CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

WORKSHEETS

Co-funded by the European Union

HUMAN RESOURCE DEVELOPMENT CENTRE

TOPICS:

1 – NUMBERS FROM 20 TO 100_READ AND COMPARE

2 – UNITS OF MEASUREMENT /LENGTH/

3 – ADDITION AND SUBTRACTION TO 100 WITHOUR REGROUPING

4 – BASIC GEOMETRY SHAPES

5 – ADDITION /ASSOCIATIVE PROPERTY/

6 – FINDING UNKNOWN ADDENT

7 – ADDITION AND SUBTRACTION TO 100 WITH REGROUPING

8 – TYPES OF TRIANGLES

9 – PERIMETER

10 - MULLLTIPLICATION – COMMUTATIVE AND ASSOCIATIVE PPPROPERTY

11 – MULTIPLICATION BY 2, 5 AND 10

12 – DIVISION BY 2, 5 AND 10

13 – MULTIPLICATIO AND DIVISION BY 3 AND 4

14 – TRIANGLE, RECTANGLE AND SQUARE

15 - MULTIPLICATIO AND DIVISION BY 6 AND 7

16 – UNITS OF MEASUREMENT /TIME/

17 - MULTIPLICATIO AND DIVISION BY 8 AND 9

18 – MULTIPLICATION BY 1 AND 0; DIVISION OF THE TYPE 7:7; 7:1; 0:7

19 – FINDING UNKNOWN FACTOR

20 – WORD PROBLEMS

21 – WORD PROBLEMS WITH MULTIPLICATION AND DIVISION

22 – CORRECT USE OF MATHEMATICAL SYMBOLS

23 – NUMBER LINES

24 – SPATIAL ORIENTATION – 2D AND 3D OBJECTS

25 – PART OF THE WHOLE

26 – AXIAL SYMMETRY

27 – EVIDENCE OF DATA

28 – POINT AND LINE MODELING

29 – POLYGONS

30 – USING GRAPHS, SEQUENCES OF NUMBERS

31 – UNITS OF MEASUREMENT /TEMPERATURE, WEIGNT, VOLUME/

32 – CALENDAR

33 – SPATIAL RELATIONS

34 – MONEY

35 – UNITS OF MEASUREMET /WEIGNT/

36 – ADDITION AND SUTRACTION – 2

37 – HUNDREDS, TENS, ONES

38 – MULTIPLICATION AS ADDITION OF THE SAME NUMBER

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: NUMBERS – READ AND COMPARE

1/ Aim of the lesson – to learn numbers from 20 to 100: read, write, count and compare them.

HUMAN RESOURCE DEVELOPMENT CENTRE

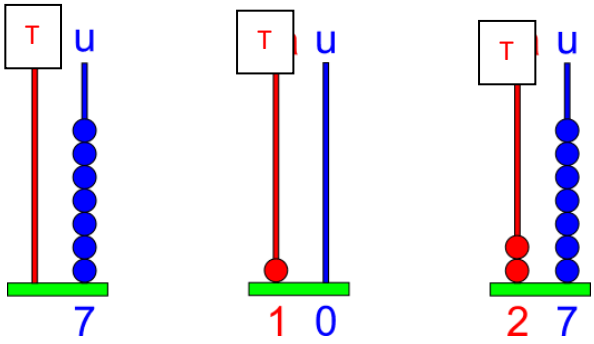
Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

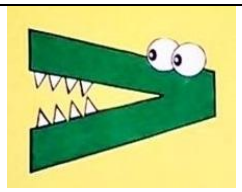
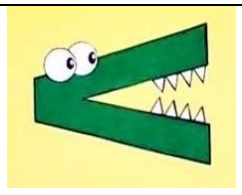
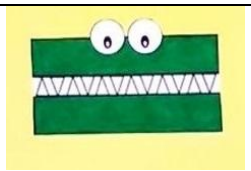
Table of numbers from 1 to 100

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

Tens and units



Comparing numbers: MORE THAN (>), LESS THAN (<), EQUAL (=)

meaning	symbol	example
MORE THAN		
LESS THAN		
EQUAL		

EXERCISE 1:  **and** 

READ AND LINK THE NUMBER IN DIGITS TO THE CORRESPONDING NUMBER IN WORDS.

34	SIXTY-EIGHT
68	THIRTEEN
25	FORTY-ONE
41	THIRTY-FOUR
13	TWENTY-FIVE

EXERCISE 2:  **,**  **and** 

LOOK. THINK.WRITE THE NUMBERS IN WORDS OR IN DIGITS.

…55…	FIFTY FIVE
91	…….
……	EIGHTY NINE
12	…….
……	TWENTY SEVEN

EXERCISE 3:  **and** 

COMPARE THE NUMBERS IN EACH PAIR AND CIRCLE THE LARGER ONE.

52	57

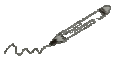
16	28

45	61

23	38

6	9

66	78

EXERCISE 4:  **and** 

COMPARE THE NUMBERS AND WRITE THE APPROPRIATE SYMBOL (>, < or =)

92 [>] 29	55 [ ] 45
33 [ ] 63	71 [ ] 71
20 [ ] 20	55 [ ] 32

EXERCISE 5:  **and** 

WRITE THE NUMBERS IN ORDER, STARTING FROM THE SMALLEST ONE.

15 58 36 7	→	7	15	36	58
25 50 20 52	→				
37 73 30 70	→				
45 54 5 15	→				
20 15 31. 53	→				

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TEACHING MATHEMATICS

2ND grade

TOPIC: UNITS OF MEASUREMENT FOR LENGTH: CENTIMETER, DECIMETER, METER

1/ Aim of the lesson: to learn to measure length.

HUMAN RESOURCE DEVELOPMENT CENTRE

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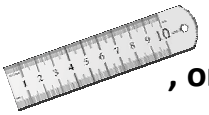
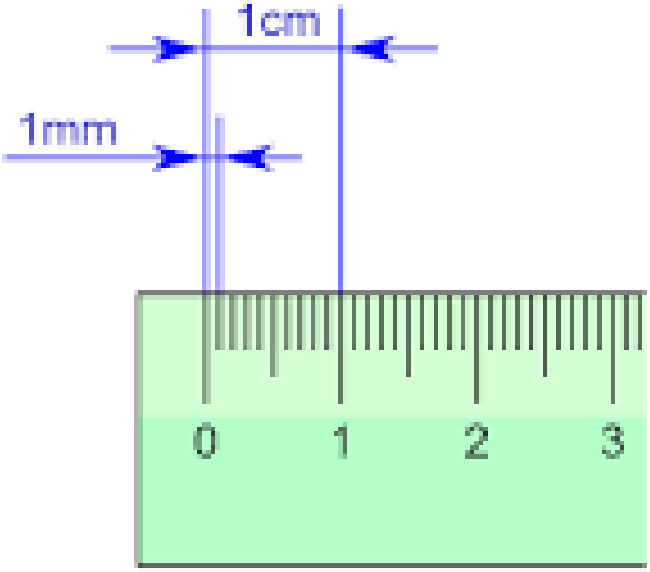
2/ Key words

To measure length we use a ruler  **, or a measuring tape.** 

CENTIMETER (cm)

1 cm = 10 mm



MILIMETER (mm)

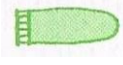
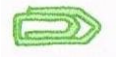
DECIMETER (dm)

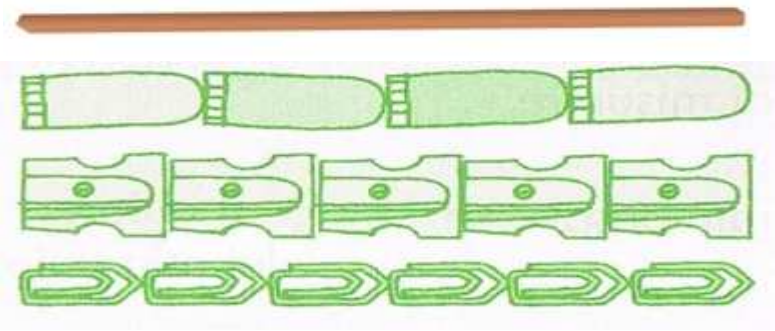
1 dm = 10 cm = 100 mm

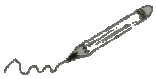
METER (m)

1 m = 10 dm = 100 cm

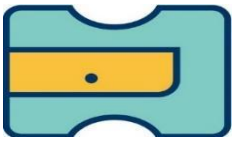
We can also measure the length of things using other things as an unit of measurement.

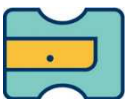
	HOW MANY
	4
	5
	6

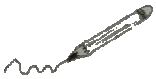


EXERCISE 1:  ,  **and** 

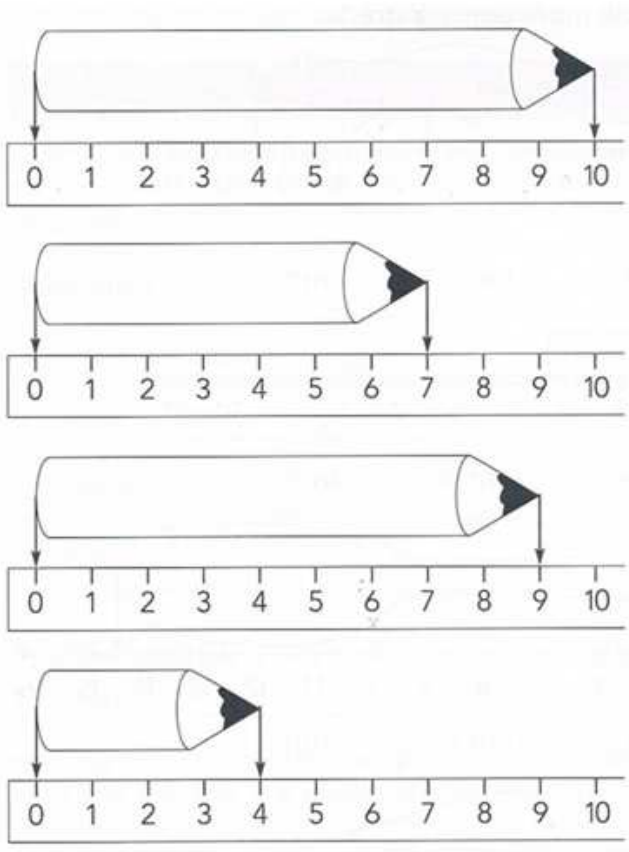
CUT OUT THE ERASER AND THE SHARPENER. USE THEM TO MEASURE THE DRAWN OBJECTS. WRITE THE RESULT IN THE TABLE.

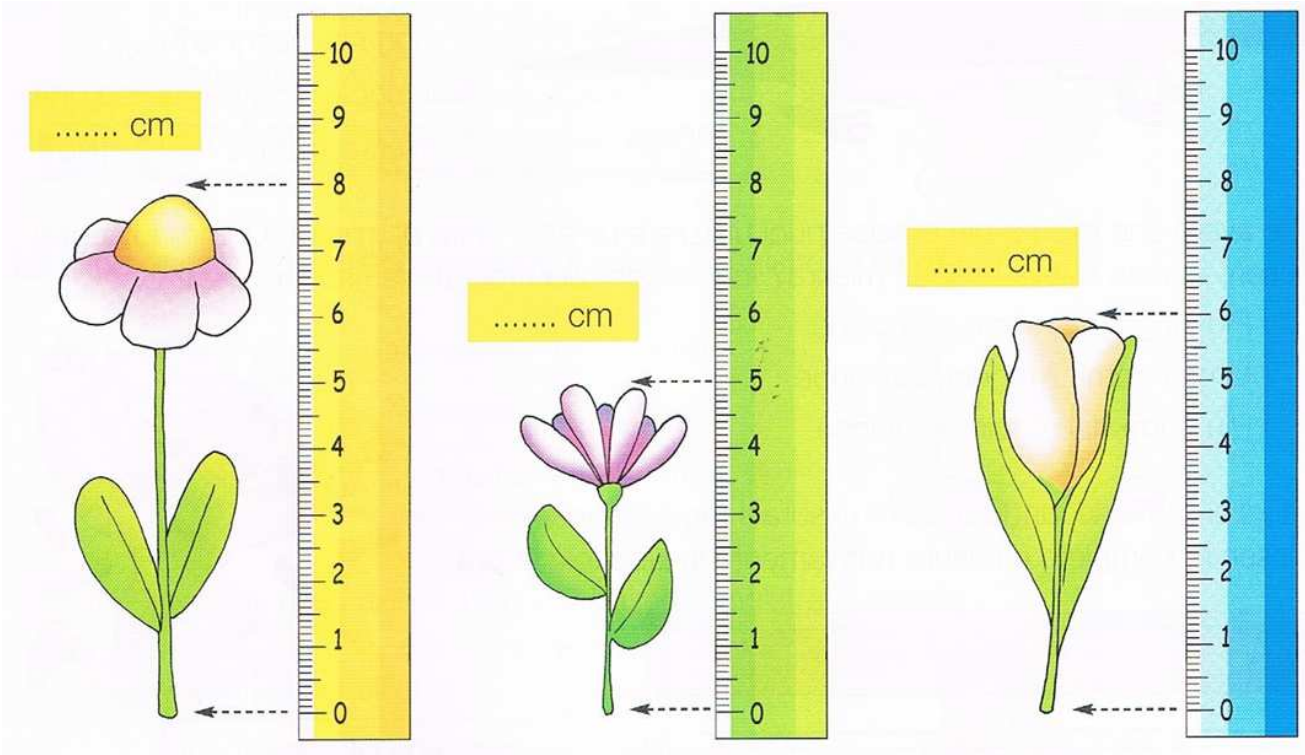


		
	.....	.....
	.....	.....

EXERCISE 2:  **and** 

LOOK AT THE PICTURES. WRITE THE LENGTH OF EACH PENCIL AND THE HEIGHT OF EACH FLOWER. /We measure the height the same way as length./





EXERCISE 3:  ,  **and** 

LOOK AT THE PICTURES. THINK AND MARK THE CORRECT ANSWER.

Length of a road

☐ kilometer

☐ centimeter

☐ millimeter

Length of a wall

☐ kilometer

☐ meter

☐ millimeter

Length of an ant

☐ kilometer

☐ meter

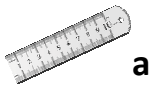
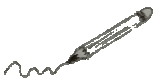
☐ millimeter

Length of a pen

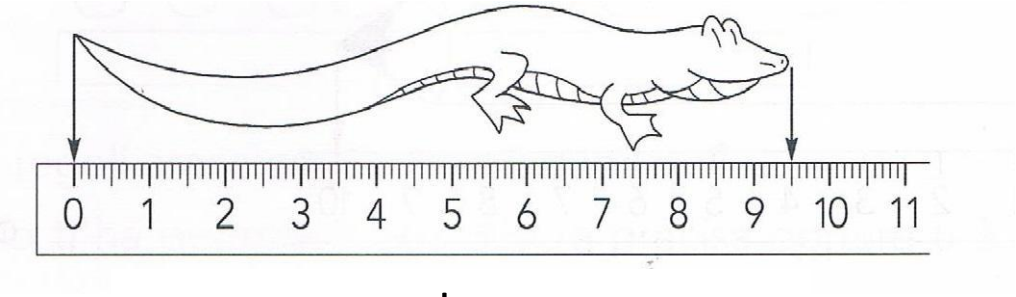
☐ kilometer

☐ meter

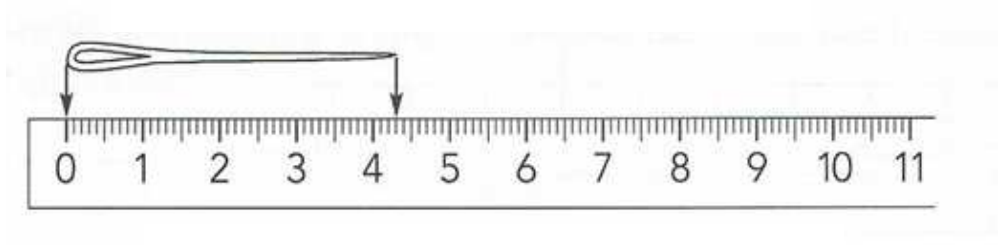
☐ centimeter

EXERCISE 4:  ,  **and** 

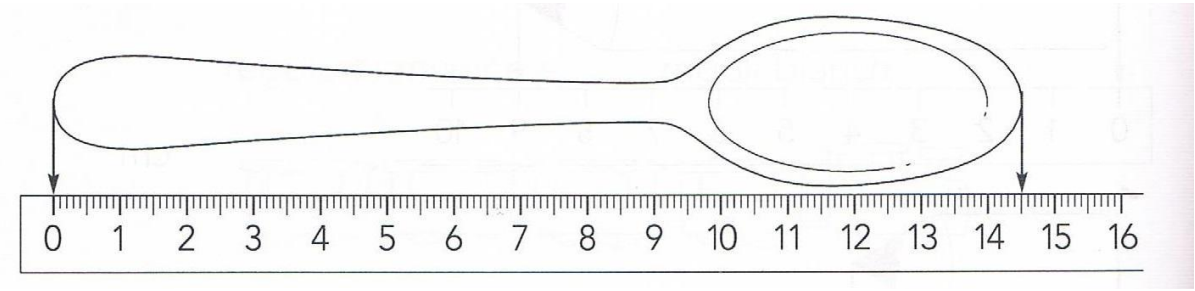
LOOK AT THE PICTURE. MEASURE THE LENGTH. WRITE DOWN THE RESULT. /How many centimeters and how many millimeters?/



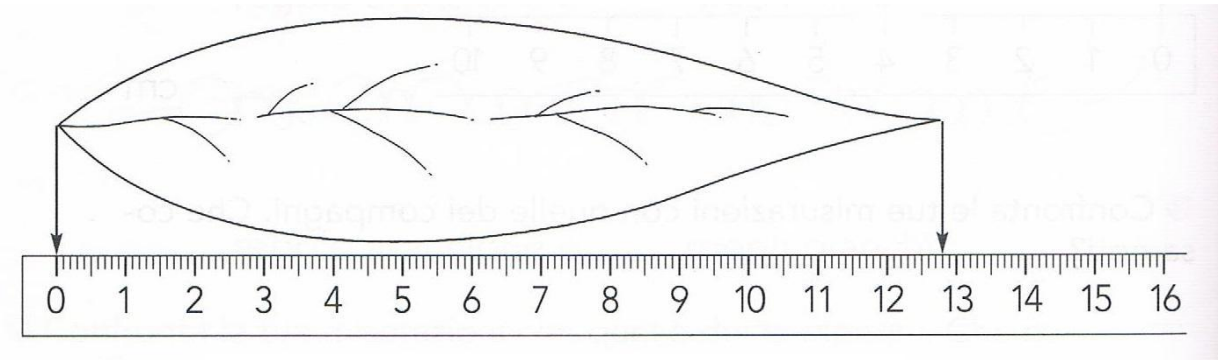
…….cm and ……..mm



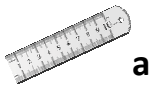
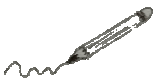
…….cm and ……..mm



…….cm and ……..mm

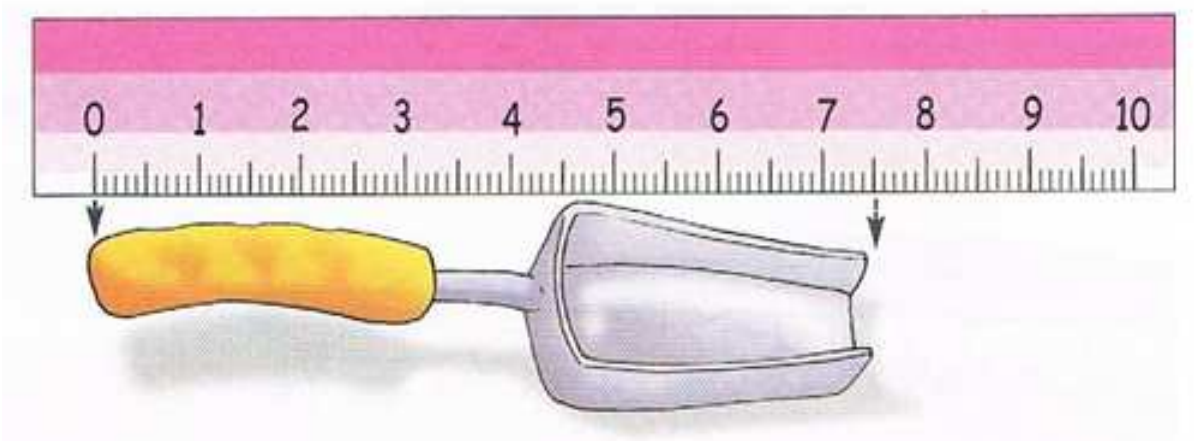


…….cm and ……..mm

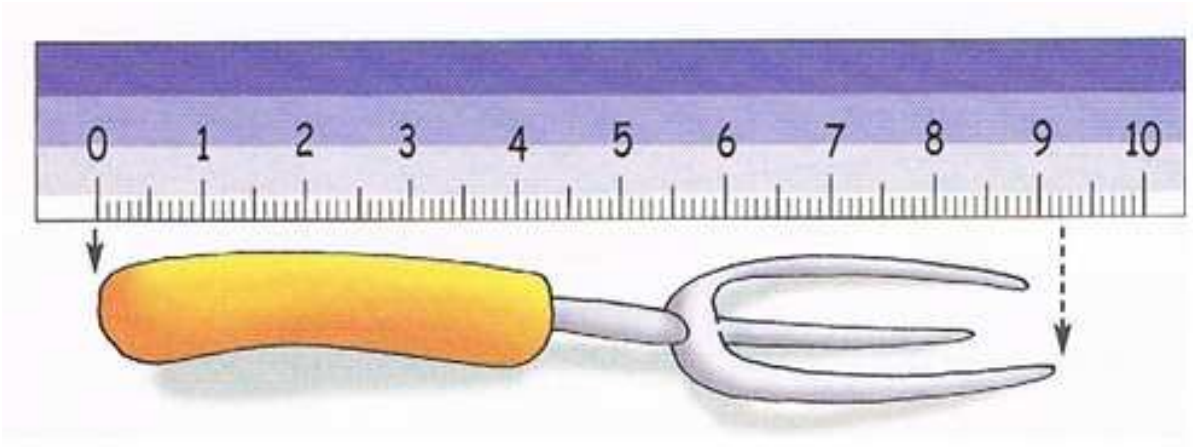
EXERCISE 5:  ,  **and** 

LOOK AT THE PICTURE. MEASURE AND WRITE THE RESULT IN MILIMETERS.

/Remember: 1 cm = 10 mm/



……cm and …….mm = ……mm



……cm and …….mm = ……mm

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TEACHING MATHEMATATICS
2ND grade

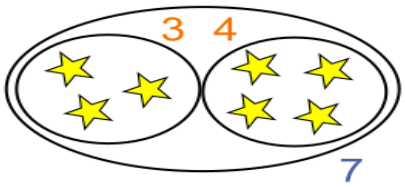
TOPIC: ADDITIONS AND SUBTRACTIONS UP TO 100

1/ Aim of the lesson : to learn to add and subtract numbers up to 100 without regrouping, commutative property

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key rules

LINE ADDITION	COLUMN ADDITION	LOGICAL MEANING
3 + 4 = 7	3 + 4 = 7	

ADDITION IN COLUMN

14 + 12 =

1	4	+
1	2	=
2	6	

SUBTRACTION IN COLUMN

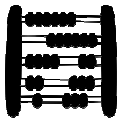
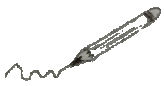
24 – 13 =

2	4	–
1	3	=
1	1	

COMMUTATIVE PROPERTY

4 + 3 = 7

3 + 4 = 7

EXERCISE 1:  **and** 

CALCULATE AND WRITE THE RESULT. (Use column addition.)

14 + 12 =

1	4
1	2
2	6

+

=

24 + 13 =

+

=

15 + 11 =

+

=

13 + 13 =

+

=

12 + 11 =

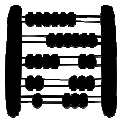
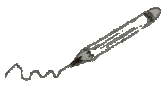
+

=

20 + 14 =

+

=

EXERCISE 2:  **and** 

CALCULATE AND WRITE THE RESULT. (Use column subtraction.)

24 – 13 =

2	4
1	3
1	1

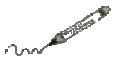
29 – 17 =

32 – 21 =

39 – 15 =

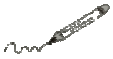
49 – 22 =

27 – 12 =

EXERCISE 3:  ,  **and** 

LOOK AT THE EQUATIONS. THINK AND COMPLETE THE GAPS.

24 + 13 = 37	13 + 24 = 37
45 + 21 =	21 + ... = 66
..... + 42 = 95	53 + ... = 95
55 + ... = 77	22 + ... = 77

EXERCISE 4:  **and** 

THINK AND WRITE THE MISSING MATH SYMBOL: "+" FOR ADDITION or "-" FOR SUBTRACTION.

13 + 8 = 21

58 ..... 23 = 35

64 ..... 12 = 76

22 ..... 45 = 67

86 ..... 52 = 34

EXERCISE 5:  ,  **and** 

READ THE EQUATION. THINK AND MARK IF THE RESULT IS TRUE OR FALSE.

	OPERATION	True	False
to	76 + 22 = 98	✓	
b	25 + 10 = 45		
c	54 + 13 = 67		
d	39 – 15 = 24		
e	86 – 15 = 61		

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TEACHING MATHEMATICS

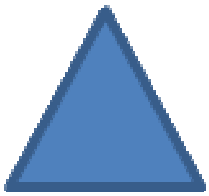
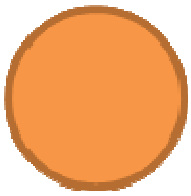
2ND grade

TOPIC: GEOMETRIC FIGURES

1/ Aim of the lesson: to learn geometric figures: triangle, rectangle, square, circle.

2/ Key words

GEOMETRIC FIGURES

	**SQUARE**
	**RECTANGLE**
	**TRIANGLE**
	**CIRCLE**

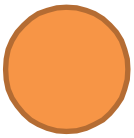
EXERCISE 1:  **and** 

MARK THE CORRECT NAME OF THE FOLLOWING FIGURES.

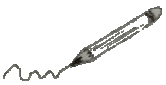
RECTANGLE ☐ SQUARE ☐

SQUARE ☐ RECTANGLE ☐

TRIANGLE ☐ CIRCLE ☐



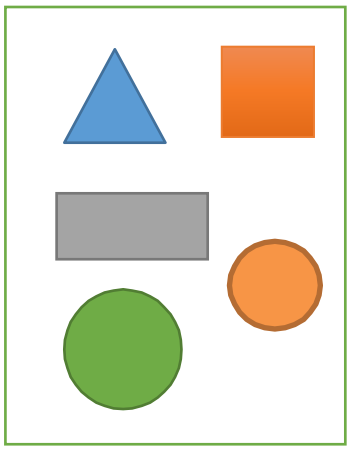
RECTANGLE ☐ CIRCLE ☐

EXERCISE 2:  ,  **and** 

COUNT AND WRITE THE NUMBER OF FOLLOWING GEOMETRIC FIGURES IN THE BOXES.

EXERCISE 3:  **and** 

LOOK AT THE FOLLOWING GROUPS OF FIGURES AND MARK THE ONE IN WHICH 3 RECTANGLES AND 2TRIANGLES ARE DRAWN.



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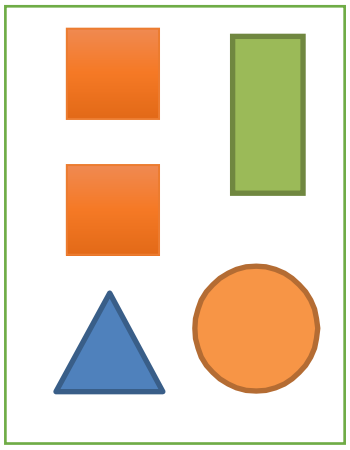

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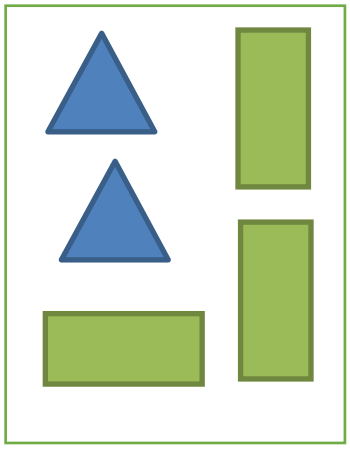


☐

EXERCISE 4:  **and** 

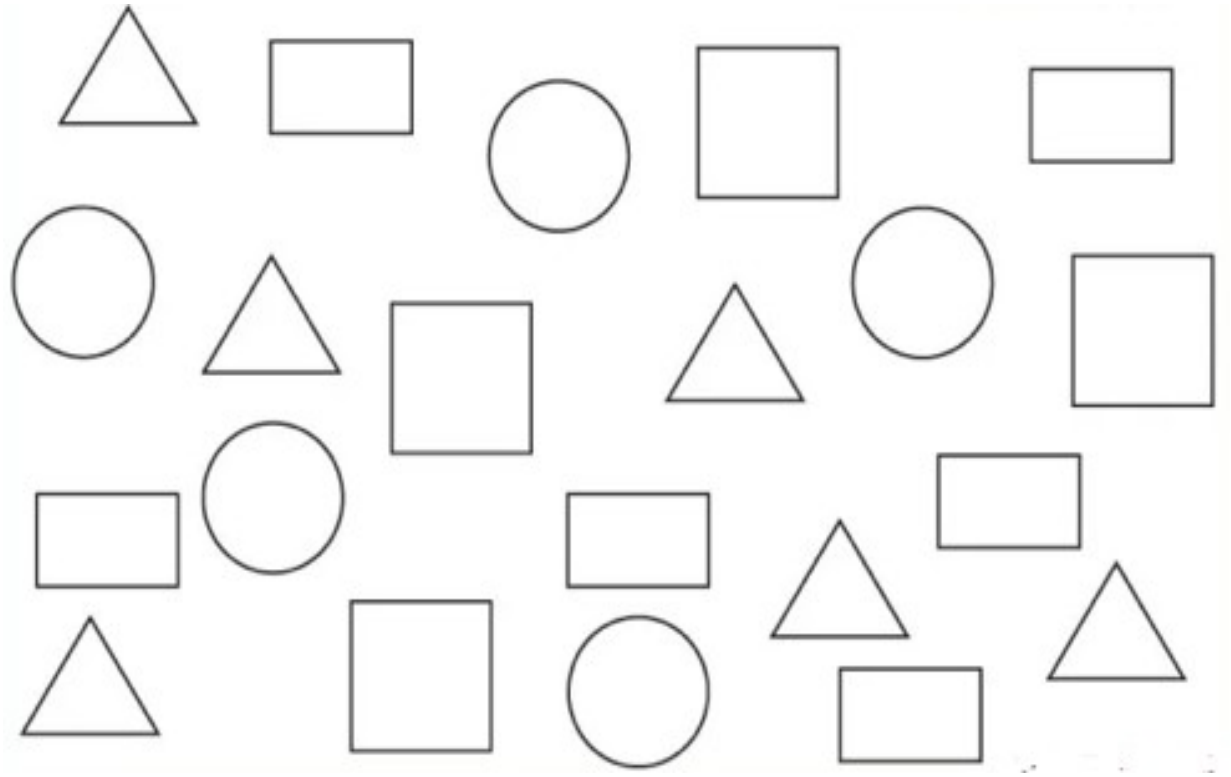
LOOK AT THE FOLLOWING GEOMETRIC FIGURES. COLOUR THE FOLLOWING EMPTY ONES WITH THE SAME COLOURS.

SQUARE - RED

CIRCLE - ORANGE

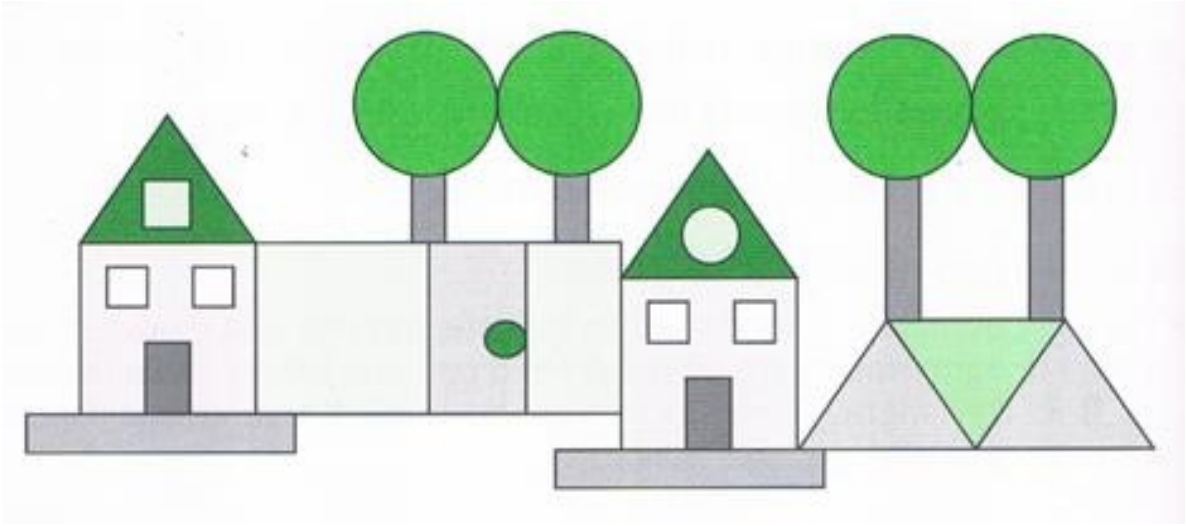
TRIANGLE - BLUE

RECTANGLE - GREEN



EXERCISE 5:  ,  **and** 

LOOK AT THIS LANDSCAPE. IT IS MADE UP OF GEOMETRIC FIGURES.



How many triangles are there?

- ☐ 4
- ☐ 5
- ☐ 6

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

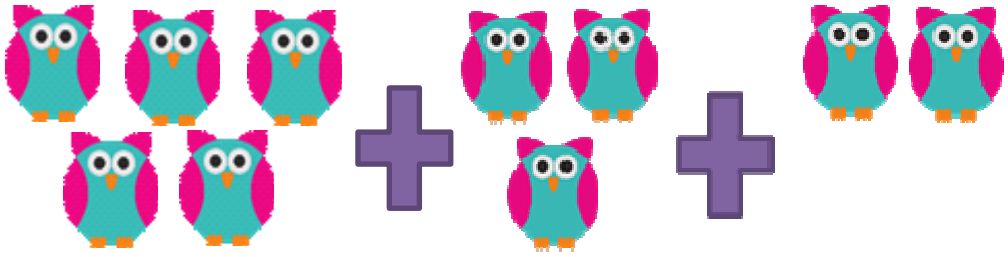
TOPIC: COMMUTATIVE AND ASSOCIATIVE PROPERTIES IN ADDITION

1/ Aim of the lesson – to learn the main two properties of addition - how to combine numbers to make addition easier.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words



5 **3** **2**

5 + 3 +2 – the numbers we add are called addends

2 + 5 + 3 = 10 5 + 3 + 2 = 10

Commutative property - No matter of the position of the numbers in the addition, the sum stays the same.

Associative property – no matter how we group some of the numbers in addition, the sum stays the same. To group numbers we use brackets. The brackets don't change the result. They just show which numbers to add first.

7+ (4+3) = 7 + 7 = 14

(7 + 3) + 4 = 10 + 4 = 14

Addends – the numbers we add;

Sum – result of the addition;

Grouping – group numbers using brackets;

Operation order – the order in which we make calculations

EXERCISE 1:

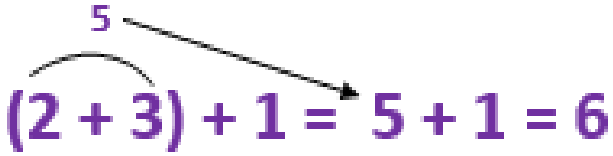
HOW MANY HATS THE WITCH HAS? CALCULATE AND WRITE.

(2 + 3) + 1 = ?

5 + 1 = ……

EXERCISE 2:

FOLLOWING THE CORRECT ORDER CALCULATE AND WRITE THE RESULT.



Now, try by yourself. Follow the model.

(6 + 4) +8= ……..+……..=

(20 + 10) + 3 = ……..+……..=

9+ (11 + 9)= ……..+……..=

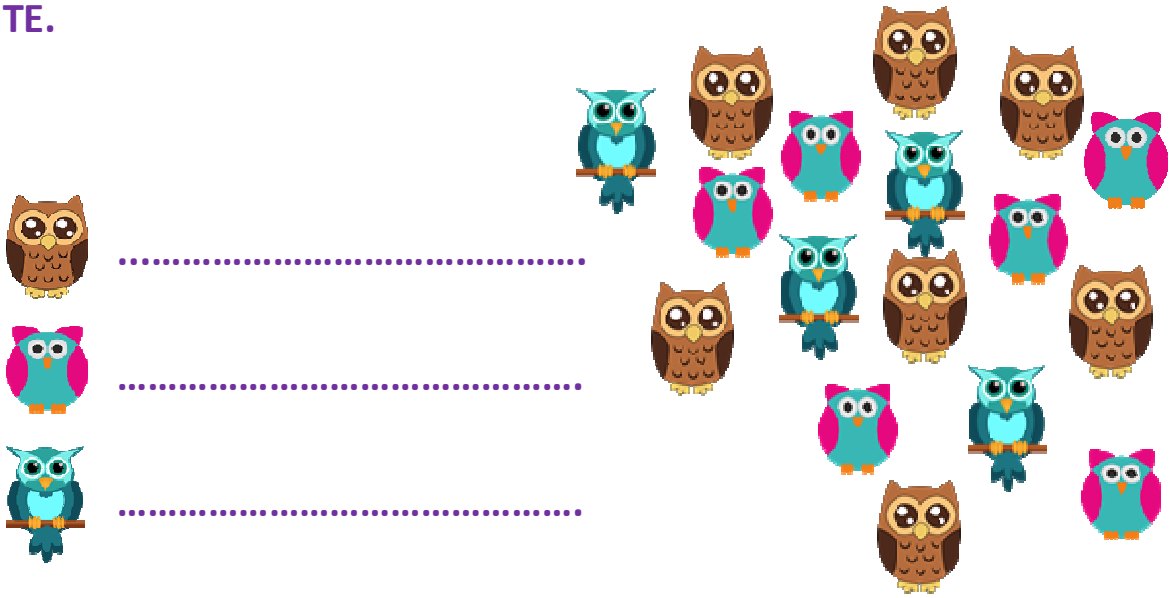
(17 + 3) + 7 = ……..+……..=

(28 + 12)+40= ……..+……..=

(35 + 15)+20= ……..+……..=

EXERCISE 3:

HOW MANY OWLS DO YOU SEE ON THE PICTURE? COUNT AND WRITE.



 .....

 .....

 .....

Replace the owls with the respective number. Then calculate.

 .....

 .....

 .....

We changed the place of the numbers. Does the result change?

.....

Why?.....

.....

EXERCISE 4:

The witch Filka likes to collect different things, which she puts in chests. Each chest has a different number of objects. Group the chests and use the brackets to make the addition easier.

Follow the model.

(50 + 30) +25 = 80+25=105

.....

.....

.....

.....

EXERCISE 5:

The witch Filka read in a magazine about the associative property of the addition. She learnt that if she use it, it would be easier to make calculations. You can also try.

6 +(30+ 10) =

= ..... =

= .....

(38 + 22) + 90 =

= ..... =

= .....

(41 + 9) +21 =

= ..... =

= .....

30 +(3 + 7) =

= ..... =

= .....

(4 + 6) + 80 =

= ..... =

= .....

(7 + 3) +20 =

= ..... =

= .....

40 + 2 + 48 =

= ..... =

= .....

15 + 49 + 1 =

= ..... =

= .....

19 + 1 +9 =

= ..... =

= .....

50 + 30 +20 =

= ..... =

= .....

20 + 60 + 20

= ..... =

= .....

10 + 30 + 40 =

= ..... =

= .....

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: FINDING AN UNKNOWN ADDEND

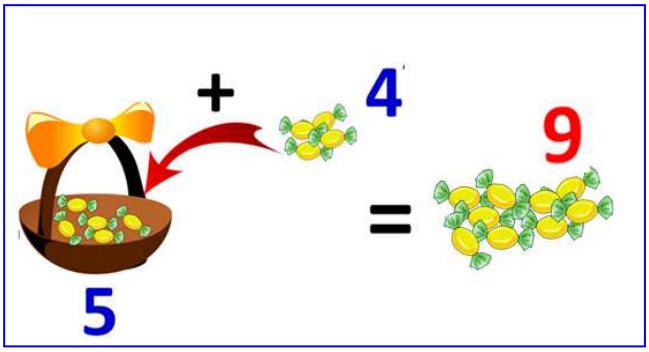
1/ Aim of the lesson – to consolidate the knowledge of the action addition; the names of the elements of the action (addends, sum); to learn and master the rule for finding an unknown addend.

HUMAN RESOURCE DEVELOPMENT CENTRE

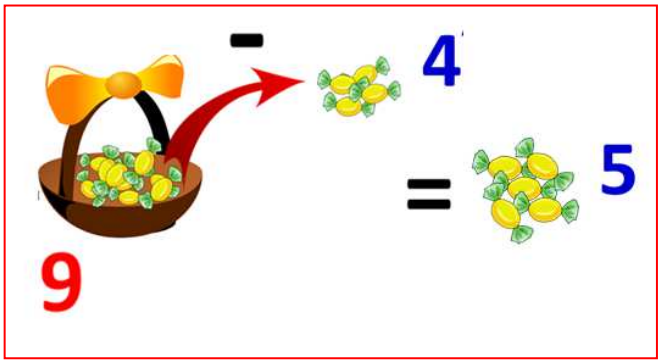
Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

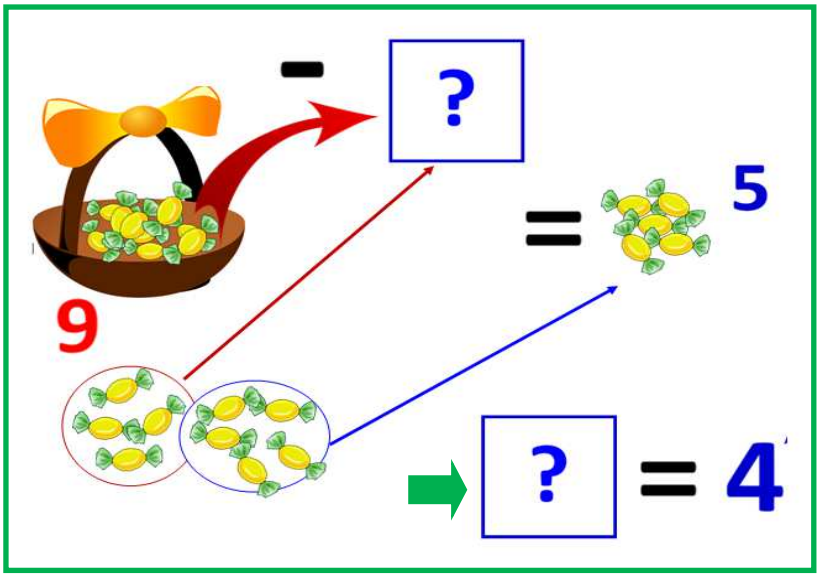
Addition



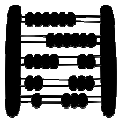
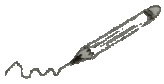
Subtraction



Finding unknown addend

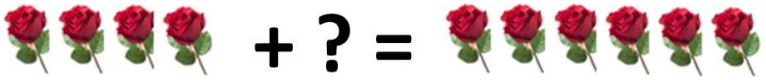


Each addend is equal to the sum minus the other addend.

EXERCISE 1:  **and** 

CALCULATE AND WRITE THE ANSWER.

