Reworked IM Materials Grade 2

**This is not a complete document.

I use rainbow colors to indicate the stage number so that I can stay organized.

Names: _____ & _____

Capture Squares Stage 1 Gameboard

Directions: 2 Players Share a Gameboard each has one crayon or marker different from their partner.

Partner A: Roll 2 number cubes. Add the numbers.

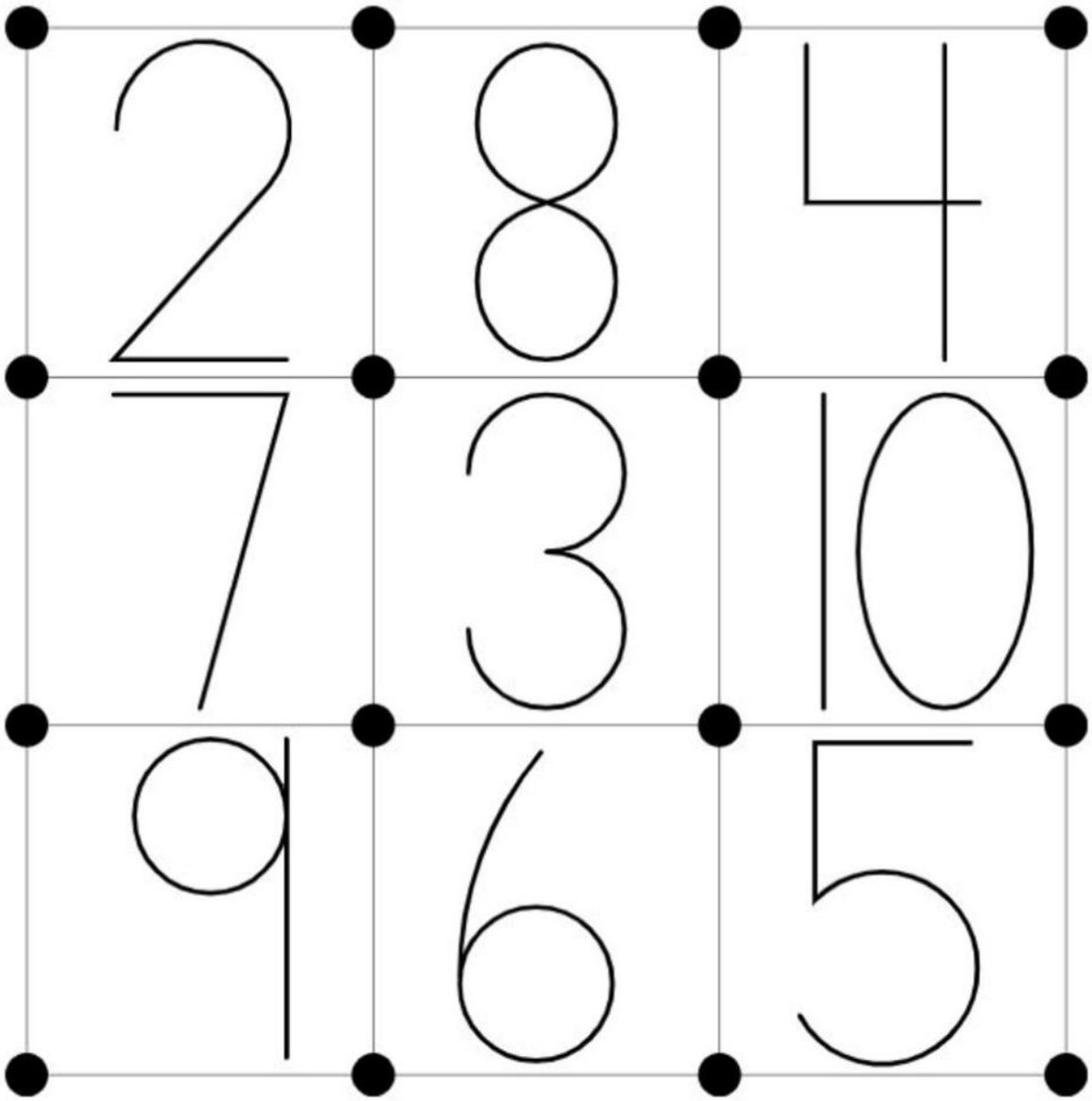
Choose a square on the gameboard that shows that sum. Draw a line connecting any 2 dots around that number.

*If you can't draw a line, roll again.

If you are the partner to draw the last line completing a square around a number, then shade in that number with your color.

After Partner A draws a line, Partner B takes a turn.

The first partner to shade in **3** boxes wins!



Supplies Needed: 1 Gameboard, 2 number cubes, 2 crayons or markers (one of each color)

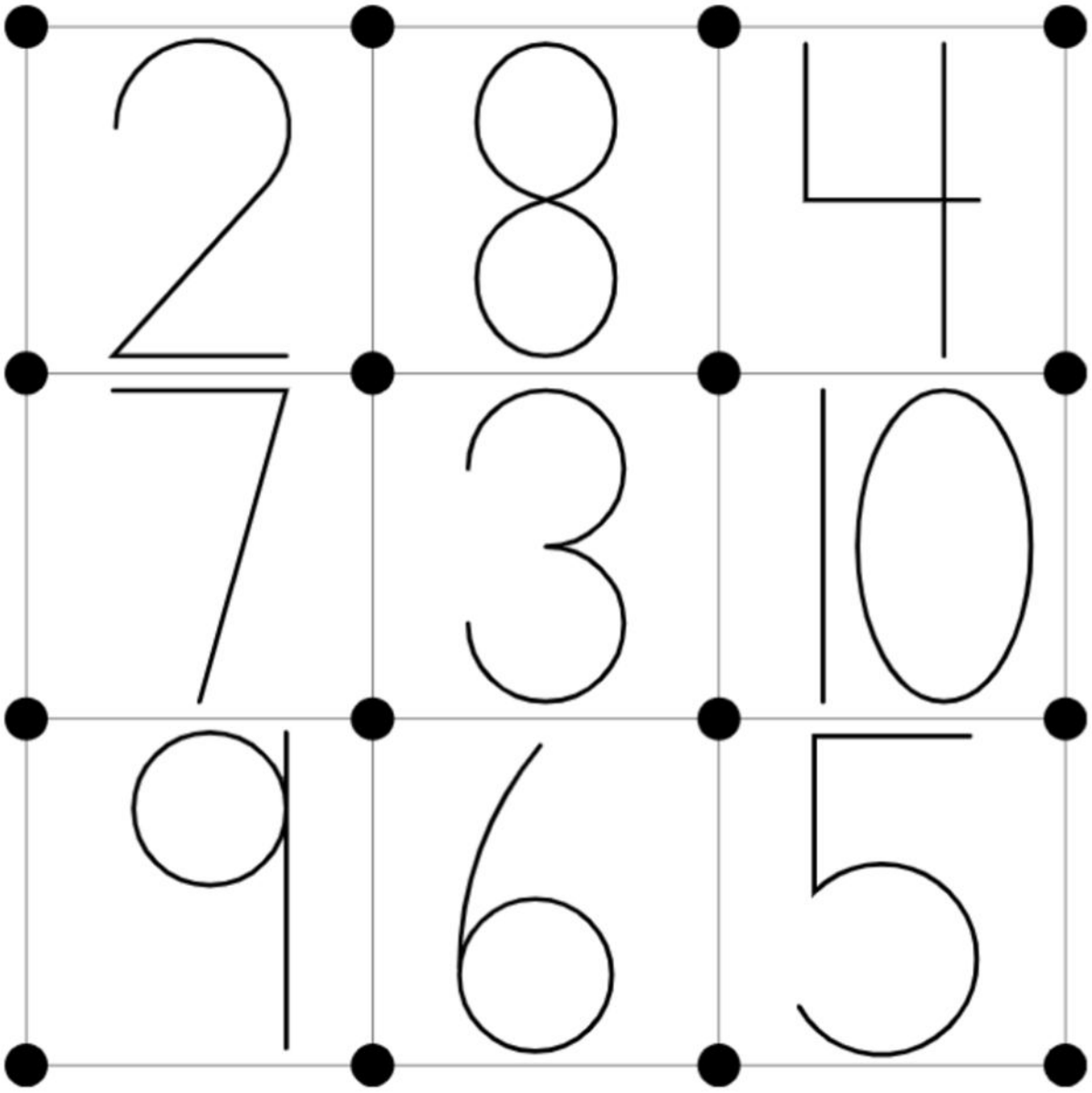
Adaptation Grade 2 Center: Use in Unit 1

Names: _____ and _____

Capture Squares Stage 2 Gameboard

Directions:

- On your turn:
  - Choose 2 number cards. Find the difference.
  - Choose a square on the gameboard that shows that number. Draw one line connecting any 2 dots around the number.
  - If you can't draw a line, choose 2 new cards.
  - If you draw a line that finishes a square around a number, shade in that box with your color.
- Take turns with your partner. The first player to shade in 3 boxes wins.



Supplies Needed: 1 Gameboard, 2 sets of number cards 0 - 10 & 2 crayons or markers one of each color.

Adaptation Grade 2 Center: Use in Unit 1

Name: _____

What's Behind My Back? Stage 2

Recording Sheet

Directions:

- Start with a tower of 10 cubes.
- Partner A: Put the tower behind your back, and break off some cubes. Show your partner the rest of the tower.
- Partner B: Record an addition equation with a blank to represent the missing cubes.
- Partner A: Ask "How many are behind my back? How do you know?"
- Switch roles and repeat.

☐ + ☐ = ☐

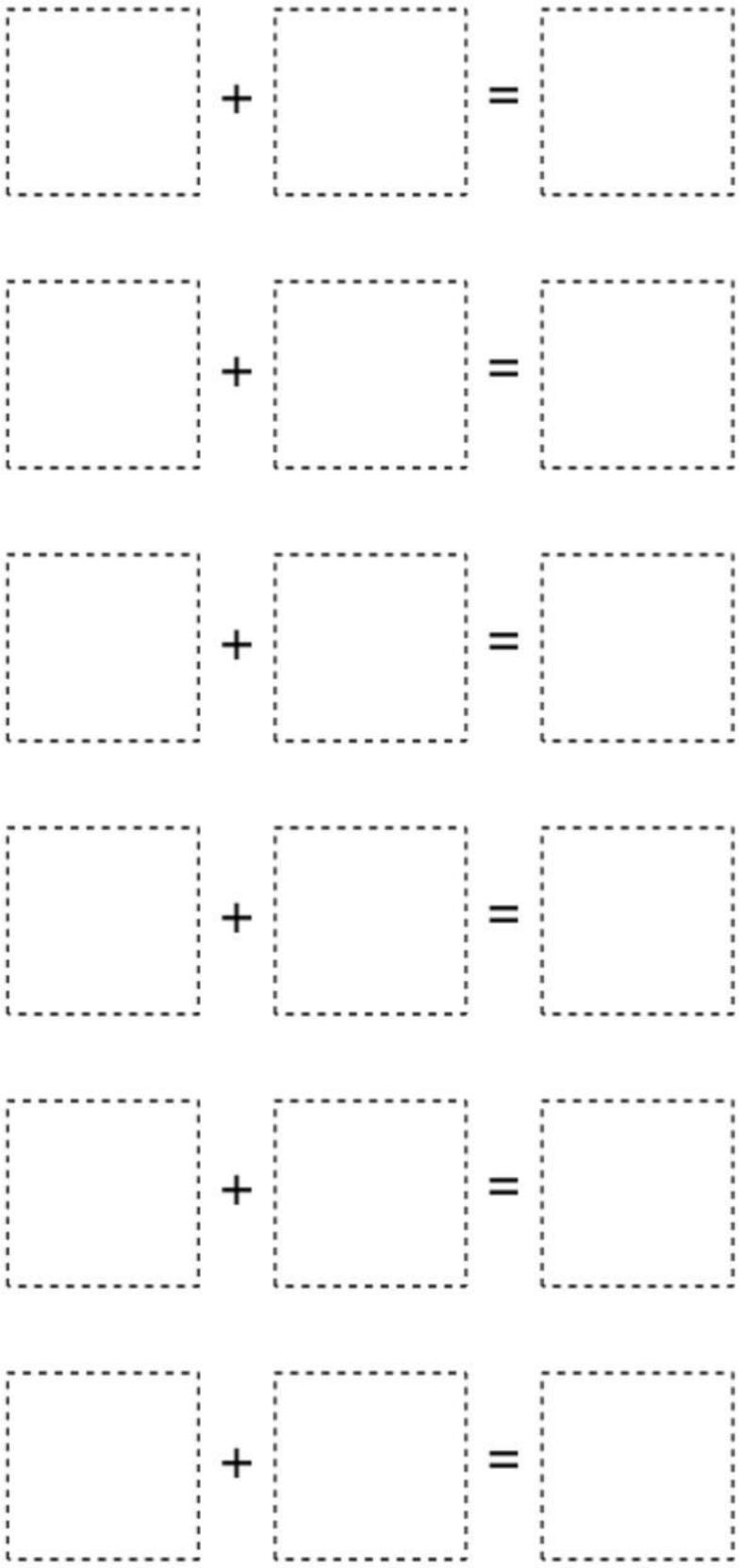
☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

Supplies Needed: 2 Recording sheets & 1 tower of 10 cubes



Name: _____

What's Behind My Back? Stage 3

Recording Sheet

Unit 1 Lesson 3

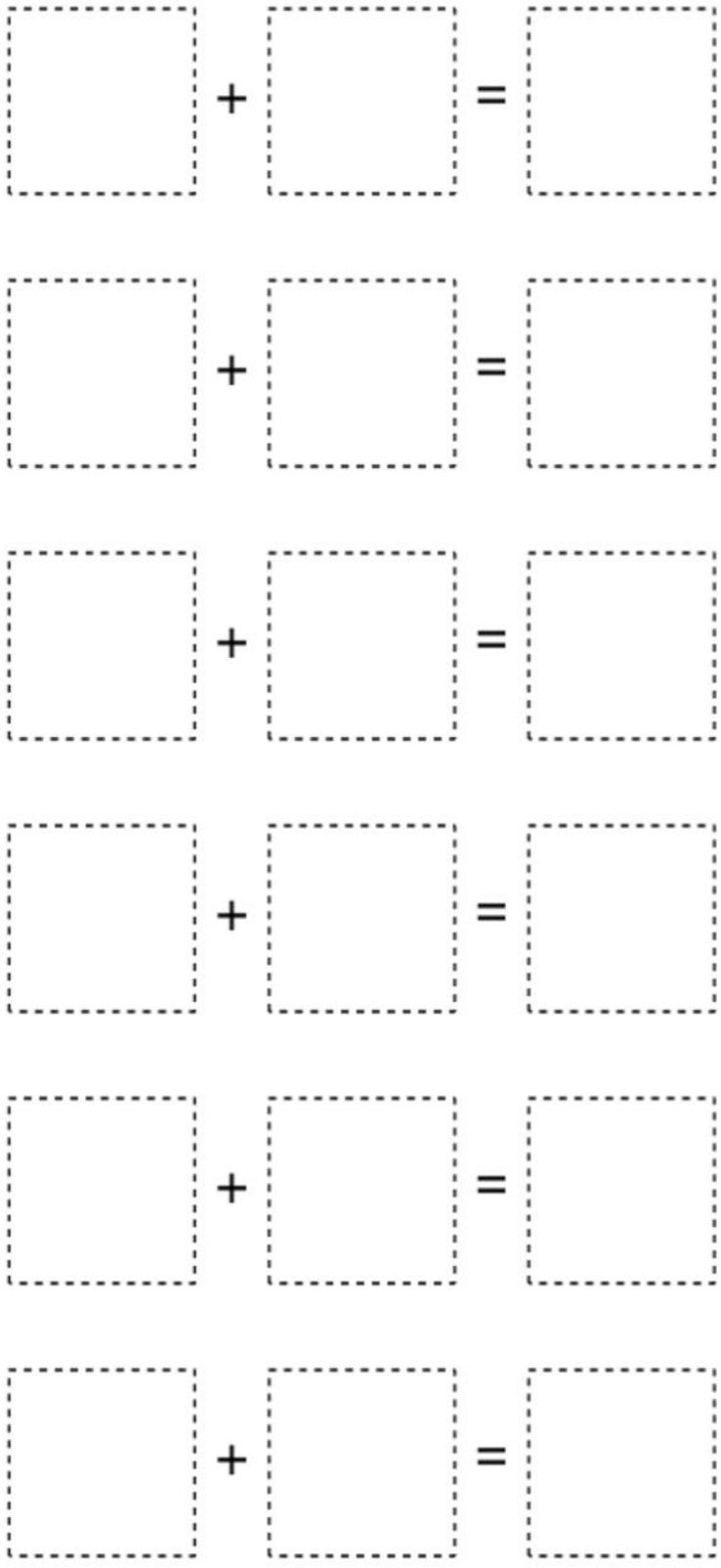
Directions:

- Start with 2 towers of 10 cubes.
- Partner A: Put the towers behind your back, and break off some cubes. Show your partner the rest of the tower.
- Partner B: Record an addition equation with a blank to represent the cubes.
- Partner A: Ask "How many are behind my back? How do you know?"
- Switch roles and repeat.

	+		=	
	+		=	
	+		=	
	+		=	
	+		=	

Supplies Needed: 2 Recording sheets & 2 towers of 10 cubes

What's Behind My Back? Stage 3 Recording sheet



Supplies Needed: 2 Recording sheets & 2 towers of 10 cubes

Partner Names: _____ & _____

Mystery Number Stage 1

Center Directions

Can be played in groups of 2 or 3.

*Partner A: Pick 2 cards to make a two digit number.
Don't show your opponent the numbers.
Give your partner clues about your mystery number.
You can use the clues below or make up your own.

*Partner B: Think about the clues & guess the double digit number.
You have 1 guess for each clue.
Player A will give clues until you guess correctly.

*Switch roles when the number is guessed correctly.

Example clues:

- The mystery number has more than _____ tens.
- The mystery number has less than _____ ones.
- The mystery number is greater than _____.
- The mystery number is less than _____.
- The mystery number has more tens than ones.
- The mystery number has more ones than tens.

Supplies Needed: One Center Directions page & 2 sets of number cards 0 - 9.

Partner Names: _____ & _____

Mystery Number Stage 2 Center Directions

Can be played in groups of 2 or 3.

*Partner A: Pick 3 cards to make a three digit number.
Don't show your opponent the numbers.
Give your partner clues about your mystery number.
You can use the clues below or make up your own.

*Partner B: Think about the clues & guess the triple digit number.
You have 1 guess for each clue.
Player A will give clues until you guess correctly.

*Switch roles when the number is guessed correctly.

Example clues:

- The mystery number has more than _____ hundreds.
- The mystery number has less than _____ ones.
- The mystery number is greater than _____.
- The mystery number is less than _____.
- The mystery number has more hundreds than ones.
- The mystery number has more ones than tens.

Supplies Needed: One Center Directions page & 2 sets of number cards 0 - 9.

Adaptation Grade 2 Center: Use before & during Unit 2

Name: _____

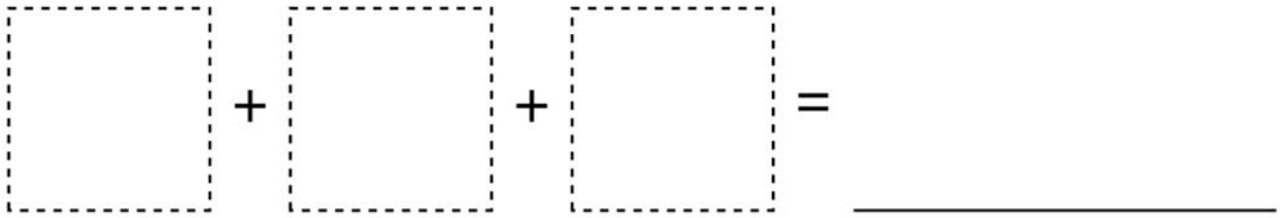
How Close? Stage 1

Recording sheet

2.1.4

Directions:

- Each partner:
  - Take 5 cards.
  - Choose 3 numbers.
  - Write an equation to show the sum of the 3 numbers.
  - Compare sums with your partner, whoever is closer to 20 wins a point.
- Take 3 new cards and start the next round.



