Aichi International School
English for all Children

Grade 2 Curriculum Map

Mathematics

Month	Japanese (算数)		English (Math)						
	Theme	**Content Areas**	**Theme**	**Content Areas**	**Strategies/Best practices use to teach the skills and concepts**	**How students will demonstrate their understanding**	**Resources for this Unit**	**British Columbian Curriculum Standards Learning Outcomes**	**Expected Student Learning Results**
April	1000 までの数 計算のしかたを考えよう	・1000 までの数の構成，読み方，書き方 ・既習の計算を使って，(2 位数)±(2 位数)の計算のしかたを考える	Number Concepts, Addition, Subtraction	<u>Number concepts through 50</u> • Read and write numbers through 50 • Order numbers through 50 • Compare numbers through 50 • Estimate quantity; choose the best estimate <u>Addition Facts:</u> • Use addition properties • Use a number line to count on • Add doubles and doubles-plus-one • Add a number to 10 • Make 10 to add • Add 3 numbers <u>Subtraction Facts:</u> • Subtract with zero • Use a number line to count back	<u>Number concepts through 50</u> • Reading and Writing numbers: Read and write numbers through 50 using word names along with numerals; make groups of 10 and develop decade numbers through 90. • Ordering numbers: Use number lines to order numbers through 50; describe the relative position of numbers on a number line using words like just before, just after, one more and one less • Comparing numbers: Show and compare sets of objects having more or fewer • Estimating how many: Use 10 as a benchmark to estimate amounts through 50 • Problem solving: Determine if an answer is reasonable <u>Addition facts:</u> • Use models to add numbers in any order and add zero to	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate their understanding by being able to: • Read and write numbers through 50 • Order numbers through 50 • Compare numbers through 50 • Estimate amounts through 50 • Choose the most reasonable answer • Add in any order; add zero • Count on using a number line to find the sum • Use doubles and doubles-plus-one strategies to find the sum • Find the sum of 10 and a 1-digit number • Make a ten to find	<u>Houghton & Mifflin</u> Teacher's Edition pg. 5 to 72 Practice Workbook: pg. 1 to 20 Homework Book: pg. 1 to 20 Volume 1: pg. 5 to 72 Materials: Counters, connecting cubes, counting objects, number lines, work mats	Number A1 to A 10	1d, 2a, 2b, 3b, 4a, 4b

				• Subtract to compare • Use related addition facts • Find names for numbers • Complete fact families • Find the variables in number sentences	a number • Use a number line to count on from a greater number to find the sum • Use place value to add a 1-digit number to 10 • Use ten frames and counters to make a ten to find sums of facts to 19 • Choose a strategy/ draw pictures to help solve word problems. <u>Subtraction facts:</u> • Use pictures to show subtraction • Count back with a number line to relate subtraction to counting • Use function tables for subtracting and adding • Use models on subtract to compare • Review fact families using a part-part whole model • Problem solving: Solve problems by choosing a problem-solving strategy, by choosing the operation	sums to 18 • Add three numbers in any other • Draw a picture to solve a problem • Use the identity property and subtract all or none to find the difference • Use a number line to count back to find the difference of two whole numbers • Identify and write addition and subtraction expressions that name the same number • Identify and write fact families (inverse relationship) • Find the missing number on addition and subtraction sentences • Write number sentences to solve problems			
May	時間と時こく たし算のひっ算	・時間と時刻の概念 ・(2 位数)＋(2,1 位数)の計算のしかた，筆算形式 ・繰り上がりのある(2 位数)＋(2,1 位数)の筆算のしかた	Time and duration	• Understand, estimate and compare lengths of time • Tell time to the hour, half-hour, quarter-hour and 5 minutes • Find elapsed time • Read and understand information on a	• Use manipulatives like clocks and paper-clocks for hands-on learning. • Helping students to linking typical activities to appropriate parts of the day to tell them. • To help students to understand the concepts of sequencing and duration, ask questions such as, “How many more minutes before	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate their understanding by being able to: • Tell time to tell time to the hour, half-hour, minute and quarter-hour. • Determine how	<u>Houghton & Mifflin</u> Teacher’s Edition pg. 431 to 457 Practice Workbook: pg. 99 to 106 Homework Book: pg. 98 to 105 Volume 2: pg. 431	Number A1 Patterns and Relations B2 Shape and Space C1	1d, 2a, 2b, 3b, 4a, 4b

