Number Corner February

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February Sample Display

Of the items shown below, some are ready-made and included in your kit; you’ll prepare others from classroom materials and the included teacher masters. Refer to the Preparation section in each workout for details about preparing the items shown. The display layout shown fits on a 10’ × 4’ bulletin board or on two 6’ × 4’ bulletin boards. Sheets of tagboard or pieces of cloth make good backgrounds for the displays.

**Calendar Grid Pocket Chart**
Remember to consult a calendar for the starting day of the month and year.

**Calendar Grid Observations Chart**
You might use laminated 24” × 36” chart paper.

**Classroom Number Line**
If you choose to continue the line past 1,000, you will need 6–7 more prepared sentence strips by the end of the school year.

**Base Ten Bank Pocket Chart**
The Base Ten Bank Pocket Chart is used in Daily Rectangle activities this month and next. Staple some copy paper together to make a pad to go with the chart. You may want to keep a bin nearby to hold the large base ten area pieces.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Calendar Grid</th>
<th>Calendar Collector</th>
<th>Daily Rectangle</th>
<th>Computational Fluency</th>
<th>Number Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td><strong>Activity 1</strong> Introducing the February Calendar Markers (p. 8)</td>
<td><strong>Activity 1</strong> Introducing the Calendar Collector (p. 17)</td>
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<td>Update</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Update</td>
<td><strong>Activity 1</strong> Introducing the Base Ten Bank (p. 23)</td>
<td><strong>Activity 1</strong> Introducing Quick Facts (p. 30)</td>
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<td>Update</td>
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<tr>
<td>3</td>
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<td><strong>Activity 2</strong> Story Problems Around the World (p. 9)</td>
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</tr>
<tr>
<td>4</td>
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<td><strong>Activity 2</strong> Capture the Clock (p. 19)</td>
<td><strong>Activity 2</strong> Bank Deposits (p. 24)</td>
<td>Update</td>
<td>Update</td>
</tr>
<tr>
<td>5</td>
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<td><strong>Activity 2</strong> Story Problems Around the World (p. 9)</td>
<td><strong>Activity 2</strong> Introducing Scout Them Out (p. 31)</td>
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<td>6</td>
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<td><strong>Activity 2</strong> Capture the Clock (p. 19)</td>
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<td>7</td>
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<td><strong>Activity 3</strong> Quick Facts (p. 34)</td>
<td><strong>Activity 1</strong> Celebrating the Tenth Century Day (p. 36)</td>
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<td>8</td>
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<td><strong>Activity 2</strong> Bank Deposits (p. 24)</td>
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<tr>
<td>9</td>
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<td><strong>Activity 2</strong> Bank Deposits (p. 24)</td>
<td>Update</td>
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</tr>
<tr>
<td>10</td>
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<td>Update</td>
<td><strong>Activity 4</strong> Scout Them Out (p. 34)</td>
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<td>Update</td>
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<td><strong>Activity 3</strong> Flag Fractions (p. 12)</td>
<td><strong>Activity 2</strong> Bank Deposits (p. 24)</td>
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<tr>
<td>12</td>
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<td><strong>Activity 4</strong> Problems &amp; Patterns (p. 13)</td>
<td><strong>Activity 2</strong> Capture the Clock (p. 19)</td>
<td><strong>Activity 3</strong> Quick Facts (p. 34)</td>
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<td><strong>Activity 2</strong> Capture the Clock (p. 19)</td>
<td><strong>Activity 4</strong> Scout Them Out (p. 34)</td>
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<td><strong>Activity 2</strong> Bank Deposits (p. 24)</td>
<td><strong>Activity 3</strong> Written Records (p. 27)</td>
<td><strong>Activity 3</strong> Quick Facts (p. 34)</td>
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<tr>
<td>16</td>
<td></td>
<td><strong>Activity 4</strong> Problems &amp; Patterns (p. 13)</td>
<td><strong>Activity 2</strong> Capture the Clock (p. 19)</td>
<td><strong>Activity 3</strong> Written Records (p. 27)</td>
<td><strong>Activity 4</strong> Scout Them Out (p. 34)</td>
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<tr>
<td>17</td>
<td></td>
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<td><strong>Activity 3</strong> Written Records (p. 27)</td>
<td><strong>Activity 3</strong> Quick Facts (p. 34)</td>
<td><strong>Activity 4</strong> Scout Them Out (p. 34)</td>
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<tr>
<td>18</td>
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<td><strong>Activity 5</strong> Thinking About Thirds (p. 14)</td>
<td><strong>Activity 2</strong> Capture the Clock (p. 19)</td>
<td></td>
<td><strong>Activity 4</strong> Scout Them Out (p. 34)</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>Update</td>
<td><strong>Activity 3</strong> Written Records (p. 27)</td>
<td></td>
<td><strong>Activity 4</strong> Scout Them Out (p. 34)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Update</td>
<td><strong>Activity 3</strong> Written Records (p. 27)</td>
<td></td>
<td><strong>Activity 4</strong> Scout Them Out (p. 34)</td>
<td></td>
</tr>
</tbody>
</table>

**Note**  On days when the Calendar Grid and Number Line are not featured in an activity, student helpers will update them._summaries of the update procedures appear below.

**Calendar Grid** – Post the day’s marker.

**Number Line** – Write the next multiple of 10 on the Classroom Number Line. Updates stop after the tenth day of instruction this month, unless you choose to extend the Classroom Number Line past 1,000.
Number Corner

February

Overview

This month the Calendar Markers features flags and story problems from around the world. The Calendar Collector involves time telling as students and teacher engage in a month-long Capture the Clock tournament. The Daily Rectangle moves into 2- and 3-digit addition as students deposit base ten area pieces into the Base Ten Bank every couple of days. During the Computational Fluency activities, the teacher introduces Quick Facts, a timed routine designed to help all students master their addition facts to 18 by the end of the year. Finally, students celebrate the 100th day of school during the Number Line workout.

Activities

<table>
<thead>
<tr>
<th>Workouts</th>
<th>Day(s)</th>
<th>Activities</th>
<th>D</th>
<th>G</th>
<th>SB</th>
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<tbody>
<tr>
<td>Calendar Grid Flag Fractions</td>
<td>1, 3, 5, 6, 8</td>
<td>1 Introducing the February Calendar Markers</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>2 Story Problems Around the World</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>3 Flag Fractions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Problems &amp; Patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>5 Thinking About Thirds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calendar Collector Capture the Clock</td>
<td>1, 4, 6, 9, 13, 14, 16, 18, 19</td>
<td>1 Introducing the Calendar Collector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Capture the Clock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Rectangle The Base Ten Bank: Addition</td>
<td>2, 4, 8, 9, 11, 13, 15</td>
<td>1 Introducing the Base Ten Bank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17, 19, 20</td>
<td>2 Bank Deposits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Written Records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computation Fluency Addition Quick Facts</td>
<td>2, 5, 7, 12, 17</td>
<td>1 Introducing Quick Facts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Introducing Scout Them Out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Quick Facts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Scout Them Out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Line The Tenth Century</td>
<td>10</td>
<td>1 Celebrating the Tenth Century</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D – Discussion, G – Game, SB – Number Corner Student Book
Teaching Tips

This month is jam-packed with opportunities to teach and reinforce basic skills. You might consider choosing two or three out of the five workouts rather than trying to handle all of them. Your choices will depend on the needs and strengths of your students. If many students are working comfortably with addition facts to 20, you may want to skip the Computational Fluency activities and come back to them next month. If most of your students are telling time to the nearest 5 minutes easily, you may want to skip Calendar Collector. Another way to trim down the multitude of offerings this month is to eliminate the story problems portion of the Calendar Grid workout. If you have already done a great deal of work with 2- and 3-digit addition and subtraction, you may choose to skip the Daily Rectangle workout this month and next. See what you can do to cut things down to size if the array of activities this month seems overwhelming.

Target Skills

The table below shows the major skills and concepts addressed this month. It is meant to provide a quick snapshot of the expectations for students’ learning during this month of Number Corner.

<table>
<thead>
<tr>
<th>Major Skills/Concepts Addressed</th>
<th>CG</th>
<th>CC</th>
<th>DR</th>
<th>CF</th>
<th>NL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.OA.1 Solve one-step addition story problems with sums to 100 involving situations of adding to</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and putting together, with unknowns in all positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.OA.2 Fluently add and subtract with sums and minuends to 20 using mental strategies; recall</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from memory all sums of two 1-digit numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.NBT.2 Count within 1000, starting and ending with any given pair of numbers</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.NBT.2 Skip-count by 10s and 100s up to 1,000</td>
<td></td>
<td>✔</td>
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</tr>
<tr>
<td>2.NBT.3 Read and write numbers to 1000 represented with numerals</td>
<td></td>
<td></td>
<td>✔</td>
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<tr>
<td>2.NBT.5 Use strategies based on place value, properties of operations, or the relationship</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>between addition and subtraction to add fluently with sums to 100</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.NBT.7 Use concrete models or drawings to add with sums to 1000</td>
<td></td>
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<tr>
<td>2.NBT.7 Use strategies based on place value, properties of operations, or the relationship</td>
<td></td>
<td></td>
<td>✔</td>
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<tr>
<td>between addition and subtraction to add with sums to 1000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.NBT.7 Relate strategies for adding with sums to 1000 to written methods; Use written</td>
<td></td>
<td></td>
<td>✔</td>
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<td></td>
</tr>
<tr>
<td>numbers and symbols to represent strategies for adding with sums to 1000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.NBT.7 Add with sums to 1000 using strategies that involve adding hundreds to hundreds,</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>tens to tens, and ones to ones and composing a hundred or a ten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.NBT.9 Explain why strategies for adding 2- and 3-digit numbers work, using place value and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>the properties of operations</td>
<td></td>
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<tr>
<td>2.MD.7 Tell and write time to the nearest 5 minutes on an analog and a digital clock</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.MP.1 Make sense of problems and persevere in solving them</td>
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<td>✔</td>
</tr>
<tr>
<td>2.MP.2 Reason abstractly and quantitatively</td>
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<tr>
<td>2.MP.3 Construct viable arguments and critique the reasoning of others</td>
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<tr>
<td>2.MP.6 Attend to precision</td>
<td></td>
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<td></td>
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<tr>
<td>2.MP.7 Look for and make use of structure</td>
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<td></td>
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</tr>
<tr>
<td>2.MP.8 Look for and express regularity in repeated reasoning</td>
<td></td>
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<td></td>
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</table>

CG – Calendar Grid, CC – Calendar Collector, DR – Daily Rectangle, CF – Computational Fluency, NL – Number Line
**Materials Preparation**

Each workout includes a list of required materials by activity. You can use the table below to prepare materials ahead of time for the entire month.

<table>
<thead>
<tr>
<th>Task</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Copying</strong></td>
<td>Run copies of Teacher Masters T1–T20 according to the instructions at the top of each master.</td>
</tr>
<tr>
<td></td>
<td>Run a single display copy of Number Corner Student Book pages 53–66.</td>
</tr>
<tr>
<td></td>
<td>If students do not have their own Number Corner Student Books, run a class set of pages 53–66.</td>
</tr>
<tr>
<td><strong>Charts</strong></td>
<td>Prior to Activity 2, prepare the Calendar Grid Observations Chart according to preparation instructions in the Calendar Grid workout.</td>
</tr>
<tr>
<td><strong>Paper Cutting</strong></td>
<td>In preparation for Calendar Grid Activity 2, prepare Story Problem Strips according to preparation instructions in the workout.</td>
</tr>
<tr>
<td></td>
<td>Depending on the numbers rolled during the Daily Rectangle activities, you may need more than the 3 mats provided in the base ten area set that came with the Number Corner kit. If you do, cut 3 or 4 squares of red construction paper 20 centimeters by 20 centimeters to use in addition to the mats provided in the kit.</td>
</tr>
<tr>
<td><strong>Special Items</strong></td>
<td>Staple 10 sheets of copy paper together at the top to form a recording pad. Fasten the pad to the Number Corner display board next to the Base Ten Bank pocket chart.</td>
</tr>
<tr>
<td></td>
<td>If you enjoy singing with your students, run a copy of the Let’s Celebrate One Thousand Teacher Master and post it in your Number Corner display area to share with your class during the Number Line workout, and perhaps several more times during the 100th day of school. Practice singing it a few times yourself to get the phrasing and timing down.</td>
</tr>
</tbody>
</table>
February Calendar Grid
Flag Fractions

Overview
This month’s calendar markers feature flags from around the world. The pattern in the sequence involves the amount of red on each flag. The first flag in the set is exactly half red. The second and third flags are more than half red. The fourth through sixth flags are less than half red. This ABBCCC sequence repeats with every set of 6 flags. Each day, a different story problem related to the country, involves addends that increase by 1 and 10, as well as unknowns that appear in a predictable manner.

