Brighter Choice
Charter School for Boys

Name_____

2nd Grade Math Remote Learning Packet

Week 10

June 1st-5th

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!

2nd Grade Math Scope and Sequence

Week 10

Date	Standards	Description of Packet Assignment	Additional Online Activities
6/1	**2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Use the centimeter cubes provided with the packet to measure the length of the various objects on the page.	Watch these two Brain Pop Jr. Videos on n measurement. https://jr.brainpop.com/math/measurement/nonstandardmeasurement/ **Username: ballston** **Password: Scotties** 1. **Watch video** 2. **Take quiz**
6/2	**2MD.1**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.	Use the centimeter cubes provided with the packet to measure the length of the various objects on the page.	Watch this Brain Pop Jr. Video on measurement https://jr.brainpop.com/math/measurement/centimetersmeterskilometers/ **Username: ballston** **Password: Scotties** **Watch video and take the quiz**
6/3	**2MD.1**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.	Use the ruler at the bottom of each picture to measure the length of the object in centimeters.	Watch this You Tube video on centimeters and meters. https://www.youtube.com/watch?v=-0p2RD0VnR0&t=10s
6/4	**2MD.1**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.	Worksheet #1-Use the ruler provided to measure the length of each shape in centimeters. Worksheet #2-Identify if the objects should be measured using centimeters or meters and why.	Meters or Cm Game https://www.ixl.com/math/grade-2/which-metric-unit-of-length-is-appropriate
6/5	**2MD.1**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes. **2MD.3** Estimate lengths using units of inches, feet, centimeters, and meters	Estimate the length of each object and then use a ruler to obtain the actual length of the object in centimeters.	Watch this You Tube video on estimation of measurement. https://www.youtube.com/watch?v=fVlTr5XhEzY

Name:_____   **Date: June 1, 2020**

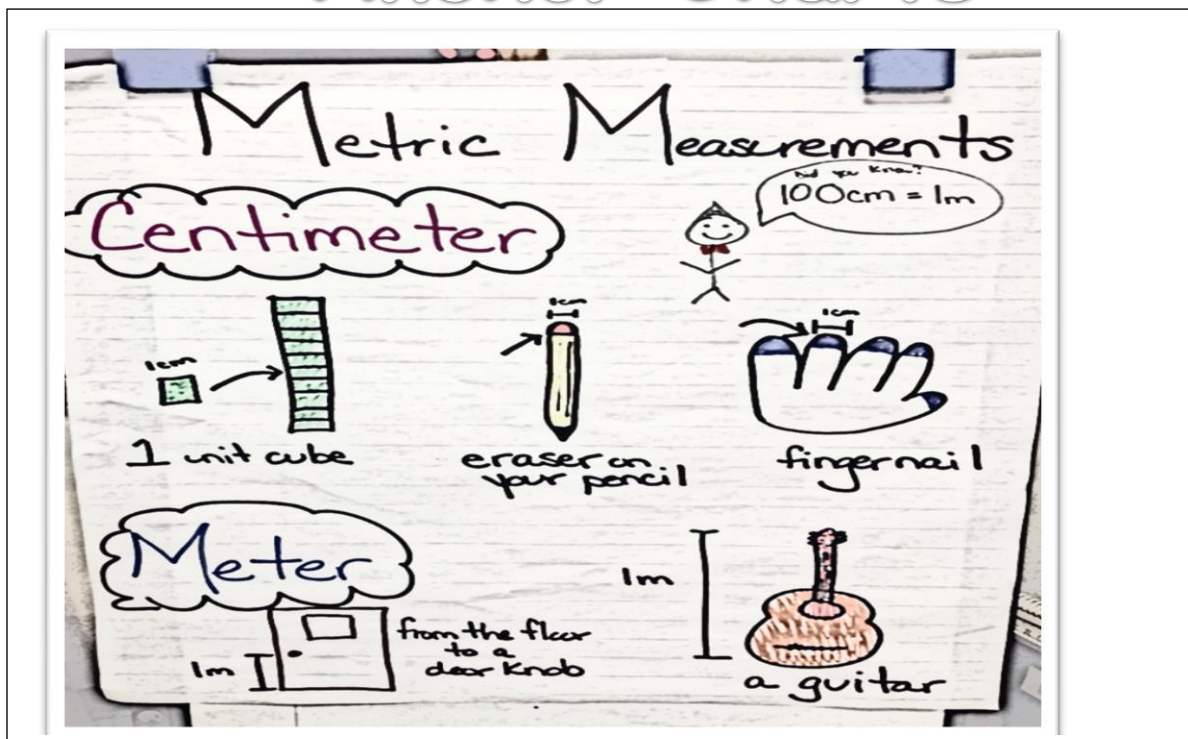**BCCS-Boys**   **College: NYU/Cornell /Columbia**

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

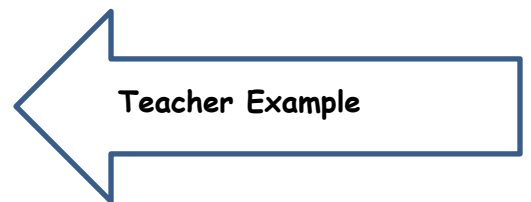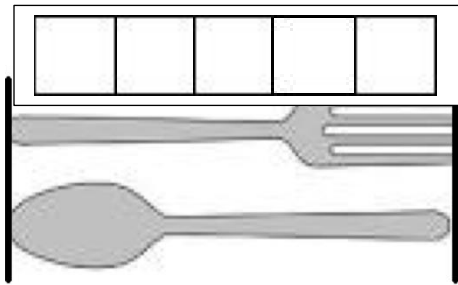| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Anchor Charts

Name:_____   **Date: June 1, 2020**

Directions: Use centimeter cubes to find the length of each object.

The picture of the fork and spoon is about __ **5**   __ centimeter cubes long.

Teacher Example

The picture of the hammer is about _____ centimeters long.

The length of the picture of the comb is about _____ centimeters.

4

Name:_____   **Date: June 1, 2020**

The length of the picture of the shovel is about _____ centimeters.

The head of a grasshopper is 2 centimeters long. The rest of the grasshopper's body is 7 centimeters long. What is the total length of the grasshopper?

1. The length of a screwdriver is 19 centimeters. The handle is 5 centimeters long.

   a. What is the length of the top of the screwdriver?

   b. How much shorter is the handle than the top of the screwdriver?

Name: **Date: June 1, 2020**

Sara lined up her centimeter cubes to find the length of the picture of the paintbrush.

Sara thinks the picture of the paintbrush is 5 centimeter cubes long.
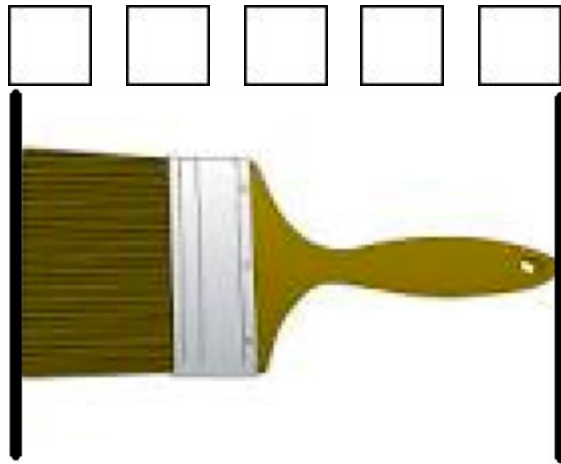
Is her answer correct? Explain why or why not.

