Day 01	Day 02	Day 03	Day 04	Day 05
Every Day Counts Update All Discuss: • Calendar - have students create their own representation of the pattern • Counting Tape- Today's Number	**Every Day Counts** Update All Discuss: • Calendar - see p. 70, discussion for the end of the month (March) if applicable • Daily Depositor	**Every Day Counts** Update All Introduce: • Counting Tape - Today's Number • Calendar for April	**Every Day Counts** Update All Discuss: • Clock - (from March if not yet done) see p. 71 for discussion of "quarter of an hour" • Counting Tape - Today's Number	**Every Day Counts** Update All Discuss: • Clock • Measurement in centimeters - se p. 85 for introduction
Whole Group Lessons Investigation 1, Session 1 • Introducing the Unit (p. 5) *10 min.* • Problems About Combining (p. 5-7) *30 min.* • Sharing Strategies (p. 7-8)	**Whole Group Lessons** Investigation 1, Session 1, cont'd. • What's a Story for This Problem? (p. 9) As students finish, they can play "Close to 20" or other familiar Choice Time activity. *25 min.* • Share story problems then introduce the homework. *20 min.*	**Whole Group Lessons** Investigation 1, Session 2 • Problems About Separating (p. 20-21) *25-30 min.* • Sharing Strategies (p. 22-23, read p. 25 also) 1*0-15 min.* • What's a Story for this Problem? (p. 24) *15-20 min.*	**Whole Group Lessons** Investigation 1, Session 3 • Story Problems (p. 29-30) *60 min.* Note: You'll find these problems on p. 158-159 at the back of the book. Run a class set of each sheet, cut up the problems along the lines, and put each problem in a separate	**Whole Group Lessons** Investigation 1, Session 4 • Story Problems (p. 29-30) *30 min.* • Introducing a New Type of Addition Problem (p. 30-31)*30 mi* If children finish the two problem in this activity early, they can go back to the problems in Set C (p.
Choice Time	**Choice Time**	**Choice Time**	**Choice Time**	**Choice Time** • Story Problems, Set C
Homework Family Letter for this new unit, p. 147	**Homework** • An Addition Story Problem- Student Sheet 3	**Homework**	**Homework** • A Subtraction Story Problem - Student Sheet 5	**Homework**
Teacher Support Before beginning the new unit, read "About the Mathematics", p. I-19. Pages 11, 13, and 15 will also provide support for this important first Investigation.	**Teacher Support** Read the Dialogue Boxes on p. 17 - 19 and 26 concerning story problems and the question, "What does it mean to be finished?"	**Teacher Support** If reading is a challenge for your students with this unit, put a story problem in the pocket chart or on the overhead and do a shared reading lesson using a story problem.	**Teacher Support** Be sure to read the Teacher Note on p. 32-34 prior to today's lesson.	**Teacher Support** "Heads-up": If you want to do the EDC May graph which involves measuring cm., you'll need to ge small (4-6 cm.) pea or bean plant every 2 kids or plant seeds soon.

Abbreviation KEY: **MP = Math Packet (**supplemental resource materials)
EDC=Every Day Counts, **DCRM**=Daily Cumulative Review Masters

Day 06	Day 07	Day 08	Day 09	Day 10
Every Day Counts Update All Discuss: • Cm. measurement • Calendar - Is there enough information to predict the pattern?	**Every Day Counts** Update All Discuss: • Clock • Coin Counter - Guess My Coins (p. 80)	**Every Day Counts** Update All Discuss: • Counting Tape - Today's Number • Calendar - see p. 82 for discussion of symmetry and congruence	**Every Day Counts** Update All Discuss: • Coin Counter • Clock (from March)	**Every Day Counts** Update All Discuss: • Cm. measurement - see below
Whole Group Lessons Investigation 1, Session 5 • Introducing Notation (p. 35) *10 min.* • Writing Your Own Story Problems (p. 36) Model for students how to organize their work. *20 min.* **Teacher Checkpoint** (p. 37-38) As students continue to work on	**Whole Group Lessons** Investigation 1, Session 6 • Writing Your Own Story Problems (p. 36-37) Give children time to share their story problems and have classmates solve them. When finished, they can work on Story Problems, Sets C and E *60 min.*	**Whole Group Lessons** Investigation 2, Session 1 • What Do You Notice About the 100 Chart? (p. 43-44, read p. 48 also) *15-20 min.* • Get to 100 (p. 45-47) *40 -45 min.*	**Whole Group Lessons** Investigation 2, Session 2 • Roll-a-Square (p. 49-50) Review this Choice Time activity briefly; students should be familiar with this from *Coins, Coupons, ...* *10 min.*	**Whole Group Lessons** Catch-Up Day Spend a few minutes today on a "measure hunt" having students lo for something in centimeters to li with the measurement element of this month's EDC.
Choice Time • Story Problems, Set C	**Choice Time**	**Choice Time**	**Choice Time** • Get to 100 (p. 51-52) • Roll-a-Square (p. 52; see MP14 for a gameboard to copy) • 100 Chart (p. 52) • Patterns on the 100 Chart (p. 52) *50 min.*	**Choice Time**
Homework	**Homework**	**Homework** • Have children take home story problems from Sets C or E that weren't finished in class.	**Homework** • Get to 100 - Student Sheets 11 and 12, and 2 copies of the 100 chart	**Homework**
Teacher Support	**Teacher Support**	**Teacher Support**	**Teacher Support** Unless your students are already very good at telling time to the quarter hour, plan to revisit the clock routines from March this month. It's time to start getting a little pushy about time!	**Teacher Support**

