

Day 01	Day 02	Day 03	Day 04	Day 05
Every Day Counts Update All Discuss: • Counting Tape - Today's Number Start a new graph for the week. • Calendar	Every Day Counts Update All Discuss: • Coin Counter - have students record a way to show today's date using coins (i.e. 16th might be 3 nickels and one penny)	Every Day Counts Update All Discuss: • Clock - rather than moving ahead by just 1 minute a day in October, move ahead 5 minutes each day to reinforce counting by 5's.	Every Day Counts Update All Discuss: • Calendar • Clock - after adding 5 minutes to the clock, do "Count Around the Class", counting by 5's	Every Day Counts Update All Discuss: • Counting Tape & 100 Chart "How many more days until we get to 100?"
Whole Group Lessons Scout Them Out 3: Adding & Subtracting Doubles and Neighbor Number Facts (MP 6) <i>40 - 60 min.</i>	Whole Group Lessons Investigation 1, Session 1 • Ways to Make 10 (p. 6-7)* <i>40 min.</i> • Book of 10 (p. 8) Have kids get started on their books today. <i>20 min.</i> Note: If 10 pages of this book seems excessive for your students, you may want to do just 6-7 pages.	Whole Group Lessons Investigation 1, Session 1, cont'd. • Book of 10 (p. 8 and top of p. 18) Have kids work on their books of 10, writing at least 5 or 6 combinations on each page. If they finish early, have them do Choice Time activities.	Whole Group Lessons Adding 10's, Doubles & Neighbors (MP 2) Have kids circle and do only the +10's, Doubles, and Neighbors on this sheet. Send the rest of the sheet for homework. <i>20 min.</i> Investigation 1, Session 4 • Two of Everything (p. 22-24) <i>10-20 min.</i>	Whole Group Lessons Investigation 1, Session 5 • Book of Magic Pot Riddles (p. 24-25) Continue work on this project today. <i>60 min.</i>
Choice Time Have children who finish early do Choice Time activities. • Shake Those Beans (MP 1) From <i>Mathematical Thinking ...</i> • Turn Over 10 • Tens Go Fish • Collect 25¢	Choice Time	Choice Time • Shake Those Beans • Turn Over 10 (p. 13) • Tens Go Fish (p. 16)	Choice Time Begin work on Book of Magic Pot Riddles ** The book of riddles provides a good opportunity to link math and writing with some mini-lessons or interactive writing of riddles as a whole group.	Choice Time
Homework • Letter to Family, p. 137 (see note below)	Homework • Turn Over 10, Student Sheet 3 (Send home the number cards from pages 17-23 in student activity book also.)	Homework • Extend Your Thinking, p. 23 and 27 (run these back-to-back)	Homework MP2 - send the rest of the Doubles and Neighbors practice from today.	Homework
Teacher Support After looking at the Materials List on p. I-17, there may be materials you'd like to ask families to send in; note these on the family letter before copying	Teacher Support * Read Dialogue Box on p. 11-12	Teacher Support MP = Math Packet (This is a packet of activities pulled from various sources to provide additional number practice for students.)	Teacher Support	Teacher Support

