

Scottsdale *Unified*
SCHOOL DISTRICT



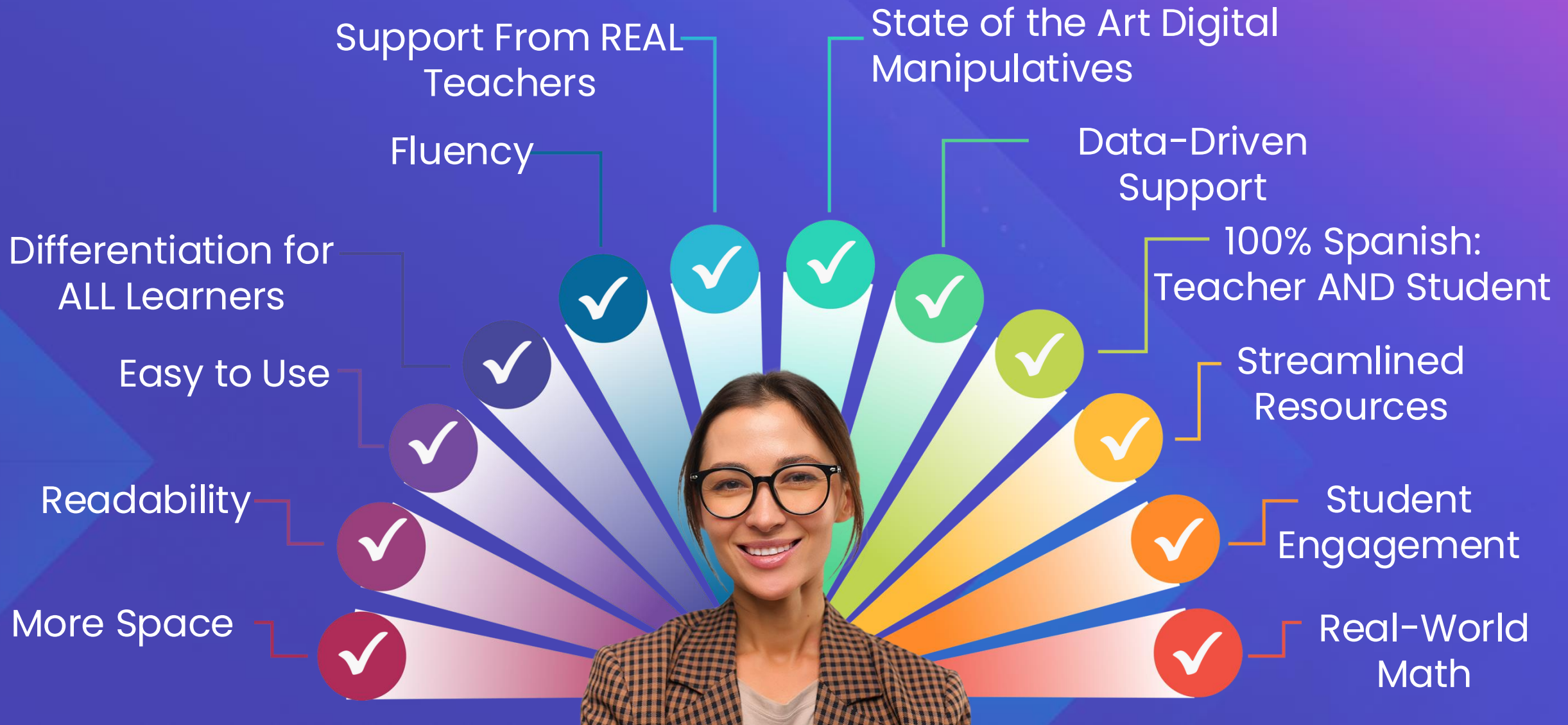
INSPIRE. LEARN. LEAD

Engaging all students in world-class, future focused learning



Real-World Math. Real-World Ready.

We Listened to You!





