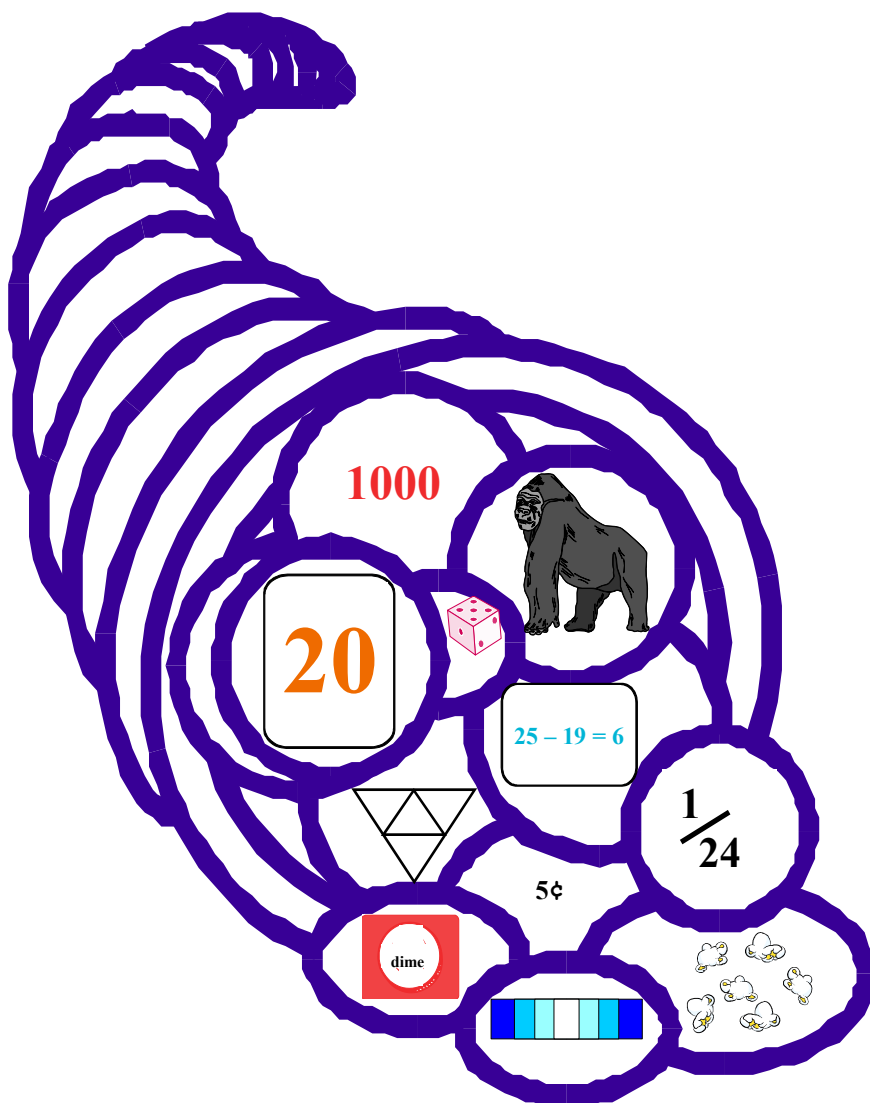




# Mathematics:

# Graded 2



## Number Sense and Numeration

## *Resources*

- calculator
- card stock
- chart paper
- construction paper
- crayons
- dice
- fraction pieces
- glue
- markers
- number flashcards 0 - 20
- numberline
- overhead
- pattern blocks
- place value manipulatives
- place value mats
- 100's chart
- rules
- small *ziploc* baggies



# Number Sense and Numeration

## *Vocabulary*

- first
- second
- third
- fourth
- fifth
- sixth
- seventh
- eighth
- ninth
- tenth
- eleven
- twelve
- thirteen
- fourteen
- fifteen
- sixteen
- seventeen
- eighteen
- nineteen
- twenty
- ones
- tens
- hundreds
- place
- greatest
- least
- one-half
- one-third
- one-fourth
- fraction
- one whole
- two-thirds
- two-fourths
- three-fourths
- quarter
- sum
- total
- in all
- altogether
- left
- less
- amount
- change
- \$
- ¢
- calculate
- number
- sentence
- how many more
- position