Supplies Needed: 2 Recording sheets & 2 sets of number cards 0 - 9

How Close? Stage 1 Recording sheet

$\square + \square + \square = \_\_\_\_\_$

$\square + \square + \square = \_\_\_\_\_$

$\square + \square + \square = \_\_\_\_\_$

$\square + \square + \square = \_\_\_\_\_$

Supplies Needed: 2 Recording sheets & 2 sets of number cards 0 - 9

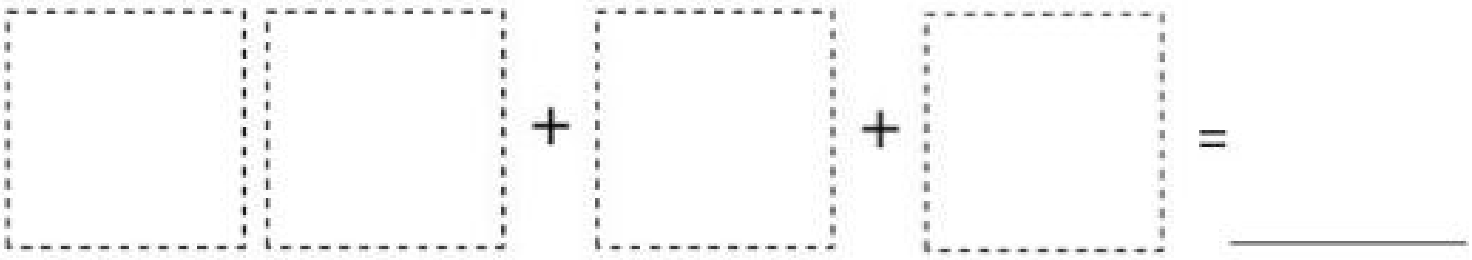
Name: _____

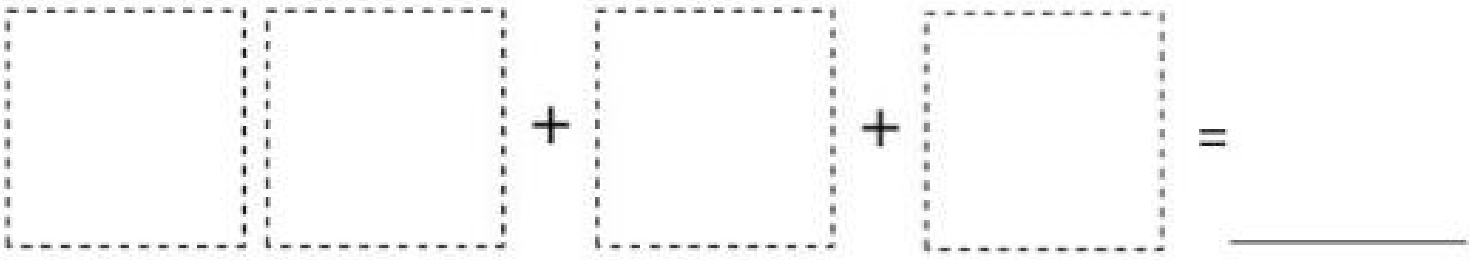
How Close? Stage 1.5

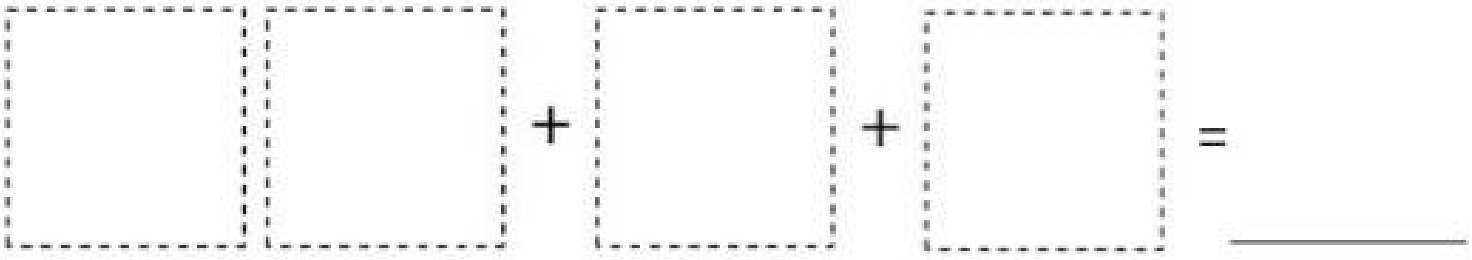
Recording Sheet

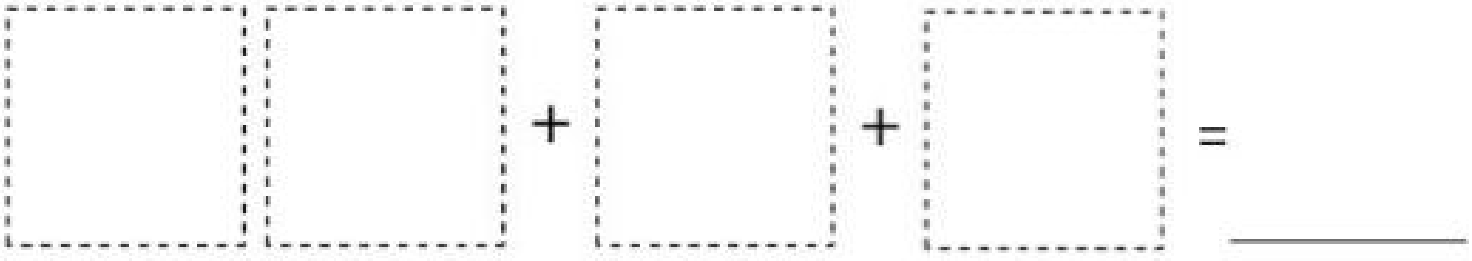
Directions:

- Each player picks 7 cards.
- Choose 4 cards to use in the round.
- Decide what two cards will be your double digit number.
- Use one card for each single digit number.
- Add your total.
- The player who gets the highest number wins.





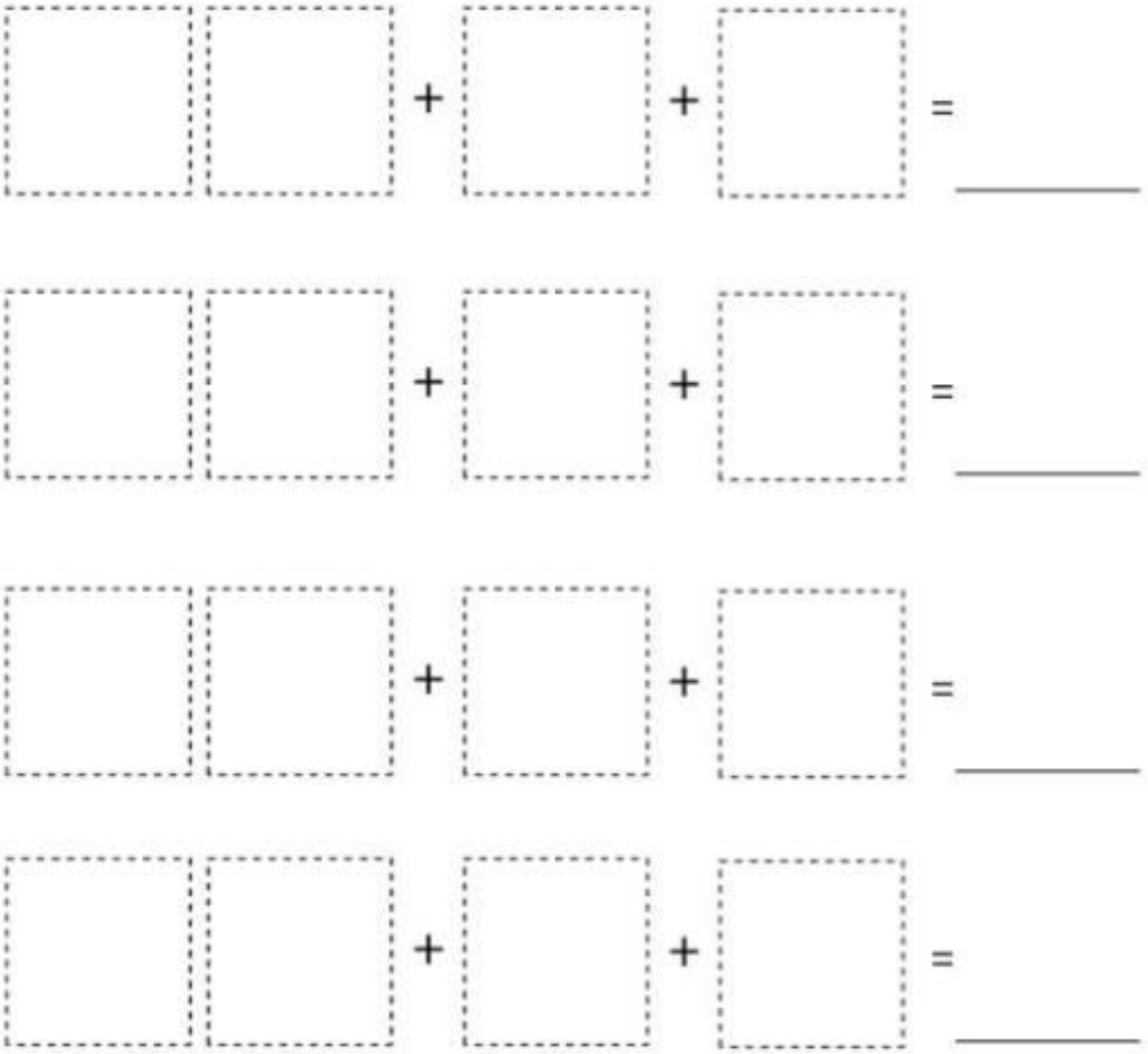




Supplies Needed: 2 Recording sheets & 2 sets of number cards 0 - 9.

How Close? Stage 1.5

Recording Sheet



Supplies Needed: 2 Recording sheets & 2 sets of number cards 0 - 9.

Name: _____

How Close? Stage 3

Recording Sheet

2.1.5

- Each partner:
  - Take 7 cards.
  - Choose 4 cards to make 2 two-digit numbers.
  - Write an equation to show the sum of the numbers you made.
  - Compare sums with your partner, the sum closest to 50 wins a point.

- Take 4 new cards and start the next round.

☐☐ + ☐☐ = _____

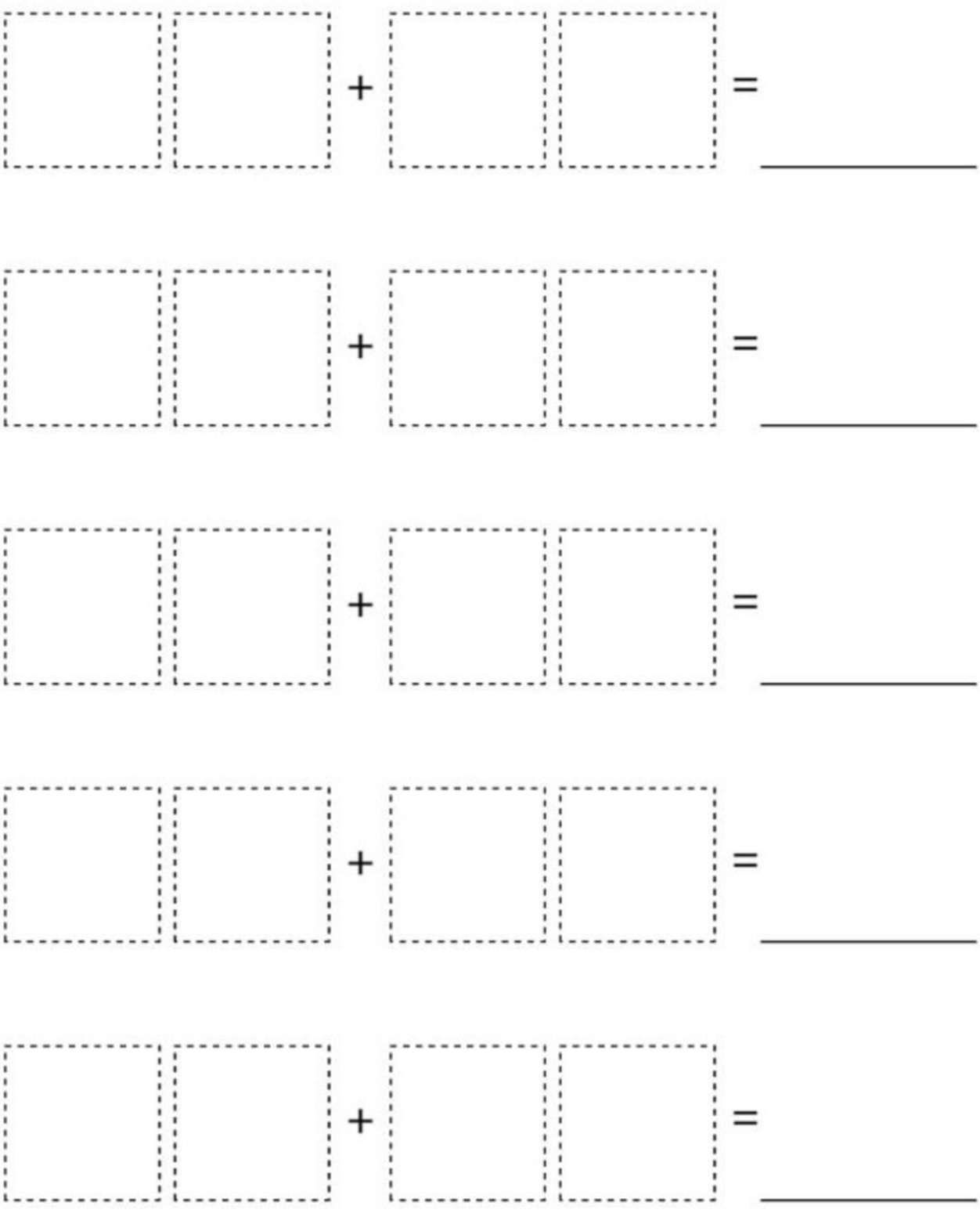
☐☐ + ☐☐ = _____

☐☐ + ☐☐ = _____

☐☐ + ☐☐ = _____

Supplies Needed: 2 Recording sheets & 2 sets of cards 0 - 9.

How Close? Stage 3 Recording sheet *can be copied front back. Each partner gets a separate paper.*



Supplies Needed: 2 Recording sheets & 2 sets of cards 0 - 9

Name: _____

Five in a Row Addition

Stage 5 Gameboard 1

1 Digit + 2 Digit

Directions

*Partner A: Put a paperclip on 2 numbers in the grey rows. Add the numbers together. Cover the sum of the 2 numbers with a counter.

*Partner B: Move 1 of the paperclips in the grey. Add the numbers and cover the sum with your counter.

* Take turns. The first player to cover 5 numbers in a row wins!

45	27	67	15	24
56	18	46	44	63
17	28	55	43	19
66	54	42	57	25
26	65	58	16	64

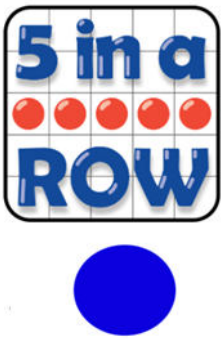
1	2	3	4	5
14	23	41	53	62

Supplies Needed: 1 gameboard, 2 paperclips, 7 counters of one color & 7 of a different color.

Name: _____

Five in a Row Addition

Stage 5 Gameboard 2



2 Digit + 2 Digit

Directions

*Partner A: Put a paperclip on 2 numbers in the grey rows. Add the numbers together. Cover the sum of the 2 numbers with a counter.

*Partner B: Move 1 of the paperclips in the grey. Add the numbers and cover the sum with your counter.

*Take turns. The first player to cover 5 numbers in a row wins!

55	68	38	96	44
74	63	25	36	87
85	47	29	77	74
85	76	82	74	66
93	55	36	47	58

12	23	25	31	34

62	13	51	24	43

Supplies Needed: 1 gameboard, 2 paperclips, 7 counters of one color & 7 of a different color.

Gameboard 2

2 Digit + 2 Digit

Names: _____ and _____

Five in a Row Addition

Stage 5 Gameboard 1

1 Digit + 2 Digit

Directions

*Partner A: Put see through chips on **2** numbers in the grey rows. Add the numbers together. Find the **sum** of the 2 numbers and color in that square with your marker.

*Partner B: Move **1** of the chips in the grey. Add the numbers and color the sum with your dry erase marker.

*Take turns. The first player to cover **5** numbers in a row wins!

45	27	67	15	24
56	18	46	44	63
17	28	55	43	19
66	54	42	57	25
26	65	58	16	64

One chip in this row	1	2	3	4	5
One chip in this row	14	23	41	53	62

Supplies Needed: **1** gameboard, **2** see through chips & **2** different colored markers

Names: _____ and _____

Five in a Row Addition

Stage 5 Gameboard 2

2 Digit + 2 Digit

Directions

*Partner A: Put see through chips on **2** numbers in the grey rows. Add the numbers together. Find the **sum** of the 2 numbers and color in that square with your marker.

*Partner B: Move **1** of the chips in the grey. Add the numbers and color the sum with your dry erase marker.

*Take turns. The first player to cover **5** numbers in a row wins!

55	68	38	96	44
74	63	25	36	87
85	47	29	77	74
85	76	82	74	66
93	55	36	47	58

One chip in this row

12	23	25	31	34

One chip in this row

62	13	51	24	43

Supplies Needed: 1 gameboard, 2 see through chips & 2 different colored markers

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Name: _____

Number Puzzles Center Stage 2: Within 20

Addition and Subtraction

Students work together to use digit cards to make addition and subtraction equations within 20 true. Each digit card may only be used one time on a page.

Example puzzle:

Puzzle 1

Make each equation true. Use number cards 0–9.

