

**A.W. James Elementary
School**

Math

**Independent Learning
Packet**

Grade 2

Student Name _____

Name _____

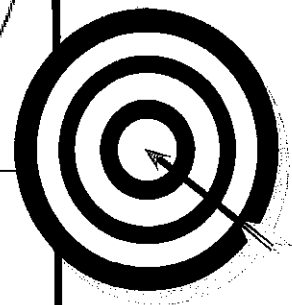
Day 1, Week 6

Target Addition

Directions: Add the center number to each number adjacent to it. Write each sum in the outer ring.

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

<p>A circular target with a center containing $4+$. The inner ring contains numbers 8, 3, 11, 5, 4, 2, 6, 1, 9, 12, 10. The outer ring is blank for the student to write the sums.</p>	<p>A circular target with a center containing $6+$. The inner ring contains numbers 8, 3, 11, 5, 4, 2, 6, 1, 9, 12, 10. The outer ring is blank for the student to write the sums.</p>
<p>A circular target with a center containing $2+$. The inner ring contains numbers 8, 3, 11, 5, 4, 2, 6, 1, 9, 12, 10. The outer ring is blank for the student to write the sums.</p>	<p>A circular target with a center containing $5+$. The inner ring contains numbers 8, 3, 11, 5, 4, 2, 6, 1, 9, 12, 10. The outer ring is blank for the student to write the sums.</p>
<p>A circular target with a center containing $1+$. The inner ring contains numbers 8, 3, 11, 5, 4, 2, 6, 1, 9, 12, 10. The outer ring is blank for the student to write the sums.</p>	<p>A circular target with a center containing $8+$. The inner ring contains numbers 8, 3, 11, 5, 4, 2, 6, 1, 9, 12, 10. The outer ring is blank for the student to write the sums.</p>

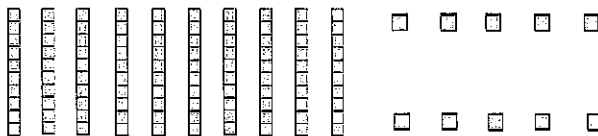
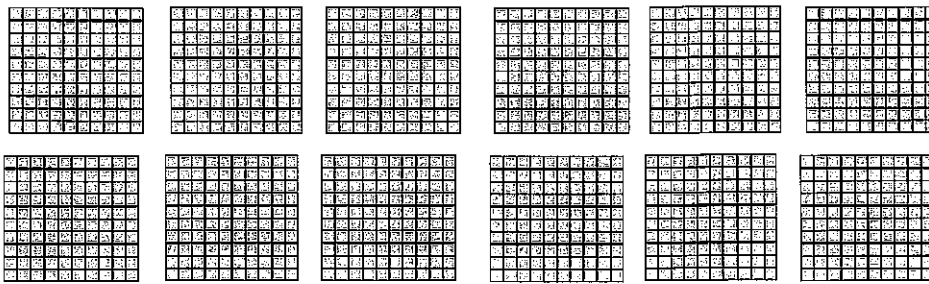


Creating Visual Models

Directions: Circle the blocks to represent the three-digit number shown in each example.

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

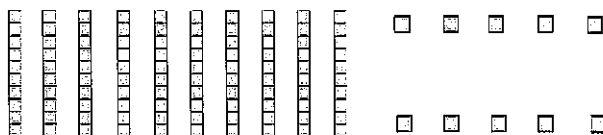
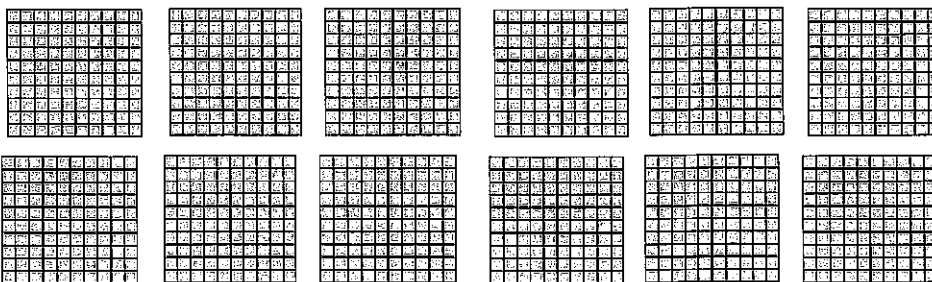
1. 347



