

Classroom Routines

I N T H I S U N I T

Classroom Routines offer practice and review of key concepts for this grade level. These daily activities, to be done in ten minutes outside of math class, occur in a regular rotation every 4–5 days. Specific directions for the day’s routine are provided in each session. For the full description and variations of each classroom routine see *Implementing Investigations in Grade 2*.

What Time Is It?

Students review the number of minutes in an hour and a half hour. They also tell time to the hour, half hour, and quarter hour. They determine what time it will be in 5- and 15-minute intervals and practice naming and notating these times.

Math Focus Points

- ◆ Using clocks as tools for keeping track of and measuring time
- ◆ Naming, notating, and telling time to the hour, half hour, quarter hour, and five minute intervals on digital and analog clocks
- ◆ Determining the number of minutes in hours, half hours, and quarter hours
- ◆ Counting by 5s
- ◆ Determining what time it will be when given start and elapsed times that are 5 and 15 minute intervals

Today’s Number

Students generate combinations with two addends and consider patterns in the resulting equations. Other variations focus on using coin values, adding multiples of 5s and 10s, and counting by groups.

Math Focus Points

- ◆ Generating equivalent expressions for a number
- ◆ Developing fluency with addition and subtraction
- ◆ Using standard notation (+, −, =) to record expressions and write equations
- ◆ Skip counting by 2s, 5s, and 10s
- ◆ Identifying patterns in the multiples of 2, 5, and 10

How Many Pockets?

Small groups determine how much their pockets are worth if each is worth 1¢ and share their total, represented as dimes and pennies, with the class. They then determine the total worth of the class’s pockets and record this total in dimes and pennies.

Math Focus Points

- ◆ Making estimates based on data collected over time
- ◆ Collecting, counting, representing, discussing, interpreting, and comparing data
- ◆ Counting by groups
- ◆ Counting a quantity in more than one way
- ◆ Identifying coins and their values
- ◆ Identifying and using coin equivalencies
- ◆ Using a place-value model to represent a number as 10s and 1s
- ◆ Recognizing that the first digit of a 2-digit number designates the number of groups of 10 and the second digit designates the number of ones

Quick Images

Students use ratio relationships to determine the total number of shapes (e.g., trapezoids, rhombuses, triangles) used to make a given number of hexagons. They also identify coins and their values and figure out the total value of a set of coins.

Math Focus Points

- ◆ Developing and analyzing visual images for quantities
- ◆ Using ratio relationships to solve problems
- ◆ Identifying coins and their values
- ◆ Adding coin amounts
- ◆ Using standard notation (+, −, =) to write equations