Name _____

2nd Grade Math Remote Learning Packet

Weeks 4-6

April 20th- May 8th

Parents please note that all academic packets are mailed home to scholars but are also available on our website at 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 for whatever reason you do not receive a packet in the mail, every Wednesday 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 4

Date	Standards	Description of Packet Assignment	Supplemental Online Resources
4/20 Lesson 6	**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. 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.	Scholars will be able to use the associative property to subtract from three-digit numbers and verify solutions with addition.	You Tube Video https://www.youtube.com/watch?v=cXcQNMSO9kA This video takes you step by step on using tape diagrams with subtraction.
4/21 Lesson 7	**2.NBT.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. .	Scholars will be able to share and critique solution strategies for varied addition and subtraction problems within 1,000.	Watch these **three** You Tube Videos The Arrow Way https://www.youtube.com/watch?v=Uy6P399F8cQ Addition with Number Bonds https://www.youtube.com/watch?v=mID7vweiuKI Addition with Tape Diagrams https://www.youtube.com/watch?v=fmupFPUxhj8
4/22 Lesson 8	**2.NBT.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	Scholars will be able to share and critique solution strategies for varied addition and subtraction problems within 1,000.	Bundling 10's and 100's https://www.youtube.com/watch?v=CEGhDFRHOl0 Place Value Charts https://www.youtube.com/watch?v=omkDLmfvetk Adding with Vertical Form https://www.youtube.com/watch?v=29nswT38mjQ
4/23 Lesson 9	**2.NBT.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. .	Scholars will be able to relate manipulative representations to the addition algorithm.	Addition Algorithm with Place Value https://www.youtube.com/watch?v=PpvFxOIwfbU Adding with Vertical Form https://www.youtube.com/watch?v=29nswT38mjQ
4/24 Lesson 10	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. .	Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.	Bundling 10's and 100's https://www.youtube.com/watch?v=CEGhDFRHOl0 Place Value Charts https://www.youtube.com/watch?v=omkDLmfvetk Adding with Vertical Form https://www.youtube.com/watch?v=29nswT38mjQ

Name: _____ **Date: April 20th, 2020**

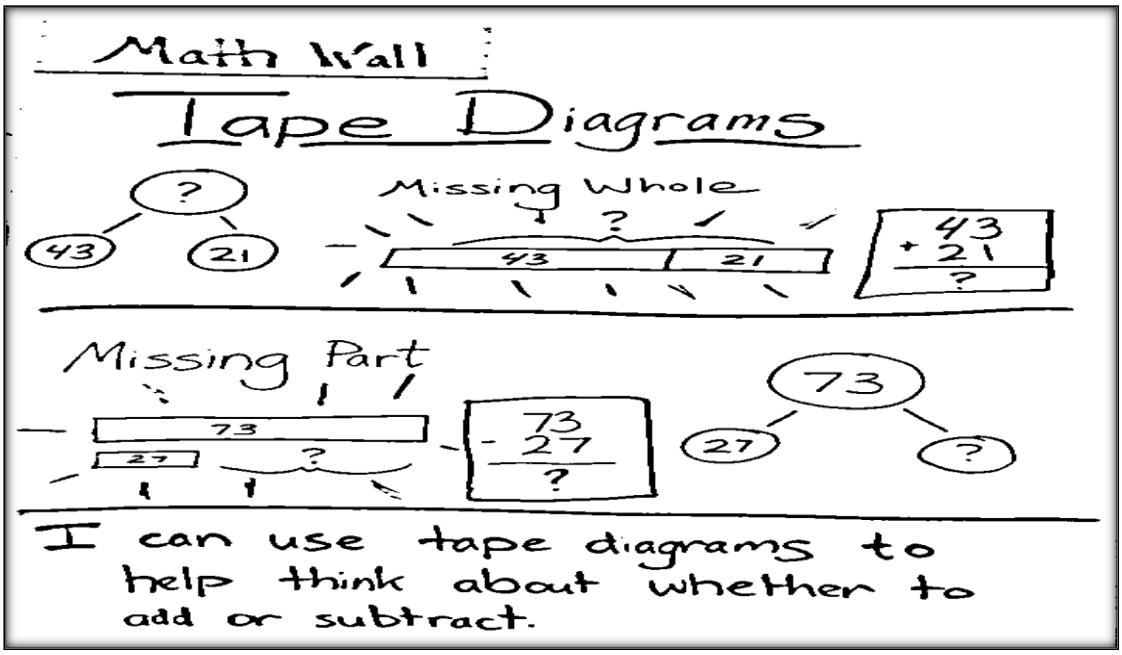
BCCS-Boys **College: NYU/Cornell /Columbia**

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



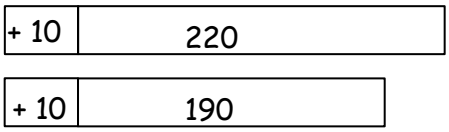
Module 5 Lesson 6

Directions: Draw and label a tape diagram to show how to simplify the problem. Write the new equation and then subtract.

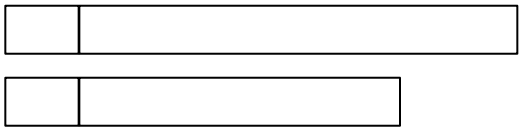
Directions: Solve each problem using tape diagrams.

220 – 190 = **230 – 200** = **30**

Teacher Example



a. 320 – 190 = _____ =

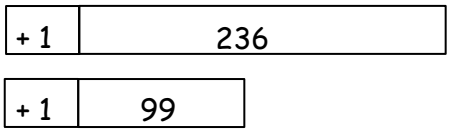


b. 400 – 280 = _____ =

c. 470 – 280 = _____ =

Directions: Draw and label a tape diagram to show how to simplify the problem. Write a new equation, and then subtract vertically. Check your work using addition.

a. 236 – 99 = 237 – 100 = **137**

	Check: 137 +100 237 Teacher Example

b. 372 – 199 = _____ = _____

	Check:

c. 442 – 298 = _____ = _____

	Check:

