Grade 2
E1 – Geometric and Spatial Reasoning

	Curriculum Expectations	Pages That Cover the Expectations
E1.1	sort and identify two-dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry	5 – 21, 24 – 27, 37 – 48
E1.2	compose and decompose two-dimensional	54
E1.3	matching them, and determine if the shapes are congruent	
E1.4	create and interpret simple maps of familiar places	55 – 59, 67 – 72
E1.5	describe the relative positions of several objects and the movements needed to get from one object to another	55 – 57, 60 – 72

Preview of 115 pages from this product that contains 260 pages total.

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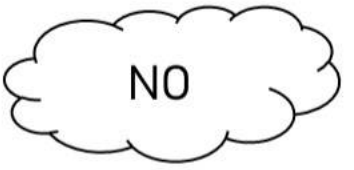
Curriculum Connection
E1.1

Introduction to Polygons



Polygons
- Two-dimensional
- Closed shape
- Straight sides



Part 1 Is the shape a polygon? Write yes or no below the shapes

1.		3.	4.	5.

6.	7.	8.	9.	10.

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Part 2 Draw polygons and non-polygons

1)	2)	3)	4)	
Polygon	Polygon	Polygon	Polygon	Polygon

6)	7)	8)	9)	10)
Non-Polygon	Non-Polygon	Non-Polygon	Non-Polygon	Non-Polygon

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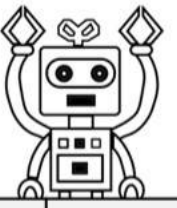
Curriculum Connection
E1.1

Polygon Word Problems



Questions Answer the questions below

	Word Problems	Answers
1	Jack is making a picture with shapes. He draws a square, a triangle, and a circle. How many polygons did Jack draw?	
2	Sarah draws five shapes: a rectangle, a pentagon, a heart, a star, and a crescent moon. How many of these shapes are polygons?	
3	Liam says a shape with straight sides and no gaps is a polygon. Is he correct? Give an example of a shape he could be talking about.	
4	**Polygon Robot**: Design a robot using only polygons. What shapes will you use for the head, body, arms, and legs? Show the polygons you used.	

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Curriculum Connection
E1.1

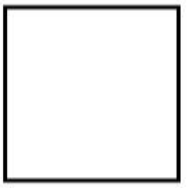
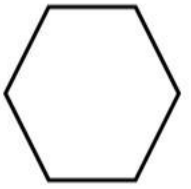
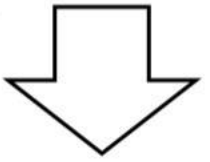
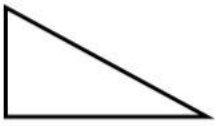
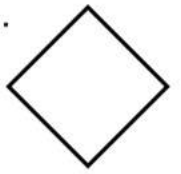
Regular vs Irregular Polygons

Regular

Regular Polygons
- All sides are the same length
- All angles are the same

Irregular

Part 1 Label the polygons regular or irregular

1. 	2. 	3. 	4. 	5. 
6. 	7. 	8. 	9. 	10. 

Part 2 Draw regular and irregular polygons

1)	2)	3)	4)	
Regular	Regular	Regular	Regular	Regular

6)	7)	8)	9)	10)
Irregular	Irregular	Irregular	Irregular	Irregular

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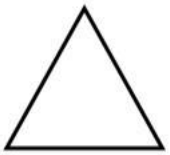
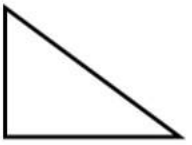
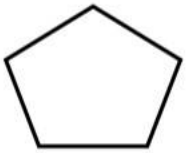
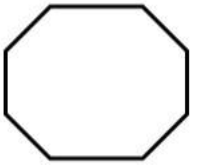
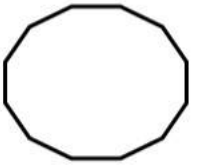
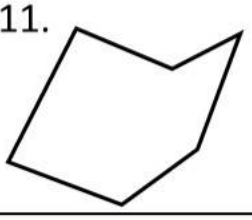
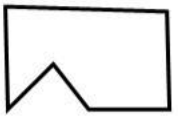
Curriculum Connection
E1.1

Sides of a Shape

Part 1 How many sides does the shape have?

1.	2.	3.	4.	5.
				

6.	8.	9.	10.
			

11.	12.	13.	14.	15.
				

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Part 2 Draw a shape with the correct number of sides

1)	2)	3)	4)	5)
4	**3**	**6**	**8**	**10**

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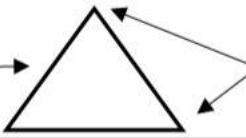
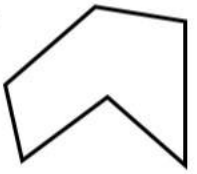
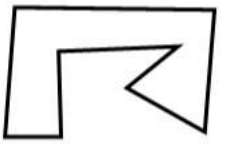
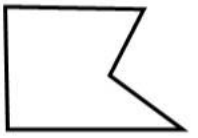
Curriculum Connection
E1.1

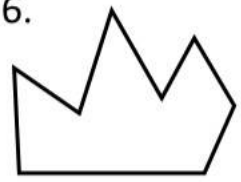
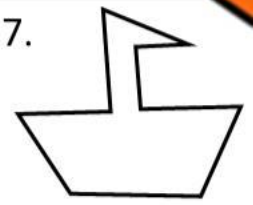
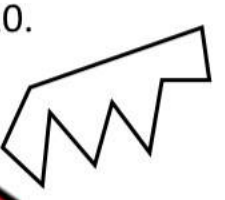
Sides and Vertices

Reminder: Side → Vertices



Part 1 How many sides and vertices does the shape have?

1.	2.	3.	4.	5.
				
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

6.	7.	8.	9.	10.
				
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

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Part 2 Draw a shape with the correct number of vertices and sides

1.	2.	3.	4.	5.
3 sides	**4** sides	**5** sides	**6** sides	**7** sides
3 vertices	**4** vertices	**5** vertices	**6** vertices	**7** vertices

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E1.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

How many sides and vertices does the shape have?

1.	2.
_____ sides	_____ sides
_____ vertices	_____ vertices

Name: _____

How many sides and vertices does the shape have?

1.	2.
_____ sides	_____ sides
_____ vertices	_____ vertices

Name: _____

How many sides and vertices does the shape have?

1.	2.
_____ sides	_____ sides
_____ vertices	_____ vertices

Name: _____

How many sides and vertices does the shape have?

1.	2.
_____ sides	_____ sides
_____ vertices	_____ vertices

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Name: _____ 12

Curriculum Connection
E1.1

Activity: Create and Sort: 2D Shape Challenge

Objective

What are we learning about?

Students will learn to identify and create 2D shapes based on the number of sides and vertices and sort them accordingly.

Materials

What you will need for the activity.

- C[illegible]ction pa[illegible]us colours)
- Scissors
- Glue sticks
- Pencils
- Rulers
- Handouts with sorting [illegible]ecording
- Markers



Instructions

How you will complete th[illegible]vity

1) Introduce the different 2D shapes by showing exa[illegible]each (t[illegible]s, squares, rectangles, pentagons, hexagons, and circles). Disc[illegible]mbe[illegible]des and vertices for each shape.

2) Explain that today's activity is to create their own 2D shapes, c[illegible]ver[illegible]d sort them based on the number of sides and vertices.

3) Distribute construction paper, scissors, pencils, rulers, and glue sticks to each student.

4) Instruct students to look at the recording sheet and draw and cut out shapes that would match the criteria (number of sides and vertices.)

5) After cutting out the shapes, ask students to glue each shape onto their recording sheets above the correct category based on the number of sides and vertices.

6) Have a class discussion to review their work, discuss any challenges they faced, and reinforce the concept of sides and vertices in 2D shapes.

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Curriculum Connection
E1.1

Recording Sheet | Cut out and paste shapes that match the criteria below

3	6 Sides
	6 Vertices
4 Sides	7 Si
4 Vertices	7 V
5 Sides	8 Sides
5 Vertices	8 Vertices

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Curriculum Connection
E1.1

Sides and Vertices Word Problems



Questions Answer the questions below

	Word Problems	Answers
1	A shape has 3 sides and 3 vertices. What is it?	
2	Sa[illegible] a figure with 4 sides of equal length. How many [illegible]ve?	
3	A shape [illegible]rtices [illegible]des. What shape is it?	
4	A classroom door is shaped lik[illegible]ngl[illegible]w many sides and vertices does it have?	
5	A piece of fabric is 10 metres long and 6 m[illegible]. A tai[illegible] wants to cut it into a different shape that is 15 [illegible]long[illegible] wide will the new piece of fabric be if it has the sa[illegible]area?	
6	An octagon is featured on a sign. Count the sides and vertices.	
7	A hexagon-shaped frame holds a picture. How many sides and vertices does this shape have?	
8	If a shape has 6 sides, and all sides are equal, what is the number of vertices?	

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Curriculum Connection
E1.1

Sorting Sides and Vertices

Part 1 Sort the shapes into the categories below



A C D E F G H I J

Shapes	[illegible]	Quadrilaterals	Pentagons	Hexagons
Letters				

Part 2 Short the ir[illegible] shapes [illegible] following categories



A B C D E F G H

Sides	7	8	[illegible]	
Letters				

Part 3 Draw irregular shapes below with the correct number of sides

Drawings				
Sides	7	8	9	10

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Curriculum Connection
E1.1, E1.2

Shape Skyscraper



Draw Follow the instructions below

Design a skyscraper using regular and irregular polygons. How many regular polygons did you draw? How many irregular polygons?

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Number Of Regular Polygons	
Number Of Irregular Polygons	

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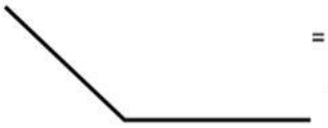
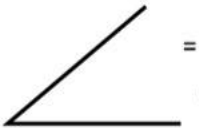
Curriculum Connection
E1.1

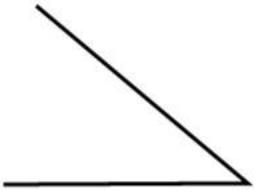
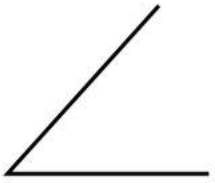
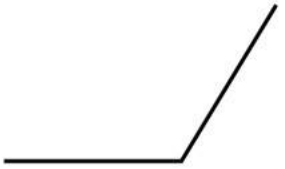
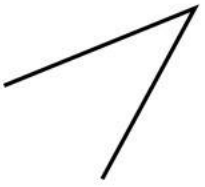
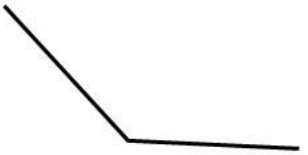
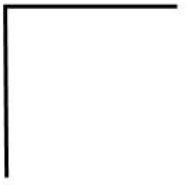
Naming Angles

 = larger than a right angle

 = right angle

 = smaller than a right angle

Questions Label the angles in comparison to a right angle – larger, smaller, right angle

1) 	2)	3) 	4) 
5) 	6) 	7) 	8) 
9) 	10) 	11) 	12) 

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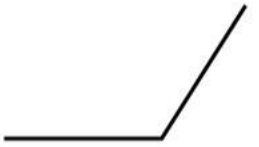
Curriculum Connection
E1.1

Naming Angles

Part 1 Match the angle to its description by drawing a line







Right **Larger angle** **Smaller angle**

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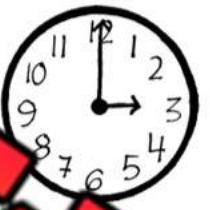
Part 2 Answer the f word ms

1) Liam's clock shows 3:00. W t typ e is med between the hands of the clock?



2) A pizza is cut into 8 equal slices. What type of angle is form t ach slice? Draw a picture to show this.

3) A pair of scissors is open wide. What type of angle is formed between the two blades? Draw an image of the scissors showing the angle.

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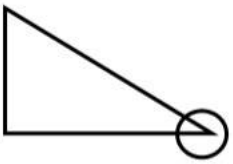
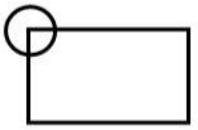
Curriculum Connection
E1.1

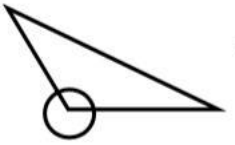
Naming Angles in Shapes



= smaller than a right angle



= right angle



= larger than a right angle

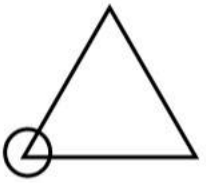
Part 1 Draw the angle that is circled. Then label it larger, smaller, or a right angle

1) 

Right Angle

2) 

_____

3) 

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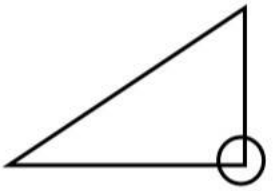
4) 

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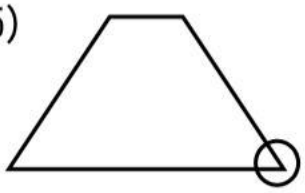
5) 

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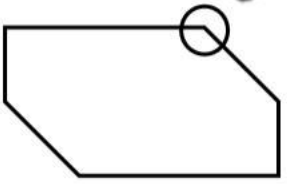
6) 

_____

7) 

_____

8) 

_____

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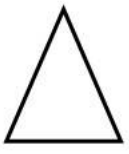
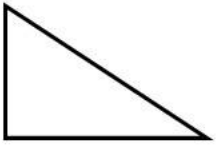
Part 2 Circle the angles below on the shapes

9) 

Smaller than a right angle

10) 

Larger than a right angle

11) 

A right angle

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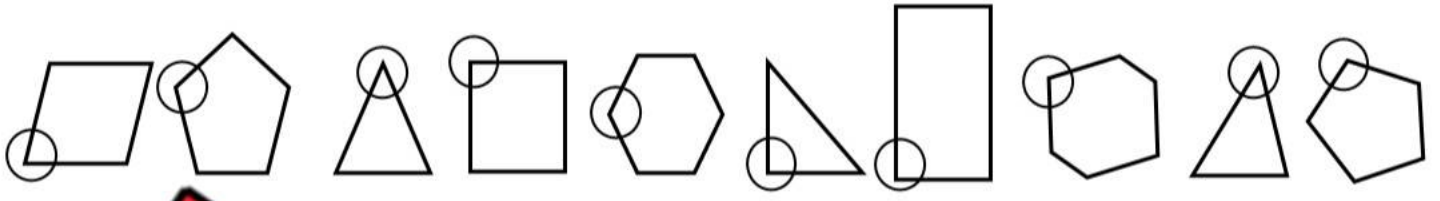
Curriculum Connection
E1.1

Sorting Angles

Part 1 Sort the angles into the categories below



A C D E F G H I J

Angl	Larger Than A Right Angle	Smaller Than A Right Angle
Letters		

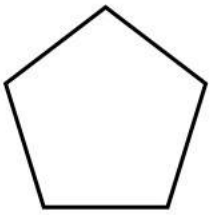
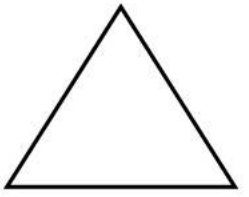
Part 2 Sort the a... ...ies below



A B C D G H

Angles	Right Angle	Larger Than A Right Ang...	...Angle
Letters			

Part 3 Circle the angles below

Drawings			
Angles	Right Angle	Larger than a right angle	Smaller than a right angle

PREVIEW

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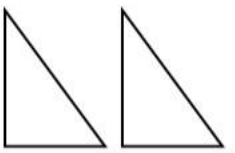
Name: _____ 28

Curriculum Connection
E1.3

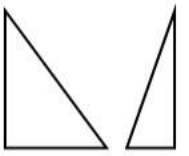
Congruent Shapes

Questions | Circle the congruent shape

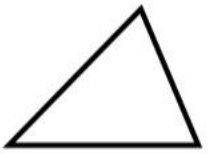
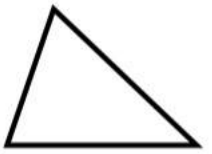
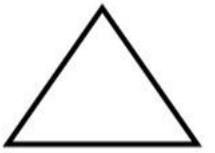
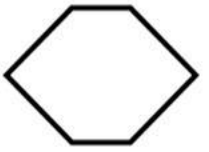
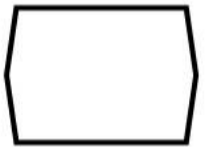
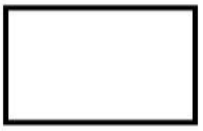
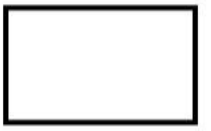
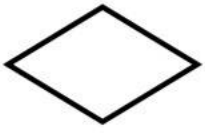
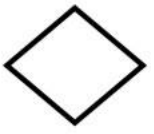
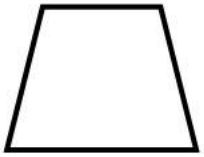
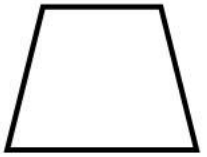
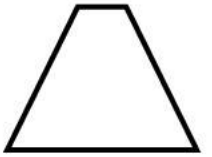
Congruent shapes have the same size and shape. This means that the sides lengths and angles are the same.



Congruent



Not congruent

1) 	a) 	b) 	c) 
2) 	a) 	b) 	c) 
3) 	a) 	b) 	c) 
4) 	a) 	b) 	c) 
5) 	a) 	b) 	c) 
6) 	a) 	b) 	c) 
7) 	a) 	b) 	c) 

PREVIEW

Curriculum Connection
E1.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Colour the congruent shapes. There may be more than one answer.

