Year 2: Assessment Task Card

2.1

Unit 1

Counting

Resources: NTO 2.7 'Numbers', bead frames, NTO 2.6 'Hundred Chart', NTO 2.4 'Bead Frame'

1 Present NTO 2.7 'Numbers' to generate a starting number and have the student count forwards by 1s.
2 Have the student count by 2s from 2 to 30.
3 Have the student count by 10s from 10 to 100.
4 Have the student count by 5s from 5 to 50.
5 Have the student count by 3s from 3 to 30.
6 Present NTO 2.7 'Numbers' to generate a starting number and ask the student to count forwards by 10s.
7 Present NTO 2.7 'Numbers' to generate a starting number and ask the student to count forwards by 2s.
8 Present NTO 2.7 'Numbers' to generate a starting number and ask the student to count forwards by 5s.
9 Have the student count back from 77 by 10s.
10 Have the student count back from 77 by 5s.
11 Have the student count back from 20 by 2s.

Number and place value

Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (ACMNA026) AC

Year 2: Assessment Task Card

2.1

Unit 1

Counting

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1–2 Have the student use small bead frames to move the beads and count forwards by 1s and 2s.

Q3–5 Have the student play counting games such as 'Buzz', where they join with other students and stand in a circle. They count around the circle consecutively, but must say 'Buzz' on the counting by 10s, 5s and 3s patterns.

Q6–8 Present NTO 2.6 'Hundred Chart' and select different starting numbers to count forwards by 10s, 2s and 5s. First, have the student count looking at the NTO and as they become more competent, have them look at the beginning number and then close their eyes and count.

Q9–11 Present NTO 2.4 'Bead Frame' and move across differing amounts to begin counting back by 2s, 5s and 10s.

Number and place value

Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (ACMNA026) AC

Year 2: Assessment Task Card

2.2

Unit 2

Modelling Numbers

Resources: NTO 2.8 'Place-Value Mat', BLM 3 'Number Cards 1', single and bundles of 10 and 100 craft sticks, NTO 2.10 'Modelling with MAB', MAB, playing cards, dice, elastic bands

1 Present NTO 2.8 'Place-Value Mat' and select 'random number'. Have the student make the largest number, the smallest number and another number that is in between.

2 Have the student select three cards made from BLM 3 'Number Cards 1' and model the numbers with craft sticks. Ask the student to point to the largest number and the smallest number.

3 Present NTO 2.10 'Modelling with MAB', modelling different numbers and having the student write the number to match the display of blocks.

4 Write 437 on the board and ask the student to use MAB to model a number that is 100 more.

Number and place value

Recognise, model, represent and order numbers to at least 1 000 (ACMNA027) AC

Year 2: Assessment Task Card

2.2

Unit 2

Modelling Numbers

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Have the student play games where they draw three cards from a deck of playing cards (with the 10s and picture cards removed), and make the largest or smallest number.

Q2 Have the student roll a ten-sided dice and put out that many craft sticks. Have the student continue rolling the dice and adding craft sticks, making sure that when they have ten single sticks they put an elastic band around them. As the student adds craft sticks, ask, 'How many craft sticks do you have?' Continue until the student has ten bundles of 10 sticks. Point to the ten bundles and ask, 'How many do you have?' Have the student place an elastic band around the ten bundles of 10 to make a bundle of 100.

Q3 Have the student begin making 2-digit numbers, such as 48, using MAB tens and ones. Then ask them to put out one or two MAB hundreds and say what number they now have. Have the student record the number.

Q4 Show the student an enlarged copy of BLM 3 'Number Cards 1' and ask them to find the number that is 100 more than 148 or 10 more than 183.

Number and place value

Recognise, model, represent and order numbers to at least 1 000 (ACMNA027) AC

Year 2: Assessment Task Card

2.3

Unit 3

Length

Resources: string, scissors

1 Have the student find something in the classroom that is the same width as the table.

2 Select two objects in the classroom that are in a fixed position, such as your desk and the doorway, and say, 'Use your body to decide if my desk is wider than the doorway'.

3 Ask, 'Which word is made with the longest line?'

long

short

Using units of measurement

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037) AC

Year 2: Assessment Task Card

2.3

Unit 3

Length

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Play games such as 'I Spy'. Say, 'I spy with my little eye something that is the same length as my shoe.' Have the student find objects that they think are the same length and have them directly compare.

Q2 Provide experiences where the student estimates, then measures, the number of hand spans in the height of the board, the length of a desk, the width of a doorway and so on.

Q3 Look for opportunities in the school environment for the student to compare continuous curved lines, such as tracks in the sand, trails of water on asphalt and designs in artwork.

Using units of measurement

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037) AC

Year 2: Assessment Task Card

2.4

Unit 4

Numbers up to 1 000

Resources: BLM 7 'Arrow Cards 1', BLM 8 'Arrow Cards 2', spike abacus and beads, NTO 2.17 'Ten-Sided Dice', NTO 2.14 'Number Cards', MAB

1 Say the following numbers and have the student show them using arrow cards: 472, 967, 214, 504, 370.

2 Show the following numbers on a spike abacus and ask the student what number is shown: 274, 856, 247, 201, 960.

3 Have the student show the following numbers on a spike abacus: 324, 178, 670, 302.

4 Use NTO 2.17 'Ten-Sided Dice' and show three dice. Ask the student what the smallest 3-digit number is they can make from those numbers.

5 Ask the student what the largest 3-digit number is they can make from those numbers.

Number and place value

Group, partition and rearrange collections up to 1 000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028) AC

Year 2: Assessment Task Card

2.4

Unit 4

Numbers up to 1 000

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Provide opportunities for the student to show 2-digit numbers using arrow cards or NTO 2.14 'Number Cards' before moving on to 3-digit numbers.

Q2–3 Have the student model a number using MAB, then with arrow or Montessori cards. Have the student then show the same number on a spike abacus.

