Name _____

5

2nd Grade Math Remote Learning Packet

Week 5

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

_____ (Parent Signature)

_____ (Date)

Parents please note that all academic 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.


Brighter Choice
Charter School for Boys
Day # 1

Name _____Week 5 Day 1 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 7 Sprint A

Subtraction

Number Correct: _____

1.	3 – 1 =	
2.	13 – 1 =	
3.	23 – 1 =	
4.	53 – 1 =	
5.	4 – 2 =	
6.	14 – 2 =	
7.	24 – 2 =	
8.	64 – 2 =	
9.	4 – 3 =	
10.	14 – 3 =	
11.	24 – 3 =	
12.	74 – 3 =	
13.	6 – 4 =	
14.	16 – 4 =	
15.	26 – 4 =	
16.	96 – 4 =	
17.	7 – 5 =	
18.	17 – 5 =	
19.	27 – 5 =	

23.	8 – 7 =	
24.	18 – 7 =	
25.	58 – 7 =	
26.	62 – 2 =	
27.	9 – 8 =	
28.	19 – 8 =	
29.	29 – 8 =	
30.	69 – 8 =	
31.	7 – 3 =	
32.	17 – 3 =	
33.	77 – 3 =	
34.	59 – 9 =	
35.	9 – 7 =	
36.	19 – 7 =	
37.	89 – 7 =	
38.	99 – 5 =	
39.	78 – 6 =	
40.	58 – 5 =	
41.	39 – 7 =	

Name _____Week 5 Day 1 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 7 Sprint B

Subtraction

Number Correct: _____

1.	2 – 1 =	
2.	12 – 1 =	
3.	22 – 1 =	
4.	52 – 1 =	
5.	5 – 2 =	
6.	15 – 2 =	
7.	25 – 2 =	
8.	65 – 2 =	
9.	4 – 3 =	
10.	14 – 3 =	
11.	24 – 3 =	
12.	84 – 3 =	
13.	7 – 4 =	
14.	17 – 4 =	
15.	27 – 4 =	
16.	97 – 4 =	
17.	6 – 5 =	
18.	16 – 5 =	
19.	26 – 5 =	

23.	8 – 7 =	
24.	18 – 7 =	
25.	68 – 7 =	
26.	32 – 2 =	
27.	9 – 8 =	
28.	19 – 8 =	
29.	29 – 8 =	
30.	79 – 8 =	
31.	8 – 4 =	
32.	18 – 4 =	
33.	78 – 4 =	
34.	89 – 9 =	
35.	9 – 7 =	
36.	19 – 7 =	
37.	79 – 7 =	
38.	89 – 5 =	
39.	68 – 6 =	
40.	48 – 5 =	
41.	29 – 7 =	

Name _____Week 5 Day 1 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 7 Problem Set

Measure each set of lines with one small paper clip, using mark and move forward.
Measure each set of lines in centimeters using a ruler.

1. Line A _____

   Line B _____

   a. Line A

      _____ paper clips _____ cm

   b. Line B

      _____ paper clips _____ cm

   c. Line B is about _____ paper clips shorter than Line A.

   d. Line A is about _____ cm longer than Line B.

Name _____Week 5 Day 1 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 7 Problem Set Continued

2. _____ Line L

_____ Line M

a. Line L

_____ paper clips _____ cm

b. Line M

_____ paper clips _____ cm

c. Line L is about _____ paper clips longer than Line M.

d. Line M doubled is about _____ cm shorter than Line L.

Name _____Week 5 Day 1 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 7 Problem Set Continued

3. Draw a line that is 6 cm long and another line below it that is 15 cm long. Label the 6 cm line C and the 15 cm line D.

   a. Line C _____ paper clips

   Line D _____ paper clips

   b. Line D is about _____ cm longer than Line C.

   c. Line C is about _____ paper clips shorter than Line D.

   d. Lines C and D together are about _____ paper clips long.

   e. Lines C and D together are about _____ centimeters long.

Name _____Week 5 Day 1 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 7 Exit Ticket

Measure the lines with small paper clips and then with a centimeter ruler. Then, answer the questions below.

Line 1 _____

Line 2 _____

Line 3 _____

a. Line 1

_____ paper clips _____ cm

b. Line 2

_____ paper clips _____ cm

c. Line 3

_____ paper clips _____ cm

Explain why each measurement required more centimeters than paper clips.

_____

_____

_____

Name _____Week 5 Day 1 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 7 Homework

Use a centimeter ruler and paper clips to measure and compare lengths.

1. _____ Line Z

   a. Line Z

      _____ paper clips _____ cm

   b. Line Z doubled would measure about _____ paper clips or about _____ cm long.

2. _____ Line A

   _____ Line B

   a. Line A

      _____ paper clips _____ cm

   b. Line B

      _____ paper clips _____ cm

c. Line A is about _____ paper clips longer than Line B.

d. Line B doubled is about _____ cm shorter than Line A.

Name _____Week 5 Day 1 Date:_____

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Module 2 Lesson 7 Homework Continued

3. Draw a line that is 9 cm long and another line below it that is 12 cm long.

Label the 9 cm line F and the 12 cm line G.

a. Line F _____ paper clips

Line G _____ paper clips

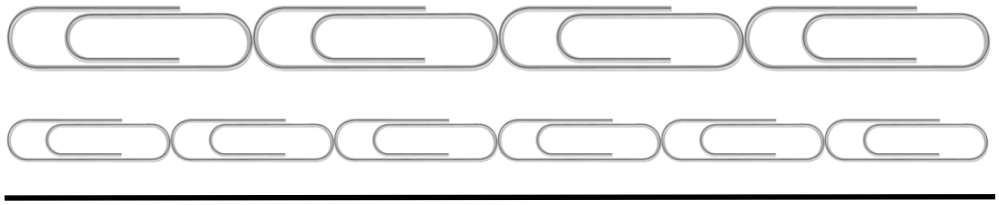
b. Line G is about _____ cm longer than Line F.

c. Line F is about _____ paper clips shorter than Line G.

d. Lines F and G are about _____ paper clips long.

e. Lines F and G are about _____ centimeters long

3. Jordan measured the length of a line with large paper clips. His friend measured the length of the same line with small paper clips.



a. About how many paper clips did Jordan use? _____ large paper clips

Name _____Week 5 Day 1 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 7 Homework Continued

b. About how many small paper clips did his friend use? _____ small clips

c. Why did Jordan's friend need more paper clips to measure the same line as Jordan?

