2nd Grade Parent Information

April 13-24

- Recommended daily math practice time: 30 minutes
- There are 10 "practice" pages – Recommendation is to work 15-20 problems per day from pages of your child's choice. However, the goal is practice and remembering how to work problems correctly. Adjust the number of problems based on how long it takes your child to complete
- There are 6 "Activity" pages – Recommendation is 3 "Activities" per week for 10-15 minutes each activity. These activities can be repeated for extra practice. If cutting pieces out is needed for an activity, your child may need to re-create on their own paper depending on how it prints.

Additional Ideas that can be practiced daily or pick and choose 1-2 a day:

- Ask your child to count for you. (Students may want paper to write down number as a tool to remember strategies learned in class.)
  - Count within 1000.
  - Skip Count within 1000 by fives starting at any number in its skip counting sequence (Ex. Start at 42. Child then says 47, 52, 57, …)
  - Skip Count within 1000 by tens starting at any number in its skip counting sequence. (Ex. Start at 63. Child then says 73, 83, 93, …)
  - Skip Count within 1000 by hundreds starting at any number in its skip counting sequence. (Ex. Start at 358. Child then says 458, 558, 658, …)
- Ask your child to practice reading and writing their numbers from 1 to 1000 using standard form, word form, and expanded form. (on their own paper) Example: 978 is in standard form, word form is nine hundred seventy eight and expanded form is 900 + 70 + 8.
- Show your child or draw for them pictures of clocks and help them tell time in quarter hours and to the nearest five minutes. (Ex. 7:45; 10:55)
- Set some coins and dollar bills out on table and have your child count to tell how much.
- Continue practicing math facts within 30 – our goal is for students to leave 2nd grade able to add and subtract within 30 without having to write it down first.

Adding by Counting On and Making a Ten

Name: _____

Add.

1. $8 + 2 =$ _____
2. $8 + 3 =$ _____
3. $6 + 4 =$ _____
4. $6 + 8 =$ _____
5. $7 + 3 =$ _____
6. $7 + 5 =$ _____
7. $9 + 1 =$ _____
8. $9 + 6 =$ _____
9. $5 + 5 =$ _____
10. $5 + 8 =$ _____
11. $9 + 2 =$ _____
12. $2 + 9 =$ _____
13. $8 + 4 =$ _____
14. $4 + 8 =$ _____
15. $6 + 9 =$ _____
16. $6 + 7 =$ _____

17. Which strategy did you use to solve problem 11? Explain.

Different Ways to Show Addition

Name: _____

Find the sums and missing addends.

1. $30 + 7 + 50 + 3 =$ 90
2. $37 + 53 =$ _____
3. $20 + 8 + 40 + 2 =$ _____
4. $28 + 42 =$ _____
5. $60 + 6 + 10 + 4 =$ _____
6. $66 + 14 =$ _____
7. $40 + 5 + 40 + 5 =$ _____
8. $45 +$ _____ $= 90$
9. $30 + 9 + 20 + 1 =$ _____
10. _____ $+ 21 = 60$
11. $20 + 4 + 60 + 6 =$ _____
12. $24 +$ _____ $= 90$
13. $40 + 3 + 30 + 7 =$ _____
14. _____ $+ 37 = 80$

15. How does the information in problem 9 help you solve problem 10?

Unit 1 Assessment (answer key at end of packet)

1 Find 8 + 4.

Show your work.

8 + 4 = _____

2 Write each number in the correct box to the right.

11 18 7 13 4 10

Even Numbers	Odd Numbers

3 Leah makes an array with these rules.

- There are an even number of columns.
- There are an even number of rows.

Which number can be the number of objects in Leah's array? Circle all the correct answers.

A 4

B 5

C 8

D 9

E 16

4 Amir has 10 books. He has 3 more books than Cindy. How many books does Cindy have?

Part A

Draw a picture to show the problem.

Part B

Write an equation to solve the problem.

5 Write two equations that can be used to find the total number of shapes in this array.

6 Gary put 12 pencils on a desk. Then 7 pencils rolled off the desk. Becca put 5 more pencils on the desk. How many pencils are on the desk now?

Show your work.

7 Look at the equation 15 − 8 = ?.

Part A

Find 15 − 8 using a strategy of your choice.

Show your work.

15 − 8 = _____

Part B

Complete the three other facts for this fact family.

___ + ___ = ___ ___ + ___ = ___ ___ − ___ = ___

8 Complete the doubles and doubles + 1 facts.

Circle the sums that are even.