English
and
Spanish

enVision⁺
MATHEMATICS

SAVVAS
realize®

Rostering
Tools

Student
Information System

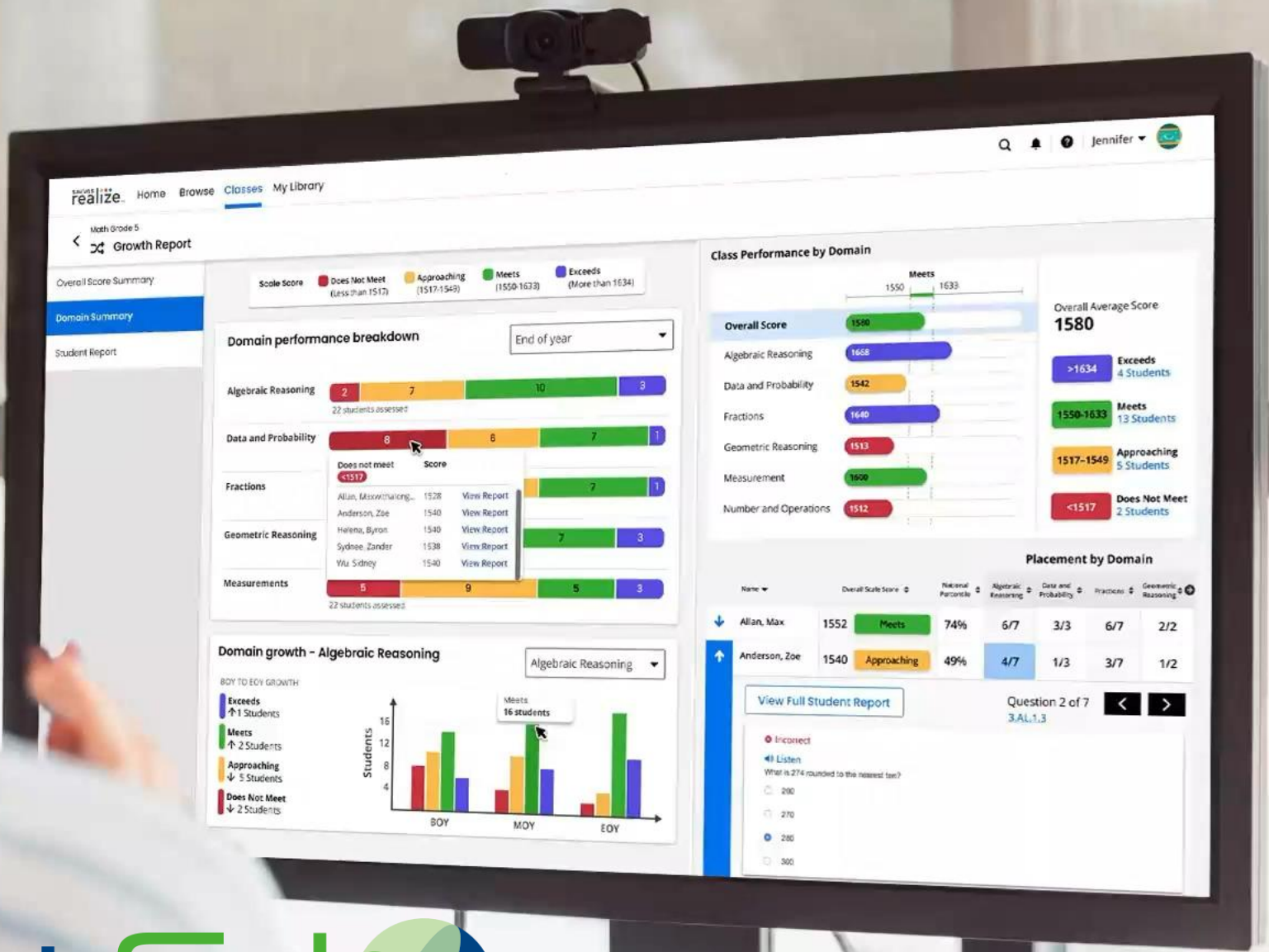
Productivity
Tools

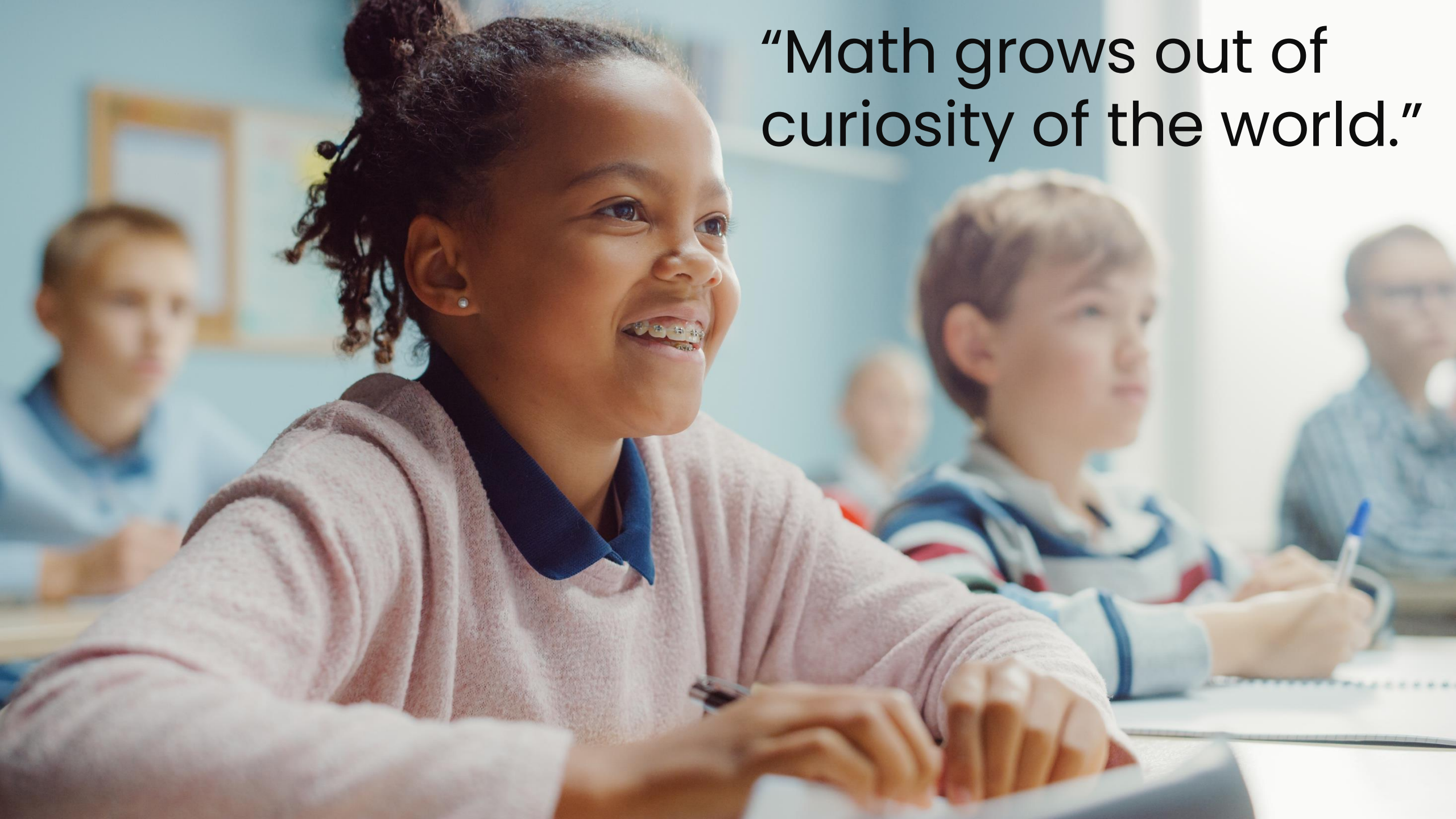
Learning
Management System

SAVVAS
realize™

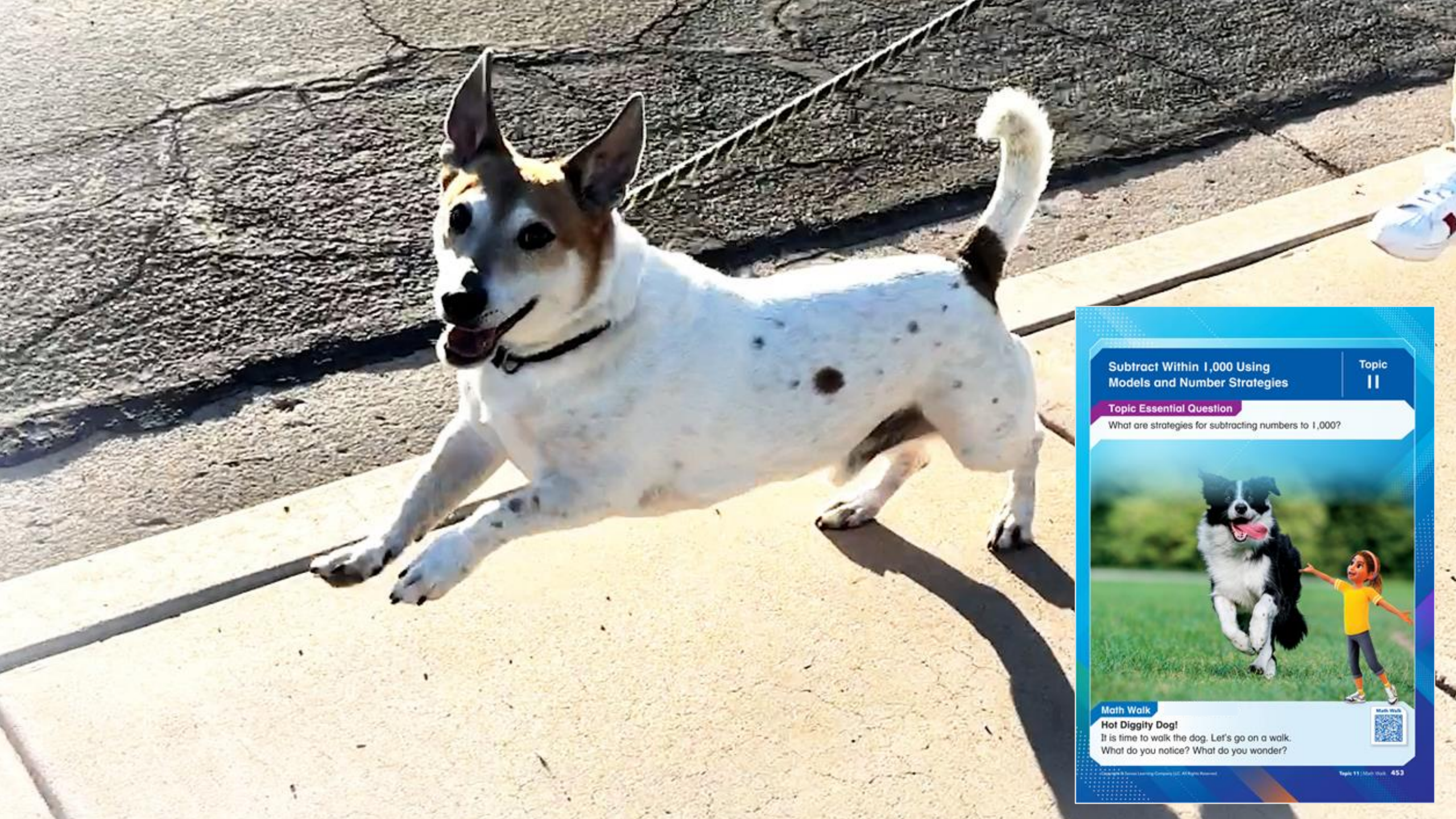
Turning Data
into Direction
from Day 1
with
enVision⁺







“Math grows out of
curiosity of the world.”



Subtract Within 1,000 Using Models and Number Strategies

Topic
11

Topic Essential Question

What are strategies for subtracting numbers to 1,000?



Math Walk

Hot Diggity Dog!

It is time to walk the dog. Let's go on a walk.
What do you notice? What do you wonder?



3 Types of Lessons

Let's Investigate

Name _____

Skip Counting

I can ... investigate skip counting with numbers from ancient peoples.

Lesson 2-6

Mayan Mystery Numbers

Key
The Maya Empire, 250-900 A.D.

The Mayans lived long ago.

The Mayans knew a lot about math. They built great cities.

These are Mayan numbers. They used lines and dots to show numbers. What patterns do you see?

How can you count the lines and dots to find the missing Mayan mystery numbers?

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Let's Build

Name _____

Even and Odd Numbers

I can ... tell if a group of objects is even or odd.

Lesson 2-1

Explore and Share

Use cubes to make the numbers below. Shade all the numbers that can be shown as two equal groups of cubes. What do you notice about the numbers you shaded?

11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

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Let's Model in 3 Acts

Name _____

A Batch of Cupcakes

I can ... model with math to solve a problem that involves using multiplication, arrays, and equal groups.

Lesson 2-7

ACT 1

1. **Make Sense and Persevere** What do you notice? What do you wonder?

2. Predict a reasonable answer to the Main Question. Explain your prediction.

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Let's Investigate

Name _____

Skip Counting

Let's Investigate

Lesson 2-6

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Mayan Mystery Numbers

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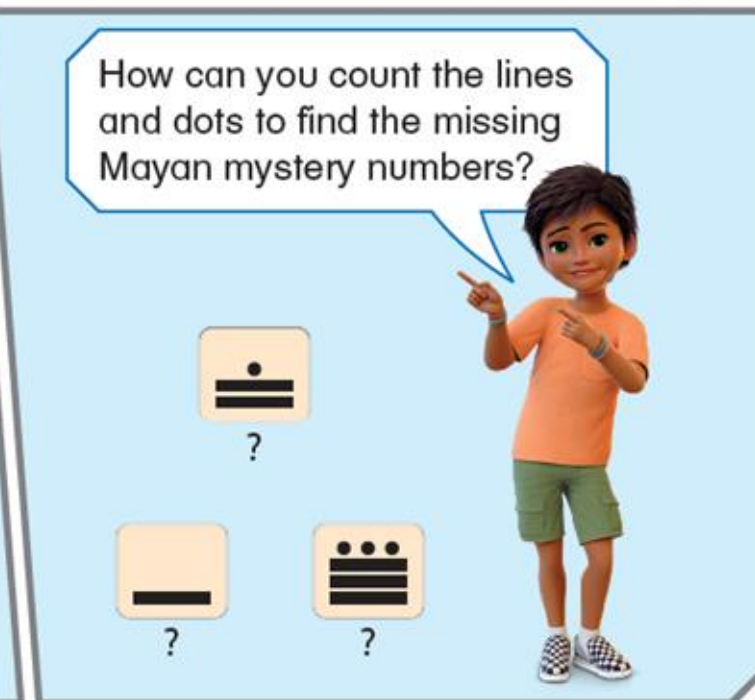
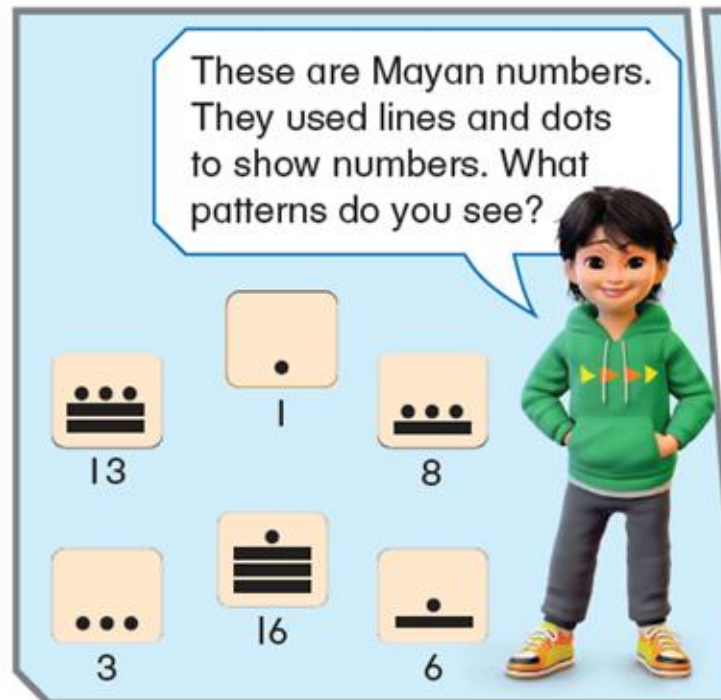
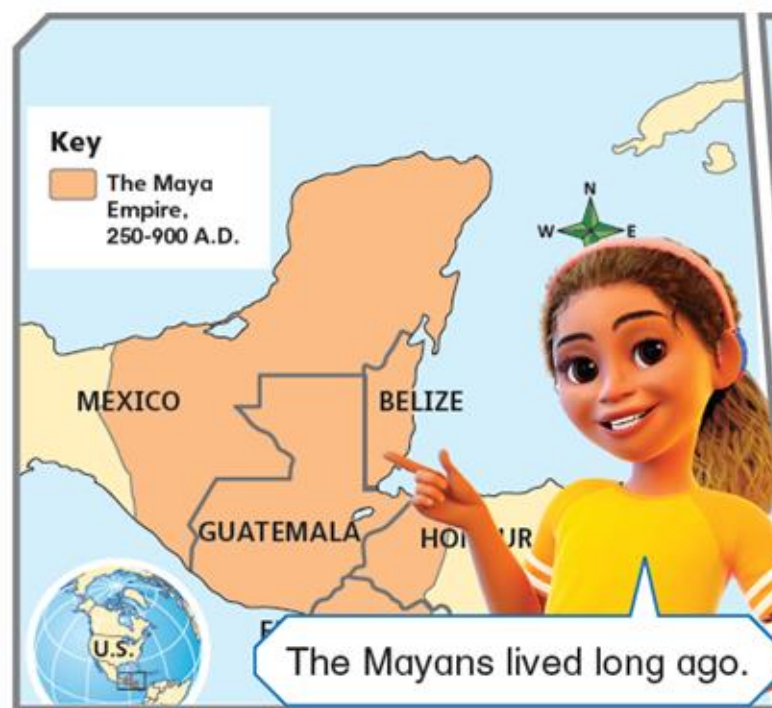
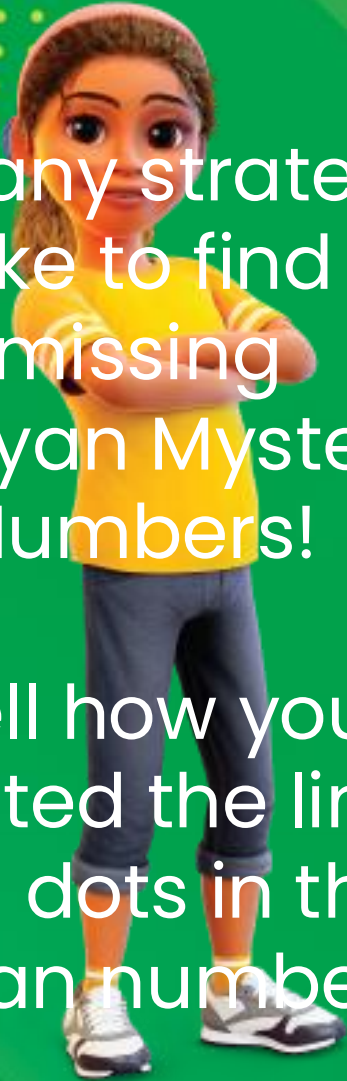
How can you count the lines and dots to find the missing Mayan mystery numbers?



Let's Investigate

Use any strategy
you like to find the
missing
Mayan Mystery
Numbers!

Tell how you
counted the lines
and dots in the
Mayan numbers.



Name _____

Skip Counting

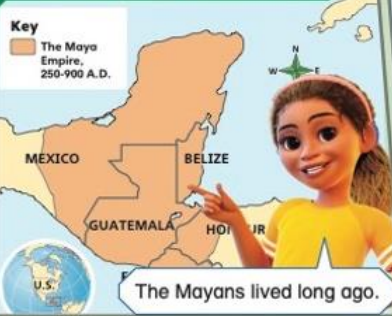
I can ... investigate skip counting with numbers from ancient peoples.

Let's Investigate

Lesson 2-6

Mayan Mystery Numbers

Key
The Maya Empire, 250-900 A.D.



The Mayans knew a lot about math. They built great cities.



These are Mayan numbers. They used lines and dots to show numbers. What patterns do you see?



How can you count the lines and dots to find the missing Mayan mystery numbers?



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Lesson 2-6 75

Use any strategy you like to name the Mayan Mystery Numbers! Tell how you counted by the lines and dots in the Mayan numbers.



Build G.
Have a
mindset



Build G.R.I.T.
Have a growth
mindset.

“Each time you practice and stick with it, your grit grows, and you get stronger with mental math. I am so proud of you!”

76 Lesson 2-6

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Name _____

Connect

1. **Make Sense** How did you figure out the pattern in the Mayan numbers?
2. How are the Mayan numbers alike and different from how we show numbers?

Turn and talk to a classmate about these two questions.



3. **Use Structure** Work with your partner. Show how to write the Mayan numbers 4, 14, and 19.

Talk About Math Ideas

Think about how you can use skip counting with Mayan numbers. How can you skip count with our numbers today?

Talk About Math Ideas Think about how you can use skip counting with Mayan numbers. How can you skip count with our numbers today?