_____


Brighter Choice
Charter School for Boys
Day # 2

Name _____Week 5 Day 2 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 8 Sprint A

Making a Meter Number Correct: _____

20.	10 cm + ____ = 100 cm	
21.	30 cm + ____ = 100 cm	
22.	50 cm + ____ = 100 cm	
23.	70 cm + ____ = 100 cm	
24.	90 cm + ____ = 100 cm	
25.	80 cm + ____ = 100 cm	
26.	60 cm + ____ = 100 cm	
27.	40 cm + ____ = 100 cm	
28.	20 cm + ____ = 100 cm	
29.	21 cm + ____ = 100 cm	
30.	23 cm + ____ = 100 cm	
31.	25 cm + ____ = 100 cm	
32.	27 cm + ____ = 100 cm	
33.	37 cm + ____ = 100 cm	
34.	38 cm + ____ = 100 cm	
35.	39 cm + ____ = 100 cm	
36.	49 cm + ____ = 100 cm	
37.	50 cm + ____ = 100 cm	
38.	52 cm + ____ = 100 cm	

42.	____ + 62 cm = 1 m	
43.	____ + 72 cm = 1 m	
44.	____ + 92 cm = 1 m	
45.	____ + 29 cm = 1 m	
46.	____ + 39 cm = 1 m	
47.	____ + 59 cm = 1 m	
48.	____ + 89 cm = 1 m	
49.	____ + 88 cm = 1 m	
50.	____ + 68 cm = 1 m	
51.	____ + 18 cm = 1 m	
52.	____ + 15 cm = 1 m	
53.	____ + 55 cm = 1 m	
54.	44 cm + ____ = 1 m	
55.	55 cm + ____ = 1 m	
56.	88 cm + ____ = 1 m	
57.	1 m = ____ + 33 cm	
58.	1 m = ____ + 66 cm	
59.	1 m = ____ + 99 cm	
60.	1 m – 11 cm = ____	

Name _____Week 5 Day 2 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 8 Sprint B

Making a Meter Number Correct: _____

20.	1 cm + ____ = 100 cm	
21.	10 cm + ____ = 100 cm	
22.	20 cm + ____ = 100 cm	
23.	40 cm + ____ = 100 cm	
24.	60 cm + ____ = 100 cm	
25.	80 cm + ____ = 100 cm	
26.	90 cm + ____ = 100 cm	
27.	70 cm + ____ = 100 cm	
28.	50 cm + ____ = 100 cm	
29.	30 cm + ____ = 100 cm	
30.	31 cm + ____ = 100 cm	
31.	33 cm + ____ = 100 cm	
32.	35 cm + ____ = 100 cm	
33.	37 cm + ____ = 100 cm	
34.	39 cm + ____ = 100 cm	
35.	49 cm + ____ = 100 cm	
36.	59 cm + ____ = 100 cm	
37.	60 cm + ____ = 100 cm	
38.	62 cm + ____ = 100 cm	

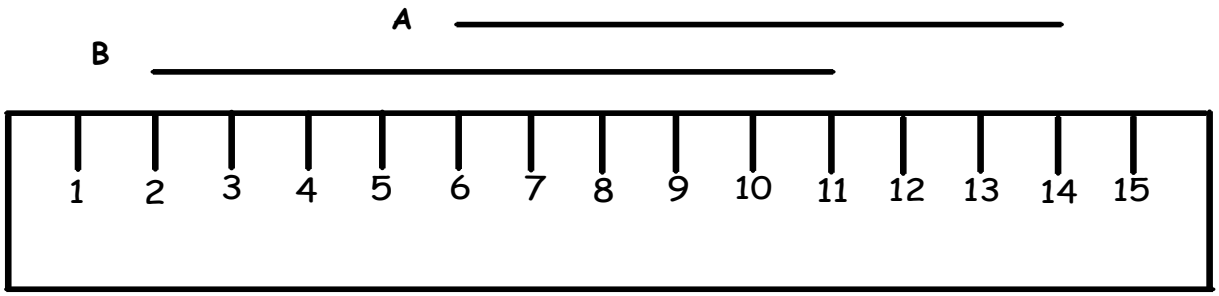
42.	____ + 72 cm = 1 m	
43.	____ + 82 cm = 1 m	
44.	____ + 28 cm = 1 m	
45.	____ + 38 cm = 1 m	
46.	____ + 48 cm = 1 m	
47.	____ + 45 cm = 1 m	
48.	____ + 43 cm = 1 m	
49.	____ + 34 cm = 1 m	
50.	____ + 24 cm = 1 m	
51.	____ + 14 cm = 1 m	
52.	____ + 12 cm = 1 m	
53.	____ + 10 cm = 1 m	
54.	11 cm + ____ = 1 m	
55.	33 cm + ____ = 1 m	
56.	55 cm + ____ = 1 m	
57.	1 m = ____ + 22 cm	
58.	1 m = ____ + 88 cm	
59.	1 m = ____ + 99 cm	
60.	1 m – 1 cm = ____	

Name _____Week 5 Day 2 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 8 Problem Set

1.



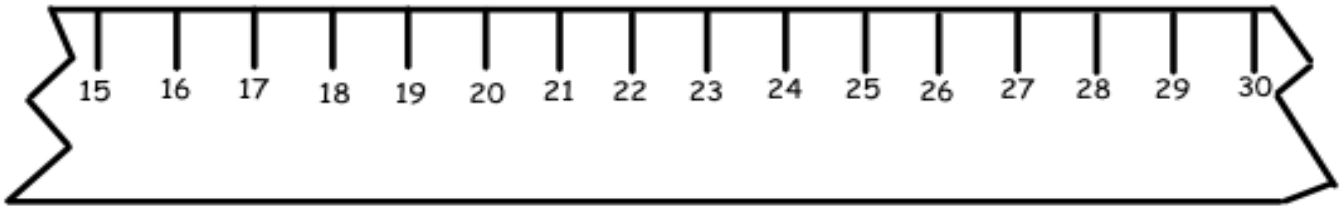
a. Line A is _____ cm long.

b. Line B is _____ cm long.

c. Together, Lines A and B measure _____ cm.

d. Line A is _____ cm (longer/shorter) than Line B.

2. 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.



