2nd Grade

2018-2019 Guide

February 1st - March 8th

Eureka

Module 5: *Addition and Subtraction within 1,000 with Word Problems to 100*

ORANGE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

OFFICE OF MATHEMATICS

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Module 5 Performance Overview

- Topic A focuses on place value strategies to add and subtract within 1,000. Students relate 100 more and 100 less to addition and subtraction of 100 (2.NBT.8). They add and subtract multiples of 100, including counting on to subtract (e.g., for 650 – 300, they start at 300 and think, "300 more gets me to 600, and 50 more gets me to 650, so … 350"). Students also use simplifying strategies for addition and subtraction. They extend the make a ten strategy to make a hundred, mentally decomposing one addend to make a hundred with the other (e.g., 299 + 6 becomes 299 + 1 + 5, or 300 + 5, which equals 305) and use compensation to subtract from three-digit numbers (e.g., for 376 – 59, add 1 to each, 377 – 60 = 317). The topic ends with students sharing and critiquing solution strategies for addition and subtraction problems. Throughout the topic, students use place value language and properties of operations to explain why their strategies work.

- In Topics B and C, students continue to build on Module 4's work, now composing and decomposing tens and hundreds within 1,000. As each topic begins, students relate manipulative representations to the algorithm and then transition to creating math drawings in place of the manipulatives. As always, students use place value reasoning and properties of operations to explain their work.

- The module culminates with Topic D, wherein students synthesize their understanding of addition and subtraction strategies and choose which strategy is most efficient for given problems. They defend their choices using place value language and their understanding of the properties of operations

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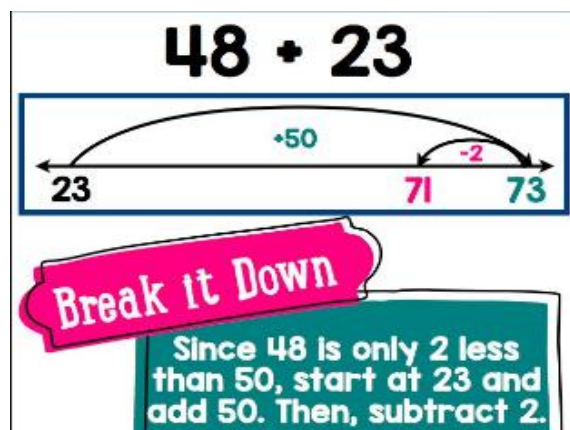
		Module 5: Addition and Subtraction within 1000
		Word problems to 100
		Pacing:
		February 1st -March 8th
		24 Days

Topic	Lesson	Student Lesson Objective/ Supportive Videos
Topic A: Strategies for Adding and Subtracting within 1000	Lesson 1	Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100 https://www.youtube.com/watch?v=0XgypTAkALk
	Lesson 2	Add and subtract multiples of 100, including counting on to subtract https://www.youtube.com/watch?v=JSk-G1h4rr4
	Lesson 3	Add multiples of 100 and some tens within 1,000. https://www.youtube.com/watch?v=HD5FBBWkdGs
	Lesson 4	Subtract multiples of 100 and some tens within 1,000 https://www.youtube.com/watch?v=Dpv7iU_Vk-s&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr&index=4
	Lesson 5	Use the associative property to make a hundred in one addend https://www.youtube.com/watch?v=Yi4lZklvFYY&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr&index=5
	Lesson 6	Use the associative property to subtract from three-digit numbers and verify solutions with addition https://www.youtube.com/watch?v=Q3C2CJ8zn4M&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr&index=6
	Lesson 7	Share and critique solution strategies for varied addition and subtraction problems within 1,000. https://www.youtube.com/watch?v=SQPZZ_Qb1lQ&index=7&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr
Topic B: Strategies for Composing Tens and Hundreds within 1000	Lesson 8 & 9	Relate manipulative representations to the addition algorithm. Lessons. https://www.youtube.com/watch?v=yy4_zRD8Hi8&index=8&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr https://www.youtube.com/watch?v=_vhuYofwY74&index=9&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr
	Lesson 10-11	Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm https://www.youtube.com/watch?v=Dk0LE2Cuk_w&index=10&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr https://www.youtube.com/watch?v=W5bz__KDj8A&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr&index=11

	Lesson 12	Choose and explain solution strategies and record with a written addition method https://www.youtube.com/watch?v=qFXgCN9F-LI&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr&index=12
Mid-Module Assessment Task		
Topic C: Strategies for Decomposing Tens and Hundreds within 1000	Lesson 13	Relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works. https://www.youtube.com/watch?v=JLL6Ms9IXJA&index=13&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr
	Lesson 14-15	Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works. https://www.youtube.com/watch?v=6XuBczEZORw&index=14&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr https://www.youtube.com/watch?v=NnanXV20MmU&index=15&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr
	Lesson 16 &17	Subtract from multiples of 100 and from numbers with zero in the tens place https://www.youtube.com/watch?v=5jEt9ZpMh5g&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr&index=16 https://www.youtube.com/watch?v=7arB474_W-I&index=17&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr
	Lesson 18	Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place. https://www.youtube.com/watch?v=CX2JRjFnoMM&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr&index=18
Topic D: Student Explanations for Choice of Solution Methods	Lesson 19 & 20	Choose and explain solution strategies and record with a written addition or subtraction method. https://www.youtube.com/watch?v=0oVFN2wIjGE&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr&index=19 https://www.youtube.com/watch?v=og0jQ1MZDdw&list=PLvolZqLMhJmlZvsia322089wv3dAEcFNr&index=20
End-Module Assessment Task		

<table>
<tr><td colspan="2">Module 5: Addition and Subtraction within 1000 with word problems to 100</td></tr>
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2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
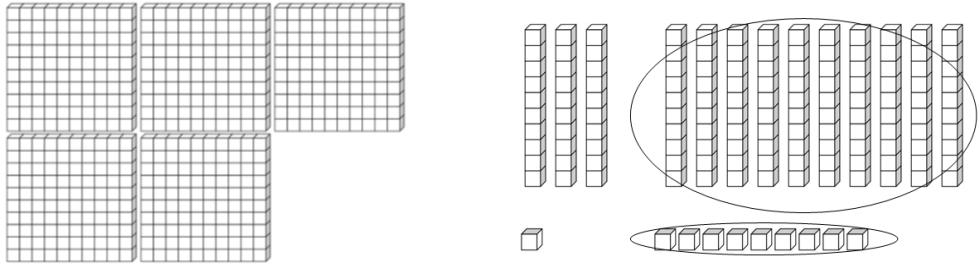
Second graders extend the work from 2.NBT.5 to two 3-digit numbers. Students should have ample experiences using concrete materials and pictorial representations to support their work.

