PRIMARY MATHEMATICS SYLLABUS

CLASS 2

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

BARBADOS

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RATIONALE

There is a need for all primary school pupils in Barbados today to experience a shift in emphasis in the teaching/learning process in mathematics from that which was practised twenty or even five years ago. The rapid advances in computer technology, the easy accessibility of inexpensive calculators, the implementation of the project, EduTech 2000 and the ever-increasing rate of change in all aspects of society require that pupils develop new skills and attitudes to meet these demands.

It is no longer sufficient that pupils develop proficiency in computation and in applying that computation to their day-to-day problems. By the time these pupils reach adolescence and adulthood in the twenty-first century, they will be faced with new problems and challenges. It is crucial, therefore, that these pupils be a part of an environment which allows them to **think, reason, and solve problems** using as much of the available technology as possible. Pupils of different ages think, reason and solve problems at different levels, but all pupils are capable of rational thought, reasoning and solving problems.

This Primary Mathematics Syllabus supports the new initiatives of the Ministry of Education, which stress that:

- the child-centred approaches be used in conjunction with the traditional teacher-centred approaches
- problem-solving should be the focus of mathematics instruction
- reasoning about mathematics should be used to help pupils make sense of mathematics, rather than just memorizing rules and procedures
- mathematics is an ideal subject for the development of critical-, creative- and decision-making skills of the pupils from at a very early age
- manipulatives are powerful tools that can help pupils link the concrete experiences to pictorial representations and finally to abstract symbols to build mathematical understanding
- mathematics should be connected to other subject areas and to the pupils' everyday experiences to make it meaningful
- information technology, namely, calculators and computers, be used as tools to help pupils explore and develop concepts and solve problems

- instruction using the multi-media approach, visual, auditory and tactile/kinesthetic should be used to reach all pupils
- assessment should be multi-faceted and evaluate what pupils can do and understand

Through the piloting and implementation of this syllabus and the feedback and consultation from teachers and other educators, modifications will be made to ensure that this document is user-friendly to all teachers of mathematics in primary schools in Barbados.

OBJECTIVES FOR THE PRIMARY MATHEMATICS SYLLABUS

The general objectives for the primary mathematics syllabus are to help pupils:

- acquire a range of mathematical techniques and skills
- develop an awareness of the importance of accuracy in computation
- develop an awareness of mathematics in their environment
- cultivate the ability to apply mathematical knowledge to the solutions of problems in their daily lives
- cultivate the ability to think logically, creatively and critically
- use technology to explore mathematical situations.

FORMAT OF THE SYLLABUS

In addition to the syllabuses for Classes 1-4, this document contains the following sections: Scope and Sequence, Attainment Targets and Suggested Activities and Assessment Procedures. Highlighted in the syllabus are the integration of technology into instruction and the development of critical, creative and decision-making skills. Both areas were already in use but are now being highlighted because of the need to have all pupils computer literate and to be critical and creative in their thoughts and actions.

The nature of mathematics instruction requires that concepts are introduced in the earlier stages and developed in the later stages. The *Scope and* Sequence therefore, indicates the classes in which a topic is to be introduced and developed. The ☐ indicates in which class the topic/skill/concept should be introduced and the √ indicates that the concept has to be developed and maintained in these classes.

The *Attainment Targets* are presented as a list of objectives and indicate what each pupil should be able to achieve at the end of the school year. It is understood that because of varying abilities and aptitudes, some pupils might be able to achieve a higher standard than that which is set and some may not be able to complete all the objectives for the particular age group. The targets for a particular class represent the objectives that should be achieved at that level, in addition to those of the lower classes.

The *Suggested Activities* included in the syllabus will ensure that pupils use and apply mathematics to promote mathematical reasoning, make decisions and analyse data. In addition, the proposed tasks meet both the individual needs of the pupils as well as provide activities for group work, thereby facilitating collaboration between pupils, teachers and parents, while consolidating instruction and developing the necessary skills.

Assessment is a fundamental part of the teaching and learning process. It should measure not only what the pupils know and can produce, but should provide more authentic information about the learner. Further, continuous assessment is essential in monitoring the progress of pupils and teachers are therefore encouraged to use mathematics profiles to record each child's progress. To this end a variety of assessment methods should be utilised including achievement tests, portfolio assessment, journals and discussions.

The *Integration of Technology* is integral to mathematics instruction and can be beneficial in areas such as computation, geometry, data handling and problem solving. The use of technology is particularly effective in reducing the fear and anxiety associated with learning mathematics, since it allows the pupils to focus less speed and memorization and more on the processes necessary to obtain the solutions.