Skills & Concepts
- Solve one-step addition story problems with sums to 100 involving situations of adding to and putting together with unknowns in all positions (2.OA.1)
- Use strategies based on place value, properties of operations, or the relationship between addition and subtraction to add fluently with sums to 100 (2.NBT.5)
- Add and subtract with sums and minuends to 1000 (2.NBT.7)
- Use the terms halves, half of, thirds, and a third of to talk about the parts into which a rectangle has been partitioned (2.G.3)
- Make sense of problems and persevere in solving them (2.MP.1)
- Reason abstractly and quantitatively (2.MP.2)
- Construct viable arguments and critique the reasoning of others (2.MP.3)

Materials

<table>
<thead>
<tr>
<th>Activities</th>
<th>Day</th>
<th>Copies</th>
<th>Kit Materials</th>
<th>Classroom Materials</th>
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<tbody>
<tr>
<td>Activity 1</td>
<td>1</td>
<td></td>
<td>Calendar Grid pocket chart</td>
<td>world map (optional, see Preparation)</td>
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<tr>
<td>Introducing the</td>
<td></td>
<td></td>
<td>Flag Fractions</td>
<td>map pins or map markers (optional)</td>
</tr>
<tr>
<td>February Calendar</td>
<td></td>
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<td>Calendar Markers</td>
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</tr>
<tr>
<td>Markers</td>
<td></td>
<td></td>
<td>TM 1–3 Story Problem Strips</td>
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</tr>
<tr>
<td>Activity 2</td>
<td>3, 5, 6, 8</td>
<td>TM 1–3 Story Problem Strips</td>
<td>world map (optional)</td>
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<td>Story Problems</td>
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<td>map pins or map markers (optional)</td>
</tr>
<tr>
<td>Around the World</td>
<td></td>
<td></td>
<td>Calendar Grid Observations</td>
<td></td>
</tr>
<tr>
<td>Activity 3</td>
<td>11</td>
<td></td>
<td>Charts</td>
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<td></td>
</tr>
<tr>
<td>Activity 4</td>
<td>14, 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problems &amp; Patterns</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking About Thirds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TM – Teacher Master, NCSB – Number Corner Student Book
Copy instructions are located at the top of each teacher master.

Preparation

World Map (optional)
If you have a world map, consider posting it near the Number Corner area. The flags on the markers this month represent 31 different countries spread across every continent except Antarctica. You might have a different student locate the country of the day on the map and mark it with a map pin or other map marker.

Vocabulary
An asterisk [*] identifies those terms for which Word Resource Cards are available.
c change unknown
d divide
e equal parts
d date
d day
f fourth*
f fraction*
h half*
m month
p pattern*
r result unknown
s start unknown
story problems
third*
unknown
Calendar Grid Observations Chart

Erase the entries on the chart from December. Then redraw the lines to create four columns and label them as shown here for use with this month’s markers. Post the chart near your Calendar Grid pocket chart for use starting in Activity 2. You will label the third column during the third Calendar Grid activity this month.

<table>
<thead>
<tr>
<th>Date</th>
<th>Country</th>
<th>Amount of Red</th>
<th>Story Problem Equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/1</td>
<td>Chile</td>
<td>Red = 1/7</td>
<td>1 + 10 = 11</td>
</tr>
<tr>
<td>2/2</td>
<td>Norway</td>
<td>Red = 2/7</td>
<td>2 + 20 = 22</td>
</tr>
<tr>
<td>2/3</td>
<td>Canada</td>
<td>Red = 1/7</td>
<td>1 + 30 = 33</td>
</tr>
<tr>
<td>2/4</td>
<td>Mexico</td>
<td>Red = 4/7</td>
<td>4 + 40 = 44</td>
</tr>
<tr>
<td>2/5</td>
<td>S. Korea</td>
<td>Red = 5/6</td>
<td>5 + 50 = 55</td>
</tr>
<tr>
<td>2/6</td>
<td>Bangladesh</td>
<td>Red = 6/6</td>
<td>6 + 60 = 66</td>
</tr>
</tbody>
</table>

Story Problem Strips

In preparation for Activity 2, run 1 copy of each of the Story Problem Strips Teacher Masters. Cut the strips apart. Fold each one in half and place it in the pocket on the Calendar Grid that corresponds to the date (i.e., place the first strip in the pocket holding the first Calendar Grid marker, the second strip in the pocket holding the second Calendar Grid marker, and so on). If there is already a marker in the pocket, place the strip in front of it. Insert the strips through the 28th, and keep the remaining three strips in reserve for optional use at the end of the month.

Mathematical Background

Fractions

This month’s Calendar Grid activities pick up the instructional thread from last month’s Calendar Collector. Students again work with fractions, but this time they look at fractions as parts of a whole rather than parts of a set. Starting about mid-month, they will determine whether the red region of each flag is exactly half, more than half, or less than half of the total area. Near the end of the month, they will search for and identify the flags that are exactly one-third red.

<table>
<thead>
<tr>
<th>Country</th>
<th>Fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chile</td>
<td>1/7</td>
</tr>
<tr>
<td>Norway</td>
<td>2/7</td>
</tr>
<tr>
<td>South Korea</td>
<td>1/5</td>
</tr>
<tr>
<td>France</td>
<td>2/4</td>
</tr>
</tbody>
</table>


Story Problems

The story problems that accompany this month’s calendar markers give students the opportunity to add numbers to 100 early in the month and to 1,000 later in the month. The problems are written so that the unknown appears in all possible positions—at the end, in the middle, or at the start.

<table>
<thead>
<tr>
<th>Date</th>
<th>Problem Type</th>
<th>Story Problem</th>
<th>Equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Result Unknown</td>
<td>One person went to Chile and saw 10 goats in the Andes Mountains. How many people and goats in all?</td>
<td>1 + 11 = ___</td>
</tr>
<tr>
<td>2</td>
<td>Change Unknown</td>
<td>Two people went to Norway and saw some fish in the Arctic Ocean. There were 22 people and fish in all. How many fish?</td>
<td>2 + ___ = 22</td>
</tr>
<tr>
<td>3</td>
<td>Start Unknown</td>
<td>Some people went to Canada and saw 30 reindeer in the forest. There were 33 people and reindeer in all. How many people?</td>
<td>___ + 3 = 33</td>
</tr>
</tbody>
</table>

Literature Connections

If you have access to these books, or something similar, consider sharing them with your students this month.

- Whoever You Are by Mem Fox
- To Be a Kid by Maya Ajmera and John D. Ivanko
- Wake Up, World! A Day in the Life of Children Around the World by Beatrice Hollyer
Students will work together to solve two or more of these story problems each time the Calendar Grid is one of the targeted workouts for the day. When the numbers start to present more of a challenge, the teacher will most likely need to provide some support.

The open number line is a model particularly well suited to scaffolding students’ thinking at this point in the year. The illustrations in the table show how this model is used to illustrate and solve all three types of story problems this month.

<table>
<thead>
<tr>
<th>Story Problem</th>
<th>Equation</th>
<th>Open Number Line Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixteen people went to Australia and saw 160 kangaroos hopping in the Outback. How many people and kangaroos in all?</td>
<td>16 + 160 = ___</td>
<td>![Open Number Line Example 1]</td>
</tr>
<tr>
<td>Seventeen people went to Jordan and saw some people looking at Petra, one of the ancient Wonders of the World. There were 187 people in all. How many people were looking at the Wonder of the World?</td>
<td>17 + ___ = 187</td>
<td>![Open Number Line Example 2]</td>
</tr>
<tr>
<td>Some people went to the Netherlands and saw 180 tulips growing in the fields. There were 198 people and tulips in all. How many people went to the Netherlands?</td>
<td>___ + 180 = 198</td>
<td>![Open Number Line Example 3]</td>
</tr>
</tbody>
</table>

**About the Pattern**

The ABBCCC pattern in this sequence of markers is not obvious. In fact, there are so many variables in the flags that you may want to offer students a clue every few days until you conduct Activity 3. Even after the pattern is identified, students remain engaged in checking to make sure it actually continues to hold each day, looking carefully at the new flag to see if it is exactly half red, more than half red, or less than half red.
More obvious than the fraction pattern is the pattern of addends and sums that appears in the sequence of story problems. The following equations represent the first six story problems in the set.

\[
\begin{align*}
1 + 10 &= 11 \\
2 + 20 &= 22 \\
3 + 30 &= 33 \\
4 + 40 &= 44 \\
5 + 50 &= 55 \\
6 + 60 &= 66
\end{align*}
\]

This growing pattern, in which the first addend increases by 1, the second addend increases by 10, and the sum increases by 11 from one day to the next, continues through the month. By the 28th, students are working with a problem that involves 28 + 280.

The story problems are also patterned by type in an ABCABC sequence: result unknown, change unknown, start unknown; result unknown, change unknown, start unknown; and so on.

**Update**

Have a student helper follow this update procedure every day that the Calendar Grid is not a featured activity.

**Procedure**

- Post one or more calendar markers so that the Calendar Grid is complete up to the current date.
- Record the date and the country on the observations chart.
- Leave the other two columns for the class to fill in later.

**Note**

If you posted a world map, you might also have a student helper mark the country represented by the flag each day with a map pin or some other type of map marker. Consider having the helper look online to find photos and information about the landmark, animal, or other special person, place or thing mentioned in each story problem.

**Activity 1**

**Introducing the February Calendar Markers**

**Day 1**

1. Introduce the new calendar markers.
   - Seat students close to the Number Corner display.
   - Post today’s calendar marker and any markers that come before it if you are not starting on the first of the month.

2. Read the date aloud while pointing to the labels for the day of the week, the month, the date (the day’s calendar marker), and the year. Then invite students to repeat with you.
   
   Today is Monday, February third, 2014.

3. Write the date on the class whiteboard, using the abbreviation for February. Then review the fact that there is an abbreviated or shortcut way to write the date.
   
   Note with students that February is the second month of the year, and use the information to record the short form of the date.

   \[
   \text{Feb. 3, 2014} \\
   2/3/14
   \]
4 Discuss the calendar markers posted so far.
   • Point to the markers and ask students to look at them quietly and give thumbs up when they have something to share.
   • Have students share their observations with a partner and then as a class.
   • If you posted a world map near the Number Corner for this month, invite students to work together later in the day to locate the countries represented on the calendar markers so far.

Activity 2

Story Problems Around the World

1 Have students gather whiteboards, markers, and erasers to bring with them to the Number Corner discussion area.

2 Take a minute to have students predict what they’ll see on the marker for the day before you post it.
   Ask students to examine all the markers displayed so far and use the information to help make predictions.
   *The first time you conduct this activity, students will likely have little to say about the marker for the day, other than the fact that it will be a flag, probably have red on it, and definitely be labeled with the next counting number. In the coming days, you can offer some clues that may spark their thinking. Here are some examples:*
   • There is a pattern in this sequence of markers. The flags were chosen very carefully, not at random.
   • The pattern does not have to do with the location of the countries.
   • The pattern has to do with the red on the flags.
   • The pattern has to do with the amount of red on each flag.

3 Then draw students’ attention to the folded strips in the pockets.
   Explain that this month, there is a story problem to go with each marker. Today you will take time to have the students solve the problems all the way up through the one for today.

4 Invite one of the students to come up to the Calendar Grid and remove the first strip from its pocket and read it to the class.
   • Ask students to listen carefully to see what the problem has to do with the calendar marker.
   • Invite two or three students to share their thoughts and comments about the story problem.