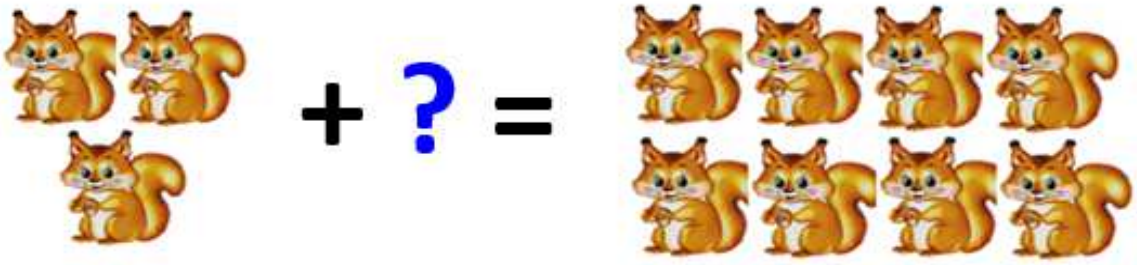
Example:



4 + ? = 6

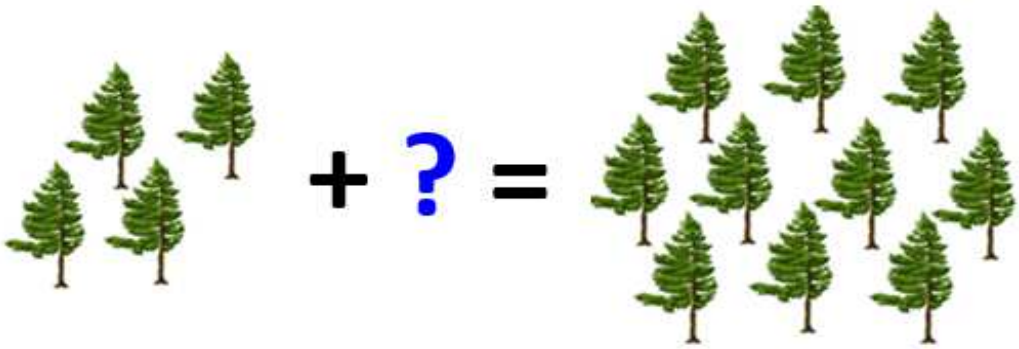
6 – 4 = 2

? = 2



3 + ? = 8

_____



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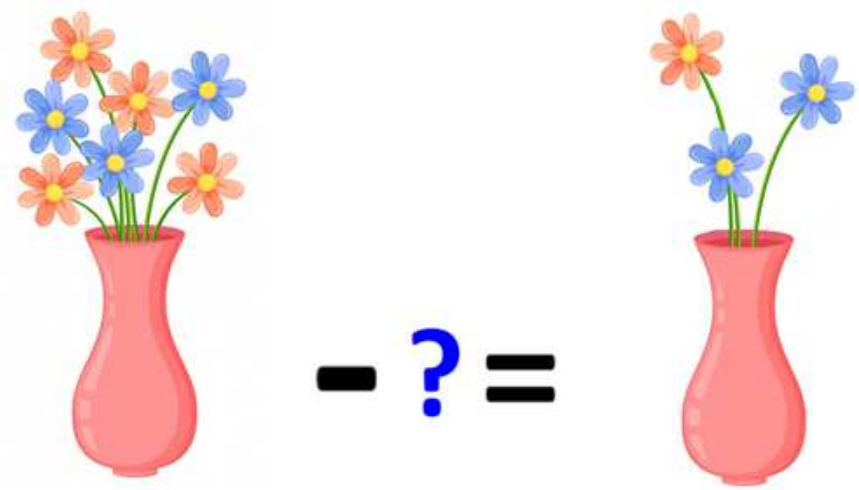
_____



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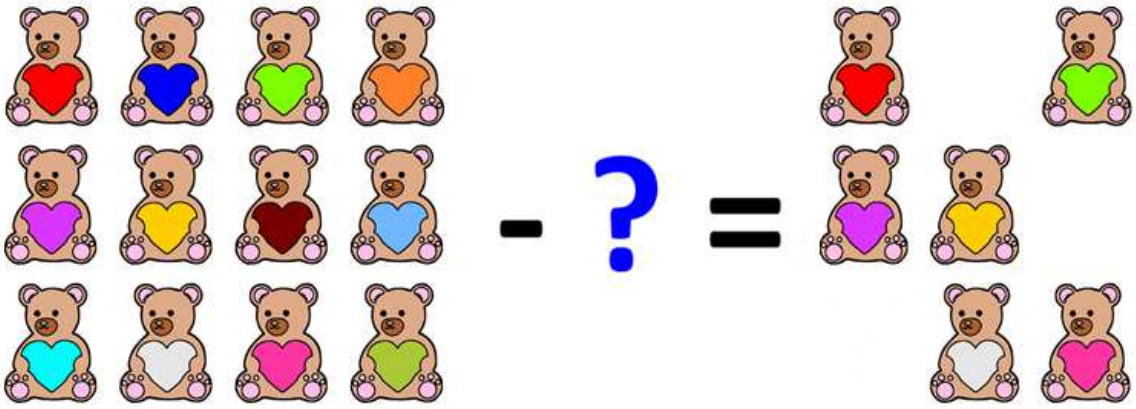
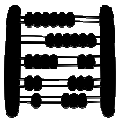


_____

_____

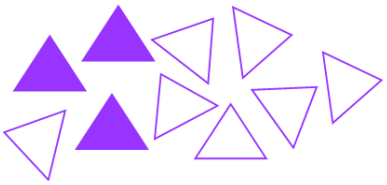
EXERCISE 2:  **and** 

CALCULATE AND COLOUR

Example:

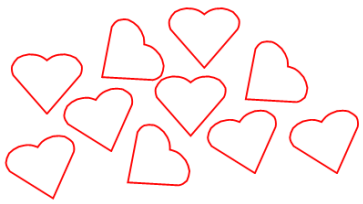
9 + ? = 12

12 – 9 = 3 →



8 + ? = 17

→



_____

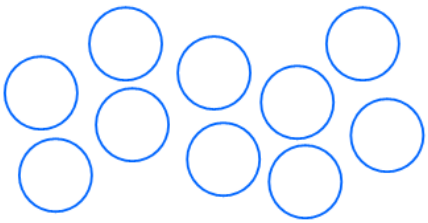
? + 9 = 14

→

_____

11 + ? = 18

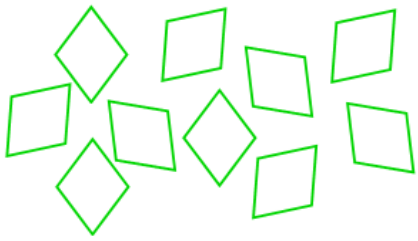
→



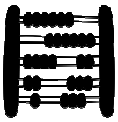
_____

? + 14 = 20

→



_____

EXERCISE 3:  **and** 

CALCULATE AND COLOUR

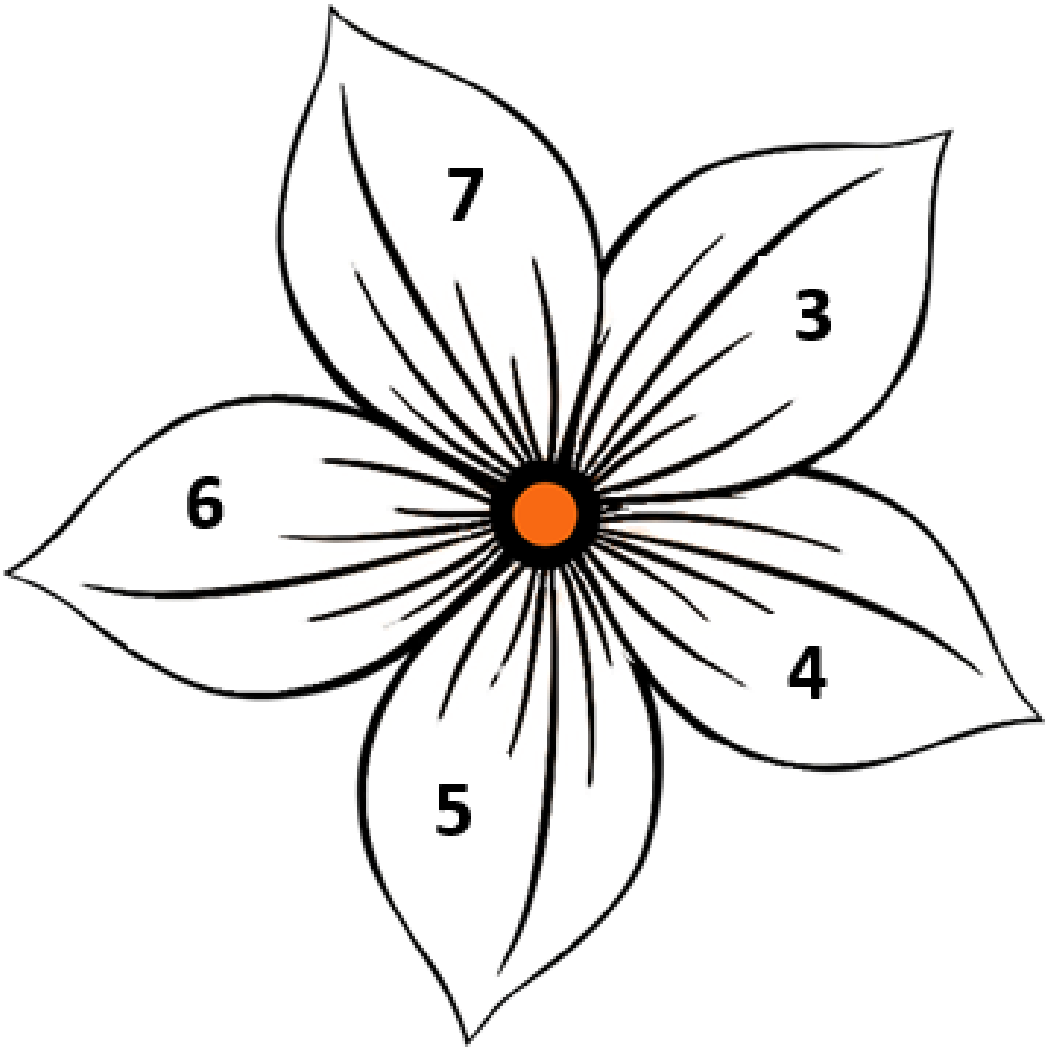
2 + ☐ = 9 ⇨ ☐ = _____

6 + ☐ = 10 ⇨ ☐ = _____

6 + ☐ = 11 ⇨ ☐ = _____

9 + ☐ = 12 ⇨ ☐ = _____

7 + ☐ = 13 ⇨ ☐ = _____

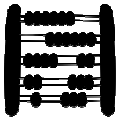


REMEMBER

To check the result, we use addition.

3 + ? = 9 9 – 3 = 6

To check: 6 + 3 = 9 ✓

EXERCISE 4:  and ✓

CALCULATE AND CHECK THE RESULT.

? + 12 = 20

? = ___ - ____ Check: ____ + ____ = _____

? = ___

? + 12 = 36

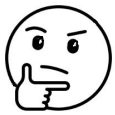
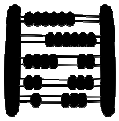
? = ___ - ____ Check: ____ + ____ = _____

? = ___

29 + ? = 52

? = ___ - ____ Check: ____ + ____ = _____

? = ___

EXERCISE 5:  ,  **and** 

READ. THINK. SOLVE.

In the toy shop  **there were 13 dolls**  **and 18 trucks**  **.**

Yesterday they brought some more toys  **.**

Now in the shop there are 70 toys in total.

How many new toys are in the shop?

+ = /toys were in the shop/

+ ? = 70 /toys in the shop now/

/new toys/

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

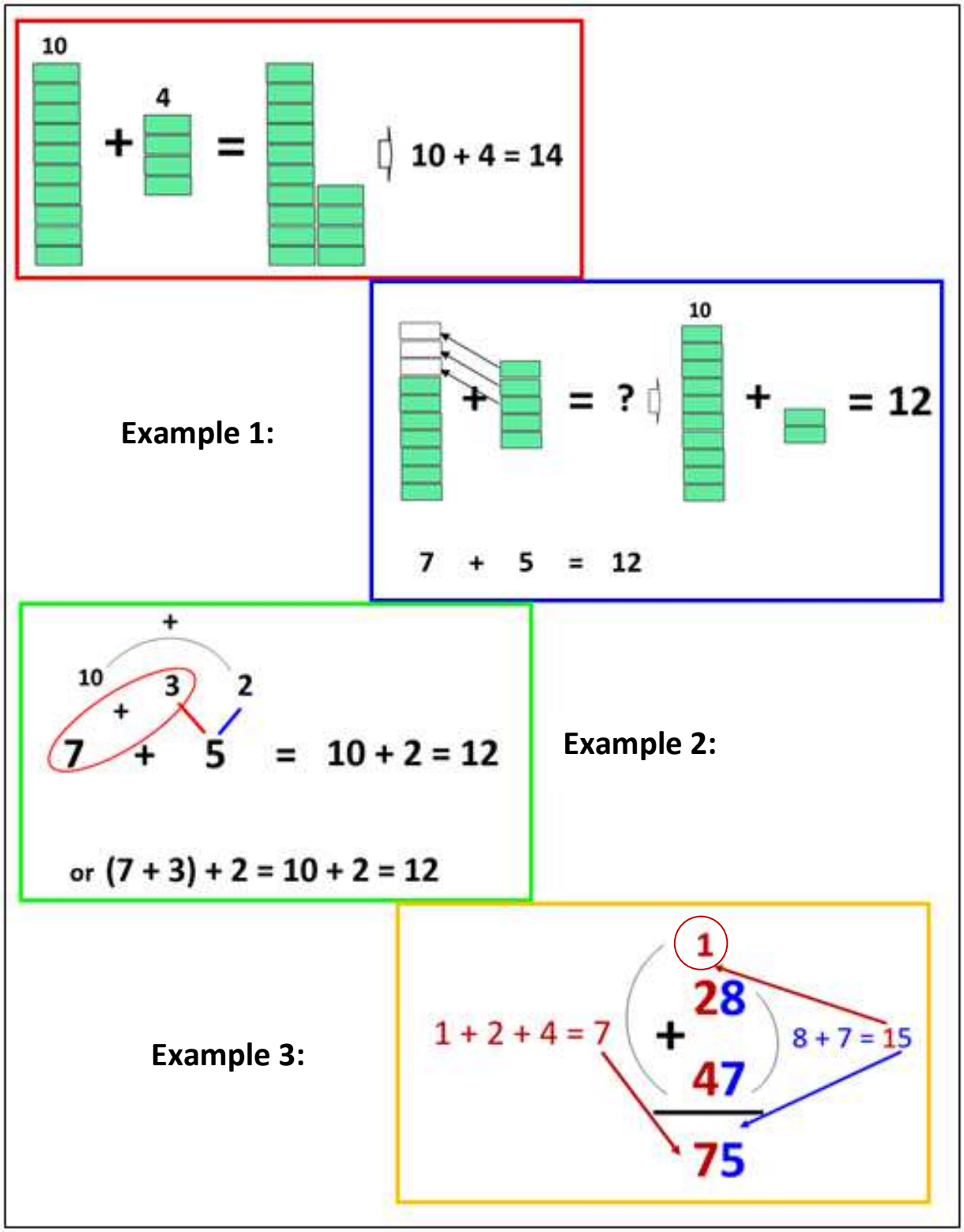
TOPIC: ADDITION AND SUBTRACTION WITH REGROUPING

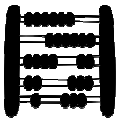
1/ Aim of the lesson – to learn how to do additions and subtraction of numbers up to 100 with regrouping

HUMAN RESOURCE DEVELOPMENT CENTRE

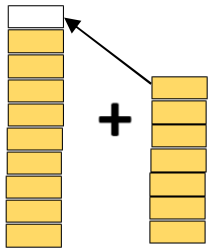
Co-funded by the Erasmus+ Programme of the European Union

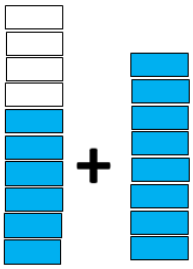
2A/ Help box: ADDITION with regrouping

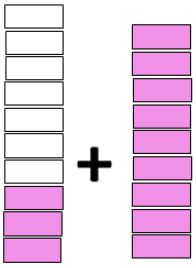


EXERCISE 1:  **and** 

CALCULATE AND WRITE THE RESULT (Follow Example 1 and Example 2 from the Help box 2A).

 + = ? **10 + =** _____

 + = ? _____

 + = ? _____

10

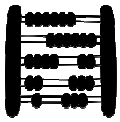
8 + 5 =

10 + =

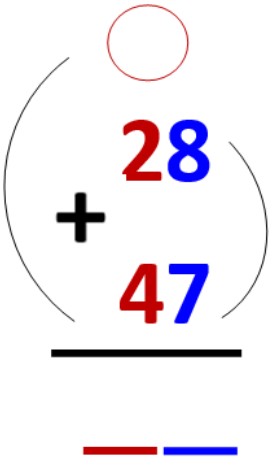
9 + 6 = _____

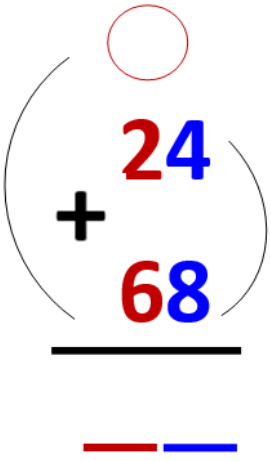
7 + 8 = _____

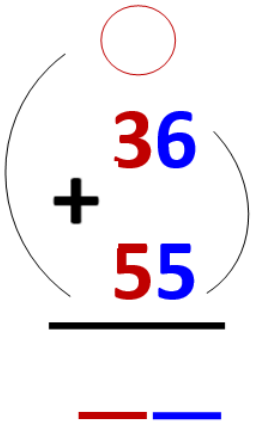
4 + 9 = _____

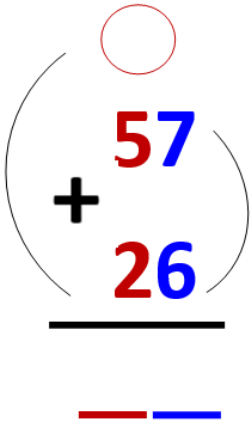
EXERCISE 3:  **and** 

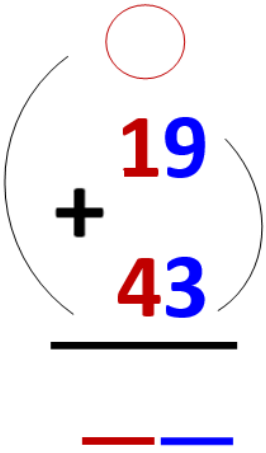
CALCULATE AND LINK WITH THE CORRECT ANSWER (Follow Example 3 from the Help box 2A).

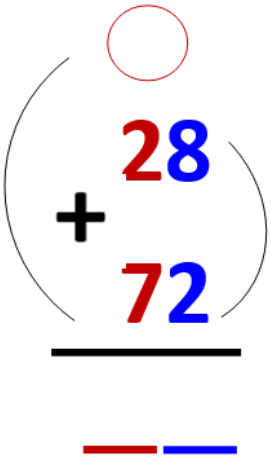


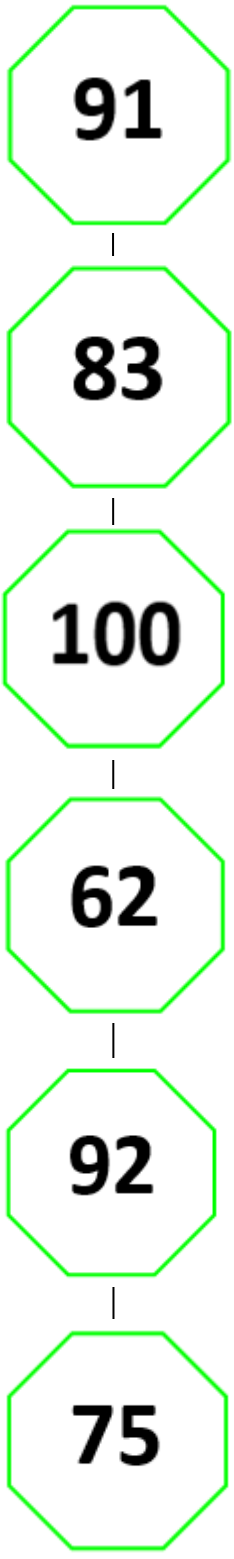




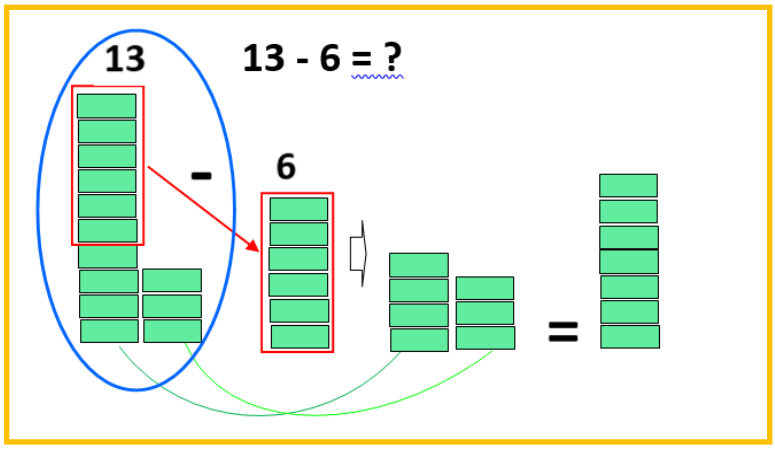






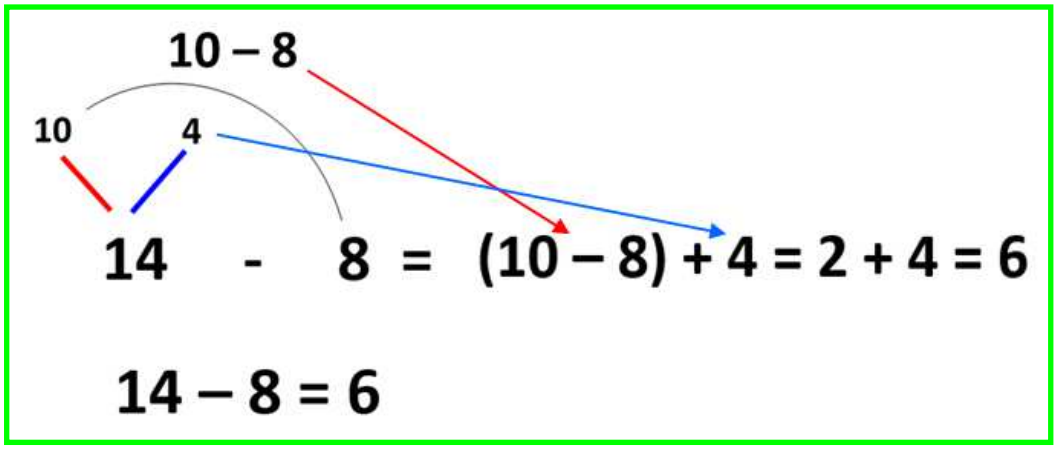


2B/ Help box: SUBTRACTION with regrouping

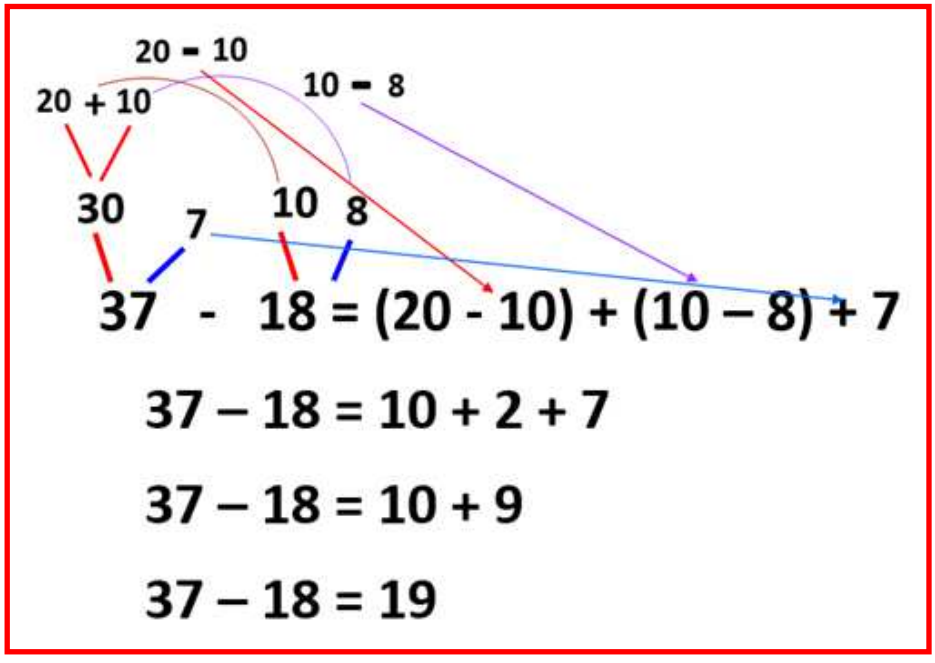


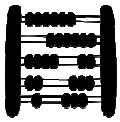
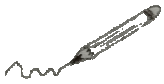
Example 1:

Example 2:

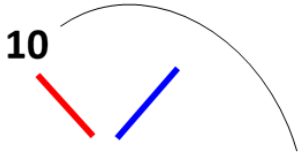


Example 3:



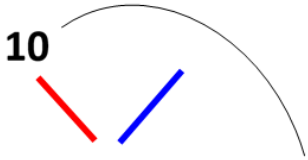
EXERCISE 3:  **and** 

CALCULATE AND WRITE THE RESULT (Follow Example 2 from the Help box 2B).



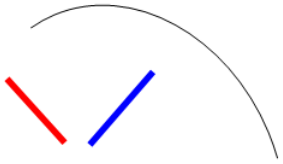
16 - 7 = (10 -) + =

16 – 7 =



13 - 7 = (-) + =

_____

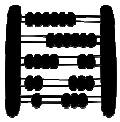
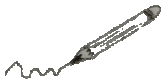


15 - 6 = (-) + =

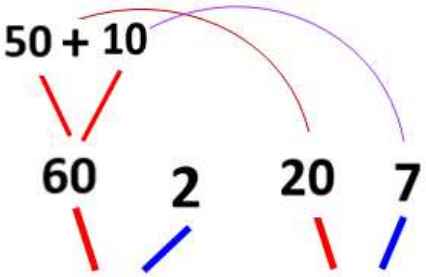
_____

17 - 9 = _____

_____

EXERCISE 4:  **and** 

CALCULATE AND WRITE THE RESULT (Follow Example 3 from the Help box 2B).

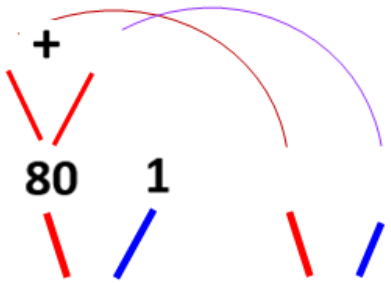


62 - 27 = (50 - 20) + (–) +

62 – 27 = 30 + +

62 – 27 = +

62 – 27 =

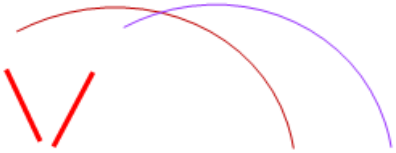


81 - 53 = (-) + (–) +

81 – 53 =

_____

_____



74 - 58 = (-) + (–) +

74 – 58 =

_____

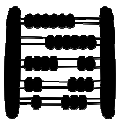
_____

95 - 46 = _____

_____

_____

_____

EXERCISE 5:  **and** 

CALCULATE (you may need an extra sheet of paper) AND COLOUR.

15 + 8 =

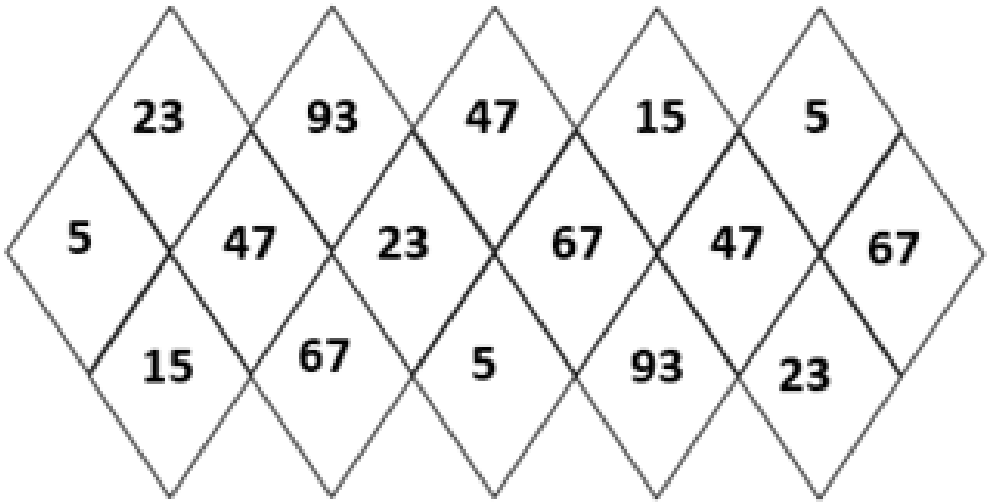
14 – 9 =

28 + 39 =

33 – 18 =

56 + 37 =

81 – 34 =



CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: TYPES OF TRIANGLES BY LENGTH OF SIDES

1/ The aim – to learn features of different kinds of triangles and how to differentiate them.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

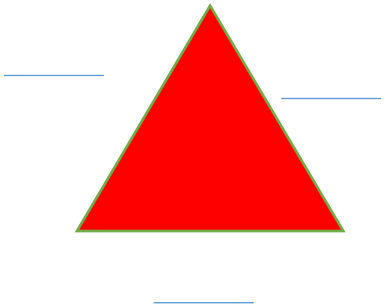
Key words

Equilateral triangle – all sides are equally long.	
Isosceles triangle – it has two equal sides.	
A multi-sided triangle – each side has different length.	

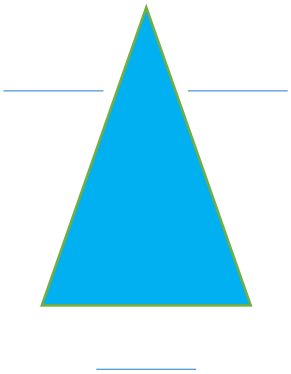
EXERCISES 1

MEASURE THE LENGTHS OF THE SIDES OF THE TRIANGLES WITH A RULER AND WRITE THEM DOWN.

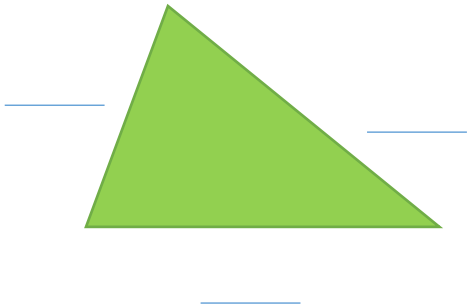
Equilateral



Isosceles

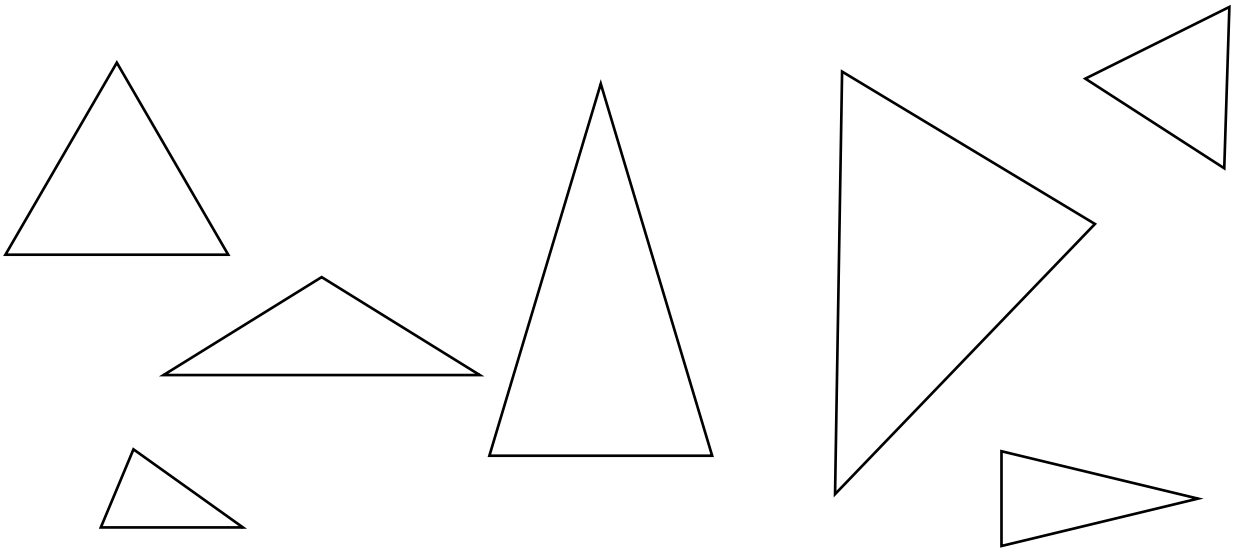


A multi-sided



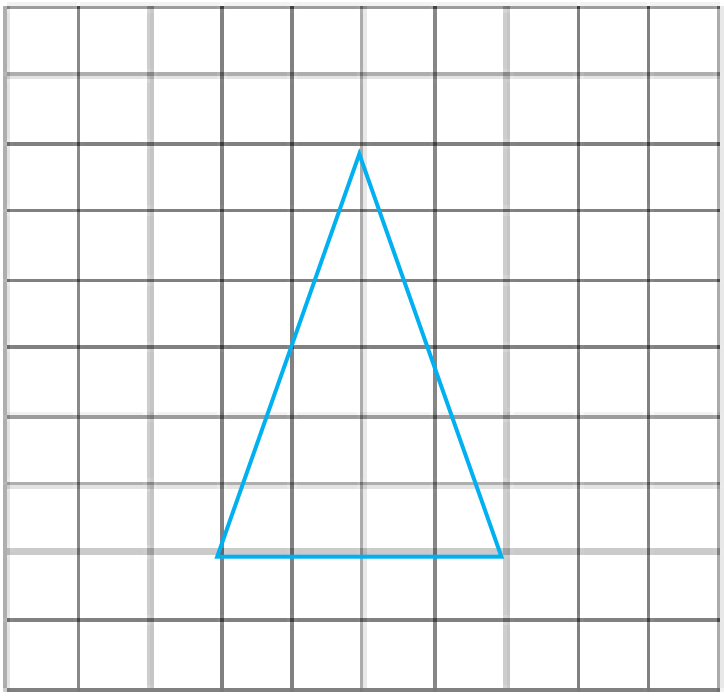
EXERCISES 2

CIRCLE THE TRIANGLES THAT ARE EQUILATERAL IN RED, ISOSCELES IN BLUE, AND MULTI-SIDED IN GREEN. YOU CAN USE A RULER.



EXERCISES 3

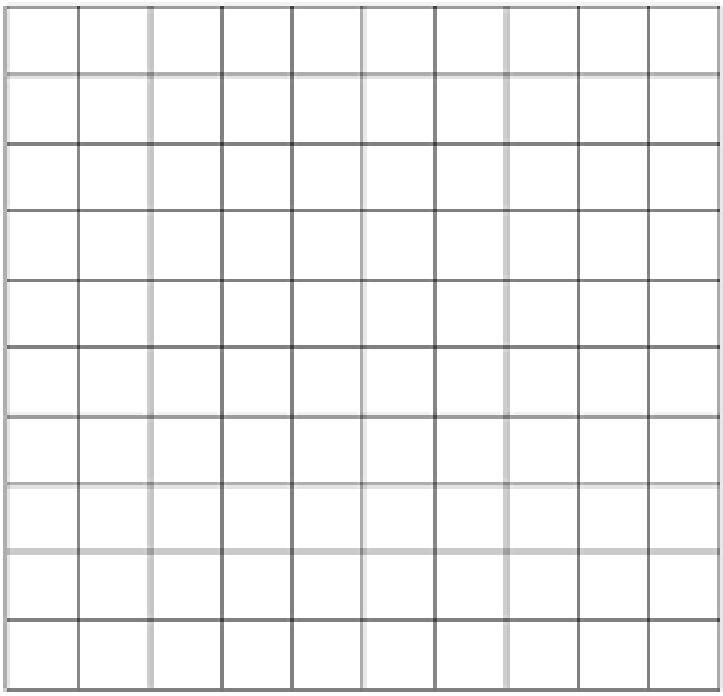
WRITE WHAT KIND OF TRIANGLE IT IS.



_____

EXERCISES 4

DRAW AN ISOSCELES TRIANGLE IN THE SQUARE GRID.



EXERCISES 5

BREAK SKEWERS INTO PIECES OF DIFFERENT LENGTHS. MAKE TRIANGLES OUT OF THEM AND TRY TO DETERMINE WHAT TYPE OF TRIANGLE EACH OF THEM IS.

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TEACHING MATHEMATICS

2ND grade

TOPIC: CALCULATING PERIMETER

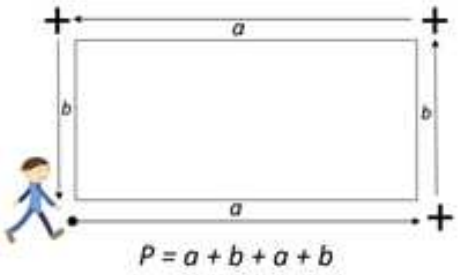
1/ Aim of the lesson – to learn how to calculate the perimeter of some geometrical shapes (triangle, square and rectangular).

HUMAN RESOURCE DEVELOPMENT CENTRE

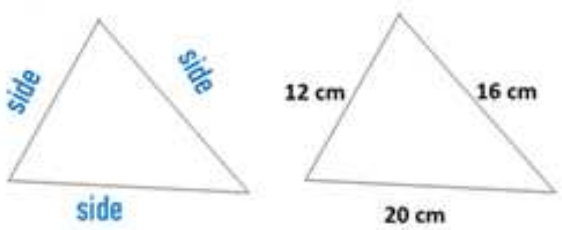
Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

perimeter (P)

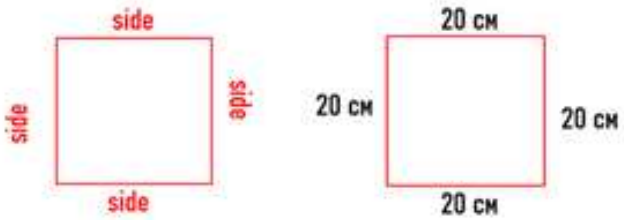


The perimeter = Sum of the length of all sides.



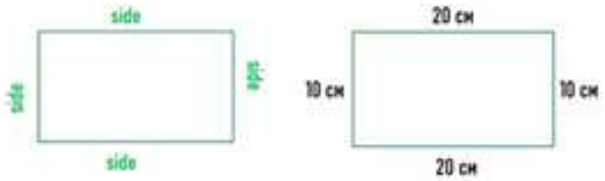
P=20cm + 16cm + 12cm

P=48cm



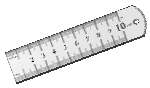
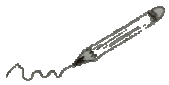
P=20cm + 20cm + 20cm + 20cm

P=80cm



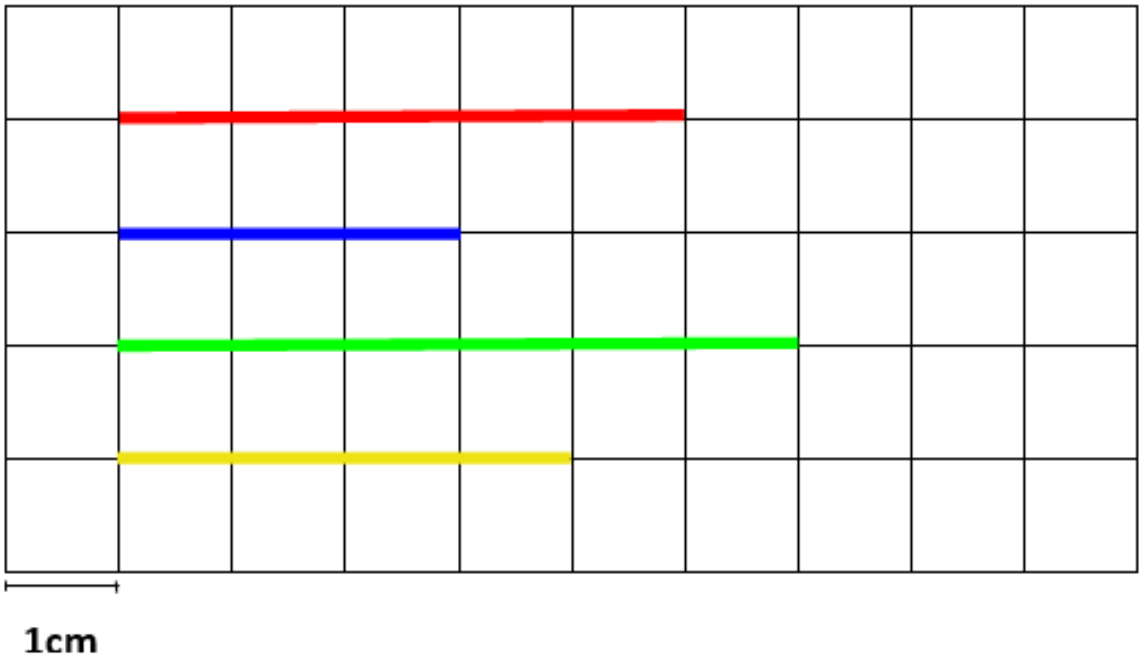
P = 20cm + 10cm + 20cm + 10 cm

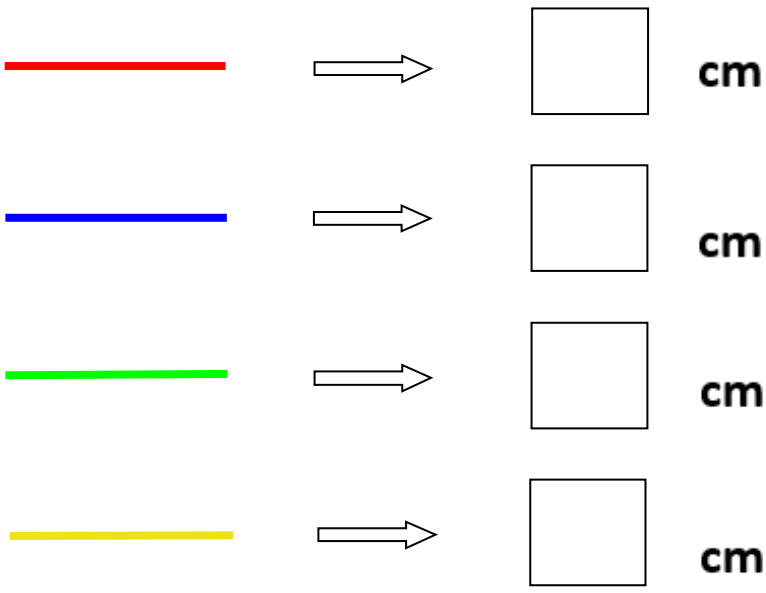
P=60cm

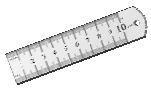
EXERCISE 1:  ,  **and** 

LOOK AT THE GRID. MEASURE THE SEGMENTS. WRITE THEIR LENGTH.

/Each square of the grid is 1 cm long./





EXERCISE 2:  ,  **and** 

DRAW A LINE STARTING FROM THE RESPECTIVE DOT. /The side of each square is 1 cm long./

A red line, 3 cm long, going to the right.

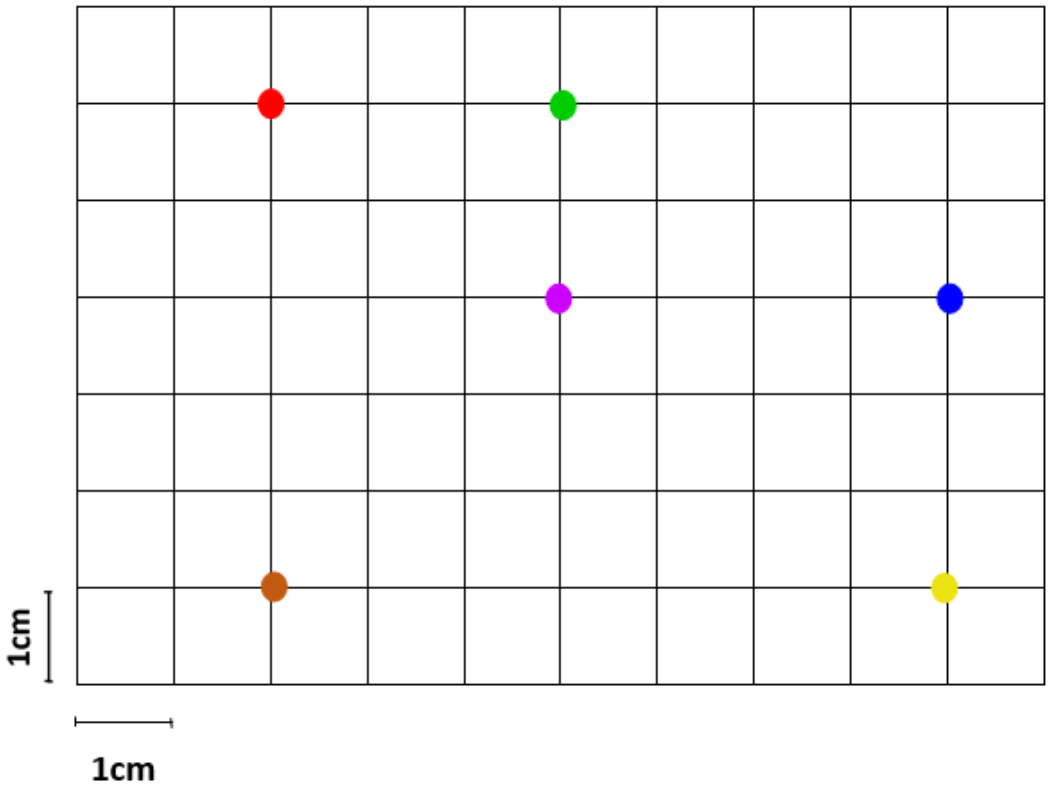
A green line, 2 cm long, going down.

A purple line, 4 cm long, going to the right.

A blue line, 3 cm long, going down.

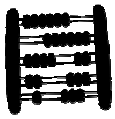
A yellow line, 7 cm long, going to the left.

A brown line, 5 cm long, going up.

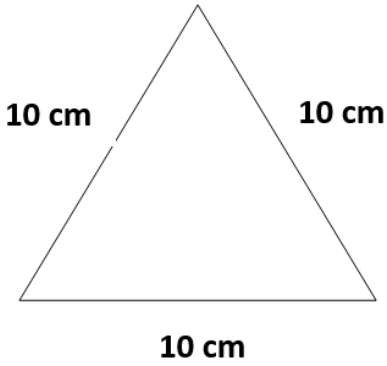


Can you find the perimeter of the shape? Try.

P = _____+_____+_____+_____+_____+_____

EXERCISE 3:  **and** 

CALCULATE THE PERIMETER AND COLOUR THE CORRECT ANSWER.

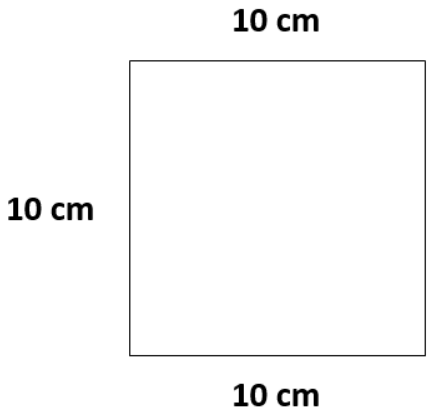


40 cm

30 cm

20 cm

P= _____

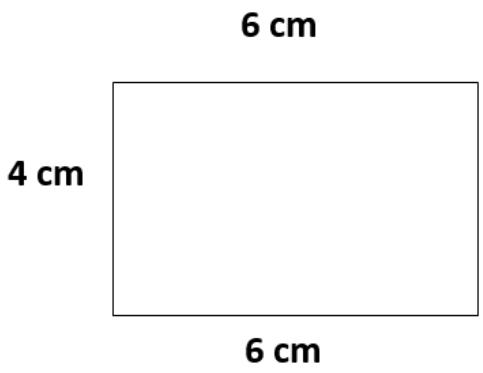


40 cm

30 cm

20 cm

P= _____

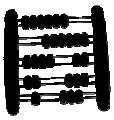


40 cm

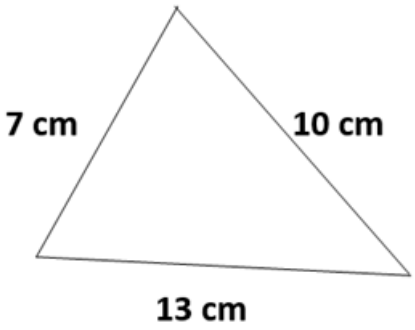
30 cm

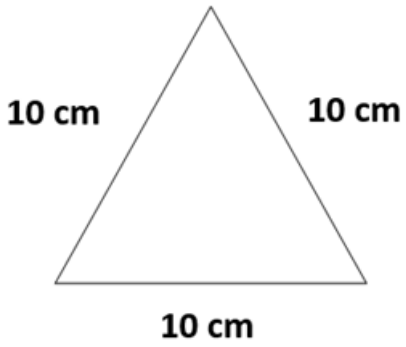
20 cm

P= _____

EXERCISE 4:  **and** 

CALCULATE THE PERIMETER AND COMPARE (> = <).



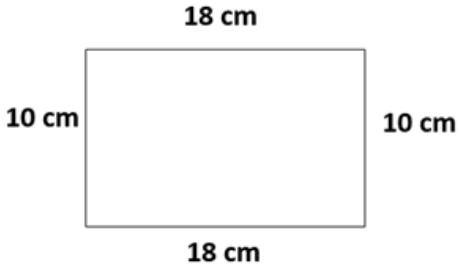


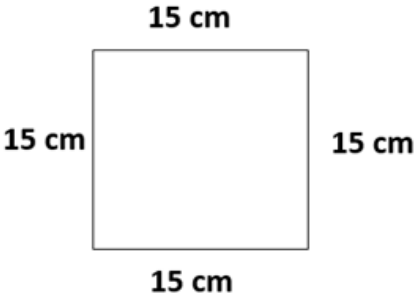
P=_____

P=_____

P=_____

P=_____



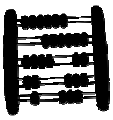
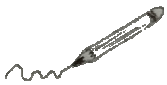


P=_____

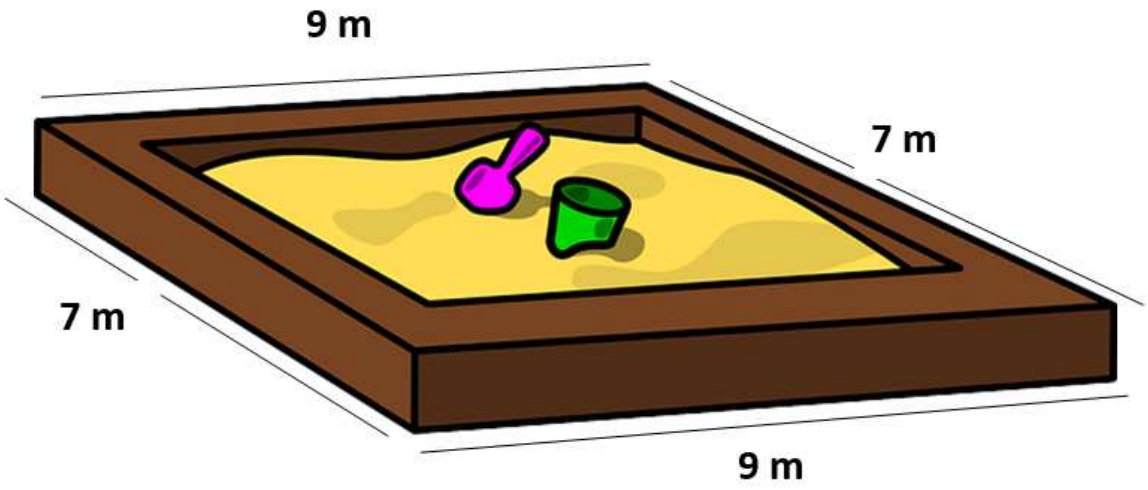
P=_____

P=_____

P=_____

EXERCISE 5:  ,  **and** 

READ. CALCULATE AND WRITE THE ANSWER.