# The Ontario Curriculum: Mathematics

## Challenge P10

T

### Match'em Up— 1-20

#### Expectations

**2m1** - represent whole numbers using concrete materials, drawings, numerals, and number words;

**2m9** - read and print number words to twenty;

#### Teaching Strategies

1. Using flashcards from *Appendix I*, review number words to ten and teach number words from 11-20. You will need to review this frequently, prior to using this activity card.
2. Prepare one set of number-word picture cards for each student, using the appropriate pages from *Appendix I*. Use cardstock and baggies to organize these materials.
3. Before students begin to work independently, go through several examples with them, as a group.
4. See the assessment section for follow-up activities which can be used after students have done a great deal of practice.

#### Suggested Resources

- *Appendix I*
- cardstock
- computer program **Mathville Jungleway** - *Pete's Treats; Con-scene-tration; Harry, Larry, Mary; and Lots of Legs*
- *construction paper*
- *glue*
- *Ziploc baggies*

#### Catholic School Commentary

- (5) *A collaborative contributor* who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- (a) Works effectively as an interdependent team member.
  - (e) Respects the rights, responsibilities and contributions of self and others. (OCSGE)
- **Matthew 18:19-23**

#### Assessment

- Use Appendix I to help evaluate student knowledge of number words from 1-20.
- Have the pupils glue the number card and matching word card to construction paper.



# Number Sense and Numeration

## Challenge P10

S

### Match'em Up— 1-20

#### Materials

- *baggie* with number, word and picture cards
- construction paper
- glue
- *Appendix I*

#### Procedures

1. Using the cards in you *baggie*, order the number cards from 1-20.
2. Find the number word that matches the number card. Place it beside the number card.
3. Find the picture card which has the matching number of objects. Place it beside the matching number card.
4. When you are done, compare your work to that of a friend. Correct any errors you might have.

#### Further Challenges

- Do this challenge with a partner. From the *baggie*, pull out all of the number cards. Arrange them from 1-20. Take turns pulling the cards out of the bag and matching them to the correct number cards.
- Play *Memory* with the cards. Remember that you will need 3 cards to make a matched set.

*Appendix I*

**eleven**

**twelve**

**thirteen**

**fourteen**

**fifteen**

**sixteen**

**seventeen**

**eighteen**

**nineteen**

**twenty**



# Number Sense and Numeration

## Appendix I a

Name \_\_\_\_\_

18

thirteen

20

fourteen

13

twenty

17

eighteen

14

seventeen

*Appendix I b*

Name \_\_\_\_\_

19

twelve

15

sixteen

11

fifteen

16

nineteen

12

eleven



# Number Sense and Numeration

## Appendix I c

Name \_\_\_\_\_

one	two	three
four	five	six
seven	eight	nine
ten	eleven	twelve
thirteen	fourteen	fifteen
sixteen	seventeen	eighteen
nineteen	twenty	<

