

CORE-CAMBRIDGE
MATH I
Level 2

PRODUCT GUIDE

CAMBRIDGE

HITACHI



Core-Cambridge Math I – Level 2: Product Guide

1. About the Core-Cambridge Word Problems I Collection

The Core-Cambridge Word Problems I Collection contains three separate programs designed for early learners and aligned to math curriculum standards for grades Kindergarten to Grade 3. Each program is described as a **Level** and each Level aligns to curriculum requirements for two grade levels:

- a. **Level 1:** This Level aligns to math curriculum requirements for Kindergarten and Grade 1. Math word problems involve addition and subtraction using numbers 1 to 20. The subject of the problems involve real life situations or Life Skills.
- b. **Level 2:** This Level aligns to math curriculum requirements for Grade 1 and Grade 2. Math word problems involve addition and subtraction using numbers 1 to 100 and base 10 numbers from 1 to 1000. The subjects of the problems are Life Skills, Length, Mass, Capacity, and Money. Single-step and two-step word problems are used.
- c. **Level 3:** This Level aligns to math curriculum requirements for Grade 2 and Grade 3. Math word problems involve addition, subtraction, multiplication, and division using numbers 1 to 100. The subjects of the problems are Life Skills, Length, Mass, Capacity, Money, and Time. Single-step, two-step, and mixed operations word problems are used.

Appendix A contains the Table of Contents for each of the 3 Levels. **Appendix B** has the Table of Contents for Level 2 with the particular Common Core Math Standards that align to each of the ten Units in Level 2.

2. Learning Objectives

Although it will appear obvious that the main learning objective is the development of math problem solving skills, the process involved in developing those problem solving skills also addresses other important learning objectives:

- a. Students develop math facts knowledge, learn about the properties of numbers, and avoid becoming math phobic
- b. Students learn how math is used to solve real, practical problems which makes math more relevant and interesting to them; consequently, a deeper interest in learning math is engendered
- c. Students develop reading and writing skills by interpreting and answering math word problems

3. Program Components & Features

- a. **Login for Learning Management:** Each student will have a unique username so that their activity using the program, including test reports can be saved made available to them on the Course Menu that they will see after login.

Core-Cambridge Math I – Level 2: Product Guide

Core Learning Online



Core Learning Online Login

[Admin](#) [Support...](#)

Please enter your login name and password here. This name and password will be the means by which you can keep a track of your progress through the e-learning process.


User Name:

Password:

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For education authority customers, individual student data and group data can also be accessed in the Administration area of the Learning Management System. Administrators can evaluate student progress, generate reports, and communicate with students within the Learning Management System.

Core Learning Online



Core Learning Online Login

[Admin](#) [Support...](#)

Please enter your login name and password here. This name and password will be the means by which you can keep a track of your progress through the e-learning process.

User Name:

Password:

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Core Learning Online



Administrator Login

Enter the administrator login name and password here.

Administrator Name:


Administrator Password:

Save Name and Password.

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www.corelearningonline.com/demoarea/lms/indexadmin.html

Core Learning Online - Administration



Administration

Please select an administration function from the buttons above.

-  **Log in As User/Return to Course.** If this button is visible, it allows you to log into the current course as a user.
-  **Filter.** This button allows you to set a filter by which reports will be sorted or searched on.
-  **Reports.** Use this button to generate any one of a number of reports on your data or users. These reports can also be used to perform a variety of tasks, like edit user results, generate certificates, move users to new departments, etc.
-  **Add User.** This button allows you to add single or multiple users in one operation.
-  **Search.** Use this button to locate a user based on login, real name, user id, or email address.
-  **Courses.** This button allows you to register courses, so that certain courses can be made available only to user in certain departments.
-  **Settings.** This button allows you to edit your administrator settings, including your personal details, email addresses, and other options.
-  **Communicate.** Use this button to send batch emails to selected users, or start Skype conference calls and chats.
-  **Departments.** This section allows a main administrator to set maximum numbers available in each department, and allows all administrators to quickly view numbers and lists of users in certain departments.
-  **Blogs.** Use this button to read, add to, and delete any blogs created by other users.
-  **Update Student Results.** Allows you to copy and paste student results from a backup email that can be generated every time a user completes a lesson. This is done in the case of a database update failure.
-  **Logout.** This button logs you out as administrator, and allows a new administrator to log in.