This is a sandbox. It is a rectangular. It is 9 m long and 7 m wide.

Can you find the perimeter?

P = _____

P = _____

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: MULTIPLICATION

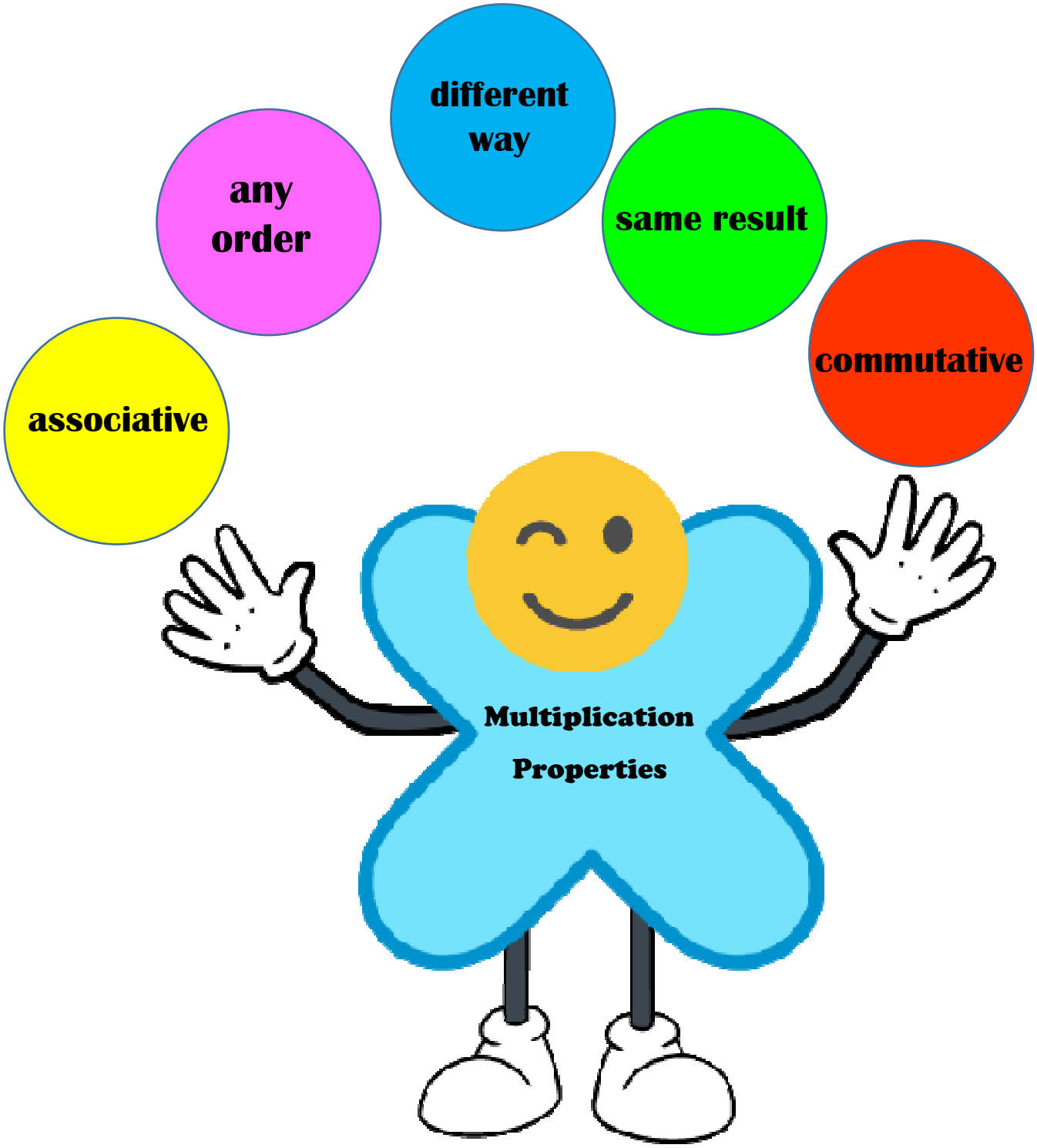
1/ Aim of the lesson – multiplication, commutative and associative property of multiplication

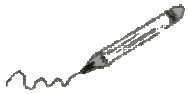
HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

Rules of Properties	
Commutative Property **If we change the places of factors in multiplication, the result will not change**	**Associative Property** **If three or more numbers are multiplied, we get the same result irrespective of how the three numbers are grouped.**



EXERCISE 1:  **and** 

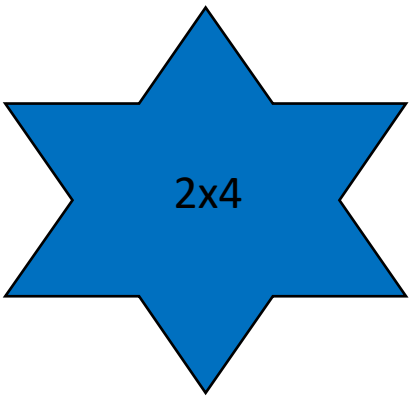
Read the Multiplication sentences on the left and then use the Commutative Property to write a related Multiplication sentence on the right.

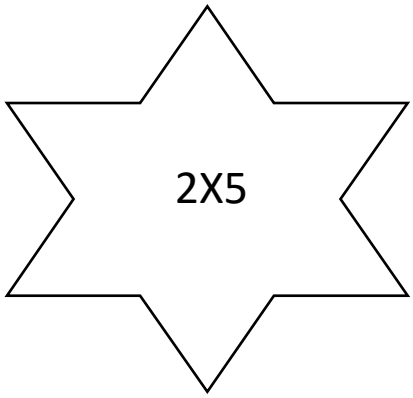
The first one has been done for you.

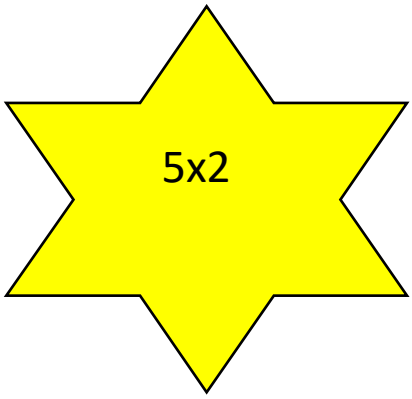
	Multiply	Commutative Property
Ex.	6 x 4 = 24	4 x 6 = 24
1.	4 x 3 = 12	___ x ___ = 12
2.	2 x 1 = 2	___ x ___ = 2
3.	5 x 4 = 20	___ x ___ = 20
4.	1 x 6 = 6	___ x ___ = 6
5.	3 x 5 = 15	___ x ___ = 15

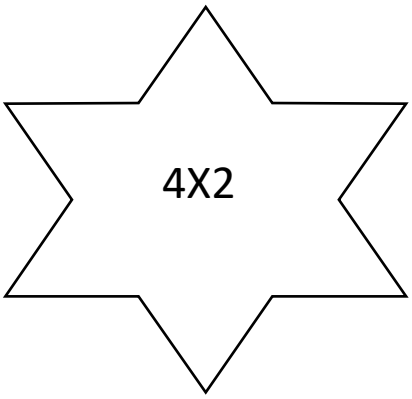
EXERCISE 2:  **and** 

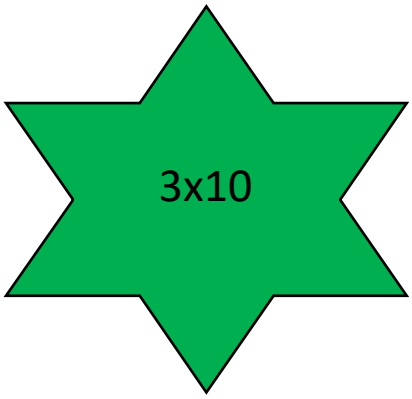
MATCH THE PAIRS WHICH HAVE SAME RESULT AND PAİNT THEM WİTH THE SAME COLOUR

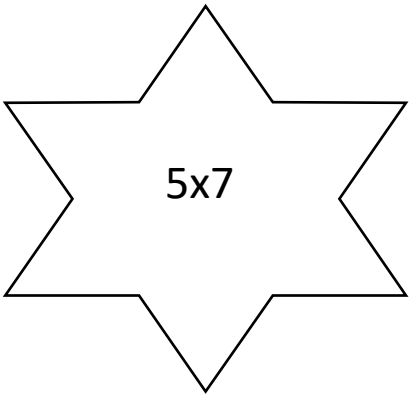


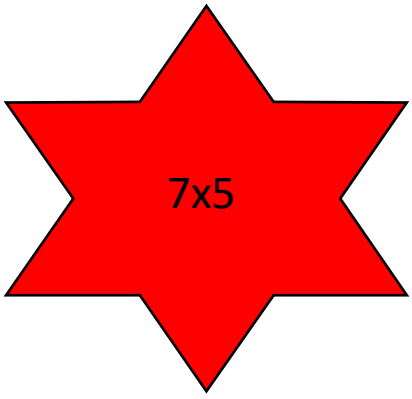


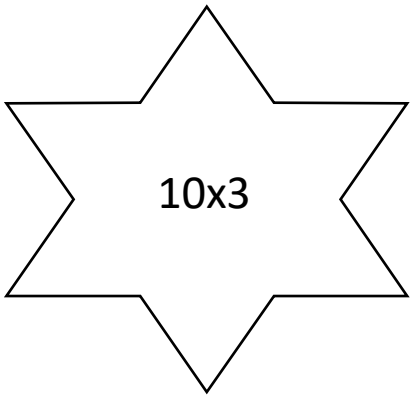


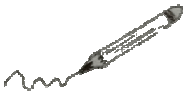










EXERCISE 3:  **and** 

READ SENTENCES AND THAN USE THE COMMUTATIVE PROPERTY TO WRITE A RELATED SENTENCES WITH THEM. THE FIRST ONE HAS BEEN DONE FOR YOU!

4 times 3 equal to 12

...4....x...3.....=...12.....

3 times 4 equal to 12

...3....x...4.....=...12.....

2 groups of 5 equal to 10

.....x.....=.....

.....

.....x.....=.....

6 multiply 1 equal to 6

.....x.....=.....

.....

.....x.....=.....

3 lots of 3 equal to 9

.....x.....=.....

.....

.....x.....=.....

EXERCISE 4:  **and** 

LOOK AT THE EXAMPLE AND SOLVE THE MULTIPLICATIONS ACCORDING TO IT.

•Remember the parenthesis are 'king' and always go first.

Ex.: $(5 \times 2) \times 3 = \underline{30}$

$10 \times 3 = 30$

a. $4 \times (3 \times 3) =$ ☐

b. $(6 \times 1) \times 4 =$ ☐

c. $5 \times (2 \times 4) =$ ☐

d. $(8 \times 2) \times 2 =$ ☐

e. $3 \times (2 \times 2) =$ ☐

f. $(4 \times 2) \times 4 =$ ☐

g. $6 \times (3 \times 3) =$ ☐

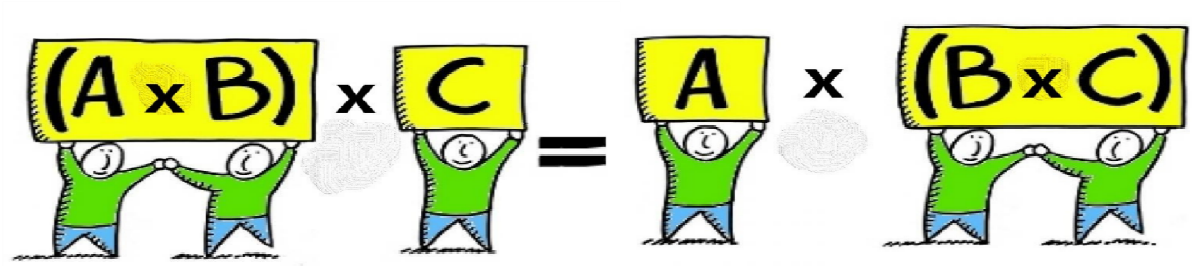
( )

Always work on the _____ first.

EXERCISE 5:  **and** 

READ THE RULE BELOW AND MATCH THE PAIRS WHICH HAVE THE SAME RESULT. AND PAINT THEIR HEART WITH THE SAME COLOUR

Rule: ***You can group the factors in different ways and the result of the multiplication will be the same.***



2x(3x4)	5x(2x2)
(5x2)x2	1x(3x7)
4x(2x6)	(3x8)x5
(1x3)x7	(2x3)x4
3x(8x5)	(4x2)x6

CoTIC: Collaborative Teaching in the Inclusive Classroom

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TEACHING MATHEMATICS

2ND grade

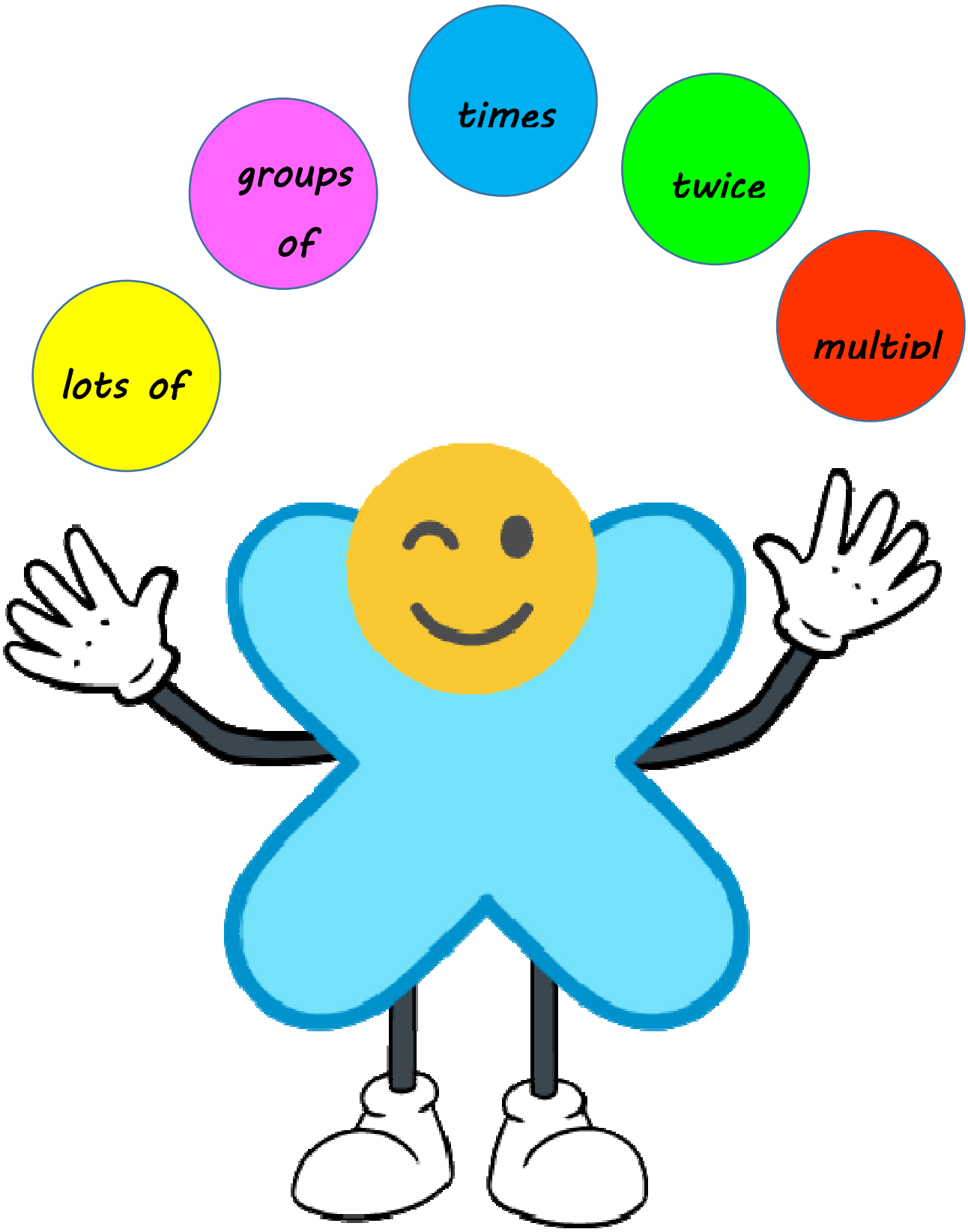
TOPIC: MULTIPLICATION

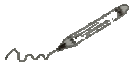
1/ Aim of the lesson – to multiply by 2, 5, 10

HUMAN RESOURCE DEVELOPMENT CENTRE

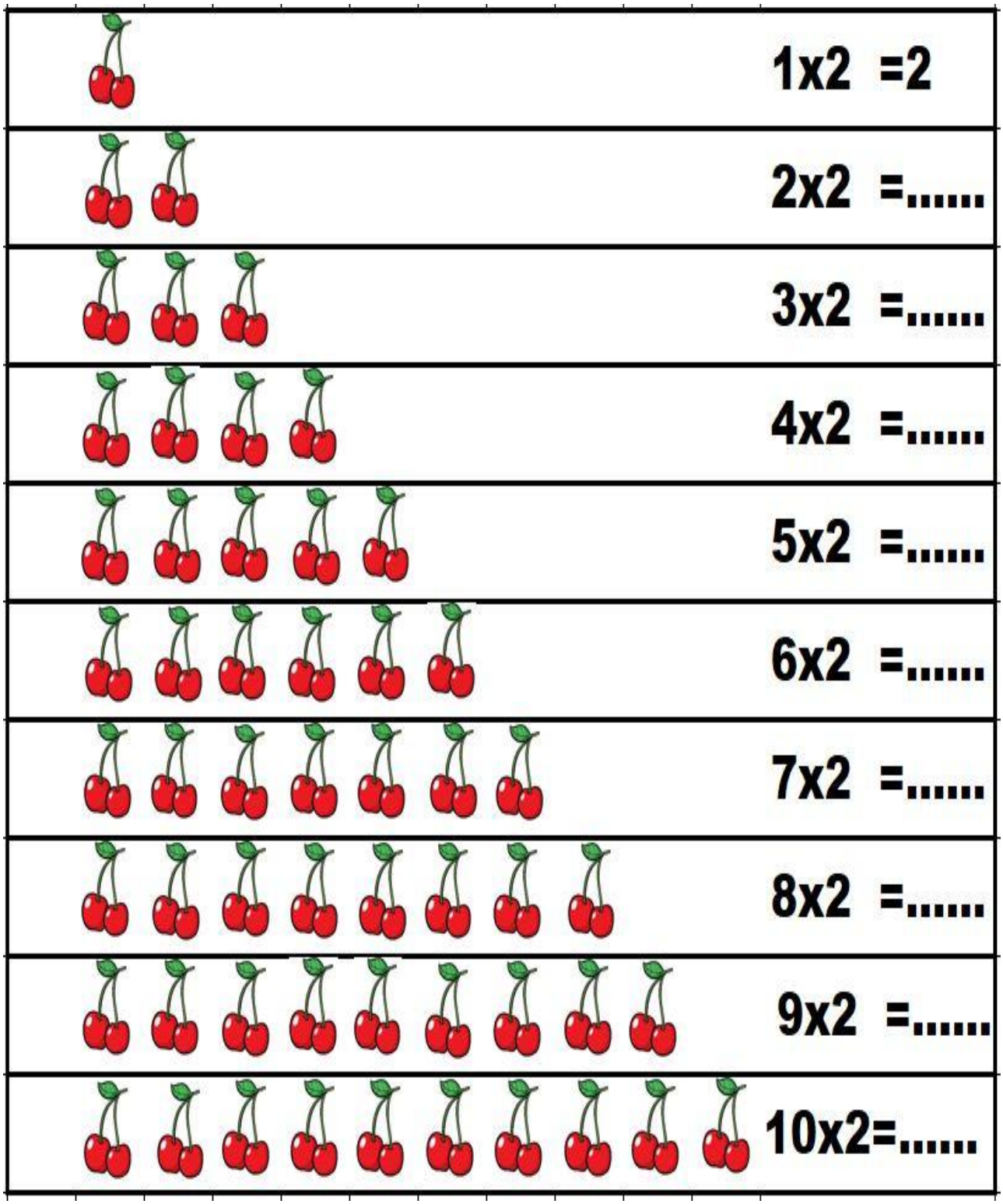
Co-funded by the Erasmus+ Programme of the European Union

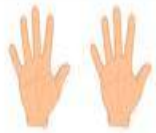
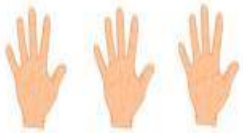
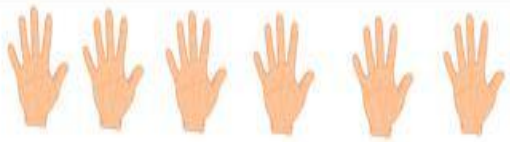
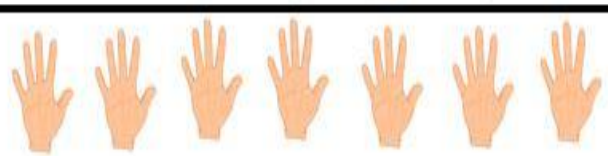
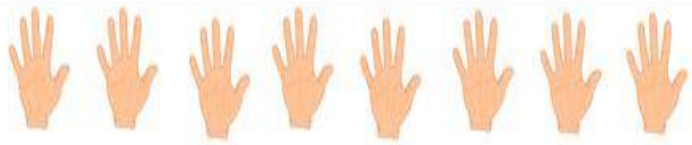
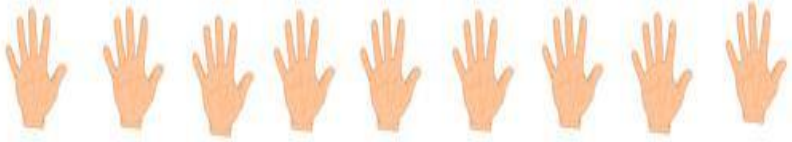
2/ Key words



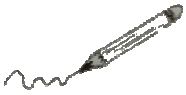
EXERCISE 1:  **and** 

LOOK THE EXAMPLES AND COMPLETE THE OTHERS

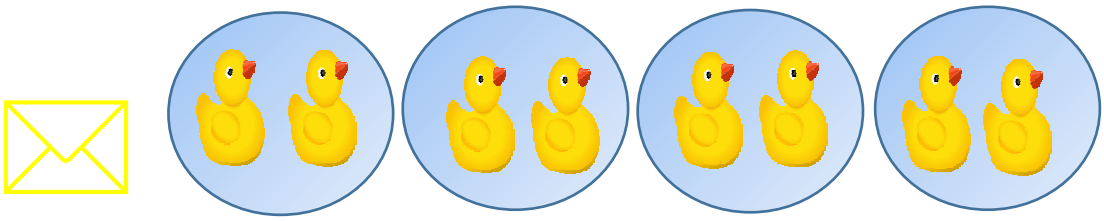


	1x5 =5
	2x5 =.....
	3x5 =.....
	4x5 =.....
	5x5 =.....
	6x5 =.....
	7x5 =.....
	8x5 =.....
	9x5 =.....
	10x5=.....

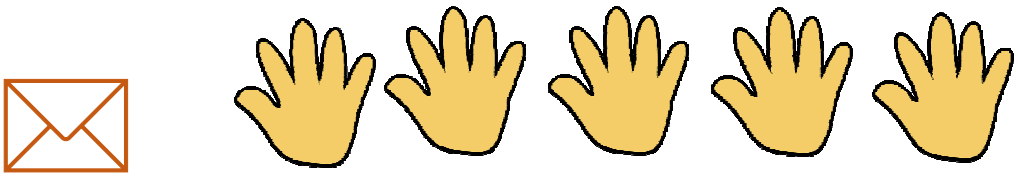
	1x10 =10
	2x10 =.....
	3x10 =.....
	4x10 =.....
	5x10 =.....
	6x10 =.....
	7x10 =.....
	8x10 =.....
	9x10 =.....
	10x10=.....

EXERCISE 2:  **and** 

LOOK AT PICTURES AND FIND THE RESULT OF MULTIPLICATIONS.



4x2=….



5x5=….

5x2=….

3x10=....

EXERCISE 3:  **and** 

FIND THE RESULT OF MULTIPLICATIONS AND MATCH WITH THE CORRECT PLANE

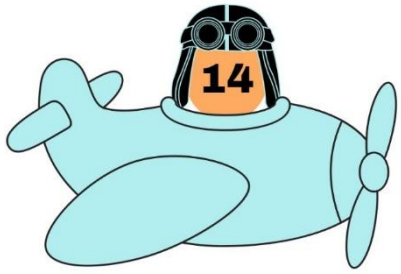
10 **3x5=?**

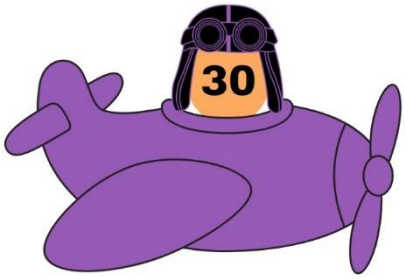
10 **7x2=?**

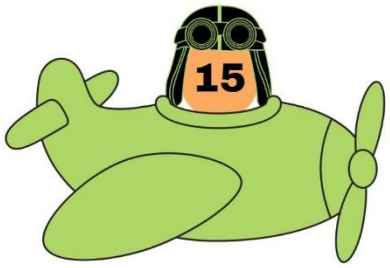
10 **10x2=?**

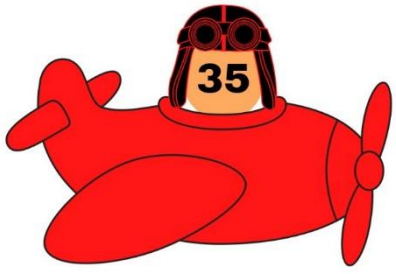
10 **7x5=?**

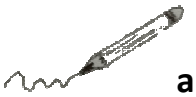
10 **3x10=?**





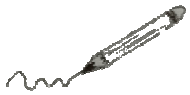




EXERCISE 4:  **and** 

FIND THE RESULT OF MULTIPLICATIONS AND PAINT THE CORRECT ONE WITH THE SAME COLOUR

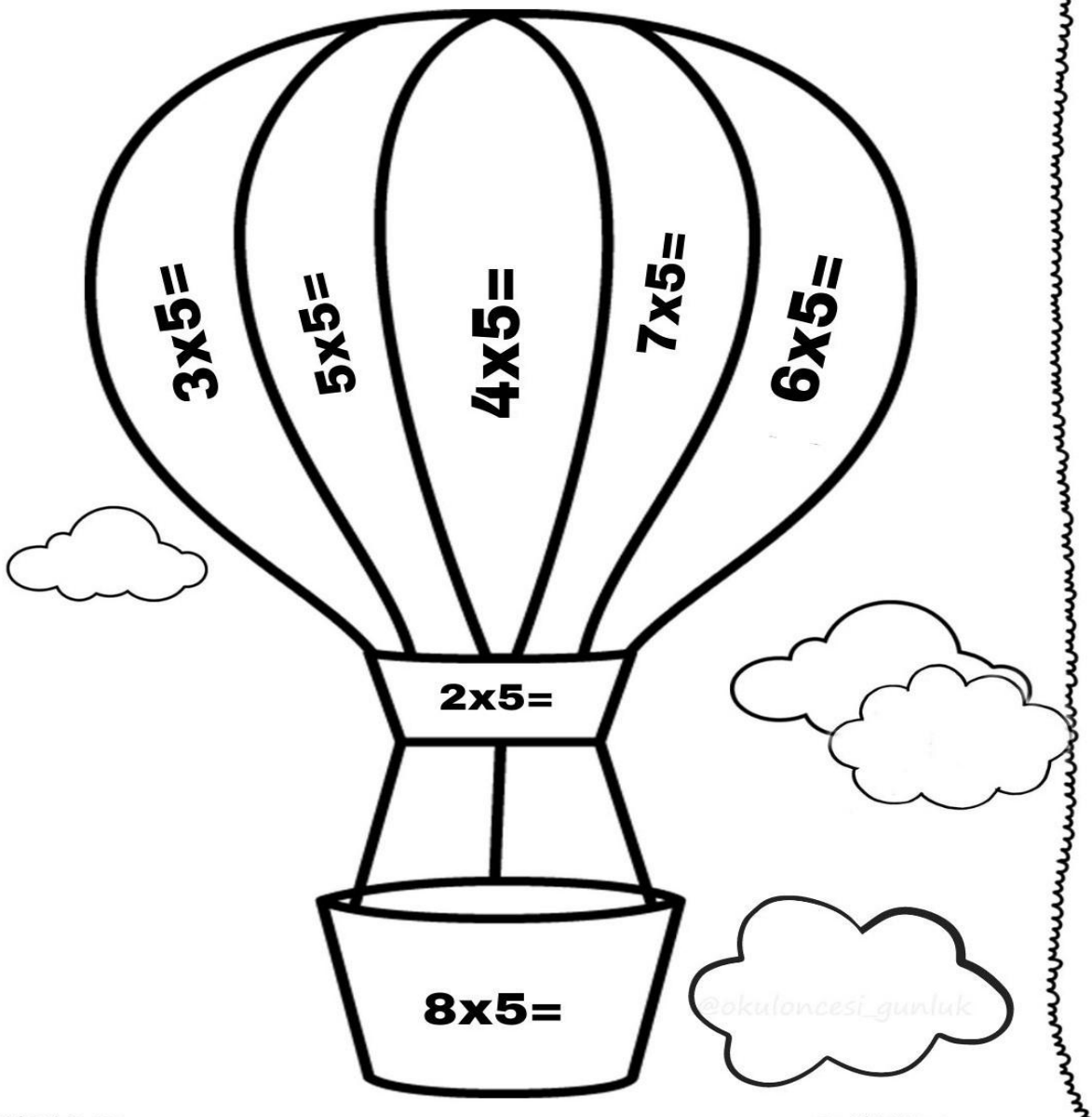
9x2=?	11	18	20
1x10=?	20	15	10
6x5=?	10	20	30
4x10=?	60	50	40
5x5=?	15	25	35

EXERCISE 5:  **and** 

FIND THE RESULT OF MULTIPLICATIONS AND PAINT THE PICTURE

10= red
20= yellow
30= pink
40= brown

15= blue
25= green
35= purple



EXERCISE 6:  **and** 

TICK THE CORRECT ONE

$$\begin{array}{r} 6 \\ \times\ 2 \\ \hline \end{array}$$

12	14	16

$$\begin{array}{r} 9 \\ \times\ 2 \\ \hline \end{array}$$

16	18	20

$$\begin{array}{r} 5 \\ \times\ 2 \\ \hline \end{array}$$

10	15	20

$$\begin{array}{r} 4 \\ \times\ 2 \\ \hline \end{array}$$

8	12	6

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

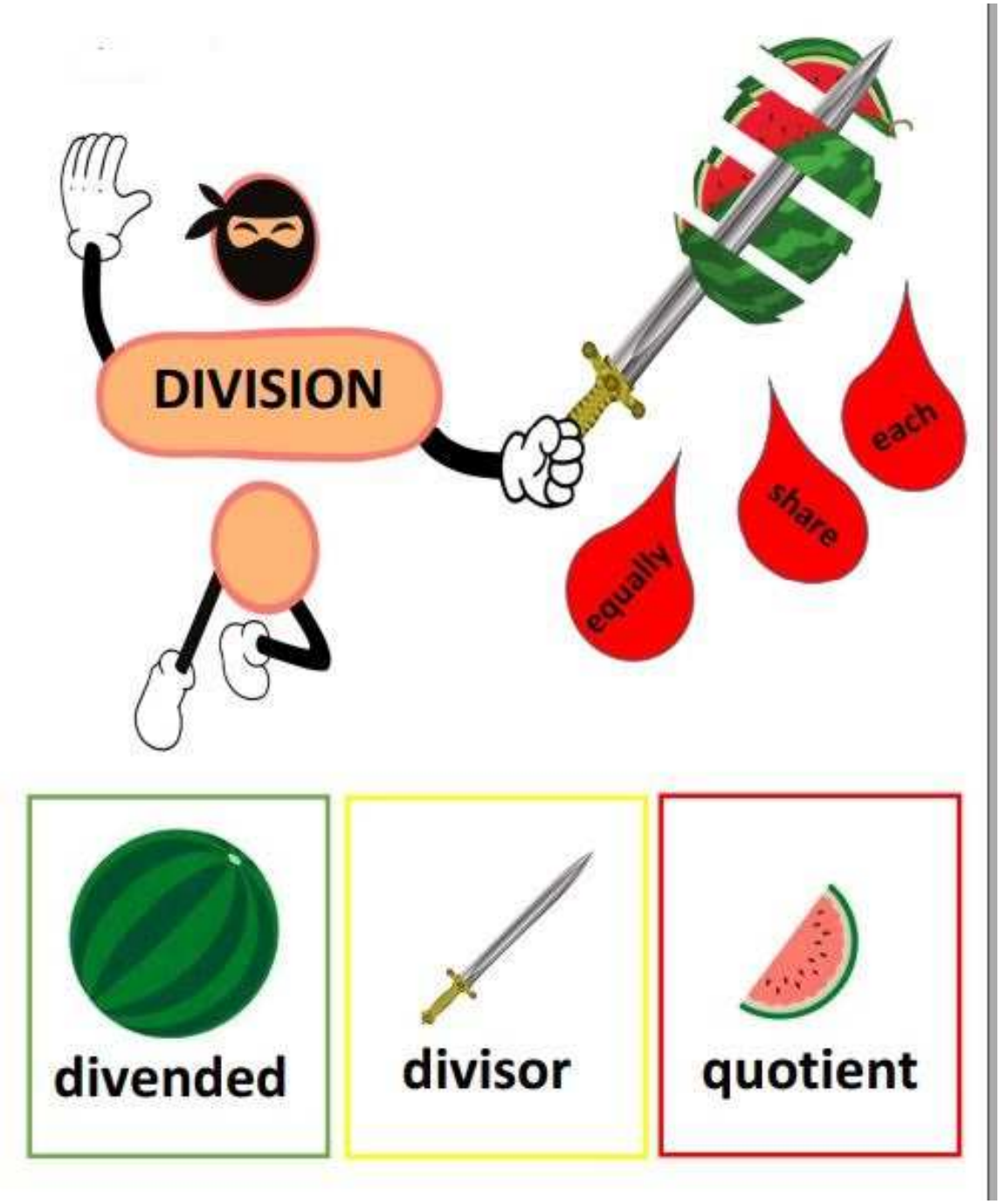
TOPIC: DIVISION

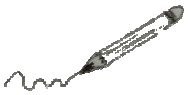
1/ Aim of the lesson – to learn how to divide by 2, 5, 10

HUMAN RESOURCE DEVELOPMENT CENTRE

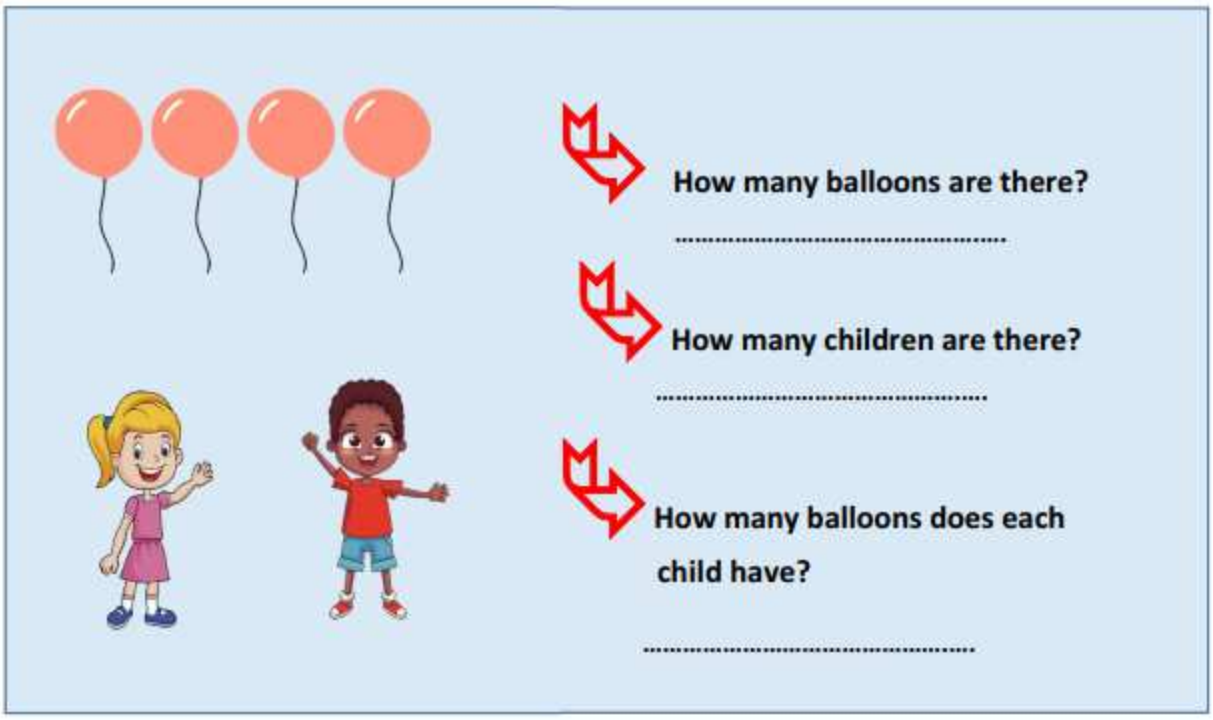
Co-funded by the Erasmus+ Programme of the European Union

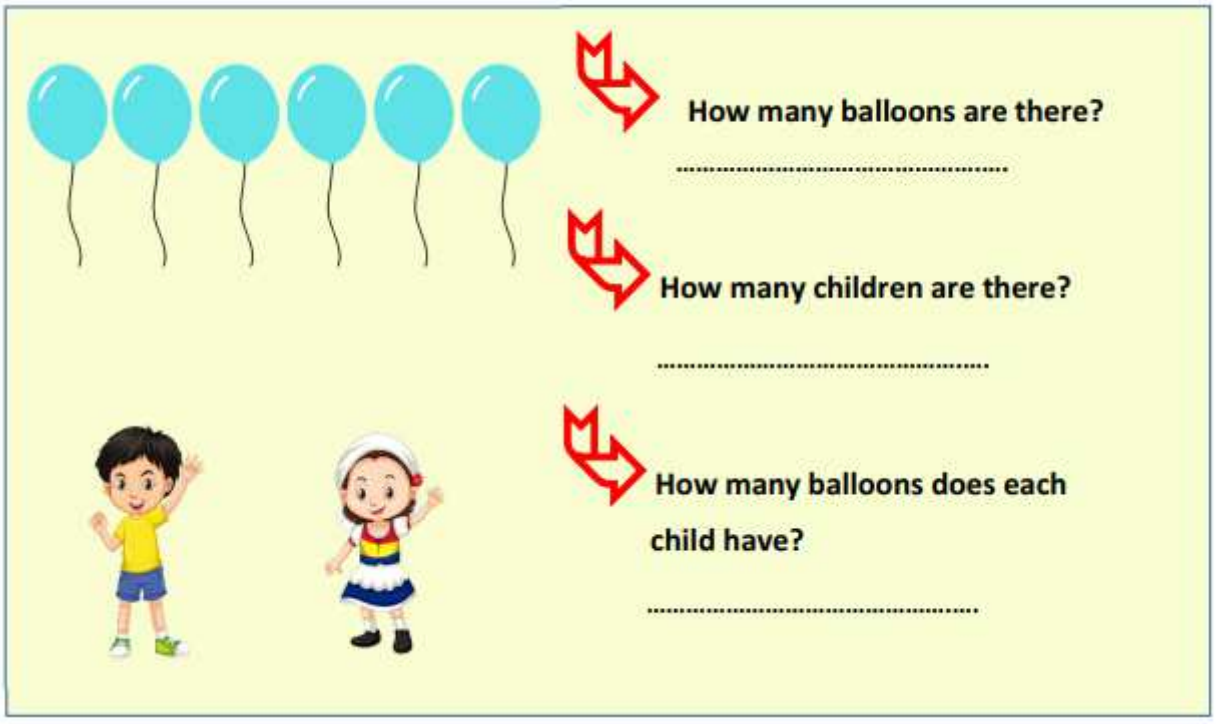
2/ Key words



EXERCISE 1:  ,  **and** 

SHARE THE BALLOONS TO THE CHILDREN ONE BY ONE AND ANSWER THE QUESTIONS ACCORDING TO THE RESULT OF SHARING





How many balloons are there?

.....

How many children are there?

.....

How many balloons does each child have?

.....

How many balloons are there?

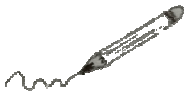
.....

How many children are there?

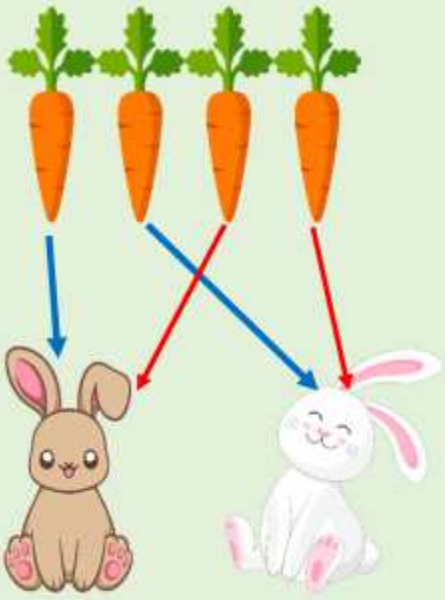
.....

How many balloons does each child have?

.....

EXERCISE 2:  **and** 

LOOK AT THE EXAMPLE AND MAKE THE OTHERS ACCORDING TO IT.



4-2=2 1.share

2-2= 0 2.share

When we divide

...4....carrots among ....2..... rabbits,

each gets ...2... carrots.

4 ÷2 =2

8-2=..... __1.__share

6-2=..... ..... share

4-2=..... .....share

2-2=..... .....share

When we divide

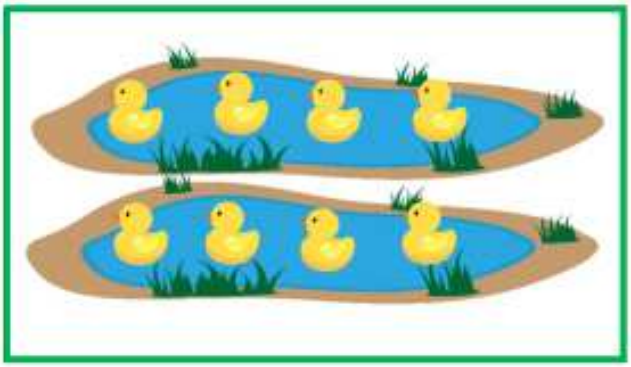
.....carrots among ..... rabbits,

each gets ..... carrots.

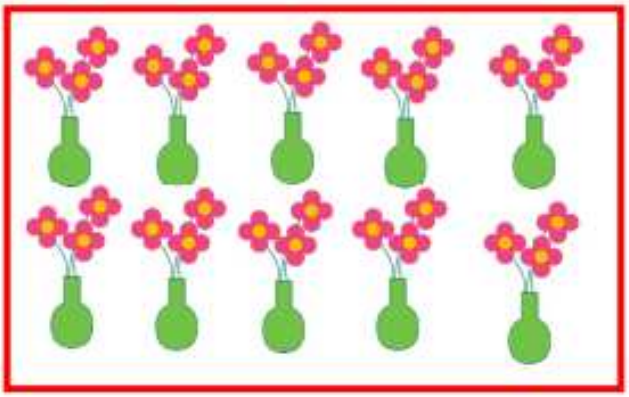
8 ÷2 =.....

