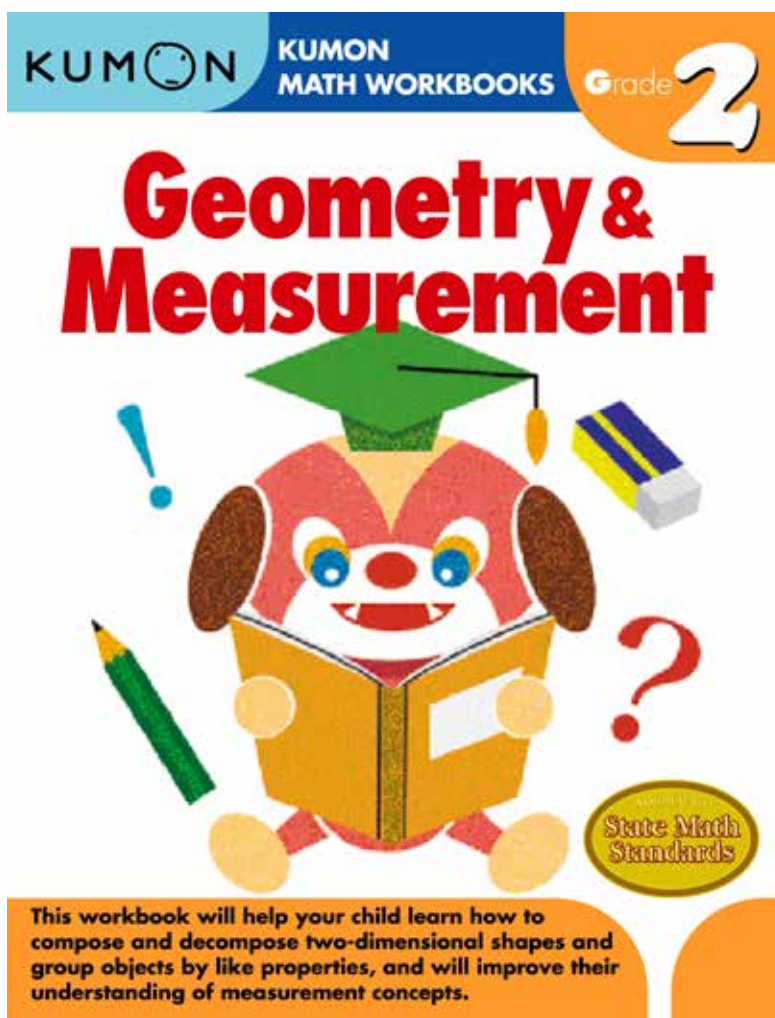


Kumon *Grade 2 Geometry & Measurement* Workbook Educator's Guide

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Using Kumon Calculations Workbooks: General Guidance

Kumon Calculations Workbooks follow the Kumon Method, a proven learning system from Japan that has helped millions of children worldwide develop math skills without frustration.

You can use Kumon Calculations Workbooks to **introduce new math skills** or **to provide additional support** after/alongside another program. The table below shows benefits of each approach.

Using Kumon Workbooks to teach a new skill	Using Kumon Workbooks for additional support
<ul style="list-style-type: none">• Learn the new concept(s) using an efficient and targeted approach• Avoid development of misconceptions• Progress toward mastery of the relevant math facts and procedures• Improve your child's mental calculation abilities and their ability to learn independently	<ul style="list-style-type: none">• Refine and deepen understanding of the concept(s)• Solidify mastery of math facts and gain procedural fluency• Identify and correct misconceptions• Improve your child's mental calculation abilities and their ability to learn independently

Please note that **for the full benefit of the Kumon Method**, including personalized learning plans and individualized instruction, take the next step and contact a Kumon Learning Center near you. Visit www.kumon.com for more information about our Learning Centers.

Important Steps

For all Kumon Calculations Workbooks, please use the following steps for best results.

Timing
<ul style="list-style-type: none">• We recommend having your child complete about one section (2 pages) a day. This should include the answer check.• Each daily session is about 15 to 30 minutes. If your child is learning the skill for the first time, the learning session will be closer to 30 minutes.
Sequencing
<ul style="list-style-type: none">• Even if your child is reviewing material, have them start on page 1 and work through the book page by page. Similarly, they should always work problems on each page in order. For best results, do not skip any content. <p>Kumon Workbooks are designed so the student “learns through doing”; therefore, the sequence of pages and</p>

problems in each book is key to the instructional method and effectiveness.

Checking Answers and Moving On

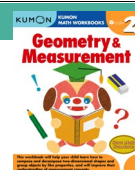
- Checking and correcting answers is an essential part of the learning process. One approach is to have a parent or teacher mark the child's answers as either correct or incorrect. Then have the child correct the wrong answers.
- You may choose to require a perfect score before your child moves on the next section. If you use this approach, you can repeat each section as many times as you wish by erasing it and having your child redo it. Or, have your child write answers on a separate sheet.