Q4–5 Provide opportunities for the student to play games where they use their place-value understandings, such as 'Beat It', 'Number Stairs' or ladder games. Vary the number of cards or dice used to match the student's level of place-value understanding.

Number and place value

Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028) AC

Year 2: Assessment Task Card

2.5

Unit 5

Strategies for Addition

Resources: NTO 2.7 'Numbers', NTO 2.17 'Ten-Sided Dice', BLM 12 'Number Dominoes', number lines, interlocking cubes

1 Present NTO 2.7 'Numbers', set to show two number cards with a range of zero to 10. Have the student find the sum of the two numbers. Ask, 'How did you solve that?'

2 Present NTO 2.17 'Ten-Sided Dice' and have the student double the number generated by the dice.

3 Give the student a set of dominoes made from BLM 12 'Number Dominoes' and have them find all the dominoes that have a sum of 10.

Number and place value

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.5

Unit 5

Strategies for Addition

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Have the student use number lines to help them practise the 'count on' strategy. Have them roll two dice, identify the largest number rolled and locate it on the number line. Then have the student count on the remaining number to find the total.

Q2 Have the student use interlocking cubes to make a number and then make its double and work out how many altogether.

Q3 Have the student touch the table with their ten fingers, then lift two. Ask, 'How many are still touching the table? So 2 and what make 10?' Continue working on other tens facts.

Number and place value

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.6

Unit 6

More Strategies for Addition

Resources: A4 paper, pencils, NTO 2.25 'Number Mat: Adding 10', NTO 2.24 'Six-Sided Dice', beads, thread, counters

1 Have the student write number sentences to show some ways that 8 can be partitioned.

2 Ask, 'Which of the following problems will you need to use the building to 10 strategy to solve: 7 + 3, 6 + 6, 8 + 7, 3 + 4?' Have the student show how they would solve those problems.

3 Present NTO 2.25 'Number Mat: Adding 10' and have the student find the number on the mat that is the answer to 10 added to the number highlighted.

4 Present NTO 2.24 'Six-Sided Dice' and select three dice. Have the student find the total of the numbers on the dice and explain which strategy they used in their calculation.

Number and place value

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.6

Unit 6

More Strategies for Addition

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Have the student explore ways to partition numbers to 10 by stringing ten beads onto a thread and separating them into two groups. Have the student record number sentences to describe what they have found.

Q2 Make a wall shape from ten rectangles to represent bricks with a row of three, a row of four and a row of three. Present the student with problems where they place counters on the wall for the first addend and ask, 'How many more do we need to build a wall of 10?' Then work out how many bricks are without counters to find the second addend to make 10.

Q3 Give the student a 100 chart and present them with 'adding 10' problems. Have them find the number on the 100 chart and count on 10 by moving down to the number below.

Q4 Continue to play dice games where the student needs to find the sum of two dice and have them discuss the best strategy to use.

Number and place value

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.7

Unit 7

Fractions

Resources: paper squares, rectangles and circles; BLM 17 'Shapes'; coloured pencils; A4 paper; pencils

1 Give the student some paper squares, rectangles and circles and have them fold the shapes to show halves, quarters and eighths.

2 Give the student a copy of BLM 17 'Shapes' and have them colour a quarter of a square, an eighth of a circle and half a rectangle.

3 Write the word 'eighth' on the board and ask the student to draw a picture to match this word.

4 Draw a circle divided into quarters with one quarter shaded and have the student write the symbol to match the picture.

5 Write $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{1}{8}$ on the board and have the student write the word for each fraction.

Fractions and decimals

Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033) AC

Year 2: Assessment Task Card

2.7

Unit 7

Fractions

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Look for visual art activities for the student to practise folding paper into fractional parts, such as doing simple origami where they need to fold the paper in halves, quarters and eighths.

Q2 Continue to have the student divide shapes into fractional parts by estimating and drawing. The student can check their estimations by cutting out parts and comparing.

Q3–5 Have the student make a poster of words, symbols and drawings for halves, quarters and eighths, which can be displayed in the room for reference.

Fractions and decimals

Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033) AC

Year 2: Assessment Task Card

2.8

Unit 8

Transformation of 2D Shapes

Resources: BLM 17 'Shapes', A4 paper, pencils

1 Point to the different shapes on BLM 17 'Shapes' and have the student name each one. Have the student explain how they know it is that shape.

2 Have the student draw a shape, such as a kite. Ask, 'If we slide the shape up, what will it look like?' Have the student draw this.

3 Have the student draw a triangle. Ask, 'If you flip the shape vertically, what it will look like?' Have the student draw this.

4 Have the student draw a rhombus. Ask, 'If you turn the shape a quarter or half turn, what will the shape look like?' Have the student draw this.

Shape

Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042) AC

Location and transformation

Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045) AC

Identify and describe half and quarter turns (ACMMG046) AC

Year 2: Assessment Task Card

2.8

Unit 8

Transformation of 2D Shapes

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Make a copy of BLM 17 'Shapes', laminate it and cut out the shapes. Place the shapes in a bag where they cannot be seen. Have the student place their hand in the bag, select a shape, describe what they can feel and name what they think the shape is. Have the student check by taking the shape out of the bag.

Q2 Have the student work with *Word,* drawing shapes and using arrows to slide the shape up, down and across.

Q3 Have the student work with *Word,* drawing shapes and exploring how the shape looks when it has been flipped vertically and horizontally.

Q4 Draw a shape for the student using *Word* and have them predict what the shape will look after a quarter or half turn. Rotate the shape for the student to check their predictions.

Shape

Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042) AC

Location and transformation

Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045) AC

Identify and describe half and quarter turns (ACMMG046) AC

Year 2: Assessment Task Card

2.9

Unit 9

Solving Addition Problems

Resources: ten frame mat made from BLM 14 'Ten Frames', counters, A4 paper, pencils, weights and number balance, 20-sided dice, 10-sided dice, MAB

1 Pose the following problem: 'Jock had 18 counters on his ten frame mat and Mac gave him 7 more counters to put on the mat. How many counters would Jock have on his ten frame mat?'