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Mobile Version

- b. **Units:** Each program is organized in discrete Units. The Units are sequenced with increasing difficulty in terms of problem type, math difficulty, and range of problem types. Earlier Units are confined to narrow topic areas to encourage familiarity with reading and solving given types of word problems. By the end of each Level, the student will have mastered the ability to identify and solve a range of different word problems appropriate to that student's grade level.

Core-Cambridge Math I – Level 2: Product Guide

Core Learning Online - Demo Portal

Core-Cambridge Math Word Problems I: Level 2

Core-Cambridge Math Word Problems I - Level 2 contains explanations and tests to help you learn how to solve simple math word problems. Level 2 is for students in Grade 1 and 2.

Getting Started: You can open any Unit, but it is best that you start with Unit 1, complete your work there and then move to the next unit in order.

Introduction and Activity Sheet: Each Unit has one or more **Introductions** to help explain how to solve the word problems in that Unit. At the end of the last Introduction is a button that opens an **Activity Sheet**. You can print the Activity Sheet, do practice work, and check your answers with the review **Review Answer Sheet**.

Practice Test: In each Unit, there are Practice Tests and a Unit Test. Try each Practice Test before trying the Unit Test. A passing score is **60%**.

Unit Test: The **Unit Test** combines the types of questions in the **Practice Tests**. A passing score is **80%**. When you pass, print a **Completion Certificate!**

When you have passed all the Practice Tests and Unit Tests, you have completed Core-Cambridge Math Word Problems I - Level 2.

Showing: **All Lessons (42)** - **Incomplete Lessons (42)** - **Not Yet Attempted (42)**

Course Content	Time Taken in Last Attempt	Last Status	Last Date Launched	Last Score	Times Attempted	Detailed Summary	Rating
Unit 1: Addition Word Problems - Life Skills							
Introduction - Numbers	-	-	-	-	-	-	★★★★★
Introduction - Addition	-	-	-	-	-	-	★★★★★
Introduction - Addition Word Problems	-	-	-	-	-	-	★★★★★
Test 1.1 - Numbers 1 to 10	-	-	-	-	-	-	★★★★★
Test 1.2 - Numbers 1 to 20	-	-	-	-	-	-	★★★★★
Test 1.3 - Base 10 Numbers	-	-	-	-	-	-	★★★★★
Test 1.4 - Numbers 1 to 100	-	-	-	-	-	-	★★★★★
Unit 1 - Test	-	-	-	-	-	-	★★★★★
Unit 2: Addition Word Problems - Money							
Introduction - Addition with Money	-	-	-	-	-	-	★★★★★
Test 2.1 - Adding Money	-	-	-	-	-	-	★★★★★
Test 2.2 - Adding Money	-	-	-	-	-	-	★★★★★
Unit 2 - Test	-	-	-	-	-	-	★★★★★
Unit 3: Addition Word Problems - Measurement							
Introduction - Addition with Measurement	-	-	-	-	-	-	★★★★★

Message Area (Hide)

Would you like to see your statistics on this course?

So far, you have spent this much time in this course:
00:00:00 (HH:MM:SS)

Account Expiry
Date:
06 January 2020

Blog...

Support...

Did you know you have more courses you are entitled to run?
New Course...

- c. **Introduction Files:** Each Unit has one or more Introduction files. An Introduction file explains the type or types of word problems tested in the Unit and offers some direction on how to read and solve them. It is not intended as primary instruction but more of a reminder on how to do the arithmetic necessary in the Unit and guidance on reading and answering math word problems. Some sample word problems are reviewed.

