

Second Grade Summer Math Assignment

Dear Families,

This **Summer Math Review Packet for 2nd Graders** is designed to help students practice and maintain the first-grade math concepts they have learned this year. Our primary focus is building **fluency and speed with addition and subtraction facts through 20**. When students can quickly and accurately recall basic math facts, they are better prepared for the more advanced math concepts they will encounter in second grade. It is **strongly recommended** that children complete the activities in this packet. Just a few minutes of math practice each day can make a big difference in helping students retain their skills and begin second grade with confidence.

Children also have a packet of activities labeled **STEP UP to Grade 2**. These pages, from our *enVision Math* curriculum, offer a preview of the concepts introduced in grade 2 and are **optional** to complete. These 10 lessons are structured like the ones they completed in class this past year, so current STJES students should be familiar with the format. It includes *Solve & Share*, *Essential Question* and modeling of the concept, *Guided Practice*, and *Independent Practice*.

New students can pick up a copy of both packets in the front office, or print from the pdfs on the school website. Children will bring the completed packets to school during the first week of school.

Included on the second grade supply list are flash cards to keep at home. Summer is a great time to practice and review basic facts to be ready for our year-long timed math fact challenge called "Holey Cards!"

Have a great summer! I'm looking forward to sharing my love of math with you all!

Mrs. Fenner

Dear Parents and Guardians,

As we begin summer break, we want to thank you for your partnership and support throughout the school year. We are incredibly proud of the growth and hard work our students have shown in mathematics from kindergarten through eighth grade.

To help students maintain and strengthen their math skills over the summer, we are sending home a Summer Math Review Packet. Research consistently shows that students can experience “summer learning loss” when academic skills are not practiced regularly during the break. Even a small amount of consistent review can make a tremendous difference in helping students retain important concepts and begin the new school year with confidence.

We encourage students to work on a few problems from each worksheet every week rather than trying to complete the entire packet all at once. Short, regular practice sessions are far more effective for long-term learning and help students build strong problem-solving habits. Just 15–20 minutes of math review several times a week can keep skills sharp and reduce frustration when school resumes in the fall.

As your child works through the packet, encourage them to:

- Show their work and explain their thinking
- Take their time and check their answers
- Ask questions when they are unsure
- Practice perseverance with challenging problems

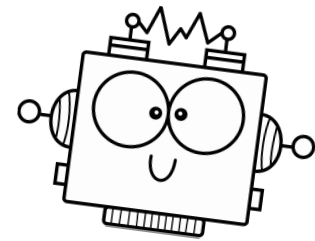
Math is a skill that grows with practice, and your encouragement at home plays an important role in your child’s success. We hope this packet serves as a helpful tool to keep learning active throughout the summer months.

Thank you for your continued support. We wish your family a safe, relaxing, and enjoyable summer!

Sincerely,
St. John’s Math Teachers

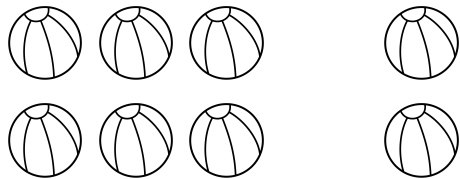
Name: _____

TOPIC 1 Practice



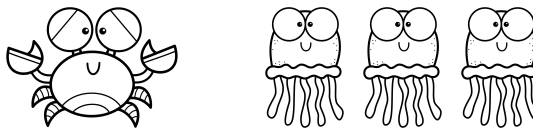
I can understand **addition** and **subtraction**.

1. 6 balls. 2 more balls.
How many balls in all?



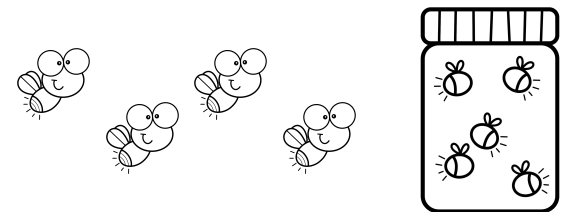
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. 1 crab. 3 jellyfish. How
many animals in all?



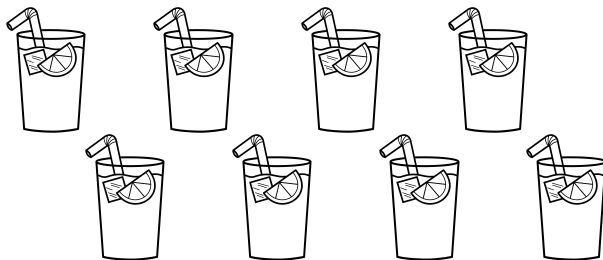
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3. 4 fireflies outside. 5
fireflies in the jar. How
many in all?



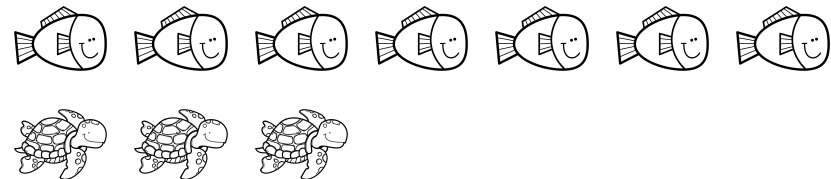
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4. Jen made 8 glasses of lemonade. She
sold 2 glasses. How many are left?



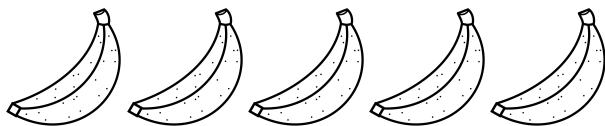
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

5. There are 7 fish and 3 sea turtles.
How many more fish than sea turtles
are there?



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

6. Jill has **5** bananas and **3** strawberries. How many fewer strawberries does she have?



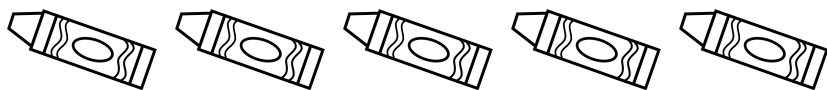
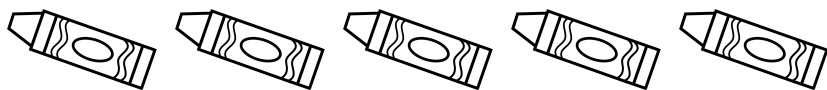
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

7. Tim had **3** shells. Then, he got **some** more. Now, he sees **10** shells in all. Fill in the missing number.



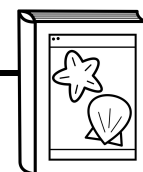
$$\underline{3} + \underline{\quad} = \underline{10}$$

8. Fred has **10** crayons. He has **6** red crayons and the rest are blue. How many blue crayons does he have?



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

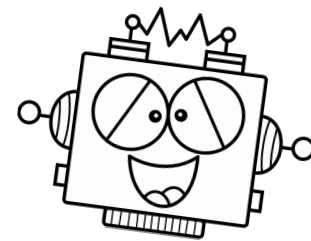
9. Last summer, Alex read **2** nonfiction books and **7** fiction books. How many books did he read in all?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

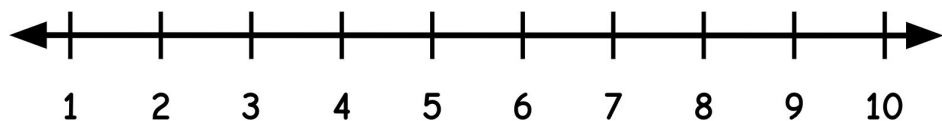
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TOPIC 2 Practice



I can fluently **add** and **subtract** through 10.

1. Count on to **add**.

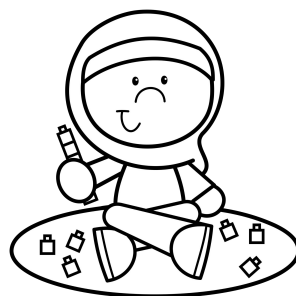


$$6 + 3 = \underline{\quad}$$

2. Write an equation to match the **cubes**.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

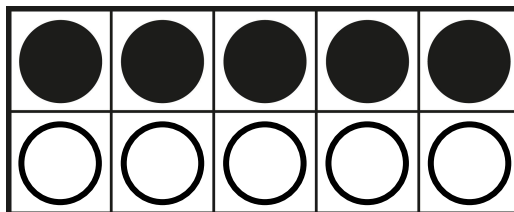


3. Solve the **doubles fact** and the *near doubles*.

$$2 + 2 = \underline{\quad}$$

$$2 + 3 = \underline{\quad}$$

4. Write an equation to match the **ten frame**.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

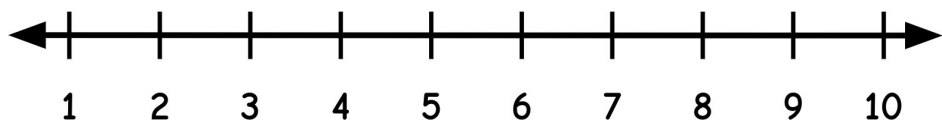
5. Show two ways to **add** the numbers.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6. Count back to **subtract**.



$$8 - 6 = \underline{\quad}$$

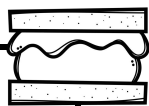
7. Draw  the **missing part** to solve each equation.

$$3 + \underline{\quad} = 9$$

$$9 - \underline{\quad} = 3$$

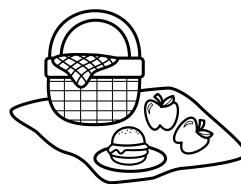
9	
3	

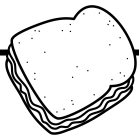
8. Ed made **10** smores at camp. His friends ate **4** of them. How many smores does Ed have left?



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

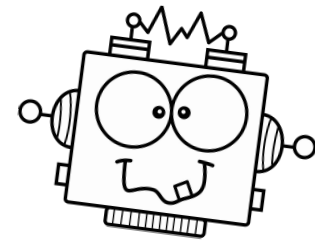
9. Pam fills a picnic basket with **5** items. Some are **sandwiches** and some are **apples**. Show the ways the basket *could* be filled.



	
1	4
2	
3	
4	
5	0

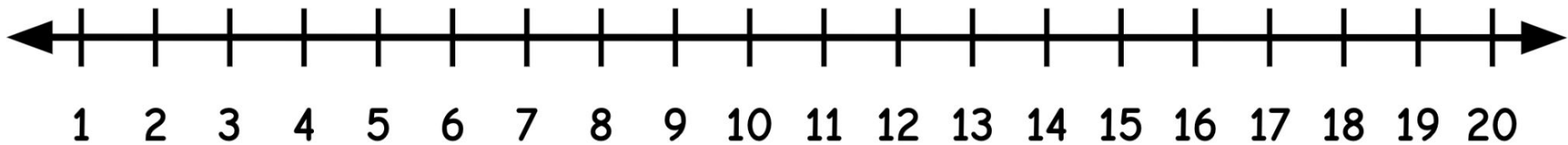
Name: _____

TOPIC 3 Practice



I can use strategies to **add** through 20.

1. Count on to **add**.



$$8 + 6 = \underline{\quad}$$

$$9 + 3 = \underline{\quad}$$

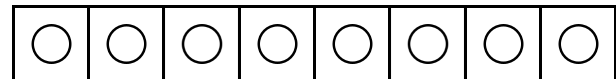
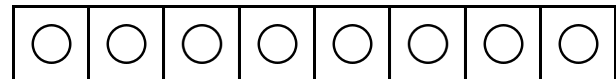
$$7 + 7 = \underline{\quad}$$

2. Use the open number line to **solve**.



$$12 + 4 = \underline{\quad}$$

3. What **doubles fact** do these cubes show? Write an equation and solve.



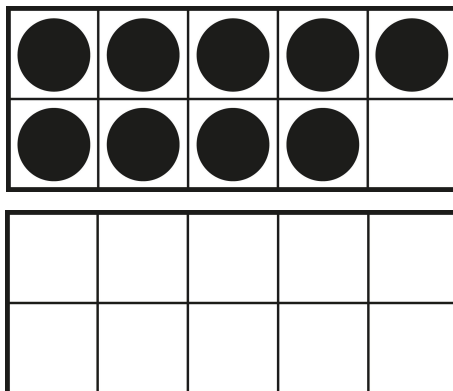
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



4. Add the **doubles**. Then, solve the **doubles plus fact**.

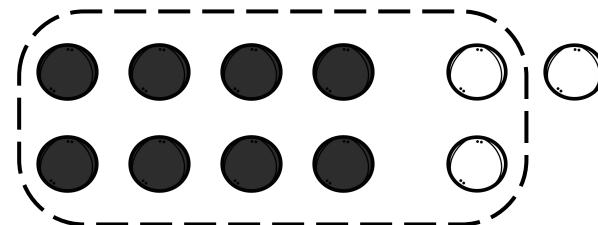
$$\begin{array}{r} 5 \\ + 5 \\ \hline \square \end{array} \qquad \begin{array}{r} 5 \\ + 6 \\ \hline \square \end{array}$$

5. Draw  counters to solve.



$$9 + 4 = \underline{\quad}$$

6. Trace  the group of 10 to help you solve.



$$8 + 3 = \underline{\quad}$$

7. Use **any strategy** to solve.



$$4 + 4 = \underline{\quad}$$

8. 10 seeds. 7 more seeds. How many in all?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9. Is $8 + 7 = \underline{16}$? Solve and circle an answer.

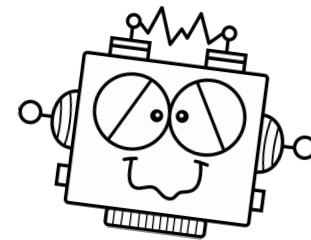
$$8 + 7 = \underline{\quad}$$

Yes 

No 

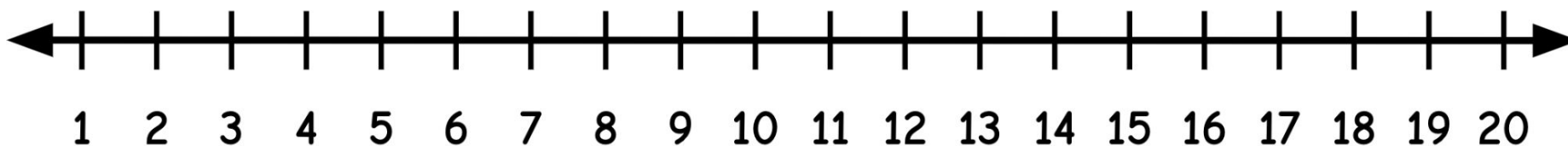
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TOPIC 4 Practice



I can use strategies to **subtract** through 20.

