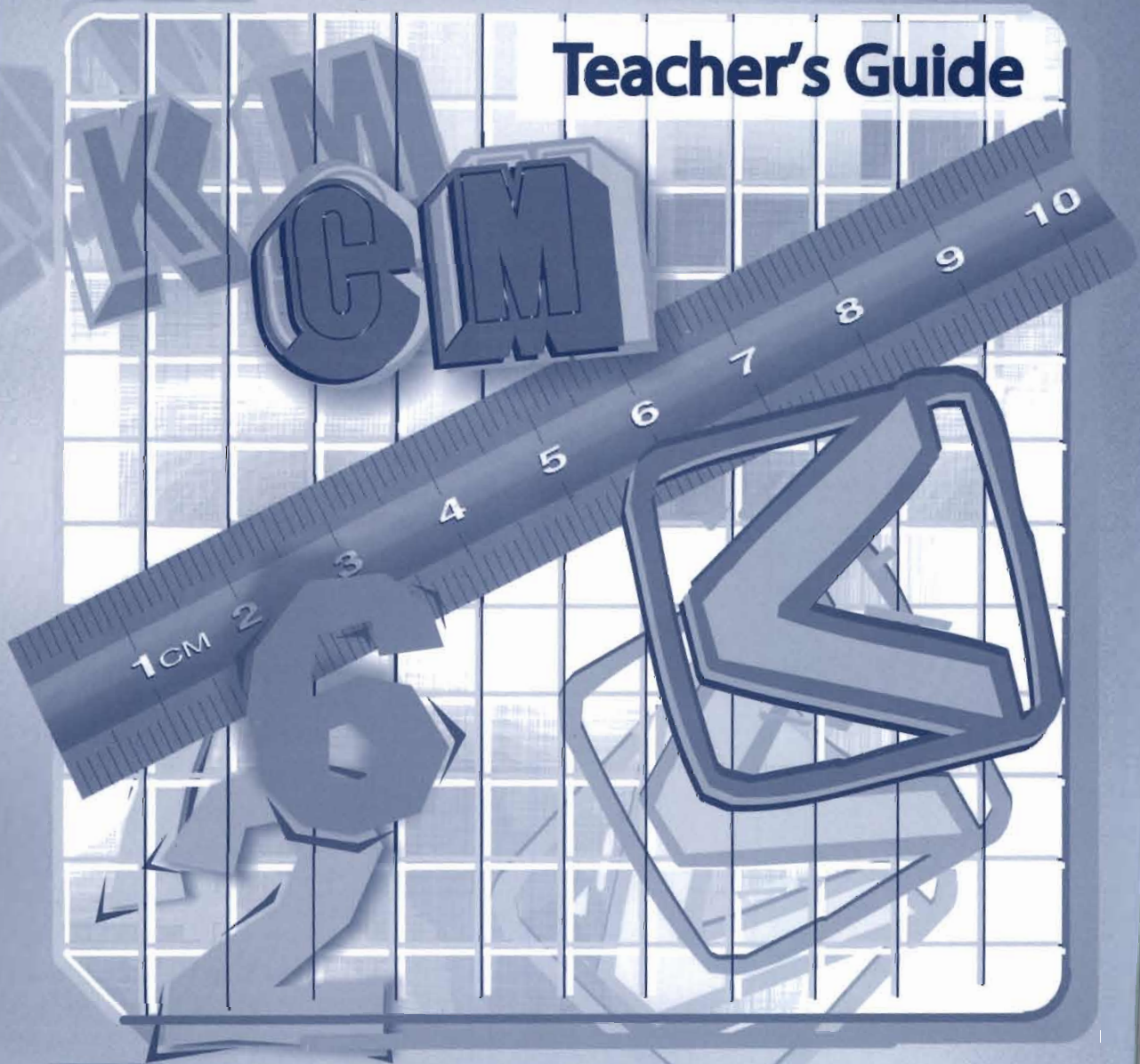


# Building *up* Mathematics

*Grade 2 Basic Education*

**Teacher's Guide**



National  
Textbook

Center for Educational Research and Development

**New Curricula**

**Republic of Lebanon**

**Ministry of Education and Higher Education**

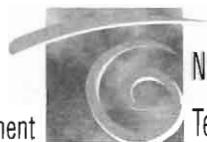
■  
**BUILDING UP**  
**MATHEMATICS**

**Teacher's Guide** ■

**Basic Education**

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National  
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**New Curricula**

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# **BUILDING UP MATHEMATICS**

**Teacher's Guide**

**Basic Education**  
Grade Two

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# Together We Build Through Education!