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MATH I
Level 2

Grades 1 and 2

Unit 1: Addition Word Problems - Life Skills
Introduction: Numbers

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MATH I
Level 2

Unit 1: Addition Word Problems - Life Skills

Introduction: Numbers

TOPICS

- Numbers 1 to 20
- Base Ten
- Numbers Over 20

1 of 7

If there is more than one Introduction file, the separation has been done to allow the review to be broken up so as not to over-task the student's attention. Students should review what Introduction files they feel will help them. The Introduction files have audio supported text that will ease the review. If students try the tests without listening to the Introduction files, if they have difficulty passing the tests, they should review the Introduction files and do some practice work with the Activity Sheet.

Core-Cambridge Math I – Level 2: Product Guide

- d. **Activity Sheet:** The Activity Sheet is an important printable resource document that can be accessed from the last screen on the Introduction file. If there is more than one Introduction file, it is on the last screen of the last Introduction file.



Unit 1: Addition Word Problems – Life Skills Activity Sheet

Activity Sheet

A. Numbers 1 to 10

Write a **sentence** to answer each word problem.

1. Lee is playing a card game. He turns over a 3 and a 5 and adds the numbers together. What is his score?

2. Tan has 6 computer games. He gets another 2 for his birthday. How many computer games does he have now?


3. There are 2 pears, 5 apples, 4 bananas, and 3 oranges in a fruit bowl. How many apples and oranges are there altogether?

4. In a pack of fruit-flavored yogurt cups, 2 are strawberry and 2 are raspberry. How many yogurt cups are there?

5. Seven people are sitting on the beach. Two people join them. How many people are on the beach now?

Core-Cambridge Math I – Level 2: Product Guide

For convenience, a set of Level 1 Activity Sheets and Answer sheets are available for teachers to print once the product has been purchased.. The Activity Sheet can be used in class, as homework, or as part of a student's self-paced use of the program. Answers to word problems should be given by full sentences. Questions in the Activity Sheet give students practice on how to write proper sentence answers. Obviously, the exact text used to answer a word problem may have some variation. For this reason, the tests in the program do not ask students to type out sentence answers. Apart from being time consuming, scoring is made problematic by variable correct possible answers. So the tests, provide a sentence answer, leaving the student to 'fill in the blank' with the correct number part of the answer. There is a second aspect to the Activity Sheet that offer important practice. All word problems in the program have a corresponding number calculation or math sentence needed to represent and solve the problem. Students can practice reading the word problem and writing the corresponding math sentence. For some questions, answers may vary, for example, the order of addition could be reversed but still correctly solve the problem.

 CORE-CAMBRIDGE MATH I Level 2	Unit 1: Addition Word Problems – Life Skills Activity Sheet Answers	Answers
<p>A. NUMBERS 1 to 10: Word Problem Answer Sentences Wording may vary. Use a complete sentence for each answer.</p> <ol style="list-style-type: none">1. Lee's score is 8.2. Tan has 8 computer games.3. There are 8 apples and oranges.4. There are 4 yogurt cups.5. There are 9 people on the beach. <p>B. NUMBERS 1 to 10: Problem Math Sentences</p> <ol style="list-style-type: none">1. $4 + 2 = 6$2. $2 + 8 = 10$3. $4 + 3 = 7$4. $4 + 4 = 8$5. $4 + 2 = 6$ <p>C. NUMBERS 1 to 20: Word Problem Answer Sentences Wording may vary. Use a complete sentence for each answer.</p> <ol style="list-style-type: none">1. Teri's score was 12.2. The store sold altogether 25 newspapers.3. Liam has 15 stickers.4. Paula now has 17 medals.5. Zack and his mom picked 14 flowers. <p>D. NUMBERS 1 to 20: Problem Math Sentences</p> <ol style="list-style-type: none">1. $16 + 3 = 19$2. $8 + 4 = 12$3. $9 + 3 = 12$4. $8 + 3 = 11$5. $6 + 3 = 9$ <p>E. BASE 10 ADDITION: Word Problem Answer Sentences Wording may vary. Use a complete sentence for each answer.</p> <ol style="list-style-type: none">1. The pencil and ruler together cost 26 cents.2. Ryan spends 27 cents.3. Jake spent 16 cents.4. A large rubber ball costs 20 cents.5. It costs her 80 cents.		

