Mathematics – Grade 2

Quarter 1

Remote Learning

Practice and Enrichment Packet

Answer Key



**Quarter 1 Second Grade Standards-Aligned Tasks**

Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Mathematics and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

**Representing Numbers About Me 2**

**Match the Equation 5**

**Making a Ten 9**

**Mom Makes Cookies 13**

**Measuring Everyday Objects 16**

**Let’s Measure Food 20**

**Bunches of Bananas 23**

**Looking at Numbers Every Which Way 28**

**Numbers Hunt 32**

|  |  |
| --- | --- |
| **Week 1** | |
| **Second Grade Math Standards-Aligned Learning: Representing Numbers About Me** | |
| **Grade Level Standard(s)** | **2.OA.A.1** - Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **2.OA.B.2** -Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts. |
| **Caregiver Support Option** | Students may need support from family members with reading the directions. Caregivers may also have to provide information such as the child’s weight (Activity #1).  Students may need help with the number cards in Activity 3 |
| **Materials Needed** | Paper, pencil, index cards with the numbers 0-10. |
| **Question to Explore** | * How can numbers be expressed and represented? * How can you add and subtract numbers up to 20 mentally? |
| **Student Directions** | Each activity has directions to follow. |

# Activity 1

# In this activity, students will show numbers in different ways and identify the special numbers that make them unique. They will use these numbers to add and subtract in Activity 2.

# 

# Directions: Answer the questions in each box. Your answer cannot be written using a single number. Be creative and represent the number using pictures, words, equation or symbols. Answers will vary per student.

# A screenshot of a social media post Description automatically generated

How many books did you read this summer?

# Activity 2

# Use your answers in Activity 1 to solve the following problems:

# Answers will vary per student.

|  |  |  |
| --- | --- | --- |
| How old you are + the letters in your first and last name = \_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_ | The number of jumping jacks you can do in a minute + the number of people living in your household = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_ | How much you weigh – your shoe size = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_=\_\_\_\_\_\_\_\_ |

# Activity 3:

# Hitting the Target Number (from Illustrative Mathematics)

# Directions:

# Materials: Number cards labeled 1-10 (can be made from index cards or paper cut into squares)

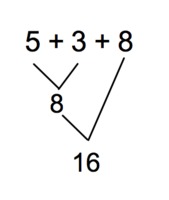
# A. Pick 5 number cards from the cards labeled 1-10. Then have the student pick a “Target Number” between 10 through 20. Students must add and/or subtract 2 or more of the 5 number cards to arrive at the “target number”.

# B. Make sure the student writes the expressions on their paper and can explain how they were able to mentally come up with the solution.

# Possible Solutions:

Suppose the five number cards selected are 5, 3, 8, 1, and 9 and a target number is 16.

5 + 3 + 8. 5 and 3 is 8 and doubles 8 is 16.



Another strategy:

* Break apart the 8 into 5 and 3. Add the two 5s to make 10 and the two 3s to make 6. Then add 10 and 6 to make 16.

|  |  |
| --- | --- |
| **Week 2** | |
| **Second Grade Math Standards-Aligned Learning: Match the Equation** | |
| **Grade Level Standard(s)** | **2.OA.A.1.** Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.  **2.NBT.B.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100– 900. |
| **Caregiver Support Option** | Students may need support from family members with reading the directions. |
| **Materials Needed** | Paper, pencil, Recording Sheet |
| **Question to Explore** | How can I represent a word problem with an equation?  What strategies will help me add and subtract mentally?  How does my number change when I add ten more/ten less? |
| **Student Directions** | Each activity has directions to follow |

