

Name \_\_\_\_\_

## 2<sup>nd</sup> Grade Math Remote Learning Packet

Week 3

April 13<sup>th</sup> -April 17<sup>th</sup>



Parents please note that moving forward all academic packets will be available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars. Online assignments are to be completed if you have access to technology. If you are unable to access packets online, every Wednesdays between the hours of 8:00am-11:00am someone will be at our school to provide a hard copy. We thank you greatly for your continued support!

# Scope and Sequence

## Week 3

Date	Standards	Description of Packet Assignment 30 minutes of work	Online Assignment
4/13	<p>CCSS.MATH.CONTENT.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>CCSS.MATH.CONTENT.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.</p>	Scholars will be able to Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.	<p>Brain POP Jr.</p> <p>Scholars will be able to watch a video on Adding and Subtracting Tens <a href="https://jr.brainpop.com/search/?keyword=Adding+and+Subtracting+Tens">https://jr.brainpop.com/search/?keyword=Adding+and+Subtracting+Tens</a></p> <p>User Name: ballston Password: Scotties</p> <ol style="list-style-type: none"> <li>1. Watch Video</li> <li>2. Take the easy Quiz</li> <li>3. Challenge yourself with the hard Quiz</li> </ol>
4/14	<p>CCSS.MATH.CONTENT.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>CCSS.MATH.CONTENT.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.</p>	Scholars will be able to add and subtract multiples of 100 including counting on to subtract.	<p>YouTube Video:</p> <p>Scholars will watch the video Adding and Subtracting Large Numbers 2nd Grade - Addition / Subtraction in Outer Space to better understand the skill.</p> <p><a href="https://www.youtube.com/watch?v=zyVliUqkths">https://www.youtube.com/watch?v=zyVliUqkths</a></p>
4/15	<p>CCSS.MATH.CONTENT.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>CCSS.MATH.CONTENT.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.</p>	Scholars will be able add multiples of 100 and some tens within 1,000.	<p>You Tube video:</p> <p>Scholars will watch the video Math Antics - Multi-Digit Addition to better understand the skill.</p> <p><a href="https://www.youtube.com/watch?v=mAvuom42NyY">https://www.youtube.com/watch?v=mAvuom42NyY</a></p>

<p>4/16</p>	<p>CCSS.MATH.CONTENT.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>CCSS.MATH.CONTENT.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.</p> <p>CCSS.MATH.CONTENT.2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>Scholars will be able to subtract multiples of 100 and some tens within 1,000.</p> <p>Scholars will be able to regroup</p>	<p>Brain POP Jr.</p> <p>Scholars will be able to watch a video on Subtracting with regrouping</p> <p><a href="https://jr.brainpop.com/math/additionandsubtraction/subtractingwithoutregrouping/">https://jr.brainpop.com/math/additionandsubtraction/subtractingwithoutregrouping/</a></p> <p>User Name: ballston Password: Scotties</p> <ol style="list-style-type: none"> <li>1. Watch Video</li> <li>2. Take the easy Quiz</li> <li>3. Challenge yourself with the hard Quiz</li> </ol> <p>YouTube Video:</p> <p>Scholars will watch the video on Subtracting three digit numbers with regrouping</p>
<p>4/17</p>	<p>CCSS.MATH.CONTENT.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>CCSS.MATH.CONTENT.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.</p> <p>CCSS.MATH.CONTENT.2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>Scholars will use the associative property to make a hundred in one addend.</p> <p>Scholars will create number bonds</p>	<p>YouTube video:</p> <p>Scholars will watch the video Adding Number Bonds to 100 to better understand the skill</p> <p><a href="https://www.youtube.com/watch?v=6Y5nUOo_9Dc">https://www.youtube.com/watch?v=6Y5nUOo_9Dc</a></p> <p>Scholars will watch the video by Jack Hartman Adding Three Digit Numbers with Regrouping (Song)</p> <p><a href="https://www.youtube.com/watch?v=cE-yrJv4TEs">https://www.youtube.com/watch?v=cE-yrJv4TEs</a></p>

Name: \_\_\_\_\_

Date: April 13, 2020

BCCS-Boys

College: NYU/Cornell /Columbia

Parent Signature: \_\_\_\_\_  
 (Parent signature is proof that parent reviewed work with scholar)

Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...



# Anchor Charts

I can choose which way works best for me!

The Arrow Way

$$300 \xrightarrow{+100} 400 \xrightarrow{+100} 500 \xrightarrow{+82} 582$$

$$300 + \underline{282} = 582$$

The Arrow- Way with Addition

$$570 \xrightarrow{-100} 470$$

$$570 \xrightarrow{-100} 470 \xrightarrow{-10} 460$$

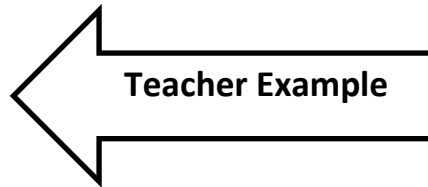
First I subtracted 100  
 Then I subtracted 10

The Arrow- Way with Subtraction

**Directions:** Complete each *more* or *less* statement. Please see my teacher example to see how to complete your problems.