5 Explain that you’re going to have the student read the problem a second time. This time, students should listen carefully and write an equation to match the problem on their whiteboards.
   Ask them to write an equation with an empty box where the solution belongs, but not to fill in the answer just yet.

6 Ask students to share their equations with the people sitting next to them, and then hold up their boards for everyone to see.
   • Record the correct equation in the last column of the first row on the observations chart. Read it with the class and have everyone record the answer as you do so on the chart.
   • Then work with input from the class to record the date and the country associated with the first story problem on the chart.

Activity Preparation

Before you conduct this activity for the first time, prepare a story problem strip for each day of the month, as described in the Preparation section. Fold each strip in half and insert it in the appropriate pocket, in front of each marker posted so far, and in the empty pockets for the rest of the month through the 28th. Also, post the observations chart you prepared for the month beside the Calendar Grid.
7 Repeat steps 4–6 with each of the problem strips through the day’s date. Each time, choose a different student to come up, remove the problem strip from its pocket and read it to the class. The second and third problems, and then the fifth and the sixth if you’re that far into the month, will likely present more of a challenge than the first and fourth problems because the solution box does not come at the end of the equation. This dialog illustrates how one teacher handles the second story problem with her class.

Teacher Will you please come up and read the second story problem to the class? Please listen very carefully, everyone, to see what this problem has to do with the flag on Marker 2.

Student A “2 people went to Norway and saw some fish in the Arctic Ocean. There were 22 people and fish in all. How many fish?”

Student B It’s 24! The answer is 24 because 22 and 2 is 24.

Teacher Hang on just a moment. Let’s think about this one a little more carefully. Will you please read the problem to us again? This time, I want you to listen and think about what the problem tells us—what information it gives—and what we have to figure out. (Student reads the problem a second time.)

Teacher What do we know about this situation? Talk with the person next to you for a few moments, and then I’ll call on people to share their ideas with the class.

Students It’s in Norway. It’s about fish and people. There are 2 people, but it doesn’t say how many fish. How are we supposed to figure that out?

Teacher Sometimes when you’re stuck, it helps to make a sketch. I’m going to do that on the board right now. What’s the first thing the problem tells us?
**Student A** There were 2 people.

**Teacher** OK, I’ll show that in my drawing. You can draw along with me on your boards if you like. What does the problem tell us next?

**Student B** There were some fish, but we don’t know how many.

**Teacher** OK, I can show that. What’s the last piece of information the problem gives us?

**Student C** There were 22 people and fish in all.

**Teacher** So, if you look at my drawing, what do we need to find out?

![Drawing]

**Students** How many fish there are!

I know! It’s 20 because if you have 2 people, and then you know there are 22 people and fish, it has to be 20 fish.

I don’t get it!

How much do you have to add to 2 to get up to 22?

Oh, it’s 20! You’re right!

**Teacher** Can you write an equation with the empty box to show where our solution will go? The box doesn’t belong at the end this time, does it? Write the equation you think we need. Then show it to the person next to you and compare your work. When you think you have it, hold your boards up so everyone can see.

![Equation]

**Teacher** I’m looking around and seeing lots of boards that say 2 plus empty box, some unknown number, equals 22. What do you have to add to 2 to make 22 in all?

**Students** Twenty!

8 Then direct students’ attention to the filled in chart and ask students to share observations, first in pairs and then as a whole class. Can they spot any patterns?

### Calendar Grid Observations

<table>
<thead>
<tr>
<th>Date</th>
<th>Country</th>
<th>Story Problem</th>
<th>Equation</th>
</tr>
</thead>
<tbody>
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<tr>
<td>2/5</td>
<td>S. Korea</td>
<td>5 + 50 = 55</td>
<td></td>
</tr>
</tbody>
</table>
Notes
- Each of the other three days you conduct this activity will probably take less time, partly because students will be familiar with the routine, partly because they won’t be solving more than two or three problems each time, and partly because some of the students will likely make use of the equations already entered on the chart to help find the answers. Rest assured that the computational challenge level will increase by mid-month.
- The most challenging part of the activity may be helping students determine the location of the empty box (the unknown) for change unknown and start unknown problems. You might find it very helpful to sketch these situations to scaffold students’ thinking, as the teacher in the dialog above did.

Activity 3
Flag Fractions

Day 11
1. Take a minute to have students predict what they’ll see on the marker for the day before you post it.
   Ask students to examine all the markers displayed so far and use the information to help make predictions.

2. After the marker for the day is posted, take a few minutes to bring the story problems up to date.
   - Have students solve and discuss the story problem for the day, and any that have accumulated since you last did the Calendar Grid workout with the class.
   - As students solve and discuss each problem, record the equation on the observations chart.

3. Explain that you’re going to spend some time today looking at the sequence of flags to figure out if there is actually a pattern, and if so, what it is.
   - Ask students to briefly share their observations and theories about possible patterns.
   - Confirm for them that there is a pattern, and it has to do with the amount of red on each flag.

4. Label the top of the empty column on the Calendar Grid Observations Chart with the words Amount of Red. Then examine the first four markers with students.
   - Work with them to identify the amount of red on each flag: exactly half, more than half, or less than half red.
   - In each case, press students to explain how they know the flag is exactly, more than, or less than one-half red.
   - Record the information for each of the first four flags on the observations chart.

### Calendar Grid Observations

<table>
<thead>
<tr>
<th>Date</th>
<th>Country</th>
<th>Amount of Red</th>
<th>Story Problem</th>
<th>Equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/1</td>
<td>Chile</td>
<td>Red = 1/2</td>
<td>10 + 1 = 11</td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>Norway</td>
<td>Red &gt; 1/2</td>
<td>20 + 2 = 22</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>Canada</td>
<td>Red &gt; 1/2</td>
<td>30 + 3 = 33</td>
<td></td>
</tr>
<tr>
<td>2/4</td>
<td>Mexico</td>
<td>Red &lt; 1/2</td>
<td>40 + 4 = 44</td>
<td></td>
</tr>
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<td>S. Korea</td>
<td>Red = 1/2</td>
<td>50 + 5 = 55</td>
<td></td>
</tr>
<tr>
<td>2/6</td>
<td>Bangladesh</td>
<td>Red = 1/2</td>
<td>60 + 6 = 66</td>
<td></td>
</tr>
</tbody>
</table>

### Activity Preparation
Have students gather whiteboards, markers, and erasers to bring with them to the Number Corner discussion area.
Now have students work in small groups of two or three to determine how much of each of the other flags posted so far is red.

- Set the first four markers aside for a moment. Take all the other markers that are posted, including the one for today, out of their pockets and hand them out to students, one marker for each group.
- Have each small group examine their marker very closely to determine whether the flag is exactly half, more than half, or less than half red. Ask students to be prepared to report and explain their findings to the rest of the class in a minute.
- As students are working, put the first four markers back where they belong on the Calendar Grid pocket chart.

Starting with Marker 5, have each small group of students come forward with their marker, place it in the correct pocket on the Calendar Grid, report the amount of red on the flag, and explain how they know.

- Ask the other students to listen carefully to each group. Have them show thumbs up if they agree with the group’s findings or raise their hand if they don’t.
- If any hands are raised after a group reports, allow a little time for discussion to try to resolve the matter.
- When there is general agreement, record the information on the observations chart.
- Continue until all the groups have had a chance to report, and the observations chart is filled in through today.

Ask students to examine the chart quietly to see if they can detect a pattern in the amount of red on the flags.

Have students share their observations, first in pairs and then as a whole group.

**SUPPORT** If students are having a hard time finding a pattern, read the entries in the third column on the chart together. Emphasize the three symbols—equals, more than, and less than—as you read. You might also have the students use some kind of hand motions to show equals, more than, and less than as you read, by drawing the symbol in the air or holding their hands at their waist for equals, above their waist for more than, and below their waist for less than.

### Activity 4

**Problems & Patterns**

**Days 12, 14, 16**

1. Each day the Calendar Grid is one of the featured workouts for the day, have students do the following:
   - Predict how the marker for the day will look before you post it. In particular, ask them to make use of the pattern they have found so far to predict whether the amount of red on the flag will be exactly half red, more than half red, or less than half red.
   - Help you fill in the information about the amount of red on the observations chart once the marker has been posted.
   - Solve the story problem for the day, as well as any other story problems that have yet to be solved from previous days, share their strategies, and work with you to enter an equation to represent each story problem on the observations chart.

**Note** Although the combinations for the story problems increase in size each day, they’re generally simple enough that some of your students will have strategies for dealing with them. The exception to this may be some of the change unknown or start unknown problems. When students encounter problems they are not sure how to approach, you can help by taking some or all of the following actions:
• Have the student helper read the problem at least twice. The second, or even third time students listen, ask them to identify the information that’s provided in the problem.

• Work with input from the class to record the available information using numbers and quick sketches.

• Work with students to determine what it is they’re supposed to figure out.

• Model the situation on an open number line.

• Then give the students adequate time to work the problem on their whiteboards. Encourage them to replicate the open number line on their board and use it to solve the problem, or use some other strategy that makes sense to them (other than counting by 1s).

• Invite a couple of students to share their strategies. Try to choose one student who has made successful use of the open number line, and another who has used a different but equally efficient strategy.

### Activity 5

#### Thinking About Thirds

**Day 18**

1. Have students gather whiteboards, markers, and erasers to bring with them to the Number Corner discussion area.

2. Take a minute to have students predict what they’ll see on the marker for the day before you post it.
   
   Ask students to examine all the markers displayed so far and use the information to help make predictions.

3. After the marker for the day has been posted, take a few minutes to bring the story problems up to date.
   
   • Have students solve and discuss the story problem for the day, and any that have accumulated since you last did the Calendar Grid workout with the class.
   
   • As students solve and discuss each problem, record the equation on the observations chart.

4. Write \( \frac{1}{3} \) on the board and ask students to read it with you as the number *one-third*. Then explain that this number refers to the part of an object that results from dividing that object into three equal parts.

5. Ask students to look at all the calendar markers posted so far to see if they can spot any flags that are divided into thirds, with red occupying exactly one-third of the area.
   
   • Give students a minute to look over all the posted markers, and pair-share ideas about which of the flags are one-third red.
   
   • Invite a volunteer to come up to the Calendar Grid pocket chart and point to a marker she believes to be one-third red.
   
   • Hold up that marker. Ask them to show thumbs up if they agree, down if they don’t, and sideways if they’re not sure.
   
   • Continue in this fashion until students have located and discussed all the markers that fit the description.

*Here are the markers with flags students are likely to identify as being divided into thirds—three equal parts—one of which is red.*
And here are four other markers with flags that may come up for discussion. The first of the four is actually one-third red (except for the central circle), but students may not identify it because it is divided into 6 equal parts, 2 of which are red. The other three are good counter-examples. None of these flags is one-third red, but you can see why students might identify them in conjunction with thirds. The flags on markers 19 and 31 are actually half red, and the flag on marker 27 is two-thirds red. All four present interesting opportunities to talk about fractions, especially the fact that fractional parts of the same whole have to be exactly the same size. So, for example, the flag of Spain is divided into three parts, but because they’re not the same size, the parts aren’t thirds.
February Calendar Collector

Capture the Clock

Overview
This month the teacher and students engage in a monthlong time-telling tournament. The students work together as a team against the teacher, playing a new round of Capture the Clock every few days, and collecting a point each time they win this bingo-type game. The team with the most points at the end of the month wins the tournament.

Skills & Concepts
- Tell time to the nearest 5 minutes on an analog clock and a digital clock (2.MD.7)
- Write time to the nearest 5 minutes, using a.m. and p.m. (2.MD.7)
- Use the terms halves and half of to talk about the 2 equal parts into which a circle has been partitioned (2.G.3)
- Attend to precision (2.MP.6)
- Look for and make use of structure (2.MP.7)
- Look for and express regularity in repeated reasoning (2.MP.8)

Materials

<table>
<thead>
<tr>
<th>Activities</th>
<th>Day</th>
<th>Copies</th>
<th>Kit Materials</th>
<th>Classroom Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1 Introducing the Calendar Collector</td>
<td>1</td>
<td></td>
<td>• student clocks (class set)</td>
<td>• large teacher geared display clock (e.g., Judy Clock)</td>
</tr>
<tr>
<td>Activity 2 Capture the Clock</td>
<td>4, 6, 9, 13, 14, 16, 18, 19</td>
<td>TM 4–7</td>
<td>Capture the Clock NCSB 53–56</td>
<td>Capture the Clock</td>
</tr>
</tbody>
</table>

Vocabulary
An asterisk [*] identifies those terms for which Word Resource Cards are available.
- a.m.*
- analog clock*
- compare*
- digital clock*
- half-hour*
- hour (hr.)*
- less than*
- minute (min.)*
- more than*
- most*
- p.m.*
- tally marks

Notes About This Activity
You will need your large geared display clock and two dice numbered 1–6 for this activity, as well as a class set of student clocks.

