

MATH – ENGLISH

A Four-Week Recovery Program in Schools

GRADE 2

2021-2022

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رزمة التقويم التشخيصي والأنشطة

أعدت هذه الرزمة كوسيلة مساعدة للمتعلمين والمعلمين ليتم استخدامها خلال الأسابيع الأربعة الأولى للعام الدراسي 2021-2022 من أجل ضمان بداية سلسلة بعد انقطاع قسري دام لعامين دراسيين ولكي تساعد على ردم هوة الفاقد التعليمي.

تتألف هذه الرزمة من أربعة أجزاء على الشكل الآتي: أدوات للتقويم التشخيصي، أنشطة للمراجعة، ألعاب تربوية، ومعينات.

أدوات التقويم التشخيصي وأنشطة المراجعة مبنية على بعض المفاهيم الأساسية والمستمرة المطلوبة في صفوف الحلقة الأولى والثانية وهي مكونة من بنود تركز في المهارات والمعارف والمواقف الأساسية/الأهداف التي يحددها المنهج والتي يجب على المتعلم (ة) أن يتقنها/تتقنها، ما يخول انتقاله (ا) السلس من السنة الدراسية السابقة إلى السنة الحالية. كل عنصر من عناصر التقويم التشخيصي يرتبط بنشاط (أنشطة) مراجعة للتحقق من اكتساب الهدف المقصود والمتعلق بمفهوم محدد وإرسائه في حال عدم تحققه قبل بداية العام الدراسي.

طريقة التنفيذ:

- يبدأ المعلم بتمرير أداة التقويم التشخيصي في اليوم الأول من الأسبوع الأول ويحرص على تنفيذها من قبل كل المتعلمين ومن دون أن يتدخل ثم يقيم المعلم النتائج ليكون فكرة حول كل متعلم وحاجاته مع الحرص على عدم إظهار النتيجة بل الاحتفاظ بها لمساعدته في الخطوات اللاحقة.
- يمرر المعلم أنشطة المراجعة بعد نشاط التقويم التشخيصي للأسبوع الأول على كل المتعلمين كي تعم الفائدة ويقوم بالتركيز بشكل تمايزي على حاجات المتعلمين التي استخرجها من نشاط التقويم. ومن أجل تعزيز ومعالجة المفاهيم المقصودة في الأنشطة يستحسن استخدام طرق التعليم / التعلم النشط.
- تعاد العمليات السابقة على الأسبوع الثاني، والثالث، والرابع.
- يمكن استثمار الألعاب التربوية مع من ينجز أعماله باكراً لكي يتسنى للمتعلمين بكافة مستوياتهم الاستفادة من الوقت.
- يمكن استثمار المعينات من قبل المتعلمين وبتوجيه من المعلم حيث تدعو الحاجة.



Week 1

NATURAL NUMBERS

Diagnostic Assessment

Learning Activities

Week 2

ADDITION

Diagnostic Assessment

Learning Activities

Week 3

SUBTRACTION

Diagnostic Assessment

Learning Activities

Week 4

LINES AND PLANE FIGURES

Diagnostic Assessment

Learning Activities

Games for Fun

Material to be used



MATH – ENGLISH

Diagnostic Assessment

CYCLE 1 – GRADE 2

Week 1






Check your knowledge (Natural numbers)

1- Draw circles to show the amounts. The first one is given as an example.

| | |
|---|---|
| 4 |  |
| 7 | |
| 6 | |
| 9 | |

2- Write in digits.

| | |
|---|--|
| Eight: _____ | Twenty-one: _____ |
| Thirty-three: _____ |  : _____ |
|  : _____ |  : _____ |

3- Count the dots and write the appropriate number.

| | |
|---|--|
|  _____ |  _____ |
|  _____ |  _____ |
|  _____ | |



MATH – ENGLISH

Learning Activities

CYCLE 1 – GRADE 2

Week 1









Natural numbers

1- Draw circles to show the amounts. The first one is given as an example.

| | |
|---|---|
| 3 |  |
| 5 | |
| 8 | |
| 9 | |

2- Write in digits.

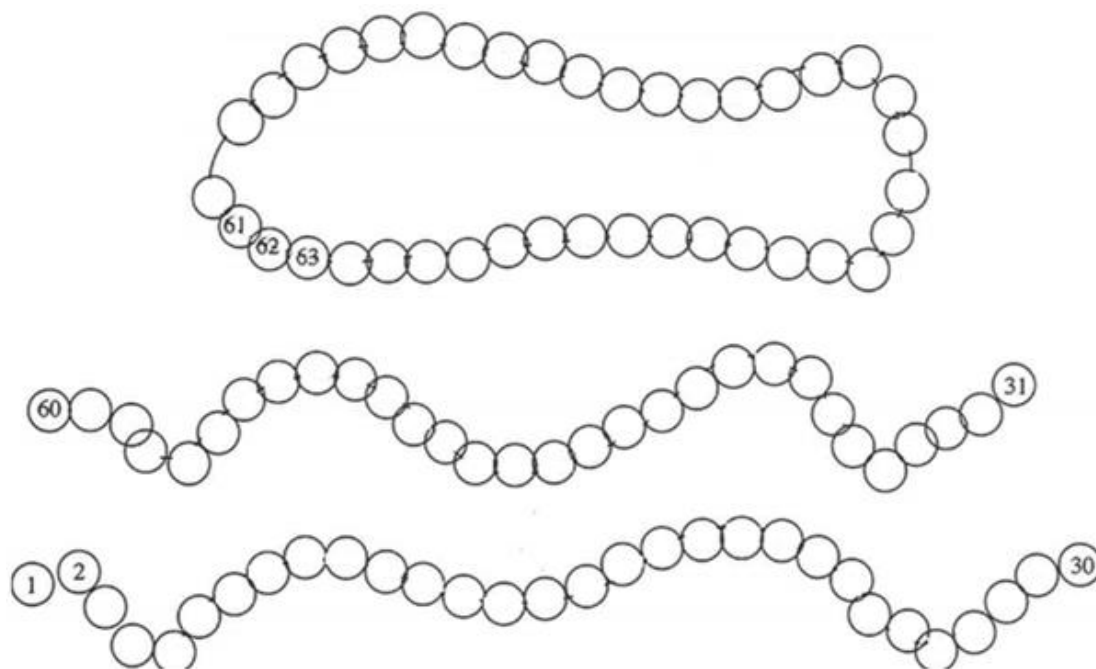
| | |
|---|--|
| Two: ____ | Nineteen: ____ |
| Thirty-two: ____ |  : ____ |
|    : ____ |   : ____ |
| Twenty-Four: ____ | Sixty-five: ____ |
| Fifty-three: ____ | Forty-three: ____ |

3- Complete with the appropriate numbers.

| | | | | | | | |
|----|----|----|--|--|--|--|--|
| 1 | 2 | 3 | | | | | |
| 12 | 13 | 14 | | | | | |
| 23 | 24 | 25 | | | | | |
| 55 | 56 | 57 | | | | | |
| 61 | 62 | 63 | | | | | |



4- Complete with the appropriate numbers. Count onward or backward.



