2nd Grade Report Card

Math	MP1	MP2	MP3	MP4
2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.				
2.OA.B.2: Fluently add and subtract within 20.				
2.NBT.A.2: Count within 1000; skip count by 5's, 10's, and 100's.				
2.NBT.A.3: Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.				
2.NBT.A.4: Compare two three-digit numbers using >, <, and =.				
2.NBT.B.5: Fluently add and subtract within 100 using strategies.				
2.NBT.B.8: Mentally add and subtract 10 or 100 to a given number in the range of 100 and 900.				
2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.				
2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				
2.MD.C.8: Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies.				
2.MD.D.10: Draw a picture graph and a bar graph and solve simple put-together, take-apart, and compare problems using information presented in the graph.				
2.G.A.1: Identify and describe attributes of two-dimensional and three-dimensional shapes.				
2.G.A.3: Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, fourths, half of, third of, etc.				

KEY

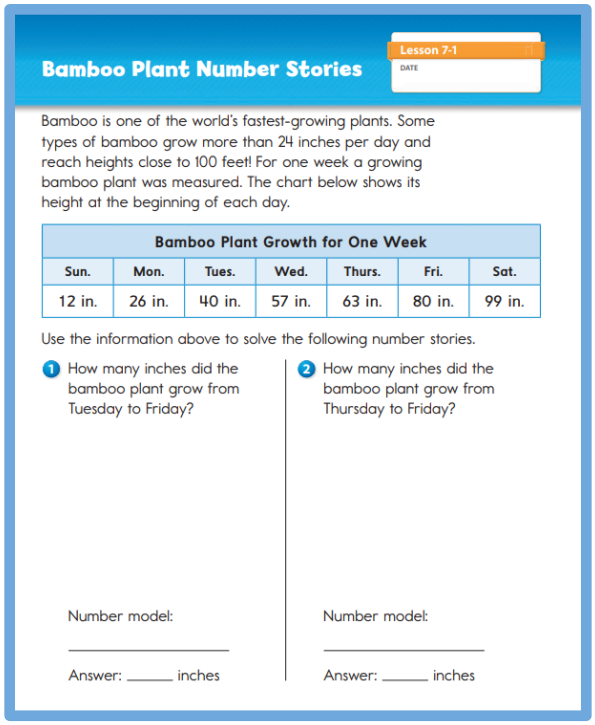
- ▢ Everyday Math **Benchmark Expectations** by Quarter
- ▢ **Major Cluster** of Arizona State Standards
- ▢ **Supporting Cluster** of Arizona State Standards
- ▢ **Advanced skill** for Level 4 taken from next grade level
- ▢ **No Benchmark Expectation** at this point/**No Grade**

2.OA.A: Represent and solve problems involving addition and subtraction.

2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectations at this point.		**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.	Uses **addition and subtraction within 1000** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.
3 Proficient			**Adds <u>and subtracts</u> within 100** to solve **<u>one-step</u>** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds and subtracts within 100** to solve **one- and two-step** word problems, as well as represents a word problem as an equation with a symbol for the unknown.
2 Partially Proficient			**Adds and subtracts within 20** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Adds and subtracts within 100** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.
1 Minimally Proficient			**Unable to or inconsistent in adding** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	**Unable to or inconsistent in adding** to solve **one-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.

Lesson 7-1: Bamboo Plant Nmber Stories



Bamboo Plant Number Stories

Lesson 7-1

DATE

Bamboo is one of the world's fastest-growing plants. Some types of bamboo grow more than 24 inches per day and reach heights close to 100 feet! For one week a growing bamboo plant was measured. The chart below shows its height at the beginning of each day.

Bamboo Plant Growth for One Week						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
12 in.	26 in.	40 in.	57 in.	63 in.	80 in.	99 in.

Use the information above to solve the following number stories.

1. How many inches did the bamboo plant grow from Tuesday to Friday?

Number model:

_____

Answer: _____ inches

2. How many inches did the bamboo plant grow from Thursday to Friday?

Number model:

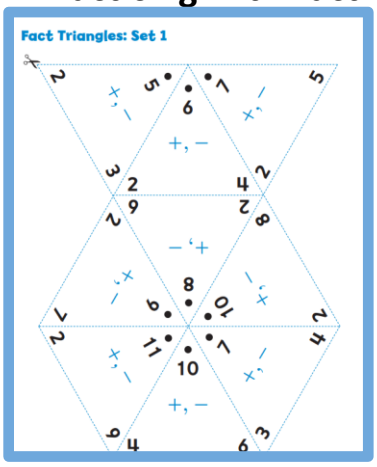
_____

Answer: _____ inches

2.OA.B: Add and subtract within 20.				
2.OA.B.2: *Fluently add and subtract within 20.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Fluently adds and subtracts within 20**. Know, **from memory**, **all sums of two one-digit numbers**.	**Fluently adds and subtracts within 20**. Know, **from memory**, **all sums of two one-digit numbers**.	**Fluently adds and subtracts within 20**. Know, **from memory**, **all sums of two one-digit numbers**.	**Fluently** adds and subtracts within 100.
3 Proficient	**Knows doubles and combinations-of-10** addition facts.	**Knows doubles and combinations-of-10 facts** and applies strategies to solve all **addition facts**, as well as knows +/-0 and +/-1 facts.	**Knows doubles and combinations-of-10 facts** and applies strategies to solve all **addition and subtraction facts**.	**Fluently adds and subtracts within 20**. Know, **from memory**, **all sums of two one-digit numbers**.
2 Partially Proficient	**Inconsistent** in knowing doubles facts and combinations-of-10 addition facts.	**Knows doubles and combinations-of-10** addition facts.	**Knows doubles and combinations-of-10 facts** and applies strategies to solve all **addition facts**, as well as knowing +/-0 and +/-1 facts.	**Knows doubles and combinations-of-10 facts** and applies strategies to solve all **addition and subtraction facts**.
1 Minimally Proficient	**Unable to recall** doubles and combinations-of-10 addition facts.	**Unable to recall or inconsistent** in knowing doubles and combinations-of-10 addition facts.	**Unable to recall or inconsistent** in knowing doubles and combinations-of-10 addition facts.	**Unable to recall or inconsistent** in knowing doubles and combinations-of-10 facts and applies strategies to solve all **addition facts**, as well as knowing +/-0 and +/-1 facts.

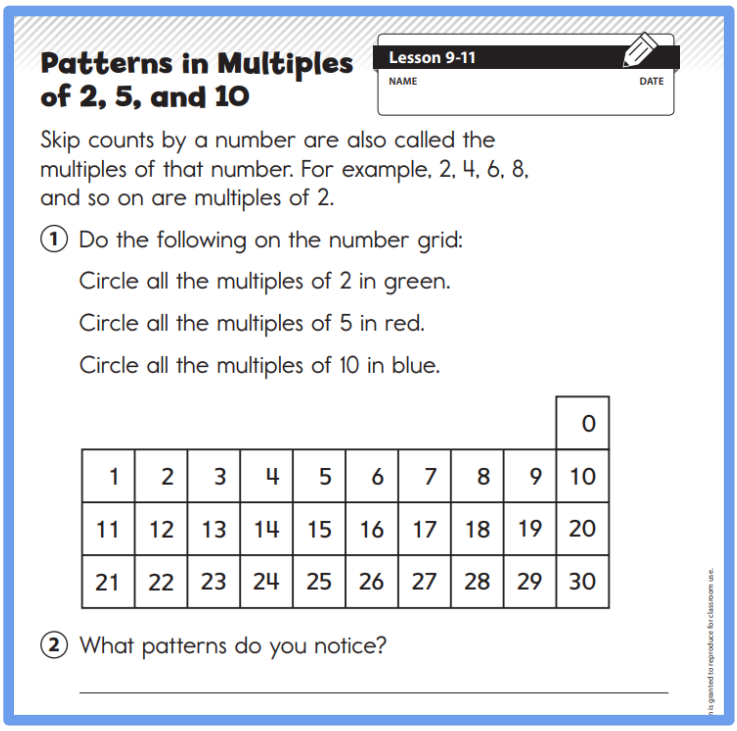
***Math fact fluency** is the ability to quickly recall addition, subtraction, multiplication, and division math facts through conceptual learning, fact strategies, and memorization. The four key components to determine mastery are 1) flexibility, 2) appropriate strategy use, 3) efficiency, and 4) accuracy.

Lesson 9-2: Practicing with Fact Triangles



2.NBT.A: Understand place value.				
2.NBT.A.2: Count within 1000; skip count by 5's, 10's, and 100's.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Counts within 1000; skip counts by 5's, 10's, and 100's.**	**Counts within 1000; skip counts by 5's, 10's, and 100's.**	**Counts by 2s, 3s, and 4s**. (i.e. 3, 6, 9, …)	**Counts by 2s, 3s, and 4s**. (i.e. 3, 6, 9, …) **and/or** by **6s, 7s, 8s, and 9s**. (i.e. 7, 14, 21, …)
3 Proficient	**Counts by 1s to at least 120; skip counts by 5s** using a calculator. **Skip counts by 10s to at least 200**.	**Counts by 1s within 500; skip counts by 5s and 10s past 200; counts by 100 to 900**.	**Counts within 1000; skip counts by 5's, 10's, and 100's.**	**Counts within 1000; skip counts by 5's, 10's, and 100's.**
2 Partially Proficient	**Inconsistent in counting by 1s to at least 120**; skip counting by 5s using a calculator; and skip counting by 10s to at least 200.	**Counts by 1s to at least 120; skip counts by 5s** using a calculator. **Skip counts by 10s to at least 200**.	**Counts by 1s within 500; skip counts by 5s and 10s past 200; counts by 100 to 900**.	**Inconsistent in counting within 1000**; skip count by 5's, 10's, and 100's.
1 Minimally Proficient	**Unable to count by 1s to at least 120**; skip counting by 5s using a calculator; and skip counting by 10s to at least 200.	**Unable to or inconsistent in counting by 1s to at least 120**; skip counting by 5s using a calculator; and skip counting by 10s to at least 200.	**Unable to or inconsistent in counting by 1s to at least 120; skip counting by 5s** using a calculator; and **skip counting by 10s to at least 200**.	**Unable to or inconsistent in counting by 1s within 500; skip counting by 5s and 10s past 200**; and **counting by 100s to 900**.

