

# Second Grade

## Summer Math Assignment

Dear Families,

Just like reading, practicing math improves children's interest in math and problem solving.

During the last week of school, children brought home a packet of activities labeled STEP UP to Grade 2. These pages, from our *enVision Math 1.0* curriculum, offer a preview of the concepts introduced in grade 2. New students can pick up a copy of the packet in the front office.

The 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*.

It is **strongly recommended** that children complete the activities. This will help your child to be prepared for the math content taught in second grade. Children will bring their 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

## **Summer Math Assignment**

These “Step Up” Lessons preview important second grade math content to help prepare students for next year. In order to stay engaged in math during the summer months, it is **strongly recommended** that they complete them.

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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.

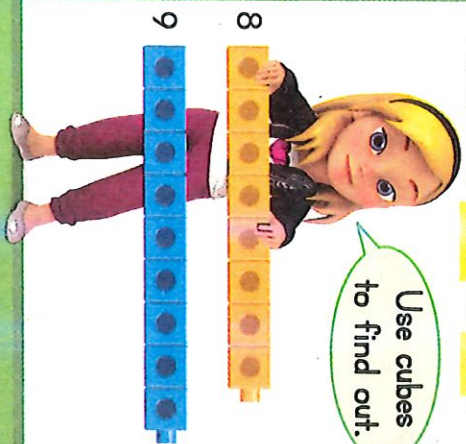
**I can also** use math tools correctly.

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

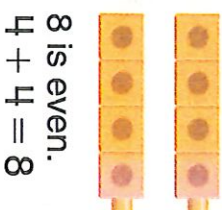


How can you tell if a number is **even** or **odd**?

Use cubes to find out.

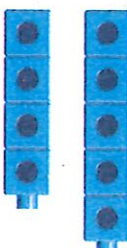


An even number can be shown as two equal parts using cubes.



8 is even.  
 $4 + 4 = 8$

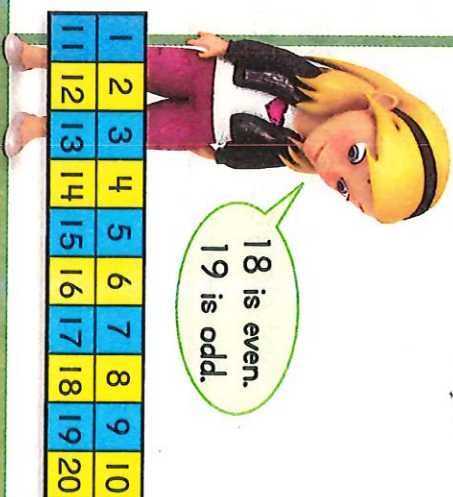
An odd number cannot be shown as two equal parts using cubes.



9 is odd.  
 $5 + 4 = 9$

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

18 is even.  
19 is odd.



## Do You Understand?

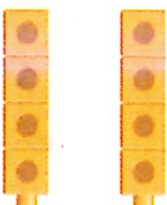
**Show Me!** You break apart a tower of cubes to make two equal parts, but there is one cube left over. Is the number of cubes even or odd? Explain.

## ☆ Guided Practice ☆

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

1.

8



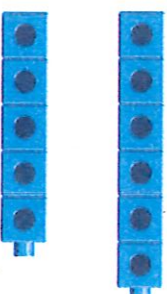
odd

even

$$4 + 4 = 8$$

2.

11



odd

even

$$5 + 6 = 11$$



# 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.

14

True

He says 41 is odd.

41

True

True or false?

False

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.

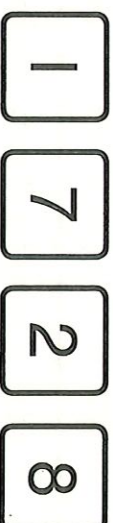
11. **Model with Math** Peter puts 8 marbles in one jar. He puts 1 marble in another jar. Does Peter have an odd or even number of marbles? Draw a picture to solve. Then write an equation.

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

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.



