



Preview – Information



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Ontario Math Curriculum

Data Literacy & Probability – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

SORTING DATA

Learning Goal

We are learning to **sort objects into groups** by their **features** and explain how and why we grouped them, so we can **organize information** clearly and understand how things are the same or different.

SORTING DATA – OBJECTS

Move the objects to the correct category.

1 2 3 4 5 6 7 8 9 0

Used for playing	Used to carry something	Found in a classroom



Questions	Answer
1) How many objects belonged to more than one group?	
2) How many objects are there in the largest group?	
3) Drag an object that belonged to more than 1 group.	

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

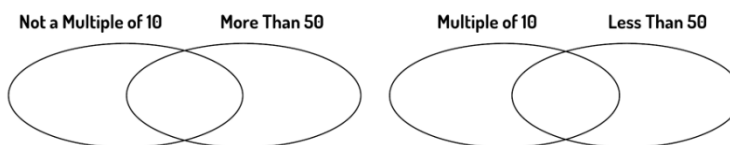
- Exit Cards
- Quizzes
- Reflection
- And More!

SORTING DATA – VENN/CARROLL DIAGRAMS

11 60 51 40 73 25 10 80

Sort the numbers into the Carroll diagram and Venn Diagram.


	Less Than 50	More Than 50
Multiple of 10		
Not a Multiple of 10		






Ontario Math Curriculum

Data Literacy & Probability – Grade 2



TALLY MARKS



Drag the tally marks that match the # of students in the table.

Ways of getting to school	# of Students	Tally
Walking	7	
Car	16	
Bus	14	
Bike	13	

||||| |||

|||||

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TALLY MARKS

Use the data about books in a school's library. Use it to fill in the table below showing only two attributes.

How often the book is used?	Type of Books			
	Story Books	Information Books		
Used a lot			9	3
Used sometimes			5	10
Used a little			7	12
			13	14

What is the mode of the data in the tables below?

Favourite Lunch Food	
Food	# of votes
Sandwich	12
Pizza	15
Macaroni	10
Pasta	8
Mode	

Favourite Drink	
Drink	# of votes
Water	8
Milk	12
Juice	9
Smoothie	12
Mode	

Best Ice-cream Flavour	
Flavour	# of votes
Vanilla	6
Chocolate	14
Mint	11
Caramel	7
Mode	

Season	# of votes
Winter	16
Summer	20
Autumn	13
Spring	18
Mode	

Milk

Chocolate

Milk, Smoothie

Smoothie

Summer

Pizza



Ontario Math Curriculum

Data Literacy & Probability – Grade 2

CONCRETE GRAPHS

Answer the questions about the concrete graph.

Grade 2's Favourite Superhero Character

Superhero	Superman	Batman	Spiderman	Hulk
Tally				
Frequency	4	6	5	3

Survey Question: Who is your favourite superhero character?

1) Who is the most popular superhero character?

2) Who is the least popular superhero character?

3) What is the mode?

Superman Batman Spiderman Hulk

LINE GRAPHS

Answer the questions and fill the tally and frequency table.

Category	Reading	Drawing	Gaming	Playing Outside
Tally				
Frequency				

1) Which hobby was chosen by the fewest students?

2) How many more students chose gaming than reading?

3) What is the mode of the data?

4) Order the hobbies from the least to the most popular.

Reading Drawing Gaming Playing Outside

Bar Graphs

Each car equals 1 vote

Leo	Alex	Bob	Steve	Bruce

1) Who owns the fewest toy cars?

2) How many more toy cars does Bob have than Alex?

3) How many toy cars do Steve and Leo have together?

4) What is the total number of toy cars owned by all the friends?

4) Put the kids in order from the fewest toy car owner to the most.



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Ontario Math Curriculum

Algebra – Patterns, Equations – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

LEARNING GOAL

We are learning to identify and describe different patterns made with geometric shapes so we can recognize and understand patterns around us in everyday life.

Repeating A/B Patterns

Continue the repeating patterns below by dragging the objects from the box.

1)	
2)	
3)	
4)	
5)	
6)	



Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

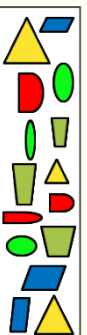
Part 3 – Consolidation!

