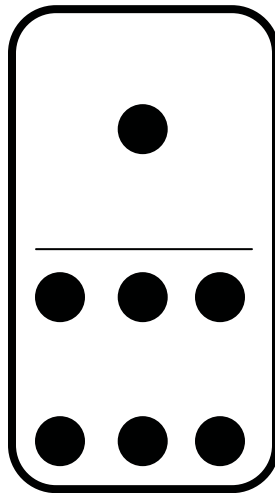
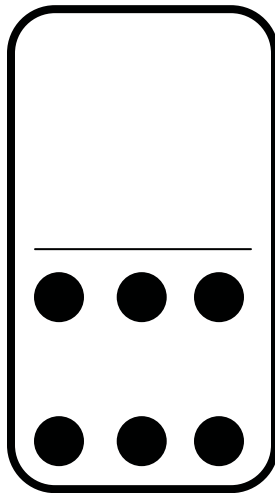
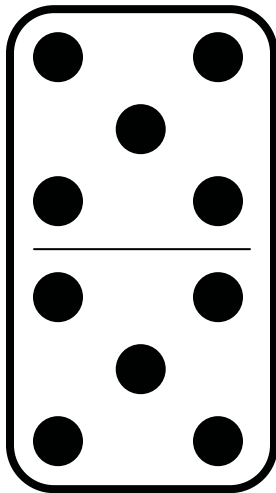
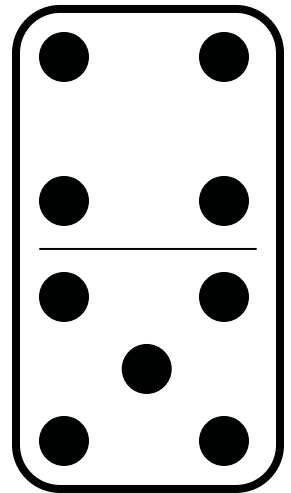
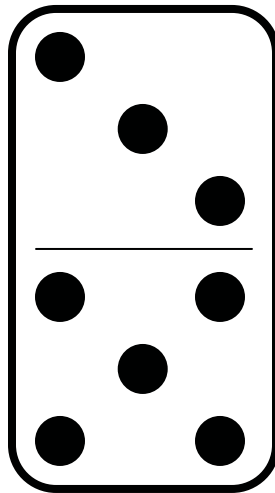
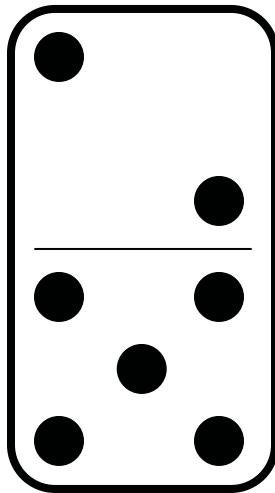
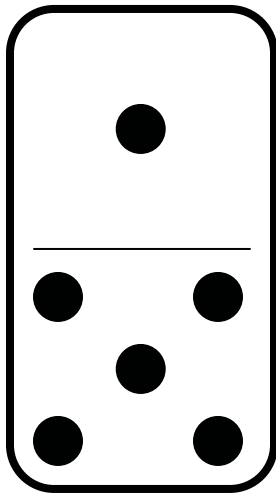
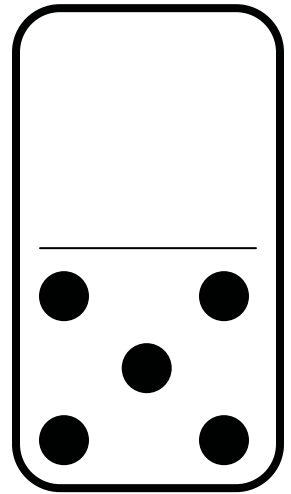
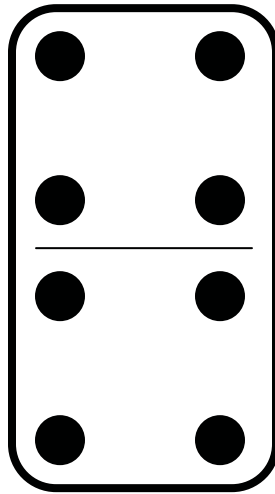
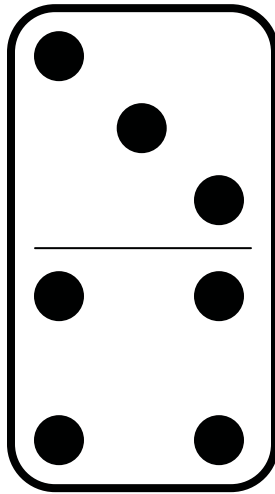
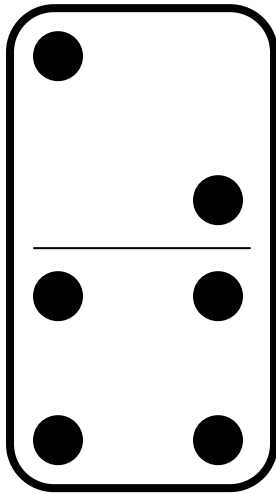
### Unequal Balance Scale Mat (continued)