MATH – ENGLISH

Diagnostic Assessment





CYCLE 1 – GRADE 2

Week 2



Check your knowledge (Addition)

1- Continue drawing circles to make a ten, then continue the fact family.

| | |
|--|---|
|  $7 + \dots = 10$ $\dots + 7 = 10$ |  $2 + \dots = 10$ $\dots + 2 = 10$ |
|  $5 + \dots = 10$ $\dots + 5 = 10$ |  $6 + \dots = 10$ $\dots + 6 = 10$ |

2- Fill in with the appropriate digits.

42 : ____ tens and ____ ones

70 : ____ tens and ____ ones

3- Calculate.

1 + 6 = _____

2 + 3 = _____

8 + 5 = _____

4- Write in vertical form then calculate.

$34 + 23 = \underline{\quad}$

| | Tens | Ones |
|---|------|------|
| | | |
| + | | |
| | | |

$42 + 30 = \underline{\hspace{2cm}}$

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |

5- Sami has 8 balloons. His dad gives him 12 more.

How many balloons does Sami have? _____



MATH – ENGLISH

Learning Activities




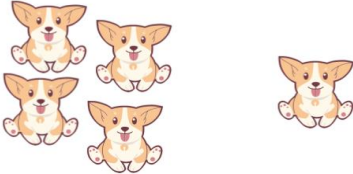


CYCLE 1 – GRADE 2

Week 2

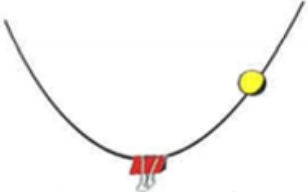
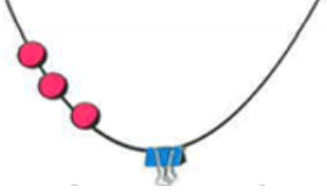
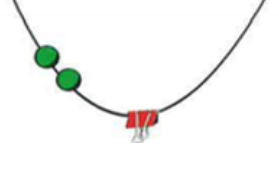


Addition



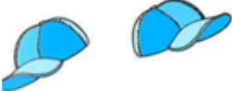

1- Fill in each blank with the appropriate number.

| | |
|---|--|
|  1 Total : |  3 Total : |
|  Total : |  Total : |
|  Total : |  Total : |

2- Complete the drawing, then write the appropriate number.



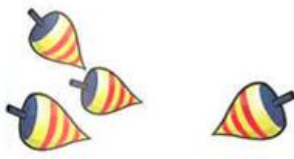

| | | |
|--|--|--|
|  4 + 1 = |  3 + 1 = |  2 + 3 = |
|--|--|--|

3- Fill in each blank with the appropriate number.

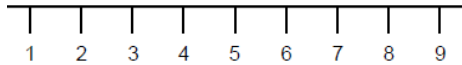
| | |
|--|--|
|  + = |  + = |
|  + = |  + = |



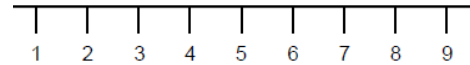
4- Fill in each blank with + or =

| | |
|--|---|
|  2 1 3 |  2 2 4 |
|  3 1 4 |  3 2 5 |

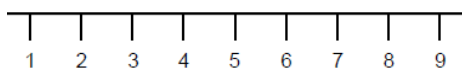
5- Compute using the number line.



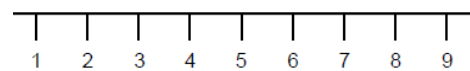
$$5 + 2 = \dots\dots\dots$$



$$4 + 2 = \dots\dots\dots$$



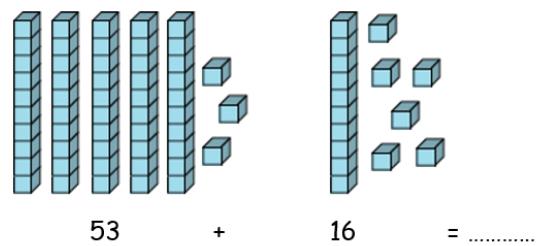
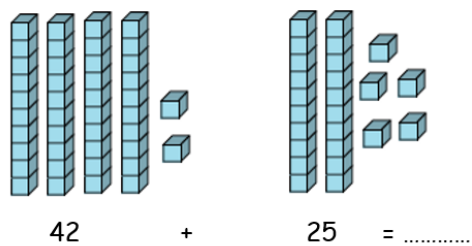
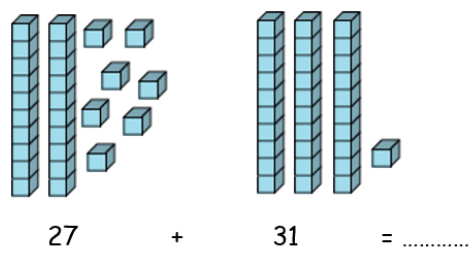
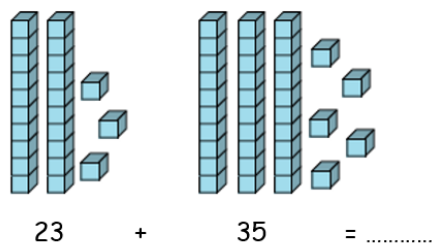
$$6 + 1 = \dots\dots\dots$$



$$7 + 2 = \dots\dots\dots$$



6- Compute.



7- Continue writing in vertical form then calculate.

$$32 + 24 = \dots\dots\dots + \begin{array}{|c|c|} \hline \text{tens} & \text{ones} \\ \hline - & - \\ \hline 2 & 4 \\ \hline - & - \\ \hline \end{array}$$

$$56 + 13 = \dots\dots\dots + \begin{array}{|c|c|} \hline \text{tens} & \text{ones} \\ \hline 5 & 6 \\ \hline - & - \\ \hline - & - \\ \hline \end{array}$$

8- Samia picked 6 flowers, and then 5 more.
How many flowers did Samia pick?