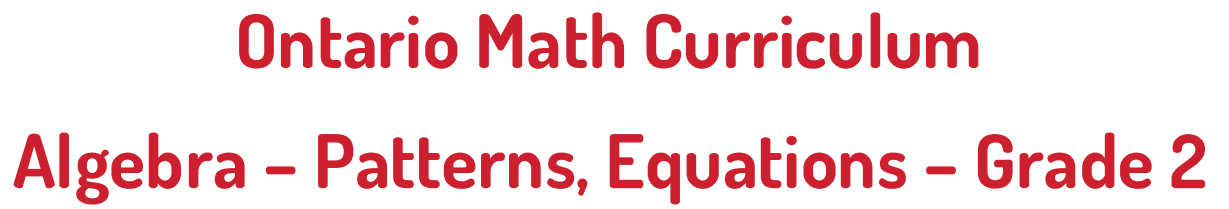
- Exit Cards
- Quizzes
- Reflection
- And More!

Repeating Patterns – Pattern Core

Circle the pattern core and continue the repeating pattern by dragging the shapes.









1)	
2)	
3)	
4)	
5)	
































Repeating Patterns - Animal Colour

Use the coloured animals from the shape bank to create repeating patterns with different coloured animals.















1)        

2)         

3)         

4)         

SHAPE BANK

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

Repeating

Use the textures from the texture bank to create repeating patterns of your own choice and colours.

Repeating

Drag the textures from the texture bank to create new patterns of your own choice and colours.

1

2

TEXTURE BANK



Ontario Math Curriculum

Algebra – Patterns, Equations – Grade 2

Increasing Patterns - Shapes

Drag the blocks to draw the next figure in the pattern (by adding two blocks).
Use the red block to highlight the newly added blocks.

#	Figure 1	Figure 2	Figure 3	Figure 4
1)				
2)				
3)				

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

Increasing Number Patterns 1 - 20

Drag the numbers to extend the patterns below.

1 2 3 4 5 6 7 8 9 10

1 3 5 7 9

2 4 6 8 10



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Ontario Math Curriculum Financial Literacy Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

What is Money?

Learning Goal

We are learning to **identify the different kinds of money, like coins and bills** so we can **explain how people use money to pay for the things they need and the things they like.**

Counting Dollars

Drag the correct bills and coins to match the total amount.

Total Amount	\$36
Total Amount	\$58
Total Amount	\$42
Total Amount	\$23
Total Amount	\$87
Total Amount	\$164



Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

Consolidation

Instruction: Drag "True" or "False" to answer the questions.

True

False

Question	Answer
1. Money is something people use to pay for things they need and want.	
2. Money can only look like paper bills, nothing else.	
3. Coins are one type of money.	
4. People trade money to get food, clothes, or toys.	
5. A nickel is worth 10 cents.	
6. Two quarters are worth 50 cents.	
7. You can make 65 cents with only 3 coins.	
8. Four quarters equal one dollar.	
9. A loonie and a toonie together make 3 dollars.	
10. 3 dimes equals one quarter.	




Ontario Math Curriculum

Financial Literacy Unit – Grade 2

Representing Cents Up To 100

Represent the money amounts using the coins in the coin bank



Coin Bank







35¢	85¢	40¢
60¢	75¢	45¢
55¢	90¢	70¢



Representing Dollars Up To \$100



Box with equal amounts of money.



 = 

 = 

 = 






 = 


 = 

 = 

Pay For Your Items Up To \$50

Pay for the items below by dragging the money you would use.

				
Sunglasses (\$20)	Headset (\$42)	Baseball Cap (\$33)	Yoyo (\$16)	Water Bottle (\$23)








Ontario Math Curriculum


Financial Literacy Unit – Grade 2

Paying For Things Up To 200 Cents

Drag the coins you will use to pay for the item

 145¢	
 135¢	
 60¢	
 170¢	


Coin Bank



Representing


Represent the money amounts using the bills in the money

\$14	\$76	\$45
\$80	\$65	\$35
\$53	\$8	\$25



Which Would You Rather?

Mark next to the bag you would rather have.





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Ontario Math Curriculum Spatial Sense Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math is Important
- And More!

Learning Goal

We are learning to sort and identify two-dimensional shapes by comparing the number of sides, side lengths, and vertices so we can describe and understand the properties of different shapes.



Sorting Sides and Vertices

Sort the shapes by dragging them into the correct category.

Triangles

Pentagons

Quadrilaterals

Hexagons



Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

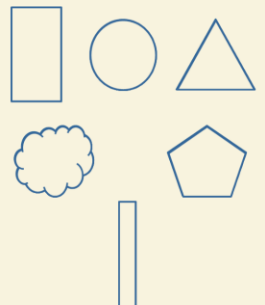
Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

Exit Card – Drawing Using Shapes

Draw the object using the shapes below.

Castle





Ontario Math Curriculum Spatial Sense Unit – Grade 2

Congruent Shapes

Find the shape that is congruent to each shape and drag it from the shape bank.

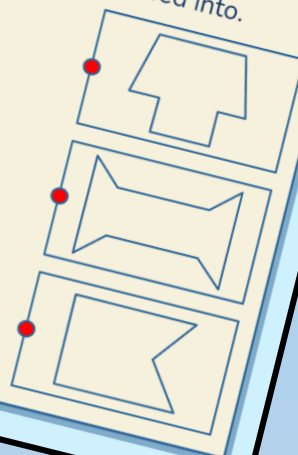
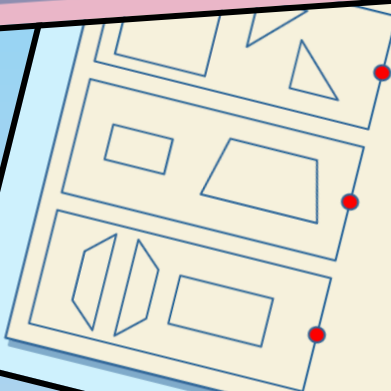
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		

SHAPE BANK



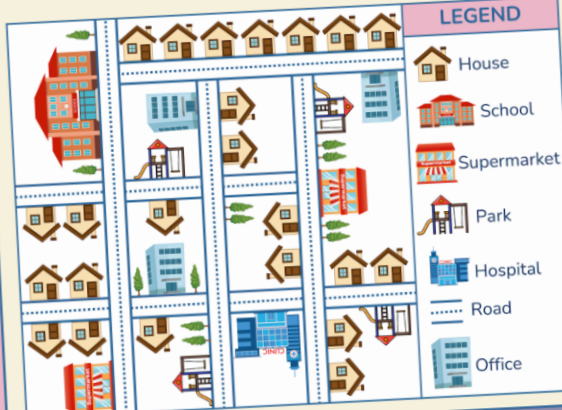
Shapes

Shapes to the shape they can be composed into.



Reading a Map – Happy Town

Answer the questions by reading the map.



1) How many supermarkets are there in Happy Town?	
2) How many parks are there in Happy Town?	
3) How many houses are there in Happy Town?	
4) How many offices are there in Happy Town?	
5) Circle the house you would want to live in. If you lived there, which direction would you go to get to school?	
6) If you were at the school, which direction would you need to go to the hospital?	



Ontario Math Curriculum Spatial Sense Unit – Grade 2

Map of Ontario Puzzle

Drag and rearrange the pictures to put together the map of Ontario.



Exit Card – Describe

After drawing a line through the maze, describe your path by dragging the labels.



Up Down

Directions

Left

Down

Clocks

1 2 3 4 5
6 7 8 9 0


Hours, Minutes, and Seconds.

1) 
Hours Minutes

2) 
Hours Minutes

3) 
Hours Minutes

4) 
Hours Minutes Seconds

5) 
Hours Minutes Seconds

6) 
Hours Minutes Seconds



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Ontario Math Number Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math is Important
- And More!