Name:_____   **Date: June 2, 2020**

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

Parent Signature: _____

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

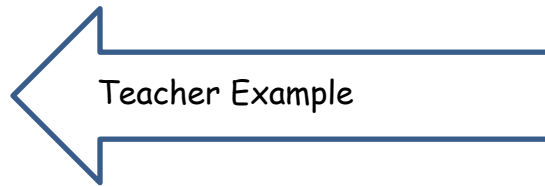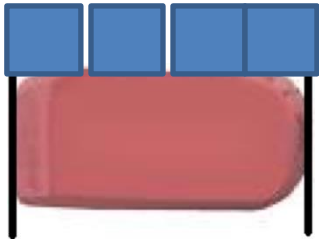| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Anchor Chart

Directions: Find the length of each object using centimeter cubes.
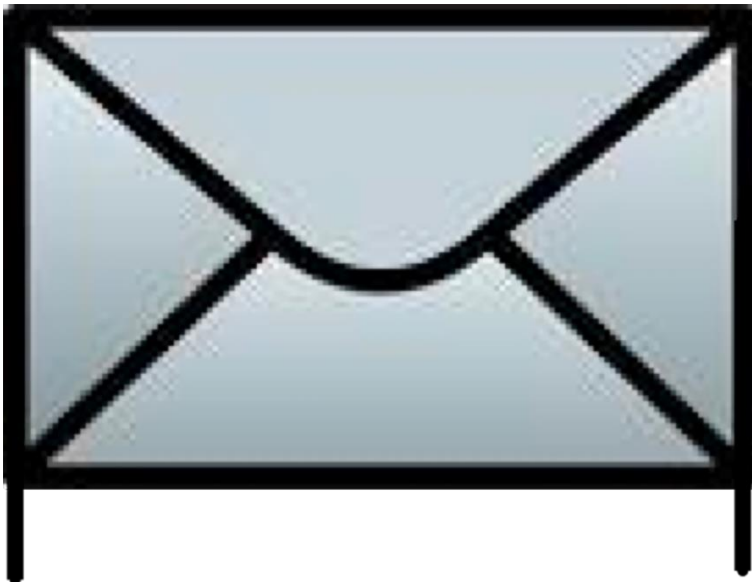
4

The picture of the eraser is about _____ centimeters long.

Teacher Example

1. The picture of the calculator is about _____ centimeters long.
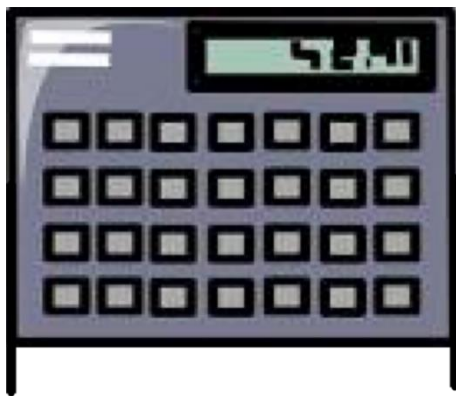
2. The length of the picture of the envelope is about _____ centimeters.

8

Name:_____   **Date: June 2, 2020**

Directions: Use your centimeter cubes to measure the ribbons. Then answer the questions.

Red Ribbon

Blue Ribbon

Yellow Ribbon

a. How long is the red ribbon? _____ centimeters long.

b. How long is the blue ribbon? _____ centimeters long.

c. How long is the yellow ribbon? _____ centimeters long.

d. Which ribbon is the longest?   Red Blue Yellow

e. Which ribbon is the shortest?   Red Blue Yellow

f. The total length of all the ribbons is _____ centimeters.

Name:_____   Date: June 3, 2020

BCCS-Boys   College: NYU/Cornell /Columbia

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Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
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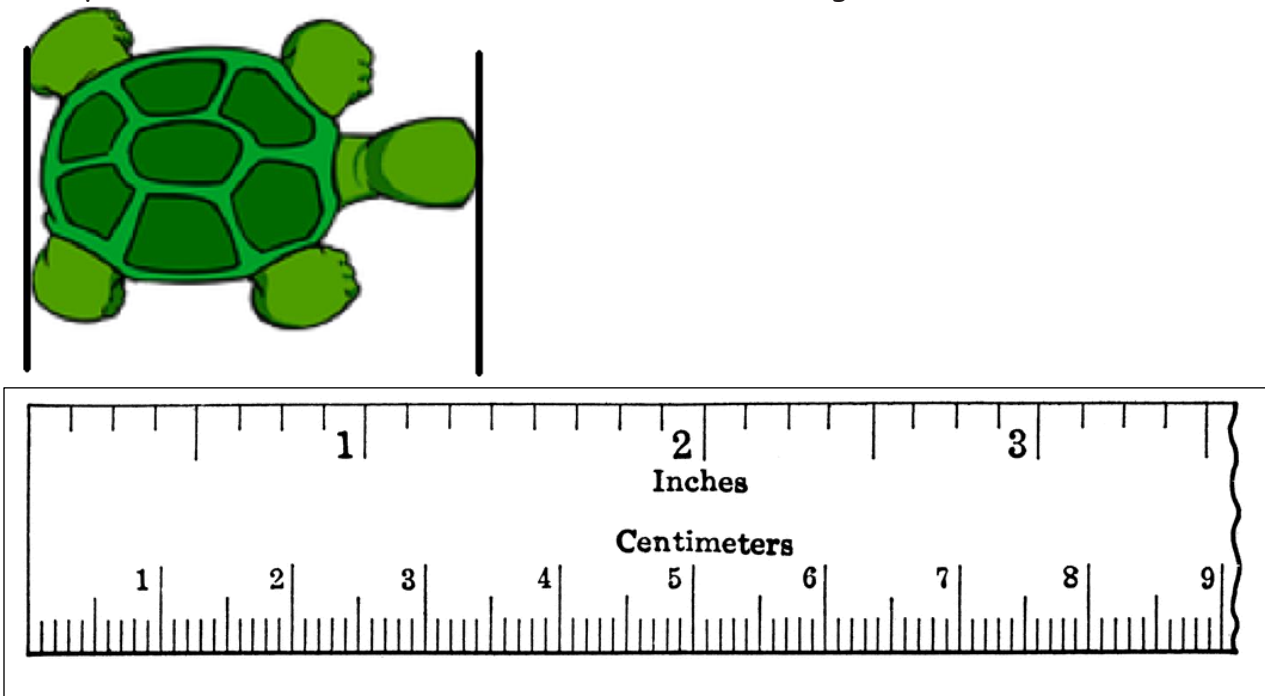# Anchor Chart

Name:_____   **Date: June 3, 2020**

Directions: Use the ruler to measure the length of the objects below in centimeters.

1. The picture of the animal track is about **2**_____ cm long.

Teacher Example

2. The picture of the turtle is about _____ cm long.
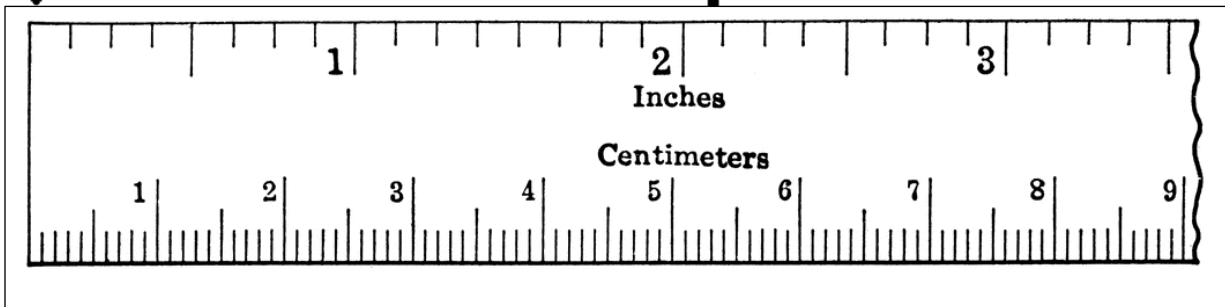

Inches

Centimeters

11

Name:_____   **Date: June 3, 2020**

Directions: Use the ruler to measure the length of the objects below in centimeters.

3. The picture of the sandwich is about _____ cm long.

Name:_____   **Date: June 4, 2020**

BCCS-Boys   **College: NYU/Cornell /Columbia**
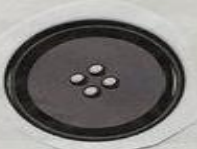
Parent Signature: _____

(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

Name:_____   **Date: June 4, 2020**

Directions: Use a centimeter ruler to find the length (from one hash mark to the next) of each object.
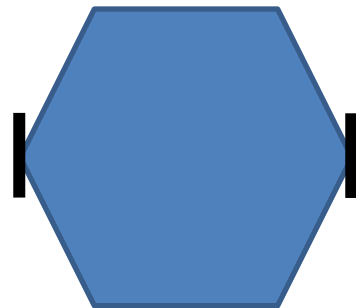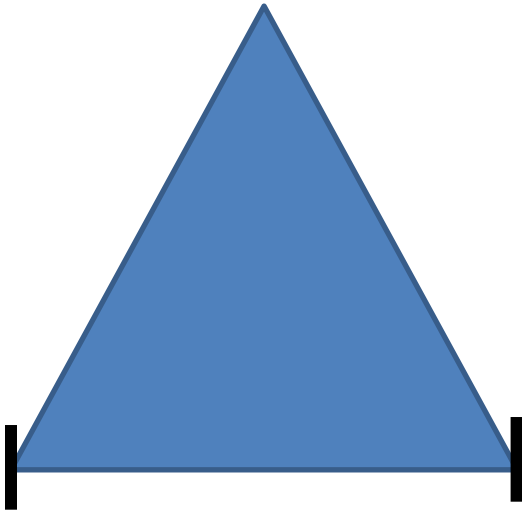
a. The Triangle is _____ cm long.
b. The Square is _____ cm long..
c. The Hexagon is _____ cm long.
d. The Rectangle is _____ cm long.

b. Explain how the strategy to find the length of each shape above is different than how you would find the length if you used a centimeter cube.

_____

_____

Name:_____   **Date: June 4, 2020**

1. Circle cm (centimeter) or m (meter) to show which measurement you would use to measure the length of each object.

    a. Length of a train   cm   or   m

    b. Length of an envelope   cm   or   m

    c. Length of a house   cm   or   m

2. Would it take more meters or more centimeters to measure the length of a playground? Explain your answer.

    _____

    _____

    _____

    _____

Name:_____   **Date: June 5, 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

Name:_____   **Date: June 5, 2020**

Directions: First, __estimate (guess)__ the length of each line in centimeters. Then, measure each line with a centimeter ruler to find the actual length.

a. Estimate: ⎢ **4** ⎢ cm   b. Actual length: ⎢ **3.5** ⎢ cm

Teacher Example
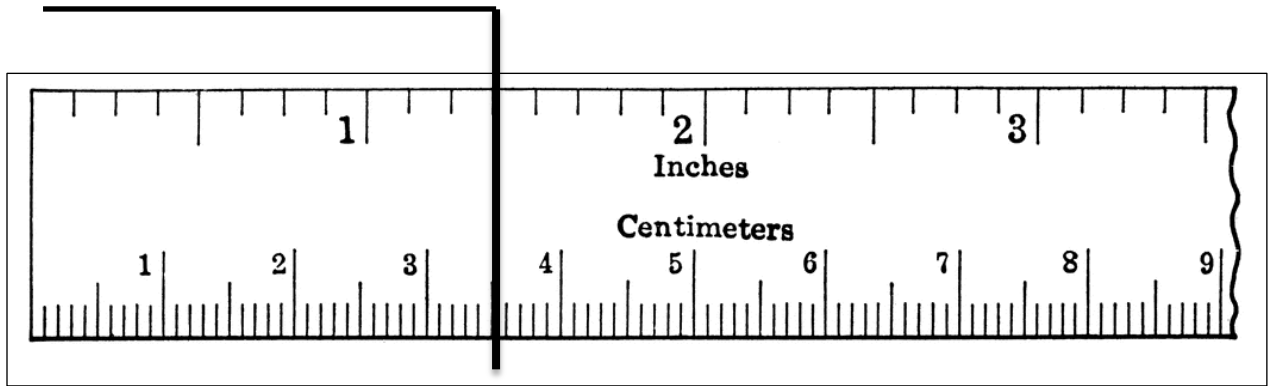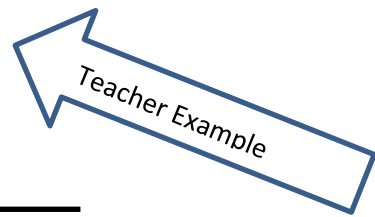
1. _____

   a. Estimate: _____ cm   b. Actual length: _____ cm

2.   _____

   a. Estimate: _____ cm   b. Actual length: _____ cm

3.   _____

a. Estimate: _____ cm   b. Actual length: _____ cm

4.   _____

a. Estimate: _____ cm   b. Actual length: _____ cm

Directions: Circle the most reasonable estimate for each object.

a. Length of a push pin   (1 cm) or 1 m

b. Length of a classroom door   100 cm or 2 m

c. Length of a pair of student scissors   17 cm or 42 cm

Estimate the length of your pencil. (Remember, the width of your pinky is about 1 cm.)

My pencil is about _____ cm long.

How does knowing that an unsharpened pencil is about 20 cm long help you estimate the length of your arm from your elbow to your wrist?

_____

Name_____

2nd Grade Math Remote Learning Packet

Weeks 11-13

June 8th-26th

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2ⁿᵈ Grade Math Scope and Sequence

Week 11

Date	Standards	Description of Packet Assignment	Additional Online Activities
6/8	**2MD.1**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.	Worksheet 1: Use a ruler to measure each line in centimeters. Worksheet 2: Solve each word problem to determine the length of each object.	Units of length word problems https://www.ixl.com/math/grade-2/customary-units-of-length-word-problems
6/9	**2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.	Solve each word problem to determine the length of each object.	Watch this You Tube video on word problems. https://www.youtube.com/watch?v=s3jP0vnFSxE
6/10	**2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Solve each unit of measure word problem using the RDW process.	Watch this You Tube video on word problems. https://www.youtube.com/watch?v=s3jP0vnFSxE
6/11	**2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Solve each unit of measure word problem using the RDW process.	Measurement Games: https://www.ixl.com/math/grade-2/choose-the-appropriate-measuring-tool
6/12	**2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Solve each unit of measure word problem using the RDW process.	Units of Measure Games: https://www.ixl.com/math/grade-2/which-customary-unit-of-length-is-appropriate-inches-feet-or-yards

Name:_____   **Date: June 8, 2020**

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

Parent Signature: _____
<p style="text-align:center">(Parent signature is proof that parent reviewed work with scholar)</p>

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

Name: Teacher Sample

BCCS-Boys

Directions: Measure each set of lines in centimeters, and write the length on the line. Complete the comparison sentences.

Line A

Line B

a. Line A   Line B

8   **3**

_____ cm   _____ cm

Line A is about <u>5cm</u> longer than Line B.

Name: _____   **Date: June 8, 2020**

Directions: Measure each set of lines in centimeters, and write the length on the line. Complete the comparison sentences.

Line C _____

Line D _____

    Line C measured about _____ cm. Line D measured about _____ cm.

    Line C is about _____ cm shorter than Line D.

Line E _____

Line F _____

Line G _____

Line E measured about _____ cm. Line F measured about _____ cm.

    Line G measured about _____ cm. Lines E, F, and G are about_____ cm combined.

    Line E is about _____ cm shorter than Line F.

Name: _____   **Date: June 8, 2020**

Directions: Read the word problem. Circle the information that will help you solve the problem.

Carol's ribbon is (76 centimeters long.) Alice's ribbon is (1 meter long.)