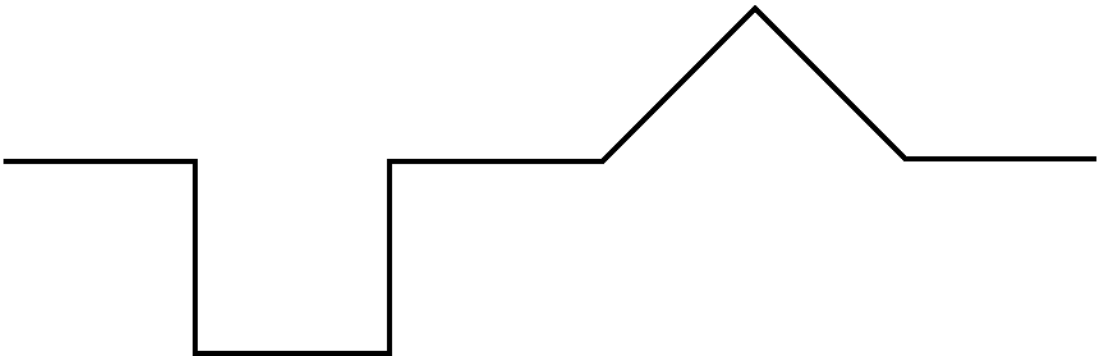
Name _____Week 5 Day 2 Date:_____

BCCS-B NYU Cornell Columbia

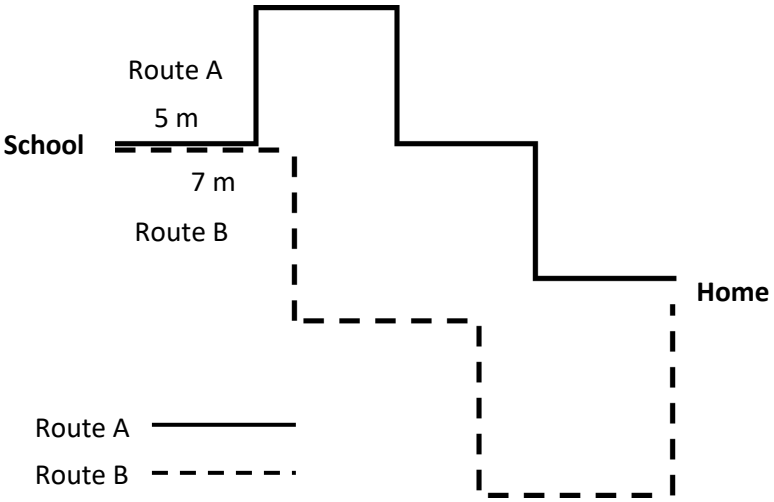
Module 2 Lesson 8 Problem Set Continued

3. Each of the parts of the path below is 4 length units. What is the total length of the path?

_____ length units



4. Ben took two different ways home from school to see which way was the quickest. All streets on Route A are the same length. All streets on Route B are the same length.



a. How many meters is Route A? _____ m

Name _____Week 5 Day 2 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 8 Problem Set Continued

b. How many meters is Route B? _____ m

What is the difference between Route A and Route B? _____ m

Name _____Week 5 Day 2 Date:_____

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Module 2 Lesson 8 Exit Ticket

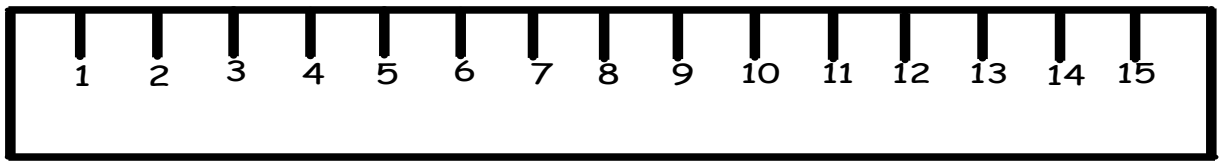
1. Use the ruler below to draw one line that begins at 2 cm and ends at 12 cm. Label that line R. Draw another line that begins at 5 cm and ends at 11 cm. Label that line S.

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

   b. How long is Line R now? _____ cm

   c. How long is Line S now? _____ cm

   d. The new Line S is _____ cm (shorter/longer) than the new Line R.



Name _____Week 5 Day 2 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 8 Homework

1.

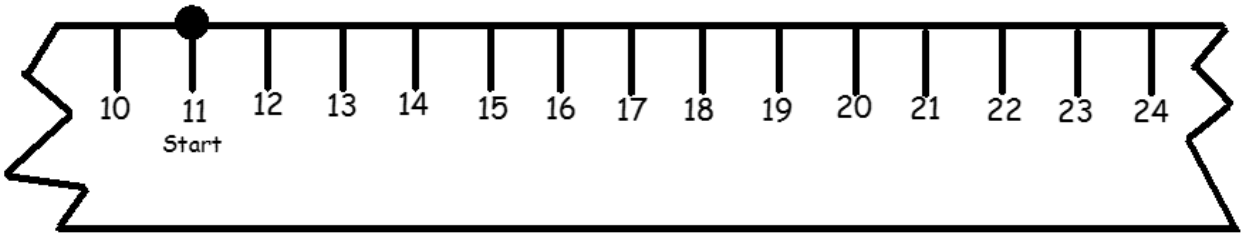
a. Line C is _____ cm.

b. Line D is _____ cm.

c. Lines C and D are _____ cm.

d. Line C is _____ cm (longer/shorter) than Line D.

2. An ant walked 12 centimeters to the right on the ruler and then turned around and walked 5 centimeters to the left. His starting point is marked on the ruler. Where is the ant now? Show your work on the broken ruler.

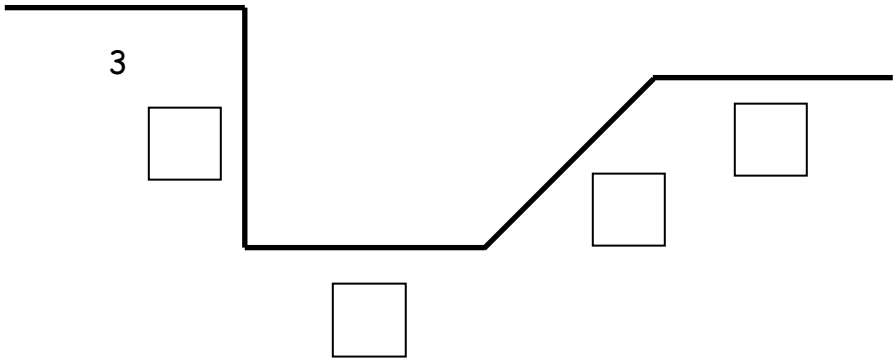


Name _____Week 5 Day 2 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 8 Homework Continued

3. All of the parts of the path below are equal length units.



a. Fill in the empty boxes with the lengths of each side.

b. The path is _____ length units long.

c. How many more parts would you need to add for the path to be 21 length units long?