Equation: ○ =

Samia picked flowers



MATH – ENGLISH

Diagnostic Assessment

CYCLE 1 – GRADE 2

Week 3



Check your knowledge (Subtraction)

1- Calculate.

$$7 - 2 = \underline{\quad}$$

$$21 - 12 = \underline{\quad}$$

$$19 - 4 = \underline{\quad}$$

2- Write in vertical form then calculate.

$$36 - 21 = \underline{\quad}$$

| | Tens | Ones |
|---|------|------|
| | | |
| - | | |
| | | |

$$45 - 32 = \underline{\quad}$$

| | Tens | Ones |
|---|------|------|
| | | |
| - | | |
| | | |

3- Sarah had 8 balloons. She gave her dad 2 balloons.

How many balloons does Sarah have now?



MATH – ENGLISH

Learning Activities

CYCLE 1 – GRADE 2

Week 3



Subtraction

- 1- In a plate, there are 6 pieces of cake.
Karim ate 1.

.....pieces of cake are left.



- 2- Yolla has 7 dolls.
She lent 2 to her friend.

.....dolls are left.



- 3- Circle the correct subtraction sentence.



$$6 - 2 = 6$$

$$8 - 2 = 6$$



$$7 - 4 = 3$$

$$4 - 3 = 1$$



$$6 - 1 = 5$$

$$5 - 1 = 4$$



$$5 - 3 = 2$$

$$8 - 3 = 5$$

- 4- Calculate.

$$7 - 1 = \dots\dots\dots$$

$$8 - 2 = \dots\dots\dots$$

$$9 - 3 = \dots\dots\dots$$

$$9 - 1 = \dots\dots\dots$$

$$4 - 2 = \dots\dots\dots$$

$$6 - 3 = \dots\dots\dots$$



5- Write in vertical form then calculate.

$$27 - 13 = \dots\dots\dots$$

| Tens | Ones |
|-------|------|
| | |
| <hr/> | |
| | |
| | |

$$58 - 21 = \dots\dots\dots$$

| Tens | Ones |
|-------|------|
| | |
| <hr/> | |
| | |
| | |

6- Circle the appropriate equation.



How many cars are there?

$$4 + 2 = 6$$

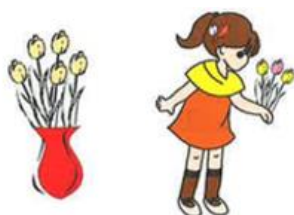
$$6 - 2 = 4$$



How many cars are left?

$$4 + 2 = 6$$

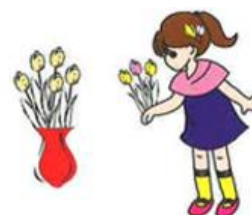
$$6 - 2 = 4$$



How many flowers are left in the vase?

$$8 - 3 = 5$$

$$3 + 5 = 8$$



What is the total number of flowers?

$$8 - 3 = 5$$

$$3 + 5 = 8$$

7- Maya has 8 lollipops. She ate 3.
How many lollipops does she still have?

Equation: $\dots\dots\dots \bigcirc \dots\dots\dots = \dots\dots\dots$

She has $\dots\dots\dots$ lollipops.



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Diagnostic Assessment

CYCLE 1 – GRADE 2

Week 4



Check your knowledge (Lines and plane figures)

1- Match the shape with the description



I have 4 equal sides. Who am I?

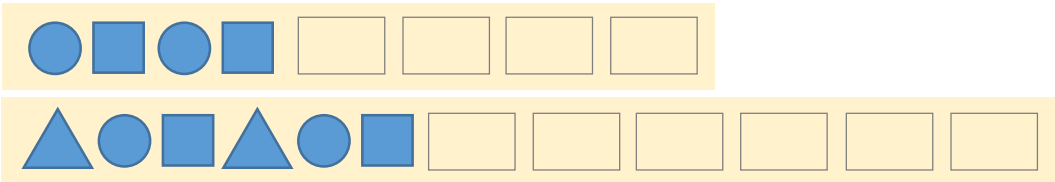
I have 3 straight sides. Who am I?

I roll. Who am I?

I have 2 long sides of equal length and 2 short sides of equal length.
Who am I?

2- Draw a straight line.

3- Continue the patterns.



MATH – ENGLISH

Learning Activities

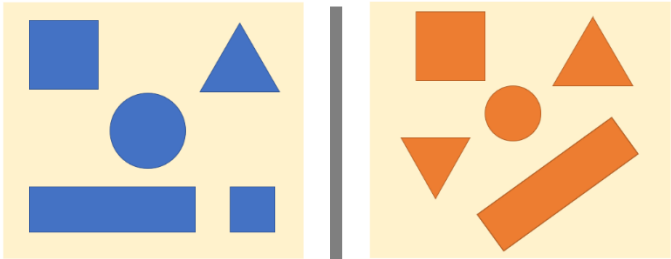
CYCLE 1 – GRADE 2

Week 4

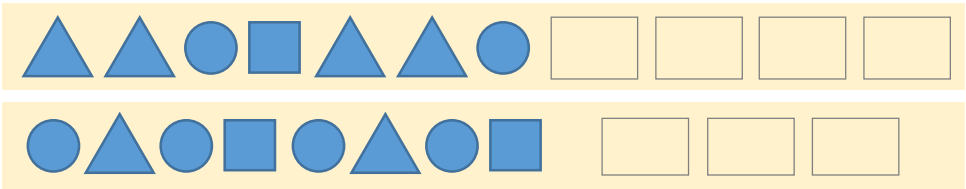


Lines and plane figures

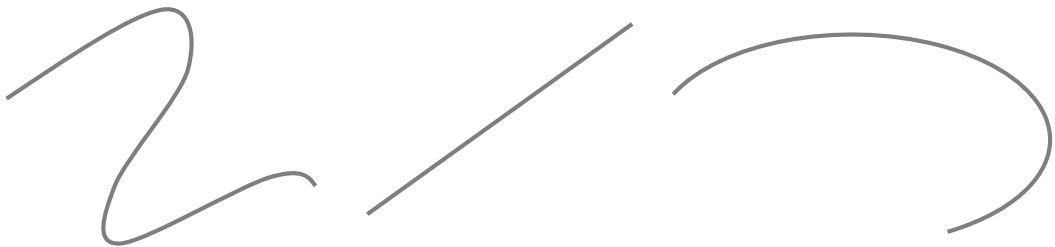
1- Circle the similar shapes in each box.



