



# 2<sup>nd</sup> Grade Math Curriculum Bundle

An entire year of math lessons plans, PowerPoints, assessments, activities & more!

**Unit 3 Lesson 5**  
Name: \_\_\_\_\_  
**Level Up**  
Directions: Use your preferred strategy to add.

1. 
$$\begin{array}{r} 37 \\ + 37 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 62 \\ + 39 \\ \hline \end{array}$$

**3.20 MENTAL MATH**

**I CAN STATEMENT**  
I can mentally add and subtract.

**MATERIALS**  
3.20 PowerPoint  
3.20 printouts

**VOCABULARY**  
place value

Spend the first few minutes of the lesson on these slides to review the meaning of the terms minuend and subtrahend.

**MINI LESSON**

**NUMBER LINE: SUBTRACTION**

$$74 - 22 = 52$$

**STEP 1:**  
Place the minuend at the end of the number line

**STEP 2:**  
Subtract the tens of the subtrahend

**STEP 3:**  
Subtract the ones of the subtrahend to find the difference

**WORD PROBLEM**  
Addition and Subtraction

Brock has \$83 in his bank account. He spent \$48 at the grocery store. How much money is left in his account after going to the store?

Jessica bought a pack of balloons for a party. A

Stone went to the grocery store. He bought 23 packs of cookies and 14 packs of crackers. How many packs of groceries did she buy in all?

Use the given models to add

$$24 + 32 =$$

# UNIT 3: 2-DIGIT ADDITION & SUBTRACTION at a glance

Day 1 Addition with Place Value Blocks	Day 2 Addition with Place Value Blocks	Day 3 Addition with Number Lines	Day 4 Addition with Number Lines	Day 5 Addition with Expanded Form
Day 6 Addition with Expanded Form	Day 7 Addition with the Standard Algorithm	Day 8 Addition with the Standard Algorithm	Day 9 Adding three 2-Digit Numbers	Day 10 Adding four 2-Digit Numbers
Day 11 Review	Day 12 Subtraction with Place Value Blocks	Day 13 Subtraction with Place Value Blocks	Day 14 Subtraction with Number Lines	Day 15 Subtraction with Number Lines
Day 16 Subtraction with Expanded Form	Day 17 Subtraction with Expanded Form	Day 18 Subtraction with the Standard Algorithm	Day 19 Subtraction with the Standard Algorithm	Day 20 Mental Math
Day 21 One Step Word Problems	Day 22 Two Step Word Problems	Day 23 Two Step Word Problems	Day 24 Review	Day 25 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.OA.1, 2.OA.2, 2.NBT.8, and 2.NBT.9

Easily see each week at a glance with unit pacing guides.





OUR NUMBER IS:

# DAY 2- MAKING 20

### I CAN STATEMENT

I can build equations that equal twenty.

### MATERIALS

Day 2 ppt

### VOCABULARY

# DAY 1- MATH ABOUT ME

### I CAN STATEMENT

I use math to solve problems in my life.

### MATERIALS

Day 1 PPT  
Day 1 activities

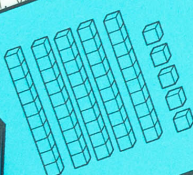
### VOCABULARY

portrait  
time

### MINI LESSON

Use the PPT to review the skills covered on the "Math About Me" worksheet. You can fill out the PPT with all your information to help the students get to know you better while modeling what the students will do in their own worksheets.

ten more than 45



6:00

# DAY 5- TELLING TIME

### I CAN STATEMENT

I can tell time to the hour.

### MATERIALS

Day 5 PPT  
Day 5 activities

### MINI LESSON

Show how to write time to the hour. Practice this skill when writing.

How to write time to the hour. The minute and second hand when writing.

Explain the activity. Writing dominant and form of the number.

Work on writing time in your class.

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

### MYSTERY

Directions: Use the rules below. You may use any color you choose.

1	2	3
11	12	13
21	22	23

# MATH ABOUT ME

My First Name is \_\_\_\_\_

My Last Name is \_\_\_\_\_

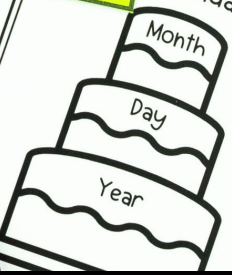
There are \_\_\_\_\_ letters in my first name.