_____ parts

4. The length of a picture is 67 centimeters. The width of the picture is 40 centimeters. How many more centimeters is the length than the width?


Brighter Choice
Charter School for Boys
Day # 3

Name _____Week 5 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 9 Problem Set

1. Complete the chart by first estimating the measurement around a classmate's body part and then finding the actual measurement with a meter strip.

Student Name	Body Part Measured	Estimated Measurement in Centimeters	Actual Measurement in Centimeters
	Neck		
	Wrist		
	Head		

a. Which was longer, your estimate or the actual measurement around your classmate's head? _____

b. Draw a tape diagram to compare the lengths of two different body parts.

Name _____Week 5 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

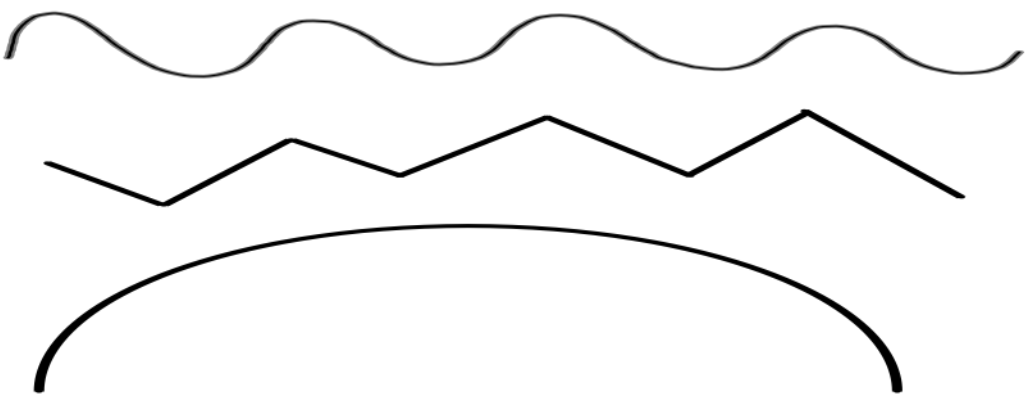
Module 2 Lesson 9 Problem Set Continued

2. Use a string to measure all three paths.

Path 1

Path 2

Path 3



a. Which path is the longest? _____

b. Which path in the shortest? _____

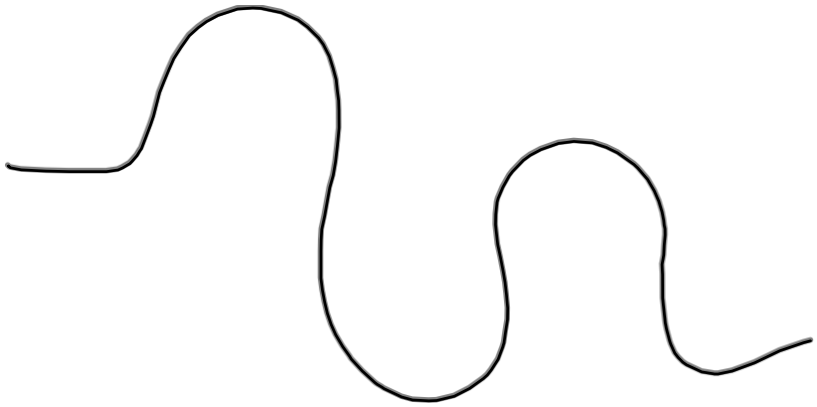
c. Draw a tape diagram to compare two of the lengths.

Name _____Week 5 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 9 Problem Set Continued

3. Estimate the length of the path below in centimeters.



a. The path is about _____ cm long.

Use your piece of string to measure the length of the path. Then, measure the string with your meter strip.

b. The actual length of the path is _____ cm.

c. Draw a tape diagram to compare your estimate and the actual length of the path.

Name _____Week 5 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 9 Exit Ticket

1. Use your string or ruler to measure the two paths. Write the length in centimeters.

   _____ PATH M

   _____ PATH N

   Path M is _____ cm long.

   Path N is _____ cm long.

2. Mandy measured the paths and said both paths are the same length.
   Is Mandy correct? Yes or No? _____

   Explain why or why not.

   _____

   _____

Name _____Week 5 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 9 Homework

1. Mia completed the chart by first estimating the measurement around three objects in her house and then finding the actual measurement with her meter strip.

Object Name	Estimated Measurement in Centimeters	Actual Measurement in Centimeters
Orange	40 cm	36 cm
Mini Basketball	30 cm	41 cm
Bottom of a glue bottle	10 cm	8 cm

a. What is the difference between the longest and shortest measurements?

_____ cm

b. Draw a tape diagram comparing the measurements of the orange and the bottom of the glue bottle.

c. Draw a tape diagram comparing the measurements of the basketball and the bottom of the glue bottle.

Name _____Week 5 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 9 Homework Continued

2. Measure the two paths below with your meter strip and string.

Path A

Path B

a. Path A is _____ cm long.

b. Path B is _____ cm long.

c. Together, Paths A and B measure _____ cm.

d. Path A is _____ cm (shorter/longer) than Path B.

3. Shawn and Steven had a contest to see who could jump farther. Shawn jumped 75 centimeters. Steven jumped 9 more centimeters than Shawn.

a. How far did Steven jump? _____ centimeters

b. Who won the jumping contest? _____

c. Draw a tape diagram to compare the lengths that Shawn and Steven jump.


Brighter Choice
Charter School for Boys
Day # 4

Name _____Week 5 Day 4 Date:_____

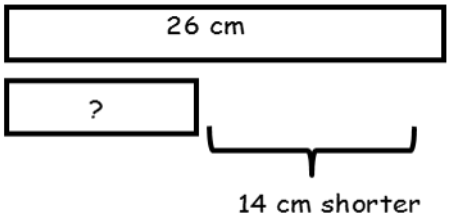
BCCS-B NYU Cornell Columbia

Module 2 Lesson 10 Problem Set

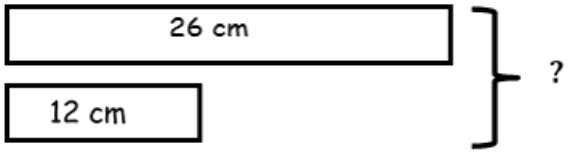
Use the RDW process to solve. Draw a tape diagram for each step. Problem 1 has been started for you.

