Avon Community School Corporation

Grade 2 Mathematics Unit 1 Report

Unit Update for: {{studentname}}

This report provides an overview of your child's performance on the key standards covered in this unit, as well as their scores on the unit assessments.

Levels of Proficiency

Proficient	Basic	Below Basic	Not Assessed

Proficient: Demonstrating solid academic performance and can apply their knowledge regularly.

Basic: Demonstrating partial understanding but lack consistency in application of skills.

Below Basic: Currently demonstrating below grade level proficiency and requires extra support.

Standards	Description	Performance
2.CA.1	Solve real-world problems involving addition and subtraction within 100. Use estimation to decide whether answers are reasonable in addition problems.	{{2CA1}}
2.NS.3	Determine whether a group of objects (up to 20) has an odd or even number of members.	{{2NS3}}

Shaded cells indicate standards for which proficiency is expected. Those not shaded will continue to be developed further this school year.

Unit Assessments

Assessment	Total Number of Points Student Earned
Unit 1 Number Combinations to 20 Checkpoint	**{{OverallNumberComboCheckpoint}}** out of **20**
Unit 1 Assessment	**{{OverallUnitAssess}}** out of **33** Scores between 26-33 are 80% or higher and a proficient score

How can I help at home?

- Review the example of strategies and models used to develop these skills and concepts in this unit
- Visit www.mathlearningcenter.org for online resources. Here you can search for any skill you are wanting your child to work on.

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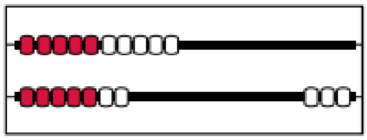
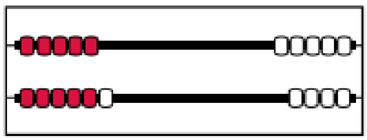
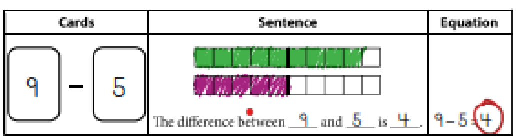
PROBLEM	COMMENTS
Show me 17 beads on your number rack. How do you see it?  *"I see 10 beads on the top row and 7 beads on the bottom."* *"I see 10 red beads and 7 white beads."*	The number rack is used to help students visualize numbers and solve addition and subtraction facts within 20. This math tool is made up of two rows of 10 beads; each row is strategically broken into a group of 5 red beads and a group of 5 white beads. The colors encourage students to think in groups of 2, 5, and 10. Over time, students will construct mental models for number combinations.
What is the sum of 5 + 6?  *"I know 5 + 5 is 10, and 1 more is 11."*	Doubles facts (such as 5 + 5) are those where a number is added to itself. Near doubles (such as 5 + 6) may also be solved by thinking about doubles. For example, a combination like 5 + 6 can be thought of as 5 + 5 + 1. Doubles facts are closely related to even numbers, and near doubles facts are closely related to odd numbers.
What is 9 – 5?  *"The difference between 9 and 5 is 4, so 9 – 5 = 4."*	Students review subtraction as a process of finding the difference using 10-strips to compare quantities. This model uses the one-to-one matching strategy commonly used by young students to compare sets of objects.
Choral count by 5s from 5 to 60. 5 10 15 20 25 30 35 40 45 50 55 60	In the choral counting routine, the class skip-counts by a designated number as the teacher records the numbers on the board. When the count is complete, they discuss patterns that emerge in the sequence. In Unit 1, the choral counts focus on skip-counting by 5s and 10s.