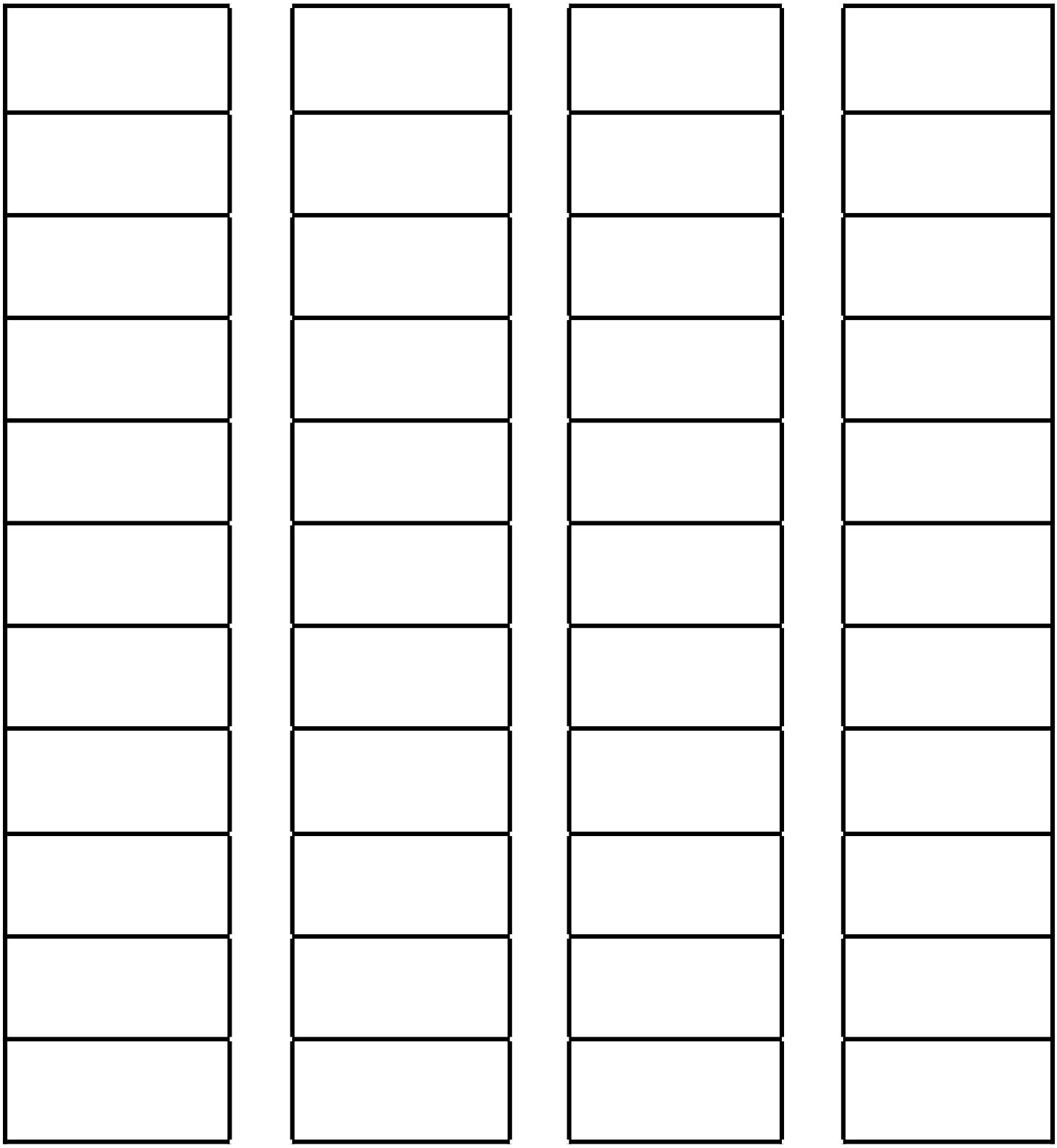
11 = ☐ + ☐	11 = 1☐ - ☐
11 = 1☐ + ☐	11 = 1☐ - 2
11 = 1☐ - 8	11 = 1☐ - 1

Name: _____

Data Table #

_____

Picture and Bar Graph Template Unit 1 Lesson 10



Name: _____

Data Table

_____

Picture and Bar Graph Template Unit 1 Lesson 10

Center 3: Sort and Display (1–3), Stage 2: Picture or Bar Graphs (Addressing)

Students sort 20–30 objects into three categories and make a picture or bar graph that shows how they sorted. Provide students with a group of items that will be interesting for them to work with such as:

- pattern blocks
- connecting cubes
- counters
- combination of the blocks, cubes, and counters
- sets of books

Students then ask their partner two questions that can be answered based on their graph.

Name: _____

Sort and Display Stage 2

Title: _____ Grade 2 Unit 1 Lesson 12

8.
7.
6.
5.
4.
3.
2.
1.

Bar Graphs have the numbers on the side.

Name: _____

Sort and Display

Stage 2

Title: _____ Grade 2 Unit 1 Lesson 12

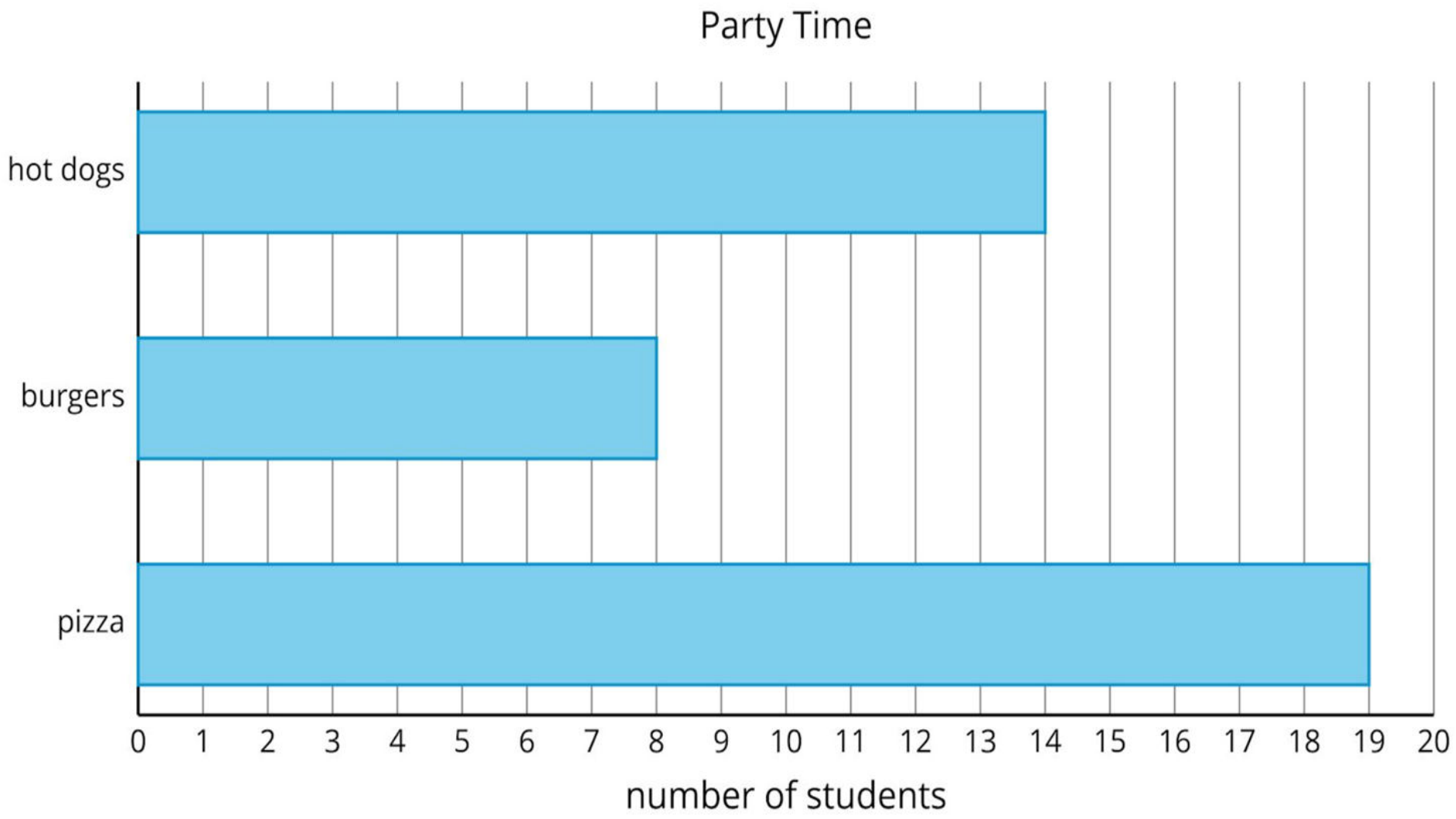
Picture Graphs do not need numbers up the side.

Name: _____

Sort and Display Stage 2

Title: _____ Grade 2 Unit 1 Lesson 12

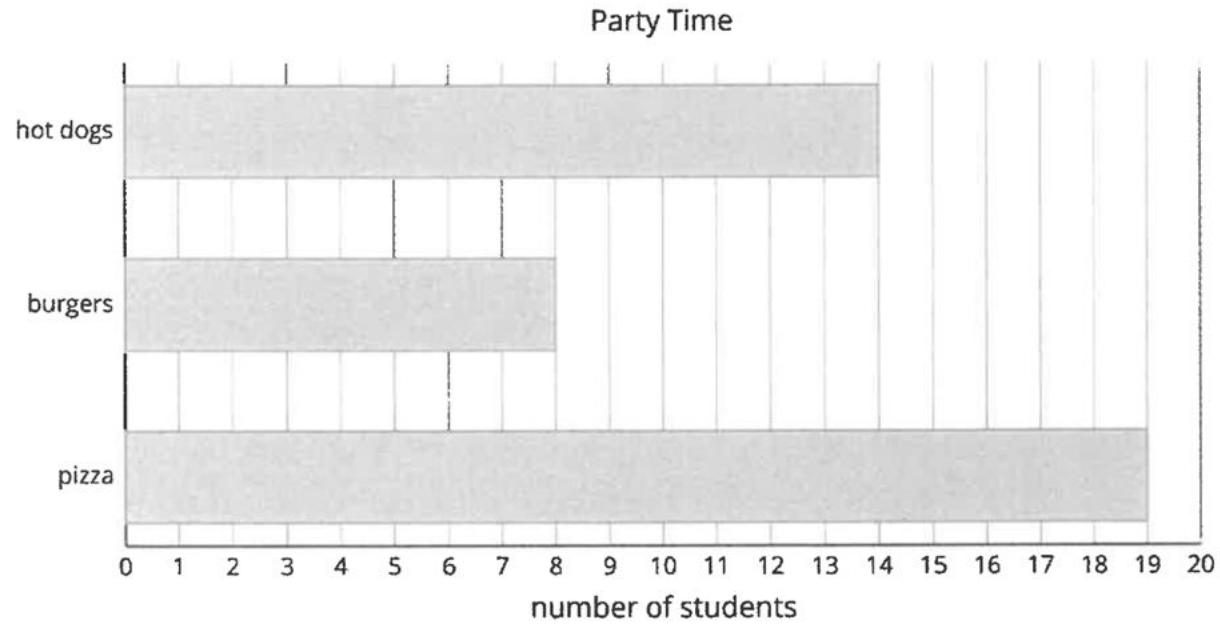
Name: _____


Party Time
hot dogs
burgers
pizza
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
number of students

Party Time (1/1)

Name: _____

Grade 2 Unit 1 Lesson 14

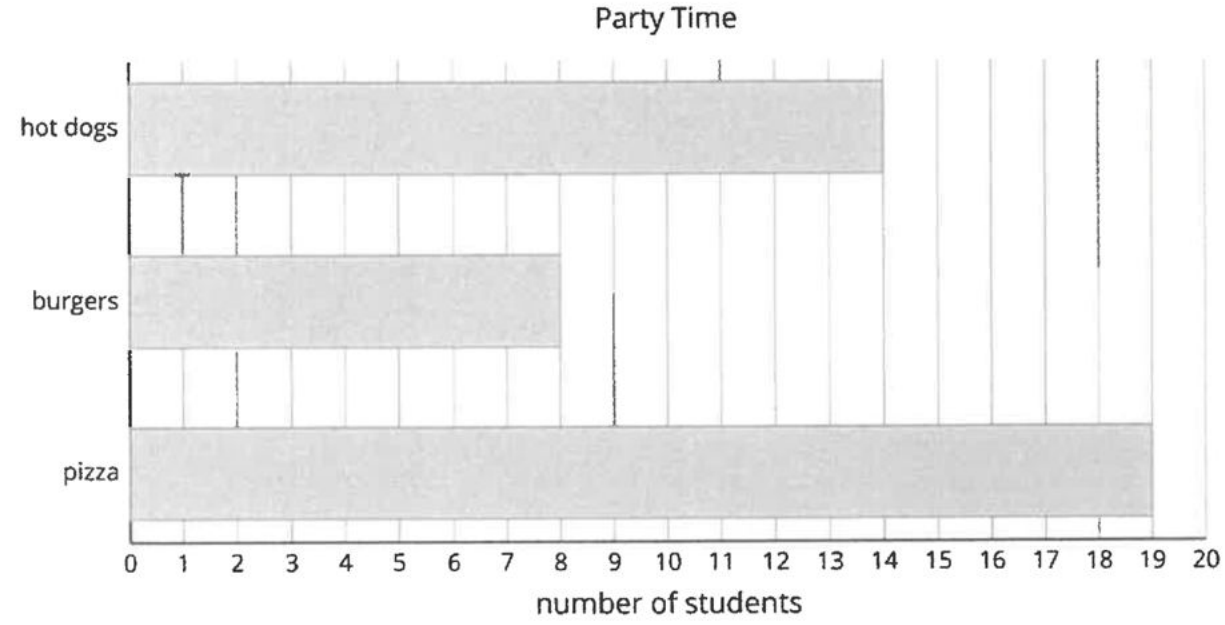


Students cut the Bar Graph and glue it into Workbooks *specific directions in the Workbook

Party Time (1/1)

Grade 2 Unit 1 Lesson 14

Name: _____



Students cut the Bar Graph and glue it into Workbook *specific directions in the Workbook

Card Sort: At the Beach

 Grade 2 Unit 1 Lesson 15 Groups of 2 - 3

A

Lin found 28 more shells than Diego.
Diego found 32 shells.
How many shells did Lin find?

Unit 1 Lesson 15

B

Lin counted 28 boats.
Diego counted 32 boats.
How many more boats did Diego count?

Unit 1 Lesson 15

C

Lin saw 32 starfish.
Diego saw 28 fewer starfish than Lin.
How many starfish did Diego see?

Unit 1 Lesson 15

D

Lin found 40 fewer crabs than Diego.
Diego found 57 crabs.
How many crabs did Lin find?

Unit 1 Lesson 15

E

Lin counted 57 beach chairs.
She counted 40 more people than chairs.
How many people did she count?

Unit 1 Lesson 15

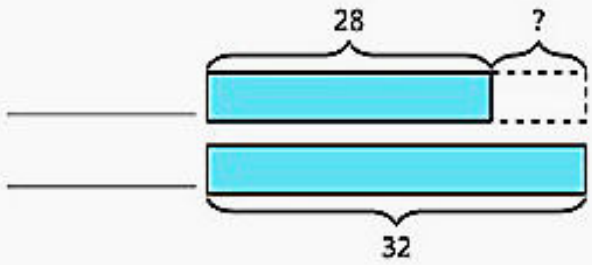
F

Diego saw 40 seagulls.
Lin saw 57 seagulls.
How many fewer seagulls did Diego see?

Unit 1 Lesson 15

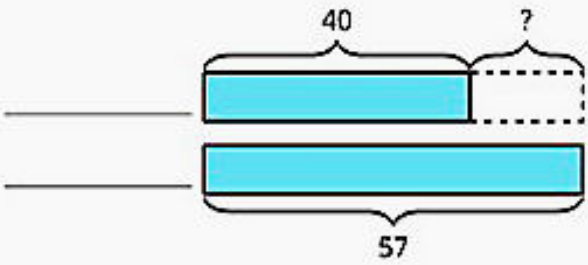
Card Sort: At the Beach

G



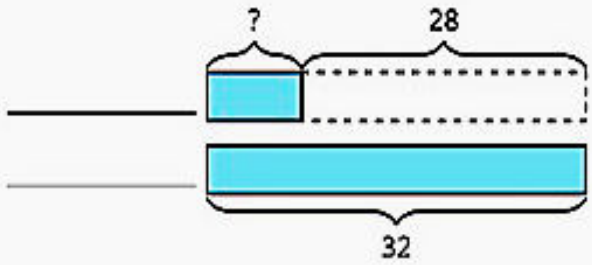
Unit 1 Lesson 15

H



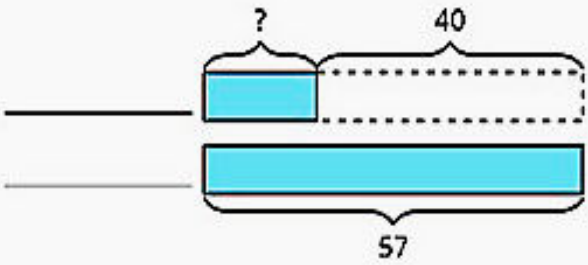
Unit 1 Lesson 15

I



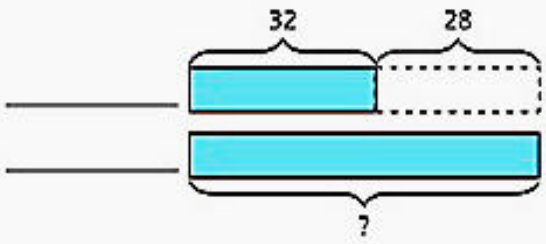
Unit 1 Lesson 15

J



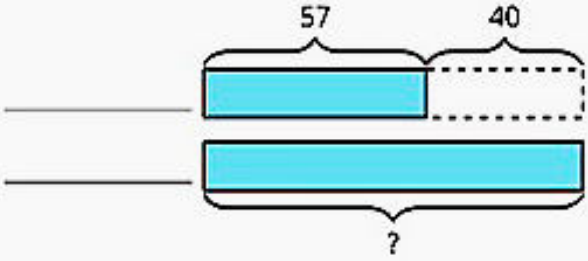
Unit 1 Lesson 15

K



Unit 1 Lesson 15

L



Unit 1 Lesson 15

Card Sort: At the Beach

 Grade 2 Unit 1 Lesson 15 Groups of 2 - 3

M

$$32 - 28 = ?$$

Unit 1 Lesson 15

N

$$57 - 40 = ?$$

Unit 1 Lesson 15

O

$$28 + ? = 32$$

loading...

Unit 1 Lesson 15

P

$$40 + ? = 57$$

Unit 1 Lesson 15

Q

$$32 + 28 = ?$$

Unit 1 Lesson 15

R

$$57 + 40 = ?$$

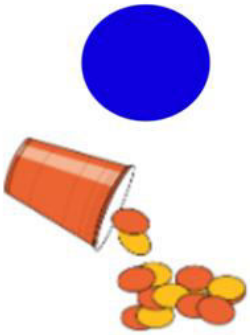
Unit 1 Lesson 15

Center 2: Shake and Spill (K–2), Stage 5: Cover (up to 20)
Students decide together how many counters, between 11–20, to use. Partner A closes their eyes while Partner B shakes, spills, and covers up the yellow counters with a cup. Partner A determines how many counters are under the cup and explains how they know. Both partners record the round. Switch roles and repeat. Each group of 2 needs a cup and 20 two-color counters.

Name: _____

Shake and Spill Center Stage 5 Recording Sheet

2. 1. 16



Directions:

*Each group needs 20 two-color counting chips.

*Choose between 11 to 20 counters to put in the cup. Tell your partner how many chips you used.

*Partner A: Close your eyes.

*Partner B: Shake and spill the cup. Cover up only the yellow counters with the cup.

*Partner A: Open up your eyes and figure out how many yellow counters are under the cup.

*Partner B: Reveal how many.

*Both Partners: Record the equation on your sheet. You can record it as an addition or subtraction equation.

*Switch roles and play again.

round:	Write an equation to represent the red and yellow counters.
1	
2	
3	
4	
5	
6	
7	
8	

Supplies Needed: 2 Recording sheets, 20 red/ yellow counters & a shake cup.

Name: _____

Counting Collections Stage 3 Recording Sheet

Directions:

PART 1

*Each partner gets a Recording sheet.

*Partners share a bag of items and a tray for sorting.

*Spill the bag onto the tray.

*Without counting or organizing the items, make **3** estimates of the number of items. Record your guesses in the boxes below. Make one estimate that is too low, one that is about right, and one that is too high to be a good guess.

too low	about right	too high
_____	_____	_____

PART 2

*Think with your partner how to organize the collection so that you can get a sum of the items.

*Organize and count.