1. Count back to find the **difference**.

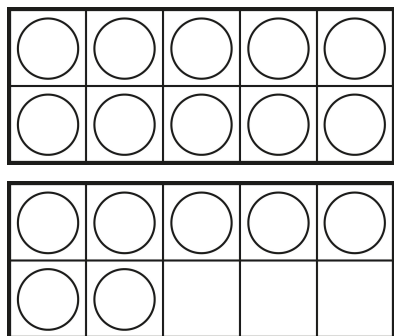


$13 - 9 = \underline{\quad}$

$15 - 6 = \underline{\quad}$

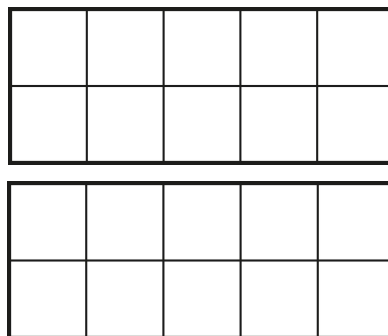
$20 - 4 = \underline{\quad}$

2. Cross out to subtract.



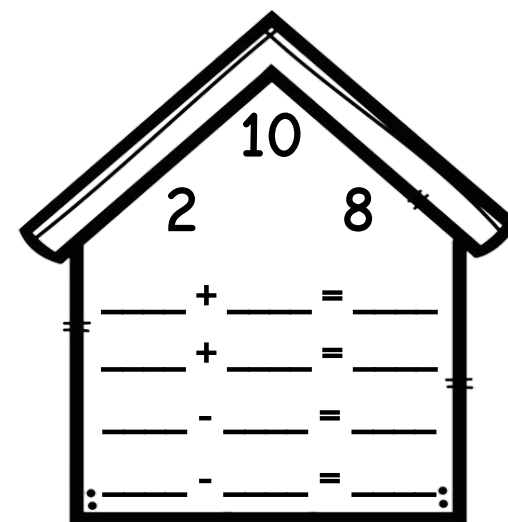
$17 - 7 = \underline{\quad}$

3. Draw counters. Solve.



$14 - 8 = \underline{\quad}$

4. Write the fact family.



5. Draw  the missing part and complete the related facts.

17	
12	

$12 + \underline{\quad} = 17$

$17 - \underline{\quad} = 12$

6. Solve and match  the addition facts to the **related** subtraction facts.

$8 + 6 = \underline{\quad}$

$13 - 4 = 9$

$5 + 3 = \underline{\quad}$

$8 - 3 = 5$

$4 + 2 = \underline{\quad}$

$14 - 8 = 6$

$9 + 4 = \underline{\quad}$

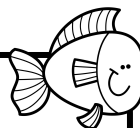
$6 - 4 = 2$

7. Use **any strategy** to solve.



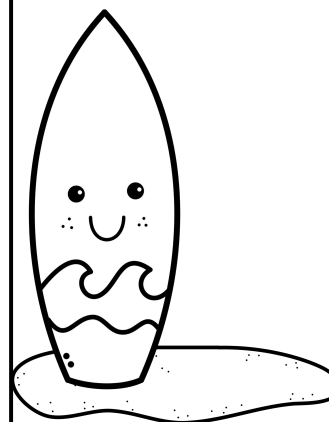
$16 - 9 = \underline{\quad}$

8. 20 fish. 5 swim away.
How many are left?



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

9. 13 surf boards. 8 are black. **The rest** are red.
How many are red?



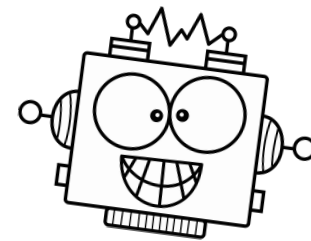
☐ 2

☐ 5

☐ 10

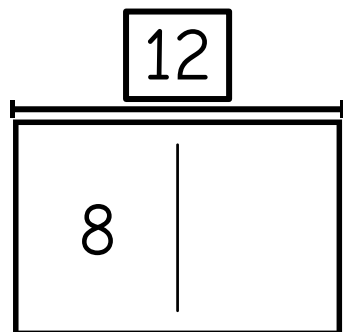
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TOPIC 5 Practice

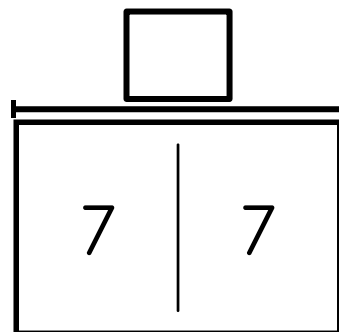


I can work with **addition** and **subtraction** equations.

1. Find the missing numbers.

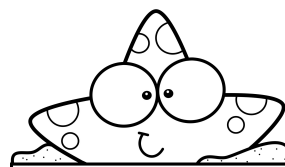


$$12 - 8 = \underline{\quad}$$



$$7 + 7 = \underline{\quad}$$

2. Solve both sides. Then, **circle** if it is a **true** ✓ or **false** ✗ equation.

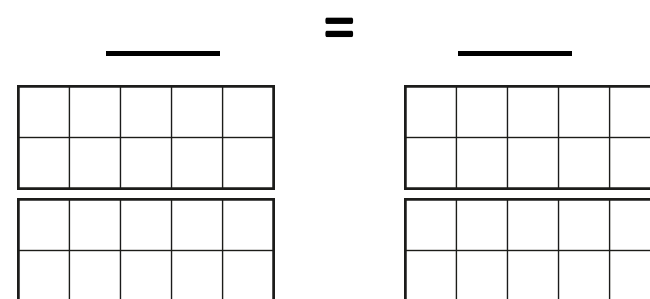


It is...

true ✓

false ✗

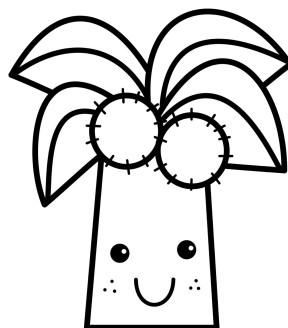
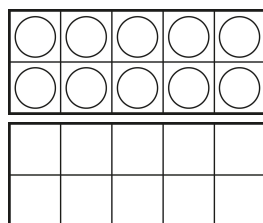
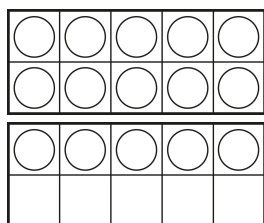
$$9 + 6 = 11 + 4$$



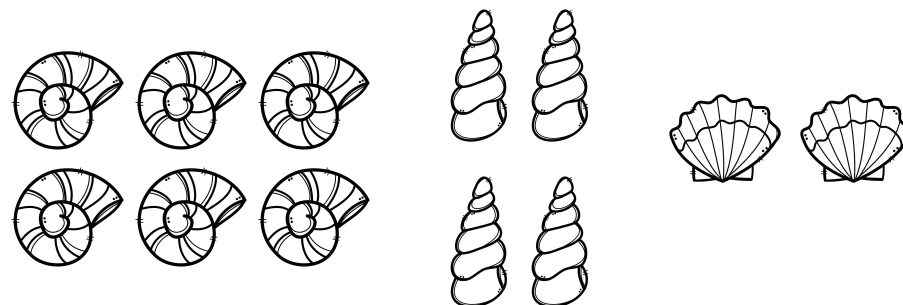
3. Write the missing number to make the equation true.

$$15 - 8 = 10 - \underline{\quad}$$

$$\underline{\quad} = \underline{\quad}$$

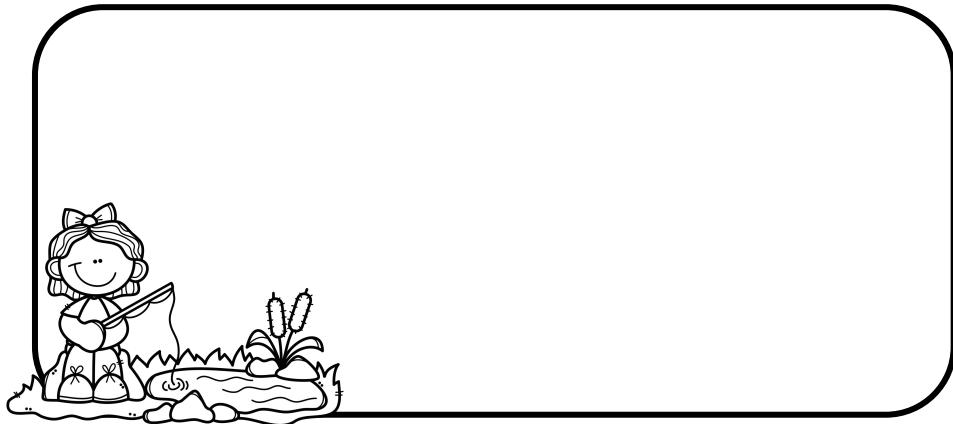


4. Add the seashells.



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

5. Carol went fishing. She caught 7 red fish, 3 yellow fish, and 4 blue fish. How many fish did she catch in all?



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

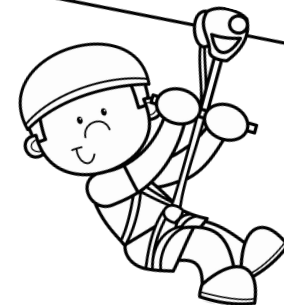
6. Lucy went for a hike. She saw 17 animals. 8 were squirrels and **the rest** were birds. How many were birds?



17	
8	<u> </u>

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

7. Mike went on a zipline over a lake. He flew past 4 frogs, 4 swans, and 8 turtles. He says he saw 14 animals in all. Is he right? **Solve**. Then, choose ✓ your answer.

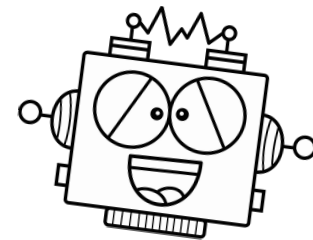


$$4 + 4 + 8 = \underline{\quad}$$

- ☐ Yes, Mike is right!
- ☐ No, Mike is not right.

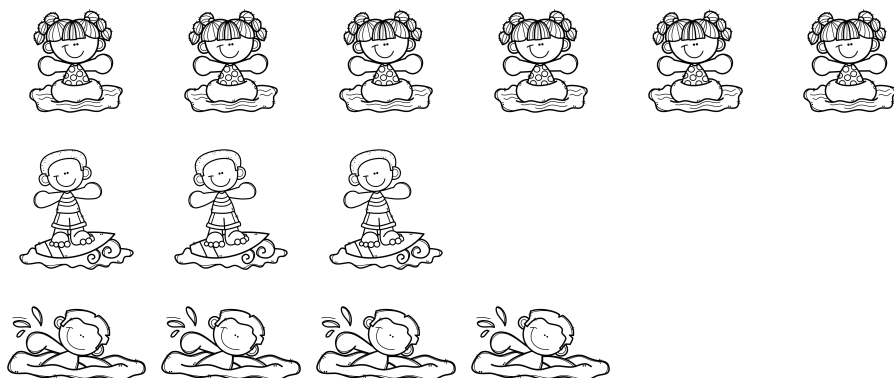
Name: _____

TOPIC 6 Practice



I can represent and interpret data.

1. Count and draw  **tally marks** to show how many votes each activity got.



Favorite Water Activity		
Floating 	Surfing 	Swimming 

2. Turn the data from above into a **picture graph**.

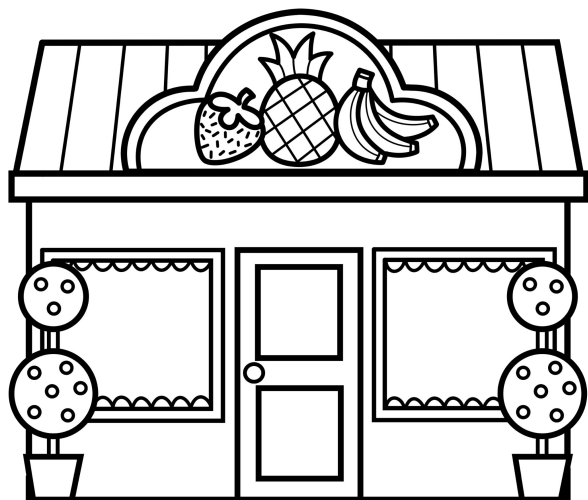
Favorite Water Activity							
Floating							
Surfing							
Swimming							

3. Answer the questions.

Which activity got the **MOST** votes? _____

Which activity got the **FEWEST** votes? _____

4. The shop sold **12** smoothies in all. **8** were strawberry 🍓 smoothies. **The rest were banana** 🍌 smoothies. How many banana 🍌 smoothies did the shop sell?



Smoothies								
Strawberry 🍓	🍓	🍓	🍓	🍓	🍓	🍓	🍓	🍓
Banana 🍌								

The shop sold _____ banana smoothies.

5. Rick asked **18** friends what their favorite ocean animal is. **7** friends like sharks 🐟, **5** friends like sea turtles 🐢, and **the rest** like crabs 🦀. Finish ✎ the tally chart and answer the questions.

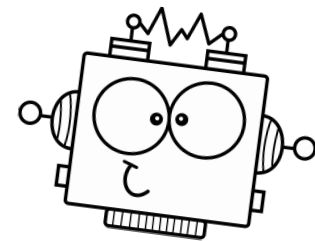
Which animal had the **fewest** votes?