5 + 5 = _____ 5 + 5 + 1 = _____

4 + 4 + 1 = _____ 4 + 4 = _____

9 + 9 = _____ 7 + 7 + 1 = _____

9 Tomas has 8 flowers. He picks 6 more. Then he gives 9 to a friend. How many flowers does Tomas have now?

Circle the correct answer.

A 4 **C** 9

B 5 **D** 14

10 A garden has 3 rows of pepper plants. Each row has 4 plants. How many pepper plants are in the garden?

Part A

Draw an array to model the problem.

Part B

Write an equation to solve the problem.

Unit 2 Assessment (answer key at end of packet)

1 A bakery has 42 plain bagels and 38 egg bagels. It also has 24 garlic bagels and 44 blueberry bagels. What is the total number of bagels the bakery has?

Show your work.

2 Show two different ways to find 147 + 229. Then write the sum.

3 A store had some towels for sale. The store sold 54 towels. Then the store had 29 towels.
How many towels did the store have at the start?

Circle the correct answer.

A 35 **C** 75

B 73 **D** 83

4 Show two different ways to find 741 − 422. Then write the difference.

5 Ivan wants to add these numbers.

24 + 63 + 41 + 52

Explain how he can find the sum by breaking the numbers into tens and ones. What is the sum?

6 Diana wrote this number.

eight hundred forty-nine

Write the number using digits: _____

Write the value of each of the digits.

Value: _____ + _____ + _____

7 Which comparisons are true? Circle *Yes* or *No* for each comparison.

a. 345 < 354 Yes No

b. 630 = 603 Yes No

c. 712 > 782 Yes No

d. 402 < 465 Yes No

8 Which number sentences can you use to find 64 − 37?

Circle all the correct answers.

A 37 + 3 = 40 and 40 + 24 = 64

B 37 + 20 = 57 and 57 + 4 = 61

C 64 − 4 = 60 and 60 − 7 = 53

D 37 + 10 = 47 and 47 + 7 = 54

E 64 − 30 = 34 and 34 − 7 = 27

Finding the Value of Three-Digit Numbers

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 300 + 50 + 1 = _____
2. 2 hundreds + 6 tens + 7 ones = _____
3. 400 + 20 + 6 = _____
4. 400 + 60 + 2 = _____
5. 600 + 40 + 2 = _____
6. 5 hundreds + 1 ten + 3 ones = _____
7. 3 hundreds + 7 tens + 5 ones = _____
8. 500 + 20 + 6 = _____
9. 200 + 8 = _____
10. 2 hundreds + 8 tens + 0 ones = _____
11. 600 + 70 + 1 = _____
12. 6 hundreds + 0 tens + 7 ones = _____
13. 400 + 70 + 6 = _____
14. 2 hundreds + 3 tens + 3 ones = _____
15. 3 hundreds + 2 tens + 3 ones = _____
16. 3 hundreds + 3 tens + 2 ones = _____

Answers:

233	607	476	323	267	671
426	513	526	208	642	462
332	375	280	351		

Find sums from 11 to 20. **Form A**

1 $6 + 6 =$ _____	2 $6 + 7 =$ _____	3 $9 + 2 =$ _____
4 $8 + 3 =$ _____	5 $4 + 8 =$ _____	6 $8 + 8 =$ _____
7 $9 + 6 =$ _____	8 $7 + 6 =$ _____	9 $8 + 5 =$ _____
10 $9 + 3 =$ _____	11 $4 + 9 =$ _____	12 $9 + 9 =$ _____
13 $5 + 9 =$ _____	14 $7 + 4 =$ _____	15 $7 + 8 =$ _____
16 $8 + 4 =$ _____	17 $5 + 6 =$ _____	18 $4 + 7 =$ _____
19 $9 + 8 =$ _____	20 $9 + 4 =$ _____	21 $8 + 6 =$ _____
22 $6 + 5 =$ _____	23 $7 + 9 =$ _____	24 $7 + 5 =$ _____
25 $6 + 8 =$ _____	26 $7 + 7 =$ _____	27 $8 + 9 =$ _____
28 $8 + 7 =$ _____	29 $9 + 5 =$ _____	30 $5 + 7 =$ _____