Introducing the Calendar Collector Day 1

1. Introduce the Calendar Collector by explaining that this month, you are going to have a time-telling tournament with the class.
   Explain that over the course of the month, you will play a bingo-type game called Capture the Clock a couple of times each week. You’ll play the first round of Capture the Clock in a few days. Today you’re going to do some time-telling practice together to get ready for the tournament.

2. Give each student a clock and have them set and show a few times to the hour on their small clocks as a warm-up.
   Include 1:00, 3:00, 5:00, 10:00, and 12:00. After you name and they set each time, have them hold up their clocks for you to see. In response, set your display clock to the same time so students can check and confirm their work.

3. Next, talk with students about telling and reading time to the half-hour.
   - Write 2:30 on a piece of chart paper or the whiteboard. Read it with students and ask if anyone can think of another way to read these symbols.
• Note with students that we often read 2:30 as two-thirty, but that people also read 2:30 as thirty minutes past two, or half-past two.
• Ask students if anyone can explain the phrase half-past two. What does 2:30 have to do with half?
• Then set your geared clock to 2:00. Have students read the time, and then explain that you are going to move the minute hand. Ask them how many minutes pass each time the hand touches a number on the clock face.
• Move the minute hand slowly from the 12 to the 6. As students watch, have them count by 5s to indicate the number of minutes that have passed each time the hand touches a numeral along the way.
• When you reach 2:30, note with students that the minute hand has moved halfway around the clock face, and the hour hand is halfway between the 2 and the 3.

4 Have students practice reading and setting their own clocks to various half-hour times.
• Set your display clock to several different half-hour times, including 1:30, 5:30, 9:30, 11:30, and 12:30.
• Each time you set your clock, hold it up for the students to see. Have them whisper the time to the person sitting next to them. Then have the whole group read it aloud on your signal.
• Write several half-hour times on the chart paper. After you write each, have students show that time on their small clocks, and hold them up for you to see. In response, set your clock to the same time so students can check and confirm their work. Remind them to move the hour hand on their clocks so it’s halfway between the first number and the one upcoming each time.

5 Now explain to students that when you play Capture the Clock, the teams will take turns rolling a pair of dice to see what times they get to mark on their bingo sheets. You’re going to practice doing this right now.
• Write 4:00 on the chart paper or board. Have students set their small clocks to this time as you set your display clock to match.
• Explain that all the times you’re going to practice setting right now will be 4-something.
• Roll the dice and record the numbers you get on the chart paper or board. Have students add the two, and explain that the sum tells the number on which you’re all going to set the minute hand.
• Then have students consider two questions:
  » How many minutes past the hour is the clock showing?
  » Where does the hour hand belong? Does it stay where it started, on the four, or does it move too, and if so, how far?
• To answer these questions, ask students to set their clocks back at 4:00, as you do the same on your geared clock. Then have them move the minute hand on their clocks slowly from one number to the next as you do the same on your clock, counting by 5s as they go, until they’ve reached the 8. How many minutes have passed?
• Because their clocks aren’t geared, they’ll need to look at yours to see how far the hour hand moved. Discuss with them where it landed, and why.

Teacher  What time are we showing on our clocks?
Students  Four forty!
It’s 8 minutes after 4!
No it’s not—I mean, I respectfully disagree! Each number is the same as 5 minutes, remember? We just counted!
Teacher  It’s hard to remember sometimes, isn’t it? How far did the hour hand go when we moved the minute hand 40 minutes past 4? Tell the person next to you, and then I’ll call on a few people to share.

Student A  It went almost to the 5, but not quite.

Student B  It went farther than halfway. It’s closer to the 5 now.

Teacher  Why has the hour hand moved more than halfway to the 5?

Students  Because the minute hand is more than halfway around the clock. The farther the minute hand goes, the closer the hour hand gets to the next number. Like when the minute hand is on the 11, the hour hand is almost touching the next number.

6  Repeat the series of actions described in step 5 several times.

- Stick with 4-something times throughout this exercise. Between each roll of the dice, set your clock back to 4:00 as the students do the same on their clocks.
- Invite a different student to roll the dice each time and report the results to the class.
- Challenge students to start identifying the number of minutes that will pass if they set the minute hand to the number indicated by the roll of the dice before they actually move the hand. See if they can also begin to predict how far the hour hand will move from the 4 toward the 5 before you set the time on your geared clock. Press them to set their own hour hand as accurately as they can before you set the time on your clock.

7  Collect students’ clocks, and let them know that you’re looking forward to starting the time-telling tournament soon.

Activity 2  
Capture the Clock  

Days 4, 6, 9, 13, 14, 16, 18, 19

1  Display the first Capture the Clock Teacher Master, and have students find the first Capture the Clock page in their Number Corner Student Books. Give them a little time to examine both sheets quietly. Then have them discuss the two, first in pairs and then as a whole class.

- Is their sheet exactly the same as yours? If not, how are they different?
- Why would the two sheets be different instead of identical?

2  Briefly explain how to play the game.

Today you’ll start with your clocks set to 1:00. Every time will be 1-something. Teams take turns rolling the dice. After the dice are rolled and the numbers added, you will set your display clock and students will set their small clocks to match, and everyone will tell the time. Then both teams will search their Game 1 grid to see if they have a clock that matches. If they have a digital clock that matches, they get to circle it. If they have an analog clock face labeled with the matching time, they get to circle the time and draw the hands on that clock to show the time. The first team to mark three clocks in a row, horizontally, vertically, or diagonally, wins the game.

3  Begin playing the game.

Before you start, have students cover the lower part of their Number Corner Student Book page with a half-sheet of colored copy paper. Do the same on your teacher master so that they are not distracted by the grid for the second game.
• Roll the dice and record the numbers on the board. Have students add them to get the number for the minute hand.
• Have students set their clocks to the starting time for the day’s game (Game 1 is 1:00), as you set the display clock. Then have students move their minute hand to the number indicated by the dice and try to place the hour hand as accurately as possible.
• Confirm their work by setting the time on your display clock, and then have everyone tell the time. (If necessary, move the minute hand on your clock back to the 12 and have the students count by 5s as you move it to the number indicated by the dice roll.)
• Search your Game 1 bingo grid to see if you have a matching clock, as students do the same on their sheet.

4 Invite a student to roll for the class, and then proceed as described in step 3.
• Remind students that both teams get to use the results of the roll, no matter which team rolls the dice.
• If a team makes a roll that neither team can use, pass the dice to the other team.
• Either now or after you’ve taken a few more turns, let students know that each time a team has a turn to roll, they can decide to roll either one or both of the dice. They don’t have to roll both each time.

This rule allows a team to roll a 1, which is not possible if you roll both dice. The rule can be used very strategically toward the end of the game if a team is trying to mark a clock that’s 5 minutes past the hour or prevent the other team from marking a clock that’s more than 30 minutes past the hour.

5 Continue playing, taking turns back and forth with the class to roll the dice, until one team has marked three clocks in a row, horizontally, vertically, or diagonally.

If this happens very quickly, you may decide with the class to play until one team has marked the clocks in two rows, or even all nine clocks on their grid.

6 Have both teams make a tally mark for the winning team in the score box to the right of the game grid.

The score box is meant to show the cumulative score, so the tallies should be transferred to the scoring box for the next game. That is, if the class wins the first game, they get a tally mark in their box. Suppose you win the second game. Then the scoring box for that game should show a mark for you, and a mark for the students. By the time you play the last game in the series, the score in the final box should indicate which team has won the tournament.

7 Take a minute to read and review the Clock Problems to the right of the game grid, and then have students fill in their answers.

There is a similar set of Clock Problems for students to complete after each game you play this month. These are short exercises aimed at helping students develop comfort with using a.m. and p.m. designations for time.

Note
There are four Capture the Clock sheets, with a total of 8 game grids, to use throughout the month. If you don’t get through all 8 games this month, you can determine the winning team based on the games you played, or you can continue the tournament into the next month. The game will go a little more quickly and smoothly each time you play it, so don’t despair if the first round seems a little difficult. Some students may eventually be able to tell what the time will be based on the roll of the dice alone, without having to set their clocks. For the benefit of those students who can’t, however, you should continue to set each time on your large geared clock, and ideally have all the students continue to set their clocks.
February Daily Rectangle
The Base Ten Bank: Addition

Overview
This month and next, students work with base ten area pieces, which include square units, rectangular strips, and square mats that represent ones, tens, and hundreds. Each time you conduct the Daily Rectangle workout, students roll two dice, use the numerals to form a 2-digit number, and add that many base ten area pieces to the Base Ten Bank, a specially-designed pocket chart. Students subsequently add each new deposit to the standing collection, using different strategies. Solutions and strategies are shared, and the new total is posted.

Skills & Concepts
- Use concrete models or drawings to add with sums to 1000 (2.NBT.7)
- Use strategies based on place value, properties of operations, or the relationship between addition and subtraction to add with sums to 1000 (2.NBT 7)
- Relate strategies for adding with sums to 1000 to written methods (2.NBT.7)
- Use written numbers and symbols to represent strategies for adding with sums to 1000 (2.NBT 7)
- Add with sums to 1000 using strategies that involve adding hundreds to hundreds, tens to tens, and ones to ones, or composing a hundred or a ten (2.NBT.7)
- Explain why strategies for adding 2- and 3-digit numbers work, using place value and the properties of operations (2.NBT.9)
- Reason abstractly and quantitatively (2.MP.2)
- Construct viable arguments and critique the reasoning of others (2.MP.3)

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<td>• 1 die numbered 1–6</td>
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<td>9, 11,</td>
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<td></td>
<td>• red construction paper (see Preparation)</td>
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TM – Teacher Master, NCSB – Number Corner Student Book
Copy instructions are located at the top of each teacher master.
Preparation

- Remove the Magic Wall from your Number Corner display and post the Base Ten Bank pocket chart. Staple the sheets of copy paper together at the top to form a recording pad. Post the pad on the Number Corner display next to the Base Ten Bank pocket chart.

- Depending on the numbers rolled, you may need more than the 3 hundreds pieces provided in the set that came with the Number Corner kit. If you do, cut three or four 20 cm × 20 cm squares of red construction paper to use in addition to the hundreds pieces provided in the kit. The supply of tens and ones pieces provided will be adequate.

Mathematical Background

Research dating back to the 1980s (Kamii, Cobb, Steffe, Carpenter, and others) shows that there is considerable benefit in allowing early elementary students to generate their own strategies and algorithms (multi-step procedures) for adding and subtracting multi-digit numbers. The authors of the Common Core State Standards allow a span of four years for students to develop full fluency with multi-digit addition and subtraction, starting in first grade and culminating in fourth grade, when students are expected to master the standard algorithms. This is a shift away from the traditional expectation that students master the standard algorithms before they leave second grade.

One of the most salient features of students’ invented strategies is the fact that they begin with the largest part of the numbers, adding or subtracting the hundreds or tens first, and then dealing with the tens or ones. This is reflected in the wording of CCSS 2.NBT.7, which reads:

“Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.”

Note that the standard makes reference to adding hundreds and hundreds, tens and tens, and ones and ones, in that order.

This month’s Daily Rectangle workout is intended to provide students with multiple opportunities to develop their own strategies for adding 2- and 3-digit numbers within 1,000, supported by the visual model provided by the base ten area pieces. The role of the teacher throughout the month is to reflect and clarify students’ thinking rather than to teach them a specific procedure for multi-digit addition.

Key Questions

Use questions such as these to help students develop increasingly efficient strategies for adding multi-digit numbers, and to communicate their thinking effectively.