How many **more** votes did sharks 🐟 get than crabs 🦀? _____ more

Favorite Ocean Animal		
Sharks 🐟	Sea Turtles 🐢	Crabs 🦀
 		

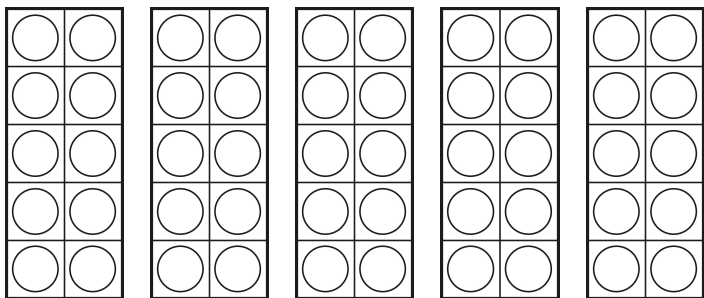
Name: _____

TOPIC 7 Practice



I can **extend** the counting sequence.

1. Count by **10s**. Write the number.



5 tens is _____

2. Count forward by **1s**. Fill in the missing numbers.

16, 17, _____, _____, 20, 21

22, _____, 24, _____, _____

3. Count by **1s**. Use the **number chart** to help.

➤ 53, _____, 55, 56, _____, _____, 59, 60

➤ _____, 82, 83, _____, _____, _____, 87

➤ _____, _____, 5, 6, _____, 8, _____, 10

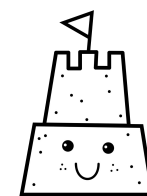
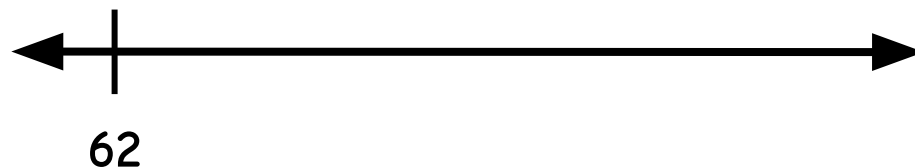
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

4. Jon is counting by **10s**. Fill in the numbers he will say next.

30, 40, _____, _____, _____



5. Start at **62**. Count on by **1s** and stop at **66**.

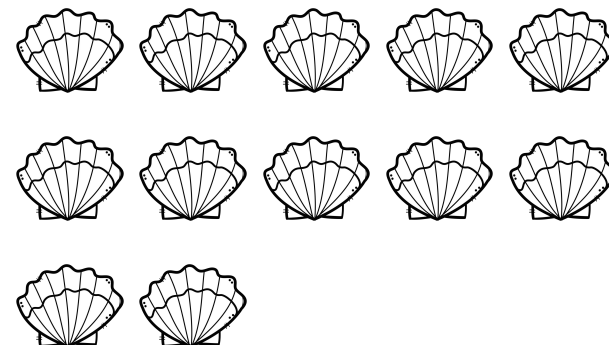


6. **Count** the objects. Then, write how many there are in all.



_____ ice cream cones

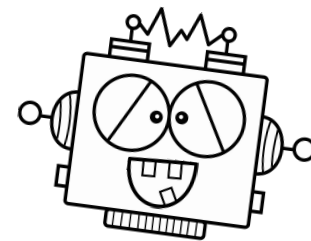
7. How many shells in all? Count on by **10s** and **1s**. Circle a group of 10.



_____ shells

Name: _____

TOPIC 8 Practice

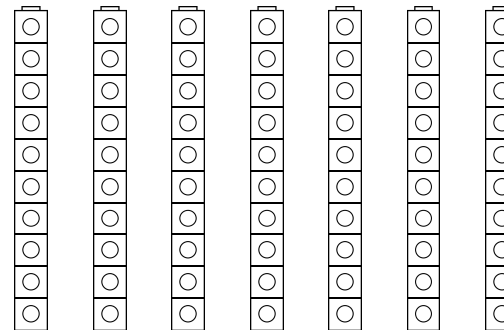


I can understand **place value**.

1. Draw  **counters** to show the number being described.

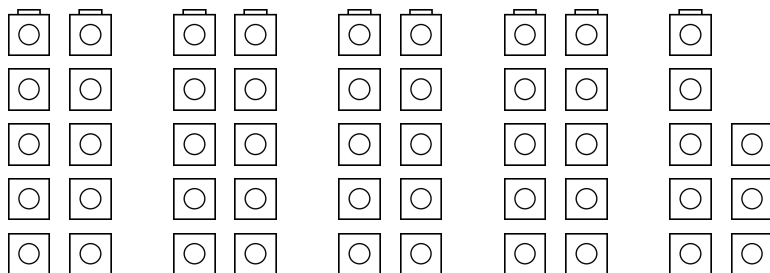
16 is 1 ten and 6 ones.

2. How many tens and ones are in 70?



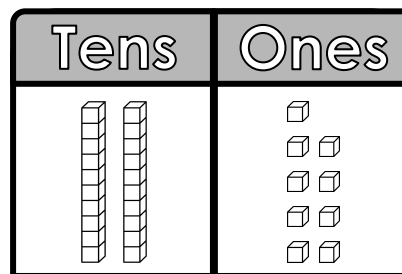
_____ tens and _____ ones is 70.

3. Circle groups of 10. Then, write the numbers.



_____ groups of 10 and _____ ones is _____.

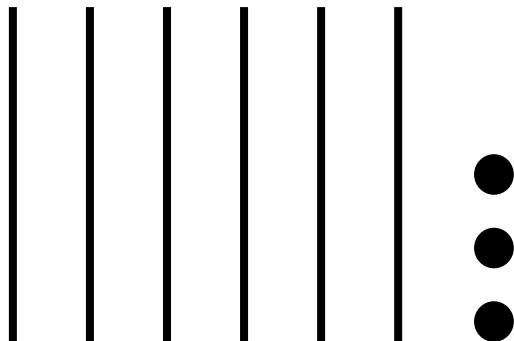
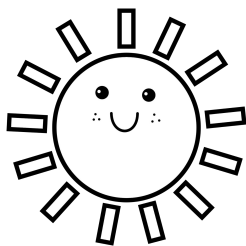
4. Count the **tens** and **ones**. Then, write the numbers.



Tens	Ones

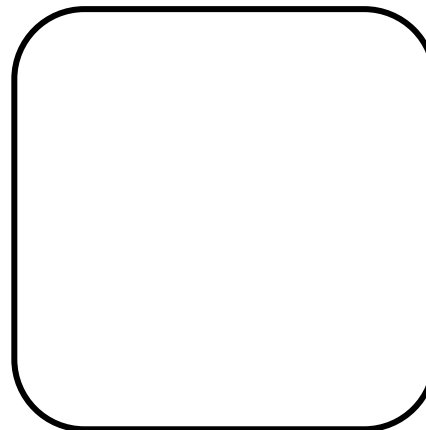
_____ tens and _____ ones is _____.

5. Fill in the **tens** and **ones**.

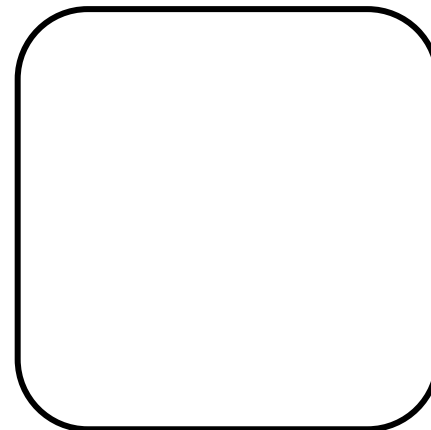


63 is _____ tens and _____ ones.

6. Draw  two different models to show the number **12**.



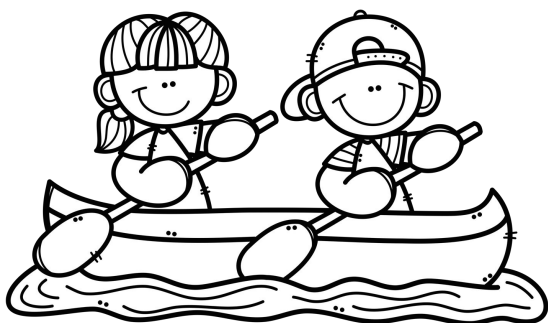
12 ones



1 ten and 2 ones

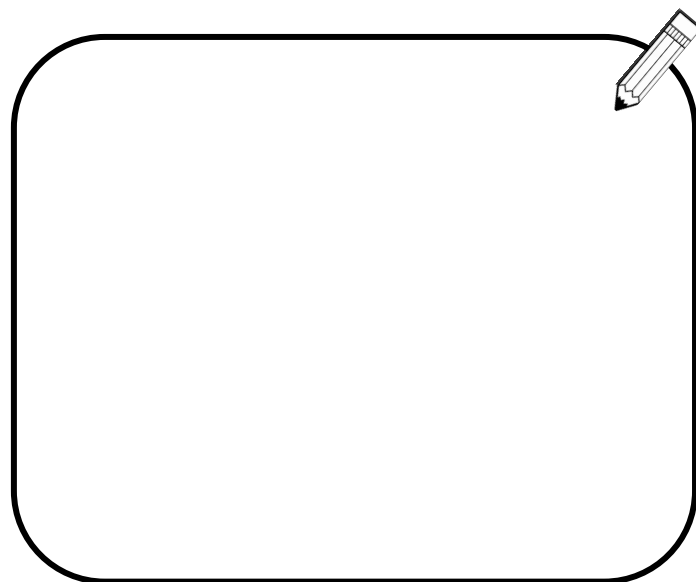
7. Jill and Mike paddled 42 times to cross the lake.

Fill in all the ways to make the number **42**. Then, draw a model of the number 42.



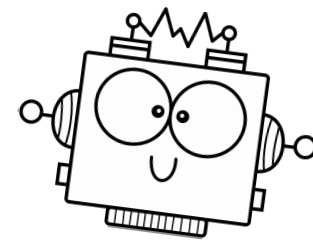
Tens	Ones
0	42
2	22
	12
4	2

Here is one way to draw 42:



Name: _____

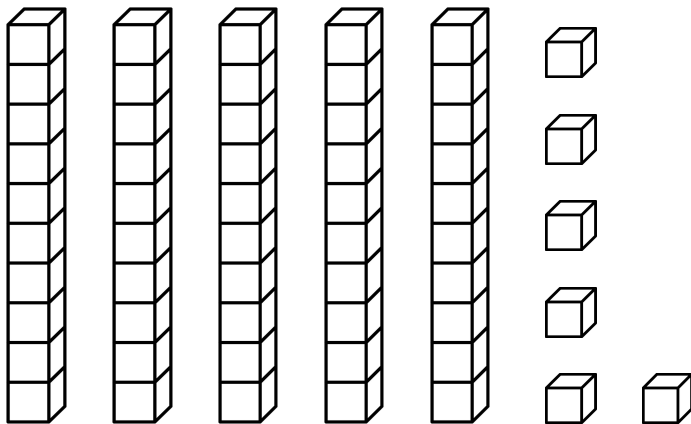
TOPIC 9 Practice



I can **compare** two-digit numbers.

1. Add blocks or take away blocks to show ways to **change** the number.

56



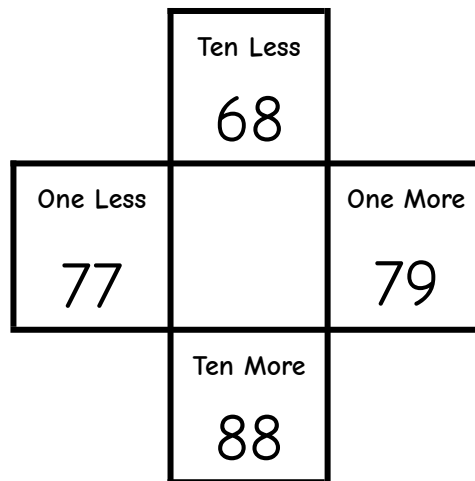
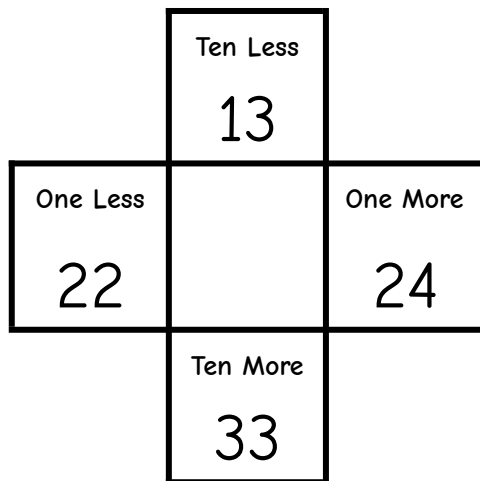
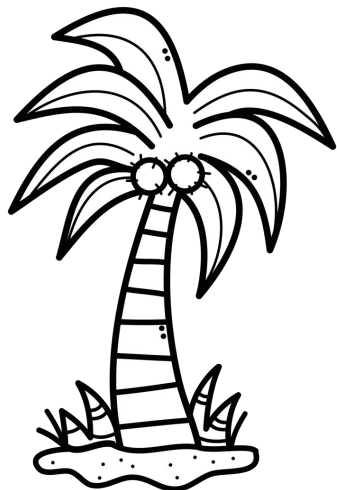
1 more than 56 is _____.

1 less than 56 is _____.

10 more than 56 is _____.

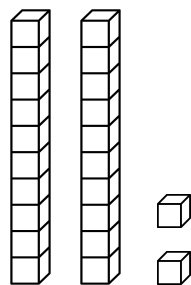
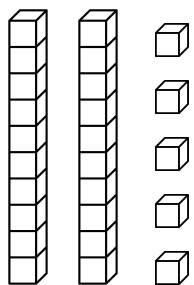
10 less than 56 is _____.