There are \_\_\_\_\_ letters in my last name.

Teeth Lost: \_\_\_\_\_



Birthday: \_\_\_\_\_



### Self Portrait

10

10



15



Start the year off right with a back-to-school unit for reviewing math skills.





## 7.3 MEET THE

**MATERIALS FOR TEACHER:** 6 objects that are

**MATERIALS FOR STUDENTS:** answer sheet

### ACTIVITY:

Prep: Gather 6 of  
Place them around  
measure.

Tell the students  
these objects us  
to the nearest in

## 7.3 INCHES WITH RULERS

### I CAN STATEMENT

I can measure objects  
using a ruler to the  
nearest inch.

### MATERIALS

7.3 PPT  
7.3 printouts  
ruler  
document camera

### VOCABULARY

length  
inch  
ruler

## 7.10 CENTIMETERS

### I CAN STATEMENT

I can measure objects in  
centimeters.

### MATERIALS

7.10 PPT

### VOCABULARY

length  
centimeter  
ruler

## 7.16 MEASURING WITH THE TEACHER

**MATERIALS FOR TEACHER:** jour

## 7.18 WORD PROBLEMS

## UNIT 7: MEASUREMENT at a glance

Day 1 Inch Tiles	Day 2 Inches with Rulers	Day 3 Inches with Rulers	Day 4 Measuring with Feet
Day 6 Measuring Tape	Day 7 Inches and Feet	Day 8 Inches and Feet	Day 9 Yards
Day 11 Centimeters	Day 12 Meters	Day 13 Centimeters and Meters	Day 14 Centimeters and Meters
Day 16 Estimating Length	Day 17 Word Problems	Day 18 Word Problems	Day 19 Review

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, & 2.MD.5

Notes:

## 7.16 ESTIMATING LENGTH

### I CAN STATEMENT

I can estimate the length  
of an object using inches,  
feet, and yards.

### MATERIALS

7.16 PPT  
7.16 printouts  
measuring tape

### VOCABULARY

length  
inch  
ruler  
foot  
measuring tape  
yard  
estimate

### MINI LESSON

Spend the first few minutes of the lesson completing the fact fluency slides. These slides allow students to practice adding nine to numbers under 20.

Using the PPT, complete the warm-up questions with students. These questions are a review of using a ruler to find the length of a line to the nearest inch.

Using the PPT, review the following vocabulary terms: length, inch, ruler, foot, measuring tape, yard, and estimate. Tell the students that today we will be practicing estimating lengths using inches, yards, and feet.

Model how to look around the classroom and find objects that are close to the given length. Then, use a measuring tape to measure the object and determine how close your measurement was.

### INTERVENTION

If students are struggling, have them take a ruler to measure objects to see how close the lengths are. Once they are more comfortable with the length, challenge them to look without the ruler.

### EXTENSION

Challenge students to estimate the length of objects around the classroom, then measure to check their estimates.

### VOCABULARY

length  
inch  
ruler  
foot  
measuring tape  
yard  
centimeter  
meter  
meterstick  
estimate

ing the Fact Fluency  
g nine to numbers under

students. These  
asurement.

length, inch, ruler, foot,  
and estimate.

students by having them  
s explain each step of

problems.

### EXTENSION

ents to write their own  
word problems.

is finished, grade

Includes whole group and differentiated small group lesson plans with activities.



# Word Problems

## STEP 1:

Gulla bought 45 tickets for rides at

Put down y  
read th

# Word Problems

## STEP 2:

### DRAW

Reread the problem  
draw a math mod

# Word Problems

## STEP 3:

### SOLVE

Write an equation and  
solve.

Ride 1:  
12

?

Ride 1:  
12

Ride 2:  
24

$$\begin{array}{r} 12 \\ + 24 \\ \hline 36 \end{array} = ?$$

Gulla bought 45 tickets for rides at  
the  
tickle  
tickle  
have

## STEP 4:

### WRITE

Write your answer in a  
complete sentence.