1)	a)	b)	c)
2)	a)	b)	c)
3)	a)	b)	c)

Name: _____

Colour the congruent shapes. There may be more than one answer.

1)	a)	b)	c)
2)	a)	b)	c)
3)	a)	b)	c)

PREVIEW

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Name: _____ 31

Curriculum Connection
E1.3

Create Your Own Congruent Shapes

Draw Draw your own 3 congruent shapes of your choice

1		
2		
3		

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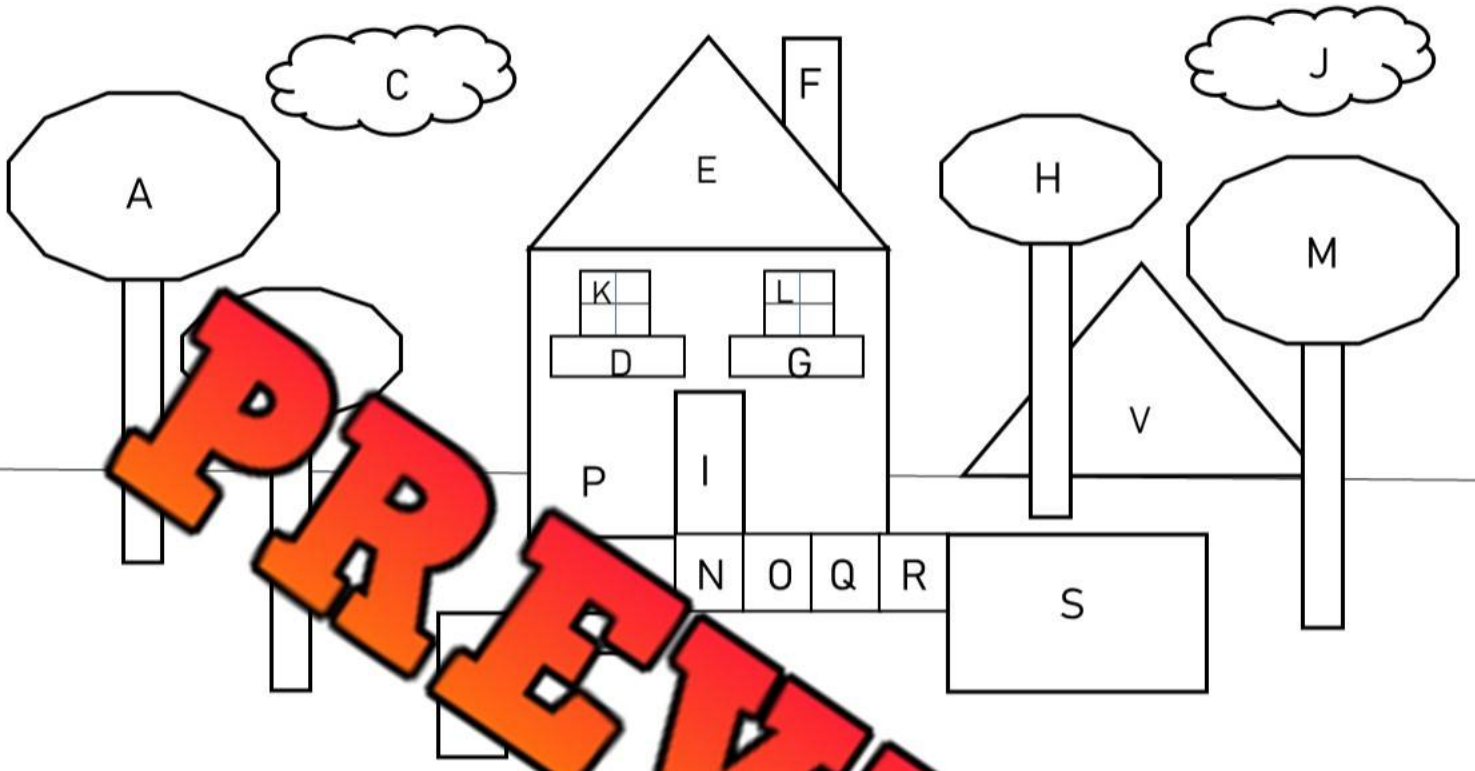
Name: _____ 33

Curriculum Connection
E1.3

The Congruent House



PREVIEW

Questions Answer the question[illegible]ow by l[illegible]ng a[illegible]e house above

1) Which shape is congruent to shape A?	
2) Which shape is congruent to shape C?	
3) Which shapes are congruent to shape N?	
4) Which shape is congruent to shape B?	
5) Which shape is congruent to shape E?	
6) Which shapes are congruent to shape D?	
7) Which shape is congruent to shape T?	
8) Which shape is congruent to shape L?	

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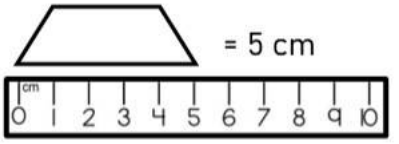
Name: _____ 34

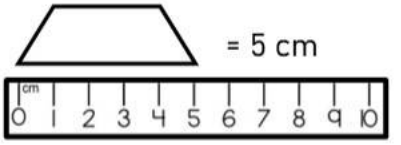
Curriculum Connection
E1.3

Congruent Shapes

Questions Measure the side lengths and circle the congruent shape

Measure each of the side lengths to make sure they are the same.

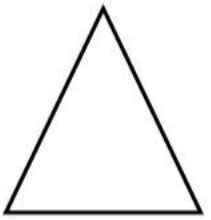




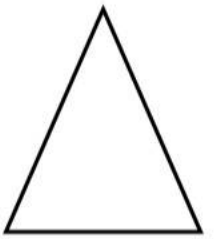
1)



a)



b)



2)



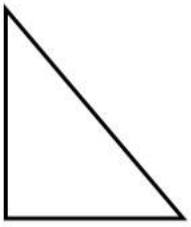
a)



b)

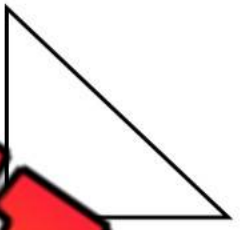


3)



a)





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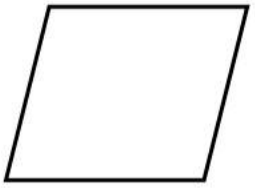

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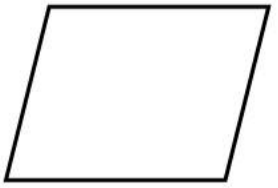

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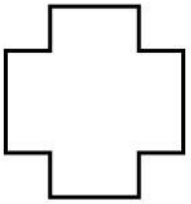
5)



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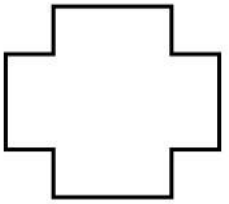

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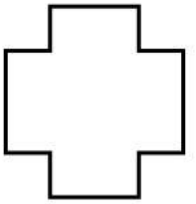
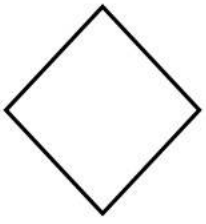
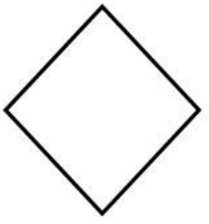


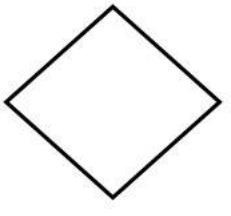
6)



a)



b)



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Name: _____ 35

Curriculum Connection
E1.3

Sorting Lines By Length

Questions | Sort the lines into the correct categories below

Shorter Than 3 cm	Longer Than 3 cm

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A	B	C	D	E
				

F	G	H	I	J
				

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Curriculum Connection
E1.3

Sorting Shapes By Side Lengths

Questions Sort the shapes into the correct categories below

Perimeter Longer Than 13 cm	Perimeter Shorter Than 13 cm

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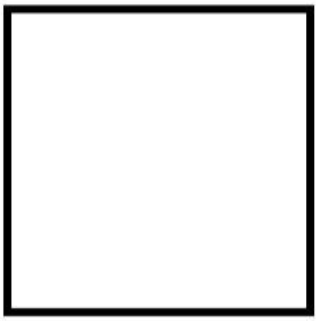
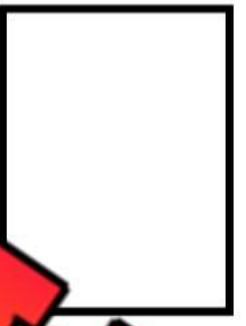
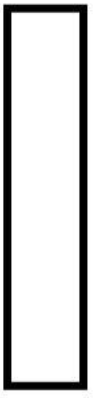
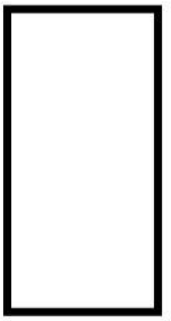
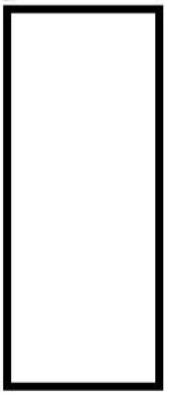
			
A	B	C	

			
E	F	G	H

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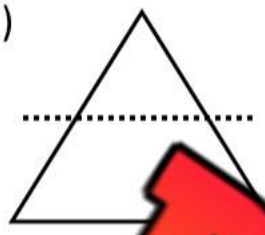
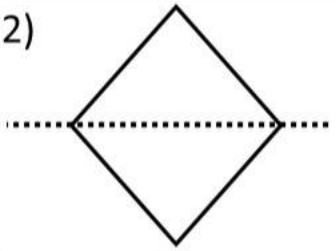
Curriculum Connection
E1.1

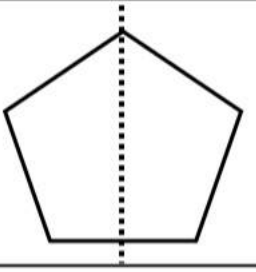
Line of Symmetry

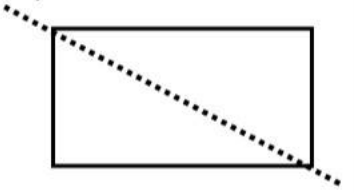


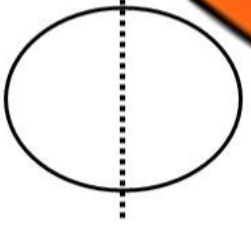
Questions Is the dotted line a line of symmetry? Write yes or no.

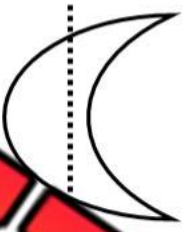
1) 

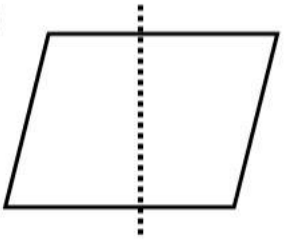
2) 

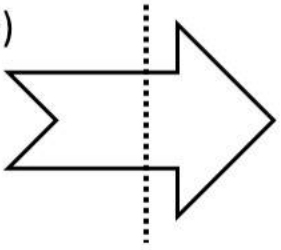
3) 

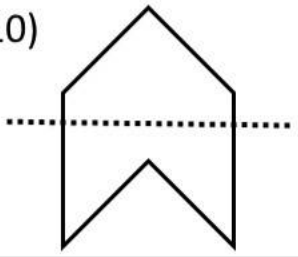
4) 

5) 

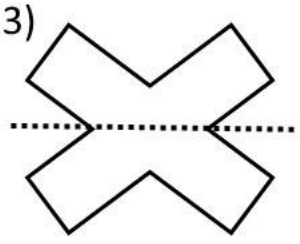
7) 

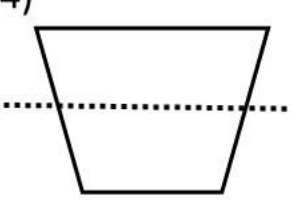
8) 

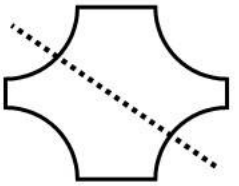
9) 

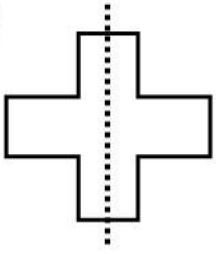
10) 

11) 

13) 

14) 

15) 

16) 

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Name: _____ 42

Curriculum Connection
E1.1

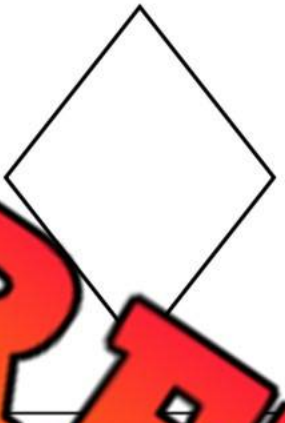
Drawing Multiple Lines of Symmetry

Questions Draw 2 or more lines of symmetry on the shapes below

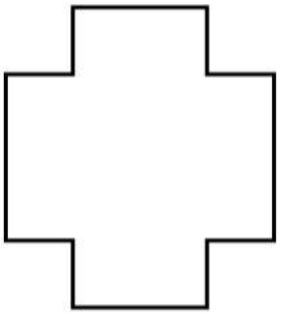
1)



2)



3)



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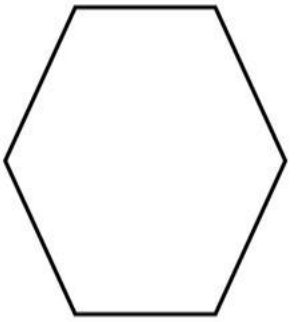
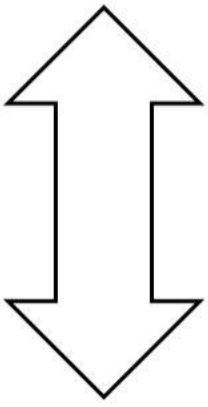


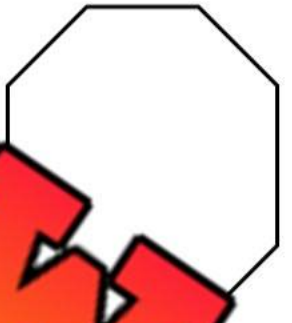
5)



6)



8)



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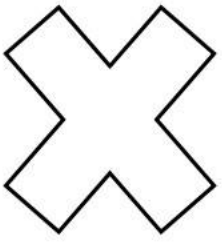

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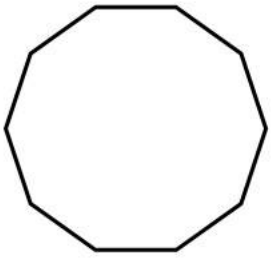

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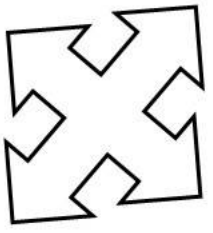

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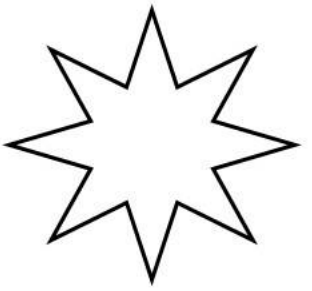

PREVIEW

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Curriculum Connection
E1.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) How many lines of symmetry does the shape have?

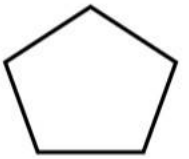


2) Draw the lines of symmetry on the shape below.



Name: _____

1) How many lines of symmetry does the shape have?

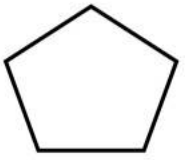


2) Draw the lines of symmetry on the shape below.

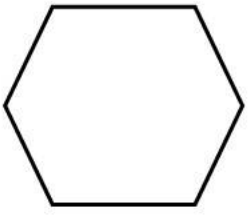


Name: _____

1) How many lines of symmetry does the shape have?

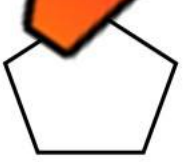


2) Draw the lines of symmetry on the shape below.

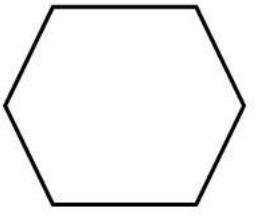


Name: _____

1) How many lines of symmetry does the shape have?



2) Draw the lines of symmetry on the shape below.



PREVIEW

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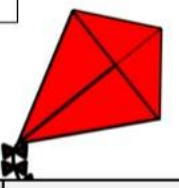
Name: _____ 44

Curriculum Connection
E1.1

Lines of Symmetry Word Problems

Questions | Answer the questions below



	Word Problems	Answers
1	In art class, Sarah draws a square. How many lines of symmetry does her square have?	
2	as a tri g. If the flag is equilateral, how many lines of symmetry	
3	Aisha cuts out a hea fo roject. How many lines of symmetry does the he	
4	Jason draws a rectangle and then cuts it in cally. many lines of symmetry does the original recta ve, how many does each half have now?	
5	Jade examines an oval-shaped track. Determine the number of lines of symmetry the oval has.	
6	Liam folds a piece of paper into a kite shape. How many lines of symmetry are in Liam's kite?	

