

Classroom Mathematics

California

Teacher Toolbox

Resource Sampler



GRADE

2

Engaging Resources to Drive Student Growth

The Teacher Toolbox for *Classroom Mathematics California* is an important part of your digital experience and companion to your Teacher's Guide, as it houses many of the resources you need to deliver effective core mathematics instruction. You'll see references to specific Teacher Toolbox resources throughout the Teacher's Guide, pointing you to materials you can use for whole class instruction and small group differentiation. The Teacher Toolbox resources are accessible through the Teacher Digital Experience via i-ReadyConnect.com.

Easily Access All Grades K–8 Resources on the Teacher Toolbox:

- Activity Sheets 
- Assessments (Lesson Quizzes, Assessment Notes Recording Sheet, and Unit Assessments—Forms A and B) 
- Centers Library 
- Cumulative Practice 
- Digital Math Tools
- Graphic Organizers 
- Games (Unit Level for Grades K–8 and Grade Level for Grades K–2) 
- Enrichment Activities 
- Family Letters 
- Fluency and Skills Practice 
- Implementation Support
- Interactive Tutorials 
- Literacy Connection Activities 
- Learning Activities (On Level, Below Level, and Above Level) 
- Student Worktext PDFs 
- PowerPoint® Slides 
- Teacher's Guide PDFs 
- Tools for Instruction 
- Unit Flow & Progression Videos (closed captioned in English and Spanish)

 = Available in English and Spanish

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Grade 4 Teacher Toolbox Shown

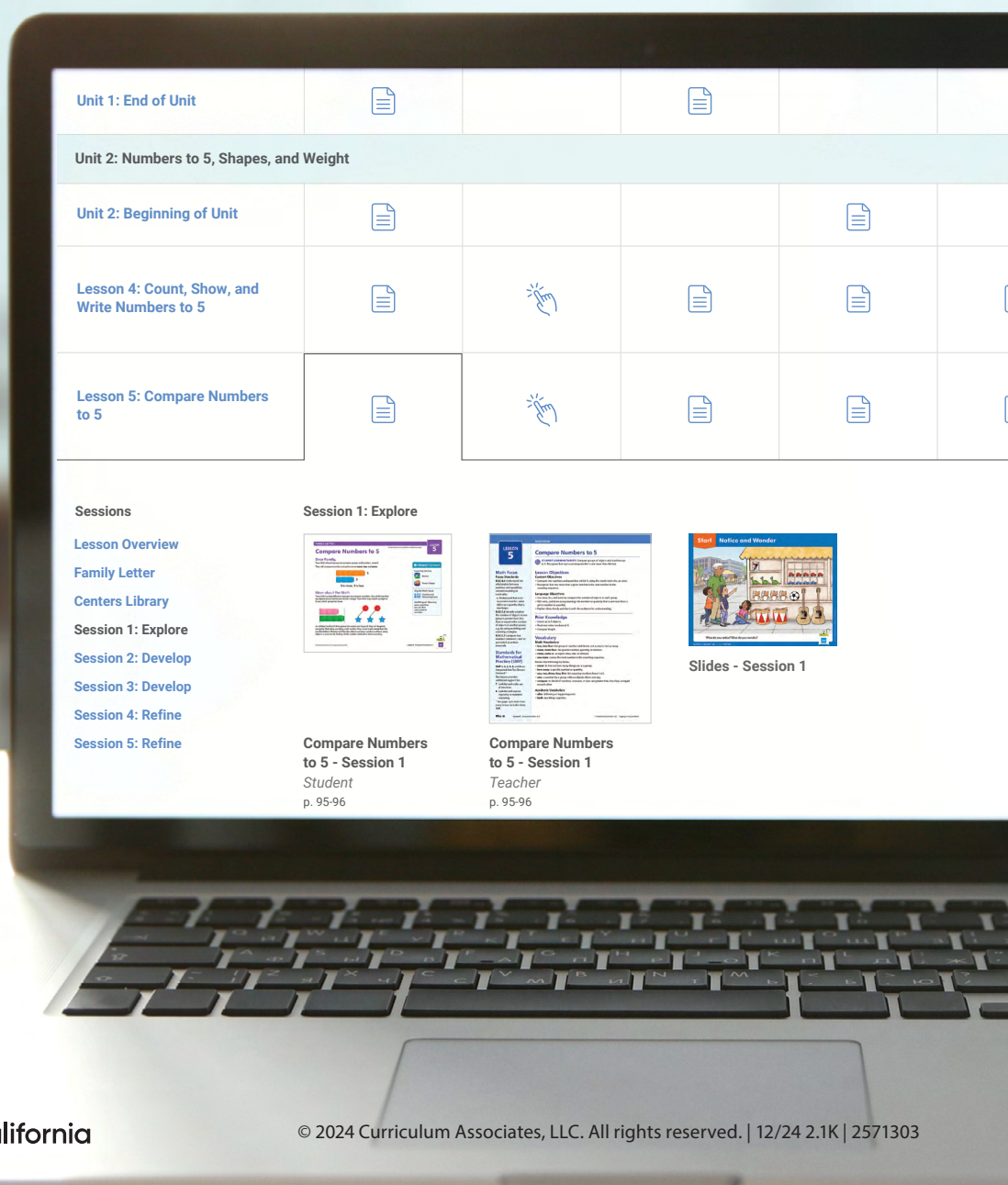


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Check out the Teacher Digital Experience Walkthrough to see more digital resources!

Explore all Grades K–8 resources in your demo account. Review the Teacher Digital Experience Walkthrough to see how.



Program Implementation Support

A wealth of resources to help California educators implement *Classroom Mathematics California* as a core program, including digital versions of support found in your Teacher's Guide, plus Try–Discuss–Connect instructional framework details, pacing and correlations resources, Digital Math Tools, Data Talk Displays, and more

Program

Classroom California ...