# Activity 1

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# Activity 2

# A pencil costs 19 cents, and a sticker costs 10 cents less.

# How much does the sticker cost? Draw a picture and write an equation.

# 

# Possible Solution:

19

# Pencil

# Sticker

10

# 

9

# 19 – 10 = 9 The sticker costs 9 cents

# What is the cost of the pencil and sticker together? Draw a picture and write an equation.

# Possible Solution:

Sticker

9

28

Total Cost

19

Pencil

# 19 + 9 = 28 They are 28 cents together.

|  |  |
| --- | --- |
| **Week 3** | |
| **Second Grade Math Standards-Aligned Learning: Making a Ten** | |
| **Grade Level Standard(s)** | **2.OA.A.1** Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.  **2.NBT.B.5** Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction. |
| **Caregiver Support Option** | Students may need support from family members with reading the directions. |
| **Materials Needed** | Paper and Pencil  Optional: Items around the house for students to use to represent the numbers. (Ex. Cotton balls, dried beans, paper clips) |
| **Question to Explore** | Why is the make a ten strategy helpful? |
| **Student Directions** | Each activity has directions to follow |

# Activity 1

# A screenshot of a cell phone Description automatically generated

Possible pairs:

1,9

2,8

3,7

4,6

5,5

6,4

7,3

8,2

1,9

# Activity 2

# A screenshot of a cell phone Description automatically generated

**8 + 5 = 13**

A picture containing food

Description automatically generated

# A screenshot of a cell phone Description automatically generated

|  |  |
| --- | --- |
| **Week 4** | |
| **Second Grade Math Standards-Aligned Learning: Mom Makes Cookies** | |
| **Grade Level Standard(s)** | **2.OA.A.1** Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.  **2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.  **2.NBT.B.5** Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.  **2.NBT.B.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100– 900. |
| **Caregiver Support Option** | Students may need support from family members with reading the directions.  Assist your child with selecting the food and household items. |
| **Materials Needed** | Paper and Pencil.  Optional: Household objects to help students count (if needed) such as cotton balls, paper clips or dried beans. |
| **Question to Explore** | How can illustrations help you solve word problems?  How can you justify that your answer is correct?  How does a number change when you add or subtract a ten? |
| **Student Directions** | Each activity has directions to follow |

# Activity 1

35

# A screenshot of a cell phone Description automatically generated

8

40

45

Representations may vary.

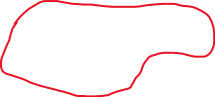
# Activity 2

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated



15



14

4

10

14

5

9

|  |  |
| --- | --- |
| **Week 5** | |
| **Second Grade Math Standards-Aligned Learning: Measuring Everyday Objects** | |
| **Grade Level Standard(s)** | **2.MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  **2.MD.A.2** Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chosen.  **2.MD.A.3** Estimate lengths using units of inches, feet, yards, centimeters, and meters.  **2.MD.A.4** Measure to determine how much longer one object is than another and express the difference in terms of a standard unit of length. |
| **Caregiver Support Option** | Assist your child with activities. Assist your child in finding the inch and centimeter side of a ruler. |
| **Materials Needed** | Paper, pencil, inch ruler, yard stick, measuring tape, recording sheet |
| **Question to Explore** | How do you accurately measure an object?  How do you compare the lengths of two objects? |
| **Student Directions** | Each activity has directions to follow |

# Activity 1

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

**Answers will vary depending objects used.**

# Activity 2

# A screenshot of a cell phone Description automatically generated

second

10

6

|  |  |
| --- | --- |
| **Week 6** | |
| **Second Grade Math Standards-Aligned Learning: Let’s Measure Food** | |
| **Grade Level Standard(s)** | **2.MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  **2.MD.A.2** Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chosen.  **2.MD.A.3** Estimate lengths using units of inches, feet, yards, centimeters, and meters.  **2.MD.B.5** Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem. |
| **Caregiver Support Option** | Assist your child with activities. Ask your child questions about what was learned in the activity. Assist your child with selecting the food and household items. |
| **Materials Needed** | Paper, pencil, ruler, yard stick, and food items around the house that are 6 inches or less. |
| **Question to Explore** | How do you use a ruler to measure length?  How can you justify your answer is correct? |
| **Student Directions** | Each activity has directions to follow |