The Center for Educational Research and Development (CERD) has embarked on an extensive workshop for assessing and developing the educational framework and curricula which have been placed into effect more than three years ago. With full realization of the fact that the educational cycle must continue normally through its components, and until the development process attains its aspired objectives, we are placing in the hands of students, teachers and directors of public schools, this corrected version of textbooks issued by CERD as part of the National Textbook Series.

This version is an interim stage incorporating the corrected typographical and linguistic errors discovered by CERD specialists as well as teachers and students through their daily dealings with the books. The process of assessment and development of the framework and curricula will take into consideration all the comments that have been made, or will be made, in this regard.

It is expected that once the curricula are developed and aligned with the general and specific objectives set for them, the textbooks will be realigned with the new curricular and framework requirements, including tying the content of a course to the number of teaching hours set for it during the school year, taking into consideration vertical alignment within the same course as well as the horizontal alignment with the rest of the courses.

I take this opportunity to invite all school administrators, teachers and students and all officials concerned in public and private schools alike, to promptly send their comments on these curricula and books as their contribution to enrichment of this momentous national process.

This workshop, which was launched under the kind sponsorship of His Excellency the Minister of Education and Higher Education in implementation of Decree No. 10227 embodying the educational curricula and their objectives, fits in with CERD's proclaimed new motto "Together We Build Through Education".

It is our earnest desire to see this national, all-inclusive workshop attracting the greatest amount of interest and participation to define the safest and soundest educational options that directly affect our children, as we vow to continually modernize education and develop its ways and means to keep abreast of modern developments and progress in science and technology.

**Dr. Leila MALEEHA**  
President CERD



# PREFACE

This Pedagogical Guide is meant to facilitate the work of the teacher and to show the correct approach to the Student's Book.

Since encouraging the child to play, manipulate, and act can make him discover a number of notions and facilitate the construction and grasping of knowledge, we have conceived chapters that are based on preliminary activities and are developed in this guide. These activities are taken from the child's daily-life and require very simple and accessible material.

In each chapter, we will find the following:

- The competence that the child will have to acquire
- The objective of the chapter that constitutes one of the elements of competence
- The preliminary activity with a set objective and a description of the material needed and the organization of the classroom. It is preferable to carry out this activity in different phases and as follows:

- Research or action phase where the children try to find the solution to a problem-solving situation
- Formulation or communication phase where the children clarify, either in writing or orally, the solutions they obtained and the procedures they used
- Validation phase where the children have to convince themselves and others of the validity of their answers
- Synthesis phase where the teacher proceeds, either orally or by using a mathematical notation, to identify new information

- The pedagogical instructions that are psychological, didactical, and mathematical information needed to facilitate the learning
- The oral activity, a daily activity that could be either collective or individual, about five to ten minutes long and that takes place at the beginning of every session. The objective of this activity is to develop the children's knowledge of numbers, the strategies of calculation, and their memory.

We hope that this guide will be an effective tool that will facilitate the job of the teachers as well as the learning process of their students.

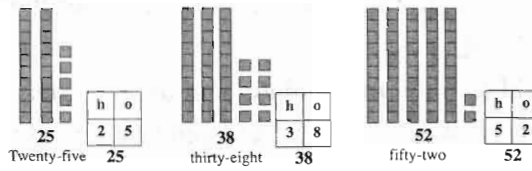
*The authors*

# USING THE STUDENT'S BOOK

2

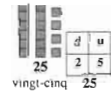
Lesson number

## 6 Numbers up to 69



Numbers from 1 to 3

Lesson title



Box illustrating one or more activities done in class depicted and commented upon in the Pedagogical Guide.

1

Exercise Number

1 Complete with the appropriate number

2 Write in digits

sixteen	.....	sixty-eight	.....	forty-nine	.....
twenty-seven	.....	forty-one	.....	sixty	.....
fifty-five	.....	fifty	.....	twenty-three	.....

3 Write in digits

5 tens and 8 ones	.....	2 tens and 5 ones	.....
3 tens and 9 ones	.....	6 tens	.....
		4 tens and 8 ones	.....

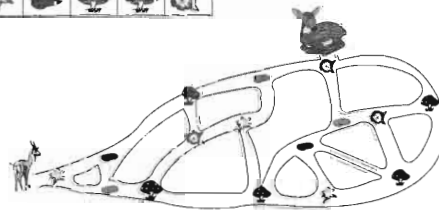
Exercise where the instructions are given by the teacher



Evaluation rubric



Help Bambi find her mother by following the path



6

Page number



Game or research box



There are ..... squares on the wall



Color of discussed area



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