# The Ontario Curriculum: Mathematics

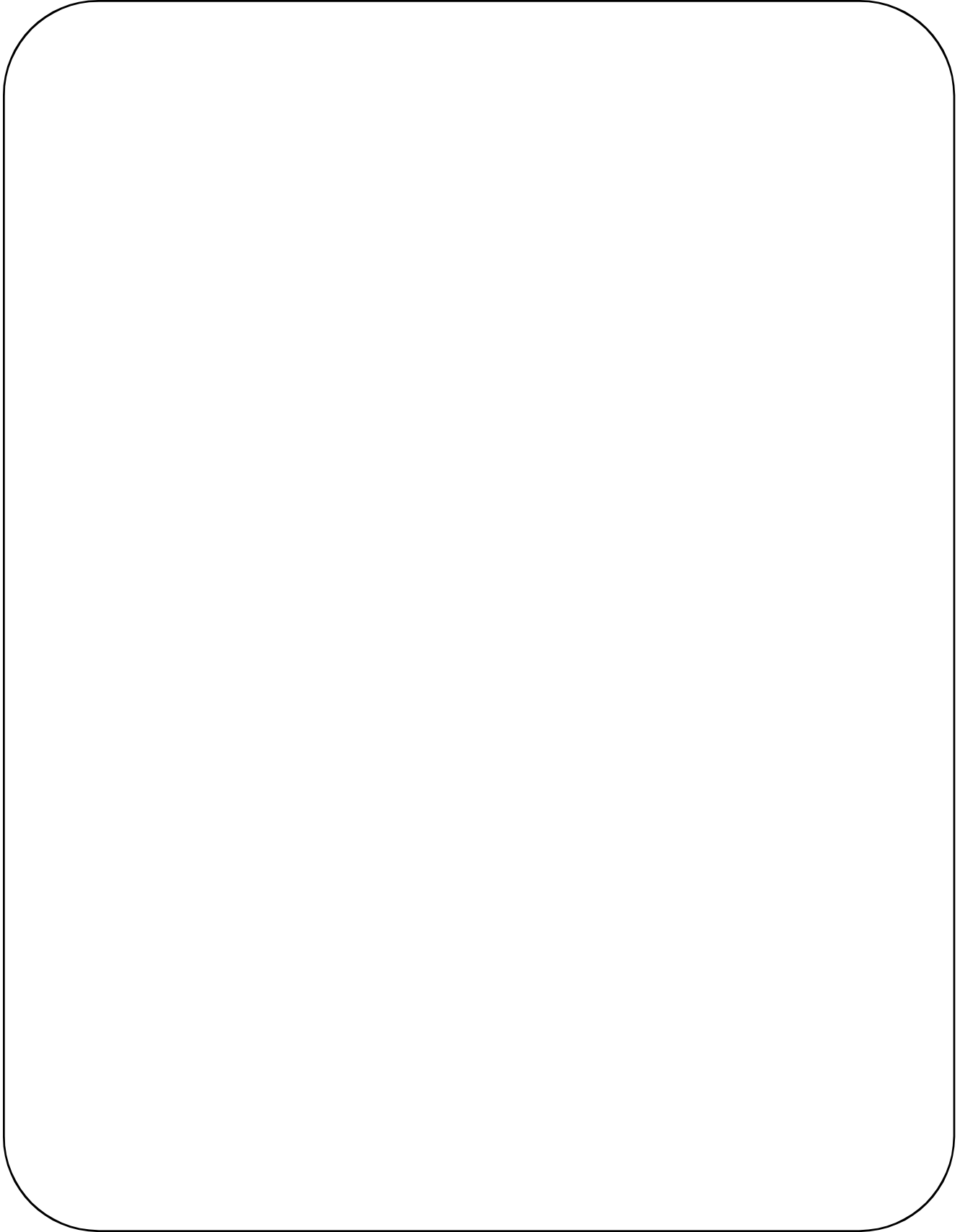
## *Appendix I d*

Name \_\_\_\_\_

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	



# **Number Sense and Numeration**



# The Ontario Curriculum: Mathematics

## Challenge P11

T

### To 100 and Beyond

#### Expectations

**2m10** - 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; life situations (e.g., there are 21 children in my class, 11 girls and 10 boys);

**2m12** - locate whole numbers to 50 on a number line and partial number line (e.g., from 34 to 41);

**2m13** - show counting by 2's, 5's, and 10's to 50 on a number line;

**2m22** - skip count, and create and explore patterns, using a calculator (e.g., skip count by 5's by entering [5] [+ ] [5] [=] [=] [=] . . . on the calculator

#### Teaching Strategies

1. Use the 100's charts, in *Appendix 2 - 2 j*, to review numbers to 100 and from 100 to 500 (or 1000).
2. Students will demonstrate their ability to count by 1's to whatever number is determined by the teacher. **Modification** - Some students may require numbers being placed in the 100 counting chart in order to help them to keep their place and to avoid frustration.
3. Using crayons of different colours, have students do a variety of counting activities; e.g., colour counting patterns of 2, circle counting patterns of 5, triangle counting patterns of 25, etc.