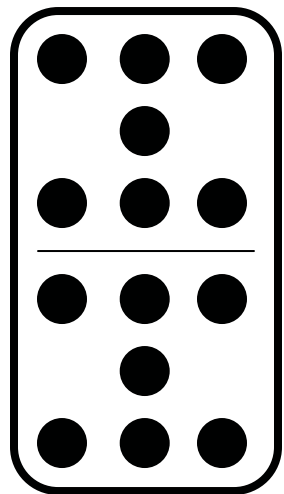
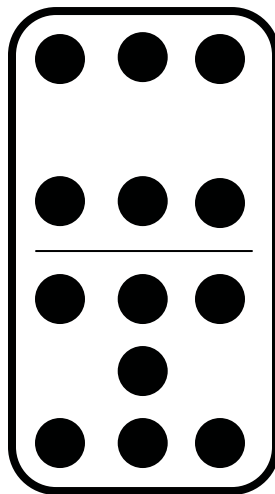
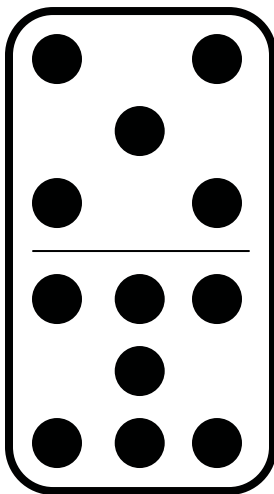
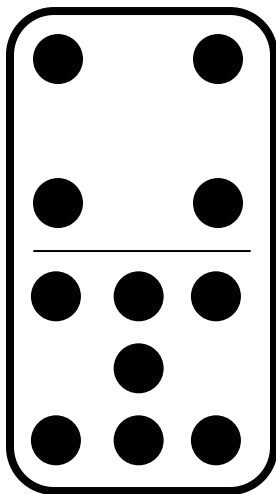
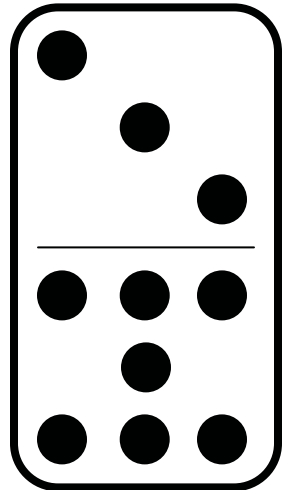
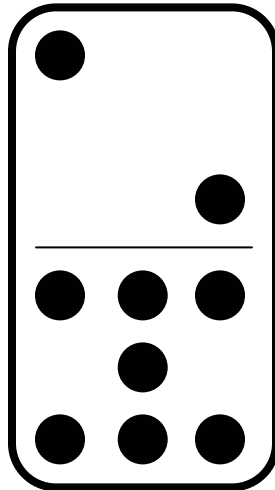
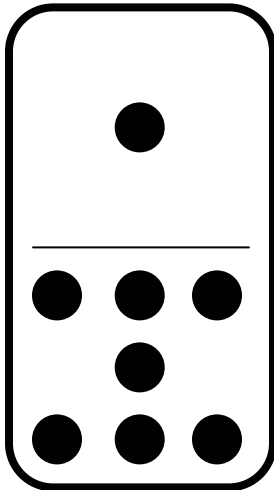
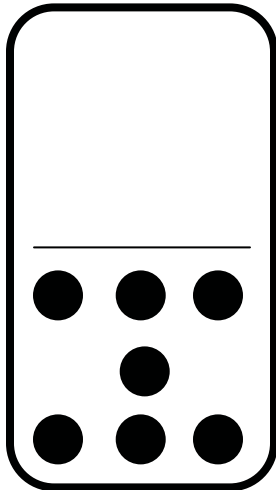
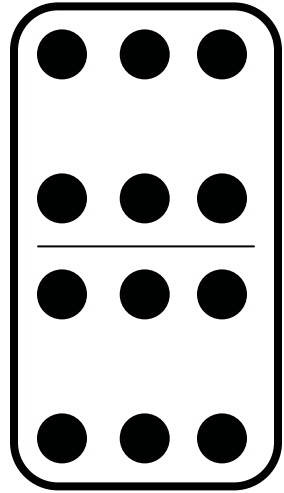
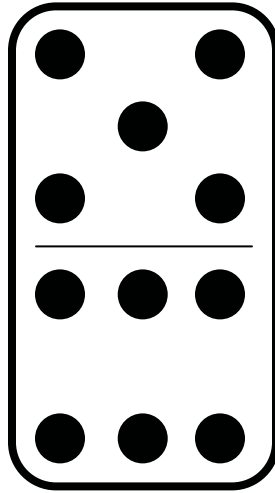
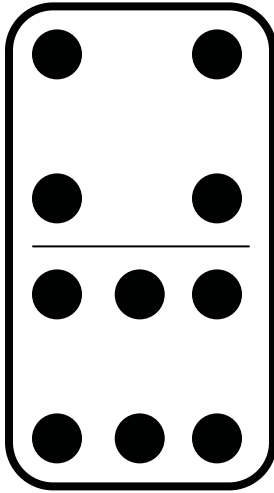
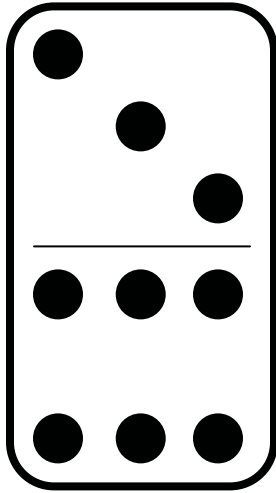
# Dominoes