# Activity 1

# Answers will vary depending on objects used.

# A close up of measure Description automatically generated

# A screenshot of a cell phone Description automatically generated

# Activity 2

# A screenshot of a social media post Description automatically generated

-

10

28

18

18

Answers will vary

Answers will vary

12

# A screenshot of a cell phone Description automatically generated

Answers will vary

13

|  |  |
| --- | --- |
| **Week 7** | |
| **Second Grade Math Standards-Aligned Learning: Bunches of Bananas** | |
| **Grade Level Standard(s)** | **2.NBT.A.1** Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).  **2.NBT.A.2** Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence. |
| **Caregiver Support Option** | Assist student with activities. Read directions as necessary. |
| **Materials Needed** | Paper and pencil |
| **Question to Explore** | What are different ways that we can represent a number?  Can a number be represented pictorially with more than 9 ones? Tens? |
| **Student Directions** | Each activity has directions to follow |

# Activity 1

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# A picture containing bird Description automatically generated

# 

# Activity 2

# A screenshot of a cell phone Description automatically generated

17

170

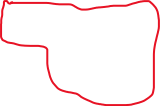
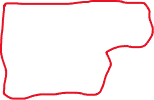
7

1

150

5

1



15

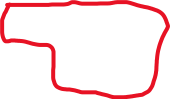
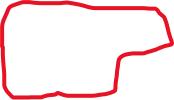
# `A screenshot of a cell phone Description automatically generated

140

4

1

14



120

2

1

12

|  |  |
| --- | --- |
| **Week 8** | |
| **Second Grade Math Standards-Aligned Learning: Looking at Numbers Every Which Way** | |
| **Grade Level Standard(s)** | **2.NBT.A.1** Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).  **2.NBT.A.3** Read and write numbers to 1000 using standard form, word form and expanded form. |
| **Caregiver Support Option** | Assist the student with reading directions as needed. |
| **Materials Needed** | Paper, pencil and recording sheet |
| **Question to Explore** | How can I write a number in expanded form?  How can I use place value blocks to represent a number?  How do I write a number in word form? |
| **Student Directions** | Each activity has directions to follow |

# Activity 1

# A screenshot of a cell phone Description automatically generated

568

Five hundred sixty eightA close up of a sign

Description automatically generated

100 + 20 + 7

One hundred twenty sevenA picture containing screen, window, building, sitting

Description automatically generated

# A screenshot of a cell phone Description automatically generated

244

200 + 40 + 4

Two hundred forty four

# Activity 2

# A screenshot of a cell phone Description automatically generated

# A screenshot of a cell phone Description automatically generated

# 

|  |  |
| --- | --- |
| **Week 9** | |
| **Second Grade Math Standards-Aligned Learning: Numbers Hunt** | |
| **Grade Level Standard(s)** | **2.NBT.A.1** Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).  **2.NBT.A.3** Read and write numbers to1000 using standard form, word form, and expanded form.  **2.NBT.A.4** Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship. |
| **Caregiver Support Option** | Assist with reading directions as needed. Assist the student with finding three digit numbers around your home. The student may need help partitioning and cutting the paper squares for Activity 2 |
| **Materials Needed** | Paper, pencil, scissors and various objects around the house. |
| **Question to Explore** | How can we compare numbers?  How do you know what number is greater? Least? Equal to? |
| **Student Directions** | Each activity has directions to follow |

# Activity 1

Answers will vary

# A screenshot of a social media post Description automatically generated

# Activity 2

# A screenshot of a cell phone Description automatically generated

427

247

742

A screenshot of a cell phone

Description automatically generatedAnswers will vary

# Activity 3

Are these comparisons true or false?

1. 2 hundreds + 3 ones >5 tens + 9 ones True
2. 9 tens + 2 hundreds + 4 ones  <924 True
3. 456 <5 hundreds True
4. 4 hundreds + 9 ones + 3 ones <491 True
5. 3 hundreds + 4 tens <7 tens + 9 ones + 2hundred False
6. 7 ones + 3 hundreds >370 False
7. 2 hundreds + 7 tens = 3 hundreds - 2 tens False