How much longer is Alice's ribbon than Carol's? (**100 centimeters are in 1 meter**)

0   9   10
100cm (1 Meter)   **Teacher Example**
 - 76
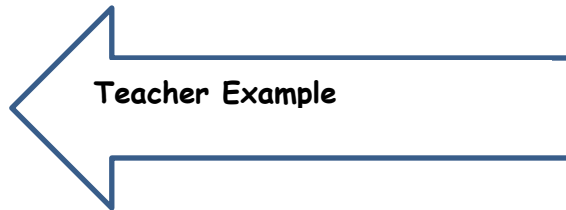
 024

The cricket hopped a distance of 52 centimeters. The grasshopper hopped 9 centimeters farther than the cricket. How far did the grasshopper jump?

The pencil box is 24 centimeters in length and 12 centimeters wide.

How many more centimeters is the length than the width?

The length is _____ more cm than the width.

Draw the rectangle and label the sides.

What is the total length of all four sides? _____ cm

Name: _____ Date: June 9, 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

How Do I Measure?

1. Choose the appropriate tool.
   - ruler
   - yardstick
   - meter stick
   - measuring tape
2. Place the item on the 0 of the measurement tool.

7 cm.

3. Measure from end to end of object.

Name: <u>Teacher Sample</u>   **Date: June 9, 2020**

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

Directions: Measure each line to the closest cm.

_____ | Line A |

_____ | Line B |
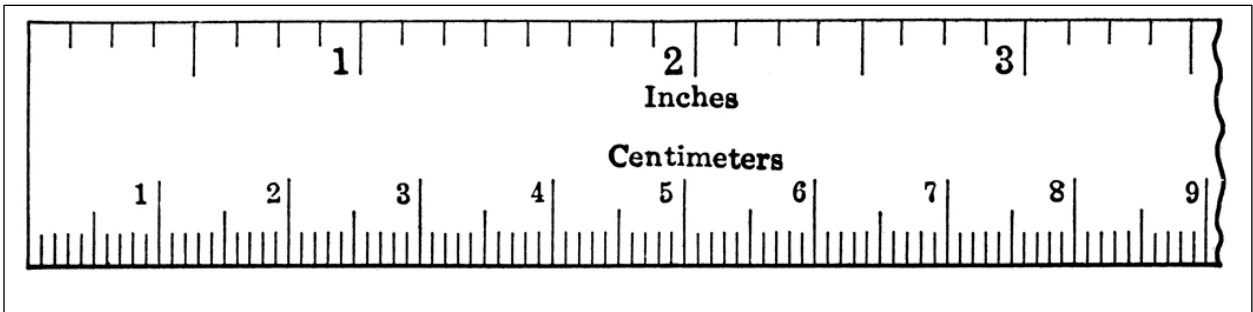
a. Line A is __**3**___ cm long.

b. Line B is __**7**___ cm long.

c. **Together**, Lines A and B measure __**10**___ cm.

A cricket jumped 5 centimeters forward and 9 centimeters back, and then stopped. If the cricket started at 23 on the ruler, where did the cricket stop? Show your work on the broken centimeter ruler.

| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

Where did the cricket land when jumping 5cm forward? _____

Where did the cricket land when jumping 9cm backward? _____

Directions: Use the ruler below to draw one line that begins at 2 cm and ends at 12 cm. Label that line R. Draw another line that begins at 5 cm and ends at 11 cm. Label that line S.

a. Add 3 cm to Line R and 4 cm to Line S.

b. How long was Line R? _____cm. How long is Line R now? _____ cm

c. How long was Line S? _____ cm. How long is line S now? _____cm

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
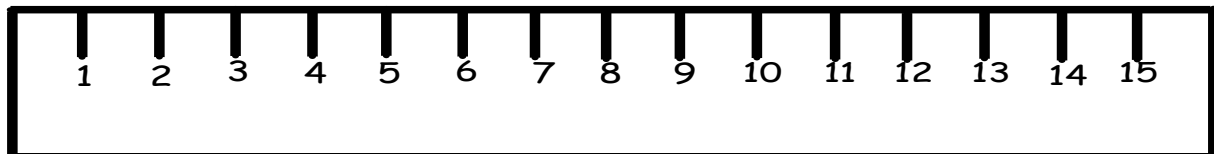
Name: _____ **Date: June 10, 2020**

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

Parent Signature: _____

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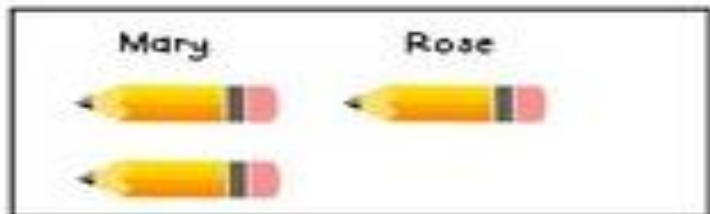| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
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Read

Draw

Write

Mary has 2 pencils on her desk. Rose has 1 pencil. How many pencils do they have altogether?

Mary   Rose

Number Sentence   2 + 1 = 3

Statement   Mary and Rose have 3 pencils altogether.

Directions: Use the RDW(**READ, DRAW, WRITE**) process to solve the word problem. Draw a tape diagram for each step.

Maura's ribbon is 26 cm long. Colleen's ribbon is 14 cm shorter than Maura's ribbon.   What is the total length of both ribbons?

Find the length of Colleen's ribbon.

26 cm
26 cm

?

14 cm shorter

```
26 cm
-14 cm
_____

  12cm
```

Teacher Example
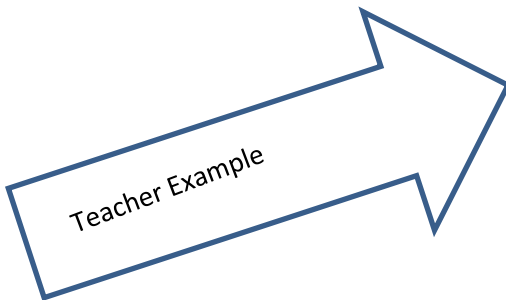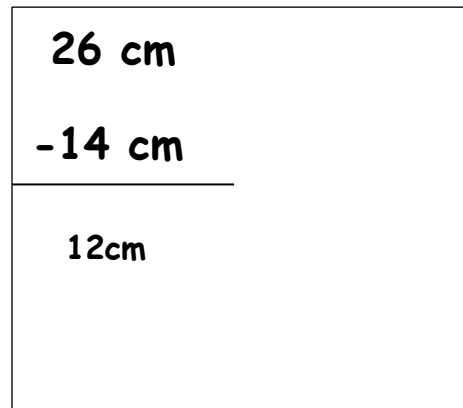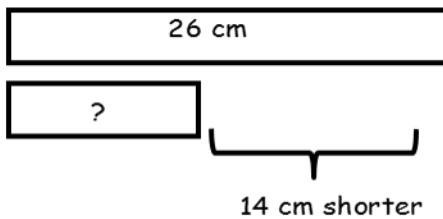
Jesse's tower of blocks is 30 cm tall. Sarah's tower is 9 cm shorter than Jessie's tower.   What is the total height of both towers?

Step 1: Find the height of Sarah's tower.

Step 2: Find the height of both towers.

22

Pam and Mark measured the distance around each other's wrists. Pam's wrist measured 10 cm. Mark's wrist measured 3 cm more than Pam's.

What is the measurement of one of Mark's wrist?

What is the combined length of Pam's two wrists?

What is the combined length of Mark's two wrists?

What is the total length of Pam and Mark's four wrists?

Name: _____ **Date: June 11, 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

Solving Word Problems:

Read
1. Read the Problem. Reread if needed.
Jack had I bucket. Jill had I bucket. How many do they have in all?