EXERCISE 3:  **and** 

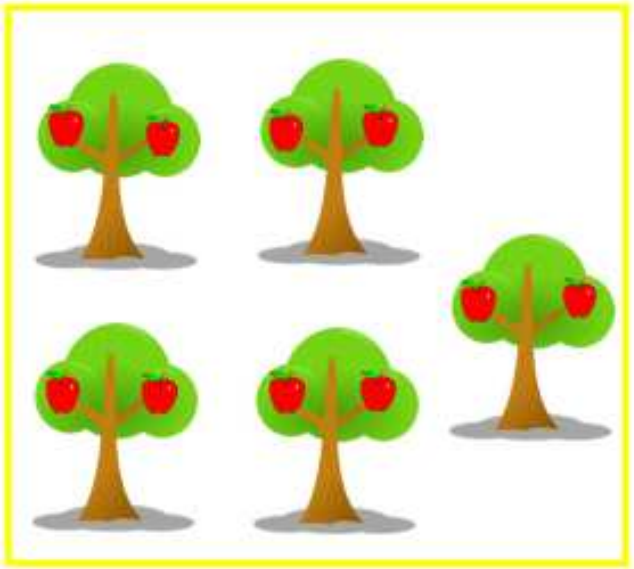
LOOK AND MATCH THE PICTURES WITH TRUE DIVISIONS



$30 \div 10 = 3$



$8 \div 2 = 4$



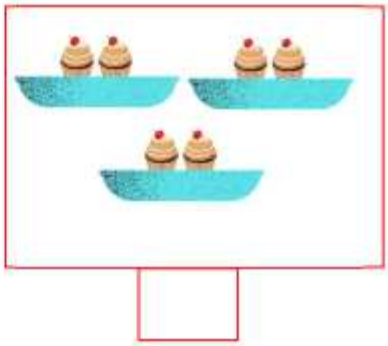
$10 \div 5 = 2$

EXERCISE 4:  **and** 

READ THE SENTENCES AND TICK THE CORRECT PICTURE

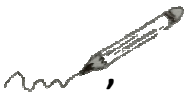
When we divide 20 cakes among 5 dishes, each gets 4 cakes

$$20 \div 5 = 4$$



When we divide 10 bones among 2 dogs, each gets 5 bones

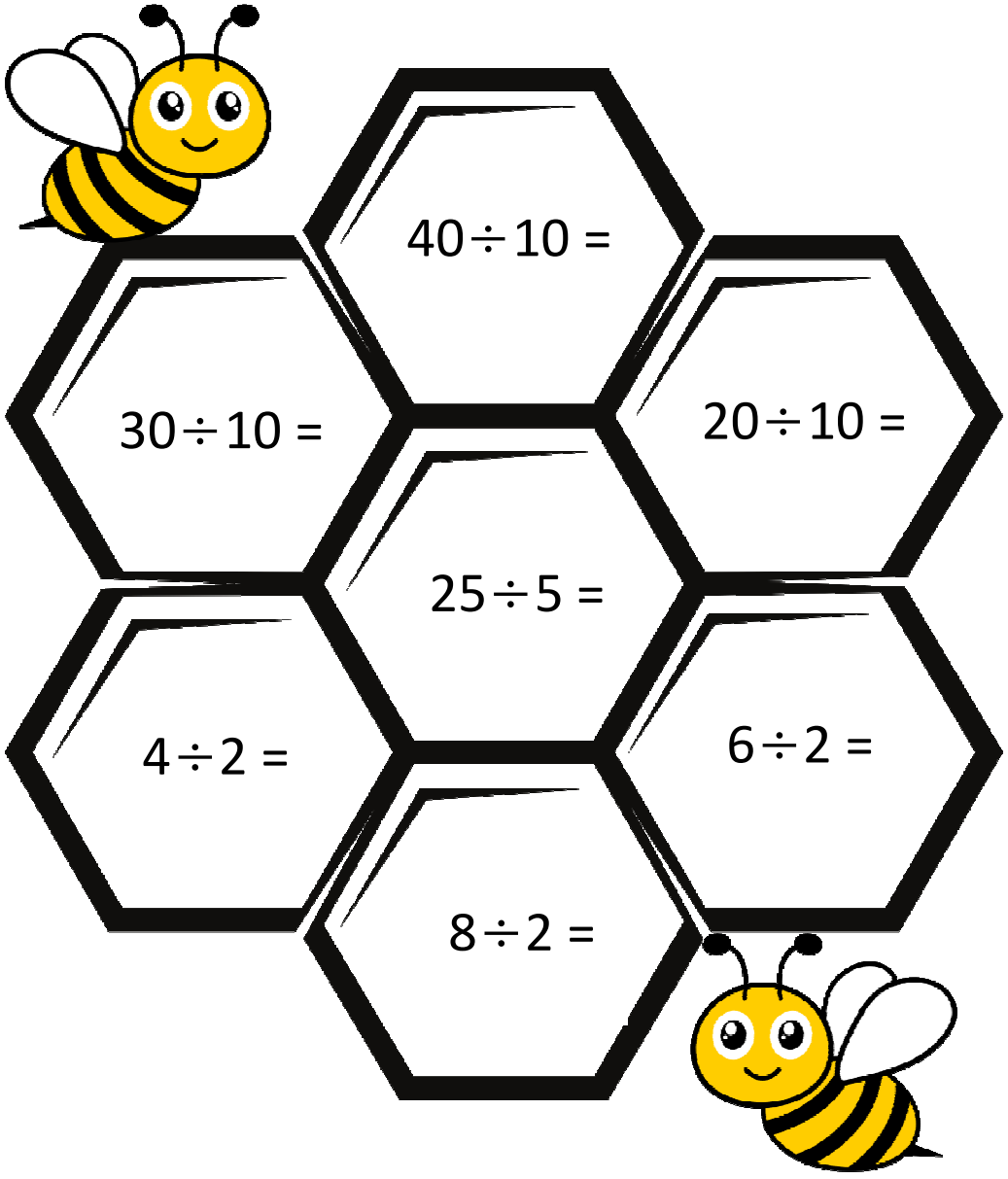
$$10 \div 2 = 5$$

EXERCISE 5:  **and** 

FIND THE RESULT OF DIVISIONS AND PAINT THE PICTURE

2= Red 3= Blue

4= Green 5= Yellow



CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: MULTIPLICATION

1/ Aim of the lesson – to multiply and divide by 3 and 4

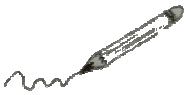
HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

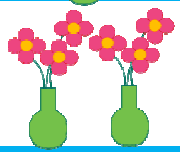
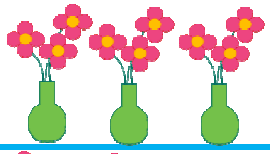
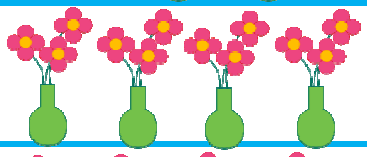
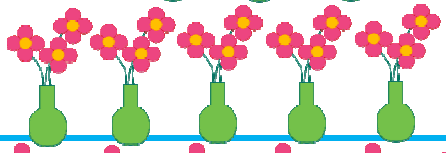
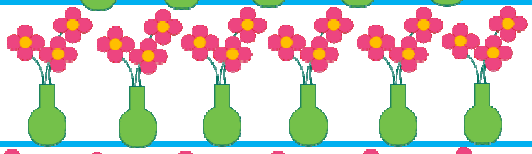
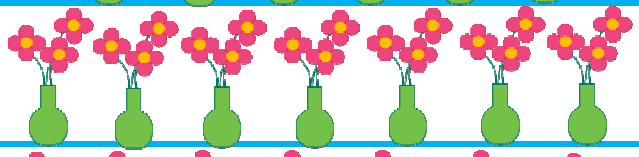
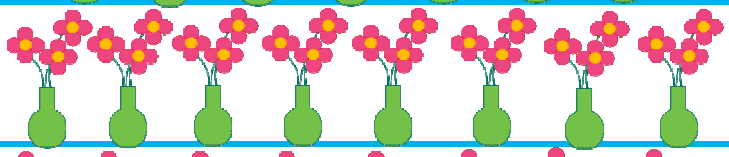
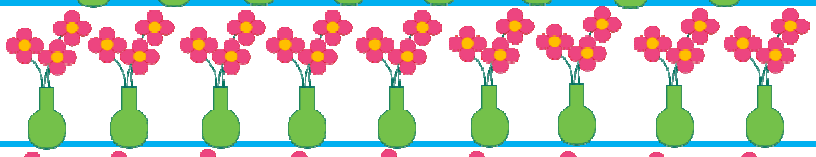
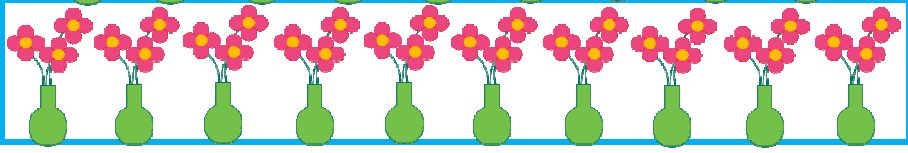
2/ Key words

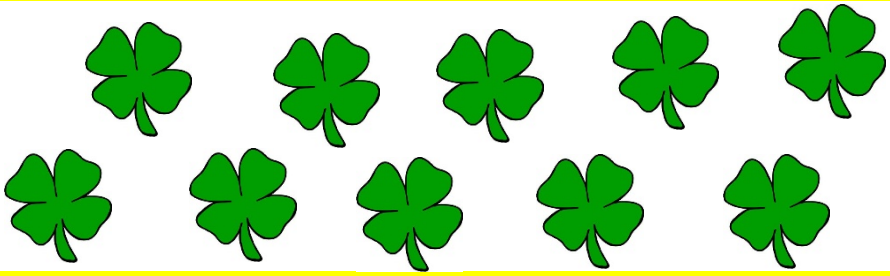

times
multiply
multiplied by
multiplication
x


divided by
per
division

EXERCISE 1:  **and** 

LOOK AT THE EXAMPLE AND FILL THE OTHER BLANKS

1x3=..3..	1 vase with 3 flowers = 3 flowers all together  3 flowers divided by 3 we need 1 vase	3÷3=..1..
2x3=.....	2 vases with 3 flowers = 6 flowers all together  6 flowers divided by 3 we need 2 vases	6÷3=.....
3x3=.....		9÷3=.....
4x3=.....		12÷3=.....
5x3=.....		15÷3=.....
6x3=.....		18÷3=.....
7x3=.....		21÷3=.....
8x3=.....		24÷3=.....
9x3=.....		27÷3=.....
10x3=.....		30÷3=.....

1x4=..4..	1 time 4 leaf clover has 4 leafs  4 leafs divided by 4 we have 1 clover	4÷4=..1...
2x4=.....	2 times 4 leaf clover has 8 leafs  8 leafs divided by 4 we have 2 clovers	8÷4=.....
3x4=.....		12÷4=.....
4x4=.....		16÷4=.....
5x4=.....		20÷4=.....
6x4=.....		24÷4=.....
7x4=.....		28÷4=.....
8x4=.....		32÷4=.....
9x4=.....		36÷4=.....
10x4=		40÷4=.....

EXERCISE 2:  **and** 

READ THE SENTENCES AND TICK THE CORRECT MATH SENTENCES

20 divided by 4, equals 5

	20 ÷ 4 = 5

	20 x 4 = 5

3 times 7, equals 21

	3 ÷ 7 = 21

	3 x 7 = 21

27 divided by 3, equals 9

	27 x 3 = 9

	27 ÷ 3 = 9

4 multiply 8, equals 32

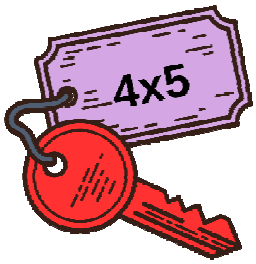
	4 x 8 = 32

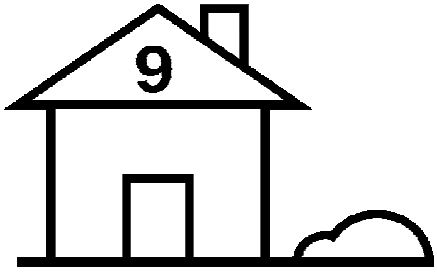
	4 ÷ 8 = 32

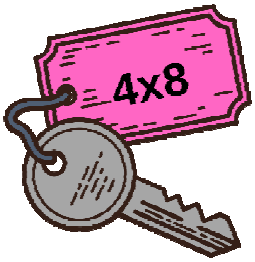
EXERCISE 3:  **and** 

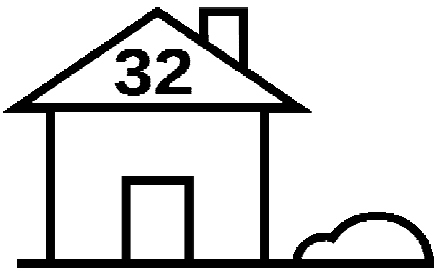
SOLVE THE MULTIPLICATIONS AND MATCH EACH KEY WITH THE HOUSE IT CAN OPEN.

.



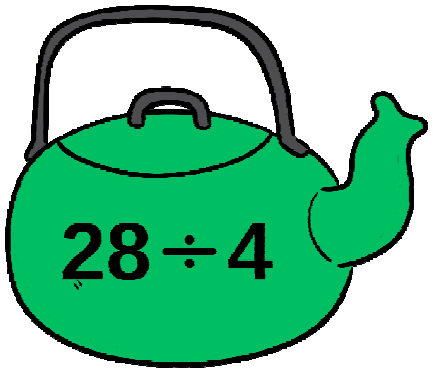


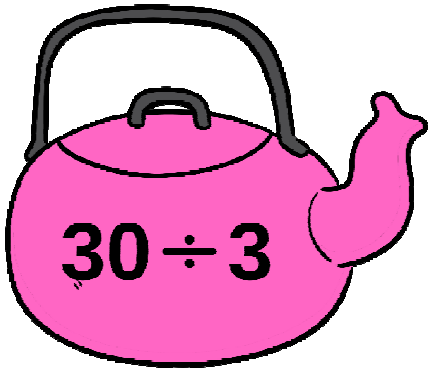


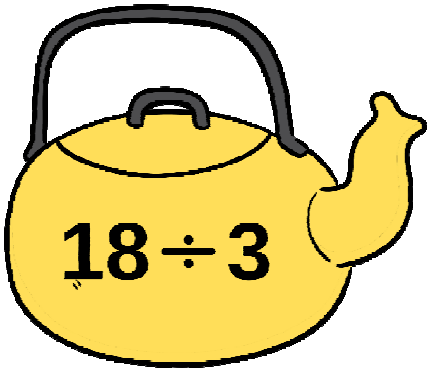


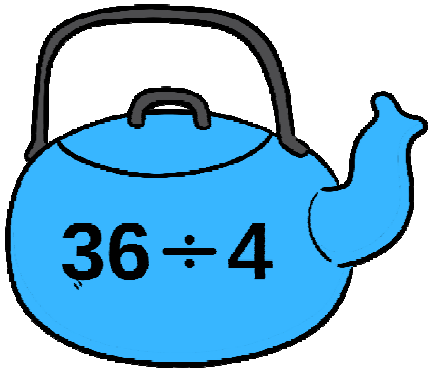
EXERCISE 4:  **and** 

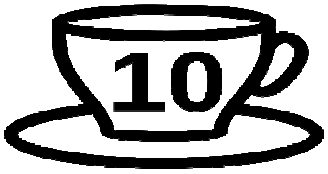
SOLVE THE DIVISION ON THE TEAPOT AND FIND THE CORRECT CUP. THAN PAINT THE CUP THE SAME COLOUR AS THE TEAPOT.





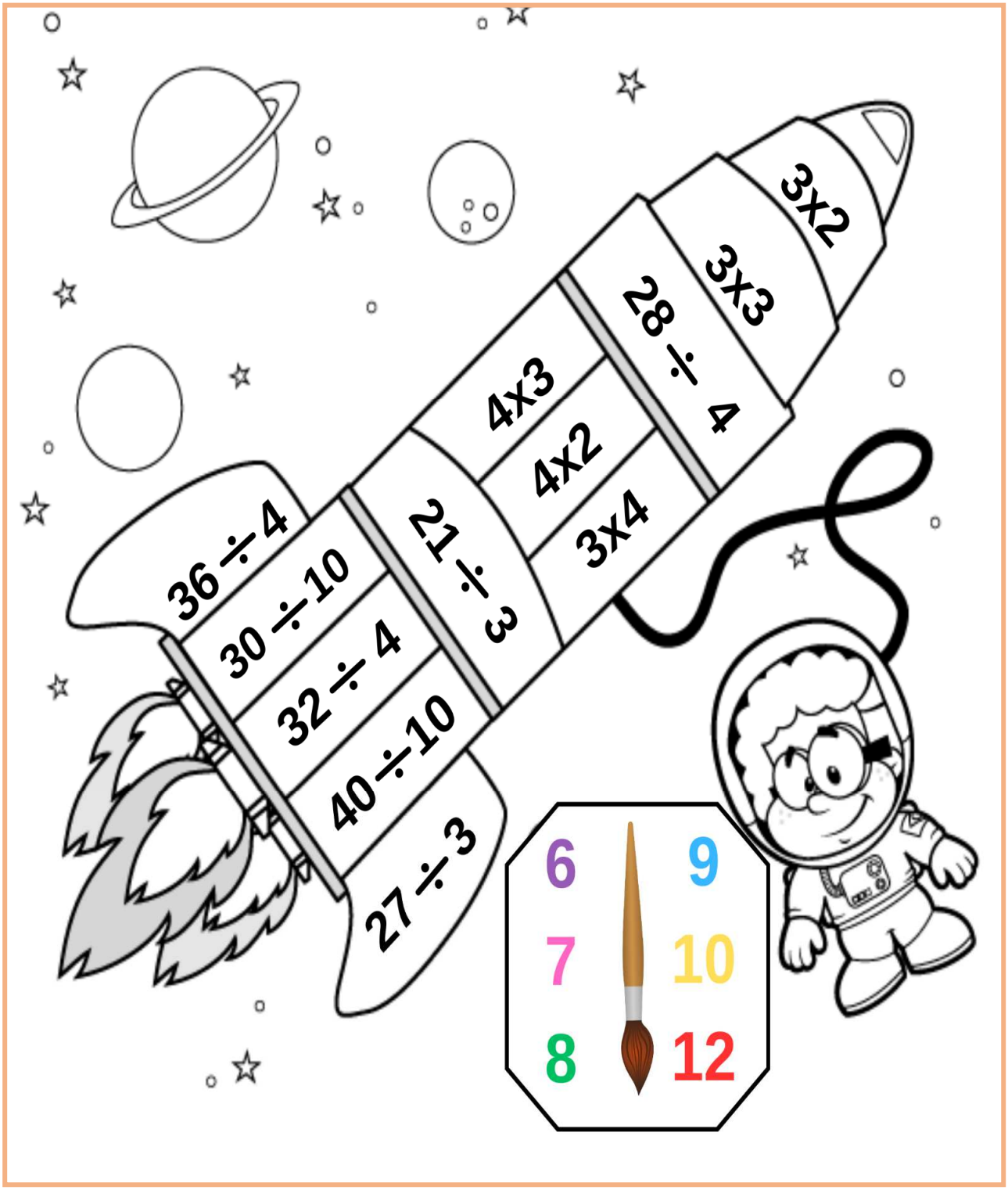






EXERCISE 5: and

FIND THE RESULTS AND PAINT THE PICTURE



CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

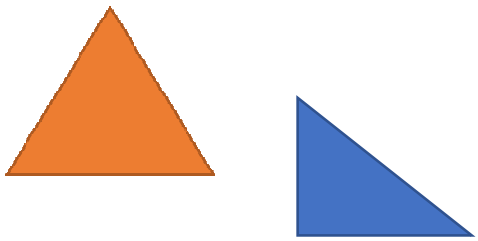
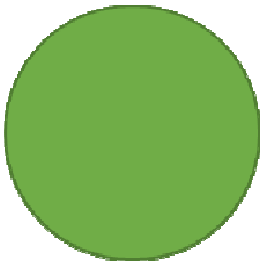
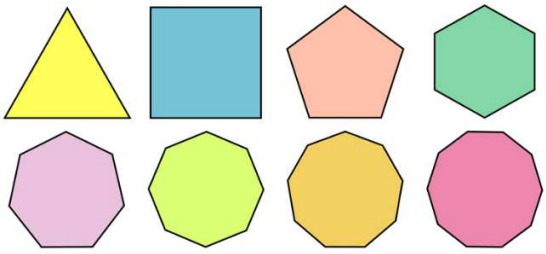
TOPIC: GEOMETRICAL FIGURES

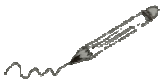
1/ Aim of the lesson – distinguish, determine, group geometrical figures.

HUMAN RESOURCE DEVELOPMENT CENTRE

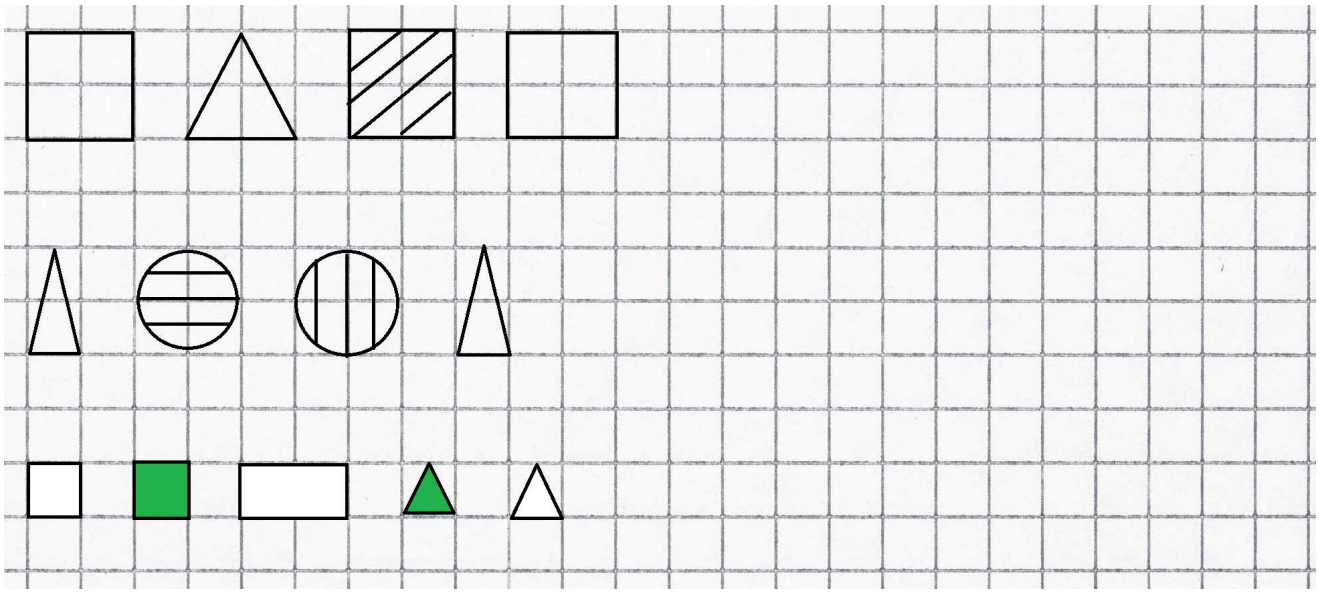
Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

	**TRIANGLE**
	**SQUARE**
	**CIRCLE**
	**RECTANGLE**
	**POLYGONS**

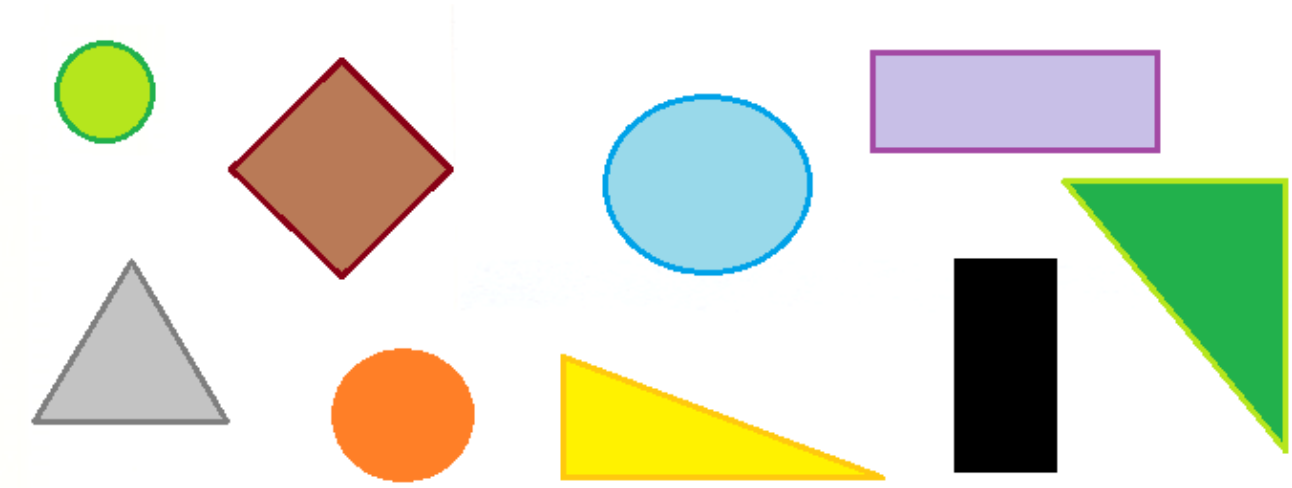
EXERCISE 1:  **and** 

CONTINUE DRAWING FIGURES FOLLOWING THE PATTERN.



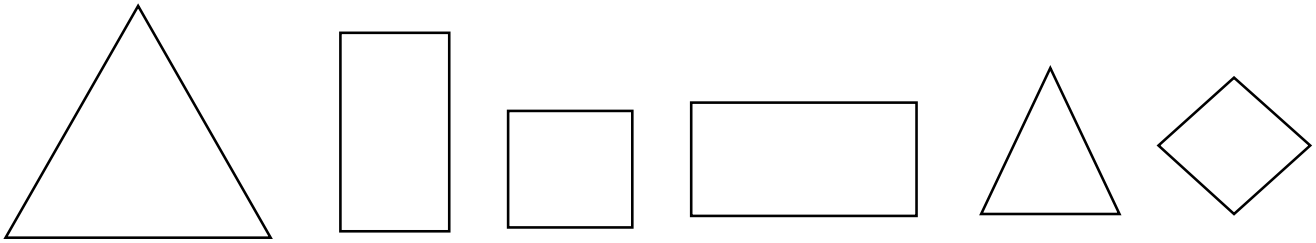
EXERCISE 2:  **and** 

CIRCLE IN THE SAME COLOUR THE FIGURES OF THE SAME SHAPE.



EXERCISE 3:  **and** 

COLOUR ALL THE TRIANGLIES IN GREEN AND ALL THE SQUARES IN RED.

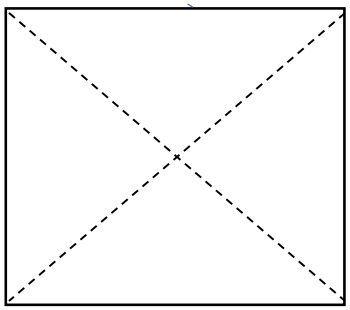


EXERCISE 4: 

COLOUR THE SQUARE IN FOUR PARTS FOLLOWING THE RULES BELOW:

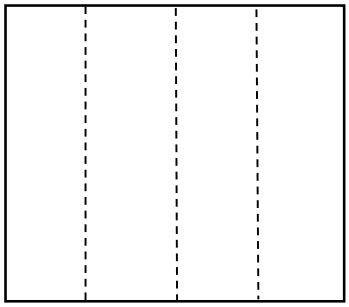
a) form 4 triangles

colour each  differently



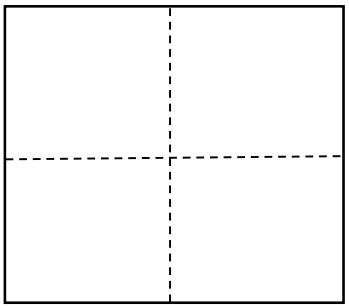
b) form 4 similar rectangles

colour each  differently



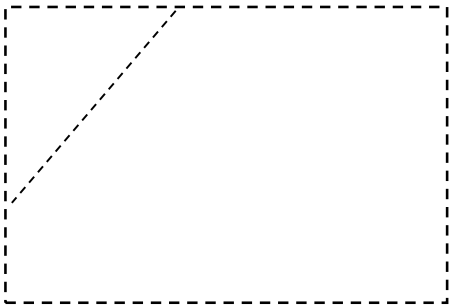
c) form 4 squares

colour each  differently



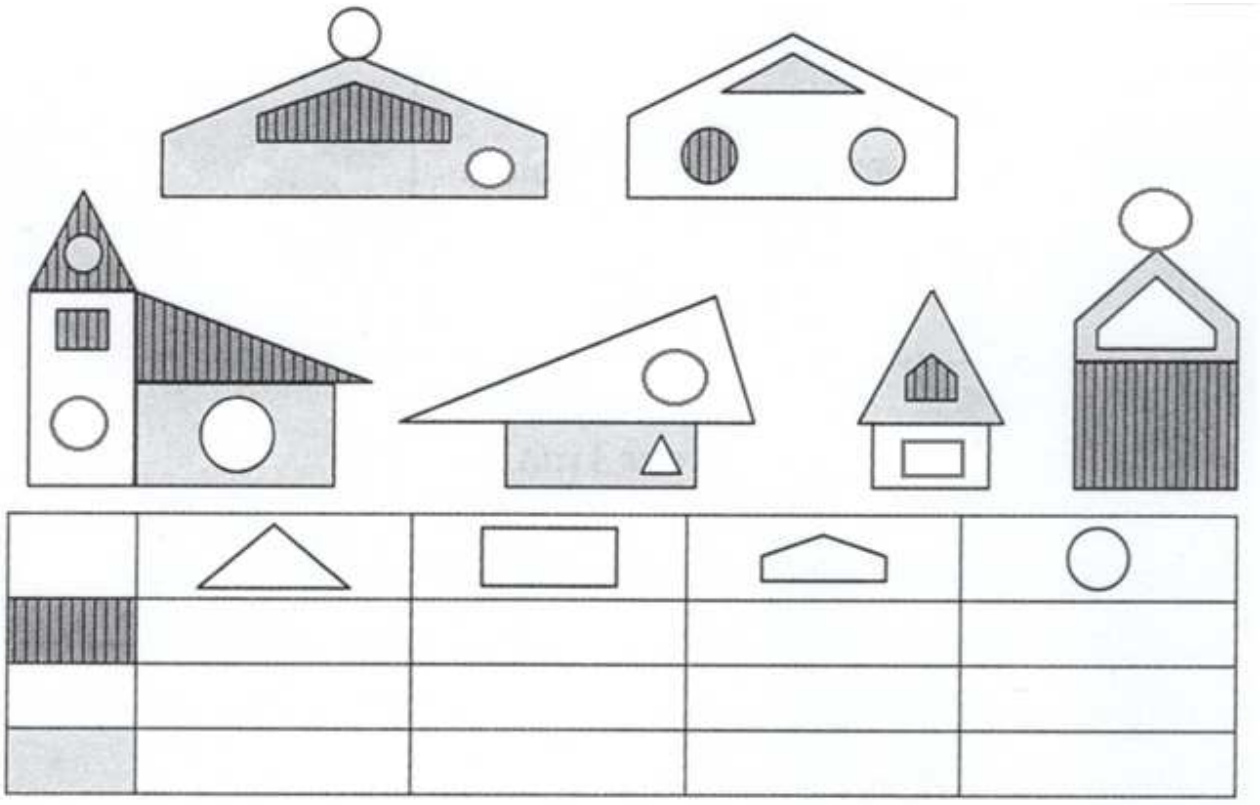
d) form a triangle and a rectangle

colour each figure differently



EXERCISE 5:

COUNT THE GEOMETRICAL FIGURES. WRITE THE NUMBER OF EACH FIGURE IN THE TABLE.



CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: MULTIPLICATION AND DIVISION BY 6 AND 7

1/ Aim of the lesson – divide numbers up to 70 by 6 and 7; multiply single-digit numbers by 6 and 7; group objects according to mathematical operation.

HUMAN RESOURCE DEVELOPMENT CENTRE

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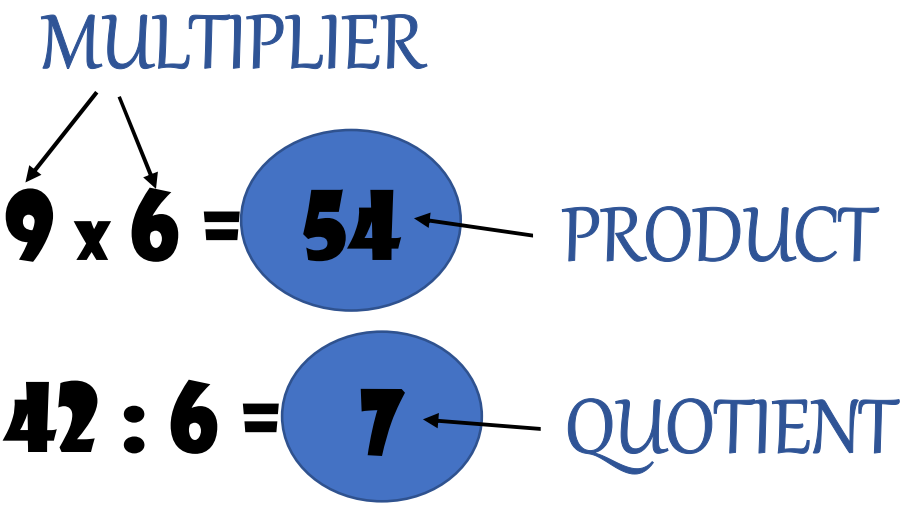
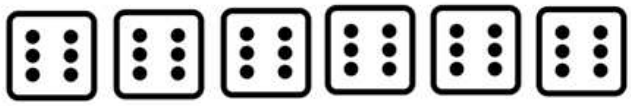
2/Key words

6 × 1 = 6	7 × 1 = 7
6 × 2 = 12	7 × 2 = 14
6 × 3 = 18	7 × 3 = 21
6 × 4 = 24	7 × 4 = 28
6 × 5 = 30	7 × 5 = 35
6 × 6 = 36	7 × 6 = 42
6 × 7 = 42	7 × 7 = 49
6 × 8 = 48	7 × 8 = 56
6 × 9 = 54	7 × 9 = 63
6 × 10 = 60	7 × 10 = 70



EXERCISE 1:

WHICH MATHEMATICAL EXPRESSION CORRESPONDS WITH EACH DRAWING? WRITE THE LETTER INTO THE ☐ .

A		**7 x 5** ☐
B		**6 x 4** ☐
C		**7 x 3** ☐
D		**6 x 6** ☐

EXERCISE 2: and

LINK THE EXPRESSION WITH THE CORRECT RESULT AND COLOUR IN THE SAME COLOUR!

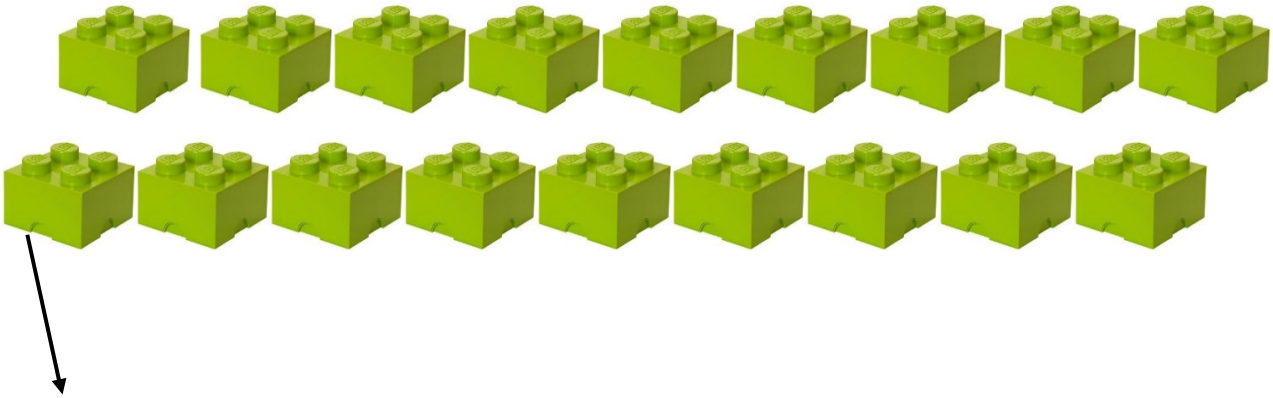
7 x 4 **6 x 5** **7 x 7**

49 **63** **28** **30** **18** **48**

6 x 8 **7 x 9** **6 x 3**

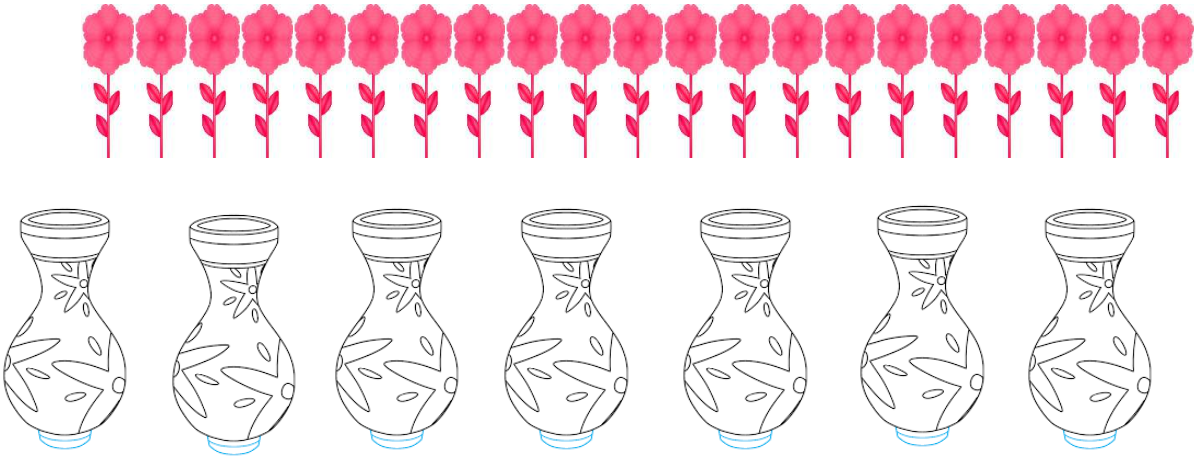
EXERCISE 3: ..... **and**

A)DIVIDE THE LEGO BLOCKS EQUALLY AMONG THE 6 BOYS. HOW MANY BLOCKS DOES EACH BOY HAVE?



THE ANSWER: Each boy has ☐ LEGO blocks.

B)DRAW HOW TO DIVIDE 21 FLOWER EQUALLY AMONG 7 VASES.



THE ANSWER: There are ☐ flowers in each vase.

EXERCISE 4: 

COMPARE. WRITE <, >, OR = !

7 X 3		6 X 4
42 : 6		42 : 7
7 X 5		6 X 5
35 : 7		30 : 6
6 X 9		7 X 9
28 : 7		18 : 6

EXERCISE 5:  **and** 

FIND THE MULTIPLIERS THAT RESULT IN THE HIGHLIGHTED NUMBER. CIRCLE THE RESPECTIVE MULTIPLIERS. WRITE THE SIGN OF MULTIPLICATION.

49	6	5	7 x 7		8	8
42	5	8	6	8	6	7
30	9	5	8	6	5	9
48	6	8	7	6	5	7
56	9	8	7	6	5	9

CoTIC: Collaborative Teaching in the Inclusive Classroom

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TEACHING MATHEMATICS

2ND grade

TOPIC: TIME UNITS (HOUR, MINUTE, DAY, WEEK, MONTH, YEAR)

1/ Aim of the lesson – learn to write down information that contains clues about time; be able to compare units of time; be able to convert time units.

HUMAN RESOURCE DEVELOPMENT CENTRE

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2/Key words

60 seconds	=	1 minute
60 minutes	=	1 hour
24 hours	=	1 day
7 days	=	1 week
30 days or 31 day	=	1 month
12 months	=	1 year
365 days	=	1 year

DAYS OF THE WEEK

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

EXERCISE 1: 

DECODE AND WRITE THE UNIT OF MEASUREMENT.

M			**U**		

	E	**E**	

D		

	O			**H**

		U	

			R

EXERCISE 2: 

LINK THE UNITS OF MEASUREMENT.

1 hour	7 days	1 year
	24 hours	
	60 minutes	
1 week		
	12 months	1 day

EXERCISE 3: 

COMPARE AND WRITE INTO THE ☐ <,>, =.

1 year	☐	15 months
1 month	☐	24 days
2 weeks	☐	14 days
1h 10 min	☐	61 min

EXERCISE 4: 

WRITE THE DAYS OF THE WEEK IN THE CORRECT ORDER STARTING FROM THE FIRST DAY OF THE WEEK.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

FRIDAY

TUESDAY

SATURDAY

THURSDAY

MONDAY

SUNDAY

WEDNESDAY

EXERCISE 5:  **and** 

WRITE THE CORRESPONDING DAY OF THE WEEK.

YESTERDAY it was	**TODAY** it is	**TOMORROW** it will be
T_____	Friday	S_____
M_____	T_____	Wednesday

CoTIC: Collaborative Teaching in the Inclusive Classroom

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TEACHING MATHEMATICS

2ND grade

TOPIC: MULTIPLICATION AND DIVISION BY 8 AND 9

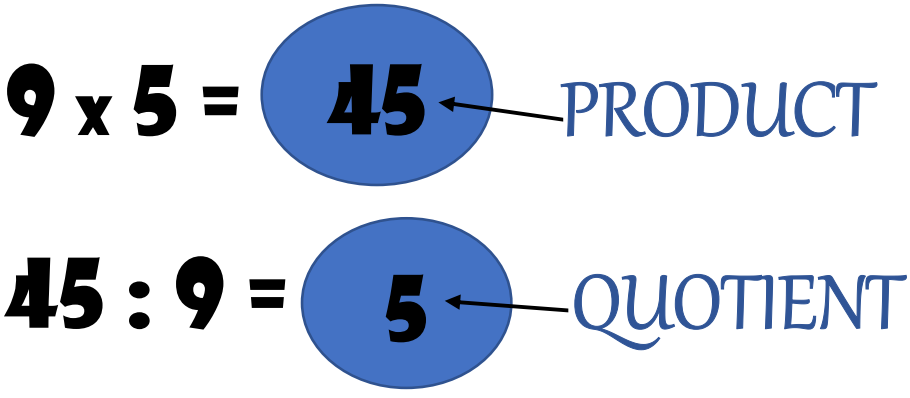
1/ Aim of the lesson – divide numbers up to 90 by 8 and 9; multiply single-digit numbers by 8 and 9; know the names of mathematical operations.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/Key words

8 × 1 = 8	9 × 1 = 9
8 × 2 = 16	9 × 2 = 18
8 × 3 = 24	9 × 3 = 27
8 × 4 = 32	9 × 4 = 36
8 × 5 = 40	9 × 5 = 45
8 × 6 = 48	9 × 6 = 54
8 × 7 = 56	9 × 7 = 63
8 × 8 = 64	9 × 8 = 72
8 × 9 = 72	9 × 9 = 81
8 × 10 = 80	9 × 10 = 90



EXERCISE 1:

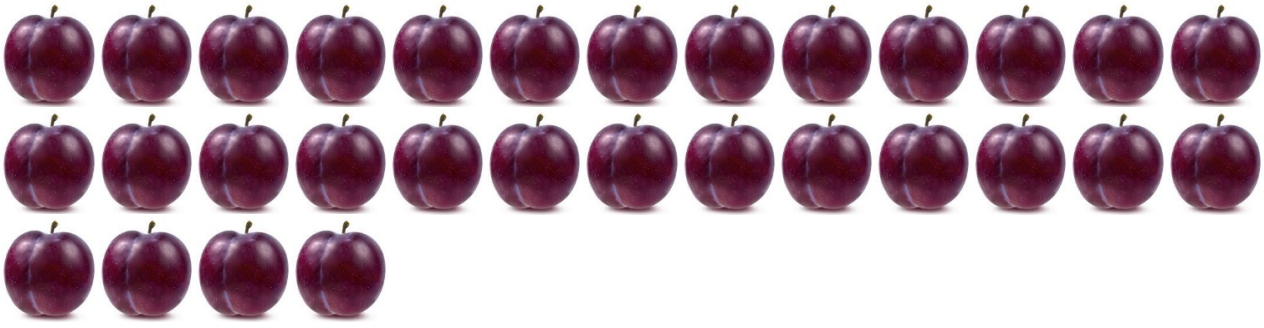
CALCULATE AND WRITE THE RESULT.

8 x	3	6	4	10	8	2
				80		

9 x	2	5	9	7	4	6
					36	

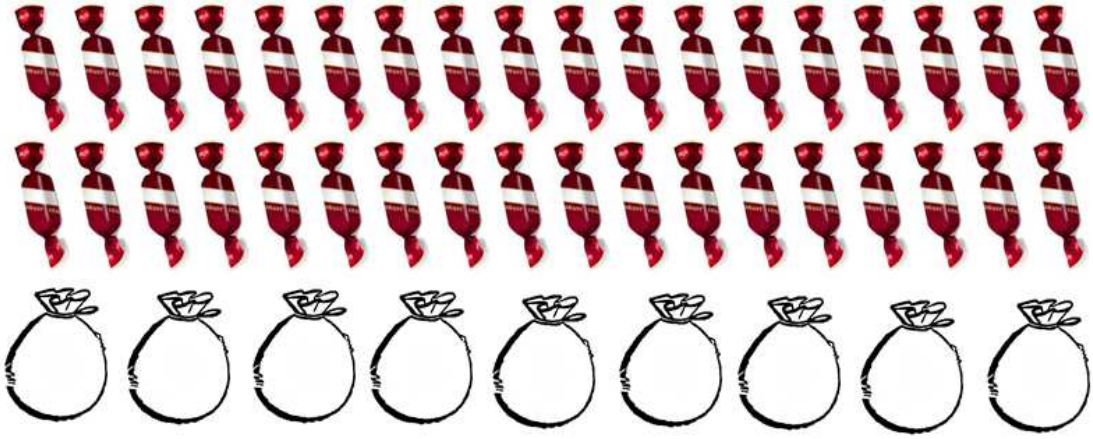
EXERCISE 2:

A) DISTRIBUTE THE PLUMS EQUALLY. HOW MANY BASKETS DID YOU FILL?



THE ANSWER: I filled ☐ baskets.

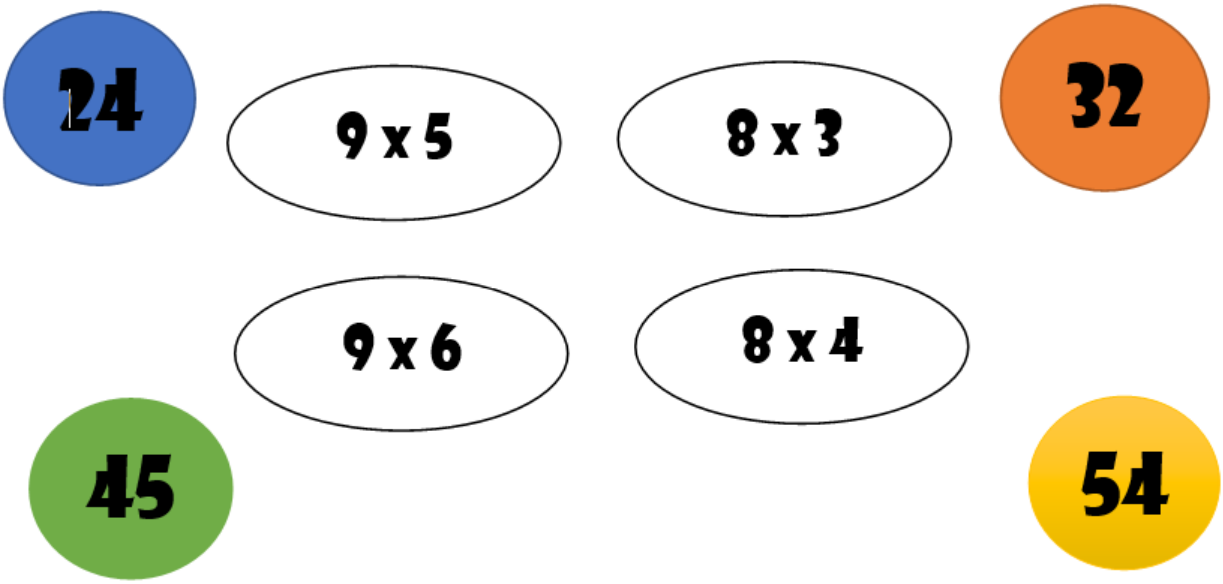
B) THERE ARE 36 CANDIES ALTOGETHER. PUT EQUAL NUMBER OF CANDIES INTO 9 PACKAGES. HOW MANY CANDIES DID YOU PUT INTO EACH PACKAGE?



THE ANSWER: There are ☐ in each package.

EXERCISE 3:  **and** 

LINK THE MATHEMATICAL EXPRESSION WITH THE RESPECTIVE RESULT AND COLOUR THEM USING THE SAME COLOUR.



EXERCISE 4: 

FILL THE TABLE DOING THE RESPECTIVE MATHEMATICAL OPERATIONS WITH THE NUMBERS GIVEN.

	8 and **2**	**9** and **3**	**8** and **4**
Multiplication			
Division			

EXERCISE 5:  **and** 

FIND THE MULTIPLICATION OPERATIONS WITH 8 AND 9. CIRCLE THEM AND ADD THE RESPECTIVE SIGN (X or =).

72		9	9	5
8	x	3	= 24	9
x				
6		9	5	7
=				
48		2	4	63
45		18	9	5
5		8	8	4
8		8	64	9

Multiply

8x3 = 24

9x5 = _____

8x8 =_____

9x2 =_____

8x4 = _____

9x7 = _____

8x6 = 48

9x4 = _____

8x5 = _____

9x9 = _____

CoTIC: Collaborative Teaching in the Inclusive Classroom

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TEACHING MATHEMATICS

2ND grade

TOPIC: MULTIPLICATION BY 1 AND 0; DIVISION OF THE TYPE 7:7; 7:1; 0:7

1/ Aim of the lesson – to learn how multiply and divide by 1; how to multiply by 0; how to proceed division of the type 3:3

HUMAN RESOURCE DEVELOPMENT CENTRE

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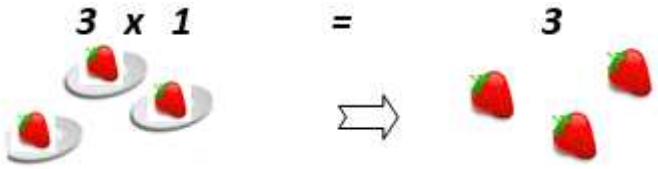
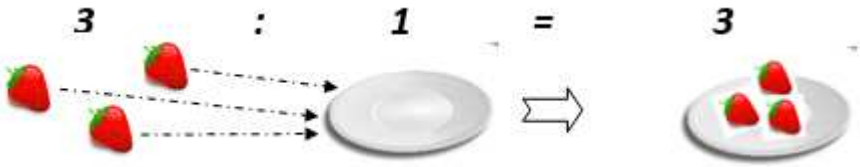
2/ Key rules



If we have 3 plates and 1 strawberry in each plate, we will have 3 strawberries altogether.

If we have 3 strawberries and divide them in 3 plates, then we will have 1 strawberry in each plate.



If we have 3 strawberries and want to have them all in just one plate, then we will have 3 strawberries in the plate.

Remember:

If we multiply any number by 1, we get the same number. (3 x 1 = 3)

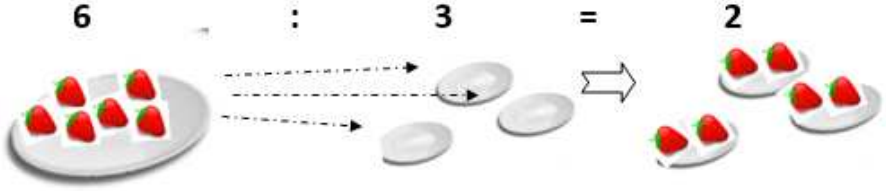
If we divide any number by the same number, we get 1. (3 : 3 = 1)

If we divide any number by 1, we get the same number. (3 : 1 = 3)

3 x 0 = 0

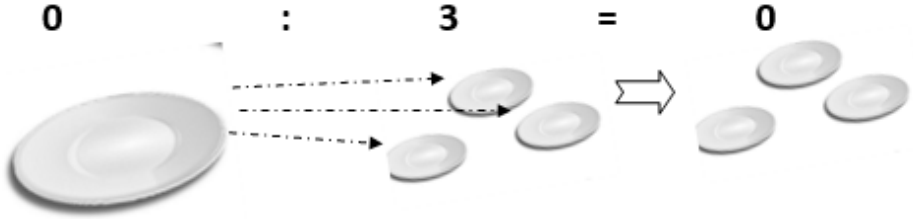
If we have 3 plates and 0 strawberries in each plate, we will have no (0) strawberries altogether.