This standard also references composing and decomposing a ten. This work should include strategies such as making a 10, making a 100, breaking apart a 10, or creating an easier problem. The standard algorithm of carrying or borrowing is not an expectation in Second Grade. Students are not expected to add and subtract whole numbers using a standard algorithm until the end of Fourth Grade.

Example**: 354 + 287 = __**

Student A	I started at 354 and jumped 200. I landed on 554. I then made 8 jumps of 10 and landed on 634. I then jumped 6 to land on 640. Then I jumped 1 more and landed on 641. 354 + 287 = 641
Student B	I used place value blocks and a place value mat. I broke all of the numbers and placed them on the place value mat. I first added the ones. 4 + 7 = 11. I then added the tens. 50 + 80 = 130. I then added the hundreds. 300 + 200 = 500. I then combined my answers. 500 + 130 = 630. 630 + 11= 641.
Student	I used place value blocks. I made a pile of 354. I then added 287. That gave me 5 hun-

C	dreds, 13 tens and 11 ones. I noticed that I could trade some pieces. I had 11 ones, and traded 10 ones for a ten. I then had 14 tens, so I traded 10 tens for a hundred. I ended up with 6 hundreds, 4 tens and 1 one. So, 354 + 287 = 641

2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Second Grade students mentally add or subtract either 10 or 100 to any number between 100 and 900. As teachers provide ample experiences for students to work with pre-grouped objects and facilitate discussion, second graders realize that when one adds or subtracts 10 or 100 that only the tens place or the digit in the hundreds place changes by 1. As the teacher facilitates opportunities for patterns to emerge and be discussed, students notice the patterns and connect the digit change with the amount changed.

Opportunities to solve problems in which students cross hundreds are also provided once students have become comfortable adding and subtracting within the same hundred
Example: *Within the same hundred*
What is 10 more than 218?
What is 241 – 10?

Example: *Across hundreds*
293 + 10 = □
What is 10 less than 206?

This standard focuses only on adding and subtracting 10 or 100. Multiples of 10 or multiples of 100 can be explored; however, the focus of this standard is to ensure that students are proficient with adding and subtracting 10 and 100 mentally

	Explain why addition and subtraction strategies work, using place value and the properties of operations.[1]
<mark>2.NBT.9</mark>	[1] Explanations may be supported by drawings or objects

Second graders explain why addition or subtraction strategies work as they apply their knowledge of place value and the properties of operations in their explanation. They may use drawings or objects to support their explanation.

Once students have had an opportunity to solve a problem, the teacher provides time for students to discuss their strategies and why they did or didn't work.

Example: **There are 36 birds in the park. 25 more birds arrive. How many birds are there? Solve the problem and show your work.**

> **Student A**
> I broke 36 and 25 into tens and ones $30 + 6 + 20 + 5$. I can change the order of my numbers, since it doesn't change any amounts, so I added $30 + 20$ and got 50. Then I added 5 and 5 to make 10 and added it to the 50. So, 50 and 10 more is 60. I added the one that was left over and got on 6 to get 61. So there are 61 birds in the park.

> **Student B**
> I used place value blocks and made a pile of 36 and a pile of 25. Altogether, I had 5 tens and 11 ones. 11 ones is the same as one ten and one left over. So, I really had 6 tens and 1 one. That makes 61.
>
>
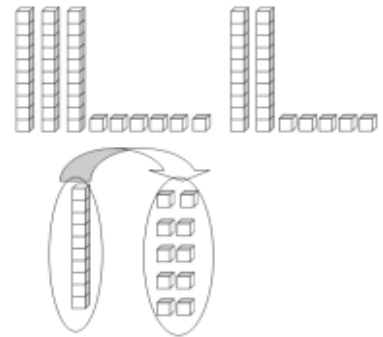
Example: **One of your classmates solved the problem 56 - 34 = __ by writing "I know that I need to add 2 to the number 4 to get 6. I also know that I need to add 20 to 30 to get 20 to get to 50. So, the answer is 22." Is their strategy correct? Explain why or why not?**

Student: I see what they did. Yes. I think the strategy is correct. They thought, '34 and what makes 56?' So they thought about adding 2 to the 4 to get 6. Then, they had 36 and needed 56. So, they added 20 more. That means that they added 2 and 20 which is 22. I think that it's right.

Example: **One of your classmates solved the problem 25 + 35 by adding 20 + 30 + 5 + 5. Is their strategy correct? Explain why or why not?**

Student: Well, 20 + 30 is 50. And 5 + 5 is 10. So, 50 + 10 is 60. I got 60 too, but I did it a different way. I added 25 and 25 to make 50. Then I added 5 more and got 55. Then, I added 5 more and got 60. We both have 60. I think that it doesn't matter if you add the 20 first or last. You still get the same amount.

<mark>M : Major Content</mark>   <mark>S: Supporting Content</mark>   <mark>A : Additional Content</mark>

Common addition and subtraction. [1]

	RESULT UNKNOWN	CHANGE UNKNOWN	START UNKNOWN
ADD TO	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
TAKE FROM	Five apples were on the table. I ate two apples. How many apples are on the table now? $5-2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? -2 = 3$
	TOTAL UNKNOWN	**ADDEND UNKNOWN**	**BOTH ADDENDS UNKNOWN** [2]
PUT TOGETHER / TAKE APART [3]	Three red apples and two green apples are on the table. How many apples are on the table? $3 +2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5-3 = ?$	Grandma has five flowers. How many can she put in the red vase and how many in her blue vase? $5 = 0 + 5, 5 + 0$ $5 = 1 +4, 5 = 4 +1, 5 = 2 + 3, 5 = 3 + 2$
COMPARE	**DIFFERENCE UKNOWN**	**BIGGER UNKNOWN**	**SMALLER UNKNOWN**
	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have then Julie? $2 + ? = 5, 5 - 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$

[1] Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).

[2] These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean, makes or results in but always does mean is the same number as.

[3] Either addend can be unknown, so there are three variations of these problem situations. Both addends Unknown is a productive extension of the basic situation, especially for small numbers less than or equal to 10.

