

# Solve & 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

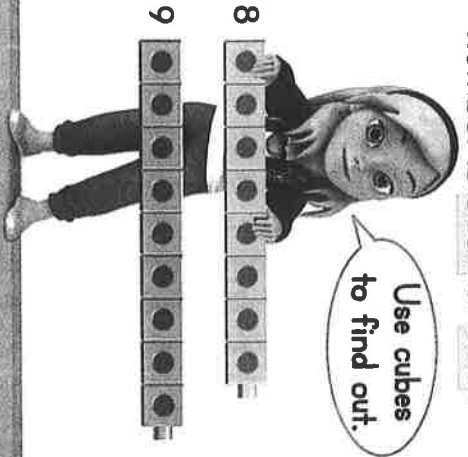
**I can ...**  
tell if a group of objects is even or odd.

**Content Standards** 2.OA.C.3,  
2.OA.B.2  
**Mathematical Practices** MP.4,  
MP.5, MP.6, MP.7

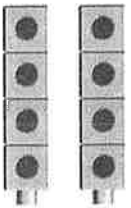
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

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.  
 $4 + 4 = 8$

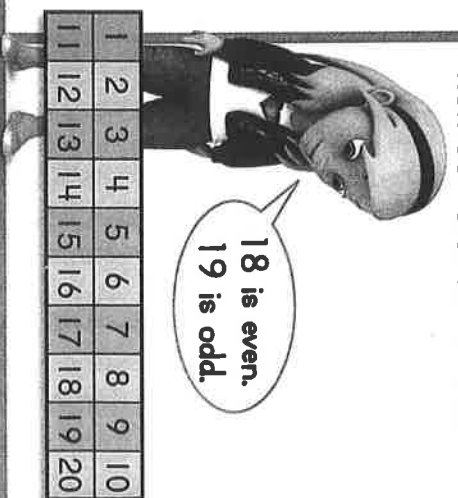
An odd number cannot be shown as two equal parts using cubes.



9 is odd.  
 $5 + 4 = 9$

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

18 is even.  
19 is odd.



### 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

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

2.

11



odd

even

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

# Independent Practice

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

3.

9



odd even

+ =

4.

18

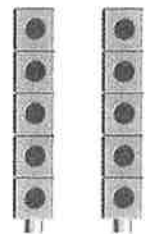


odd even

+ =

5.

10



odd even

+ =

6.

13

odd even  
+ =

7.

7

odd even  
+ =

8.

6

odd even  
+ =



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

# Math Practices and Problem Solving

Solve the problems below. Use cubes to help.

10. **MP.4 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          number of berries.

11. **MP.4 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          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.

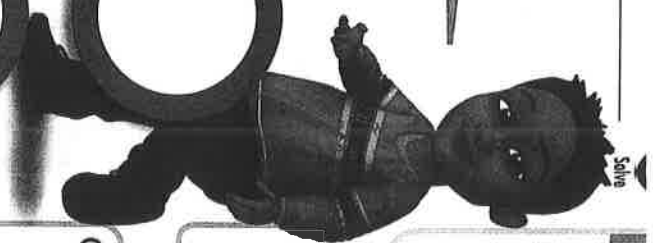
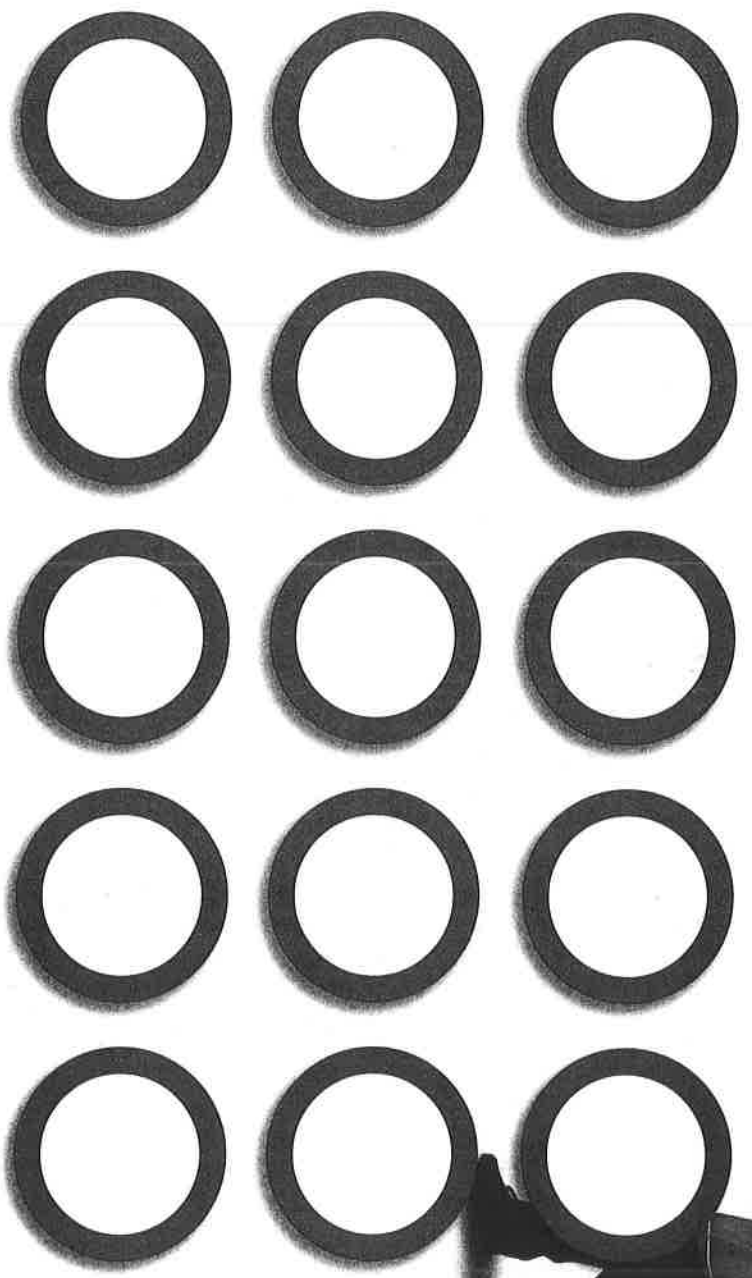
13. **Assessment** Use the numbers on the cards below. Write two different addition equations. The sum in each equation needs to be an odd number.

1	7	2	8
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$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

**Solve & Share**

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

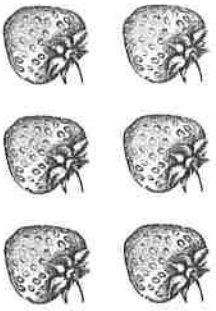


**Lesson 2**  
Use Arrays to Find Totals

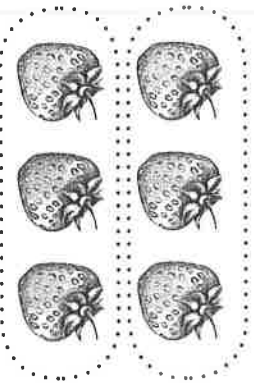
**I can ...**  
find the total number of objects in a set of rows and columns.

**Content Standards** 2.OA.C.4,  
2.OA.B.2  
**Mathematical Practices** MP.1,  
MP.3, MP.4, MP.7

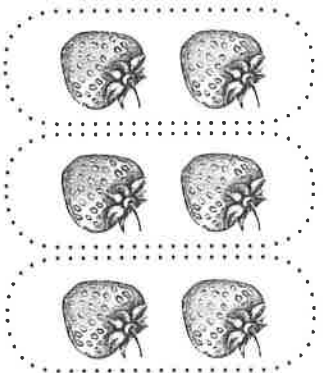
You can model repeated addition with an array.



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.

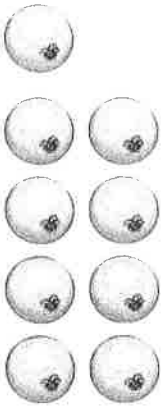
By Rows  
 $3 + 3 = 6$

By Columns  
 $2 + 2 + 2 = 6$



### Do You Understand?

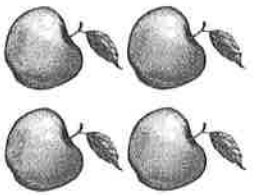
Show Mei! Is this group an array? Explain.