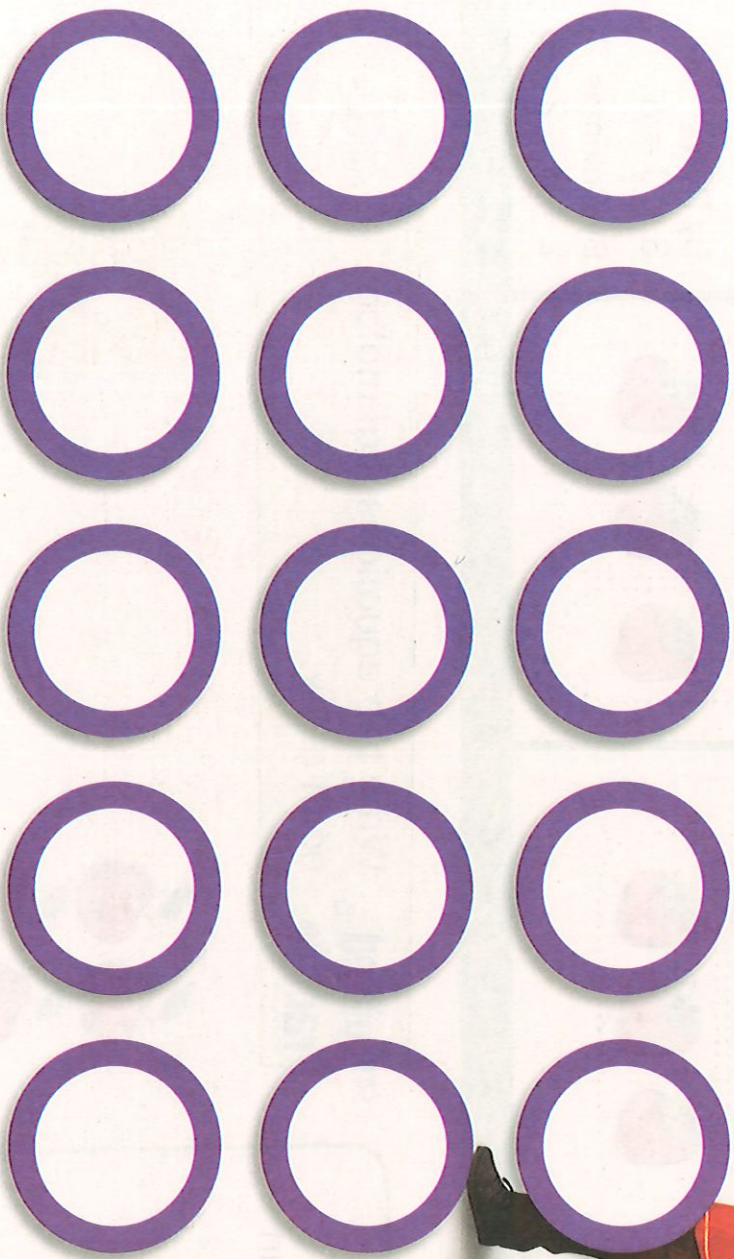
$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$



Name \_\_\_\_\_



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



Step Up to Grade 2

## 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.



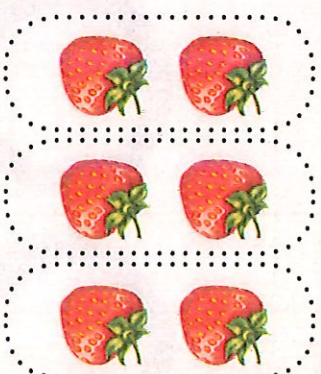
You can model repeated addition with an **array**.



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?

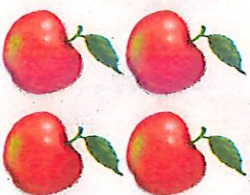
Show Me! Is this group an array? Explain.



## Guided Practice

Write two equations that match each array.

1.



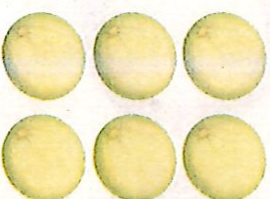
By Rows

$$2 + 2 = 4$$

By Columns

$$2 + 2 = 4$$

2.



By Rows

$$3 + 3 = 6$$

By Columns

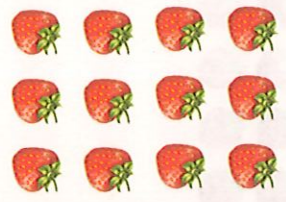
$$2 + 2 + 2 = 6$$



# Independent Practice

Write two equations that match each array.

3.

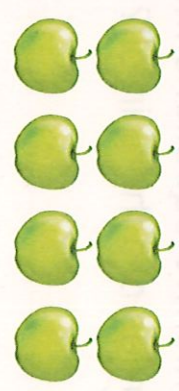


By Rows  $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

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

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

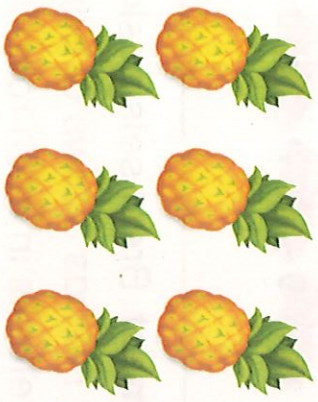
4.



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

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

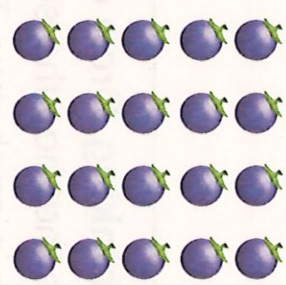
5.