You can use skip counting with the Ancient Egyptian number system, too.

$$\begin{array}{|c|} \hline \cap = 10 \\ \hline \text{I} = 1 \\ \hline \end{array} \quad \cap \cap \text{III} = 23$$

Practice and Problem Solving

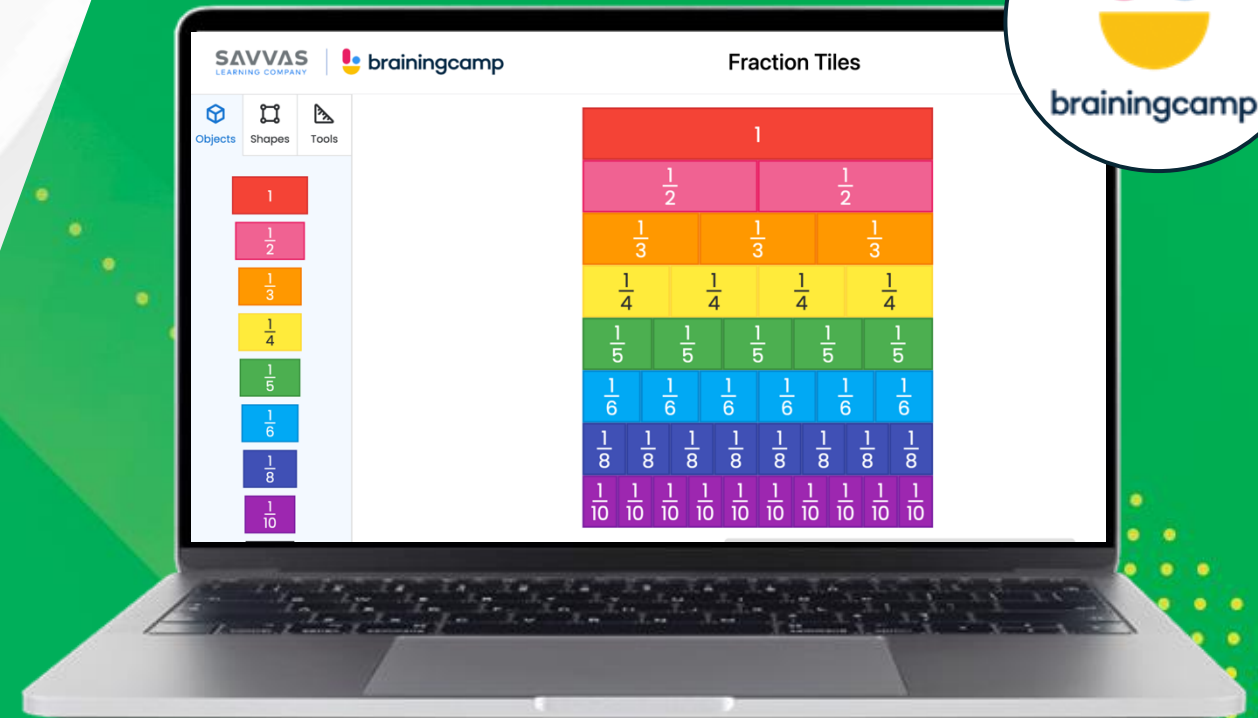


4. What number does this show? Tell how you know.

$\cap \cap \cap \text{IIII}$



brainiac





Algebra Tiles



Base Ten
Blocks



Clock



Color Tiles



Cuisenaire®
Rods



Fraction Circles



Fraction Tiles



Geoboard



Hundred Board



Linking Cubes



Money



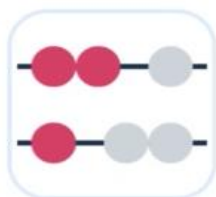
Number Lines



Pattern Blocks



Place Value
Disks



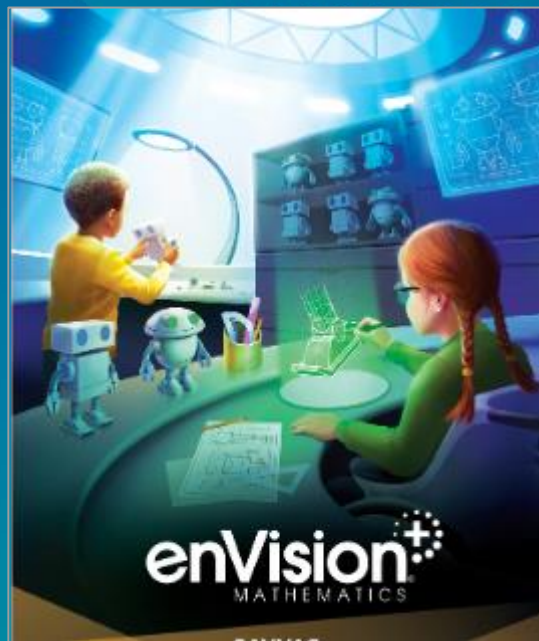
Rekenreks



Two-Color
Counters



XY Coordinate
Board



3 Types of Lessons

Let's Investigate

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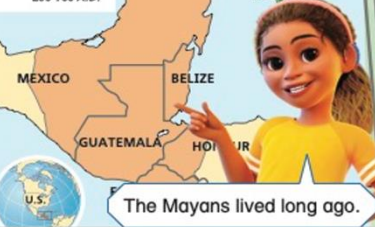
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Let's Investigate

Lesson
2-6

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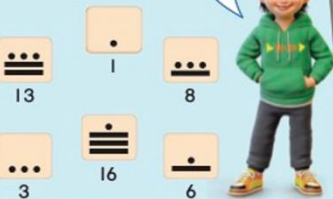


The Mayans lived long ago.

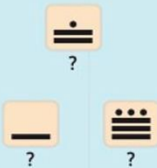
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Lesson 2-6 75

Let's Build

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I can ... tell if a group of objects is even or odd.

Let's Build

Lesson
2-1

Explore and Share

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11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10



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Lesson 2-1 57

Let's Model in 3 Acts

Name _____

A Batch of Cupcakes

I can ... model with math to solve a problem that involves using multiplication, arrays, and equal groups.

Let's Model in 3 Acts

Lesson
2-7



ACT 1

1. **Make Sense and Persevere** What do you notice? What do you wonder?

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Lesson 2-7 71

Easy Lesson Design

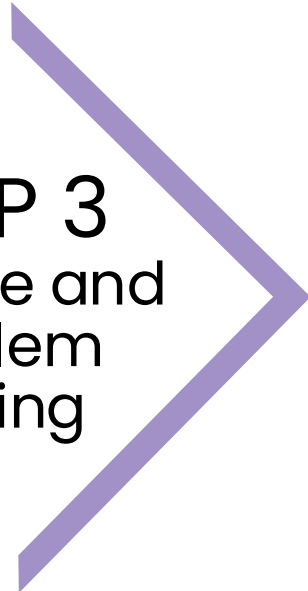
develops deep conceptual understanding



STEP 1
Problem-
Based
Investigation



STEP 2
Visual
Connection



STEP 3
Practice and
Problem
Solving



STEP 4
Assess and
Differentiate

Name _____

Even and Odd Numbers

I can ... tell if a group of objects is even or odd.

Let's Build

Lesson 2-1

Explore and Share

Use cubes to make the numbers below. Shade all the numbers that can be shown as two equal groups of cubes. What do you notice about the numbers you shaded?

11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10



Early Finishers

Ask: Can the number 24 be represented as two equal groups? Use the pattern you found in the table to solve. [Yes. If I continue the table past 20, then 22 and 24 will both be shaded in the pattern.]

LESSON PRESENTATION SLIDES

Access for ALL Learners

English
and
Spanish



The tablet screen shows a lesson presentation slide. On the left side of the screen, there is a vertical sidebar with four numbered thumbnails (1, 2, 3, 4) representing different slides. The main area of the screen displays the content of the selected slide (slide 2). The slide has a blue header bar that says "Lesson 2-1 | Let's Build". Below the header, the title "Even and Odd Numbers" is written in a purple font. Underneath the title, there is a white box with a blue border containing the text "I can ..." in purple, followed by "tell if a group of objects is even or odd." in black. At the bottom of the slide, there is a small copyright notice: "Copyright © Savvas Learning Company LLC. All Rights Reserved. Savvas is not responsible for any modifications made by end users to the content posted in its original format."

1

2

3

4

Lesson 2-1 | Let's Build

Even and Odd Numbers

I can ...
tell if a group of objects is even or odd.

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Visual Learning



A How can you tell if a number is **even** or **odd**?

8 **Y Y Y Y Y Y Y Y**
9 **B B B B B B B B B**

Use cubes to find out.



B An even number can be shown as two equal parts using cubes.

Y Y Y Y Y
Y Y Y Y Y
8 is even.
 $4 + 4 = 8$

C An odd number cannot be shown as two equal parts using cubes.

B B B B B B
B B B B B
9 is odd.
 $5 + 4 = 9$

D The ones digit tells you if a number is even or odd.

11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

18 is even.
19 is odd.



Talk About Big Ideas You break apart a tower of cubes to make two equal parts, but there is one cube left over. Is the number of cubes even or odd? Explain.

INTERACTIVE STUDENT EDITION



Content

Teacher's Edition: Grade 2 Lesson 2-1

Interactive Student Edition: Grade 2 Lesson...

Student Edition eBook: Grade 2 Lesson 2-1

2-1: enVision on the Go

2-1: Family Engagement

Math Talk

2-1: Math Talk

Step 1: Explore and Share

2-1: Let's Build: Even and Odd Numbers

Interactive Student Edition: Grade 2 Lesson 2-1

Lesson 2-1

Guided Practice

Look at the number. Circle even or odd.
Then write the equation. Use cubes to help.

1. 14

Y Y Y Y Y Y Y Y

Y Y Y Y Y Y Y Y

odd

even

7

+

7

=

14

Back

Next

Name _____

Guided Practice

Look at the number. Circle even or odd.
Then write the equation. Use cubes to help.

1. 14

Y Y Y Y Y Y Y Y

Y Y Y Y Y Y Y Y

odd

even

$$7 + 7 = 14$$

2. 19

B B B B B B B B

B B B B B B B B

odd

even

$$___ + ___ = ___$$

Practice and Problem Solving

Look at the number. Circle even or odd.
Then write the equation. Use cubes to help.

3. 20

G G G G G G G G G G

G G G G G G G G G G

odd

even

$$___ + ___ = ___$$

4. 13

R R R R R R R R

R R R R R R R R

odd

even

$$___ + ___ = ___$$

5. 17

odd

even

$$___ + ___ = ___$$

6. 10

odd

even

$$___ + ___ = ___$$

7. 16

8. 5

Solve each problem.

Lesson Help**Assessment Practice**

12. Look at the number.

Circle even or odd.

Then write the equation.

15

R R R R R R R R R R

R R R R R R R R R R

LESSON 2-1

close sections

LET'S BUILD Even and Odd Numbers

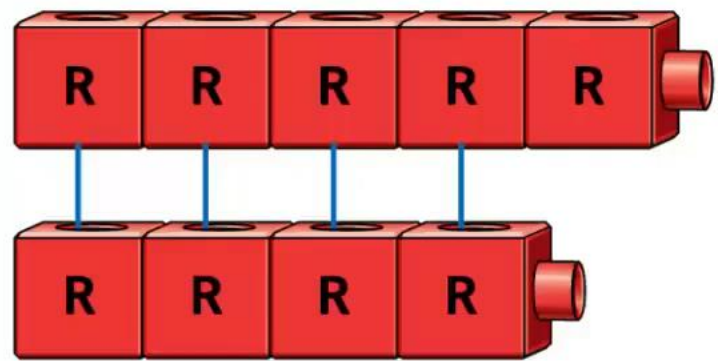
2.OA.2, 2.OA.3, SMP.4, SMP.6, SMP.7

For more help with this lesson, view the [Visual Learning Animation](#) or the [Another Look Video](#).

MATH HELP AT HOME

Sample Additional Practice Exercise 1

Draw lines to match the cubes. Then tell if the number is even or odd.



9 is an **odd** number.

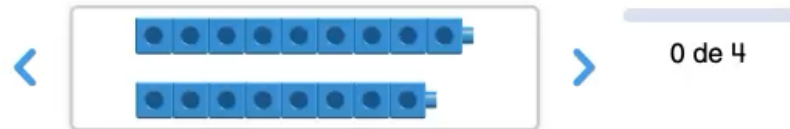
1

2

STEP 3 › Practice & Problem Solving

4

⏮ × Arrastra cada par de trenes de cubos hacia par o impar.



⏮ Par	⏮ Impar

Terminar

ADDITIONAL PRACTICE WORKBOOK

ADDITIONAL PRACTICE WORKBOOK

Grade 4

enVision⁺
MATHEMATICS

SAVVAS

Name _____

Even and Odd Numbers

HOME ACTIVITY Choose a number from 2 to 20. Have your child tell if it is even or odd. If needed, he or she can use pennies to help solve.