6 : 3 = 2



If we have 6 strawberries and want to divide them in 3 plates, we will have 2 strawberries in each plate.

0 : 3 = 0

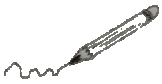


If we have 0 strawberries and want to divide them in 3 plates, we will have 3 empty plates with 0 strawberries in each.

Remember:

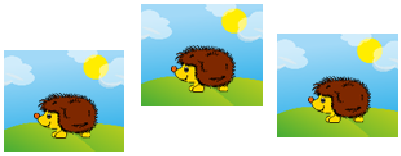
If we multiply any number by 0, we get 0. (3 x 0 = 0)

If we divide 0 by any number, we get 0. (0 : 3 = 0)

EXERCISE 1:  **and** 

CALCULATE AND WRITE THE ANSWER. /Follow the Sample./

Sample 1:



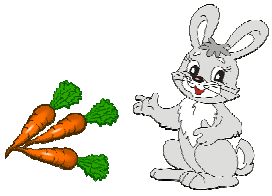
There are three meadows and a small hedgehog on each of them.

3 x 1 = 3 hedgehogs altogether

4.1 = ... **7.1 = ...** **1.1 = ...** **10.1 = ...** **2.1 = ...**

5.1 = ... **8.1 = ...** **6.1 = ...** **3.1 = ...** **9.1 = ...**

Sample 2:



There are three carrots and one rabbit.

3 : 1 = 3 /The rabbit will get three carrots./

4:1 = ... **7:1 = ...** **1:1 = ...** **10:1 = ...** **2:1 = ...**

5:1 = ... **8:1 = ...** **6:1 = ...** **3:1 = ...** **9:1 = ...**

EXERCISE 2:  **and** 

CALCULATE AND WRITE THE ANSWER. /Follow the Sample./

Sample:

Three children divided the candies from the basket, so each has equal number. But if the basket is empty, then each child receives nothing.

0 : 3 = 0 candies

0 : 1 = ... **0 : 5 = ...** **0 : 9 = ...** **0 : 7 = ...** **0 : 3 = ...**

0 : 10 = ... **0 : 4 = ...** **0 : 2 = ...** **0 : 8 =.....** **0 : 6 = ...**

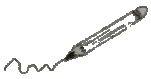
EXERCISE 3:  ,  **and** 

READ, CALCULATE AND WRITE THE ANSWER.

The forest fairy invited to her birthday party seven of her friends. She baked seven cupcakes for the party.

How many cupcakes each of the guests got?

Solution:

EXERCISE 3:  ,  **and** 

READ, CALCULATE AND WRITE THE ANSWER.

1/ Sam had to complete 5 Math worksheets. First three days Sam filled one worksheet per day.

How many worksheets the boy still have to do?

Write down the mathematical expression.

Solution:

2/ Alex bought several balloons. In the park he met 6 children and gave a balloon to each of them. At the end Alex had 5 balloons left.

How many balloons Alex bought?

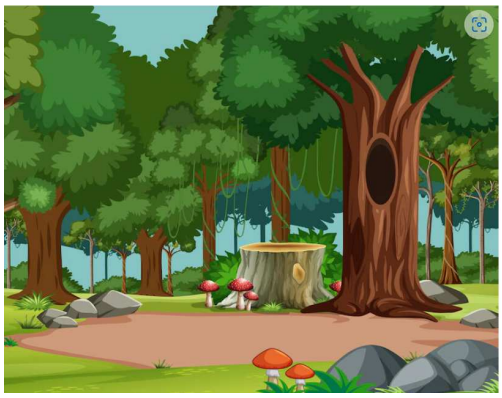
Write down the mathematical expression.

Solution:

EXERCISE 5:  ,  ,  **and** 

READ. THINK. CALCULATE AND WRITE DOWN THE ANSWER.

2/ Lily went into the forest for mushrooms. In one little meadow she found 3 mushrooms, in the next two meadows there was only one mushroom on each. Lily went around 4 more meadows, but she didn't find any mushrooms on them.



How many mushrooms did Lily collect?

To solve the problem, write down a mathematical expression, using multiplication.

<u>Solution:</u>

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TEACHING MATHEMATICS

2ND grade

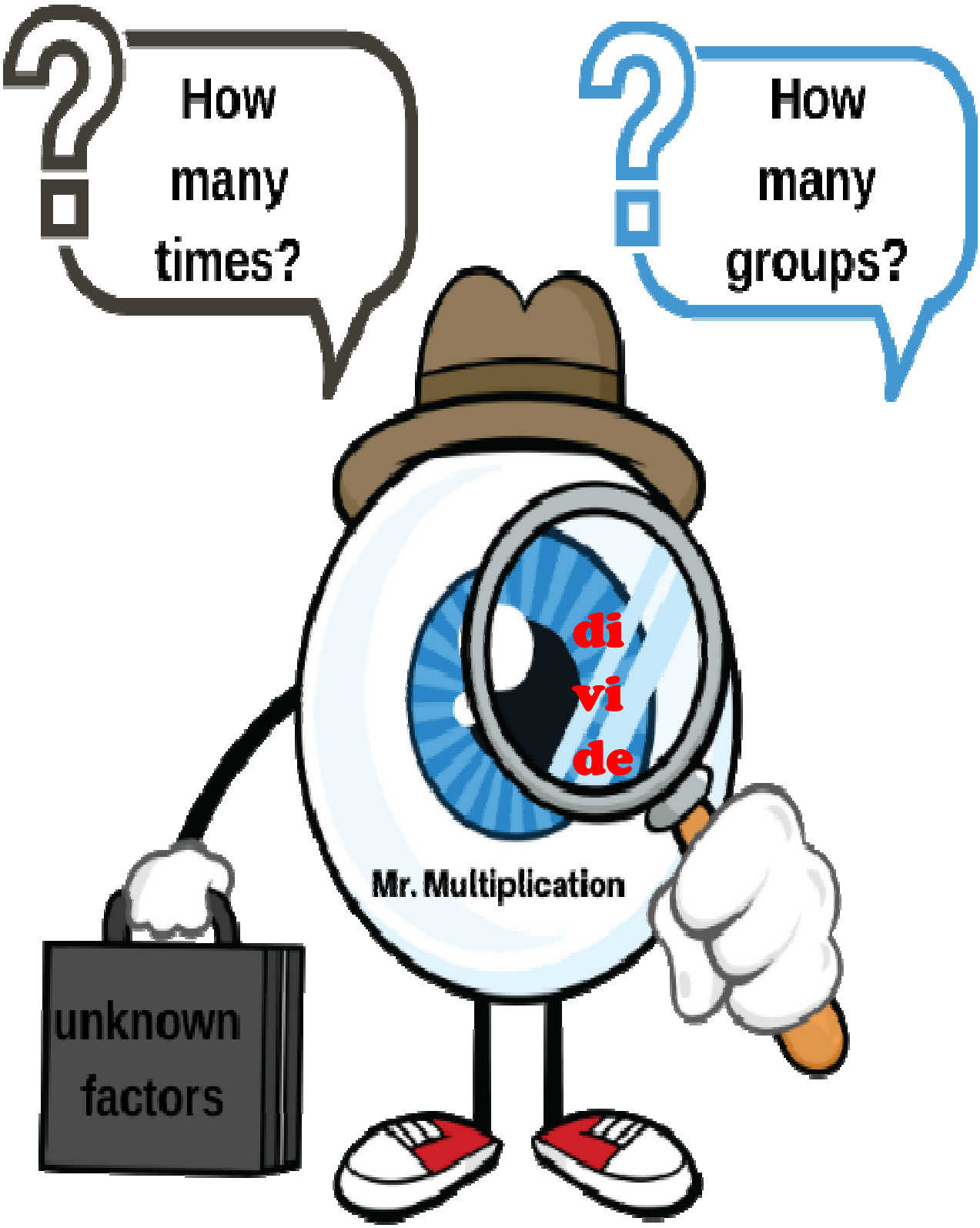
TOPIC: FINDING AN UNKNOWN FACTOR

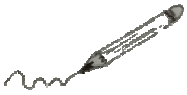
1/ Aim of the lesson – to find an unknown factor

HUMAN RESOURCE DEVELOPMENT CENTRE

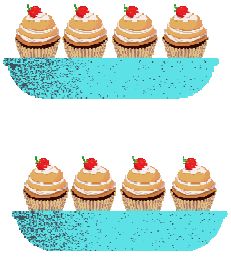
Co-funded by the Erasmus+ Programme of the European Union

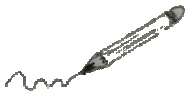
2/ Key words


How many times?
How many groups?
di
vi
de
Mr. Multiplication
unknown factors

EXERCISE 1:  **and** 

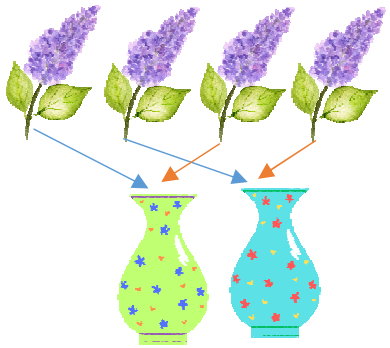
FIND THE UNKNOWN BY LOOKING AT THE EQUATIONS.

	$3 \times 4 = 4 \times 3$	
	$2 \times 5 = \square \times 2$	
	$\square \times 6 = 6 \times 3$	
	$4 \times 2 = 2 \times \square$	

EXERCISE 2:  ,  **and** 

LOOK AT THE EXAMPLE AND MAKE THE OTHERS ACCORDING TO IT.

Ps: To find an unknown factor in a multiplication, you have to divide the result by the other factor

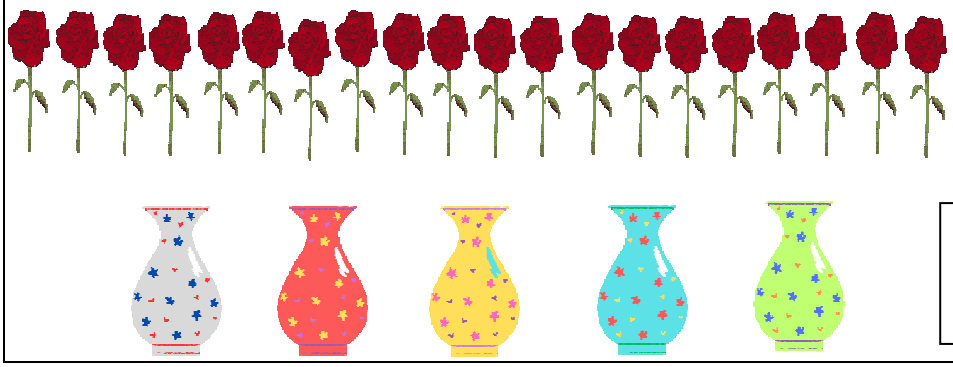


$2 \times \bigcirc = 4$

$4 \div 2 = 2$

$3 \times \bigcirc = 9$

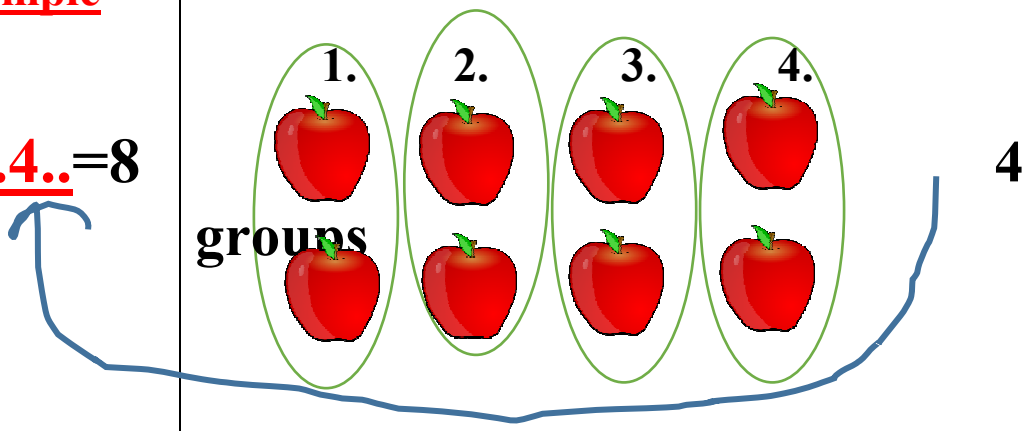
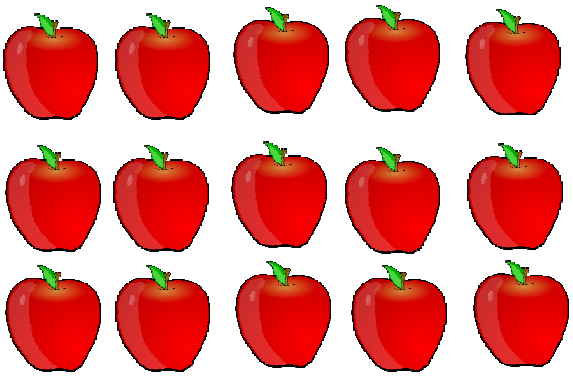
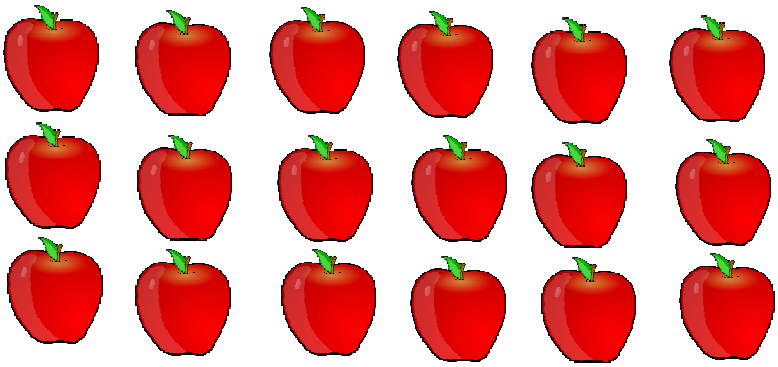
$4 \times \bigcirc = 16$

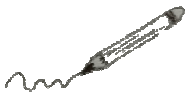


$5 \times \bigcirc = 20$

EXERCISE 3:  **and** 

CIRCLE THE APPLES ACCORDING TO THE GIVEN MULTIPLIER NUMBER. THEN FIND THE UNKNOWN BY LOOKING AT THE NUMBER OF GROUPS

Example **2 x ..4..=8**	
…… x 5 = 15	
3 x ….. = 18	

EXERCISE 4:  ,  **and** 

LOOK AT THE EXAMPLE AND MAKE THE OTHERS ACCORDING TO IT.

$3 \times \square = 12$

$12 \div 3 = 4$

3	4	5
	√	

$4 \times \square = 24$

6	5	4

.....

$5 \times \square = 10$

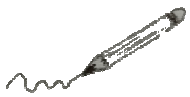
4	3	2

.....

$7 \times \square = 21$

4	3	2

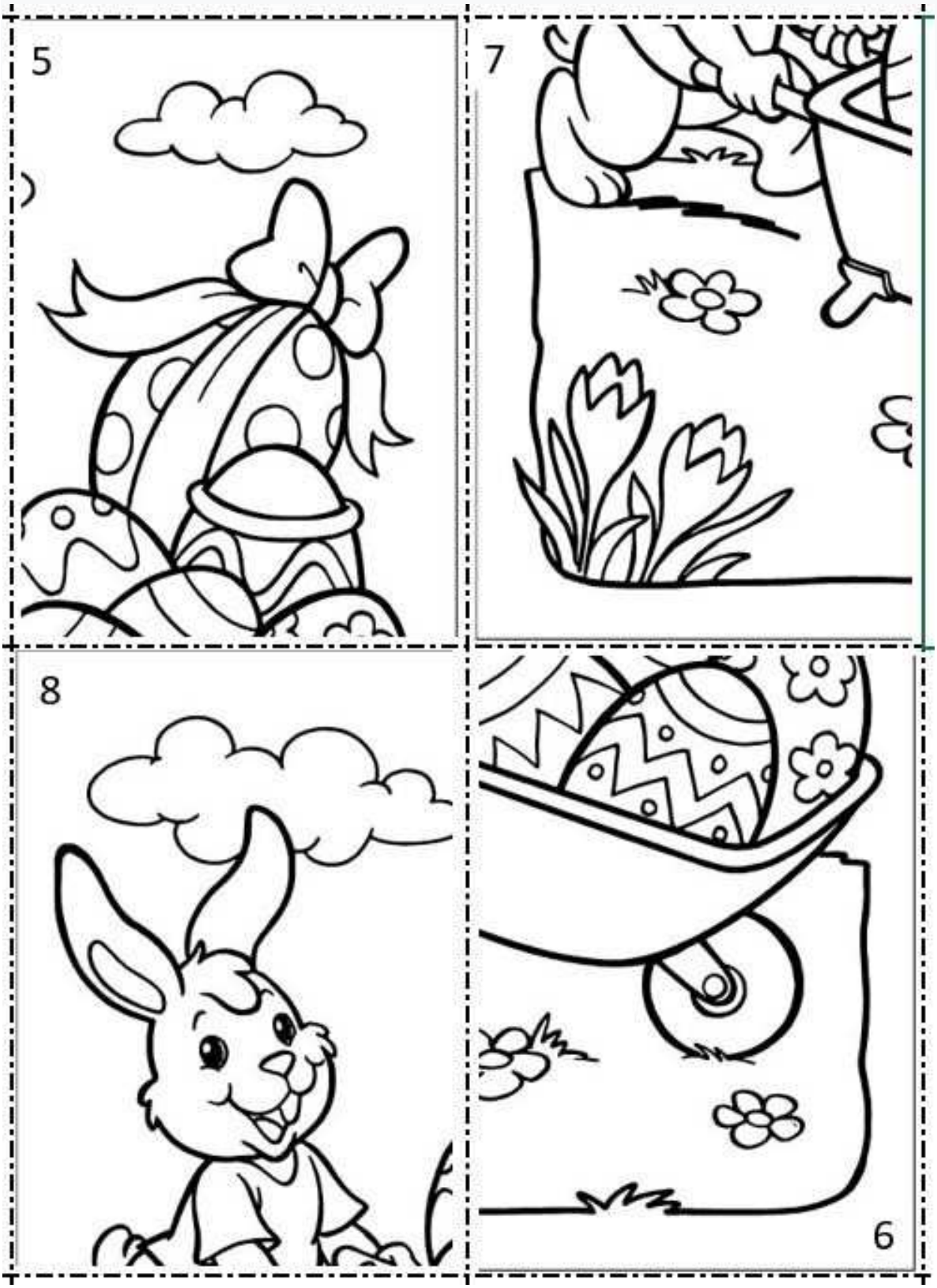
.....

EXERCISE 5-a :  ,  ,  **and** 

FIND THE UNKNOWN FACTORS. THEN CUT THE PART WITH THE CORRECT ANSWER. COMPLETE THE PUZZLE AND PAINT.

3 x.....= 24	4 x.....= 20
5 x.....= 35	6 x.....= 36

EXERCISE 5-b :



CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: WORD PROBLEMS

1/ Aim of the lesson – to learn how to extract information from the text and how to answer the questions “What we need to find/calculate?”

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

What should I do in order to solve a word problem?
Follow the steps of the detective Peter!

1.*Read the whole text problem. Then read it in chunks.*

2.*Look for any key words. They will tell you which operation to use.*

3.*Write down the information you know!*

4.*Make a scheme and solve the problem.*

5.*Write down the result!*

Addition (+)	Subtraction (-)	Multiplication (x)	Division (:)
More than *Longer than* *Higher than* *Bigger than* *…* *altogether*	*Less than* *Shorter than* *Lower than* *Cheaper* *Gave/has given* *Left/has left*	*… times more* *…times higher* *…times longer* *…times bigger* *…times more expensive*	*…times less* *…times lower* *…times longer* *…times smaller* *…times cheaper*

Sample: *John has 14 post marks, and Simon has **9** post marks **fewer**. How many post marks does Simon have?*

We know: *Need to find:*

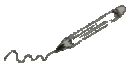
John – 14 post marks *? post marks has Simon*

*Simon – 9 marks **fewer***

Solution:

14 – 9 = 5

Answer. *Simon has ____ postmarks.*

EXERCISE 1:  **,**  **and** 

*They delivered 6 boxes of apples and **2 times more** boxes of bananas to a shop.*

How many boxes with bananas did they deliver?

We know: *Apples -* 

Bananas – 2 times more

Need to find: ? boxes of bananas

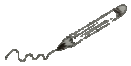
Solution:

……

……

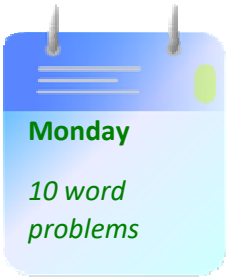
……

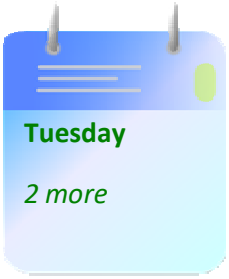
Answer - ……..

EXERCISE 2:  ,  **and** 

*Maria solved 10 word problems on Monday. She solved **two more problems** on Tuesday. How many word problems did Maria solve on Tuesday?*

We know:





Need to find:

? word problems did she solve on Tuesday?

Solution:

……

……

……

Answer - ……

EXERCISE 3:  **,**  **and** 

*A bus reaches from the town of Ruse to the town of Varna in 8 hours, while a car covers the same distance **2 times faster**. How many hours did the car need to cover the distance between the two towns?*

We know:

Ruse  *8 hours* *Varna*

 ***2 times faster***

Need to find:

? hours traveled the car between the two towns

***Solution**:*

……..

……..

……..

***Answer** - ……*

EXERCISE 4:  ,  **and** 

*Peter is 6 years old and he is **6 times younger** than his father. How old is Peter's father?*

We know:

Peter – 6 years old

Peter's father

Need to find:

? old is Peter's father

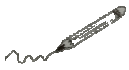
Solution:

……..

……

……..

***Answer** - ……..*

EXERCISE 5:  ,  **and** 

In Jimmy's class there are 11 boys and 13 girls. 4 of the boys play football. 7 of the girls have dance classes. The rest of the kids have swimming lessons. How many kids practice swimming?

Recall how the detective Peter solves detective problems. Follow his steps.

We know:

……

……

……

Need to find:

……

……

……

Solution:

……

……

……

Answer - ……

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

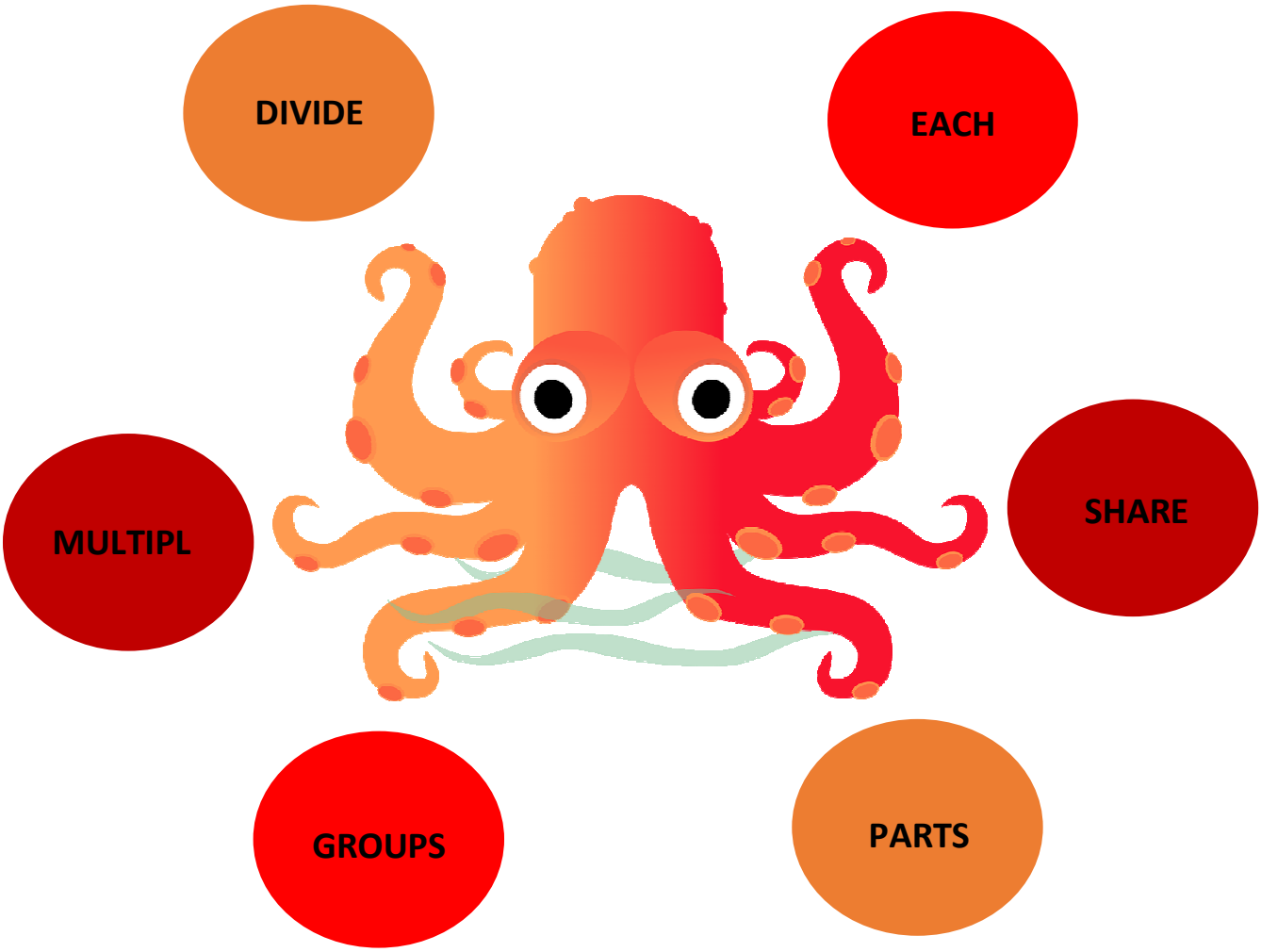
TOPIC: WORD AND GEOMETRY PROBLEMS THAT ARE SOLVED WITH MULTIPLICATION AND DIVISION

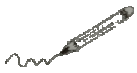
1/ Aim of the lesson – to learn how to solve a word problem with multiplication and division.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

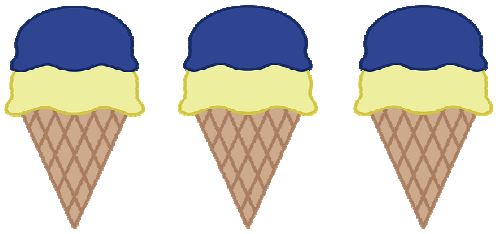
2/ Key words



EXERCISE 1:  ,  **and** 

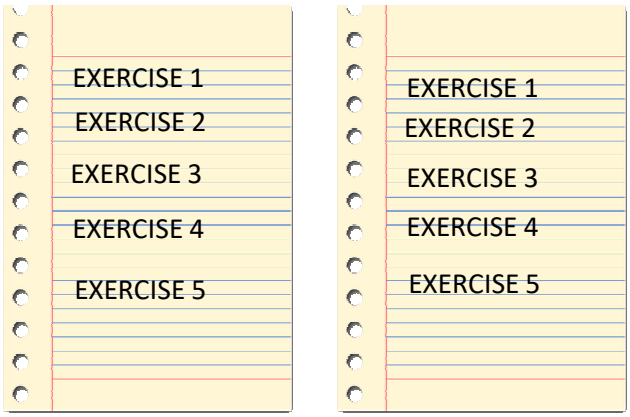
READ, THINK AND WRITE THE ANSWER.

1.CARL SERVES THREE ICE CREAM CONES, WITH TWO SCOOPS EACH. HOW MANY SCOOPS DID CARL SERVE?



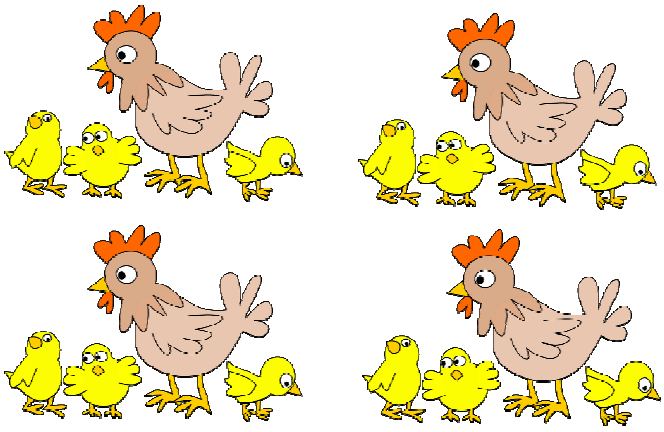
3x2 =

2.SOPHIA IS DOING SOME MATH EXERCISES, SHE HAS TWO PAGES AND IN EACH ONE FIVE EXERCISES. HOW MANY EXERCISES DOES SHE NEED TO DO IN TOTAL?



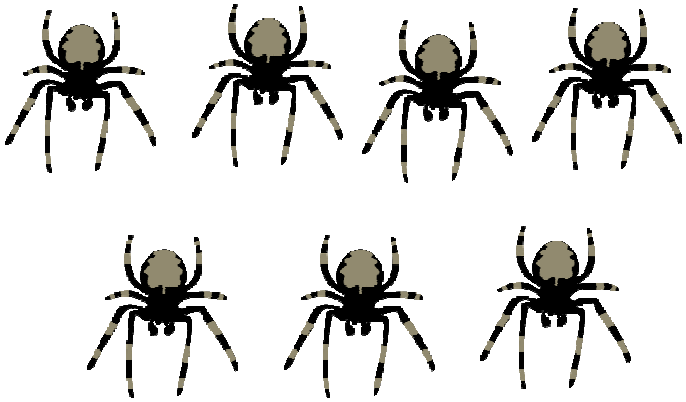
2x5 =

3.IN THE FARM THERE ARE FOUR HENS AND EACH HEN HAS THREE CHICKENS. HOW MANY CHICKENS ARE THERE?



4x3 =

4.SPIDERS HAVE <u>EIGHT</u> LEGS. HOW MANY LEGS DO <u>SEVEN</u> SPIDERS HAVE?

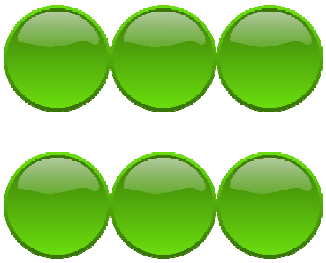


7x8 =

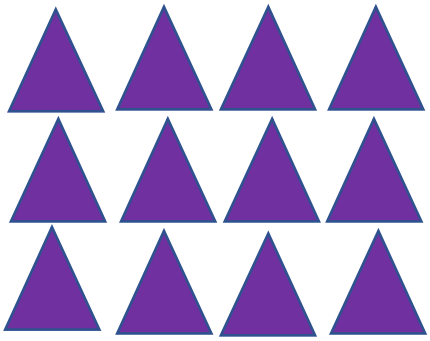
EXERCISE 2:  ,  **and** 

COUNT, THINK AND CREATE A MULTIPLICATION EQUATION.

<u>EXAMPLE</u>

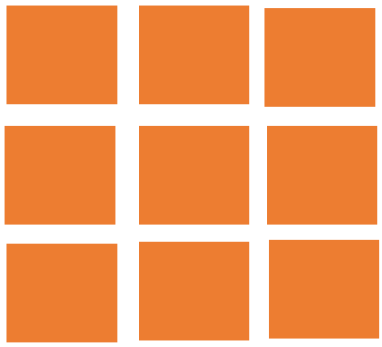


2 **x** **3** **=** **6**

1. 

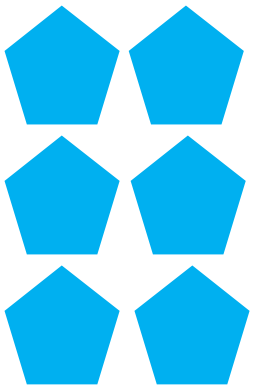
__ **x** **__** **=** **__**

2.



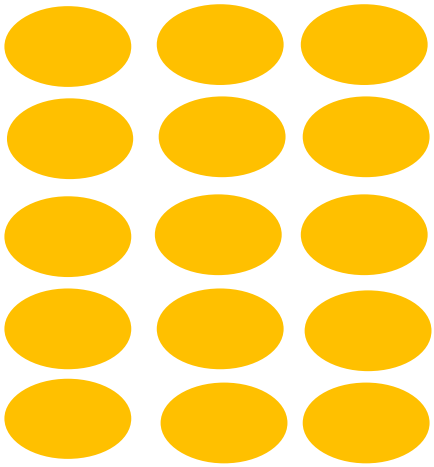
☐ x ☐ = ☐

3.

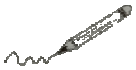


☐ x ☐ = ☐

4.



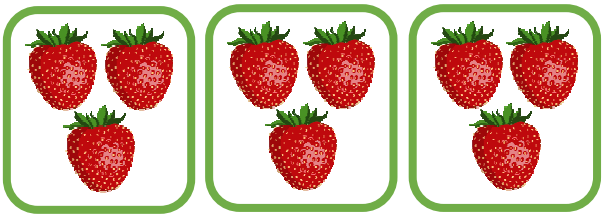
☐ x ☐ = ☐

EXERCISE 3:  ,  **and** 

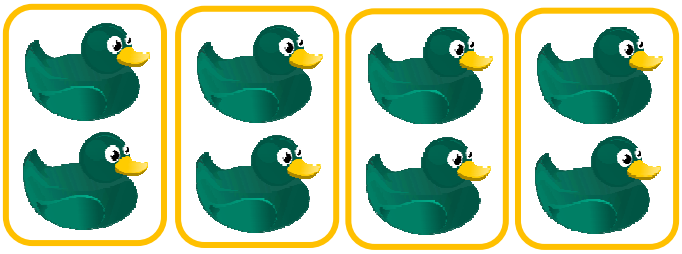
COUNT, THINK AND WRITE THE RESULT.

1. 

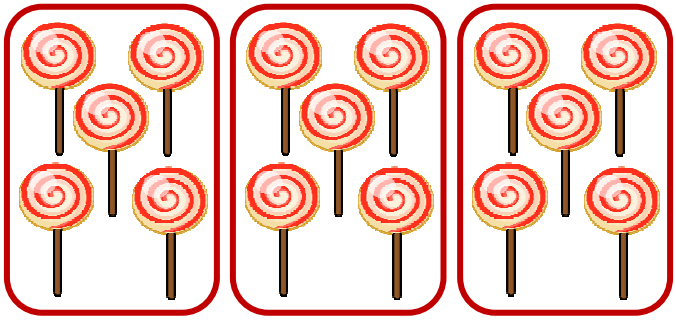
8 ÷ 4 = _____

2. 

9 ÷ 3 = _____

3. 

8 ÷ 2 = _____

4. 

15 ÷ 5 = _____

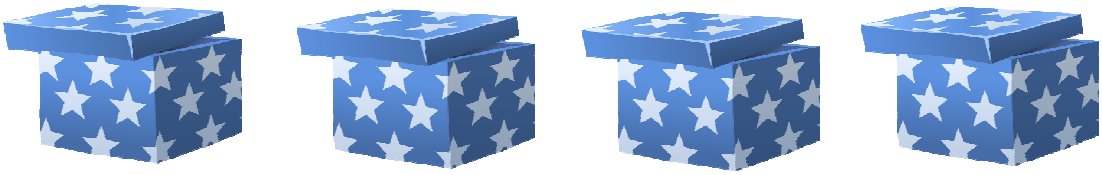
EXERCISE 4:  ,  **and** 

READ, THINK AND MARK THE CORRECT ANSWER.

1. There are ten (10) muffins. Max and Brian want to divide them equally in two plates. How many muffins will be in each plate?

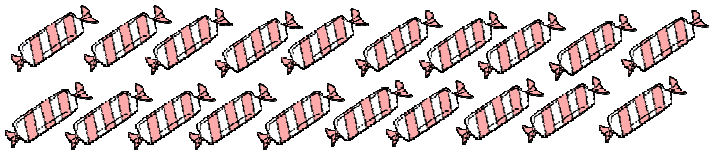
☐ **Two (2)** ☐ **Four (4)** ☐ **Five (5)**

2. Caroline bought eight chocolates. She wants to divide them equally in four boxes. How many chocolates will be in each box?

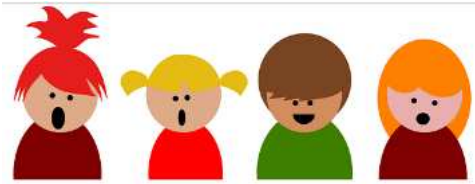


☐ **Two (2)** ☐ **Three (3)** ☐ **Four (4)**

3. John has four (4) friends and 20 candies. He wants to share the candies with his friends so each one has the equal number of candies. How many candies will eat each child?



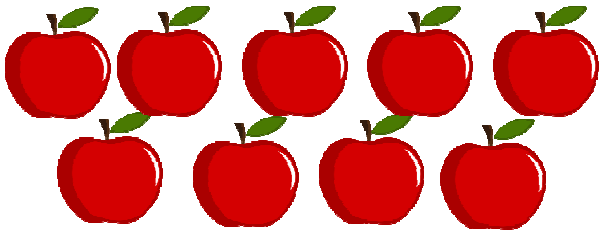
John



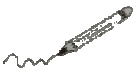
friends

☐ **Four (4)** ☐ **Six (6)** ☐ **Five (5)**

4. Dale has nine apples, and he needs to share them with his two sisters. If he shares in equal parts, how many apples should have each one?



☐ **Two (2)** ☐ **Six (6)** ☐ **Three**

EXERCISE 5:  ,  **and** 

LOOK, THINK AND WRITE THE MISSING SYMBOL. (If the result is getting bigger, it is "x"; if the result is getting less, it is "÷".)

4 ☐ 3 = 12

14 ☐ 2 = 7

8 ☐ 4 = 32

9 ☐ 3 = 3

20 ☐ 5 = 4

6 ☐ 7 = 42

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

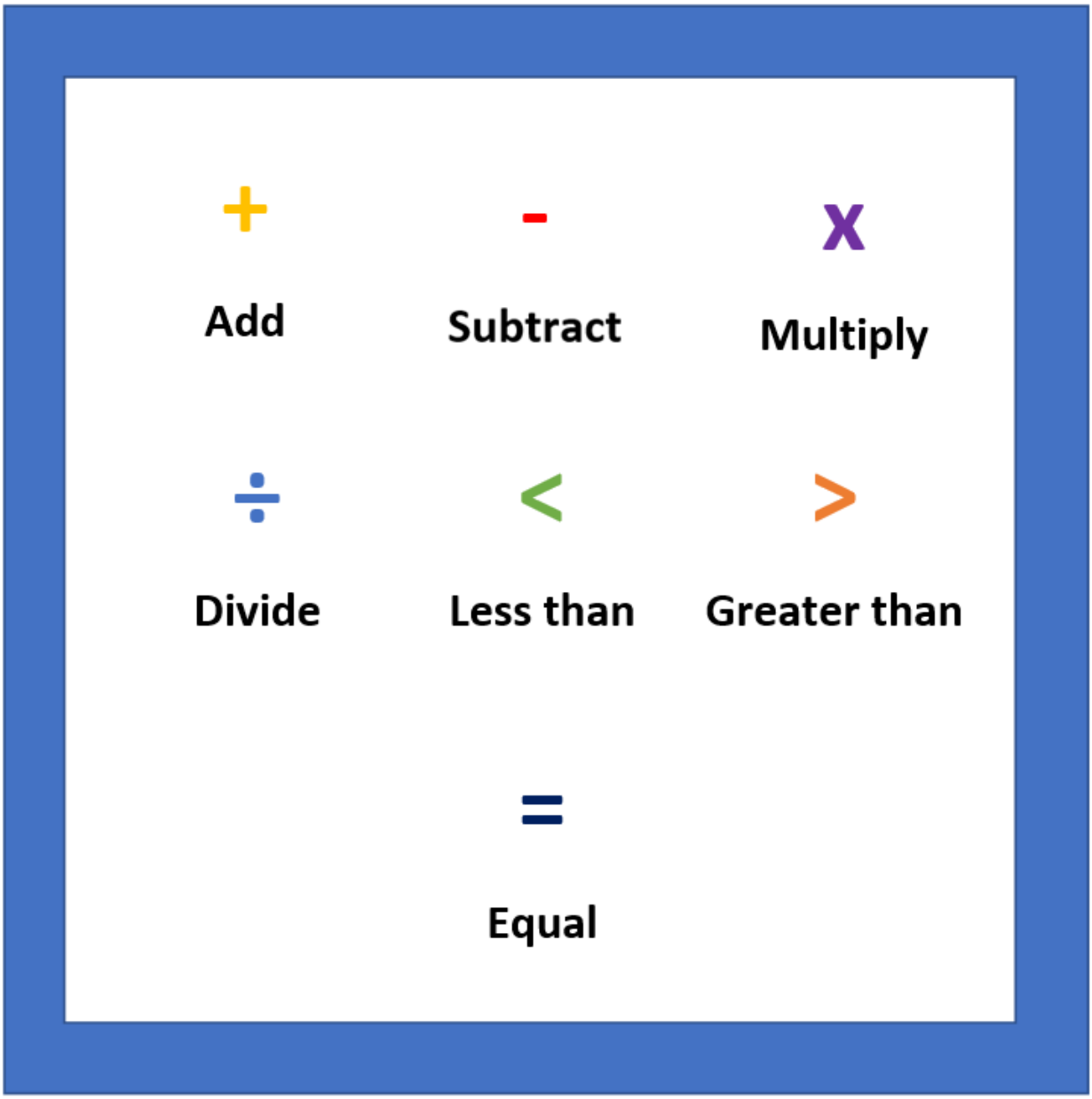
TOPIC: CORRECT USE OF MATHEMATICAL SYMBOLS

1/ Aim of the lesson – to learn how to identify a mathematical symbol and how correctly use it.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

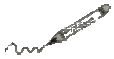
2/ Key words


+
Add
-
Subtract
x
Multiply
÷
Divide
<
Less than
>
Greater than
=
Equal

EXERCISE 1:  **and** 

LOOK AT THE SYMBOLS AND MATCH WITH THE CORRECT ANSWER.

?	Multiplication
+	Question
x	Less than
=	Division
<	Sum / plus
÷	Equal to

EXERCISE 2:  ,  **and** 

LOOK, THINK AND WRITE THE MISSING SYMBOL. (If the result is getting bigger, it is "+"; if the result is getting less, it is "-".)

2 [+] 4 = 6

6 [ ] 4 = 2

8 [ ] 5 = 3

9 [ ] 3 = 6

7 [ ] 2 = 9

2 [ ] 5 = 7

3 [ ] 4 = 7

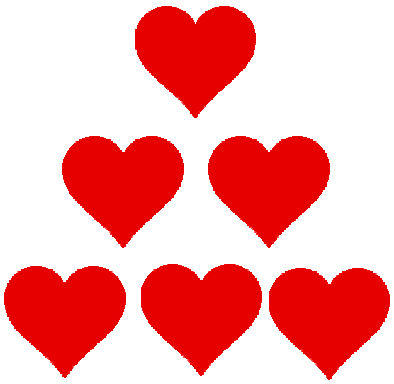
3 [ ] 5 = 8

EXERCISE 3:  ,  **and** 

LOOK, COUNT AND CIRCLE THE CORRECT SYMBOL.

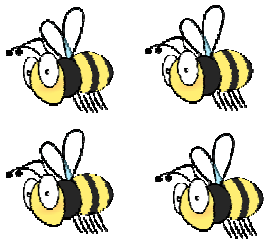
Hint: The crocodile always eats the bigger one.

1.



<
>
=

2.



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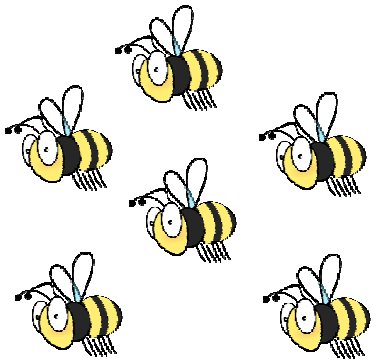
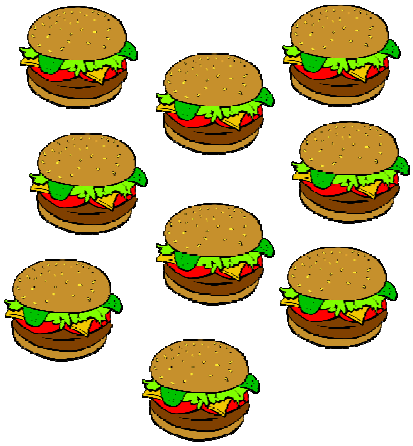


3.



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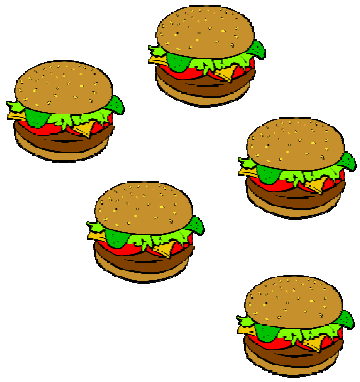
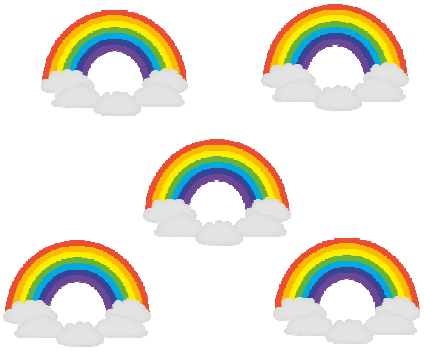


4.



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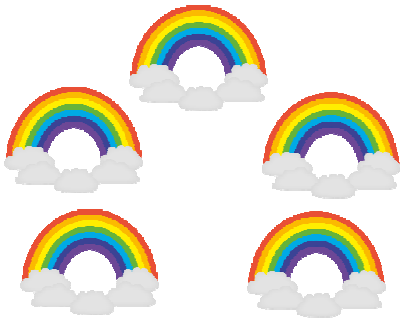
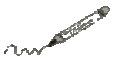


EXERCISE 4:  ,  **and** 

LOOK, THINK AND WRITE THE SYMBOL (< or >).

1. 6 _____ 1

2. 8 _____ 3

3. 5 _____ 6

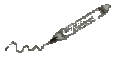
4. 4 _____ 2

5. 7 _____ 10

6. 4 _____ 3

7. 9 _____ 5

8. 1 _____ 7

EXERCISE 5:  ,  **and** 

READ, THINK AND WRITE THE WORDS IN THE CORRECT BOX.

Add	**Lot of**	**Subtract**	**Equal groups of**
Less	**Divide**	**Times**	**Plus**
Share	**Multiply**	**More**	**Minus**

X	-	÷	+

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: NUMBER LINES

1/ Aim of the lesson – to recognize number lines and learn how to sum and subtract number lines.

HUMAN RESOURCE DEVELOPMENT CENTRE

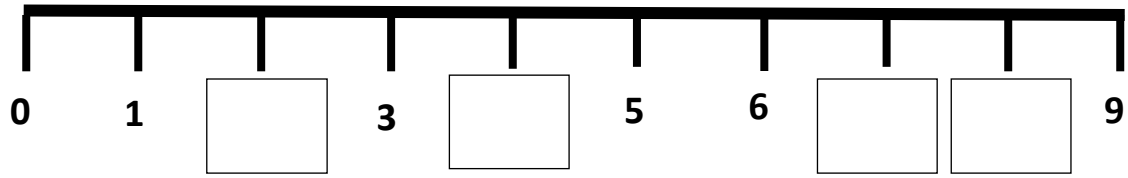
Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

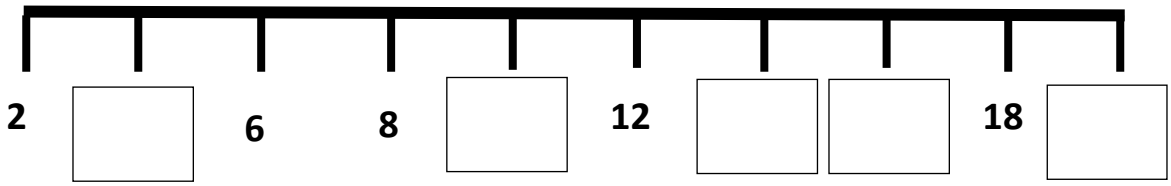
EXERCISE 1:  ,  **and** 

LOOK, THINK AND COMPLETE THE SEQUENCE.