2 Have the student use an empty number line to solve the following problems: 12 + 15; 9 + 17; 13 + 18.

3 Ask, 'There were weights on 5, 8 and 9 on a number balance. What other weights could you put on to make it balance?'

4 Ask, 'Can you think of another solution to the problem above?'

Number and place value

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.9

Unit 9

Solving Addition Problems

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Have the student continue to work with counters and a ten frame mat made from BLM 14' Ten Frames'. Have the student roll a 20-sided dice and show that number on their ten frame mat. Then have the student roll a ten-sided dice and add on that many counters. Have the student record the problem.

Q2 Prior to working with empty number lines, ensure that the student is able to add 10 to numbers by having them make numbers with MAB and adding another ten. Have the student record the problems. Draw the student's attention to the way a number changes when 10 is added to it. Once the student understands that the numeral in the tens place increases by 1, have them work with number lines to solve addition problems.

Q3–4 Provide the student with a target number and have them partition the number as many different ways that they can. Have the student use some of the number facts to work with on a number balance.

Number and place value

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.10

Unit 10

Location

Resources: pattern blocks, A4 sheet of paper, pencils, NTO 2.33 'Bird's-Eye View'

1 Describe an arrangement of blocks to the student so that they can make it, for example: 'Put a hexagon in the middle of the paper. Turn the hexagon a quarter turn to the right. Put a square above the hexagon and touching the top corner. Place a triangle touching the left side of the square' and so on.

2 Have the student draw a bird's-eye view of a table and a car.

3 Have the student draw a map of the way that they come to school. Ask them to include any important things that they pass on the way, such as a park, a friend's house or a shop.

Location and transformation

Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044) AC

Identify and describe half and quarter turns (ACMMG046) AC

Year 2: Assessment Task Card

2.10

Unit 10

Location

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Continue to provide everyday classroom experiences where the student needs to follow instructions, for example: 'Put your paper directly in front of you. Place your pencil above the paper and a ruler on the left-hand side of the paper.' Have the student also make arrangements and describe to others how to make the same arrangement.

Q2 Use NTO 2.33 'Bird's-Eye View' (project on an IWB if possible). Have the student match the bird's-eye view picture to one of the objects beneath it. Click 'Reset' to continue.

Q3 Provide further experiences with maps by having the student explore GPS systems that are available for tablets and mobile phones.

Location and transformation

Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044) AC

Identify and describe half and quarter turns (ACMMG046) AC

Year 2: Assessment Task Card

2.11

Unit 11

Strategies for Subtraction

Resources: BLM 20 'Teen Numbers', dice, A4 paper, pencils, NTO 2.7 'Numbers', BLM 24 'Blank Number Line', NTO 2.5 'Number Line'

1 Have the student draw a card made from BLM 20 'Teen Numbers' and roll a dice, then count back the number rolled to find the answer. Have the student record the number sentence.

2 Present the following subtraction problems for the student to solve by counting on: 19 – 15; 13 – 11; 17 – 15; 14 – 13.

3 Present NTO 2.7 'Numbers', set to reveal two numbers. Have the student calculate the difference between the two numbers and explain how they were able to get their answer.

Number and place value

Solve simple addition and subtraction problems using efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.11

Unit 11

Strategies for Subtraction

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Provide the student with BLM 24 'Blank Number Line' and have them construct and number the line. Have the student use the number line to solve subtraction problems, counting back from the largest number while keeping track of how many numbers back they move to find the answer.

Q2 Present NTO 2.5 'Number Line' and have the student use the arrows to identify the two numbers in a subtraction problem. Have them count up from the smallest number, moving the arrow as they say each number while also keeping track of how many times they have moved the arrow.

Q3 Present two numbers to the student and discuss the best strategy to use for subtraction. If the numbers are close to each other, it is probably easier to use the counting on strategy. If one of the numbers is relatively small, it is probably better to use the counting back strategy. Have the student work out the difference using a number line.

Number and place value

Solve simple addition and subtraction problems using efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.12

Unit 12

Subtraction

Resources: ten frame mat made from BLM 14 'Ten Frames', counters, single and bundles of 10 craft sticks, MAB, A4 paper, pencils, NTO 2.7 'Numbers', NTO 2.9 'Craft Sticks', BLM 25 'Subtraction Cards 1', BLM 26 'Subtraction Cards 2'

1 Have the student use a ten frame mat made from BLM 14 'Ten Frames' and counters to solve: 24 – 13; 29 – 15; 24 – 11.

2 Provide the student with craft sticks and bundles to solve: 28 – 14; 25 – 17; 31 – 14.

3 Give the student 2 MAB tens and 6 MAB ones and ask them to take away 14. Have them record the number sentence.

4 Give the student 3 MAB tens and ask them to take away 17. Have them record the number sentence.

Number and place value

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.12

Unit 12

Subtraction

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Provide practice for the student by presenting NTO 2.7 'Numbers', set to generate a number between 11 and 30. Have the student show that number using a ten frame mat and counters and then have them roll a ten-sided dice and take away that many counters. Have the student record the number sentence.

Q2 Have the student use NTO 2.9 'Craft Sticks' to model and rename numbers between 10 and 30. For example, 22 can be made with 2 tens and 2 ones or 1 ten and 12 ones or 22 ones. Then have the student solve subtraction problems such as those on BLM 25 'Subtraction Cards 1' and BLM 26 'Subtraction Cards 2'.

Q3 Present the student with subtraction problems such as those below. Have the student identify which problems will need to use partitioning or renaming. Have the student solve the problems and check the answers using a calculator.

27	25	29	20	24	30	26	28
– 14	– 17	– 19	– 16	– 18	– 15	– 17	– 13

Number and place value

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.13

Unit 13

Mass

Resources: classroom or familiar items, balance scales, marbles or blocks

1 Place two classroom objects, such as a book and a stapler, on a balance scale and ask, 'Which is heavier? How do you know?'