				calendar --- • Count, read, and write numbers to 100. • Identify and write tens and ones and the number • Identify the value of a digit • Represent a number in words, models, and expanded form • Compare 2-digit numbers using *more than*, *less than* and *equal* signs	recess?" --- • Using place value, teach students to count tens, write the number of tens, and read word names for decade numbers. • Use place-value models to count and write the number of tens and ones using numerals. • Show and identify a given number in multiple ways including words, models and expanded form. • Draw pictures to visualize and solve problems.	much time has passed • Read and understand information on a calendar- week, day, moth, year --- Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate their understanding by being able to: • Count, read, and write decade numbers • Use tens and ones models to show numbers to 100 • Identify the value of tens and ones digits of numbers • Show numbers in different forms- words, models, and expanded form • Tell if an answer is reasonable and explain the answer	to 72 Materials: Clocks, stopwatches, calendars --- <u>Houghton & Mifflin</u> Teacher's Edition pg. 123 to 140 Practice Workbook: pg. 30 to 35 Homework Book: pg. 29 to 34 Volume 1: pg. 123 to 140 Materials: Place-value blocks, connecting cubes, work mats, hundred chart	Number A1 – A8	1d, 2a, 2b, 3b, 4a, 4b
			Place Value						
June	ひき算のひっ算	・(2 位数)－(2,1 位数)の計算のしかた，筆算形式 ・繰り下がりのある(2 位数)－(2,1 位数)の筆算のしかた	Regrouping with Addition	<u>Regrouping with Addition:</u> • Mental math; add-tens • Count on tens to add • Regroup ones as tens and ones • Add 1-digit to 2-digit numbers • Add 2-digit numbers	Regrouping with Addition: • Using place-value blocks to demonstrate adding tens. Progress to use basic facts and mental math to add tens • Using a hundred chart to help students see the number patters of counting on tens when adding multiples of 10. • Have students to practice	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate their understanding by being able to: • Use mental math and basic facts to add tens	<u>Houghton & Mifflin</u> Teacher's Edition pg. 261 to 286 Practice Workbook: pg. 60 to 66 Homework Book: pg. 59 to 65	Number A1 – A8	1d, 2a, 2b, 3b, 4a, 4b

					regrouping 10 ones as 1 ten. Build an understanding of regrouping using place-value blocks and work mats • Demonstrate to students when to regroup and record the regrouping using paper and pencil	• Use a hundred chart and count on by tens to add • Regroup 10 ones as 1 ten • Add one-digit number to a two-digit number with and without regrouping • Add two-digit numbers with and without regrouping	Volume 1: pg. 261 to 284 Materials: Place-value blocks, connecting cubes, work mats, hundred chart Materials: Base-ten set Whiteboard (blank) Whiteboard (Addition/ Subtraction)		
			Using two-digit addition	--- <u>Using two-digit addition:</u> • Rewrite horizontal addition in vertical form • Estimate sums by rounding to the nearest ten • Choose an appropriate computation method • Add three 2-digit numbers	--- <u>Using two-digit addition:</u> • Using place-value charts to show students how to rewrite horizontal addition in vertical form and find the sum • Use strategies such as make a ten or use a double to add three two-digit numbers • Use the guess and check strategy to solve problems	--- Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate their understanding by being able to: • Rewrite addition problems in vertical form • Estimate the sum of 2-digit addends by rounding • Choose an appropriate computation method • Use guess and check to solve problems	<u>Houghton & Mifflin</u> Teacher's Edition pg. 287 to 304 Practice Workbook: pg. 67 to 71 Homework Book: pg. 66 to 70 Volume 1: pg. 287 to 304 Materials: Place-value blocks, connecting cubes, work mats, hundred chart	Number A1 – A8	1d, 2a, 2b, 3b, 4a, 4b