[4] For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

http://www.corestandards.org/Math/Content/mathematics-glossary/Table-1/

Teaching Representations/ Manipulatives/ Tools:	
- Arrow notation (arrow way) - Chip model - Personal white boards	- Place value chart (Template in Lesson 1) - Place value disk sets (19 ones, 19 tens, 18 hundreds, 1 one thousand per set) - Tape diagram

Terminology/ Symbols

- Compensation (simplifying strategy where students add or subtract the same amount to or from both numbers to create an equivalent, but simpler, problem)

Module 5 Assessment / Authentic Assessment Recommended Framework			
Assessment	**CCSS**	**Estimated Time**	**Format**
Eureka Math **Module 5:** *Addition and Subtraction within 1000 with Word Problems to 100*			
Authentic Assessment: Peyton's Strategy	2.NBT.7 2.NBT.9	30 mins	Individual
Optional Mid-Module Assessment	2.NBT.7 2.NBT.8 2.NBT.9	1 Block	Individual
Optional End-of-Module Assessment	2.NBT.7 2.NBT.8 2.NBT.9	1 Block	Individual

Second Grade Ideal Math Block

Getting Ready: Whole Group
Number Talk/ Number Strings

7-10 min.

Fluency: Whole Group
Sprints, Counting, Whiteboard Exchange

Application Problem: Whole Group
Provides HANDS-ON work to allow children to ACT OUT or ENGAGE ACTIVELY with the new MATH IDEA

Concept Development: Individual/partner/whole
Instruction & Strategic Problem Set Questions

50-60 min.

Student Debrief: Independent
Exit Ticket

CENTERS/STATIONS:
Pairs / Small Group/ Individual
DIFFERENTIATED activities designed to RETEACH, REMEDIATE, ENRICH student's understanding of concepts.

15-20 min.

M: Meet with the teacher	A: Application/ Problem Solving	T: Technology	H: Hands on Activities

SUMMARY: Whole Group
Lesson Closure: Student Reflection; Real Life Connections to Concept

Up to 5 min.

Eureka Lesson Structure:

Fluency:

- Sprints

- Counting : Can start at numbers other than 0 or 1 and might include supportive concrete material or visual models

- Whiteboard Exchange

Application Problem:

- Engage students in using the RDW Process

- Sequence problems from simple to complex and adjust based on students' responses

- Facilitate share and critique of various explanations, representations, and/or examples.

Concept Development: (largest chunk of time)

Instruction:

- Maintain overall alignment with the objectives and suggested pacing and structure.

- Use of tools, precise mathematical language, and/or models

- Balance teacher talk with opportunities for peer share and/or collaboration

- Generate next steps by watching and listening for understanding

Problem Set: (Individual, partner, or group)

- Allow for independent practice and productive struggle

- Assign problems strategically to differentiate practice as needed

- Create and assign remedial sequences as needed

Student Debrief:

- Elicit students thinking, prompt reflection, and promote metacognition through student centered discussion

- Culminate with students' verbal articulation of their learning for the day

- Close with completion of the daily Exit Ticket (opportunity for informal assessment that guides effective preparation of subsequent lessons) as needed.

PARCC Assessment Evidence/Clarification Statements			
CCSS	**Evidence Statement**	**Clarification**	**Math Practices**
2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundred	i. Emphasis is on adding and subtracting hundreds. ii. Tasks do not have a context.	MP 7,8
2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	Tasks have "thin context" or no context.	MP 7,8

Number Talks Cheat Sheet

What does Number Talks look like?

- Students are near each other so they can communicate with each other (central meeting place)
- Students are mentally solving problems
- Students are given thinking time
- Thumbs up show when they are ready
- Teacher is recording students' thinking

Communication

- Having to talk out loud about a problem helps students clarify their own thinking
- Allow students to listen to other's strategies and value other's thinking
- Gives the teacher the opportunity to hear student's thinking

Mental Math

- When you are solving a problem mentally you must rely on what you know and understand about the numbers instead of memorized procedures
- You must be efficient when computing mentally because you can hold a lot of quantities in your head

Thumbs Up

- This is just a signal to let you know that you have given your students enough time to think about the problem
- If will give you a picture of who is able to compute mentally and who is struggling
- It isn't as distracting as a waving hand

Teacher as Recorder

- Allows you to record students' thinking in the correct notation
- Provides a visual to look at and refer back to
- Allows you to keep a record of the problems posed and which students offered specific strategies

Purposeful Problems

- Start with small numbers so the students can learn to focus on the strategies instead of getting lost in the numbers
- Use a number string (a string of problems that are related to and scaffold each other)

Starting Number Talks in your Classroom

- Start with specific problems in mind
- Be prepared to offer a strategy from a previous student
- It is ok to put a student's strategy on the backburner
- Limit your number talks to about 15 minutes
- Ask a question, don't tell!

The teacher asks questions:

- Who would like to share their thinking?
- Who did it another way?
- How many people solved it the same way as Billy?
- Does anyone have any questions for Billy?
- Billy, can you tell us where you got that 5?
- How did you figure that out?
- What was the first thing your eyes saw, or your brain did?
- What are Number Talks and Why are they

Student Name: _____ Task: _____ School: _____ Teacher: _____ Date: _____

"I CAN....."	STUDENT FRIENDLY RUBRIC				SCORE
	...a start 1	...getting there 2	...that's it 3	WOW! 4	
Understand	I need help.	I need some help.	I do not need help.	I can help a class-mate.	
Solve	I am unable to use a strategy.	I can start to use a strategy.	I can solve it more than one way.	I can use more than one strategy and talk about how they get to the same answer.	
Say or Write	I am unable to say or write.	I can write or say some of what I did.	I can write and talk about what I did. I can write or talk about why I did it.	I can write and say what I did and why I did it.	
Draw or Show	I am not able to draw or show my thinking.	I can draw, but not show my thinking; or I can show but not draw my thinking;	I can draw and show my thinking	I can draw, show and talk about my think-ing.	