PREVIEW

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Name: _____ 45

Curriculum Connection
E1.1

Drawing Lines of Symmetry on Real – Life Objects

Questions Draw a line of symmetry on the real-life images below

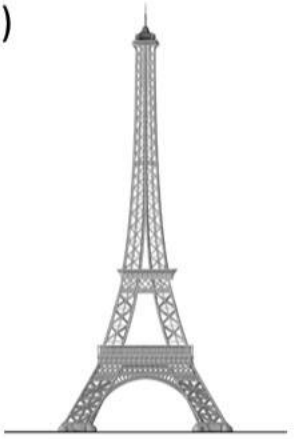
1)



2)



3)



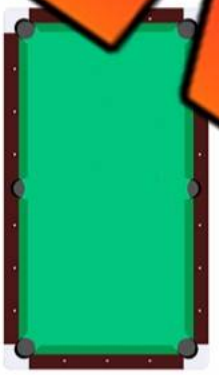
4)



5)



6)



8)



9)



10)



11)



12)



PREVIEW

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Name: _____ 46

Curriculum Connection
E1.1

Drawing Mirror Image Using Line of Symmetry

Questions Draw the mirror image of the shapes below

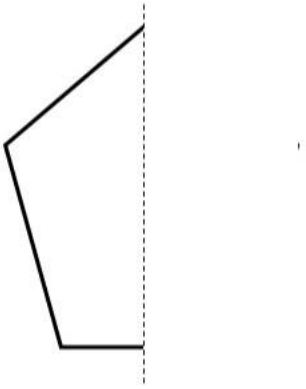
1)



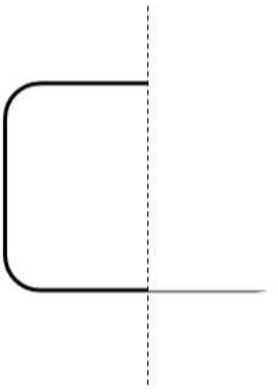
2)



3)



4)



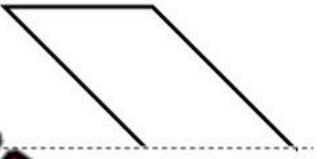
5)



6)



8)



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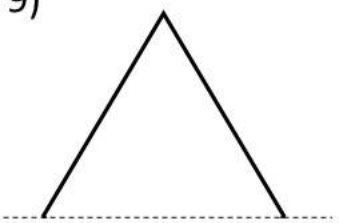

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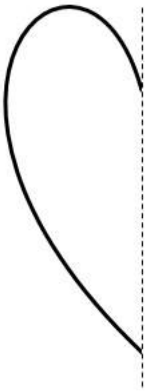

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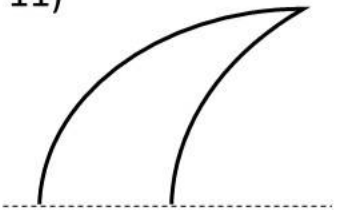

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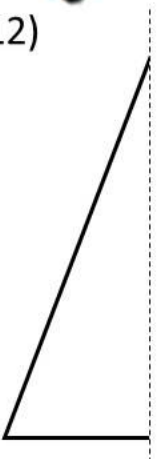

PREVIEW

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Name: _____ 47

Curriculum Connection
E1.1

Drawing Mirror Objects Using Real – Life Objects

Questions Draw the mirror image of the real-life objects below

1)



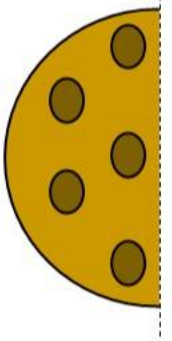
2)



3)



4)



5)



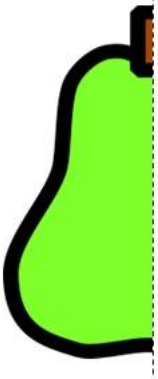
6)



8)



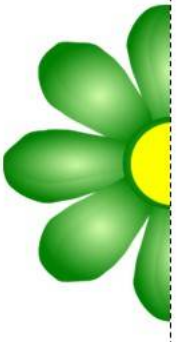
9)



10)



11)



12)



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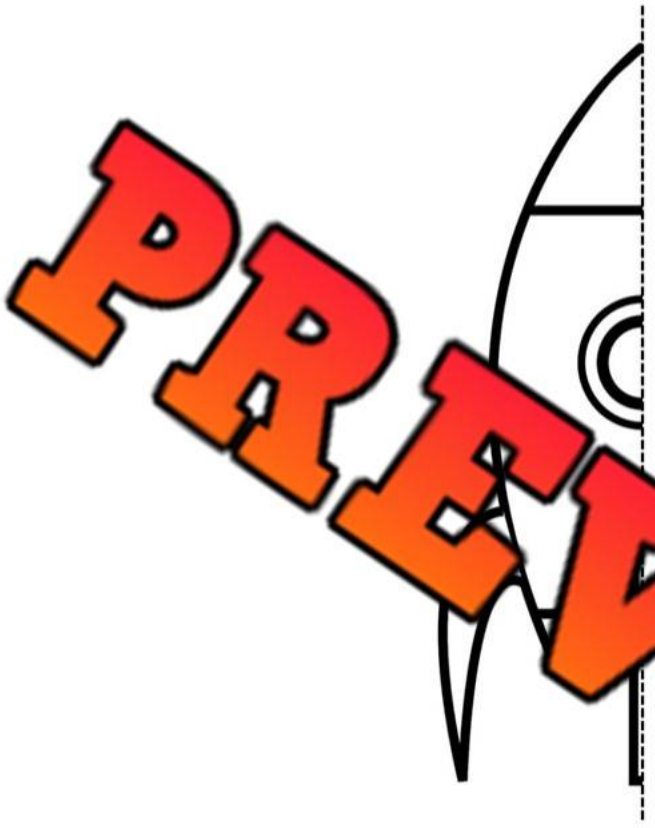
Name: _____ 48

Curriculum Connection
E1.1

Draw the Mirror Image

Draw Draw the mirror image of the real-life objects below

1)



2)



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Name: _____ 49

Curriculum Connection
E1.2

Composing Shapes

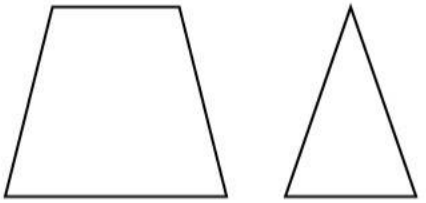
Questions Circle the shape that will be made by combining the shapes below?

1)



Triangle

2)



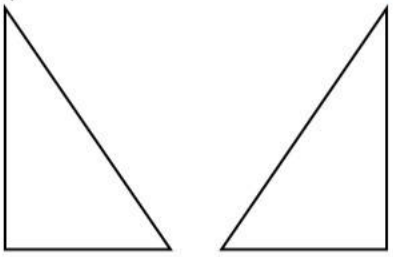
Square

3)



Pentagon Hexagon

4)



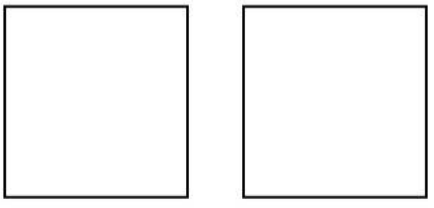
Triangle Square

Pentagon
Hexagon

6)

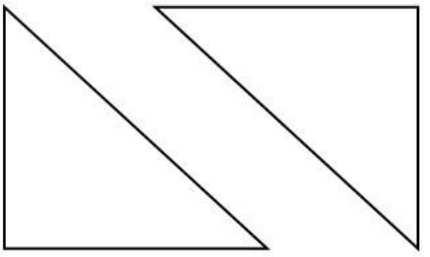


7)



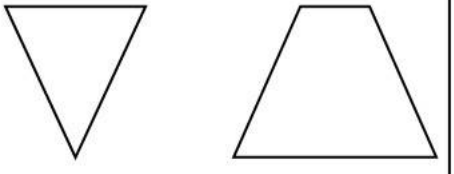
Square
Rectangle

8)



Square
Rectangle

9)



Parallelogram
Rectangle

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Name: _____ 50

Curriculum Connection
E1.2

Draw The Combination

Draw Draw the shape that is formed when you combine the two shapes listed below.

	Question	Combined Shape
1	T[illegible] Square	
2	Rectangle + Triangle	
3	Circle + Rectangle	
4	Hexagon + Triangle	

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Name: _____ 51

Curriculum Connection
E1.2

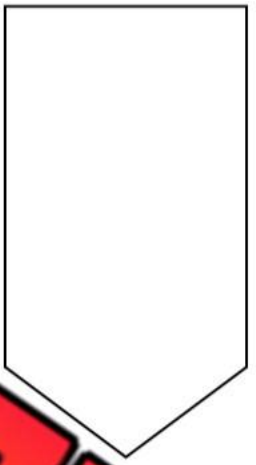
Decomposing Shapes

Questions What smaller shapes can you use to make the bigger shape?

1)



2)



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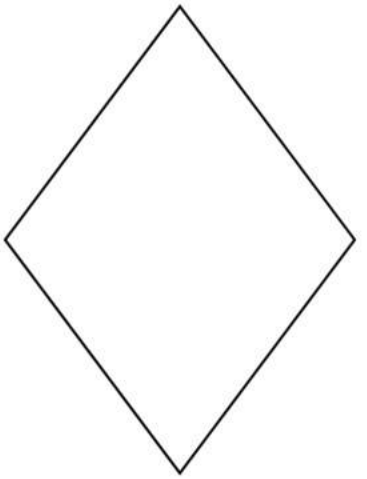

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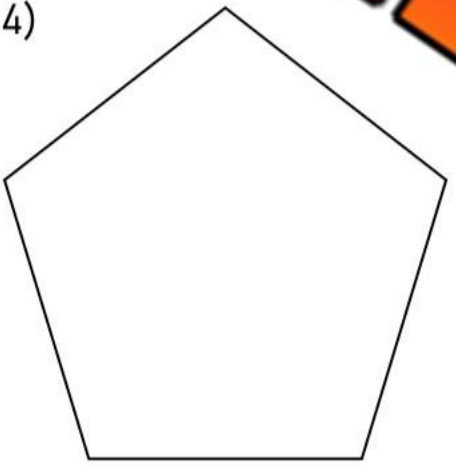
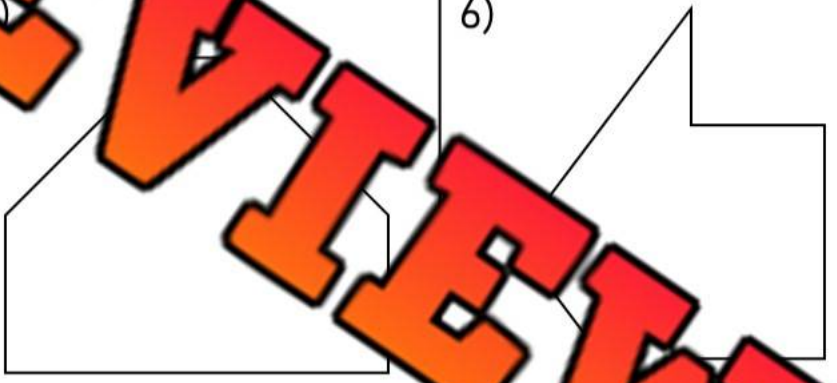
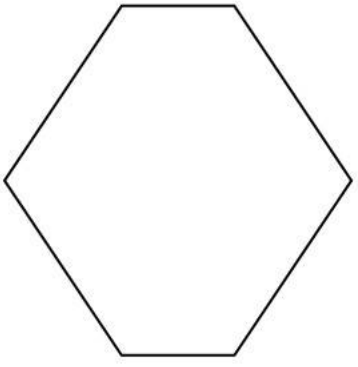


6)



7)



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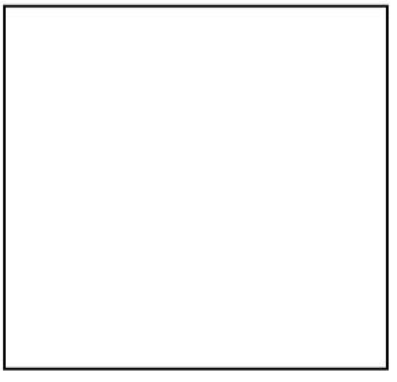

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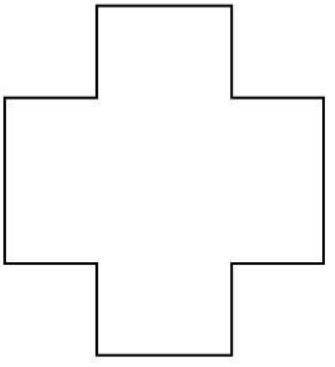

PREVIEW

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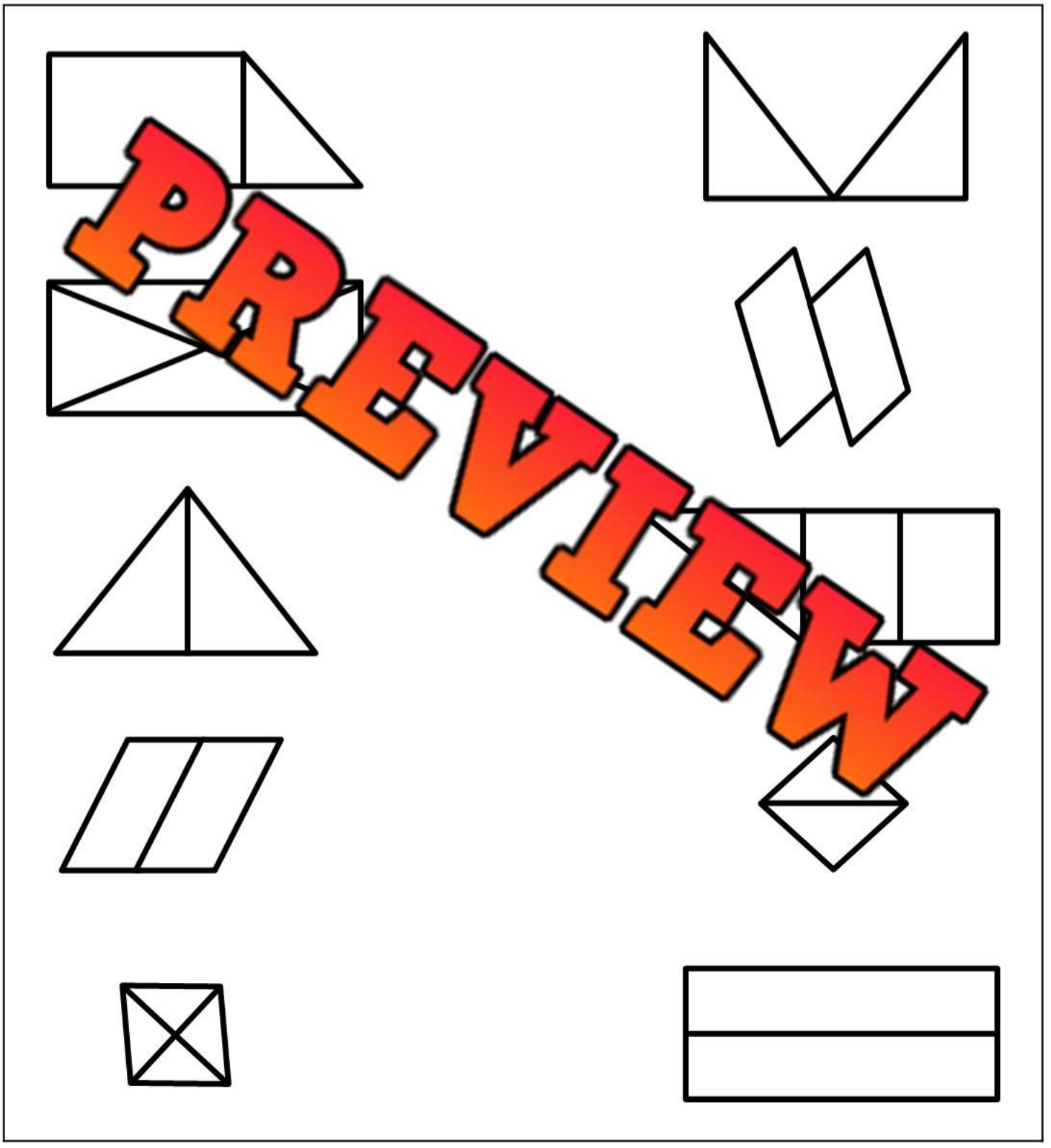
Name: _____ 52

Curriculum Connection
E1.2

Decomposing Shapes – Same Area

Instructions Draw a line to match the pairs of shapes that have the same area.



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Name: _____ 53

Curriculum Connection
E1.2

Decomposing Shapes – Same Area

Instructions Cut out the triangles and rearrange them in a new position. Does the area of the square change?