Subtract from teen numbers. **Form A**

1 $11 - 2 =$ _____	2 $14 - 7 =$ _____	3 $10 - 5 =$ _____
4 $13 - 8 =$ _____	5 $12 - 4 =$ _____	6 $11 - 9 =$ _____
7 $15 - 6 =$ _____	8 $11 - 5 =$ _____	9 $15 - 8 =$ _____
10 $12 - 3 =$ _____	11 $14 - 8 =$ _____	12 $12 - 7 =$ _____
13 $13 - 9 =$ _____	14 $11 - 4 =$ _____	15 $13 - 5 =$ _____
16 $16 - 7 =$ _____	17 $12 - 6 =$ _____	18 $14 - 9 =$ _____
19 $13 - 6 =$ _____	20 $18 - 9 =$ _____	21 $12 - 8 =$ _____
22 $15 - 9 =$ _____	23 $14 - 5 =$ _____	24 $17 - 9 =$ _____
25 $11 - 6 =$ _____	26 $12 - 9 =$ _____	27 $15 - 7 =$ _____
28 $14 - 9 =$ _____	29 $16 - 8 =$ _____	30 $12 - 5 =$ _____

Addition Within 100—Skills Practice

Name: _____

Add a 2-digit and a 1-digit number.

Form A

1 25 + 3	**2** 18 + 8	**3** 55 + 5	**4** 81 + 6
5 54 + 9	**6** 23 + 7	**7** 43 + 8	**8** 20 + 9
9 64 + 4	**10** 19 + 8	**11** 92 + 7	**12** 62 + 9
13 35 + 6	**14** 72 + 9	**15** 46 + 3	**16** 73 + 7
17 88 + 8	**18** 65 + 7	**19** 22 + 4	**20** 48 + 5

Name: _____

Subtract a 1-digit number from a 2-digit number.

Form A

1 49 − 3	**2** 25 − 7	**3** 56 − 2	**4** 38 − 9
5 88 − 4	**6** 67 − 6	**7** 41 − 6	**8** 90 − 8
9 73 − 7	**10** 94 − 3	**11** 86 − 9	**12** 31 − 1
13 52 − 3	**14** 34 − 5	**15** 27 − 4	**16** 85 − 3
17 99 − 7	**18** 70 − 4	**19** 48 − 6	**20** 65 − 8

Understand Hundreds, Tens, and Ones

1 Show 36 as tens and ones. Fill in the blanks to show different ways.

_____ tens _____ ones

_____ tens _____ ones

2 You can show tens and ones in a chart. Complete the chart to show tens and ones in 36.

Tens	Ones
3	

3 Show tens and ones in 36 in a different way. Complete the chart.

Tens	Ones

4 What are two different ways 47 can be shown with tens and ones? Fill in the blanks.

_____ tens _____ ones

_____ tens _____ ones

5 What are three different ways 91 can be shown with tens and ones? Fill in the blanks.

_____ tens _____ ones

_____ tens _____ ones

_____ tens _____ ones

6 What are two different ways 83 can be shown with tens and ones? Complete the charts.

Tens	Ones

Tens	Ones

7 Circle all the ways that show 54. Then write three other ways to show 54.

4 tens 14 ones

5 tens 4 ones

50 + 4

40 + 5

5 tens 14 ones

1 ten 44 ones

Ways to Write a Number

Check Understanding

What are two other ways to show 3 hundreds 5 tens 4 ones?

What You Need

- number cube, 1–6
- 12 game markers in one color
- 12 game markers in a different color
- Game Board

What You Do

1. Take turns. Roll the number cube. Look at the table. Find the number next to that toss. Read the number.
2. Find a different way to write the number on the **Game Board.** Your partner checks your number.
3. If you are correct, cover that space on the **Game Board** with a game marker. If all the ways to show the number are already covered, your turn ends.
4. Repeat until all the numbers are on the **Game Board** are covered. The player with the most markers on the **Game Board** wins.
5. Play again!

Toss	Number
1	533
2	258
3	402
4	610
5	420
6	Your turn ends.

Go Further!

Roll the number cube. Name the number that is 1 ten more than the number for the toss. Ask your partner to write the number you named in two different ways.

Partner A _____

Partner B _____

Ways to Write a Number

5 hundreds, 3 tens, 3 ones	**4 hundreds, 2 tens**
200 + 50 + 8	**400 + 2**
6 hundreds, 1 ten	**500 + 30 + 3**
4 hundreds, 2 ones	**2 hundreds, 5 tens, 8 ones**
400 + 20	**600 + 10**

I can make a quick drawing to help me show a number in different ways.