Ride 1:  
12

Ride 2:  
24

$$45 - 36 = \text{tickets left}$$

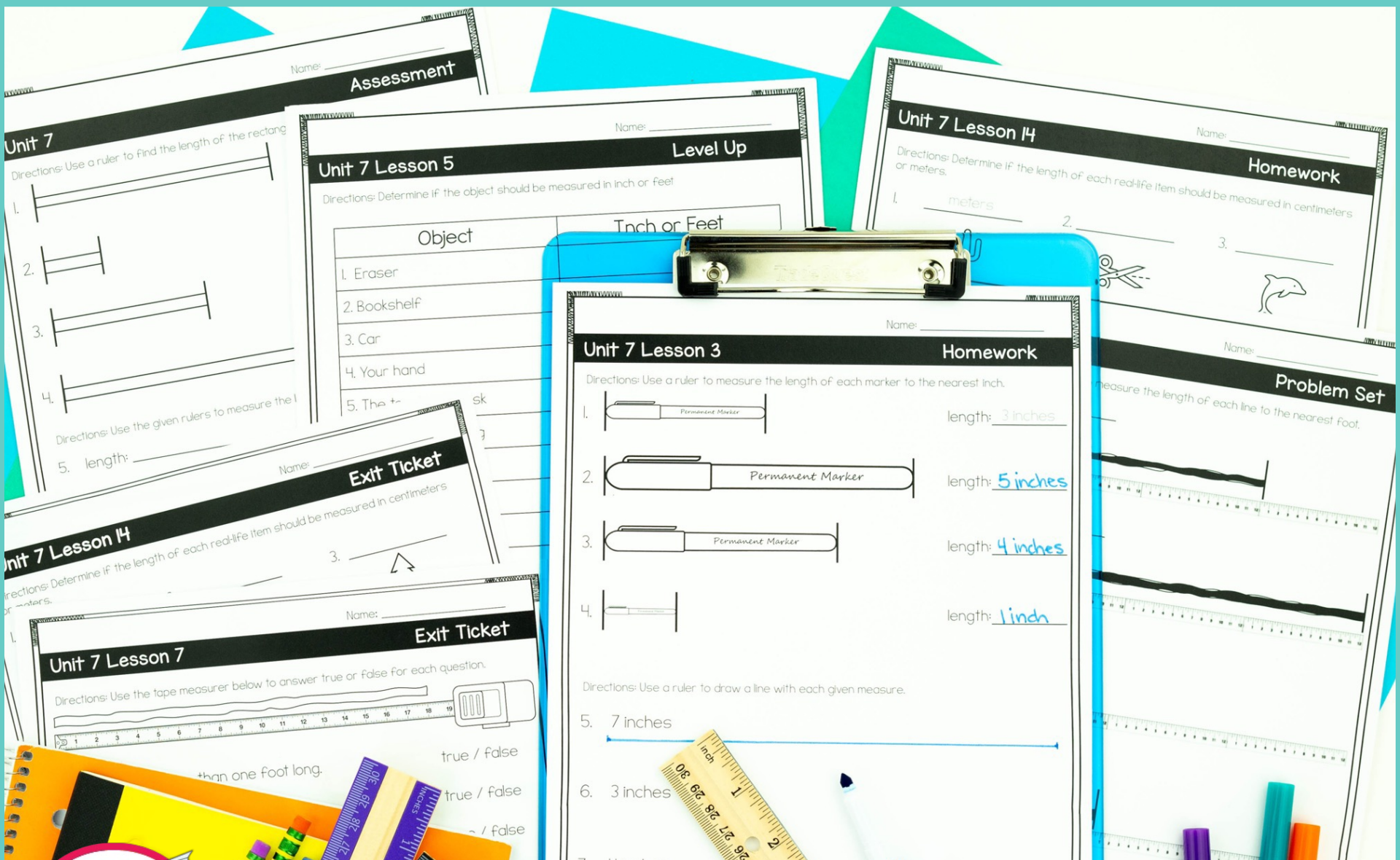
$$\begin{array}{r} 45 \\ -36 \\ \hline \end{array}$$

She has 9  
tickets left.



Deliver great lessons with step-by-step  
PowerPoints for teaching math skills.





