



2nd Grade 100 Days of School Collaboration Instructions

2nd Grade Classes

Materials List:

Ziplock Bags

Examples of objects Please select 2 of the objects: Elbow macaroni, Pennies, and/or Cheerios

Individual White boards (or Chart Paper for class to record equations)

Dry Erase Markers

Resource List:

Printable resources - Images File

Wish Illustrated Poem Template

Wish Illustrated Poem Instructions

Connection Information

Post Connection Activity

Pre-Connection Reading Activity:

Suggested reading (or other book about 100 days of school)

- 100 Days of School by Trudy Harris and Beth Griffis Johnson
- The Night Before the 100th Day of School by Natasha Wing and Mindy Pierce
- The 100th Day of School by Angela Shelf Medearis

Pre-Connection Writing Activity:

Pre-writing discussion about cost of items, provide some examples (See Images file listed on website)

Each class will collaborate and create a Poem, I Wish I had (See attached file Wish Illustrated Poem)

Pre-connection Math Activity

- Each class would be responsible to count 100 objects and bag them in groups of 10. Please use more than 1 object, for example: Cheerios, pennies, elbow macaroni. You will need 100 objects for each work group.

Connection

45 - 60 minute connection

- Introduce class, give location, school information
- **Class #1** shares their Wish Illustrated Poem
- **Class #2** shares their Wish Illustrated Poem

- Share what items they have counted out prior to the connection
- Each class will take turns creating a problem in which multiple steps will equal 100

Connection

- (5 minutes) Each class will take 5 minutes to share the items they counted prior to the connection
- (25 minutes) Each class will take 12 minutes to share their equation. Please have a different child read each instruction.
- Class #1 will present the following problem:
 - Group students to work on problem together- each group will need paper or white boards to create their problem
 - Example of a problem (differentiation - Students could use the same material such as Cheerios or they can use different materials such as Cheerios and Elbow Macaroni to understand they are counting objects, not just Cheerios) - **Please do not use this exact problem**
 - Start with 10 objects
 - Add 8 objects
 - Write an equation using a question mark for the unknown number ($10 + 8 = ?$)
 - Now write an equation to show how many objects you have all together ($10 + 8 = 18$)
 - Add objects so that you have 40 all together
 - Write an equation using a question mark for the unknown number
 - Now write an equation to show how many objects you have all together
 - Add 24 objects
 - Write an equation using a question mark for the unknown number
 - Now write an equation to show how many objects you have all together
 - Add 7 objects (regrouping necessary)
 - Write an equation using a question mark for the unknown number
 - Now write an equation to show how many objects you have all together
 - How many more objects do you need to equal 100 objects?
 - Write an equation using a question mark for the unknown number
 - Now write an equation to show how many objects you have all together
- Class #2 will present their problem to Class #1 to solve the problem

NYS Next Generation Math Standards:

- Number and Operations in Base Ten:

- 2.NBT.A.1 Understand that the two digits of a two-digit number represent amounts of tens and ones. (e.g., 35 represents 3 tens and 5 ones or $30 + 5$)
- 2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.C.6 Add up to four two-digit numbers using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Measurement and Data:
 - 2.MD.A.1 Measure the length of an object by selecting and using a standard unit (centimeter or inch).
 - 2.MD.B.5 Represent measured lengths using drawings and number line diagrams.

Geometry:

- 2.G.A.3 Partition a circle into equal shares.

NYS Next Generation ELA Standards:

- Reading:
 - RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
 - RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - RI.2.3 Describe the connection between a picture and the text.

Writing:

- W.2.2 Write informative/explanatory texts in which they examine a topic and convey ideas and information clearly.
- W.2.8 Recall information from experiences or gather information from print and digital sources; take notes and use it to write a paragraph or a sequence of paragraphs.

Speaking and Listening:

- SL.2.1 Follow agreed-upon rules for classroom discussion and presentations.
- SL.2.3 Ask and answer questions about what they have read and heard.

NYS Computer Science and Digital Fluency Standards:

NYS Computer Science & Digital Fluency Standards

Computational Thinking:

- 2-3.CT.1 - Create a model of an object or computational process in order to identify patterns and essential elements of the object or process.
- 2-3.CT.2 - Identify and describe data collection tools from everyday life.
- 2-3.CT.3 - Present the same data in multiple visual formats in order to tell a story about the data.
- 2-3.CT.4 - Identify multiple ways that the same problem could be decomposed into smaller steps.

- 2-3.CT.6 - Create two or more algorithms for the same task.