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.



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

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

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
<del>71</del>	<del>72</del>	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

- 

-



Name \_\_\_\_\_



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
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	

+

**Regroup?**

Yes No



## Step Up to Grade 2

### Lesson 4

#### Models to Add 2-Digit Numbers

**I can ...**

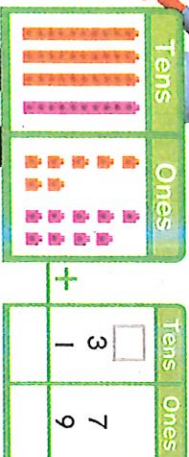
use models to add 2 two-digit numbers and then explain my work.

**I can also** use math tools correctly.



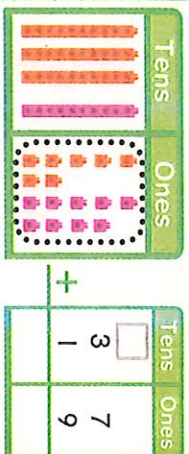
Let's add!  $37 + 19 = ?$

Show 37.  
Then show 19.

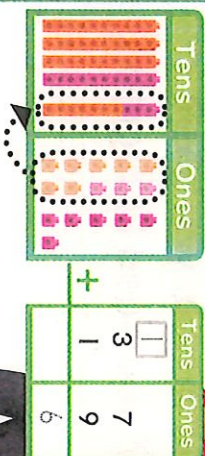


Add the ones.

7 ones + 9 ones = 16 ones



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

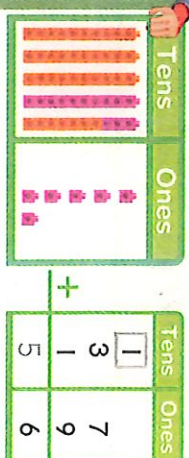


Write 6 ones.

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.

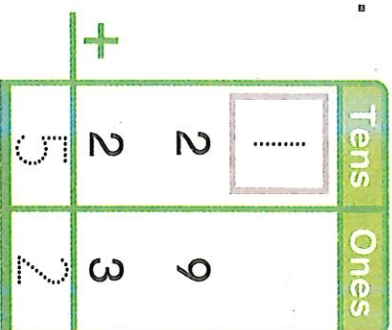
## Do You Understand?

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

## ★ Guided Practice

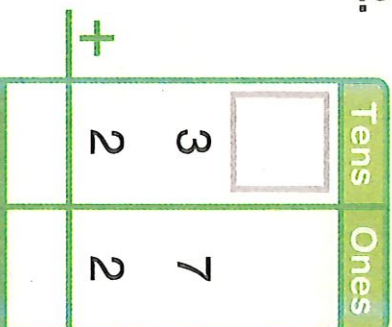
Add. Use connecting cubes and your workmat. Did you need to regroup? Circle Yes or No.

1.



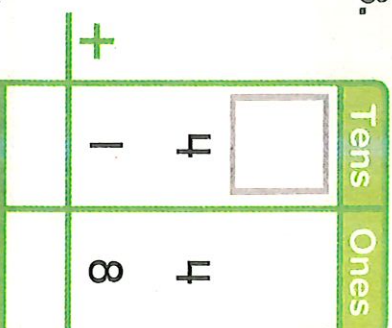
Yes No

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. 

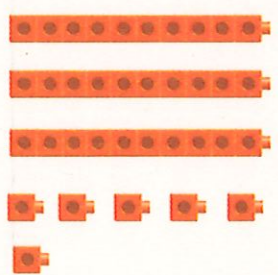
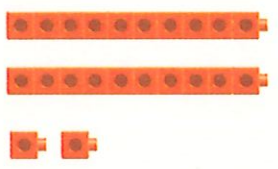
Tens	Ones
1	2
5	6

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

First Addend

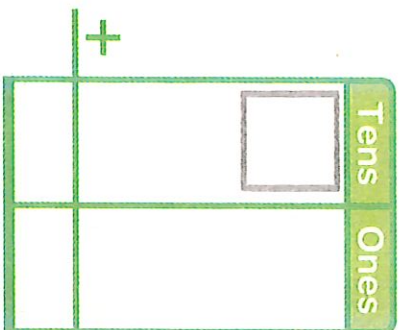
Second Addend

Sum



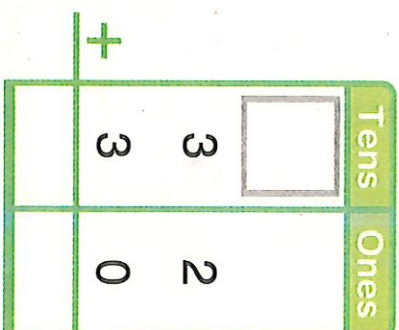


15. **Use Tools** Trent builds a fort with 28 blocks. Ryan uses 26 blocks to make it bigger. How many blocks are used in all?



