Mathematics

Grade 2

DETROIT
PUBLIC SCHOOLS
COMMUNITY DISTRICT

Dear DPSCD Families,

The Office of Mathematics is partnering with families to support Distance Learning while students are home. As your child's first teacher, we empower you to utilize the resources provided to foster a deeper understanding of grade-level mathematics.

Students in grades K-8 will work from our core curriculum, Eureka Math, utilizing this Academic Packet supported by Knowledge on the Go recorded videos. The videos have a Eureka Math instructor presenting a lesson for students to engage in grade-level mathematics. The instructor will guide students to work through the lesson by completing problems simultaneously with your child and/or asking them to pause the video for independent solving and then check. As the instructor demonstrates sample problems in the Problem Set, Application Problems, Fluency Activities, Examples and/or Exercises, parents feel free to engage your child in this work. Ask students to show work and explain their answers. When appropriate have students add models or drawings to help them solve and record answers in complete sentences.

Daily lesson guidance can be found on the pages that follow. Each day has been designed to provide you access to materials from the Eureka Math Knowledge on the Go website https://gm.greatminds.org/en-us/knowledgeonthego . After you have accessed the site, click your child's grade level, and scroll down to find the desired lesson. The resources are found at the bottom of the page and we recommend the lessons be completed in order.

Eureka Math is our core curriculum, but we also recognize it is necessary to differentiate mathematics instruction to meet all students' needs. Students took the **i-Ready** diagnostic earlier this year and it created a Learning Path for students to follow. Students work weekly on the goals set on the i-Ready Learning Path. After their core math lesson, if able, we ask that students continue to work on their Learning Path by logging on to www.clever.com and selecting the i-Ready icon. In addition, students may also access the i-Ready Teacher-Assigned Lessons which would be an enrichment to grade-level content and should be utilized if extension activities are needed.

If one-on-one, live support is required, please feel free to call the **Homework Hotline** at 1-833-466-3978. Please check the Homework Hotline page for operating hours. We have DPSCD mathematics teachers standing by and are ready to assist.

If students need additional help, and parents have internet access, please refer to the **Homework Helper** document and sign up for an account. Homework Helper provides step by step explanations of how to work the Eureka Math problems. Also, provided on the

Eureka Math Knowledge on the Go website is a plethora of **Additional Resources** that consists of Templates, Homework, Parent Tip Sheets, and more.

We appreciate your continued dedication, support and partnership with Detroit Public Schools Community District and with your assistance we can press forward with our priority: Outstanding Achievement. Be safe. Be well!

Deputy Executive Director of K-12 Mathematics

Parents,

Find additional resources aligned to Eureka Math here:
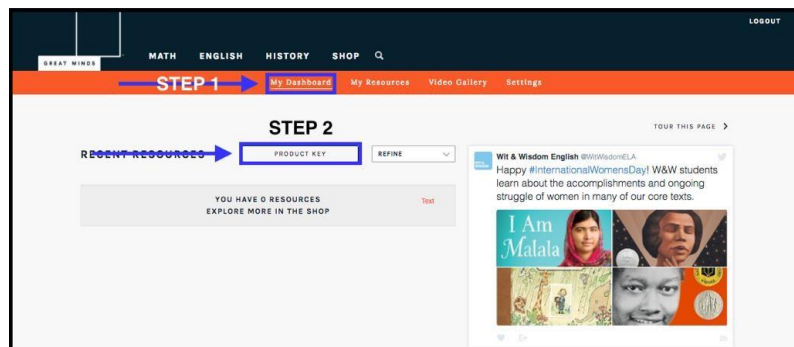
EUREKA MATH™

ACCESSING HOMEWORK HELPER eBOOKS

STEP 1: CREATE AN ACCOUNT
Sign up for a free account at GreatMinds.org/store/signup.

STEP 2: ACCESS YOUR DASHBOARD
Once you have created an account at GreatMinds.org, you will be taken to your Dashboard.

After you have logged in you can also access your Dashboard by clicking "MY DASHBOARD" in the upper right-hand corner of the site.

STEP 3: ENTER YOUR PRODUCT KEY
In your Dashboard you will see several buttons, select "PRODUCT KEY" and enter **H00688525** to access your Homework Helper eBook.

STEP 4: ACCESS YOUR HOMEWORK HELPER eBOOK
After you've entered your Product Key, select a grade-level, and the Homework Helper eBook will be added to your Dashboard. Click "LAUNCH PRODUCT" to navigate into the eBook. Note: if you are viewing the Homework Helper eBooks on a mobile device or tablet, we recommend using landscape view.

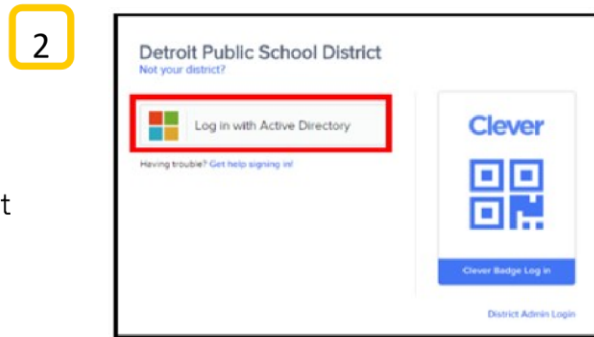Questions? Contact us at info@GreatMinds.org.

# Clever—How to access DPSCD Curriculum Applications through Clever.com

DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT
Students Rise. We All Rise.

1 Click on the Clever desktop shortcut or open Google Chrome and go to clever.com/in/dpscd
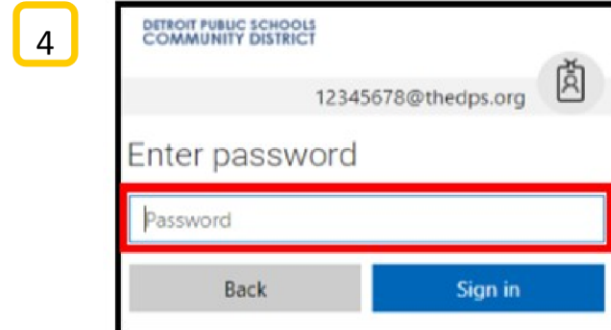
1 Clever   OR   Clever.com/in/dpscd

2 Click "Log in with Active Directory"

Teacher's will use the same credentials that they use to login to their email.

Student's will follow the following format listed below

2
Detroit Public School District
Not your district?

Log in with Active Directory

Having trouble? Get help signing in!

Clever
Clever Badge Log in

District Admin Login

3 Enter student's username in the space identified. The username will consist of the students ID # with @thedps.org appended on.
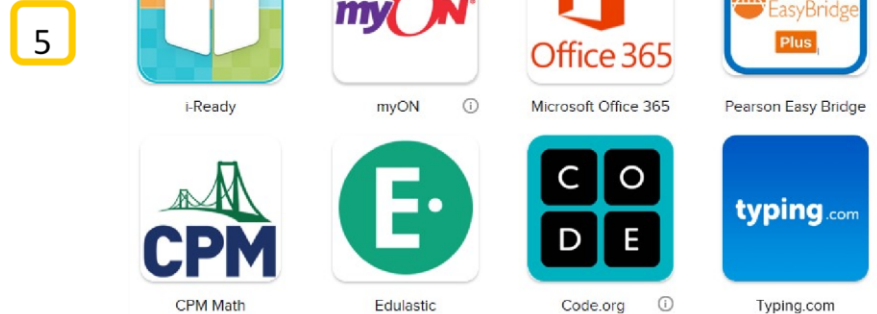
For example 12345678@thedps.org

3
DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

Sign in

Email

Back   Next
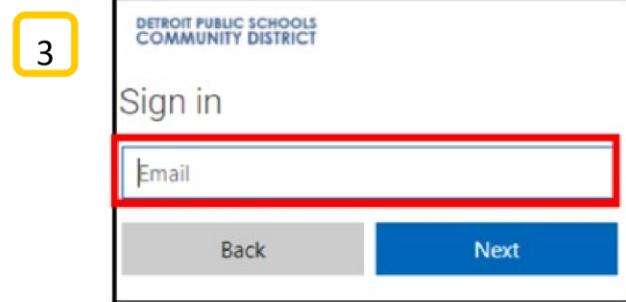
4 Enter the student's password. The password will consist of the following:

First letter of first name in upper case
First letter of last name in lower case
2 digit of their birth month
2 digit of their birth year
01 (male) or 02 (female)

For example: Jane Doe's birthday is May 13, 2004. Her password is Jd050402

4
DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

12345678@thedps.org

Enter password

Password

Back   Sign in

5 Click on the application you are interested in accessing

5

i-Ready   myON ⓘ   Microsoft Office 365   Pearson Easy Bridge

CPM Math   Edulastic   Code.org ⓘ   Typing.com

Grade 2 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

4/14/20 - 4/17/20 Week 1 (4 days)

Directions:	**Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.
Target Standard(s)	2.OA.C.4
Module Topic	Module 6: Foundations of Multiplication and Division Topic A: Formation of Equal Groups
Materials Needed:	- Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. - Clever Access for i-Ready (see links and QR codes below) - Paper, Pencil, Academic Packet including Problem Sets Knowledge on the Go Clever.com Additional Resources

	Daily Lesson (50 Minutes)	Extension (10-15 minutes)	Intervention (10 minutes)
Day 1	**Knowledge on the Go Video for Module 6, Lesson 1** Module 6, Problem Set 1 **(English/Spanish)**	i-Ready "Teacher Assigned" Lesson **clever.com**	i-Ready "My Path" Lesson **clever.com**
Day 2	**Knowledge on the Go Video for Module 6, Lesson 2** Module 6, Problem Set 2 **(English/Spanish)**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 3	**Knowledge on the Go Video for Module 6, Lesson 3** Module 6, Problem Set 3 **(English/ Spanish)**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 4	**Knowledge on the Go Video for Module 6, Lesson 4** Module 6, Problem Set 4 **(English/Spanish)**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 1

Standard	2.OA.C.4
Learning Target	Use manipulatives to create equal groups
Launch	**Recommended**: Students will view the **Knowledge on the Go Video for Module 6, Lesson 1** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 1** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 1 (English / Spanish)**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6, Lesson 1**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 2

Standard	2.OA.C.4
Learning Target	Use math drawings to represent equal groups, and relate to repeated addition
Launch	**Recommended**: Students will view the **Knowledge on the Go Video for Module 6, Lesson 2** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 2** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 2 (English/Spanish)**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6, Lesson 2**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 3

Standard	2.OA.C.4
Learning Target	Use math drawings to represent equal groups, and relate to repeated addition
Launch	SCAN ME **Recommended**: Students will view the **Knowledge on the Go Video for Module 6, Lesson 3** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 3** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 3 (English/Spanish)**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6, Lesson 3**
Extend	SCAN ME *Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 4

Standard	2.OA.C.4
Learning Target	Represent equal groups with tape diagrams, and relate to repeated addition
Launch	**Recommended**: Students will view the **Knowledge on the Go Video for Module 6, Lesson 4** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 4** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 4 (English/Spanish)**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6, Lesson 4**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Grade 2 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

4/20/20 - 4/24/20 Week 2 (5 days)

Directions:	**Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.
Target Standard(s)	2.OA.A.1, 2.OA.C.4
Module **Topic**	Module 6: Foundations of Multiplication and Division Topic B: Arrays and Equal Groups
Materials Needed:	• Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets Knowledge on the Go Clever.com Additional Resources

	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 5	**Knowledge on the Go Lesson Materials for Module 6, Lesson 5**	i-Ready "Teacher Assigned" Lesson **clever.com**	i-Ready "My Path" Lesson **clever.com**
Day 6	**Knowledge on the Go Lesson Materials for Module 6, Lesson 6**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 7	**Knowledge on the Go Lesson Materials for Module 6, Lesson 7**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 8	**Knowledge on the Go Lesson Materials for Module 6, Lesson 8**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 9	**Knowledge on the Go Lesson Materials for Module 6, Lesson 9**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section.
Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 5

Standard	2.OA.C.4
Learning Target	Compose arrays from rows and columns, and count to find the total using objects
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 5** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 5** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 5**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6, Lesson 5**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 6

Standard	2.OA.C.4
Learning Target	Decompose arrays into rows and columns, and relate to repeated addition
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 6** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 6** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 6**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6, Lesson 6**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 7

Standard	2.OA.C.4
Learning Target	Represent arrays and distinguish rows and columns using math drawings
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 7** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 7** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 7**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 7**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 8

Standard	2.OA.C.4
Learning Target	Create arrays using square tiles with gaps
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 8** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 8** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 8**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 8**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 9

Standard	2.OA.A.1, 2.OA.C.4
Learning Target	Solve word problems involving addition of equal groups in rows and columns
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 9** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 9** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 9**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 9**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Grade 2 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

4/27/20 - 5/1/20 Week 3 (5 days)

Directions:	**Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.
Target Standard(s)	2.G.A.2, 2.OA.C.4
Module **Topic**	Module 6: Foundations of Multiplication and Division Topic C: Rectangular Arrays as a Foundation for Multiplication and Division
Materials Needed:	- Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. - Clever Access for i-Ready (see links and QR codes below) - Paper, Pencil, Academic Packet including Problem Sets Knowledge on the Go Clever.com Additional Resources

	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 10	**Knowledge on the Go Lesson Materials for Module 6, Lesson 10**	i-Ready "Teacher Assigned" Lesson **clever.com**	i-Ready "My Path" Lesson **clever.com**
Day 11	**Knowledge on the Go Lesson Materials for Module 6, Lesson 11**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 12	**Knowledge on the Go Lesson Materials for Module 6, Lesson 12**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 13	**Knowledge on the Go Lesson Materials for Module 6, Lesson 13**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 14	**Knowledge on the Go Lesson Materials for Module 6, Lesson 14**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 10

Standard	2.G.A.2, 2.OA.C.4
Learning Target	Use square tiles to compose a rectangle, and relate to the array model
Launch	**Recommended**: Students will view the **[Knowledge on the Go Lesson Materials for Module 6, Lesson 10](#)** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 10** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 10**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 10**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit [Clever.com](#) to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit [Clever.com](#) to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 11

Standard	2.G.A.2, 2.OA.C.4
Learning Target	Use square tiles to compose a rectangle, and relate to the array model
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 11** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 11** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 11**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 11**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 12

Standard	2.G.A.2
Learning Target	Use math drawings to compose a rectangle with square tiles
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 12** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 12** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 12**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 12**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 13

Standard	2.G.A.2, 2.OA.C.4
Learning Target	Use square tiles to decompose a rectangle
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 13** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 13** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 13**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 13**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 14

Standard	2.G.A.2
Learning Target	Use scissors to partition a rectangle into same-size squares, and compose arrays with the square
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 14** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 14** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 14**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 14**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Grade 2 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

5/4/20 - 5/8/20 Week 4 (5 days)

Directions:	**Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.
Target Standard(s)	2.G.A.2, 2.OA.C.4
Module Topic	Module 6: Foundations of Multiplication and Division Topic C: Rectangular Arrays as a Foundation for Multiplication and Division Topic D: The Meaning of Even and Odd Numbers
Materials Needed:	• Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets [SCAN ME] [SCAN ME] [SCAN ME] Knowledge on the Go Clever.com Additional Resources

	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 15	**Knowledge on the Go Lesson Materials for Module 6, Lesson 15**	i-Ready "Teacher Assigned" Lesson **clever.com**	i-Ready "My Path" Lesson **clever.com**
Day 16	**Knowledge on the Go Lesson Materials for Module 6, Lesson 16**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 17	**Knowledge on the Go Lesson Materials for Module 6, Lesson 17**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 18	**Knowledge on the Go Lesson Materials for Module 6, Lesson 18**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 19	**Knowledge on the Go Lesson Materials for Module 6, Lesson 19**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 15

Standard	2.G.A.2, 2.OA.C.4
Learning Target	Use math drawing to partition a rectangle with square tiles, and relate to repeated addition
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 15** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 15** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 15**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 15**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 16

Standard	2.G.A.2
Learning Target	Use grid paper to create designs to develop spatial structuring
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 16** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 16**from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 16**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 16**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 17

Standard	2.OA.C.3
Learning Target	Relate doubles to even numbers, and write number sentences to express the sums
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 17** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 17** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 17**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 17**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 18

Standard	2.OA.C.3
Learning Target	Pair objects and skip-count to relate to even numbers
Launch	**SCAN ME** **Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 18** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 18** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 18**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 18**
Extend	**SCAN ME** *Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 19

Standard	2.OA.C.3
Learning Target	Investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones place, and relate odd numbers
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 19** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 19** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 19**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 19**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Grade 2 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

5/11/20 - 5/15/20 Week 5 (5 days)			
Directions:	**Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.		
Target Standard(s)	2.OA.C.3, 2.MD.D.10		
Module Topic	Module 6: Foundations of Multiplication and Division Topic D: The Meaning of Even and Odd Numbers Module 7: Problem Solving with Length, Money, and Data Topic A: Problem Solving with Categorical Data		
Materials Needed:	• Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets SCAN ME SCAN ME SCAN ME Knowledge on the Go Clever.com Additional Resources		

	Daily Lesson (50 minutes)	**Extension (10-15 minutes)**	**Intervention (15 minutes)**
Day 20	**Knowledge on the Go Lesson Materials for Module 6, Lesson 2**0	i-Ready "Teacher Assigned" Lesson **clever.com**	i-Ready "My Path" Lesson **clever.com**
Day 21	**Knowledge on the Go Lesson Materials for Module 7, Lesson 1**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 22	**Knowledge on the Go Lesson Materials for Module 7, Lesson 2**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 23	**Knowledge on the Go Lesson Materials for Module 7, Lesson 3**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 24	**Knowledge on the Go Lesson Materials for Module 7, Lesson 4**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 20

Standard	2.OA.C.3
Learning Target	Use rectangular arrays to investigate odd and even numbers
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 6, Lesson 20** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 6, Lesson 20** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 6, Problem Set 20**
Closing	**Recommended**: Students will reflect and share their learning on **Module 6 Lesson 20**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 21

Standard	2.MD.D.10
Learning Target	Sort and record data into a table using up to four categories; use category counts to solve word problems
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 1** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 1** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 1**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 1**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 22

Standard	2.MD.D.10
Learning Target	Draw and label a picture graph to represent data with up to four categories
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 2** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 2** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 2**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 2**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 23

Standard	2.MD.D.10
Learning Target	Draw and label a bar graph to represent data; relate the count scale to the number line
Launch	**SCAN ME** **Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 3** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 3** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 3**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 3**
Extend	**SCAN ME** *Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 24

Standard	2.MD.D.10
Learning Target	Draw a bar graph to represent a given data set
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 4** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 4** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 4**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 4**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Grade 2 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

5/18/20 - 5/22/20 Week 6 (5 days)

Directions:	**Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.
Target Standard(s)	2.MD.C.8, 2.MD.D.10, 2.NBT.B.5
Module **Topic**	Module 7: Problem Solving with Length, Money, and Data Topic A: Problem Solving with Categorical Data Topic B: Problem Solving with Coins and Bills
Materials Needed:	• Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets Knowledge on the Go Clever.com Additional Resources

	Daily Lesson **(50 minutes)**	**Extension** **(10-15 minutes)**	**Intervention** **(15 minutes)**
Day 25	**Knowledge on the Go Lesson Materials for Module 7, Lesson 5**	i-Ready "Teacher Assigned" Lesson **clever.com**	i-Ready "My Path" Lesson **clever.com**
Day 26	**Knowledge on the Go Lesson Materials for Module 7, Lesson 6**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 27	**Knowledge on the Go Lesson Materials for Module 7, Lesson 7**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 28	**Knowledge on the Go Lesson Materials for Module 7, Lesson 8**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 29	**Knowledge on the Go Lesson Materials for Module 7, Lesson 9**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 25

Standard	2.MD.D.10
Learning Target	Solve word problems using data presented in a bar graph
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 5** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 5** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 5**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 5**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Daily Fluency Practice

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 26

Standard	2.MD.C.8, 2.NBT.B.5
Learning Target	Recognize the value of coins and count up to find their total value
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 6** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 6** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 6**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 6**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 27

Standard	2.MD.C.8, 2.NBT.B.5
Learning Target	Solve word problems involving the total value of a group of coins
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 7** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 7** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 7**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 7**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 28

Standard	2.MD.C.8, 2.NBT.B.5
Learning Target	Solve word problems involving the total value of a group of bills
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 8** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 8** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 8**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 8**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 29

Standard	2.MD.C.8, 2.NBT.B.5
Learning Target	Solve word problems involving different combinations of coins with the same total value
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 9** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 9** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 9**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 9**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

5/26/20 - 5/29/20 Week 7 (4 days)

Directions:	**Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.
Target Standard(s)	2.MD.C.8, 2.NBT.B.5
Module **Topic**	Module 7: Problem Solving with Length, Money, and Data Topic B: Problem Solving with Coins and Bills
Materials Needed:	• Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets

Knowledge on the Go   Clever.com   Additional Resources

	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 30	**Knowledge on the Go Lesson Materials for Module 7, Lesson 10**	i-Ready "Teacher Assigned" Lesson **clever.com**	i-Ready "My Path" Lesson **clever.com**
Day 31	**Knowledge on the Go Lesson Materials for Module 7, Lesson 11**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 32	**Knowledge on the Go Lesson Materials for Module 7, Lesson 12**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 33	**Knowledge on the Go Lesson Materials for Module 7, Lesson 13**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 30

Standard	2.MD.C.8, 2.NBT.B.5
Learning Target	Use the fewest number of coins to make a given value
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 10** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 10** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 10**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 10**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 31

Standard	2.MD.C.8, 2.NBT.B.5
Learning Target	Use different strategies to make $1 or make change from $1
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 11** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 11** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 11**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 11**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 32

Standard	2.MD.C.8, 2.NBT.B.5
Learning Target	Solve word problems involving different ways to make change from $1
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 12** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 12** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 12**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 12**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 33

Standard	2.MD.C.8, 2.NBT.B.5
Learning Target	Solve two-step word problems involving dollars or cents with totals within $100 or $1
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 13** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 13** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 13**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 13**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Grade 2 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

6/1/20 - 6/5/20 Week 8 (5 days)

Directions:	**Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.
Target Standard(s)	2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4
Module Topic	Module 7: Problem Solving with Length, Money, and Data Topic C: Problem Solving with Coins and Bills Topic D: Measuring and Estimating Length Using Customary and Metric Units
Materials Needed:	• Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets Knowledge on the Go Clever.com Additional Resources

	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 34	**Knowledge on the Go Lesson Materials for Module 7, Lesson 14**	i-Ready "Teacher Assigned" Lesson **clever.com**	i-Ready "My Path" Lesson **clever.com**
Day 35	**Knowledge on the Go Lesson Materials for Module 7, Lesson 15**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 36	**Knowledge on the Go Lesson Materials for Module 7, Lesson 16**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 37	**Knowledge on the Go Lesson Materials for Module 7, Lesson 17**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 38	**Knowledge on the Go Lesson Materials for Module 7, Lesson 18**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 34

Standard	2.MD.A.1
Learning Target	Connect measurement with physical units by using iteration with an inch tile to measure
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 14** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 14** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 14**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 14**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 35

Standard	2.MD.A.1
Learning Target	Apply concepts to create inch rulers; measure lengths using inch rulers
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 15** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 15** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 15**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 15**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 36

Standard	2.MD.A.1, 2.MD.A.3
Learning Target	Measure various objects using inch rulers and yardsticks
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 16** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 16** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 16**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 16**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 37

Standard	2.MD.A.1, 2.MD.A.3
Learning Target	Develop estimation strategies by applying prior knowledge of length and using mental benchmarks
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 17** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 17** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 17**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 17**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 38

Standard	2.MD.A.2
Learning Target	Measure an object twice using different length units and compare; relate measurement to unit size
Launch	**SCAN ME** — **Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 18** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 18** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 18**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 18**
Extend	**SCAN ME** — *Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Grade 2 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

<table>
<tr><td colspan="4" align="center">6/8/20 - 6/12/20 Week 9 (5 days)</td></tr>
<tr><td colspan="1">Directions:</td><td colspan="3"><u>Parents:</u> Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons.
<u>Students:</u> Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.</td></tr>
<tr><td>Target Standard(s)</td><td colspan="3">2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, 2.MD.A.5, 2.MD.A.6, 2.MD.A.9</td></tr>
<tr><td>Module
Topic</td><td colspan="3">Module 7: Problem Solving with Length, Money, and Data
Topic D: Measuring and Estimating Length Using Customary and Metric Units
Topic E: Problem Solving with Customary and Metric Units
Topic F: Displaying Measurement Data</td></tr>
<tr><td>Materials Needed:</td><td colspan="3">

Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson.
Clever Access for i-Ready (see links and QR codes below)
Paper, Pencil, Academic Packet including Problem Sets

Knowledge on the Go   Clever.com   Additional Resources
</td></tr>
</table>

		Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 39		**Knowledge on the Go Lesson Materials for Module 7, Lesson 19**	i-Ready "Teacher Assigned" Lesson **clever.com**	i-Ready "My Path" Lesson **clever.com**
Day 40		**Knowledge on the Go Lesson Materials for Module 7, Lesson 20**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 41		**Knowledge on the Go Lesson Materials for Module 7, Lesson 21**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 42		**Knowledge on the Go Lesson Materials for Module 7, Lesson 22**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 43		**Knowledge on the Go Lesson Materials for Module 7, Lesson 23**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section.
Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 39

Standard	2.MD.A.1, 2.MD.A.4
Learning Target	Measure to compare the differences in length using inches, feet, and yards
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 19** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 19** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 19**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 19**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 40

Standard	2.MD.B.5
Learning Target	Solve two-digit addition and subtraction word problems involving length by using tape diagrams and writing equations to represent the problem
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 20** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 20** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 20**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 20**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 41

Standard	2.MD.B.6
Learning Target	Identify unknow numbers on a number line diagram by using the distance between numbers and reference points
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 21** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 21** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 21**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 21**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 42

Standard	2.MD.B.6
Learning Target	Represent two-digit sums and differences involving length by using the ruler as a number line
Launch	**SCAN ME** **Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 22** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 22** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 22**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 22**
Extend	**SCAN ME** *Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 43

Standard	2.MD.D.9
Learning Target	Collect and record measurement data in a table; answer questions and summarize the data set
Launch	SCAN ME **Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 23** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 23** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 23**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 23**
Extend	SCAN ME *Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Grade 2 Mathematics WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

6/15/20 - 6/18/20 Week 10 (4 days)

Directions:	**Parents:** Assist students with accessing the "Knowledge on the Go" videos, Problem Sets in this packet, and i-Ready through the Clever app. Also, monitor student's progress while working on the videos and/or online lessons. **Students:** Click or watch the "Knowledge on the Go" video each day and complete the daily Problem Set. Visit i-Ready to continue your learning path and complete Teacher-Assigned lessons.
Target Standard(s)	2.MD.B.6, 2.MD.B.9, 2.G.A.1
Module Topic	Module 7: Problem Solving with Length, Money, and Data Topic F: Displaying Measurement Data Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes Topic A: Attributes of Geometric Shapes
Materials Needed:	• Access to Knowledge on the Go Lesson Videos & Resources including Templates & Homework Helpers which provide guidance with worked examples for each lesson. • Clever Access for i-Ready (see links and QR codes below) • Paper, Pencil, Academic Packet including Problem Sets SCAN ME SCAN ME SCAN ME Knowledge on the Go Clever.com Additional Resources

	Daily Lesson (50 minutes)	Extension (10-15 minutes)	Intervention (15 minutes)
Day 44	**Knowledge on the Go Lesson Materials for Module 7, Lesson 24**	i-Ready "Teacher Assigned" Lesson **clever.com**	i-Ready "My Path" Lesson **clever.com**
Day 45	**Knowledge on the Go Lesson Materials for Module 7, Lesson 25**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 46	**Knowledge on the Go Lesson Materials for Module 7, Lesson 26**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson
Day 47	**Knowledge on the Go Lesson Materials for Module 8, Lesson 1**	i-Ready "Teacher Assigned" Lesson	i-Ready "My Path" Lesson

Click the Knowledge on the Go Lesson Materials link or scan the Knowledge on the Go QR Code in the Materials section. Then scroll down and click on the corresponding Module and Lesson. Problem sets are included in this academic packet.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 44

Standard	2.MD.B.6, 2.MD.D.9
Learning Target	Draw a line plot to represent the measurement data; relate the measurement scale to the number line
Launch	SCAN ME **Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 24** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 24** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 24**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 24**
Extend	SCAN ME *Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 45

Standard	2.MD.D.9
Learning Target	Draw a line plot to represent a given data set: answer questions and draw conclusions based on measurement data
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 25** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 25** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 25**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 25**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 46

Standard	2.MD.D.9
Learning Target	Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 7, Lesson 26** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 7, Lesson 26** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 7, Problem Set 26**
Closing	**Recommended**: Students will reflect and share their learning on **Module 7, Lesson 26**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended*: Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.

Mathematical Fluencies: In Grade 2, students are expected by the end of the year to add/subtract within 20 (know from memory all sums of two one-digit numbers) and add/subtract within 100 (pencil and paper).

Lesson 47

Standard	2.G.A.1
Learning Target	Describe two-dimensional shapes based on attributes
Launch	**Recommended**: Students will view the **Knowledge on the Go Lesson Materials for Module 8, Lesson 1** Scan the Knowledge on the Go QR Code or click the link to access the video. We encourage parents to assist students with accessing and engaging with the "Knowledge on the Go" videos
Guided Practice	**Recommended:** Students will complete the Problem Set for **Module 8, Lesson 1** from the "Knowledge on the Go" video along with the instructor. These are included in this academic packet or can be accessed here: **Module 8, Problem Set 1**
Closing	**Recommended**: Students will reflect and share their learning on **Module 8, Lesson 1**
Extend	*Recommended:* Students will complete the "Teacher Assigned" lesson in i-Ready. Visit Clever.com to access i-Ready.
Intervention	*Recommended:* Students will work on their individual Learning Path (My Path) in i-Ready. Visit Clever.com to access i-Ready.
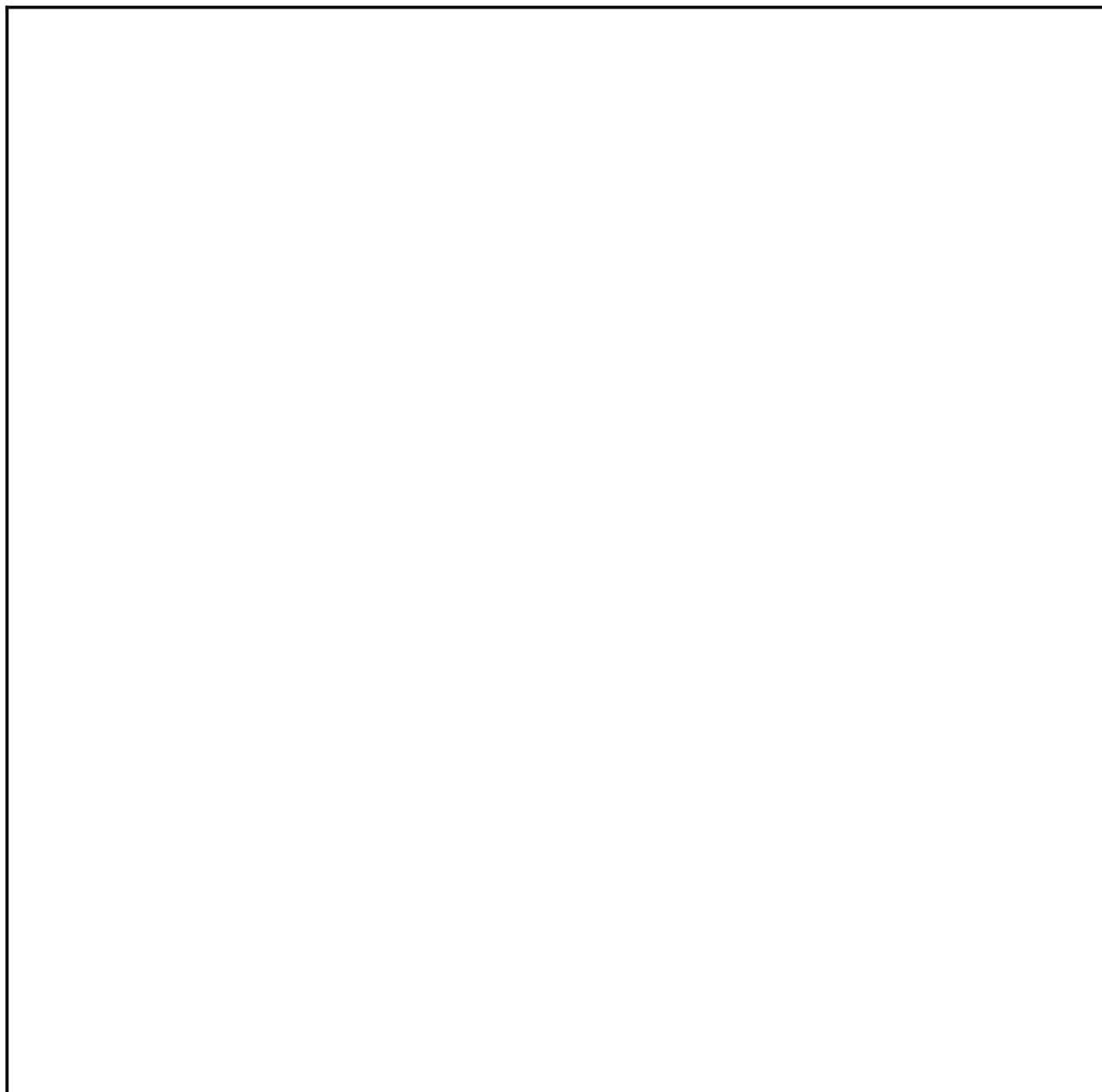
Julisa has 12 stuffed animals. She wants to put the same number of animals in each of her 3 baskets.

    a. Draw a picture to show how she can put the animals into 3 equal groups.

b. Complete the sentence.

Julisa put _____ animals in each basket.

Lesson 1:   Use manipulatives to create equal groups.

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Name _____   Date _____

1. Circle groups of two apples.

There are _____ groups of two apples.

2. Circle groups of three balls.

There are _____ groups of three balls.

3. Redraw the 12 oranges into 4 equal groups.
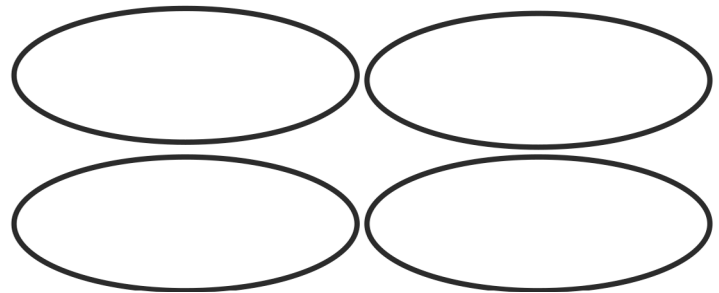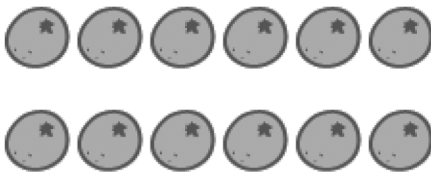
4 groups of _____ oranges

4. Redraw the 12 oranges into 3 equal groups.
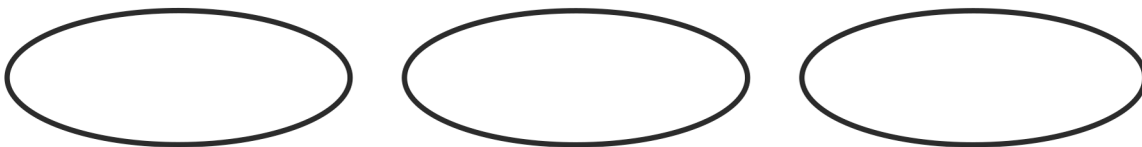
3 groups of _____ oranges

5. Redraw the flowers to make each of the 3 groups have an equal number.
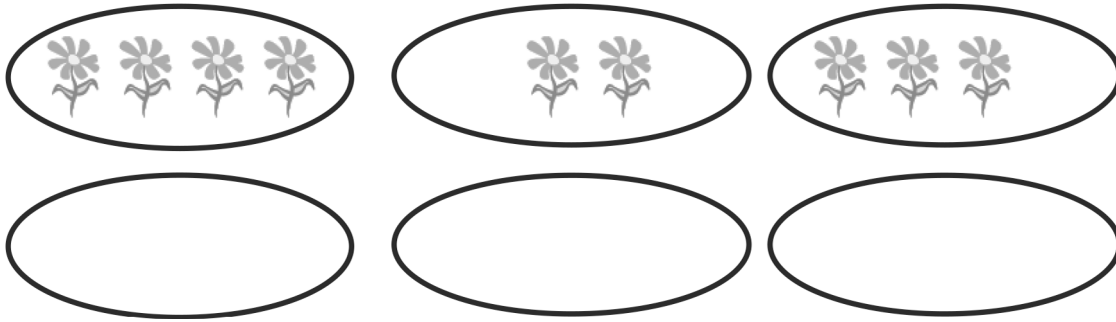
3 groups of _____ flowers = _____ flowers.

