This At-Home Activity Packet includes 22 sets of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.
Grado 2 Matemáticas

Paquete de actividades para el hogar del estudiante

Este Paquete de actividades para el hogar incluye un conjunto de 22 problemas prácticos que están alineados con importantes conceptos de matemáticas en los que sus estudiantes ya han trabajado durante este año.

Se recomienda que el estudiante complete una página de problemas de práctica cada día.

Anime al estudiante a hacer su mejor esfuerzo al trabajar en este contenido. Lo más importante es que continúe desarrollando sus habilidades y fluidez en matemáticas.
# Grade 2 Math concepts covered in this packet

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Adding by Counting On and Making a Ten

Add.

1. $8 + 2 = \underline{\hspace{1cm}}$
2. $8 + 3 = \underline{\hspace{1cm}}$
3. $6 + 4 = \underline{\hspace{1cm}}$
4. $6 + 8 = \underline{\hspace{1cm}}$
5. $7 + 3 = \underline{\hspace{1cm}}$
6. $7 + 5 = \underline{\hspace{1cm}}$
7. $9 + 1 = \underline{\hspace{1cm}}$
8. $9 + 6 = \underline{\hspace{1cm}}$
9. $5 + 5 = \underline{\hspace{1cm}}$
10. $5 + 8 = \underline{\hspace{1cm}}$
11. $9 + 2 = \underline{\hspace{1cm}}$
12. $2 + 9 = \underline{\hspace{1cm}}$
13. $8 + 4 = \underline{\hspace{1cm}}$
14. $4 + 8 = \underline{\hspace{1cm}}$
15. $6 + 9 = \underline{\hspace{1cm}}$
16. $6 + 7 = \underline{\hspace{1cm}}$

17. Which strategy did you use to solve problem 11? Explain.
Using Doubles and Doubles Plus 1

Add.

1. 4 + 4 = ______
2. 4 + 5 = ______
3. 6 + 6 = ______
4. 5 + 6 = ______
5. 7 + 7 = ______
6. 8 + 7 = ______
7. 9 + 9 = ______
8. 8 + 9 = ______
9. 5 + 5 = ______
10. 6 + 5 = ______
11. 8 + 8 = ______
12. 7 + 8 = ______
Complete each set of equations.

1. \[12 - 3 = \square\]
   \[3 + \square = 12\]

2. \[14 - 5 = \square\]
   \[5 + \square = 14\]

3. \[11 - 3 = \square\]
   \[3 + \square = 11\]

4. \[15 - 7 = \square\]
   \[7 + \square = 15\]

5. \[12 - \square = 10\]
   \[12 - 4 = \square\]

6. \[13 - \square = 10\]
   \[13 - 6 = \square\]

7. \[16 - \square = 10\]
   \[16 - 9 = \square\]

8. \[15 - \square = 10\]
   \[15 - 9 = \square\]

9. In problem 6, how did you use your first answer to find your second answer?
Solve problems 1–6.

1. Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many red potatoes are there? Show your work.

**Solution** ________ potatoes are red.

2. Levi has 17 pet fish. 7 of the fish are goldfish. The rest are mollies. How many fish are mollies? Show your work.

**Solution** ________ fish are mollies.

3. Ada wants to read 12 books over the summer. 5 books are stories about cats. The rest are stories about horses. How many books are stories about horses? Show your work.

**Solution** ________ books are stories about horses.

4. There are 16 chairs at a table. 7 students sit down. The rest of the chairs are empty. How many chairs are empty? Show your work.

**Solution** ________ chairs are empty.
5. Luis sees 14 dogs at the dog park. 6 of the dogs are small dogs. The rest of the dogs are big dogs. How many dogs are big? Show your work.

Solution \[ \text{_______ dogs are big.} \]

6. Sadie has 20 crayons. She finds 8 crayons in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie’s crayon box? Show your work.

Solution \[ \text{_______ crayons are in the crayon box.} \]

7. Which strategy did you use to solve problem 6? Explain why.
Solve problems 1–6. Show your work.

1. There are 4 fewer cats than dogs. There are 2 cats. How many dogs are there?
   
   _______ dogs

2. Trevor sees 8 red birds. He sees 5 more red birds than blue birds. How many blue birds does Trevor see?
   
   Trevor sees _______ blue birds.

3. Anna has 7 baskets and some flowers. She has 5 fewer baskets than flowers. How many flowers does Anna have?
   
   Anna has _______ flowers.

