Distribution of Teaching Time

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Second Semester 2018/2019

Mathematics

Grade Two

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| Week | Date | Period | Chapter | Lesson | Learning Outcome | |
| 1 | Jan 13-17 | 1 | Arrival of students and start of year organization | | | |
| 1 | 2 | Arrival of students and start of year organization | | | |
| 1 | 3 | Arrival of students and start of year organization | | | |
| 1 | 4 | Chapter 5: Place Value to 1,000 | (2) Lesson 1: Hundreds | Linking hundreds, tens and single | |
| 1 | 5 | Chapter 5: Place Value to 1,000 |
| 1 | 6 | Chapter 5: Place Value to 1,000 | (2) Lesson 2: Hundreds, tens and ones | Read and write and represent numbers to 999 | |
| 1 | 7 | Chapter 5: Place Value to 1,000 |
| 2 | Jan 20-24 | 1 | Chapter 5: Place Value to 1,000 | (2) Lesson 3:  Spatial Value to 1,000 | Use words forms and extended format to represent numbers to 999 | |
| 2 | 2 |
| 2 | 3 | Chapter 5: Place Value to 1,000 | (2) Lesson 4: Problem solving strategy using logical thinking | Solve issues using logical thinking | |
| 2 | 4 | Chapter 5: Place Value to 1,000 |
| 2 | 5 | Chapter 5: Place Value to 1,000 | (2) Lesson 5: Read and write numbers to 1000 | Read and write up to 1000 | |
| 2 | 6 | Chapter 5: Place Value to 1,000 |
| 2 | 7 | Chapter 5: Place Value to 1,000 |
| 3 | Jan 27-31 | 1 | Chapter 5: Place Value to 1,000 | (2) Lesson 6:  Count by 5, 10 and 100 | Find count patterns | |
| 3 | 2 | Chapter 5: Place Value to 1,000 |
| 3 | 3 | Chapter 5: Place Value to 1,000 | (2) Lesson 7:  Comparison of numbers up to 1000 | Compare 3 digit numbers using < and < = | |
| 3 | 4 | Chapter 5: Place Value to 1,000 |
| 3 | 5 | Chapter 5: Place Value to 1,000 | (3) Lesson 8: Ordinal Numbers | Select ordinal numbers using at least 20 elements | |
| 3 | 6 | Chapter 5: Place Value to 1,000 |
| 3 | 7 | Chapter 5: Place Value to 1,000 |
| 4 | Feb 3-7 | 1 | Chapter 6: Add Three-digit Numbers | (3) Lesson 1: Create a hundred for the collection | Configure a hundred to collect a three-digit number | |
| 4 | 2 | Chapter 6: Add Three-digit Numbers |
| 4 | 3 | Chapter 6: Add Three-digit Numbers |
| 4 | 4 | Chapter 6: Add Three-digit Numbers | (2)Lesson2:Collecting hundreds | Collect hundred multiples | |
| 4 | 5 | Chapter 6: Add Three-digit Numbers |
| 4 | 6 | Chapter 6: Add Three-digit Numbers | (2) Lesson 3: Collect 10 or 100 mentally | Collect 10 or 100 mentally | |
| 4 | 7 | Chapter 6: Add Three-digit Numbers |
| 5 | Feb 10-14 | 1 | Chapter 6: Add Three-digit Numbers | (2) Lesson 4: Reassemble the individual for the collection process | Collect the numbers by regrouping the individual | |
| 5 | 2 | Chapter 6: Add Three-digit Numbers |
| 5 | 3 | Chapter 6: Add Three-digit Numbers | (2) Lesson 5: Reassemble dozens to perform the collection process | | Collect numbers by regrouping dozens |
| 5 | 4 | Chapter 6: Add Three-digit Numbers |
| 5 | 5 | Chapter 6: Add Three-digit Numbers |  | | |
| 5 | 6 | Chapter 6: Add Three-digit Numbers | (2) Lesson 6: Collect 3 digit numbers | Collect 3 digit numbers by regrouping | |
| 5 | 7 | Chapter 6: Add Three-digit Numbers |
| 6 | Feb 17-21 | 1 | Chapter 6: Add Three-digit Numbers | (2) Lesson 7: Rewrite the issue of three-digit numbers | Rewrite the issue of horizontal collection of three-digit numbers to a vertical before combining | |
| 6 | 2 | Chapter 6: Add Three-digit Numbers |
| 6 | 3 | Chapter 6: Add Three-digit Numbers | (2) Lesson 8: Problem solving strategy: guess, check and review | | Solve issues using a guessing , verifying and auditing strategy |