10 more than 175 is 185

100 more than 175 is 275



a. 10 less than 175 is \_\_\_\_\_.

b. 100 less than 175 is \_\_\_\_\_.

c. 319 is 10 more than \_\_\_\_\_.

d. 499 is 100 less than \_\_\_\_\_.

e. \_\_\_\_\_ is 100 less than 888.

f. \_\_\_\_\_ is 10 more than 493.

g. 898 is \_\_\_\_\_ than 998.

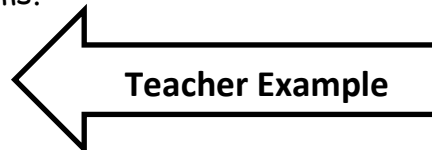
h. 607 is \_\_\_\_\_ than 597.

i. 10 more than 309 is \_\_\_\_\_.

j. 309 is \_\_\_\_\_ than 319.

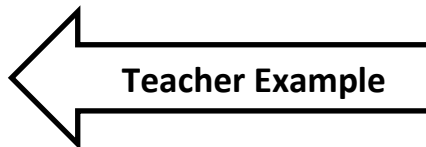
**Directions:** Complete each regular number pattern. Please see my teacher examples to see how to complete your problems.

a. 170, 180, 190, 200, 210, 210



b. 420, 410, 400, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c. 789, 689, 589, 489, 389, 289

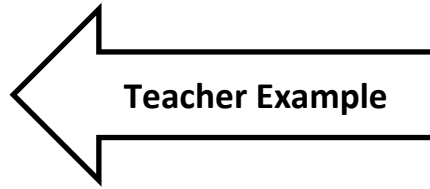


d. 565, 575, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 615

e. 724, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 684, 674

**Directions:** Complete each statement. Please see my teacher example to see how to complete your problems.

$$542 \xrightarrow{+100} 642 \xrightarrow{-10} 632 \xrightarrow{-10} 622 \xrightarrow{-100} 522 \xrightarrow{-100} 422$$



a.  $389 \xrightarrow{+10} \underline{\hspace{2cm}} \xrightarrow{+100} \underline{\hspace{2cm}}$

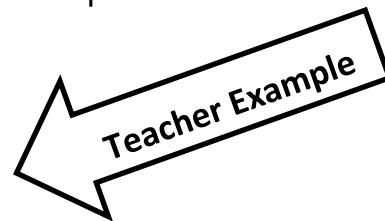
b.  $187 \xrightarrow{-100} \underline{\hspace{2cm}} \xrightarrow{-10} \underline{\hspace{2cm}}$

c.  $609 \xrightarrow{-10} \underline{\hspace{2cm}} \xrightarrow{-10} \underline{\hspace{2cm}} \xrightarrow{-10} 499 \xrightarrow{-10} \underline{\hspace{2cm}} \xrightarrow{-10} 519$

d.  $512 \xrightarrow{+10} \underline{\hspace{2cm}} \xrightarrow{+10} \underline{\hspace{2cm}} \xrightarrow{+100} \underline{\hspace{2cm}} \xrightarrow{+100} \underline{\hspace{2cm}} \xrightarrow{+10} \underline{\hspace{2cm}}$

Solve using the arrow way. Please see my teacher example to see how to complete your problems.

$$220 + 510 = \underline{\underline{730}}$$



$$220 \xrightarrow{+100} \underline{\underline{320}} \xrightarrow{+100} \underline{\underline{420}} \xrightarrow{+100} \underline{\underline{520}} \xrightarrow{+100} \underline{\underline{620}} \xrightarrow{+100} \underline{\underline{720}} \xrightarrow{+10} \underline{\underline{730}}$$

a.  $210 + 130 = \underline{\hspace{2cm}}$

b.  $320 + 400 = \underline{\hspace{2cm}}$

**Directions:** Scholars may use this place value chart if they need to solve their problems drawing place value discs.

Hundreds 100's	Tens 10's	Ones 1's

Name: \_\_\_\_\_

Date: April 14, 2020

BCCS-Boys

College: NYU/Cornell /Columbia

Parent Signature: \_\_\_\_\_  
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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with....	Today my scholar struggled with understanding...



# Anchor Chart

**Place Value 3-Digit Addition**  
 ★ without regrouping

	Hundreds	Tens	Ones
333	□ □		□ □ □
+	□		
123	□		□ □ □
-----			
	↓	↓	↓
=	4	5	6



**Directions:** Solve each addition problem below using place value strategies. Add, horizontally and record your answers. You may use scrap paper if you like. Please see my teacher example to see how to complete your problems.