Day 06	Day 07	Day 08	Day 09	Day 10
Every Day Counts Update All Discuss: • Daily Depositor • Clock	Every Day Counts Update All Discuss: • Counting Tape - Today's Number • Calendar	Every Day Counts Update All Discuss: • Coin Counter	Every Day Counts Update All Discuss: • Counting Tape • 100 Chart • Clock	Every Day Counts Update All Discuss: • Coin Counter • Calendar
Whole Group Lessons Inv. 1, Session 5 continued Book of Magic Pot Riddles (p. 24-25) Have kids finish this project today. <i>60 min.</i> (As students finish, have them write a second riddle or do Choice Time activities.)	Whole Group Lessons Subtracting 10's, Doubles & Neighbors (MP 3) Have kids circle and do only the -10's, - Doubles, and - Neighbors on this sheet. (Send the rest as homework.) <i>20 min.</i> <u>Investigation 1, Session 5</u> Sharing Magic Pot Riddles (p. 26) <i>30 min.</i>	Whole Group Lessons •Rearrange It: Arranging Loose Counters into 10's & 1's Using Cubes (MP 9) Do this activity as written for the number 26 and then repeat with two or three other 2-digit numbers • <u>Introduce</u> "Lots of Lines", a new Choice Time activity (MP12)	Whole Group Lessons • Rearrange It: Breaking Up Trains into 10's & 1's (MP10) <i>20 min.</i> • Introduce "Yarn" a new Choice Time activity (MP13)	Whole Group Lessons • Rearrange It: Finding All the W (MP11) <i>15-20 min</i> • "How Many Pockets?" p. 128 <i>* See note below</i> <i>35 min</i>
Choice Time • Shake Those Beans • Turn Over 10 (p. 13) • Tens Go Fish (p. 16)	Choice Time	Choice Time • Shake Those Beans • Turn Over 10 (p. 13) • Tens Go Fish (p. 16) • Lots of Lines (MP12)	Choice Time • Turn Over 10 (p. 13) • Tens Go Fish (p. 16) • Lots of Lines (MP12) • Yarn (MP 13)	Choice Time
Homework • Extend Your Thinking, p. 28	Homework MP3 - send home the rest of the subtraction practice from today.	Homework • Extend Your Thinking, p. 30	Homework • Extend Your Thinking, p. 31	Homework • Extend Your Thinking, p. 33
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support <i>* This is a classroom routine that will be done roughly every ten days throughout the year. See pages 128-131 for a full description and variations.</i>

Day 11	Day 12	Day 13	Day 14	Day 15
Every Day Counts Update All Discuss: • Counting Tape	Every Day Counts Update All Discuss: • Clock • Calendar • Coin Counter	Every Day Counts Update All Discuss: • November Graph Project (p. 31) This is especially nice to do if your class participates in a food drive at this time of year.	Every Day Counts Update All Discuss: • Clock (p. 27-28) • Calendar (p. 28-29) • Hundred Chart	Every Day Counts Update All Discuss: • Coin Counter - ask students to record today's date using coins • Graph
Whole Group Lessons Catch-Up Day	Whole Group Lessons Investigation 1, Session 6 • Strategies for Combining 2 Numbers (p. 27-29) 60 min. <u>Note:</u> It is assumed, but is not stated explicitly, that students will continue using this strategy the rest of the year. Invest the time needed to review and reinforce this efficient strategy for students.	Whole Group Lessons Number Strings, continued Use the "Beat the Calculator" cards from pages 147-148 to provide additional practice with number strings for students	Whole Group Lessons Investigation 1, Session 8 • Close to 20 (p. 39-40) Explain the game and then play a couple of rounds with your class 15 min.	Whole Group Lessons Investigation 1, Session 9 • Class Discussion: Combination Related to Doubles (p. 42-44) Do this after Choice Time 10-15 min.
Choice Time	Choice Time	Choice Time • Lots of Lines (MP12) • Yarn (MP 13) • Number Strings (using problems from pgs. 147-148 as noted above)	Choice Time • Lots of Lines (MP 12) • Yarn (MP13) • Close to 20 (p. 41) 45 min.	Choice Time • Turn Over 10 • Lots of Lines (MP 12) • Yarn (MP13) • Close to 20 (p. 41) 40 min
Homework	Homework • More Number Strings - Student Sheet 5	Homework	Homework • Close to 20 - Students Sheets 6 and 7 (p. 143-144)	Homework • Scout Them Out 7 (MP8) - cut sheet in half, send home one part today, the other half tomorrow
Teacher Support Read Teacher Note on pgs. 30-31 prior to tomorrow's lesson.	Teacher Support Read the Teacher Note on pages 30-31 regarding students' strategies for addition.	Teacher Support Session 7 (Calculators) is not included since it requires the use of calculators. If you have them available, you are encouraged to do the calculator activities.	Teacher Support	Teacher Support