Use and Connection of Mathematical Representations
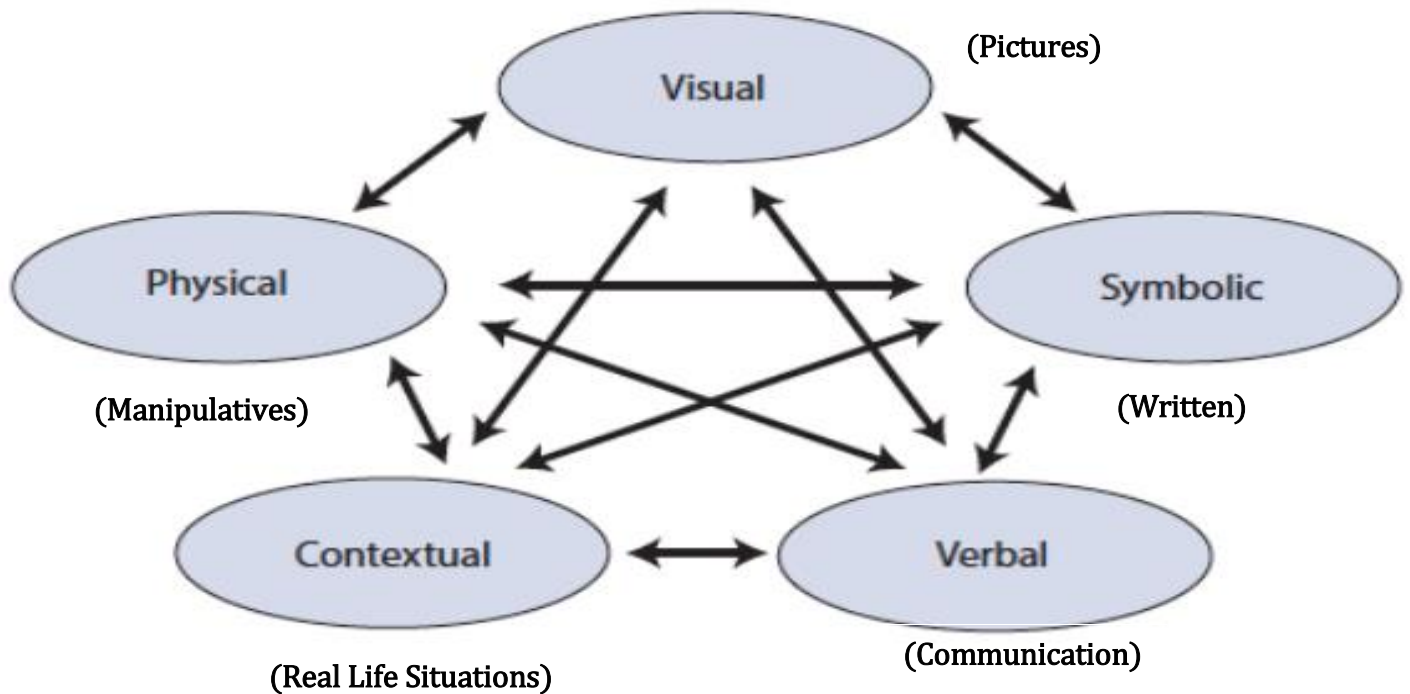
The Lesh Translation Model

Each oval in the model corresponds to one way to represent a mathematical idea.

Visual: When children draw pictures, the teacher can learn more about what they understand about a particular mathematical idea and can use the different pictures that children create to provoke a discussion about mathematical ideas. Constructing their own pictures can be a powerful learning experience for children because they must consider several aspects of mathematical ideas that are often assumed when pictures are pre-drawn for students.

Physical: The manipulatives representation refers to the unifix cubes, base-ten blocks, fraction circles, and the like, that a child might use to solve a problem. Because children can physically manipulate these objects, when used appropriately, they provide opportunities to compare relative sizes of objects, to identify patterns, as well as to put together representations of numbers in multiple ways.

Verbal: Traditionally, teachers often used the spoken language of mathematics but rarely gave students opportunities to grapple with it. Yet, when students do have opportunities to express their mathematical reasoning aloud, they may be able to make explicit some knowledge that was previously implicit for them.

Symbolic: Written symbols refer to both the mathematical symbols and the written words that are associated with them. For students, written symbols tend to be more abstract than the other representations. I tend to introduce symbols after students have had opportunities to make connections among the other representations, so that the students have multiple ways to connect the symbols to mathematical ideas, thus increasing the likelihood that the symbols will be comprehensible to students.

Contextual: A relevant situation can be any context that involves appropriate mathematical ideas and holds interest for children; it is often, but not necessarily, connected to a real-life situation.

The Lesh Translation Model: Importance of Connections

As important as the ovals are in this model, another feature of the model is even more important than the representations themselves: The arrows! The arrows are important because they represent the connections students make between the representations. When students make these connections, they may be better able to access information about a mathematical idea, because they have multiple ways to represent it and, thus, many points of access.

Individuals enhance or modify their knowledge by building on what they already know, so the greater the number of representations with which students have opportunities to engage, the more likely the teacher is to tap into a student's prior knowledge. This "tapping in" can then be used to connect students' experiences to those representations that are more abstract in nature (such as written symbols). Not all students have the same set of prior experiences and knowledge. Teachers can introduce multiple representations in a meaningful way so that students' opportunities to grapple with mathematical ideas are greater than if their teachers used only one or two representations.

Concrete Pictorial Abstract (CPA) Instructional Approach

The CPA approach suggests that there are three steps necessary for pupils to develop understanding of a mathematical concept.

Concrete: "Doing Stage": Physical manipulation of objects to solve math problems.

Pictorial: "Seeing Stage": Use of imaged to represent objects when solving math problems.

Abstract: "Symbolic Stage": Use of only numbers and symbols to solve math problems.

CPA is a gradual systematic approach. Each stage builds on to the previous stage. Reinforcement of concepts are achieved by going back and forth between these representations and making connections between stages. Students will benefit from seeing parallel samples of each stage and how they transition from one to another.

Read, Draw, Write Process

READ the problem. Read it over and over…. And then read it again.

DRAW a picture that represents the information given. During this step students ask themselves: Can I draw something from this information? What can I draw? What is the best model to show the information? What conclusions can I make from the drawing?

WRITE your conclusions based on the drawings. This can be in the form of a number sentence, an equation, or a statement.

Students are able to draw a model of what they are reading to help them understand the problem. Drawing a model helps students see which operation or operations are needed, what patterns might arise, and which models work and do not work. Students must dive deeper into the problem by drawing models and determining which models are appropriate for the situation.

While students are employing the RDW process they are using several Standards for Mathematical Practice and in some cases, all of them.

Mathematical Discourse and Strategic Questioning

Discourse involves asking strategic questions that elicit from students their understanding of the context and actions taking place in a problem, how a problem is solved and why a particular method was chosen. Students learn to critique their own and others' ideas and seek out efficient mathematical solutions.

While classroom discussions are nothing new, the theory behind classroom discourse stems from constructivist views of learning where knowledge is created internally through interaction with the environment. It also fits in with socio-cultural views on learning where students working together are able to reach new understandings that could not be achieved if they were working alone.

Underlying the use of discourse in the mathematics classroom is the idea that mathematics is primarily about reasoning not memorization. Mathematics is not about remembering and applying a set of procedures but about developing understanding and explaining the processes used to arrive at solutions.

Teacher Questioning:

Asking better questions can open new doors for students, promoting mathematical thinking and classroom discourse. Can the questions you're asking in the mathematics classroom be answered with a simple "yes" or "no," or do they invite students to deepen their understanding?