\_\_\_\_\_ 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





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.

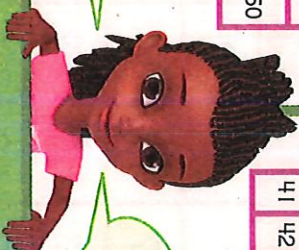
I need to find the difference between 28 and 43.



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.

$57 - \square = 2 = 15$

$48 - \square = 1 = 17$

$56 - \square = 2 = 34$

$7 \square - 36 = 42$

$98 - 37 = \square = 1$

$89 - \square = 3 = 26$



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?

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

pieces

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

Gloria needs to read 22 more

pages to finish the book.

How many pages has

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

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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

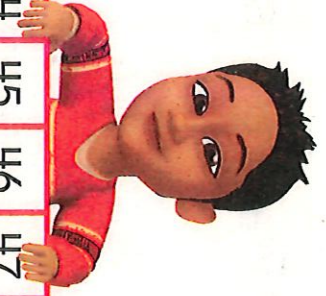
23 of the marbles are blue.

14 marbles are green.

The rest of the marbles are red.

How many marbles are red?

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



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



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 ...**

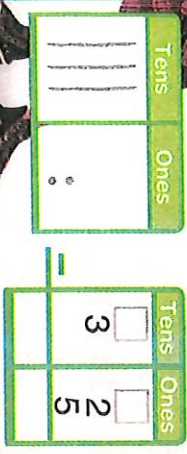
use a model to subtract a  
1-digit number from a 2-digit  
number.

**I can also** use math  
tools correctly.



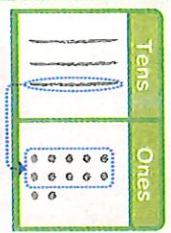
Find  $32 - 5$ .

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.

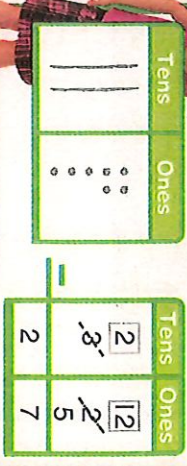


Subtract the ones.  
Then subtract the tens.



There are 2 tens and 7 ones left.

So,  $32 - 5 = 27$ .



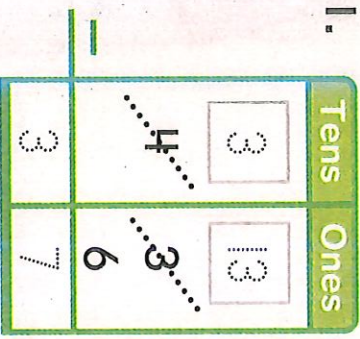
### Do You Understand?

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

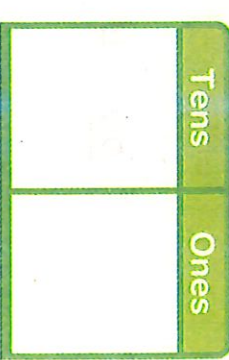
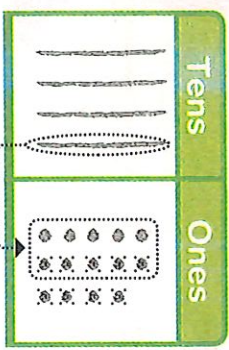
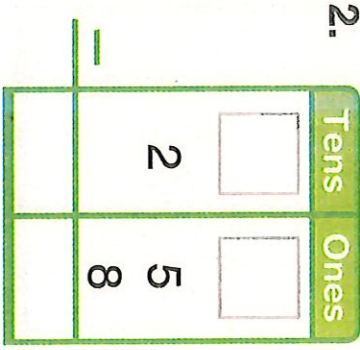
### Guided Practice

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

1.



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

—

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

4.

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

—

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

5.

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

—

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?

<input type="text"/>
----------------------

$- 9 = 17$

<input type="text"/>
----------------------

$43 - \quad = 37$



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

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

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

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

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



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**

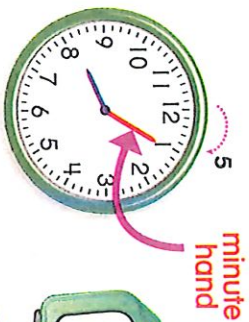
**I can ...**

tell time to the nearest  
5 minutes.

**I can also** look for  
things that repeat.



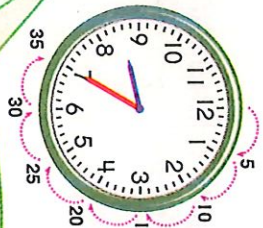
Both clocks show 8:05.



