



Assess and Respond

Support, strengthen, and stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding: • **Boost Personalized Learning**
• Fluency Practice • Math Adventures

End-of-Unit Assessment

Independent | 45 min

Facilitation: Assign the End-of-Unit Assessment to learn about your students' understanding of concepts and skills in this unit. Read aloud the problems to students as needed.

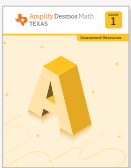
Classroom materials: Provide access to connecting cubes (Problems 7 and 8).

TEKS
(S) = Supporting standard
(R) = Readiness standard

Item Analysis

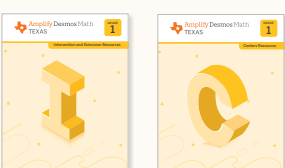
Problem(s)	Concept or skill	Addressed in	DOK	TEKS
1–4	Interpreting base-ten representations of two-digit numbers	Lessons 6, 7	2	1.2.B, 1.2.C 1.1.D
5	Representing the value of a digit in a two-digit number with an expression	Lessons 7, 8	2	1.2.E 1.1.F
6	Finding 10 more than a number within 100	Lesson 4	1	1.2.E 1.1.F
7	Adding multiples of 10 to two-digit numbers	Lesson 4	1	1.2.G, 1.5.E 1.1.F
8	Subtracting multiples of 10 from multiples of 10	Lesson 4	1	1.2.G, 1.5.E 1.1.F
9	Ordering two-digit numbers	Lesson 16	1	1.2.F 1.1.F
10	Recognizing money earned as income	Lesson 17	2	1.9.A, 1.9.B 1.1.A
11	Recognizing that saving money is for future wants and needs	Lesson 18	2	1.9.C 1.1.A
12–13	Considering charitable giving	Lesson 19	2	1.9.D 1.1.A

Assessment Resources



- Student Print Assessments
- Answer Keys and Rubrics

Differentiation Resources



Intervention and Extension Resources includes:

- Mini-Lessons
- Extensions

Centers Resources includes:

- Centers

Practice

If students need further review or practice with concepts or skills from Unit 4, consider the following resources:

- Lesson Practice (Print and Digital)
- Item Bank (Digital)

Name _____ Date _____

End-of-Unit Assessment

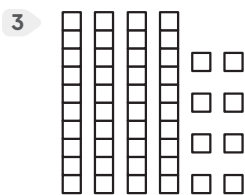
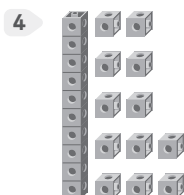
Unit 1.4

For Problems 1–4, write the two-digit number that matches the representation.

1 $30 + 4$

answer: 34

2 $50 + 11$

answer: 61answer: 48answer: 22

- 5 Circle TWO expressions that represent 53.

$3 + 50$

$30 + 5$

$50 + 3$

$5 + 3$

- 6 Find the sum.

$10 + 87 =$ 97

156

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Name _____ Date _____

End-of-Unit Assessment (continued)

Unit 1.4

For Problems 7 and 8, find the number that makes the equation true. *Sample work shown.*

i Show your thinking.

7 $24 + 30 =$ 54

24, 34, 44, 54

8 $60 - 20 =$ 40



For Problem 9, order and write the numbers from GREATEST to LEAST.

9

3658274

82, 74, 36, 5
greatest least

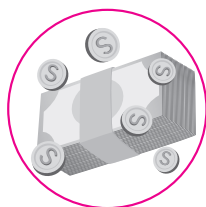
157

Name _____ Date _____

End-of-Unit Assessment (continued)

Unit 1.4

- 10 Diego earned 10 dollars. He spent the money he earned on movie tickets. Circle the picture that shows Diego's income.



money

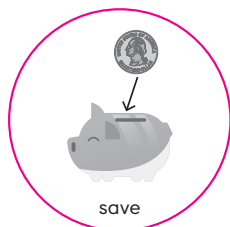


movie ticket

- 11 If you earned 10 dollars, would you SPEND the money or SAVE the money? Why?
- Sample response shown.*



spend














save

Explain your answer.

I would save the money so that I would have more money to buy things in the future.

158

Sub-Unit Goals	Problem(s)	Respond to Student Thinking
Sub-Unit 1: Add and subtract two-digit multiples of 10.	8	<p> Support</p> <ul style="list-style-type: none"> • Center: <i>Cover Up, Add or Subtract 10</i> • Teacher Move: Have students review the problem by counting backward by multiples of 10.
Sub-Unit 2: Understand that the 2 digits of a two-digit number represent amounts of tens and ones.	1–4	<p> Support</p> <ul style="list-style-type: none"> • Mini-Lessons: <ul style="list-style-type: none"> » <i>Counting a Collection With Tens and Ones</i> (ML 4.05) » <i>Representing Two-Digit Numbers With Tens and Ones</i> (ML 4.06) • Teacher Move: Consider revisiting Lesson 9. Provide another opportunity for students to share their strategies for comprising their two-digit number.
	5	<p> Support</p> <ul style="list-style-type: none"> • Mini-Lesson: <i>Matching Representations of Two-Digit Numbers</i> (ML 4.09) • Center: <i>Counting Collections, Up to 99</i>
Sub-Unit 2: Mentally find 10 more and 10 less than a two-digit number.	6	<p> Support</p> <ul style="list-style-type: none"> • Mini-Lesson: <i>Adding and Subtracting 10</i> (ML 4.04) • Center: <i>Cover Up, Add or Subtract 10</i>
Sub-Unit 2: Add two-digit numbers and multiples of 10.	7	<p> Support</p> <ul style="list-style-type: none"> • Mini-Lesson: <i>Adding and Subtracting 10</i> (ML 4.04)
Sub-Unit 3: Use place value understanding to compare 2 two-digit numbers, and record comparisons using the >, <, and = symbols.	9	<p> Support</p> <ul style="list-style-type: none"> • Mini-Lesson: <i>Comparing and Ordering One- and Two-Digit Numbers</i> (ML 4.16) • Centers: <ul style="list-style-type: none"> » <i>Greatest of Them All, Two-digit Numbers</i> » <i>Mystery Number, Two-digit Numbers</i> <p>EB Emergent Bilinguals Invite students to use colored pencils to color code keywords, such as <i>greatest</i> and <i>least</i>, to help make connections. (Reading)  ELPS 3.E, 3.F</p>
Sub-Unit 4: Recognize that money is earned income that can be saved or spent.	10	<p> Support</p> <ul style="list-style-type: none"> • Mini-Lesson: <i>Using Income to Buy Goods and Services</i> (ML 4.17) <p>EB Emergent Bilinguals Invite students to review the problem and then provide translations for key terms, such as <i>earned</i>, <i>spent</i>, and <i>income</i>, in their primary language. (Learning Strategy)  ELPS 3.F</p>
	11–13	<p> Support</p> <ul style="list-style-type: none"> • Mini-Lesson: <i>Exploring the Difference Between Spending and Saving</i> (ML 4.18) • Teacher Move: Invite students to review the problem and then provide additional opportunities for students to share everyday life examples and connections regarding saving and spending. <p>EB Emergent Bilinguals Invite students to review the problem. Have them write a revised draft of their explanation using their primary language and then write a second draft in English. Consider pairing students who speak the same primary language. (Writing)  ELPS 4.C, 4.D, 4.E, 4.F</p>



Notes: