

# Building *up* Mathematics

*Grade 2 Basic Education*



**SPECIMEN**  
نمونه



National  
Textbook

New Curricula

Center for Educational Research and Development

**REVISED EDITION**

**Republic of Lebanon**  
Ministry of Education and Higher Education

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

**Basic Education**  
Grade Two

Center for Educational Research and Development



National  
Textbook

**New Curricula**




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# **BUILDING UP MATHEMATICS**

**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

“Building up Mathematics” - Grade Two, Basic Education - is designed according to the requirements of the new curriculum of Mathematics. It consists of a Student’s Book and a Pedagogical Guide.

Four main topics are treated in the Student’s Book referenced by a color code :

- Numbers and calculations
- Geometry
- Measurement
- Problem solving

Every concept is introduced by an activity that places the student at the heart of the learning process and confronts him with a problem-solving situation where his acquired knowledge is insufficient. This forces him to use what knowledge is available to him in order to discover the right tool for solving the problem.

In continuity with the acquired knowledge from Grade One:

The numerical progression is organized around counting the calculation of objects, calculation techniques, and learning strategies of “mental calculation.”

The geometrical activities’ goal is to teach the student how to locate in space and on a grid and to develop skills in the following areas : drawing using a ruler, coloring, cutting, and recognizing shapes.

Finally, in the “Measurement” section, the objective for this year is to initiate the child into the measurement of length and mass.

Since problem solving occupies an important place in the build-up of knowledge, we have made a distinction between the following:

- problems intended for learning, consolidating, and developing a concept
- research situations

We hope that the “Evaluation” rubric will play a formative role through its exercises, which are designed to verify the learning of the required skills and to detect the errors to rectify them through appropriate strategies.

We hope that “Building Up Mathematics” will be an effective tool that will guide the student, step by step, into the world of numbers and geometric shapes and lead him to discover the mathematical universe.

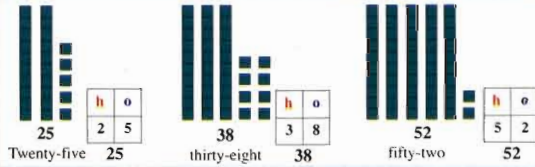
*The authors*

# USING THE STUDENT'S BOOK

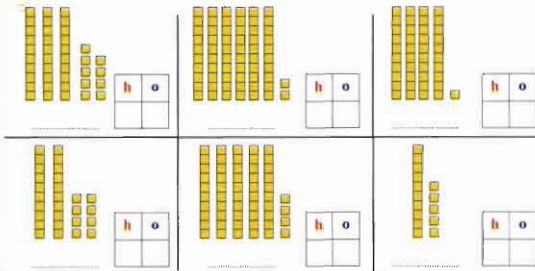
2

Lesson number

## 6 Numbers up to 69



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	_____

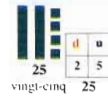
3 Write in digits

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

22

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

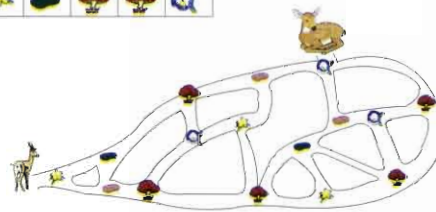
Exercise where the instructions are given by the teacher



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

8



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