Teachers are encouraged to use strategies and methodologies to develop *Critical Thinking and Problem Solving Skills.* The mathematics classroom should provide the opportunity for pupils to formulate problems from everyday situations, use concrete materials, reason logically and use a variety of problems solving strategies.

CLASS 2

PRIMARY MATHEMATICS SYLLABUS
SCOPE AND SEQUENCE FOR CLASS 2

□ **Begin teaching the concept/skill**
√ **Maintain and develop concept/skill**

		CLASSES			
		1	**2**	**3**	**4**
1.0	**PROBLEM SOLVING STRATEGIES AND SKILLS**				
1.0.1	Problem solving as it relates to everyday situations	□	√	√	√
1.0.2	Problem solving steps	□	√	√	√
1.0.3	Problem solving strategies	□	√	√	√
1.0.4	Estimation strategies	□	√	√	√
1.0.5	Interpretation of data and diagrams	□	√	√	√
2.0	**NUMBER CONCEPTS**				
2.0.1	Mental computations and estimation techniques	□	√	√	√
2.0.2	Read and write numbers	□	√	√	√
2.0.3	Comparison of numbers	□	√	√	√
2.0.4	Addition of whole numbers	□	√	√	√
2.0.5	Subtraction of whole numbers	□	√	√	√
2.0.6	Multiplication of whole numbers	□	√	√	√
2.0.7	Division of whole numbers	□	√	√	√
2.0.8	Solution of basic problems using the four basic operations	□	√	√	√
2.0.9	Odd/Even numbers	□	√	√	√

CLASS 2

□ **Begin teaching the concept/skill**
√ **Maintain and develop concept/skill**

		CLASSES			
		1	**2**	**3**	**4**
2.1	**PROPERTIES OF NUMBERS**				
2.1.1	Use the commutative rule to solve problems with additions	□	√	√	√
2.1.2	Use the commutative rule to solve problems with multiplication	□	√	√	√
2.1.3	Use the associative rule to solve problems with addition	□	√	√	√
2.1.4	Use the associative rule to solve problems with multiplication	□	√	√	√
2.1.5	Apply the identity property of zero (0) under addition ad subtraction	□	√	√	√
2.1.6	Apply the identify property of one (1) under multiplication and division	□	√	√	√
2.1.7	Apply the property of zero (0) under multiplication	□	√	√	√
2.1.8	Apply the rules for the order of operations to solve problems	□	√	√	√
3.0	**FRACTIONS AND DECIMALS**				
3.0.1	Define a fraction	□	√	√	√
3.0.2	Identify and compare fractional parts	□	√	√	√
3.0.3	Illustrate given fractions of a whole	□	√	√	√
3.0.4	Determine the fractional part of a set of objects	□	√	√	√
3.0.5	Use symbols to represent fractions	□	√	√	√
3.0.6	Read and write fractions	□	√	√	√
3.0.7	Compare and order fractions with the same denominators		□	√	√
3.0.8	Add fractions with same denominators	□	√	√	√
3.0.9	Subtract fractions with same denominators	□	√	√	√
3.0.10	Determine and recognise equivalent fractions		□	√	√
3.0.11	Express fractions in their lowest terms		□	√	√

CLASS 2

□ **Begin teaching the concept/skill**
√ **Maintain and develop concept/skill**

	CLASSES			
	1	**2**	**3**	**4**
Pupils should be able to:				
3.0.12 Compare and order fractions with different denominators		□	√	√
3.0.13 Add fractions with different denominators		□	√	√
3.0.14 Subtract fractions with different denominators		□	√	√
3.0.15 Understand the concept of a mixed number and improper fraction			□	√
3.0.16 Express a mixed number as improper fraction and vice versa			□	√
3.0.17 Add fractions to whole numbers			□	√
3.0.18 Subtract fractions from whole numbers			□	√
3.0.19 Add fractions with mixed numbers			□	√
3.0.20 Subtract fractions with mixed numbers			□	√
3.0.21 Multiply a fraction by a whole number			□	√
3.0.22 Multiply a fraction by a fraction			□	√
3.0.23 Divide a whole number by a fraction			□	√
3.0.24 Divide a fraction by a fraction			□	√
3.0.25 Read and write decimal fractions up to thousandths			□	√
3.0.26 Write the place value of digits in decimal fraction			□	√
3.0.27 Write the value digits in decimal fractions			□	√
3.0.28 Compare and order decimal fractions			□	√
3.0.29 Add decimal fractions up to thousandths			□	√
3.0.30 Subtract decimal fractions up to thousandths			□	√
3.0.31 Multiply a decimal fraction by a whole number			□	√
3.0.32 Multiply a decimal fraction by a decimal fraction			□	√
3.0.33 Divide a decimal fraction by a whole number and vice versa				□
3.0.34 Divide a decimal fraction by a decimal fraction				□
3.0.35 Express a fraction as a decimal fraction				□