Day 16	Day 17	Day 18	Day 19	Day 20
Every Day Counts Update All Discuss: • Clock - count around the class by 5's today. Stop and discuss when you reach 60 minutes. How many "hours" and minutes are represented in your classroom?	Every Day Counts Update All Discuss: • Coin Counter • Calendar - point to the day three days ahead on the calendar. Ask students to record the shape and color that will appear on that date.	Every Day Counts Update All Discuss: • Counting Tape / Today's Number • Clock	Every Day Counts Update All Discuss: • Counting Tape / Hundred Chart "How many more days until we reach 100?"	Every Day Counts Update All Discuss: • Coin Counter - trade coins • Calendar • Clock
Whole Group Lessons Investigation 1, Session 10 • Today's Number: Using Combinations We Know - stress the use of number strings (p.45-46) 20 min. Assessment: Our Class and the Magic Pot (p. 46-47) Introduce the Base 10 pieces (from cardstock packet) as one tool students may want to use for this and future lessons.	Whole Group Lessons Assessment opportunity Take time today for some of the assessments in your grade level notebook or to collect any additional information you need on students in order to complete the first quarter report cards	Whole Group Lessons Investigation 1, Session 11 Pocket Day • Counting Pockets (p. 50-53) 30 min. Watch for and encourage efficient strategies for counting the cubes (such as by 10's)	Whole Group Lessons Investigation 2, Session 1 • How Many Legs Are in Our Class? (p. 56-57) 40 min. • Looking for Patterns (p. 58, read p. 60-61 also) 15 min. • Introducing the Homework (p. 59) 5 min.	Whole Group Lessons Investigation 2, Session 2 • Solving People & Pet Riddles (p. 62) Encourage children to use pictures to help solve these problems 15 min. • Counting Around the Class (p. 63-64) 30-40 min
Choice Time	Choice Time You may want to have familiar Choice Time activities out for you to observe individual students or for students to move to as assessments are completed.	Choice Time • Turn Over 10 • Lots of Lines (MP 12) • Yarn (MP13) • Close to 20 (p. 41) 30 min.	Choice Time	Choice Time
Homework • Scout Them Out 7 (MP8) Send home the other half of yesterday's paper	Homework	Homework • Our Class and the Magic Pot - Student Sheet 8	Homework • People & Pet Riddles - Student Sheet 10 (Children will need to bring this back for tomorrow's lesson)	Homework
Teacher Support Read the Teacher Note on p. 48-49 about today's Assessment	Teacher Support	Teacher Support It is helpful to have a class list available for students to record on as each child reports the number of pockets he/she has (see pg. 75).	Teacher Support	Teacher Support You will need to have Counting Bags prepared for the lesson on D 22; see note on pg. 55 (next to la bullet under "Other Preparation")

Day 21	Day 22	Day 23	Day 24	Day 25
Every Day Counts Update All Discuss: • Coin Counter: "How much money would we have if we <i>doubled</i> today's date? What coins could we use to show that?"	Every Day Counts Update All Discuss: • Clock - count by 5's • Counting Tape • Calendar	Every Day Counts Update All Discuss: • Graph	Every Day Counts Update All Discuss: • Counting Tape / Hundred Chart • Coin Counter - Can any coins be traded?	Every Day Counts Update All Discuss: • Calendar - see discussion of share on p. 29
Whole Group Lessons <div>Catch-up Day</div>	Whole Group Lessons Investigation 2, Session 3 • Today's Number (p. 65-66) <div>20- 25 min.</div> • Counting Bags (p. 67-68) <div>35-40 min.</div>	Whole Group Lessons Investigation 2, Session 4 • Choice Time (p. 69-71) Introduce the two new choices - <i>Counting Bags</i> and <i>Counting on Our Fingers</i> (limit to only right hand if this task seems too challenging for some of your second graders).	Whole Group Lessons Scout Them Out 4 (MP7) Have students go through and circle all the doubles (#1 under Addition) and all the halves (#1 under Subtraction) and complete those in class. Send the rest home as homework.	Whole Group Lessons Investigation 2, Session 5 Teacher Checkpoint • How Many Fingers? (p. 71-72) <div>15-20 min.</div> Do this after Choice Time today
Choice Time	Choice Time	Choice Time • Yarn (MP13) • Close to 20 (p. 41) • Counting Bags (p. 70) • Counting on Our Fingers (p. 70) <div>45 min.</div>	Choice Time	Choice Time • Yarn (MP13) • Close to 20 (p. 41) • Counting Bags (p. 70) • Counting on Our Fingers (p. 70) <div>40 - 45 min</div>
Homework • Writing a Magic Pot Riddle - Student Sheet 9	Homework • Counting by 5's - Student Sheet 11	Homework	Homework Scout Them Out 4 (MP7) Do the neighbors (Addition) and doubles (Subtraction) left from today's lesson.	Homework • Fingers and Toes at Home - Student Sheet 13
Teacher Support	Teacher Support	Teacher Support Read the Teacher Note on p. 73 concerning student writing and recording their problem solving strategies.	Teacher Support You will need to have collections of coupons* prepared for the lesson on Day 26; see note on pg. 55 (last bullet under "Other Preparation") *Coupons in Teacher Packet may be copied, or ask students to bring coupons from home.	Teacher Support Read the Dialogue Box on p. 74-prior to today's lesson.