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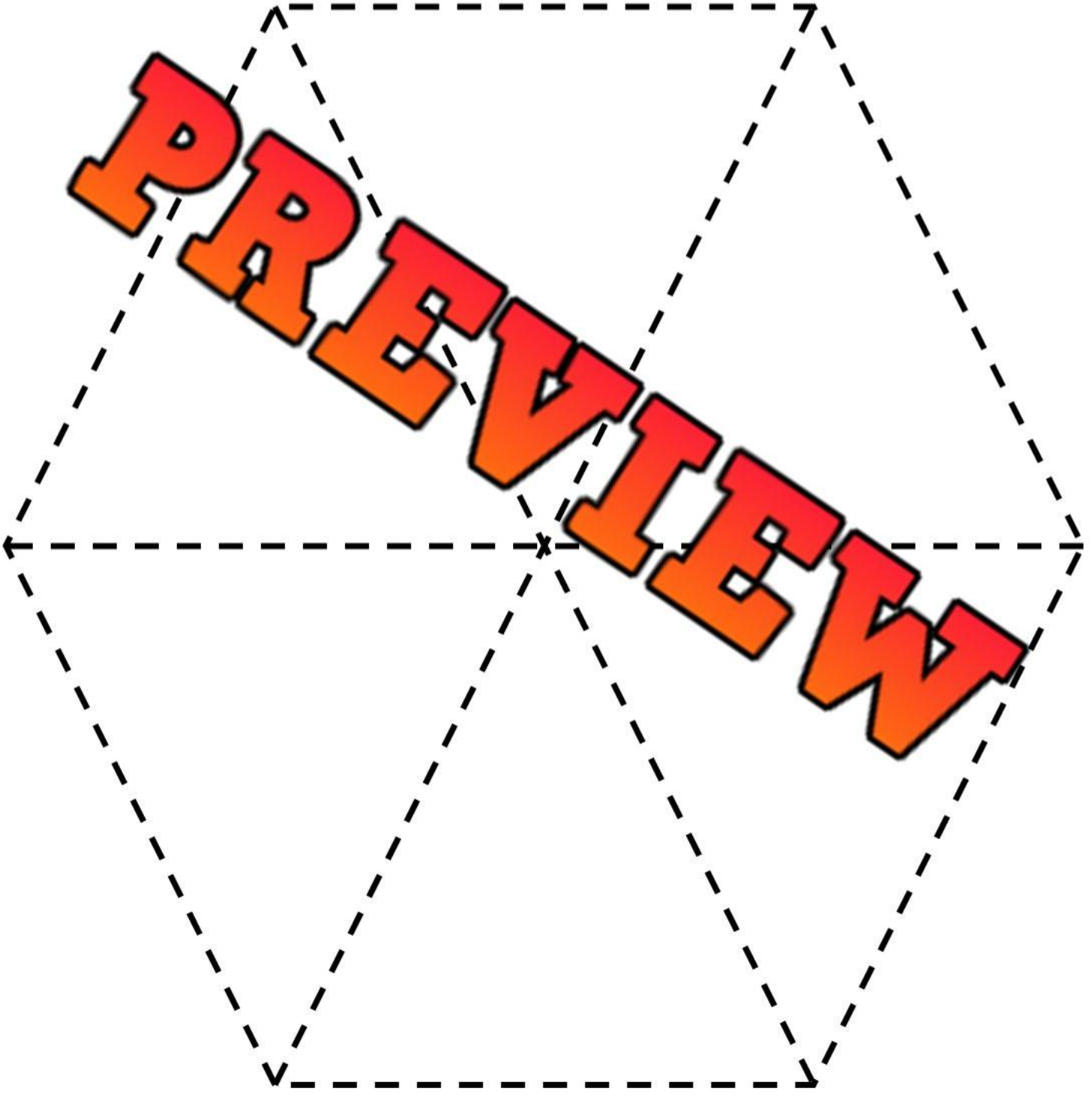
Name: _____ 54

Curriculum Connection
E1.2

Decomposing Shapes – Same Area

Instructions Cut out the triangles and rearrange them in a new position. Does the area of the hexagon change?



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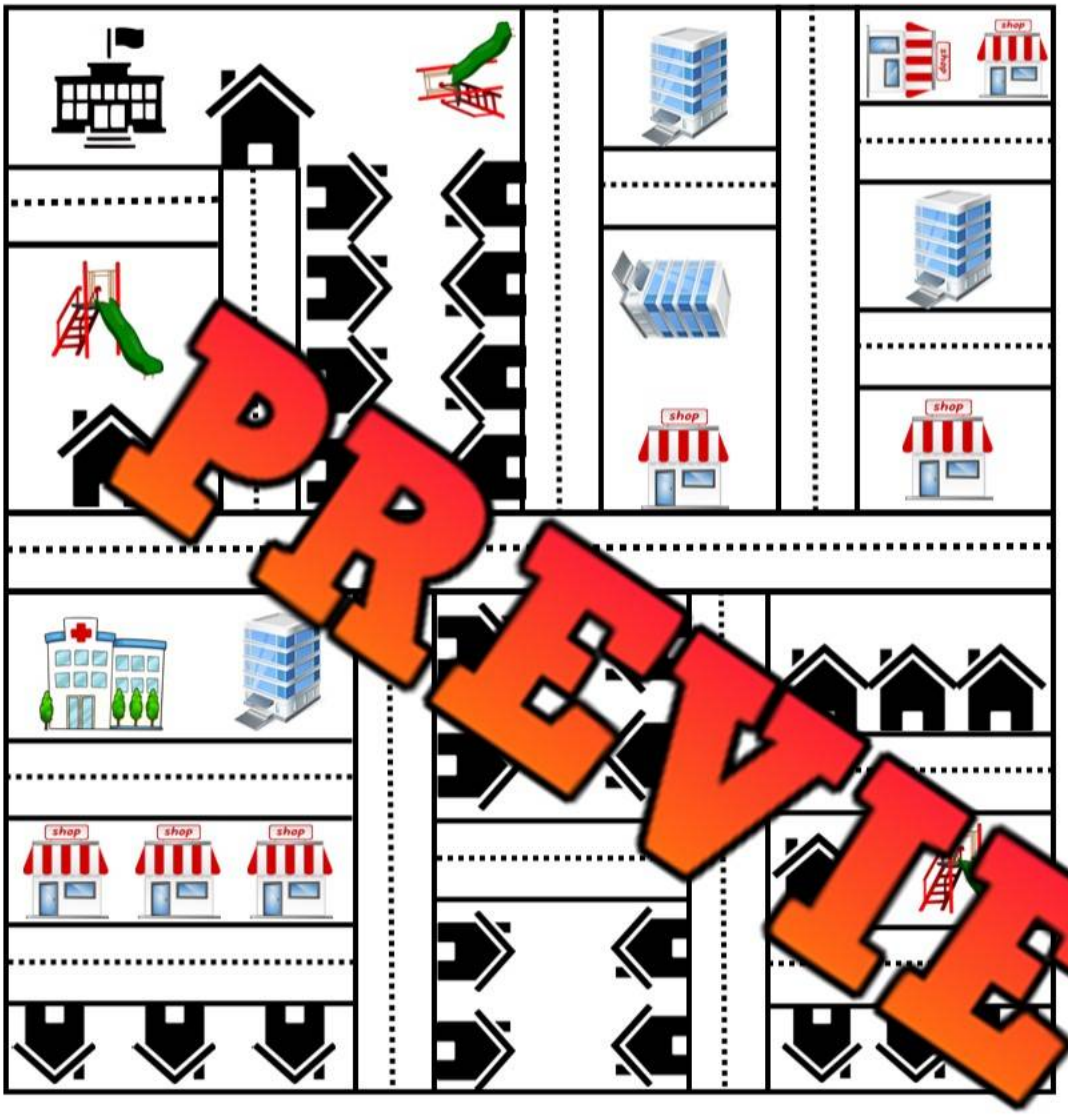
Name: _____ 55

Curriculum Connection
E1.4, E1.5

Reading a Map - Amazingville



Legend

- House
- Park
- School
- Store
- Office
- Road
- Hospital

PREVIEW

Questions Answer the questions by reading the map

1) How many stores are there in Amazingville? _____
2) How many office buildings are there in Amazingville? _____
3) How many houses are there in Amazingville? _____
4) Circle the house you would want to live in. If you lived there, which direction would you go to get to school? _____
5) Draw a path of you leaving your home and going to a park to meet your friends. Which directions did you go?_____
6) If you were at the hospital, which direction do you need to go to get to school?_____

N
W E
S

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Name: _____ 56

Curriculum Connection
E1.4, E1.5

Reading a Map – Chester Zoo



Legend

- Lions
- Monkeys
- Bathrooms
- Bears
- Pandas
- Path
- Food
- Elephants
- Eagles
- [illegible]kes

PREVIEW

Questions Answer the questions by reading the map

1) How many animals are at the Chester Zoo? _____
2) How many washrooms are at the Chester Zoo? _____
3) How many food stands are there at the Chester Zoo? _____
4) When you enter the zoo, which directions will you take to get to the elephants? Draw the path and explain the directions. _____
5) You are at the elephant exhibit and want to see the eagles. Which directions will you go? _____
6) If you were at the eagles, which direction would you go to see the bears? _____

Up
Left Right
Down

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Name: _____ 57

Curriculum Connection
E1.4, E1.5

Map of Canada Puzzle

Instructions Cut out the puzzles pieces and put the map back together



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Name: _____ 58

Curriculum Connection
E1.4

Draw a Map of Your Classroom



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Name: _____ 59

Curriculum Connection
E1.4

Draw a Map of Your Bedroom



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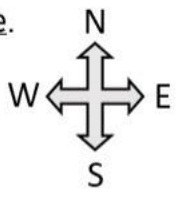
Name: _____ 60

Curriculum Connection
E1.5

Movement – Cardinal Directions

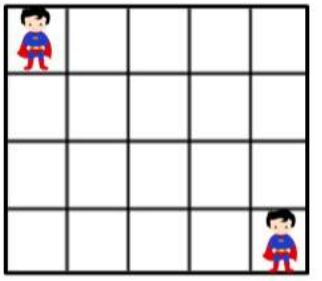
When we move something or someone from one location to another, we describe the movement using direction and distance.

Directions – north, south, east, west
Distance – steps, metres



Example of movement – the child went south 3 steps, and east 4 steps.

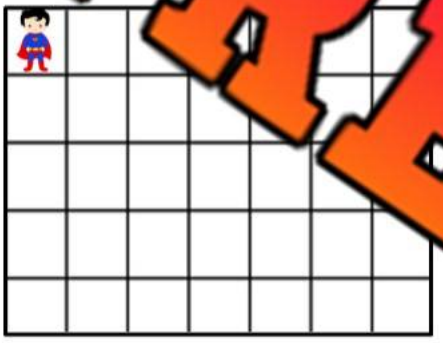
start



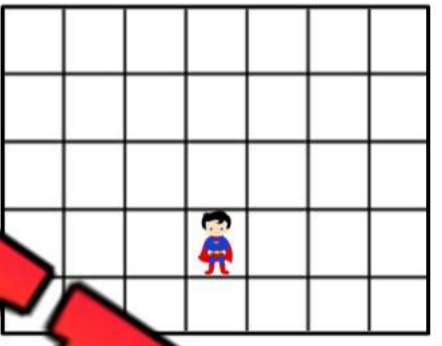
end

Questi[illegible] X where you think the child will end up

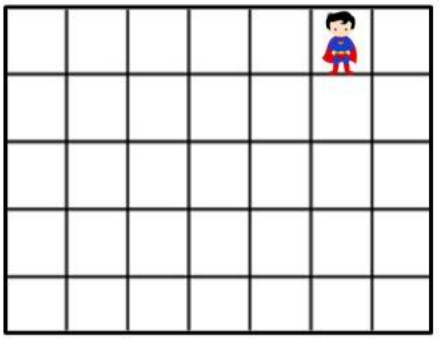
1) Direct[illegible] – sou[illegible] east 3 steps



2) Directions – north 3 steps, west 2 steps



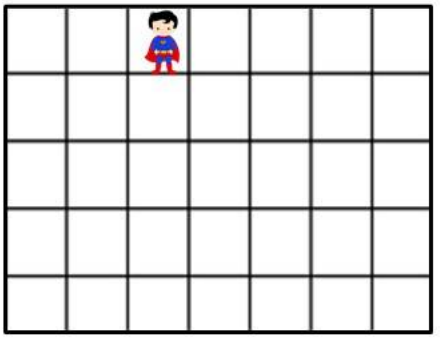
3) Directions – south 4 steps, west 4 steps



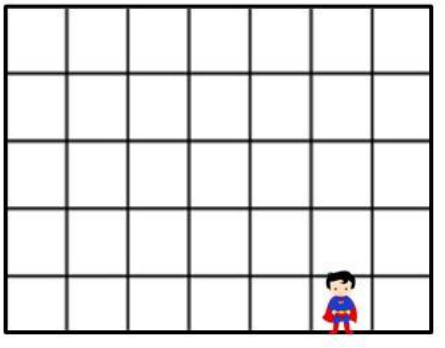
[illegible]rect[illegible] steps, east 6 steps



5) Directions – south 3 steps, east 4 steps



6) Directions – north 2 steps, west 3 steps



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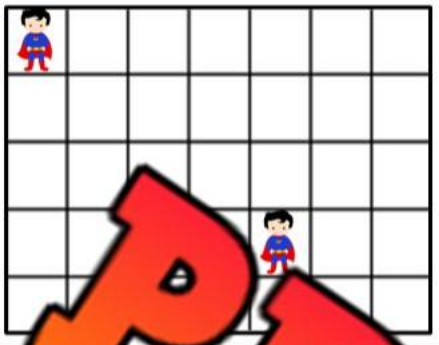
Name: _____ 62

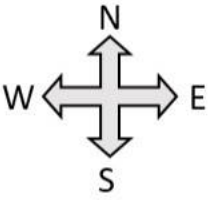
Curriculum Connection
E1.5

Describing Movement Using Cardinal Directions

Questions | Describe how the child moved from the start to the end

1) start

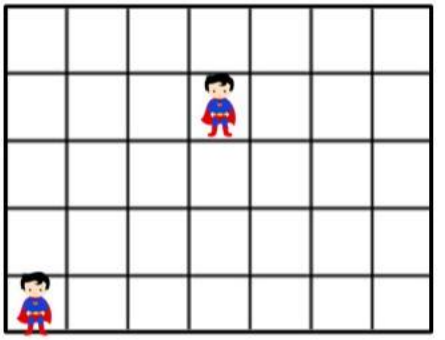




Move _____ _____ spaces

Move _____ _____ spaces

2)

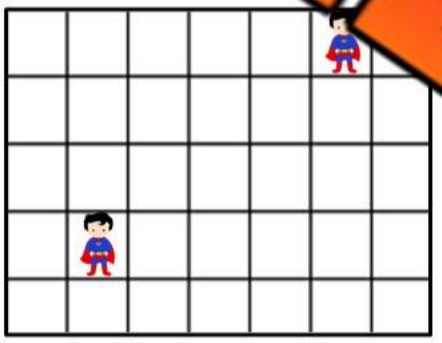


start

Move _____ _____ spaces

Move _____ _____ spaces

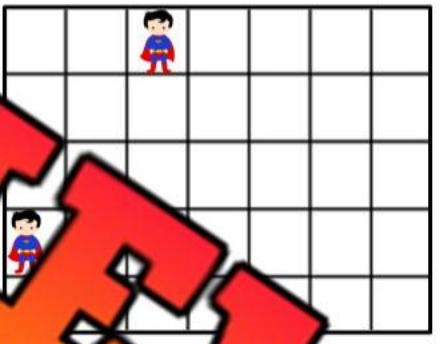
3)



Move _____ _____ spaces

Move _____ _____ spaces

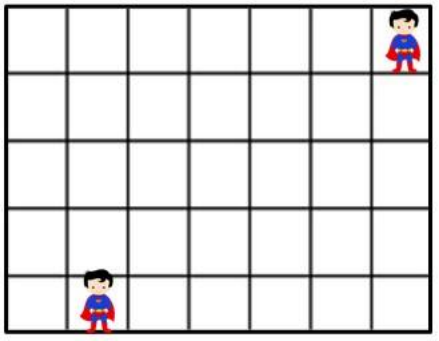
4)



Move _____ _____ spaces

Move _____ _____ spaces

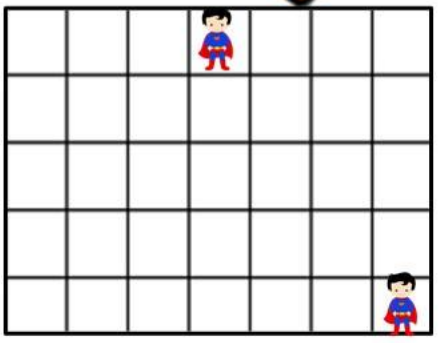
5) start



Move _____ _____ spaces

Move _____ _____ spaces

6) start



Move _____ _____ spaces

Move _____ _____ spaces

PREVIEW

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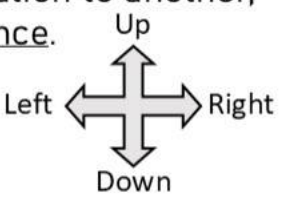
Name: _____ 63

Curriculum Connection
E1.5

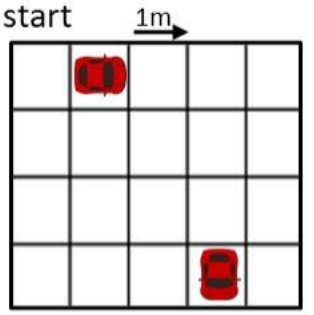
Movement – Left, Right, Down, Up

When we move something or someone from one location to another, we describe the movement using direction and distance.

Directions – left, right, down, up
Distance – steps, metres

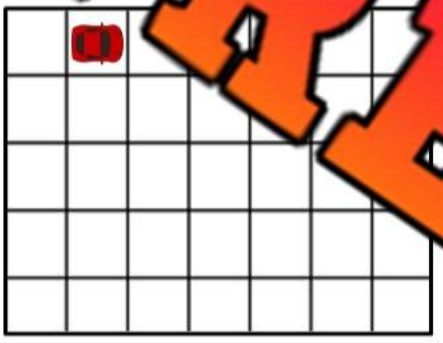


Example of movement – the car went right 2 metres, and down 3 metres.