			Regrouping with Subtraction	<u>Regrouping with subtraction</u> • Mental math: subtract tens • Count back tens to subtract • Regroup 1 ten as 10 ones • Subtract 1-digit numbers from 2-digit numbers • Subtract 2-digit numbers	<u>Regrouping with subtraction</u> • Use models to subtract tens • Use a hundred chart to subtract two-digit numbers • Use models to regroup 1 ten as 10 ones • Use the algorithm for subtracting one-digit numbers from two-digit numbers • Use table data and add or subtract to solve problems	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate their understanding by being able to: • Use mental math and basic fact to subtract tens • Use a hundred chart and count back by ten to subtract • Decide when to regroup 1 ten as 10 ones to subtract • Subtract • Subtract a one-digit/ two-digit number from a two-digit number with and without regrouping • Use data from a table to solve problems	<u>Houghton & Mifflin</u> Teacher's Edition pg. 321 to 344 Practice Workbook: pg. 72 to 78 Homework Book: pg. 71 to 77 Volume 2: pg. 321 to 342 Materials: Place-value blocks, connecting cubes, work mats, hundred chart	Number A1 – A8	1d, 2a, 2b, 3b, 4a, 4b
July	長さ(1)	・長さについての測定の意味と単位 ・直接比較，間接比較，任意単位，普遍単位	Using two-digit subtraction	• Rewrite horizontal subtraction in vertical form • Practice 2-digit subtraction with and without regrouping • Estimate differences by rounding to the nearest ten	• Demonstrate horizontal subtraction in vertical form, and find the difference • Show students how to align digits with place-value charts • Use a number line to round to the nearest ten and subtract rounded numbers to estimate the difference • Choose the correct operation and strategy to solve	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate their understanding by being able to: • Rewrite subtraction problems in vertical form	<u>Houghton & Mifflin</u> Teacher's Edition pg. 345 to 372 Practice Workbook: pg. 79 to 84 Homework Book: pg. 78 to 83	Number A1 – A8	1d, 2a, 2b, 3b, 4a, 4b

			Length	• Choose an appropriate computation method • Use addition to check subtraction --- • Estimate and measure length using non-standard units • Estimate and measure to the nearest inch; foot or yard • Estimate and measure to the nearest centimetre or meter • Find perimeter and area	problems --- • Hands-on activity on Nonstandard units: Review estimating and measuring length in nonstandard units • Hands-on activity on Inches, Feet, Centimeters and Meters: Estimate and measure to the nearest inch and nearest foot, using a specified unit and choosing the appropriate unit; choose reasonable estimates of length and height of real-life objects • Hands-on activity on Perimeter: Introduce perimeter with nonstandard units and continue with centimeters and meters • Hands-on activity on Area: Use models and grid paper to find the area of pictured shapes, and count square units to find the area • Problem solving: Solve problems involving length, perimeter, and area using pictures	• Check subtraction by using addition • Decide when to use addition or subtraction to solve problems --- Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to: • Estimate and measure length using nonstandard units • Estimate and measure length to the nearest inch, foot, yard, centimeters and meters • Measure to find perimeter • Find area using models • Use a picture to solve problems	Volume 2: pg. 345 to 364 Materials: Place-value blocks, connecting cubes, work mats, hundred chart --- <u>Houghton & Mifflin</u> Teacher's Edition pg. 473 to 490 Practice Workbook: pg. 107 to 114 Homework Book: pg. 106 to 113 Volume 2: pg. 469 to 501 Materials: Meter ruler, inch ruler and objects for measurement (non-standard units)	--- Shape and C2 – C5	--- 1d, 2a, 2b, 3b, 4a, 4b
September	ひょうとグラフ 水のかさ たし算とひき算	・簡単な事柄を表やグラフに表す ・かさの測定の意味と単位 ・直接比較，間接比較，任意単位，普遍単位	Data, Graphing, and Probability	Use tally marks; compare data Read, interpret and make pictographs and bar graphs; read line graphs and Venn diagrams	Hands-on activities: Survey the class, record responses on a tally chart, and interpret and compare data. Read a pictograph: Use tally chart data to make a pictograph.	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to:	<u>Houghton & Mifflin</u> Teacher's Edition: pg. 75 to 82 Practice Workbook: pg. 21 to 29	Statistics and Probability D1- D2	1d, 2a, 2b, 3b, 4a, 4b