4. There are 14 coats and some hats. There are 6 more coats than hats. How many hats are there?
   
   _______ hats

5. There are 9 apples. There are 6 fewer apples than oranges. How many oranges are there?
   
   _______ oranges

6. Brynne has 13 books. She has 8 more books than games. How many games does Brynne have?
   
   Brynne has _______ games.
Solve problems 1–6. Show your work.

1. Jack has 9 flowers to plant. He plants 2 flowers before lunch. Then he plants 3 more after lunch. How many flowers does Jack have left to plant?

   Jack has ________ flowers left to plant.

2. There are 8 girls at the park. First, 5 girls go home. Then 6 more girls come to the park. How many girls are at the park now?

   There are ________ girls at the park.

3. Bella paints 6 pictures on Monday and 8 pictures on Wednesday. Then she paints 3 more pictures on Friday. How many pictures does Bella paint this week?

   Bella paints ________ pictures this week.

4. Ali puts 12 books in a box. She takes 4 books out of the box. Then she puts 6 books in the box. How many books are in the box now?

   There are ________ books in the box.

5. Lucas has 5 crayons. His sister gives him 6 more. Then he gives 4 to a friend. How many crayons does Lucas have now?

   Lucas has ________ crayons.

6. Miss Brady puts 15 pencils in her desk. Then she takes out 9 pencils. After school she puts 5 pencils back in her desk. How many pencils are in Miss Brady’s desk now?

   There are ________ pencils in the desk.
Solve problems 1–6. Show your work.

1. Tony has 37 building blocks. Then he buys more blocks. Now he has 51 blocks. How many blocks does Tony buy?

   Tony buys ________ blocks.

2. There are some chairs in the art room. Mrs. Lopez brings in 16 more chairs. Now there are 42 chairs. How many chairs were in the room at the start?

   There were ________ chairs in the room at the start.

3. Jen has some buttons. She gets 23 more buttons from her mom. Now she has 65 buttons. How many buttons did Jen have to begin with?

   Jen had ________ buttons to begin with.

4. Colby packs 31 boxes in one day. He packs 12 boxes in the morning and some boxes after lunch. How many boxes does Colby pack after lunch?

   Colby packs ________ boxes after lunch.

5. Ayanna reads 26 pages of her book at school. Later she reads more pages at home. Now she has read 54 pages. How many pages does Ayanna read at home?

   Ayanna reads ________ pages at home.

6. The camp has some tents. Campers set up 42 more tents. Now the camp has 60 tents. How many tents did the camp have to begin with?

   The camp had ________ tents to begin with.
Find the sums and missing addends.

1. \(30 + 7 + 50 + 3 = \_
2. 37 + 53 = 

3. \(20 + 8 + 40 + 2 = 
4. 28 + 42 = 

5. \(60 + 6 + 10 + 4 = 
6. 66 + 14 = 

7. \(40 + 5 + 40 + 5 = 
8. 45 + \_

9. \(30 + 9 + 20 + 1 = 
10. \_

11. \(20 + 4 + 60 + 6 = 
12. 24 + 

13. \(40 + 3 + 30 + 7 = 
14. \_

15. How does the information in problem 9 help you solve problem 10?
Subtracting by Adding Up

Subtract.

1. $50 - 29 = ?$
   
   $\underline{29} + 20 = \underline{49}$
   $\underline{49} + 1 = \underline{50}$
   $\underline{20} + 1 = \underline{21}$
   $50 - 29 = 21$

2. $71 - 45 = ?$
   
   $\underline{49} + 20 = \underline{69}$
   $\underline{69} + 1 = \underline{70}$
   $\underline{30} + \underline{1} = \underline{31}$
   $\underline{10} + \underline{1} = \underline{11}$
   $\underline{11} + \underline{1} = \underline{12}$
   $71 - 45 = \underline{26}$

3. $80 - 41 = ?$
   
   $\underline{39} + \underline{40} = \underline{79}$
   $\underline{79} + \underline{1} = \underline{80}$
   $\underline{20} + \underline{1} = \underline{21}$
   $\underline{10} + \underline{1} = \underline{11}$
   $\underline{11} + \underline{1} = \underline{12}$
   $80 - 41 = \underline{39}$

4. $63 - 28 = ?$
   
   $\underline{35} + \underline{25} = \underline{60}$
   $\underline{60} + \underline{3} = \underline{63}$
   $\underline{30} + \underline{1} = \underline{31}$
   $\underline{10} + \underline{1} = \underline{11}$
   $\underline{11} + \underline{1} = \underline{12}$
   $63 - 28 = \underline{35}$