Name:_____ **Date: April 21, 2020**

BCCS-Boys **College: NYU/Cornell /Columbia**

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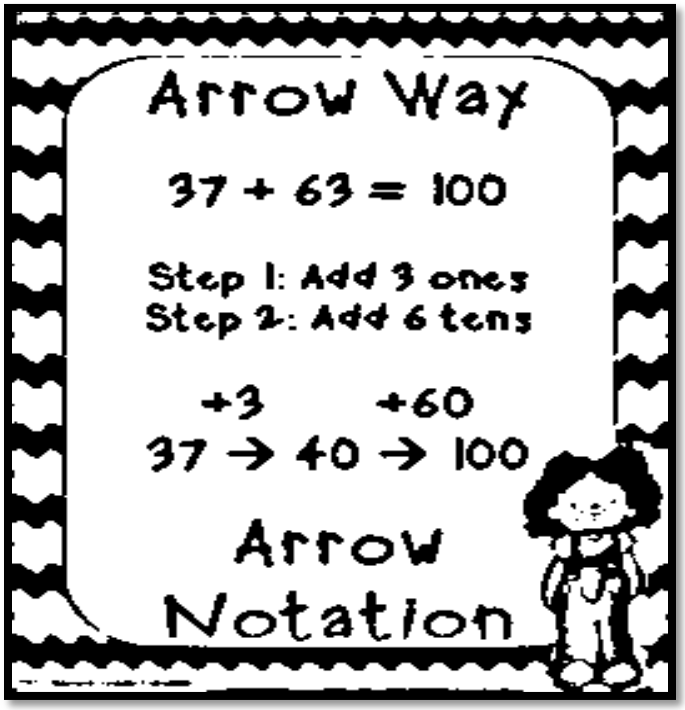
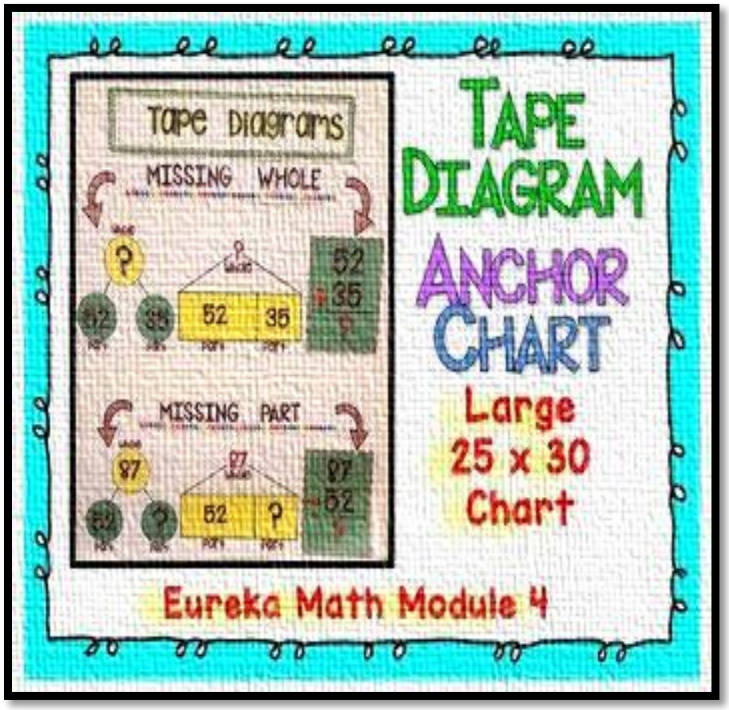
Anchor Chart





Module 5 Math Lesson 7

Directions: Circle the student work that shows a *correct* solution to 543 + 290.

<table>
<tr>
<td>
543 + 290 = 533 + 300 = 833
533 ^ 10
</td>
<td rowspan="3">
Explain the mistake in any of the incorrect solutions.

<u>When adding two numbers you cant add on to make a hundred. That will make the answer to big and wrong. You can only use the middle strategy when subtracting.</u>
</td>
</tr>
<tr>
<td>
543 + 290 = 553 + 300 = 853
+0 | 543
+10 | 290
</td>
</tr>
<tr>
<td>
543 +200→ 743 +60→ 803 +30→ 833
</td>
</tr>
</table>

Teacher Example

1. Circle the student work that *correctly* shows a strategy to solve 721 – 490.

721 - 490 = 711 - 500 = 211
711 ^ 10

+10 | 721
+10 | 490
731 - 500 = 231

Directions: Circle one of the strategies below, and use the circled strategy to solve 290 + 374.

a.	b. Solve:
arrow way / number bond	

a. Explain why you chose that strategy.

I chose this math strategy

because_____

_____

_____

Name: _____ **Date: April 22, 2020**

BCCS-Boys **College: NYU/Cornell /Columbia**

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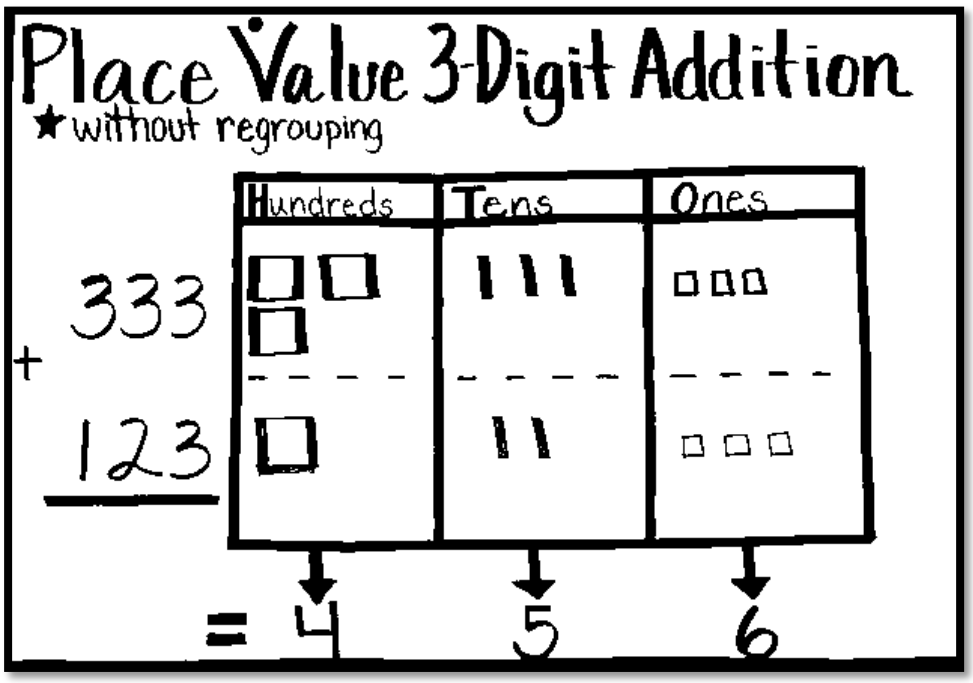
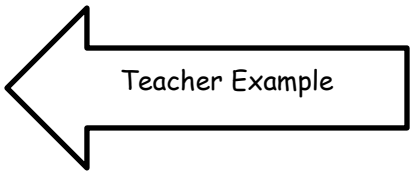
Today my scholar was successful with….	Today my scholar struggled with understanding…

Anchor Chart



Module 5 Lesson 8

Directions: Solve the following problems using your place value chart, or vertical form. Bundle a ten or hundred, when necessary.

301 + 49 301 + 049 350	
c. 315 + 93	d. 216 + 192
e. 545 + 346	f. 565 + 226
g. 222 + 687	h. 164 + 745

Name: _____ **Date: April 23, 2020**

BCCS-Boys **College: NYU/Cornell /Columbia**

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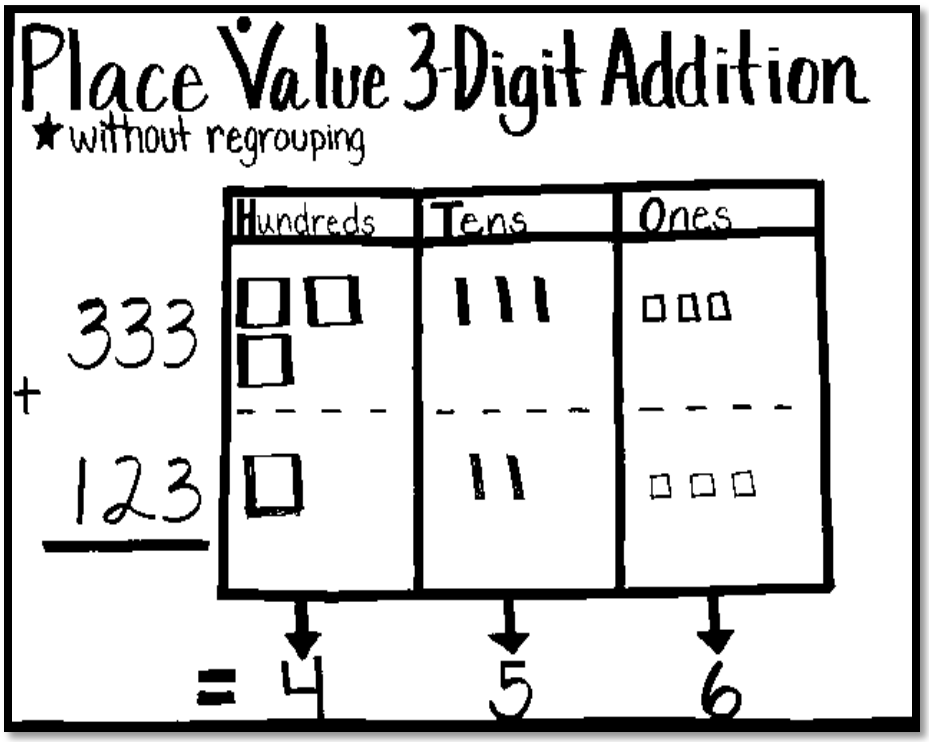
Anchor Chart



Module 5 Lesson 9

Directions: Solve the following problems using a place value chart, and vertical form.