Lesson 9-2: Practicing with Fact Triangles



Patterns in Multiples of 2, 5, and 10

Lesson 9-11

NAME DATE

Skip counts by a number are also called the multiples of that number. For example, 2, 4, 6, 8, and so on are multiples of 2.

① Do the following on the number grid:

Circle all the multiples of 2 in green.

Circle all the multiples of 5 in red.

Circle all the multiples of 10 in blue.

									0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

② What patterns do you notice?

_____

2.NBT.A: Understand place value.				
2.NBT.A.3: Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Reads and writes numbers up to 1000** using base-ten numerals, number names, and expanded form.	**Reads and writes numbers up to 1000** using base-ten numerals, number names, and expanded form.	**Reads and writes numbers up to 10,000** using base-ten numerals, number names, and expanded form.	**Reads and writes numbers up to 10,000** using base-ten numerals, number names, and expanded form.
3 Proficient	**Reads and writes numbers to at least 120** and **numbers to 10 using number names**.	**Reads and writes numbers to at least 120** using base-ten numerals and **numbers to 20 using number names**.	**Reads and writes numbers up to 1000** using base-ten numerals, number names, and expanded form.	**Reads and writes numbers up to 1000** using base-ten numerals, number names, and expanded form.
2 Partially Proficient	**Inconsistent in reading and writing numbers to at least 120** and **numbers to 10 using number names**.	**Reads and writes numbers to at least 120 and numbers to 10 using number names.**	**Reads and writes numbers to at least 120 using base-ten numerals and numbers to 20 using number names.**	**Inconsistent in reading and writing numbers up to 1000** using base-ten numerals, number names, and expanded form.
1 Minimally Proficient	**Unable to read and write numbers to at least 120** and **numbers to 10 using number names**.	**Unable to read or write or inconsistent in reading and writing numbers to at least 120** and **numbers to 10 using number names.**	**Unable to read or write or inconsistent in reading and writing to at least 120 and numbers to 10 using number names.**	**Unable to read or write or inconsistent in reading and writing numbers to at least 120 using base-ten numerals and numbers to 20 using number names..**

Lesson 4-7 and 8-3: Playing *Target to 200*

Explain the rules for *Target*.

Directions

1. Shuffle the number cards. Place the deck number-side down.
2. Players take turns. When it is your turn, do the following:
   - Turn over 2 cards. You may either use one card to make a 1-digit number or both cards to make a 2-digit number.
   - Model your number with base-10 blocks. Put these blocks just below your *Target* Game Mat (*Math Masters*, page G20) but not on the mat.
   - You now have two choices:
     Choice 1: Add all of the base-10 blocks below the mat to the blocks already on your *Target* Game Mat.
     Choice 2: Subtract all of the blocks below the mat from the blocks already on your *Target* Game Mat. If you decide to subtract, you may first have to make exchanges on the mat.
3. Players can make exchanges on their *Target* Game Mats at any time.
4. Play continues until the blocks on one player's mat have a value of exactly 50 and show 5 longs. That player is the winner.

Example: Alex was able to reach the target value of 50 in three turns:

Target
Record Sheet

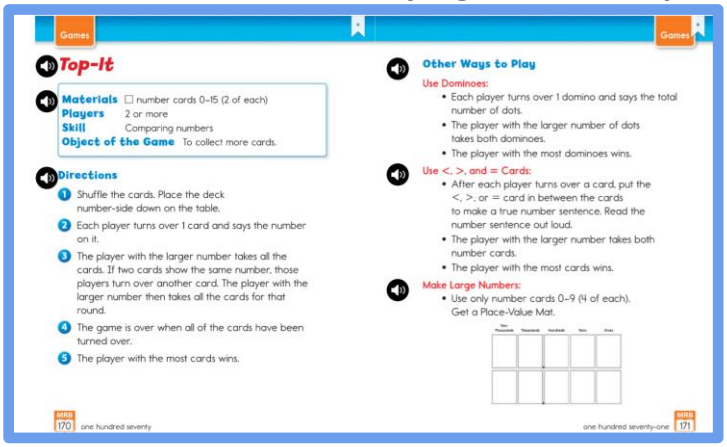
NAME DATE

For each of your turns, record the number you make and the value you show with base-10 blocks on the *Target* Game Mat.