2. Complete the **missing parts** of the number chart.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

3. Write numbers to match each model.
Then, circle the correct words.



_____ is greater than

_____ is less than _____.

4. Write $>$, $<$, or $=$ to make each **true**.

$16 \bigcirc 16$

$83 \bigcirc 59$

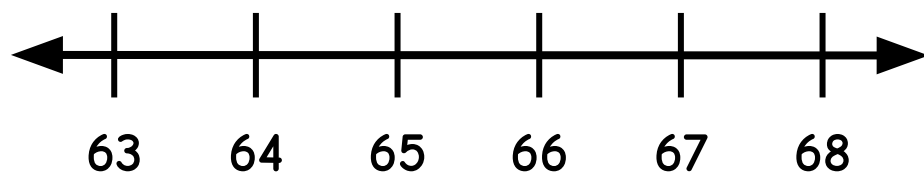
$7 \bigcirc 41$

$30 \bigcirc 30$

$28 \bigcirc 22$

$19 \bigcirc 91$

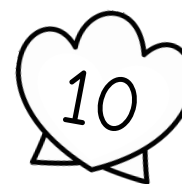
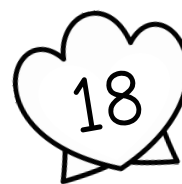
5. Write a number to make each **true**.
Use the number line to help.



$66 > \underline{\hspace{2cm}}$

$64 < \underline{\hspace{2cm}}$

6. Use the **clues** to guess the number.



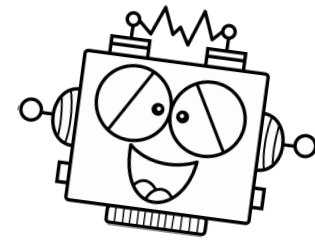
I am less than 16.

I am greater than 12.

What number am I?

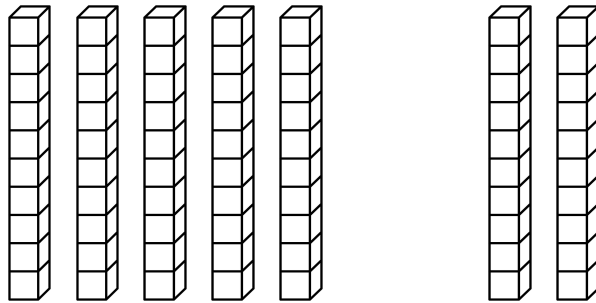
Name: _____

TOPIC 10 Practice



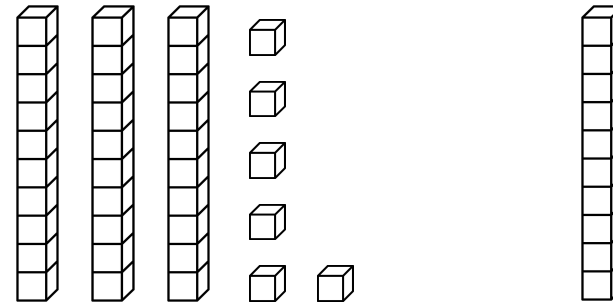
I can use models and strategies to **add tens**.

1. Write an equation to match.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

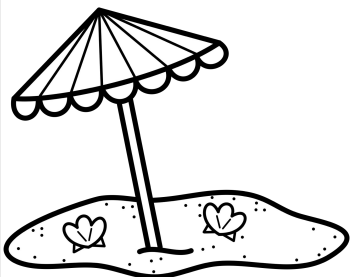
2. Use **mental math** to solve.



$$36 + 10 = \underline{\quad}$$

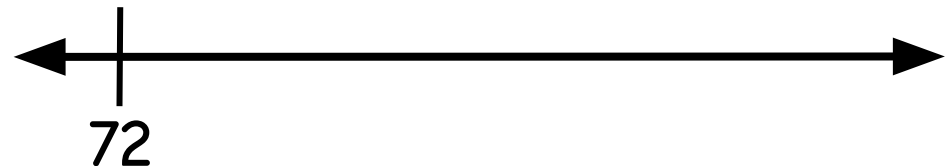
3. Use the **partial number chart** to add.

$$54 + 5 = \underline{\quad} \quad 60 + 30 = \underline{\quad}$$



51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

4. Use the **open number line** to solve.



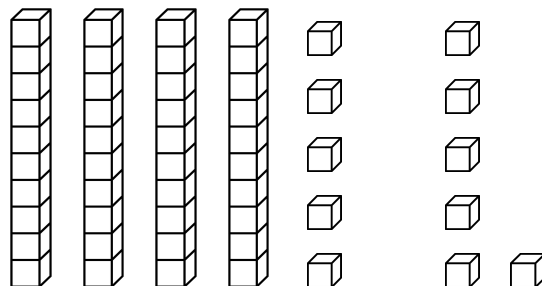
$$72 + 4 = \underline{\quad}$$

5. Add. Draw  blocks to show your work.



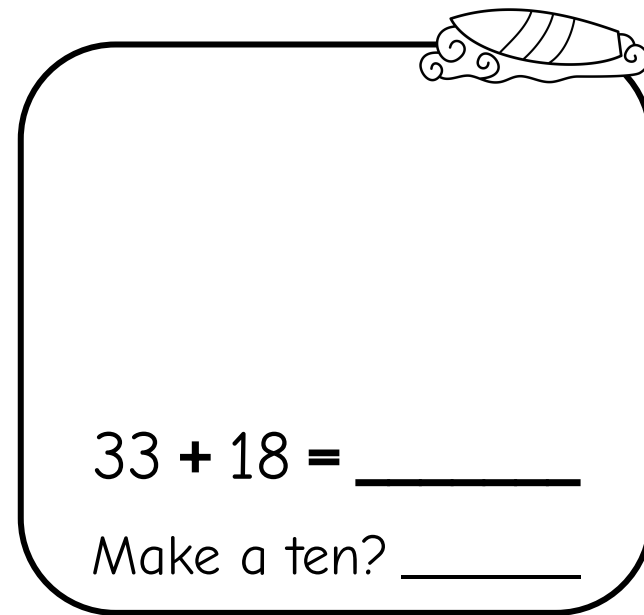
$$21 + 7 = \underline{\quad}$$

6. Make a **ten** to add.

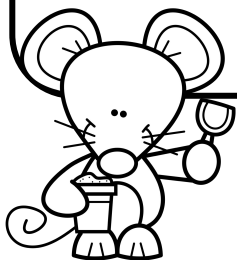


$$45 + 6 = \underline{\quad}$$

7. Use a **model** to add.

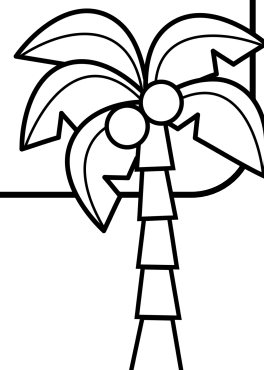


8. Solve any way you choose. Draw or explain what you did.



$$39 + 15 = \underline{\quad}$$

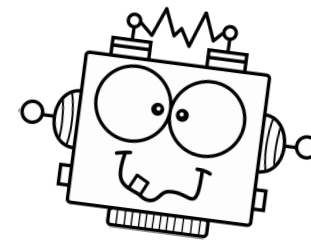
9. There are **22** small coconuts and **25** large coconuts. How many in all?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

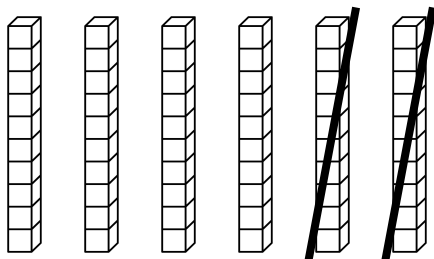
Name: _____

TOPIC 11 Practice



I can use models and strategies to **subtract tens**.

1. Write an equation to match the **models**.



_____ - _____ = _____

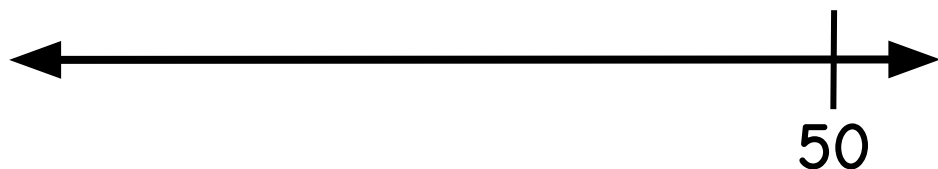
2. Subtract using the **number chart**. Move up  a row each time you count back by tens.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$40 - 20 = \underline{\quad\quad} \quad 70 - 10 = \underline{\quad\quad}$$

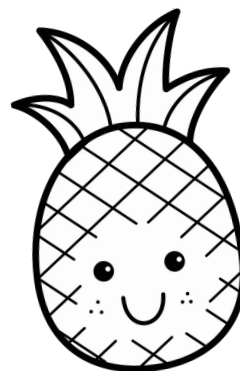
$$80 - 30 = \underline{\quad\quad} \quad 90 - 20 = \underline{\quad\quad}$$

3. Use the **open number line** to solve.



$$50 - 20 = \underline{\quad\quad}$$

4. Think **addition** to subtract. Fill in the missing numbers.



$$30 + \underline{\quad\quad} = 60, \text{ so}$$

$$60 - 30 = \underline{\quad\quad}$$

5. Use **mental math** to find 10 less than each number. Draw  models if needed.



$30 - 10 = \underline{\quad}$

$64 - 10 = \underline{\quad}$

$82 - 10 = \underline{\quad}$

6. Use the **partial number chart** to help.

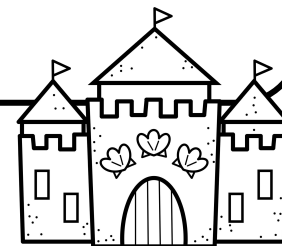
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

$57 - 20 = \underline{\quad}$

$38 - 10 = \underline{\quad}$

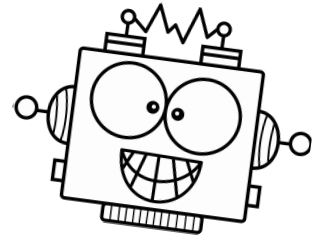
7. Kayla made **26** sandcastles. **10** got washed away. How many are left?

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



Name: _____

TOPIC 13 Practice



I can tell the **value of coins** and I can tell **time**.

1. Complete the sentence. Then, color  all of the **nickels**.



A nickel
is worth

_____ ¢.



2. Skip count the dimes by **10s**. Then, write how much money there is in all.



In All

_____ ¢

_____ ¢

_____ ¢

_____ ¢

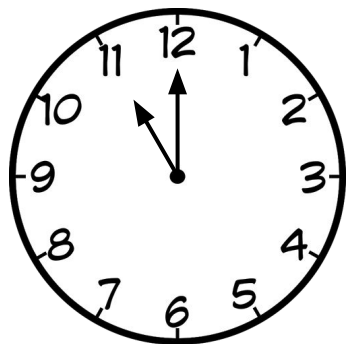
_____ ¢

_____ ¢

_____ ¢

_____ ¢

3. Write the time shown on the clock.

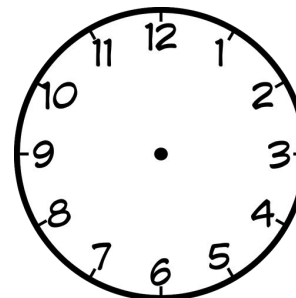
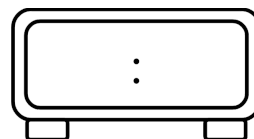


hour hand: _____

minute hand: _____

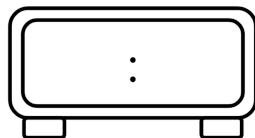
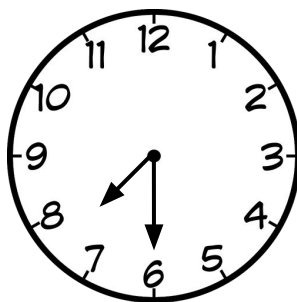
It is _____ o'clock.

4. Jim is getting ice cream at **5 o'clock**. Write the digital time and draw the hands on the analog clock.

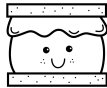


5 o'clock

5. Mary will keep reading until the time shown. Write the digital time.

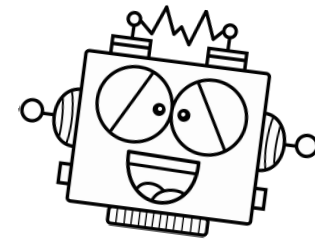


6. What activity are the campers doing at **9 o'clock** at night? Circle it.

Camp Schedule for Night		
Time	Activity	
8:00	Make S'mores	
9:00	Star Gazing	
9:30	Sleep in Tents	

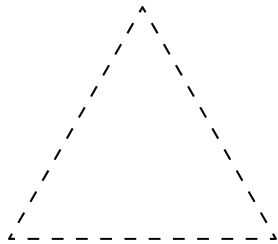
Name: _____

TOPIC 14 Practice



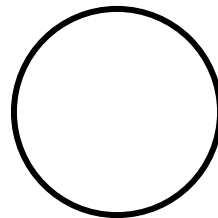
I can reason with **shapes** and their **attributes**.

1. Trace the triangle. How many straight sides?



_____ straight sides

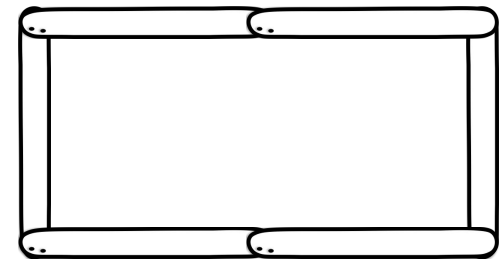
2. All circles have 4 straight sides.



