

**GRADE 2** 

# **Unit 3 Screener Implementation Guide**

### **Materials**

- Screener (English | Spanish)
- Screener Recording Sheet (PDF | Google Doc)

#### Overview

A brief screener/diagnostic assessment for each unit has been provided to help teachers identify learning needs that might hinder students' ability to access grade-level content. Each screener is accompanied by an implementation guide that includes the following information about each item:

- Description of skill and CCSS designation
- Answer key
- Current Expectation: What do my students need to be able to do relative to this skill to access the content of the unit?
- Connection to Unit: What does this skill have to do with the unit?
- Activities for Reengagement:
  - How can I modify the Work Places in this unit to support students who have yet to develop proficiency with this skill?
  - What can I look for during Work Places to help identify students who need additional support with this skill?
  - What can I pull from previous grade levels or Bridges Intervention to support these students?
  - Once you've conducted the screener and collected students' work, you can:
- Sort the papers into two stacks for each item, e.g., "Meeting Current Expectation" or "Not There Yet."
- Use the recommendations below to score each item to determine whether the student is meeting current expectations (MCE).

In either case, you can record the results on the Screener Record Sheet. Additional observations while students work and targeted one-on-one conversations about students' reasoning may also inform changes to the content or sequence of instruction.

Activities for Reengagement can be used to support individuals, small groups, or the whole class. For example:

- If most students demonstrate proficiency on an item, no further action is needed.
- If some students do not demonstrate proficiency on an item, use Activities for Reengagement with small groups during Work Places or another time of your choosing.
- If most of the class has difficulty with an item, consider using Activities for Reengagement as warm-ups, closings, or additional whole-class sessions.

**NOTE** Any grouping used to address specific learning needs should be considered flexible, fluid, and temporary, and is not intended for tracking or permanent placement.

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## Grade 2 Unit 3 Screener Implementation Guide

1. Add pairs of 1-digit numbers and pairs of 2-digit numbers on a number line. (1.OA.6, 1.NBT.4)				
Solve each addition problem. Show your work on the number line. 9, 10, 70				
Current expectation	Unit 3 Connections	Activities for Reengagement		
Use a closed number line to model and solve addition combinations that involve pairs of 1-digit numbers and pairs of 2-digit numbers. <b>MCE</b> (Meeting Current Expectation) For each problem, give the correct answer and show work that demonstrates the ability to show and solve addition combinations on a number line.	Unit 3 makes heavy use of the open number line as a model for showing and solving 2-digit addition and subtraction combinations. Students learned to add and subtract 1- and 2-digit numbers on closed number lines in first grade and may need some review in that area before they're able to operate comfortably on an open number line.	<ul> <li>Focus Adding 1- and 2-digit numbers on a closed number line. (1.OA.6, 1.NBT.4)</li> <li>On-Grade Work Place Modifications .</li> <li>WP 3A Star Power: Observe students as they write jumps on the game board. Remind them they can jump the amount on the dice throw first, or the spin of tens first, whichever they're comfortable doing, and write the numbers as they travel on the track.</li> <li>See WP2E Steps &amp; Leaps and WP3A Star Power Work Place Guides for additional support suggestions.</li> <li>Work Places from Previous Grade Level</li> <li>Grade 1 WP4A Frog Jump Game</li> <li>Grade 1 WP4B Super Frogs</li> <li>Grade 1 WP4D Hit the Pad</li> </ul>		
2. Mentally find the number that is 10 more or 10 less than a given 2-digit number. (1.NBT.5)				
Write the number that is 10 more. <b>30, 100, 45, 67</b>				
Current expectation	Unit 3 Connections	Activities for Reengagement		
Add 10 to any 2-digit number. <b>MCE 3–4</b> correct answers	In Unit 3, students continue to develop skills with skip- counting, especially by 10s both on and off the decade (e.g., 14, 24, 34, 44as well as 10, 20, 30, 40, ). This skill	<ul> <li>Focus Count by 10s on and off the decade (1.NBT.5)</li> <li>Work Place from Previous Grade Level</li> <li>Grade 1 WP4B Super Frogs</li> <li>Number Corner Workouts from Previous Grade Level</li> </ul>		

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as 10, 20, 30, 40). This skill	Number Corner Workouts from Previous Grade Level
was addressed in grade 1, but	<ul> <li>Grade 1 April Computational Fluency, Activity 3</li> </ul>
students may need additional	<ul> <li>Grade 1 May Calendar Grid, Activities 3–4</li> </ul>
support to gain the kind of	<ul> <li>Grade 1 May Number Line, Activities 1–4</li> </ul>
fluency that will allow them to add and subtract 2-digit	Bridges Intervention Volume 3
numbers using jumps of 10s and 1s on the open number	Module 2 Sessions 6 –9 Warm-Up 2: Tiny Ten Frames ( <u>revised</u> , <u>original</u> )
line.	Module 3 Sessions 11–14 Activity: Race by Tens (revised, original)
	Module 6 Sessions 26–29 Warm-Ups and Activities: Subtracting Tens from Tens, Ones from Ones (revised, original)

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3. Understand that the digits in a two-digit number represent amounts of tens and ones. 1.NBT.2				
Count the sticks by 10s and 1s, and write a number in the box to tell how many are in each set. <b>38, 17</b>				
Current expectation	Unit 3 Connections	Activities for Reengagement		
Group and count by 10s and 1s; write 2-digit numbers to represent quantities counted. <b>MCE</b> Both answers correct	To gain fluency with adding and subtracting 2-digit numbers in Unit 3, students need to be able to count by 10s and 1s, and understand the value of both digits in any 2-digit number.	<ul> <li>Focus 2-digit place value (1.NBT.2)</li> <li>On-Grade Work Place Modifications .</li> <li>See support suggestions in the Work Place Guides for WP3A Star Power, WP3B Five in a Row, and WP3D Base Ten Triple Spin.</li> <li>Work Place from Previous Grade Level</li> <li>Grade 1 WP3F Fifty or Bust</li> <li>Grade 1 WP7A Two Turns to Build</li> </ul>		
		Bridges Intervention Volume 3 Module 1 Sessions 1–4 Warm-Up 2: Counting Craft Sticks (revised, original)		
4. Subtract multiples of 10 within 100 (1.NBT.6)				
Subtract <b>20, 30, 30</b>				
Current expectation	Unit 3 Connections	Activities for Reengagement		
Subtract multiples of 10 within 100. <b>MCE</b> <i>3 correct answers</i>	In first grade, students use concrete models or drawings to subtract 2-digit multiples of 10 within 90. They transition to writing numbers and symbols representing their subtraction strategies for these calculations. This unit continues their development as students use place value strategies and the relationship between addition and subtraction to add and subtract within 100	<ul> <li>Focus Subtract multiples of 10 within 100 (1.NBT.6)</li> <li>On-Grade Work Place Modifications</li> <li>See support suggestions in the Work Place Guides for WP3A–WP3D.</li> <li>Work Places from Previous Grade Level</li> <li>Grade 1 WP7B Race to Zero</li> <li>Bridges Intervention Volume 3</li> <li>Module 6 Sessions 26–29 Warm-Ups and Activities: Subtracting Tens from Tens, Ones from Ones (revised, original)</li> </ul>		

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