Turn	Number You Made	Value on the *Target* Game Mat
1		
2		
3		
4		
5		
6		

2.NBT.A: Understand place value.				
2.NBT.A.4: Compare two three-digit numbers using >, <, and =.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Compares two three-digit numbers** using >, <, and =.	**Compares two three-digit numbers** using >, <, and =.	**Compares two four-digit numbers** using >, <, and =.	**Compares two four-digit numbers** using >, <, and =.
3 Proficient	**Compares numbers to at least 99** and record comparison using >, <, and =.	**Compares two 3-digit numbers with nonzero digits** based on meanings of the hundreds, tens, and ones digits, using >, <, and = symbols to record the results of comparisons.	**Compares two three-digit numbers** using >, <, and =.	**Compares two three-digit numbers** using >, <, and =.
2 Partially Proficient	**Inconsistent in comparing numbers to at least 99** and recording comparisons using >, <, and =.	**Compares numbers to at least 99** and record comparison using >, <, and =.	**Compares two 3-digit numbers with nonzero digits** based on meanings of the hundreds, tens, and ones digits, using >, <, and = symbols to record the results of comparisons.	**Inconsistent in comparing two three-digit numbers** using >, <, and =.
1 Minimally Proficient	**Unable to compare numbers to at least 99** and record comparisons using >, <, and =.	**Unable to compare or inconsistent in comparing numbers to at least 99** and recording comparisons using >, <, and =.	**Unable to compare or inconsistent in comparing numbers to at least 99** and record comparison using >, <, and =.	**Unable to compare or inconsistent in comparing two 3-digit numbers with nonzero digits** based on meanings of the hundreds, tens, and ones digits, using >, <, and = symbols to record the results of comparisons.

Lesson 4-5 and 9-5: Playing *Number Top-It*



Games

Top-It

Materials ☐ number cards 0–15 (2 of each)
Players 2 or more
Skill Comparing numbers
Object of the Game To collect more cards.

Directions

1. Shuffle the cards. Place the deck number-side down on the table.
2. Each player turns over 1 card and says the number on it.
3. The player with the larger number takes all the cards. If two cards show the same number, those players turn over another card. The player with the larger number then takes all the cards for that round.
4. The game is over when all of the cards have been turned over.
5. The player with the most cards wins.

Other Ways to Play

Use Dominoes:
- Each player turns over 1 domino and says the total number of dots.
- The player with the larger number of dots takes both dominoes.
- The player with the most dominoes wins.

Use <, >, and = Cards:
- After each player turns over a card, put the <, >, or = card in between the cards to make a true number sentence. Read the number sentence out loud.
- The player with the larger number takes both number cards.
- The player with the most cards wins.

Make Large Numbers:
- Use only number cards 0–9 (4 of each). Get a Place-Value Mat.

MRB 170 one hundred seventy

one hundred seventy-one MRB 171

2.NBT.B: Use place value understanding and properties of operations to add and subtract.

2.NBT.B.5: *Fluently add and subtract within 100 using strategies.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Fluently adds and subtracts within 100** using strategies.	**Fluently adds and subtracts within 100** using strategies.	**Fluently adds and subtracts within 100** using strategies.	**Adds and subtracts within 1000** using a number grid and strategies based on place value. (3.NBT.2)
3 Proficient	**Adds and subtracts within 100** using a number grid, a number line, or counters.	**Adds within 100** using a number grid, number line or counters, and **uses the inverse relationship between addition and subtracting to write fact families and solve addition and subtraction facts.**	**Adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction**, with or without tools.	**Fluently adds and subtracts within 100** using strategies.
2 Partially Proficient	**Inconsistent in adding and subtracting within 100** using a number grid, a number line, or counters.	**Adds and subtracts within 100** using a number grid, a number line, or counters.	**Adds within 100** using a number grid, number line or counters, and **uses the inverse relationship between addition and subtracting to write fact families and solve addition and subtraction facts.**	**Adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction**, with or without tools.
1 Minimally Proficient	**Unable to add and subtract within 100** using a number grid, a number line, or counters.	**Unable to or inconsistent in adding and subtracting within 100** using a number grid, a number line, or counters.	**Unable to or inconsistent in adding and subtracting within 100** using a number grid, a number line, or counters.	**Unable to or inconsistent in adding within 100** using a number grid, number line or counters, and **using the inverse relationship between addition and subtracting to write fact families and solve addition and subtraction facts.**

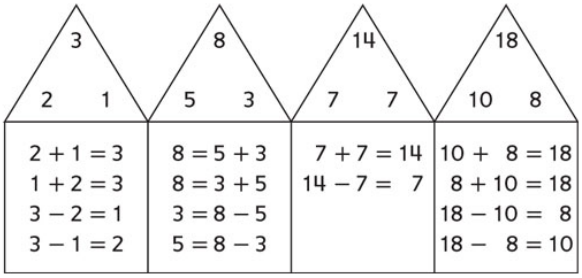
***Math fact fluency** is the ability to quickly recall addition, subtraction, multiplication, and division math facts through conceptual learning, fact strategies, and memorization. The four key components to determine mastery are 1) flexibility, 2) appropriate strategy use, 3) efficiency, and 4) accuracy.