CLASS 2

4.0	**MEASUREMENT**				
4.0.1	Use non-standard units to measure quantities	□	√	√	√
4.0.2	Use standard units to measure quantities	□	√	√	√
4.0.3	Convert between the units of measure	□	√	√	√
5.1	**LINEAR**				
5.1.1	Use non-standard and standard units to determine the length of objects	□	√	√	√
5.1.2	Use the ruler to determine the length of objects	□	√	√	√
5.1.3	Choose the appropriate unit to determine the length of an object	□	√	√	√
5.1.4	Determine the perimeter of a given shape	□	√	√	√
5.1.5	Use scales to determine distances			□	√
6.2	**AREA**				
6.2.1	Determine the area of regular and irregular shapes by counting squares		□	√	√
6.2.2	Determine the area of the square, rectangle and triangle by formulae		□	√	√
6.2.3	Determine the surface area of a cube or cuboid			□	√
6.3	**MASS**				
6.3.1	Compare the mass of various objects		□	√	√
6.3.2	Measure mass using the appropriate standard unit		□	√	√
6.3.3	Convert from a larger to a smaller unit and vice versa		□	√	√
6.4	**CAPACITY**				
6.4.1	Compare the capacity of various containers using non-standard units		□	√	√
6.4.2	Measure capacity using the appropriate unit		□	√	√
6.4.3	Convert from a larger unit to a smaller unit and vice versa		□	√	√
6.5	**TIME**				
6.5.1	Differentiate between times of the day	□	√	√	√
6.5.2	Name the days of the week/ months of the year in sequence	□	√	√	√
6.5.3	Identify the appropriate instrument for measuring periods of time	□	√	√	√
6.5.4	Tell time by the hour, half hour and quarter hour	□	√	√	√
6.5.5	Tell time in minutes past and minutes to the hour(in 5-minute intervals)		□	√	√
6.5.6	State the relationship between sub-units of time (second, minute, hour)		□	√	√

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6.5.7 Convert from one unit of time to another			□	√
6.5.8 Add and subtract units of time			□	√
6.5.9 Determine the time between events			□	√
6.5.10 Manage time effectively				
6.6 MONEY				
6.6.1 Identify the local coins and bills	□	√	√	√
6.6.2 Represent currency as coins, bills and a combination of coins and bills	□	√	√	√
6.6.3 Use coins and bills in money transactions without change	□	√	√	√
6.6.4 Use coins and bills in money transactions with change	□	√	√	√
6.6.5 Solve problems involving buying and selling		□	√	√
6.6.6 Convert foreign currency to local currency and vice versa			□	√
6.6.7 Develop an appreciation for saving money				
7.0 GEOMETRY				
7.0.1 Identify 2- Dimensional shapes	□	√	√	√
7.0.2 Draw 2 Dimensional shapes – square, rectangle, triangle, circle	□	√	√	√
7.0.3 Classify 2- Dimensional shapes according to their attributes	□	√	√	√
7.0.4 Classify triangles – equilateral, right-angled, isosceles, scalene			□	√
7.0.5 Classify quadrilaterals – square, rectangle, parallelogram				□
7.0.6 Identify 3-Dimensional shapes	√	√	√	√
7.0.7 classify 3- Dimensional shapes according to their attributes	□		√	√
7.0.8 Identify lines, line segments, points and rays	□	√	√	√
7.0.9 Identify and draw lines – horizontal, vertical, parallel, perpendicular and intersecting		□	√	√
7.0.10 Identify lines of symmetry		□	√	√
7.0.11 Name and draw angles			□	√
7.0.12 Measures angles				□
7.0.13 Identify and name the parts of a circle – center, diameter, circumference, chord			□	√
7.0.14 State the relationship between the radius and the diameter			□	√

