

Learning from Problem 3

The correct answer is **B**.



Incorrect answer choice: **A**

Possible misconception: The student might think this was an addition situation because often when the problem has two numbers that are similar in size, you add.



Incorrect answer choices: **C** and **D**

Possible misconception: The student who decides to multiply or divide probably has little or no concept of when to use any of the operations and is basing his choice on something like the fact that the class has been studying multiplication or division.

Learning from Problem 4

The correct answer is **D**.



Incorrect answer choice: **A**

Possible misconception: The student might add the numbers and forget to make a new 10.



Incorrect answer choice: **C**

Possible misconception: The student might think this is a subtraction problem.



Incorrect answer choice: **B**

Possible misconception: If the student subtracted and made the common mistake of subtracting the smaller number from the larger number when she subtracted the ones, she would get 42 cents.



reflection



When you have about 2 minutes left, stop the debug groups, even if they are not finished. Have students respond to the reflection prompt in the Student Book.

Checkpoint 2

13

preparation

- Make a copy of the Checkpoint 2 for each student.
- Seat students individually and distribute the checkpoint lesson to each student.

setting the direction

This lesson is a checkpoint lesson. Tell students to complete the problems. Ask them to do their work in the check point lesson and write the correct answers.

At the end of the lesson, collect the completed checkpoints. Enter the data from each checkpoint into ARO. The report generated by ARO will help you assess whether students are on track and making sufficient progress.

checkpoint

Read problems 1–4 one at a time to students while they follow along in the checkpoint lesson. After each problem, give students time to do their work and circle their answers in their checkpoint lesson independently.

The checkpoint portion of this lesson is all solo work.

Checkpoint 2

13

checkpoint

All of the problems in this lesson refer to the math story below.

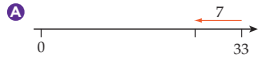
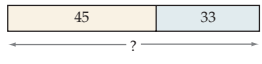
- Read the story.
- Circle your answers in your checkpoint lesson.

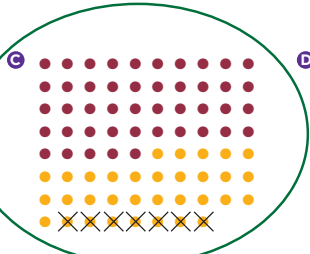

There were 45 books on one shelf of a bookcase and 33 books on the other shelf.

Anna took 7 books from the bookcase to the book sale.

Now how many books are there in the bookcase?

1. Which math drawing matches the story?

A  **B** 

C  **D** 

There is no probing for understanding during the checkpoint portion of this lesson. The probing questions will be used during Learning from the Checkpoint.

2. What is the missing question?

- A How many books were on the bookcase to start?
- B How many shelves are there in the bookcase?
- C Who is Anna?
- D Which shelves did Anna take books from?

3. What could you do first to solve this problem?

- A Add $45 + 33 + 7$
- B Add $45 + 33$
- C Subtract $45 - 33$
- D Subtract $45 - 33 - 7$

4. What sentence answers the question correctly?

- A There are 85 books in the bookcase.
- B There are 78 books in the bookcase.
- C There are 26 books in the bookcase.
- D There are 71 books in the bookcase.

Assessment Resources, page 15

learning from the checkpoint



Remind the group that when students choose a wrong answer, it is usually because they have a misconception or have made a common mistake.

learning from the checkpoint

Talk about problems 1–4 with your class.
If you need to, correct your answers.

Assessment Resources, page 15

Present the examples that follow of common mistakes students might make in solving the problems in this checkpoint, and elicit students' thinking as you facilitate a group discussion.

- Now I will show you some mistakes that other students made when they solved these problems, and you will try to explain what the students were thinking that was not correct.

Ask questions similar to these:

- Why might another student choose <Answer choice letter> as the correct answer?
- What would you tell a student who made this mistake to help him understand the problem and how to solve it?
- How did you know that you should [subtract] to get the answer?



scaffolding for success

During the discussion, you may record on the board or chart paper to help the group follow the explanations students give. Students can then refer to both the students' explanations and your recording during the discussion.

Learning from Problem 1

The correct answer is **C**.



