

# Next Steps and Instructional Moves

The intended purpose of this document is to provide teachers with a tool to determine student understanding and suggest instructional moves that may help guide a student forward in their learning of a particular concept or standard. This guide is not an exhaustive list of strategies.

## Second Grade: Cluster 3 Skip Counting in Multiple Contexts

**NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**

**NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.**

**NC.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.**

**Not Yet**

**Students that are consistently scoring “Not Yet” could have a variety of errors. These errors may include not being able to tell time, not being able to skip count by 5s or 10s, and/or struggling to find the number of squares in an array.**

### Next Steps:

**For students who are not yet able to tell time using clocks to the hour or half-hour (2.MD.7):**

- Provide tasks where you give a time to the hour or half hour and students use clocks to make the clock match the time. After that have students do the same with times to the quarter-hour (quarter past or quarter til)
- Give students with a hundreds board and have students explore the numbers they land on when they skip count by 5 from 0 to 60

**For students who are not yet able to skip count by 5s or 10s (2.NBT.2):**

- Provide students with access to hundreds boards or pop cubes (in groups of 5 or 10) to explore skip counting
- Packing Crayons [lesson](#), Counting Objects by Groups [lesson](#)

**For students who are not yet able to determine the number of objects in an array up to 5 rows and 5 columns (2.OA.4):**

- Pose tasks that allow students to build rows and columns with counters or cubes. Begin with either 2 rows or 2 columns or 5 rows or 5 columns since students have experiences skip counting by 2s and 5s. Use graph paper to have students draw a picture of what they built with counters or cubes on paper.
- Focus first on strategies to count and determine the total number before working on finding equations that match the contexts.
- Play *Roll an Array* with dice or number cards (1-5). Students roll two dice or pull two cards, draw the array on graph paper and then determine how many squares are in the array. Other math games are posted [here](#).

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<p><b>Progressing</b></p>	<p>Students that are consistently scoring “Progressing” may have errors with telling time to the 5 minutes, occasional errors skip counting by 5s or 10s, and/or misconceptions related to counting objects in an array.</p>
	<p><b><u>Next Steps:</u></b></p> <p><b>For students who are progressing towards being able to tell time using clocks to the 5 minutes (2.MD.7):</b></p> <ul style="list-style-type: none"> <li>• provide students with a hundreds board and have students explore the numbers they land on when they skip count by 5 from 0 to 60</li> <li>• What time is it, Mr. Crocodile? <a href="#">lesson</a>, It’s about time <a href="#">lesson</a></li> </ul> <p><b>For students who are not yet able to skip count by 5s or 10s (2.NBT.2):</b></p> <ul style="list-style-type: none"> <li>• Provide students with access to hundreds boards or pop cubes (in groups of 5 or 10) to explore skip counting</li> <li>• Packing Crayons <a href="#">lesson</a>, Counting Objects by Groups <a href="#">lesson</a></li> </ul> <p><b>For students who are not yet able to determine the number of objects in an array up to 5 rows and 5 columns (2.OA.4):</b></p> <ul style="list-style-type: none"> <li>• pose tasks that allow students to build rows and columns with counters or cubes. Begin with either 2 rows or 2 columns or 5 rows or 5 columns since students have experiences skip counting by 2s and 5s. Use graph paper to have students draw a picture of what they built with counters or cubes on paper.</li> <li>• focus first on strategies to count and determine the total number before the equation. Build the equation by having students think about what number they are repeatedly adding (e.g., number in each row) and how many times they will add that number (e.g., number of columns) and vice versa.</li> <li>• Play <i>Roll an Array</i> with dice or number cards (1-5). Students roll two dice or pull two cards, draw the array on graph paper and then determine how many squares are in the array. Other math games are posted <a href="#">here</a>.</li> <li>• Spend time discussing that the number in an array can have two equations, e.g., 3 rows of 2 could be shown as <math>3+3=6</math> or as <math>2+2+2=6</math>.</li> </ul>

<p><b>Meets Expectation</b></p>	<p>Students that are consistently scoring “Meets Expectation” in this cluster are able to meet each standard consistently with evidence that they can solve tasks and explain their reasoning.</p>
	<p><b><u>Next Steps:</u></b></p> <p><b>For students who are able to tell time to the nearest 5 minutes (2.MD.7):</b></p> <ul style="list-style-type: none"> <li>• Have students work on telling time to the minute (3rd grade Standard) if time permits in the Standard. Consider having students solve simple addition tasks involving time within the hour where the start time and end time have the same hour. Example, “I wake up at 6:30 a.m. It takes me 15 minutes to get dressed and eat breakfast. What time am I done breakfast?”</li> </ul>

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**For students who are able to skip count by 5s and 10s (2.NBT.2):**

- Have students work on skip counting by 2s and 4s only with models and visuals such as cubes and hundreds charts.. Relate 4s to the idea that those numbers are every other number on the list when you skip count by 2s.

**For students who are demonstrating proficiency with arrays with up to 5 rows and 5 columns (2.OA.4):**

- Explore tasks that involve up to 10 rows and/or columns in order to determine the number of squares.