417 + 293 417 + 293 **7 1 0**	b. 526 + 185
c. 338 + 273	d. 625 + 186

Teacher Example

Directions: Solve using the vertical method or a place value chart.

a. 270 + 430 = _____

b. 260 + 440 = _____

Name: _____ **Date: April 24, 2020**

BCCS-Boys **College: NYU/Cornell /Columbia**

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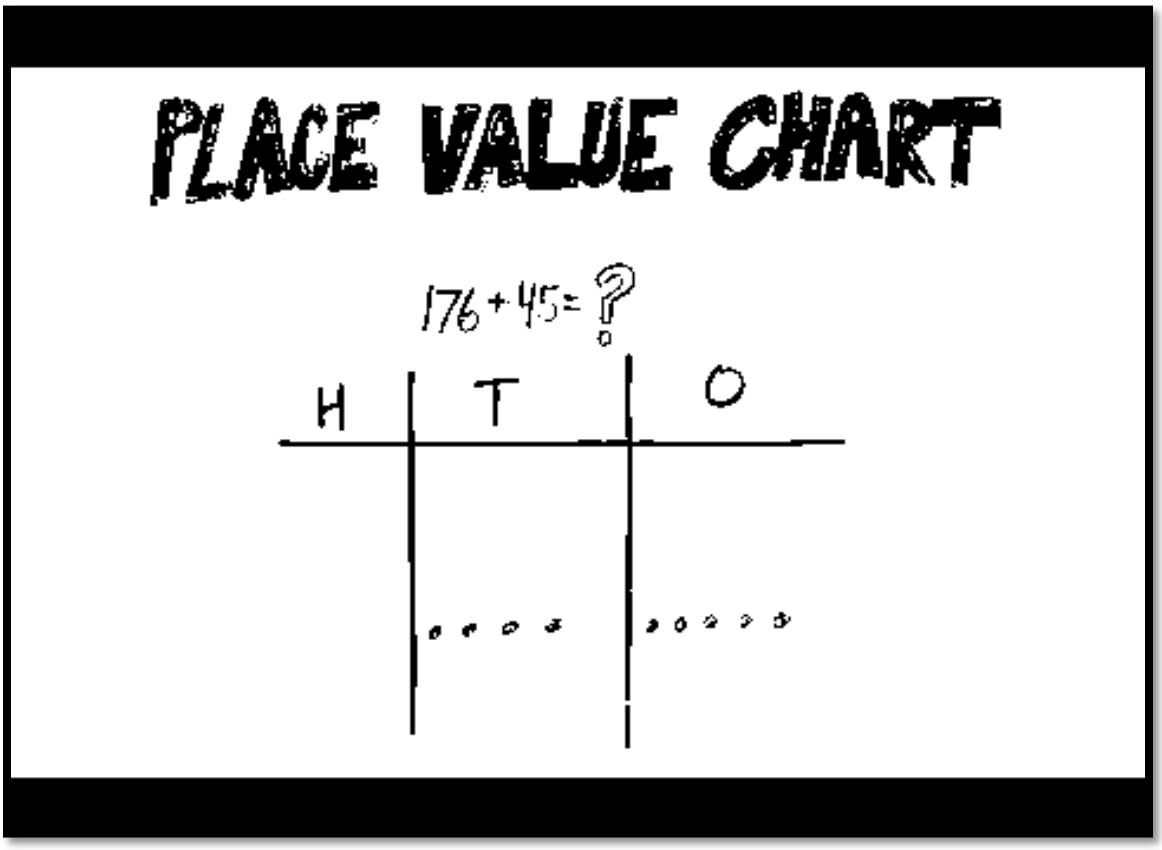
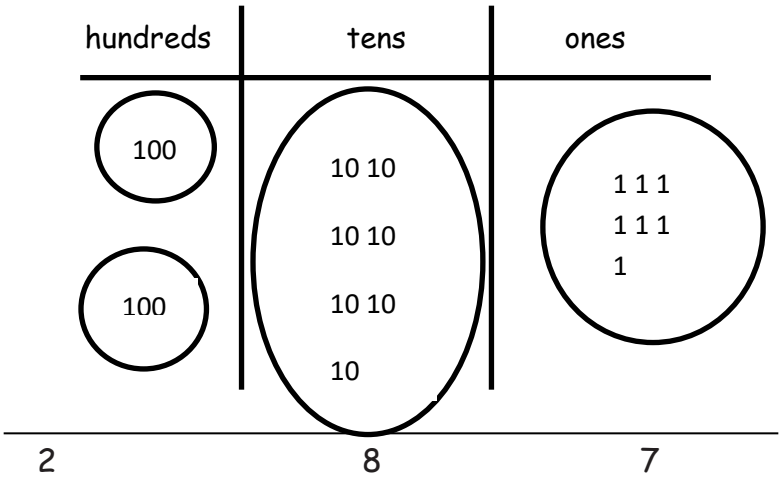
Anchor Chart



Module 5 Lesson 10

Directions: Solve using vertical form, and draw chips on the place value chart. Bundle as needed.



a. 117 + 170 = _____

Teacher Example

117

+ 170

287

hundreds	tens	ones

b. 217 + 173 = _____

hundreds	tens	ones

c. 371 + 133 = _____

Scope and Sequence
Week 5

Date	Standards	Description of Packet Assignment	Supplemental Online Resources
4/27 Lesson 11	**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.	Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.	**Bundling 10's and 100's** https://www.youtube.com/watch?v=CEGhDFRHOl0 **Place Value Charts** https://www.youtube.com/watch?v=omkDLmfvetk **Adding with Vertical Form** https://www.youtube.com/watch?v=29nswT38mjQ
4/28 Lesson 12	**2.NBT.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	Choose and explain solution strategies and record with a written addition method.	**Please watch all three videos. The Arrow Way** https://www.youtube.com/watch?v=Uy6P399F8cQ **Addition with Number Bonds** https://www.youtube.com/watch?v=mID7vweiuKI **Place Value Charts** https://www.youtube.com/watch?v=omkDLmfvetk
4/29 Lesson 13	**2.NBT.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.	Scholars will be able to relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works.	**Please watch the Brain Pop Jr. Video on subtraction with Regrouping and take the quiz.** https://jr.brainpop.com/math/additionandsubtraction/subtractingwithregrouping/ **User Name: ballston Password: scotties**
4/30 Lesson 14	**2.NBT.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.	Scholars will be able to use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.	**Place Value Charts** https://www.youtube.com/watch?v=omkDLmfvetk **Checking your Subtraction with Addition** https://www.youtube.com/watch?v=zkEhD_9BawU
5/1 Lesson 15	**2.NBT.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.	Scholars will be able to use addition to explain why the subtraction method works.	**Place Value Charts** https://www.youtube.com/watch?v=omkDLmfvetk **Checking your Subtraction with Addition** https://www.youtube.com/watch?v=zkEhD_9BawU