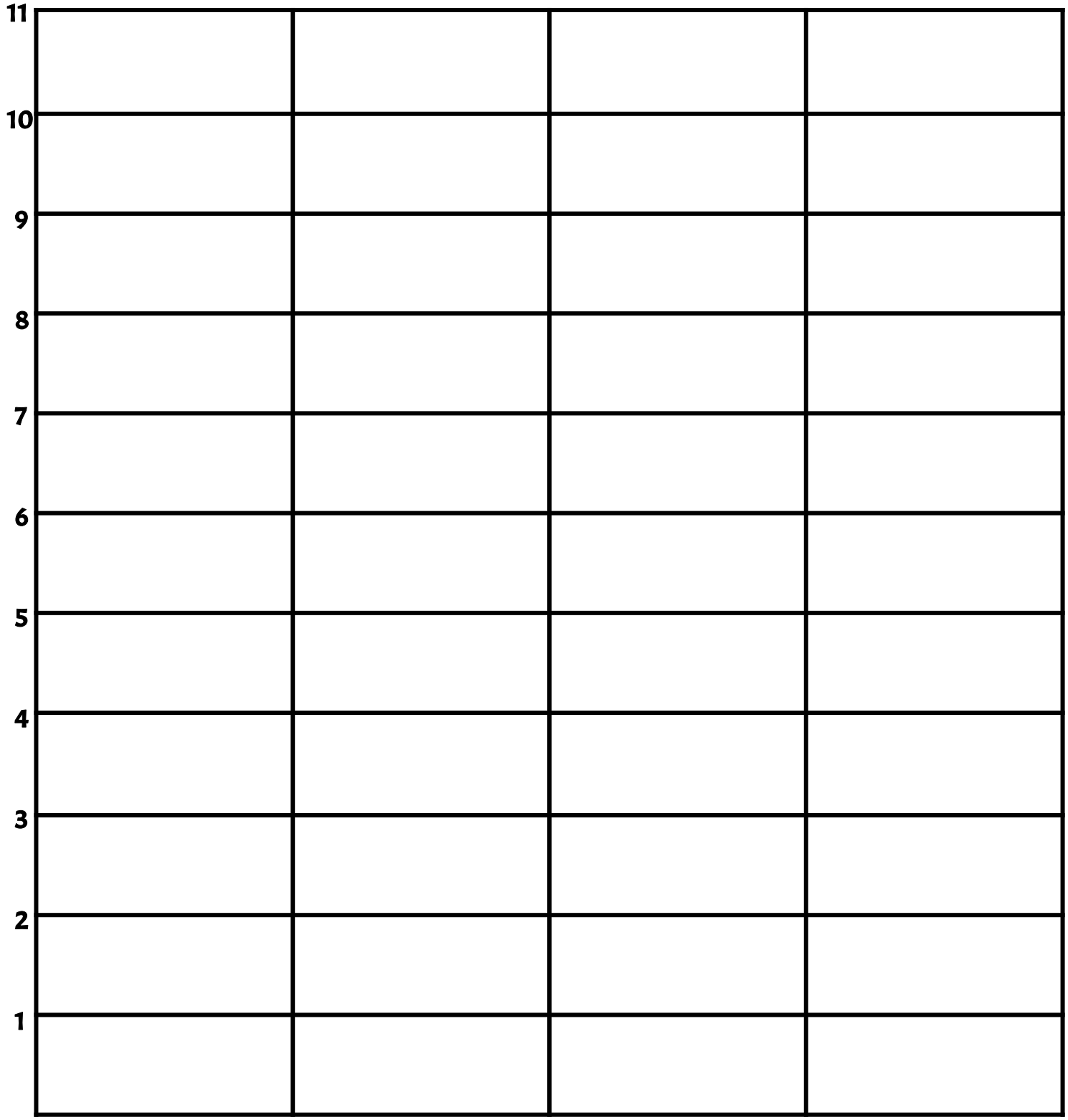
*Use the space below to show or explain how you organized the items to count them.

Supplies Needed: 2 Collection Recording sheets, a bag with around 100 objects, a plate/ tray for organizing

Name: _____

Picture / Bar Graph Template Unit 1 Lesson 18

Create Survey on Page 82 Wkbk



The Next Slides are

Grade 2

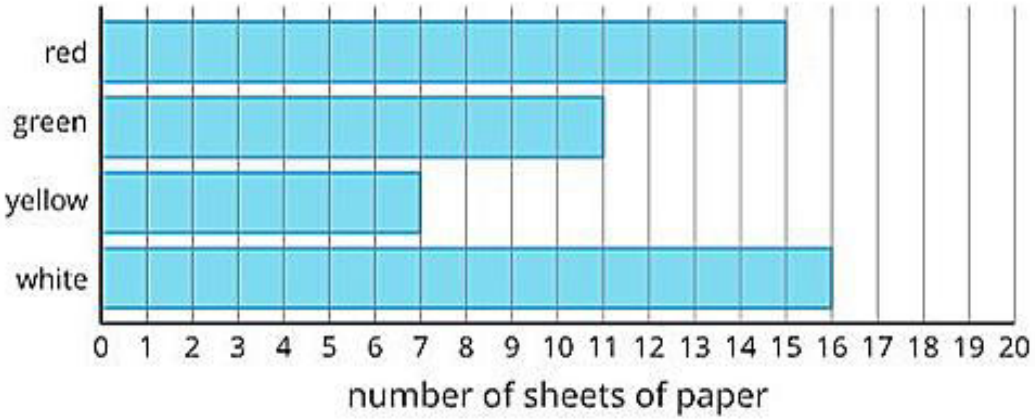
Unit 1

End of Unit Assessment.

Name: _____ Date: _____ Grade 2 Unit 1

Adding, Subtracting, and Working with Data: End-of-Unit Assessment

1. The bar graph shows the number of different color sheets of paper on a desk.



How many more sheets of red paper are there than sheets of yellow paper?

A. 4

B. 7

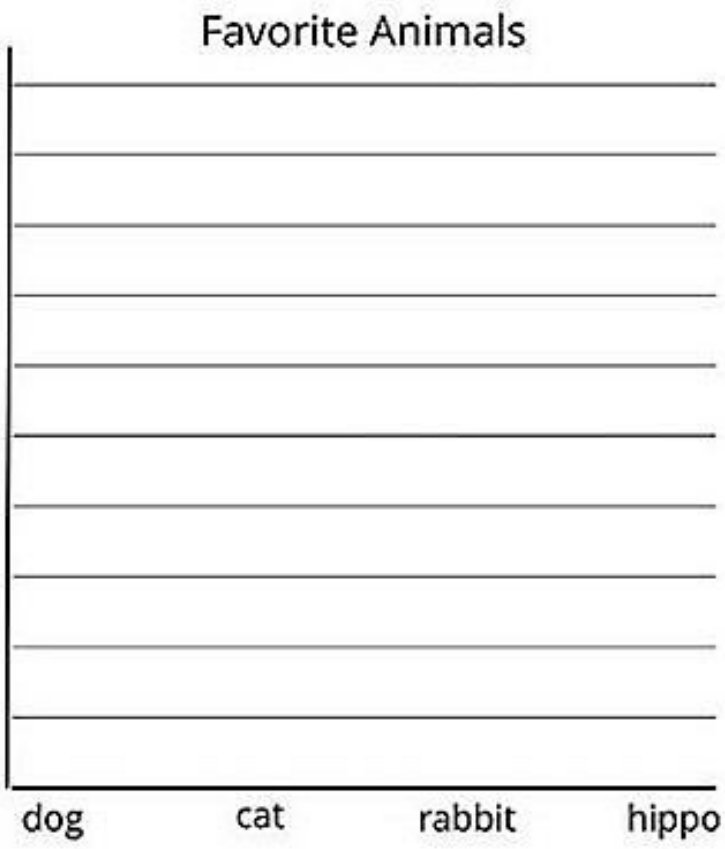
C. 8

D. 22

The table shows the favorite animals of some second grade students.

animal	number of students
dog	7
cat	8
rabbit	4
hippo	1

2. Represent the data shown in the table with a graph. You can make a bar graph or a picture graph.



3. Find the number that makes each equation true.

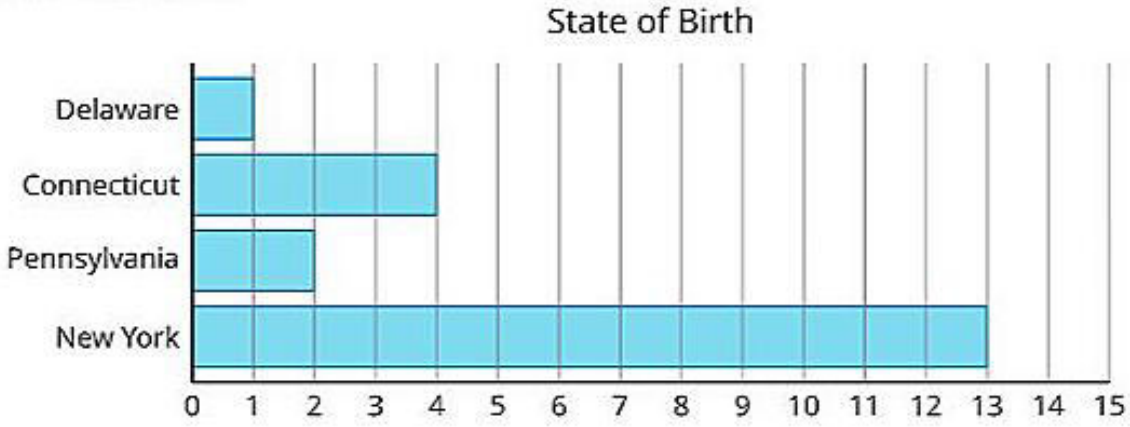
a. $7 + \_\_\_\_\_ = 18$

b. $20 - \_\_\_\_\_ = 12$

c. $9 + 7 = \_\_\_\_\_$

d. $19 - 14 = \_\_\_\_\_$

4. The bar graph shows the states where the students in a second grade class were born.



a. How many students in the class were born in New York?

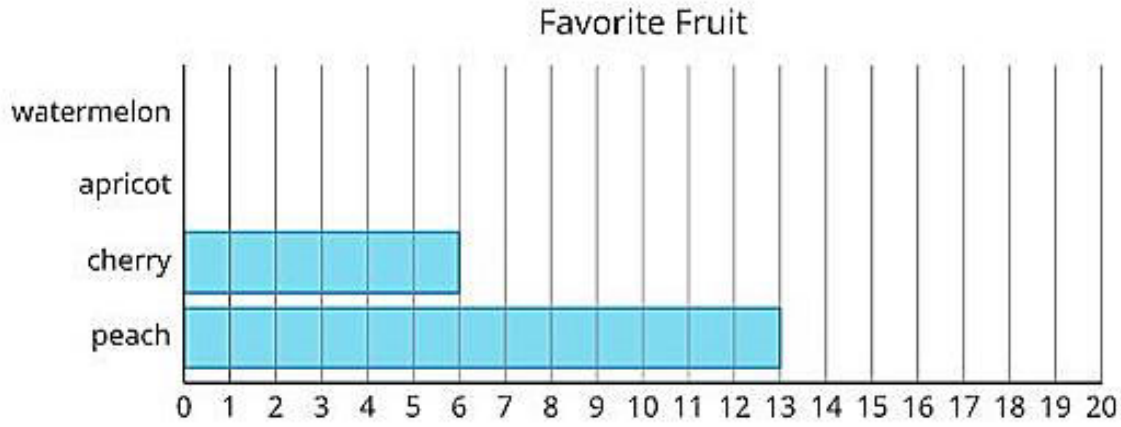
b. How many students in the class were born in Pennsylvania or in Connecticut?

c. How many fewer students in the class were born in Connecticut than in New York?

Name: _____

5. A farmer has 48 chickens on her farm. There are 26 more chickens than there are pigs. How many pigs are there on the farm? Show your thinking using diagrams, numbers, words, or equations.

6. The second grade students at a school chose their favorite summer fruit. The graph shows some of their choices.



a. How many second graders chose cherry or peach?

b. 11 students chose apricot. Show this on the graph.

c. 29 students chose watermelon or apricot. How many students chose watermelon? Show or explain your reasoning.

_____

_____

d. Show the number of students who chose watermelon on the graph.

Grade 2 Unit 2

Name: _____

Check it Off Stage 3 Recording Sheet

Directions:

*Players take turns. Pick 2 cards Number Cards Multiples of 10. Find the sum or difference.

*Check off the answer from the right side column.

*Write the expression.

*The partner who has the most checked off at the end of the game is the winner!

	✓ Found it!	expression
0		
10		
20		
30		
40		
50		
60		
70		
80		
90		

Supplies Needed: 2 Recording sheets & Number Cards Multiples of 10

1st grade Adaptation Grade 2 Center: Use before & during Unit 2.

Check it Off Center

Number Cards
Multiples of 10

10

Check it Off Center Cards

Number Cards
Multiples of 10

20

Check it Off Center Cards

Number Cards
Multiples of 10

30

Check it Off Center Cards

Number Cards
Multiples of 10

40

Check it Off Center Cards

Number Cards
Multiples of 10

50

Check it Off Center Cards

Number Cards
Multiples of 10

60

Check it Off Center Cards

Number Cards
Multiples of 10

70

Check it Off Center Cards

Number Cards
Multiples of 10

80

Check it Off Center Cards

Number Cards
Multiples of 10

90

Check it Off Center Cards

Number Cards
Multiples of 10

0

Check it Off Center Cards

Number Cards
Multiples of 10

10

Check it Off Center Cards

Number Cards
Multiples of 10

20

Check it Off Center Cards

Number Cards
Multiples of 10

30

Check it Off Center Cards

Number Cards
Multiples of 10

40

Check it Off Center Cards

Number Cards
Multiples of 10

50

Check it Off Center Cards

Number Cards
Multiples of 10

60

Check it Off Center Cards

Number Cards
Multiples of 10

70

Check it Off Center Cards

Number Cards
Multiples of 10

80

Check it Off Center Cards

Number Cards
Multiples of 10

90

Check it Off Center Cards

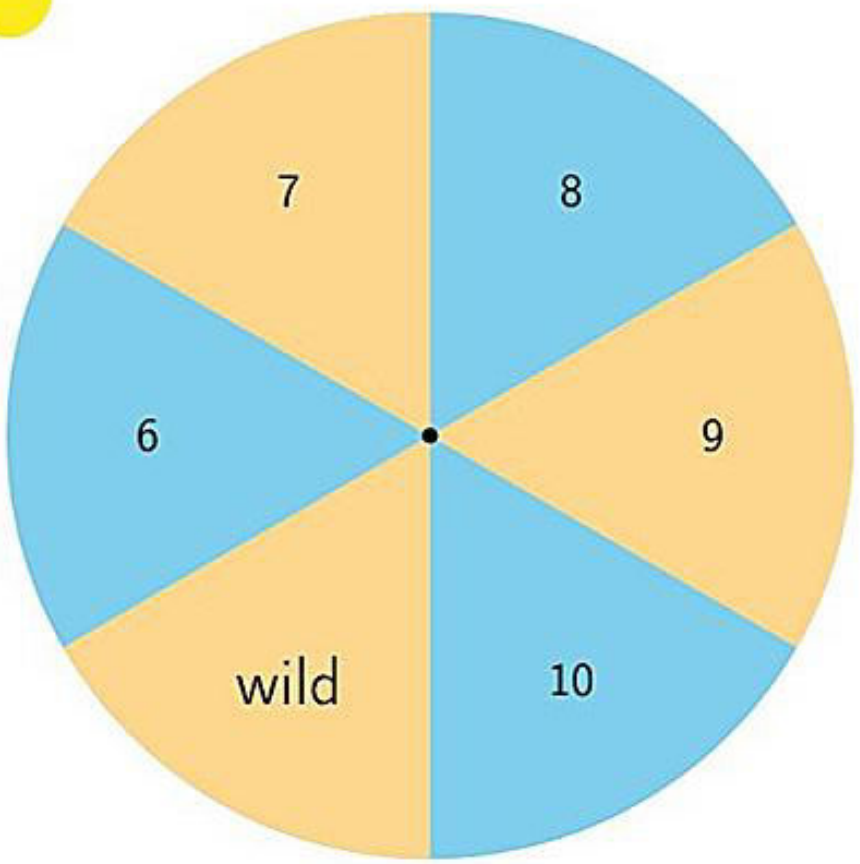
Number Cards
Multiples of 10

0

Check it Off Center Cards

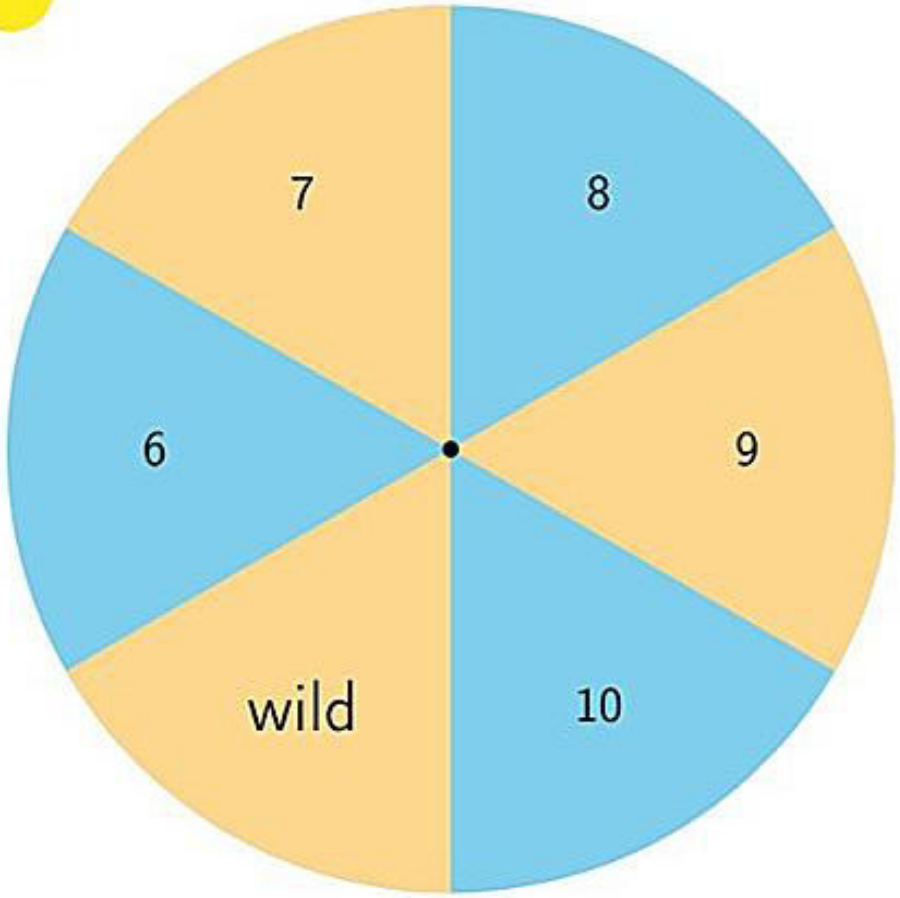
Capture the Squares Stage 3 Game Spinner

Grade 2 Unit 2 Lesson 4



Capture the Squares Stage 3 Game Spinner

Grade 2 Unit 2 Lesson 4



Name: _____

Unit 2 Lesson 6

Target Numbers

Stage 4

Recording Sheet

Differences from 100 to 0

*Each player uses their own recording sheet

Directions: On Your Turn:

*Start at 100. Take 1 card from the deck. Choose whether to use that card as tens or ones to subtract from the 100.

*Write an equation to represent the difference.

*Use the difference as your starting number for your next turn.

Take turns until you've played 6 rounds.

The player who gets a difference closest to 0 without going below 0 is the winner!

number card	choose	equation
	tens or **ones**	100 − _____ = _____
	tens or **ones**	_____ − _____ = _____
	tens or **ones**	_____ − _____ = _____
	tens or **ones**	_____ − _____ = _____
	tens or **ones**	_____ − _____ = _____
	tens or **ones**	_____ − _____ = _____

Supplies Needed: **2** Recording sheets, 1 set of number cards with **1 - 9**.

Using Blocks to Take Away (1/2)

Using Blocks to Take Away
Player 1

Diego has
7 tens and 4 ones.

Unit 2 Lesson 7

Using Blocks to Take Away
Player 2

Lin has
7 tens and 1 one.

Unit 2 Lesson 7

Using Blocks to Take Away
Player 3

Jada has
6 tens and 3 ones.

Unit 2 Lesson 7

Using Blocks to Take Away
Player 4

Han has
6 tens and 2 ones.

