



Transforming East Alabama Mathematics

The East Alabama Partnership for the Improvement of Mathematics Education

TEXTBOOK REVIEW

Grade 2

PHASE I

Reviewer: _____ School/District: _____

Title/Publisher: _____

Copyright Date: _____ Date Reviewed: _____

Rate the items on the following pages with respect to the following “big ideas” from the TEAM-Math Curriculum Guide.

K-2 Big Ideas

1. Develop understanding of the base ten number system including the sequence of counting, composition of number, number relationships, and place value.
2. Develop strategies for whole number computations, problems solving with addition and subtraction, and fluency of basic addition and subtraction facts.
3. Model and explain addition and subtraction of whole numbers using objects, pictures, symbols, and extending patterns.
4. Recognize basic shapes, symmetry, and movement to build a foundation for the development of visualization and spatial reasoning.
5. Compare measurable attributes of objects and use nonstandard and standard units for linear measurements.
6. Collect and represent data in various ways using concrete objects, pictures, and symbols.

Focus on the “Big Math Idea(s)” listed on the cover page to complete Phase I.

By using this program, students learn to:

	Does not meet criteria	Somewhat meets criteria	Meets criteria	Exceeds criteria
1. Learn mathematics through a variety of problem solving opportunities throughout each lesson. Supporting Evidence:	1	2	3	4
2. Develop new mathematical knowledge by connecting and building on their prior knowledge. Supporting Evidence:	1	2	3	4
3. Self-assess their progress frequently through various assessment strategies. Supporting Evidence:	1	2	3	4
4. Communicate mathematical ideas with teachers and students, both oral and written, using age-appropriate terminology and notation. Supporting Evidence:	1	2	3	4
5. Recognize and apply mathematics in contexts outside mathematics, other subject areas, and students’ lives. Supporting Evidence:	1	2	3	4
6. Create and use graphs, tables, manipulatives, and technology to make sense of mathematics. Supporting Evidence:	1	2	3	4
7. Explain their thinking and consider the reasonableness of their answers. Supporting Evidence:	1	2	3	4

The program provides teachers with:

8. Background material for teachers who may need additional information about a particular topic of mathematics. Supporting Evidence:	1	2	3	4
9. Suggestions for initiating mathematical discussions, both oral and written, including effective questioning techniques. Supporting Evidence:	1	2	3	4
10. Background information about student learning, including prior knowledge, effective strategies and ways of thinking, and possible misconceptions. Supporting Evidence:	1	2	3	4
11. Various forms of assessments, including rubrics and student work samples, that are included before, during, and after instruction. Supporting Evidence:	1	2	3	4
12. Support materials to meet the individual needs of students, including second language learners. Supporting Evidence:	1	2	3	4
13. Assessments that focus on students’ understanding (explain their reasoning) as well as procedural skills (practice). Supporting Evidence:	1	2	3	4
14. A lesson structure with support materials that are “user-friendly” for teachers. Supporting Evidence:	1	2	3	4

15.	Assistance with utilizing technology in appropriate situations.	1	2	3	4
Supporting Evidence:					
The program provides:					
16.	Examples and exercises that are mathematically accurate using age-appropriate language.	1	2	3	4
Supporting Evidence:					
17.	Differentiated practice (routine, application, challenging) to meet the individual needs of students.	1	2	3	4
Supporting Evidence:					
18.	A consistent lesson structure that is “user-friendly” for students and parents.	1	2	3	4
Supporting Evidence:					
19.	Sufficient practice for students to develop and retain conceptual and computational fluency.	1	2	3	4
Supporting Evidence:					

Overall holistic score: 1 2 3 4

Rationale for your score, including strengths and weaknesses of the program in relation to student experiences and the teacher’s role: