



Preview – Information



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Manitoba Math Curriculum Statistics– Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

GENERATING QUESTIONS

Learning Goal

We are learning to **create clear questions** that match a **survey goal**, so we can **collect the right information**, **organize our data**, and **understand what our results show**.

GENERATING QUESTIONS

Drag 4 correct options for each question below.

Questions			
1) What is your favourite sport?		Beach	Olympics
A) _____	C) _____	Soccer	Hockey
B) _____	D) _____	Popcorn	Park
2) What is your favourite snack?		Crackers	Hospital
A) _____	C) _____	Pasta	Basketball
B) _____	D) _____	Zoo	Yoghurt
3) What is your favourite place to visit?		Baseball	Home
A) _____	C) _____	Water Park	Granola Bar
B) _____	D) _____		

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

GENERATING QUESTIONS

One student comes to the front and asks the class a question. Count and record the responses in the table provided. Repeat the process again.



Questions	Category	Tally	Frequency
What is your favourite snack?			
What do you like to do at recess?			
What is your favourite season?			
What pet would you like to have?			
What is your favourite pizza topping?			
What is your favourite cartoon?			
What is your favourite toy?			



Manitoba Math Curriculum

Statistics– Grade 2

TALLY MARKS

Count the tally marks.

7

14

2

19

9

4

13

16

12

TALLY MARKS

4.38 Compare the tally marks and numbers.

	7		13		12		9
	8		17		18		15

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TALLY MARKS

Grade 2 students were asked which classroom job they like to do best. Fill in the table by drawing the tally marks.

Category	Line Leader	Door Holder	Board Cleaner	Paper Passer
Tally				
Frequency	14	9	11	13

47

Paper Passer

50

4

Line Leader

Questions	Answer
1) Which job is the most popular among grade 2 students?	
2) How many more students chose paper passer than door holder?	
3) How many students chose their favourite job?	



Manitoba Math Curriculum Statistics– Grade 2

TALLY MARKS

Circle the words in the wordsearch



Count	More
Compare	Less
Key	Same
Group	Vote
Choice	Answer

W P X Y S A M E S I M O R E
S C G V O D Z Y T S H E C R
F C C O H U J N E F E N U C
I K O T L E S S F H B E U H
Y T U E S O Y I W O T K T O
A C N O Z U Q G Y R K E Y I
N L T V A D J R M O G N Z C
S Y J B V Z X U G O K D K E
W Q J C P Q M T R X K K R Z
E G S O F Y M F O Y X F A U
R E W R F Y S P U H H I F T
C O M P A R E O P Z Y I F W

READING CONCRETE

Count how many students chose each game.

1 2 3 4 5 6 7 8 9 0

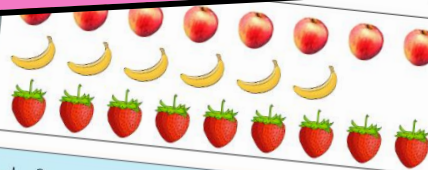
Grade 1's Favourite Games			
Hockey	Soccer	Basketball	Dodgeball

Question	Answer
1) Which game is the most popular?	
2) Which game is the least popular?	
3) How many more students like playing soccer than dodgeball?	
4) How many students chose their favourite game in total?	
5) Order the games from most to least popular.	



Result

Banana
Strawberry



- 1) Which fruit has the most votes?
- 2) How many more students chose Apple than Banana?
- 3) How many students voted in total?
- 4) Put the fruits in order from highest to lowest number of votes.

(picture = 1 vote)

5	2
Apple	21
23	Strawberry
Banana	1





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Manitoba Math Curriculum Patterns & Relations – 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 Pattern Cores - 2 Elements

Core = Part that repeats - Circle the pattern core in each pattern.

1)	
2)	
3)	
4)	
5)	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

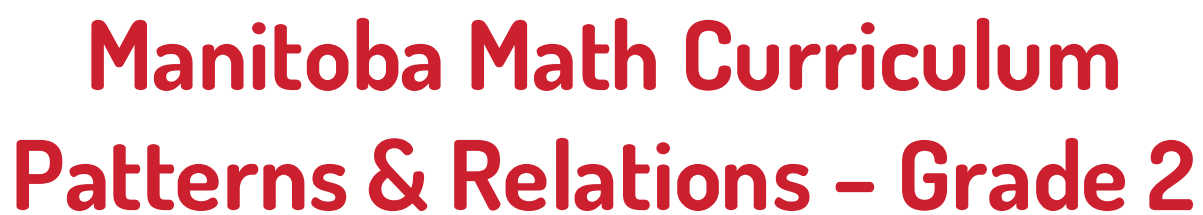
Exit Card - Word Problems

1) Cupcakes on a tray are decorated like this: pink icing, blue icing, green icing, pink icing, blue icing, green icing, ...What colour icing will be on the 19th cupcake?



