2nd Grade EDM Support for Focus Strand: Numeration

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 assessment/practice problems that could be used to assess the strand.
- Reinforcement Suggestions from *Maintaining Concepts and Skills* in the Differentiation Handbook

Power Lessons:

N – 1&2: 1.1, 1.5, 1.9 Part 2 , 2.12, 3.1, 3.4 Part 1, 10.8, 10.9, 10.10
N – 3: 8.2, 8.3, 8.4, 8.5, 8.7
N – 4: 8.1, 8.3, 8.5
N – 5&6: 2.6, 2.7, 2.12, 3.5,
N – 7: 1.9 Part 1, 7.1,
N – 8: 2.7

Projects:

Project #1: Boxes, Boxes, Beautiful Boxes	N – 3
Project #4: Dates on Pennies	N – 1

Games:

Games:	GLE	Lesson
First Grade:		
$1, $10, $100 Exchange	N – 10	10.4
Base 10 Exchange (and 2nd)	N – 2	3.4
Difference Game (and 2nd)	N – 5&6	2.12
Guess My 2-Digit Number	N – 2	5.1
Monster/NL Squeeze (and 2nd)	N – 4	1.1
Number Grid Game (and 2nd)	N – 1	1.8
Penny-Dice Game	N – 1	1.3
Penny Plate (and 2nd)	N – 5	1.6
Top-It	N – 2	1.6
Rolling for 50	N – 1	2.1

Games:	**GLE**	**Lesson**
Second Grade:		
The Digit Game	N – 1	3.1
Base 10 Trading Game	N – 2	6.5
Equivalent Fractions Game	3N – 5	8.5
Fraction Top-It	3N – 5	8.6
Money Exchange Game	N – 2	1.5
Number Top-It	N – 1	1.11
Number-Grid Difference Game	N – 5	2.12
Pick-a-Coin	3N – 5	10.3

Open Response Items: (Assessment Handbook):

Unit 1:	Locker Numbers	N - 7
Unit 2:	Train Boxes	N - 7
Unit 4:	Finding the Largest Sum	N - 2
Unit 8:	Sharing Brownies	N – 3&4
Unit 10:	Comparing Coins	N - 4

Minute Math +: Basic Routines p. 3, 6, 7, 9, 11-12, 14, 23, and 24; Counting p. 33, 36, 37, 38, 44, and, 45

Assessment Assistant:

Everyday Math Grade 2 Goals:

Numeration:

Goal 1: Rote Counting
Goal 2: Place Value and Notation
Goal 3: Meanings and Uses of Fractions
Goal 4: Number Theory
Goal 5: Equivalent Names for Whole Numbers
Goal 6: Equivalent Names for Fractions
Goal 7: Comparing and Ordering Numbers

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

N – 1 and N – 2

- Have children play *Base-10 Exchange.* (Unit 3)
- Have children use base-10 blocks in a counting activity. See the Readines activity in Lesson 3.1 (Unit 3).
- Have children use the fewest base-10 blocks to make a number. See the Readiness activity in Lesson 4.9 (Unit 4).
- Have children match number cards to a quantity and location on a number line. See the Readiness activity in Lesson 7.7 (Unit 7).
- Have children build a base-10 structures with flats, longs and cubes. See the Readiness activity in Lesson 10.8 (Unit 10)
- Have children solve place-value riddles. See the Readiness activity in Lesson 10.9 (Unit 10).
- Have children fill in numbers on number lines. See the Readiness activity in Lesson 12.3 (Unit 12).

N – 3

- Have children play *Equivalent Fraction Game.* (Unit 8)
- Have children order Fraction cards. See the Readiness activity in Lesson 8.7 (Unit 8).
- Use the Name-Collection Boxes master on p. 147 of the Differentiation Handbook to have children practice writing names for ½. Use other fraction names for the boxes as appropriate. Encourage children to use the fraction cards and pattern blocks as references when they write names in the boxes.
- have children order fraction cards. See the Readiness activity in Lesson 8.7 (Unit 8).

N – 5

- Have children use counters and ten-frame cards to model subtraction. See the Readiness activity in Lesson 2.13 (Unit2).
- Have children explore the +9 pattern with ten-frame cards and counters. See the Readiness activity in Lesson 2.4 (Unit 2)

- Have children act out number stories using physical models. See the Readiness activity in Lesson 4.2 (Unit 4)
- Have students solve addition problems using ten-frame cards. See the Readiness activity in Lesson 6.1 (Unit 6)

N – 7

- Have children record whether answers to computation problems are even or odd numbers. (Unit 1)
- Routinely ask children to record whether the calendar day is an even or odd number. (Unit 1)
- Use the "What's My Rule?" master on p. 146 of the Differentiation Handbook to create practice problems where the rule is adding or subtracting 10 or 100. (Unit 3).
- Use the Frames-and-Arrows masters A and B on p.144and 145 of the Differentiation Handbook to create practice problems with rules of plus or minus 10 or 100.