### ★ Guided Practice

Write two equations that match each array.

1.



By Rows

$$2 + 2 = 4$$

By Columns

2 + 2 = 4

2.



By Rows

$$3 + 3 = 6$$

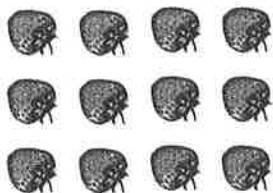
By Columns

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

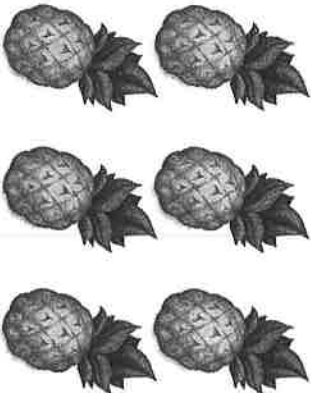
4.



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

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

5.



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

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

6.

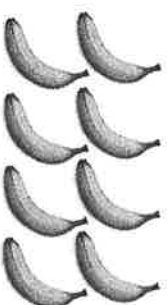


$\underline{\hspace{1cm}}$  +  $\underline{\hspace{1cm}}$  +  $\underline{\hspace{1cm}}$  +  $\underline{\hspace{1cm}}$  =  $\underline{\hspace{1cm}}$

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

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

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



8. **MP.7 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?

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



# Solve & Share

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



## Lesson 3 Add on a Hundred Chart

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

**Content Standards** 2.NBT.B.5,  
2.NBT.B.9  
**Mathematical Practices** MP.4,  
MP.7, MP.8

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

## Solve & Share

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.

Content Standards 2.NBT.B.5,  
2.NBT.B.9  
Mathematical Practices MP.4,  
MP.7, MP.8

+ \_\_\_\_\_ = \_\_\_\_\_

# 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.  $23 + 44 = \underline{\quad}$

6.  $\underline{\quad} = 17 + 51$

7.  $28 + 21 = \underline{\quad}$

8.  $16 + 62 = \underline{\quad}$

9.  $33 + 38 = \underline{\quad}$

10.  $29 + 37 = \underline{\quad}$

11.  $\underline{\quad} = 31 + 17$

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

$52 + 2 \square = 75$

$1 \square + 81 = 97$

$38 + \square 1 = 59$

13. **MP.7 Look for Patterns** Jada has 37 buttons. Mary has 58 buttons. How many buttons do they have in all?  
 \_\_\_\_\_ buttons

14. **MP.7 Look for Patterns** Matt has 40 buttons. Nick has 21 more buttons than Matt. How many buttons does Nick have?  
 \_\_\_\_\_ 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

15. **Higher Order Thinking** 53 plus what number equals 84? Write the steps you take on a hundred chart to find out.

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



(A) 17, 25

(B) 20, 27

(C) 11, 36

(D) 38, 12

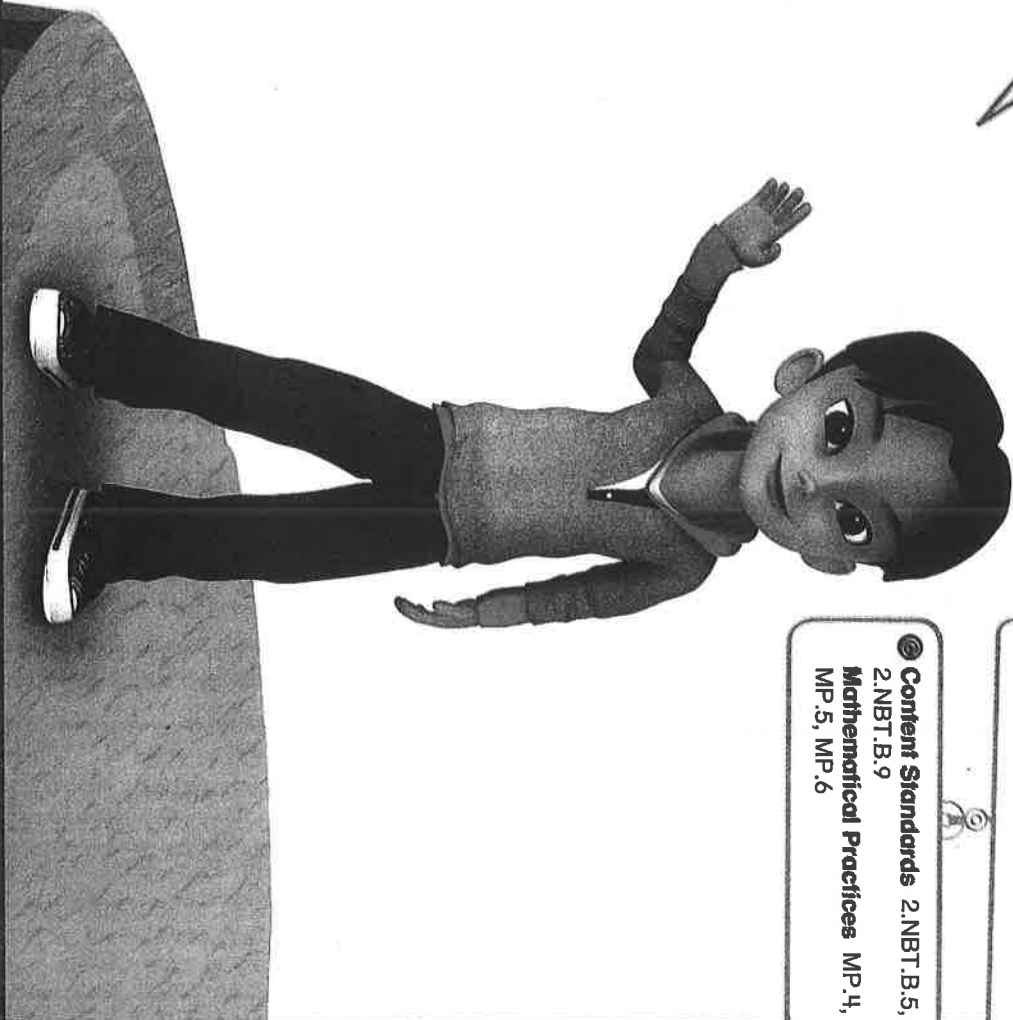
**Solve & Share**

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.

**Lesson 4**  
Models to Add  
2-Digit Numbers

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

**Content Standards** 2.NBT.B.5,  
2.NBT.B.9  
**Mathematical Practices** MP.4,  
MP.5, MP.6



Tens	Ones
□	

+

**Regroup?**  
Yes No

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.

Add the tens.

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

**Do You Understand?**

Show Mei! 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.

Tens	Ones
1	
2	9
2	3
5	2

Yes No

2.

Tens	Ones
3	7
2	2

Yes No

3.

Tens	Ones
4	4
1	8

Yes No

# Independent Practice

Add. Use connecting cubes and your workmat.

4.

Tens	Ones
<input type="text"/>	
2	7
+	5
<input type="text"/>	5

5.

Tens	Ones
<input type="text"/>	
1	9
+	3
<input type="text"/>	2

6.

Tens	Ones
<input type="text"/>	
4	3
+	1
<input type="text"/>	7

7.

Tens	Ones
<input type="text"/>	
1	4
+	2
<input type="text"/>	1

8.

Tens	Ones
<input type="text"/>	
3	1
+	4
<input type="text"/>	9

9.

Tens	Ones
<input type="text"/>	
5	6
+	3
<input type="text"/>	3

10.

Tens	Ones
<input type="text"/>	
5	7
+	1
<input type="text"/>	5

11.

Tens	Ones
<input type="text"/>	
6	5
+	1
<input type="text"/>	6

12.

Tens	Ones
<input type="text"/>	
3	9
+	1
<input type="text"/>	8

13.