| 6 | 4 | Chapter 6: Add Three-digit Numbers |
| 6 | 5 | Chapter 7: Subtract |Three-Digit Numbers | (2) Lesson 1: Disassemble hundreds to subtract | | The dismantaling of hundreds is not easy |
| 6 | 6 | Chapter 7: Subtract |Three-Digit Numbers |
| 6 | 7 | Chapter 7: Subtract |Three-Digit Numbers | (1)Lesson 2: Subtract hundreds | | Subtract the hundred multiples |
| 7 | Feb 24-28 | 1 | Chapter 7: Subtract |Three-Digit Numbers | (2) Lesson 3: Subtract 10 or 100 mentally | Subtract the 10 and 100 numbers mentally | |
| 7 | 2 | Chapter 7: Subtract |Three-Digit Numbers |
| 7 | 3 | Chapter 7: Subtract |Three-Digit Numbers | (3) Lesson 4: Reassemble dozens | Subtract the three-digit numbers with the regrouping of dozens | |
| 7 | 4 | Chapter 7: Subtract |Three-Digit Numbers |
| 7 | 5 | Chapter 7: Subtract |Three-Digit Numbers |
| 7 | 6 | Chapter 7: Subtract |Three-Digit Numbers | (2) Lesson 5: Reassemble hundreds | Subtract the three-digit numbers with the regrouping of hundreds | |
| 7 | 7 | Chapter 7: Subtract |Three-Digit Numbers |
| 8 | Mar 3-7 | 1 | Chapter 7: Subtract |Three-Digit Numbers | (3) Lesson 6: Subtract three-digit numbers | | Subtract three-digit numbers with or without regrouping |
| 8 | 2 | Chapter 7: Subtract |Three-Digit Numbers |
| 8 | 3 | Chapter 7: Subtract |Three-Digit Numbers |
| 8 | 4 | Chapter 7: Subtract |Three-Digit Numbers | (2) Lesson 7: Rewrite the issues of subtracting the three digit numbers | | Rewrite the horizontal subtraction issue of numbers from three digits to a vertical |
| 8 | 5 | Chapter 7: Subtract |Three-Digit Numbers |
| 8 | 6 | Chapter 7: Subtract |Three-Digit Numbers | (2)Lesson 8: Problem Solving strategy: write a numeric sentence | | Solve the problems using the strategy of writing numerical sentences |
| 8 | 7 | Chapter 7: Subtract |Three-Digit Numbers |
| 9 | Mar 10-14 | 1 | Chapter 7: Subtract |Three-Digit Numbers | (2) Lesson 9: Subtraction with zeros | Subtraction of number ends with zero | |
| 9 | 2 |  |
| 9 | 3 | Chapter 8: Data Analysis | (2) Lesson 1: Conduct a survey | | Conduct a survey and organize data using statistics |
| 9 | 4 | Chapter 8: Data Analysis |
| 9 | 5 | Chapter 8: Data Analysis | (3) Lesson 2: Drawing graphic representations in pictures | | Use data to draw a graphic representation of images |
| 9 | 6 | Chapter 8: Data Analysis |
| 9 | 7 | Chapter 8: Data Analysis |
| 10 | Mar 17-21 | 1 | Chapter 8: Data Analysis | (2) Lesson 3:Analysis of image representations | Analysis of image representations | |
| 10 | 2 | Chapter 8: Data Analysis |
| 10 | 3 | Chapter 8: Data Analysis | (3) Lesson 4: Graphic representation of columns | | Graphic representation of columns |
| 10 | 4 | Chapter 8: Data Analysis |
| 10 | 5 | Chapter 8: Data Analysis |
| 10 | 6 | Chapter 8: Data Analysis | (2) Lesson 5: Analysis of column representation | Analysis of data on column representations | |
| 10 | 7 | Chapter 8: Data Analysis |
| 11 | Mar 24-28 | 1 | Chapter 8: Data Analysis | (2) Lesson 6: Problem solving strategy: draw a table | Solve issues using a table drawing strategy | |
| 11 | 2 | Chapter 8: Data Analysis |
| 11 | 3 | Chapter 8: Data Analysis | (3) Lesson 7: Drawing the graphic representation of the points collected | | Use data to draw graphs in aggregate points |
| 11 | 4 | Chapter 8: Data Analysis |
| 11 | 5 | Chapter 8: Data Analysis |
| 11 | 6 | Chapter 8: Data Analysis | (2) Lesson 8: Analysis of the graphical representations of the combined points | Analysis of data on aggregate representations of points | |
| 11 | 7 | Chapter 8: Data Analysis |