5. $43 - 28 = ?$
   
   $\underline{15} + \underline{25} = \underline{40}$
   $\underline{40} + \underline{3} = \underline{43}$
   $\underline{30} + \underline{1} = \underline{31}$
   $\underline{10} + \underline{1} = \underline{11}$
   $\underline{11} + \underline{1} = \underline{12}$
   $43 - 28 = \underline{15}$

6. $95 - 65 = ?$
   
   $\underline{30} + \underline{35} = \underline{65}$
   $\underline{65} + \underline{30} = \underline{95}$
   $95 - 65 = \underline{30}$

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7 65 - 39 = ?

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ + _____ = _____
65 - 39 = _____

8 47 - 15 = ?

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ + _____ = _____
47 - 15 = _____

9 75 - 28 = ?

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ + _____ = _____
75 - 28 = _____

10 54 - 12 = ?

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ + _____ = _____
54 - 12 = _____

13 How did you decide what to add first? Then how did you get the answer?
### Subtracting by Regrouping

Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

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17 How did you know which problems to circle?

18 Check one of your answers by solving it using a different strategy. Show your work.
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<td>24 + _____ = 34</td>
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<td>35 + _____ = 55</td>
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<td>24 + _____ = 64</td>
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<td>35 + _____ = 60</td>
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<td>24 + _____ = 68</td>
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<td>42 + _____ = 87</td>
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<td>58 + _____ = 60</td>
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<td>69 + _____ = 93</td>
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11 33 + ______ = 43
33 + ______ = 73
33 + ______ = 76

12 48 + ______ = 50
48 + ______ = 80
48 + ______ = 85

13 26 + ______ = 70
32 + ______ = 61
49 + ______ = 95

14 57 + ______ = 83
34 + ______ = 67
28 + ______ = 53

15 62 + ______ = 85
41 + ______ = 96
53 + ______ = 77

16 19 + ______ = 75
43 + ______ = 87
68 + ______ = 99

17 Explain how the strategy to solve problem 5 is different from the strategy used to solve problem 6.

18 Explain the strategy you used to solve the first part of problem 14.
Finding the Value of Three-Digit Numbers

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. \(300 + 50 + 1 = \) ______
2. \(2 \text{ hundreds } + 6 \text{ tens } + 7 \text{ ones } = \) ______
3. \(400 + 20 + 6 = \) ______
4. \(400 + 60 + 2 = \) ______
5. \(600 + 40 + 2 = \) ______
6. \(5 \text{ hundreds } + 1 \text{ ten } + 3 \text{ ones } = \) ______
7. \(3 \text{ hundreds } + 7 \text{ tens } + 5 \text{ ones } = \) ______
8. \(500 + 20 + 6 = \) ______
9. \(200 + 8 = \) ______
10. \(2 \text{ hundreds } + 8 \text{ tens } + 0 \text{ ones } = \) ______
11. \(600 + 70 + 1 = \) ______
12. \(6 \text{ hundreds } + 0 \text{ tens } + 7 \text{ ones } = \) ______
13. \(400 + 70 + 6 = \) ______
14. \(2 \text{ hundreds } + 3 \text{ tens } + 3 \text{ ones } = \) ______
15. \(3 \text{ hundreds } + 2 \text{ tens } + 3 \text{ ones } = \) ______
16. \(3 \text{ hundreds } + 3 \text{ tens } + 2 \text{ ones } = \) ______

Answers:

| 233 | 607 | 476 | 323 | 267 | 671 |
| 426 | 513 | 526 | 208 | 642 | 462 |
| 332 | 375 | 280 | 351 |      |      |
Write the number using only digits.

1. one hundred sixty-four
2. six hundred fifty-two
3. three hundred twelve
4. two hundred sixty-one
5. two hundred five
6. five hundred nineteen

Write the number using only digits.

7. $100 + 10 + 6$
8. $500 + 4$
9. $300 + 40 + 5$
10. $300 + 50 + 4$
11. $400 + 60$
12. $500 + 40$
Write the number as a sum of hundreds, tens, and ones. Then write the number using words.

