A.W. James Elementary School

Math

Independent Learning Packets

Grade 2

Student Name _____

Name _____

Day 1, Week 4

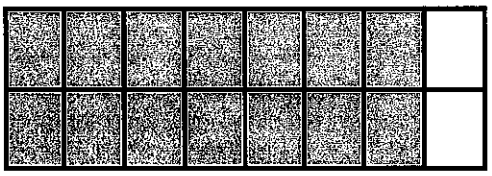
Even Number Search

Directions: Color the number shown and determine if the number is even.

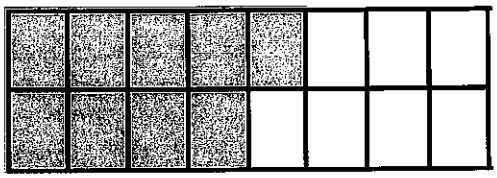
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Examples:

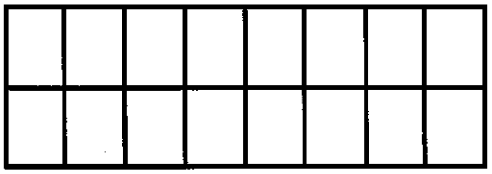
Is 14 an even number? (yes) no



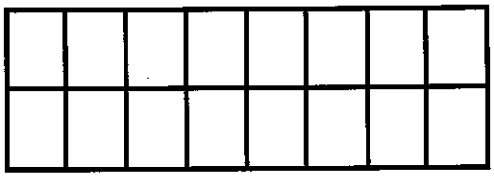
Is 9 an even number? yes (no)



Is 13 an even number? yes no

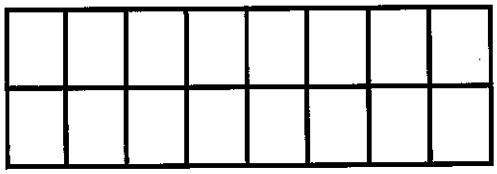


Is 8 an even number? yes no



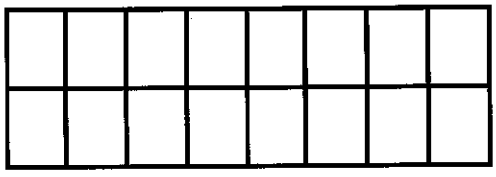
Is 5 an even number? yes no

Is 16 an even number? yes no



Is 12 an even number? yes no

Is 7 an even number? yes no



Name _____

Day 1, Week 4

What's That Number?

Directions: Read each question and write the correct answer.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

1) What is the numeral for four hundred forty-six?

2) What is the numeral for three hundred eighty?

3) What is the numeral for one hundred eighty-six?

4) What is the numeral for four hundred fifty-three?

5) What is the numeral for four hundred seven?

6) What is the numeral for seven hundred thirty-four?

7) What is the numeral for five hundred forty-one?

8) What is the numeral for seven hundred seventeen?

9) What is the numeral for two hundred forty-eight?

10) What is the numeral for five hundred fifty-nine?

Name _____

Day 2, Week 4

Working with Even Numbers

Directions: An even number can be divided into two equal parts. An odd number cannot be divided into two equal parts. An even number can be expressed with a doubles addition fact. Show each even number as a doubles addition fact.

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Example: 14 $7 + 7 = 14$

A. 12 _____ B. 18 _____

C. 4 _____ D. 14 _____

E. 6 _____ F. 10 _____

G. 16 _____ H. 8 _____

I. 2 _____ J. 20 _____

Name _____

Day 2, Week 4

Expanding Numbers

Directions: Read each question and write the correct answer.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

four hundreds, four tens, two ones	400	+	40	+	2	=	442
seven hundreds, three tens, four ones	____	+	____	+	____	=	____
nine hundreds, six tens, four ones	____	+	____	+	____	=	____
four hundreds, two tens, three ones	____	+	____	+	____	=	____
five hundreds, three tens, three ones	____	+	____	+	____	=	____
six hundreds, six tens, three ones	____	+	____	+	____	=	____
seven hundreds, nine tens, five ones	____	+	____	+	____	=	____
five hundreds, four tens, six ones	____	+	____	+	____	=	____
eight hundreds, nine tens, three ones	____	+	____	+	____	=	____
five hundreds, seven tens, eight ones	____	+	____	+	____	=	____

Name_____

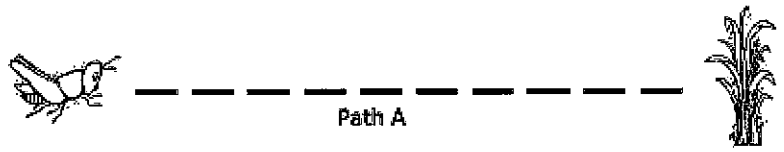
Day 3, Week 4

Estimating and Comparing Measurements

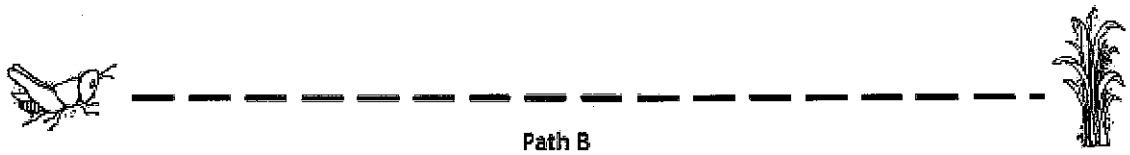
Directions: Estimate the length of the path (the dotted line) for George the grasshopper to reach the grass. Use a ruler to measure each path in inches and record your results. Answer the questions that follow.