True ✓

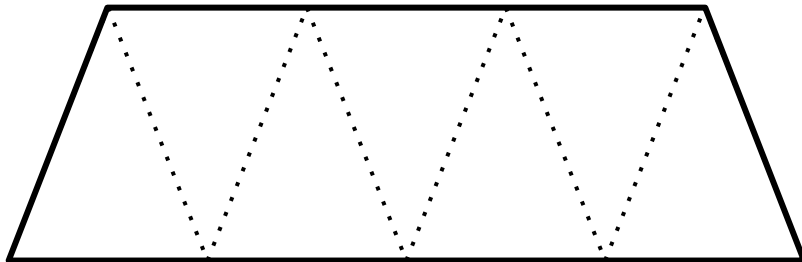
False ✗

3. Which **shape** is made with the sticks?



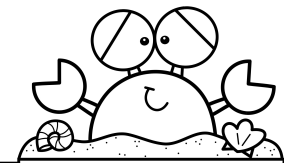
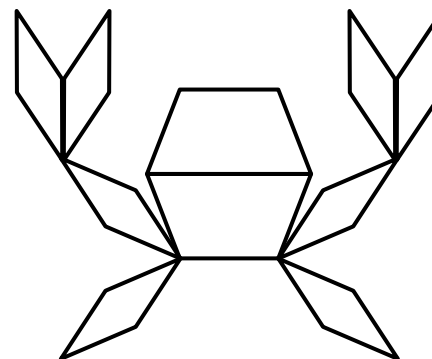
☐ rectangle ☐ hexagon

4. How many **triangles**  are in this shape?



_____ triangles 

5. Chris built a crab with shapes. Which shapes did he **NOT** use?



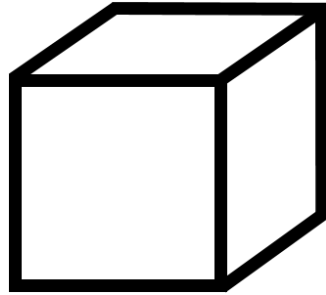
- ☐ trapezoids 
- ☐ squares 
- ☐ rhombuses 

6. Look at the **cube**. How many of each does the shape have?

Flat sides: _____

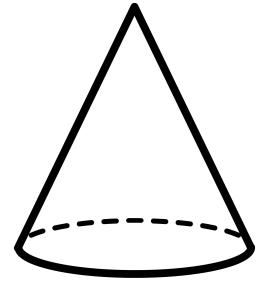
Edges: _____

Vertices: _____



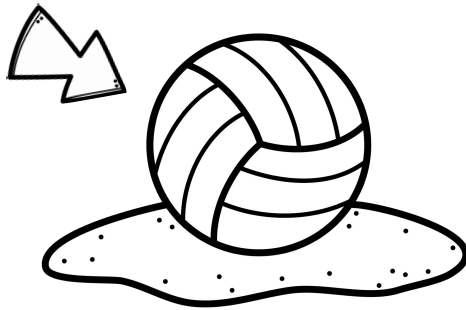
7. Check off ✓ the words that are true.

All cones...



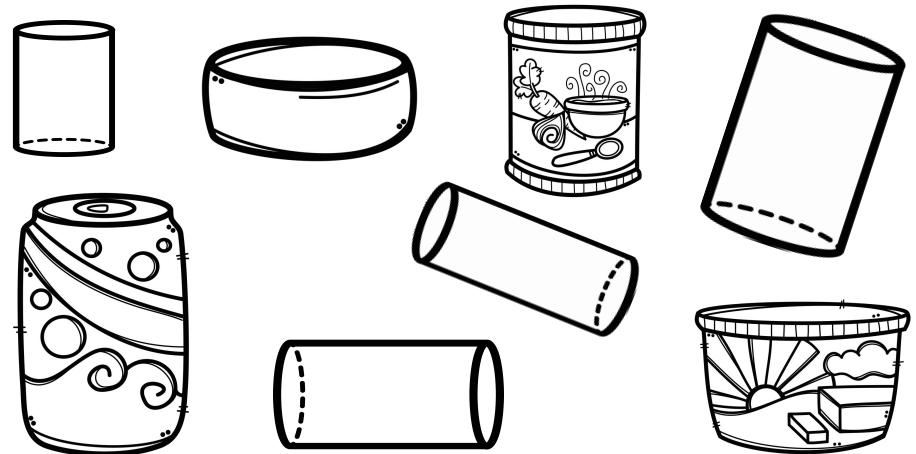
- ☐ have 1 edge ☐ have 0 flat sides
☐ are white ☐ have 1 vertex

8. What **shape** is a beach volleyball?



- ☐ cone ☐ cube
☐ sphere ☐ cylinder

9. All of the shapes below are **cylinders**.

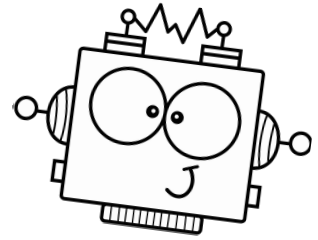


True ✓

False ✗

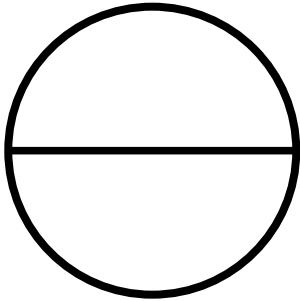
Name: _____

TOPIC 15 Practice



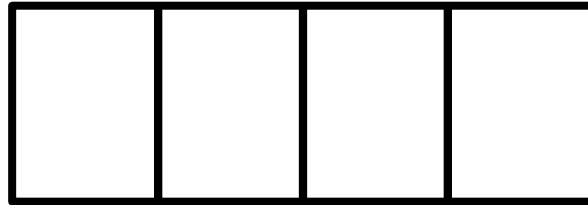
I can make and understand **equal shares**.

1. Do the shapes show equal shares? Circle your answers.



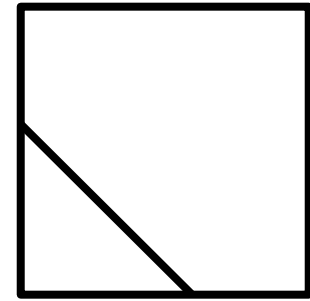
Yes ✓

No ✗



Yes ✓

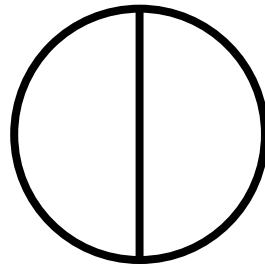
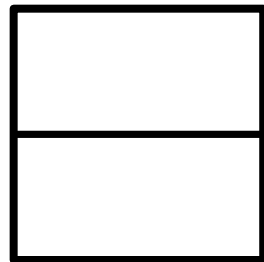
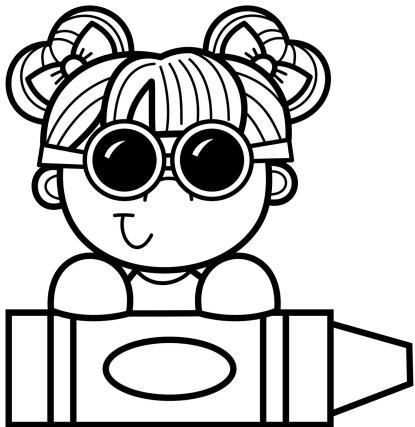
No ✗



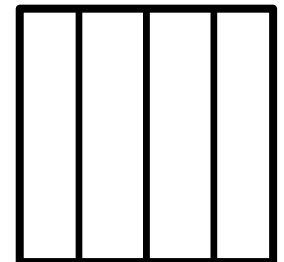
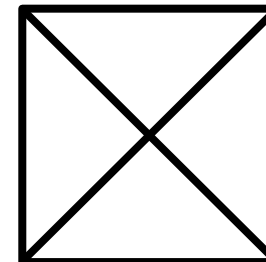
Yes ✓

No ✗

2. Color  in **halves** or **fourths** to show shares that match the words below.



One **half** yellow

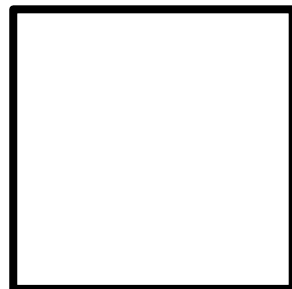


One **fourth** blue

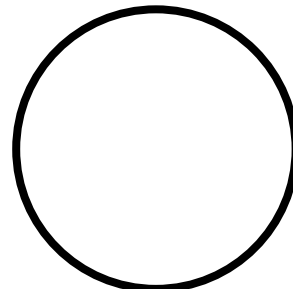
3. Divide the shapes and color  the correct amount.



One quarter

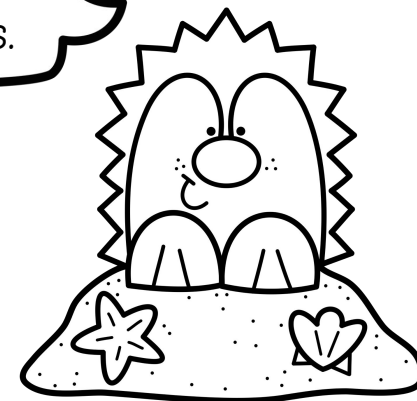


One half

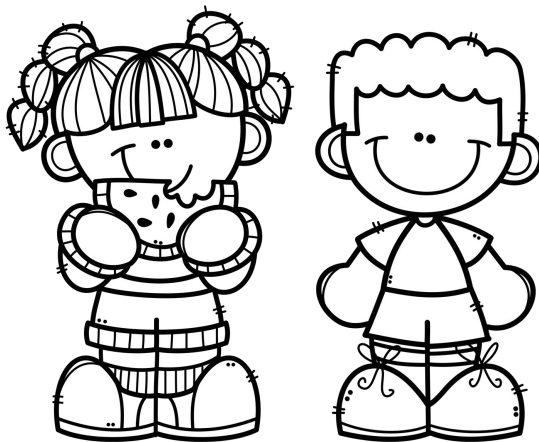


One fourth

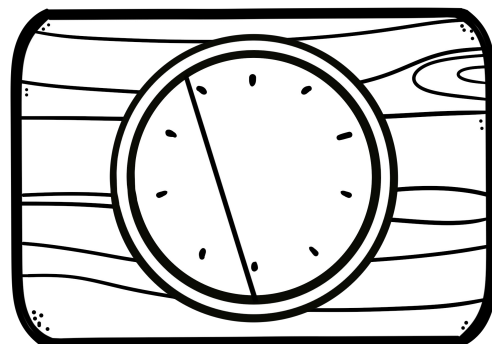
Circle
the shape
with the
LARGEST
shares.



4. Beth wants to share a snack with her brother. She cuts a watermelon into **2 shares**. Is this a fair way to share her snack? Explain. 



Beth's watermelon:



Is this a fair way to share?



Use cubes to make the numbers below.

Shade all the numbers that can be shown as two equal groups of cubes.

What do you notice about the numbers you shaded?



Lesson 1

Even and Odd Numbers

I can ...

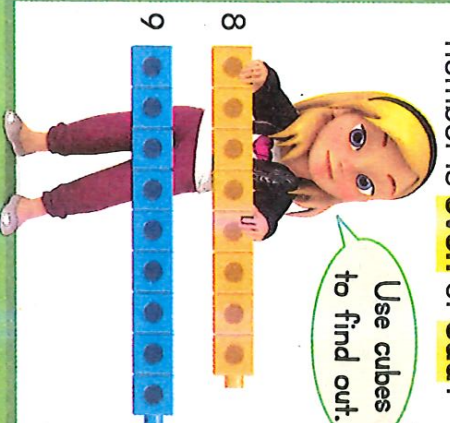
tell if a group of objects is even or odd.

I can also use math tools correctly.

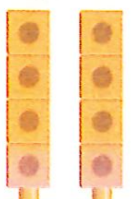
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

How can you tell if a number is **even** or **odd**?

Use cubes to find out.



An even number can be shown as two equal parts using cubes.



8 is even.
 $4 + 4 = 8$

An odd number cannot be shown as two equal parts using cubes.



9 is odd.
 $5 + 4 = 9$

The ones digit tells you if a number is even or odd.

18 is even.
19 is odd.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Do You Understand?

Show Me! You break apart a tower of cubes to make two equal parts, but there is one cube left over. Is the number of cubes even or odd? Explain.

☆ Guided Practice ☆

Look at the number. Circle even or odd. Then write the equation.

1.

8



odd

even

$$4 + 4 = 8$$

2.

11



odd

even

$$+ =$$

Independent Practice

Look at the number. Circle even or odd. Then write the equation. Use cubes to help.

3.

9



odd

even

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

4.

18



odd

even

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

5.

10



odd

even

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

6.

13

odd

even

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

7.

7

odd

even

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

8.

6

odd

even

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$


For each number, circle true or false. Then explain your thinking.

9. Higher Order Thinking

Carl says 14 is even.

He says 41 is odd.

True or false?

14

True

False

41

True

False

10. **Model with Math** Lily fills 2 baskets with 7 berries each. She gives both baskets to Ted. Does Ted have an odd or even number of berries? Draw a picture to solve. Then write an equation.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Ted has an $\underline{\quad}$ number of berries.

11. **Model with Math** Peter puts 8 marbles in one jar. He puts 1 marble in another jar. Does Peter have an odd or even number of marbles? Draw a picture to solve. Then write an equation.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Peter has an $\underline{\quad}$ number of marbles.