1. 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?

   Step 1: Find the length of Colleen's ribbon.



   Step 2: Find the length of both ribbons.



Name _____Week 5 Day 4 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 10 Problem Set Continued

2. 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.

3. 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 total length around all four of their wrists?

   Step 1: Find the distance around both Mark's wrists.

   Step 2: Find the total measurement of all four

Name _____Week 5 Day 4 Date:_____

BCCS-B NYU Cornell Columbia

Module 2 Lesson 10 Exit Ticket

1. Steven has a black leather strip that is 13 centimeters long. He cut off 5 centimeters. His teacher gave him a brown leather strip that is 16 centimeters long. What is the total length of both strips?

Name _____Week 5 Day 4 Date:_____

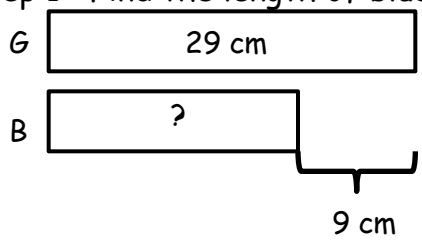
BCCS-B NYU Cornell Columbia

Module 2 Lesson 10 Homework

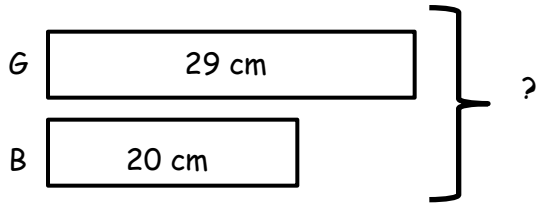
Use the RDW process to solve. Draw a tape diagram for each step. Problem 1 has been started for you.

1. There is 29 cm of green ribbon. A blue ribbon is 9 cm shorter than the green ribbon. How long is the blue ribbon?

   Step 1: Find the length of blue ribbon.



   Step 2: Find the length of both the blue and green ribbons.



2. Joanna and Lisa drew lines. Joanna's line is 41 cm long. Lisa's line is 19 cm longer than Joanna's. How long are Joanna's and Lisa's lines?

   Step 1: Find the length of Lisa's line.

   Step 2: Find the total length of their lines.


Brighter Choice
Charter School for Boys
Day # 5

Name _____Week 5 Day 5 Date:_____

BCCS-B NYU Cornell Columbia

End of Module 2 Assessment

Note: Students need a centimeter ruler and 6 small paper clips to complete the assessment.

1. Use your ruler to find the length of the pencil and the crayon.

a. How long is the crayon? _____ centimeters

b. How long is the pencil? _____ centimeters

c. Which is longer? pencil crayon

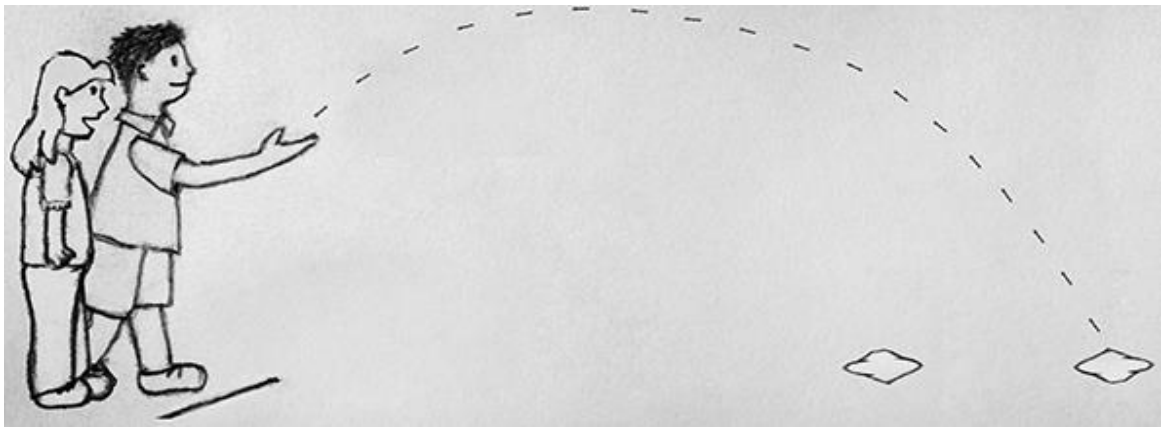
d. How much longer? _____ centimeters

Name _____Week 5 Day 5 Date:_____

BCCS-B NYU Cornell Columbia

End of Module 2 Assessment Continued

2. 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?

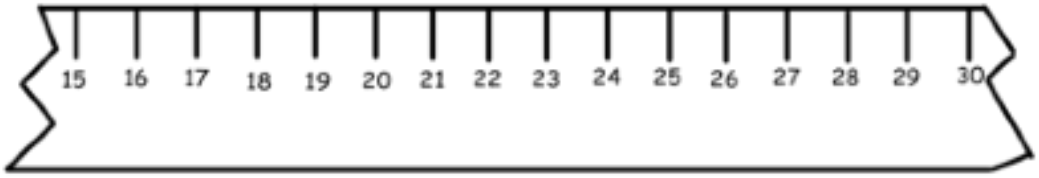
Name _____Week 5 Day 5 Date:_____

BCCS-B NYU Cornell Columbia

End of Module 2 Assessment Continued

3. 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.



4.

Vanessa's Ribbons

Ribbon A *Ribbon B*

a. Measure the length of Ribbon A with your centimeter ruler and your paper clip. Write the measurements on the lines below.

   _____ centimeters _____ paper clips

b. Explain why the number of centimeters is larger than the number of paper clips. Use pictures or words.

Name _____Week 5 Day 5 Date:_____

BCCS-B NYU Cornell Columbia

End of Module 2 Assessment Continued

c. Estimate the length of Ribbon B in paper clips.

_____ paper clips

d. How much longer is Ribbon A than Ribbon B? Give your answer in centimeters.

Name _____

6

2nd Grade Math Remote Learning Packet

Week 6

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

_____ (Parent Signature)

_____ (Date)

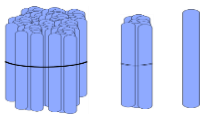
Parents please note that all academic are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1

Name _____Week 6 Day 1 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 1 Problem Set



Draw models of ones, tens, and hundreds. Your teacher will tell you which numbers to model.