Day 26	Day 27	Day 28	Day 29	Day 30
Every Day Counts Update All Discuss: • Graph • Clock • Counting Tape - Today's Number	Every Day Counts Update All Discuss: • Coin Counter • Calendar	Every Day Counts Update All Discuss: • Clock • Counting Tape and 100 Chart	Every Day Counts Update All Discuss: • Graph	Every Day Counts Update All Discuss: • Calendar (see EDC p. 29 for end of month discussion) • Coin Counter
Whole Group Lessons Investigation 2, Session 6 • Ways to Make 15¢ (p. 76-77) <i>30 min.</i> • Matching Coins & Coupons* (p. 77-78) <i>30 min.</i>	Whole Group Lessons Investigation 2, Session 7 • Collect 50¢ and Shop & Save (p. 79-80) Introduce these two new choices, along with Ways to Make 25¢ before sending kids out to work. <i>20-30 min.</i>	Whole Group Lessons Investigation 2, Session 8 Class Discussion: *Ways to Make 25¢ (p. 82) <i>15 min.</i> * Do this after Choice Time today.	Whole Group Lessons Investigation 2, Session 10 Pocket Day • Counting Pockets (p. 83-85) <i>30 - 40 min.</i>	Whole Group Lessons Investigation 3, Session 1 • Problems About Combining (p. 88-90) <i>45 min</i> • Sharing Strategies (p. 90-91) Note: Continue to encourage and reinforce the use of number string as an efficient strategy for adding numbers.
Choice Time * Note: You may want to skip the Choice Time version of "Matching Coins & Coupons" and do it as a whole group today. You'll notice that it's not included in the list of Choice Time activities tomorrow.	Choice Time • Counting Bags (p. 70) • Counting Fingers (p. 70) • Ways to Make 25¢ (p. 80) • Collect 50¢ (p. 81) • Shop & Save (p. 81) <i>30-40 min.</i>	Choice Time • Counting Bags (p. 70) • Counting Fingers (p. 70) • Ways to Make 25¢ (p. 80) • Collect 50¢ (p. 81) • Shop & Save (p. 81) <i>40 min.</i>	Choice Time • Counting Bags (p. 70) • Close to 20 (p.41) • Ways to Make 25¢ (p. 80) • Collect 50¢ (p. 81) • Shop & Save (p. 81) <i>20 - 30 min.</i>	Choice Time Note: In addition to making counters and the 100 chart available for children to use in solving the problems in this unit, you are also encouraged to make available the <u>base ten materials</u> from the cardstock packet for this unit.
Homework • Making Today's or Tomorrow's Number - Student Sheet 14	Homework • Creating Coupons - Student Sheet 16	Homework	Homework	Homework • A Combining Story Problem - Student Sheet 18. (Needed for tomorrow's lesson.)
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support It is important to read the Teacher Notes on pgs. 93 and 94-95 in relation to this set of lessons in Investigation 3.