Draw
2. Draw and label pictures to help you solve the problem.
Jack 🪣 🪣 *Jill*

Write
$1 + 1 = 2$
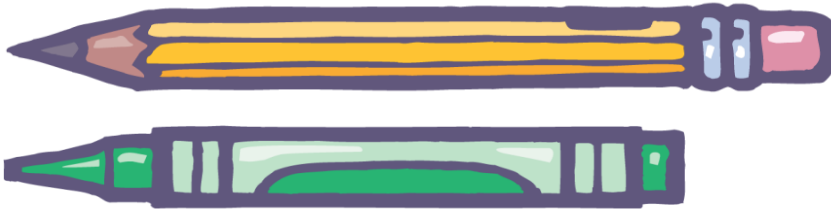3. Write a number sentence, or equation.
4. Write a word sentence, or statement.
Jack and Jill have two buckets.

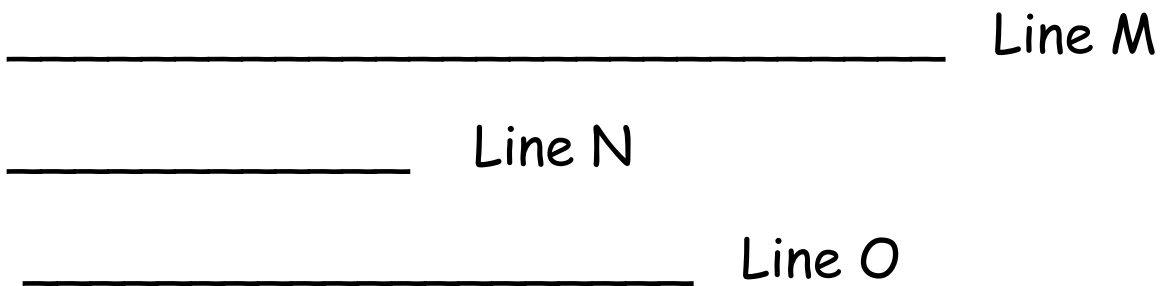**Directions**: Use a ruler to measure the length of each object in centimeters.

a. How long is the crayon? _____ centimeters

b. How long is the pencil? _____ centimeters

c. Which is longer?   pencil   crayon

d. How much longer? _____ centimeters

Directions: Measure the length of each line and compare their length.

_____ Line M

_____   Line N

_____ Line O

Line M is about _____cm longer than Line O.

Line N is about _____cm shorter than Line M.

Line N doubled would be about _____cm (longer/shorter) than Line M.

Samantha and Bill are having a beanbag throwing contest and need to measure each of their throws.

a. Circle the most appropriate tool to measure their throws.

ruler   paper clips   meter stick   centimeter cubes

b. Explain your choice using pictures or words.

c. Bill throws his beanbag 5 meters, which is 2 meters farther than Samantha threw her beanbag. How far did Samantha throw her beanbag? Draw a diagram or picture to show the length of their throws.

d. Sarah threw her beanbag 3 meters farther than Bill. Who won the contest? How do you know?

Name: _____ **Date: June 12, 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

Solving Word Problems:

Read
1. Read the Problem. Reread if needed.
Jack had 1 bucket. Jill had 1 bucket. How many do they have in all?

Draw
2. Draw and label pictures to help you solve the problem.
Jack   Jill

Write
1 + 1 = 2
3. Write a number sentence, or equation.
4. Write a word sentence, or statement.
Jack and Jill have two buckets.

Name: _____   **Date: June 12, 2020**

Directions: Use the broken centimeter ruler to solve the problem.

A grasshopper jumped 7 centimeters forward and 4 centimeters back and then stopped. If the grasshopper started at 18, where did the grasshopper stop? Show your work.

```
15   16   17   18   19   20   21   22   23   24   25   26   27   28   29   30
```

Where did the grasshopper land when he jumped forward 7cm? _____

Where did the grasshopper land when he jumped back 4cm? _____

Directions: Use a ruler to answer the following questions.

Vanessa's Ribbons

Ribbon A   *Ribbon B*

What is the length of Ribbon A? _____ centimeters

What is the length of Ribbon B? _____ centimeters

How much longer is Ribbon A than Ribbon B?   Ribbon A is _____ centimeters longer than Ribbon B.

Name: _____   **Date: June 12, 2020**

Directions: Use the measurements below to answer the questions that follow.

Katie measured the seat height of four different chairs in her house.

Here are her results:

Loveseat height: 51 cm   Dining room chair height: 55 cm

Bar stool height: 97 cm   Counter stool height: 65 cm

a. How much shorter is the dining chair than the counter stool? _____cm

b. How much taller is the bar stool than the loveseat? _____cm

c.What is the difference between the height of tallest chair and the height of the shortest chair? _____cm

d.Which chair is the tallest?

e.Which chair is the shortest?

2nd Grade Math Scope and Sequence

Week 12

Date	Standards	Description of Packet Assignment	Additional Online Activities
6/15	**2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones	Draw groups of hundreds, tens, and ones to represent the given number.	Watch this You Tube video on bundling. https://www.youtube.com/watch?v=24ZVly-n6G8&t=21s
6/16	**2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones	Draw groups of hundreds, tens, and ones to represent the given number.	Watch this Video on Place Value https://www.youtube.com/watch?v=omkDLmfvetk
6/17	**2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones	Draw groups of hundreds, tens, and ones to represent the given number.	Watch this Brain Pop Jr. on Place Value. https://jr.brainpop.com/math/numbersense/placevalue/ **Username: ballston Password: Scotties Watch video and take the quiz**
6/18	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a "hundred."	Write base ten numbers using expanded and number form.	Watch this You Tube video on Expanded Form. https://www.youtube.com/watch?v=MPmphM8JoQY
6/19	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a "hundred."	Use place value disks to represent the number on the hundreds chart	Place Value Games https://www.ixl.com/math/grade-2/place-value-models-up-to-hundreds

Name: _____ **Date: June 15, 2020**

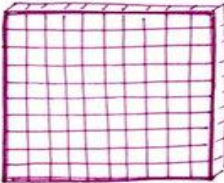**BCCS-Boys**   **College: NYU/Cornell /Columbia**

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

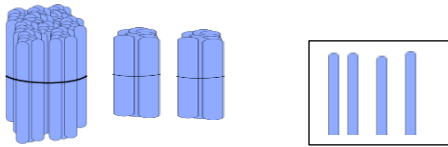| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Anchor Chart

one   ten   one hundred
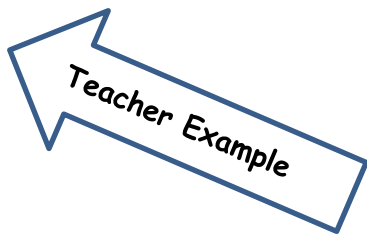
1   10   100

Directions: Use the number provided to draw models of ones, tens, and hundreds.

125

100   10   10   1's

Teacher Example

96

103
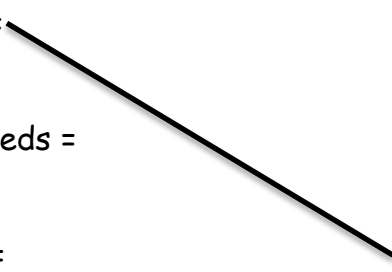
168

Name: _____   **Date: June 15, 2020**

Directions: Draw lines to match and make each statement true.

10 tens =   1 thousand

10 hundreds =   1 ten
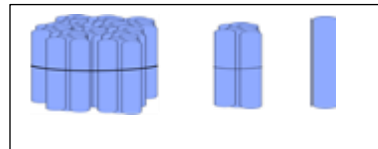
10 ones =   1 hundred

Directions: **Circle** the largest unit. **Box** the smallest.

4 tens   2 hundreds   9 ones

Draw models of each, and label the following number.