1.



2.



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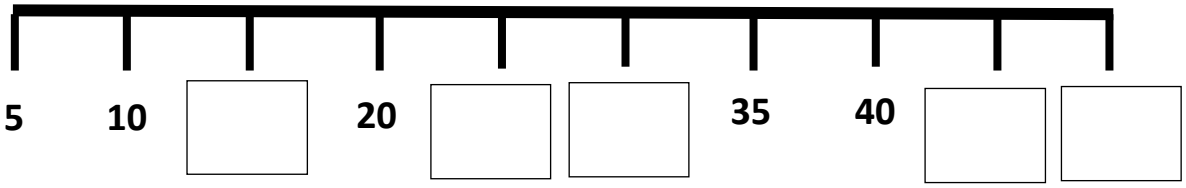

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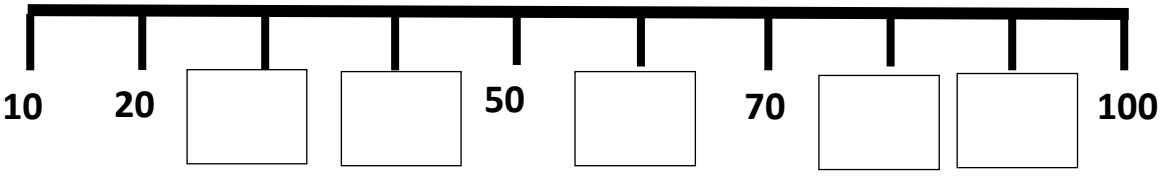
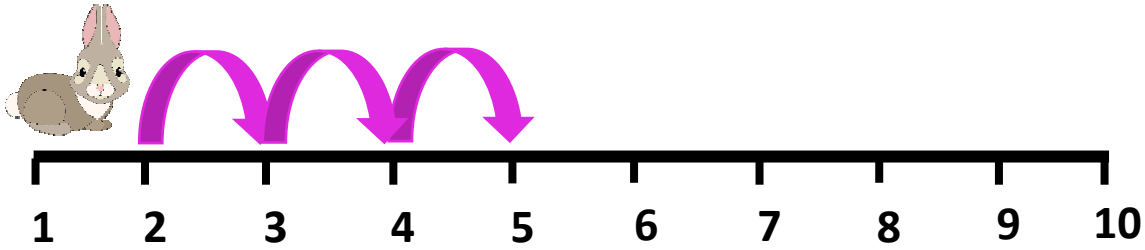


EXERCISE 2:  ,  **and** 

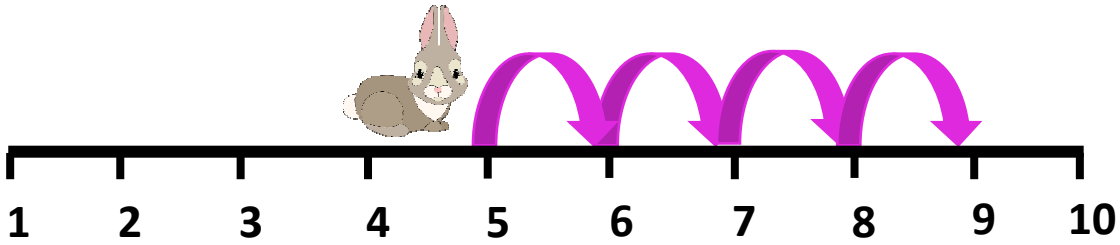
LOOK, THINK AND WRITE THE RESULT.

Example



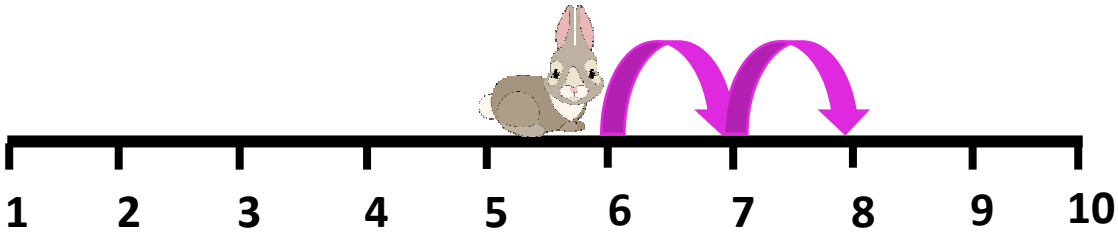
2 + 3 = 5

1.



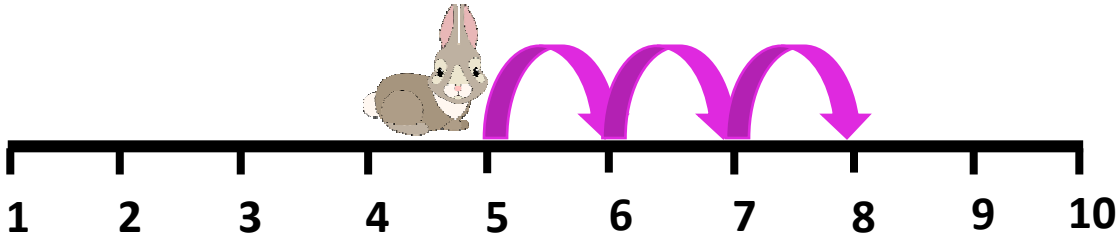
5 + 4 = ☐

2.



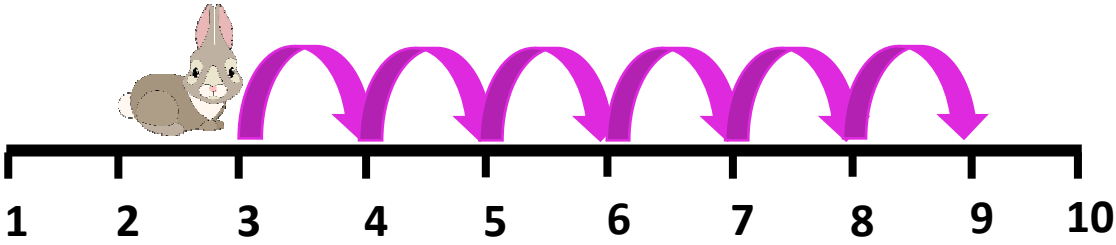
6 + 2 = ☐

3.



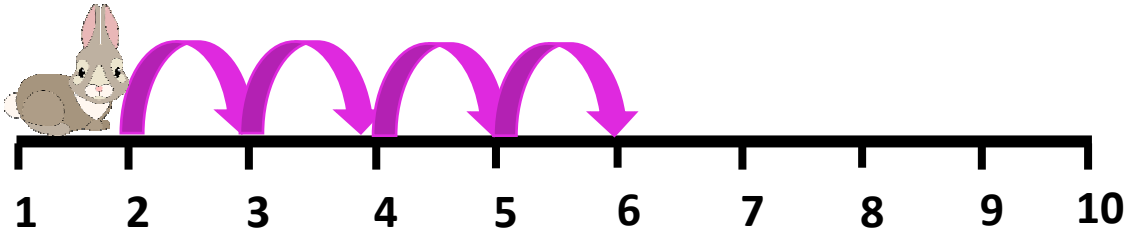
5 + 3 = ☐

4.



3 + 6 = ☐

5.

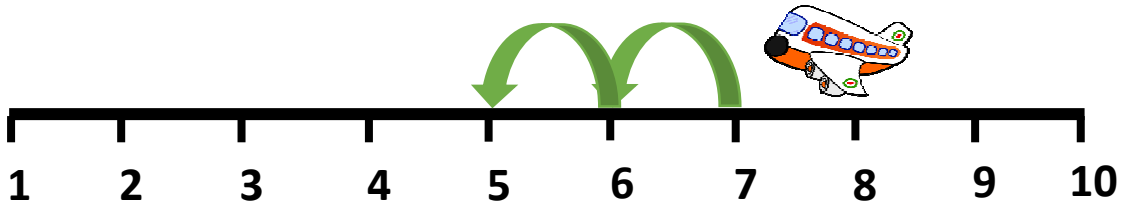


2 + 4 = ☐

EXERCISE 3:  ,  **and** 

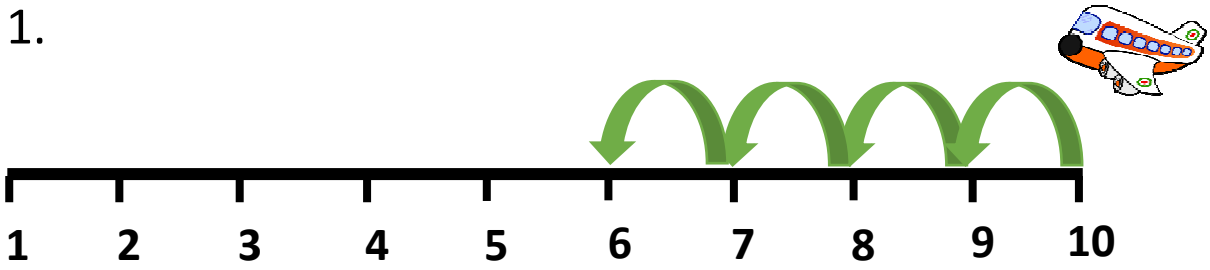
LOOK, THINK AND WRITE THE RESULT.

Example



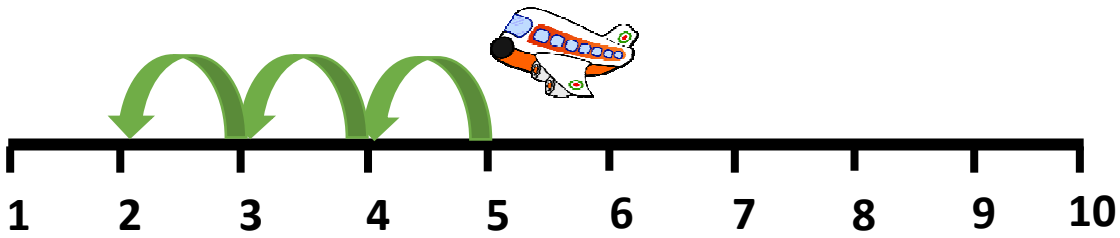
7 – 2 = 5

1.



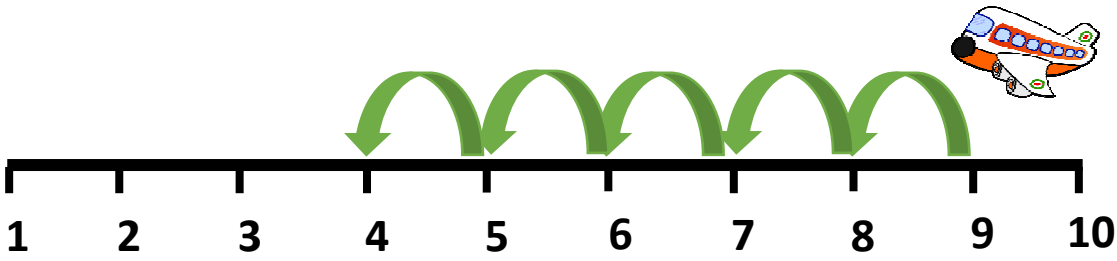
10 – _____ = 6

2.



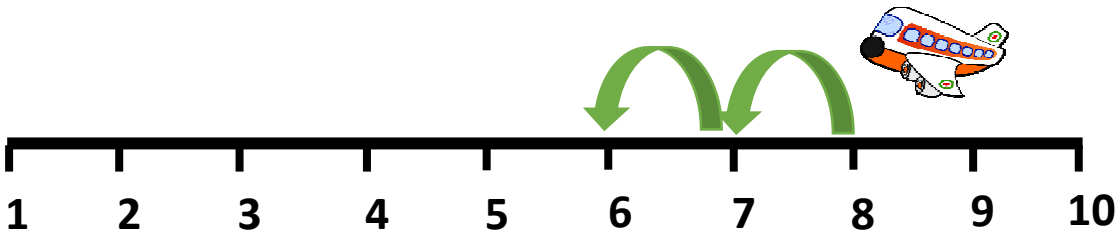
5 – _____ = 2

3.



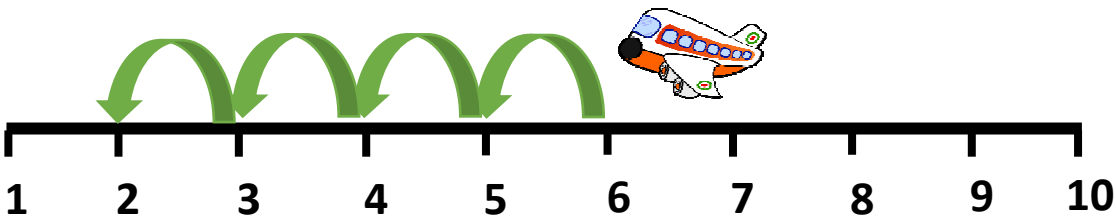
9 – _____ = 4

4.



8 – _____ = 6

5.



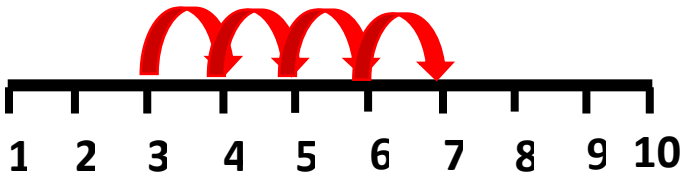
6 – _____ = 2

EXERCISE 4:  ,  **and** 

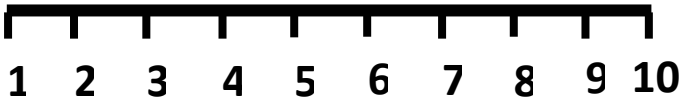
THINK AND SHOW THE OPERATION ON THE NUMBER LINE.

Example

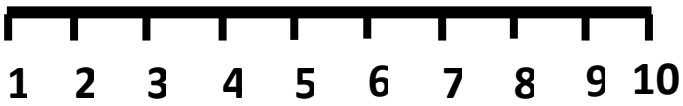
3 + 4 = 7



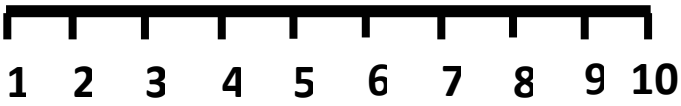
1. **5 + 2 = 7**



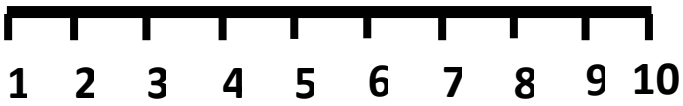
2. **3 + 3 = 6**



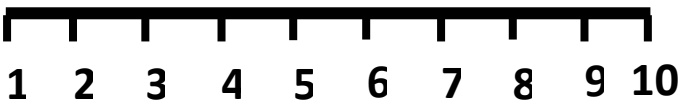
3. **8 + 2 = 10**



4. **8 + 2 = 10**



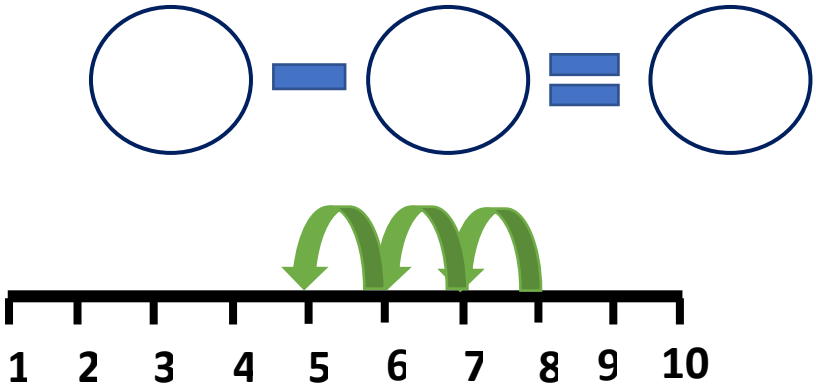
5. **8 + 2 = 10**



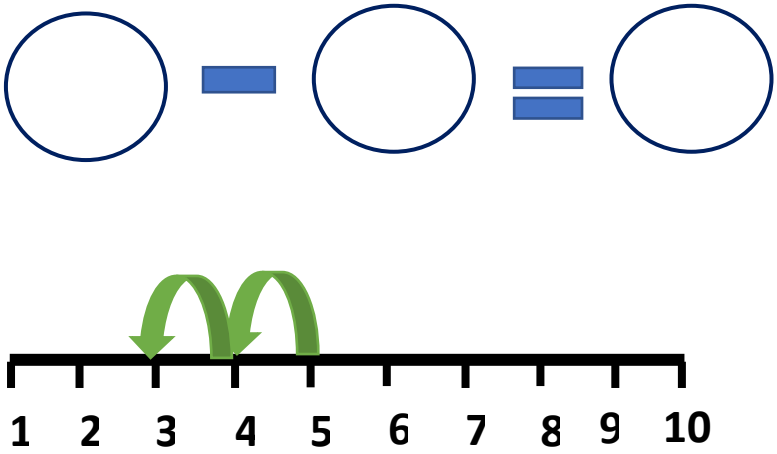
EXERCISE 5:  ,  **and** 

LOOK AT THE NUMBER LINE, THINK AND WRITE THE EQUATION.

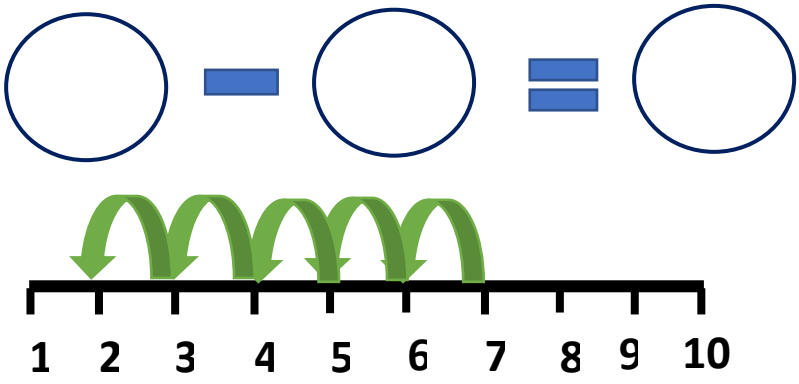
1.



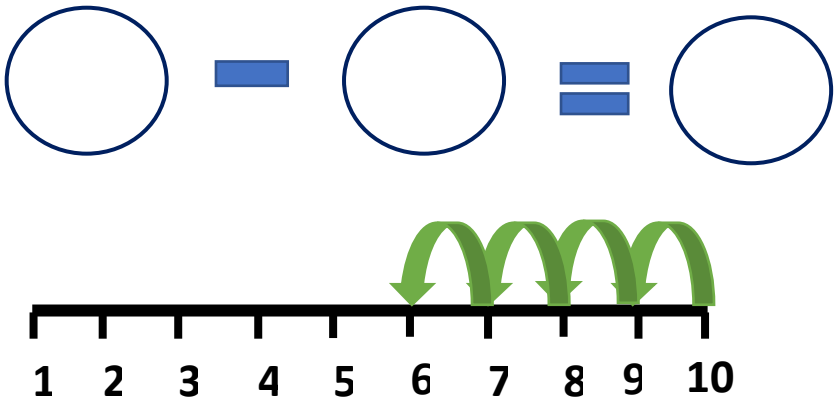
2.



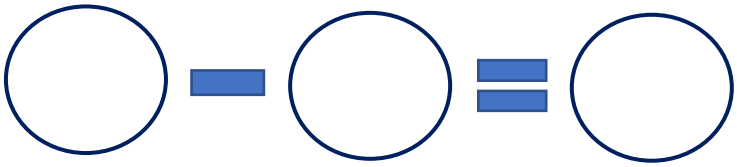
3.

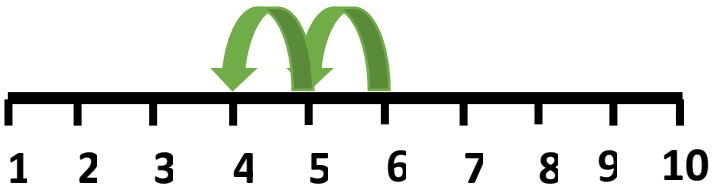


4.



5.





CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: SPATIAL ORIENTATION 2D AND 3D, TRAJECTORIES

1/ Aim of the lesson – to recognize 2D and 3D shapes and learn about spatial orientation.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

UP

TOP

LEFT

A SIDE

RIGHT

A SIDE

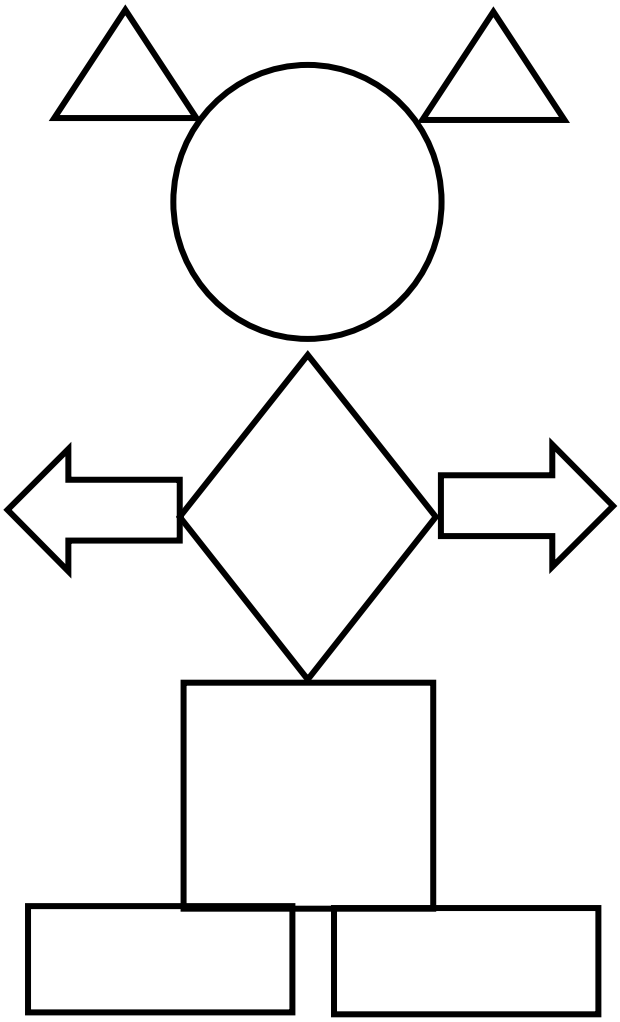
DOWN

UNDER

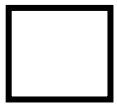
FRONT / BEHIND / INSIDE

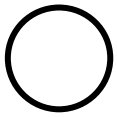
EXERCISE 1:  **and** 

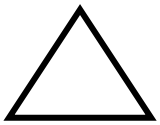
WRITE THE NAME AND COLOUR THESE 2D SHAPES.



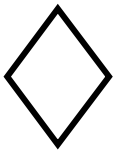
CIRCLE	SQUARE	TRIANGLE
RECTANGLE	DIAMOND	ARROW

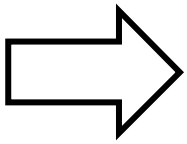
1.  _____ GREEN

2.  _____ RED

3.  _____ BLUE

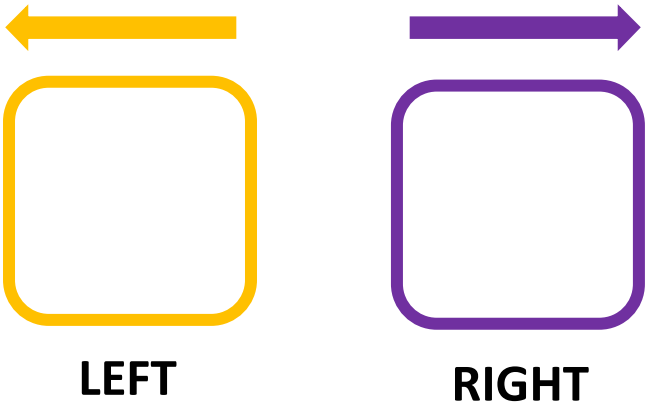
4.  _____ ORANGE

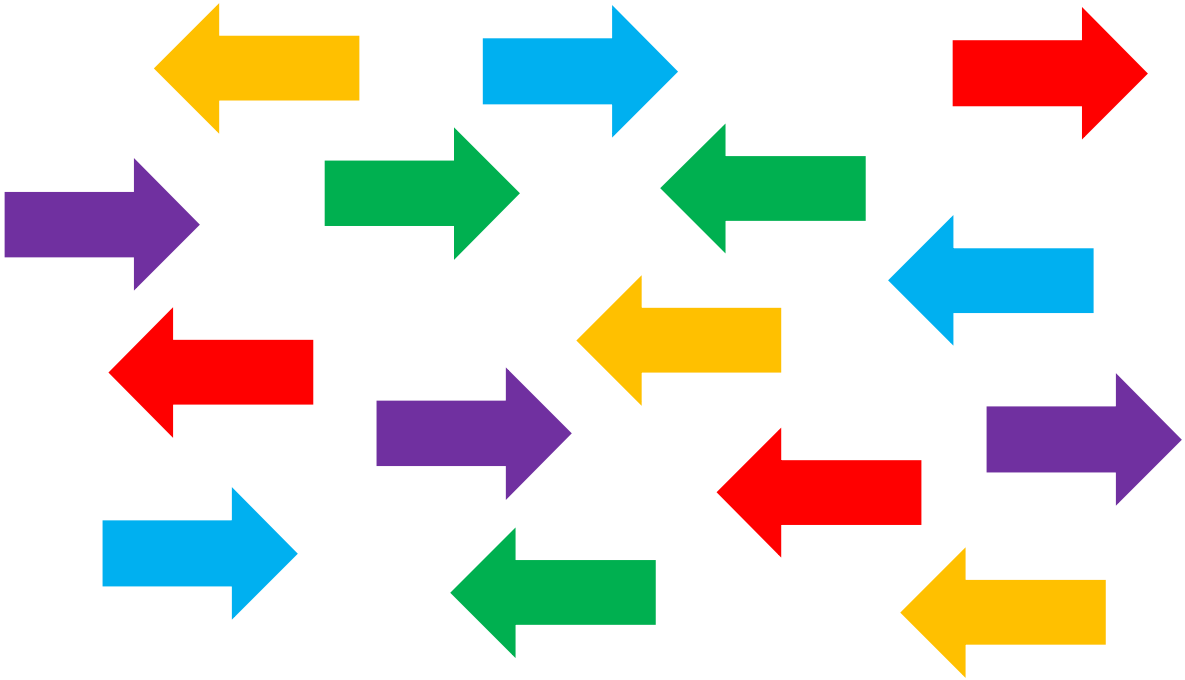
5.  _____ PURPLE

6.  _____ PINK

EXERCISE 2:  **and** 

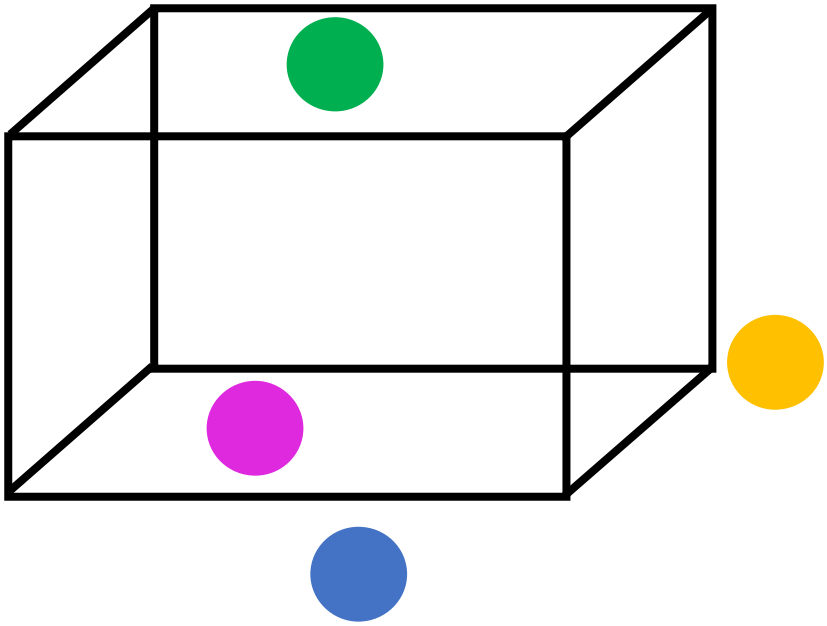
LOOK, COUNT AND WRITE HOW MANY OF THE ARROWS POINT TO THE RIGHT AND HOW MANY – TO THE LEFT.





EXERCISE 3:  **and** 

LOOK AND CIRCLE THE CORRECT OPTION. WHERE IS THE BALL?



1. 

TOP	UNDER	AT THE SIDE	INSIDE

2. 

TOP	UNDER	AT THE SIDE	INSIDE

3. 

TOP	UNDER	AT THE SIDE	INSIDE

4. 

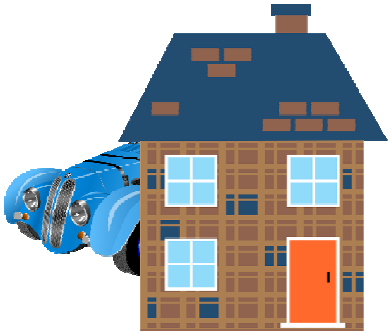
TOP	UNDER	AT THE SIDE	INSIDE

EXERCISE 4:  ,  , and 

READ, LOOK AND LINK THE CORRECT PREPOSITION. WHERE IS THE CAR?

BEHIND

IN FRONT



BEHIND

IN FRONT

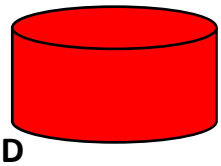
BEHIND

IN FRONT

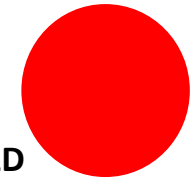
EXERCISE 5:  ,  **and** 

LOOK, THINK AND SELECT.

EXAMPLE



3D



2D

1. 

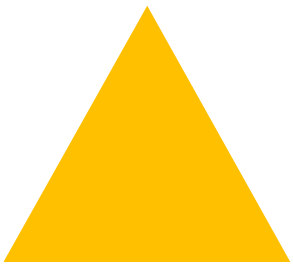
CILINDER ☐ **2D** ☐ **3D**

2. 

SQUARE ☐ **2D** ☐ **3D**

3. 

CUBE ☐ **2D** ☐ **3D**

4. 

TRIANGLE ☐ **2D** ☐ **3D**

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHS FOR CHILDREN WITH LEARNING DIFFICULTIES

2ND grade

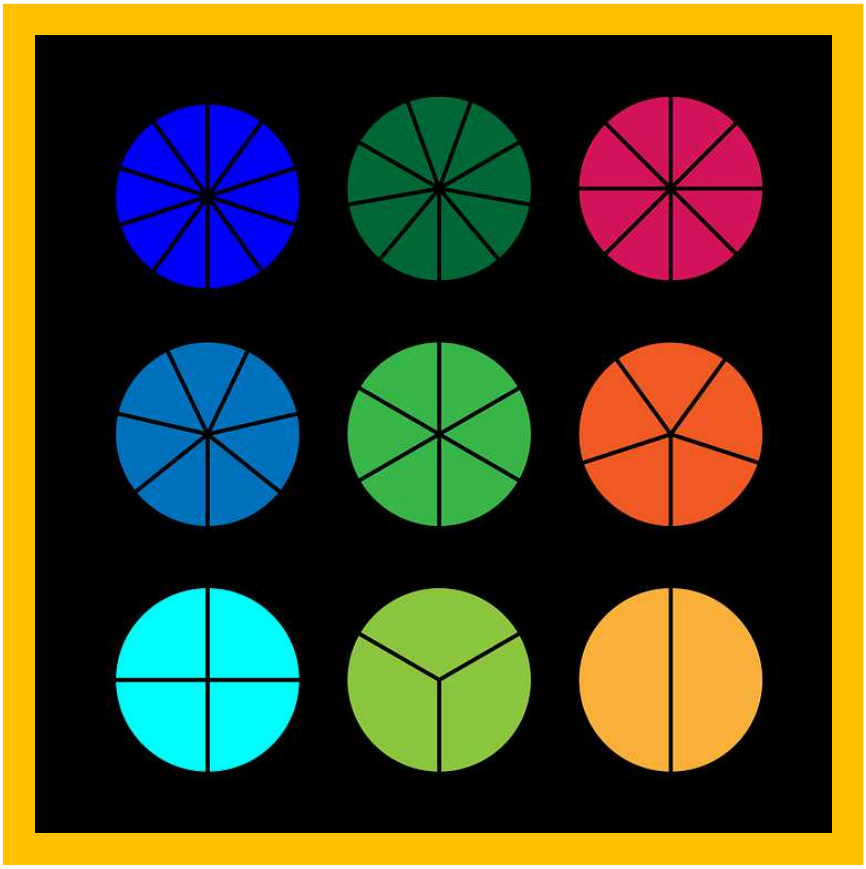
TOPIC: Part of the whole

1/ Aim of the lesson – To improve division skills and learn about fractions.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

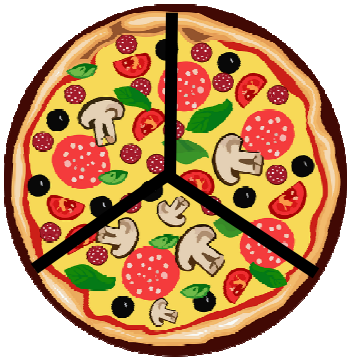


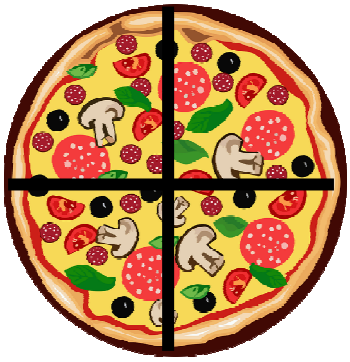
WHOLE	**PART**	**HALF**	**THIRD**
QUARTER	**FIFTH**	**SIXTH**	

EXERCISE 1:  ,  **and** 

READ, THINK AND MARK YOUR ANSWER.

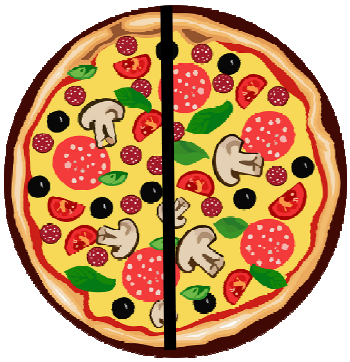
1. How do you share the pizza equally for three people?

$\frac{1}{3}$ 

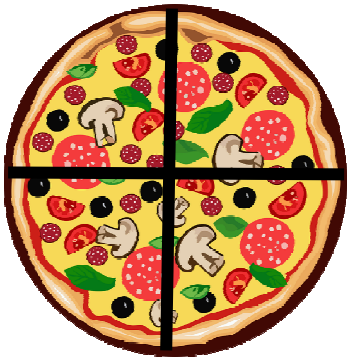
$\frac{1}{4}$ 

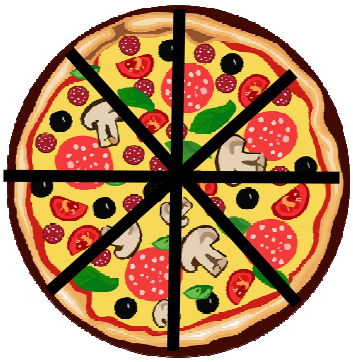
2. How do you share the pizza equally for five people?

$\frac{1}{5}$ 

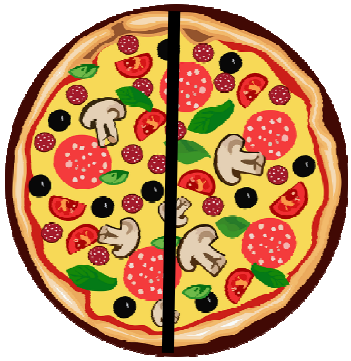
$\frac{1}{2}$ 

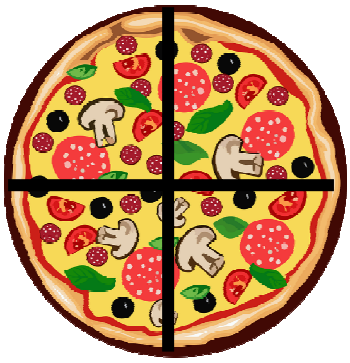
3. How do you share the pizza equally for eight people?

$\frac{1}{4}$ 

$\frac{1}{8}$ 

4. How do you share the pizza equally for two people?

$\frac{1}{2}$ 

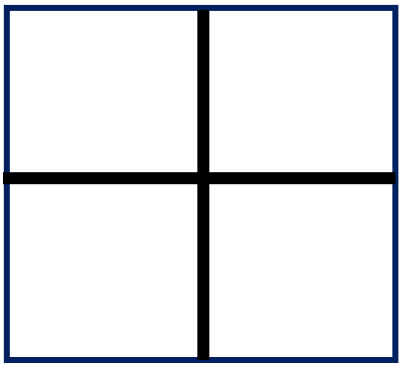
$\frac{1}{4}$ 

EXERCISE 2:  ,  **and** 

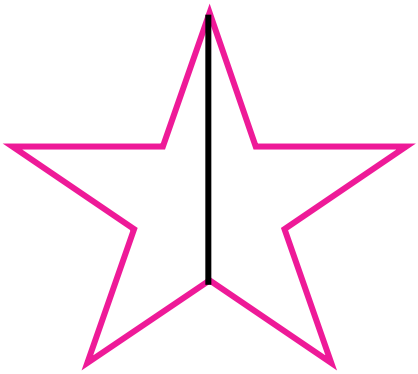
READ, THINK AND COLOUR.

1.COLOUR TWO THIRDS $\frac{2}{3}$

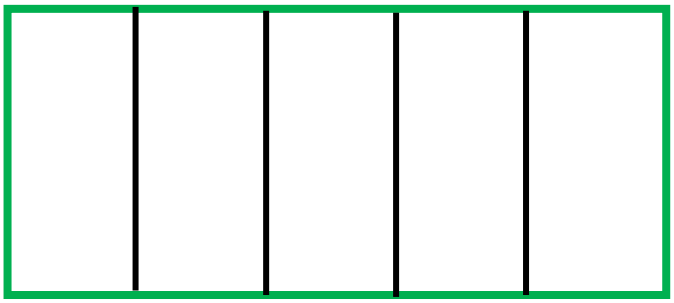
2.COLOUR ONE QUARTER $\frac{1}{4}$



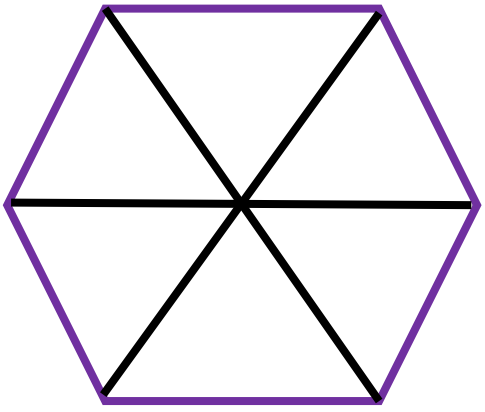
3.COLOUR THE HALF $\frac{1}{2}$

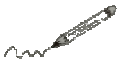


4.COLOUR THREE FIFTHS $\frac{3}{5}$



5.COLOUR FOUR SIXTHS $\frac{4}{6}$

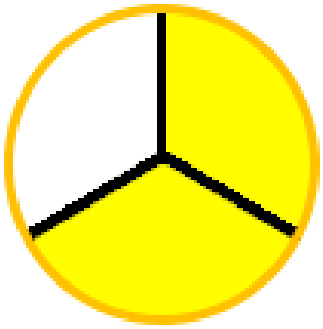


EXERCISE 3:  ,  **and** 

LOOK, THINK AND WRITE. WHAT IS THE FRACTION OF THE SHADED PART?

Example

$\frac{1}{4}$



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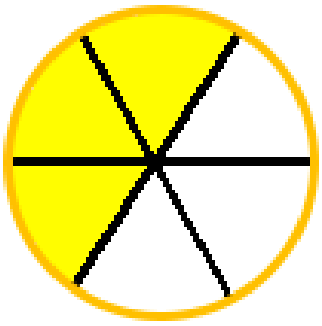

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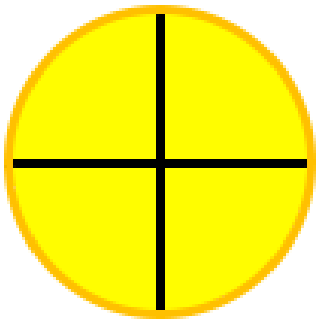

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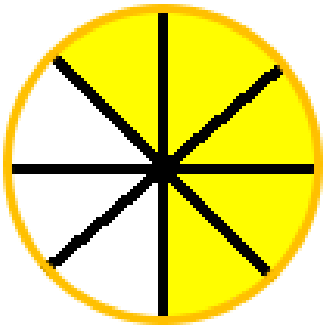

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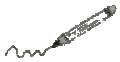
EXERCISE 4:  ,  **and** 

LOOK, THINK AND WRITE THE MISSING PART.

Example

WHOLE	
10	
PART	PART
3	7

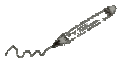
WHOLE	
13	
PART	PART
9	

WHOLE	
14	
PART	PART
9	

WHOLE	
12	
PART	PART
9	

WHOLE	
17	
PART	PART
6	

WHOLE	
15	
PART	PART
10	

EXERCISE 5:  ,  **and** 

LOOK, THINK AND WRITE THE WHOLE.

Example

WHOLE	
7	
PART	PART
6	1

WHOLE	
PART	PART
8	3

WHOLE	
PART	PART
3	7

WHOLE	
PART	PART
5	9

WHOLE	
PART	PART
2	4

WHOLE	
PART	PART
1	12

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

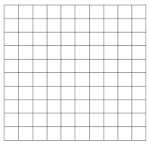
TOPIC: AXIAL SYMMETRY

1/ The aim – to learn the principles of the axial symmetry, to identify symmetrical shapes.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

Axis of symmetry	
Square network	
Point	
Geometric shapes	
Axial symmetry	The representation of a point along an axis of symmetry. The original point is the same distance from the axis as its reflection. Both these points are connected by a line that is perpendicular to the axis.

EXERCISE 1:

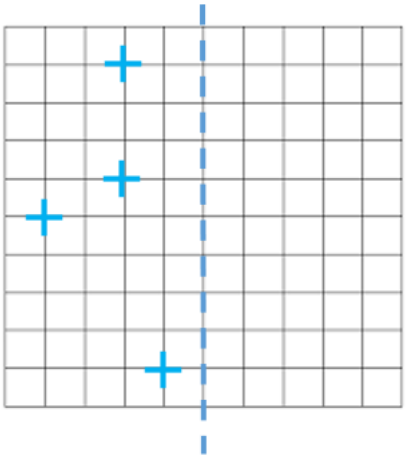
DIVIDE THE IMAGE INTO 2 EQUAL PARTS USING ONE LINE.

EXERCISE 2:

COMPLETE THE PICTURE SO THAT BOTH SIDES ARE THE SAME.

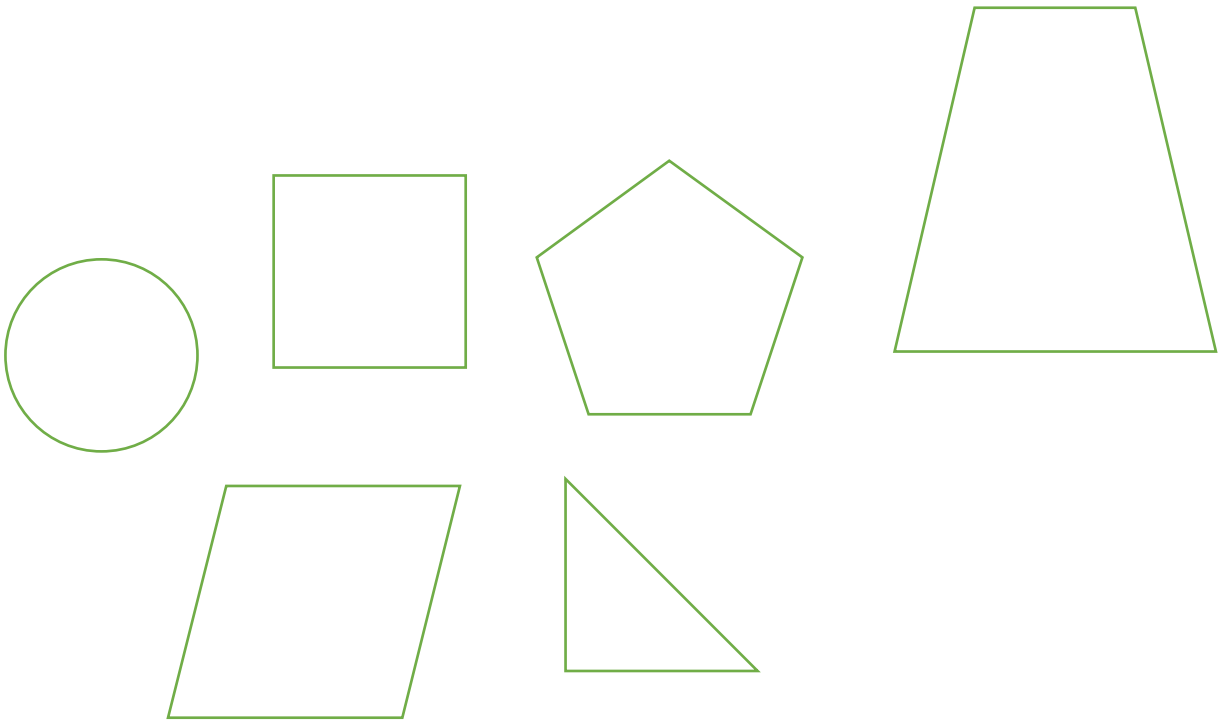
EXERCISE 3:

REDRAW THE POINTS IN THE OTHER HALF OF THE SQUARE GRID SO THAT THEY ARE SYMMETRIC.



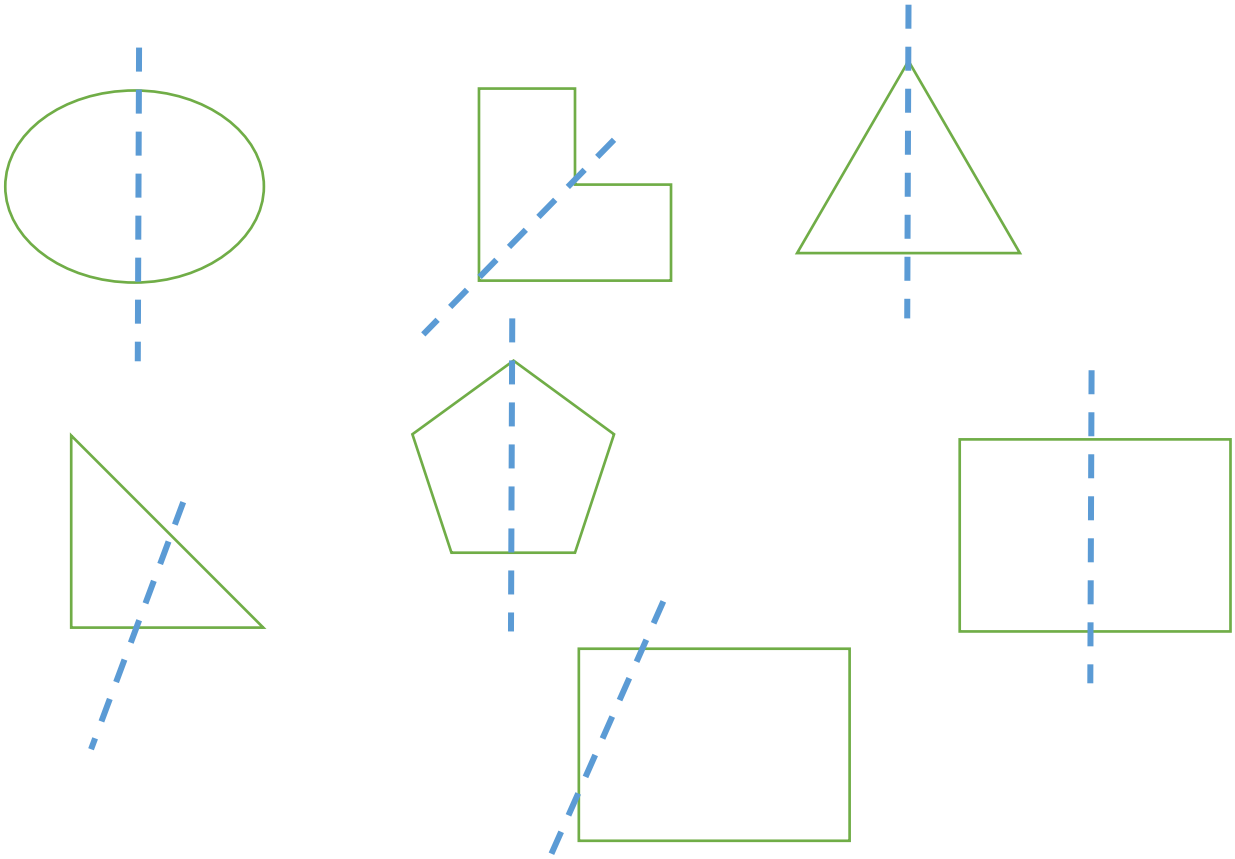
EXERCISE 4: and

DIVIDE GEOMETRIC SHAPES USING THE AXIS OF SYMMETRY. CUT THEM OUT AND CUT THEM ALONG THE AXIS. CHECK WHETHER THE CUT PARTS ARE REALLY THE SAME.



