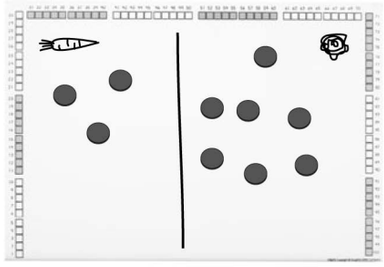
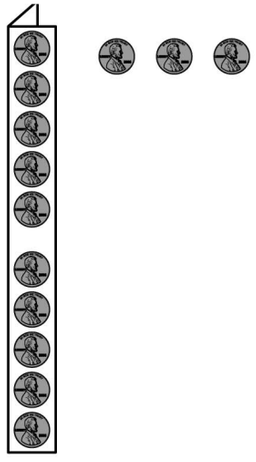
Math Background

Unit 1 starts with 3 days of story problems as a pre-assessment to help you see where your children are and as a way to get children talking about how they solve problems. Unit 2 is a deep systematic treatment of word problems in which we provide children with math tools to help with their solutions; in Unit 2 you can focus on mastery. For Unit 1 the goal is to get your children making math drawings (simplified drawings of the situation) and talking about how they solved the problem. If we only give simple problems, Grade 2 children do not need to make drawings and they have little to discuss. That is why we include unknown addend and comparison problems for these first 3 days. We also want math to be situated in the real-world and not just numbers in the classroom. These initial 3 days help children make these connections so that you can keep real-world links going during Unit 1, which focuses more on numerical relationships.

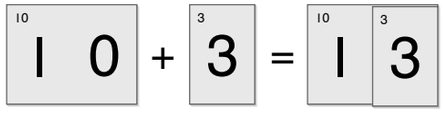


Representation

Exploring Break-Aparts Children explore numbers through 10 as they distribute counters in various ways onto two sections of a MathBoard. For example, they break apart the number 10 into 3 and 7. These smaller numbers are referred to as "partners" of 10. They are numbers *hiding inside* (embedded in) 10. We use a scenario of rabbits (represented by counters) playing in the carrot patch or in the lettuce patch of a garden.

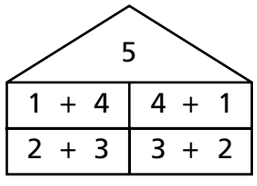


Children break apart numbers 11 through 18 by using their fingers, Penny Strips and coins, Math Mountains, and Secret Code Cards. For example, the Secret Code Cards below show that the numbers 10 and 3 are partners of the teen number, 13.



Using Partner Houses and Math Mountains to Show Break-Aparts Children see and draw pictorial representations of break-aparts of numbers with Partner Houses and Math Mountains.

Partner House



Math Mountains