□ □ |||| :

2 hundreds 4 tens 2 ones

200 + 40 + 2

242

First to 5 (or 10)

Check Understanding

Ask: *What is 35 + 39? 48 − 32? Explain how you found each answer.*

What You Need

- 10 counters (or 20)
- Number Cards
- Operation Cards

What You Do

1. Shuffle the **Operation Cards** and place them facedown in a pile. Shuffle the **Number Cards** and place them facedown in another pile.
2. Take turns. Take one **Operation Card** and two **Number Cards**.
3. If you pick a plus symbol, then add the two numbers. If you pick a minus symbol, then subtract the lesser number from the greater number.
4. Your partner checks your answer.
5. If you are correct, take a counter. The first partner to get 5 (or 10) counters wins.

Example

Take an Operation Card. 

Take two Number Cards.

It is a subtraction problem. Subtract the lesser number from the greater number.

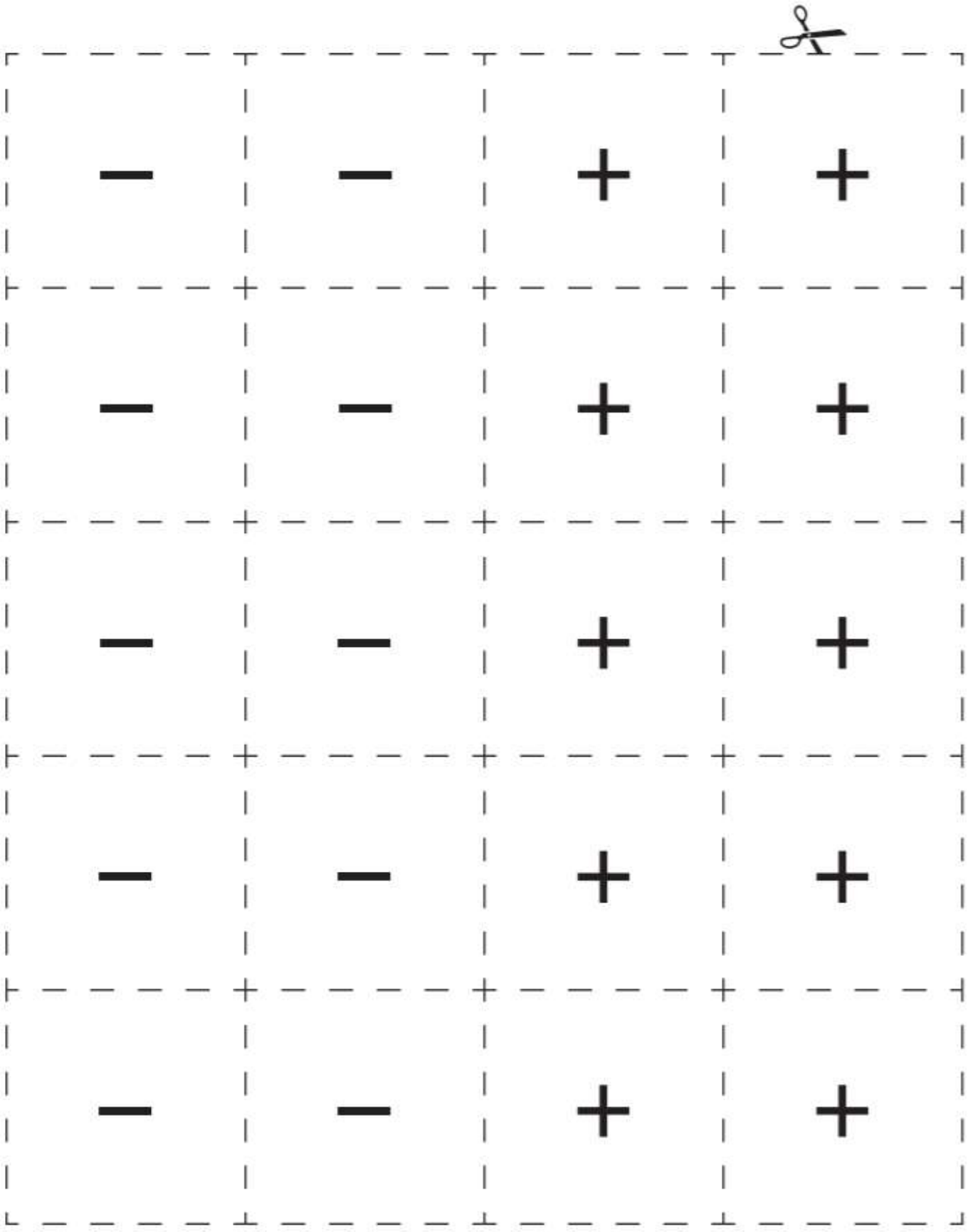
Solve: 36 − 24 = 12

If you are correct, take a counter.

