Grade 2 Math



Simply Skilled

Unit R: Review of 1st

Grade Concepts

Learn R.I. Counting

- **0 zero**
- **1 one**
- **2 two**
- **3 three**
- **4 four**
- **5 five**

- 13 thirteen
- 14 fourteen
- **15 fifteen**
- **16 sixteen**
- **17 seventeen**
- 18 eighteen

6 - six 7 - seven 8 - eight 9 - nine 10 - ten 11 - eleven 12 - twelve **19 - nineteen 20 - twenty 21 - twenty one 22 - twenty two 30 - thirty 40 - forty**

Exercise R.2: Add/Subtract 3+2= 9-3=

7 - 1 =

5 + 4 =

6 + 2 =

8 - 6 =



9+0=

Exercise R.3: Number Lines 5+2=



9 - 3 =



4 + 2 =

Learn R.4: Shapes

Hexagon

Square

Circle

Triangle

PentagonOctagonTrapezoidRectangle



Unit 1: Counting to 1,000

learn I.I. Counting to 100

What comes after 40 (forty)?

- 50 fifty
- 51 fifty one
- 52 fifty <u>two</u>
- 53 fifty three
- 54 fifty four
- 55 fifty five
- 56 fifty <u>six</u>
- 57 fifty seven

- **60 sixty**
- 61 sixty <u>one</u>
- 70 seventy
- 71 seventy one
- 80 eighty
- 81 eighty one
- 90 ninety
- **91 ninety <u>one</u>**

58 - fifty <u>eight</u> 59 - fifty nine

100 - one hundred

What patterns do you notice as you count up to 1,000?

Exercise 1.1: Counting to 100

Write the number in English.

EXAMPLE:

43 -- forty three 98--

57 -- 82 --

61 ---

72 --

Write the number in numerical form.

EXAMPLE:

seventy five -- 75

forty eight --

ninety two --

eighty six --

sixty three --

fifty one --

Learn 1.2: Counting to 1,000

What comes after 100 (one hundred)?

- **101 -- one hundred and <u>one</u>**
- **110 -- one hundred and <u>ten</u>**
- **111 -- one hundred and <u>eleven</u>**
- **150 -- one hundred and <u>fifty</u>**
- **151 -- one hundred and <u>fifty one</u>**
- 200 -- <u>two</u> hundred
- 300 -- <u>three</u> hundred
- 400 -- <u>four</u> hundred

- 500 -- <u>five</u> hundred
- 600 -- <u>six</u> hundred
- 700 -- <u>seven</u> hundred
- 800 -- <u>eight</u> hundred
- 900 -- <u>nine</u> hundred
- 1,000 -- one thousand

What patterns do you notice as you count up to 1,000?



Exercise 1.2: Counting to 1,000

Write the number in English.

904 ---

350 ---

412 ---

718 ---

Write the number in numerical form.

three hundred and ninety seven --

five hundred and twenty five --

six hundred and seventy three --

one hundred and eleven --

Learn 1.3: Place Values

As we count to 100, we will encounter 2 digit numbers and 3 digit numbers. The placement of each of these digits or numbers tells us the value of the entire number!



Exercise 1.3: Place Values

Write the place values of each digit just like in Learn 1.2 (not all spaces will be used)







Learn 2.1a: Greater Than

- When comparing numbers, we can use the greater than symbol! It looks like this: >
- So if we are trying to compare two numbers, think of the greater than symbol as an alligator's mouth!



In math, an alligator always wants to eat more, so its mouth will open towards the bigger number!

Learn 2.15: Less than

Sometimes when using the greater than symbol (>), the alligator may be pointing towards the smaller number, which doesn't let him eat as much!



So, we can use the less than symbol, which looks like this: <



Using the less than symbol lets the alligator eat more here!

Exercise 2.1: Greater than & Less than

Complete the inequality by putting in a less than or greater than symbol





Learn 2.2: Equal to

When two number are <u>the same</u>, the alligator doesn't know which one to eat!



So, we can use the <u>equal sign</u>, which looks

like this: =



Now, we know that the two numbers are <u>equal</u> because the alligator doesn't want to just eat one of them!

Exercise 2.1: Greater than & Less than

Complete the inequality by putting in a less than or greater than symbol





Unit 5: Advancing Adding and Subtracting

Learn 3.1a: Adding Digit Numbers

We know how to add one digits numbers, like 3 + 4, but what happens when we want to add two digit numbers, like 43 + 68?

First, we need to line these numbers up!



Do you remember your place values? We always line up according to the ones place, so make sure the numbers in the ones place are always lined up with each other!

Learn 3.15: Adding 2 Digit Numbers

43

First, we add the numbers in the ones place. 3 + 8 = 11, but where does the one in the tens place go?



Easy! We carry the 1 (because the sum was greater than or equal to 10) and it counts in our next part of the addition

problem. The one in the ones place stays in the ones place.

The same thing happens when adding in the tens place. The sum of 4 + 6 is 10, so there is a one in the hundreds place (since we are adding numbers in the tens place). So, you would carry the one to the hundreds place and add 1 + 0 + 0, which is 1. <u>So our answer is 111!</u>

Exercise 3.1a: Adding 2 Digit Numbers

Add the numbers. Remember to set up with your place values lined up!

a. 39 + 85 b. 64 + 98

c. 48 + 79

d. 40 + 24

e. 35 + 56



Learn 3.2: Subtracting 2 Digit Numbers Subtracting is like adding, but backwards! Make sure your place values are still lined up, but also make

sure that the greater number is on top.