The most important thing is to NEVER stop questioning

Albert Einstein

To help you encourage deeper discussions, here are 100 questions to incorporate into your instruction by Dr. Gladis Kersaint, mathematics expert and advisor for Ready Mathematics.

Help students learn to reason mathematically

26 **How did you begin** to think about this problem?

27 What is **another way** you could solve this problem?

28 How could you **prove** _____?

29 Can you **explain how your answer is different from or the same as** [student]'s answer?

30 Let's **break the problem into parts**. What would the parts be?

31 Can you **explain this part more specifically**?

32 Does that **always work**?

33 Can you think of a case where that **wouldn't work**?

34 How did you **organize** your information? Your thinking?

Help students **evaluate their own processes** and engage in productive peer interaction

35 What do you need to do **next**?

36 What have you **accomplished**?

37 What are your **strengths and weaknesses**?

38 Was your **group participation appropriate and helpful**?

Help students with **problem comprehension**

39 What is this problem about? What can you **tell me about it**?

40 Do you need to **define or set limits** for the problem?

41 How would you **interpret** that?

42 Could you **reword that in simpler terms**?

43 Is there something that can be **eliminated** or that is **missing**?

44 Could you **explain** what the problem is asking?

45 What **assumptions** do you have to make?

46 What do you **know** about this part?

47 Which words were **most important**? Why?

22

Help students learn to **conjecture, invent, and solve** problems

48. **What would happen if ___?**

49. Do you see a **pattern**?

50. What are some **possibilities** here?

51. Where could you find the **information** you need?

52. How would you **check your steps** or your answer?

53. What **did not work**?

54. How is your solution method the **same as or different from** [student]'s method?

55. Other than retracing your steps, **how can you determine** if your answers are appropriate?

56. How did you **organize** the information? Do you have a **record**?

57. How could you solve this using **tables, lists, pictures, diagrams**, etc.?

58. What have you tried? What **steps** did you take?

59. How would it look if you used this **model** or these **materials**?

60. How would you draw a **diagram or make a sketch** to solve the problem?

61. Is there **another possible answer**? If so, explain.

62. Is there **another way to solve** the problem?

63. Is there **another model** you could use to solve the problem?

64. Is there anything you've **overlooked**?

65. **How did you think** about the problem?

66. What was your **estimate or prediction**?

67. How **confident** are you in your answer?

68. **What else** would you like to know?

69. What do you think comes **next**?

70. Is the solution **reasonable**, considering the context?

71. Did you have a **system**? Explain it.

72. Did you have a **strategy**? Explain it.

73. Did you have a **design**? Explain it.

23

Help students learn to **connect mathematics, its ideas, and its application**

74. What is the **relationship** between ___ and ___?

75. Have we ever solved a problem **like this before**?

76. What uses of mathematics did you find in the **newspaper** last night?

77. What is the **same**?

78. What is **different**?

79. Did you use skills or build on concepts that were **not necessarily mathematical**?

80. Which **skills or concepts** did you use?

81. What **ideas** have we explored before that were useful in solving this problem?

82. Is there a **pattern**?

83. **Where else** would this strategy be useful?

84. How does this **relate** to ___?

85. Is there a **general rule**?

86. Is there a **real-life situation** where this could be used?

87. How would your method work with **other problems**?

88. What other problem does this seem to **lead to**?

Help students **persevere**

89. Have you tried making a **guess**?

90. **What else** have you tried?

91. Would **another method** work as well or better?

92. Is there **another way** to draw, explain, or say that?

93. Give me another **related problem**. Is there an easier problem?

94. How would you **explain** what you know right now?

Help students focus on the mathematics from **activities**

95. What was **one thing you learned** (or two, or more)?

96. Did you **notice any patterns**? If so, describe them.

97. What **mathematics topics** were used in this investigation?

98. What were the **mathematical ideas** in this problem?

99. What is mathematically **different about these two situations**?

100. What are the **variables** in this problem? What stays **constant**?

Conceptual Understanding

Students demonstrate conceptual understanding in mathematics when they provide evidence that they can:
- recognize, label, and generate examples of concepts;
- use and interrelate models, diagrams, manipulatives, and varied representations of concepts;
- identify and apply principles; know and apply facts and definitions;
- compare, contrast, and integrate related concepts and principles; and
- recognize, interpret, and apply the signs, symbols, and terms used to represent concepts.

Conceptual understanding reflects a student's ability to reason in settings involving the careful application of concept definitions, relations, or representations of either.

Procedural Fluency

Procedural fluency is the ability to:
- apply procedures accurately, efficiently, and flexibly;
- to transfer procedures to different problems and contexts;
- to build or modify procedures from other procedures; and
- to recognize when one strategy or procedure is more appropriate to apply than another.

Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). Research suggests that once students have memorized and practiced procedures that they do not understand, they have less motivation to understand their meaning or the reasoning behind them (Hiebert, 1999). Therefore, the development of students' conceptual understanding of procedures should precede and coincide with instruction on procedures.

Math Fact Fluency: Automaticity

Students who possess math fact fluency can recall math facts with automaticity. Automaticity is the ability to do things without occupying the <u>mind</u> with the low-level details required, allowing it to become an automatic response pattern or <u>habit</u>. It is usually the result of <u>learning</u>, <u>repetition</u>, and practice.

K-2 Math Fact Fluency Expectation

K.OA.5 Add and Subtract within 5.
1.OA.6 Add and Subtract within 10.
2.OA.2 Add and Subtract within 20.

Math Fact Fluency: Fluent Use of Mathematical Strategies

First and second grade students are expected to solve addition and subtraction facts using a variety of strategies fluently.

1.OA.6   Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

Use strategies such as:

- counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14);
- decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9);
- using the relationship between addition and subtraction; and
- creating equivalent but easier or known sums.

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on:

- o   place value,
- o   properties of operations, and/or
- o   the relationship between addition and subtraction;

Evidence of Student Thinking

Effective classroom instruction and more importantly, improving student performance, can be accomplished when educators know how to elicit evidence of students' understanding on a daily basis. Informal and formal methods of collecting evidence of student understanding enable educators to make positive instructional changes. An educators' ability to understand the processes that students use helps them to adapt instruction allowing for student exposure to a multitude of instructional approaches, resulting in higher achievement. By highlighting student thinking and misconceptions, and eliciting information from more students, all teachers can collect more representative evidence and can therefore better plan instruction based on the current understanding of the entire class.