Day 31	Day 32	Day 33	Day 34	Day 35
Every Day Counts Introduce: • Daily Depositor for <u>December</u> Include this element for 2-3 weeks to explore <i>doubles</i> and <i>doubles plus one</i> (see discussion p. 38-39 - odd & even numbers)	Every Day Counts Discuss: • Daily Depositor Continue with doubles, doubles plus one and connect with the concept of odd and even numbers (addresses 2nd gr. benchmark)	Every Day Counts Update All Discuss: • Counting Tape& Hundreds Chart “How many tens? ones?” • Clock	Every Day Counts Update All Discuss: • Daily Depositor • Coin Counter - is today's amount odd or even? How do you know?	Every Day Counts Update All Discuss: • Calendar - focus on pattern. “What will the shape be in 5 days
Whole Group Lessons Investigation 3, Session 2 • Looking at Addition Notation (p. 96-97) <div style="text-align: right;"><i>60 min.</i></div>	Whole Group Lessons Investigation 3, Session 3 • Problems About Separating (p. 99-100) <i>45 min.</i> • Sharing Strategies (p. 100-101) <i>15 min.</i>	Whole Group Lessons Investigation 3, Session 4 • Looking at Subtraction Notation (p.103-104) <i>20-30 min.</i> • Story Problems (p. 104-105) Have children start on Story Problems, Set D, with the understanding that they’ll have more time to work on them next time. <i>30-40 min.</i>	Whole Group Lessons <div style="text-align: center; padding: 20px;">Catch-Up Day</div>	Whole Group Lessons Investigation 3, Session 5 • Class Discussion: Is It adding or Subtracting? (p. 106) <i>15-20 min.</i> • <u>Story Problems</u> , continued - Have children continue working on Story Problems, Set D <i>40-45 min.</i>
Choice Time	Choice Time	Choice Time		Choice Time
Homework	Homework • A Separating Story Problem, Student Sheet 21. (This is needed for tomorrow’s lesson.)	Homework	Homework	Homework • Close to 20 - Student Sheets 6 & 7
Teacher Support See the Dialogue box on p. 98, “What Does It Mean to Be Finished?”	Teacher Support Read Teacher Note on p. 102, “The Relationship Between Addition and Subtraction”.	Teacher Support There is a brief, but important, Teacher Note on p. 107 regarding the concept of “key words” in story problems. See Teacher Checkpoint p. 105	Teacher Support	Teacher Support If students have lost their number cards at home, you might write a note to parents explaining how to play “Close to 20” with regular playing cards.

Day 36	Day 37	Day 38	Day 39	Day 40
Every Day Counts Update All Discuss: • Clock - Count by 5's	Every Day Counts Update All Discuss: • Daily Depositor • Counting Tape & Hundred Chart	Every Day Counts Update All Discuss: • Calendar • Coin Counter	Every Day Counts Update All Discuss: • Daily Depositor • Calendar (See p. 37, "Discussion Just Prior to Vacation")	Every Day Counts Update All Discuss: • Daily Depositor (See p. 39, "Discussion Prior to December Break")
Whole Group Lessons Investigation 4, Session 1 • Filling in the 100 Chart (p. 110-111) <i>20 min.</i> • What Do You Notice About the 100 Chart? (p. 111-112) <i>40 min.</i>	Whole Group Lessons Investigation 4, Session 2 • Today's Number: How Far From 100? (p. 113) <i>10 min.</i> • Roll-a-Square** (p. 114-115) <i>30 min.</i> It is important to model this new game; focus just on "roll, count, and snap the cubes together" this first day; add cards tomorrow.	Whole Group Lessons Investigation 4, Session 2, cont'd. • Roll-a-Square (p. 114-115) <i>20 min.</i> Review steps from yesterday, and introduce the question cards today. Simplify by posting rules such as: 1) Roll 2) Count 3) Snap 4) Draw a card	Whole Group Lessons End of Unit Assessment: (from teacher's grade level notebook) As students finish, have them work quietly at familiar Choice Time activities.	Whole Group Lessons Investigation 4, Session 5 Assessment • Collecting Pocket Data (p.121-123) <i>40-60 min.</i> For children who finish early, see "Extending the Problem" (p. 123 and/or have some familiar Choice Time activities available.
Choice Time	Choice Time • Roll-a-Square (p. 115-116) *See game mat blackline - MP 14 • Close to 20 with Wild Cards (p. 116) • Story Problems (p. 116) <i>20 min.</i>	Choice Time • Roll-a-Square (p. 115-116) • Close to 20 with Wild Cards (p. 116) • Story Problems (p. 116) <i>20 min.</i>	Choice Time • Roll-a-Square • Close to 20 with Wild Cards	Choice Time
Homework Color 100 - Student Sheets 23 and 24, 1 copy of each	Homework	Homework	Homework	Homework
Teacher Support	Teacher Support **Roll-a-Square is a valuable game in helping students learn to move about the 100 chart with fluency. Take two days to teach the game; it comes back in a later unit and is worth the investment of time.	Teacher Support	Teacher Support	Teacher Support