Name: _____ **Date: April 27, 2020**

BCCS-Boys **College: NYU/Cornell /Columbia**

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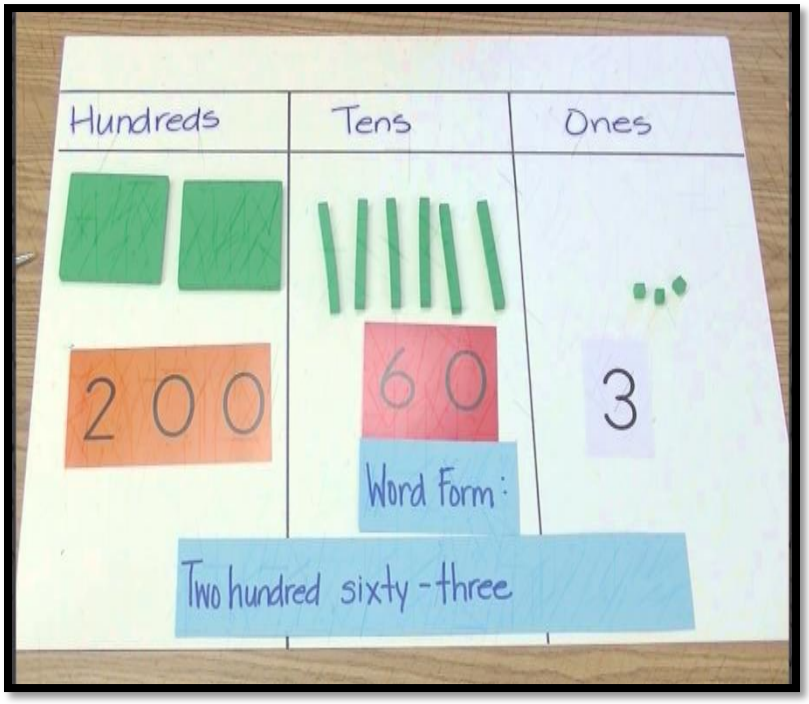
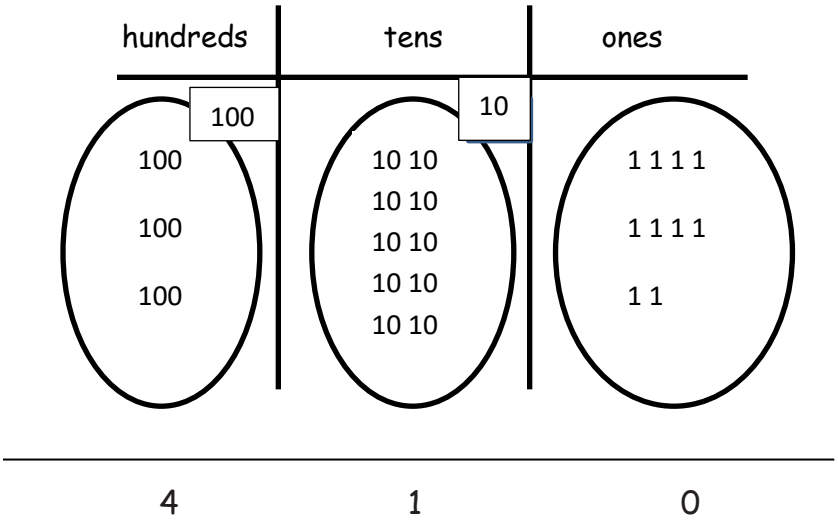
Anchor Chart



Module 5 Lesson 11

Directions: Solve using vertical form, and draw chips on the place value chart. Bundle as needed.



b. 227 + 183 = **410**

227
+ 183
410

Teacher Example

hundreds	tens	ones

c. 424 + 288 = _____

hundreds	tens	ones

d. 638 + 298 = _____

Directions: Solve using vertical form, and draw chips on a place value chart. Bundle as needed.

e. 307 + 187

f. 398 + 207

Name: _____ **Date: April 28, 2020**

BCCS-Boys **College: NYU/Cornell /Columbia**

Parent Signature: _____

(Parent signature is proof that parent reviewed work with scholar)

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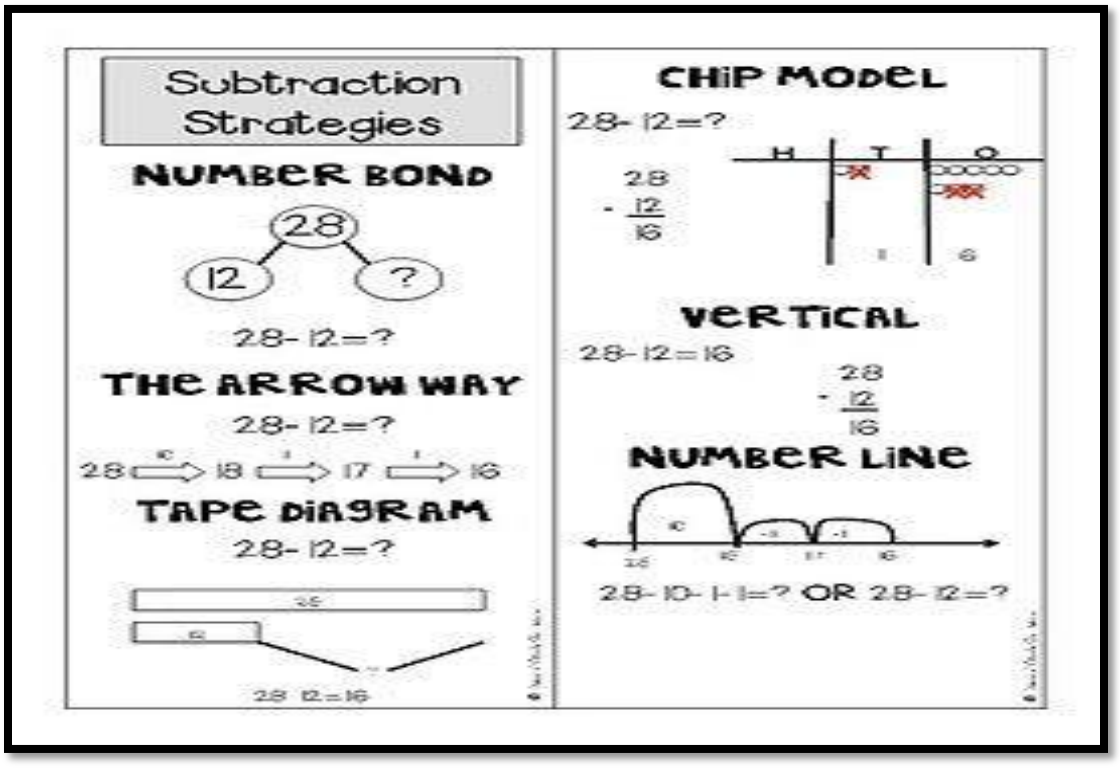
Today my scholar was successful with….	Today my scholar struggled with understanding…

Anchor Chart



Module 5 Lesson 12

Tracy solved the problem 299 + 399 four different ways.