2) In the zoo parade, the animals march in this order: elephant, lion, tiger, tiger, elephant, lion, tiger, tiger, ...Which animal will be 16th in line?



[illegible]



Manitoba Math Curriculum Patterns & Relations – Grade 2

Hundreds Chart

Fill in the missing numbers on the hundreds chart.

1	2	3		5	6		8	9	
11		13	14	15		17	18		20
21	22		24	25	26		28	29	30
	32	33	34		36	37	38	39	
41	42		44	45	46		48	49	50
51		53	54	55		57	58		60
61	62		64	65	66	67		69	70
	72	73	74		76	77	78	79	
81	82	83		85	86	87	88		90
91		93	94	95	96		98	99	100

Increasing Number Patterns

Drag the numbers to extend the patterns below. **1 2 3 4 5 6 7 8 9 0**

5.58"

1 2 3 4 5

1 3 5 7 9

2 4 6 8 10

Pattern Rule: Start at _____, add _____ each time.

28 33 38

15 25 35

Pattern Rule: Start at _____, add _____ each time.



Google Slides Lessons Preview





Manitoba Math Curriculum Shape & Space – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to read a calendar so we can identify the days, weeks, months, holidays, and seasons.



Days Of The Week

Drag the words from the word bank to complete the sequence of days.



WORD BANK

Wednesday

Friday

Saturday

Monday

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

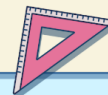
Exit Card – 'I Wonder' Statements

Think about what we learned today. Now write:

Two "I wonder..." statements about calendars.

Example:

- I wonder why February has fewer days.
- I wonder who decides where holidays go on the calendar.

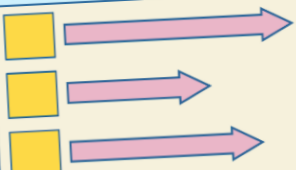
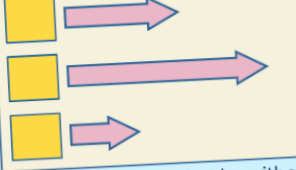
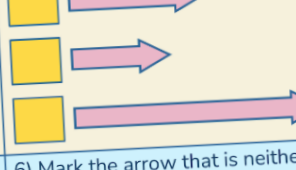
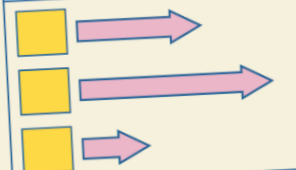


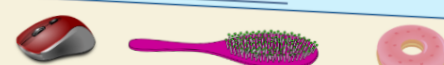
Manitoba Math Curriculum Shape & Space – Grade 2

Comparing Length – Arrows

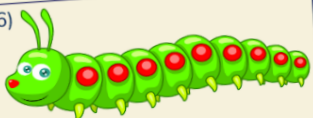


Read the question prompts. Drag the checkmark to your answer.

1) Mark the longest arrow. 	2) Mark the shortest arrow. 	3) Mark the longest arrow. 
4) Mark the shortest arrow. 	5) Mark the arrow that is neither the shortest nor the longest. 	6) Mark the arrow that is neither the shortest nor the longest. 

 shortest _____ longest _____	 shortest _____ longest _____
3) The guitar is the _____  shortest _____ longest _____	4) The muffin is the _____  shortest _____ longest _____
5) The cricket bat is the _____  shortest _____ longest _____	6) The croissant is the _____  shortest _____ longest _____

We can measure the length of something using a paperclip. Try using a paper clip to measure the items and then write your answer.

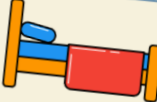
1)  Approximately _____ paperclips	2)  Approximately _____ paperclips	3)  Approximately _____ paperclips
4)  Approximately _____ paperclips	5)  Approximately _____ paperclips	6)  Approximately _____ paperclips



Manitoba Math Curriculum Shape & Space – Grade 2

Finger Benchmark

Use the fingertip to estimate which object is longer. Drag the checkmark to your answer.

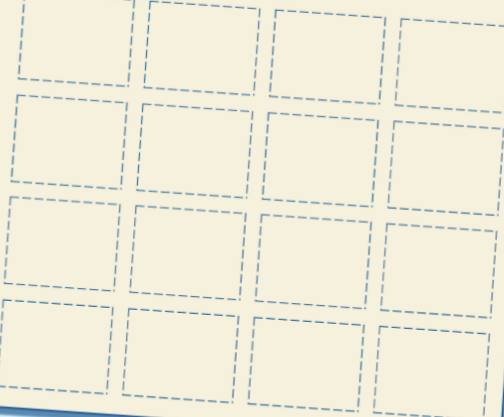
   	   	   
   	   	   

Comparing

Circle whether the object is the heaviest or lightest.