Since 5 is less than 9, we have to "borrow" a ten from the tens place to make 15 instead of 5.



Since we borrowed a 10, we have to cross out the 3 and make it 2.



Then we subtract like normal! **15** - **9** = 6, and 2 - 1 = 1. <u>So our answer</u> is **19**!

Exercise 5.2: Subtracting 2 Digit Numbers Subtract the numbers. Remember to set up with your

place values lined up and the greater number on top!

c. 95 - 62

d. 89 - 54



f. 72 - 45

Exercise 3.3a: Word Problems

1. The gym teachers received 50 new tennis balls and 20 new basketballs for the upcoming school year! However, they kept 23 tennis balls and 12 basketballs from last year in the gym. How many total tennis balls are there?

2. The doctor was very busy this year! This year, she saw 54 patients! Last year, she saw 42 patients. How many total patients did she see over these two years?

Exercise 3.36: Word Problems

1. On the first day of school, the teacher brought 95 pencils to share with his students. At the end of the day, he only had 47 pencils. How many pencils did he lose?

2. The local café recently hired a clumsy worker who keeps dropping things! At the start of the day, the café had 57 mugs and 39 glasses. At the end of the day, the café had 35 mugs and 25 glasses. How many glasses did the worker drop?







Learn 4.1a: Bar Graphs

<u>Bar graphs</u> are graphs that use <u>rectangles</u> to display data, or a set of numbers used to describe information. The top of the rectangle corresponds with the numbers lined up on the left, otherwise known as the <u>scale</u>. For example, Allion got 100%.

Grades of 1st Grade Students





Learn 4.16: Bar Graphs

- Bar graphs always have...
- **1. A title on top**
- **2. Labels for the left and bottom**
- **3.** A scale (the scale is usually in multiples of 5, 10, 25, or 100, but you can come up with your own scale so long as each space respresents the same value!)
- **4.** Names (not just human names!)
- **5.** The bars (you can <u>estimate</u> the tops of these rectangles. It does not always have to be exactly the value!)

Grades of 1st Grade Students



Percentage (%)

Student

Exercise 4.1: Bar Graphs

Given the information, make your own bar graph! Include <u>ALL</u> parts of a bar graph.

A new store has been open for four months.

- In January, they earned \$90
- In February, they earned \$145
- In March, they earned \$125
- In May, they earned \$200

Graph the amount of money made each month.





Learn 4.2. Dot Plot

In a <u>dot plot</u>, the frequency of each data value is shown through the amount of dots there are above each value. Each dot represents a person or observation. For example, 8 students sold 9 boxes, and 3 students sold 0 boxes

Dot plots always have...

- **1.** A title on top
- 2. A scale below the dots
- **3. Dots above the scale numbers**
- 4. A label below the scale

Number of Boxes of Cookies Sold by 3rd Graders



Exercise 4.1: Bar Graphs

Given the information, make your own dot plot! Include <u>ALL</u> parts of a dot plot.

The fifth grade students are having a pajama party! In honor of this party, the teacher is letting them vote for how many stuffed animals they can bring to the party.

- 1 student voted for 0 stuffed animals
- 5 students voted for 1 stuffed animals
- 6 students voted for 2 stuffed animals
- 4 students voted for 3 stuffed animals
- 5 students voted for 4 stuffed animals

Graph how many students (dots) voted for each value of stuffed animals (scale)!



Unit G: Math Games

Solve the problems below. After, fill in the lines below with the letter that corresponds to each answer.



What is a fish with no eyes called?



We need to find the numbers, but they are spelled out in the word search! Used what you learned and find the numbers in English.

W	Т	Ν	Ε	Υ	F	Ι	F	Т	Ε	Ε	Ν	F	Т
U	Ε	Ι	S	F	Н	Ν	Ν	Ε	V	L	Ε	W	Т
Υ	Η	S	Ι	Ι	Ν	R	Ι	R	F	D	R	Η	Ε
D	Ι	D	Ε	F	Т	D	Н	Ν	R	Ε	Т	0	Ν
Ε	Ν	Η	D	Т	Н	Ι	Т	Х	Н	R	Ε	D	Ι
R	Ε	U	Ι	Υ	D	L	Т	Т	Ι	Υ	R	Ι	Ν
D	Υ	0	Т	Т	Ν	R	F	Т	F	Н	Ι	Ι	Ε
Ν	Ν	G	Ι	W	Е	Ι	G	Н	Т	U	U	Ε	Т
U	Ε	F	Ν	0	U	R	R	Ε	R	U	Ε	R	Υ
Η	Ν	D	0	Ν	Е	Н	U	Ν	D	R	Ε	D	S
Χ	Ε	Ε	R	Н	Т	Y	Т	R	Ι	Η	Т	Y	Ε
I	Y	Η	Т	W	Ε	Ν	Т	Y	0	Ν	Ε	Ν	V
S	D	U	Т	S	0	Ε	۷	F	Ε	Ν	Т	Ε	Ε
R	0	F	0	U	R	Η	U	Ν	D	R	Ε	D	Ν

. 8
. 333
. 522
. 211

Student

Ask people "How many pets do you have?" and keep track of your data in a dot plot!

Number of Pets People Have

Number of Pets