How many hundred blocks did you circle? _____ Tens? _____ Ones? _____

Write the number shown by the blocks you circled. _____

2. 526

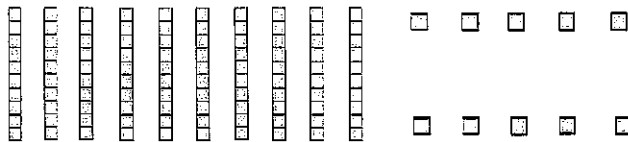
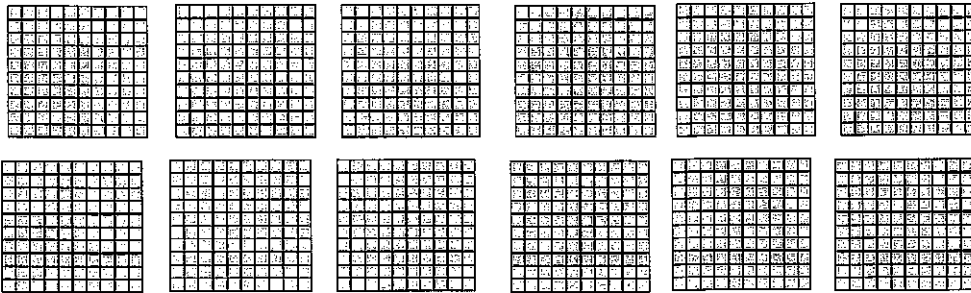


How many hundred blocks did you circle? _____ Tens? _____ Ones? _____

Write the number shown by the blocks you circled. _____

Creating Visual Models

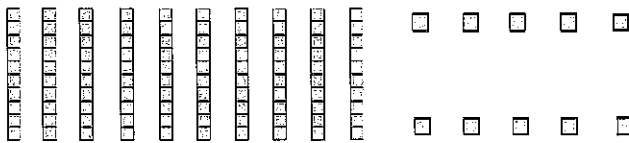
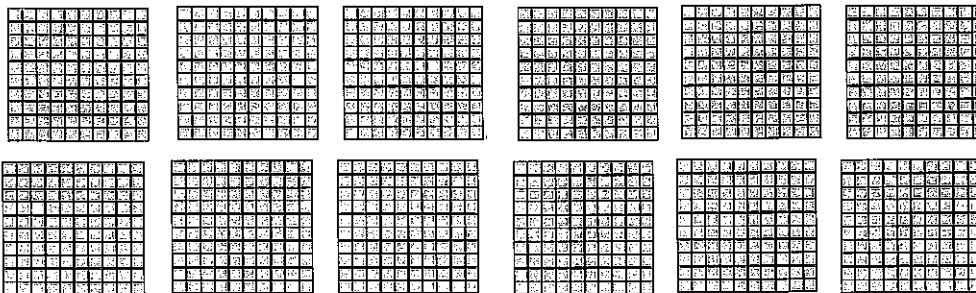
3. 642