		・加減の演算決定 ・逆演算の形で書かれた問題のテープ図を使っての問題解決		Use a coordinate grid Predict and record outcomes	Hands-on: Use tally chart data to make and interpret a bar graph; use a tally chart to take a survey, then make and interpret a bar graph from the data. Hands-on: Use a data to make a line graph. Graphing on a coordinate grid: Using ordered pairs, find objects on a grid and write ordered pairs for given objects. Hands-on: Read and make a Venn diagram. Hands-on: Explore events that are certain, probable, or impossible; explore fair and unfair spinners. Hands-on: Use a spinner to focus on predicting an event's outcome. Problem solving: Solve problems involving addition and subtraction using data in graphs.	• Take a survey by recording data using tally marks; compare data using tables. • Interpret data in a pictograph • Make and read a bar graph; compare data on a bar graph • Read and make a line graph • Locate and identify points on a coordinate grid • Read and make a Venn diagram • Determine if an event is more likely, less likely, or equally like to happen • Predict and record the outcome of an event • Use a bar graph to solve problems and make predictions	Homework Book: pg. 21 to 28 Volume 1: pg. 75 to 108 Materials: tally charts, Venn diagram charts, bar charts, spinner, connecting cubes, two-color counters		
October	かけ算(1)	・乗法の意味・式, 作問・本作り ・倍	Multiplication	Explore multiplication through repeated addition and skip counting Multiply with 2, 5, and 10 Multiply in any order	Hands-on activities to explore multiplication by relating equal groups, repeated addition, and skip counting. Repeated addition and multiplication: Add equal groups to find the sum and multiply equal groups to find the product. Use models and skip counting to multiply. Hands-on: Use arrays to model pairs of multiplication sentences and multiply in any order.	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to • use Math vocabulary relating to multiplication • Use repeated addition, skip counting and arrays to multiply in any order and	Houghton & Mifflin Teacher's Edition: pg. 541 to 560 Practice Workbook: pg. 123 to 127 Homework Book: pg. 122 to 125 Volume 2: pg. 545 to 560	Number A1 – A8, Patterns and Relations B1	1d, 2a, 2b, 3b, 4a, 4b