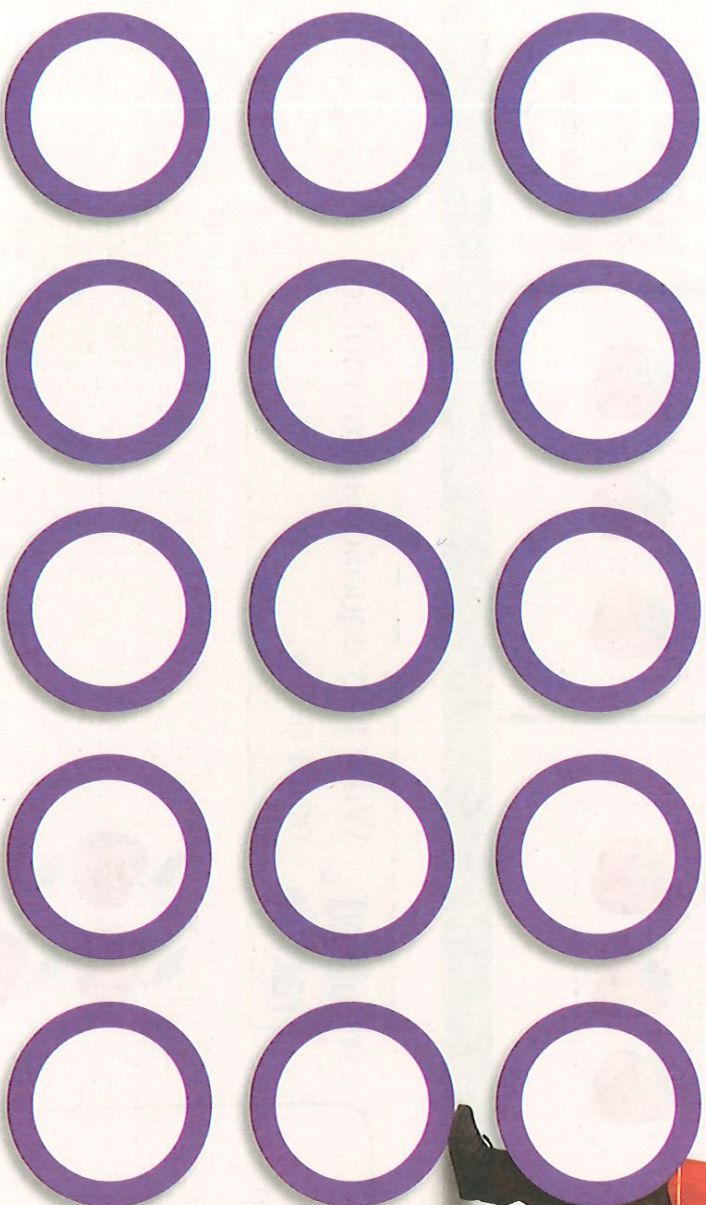
12. **Higher Order Thinking** If you add two even numbers, will the sum be odd or even? Explain. Use numbers, pictures, or words.

13. **Assessment** Use the numbers on the cards below. Write two different addition equations. The sum in each equation needs to be an odd number.



$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Show and explain two different ways to find how many circles in all.

**Lesson 2**

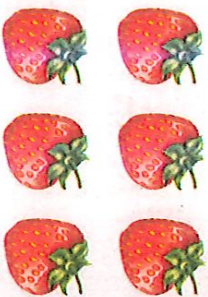
Use Arrays to Find Totals

I can ...

find the total number of objects in a set of rows and columns.

I can also look for patterns.

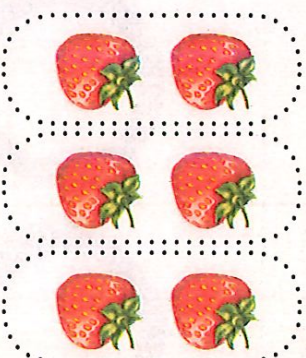
You can model repeated addition with an **array**.



Arrays have equal **rows**. Each row has 3 strawberries.



Arrays have equal **columns**. Each column has 2 strawberries.



Write two equations that match the array.

By Rows
 $3 + 3 = 6$

By Columns
 $2 + 2 + 2 = 6$

Do You Understand?

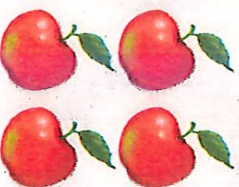
Show Me! Is this group an array? Explain.



★ Guided Practice

Write two equations that match each array.

1.



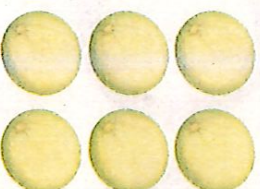
By Rows

$$2 + 2 = 4$$

By Columns

$$2 + 2 = 4$$

2.



By Rows

$$3 + 3 = 6$$

By Columns

$$2 + 2 + 2 = 6$$

Independent Practice

Write two equations that match each array.

3.

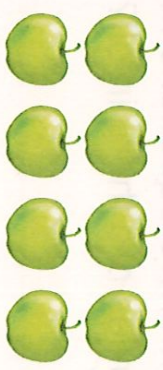


By Rows $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$= \underline{\hspace{1cm}}$

By Columns $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

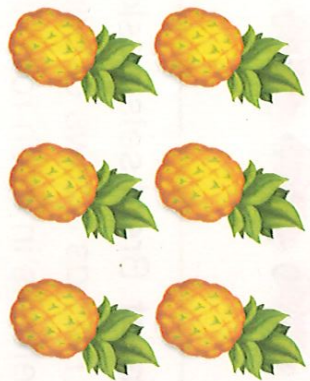
4.



$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

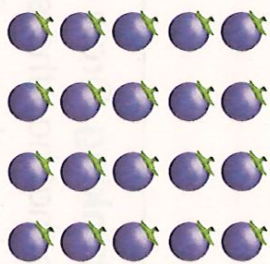
5.



By Rows $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

By Columns $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

6.



$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

7. **Algebra** Use the array to find the missing number.

$\underline{\hspace{1cm}} + 4 = 8$



8. **Look for Patterns** Dana places the berries in an array. Write two equations that match the array. How many berries are there in all?



_____ berries

9. The array shows cars in a parking lot. Can you write two different equations that match the array? Explain. How many cars are in the parking lot in all?



_____ cars

10. **Higher Order Thinking** Draw a garden with up to 6 rows that has the same number of plants in each row. Then write two equations that match your array.



11. **Assessment** Brent sets basketballs in an array. He has 3 rows of basketballs with 4 basketballs in each row. Which equation shows the array Brent made and how many basketballs in all?

- Ⓐ $3 + 3 + 3 = 9$
 Ⓑ $3 + 3 = 6$
 Ⓒ $4 + 4 = 8$
 Ⓓ $4 + 4 + 4 = 12$

Name _____



How can you use the hundred chart to help you solve $32 + 43$? Explain. Write an addition equation to show the sum.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Step Up to Grade 2

Lesson 3

Add on a Hundred Chart

I can ...
add two-digit numbers to two-digit numbers using a hundred chart.

I can also model with math.

_____ + _____ = _____

You can add on a hundred chart.
Find $54 + 18$.

Start at 54.
You need to add the tens
from 18. Move down
1 row to show 1 ten.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80



Now add
the ones.

You're already at 64.
Now move ahead 8 to show
8 ones. You need to go to the
next row to add them all.
So, $54 + 18 = 72$.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80



Do You Understand?

Show Me! How can you use
a hundred chart to add 35
and 24?

★ Guided Practice

Add using the hundred chart.
Draw arrows on the chart if needed.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1. $14 + 32 = 46$

2. $22 + 14 =$

3. $= 11 + 20$

4. $16 + 33 =$

Independent Practice

Add using the hundred chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5. $23 + 44 =$ _____

6. _____ $= 17 + 51$

7. $28 + 21 =$ _____

8. $16 + 62 =$ _____

9. $33 + 38 =$ _____

10. $29 + 37 =$ _____

11. _____ $= 31 + 17$

12. **Higher Order Thinking** Write the digit that makes each equation true.

$52 + 2 \square = 75$

$1 \square + 81 = 97$

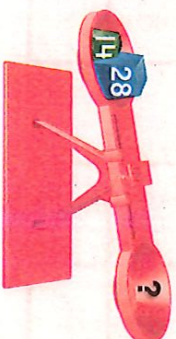
$38 + \square 1 = 59$

- ## buttons

- ## buttons

- | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

- 16.  Assessment** Which weights will balance the weights already on the scale?



Solve & Share

Leslie collects 36 rocks. Her brother collects 27 rocks. How many rocks do they collect in all? Use cubes to help you solve. Draw your cubes. Tell if you need to regroup.

Tens	Ones

Regroup?
Yes No



Step Up to Grade 2

Lesson 4

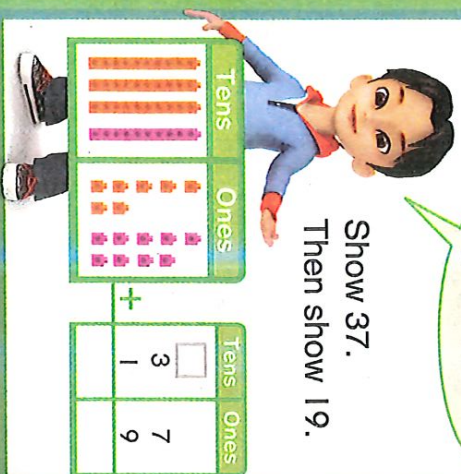
Models to Add 2-Digit Numbers

I can ...
use models to add 2 two-digit numbers and then explain my work.

I can also use math tools correctly.

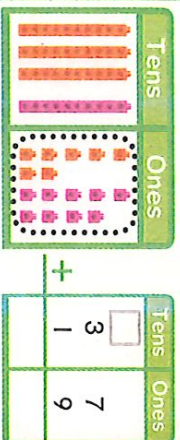
Let's add! $37 + 19 = ?$

Show 37.
Then show 19.

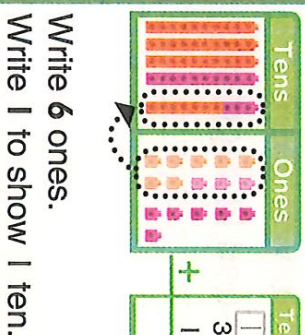


Add the ones.

7 ones + 9 ones = 16 ones



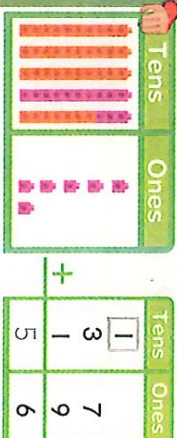
There are 16 ones.
Regroup 16 ones as 1 ten and 6 ones.



Write 6 ones.
Write 1 to show 1 ten.

Add the tens.

3 tens + 1 ten = 4 tens
4 tens + 1 ten = 5 tens



Write 5 to show 5 tens.

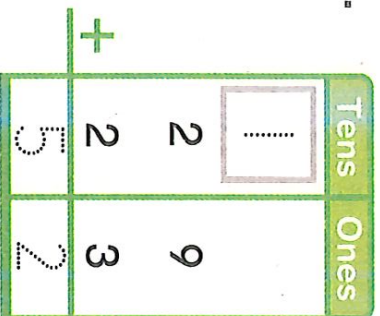
Do You Understand?

Show Me! When do you have to regroup when adding?

★ Guided Practice

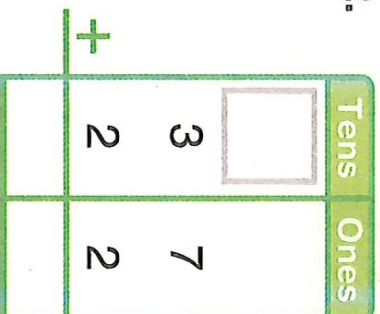
Add. Use connecting cubes and your workmat. Did you need to regroup? Circle Yes or No.

1.



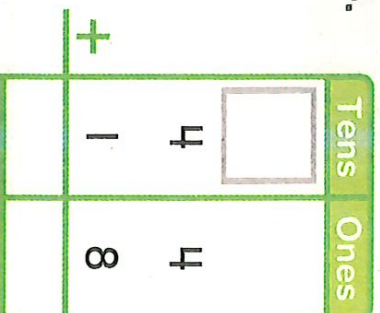
Yes No

2.



Yes No

3.



Yes No

Independent Practice

Add. Use connecting cubes and your workmat.

4.

Tens	Ones
2	7
5	5

5.

Tens	Ones
1	9
3	2

6.

Tens	Ones
4	3
1	7

7.

Tens	Ones
1	4
2	1

8.

Tens	Ones
3	1
4	9

9.

Tens	Ones
5	6
3	3

10.

Tens	Ones
5	7
1	5

11.

Tens	Ones
6	5
1	6

12.

Tens	Ones
3	9
1	8

13.

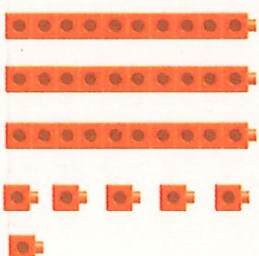
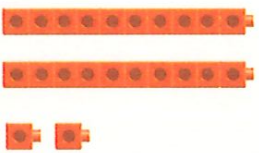
Tens	Ones
1	2
5	6

14. **Higher Order Thinking** Draw the second addend.

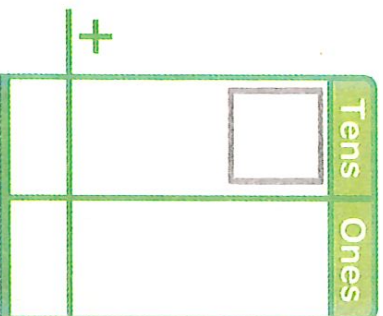
First Addend

Second Addend

Sum

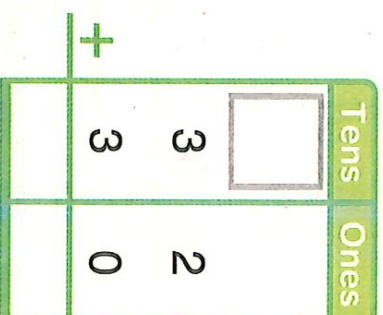


15. **Use Tools** Trent builds a fort with 28 blocks. Ryan uses 26 blocks to make it bigger. How many blocks are used in all?



_____ blocks

16. **Use Tools** Greg counts 32 buttons. Then he counts 30 more. How many buttons does Greg count in all?



_____ buttons

17. **Higher Order Thinking** Write an addition story about the notebooks and pencils in your classroom. Use pictures, numbers, or words.

18. **Assessment** Maria has 33 pennies. Her mom gives her 19 pennies and 7 nickels. How many pennies does Maria have now?

- (A) 41 (B) 49
 (C) 51 (D) 52

Name _____



How can you use the hundred chart to help you solve $57 - 23$? Explain. Write a subtraction equation.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Step Up to Grade 2

Lesson 5

Subtract on a Hundred Chart

I can ...

subtract two-digit numbers from two-digit numbers using a hundred chart.

I can also model with math.

Find $43 - 28$ using a hundred chart.

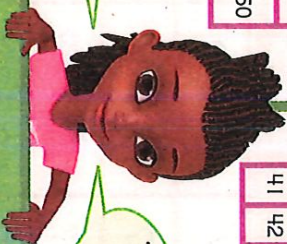
I need to find the difference between 28 and 43.



Start at 28. Count to the next number that matches the ones in 43.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Count by ones! I counted 5 ones to get from 28 to 33.