Lesson 3-3: Making Fact Family Chains

Demonstrate how to make a chain of "fact-family houses":

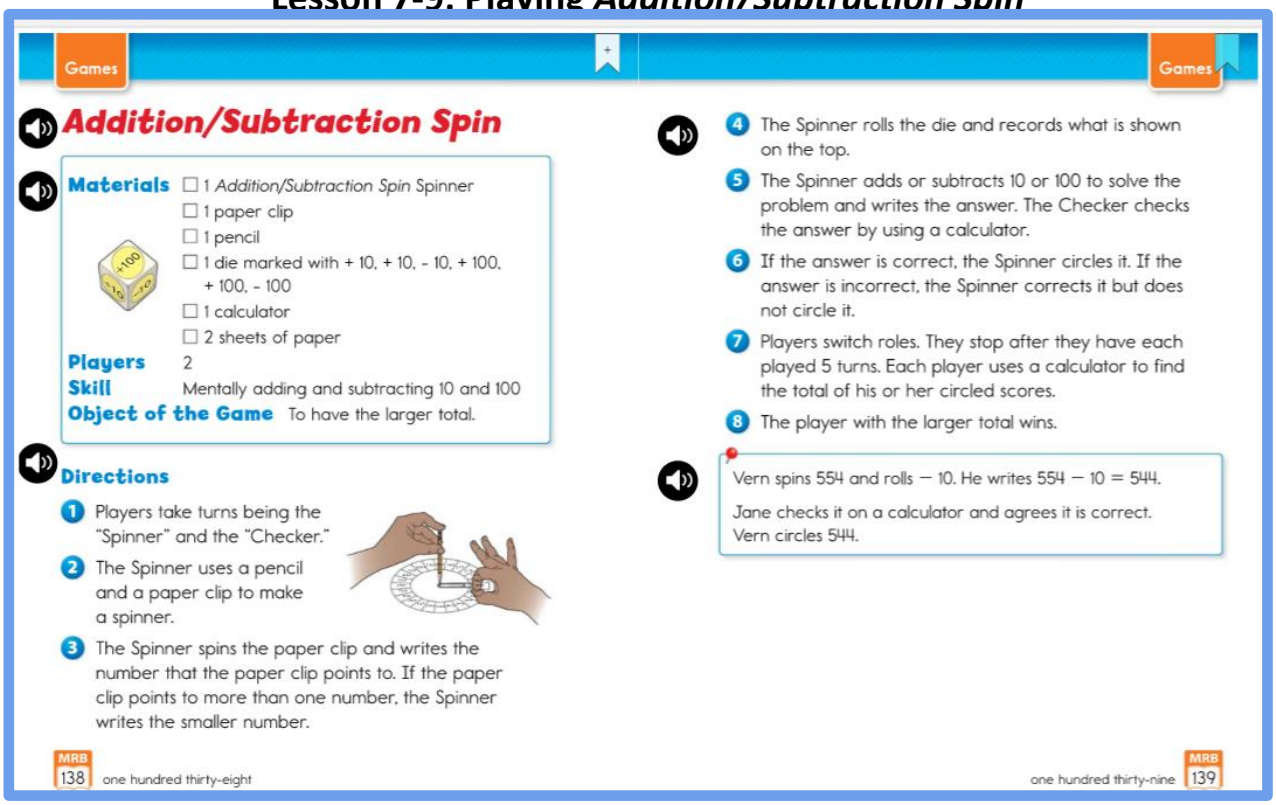
- Fold an $8\frac{1}{2}$" by 11" sheet of paper in half so that the two $8\frac{1}{2}$" sides are touching.
- Fold again so that the two $8\frac{1}{2}$" sides are touching.
- Cut off the corners of one of the short sides to form a triangular peak.
- Open the paper to show a chain of four fact-family houses.

Write the three fact-family numbers belonging to a fact family in the triangular roof of one of the houses and then write the fact family in the house. Explain that only facts containing the numbers belonging to the family can live in the house. Children can make up their own fact-family numbers for each house or base their fact families on dominoes.



2.NBT.B: Use place value understanding and properties of operations to add and subtract.				
2.NBT.B.8: Mentally add and subtract 10 or 100 to a given number in the range of 100 and 900.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 100 and 900.**	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 100 and 900.**	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 1000 and 1900**.	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 1000 and 1900**.
3 Proficient	**Mentally adds 10 and subtracts 10 from a two-digit number.**	**Mentally adds 10 to and subtracts 10 from a given number 100-900.**	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 100 and 900.**	**Mentally adds and subtracts 10 or 100** to a given number **in the range of 100 and 900.**
2 Partially Proficient	**Inconsistent in mentally adding 10 and subtracting 10 from a two-digit number**.	**Mentally adds 10 and subtracts 10 from a two-digit number.**	**Mentally adds 10 to and subtracts 10 from a given number 100-900.**	**Inconsistent** in **mentally <u>adding and subtracting 10 or 100</u> to a given number in the range of 100 and 900**.
1 Minimally Proficient	**Unable to mentally add 10 and subtract 10 from a two-digit number.**	**Unable to or inconsistent** in mentally adding 10 and subtracting 10 from a two-digit number.	**Unable to or inconsistent** in mentally adding 10 and subtracting 10 from a two-digit number.	**Unable to or inconsistent** in mentally adding 10 and subtracting 10 from a given number 100-900.

Lesson 7-9: Playing *Addition/Subtraction Spin*



Games

Addition/Subtraction Spin

Materials
- ☐ 1 *Addition/Subtraction Spin* Spinner
- ☐ 1 paper clip
- ☐ 1 pencil
- ☐ 1 die marked with + 10, + 10, - 10, + 100, + 100, - 100
- ☐ 1 calculator
- ☐ 2 sheets of paper

Players 2

Skill Mentally adding and subtracting 10 and 100

Object of the Game To have the larger total.