EXERCISE 5:

CIRCLE ALL SHAPES THAT ARE NOT SYMMETRICAL ALONG THE AXIS.



CoTIC: Collaborative Teaching in the Inclusive Classroom

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TEACHING MATHEMATICS

2ND grade

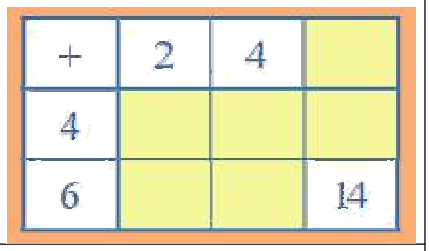
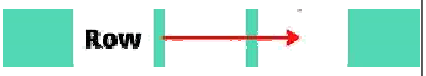
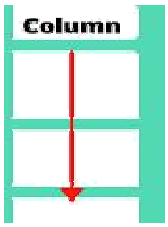
TOPIC: EVIDENCE OF DATA

1/ The aim – to practice orientation in a row, a column, and a table and to be able to write basic data.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

Table	
Row	
Column	

EXERCISE 1:  ,  **and .** 

LOOK AT THE TABLE. SHOW ACCORDING TO THE INSTRUCTIONS BELOW AND COLOUR IT.

				
1.				
2.				
3.				
4.				

1. **Show the 1st row and colour it with green pencil.**
2. **Show the column**  **and colour it with pink pencil.**
3. **Show the 4th row and colour it with red pencil.**
4. **Show the column**  **and colour it with orange pencil.**
5. **Show the column**  **and colour it with yellow pencil.**
6. **Show the 2nd row and colour it with black pencil.**
7. **Show the column**  **and colour it with blue pencil.**
8. **Show the 3rd row and colour it with purple pencil.**

EXERCISE 2:  **and** 

LOOK AT THE TABLE. DRAW ACCORDING TO THE INSTRUCTIONS.

				
1.				
2.				
3.				
4.				

1. **Draw**  **in the 2nd row and in the column**  **.**

2. **Draw**  **in the 4th row and in the column**  **.**

3. **Draw**  **in the column**  **and in the 2nd row.**

4. **Draw a** **in the 3rd row and in the column**  **.**

5. **Write your name in the column**  **and in the 1st row.**

EXERCISE 3:  **and** 

LOOK AT THE PICTURE AND WRITE THE DATA/NUMBERS INTO THE TABLE (I.E., HOW MANY ANIMALS/ OBJECTS YOU CAN SEE).

trees	
mushrooms	
strawberries	
hares	
squirrels	
bees	

EXERCISE 4:  **and** 

LOOK AT THE MONSTERS AND WRITE THE DATA (I.E., HOW MANY EYES, TEETH, AND LEGS THEY HAVE) IN THE TABLE.

Fus

Ela

Pem

Rull

	Fus	Ela	Pem	Rull	Total
Eyes					
Teeth					
Legs					

EXERCISE 5:  **and** 

DRAW YOUR OWN MONSTERS ACCORDING TO THE DATA FROM THE TABLE.

	Ava	Dee	Nat	Ron
Eyes	7	2	3	2
Teeth	0	5	1	10
Legs	2	3	9	4

Ava

Dee

Nat

Ron

CoTIC: Collaborative Teaching in the Inclusive Classroom

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TEACHING MATHEMATICS

2ND grade

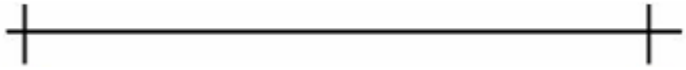
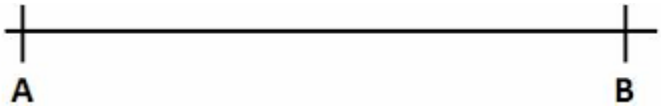
TOPIC: POINTS AND MODELLING LINES

1/ Aim of the lesson – to learn to draw points and connect them in a line segment.

HUMAN RESOURCE DEVELOPMENT CENTRE

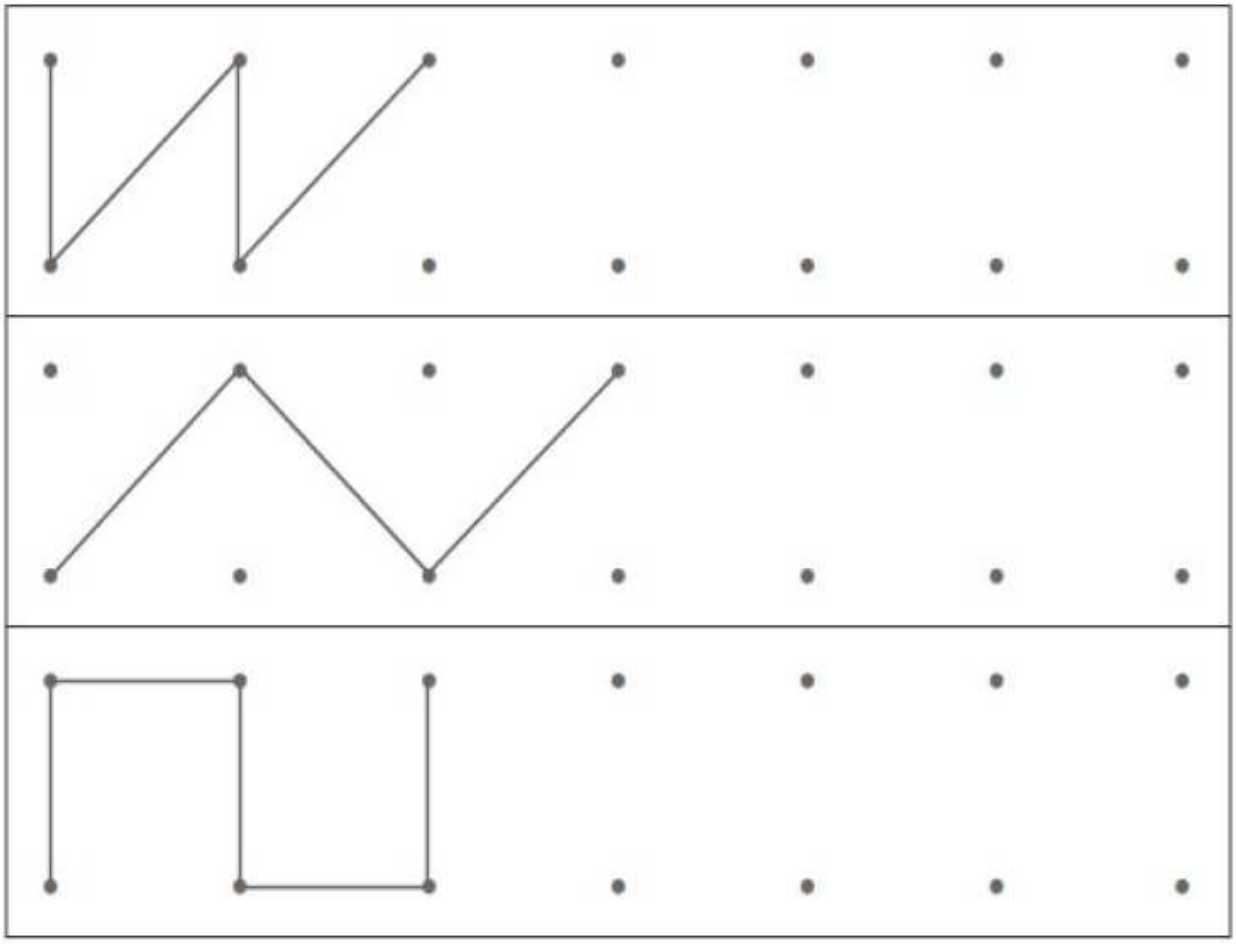
Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

A POINT	
A STRAIGHT LINE	
A LINE SEGMENT when we connect two, points we get a segment	
OUTER POINTS OF A LINE SEGMENT	

EXERCISE 1:  **and** 

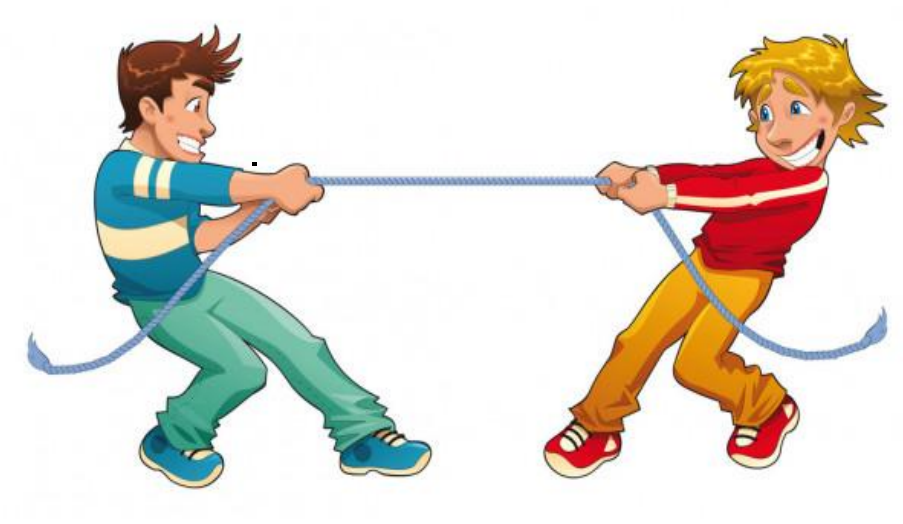
DRAW SEGMENTS TO CONTINUE WITH THE PATTERN.



EXERCISE 2:  **and** 

TRACE THE ROPE. USE A PENCIL AND A RULER.

MARK THE PLACES WHERE THE BOYS ARE HOLDING THE ROPE WITH THE LETTERS A, B.



ADAM BEN

Do you know what you have drawn?

S						T

I drew a line

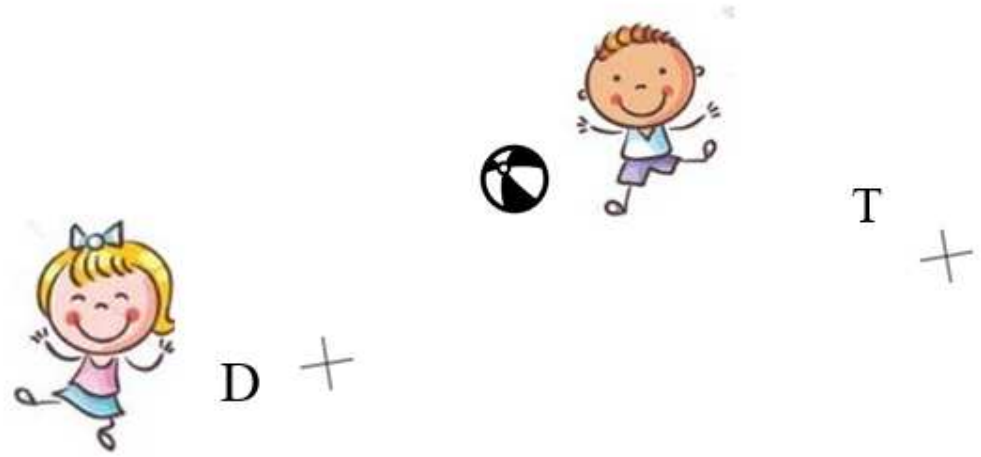
A, B are

O				R	
P					S

EXERCISE 3:  **and** 

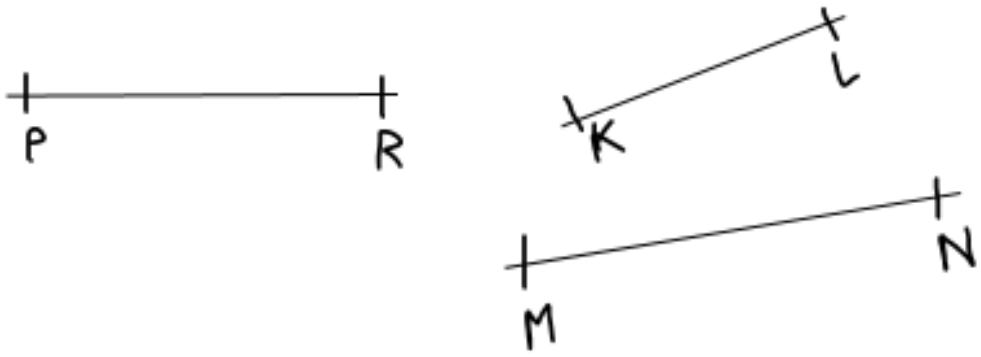
DAISY AND TOM ARE KICKING A BALL.

DRAW THE SHORTEST STRAIGHT LINE OF THE BALL BETWEEN THE POINTS D, T. USE A RULER.



EXERCISE 4:  **and** 

USE A RULER. CONNECT THE NAMES OF THE CHILDREN WHO HELD A ROPE. POINTS OF THE SEGMENTS ARE THE CLUE.



PETE ×

× LILI 

MAX ×

× ROB 

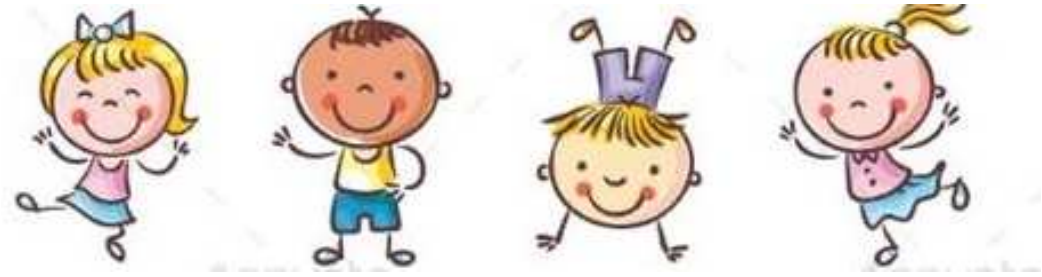
KARIN ×

× NORA 

EXERCISE 5:  **and** 

NAME THE CHIDREN.

DRAW LINE SEGMENTS BETWEEN TWO CHILDREN WHO PLAYED TOGETHER. IT IS UP TO YOU TO DECIDE WHO IS GOING TO PLAY WITH WHOM. DRAW THE SEGMENTS ON THE FOLLOWING PAGE.



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CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: POLYGONS; MODELING

1/ Aim of the lesson – to be able to count sides of polygons; to recognize and name triangle and square; to model (regular) polygons

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

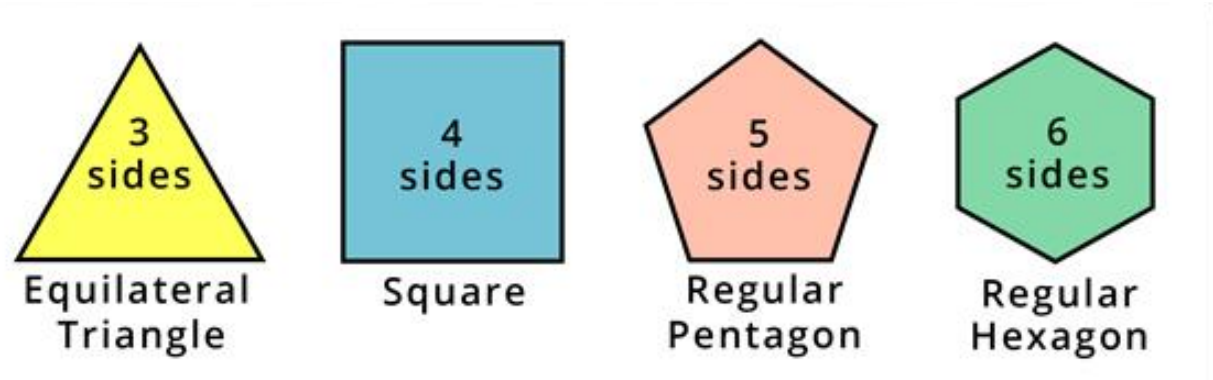
2/ Key words

Rectangle

4 points | 4 sides | 4 inside angles

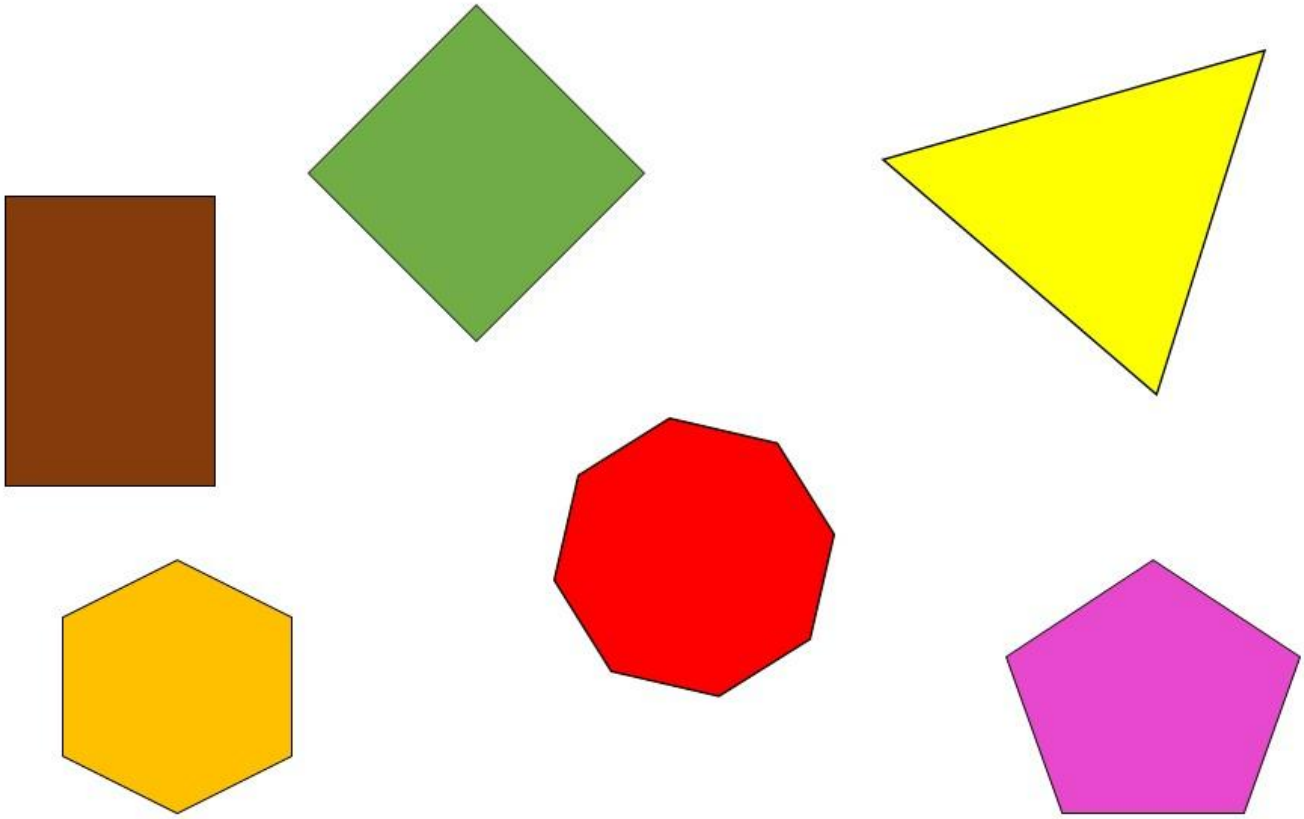
REGULAR POLYGONS

equal sides, equal angles



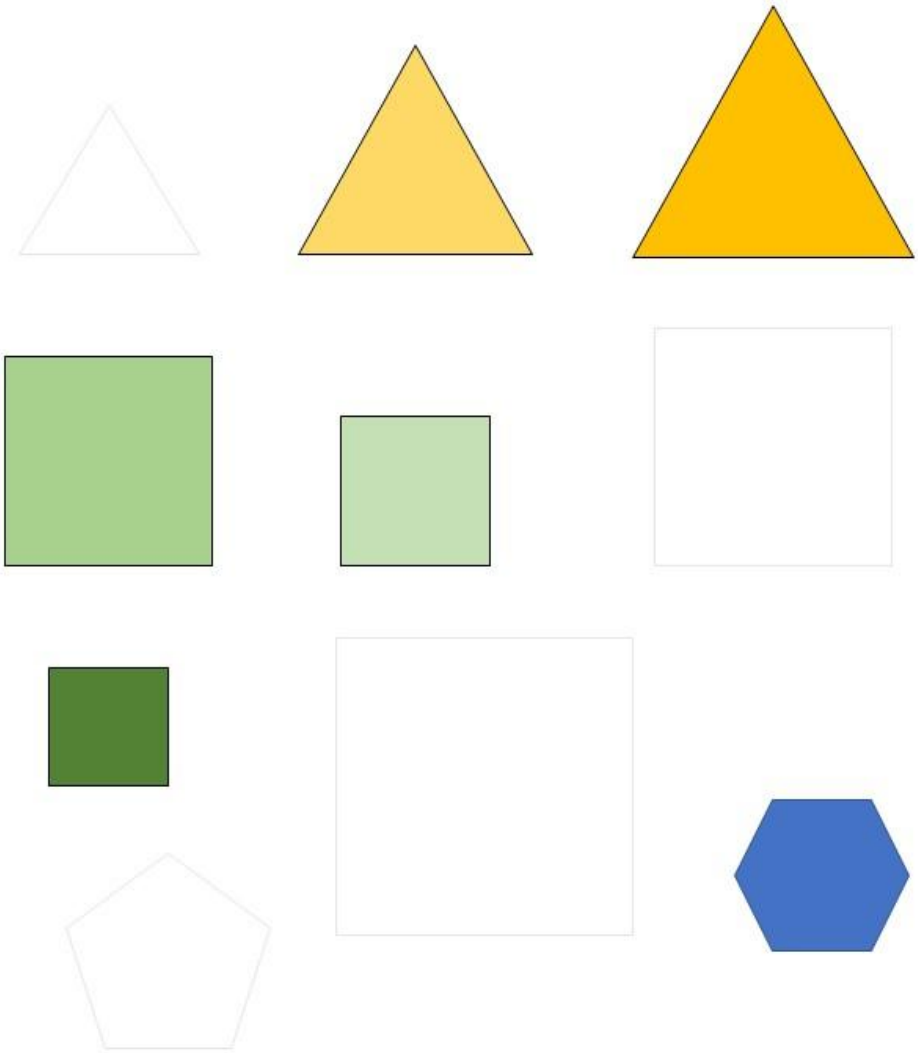
EXERCISE 1:  ,  **and** 

LOOK AT POLYGONS AND COUNT SIDES. WRITE THE NUMBER INSIDE EACH POLYGON.

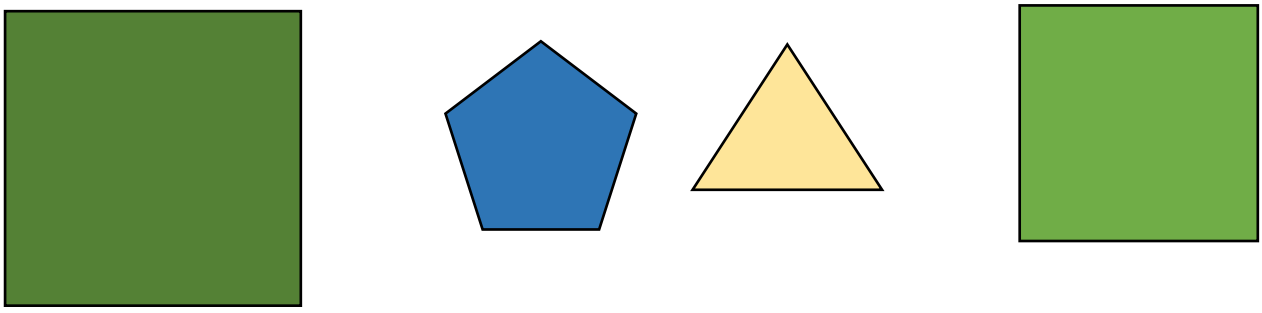


EXERCISE 2:  **,**  **and** 

FIND, CUT AND STICK THE MISSING POLYGON.

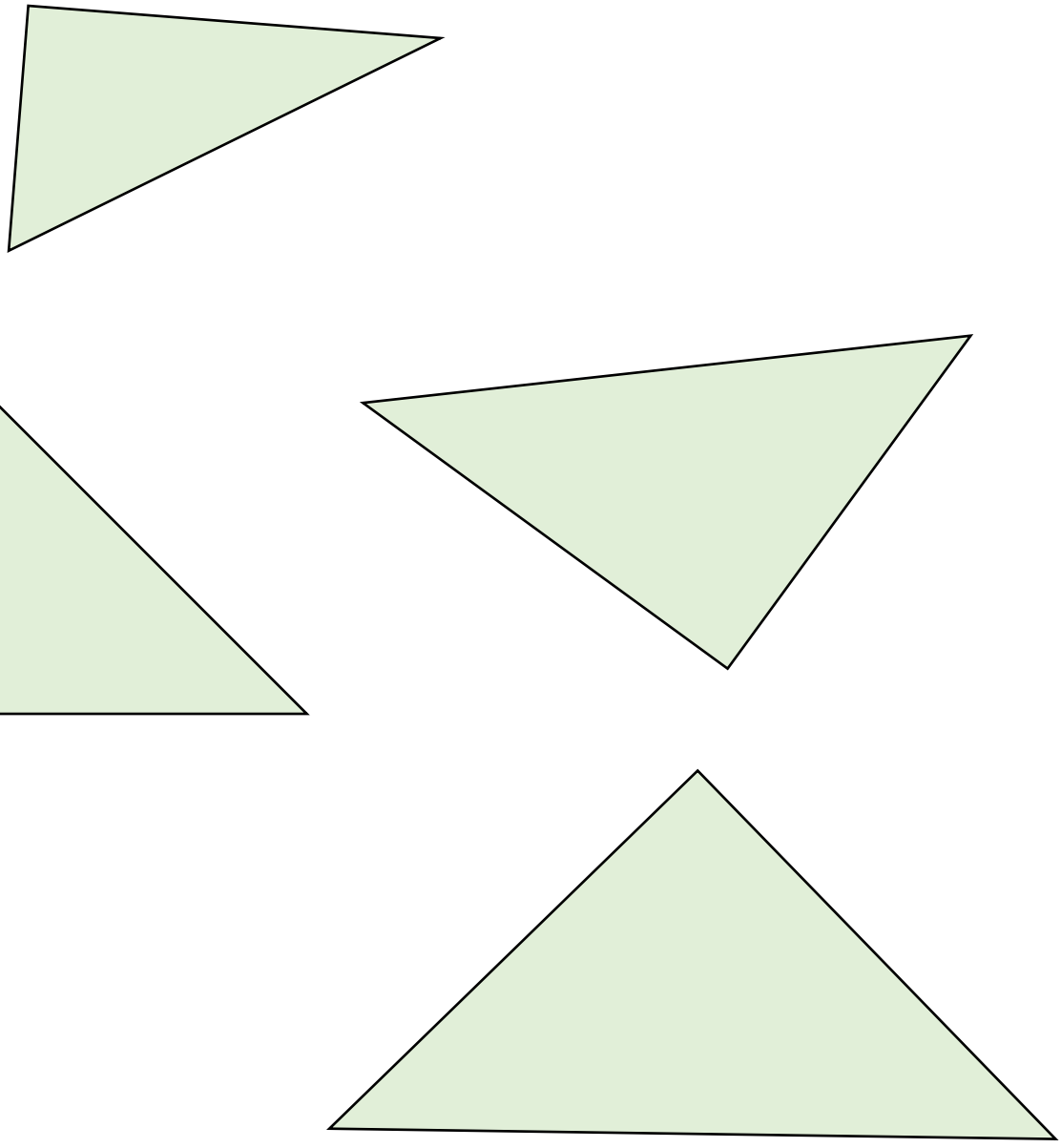


Cut these shapes and choose from them:



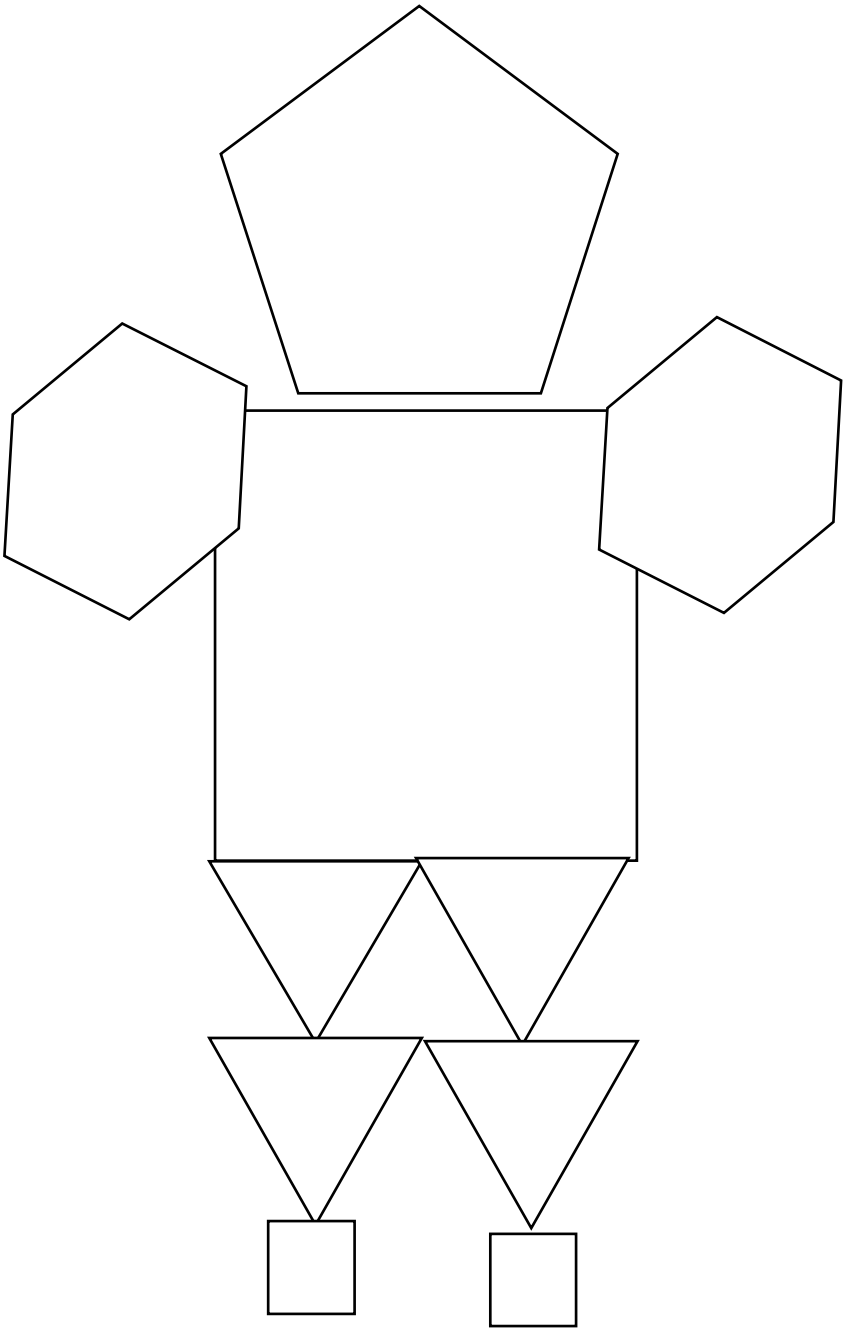
EXERCISE 3:  **and** 

CHOOSE TWO TRIANGLES. BUILD A SQUARE AND A RECTANGLE.



EXERCISE 4: 

COLOUR THE SQUARES BLUE, TRIANGLES RED, PENTAGONS ORANGE AND HEXAGONS GREEN.



EXERCISE 5: 

MODEL YOUR OWN ROBOT FROM POLYGONS. (USE WOODEN STICKS.)

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

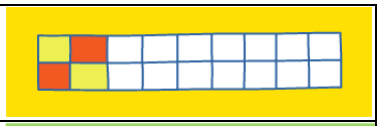
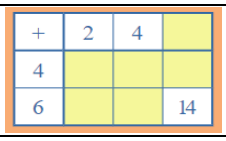
TOPIC: USING GRAPHS, SEQUENCES OF NUMBERS

1/ Aim of the lesson – to make graphs and tables, and register data via visual rhythm, orientation, and sequencing.

HUMAN RESOURCE DEVELOPMENT CENTRE

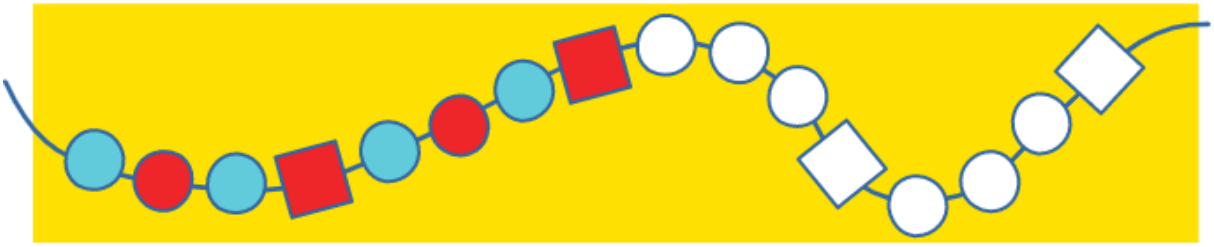
Co-funded by the Erasmus+ Programme of the European Union

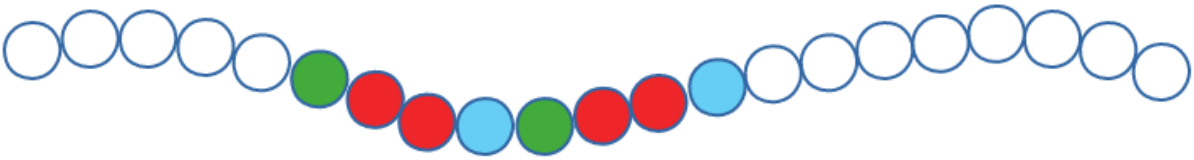
2/ Key words

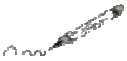
pattern	
sequence	
table	
graph	

EXERCISE 1:  ,  **and** 

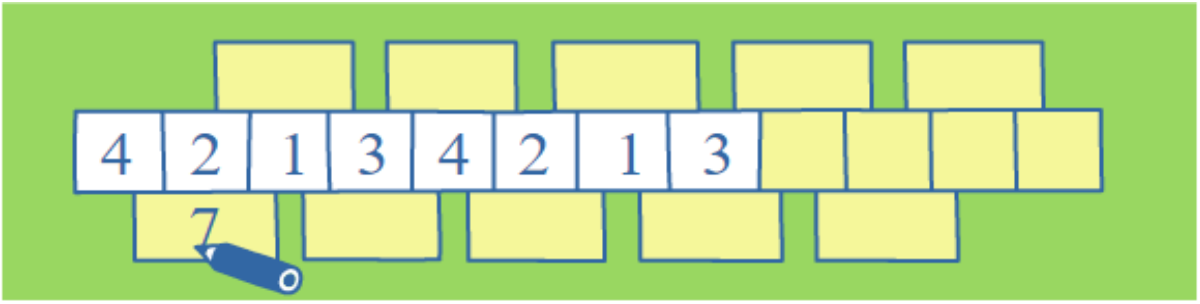
LOOK AND COLOUR, OR WRITE. WHAT IS NEXT?

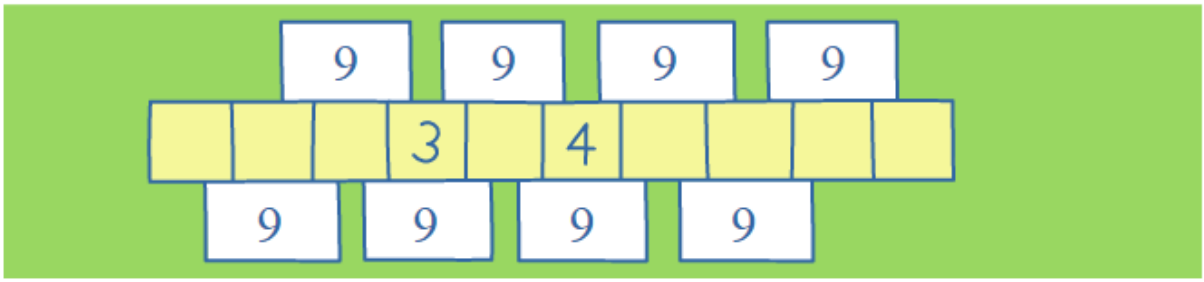


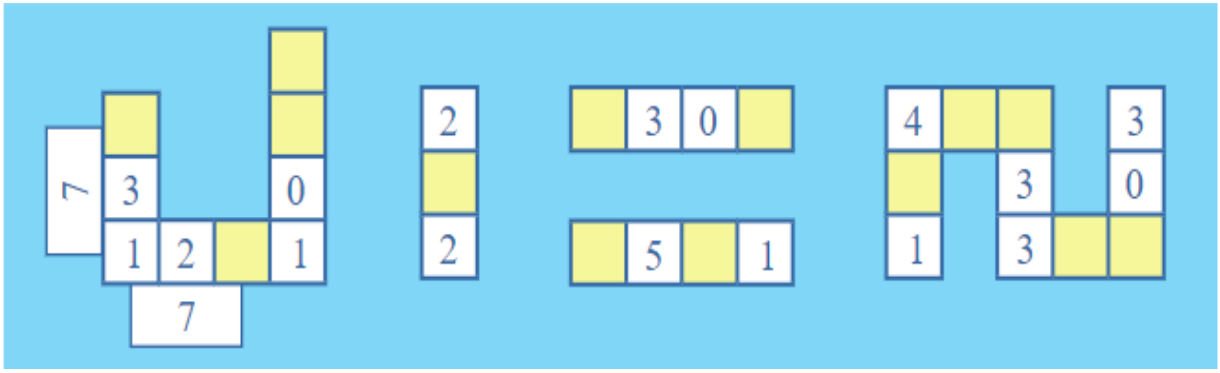


EXERCISE 2:  **and** 

WHAT IS NEXT? CALCULATE THE THREE ADJACENT NUMBERS.







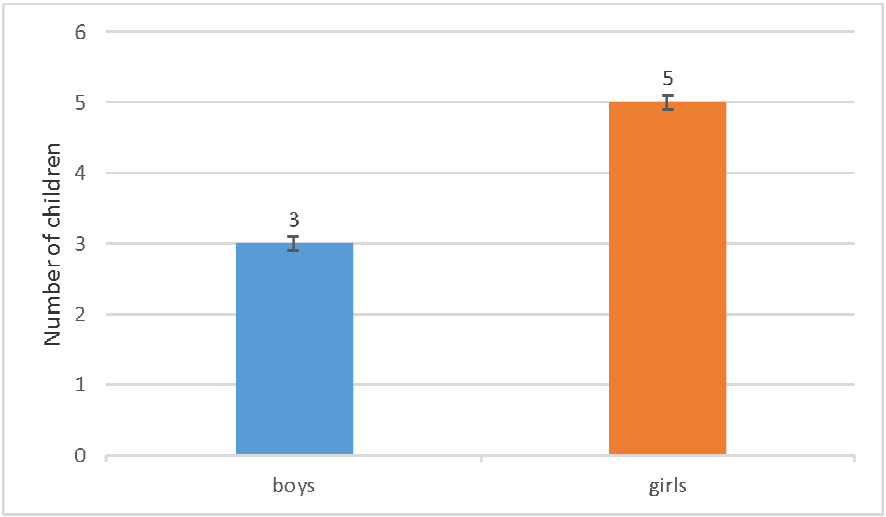
EXERCISE 3: and

LOOK AT THE PICTURE. HOW MANY BOYS AND HOW MANY GIRLS ARE THERE?

Boys

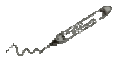
Girls

LOOK AT THE GRAPH.



Are the numbers of children, correct? YES/ NO

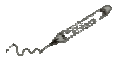
How many children are there together?

EXERCISE 4:  and 

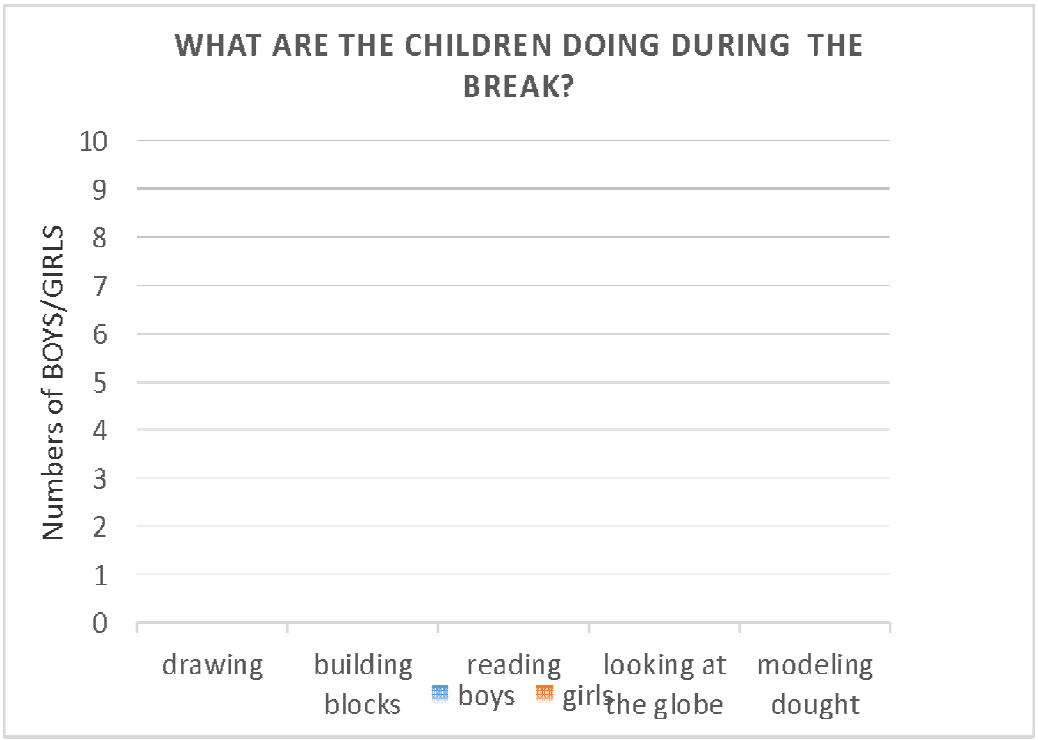
LOOK AT THE EXERCISE 2 AGAIN. REGISTER HOW MANY CHILDREN ARE DOING EACH ACTIVITY.

WRITE THE NUMBERS INTO THE TABLE.

	BOYS	GIRLS
drawing		
reading		
building blocks		
looking at the globe		
modeling dough		

EXERCISE 5:  and 

MAKE A GRAPH, MARK THE NUMBERS.



CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: UNITS OF MEASUREMENT OF TEMPERATURE, WEIGHT, VOLUME

1/ Aim of the lesson – be able to read thermometer readings; determine the measuring instrument corresponding to the unit of measurement; be able to determine the mass.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

SCALE = KILOGRAMS, GRAMS

THERMOMETER = DEGREES

MEASURING VESSEL = LITERS

HEAVIER (kg)

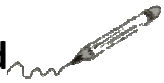
>

LIGHTER (g)

LIGHTER (g)

<

HEAVIER (kg)

EXERCISE 1:  **and** 

FINISH THE SENTENCES.

The mass is measured with a _____.

The temperature is measured with a

_____.

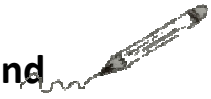
The volume is measured with a

_____.

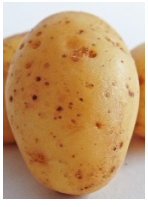
MEASURING VESSEL

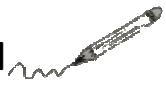
SCALE

THERMOMETER

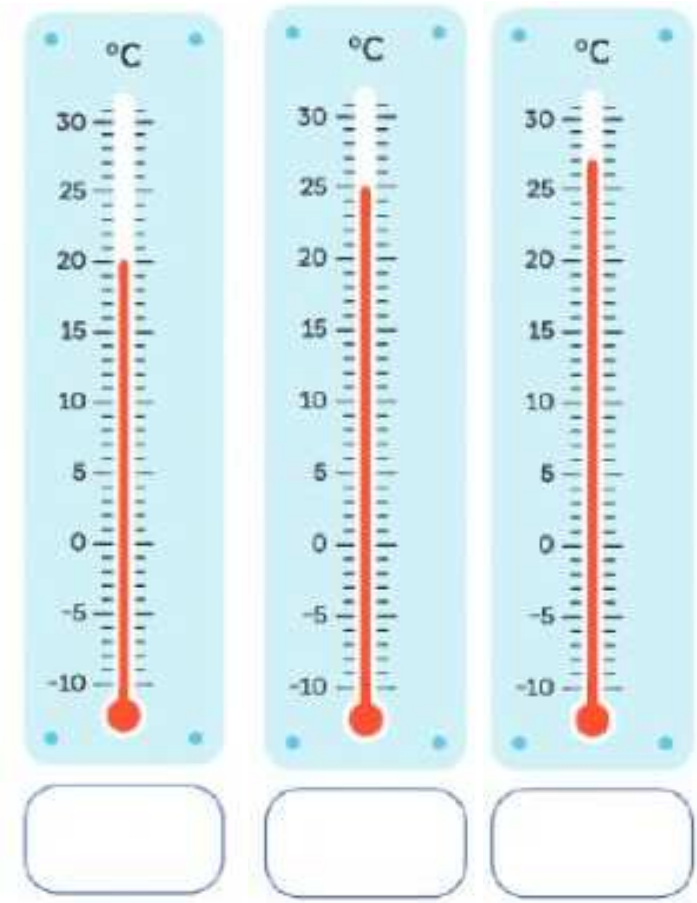
EXERCISE 2:  **and** 

COMPARE THE MASS. (< >)



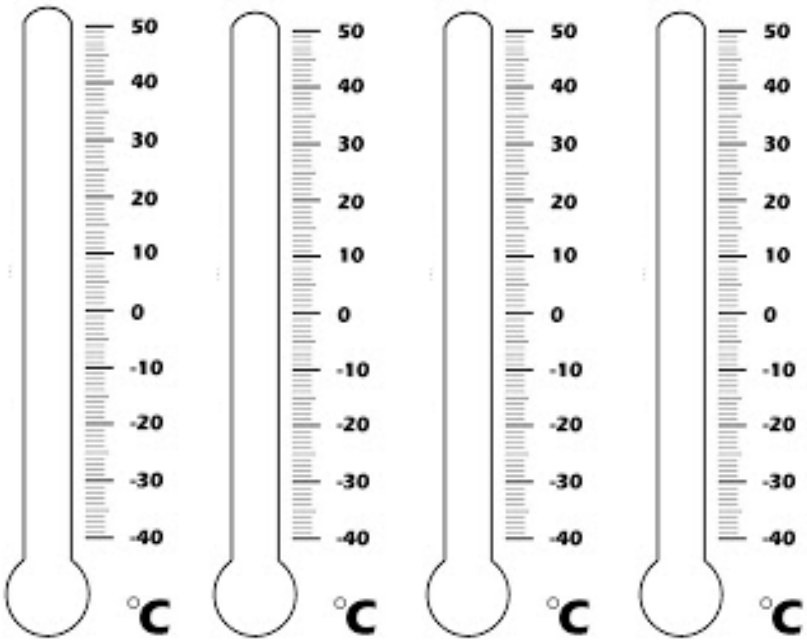
EXERCISE 3:  **and** 

DETERMINE AND WRITE THE TEMPERATURE IN THE ☐.