6. Redraw the lemons to make 2 equal size groups.
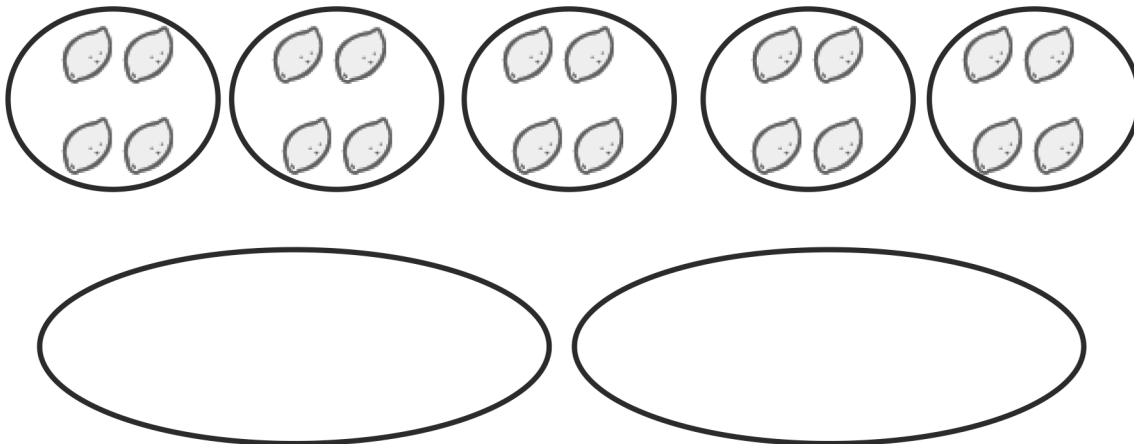
2 groups of _____ lemons = _____ lemons.

Mayra sorts her socks by color. She has 4 purple socks, 4 yellow socks, 4 pink socks, and 4 orange socks.

   a. Draw groups to show how Mayra sorts her socks.

   b. Write a repeated addition equation to match.

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c. How many socks does Mayra have in all?

_____

_____

_____

Lesson 2:   Use math drawings to represent equal groups, and relate to repeated addition.

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Name _____   Date _____

1. Write a repeated addition equation to show the number of objects in each group.
    Then, find the total.

    a.

    _____ + _____ + _____ = _____

    3 groups of _____ = _____

    b.

    _____ + _____ + _____ + _____ = _____
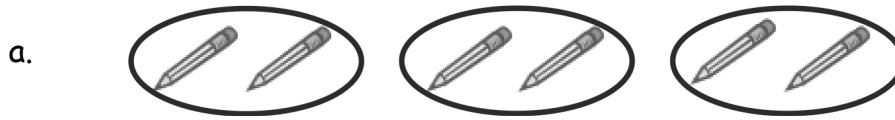
    4 groups of _____ = _____

2. Draw 1 more group of four. Then, write a repeated addition equation to match.

    _____ + _____ + _____ + _____ + _____ = _____

    5 groups of _____ = _____

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Lesson 2:   Use math drawings to represent equal groups, and relate to repeated addition.

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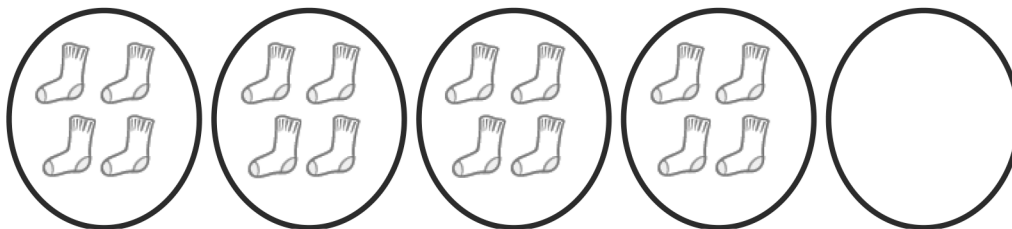
3. Draw 1 more group of three. Then, write a repeated addition equation to match.

_____ + _____ + _____ + _____ = _____

_____ groups of 3 = _____

4. Draw 2 more equal groups. Then, write a repeated addition equation to match.

_____ + _____ + _____ + _____ + _____ = _____

_____ groups of 2 = _____

5. Draw 3 groups of 5 stars. Then, write a repeated addition equation to match.

Lesson 2:   Use math drawings to represent equal groups, and relate to repeated addition.

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Markers come in packs of 2. If Jessie has 6 packs of markers, how many markers does she have in all?

a. Draw groups to show Jessie's packs of markers.

b. Write a repeated addition equation to match your drawing.

Lesson 3: Use math drawings to represent equal groups, and relate to repeated addition.

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c. Group addends into pairs, and add to find the total.

_____

_____

_____

Lesson 3:   Use math drawings to represent equal groups, and relate to repeated addition.

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Name _____   Date _____

1. Write a repeated addition equation to match the picture. Then, group the addends into pairs to show a more efficient way to add.

a.

_____ + _____ + _____ + _____ = _____

   \   /   \   /

_____   +   _____   = _____

4 groups of _____ = 2 groups of _____

b.

_____ + _____ + _____ + _____ = _____

_____ + _____ = _____

4 groups of _____ = 2 groups of _____

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Lesson 3:   Use math drawings to represent equal groups, and relate to repeated addition.

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c.

____ + ____ + ____ + ____ + ____ + ____ + ____ + ____ = ____

____ + ____ + ____ + ____ = ____

8 groups of _____ = 4 groups of _____

2. Write a repeated addition equation to match the picture. Then, group addends into pairs, and add to find the total.

a.

____ + ____ + ____ + ____ + ____ = ____

____ + ____ + 3 = ____

____ + 3 = ____

b.

____ + ____ + ____ = ____

____ + 3 = ____

Lesson 3:   Use math drawings to represent equal groups, and relate to repeated addition.

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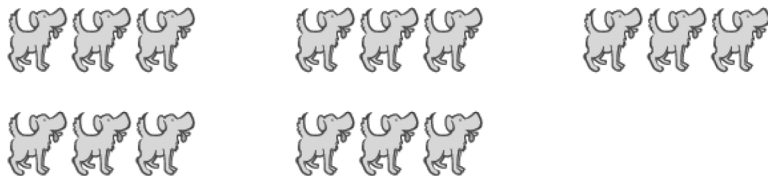
R (Read the problem carefully.)

The flowers are blooming in Maria's garden. There are 3 roses, 3 buttercups, 3 sunflowers, 3 daisies, and 3 tulips. How many flowers are there in all?

 a. Draw a tape diagram to match the problem.

 b. Write a repeated addition equation to solve.

Lesson 4:   Represent equal groups with tape diagrams, and relate to repeated addition.

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W (Write a Statement that matches the story.)

_____

_____

_____

22   **Lesson 4:**   Represent equal groups with tape diagrams, and relate to repeated addition.

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EUREKA MATH

Name _____   Date _____

1. Write a repeated addition equation to find the total of each tape diagram.

   a.

   _____ + _____ + _____ + _____ = _____
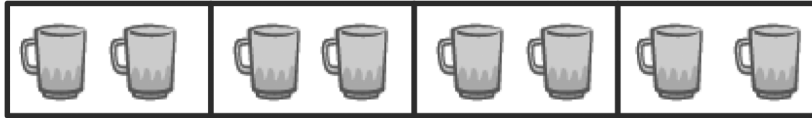
   4 groups of 2 = _____

   b.

   _____ + _____ + _____ + _____ + _____ = _____

   5 groups of _____ = _____

   c.

5	5	5

   _____ + _____ + _____ = _____

   3 groups of _____ = _____

   d.

3	3	3	3	3	3

   _____ + _____ + _____ + _____ + _____ + _____ = _____

   _____ groups of _____ = _____

2. Draw a tape diagram to find the total.

   a. 3 + 3 + 3 + 3 = _____

   b. 4 + 4 + 4 = _____

   c. 5 groups of 2

   d. 4 groups of 4

   e.

Lesson 4:   Represent equal groups with tape diagrams, and relate to repeated addition.

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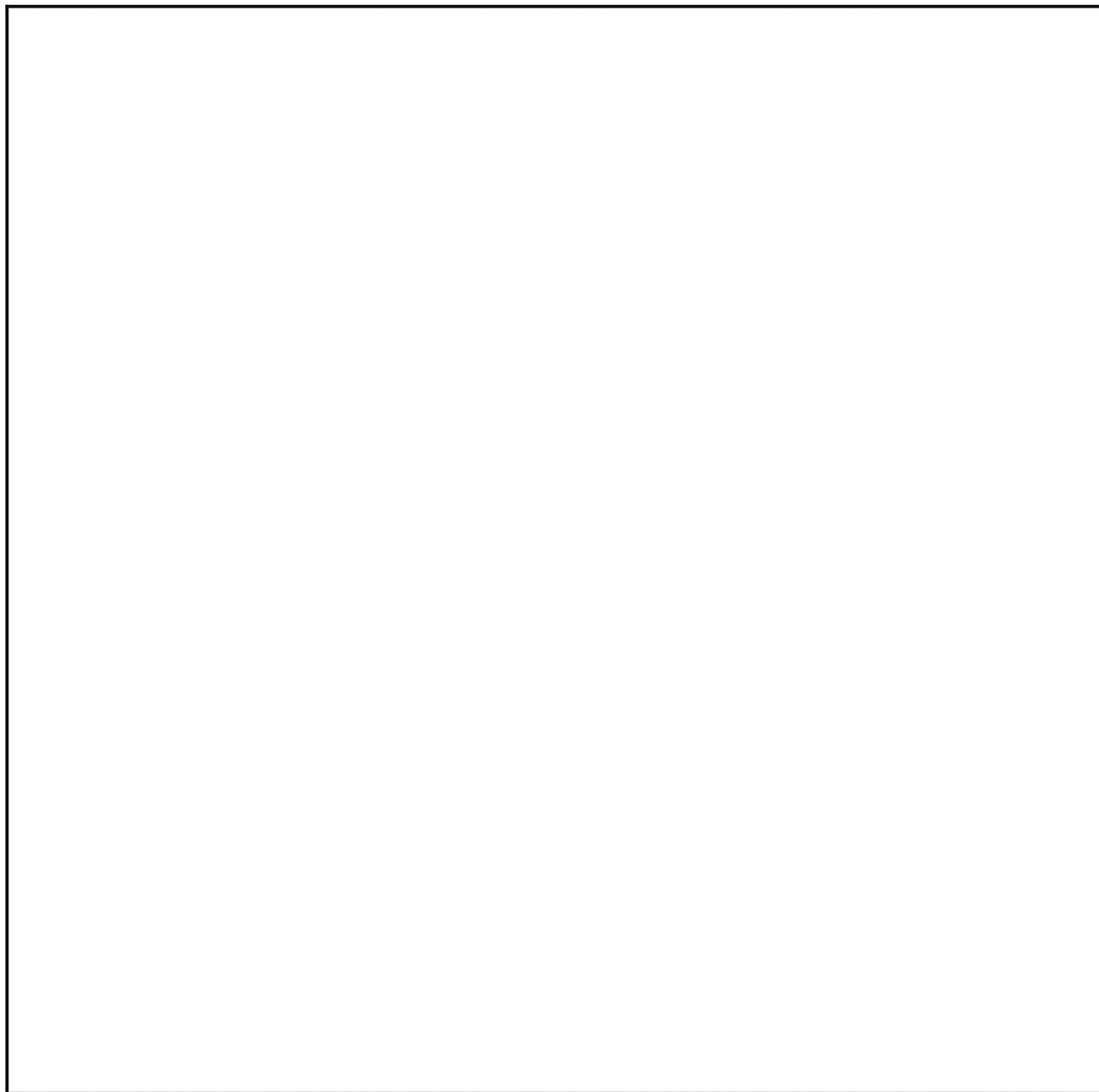
Mrs. White is in line at the bank. There are 4 teller windows, and 3 people are standing in line at each window.

a. Draw an array to show the people in line at the bank.

Lesson 5:   Compose arrays from rows and columns, and count to find the total using objects.

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b. Write the total number of people.

_____

_____

_____

Lesson 5:   Compose arrays from rows and columns, and count to find the total using objects.

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Name _____   Date _____

1. Circle groups of four. Then, draw the triangles into 2 equal rows.

_____

_____
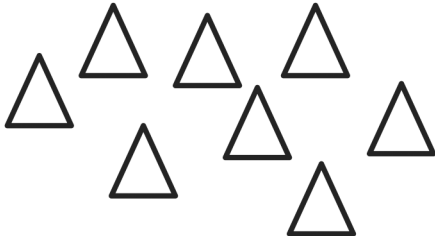
2. Circle groups of two. Redraw the groups of two as rows and then as columns.

_____

_____

_____
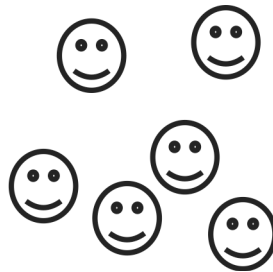
3. Circle groups of three. Redraw the groups of three as rows and then as columns.

_____

_____

_____

_____

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Lesson 5:   Compose arrays from rows and columns, and count to find the total using objects.

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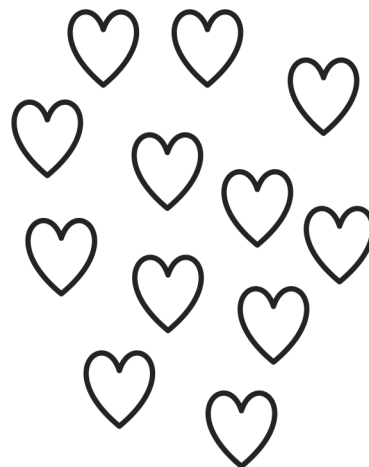
4. Count the objects in the arrays from left to right by rows and by columns. As you count, circle the rows and then the columns.

a.

b.
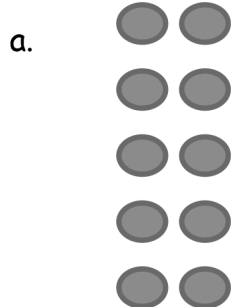
5. Redraw the circles and stars in Problem 4 as columns of two.

6. Draw an array with 15 triangles.

7. Show a different array with 15 triangles.

Lesson 5:   Compose arrays from rows and columns, and count to find the total using objects.

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Sam is organizing her greeting cards. She has 8 red cards and 8 blue cards. She puts the red cards in 2 columns and the blue ones in 2 columns to make an array.

a. Draw a picture of Sam's greeting cards in the array.

Lesson 6:   Decompose arrays into rows and columns, and relate to repeated addition.

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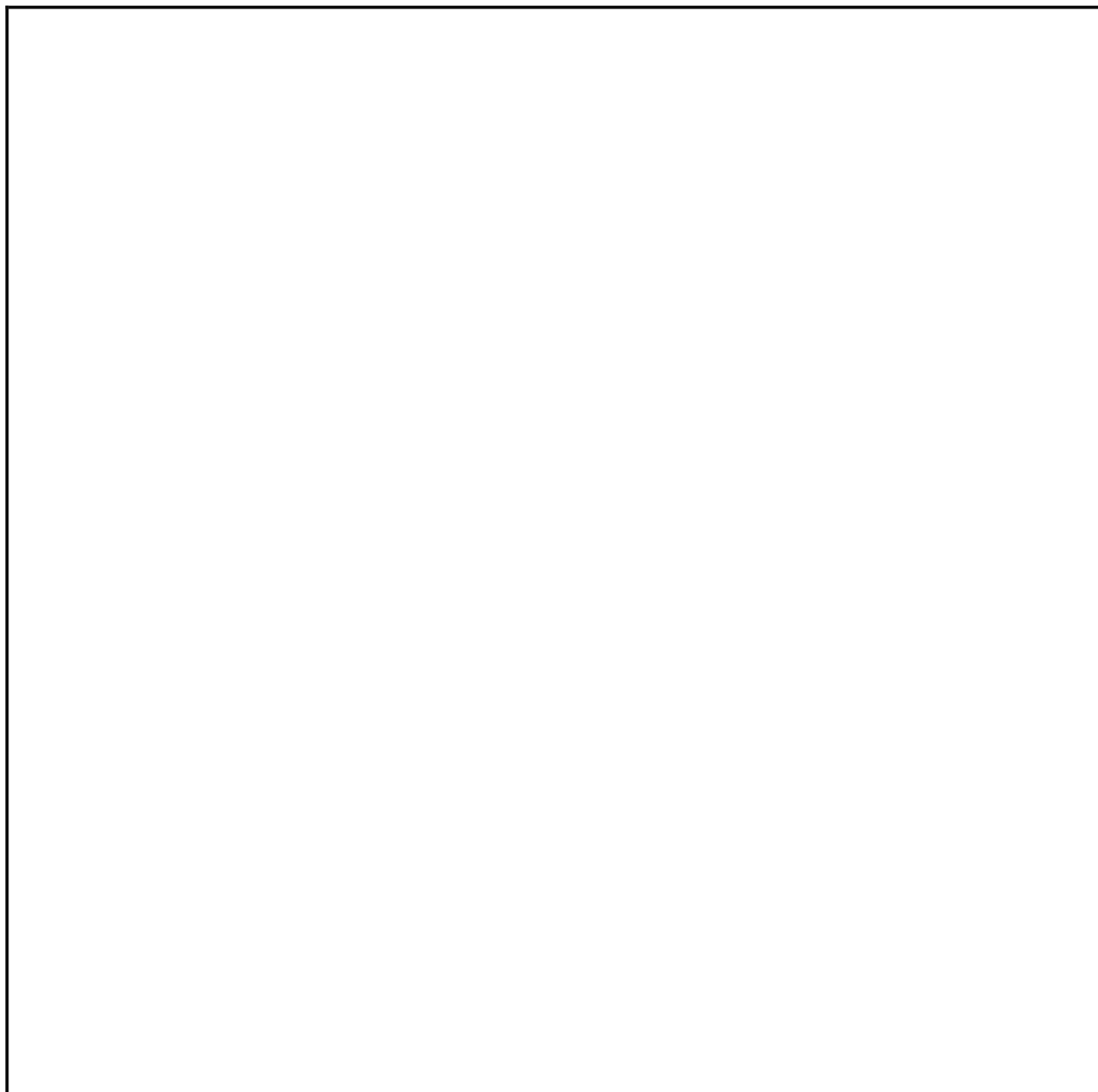
b. Write a statement about Sam's array.

_____

_____

_____

Lesson 6:   Decompose arrays into rows and columns, and relate to repeated addition.

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Name _____ Date _____

1. Complete each missing part describing each array.

   Circle rows.   Circle columns.

   a.

      5 rows of _____ = _____

      ___ + ___ + ___ + ___ + ___ = ____

   b.

      3 columns of _____ = _____

      _____ + _____ + _____ = ____

   Circle rows.   Circle columns.

   c.

      4 rows of _____ = _____

      ___ + ___ + ___ + ___ = ___

   d.

      5 columns of _____ = _____

      ___ + ___ + ___ + ___ + ___ = ___

Lesson 6:   Decompose arrays into rows and columns, and relate to repeated addition.

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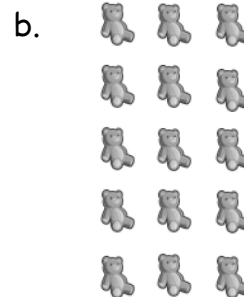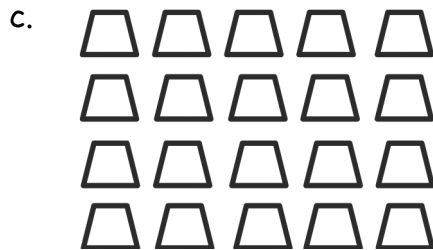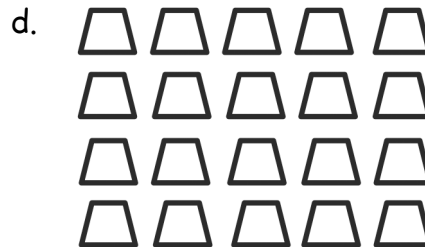
2. Use the array of triangles to answer the questions below.

   a. _____ rows of _____ = 12

   b. _____ columns of _____ = 12

   c. _____ + _____ + _____ = _____

   d. Add 1 more row. How many triangles are there now? _____

   e. Add 1 more column to the new array you made in 2(d). How many triangles are there now? _____
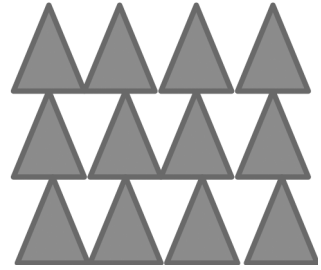
3. Use the array of squares to answer the questions below.

   a. _____ + _____ + _____ + _____ + _____ = _____

   b. _____ rows of _____ = _____

   c. _____ columns of _____ = _____

   d. Remove 1 row. How many squares are there now? _____
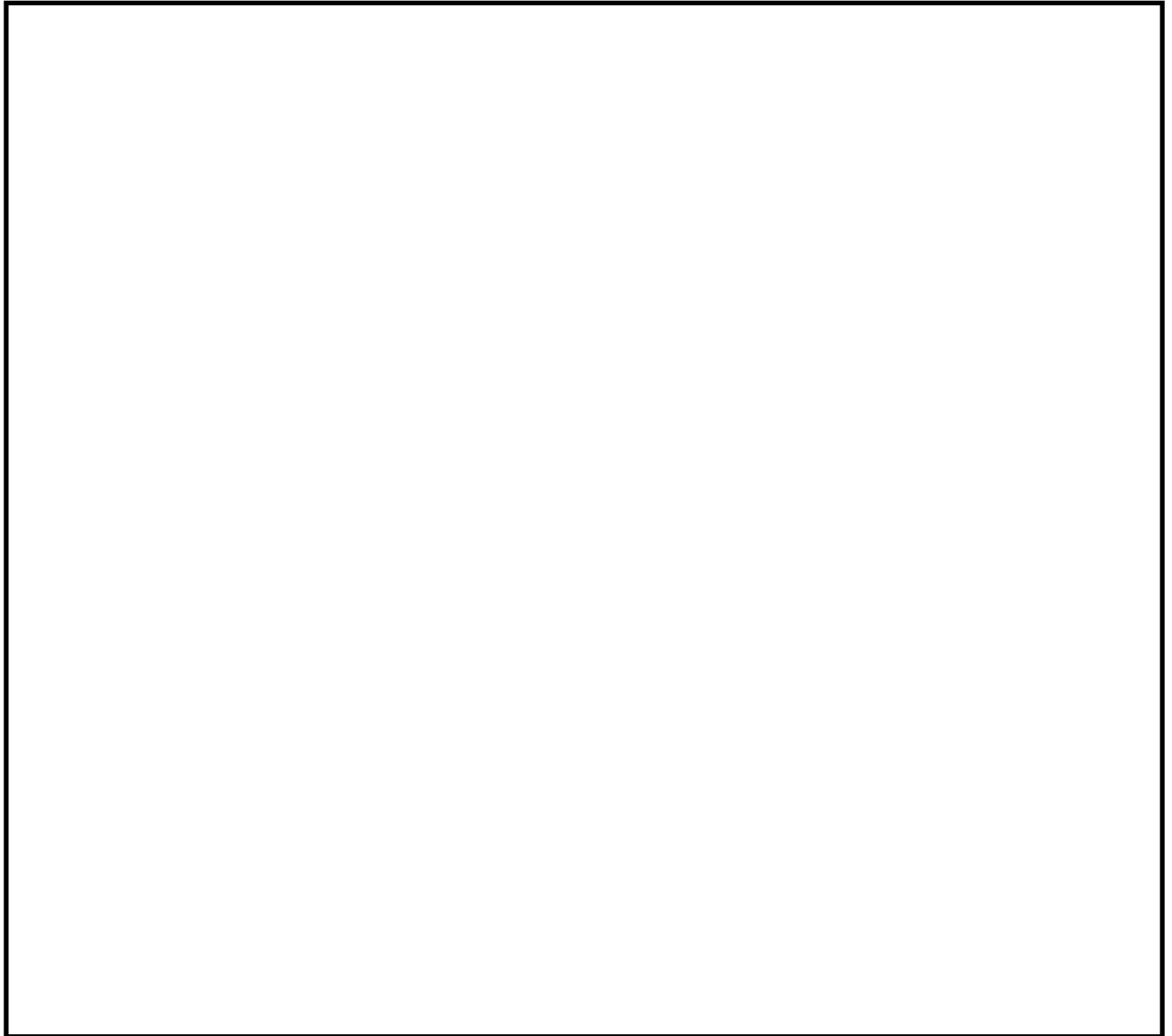
   e. Remove 1 column from the new array you made in 3(d). How many squares are there now? _____

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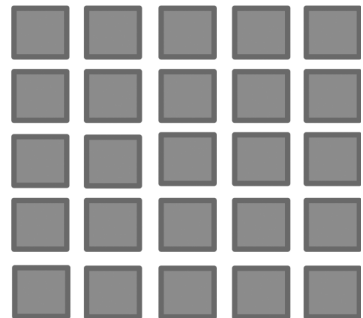
R (Read the problem carefully.)

Bobby puts 3 rows of tile in his kitchen to make a design. He lays 5 tiles in each row.

    a. Draw a picture of Bobby's tiles.

    b. Write a repeated addition equation to solve for the total number of tiles Bobby used.

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Lesson 7:   Represent arrays and distinguish rows and columns using math drawings.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 7:   Represent arrays and distinguish rows and columns using math drawings.

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Name _____   Date _____

1. a. One row of an array is drawn below. Complete the array with X's to make 3 rows of 4. Draw horizontal lines to separate the rows.

X X X X

b. Draw an array with X's that has 3 columns of 4. Draw vertical lines to separate the columns. Fill in the blanks.

_____ + _____ + _____ = _____

3 rows of 4 = _____

3 columns of 4 = _____

2. a. Draw an array of X's with 5 columns of three.

b. Draw an array of X's with 5 rows of three. Fill in the blanks below.

_____ + _____ + _____ + _____ + _____ = _____

5 columns of three = _____

5 rows of three = _____

In the following problems, separate the rows or columns with horizontal or vertical lines.

3. Draw an array of X's with 4 rows of 3.

_____ + _____ + _____ + _____ = _____

4 rows of 3 = _____

4. Draw an array of X's with 1 more row of 3 than the array in Problem 3. Write a repeated addition equation to find the total number of X's.

5. Draw an array of X's with 1 less column of 5 than the array in Problem 4. Write a repeated addition equation to find the total number of X's.

Lesson 7:   Represent arrays and distinguish rows and columns using math drawings.

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Charlie has 16 blocks in his room. He wants to build equal towers with 5 blocks each.

   a. Draw a picture of Charlie's towers.

b. How many towers can Charlie make?

_____

_____

c. How many more blocks does Charlie need to make equal

towers of 5?

_____

_____

Lesson 8:   Create arrays using square tiles with gaps.

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Name _____   Date _____

1. Create an array with the squares.

_____

_____
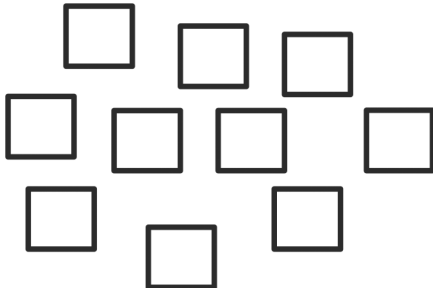
2. Create an array with the squares from the set above.
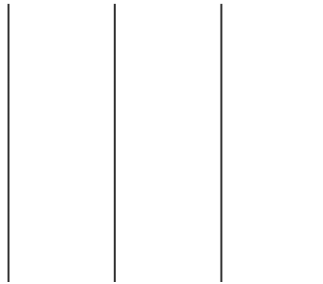
3. Use the array of squares to answer the questions below.
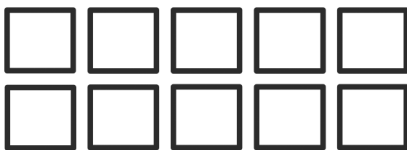
a. There are _____ squares in each row.

b. _____ + _____ = _____

c. There are _____ squares in each column.

d. _____ + _____ + _____ + _____ + _____ = _____

4. Use the array of squares to answer the questions below.
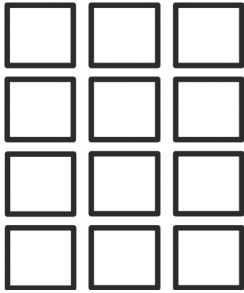
a. There are _____ squares in one row.

b. There are _____ squares in one column.

c. _____ + _____ + _____ = _____

d. 3 columns of _____ = _____ rows of _____ = _____ total

5. a. Draw an array with 8 squares that has 2 squares in each column.

   b. Write a repeated addition equation to match the array.

6. a. Draw an array with 20 squares that has 4 squares in each column.

   b. Write a repeated addition equation to match the array.

   c. Draw a tape diagram to match your repeated addition equation and array.

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Name _____ Date _____

Draw an array for each word problem. Write a repeated addition equation to match each array.

1. Jason collected some rocks. He put them in 5 rows with 3 stones in each row. How many stones did Jason have altogether?

2. Abby made 3 rows of 4 chairs. How many chairs did Abby use?

3. There are 3 wires and 5 birds sitting on each of them. How many birds in all are on the wires?

4. Henry's house has 2 floors. There are 4 windows on each floor that face the street. How many windows face the street?

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Lesson 9: Solve word problems involving addition of equal groups in rows and columns.

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Draw a tape diagram for each word problem. Write a repeated addition equation to match each tape diagram.

5. Each of Maria's 4 friends has 5 markers. How many markers do Maria's friends have in all?

6. Maria also has 5 markers. How many markers do Maria and her friends have in all?

Draw a tape diagram and an array. Then, write a repeated addition equation to match.

7. In a card game, 3 players get 4 cards each. One more player joins the game. How many total cards should be dealt now?

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R (Read the problem carefully.)

Sandy's toy telephone has buttons arranged in 3 columns and 4 rows.

   a. Draw a picture of Sandy's telephone.

   b. Write a repeated addition equation to show the total number of

      buttons on Sandy's telephone.

Lesson 10: Use square tiles to compose a rectangle, and relate to the array model.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 10: Use square tiles to compose a rectangle, and relate to the array model.

EUREKA MATH

Name _____ Date _____

Use your square tiles to construct the following rectangles with no gaps or overlaps. Write a repeated addition equation to match each construction.

1. a. Construct a rectangle with 2 rows of 3 tiles.

    _____

    b. Construct a rectangle with 2 columns of 3 tiles.

    _____

2. a. Construct a rectangle with 5 rows of 2 tiles.

    _____

    b. Construct a rectangle with 5 columns of 2 tiles.

    _____

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Lesson 10:   Use square tiles to compose a rectangle, and relate to the array model.

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3. a. Construct a rectangle of 9 tiles that has equal rows and columns.

_____

b. Construct a rectangle of 16 tiles that has equal rows and columns.

_____

4. a. What shape is the array pictured below? _____
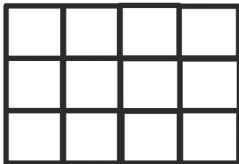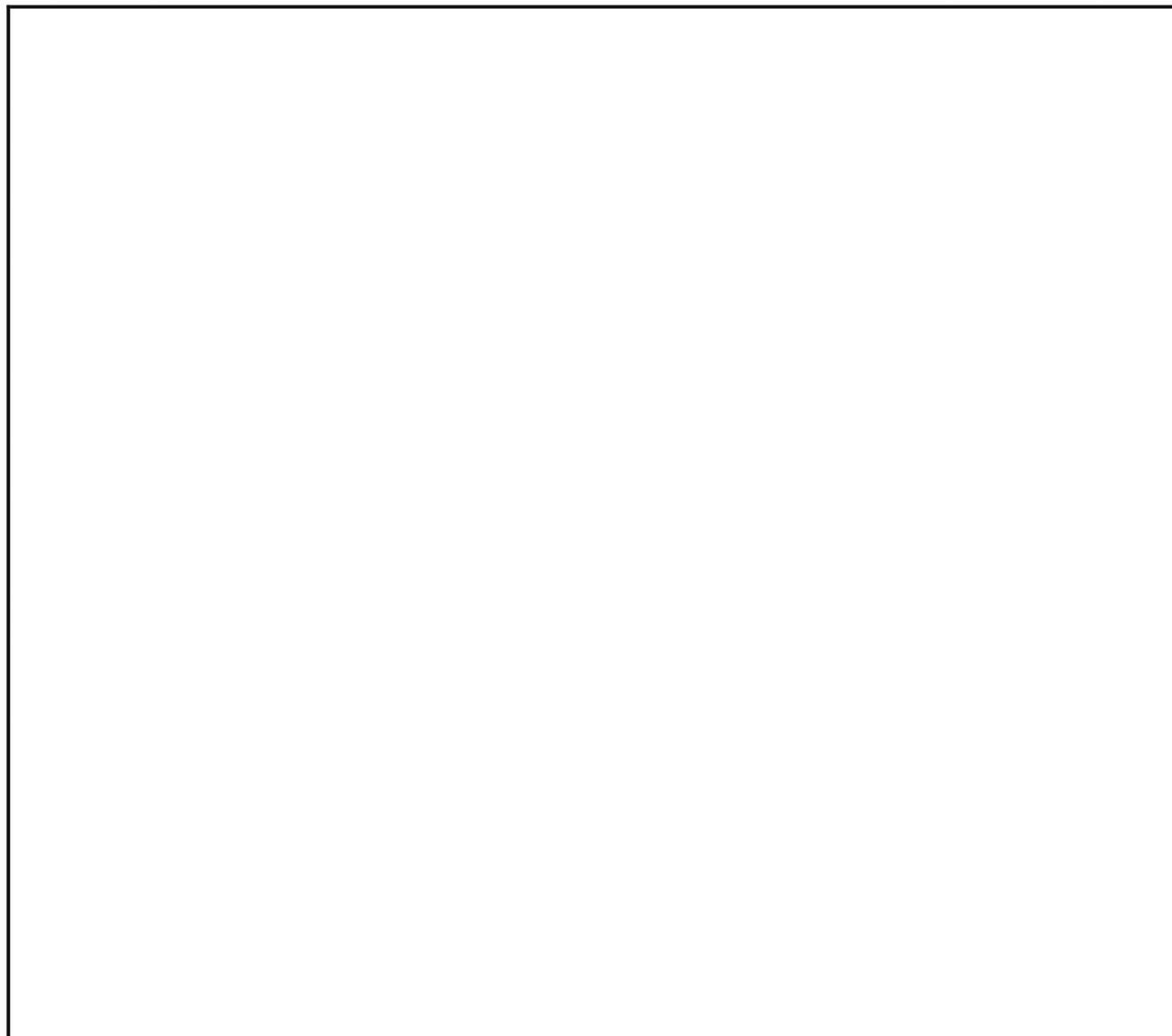
b. Redraw the above shape with one column removed in the space below.

c. What shape is the array now? _____

Lesson 10:   Use square tiles to compose a rectangle, and relate to the array model.

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Ty bakes two pans of brownies. In the first pan, he cuts 2 rows of 8. In the second pan, he cuts 4 rows of 4.

a. Draw a picture of Ty's brownie pans.

b. Write a repeated addition equation to show the total number of brownies in each pan.

Lesson 11:   Use square tiles to compose a rectangle, and relate to the array model.

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c. How many brownies did Ty bake altogether? Write an equation and a statement to show your answer.

_____

_____

_____

EUREKA MATH

Name _____   Date _____

Use your square tiles to construct the following arrays with no gaps or overlaps. Write a repeated addition equation to match each construction.

1. a. Place 8 square tiles in a row.

    b. Construct an array with the 8 square tiles.

    c. Write a repeated addition equation to match the new array.

        _____

2. a. Construct an array with 12 squares.

    b. Write a repeated addition equation to match the array.

        _____

    c. Rearrange the 12 squares into a different array.

    d. Write a repeated addition equation to match the new array.

        _____

3. a. Construct an array with 20 squares.

    b. Write a repeated addition equation to match the array.

        _____

    c. Rearrange the 20 squares into a different array.

    d. Write a repeated addition equation to match the new array.