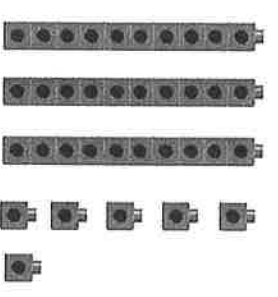
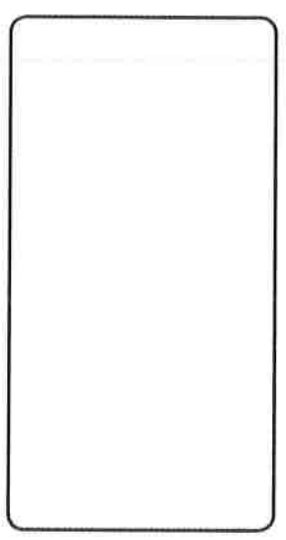
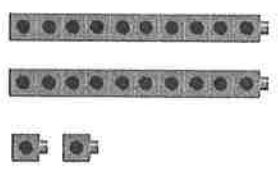
Tens	Ones
<input type="text"/>	
1	2
+	5
<input type="text"/>	6

14. Higher Order Thinking Draw the second addend.

First Addend

Second Addend

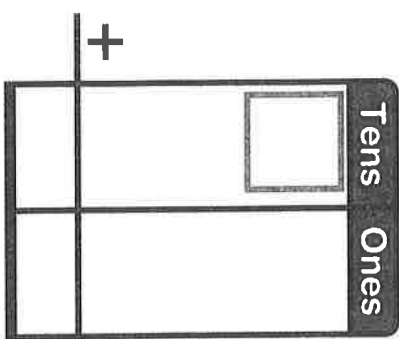
Sum



# Math Practices and Problem Solving

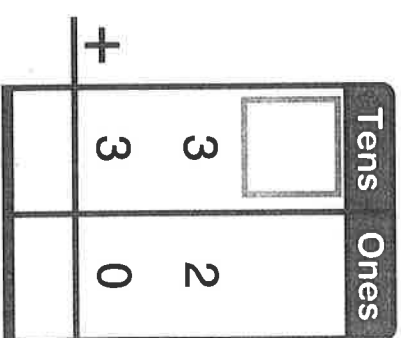
Solve the problems below.

15. **MP.5 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. **MP.5 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



# Solve & Share

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



## Lesson 5

### Subtract on a Hundred Chart

**I can ...**  
subtract two-digit numbers from two-digit numbers using a hundred chart.

**Content Standards** 2.NBT.B.5, 2.NBT.B.9  
**Mathematical Practices** MP.2, MP.4, MP.7, MP.8

\_\_\_\_\_ = \_\_\_\_\_

Find  $43 - 28$  using a hundred chart.

I need to find the difference between 28 and 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

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

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.  $86 - 34 = \underline{\hspace{2cm}}$

6.  $\underline{\hspace{2cm}} = 77 - 42$

7.  $55 - 22 = \underline{\hspace{2cm}}$

8.  $88 - 51 = \underline{\hspace{2cm}}$

9.  $73 - 21 = \underline{\hspace{2cm}}$

10.  $\underline{\hspace{2cm}} = 98 - 56$

11.  $82 - 61 = \underline{\hspace{2cm}}$

## 12. Higher Order Thinking

Write the digit that makes each equation true.

$57 - \square = 2 = 15$

$7 \square - 36 = 42$

$48 - \square = 1 = 17$

$98 - 37 = \square = 1$

$56 - \square = 2 = 34$

$89 - \square = 3 = 26$

# Math Practices and Problem Solving

Use the chart to solve each problem below.

13. Enrico's puzzle has 75 pieces.

Enrico fits 53 pieces together.

How many more pieces does Enrico still

need to fit together to complete the puzzle?

$$\begin{array}{r} \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \text{pieces} \end{array}$$

14. **MP.2 Reasoning** A book has 65 pages.

Gloria needs to read 22 more

pages to finish the book.

How many pages has

Gloria read already?  $\underline{\quad}$



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

15. **Higher Order Thinking** Felix wants to

subtract  $89 - 47$ . Write the steps Felix

can take to subtract 47 from 89 on the

hundred chart.

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16. **Assessment** Lee has 98 marbles.

23 of the marbles are blue.

14 marbles are green.

The rest of the marbles are red.

How many marbles are red?

- (A) 37
- (B) 61
- (C) 75
- (D) 84

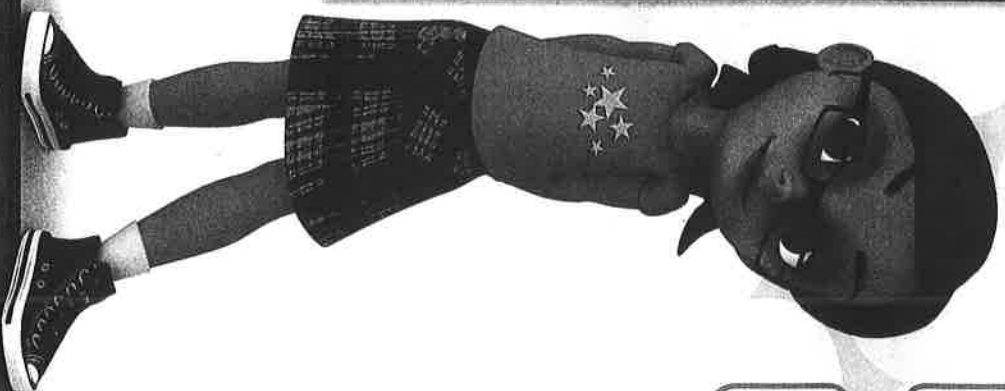
# Solve & Share

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

\_\_\_\_\_ tens      \_\_\_\_\_ ones

$$22 - 4 = \underline{\quad}$$



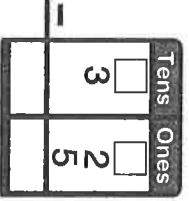
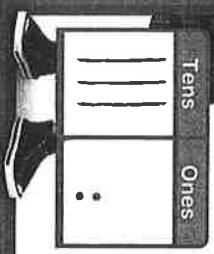
## Lesson 6 Models to Subtract 2- and 1-Digit Numbers

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

**Content Standards** 2.NBT.B.5, 2.NBT.B.9  
**Mathematical Practices** MP.2, MP.3, MP.4, MP.5

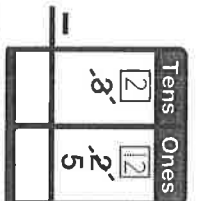
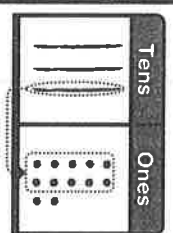
Find  $32 - 5$ .

There are not enough ones to subtract.

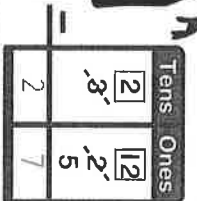
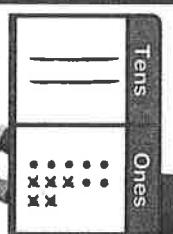


Regroup 1 ten as 10 ones.

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

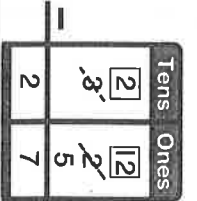
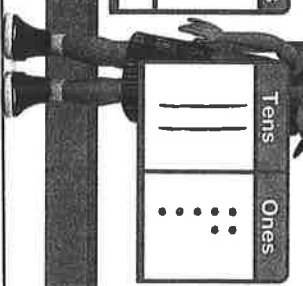


Subtract the ones.  
Then subtract the tens.



There are 2 tens and 7 ones left.

So,  $32 - 5 = 27$ .