### Dominoes (continued)

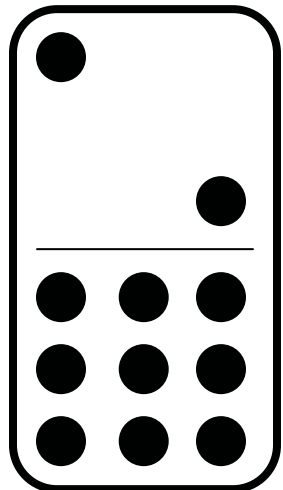
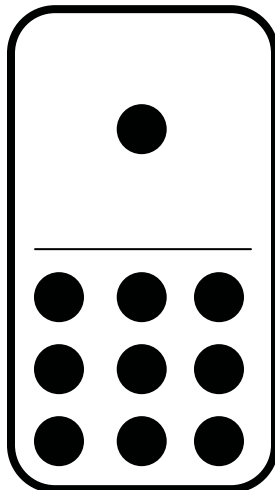
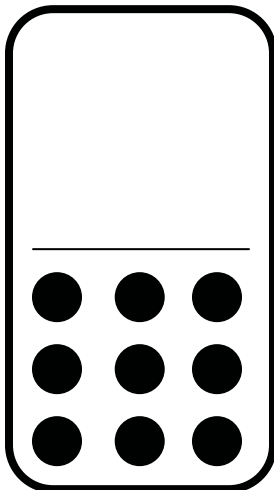
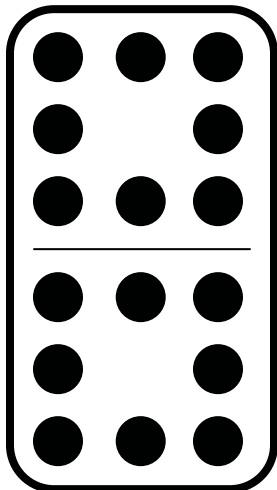
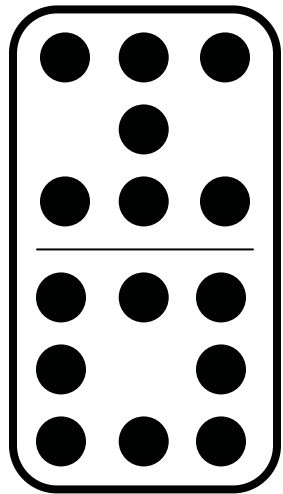
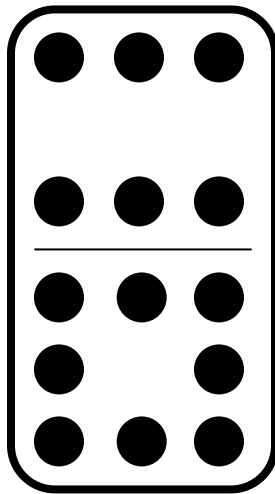
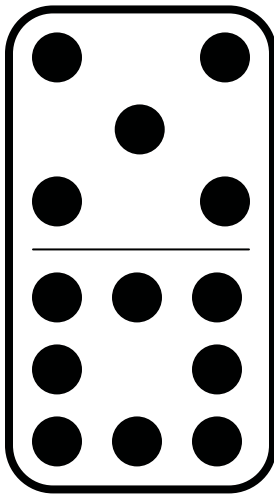
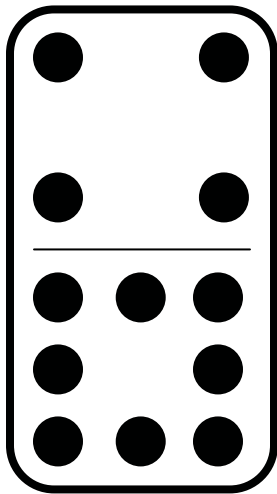
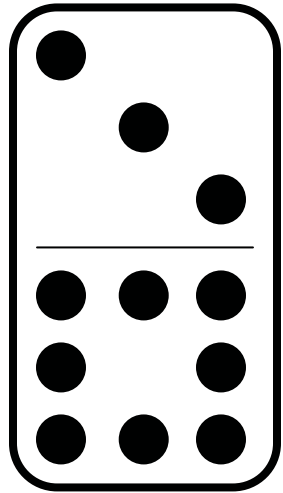
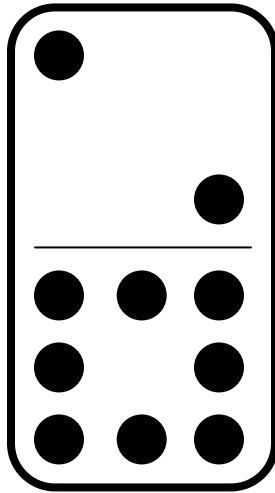
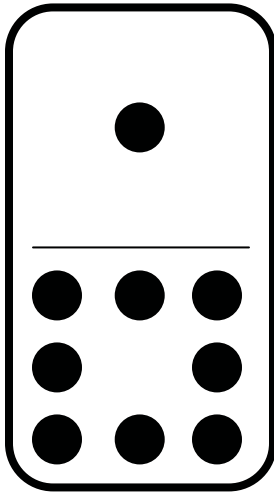
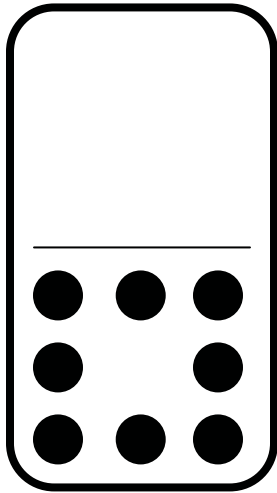