Unit 2 Lesson 7

Using Blocks to Take Away
A

Han took away
2 tens and 8 ones.

Unit 2 Lesson 7

Using Blocks to Take Away
B

Jada took away 27.

Unit 2 Lesson 7

Using Blocks to Take Away is played with 4 players. There are 12 cards in a set.

Using Blocks to Take Away (2/2)

Using Blocks to Take Away
C

Han took away 15.

Unit 2 Lesson 7

Using Blocks to Take Away
D

Jada took away
1 ten and 8 ones.

Unit 2 Lesson 7

Using Blocks to Take Away
E

Lin took away
2 tens and 9 ones.

Unit 2 Lesson 7

Using Blocks to Take Away
F

Lin took away 16.

Unit 2 Lesson 7

Using Blocks to Take Away
G

Diego took away
1 ten and 9 ones.

Unit 2 Lesson 7

Using Blocks to Take Away
H

Diego took away 37.

Unit 2 Lesson 7

Using Blocks to Take Away is played with 4 players.

Sort and Find the Value Grade 2 Unit 2 Lesson 9

Sort and Find the Value

A

$65 - 36$

Unit 2 Lesson 9

Sort and Find the Value

B

$72 + 19$

Unit 2 Lesson 9

Sort and Find the Value

C

$92 - 63$

Unit 2 Lesson 9

Sort and Find the Value

D

$64 + 27$

Unit 2 Lesson 9

Sort and Find the Value Grade 2 Unit 2 Lesson 9

Sort and Find the Value

E

$35 + 42$

Unit 2 Lesson 9

Sort and Find the Value

F

$56 - 24$

Unit 2 Lesson 9

Sort and Find the Value

G

$83 - 58$

Unit 2 Lesson 9

Sort and Find the Value

H

$27 + 33$

Unit 2 Lesson 9

Sort and Find the Value Grade 2 Unit 2 Lesson 9

Sort and Find the Value

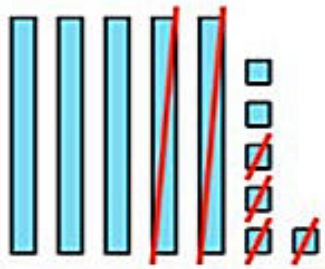
I

$$72 - 19$$

Unit 2 Lesson 9

Sort and Find the Value

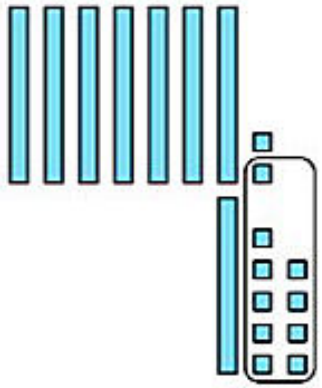
J



Unit 2 Lesson 9

Sort and Find the Value

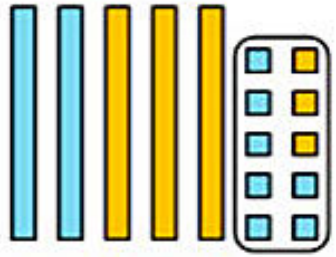
K



Unit 2 Lesson 9

Sort and Find the Value

L

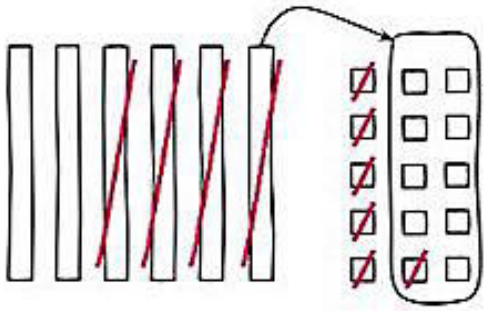


Unit 2 Lesson 9

Sort and Find the Value Grade 2 Unit 2 Lesson 9

Sort and Find the Value

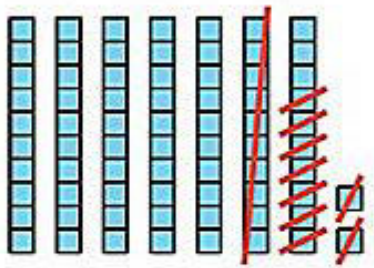
M



Unit 2 Lesson 9

Sort and Find the Value

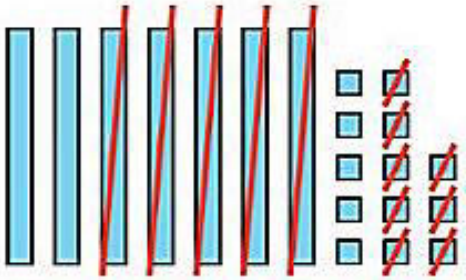
N



Unit 2 Lesson 9

Sort and Find the Value

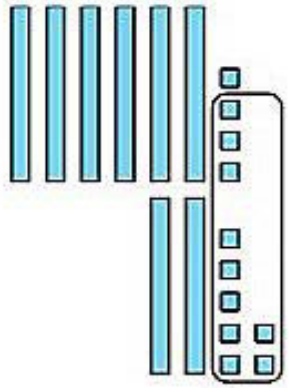
O



Unit 2 Lesson 9

Sort and Find the Value

P

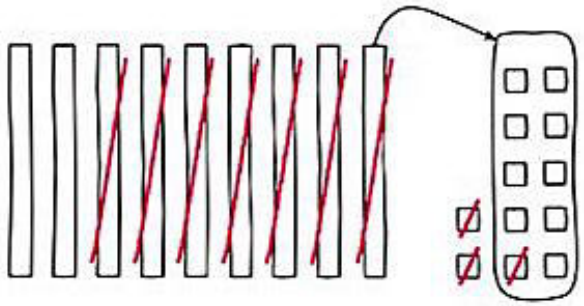


Unit 2 Lesson 9

Sort and Find the Value Grade 2 Unit 2 Lesson 9

Sort and Find the Value

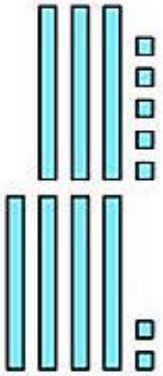
Q



Unit 2 Lesson 9

Sort and Find the Value

R



Unit 2 Lesson 9

Names: _____ & _____ **2.15**

Math Stories Stage 5

Recording Sheet

Directions:

*Partner A: Choose one of the tape diagrams. (Don't tell your partner which one!) Make up a story problem that the Tape Diagram could represent.

*Partner B: Solve the problem and draw a Tape Diagram that matches the story problem.

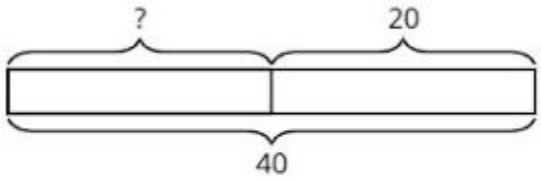
*Take Turns

my tape diagram: my answer: _____
my tape diagram: my answer: _____
my tape diagram: my answer: _____
my tape diagram: my answer: _____

Supplies Needed: **1** Recording sheet & a set of Math Stories tape diagram cards.

Math Stories Stage 5

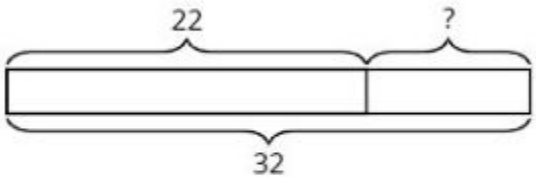
A



Unit 2.L15 Centers

Math Stories Stage 5

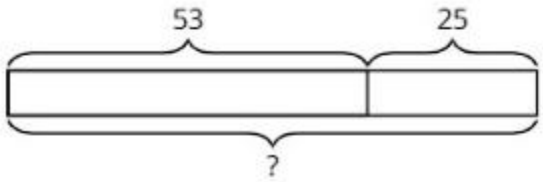
B



Unit 2.L15 Centers

Math Stories Stage 5

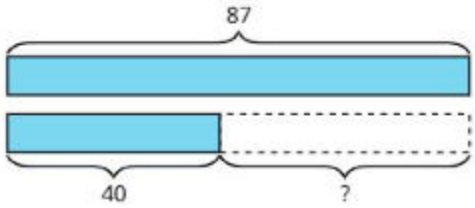
C



Unit 2.L15 Centers

Math Stories Stage 5

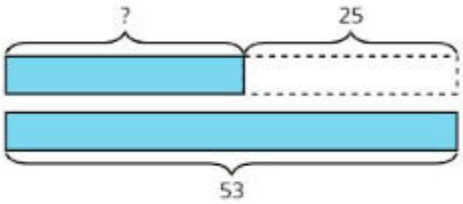
D



Unit 2.L15 Centers

Math Stories Stage 5

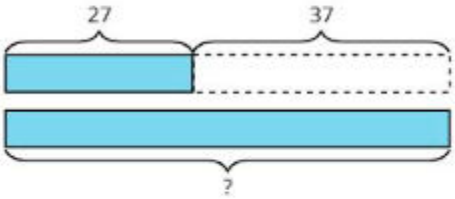
E



Unit 2.L15 Centers

Math Stories Stage 5

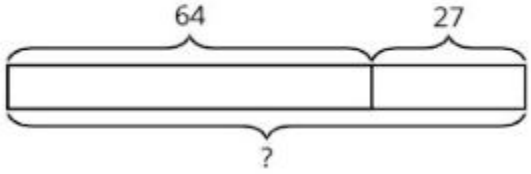
F



Unit 2.L15 Centers

Math Stories Stage 5

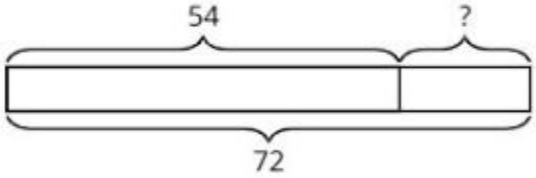
G



Unit 2.L15 Centers

Math Stories Stage 5

H

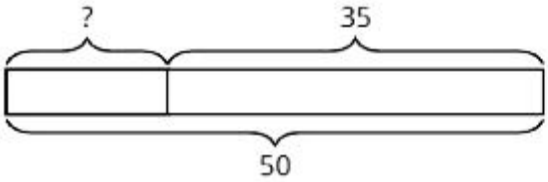


Unit 2.L15 Centers

Math Stories Stage 5 Center Activity Grade 2 Unit 2 Lesson 15

Math Stories Stage 5

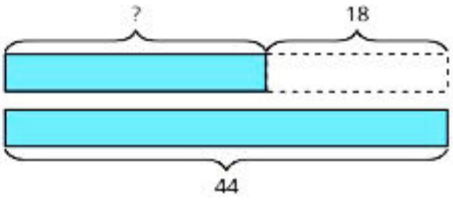
I



Unit 2.L15 Centers

Math Stories Stage 5

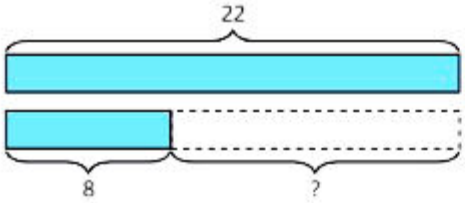
J



Unit 2.L15 Centers

Math Stories Stage 5

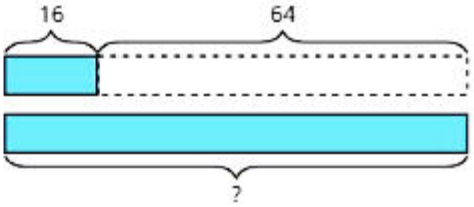
K



Unit 2.L15 Centers

Math Stories Stage 5

L



Unit 2.L15 Centers

Name: _____ Date: _____

Adding and Subtracting within 100: Section A Checkpoint

1. What is the value of $75 - 61$?

   Explain or show your reasoning.

2. Find the number that makes the equation true.

   $\_\_\_\_\_ + 18 = 59$

   Explain or show your reasoning.

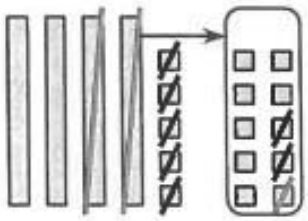
3. Noah walked his dog for 24 minutes on Friday and for 65 minutes on Saturday. How many more minutes did Noah walk the dog on Saturday than on Friday?

   Explain or show your reasoning.

Name: _____ Date: _____

Adding and Subtracting within 100: Section B Checkpoint

1. Select **3** statements that are true about this representation.



A. It shows $45 - 18$.

B. It shows $45 + 18$.

C. A ten is decomposed into 10 ones.

D. The result is 2 tens and 7 ones.

E. 10 ones are composed to make a ten.

2. Here is Mai's work to find the value of $65 - 28$. Explain why Mai's method works.

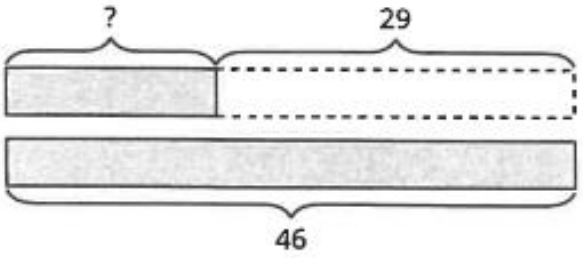
$65 - 20 = 45$
$45 - 5 = 40$
$40 - 3 = 37$

3. Find the value of $44 - 17$. Explain or show your reasoning.

Name: _____ Date: _____

Adding and Subtracting within 100: Section C Checkpoint

1. Select **3** equations that the tape diagram represents.



A. $? + 29 = 46$

B. $46 + 29 = ?$

C. $46 - ? = 29$

D. $? - 46 = 29$

E. $46 - 29 = ?$

2. There are 73 students in the gym. There are 26 students on the playground. How many fewer students are on the playground than in the gym?

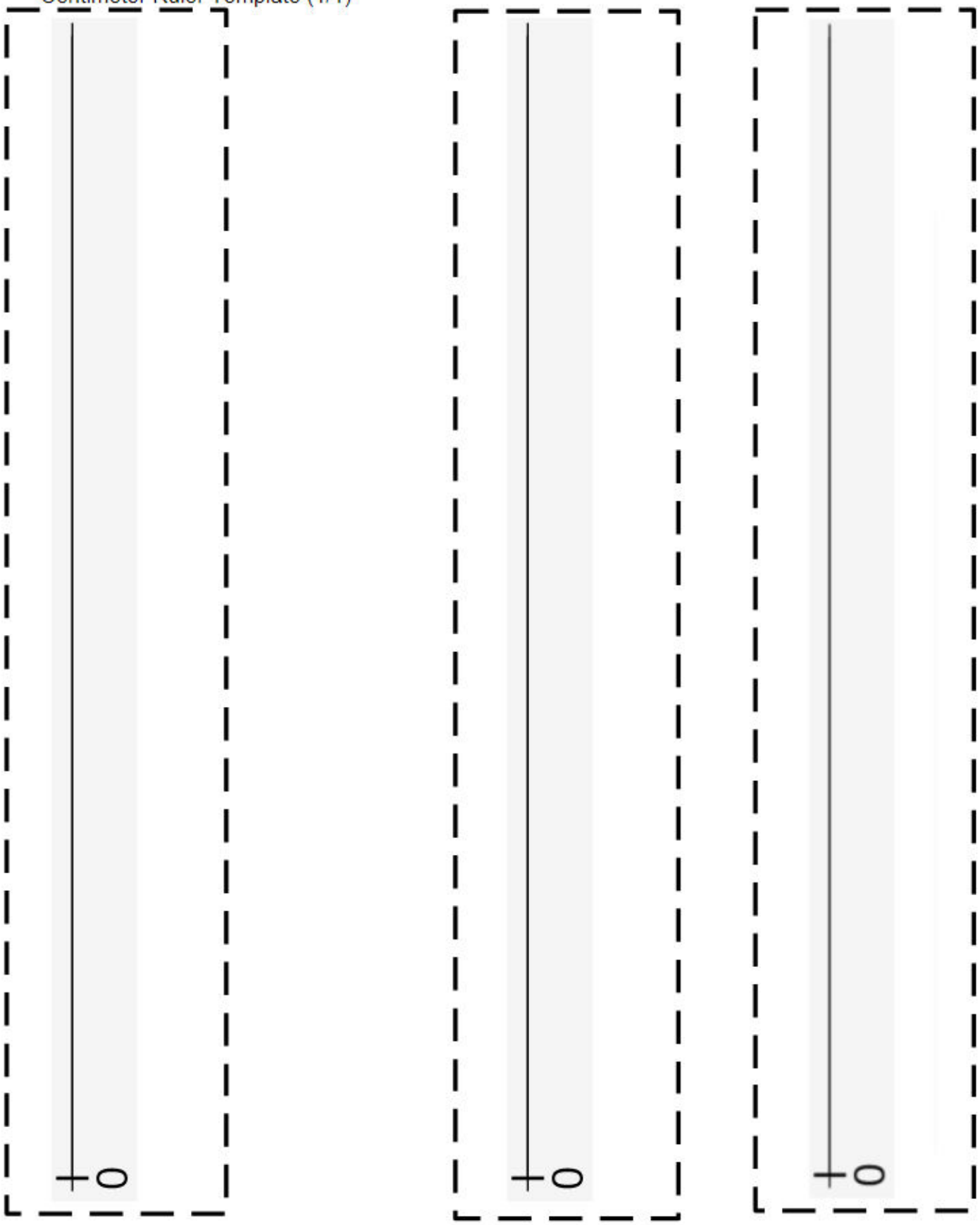
   Show your thinking using drawings, numbers, or words.

Name: _____

3. There are 23 kids and 14 adults in the swimming pool. Then 15 more kids come to join them. How many people are in the swimming pool now?

   Show your thinking using drawings, numbers, or words.

Grade 2 Unit 3



Centimeter Ruler Template

Name: _____

Estimate & Measure Stage 2

Recording Sheet

Directions:

- Choose an object.
- Choose a unit to measure the length. (inches, feet, centimeters) You can abbreviate: in., ft., cm.
- Estimate how many units long your object is.
- Measure and record the actual measurement.

Unit 3 Lesson 7

	object	unit	estimate	actual measurement
	example: crayon	*inches*	*5 inches*	*3 inches*
1.				
2.				
3.				
4.				
5.				
6.				
7.				

- Be sure that you have labeled the unit in each column.

Supplies Needed: a **Standard Ruler** with a **cm.** & **in.** side and **7** items to estimate & measure.

Names: _____ & _____

Grade 2 Unit 3 Lesson 13

Target Measurements

Stage 1 Inches and Centimeters

Recording Sheet

Directions:

- Partner A:
  - Choose a target length in inches (up to 10) or centimeters (up to 30).
  - Begin to draw a line with a straightedge.
- Partner B:
  - Say "Stop!" when you think the length of the line is equal to the target measurement.
- Both partners measure the line and find the difference between its length and the target measurement. The difference is Partner B's score for the round.
- Take turns. After 8 rounds, the player with the lowest total score wins.

round	Partner A			Partner B		
	target length	actual length	points	target length	actual length	points
1						
2						
3						
4						
5						
6						
7						
8						

Partner A's TOTAL SCORE: _____ Partner B's TOTAL SCORE: _____

Name: _____

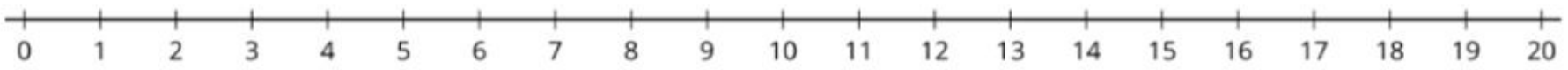
Creating Line Plots

2.3.15

Directions: *Measure your objects to the nearest centimeter.

*Use the data you collected to make a Line Plot.

*Try to make your **x**'s the same size.



Supplies Needed: 10 - 12 objects of varying lengths, a centimeter ruler & a Line Plot page for each group member.