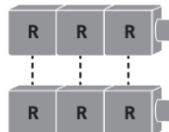
Additional Practice

2-1

Another Look!

An **even** number can be shown as two equal parts using cubes. An **odd** number cannot be shown as two equal parts using cubes.

There are 6 cubes. Is 6 an even or odd number? Draw lines to match the cubes.

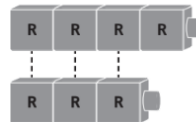


The cubes can be shown as two equal parts.

$$3 + 3 = 6$$

6 is an even number.

There are 7 cubes. Is 7 an even or odd number? Draw lines to match the cubes.



The cubes cannot be shown as two equal parts.

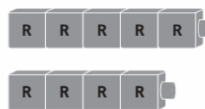
$$4 + 3 = 7$$

7 is an odd number.



Draw lines to match the cubes. Then tell if the number is even or odd.

1.



9 is an _____ number.

2.



12 is an _____ number.

Vocabulary Tell if the number is even or odd.

Use 10

3. 11

6

Look at

add or

5. The

Video



$$5 + ___ = ___$$

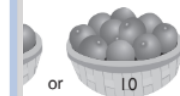
$$19 - ___ = ___$$

1.

_____ number.

$$9 = 18$$

_____ difference is
_____ number.



7. Higher Order Thinking

Daiki is adding three numbers. He gets a sum that is an even number between 10 and 20. Show two addition equations Daiki could have written.

$$___ + ___ + ___ = ___$$

$$___ + ___ + ___ = ___$$

8. Assessment Practice

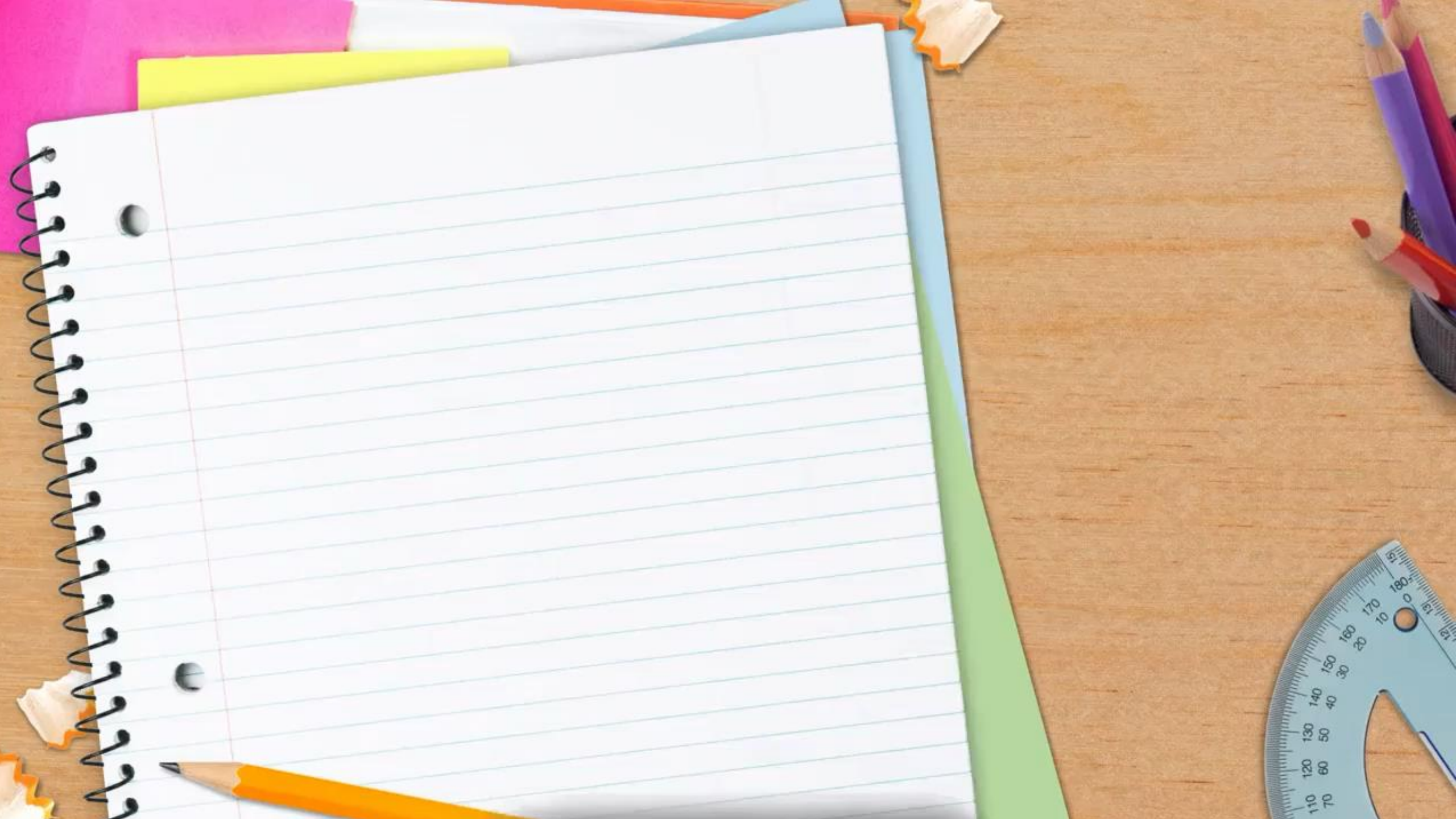
Look at the number. Circle even or odd. Then write the equation.

14



odd even

$$___ + ___ = ___$$

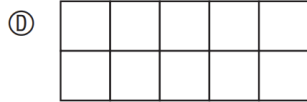
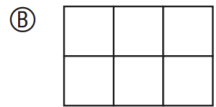
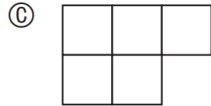
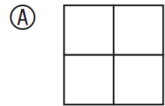


Formative Assessment Options

Name _____

Lesson **2-1**
Exit Ticket

1. Which picture shows an odd number of squares?



2. How many squares are shown? Is this an even or odd number?



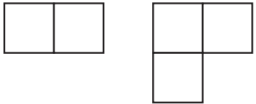
Ⓐ $3 + 4 = 7$; odd

Ⓒ $4 + 5 = 9$; odd

Ⓑ $4 + 4 = 8$; even

Ⓓ $5 + 5 = 10$; even

3. How many squares are shown? Is this an even or odd number?



Ⓐ 5; odd

Ⓑ 4; even

Ⓒ 3; odd

Ⓓ 2; even

Have you met the lesson goals?

Math Goal

I can tell if a group of objects is even or odd.



☐ I Can



☐ With Help



☐ Not Yet

Numbers

+ Add content

Assign

Add to

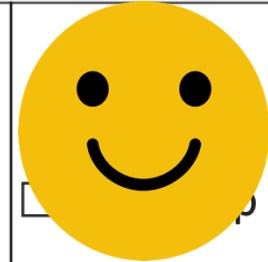
Have you met the lesson goals?

Math Goal

I can tell if a group of objects is even or odd.



☐ I Can



☐ Not Yet

number.

=

Question 1 of 5

Back

Next

PERFORMANCE ANALYSIS

Standard Analysis Question Analysis Student Analysis Performance

View student performance analysis and assign resources for remediation or enrichment. You can drag and drop students into performance bands.

Performance by Overall Score Break Point 70 % Show Performance

Students who scored less than 70%

Assign Resources

Novak, Melanie	42% (4.2/10)
Callaghan, Dan	45% (4.5/10)
Kinney, Lucien	45% (4.5/10)
Oneal, Victor	58% (5.8/10)
Kouma, Ayva	65% (6.5/10)

Drag and drop

Students who scored more than 70%

Assign Resources

Buxton, Robertt	72% (7.2/10)
Zimmerman, Eric	75% (7.5/10)
Salgado, Joe	78% (7.8/10)
King, Jenna	80% (8/10)
Palacios, Arianna	85% (8.5/10)
Drew, Ivy	85% (8.5/10)
Ashton, Kelly	90% (9/10)

Ungrouped Students

Alvarez, Lu
Bird, Gillia
Sturky, N

Intervention Activity

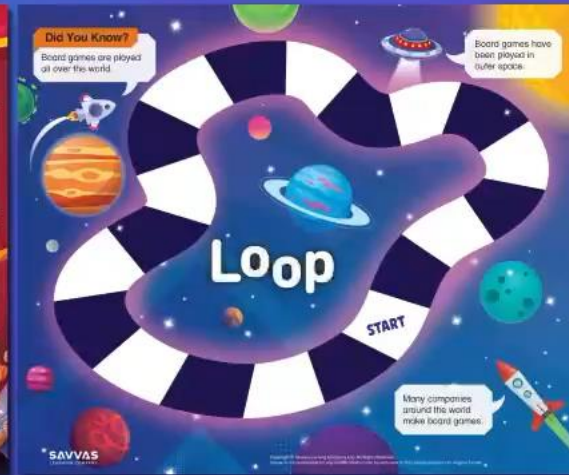
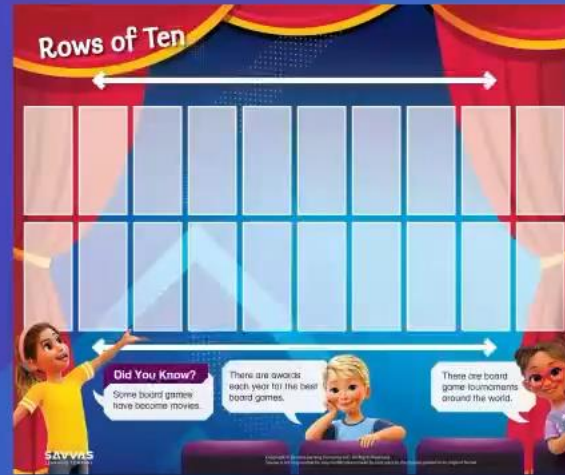
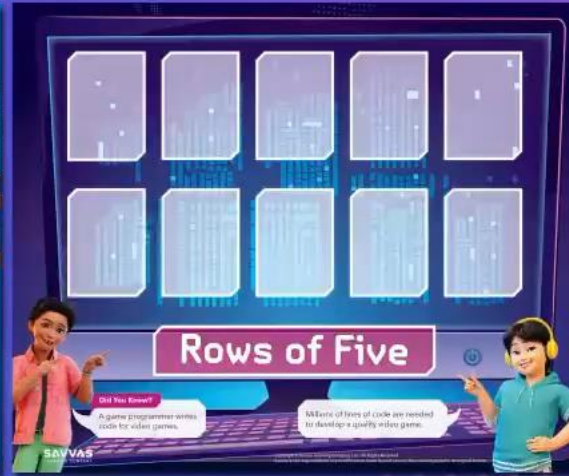
Materials Connecting cubes (or Teaching Tool 72)

- Give pairs of students 20 connecting cubes.
- Ask one partner to make a tower with an even number of cubes, such as 16, and to say the even number out loud.