			Money	--- Count sets of dies, nickels, and pennies Identify quarter, half-dollar; count sets of coins Count mixed sets of coins Identify $1.00; combination of coins that equal $1.00; dollars and cents Show equal amounts with different coin combinations Use coins to show an exact amount of money Compare amounts of money Use the fewest coins to show an amount of money Add and subtract money amounts Count on pennies and nickels; nickels, dimes, and quarters to make change	Hands-on: Use patterns and multiplication properties to make and use a multiplication table. --- Pennies, Nickels, and Dimes: Show and count pictured coins from the coin of greatest value; skip count by 10s and 5s and count on by 1s to find the total value of each set of coins. Review the value of a quarter and introduce a half-dollar. Count by 25s and count mixed sets of coins including one or more quarters. Hands-on: Sort coins to count; order pictured coins, starting with the coin of greatest value, and skip count and count on to find the total value. Introduce a dollar, including a dollar coin. Add coins to pictured sets to make $1.00 and identify which of several coins equal $1.00. Hands-on: Show equal amounts with coin combinations and complete a set of coins to make a specific value. Problem solving: Use an organized list to show all possible combinations of coins. Hands-on: Use coin models to draw answers and try different combinations Problem solving: Use coins as models to solve problems, including counting to find the value and comparing amounts	construct multiplication table. --- Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to • Skip count and count on to find the value of a set of coins: dime, penny, nickel and cent sign • Identify a quarter and half-dollar; count on to find the value of a group of coins • Count on to find the value of a set of coins • Identify coin combinations greater than and equal to one dollar • Show equal amounts with different coin combinations • Make a list to solve a problem • Use coins to show an exact amount of money • Compare the value of groups of money • Use the fewest coins to show an amount of money	Materials: coin set, classroom objects with price tags, dollar bill --- <u>Houghton & Mifflin</u> Teacher's Edition: pg. 377 to 430 Practice Workbook: pg. 85 to 98 Homework Book: pg. 84 to 97 Volume 2: pg. 381 to 428 Materials: two-color counters, paper plates, connecting cubes, work mat for multiplication	--- Number A1 – A8	--- 1d, 2a, 2b, 3b, 4a, 4b

						• Decide if there is enough money to buy an item; estimate costs • Add and subtract money amounts • Count on to make change with pennies, nickels, dimes and quarters • Use models to act out and solve problems			
November	かけ算(2) かけ算(3)	・2～５の段の九九の構成 ・作問 ・6～9，１の段の九九の構成 ・作問	Division Number concepts and patterns	Explore division by making equal groups Divide by 2 and by 5 --- Identify even and odd numbers Skip count by 2s, 3s, 4s, 5s, and 10s Order 2-digit numbers to 100 Use ordinal numbers to 20th; 100th Extend, describe, and	Hands-on activity to share equally: Explore division as making equal groups. Algebra readiness: Explore division as making equal groups Use repeated subtraction: Explore division as repeated subtraction Problem solving: Draw a picture to solve a problem and help apply multiplication and division to problem solving --- Hands-on activity on Even and Odd numbers: Identify odd and even numbers by using cubes or drawing dots; explore odd and even patterns Hands-on activity on Skip counting: Using a hundred chart, help students to identify and complete skip counting patterns by 2s, 3s, 4s, 5s, and 10s. Use number lines to order two-digits numbers	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to: • Share counters to make equal groups • Make equal groups of 2 and 5 • Use repeated subtraction to divide • Draw a picture to solve a problem --- Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to: • Identify even and odd numbers • Order whole numbers using the	Houghton & Mifflin Teacher's Edition: pg. 561 to 572 Practice Workbook: pg. 128 to 131 Homework Book: pg. 126 to 129 Volume 2: pg. 561 to 572 Materials: two-color counters, paper plates, connecting cubes --- Houghton & Mifflin Teacher's Edition: pg. 143 to 166 Practice Workbook: pg. 36 to 41 Homework Book: pg. 35 to 40 Volume 1: pg. 143	Number A1 – A8 --- Number A1 – A8	1d, 2a, 2b, 3b, 4a, 4b --- 1d, 2a, 2b, 3b, 4a, 4b