Investigations: Extensions and Adaptations

Second Grade: Coins, Coupons, and Combinations

Investigation	Extensions	Adaptations
One: 10's and Doubles	<p>Today's Number (p. 125-127) As students are able to work fluently with increasingly large numbers, encourage them to look for <i>patterns</i> and/or efficient strategies – such as number strings – in their computations.</p> <p>Beat the Calculator, p. 40 This is not in the lesson plans but would provide interesting explorations and practice for students as they complete other tasks.</p>	Counting Pockets: Instead of calculating how many pockets there are for the whole class, ask students to figure out how many pockets there are at their <i>table group</i> .
Two: Grouping by 2's, 5's and 10's	<p>How many ears on <i>all</i> of the second grade students at our school? How many fingers? etc.</p> <p>Ways to Make 15¢, p. 76 Have students explore all the ways to use coins to make larger amounts of money. How do they know when they've found every possible way?</p>	For the counting activities in this Investigation, if numbers get too large for the whole class, ask students to find the number of (legs, fingers, etc.) for just one or two table groups.
Three: Introducing Addition & Subtraction Situations	See the <u>Teacher Note</u> on p. 93 for ways to modify not just the numbers in story problems but also for increasingly sophisticated strategies to move your students toward as they become more capable with computation.	
Four: One Hundred	<p>Counting Pennies, p. 123 see “Extending the Problem”</p> <p>Pocket Data, p. 121 How much money would we have if every pocket had (5¢) in it?</p>	Roll-a-Square Some students may need to play “Roll to 50” (or whatever number seems appropriate for specific individuals).

Investigations: Coins, Coupons, and Combinations

Alignment to 2nd Grade Expectations

	Grade Level Expectation √= Report Card Language	Activities that Address Expectations	Assessment Activity
NUMBER SENSE & NUMERATION	Can arrange a collection of objects up to 100 by tens and ones and use this grouping to count the quantity accurately.	Counting Pockets, p. 50 & 83 Counting Bags, p. 67 Roll-a-Square, p. 114	Counting Bags How Many Pockets? Roll-a-Square Yarn (MP supplement) Lots of Lines (MP supplement) End of Unit assessment, task 1
	Uses a benchmark of 10 to estimate the number of objects in a collection up to 100 with reasonable accuracy	Counting Pockets, p. 50 & 83 Counting Bags, p. 67	Ask students to write in a journal or on a paper their estimate each time you do the Counting Pockets activity.
	Can read, write, order, model and compare numbers to 100. √ Reads, writes, orders and compares numbers to 100		End of Unit Assessment task #5, #6 and #7
	Can count by 2's, 5's, and 10's to 100	Legs in Our Class, p. 56 Counting Bags, p. 67 How Many Fingers?, p. 71 Counting Pockets, p. 50 & 83 Roll-a-Square, p. 114	Student Sheets 11, 13, 14 Assessment Master 9 Teacher Checkpoint: How Many Fingers?, St. Sheet 12
COMPUTATION	Is fluent with addition and subtraction facts to 10. √ Fluent with addition and subtraction facts to 10.	Ways to Make 10, p. 6 Tens Go Fish, p. 13-14 Turn Over 10, p. 15 Number Strings, p. 27-29 Roll-a-Square, p. 114 Counting Pockets, p. 50 & 83	Book of 10 (created by each student) Student Sheets 4 & 5 End of Unit Assessment task #1 and #2 Assessment Master #7
	Knows and applies strategies to solve addition and subtraction facts to 18. √ Knows and applies strategies to solve addition and subtraction combinations to 18.	Magic Pot Riddles (doubles), p. 24 Number Strings, p. 27-29 Close to 20, p. 39-40 Shop and Save, p. 79-80	Student Sheets 4 & 5 Assessment Masters 7, 9 and 10 Student Sheet 6 Student Sheet 15
	Solves addition and subtraction story problems with number sentences and understands the relationship between addition and subtraction. √ Solves addition and subtraction story problems.	People and Pet Riddles, p. 79-80 Story Problems, Sets A - E	Student sheet 10 Student sheet 15 Student sheets 17-22 Assessment Master 10