        _____

4. Construct 2 arrays with 6 squares.

    a. 2 rows of _____ = _____

    b. 3 rows of _____ = 2 rows of _____
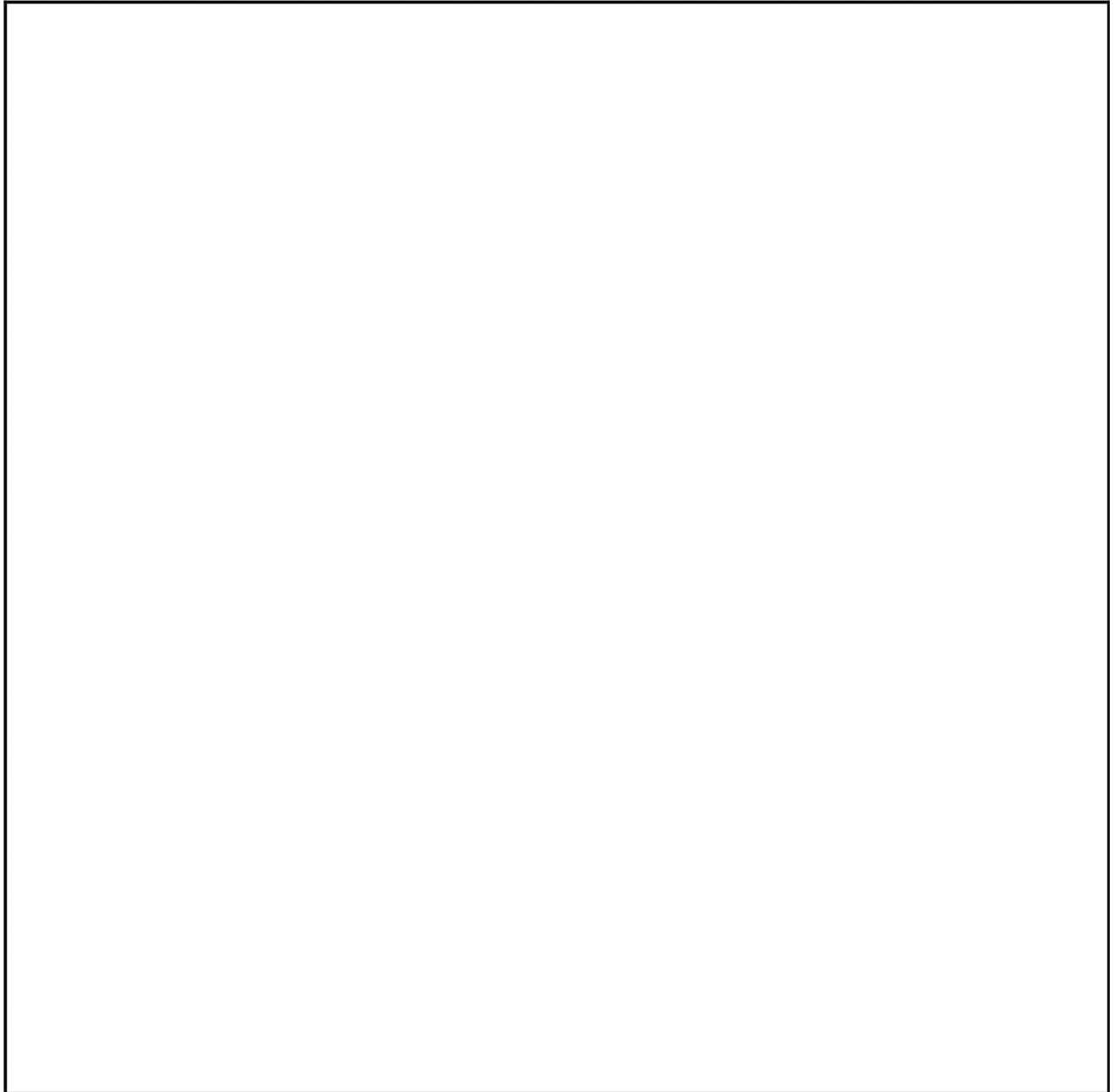
5. Construct 2 arrays with 10 squares.

    a. 2 rows of _____ = _____

    b. 5 rows of _____ = 2 rows of _____

Lesson 11:   Use square tiles to compose a rectangle, and relate to the array model.

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Lulu made a pan of brownies. She cut them into 3 rows and 3 columns.

   a. Draw a picture of Lulu's brownies in the pan.

   b. Write a number sentence to show how many brownies Lulu has.

Lesson 12:   Use math drawings to compose a rectangle with square tiles.

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   c. Write a statement about Lulu's brownies.

Extension: How should Lulu cut her brownies if she wants to equally serve 12 people? 16 people? 20 people?

_____

_____

_____

     Lesson 12:   Use math drawings to compose a rectangle with square tiles.

EUREKA MATH

Name _____ Date _____

1. Draw without using a square tile to make an array with 2 rows of 5.

2 rows of 5 = _____

_____ + _____ = _____

2. Draw without using a square tile to make an array with 4 columns of 3.

4 columns of 3 = _____

_____ + _____ + _____ + _____ = _____

3. Complete the following arrays without gaps or overlaps. The first tile has been drawn for you.

a. 3 rows of 4

b. 5 columns of 3

c. 5 columns of 4

Lesson 12: Use math drawings to compose a rectangle with square tiles.

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Ellie bakes a square pan of lemon bars, which she cut into nine equal pieces. Her brothers eat 1 row of her treats. Then, her mom eats 1 column.

    a. Draw a picture of Ellie's lemon bars before any are eaten. Write a number sentence to show how to find the total.

    b. Write an X on the bars that her brothers eat. Write a new number sentence to show how many are left.

    c. Draw a line through the bars that her mom eats. Write a new number sentence to show how many are left.
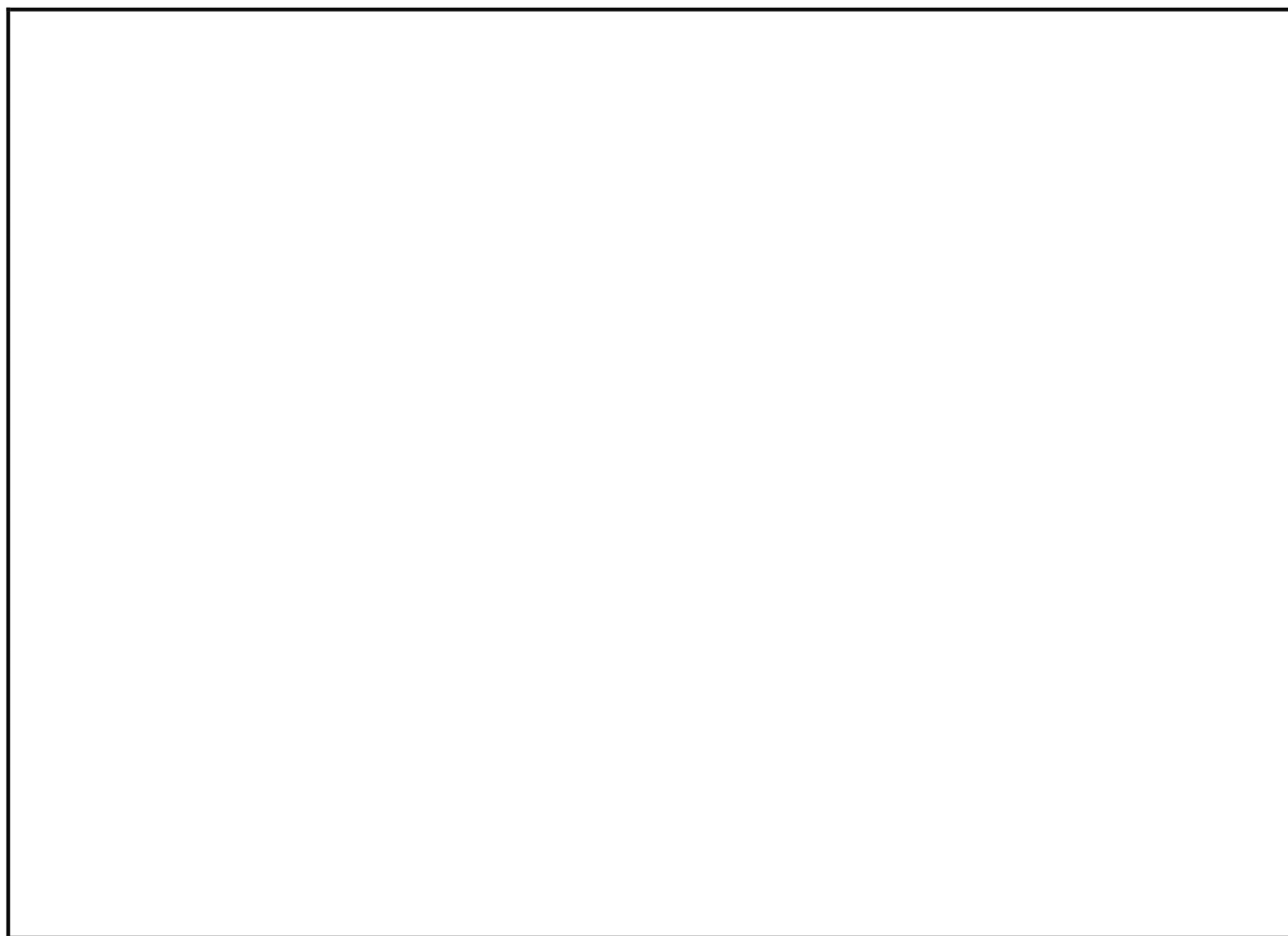
d. How many bars are left? Write a statement.

_____

_____

_____

Lesson 13:   Use square tiles to decompose a rectangle.

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Name _____   Date _____

Use your square tiles to complete the steps for each problem.

Problem 1

     Step 1: Construct a rectangle with 4 columns of 3.

     Step 2: Separate 2 columns of 3.

     Step 3: Write a number bond to show the whole and two parts. Then, write a repeated addition sentence to match each part of the number bond.

Problem 2

     Step 1: Construct a rectangle with 5 rows of 2.

     Step 2: Separate 2 rows of 2.

     Step 3: Write a number bond to show the whole and two parts. Write a repeated addition sentence to match each part of the number bond.

Problem 3

     Step 1: Construct a rectangle with 5 columns of 3.

     Step 2: Separate 3 columns of 3.

     Step 3: Write a number bond to show the whole and two parts. Write a repeated addition sentence to match each part of the number bond.

4. Use 12 square tiles to construct a rectangle with 3 rows.

   a. _____ rows of _____ = 12

   b. Remove 1 row. How many squares are there now? _____

   c. Remove 1 column from the new rectangle you made in 4(b). How many squares are there now? _____

5. Use 20 square tiles to construct a rectangle.

   a. _____ rows of _____ = _____

   b. Remove 1 row. How many squares are there now? _____

   c. Remove 1 column from the new rectangle you made in 5(b). How many squares are there now? _____

6. Use 16 square tiles to construct a rectangle.

   a. _____ rows of _____ = _____

   b. Remove 1 row. How many squares are there now? _____

   c. Remove 1 column from the new rectangle you made in 6(b). How many squares are there now? _____

Lesson 13:   Use square tiles to decompose a rectangle.

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Name _____ Date _____

Cut out Rectangles A, B, and C. Then, cut according to directions. Answer each of the following using Rectangles A, B, and C.[1]

1. Cut out each row of Rectangle A.

   a. Rectangle A has _____ rows.

   b. Each row has _____ squares.

   c. _____ rows of _____ = _____

   d. Rectangle A has _____ squares.

2. Cut out each column of Rectangle B.

   a. Rectangle B has _____ columns.

   b. Each column has _____ squares.

   c. _____ columns of _____ = _____

   d. Rectangle B has _____ squares.

_____

[1]Note: This Problem Set is used with a template of three identical 2 by 4 arrays. These arrays are labeled as Rectangles A, B, and C.

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Lesson 14:   Use scissors to partition a rectangle into same-size squares, and compose arrays with the squares.

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3. Cut out each square from both Rectangles A and B.

    a. Construct a new rectangle using all 16 squares.

    b. My rectangle has _____ rows of _____.

    c. My rectangle also has _____ columns of _____.

    d. Write two repeated addition number sentences to match your rectangle.

4. Construct a new array using the 24 squares from Rectangles A, B, and C.

    a. My rectangle has _____ rows of _____.

    b. My rectangle also has _____ columns of _____.

    c. Write two repeated addition number sentences to match your rectangle.

Extension: Construct another array using the squares from Rectangles A, B, and C.

    a. My rectangle has _____ rows of _____.

    b. My rectangle also has _____ columns of _____.

    c. Write two repeated addition number sentences to match your rectangle.

Lesson 14:   Use scissors to partition a rectangle into same-size squares, and
              compose arrays with the squares.

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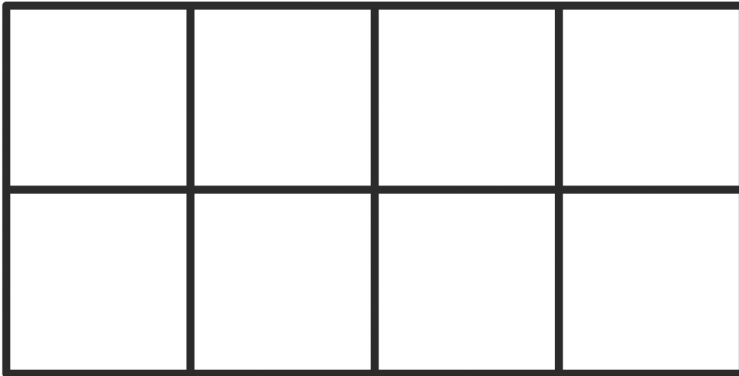
Rectangle A

Rectangle B

Rectangle C

_____

rectangles

Lesson 14:   Use scissors to partition a rectangle into same-size squares, and
compose arrays with the squares.

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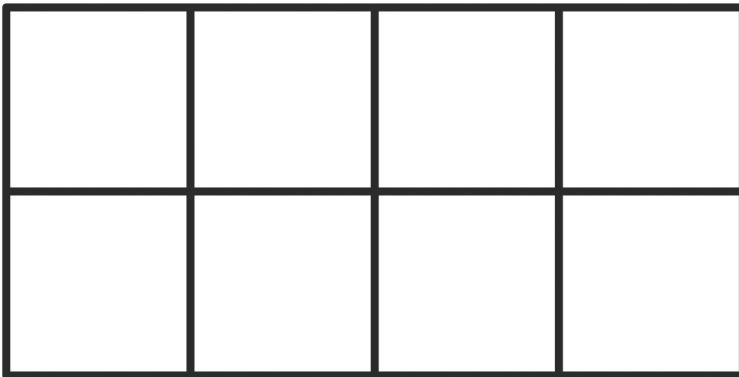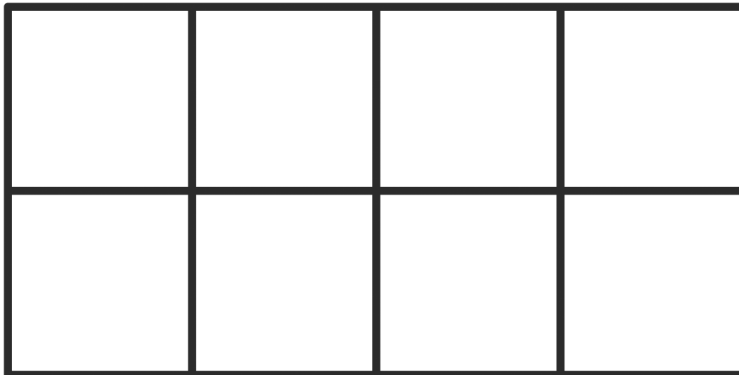
R (Read the problem carefully.)

Rick is filling his muffin pan with batter. He fills 2 columns of 4. One column of 4 is empty.

    a. Draw to show the muffins and the empty column.

    b. Write a repeated addition equation to tell how many muffins Rick makes.

Lesson 15:   Use math drawings to partition a rectangle with square tiles, and relate to repeated addition.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 15:   Use math drawings to partition a rectangle with square tiles, and
relate to repeated addition.

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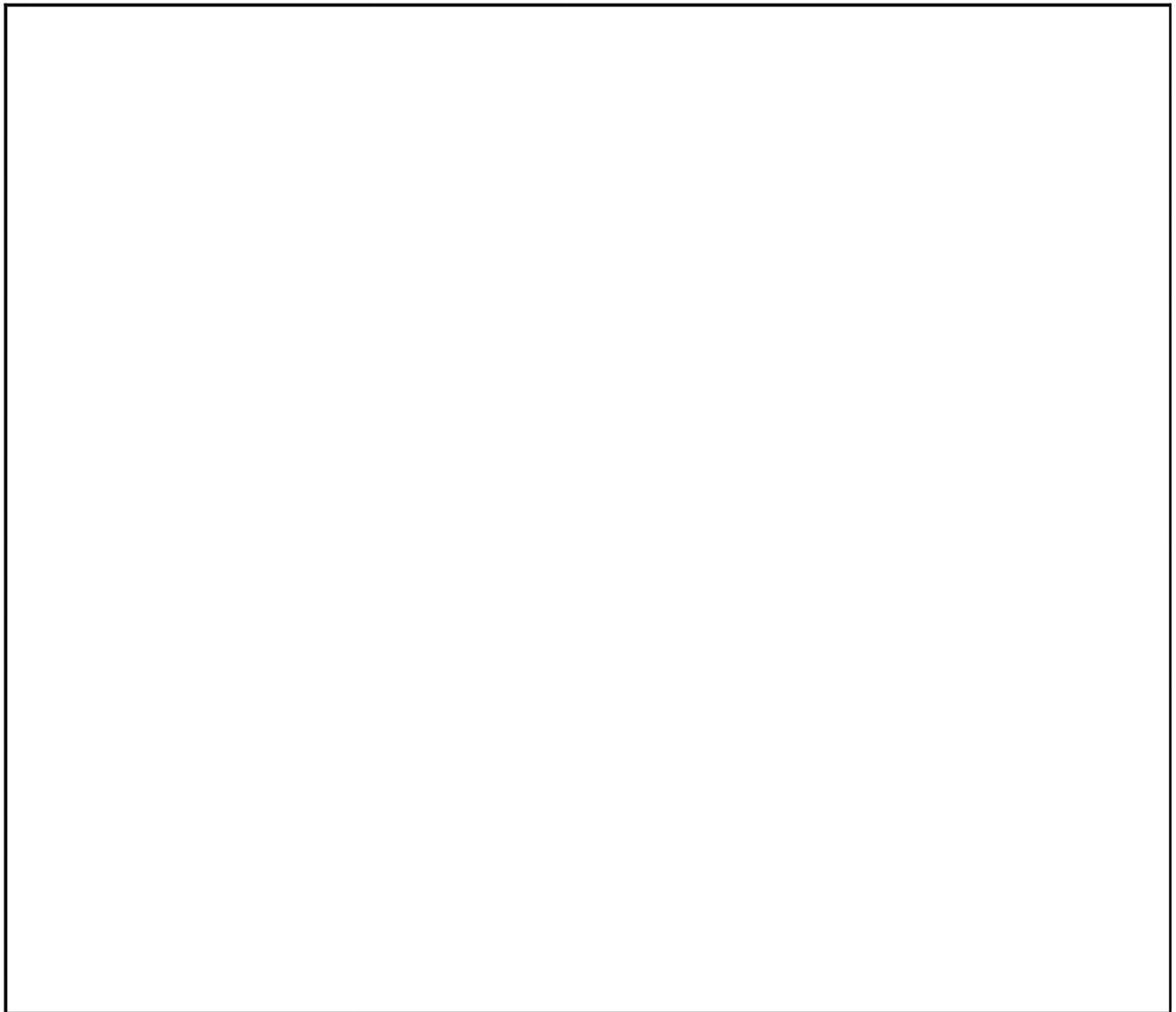
Name _____ Date _____

1. Shade in an array with 2 rows of 3.
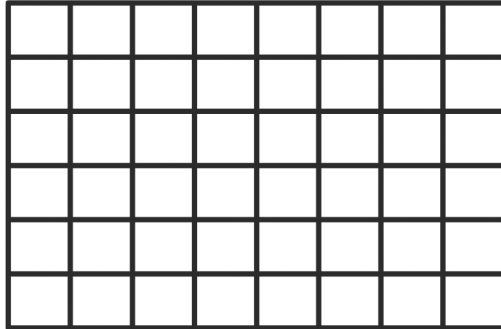
Write a repeated addition equation for the array.

_____

2. Shade in an array with 4 rows of 3.
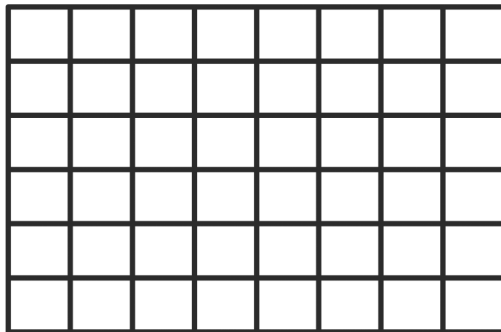
Write a repeated addition equation for the array.

_____

3. Shade in an array with 5 columns of 4.

Write a repeated addition equation for the array.

_____

Lesson 15: Use math drawings to partition a rectangle with square tiles, and relate to repeated addition.

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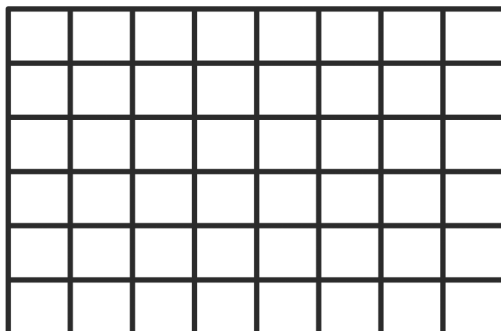
4. Draw one more column of 2 to make a new array.

Write a repeated addition equation for the new array.

_____

5. Draw one more row of 4 and then one more column to make a new array.

Write a repeated addition equation for the new array.

_____

6. Draw one more row and then two more columns to make a new array.

Write a repeated addition equation for the new array.

_____

Lesson 15:   Use math drawings to partition a rectangle with square tiles, and relate to repeated addition.

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MATH®
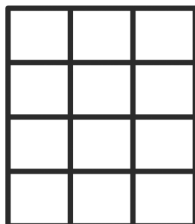
R (Read the problem carefully.)

Rick is baking muffins again. He filled 3 columns of 3 and left one column of 3 empty.

a. Draw a picture to show what the muffin pan looked like. Shade the columns that Rick filled.

b. Write a repeated addition equation to tell how many muffins Rick makes. Then, write a repeated addition equation to tell how many muffins would fit in the whole pan.

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Lesson 16:   Use grid paper to create designs to develop spatial structuring.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 16:   Use grid paper to create designs to develop spatial structuring.

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MATH

Name _____   Date _____

Use your square tiles and grid paper to complete the following problems.

Problem 1

    a. Cut out 10 square tiles.
    b. Cut one of your square tiles in half diagonally.
    c. Create a design.
    d. Shade in your design on grid paper.

Problem 2

    a. Use 16 square tiles.
    b. Cut two of your square tiles in half diagonally.
    c. Create a design.
    d. Shade in your design on grid paper.
    e. Share your second design with your partner.
    f. Check each other's copy to be sure it matches the tile design.

Problem 3
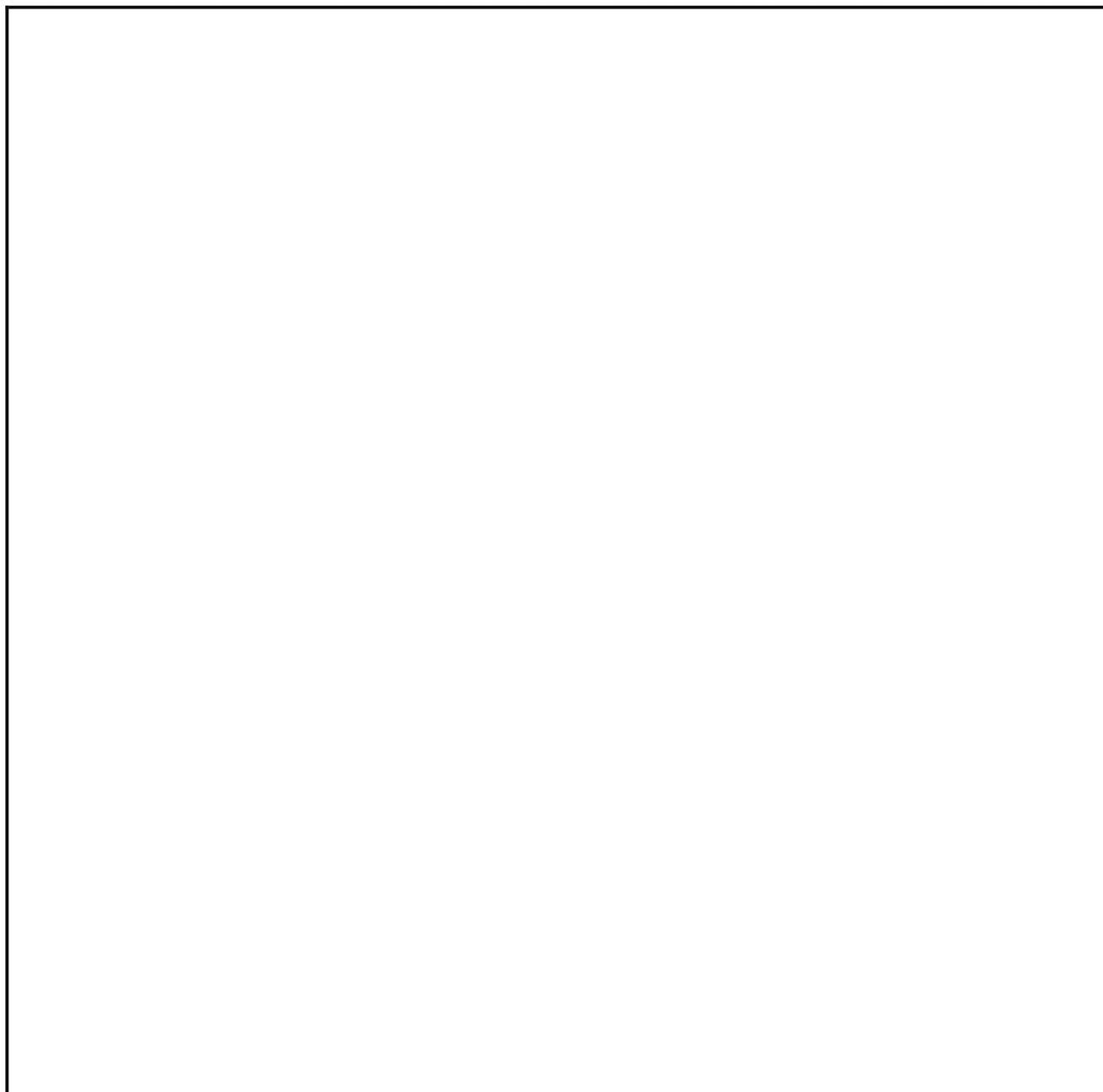
    a. Create a 3 by 3 design with your partner in the corner of a new piece of grid paper.
    b. With your partner, copy that design to fill the entire paper.

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Lesson 16:   Use grid paper to create designs to develop spatial structuring.

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grid paper

Lesson 16:   Use grid paper to create designs to develop spatial structuring.

97
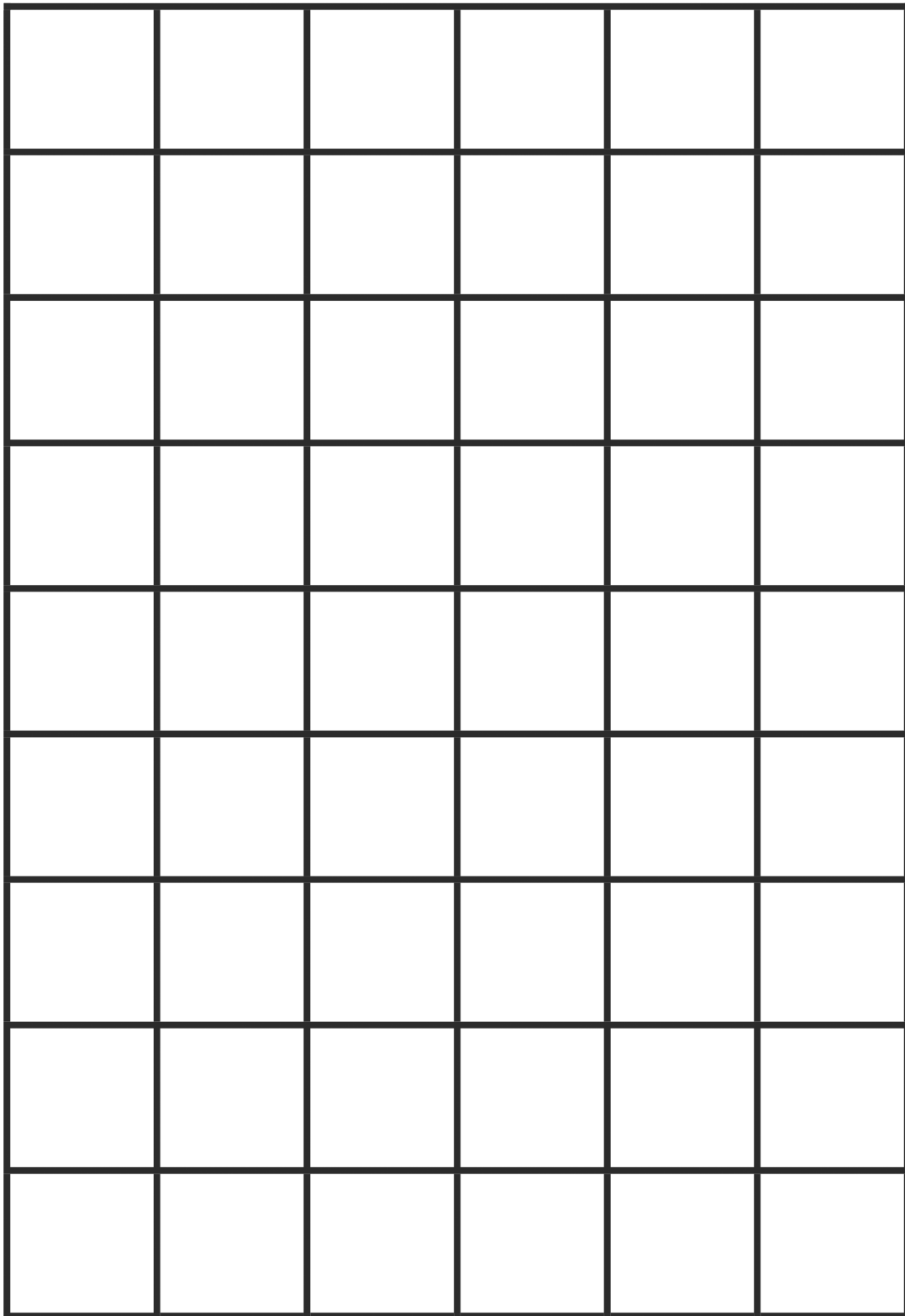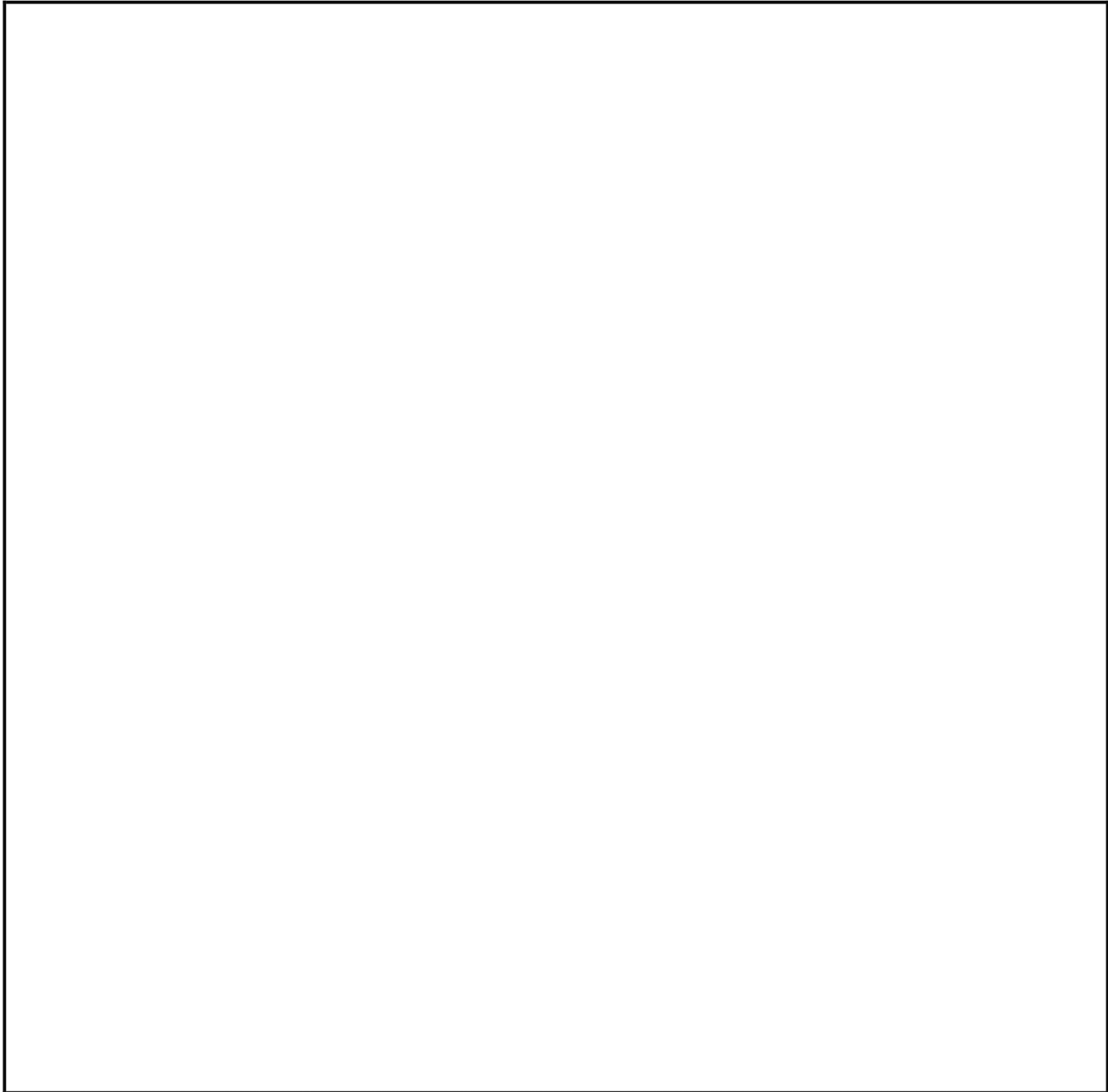
Seven students sit on one side of a lunch table. Seven more students sit across from them on the other side of the table.

   a. Draw an array to show the students.

   b. Write an addition equation that matches the array.

Lesson 17: Relate doubles to even numbers, and write number sentences to express the sums.

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Three more students sit down on each side of the table.

c. Draw an array to show how many students there are now.

d. Write an addition equation that matches the new array.

Lesson 17: Relate doubles to even numbers, and write number sentences to express the sums.

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EUREKA MATH

Name _____   Date _____

1. Draw to double the group you see. Complete the sentence, and write an addition equation.

a.
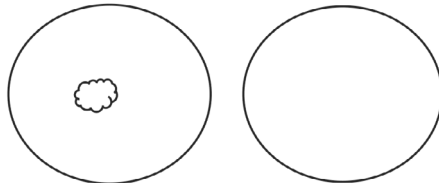
There is _____ cloud in each group.

_____ + _____ = _____

b.
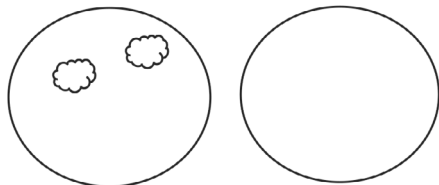
There are _____ clouds in each group.

_____ + _____ = _____

c.
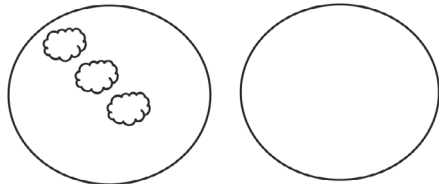
There are _____ clouds in each group.

_____ + _____ = _____

d.
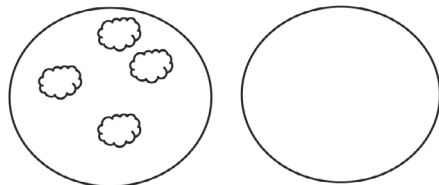
There are _____ clouds in each group.

_____ + _____ = _____

e.

There are _____ clouds in each group.

_____ + _____ = _____

Lesson 17:   Relate doubles to even numbers, and write number sentences to express the sums.

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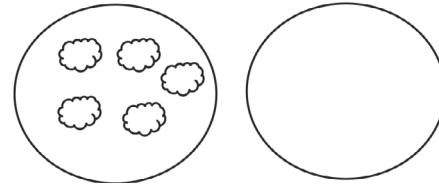
2. Draw an array for each set. Complete the sentences. The first one has been drawn for you.

a. **2 rows of 6**
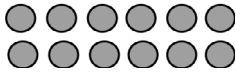
2 rows of 6 = _____

_____ + _____ = _____

6 doubled is _____.

b. **2 rows of 7**

2 rows of 7 = _____

_____ + _____ = _____

7 doubled is _____.

c. **2 rows of 8**

2 rows of 8 = _____

_____ + _____ = _____

8 doubled is _____.

d. **2 rows of 9**

2 rows of 9 = _____

_____ + _____ = _____

9 doubled is _____.

e. **2 rows of 10**

2 rows of 10 = _____

_____ + _____ = _____

10 doubled is _____.