## Dominoes (continued)

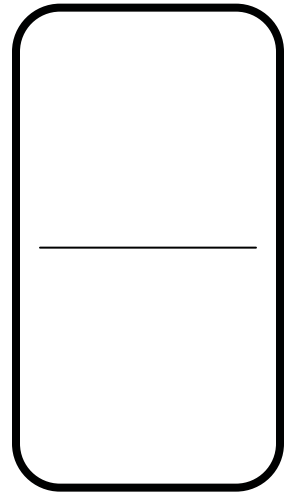
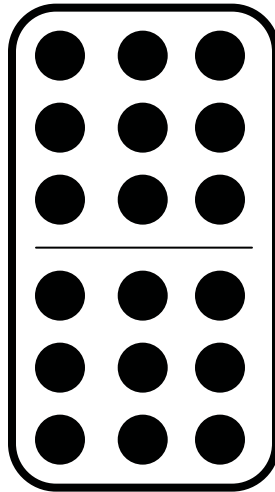
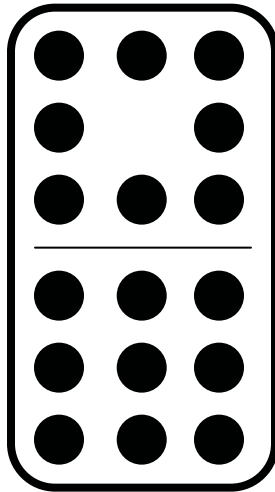
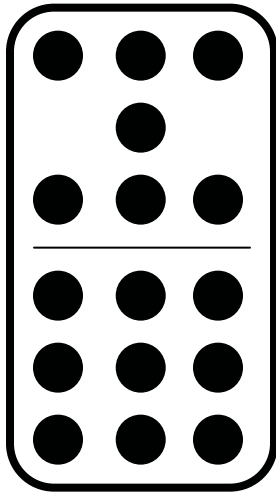
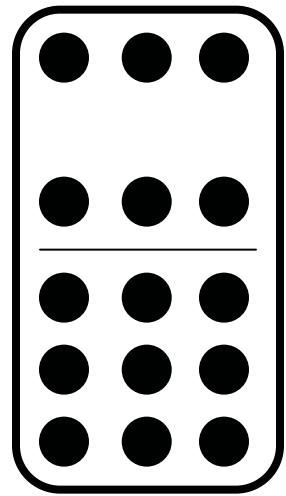
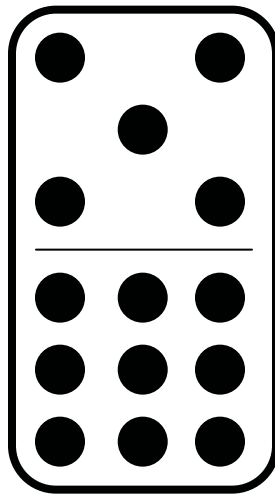
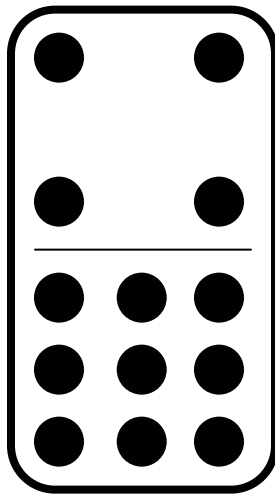
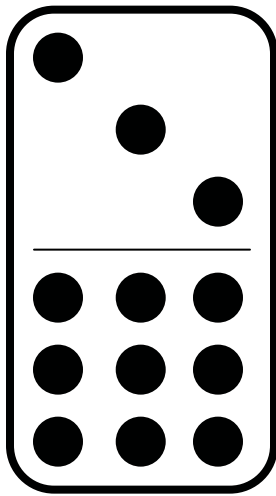




### Dominoes (continued)



## Dominoes (continued)



## Understanding Words Chart

<i>What does it mean?</i>	<i>Word</i>	<i>Picture</i>
<i>Number examples</i>	<i>Symbol</i>	

<i>What does it mean?</i>	<i>Word</i>	<i>Picture</i>
<i>Number examples</i>	<i>Symbol</i>	