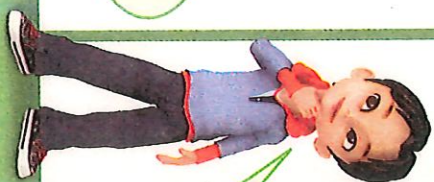
The minute hand moves from number to number in 5 minutes.



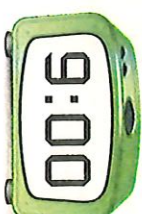
To tell time to five minutes, count by 5s.  
Both clocks show 8:35.



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.

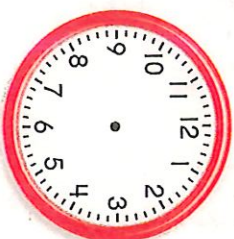
### ★ Guided Practice

Complete the clocks so both clocks show the same time.

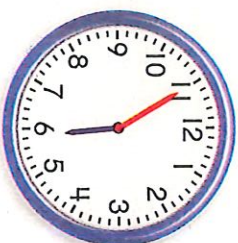
1.



2.



3.



4.



### Do You Understand?

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

In 15 minutes?

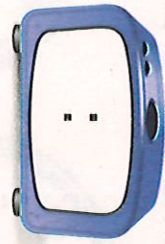
In 25 minutes?



# Independent Practice

Complete the clocks so both clocks show the same time.

5.



6.



7.



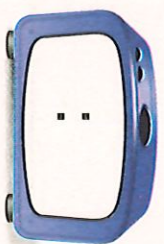
8.



9.



10.

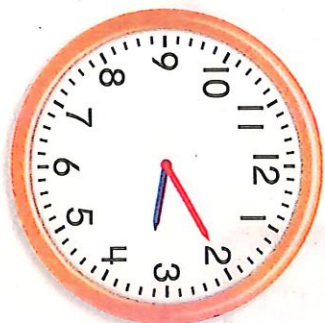
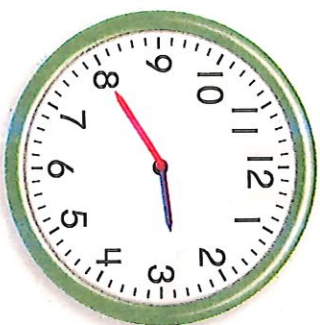


11. **Number Sense** Complete the pattern.

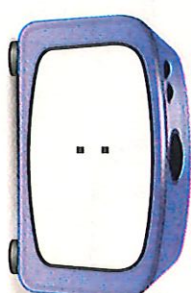
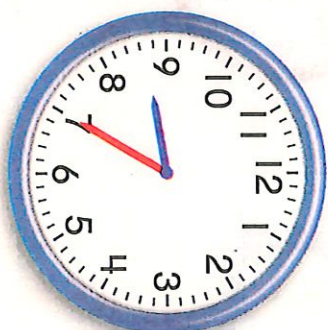




12. **Generalize** What time is 15 minutes past the time on the green clock and 15 minutes before the time on the orange clock?



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.

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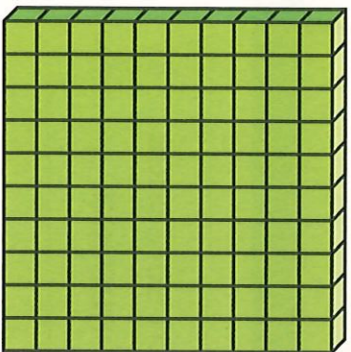
---

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

- Ⓐ 12  
Ⓑ 11  
Ⓒ 10  
Ⓓ 9

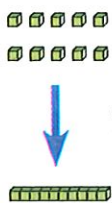


What is another way to show 100?  
Draw a picture and explain.

**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.



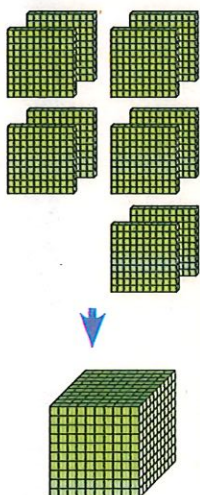
You can count by hundreds to 1,000!



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?

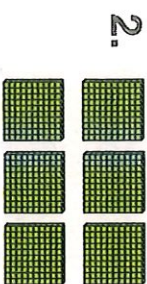
**Show Me!** 10 ones make 1 ten. 10 tens make 1 hundred. 10 hundreds make 1 thousand. Do you see a pattern? Explain.

## 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.

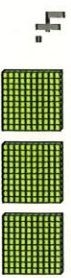


# Independent Practice

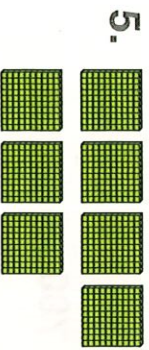
Complete each sentence. Use models if needed.