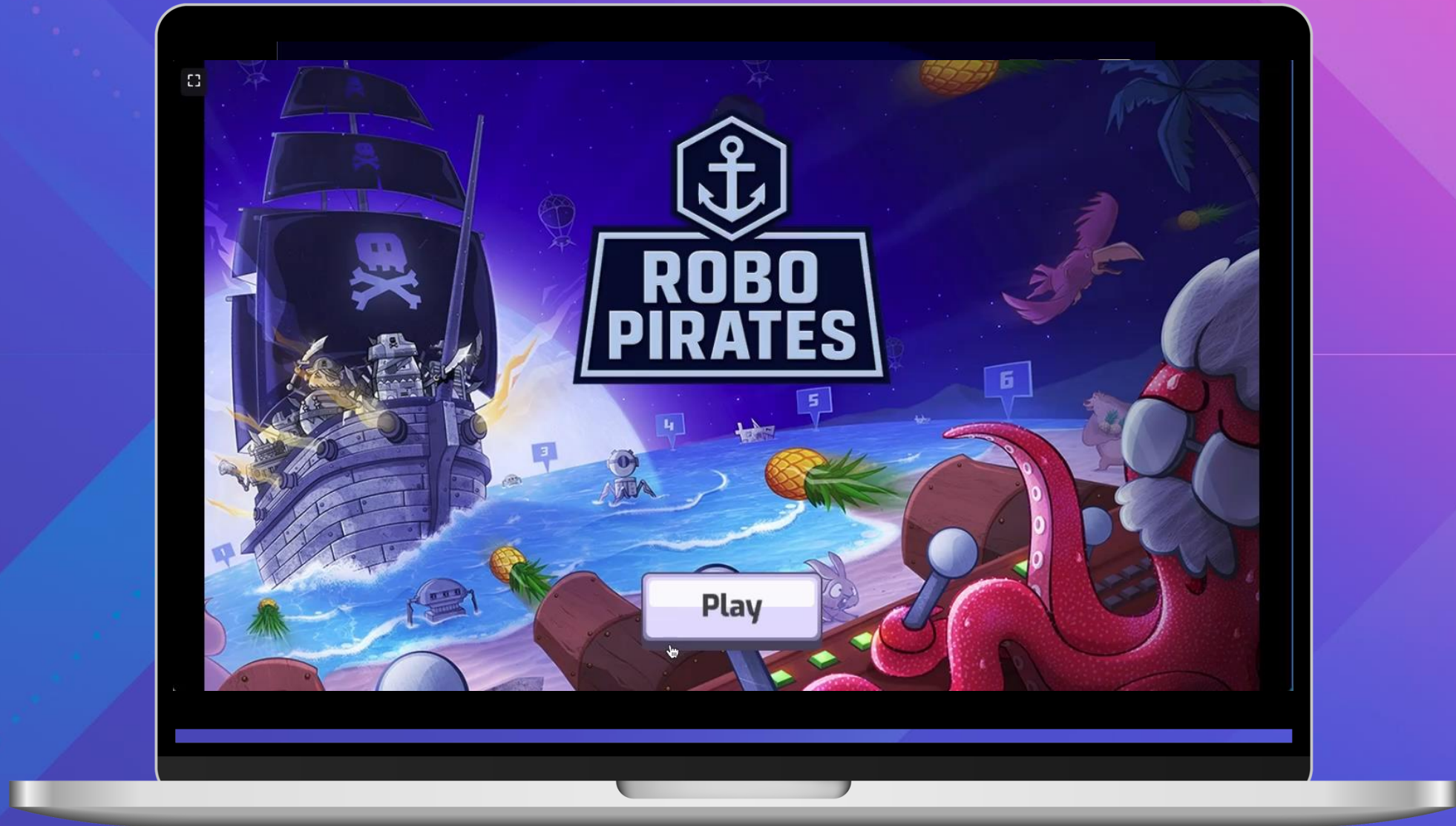


- Have the other partner break the tower into two equal parts to verify that the number is even.
- Let the partners switch roles and repeat the activity, but for an odd number, such as 15.
- Guide students to discuss how the connecting cubes for each number differ.





Interactive Fluency and Vocabulary Practice





LAUNCH GAME

3 Types of Lessons

Let's Investigate

Name _____

Skip Counting

I can ... investigate skip counting with numbers from ancient peoples.

Let's Investigate

Lesson
2-6

Mayan Mystery Numbers

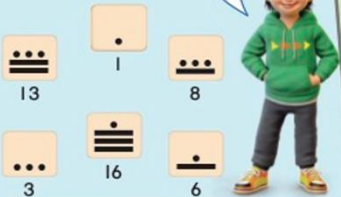
Key
The Maya Empire, 250-900 A.D.



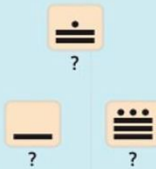
The Mayans knew a lot about math. They built great cities.



These are Mayan numbers. They used lines and dots to show numbers. What patterns do you see?



How can you count the lines and dots to find the missing Mayan mystery numbers?



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Lesson 2-6 75

Let's Build

Name _____

Even and Odd Numbers

I can ... tell if a group of objects is even or odd.

Let's Build

Lesson
2-1

Explore and Share

Use cubes to make the numbers below. Shade all the numbers that can be shown as two equal groups of cubes. What do you notice about the numbers you shaded?

11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10



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Lesson 2-1 57

Let's Model in 3 Acts

Name _____

A Batch of Cupcakes

I can ... model with math to solve a problem that involves using multiplication, arrays, and equal groups.

Let's Model in 3 Acts

Lesson
2-7



ACT 1

1. **Make Sense and Persevere** What do you notice? What do you wonder?

2. Predict a reasonable answer to the Main Question. Explain your prediction.

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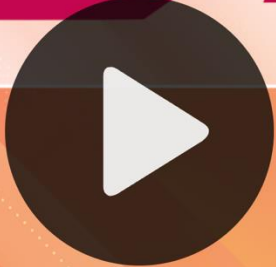
Lesson 2-7 71

Let's Model in 3 Acts

ACT 1: The Hook

Let's Model in 3 Acts

ACT 1



ACT 2: The Model

Let's Model in 3 Acts

ACT 2

ACT 3: The Solution

Let's Model in 3 Acts

ACT 3



Name _____

A Batch of Cupcakes

I can ... model with math to solve a problem that involves using multiplication, arrays, and equal groups.

Let's Model in 3 Acts

Lesson 2-7



ACT 1

1. Make Sense and Persevere What do you notice?
What do you wonder?

2. Predict a reasonable answer to the Main Question.
Explain your prediction.

ACT 2

3. What information do you need to answer the Main Question?

4. Model with Math Show how you can find the answer to the Main Question.

Build G.R.I.T.
Organize your work.



ACT 3

5. What is the answer shown in the video?

6. Model with Math Does your answer match the Act 3 video?
If not, what is one reason that could explain the difference?



Act 1 The Hook



10-15 min

Act 1

Students are tasked with determining how many cupcakes there are given information about the number of cupcakes in rows and columns of two arrays.

Play the Video WHOLE CLASS

Take advantage of your students' initial reactions to watching the video. Ask: What do you notice about the video? What do you wonder?

Brainstorm Questions WHOLE CLASS

Item 1 Make Sense and Persevere Encourage students to share their questions in a class discussion. Record their questions and store them for later. Listen for interesting mathematical and non-mathematical questions.

To help students work on posing interesting, mathematical problems, ask: Which question do you find most interesting? Which questions could we use mathematics to answer?

MTP Pose the Main Question WHOLE CLASS

Use the Main Question screen in Act 1 to pose the problem situation students will be tasked with modeling and solving.

Main Question

What is the total number of cupcakes?

Make Predictions INDIVIDUAL

Item 2 Point out that the prediction is only an estimate for the number of cupcakes. Do not give students time to make calculations.

Ask About Predictions WHOLE CLASS

Construct Arguments You can survey the class for a range of predictions. Point out that, without any information, you expect a wide range of predictions. Ask: Why do you think your prediction is the answer to the Main Question? Who has a similar prediction? How many of you agree with that prediction? Who has a different prediction?

Make sure students understand it is equally important to think about unreasonable predictions to the Main Question. Ask: What is a number too small to be the number of cupcakes? What number is too many cupcakes?

Act 2 The Model



20-30 min

Act 2

Identify Important Information WHOLE CLASS

Item 3 Before showing any information, give students time to think about what quantities are relevant to the problem situation. Ask: What information do you need to answer the Main Question? I will only give you the information you ask for.

Use Appropriate Tools Strategically After discussing what information would be useful, ask: How could you get that information? How would you use it once you have it? You can also have students complete the sentence frame "If I knew _____, then I could figure out _____."

Reveal the Information WHOLE CLASS

Use the Image Gallery screen in Act 2 to reveal each piece of information. Record information as students identify it and keep the information where students can refer to it. Have students discuss whether this information matches their expectations.

- There are 2 arrays of cupcakes.
- Each array has 4 rows of 5 cupcakes.

MTP Develop a Model SMALL GROUP

Item 4 Model with Math To support productive struggle, observe. If needed, ask guiding questions that elicit thinking. How can you describe the relationship between the number of cupcakes in the rows and columns and the total number of cupcakes in each array? [The number of cupcakes in each array is the product of the number of cupcakes in the rows and columns.] What assumption do you need to make to use a math model? [All the rows and columns each have the same number of cupcakes.]

MTP Share Solution Strategies WHOLE CLASS

Critique Reasoning Have students share their solution methods. If needed, use the student work shown in Act 2, also shown here. Ask: Does Luis's strategy make sense? Does Anita's strategy make sense?

Act 3 The Solution



15-30 min

Act 3

Use the Video to Reveal the Answer

WHOLE CLASS

Item 5 The Act 3 video shows the number of cupcakes in both arrays. Have students record this real-world answer. To support the connection between variability and mathematical modeling, ask: Why does our class have a variety of answers, and the video has only one answer? Why are some predictions closer to the answer in the video than others?

Main Question Answer

40 cupcakes

MTP Validate Conclusions SMALL GROUP

Item 6 Model with Math Encourage students to discuss possible sources of error involved in using math to model this real-world situation. Accept a model as useful even if it is not perfect. Use the Answer screen in Act 3 to ask: How useful was your model at predicting the answer? Would you change your model after watching the video? How would you change it?

Reason Abstractly You can also use the following question to test students' understanding of the real-world situation. If there was another array with the same quantity, how would the total number of cupcakes change? [There would be 20 more cupcakes.]

Reflect on Thinking WHOLE CLASS

If time allows, ask students the following questions to discuss how they incorporated math practices during the task.

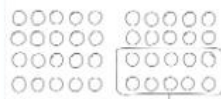
Model with Math Explain how you modeled with math to represent the situation. How did doing that help you answer the Main Question?

Look for and Make Use of Structure How can you represent your solution using a number sentence? How can you represent it using a diagram?

Create a Problem INDIVIDUAL

Have students create a problem. Write your own problem related to the video in Act 1. Include any additional information needed to solve your problem. Explain how you would model with math to solve your problem. Then solve your problem. Remind students that they could use a question they came up with in Act 1.

What if two rows of cupcakes from one array were taken away. How many cupcakes will remain?
There are 40 cupcakes.



This leaves 6 rows of 5 cupcakes
 $6 \times 5 = 30$

3 Types of Lessons

Let's Investigate

Name _____

Skip Counting

I can ... investigate skip counting with numbers from ancient peoples.

Let's Investigate

Lesson
2-6

Mayan Mystery Numbers

Key
The Maya Empire, 250-900 A.D.

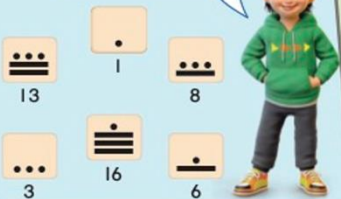


The Mayans lived long ago.

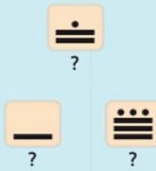
The Mayans knew a lot about math. They built great cities.



These are Mayan numbers. They used lines and dots to show numbers. What patterns do you see?



How can you count the lines and dots to find the missing Mayan mystery numbers?



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Lesson 2-6 75

Let's Build

Name _____

Even and Odd Numbers

I can ... tell if a group of objects is even or odd.

Let's Build

Lesson
2-1

Explore and Share

Use cubes to make the numbers below. Shade all the numbers that can be shown as two equal groups of cubes. What do you notice about the numbers you shaded?

11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10



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Lesson 2-1 57

Let's Model in 3 Acts

Name _____

A Batch of Cupcakes

I can ... model with math to solve a problem that involves using multiplication, arrays, and equal groups.

Let's Model in 3 Acts

Lesson
2-7



ACT 1

1. **Make Sense and Persevere** What do you notice? What do you wonder?

2. Predict a reasonable answer to the Main Question. Explain your prediction.

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Lesson 2-7 71



HELP



Ease of Use for Teachers



Pacing for Success

Grade 2 Pacing Guide

A Program Paced for Success

The information below is provided to help you make pacing decisions.

	Topic	Topic Title	Lessons	Topic Review and Assessment	Total
VOLUME 1	TOPIC 1	Fluently Add and Subtract Within 20	11	3	14
	TOPIC 2	Work with Equal Groups and Skip Counting	7	3	10
	TOPIC 3	Fluently Add Within 100 Using Number Strategies	12	3	15
	TOPIC 4	Fluently Subtract Within 100 Using Number Strategies	12	3	15
	TOPIC 5	Solve More Problems Using Number Strategies	9	3	12
	TOPIC 6	Work with Time and Money	8	3	11
VOLUME 2	TOPIC 7	Solve Problems by Measuring and Comparing	10	3	13
	TOPIC 8	Represent and Interpret Data to Solve Problems	8	3	11
	TOPIC 9	Explore Numbers to 1,000	8	3	11
	TOPIC 10	Add Within 1,000 Using Models and Number Strategies	8	3	11
	TOPIC 11	Subtract Within 1,000 Using Models and Number Strategies	8	3	11
	TOPIC 12	Discover Shapes and Space	11	3	14
Days			112	36	148

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	TOPIC 4	Fluently Subtract Within 100 Using Number Strategies	12	3	15
	TOPIC 5	Solve More Problems Using Number Strategies	9	3	12
	TOPIC 6	Work with Time and Money	8	3	11
VOLUME 2	TOPIC 7	Solve Problems by Measuring and Comparing	10	3	13
	TOPIC 8	Represent and Interpret Data to Solve Problems	8	3	11
	TOPIC 9	Explore Numbers to 1,000	8	3	11
	TOPIC 10	Add Within 1,000 Using Models and Number Strategies	8	3	11
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	TOPIC 12	Discover Shapes and Space	11	3	14
Days			112	36	148

PROFESSIONAL GROWTH

Every teacher is a master teacher

Tema
2

Contexto matemático: Rigor Operaciones básicas de multiplicación

Un currículum riguroso enfatiza la comprensión de conceptos, las destrezas en procesos y fluidez, y las aplicaciones.