13 522\[522 = \underline{500} + \underline{20} + \underline{2}\]

14 435\[435 = \underline{400} + \underline{30} + \underline{5}\]

15 218\[218 = \underline{200} + \underline{10} + \underline{8}\]

16 310\[310 = \underline{300} + \underline{10}\]

17 Explain how problem 8 is the same and different from problem 12.
Compare the numbers in each problem two different ways.

   _______ < _______ and _______ > _______

2. Compare 170 and 180.
   _______ < _______ and _______ > _______

3. Compare 346 and 325.
   _______ < _______ and _______ > _______

   _______ < _______ and _______ > _______

5. Compare 424 and 453.
   _______ < _______ and _______ > _______

6. Compare 833 and 824.
   _______ < _______ and _______ > _______

7. Compare 637 and 682.
   _______ < _______ and _______ > _______

8. Compare 362 and 326.
   _______ < _______ and _______ > _______

9. Compare 531 and 513.
   _______ < _______ and _______ > _______

    _______ < _______ and _______ > _______

11. Compare 468 and 486.
    _______ < _______ and _______ > _______

12. Compare 967 and 959.
    _______ < _______ and _______ > _______

13. What strategies did you use to compare the numbers?
The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. \[ 635 + 321 = 956 \]
2. \[ 439 + 154 = 593 \]
3. \[ 336 + 123 = 459 \]
4. \[ 825 + 166 = 991 \]
5. \[ 512 + 336 = 848 \]
6. \[ 246 + 348 = 694 \]
7. \[ 772 + 109 = 881 \]
8. \[ 347 + 314 = 661 \]
9. \[ 483 + 208 = 691 \]
10. \[ 225 + 224 = 449 \]
11. \[ 548 + 406 = 954 \]
12. \[ 475 + 515 = 990 \]
13. \[ 273 + 211 = 484 \]
14. \[ 728 + 253 = 954 \]
15. \[ 627 + 263 = 890 \]

Answers:

449  594  881  956  691
484  661  890  991  593
954  848  990  459  981

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Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1. 435  
   + 283  
   ____  718

2. 205  
   + 113  
   ____

3. 586  
   + 130  
   ____

4. 378  
   + 343  
   ____

5. 186  
   + 175  
   ____

6. 476  
   + 234  
   ____

7. 152  
   + 169  
   ____

8. 214  
   + 225  
   ____

9. 362  
   + 556  
   ____

10. 481  
    + 262  
    ____

11. 145  
    + 239  
    ____

12. 347  
    + 133  
    ____

13. 286  
    + 644  
    ____

14. 267  
    + 174  
    ____

15. 383  
    + 319  
    ____

16. How do you know that 361 + 283 is greater than 500 without finding the sum?
Regrouping Tens to Ones

Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

1. 875
   - 646
   \[\text{229}\]

2. 478
   - 226

3. 692
   - 437

4. 345
   - 224

5. 761
   - 338

6. 514
   - 402

7. 953
   - 821

8. 474
   - 156

9. 320
   - 210

10. 663
    - 425

11. 619
    - 308

12. 847
    - 628

13. 736
    - 517

14. 563
    - 249

15. 375
    - 163

16. How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?
The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1.  816
   - 432
2.  927
   - 563
3.  506
   - 315

4.  448
   - 160
5.  743
   - 471
6.  476
   - 293

7.  628
   - 236
8.  961
   - 470
9.  527
   - 256

10. 347
    - 154
11. 835
    - 285
12. 624
    - 382

13. 329
    - 170
14. 465
    - 195
15. 519
    - 378

Answers:
193   242   191   384   272
364   271   491   288   392
183   141   550   159   270
Find the sum. Show your work.

1. $29 + 34 + 21 + 36$
   \[50 + 70\]

2. $45 + 38 + 62 + 15$

3. $17 + 36 + 43 + 74$

4. $55 + 49 + 71 + 15$

5. $32 + 24 + 68 + 46$

6. $27 + 19 + 33 + 81$

7. $32 + 13 + 29 + 35$

8. $53 + 74 + 13 + 44$

9. $24 + 12 + 74 + 68$

10. $92 + 37 + 71 + 14$

11. Explain how you found the answer to problem 8.
Measuring in Inches and Centimeters

1. Use a ruler to measure the length of the piece of tape in inches.

What is the length of the tape? _______ inches

2. Use a ruler to measure the length of the pencil in inches.

What is the length of the pencil? _______ inches

3. Use a ruler to measure the length of the shoe in centimeters.

What is the length of the shoe? _______ centimeters

4. Use a ruler to measure the length of the fish in centimeters.

What is the length of the fish? _______ centimeters
5 Use a ruler to measure the length of the string in both inches and centimeters.