Mathematical Proficiency

To be mathematically proficient, a student must have:

- <u>Conceptual understanding</u>: comprehension of mathematical concepts, operations, and relations;

- <u>Procedural fluency</u>: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately;

- <u>Strategic competence</u>: ability to formulate, represent, and solve mathematical problems;

- <u>Adaptive reasoning</u>: capacity for logical thought, reflection, explanation, and justification;

- <u>Productive disposition</u>: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

Evidence should:

- Provide a window in student thinking;

- Help teachers to determine the extent to which students are reaching the math learning goals; and

- Be used to make instructional decisions during the lesson and to prepare for subsequent lessons.

Formative assessment is an essentially interactive process, in which the teacher can find out whether what has been taught has been learned, and if not, to do something about it. Day-to-day formative assessment is one of the most powerful ways of improving learning in the mathematics classroom.

(Wiliam 2007, pp. 1054; 1091)
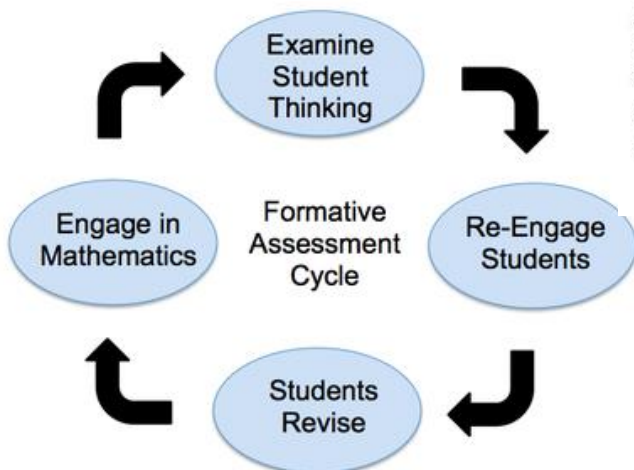
Connections to the Mathematical Practices

Student Friendly Connections to the Mathematical Practices

1. I can solve problems without giving up.
2. I can think about numbers in many ways.
3. I can explain my thinking and try to understand others.
4. I can show my work in many ways.
5. I can use math tools and tell why I choose them.
6. I can work carefully and check my work.
7. I can use what I know to solve new problems.
8. I can discover and use short cuts.

	The **Standards for Mathematical Practice** describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.
	Make sense of problems and persevere in solving them
1	Mathematically proficient students in Second Grade examine problems and tasks, can make sense of the meaning of the task and find an entry point or a way to start the task. Second Grade students also develop a foundation for problem solving strategies and become independently proficient on using those strategies to solve new tasks. In Second Grade, students' work continues to use concrete manipulatives and pictorial representations as well as mental mathematics. Second Grade students also are expected to persevere while solving tasks; that is, if students reach a point in which they are stuck, they can reexamine the task in a different way and continue to solve the task. Lastly, mathematically proficient students complete a task by asking themselves the question, "Does my answer make sense?"
	Reason abstractly and quantitatively
2	Mathematically proficient students in Second Grade make sense of quantities and relationships while solving tasks. This involves two processes- decontextualizing and contextualizing. In Second Grade, students represent situations by decontextualizing tasks into numbers and symbols. For example, in the task, "There are 25 children in the cafeteria and they are joined by 17 more children. How many students are in the cafeteria? " Second Grade students translate that situation into an equation, such as: 25 + 17 = __ and then solve the problem. Students also contextualize situations during the problem solving process. For example, while solving the task above, students can refer to the context of the task to determine that they need to subtract 19 since 19 children leave. The processes of reasoning also other areas of mathematics such as determining the length of quantities when measuring with standard units

Construct viable arguments and critique the reasoning of others	
3	Mathematically proficient students in Second Grade accurately use definitions and previously established solutions to construct viable arguments about mathematics. During discussions about problem solving strategies, students constructively critique the strategies and reasoning of their classmates. For example, while solving 74 - 18, students may use a variety of strategies, and after working on the task, can discuss and critique each others' reasoning and strategies, citing similarities and differences between strategies.
Model with mathematics	
4	Mathematically proficient students in Second Grade model real-life mathematical situations with a number sentence or an equation, and check to make sure that their equation accurately matches the problem context. Second Grade students use concrete manipulatives and pictorial representations to provide further explanation of the equation. Likewise, Second Grade students are able to create an appropriate problem situation from an equation. For example, students are expected to create a story problem for the equation 43 + 17 = ___ such as "There were 43 gumballs in the machine. Tom poured in 17 more gumballs. How many gumballs are now in the machine?"
Use appropriate tools strategically	
5	Mathematically proficient students in Second Grade have access to and use tools appropriately. These tools may include snap cubes, place value (base ten) blocks, hundreds number boards, number lines, rulers, and concrete geometric shapes (e.g., pattern blocks, 3-d solids). Students also have experiences with educational technologies, such as calculators and virtual manipulatives, which support conceptual understanding and higher-order thinking skills. During classroom instruction, students have access to various mathematical tools as well as paper, and determine which tools are the most appropriate to use. For example, while measuring the length of the hallway, students can explain why a yardstick is more appropriate to use than a ruler.
Attend to precision	
6	Mathematically proficient students in Second Grade are precise in their communication, calculations, and measurements. In all mathematical tasks, students in Second Grade communicate clearly, using grade-level appropriate vocabulary accurately as well as giving precise explanations and reasoning regarding their process of finding solutions. For example, while measuring an object, care is taken to line up the tool correctly in order to get an accurate measurement. During tasks involving number sense, students consider if their answer is reasonable and check their work to ensure the accuracy of solutions.

	Look for and make use of structure
7	Mathematically proficient students in Second Grade carefully look for patterns and structures in the number system and other areas of mathematics. For example, students notice number patterns within the tens place as they connect skip count by 10s off the decade to the corresponding numbers on a 100s chart. While working in the Numbers in Base Ten domain, students work with the idea that 10 ones equals a ten, and 10 tens equals 1 hundred. In addition, Second Grade students also make use of structure when they work with subtraction as missing addend problems, such as 50- 33 = __ can be written as 33+ __ = 50 and can be thought of as," How much more do I need to add to 33 to get to 50?"
	Look for and express regularity in repeated reasoning
8	Mathematically proficient students in Second Grade begin to look for regularity in problem structures when solving mathematical tasks. For example, after solving two digit addition problems by decomposing numbers (33+ 25 = 30 + 20 + 3 +5), students may begin to generalize and frequently apply that strategy independently on future tasks. Further, students begin to look for strategies to be more efficient in computations, including doubles strategies and making a ten. Lastly, while solving all tasks, Second Grade students accurately check for the reasonableness of their solutions during and after completing the task.