Go Further!

Tell your partner a subtraction or addition story that matches the problem you have solved.

Center Activity 2.56 ★★ Operation Cards



12	20	30	40
13	21	32	43
15	24	35	44
18	25	36	47
19	27	39	48

Word Problem Race

Check Understanding

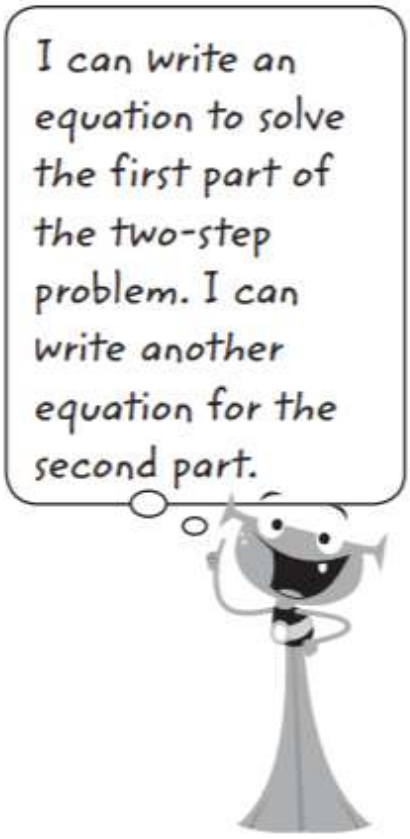
Ask: *Gino wins 12 tickets in one game and 24 tickets in another game. After a third game he has 50 tickets. How many tickets does he win at the third game?*

What You Need

- One-Step Word Problem Cards
- Two-Step Word Problem Cards
- 2 Game Boards
- Counters

What You Do

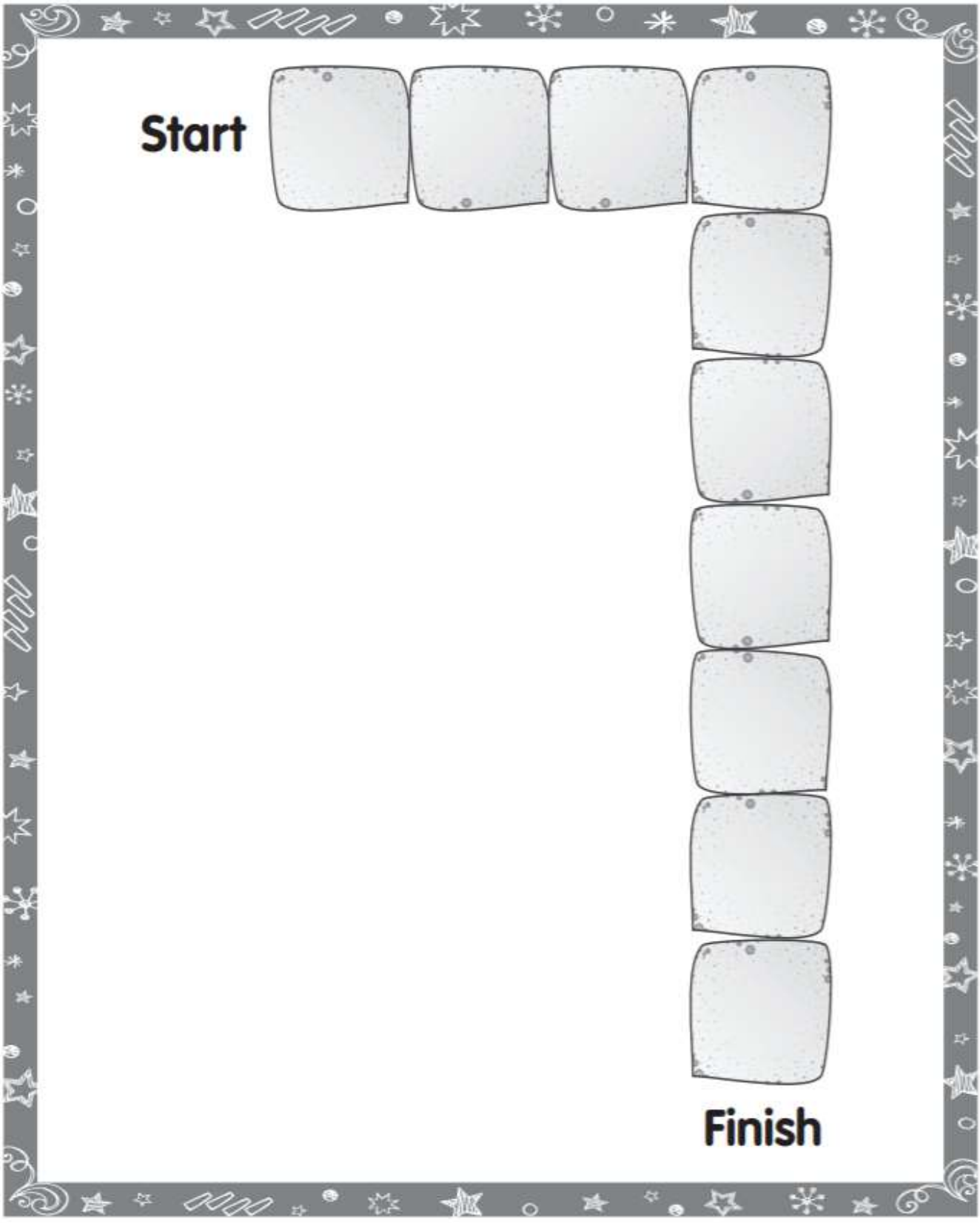
1. Shuffle the **One-Step Word Problem Cards** and place them facedown in a pile. Shuffle the **Two-Step Problem Word Cards** and place them facedown in a pile.
2. Each partner places a counter at the start of his or her **Game Board**.
3. Take turns. Choose a **One-Step Word Problem Card** or a **Two-Step Word Problem Card**. Read the problem aloud.
4. Solve the problem. Your partner checks the answer.
5. If you solve a one-step problem correctly, move forward one space. If you solve a two-step problem correctly, move forward two spaces.