Teacher Example

$$240 + 300 = \underline{540}$$

$$\begin{array}{r} 240 \\ + 300 \\ \hline 540 \end{array}$$

Teacher Scrap Paper

Hundreds 100's	Tens 10's	Ones 1's
2	4	0
3	0	0
5	4	0

a.  $340 + 300 = \underline{\hspace{2cm}}$

$140 + 500 = \underline{\hspace{2cm}}$

$200 + 440 = \underline{\hspace{2cm}}$

b.  $400 + 374 = \underline{\hspace{2cm}}$

$274 + 500 = \underline{\hspace{2cm}}$

$700 + 236 = \underline{\hspace{2cm}}$

**Directions:** Solve each subtraction problem below using place value strategies. Subtract horizontally and record answers. You may use scrap paper if you like. Please see my teacher example to see how to complete your problems.

Teacher Example

$$602 + 400 = \underline{202}$$

$$\begin{array}{r} 602 \\ + 400 \\ \hline 202 \end{array}$$

Hundreds 100's	Tens 10's	Ones 1's
6	0	2
4	0	0
2	0	2

Teacher Scrap Paper

a.  $640 - 200 = \underline{\quad}$

$650 - 300 = \underline{\quad}$

$750 - 250 = \underline{\quad}$

b.  $462 - 200 = \underline{\quad}$

$667 - 500 = \underline{\quad}$

$731 - 400 = \underline{\quad}$

Name: \_\_\_\_\_

Date: April 15, 2020

BCCS-Boys

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# Anchor Chart

**Place Value 3-Digit Addition**  
 ★ without regrouping

	Hundreds	Tens	Ones
333	□ □		□ □ □
+	□		
-----			
123	□		□ □ □
=====			
	↓	↓	↓
=	4	5	6

**Directions:** Solve each set of problems using horizontal subtraction. Please see my teacher example to see how to complete your problems.

**Teacher Example**

$380 + 200$

$$\begin{array}{r} 380 \\ + 200 \\ \hline 580 \end{array}$$

Teacher Example

Hundreds	Tens	Ones
3	2	0
2	0	0
5	8	0

a. .

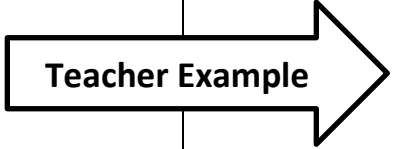
$470 + 400$

b.

$650 + 200$

$430 + 300$

**Directions:** Solve using horizontal subtraction. Write your answer on the line.  
Please see my teacher example to see how to complete your problems.



$490 + 200 = \underline{690}$

$$\begin{array}{r} 490 \\ + 200 \\ \hline 690 \end{array}$$

Hundreds	Tens	Ones
4	9	0
2	0	0
6	9	0

$230 + 700 = \underline{\hspace{2cm}}$

$730 + 230 = \underline{\hspace{2cm}}$

c.  $260 + 240 = \underline{\hspace{2cm}}$

$280 + 260 = \underline{\hspace{2cm}}$

d.  $160 + 150 = \underline{\hspace{2cm}}$

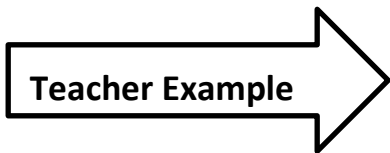
$380 + 450 = \underline{\hspace{2cm}}$

e.  $430 + 290 = \underline{\hspace{2cm}}$

$370 + 270 = \underline{\hspace{2cm}}$

**Directions:** Use your knowledge of place value to help you solve. Please see my teacher example to see how to complete your problems.

$$49\text{tens} + 20\text{ tens} = \underline{68}\text{ tens}$$



$$\begin{array}{r} 48\text{ tens} \\ + 20\text{ tens} \\ \hline 68\text{ tens} \end{array}$$

$$34\text{ tens} + 26\text{ tens} = \underline{\quad\quad\quad}\text{tens}$$

$$34\text{ tens} + 27\text{ tens} = \underline{\quad\quad\quad}\text{tens}$$

$$34\text{ tens} + 28\text{ tens} = \underline{\quad\quad\quad}\text{tens}$$

Name: \_\_\_\_\_ Date: April 16, 2020

BCCS-Boys

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# Anchor Chart

## Place Value 3-Digit Subtraction

★ without regrouping

$\begin{array}{r} 635 \\ - 123 \\ \hline \end{array}$	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Hundreds</th> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">□ □</td> <td style="text-align: center;">1 * *</td> <td style="text-align: center;">X X</td> </tr> <tr> <td style="text-align: center;">□ □</td> <td></td> <td style="text-align: center;">X X</td> </tr> <tr> <td style="text-align: center;">□ X</td> <td></td> <td style="text-align: center;">□</td> </tr> </tbody> </table>	Hundreds	Tens	Ones	□ □	1 * *	X X	□ □		X X	□ X		□	
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=	<div style="display: flex; justify-content: space-around;"> <span>5</span> <span>1</span> <span>2</span> </div>													