How many hundred blocks did you circle? _____ Tens? _____ Ones? _____

Write the number shown by the blocks you circled. _____

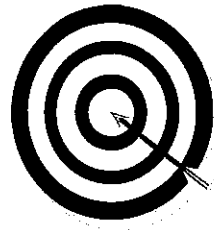
4. 133



How many hundred blocks did you circle? _____ Tens? _____ Ones? _____

Write the number shown by the blocks you circled. _____

Name _____

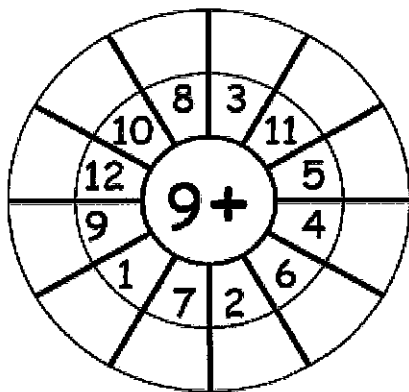
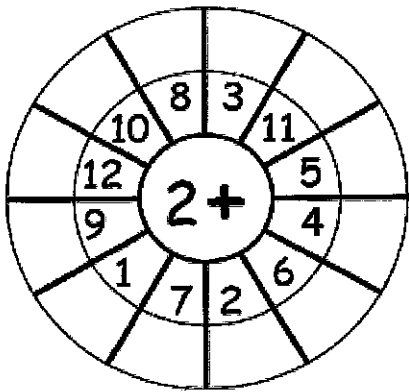
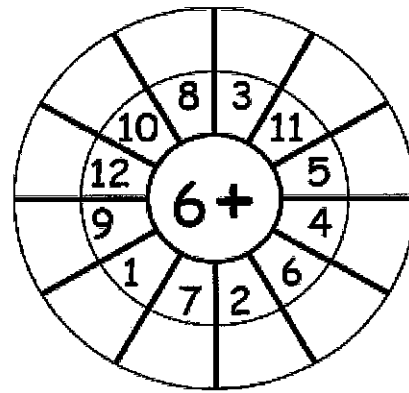
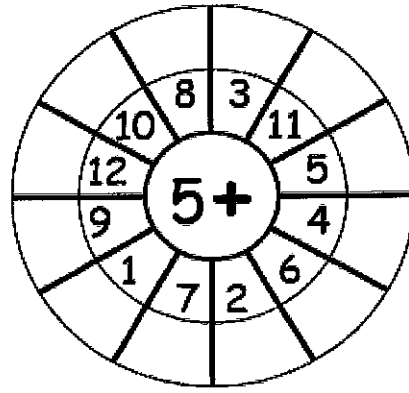
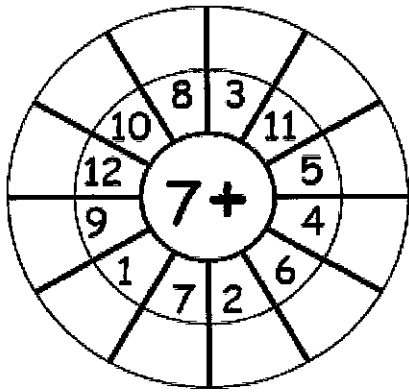
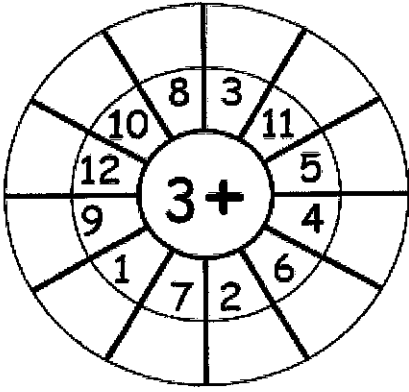


Day 2, Week 6

Sums and Rings

Directions: Add the center number to each number adjacent to it. Write each sum in the outer ring.

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Name _____

Day 2, Week 6

The Greatest Number

Directions: Make the biggest number possible with the three digits. Write the number in the boxes.

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

1. **4 8 6**

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2. **2 3 7**

--	--	--

3. **6 0 3**

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4. **5 9 1**

--	--	--

5. **8 5 4**

--	--	--

6. **0 7 3**

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Name _____

Day 3, Week 6

Counting On

Directions: Skip count by five beginning with the number provided and write the next number sequence in the blanks.

2.NBT.2 Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number.

1. 230 _____ _____ _____ _____ _____

2. 485 _____ _____ _____ _____ _____

3. 100 _____ _____ _____ _____ _____

4. 110 _____ _____ _____ _____ _____

5. 365 _____ _____ _____ _____ _____

6. 595 _____ _____ _____ _____ _____

7. 250 _____ _____ _____ _____ _____

8. 605 _____ _____ _____ _____ _____

Name _____

Exchanging Tens and Ones

Directions: Write the number of tens or ones equivalent to the number shown in each example.

a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

$50 \text{ ones} = \underline{\text{five}} \text{ tens}$

$7 \text{ tens} = \underline{\text{seventy}} \text{ ones}$

$30 \text{ ones} = \underline{\quad\quad} \text{ tens}$

$9 \text{ tens} = \underline{\quad\quad} \text{ ones}$

$40 \text{ ones} = \underline{\quad\quad} \text{ tens}$

$10 \text{ tens} = \underline{\quad\quad} \text{ ones}$

$80 \text{ ones} = \underline{\quad\quad} \text{ tens}$

$8 \text{ tens} = \underline{\quad\quad} \text{ ones}$

$100 \text{ ones} = \underline{\quad\quad} \text{ tens}$

$2 \text{ tens} = \underline{\quad\quad} \text{ ones}$

$20 \text{ ones} = \underline{\quad\quad} \text{ tens}$

$5 \text{ tens} = \underline{\quad\quad} \text{ ones}$

Name _____

Day 4, Week 6

Counting by Hundreds

Directions: Skip count by hundreds beginning with the number provided and write the next number sequence in the blanks.