Abbreviation KEY: **MP = Math Packet (**supplemental resource materials)
EDC=Every Day Counts, **DCRM**=Daily Cumulative Review Masters

Day 11	Day 12	Day 13	Day 14	Day 15
Every Day Counts Update All Discuss: • Counting Tape - have students make a "counting strip" with today's number the starting place for writing 3-digit numbers	**Every Day Counts** Update All Discuss: • Clock • Measurement - cm. graph	**Every Day Counts** Update All Discuss: • Counting Tape - Today's Number • Calendar - "What will the shape be in ___ days?" (Have students draw and name the shape in a journal as part of an an ongoing assessment.)	**Every Day Counts** Update All Discuss: • Coin Counter - "Guess My Coins", p. 80 • Clock	**Every Day Counts** Update All Discuss: • Measurement - cm. graph • Calendar - have students draw a shape and show a line of symmetr
Whole Group Lessons **Pocket Day** Refer to notes on pages 138-141 for a description of this classroom routine and its variations.	**Whole Group Lessons** Investigation 2, Session 3 • Class Discussion: Moving On the 100 Chart (p. 59-60) *15 min.* • Introducing Pinching Paper Clips (p. 61) *Two students can share one box of 100 paper clips - just have them assume there are 100 in the box when they each "pinch" 15*	**Whole Group Lessons** Investigation 2, Session 4 • Introduce Story Problems About 100 (p. 62). Model using the 100 chart as a tool to help solve these problems before sending students to Choice Time. *15-20 min.*	**Whole Group Lessons** Investigation 2, Session 5 • Collect 1$ (p. 66-67) The book suggests you have children play this game in small groups after you introduce it; that may not be necessary, but you do have enough cubes and coins to do it. *20-30 min.*	**Whole Group Lessons** Investigation 2, Session 7 **Assessment** *60 mi* • Solving a Problem About 100 Have children who finish before others work quietly at Choice Tim Activities. Stop everyone 10 or 1 minutes before the end of math ti to discuss the problem.
Choice Time	**Choice Time** • Get to 100 • Roll-a-Square • Pinching Paper Clips (p. 62) *30 min.*	**Choice Time** • Get to 100 • Roll-a-Square • Pinching Paper Clips • Story Problems About 100 (p. 62) *40-45 min.*	**Choice Time** • Roll-a-Square • Pinching Paper Clips • Story Problems About 100 • Collect $1 (p. 67) *40 min.*	**Choice Time** • Roll-a-Square • Pinching Paper Clips • Story Problems About 100 • Collect $1
Homework	**Homework**	**Homework** • Pinching Objects - Student Sheet 14	**Homework**	**Homework** • Story Problems About 100 - Each child will need a copy of Student Sheet 8 along with one of the story problems from pages 169-170.
Teacher Support Read the Dialogue Box on p. 65 as you move into this series of sessions working on the 100 chart.	**Teacher Support** For "Pinching Paper Clips", you may want to use zip-lock baggies of 100 beans, pasta shells, pennies, etc. if paper clips are in short supply.	**Teacher Support**	**Teacher Support** Before the lesson on Day 16 you will need to prepare the necessary game cards from your cardstock - see MP17, "I Have, Who Has? Base 10 Game"	**Teacher Support**