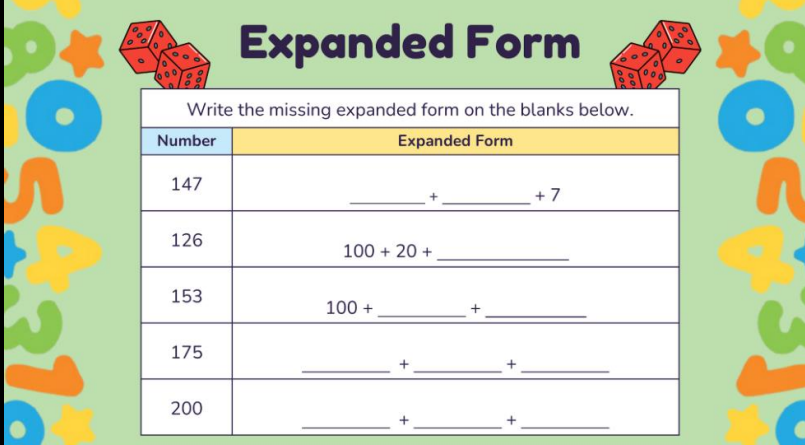


Learning Goal

We are learning to use expanded and written forms of numbers so we can understand how numbers are built and represented in different ways.

Discussion Questions

- 1) If a number is really big, does writing it in parts help you understand it better? – What might be easier: reading 132 or reading $100 + 30 + 2$?
- 2) If someone said “one hundred ten,” would you picture it as 110 right away? – Why or why not? What makes numbers written in words tricky sometimes?
- 3) Who built it best? – Two friends wrote the number 186 in expanded form:
 - One wrote $100 + 80 + 6$
 - The other wrote $186 = 100 + 8 + 6$
 - Who is correct? Why?



Expanded Form

Write the missing expanded form on the blanks below.

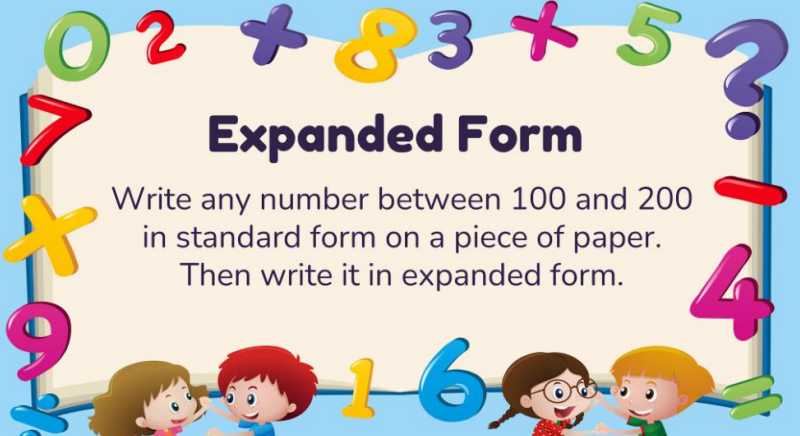
Number	Expanded Form
147	_____ + _____ + 7
126	$100 + 20 +$ _____
153	$100 +$ _____ + _____
175	_____ + _____ + _____
200	_____ + _____ + _____

Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes



Expanded Form


Write any number between 100 and 200 in standard form on a piece of paper. Then write it in expanded form.



Ontario Math Number Unit – Grade 2

Written Form

Match the written forms with their correct standard forms.




One hundred ninety-seven

Eighty-eight

One hundred fifty-four

Thirty-two

One hundred seventy-six



32

154

197

176

88

Placeholder

Put a checkmark in the "B" column if Bella's answer is right and in the "T" column if Terry's answer is right.

Number	Bella's Answer	Terry's Answer	B	T
103	One hundred thirty	One hundred, three		
24	Twenty-four	Forty-two		
160	One hundred, six	One hundred sixty		
173	One hundred thirty-seven	One hundred seventy-three		
95	Ninety	Ninety-five		
200	Two hundred	Twenty		

Comparing Numbers

Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	23		28
2	47		42
3	85		93
4	104		104
5	136		148
6	152		129

#	Number 1	Sign	Number 2
7	31		89
8	164		160
9	141		163
10	186		186
11	200		199
12	165		178



Ontario Math Number Unit – Grade 2

Comparing Base Ten Blocks

Drag the correct sign between the number of base ten blocks.

Counting

Drag the circles in the correct order to count and build the caterpillar's body.

150 75 125 200 25 175 50 100

Equal Sharing

If you were sharing the objects below, how would you split them up equally?

Objects	Questions
	How many objects are there?
	How many groups did you make?
	How many are in each group?
	Write the division sentence

Objects	Questions
	How many objects are there?
	How many groups did you make?
	How many are in each group?
	Write the division sentence