CLASS 2

□ **Begin teaching the concept/skill**
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8.0 VENN DIAGRAMS				
8.0.1 Sort numbers and objects into sets	□	√	√	√
8.0.2 Describe a set	□	√	√	√
8.0.3 Identify the elements in a set	□	√	√	√
8.0.4 State the number of elements in a set	□	√	√	√
8.0.5 Identify equal sets	□	√	√	√
8.0.6 Identify subsets of a given set		□	√	√
8.0.7 Identify the intersection of two sets			□	√
8.0.8 Identify the union of two set			□	√
8.0.9 Use Venn diagrams to illustrate sets			□	√
8.0.10 Use Venn diagrams to list the elements in a set			□	√
9.0 DATA HANDLING				
9.0.1 Collect data on an area of interest	□	√	√	√
9.0.2 Record data collected	□	√	√	√
9.0.3.1 Illustrate data Tables/ Tally charts	□	√	√	√
9.0.3.2 Illustrate data using Pictographs	□	√	√	√
9.0.3.3 Illustrate data using Bargraphs/ Line Graphs / Co-ordinate graphs		□	√	√
9.0.3.4 Illustrate data using pie chart		□	√	√
9.0.4 Interpret information given in diagrams	□	√	√	√
9.0.5 Determine the mode for a set of data	□	√	√	√
9.0.6 Determine the mean (average) for a set of data			□	√
9.0.7 Use probability terms appropriately (possible, certain, more likely, unlikely)			□	√
9.0.8 Determine the simple probability of outcomes			□	√
9.0.9 Use probability to make predictions			□	√

CLASS 2

Pupils should be able to:

1. apply a variety of problem solving strategies to solve problems;
   - *Look for a pattern*
   - *Write a number sentence or equation*
   - *Restate the problem with simpler numbers*
   - *Relate the problem to a similar problem*
2. develop the practice of seeking a variety of solutions to problems;
3. read and write numbers up to 9 999;
4. compare and order numbers up to 9 999;
5. determine the place value of a digit in numbers up to 9 999;
6. add and subtract whole numbers up to 9 999;
7. multiply and divide whole numbers up to 9 999 by one-digit numbers;
8. identify and use prime numbers;
9. identify and use composite numbers;
10. identify and use factors and prime factors;

CLASS 2

Pupils should be able to:

11. determine the Highest Common Factor (HCF);
12. identify and use multiples;
13. determine the Lowest Common Multiple (LCM);
14. compare and order fractions with the same denominators;
15. determine and recognise equivalent fractions;
16. express fraction in their lowest terms;
17. compare and order fractions with different denominators;
18. add fractions with different denominators;
19. subtract fractions with different denominators;
20. determine the area of regular and irregular shapes by counting squares;
21. determine the area of the square, rectangle and triangle by formulae;
22. compare the mass of various objects;
23. measure mass using the appropriate standard unit;
24. convert from a larger to a smaller unit and vice versa;
25. compare the capacity of various containers using non-standard units;
26. measure capacity using the appropriate unit;
27. convert from a larger unit to a smaller unit and vice versa;
28. tell time in minutes past and minutes to the hour (in 5-minute intervals);

CLASS 2

Pupils should be able to:

29. state the relationship between sub-units of time (second, minute, hour);
30. solve problems involving buying and selling;
31. identify and draw lines – horizontal, vertical, parallel, perpendicular and intersecting;
32. identify lines of symmetry;
33. identify subsets of a given set.

CLASS 2

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
PROBLEM SOLVING	*Pupils should be able to:* Practise different ways of managing interpersonal relationships and solving problems. Create problems from everyday situations. Identify the steps in problem solving. Apply problem solving strategies to solve problems in all topics of the syllabus. Interpret diagrams to draw logical conclusions.	Use the following to solve problems in the various topics: Look for a pattern Write a number sentence or equation Restate the problem with simpler numbers Relate the problem to a similar problem	Discussion Quizzes	Calculator
NUMBER CONCEPTS	Read and write numbers written in words or symbols from 0 – 9999. Write numbers up to 9999 in expanded form. Write numbers up to 9999 given the expanded notation.	Complete the following: 675 = _____hundred + 7tens + _____ ones 533= 5 hundred + 2 tens + _____ ones	Written tests Quizzes	Calculator Flash cards Hundred chart