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

1. My estimate _____ Actual length _____



2. My estimate _____ Actual length _____



3. Which path was the longest path? _____

4. How much longer was path B than path A? Express your answer in units.

_____

Name _____

Day 3, Week 4

What's the Value?

Directions: Write the value of the underlined digit on the line.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

1̲32	100	2̲36	_____
4̲15	_____	17̲6	_____
56̲4	_____	4̲61	_____
2̲42	_____	48̲8	_____
6̲23	_____	7̲12	_____
3̲71	_____	29̲7	_____
5̲67	_____	3̲26	_____

Name _____

Day 4, Week 4

Measuring Up

Directions: Estimate the length of the snake then measure to find the actual length in inches.

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

1. My estimate _____ Actual length _____

2. My estimate _____ Actual length _____

3. Circle the longer snake.

4. How much longer is the longer snake than the shorter snake? Write your answer in units.

_____

Name _____

Day 4, Week 4

Comparing Numbers

Directions: Write the correct symbol in the box to compare the numbers.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

> = <

1.	332	☐	332	2.	123	☐	312
3.	456	☐	567	4.	912	☐	789
5.	876	☐	855	6.	678	☐	678
7.	898	☐	998	8.	699	☐	723
9.	486	☐	385	10.	892	☐	799
11.	818	☐	818	12.	192	☐	292
13.	458	☐	645	14.	916	☐	916

Name _____

Day 5, Week 4

Problem Solver

Directions: Read each story and write an equation to solve.

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

1. Kimi and Jaysa wanted to see how far they could jump. Kimi jumped 27 inches. Jaysa jumped 36 inches. How much farther did Jaysa jump than Kimi?

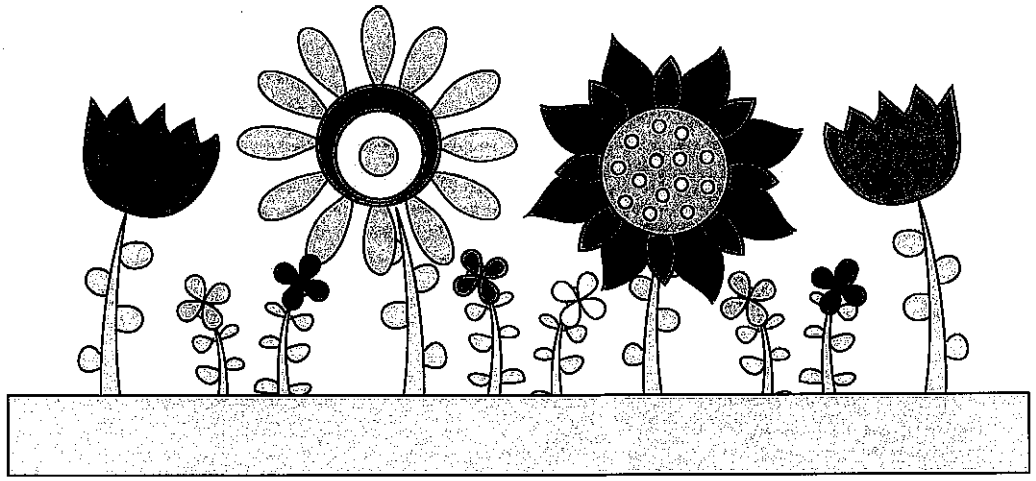
_____

2. Kate and Leah compared their jump ropes. Kate's jump rope was 78 inches long. Leah's jump rope was 72 inches long. How much longer was Kate's jump rope than Leah's?

_____

3. Grace and Madison measure how high their flowers grew. Grace's flower was 47 inches tall. Madison's flower was 63 inches tall. How much taller was Madison's flower than Grace's?

_____



Name _____

Day 5, Week 4

Order Up!

Directions: Write the numbers in the order given below.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Write the numbers from least to greatest

142, 334, 110 110, 142, 334	371, 299, 324 ___, ___, ___
555, 432, 671 ___, ___, ___	784, 256, 398 ___, ___, ___

Write the numbers from greatest to least

234, 432, 119 ___, ___, ___	673, 431, 546 ___, ___, ___
291, 314, 197 ___, ___, ___	193, 387, 582 ___, ___, ___