What is the length of the string in inches? ________ inches
What is the length of the string in centimeters? ________ centimeters

6 Use a ruler to measure the length of the rectangle in both inches and centimeters.

What is the length of the rectangle in inches? ________ inches
What is the length of the rectangle in centimeters? ________ centimeters

7 For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.
1 Circle the objects that are easier to measure with an inch ruler. Underline the objects that are easier to measure with a yardstick.

- a bike
- a leaf
- a table
- a book
- a sticker

2 Circle the objects that are easier to measure with an inch ruler. Underline the objects that are easier to measure with a yardstick.

- a window
- a cracker
- a tent
- a marker
- a blanket

3 What is the length of the rectangle to the nearest inch?

The rectangle is about ________ inches long.
4. What is the length of the baseball bat to the nearest foot?

The baseball bat is about ______ feet long.

5. What is the length of the branch to the nearest foot?

The branch is about ______ foot long.
1 Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.

a rug  a mitten  a pool
a bee  a shell

2 Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.

a porch  a spoon
a watch  a bus  a lunch bag

3 What is the length of the tape to the nearest centimeter?

The tape is about _______ centimeters long.
4. What is the length of the bench to the nearest meter?

The bench is about _______ meter long.

5. What is the length of the rectangle to the nearest centimeter?

The rectangle is about _______ centimeters long.
Overview

Read the Mission 5 Overview.
Identify strategies students will use to add and subtract.
How are these strategies similar to and different from the strategies students used in Mission 4?

Mission 5
Add and Subtract Big Numbers

OVERVIEW

In Mission 5, students build upon their mastery of renaming place value units and extend their work with conceptual understanding of the addition and subtraction algorithms to numbers within 1,000, always with the option of modeling with materials or drawings. Throughout the mission, students continue to focus on strengthening and deepening conceptual understanding and fluency.

Topic A focuses on place value strategies to add and subtract within 1,000. Students relate 100 more and 100 less to addition and subtraction of 100. They add and subtract multiples of 100, including counting on to subtract (e.g., for 650 – 300, they start at 300 and think, “300 more gets me to 600, and 50 more gets me to 650, so ... 350”). Students also use simplifying strategies for addition and subtraction. They extend the make a ten strategy to make a hundred, mentally decomposing one addend to make a hundred with the other (e.g., 299 + 6 becomes 299 + 1 + 5, or 300 + 5, which equals 305) and use compensation to subtract from three-digit numbers (e.g., for 376 – 59, add 1 to each, 377 – 60 = 317). The topic ends with students sharing and critiquing solution strategies for addition and subtraction problems. Throughout the topic, students use place value language and properties of operations to explain why their strategies work.

As each topic begins, students relate manipulative representations to the algorithm and then transition to creating math drawings in place of the manipulatives. As always, students use place value reasoning and properties of operations to explain their work.

Throughout Mission 5, students maintain addition and subtraction fluency within 100 as they use these skills during their Whole Group Word Problem time to solve one- and two-step word problems of all types. The focus of the lesson is adding and subtracting within 1,000: using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, and relating strategies to a written method. Note that a written method can include number bonds, chip models, arrow notation, the algorithm, or tape diagrams.
Solve for each problem with two written strategies such as a tape diagram, a number bond, the arrow way, the vertical form, or chips on a place value chart.

a. \(299 + 436 = \)

b. \(470 + 390 = \)

c. \(268 + 122 = \)

d. \(330 - 190 = \)
Solve. Draw a place value chart with chips to model the problems. Show a written subtraction method to check your work.

<p>| | |</p>
<table>
<thead>
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</thead>
</table>
| a. 756 + 136 = ________  
Subtraction number sentence: |   |
| b. 267 + 545 = ________  
Subtraction number sentence: |   |

draw a place value chart to model the problems. Show a written addition method to check your work.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| c. 617 - 229 = ________  
Check: |   |
| d. 700 - 463 = ________  
Check: |   |
Making the Next Hundred

(4 min)

Note: This fluency activity reviews foundations that lead into Small Group Lesson 5.

T: (Post 170 + ___ = 200 on the board.) Let’s find missing parts to make the next hundred. I say 170, you say 30. Ready? 170.

S: 30.

T: Give the number sentence.

S: 170 + 30 = 200.