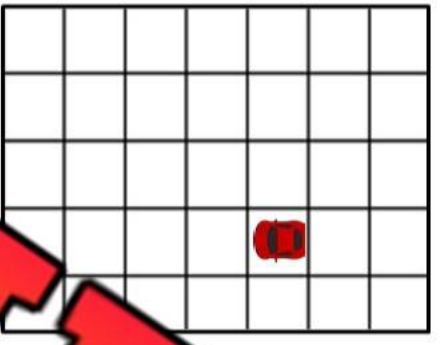


Questi t an X where you think the car will end up

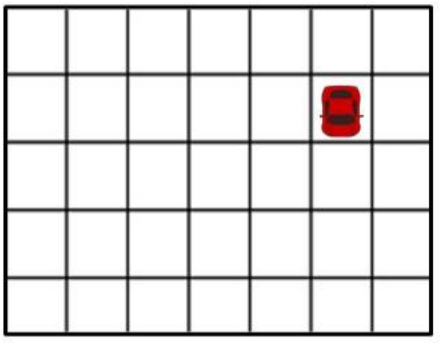
1) Direct – righ down 3 metres



2) Directions – left 3 metres, up 2 metres



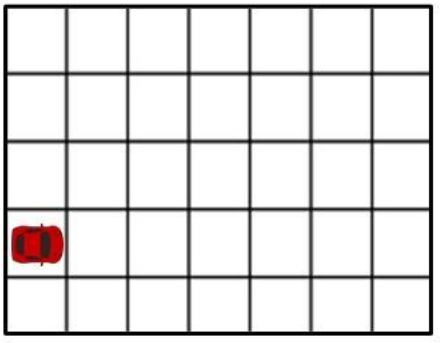
3) Directions – down 3 metres, left 4 metres



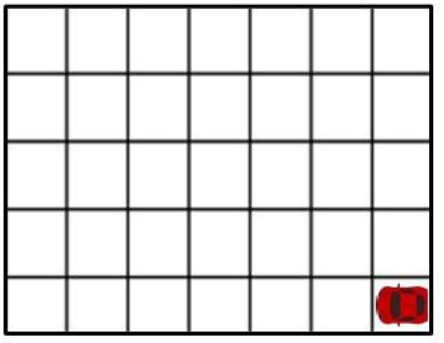
ectio metres, left 3 metres



5) Directions – right 6 metres, up 3 metres



6) Directions – left 5 metres, up 4 metres



PREVIEW

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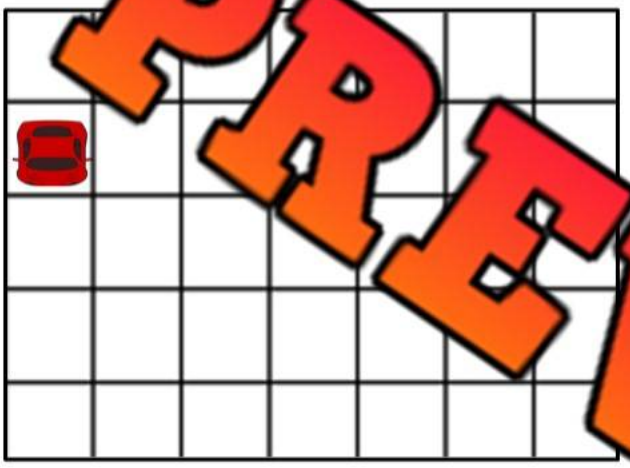
Curriculum Connection
E1.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

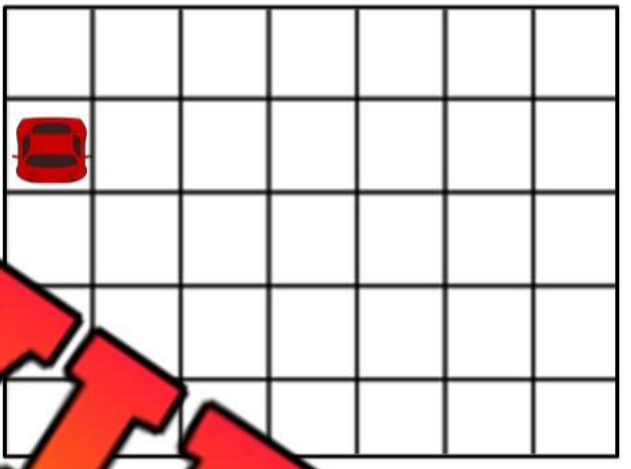
Name: _____

Right 5 metres, down 3 metres, right 1 metre



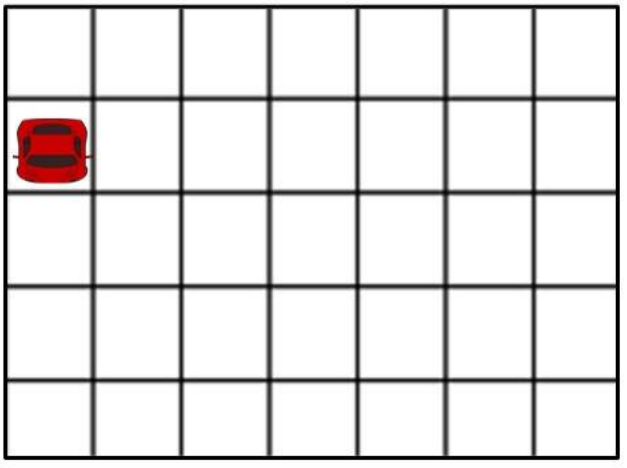
Name: _____

Right 5 metres, down 3 metres, right 1 metre



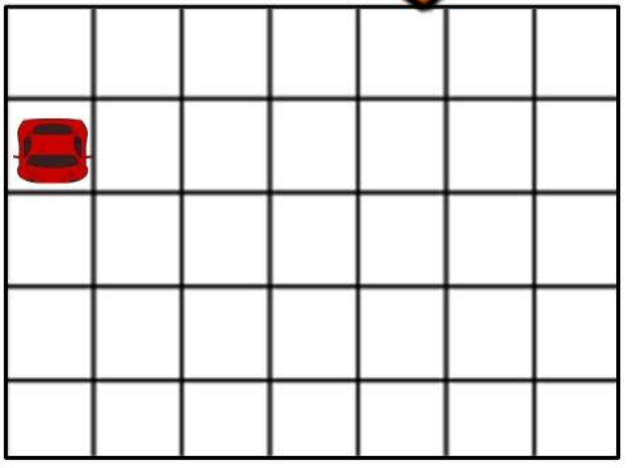
Name: _____

Right 5 metres, down 3 metres, right 1 metre



Name: _____

Right 5 metres, down 3 metres, right 1 metre



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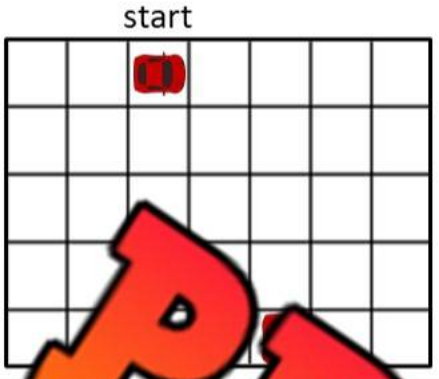
Name: _____ 66

Curriculum Connection
E1.5

Describing Movement Using Left, Right, Up, Down

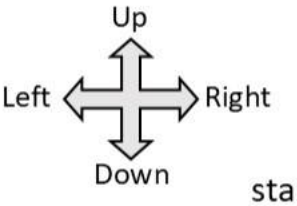
Questions Describe how the car moved from the start to the end

1)

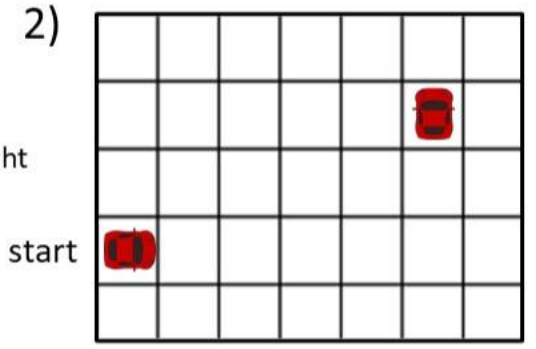


Move _____ _____ metres

Move _____ _____ metres



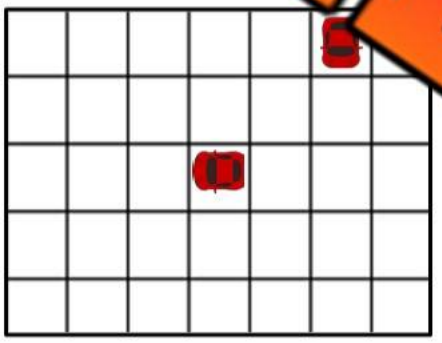
2)



Move _____ _____ metres

Move _____ _____ metres

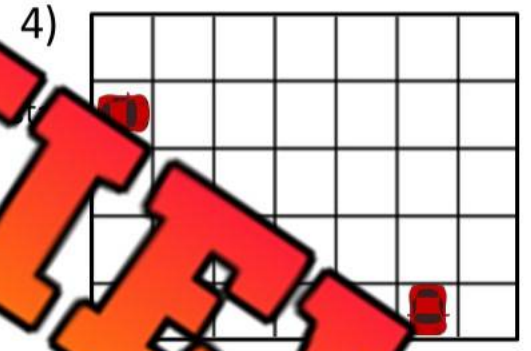
3)



Move _____ _____ metres

Move _____ _____ metres

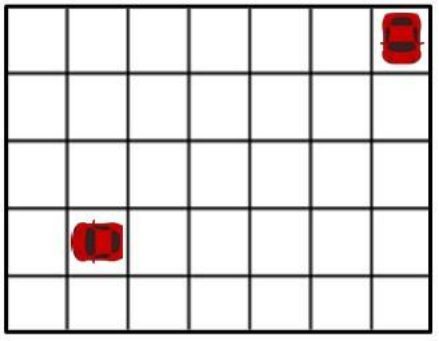
4)



Move _____ _____ metres

Move _____ _____ metres

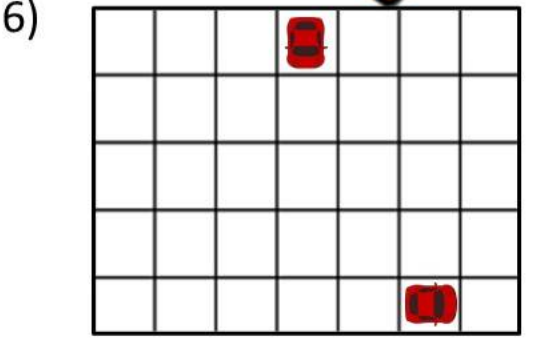
5)



Move _____ _____ metres

Move _____ _____ metres

6)



Move _____ _____ metres

Move _____ _____ metres

PREVIEW

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Name: _____ 67

Curriculum Connection
E1.4, E1.5

Using a Coordinate System



PREVIEW

Questions Label the objects on the grid by using nu rs

Symbol	Coordinates
	(F, 2)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)

Symbol	C nates
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)

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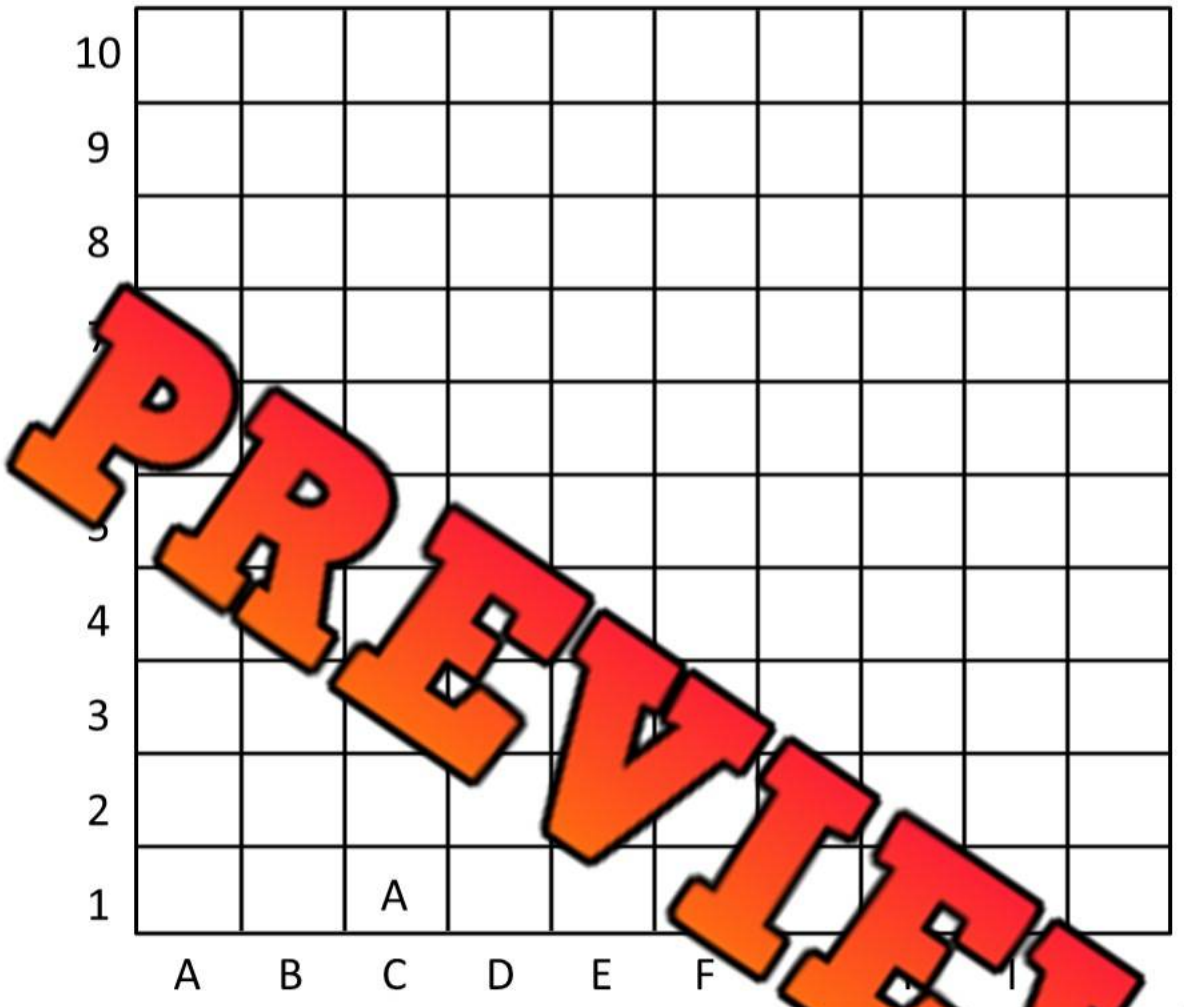
Name: _____ 68

Curriculum Connection
E1.4, E1.5

Using a Coordinate System



PREVIEW

Questions Write the letters on the grid accord[illegible] to th[illegible]

Letter	Coordinates
A	(C, 1)
B	(B, 5)
C	(J, 10)
D	(I, 7)
E	(F, 4)

Letter	C[illegible]nates
F	(C, 7)
G	(A, 5)
H	(G, 3)
I	(D, 8)
J	(H, 9)

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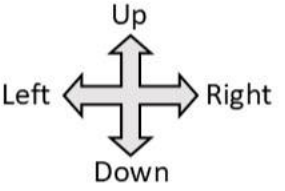
Name: _____ 69

Curriculum Connection
E1.4, E1.5

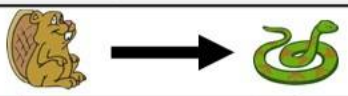
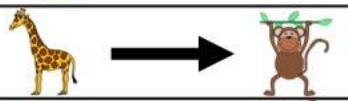
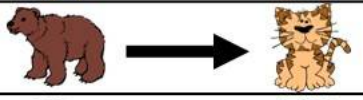
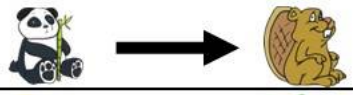
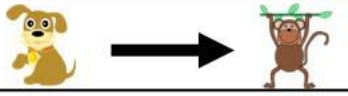
Using a Coordinate System



PREVIEW



Questions Explain the directions to get from th... sym... t... the ...cond

Symbols	Directions
	Go right 4 and up 2
	
	
	
	
	

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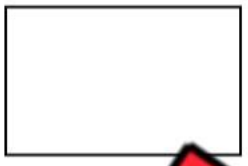
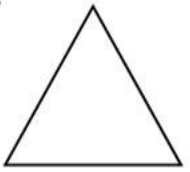
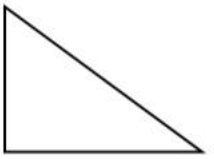
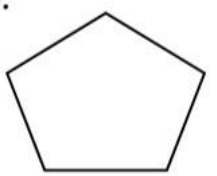
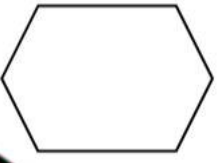
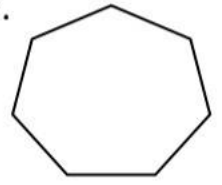
Geometry Test

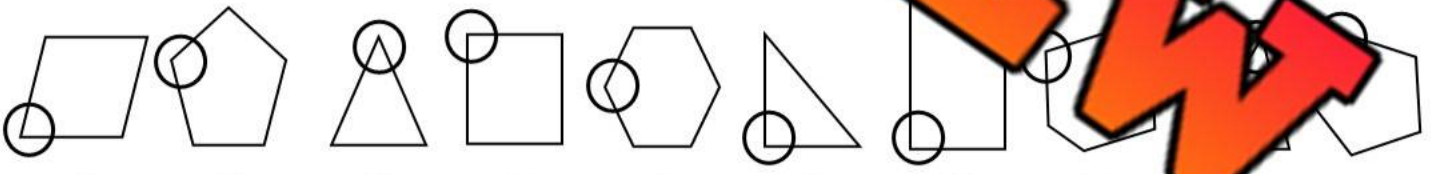
Part 1 How many sides does the shape have?