2 tens   7 ones   6 hundreds

33

Name: _____   **Date: June 16, 2020**

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

Parent Signature:

_____

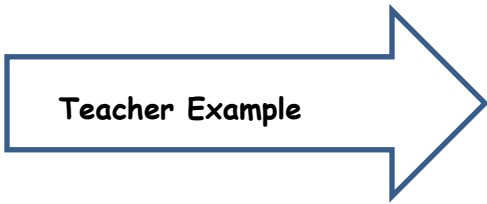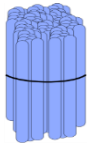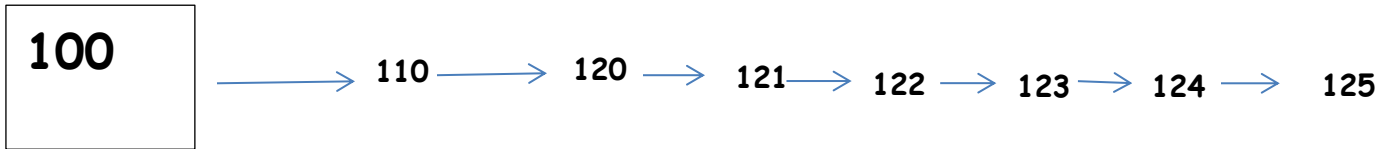(Parent signature is proof that parent reviewed work with scholar)

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

Name:_____   **Date: June 16, 2020**

1. Draw, label, and box 100. Draw pictures of the units you use to count from 100 to 124.

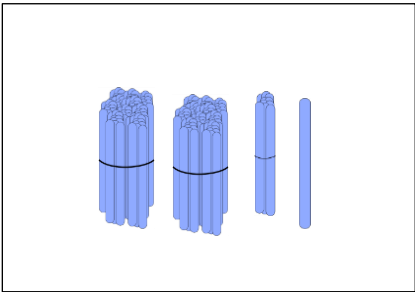100 → 110 → 120 → 121 → 122 → 123 → 124 → 125

Teacher Example

_____

2. Draw, label, and box 124. Draw pictures of the units you use to count from 124 to 220.
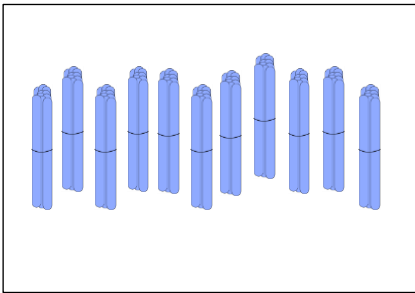
3. Draw, label, and box 85. Draw pictures of the units you use to count from 85 to 120.

Draw, label, and box 120. Draw pictures of the units you use to count from 120 to 193.

These are bundles of hundreds, tens, and ones. How many straws are in each group?

_____ straws

_____ straws

Name: _____ **Date: June 17, 2020**

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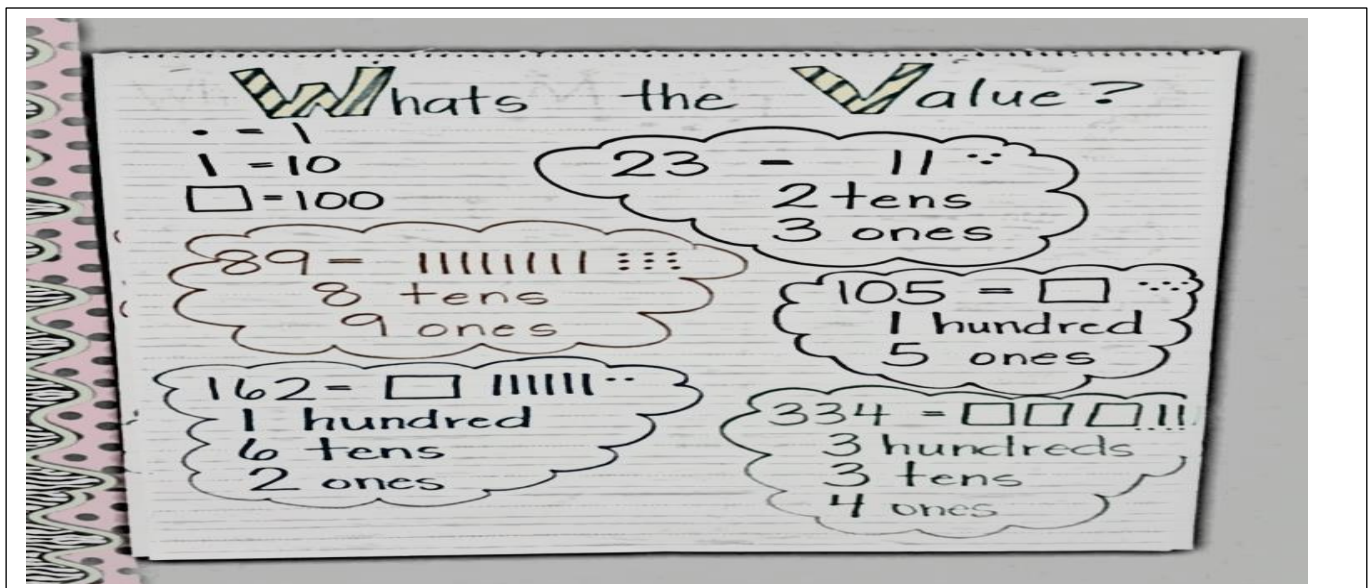Parent Signature: _____
(Parent signature is proof that parent reviewed work with scholar)

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

Name:_____   **Date: June 17, 2020**

Draw, label, and box 90. Draw pictures of the units you use to count from 90 to 300.

Draw, label, and box 300. Draw pictures of the units you use to count from 300 to 428.

Draw, label, and box 428. Draw pictures of the units you use to count from 428 to 600.

Name: _____ **Date: June 18, 2020**
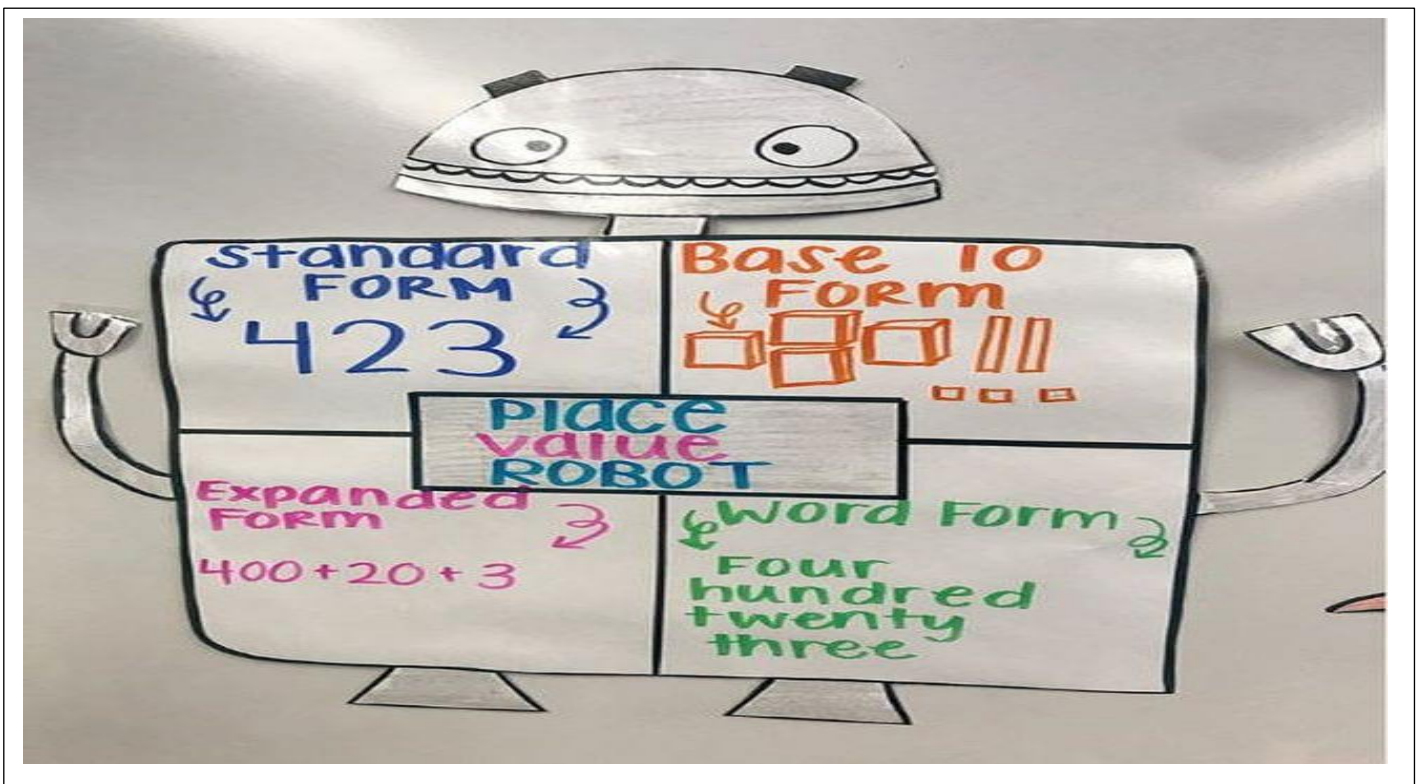
BCCS-Boys **College: NYU/Cornell /Columbia**