3. List the totals from Problem 1. _____
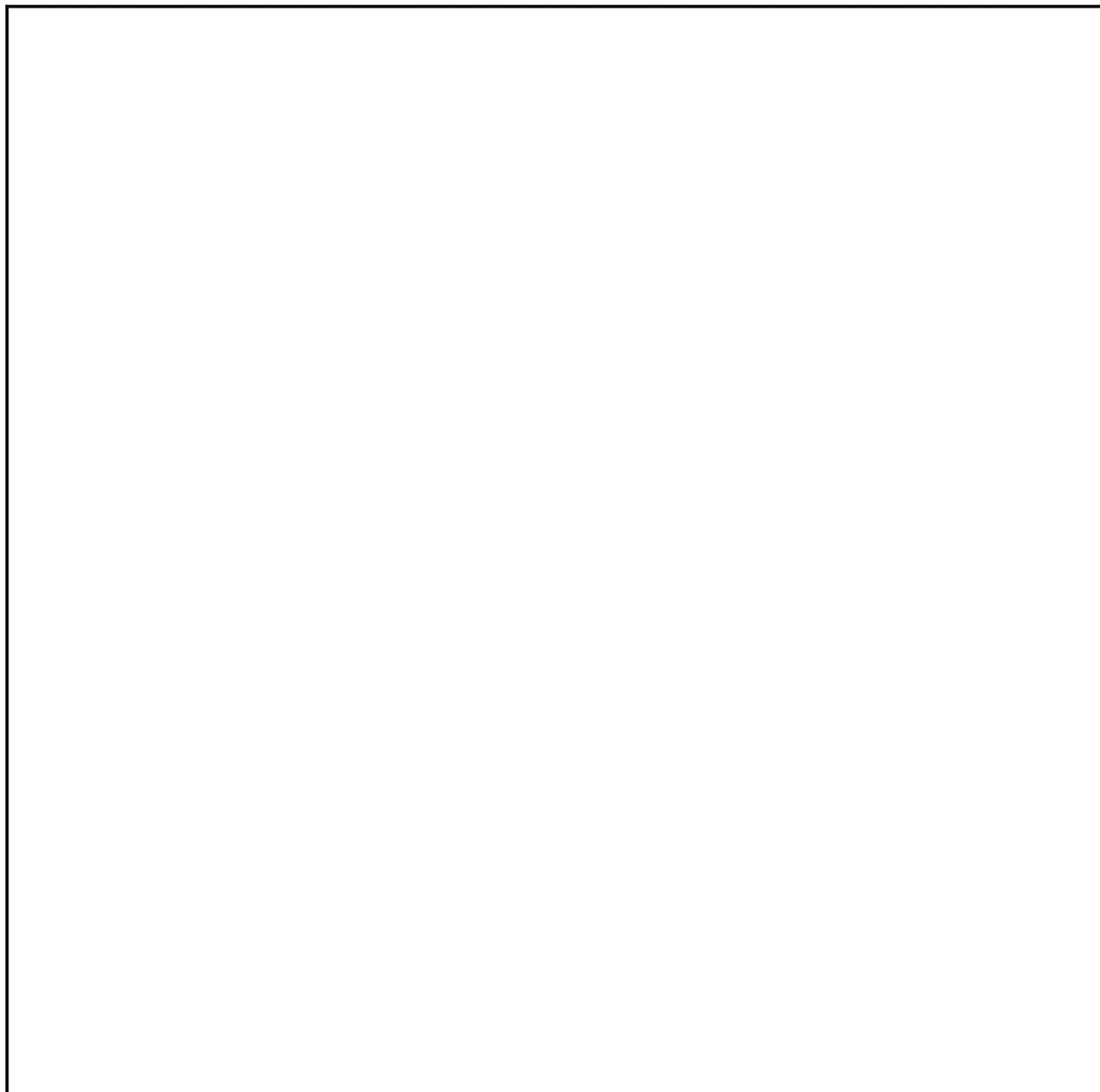
List the totals from Problem 2. _____

Are the numbers you have listed even or not even? _____

Explain in what ways the numbers are the same and different.

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R (Read the problem carefully.)

Eggs come in cartons of 12. Use pictures, numbers, or words to explain whether 12 is even or not even.

Lesson 18:   Pair objects and skip-count to relate to even numbers.

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Name _____   Date _____

1. Pair the objects to decide if the number of objects is even.

Even/Not Even
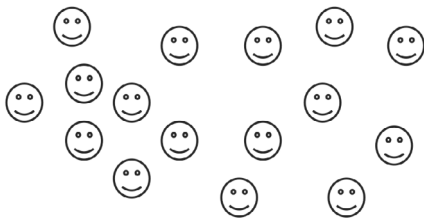
Even/Not Even

Even/Not Even

2. Draw to continue the pattern of the pairs in the space below until you have drawn 10 pairs.

Lesson 18:   Pair objects and skip-count to relate to even numbers.

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3. Write the number of dots in each array in Problem 2 in order from least to greatest.

4. Circle the array in Problem 2 that has 2 columns of 7.

5. Box the array in Problem 2 that has 2 columns of 9.

6. Redraw the following sets of dots as columns of two or 2 equal rows.

    a.   b.

    There are _____ dots.   There are _____ dots.

    Is _____ an even number? _____   Is _____ an even number? _____

7. Circle groups of two. Count by twos to see if the number of objects is even.
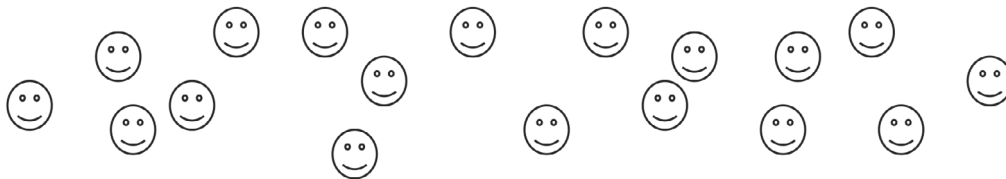
    a. There are _____ twos. There are _____ left over.
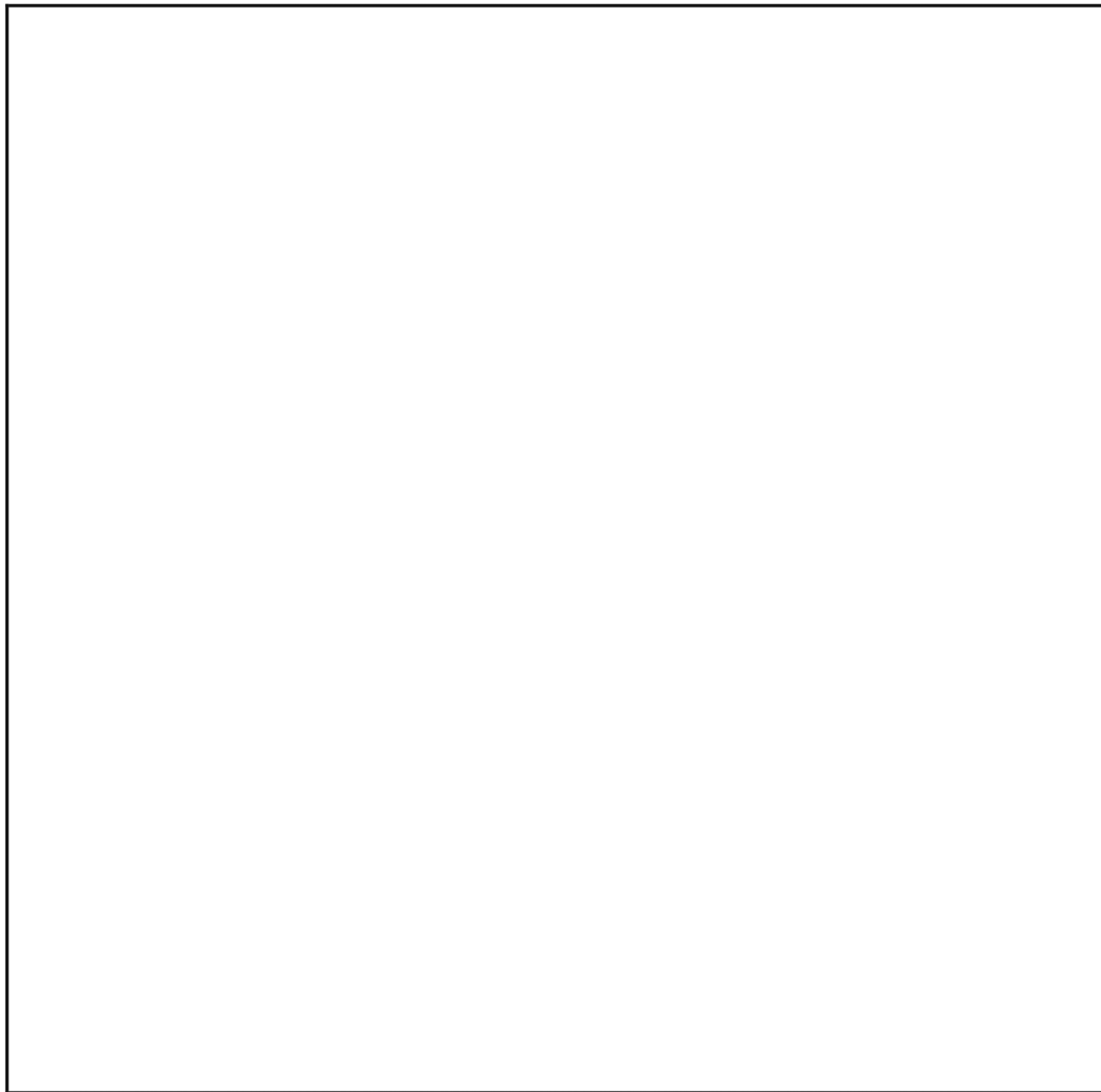
    b. Count by twos to find the total.

        _____, _____, _____, _____, _____, _____, _____, _____, _____

    c. This group has an even number of objects: True or False

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R (Read the problem carefully.)

Eggs come in cartons of 12. Joanna's mom used 1 egg. Use pictures, numbers, or words to explain whether the amount left is even or odd.

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Lesson 19:   Investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones
place, and relate to odd numbers.

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Name _____   Date _____

1. Skip-count the columns in the array. The first one has been done for you.
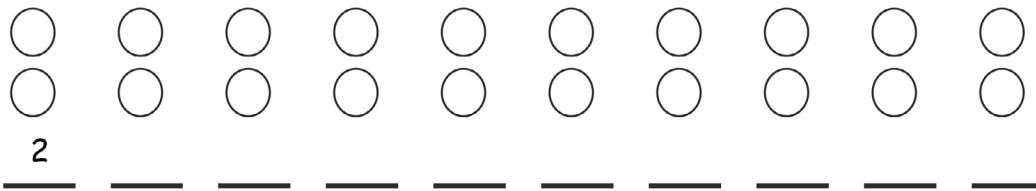
2. a. Solve.

   1 + 1 = _____

   2 + 2 = _____

   3 + 3 = _____

   4 + 4 = _____

   5 + 5 = _____

   6 + 6 = _____

   7 + 7 = _____

   8 + 8 = _____

   9 + 9 = _____

   10 + 10 = _____

   b. Explain the connection between the array in Problem 1 and the answers in Problem 2(a).

   _____

   _____

   _____

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Lesson 19:   Investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones place, and relate to odd numbers.

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3. a.   Fill in the missing numbers on the number path.

20, 22, 24, _____, 28, 30, _____, , _____ 36, _____, 40, _____, , _____, 46, _____, , _____

b.   Fill in the odd numbers on the number path.

0, ___, 2, ___, 4, ___, 6, ___, 8, ___, 10, ___, 12, ___, 14, ___, 16, ___, 18, ___, 20, ___

4. Write to identify the **bold** numbers as even or odd. The first one has been done for you.

a.	b.	c.
6 + 1 = **7** <u>even</u> + 1 = <u>odd</u>	24 + 1 = **25** _____ + 1 = _____	30 + 1 = **31** _____ + 1 = _____
d.	e.	f.
6 – 1 = **5** _____ – 1 = _____	24 – 1 = **23** _____ – 1 = _____	30 – 1 = **29** _____ – 1 = _____

5. Are the **bold** numbers even or odd? Circle the answer, and explain how you know.

a.	**28** even/odd	Explanation:
b.	**39** even/odd	Explanation:
c.	**45** even/odd	Explanation:
d.	**50** even/odd	Explanation:

Lesson 19:   Investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones place, and relate to odd numbers.

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R (Read the problem carefully.)

Mrs. Boxer has 11 boys and 9 girls at a Grade 2 party.

    a. Write the equation to show the total number of people.

    b. Are the addends even or odd?

    c. Mrs. Boxer wants to pair everyone up for a game. Does she have the right number of people for everyone to have a partner?
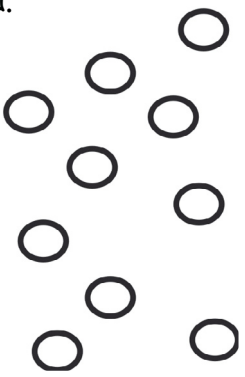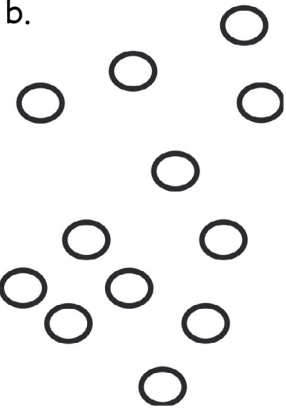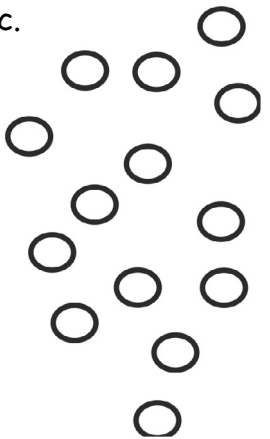
D (Draw a picture.)

W (Write and solve an equation.)

Lesson 20:   Use rectangular arrays to investigate odd and even numbers.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 20:   Use rectangular arrays to investigate odd and even numbers.

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Name _____   Date _____

1. Use the objects to create an array.

| a. | Array

There are an even/odd (circle one) number of circles. | Redraw your picture with 1 *less* circle.

There are an even/odd (circle one) number of circles. |

| b. | Array

There are an even/odd (circle one) number of circles. | Redraw your picture with 1 *more* circle.

There are an even/odd (circle one) number of circles. |

| c. | Array

There are an even/odd (circle one) number of circles. | Redraw your picture with 1 *less* circle.

There are an even/odd (circle one) number of circles. |

Lesson 20:   Use rectangular arrays to investigate odd and even numbers.

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2. Solve. Tell if each number is odd (O) or even (E). The first one has been done for you.

a. 6   +   4   =   10

___E___ + ___E___ = ___E___

b. 17   +   2   = _____

_____ + _____ = _____

c. 11   +   13   = _____

_____ + _____ = _____

d. 14   +   8   = _____

_____ + _____ = _____

e. 3   +   9   = _____

_____ + _____ = _____

f. 5   +   14   = _____

_____ + _____ = _____

3. Write two examples for each case. Write if your answers are even or odd. The first one has been started for you.

a. Add an even number to an even number.

_____32 + 8 = 40 even_____   _____

b. Add an odd number to an even number.

_____   _____

c. Add an odd number to an odd number.

_____   _____

Lesson 20:   Use rectangular arrays to investigate odd and even numbers.

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R (Read the problem carefully.)

There are 24 penguins sliding on the ice. There are 18 whales splashing in the ocean. How many more penguins than whales are there?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 1:   Sort and record data into a table using up to four categories; use category counts to solve word problems.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 1:   Sort and record data into a table using up to four categories; use
              category counts to solve word problems.

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MATH

Name _____   Date _____

1. Count and categorize each picture to complete the table with tally marks.

No Legs	2 Legs	4 Legs
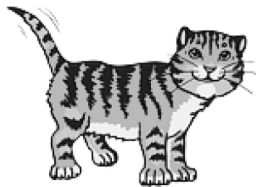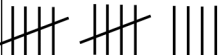
2. Count and categorize each picture to complete the table with numbers.

Fur	Feathers

Lesson 1:   Sort and record data into a table using up to four categories; use
category counts to solve word problems.

3. Use the Animal Habitats table to answer the following questions.

Animal Habitats		
Forest	**Wetlands**	**Grasslands**

a. How many animals have habitats on grasslands and wetlands? _____

b. How many fewer animals have forest habitats than grasslands habitats? _____

c. How many more animals would need to be in the forest category to have the same number as animals in the grasslands category? _____

d. How many total animal habitats were used to create this table? _____

Lesson 1:   Sort and record data into a table using up to four categories; use
category counts to solve word problems.

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4. Use the Animal Classification table to answer the following questions about the types of animals Ms. Lee's second-grade class found in the local zoo.

Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3
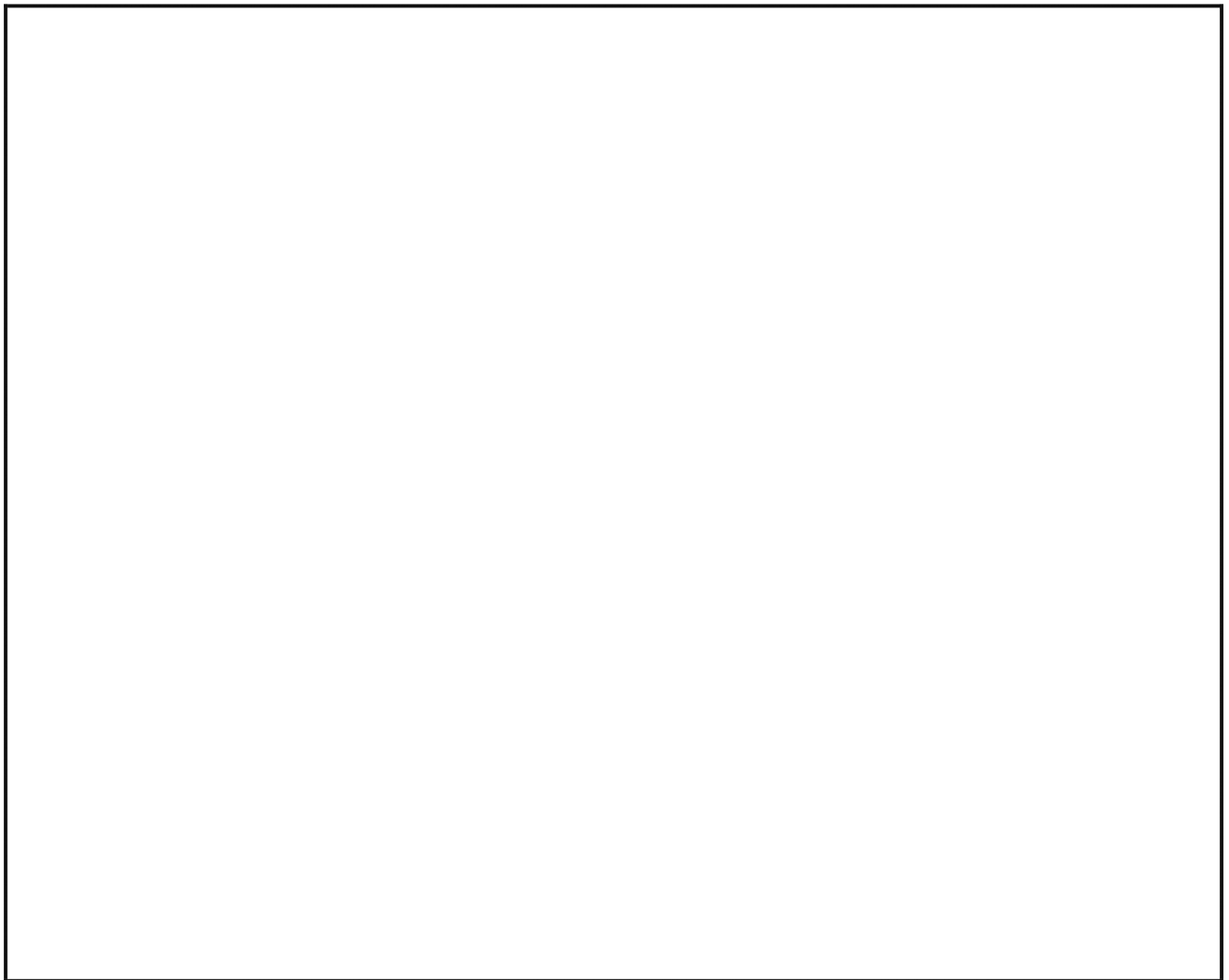
a. How many animals are birds, fish, or reptiles? _____

b. How many more birds and mammals are there than fish and reptiles? _____

c. How many animals were classified? _____

d. How many more animals would need to be added to the chart to have 35 animals classified? _____

e. If 5 more birds and 2 more reptiles were added to the table, how many fewer reptiles would there be than birds? _____

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Lesson 1:   Sort and record data into a table using up to four categories; use category counts to solve word problems.

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R (Read the problem carefully.)

Gemma is counting animals in the park. She counts 16 robins, 19 ducks, and 17 squirrels. How many more robins and ducks did Gemma count than squirrels?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 2: Draw and label a picture graph to represent data with up to four categories.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 2:   Draw and label a picture graph to represent data with up to four categories.

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Name _____   Date _____

1. Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

Central Park Zoo Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3
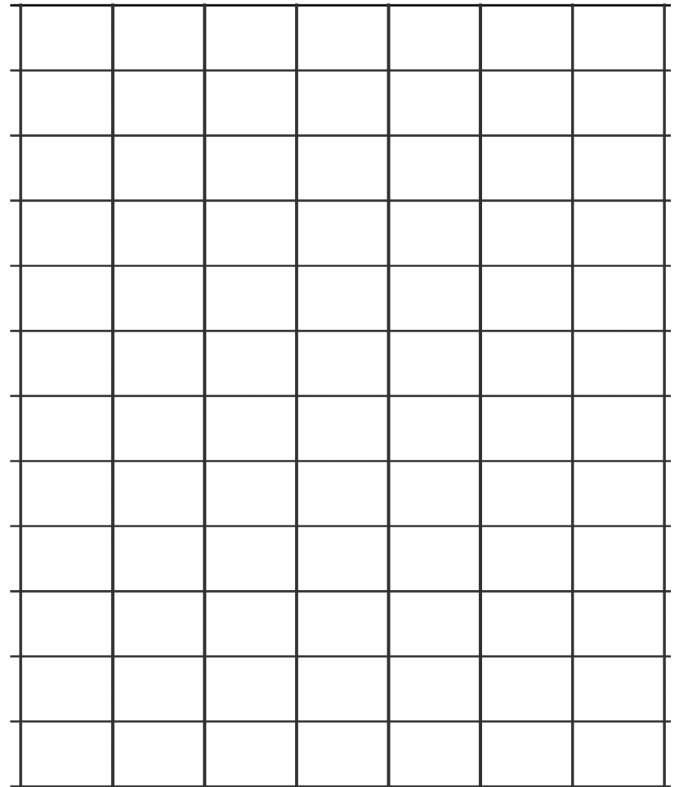
a. How many more animals are mammals than fish? _____

b. How many more animals are mammals and fish than birds and reptiles? _____

c. How many fewer animals are reptiles than mammals? _____

Title: _____

Legend: _____

d. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

Lesson 2: Draw and label a picture graph to represent data with up to four categories.

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2. Use the table below to create a picture graph in the space provided.

Animal Habitats		
Desert	Tundra	Grasslands
卌 l	卌	卌 卌 llll

Title: _____

_____

_____

_____
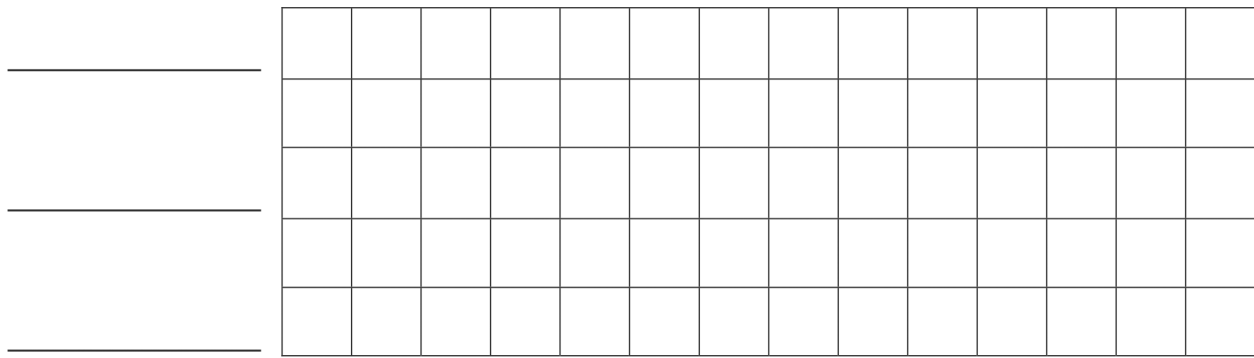
Legend: _____

a. How many more animal habitats are in the grasslands than in the desert? _____

b. How many fewer animal habitats are in the tundra than in the grasslands and desert combined? _____

c. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

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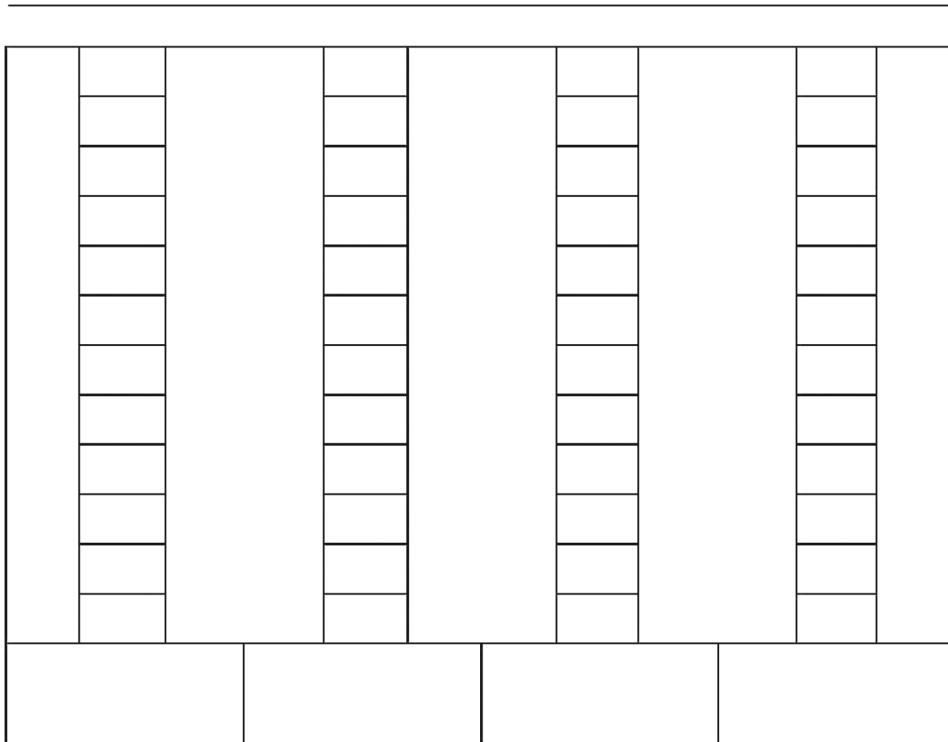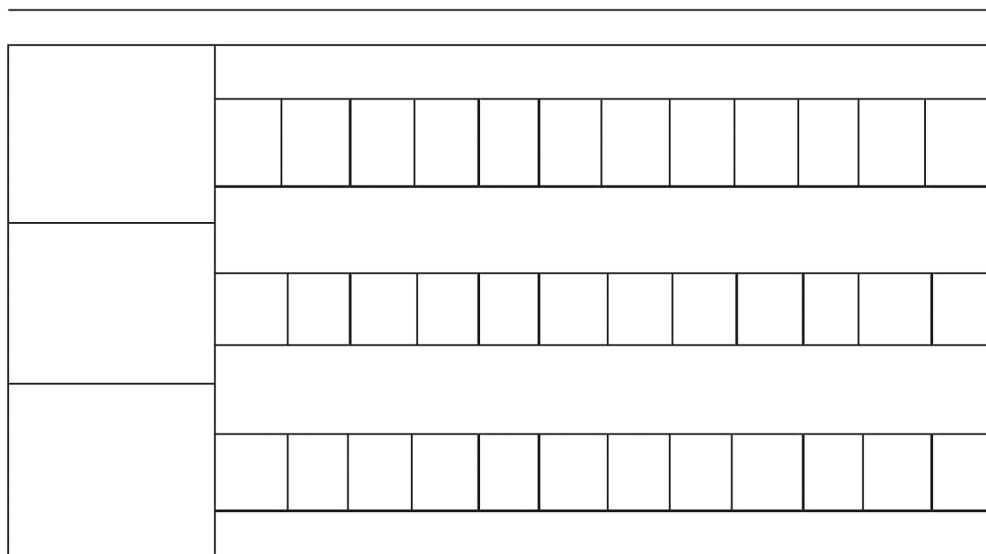
Legend: _____

Legend: _____

_____

vertical and horizontal picture graphs

EUREKA MATH®   **Lesson 2:**   Draw and label a picture graph to represent data with up to four   **139**
                                        categories.

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_____

_____   _____   _____   _____
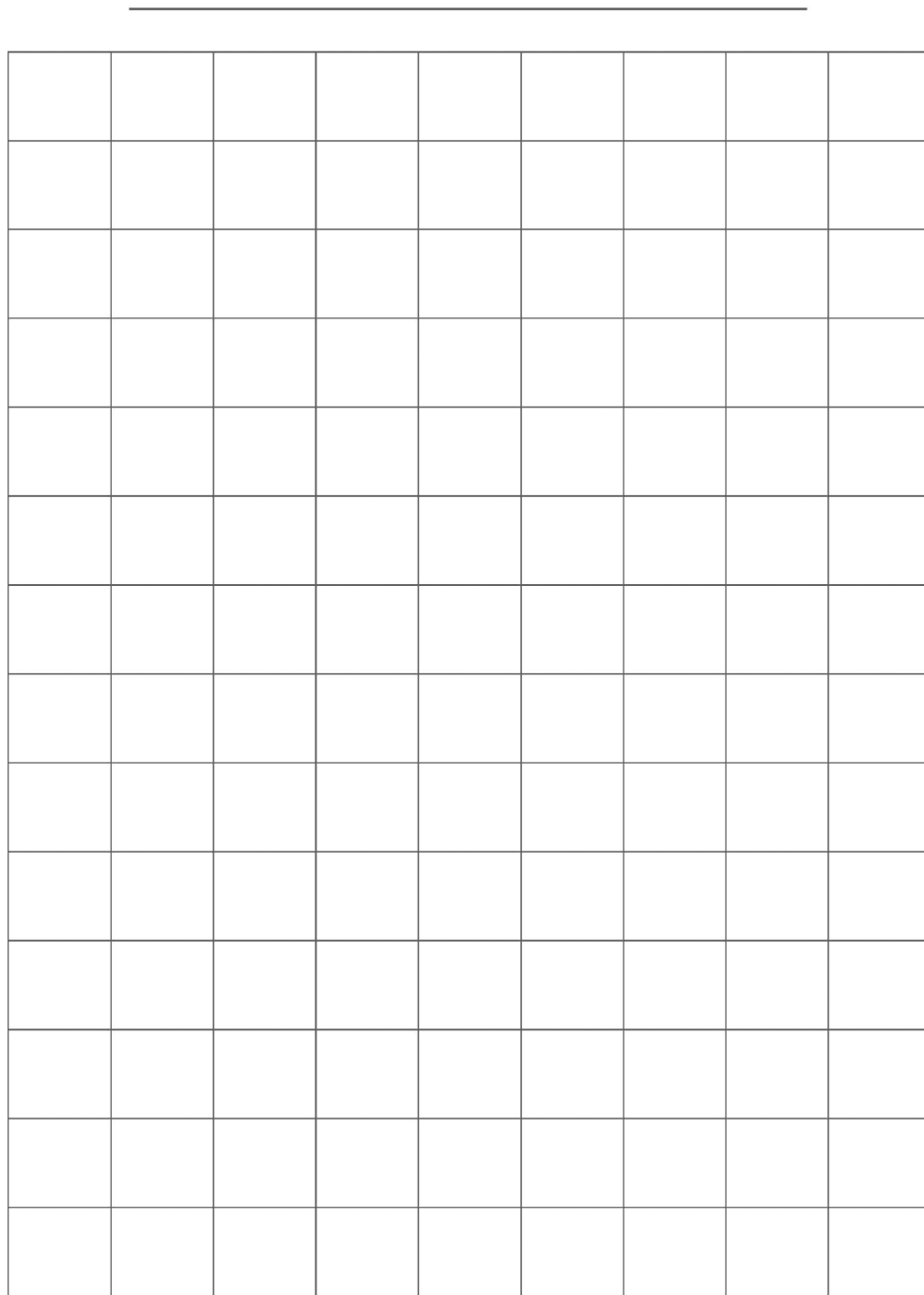
Legend: _____

_____

vertical picture graph

Lesson 2: Draw and label a picture graph to represent data with up to four categories.

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a. Use the tally chart to fill in the picture graph.

b. Draw a tape diagram to show how many more books Jose read than Laura.

c. If Jose, Laura, and Linda read 21 books altogether, how many books did Linda read?

d. Complete the tally chart and the graph.

Number of Books Read

Jose	Laura	Linda
⦀⦀ ⦀⦀⦀	⦀⦀	

Lesson 3:   Draw and label a bar graph to represent data; relate the count scale to the number line.

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Number of Books Read

        Jose   Laura   Linda

Each ⬤ stands for 1 book.

Lesson 3:   Draw and label a bar graph to represent data; relate the count scale to the number line.

EUREKA MATH®

Name _____   Date _____

1. Complete the bar graph below using data provided in the table. Then, answer the questions about the data.

Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3

Title: _____

_____

_____

_____

_____

0   __   __   __   __   __   __   __   __   __   __   __   __
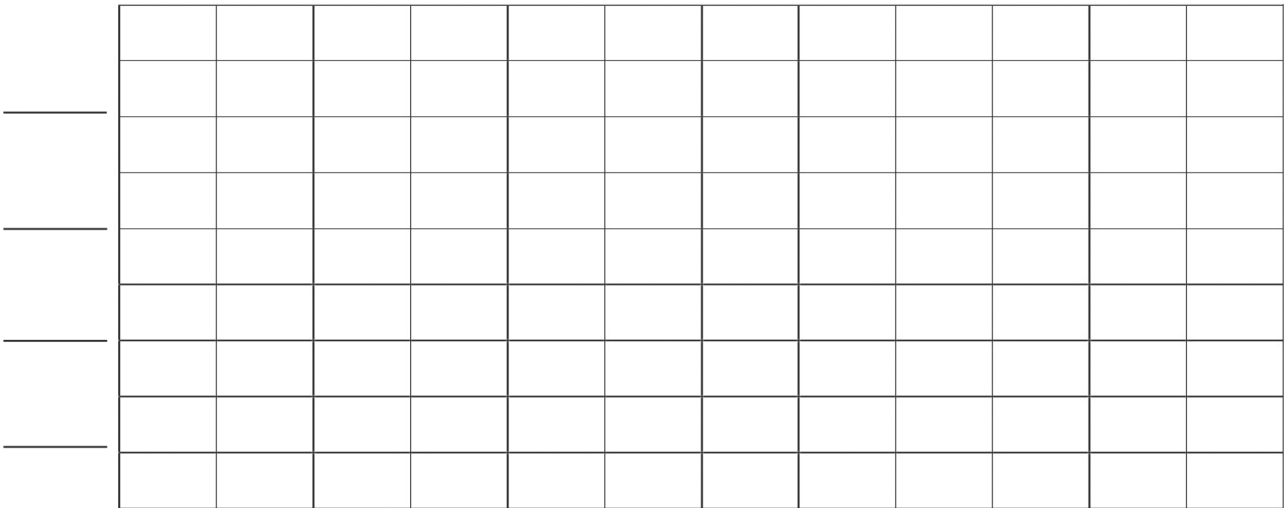
a. How many more animals are birds than reptiles? _____

b. How many more birds and mammals are there than fish and reptiles? _____

c. How many fewer animals are reptiles and fish than mammals? _____

d. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

2. Complete the bar graph below using data provided in the table.

Animal Habitats		
Desert	**Arctic**	**Grasslands**
卌 l	卌	卌 卌 llll

Title: _____

14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

____   ____   ____
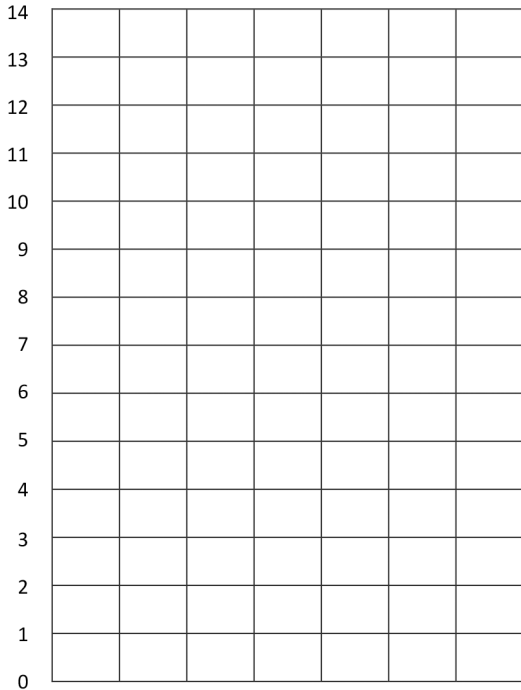
a. How many more animals live in the grasslands and arctic habitats combined than in the desert? _____

b. If 3 more grasslands animals and 4 more arctic animals are added to the graph, how many grasslands and arctic animals would there be? _____

c. If 3 animals were removed from each category, how many animals would there be? _____

d. Write your own comparison question based on the data, and answer it.