MEASUREMENT

Counts mixed collections of pennies, nickels, dimes, and quarters to at least \$1.00

✓ Counts mixed collections of coins to at least \$1


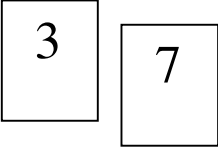
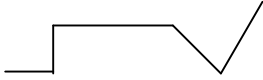


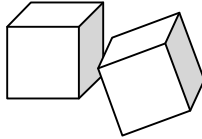
Ways to Make 15¢, p. 76
Matching Coins & Coupons,
p. 77
Collect 25¢ or 50¢, p. 81
Penny-a-Pocket, p. 121

End of Unit Assessment task
#4

Student sheet 25

Choice Time

Name _____

My Choices	Date
Shake Those Beans	
Tens Go Fish 	
Turn Over 10 	
Lots of Lines 	
Yarn 	
Counting Bags 	
Close to 20	
Roll-a-Square 	

Counting Bags *Coins, Coupons, and Combinations* p. 67-68

Bag	Item	Quantity
A	Paper clips	
B	Toothpicks	
C	Cubes	
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		

Teacher Directions

End of Unit Assessment Coins, Coupons, and Combinations

There are six items on this End of Unit Assessment:

- 1. A set of addition problems that ask children to add 10's, Doubles, and Neighbors.*
- 2. A set of subtraction combinations working with samples of facts to 18.*
- 3. Three collections of base 10 pieces. Children are asked to count each collection and record the amount shown.*
- 4. Six tasks in which children are asked to count money.*
- 5. Three tasks having to do with counting by 2's, 5's, and 10's.*
- 6. One task asking students to put a random set of numbers in the correct order*

Teacher Notes:

This is a fairly straightforward set of assessments. Here are a few things to watch for

- 1. The speed with which children work the addition and subtraction problems. If you notice students who take quite a long time to complete both sets, you might talk with them later to find out how they're determining the sums and differences. The hope is that at this point children are becoming fluent adding and subtracting 0's, 1's, 2's, 10's and doubles, and that they'll be able to use their knowledge of addition doubles to add neighbors (e.g. $5+6$, $7+8$, and so on) and subtract halves (e.g. $12 - 6$, $14 - 7$, and so on) with reasonable efficiency.*
- 2. The speed with which students count the collections of base 10 pieces. Children should be able to finish this task quite rapidly if they are counting in tens and ones instead of counting the pieces in each collection one by one. Again, if it takes a student quite a long time to complete this task, you might want to chat with him or her later to find out what's going on.*
- 3. Correct answers when it comes to counting money.*
- 4. Correct answers when it comes to counting by 2's, 5's, and 10's. If it seems unreasonable to ask some of your children to write their answers, have them skip this section and interview them orally to see if they can count by 2's, 5's and 10's starting with different numbers.*

Grade Level Expectations that this assessment addresses:

- Is fluent with addition and subtraction facts to 10
- Knows and applies strategies to solve addition and subtraction facts to 18
- Can arrange a collection of up to 100 objects by tens and ones and use this grouping to count the quantity accurately
- Can count by 2's, 5's, and 10's to 100
- Counts mixed collections of pennies, nickels, dimes and quarters to at least \$1.00
- Can read, write, order, model and compare numbers to 100

Name _____

Date _____

End of Unit Assessment, Grade 2**Coins, Coupons and Combinations**

These numbers got mixed up. Write them in order, from smallest to largest, in the boxes below.