Subject

Math

Grade

K

1

2

3

4

5

6

7

8

Classroom Resources

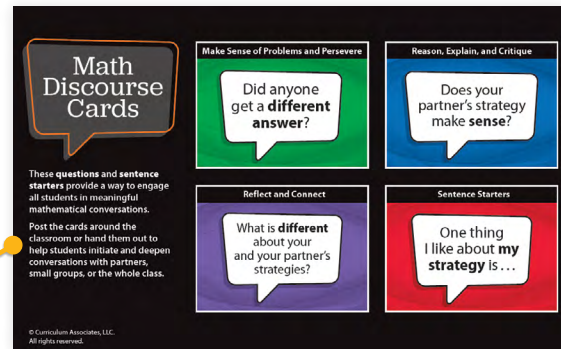
Classroom Resources (Spanish)

Assessment Practice

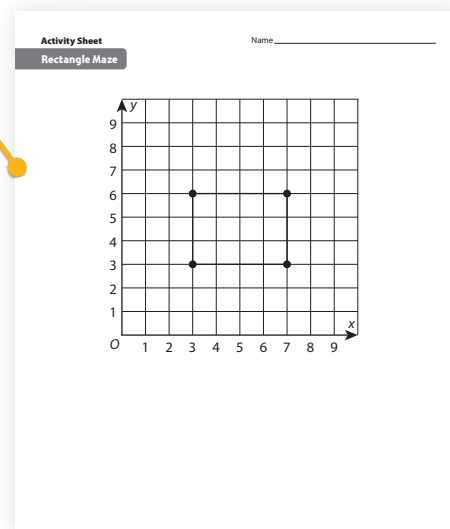
Program Implementation

Teaching and Learning Resources

- Grade Level Games ^{E/S}
- Digital Math Tools and Supporting Videos
- **Discourse Cards and Discourse Cube** ^{E/S}
- **Activity Sheet Resources** ^{E/S}



Discourse Card Example Shown



Activity Sheet Example Shown

^{E/S} = Available in English and Spanish

Implementation Support

- **UDL Process Toolkit**
- Integrating Prerequisites into Grade-Level Instruction
- Student Handbook ^{E/S}
- Multilingual Glossary
- Bilingual Glossary
- Spanish Glossary
- Academic Vocabulary Glossary ^{E/S}
- **Data Science Resources**
- Manipulative Lists
- Digital Resource Correlations
- Comprehension Check Correlations
- Spiral Review and Cumulative Practice Correlations
- Try–Discuss–Connect Framework Resources ^{E/S}
- Positive Learning Habits

UDL PROCESS TOOLKIT FOR CLASSROOM MATHEMATICS CALIFORNIA
UDL PROCESS PLANNER • GRADE 1 EXAMPLE

UDL Process Planner Grade 1 Example

Math focus:
Add and subtract up to 10 to solve word problems.

Instructional component and its purpose:
The Try It requires children to represent and solve a word problem that uses subtraction. The purpose is for children to recognize when a problem requires subtraction and to develop strategies for subtracting.

Students' strengths, experiences, and needs related to the math focus:

Strengths:

- Children understand addition as putting quantities together and subtraction as taking away from a quantity.
- SMP 1 – Children act out problems, use manipulatives, or draw to help them make sense of problems.

Experiences:

- Children have experience during calendar time with adding up the days of the week, keeping track of attendance, lunch count, and other daily routines.

Needs:

- Access to manipulatives (e.g., counters) and 10-frames to model problems.
- Support emergent readers and English Learners.

1–3 Potential barriers to Engagement, Representation, Action & Expression:

- Word problem appears in the student book only in English. Potential barrier to Representation.
- Lack of visual models; reliance on reading. Potential barrier to Engagement and Representation.
- The word "model" is used in several questions/prompts; children may confuse its academic meaning with other definitions. Potential barrier to Representation and Expression.

Relevant supports to leverage:

1–2 Embedded supports:

- Word problem provides a relevant, real-world context.
- Teacher's guide suggests "Act It Out" routine to help make sense of the problem.
- Develop Academic Language feature can help children distinguish meanings of "model" as a noun and a verb.

1–3 Additional support opportunities:

- Have children share translations of "model" in their home language (Spanish: *modelo/hacer un modelo*). Also, ask children to "Say It Another Way" to ensure everyone understands the word "model."
- Encourage children to draw the situation or model with manipulatives.
- If children are stuck, talk through options for how many children could leave.

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UDL PROCESS TOOLKIT

Page 1 of 1

Grade 1 UDL Process Toolkit Shown

DATA INVESTIGATION | ROLLING ON
UNIT 1

SAMPLE DATA

Sample Data Set A: Number Cube Rolls (optional)

1. 6 5	2. 3 3	3. 4 1	4. 3 5
5. 3 1	6. 1 1	7. 3 1	8. 3 4
9. 3 1	10. 4 6	11. 4 6	12. 5 1
13. 3 2	14. 2 6	15. 4 2	16. 1 2
17. 1 3	18. 6 2	19. 6 1	20. 3 5
21. 4 1	22. 6 4	23. 1 4	24. 5 4
25. 2 3	26. 1 1	27. 5 5	28. 3 6
29. 1 3	30. 5 1	31. 3 2	32. 4 1
33. 2 1	34. 6 5	35. 2 1	36. 1 3
37. 1 4	38. 4 5	39. 1 3	40. 4 5

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GRADE 2 • UNIT 1

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Grade 2 Data Investigation Example Shown

Lesson-Level Resources

Lesson 6: Add Two-Digit Numbers

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Different Ways to Show Addition

Find the sums and missing addends.

1 $30 + 7 + 50 + 3 = \underline{90}$

2 $37 + 53 = \underline{\hspace{2cm}}$

3 $20 + 8 + 40 + 2 = \underline{\hspace{2cm}}$

4 $28 + 42 = \underline{\hspace{2cm}}$

5 $60 + 6 + 10 + 4 = \underline{\hspace{2cm}}$

6 $66 + 14 = \underline{\hspace{2cm}}$

7 $40 + 5 + 40 + 5 = \underline{\hspace{2cm}}$

8 $45 + \underline{\hspace{2cm}} = 90$

9 $30 + 9 + 20 + 1 = \underline{\hspace{2cm}}$

10 $\underline{\hspace{2cm}} + 21 = 60$

11 $20 + 4 + 60 + 6 = \underline{\hspace{2cm}}$

12 $24 + \underline{\hspace{2cm}} = 90$

13 $40 + 3 + 30 + 7 = \underline{\hspace{2cm}}$

14 $\underline{\hspace{2cm}} + 37 = 80$

15 How does the information in problem 9 help you solve problem 10?



More Ways to Show Addition

Add.