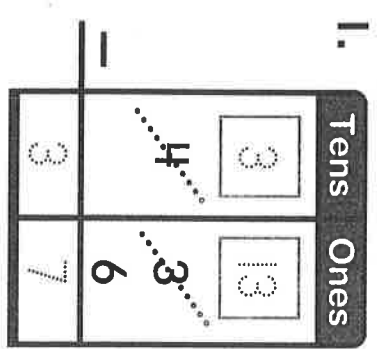
**Do You Understand?**

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

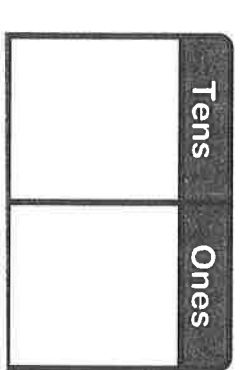
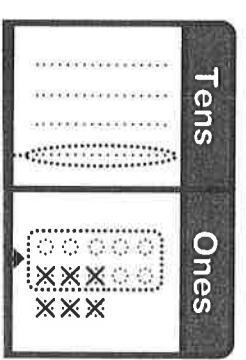
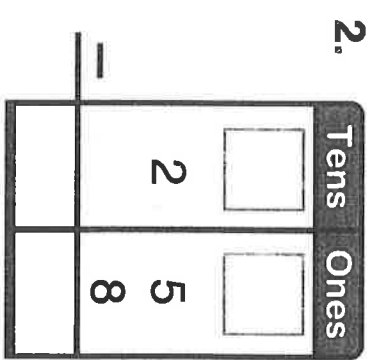
**Guided Practice**

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

1.



2.



**Independent Practice**

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

3.

Tens	Ones
<input type="text"/>	<input type="text"/>
3	3
-	
<input type="text"/>	<input type="text"/>

Tens	Ones
<input type="text"/>	<input type="text"/>

4.

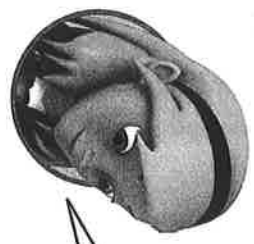
Tens	Ones
<input type="text"/>	<input type="text"/>
9	1
-	
<input type="text"/>	<input type="text"/>

Tens	Ones
<input type="text"/>	<input type="text"/>

5.

Tens	Ones
<input type="text"/>	<input type="text"/>
6	1
-	
<input type="text"/>	<input type="text"/>

Tens	Ones
<input type="text"/>	<input type="text"/>



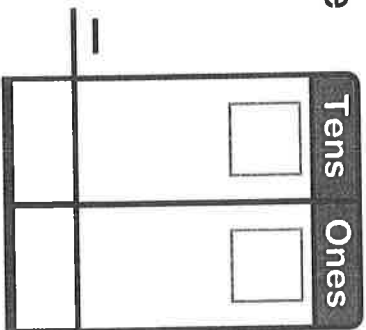
Write the missing number in the box.

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

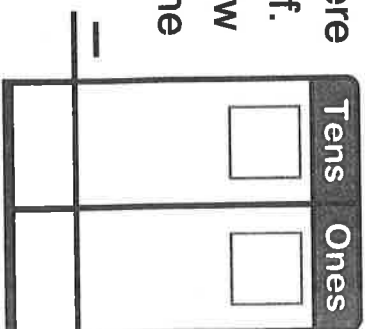
$$\square - 9 = 17$$

$$43 - \square = 37$$

7. **MP.2 Reasoning** There are 14 students playing with blocks. 9 students go home. How many students are still playing with blocks?  
 \_\_\_\_\_ students

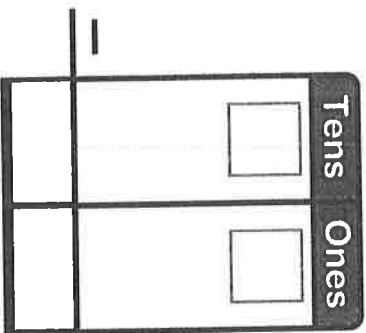


8. **MP.2 Reasoning** There are 13 books on the shelf. Amy takes 2 of them. How many books are left on the shelf?  
 \_\_\_\_\_ books



9. **Higher Order Thinking** What mistake did Monica make when she subtracted  $24 - 4$ ? Show how to fix her mistake.

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




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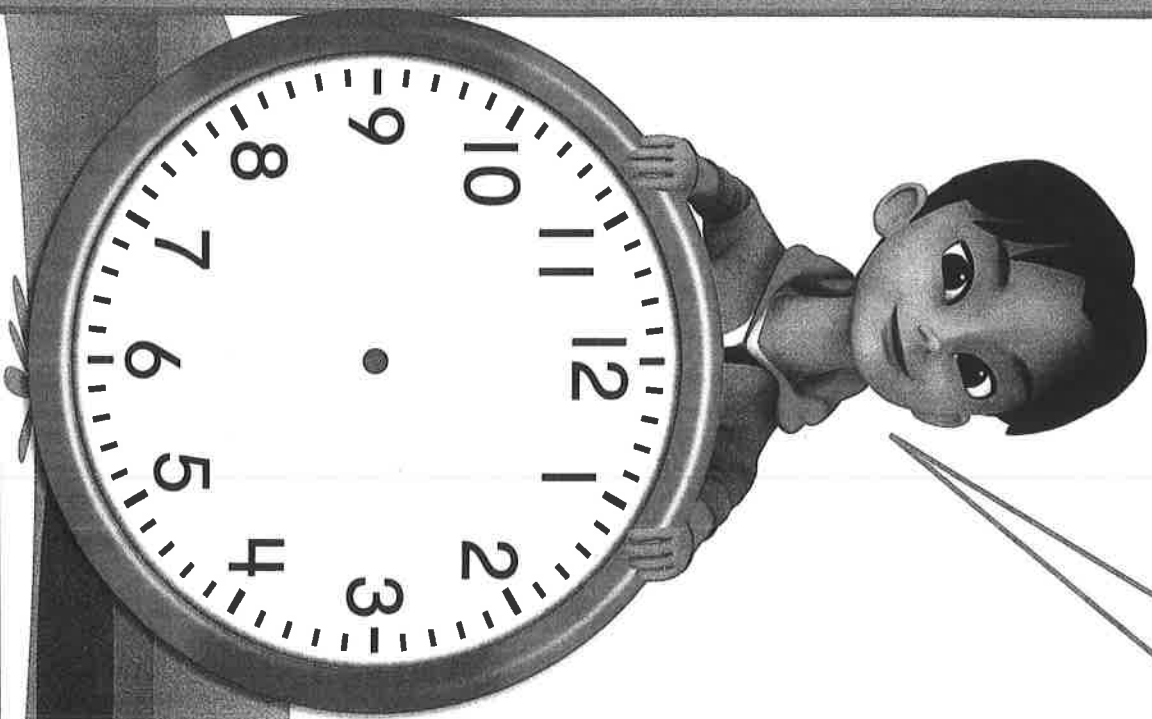
10. **Assessment** Liesel collected 36 leaves. She put some of them in a book. She had 9 leaves left. How many leaves did she put in the book?

- (A) 27
- (B) 37
- (C) 28
- (D) 45



☆ **Solve & Share** ☆

An airplane is due to arrive at 3:15.  
How can you show this time on the clock below? Explain.

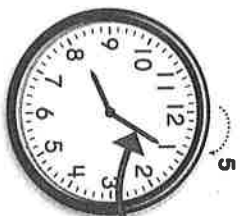


**Lesson 7**  
Tell Time to  
Five Minutes

**I can ...**  
tell time to the nearest  
5 minutes.

**Content Standards** 2.MD.C.7,  
2.NBT.A.2  
**Mathematical Practices** MP.2,  
MP.5, MP.6, MP.8

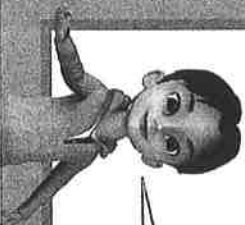
Both clocks show 8:05.



5  
minute  
hand



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.



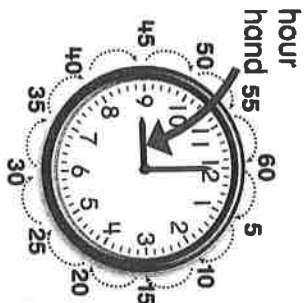
5  
10  
15  
20  
25  
30  
35



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



There are 60 minutes in 1 hour.



hour  
hand



The minutes start over again  
each hour.

### Do You Understand?

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

In 15 minutes?

In 25 minutes?

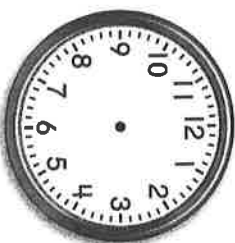
### ★ Guided Practice

★ Complete the clocks so both  
clocks show the same time.