- What number are we starting with in the bank today? How much are we adding to the collection? What will the total be? How did you figure it out?
- Can you use quick sketches of the base ten area pieces to help figure it out, or to show your thinking?
- Can you use numbers to help figure the total, or to show the thinking you did in your head?
- Do we have enough tens to compose a new hundred? Do we have enough ones to compose a new ten?
- In figuring the total, what did you do first, second, third?
- Your neighbor got a different total than you did. Can you work together to resolve this?
- You got an answer of 91. Your neighbor got 90. Can you understand how she got her answer?
Activity 1

Introducing the Base Ten Bank

Day 2

1. Open this activity by explaining that students are going to work with some very special rectangles during the Daily Rectangle workout this month and next.
   - Display a hundreds piece, a tens piece, and a ones piece from the set of base ten area pieces.

2. Ask students to share observations about these pieces, first in pairs and then as a whole class.
   Here are some prompts and questions you might use to spark students’ thinking:
   - How do these three pieces compare to each other? How are they different? How are they the same?
   - How many ones would you need to push together to form a rectangle the same size as the tens strip? How do you know?
   - How many ones would you need to push together to form a square the same size as the hundreds mat? Can you find out without counting every small square on the hundreds mat one at a time? How?
   - How many tens would you need to push together to form a square the same size as the hundreds mat? How do you know?

3. Draw students’ attention to the Base Ten Bank pocket chart you posted.
   - Place the ones, tens, and hundreds pieces in the appropriate pockets to show students that this chart is specially designed to hold these special rectangles, called base ten area pieces.
   - Explain that this pocket chart is called the Base Ten Bank, and works much the same way as any bank, including piggy banks, the students might have at home. Each day you do the Daily Rectangle workout, the class will deposit some base ten area pieces into the bank. You will work together to keep track of the total all month long.
   - Remove the pieces so the chart is empty, ready for the first deposit.

4. Now show students the two dice. Explain that each day you do the Daily Rectangle, one student will roll the dice to determine the amount of the base ten area pieces to deposit for the day.
   Explain that the die numbered 1–6 will tell how many tens, and the die numbered 4–9 will tell how many ones to deposit.

5. Invite one student to roll the dice and arrange them to form a 2-digit number, using the 1–6 die for the tens digit and the 4–9 die for the ones digit.
   Have the student report the roll to the class as you record the number at the top of the first sheet on the paper pad beside the Base Ten Bank pocket chart.

6. Then have that student place the designated number of strips and units in the top row of the pocket chart as the other students count along.
Promise to come back to the Base Ten Bank within the next couple of days to make another deposit.

The Daily Rectangle is scheduled as a featured activity two or three days a week this month. If you have time, you can conduct the workout more often with your class.

### Activity 2

**Daily Deposit**

**Days 4, 8, 9, 11, 13, 15**

1. Let students know you’re going to work together to deposit some more base ten area pieces in the bank today.
   Read the number recorded on the paper pad, and count the pieces in the top row of the chart with students to confirm the starting amount.

2. Invite a student to roll the dice in order to find out how much the class gets to deposit in the bank today.
   - Then have the student form a 2-digit number, using the 1–6 die for the tens digit and the 4–9 die for the ones digit, and report the number to the class.
   - Record that amount under the first on the paper pad, explaining that you’re going to add this amount to the previous amount to get the day’s new total.

3. Then have that student place the designated number of tens and ones in the bottom row of the pocket chart as the other students count along.

4. Have students study the display quietly for a minute to determine the total.

### Activity Preparation

Have students bring their whiteboards, markers, and erasers with them to the Number Corner discussion area. You will also need to have at least one piece of chart paper posted on an easel or the wall, or easy access to a whiteboard.
• Ask them to look at the base ten area pieces or the numbers on the pad and see if they can figure out what the total will be when you add today’s deposit to the amount in the top row.
• Encourage them to use their whiteboards to write numbers or make sketches, but do not require that they do so the first few times you conduct this activity.
• When they believe they have the total, have them share their thinking with the people sitting closest to them.

5 Call on students to report the totals they got as you record them on chart paper or the whiteboard.
Record all totals given, including those that are incorrect, without any judgment or indication of the correct answer.
_if there is more than one answer, students have a very good reason to explain their thinking and listen to others’ explanations. Students who have given the wrong answer often self-correct as they listen to their classmates or present their thinking to the class._

6 Invite two or three students to explain their thinking to the class.
• Ask each student who shares to first state her solution and then explain how she got it.
• Working on the chart paper or whiteboard, use sketches or numbers to model and reflect each students’ thinking as accurately as you can. In some cases, you can point to the base ten area pieces in the pocket chart or have the student do so. This will make it easier for all the students to see, hear, and understand what’s being shared.

_Student A_ I got 91 for the answer. First I looked at the tens and counted 8, so I knew it was 80. Then I kept on counting.

_Student B_ I also got 91. My way was kind of the same—I added the tens first. I knew there were 30 on top and 50 on the bottom, so that’s 80. Then I added the ones. Four and 7 is 11, right? Then I just added 80 and 11 to get 91.

_Teacher_ Do you mind if I write some numbers on the board to show your thinking? OK. So she started with the tens first. She added 30 and 50, and got 80. Thumbs up if you agree with her first step. Then she added the ones—4 and 7—to get 11. Finally, she added 80 and 11 to get 91. Have I got your thinking correct here?

7 Have one of the students come up to the Base Ten Bank pocket chart to combine the pieces so they all wind up in the top row.
_you can anticipate that almost any student you call on will start by combining the tens into the top pocket. You might need to provide a little support in composing a new ten if it’s necessary to do so._

8 Finally, record the total on the paper pad next to the pocket chart.
Take the opportunity to reflect one or more of the strategies shared back to the students as you do so.

*Teacher* Let’s record our total on the paper pad next to our Base Ten Bank. We had 34 in the bank to start, and how much did we get to deposit today?

*Students* Fifty-seven!

*Teacher* So we added 30 and 50 to get 80. I’m going to show that here on the paper pad. Then some people counted on, and others added the ones. Help me out. What is 4 and 7?

*Students* Eleven!

*Teacher* When he came up to add the pieces together and put them all in the top row, what did he do with those 11 units?

*Students* He traded them.

He gave them to you, and you gave him one of those ten pieces.

*Teacher* That’s right. We were able to make a new ten. We saw the same thing with our last example that added 80 and 11. What is 80 and 11?

*Students* Ninety-one!

---

**Notes**

- Before you conduct the next Daily Rectangle activity, tear off the top sheet of paper on the pad so you can start with a fresh sheet. Open the activity by having students count the pieces in the top row (including the hundreds if there are any) to confirm the starting point for the day, and record that number at the top of the next page on the paper pad.
- After the first couple of activities, invite students to predict what the final total will be at the end of the month. Will it be more than 500? Will it be more than 1,000? Show students the dice and work with them to see that they will never add more than 69 or less than 14 in any one deposit, and let them know that they’ll probably be making a total of 9 or 10 deposits over the course of the month.
- The third or fourth time press students to record their thinking on their whiteboards. Show them how to make quick-sketches of the base ten area pieces—squares for hundreds, lines for tens, and dots or Xs for ones.
- There is only enough room for two hundreds pieces in the smaller of the two Base Ten Bank pocket charts. If and when your total goes over 299, use pushpins to fasten additional hundreds pieces to the board, ideally to the left of the first two, but you can also move the smaller pocket up and fasten mats below.
**Activity 3**

**Written Records**

**Days 17, 19, 20**

1. To conduct Activity 3, repeat the actions described in Activity 2, steps 1–8. Instead of having students record their strategies and solutions on their whiteboards, however, have them use one of the Base Ten Bank Addition sheets in their Number Corner Student Books.

**SUPPORT** Many of your students will likely have effective strategies for finding the new totals by now, using numbers or sketches of base ten area pieces, and counting easily by hundreds, tens, and ones. If there are students who appear to be struggling, consider inviting a small group to bring their books up to the Base Ten Bank pocket chart and work with you. Follow their lead, which is likely to involve counting the hundreds, tens, and ones. Where they may need help is in composing new hundreds and tens, and in recording their thinking on paper. Encourage them to work from the base ten area pieces on the wall to sketches of the pieces, and then to numbers if appropriate.

**Note**

Leave the collection of base ten area pieces posted at the end of the month, rather than taking them down. For example, if you wind up with a total of 416 (4 hundreds pieces, 1 tens piece, and 6 ones pieces), leave that collection of pieces posted in the Base Ten Bank pocket chart so students can make withdrawals from the bank the following month.
February Computational Fluency
Addition Quick Facts

Overview
For the rest of the year, students will follow a systematic approach to developing and demonstrating fluency with addition facts to 20. These activities alternate between timed assessments called Quick Facts and practice exercises called Scout Them Out. In Quick Facts, students try to complete 20 addition facts in a single category correctly in 1 minute. If they do, they can move on to another category of facts. If not, they practice these facts by completing Scout Them Out pages, on which they locate their target facts among a set of mixed facts and then solve them.

Skills & Concepts
- Use the relationship between addition and subtraction to add and subtract within 20 (1.OA.6)
- Fluently add and subtract within 20 using mental strategies (2.OA.2)
- Know from memory all sums of two one-digit numbers (2.OA.2)
- Attend to precision (2.MP.6)
- Look for and make use of structure (2.MP.7)
- Look for and express regularity in repeated reasoning (2.MP.8)

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<td>NCSB 60* Addition Table for Fact Mastery</td>
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<td></td>
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<td>NCSB 61* Scout Them Out Addition A</td>
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<td>20</td>
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<td>• pocket folders for Quick Facts Forms</td>
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Vocabulary
An asterisk [*] identifies those terms for which Word Resource Cards are available.
- addition
- difference*
- digit*
- equation*
- equal*
- fact
- strategy
- subtraction
- sum or total*

Preparation
Review Activity 1 and Activity 3 and decide whether you will use the Addition Strategies Class Chart Teacher Master or another method to track students’ fluency with addition facts.
Run a few class sets of each Quick Facts Form (Teacher Masters T8–T19). Keep the copies for each set of facts in a single pocket folder with Form A in the left pocket and Form B in the right pocket. Before doing a Quick Facts exercise, set out the folders in two or three locations in your classroom so that students can retrieve the forms they need without crowding in a single location. Keep any leftover sheets in their folders for use in future years, or for additional homework or practice as needed.
Each pocket folder contains two forms for a single set of facts.

Mathematical Background

Learning to fluently add and subtract within 20 using mental strategies is an important goal developed in the primary grades, because lack of fluency with basic facts contributes to a higher rate of errors in computation, inhibits performance on problem-solving tasks, and contributes to math anxiety and avoidance. Fluency with these facts represents the culmination of nearly three years’ worth of instruction helping students develop their number sense and strategies for adding within 20. The three elements of fact fluency are:

• Accuracy: reliably recalling or computing the correct answer.
• Efficiency: recalling or computing each answer in about 3 seconds or less.
• Flexibility: applying appropriate strategies as needed.

Help students time their work to check efficiency, and correct their papers to check accuracy. Encourage them to use flexibility in the application of the strategies they have developed, starting in kindergarten.

The Quick Facts exercise is not a test or a competition. These timed checkups are used for information purposes, and students are not graded on this work. Instead, students are decision makers and assume a purposeful, active role as they choose which facts to practice and monitor their own progress. Another difference between Quick Facts and many timed tests is that the facts are grouped by the strategies students are likely to use to solve them.

Activity 1

Introducing Quick Facts

Day 2

1. With students seated at their desks or tables, review the Quick Facts Count On Form A.
   • Explain that this month, students will start a new routine that will help them get faster and more confident with their addition facts.
   • Display your copy of the Quick Facts Count On Form A Teacher Master.
   • Ask students to take a minute or two to examine the sheet and share observations with a partner.
   • Call on a few students to share their observations with the class.
   
   If they don’t mention it, ask students what all the facts on the sheet have in common. What strategy have they talked about for solving facts like these?