1 $27 + 3 = \underline{30}$
 $27 + 13 = \underline{40}$
 $27 + 15 = \underline{42}$

2 $48 + 2 = \underline{\hspace{2cm}}$
 $48 + 32 = \underline{\hspace{2cm}}$
 $48 + 35 = \underline{\hspace{2cm}}$

3 $39 + 1 = \underline{\hspace{2cm}}$
 $39 + 31 = \underline{\hspace{2cm}}$
 $39 + 34 = \underline{\hspace{2cm}}$

4 $26 + 4 = \underline{\hspace{2cm}}$
 $26 + 24 = \underline{\hspace{2cm}}$
 $26 + 27 = \underline{\hspace{2cm}}$

5 $75 + 5 = \underline{\hspace{2cm}}$
 $75 + 15 = \underline{\hspace{2cm}}$
 $75 + 17 = \underline{\hspace{2cm}}$

6 $53 + 7 = \underline{\hspace{2cm}}$
 $53 + 27 = \underline{\hspace{2cm}}$
 $53 + 29 = \underline{\hspace{2cm}}$

7 $62 + 8 = \underline{\hspace{2cm}}$
 $62 + 28 = \underline{\hspace{2cm}}$
 $62 + 29 = \underline{\hspace{2cm}}$

8 $23 + 7 = \underline{\hspace{2cm}}$
 $23 + 17 = \underline{\hspace{2cm}}$
 $23 + 18 = \underline{\hspace{2cm}}$

9 $36 + 4 = \underline{\hspace{2cm}}$
 $36 + 24 = \underline{\hspace{2cm}}$
 $36 + 29 = \underline{\hspace{2cm}}$

10 $41 + 9 = \underline{\hspace{2cm}}$
 $41 + 29 = \underline{\hspace{2cm}}$
 $41 + 32 = \underline{\hspace{2cm}}$



FLUENCY AND SKILLS PRACTICE

Name: _____

LESSON 6

More Ways to Show Addition *continued*

11 $55 + 5 =$ _____

$55 + 25 =$ _____

$55 + 29 =$ _____

12 $79 + 1 =$ _____

$79 + 11 =$ _____

$79 + 15 =$ _____

13 $21 + 29 =$ _____

$18 + 14 =$ _____

$49 + 22 =$ _____

14 $34 + 26 =$ _____

$45 + 22 =$ _____

$27 + 16 =$ _____

15 $75 + 12 =$ _____

$52 + 37 =$ _____

$62 + 28 =$ _____

16 $59 + 31 =$ _____

$38 + 24 =$ _____

$43 + 29 =$ _____

17 Explain how you solved problem 9.**18** For problem 15, which equation can you solve by making a ten?
Explain your thinking.



Estimating with Addition

Estimate the sum. Use an easier number for the first addend or the second addend.

- 1** Estimate the sum of 31 and 29.

$$\underline{\hspace{2cm}} + 29 = \underline{\hspace{2cm}}$$

The sum of 31 and 29 is about

$\underline{\hspace{2cm}}$.

- 2** Estimate the sum of 38 and 35.

$$\underline{\hspace{2cm}} + 35 = \underline{\hspace{2cm}}$$

The sum of 38 and 35 is about

$\underline{\hspace{2cm}}$.

- 3** Estimate the sum of 33 and 49.

$$33 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The sum of 33 and 49 is about

$\underline{\hspace{2cm}}$.

- 4** Estimate the sum of 55 and 43.

$$55 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The sum of 55 and 43 is about

$\underline{\hspace{2cm}}$.

Estimate the sum. Use easier numbers for both addends.

- 5** Estimate the sum of 71 and 17.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The sum of 71 and 17 is about

$\underline{\hspace{2cm}}$.

- 6** Estimate the sum of 37 and 42.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

The sum of 37 and 42 is about

$\underline{\hspace{2cm}}$.

- 7** Estimate the sum of 14 and 57. What strategy did you use to solve the problem? Explain.

Tools for Instruction

Two-Digit Addition with Regrouping

Objective Use base-ten blocks to add two-digit numbers with regrouping.

Materials Base-ten blocks (tens, ones)

There are many ways to add with regrouping that do not use the traditional addition algorithm. Working from an understanding of a ten being the same as 10 ones, students can break apart two-digit numbers into tens and ones and add them separately. Before using the standard algorithm, students should understand that it is sometimes necessary to compose a ten by regrouping 10 ones in order to add. In turn, they need to recognize when it is necessary to regroup. This understanding will help them later understand the process of decomposing a ten in order to regroup for subtraction.

Step by Step 20–30 minutes

1 Add 21 and 35.

- Have the student model both 21 and 35 with base-ten blocks.
- Ask the student to identify the total numbers of tens and the total number of ones.
- Say: *5 tens and 6 ones makes 56*. Write $21 + 35 = 56$ on the board.

2 Demonstrate the need for regrouping.

- Add 36 and 46. Have the student model both 36 and 46 and count to find the total number of tens and the total number of ones.
- Ask the student if 12 ones is more than 10 ones. Then demonstrate bundling 10 ones and replacing the bundle with a tens rod.
- Explain that bundling 10 ones into a ten is called “regrouping” in addition.
- Emphasize that when 12 ones are regrouped into 1 ten and 2 ones, the value is the same.

Support English Learners Explain that *regrouping* a number means to put together or take apart ones, tens, or hundreds. Point out that 10 ones are joined together to make a “group” of 10. The group of 10 ones is replaced, or regrouped, for 1 tens rod.

3 Generalize when regrouping is needed.

- Have the student use ones blocks to show $3 + 4$, $3 + 5$, $3 + 6$, $3 + 7$, $3 + 8$, and $3 + 9$.
- Ask the student to identify which sums can be regrouped as tens and ones.
- Lead a discussion about when regrouping is needed. Guide the student to understand that regrouping from 10 ones to 1 ten is needed when the sum of the ones digits is greater than or equal to 10.

Tools for Instruction

4 Add 72 and 17.

- Write $72 + 17$ on the board. Ask the student to predict whether regrouping will be required and to explain their reasoning.
- Have the student model and give the sum. Write the sum on the board.
- Discuss if regrouping was required, and why it was not. Help the student see that the sum of the ones was less than 10.

5 Add 51 and 29.

- Write $51 + 29$ on the board. Ask the student to predict whether regrouping will be required and how they can tell.
- Have the student model and identify the sum. Write the sum on the board.
- Discuss the regrouping that was required. Regrouping and having no ones left over can be a little tricky. If necessary, remind the student that 0 is a digit. In this situation, the 0 shows that no ones remain after regrouping.