2- Continue the patterns.



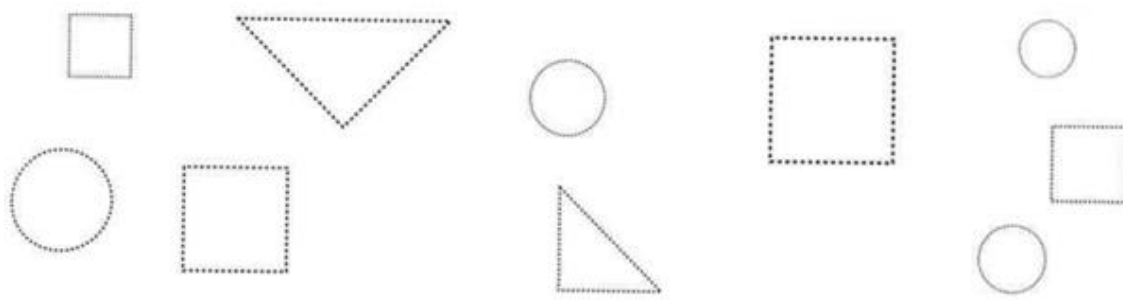
3- Shade with a coloring pencil, over the straight line(s).



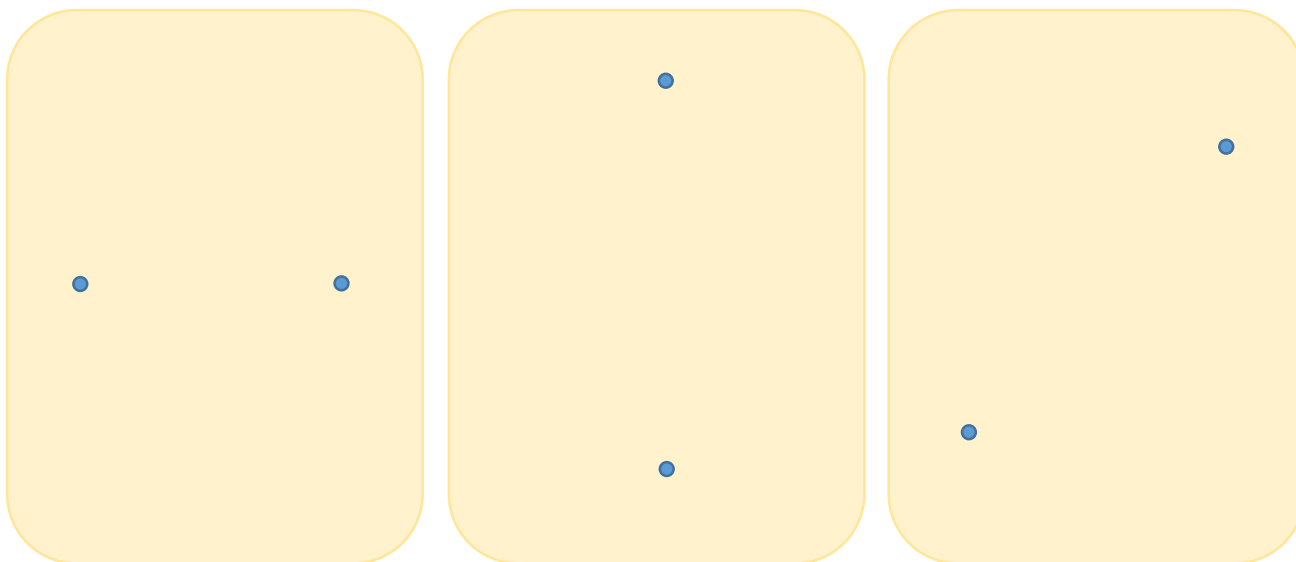
4- Put an X on the straight lines.



5- Shade the triangles in red and the squares in blue.



6- Join the two given points in each box with a straight line.



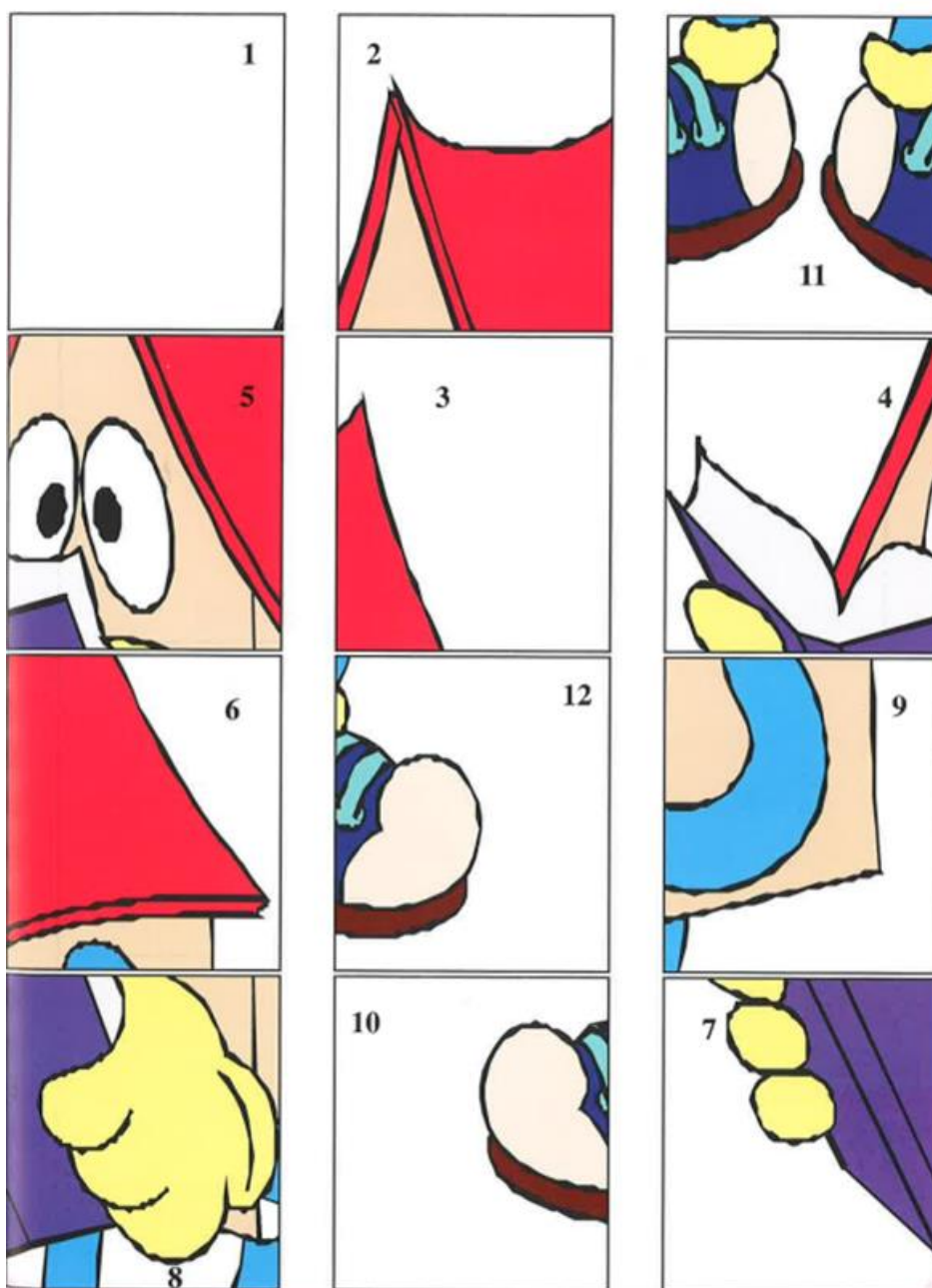
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Games For Fun