2. Give each student a copy of the sheet, and ask them to write their name and date at the top of the page.
3 Explain how the Quick Facts exercise works.
   - Tell students that they will have two minutes to write as many sums as they can on this page.
   - Explain that you will keep time on the board as they work. When they finish, they should turn their paper over, look up and record on the back of their paper the set of numbers they see on the board, which will show how much time has passed.
   - Ask them to remain silent for the entire two minutes, even if they finish before the time is up, so that everyone can concentrate without distraction.
   
   *You may want to invite students who are waiting quietly to draw a picture or write some additional problems to challenge their thinking on the back of their sheet.*

4 Give the signal to start, and keep track of the time on the board.
   - When students begin, write 0–1 minute.
   - After they have worked for 1 minute, erase 0–1 and write 1–2 minutes.
   - After they have worked for 2 minutes, call time and ask all students to stop, even if they are not finished.

5 On your copy, model how to circle the amount of time it took to complete the 20 facts, and ask students to turn their papers over and do the same (they should have recorded their time on the back of the page).

   *If a student did not finish all the facts, he or she can circle 1–2 minutes.*

6 Ask students to complete the subtraction section at the bottom of the page, and model how to do this if needed.

   *The purpose of this section is to help students understand the inverse relationship between addition and subtraction. When students understand this relationship, they often think about the related addition fact to solve a subtraction fact.*

7 As students finish, collect their papers and explain that you’ll record the number of correct sums they got at the top of the page and return their papers during an upcoming Number Corner period.

   *You’ll need to mark the papers and record the results before returning the papers to students in Activity 2. If you like, you can use the Addition Strategies Class Chart Teacher Master to keep a record of students who demonstrate mastery with any of the groups of facts. Save your copy of Quick Facts Count On Form A for use in Activity 2.*

---

**Activity 2**

**Introducing Scout Them Out**

**Day 5**

1 Introduce the Addition Table for Fact Mastery Number Corner Student Book page, and help students tab their pages so they are easy to locate for future use.
   - Display your copy of the page, and ask students to turn to it in their Number Corner Student Books.
2 Explain that each student will use this table to keep track of the addition facts they master during the Quick Facts routine.

3 Demonstrate how to use a 1” x 2” sticky note or 2” piece of masking tape to make a tab on the edge of the page for easy reference in the future.

4 Ask students to tab their own pages. Offer help and ask students to help one another as needed.

5 Explain that every time they demonstrate fluency with a set of facts, they will color in those facts on their table.

6 On your table, model how students can mark the Add Zero facts on the legend and then shade them in, and then invite students to do the same on their tables.

4 Now explain how they will use their scored Quick Facts pages to determine whether they have mastered the Count On facts. Model how to use the top of the page to determine whether they can move on.

- Explain that you marked the number of correct sums they completed on the Quick Facts page they filled out last time.

- If they answer Yes to both questions—indicating that they completed the facts in 1 minute or less and got at least 18 sums correct (90%)—they can move on to a new set of facts. If they answer No to either question—meaning that they either took too long, got too many sums wrong, or both—they’ll practice the Count On facts today and then try again the next time you do Quick Facts.

Students must answer Yes to both questions before selecting a new set of facts.
Return students’ papers and walk through the process of determining whether they have mastered the Count On facts together as a class.

Invite students who demonstrated fluency to color in the Count On facts and shade them in on their tables. Model this shading on your copy of the table.

Explain that the next activity, Scout Them Out, will help students practice their facts. Students who didn’t demonstrate fluency of the Count On facts will practice them, and students who did will select one of the other categories of facts to practice.

Next, display your copy of the Scout Them Out Addition A page, and ask students to find the corresponding page in their books.

- Ask students to take a moment to look over the page and then have them pair-share their observations.
- Call on two or three volunteers to share their observations with the class.

Read and explain the instructions at the top of the page.

- Use your copy of the sheet to model the process of identifying the different problems and their related strategies.
- As you review the first row of problem with the class, ask students which strategy they could use to solve the problem. The problems and the strategies in the first row are as follows:
  - 8 + 2 is a Count On (+2) fact, because it can be solved by counting on from 8. It is also a Make Ten fact because the sum is 10.
  - 5 + 9 is an Add Nine fact.
  - 8 + 8 is a Doubles fact because both addends are the same.
  - 7 + 10 is an Add Ten fact.
  - 5 + 6 is a Doubles Plus or Minus One fact, because you can think 5 + 5 is 10 plus 1 more is 11, or 6 + 6 is 12 minus 1 less is 11.
  - 9 + 8 is both an Add Nine fact and a Doubles Plus or Minus One fact.
  - 5 + 5 is a Doubles fact and a Make Ten fact.

Ask students to circle the strategy they will practice today. If they did not demonstrate fluency on the Quick Facts Count On page, they should select that strategy. If they did, they can pick a different strategy to focus on.
11 Invite students to circle all the facts that match the strategy they selected.

12 Give students time to solve the circled facts first and then to work on other problems as long as time allows.

13 To conclude the activity, give students time to write four subtraction equations using the addition facts they circled. Model this process using your copy of the page if needed.

## Activity 3

### Quick Facts

#### Days 7, 12, 17

1 Show students where to find the Quick Facts Forms.

2 Ask each student to recall which category of facts they are working on, and then ask students to get a copy of the sheet they need for that set of facts. You might decide to hand out the sheets for each category of facts one at a time. For example, you’d ask students to raise their hands if they were focusing on Count On facts, and then you would distribute the appropriate sheets to those students. We prefer to give students the autonomy to select their own sheets, and keeping groups of sheets in different parts of the room prevents crowding as students retrieve the sheets they need.

3 When everyone is seated once again, ask them to write their name and date at the top of the page and get ready to begin.

4 Give students two minutes to complete as many of the facts as they can, keeping time as shown in Activity 1, step 4.

5 Give students a few minutes to complete the subtraction section at the bottom of the page and then turn in their papers.

6 Mark the number of correct sums each student completed at a later time, using copies of the Addition Strategies Class Chart Teacher Master if desired. Make note of any new groups of facts for which individual students demonstrated fluency.

If you’re using the Addition Strategies Class Chart, keep it for use in future months.

## Activity 4

### Scout Them Out

#### Days 10, 15, 20

1 Return students’ most recently scored Quick Facts pages, and give them a few minutes to determine whether they demonstrated fluency, as described in Activity 2, step 4.

2 Invite students who demonstrated fluency to shade in the appropriate facts on their Addition Table for Fact Mastery Number Corner Student Book page and select new facts to target.

3 Give students time to complete the Scout Them Out Addition B Number Corner Student Book page, as described in Activity 2, steps 10–13.

4 You’ll need to use a new Scout Them Out page each time you repeat this activity.
February Number Line
The Tenth Century

Overview
Student helpers continue to update the Classroom Number Line each day, and on the 100th day of school, the class celebrates the Tenth Century Day.

Skills & Concepts
• Count within 1000, starting and ending with any given pair of numbers (2.NBT.2)
• Skip-count by 10s and 100s up to 1,000 (2.NBT.2)
• Read and write numbers to 1000 represented with numerals (2.NBT.3)
• Mentally add 10 or 100 to or from any 3-digit number between 100 and 900 (2.NBT.8)
• Represent whole numbers as lengths on a number line (2.MD.6)
• Look for and make use of structure (2.MP.7)

Materials

<table>
<thead>
<tr>
<th>Activities</th>
<th>Day</th>
<th>Copies</th>
<th>Kit Materials</th>
<th>Classroom Materials</th>
</tr>
</thead>
</table>
| Activity 1 Celebrating the Tenth Century Day    | 10  | TM 21 Let’s Celebrate One Thousand (optional) NCSB 65–66* The Tenth Century Day | • sentence strip in the same color as the first in the Classroom Number Line  
• black wide-tipped erasable marker  
• kangaroo pointer |

TM – Teacher Master, NCSB – Number Corner Student Book
Copy instructions are located at the top of each teacher master.

Preparation
If you enjoy singing with your students, run a copy of the Let’s Celebrate One Thousand Teacher Master and post it in your Number Corner display area to share with your class during the Number Line workout, and perhaps several more times during the 100th day of school. Practice singing it a few times yourself to get the phrasing and timing down.

Update
Every day class is in session except for Day 10, when you will add a new strip to the Classroom Number Line. You can stop updating after you reach 1,000 or keep going if desired.

Procedure
Write the next multiple of 10 on the Classroom Number Line.
Activity 1

Celebrating the Tenth Century Day

Day 10

1  Using the kangaroo pointer, point to each of the numbers along the line as students count with you. When you get to 990, stretch the name of the number out long enough to post the eleventh strip directly next to the tenth. Then have students tell you what number to write next—1,000!

*Find some way to mark this special number on the line—perhaps with a gold star or a small sticker, or perhaps by circling it or writing it in a different color than the other numbers on the line.*

2  Take a few moments to reflect with students on the meaning of 1,000 on your Classroom Number Line. Have they really been in school for 1,000 days so far this year? Why did you just count to and write 1,000 on the line?

Have students pair-share ideas, and then call on several to share their thinking with the class.

*Student A*  We’re counting the days by 10s instead of 1s. We’ve really only been in school 100 days.

*Student B*  We’re pretending that each day is 10 instead of 1, so we go by 10s.

*Student C*  We’re saying that each school day is kind of like 10 hours if you count all the way from when we get up in the morning to the end of the day when everyone is back home.

3  Then walk back to the beginning of the number line with your pointer, and explain that in celebration of the tenth century, Cangaroo is going to take some giant hops of 100 along the line.

- Place your kangaroo pointer on 0. Then make a big hop with the pointer to 100, then 200, then 300, and so on down the line through 1,000 as the students count by 100s with you.
- Return to the beginning of the line and place the pointer on 50. If Cangaroo takes a big hop of 100 down the line starting at 50 instead of 0, where will she land? Ask students to whisper the answer to their neighbor, and then make a big hop with the pointer to 150, 250, 350, and so on through 950 as the students count by hundreds with you.
- Repeat this several times, starting at different locations on the first sentence strip, such as 20, 40, 70, and 90.

4  (Optional) Display the Let’s Celebrate One Thousand Teacher Master, and sing the song with your students to celebrate that they have spent 100 days in school so far, and roughly 1,000 hours of school-related time this year.

5  Ask students to walk to their desks or table spots, and introduce The Tenth Century Day page.

- Display your copy of the page and have students find the page in their Number Corner Student Books.
- Review the instructions with the class, and clarify as needed.
- When you explain problem 3, write the four time-related words (year, decade, century, and millennium) on the board, and take a minute to discuss each. Then work with the class to brainstorm examples of sentences that might be written to feature each word. Let students know that their sentences can be fact or fiction, and can describe events that actually happened or could have happened in the past, or events that will or might happen in the future.
- When you explain problem 4, be sure students understand that the numbers progress by 10s, not by 1s. Work together to fill in several of the empty boxes on the grid, inviting volunteers to explain how they know what belongs in each of the boxes.

6 When students understand what to do, give them any time remaining to start work.

**SUPPORT** If some students don’t have time to complete the page in the time available, give them additional time to finish during a designated seatwork time within the next day or two, or ask them to complete it at home and return it to school.

**Note**
If you choose to extend the number line through the rest of the school year, you will need seven or eight additional sentence strips. The Number Line workouts in March, April, and May will focus on addition and subtraction to, but not beyond, 1,000.
Story Problem Strips page 1 of 3

1. 1 person went to Chile and saw 10 goats in the Andes Mountains. How many people and goats in all?

2. 2 people went to Norway and saw some fish in the Arctic Ocean. There were 22 people and fish in all. How many fish?

3. Some people went to Canada and saw 30 reindeer in the forest. There were 33 people and reindeer in all. How many people?

4. 4 people went to Mexico and saw 40 children at a fiesta. How many people in all?

5. 5 people went to South Korea saw some people riding on a train. There were 55 people in all. How many people were riding on the train?

6. Some people went to Bangladesh and saw 60 people swimming in the Bay of Bengal. There were 66 people in all. How many people went to Bangladesh?

7. 7 people went to Poland and saw 70 people touring a castle. How many people in all?

8. 8 people went to Portugal and saw some people at the museum looking at art and sculptures. There were 88 people in all. How many people were at the museum?

9. Some people went to China and saw 90 people walking on the Great Wall of China. There were 99 people in all. How many people went to China?