1

2

3

4

Name _____Week 6 Day 1 Date:_____

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Module 3 Lesson 1 Exit Ticket

1. Draw lines to match and make each statement true.

10 tens =	1 thousand
10 hundreds =	1 ten
10 ones =	1 hundred

2. Circle the largest unit. Box the smallest.

4 tens 2 hundreds 9 ones

3. Draw models of each, and label the following number.

2 tens 7 ones 6 hundreds

Name _____Week 6 Day 1 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 1 Homework

1. 2 ones + _____ ones = 10

   2 + _____ = 10

2. 6 tens + _____ tens = 1 hundred

   60 + _____ = 100

3. Rewrite in order from largest to smallest units.

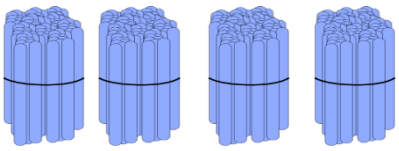
   6 tens Largest _____

   3 hundreds _____

   8 ones Smallest _____

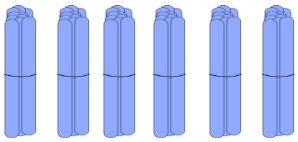
4. Count each group. What is the total number of sticks in each group?

Bundles of 100



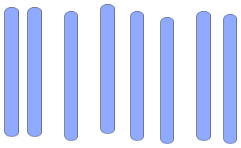
_____

Bundles of 10



_____

Ones



_____

What is the total number of sticks? _____

Name _____Week 6 Day 1 Date:_____

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Module 3 Lesson 1 Homework Continued

5. Draw and solve.

Moses has 100 stickers. Jared has 60 stickers. Jared wants to have the same number of stickers as Moses. How many more stickers does Jared need?

Jared needs _____ more stickers.


Brighter Choice
Charter School for Boys
Day # 2

Name _____Week 6 Day 2 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 2 Problem Set

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

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

Name _____Week 6 Day 2 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 2 Problem Set Continued

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

---

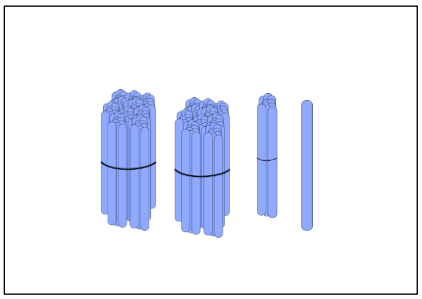
4. Draw, label, and box 120. Draw pictures of the units you use to count from 120 to 193.

Name _____Week 6 Day 2 Date:_____

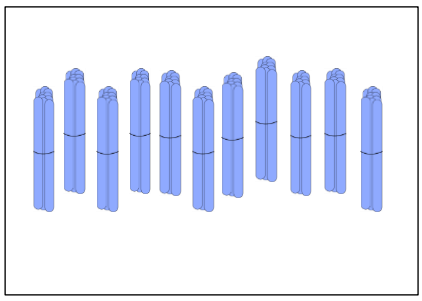
BCCS-B NYU Cornell Columbia

Module 3 Lesson 2 Exit Ticket

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



_____ straws



_____ straws

2. Count from 96 to 140 with ones and tens. Use pictures to show your work.

3. Fill in the blanks to reach the benchmark numbers.

35, _____, _____, _____, _____, 40, _____, _____, _____, _____, _____, 100, _____,300

Name _____Week 6 Day 2 Date:_____

BCCS-B NYU Cornell Columbia

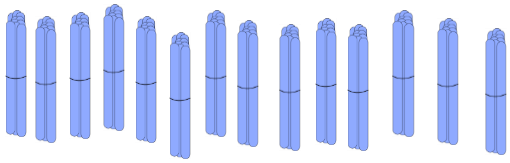
Module 3 Lesson 2 Homework

1. How many in all?

_____ ones = _____ tens

_____ stars in all.

2. These are bundles with 10 sticks in each.



a. How many tens are there? _____

b. How many hundreds? _____

c. How many sticks in all? _____

3. Sally did some counting. Look at her work. Explain why you think Sally counted this way.

177, 178, 179, 180, 190, 200, 210, 211, 212, 213, 214

Name _____Week 6 Day 2 Date:_____

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Module 3 Lesson 2 Homework Continued

4. Show a way to count from 68 to 130 using tens and ones. Explain why you chose to count this way.

5. Draw and solve.

   In her classroom, Sally made 17 bundles of 10 straws. How many straws did she bundle in all?


Brighter Choice
Charter School for Boys
Day # 3

Name _____Week 6 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 3 Sprint A Number Correct: _____

Differences to 10 with Teen Numbers

39.	3 – 1 =	
40.	13 – 1 =	
41.	5 – 1 =	
42.	15 – 1 =	
43.	7 – 1 =	
44.	17 – 1 =	
45.	4 – 2 =	
46.	14 – 2 =	
47.	6 – 2 =	
48.	16 – 2 =	
49.	8 – 2 =	
50.	18 – 2 =	
51.	4 – 3 =	
52.	14 – 3 =	
53.	6 – 3 =	
54.	16 – 3 =	
55.	8 – 3 =	
56.	18 – 3 =	
57.	6 – 4 =	

61.	7 – 4 =	
62.	17 – 4 =	
63.	7 – 5 =	
64.	17 – 5 =	
65.	9 – 5 =	
66.	19 – 5 =	
67.	7 – 6 =	
68.	17 – 6 =	
69.	9 – 6 =	
70.	19 – 6 =	
71.	8 – 7 =	
72.	18 – 7 =	
73.	9 – 8 =	
74.	19 – 8 =	
75.	7 – 3 =	
76.	17 – 3 =	
77.	5 – 4 =	
78.	15 – 4 =	
79.	8 – 5 =	

Name _____Week 6 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 3 Sprint B Number Correct: _____

Differences to 10 with Teen Numbers

39.	2 – 1 =	
40.	12 – 1 =	
41.	4 – 1 =	
42.	14 – 1 =	
43.	6 – 1 =	
44.	16 – 1 =	
45.	3 – 2 =	
46.	13 – 2 =	
47.	5 – 2 =	
48.	15 – 2 =	
49.	7 – 2 =	
50.	17 – 2 =	
51.	5 – 3 =	
52.	15 – 3 =	
53.	7 – 3 =	
54.	17 – 3 =	
55.	9 – 3 =	
56.	19 – 3 =	
57.	5 – 4 =	