Includes problem sets, homework, and exit tickets for each day.





### TELLING TIME

half past 6 	5 minutes till 10 
quarter till 4 	quarter past 9 
<b>3:05</b>	half past 7 
10 minutes till 12 	20 minutes past 1 

### EQUAL VALUES

Counting Coins



Get hands-on with interactive notebooks!

### Unit 3

Directions: Find each sum or difference mentally.

1.	$9 + 9 =$		9.	$7 + 10 =$	
2.	$12 + 3 =$		10.	$3 - 2 =$	
3.	$10 + 6 =$		11.	$9 - 4 =$	
4.	$15 + 4 =$		12.	$19 - 12 =$	
5.	$12 - 4 =$		13.	$17 - 9 =$	
6.	$17 - 6 =$		14.	$3 + 15 =$	
7.	$6 - 2 =$		15.		
8.	$20 - 8 =$		16.		

### Unit 3

Directions: Draw models to add or subtract.

Key:  $\square = 100$   $| = 10$   $\bullet = 1$  Ex

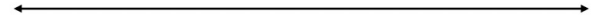
$$37. \begin{array}{r} 33 \\ + 24 \\ \hline \end{array}$$

### Unit 3

### Assessment

Directions: Subtract each set of numbers using the number line.

$$43. \begin{array}{r} 56 \\ - 43 \\ \hline \end{array}$$



$$44. \begin{array}{r} 55 \\ - 29 \\ \hline \end{array}$$



Directions:

### Unit 3

Directions: Subtract each set of numbers using the number line.

$$43. \begin{array}{r} 56 \\ - 43 \\ \hline 13 \end{array}$$

$$44. \begin{array}{r} 55 \\ - 29 \\ \hline 26 \end{array}$$

Directions: Change each number to a number that is easier to subtract. Write the difference in standard form.

$$45. \begin{array}{r} 44 \\ + 52 \\ \hline 96 \end{array} \quad \begin{array}{r} 40 + 4 \\ 50 + 2 \\ \hline 90 + 6 \end{array}$$

Skill	Mental Math within 20	Adding & Subtracting 10 & 100	Add & Subtract with Models	Add & Subtract with Number Lines	Add & Subtract with Expanded Form	Add & Subtract with the Standard Algorithm
Student	1-24	25 - 36	37-40	41-44	45-48	49-54
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6
	___ / 24	___ / 12	___ / 4	___ / 4	___ / 4	___ / 6

Directions: Write the sum or difference in standard form, then solve. Write the sum or difference in standard form.

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

### Assessment Answer Key

Directions: Solve each problem.

1. It had 82 chocolate chips in a recipe. How many are left?

There are 19 chocolate chips left.

2. Last week they mowed 104 lawns. This week they mowed 104 lawns. How many lawns did they mow in the last two weeks?

They mowed 208 lawns in the last two weeks.

3. A bin has 58 marbles. 19 of them are blue. 28 of them are green. How many green marbles does she have?

She has 11 green marbles.



Track student progress with pre- & post-assessments and recording sheet.



# UNIT THREE VOCABULARY CARDS 2-DIGIT



## PLACE VALUE

### EXPANDED FORM

a number that is stretched out to show the value of each digit

$$200 + 80 + 5$$

## STANDARD ALGORITHM

the common step by step math

$$\begin{array}{r} 56 \\ + 42 \\ \hline 98 \end{array}$$

## SUM

## SUBTRACTION

taking away from a number

$$5 - 2 = 3$$

$$2 + 5 = 7$$

## Place Value Mat

Tens

Ones

## Number Lines



## Place Value Blocks in

## PLACE VA

The value of each  
in a number



Cement learned skills with the included vocabulary cards, anchor charts, and tools.



Favorite Subjects in School

Math	🎓🎓🎓🎓
Reading	🎓🎓🎓🎓
Writing	🎓🎓🎓🎓
Science	🎓🎓

🎓 = 1

Which subject has the fewest number of votes?

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

## UNIT 8- DATA

Directions: Read each card and record your answer in the box.