Day 16	Day 17	Day 18	Day 19	Day 20
Every Day Counts Update All Discuss: • Counting Tape - Today's Number • Coin Counter - see shopping problems using $1 (p. 68)	**Every Day Counts** Update All Discuss: • Calendar - What will the shape be on ___ ? • Clock	**Every Day Counts** Update All Discuss: • Measurement - cm. graph • Coin Counter	**Every Day Counts** Update All Discuss: • Counting Tape - Today's Number	**Every Day Counts** Update All Discuss: • Calendar - discuss change of month • Clock
Whole Group Lessons Investigation 2, Session 7, cont'd. How Many Pockets? (p. 69 and see other versions on p. 138) *30 min.* I Have, Who Has? Base 10 Game (MP17) Take time to teach this whole-group game which helps kids read and understand 3-digit numbers.	**Whole Group Lessons** Investigation 3, Session 1 •Introducing Cover-Up (p. 74-75) *40-45 min.* • Class Discussion: Cover-Up Strategies (p. 75) *10-15 min.*	**Whole Group Lessons** Investigation 3, Session 2 • What Was Taken Away? (p. 77-78, read p. 109 also) *15 min.* • More "What Was Taken Away" Problems (p. 78) *45 min.* Have kids work for about 25 minutes then gather for a class discussion on strategies and solutions.	**Whole Group Lessons** Investigation 3, Session 3 • Choice Time (p. 79-80) Spend 15-20 minutes introducing the 3 new Choice Time activities. • Cover Up (p. 80) • Solving Story Problems (p. 80-81) • Creating Story Problems (p.81-82)	**Whole Group Lessons** Investigation 3, Session 4 • Quick Images: Dot Arrays (these are found on p. 126 and 204 of Shapes, Halves, Symmetry). *10-15 mi*
Choice Time	**Choice Time**	**Choice Time**	**Choice Time** • Pinching Paper Clips (p. 62) • Story Problems About 100 • Collect $1 • Cover Up (p. 80) • Solving Story Problems (p. 80-81) • Creating Story Problems (p.81-82) *40-45 min.*	**Choice Time** • Cover Up • Solving Story Problems • Creating Story Problems Note: Observing children and thei work during this session and the next is a **Teacher Checkpoint** (see notes p. 83) *45-50 mi*
Homework	**Homework** Practice Page A (p. 199)	**Homework**	**Homework** Cover-Up, Student Sheet 17. Discuss with students what they might use for counters at home.	**Homework**
Teacher Support	**Teacher Support** Read the Dialogue Box on p. 76 prior to today's lesson.	**Teacher Support**	**Teacher Support** See MP21-21a for some problems children might pose for one another.	**Teacher Support**

Abbreviation KEY: **MP = Math Packet (**supplemental resource materials)
EDC=Every Day Counts, **DCRM**=Daily Cumulative Review Masters

Day 21	Day 22	Day 23	Day 24	Day 25
Every Day Counts Introduce • May Calendar • Penny Toss Graph (from February, p. 64 - pick this up if not done previously to provide experience with probability).	**Every Day Counts** Update All Discuss: • Penny Toss Graph • Graph (optional - see note below and on page 91)	**Every Day Counts** Update All Discuss: • Graph (if you choose to do this) • Counting Tape - Today's Number	**Every Day Counts** Update All Discuss: • Calendar - Is there enough info. to predict the pattern yet? • Penny Toss Graph	**Every Day Counts** Update All Discuss: • Coin Counter • Calendar - have students create their own representation of the pattern if they have enough info.
Whole Group Lessons Catch-Up Day	**Whole Group Lessons** Investigation 3, Session 5 • Class Discussion: Story Problems (p. 84) *15-20 min.* Do this **after** Choice time today.	**Whole Group Lessons** **Pocket Day** Refer to notes on pages 138-141 for a description of this classroom routine and its variations.	**Whole Group Lessons** I Have, Who Has? Money Game (MP18) This game gives children practice in counting money to $1. *30 min.* Use or Look for a Pattern #33 (Problem Solver p. T•65-T•66) *25 min.*	**Whole Group Lessons** Investigation 4, Session 1 • Ways to Make 100 (p. 88-89) *10 min.* • A Story About 100 (p. 89-92, re p. 94 also) *25 mi* • Equations for 100 (p. 93, read p 95 also) *25 mi*
Choice Time * This may be a good time to take a few minutes (10-15 min.) to introduce and play the game "Greater Than/Less Than" (MP20) It is a fun game which requires no preparation and can be played over and over again throughout the year.	**Choice Time** • Cover Up • Solving Story Problems • Creating Story Problems *40-45 min.*	**Choice Time**	**Choice Time**	**Choice Time**
Homework	**Homework** Solving or Creating Story Problems (see Homework notes, p. 84)	**Homework**	**Homework** Problem #68 (P•14) from the Problem Solver	**Homework**
Teacher Support	**Teacher Support** EDC Graphing project this month involves growing plantss. To do it, you'll need to introduce it early in the month and have children measure and record the growth regularly.	**Teacher Support** To play the new money game "I Have, Who Has?" on Day 24, you will need to prepare the cards (see MP18 for cards & details).	**Teacher Support**	**Teacher Support**