Go Further!

Tell your partner your own one-step or two-step word problem to solve.

Center Activity 2.57 ★★ Game Board



Joe has 23 fiction books and 16 nonfiction books. How many books does Joe have in all?

Kelly makes 43 bracelets. She gives 21 away. How many does Kelly have left?

A sunflower is 34 inches tall. It then grows to be 57 inches. How many inches did the sunflower grow?

A flower grows 18 centimeters. It then grows 14 centimeters more. How tall is the flower now?

There are 53 people on a bus. 33 people get off. How many people are on the bus now?

A necklace has 67 small beads and 24 large beads. How many beads are there in all?

Kai picks 42 red apples and 51 green apples. How many apples does Kai pick?

37 crackers are on a plate. 28 crackers are eaten. How many crackers are left?

A wall has 48 red bricks and 38 white bricks. How many bricks are in the wall in all?

Lee makes 86 cupcakes for a bake sale. 8 cupcakes are left after the sale. How many were sold?

Amy walks for 14 minutes, runs for a while, and then walks for 24 minutes. Her total time was 60 minutes. How many minutes did she run?

There are 62 people on a train. 43 people get off. 27 people get on. How many people are on the train now?

There are 25 red flowers, 28 blue flowers, and some yellow flowers. There are 78 flowers in all. How many flowers are yellow?

An orchard has 40 apple trees and 25 pear trees. 14 more trees are planted. How many trees are in the orchard in all?

Mal sells 22 oranges and 47 cherries. Becca sells 72 strawberries. How many more pieces of fruit does Becca sell than Mal?

Kevin has 95 tickets. He gives away 37 tickets in the morning. He gives away 39 tickets in the afternoon. How many tickets does Kevin have left?

Riaz scores 24 points in a game. Erin scores 12 more points than Riaz. Juanita scores 15 more points than Erin. How many points does Juanita score?

A ride has spaces for 75 people. 42 people get on. Then 25 more people get on. How many spaces are left on the ride?

The museum has 44 visitors on Monday, 26 visitors on Tuesday, and 38 visitors on Wednesday. How many visitors does the museum have in all?

Sara has 87 stickers. She gives away 32 stickers. Then she buys 11 more stickers. How many stickers does Sara have now?

3 in a Row

Check Understanding

Write 478. Have students add 100 and subtract 100.