Effective Mathematics Teaching Practices

Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

5 Practices for Orchestrating Productive Mathematics Discussions

Practice	Description/ Questions
1. Anticipating	What strategies are students likely to use to approach or solve a challenging high-level mathematical task? How do you respond to the work that students are likely to produce? Which strategies from student work will be most useful in addressing the mathematical goals?
2. Monitoring	Paying attention to what and how students are thinking during the lesson. Students working in pairs or groups Listening to and making note of what students are discussing and the strategies they are using Asking students questions that will help them stay on track or help them think more deeply about the task. (Promote productive struggle)
3. Selecting	This is the process of deciding the *what* and the *who* to focus on during the discussion.
4. Sequencing	What order will the solutions be shared with the class?
5. Connecting	Asking the questions that will make the mathematics explicit and understandable. Focus must be on mathematical meaning and relationships; making links between mathematical ideas and representations.

MATH CENTERS/ WORKSTATIONS

Math workstations allow students to engage in authentic and meaningful hands-on learning. They often last for several weeks, giving students time to reinforce or extend their prior instruction. Before students have an opportunity to use the materials in a station, introduce them to the whole class, several times. Once they have an understanding of the concept, the materials are then added to the work stations.

Station Organization and Management Sample

Teacher A has 12 containers labeled 1 to 12. The numbers correspond to the numbers on the rotation chart. She pairs students who can work well together, who have similar skills, and who need more practice on the same concepts or skills. Each day during math work stations, students use the center chart to see which box they will be using and who their partner will be. Everything they need for their station will be in their box. **Each station is differentiated**. If students need more practice and experience working on numbers 0 to 10, those will be the only numbers in their box. If they are ready to move on into the teens, then she will place higher number activities into the box for them to work with.

In the beginning there is a lot of prepping involved in gathering, creating, and organizing the work stations. However, once all of the initial work is complete, the stations are easy to manage. Many of her stations stay in rotation for three or four weeks to give students ample opportunity to master the skills and concepts.

Read *Math Work Stations* by Debbie Diller.
In her book, she leads you step-by-step through the process of implementing work stations.

MATH WORKSTATION INFORMATION CARD

Math Workstation: _____ Time: _____

NJSLS.:

_____ _____

_____ _____

Objective(s): By the end of this task, I will be able to:

- _____

- _____

- _____

Task(s):

- _____

- _____

- _____

- _____

Exit Ticket:

- _____

- _____

- _____

MATH WORKSTATION SCHEDULE

Week of: _____

DAY	Technology Lab	Problem Solving Lab	Fluency Lab	Math Journal	Small Group Instruction
Mon.	Group ____	Group ____	Group ____	Group ____	BASED ON CURRENT OBSERVATIONAL DATA
Tues.	Group ____	Group ____	Group ____	Group ____	
Wed.	Group ____	Group ____	Group ____	Group ____	
Thurs.	Group ____	Group ____	Group ____	Group ____	
Fri.	Group ____	Group ____	Group ____	Group ____	

INSTRUCTIONAL GROUPING

	GROUP A		GROUP B
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	

	GROUP C		GROUP D
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	

Second Grade PLD Rubric

Got It		Not There Yet		
Evidence shows that the student essentially has the target concept or big math idea.		Student shows evidence of a major misunderstanding, incorrect concepts or procedure, or a failure to engage in the task.		
PLD Level 5: 100% Distinguished command	PLD Level 4: 89% Strong Command	PLD Level 3: 79% Moderate Command	PLD Level 2: 69% Partial Command	PLD Level 1: 59% Little Command
Student work shows **distinguished levels of understanding** of the mathematics. Student **constructs** and **communicates** a **complete response** based on explanations/reasoning using the: • Tools: o Manipulatives o Five Frame o Ten Frame o Number Line o Part-Part-Whole Model • Strategies: o Drawings o Counting All o Count On/Back o Skip Counting o Making Ten o Decomposing Number • Precise use of math vocabulary Response includes an **efficient and logical progression** of mathematical reasoning and understanding.	Student work shows **strong levels of understanding** of the mathematics. Student **constructs** and **communicates** a **complete response** based on explanations/reasoning using the: • Tools: o Manipulatives o Five Frame o Ten Frame o Number Line o Part-Part-Whole Model • Strategies: o Drawings o Counting All o Count On/Back o Skip Counting o Making Ten o Decomposing Number • Precise use of math vocabulary Response includes a **logical progression** of mathematical reasoning and understanding.	Student work shows **moderate levels of understanding** of the mathematics. Student **constructs** and **communicates** a **complete response** based on explanations/reasoning using the: • Tools: o Manipulatives o Five Frame o Ten Frame o Number Line o Part-Part-Whole Model • Strategies: o Drawings o Counting All o Count On/Back o Skip Counting o Making Ten o Decomposing Number • Precise use of math vocabulary Response includes a **logical but incomplete progression** of mathematical reasoning and understanding. Contains **minor errors**.	Student work shows **partial understanding** of the mathematics. Student **constructs** and **communicates** an **incomplete response** based on student's attempts of explanations/ reasoning using the: • Tools: o Manipulatives o Five Frame o Ten Frame o Number Line o Part-Part-Whole Model • Strategies: o Drawings o Counting All o Count On/Back o Skip Counting o Making Ten o Decomposing Number • Precise use of math vocabulary Response includes an **incomplete or illogical progression** of mathematical reasoning and understanding.	Student work shows **little understanding** of the mathematics. Student **attempts** to **constructs** and **communicates** a response using the: • Tools: o Manipulatives o Five Frame o Ten Frame o Number Line o Part-Part-Whole Model • Strategies: o Drawings o Counting All o Count On/Back o Skip Counting o Making Ten o Decomposing Number • Precise use of math vocabulary Response includes **limited evidence of the progression** of mathematical reasoning and understanding.
5 points	4 points	3 points	2 points	1 point

DATA DRIVEN INSTRUCTION

Formative assessments inform instructional decisions. Taking inventories and assessments, observing reading and writing behaviors, studying work samples and listening to student talk are essential components of gathering data. When we take notes, ask questions in a student conference, lean in while a student is working or utilize a more formal assessment we are gathering data. Learning how to take the data and record it in a meaningful way is the beginning of the cycle.

Analysis of the data is an important step in the process. What is this data telling us? We must look for patterns, as well as compare the notes we have taken with work samples and other assessments. We need to decide what are the strengths and needs of individuals, small groups of students and the entire class. Sometimes it helps to work with others at your grade level to analyze the data.