61.	9 – 4 =	
62.	19 – 4 =	
63.	6 – 5 =	
64.	16 – 5 =	
65.	8 – 5 =	
66.	18 – 5 =	
67.	8 – 6 =	
68.	18 – 6 =	
69.	9 – 6 =	
70.	19 – 6 =	
71.	9 – 7 =	
72.	19 – 7 =	
73.	9 – 8 =	
74.	19 – 8 =	
75.	8 – 3 =	
76.	18 – 3 =	
77.	6 – 4 =	
78.	16 – 4 =	
79.	9 – 5 =	

Name _____Week 6 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 3 Problem Set

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

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

Name _____Week 6 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 3 Problem Set Continued

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

4. Draw, label, and box 600. Draw pictures of the units you use to count from 600 to 1,000

Name _____Week 6 Day 3 Date:_____

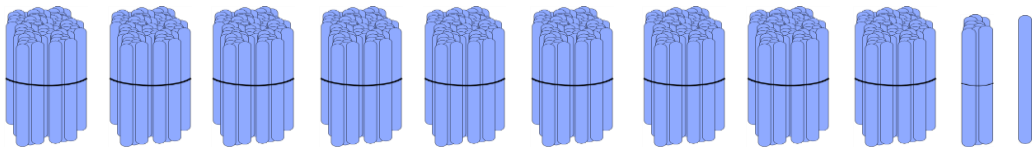
BCCS-B NYU Cornell Columbia

Module 3 Lesson 3 Exit Ticket

1. Draw a line to match the numbers with the units you might use to count them.

300 to 900	ones, tens, and hundreds
97 to 300	ones and tens
484 to 1,000	ones and hundreds
743 to 800	hundreds

2. These are bundles of hundreds, tens, and ones. Draw to show how you would count to 1,000.



Name _____Week 6 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 3 Homework

1. Fill in the blanks to reach the benchmark numbers.

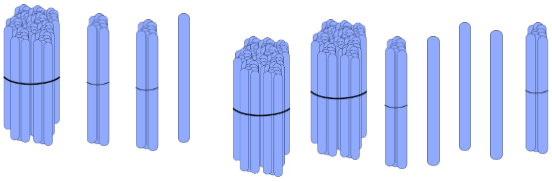
   a. 14, _____, _____, _____, _____, _____, 20, _____, _____, 50

   b. 73, _____, _____, _____, _____, _____, _____, 80, _____, 100, _____, 300, _____, 320

   c. 65, _____, _____, _____, _____, 70, _____, _____, 100

   d. 30, _____, _____, _____, _____, _____, _____, 100, _____, _____, 400

2. These are ones, tens, and hundreds. How many sticks are there in all?



There are _____ sticks in all.

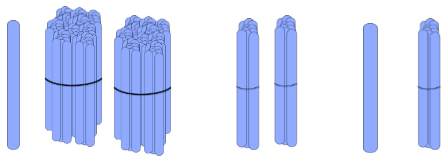
3. Show a way to count from 668 to 900 using ones, tens, and hundreds.

Name _____Week 6 Day 3 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 3 Homework Continued

4. Sally bundled her sticks in hundreds, tens, and ones.



a. How many sticks does Sally have? _____

b. Draw 3 more hundreds and 3 more tens. Count and write how many sticks Sally has now.


Brighter Choice
Charter School for Boys
Day # 4

Name _____Week 6 Day 4 Date:_____

BCCS-B NYU Cornell Columbia

Adding to the Teens **Module 3 Lesson 4 Sprint A**

58.	5 + 5 + 5 =	
59.	9 + 1 + 3 =	
60.	2 + 8 + 4 =	
61.	3 + 7 + 2 =	
62.	4 + 6 + 9 =	
63.	9 + 0 + 6 =	
64.	3 + 0 + 8 =	
65.	2 + 7 + 7 =	
66.	6 + 6 + 6 =	
67.	7 + 8 + 4 =	
68.	3 + 5 + 9 =	
69.	9 + 1 + 1 =	
70.	5 + 5 + 6 =	
71.	8 + 2 + 8 =	
72.	3 + 4 + 7 =	
73.	5 + 0 + 8 =	
74.	6 + 2 + 6 =	
75.	6 + 3 + 9 =	
76.	2 + 4 + 7 =	
77.	3 + 8 + 6 =	

80.	1 + 9 + 5 =	
81.	3 + 5 + 5 =	
82.	8 + 4 + 6 =	
83.	9 + 7 + 1 =	
84.	2 + 6 + 8 =	
85.	0 + 8 + 7 =	
86.	8 + 4 + 3 =	
87.	9 + 2 + 2 =	
88.	4 + 4 + 4 =	
89.	6 + 8 + 5 =	
90.	4 + 5 + 7 =	
91.	7 + 3 + 1 =	
92.	6 + 4 + 3 =	
93.	1 + 9 + 9 =	
94.	5 + 8 + 5 =	
95.	3 + 3 + 5 =	
96.	7 + 0 + 6 =	
97.	4 + 5 + 9 =	
98.	4 + 8 + 4 =	
99.	2 + 6 + 7 =	

Name _____Week 6 Day 4 Date:_____

BCCS-B NYU Cornell Columbia

Number Correct: _____

Module 3 Lesson 4 Sprint B

Improvement: _____

Adding to the Teens

58.	5 + 5 + 4 =	
59.	7 + 3 + 5 =	
60.	1 + 9 + 8 =	
61.	4 + 6 + 2 =	
62.	2 + 8 + 9 =	
63.	7 + 0 + 6 =	
64.	4 + 0 + 9 =	
65.	2 + 9 + 9 =	
66.	4 + 5 + 4 =	
67.	8 + 7 + 5 =	
68.	2 + 7 + 9 =	
69.	9 + 1 + 2 =	
70.	6 + 4 + 5 =	
71.	8 + 2 + 3 =	
72.	1 + 4 + 9 =	
73.	3 + 8 + 0 =	
74.	7 + 4 + 7 =	
75.	5 + 3 + 8 =	

80.	8 + 2 + 5 =	
81.	9 + 1 + 6 =	
82.	3 + 6 + 4 =	
83.	3 + 2 + 7 =	
84.	4 + 8 + 6 =	
85.	9 + 9 + 0 =	
86.	0 + 7 + 5 =	
87.	8 + 4 + 4 =	
88.	3 + 8 + 8 =	
89.	5 + 7 + 6 =	
90.	3 + 4 + 9 =	
91.	3 + 7 + 3 =	
92.	6 + 4 + 5 =	
93.	7 + 9 + 1 =	
94.	2 + 6 + 8 =	
95.	5 + 3 + 7 =	
96.	6 + 0 + 9 =	
97.	2 + 5 + 7 =	

Name _____Week 6 Day 4 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 4 Problem Set

Work with your partner. Imagine your place value chart. Write down how you might count from the first number up to the second number. Underline the numbers where you bundled to make a larger unit.