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

Directions: Write each number in **expanded form**, separating the total value of each of the units.

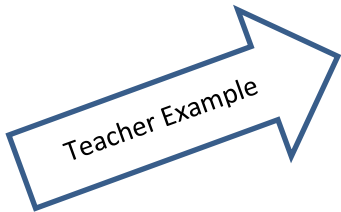|	
1. 231 ## 200 + 30 + 1	2. 312
3. 527	4. 752
5. 201	6. 310
7. 507	8. 750

Directions: Write the answer in **number form**.

9. 2 + 30 + 100 = **132**

Teacher Example

10. 300 + 2 + 10 =

11. 50 + 200 + 7 =

12. 70 + 500 + 2 =

13. 1 + 200 =

14. 100 + 3 =

15. 700 + 5 =

16. 7 + 500 =

Name: _____ Date: June 19, 2020

BCCS-Boys   College: NYU/Cornell /Columbia

Parent Signature:
_____
(Parent signature is proof that parent reviewed work with scholar)
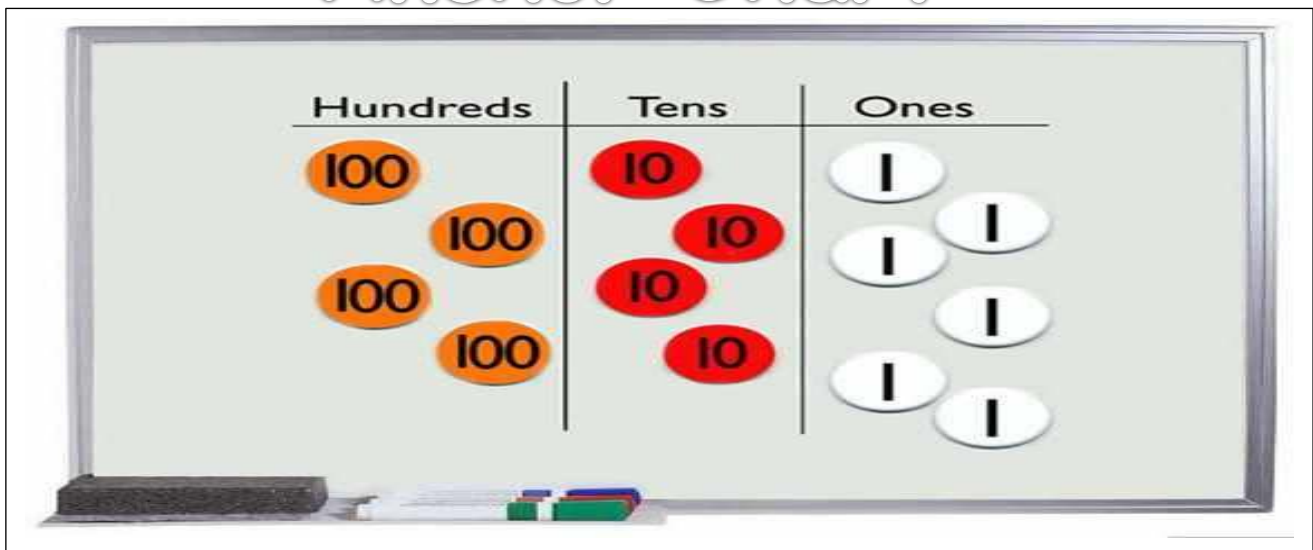
Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Anchor Chart

Directions: Draw place value disks to show the numbers.

1. 72

H	T	O
	10 10 10 10 10 10 10	1 1

2. 427

3. 713

4. 171

5. 187

6. 705

Directions: Draw place value disks to show the numbers.

43

430

270

720

702

936

2nd Grade Math Scope and Sequence

Week 13

Date	Standards	Description of Packet Assignment	Additional Online Activities
6/22	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Worksheet #1: Complete each more or less number statement. Worksheet #2: Use the word problem to complete the graph and answer the questions.	Watch this You Tube video on kids place value up to 1000. https://www.youtube.com/watch?v=QS32l5WhSuY
6/23	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	Solve each addition sentence using arrow math or number bonds.	Watch this You Tube Video on subtracting multiples of 10. https://www.youtube.com/watch?v=4i4_VHtHzP8
6/24	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	Use arrow math or number bonds to solve the addition problems.	Watch this You Tube Video on Simple Adding and Subtracting multiples of 10 and 100 https://www.youtube.com/watch?v=7ZCDvJVXjHU
6/25	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	Use arrow math or number bonds to solve the addition problems.	Adding and subtracting 10 and 100 https://www.youtube.com/watch?v=4BNIGTHUTTM
6/26	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	Worksheet #1: Use arrow math or number bonds to solve the addition problems.. Worksheet #2: Use the word problem to complete the graph and answer the questions.	Word problems. https://www.youtube.com/watch?v=s3jP0vnFSxE

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

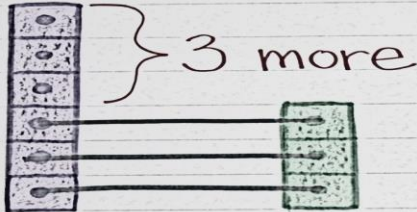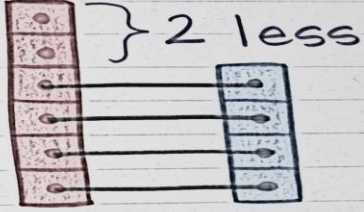**BCCS-Boys**   **College: NYU/Cornell /Columbia**

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

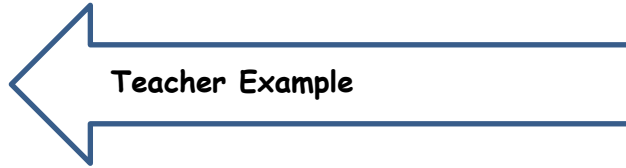| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Anchor Chart

Name_____   **June 22, 2020**

Directions: Complete each *more* or *less* statement.

- 1 **more** than 66 is_ **67**

- 1 **less** than 66 is **65**

- 56 is 10 **more** than _____.

- _____ is 10 **less** than 67.

- 86 is _____ than 96.

- 10 **more** than 66 is _____.

- 10 **less** than 66 is _____.

- 88 is 1 **less** than _____.

- _____ is 1 **more** than 72.

- 78 is _____ than 79.

Directions: Solve each word problem. Circle important information to help you solve.

Yesterday Isaiah made (39 favor bags) for his party. Today he made (23 more.)
How many favor bags did he make for his party?

|1|**39**

+23

|6|2|

Below is a chart of balloons at the county fair.