Abbreviation KEY: **MP = Math Packet (**supplemental resource materials)
EDC=Every Day Counts, **DCRM**=Daily Cumulative Review Masters

Day 26	Day 27	Day 28	Day 29	Day 30
Every Day Counts Update All Discuss: • Graph • Counting Tape - Today's Number • Measurement	**Every Day Counts** Update All Discuss: • Counting Tape - Today's Number • Calendar	**Every Day Counts** Update All Discuss: • Penny Toss Graph • Measurement	**Every Day Counts** Update All Discuss: • Graph • Counting Tape - Today's Number asking students to use doubles in their equations	**Every Day Counts** Instead of discussing the calendar today, do "How Many Pockets?" a described on p. 99 (see *Investigations* p. 138-141 for additional ideas).
Whole Group Lessons Investigation 4, Session 2 • Class Discussion: Equations for 100 (p. 96-97) *See note *20 min.* • Choosing a Story and Equation (p. 97-98, read p. 102-103 also) Introduce the task and have kids get started. *40 min.*	**Whole Group Lessons** Investigation 4, Session 3 • Writing Stories About 100 - have children continue to work on their stories (p. 99, read p. 102-103 also) *60 min.*	**Whole Group Lessons** Investigation 4, Session 4 • Writing Stories About 100 (p. 99) Provide about 40 more minutes for children to complete their stories today. • Sharing Stories About 100 (p. 100-101) *20 min.*	**Whole Group Lessons** Investigation 5, Session 1 • Problems About Comparing (p. 106-107, read 110 also) *40 min.* • Sharing Strategies (p. 107-108) *20 min.*	**Whole Group Lessons** Catch-Up Day
Choice Time	**Choice Time** Have children who finish early do Choice Time activities: • Cover Up (p. 74) • Collect 2$: A Variation of the Game Collect 1$ (p. 100)	**Choice Time** Have children who finish early do Choice Time activities: • Cover Up (p. 74) • Collect 2$: A Variation of the Game Collect 1$	**Choice Time**	**Choice Time**
Homework • Ways To Make 100 - Student Sheet 19	**Homework** Home Connection 27 (MP23) "Double It or Cut It in Half" - *optional*	**Homework** • Ways To Make 1$ - Student Sheet 20	**Homework** • A Comparing Story Problem - Student Sheet 22 (p. 179)	**Homework**
Teacher Support *Note: You might want to make overhead transparencies of the equations you want to share ahead of time.	**Teacher Support**	**Teacher Support** Read the Teacher Note on p. 102-103 for some samples of what might be expected from 2nd grade stories about 100.	**Teacher Support**	**Teacher Support**

Day 31	Day 32	Day 33	Day 34	Day 35
Every Day Counts Update All Discuss: • Counting Tape & 100 Chart • Penny Toss Graph	**Every Day Counts** Update All Discuss: • Coin Counter - Shopping Problems	**Every Day Counts** Update All Discuss: • Calendar • Penny Toss Graph • Counting Tape - Today's Number	**Every Day Counts** Update All Discuss: • Measurement • Penny Toss Graph	**Every Day Counts** Update All Discuss: • Calendar - have students create their own representation of the pattern • Clock
Whole Group Lessons **Preparing to Play Capture 5** • Moving on the 100 Chart (p. 59-60) see note below *10 min.* • Solving Story Problems (p. 115) Introduce Set H *15 min.*	**Whole Group Lessons** **Preparing to Play Capture 5** • Moving on the 100 Chart (p. 59-60) Repeat this activity with 2-3 new problems (e.g., How far is it from 46 to 87? What about 54 to 33?) *15 min.* **Pocket Day** (see p. 138-141) *35 min.*	**Whole Group Lessons** **Preparing to Play Capture 5** • Drive the Marker Around the Board (MP 22) *20 min.* **After** Choice Time - bring students together to discuss strategies for story problems *10 min.*	**Whole Group Lessons** Investigation 5, Session 2 • Introducing Capture 5 - Play the game with your whole class as described on p. 112-114 *30 min.*	**Whole Group Lessons** Investigation 5, Session 3 • Introducing Capture 5 (p. 112 - 114) Play the game again with your whole class, then have kids play it with partners. *45 mi* • End math time today playing the "I Have, Who Has?" money game (MP18)
Choice Time • Solving Story Problems (p. 115) *25 min.*	**Choice Time**	**Choice Time** •Solving Story Problems, Sets H and I • Drive the Marker Around the Board (MP 22) *25 min.*	**Choice Time** •Solving Story Problems, Sets H and I • Drive the Marker Around the Board (MP 22) *30 min.*	**Choice Time**
Homework • Practice Page B	**Homework** Extend Your Thinking, p.56 - Decision Making with money	**Homework** • Practice Page C	**Homework**	**Homework** Home Connection 27 (MP24), "Twice As Big" (Help them see t connection between this and the EDC measurement this month)
Teacher Support When moving on the 100 chart - Revisit yesterday's activity with a couple of new problems (e.g., How far is it from 29 to 53? What about 48 to 19?)	**Teacher Support**	**Teacher Support**	**Teacher Support**	**Teacher Support**

