

2nd Grade EDM Support for Functions and Relationships

Purpose of the GLE strand Reference Guide:

The purpose of the Everyday Math (EDM) /Grade Level Expectation (GLE) strand reference guide is to offer teachers easy access to remediation materials in the Everyday Math Program for not only the specific strand, but also for specific GLEs.

Below you will find:

- Power Lessons that emphatically teach to specific GLEs in either Part 1 or Part 2 of the lesson.
- Projects that target a GLE within the strand are listed by the GLE that is addressed
- Games listed by GLE addressed
- Open Response item listed by GLE addressed
- Minute or 5-Minute Math activities that target the strand
- Assessment Disk problems that could be used to assess/practice the strand.
- Reinforcement Suggestions from *Maintaining Concepts and Skills* in the Differentiation Handbook

Projects:

Project #3: Chinese Calendar F&R – 1

Project #7: Collections F&R – 2

Power Lessons:

F&R – 1 & 2 1.7 Part 1, 1.8, 2.10, 2.11, 2.13, 3.6, 4.3 Part 2, 7.1 and 7.4

F&R – 3 1.6

F&R – 4 1.11

Games:

	GLE	Lesson
<i>Addition Top-It</i> using $>$, $<$, $=$ (2-6)	F&R – 4	1.4
<i>Attribute Train Game</i> (1)	F&R – 2	7.2
<i>Number Grid Game</i> (1, 2)	F&R – 1	1.8
<i>Two-Fisted Penny Addition</i>	F&R – 3	1.6
<i>What's My Attribute Rule?</i> (2)	F&R – 5	5.1
<i>What's My Rule? Fishing</i> (K-3)	F&R – 2	K 4.14
<i>Who Am I thinking of?</i> (K-1)	F&R – 1	K 4.14

Open Response Items:(Assessment Handbook):

Unit 1 - Locker Numbers F&R – 1&2

Unit 2 - Train Boxes F&R -1

Unit 7 - Dollars or Pennies F&R - 1

Additional Practice

Frames and Arrows Master (pg. 134 & 135 of Differentiation Handbook)

What's My Rule? (pg. 136 of Differentiation Handbook)

Everyday Math Assessment Assistant:

Everyday Mathematics Grade 3 Goals

Patterns, Functions and Algebra

Goal 1: Patterns and Functions

Goal 2: Algebraic Notation

Goal 3: Properties of the Arithmetic Operations

Minute Math +

Basic Routines p. 5-24; Use a graphic organizer for number stories p.79-157 (such as Start-Change-End). Write the number model with a box or “?” for the unknown.

Reinforcement Suggestions from *Maintaining Concepts and Skills* in Differentiation Handbook

F&R - 1

- Have children explore the +9 pattern with ten-frame cards and counters. See the Readiness activity in Lesson 2.4 (Unit 2).
- Use the Frames-and-Arrows masters A and B on p. 144 and 145 of the Differentiation Handbook to create practice problems where the rule is +10, -10 and +100. (Unit 6)
- Use the “What's My Rule?” master on p.146 of the Differentiation Handbook to create practice problems with addition and subtraction rules. (Unit 7)
- Use the Frames-and-Arrows masters A and B on p. 144 and 145 of the Differentiation Handbook to create practice problems. (Unit 4)
- Use the “What's My Rule?” masters A and B on p. 146 of the Differentiation Handbook to create practice problems where the rule is some number more or less. (Unit 12)

F&R – 2

- Use the Number Grid master on p. 148 of the Differentiation Handbook, and have children color patterns they see in the number grid. After they color their pattern, have them describe the pattern in words.
- Have children complete the What's My Attribute Rule? Activity. See Exploration A in Lesson 5.1. (Unit 5)
- Use the Frames-and-Arrows masters A and B on p. 144 and 145 of the Differentiation Handbook to create practice problems.
- Use the “What's My Rule?” master on p.146 of the Differentiation Handbook to create practice problems. (Unit 5)

F&R – 3

- Use the Situation Diagrams for Number stories master on p.151 of the Differentiation Handbook , and have children fill in the situation diagrams for the number stories they tell.