				create repeating and growing patterns	Problem solving: Use skip counting and growing patterns	terms *just before*, *between* and *just after* • Use patterns to solve problems	to 162 Materials: connecting cubes, hundred chart, sticky notes, paper bags, index cards		
December	かけ算(4)	・九九表を見てのきまりの発見 ・乗法の交換法則	Geometry: Plane shapes and Solid shapes	<u>Plane shapes:</u> Identify and classify plane shapes Identify and classify by sides and vertices Identify congruent shapes Identify and draw lines of symmetry Combine and separate shapes Identify sides, flips, and turns <u>Solid shapes:</u> Identify solid shapes Identify and classify by faces, edges, and vertices Make plane shapes from the faces of solid shapes Classify and compare solid shapes	<u>Plane shapes:</u> Sides and vertices of plane shapes: Review identifying and classifying plane shapes using sides and vertices Hands-on activities: Identify and classify angles both on their own and as part of plane shapes Quadrilaterals: Identify and classify quadrilaterals based on the sides of the shape Hands-on on combining and separating shapes: Use pattern blocks to combine and separate shapes and make new shapes; using pattern blocks for students to build a given shape and their own shapes Congruent shapes: Identify and draw congruent shapes. Identify congruent shapes in a different orientations Hands-on activity on Symmetry: Identify and draw the line of symmetry in shapes with symmetry and identify shapes which do not have line symmetry; by folding shapes for students to test for symmetry. Hands-on activity: Using patter blocks, students are to review slides, flips, and turns. Problem solving: By finding a geometric pattern for students to solve problems; identify a pattern unit and	Unit tests (from H&M) <u>Plane shapes:</u> Through the classroom activities and homework, students demonstrate understanding by being able to: • Identify, classify, and describe plane shapes • Identify and classify angles • Identify a quadrilateral, parallelogram, rhombus, and trapezoid • Use pattern blocks to combine and separate shapes • Identify congruent shapes • Identify and draw lines of symmetry • Identify slides, flips and turns • Identify and create geometric patterns <u>Solid shapes:</u> Through the classroom activities and homework, students demonstrate understanding by being able to: • Identify solid shapes such as	<u>Plane shapes:</u> <u>Houghton & Mifflin</u> Teacher's Edition: pg. 175 to 206 Practice Workbook: pg. 42 to 49 Homework Book: pg. 41 to 47 Volume 1: pg. 175 to 204 Materials: Large paper cut-outs of plane shapes, pattern blocks, triangle cut-out, two-color counters, scissors, glue, paper fasteners <u>Solid shapes:</u> <u>Houghton & Mifflin</u> Teacher's Edition: pg. 207 to 226 Practice Workbook: pg. 50 to 54 Homework Book: pg. 48 to 52	Space and Shape C6 – C9	1d, 2a, 2b, 3b, 4a, 4b

					draw it to extend a pattern. <u>Solid shapes</u>: Match real-life objects to solid shapes; match solid shapes to given attributes. Using solid shapes, help students to identify plane shapes that are faces of solid shapes; given plane shapes, help students to see that solid shape that could be used to make the plane shape. Use vocabulary from the chapter to compare and describe two solid shapes. Using the deductive steps of logical reasoning to teach solving problems by eliminating answers	rectangular prism, square pyramid, cube, sphere, cone, and cylinder. • Identify the faces, edges, and vertices of the solid shapes such as vertex, face, and edge. • Make plane shapes from faces of solid shapes • Classify and compare solid shapes • Use logical thinking to solve problems	Volume 1: pg. 207 to 224 Materials: solid shapes, paper bags, straws, clay, paper		
January	三角形と四角形	・直線 ・三角形・四角形の定義，構成要素	Weight, capacity, and Temperature	Estimate and measure capacity in cups, pints, quarts, gallons, and liters Estimate and measure weight in ounces and pounds Estimate and measure mass in grams and kilograms Read a thermometer and understand temperature	Hands-on activity on cups, Pints, Quarts, and Gallons: Compare measures of capacity and measure to find the relationship between units; estimate and measure the capacity of real-life containers Hands-on activity on Liters: Measure capacity and then estimate and measure to find the capacity of real-life containers; choose the better estimate of the capacity of pictured containers Hands-on activity on Pounds and Ounces: Use a balance to compare real-life objects to 1-pound and 1-ounce measures; estimate and measure the weight of objects in pounds and ounces. Hands-on activity on Kilograms and grams: Focus on kilograms and grams to measure how heavy an object is; use a balance to compare real-life object to 1-kilogram and 1-gram measures Temperature Fahrenheit and Celsius:	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to: • Use cups, pints, quarts, and galloons to estimate and measure capacity • Use liters to estimate and measure capacity; understand milliliter • Use pounds, ounces, kilograms and grams to estimate and measure mass • Read a Fahrenheit and Celsius thermometer • Choose the best tool and unit to measure length,	<u>Houghton & Mifflin</u> Teacher's Edition: pg. 505 to 534 Practice Workbook: pg. 115 to 122 Homework Book: pg. 114 to 121 Volume 2: pg. 505 to 526 Materials: cup, pint, quart and gallon containers, water, medium-sized container, various drink containers, balance, 1-kilogram weight, Fahrenheit and Celsius thermometers, mug	Shape and Space C1 – C5	1d, 2a, 2b, 3b, 4a, 4b