Check for Understanding

Give the student the addition problems below. Ask the student to predict the need for regrouping in each problem, to explain how they can tell, and then to model and find each sum.

$62 + 9$

$45 + 45$

$56 + 11$

For the student who struggles, use the table below to help pinpoint where extra help may be needed.

If you observe...	the student may...	Then try...
the student trying to regroup to add $56 + 11$,	not be paying close attention to place value.	helping the student circle the ones and add, then underline the tens and add.
the student has trouble modeling the sums,	have difficulty understanding place value.	having the student model and decompose two-digit numbers into sums according to place value: $62 = 60 + 2$.



CENTER ACTIVITY ●●

Name: _____

LESSON 6

On Level
shown here.

100 or Not!

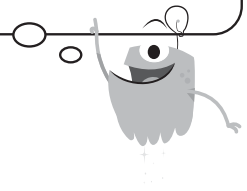
What You Need

- 10 counters
- Digit Cards 0–9 (2 sets)

What You Do

1. Take turns. Shuffle the **Digit Cards** and place them facedown in a pile.
2. Take 2 cards and make a two-digit number. Take 2 more cards and make a different two-digit number.
3. Add the 2 two-digit numbers.
4. Your partner checks your answer.
5. If the sum is less than 100, take a counter. If the sum is 100 or greater, do not take a counter.
6. Return the cards to the bottom of the pile. Repeat.
7. The first partner to get 5 counters wins.

I like to add the tens first when I add two-digit numbers.



Check Understanding

Find $24 + 36$.



Go Further

Each partner makes 2 two-digit numbers and finds the sum.
Take a counter when you have a sum less than 50.



CENTER ACTIVITY ●●

LESSON 6

Partner A: _____

Partner B: _____

Digit Cards 0–9



0	1
2	3
4	5
6	7
8	9



CENTER ACTIVITY ●

Name: _____

LESSON 6

Below Level shown
here. Above Level also
available.

100 or Not

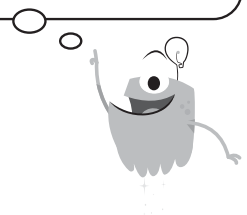
What You Need

- 10 counters
- Digit Cards 0–5 (2 sets)

What You Do

1. Take turns. Shuffle the **Digit Cards** and place them facedown in a pile.
2. Take 2 cards and make a two-digit number. Take 2 more cards and make a different two-digit number.
3. Add the 2 two-digit numbers.
4. Your partner checks your answer.
5. If the sum is less than 60, take a counter. If the sum is 60 or greater, do not take a counter.
6. Return the cards to the bottom of the pile. Repeat.
7. The first partner to get 5 counters wins.

I like to add the
tens first when I
add two-digit
numbers.



Check Understanding

Find $14 + 35$.



Go Further

Each partner makes 2 two-digit numbers and finds the sum.
Take a counter when you have a sum less than 50.



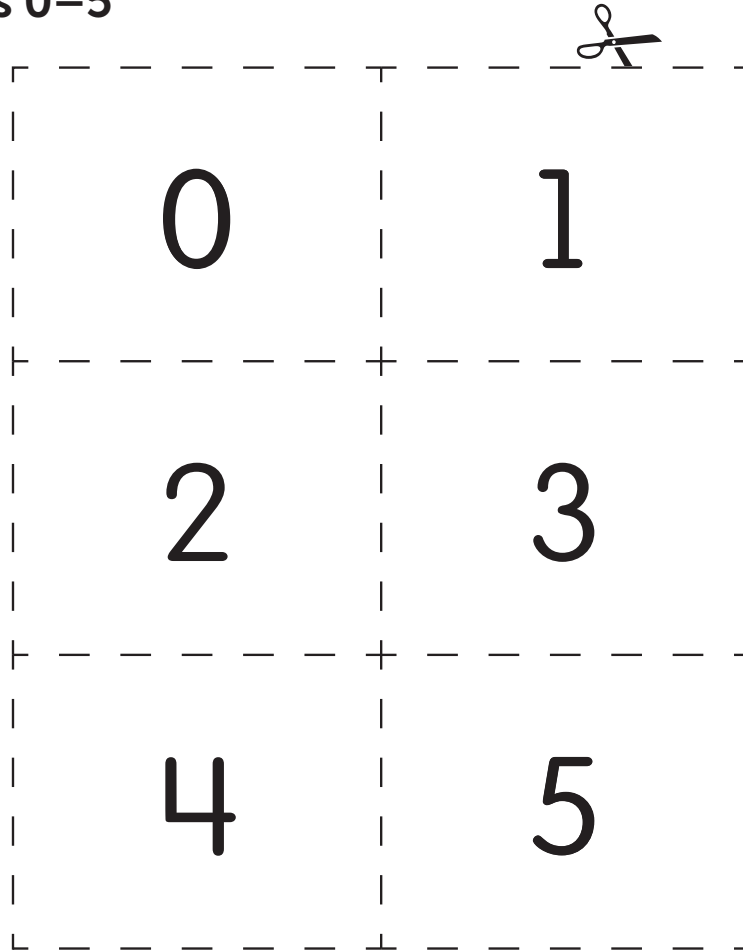
CENTER ACTIVITY ●

LESSON 6

Partner A: _____

Partner B: _____

Digit Cards 0–5





ENRICHMENT ACTIVITY

Name: _____

LESSON 6

Ways to Make 83

Your Challenge

Use the digits below to make two 2-digit numbers that have a sum of 83. Complete the equations on the **Recording Sheet** to show your work.

For each equation, you can only use each digit once.

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Example:

$$\begin{array}{r} 60 \\ + 23 \\ \hline \end{array} = 83$$

Are there any patterns you notice that might help you think of other possibilities?





ENRICHMENT ACTIVITY

Name: _____

LESSON 6

Ways to Make 83

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

1. _____ + _____ = 83

2. _____ + _____ = 83

3. _____ + _____ = 83

Use the same rules to find other ways to make 83. What patterns can you use to help you?



LESSON 6 • QUIZ

Name: _____

Solve the problems.

- 1** Decide if each addition problem is a way to find $27 + 38$.
Choose *Yes* or *No* for each addition problem.

	Yes	No
$20 + 7 + 30 + 8$	(A)	(B)
$20 + 70 + 38$	(C)	(D)
$20 + 30 + 7 + 8$	(E)	(F)
$50 + 10 + 5$	(G)	(H)

- 2** Li reads 64 pages of her book one day. The next day she reads 17 pages. How many pages does Li read in all?