Directions

1. Players take turns being the "Spinner" and the "Checker."
2. The Spinner uses a pencil and a paper clip to make a spinner.
3. The Spinner spins the paper clip and writes the number that the paper clip points to. If the paper clip points to more than one number, the Spinner writes the smaller number.
4. The Spinner rolls the die and records what is shown on the top.
5. The Spinner adds or subtracts 10 or 100 to solve the problem and writes the answer. The Checker checks the answer by using a calculator.
6. If the answer is correct, the Spinner circles it. If the answer is incorrect, the Spinner corrects it but does not circle it.
7. Players switch roles. They stop after they have each played 5 turns. Each player uses a calculator to find the total of his or her circled scores.
8. The player with the larger total wins.

Vern spins 554 and rolls − 10. He writes 554 − 10 = 544.

Jane checks it on a calculator and agrees it is correct. Vern circles 544.

MRB 138 one hundred thirty-eight

one hundred thirty-nine MRB 139

2.MD.A: Measure and estimate lengths in standard units.

2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectations at this point.		**Measures to determine how much longer one object is than another**, expresses the length difference in terms of a standard length unit.	**Solves word problems involving measurements**, including comparing lengths and expressing lengths in terms of a standard length unit.
3 Proficient			**Measures to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap** in inches and centimeters.	**Measures to determine how much longer one object is than another**, expresses the length difference in terms of a standard length unit.
2 Partially Proficient			**Inconsistent in measuring to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap** in inches and centimeters.	**Measures to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap** in inches and centimeters.
1 Minimally Proficient			**Unable to measure to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap** in inches and centimeters.	**Unable to or Inconsistent in measuring to determine how much longer one object is than another by lining up both objects and measuring the part that does not**

			overlap in inches and centimeters.

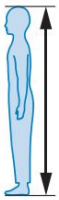
Comparing Measurements

Lesson 7-6

DATE

Work with a partner. Measure your height, head size, and shoe length to the nearest centimeter. For each measurement, choose a tool to use. You may use a ruler, a meterstick, or a tape measure.

1. Height



I am about _____ centimeters tall.

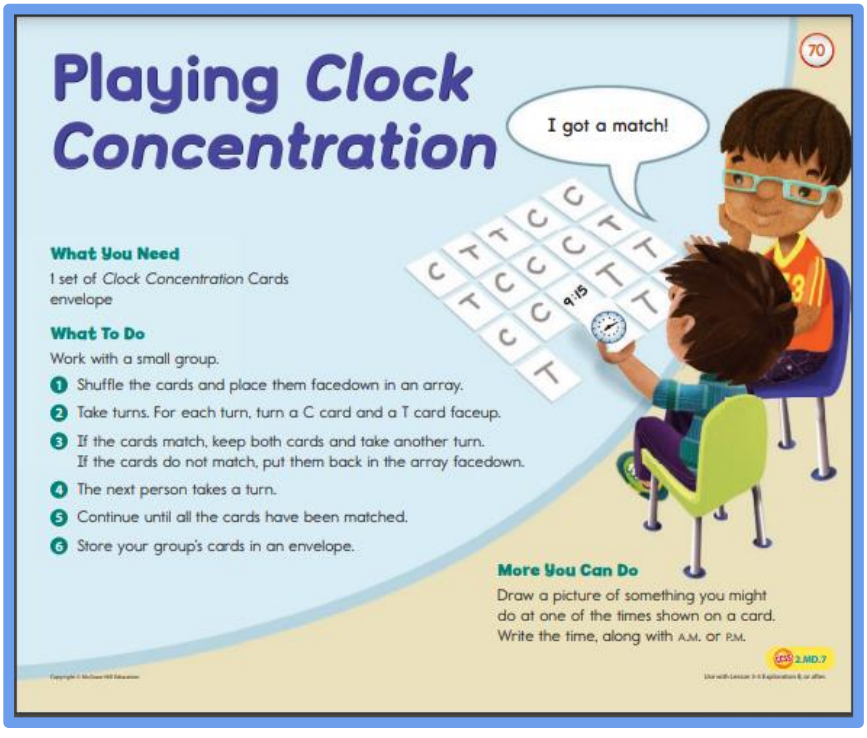
My partner is about _____ centimeters tall.