Jeannie got a pedometer to count her steps. The first hour, she walked 43 steps. The next hour, she walked 48 steps.

a. How many steps did she walk in the first two hours?

b. How many more steps did she walk in the second hour than in the first?
Will read 15 more pages than Marcy. Marcy read 38 pages. The book is 82 pages long.

a. How many pages did Will read?

b. How many more pages does Will need to read to finish the book?
Lesson 10

Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

Materials: paper

Problem 1: 126 + 160

T: (Write 126 + 160 vertically. Draw two long vertical lines, which serve as the place value chart, next to the vertical form. See image to the right.)

T: Let’s show one part. How many hundreds in 126?
S: 1 hundred.
T: (Draw 1 hundred.) How many tens?
S: 2 tens. (Count tens as the teacher draws.)
T: How many ones?
S: 6 ones. (Count ones as the teacher draws.)
T: Let’s count the first part to be sure our chip model is correct.
S: 100, 110, 120, 121, 122, 123, 124, 125, 126.
T: Now, let’s show the other part. (Repeat the process to model 160.)
T: Let’s count the second part to check our model.
S: 100, 110, 120, 130, 140, 150, 160.
T: It’s important that our chip model matches the problem we’re solving.
T: Now, let’s solve the problem. 6 ones + 0 ones?
S: 6 ones!
T: Do we make a new ten?
S: No!
T: So, we write the number of ones, 6, below the line in the ones place.
T: 2 tens + 6 tens?
S: 8 tens!
T: Do we make a new hundred?
S: No!
T: So, we write the number of tens, 8, below the line in the tens place.

S: 2 hundred!
T: We write the number of hundreds, 2, below the line in the hundreds place. Read the problem with me.

S: 126 + 160 = 286.
T: Did we need to bundle units in this problem? Why or why not? Discuss with your partner.

S: 6 + 0 and 2 + 6 don’t equal 10, and you only bundle when there are partners to ten or more. → The ones didn’t make a ten, and the tens didn’t make a hundred. → First, I looked in the ones column, and 6 plus 0 doesn’t make a new ten. Then, I looked in the tens column, and 20 plus 60 isn’t enough to make a new hundred.
T: Now, explain to your partner how the chip model matches the vertical form. Explain your thinking using place value language.

**Problem 2: 326 + 167**

T: Let’s work through another problem together in your math journal. Turn your journal so the lines are already vertical on the page for easy setup. (Repeat the above process to model 326 + 167.)

T: Let’s begin by adding the ones. Look at the vertical form and chip model. Tell your partner what you notice. How are they the same?

S: They both show 6 and 7. → They show the same parts. → They both show 13 ones, but one is dots and the other is numbers.

T: Aha! They show the same total, and that total is 13. What do we do now?

S: Bundle 10 ones as 1 ten! → Compose a ten! → Rename 13 ones as 1 ten 3 ones!

T: Excellent! Remember, what we do on the chip model, we do to the numbers. We composed a ten, so we circle the 10 ones and draw an arrow into the tens place, where we draw the new unit of 10. (See image to the right.)

T: Using vertical form, we show this new unit of 10 by writing a 1 on the line below the tens place. This way, we remember to add it in when we count the tens.

T: We write 3 below the line in the ones place. When we look at the model, we see that there are 3 dots left.

T: Now, let’s add the tens. Remember to add the new unit. (Point to the model.) 2 tens + 6 tens + 1 ten is...?

S: 9 tens!
T: Did we make a new hundred?
S: No!
T: So, we write 9 tens below the line in the tens place.
T: And now, let's add our hundreds. 3 hundreds + 1 hundred is...?
S: 4 hundreds!
T: We record the digit 4 below the line in the hundreds place. Read the entire problem.
S: \(326 + 167 = 493\).
T: How does each step in the chip model match what we do in the vertical form? Talk with your partner. Explain your thinking using place value language.
T: Now, it's your turn. Draw a model and use it to solve \(462 + 284\). I'll walk around to see how it's going.

Follow the above procedure to guide students as they write \(462 + 284\) vertically, model it, and solve. Remind students to be precise in lining up the digits and drawing their chips in neat 5-groups. Have them use place value language to explain each action they take on their model and how it is represented in the written addition.

Repeat the process for \(487 + 345\) with two renamings. Continue to support students working below grade level, but as students demonstrate proficiency throughout the Mission, instruct them to work more independently.

NOTES

Debrief Questions
- Explain how we solved using a chip model and vertical form. How could you solve differently using a simplifying strategy?
- How do you know when to bundle a new unit of 10 or 100?