- (A) 71 (B) 74
(C) 81 (D) 84

- 3** What strategy would you use to find $36 + 27$?
Explain and then solve.



LESSON 6 • QUIZ

Name: _____

- 4** Estimate the sum of 17 and 28. Show your work.

17 + 28 is about _____.

- 5** Mr. Takata has 49 red blocks and 33 blue blocks on a table. He asks his class to find the total number of blocks.

Which problems show a way to find $49 + 33$?

Choose all the correct answers.

- ☐ Ⓐ $40 + 9 + 3$
- ☐ Ⓑ $40 + 30 + 9 + 3$
- ☐ Ⓒ $40 + 10 + 9 + 3$
- ☐ Ⓓ $70 + 2$
- ☐ Ⓔ $70 + 9 + 3$
- ☐ Ⓕ $50 + 32$

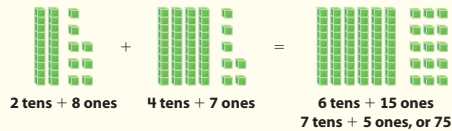
Add Two-Digit Numbers

Dear Family,

This week your child is learning to use different strategies to add two-digit numbers.

Here are some ways to find the sum $28 + 47$.

- Use base-ten blocks.



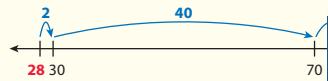
- Add tens and ones.

$$\begin{array}{r} 28 = 20 + 8 \\ 47 = 40 + 7 \\ \hline 60 + 15 = 75 \end{array}$$

- Go to the next 10.

It is easier to add when one number has no ones. To simplify adding, go to the next ten.

$$\begin{array}{r} 28 + 2 = 30 \\ 30 + 40 = 70 \\ 70 + 5 = 75 \\ 28 + 47 = 75 \end{array}$$



Invite your child to share what they know about addition strategies by doing the following activity together.

LESSON 6

Learning Games

- Hungry Fish
- Match
- Cupcake
- Pizza

Math Tools

- Base-Ten Blocks
- Number Line

ACTIVITY ADDITION STRATEGIES

Do this activity with your child to explore adding two-digit numbers.

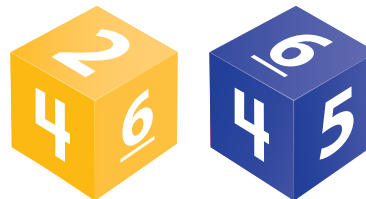
Materials 2 number cubes, pencil, and paper

Explain to your child that the point of the game is to get a sum greater than 75.

- Have your child roll two number cubes.
- Ask your child to form a two-digit number from the number cubes (For example, if you roll a 2 and a 6, you can make 26 or 62.) Write the number down.
- Ask your child to add 25 to the number, using one of the addition strategies shown on the other side of this paper.
- If the sum is greater than 75, then he or she wins the round. Repeat the game three more times.

During the game, ask your child questions such as:

- Does it matter which number you make with the two number cubes? Will you get the same sum either way?
- How can you pick the numbers to make sure your sum is as great as possible?
- What happens to my two-digit number if I use the greater digit in the tens place? In the ones place?



SESSION 1

Explore**Adding Two-Digit Numbers****Learning Targets**

- Add two-digit numbers by adding tens and adding ones.
- Add two-digit numbers by making a ten.
- Explain how to add two-digit numbers.

Start

LESSON 6

Same and Different

$13 + 7$

A	B
C	D

$10 + 10$

$10 + 3 + 7$

Unit-Level Resources

Unit 2: Numbers within 100: Addition, Subtraction, Time, and Money

Unit Game	<u>24</u>
Grade Level Game	<u>27</u>
Literacy Connection	<u>33</u>
Mid-Unit Assessment (Form A)	<u>36</u>
Unit Assessment (Form A)	<u>41</u>



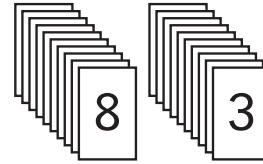
GAME

UNIT 2

Name: _____

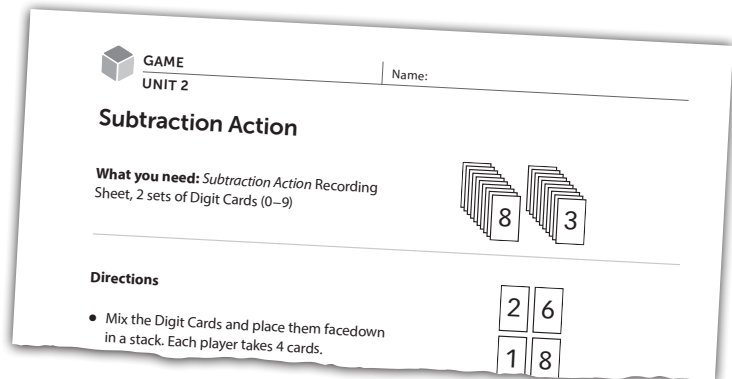
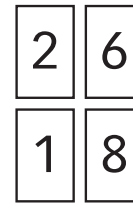
Subtraction Action

What you need: *Subtraction Action* Recording Sheet, 2 sets of Digit Cards (0–9)

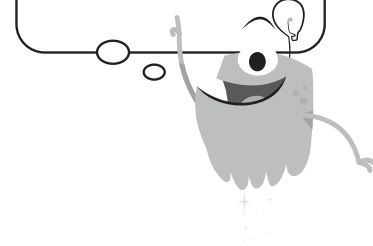


Directions

- Mix the Digit Cards and place them facedown in a stack. Each player takes 4 cards.
- Players each make 2 different two-digit numbers using their 4 cards. The goal is to make two numbers that are as close in value to each other as possible.
- Both players subtract their lesser number from their greater number. The difference tells how close the two numbers are. Players write their subtraction problems on the Recording Sheet.
- Players compare their differences and write the comparison on the Recording Sheet. The player with the lesser difference made two numbers that are closer together. This player wins the round.
- Put all the cards back and shuffle them. Play 4 rounds. The player with more wins after 4 rounds wins the game.



I subtracted 18 from 26. My difference of 8 is less than your difference of 15, so I win the first round.





GAME

UNIT 2

Name: _____

Subtraction Action Recording Sheet

Player A Name

1.

—

1. _____ ○ _____

2.

—

2. _____ ○ _____

3.

—

3. _____ ○ _____

4.