<table>
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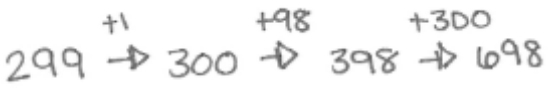
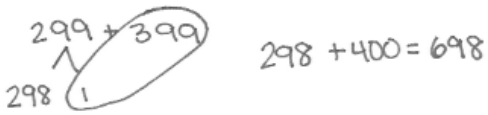
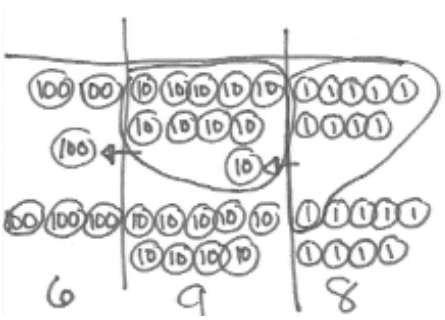
<td> 
</td>
<td> 
</td>
</tr>
<tr>
<td> 
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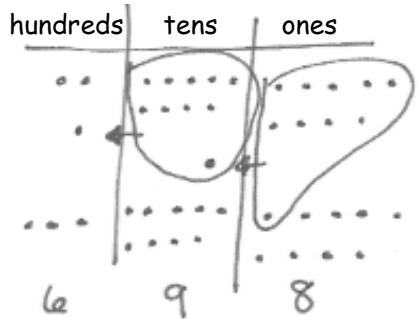
<td> 
</td>
</tr>
</table>

Directions: Explain which strategy is most **efficient** for Tracy to use and why.

Out of the four ways Tracy chose to solved the problem, the Arrow Way was the most efficient. The arrow way got her to the answer the fastest.

Teacher Example

Efficient: means most productive with little used effort.

Directions: Choose the **best** strategy and solve. Explain why you chose that strategy.

221 + 498	Explanation: _____ _____ _____ _____ _____ _____ _____ _____

467 + 200	Explanation: _____ _____ _____ _____ _____ _____ _____

Name: _____ **Date: April 29, 2020**

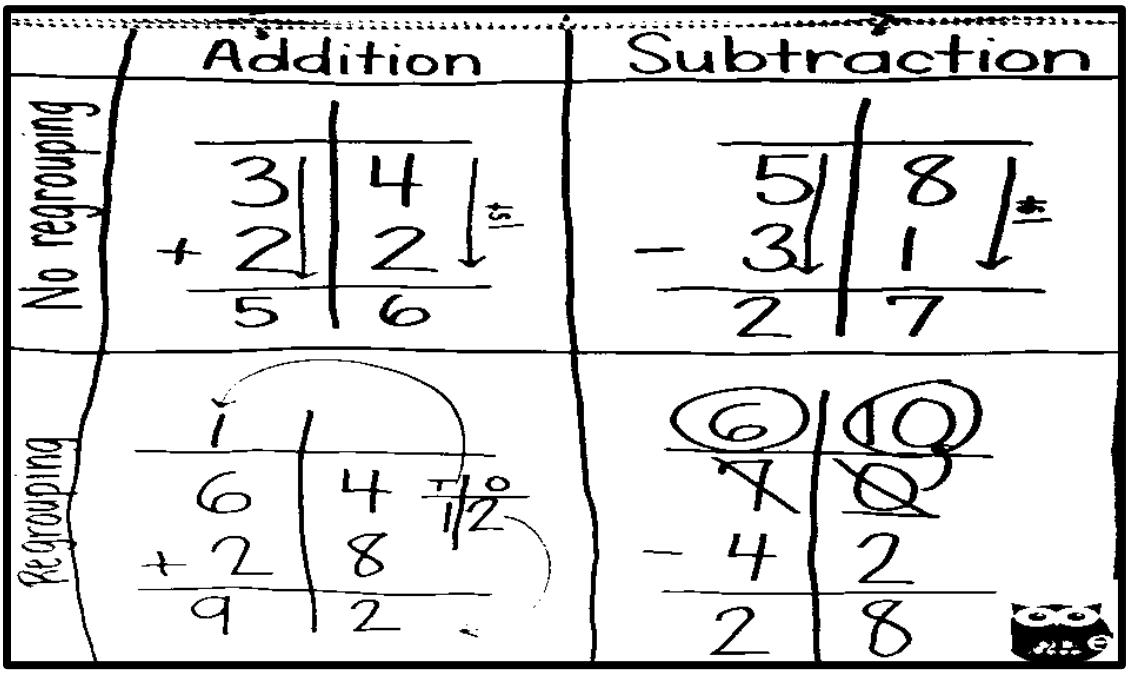
BCCS-Boys **College: NYU/Cornell /Columbia**

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 Chart



Module 5 Lesson 13

Directions: Solve using mental math.

a. 8 – 6 = **2** 80 – 60 = _____ 180 – 60 = _____ 180 – 59 = _____

b. 6 – 3 = _____ 60 – 30 = _____ 760 – 30 = _____ 760 – 28 = _____

2. Solve using vertical form. Check your work using addition.

138 – 17 = **121**

Teacher Example

138 – 19 = _____

Check

138
–17
121

Check

121
+ 17
138

445 – 35 = _____

Check

445 – 53 = _____

Check

863 – 170 = _____

Check

845 – 152 = _____

Check

Name: _____ **Date: April 30, 2020**

BCCS-Boys **College: NYU/Cornell /Columbia**

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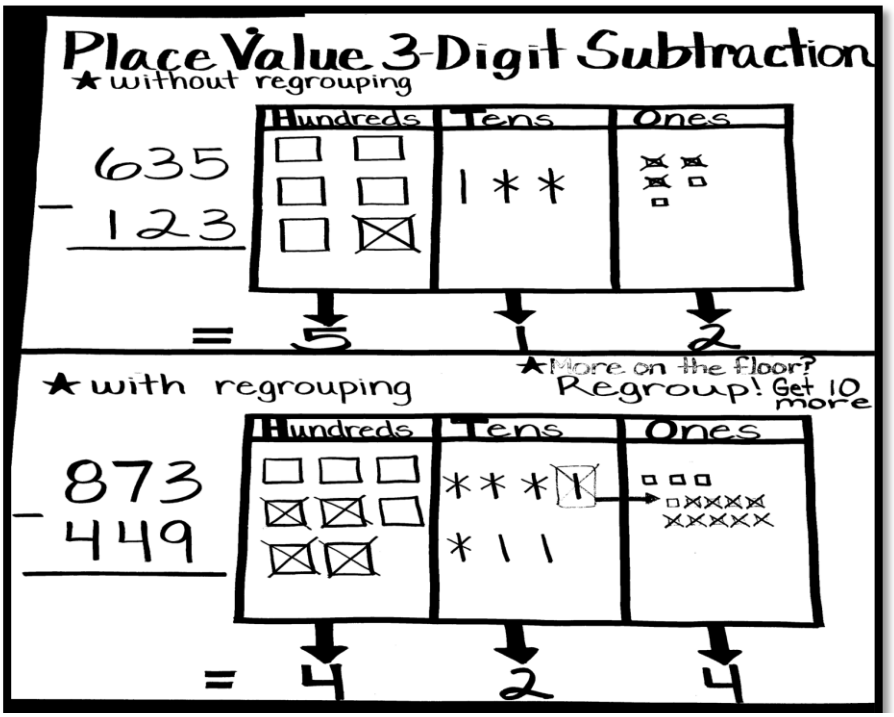
Anchor Chart



Module 5 Lesson 14

Directions: Solve by drawing a place value chart or use the vertical method. Then, use addition to check your work.