Comprensión de conceptos

- **Multiplicación** En el Tema 2, los estudiantes continúan desarrollando su comprensión de la multiplicación. Trabajan las operaciones básicas de 1, 2, 5 y 10, comprendiendo que los productos de estas operaciones son los mismos que los números que dicen cuando cuentan saltado por estos números.

Puedes contar saltado: 2, 4, 6, 8, 10, 12, 14.



Puedes usar la duplicación: 2×7 es igual que $7 + 7$.



- **Propiedades** En la Lección 2-3, se presenta a los estudiantes la propiedad de identidad (o del uno) de la multiplicación y la propiedad del cero en la multiplicación.

La propiedad de identidad (o del uno) de la multiplicación
Cuando multiplicas un número por 1, el producto es ese mismo número.

La propiedad del cero en la multiplicación
Cuando multiplicas un número por 0, el producto es 0.

La comprensión profunda de estas propiedades es importante, ya que los estudiantes las usarán a lo largo de su trabajo en matemáticas, incluyendo la resolución de ecuaciones y la equivalencia de fracciones.

- **Patrones** En la Lección 2-4, los estudiantes hallan patrones en la tabla de multiplicar y reconocen que los números de las filas muestran conteos saltados.

Destrezas en procesos y fluidez

- **Operaciones de multiplicación** A lo largo del Tema 2, los estudiantes aprenden y adquieren fluidez con las operaciones de multiplicación del 0, 1, 2, 5 y 10. Estas operaciones se presentan primero porque se basan en las experiencias previas de los estudiantes con el conteo saltado y la identificación de patrones. Los estudiantes usarán estas operaciones básicas para comenzar a desarrollar fluidez con las tablas de multiplicación hasta 100.
- **Resolución de problemas** Los estudiantes aplican métodos de resolución de problemas a problemas de multiplicación, demostrando que han adquirido una comprensión de la operación de multiplicar.

Aplicaciones

- **Multiplicación** Los estudiantes resuelven diversos problemas de la vida diaria que involucran grupos iguales y matrices. Estas situaciones permiten a los estudiantes la aplicación de las operaciones de multiplicación para su comprensión de la multiplicación.

¿Cuánto ganaron en total Kona, Carlos y Viko por participar en la caminata solidaria?

Caminante	Datos	
	Millas recorridas	Cantidad de ingresos por cada milla
Kona	7	\$5
Carlos	10	\$3
Viko	4	\$10

Work with Equal Groups and Skip Counting

Robert Q. Berry, III, PhD

Subtract Within 1,000 Using Models and Number Strategies

Topic
11

Topic Essential Question

What are strategies for subtracting numbers to 1,000?



Math Walk Big Idea: Number Strategies

Hot Diggity Dog!

It is time to walk the dog. Let's go on a walk.
What do you notice? What do you wonder?



Math Walk

Math Walk Generate excitement about the topic by having students watch the Math Walk video about walking a dog.

Question in the Video

How many more muscles do humans use than dogs when taking a walk?

Questions for Students

You might give students copies of the Math Walk questions or just project them and have students turn and talk to a partner followed by whole-class discussion.

What did you notice?

What did you wonder?

What question in the video is the person trying to answer?

What did you see in the video that would help you answer the question?

What other information do you need to answer the question?

What math do you already know that can help you answer the question?

What math questions do you have about what you saw in the video?

Later in the Topic

Any time after Lesson 11-5, show the video again. Ask: What math did you learn that could help you answer the question or find the answer in a different way?

Review What You Know

Vocabulary

1. Circle each number that is **less than** 607.

598
608
706

2. Circle each number that is **greater than** 299.

352
300
298

3. Circle the group of numbers that **decrease** by 100 from left to right.

320, 420, 520, 620
570, 560, 550, 540
650, 550, 450, 350

Subtraction Facts

4. Write each difference.

$14 - 7 = 7$
 $11 - 4 = 7$
 $16 - 9 = 7$

Partial Differences

5. Use partial differences to find $54 - 29$.

54
- 20
34
- 4
30
- 5
25



Math Story

6. Ben has 64 comic books. He gives 36 comic books to friends. How many comic books does Ben have left?
28 comic books

454 Topic 11 Review What You Know

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Vocabulary

- front-end estimation

Vocabulary Review Activity

Have students work individually or in small groups to use pictures, words, numbers, or symbols to show what they think the vocabulary words mean. They can use poster board or chart paper to record their examples. You may wish to display their examples to the rest of the class. Tell students that they will learn more about these words in this topic.

For example, have students use Teaching Tool 3 (Graphic Organizer: Word Web) to display information about difference ways to subtract. For example, have students complete the Word Web by writing the word "subtract" in the center, and then have them write different strategies to subtract.

Academic Vocabulary

Use the online Academic Vocabulary Activities to introduce or revisit the words below. Then use the words during the topic.

Connect: Encourage students to *connect* strategies and operations. "How is partial differences *connected* to partial sums?"

Construct: Continue to ask student to *construct* arguments to support their mathematical thinking.

Item Analysis for Diagnosis and Remediation

Item	IS	Standard
1	A36	2.NBT.4
2	A36	2.NBT.4
3	C45, C46	2.NBT.8
4	B34, B35, B37	2.OA.2
5	C12, C15	2.NBT.5
6	C41, E1	2.OA.1, 2.NBT.5

Topic 11 Prep Personalized by SuccessMaker®

Reviews and remediates key prerequisite standards for the topic's content.

Topic Essential Question

What are strategies for subtracting numbers to 1,000?

Revisit the Topic Essential Question throughout the topic. See the Topic Review for notes about answering the question.

Home-School Connection

At the start of this topic, send home the Home-School Connection letter to give families an overview of the content in the topic.

Subtract Within 1,000 Using Models and Number Strategies

Topic
11

Topic Essential Question

What are strategies for subtracting numbers to 1,000?



Math Walk

Big Idea Number Strategies

Hot Diggity Dog!

It is time to walk the dog. Let's go on a walk.
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Topic 11 | Math Walk 453

Math Walk

Math Walk Generate excitement about the topic by having students watch the Math Walk video about walking a dog.

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How many more muscles do humans use than dogs when taking a walk?

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Subtract Within 1,000 Using Models and Number Strategies

Topic 11

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$$11 - 4 = \underline{7}$$

$$16 - 9 = \underline{7}$$

Partial Differences

5. Use partial differences to find $54 - 29$.

$$\begin{array}{r} 54 \\ - 20 \\ \hline 34 \\ - 4 \\ \hline 30 \\ - 5 \\ \hline 25 \end{array}$$

Think of addition facts to help.



Math Story

6. Ben has 64 comic books. He gives 36 comic books to friends. How many comic books does Ben have left?

28 comic books

Vocabulary

- front-end estimation

Vocabulary Review Activity

Have students work individually or in small groups to use pictures, words, numbers, or symbols to show what they think the vocabulary words mean. They can use poster board or chart paper to record their examples. You may wish to display their examples to the rest of the class. Tell students that they will learn more about these words in this topic.

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Review What You Know Assessments

Provide Individualized, Just-in-Time Support

Name _____

Odd and Even
Lesson A21

1. 8  even odd

2. 15  even odd

3. 3 even odd 4. 16 even odd

5. 6 even odd 6. 19 even odd

7. 20 even odd 8. 13 even odd

Materials: Connecting cubes, 20 per student

1. Have students count out 8 cubes and make pairs as shown. Say: *Since you can make pairs out of 8 cubes with none left over, 8 is an even number.* Have students circle even.

2. Have students count out 15 cubes and make pairs as shown. Say: *Since there is one left over when you make pairs out of 15, 15 is an odd number.* Have students circle odd.

3. Have students use cubes and pairs to do the other problems.

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10. 14 even odd

12. 17 even odd

14. 11 even odd

16. 4 even odd

18. 4, 6, 8, _____

19. 10, 12, 14, _____

20. 9, 11, 13, _____

Odd and Even
Lesson A21

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Item Analysis for Diagnosis and Remediation

Item	IS	Standard
1	A21	2.OA.3
2	A21	2.OA.3
3	BT3	2.OA.2
4	A90	2.OA.4
5	A90	2.OA.4
6	E19, A21	2.OA.2, 2.OA.3

Topic 3 Prep Personalized by SuccessMaker®

Reviews and remediates key prerequisite standards for the topic's content.

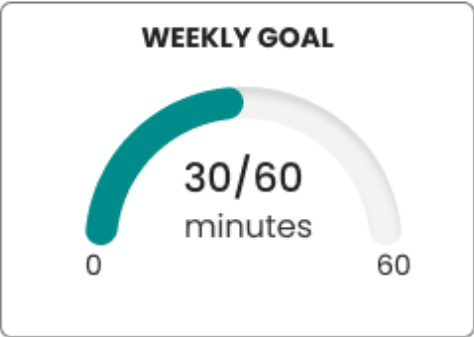
Welcome, Mary Jones!

West Street Elementary School



Math
⌚ 15 minutes

Go!



Topic 1 Prep: Understand
Place Value
⌚ 15 minutes

Go!

RECENT SESSIONS

Date	Correct
Thurs, Feb 2	18/20
Tues, Jan 31	7/10
Mon, Jan 30	7/10

Differentiation Library

This library includes opportunities to engage students with the topic's content in various formats to allow for differentiation.

Pick a Project

Use anytime.

STEAM

Project	Engaging Contexts	Activity Modalities	Final Products
2A	Real-world	Create	Math walk
2B	Birds	Collect data	Tally chart
2C	Reptile scutes	Find pictures	Poster
2D	Orchards	Build	Model



Math and Literacy

STEAM

Story 2 The Table Use anytime.

Activity 2 Match Them Up! Use anytime.

Problem Solving 2A Even or Odd? Use any time after Lesson 2-2.

Problem Solving 2B Add Them Up! Use any time after Lesson 2-3.

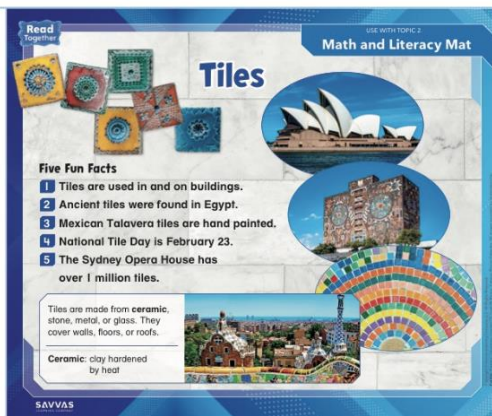
Amazing Contributions

Évariste Galois developed Galois Theory and studied the mathematical structure of groups. Use anytime.

Stand Up and Think

Problem 2A Lapping the Competition Use any time after Lesson 2-1.

Problem 2B Parking Lot Puzzle Use any time after Lesson 2-4.

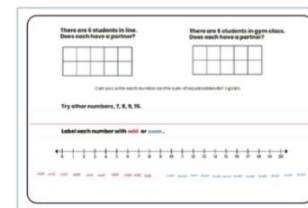


Digital Manipulative Activities



Even or Odd? Students use two-color counters to model a number and then determine if the number is even or odd. Use with Lesson 2-1.

Skip Counting and Patterns Students place jumps on number lines to skip count by 5s and 10s. Students write the next five numbers and describe any patterns. Use with Lesson 2-6.



Lesson Resources

Use with each lesson.

Spiral Review

Reteach to Build Understanding

Enrichment

Build Mathematical Literacy

Available at Savvas Realize®.



Hands-On Games

Group and Go Students create arrays and find the total. Use any time after Lesson 2-4.

Just the Facts, Please! Fluency Practice: Subtraction 0-20 Facts. Use anytime.

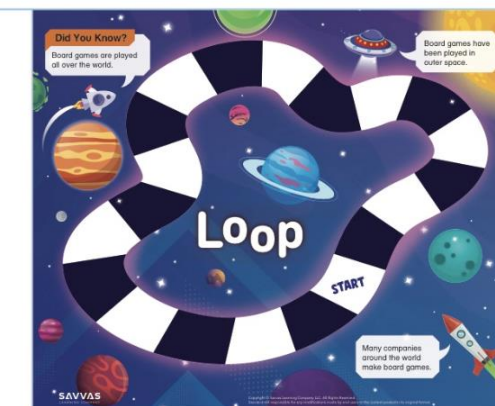
Digital Games

Fluency Games Practice to achieve and maintain fluency.