Encourage Self-Learning

- One hallmark of the Kumon Method is the emphasis on learning through doing rather than passive absorption of information. This is why there is minimal direct explanation in the book; the understanding comes through working problems in sequence.
- Support your child in the self-learning process by allowing them to work independently on the problems, correct their answers, and reflect on their errors. We encourage you to ask questions to promote deeper engagement, but resist the urge to "just explain" what they should learn from the page.

For a daily plan and page-by-page guidance to support using Kumon *Grade 2 Geometry & Measurement*, see the next page.

KUMON Grade 2 Geometry & Measurement: Daily Guide



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Using this guide

- This guide organizes the workbook into daily sessions of 2 pages each.
- Each daily session should last about 15 to 30 minutes.
- Fill in the Date column to keep track of your progress.

Date	Book Section	PP.	Description	Educator Notes
TOPIC: Review				
	1	2–3	• Review of single- and double-digit numbers	These activities serve as a review of previous geometry and measurement topics. If your child has difficulty with these activities, consider having them complete Grade 1 Geometry & Measurement first.
	2	4–5	• Review of number lines and shapes	
TOPIC: Numbers up to 1000				
	3	6–7	• Counting objects	Have your child group the objects before counting. Ask them to circle each group. For example, have them circle all the hundreds, then all of the tens, and then the ones.
	4	8–9	• Place values	If your child needs visual support, allow them to draw a diagram before they answer.
	5	10–11	• Number lines	Encourage your child to count each line carefully before writing the answer. For each number line, ask them how much each line represents (1, 10, 100, etc.).
	6	12–13	• Number lines and calculations	For extra practice, have your child write out the addition or subtraction problem next to the question.
	7	14–15	• Comparing numbers	If your child needs help, remind them to look at the hundreds place first when comparing numbers, then the tens column, and then the ones. Then have them draw a number line and label the two numbers.
TOPIC: Numbers up to 10000				
	8	16–17	• Counting objects	Have your child practice grouping the objects in different ways before counting to find the most efficient way.
	9	18–19	• Place values	If your child needs visual support, allow them to draw a diagram before they answer.
	10	20–21	• Number lines	Encourage your child to count each line carefully before writing the answer. For each number line, ask them how much each line represents (1, 10, 100, etc.).
	11	22–23	• Number lines and calculations	For extra practice, have your child write out the addition or subtraction problem next to the question.
	12	24–25	• Comparing numbers	If your child needs help, remind them to look at the thousands place first when comparing numbers, then the hundreds and tens column, and then the ones. Then have them draw a number line and label the two numbers.
TOPIC: Telling Time				
	13	26–27	• Hours and half hours	Remind your child the difference between the hour hand and minute hand. Make sure that they understand what an hour and a half hour are.
	14	28–29	• Five minute increments	You may need to explain to your child that the hour hand moves slowly throughout the hour. For example, at 8:55 the hour hand will be almost at 9.
	15	30–31	• Five minute increments	
	16	32–33	• Drawing clocks	
	TOPIC: Length			
	17	34–35	• How to measure length	If you have a ruler at home, have your child practice using a real ruler. Show them how to properly hold the ruler to measure objects. Demonstrate how you typically hold the object at the end of the ruler, but also show them that you can measure an object anywhere on the ruler and then calculate to find the length.
	18	36–37	• Using a ruler	If you have a ruler at home, have your child look at the lines and count the inches.
	19	38–39	• Inches and feet	
	20	40–41	• Yards and feet	

Date	Book Section	PP.	Description	Educator Notes
	21	42-43	• Rulers and tape measures	If you do not have a tape measure at home, you can have your child make a simple one on paper or with a ribbon. This will allow them to see how a tape measure is more flexible and better for measuring things that are not flat.
	22	44-45	• Centimeters	If you have a ruler that has both inches and centimeters, have your child practice measuring the same object in inches and then in centimeters.
	23	46-47	• Meters and centimeters	
TOPIC: Weight				
	24	48-49	• Pounds and kilograms	Point out the difference between pounds and kilograms in these questions. If you have a scale at home, try measuring household objects using both pounds and kilograms.
	25	50-51	• Pounds and kilograms	
TOPIC: Money				
	26	52-53	• Counting coins	Have your child practice sorting and counting coins and bills at home.
	27	54-55	• Counting money	
	28	56-57	• Counting money	
	29	58-59	• Converting units	
	30	60-61	• Comparing value	
TOPIC: Triangles and Quadrilaterals				
	31	62-63	• Combining triangles to create shapes	Have your child practice folding and cutting these shapes to better understand how they can be assembled.
	32	64-65	• Counting sides	
	33	66-67	• Connecting points to form shapes	
	34	68-69	• Cutting shapes	
TOPIC: Review				
	35	70-71	• Review	Have your child review their answers against the answer key. If they miss any answer, they can return to that section for additional practice.
	36	72-73	• Review	