Who is taller? _____

How much taller? _____ centimeters

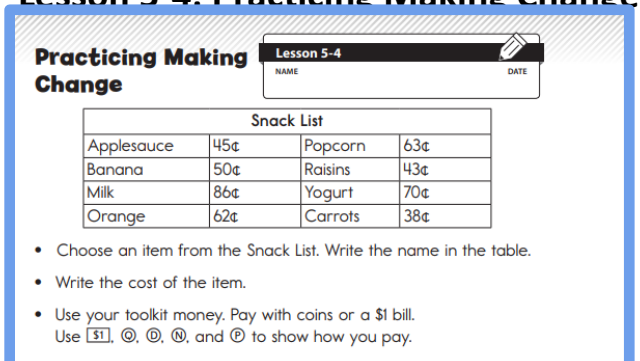
2.MD.C: Work with time and money.				
2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectations at this point.	**Tells and writes time** from analog and digital clocks **to the nearest five minutes, using a.m. and p.m.**	**Tells and writes time** from analog and digital clocks **to the nearest five minutes, using a.m. and p.m.**	**Tells and writes time** from analog and digital clocks **to the nearest minute, using a.m. and p.m.**
3 Proficient		**Tells and writes time** using analog and digital clocks **to the nearest half hour**.	**Draws events that typically occur in the a.m. and p.m. hours**.	**Tells and writes time** from analog and digital clocks **to the nearest five minutes, using a.m. and p.m.**
2 Partially Proficient		**Inconsistent in telling and writing time** using analog and digital clocks **to the nearest half hour**.	**Tells and writes time** using analog and digital clocks **to the nearest half hour**.	**Draws events that typically occur in the a.m. and p.m. hours**.
1 Minimally Proficient		**Unable to tell and write time** using analog and digital clocks **to the nearest half hour.**	**Unable to or inconsistent in telling and writing time** using analog and digital clocks **to the nearest half hour.**	**Unable to or inconsistent in telling and writing time** using analog and digital clocks **to the nearest half hour**.

Lesson 5-5: Playing *Clock Concentration*



2.MD.C: Work with time and money.				
2.MD.C.8: Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	**Solves word problems involving collections of money**, including dollar bills, quarters, dimes, nickels, and pennies.	**Solves word problems involving collections of money**, including dollar bills, quarters, dimes, nickels, and pennies.	**Solves word problems involving collections of money**, including dollar bills, quarters, dimes, nickels, and pennies.	**Solves word problems involving collections of money, including $100 dollar bills, $10 dollar bills, $5 dollar bills,** and $1 dollar bills, quarters, dimes, nickels, and pennies.
3 Proficient	**Solves word problems involving dimes and pennies.**	**Solves word problems involving a single type of coin** (either quarters, dimes, nickels, or pennies); use ¢ symbol appropriately.	**Solves word problems involving quarters, dimes, nickels, and pennies** to show exact change up to $; use ¢ symbol appropriately.	**Solves word problems involving collections of money**, including dollar bills, quarters, dimes, nickels, and pennies.
2 Partially Proficient	**Inconsistent in solving word problems involving dimes and pennies**.	**Solves word problems involving dimes and pennies.**	**Solves word problems involving a single type of coin** (either quarters, dimes, nickels, or pennies); use ¢ symbol appropriately.	**Solves word problems involving quarters, dimes, nickels, and pennies** to show exact change up to $; use ¢ symbol appropriately.
1 Minimally Proficient	**Unable to solve word problems involving dimes and pennies**.	**Unable to or inconsistent in solving word problems involving dimes and pennies**.	**Unable to or inconsistent in solving word problems involving dimes and pennies.**	**Unable to or inconsistent in solving word problems involving a single type of coin** (either quarters, dimes, nickels, or pennies); use ¢ symbol appropriately.

Lesson 5-4: Practicing Making Change



Practicing Making Change

Lesson 5-4

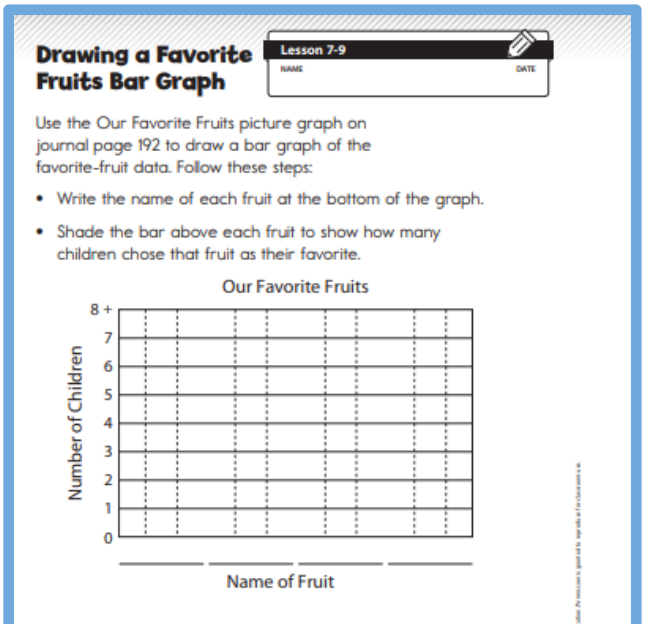
NAME DATE

Snack List			
Applesauce	45¢	Popcorn	63¢
Banana	50¢	Raisins	43¢
Milk	86¢	Yogurt	70¢
Orange	62¢	Carrots	38¢

- Choose an item from the Snack List. Write the name in the table.
- Write the cost of the item.
- Use your toolkit money. Pay with coins or a $1 bill. Use $1, Q, D, N, and P to show how you pay.