Vocabulary Games Practice to acquire mathematical terminology.

Fluency Practice

Add and Subtract within 20. Use anytime.



Mathematics Objective Tell if a group of objects is even or odd.

Language Objective Orally define even and odd, describe how to determine whether a number within 20 is even or odd, and write equations to represent even and odd numbers.

Essential Understanding Numbers can be classified as even or odd by showing numbers as two equal parts.

Look Back Previously, students learned about equal groups.

This Lesson Students learn to define even numbers as those numbers that can be shown as two equal parts. Odd numbers are numbers that cannot be shown as two equal parts. Students model the equal and unequal parts by breaking cube towers of specified numbers in two.

Look Ahead Later in this topic, students will continue to focus on even and odd numbers.

Cross-Cluster Connection Deciding if the number of objects in a group is even or odd (2.OA.3) relates to adding within 20 (2.OA.2).

Conceptual Understanding Students build even and odd numbers to understand the concepts of even and odd.

Procedural Skill Students' proficiency with addition and subtraction facts builds as they recognize that doubles facts represent even numbers.

Vocabulary

- even
- odd

Materials

- Connecting cubes (or Teaching Tool 72)

Student Resources

 Family Engagement

Intervention System (IS)
A21 Odd and Even

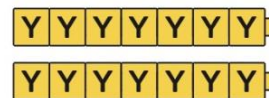
Teacher Resources

 enVision on the Go



Language Support

Affirming Math Competence Use this activity before beginning the Explore & Share to ensure that students understand the term *equal*. Have students offer their own explanations of what it means for two quantities to be equal. Students may describe making piles with equal amounts of items, connecting equal numbers of connecting cubes into equal-length cube trains, drawing identical arrays, or placing the same amount of weight on each pan of a balance scale, to name just a few.



Encourage students to think of a few different ways to demonstrate that two quantities are equal. Make sure students understand how to use each model to demonstrate equality. For example, ask: "How do you know that two groups of connecting cubes you see are equal?" Students might suggest connecting the cubes in each group into a train and comparing the lengths of the trains. If the trains are equal in length, then they have the same number of cubes and they are equal. They might also suggest simply counting the number of cubes in each group and comparing each group total.

Math Talk

Look Closely
What do you notice?
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Sample answer:
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Exit Ticket

Name _____ **Lesson 2-1**
Exit Ticket

1. Which picture shows an odd number of squares?

Ⓐ  Ⓑ 
Ⓒ  Ⓓ 

2. How many squares are shown? Is this an even or odd amount?

Ⓐ  Ⓑ 
Ⓒ $3 + 4 = 7$; odd Ⓓ $4 + 5 = 9$; odd
Ⓔ $4 + 4 = 8$; even Ⓕ $5 + 5 = 10$; even

3. How many squares are shown? Is this an even or odd amount?

Ⓐ  Ⓑ 
Ⓒ 5; odd Ⓓ $\frac{1}{2}$; even Ⓔ 3; odd Ⓕ 2; even

Have you met the lesson goals?

Math Goal
I can tell if a group of objects is even or odd.

☐ I Can ☐ With Help ☐ Not Yet

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Auto-scored version online.

Use the Exit Ticket results to support students as needed by reminding them that they can use doubles facts or two equal groups to determine if a number is even.

$$6 + 6 = 12$$



FOCUS

Mathematics Objective Tell if a group of objects is even or odd.

Language Objective Orally define even and odd, describe how to determine whether a number within 20 is even or odd, and write equations to represent even and odd numbers.

Essential Understanding Numbers can be classified as even or odd by showing numbers as two equal parts.

COHERENCE

Look Back Previously, students learned about equal groups.

This Lesson Students learn to define even numbers as those numbers that can be shown as two equal parts. Odd numbers are numbers that cannot be shown as two equal parts. Students model the equal and unequal parts by breaking cube towers of specified numbers in two.

Look Ahead Later in this topic, students will continue to focus on even and odd numbers.

Cross-Cluster Connection Deciding if the number of objects in a group is even or odd (2.OA.3) relates to adding within 20 (2.OA.2).

RIGOR

Conceptual Understanding Students build even and odd numbers to understand the concepts of even and odd.

Procedural Skill Students' proficiency with addition and subtraction facts builds as they recognize that doubles facts represent even numbers.

Vocabulary

- even
- odd

Materials

- Connecting cubes (or Teaching Tool 72)

Student Resources

 Family Engagement

Intervention System (IS)

A21 Odd and Even

Teacher Resources

 enVision on the Go



Even and Odd Numbers

FOCUS

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RIGOR

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Materials

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Student Resources

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A21 Odd and Even

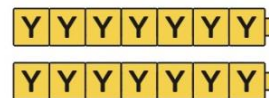
Teacher Resources

 enVision on the Go



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Encourage students to think of a few different ways to demonstrate that two quantities are equal. Make sure students understand how to use each model to demonstrate equality. For example, ask: "How do you know that two groups of connecting cubes you see are equal?" Students might suggest connecting the cubes in each group into a train and comparing the lengths of the trains. If the trains are equal in length, then they have the same number of cubes and they are equal. They might also suggest simply counting the number of cubes in each group and comparing each group total.

Math Talk

Look Closely
What do you notice?
What do you wonder?



Sample answer:
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I wonder if there are other bugs with more legs on each side than spiders.

Fluency Show students the images. Have students share what they notice and wonder about the images. Students should discuss what they notice and wonder in pairs before joining a class discussion.

Exit Ticket

 Formative Assessment

Name _____ **Lesson 2-1**
Exit Ticket

1. Which picture shows an odd number of squares?

Ⓐ  Ⓑ 
Ⓒ  Ⓓ 

2. How many squares are shown? Is this an even or odd amount?

 Ⓐ $3 + 4 = 7$; odd Ⓑ $4 + 5 = 9$; odd
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3. How many squares are shown? Is this an even or odd amount?

 Ⓐ 5; odd Ⓑ $\frac{1}{2}$; even Ⓒ 3; odd Ⓓ 2; even

Have you met the lesson goals?

Math Goal
I can tell if a group of objects is even or odd.

☐ I Can ☐ With Help ☐ Not Yet

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$$6 + 6 = 12$$



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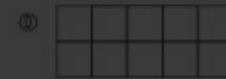
Exit Ticket

Formative
Assessment

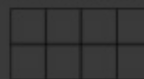
Name _____

Lesson **2-1**
Exit Ticket

1. Which picture shows an odd number of squares?



2. How many squares are shown? Is this an even or odd amount?



(A) $3 + 4 = 7$; odd

(C) $4 + 5 = 9$; odd

(B) $4 + 4 = 8$; even

(D) $5 + 5 = 10$; even

3. How many squares are shown? Is this an even or odd amount?



(A) 5; odd

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(D) 2; even

Have you met the lesson goals?

Math Goal

I can tell if a group of objects is even or odd.



☐ I Can



☐ With Help



☐ Not Yet

Teacher Answer Key

Assessment

1 of 1

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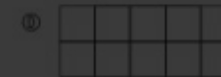
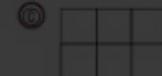
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Exit Ticket

Name _____

Lesson **2-1**
Exit Ticket

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(A) $3 + 4 = 7$; odd

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(B) $4 + 4 = 8$; even

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Math Goal

I can tell if a group of objects is even or odd.



☐ I Can



☐ With Help



☐ Not Yet

Teacher Answer Key

Assessment **1 of 1**

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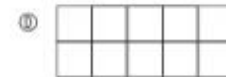
Exit Ticket

Formative
Assessment

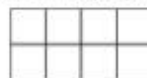
Name _____

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Exit Ticket

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☐ I Can



☐ With Help



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Teacher Answer Key

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FOCUS

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COHERENCE

RIGOR

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- odd

Materials

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Student Resources

Family Engagement

Intervention System (IS)
A21 Odd and Even

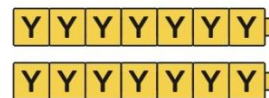
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Exit Ticket

Formative Assessment

Name _____

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Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

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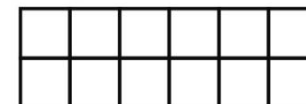
☐ I Can ☐ With Help ☐ Not Yet

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$$6 + 6 = 12$$



Student Resources



Family Engagement

Intervention System (IS)

A21 Odd and Even

Teacher Resources



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Teacher Curated Lesson Support: enVision on the Go



Julie
2nd Grade Teacher

Step 1 Explore and Share



10-15 min

Explore and Share

Scout Observational Assessment

Name _____

Even and Odd Numbers

I can ... tell if a group of objects is even or odd.

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Lesson 2-1

Explore and Share

Use cubes to make the numbers below. Shade all the numbers that can be shown as two equal groups of cubes. What do you notice about the numbers you shaded?

11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

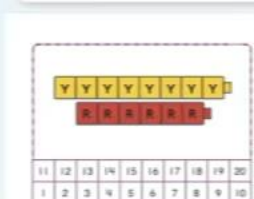
See margin for sample student work.

Sample Student Work



Lydia's Work

Lydia used cube trains to show 14 as two equal groups. There are 7 connecting cubes in each group. She shaded every other number. The shaded numbers are the numbers she says when she counts by twos.



Claire's Work

Claire used cube trains to show 14 as 2 groups that are not equal. There are 8 connecting cubes in one train and 6 linking cubes in the other train. Claire states that 14 is not an even number because the groups are not equal.

Explore and Share

Formative Assessment

Purpose Investigate ways to determine if a group of objects can be shown as two equal groups.

Materials Connecting cubes (or Teaching Tool 72)

Introduce **WHOLE CLASS**

Ask: What are some things that come in equal groups?

Monitor, Select, and Sequence **SMALL GROUP**

Observe students at work.

- **How do students know which numbers they need to shade?** They might count the cubes for each number that has equal groups. They might see a pattern in their shading.

Look for solutions that show equal groups. If students don't understand that they may need to adjust groups to make them equal, ask: What does it mean to show a number as equal groups? How can you use your cubes to show this?

Select solutions for students to present. Focus on whether students used the connecting cubes to determine if a number can be shown as two equal groups. Show solutions showing equal groups (Lydia) before solutions showing unequal groups (Claire).

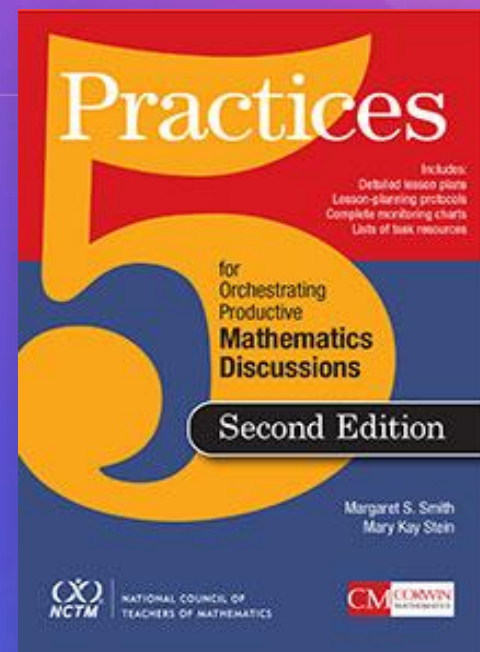
Early Finishers

Ask: Can the number 24 be represented as two equal groups? Use the pattern you found in the table to solve. [Yes. If I continue the table past 20, then 22 and 24 will both be shaded in the pattern.]

Connect **WHOLE CLASS**

Connect Solution Strategies Discuss students' work. Both Lydia and Claire used connecting cube trains, but Lydia created equal groups to show an even number, and Claire thought that her unequal groups did not show an even number.

Connect to the Visual Learning During the Visual Learning, connect to student work in Explore and Share. Be sure students understand that creating two equal groups is one way to show an even number.



Step 1 Explore and Share



10-15 min

Explore and Share Scout Observational Assessment

Lesson 2-1

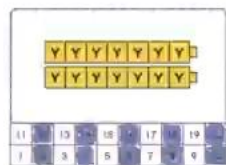
Even and Odd Numbers

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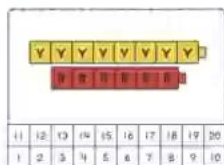
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Step 2 Visual Learning



5-10 min

Visual Learning Animation

Visual Learning

A How can you tell if a number is even or odd?

8 9

Use cubes to find out.

B An even number can be shown as two equal parts using cubes. 8 is even, $4 + 4 = 8$

C An odd number cannot be shown as two equal parts using cubes. 9 is odd, $5 + 4 = 9$

D The ones digit tells you if a number is even or odd. 18 is even, 19 is odd.

Talk About Big Ideas You break apart a tower of cubes to make two equal parts, but there is one cube left over. Is the number of cubes even or odd? Explain.