What You Need

- 20 two-color counters
- Three-Digit Number Cards
- Game Board

What You Do

1. Shuffle the **Three-Digit Number Cards** and place them facedown in a pile. Take turns.
2. Take a **Number Card** and choose a square on the **Game Board**.
3. Make an equation using the **Number Card** and the number and operation on the square. Find the sum or difference.
4. Your partner checks your answer. If your answer is correct, place a counter on the square you chose.
5. The first partner to place 3 counters in a row wins.

Example

Choose a number. 642

Choose a square on the game board. − 100

Solve.

642 − 100 = 542

Place a counter on the square you chose.

Go Further!

Say a number between 400 and 600. Do the following to your number without writing anything: Add 10. Add 100. Subtract 10. Subtract 100.

Center Activity 2.58 ★★ Game Board

+ 10	− 100	+ 100	− 10	+ 10
+ 100	− 10	− 100	+ 10	− 10
− 10	+ 100	+ 10	− 100	+ 100
− 100	+ 10	+ 100	− 10	− 100
+ 10	− 100	− 10	+ 100	+ 10

Center Activity 2.58 ★★ 3-Digit Number Cards

367	528	842	630	419
163	284	749	493	372
571	837	642	176	265
317	587	856	623	459
159	272	592	382	408

Use Arrays to Add

What You Need

- Recording Sheet

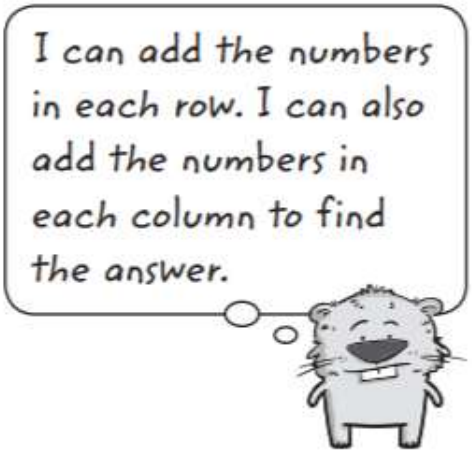
Check Understanding

There are 5 rows with 3 desks in each row. How many desks are there in all? Draw an array to solve.

What You Do

1. Take turns. Pick a letter.
2. Use the description next to each letter to draw an array of dots on the **Recording Sheet.**
3. Write a number sentence to tell how many there are in all.
4. Your partner checks the answer by skip counting.
5. Repeat until all the letters are used.

A	2 rows, 5 in each row
B	3 rows, 4 in each row
C	3 rows, 2 in each row
D	2 rows, 3 in each row
E	4 rows, 3 in each row
F	3 rows, 5 in each row



Go Further!

Choose two arrays from the **Recording Sheet.** Tell another number sentence that shows the total number of items in each array.

Partner A _____

Partner B _____

Use Arrays to Add

A

_____

B

_____

C

_____

D

_____

E

_____

F

_____

Facts for Even and Odd Numbers

Check Understanding

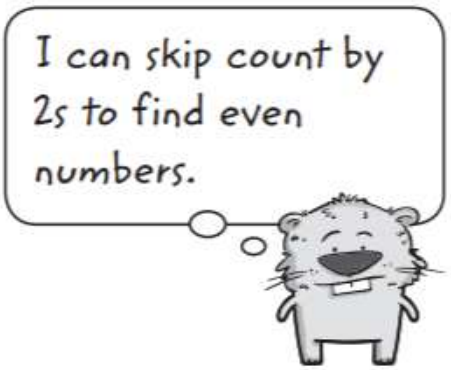
Is 11 even or odd? Write a doubles fact or a doubles + 1 fact to explain how you know.

What You Need

- 5 game markers in one color
- 5 game markers in a different color
- Recording Sheet and Game Board

What You Do

1. Take turns. Pick a number on the **Recording Sheet.** Tell if the number is even or odd.
2. Write a doubles fact or a doubles + 1 fact for the number.
3. Your partner checks your answer.
4. If you are right, cover one *Even* or *Odd* square on the **Game Board** with a game marker. If you are wrong, your turn ends.
5. The first player with three game markers in a row wins.



Go Further!

Take turns. Pick a number for your partner. Your partner tells if the number is even or odd and writes a doubles fact or a doubles + 1 fact. Check your partner's work.