12 16 11 13 15 17 14

11						
-----------	--	--	--	--	--	--

38 43 39 42 37 41 40

--	--	--	--	--	--	--

75 78 80 77 74 79 76

--	--	--	--	--	--	--

Name: _____ Date: _____

Coins, Coupons, and Combinations

End of Unit Assessment

1) Add:

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

2) Subtract:

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

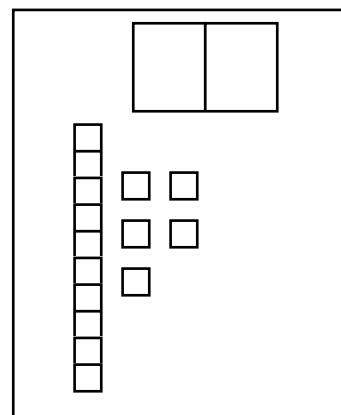
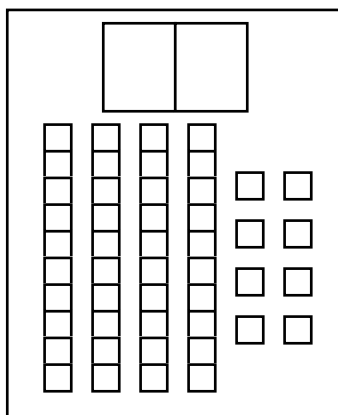
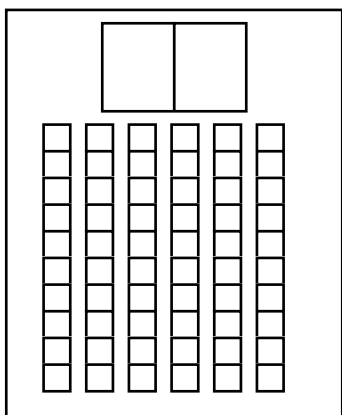
$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

3) Write the number to show how many pieces in each box.



Name: _____ Date: _____

Coins, Coupons, and Combinations End of Unit Assessment, p. 2

4) Count the money in each box.

	_____ ¢
	_____ ¢
	_____ ¢
	_____ ¢

Draw 2 different ways to make 26¢ with coins.

	26¢
	26¢

5) Fill in the missing numbers.

2, 4, 6, _____, _____, _____, _____, 16, _____, _____, 22, _____

42, 44, _____, _____, _____, 52, _____, 56, _____, _____, _____

5, 10, 15, _____, _____, _____, _____, 40, _____, _____, _____

10, 20, _____, _____, _____, _____, 70, _____, _____, _____

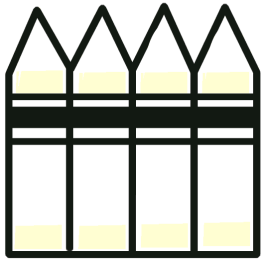


**Save
25¢**

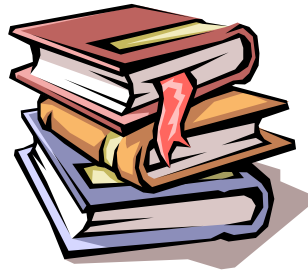
**Save
30¢**



**Save 15¢ on
Goldfish**



**Crayons
20¢
off**



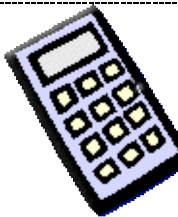
**Save
45¢
on
books**

Pumpkins

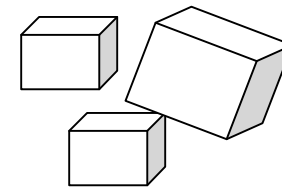
**40¢
off**



**Save
55¢
on
Cake**



**Save
65¢
on
Calculators**



*Save
30¢*

on a set of blocks