1) The kite is the _____    Heaviest Lightest	2) The microwave is the _____    Heaviest Lightest
3) The school building is the _____    Heaviest Lightest	4) The chair is the _____    Heaviest Lightest
5) The smartphone is the _____    Heaviest Lightest	6) The whale is the _____    Heaviest Lightest

Shapes



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Manitoba Math Curriculum Number Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

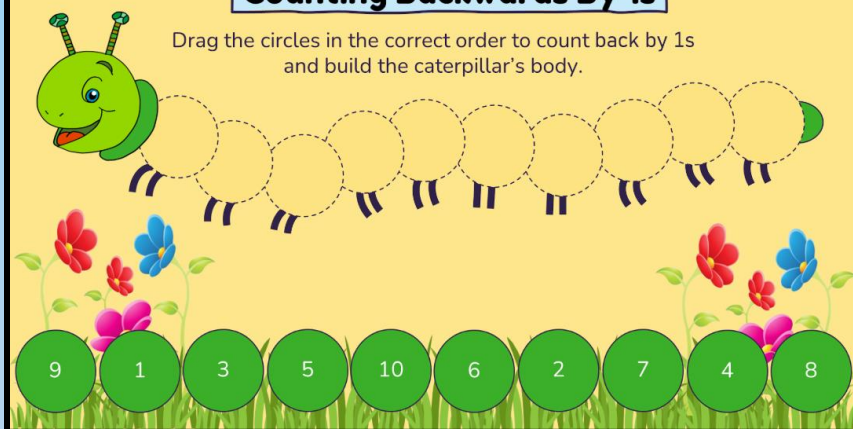
We are learning to **read and show numbers up to 50** so we can **understand how numbers are used** in daily life.

Discussion Questions

- 1) What numbers do you see around you every day? Can you find some in the classroom right now?
- 2) Can you think of a time when knowing numbers helped you in real life? Maybe at a store, playing a game, or telling time?
- 3) How would the world be different if we didn't have numbers? What would be tricky to do?

Counting Backwards By 1s

Drag the circles in the correct order to count back by 1s and build the caterpillar's body.



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Word Problem

Lena is planning a birthday party and has 14 balloons. She wants to decorate by putting the same number of balloons on each side of the table.

- 1) Can she split the 14 balloons into two equal groups? What do you notice about this number?
- 2) Later, her friend gives her 3 more balloons, so now she has 17 balloons. Can she still split them into two equal groups? Why or why not?
- 3) Lena decides to give one balloon to her little brother. Now she has 16 balloons. Is 16 an even or odd number? How do you know?



Manitoba Math Curriculum

Number Unit – Grade 2

Introduction To Ordinal Numbers

Drag the pictures to fill the empty boxes by reading the clues.
Place a tick mark in front of the clue once done.

	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th

Clue	✓/x
The gift is at third and card is at eight.	
The cake is at first and candles are at sixth.	
The cupcake is after the cake.	
The ribbon is in between the candles and party hat.	
The party hat is at fourth.	
The knife is at tenth and matchstick is at ninth.	
The balloon is at seventh.	

Answer Bank

Some 1st, 2nd, 3rd, 4th, and 5th.

Questions	Ordinal Number	Cars
Which car is in 1st place right now?		
Which car is in 3rd place?		
Who is just after the red car?		
Which car is closest to the finish line?		

Compose the numbers by adding.

1) 30 + 6 =	2) 70 + 2 =
3) 100 + 40 + 5 =	4) 100 + 20 + 8 =
5) 100 + 10 + 9 =	6) 100 + 60 + 0 =



Manitoba Math Curriculum

Number Unit – Grade 2

Estimation

Estimate how many candies are in each jar without counting. Then count them to check your estimate.

1 2 3 4 5 6 7 8 9 0

Jar 1	Jar 2	Jar 3
Estimate: About _____ pieces	Estimate: About _____ pieces	Estimate: About _____ pieces
Actual: There are _____ pieces	Actual: There are _____ pieces	Actual: There are _____ pieces

Match the written form to their correct standard forms.

Written Form	Standard Form
Forty-four	44
Nineteen	19
Twelve	12
Thirty-three	33
Twenty-five	25

Match the written form to their correct standard forms.

Written Form	Standard Form
Forty-four	44
Nineteen	19
Twelve	12
Thirty-three	33
Twenty-five	25