10. 10 people went to the Philippines and saw 100 ducks in Greenbelt Park. How many people and ducks in all?
Story Problem Strips  page 2 of 3

11  11 people went to Uganda and saw some tree-climbing lions in Queen Elizabeth National Park. There were 121 people and lions in all. How many lions?

12  Some people went to Romania and saw 120 castles. There were 132 people and castles in all. How many people went to Romania?

13  13 people went to Malta and saw 130 people at Fort Saint Angelo. How many people in all?

14  14 people went to Tonga and saw some people diving in the Pacific Ocean. There were 154 people in all. How many people were diving in the ocean?

15  Some people went to Morocco and saw 150 people riding camels in the Sahara Desert. There were 165 people in all. How many people went to Morocco?

16  16 people went to Australia and saw 160 kangaroos hopping in the Outback. How many people and kangaroos in all?

17  17 people went to Jordan and saw some people looking at Petra, one of the ancient Wonders of the World. There were 187 people in all. How many people were looking the Wonder of the World?

18  Some people went to the Netherlands and saw 180 tulips growing in the fields. There were 198 people and tulips in all. How many people went to the Netherlands?

19  19 people went to Antigua and saw 190 Navy men and women in the harbor. How many people in all?

20  20 people went to Trinidad and Tobago and saw some people swimming in the Caribbean Sea. There were 220 people in all. How many people were swimming in the Caribbean Sea?
Story Problem Strips page 3 of 3

21 Some people went to Tunisia and saw 210 people riding the Red Lizard Train in the desert. There were 231 people in all. How many people went to Tunisia?

22 22 people went to Iceland and saw 220 minke whales in the North Atlantic Ocean. How many people and whales in all?

23 23 people went to Japan and saw some people hiking on Mt. Fuji. There were 253 people in all. How many people were hiking on Mt. Fuji?

24 Some people went to France and saw 240 people climbing the stairs of the Eiffel Tower in Paris. There were 264 people in all. How many people went to France?

25 25 people went to Monaco and saw 250 cars racing in the Grand Prix. How many people in all?

26 26 people went to Taiwan and saw some people going to the Longshan Temple. There were 286 people in all. How many people were going to the temple?

27 Some people went to Peru and saw 270 people riding dune buggies in the Peruvian desert near Ica. There were 297 people in all. How many people went to Peru?

28 28 people went to Zimbabwe and saw 280 people looking at Victoria Falls near the Zambezi River. How many people in all?

29 29 people went to Panama and saw some ships going through the Miraflores locks in the Panama Canal. There were 319 people and ships in all. How many ships were going through the locks?

30 Some people went to Dominica and saw 300 people scuba diving in the Caribbean Sea. There were 330 people in all. How many people went to Dominica?

31 31 people went to Spain and saw 310 windmills that Don Quixote thought were giants. How many people and windmills in all?
Capture the Clock  page 1 of 4

**Game 1  1:00**

<table>
<thead>
<tr>
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<th>Teacher</th>
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Clock Problems
I am usually asleep at 1:00 (circle one)

- a.m.  
- p.m.

I am usually at school at 1:15 (circle one)

- a.m.  
- p.m.

At 1:30 p.m. on a school day, I am usually

**Game 2  3:00**

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<th>Teacher</th>
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Clock Problems
At 3:00 p.m., I am usually

At 3:25 a.m., I am usually

Sara is in second grade. She goes to soccer practice at 3:45 (circle one)

- a.m.  
- p.m.
Clock Problems
Jamal is in second grade. Write a.m. or p.m. to show when he would usually do the things on this list.
Soccer practice 5:00 _____
Sleep 5:30 _____
Homework 5:45 _____
Wake up 5:55 _____

Clock Problems
Draw a line from each meal to the time people would usually eat this kind of food.
6:15 a.m.
6:15 p.m.
**Game 5  8:00**

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<th>Teacher</th>
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**Clock Problems**

At 8:30 p.m. on a school night, I am usually

At 8:30 p.m. on a weekend night, I am usually

**Game 6  9:00**

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<th>Teacher</th>
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**Clock Problems**

Rosa is in second grade. Write a.m. or p.m. to show when she would usually do the things on the list.

Reading group 9:20 _____

Make her bed on Saturday morning 9:10 _____

Go to bed on Saturday night 9:30 _____
Capture the Clock page 4 of 4

**Game 7 11:00**

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<th>Teacher</th>
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**Clock Problems**

Briana is in second grade. She is usually asleep at (circle one)

- 11:20 a.m.
- 11:20 p.m.

Fill in the spaces below with a.m. or p.m.

Briana’s class does math at 11:00 ____. One time she fell asleep during math because her baby sister woke her up at 11:25 ____.

**Game 8 12:00**

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<th>Class</th>
<th>Teacher</th>
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**Clock Problems**

Write a.m. or p.m. to show when people would usually use these things.

- 12:30
- 12:10
Quick Facts Count On Form A

1 I completed these facts in (circle one):
   0–1 minute    1–2 minutes

2 I got _______ sums correct.

3a Did you finish the 20 addition facts in 0–1 minute? Yes   No
3b Did you get 18 or more sums correct? Yes   No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Count On facts.

1 Complete the addition facts.

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2 Complete the subtraction facts. Think about the addition facts above to help.

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## Quick Facts Count On Form B

1. I completed these facts in (circle one):
   - 0–1 minute
   - 1–2 minutes

2. I got ______ sums correct.

3a. Did you finish the 20 addition facts in 0–1 minute?  
   - Yes
   - No

3b. Did you get 18 or more sums correct?  
   - Yes
   - No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Count On facts.

### 1. Complete the addition facts.

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### 2. Complete the subtraction facts. Think about the addition facts above to help.

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### Quick Facts Doubles Form A

1. I completed these facts in (circle one):
   - 0–1 minute
   - 1–2 minutes

2. I got _______ sums correct.

3a. Did you finish the 20 addition facts in 0–1 minute?  
   - Yes  
   - No

3b. Did you get 18 or more sums correct?  
   - Yes  
   - No

If you circled Yes for 3a and 3b, select a new set of facts to work on.

If you circled No for 3a, 3b, or both, keep working on the Doubles facts.

---

1. Complete the addition facts.

   
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2. Complete the subtraction facts. Think about the addition facts above to help.

   
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### Quick Facts Doubles Form B

1. I completed these facts in (circle one):
   - 0–1 minute
   - 1–2 minutes

2. I got _______ sums correct.

3a. Did you finish the 20 addition facts in 0–1 minute?  
   - Yes
   - No

3b. Did you get 18 or more sums correct?  
   - Yes
   - No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Doubles facts.

1. Complete the addition facts.

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2. Complete the subtraction facts. Think about the addition facts above to help.

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**NAME**

**DATE**

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Quick Facts Doubles Plus or Minus One Form A

1 I completed these facts in (circle one):
   0–1 minute   1–2 minutes

2 I got ______ sums correct.

3a Did you finish the 20 addition facts in 0–1 minute? Yes No

3b Did you get 18 or more sums correct? Yes No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Doubles Plus or Minus One facts.

1 Complete the addition facts.

   2 5 3 4 7 5 10
   +3 +6 +2 +3 +6 +6 +9

   8 4 7 6 8 5 8
   +7 +5 +8 +7 +7 +4 +9

   3 5 9 6 9 3
   +4 +4 +10 +5 +8 +4

2 Complete the subtraction facts. Think about the addition facts above to help.

   13 9 17 7 15 5 13
   −7 −5 −8 −3 −8 −2 −6

   11 17 15
   −5 −9 −7
## Quick Facts Doubles Plus or Minus One Form B

1. I completed these facts in (circle one):
   - 0–1 minute
   - 1–2 minutes

2. I got ______ sums correct.

3a. Did you finish the 20 addition facts in 0–1 minute?  
Yes  No

3b. Did you get 18 or more sums correct?  
Yes  No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Doubles Plus or Minus One facts.

1. Complete the addition facts.

   \[
   \begin{array}{cccccccc}
   6 & 7 & 3 & 9 & 7 & 10 & 5 \\
   +5 & +8 & +4 & +10 & +6 & +9 & +4 \\
   \end{array}
   \]

   \[
   \begin{array}{cccccccc}
   8 & 5 & 4 & 8 & 6 & 2 & 3 \\
   +9 & +6 & +5 & +7 & +7 & +3 & +4 \\
   \end{array}
   \]

   \[
   \begin{array}{cccccccc}
   3 & 8 & 9 & 5 & 4 & 5 \\
   +2 & +7 & +8 & +6 & +3 & +4 \\
   \end{array}
   \]

2. Complete the subtraction facts. Think about the addition facts above to help.

   \[
   \begin{array}{cccccccc}
   9 & 7 & 11 & 17 & 5 & 13 & 13 \\
   -5 & -3 & -5 & -9 & -2 & -6 & -7 \\
   \end{array}
   \]

   \[
   \begin{array}{cccccccc}
   17 & 15 & 15 \\
   -8 & -7 & -8 \\
   \end{array}
   \]
Quick Facts Make Ten Form A

1 I completed these facts in (circle one):

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<th>0–1 minute</th>
<th>1–2 minutes</th>
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</table>

2 I got _______ sums correct.

3a Did you finish the 20 addition facts in 0–1 minute?  
Yes  No

3b Did you get 18 or more sums correct?  
Yes  No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Make Ten facts.

1 Complete the addition facts.

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2 Complete the subtraction facts. Think about the addition facts above to help.

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Quick Facts Make Ten Form B

1. I completed these facts in (circle one):
   - 0–1 minute
   - 1–2 minutes

2. I got _____ sums correct.

3a. Did you finish the 20 addition facts in 0–1 minute?  Yes  No

3b. Did you get 18 or more sums correct?  Yes  No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Make Ten facts.

1. Complete the addition facts.
   \[
   \begin{array}{cccccccc}
   4 & 6 & 2 & 5 & 8 & 0 & 7 \\
   +6 & +4 & +8 & +5 & +2 & +10 & +3 \\
   \hline
   10 & 10 & 10 & 10 & 10 & 10 & 10 \\
   \end{array}
   \]

2. Complete the subtraction facts. Think about the addition facts above to help.
   \[
   \begin{array}{cccccccc}
   10 & 10 & 10 & 10 & 10 & 10 & 10 \\
   -3 & -5 & -8 & -0 & -9 & -1 & -4 \\
   \hline
   10 & 10 & 10 \\
   -2 & -7 & -6 \\
   \end{array}
   \]
## Quick Facts Add Ten Form A

1 I completed these facts in (circle one):
   0–1 minute  1–2 minutes

2 I got _______ sums correct.

3a Did you finish the 20 addition facts in 0–1 minute?  Yes  No

3b Did you get 18 or more sums correct?  Yes  No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Add Ten facts.

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2 Complete the subtraction facts. Think about the addition facts above to help.

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</tbody>
</table>
Quick Facts Add Ten Form B

1 I completed these facts in (circle one):  
0–1 minute       1–2 minutes

2 I got _______ sums correct.

3a Did you finish the 20 addition facts in 0–1 minute?      Yes      No
3b Did you get 18 or more sums correct?      Yes      No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Add Ten facts.

1 Complete the addition facts.

\[
\begin{array}{cccccccc}
10 & 9 & 10 & 10 & 10 & 1 & 7 \\
+ 3 & + 10 & + 6 & + 10 & + 9 & + 10 & + 10 \\
6 & 10 & 3 & 5 & 10 & 4 & 10 \\
+ 10 & + 1 & + 10 & + 10 & + 2 & + 10 & + 4 \\
10 & 2 & 10 & 8 & 10 & 10 \\
+ 8 & + 10 & + 10 & + 10 & + 7 & + 5 \\
\end{array}
\]

2 Complete the subtraction facts. Think about the addition facts above to help.

\[
\begin{array}{cccccccc}
15 & 12 & 19 & 20 & 14 & 18 & 11 \\
- 10 & - 10 & - 10 & - 10 & - 10 & - 10 & - 10 \\
13 & 16 & 17 \\
- 10 & - 10 & - 10 \\
\end{array}
\]
Quick Facts Add Nine Form A

1 I completed these facts in (circle one):
   0–1 minute    1–2 minutes

2 I got _______ sums correct.

3a Did you finish the 20 addition facts in 0–1 minute? Yes  No
3b Did you get 18 or more sums correct? Yes  No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Add Nine facts.