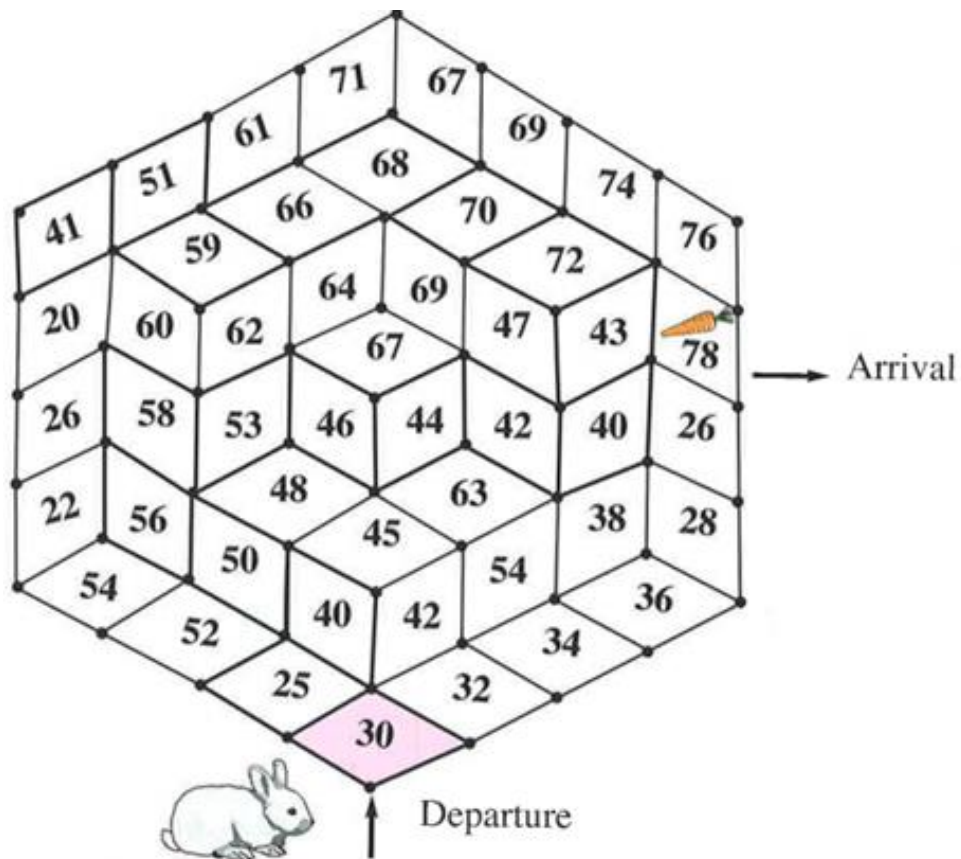
CYCLE 1 – GRADE 2



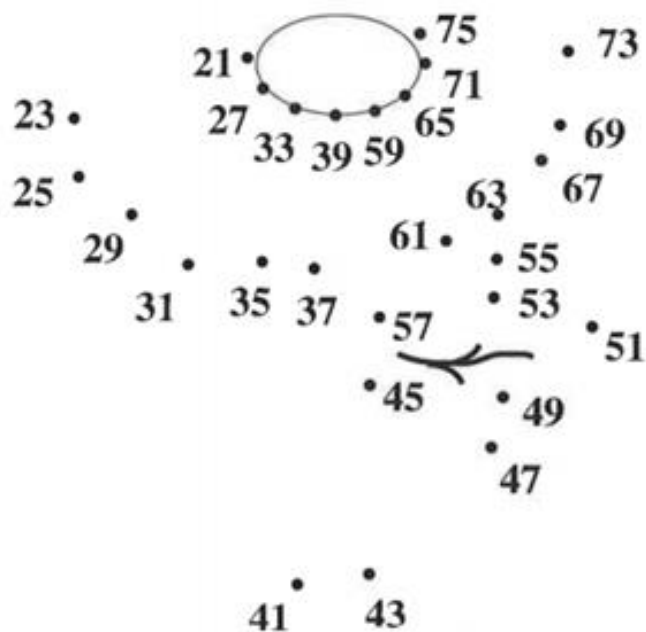
1- Cut the puzzle pieces carefully and put them in the correct order.
The number on each piece will help.



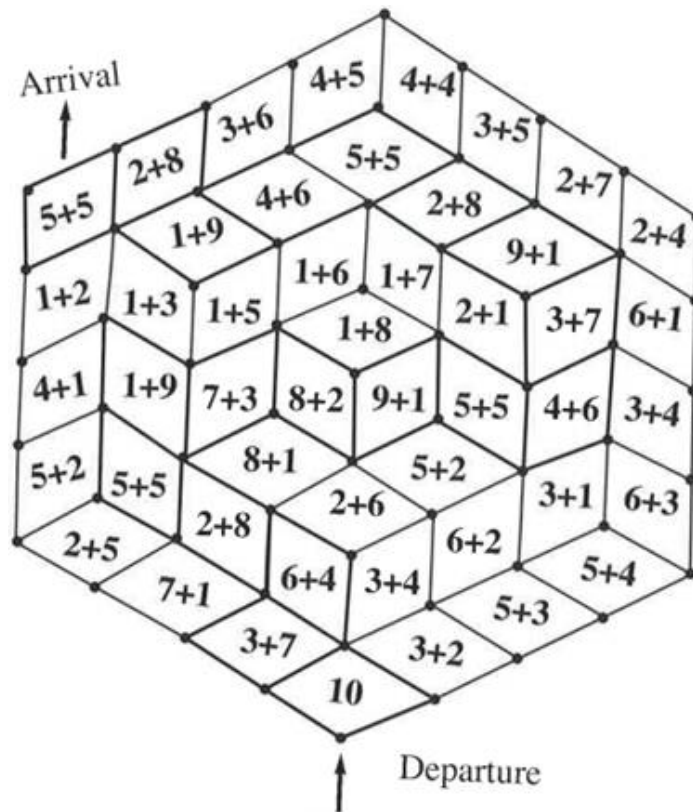
2- Count in twos to help the rabbit find the carrot.