#### Suggested Resources

- calculator
- computer program **Mathville Jungeways - Bunch of Bugs** and *River Skip*
- 100's charts - 100-500 (or 1000), *Appendix 2 - 2 j*
- partial 100's charts filled in by teacher

#### Catholic School Commentary

- (2) *An effective communicator* who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values. (b) Reads, understands and uses written materials effectively. (e) Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
  - (3) *A reflective, creative and holistic thinker* who solves problems and makes responsible decisions with an informed moral conscience for the common good. (c) Thinks reflectively and creatively to evaluate situations and solve problems. (OCSGE)
- **Luke 15:1-7** *The Lost Sheep*

#### Assessment

1. Can students complete the 100's chart accurately?
2. Can they fill-in and complete missing numbers in the 100's chart?
3. Can students count to a number requested by the teacher; e.g., 212, 280, etc.



# Number Sense and Numeration

## Challenge P11

S

### To 100 and Beyond

#### Materials

- calculators
- crayons
- 100's chart
- pencil

#### Procedures

1. Fill in the chart from 1-100.
2. Fill in other hundred charts, as given to you by your teacher.

#### Further Challenges

- In pairs, play *Find The Number*. One student will say a number, while the other student points to the number. Take turns.
- Use a calculator to explore number patterns such as  $5+5+5=15$ ,  
 $10+10+10+10=40$

# The Ontario Curriculum: Mathematics

## Challenge P11

T

### To 100 and Beyond (Con't)

#### Expectations

**2m10** - 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; life situations (e.g., there are 21 children in my class, 11 girls and 10 boys);

**2m12** - locate whole numbers to 50 on a number line and partial number line (e.g., from 34 to 41);

**2m13** - show counting by 2's, 5's, and 10's to 50 on a number line;

**2m22** - skip count, and create and explore patterns, using a calculator (e.g., skip count by 5's by entering [5] [+] [5] [=] [=] [=] . . . on the calculator

#### Teaching Strategies

4. Students can then complete missing numbers on a 100's chart or portions of these charts, using the completed 100's chart as a guide, if needed.
5. Dictate numbers to students. Have them colour the numbers dictated; e.g., on the 200 chart, call 235. Student colours it. On the 500 chart, call 572. Student colours it.
6. Use **My Math** drill book to have students write dictated numbers (found with Grade 1 material, pages 11 - 21).

#### Suggested Resources

#### Catholic School Commentary

#### Assessment



# **Number Sense and Numeration**

A large, empty rounded rectangular box with a black border, intended for student work or notes. The box is centered on the page and occupies most of the vertical space.

*Appendix 2*

's

---

**Book  
of  
Numbers**  
(100's Charts)



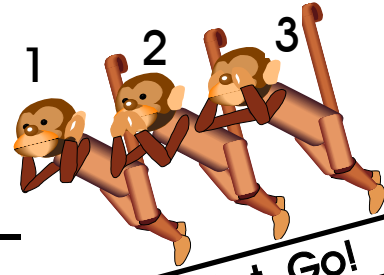
# Number Sense and Numeration



## Appendix 2 a

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

Date: \_\_\_\_\_



Ready, Set, Go!

1									
									100



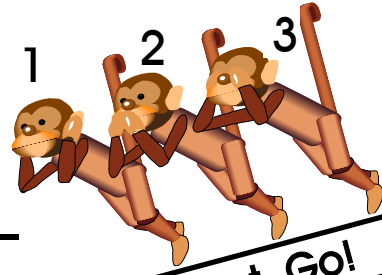
# Number Sense and Numeration

*Appendix 2 c*



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

Date: \_\_\_\_\_



**Ready, Set, Go!**

201									
									300



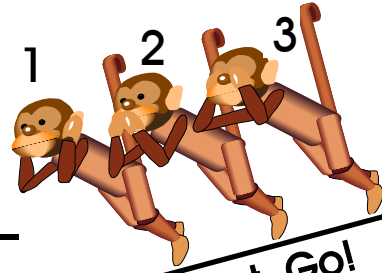
# Number Sense and Numeration



## Appendix 2 e

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

Date: \_\_\_\_\_



Ready, Set, Go!