Abbreviation KEY: **MP = Math Packet (**supplemental resource materials)
EDC=Every Day Counts, **DCRM**=Daily Cumulative Review Masters

Day 36	Day 37	Day 38	Day 39	Day 40
Every Day Counts Update All Discuss: • Counting Tape • Penny Toss Graph	**Every Day Counts** Update All Discuss: • Measurement • Clock	**Every Day Counts** Update All Discuss: • Graph - What kinds of things can be inferred from the information on the graph?	**Every Day Counts** Update All Discuss: • Calendar - discussion for end of the month • Counting Tape - see p. 90 for end-of-year ideas	**Every Day Counts** Update All Discuss: • Measurement • Counting Tape - Today's Numb using multiples of 5 and/or 10 in their equations
Whole Group Lessons Investigation 5, Session 4 • Solving a Combining Problem (p. 118-119) *30 min.* • The Combining Poster: Comparing Solutions (p. 119-120) *30 min.*	**Whole Group Lessons** Investigation 5, Session 5 Continue work from yesterday's session if necessary. Spend the rest of the session doing Choice Time activities.	**Whole Group Lessons** Investigation 5, Session 6 • Visualizing the 100 Chart (p. 123-124) *10 min.* • Strategies for Playing Capture 5 (p. 125-127) *20 min.* • Calculating How Far (p. 127) *30 min.*	**Whole Group Lessons** Investigation 5, Session 7 • Solving a Separating problem (p. 128) *30 min.* • The Separating Poster: Comparing Solutions (p. 129-130) *30 min.*	**Whole Group Lessons** Investigation 5, Session 8 **Assessment** • How Far? (p. 131-134) *60 mi* As children finish their work, you may want to have them take time choose work from this unit to sav (see p. 132).
Choice Time	**Choice Time** •Solving Story Problems, Sets H and I • Drive the Marker Around the Board (MP22) • Capture 5 (p. 115)	**Choice Time**	**Choice Time**	**Choice Time**
Homework • Solving or Writing Story Problems (See bottom of p. 121 for homework suggestions and instructions)	**Homework** • Practice Page D	**Homework** More Capture 5 - Student Sheets 23, 26, and a copy of the 100 Chart	**Homework** Alphabet Addition, Student Sheet 28	**Homework**
Teacher Support Read the Teacher Note on p. 32 and the Dialogue Box on p. 122 prior to today's lesson.	**Teacher Support**	**Teacher Support**	**Teacher Support**	**Teacher Support** Read the Teacher Note on Assessment (p. 133-134) prior to today's lesson.

Abbreviation KEY: **MP = Math Packet (**supplemental resource materials)
EDC=Every Day Counts, **DCRM**=Daily Cumulative Review Masters

Day 41

Every Day Counts

Update All
Introduce:
• June Calendar

Whole Group Lessons

Pocket Day After completing this classroom routine (p. 138-141) use the remaining time as:

Catch-Up Day

Choice Time

Homework

Teacher Support

Day 42

Every Day Counts

Discuss:
• Counting Tape - Today's Number
After equations, have students use the number as the starting point for a new "counting strip" of 3-digit numbers

Whole Group Lessons

End of Unit Assessment
See assessment section for this unit in the grade level binder.

Choice Time

Homework

Teacher Support

Investigations: Extensions and Adaptations

Second Grade **Unit: Putting Together and Taking Apart**

Investigation	Extensions	Adaptations
Inv. 1: Combining and Separating	**Story Problems** In this unit, students work on a number of story problems. See the **Teacher Note** on pages 13-14 regarding types of these problems as the degree of difficulty varies according to problem type. * See following page of multiplication and division story problems	**Story Problems** Those problems with either an *unknown outcome* or *unknown change* are typically the most challenging for students (see **Teacher Note** mentioned). With struggling students, it is best to focus on the more familiar combining and separating problems, with manageable numbers, until concepts are in place then introduce the other story problem types.
Inv. 2: Working with 100	**Get to 100** p. 45 Once you have seen evidence that the students have efficient ways of adding the multiples of 5 in this game, have them play **Get to 0** where they *subtract* the numbers rolled.	**Working with 100** If students have difficulty working with 100, cut the number to 50 for games. Continually ask questions that help move these students to thinking in the largest "chunks" possible when adding numbers (i.e. "Do you ever count things in groups of 10?")
Inv. 5: Addition & Subtraction Strategies	Have a group of students meet together, share their strategies, then discuss which is the *most efficient* and why? This helps to move children away from simply memorizing procedures toward a more thoughtful consideration of which strategies are best for specific problems and why.	**Capture 5** can be a challenging game. You may want to have some students continue playing Roll-a-Square while others work on Capture 5.

* See following page for sample story problems

Multiplication and Division Word Problems

The major focus of second grade computation is on understanding addition and subtraction. However, children of this age are also capable of exploring the concepts of multiplication and division, and there is a benchmark addressing these operations. If you are looking for additional word problems to use with your students to introduce these concepts, the following are examples of word problems appropriate for second grade.

Molly has 4 pages of stickers. There are 5 stickers on each page. How many stickers does she have in all?

Alex has 15 cookies to put in bags for his birthday party. He wants to put 3 cookies in each bag. How many bags does he need?

Mr. Clark bought 5 boxes of giant crayons for his students. There were 6 crayons in each box. How many giant crayons did Mr. Clark buy?

In Mrs. Jackson's classroom, there are 4 tables with a can of pencils on each table. There are 6 pencils in each can. How many pencils are there altogether?

Jared saw 7 bicycles by the fence in the park. How many wheels did he see on those bicycles?

Brittany counted 16 legs altogether on the puppies in the window at the pet store. How many puppies were there?

A large pizza is cut into 12 pieces. If 6 friends share one pizza, how many pieces of pizza will each one get?

Investigations: Putting Together and Taking Apart
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 up to 100 objects by tens and ones and use this grouping to count the quantity accurately.	**Roll-a-Square, p. 49-50** **Pinching Paper Clips, p. 61** **Any of the story problems from this unit** **How Many Pockets? routine**	Assessment: **Solving Problem About 100, 70** **Understanding Stor Problems, p. 83** **How Many Pockets' (See pgs. 138-141 fo variations)**
	Can count by 2's, 5's, and 10's to 100	Get to 100, p. 45-47 Collect $1, p. 66-67 How Many Pockets? routine	See notes on "Observing the Students" p. 47 and p. 68 How Many Pockets?
	Can read, write, order, model and compare numbers to 100 √ Reads, writes, orders and compares numbers to 100	Get to 100, p. 45-47 Roll-a-Square, p. 49-50 Collect $1, p. 66-67	• Teacher observations of students and their recording sheets from these activities • End-of-Unit Assessment
COMPUTATION	**Solves addition and subtraction story problems with number sentences and understands the relationship between addition and subtraction** √ Solves addition and subtraction story problems	Any of the addition and subtraction story problems from Investigations 1, 3, and 5	**Teacher Checkpoint:** Under-standing Story Problems, p. 8 Story Problem Sets A – G End-of-Unit Assessment Task 1A. & 1B. and 2A. & 2B.
	Solves multiplication and division story problems with manipulatives, pictures, and/or numbers	Story Problem Set H, #2, p. 187 Supplemental story problems in grade level notebook	Story Problem Set H, #2 Student work from supplemental story problems
	Has at least one efficient paper/pencil method for adding any two double-digit numbers √ Adds two double-digit numbers mentally and with paper and pencil	Addition story problems from Investigations 1, 3, and 5	Addition story problems from Investigations 1, 3, and 5 **Assessment:** Solving a Problem About 100, p. 70-71 **Assessment:** How Far? p.13 Assessment Master #25