1.	2.	3.	4.	5.
				
_____	_____	_____	_____	_____

Part 2 Ci[illegible]ertices and write how many vertices the shape has

1.	2.	3.	4.	5.
				
_____	_____	_____	_____	_____

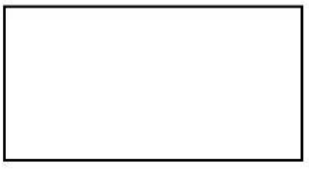
Part 3 Sort the angles into the categori[illegible]

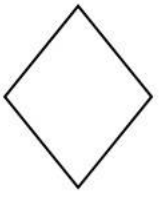


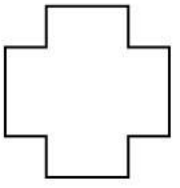
A B C D E F G H I J

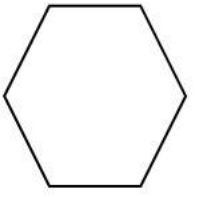
Angles	Right Angle	Larger than a right angle	Smaller than a right angle
Letters			

Part 4 Draw 2 or more lines of symmetry on the shapes below

1) 

2) 

3) 

4) 

PREVIEW

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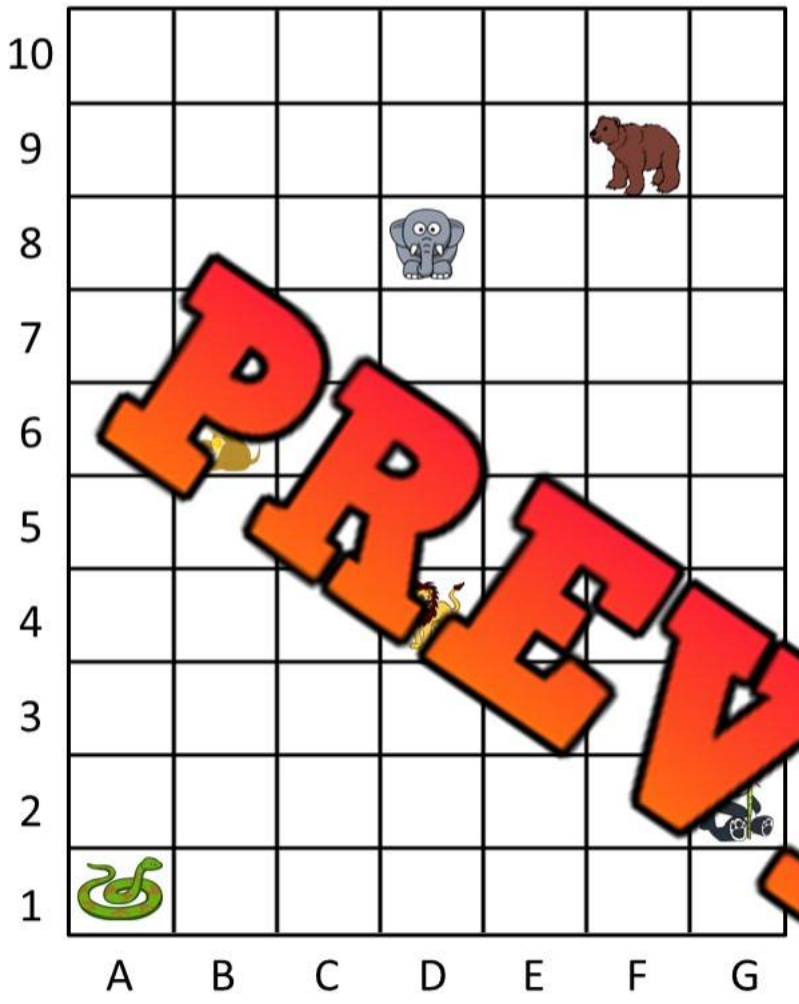
Part 5 — Use the coordinate grid to answer the questions below



1. Write the coordinates of the symbols

Symbol	Coordinates
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)

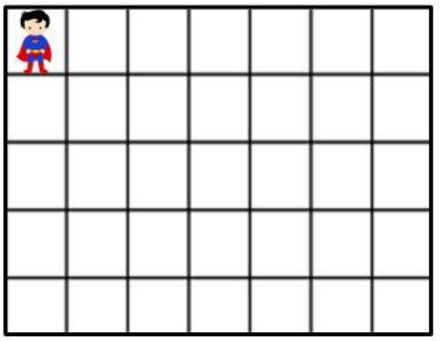
2. Write the letters on the grid

Letter	Coordinates
	(C, 1)
	(A, F)
C	

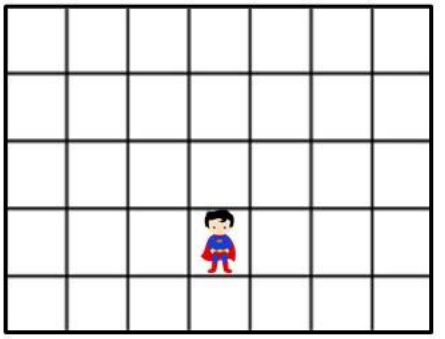
PREVIEW

Part 6 — Put an X where you think the child will end up

1) Directions – down 2 steps, right 3 steps



2) Directions – up 3 steps, left 2 steps



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Grade 2
E2 – Measurement

	Curriculum Expectations	Pages That Cover the Expectations
E2.1	choose and use non-standard units appropriately to measure lengths, and describe the inverse relationship between the size of a unit and the number of units needed	74 - 87
E2.2	explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths	97 - 108
E2.3	measure and draw lengths in centimetres and metres, using a measuring tool, and recognize the impact of starting at points other than zero	88 - 96
E2.4	use units of time, including seconds, minutes, hours, and non-standard units, to describe the duration of various events	109 - 149

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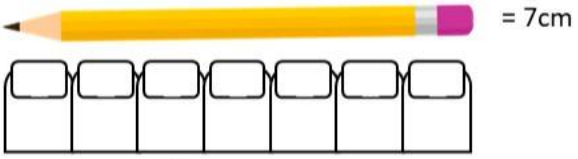
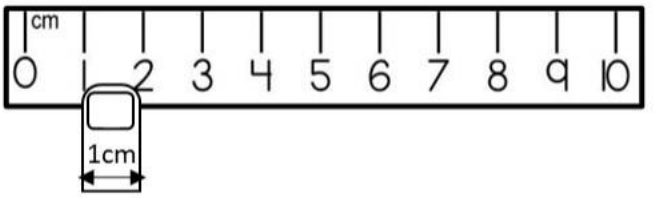
Curriculum Connection
E2.1

Estimating Lengths – Finger Benchmark

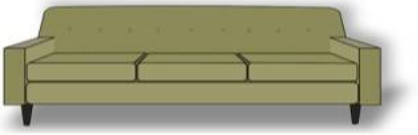
We can estimate the length of something by using our fingertip. Your fingertip is approximately 1 cm wide.





Part 1

Measure the objects below using your fingertip

1)  Approximately _____ cm	2)  Approximately _____ cm
3)  Approximately _____ cm	 Approximately _____ cm
5)  Approximately _____ cm	6)  Approximately _____ cm

PREVIEW

Part 2

Find objects in your class that you can measure

1) The pencil is approximately _____ cm	2) The _____ is approximately _____ cm
3) The _____ is approximately _____ cm	4) The _____ is approximately _____ cm
5) The _____ is approximately _____ cm	6) The _____ is approximately _____ cm

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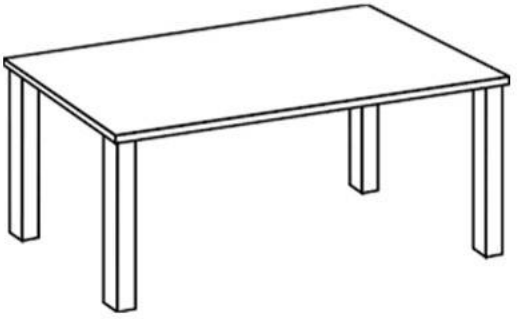
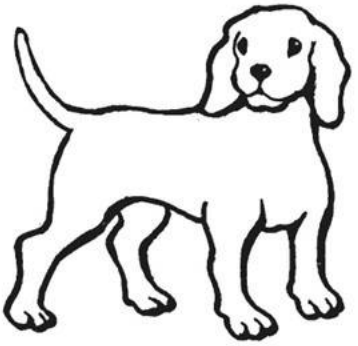
Name: _____ 75

Curriculum Connection
E2.1

Estimating Lengths – Finger Benchmark

Questions | Measure the objects below using your fingertip

Flag 	Approximately _____ cm
White Board 	Approximately _____ cm
Table 	Approximately _____ cm
Dog 	Approximately _____ cm

PREVIEW

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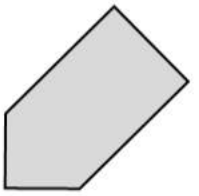
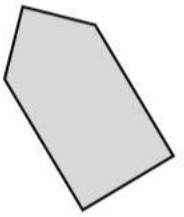
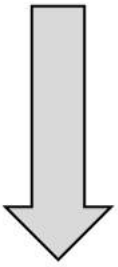
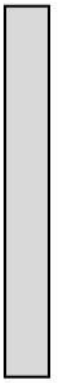
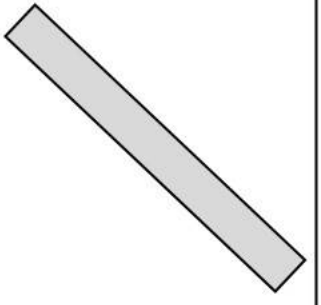
Name: _____ 77

Curriculum Connection
E2.1

Measuring Objects – Changing Orientation

Questions | Measure the objects below using your fingertips

Measure the object in column 1 and column 2. These shapes are the same, but they have been moved or rotated.

Column 1	Column 2	Column 1	Column 2
1)  _____ fingertips	 _____ fingertips	4)  _____ fingertips	 _____ fingertips
2)  _____ fingertips	 _____ fingertips	5)  _____ fingertips	_____ fingertips
3)  _____ fingertips	 _____ fingertips	6)  _____ fingertips	 _____ fingertips

PREVIEW

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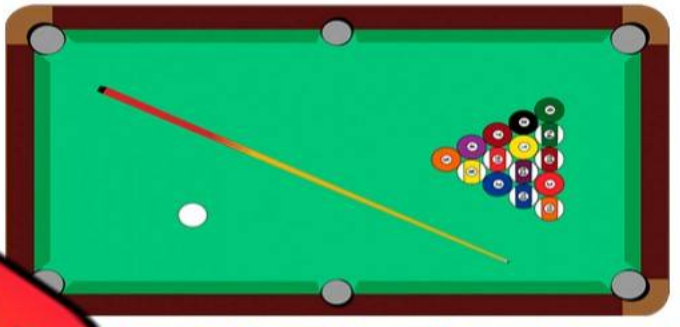
Curriculum Connection
E2.1

Using Non - Standard Units – Pencils

We can estimate the length of something by non-standard units. Try using your pencil to measure things.



= 6 units or 6 pencils

PREVIEW

Directions Find objects in the room that you can measure

Object Name	# of Pencils	Object Name	Length # of Pencils
1)		5)	
2)		6)	
3)		7)	
4)		8)	

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Name: _____ 81

Curriculum Connection
E2.1

Using Non - Standard Units - Wingspan

When we need to measure the length of something longer, like a doorway, many people will use their arms to measure the length. This is a fast way to get a rough estimate of how long something is without using a measuring tape.



Doorway = 1 wingspan length

Our wingspan is used to measure longer distances.
Examples: width of classroom, length of gymnasium

PREVIEW

Directions Fi[illegible]er le[illegible]hool that you could measure with your wingsp[illegible]. N[illegible]e [illegible]nd how many wingspans it is.

Length Name	Length # of Wingsp[illegible]	Le[illegible]Name	Length # of Wingspans
1)		[illegible]	
2)		6)	
3)		7)	
4)		8)	

Name: _____ 82

Curriculum Connection
E2.1

Measuring Length – Which Unit ?

Directions Circle which non-standard unit you would use to measure the lengths below

What You Are Measuring	Unit 1 	Unit 2 	Unit 3 
1) The [illegible] apple	Paper Clip	Pencil	Wingspan
2) The width [illegible] esk	Paper Clip	Pencil	Wingspan
3) The width of the c[illegible]om	Paper Clip	Pencil	Wingspan
4) The length of the gymnasium	Pa[illegible]p	Pencil	Wingspan
5) The length of your finger	Pa[illegible]	[illegible]	Wingspan
6) The length of a book	Paper Clip	P[illegible]	[illegible]pan
7) The length of a bus	Paper Clip	Pencil	Wingspan
8) The length of your foot	Paper Clip	Pencil	Wingspan
9) The length of a cookie	Paper Clip	Pencil	Wingspan
10) The width of a window	Paper Clip	Pencil	Wingspan

PREVIEW

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Curriculum Connection
E2.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Circle which non-standard unit you would use to measure the lengths below.

1) The height of a juice box.	Paper Clip	Pencil	Wing -span
2) The width of a hallway.	Paper Clip	Pencil	Wing -span
3) The height of your chair.	Paper Clip	Pencil	Wing -span

Name: _____

Circle which non-standard unit you would use to measure the lengths below.

1) The height of a juice box.	Paper Clip	Pencil	Wing -span
2) The width of a hallway.	Paper Clip	Pencil	Wing -span
3) The height of your chair.	Paper Clip	Pencil	Wing -span

Name: _____

Circle which non-standard unit you would use to measure the lengths below.

1) The height of a juice box.	Paper Clip	Pencil	Wing -span
2) The width of a hallway.	Paper Clip	Pencil	Wing -span
3) The height of your chair.	Paper Clip	Pencil	Wing -span

Name: _____

Circle which non-standard unit you would use to measure the lengths below.

1) The height of a juice box.	Paper Clip	Pencil	Wing -span
2) The width of a hallway.	Paper Clip	Pencil	Wing -span
3) The height of your chair.	Paper Clip	Pencil	Wing -span

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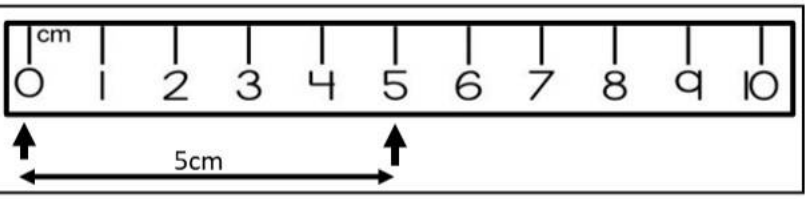
Name: _____ 88

Curriculum Connection
E2.3

Measuring in Centimeters

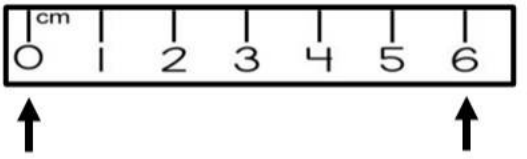
We can accurately measure the length of something by using a ruler.