Core-Cambridge Math I – Level 2: Product Guide

- e. **Practice Tests:** Each Unit has one or more Practice Test. In Level 2, Practice Tests are scored and a test report may be printed. The pass rate is 60%. Practice Tests have a confined range of problem type or types. They are intended to help students develop familiarity in the language used to present certain types of word problems as well as to apply the particular math knowledge needed to solve those types of problems. Each Practice Test in a Unit should be completed before trying the Unit Test.

CORE-CAMBRIDGE
MATH I
Level 2

Unit 1: Addition Word Problems - Life Skills

Unit Test

Question 1

Last week, Olivia ate 5 chocolates and this week she ate 7 chocolates.
How many chocolates did Olivia eat in total?

Olivia ate chocolates.

Question 1 of 10

However, tests results for Practice Tests are not saved in the Learning Management System and it is not required that all Practice Tests be passed.

- f. **Unit Test:** A Unit is successfully completed by passing a Unit Test. The pass rate is 80%. The Unit Test combines the types the types of questions used in the individual Practice Tests. Consequently the range of question types is broader in the Unit Test and students face a greater challenge to identify the type of test and apply the appropriate solution. When a student has passed the Unit Test and the Practice Tests for a Unit, a **Unit Completion Certificate** can be printed.



Core-Cambridge Math I – Level 2: Product Guide

When all Units have been completed, a **Course Completion Certificate** can be printed.

- g. **Random Test Generation:** Every test in the program has a large population of available questions from which a set are randomly selected to create each test. Data on test question counts and test question availability are included in the Tables of Contents in **Appendix A**. By using random generation rather than static tests, students can re-take tests many times and have a different set of questions to answer each time. Unit Tests can be used diagnostically as pre-tests, that is, taken before any self-paced work in the Unit simply to identify if the learning objectives for that Unit have been mastered. Using Unit Tests as pre-tests is particularly helpful to identify which program level a student should be starting at. Students in grade 2 normally should be working at Level 2 or 3 but a pre-test at Level 1 may be appropriate to verify that introductory number sense concepts and addition and subtraction skills have been properly established.

4. Using the Level 2 Program

Level 2 is introductory. It is confined to addition and subtraction operations. Although, measurement problems are included, many problems use non-standard units. Students do not require mastery of standard or metric measurement units to solve the word problems in Level 2.

In most cases, the Level 2 program will be used by teachers to supplement in-class work. Teachers will determine a 'blended learning' approach. Tests can be displayed on an interactive whiteboard and employed a class activity. Similarly, the Activity Sheets can be used as homework assignments or for group work in class, again perhaps supported by interactive whiteboards. As the Activity Sheets have write-in answers, students can use the IWB annotation tool to write answers to questions. In addition, all the questions for each test in Level 2 are available to the teacher after purchase. Teachers can develop from these questions their own activity sheets or question presentations for in-class use. Whatever level of instructional support and in-class work used in conjunction with the Level 2 program, at some point, students should be asked to login to the program, either at school or at home, and try to complete the tests. These sessions should be limited in duration, especially at the beginning. Initial use should not exceed 15 or 20 minutes and later use probably is best kept under 30 minutes. For best results, students should be expected to give focussed attention to reading and solving the problems. Speed in test completion is not a goal in itself and will improve with more experience. It is important though to not over-task at this stage. Success by small, steady steps will engender self-confidence and greater interest by students of all abilities.