MEASUREMENT	**Counts mixed collections of pennies, nickels, dimes, and quarters to at least $1.00** √ Counts mixed collections of coins to at least $1	Collect $1, p. 66-67 Ways to Make $1, Student Sheet 20	• See notes on "Observing th Students" p. 68 • Ways to Make $1, Student Sheet 20 • Coin assessment in PPS notebook

End of Unit Assessment **Teacher Directions**

Putting Together and Taking Apart

The majority of the assessment in this unit is taken from the activities in the various class sessions (see unit alignment). There are five additional items in this End of Unit Assessment:

- *A measurement task in which children are asked to count money and measure straight lines. (While linear measurement is not part of this Investigations unit, measurement in centimeters is part of the Every Day Counts for April and May.)*
- *A task asking students to put random numbers in the correct order.*
- *Two computation expressions (one addition, one subtraction) for which students are to write a story problem and then solve.*
- *A story problem to be solved using number strings.*

Teacher Notes:

1. As students figure the coin amounts, note how they are counting – Can they move from counting by 10's to 5's and 1's without confusion? (i.e. 10, 20, 30, 40, 45, 50, 51)
2. Can students correctly use a ruler to measure the length of the lines with accuracy (within 1-2 cm. or 1/2 inch)? **Note** that one sheet asks students to measure in inches, the other in centimeters.
3. Does the student have efficient strategies for addition and subtraction that lead to an accurate answer? It is *not* sufficient at this point in the year for students to solve problems using tally marks or counting by ones; their solutions should reflect some mastery of basic facts as well as the application of effective strategies.
4. For tasks 1A and 2A, does the story problem reflect an understanding of the operations of addition and subtraction?
5. What strategies does the student use to solve the number string problem? (i.e. putting numbers in groups of 10, 25, or …?)

Grade Level Expectations that this assessment addresses:

- Counts mixed collections of pennies, nickels, dimes, and quarters to at least $1.00
- Uses a ruler and yard or meter stick to measure length in inches and centimeters
- Knows and applies strategies to solve addition and subtraction facts to 18
- Can read, write, order, model and compare numbers to 100
- Has at least one efficient paper/pencil method for adding any two double-digit numbers
- Solves addition and subtraction story problems with number sentences and understands the relationships between addition and subtraction

Name _____ Date _____

End of Unit Assessment, Grade 2

Putting Together and Taking Apart

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

22 18 21 24 19 23 20

18						

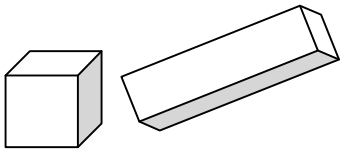
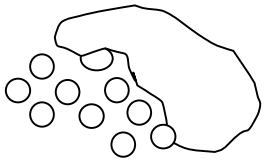
---