MLL Multilingual Learners Speaking

Write even and odd on the board. Read each word aloud as you point to it and ask students to repeat after you. Show students two stacks of 6 connecting cubes of the same color, side by side. Ask: Are they the same? [Yes] Say: There are 12. 12 is even. Remove 1 cube from one of the stacks. Ask: Are these the same? [No] Say: There are 11. 11 is odd. Divide students into groups of two. Give each pair two number cubes.

Emerging Give pairs 12 connecting cubes. Student A rolls the number cubes and finds the sum. Student B models the sum using connecting cubes and says "even" or "odd."

Expanding Student A rolls the number cubes and finds the sum. Student B says "even" or "odd." Then students switch roles. After three turns, pairs make a list of all the even numbers from 1 to 12.

Bridging Student A rolls the number cubes and finds the sum. Student B tells whether the sum is even or odd and explains why. Then students switch roles.

Visual Learning

Essential Question Ask: How can you tell if the number of cubes in a tower of cubes is even or odd?

Classroom Conversation

- A Be Precise** Have students make cube towers to match those in the panel. How many cubes are in each tower? [8 cubes in one and 9 in the other.]
- B** Can the number 8 be shown in two equal groups of cubes? [Yes] Explain to students that numbers that can be shown as two equal groups are even.
- C** Can the number 9 be shown in two equal groups of cubes? [No] Explain to students that numbers that cannot be shown as two equal groups are called odd.
- D Look for Patterns** How can you use the ones digit to tell if a number is even or odd? [If the ones digit is even, the number is even.] How do you know that 18 is an even number? [Sample answer: I look at the ones digit. Since 8 is even, 18 is even. I can also write $9 + 9 = 18$ to show the two equal groups.]

Prevent Misconceptions Make sure students understand why they can simply look at the ones digit to tell if a number is even or odd.

MLR3 Critique, Correct, and Clarify

Show Claire's work from Explore and Share and present the statement: Two groups that are equal show that a number is even, and two groups that are not equal show that a number is odd. Ask: How can Claire show that this statement is incorrect? [Claire's groups are not equal, but she has a total of 14 cubes, and 14 is an even number. She could make equal groups by taking one cube away from the train with 8 cubes and putting it on the train with 6 cubes. Then both trains would have 7 cubes. If she made equal groups and had one left over, then she would have an odd number.]

MTF Talk About Big Ideas

Have students engage in a think-pair-share to compare how they know whether a number is even or odd. Listen for conversations about how they could use equal groups to check.

MTF Revisit the Essential Question

Some numbers can be shown as two equal groups and others cannot. If a number can be represented as two equal parts, the number is even. If the parts are not equal, then the number is odd.

Formative Assessment Options

Quick Check for Understanding

Solve each problem.

9. **Model** Gemma fills 2 baskets with 9 berries each. She gives both baskets to Alan. Does Alan have an odd or even number of berries? Draw a picture to solve. Then write an equation.

$9 + 9 = 18$ Check students' drawings.

Alan has an even number of berries.

10. **Model** Tyrone puts 4 marbles in one jar. He puts 3 marbles in another jar. Does Tyrone have an odd or even number of marbles? Draw a picture to solve. Then write an equation.

$4 + 3 = 7$ Check students' drawings.

Tyrone has an odd number of marbles.

11. **Higher Order Thinking** If you add two odd numbers, will the sum be odd or even? Explain. Use numbers, pictures, or words.

Even; Sample answer: If you add two odd numbers such as $7 + 7$, you can make pairs with none left over, so the sum is even.

Assessment Practice

12. Look at the number. Circle even or odd. Then write the equation. 2.OA.3

15 

odd even $8 + 7 = 15$

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¿El número es par o impar? Completa el enunciado. Luego escribe la ecuación.

11



Escribe **par** o **impar** en el primer recuadro de respuesta.

11 es un número .

6 + =

LESSON QUICK CHECK

enVision Plus Mathematics 2027 Grade 2

📖 eText 🔧 Tools



Virtual Learning Resources ☒ Off

Topic 2: Planning and Overview

Topic 2: Beginning of Topic

Topic 2: Differentiation Library

2-1: Let's Build: Even and Odd Numbers

2-2: Let's Build: Continue Even and Odd Numbers

2-3: Let's Build: Use Arrays to Find Totals

2-4: Let's Build: Make Arrays to Find Totals

2-5: Let's Model in 3 Acts: All Those Apples!

2-6: Let's Investigate: Skip Counting

2-7: Let's Build: Skip Counting to 100

Topic 2: Topic Review & Fluency

Topic 2: Topic Review & Fluency

☐ Select all assignable items (2)

[Customize](#)

- ☐  Topic 2: Topic Review

Host Live  [Assign](#) ⋮
- ☐  Topic 2: Fluency Practice Activity

 [Assign](#) ⋮

Host Live



Mabel Alexander X

Paloma Mahoney X

Amias Gonzales X

Giovanni Pace X

Carley Fisher X

Aniyah Carter X

Khalid Rodriguez X

Lia Eaton X

Scarlett Elliott X

Wyatt Collins X



**Go to your Realize
assignments to
join the game.**

Start

10/12 Students

00:30

TIME

1 OF 20

QUESTIONS

555

POINTS



What is the best first step to use the break-apart strategy to find $18 + 54$?

- A Break apart 18 into $3 + 15$
- B Break apart 18 into $12 + 6$
- C Break apart 54 into $2 + 52$
- D Break apart 54 into $50 + 4$

00:30

TIME

1 OF 20

QUESTIONS

555

POINTS



What is the best first step to use the break-apart strategy to find $18 + 54$?

A Break apart 18 into $3 + 15$

B Break apart 18 into $12 + 6$

C Break apart 54 into $2 + 52$

D Break apart 54 into $50 + 4$

Submit

00:30

TIME

1 of 20

QUESTIONS

555

POINTS



What is the best first step to use the break-apart strategy to find $18 + 54$?

- ☐ A Break apart 18 into $3 + 15$
- ☒ B Break apart 18 into $12 + 6$
- ☐ C Break apart 54 into $2 + 52$
- ☐ D Break apart 54 into $50 + 4$



**Your answer has
been submitted!**

Results loading...

00:30

TIME

1 OF 20

QUESTIONS

555

POINTS



What is the best first step to use the break-apart strategy to find $18 + 54$?

A Break apart 18 into $3 + 15$

✓ Break apart 18 into $12 + 6$

80 points

✓ Break apart 54 into $2 + 52$

80 points

D Break apart 54 into $50 + 4$



Correct!

Enter Text

Next

00:30

TIME

1 of 20

QUESTIONS

555

POINTS



What is the best first step to use the break-apart strategy to find $18 + 54$?



Break apart 18 into $3 + 15$

0 points



Break apart 18 into $12 + 6$

10 points



Break apart 54 into $2 + 52$



Break apart 54 into $50 + 4$



Incorrect

Next

00:30

TIME

1 OF 20

QUESTIONS



10/12



What is the best first step to use the break-apart strategy to find $18 + 54$?



00:30

TIME

1 OF 20

QUESTIONS



10/12



1st

Mabel Alexander

+30

80 points

1st

Paloma Mahoney

+30

80 points

1st

Giovanni Pace

+30

80 points

1st

Amias Gonzales

+30

80 points

1st

Easton Hernandez

+30

80 points

1st

Carly Fisher

+30

80 points

1st

Aniyah Carter

+30

80 points



It's anyone's game.

Keep up the good work!

Next

Technology-Enhanced Items!

○ Diagnostic Assessments

- Readiness Assessments
- Review What You Know

○ Formative Assessments

- SCOUT
- Lesson Quick Check
- Exit Ticket

○ Summative Assessments

- Topic Assessment
- Topic Performance Task

○ Progress Monitoring

- Cumulative/Benchmark Tests
- Performance Tasks

Name _____

Topic **2**
Assessment

1. Dee has 3 rows of pennies with 4 pennies in each row. Which equation shows how many pennies Dee has in all?

(A) $3 + 3 = 6$
(B) $3 + 3 + 3 = 9$
(C) $4 + 4 + 4 = 12$
(D) $4 + 4 + 4 + 4 = 16$

2. Look at the skip counting pattern. What are the missing numbers?
22, _____, 26, 28, _____, 32, 34, _____

(A) 23, 29, 35
(B) 24, 30, 36
(C) 25, 31, 37
(D) 23, 30, 37

3. Darren plants 3 rows of flowers in his garden. He plants 5 flowers in each row.

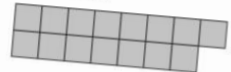
Part A Draw a picture to show the array of flowers.



Part B Write an equation for your picture.

_____ + _____ + _____ = _____

4. How many squares are shown? Is this an even or odd amount?



(A) $7 + 6 = 13$; odd
(B) $7 + 7 = 14$; even
(C) $7 + 8 = 15$; odd
(D) $8 + 8 = 16$; even

Assessment 1 of 2

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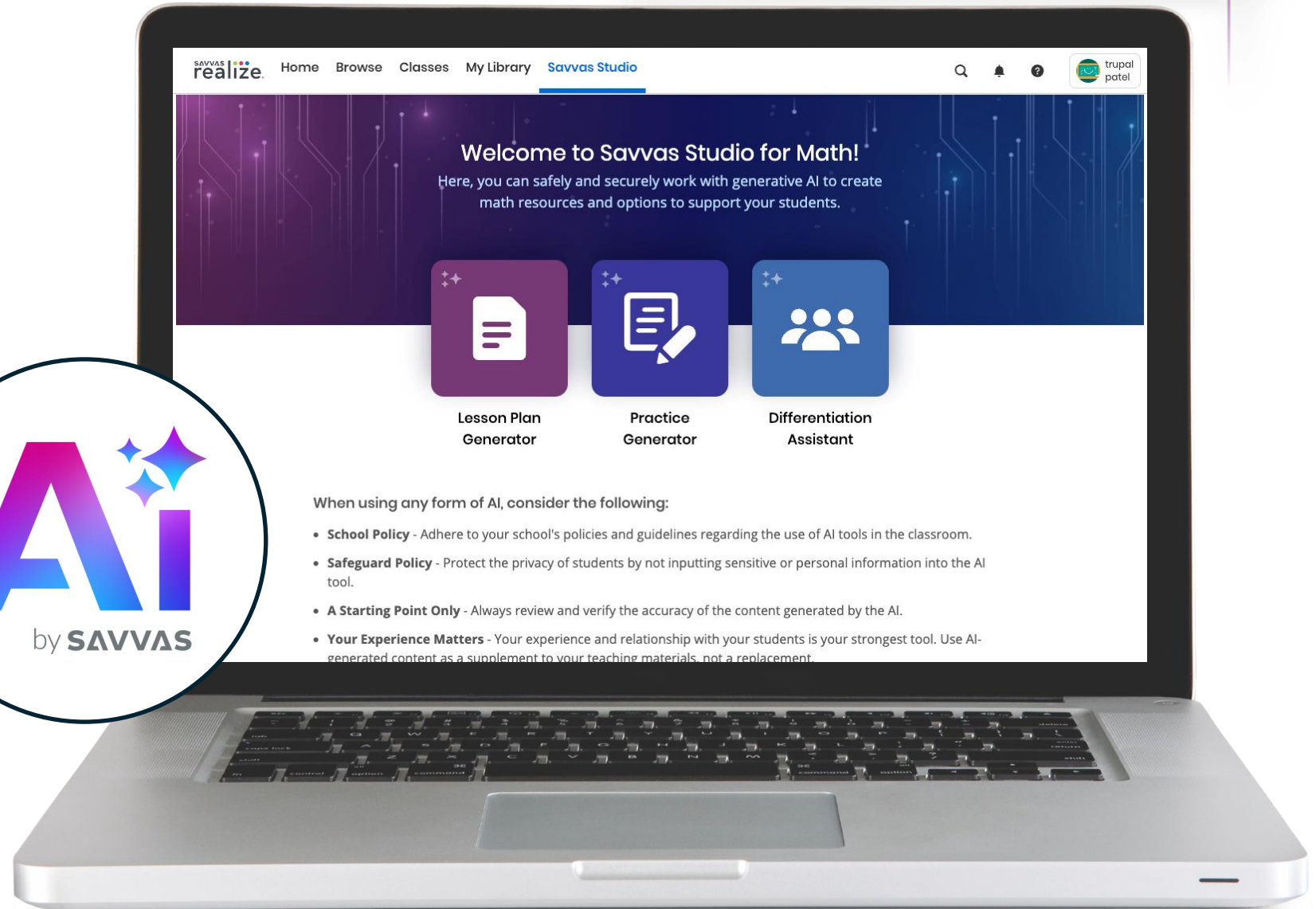
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Jayne Feuerbacher, Account Manager
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