CLASS 2

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
	Compare and order numbers up to 9999. Read and write ordinals beyond 31st. Read and write Roman Numerals up to 50. Classify numbers as odd or even. State the value and/or place value of any digit in a four-digit number.	In the lunch line Casey was behind Sonia. Larry was in front of Sonia and behind Anthony. Casey was between Sonia and Brent. Who was last in line? Who was first, second and last?	Illustrations Discussion	Beads Sorting trays Number lines Coins
Addition **Subtraction** **Multiplication**	Add four-digit numbers with and without regrouping. Subtract a one-, two-, three-, and four-digit number from a four- digit number with and without regrouping. Build up and use multiplication tables 6, 7, 8, 9 and 10. Multiply numbers up to 9999 by 6, 7, 8, 9 and 10. Multiply numbers up to 9999 by multiples of 10eg. 40, 60.	Arrange 12 counters in two equal rows. Repeat for 7, 10, 14 and 31 counters. Using all the digits 3, 4, and 5, write two even numbers and four odd numbers. Show steps in decomposition using money. Eg. Sam has one 10-cent piece and a 5-cent piece. How will he give his sister 9 cents. 1 5 becomes 0 15 - 9 - 9	Demonstration Written tests	Straw for bundling

CLASS 2

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
Division	Use multiplication as repeated addition. Demonstrate multiplication as an inverse of division and vice versa. Divide numbers up to 9999 by one-digit numbers without and with regrouping; and without and with remainder. Use division as repeated subtraction. Use the signs >, =, < to compare sets of numbers up to 9999.	Work out the solution for the following: There are 185 people to cross a river. The boat can only take a total of 5 people at a time. How many trips must be made? If the boat could take 9 people how many trips would have to be made? How many times can 3 be taken from 162?	Simulation Demonstration	Worksheets Calculator Counters
Factors and multiples	Distinguish between factors and multiples. Determine the factors of whole numbers. Calculate the Highest Common Factor (HCF). Identify prime numbers Identify Composite numbers. Determine the multiples of numbers.	Arrange a quantity of beads as a rectangle. Use 4,5, 6, 9 and 16 beads. What do you notice? ** *** *** **** ** *** *** **** *** **** *****	Demonstration	Counters Beads

CLASS 2

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
Estimation	Calculate the Lowest Common Multiple (LCM). Round off whole numbers to the nearest ten, hundred, thousand. Use estimation techniques to solve problems.	Round off each number to the nearest ten and estimate the answer. Determine the correct answer using a calculator. 31 x 63 58 x 21 97 x 43 31 x 63 *becomes* 30 x 60 = 1800 Calculator answer: 1953	Worksheets	Calculator
FRACTIONS	Find fractional parts of a set of objects. Add and subtract fractions with like denominators. Add and subtract fractions with unlike denominators. Compare and order fractions. Determine the equivalent fractions for a given fraction. Express fractions in their lowest terms. Add common fractions to whole numbers.	Determine fraction of various items: (a) half the pupils in the class (b) one-third set of beads (c) one-quarter of the desks Set out thirty beads. How many beads are would make up one-fifth of this set? (6) How many beads would make up half of this set? (15) Remove 21 (6+15) beads from the set. What fraction was removed? $\frac{21}{30}$ or $\frac{7}{10}$ One-fifth + one half = seven-tenths Use a ruler without a zero to measure the length of objects.	Stimulation Worksheet Simulation Illustration	Fraction chart Beads

CLASS 2

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
MEASUREMENT				
Linear	Estimate the lengths of objects in centimeters and metres.		Written exercises	Ruler
		Ask pupils to estimate the length of the following: Classroom Eraser Exercise book Playing field Challkboard	Demonstration Observation	Metre rule Measuring tape Card String
	Compare lengths of objects measured in cm and metres.			
	Choose the appropriate unit to measure the length of a given object.	Measure the above items accuratley, using the appropriate instrument.		Two dimensional shapes Squared paper
	Measure the perimeter of a given shape using standard units.			
Area	Determine the approximate area of regular and irregular shapes by counting squares.	Draw an outline of a leaf on squared paper. Determine the area in square units. Repeat for leaves of different plants and compare the results.		
	Determine the area of regular shapes. (square, rectangle, triangle)			
Mass	Compare the masses of various objects using standard and non-standard units.		Demonstration	Balance beam
		Use the balance beam to compare the masses of a number of objects.	Observation	Scales