48 53 49 52 47 50 51

---

95 98 100 97 94 99 96

Choice Time Name _____

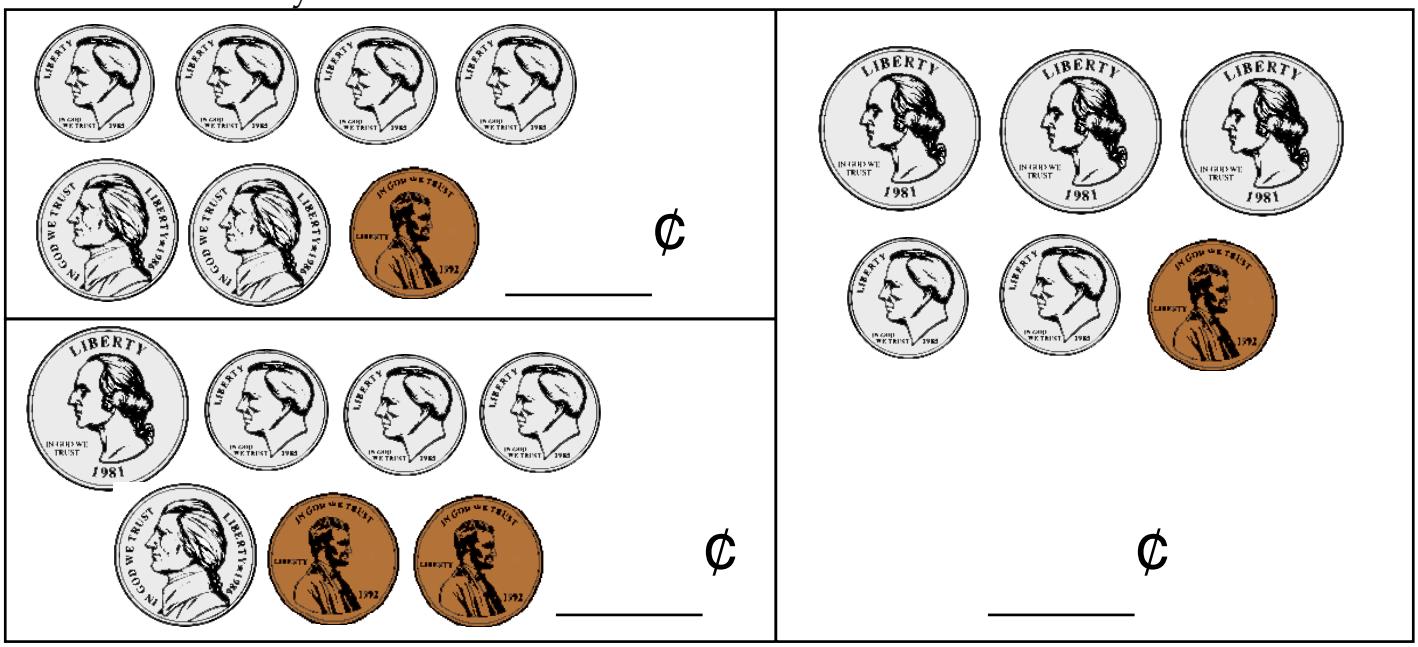
My Choices	Date
Story Problems	
Get to 100 	
Roll – a – Square	
Pinching Paper Clips	
Story Problems About 100	
Collect $1.00 	
Cover Up 	
Drive the Marker Around the Board	
Capture 5	

Name: _____ Date: _____

End of Unit Assessment, Grade 2

PUTTING TOGETHER &TAKING APART

Count the money in each box.



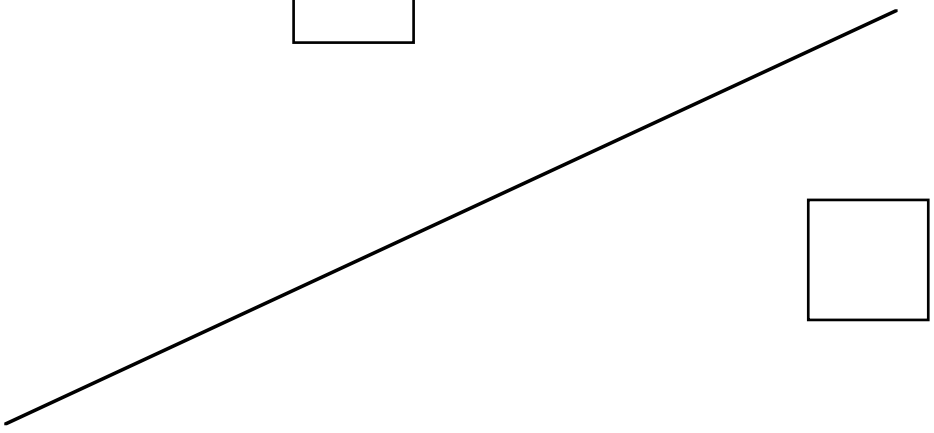
_____ ¢

_____ ¢

_____ ¢

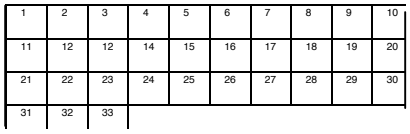
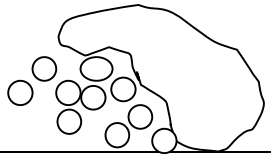
About how many centimeters long is each line below? Measure with your ruler and record the results.

A. _____ ☐

B.  ☐

Math Choice Time

Name _____

My Choices	Date
Story Problems ☐ Set A ☐ Set B ☐ Set C ☐ Set D ☐ Set ___ ☐ Set ___	
Get to 100	
Roll – a – Square 	
Pinching Paper Clips 	
Story Problems About 100	
Collect $1.00 	
Cover Up 	
Drive the Marker Around the Board	
Capture 5	

Student	Uses 10's and 1's to accurately count up to 100 objects	Counts by 5's and 10's to 100	Can read, write, order, model and compare numbers to 100	Solves + and - story problems with number sentences	Solves x and ÷ story problems with manipulatives	Has efficient paper/pencil method for adding 2 double-digit numbers	Counts mixed collections of coins to at least $1	Hiding Assessment	Teacher Notes