Count by tens to 43.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

That's 1 ten, or 10 more.

I added 5 and 10. That makes 15.

$28 + 15 = 43$
So, $43 - 28 = 15$.



Do You Understand?

Show Me! How can you use a hundred chart to find the difference between 18 and 60?

Guided Practice

Subtract using the hundred chart. Draw arrows if you need to.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

1. $58 - 24 = 34$

2. $41 - 21 =$

3. $= 53 - 32$

4. $64 - 23 =$

Independent Practice

Subtract using the hundred chart. Draw arrows if you need to.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5. $86 - 34 =$ _____

6. _____ $= 77 - 42$

7. $55 - 22 =$ _____

8. $88 - 51 =$ _____

9. $73 - 21 =$ _____

10. _____ $= 98 - 56$

11. $82 - 61 =$ _____

12. **Higher Order Thinking** Write the digit that makes each equation true.

$57 - \square = 2 = 15$

$48 - \square = 1 = 17$

$56 - \square = 2 = 34$

$7 \square - 36 = 42$

$98 - 37 = \square = 1$

$89 - \square = 3 = 26$

- pieces

- How many pages has Gloria read already? _____

- subtract $89 - 47$. Write the steps Felix can take to subtract 47 from 89 on the hundred chart.

- 84 ④



There are 22 students drawing pictures.

4 of them finish drawing. How many students are still drawing?

Use cubes to help you solve. Show the tens and ones you have.

Tens

Ones



Step Up to Grade 2

Lesson 6

Models to Subtract 2- and 1-Digit Numbers

I can ...

use a model to subtract a 1-digit number from a 2-digit number.

I can also use math tools correctly.

tens

ones

$22 - 4 =$ _____

Find $32 - 5$.

There are not enough ones to subtract.



Tens	Ones
3	2

Tens	Ones
3	2

Regroup 1 ten as 10 ones.

Write 2 to show 2 tens.
Write 12 to show 12 ones.

Tens	Ones
3	2

Tens	Ones
2	12

Subtract the ones.
Then subtract the tens.



Tens	Ones
2	12

Tens	Ones
2	7

There are 2 tens and 7 ones left.

So, $32 - 5 = 27$.



Tens	Ones
2	7

Tens	Ones
2	7

Do You Understand?

Show Me! Why do you need to regroup when you subtract $32 - 5$?

Guided Practice

Subtract. Draw place-value blocks to show your work. Regroup if you need to.

1.

Tens	Ones
3	13

Tens	Ones
2	5

2.

Tens	Ones
3	7

Tens	Ones

Independent Practice

Subtract. Draw place-value blocks to show your work. Regroup if you need to.

3.

Tens	Ones
3	3

Tens	Ones

4.

Tens	Ones
9	1

Tens	Ones

5.

Tens	Ones
6	1

Tens	Ones



Write the missing number in the box.

6. **Higher Order Thinking** What numbers will complete the subtraction equations?

$$- 9 = 17$$

$$43 - \quad = 37$$

7. **Reasoning** There are 14

students playing with blocks. 9 students go home. How many students are still playing with blocks?

_____ students

Tens	Ones

8. **Reasoning** There are

13 books on the shelf. Amy takes 2 of them. How many books are left on the shelf?

_____ books

Tens	Ones

9. **Higher Order Thinking** What mistake did

Monica make when she subtracted $24 - 4$? Show how to fix her mistake.

$$\begin{array}{r} 24 \\ - 4 \\ \hline 10 \end{array}$$

Tens	Ones

10. **Assessment** Liesel collected 36 leaves.

She put some of them in a book. She had 9 leaves left.

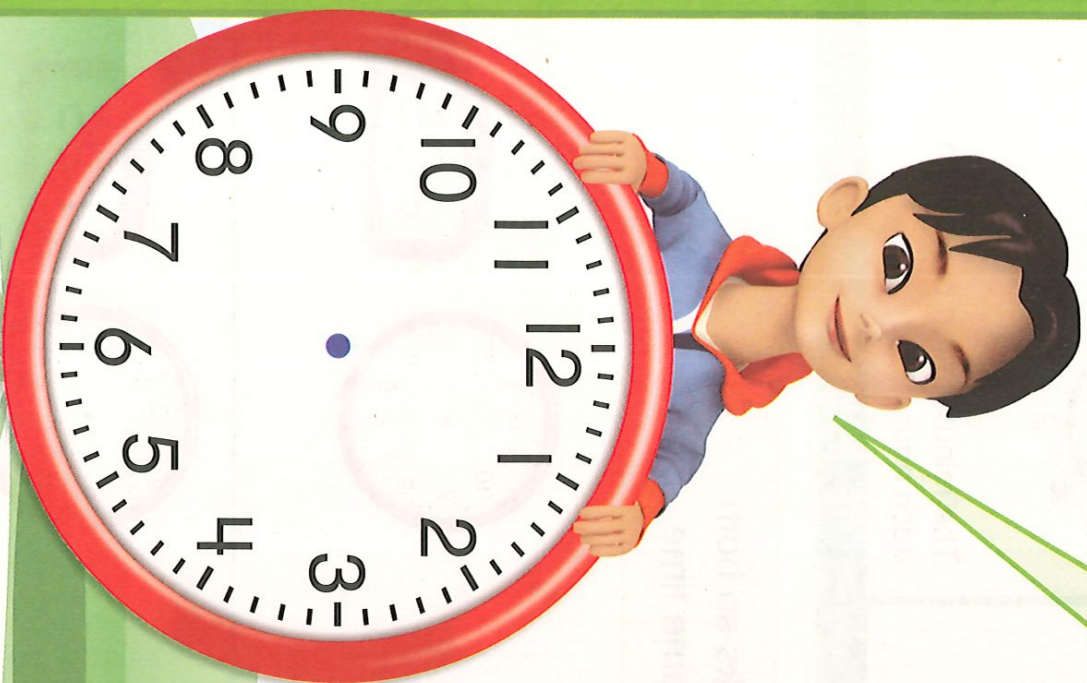
How many leaves did she put in the book?

- Ⓐ 27
Ⓑ 37
Ⓒ 28
Ⓓ 45

Solve & Share

An airplane is due to arrive at 3:15.

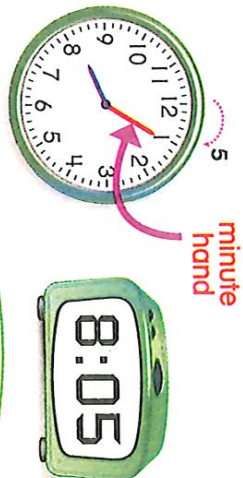
How can you show this time on the clock below? Explain.

**Lesson 7****Tell Time to Five Minutes****I can ...**

tell time to the nearest 5 minutes.

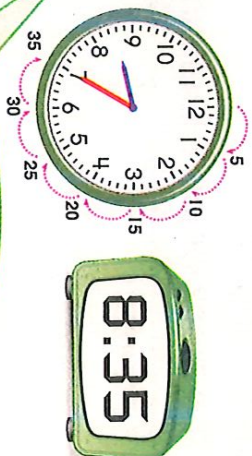
I can also look for things that repeat.

Both clocks show 8:05.



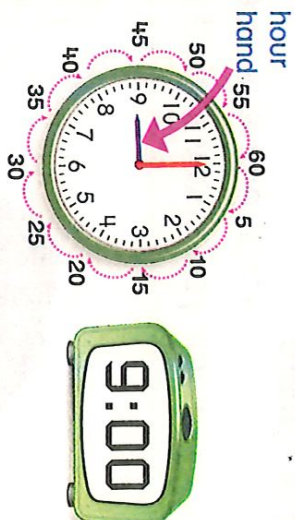
The minute hand moves from number to number in 5 minutes.

To tell time to five minutes, count by 5s. Both clocks show 8:35.



I can start at 8:00 and count by 5s to tell the time.

There are 60 minutes in 1 hour.



The minutes start over again each hour.

Do You Understand?

Show Me! The time is 9:35. What time will it be in 5 minutes?

In 15 minutes?

In 25 minutes?

☆ Guided Practice ☆

Complete the clocks so both clocks show the same time.

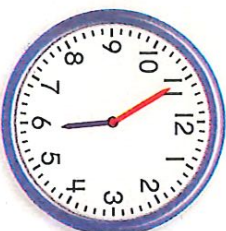
1.



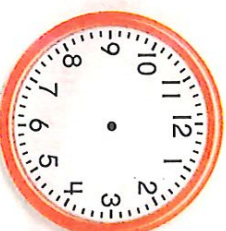
2.



3.



4.



Independent Practice

Complete the clocks so both clocks show the same time.

5.



6.



7.



8.



9.



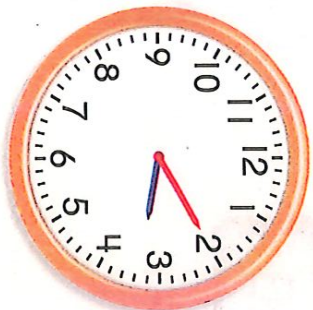
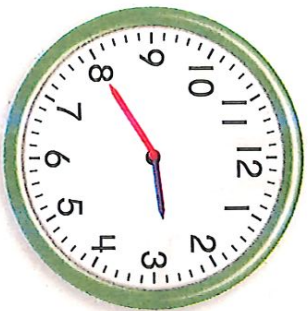
10.



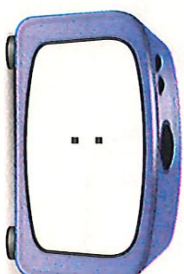
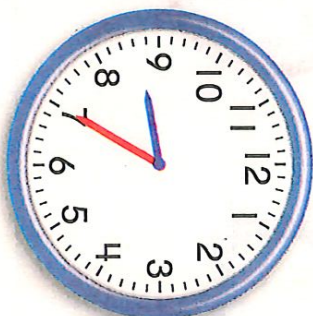
11. Number Sense Complete the pattern.



12. **Generalize** What time is 15 minutes past the time on the green clock and 15 minutes before the time on the orange clock?



13. **Number Sense** Look at the time on the first clock.
What time was it 5 minutes ago?
Write that time on the second clock,



14. **Higher Order Thinking** Draw a clock that shows the time you wake up in the morning. Explain how you know you showed the correct time.

15. **Assessment** The minute hand is pointing to the 10. Which number will it be pointing to 10 minutes later?

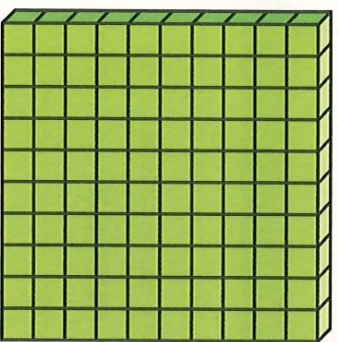
- (A) 12
(B) 11
(C) 10
(D) 9

**Solve & Share**

What is another way to show 100?

Draw a picture and explain.

Way 1



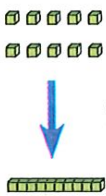
Way 2

**Lesson 8****Understand
Hundreds****I can ...**

understand place value and
count by hundreds to 1,000.

I can also model
with math.

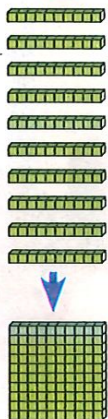
10 ones make 1 ten.



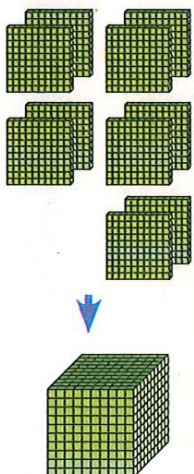
You can count by hundreds to 1,000!



10 tens make 1 hundred.



10 hundreds make 1 **thousand**.



What is the number?



900 equals 9 hundreds, 0 tens, and 0 ones.

Count by hundreds to find the total.



Do You Understand?

Show Me! 10 ones make

1 ten. 10 tens make

1 hundred. 10 hundreds

make 1 thousand. Do you

see a pattern? Explain.

★ Guided Practice

Complete each sentence.
Use models if needed.

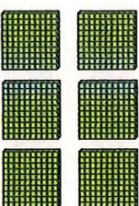
1.



300 equals 3 hundreds, 0 tens,

and 0 ones.

2.



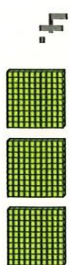
_____ equals _____ hundreds, _____ tens,
and _____ ones.

Independent Practice

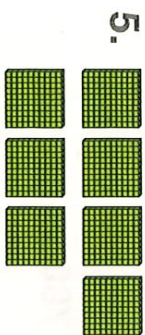
Complete each sentence. Use models if needed.



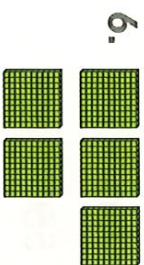
_____ equals _____ hundreds, _____ tens, and _____ ones.



_____ equals _____ hundreds, _____ tens, and _____ ones.



_____ equals _____ hundreds, _____ tens, and _____ ones.



_____ equals _____ hundreds, _____ tens, and _____ ones.

7. **Number Sense** Complete the pattern.

1,000	900	800		600		400	300	200	
-------	-----	-----	--	-----	--	-----	-----	-----	--

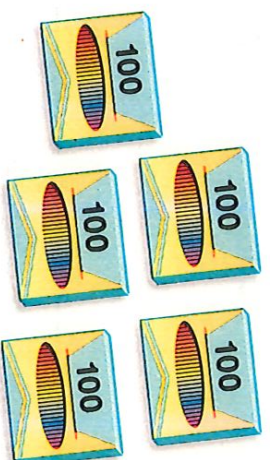
- Copyright © 2004 John Wiley & Sons, Ltd.

- There are 100 _____ in one _____.

200 500 600 100

- 100 200 400 700

- pencils are in the boxes?