1 Complete the addition facts.

\[
\begin{array}{cccccccc}
4 & 5 & 8 & 7 & 6 & 9 & 9 \\
+9 & +9 & +9 & +9 & +9 & +2 & +6 \\
9 & 9 & 9 & 10 & 1 & 9 & 9 \\
+3 & +9 & +4 & +9 & +9 & +5 & +7 \\
9 & 2 & 6 & 9 & 3 & 9 \\
+8 & +9 & +9 & +9 & +9 & +10 \\
\end{array}
\]

2 Complete the subtraction facts. Think about the addition facts above to help.

\[
\begin{array}{cccccccc}
13 & 19 & 15 & 18 & 17 & 11 & 16 \\
-9 & -9 & -9 & -9 & -9 & -9 & -9 \\
12 & 14 & 9 \\
-9 & -9 & -9 \\
\end{array}
\]
Quick Facts Add Nine Form B

1 I completed these facts in (circle one):
   0–1 minute  1–2 minutes

2 I got _______ sums correct.

3a Did you finish the 20 addition facts in 0–1 minute?   Yes     No
3b Did you get 18 or more sums correct?   Yes     No

If you circled Yes for 3a and 3b, select a new set of facts to work on.
If you circled No for 3a, 3b, or both, keep working on the Add Nine facts.

1 Complete the addition facts.

\[
\begin{array}{cccccccc}
9 + 2 & 9 + 9 & 9 + 8 & 3 + 9 & 4 + 9 & 6 + 9 & 9 + 6 \\
9 + 5 & 9 + 9 & 9 + 9 & 9 + 4 & 9 + 3 & 9 + 9 & 9 + 7 \\
9 + 10 & 9 + 9 & 6 + 9 & 5 + 9 & 8 + 9 & 7 + 9 \\
\end{array}
\]

2 Complete the subtraction facts. Think about the addition facts above to help.

\[
\begin{array}{cccccccc}
18 - 9 & 17 - 9 & 11 - 9 & 16 - 9 & 12 - 9 & 14 - 9 & 9 - 9 \\
13 - 9 & 19 - 9 & 15 - 9 \\
\end{array}
\]
## Addition Strategies Class Chart

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Add Zero</th>
<th>Counting On</th>
<th>Doubles</th>
<th>Doubles Plus or Minus One</th>
<th>Make Ten</th>
<th>Add Ten</th>
<th>Add Nine</th>
<th>Leftovers</th>
<th>Comments</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>
Let’s Celebrate One Thousand
(Sing to the tune of Heads, Shoulders, Knees, and Toes.)

Let’s celebrate a thousand, a thousand!
Let’s celebrate a thousand, a thousand!
We can count to bi-i-i-ig numbers,
Let’s celebrate a thousand, a thousand!

Ten tens in one hundred, one hundred!
Ten tens in one hundred, one hundred!
10, 20, 30, 40, 50, 60, 70
80, 90, hundred, one hundred!

Ten hundreds in a thousand, a thousand!
Ten hundreds in a thousand, a thousand!
One, two, three, four, five, six, seven…
Eight hundred, nine hundred, thousand, a thousand!
Capture the Clock  page 1 of 4

**Game 1  1:00**

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
</table>

**Clock Problems**

I am usually asleep at 1:00 (circle one)

<table>
<thead>
<tr>
<th>a.m.</th>
<th>p.m.</th>
</tr>
</thead>
</table>

I am usually at school at 1:15 (circle one)

<table>
<thead>
<tr>
<th>a.m.</th>
<th>p.m.</th>
</tr>
</thead>
</table>

At 1:30 p.m. on a school day, I am usually

3:05

**Game 2  3:00**

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
</table>

**Clock Problems**

At 3:00 p.m., I am usually

3:45

At 3:25 a.m., I am usually

Sara is in second grade. She goes to soccer practice at 3:45 (circle one)

<table>
<thead>
<tr>
<th>a.m.</th>
<th>p.m.</th>
</tr>
</thead>
</table>
Jamal is in second grade. Write a.m. or p.m. to show when he would usually do the things on this list.

Soccer practice 5:00 _____
Sleep 5:30 _____
Homework 5:45 _____
Wake up 5:55 _____

Clock Problems

Draw a line from each meal to the time people would usually eat this kind of food.

6:15 a.m.
6:15 p.m.
Capture the Clock  page 3 of 4

**Game 5**  8:00

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
</table>

**Clock Problems**

At 8:30 p.m. on a school night, I am usually

At 8:30 p.m. on a weekend night, I am usually

**Game 6**  9:00

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
</table>

**Clock Problems**

Rosa is in second grade. Write a.m. or p.m. to show when she would usually do the things on the list.

Reading group 9:20 _____

Maker her bed on Saturday morning 9:10 _____

Go to bed on Saturday night 9:30 _____
Capture the Clock page 4 of 4

**Game 7** 11:00

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
</table>

**Clock Problems**

Briana is in second grade. She is usually asleep at (circle one)

- 11:20 a.m.
- 11:20 p.m.

Fill in the spaces below with a.m. or p.m.

Briana’s class does math at 11:00 _____. One time she fell asleep during math because her baby sister woke her up at 11:25 _____.

**Game 8** 12:00

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
</table>

**Clock Problems**

Write a.m. or p.m. to show when people would usually use these things.

12:30

12:10
Base Ten Bank Addition

Show your work here.
## Base Ten Bank Addition

Show your work here.

<table>
<thead>
<tr>
<th>100s</th>
<th>10s</th>
<th>1s</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

+  

<p>| | | |</p>
<table>
<thead>
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<th></th>
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</thead>
</table>
Base Ten Bank Addition

Show your work here.

<table>
<thead>
<tr>
<th>100s</th>
<th>10s</th>
<th>1s</th>
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</table>

+ 

<table>
<thead>
<tr>
<th>100s</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Addition Table for Fact Mastery

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<th>3</th>
<th>4</th>
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<th>6</th>
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<td>+60</td>
<td>+70</td>
<td>+80</td>
<td>+90</td>
<td>+100</td>
</tr>
</tbody>
</table>

Legend:
- Add Zero facts
- Count On facts
- Doubles facts
- Doubles Plus or Minus One facts
- Make Ten facts
- Add Ten facts
- Add Nine facts
- Leftover facts
Scout Them Out Addition A

1 Circle the strategy you are practicing today.
   Count On  Make Ten  Doubles  Doubles Plus or Minus One  Add Nine  Add Ten

2 Look at the facts below. Circle the facts you can solve using the strategy you chose.

3 Solve the circled facts first. Then solve the rest of the facts if you have time.

\[
\begin{array}{cccccccc}
6 & 7 & 10 & 9 & 7 & 6 & 3 \\
+7 & +9 & +7 & +2 & +3 & +10 & +9 \\
9 & 8 & 8 & 9 & 9 & 5 & 2 \\
+4 & +3 & +1 & +2 & +9 & +2 & +7 \\
4 & 10 & 5 & 3 & 6 & 8 & 6 \\
+6 & +9 & +5 & +3 & +5 & +7 & +6 \\
5 & 1 & 3 & 7 & 3 & 9 & 4 \\
+3 & +7 & +6 & +7 & +4 & +8 & +5 \\
8 & 2 & 5 & 9 & 9 & 3 & 8 \\
+8 & +8 & +9 & +6 & +8 & +8 & +10 \\
\end{array}
\]

4 Use the facts you circled to write four different subtraction problems in the boxes below. Then find the differences.

\[
\begin{array}{cccc}
\hline
\text{____ – ____ =} & \text{____ – ____ =} & \text{____ – ____ =} & \text{____ – ____ =} \\
\hline
\end{array}
\]
Scout Them Out Addition B

1 Circle the strategy you are practicing today.
   Count On  Make Ten  Doubles  Doubles Plus or Minus One  Add Nine  Add Ten

2 Look at the facts below. Circle the facts you can solve using the strategy you chose.

3 Solve the circled facts first. Then solve the rest of the facts if you have time.

   7  4  6  2  2  9  8
   +6  +3  +6  +5  +9  +3  +2

   7  5  9  2  6  8  7
   +8  +6  +7  +9  +4  +9  +2

   8  4  6  8  8  10  5
   +8  +9  +9  +9  +3  +8  +5

   3  7  10  5  1  3  9
   +8  +7  +6  +4  +8  +5  +9

   7  3  6  7  9  3  9
   +10  +3  +3  +1  +10  +7  +5

4 Use the facts you circled to write four different subtraction problems in the boxes below. Then find the differences.

   ____ – ____ = ____ – ____ = ____ – ____ = ____ – ____ =
Scout Them Out Addition C

1. Circle the strategy you are practicing today.
   - Count On
   - Make Ten
   - Doubles
   - Doubles Plus or Minus One
   - Add Nine
   - Add Ten

2. Look at the facts below. Circle the facts you can solve using the strategy you chose.

3. Solve the circled facts first. Then solve the rest of the facts if you have time.

   \[
   \begin{array}{ccccccc}
   9 & 3 & 7 & 5 & 9 & 6 & 3 \\
   +3 & +8 & +7 & +6 & +7 & +6 & +5 \\
   \\
   6 & 5 & 7 & 2 & 1 & 9 & 2 \\
   +3 & +4 & +1 & +5 & +8 & +5 & +9 \\
   \\
   4 & 7 & 8 & 4 & 7 & 9 & 7 \\
   +3 & +6 & +9 & +9 & +2 & +9 & +10 \\
   \\
   6 & 7 & 10 & 3 & 2 & 8 & 8 \\
   +4 & +8 & +6 & +7 & +9 & +8 & +2 \\
   \\
   6 & 8 & 10 & 9 & 5 & 8 & 3 \\
   +9 & +9 & +8 & +10 & +5 & +3 & +3 \\
   \end{array}
   \]

4. Use the facts you circled to write four different subtraction problems in the boxes below. Then find the differences.

   \[
   \begin{array}{cccc}
   ____ - ____ = & ____ - ____ = & ____ - ____ = & ____ - ____ = \\
   \end{array}
   \]
Scout Them Out Addition D

1 Circle the strategy you are practicing today.
   Count On  Make Ten  Doubles  Doubles Plus or Minus One  Add Nine  Add Ten

2 Look at the facts below. Circle the facts you can solve using the strategy you chose.

3 Solve the circled facts first. Then solve the rest of the facts if you have time.

   8 7 9 9 3 8 3
   +7 +3 +6 +4 +8 +10 +3
   10 8 1 6 5 6 6
   +7 +1 +7 +7 +9 +10 +5
   10 5 2 3 9 4 2
   +9 +2 +7 +4 +2 +5 +8
   7 8 9 5 3 4 9
   +7 +3 +2 +3 +6 +6 +8
   3 6 7 9 8 5 9
   +9 +6 +9 +8 +8 +5 +9

4 Use the facts you circled to write four different subtraction problems in the boxes below. Then find the differences.

   ____ – ____ =  ____ – ____ =  ____ – ____ =  ____ – ____ =
1 Help Cangaroo hop from 900 to 990.
   • First, fill in the missing numbers along the number line.
   • Then trace Cangaroo’s hop to 910 and draw the rest yourself as you count by tens.

2 What number comes after 990 if you’re counting by 10s? ________________

3 When people talk about time and history, they have special names for certain numbers of years:
   • 1 year: Year
   • 10 years: Decade
   • 100 years: Century
   • 1,000 years: Millennium

Use each of these special words once in its own sentence. You can write about the past or the future. You can write statements of fact or fiction.

ex One millennium from today, people will be able to travel to any planet in outer space.
Here is a grid of the counting-by-ten numbers to 1,000. Fill in the missing numbers.

Hint: Use the Classroom Number Line to help.

<table>
<thead>
<tr>
<th>10</th>
<th>20</th>
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<td>940</td>
<td>950</td>
<td>970</td>
<td>980</td>
<td>1,000</td>
</tr>
</tbody>
</table>

What do you notice about the grid of numbers? Do you see any patterns?
Write two observations about the grid below.

a

b