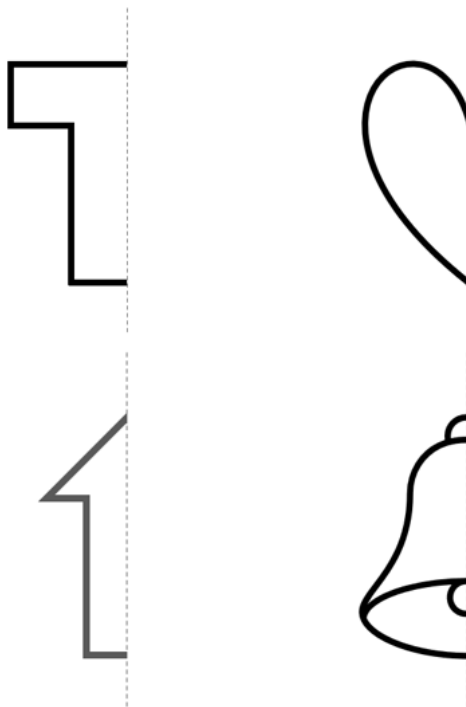
3- Count in twos to connect the numbers starting with the least and ending with the greatest number.



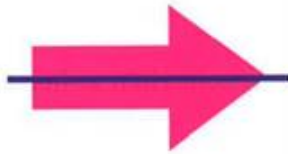
4- Find the path by coloring each box where numbers add up to 10.



5- Cut each box carefully.
Fold along the dotted line.
Cut along the thick black line.



6- Circle the figures where the bold line is an axis of symmetry.