2 Have the student heft two objects, such as a glue stick and a drink bottle, and ask, 'Which do you think will be heavier?' Have the student use the balance scale to check their prediction.

3 Have the student select three or more classroom objects and use a balance scale to order the objects from lightest to heaviest.

4 Have the student estimate how many marbles or blocks it will take to balance a library book. Have the student check their estimation.

Using units of measurement

Compare masses of objects using balance scales (ACMMG038) AC

Year 2: Assessment Task Card

2.13

Unit 13

Mass

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Have a balance scale set up in the classroom so that the student can compare objects. Have them compare items that are significantly different in mass so that they gain an understanding that the heavier object will push that end of the balance down.

Q2 Have the student compare pairs of familiar items, such as toys, hefting first to predict which will be heavier or lighter and using a balance scale to check.

Q3 Have the student work in a group of three to order items, such as pieces of fruit from their lunchbox, drink bottles, shoes and so on. Have the student use a balance to order the objects.

Q4 Ensure that the student is able to count groups of objects accurately. Discuss how they will know when objects are balanced with marbles or counters. Provide classroom experiences for the student to use balance scales and discuss their findings.

Using units of measurement

Compare masses of objects using balance scales (ACMMG038) AC

Year 2: Assessment Task Card

2.14

Unit 14

Telling the Time

Resources: BLM 30 'Clocks', pencils, A4 paper, 12-hour student analogue clocks, NTO 2.30 'Clocks'

1 Have the student fill in the following times on four clocks from BLM 30 'Clocks': quarter past 7, 6 o'clock, half past six, quarter to 7.

2 Have the student write the corresponding digital times.

3 Have the student then arrange the time order from the earliest to latest.

4 Point to the clock showing quarter past 7 and ask, 'What did you do at this time after school yesterday?'

5 Give the student a 12-hour analogue clock, ask their favourite time and have them explain why.

Using units of measurement

Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039) AC

Year 2: Assessment Task Card

2.14

Unit 14

Telling the Time

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Scaffold the task by starting with o'clock times, ensuring that the student understands that the minute (big) hand tells how many minutes past the hour and the hour (small) hand tells which hour. Use NTO 2.30 'Clocks' to have the student read and show half past times, having the student move the minute hand halfway around the clock face. Next, introduce quarter past times by having the student move the minute hand a quarter of the way around the clock face. Lastly, introduce quarter to times, making sure that although the minute hand has moved three quarters of the way around the clock face, it has one quarter to move before it reaches the next hour. Try to find significant times, such as recess, lunch or the beginning of a lesson, to have the student tell the time so that the context is meaningful.

Q2 Have the student use NTO 2.30 'Clocks' to explore corresponding digital times. Have the student tell times on familiar items with digital time, such as computers and mobile phones.

Q3 Have the student explore times before and after by showing a particular time on NTO 2.30 'Clocks' and moving the hands backwards to show earlier times and forwards to show later times.

Q4–5 Look for opportunities throughout the school day where the student can read the time while a significant event is taking place. At the end of the school day, ask about enjoyable activities and the times they occurred.

Using units of measurement

Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039) AC

Year 2: Assessment Task Card

2.15

Unit 15

More About Subtraction

Resources: NTO 2.38 'Number Mat: Subtracting 10', BLM 2 '100 Chart', A4 paper, pencils, craft sticks, ten frames, counters

1 Present NTO 2.38 'Number Mat: Subtracting 10' to generate numbers and have the student take away 10 from the numbers highlighted.

2 Make number cards for numbers more than 10 from an enlarged copy of BLM 2 '100 Chart'. Hold up cards and have the student subtract 9 from the numbers shown. Ask the student to explain their working out.

3 Have the student draw empty number lines to solve the following problems:

39	58	27	46
– 16	– 14	– 12	– 14

Number and place value

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.15

Unit 15

More About Subtraction

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Have the student model a 2-digit number using craft sticks and bundles and then have them remove a bundle of 10. Have the student record the pair of numbers and discuss how only the number in the tens place changes, decreasing by 1.

Q2 Have the student use ten frames to model a 2-digit number. Then have the student take away 10 counters and then repeat, taking away 9 from the original number. Have the student compare the two answers and discuss how the subtracting 9 answer is one more than the subtracting 10 answer.

Q3 Before the student can successfully use an empty number line, they must understand the place-value components of given numbers and be able to subtract 10 and count back. Ensure that the student has these skills in place by modelling numbers with materials that support place-value ideas, such as ten frames, craft sticks and bundles and MAB, and removing a unit of tens and taking away ones as they count back.

Number and place value

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030) AC

Year 2: Assessment Task Card

2.16

Unit 16

Addition and Subtraction

Resources: NTO 2.22 'Show a Number', A4 paper, pencils, NTO 2.5 'Number Line', BLM 14 'Ten Frames', BLM 24 'Blank Number Lines', two dice, interlocking cubes

1 Present NTO 2.22 'Show a Number', showing 13 with 6 blue counters and 7 red counters. Have the student write the addition facts that the ten frame is modelling, then the subtraction facts they can work out from the modelling on the ten frame.

2 Present NTO 2.5 'Number Line' and move one arrow to point to 9 and the other to point to 15. Write on the board: 9 + ☐ = 15. Have the student complete the number sentence. Ask what other addition and subtraction facts this helps us to know and have the student record these.

3 Write 7, 15 and 8 on the board and have the student use these numbers to write the four related number facts.

Number and place value

Explore the connection between addition and subtraction (ACMNA029) AC

Year 2: Assessment Task Card

2.16

Unit 16

Addition and Subtraction

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Have the student use a ten frame mat made from BLM 14 'Ten Frames' and counters to explore the relationship between addition and subtraction. Have the student combine two groups of different coloured counters and record the addition facts. Have the student then partition the two groups and record the subtraction facts.

Q2 Give the student a copy of BLM 24 'Blank Number Lines' and have them solve simple addition problems by counting along the number of spaces of the first addend and then the second addend. Then introduce problems with a missing addend by having them count along the number of spaces of the first addend and then ask them how many more spaces will they need to move to reach the total.