469 – 170 3 100 | 10 | 1 ~~4~~ | 6 | 9 - 1 | 7 | 0 **2** | **9** | **9**	Solve vertically. 469 - 170 **299**	Check: 299 +170 **469** Teacher Example
531 – 224	Solve vertically.	Check:
618 – 229	Solve vertically.	Check:

838 – 384	Solve vertically.	Check:
927 – 628	Solve vertically.	Check:

Name_____ **May 1, 2020**

BCCS-Boys **College: NYU/Cornell /Columbia**

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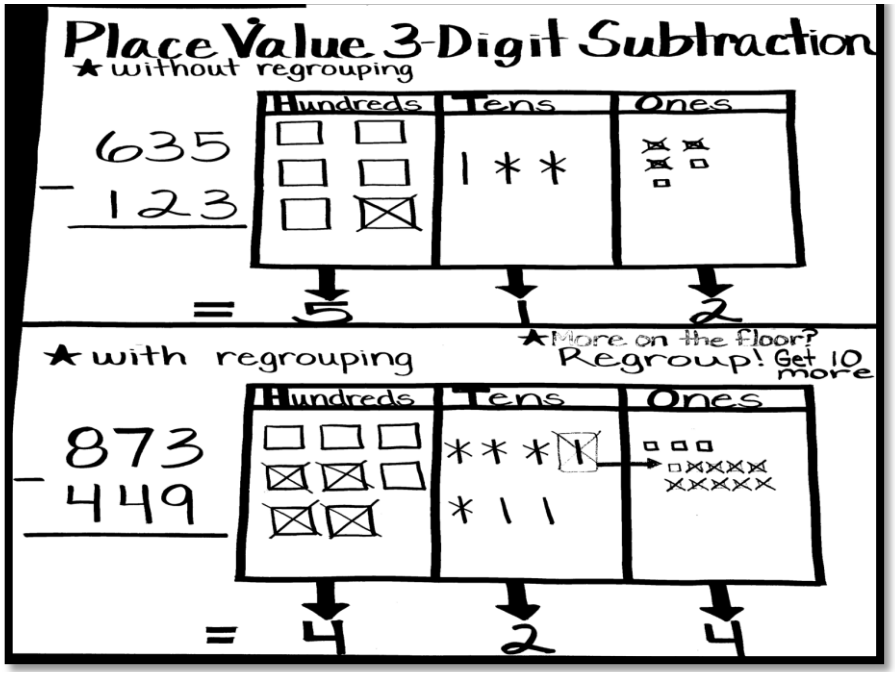
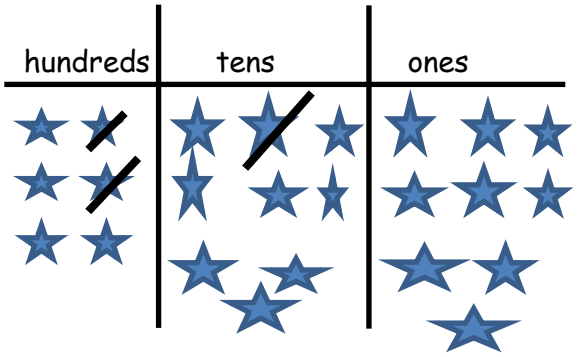
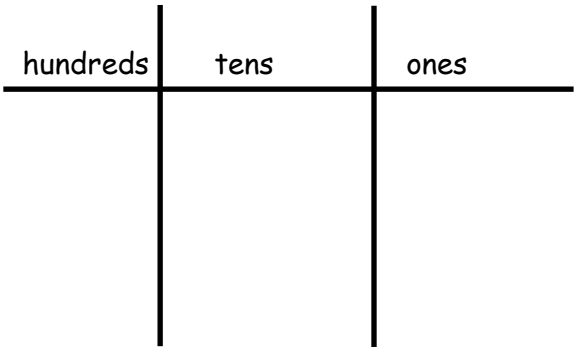
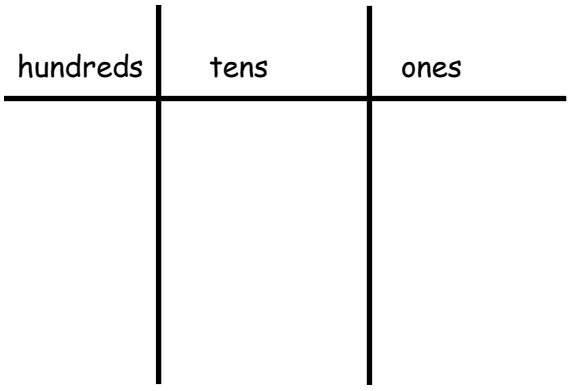
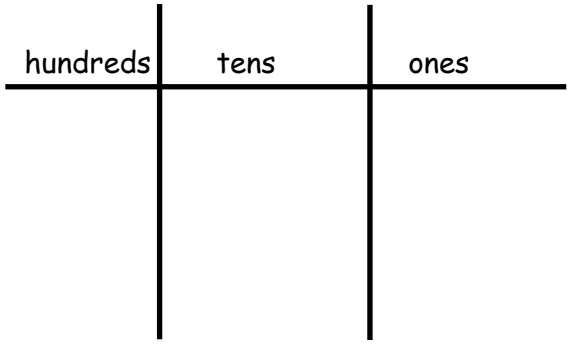
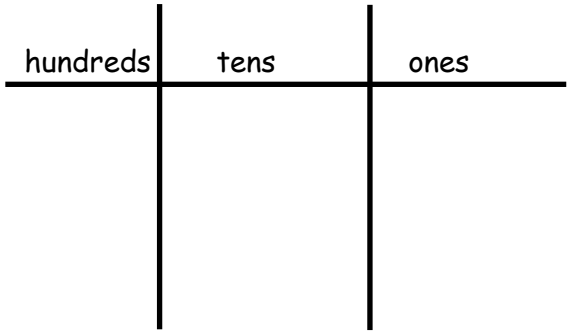


Module 5 Lesson 15

Directions: Solve by drawing chips on the place value chart. Then, use addition to check your work.

699 – 210  **4** **8** **9**	Solve vertically. 699 -210 **489**	Check: 210 + 489 **699** Teacher Example
758 – 387  	Solve vertically or mentally:	Check:
788 – 299  	Solve vertically or mentally:	Check:

821 – 523 	Solve vertically or mentally:	Check:
913 – 558 	Solve vertically or mentally:	Check:

Scope and Sequence

Week 6

Date	Standard	Description of Packet Assignment	Supplemental Online Resources
5/4 Lesson 16	**2.NBT.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. **2.NBT.9** Explain why addition and subtraction strategies work using place value and the properties of operation.	Scholars will be a le to subtract from multiples of 100 and from numbers with zero in the tens place.	**Subtraction with borrowing cartoon.** https://www.youtube.com/watch?v=qKxQ33KcRWQ
5/5 Lesson 17	**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.	Scholars will be able to subtract from multiples of 100 and from numbers with zero in the tens place.	**Please watch the Brain Pop Jr. Video on subtraction with Regrouping and take the quiz.** https://jr.brainpop.com/math/additionandsubtraction/subtractingwithregrouping/ User Name: ballston Password: scotties
5/6 Lesson 18	**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.	Scholars will be able to apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.	**The Arrow Way with Subtraction.** https://www.youtube.com/watch?v=gwlmlfW1DeM Please watch the Brain Pop Jr. Video on subtraction with Regrouping.
5/7 Lesson 19	**2.NBT.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. **2.NBT.9** Explain why addition and subtraction strategies work using place value and the properties of operation.	Scholars will be able to choose and explain solution strategies and record with a written addition or subtraction method.	**Adding with Vertical Form** https://www.youtube.com/watch?v=29nswT38mjQ **Subtraction with borrowing cartoon.** https://www.youtube.com/watch?v=qKxQ33KcRWQ
5/8 Lesson 20	**2.NBT.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. **2.NBT.9** Explain why addition and subtraction strategies work using place value and the properties of operation.	Scholars will be able to choose and explain solution strategies and record with a written addition or subtraction method.	**Adding with Vertical Form** https://www.youtube.com/watch?v=29nswT38mjQ **Subtraction with borrowing cartoon.** https://www.youtube.com/watch?v=qKxQ33KcRWQ