1.



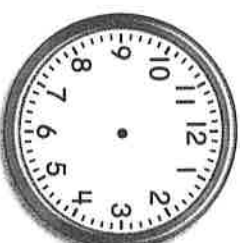
2.



3.



4.

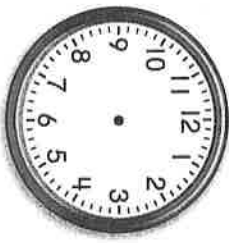


**Independent Practice** Complete the clocks so both clocks show the same time.

5.



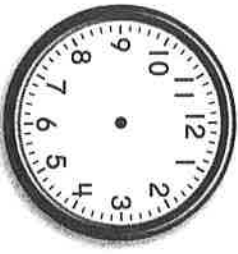
6.



7.



8.



9.



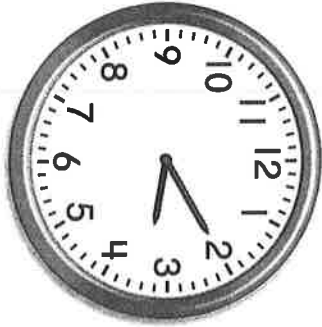
10.



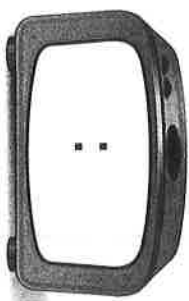
11. **Number Sense** Complete the pattern.



12. **MP.8 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.

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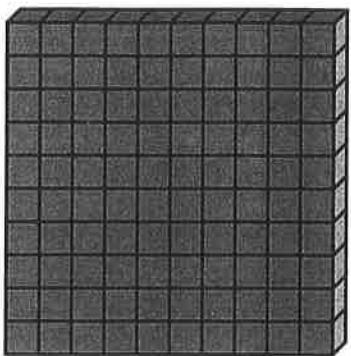
15. **Assessment** The minute hand is pointing to the 10. Which number will it be pointing to 10 minutes later?

- (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.

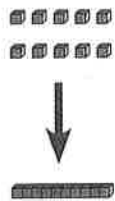
Content Standards 2.NBT.A.1a,

2.NBT.A.1b

Mathematical Practices MP.2,

MP.4, MP.5, MP.7

10 ones make 1 ten.



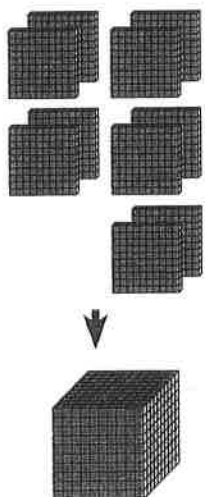
You can count by hundreds to 1,000!



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?**

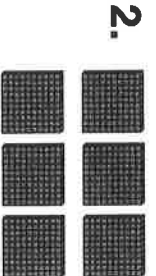
**Show Me!** 10 ones make 1 ten. 10 tens make 1 hundred. 10 hundreds make 1 thousand. Do you see a pattern? Explain.

☆ **Guided Practice**

Complete each sentence. Use models if needed.



300 equals 3 hundreds, 0 tens, and 0 ones.



20 equals 2 hundreds, 0 tens, and 6 ones.

**Independent Practice**

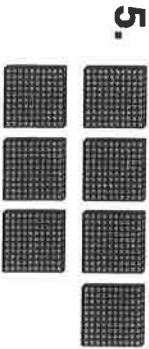
Complete each sentence. Use models if needed.



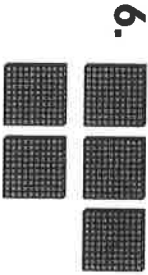
\_\_\_\_\_ equals \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, and \_\_\_\_\_ ones.



\_\_\_\_\_ 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	
-------	-----	-----	--	-----	--	-----	-----	-----	--

8. **MP.5 Use Tools** Patti picked a number. She says her number has 2 hundreds, 0 tens, and 0 ones.

What is Patti's number?

\_\_\_\_\_

9. **AZ Vocabulary** Complete the sentences using the words below.

**hundred    tens    ones**

There are 10 \_\_\_\_\_ in one hundred.

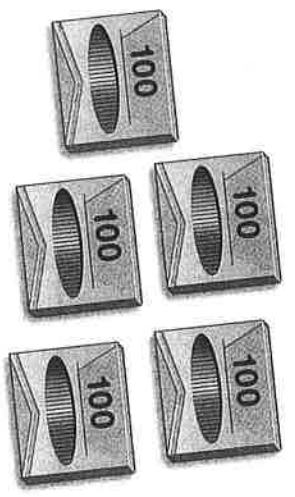
There are 100 \_\_\_\_\_ in one \_\_\_\_\_.

**Higher Order Thinking** Pearl and Charlie are playing beanbag toss. Circle the two numbers they each must get to score 1,000.

10. Pearl has 200 points.  
 200    500    600    100

11. Charlie has 700 points.  
 100    200    400    700

12. **Assessment** Each box has 100 pencils. Count by hundreds to find the total. Which number tells how many pencils are in the boxes?

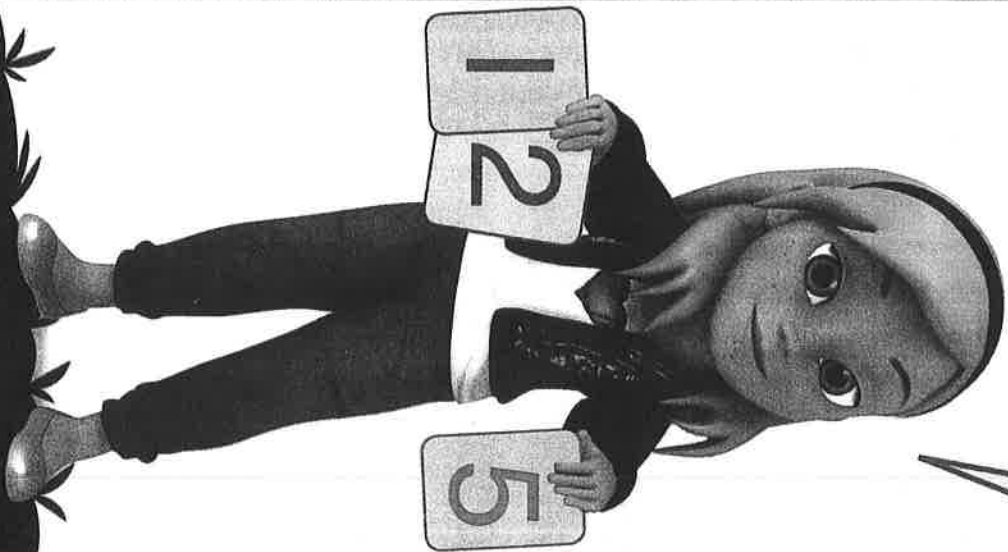


- A 700
- B 550
- C 500
- D 150



**Solve & Share**

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



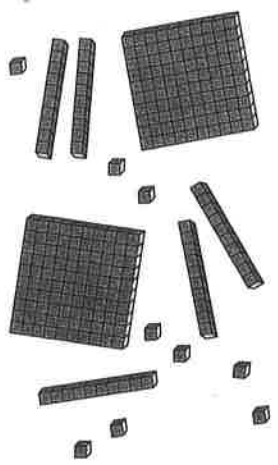
**Lesson 9**  
**Counting**  
**Hundreds,**  
**Tens, and Ones**

**I can ...**

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

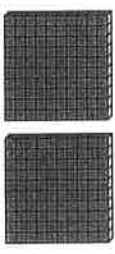
**Content Standard 2.NBT.A.1**  
**Mathematical Practices MP.2,**  
**MP.4, MP.7**

What number do the models show?



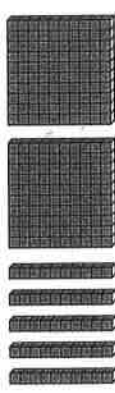
Remember, 10 ones make 1 ten.  
10 tens make 1 hundred.

First, count the hundreds.