Q3 Have the student generate problems by rolling two dice and using interlocking cubes to model each number in a different colour and then combining. Have the student record the addition fact. They then flip the cubes horizontally and record that addition fact. Once the student has established how many cubes in total, they remove each group in turn and record the subtraction facts.

Number and place value

Explore the connection between addition and subtraction (ACMNA029) AC

Year 2: Assessment Task Card

2.17

Unit 17

Money

Resources: NTO 2.40 'Comparing Money', NTO 2.42 'Coins' or Australian play money, BLM 35 'Money Bingo', NTO 2.41 'Sort the Coins'

1 Present NTO 2.40 'Comparing Money', set to generate four pieces of money. Have the student name each of the coins. Ask, 'Which is worth the most? Which is worth the least?'

2 Use either NTO 2.42 'Coins' or Australian play money to show amounts for the student to count, such as three 20c coins, one 10c coin and three 5c coins.

3 Then have the student select seven coins and find the total.

4 Have the student use NTO 2.42 'Coins' or Australian play money and ask them to show 55 cents, 90 cents and 75 cents.

5 Have the student make 75 cents with different combinations of coins.

Money and financial mathematics

Count and order small collections of Australian coins and notes according to their value (ACMNA034) AC

Year 2: Assessment Task Card

2.17

Unit 17

Money

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Use BLM 35 'Money Bingo' to make sets of cards that can be used as flash cards or to play games such as 'Memory', 'Go Fish' and 'Snap'. The student can also use NTO 2.41 'Sort the Coins' to match coins with written amounts.

Q2–3 Place a pile of one type of coin, such as 10c, in a paper bag, have the student grab a handful and count the amount they have. Have them compare with a partner to see who has the most money. Repeat using other coins. Once the student finds this easy, combine two types of coins, such as 5c and 10c, and have them find the total of the handful they have grabbed from the bag. Continue, giving the student combinations of up to ten coins.

Q4 Make up tags showing prices that can be made with as few as two coins, such as 15c, 25c, 30c, 40c, 55c and 60c. Have the student randomly select one and make the amount. Have them compare with a partner to determine who has the most money. As the student becomes more competent, increase the complexity of the prices on the tags.

Q5 Have the student select a price tag from the previous question and explore different ways of making that amount. If necessary, prompt with questions, such as, 'What could you use instead of one 10c coin?'

Money and financial mathematics

Count and order small collections of Australian coins and notes according to their value (ACMNA034) AC

Year 2: Assessment Task Card

2.18

Unit 18

Number Patterns

Resources: pattern blocks, NTO 2.34 'Pattern Blocks', A4 paper, pencils, NTO 2.5 'Number Line', calculators, small whiteboards

1 Have the student use pattern blocks to show a pattern that would match: 4, 2, 1, 4, 2, 1, 4, 2, 1.

2 Present NTO 2.34 'Pattern Blocks' and show: 3 triangles, 2 squares, 3 triangles, 4 hexagons, 3 triangles, 2 squares, 3 triangles, 4 hexagons. Have the student write down the corresponding number pattern.

3 Present NTO 2.5 'Number Line' and have the student use it to work out and record patterns counting by 5s and 2s.

4 Ask the student to explain how they know that the patterns they have written down are correct.

5 Show the student the following pattern: 35, 45, 55, 65, 75. Have them write down the next four elements of the pattern.

6 Have the student explain how they were able to work out the next four elements.

Patterns and algebra

Describe patterns with numbers and identify missing elements (ACMNA035) AC

Year 2: Assessment Task Card

2.18

Unit 18

Number Patterns

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1–2 Begin by having the student copy patterns and discuss the elements of each of the patterns they copied. Then have the student continue the pattern and discuss how they know what to do. Finally, have the student create their own visual, sound or movement pattern and help them identify and count the elements of the pattern to represent it as a number pattern.

Q3–4 Draw number lines on the floor of the classroom or on the asphalt and have the student step out 2, 5 or 10 patterns and record. Have the student read out the final digits of each element, predict what the next number in the sequence will end in, then step and check it on the number line.

Q5–6 Have the student work with a partner where one student models a pattern with counters and ten frames while their partner uses the constant function on the calculator to check. Have students swap roles and record their patterns on small whiteboards. Have the student leave single-digit numbers but rub out the first digit in 2-digit numbers to reveal the repeating number pattern. Then have the student predict what the next elements in the pattern will be.

Patterns and algebra

Describe patterns with numbers and identify missing elements (ACMNA035) AC

Year 2: Assessment Task Card

2.19

Unit 19

More Number Patterns

Resources: A4 paper, pencils, counters

1 Pose the following problem: 'Fatimah planted 7 vegetable seeds. Some were for tomatoes and some were for pumpkins. What might she have planted?' Have the student draw their answer and write the matching number sentences.

2 Write the following word problems on the board or a card:

'Ellie planted 7 cucumber seeds and 12 capsicum seeds. How many seeds did she plant altogether?'

'Duc An had 25 seeds for watermelon and he gave 8 to Julie to plant. How many seeds did Duc An have left to plant?'

Have the student solve and write the corresponding number sentence for each word problem. Ask, 'How did you work out the number sentence?'

3 Give the student some number sentences to write word problems for, such as: 17 + 6 = 23, 18 – 5 = 13. Ask, 'How do you know that the word problem matches?'

Patterns and algebra

Solve problems by using number sentences for addition or subtraction (ACMNA036) AC

Year 2: Assessment Task Card

2.19

Unit 19

More Number Patterns

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Have the student explore different numbers by colouring squares on a grid. Have them begin by colouring one square blue and the next six squares yellow. Have the student then count how many of each number and write the addition number sentence: 1 + 6 = 7. On another row, have them colour two squares blue and seven squares yellow, and write the addition number sentence: 2 + 5 = 7. Continue until the partitioning and number sentences have been explored in a systematic way.