Multiple Means of Action and Expression
Since it is important to teach precision when drawing chips and aligning digits, students should use a pencil and paper, which allows for greater accuracy than a white board marker. As they work through each problem step-by-step, students can highlight each column on the place value chart and vertical form. Also, if a student continues to struggle with place value understanding, try highlighting the ones, tens, and hundreds columns in different colors.

Multiple Means of Engagement
Use a simple rhythm or jingle to help students remember the key concept of composing a new unit. The following are examples:
- "Add your ones up first! Make a bundle if you can!"
- "Add your tens up next! Make a bundle if you can!"
$4 + 4 + 4 = 12$
Complete each sentence. Explain your thinking using pictures, numbers, or words.

a. 2 groups of 4 make _____  
b. _____ groups of 2 make 6.
Fluency

By the end of Grade 2, students should be able to fluently add and subtract numbers to 20 using mental strategies.

Grade 2 Core Fluency Practice Sets
(5 min)

Materials: (S) Core Fluency Practice Sets
Core Fluency Practice Set A

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<table>
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<tr>
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<tbody>
<tr>
<td>1</td>
<td>10 + 3 = _____</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>10 + 6 = _____</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>10 + 4 = _____</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>5 + 10 = _____</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>8 + 10 = _____</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>10 + 9 = _____</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>12 + 2 = _____</td>
<td>27</td>
</tr>
<tr>
<td>8</td>
<td>13 + 4 = _____</td>
<td>28</td>
</tr>
<tr>
<td>9</td>
<td>16 + 3 = _____</td>
<td>29</td>
</tr>
<tr>
<td>10</td>
<td>2 + 17 = _____</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>5 + 14 = _____</td>
<td>31</td>
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<tr>
<td>12</td>
<td>7 + 12 = _____</td>
<td>32</td>
</tr>
<tr>
<td>13</td>
<td>16 + 3 = _____</td>
<td>33</td>
</tr>
<tr>
<td>14</td>
<td>11 + 5 = _____</td>
<td>34</td>
</tr>
<tr>
<td>15</td>
<td>9 + 2 = _____</td>
<td>35</td>
</tr>
<tr>
<td>16</td>
<td>5 + 9 = _____</td>
<td>36</td>
</tr>
<tr>
<td>17</td>
<td>7 + 9 = _____</td>
<td>37</td>
</tr>
<tr>
<td>18</td>
<td>9 + 4 = _____</td>
<td>38</td>
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<tr>
<td>19</td>
<td>7 + 8 = _____</td>
<td>39</td>
</tr>
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<td>20</td>
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# Core Fluency Practice Set B

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<tr>
<td>2.</td>
<td>10 + 9 = _____</td>
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<tr>
<td>3.</td>
<td>5 + 10 = _____</td>
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<tr>
<td>4.</td>
<td>2 + 10 = _____</td>
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<tr>
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<td>11 + 4 = _____</td>
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<tr>
<td>6.</td>
<td>12 + 5 = _____</td>
</tr>
<tr>
<td>7.</td>
<td>16 + 2 = _____</td>
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<td>8.</td>
<td>13 + _____ = 18</td>
</tr>
<tr>
<td>9.</td>
<td>11 + _____ = 20</td>
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<tr>
<td>10.</td>
<td>14 + 3 = _____</td>
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<tr>
<td>11.</td>
<td>_____ = 3 + 16</td>
</tr>
<tr>
<td>12.</td>
<td>_____ = 7 + 12</td>
</tr>
<tr>
<td>13.</td>
<td>_____ = 15 + 4</td>
</tr>
<tr>
<td>14.</td>
<td>9 + 2 = _____</td>
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<tr>
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<td>6 + 9 = _____</td>
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<tr>
<td>16.</td>
<td>_____ + 4 = 11</td>
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<td>17.</td>
<td>_____ + 6 = 13</td>
</tr>
<tr>
<td>18.</td>
<td>_____ + 5 = 12</td>
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<tr>
<td>19.</td>
<td>8 + 8 = _____</td>
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Core Fluency Practice Set C

Name ___________________________ Date ____________

1. 12 - 2 = ____
2. 18 - 8 = ____
3. 19 - 10 = ____
4. 14 - 10 = ____

5. 16 - 6 =
6. 11 - 10 = ____
7. 17 - 12 = ____
8. 20 - 10 =

9. 13 - 11 = ____

10. 18 - 13 = ____

11. 12 - 3 = ____

12. 11 - 2 = ____

13. 14 - 2 = ____
14. 13 - 4 = ____
15. 11 - 3 = ____
16. 13 - 2 = ____
17. 12 - 4 = ____