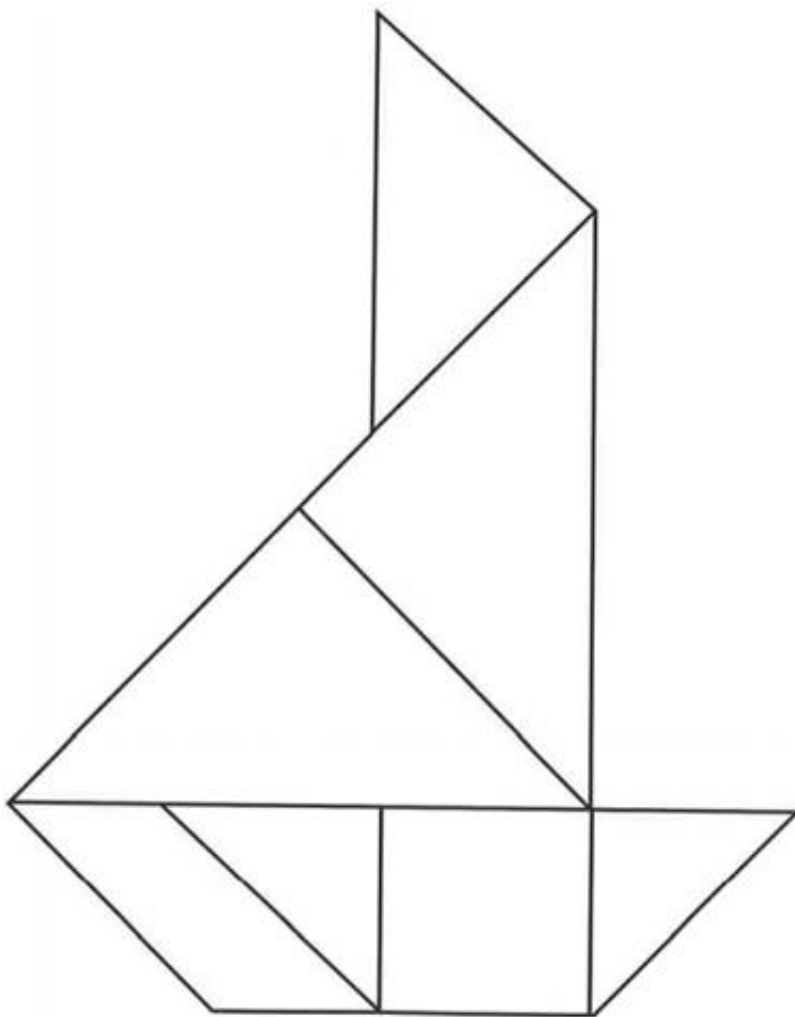
MATH – ENGLISH

Material to be used

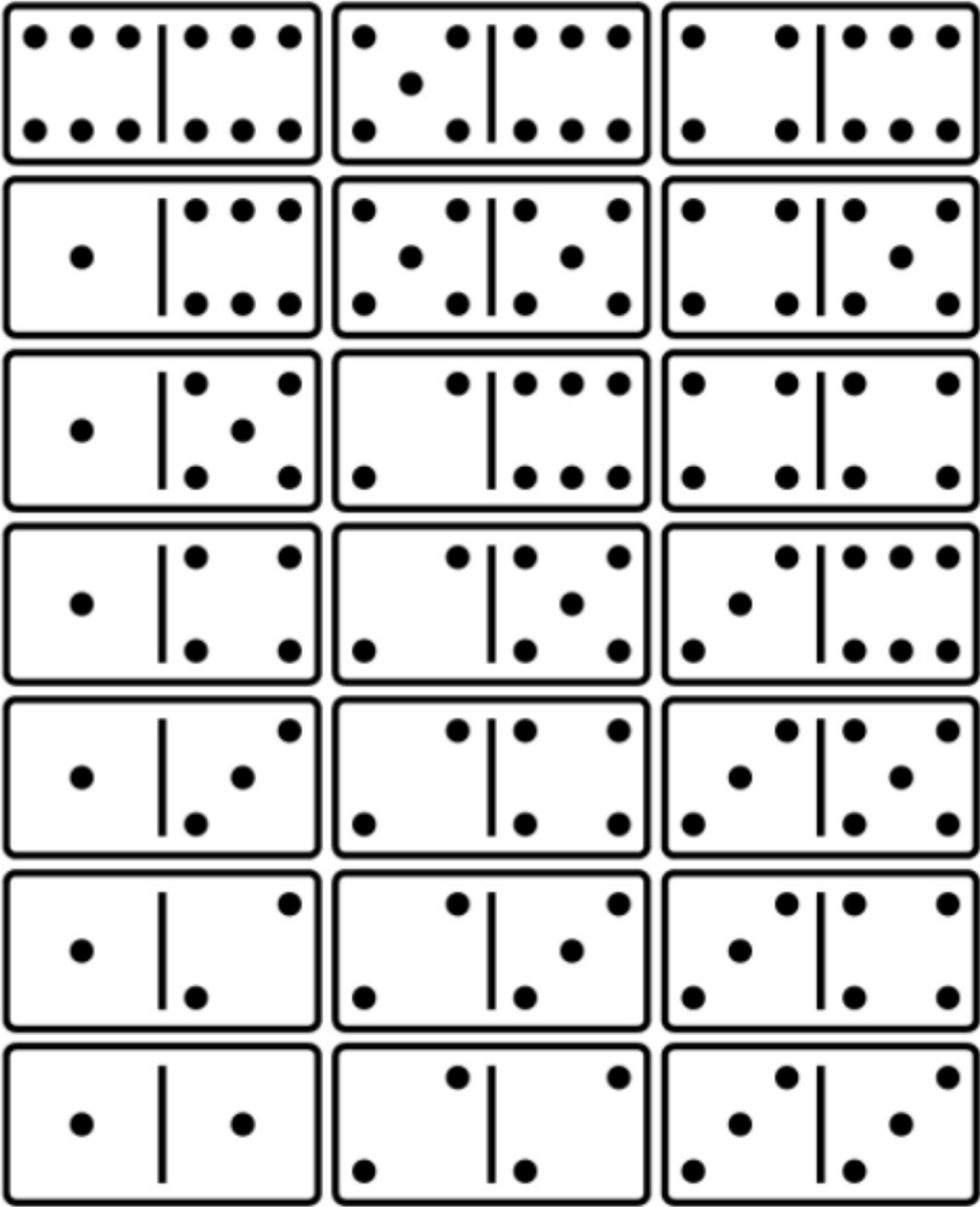
CYCLE 1 – GRADE 2



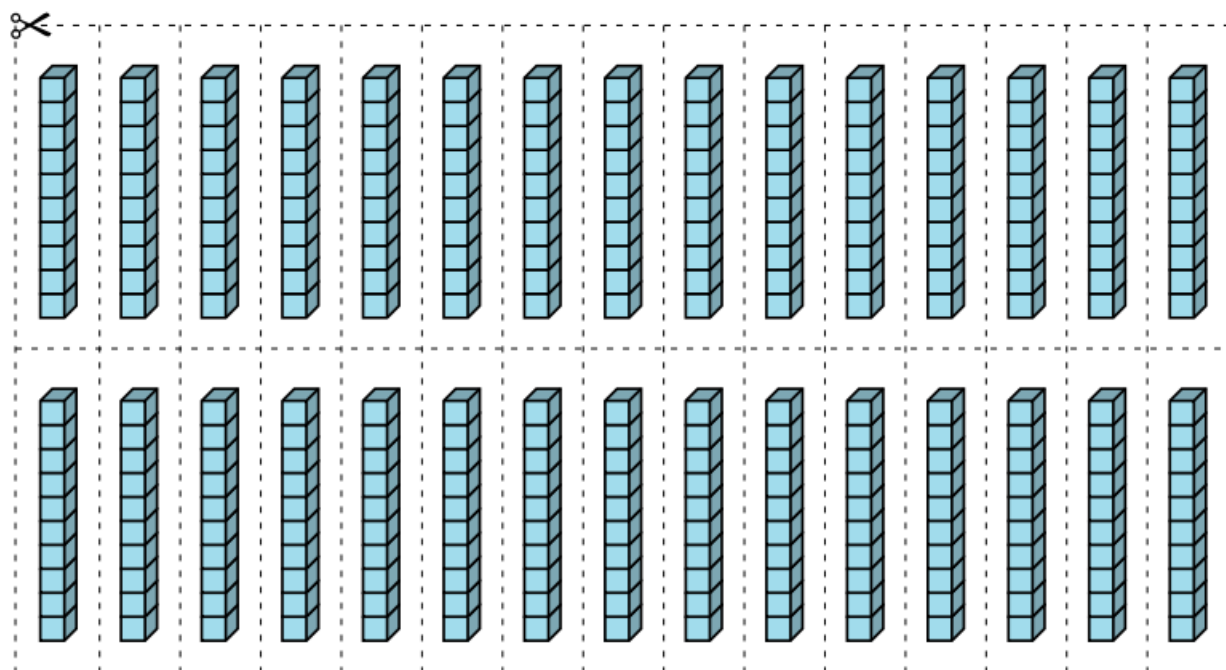
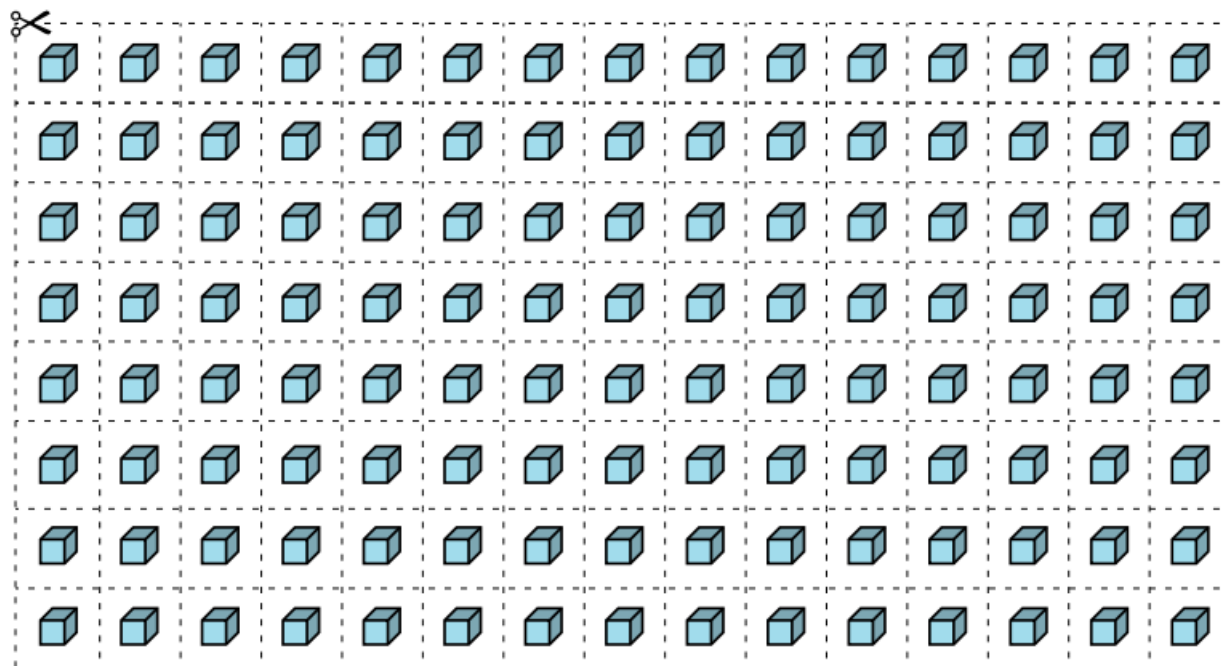
Tangram