Questions Read the rulers below to find the distance between the arrows

PREVIEW

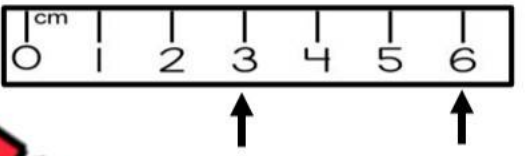
1) 

2) 

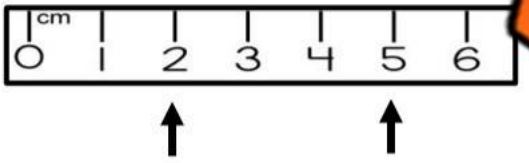
_____ cm

3) 

_____ cm

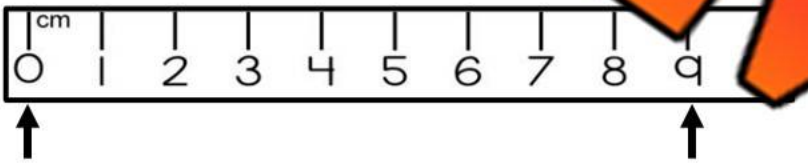
4) 

_____ cm

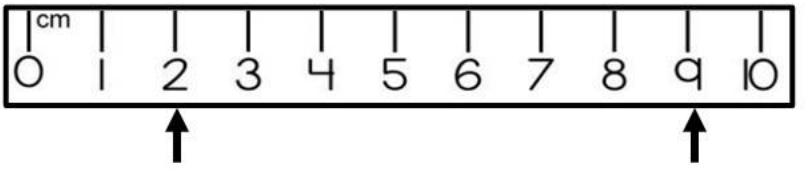
5) 

_____ cm

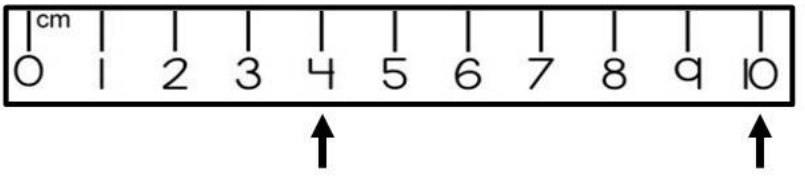
6) 

7) 

_____ cm

8) 

_____ cm

9) 

_____ cm

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Name: _____ 89

Curriculum Connection
E2.3

Measuring in Centimeters



Questions Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

4) _____ cm

5) _____ cm

6) _____ cm

7) _____ cm

8) _____ cm

9) _____ cm

10) _____ cm

11) _____ cm

12) _____ cm

PREVIEW

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Curriculum Connection
E2.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Use a ruler to measure the lines below



1) _____ cm



2) _____ cm



3) _____ cm

Name: _____

Use a ruler to measure the lines below



1) _____ cm



2) _____ cm



3) _____ cm

Name: _____

Use a ruler to measure the lines below



1) _____ cm



2) _____ cm



3) _____ cm

Name: _____

Use a ruler to measure the lines below



1) _____ cm



2) _____ cm



3) _____ cm

PREVIEW

Name: _____ 91

Curriculum Connection
E2.3

Drawing Lengths Using a Ruler



Questions	Draw lines that are the lengths below

1) 5 cm	2) 6 cm
3)	4) 9 cm
5) 4 cm	7 cm
7) 1 cm	8) 8 cm
9) 2 cm	10) 10 cm
11) 14 cm	
12) 17 cm	

PREVIEW

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Curriculum Connection
E2.3

Ladder Challenge



Draw Follow the instructions below

A good ladder needs rungs that are the same size and evenly spaced, so it's safe to climb. Your challenge is to draw a ladder with perfect rungs. Can you make the safest ladder ever? Let's try!

PREVIEW

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Name: _____ 93

Curriculum Connection
E2.3

Measuring Height – Lollipops

Questions Measure the height of the lollipop sticks



PREVIEW

1. Colour the biggest stick Red
2. Colour the shortest stick Blue
3. Colour the two sticks that are the same length green

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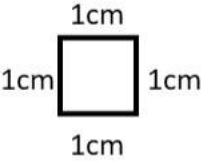
Curriculum Connection
E2.3

Measuring Square Side Lengths

A square has 4 sides that are all the same length. We can find out if a shape is a square by measuring the side lengths.



Part 1

Use a ruler to measure the squares below

1)

_____cm

_____cm

2)

_____cm

_____cm

_____cm

_____cm

3)

_____cm

_____cm

4)

_____cm

_____cm

_____cm

Part 2

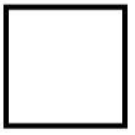
Are the shapes squares?

1)



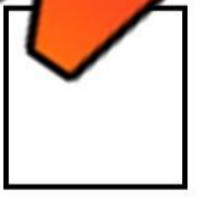
Yes No

2)



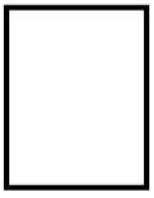
Yes No

3)



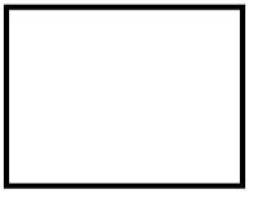
Yes No

4)



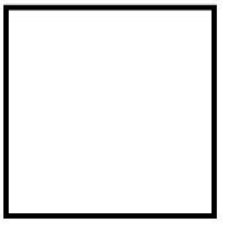
Yes No

5)



Yes No

6)



Yes No

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Curriculum Connection
E2.2

Metric System – Meters and Centimeters

In Canada, we use the metric system. We use centimetres for smaller measurements and metres for larger measurements.

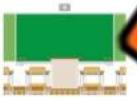


Centimetre (cm)
Approximately the width of your finger



Metre (m)
Approximately the width of a door

Question f measure would you use to measure the following distances?

1) The distan[illegible] the [illegible]oom 	
2) The length of your h[illegible] 	
3) The length of your eraser 	
4) The length of your classroom 	
5) The distance around a track 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

PREVIEW

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Curriculum Connection
E2.2

Meters and Centimeters

In Canada, we use the metric system. Two common units of measurement are metres and centimetres.



BENCHMARKS

100cm = 1m

1m = 100cm



Part 1 Fill in the table below

10	
300	
400	
	5
600	
	7
800	
	9
1000	

Part 2 Convert the units of measurement below

1) 1m	_____cm
2) 5m	_____cm
200cm	_____m
	_____m
2m	_____cm
6) 800	m
7) 4m	

PREVIEW

Part 3 Which unit would you use to measure the things below

 CM M	 CM M	 CM M	 CM M
 CM M	 CM M	 CM M	 CM M

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Curriculum Connection
E2.2

Matching Game: Meters and Centimeters

Objective — What are we learning about?

To help students practice converting centimeters to meters and vice versa by matching corresponding values.

PREVIEW

Materials — What you will need for the activity.

- Pre-prepared cut matching game cards with values in meters and centimeters.
- Small bags or envelopes to hold the card sets for each group



Instructions — How you will complete the activity.

1. Before the class, the teacher will cut out the pre-prepared matching game cards.
2. Divide the students into small groups and give each group a bag or envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards – one set with values in centimeters with its matching value in meters.
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.

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Curriculum Connection
E2.2

Cards | Matching Game Cards

Meters (m)	Centimeters (cm)
1 m	100 cm
2 m	200 cm
3 m	300 cm
4 m	400 cm
5 m	500 cm

PREVIEW

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Name: _____ 101

Curriculum Connection
E2.2

Cards | Matching Game Cards

Meters (m)	Centimeters (cm)
6 m	600 cm
	700 cm
8 m	[illegible] m
9 m	900 cm
10 m	1000 cm

PREVIEW

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Name: _____ 102

Curriculum Connection
E2.2

Cards | Matching Game Cards

Meters (m)	Centimeters (cm)
11 m	1100 cm
	1200 cm
13 m	cm
14 m	1400 cm
15 m	1500 cm

PREVIEW

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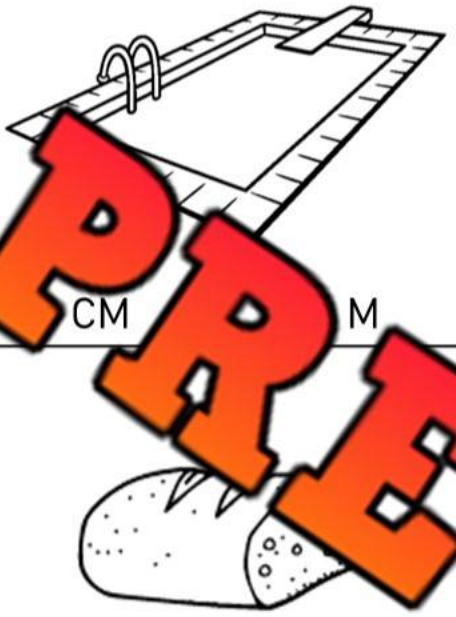
Name: _____ 103

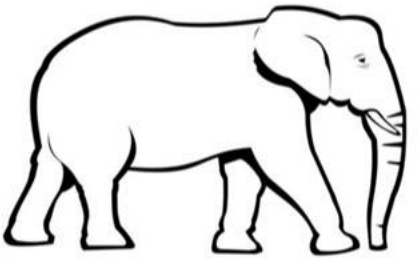
Curriculum Connection
E2.2

Measure Treasure Hunt

Questions Circle the unit you would use to measure the things below



CM M

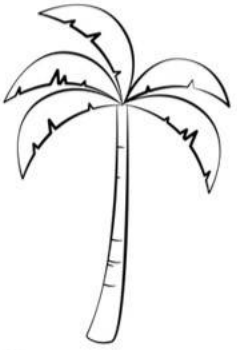


CM M

CM M



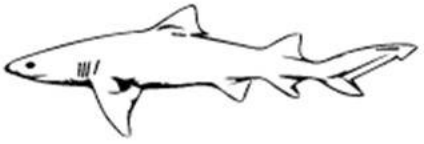
CM M



CM M



CM M



CM M



CM M

PREVIEW

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Curriculum Connection
E2.2

Which is Longer

Part 1 Which distance is farther? Circle the longest distance.

1)	10m	200cm	500cm	7m
2)	20cm	200cm	5m	500m
3)	5[illegible]	500cm	10m	50cm
4)	[illegible]	2m	300cm	1m
5)	500cm	[illegible]	200cm	3m

PREVIEW

Part 2 Read the pr[illegible]d sol[illegible]m below

1. Steve is trying to buy a lo[illegible] bas[illegible] on[illegible] One bat is 98cm long and the other is 1m long. Which bat is l[illegible]



2. Bella is 1 metre tall. Emily is 125cm tall. Who is taller? Ex[illegible]

3. Kyle and Simon are arguing over whose wingspan is longer. Kyle's wingspan is 525cm wide. Simon's wingspan is 6m wide. Whose wingspan is wider?



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Curriculum Connection
E2.2

Ordering Measurements

Part 1 Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)		
1) 150 cm, 2 m, 120 cm	120 cm	150 cm	2 m
2) 4 m, 3 m			
3) 1 m, 0 cm, 2 m			
4) 250 cm, 2 m, 1 m			
5) 700 cm, 6 m, 550 cm			

Part 2 Order the measurements from longest to shortest

Measurements	Order (Longest to Shortest)			
1) 700 cm, 6 m, 3 m, 500 cm				
2) 2 m, 250 cm, 175 cm, 1 m				
3) 800 cm, 5 m, 4 m, 450 cm				
4) 3 m, 299 cm, 2 m, 250 cm				
5) 150 cm, 1 m, 90 cm, 125 cm				

PREVIEW

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Name: _____ 106

Curriculum Connection
E2.2

Measurement Word Problems

Questions | Answer the questions below

	Word Problems
1	A giraffe in the zoo is 5 metres tall, an elephant is 4 metres tall, and a zebra is 375 cm tall. Order the animals from the tallest to the shortest.
2	...ack a...ool is 300 metres long. The basketball court is 30 ...tres l... ...e soccer field is 12,500 cm long. Order the lengths of the tr... ...o... ...ield, ...basketball court from longest to shortest.
3	Three poles are being ...alle... ...he green pole is 8 metres tall, the red is 720 cm tall, and the ... ... m... ...nd 50 cm tall. Convert all the measurements to centim... ...and or... ...e ...es from tallest to shortest.
4	The heights of four trees in a park were measured: ▪ Tree A is **4 metres** tall. ▪ Tree B is **390 centimetres** tall. ▪ Tree C is **3 metres and 95 centimetres** tall. ▪ Tree D is **405 centimetres** tall. a) Which tree is the tallest? b) How much taller is it than the shortest tree?

PREVIEW

Name: _____ 107

Curriculum Connection
E2.2

Estimate the Distance

In life, we often need to be able to estimate the distance or length of things. We first need to choose the correct unit of measurement – cm, m. Then we estimate by using our understanding of these units.

Example
– my walk to school is around 500m
- my pencil is approximately 10cm long





Question: Answer the questions below by estimating the distances

1) How far do you live from the school?	
2) How wide is your desk?	
3) How wide is your thumbnail?	
4) How tall is your desk/table?	
5) How tall are you?	
6) How tall is your water bottle?	
7) How far is the nearest grocery store?	
8) How long is a school bus?	
9) How wide is your gym?	
10) How thick is the last book you read?	

PREVIEW

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

a) Conve[illegible]e unit of measurement below

- [illegible]
- 900cm = [illegible]

b) Paul is compari[illegible] is 120cm long and the [illegible] 1 meters long. Which desk is [illegible]r?

_____

Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one [illegible] 120cm long and the other is 1.1 [illegible]ers long. Which desk is longer?

_____

Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

_____

Name: _____

a) Convert the un[illegible]nt below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

_____

PREVIEW

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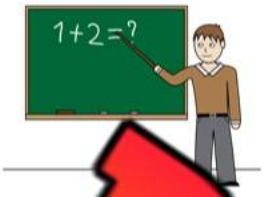
Name: _____ 109

Curriculum Connection
E2.4

Non – Standard Units of Time - Hours

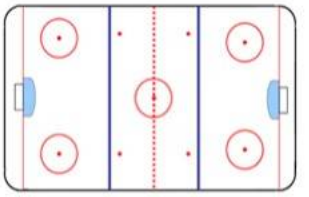
We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Math C[illegible]o



Movie = 2 Hours



Hockey Game = 3 hours

Elapsed Time	[illegible]on[illegible]ndard Units – How Much Time Has Passed?
1) 4 hours	[illegible]vie[illegible]ockey game and 1 math class
2) 1 hour	
3) 6 hours	
4) 5 hours	
5) 3 hours	
6) 7 hours	
7) 9 hours	

PREVIEW

Name: _____ 110

Curriculum Connection
E2.4

Non – Standard Units Word Problems

Questions Answer the questions below using the non-standard units of time on the last page

	Word Problems	
1	Sophia went to one hockey game and watched one movie. How many hours did she spend?	
2	Isabella attended one math class, watched one movie, and played one game. How many hours did she spend in total	
3	Chloe spent 9 hours on activities. If she went to three hockey games, how many hours were left	

PREVIEW

New Non-Standard Units:	
Reading a book = 4 hours	Swimming session = 2 hours, Baking cookies = 3 hours

	Word Problems	
1	Olivia read two books and went swimming once. How many hours did she spend on these activities?	
2	Ethan spent 18 hours swimming. How many swimming sessions did he complete?	
3	Jack spent 24 hours doing activities. If he baked cookies twice, how much time was left for other activities?	

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E2.4

Non – Standard Units of Time - Hours

Questions Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Driving Across Saskat[illegible]van	 2 hockey games
Dr[illegible]na	
Playing a round o[illegible] golf	
Playing with a friend after school	
Going to a restaurant	
Going shopping	
Going swimming	
Going fishing	
Playing on the computer	

PREVIEW

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Curriculum Connection
E2.4

Non – Standard Units of Time - Hours

Questions Think of 3 non-standard units for each of the times below

Time		Your Own Non-Standard Units
1	1	
	2	
	3	
2 Hours	1	
	2	
	3	
3 Hours	1	
	2	
	3	

PREVIEW

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Curriculum Connection
E2.4

Non – Standard Units of Time - Minutes

We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Bathroo[illegible] = 5 minutes



Shower = 10 minutes



Lunch Time = 20 minutes

PREVIEW

Elapsed T[illegible]	How Much Time Has Passed?
1) 20 minutes	[illegible] **or** 2 showers or 4 bathroom breaks
2) 10 minutes	
3) 15 minutes	
4) 40 minutes	
5) 50 minutes	
6) 45 minutes	
7) 55 minutes	

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Curriculum Connection
E2.4

Non – Standard Units of Time - Minutes

Questions Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Having dinner	1 lunch time and 1 bathroom break
Playing a sport	
Eating dessert	
Reading a book	
Cleaning your room	
Shoveling the driveway	
Making breakfast	
Exercising or Yoga	
Driving to the grocery store	

PREVIEW

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Curriculum Connection
E2.4

Non – Standard Units of Time - Seconds

We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Blinking = 1 second



Usain Bolt runs 100m = 10 seconds



Washing Hands = 20 seconds

PREVIEW

Elapsed Time	How Much Time Has Passed?
1) 10 seconds	in Bolt 100m race or 10 blinks
2) 30 seconds	
3) 15 seconds	
4) 45 seconds	
5) 55 seconds	
6) 20 seconds	
7) 40 seconds	

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Curriculum Connection
E2.4

Non – Standard Units of Time - Seconds

Questions Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Having a [illegible] of water	3 blinks
10 [illegible] jac[illegible]	
Walking to the bathroom	
Writing your name	
Reading a page of a book	
Singing Happy Birthday	
Logging on to a school computer	
Making a sandwich	
Saying your name 5 times fast	

PREVIEW

Name: _____ 120

Curriculum Connection
E2.4

How Long Does It Take?

Part 1 Write how long it would take you to do the things below

Activity	Minutes	Hours	Days
1. Build a Lego set			
2. Clea			
3. Go on a va			
4. Finish a puzzle			
5. Learn how to ride a bike			

Part 2 Write how long it would take y do ow

Activity	Weeks	M s	Y
1. Wait for the next summer vacation			
2. Learn how to speak a new language			
3. Wait for your next birthday			
4. Build a robot out of Legos			
5. Learn how to play the piano			

PREVIEW

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Name: _____ 121

Curriculum Connection
E2.4

Activity Title: Time Tracker

Objective

What are we learning about?

Students will understand the concept of the passage of time by relating everyday activities to both standard (minutes, hours) and nonstandard units of time (number of songs, episodes of a TV show).

Materials

What you will need for the activity.

- St tch or t
- Blank sheets
- Pencils
- A list of activi e tim



Instructions

How you mpl vity

1) Introduce the concept of time to th dents, e ndard units (seconds, minutes, hours) and nonstandard units (like th e it t sing a song).

2) Distribute the pre-made tables to each stude ach columns: Activity, Standard Time, and Nonstandard Time.

3) As a demonstration, use the stopwatch to time a comm assr m the provided list, such as reading a page from a book.

4) Ask each student to select 3 activities from the provided list of activi which includes tasks like writing a short paragraph, solving a math problem, or crafting a simple origami.