Name: _____

Creating Line Plots 2.3.15

Directions: *Use the data to make a Line Plot.
*Try to make your **x**'s the same size.
*Be sure to label your Line Plot.

Supplies Needed: the Data Table from **15.2** Plot Pencil Lengths & a Line Plot page for each student

Name: _____

Creating Line Plots 2.3.16

Directions: *Use the data about plant heights to make a Line Plot.
*Try to make your **x**'s the same size.
*Be sure to label your Line Plot.

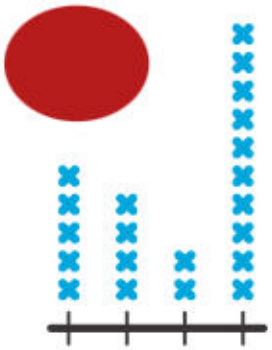
Supplies Needed: Plant Height Data Table from **16.1** (wkbk) & a Line Plot page for each student

Name: _____

Creating Line Plots

Stage 1

Recording Sheet



Directions:

*Measure up to 8 objects to the nearest inch or centimeter.

*Create a Line Plot of your measurement data. *Add labels and a title.

*Ask your partner 2 questions that can be answered based on the data in your line plot.

Supplies Needed: Recording sheet, ruler & 8 objects

Grade 2 Unit 3 Lesson 17

*Also in Centers

Name of the Line Plot Creator (Partner A): _____

Name of Partner B: _____

Line Plot Based Questions

Grade 2 unit 3 Lesson 17
*Also becomes a center.

The Line Plot creator (Partner A) from side one will write 2 questions below that Partner B can answer using the Line Plot.
Partner B will use the Line Plot to answer the questions in the space below.
*Be sure to write a complete sentence for your answer and be sure to label the units (cm. or in.)

Question 1: _____

_____

Question 2: _____

_____

To be copied on the back of side one.

The Next Slides are

Grade 2

Unit 3

Checkpoints and Assessment.

Name: _____

Date: _____

Illustrative Mathematics

Grade 2 Unit 3
Section A Checkpoint

Measuring Length: Section A Checkpoint

1. Find the length of the rectangle with a **centimeter** ruler.

---

2. Tyler and Noah both have pet guinea pigs. Noah's guinea pig is **13 cm.** longer than Tyler's. Noah's guinea pig is **37 cm.** long.

   a. Draw a diagram that matches the problem.

   b. How long is Tyler's guinea pig? Explain or show your thinking.

Name: _____

Date: _____

Illustrative Mathematics

Grade 2 Unit 3
Section B Checkpoint

Measuring Length: Section B Checkpoint

1. Find the length of the rectangle with an **inch** ruler.

2. a. A tomato plant was **8 in.** tall at the beginning of spring. By the end of summer, it grew **34** more **in.** How tall was the plant by the end of the summer?

loading...

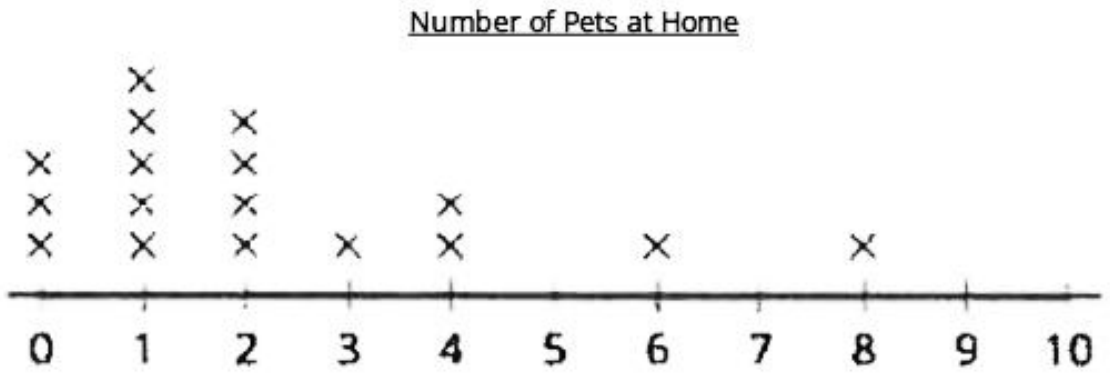
b. At the beginning of fall, Priya trimmed the tomato plant and cut off **15 in.** How tall was the tomato plant after Priya trimmed it?

Illustrative Mathematics

Name: _____ Grade 2 Unit 3
Section C Checkpoint

Date: _____

Measuring Length: Section C Checkpoint



1. The line plot shows how many pet's Han's classmates have at home.

   a. How many students took the survey? Explain or show your reasoning.

   b. How many students have 1, 2, or 3 pets? Explain or show your reasoning.

Grade 2 Unit 4

Features of a Number Line Whole Group Activity

Reproducible Cards 1 set/class

Grade 2 Unit 4 Lesson 2

2.4	2.4	2.4	2.4
Class Number Line 0	Class Number Line 1	Class Number Line 2	Class Number Line 3

Fold Here

Fold Here

Supplies Needed: Numbercards 0 - 30 cut and folded (Tent-style) & A long clothesline

Features of a Number Line Whole Group Activity

Reproducible Cards 1 set/class

Grade 2 Unit 4 Lesson 2

2.4	2.4	2.4	2.4
Class Number Line 4	Class Number Line 5	Class Number Line 6	Class Number Line 7

Fold Here

Fold Here

Supplies Needed: Numbercards 0 - 30 cut and folded (Tent-style) & A long clothesline

Features of a Number Line Whole Group Activity

Reproducible Cards 1 set/class

Grade 2 Unit 4 Lesson 2

2.4	2.4	2.4	2.4

Fold Here — Fold Here

Class Number Line	Class Number Line	Class Number Line	Class Number Line
8	9	10	11

Supplies Needed: Numbercards 0 - 30 cut and folded (Tent-style) & A long clothesline

Features of a Number Line Whole Group Activity

Reproducible Cards 1 set/class

Grade 2 Unit 4 Lesson 2

2.4 2.4 2.4 2.4

Fold Here Fold Here

Class Number Line

12

Class Number Line

13

Class Number Line

14

Class Number Line

15

Supplies Needed: Numbercards 0 - 30 cut and folded (Tent-style) & A long clothesline

Features of a Number Line Whole Group Activity

Reproducible Cards 1 set/class

Grade 2 Unit 4 Lesson 2

2.4	2.4	2.4	2.4
Class Number Line 16	Class Number Line 17	Class Number Line 18	Class Number Line 19

Fold Here

Fold Here

Supplies Needed: Numbercards 0 - 30 cut and folded (Tent-style) & A long clothesline

Features of a Number Line Whole Group Activity

Reproducible Cards 1 set/class

Grade 2 Unit 4 Lesson 2

2.4	2.4	2.4	2.4
Class Number Line 20	Class Number Line 21	Class Number Line 22	Class Number Line 23

Fold Here

Fold Here

Supplies Needed: Numbercards 0 - 30 cut and folded (Tent-style) & A long clothesline

Features of a Number Line Whole Group Activity

Reproducible Cards 1 set/class

Grade 2 Unit 4 Lesson 2

24	24	24	24
Class Number Line	Class Number Line	Class Number Line	Class Number Line
24	25	26	27

Fold Here

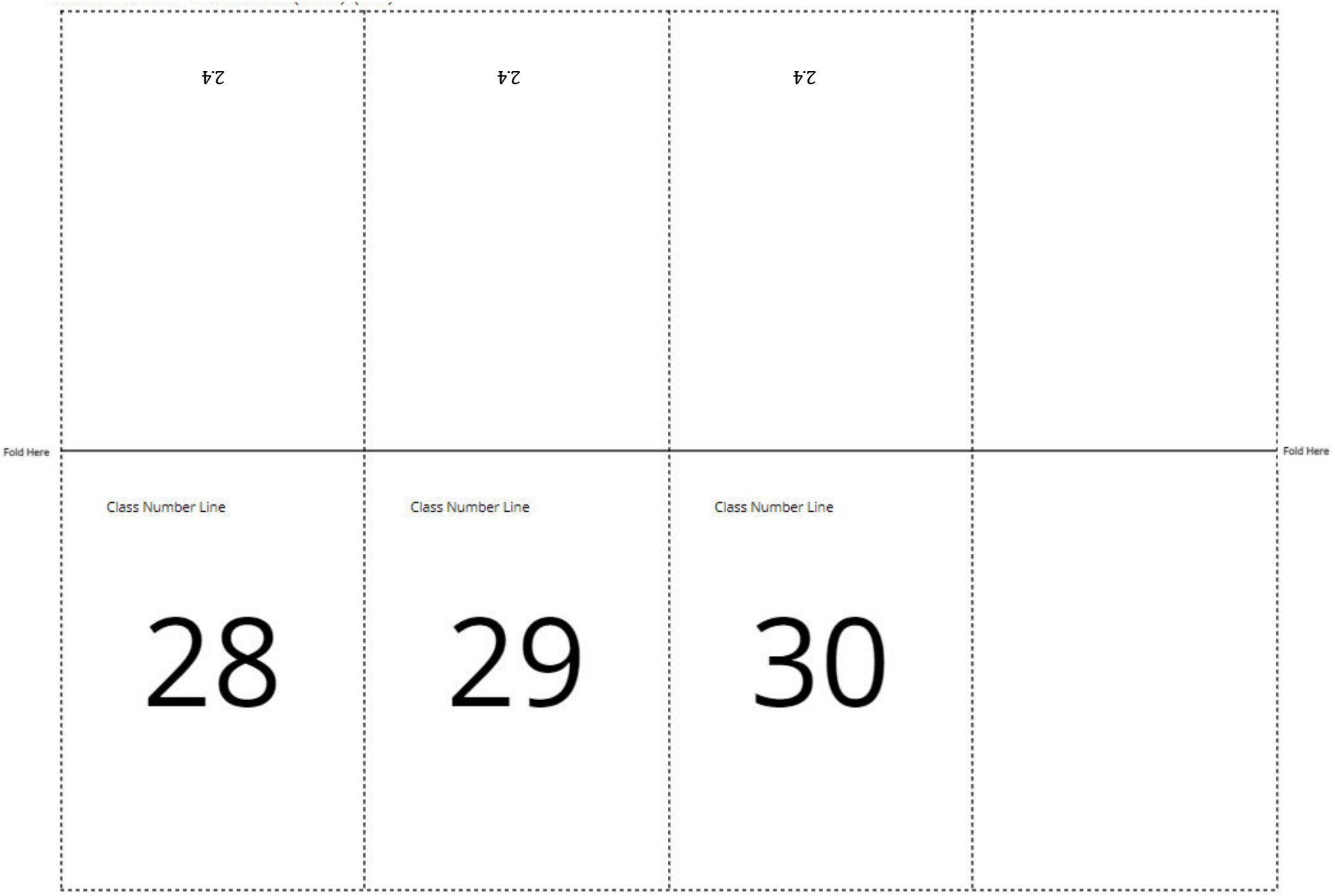
Fold Here

Supplies Needed: Numbercards 0 - 30 cut and folded (Tent-style) & A long clothesline

Features of a Number Line Whole Group Activity

Reproducible Cards 1 set/class

Grade 2 Unit 4 Lesson 2

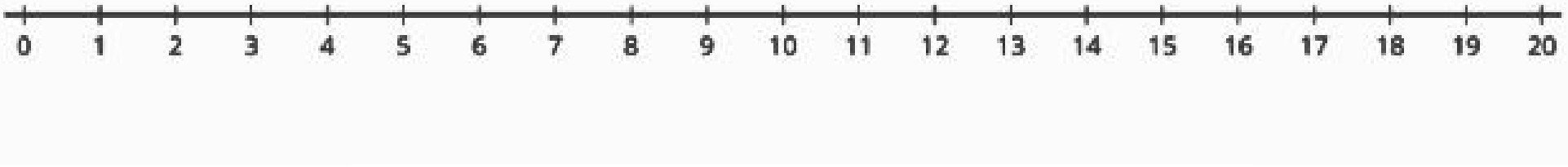


Supplies Needed: Numbercards 0 - 30 cut and folded (Tent-style) & A long clothesline

Grade 2 Unit 4 Lesson 4.1

Compare the Numbers on a Number Line Partner Work Mat

Revised Version



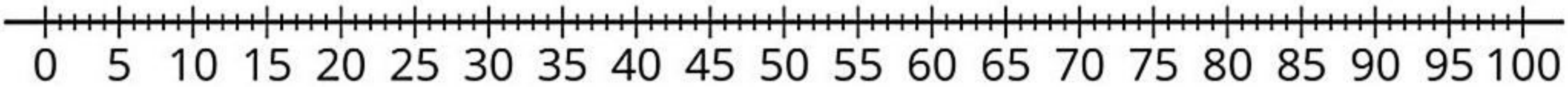
is the symbol for Greater Than

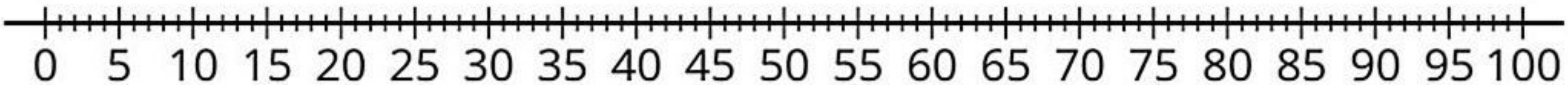
is the symbol for Less Than

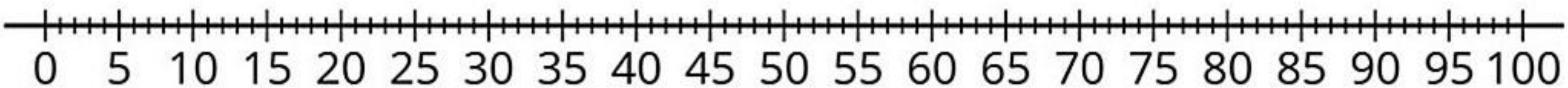
Supplies Needed for 4.1: 1 Partner Work mat for groups of 2, 3 dice, & Student Workbook p 13

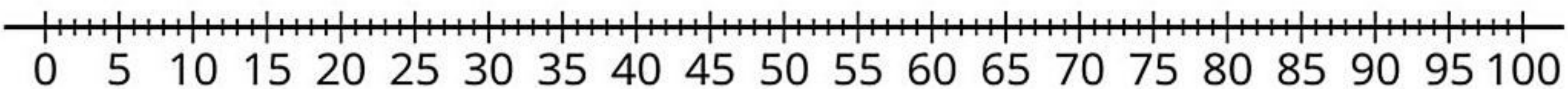
Compare Numbers on a Number Line Using >, <, or =

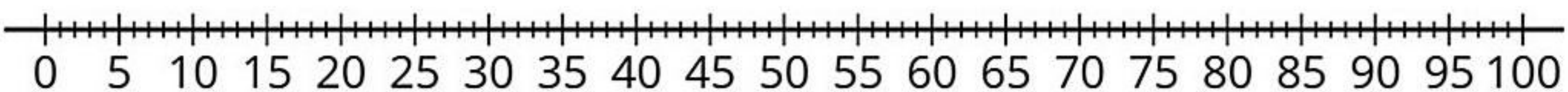
Grade 2 Unit 4 Lesson 4.2
Groups of 2











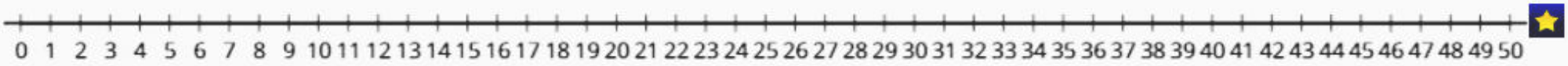
Supplies Needed: 4.2: Same recording sheet, 2 game pieces, 2 dice, & Student Workbook p 14

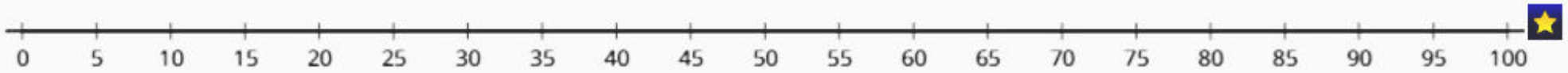
Number Line Scoot Game

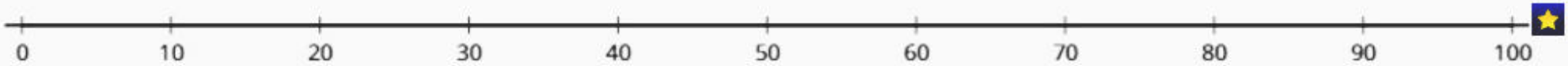
Stage 1

Gameboard

Unit 4 Lesson 6







Supplies Needed:

, spinner, gameboard in a sheet protector, dry erase marker (students label their position with their initial) & cubes to "win" at the end of a number line.

Number Lines and Equations

Grade 2 **Unit 4 Lesson 7.2**

Matching Number lines to Equations in the Student Workbook

Supplies Needed: Each student needs a set of the 8 equations, a glue stick & the Student Workbook p 32, 33

$3 + 7 = 10$	$10 - 7 = 3$	$12 + 6 = 18$	$6 + 12 = 18$
$14 - 5 = 9$	$9 + 5 = 14$	$20 - 3 = 17$	$3 + 17 = 20$

$3 + 7 = 10$	$10 - 7 = 3$	$12 + 6 = 18$	$6 + 12 = 18$
$14 - 5 = 9$	$9 + 5 = 14$	$20 - 3 = 17$	$3 + 17 = 20$

$3 + 7 = 10$	$10 - 7 = 3$	$12 + 6 = 18$	$6 + 12 = 18$
$14 - 5 = 9$	$9 + 5 = 14$	$20 - 3 = 17$	$3 + 17 = 20$

$3 + 7 = 10$	$10 - 7 = 3$	$12 + 6 = 18$	$6 + 12 = 18$
$14 - 5 = 9$	$9 + 5 = 14$	$20 - 3 = 17$	$3 + 17 = 20$

$3 + 7 = 10$	$10 - 7 = 3$	$12 + 6 = 18$	$6 + 12 = 18$
$14 - 5 = 9$	$9 + 5 = 14$	$20 - 3 = 17$	$3 + 17 = 20$

$3 + 7 = 10$	$10 - 7 = 3$	$12 + 6 = 18$	$6 + 12 = 18$
$14 - 5 = 9$	$9 + 5 = 14$	$20 - 3 = 17$	$3 + 17 = 20$

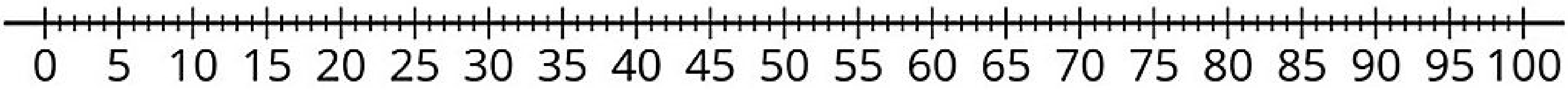
$3 + 7 = 10$	$10 - 7 = 3$	$12 + 6 = 18$	$6 + 12 = 18$
$14 - 5 = 9$	$9 + 5 = 14$	$20 - 3 = 17$	$3 + 17 = 20$

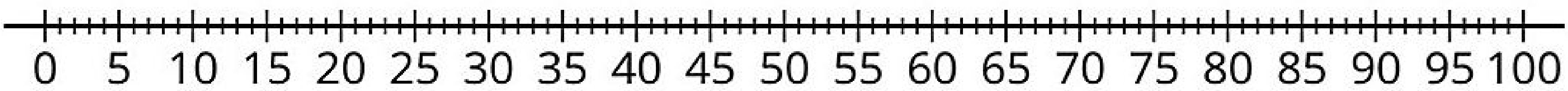
$3 + 7 = 10$	$10 - 7 = 3$	$12 + 6 = 18$	$6 + 12 = 18$
$14 - 5 = 9$	$9 + 5 = 14$	$20 - 3 = 17$	$3 + 17 = 20$

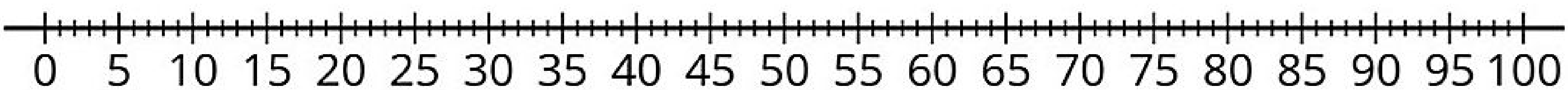
$3 + 7 = 10$	$10 - 7 = 3$	$12 + 6 = 18$	$6 + 12 = 18$
$14 - 5 = 9$	$9 + 5 = 14$	$20 - 3 = 17$	$3 + 17 = 20$

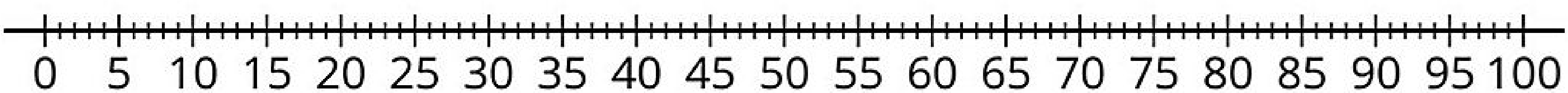
$3 + 7 = 10$	$10 - 7 = 3$	$12 + 6 = 18$	$6 + 12 = 18$
$14 - 5 = 9$	$9 + 5 = 14$	$20 - 3 = 17$	$3 + 17 = 20$

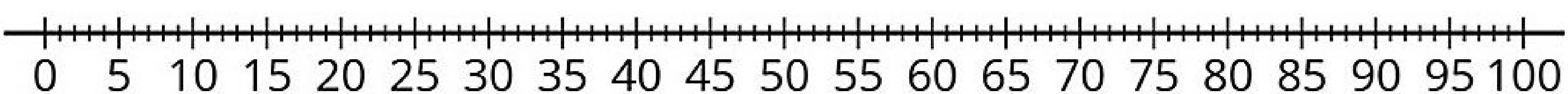
Name: ______________________________


0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100


0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100


0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100


0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100


0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

The Next Slides are

Grade 2

Unit 4

Checkpoints and Assessment.