Name_____ **May 4, 2020**

BCCS-Boys **College: NYU/Cornell /Columbia**

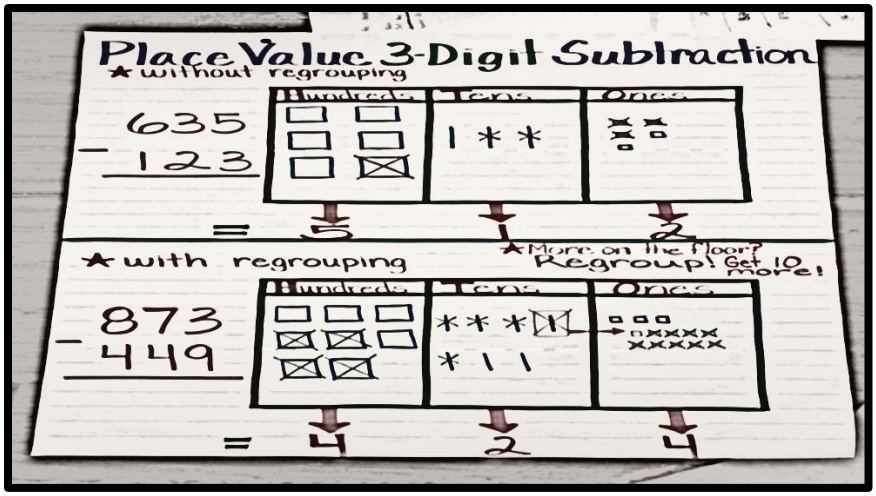
Parent Signature:

_____

(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 Chart



Module 5 Lesson 16

Directions: Solve vertically. Draw chips on the place value chart and unbundle, if needed.

304 – 53 = _____

$^{2}\not{3}04$

-053

251

hundreds	tens	ones
~~***~~	~~*****~~ *****	~~****~~
2	5	1

406 – 187 = _____

hundreds	tens	ones

501 – 316 = _____

hundreds	tens	ones

700 – 509 = _____

hundreds	tens	ones

900 – 626 = _____

hundreds	tens	ones

Name_____ **May 5,2020**

BCCS-Boys **College: NYU/Cornell /Columbia**

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

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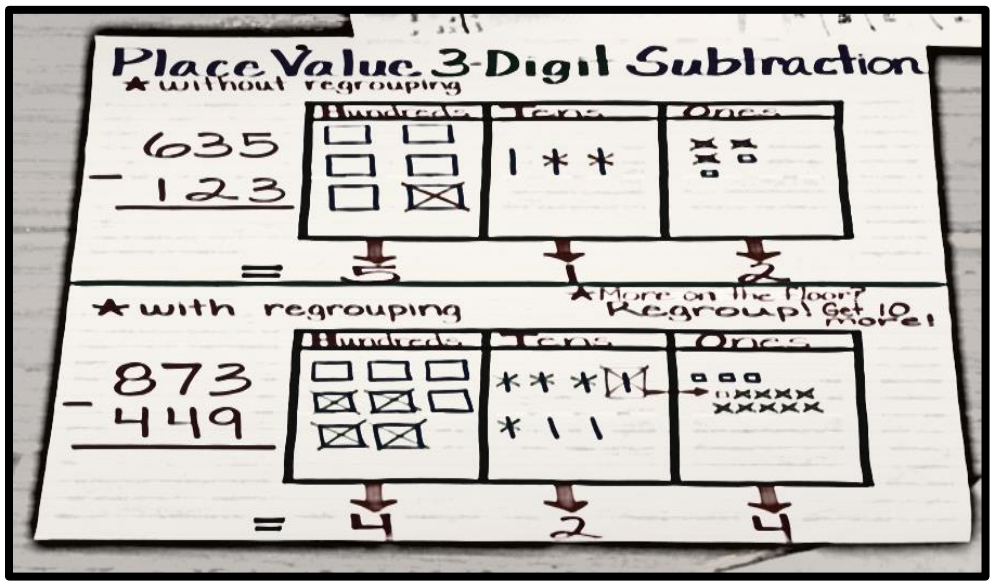
Anchor Chart



Module 5 Lesson 17

Directions: Solve vertically. Draw chips on the place value chart and unbundle, if needed.

200 – 113 = **87**

1 9

~~2~~~~0~~~~0~~ 10

-113

087

Teacher Example

hundreds	tens	ones
~~**~~	****~~*~~	*****
	*****	*****
0	**8**	**7**

400 – 247 = _____

hundreds	tens	ones

700 – 428 = _____

hundreds	tens	ones

800 – 606 = _____

hundreds	tens	ones

901 – 404 = _____

hundreds	tens	ones

Name_____ **May 6, 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	
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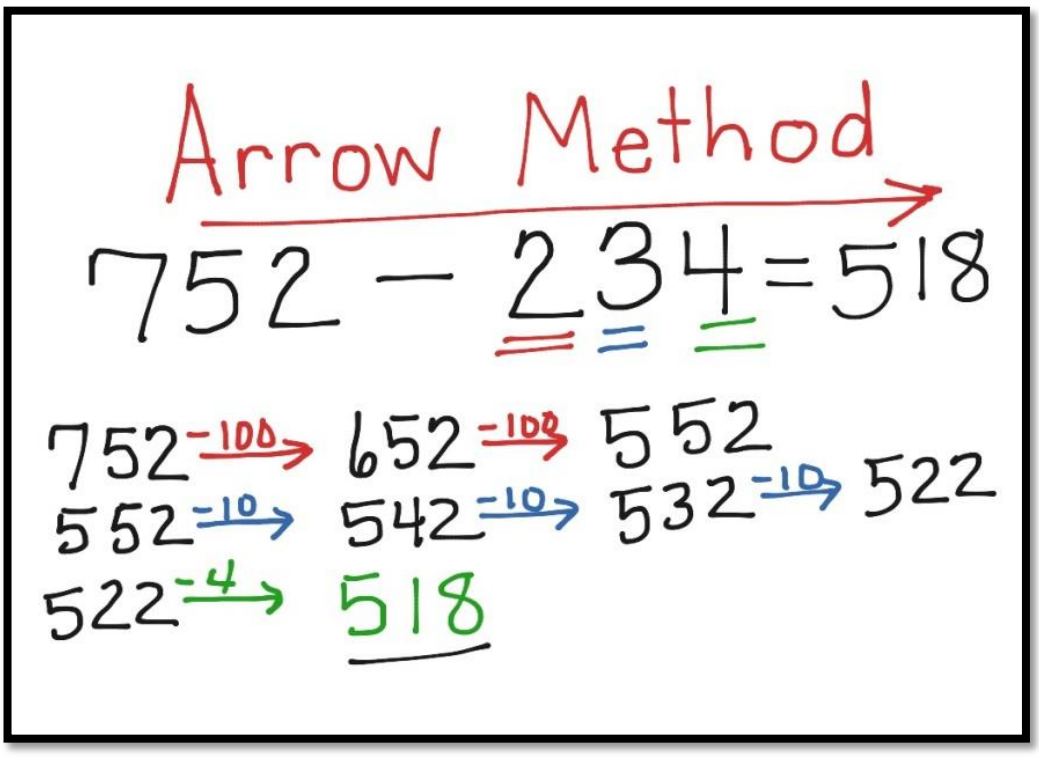
Anchor Chart



Directions: Use the arrow way and counting on to solve.