—

4. _____ ○ _____

Player B Name

1.

—

2.

—

3.

—

4.

—



GAME

UNIT 2

Name: _____

Digit Cards



0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9



Toy Shop

Why Build fluency in adding and subtracting pennies, nickels, and dimes.

Materials (per group of 2)

- Instructions page
- Game board
- 16 Toy Shop cards
- Play coins—2 dimes, 8 nickels, 10 pennies
- 2 Thinking sheets in plastic wipe-off sleeves
- Dry erase marker

ELL Support

- Display coins as you review the names and values of pennies, nickels and dimes.
- Avoid confusion by clarifying the meaning of homophones such as: buy/by, cent/sent/scent, and cents/sense/scents.
- Have partners work together to role play a shopping scenario. Encourage them to use words such as: buy, price, price tag, and cents.

Accommodations

- If students have difficulty flipping coins, students can toss the coin or cup their hands and shake it.

As students play

- *How many cents do you have?*
- *How much more money do you need to buy something?*
- *Is there a different way to use your coins to pay for that toy?*

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Demonstrate the Game. Put the coins in the cash register. Place the unicorn (16¢), tea set (17¢), and the Tuba (\$0.22) on the 3 spaces next to the cash register with the rest of the cards facedown on the “Toy Shop” cards box. Select one student to play a practice round. Place the Heads thinking sheet in front of you and the Tails thinking sheet in front of the student.

**Show students the coins.** *What are each of these coins worth?*

Go over the value of each type of coin.

Demonstrate flipping a coin. *I'll go first. On my turn, I get to choose a coin from the cash register to flip. I want to flip the dime. Flip the dime.*

The coin goes to the player of the side it lands on. I'm heads, you're tails. Who does this coin go to? Have students say the side and the player it goes to.



The student's turn. *Now it's your turn. You get to flip a coin. Reinforce that the coin goes to the player of the side it lands on. After you flip a coin, you can decide if you want to buy a toy. Even if the coin goes to the other player, you can still buy a toy to finish your turn.*



Demonstrate buying toys. Keep playing until someone has at least 16 cents. Have students identify the toys on the toy cards, and point out the prices for each. *The price tag tells you the price of the toy. Some prices use the dollar (\$) symbol, and others use the cents (¢) symbol. To buy it, you have to pay the toy shop by putting the correct amount back in the cash register.* Discuss making change with students. Consider asking if students have ever bought something with money in a store to connect the game with life experience. Use the number line on the Heads or Tails page to show the difference if needed.



Explain how to win. *The goal of this game is to be the first to buy 3 toys from the toy shop. When I buy a toy, I get to place it on my shelf. Then I replace the toy I bought with a new one from the cards pile.*

Play a few more turns. Talk the student through each step. Reinforce making exact change, and giving the coin to the player of the side it lands on.

After the demo

- *What do you do on your turn?* Reinforce that students flip a coin and then buy a toy if they can afford it. **Remind students that it's still their turn after they flip**, even if the other player gets the coin.
- *How do you know who the coin goes to?*
- *How do you win the game?*

TOY SHOP

Instructions Page (2 players)

Materials and setup



2 dimes, 8 nickels,
10 pennies



16 toy cards



Toy shop game board



Heads and Tails thinking sheets
in plastic wipe-off sleeves



Dry erase marker

- Shuffle the toy cards together and place them facedown in a neat pile on the Toy cards box.
- Turn 3 toy cards faceup—these toys can be bought.
- Put 2 dimes, 8 nickels, and 10 pennies in the cash register
- Decide who is heads and who is tails—flipping a coin could work.

Goal



Be the first to buy 3 toys from the toy shop!

On your turn



Choose a coin from the cash register to flip.



If it's heads, **give** it to the heads player.

If it's tails, **give** it to the tails player.

If you choose to **buy** a toy...



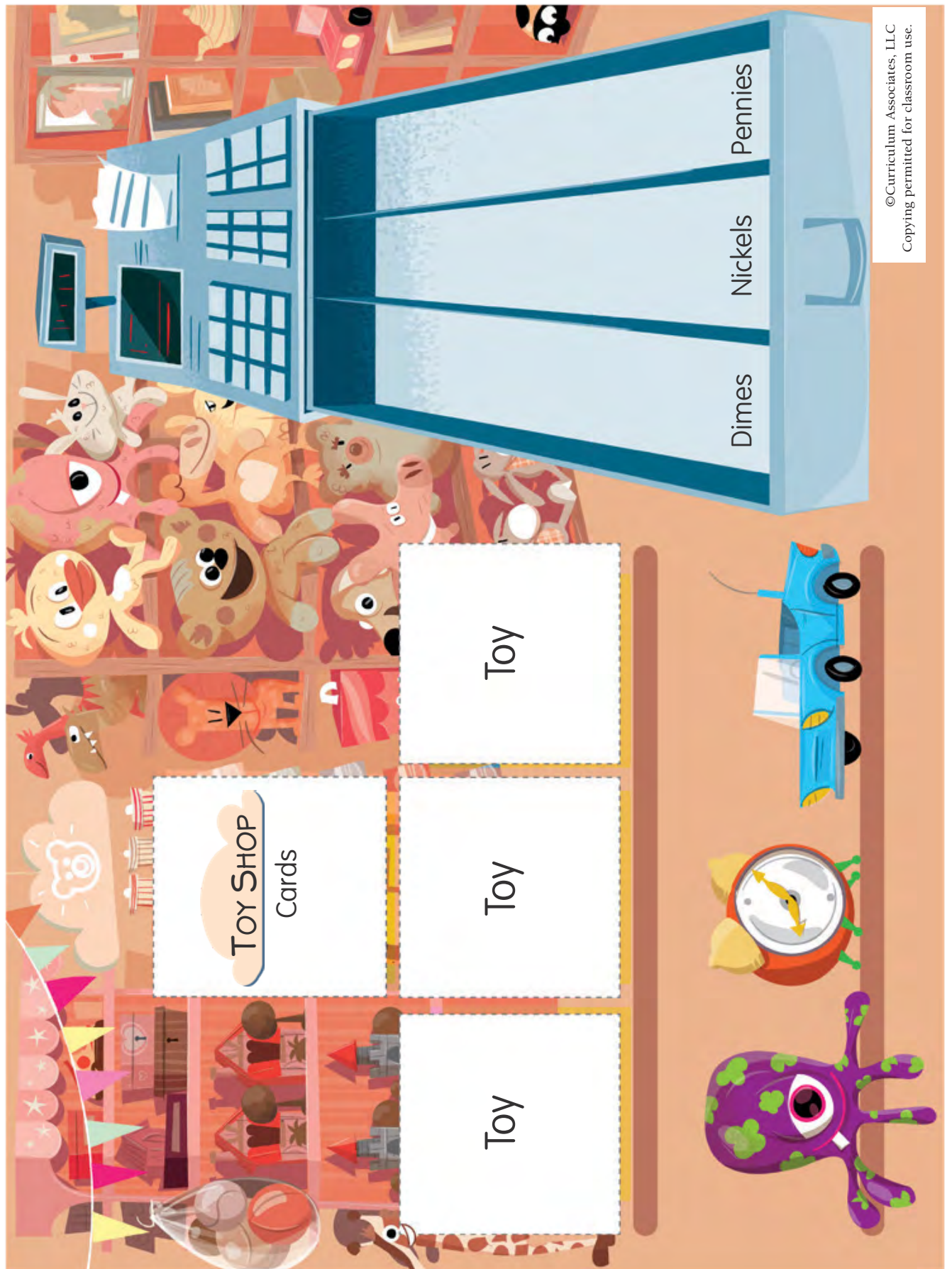
Pay for the toy by giving your money to the cash register. **Make change** if you need to.