EXERCISE 4:  **and** 

COLOUR THE TEMPERATURE.



0 C°

-30 C°

20 C°

15 C°

EXERCISE 5:  **and** 

LINK EACH WORD WITH THE CORRESPONDING UNIT OF MEASUREMENT.

HORSE

COIN

WATER

FEATHER

PUMPKIN

CAT

HORSE

GRAM (g)

KILOGRAM (kg)

LITER (l)

JUICE

HUMAN

ANT

WATERMELON

KEY

MILK

PEA

CoTIC: Collaborative Teaching in the Inclusive Classroom

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TEACHING MATHEMATICS

2ND grade

TOPIC: USING A CALENDAR, PLANNING

1/ Aim of the lesson – find information in a calendar, determine the sequence of months, know the months when important holidays are celebrated.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

Calendar

2023

January

Su	Mo	Tu	We	Th	Fr	Sa
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				

February

Su	Mo	Tu	We	Th	Fr	Sa
			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				

March

Su	Mo	Tu	We	Th	Fr	Sa
			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	

April

Su	Mo	Tu	We	Th	Fr	Sa
						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						

May

Su	Mo	Tu	We	Th	Fr	Sa
	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			

June

Su	Mo	Tu	We	Th	Fr	Sa
				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	

July

Su	Mo	Tu	We	Th	Fr	Sa
						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					

August

Su	Mo	Tu	We	Th	Fr	Sa
		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		

September

Su	Mo	Tu	We	Th	Fr	Sa
					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

October

Su	Mo	Tu	We	Th	Fr	Sa
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				

November

Su	Mo	Tu	We	Th	Fr	Sa
			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		

December

Su	Mo	Tu	We	Th	Fr	Sa
					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						

7calendar.com

EXERCISE 1:  **and**

WRITE THE MONTH WHICH IS BEFORE AND AFTER APRIL AND SEPTEMBER.

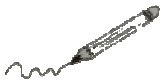
BEFORE	NOW	AFTER
	April	
	September	

EXERCISE 2:  **and**

OBSERVE THE PICTURE. CIRCLE ALL THE WEEKENDS WITH A RED PENCIL AND ALL THE WORKING DAYS WITH A GREEN PENCIL.

June

Su	Mo	Tu	We	Th	Fr	Sa
				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	

EXERCISE 3:  **and** 

FINISH THE SENTENCES. WRITE THE DATE AND THE MONTH.

- Today is September 1.
- Yesterday, it was _____.
- Tomorrow, it will be _____.

EXERCISE 4: 

WRITE THE NAMES OF THE MONTHS OF EACH SEASON.

WINTER - **D__ __ __ __ __ __ __ __ , J __ __ __ __ __ __ __ ,**

F__ __ __ __ __ __ __ __

SPRING - **M__ __ __ __, A__ __ __ __, M__ __**

SUMMER - **J__ __ __, J__ __ __, A__ __ __ __ __ __**

AUTUMN - **S__ __ __ __ __ __ __ __ __, O__ __ __ __ __ __ __,**

N__ __ __ __ __ __ __ __

EXERCISE 5:  **and** 

LINK THE NAME OF THE HOLIDAY WITH THE RESPECTIVE MONTH.

December	**Halloween**
	
October	**Valentine's Day**
	
February	**Christmas**
	

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

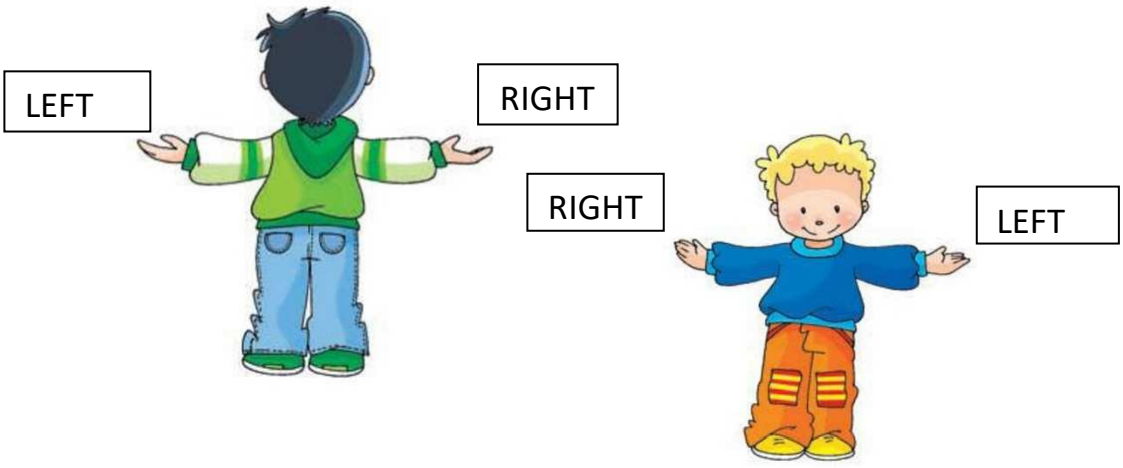
TOPIC: SPATIAL RELATIONS/CONNECTIONS

1/ Aim of the lesson: to learn how to relate to the space

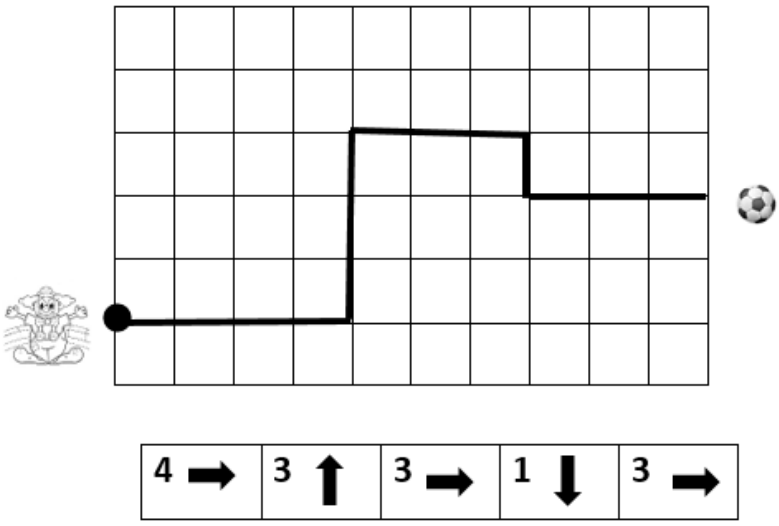
HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words



This is how the clown can get to the ball /follow the arrows/.

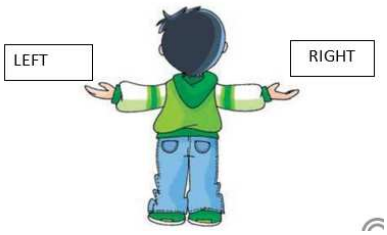


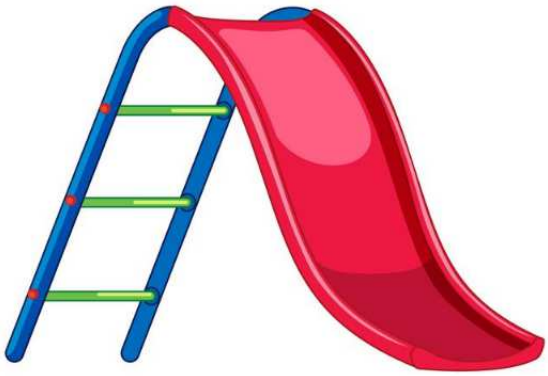
LEFT TOP	**CENTER TOP**	**RIGHT TOP**
LEFT CENTER	**CENTER**	**RIGHT CENTER**
LEFT DOWN	**CENTER DOWN**	**RIGHT DOWN**

EXERCISE 1:  **and** 

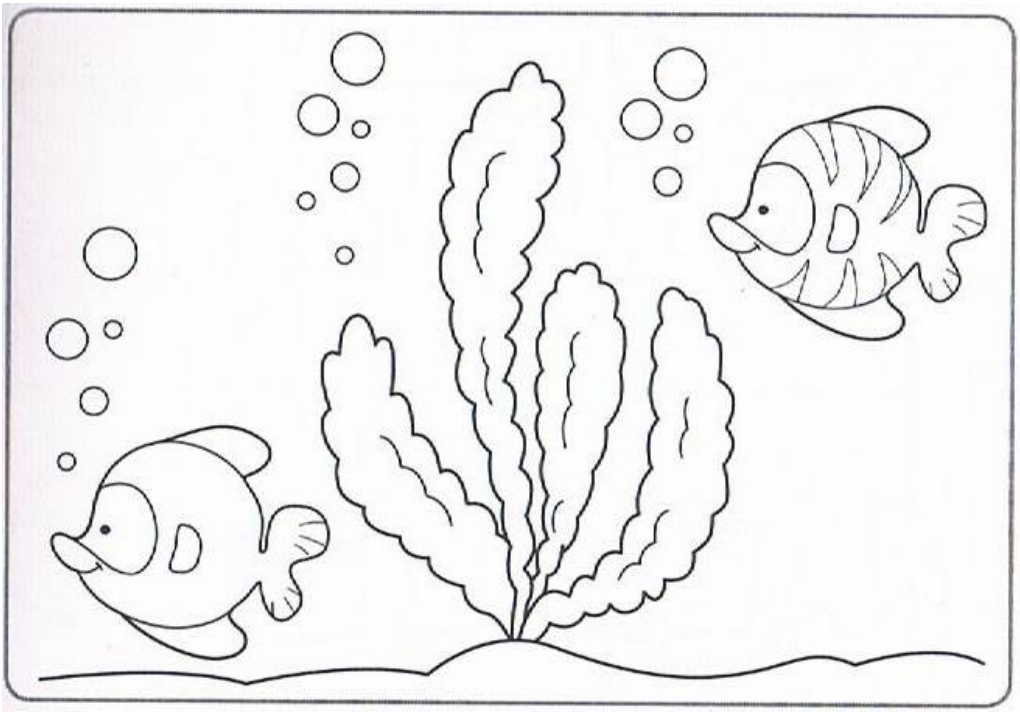
1/ DRAW A TREE TO THE RIGHT OF THE SLIDE

AND A BALL TO THE LEFT OF THE SLIDE.





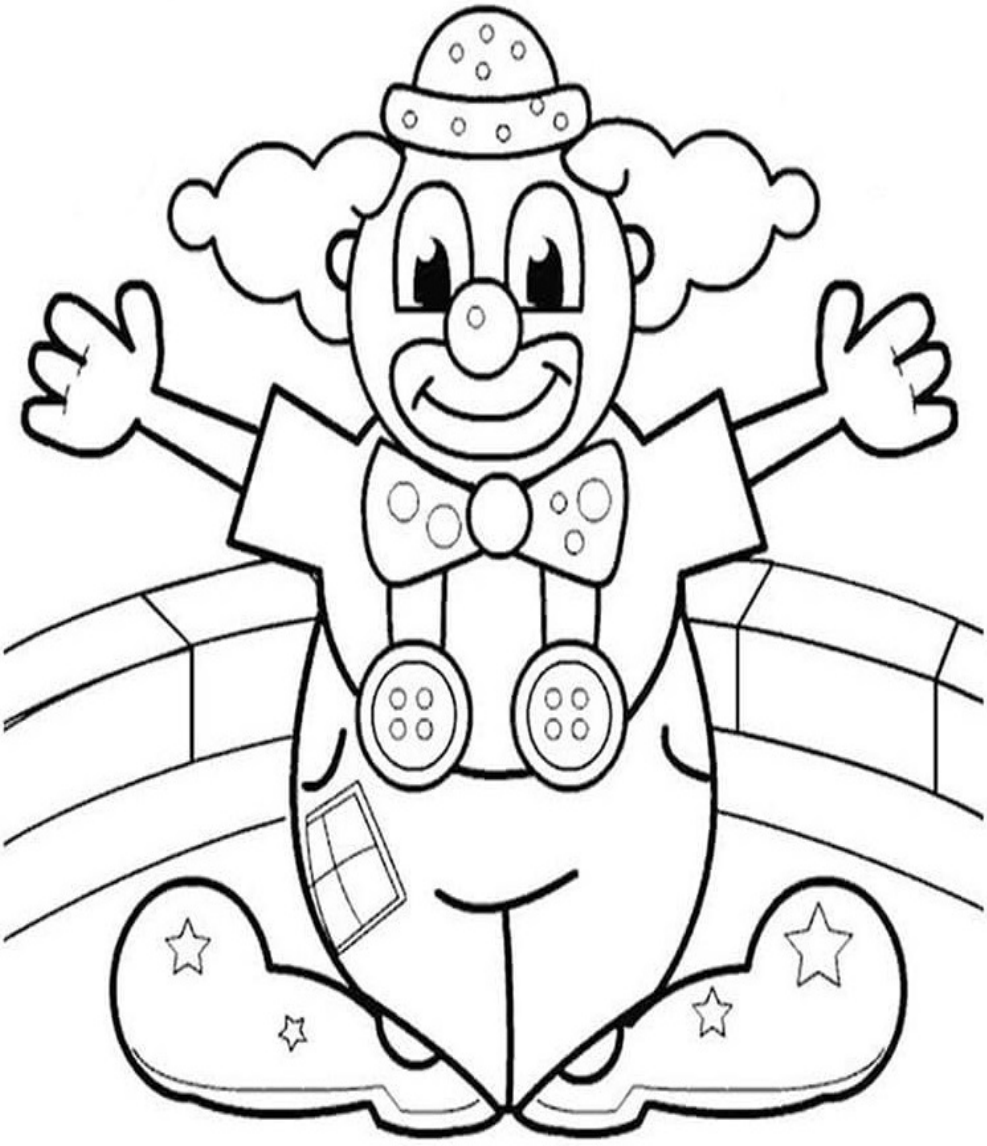
2/ COLOR THE FISH TO THE RIGHT OF THE SEAWEED



EXERCISE 2: 

COLOUR THE CLOWN ACCORDING TO THE INSTRUCTIONS:

- **the right shoe red and the left shoe yellow;**
- **a balloon in the left hand**
- **a flower in the right hand**

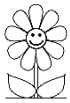


EXERCISE 3: 

DRAW THE OBJECTS IN THE CORRECT POSITION.

One  in the center.

A  at right top.

One  at left center.

One  at right down.

The  at center down.

One  at center top.

One  at the left top.

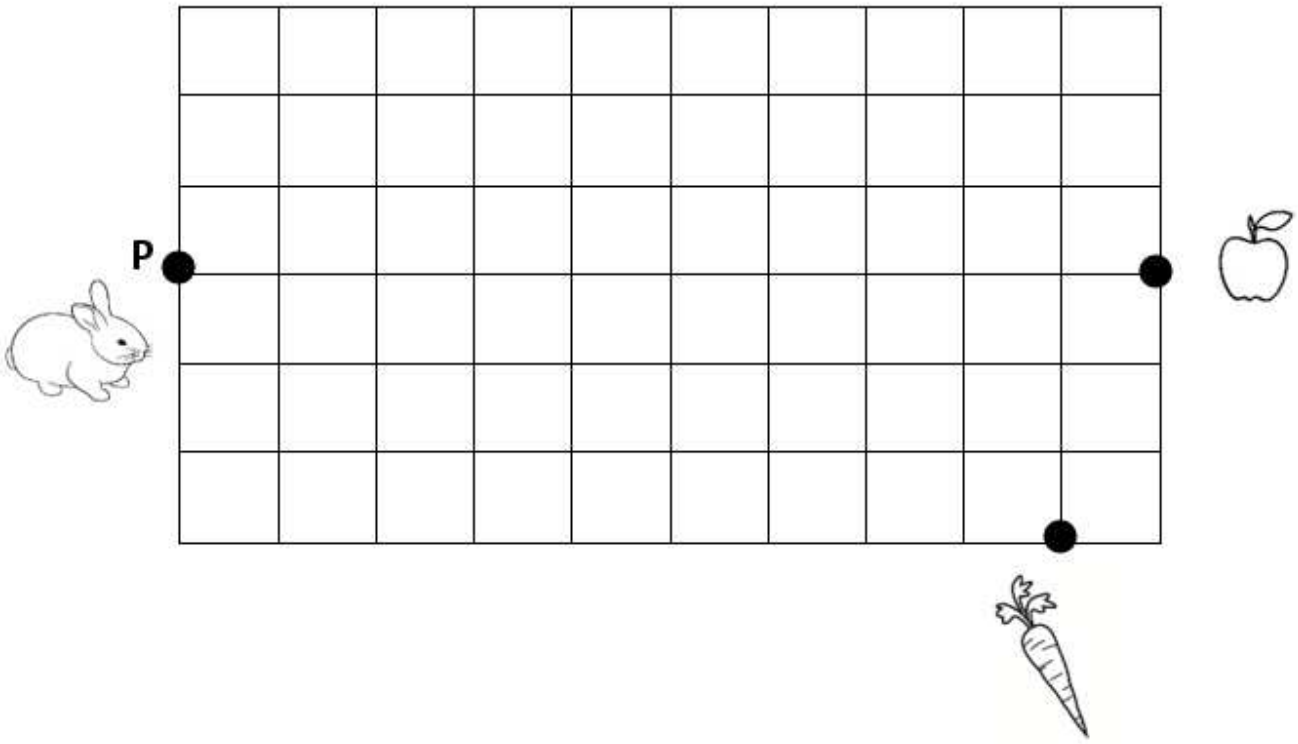
One  at right center.

One  at left down.

EXERCISE 4: , and

READ THE INSTRUCTIONS. DRAW THE PATHS STARTING FROM POINT P. MARK THE CORRECT ANSWER.

3 →	2 ↑	5 →	1 ↓	3 ←	1 ↓	3 →	1 ↓	1 →	2 ↓



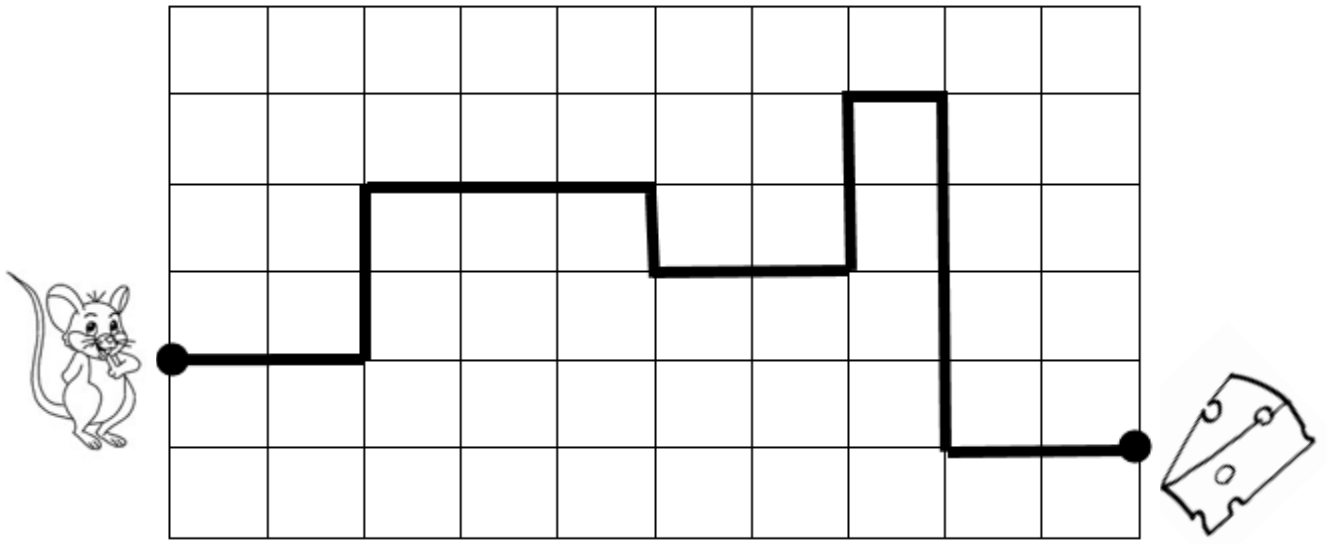
The rabbit got to:

☐ the Apple

☐ the carrot

EXERCISE 5:  **and** 

FOLLOW THE MOUSE'S PATH TO THE CHEESE. CODE ITS WAY USING NUMBERS AND ARROWS. (Check how it was done in ex.4)



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CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: MONEY

1/ Aim of the lesson – to recognize and relate the value of coins and bank notes, and use them in different contexts.

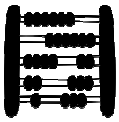
HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

EURO ⟹ € 1 € = 100 cents

BANKNOTES AND COINS		
		
500 euros	200 euros	100 euros
		
50 euros	20 euros	10 euros
		
5 euros	2 euros	1 euro
		
50 cents	20 cent	10 cents
		
5 cents	2 cents	1 cent

EXERCISE 1:  **and** 

CALCULATE AND WRITE THE RESULT: HOW MUCH EACH CHILD HAS

		Mary has _____ euros and _____cents.
		Peter has _____ euros and _____cents.
		Paul has _____ euros and _____cents.
		Sally has _____ euro and _____cents.

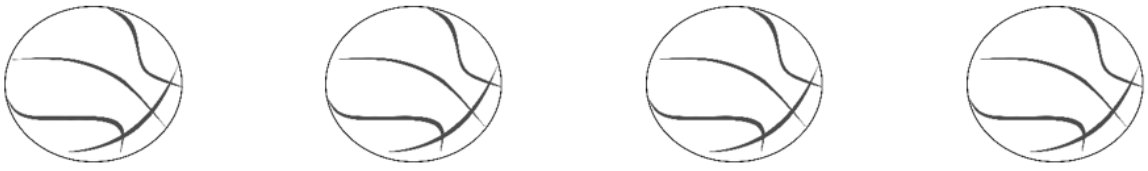
EXERCISE 2:  **and** 

CUT THE IMAGES OF THE COINS. PASTE THEM IN ORDER, STARTING FROM THE ONE WITH THE SMALLEST VALUE.

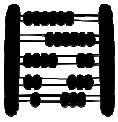
1	2	3	4	5	6	7	8

EXERCISE 3: 

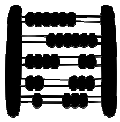
COLOUR THE BALLS THAT COST LESS THAN 5 EUROS.



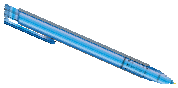
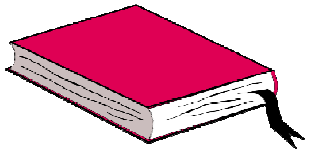
10 € 10 cents 100 cents 1 €

EXERCISE 4:  ,  **and** 

THIS TEDDY BEAR COSTS 1 €. THINK, CALCULATE AND CIRCLE THE COINS YOU NEED TO BUY IT. (Find two different solutions. Use different colour to circle the coins for each solution.)

EXERCISE 5:  ,  ,  **and** 

READ THE PROBLEM. LOOK AT THE PICTURES. CALCULATE AND WRITE THE RESULT.

Danny went shopping with his mother and bought 2 books and one pen. How much did they spent? If they paid with a 20 € banknote, how much did they get back?	
 2 € 8 € 	**Solution:**
Result: They spent _____ euros. They got back _____ euros.	

Nelly had two banknotes: one of 10 € and one of 5 €. In the grocery she bought 1 kg of strawberries for 6 €. She had enough money left to buy 3 pineapples. How much does a pineapple cost?	
 6 €  	**Solution:**
Result: A pineapple costs _____ euros.	

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: WEIGHT

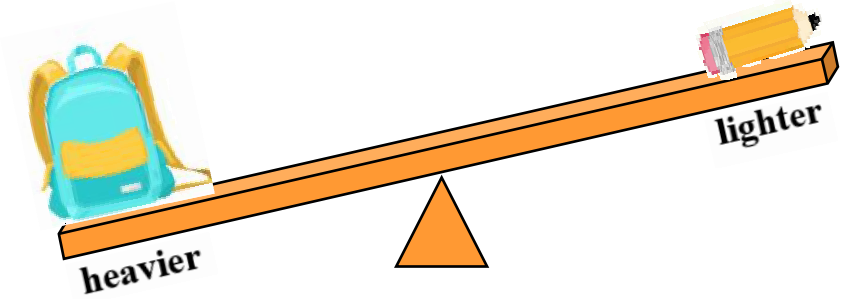
1/ Aim of the lesson - to learn how to compare and sort objects according to different masses; to conceive and apply strategies to solve problems involving visualization and measurement in mathematical and non-mathematical contexts and evaluate the plausibility of the results.

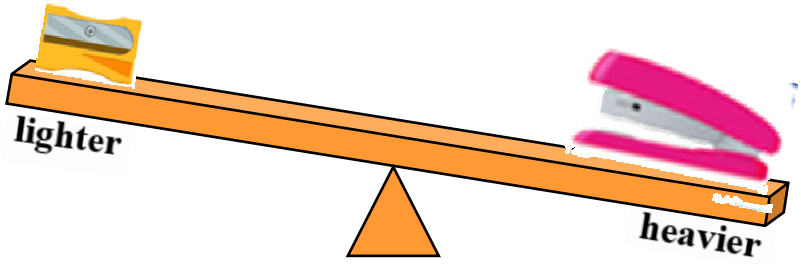
HUMAN RESOURCE DEVELOPMENT CENTRE

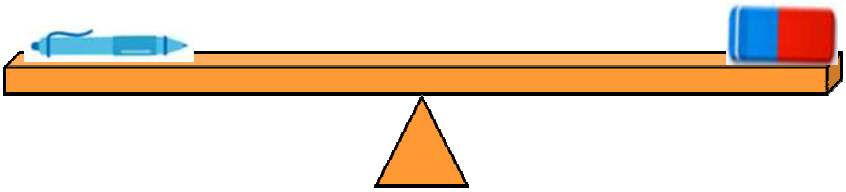
Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

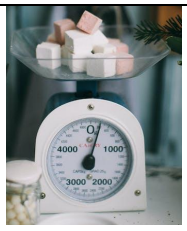
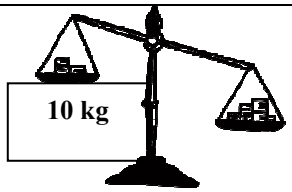
We use a **Scale** to know the **Weight** of objects.





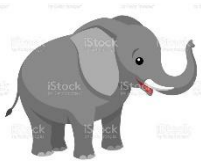


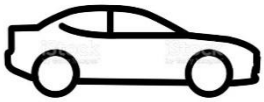
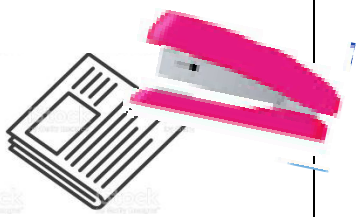
Balanced = same weight

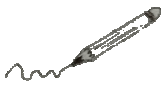
		
It weighs 32 kilograms (kg).	It weighs less than 1 kilogram (kg)	It weighs more than 10 kilograms (kg).

EXERCISE 1:  **and** 

LOOK AND CIRCLE THE CORRECT ANSWER.

Which animal weighs the most?		
		

Which object weighs the least?		
		

EXERCISE 2:  **and** 

READ THE SENTENCES. FILL THE GAPS WITH

heavier	**OR**	lighter

The elephant is _____ than the lion.

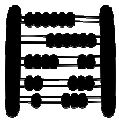
The bird is _____ than the car.

The cabinet is _____ than the newspaper.

EXERCISE 3:  ,  **and** 

CUT THE PICTURES. STICK THEM IN ORDER STARTING FROM THE LIGHTEST TO THE HEAVIEST PERSON.

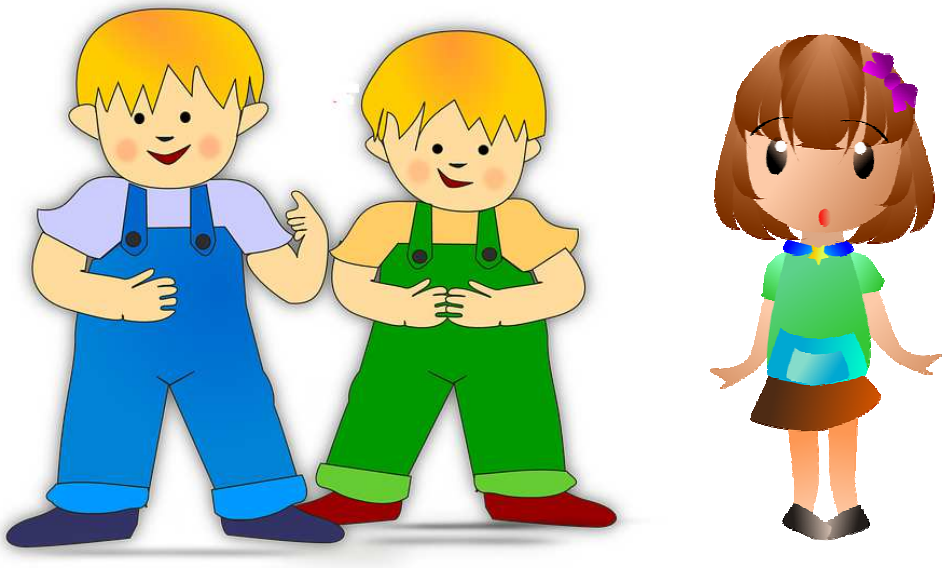
			
53 kg	63 kg	60 kg	58 kg

EXERCISE 4:  ,  ,  and 

READ THE TEXT. THINK. CALCULATE AND COMPLETE THE SENTENCE WITH THE CORRECT ANSWER.

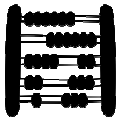
John and Jim are brothers. John weighs 63 kg, and Jim is 2 kg heavier. Their sister Jill weighs 14 kg less than Jim.

How many kilograms weighs Jill?



John **Jim** **Jill**

Solution:

EXERCISE 5:  ,  ,  **and** 

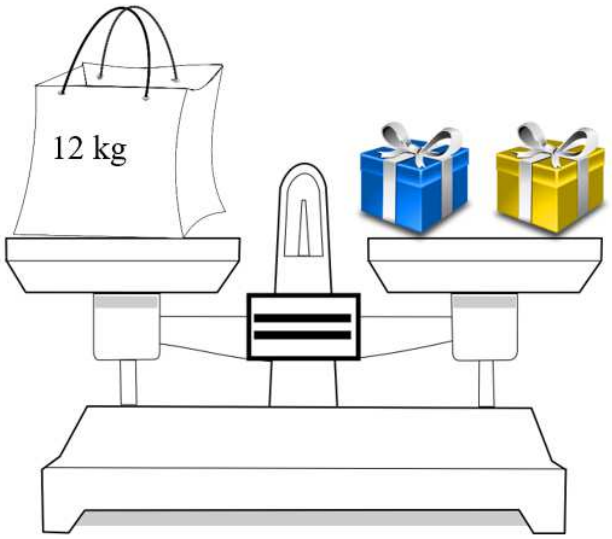
READ THE TEXT. THINK. CALCULATE AND WRITE THE RESULT.

On one side of the scale there is a bag that weighs 12 kg.

On the other side there are two gift-boxes of the same weight.

The scale is balanced.

How much does each gift-box weigh?



Solution:

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

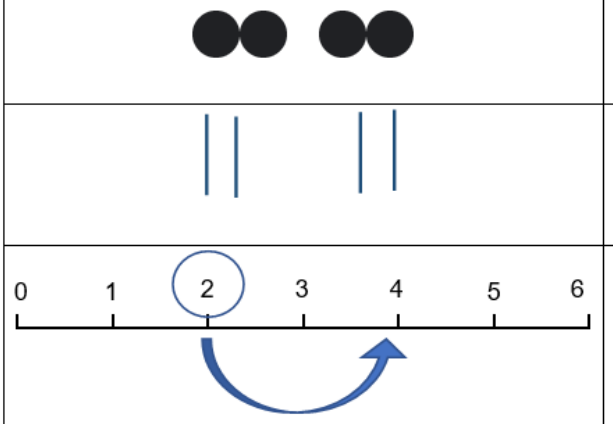
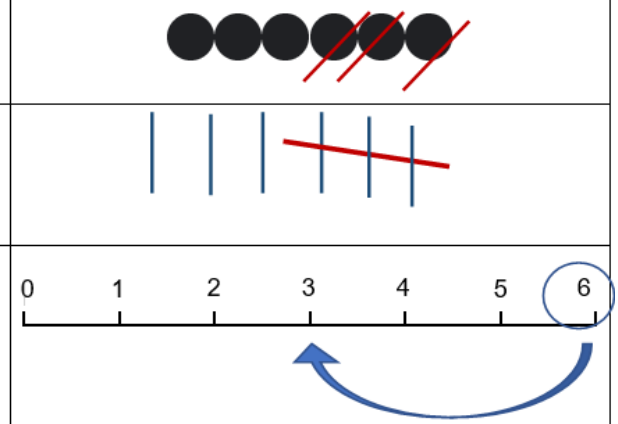
TOPIC: ADDITION AND SUBTRACTION-2

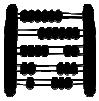
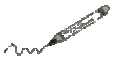
1/ Aim of the lesson – to learn to solve problems in situations that call for the mobilization of learning in different domains, and to analyze the strategies and results obtained.
Students develop the ability to reason mathematically, as well as the ability to analyze the reasoning of others.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

Addition	Subtraction
2 + 2 = 4	6 – 3 = 3
	

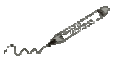
EXERCISE 1:  **and** 

CALCULATE AND WRITE THE RESULT.

1 + 1 = ☐ 2 + 2 = ☐ 5 + 5 = ☐

10 + 10 = ☐ 20 + 20 = ☐ 50 + 50 = ☐

10 + 30 + ☐ = 100 20 + 30 + ☐ = 80

EXERCISE 2:  **and** 

COMPLETE THE SEQUENCE.

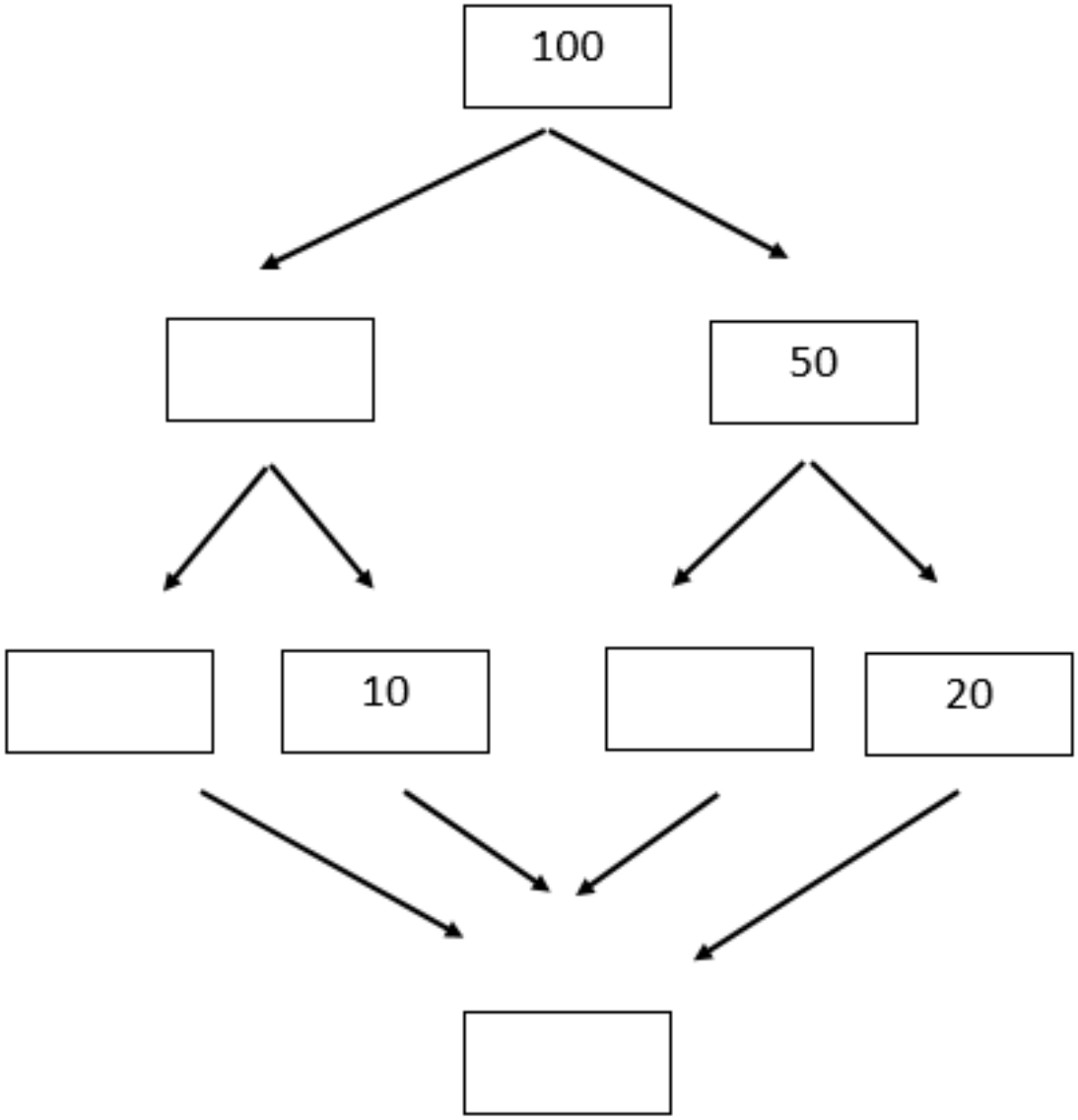
3	6				18		

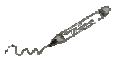
105				125			

95	93	91					81

EXERCISE 3:  ,  **and** 

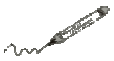
LOOK, THINK AND WRITE THE MISSING NUMBERS ON THE SCHEME.



EXERCISE 4:  ,  **and** 

SOLVE THIS MATH SITUATION.

An apple tree has 67 apples. On a windy day 14 fell down on the floor. How many apples still stay on the apple tree?
R: There are _____ apples in the apple tree.

EXERCISE 5:  ,  **and** 

SOLVE THIS MATH SITUATION.

In the garden there is an orange tree with 32 oranges and a peach tree with 16 peaches. How many fruits are in the two trees?
R: There are _____ fruits in the two trees.

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

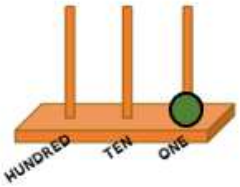
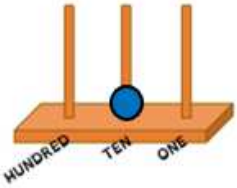
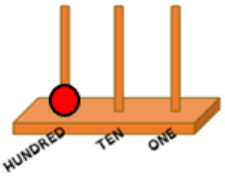
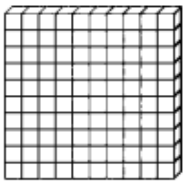
TOPIC: ONES, TENS, HUNDREDS

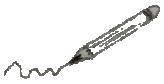
1/ Aim of the lesson – to learn the system of decimal representation of numbers. Students will learn to read and represent numbers in the numbering system.

HUMAN RESOURCE DEVELOPMENT CENTRE

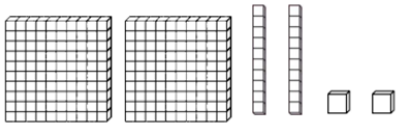
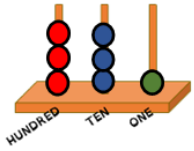
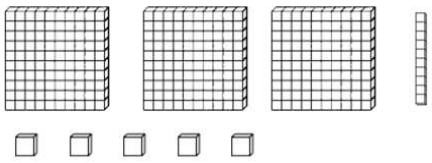
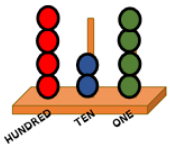
Co-funded by the Erasmus+ Programme of the European Union

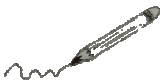
2/ Key words

1	one		
10	ten		
100	hundred		

EXERCISE 1:  **and** 

WRITE THE NUMBERS WITH DIGITS AND WORDS.

	222	Two hundred and twenty two
	_____	_____
	_____	_____
	_____	_____
	_____	_____

EXERCISE 2: 

COMPLETE THE NUMBER LINE WITH THE MISSING NUMBERS.

EXERCISE 3: 

WRITE THE DECOMPOSITION OF THE NUMBERS.

Example: 134 = 100 + 30 + 4

256 = _____ + _____ + _____

348 = _____ + _____ + _____

498 = _____ + _____ + _____

562 = _____ + _____ + _____

EXERCISE 4: 

COMPOSE THE NUMBERS FROM THE GIVEN COMPONENTS.

Example: 100 + 100 + 10 + 10 + 10 + 5 = 235

400 + 60 + 7 = _____

100 + 100 + 50 + 5 = _____

100 + 100 + 100 + 10 + 10 + 2 + 2 = _____

200 + 100 + 40 + 6 = _____

EXERCISE 5: 

CIRCLE THE NUMBERS WHOSE SUM EQUALS 100.

15	75	50	35
25	85	65	50
10	90	80	20

CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING MATHEMATICS

2ND grade

TOPIC: MULTIPLICATION AS ADDITION OF EQUAL NUMBERS

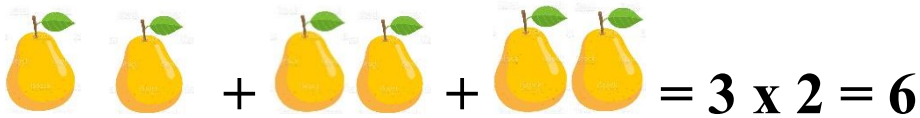
1/ Aim of the lesson – Students will learn multiplication as a result of successive additions.

HUMAN RESOURCE DEVELOPMENT CENTRE

Co-funded by the Erasmus+ Programme of the European Union

2/ Key words

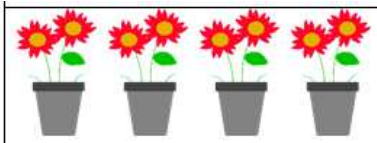
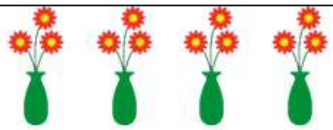
Successive additions = multiplication

2 + 2 + 2 = 3 x 2 = 6
● ● + ● ● + ● ● = 3 x ● ● = 6
 = 3 x 2 = 6

EXERCISE 1: and

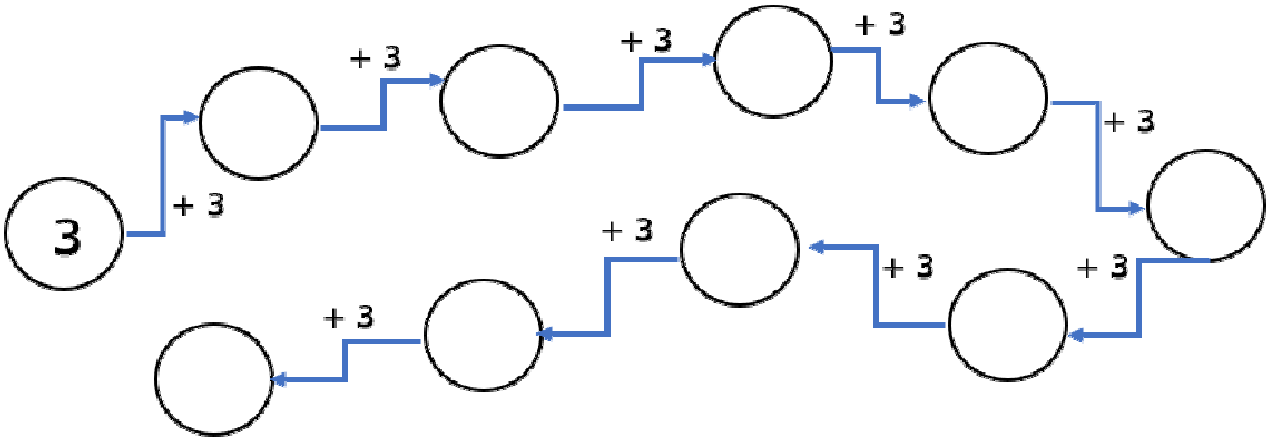
LOOK AT THE IMAGES. WRITE THE EQUATIONS AND CALCULATE.

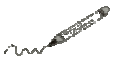
How many flowers/fish are there?

	___ + ___ + ___ + ___	___ x ___	_____
	____ + ____	___ x ___	_____
	____ + ____ + ____ + ____	___ x ___	_____
	____ + ____ + ____	___ x ___	_____

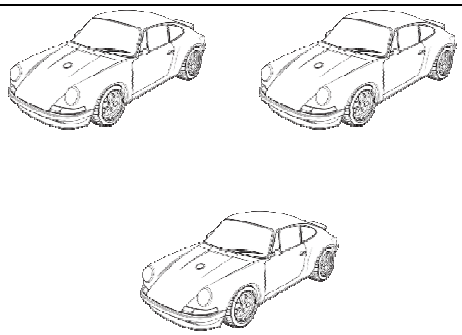
EXERCISE 2:

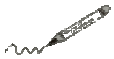
COMPLETE THE SEQUENCE



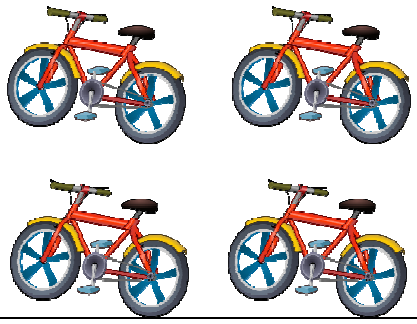
EXERCISE 3:  ,  **and** 

SOLVE THE WORD PROBLEM.

Luis has got 3 cars. Each car has got four wheels. How many wheels are on Luis's three cars?	
_____ + _____ + _____ = _____ x _____ = _____ R: There are _____ wheels in four cars.	

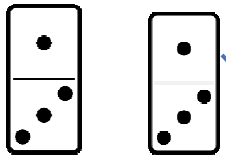
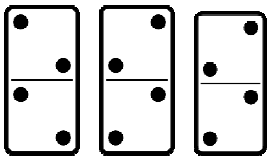
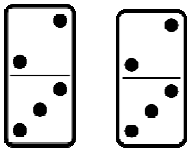
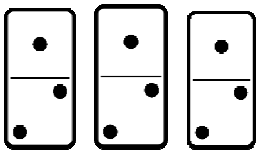
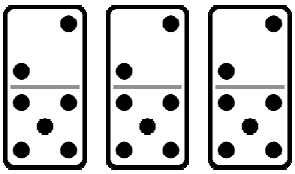
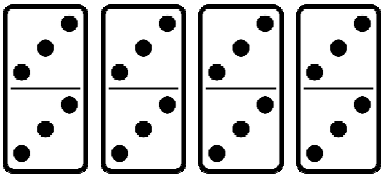
EXERCISE 4:  ,  **and** 

SOLVE THE WORD PROBLEM.

Mary has four bicycles. Each Bicycle has two wheels. How many wheels are on Mary's four bicycles?	
_____ + _____ + _____ + _____ = _____ x _____ = _____ R: There are _____ wheels in four bicycles.	

EXERCISE 5:  ,  **and** 

LOOK, THINK AND LINK FOLLOWING THE EXAMPLE.

	5 + 5	3 x 3	**8**
	4 + 4	2 x 5	**9**
	4 + 4 + 4	2 x 4	**12**
	3 + 3 + 3	3 x 4	**10**
	6 + 6 + 6 + 6	3 x 7	**21**
	7 + 7 + 7	4 x 6	**24**