Q2 Read a word problem to the student and have them model with counters as you read. Ask the student to describe what they did and have them record that in a numeric way.

Q3 Have the student read a number sentence aloud and as they read the addition or subtraction sign, ask, 'What do we do when we add/subtract?' Continue to prompt by having the student look at objects in the classroom and asking them, 'What could things could you add/subtract?'

Patterns and algebra

Solve problems by using number sentences for addition or subtraction (ACMNA036) AC

Year 2: Assessment Task Card

2.20

Unit 20

Capacity

Resources: a collection of drink containers including bottles, cans and cartons of varying sizes; water; water play trough; cups; scoops; spoons; 1 L measuring jug

1 Give the student at least four containers and ask, 'If I was really thirsty, which drink container would be the best to choose?' Have the student explain the reasoning for their choice.

2 Say, 'Prove that the container you have chosen holds the most.' Have the student measure or directly compare to the other containers.

3 Ask, 'Which container do you think holds the least?' Have the student explain their reasoning.

4 Ask, 'To find out how much less the smaller container holds, will you choose to use cups, scoops or spoons?' Have the student measure the containers and work out how much smaller the container is.

5 Ask, 'Do you think the biggest container holds more, less or the same as a litre?' Have the student check.

Using units of measurement

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037) AC

Year 2: Assessment Task Card

2.20

Unit 20

Capacity

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1–2 Look for opportunities in the school environment for the student to estimate and directly compare the capacity of containers, such as while playing in the sandpit, playing in the trough at the drinking taps or filling containers with counters.

Q3–4 Look for opportunities in other curriculum areas for the student to estimate and measure, such as during cooking activities (estimate how many spoons to fill a cup when measuring ingredients) or filling pots with soil when planting seeds.

Q5 Have the student make their own measuring container where they put in a litre of water and mark the surface level, then put in another litre of water to find the 2 L mark. Then have the student find containers that hold less than 1 L, more than 2 L, between 1 L and 2 L or exactly 1 L. Make a classroom collection of 1 L containers.

Using units of measurement

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037) AC

Year 2: Assessment Task Card

2.21

Unit 21

More About Time

Resources: BLM 45 'Months of the Year', NTO 2.45 'Calendar'

1 Have the student read through cards made from BLM 45 'Months of the Year'.

2 Have the student put the cards in the order that they occur during the year.

3 Have the student point to the month that it is now.

4 Have the student point to their birthday month.

5 Have the student point to two months that have 31 days.

6 Ask, 'What season is it now? What months make up that season?'

7 Ask, 'What season comes before this season?'

Using units of measurement

Name and order months and seasons (ACMMG040) AC

Use a calendar to identify the date and determine the number of days in each month (ACMMG041) AC

Year 2: Assessment Task Card

2.21

Unit 21

More About Time

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1–2 Play games, such as 'Over and Out' from Lesson Plan 2, Tuning In, to help the student remember the names and order of the months.

Q3–5 Each day, identify the day and sing the following song (to the tune of *Frere Jacques*), substituting the day of the week and date.

Today is Wednesday, Today is Wednesday, 18th of May, 18th of May, 2014, 2014, The date of today, The date of today.

Also have the student mark off the date on a class or personal calendar and count how many days until the end of the month. Have the student check for any coming special events and celebrations.

Q6–7 Read books about the weather and seasons and compare to local climatic conditions. Make a class book of the seasons, including the names of the months in that season.

Using units of measurement

Name and order months and seasons (ACMMG040) AC

Use a calendar to identify the date and determine the number of days in each month (ACMMG041) AC

Year 2: Assessment Task Card

2.22

Unit 22

Data

Resources: basketball; NTO 2.47 'Egg Timer'; BLM 49 'Tally Sheet'; pencils; A4 paper; concrete materials, e.g. interlocking cubes, beads on a string, beads on spikes; NTO 2.46 'Make a Graph'

1 Pose the question: 'How many times can you bounce a ball without stopping in one minute?' Use NTO 2.47 'Egg Timer' or another timing device and have the student bounce and count. Give them a copy of BLM 49 'Tally Sheet' to record their information and have them collect data from three other students.

2 Have the student make a graph of the information they collected.

3 Have the student write three statements about what the graph tells them.

4 Ask, 'What is another question you could have asked your classmates to collect that information?'

Data representation and interpretation

Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048) AC

Collect, check and classify data (ACMSP049) AC

Create displays of data using lists, tables and picture graphs and interpret them (ACMSP050) AC

Year 2: Assessment Task Card

2.22

Unit 22

Data

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Have the student collect data for other things that they can do in one minute, such as hop on one leg, hit a target, run around a short course and so on. Check to make sure that they put a mark each time something is completed and explore ways that make it easy to count the total, such as grouping five marks together so that they can count by 5s to find the total quickly.

Q2 Have the student explore different ways of graphing the information, such as using concrete materials (interlocking cubes, beads on strings, beads on spikes) and using NTO 2.46 'Make a Graph' to make a graph.

Q3 Guide the student in interpreting the graph by asking, 'What result has occurred the most? What result has occurred the least? Are there results that are the same? What is more or less than a particular occurrence?'

Q4 Have the student think of simple questions that can be asked as the roll is taken each day, such as 'Are you right- or left-handed? What is your favourite day of the week? What was your favourite activity on the weekend? What did you watch on TV last night at 7 o'clock?' As each student's name is said, have them place their mark on a table on the board.

Data representation and interpretation

Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048) AC

Collect, check and classify data (ACMSP049) AC

Create displays of data using lists, tables and picture graphs and interpret them (ACMSP050) AC

Year 2: Assessment Task Card

2.23

Unit 23

Multiplication

Resources: NTO 2.48 'How Many Fish?', A4 paper, pencils, counters, BLM 51 'Multiplication Cards', NTO 2.49 'Groups of Cups', interlocking blocks

1 Present NTO 2.48 'How Many Fish?' and ask, 'How many groups of fish can you see? How many in each group?' Have the student complete the statement: ___ groups of ___ fish makes ___ altogether.