## True or False Game

### Materials:

Game board  
True or false game cards  
Game pieces

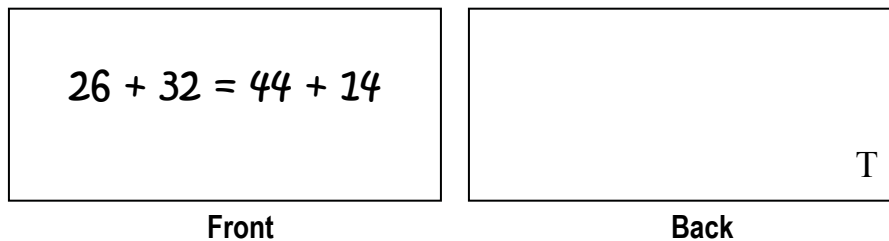
### Directions:

Game cards are placed with number sentence facing up on the table. Players take turns drawing a card, stating whether the number sentence/equation is true or false. If correct, the player moves their game marker 5 spaces for a true statement and 3 spaces for a false statement.

### Scenario:

We have been asked to help design a True or False game for Grade 2 students. We already have the game board but we don't have the game cards. I need each of you to make 5 cards for the game. Each card needs to have a number sentence. The number sentence can be either true or false. The answer needs to be on the back of the card. Put a T for true or an F for false in the bottom right hand corner.

### Sample:



### Addressing student needs:

- Vary the number range assigned to each student
  - combinations to 20
  - combinations to 50
  - combinations to 100
- Vary the operations used
  - use only addition
  - use only subtraction
  - use a combination of both operations
- Colour code the cards based on the complexity of the equations.



# Calendar

## Through the Year

<b>January</b>	<b>February</b>	<b>March</b>
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
<b>April</b>	<b>May</b>	<b>June</b>
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
<b>July</b>	<b>August</b>	<b>September</b>
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
<b>October</b>	<b>November</b>	<b>December</b>
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

# Build-a-Week Game

## Build a Week

Game Cards

A large U-shaped grid of 30 empty rounded rectangular boxes, arranged in three rows of seven boxes each, forming a frame around the central text.