Question: _____

Answer: _____

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_____

_____

_____

_____

_____

0 __ __ __ __ __ __ __ __ __ __ __ __

Title: _____

14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

_____   _____   _____

_____
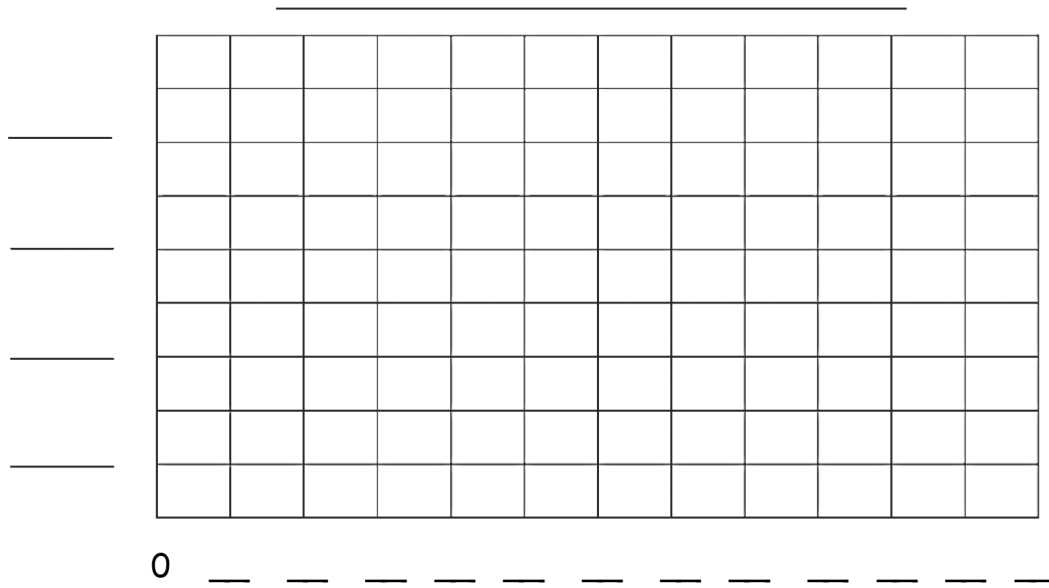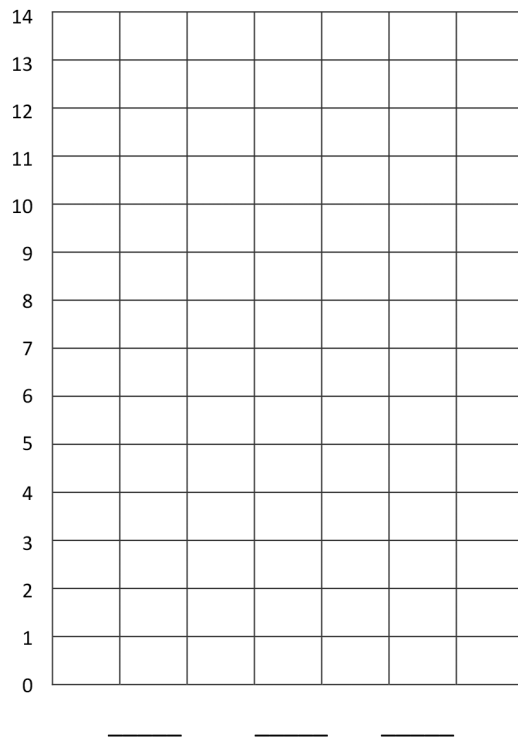
horizontal and vertical bar graphs

Lesson 3:   Draw and label a bar graph to represent data; relate the count scale to the number line.

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EUREKA MATH®   149

After a trip to the zoo, Ms. Anderson's students voted on their favorite animals. Use the bar graph to answer the following questions.

a. Which animal got the fewest votes?

b. Which animal got the most votes?

c. How many more students liked Komodo dragons than koala bears?

d. Later, two students changed their votes from koala bear to snow leopard. What was the difference between koala bears and snow leopards then?

Favorite Animals

Flamingo
Snow Leopard
Komodo Dragon
Koala Bear

0 1 2 3 4 5 6 7 8 9 10 11 12

a.
_____

_____

b.
_____

_____

c.
_____

_____

d.
_____

_____

Lesson 4:   Draw a bar graph to represent a given data set.

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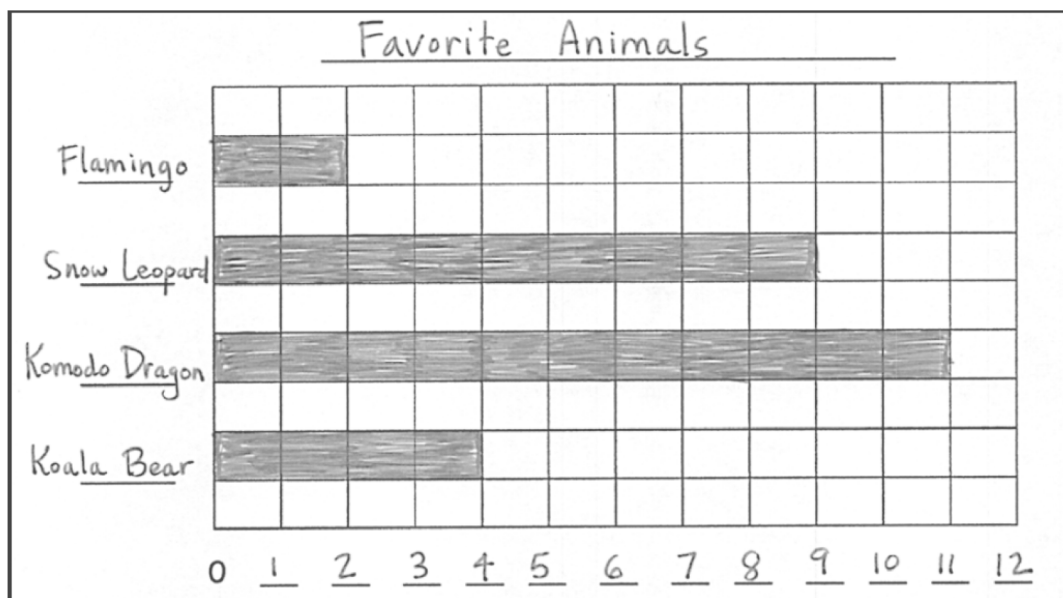
Name _____   Date _____

1. Complete the bar graph using the table with the types of bugs Alicia counted in the park. Then, answer the following questions.

Types of Bugs			
Butterflies	Spiders	Bees	Grasshoppers
5	14	12	7

Title: _____

_____

_____

_____

_____

0 __ __ __ __ __ __ __ __ __ __ __ __ __ __ __
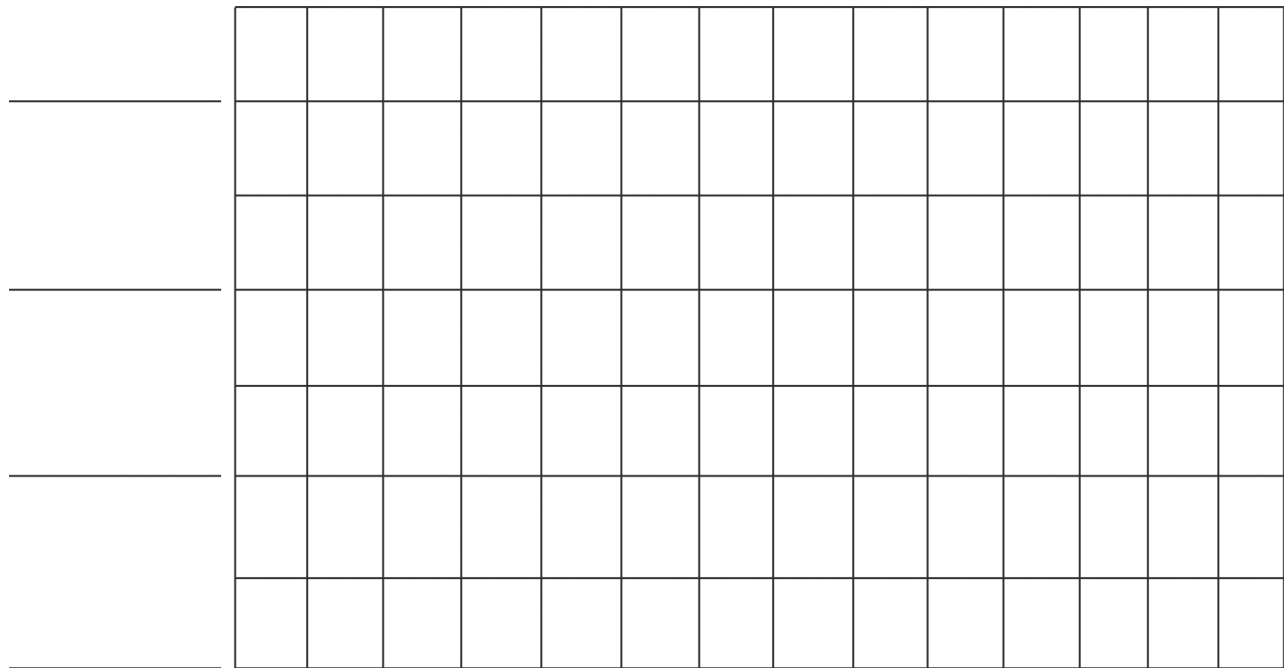
a. How many butterflies were counted in the park? _____

b. How many more bees than grasshoppers were counted in the park? _____

c. Which bug was counted twice as many times as grasshoppers? _____

d. How many bugs did Alicia count in the park? _____

e. How many fewer butterflies than bees and grasshoppers were counted in the park? _____

2. Complete the bar graph with labels and numbers using the number of farm animals on O'Brien's farm.

O'Brien's Farm Animals			
Goats	Pigs	Cows	Chickens
13	15	7	8

Title: _____

15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

_____   _____   _____   _____
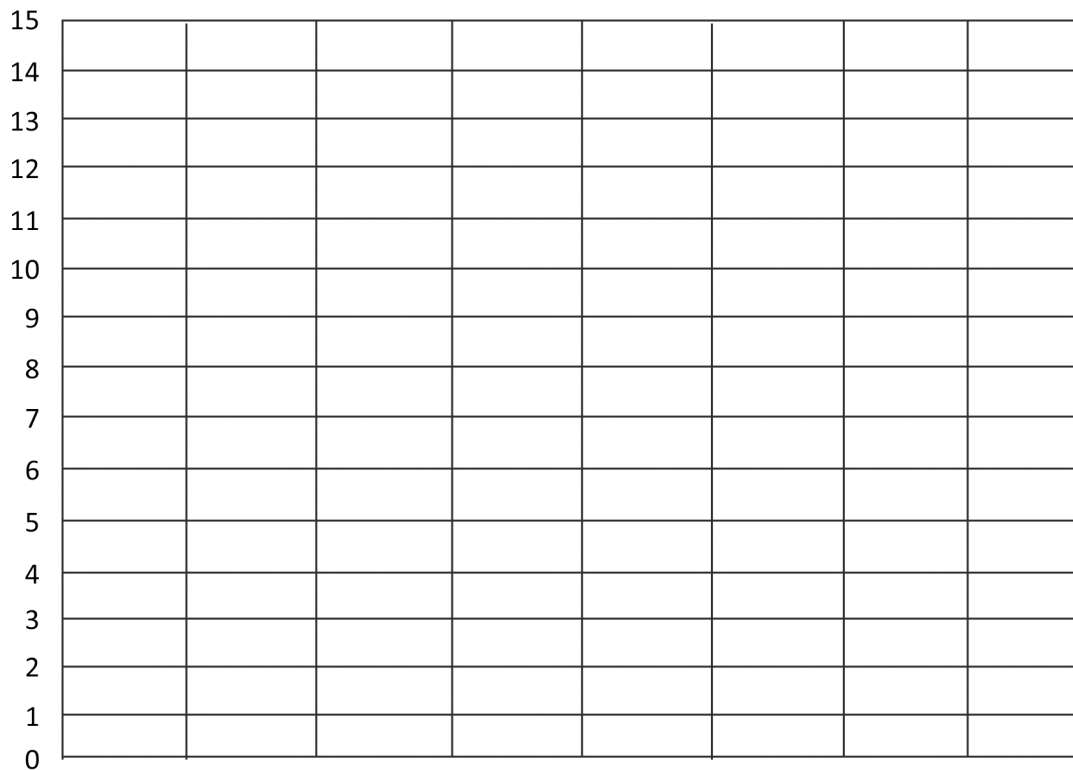
a. How many more pigs than chickens are on O'Brien's farm? _____

b. How many fewer cows than goats are on O'Brien's farm? _____

c. How many fewer chickens than goats and cows are on O'Brien's farm? _____

d. Write a comparison question that can be answered using the data on the bar graph.

_____

Lesson 4:   Draw a bar graph to represent a given data set.

EUREKA MATH

Favorite Animals

Flamingo

Snow Leopard

Komodo Dragon

Koala Bear

0   1   2   3   4   5   6   7   8   9   10   11   12
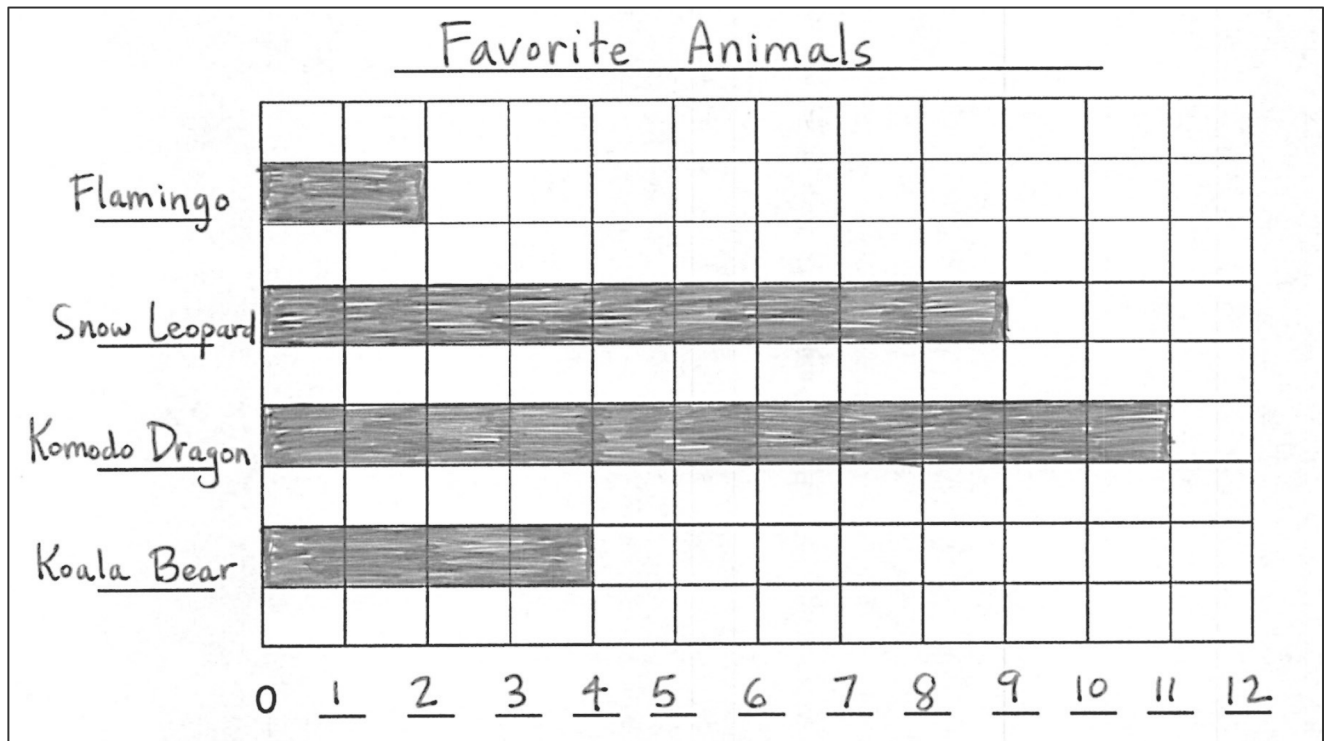
favorite animals bar graph

R (Read the problem carefully.)

Rita has 19 more pennies than Carlos. Rita has 27 pennies. How many pennies does Carlos have?

D (Draw a picture.)

W (Write and solve an equation.)

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Lesson 5:   Solve word problems using data presented in a bar graph.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 5:   Solve word problems using data presented in a bar graph.

EUREKA MATH

Name _____   Date _____

1. Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes

Emily	Andrew	Thomas	Ava
8	12	6	13

Title: _____

_____

_____

_____
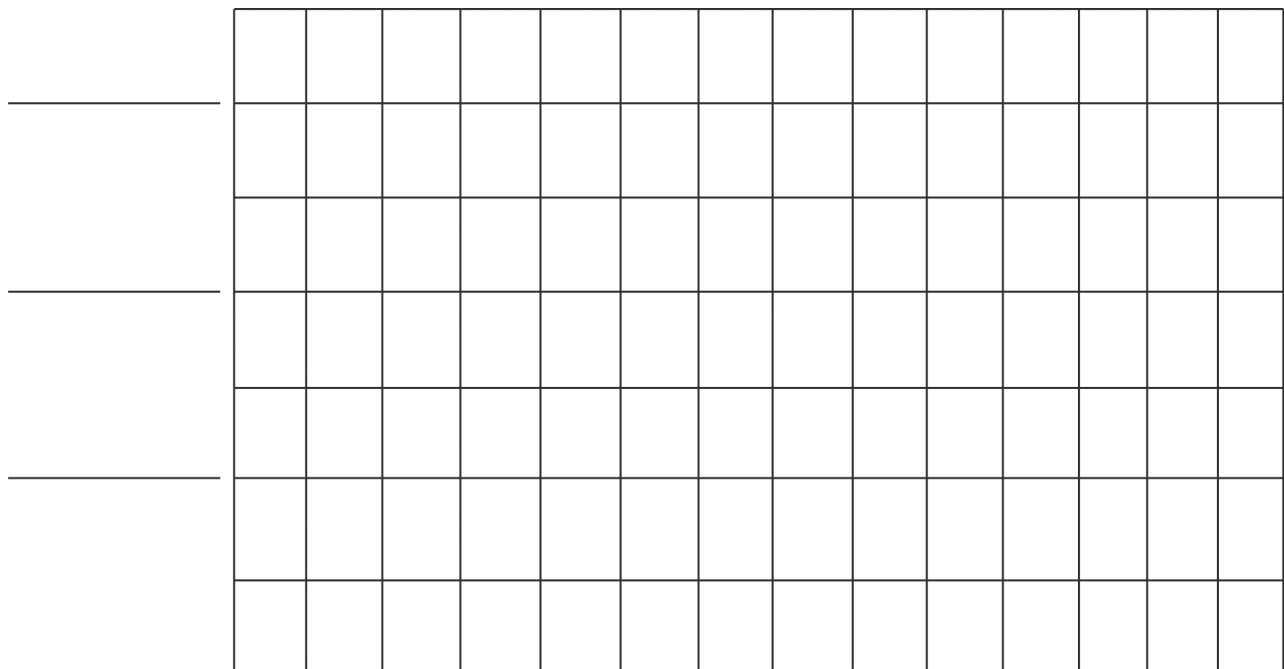
a. How many more dimes does Andrew have than Emily? _____

b. How many fewer dimes does Thomas have than Ava and Emily? _____

c. Circle the pair with more dimes, Emily and Ava or Andrew and Thomas.
    How many more? _____

d. What is the total number of dimes if all the students combine all their money?

    _____

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2. Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes Donated