Take the toy from the toy shop, and **put** it on your toy shelf.



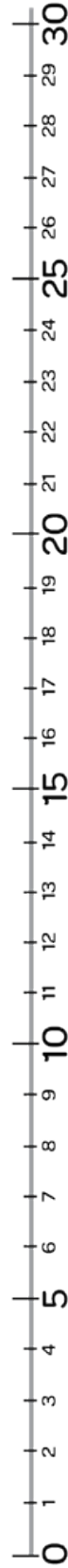
Flip over a new toy from the cards pile to replace the toy you just took.



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Heads

 Dimes 10 ¢	 Nickels 5 ¢	 Pennies 1 ¢
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Toy

Toy

Toy



Tails



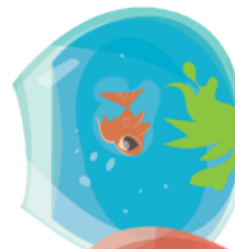
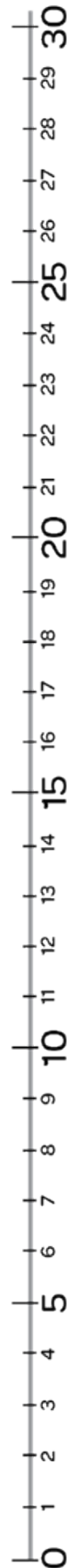
Dimes
10 ¢



Nickels
5¢



Pennies
1¢



Toy

Toy

Toy



Cards for **TOY SHOP**

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An Amazing Rescue



by Rebekah Cohen

- 1 On August 5, 2010, a mine in the country of Chile caved in. Thirty-three men were trapped inside. They were deep below the earth's surface. Finding a way to rescue the workers took a long time. The men were trapped for 69 days.
- 2 The men say that working together saved them. They voted on all the important decisions. They also took turns doing different tasks. On one day, a miner might be in charge of looking for a way out. On another day, he might keep the underground area clean. They also worked together to make their food last as long as they could.
- 3 Many people asked how the men stayed so cheerful during their time underground. They took turns keeping each other's spirits up. If they hadn't worked together, the men might have lost hope. But the 33 miners from Chile supported each other to the end. On October 13, 2010, they were saved at last!



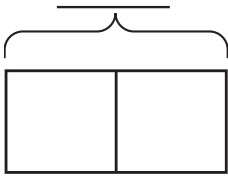
Literacy Connection: Social Studies

“An Amazing Rescue”: Adding and Subtracting Two-Digit Numbers

Solve the problems. Show your work.

- 1** On Monday, the Mponeng Gold Miners in Gauteng, South Africa, dig 59 feet into the ground looking for gold. They dig 34 feet into the ground on Tuesday. How many feet do the miners dig into the ground in the two days?

Complete the bar model to solve the problem.



Write an equation to solve the problem.

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

The miners dig $\underline{\quad\quad}$ feet into the ground in the two days.

**Literacy Connection: Social Studies** *continued*

- 2** On Wednesday, the TauTona Gold Miners in South Africa dig 89 feet looking for gold. On Thursday, they dig 25 fewer feet than on Wednesday. How many feet do the miners dig on Thursday?

Write an equation to solve the problem.

_____ - _____ = _____

The miners dig _____ feet on Thursday.



UNIT 2 • MID-UNIT ASSESSMENT

Name: _____

FORM A

Form A shown here. Digital Comprehension Checks and Form B are also available.

Solve the problems.

- 1** The table shows the number of shirts in a store.

T-shirts	38
Sweatshirts	26

The manager wants to know the total number of shirts.

Which addition problems show a way to find $38 + 26$?

Choose all the correct answers.

- Ⓐ $30 + 20 + 8 + 6$
- Ⓑ $30 + 20 + 1 + 4$
- Ⓒ $50 + 8 + 6$
- Ⓓ $30 + 8 + 6$
- Ⓔ $40 + 24$
- Ⓕ $50 + 4$



UNIT 2 • MID-UNIT ASSESSMENT

Name: _____

FORM A continued

- 2** What is the sum of 39 and 22? Show your work.

$$39 + 22 = \underline{\hspace{2cm}}$$

- 3** Ryan solved this subtraction problem.

$$\begin{array}{r} 73 \\ - 46 \\ \hline 33 \end{array}$$

Is his answer correct? Explain how you can use addition to check his answer.



UNIT 2 • MID-UNIT ASSESSMENT

Name: _____

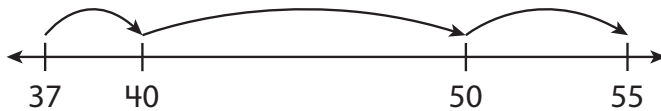
FORM A continued

- 4** Nico has 42 coins. Paul has 16 fewer coins than Nico.
How many coins does Paul have?

Decide if each equation can be used to find the number of coins Paul has. Choose *Yes* or *No* for each equation.

	Yes	No
$42 + 16 = ?$	(A)	(B)
$42 - 16 = ?$	(C)	(D)
$16 + ? = 42$	(E)	(F)
$42 - ? = 16$	(G)	(H)

- 5** Suki drew this model to solve a subtraction problem.
Suki said she found $55 - 37 = 15$. Her teacher says her answer is not correct.