300 – 247 **+3** **+50** **247** ⟶ **250** ⟶ **300** **Teacher Example**	600 – 465

Directions: Solve vertically.

507 – 359 4 9 17 ~~5~~0~~7~~ -359 **148** **Teacher Example**	708 – 529

Directions: Choose a strategy to solve, and explain why you chose that strategy.

a. 600 – 437	Explanation:

Directions: Choose a strategy to solve, and explain why you chose that strategy.

400 – 265	Explanation:
507 – 198	Explanation:

Name_____ May 7, 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	
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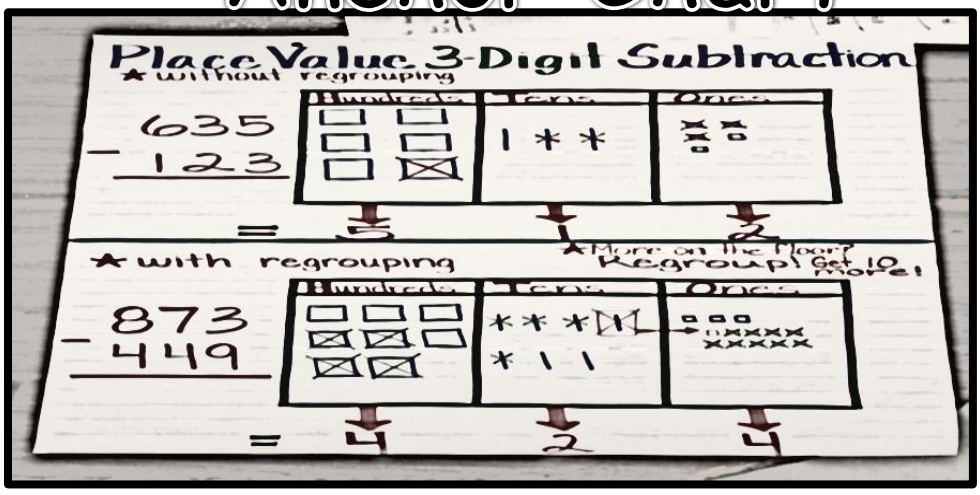
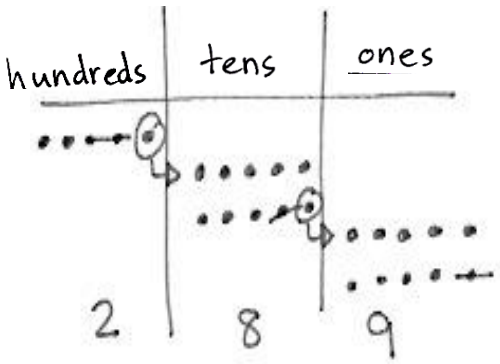
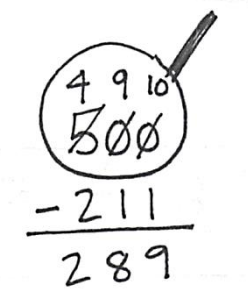
Anchor Chart



Module 5 Lesson 19

Directions: Explain how the two strategies to solve 500 – 211 are related.

a.	b.
	

The place value chart shows how the hundreds and tens are unbundled with chips. The vertical form shows the same thing but with numbers instead of chips.

Teacher Example

Directions: Solve and explain why you chose that strategy.

220 + 390 = _____	Explanation:
547 – 350 = _____	Explanation:
464 + 146 = _____	Explanation:
600 – 389 = _____	Explanation:

Name_____ May 8, 2020

BCCS-Boys **College: NYU/Cornell /Columbia**

Parent Signature: _____

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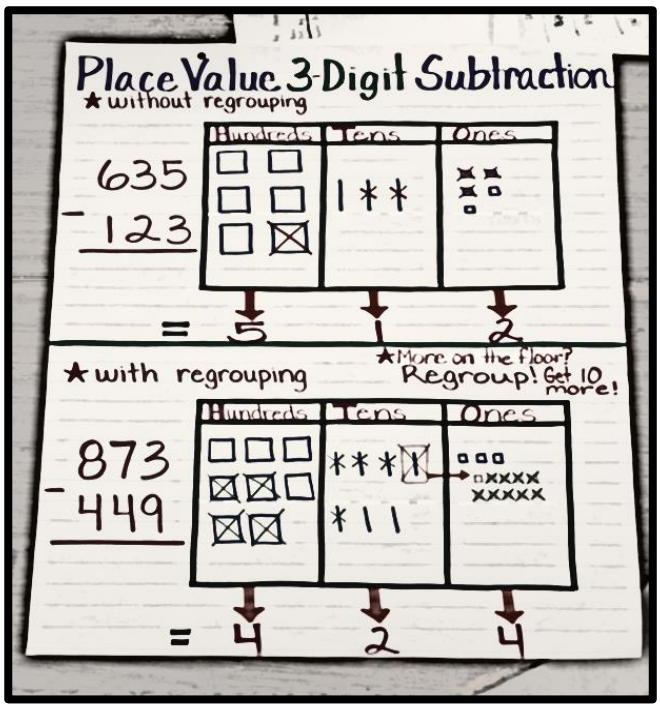
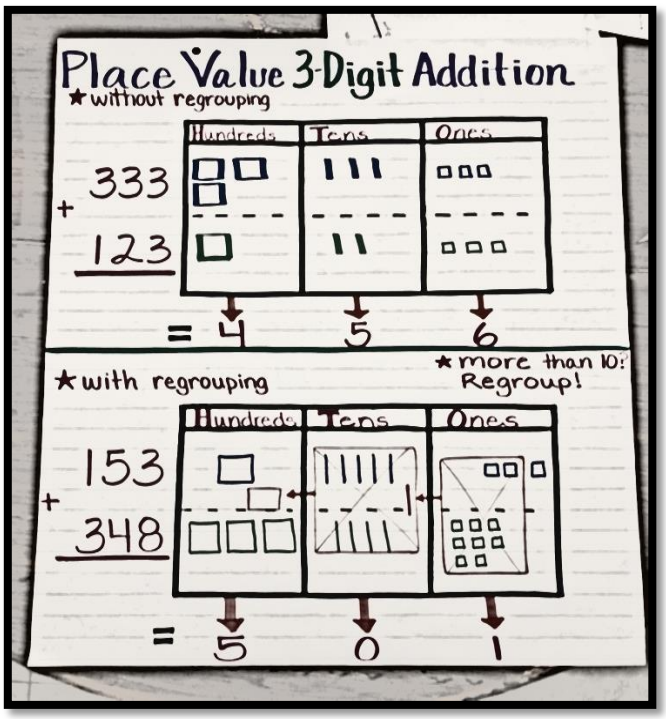
Anchor Chart





Module 5 Lesson 20

Directions: Solve the addition or subtraction problems using two different strategies. Put a **STAR** next to the strategy you feel is more efficient.

1. 399 + 237 = _____

Strategy 1	Strategy 2
399 + 237 **636**	399+237 1 236 **400+236=636**

Teacher Example

2. 400 – 298 = _____

Strategy 1	Strategy 2

3. 548 + 181 = _____

Strategy 1	Strategy 2

4. 360 + 747=_____

Strategy 1	Strategy 2

5. 862 – _____ = 690

a. My strategy	b. _____'s strategy