Madison	Robin	Benjamin	Miguel
12	10	15	13

Title: _____

```
15 ┌───┬───┬───┬───┬───┬───┬───┐
14 │   │   │   │   │   │   │   │
13 │   │   │   │   │   │   │   │
12 │   │   │   │   │   │   │   │
11 │   │   │   │   │   │   │   │
10 │   │   │   │   │   │   │   │
 9 │   │   │   │   │   │   │   │
 8 │   │   │   │   │   │   │   │
 7 │   │   │   │   │   │   │   │
 6 │   │   │   │   │   │   │   │
 5 │   │   │   │   │   │   │   │
 4 │   │   │   │   │   │   │   │
 3 │   │   │   │   │   │   │   │
 2 │   │   │   │   │   │   │   │
 1 │   │   │   │   │   │   │   │
 0 └───┴───┴───┴───┴───┴───┴───┘
    ____    ____    ____    ____
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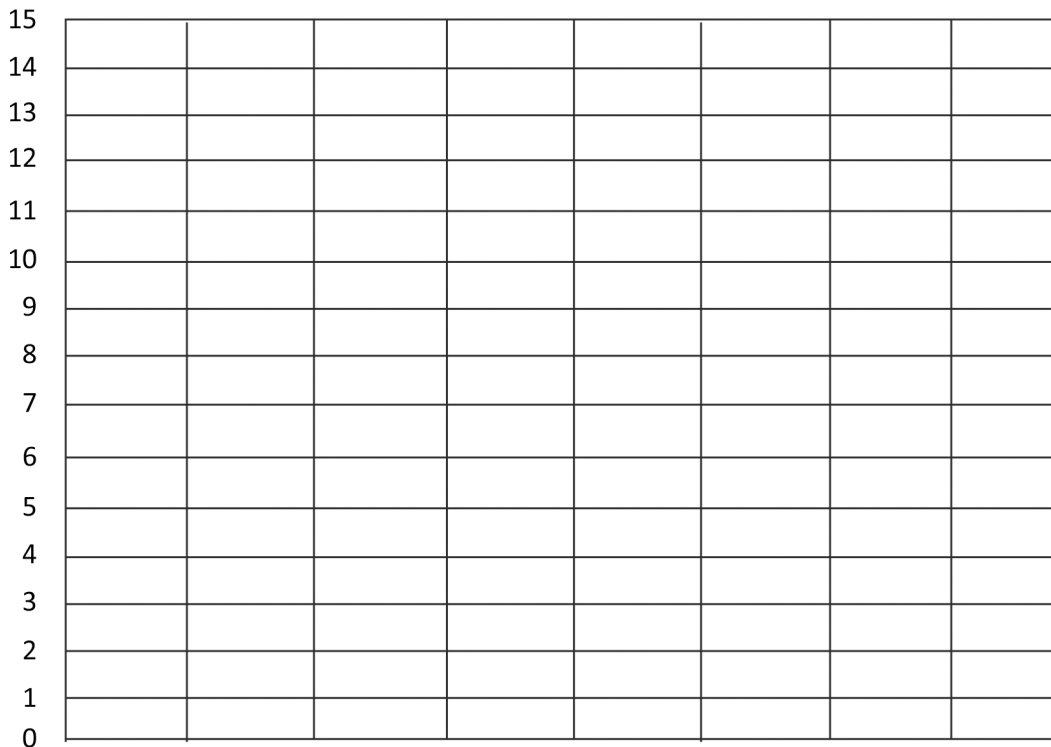
a. How many more dimes did Miguel donate than Robin? _____

b. How many fewer dimes did Madison donate than Robin and Benjamin? _____

c. How many more dimes are needed for Miguel to donate the same as Benjamin and Madison? _____

d. How many dimes were donated? _____

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R (Read the problem carefully.)

Sarah is saving money in her piggy bank. So far, she has 3 dimes,

1 quarter, and 8 pennies.

   a. How much money does Sarah have?

   b. How much more does she need to have a dollar?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 6:   Recognize the value of coins and count up to find their total value.

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W (Write a statement that matches the story.)

a. _____

_____

b. _____

_____

Lesson 6:   Recognize the value of coins and count up to find their total value.

EUREKA MATH

Name _____ Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or $ symbol.

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

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Lesson 6: Recognize the value of coins and count up to find their total value.

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8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Lesson 6: Recognize the value of coins and count up to find their total value.

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R (Read the problem carefully.)

Danny has 2 dimes, 1 quarter, 3 nickels, and 5 pennies.

  a. What is the total value of Danny's coins?

  b. Show two different ways that Danny might add to find the total.

D (Draw a picture.)

W (Write and solve an equation.)

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Lesson 7:   Solve word problems involving the total value of a group of coins.

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W (Write a statement that matches the story.)

a.

_____

_____

b.

_____

_____

Lesson 7:   Solve word problems involving the total value of a group of coins.

EUREKA
MATH

Name _____   Date _____

Solve.

1. Grace has 3 dimes, 2 nickels, and 12 pennies. How much money does she have?

2. Lisa has 2 dimes and 4 pennies in one pocket and 4 nickels and 1 quarter in the other pocket. How much money does she have in all?

3. Mamadou found 39 cents in the sofa last week. This week, he found 2 nickels, 4 dimes, and 5 pennies. How much money does Mamadou have altogether?

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Lesson 7:   Solve word problems involving the total value of a group of coins.

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4. Emanuel had 53 cents. He gave 1 dime and 1 nickel to his brother. How much money does Emanuel have left?

5. There are 2 quarters and 14 pennies in the top drawer of the desk and 7 pennies, 2 nickels, and 1 dime in the bottom drawer. What is the total value of the money in both drawers?

6. Ricardo has 3 quarters, 1 dime, 1 nickel, and 4 pennies. He gave 68 cents to his friend. How much money does Ricardo have left?

Lesson 7:   Solve word problems involving the total value of a group of coins.

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R (Read the problem carefully.)

Kiko's brother says that he will trade her 2 quarters, 4 dimes, and

2 nickels for a one-dollar bill. Is this a fair trade? How do you know?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 8:   Solve word problems involving the total value of a group of bills.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 8:   Solve word problems involving the total value of a group of bills.

EUREKA MATH

Name _____ Date _____

Solve.

1. Patrick has 1 ten-dollar bill, 2 five-dollar bills, and 4 one-dollar bills. How much money does he have?

2. Susan has 2 five-dollar bills and 3 ten-dollar bills in her purse and 11 one-dollar bills in her pocket. How much money does she have in all?

3. Raja has $60. He gave 1 twenty-dollar bill and 3 five-dollar bills to his cousin. How much money does Raja have left?

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Lesson 8:   Solve word problems involving the total value of a group of bills.

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4. Michael has 4 ten-dollar bills and 7 five-dollar bills. He has 3 more ten-dollar bills and 2 more five-dollar bills than Tamara. How much money does Tamara have?

5. Antonio had 4 ten-dollar bills, 5 five-dollar bills, and 16 one-dollar bills. He put $70 of that money in his bank account. How much money was not put in his bank account?

6. Mrs. Clark has 8 five-dollar bills and 2 ten-dollar bills in her wallet. She has 1 twenty-dollar bill and 12 one-dollar bills in her purse. How much more money does she have in her wallet than in her purse?

Lesson 8:   Solve word problems involving the total value of a group of bills.

EUREKA MATH®

R (Read the problem carefully.)

Clark has 3 ten-dollar bills and 6 five-dollar bills. He has 2 more ten-dollar bills and 2 more five-dollar bills than Shannon. How much money does Shannon have?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 9:   Solve word problems involving different combinations of coins with the same total value.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 9:   Solve word problems involving different combinations of coins with the
same total value.

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Name _____   Date _____

Write another way to make the same total value.

1. 26 cents 2 dimes 1 nickel 1 penny is 26 cents.	Another way to make 26 cents:
2. 35 cents 3 dimes and 1 nickel make 35 cents.	Another way to make 35 cents:
3. 55 cents 2 quarters and 1 nickel make 55 cents.	Another way to make 55 cents:
4. 75 cents The total value of 3 quarters is 75 cents.	Another way to make 75 cents:

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Lesson 9:   Solve word problems involving different combinations of coins with the same total value.

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5. Gretchen has 45 cents to buy a yo-yo. Write two coin combinations she could have paid with that would equal 45 cents.

| | |
| | |

6. The cashier gave Joshua 1 quarter, 3 dimes, and 1 nickel. Write two other coin combinations that would equal the same amount of change.

| | |
| | |
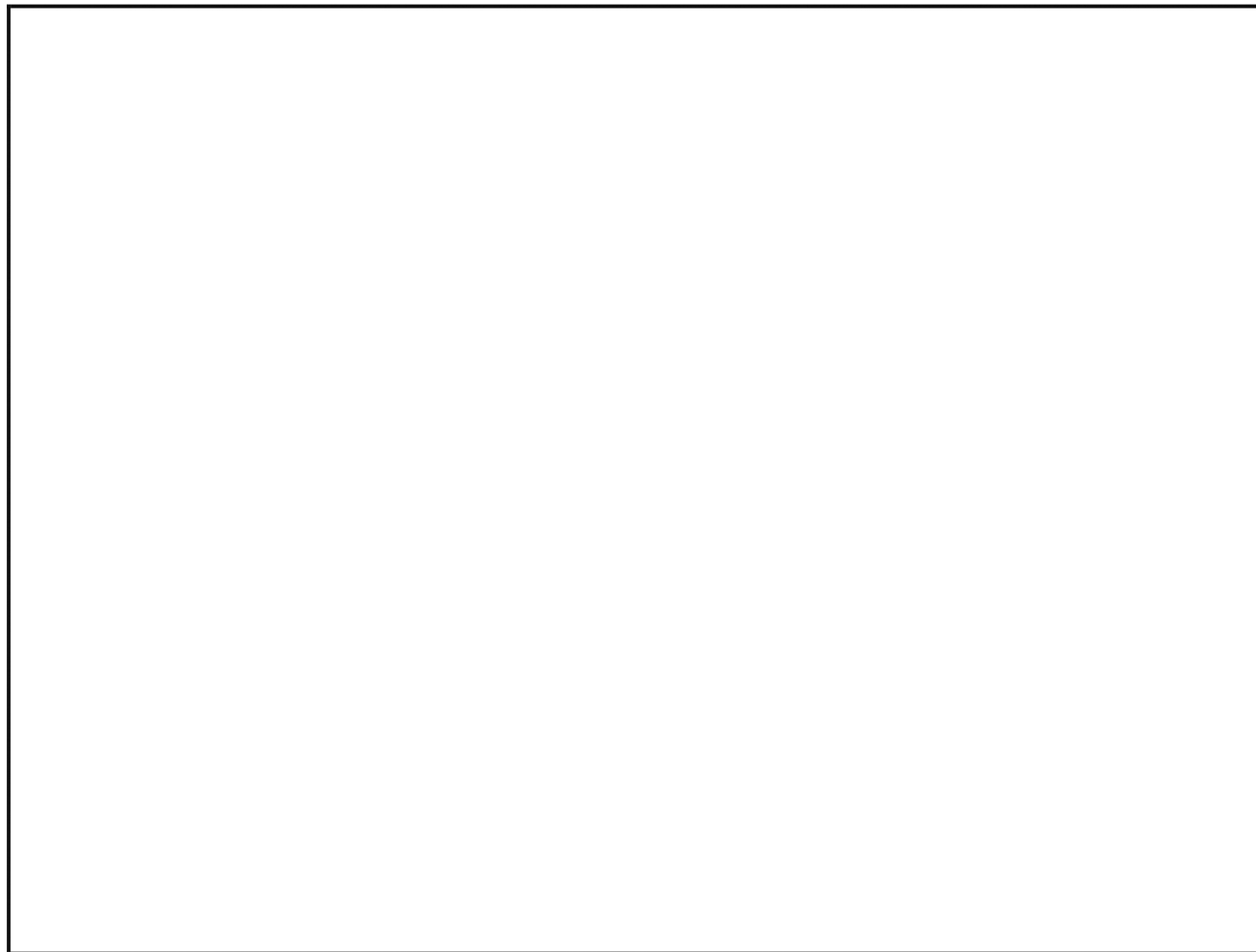
7. Alex has 4 quarters. Nicole and Caleb have the same amount of money. Write two other coin combinations that Nicole and Caleb could have.

| | |
| | |

Lesson 9:   Solve word problems involving different combinations of coins with the same total value.

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R (Read the problem carefully.)

Andrew, Brett, and Jay each have 1 dollar in change in their pockets. They each have a different combination of coins. What coins might each boy have in his pocket?

D (Draw a picture.)
W (Write and solve an equation.)

Lesson 10:   Use the fewest number of coins to make a given value.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 10:   Use the fewest number of coins to make a given value.

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Name _____ Date _____

1. Kayla showed 30 cents two ways. Circle the way that uses the fewest coins.

a.	b.
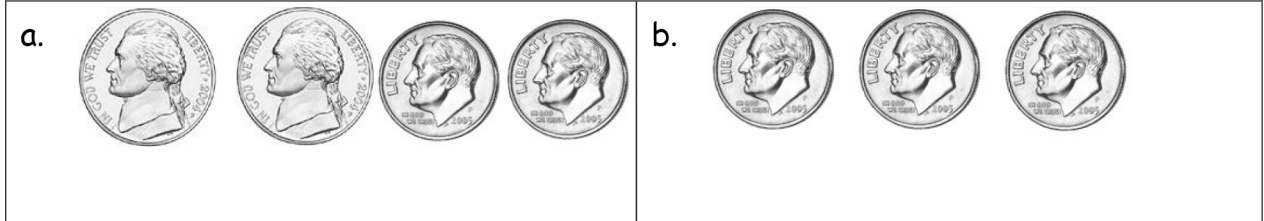
What two coins from (a) were changed for one coin in (b)?

_____

2. Show 20¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:

3. Show 35¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:

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Lesson 10: Use the fewest number of coins to make a given value.

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4. Show 46¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:

5. Show 73¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:

6. Show 85¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:

7. Kayla gave three ways to make 56¢. Circle the correct ways to make 56¢, and star the way that uses the fewest coins.

    a. 2 quarters and 6 pennies

    b. 5 dimes, 1 nickel, and 1 penny

    c. 4 dimes, 2 nickels, and 1 penny

8. Write a way to make 56¢ that uses the fewest possible coins.

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MATH

R (Read the problem carefully.)

Tracy has 85 cents in her change purse. She has 4 coins.

  a. Which coins are they?

  b. How much more money will Tracy need if she wants to buy a bouncy ball for $1?

D (Draw a picture.)

W (Write and solve an equation.)

W (Write a statement that matches the story.)

a. _____

_____

b. _____

_____

EUREKA MATH®

Name _____　　Date _____

1. Count up using the arrow way to complete each number sentence. Then, use your coins to show your answers are correct.

   a. 45¢ + _____ = 100¢　　　　　b. 15¢ + _____ = 100¢

$$45 \xrightarrow{+5} \underline{\quad} \xrightarrow{+\underline{\quad}} 100$$

   c. 57¢ + _____ =100¢　　　　　d. _____ + 71¢ = 100¢

2. Solve using the arrow way and a number bond.

   a. 79¢ + _____ = 100¢

   b. 64¢ + _____ = 100¢

   c. 100¢ - 30¢ = _____

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Lesson 11:　　Use different strategies to make $1 or make change from $1.

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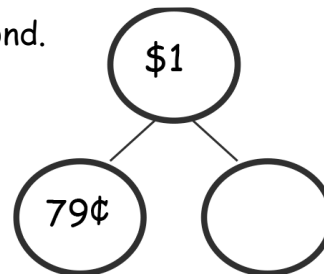
3. Solve.

   a. _____ + 33¢ = 100¢
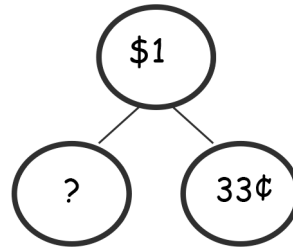
   b. 100¢ - 55¢ = _____

   c. 100¢ - 28¢ = _____

   d. 100¢ - 43¢ = _____

   e. 100¢ - 19¢ = _____

EUREKA MATH®

R (Read the problem carefully.)

Richie has 24 cents. How much more money does he need to make $1?

D (Draw a picture.)

W (Write and solve an equation.)

W (Write a statement that matches the story.)

_____

_____

_____

Lesson 12:   Solve word problems involving different ways to make change from $1.

EUREKA MATH

Name _____ Date _____

Solve using the arrow way, a number bond, or a tape diagram.

1. Jeremy had 80 cents. How much more money does he need to have $1?

2. Abby bought a banana for 35 cents. She gave the cashier $1. How much change did she receive?

3. Joseph spent 75 cents of his dollar at the arcade. How much money does he have left?

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Lesson 12: Solve word problems involving different ways to make change from $1.

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4. The notepad Elise wants costs $1. She has 4 dimes and 3 nickels. How much more money does she need to buy the notepad?

5. Dane saved 26 cents on Friday and 35 cents on Monday. How much more money will he need to save to have saved $1?
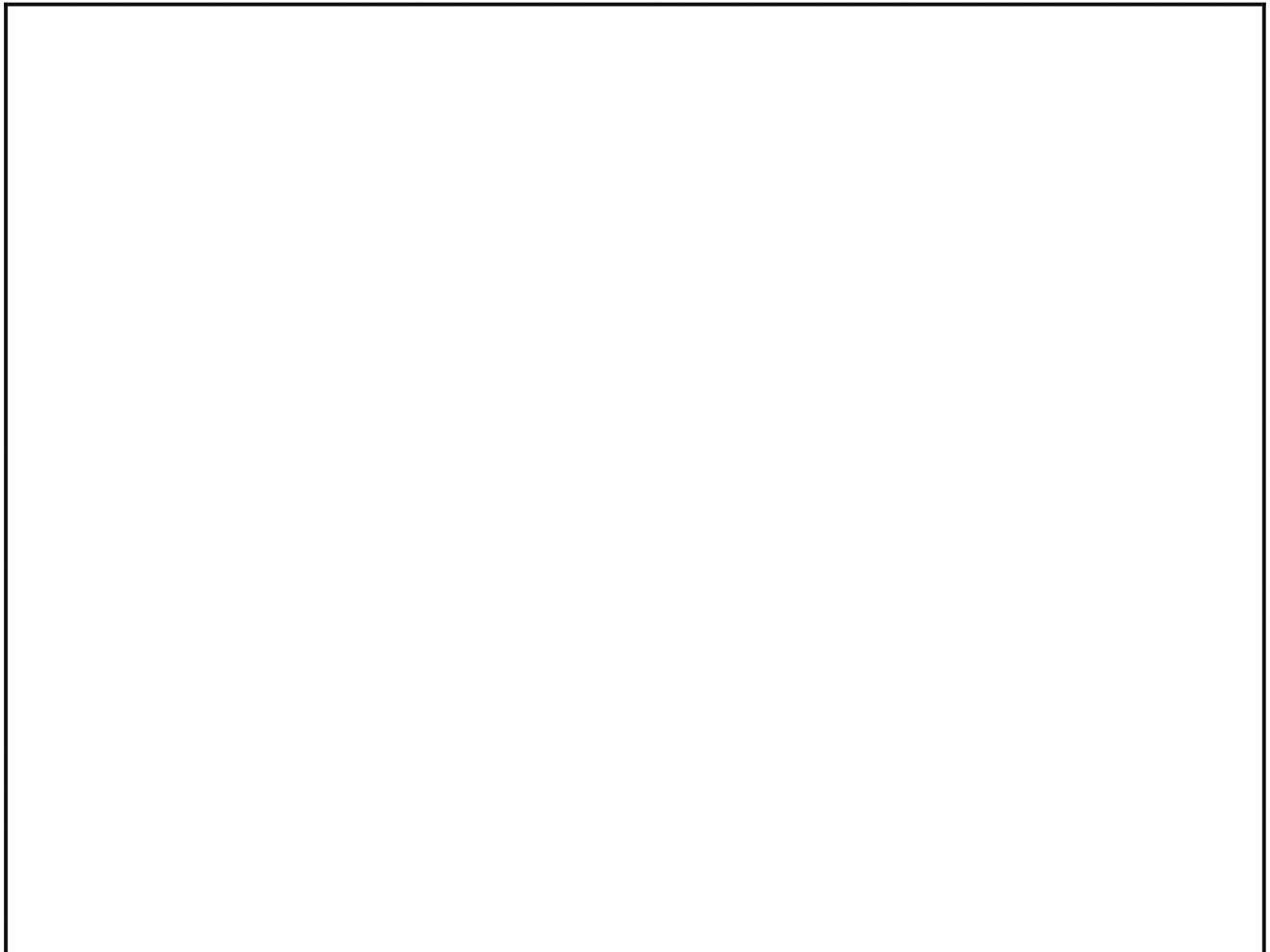
6. Daniel had exactly $1 in change. He lost 6 dimes and 3 pennies. What coins might he have left?

Lesson 12:   Solve word problems involving different ways to make change from $1.

EUREKA MATH®

R (Read the problem carefully.)

Dante had some money in a jar. He puts 8 nickels into the jar. Now he has 100 cents. How much money was in the jar at first?

D (Draw a picture.)

W (Write and solve an equation.)

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Lesson 13: Solve two-step word problems involving dollars or cents with totals within $100 or $1.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 13:   Solve two-step word problems involving dollars or cents with totals within $100 or $1.

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Name _____ Date _____

Solve with a tape diagram and number sentence.

1. Josephine has 3 nickels, 4 dimes, and 12 pennies. Her mother gives her 1 coin. Now Josephine has 92 cents. What coin did her mother give her?

2. Christopher has 3 ten-dollar bills, 3 five-dollar bills, and 12 one-dollar bills. Jenny has $19 more than Christopher. How much money does Jenny have?

3. Isaiah started with 2 twenty-dollar bills, 4 ten-dollar bills, 1 five-dollar bill, and 7 one-dollar bills. He spent 73 dollars on clothes. How much money does he have left?

EUREKA MATH

Lesson 13: Solve two-step word problems involving dollars or cents with totals within $100 or $1.

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4. Jackie bought a sweater at the store for $42. She had 3 five-dollar bills and 6 one-dollar bills left over. How much money did she have before buying the sweater?

5. Akio found 18 cents in his pocket. He found 6 more coins in his other pocket. Altogether he has 73 cents. What were the 6 coins he found in his other pocket?

6. Mary found 98 cents in her piggy bank. She counted 1 quarter, 8 pennies, 3 dimes, and some nickels. How many nickels did she count?

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Lesson 13: Solve two-step word problems involving dollars or cents with totals within $100 or $1.

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Frances is moving the furniture in her bedroom. She wants to move the bookcase to the space between her bed and the wall, but she is not sure it will fit.

What could Frances use as a measurement tool if she doesn't have a ruler? How could she use it?

Show your thinking using pictures, numbers, or words.

Lesson 14:   Connect measurement with physical units by using iteration with an inch tile to measure.

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Name _____ Date _____

1. Measure the objects below with an inch tile. Record the measurements in the table provided.

Object	Measurement
Pair of scissors	
Marker	
Pencil	
Eraser	
Length of worksheet	
Width of worksheet	
Length of desk	
Width of desk	

Lesson 14:   Connect measurement with physical units by using iteration with an inch tile to measure.

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2. Mark and Melissa both measured the same marker with an inch tile but came up with different lengths. Circle the student work that is correct, and explain why you chose that work.

Melissa's Work

_____6_____ in

Mark's Work

_____7_____ in

Explanation:

_____

_____

_____

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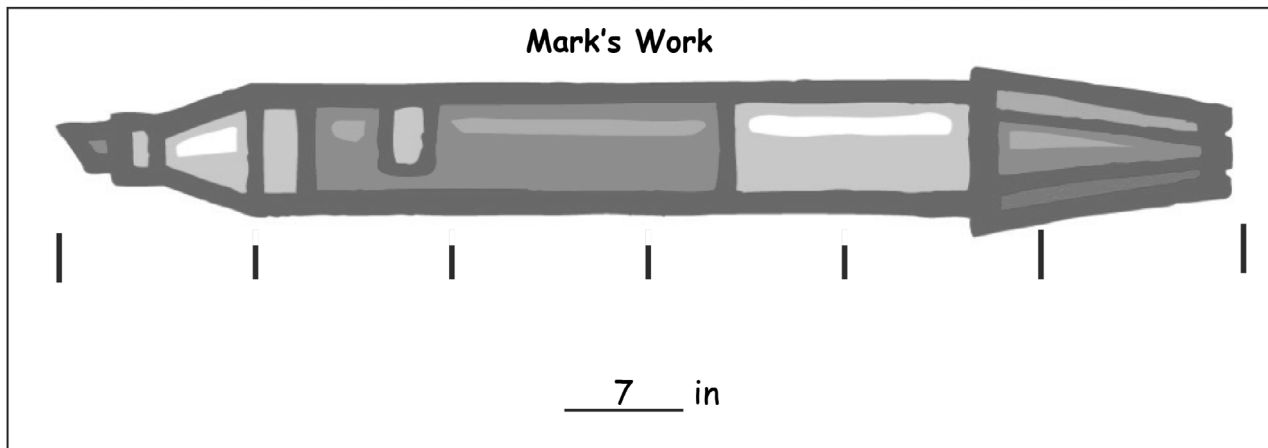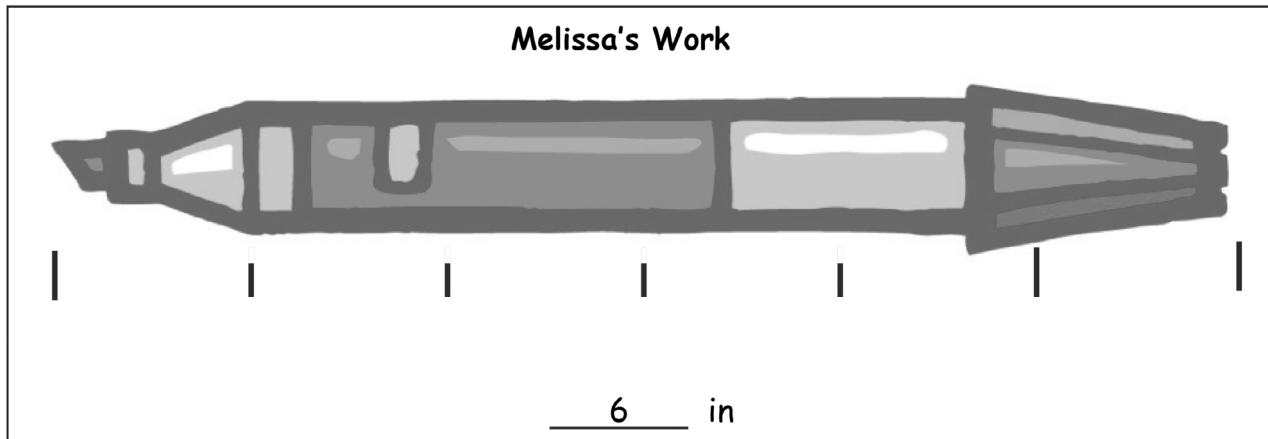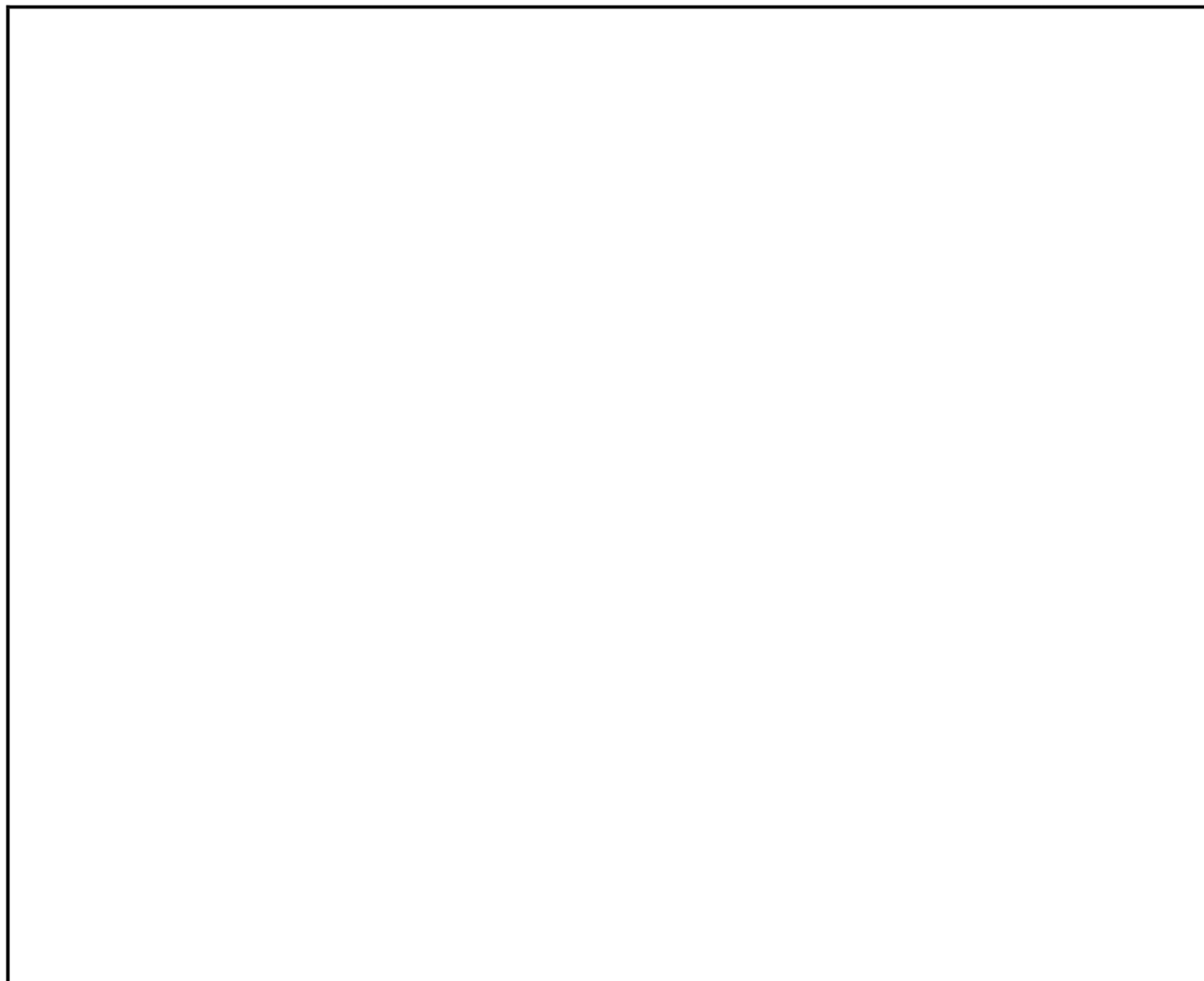
R (Read the problem carefully.)

Edwin and Tina have the same toy truck. Edwin says his is 4 toothpicks long. Tina says hers is 12 lima beans long. How can they both be right?

Use words or pictures to explain how Edwin and Tina can both be right.

D (Draw a picture.)

W (Write and solve an equation.)

EUREKA MATH

Lesson 15: Apply concepts to create inch rulers; measure lengths using inch rulers.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 15:   Apply concepts to create inch rulers; measure lengths using inch rulers.

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Name _____   Date _____

Use your ruler to measure the length of the objects below in inches. Using your ruler, draw a line that is the same length as each object.

1. a. A pencil is _____ inches.

    b. Draw a line that is the same length as the pencil.

2. a. An eraser is _____ inches.

    b. Draw a line that is the same length as the eraser.

3. a. A crayon is _____ inches.

    b. Draw a line that is the same length as the crayon.

4. a. A marker is _____ inches.

    b. Draw a line that is the same length as the marker.

5. a. What is the longest item that you measured? _____

    b. How long is the longest item? _____ inches

    c. How long is the shortest item? _____ inches

    d. What is the difference in length between the longest and the shortest items? _____ inches

    e. Draw a line that is the same as the length you found in (d).

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Lesson 15:   Apply concepts to create inch rulers; measure lengths using inch rulers.

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6. Measure and label the length of each side of the triangle using your ruler.

Side A

_____ inches

Side C

_____ inches
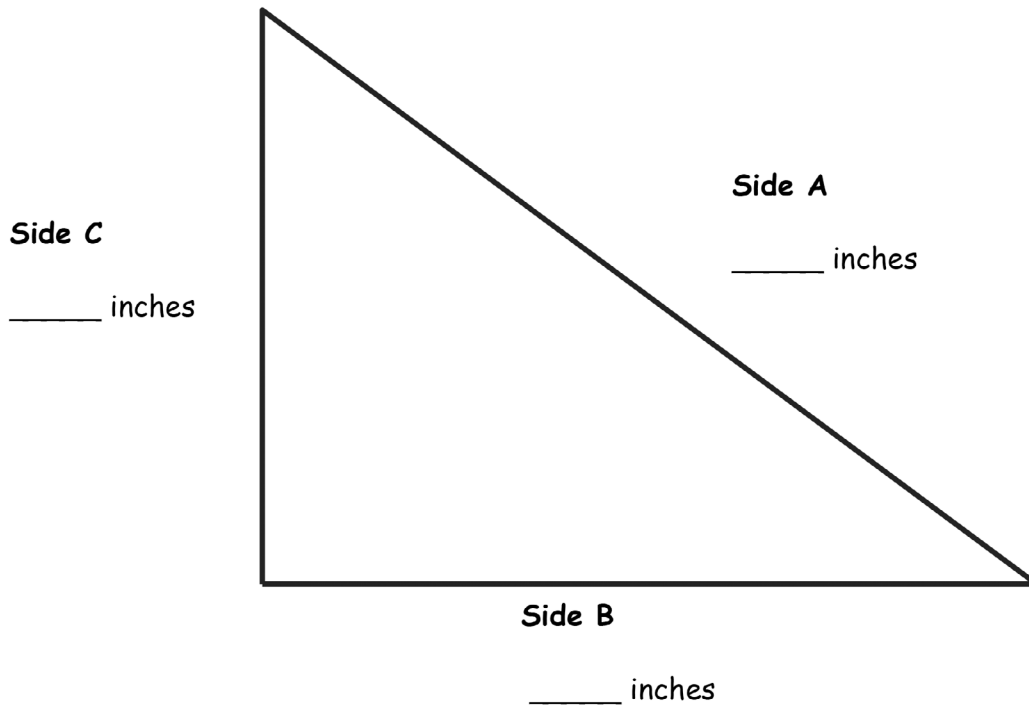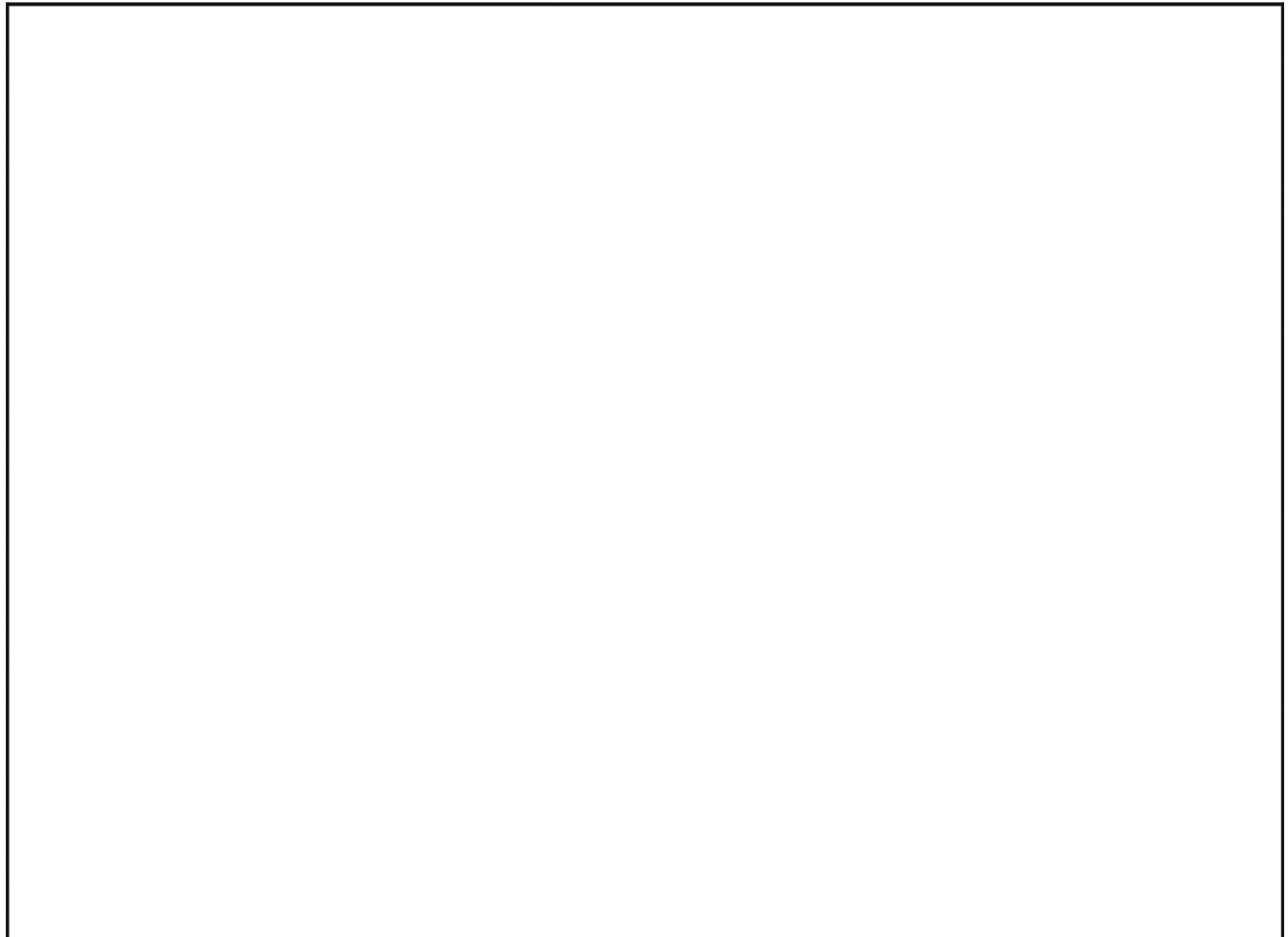
Side B

_____ inches

a. Which side is the shortest?   Side A   Side B   Side C

b. What is the length of Side A? _____ inches

c. What is the length of Sides C and B together? _____ inches

d. What is the difference between the shortest and longest sides?
_____ inches

7. Solve.
   a. _____ inches = 1 foot

   b. 5 inches + _____ inches = 1 foot

   c. _____ inches + 4 inches = 1 foot

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R (Read the problem carefully.)

Benjamin measures his forearm and records the length as 15 inches. Then,

he measures his upper arm and realizes it's the same!

    a. How long is one of Benjamin's arms?

    b. What is the total length of both of Benjamin's arms together?

D (Draw a picture.)
W (Write and solve an equation.)

Lesson 17:   Develop estimation strategies by applying prior knowledge of length
and using mental benchmarks.

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W (Write a statement that matches the story.)

a. _____

_____

b. _____

_____

Lesson 17: Develop estimation strategies by applying prior knowledge of length and using mental benchmarks.

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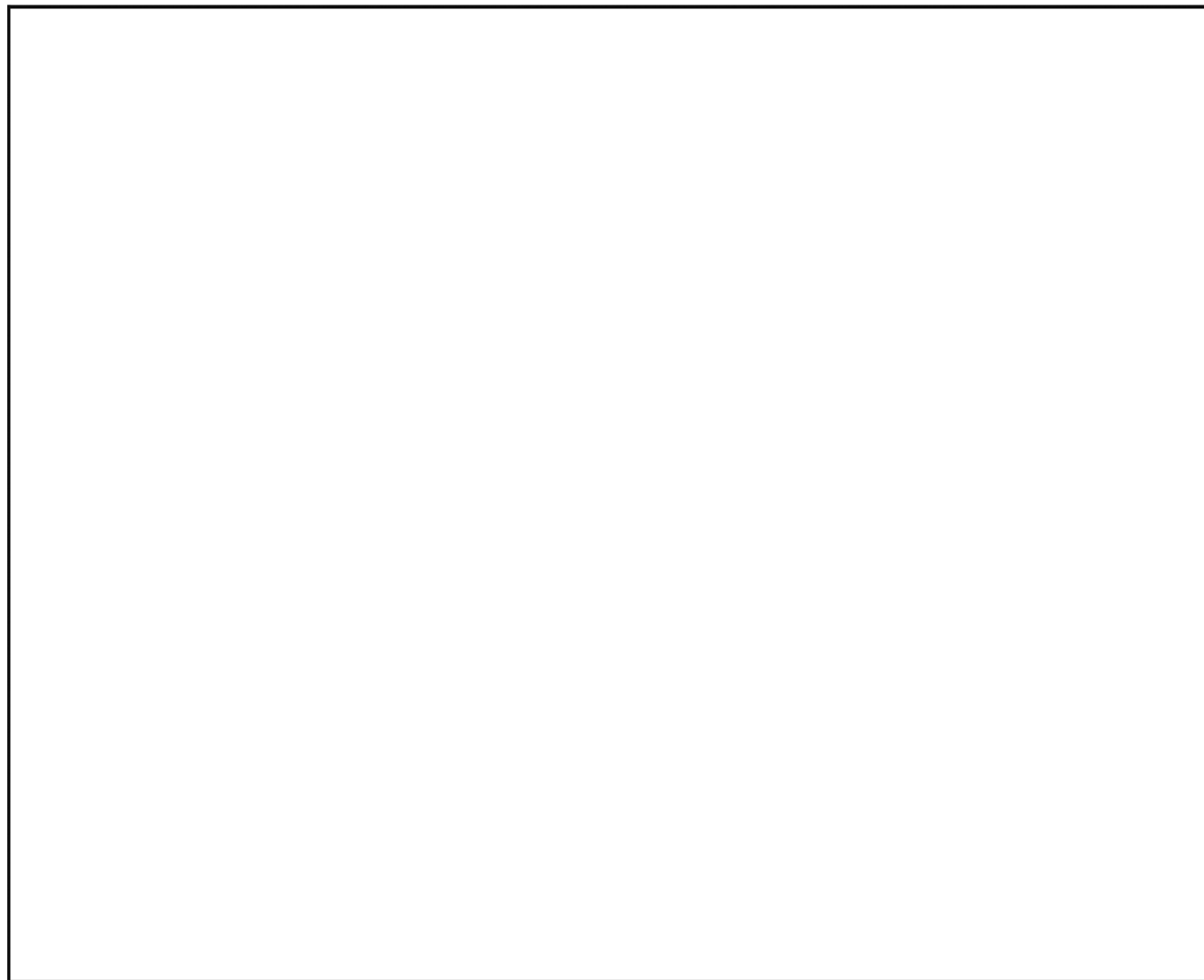
Name _____   Date _____

Estimate the length of each item by using a mental benchmark. Then, measure the item using feet, inches, or yards.

Item	Mental Benchmark	Estimation	Actual Length
a. Width of the door			
b. Width of the white board or chalkboard			
c. Height of a desk			
d. Length of a desk			
e. Length of a reading book			

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Lesson 17:   Develop estimation strategies by applying prior knowledge of length and using mental benchmarks.

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Item	Mental Benchmark	Estimation	Actual Length
f. Length of a crayon			
g. Length of the room			
h. Length of a pair of scissors			
i. Length of the window			

Lesson 17:   Develop estimation strategies by applying prior knowledge of length
              and using mental benchmarks.

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Ezra is measuring things in his bedroom. He thinks his bed is about 2 yards long. Is this a reasonable estimate? Explain your answer using pictures, words, or numbers.

Lesson 18: Measure an object twice using different length units and compare; relate measurement to unit size.

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Name _____   Date _____

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. _____

   _____ cm   _____ in

2. _____

   _____ cm   _____ in

3. _____

   _____ cm   _____ in

4. _____

   _____ cm   _____ in

5. a. Did you use more inches or more centimeters when measuring the lines above?

   _____

   b. Write a sentence to explain why you used more of that unit.

   _____

   _____

Lesson 18:   Measure an object twice using different length units and compare; relate measurement to unit size.

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6. Draw lines with the measurements below.

  a. 3 centimeters long

  b. 3 inches long

7. Thomas and Chris both measured the crayon below but came up with different answers. Explain why both answers are correct.

Thomas: __8__ cm

Chris: __3__ in

Explanation: _____

_____

_____

_____

EUREKA MATH

R (Read the problem carefully.)

Katia is hanging decorative lights. The strand of lights is 46 feet long.

The building wall is 84 feet long. How many more feet of lights does Katia

need to buy to equal the length of the wall?

D (Draw a picture.)

W (Write and solve an equation.)

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Lesson 19: Measure to compare the differences in lengths using inches, feet, and yards.

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W (Write a statement that matches the story.)

_____

_____

_____

EUREKA MATH®

Name _____   Date _____

Measure each set of lines in inches, and write the length on the line. Complete the comparison sentence.

1. Line A _____

     Line B _____

     Line A measured about _____ inches.   Line B measured about _____ inches.

     Line A is about _____ inches **longer** than Line B.

2. Line C   _____

     Line D _____

     Line C measured about _____ inches.   Line D measured about _____ inches.
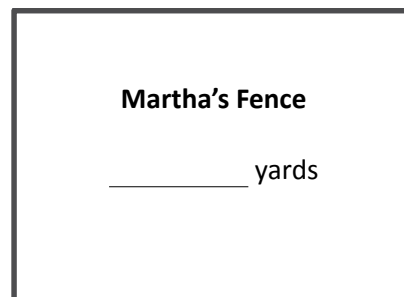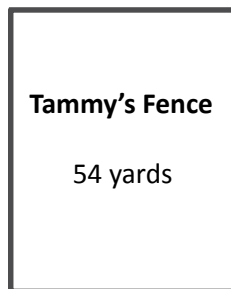
     Line C is about _____ inches **shorter** than Line D.

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Lesson 19:   Measure to compare the differences in lengths using inches, feet, and
                   yards.

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3. Solve the following problems:

    a. 32 ft + _____ = 87 ft

    b. 68 ft - 29 ft = _____
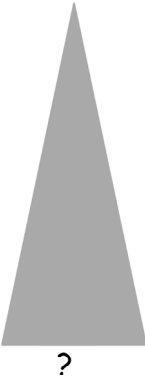
    c. _____ - 43 ft = 18 ft

4. Tammy and Martha both built fences around their properties. Tammy's fence is 54 yards long. Martha's fence is 29 yards longer than Tammy's.

Tammy's Fence
54 yards

    Tammy's Fence

    54 yards

    Martha's Fence

    _____ yards

    a. How long is Martha's fence? _____ yards

    b. What is the total length of both fences? _____ yards

Lesson 19:   Measure to compare the differences in lengths using inches, feet, and yards.

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Name _____   Date _____

Solve using tape diagrams. Use a symbol for the unknown.

1. Mr. Ramos has knitted 19 inches of a scarf he wants to be 1 yard long. How many more inches of scarf does he need to knit?

2. In the 100-yard race, Jackie has run 76 yards. How many more yards does she have to run?

3. Frankie has a 64-inch piece of rope and another piece that is 18 inches shorter than the first. What is the total length of both ropes?

Lesson 20:   Solve two-digit addition and subtraction word problems involving length by using tape diagrams and writing equations to represent the problem.

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4. Maria had 96 inches of ribbon. She used 36 inches to wrap a small gift and 48 inches to wrap a larger gift. How much ribbon did she have left?

5. The total length of all three sides of a triangle is 96 feet. The triangle has two sides that are the same length. One of the equal sides measures 40 feet. What is the length of the side that is not equal?

?

6. The length of one side of a square is 4 yards. What is the combined length of all four sides of the square?

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R (Read the problem carefully.)

To ride the Mega Mountain roller coaster, riders must be at least

44 inches tall. Caroline is 57 inches tall. She is 18 inches taller than

Addison. How tall is Addison? How many more inches must Addison grow

to ride the roller coaster?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 21:   Identify unknown numbers on a number line diagram by using the distance between numbers and reference points.

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W (Write a statement that matches the story.)

Lesson 21: Identify unknown numbers on a number line diagram by using the distance between numbers and reference points.

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EUREKA MATH®

Name _____   Date _____

Find the value of the point on each part of the meter strip marked by a letter. For each number line, one unit is the distance from one hash mark to the next.

1.

```
20 cm                    A        50 cm
├───┼───┼───┼───┼───┤
```

Each unit has a length of _____ centimeters.

A = _____

2.

```
35 cm                         B              85 cm
├───┼───┼───┼───┼───┤
```

Each unit has a length of _____ centimeters.

B = _____

3.