## Build-a-Week Game (continued)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



**Months**

January

**Months (continued)**

February

**Months (continued)**

March

**Months (continued)**

April

**Months (continued)**

May

**Months (continued)**

	<h1>June</h1>

**Months (continued)**

July

**Months (continued)**

**August**



**Months (continued)**

September

**Months (continued)**

October

**Months (continued)**

**November**

**Months (continued)**

**December**

## Missing Months Game

February, \_\_\_\_\_, April

\_\_\_\_\_, October, November

January, \_\_\_\_\_, March

\_\_\_\_\_, June, July

February, March, \_\_\_\_\_

\_\_\_\_\_, March, April

January, February, \_\_\_\_\_

August, September, \_\_\_\_\_

April, \_\_\_\_\_, June

\_\_\_\_\_, April, May

June, \_\_\_\_\_, August

February, March, \_\_\_\_\_

## Missing Months Game (continued)

March, \_\_\_\_\_, May

\_\_\_\_\_, May, June

March, \_\_\_\_\_, May

\_\_\_\_\_, September, October

August, September, \_\_\_\_\_

\_\_\_\_\_, May, June

April, May, \_\_\_\_\_

September, October, \_\_\_\_\_

August, \_\_\_\_\_, October

\_\_\_\_\_, October, November

October, \_\_\_\_\_, December

April, May, \_\_\_\_\_





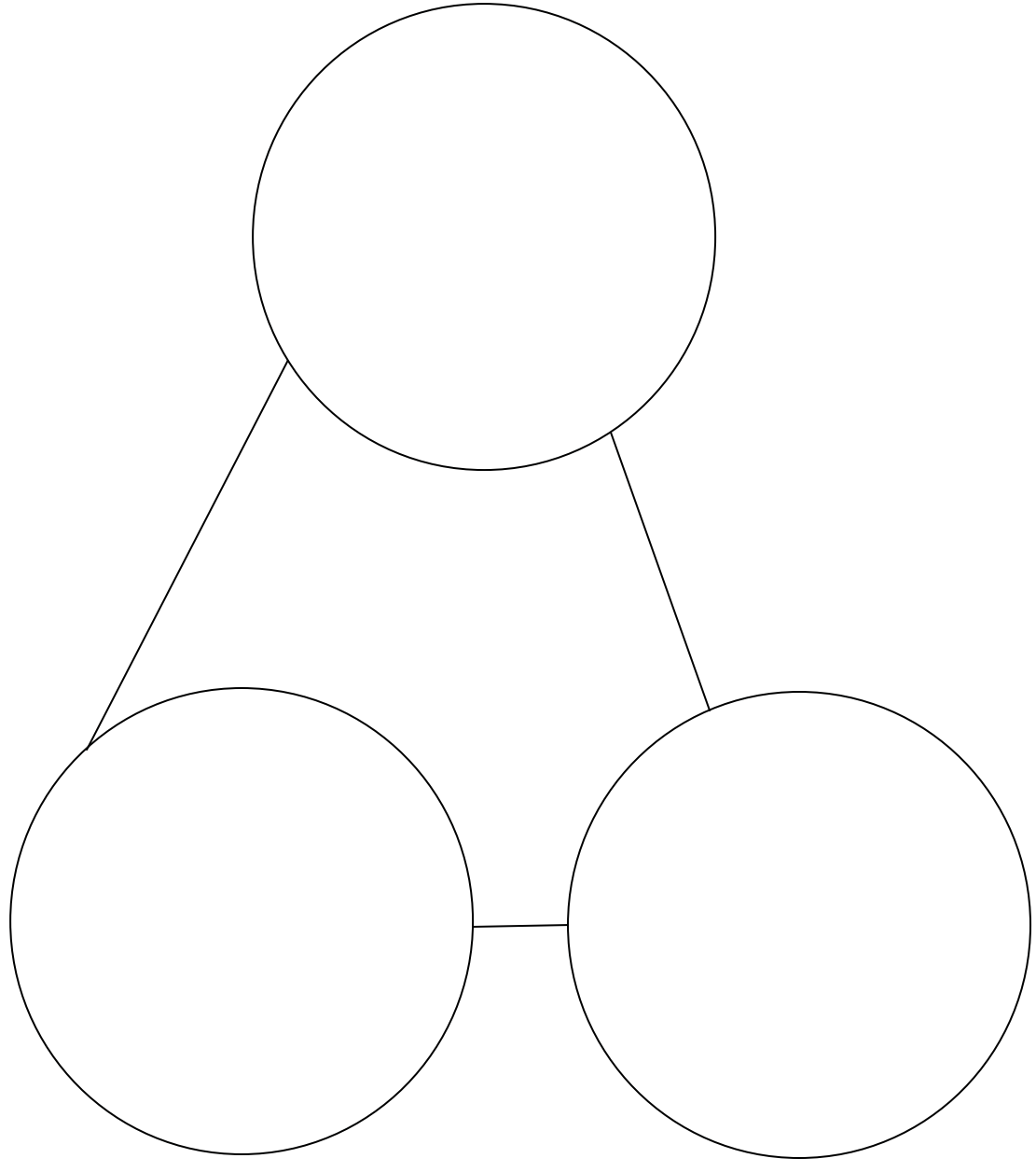


## Measurement Tic-Tac-Toe

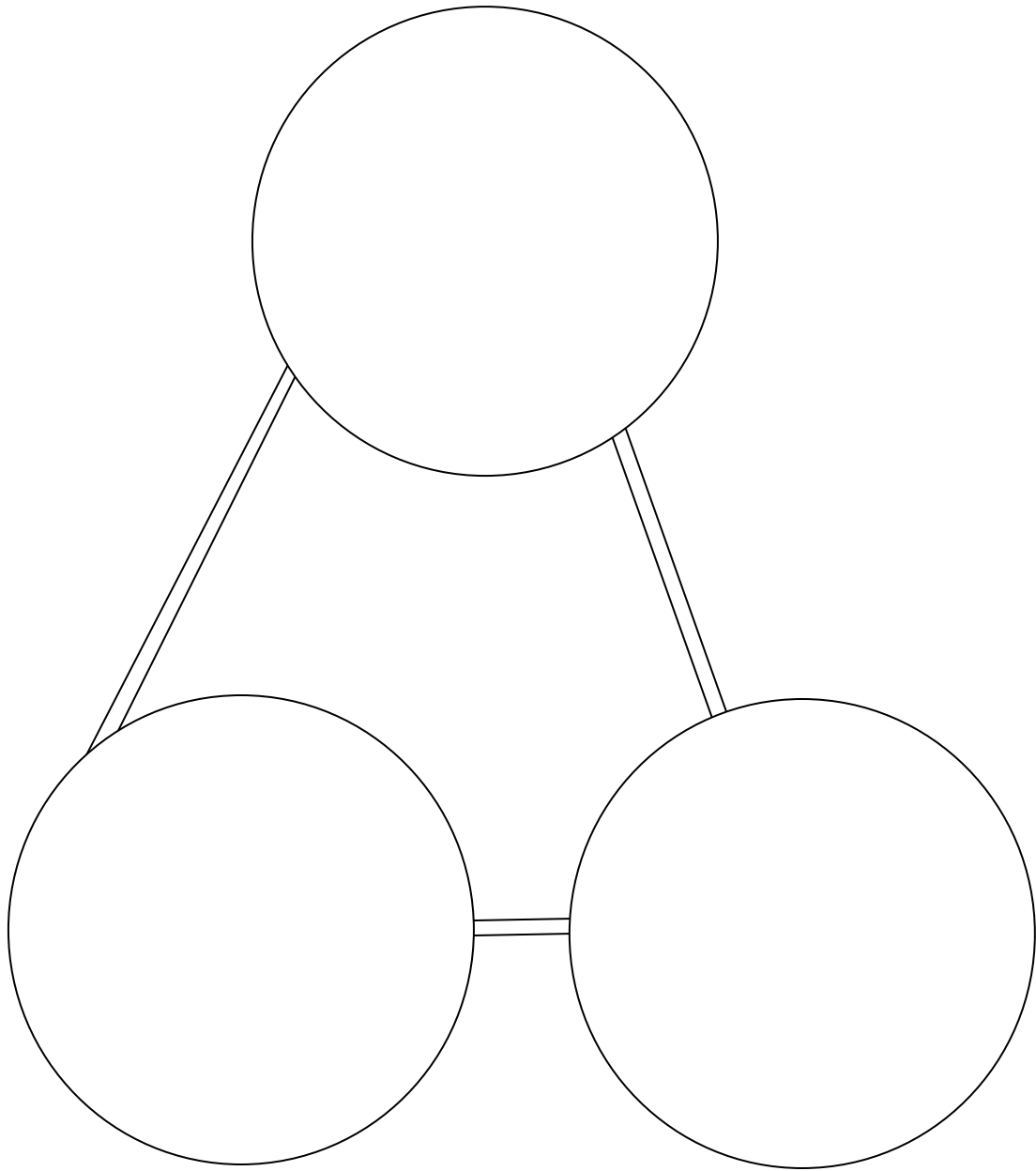
Name: \_\_\_\_\_

Measure the length of three different objects. Order the objects from shortest to longest. Record your results.	Select three different objects. Find their length and their mass. Record your results.	Find the mass of three different objects. Order them from heaviest to lightest. Record your results.
Make your own "ruler." Use it to measure two different objects. Record your results.	Measure the masking tape lines on the floor. Record your results.	Demonstrate how to measure an object using only one unit.
Explain how to estimate length.	If you change the position of an object do its measurements change? Explain your thinking.	Measure an object of your choice. Explain your choice of unit.