Name: _____

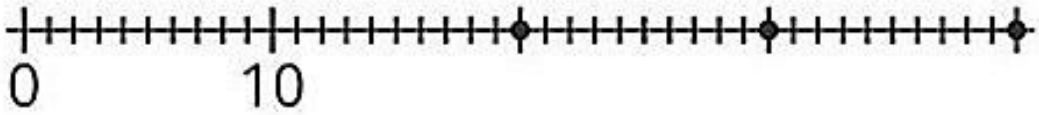
Date: _____

Illustrative Mathematics

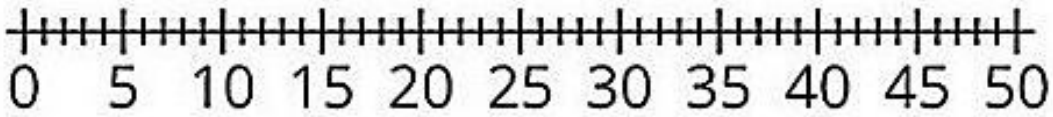
Grade 2 Unit 4 Section A
Checkpoint

Addition and Subtraction on the Number Line: Section A Checkpoint

1. Label the 3 points on the number line.



2. Locate and label 34 and 43 on the number line.



3. What number could the point represent? Explain or show your reasoning.

Name: _____

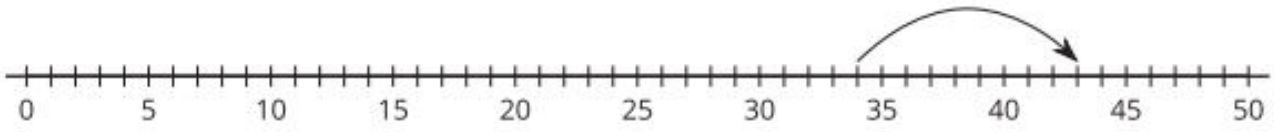
Date: _____

Illustrative Mathematics

Grade 2 Unit 4 Section B Checkpoint

Addition and Subtraction on the Number Line: Section B Checkpoint

1. Which expression matches the number line?



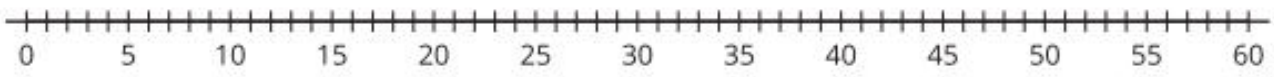
A. $34 - 9$

B. $34 + 9$

C. $34 + 43$

D. $43 - 9$

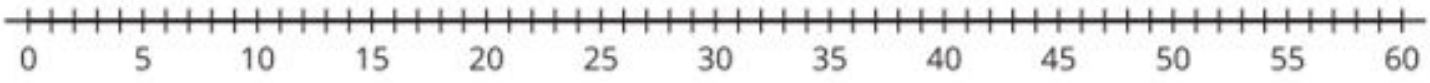
2. Find the value of $55 - 19$. Represent your thinking on the number line.



3. Mai created a bracelet that was 17 cm long. She also made a necklace that was 38 cm longer than the bracelet. How long was the necklace?

   a. Write an equation to represent the problem with a ? for the unknown.

   b. Solve the problem. Explain or show your thinking. Use the number line if it is helpful.



Name: _____

Illustrative Mathematics

Grade 2 Unit 4

Date: _____

Addition and Subtraction on the Number Line: End-of-Unit Assessment

1. What number could the point represent?

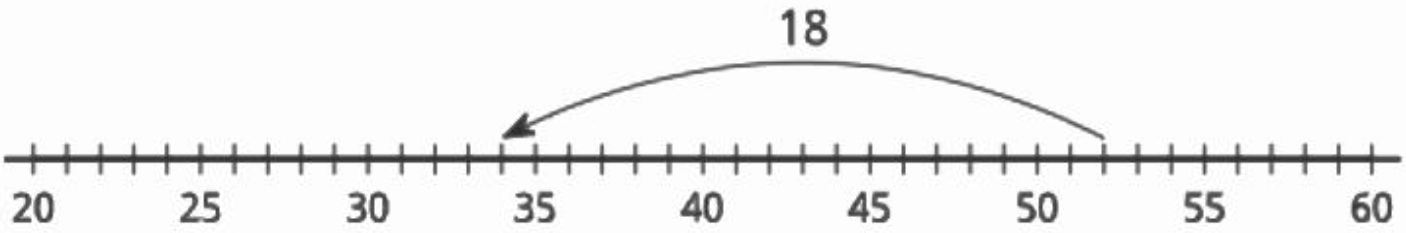
A. 10

B. 25

C. 30

D. 40

2. Select **2** equations that the number line diagram represents.



A. $? - 18 = 52$

B. $34 + 18 = ?$

C. $52 - 18 = ?$

D. $52 + 18 = ?$

E. $? - 18 = 34$

Name: _____

3. a. Locate and label 43 and 38 on the number line.

b. Explain how to use the number line to find the value of 43 – 38.

4. Represent each equation on the number line.

a. $25 + ? = 44$

b. $53 - 17 = ?$

5. Andre, Clare, and Elena collected seashells at the beach. The number line shows how many seashells each student collected.

a. Who collected the most seashells? Who collected the fewest?

_____

_____

b. Clare says she collected more seashells than Elena and Andre together. Do you agree with Clare? Explain or show your reasoning.

_____

_____

c. How many seashells did Andre, Clare, and Elena collect together? Explain or show your reasoning. Use the number line if it is helpful.

Grade 2 Unit 5

Name: _____

Date: _____

Illustrative Mathematics

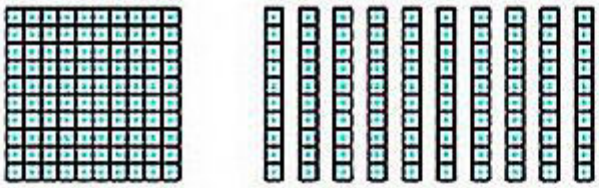
Grade 2 Unit 5 Section A Checkpoint

Numbers to 1,000: Section A Checkpoint

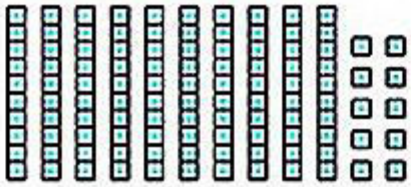
1. Select 2 representations of 200.

A.

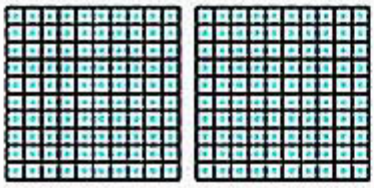
B.



C.

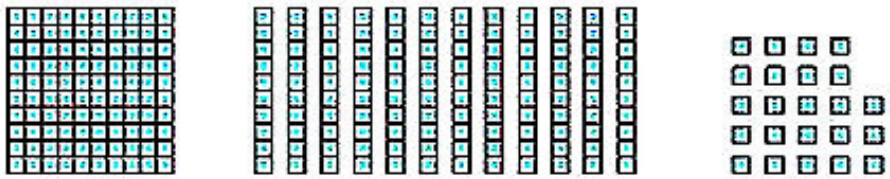


D.



E.

2. What value do these blocks represent?



a. Write your answer using numbers.

b. Write your answer using words.

3. Represent 492 using expanded form and words.

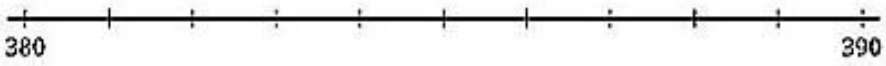
Page 2 of 2

Name: _____

Date: _____

Numbers to 1,000: Section B Checkpoint

1. Label the tick marks on the number line.



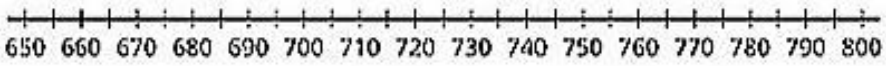
2. What digit can go in the blank to make the comparison true?

$8\_\_\_\_\_9 < 821$

3. Order the numbers from greatest to least. Use the number line if it helps.

697 769 679 709 796

_____ _____ _____ _____ _____



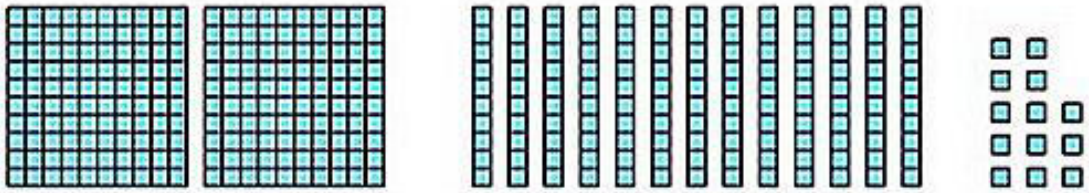
Name: _____

Date: _____

Numbers to 1,000: End-of-Unit Assessment

1. Label the tick marks on the number line.

2. What number do the base-ten blocks represent? Explain your reasoning.



3. Select 2 ways to represent the number 518.

A. $500 + 10 + 8$

B. $5 + 1 + 8$

C. 5 hundreds and 18 tens

D. 51 tens and 8 ones

E. 4 hundreds and 11 tens

4. Select 3 true statements.

A. $512 = 152$

B. $375 = 300 + 70 + 5$

C. $613 > 609$

D. $200 + 80 + 4 = 482$

E. $781 < 871$

5. Fill in each blank with <, =, or > to make a true statement.

a. 511 _____ 151

b. $497 + 100 + 100$ _____ 703

c. 138 _____ $118 + 10 + 10$

6. Here are the three-digit numbers that can be made with 2, 5, and 7:

527 275 725 257 752 572

a. Which numbers on the list have 7 hundreds?

b. Andre says the largest number is 725 because it has the most hundreds. Explain why Andre is not correct.

c. List the numbers from least to greatest. Explain your reasoning.

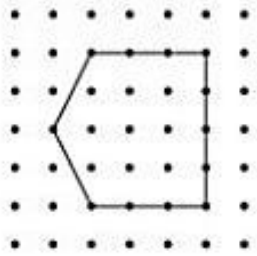
Grade 2 Unit 6

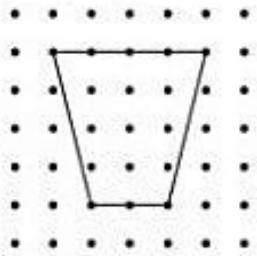
Name: _____

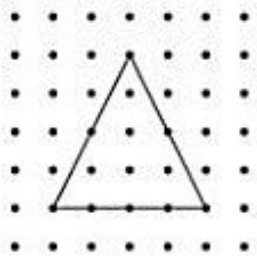
Date: _____

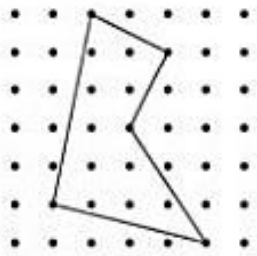
Geometry, Time, and Money: Section A Checkpoint

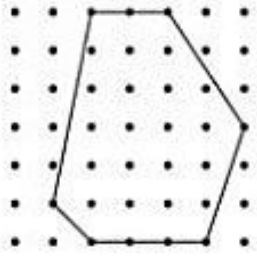
1. Select 2 pentagons.

A. 

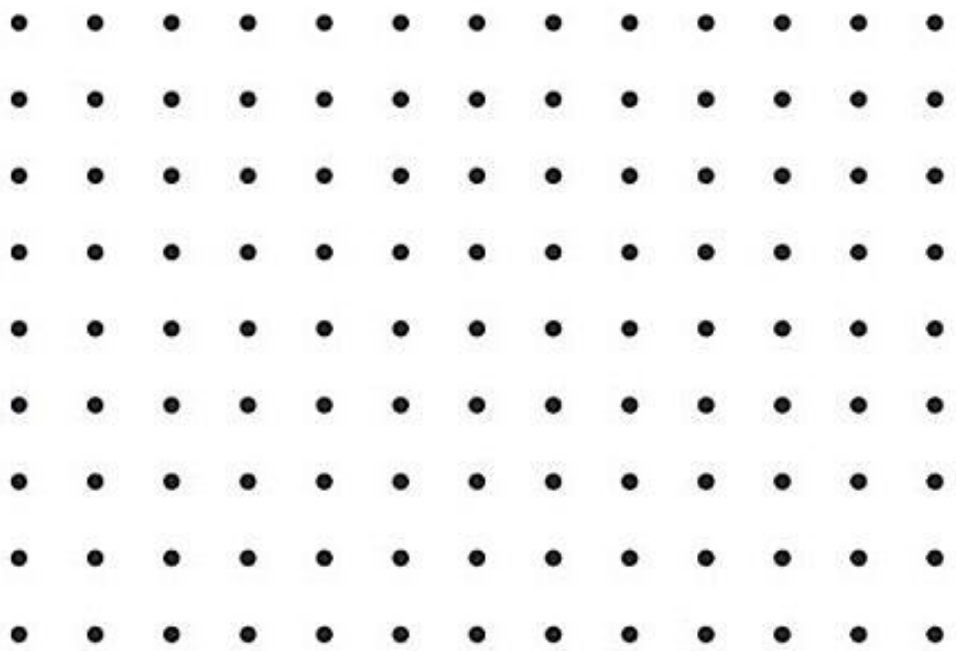
B. 

C. 

D. 

E. 

2. Draw a triangle that has 1 square corner and 2 sides that have the same length.



Name: _____

Date: _____

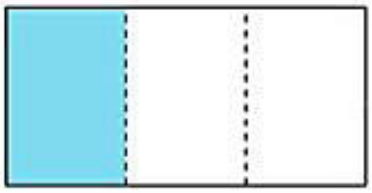
Geometry, Time, and Money: Section B Checkpoint

1. a. Split the rectangle into 4 equal parts.

b. Shade one quarter of the rectangle.

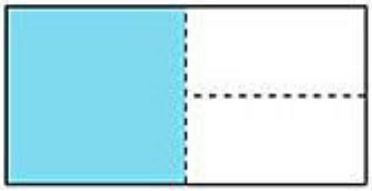
2. Decide whether one third of each rectangle is shaded. Explain or show your reasoning.

A.



B.

C.

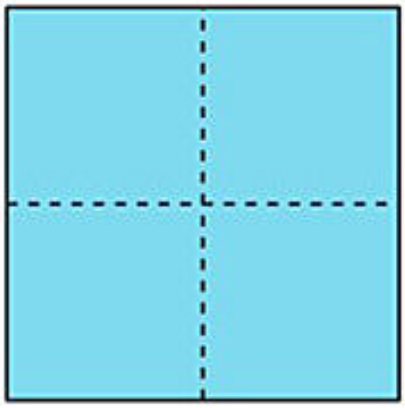


_____

_____

_____

3. Jade says that 4 fourths of the square is shaded. Han says that the whole square is shaded. Explain why they are both correct.

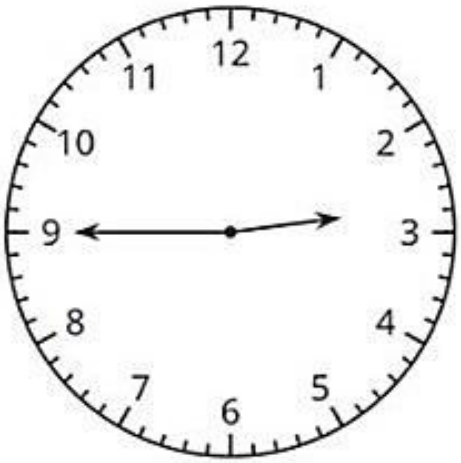


Name: _____

Date: _____

Geometry, Time, and Money: Section C Checkpoint

Select 2 times that represent the time on the clock.



A. 3:45

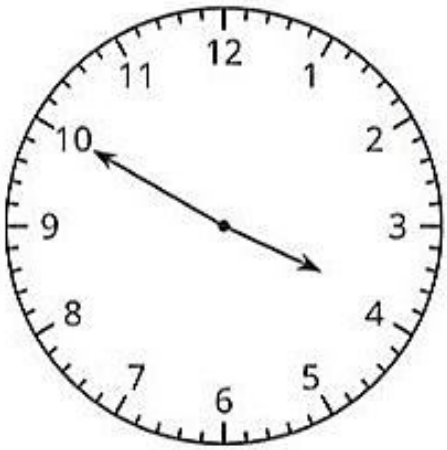
B. Quarter till 3

C. Quarter past 2

D. 2:45

E. Quarter till 2

2. a. The clock shows when Jada leaves school one day to come home. Write the time and circle a.m. or p.m.

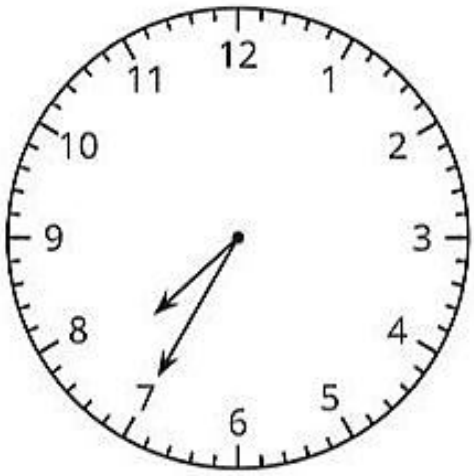


____ : ____

a.m. or p.m.

---

b. The clock shows when Andre brushes his teeth after breakfast. Write the time and circle a.m. or p.m.



____ : ____

a.m. or p.m.