★ with regrouping

$\begin{array}{r} 873 \\ - 449 \\ \hline \end{array}$	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Hundreds</th> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">□ □ □</td> <td style="text-align: center;">* * * *</td> <td style="text-align: center;">□ □ □</td> </tr> <tr> <td style="text-align: center;">X X □</td> <td style="text-align: center;">* * *</td> <td style="text-align: center;">X X X X X</td> </tr> <tr> <td style="text-align: center;">X X</td> <td style="text-align: center;">* 1 1</td> <td style="text-align: center;">X X X X X</td> </tr> </tbody> </table>	Hundreds	Tens	Ones	□ □ □	* * * *	□ □ □	X X □	* * *	X X X X X	X X	* 1 1	X X X X X	
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=	<div style="display: flex; justify-content: space-around;"> <span>4</span> <span>2</span> <span>4</span> </div>													

★ More on the Floor? Regroup! Get 10 more

Directions: Solve using horizontal subtraction. Write your answer on the line.  
Please see my teacher example to see how to solve the problems.

$570 - 200 = \underline{370}$

Teacher Example

$$\begin{array}{r} 570 \\ - 200 \\ \hline 370 \end{array}$$

Hundreds	Tens	Ones
5	7	0
2	0	0
0	0	0

$760 - 400$

$950 - 500$

$820 - 320$



Directions: Solve using horizontal subtraction. Write your answer on the line.  
Please see my teacher example to help you with your problems.

$530 - 400 = \underline{130}$

Teacher Example

$$\begin{array}{r} 530 \\ - 400 \\ \hline 130 \end{array}$$

Hundreds	Tens	Ones
5	7	0
2	0	0
0	0	0

a.

$950 - 550 = \underline{\hspace{2cm}}$

$950 - 680 = \underline{\hspace{2cm}}$

b.

$640 - 240 = \underline{\hspace{2cm}}$

$640 - 290 = \underline{\hspace{2cm}}$

c.

$740 - 440 = \underline{\hspace{2cm}}$

$740 - 690 = \underline{\hspace{2cm}}$

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# Anchor Chart


**Subtraction Number Bonds**

$$\begin{array}{r} 106 - 90 = \underline{16} \\ \swarrow \quad \searrow \\ 100 \quad 6 \\ 100 - 90 = 10 \\ 10 + 6 = 16 \end{array}$$

Step 1: Subtract 90 from 100

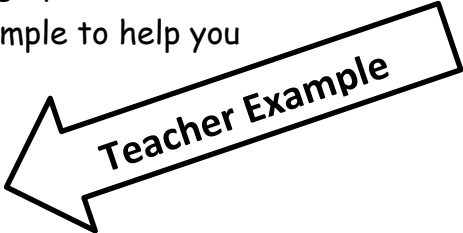
Step 2: Add your difference to the 6

Step 3: Solve:  $10 + 6 = 16$



TPT: Second Grade Estrellas

**Directions:** Use your knowledge of place value to solve. Challenge yourself to write what you did in a complete sentence. Please see my teacher example to help you with your problem.



30 tens = 300

I just added another zero to 30 to make 300.

43 tens = \_\_\_\_\_

Challenge:

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**Directions:** Use you knowledge pf place value to add your addend (tens) to find the total value. Then write the complete value of the tens in the parenthesis and solve. Please see my teacher example to help you with your problems.



18 tens + 12 tens = 30 tens

(**180**) + (**120**) = 300

$$\begin{array}{r} 180 \\ + 120 \\ \hline 300 \end{array}$$

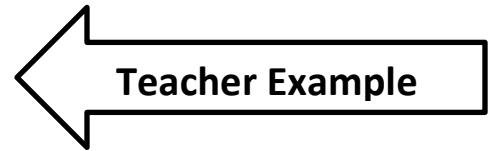
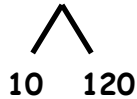
Hundreds	Tens	Ones
1	8	0
1	2	0
3	0	0

18 tens + 13 tens = \_\_\_\_\_ tens

(            ) + (            ) = \_\_\_\_\_

Directions: Add by drawing a number bond to make a hundred. Use horizontal addition and my example to help you.

$$190 + 130$$



Next, I added the two big numbers

$$\underline{190 + 120} = \underline{310 + 10} = 320$$

a.  $440 + 280$



$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} =$$

b.  $199 + 86$



$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} =$$

c.  $298 + 57$



$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} =$$