Explain Suki's error and how she can fix it.



UNIT 2 • MID-UNIT ASSESSMENT

Name: _____

FORM A continued

- 6** Cody has 63 books. He gives 25 of them to the used bookstore. How many books does Cody have now? Find $63 - 25$. Show your work.

Solution _____

- 7** A park has 48 trees. Then more trees are planted. Now there are 76 trees in the park. How many more trees were planted? Show your work.

_____ more trees were planted.



UNIT 2 • MID-UNIT ASSESSMENT

Name: _____

FORM A continued

- 8** Tom reads 25 pages of a book on Monday and 18 pages on Tuesday. How many pages does Tom read in all?

- Ⓐ 7
- Ⓑ 33
- Ⓒ 43
- Ⓓ 53

- 9** What strategy would you use to find $64 + 18$?
Explain and then solve.



UNIT 2 • UNIT ASSESSMENT

Name: _____

FORM A

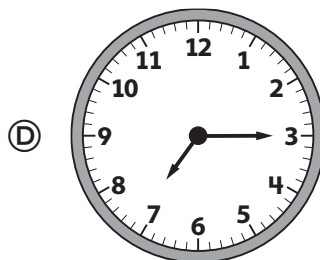
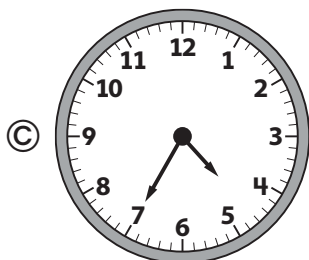
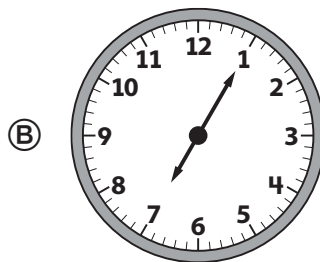
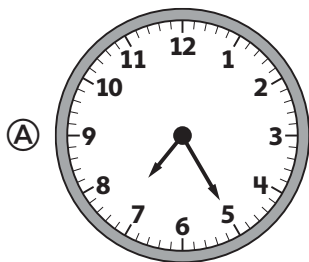
Form A shown here. Digital Comprehension Checks and Form B are also available.

Solve the problems.

- 1** A store has 38 red flags and 34 blue flags for sale. The store sells some flags. Now there are 45 flags left at the store. How many flags did the store sell? Show your work.

The store sold _____ flags.

- 2** Kristie tells her friends she eats breakfast at 7:05 in the morning. Which clock shows the time that Kristie eats breakfast?



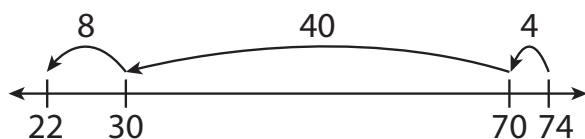


UNIT 2 • UNIT ASSESSMENT

Name: _____

FORM A continued

- 3** Carly says the difference of 74 and 48 is 22. Her work is shown below.



Her teacher says her answer is not correct.
What should Carly do to fix her work?

- 4** There are 62 tulips in a city garden. There are 29 roses in the garden. How many tulips and roses are in the garden in all?
Show your work.

There are _____ tulips and roses in the garden in all.



UNIT 2 • UNIT ASSESSMENT

Name: _____

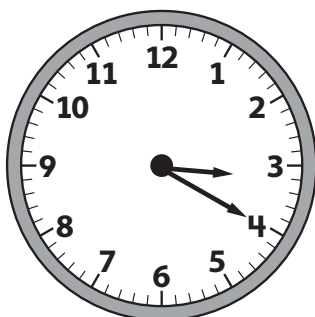
FORM A continued

- 5** Kim has \$75 in bills. Name two ways she could have \$75.
Show your work.

Kim could have _____
_____.

Or, she could have _____
_____.

- 6** Grant calls his cousin at the time shown on the clock.
What time does Grant call his cousin?
Write your answer in the blank.





UNIT 2 • UNIT ASSESSMENT

Name: _____

FORM A continued

- 7** Look at this addition problem.

$$\begin{array}{r} 44 \\ + 39 \\ \hline \end{array}$$

Part A

Find the sum.

Show your work.

Part B

Explain the strategy you used to find the sum.



UNIT 2 • UNIT ASSESSMENT

Name: _____

FORM A continued

- 8** Cathy has these coins in her purse. How much are the coins worth in all? Write your answer in the blank.

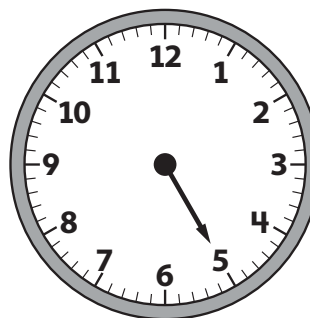


The coins are worth _____ ¢.

- 9** The hour hand on Lee's clock is broken. The minute hand is pointing to the 5. What time could it be?

Choose all the correct answers.

- ☐ Ⓐ 8:05
- ☐ Ⓑ 4:25
- ☐ Ⓒ 5:00
- ☐ Ⓓ 12:25
- ☐ Ⓔ 3:05
- ☐ Ⓕ 5:15





UNIT 2 • UNIT ASSESSMENT

Name: _____

FORM A continued

- 10** There are 53 blocks in a jar. Some of the blocks are green. The other 38 blocks are different colors. How many blocks are green?

Decide if each equation can be used to find the number of green blocks. Choose *Yes* or *No* for each equation.

	Yes	No
$53 - 38 = ?$	(A)	(B)
$? + 38 = 53$	(C)	(D)
$53 + 38 = ?$	(E)	(F)
$53 - ? = 38$	(G)	(H)

- 11** Tina adds up to find $82 - 33$. Finish Tina's work to find the difference. Write your answer in the blanks.

$$33 + \underline{\hspace{2cm}} = 40$$

$$40 + \underline{\hspace{2cm}} = 80$$

$$80 + \underline{\hspace{2cm}} = 82$$

$$82 - 33 = \underline{\hspace{2cm}}$$

- 12** The home team scores 47 points in a basketball game. The visiting team scores 14 fewer points than the home team. How many points does the visiting team score? Show your work.

The visiting team scores points.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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