```
C              75 cm                              90 cm
├───┼───┼───┼───┤
```

Each unit on the meter strip has a length of _____ centimeters.

C = _____

Lesson 21:   Identify unknown numbers on a number line diagram by using the distance between numbers and reference points.

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4. Each hash mark represents 5 more on the number line.

45 |—|—|—|—|—|—| D

D = _____

What is the difference between the two endpoints? _____.

5. Each hash mark represents 10 more on the number line.

E |—|—|—|—|—|—| 180

E = _____

What is the difference between the two endpoints? _____.

6. Each hash mark represents 10 more on the number line.

F |—|—|95—|—|—|—|

F = _____

What is the difference between the two endpoints? _____.

Lesson 21: Identify unknown numbers on a number line diagram by using the distance between numbers and reference points.

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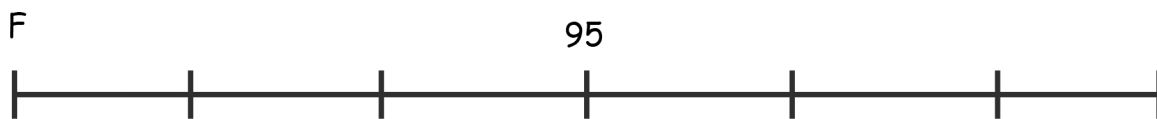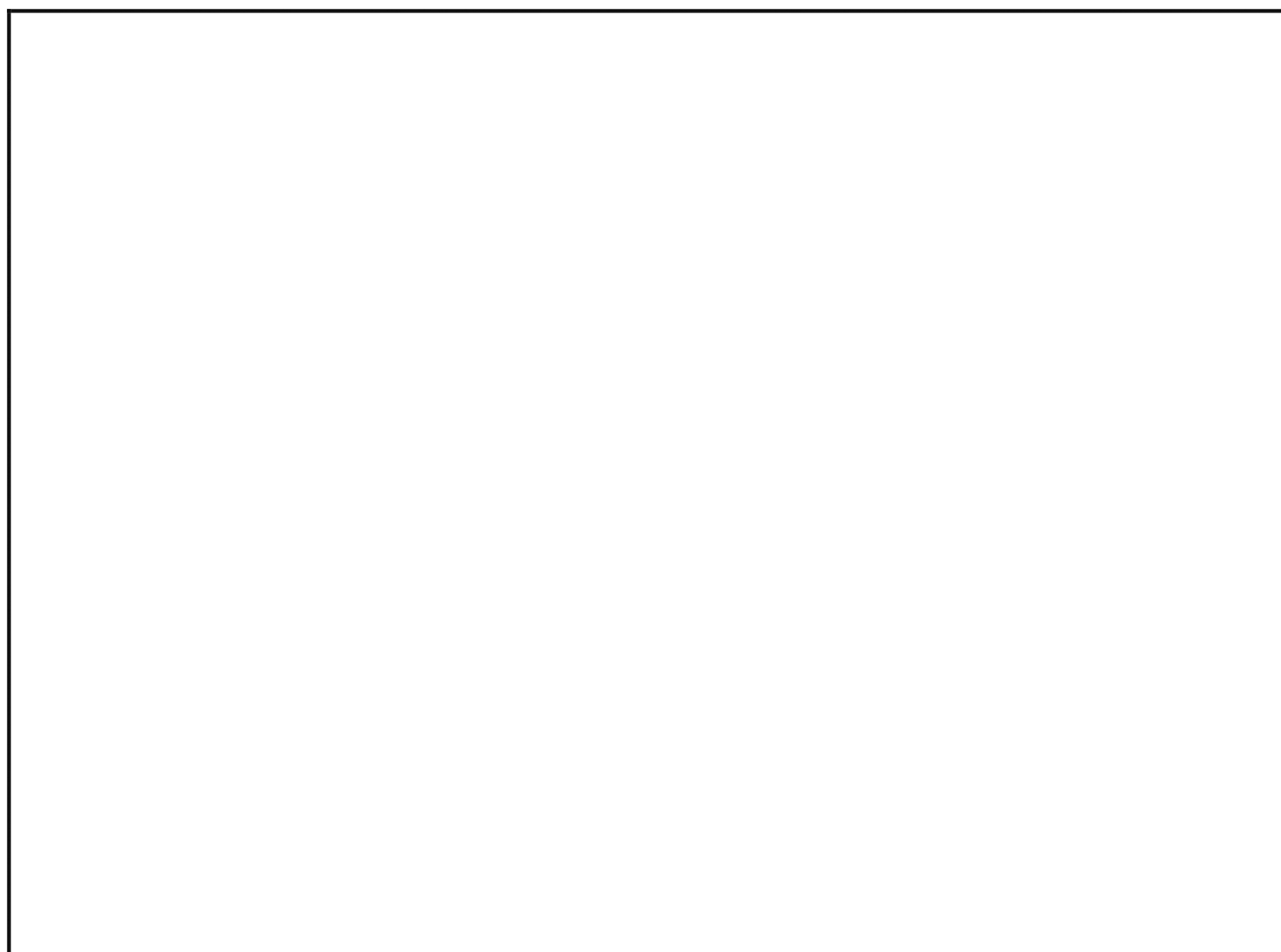
R (Read the problem carefully.)

Liza, Cecilia, and Dylan are playing soccer. Liza and Cecilia are 120 feet apart. Dylan is in between them. If Dylan is standing the same distance from both girls, how many feet is Dylan from Liza?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 22: Represent two-digit sums and differences involving length by using the ruler as a number line.

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W (Write a statement that matches the story.)

Lesson 22: Represent two-digit sums and differences involving length by using the ruler as a number line.

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Name _____   Date _____

1. Each unit length on both number lines is 10 centimeters.
    (Note: Number lines are not drawn to scale.)

    a. Show 30 centimeters more than 65 centimeters on the number line.

    b. Show 20 centimeters more than 75 centimeters on the number line.

    c. Write an addition sentence to match each number line.

2. Each unit length on both number lines is 5 yards.
    a. Show 25 yards less than 90 yards on the following number line.

    b. Show 35 yards less than 100 yards on the number line.

    c. Write a subtraction sentence to match each number line.

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Lesson 22:   Represent two-digit sums and differences involving length by using the ruler as a number line.

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3. Vincent's meter strip got cut off at 68 centimeters. To measure the length
    of his screwdriver, he writes "81 cm - 68 cm." Alicia says it's easier to move the
    screwdriver over 2 centimeters. What is Alicia's subtraction sentence? Explain
    why she's correct.

Vincent's Idea

68 cm   81 cm

Alicia's Idea

68 cm   81 cm
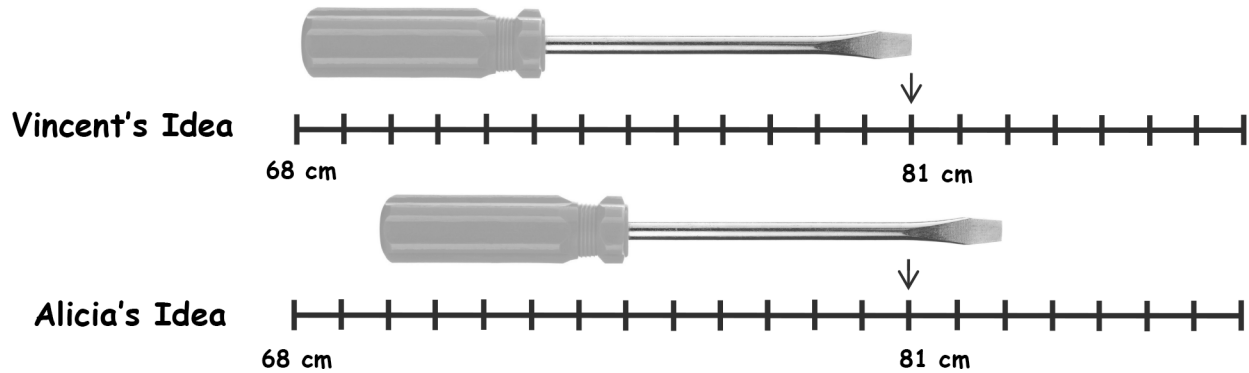
4. A large flute is 71 centimeters long, and a small flute is 29 centimeters long. What
    is the difference between their lengths?

5. Ingrid measured her garden snake's skin to be 28 inches long using a yardstick but
    didn't start her measurment at zero. What might be the two endpoints of her
    snakeskin on her yardstick? Write a subtraction sentence to match your idea.

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Number Line A

Number Line B

49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66

_____

number lines A and B

Lesson 22:   Represent two-digit sums and differences involving length by using the ruler as a number line.

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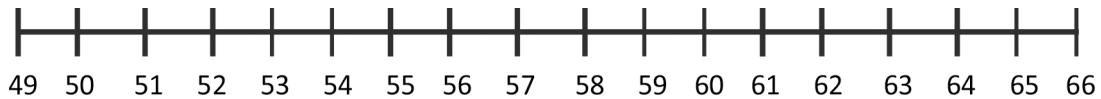
Name _____   Date _____

1. Measure the lines below in inches. Record the data using tally marks on the table provided.

    Line A _____

    Line B _____

    Line C _____

    Line D _____

    Line E _____

    Line F _____

    Line G _____

Line Length	Number of Lines
Shorter than 5 inches	
Longer than 5 inches	
Equal to 5 inches	

2. How many more lines are shorter than 5 inches than are equal to 5 inches?

    _____
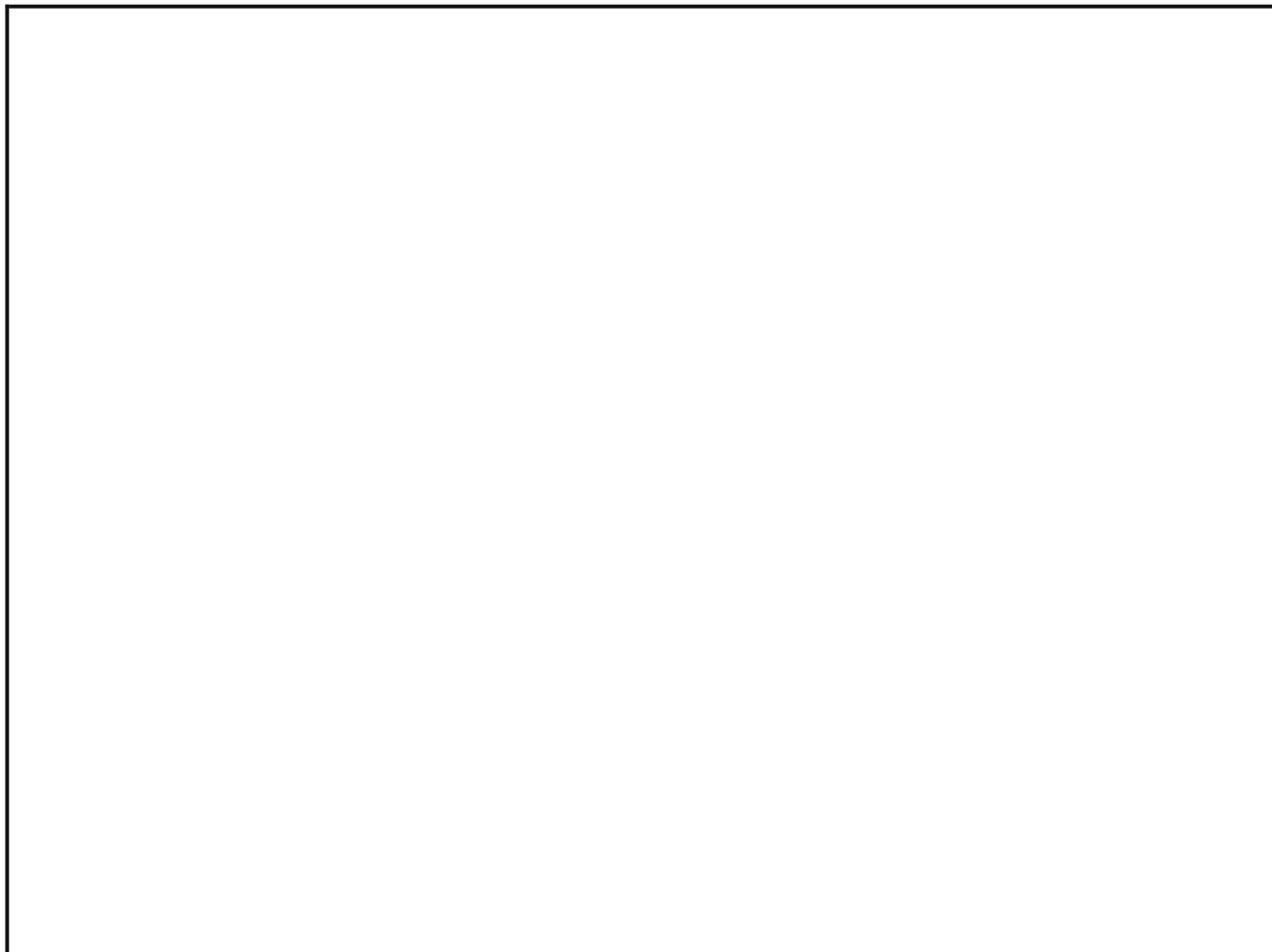
3. What is the difference between the number of lines that are shorter than 5 inches and the number that are longer than 5 inches? _____

4. Ask and answer a comparison question that could be answered using the data above.

    Question: _____

    _____

Switch papers with a partner. Have your partner answer your question on the back.

Lesson 23:   Collect and record measurement data in a table; answer questions and summarize the data set.

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R (Read the problem carefully.)

Mike, Dennis, and April all collected coins from a parking lot. When they counted their coins, they had 24 pennies, 15 nickels, 7 dimes, and 2 quarters. They put all the pennies into one cup and the other coins in another. Which cup has more coins? How many more?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 24:   Draw a line plot to represent the measurement data; relate the measurement scale to the number line.

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W (Write a statement that matches the story.)

_____

_____

_____

Draw a line plot to represent the measurement data; relate the
measurement scale to the number line.

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Name _____   Date _____

Use the data in the tables to create a line plot and answer the questions.

1.

Pencil Length (inches)	Number of Pencils
2	|
3	||
4	卌 |
5	卌 ||
6	卌 |||
7	||||
8	|

Length of Pencils in the Class Bin

0   1   2   3   4   5   6   7   8

Pencil Length (inches)

Describe the pattern you see in the line plot:

_____

_____

Lesson 24:   Draw a line plot to represent the measurement data; relate the measurement scale to the number line.

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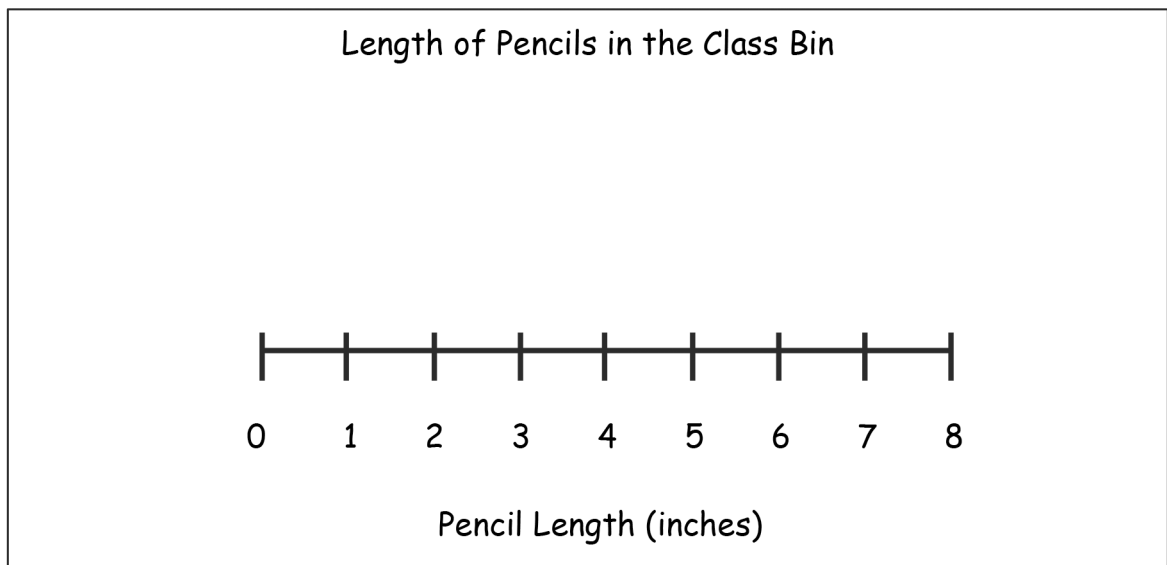
2.

Length of Ribbon Scraps (centimeters)	Number of Ribbon Scraps
14	I
16	III
18	⊞⊞ III
20	⊞⊞ II
22	⊞⊞

Scraps of Ribbon in the Arts and Crafts Bin

Line Plot

a. Describe the pattern you see in the line plot.

_____

_____

b. How many ribbons are 18 centimeters or longer? _____

c. How many ribbons are 16 centimeters or shorter? _____

d. Create your own comparison question related to the data.

_____

_____

Lesson 24:   Draw a line plot to represent the measurement data; relate the
                                measurement scale to the number line.

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R (Read the problem carefully.)

These are the types and numbers of stamps in Shannon's stamp collection.

Her friend Michael gives her some flag stamps. If he gives her 7 fewer flag stamps than birthday and animal stamps together, how many flag stamps does she have?

Type of Stamp	Number of Stamps
Holiday	16
Animal	8
Birthday	9
Famous singers	21

Extension: If the flag stamps are worth 12 cents each, what is the total value of Shannon's flag stamps?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 25:   Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.   **283**

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W (Write a statement that matches the story.)

_____

_____

_____

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Name _____   Date _____

Use the data in the chart provided to create a line plot and answer the questions.

1. The chart shows the heights of the second-grade students in Mr. Yin's homeroom.

Height of Second-Grade Students	Number of Students
40 inches	1
41 inches	2
42 inches	2
43 inches	3
44 inches	4
45 inches	4
46 inches	3
47 inches	2
48 inches	1

Title _____

Line Plot

a. What is the difference between the tallest student and the shortest student?

b. How many students are taller than 44 inches? Shorter than 44 inches?

EUREKA MATH   Lesson 25:   Draw a line plot to represent a given data set; answer questions and   285
                                    draw conclusions based on measurement data.

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2. The chart shows the length of paper second-grade students used in their art projects.

Length of Paper	Number of Students
3 ft	2
4 ft	11
5 ft	9
6 ft	6

Title _____
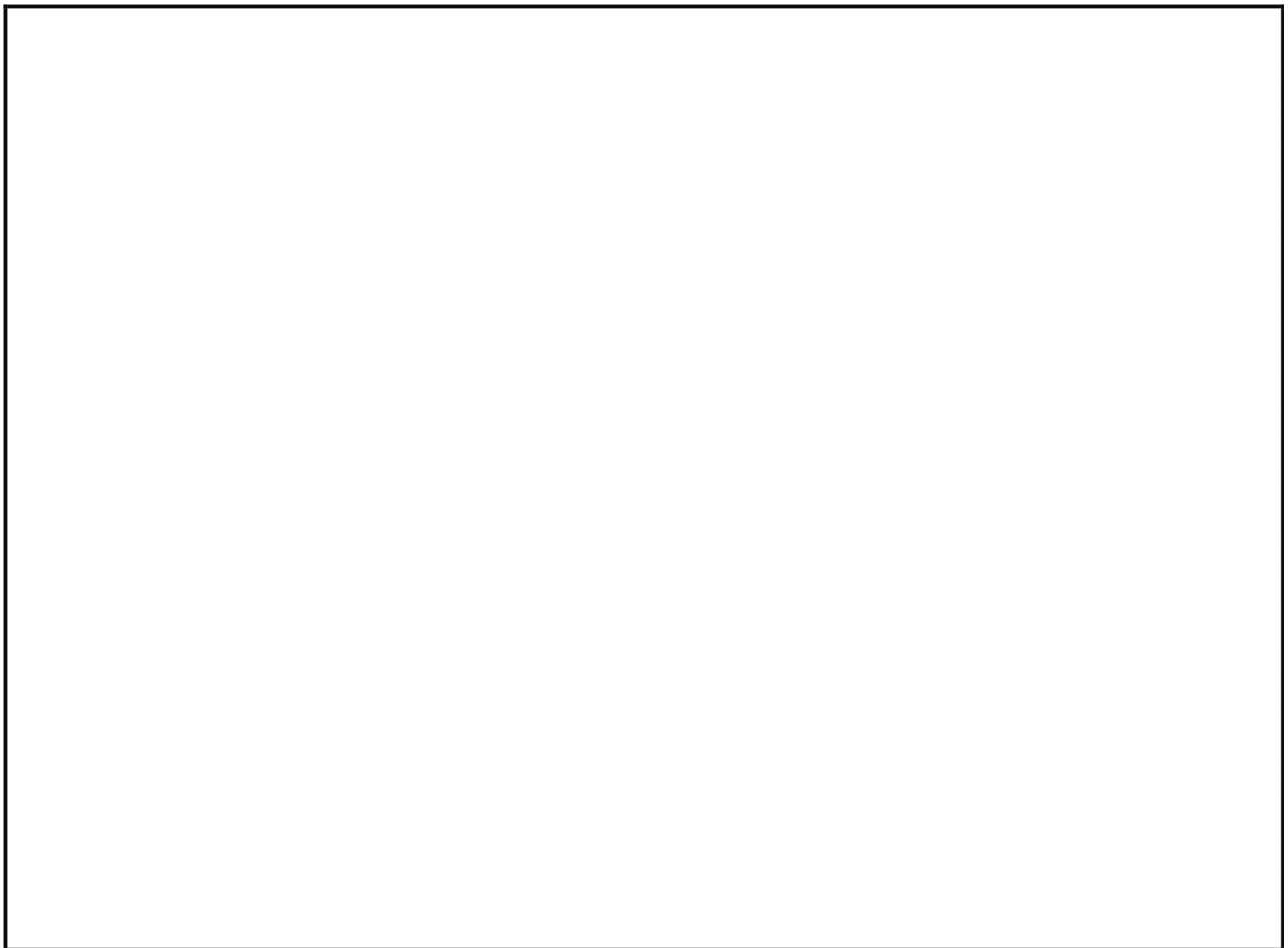
Line Plot

a. How many art projects were made? _____

b. What paper length occurred most often? _____

c. If 8 more students used 5 feet of paper and 6 more students used 6 feet of paper, how would it change how the line plot looks?

_____

_____

d. Draw a conclusion about the data in the line plot.

_____

_____

Lesson 25: Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.

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R (Read the problem carefully.)

Judy bought an MP3 player and a set of earphones. The earphones cost $9, which is $48 less than the MP3 player. How much change should Judy get back if she gave the cashier a $100 bill?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 26: Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 26:   Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.

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Name _____ Date _____

Use the data in the table provided to answer the questions.

1. The table below describes the heights of basketball players and audience members who were polled at a basketball game.

Height (inches)	Number of Participants
25	3
50	4
60	1
68	12
74	18

a. How tall are most of the people who were polled at the basketball game?

_____

b. How many people are 60 inches or taller? _____

c. What do you notice about the people who attended the basketball game?

_____

d. Why would creating a line plot for these data be difficult?

_____

_____

e. For these data, a **line plot / table** (circle one) is easier to read because …

_____

_____

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Lesson 26: Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.

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Use the data in the table provided to create a line plot and answer the questions.

2. The table below describes the length of pencils in Mrs. Richie's classroom in centimeters.

Length (centimeters)	Number of Pencils
12	1
13	4
14	9
15	10
16	10

a. How many pencils were measured? _____

b. Draw a conclusion as to why most pencils were 15 and 16 cm:

_____

_____

c. For these data, a **line plot / table** (circle one) is easier to read because…

_____

_____

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Length of Items in Our Pencil Boxes	Number of Items
6 cm	1
7 cm	2
8 cm	4
9 cm	3
10 cm	6
11 cm	4
13 cm	1
16 cm	3
17 cm	2

Temperatures in May	Number of Days
59°	1
60°	3
63°	3
64°	4
65°	7
67°	5
68°	4
69°	3
72°	1

length and temperature tables
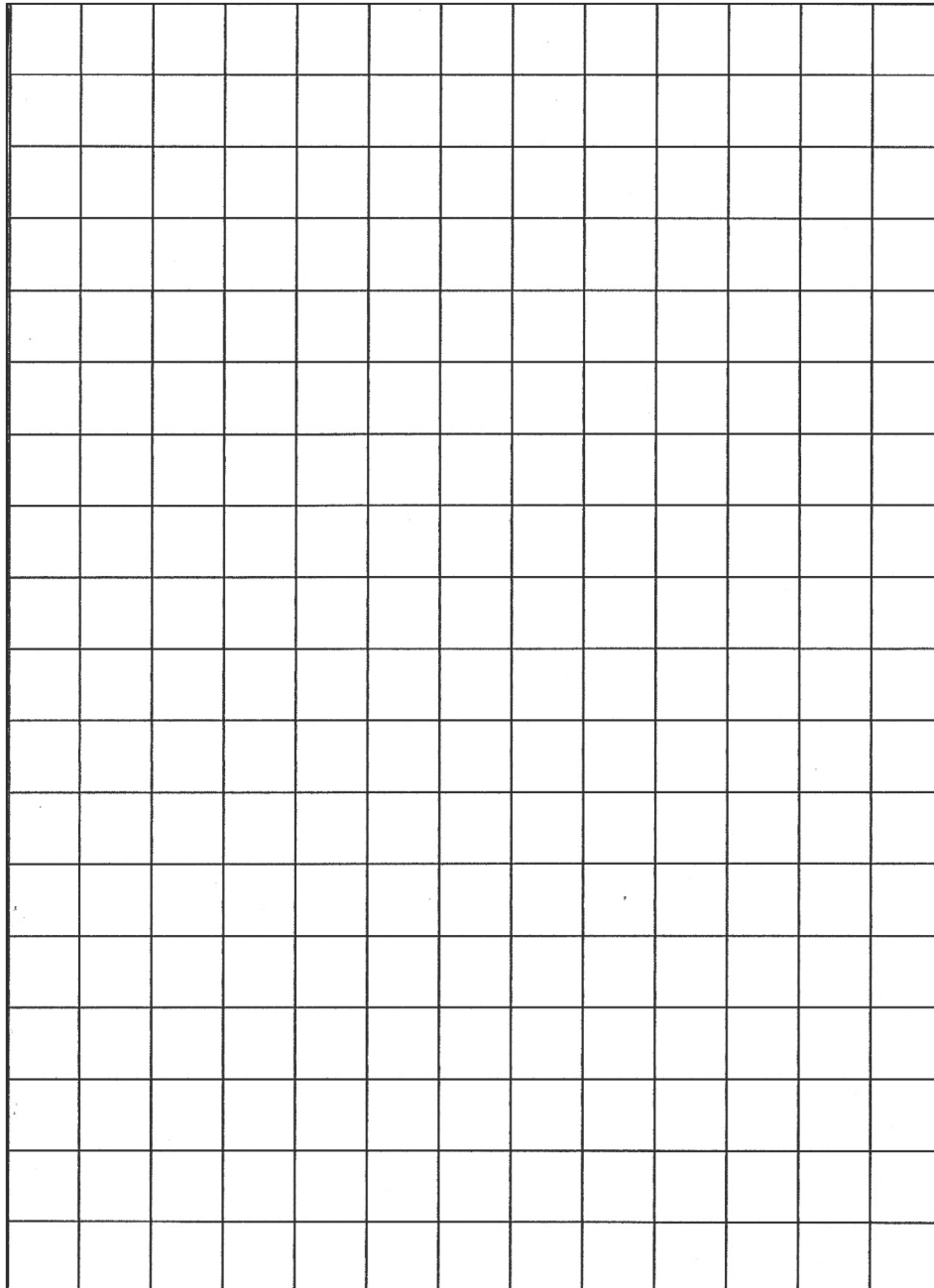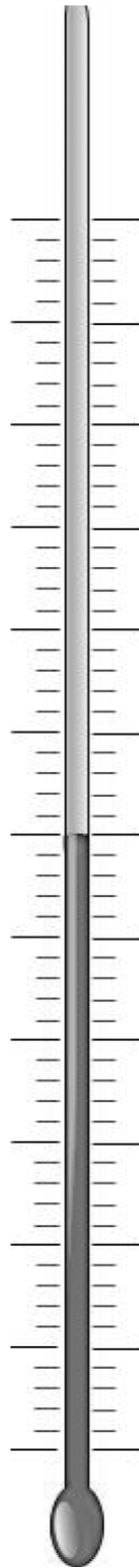
Lesson 26: Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.

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grid paper

Lesson 26:   Draw a line plot to represent a given data set; answer questions and   **297**
draw conclusions based on measurement data.

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thermometer

Lesson 26:   Draw a line plot to represent a given data set; answer questions and
draw conclusions based on measurement data.

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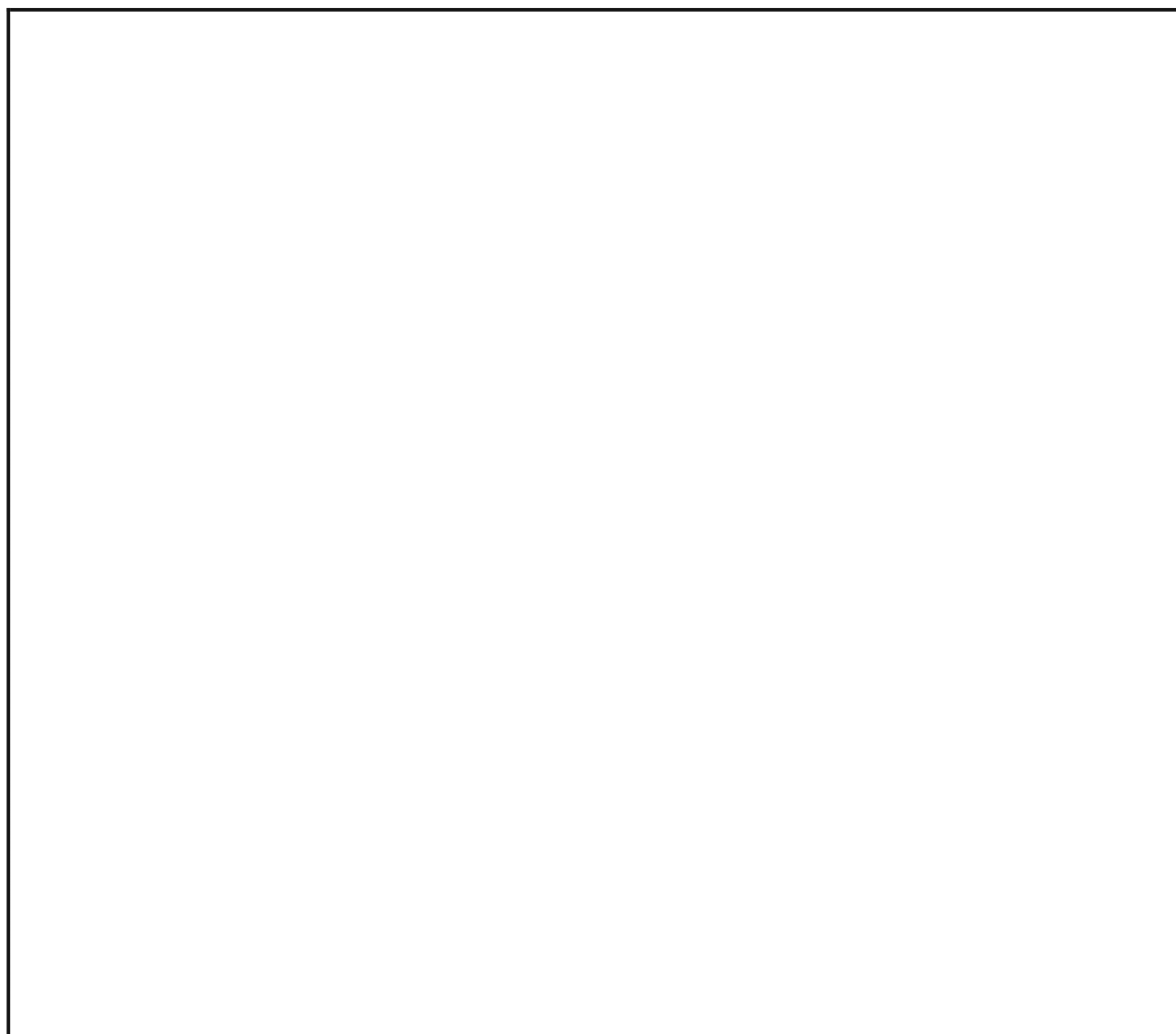
R (Read the problem carefully.)

Terrence is making shapes with 12 toothpicks. Using all of the toothpicks, create 3 different shapes he could make. How many other combinations can you find?

D (Draw a picture.)

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Name _____   Date _____

1. Identify the number of sides and angles for each shape. Circle each angle as you count, if needed. The first one has been done for you.
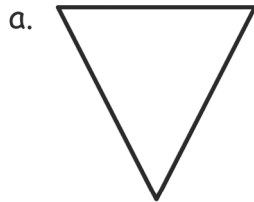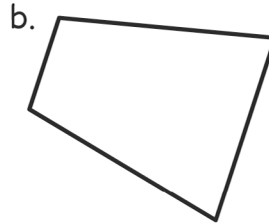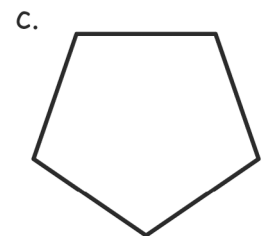
a.

__3__ sides

__3__ angles

b.

_____ sides

_____ angles

c.

_____ sides

_____ angles

d.

_____ sides

_____ angles

e.

_____ sides

_____ angles

f.

_____ sides

_____ angles

g.

_____ sides

_____ angles

h.

_____ sides

_____ angles

i.
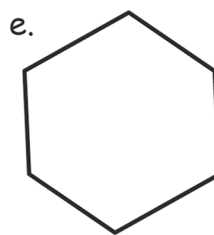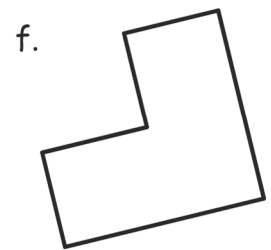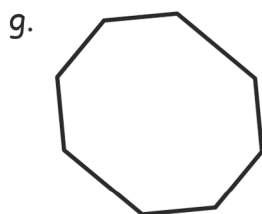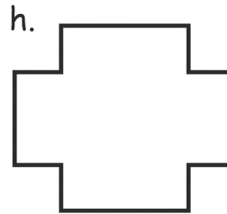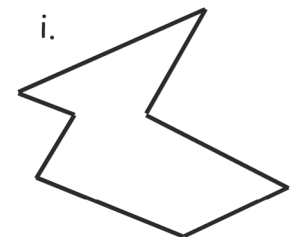
_____ sides

_____ angles

2. Study the shapes below. Then, answer the questions.
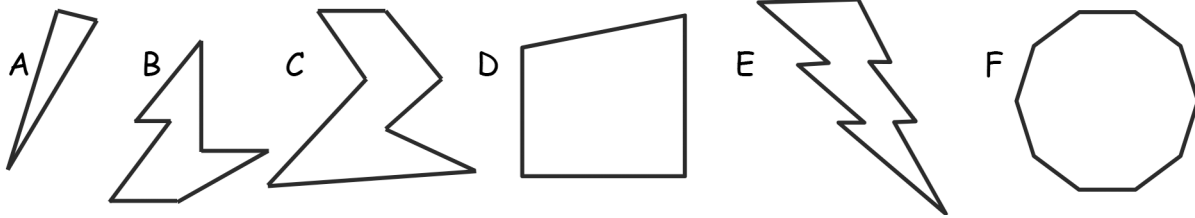
   a. Which shape has the most sides? _____

   b. Which shape has 3 more angles than shape C? _____

   c. Which shape has 3 fewer sides than shape B? _____

   d. How many more angles does shape C have than shape A? _____

   e. Which of these shapes have the same number of sides and angles? _____

3. Ethan said the two shapes below are both six-sided figures but just different sizes. Explain why he is incorrect.

_____

_____

Lesson 1:   Describe two-dimensional shapes based on attributes.

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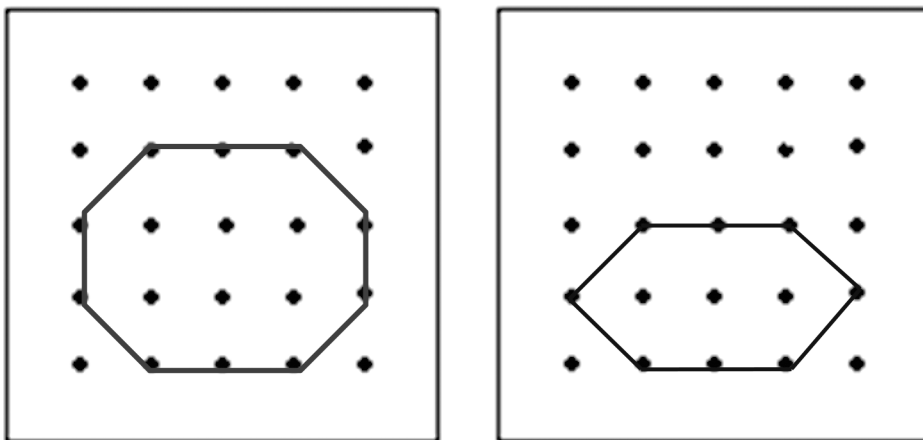
R (Read the problem carefully.)

How many triangles can you find? (Hint: If you only found 10, keep looking!)

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Lesson 2: Build, identify, and analyze two-dimensional shapes with specified attributes.

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W (Write a Statement that matches the story.)

_____

_____

_____

Lesson 2:   Build, identify, and analyze two-dimensional shapes with specified attributes.

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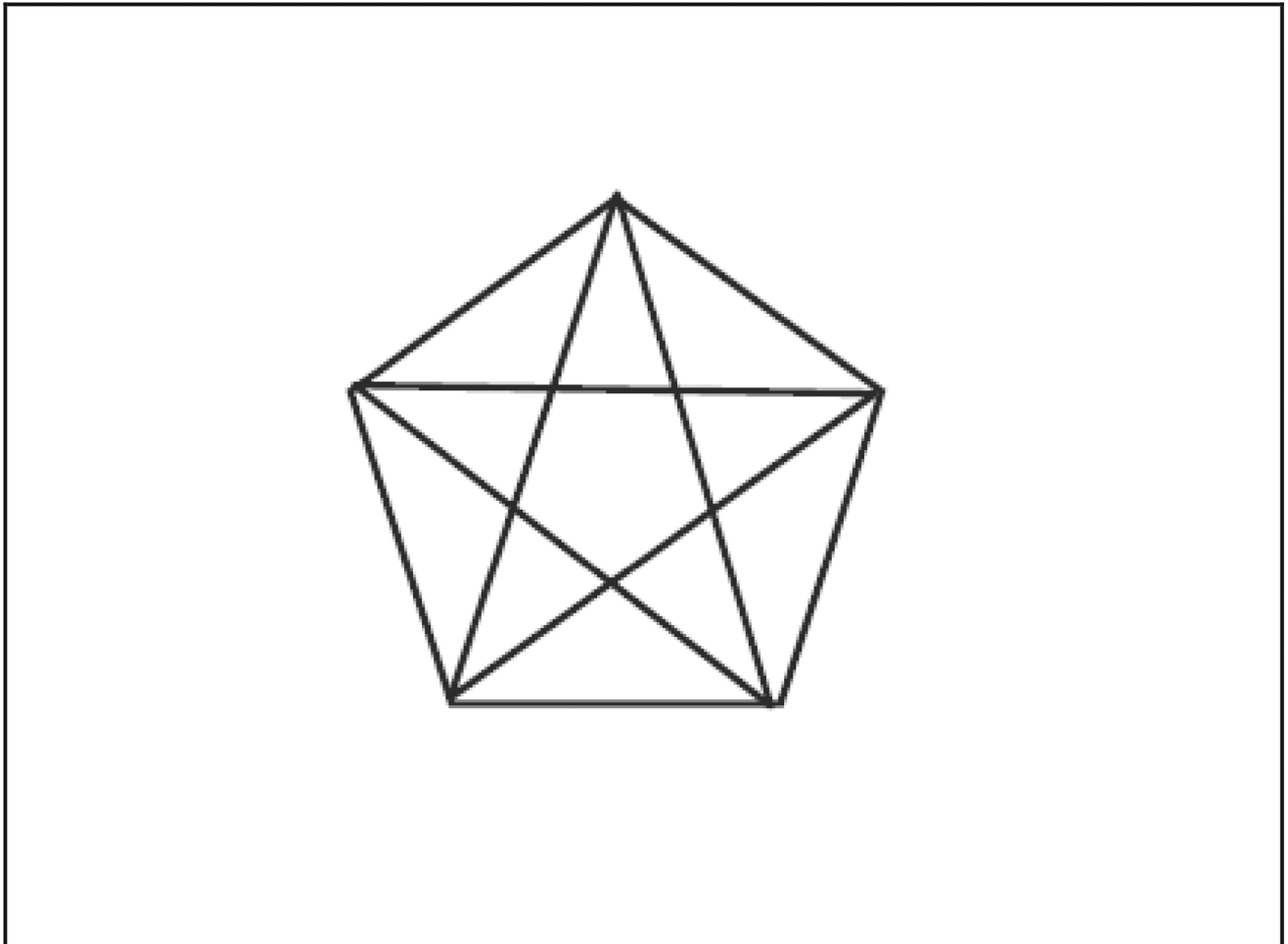
Name _____   Date _____

1. Count the number of sides and angles for each shape to identify each polygon. The polygon names in the word bank may be used more than once.

| Hexagon | Quadrilateral | Triangle | Pentagon |

a.

_____

b.

_____

c.

_____

d.

_____

e.

_____

f.

_____

g.

_____

h.

_____

i.

_____

j.

_____

k.

_____

l.

_____

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Lesson 2:   Build, identify, and analyze two-dimensional shapes with specified attributes.

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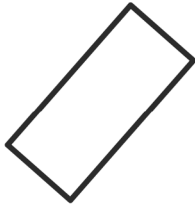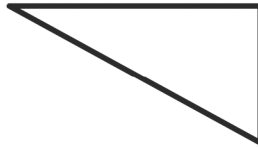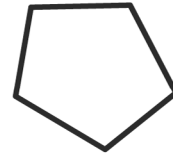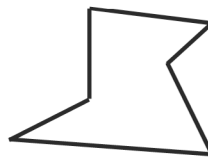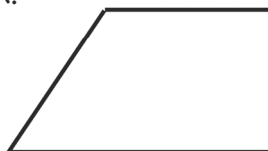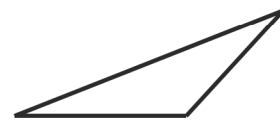
2. Draw more sides to complete 2 examples of each polygon.

	Example 1	Example 2
a. **Triangle** For each example,_____line was added. A triangle has _____total sides.		
b. **Hexagon** For each example,_____lines were added. A hexagon has _____total sides.		
c. **Quadrilateral** For each example,_____lines were added. A quadrilateral has_____total sides.		
d. **Pentagon** For each example, _____lines were added. A pentagon has _____total sides.		

3.
   a. Explain why both polygons A and B are hexagons.

   _____

   _____
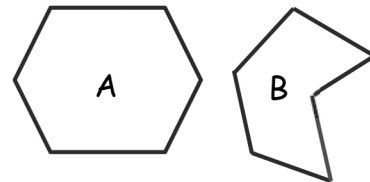
   b. Draw a different hexagon than the two that are shown.

4. Explain why both polygons C and D are quadrilaterals.

   _____

   _____

Lesson 2:   Build, identify, and analyze two-dimensional shapes with specified attributes.

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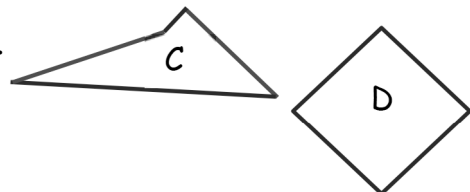
R (Read the problem carefully.)

Three sides of a quadrilateral have the following lengths: 19 cm, 23 cm, and 26 cm. If the total distance around the shape is 86 cm, what is the length of the fourth side?

D (Draw a picture.)

W (Write and solve an equation.)

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Lesson 3:   Use attributes to draw different polygons including triangles,
quadrilaterals, pentagons, and hexagons.

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W (Write a Statement that matches the story.)

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Name _____   Date _____

1. Use a straightedge to draw the polygon with the given attributes in the space to the right.

    a. Draw a polygon with 3 angles.

       Number of sides: _____

       Name of polygon: _____

    b. Draw a five-sided polygon.

       Number of angles: _____

       Name of polygon: _____

    c. Draw a polygon with 4 angles.

       Number of sides: _____

       Name of polygon: _____

    d. Draw a six-sided polygon.

       Number of angles: _____

       Name of polygon: _____

    e. Compare your polygons to those of your partner.