Color of Balloons	Number of Balloons
Red	59
Yellow	61
Green	65
Blue	
Pink	

a. Use the following to complete the chart and answer the question.
   - The fair has 1 more blue than red balloons.
   - There are 10 fewer pink than yellow balloons.

   Are there more blue or pink balloons? How many more or less?

b. If 1 red balloon pops and 10 red balloons fly away, how many red balloons are left? Use the arrow way to show your work.

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

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

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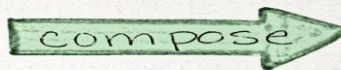| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

Anchor Chart

Hmm... What way is best for me?

Number Bonds   The Arrow way

$26 + 30 = 56$ $26 \xrightarrow{+10} 36 \xrightarrow{+10} 46 \xrightarrow{+10} 56$

20 6

$20 + 30 = 50$ $26 \xrightarrow{+30} 56$
$50 + 6 = 56$

$26 + 30 = 50 + 6 = 56$

6   20

Directions: Solve using place value strategies. Use the arrow way or number bonds, and record your answers.

20 + 37 = _____   57 + _____ = 87

_____ + 56 = 86   78 - 40 = _____

50

Directions: Solve using place value strategies. Use the arrow way or number bonds, and record your answers.

84 - _____ = 24   57 - _____ = 37

8 tens 7 ones – 3 tens = _____   _____ + 5 tens = 7 tens

Directions: Read the word problem. Circle the information that will help you solve. Show your walk.

Mark had 78 puzzle pieces. He lost 30 pieces. How many pieces does Mark have left? Use the arrow way to show your simplifying strategy.

Name: _____ **Date: June 24, 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

Arrow Method to add 2 digit numbers

$37 + 40 = 77$

$37 \xrightarrow{+10} 47 \xrightarrow{+10} 57 \xrightarrow{+10} 67 \xrightarrow{+10} 77$

$37 + 41 = 78$

$37 \xrightarrow{+20} 57 \xrightarrow{+20} 77 \xrightarrow{+1} 78$

$37 + 39 =$

$37 \quad 47 \quad 57$
$\underbrace{\quad}_{+10} \underbrace{\quad}_{+10} \underbrace{\quad}_{+10}$

Name_____   **June 24, 2020**

Directions: Solve using the arrow way. The first set is done for you.

a.	b.
67 + 20 = __87__ $67 \xrightarrow{+20} \underline{87}$ 67 + 21 = __88__ $67 \xrightarrow{+20} \underline{87} \xrightarrow{+1} \underline{88}$ 67 + 19 = __86__ $67 \xrightarrow{+20} \underline{87} \xrightarrow{-1} \underline{86}$	56 + 40 = _____ 56 + 39 = _____
c.	d.
68 - 40 = _____ 68 - 39 = _____	87 - 50 = _____ 87 - 49 = _____

Directions: Solve each word problem the arrow way.

Marcy had $84 in the bank. She took $39 out of her account. How much does she have in her account now?

Brian has 92 cm of rope. He cuts off a piece 49 cm long to tie a package.

a. How much rope does Brian have left?

b. To tie a different package, Brian needs another piece of rope that is 8 cm shorter than the piece he just cut. Does he have enough rope left?

Name: _____ **Date: June 25, 2020**

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

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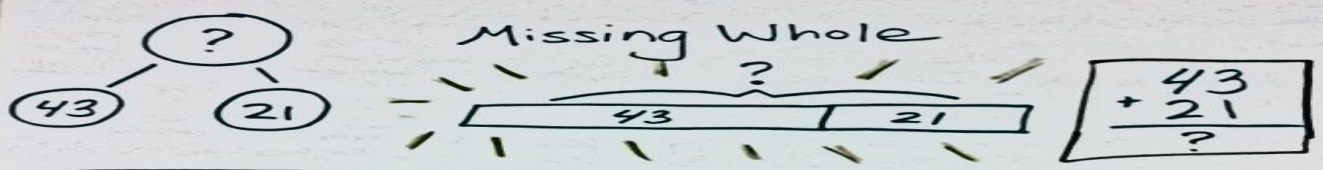   (Parent signature is proof that parent reviewed work with scholar)

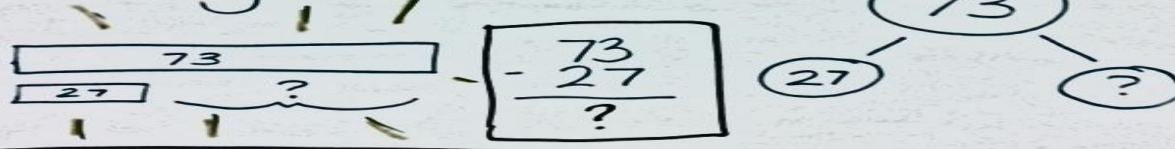| Parent/Scholar Notes: These are notes that can/should be shared with scholar's teacher	
Today my scholar was successful with….	Today my scholar struggled with understanding…

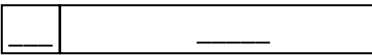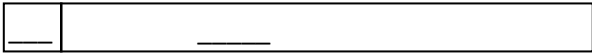# Anchor Chart

Name_____   **June 25, 2020**

Directions: Solve. Draw and label a tape diagram to subtract tens. Write the new number sentence.

a. 23 – 9 = **24 – 10** = _ **14**

_1_	23

_1_	9

Teacher Example

b. 32 – 19 = _____ = _____

___	_____

___	_____
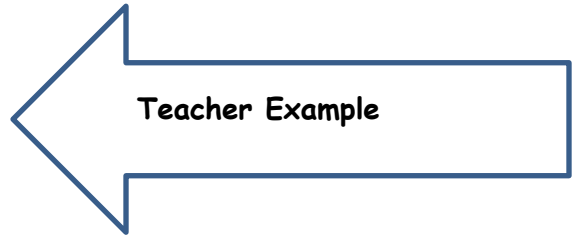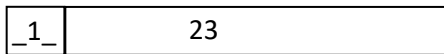
c. 50 – 29 = _____ = _____

d. 47 – 28 = _____ = _____

Name_____   **June 25, 2020**
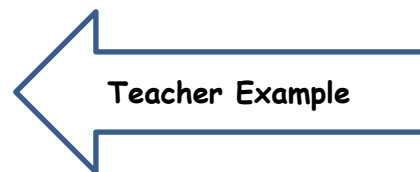
Directions: Draw and label a tape diagram to add tens. Write the new number sentence.

a. 29 + 46 = __**30 + 45**__ = [**75**]

Notice that 1 was added to 29 and 1 was taken away from 46.

29	1	45

Teacher Example

b. 38 + 45 = _____ = _____

c. 61 + 29 = _____ = _____

d. 27 + 68 = _____ = _____

Name_____   **June 26, 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

Solving Word Problems:

Read
1. Read the Problem. Reread if needed.
   Jack had 1 bucket. Jill had 1 bucket. How many do they have in all?

Draw
2. Draw and label pictures to help you solve the problem.
   Jack 🪣 🪣 Jill

Write
1 + 1 = 2
3. Write a number sentence, or equation.
4. Write a word sentence, or statement.
   Jack and Jill have two buckets.

Directions: Read each word problem carefully and circle the information that helps you solve it. Show all your work.

1. (39 books) were on the top bookshelf. Marcy added (48 more) books to the top shelf. How many books are on the top shelf now?

$$
\begin{array}{r}
{}^{1}39 \\
+\ 48 \\
\hline
8\ \ 7 \quad \text{books}
\end{array}
$$

2. There are 53 regular pencils and some colored pencils in the bin. There are a total of 91 pencils in the bin. How many colored pencils are in the bin?

3. Henry solved 24 of his homework problems. There were 51 left to do. How many math problems were there on his homework sheet?

4. Matthew has 68 stickers. His brother has 29 fewer stickers.

    a. How many stickers does Matthew's brother have?

  b. How many stickers do Matthew and his brother have altogether?