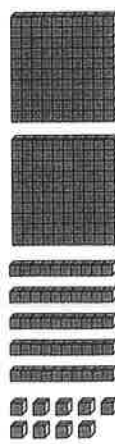
Hundreds	Tens	Ones
2		

Then count the tens.



Hundreds	Tens	Ones
2	9	

Then count the ones.



Hundreds	Tens	Ones
2	9	5

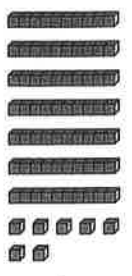


The models show 259.  
259 has 3 digits.

★ Guided Practice

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

1.



Hundreds	Tens	Ones
	7	7

77

2.



Hundreds	Tens	Ones

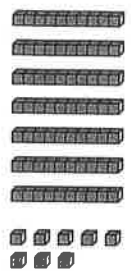


**Do You Understand?**  
**Show Me!** How many hundreds are in 395? How many tens? How many ones?

# Independent Practice

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

3.



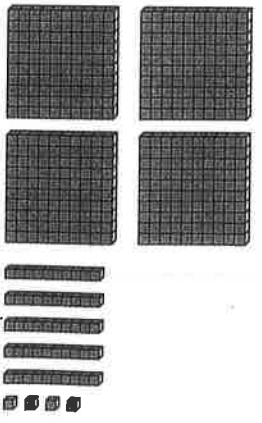
Hundreds	Tens	Ones

4.



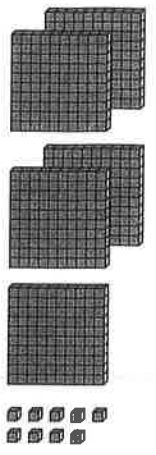
Hundreds	Tens	Ones

5.



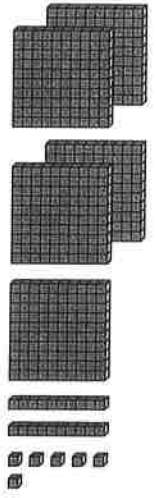
Hundreds	Tens	Ones

6.



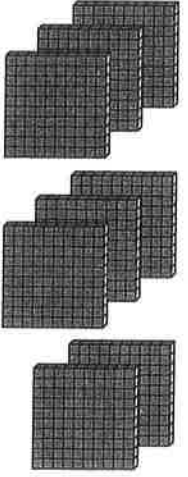
Hundreds	Tens	Ones

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. **MP.7 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. **MP.7 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.

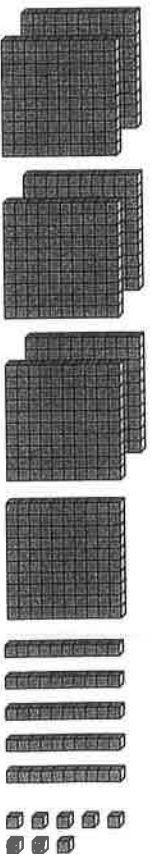
Hundreds	Tens	Ones

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.

\_\_\_\_\_

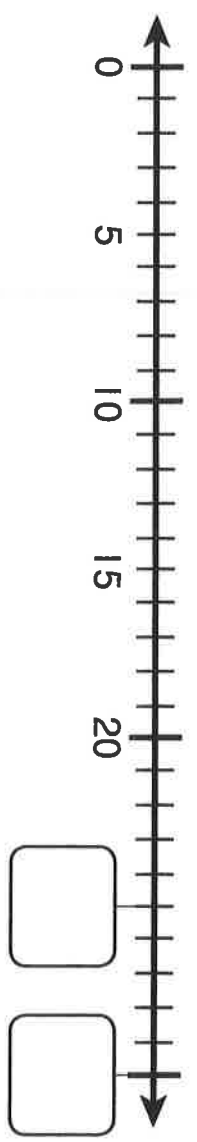
13. **Assessment** Max used these models to show a number. Which number would be shown if Max used 1 fewer hundred flat?



- 758      768      658      859
- (A)      (B)      (C)      (D)

**Solve & Share**

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



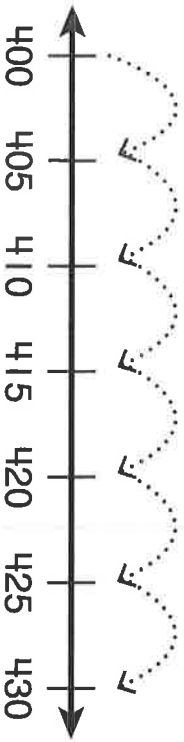
Three horizontal lines for writing the answer.

**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.

**Content Standard 2.NBT.A.2**  
**Mathematical Practices MP.2, MP.4, MP.7, MP.8**

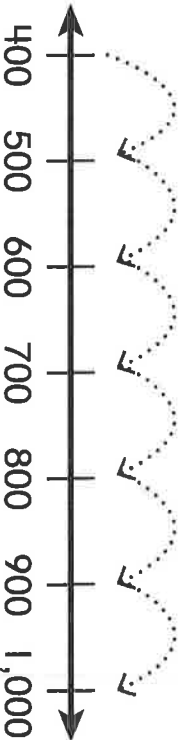
This number line shows skip counting by 5s.



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.



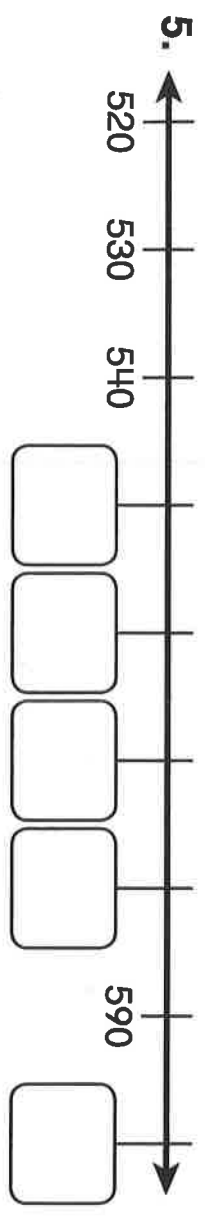
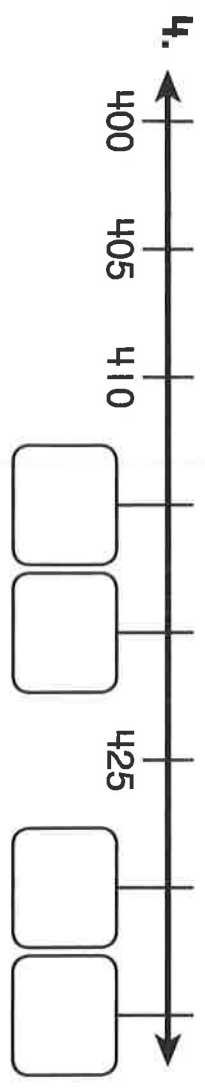
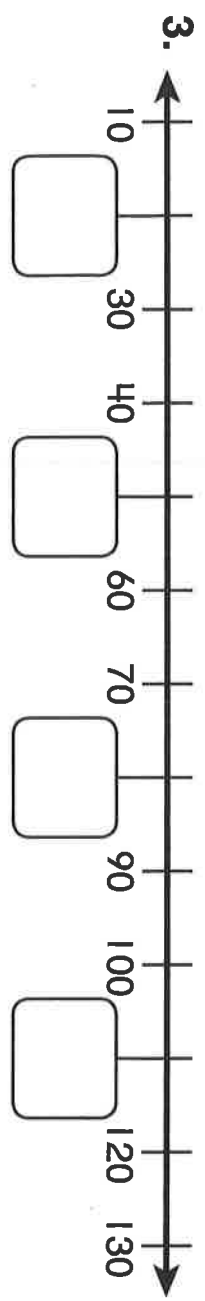
25 30 40 45



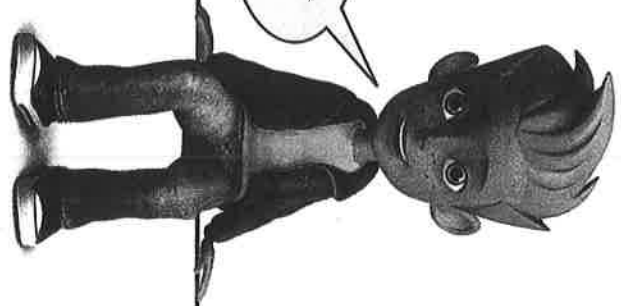
100 200 500 700 900

# Independent Practice

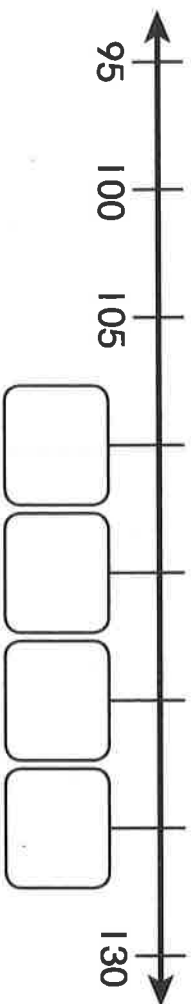
Skip count on the number line. Write the missing numbers.