Incorrect answer choice: **D**

Possible misconception: The student notices that the picture is of a bookcase with two shelves, but does not look closely and recognize that the number of books that are shown do not match the problem.

Learning from Problem 2

The correct answer is **A**.



Incorrect answer choice: **D**

Possible misconception: The student might have gotten involved in the details of the story and forgotten to think through the story as a mathematics problem.

Learning from Problem 3

The correct answer is **B**.



Incorrect answer choice: **A**

Possible misconception: The student may not have recognized this as a two-step problem. Instead, the student thought that whenever you see three numbers, you should add them up.

Learning from Problem 4

The correct answer is **D**.



Incorrect answer choice: **B**

Possible misconception: If the student forgot to do the second step, she would get 78 as the answer.



reflection



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Checkpoint 1

7

checkpoint

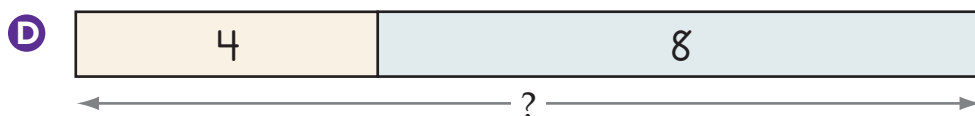
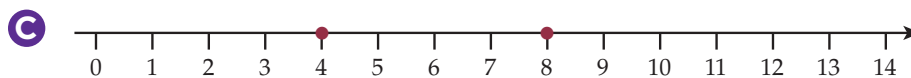
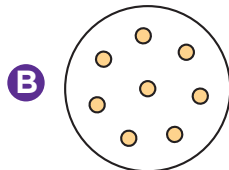
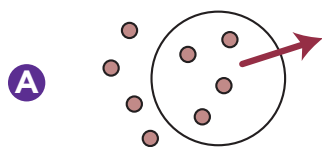
Solve the problems below. Circle your answers in your checkpoint lesson.

1. Mrs. Chi bought 25 pounds of clay for an art project. Later she decided that 25 pounds would not be enough, so she bought an extra 32 pounds of clay. How much clay did she buy altogether?



- A** 7 pounds **B** 82 pounds
C 57 pounds **D** 13 pounds

2. There were some birds in a tree. Four (4) flew away. Then there were 8 left. How many birds were in the tree to start with? Which math drawing best shows what happened?



3. There were 65 balloons at the school fair. During the day, some of the balloons popped. At the end of the day there were 42 balloons left. How many balloons popped during the day? What could you do to solve this problem?

- A** Add 42 and 65
- B** Subtract 42 from 65
- C** Multiply 65 by 42
- D** Divide 65 by 42

4. Anthony has 57 pennies in his bank. His brother has 19 more pennies than he does. How much money does his brother have?

- A** 66¢
- B** 42¢
- C** 38¢
- D** 76¢



learning from the checkpoint

Talk about problems 1–4 with your class.

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Checkpoint 2

13

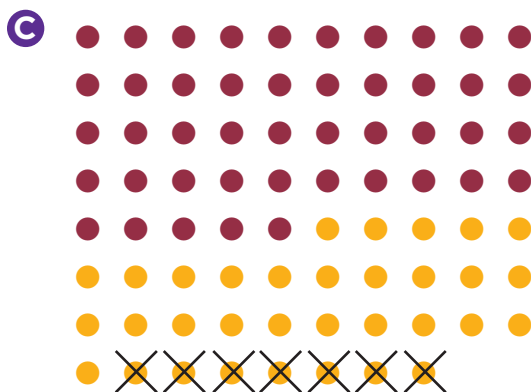
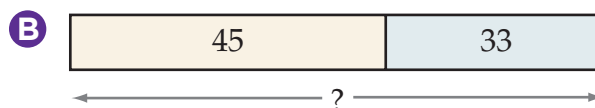
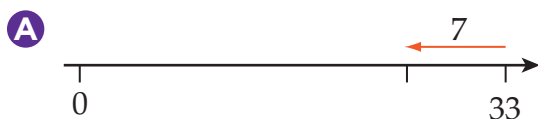
checkpoint

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- Circle your answers in your checkpoint lesson.

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Now how many books are there in the bookcase?

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2. What is the missing question?
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learning from the checkpoint

Talk about problems 1–4 with your class.

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