1. 476 to 600

2. 47 to 200

3. 188 to 510

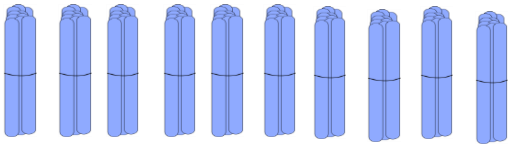
4. 389 to 801

Name _____Week 6 Day 4 Date:_____

BCCS-B NYU Cornell Columbia

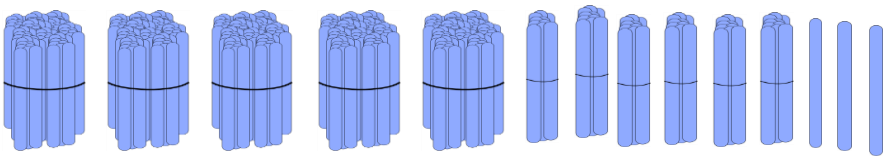
Module 3 Lesson 4 Exit Ticket

1. These are bundles of 10. If you put them together, which unit will you make?



a. one b. ten c. hundred d. thousand

2. These are bundles of hundreds, tens, and ones. How many sticks are there in all?



_____

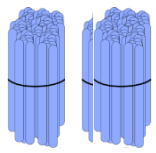
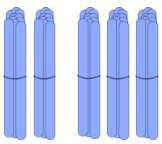
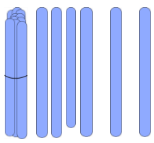
3. Imagine the place value chart. Write the numbers that show a way to count from 187 to 222.

Name _____Week 6 Day 4 Date:_____

BCCS-B NYU Cornell Columbia

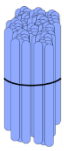
Module 3 Lesson 4 Homework

1. Marcos used the place value chart to count bundles. How many sticks does Marcos have in all?

Hundreds	Tens	Ones
		

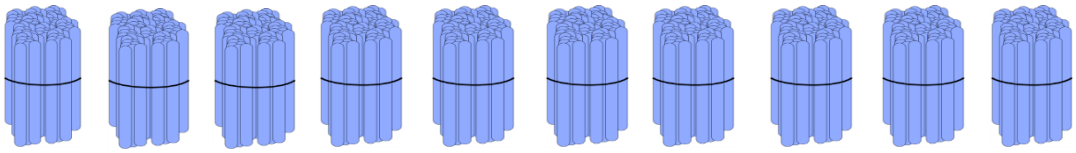
Marcos has _____ sticks.

2. Write the number:



Hundreds	Tens	Ones

3. These are hundreds. If you put them together, which unit will you make?



a. one b. hundred c. thousand d. ten

Name _____Week 6 Day 4 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Lesson 4 Homework Continued

4. Imagine 585 on the place value chart. How many ones, tens, and hundreds are in each place?

_____	_____	_____
ones	tens	hundreds

5. Fill in the blanks to make a true number sentence.

   12 ones = _____ ten _____ ones

6. Show a way to count from 170 to 410 using tens and hundreds.
   Circle at least 1 benchmark number.

Mrs. Sullivan's students are collecting cans for recycling. Frederick collected 20 cans, Donielle collected 9 cans, and Mina and Charlie each collected 100 cans.

How many cans did the students collect in all?


Brighter Choice
Charter School for Boys
Day # 5

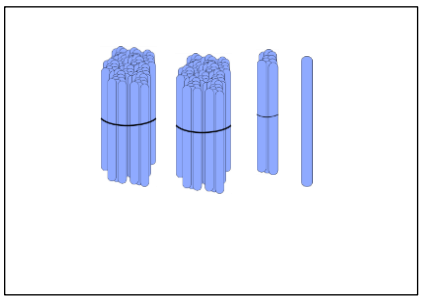
Name _____Week 6 Day 5 Date:_____

BCCS-B NYU Cornell Columbia

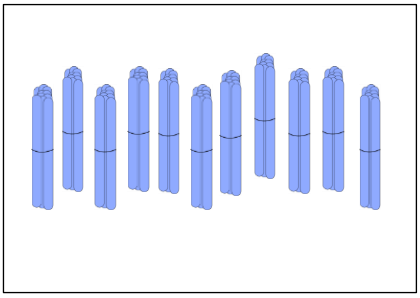
Module 3 Quiz

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

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

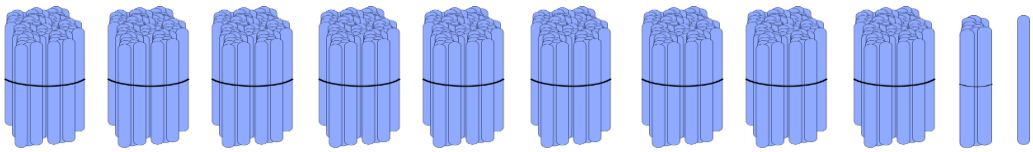


_____ straws



_____ straws

3. These are bundles of hundreds, tens, and ones. Draw to show how you would count to 1,000.



Name _____Week 6 Day 5 Date:_____

BCCS-B NYU Cornell Columbia

Module 3 Quiz Continued

4. Fill in the blanks to reach the benchmark numbers.

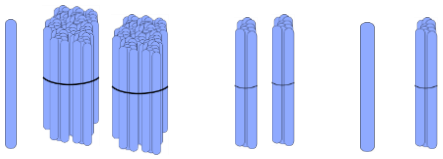
a. 14, _____, _____, _____, _____, _____, 20, _____, _____, 50

b. 73, _____, _____, _____, _____, _____, _____, 80, _____, 100, _____, 300, _____,

320

c. 65, _____, _____, _____, _____, 70, _____, _____, 100

5. Sally bundled her sticks in hundreds, tens, and ones.



a. How many sticks does Sally have? _____

b. Draw 3 more hundreds and 3 more tens. Count and write how many sticks Sally has now.