Partner A _____

Partner B _____

Facts for Even and Odd Numbers

4 ___ + ___ = 4	**13** ___ + ___ + 1 = 13	**9** ___ + ___ + 1 = 9
18 ___ + ___ = 18	**16** ___ + ___ = 16	**5** ___ + ___ + 1 = 5
12 ___ + ___ = 12	**7** ___ + ___ + 1 = 7	**11** ___ + ___ + 1 = 11

Odd	**Odd**	**Even**
Even	**Odd**	**Even**
Odd	**Even**	**Odd**

Unit 1 Assessment Answer Key

1. 12

2. even: 4, 10, 18; odd: 7, 11, 13

3. A, C, E

4. Part A: Check drawing – Amir 10, Cindy 7; Part B: 10 – 3 = 7 or 3 + 7 = 10

5. 5 + 5 + 5 = 15 and 3 + 3 + 3 + 3 + 3 = 15

6. Check work. There are 10 pencils on the desk now.

7. Part A: check work 15-8= 7; Part B: 8+7=15, 7+8=15, 15-7=8

8. top row: 10 (circled), 11; 2nd row: 9, 8 (circled); 3rd row: 18 (circled), 15

9. B

10. Part A – array should be 3 rows of 4; Part B: 4 + 4 + 4 = 12 (may also be 3+3+3+3=12)

Unit 2 Assessment Answer Key

1. Check work. The bakery has 148 bagels.

2. Check to see if work is shown in 2 different ways. 147+229 = 376.

3. D

4. Check to see if work is shown in 2 different ways. 741-422 = 319.

5. Possible explanation: Ivan can rewrite the numbers as 20+4, 60+3, 40+1, and 50+2. Then he can add the tens: 20+60+40+50=170. Then he can add the ones: 4+3+1+2 = 10. 170+10=180. The sum is 180. (explanation may be different)

6. 849; Value: 800 + 40 + 9

7. a. yes; b. no; c. no; d. yes

8. A, E

Activity Answer Keys

2.16

Check Understanding

Possible answer: 300 + 50 + 4 and 354

Recording Sheet

Toss 1: 5 hundreds 3 tens 3 ones; 500 + 30 + 3

Toss 2: 200 + 50 + 8; 2 hundreds 5 tens 8 ones

Toss 3: 4 hundreds 2 ones; 400 + 2

Toss 4: 6 hundreds 1 ten; 600 + 10

Toss 5: 400 + 20; 4 hundreds 2 tens

2.56

Check Understanding

Students solve 35 + 39 = 74. 48 − 32 = 16.

Sample Answers

Strategies students use to solve the addition and subtraction problems will vary. Check that they are finding the correct solution.

2.57

Check Understanding

Students find that Gino wins 14 tickets at the third game. They may use equations to solve, such as, 24 + 12 = 36. 50 − 36 = 14.

Game Board

Students use a variety of strategies to solve each word problem. Correctly solving two-step word problems will get them to the end of the race quicker.

Solutions: Joe has 39 books; The sunflower grew 23 inches; 20 people are on the bus now; Kai picks 93 apples; The wall has 86 bricks in all;

Kelly has 22 bracelets left; The flower is now 32 centimeters; There are 91 beads in all; There are 9 crackers left; 78 cupcakes were sold; Amy runs for 22 minutes; 25 flowers are yellow; Becca sells 3 more pieces of fruit than Mal; Juanita scores 51 points; There are 108 visitors in all; 46 people are now on the train; There are 79 trees in all; Kevin has 19 tickets left; There are 8 seats left; Sara has 66 stickers now.

2.10

Check Understanding

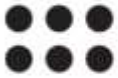
Possible answer shown. 3 + 3 + 3 + 3 + 3 = 15. There are 15 desks in all.

Recording Sheet

A: 5 + 5 = 10

B: 4 + 4 + 4 = 12

C: 2 + 2 + 2 = 6



D: 3 + 3 = 6

E: 3 + 3 + 3 + 3 = 12

F: 5 + 5 + 5 = 15

2.58

Check Understanding

$478 + 100 = 578$

$478 - 100 = 378$

Game Board

Check that students understand the place value of each digit in the 3-digit numbers and know how each digit changes when adding or subtracting 10 or 100.

2.8

Check Understanding

odd; $5 + 5 + 1 = 11$

Recording Sheet

4 is even; $2 + 2 = 4$

13 is odd; $6 + 6 + 1 = 13$

9 is odd; $4 + 4 + 1 = 9$

18 is even; $9 + 9 = 18$

16 is even; $8 + 8 = 16$

5 is odd; $2 + 2 + 1 = 5$

12 is even; $6 + 6 = 12$

7 is odd; $3 + 3 + 1 = 7$

11 is odd; $5 + 5 + 1 = 11$