2 Have the student draw a picture to illustrate six groups of 3.

3 Have the student use counters to show and solve 4 multiplied by 5. Ask, 'How did you work out how many?'

4 Show the student a card from BLM 51 'Multiplication Cards', such as 3 × 4, provide them with counters and ask them to solve it. Ask, 'What is the answer? How did you work that out?'

Number and place value

Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) AC

Year 2: Assessment Task Card

2.23

Unit 23

Multiplication

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1–2 Have the student use NTO 2.48 'How Many Fish?' and NTO 2.49 'Groups of Cups' to experience visualisation of multiplication and work out how many fish or counters there are altogether. Have the student write statements to match NTO 2.48 'How Many Fish?'

Q3 Provide the student with statements such as 4 multiplied by 2, 6 multiplied by 3, 4 multiplied by 5 and 2 multiplied by 10 and have them draw pictures to illustrate and make into a book.

Q4 Have the student read a multiplication problem, such as 4 x 6. Ask, 'How many groups do you need to make? How many need to be in each group?' Have the student model with interlocking cubes and solve. Repeat for other multiplication problems.

Number and place value

Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) AC

Year 2: Assessment Task Card

2.24

Unit 24

More About Multiplication

Resources: NTO 2.50 'Arrays: How Many?', A4 paper, pencils, BLM 53 'Dots', scissors, glue, NTO 2.7 'Numbers', counters, interlocking cubes, NTO 2.51 'Arrays: Make an Array', BLM 51 'Multiplication Cards', BLM 52 'Arrow Cards', poly plug, BLM 13 'Game Grid, dice

1 Present NTO 2.50 'Arrays: How Many?' Generate arrays and have the student explain what they can see and write the number sentence.

2 Give the student a copy of BLM 53 'Dots' and some scissors and have them use the dots to model, solve and complete the number sentences: 8 × 4; 4 × 3; 6 × 2; 5 × 7.

3 Have the student look at the arrays they have made in the previous question and ask them what other multiplication problems they can also solve. If the student needs a prompt, have them look at their first example and write: 8 × 4 = 32 so 4 × 8 =.

4 Present NTO 2.7 'Numbers', set to randomly generate numbers to 10. As the numbers appear, have the student multiply them by 2.

Number and place value

Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) AC

Year 2: Assessment Task Card

2.24

Unit 24

More About Multiplication

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1–2 Have the student continue to make arrays by using counters, interlocking cubes, NTO 2.51 'Arrays: Make an Array' or by drawing. Discuss strategies, such as skip counting and counting on, to work out how many dots altogether. Have the student play a matching game with BLM 51 'Multiplication Cards' and BLM 52 'Array Cards'.

Q3 Have the student use materials such as poly plug to make arrays to solve given problems, then have them rotate the array a quarter turn and write the number sentence for what they can see.

Q4 To revise doubling numbers, have the student play a game with a partner using BLM 13 'Game Grid'. Students roll a dice, double the number rolled and write it on the game grid. They continue until grid is full and then take turns to roll the dice, double the number rolled and if that number is on the grid, they mark it with a O or X. The first to get four in a row wins the game.

Number and place value

Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) AC

Year 2: Assessment Task Card

2.25

Unit 25

Area

Resources: newspapers; A4 paper; pencils; a variety of informal units such as counters, small tiles, small blocks, playing cards, small paperclips and stamps

1 Give the student a page from a newspaper and have them find two things that the page from the newspaper would cover and two things that it would not cover.

2 Have the student draw a shape that is smaller than their footprint.

3 Have the student draw three different cloud shapes that they can see in the sky. Have them measure the shapes with the informal units and put them in order from the one that has the largest area through to the smallest area. Have the student explain how they measured and what they found.

Using units of measurement

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037) AC

Year 2: Assessment Task Card

2.25

Unit 25

Area

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Provide everyday experiences for the student to directly compare the area of objects, such as giving them an assortment of different sized greeting cards and having them find the matching envelope, or providing them with a variety of tubs and lids and having them match.

Q2 Have the student think about the area of objects by considering them in relation to body parts. Ask, 'How many shoes would fit on the mat or table top?' or 'How many handprints would you be able to fit on this paper?'

Q3 Provide experiences for the student to compare the area of objects by using informal uniform units. Give the student a collection of objects, such as leaves, and have them measure with informal uniform units and order them from the biggest in area to the smallest. Have the student discuss their choice of unit to measure and how they made sure their measuring was accurate.

Using units of measurement

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037) AC

Year 2: Assessment Task Card

2.26

Unit 26

3D Shapes

Resources: a set of 3D shapes that includes a sphere, a cylinder, a cone, a cube, a rectangular prism, a triangular prism, a tetrahedron and a square pyramid; an opaque bag , building blocks

1 Show the student the set of 3D shapes and have them name each shape.

2 Place some 3D shapes in a bag and ask the student to place their hand in the bag, choose a shape and describe the features that they can feel, then name it before taking it out to check.

3 Ask the student to sort the 3D shapes into those with no corners and those with corners.

4 Ask, 'Can you sort the shapes a different way? How?'

Shape

Describe the features of three-dimensional objects (ACMMG043) AC

Year 2: Assessment Task Card

2.26

Unit 26

3D Shapes

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Give the student a set of building blocks and have them sort the different types of blocks. Have the student name the shapes of the blocks. Point to one type of block and ask, 'How do you know these blocks are all the same?' Have the student make buildings with the blocks and discuss what each shape is good for.

Q2 Look for opportunities for the student to find shapes in a range of environments and discuss how different shapes are used for different things according to their features.

Q3 Have the student work with a partner and give them a collection of 3D shapes, including real-life objects, to sort. Have their partner look at their arrangement and decide how the shapes have been sorted.

Q4 Play 'Does It Belong?' where a shape is chosen that meets an undisclosed rule, such as it must have 8 corners and 12 edges. A shape such as a cube is displayed and the student then chooses another shape that they think may belong to the same group. If it belongs, it is kept with the initial shape. If it does not, it is given back. The student then tries to guess the rule for the group.