1. Favorite Pets	2. 4	3. 4	4. 6
5. 3	6. 7	7. 7	8. 6
9. 15	10. grade 2	11. dog	12.
13.	14.	15.	
17.	18.		
21.	22.		

Popsicle Flavors

Lemon	🍷🍷
Orange	🍷🍷
Grape	🍷🍷🍷
Cherry	🍷🍷🍷🍷

🍷 = 1

How many Popsicle flavors were cherry?

How many ... reading or science as ... favorite subject?

Drink Choices

Water	🍷🍷🍷
Milk	🍷🍷🍷🍷
Juice	🍷🍷🍷🍷
Tea	🍷🍷🍷

🍷 = 1

How many people chose milk or water as their drink choice?

Favorite Pets

Cat	🐾🐾🐾
Dog	🐾🐾🐾
Hamster	🐾🐾
Bunny	🐾



Keep students engaged and excited to practice with board games and task cards.






# Animal Shelter

You have arrived for your first day as a volunteer at Friends Fur-ever Animal Shelter.

## Adoptable Pets

Your first task as a volunteer is to match up these pets with their ID cards. Use the information on the following page to write each animal's name on their ID card below.

	NAME		NAME		NAME
---	------	---	------	---	------

## Adoptable Pets





Oliver, Murray, Morton, and Scout are all up for adoption at the shelter. Use the information to match their names with their ID cards on the previous page.

number has a 5 in the tens place.

scout's adoption fee has a 3 in both the hundreds and tens

## Let's Go for a Walk

Your next task as a volunteer is to take some of the dogs for a walk! Record the distance of each walk using standard form, base ten numbers, and expanded form.

 OLIVE	Standard Form: 872 yards Base Ten: <u>8</u> hundreds <u>7</u> tens <u>2</u> ones Expanded Form: $800 + 70 + 2$
 CHARLIE	Standard Form: <u>681</u> yards Base Ten: <u>6</u> hundreds <u>8</u> tens <u>1</u> ones Expanded Form: $600 + 80 + 1$
 BELLA	Standard Form: _____ yards Base Ten: 7 hundreds, 0 tens, 5 ones Expanded Form: _____ + _____ + _____
 DAISY	Standard Form: 932 yards Base Ten: _____ hundreds _____ tens _____ ones Expanded Form: _____ + _____ + _____

# PBL ACTIVITY

# PLACE VALUE



AN ANIMAL-SHELTER  
THEMED PROJECT-BASED  
LEARNING ACTIVITY

Includes special project-based learning activities with real-world challenges.



# PBL ACTIVITY

### 8.6 BAR GRAPHS

<b>I CAN STATEMENT</b> I can fill in missing information and interpret data from bar graphs.	<b>MATERIALS</b> 8.6 PPT 8.6 printouts	<b>VOCABULARY</b> bar graph title
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### Unit 8 Lesson 3

Directions: Read the data table and answer the questions.

1. Favorite Pets	4
2.	
3.	
4.	
5.	3
6.	1

### Favorite Subjects in School

Math	5
Reading	4
Writing	3
Science	2

1 cup = 1

Which subject has the fewest number of votes?

### NATURE WALK

Unit 8 Lesson 3

Directions: Use the data table to fill in the picture graph. Then, use the data to answer the questions.

## BAR GRAPHS

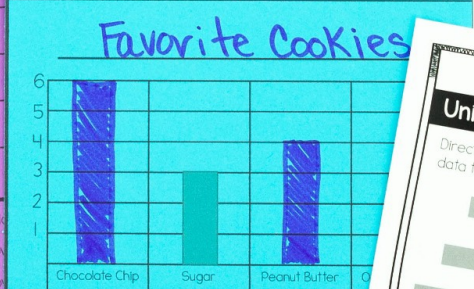
### PICTURE GRAPHS

Colors of Leaves on the Ground

### BAR GRAPHS

#### Favorite Cookie

Chocolate Chip	6
Sugar	3
Peanut Butter	4
Oatmeal Raisin	3



## REVIEW

Round, Anne.

Unit 8 Lesson 10

Directions: Measure each rectangle to the nearest inch. Record the measurements in the data table.

Rectangle Length	

## METER BARS

represents the data collected on a bar graph



Teach with confidence; each day is fully planned for you with all the tools you need!