					Introduce reading a thermometer in degrees Fahrenheit and Celsius; associate pictured activities with temperature on the thermometers Use measuring units and tools: Choose the appropriate unit and tool to measure, based on questions and pictures Problem solving: Have students to determine the reasonable measure in problem answer choices; solve problems by asking questions that lead to appropriate decisions	• weight, capacity and temperature • Determine of a measure is reasonable			
February	1000 より大きい数 分数 はこの形	・10000 までの数の読み方，書き方，数構成，相対的大きさ，大小，数系列 ・簡単な分数 ・箱作り ・箱の形の構成要素(面，辺，頂点)	Fractions	Identify and write unit fractions Identify and write non-unit fractions Identify and write fractions equal to and more than a whole Compare fractions Identify and write fractions that represent part of a set	Draw a circle on the board and divide it into 4 equal parts. Review that fractions name equal parts of a whole. Shade one part of the circle and ask students to say the unit fraction that names this part of the whole. Write the fraction and point to the numerator and denominator. Explain that the numerator tells how many parts are shade and the denominator tells how many equal parts there are. Repeat with different shapes and unit fractions. Algebra readiness: Use pictures to allow students to compare unit fractions using greater than and less than symbols. Fractions of a set: Use pictures to allow students to color to show part of a set. Problem solving: Use pictures to enable students to solve problems involving fractions in real-life contexts.	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to: • Identify and write unit fractions such as fractions, whole, denominator, unit fraction and numerator. • Identify and write fractions • Compare fractions using symbols • Identify and write fractions that represent part of a group or set • Solve problems using data from a picture	<u>Houghton & Mifflin</u> Teacher's Edition: pg. 227 to 248 Practice Workbook: pg. 55 to 59 Homework Book: pg. 53 to 58 Volume 1: pg. 227 to 244 Materials: fraction discs, two-color counters, paper plates, connecting cubes, crayons, cut-out paper shapes	Number A1 – A8 Number A1 – A8	1d, 2a, 2b, 3b, 4a, 4b