21. 16 - 9 = ____
22. 14 - 6 = ____
23. 16 - 8 = ____
24. 15 - 6 = ____

25. 17 - 8 =
26. 18 - 9 = ____
27. 15 - 7 = ____
28. 13 - 8 =

29. 11 - 3 = ____
30. 12 - 5 = ____
31. 11 - 2 = ____
32. 13 - 6 = ____
33. 16 - 7 = ____
34. 12 - 8 = ____
35. 16 - 13 = ____
36. 15 - 14 = ____
37. 17 - 12 = ____
Core Fluency Practice Set D

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<td>2.</td>
<td>12 − 10 = ____</td>
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<tr>
<td>3.</td>
<td>18 − 11 = ____</td>
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<tr>
<td>4.</td>
<td>15 − 10 = ____</td>
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<td>5.</td>
<td>17 − 12 = ____</td>
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<td>6.</td>
<td>16 − 13 = ____</td>
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<td>7.</td>
<td>12 − 2 = ____</td>
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<tr>
<td>8.</td>
<td>20 − 10 = ____</td>
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<tr>
<td>9.</td>
<td>14 − 11 = ____</td>
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<tr>
<td>10.</td>
<td>13 − 3 = ____</td>
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<tr>
<td>11.</td>
<td>____ = 11 − 3</td>
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<tr>
<td>12.</td>
<td>____ = 14 − 4</td>
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<td>____ = 13 − 4</td>
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<td>____ = 13 − 2</td>
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<td>18.</td>
<td>16 − 8 = ____</td>
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</tr>
<tr>
<td>20.</td>
<td>12 − 5 = ____</td>
</tr>
</tbody>
</table>
Core Fluency Practice Set E

Name _________________________________  Date __________________

1. 13 + 3 = ____  
2. 12 + 8 = ____  
3. 16 + 2 = ____  
4. 11 + 7 = ____  
5. 6 + 9 = ____  
6. 7 + 8 = ____  
7. 4 + 7 = ____  
8. 13 − 5 = ____  
9. 16 − 6 = ____  
10. 17 − 9 = ____  
11. 14 − 6 = ____  
12. 18 − 7 = ____  
13. 8 + 8 = ____  
14. 7 + 6 = ____  
15. 4 + 9 = ____  
16. 5 + 7 = ____  
17. 6 + 5 = ____  
18. 13 − 8 = ____  
19. 16 − 9 = ____  
20. 14 − 8 = ____  
21. 11 − 8 = ____  
22. 13 − 7 = ____  
23. 15 − 8 = ____  
24. 12 + 6 = ____  
25. 13 + 2 = ____  
26. 9 + 11 = ____  
27. 6 + 8 = ____  
28. 8 + 9 = ____  
29. 7 + 5 = ____  
30. 13 − 7 = ____  
31. 15 − 8 = ____  
32. 11 − 9 = ____  
33. 12 − 3 = ____  
34. 14 − 5 = ____  
35. 13 + 6 = ____  
36. 8 + 5 = ____  
37. 4 + 7 = ____  
38. 7 + 8 = ____  
39. 4 + 9 = ____  
40. 20 − 12 = ____
Markers come in packs of 2. If Jessie has 6 packs of markers, how many markers does she have in all?

a. Draw groups to show Jessie's packs of markers.
b. Write a repeated addition equation to match your drawing.
c. Group addends into pairs, and add to find the total.
LESSON 4

The flowers are blooming in Maria's garden. There are 3 roses, 3 buttercups, 3 sunflowers, 3 daisies, and 3 tulips. How many flowers are there in all?
   a. Draw a tape diagram to match the problem.
   b. Write a repeated addition equation to solve.

LESSON 7

Bobby puts 3 rows of tile in his kitchen to make a design. He lays 5 tiles in each row.
   a. Draw a picture of Bobby's tiles.
   b. Write a repeated addition equation to solve for the total number of tiles Bobby used.
Lulu made a pan of brownies. She cut them into 3 rows and 3 columns.
   a. Draw a picture of Lulu's brownies in the pan.
   b. Write a number sentence to show how many brownies Lulu has.
   c. Write a statement about Lulu's brownies.