RISING GRADE 2

Math Teacher Guides

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RedThread™
A Lavinia Mathematics Program

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Implementation Guide

Guiding Principles

Math for Meaning™: Story Problems – Rising Grade 2 is an approach to teaching mathematics that uses a student's own mathematical thinking as the basis for instruction and prepares students to independently solve math problems with joy, confidence, and precision. During a Math for Meaning™: Story Problems – Rising Grade 2 lesson, students independently solve one real-world math problem using any strategy they choose based on their intuitive mathematical understanding. Students then come together as a classroom community to discuss the problem, share their strategies for solving it, and unearth big mathematical ideas.

The Math for Meaning™: Story Problems – Rising Grade 2 approach is backed by extensive academic research demonstrating dramatic improvements in a variety of areas, from student confidence to verbal communication skills to standardized test scores. Math for Meaning™: Story Problems – Rising Grade 2 focuses on supporting all students in progressing along the trajectory of learning rather than on mastering a specific daily objective. Whether students already have a strong grasp of the content or have historically had difficulty meeting grade-level benchmarks in math, the process of choosing, discussing, and applying new strategies deepens their level of understanding. The student-driven nature of Math for Meaning™: Story Problems – Rising Grade 2 allows teachers to meet all students where they are and respond to the needs of their class. Finally, students in Math for Meaning™: Story Problems – Rising Grade 2 classrooms frequently cite math as their favorite subject, something all but unheard of in traditional mathematics classrooms. Math for Meaning™: Story Problems – Rising Grade 2 allows all students to gain a deeper understanding of grade-level content; construct, defend, and critique mathematical arguments; and become better mathematical thinkers and problem solvers.

Assessed Standards

The standards that follow are the major standards covered through the Math for Meaning™: Story Problems block. These are also the standards assessed on the pre- and post-assessments. These standards have been selected because they play a pivotal role in students' mathematical understanding and ability to access grade-level content.

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In Rising Grades 1–3, each Story Problem can be used to target several of the assessed standards, depending on what the teacher chooses to target during the Discourse section of the lesson. As a result, Story Problems in Rising Grades 1–3 are not tagged to specific standards. Instead, teachers should use pre-assessment data to strategically plan when they will target each standard throughout the course of the summer.

- **1.OA.A.1:** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- **1.OA.C.6:** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 –1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
- **1.NBT.C.4:** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- **1.NBT.C.6:** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Program Materials

- Chart paper
- Chart markers
- Class set of Unifix cubes
- Math for Meaning™: Story Problems student worksheets

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Intellectual Preparation

Intellectual preparation is key to leading an effective Math for Meaning™: Story Problems-Rising Grade 2 lesson. Before each lesson, teachers should complete the following steps:

1. **Solve the Problem and Make Sense of the Math:** Review the Story Problem and Story Problem Basics sections in the lesson guide. Take time to solve the problem, think about the action and unknown in the story, and ensure you understand why the problem type and number sentence match the story.
2. **Plan the Launch:** Review the Launch Planning Guide and think through how you will engage students in the problem and build access without giving away how to solve the problem. Consider how you will:
    - **Engage students:** Tell the problem like an authentic story to get students thinking about the problem and excited to solve it.
    - **Unpack the problem:** Choose the 3 students you will ask to retell the story, starting with a student who can likely retell correctly and ending with a student who has historically struggled with access.
    - **Check for Meaning:** Ask students the Check for Meaning question and anticipate responses and misconceptions.
3. **Anticipate Student Strategies:** Fill in the Strategy and Strategy Example columns of the Anticipated Strategies and Observation Tool with the different ways students might approach the problem. The strategies should be listed in order of sophistication, with a correct but low-level or inefficient strategy in the first row and a more complex and abstract strategy in the last row. Fill in the Who? column during the lesson as you observe students and their work.
4. **Plan the Discourse:** Complete the Discourse Planning section of the lesson guide. Look at student work to determine one transferable takeaway per lesson that will benefit a majority of the class. Then plan the strategies you will share and questions you will ask to help students reach the chosen transferable takeaway.

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LESSON 1

Story Problem Lesson 1

Brandon has 18 blocks. His brother gives him 26 more blocks. How many blocks does Brandon have now?

Story Problem Basics

- **Problem Type:** Add To: Result Unknown
- **Number Sentence:** 18 + 26 = ?
- **Answer:** 44 blocks

Launch Planning Guide

- **Check for Meaning:** Does Brandon have more or less than 26 blocks?
- **Exemplar Response:** Brandon has more than 26 blocks. He had 18 blocks before his brother gave him 26 more blocks, so the total number of blocks must be more than 26.

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Anticipated Strategies and Observation Tool		
Strategy	**Strategy Example**	**Who?**

Discourse Planning	
Which strategies will you share? How do they connect to one another?	
What guiding questions will drive toward the transferable takeaway?	
Transferable takeaway or conjecture	

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Story Problem Lesson 1 — Exit Ticket

Omar saw 14 birds on the roof. Then he watched 29 birds join them. How many birds did Omar see on the roof in all?



Story Problem Basics

- **Problem Type:** Add To: Result Unknown
- **Number Sentence:** 14 + 29 = ?
- **Answer:** 43 birds

Anticipated Strategies and Observation Tool		
Strategy	**Strategy Example**	**Who?**

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