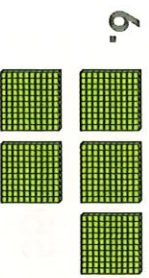
\_\_\_\_\_ equals \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, and \_\_\_\_\_ ones.



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



8. **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

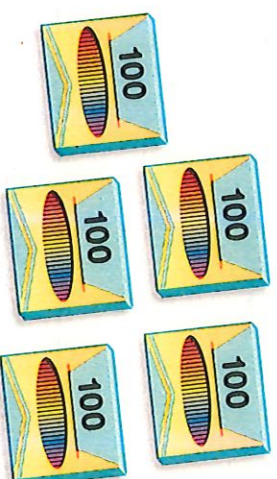
11. Charlie has 700 points.

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?



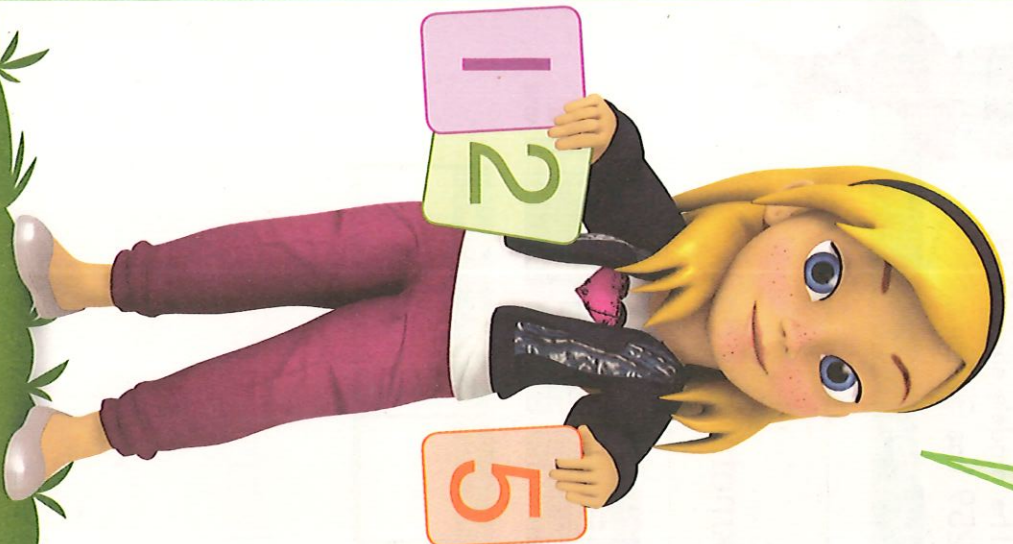
- (A) 700  
(B) 550  
(C) 500  
(D) 150



Name \_\_\_\_\_



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



## Step Up to Grade 2

### Lesson 9

Counting  
Hundreds,  
Tens, and Ones

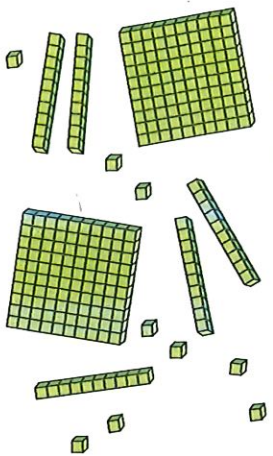
#### I can ...

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

**I can also** reason about math.

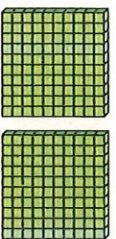


What number do the models show?



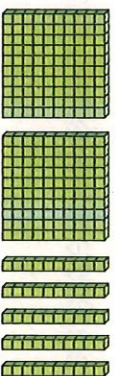
Remember, 10 ones make 1 ten.  
10 tens make 1 **hundred**.

First, count the hundreds.



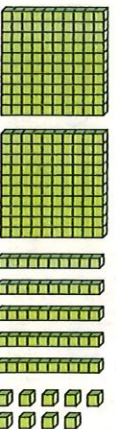
Hundreds	Tens	Ones
2		

Then count the tens.



Hundreds	Tens	Ones
2	5	

Then count the ones.



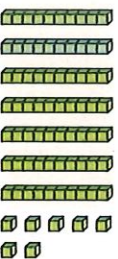
Hundreds	Tens	Ones
2	5	9

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

### ★ Guided Practice

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

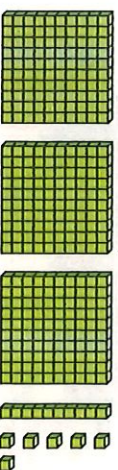
1.



Hundreds	Tens	Ones
	7	7

77

2.



Hundreds	Tens	Ones

### Do You Understand?

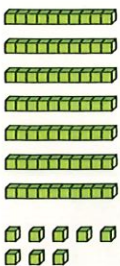
Show Me! How many hundreds are in 395? How many tens? How many ones?