Dominoes



Tens-Strips and Ones-Squares



Numbers

| | | | | | |
|------|------|------|------|------|------|
| Tens | Ones | Tens | Ones | Tens | Ones |
| | | | | | |

| | | | | | |
|------|------|------|------|------|------|
| Tens | Ones | Tens | Ones | Tens | Ones |
| | | | | | |

| | | | | | |
|------|------|------|------|------|------|
| Tens | Ones | Tens | Ones | Tens | Ones |
| | | | | | |

| | | | | | |
|------|------|------|------|------|------|
| Tens | Ones | Tens | Ones | Tens | Ones |
| | | | | | |

| | | | | | |
|------|------|------|------|------|------|
| Tens | Ones | Tens | Ones | Tens | Ones |
| | | | | | |

| | | | | | |
|------|------|------|------|------|------|
| Tens | Ones | Tens | Ones | Tens | Ones |
| | | | | | |

| | | | | | |
|------|------|------|------|------|------|
| Tens | Ones | Tens | Ones | Tens | Ones |
| | | | | | |

| | | | | | |
|------|------|------|------|------|------|
| Tens | Ones | Tens | Ones | Tens | Ones |
| | | | | | |



Addition

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| + | | |
| | | |
| | | |



Subtraction

| | Tens | Ones |
|---|------|------|
| - | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| - | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| - | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| - | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| - | | |
| | | |
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| | Tens | Ones |
|---|------|------|
| - | | |
| | | |
| | | |

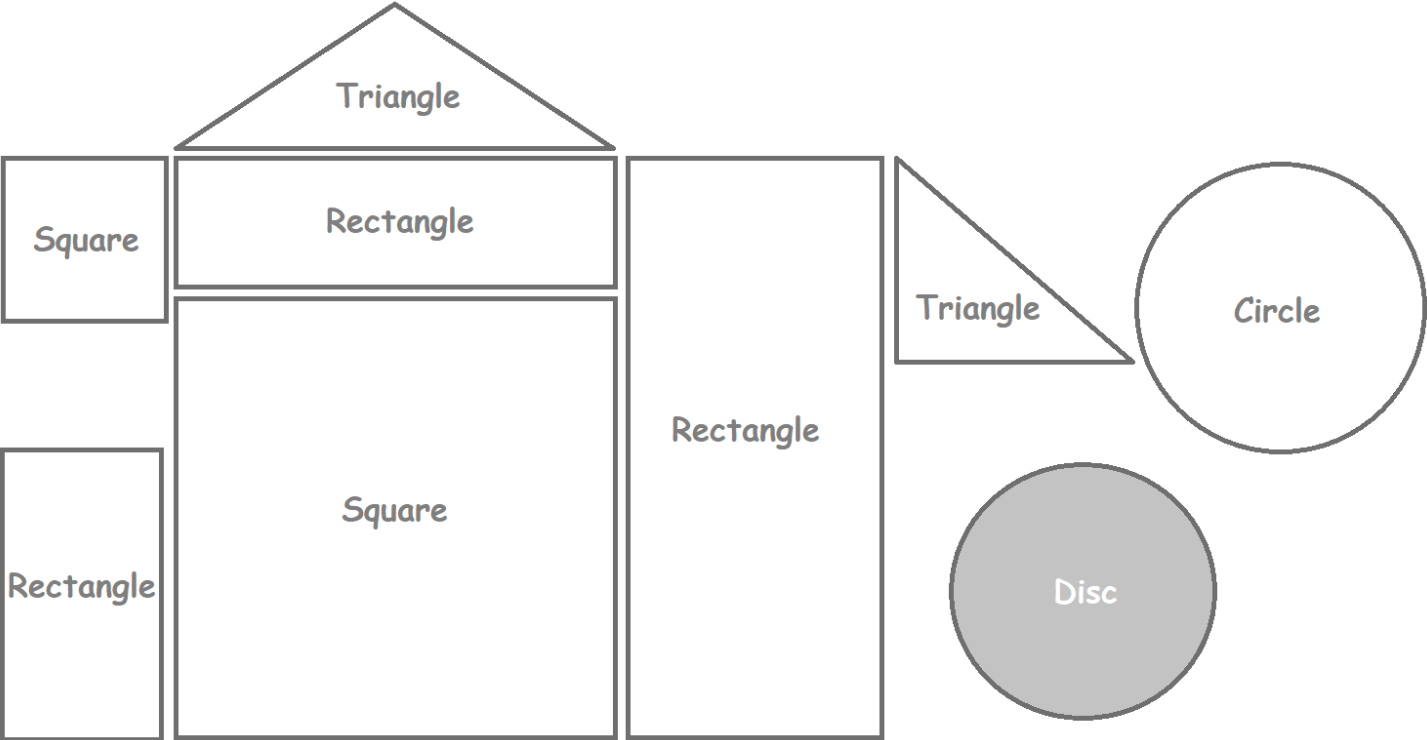
| | Tens | Ones |
|---|------|------|
| - | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| - | | |
| | | |
| | | |

| | Tens | Ones |
|---|------|------|
| - | | |
| | | |
| | | |



Shapes



Numbers up to 99

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |  |



THANK YOU

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