5) Students predict how long each selected activity will take in both standard and nonstandard units and record their predictions in the table.

6) Have students time their selected activities using the stopwatch to determine the actual duration, and then fill in the Standard Time and Nonstandard Time in their tables.

7) Discuss as a class why understanding time is important and how different activities can take up different amounts of time.

PREVIEW

Name: _____ 122

Curriculum Connection
E2.4

Options

Select three activities from the table below

Option 1: **Reading a page from a book :** Time how long it takes to read a single paragraph aloud.	**Option 2:** **Drawing a simple picture :** Draw a house or a tree.
Option 3: **Shoelace Speed Race :** See h[illegible]uickly you can tie your [illegible]oelaces.	**Option 4:** **Copywriting Exercise:** Copy a short text from the board as quickly as you can.
Op[illegible] 5: **[illegible]yriting [illegible]** Write a few sentence[illegible] p[illegible]ible.	**Option 6:** **Vocabulary Speed Test :** List as many words as you can about the weather

	[illegible]ndard Units of Time
Ten Deep Bre[illegible]	One Teeth Brushing Session
One Page Read	[illegible]ree Microwave Beeps
Twenty Jumping Jacks	[illegible]g[illegible] Happy Birthday

PREVIEW

Answers

Record your answers below

Activity	Standard Time		[illegible]ista[illegible]	
	Prediction	Actual Time	Prediction	[illegible]ime
	Prediction	Actual Time	Prediction	Actual Time
	Prediction	Actual Time	Prediction	Actual Time

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Curriculum Connection
E2.4

Reflection | Answer the questions below.

1) Which activity took longer than you expected? Why do you think that was?

2) How [illegible] watch help you understand how long activities really take?

3) Why is it important to know how long differ[illegible]ctivit[illegible]?

4) Can you think of a situation outside of school where it would be important to know how long something will take?

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E2.4

Telling Time – Digital Clocks

A **digital clock** tells us what time it is using numbers. The first number before the colon tells us what hour it is. The second set of numbers tells us how many minutes have passed the hour.

Examples

7:20

Hour = 7 Minutes = 20

2:47

Hour = 2 Minutes = 47

PREVIEW

Part 1 Fill in the answers below – Hours and Minutes

1) _____

Hour = _____ Minutes = _____

2) **1:58**

Hour = _____ Minutes = _____

3) **9:28**

Hour = _____ Minutes = _____

4) **4:37**

Hour = _____ Minutes = _____

5) **11:42**

Hour = _____ Minutes = _____

6) _____

Hour = _____ Minutes = _____

Part 2 Fill in the answers below – Hours, Minutes and

Example **10:24:18** Hour = 10 Minutes = 24 Seconds = 18

1) **3:17:12**

Hour = _____ Minutes = _____ Seconds = _____

2) **12:43:35**

Hour = _____ Minutes = _____ Seconds = _____

3) **9:12:38**

Hour = _____ Minutes = _____ Seconds = _____

4) **5:23:02**

Hour = _____ Minutes = _____ Seconds = _____

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Curriculum Connection
E2.4

Analog Clock

An **analog clock** tells us what time it is. The short hand tells us what hour it is. When the hour hand moves around, it goes up by 1 each time. The long hand tells us how many minutes have gone by in the hour. The long hand goes up by 5 minutes at each interval.

Part 1

Fill in the minutes around the clock. Then label the hour and minute hand



PREVIEW

Part 2

How many minutes have gone by in the hour?







_____ _____ _____ _____ _____

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Curriculum Connection
E2.4

Telling Time – Nearest Hour

Questions What time is it? Write the times on the digital clocks below

1) 

:00

2) 

:00

3) 

:00

4) 

:00

5) 

:00

6) 

:00

7) 

:00

8) 

:00

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Curriculum Connection
E2.4

How Many Hours Have Passed ?

Questions Label the clocks and determine how many hours have gone by?

Start Time	End Time	How Much Time Has Passed?
1)  :	 :	_____ Hours
2)  :	 :	_____ Hours
3)  :	 :	_____ Hours
4)  :	 :	_____ Hours

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Curriculum Connection
E2.4

How Many Hours Have Passed?

Questions Read the digital clocks. How many hours have gone by?

Start Time	End Time	How Much Time Has Passed?
4:00	6:00	_____ Hours
1:00	9:00	_____ Hours
6:00	10:00	_____ Hours
2:00	7:00	_____ Hours
5:00	9:00	_____ Hours
8:00	12:00	_____ Hours
7:00	11:00	_____ Hours

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Curriculum Connection
E2.4

How Many Hours Have Passed ?

Questions How many hours have gone by?

Start Time	End Time	How Much Time Has Passed?
1)  :	 :	_____ Hours
2)  :	 :	_____ Hours
3)  :	 :	_____ Hours
4)  :	 :	_____ Hours
5)  :	 :	_____ Hours

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E2.4

Time Duration Word Problems



Questions Answer the questions below

	Word Problems	Answers
1	Emma started reading her book at 2:00 PM and finished at 5:00 PM. How many hours did she spend reading?	
2	T[illegible] started at 7:00 PM and ended at 9:00 PM. How [illegible] play?	
3	Jack left h[illegible]e to [illegible]ndparents at 10:00 AM and returned home[illegible] H[illegible] hours was Jack away?	
4	Lily started her art project at [illegible] and [illegible]ed it at 2:00 PM. How many hours did she work [illegible]er art [illegible]ct?	
5	Noah went to a birthday party that began at [illegible] and st[illegible] for 4 hours. What time did he leave the party?	
6	The zoo opens at 9:00 AM, and the family stayed for 6 hours. W[illegible] time did they leave the zoo?	
7	Olivia began playing with her toys at 8:00 AM and stopped 5 hours later. What time did she stop?	
8	Ethan went to sleep at 9:00 PM and woke up at 7:00 AM the next day. How many hours did Ethan sleep?	

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Curriculum Connection
E2.4

Time Duration Word Problems



Questions | Answer the questions below

	Word Problems
1	Sarah started her painting at 10:00 AM. She worked on it for 3 hours, then took a 2-hour break. After the break, she worked for another 2 hours. What ti[illegible]d Sarah finish her painting?
2	Emma start[illegible]adi[illegible]o[illegible]d[illegible]nd read for 2 hours. Then, she stopped for lunch for 1 h[illegible]te[illegible]lunc[illegible]ad for 3 more hours. a) What time did E[illegible]nis[illegible] b) How many hours did she spend rea[illegible]in to[illegible]
3	Sophie started her Saturday by going to the [illegible]t 9:0[illegible] where she stayed for 2 hours. After the library, she went to [illegible]soc[illegible]h lasted 3 hours. After her game, she took a 1-hour break[illegible]h heading to a friend's house for 4 hours. When Sophie got hom[illegible]spent 2 hours reading a book. a) What time did Sophie finish her day? b) How many hours did she spend outside her house?

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E2.4

How Many Minutes Have Passed?

Questions Read the digital clocks. How many minutes have gone by?

Start Time	End Time	How Much Time Has Passed?
4:00	4:15	15 minutes
1:00	1:27	_____ minutes
3:00	3:[illegible]	_____ minutes
5:02	5:12	_____ minutes
7:24	7:31	_____ minutes
9:00	9:59	_____ minutes
11:35	11:48	_____ minutes

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Curriculum Connection
E2.4

How Many Minutes Have Passed?

Part 1 Fill in the table below with suggested times that make sense

Activity	Start Time	End Time	Time Passed?
1. Breakfast Time	**7:15**	**7:30**	**15** minutes
2. Mak			
3. Was our fa and brush y e			
4. Play with your friends			
5. Do your homework			

PREVIEW

Part 2 Are the statements true or f

Activity	lse
1. If a movie starts at 2:00 PM and ends at 3:30 PM, 90 minutes have passed.	
2. If you start eating lunch at 12:15 and finish at 12:45, you spent 20 minutes eating.	
3. If you start your homework at 4:10 PM and finish at 4:35 PM, you worked for 25 minutes.	
4. If you start a puzzle at 2:40 PM and finish at 3:10 PM, 25 minutes have passed.	
5. A walk that begins at 6:10 PM and ends at 6:40 PM lasts 20 minutes.	

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E2.4

Time Duration Word Problems



Questions Answer the questions below

	Word Problems
1	A basketball practice starts at 4:15 PM and lasts for 1 hour and 45 minutes. After practice, the coach holds a 20-minute team meeting. If the team le[illegible] the gym right after the meeting, what time do they leave?
2	Jasmine [illegible] her [illegible] at 1:30 PM and worked for 50 minutes. She then took a 2[illegible] [illegible]er break, she worked on her project for another 35 minut[illegible] time [illegible]inish her art project?
3	A movie starts at 6:50 PM and lasts for 2 ho[illegible]10 min[illegible] After the movie, it takes 25 minutes to drive home. Wha[illegible]es [illegible]mil[illegible]et home after the movie?
4	Liam began studying for his math test at 10:10 AM. He studied for 30 minutes, took a 15-minute snack break, and then studied for another 40 minutes. What time did Liam finish his study session?

PREVIEW

Name: _____ 137

Curriculum Connection
E2.4

How Many Seconds Have Passed ?

Questions Read the digital clocks. How many seconds have gone by?

Start Time	End Time	How Much Time Has Passed?
3 : 17 : 12	3 : 17 : 20	8 seconds
5 : 00 :	5 : 00 : 15	_____ seconds
2 : 10 : 00	2 : 10 :	_____ seconds
5 : 17 : 10	5 : 17 :	_____ seconds
4 : 35 : 22	4 : 35 : 30	_____ seconds
7 : 29 : 36	7 : 29 : 41	_____ seconds
9 : 38 : 48	9 : 38 : 57	_____ seconds

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E2.4

How Many Seconds Have Passed ?

Questions Read the digital clocks. How many seconds have gone by?

Event	Elapsed Time
1) Writing their full name 	_____ seconds
2) Drawing an apple 	_____ seconds
3) Doing 10 jumping jacks	_____ seconds
4) Doing 5 squats 	_____ seconds
5) How long they can balance on one foot with their eyes closed 	_____ seconds
6) Saying their name 5 times fast 	_____ seconds
7) How long they can do a wall sit for	_____ seconds
8) How long it takes them to do 5 burpees	_____ seconds

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E2.4

Time Duration Word Problems



Questions Answer the questions below

	Word Problems
1	The time was 8:30:45. If 15 seconds passed, what time is it now?
2	...20. After 35 seconds passed, what time is it now?
3	The clock showe... After ...conds passed, what time is it now?
4	The time was 11:00:15. If 30 seconds ..., wha... it now?
5	The time was 4:50:30. After 20 seconds passed, what tim...
6	It was 7:00:15. If 50 seconds passed, what time is it now?
7	The clock read 6:25:40. After 30 seconds passed, what time is it now?

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E2.4

Time Duration Word Problems

Questions | Answer the questions below

	Word Problems
1	The time is 8:00:45. First, you play a game for 30 seconds. After that, you pause for 15 seconds to rest, then continue playing for another 10 seconds. What time is it when you finish playing?
2	The clock shows 2:20. You spend 30 seconds tying your shoes, 20 seconds putting on your jacket, and 25 seconds packing your bag. What time is it when you're ready to leave?
3	The time is 6:10:35. You watch a quick video for 15 seconds, then spend 10 seconds answering a text message, and finally wait for 20 seconds for your computer to turn on. What time is it when everything is done?

PREVIEW

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) What time is it?



:

2) How long can you hold your breath while sitting still? How many seconds have gone by?

_____ seconds

Name: _____

1) What time is it?



:

2) How long can you hold your breath while sitting still? How many seconds have gone by?

_____ seconds

Name: _____

1) What time is it?



:

2) How long can you hold your breath while sitting still? How many seconds have gone by?

_____ seconds

Name: _____

1) What time is it?



:

2) How long can you hold your breath while sitting still? How many seconds have gone by?

_____ seconds

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E2.4

Matching Game: Telling Time To The Nearest Minute

Objective What are we learning about?

To help students practice telling time to the nearest minute by matching digital times to their analog counterparts.

Materia you will need for the activity.

- Pre-prepa -cu tching game cards with digita d ana ks.
- Small bags or envel old th sets for each group



PREVIEW

Instructions How you will complete the

1. Before the class, the teacher will cut out the p red m ng game cards.
2. Divide the students into small groups and give each group ag elope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards – one digital time with its matching analog clock.
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.

Name: _____ 143

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E2.4

Cards | Matching Game Cards

Analog Clock	Digital Clock
	12:16
	1:50
	6
	8:16
	9:38

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E2.4

Cards | Matching Game Cards

Analog Clock	Digital Clock
	12:21
	3:44
	7
	5:52
	12:53

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E2.4

Cards | Matching Game Cards

Analog Clock	Digital Clock
	9:01
	4:50
	7
	2:27
	10:58

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Name: _____ 146

Measurement Unit Test

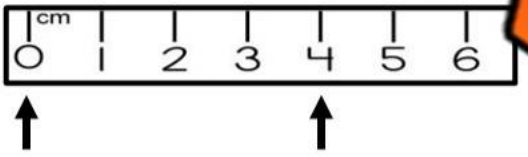
Part 1 Use a ruler to measure the lines below

1)	2)	3)
_____ cm	_____ cm	_____ cm

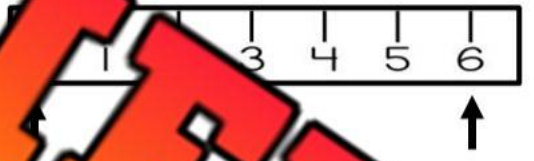
Part 2 w a line that is the correct length

1)	2)	3)
5 cm	3 cm	4 cm

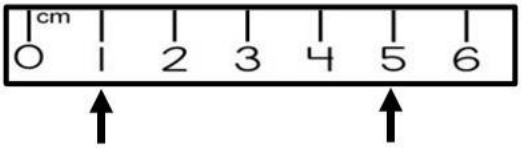
Part 3 Read the rule to tance between the arrows

1) 

_____ cm

2) 

_____

3) 

_____ cm

4) 

_____ c

Part 4 Which distance is farther? Circle the longest distance.

1)	1m	200cm	500cm	3m
2)	20cm	300cm	1m	200m
3)	5cm	500cm	10m	50cm

PREVIEW

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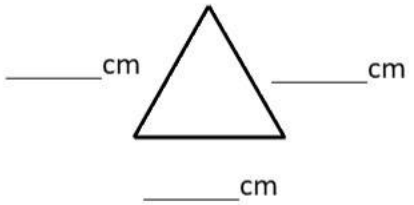
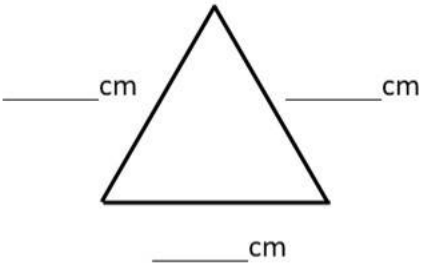
Part 5 Use a ruler to measure the equilateral triangles

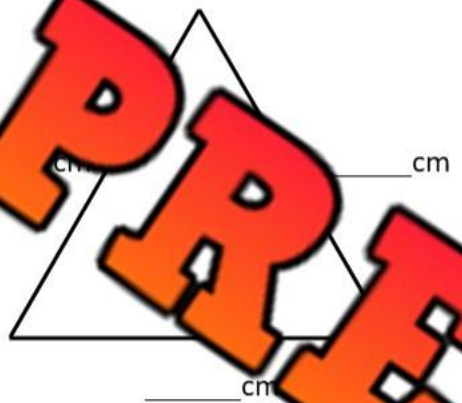
1)



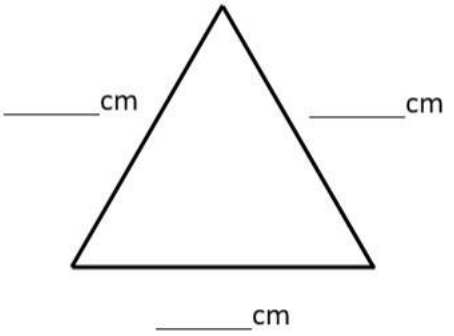
2)



3)



4)



PREVIEW

Part 6 How much time has ... ?

Start Time	End Time	... Time Has Passed?
 1 : 00	 3 : 00	_____ s
4 : 15	4 : 26	_____ minutes
5 : 17 : 10	5 : 17 : 30	_____ seconds

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Part 7 Answer the questions below

	Word Problems
1	The time is 2:15. After 20 minutes pass, what time is it now?
2	It i… If you take a break for 45 minutes, what time will it be when you f…
3	The clock sh… 11… …ass, what time will it be?
4	The clock shows 1:00 PM. If 8 hours p… what t… w… be?
5	The time was 10:59:50. After 5 seconds passed, what time is i… w?
6	It was 7:00:15. If 50 seconds passed, what time is it now?

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Part 8 Answer the questions below

	Word Problems
1	The time is 5:00:20. You spend 15 seconds preparing your backpack and then 10 seconds putting on your shoes. Afterward, you wait for 20 seconds for your sibling. What time is it now?
2	It is 3:30 PM. [illegible] eating lunch, then take a 15-minute walk, and finally [illegible] for 10 m[illegible] What time is it now?
3	The time is 6:00 AM. You spend 2 hours hiking, then drive for [illegible]ur to visit a friend. After spending 3 hours with your friend, you drive back home for 1 more hour. What time is it when you get home?

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