# Independent Practice

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

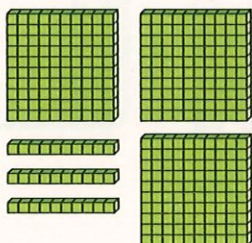
3.



Hundreds	Tens	Ones

\_\_\_\_\_

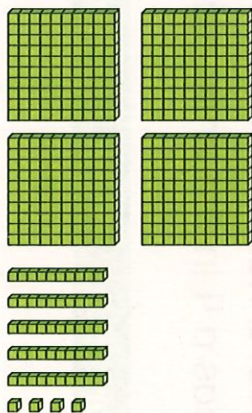
4.



Hundreds	Tens	Ones

\_\_\_\_\_

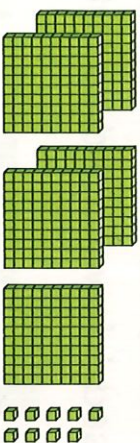
5.



Hundreds	Tens	Ones

\_\_\_\_\_

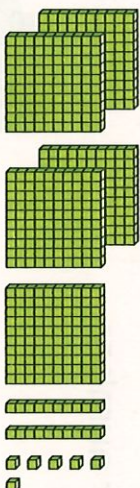
6.



Hundreds	Tens	Ones

\_\_\_\_\_

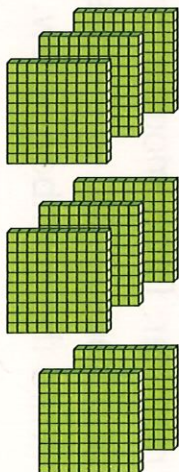
7.



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. **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.

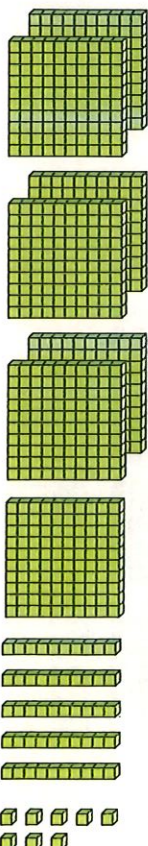
A number has a 4 in the hundreds place. It has a 7 in the tens place. It has a 0 in the ones place.

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?



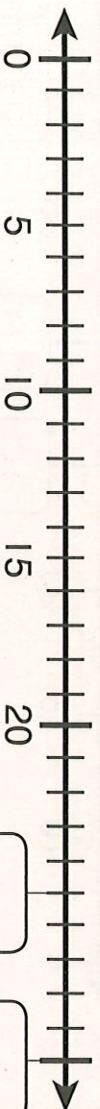
- 758      768      658      859
- (A)      (B)      (C)      (D)



Name \_\_\_\_\_



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



## Step Up to Grade 2

### Lesson 10

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

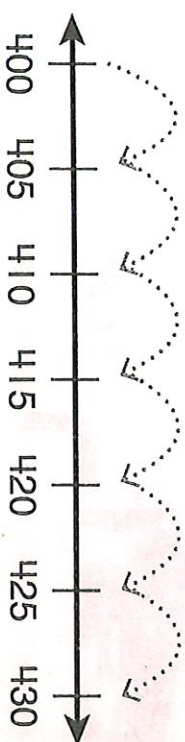
**I can ...**

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

**I can also** look for patterns.



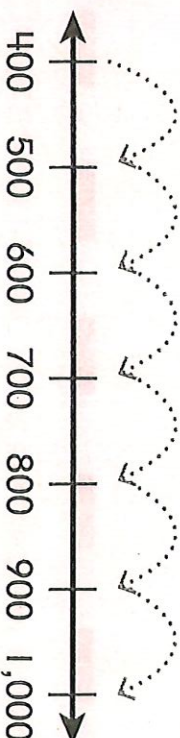
This number line shows skip counting by 5s.



I see a pattern in the ones digits!



This number line shows skip counting by 100s.



I see a pattern in the hundreds digits!

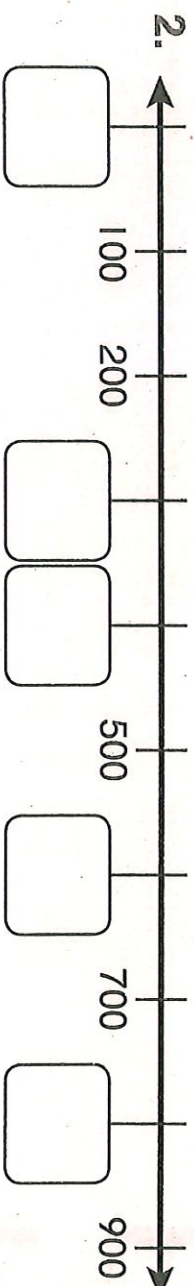
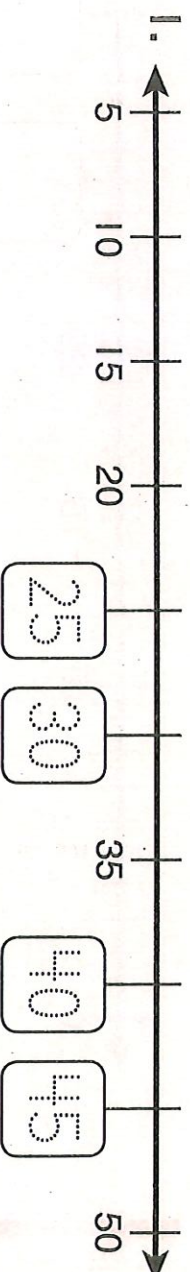


