**Riverwood Elementary Optional School**



**Mathematics – Grade 2**

**Quarter 1**

**Remote Learning**

**Practice and Enrichment Packet**



**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** | Please see the directions included with each activity. |

# 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.

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How many books did you read this summer?

# .

# Activity 2

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

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| 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.

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| **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** | Please see the directions included with each activity. |

# Activity 1

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# 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.

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

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| **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** | Please see the directions included with each activity. |

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| **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** | Please see the directions included with each activity. |

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| **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** | Please see the directions included with each activity. |

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| **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** | Please see the directions included with each activity. |

# Activity 1

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| **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** | Please see the directions included with each activity. |

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| **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** | Please see the directions included with each activity. |

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| **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** | Please see the directions included with each activity. |

# Activity 1

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# Activity 3

Are these comparisons true or false?

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

**2nd Grade**



**Quarter 1**

**Remote Learning**

**Practice and Enrichment Packet**

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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 Social Studies 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.

**Table of Contents**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Page Number** | **Suggested Pacing** |
| Rules | 3 | Week 1 |
| Star Spangled Banner | 4 | Week 2 |
| National Symbols | 6 | Week 3 |

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| **Rules** | |
| **Grade Level Standard(s)** | 2.25 Students will identify the responsibilities of *a second grader as a part of a classroom community*. |
| **Caregiver Support Option** | Review vocabulary: rules, laws, fairness, procedures, and consequences. Provide students with assistance in listing different rules. |
| **Materials Needed** | Paper, pencil, and crayons or markers |
| **Question to Explore** | How are rules different from laws? Why are rules and laws important? |
| **Student Directions** | Students will draw pictures to express the importance of following rules. |

# Student Instructional Task

# Students will take the opportunity to think about the different rules for different spaces in their lives.

# Activity 1: Rules for Home, School, and Outside

# Fold a piece of paper into three equal parts.

# Label one column School Rules.

# Label the second column Home Rules.

# Label the third column School Rules

# Students will draw pictures and write sentences to describe the different rules for the direct places.

# Activity 2: Rules for Driving

# Students will then interview a family member to determine two or three driving laws.

# Students will use pencil and paper to draw a picture of themselves driving a car in the future.

# Students’ pictures should include a visual of the laws learned during the interview about driving laws.

# Students will write sentences to explain the importance of driving laws.

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| **Star Spangled Banner** | |
| **Grade Level Standard(s)** | * 1. Describe the cultural aspects of a place, including a student’s community and state. |
| **Caregiver Support Option** | Review vocabulary: tradition, culture, and community. Students my need help recalling cultural experiences. |
| **Materials Needed** | Paper, pencil, highlighter, and crayons or markers |
| **Question to Explore** | How do people express their culture? |
| **Student Directions** | Students will draw picture of to describe their culture and culture that can be found in their community. |

# Student Instructional Task

# Students will review the national anthem of the Unites States of America. Students will highlight different areas of the national anthem.

# Star Spangled Banner Lyrics

# *O say can you see, by the dawn's early light,*

# *What so proudly we hailed at the twilight's last gleaming,*

# *Whose broad stripes and bright stars through the perilous fight,*

# *O'er the ramparts we watched, were so gallantly streaming?*

# *And the rocket's red glare, the bombs bursting in air,*

# *Gave proof through the night that our flag was still there;*

# *O say does that star-spangled banner yet wave.*

# *O'er the land of the free and the home of the brave?*

# Activity 1: Pick a Few Words.

# Highlight words that describe the American flag.

# Draw a picture of the American flag.

# Activity 2: How Do You Know

# Using a sheet of paper, write what the national anthem is describing largely in the middle of the sheet of paper.

# Write words from the national anthem that helped you determine what the national anthem is describing.