2.MD.D: Represent and interpret data.				
2.MD.D.10: Draw a picture graph and a bar graph and solve simple put-together, take-apart, and compare problems using information presented in the graph.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectations at this point.		**Draws a picture graph and a bar graph** and solve simple put-together, take-apart, and comparison problems using information presented in the graph.	**Uses information in a given scaled bar graph to solve one-step** "how many more" and "how many less" **problems**. (3.MD.3)
3 Proficient			**Draws a picture graph to represent data from a tally chart**.	**Draws a picture graph and a bar graph** and solve simple put-together, take-apart, and comparison problems using information presented in the graph.
2 Partially Proficient			**Inconsistent in drawing a picture graph to represent data from a tally chart**.	**Draws a picture graph to represent data from a tally chart.**
1 Minimally Proficient			**Unable to draw a picture graph to represent data from a tally chart**.	**Unable to or inconsistent in drawing a picture graph to represent data from a tally chart.**

Lesson 7-9: Drawing a Favorite Fruits Bar Graph



Drawing a Favorite Fruits Bar Graph

Lesson 7-9

NAME DATE

Use the Our Favorite Fruits picture graph on journal page 192 to draw a bar graph of the favorite-fruit data. Follow these steps:

- Write the name of each fruit at the bottom of the graph.
- Shade the bar above each fruit to show how many children chose that fruit as their favorite.

Our Favorite Fruits

Number of Children

8+ 7 6 5 4 3 2 1 0

Name of Fruit

2.G.A: Reason with shapes and their attributes.				
2.G.A.1: Identify and describe attributes of two-dimensional and three-dimensional shapes. Draw two-dimensional shapes based on specified attributes.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Not a Benchmark Expectation at this point			**Compares and contrasts shapes** in different categories based on attributes of the shapes.
3 Proficient				**Identifies and describes attributes** of two-dimensional and three-dimensional shapes.
2 Partially Proficient				**Inconsistent in identifying and describing attributes** of two-dimensional and three-dimensional shapes.
1 Minimally Proficient				**Unable to identify and describe attributes** of two-dimensional and three-dimensional shapes.

Lesson 8-2: Playing *Shape*

Directions

Play with a partner or in two teams of two.

1. Spread out the Shape Cards on a flat surface. Shuffle the Attribute Cards and place the pile facedown.
2. Players take turns. When it is your turn, do the following:
   - Turn over the top card from the Attribute Card pile.
   - Take, or capture, all the shapes that have the attributes shown on the Attribute Card. Name each shape as you capture it.
   - If no shapes have the attribute named on the card, your turn is over.
   - At the end of your turn, if you have not captured a shape that you could have taken, the other player or team may name and capture it.
3. If you run out of Attribute Cards, reshuffle and continue play.
4. The game ends when there are no shapes left. The winner is the player or the team with more captured shapes.

Have children record their first five rounds of play on *Math Masters*, page G28. Encourage them to abbreviate attributes in a few words instead of copying all the words on the card.

Observe

- Which children can correctly find shapes with specified attributes?
- Which children are checking the other team or player's selections?

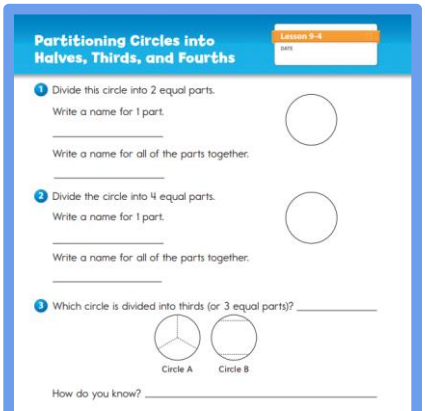
Discuss

- *How did you check to be sure the other team or player was capturing shapes that matched the Attribute Cards?*
- *Which shapes were easier to capture? Why? Which shapes were harder to capture? Why?*

2.G.A: Reason with shapes and their attributes.				
2.G.A.3: Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, fourths, half of, third of, etc.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Not a Benchmark Expectation at this point			**Partitions shapes into parts with equal areas.** Expresses the area of each part as a unit fraction of the whole. (3.G.2)
3 Proficient				**Partitions circles and rectangles into two, three, or four equal shares**, and describes the shares using the words halves, thirds, fourths, half of, third of, etc.
2 Partially Proficient				**Inconsistent in partitioning circles and rectangles into two, three, or four equal shares**, and describing the shares using the words halves, thirds, fourths, half of, third of, etc.
1 Minimally Proficient				**Unable to partition circles and rectangles into two, three, or four equal shares**, and describe the shares using the words halves, thirds, fourths, half of, third of, etc.

Note: Partitioning is a prerequisite to fractions.

Lesson 9-4: Partitioning Shapes into Equal Shares



Partitioning Circles into Halves, Thirds, and Fourths

Lesson 9-4

DATE

1. Divide this circle into 2 equal parts.
   Write a name for 1 part.
   _____
   Write a name for all of the parts together.
   _____
2. Divide the circle into 4 equal parts.
   Write a name for 1 part.
   _____
   Write a name for all of the parts together.
   _____
3. Which circle is divided into thirds (or 3 equal parts)? _____

   Circle A Circle B

   How do you know? _____