## Do You Understand?

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

## ★ Guided Practice

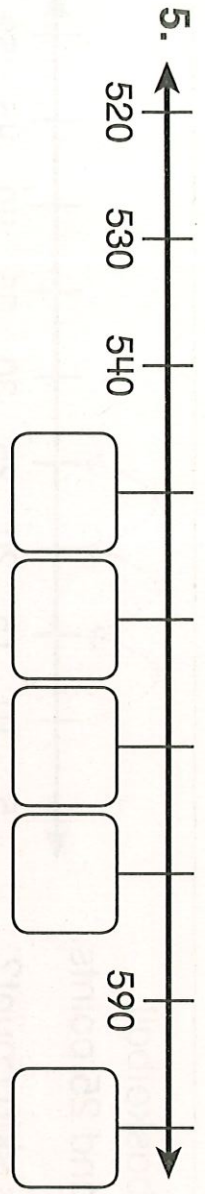
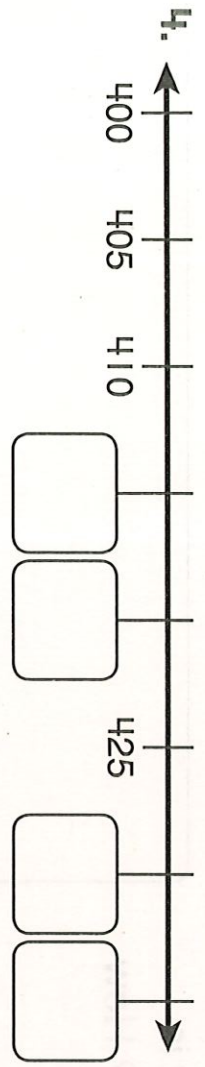
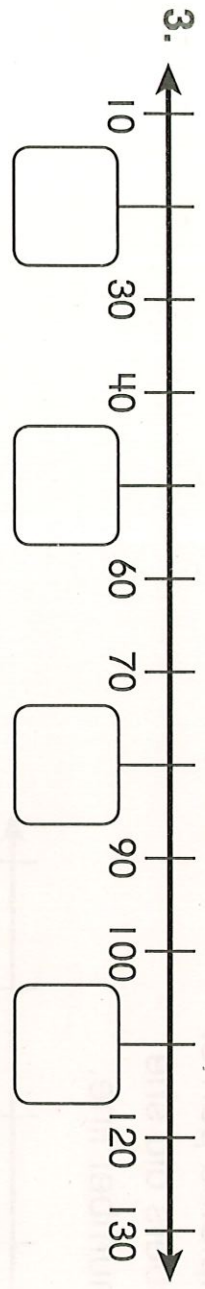
Skip count on the number line. Write the missing numbers.





# Independent Practice

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

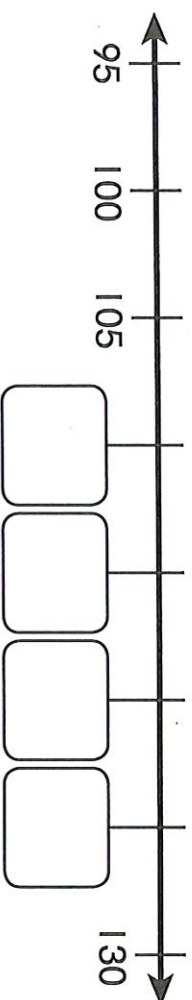


What's the pattern?

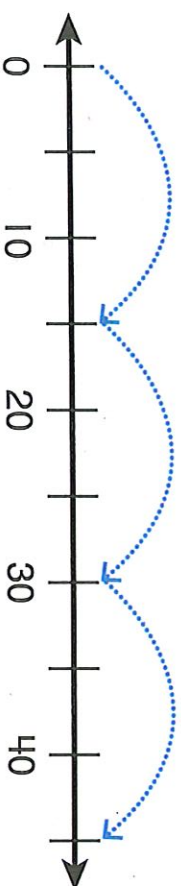


**Problem Solving** Skip count on the number line.  
Write the missing numbers.

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?

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