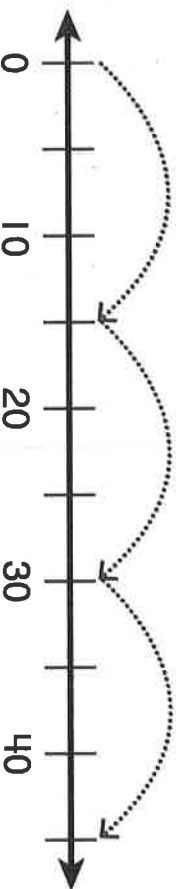
What's the pattern?



6. **MP.7 Look for Patterns** Jill completed part of the number line. What numbers did she leave out? Complete Jill's number line.

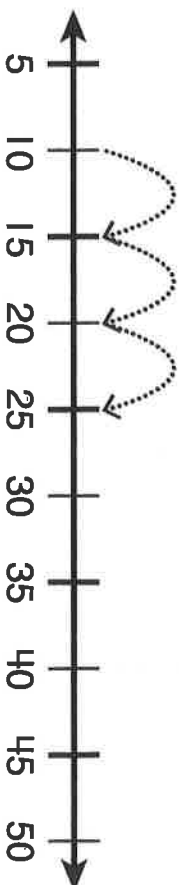


7. **Higher Order Thinking** What number is used to skip count on this number line? How do you know?



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)





The following writing prompts can be used for any grade. Your child should have a notebook just for writing. Once a week, your child should write in their writing journal. Have them copy the writing prompt in their notebook and allow them to write. Please see the attached editing rubrics that may help them self-edit their work per grade. They can share their writing with you each evening. I can not wait to see all of their writing in September.

**Note:** You can change the writing prompts as well for example:

#10. Write about 3 places you would like to travel someday. What do these three places have in common? You can change it to....

Write about a place you would like to travel to someday? Give at least three details why you would like to travel to this place.

**2nd and 3rd grade must write 4-5 sentences in response to their writing prompt.**

### **Random Writing Prompts**

#1. Imagine a giant box is delivered to your front doorstep with your name on it. What's inside and what happens when you open it?

#2. Write a short story about what it might be like if you woke up one morning with a mermaid tail.

#3. Which is better, winter or summer? Write about the reasons why you think winter or summer is better.

#4. Write about what it would be like if you had an alligator as a pet.

#5. If you had \$1,000, what would you buy and why?

#6. Write a story using these 5 words: apple, train, elephant, paper, banjo

#7. What do you want to be when you grow up and why?

#8. Who is your favorite person on the planet? What do you like most about that person?

#9. If you could have any secret super power, what would you want it to be and why?

#10. Write about 3 places you would like to travel someday. What do these three places have in common?

#11. Write about a time you felt really happy. What happened? What made you feel happy?

- #12. Imagine what would happen if someone shrunk you down to be only 1" tall. How would your life change?
- #13. If you were in charge of the whole world, what would you do to make the world a happier place?
- #14. Write a story about what it would be like to climb to the very top of the highest mountain in the world.
- #15. If you were in charge of planning the school lunch menu, what foods would you serve each day?
- #16. What are some of your favorite animals? What do you like about them?
- #17. Imagine that dogs take over the world. What do they make the humans do?
- #18. Write a story about flying to outer space and discovering a new planet.
- #19. You are a mad scientist and have invented a new vegetable. What is it called? What does it look like? What does it taste like? Most importantly: Is it safe to eat?
- #20. You go to school one morning to discover your best friend has been turned into a frog by an evil witch! How do you help your friend?
- #21. Describe what it is like when trees lose all of their leaves in the autumn season.
- #22. Write about your favorite sport and why you like it so much.
- #23. Imagine what it might be like to live on a boat all the time and write about it.
- #24. If you had one wish, what would it be?
- #25. Write about what you might do if you have the superpower to become invisible.
- #26. You are walking through the forest when one of the trees starts talking to you. What does it say? What do you do?
- #27. The weather forecast is calling for a blizzard in the middle of the summer. What do you do?
- #28. What types of transportation will people have in the future?

#29. What were some of your favorite toys when you were very little? Do you still enjoy playing with them?

#30. What would a day in your life be like if you were a movie star?

#31. Imagine you've invented a time machine! What year do you travel to?

#32. What are your favorite things to do over summer vacation?

#33. What is your favorite holiday and why?

#34. If you could meet any fictional character from a book, who would it be?

#35. You are writing a travel guide for kids visiting your city. What places do you think they should visit?

#36. What is a food you hate? Write about it!

#37. Imagine what it would be like if there was no electricity. What would be different in your daily routine?

#38. You are building a new city! What types of things do you think your city needs? How will you convince people to move to your new city?

#39. What is your favorite movie? Write your review of the movie and why you think people should watch it.

#40. Imagine you get a magic sweater for your birthday. What happens when you wear the sweater? What do you do with these new found magical powers?

#41. You are the security guard at the zoo and someone has stolen a rhinoceros! How do you track down the thief?

#42. You have been invited to have lunch with the queen. What foods do you eat and what topics do you and the queen discuss?

#43. If you could design a school uniform, what types of clothes would you suggest? What colors would they be?

#44. Imagine you are a reporter interviewing a celebrity about their life. What questions do you ask?

#45. You are running a lemonade stand. Describe the steps for how you make lemonade and the types of customers you see during the day.

#46. Write a story about being the ruler of an underwater world.

#47. Write an acrostic poem for the word "treehouse".

#48. You decide to grow a sunflower, but the sunflower grows so tall it reaches up to the sky! Write about what happens when you decide to climb to the top. What do you discover?

#49. Imagine you look out the window and it is raining popsicles from the sky! Write a story about the experience.

#50. If you could be any animal, which one would you be and why?

Name \_\_\_\_\_

# Writing Rubric

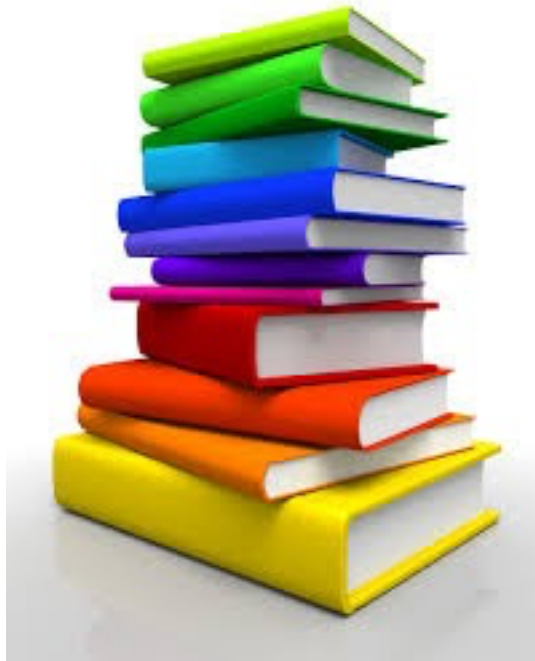


	Needs Guidance	Developing Skills	Meets Standards	Exceeds Standards
<b>Conventions</b> Student uses accurate punctuation and uses a capital letter when appropriate. Student writes most sight words correctly and uses knowledge of spelling patterns to sound out words.	1	2	3	4
<b>Word Choice</b> Student uses interesting words: strong action verbs and descriptive adjectives. Few repetitive words.	1	2	3	4
<b>Content/Ideas</b> Student narrows topic. Student has interesting details. Student "shows" reader using descriptive detail.	1	2	3	4
<b>Sentence fluency</b> Student has a variety of sentence lengths. Few choppy or run-on sentences. Sentences are complete and make sense. Sentences begin in different ways.	1	2	3	4
<b>Organization</b> Student uses transitional words. Events are sequenced and make sense. Student has opening and closing.	1	2	3	4
<b>Style and voice</b> Student shows own personality.	1	2	3	4



Total:

# Summer Reading List Recommendations for First Graders going into Second Grade



Recommended by Great Schools and Educational World

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

Most of these books are suggestions from Great Schools and Education World. Once you read a book highlight it and color a book on your book log.

