INVESTIGATIONS 3
IN NUMBER, DATA, AND SPACE®

Priority Instructional Content

Produced by Student Achievement Partners, *2020–2021 Priority Instructional Content in ELA/Literacy and Mathematics* names the priorities in mathematics that should be the focus of instruction for educators in the coming academic year. Instructional considerations include priorities in each grade, opportunities for combining lessons, eliminating lessons, etc., and recommendations for integrating previous-grade content within relevant grade-level work.

This school year presents a unique set of opportunities and challenges due to the disruption to instruction in spring 2020, but it is critical that all students--including those with specialized learning needs--pursue grade-level academic content when they return to school. While many students will have incomplete prior-grade learning, extensive assessment and remediation at the expense of time spent on grade-level instruction will further jeopardize students' academic growth. *[achievethecore.org]*

Priority Instructional Content and *Investigations 3* Grade 2

The chart below shows which Grade 2 investigations correlate to the priorities for each cluster/standard. The chart indicates which investigations or part of investigations should be emphasized, eliminated, combined, prioritized, integrated, and incorporated. How these priorities are enacted will depend on many factors including class organization, time available and mode of instruction (i.e. in-person or remote).

The following bullets are examples of how to implement the recommendations in the chart.

- *Emphasize* content by extending the amount of time spent on introductory activities and discussions, repeating games and Classroom Routines, as well as utilizing relevant Math Words and Ideas resources.

- *Eliminate* sessions to help with available time by either eliminating a whole session or parts of it. This may include eliminating a Daily Practice activity (which could be assigned as homework), certain activities, or some parts of Math Workshop. As all sessions develop concepts carefully, consider eliminating whole sessions only if needed.

- *Combine* sessions by including together discussions or activities on similar concepts from an investigation. Consider combining introductory activities, Classroom Routines, and also combining Math Workshop options from multiple sessions.

- *Prioritize* content as recommended based on available time. Particularly focus time spent on discussions and assessments related to this content.

- Some work is called to be *integrated* as detailed in the chart. *Investigations 3* already includes careful integration of this content and so no special considerations are necessary.

- *Incorporate* foundational work and additional practice by incorporating games and Math Words and Ideas resources from the previous grade.

Consider the following resources to support the addition and subtraction work of Grade 2 (2.OA.B):

Games (Grade 1 Unit 5)
Make 10; Counters in a Cup; How Many am I Hiding?; Tens Go Fish; Five-in-a-Row with Three Cards; Five-in-a-Row: Subtraction with Three Cards, The Penny Jar Game

Math Words and Ideas (Grade 1)
Does Order Matter?; Equations; Notation for Addition; Notation for Subtraction

Consider the following resources to support the addition and subtraction work of Grade 2 (2.NBT.B):

Games (Grade 1 Unit 7)
How Many Now? Race to the Top: How Many Tens? Plus or Minus 10; Adding Tens

Math Words and Ideas (Grade 1)
Adding a 2-Digit Number and a 1-Digit Number; Adding a 2-Digit Number and a Multiple of 10; Subtracting a Multiple of 10 From a Multiple of 10

Clusters/ Standards	Student Achievement Partners Instructional Considerations	*Investigations 3* Grade 2 Content
2.OA.A	*Emphasize* problems that involve sums less than or equal to 20 and/or the related differences to keep the focus on making sense of different problem types; assign fewer problems with sums greater than 20 or related differences.	**Unit 1** Investigations 2, 3, 4 **Unit 3** Investigations 1, 2, 3 **Unit 4** Investigations 1, 2 **Unit 5** Investigations 1, 3 **Unit 6** Investigations 1, 2 **Unit 8** Investigation 1
2.OA.B	*Incorporate* additional practice on the grade 1 fluency of adding and subtracting within 10 (1.OA.C.6) early in the school year to support the addition and subtraction work of grade 2 (2.OA).	**Unit 1** Investigations 1, 2, 3 **Unit 2** Investigation 2 **Unit 3** Investigations 1, 2, 3 **Unit 4** Investigations 1, 2 **Unit 5** Investigations 1, 2, 3 **Unit 8** Investigations 1, 2
2.OA.C	*Eliminate* lessons on foundations for multiplication.	**Unit 7** Investigations 1, 2
2.NBT.A	*Emphasize* the conceptual understanding of three-digit numbers (as detailed in 2.NBT.A.1). *Integrate* lessons and practice on counting, reading/writing, and comparing numbers (2.NBT.A.2, 3, and 4) into the work of place value. *Limit* the amount of required student practice on counting by ones, reading/writing, and comparing numbers.	**Unit 1** Investigations 1, 2, 3 **Unit 3** Investigations 1, 3 **Unit 5** Investigations 2, 3 **Unit 8** Investigation 2 The Classroom Routine *Today's Number* in **Unit 7**. *Investigations 3* includes careful integration of this work, so no special considerations are necessary for integrating work on counting, reading/writing, and comparing numbers,
2.NBT.B	*Prioritize* strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. (Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.)	**Unit 1** Investigation 2, 3, 4 **Unit 3** Investigations 1, 2, 3 **Unit 5** Investigations 1, 2, 3 **Unit 6** Investigations 1, 2 **Unit 8** Investigations 1, 2

	Incorporate foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2.	The Classroom Routine *How Many Pockets?* in **Unit 7**.
2.MD.A	*Integrate* lessons and practice on comparing and estimating lengths (2.MD.A.2, 3, and 4) into the work of measuring length with tools (2.MD.A.1) in order to reduce the amount of time spent on this cluster. *Limit* the amount of required student practice.	*Investigations 3* includes careful integration of this work, so no special considerations are necessary for integrating work on comparing and estimating lengths.
2.MD.B.5	Ensure word problems represent all grade 2 problem types, and refer to guidance for 2.OA.A.	**Unit 6** Investigations 1, 2
2.MD.B.6	No special considerations for curricula well aligned to representing lengths on number line diagrams, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.	**Unit 1** Investigations 1, 2, 3, 4 **Unit 3** Investigations 1, 2, 3 **Unit 5** Investigations 1, 3 **Unit 8** Investigation 1
2.MD.C	*Combine* lessons in order to reduce the amount of time spent on time and money. *Emphasize* denominations that support place value understanding such as penny-dime-dollar. *Limit* the amount of required student practice.	**Unit 1** Investigations 1, 3 **Unit 3** Investigations 1, 2, 3 **Unit 5** Investigations 1, 2 **Unit 8** Investigation 1 The Classroom Routine *What Time is It?* in **Units 2, 3, 4, 5, 6, 7, 8**.
2.MD.D	*Eliminate* lessons on generating measurement data (2.MD.D.9) and creating picture/bar graphs (2.MD.D.10). *Integrate* data displays only as settings for addition/subtraction word problems (2.OA.A).	**Unit 4** Investigations 1, 2 **Unit 6** Investigation 2 *Investigations 3* includes integration of data contexts for solving problems, so no special considerations are necessary.
2.G.A	*Combine* lessons to address key concepts on reasoning with shapes and their attributes in order to reduce the amount of time spent on this cluster. *Limit* the amount of required student practice.	**Unit 1** Investigation 1 **Unit 2** Investigations 1, 2, 3