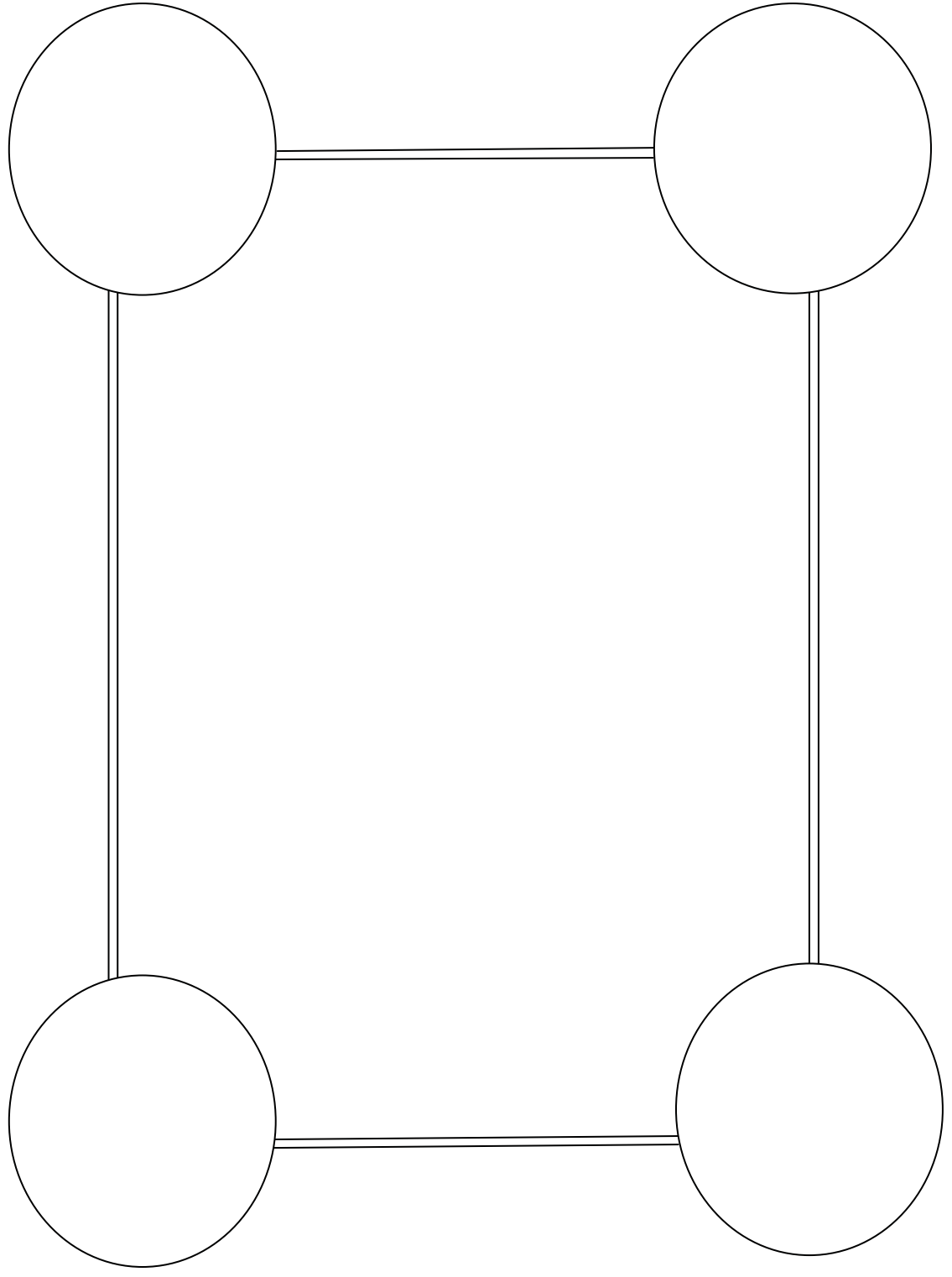
# Problem-Solving Attribute Mat



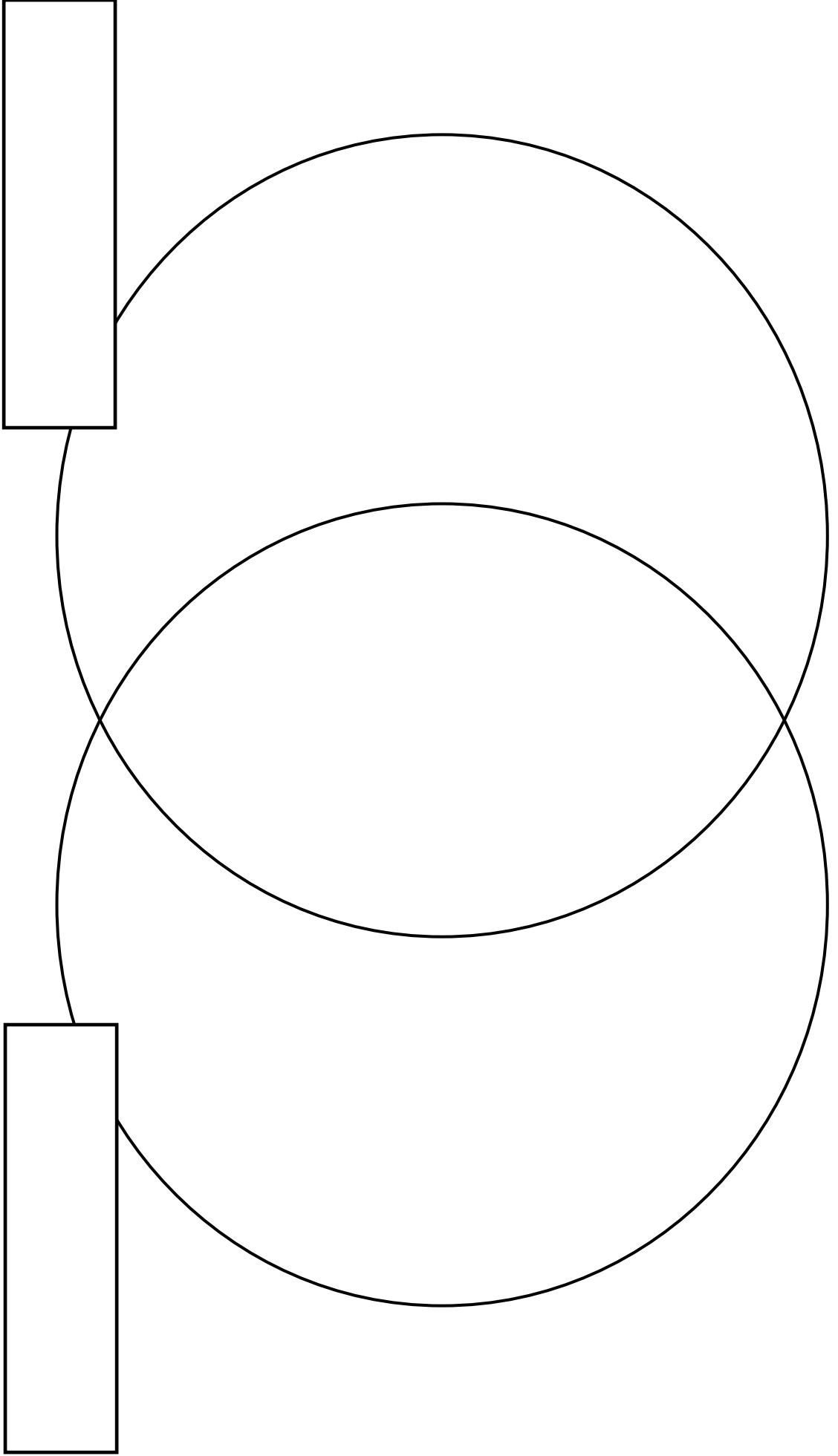
**Problem-Solving Attribute Mat (continued)**



**Problem-Solving Attribute Mat (continued)**



## Venn Diagram


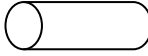
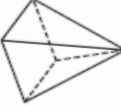

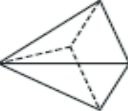


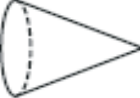
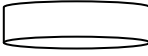





### 3-D Object Sort

Name: \_\_\_\_\_

Cut out the pictures of the 3-D objects and place them correctly in the chart.



### 3-D Object Sort (continued)

Name: \_\_\_\_\_



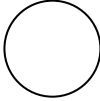







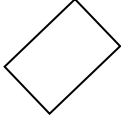
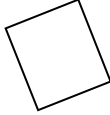
Cylinders	Cones	Pyramids

## 2-D Shape Sort

Name: \_\_\_\_\_

Cut out the pictures of the 2-D shapes and place them correctly in the chart.





## 2-D Shape Sort (continued)

Name: \_\_\_\_\_

Triangles	Squares	Rectangles	Circles