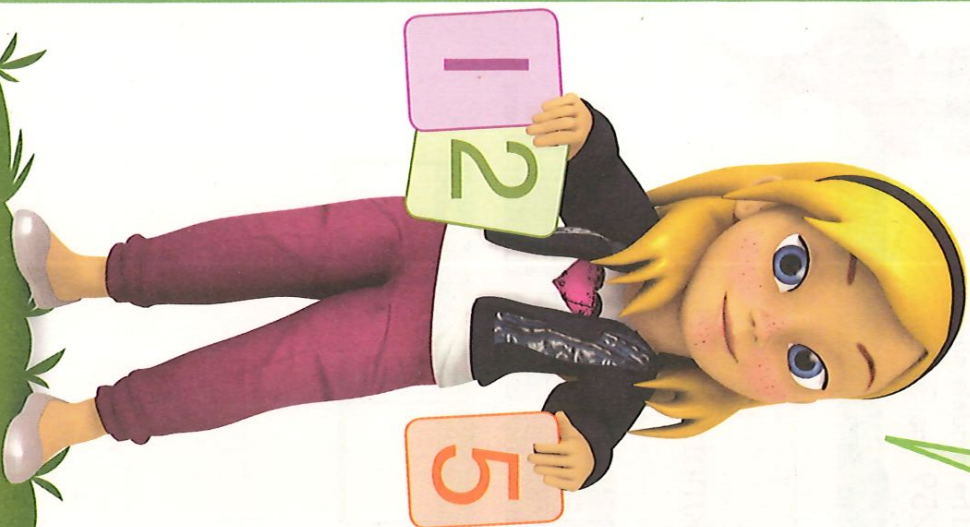


- Ⓐ 700
Ⓑ 550
Ⓒ 500
Ⓓ 150

Name _____



How can you use place-value blocks to show 125? Explain.



Step Up to Grade 2

Lesson 9

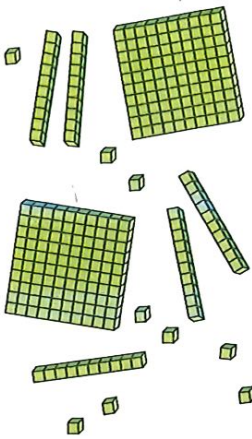
**Counting
Hundreds,
Tens, and Ones**

I can ...

count different types of place-value blocks to determine the number being shown.

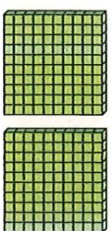
I can also reason about math.

What number do the models show?



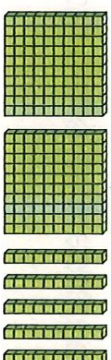
Remember, 10 ones make 1 ten.
10 tens make 1 **hundred**.

First, count the hundreds.



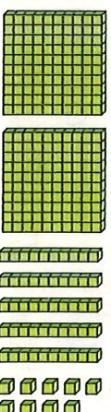
Hundreds	Tens	Ones
2		

Then count the tens.



Hundreds	Tens	Ones
2	5	

Then count the ones.



Hundreds	Tens	Ones
2	5	9

The models show 259.
259 has 3 **digits**.

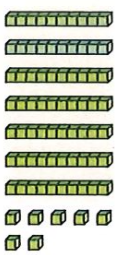
Do You Understand?

Show Me! How many hundreds are in 395? How many tens? How many ones?

☆ Guided Practice ☆

Write the numbers shown. Use models and your workmat if needed.

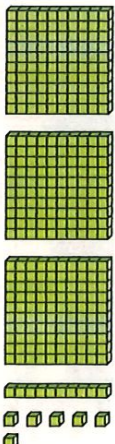
1.



Hundreds	Tens	Ones
	7	7

77

2.

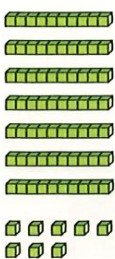


Hundreds	Tens	Ones

Independent Practice

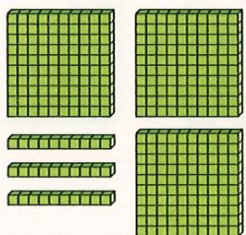
Write the numbers shown. Use models and your workmat if needed.

3.



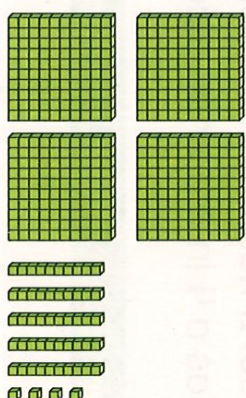
Hundreds	Tens	Ones

4.



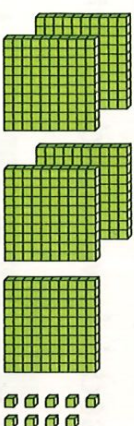
Hundreds	Tens	Ones

5.



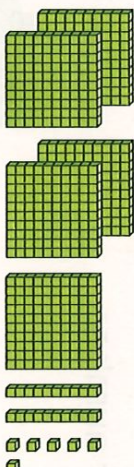
Hundreds	Tens	Ones

6.



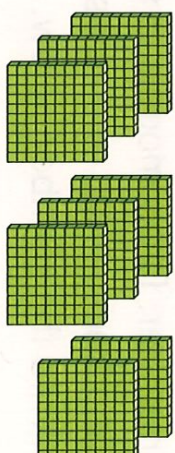
Hundreds	Tens	Ones

7.



Hundreds	Tens	Ones

8.



Hundreds	Tens	Ones

9. Higher Order Thinking Find the number. It has 4 hundreds.

The digit in the tens place is between 2 and 4. The number of ones is 2 less than 6. _____

10. **Look for Patterns** Complete the chart.

A number has a 6 in the hundreds place. It has a 0 in the tens place. It has a 4 in the ones place.

Hundreds	Tens	Ones

What is the number? _____

11. **Look for Patterns** Complete the chart.

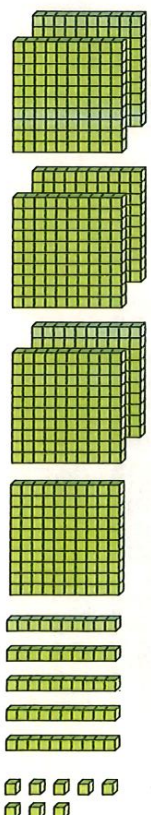
A number has a 4 in the hundreds place. It has a 7 in the tens place. It has a 0 in the ones place.

Hundreds	Tens	Ones

What is the number? _____

12. **Higher Order Thinking** Choose a 3-digit number. Draw models to show the hundreds, tens, and ones for your number. Write the number below.

13. **Assessment** Max used these models to show a number. Which number would be shown if Max used 1 fewer hundred flat?



758

768

658

859

(A)

(B)

(C)

(D)

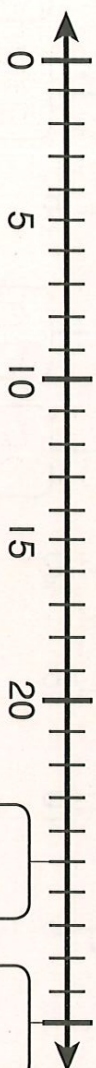
Name _____



Solve



Use the number line to skip count by 5s, starting at 0. Write the two missing numbers. Describe any patterns you see.



Lesson 10

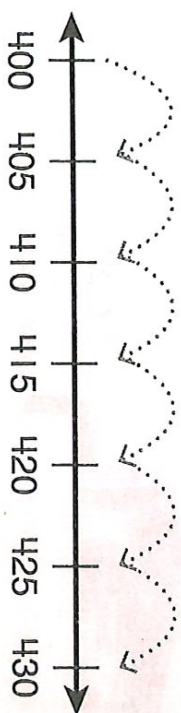
Skip Count by 5, 10, and 100, to 1,000

I can ...

skip count by 5, 10, and 100 using a number line.

I can also look for patterns.

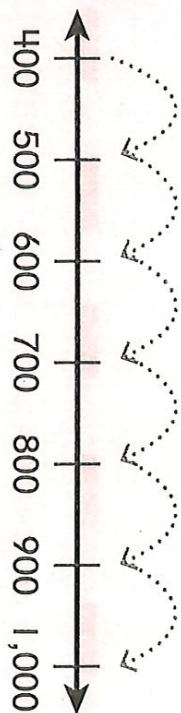
This number line shows skip counting by 5s.



I see a pattern in the ones digits!



This number line shows skip counting by 100s.



I see a pattern in the hundreds digits!

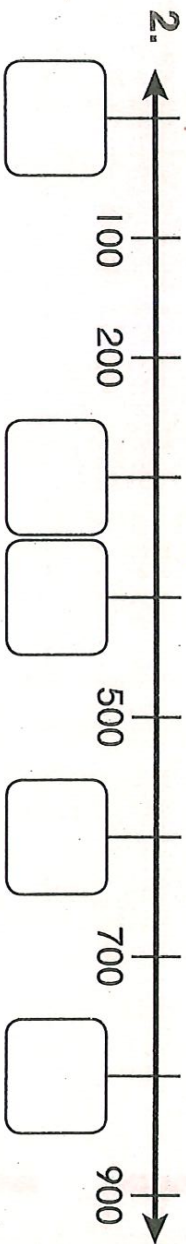
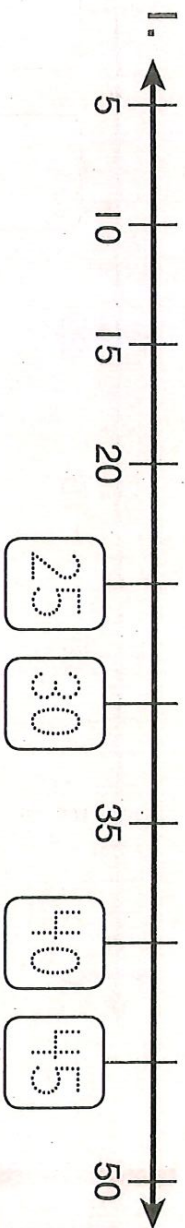


Do You Understand?

Show Me! How could you use the number line in the first box above to skip count by 10s starting at 400?

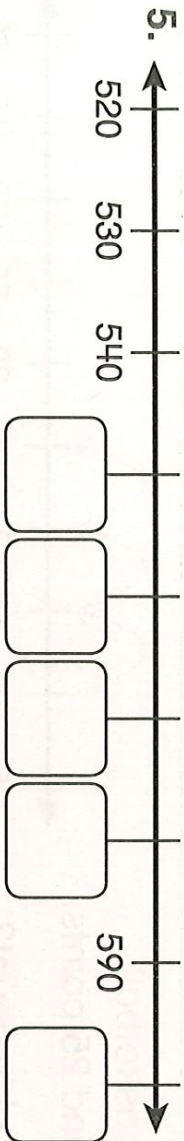
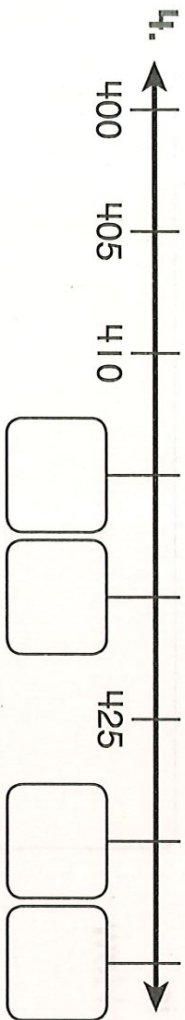
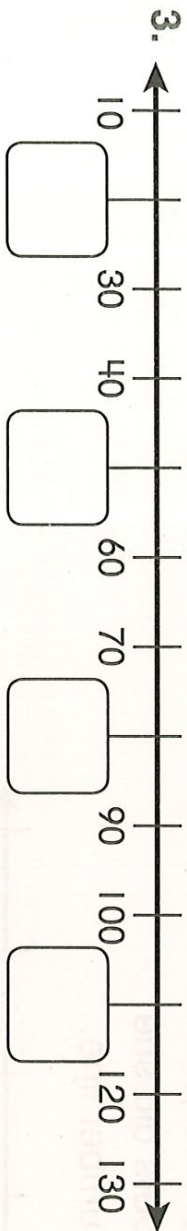
Guided Practice

Skip count on the number line. Write the missing numbers.

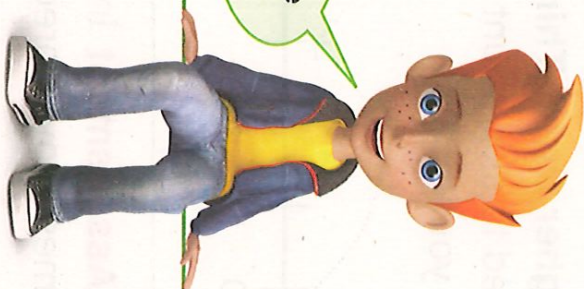


Independent Practice

Skip count on the number line. Write the missing numbers.

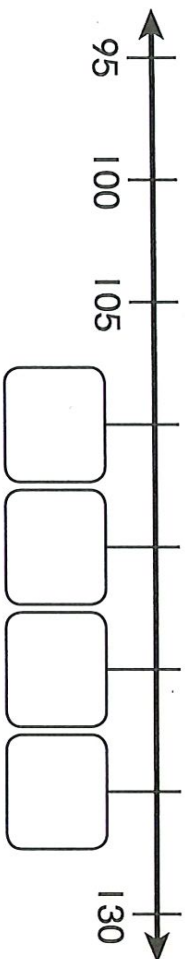


What's the pattern?

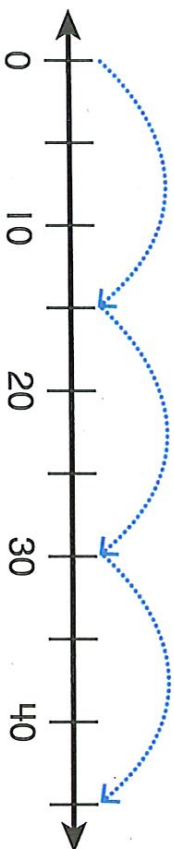


Write the missing numbers.

6. **Look for Patterns** Jill completed part of the number line. What numbers did she leave out? Complete Jill's number line.



7. **Higher Order Thinking** What number is used to skip count on this number line? How do you know?



8. **Assessment** In his last four basketball games, Roy scored 10, 15, 20, and 25 points. By what number do Roy's points skip count?

- 4 5 10 25
- (A) (B) (C) (D)

