**Grade 2 Math Activities:** June 8-12

* Continue to spend 10-15 minutes practicing math on Splash Learn
* Tic-Tac-Toe: this week try and complete 3 activities to get a horizontal, vertical or diagonal line.

***Challenge***: see how many of these activities you can do this week.

* **\*\*This document has many, many active links to be viewed during the daily lessons. It would be best to use an active, online copy for day-to-day use, either via your email attachment or on** <https://missorchardsclass.weebly.com/>
* **\*\*\* If you can print it and stick it on your fridge or bulletin board. Have your child check off each day, once completed. That way they know which ones they have completed.**
* It is my hope you find this helpful. Please keep in mind that this is not meant to be a burden and put any added pressure on your day-to-day routines. It is only being made available for those who wish to make use of it. If you have any questions, please let me know.
* Have fun! ☺

Another great math practice site: <https://nb.mathgames.com/> (NB curriculum) scroll down to select grade level

**Grade 2 Math Activity Board**: June 8-12

This week try and complete 3 activities.

***Challenge***: see how many of these activities you can do this week.

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| Measurement  A  B  C  Which of these images shows correct measurement? Explain how you know.  Choose an object to measure then choose a non-standard unit of measurement. First estimate how many units it will be then measure to see how close your estimate was. | Patterns  Miss O. started a bead necklace. She continued the pattern and used a total of 24 beads.    How many did she use?    How many did she use?  Explain to an adult how you know. | Numbers  Fill in the missing numbers  17, 19, \_\_\_, 23, 25, 27, 29  62, \_\_, 58, 56, \_\_, 52, \_\_, 48  Find the error in the number sequence  82, 80, 78, 76, 74, 72, 71, 72  27, 37, 57, 67, 87, 97 |
| Numbers  Which expressions in the box represent 36?  30 + 6 28 + 8  3 + 6  40 – 4 20 + 26    66 – 30 35 + 2    Create 4 more ways to represent 36. | Select the equation that matches the story problem  Twelve students were riding on the bus. At the next stop, more students got on. Now there were 41 students on the bus. How many students got on the bus?  12+41 =\_\_  12= 41+\_\_  12+ \_\_ = 41  Sam had 36 berries to share. He gave 12 berries to his friend. How many berries does Sam have now?  12+36 =\_\_  36–12 =\_\_  12–36 =\_\_ | What addition sentence does this picture represent?  Explain your thinking to an adult then write the sentence and find the sum. |
| Numbers  Count the following coins. How many cents are there?  Canadian Coin Posters in 2020 | Canadian coins, Coins, Canada history Canadian Coin Posters in 2020 | Canadian coins, Coins, Canada history Canadian Coin Posters in 2020 | Canadian coins, Coins, Canada history Canadian Coin Posters in 2020 | Canadian coins, Coins, Canada history Canadian Coin Posters in 2020 | Canadian coins, Coins, Canada history Canadian Coin Posters in 2020 | Canadian coins, Coins, Canada historyCanadian Coin Posters in 2020 | Canadian coins, Coins, Canada history  Now make up a story problem using the sum of the coins. Solve your word problem. | Patterns  - The pattern has a core of  four elements.  - The core has three  different elements.  - The elements that are the  same begin and end the  core.  - What might the pattern be? | You will need a deck of cards with just the numbers 1-9 or make your own cards from paper.   1. Select 4 or 5 cards. 2. Calculate the sum of the numbers. 3. Now change the order of the numbers and add them again.   “Why are the two sums the same?” |