Shape

Describe the features of three-dimensional objects (ACMMG043) AC

Year 2: Assessment Task Card

2.27

Unit 27

Division

Resources: NTO 2.54 'Ladybird Shares'; counters; A4 paper; pencils; BLM 62 'Division Cards'; materials, e.g. counters and cups, straw pasta and plates, beanbags and hoops

1 Present NTO 2.54 'Ladybird Shares' and have the student solve it. Observe them to see what strategy they use to make sure that the groups are equal on each leaf.

2 Ask the student to share 20 counters equally into 4 groups. Ask, 'How many in each group?'

3 Present NTO 2.54 'Ladybird Shares', have the student solve it and then ask them to record the number sentence for the problem they solved. Repeat a number of times.

4 Select a card made from BLM 62 'Division Cards' and have the student use counters to solve.

Number and place value

Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) AC

Year 2: Assessment Task Card

2.27

Unit 27

Division

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1–2 Provide opportunities for the student to equally share materials into groups: counters into cups, pieces of raw pasta onto plates, beanbags into hoops, marbles into plastic bags, toys into baskets, chairs around tables and so on. Make sure that the student can always see the objects they have shared to ensure that they are making the groups equal.

Q3 Model sharing problems to the student, such as sharing 12 flowers between 3 vases. Have the student write the number sentence on a card to use for classroom display.

Q4 Have the student think of different ways to complete number sentences such as: ___ ÷ ___ = 5.

Number and place value

Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) AC

Year 2: Assessment Task Card

2.28

Unit 28

More About Division

Resources: NTO 2.55 'Groups of Teddies', A4 paper, pencils, counters , plastic dollar coins

1 Present NTO 2.55 'Groups of Teddies' and have the student count the number of teddies and work out how many groups can be made.

2 Have the student then write the matching number sentence for the problems they have solved.

3 Give the student some counters to help them work out other ways that the teddies could be grouped. Have them record their understandings and encourage them to use number sentences to show what they did.

Number and place value

Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) AC

Year 2: Assessment Task Card

2.28

Unit 28

More About Division

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Provide experiences where the student uses a range of concrete materials to solve division problems by grouping. Use things such as plastic dollar coins to work out how many toys or treats they could buy if each cost $5. Have the student use these skills in other curriculum areas, such as working out how many pots they might need if there are four seeds to be planted in each pot.

Q2 Have the student read a number sentence and explain what it tells them to do. Have the student draw pictures and write number stories that illustrate number sentences. Have the student use think boards, showing different representations to explain division.

Q3 Look for opportunities in the school day where the student is able to use their understanding of division to solve problems, such as: 'Give a ball to each group of four students in the class' and 'Share the packet of pencils between the group.' When these situations arise, ask the student to explain how they were able to work out the problem.

Number and place value

Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) AC

Year 2: Assessment Task Card

2.29

Unit 29

Chance

Resources: NTO 2.24 'Six-Sided Dice', A4 paper, pencils, board and card games involving chance

1 Present NTO 2.24 'Six-Sided Dice' and ask, 'If we roll the dice, can you tell me what number will come up? Why?'

2 Read a familiar story to the student and ask, 'What is the ending that you are certain happens in this story?' Then ask, 'What is an ending that is impossible?'

3 Ask, 'If you had a spelling test today, what do you think is likely to happen?'

4 Have the student draw or write about something that they are unlikely to do on the weekend.

Chance

Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047) AC

Year 2: Assessment Task Card

2.29

Unit 29

Chance

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Provide the student with opportunities to play games of chance, such as board games and card games. When the student has finished playing the games, discuss the results and what they think would happen if they played the same game again. Have the student discuss their reasoning.

Q2 Look for common classroom activities where the student can explore ideas of certainty and impossibility. For example, before they go out to play, visit the library or open their lunch, have them make a statement about what they are certain of and what would be impossible.

Q3 Discuss with the student that 'likely' means that it will probably happen but may not. Have them make a list of things they think are likely to happen today, tomorrow and on the weekend and when the time has passed, have them examine which things on their list did happen.

Q4 Provide opportunities for the student to discuss their ideas about chance. At the beginning of each day, have them decide if an event is likely or unlikely, such as: the teacher will smile, the principal will visit the classroom, someone will need first aid, nobody will be late tomorrow, school will be cancelled tomorrow, everyone will answer a question.

Chance

Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047) AC

Year 2: Assessment Task Card

2.30

Unit 30

More About Fractions

Resources: BLM 2.58 'Packet of Biscuits', BLM 67 'Fraction Match'

1 Present NTO 2.58 'Packet of Biscuits', have the student look at the problem that appears and ask, 'What do you think the answer is? How did you work that out?' Have the student then distribute the biscuits to see if they are correct.

2 Give the student a set of cards made from BLM 67 'Fraction Match' and have them match the number sentences to the correct picture representations.

3 Pose the problem: 'I grabbed some Tiny Teddy biscuits and 3 of them were grumpy. How many biscuits might I have grabbed and what fraction would have given me 3 grumpy biscuits?'

Fractions and decimals

Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033) AC

Year 2: Assessment Task Card

2.30

Unit 30

More About Fractions

TARGETED ASSESSMENT

If the student is experiencing difficulty:

Q1 Provide practice for the student by having them use NTO 2.58 'Packet of Biscuits.' Have the student find a half, a quarter or an eighth of collections of animal counters, piles of books, pencils and other classroom objects.

Q2 Give the student number sentences, such on those cards from BLM 67 'Fraction Match', and have them use programs such as *Word* or *Kid Pix* to illustrate and solve the problem. Print the student's work to form part of a classroom display about fractions.

Q3 Have the student continue to explore open-ended fraction problems where they need to consider what problems might give the particular answers. Have the student model problems with counters that suit the problems being asked. Have them guess and then check. Discuss with them how they decided on the number they guessed.

Fractions and decimals

Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033) AC