CLASS 2

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
	Determine mass of a given object in grams or kilograms. Convert from grams to kilograms and vice versa.	Use small pebbles as units to measure quantities. How many pebbles does it take to balance a book? How many pebbles does it take to balance a shoe?	Written exercises	Weights Calculator
Capacity	Compare the capacity of various containers using standard and non-standard units.	A small can holds 500ml of water. Determine how many full cans are needed to fill an aquarium. What is the capacity of the aquarium?		
	Measure and record the capacity of various containers in litres and millilitres.			
Time	Determine dates given at weekly intervals.	Today is Tuesday, 12 June. What was the date last Wednesday? What will be the date next Wednesday?	Written exercises Role playing	Measuring cylinders Breakers
	State and record the time in hours and minutes, using five-minute intervals.	A show scheduled to start at 8:00 p.m., started 20 minutes late. The singers performed for a total of two hours and there was a 15- minute intermission. What time did the show finish?	Discussion	Clocks Watches
	Tell the time later/earlier than a given time in minutes, hours and half-hour.			
	Calculate the length of time that would have elapsed between given times e.g. between 6:00 a.m. and 7:00 a.m.			

CLASS 2

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
Money	Recognise all local coins and notes up to $100.			
	Combine coins and notes of values equivalent to $100.	Give Debra, Shane and Omar $1.24 each, so that no two persons have the exact same coins. What combinations of coins can they get?		Bills Coins
	Calculate the amount of money spent when purchasing a number of items.			
	Determine the change to be received from a given sum of money used to purchase items.	Find the cost of 3 bags of flour at $4.37 each. How much change will I receive if I give the cashier $20.00.		
GEOMETRY	Identify two and three dimensional shapes in the environs.		Illustrations	
	Construct three dimensional shapes.	Draw nets of three dimensional shapes. Fold the nets to make the shapes.	Modeling	Card
	Identify the two dimensional shapes that form the faces of three dimension-al shapes			Nets of three dimensional shapes Rulers
	List the properties of two dimensional shapes.			Card
	Identify and draw lines that are: horizontal, vertical, parallel, perpendi-cular and intersecting.	Create a picture that contains different shapes and lines. For example a house, boat or car.	Illustrations	Two dimensional shapes Set squares

CLASS 2

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
SET THEORY	Identify and construct lines of symmetry for various shapes. Define a set. Describe a set and identify the elements in a given set. Identify sets that are equal? Identify sets that contain the same number of elements. Identify the subsets of a given set.	Collect the following information from the pupils in the class: Whose favourite subject is mathematics? Who likes ice cream? Who likes to read? Identify the pupils who like to read and like mathematics.	Observation Oral presentation Charts/Diagrams	
DATA HANDLING	Construct tally charts for given data. Construct pictographs and/bar graphs for given data. Read pictographs and bar graphs to collect data for a given activity. Find the mod4e for a set of data.	Observe the types of vehicles passing the school on different days over two week period. Create tables, which show: the types of vehicle, the types of cars and the colours of the cars. Draw a pictograph to show the information. Use the graph to determine: the most popular vehicle	Charts/Illustrations Discussion Observation Oral presentation	Squared paper Rulers Drawing tools

CLASS 2

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
	Interpret information given in data and diagrams to draw conclusions.	the most popular car the favourite colour car		

CLASS 2

APPENDIX

SUGGESTED TEXTS

PUPILS

Caribbean Primary Mathematics Levels 1-6 - Ginn
Nelson Primary Maths for Caribbean Schools 1-4 - Errol Furlonge
Steps To Common Entrance Mathematics 1 -3 Walter Phillips
Steps To Common Entrance Mathematics Text book Walter Phillips
Steps To Common Entrance Mathematics Workbook Walter Phillips

TEACHERS

Davis, Robert B., Maher, Carolyn A and Noddings, N. Constructivist views on the teaching and learning of mathematics. Reston, VA: National Council of Teachers of Mathematics.

Grouws, Douglas A. (1992). Handbook of research on mathematics teaching and learning. New York: Macmillan.

Musser, Gary L. (1994) Mathematics for elementary teachers: a contemporary approach. (3rd ed.) New York: Macmillan.

Paling, D. (1982) Teaching mathematics in primary schools. Oxford University Press.

Payne, Joseph N (1990) Mathematics for the young child. Reston, VA: Nation Council of Teachers of Mathematics.

Salvin, Robert. (1997) Educational Psychology: Theory and Practice. Boston: Allyn & Bacon.

Wolfolk, Anita. (1995) Educational Psychology. Boston: Allyn & Bacon.

CLASS 2

JOURNALS

Mathematics Teacher. Reston, VA: National Council of Teachers of Mathematics.

Teaching Children Mathematics. Reston, VA: National Council of Teachers of Mathematics. *(formerly Arithmetic Teacher*)