Name: _____

Date: _____

Illustrative Mathematics

Grade 2 Unit 6 Section D Checkpoint

Geometry, Time, and Money: Section D Checkpoint

1. Mai wanted to buy a piece of fruit from the store that costs 50 cents. She has the following coins:

Does Mai have enough money to buy the fruit from the store? _____

Explain:

_____

_____

_____

2. Noah has these coins: 3 pennies, 4 nickels, 1 dime and 2 quarters.

Jada gave Noah some coins and now he has a dollar. What coins could Jada have given Noah?

Name: _____

3. Andre has $76 to buy a new game. After he bought the game, he had $39 left. How much did the game cost?

Show your thinking. Write your final answer using the $ symbol.

Answer: The game costed Andre _____.

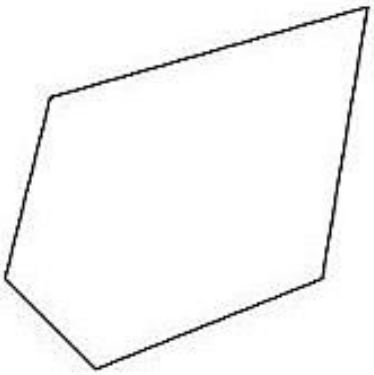
Name: _____

Date: _____

Geometry, Time, and Money: End-of-Unit Assessment

1. Draw a quadrilateral with one square corner and two equal sides.

2. Choose the name of the shape.



A. Hexagon

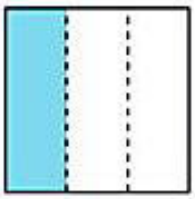
B. Triangle

C. Quadrilateral

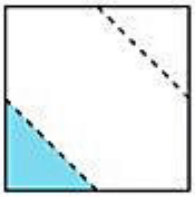
D. Pentagon

3. Select **2** drawings that have one third of the square shaded.

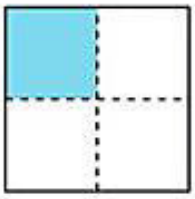
A.



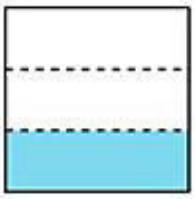
B.

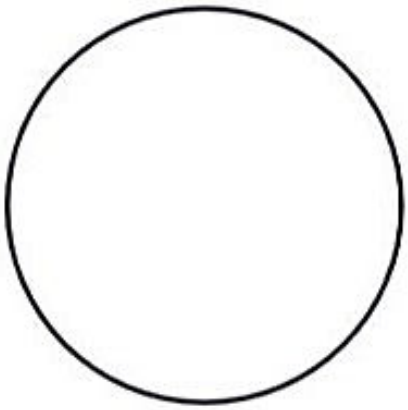


C.



D.



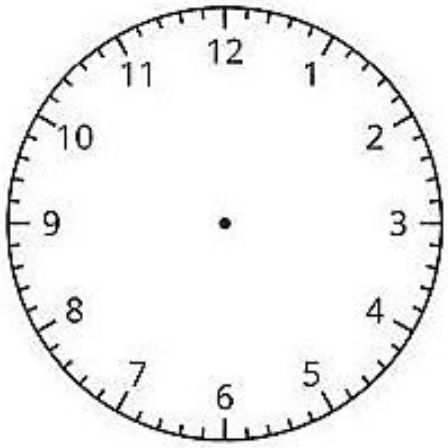


4.

a. Split the circle into 4 equal parts.

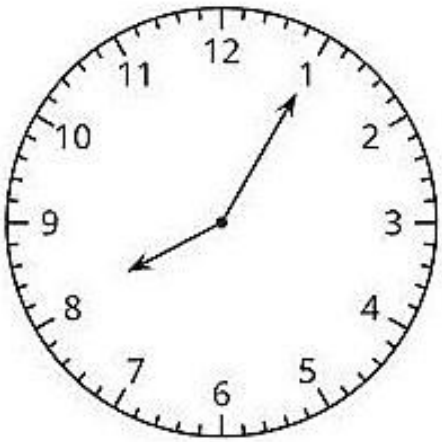
b. Explain why 4 fourths of the circle is the whole circle.

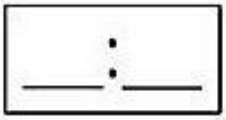
5. a. Jada gets up in the morning at 6:45. Show the time on the clock face. Then circle a.m. or p.m.



a.m. or p.m.

b. Jada goes to bed at the time on the clock. Write the time and circle a.m. or p.m.





a.m. or p.m.

6. Jada has 2 pennies, 3 nickels, and 1 quarter.

a. How many cents does Jada have? Explain or show your reasoning.

b. How many more cents does Jada need to have $1? Explain or show your reasoning.

7. Jada has $26 and Andre has $35. They want to buy a video game that costs $53.

   a. Andre says that they have enough money to buy the video game because $20 and $35 are more than $53. Explain why Andre is correct.

   _____

   _____

   _____

   b. How many dollars will Jada and Andre have left after they buy the game? Show your thinking.

Grade 2 Unit 7

Name: _____

Date: _____

Adding and Subtracting within 1,000: Section A Checkpoint

1. Find the value of $600 - 476$. Use the number line if it is helpful.

2. Find the value of each expression. Show your thinking.

a. $273 + 122$

b. $798 - 238$

Name: _____

Date: _____

Adding and Subtracting within 1,000: Section B Checkpoint

1. Find the value of $228 + 91$. Show your thinking. Use base-ten blocks if it helps you.

Find the value of each expression. Show your thinking.

a. $203 + 213$

b. $419 + 372$

c. $639 + 177$

Name: _____

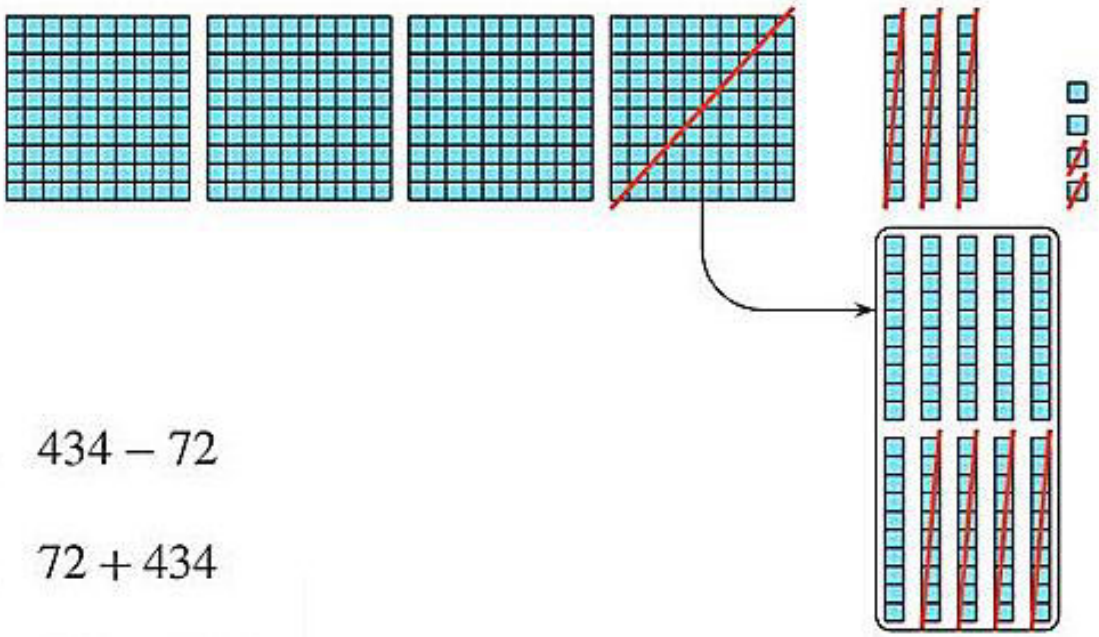
Date: _____

Illustrative Mathematics

Grade 2 Unit 7 Section C
Checkpoint

Adding and Subtracting within 1,000: Section C Checkpoint

1. Which expression matches the diagram? Explain or show your reasoning.



A. $434 - 72$

B. $72 + 434$

C. $434 - 172$

Explain:

_____

_____

_____

2. Find the value of $421 - 139$. Show your thinking.

Name: _____

Illustrative Mathematics

Grade 2 Unit 7

Date: _____

Adding and Subtracting within 1,000: End-of-Unit Assessment

1. Select 2 expressions with the same value as $135 + 200$.

   A. $305 - 30$

   B. $235 + 100$

   C. $295 + 40$

   D. $385 - 60$

   E. $935 - 700$

2. Select the value of $93 + 48 + 7 + 32$.

   A. 160

   B. 170

   C. 180

   D. 190

3. Find the number that makes each equation true.

a. $800 + \_\_\_\_\_ = 1{,}000$

b. $\_\_\_\_\_ + 750 = 1{,}000$

c. $748 + \_\_\_\_\_ = 1{,}000$

4. To find the value of $500 - 389$, Kiran writes these three equations.

$389 + 1 = 390$

$390 + 10 = 400$

$400 + 100 = 500$

Kiran says this shows $500 - 389 = 111$. Do you agree with Kiran? Explain or show your reasoning.

5. Find the value of each sum. Show your thinking. Use base-ten blocks if it helps.

a. $537 + 312$

b. $428 + 175$

c. $566 + 273$

6. Find the value of each difference. Show your thinking. Use base-ten blocks if it helps.

   a. $528 - 315$

   b. $471 - 124$

   c. $600 - 594$

7. Clare says that to find the value of $863 - 286$ she can subtract 300 and then add 14.

   a. Explain why Clare's method works.

   b. What is the value of $863 - 286$?

c. Find the value of $253 - 75$. Show your thinking.

Grade 2 Unit 8

Name: _____

Date: _____

Illustrative Mathematics

Grade 2 Unit 8 Section A Checkpoint

Equal Groups: Section A Checkpoint

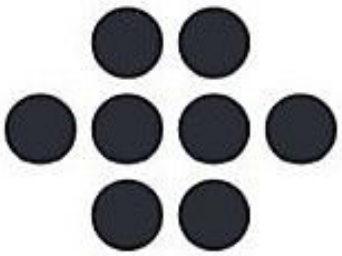
1. Lin has 15 socks. Can Lin put all the socks in pairs with no socks leftover? Explain or show your reasoning.

_____

_____

_____

2. a. Is there an even or odd number of dots? Explain your reasoning.

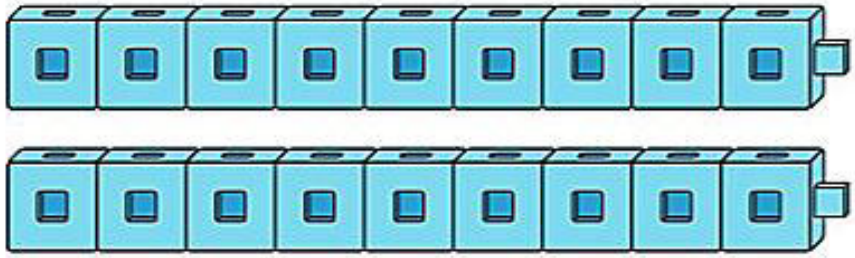


_____

_____

_____

b. Is there an even or odd number of connecting cubes? Explain your reasoning.



3. Andre has 18 pencils. Write an equation with two equal addends to show that Andre has an even number of pencils.

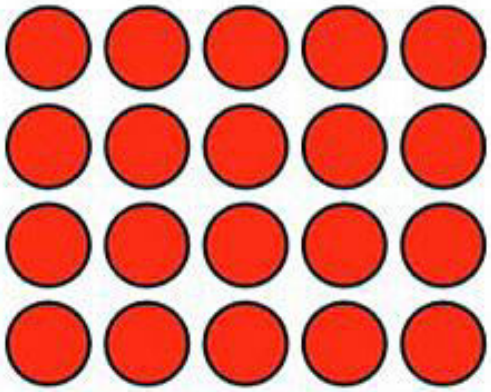
_____ + _____ = _____

Name: _____

Date: _____

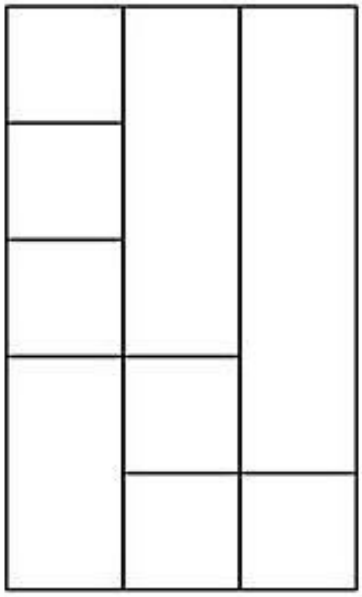
Equal Groups: Section B Checkpoint

1. a. How many circles are in the array?



b. Write 2 equal addend equations to represent the total number of circles.

2. a. Draw lines so that the rectangle is completely filled with equal-size squares.



b. Write an equation to represent the total number of equal-size squares.

Name: _____

Date: _____

Equal Groups: End-of-Unit-Assessment

1. Han and Priya each have some pencils. Han has the same number of pencils as Priya. Select 3 statements which could be true.

   A. Han has an odd number of pencils.

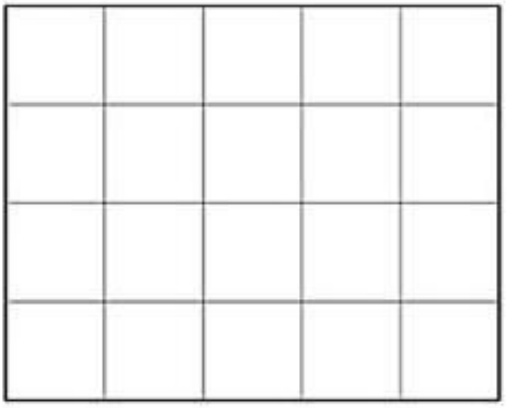
   B. Priya has an even number of pencils.

   C. Han has an odd number of pencils and Priya has an even number of pencils.

   D. Han and Priya together have an odd number of pencils.

   E. Han and Priya together have an even number of pencils.

2. Mai split the rectangle into equal-size squares. Select 3 correct statements about the diagram.



A. The total number of equal-size squares is $5 + 5 + 5 + 5$.

B. The total number of equal-size squares is $4 + 4 + 4 + 4$.

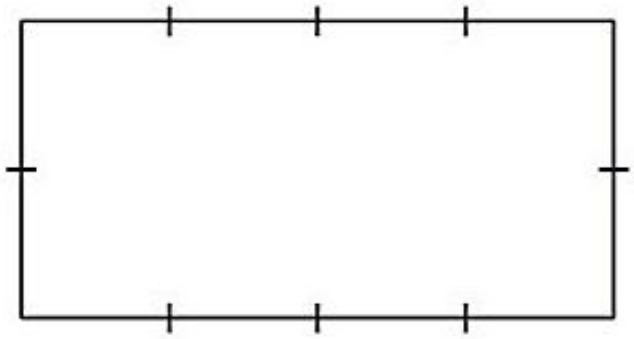
C. The total number of equal-size squares is $5 + 5 + 5 + 5 + 5$.

D. The total number of equal-size squares is $4 + 4 + 4 + 4 + 4$.

E. The total number of equal-size squares in the array is even.

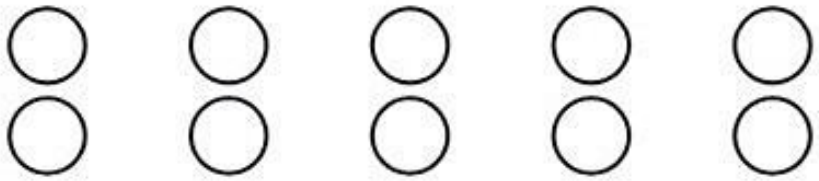
F. The total number of equal-size squares in the array is odd.

3. a. Draw lines so the rectangle is completely filled with equal-size squares.



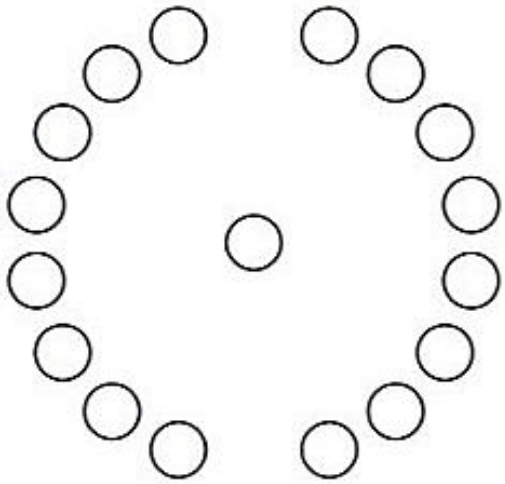
b. How many equal-size squares are there? _____

4. For each image, determine whether there are an even or odd number of circles. Explain your reasoning.

a. 

Is this set of circles even or odd? Explain your reasoning.

b.



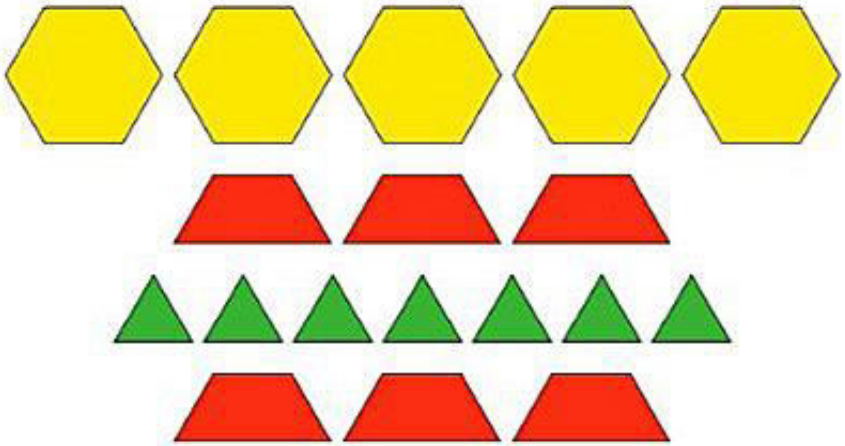
5. For each number, decide whether the number is even or odd. Write each even number as the sum of 2 equal addends.

a. 6 is an _____ number.

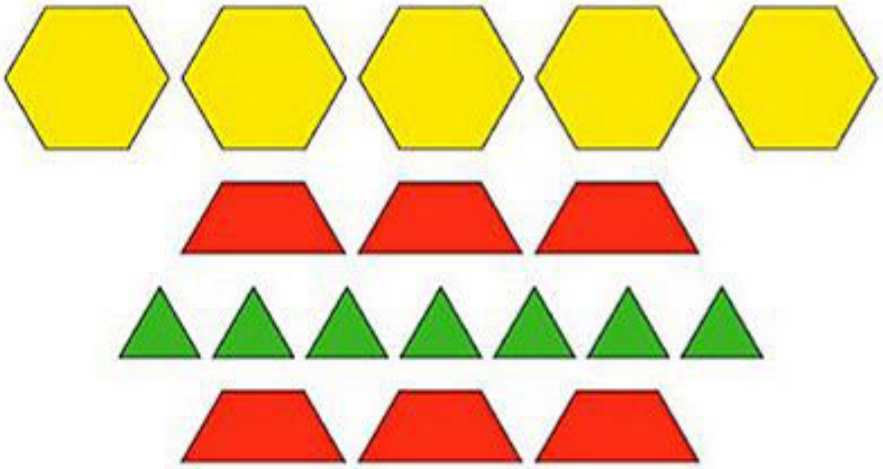
b. 11 is an _____ number.

c. 14 is an _____ number.

6. Here are some pattern blocks that Jada and Diego want to share.



a. Explain why there are an even number of trapezoids.



b. Jada says that she and Diego can share the pattern blocks so they each have 9 pattern blocks. Explain why Jada is correct.

c. Can Jada and Diego share all of the pattern blocks so that they each have the same set of pattern block shapes? Explain or show your reasoning.

Grade 2 Unit 9