			Numbers through 10,000	Read and write numbers for hundreds, tens, and ones Read and write numbers through 1000 Show 3-digit numbers in different ways Order and compare 3-digit numbers	Introduce numbers greater than 100 by counting models by hundreds and tens and write the number Build 3-digit numbers as hundreds, tens and ones with place-value blocks, work mats and charts Use place-value block art to count by thousands, hundreds, tens and ones. Problem solving: Make a table to solve problems, extend number patterns and allow multiplication with greater numbers	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to: • Use models to show and count by hundreds, tens and ones • Use place value to compare and order 3 digit numbers • Use tables to extend number patterns and solve problems	Houghton & Mifflin Teacher's Edition: pg. 575 to 608 Practice Workbook: pg. 132 to 140 Homework Book: pg. 130 to 138 Volume 2: pg. 575 to 607 Materials: place-value blocks, work mat, place-value charts, counting objects		1d, 2a, 2b, 3b, 4a, 4b
March	２年のまとめ	・２年の学習内容のまとめ	Adding three-digit numbers	Mental math: add hundreds Add 3-digit numbers, regroup ones or tens Add money amounts in dollars and cents	Mental Math: Introduce three-digit addition by adding hundreds with basic facts and mental math Hands-on on regrouping ones: Introduce the algorithm for adding three-digit numbers, regrouping ones; decide when to regroup and be able to record the regrouping Hands-on on regrouping tens: Add three-digit numbers, regrouping ones or tens using place-value blocks and work mats Add money: Introduce addition of money amounts that are in dollars and cents Problem solving: Have students to apply the guess and check strategy to solve problems with money amounts	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to: • Use basic facts and mental math to add tens and hundreds • Find the sum of two 3-digit numbers, regrouping ones • Add three-digit numbers with and without regrouping • Add amounts of money to $10.00 • Use the guess and check strategy to solve problems	Houghton & Mifflin Teacher's Edition: pg. 609 to 628 Practice Workbook: pg. 141 to 146 Homework Book: pg. 139 to 144 Volume 2: pg. 609 to 627 Materials: place-value blocks, work mat, place-value charts, counting objects, bill set, coin set	Number A1 – A8	1d, 2a, 2b, 3b, 4a, 4b

			Subtracting three-digit numbers	Mental math: Subtract hundreds Subtract 3-digut numbers, regroup tens Subtract 3-digit numbers, regroup hundreds Use addition to check subtraction Subtract money amounts in dollars and cents	Mental math: Introduce three-digit subtraction by subtracting hundreds with basic facts and mental sums Hands on: Introduce the algorithm for subtracting there-digit numbers, regrouping ones. Hands-on: Teach students to decide when to regroup and be able to record the regrouping Hands-on: Subtract three-digit numbers, regrouping ones or tens using place-value blocks and work mats Checking subtraction by adding Subtract money: Introduce subtraction of money amounts that are dollars and cents	Unit tests (from H&M) Hands-on activities Through the classroom activities and homework, students demonstrate understanding by being able to: • Use mental math to subtract hundreds • Find the difference of two 3-digit numbers, regrouping tens • Use addition to check 3-digit subtraction • Choose addition or subtraction to solve problems	Houghton & Mifflin Teacher's Edition: pg. 629 to 652 Practice Workbook: pg. 146 to 151 Homework Book: pg. 144 to 149 Volume 2: pg. 609 to 649 Materials: place-value blocks, work mat, place-value charts, counting objects, bill set, coin set	Number A1 – A8	1d, 2a, 2b, 3b, 4a, 4b

Overall aims for the Grade Two Mathematics Program of Study

Pupils should be able to;

- To us whole numbers and the four operations, including number facts and the concept of place value.
- Produce efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.
- Develop their ability to solve a range of problems.
- Use measuring instruments with accuracy and make connections between measure and number.

Over the course of the school year Mathematics classes will be directed by the following ESLRS;

AIS ESLR's

Aichi International Elementary School Expected Student Learning Results

1. AIS is preparing 'global minded' students that;
   a. Can use verbal and non-verbal techniques to communicate with others.

b. Develop an understanding and appreciation of their own cultures.
c. Develop an understanding and open minded approach towards other cultures and histories.
d. Enjoy learning, have a good attitude towards learning in all subjects and who demonstrate a desire to learn and understand.

2. AIS students develop a respect for themselves and others by;
a. Co-operating and working together on academic and non-academic group projects.
b. Demonstrating a positive attitude, enthusiasm and active participation.

3. AIS develops intelligent and effective communicators that;
a. Can write and read in English proficiently
b. Can receive information and construct meaning through reading and listening.
c. Develop an (level) appropriate competency and appreciation of Japanese language and culture.

4. At AIS students develop a healthy self-confidence;
a. By showing they are prepared to risk take and challenge themselves by trying new things.
b. Being motivated learners with a curiosity about the working universe around them.