401									
									500



# Number Sense and Numeration

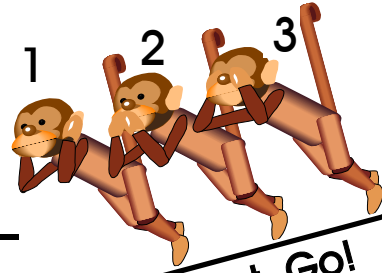


**Look**  
I can count from  
601 to 700

*Appendix 2 g*

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

Date: \_\_\_\_\_



**Ready, Set, Go!**

601									
									700

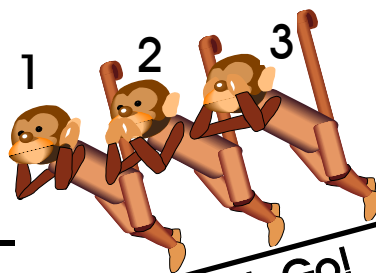
# The Ontario Curriculum: Mathematics

## Appendix 2 h



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

Date: \_\_\_\_\_



Ready, Set, Go!

701									
									800



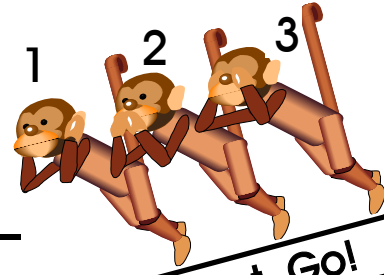
# Number Sense and Numeration



*Appendix 2 i*

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

Date: \_\_\_\_\_

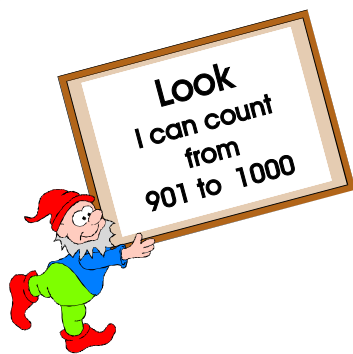


**Ready, Set, Go!**

801									
									900

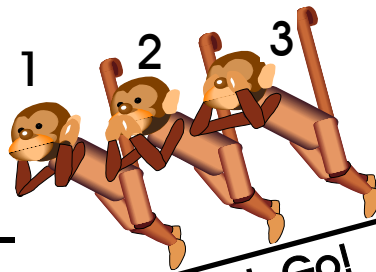
# The Ontario Curriculum: Mathematics

## Appendix 2 j



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

Date: \_\_\_\_\_

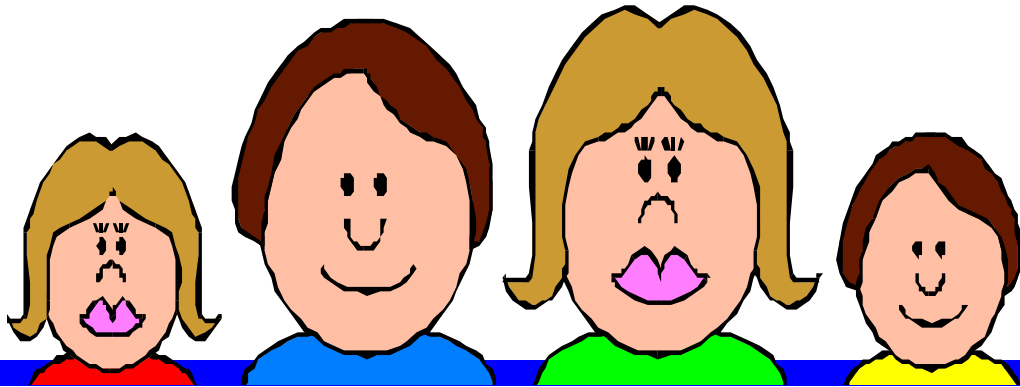


Ready, Set, Go!

901									
									1000



## Number Sense and Numeration



# Look at Us!

We Can Count From 1 to 1000

This will certify that

---

\_\_\_\_\_ can count from one to one thousand.

Signed \_\_\_\_\_ Date \_\_\_\_\_