2.NBT.2 Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number.

1. 232 _____

2. 487 _____

3. 98 _____

4. 112 _____

5. 364 _____

6. 399 _____

7. 248 _____

8. 107 _____

Name _____

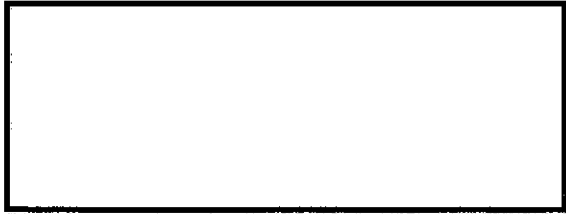
Day 4, Week 6

Parts and Wholes

Directions: Partition the shapes as instructed below. Number the partitions.

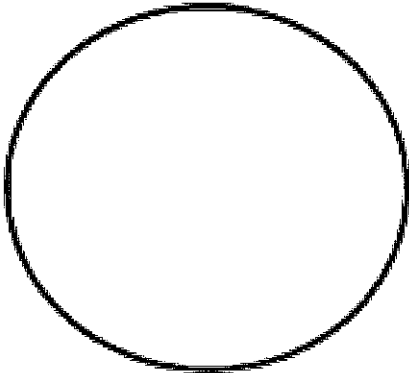
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

1. Partition the rectangle into two equal shares.



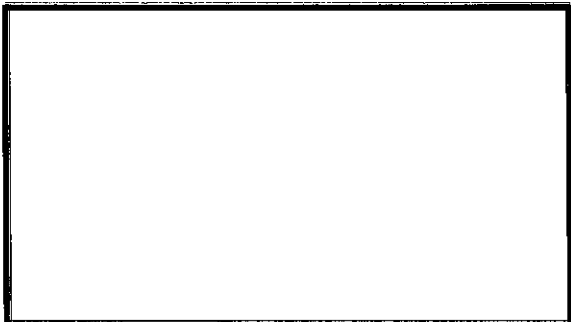
_____ halves

2. Partition the circle into two equal shares.



_____ halves

3. Partition the rectangle into three equal shares.



_____ thirds

Name _____

Day 5, Week 6

Measuring Up

Directions: Count on, and count back. Fill in the missing numbers in each row.

2.NBT.2 Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number.

1.	221			224		
2.		333				337
3.	98	99				
4.						457
5.			589			592
6.		109				
7.					713	
8.	524			527		
9.	809					814
10.			685			

Name _____

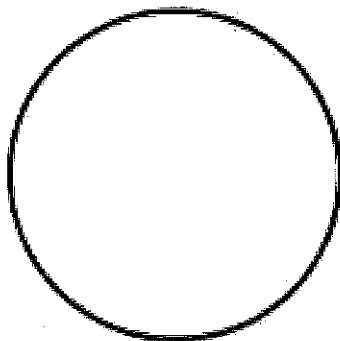
Day 5, Week 6

Dividing Shapes

Directions: Partition the shapes as instructed below. Number the partitions.

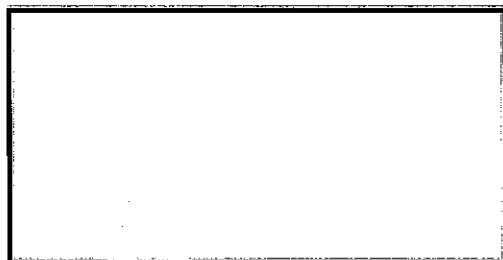
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of, etc.*, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

4. Partition the circle into three equal shares.



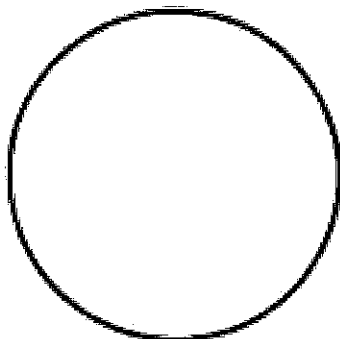
_____ thirds

5. Partition the rectangle into four equal shares.



_____ fourths

6. Partition the circle into four equal shares.



_____ fourths