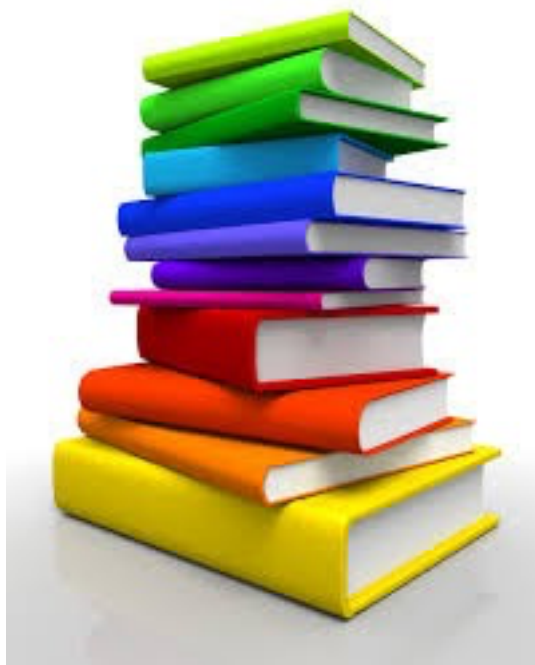
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- *The Bears' Picnic*
- *Bedtime for Frances*
- *Brown Bear, Brown Bear, What Do You See?*
- *Caps for Sale: A Tale of a Peddler, Some Monkeys, and Their Monkey Business*
- *Franklin Rides a Bike*
- *If You Give a Mouse a Cookie*
- *Freckle Juice*
- *The Little Engine That Could*
- *Make Way for Ducklings*
- *The Listening Walk*
- *Play Ball, Amelia Bedelia*
- *Quick as a Cricket*
- *Ten Apples Up on Top*
- *There's an Alligator Under My Bed*
- *The True Story of the Three Little Pigs*
- *Frog and Toad are Friends*
- *Ivy and Bean*
- *My Best Friend*
- *There Is a Bird on Your Head!*
- *Widget*
- *The Boy Who Loved Words*
- *Carlo and the Really Nice Librarian*
- *Edward and the Pirates*
- *Max's Words*
- *You Read to Me, I'll Read to You: Very Short Fairy Tales to Read Together*
- *The Apple Pie That Papa Baked*
- *Bear Snores On*
- *The Big Snow*
- *Diary of a Wombat*
- *The Snow Leopard*
- *Winter's Eyes*
- *Clementine*
- *The Dot*
- *Emily's First 100 Days of School*
- *Little Cliff's First Day of School*
- *Miss Smith's Incredible Story Book*
- *Ramona the Pest*
- *The New Girl...And Me*
- *Is A Worry Worrying You*
- *Oh Brother!*
- *Big Bug Surprise*

- *Elena's Serenade*
- *The Empty Pot*
- *Henry and Mudge*
- *I Knew You Could*
- *How to be a Good Dog*
- *Raggedy Ann's Wishing Pebble*
- *What's So Bad About Being An Only Child?*
- *Charlotte's Web*
- *I Wish That I Had Duck Feet*
- *The Hundred Dresses*
- *The Little House*
- *The Little Prince*
- *Mr. Popper's Penguins*
- *The Stories Julian Tells*
- *Fairytale News*
- *The Girl in the Castle Inside the Museum*
- *Goldilocks and the Three Martians*
- *How the Elephant Got Its Trunk*
- *Let's Play In the Forest While the Wolf Is Not Around*
- *Prancing, Dancing Lily*
- *Pinkalicious*
- *When the Library Lights Go Out*
- *The Cat in the Hat*
- *Green Eggs and Ham*
- *Minnie and Moo and the Case of the Missing Jelly Donut*
- *Why Don't You Get a Horse, Sam Adams?*
- *Stella, Queen of the Snow*
- *George Washington's Cows*
- *The Giant Hug*
- *Lilly's Purple Plastic Purse*
- *Smash! Mash! Crash! There Goes the Trash!*
- *I Love You This Much: A Song of God's Love*
- *The Jesus Storybook Bible: Every Story Whispers His Name*
- *Wee One's Bible Stories*
- *The Beginner's Bible: Timeless Children's Stories*
- *Precious Moments Bible*
- *The Icky Bug Counting Book*
- *The Nature Treasury: A First Look at the Natural World*
- *The Polar Bears' Home: A Story About Global Warming*
- *Why Do Leaves Change Color?*





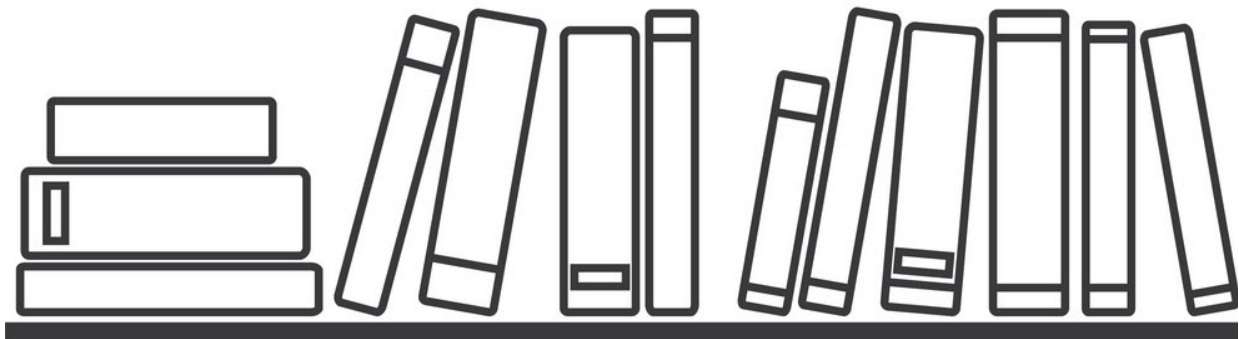
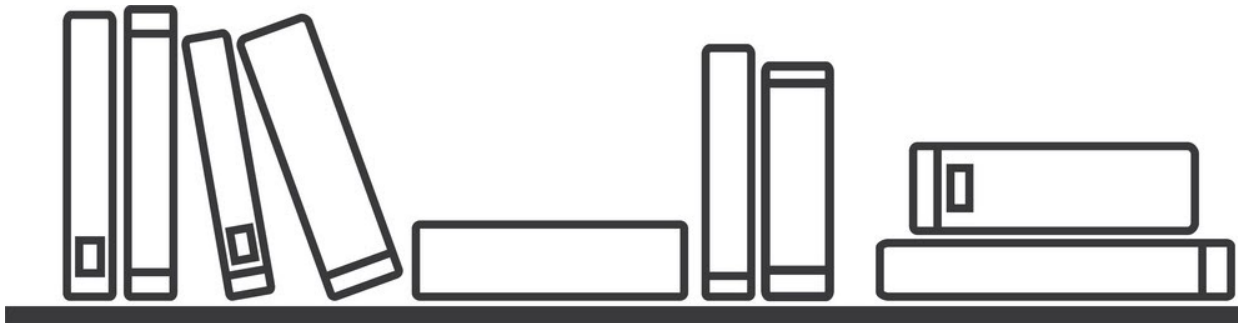
Summer Reading List  
Log  
for  
First Graders going into  
Second Grade



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

## Summer Reading Log

Each time you read a book, color in a book on the shelf.



Print multiple sheets if needed.