Once we have analyzed our data and created our findings, it is time to make informed instructional decisions. These decisions are guided by the following questions:

- What mathematical practice(s) and strategies will I utilize to teach to these needs?
- What sort of grouping will allow for the best opportunity for the students to learn what it is I see as a need?
- Will I teach these strategies to the whole class, in a small guided group or in an individual conference?
- Which method and grouping will be the most effective and efficient? What specific objective(s) will I be teaching?

Answering these questions will help inform instructional decisions and will influence lesson planning.

Then we create our instructional plan for the unit/month/week/day and specific lessons.

It's important now to reflect on what you have taught.

Did you observe evidence of student learning through your checks for understanding, and through direct application in student work?

What did you hear and see students doing in their reading and writing?

Now it is time to begin the analysis again.
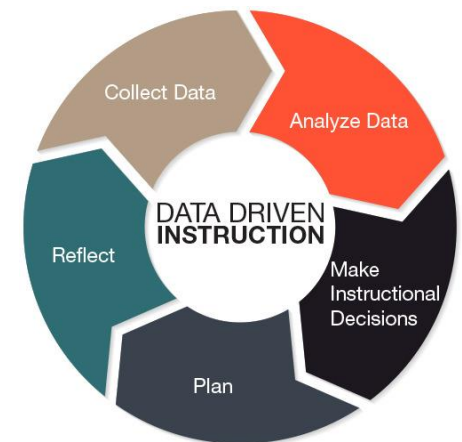
Data Analysis Form   School: _____   Teacher: _____   Date: _____

Assessment: _____   NJSLS: _____

GROUPS (STUDENT INITIALS)	SUPPORT PLAN	PROGRESS
MASTERED (86% - 100%) (PLD 4/5):		
DEVELOPING (67% - 85%) (PLD 3):		
INSECURE (51%-65%) (PLD 2):		
BEGINNING (0%-50%) (PLD 1):		

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MATH PORTFOLIO EXPECTATIONS

The Student Assessment Portfolios for Mathematics are used as a means of documenting and evaluating students' academic growth and development over time and in relation to the CCSS-M. The September task entry(-ies) should reflect the prior year content and *can serve* as an additional baseline measure.

All tasks contained within the **Student Assessment Portfolios** should be aligned to NJSLS and be "practice forward" (closely aligned to the Standards for Mathematical Practice).

Four (4) or more additional tasks will be included in the **Student Assessment Portfolios** for Student Reflection and will be labeled as such.

K-2 GENERAL PORTFOLIO EXPECTATIONS:

- Tasks contained within the Student Assessment Portfolios are "practice forward" and denoted as "Individual", "Partner/Group", and "Individual w/Opportunity for Student Interviews[1].
- Each Student Assessment Portfolio should contain a "Task Log" that documents all tasks, standards, and rubric scores aligned to the performance level descriptors (PLDs).
- Student work should be attached to a completed rubric; with appropriate teacher feedback on student work.
- Students will have multiple opportunities to revisit certain standards. Teachers will capture each additional opportunity "as a new and separate score" in the task log.
- A 2-pocket folder for each Student Assessment Portfolio is *recommended.*
- All Student Assessment Portfolio entries should be scored and recorded as an Authentic Assessment grade (25%)[2].
- All Student Assessment Portfolios must be clearly labeled, maintained for all students, inclusive of constructive teacher and student feedback and accessible for review.

GRADES K-2

Student Portfolio Review

Provide students the opportunity to review and evaluate their portfolio at various points throughout the year; celebrating their progress and possibly setting goals for future growth. During this process, students should retain ALL of their current artifacts in their Mathematics Portfolio

Peyton said, "I can solve 47 + 65" and he showed this strategy.

$47 + 65 = 100 + 12 = 112$

Presley said, "That doesn't make sense. Explain why that works."

   a. Draw a picture, diagram, or model to show Peyton's thinking.

   b. Explain Peyton's strategy and why it works.

	Peyton's Strategy			
Domain	Number and Operations in Base Ten			
Cluster	Use place value understanding and properties of operations to add and subtract.			
Standard(s)	**2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **2.NBT.9.** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)			
Materials	SF, Pencil, Paper			

Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command	Level 1: No Command
Student correctly answers and clearly constructs and communicates a complete response based on explanations/reasoning using: -Strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, mentally add/subtract 10 Response includes an **efficient** and logical progression of steps.	Student correctly answers and clearly constructs and communicates a complete response with one minor calculation error based on explanations/reasoning using: -Strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, mentally add/subtract 10 Response includes a **logical** progression of steps	Student answers, clearly constructs, and communicates a complete response with minor calculation errors based on explanations/reasoning using: -Strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, mentally add/subtract 10 Response includes a **logical but incomplete** progression of steps. Minor calculation errors.	Student answers, clearly constructs, and communicates a complete response with major calculation errors and/or conceptual errors based on explanations/reasoning using: -Strategies such as place value, properties of operations, compose/decompose hundreds/tens/ones, mentally add/subtract 10 Response includes an **incomplete or Illogical** progression of steps.	The student shows no work or justification.

Resources

Number Book Assessment Link: **http://investigations.terc.edu/**

Model Curriculum- http://www.nj.gov/education/modelcurriculum/

Georgia Department of Education: Games to be played at centers with a partner or small group. http://ccgpsmathematicsk-5.wikispaces.com/Kindergarten

Engage NY: *For additional resources to be used during centers or homework. https://www.engageny.org/sites/default/files/resource/attachments/math-gk-m1-full-module.pdf

Add/ Subtract Situation Types: Darker Shading indicates Kindergarten expectations https://achievethecore.org/content/upload/Add%20Subtract%20Situation%20Types.pdf

Math in Focus PD Videos: https://www-k6.thinkcentral.com/content/hsp/math/hspmath/common/mif_pd_vid/9780547760346_te/index.html

Number Talk/Strings: https://elementarynumbertalks.wordpress.com/second-grade-number-talks/

Suggested Literature

Fish Eyes by, Lois Ehlert

Ten Little Puppies by, Elena Vazquez

Zin! Zin! Zin! A Violin! by, Lloyd Moss

My Granny Went to the Market by, Stella Blackstone and Christopher Corr

Anno's Counting Book by, Mitsumasa Anno

Chicka, Chicka, 1,2,3 by, Bill Martin Jr.; Michael Sampson; Lois Ehlert

How Dinosaurs Count to 10 by Jane Yolen and Mark Teague

10 Little Rubber Ducks by Eric Carle

Ten Black Dots by Donald Crews

Mouse Count by Ellen Stoll Walsh

Count! by Denise Fleming

21st Century Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

For additional details see **21st Century Career Ready Practices** .

References

"Eureka Math" *Great Minds.* 2018 < https://greatminds.org/account/products>