       Copy one example that is very different from your own in the space to the right.

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Lesson 3:   Use attributes to draw different polygons including triangles, quadrilaterals, pentagons, and hexagons.

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2. Use your straightedge to draw 2 new examples of each polygon that are different from those you drew on the first page.

   a. Triangle

   b. Pentagon

   c. Quadrilateral

   d. Hexagon

Lesson 3:   Use attributes to draw different polygons including triangles, quadrilaterals, pentagons, and hexagons.

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Name _____   Date _____

1. Use your ruler to draw 2 parallel lines that are not the same length.

2. Use your ruler to draw 2 parallel lines that are the same length.

3. Trace the parallel lines on each quadrilateral using a crayon. For each shape with two sets of parallel lines, use two different colors. Use your index card to find each square corner, and box it.
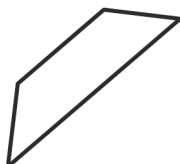
a.   b.   c.   d.
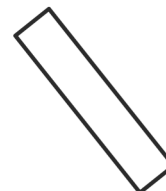
e.   f.   g.   h.

4. Draw a parallelogram with no square corners.

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Lesson 4:   Use attributes to identify and draw different quadrilaterals including rectangles, rhombuses, parallelograms, and trapezoids.

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5. Draw a quadrilateral with 4 square corners.

6. Measure and label the sides of the figure to the right with
    your centimeter ruler. What do you notice? Be ready to talk
    about the attributes of this quadrilateral. Can you
    remember what this polygon is called?
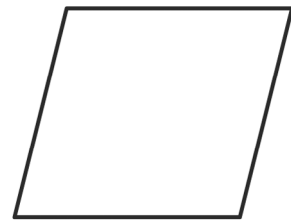
7. A square is a special rectangle. What makes it special?

_____

_____

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R (Read the problem carefully.)

Owen had 90 straws to create pentagons. He created a set of
5 pentagons when he noticed a number pattern. How many more shapes
can he add to the pattern?

D (Draw a picture.)

W (Write and solve an equation.)

5   10   15   20   25

Lesson 5:   Relate the square to the cube, and describe the cube based on
attributes.

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W (Write a Statement that matches the story.)

_____

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_____

Lesson 5:   Relate the square to the cube, and describe the cube based on attributes.

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Name _____   Date _____

1. Circle the shape that could be the face of a cube.
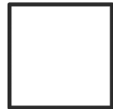
2. What is the most precise name of the shape you circled? _____

3. How many faces does a cube have? _____

4. How many edges does a cube have? _____

5. How many corners does a cube have? _____

6. Draw 6 cubes, and put a star next to your best one.

First cube	Second cube
Third cube	Fourth cube
Fifth cube	Sixth cube

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Lesson 5:   Relate the square to the cube, and describe the cube based on attributes.

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7. Connect the corners of the squares to make a different kind of drawing of a cube. The first one is done for you.
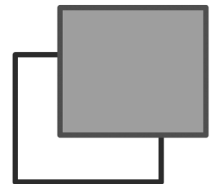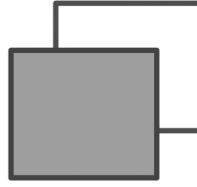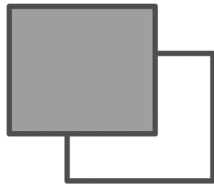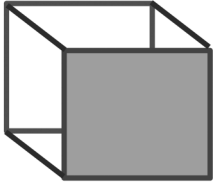
8. Derrick looked at the cube below. He said that a cube only has 3 faces. Explain why Derrick is incorrect.

_____

_____

_____

Lesson 5:   Relate the square to the cube, and describe the cube based on attributes.

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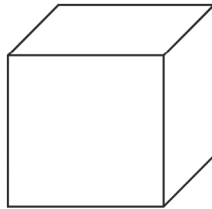
R (Read the problem carefully.)

Frank has 19 fewer cubes than Josie.   Frank has 56 cubes. They want to use all of their cubes to build a tower. How many cubes will they use?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 6:   Combine shapes to create a composite shape; create a new shape
from composite shapes.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 6:   Combine shapes to create a composite shape; create a new shape
             from composite shapes.

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Name _____   Date _____

1. Identify each polygon labeled in the tangram as precisely as possible in the space below.
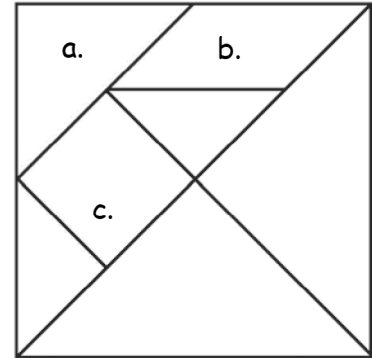
    a. _____

    b. _____

    c. _____

2. Use the square and the two smallest triangles of your tangram pieces to make the following polygons. Draw them in the space provided.

a. A quadrilateral with 1 pair of parallel sides.	b. A quadrilateral with no square corners.
c. A quadrilateral with 4 square corners.	d. A triangle with 1 square corner.

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Lesson 6:   Combine shapes to create a composite shape; create a new shape from composite shapes.

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3. Use the parallelogram and the two smallest triangles of your tangram pieces to make the following polygons. Draw them in the space provided.

a. A quadrilateral with 1 pair of parallel sides.	b. A quadrilateral with no square corners.
c. A quadrilateral with 4 square corners.	d. A triangle with 1 square corner.

4. Rearrange the parallelogram and the two smallest triangles to make a hexagon. Draw the new shape below.

5. Rearrange your tangram pieces to make other polygons! Identify them as you work.

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Cut the tangram into 7 puzzle pieces.

tangram

Lesson 6: Combine shapes to create a composite shape; create a new shape from composite shapes.

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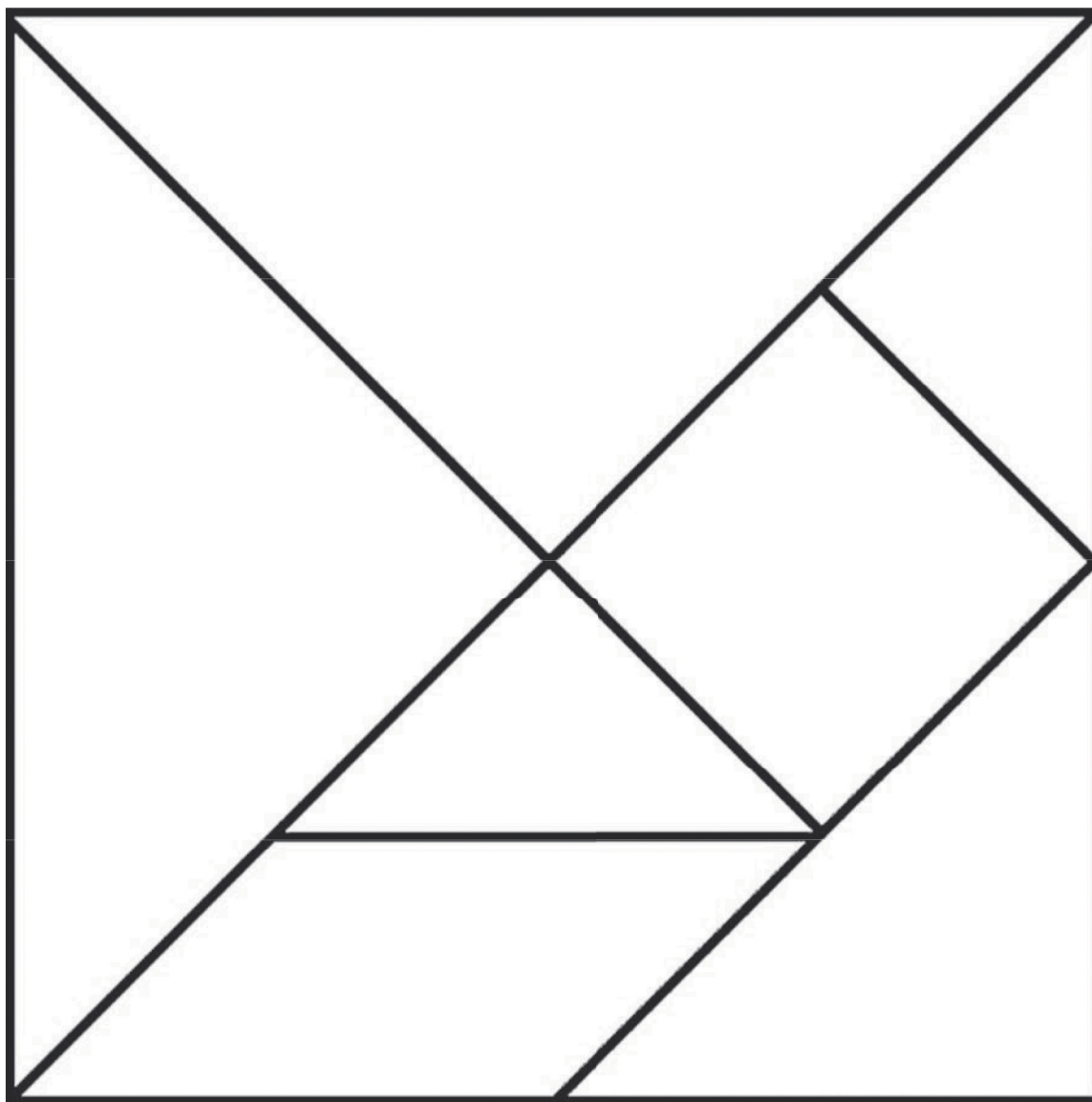
R (Read the problem carefully.)

Mrs. Libarian's students are picking up tangram pieces. The collect 13 parallelograms, 24 large triangles, 24 small triangles, and 13 medium triangles. The rest are squares. If they collect 97 pieces in all, how many squares are there?

D (Draw a picture.)

W (Write and solve an equation.)

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Lesson 7:   Interpret equal shares in composite shapes as halves, thirds, and fourths.

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W (Write a statement that matches the story.)

Lesson 7: Interpret equal shares in composite shapes as halves, thirds, and fourths.

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Name _____   Date _____

1. Solve the following puzzles using your tangram pieces. Draw your solutions in the space below.

a. Use the two smallest triangles to make one larger triangle.	b. Use the two smallest triangles to make a parallelogram with no square corners.
c. Use the two smallest triangles to make a square.	d. Use the two largest triangles to make a square.
e. How many equal shares do the larger shapes in Parts (a–d) have?	f. How many halves make up the larger shapes in Parts (a–d)?

2. Circle the shapes that show halves.

EUREKA MATH

Lesson 7:   Interpret equal shares in composite shapes as halves, thirds, and fourths.

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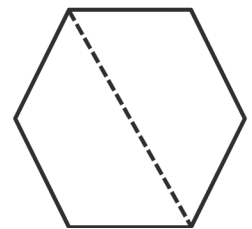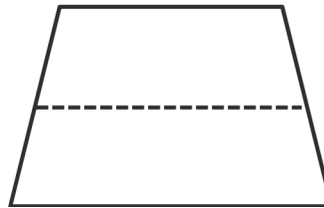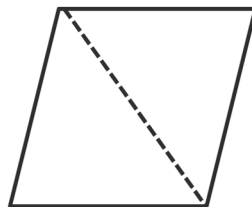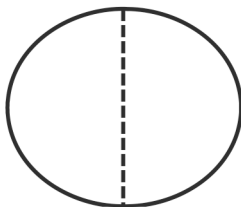
3. Show how 3 triangle pattern blocks form a trapezoid with one pair of parallel lines. Draw the shape below.

a. How many equal shares does the trapezoid have? _____

b. How many thirds are in the trapezoid? _____

4. Circle the shapes that show thirds.
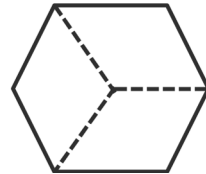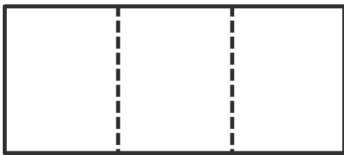
5. Add another triangle to the trapezoid you made in Problem 3 to make a parallelogram. Draw the new shape below.

a. How many equal shares does the shape have now? _____

b. How many fourths are in the shape? _____

6. Circle the shapes that show fourths.

Lesson 7: Interpret equal shares in composite shapes as halves, thirds, and fourths.

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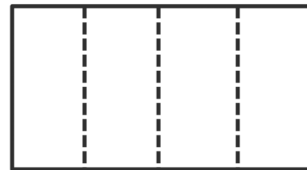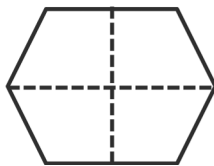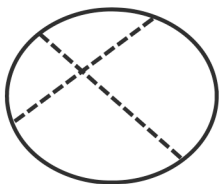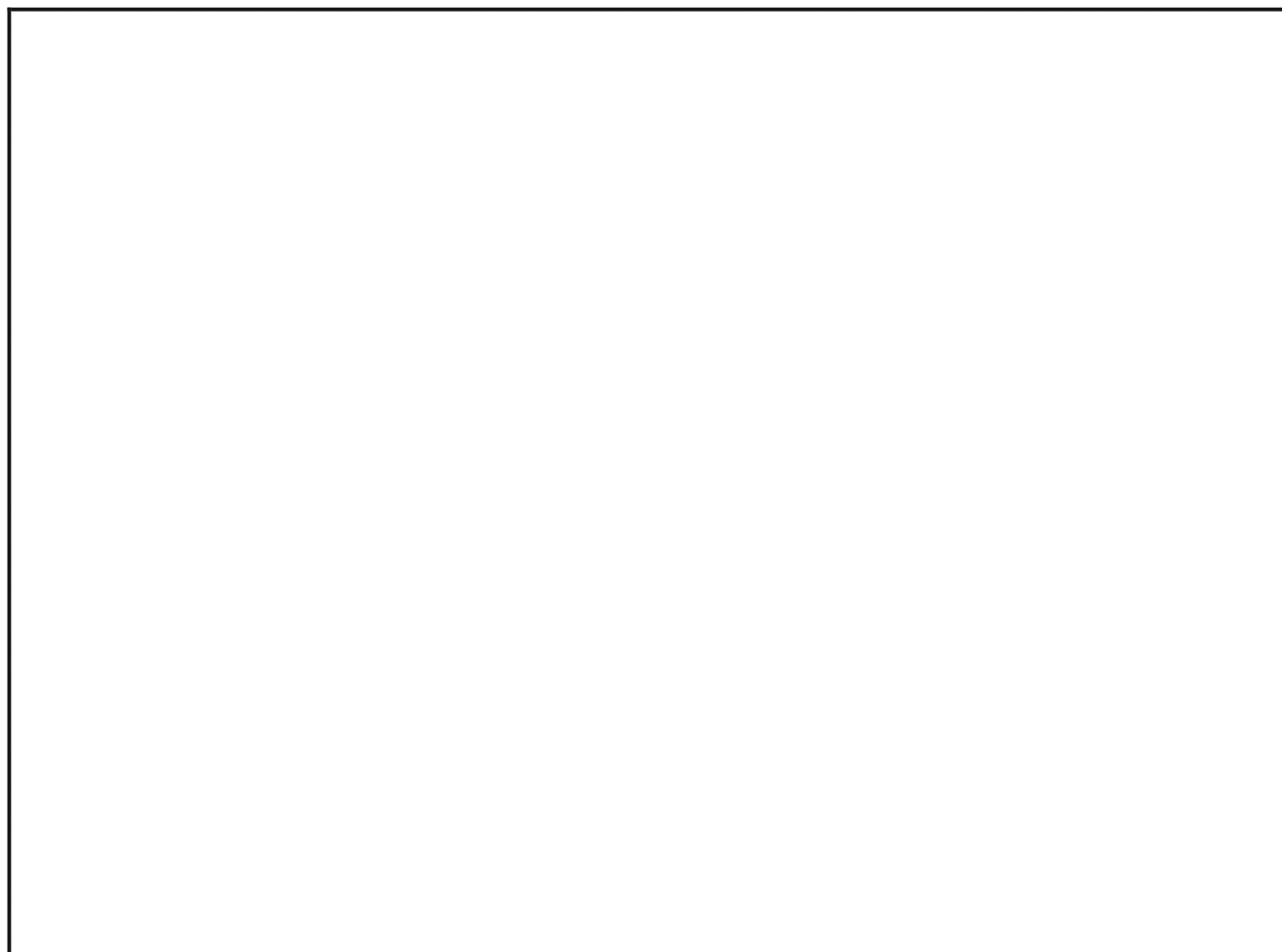
R (Read the problem carefully.)

Students were making larger shapes out of triangles and squares.

They put away all 72 triangles. There were still 48 squares on the carpet.

How many triangles and squares were on the carpet when they started?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 8:   Interpret equal shares in composite shapes as halves, thirds, and fourths.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 8:   Interpret equal shares in composite shapes as halves, thirds, and fourths.

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Name _____   Date _____

1. Use one pattern block to cover half the rhombus.

    a. Identify the pattern block used to cover half of the rhombus. _____

    b. Draw a picture of the rhombus formed by the 2 halves.

2. Use one pattern block to cover half the hexagon.

    a. Identify the pattern block used to cover half of a hexagon. _____

    b. Draw a picture of the hexagon formed by the 2 halves.

3. Use one pattern block to cover 1 third of the hexagon.

    a. Identify the pattern block used to cover 1 third of a hexagon. _____

    b. Draw a picture of the hexagon formed by the 3 thirds.

4. Use one pattern block to cover 1 third of the trapezoid.

    a. Identify the pattern block used to cover 1 third of a trapezoid. _____

    b. Draw a picture of the trapezoid formed by the 3 thirds.

EUREKA MATH®   Lesson 8:   Interpret equal shares in composite shapes as halves, thirds, and   45
                fourths.

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5. Use 4 pattern block squares to make one larger square.

    a. Draw a picture of the square formed in the space below.

    b. Shade 1 small square. Each small square is 1 _____ (half / third / fourth) of the whole square.

    c. Shade 1 more small square. Now, 2 _____ (halves / thirds / fourths) of the whole square is shaded.

    d. And 2 fourths of the square is the same as 1 _____ (half / third / fourth) of the whole square.

    e. Shade 2 more small squares. _____ fourths is equal to 1 whole.

6. Use one pattern block to cover 1 sixth of the hexagon.

    a. Identify the pattern block used to cover 1 sixth of a hexagon. _____

    b. Draw a picture of the hexagon formed by the 6 sixths.

Lesson 8:   Interpret equal shares in composite shapes as halves, thirds, and fourths.

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R (Read the problem carefully.)

Mr. Thompson's class raised 96 dollars for a field trip. They need to raise a total of 120 dollars.

a. How much more money do they need to raise in order to reach their goal?

b. If they raise 86 more dollars, how much extra money will they have?

D (Draw a picture.)

W (Write and solve an equation.)

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Lesson 9: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.

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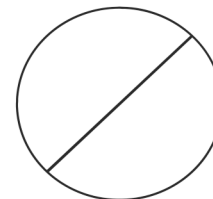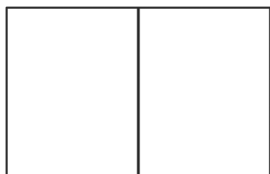# W (Write a statement that matches the story.)

a.

_____

_____

b.

_____

_____

Lesson 9: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.

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Name _____   Date _____

1. Circle the shapes that have 2 equal shares with 1 share shaded.
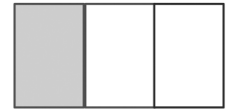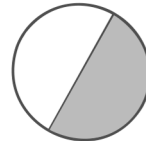
2. Shade 1 half of the shapes that are split into 2 equal shares. One has been done for you.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

Lesson 9:   Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.

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3. Partition the shapes to show halves. Shade 1 half of each. Compare your halves to your partner's.

a.

b.

Lesson 9:   Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.

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a.

b.

c.

d.

e.

f.

Shaded shapes

Lesson 9: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.

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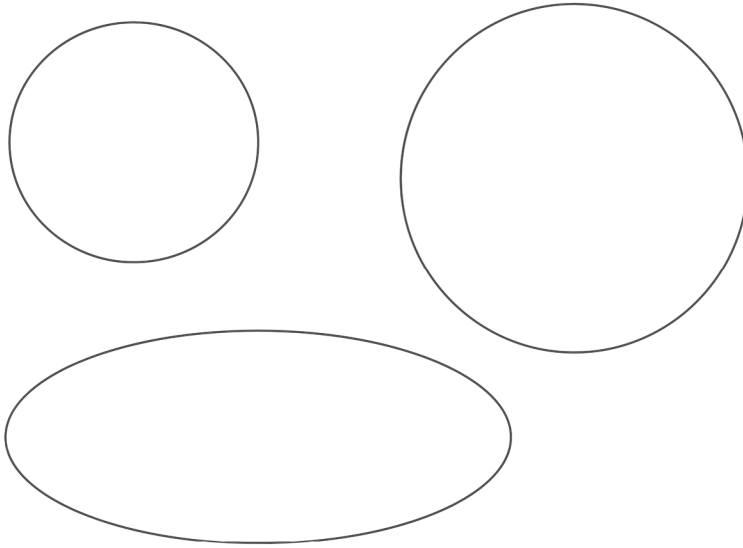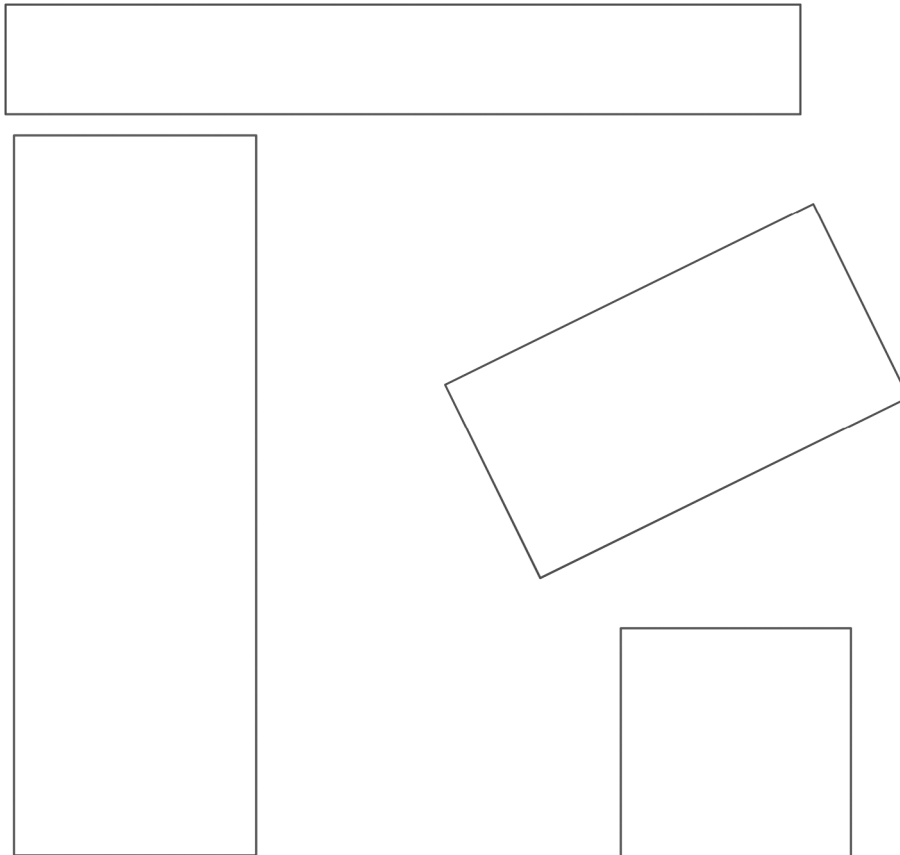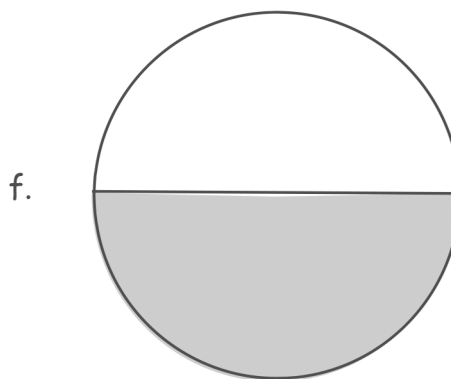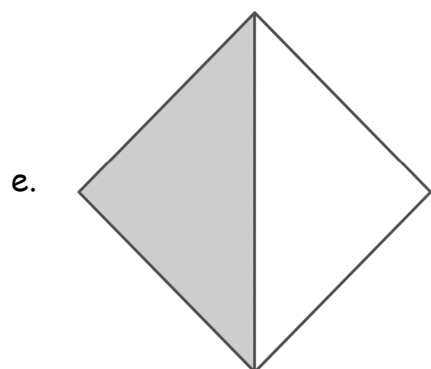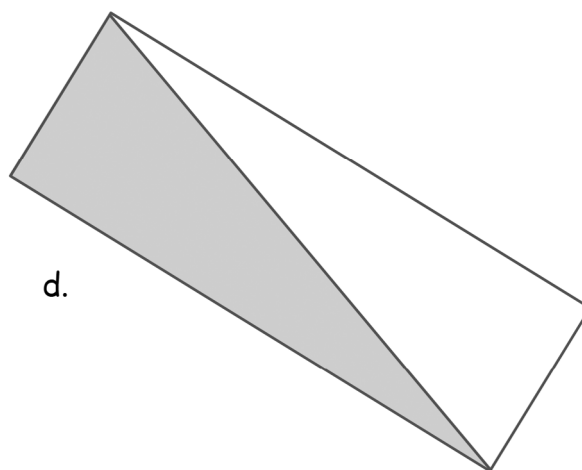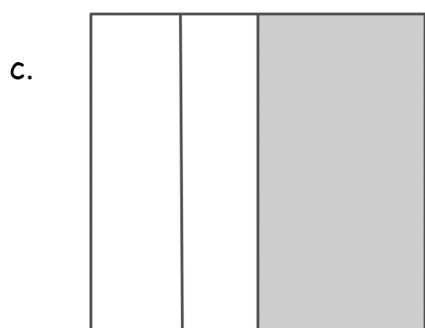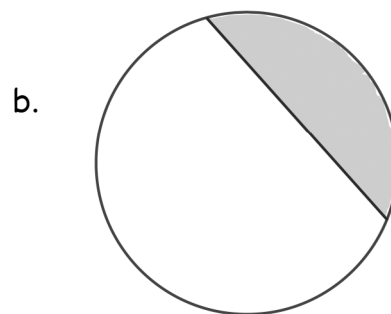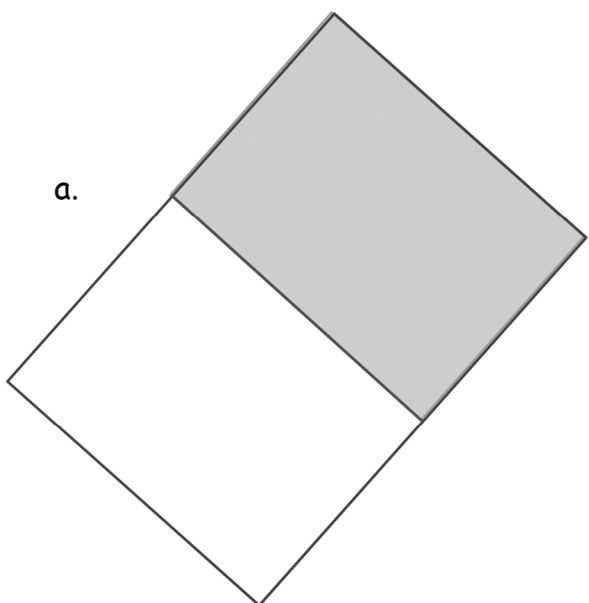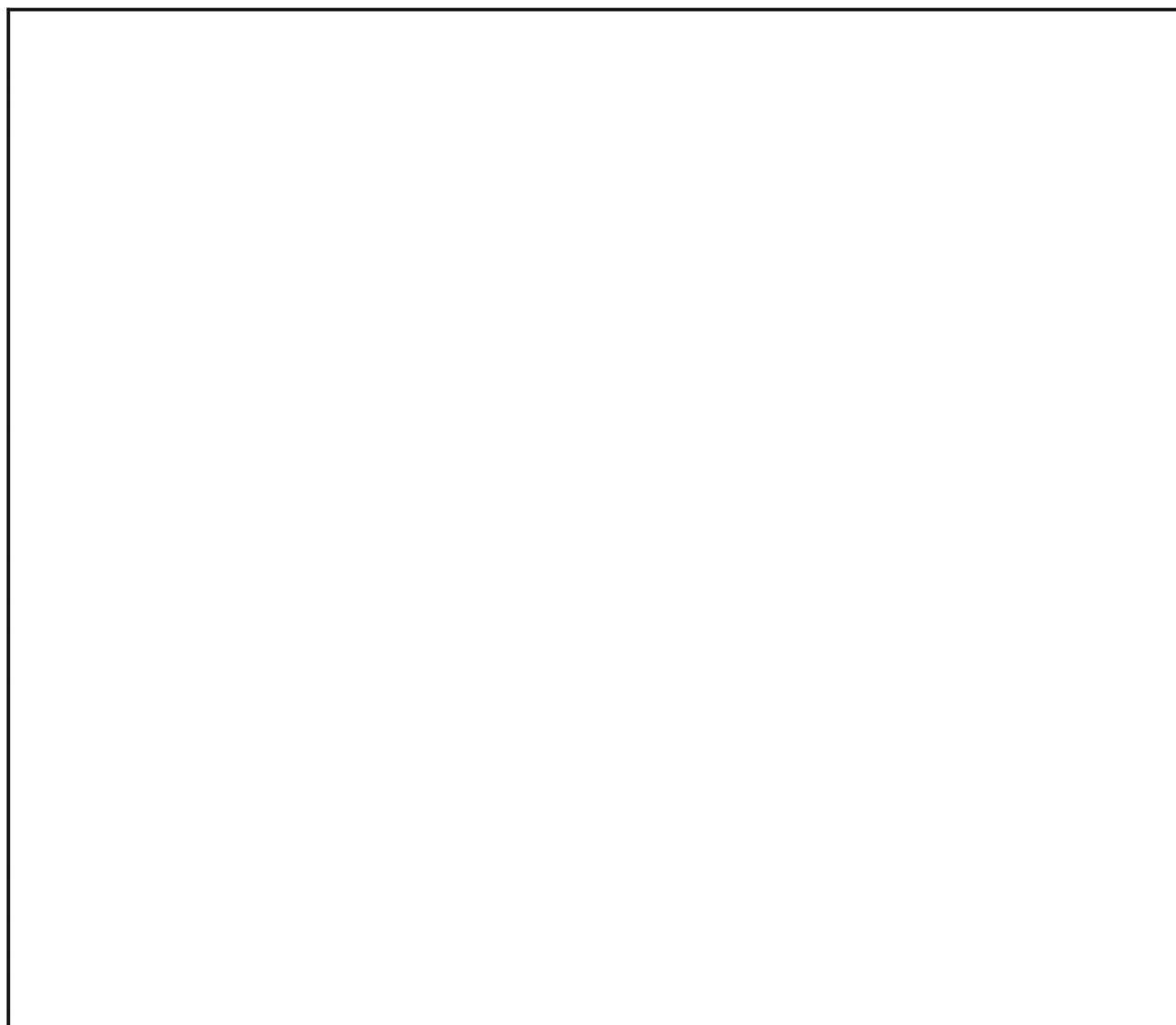
R (Read the problem carefully.)

Felix is passing out raffle tickets. He passes out 98 tickets and has 57 left. How many raffle tickets did he have to start?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 10: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 10:   Partition circles and rectangles into equal parts, and describe those
                    parts as halves, thirds, or fourths.

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Name _____   Date _____

1. a. Do the shapes in Problem 1(a) show halves or thirds? _____
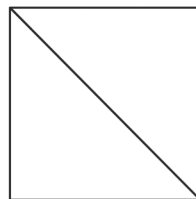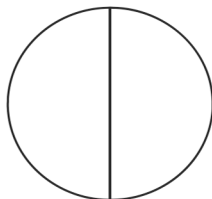
b. Draw 1 more line to partition each shape above into fourths.

2. Partition each rectangle into thirds. Then, shade the shapes as indicated.
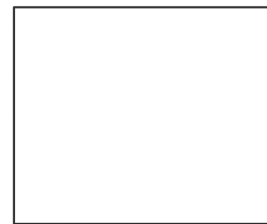
| 3 thirds | 2 thirds | 1 third |

3. Partition each circle into fourths. Then, shade the shapes as indicated.
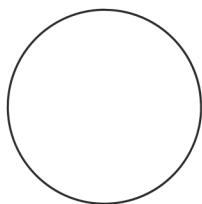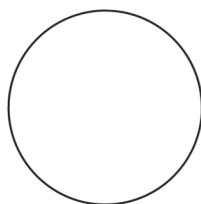
| 4 fourths | 3 fourths | 2 fourths | 1 fourth |

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Lesson 10:   Partition circles and rectangles into equal parts, and describe those
parts as halves, thirds, or fourths.

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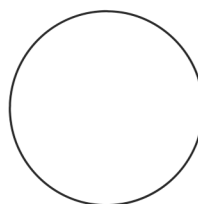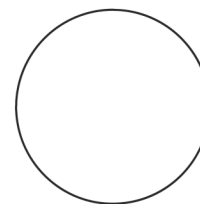
4. Partition and shade the following shapes as indicated. Each rectangle or circle is one whole.
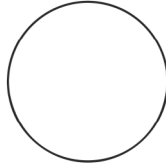
   a. 1 fourth   b. 1 third   c. 1 half
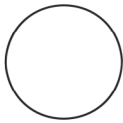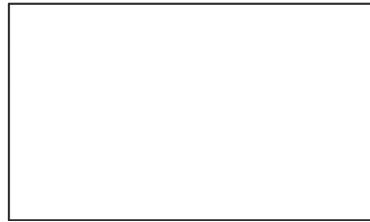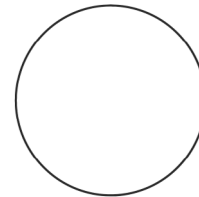
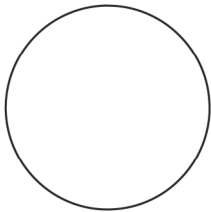   d. 2 fourths   e. 2 thirds   f. 2 halves
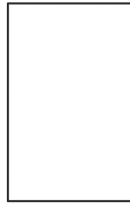
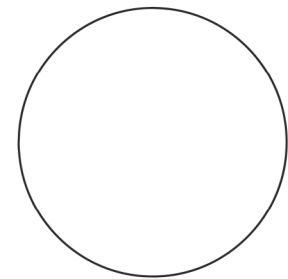   g. 3 fourths   h. 3 thirds   i. 3 halves
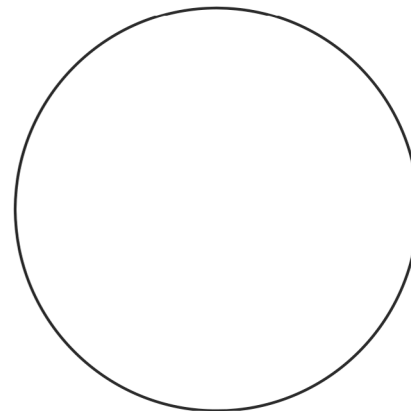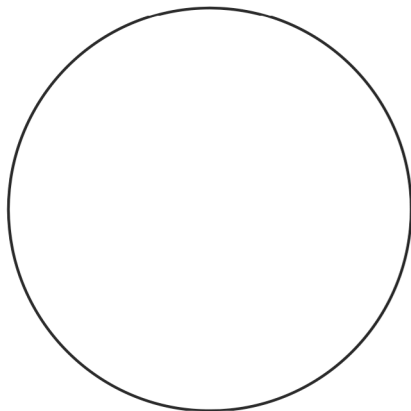
5. Split the pizza below so that Maria, Paul, Jose, and Mark each have an equal share. Label each student's share with his or her name.

   a. What fraction of the pizza was eaten by each of the boys?

   b. What fraction of the pizza did the boys eat altogether?

60   Lesson 10:   Partition circles and rectangles into equal parts, and describe those
                              parts as halves, thirds, or fourths.

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rectangles and circles

Lesson 10: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.

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R (Read the problem carefully.)

Jacob collected 70 baseball cards. He gave half of them to his brother, Sammy. How many baseball cards does Jacob have left?

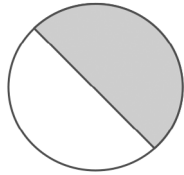# D (Draw a picture.)

W (Write and solve an equation.)

EUREKA MATH   **Lesson 11:**   Describe a whole by the number of equal parts including 2 halves,   **65**
3 thirds, and 4 fourths.

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W (Write a statement that matches the story.)

_____

_____

_____

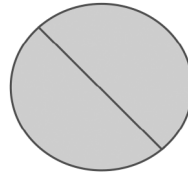EUREKA
MATH®

Name _____   Date _____

1. For Parts (a), (c), and (e), identify the shaded area.

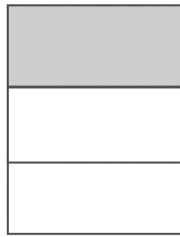   a.

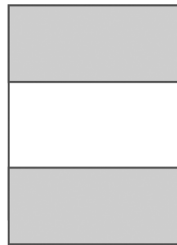   _____ half   _____ halves

    b. Circle the shape above that has a shaded area that shows 1 whole.
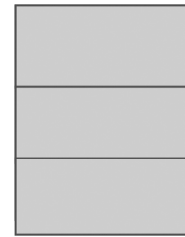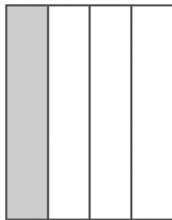
    c.

    _____ third   _____ thirds   _____ thirds
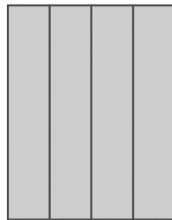
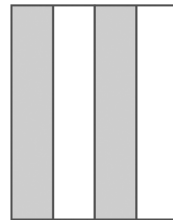   d. Circle the shape above that has a shaded area that shows 1 whole.

    e.

    _____ fourth   _____ fourths   _____ fourths   _____ fourths
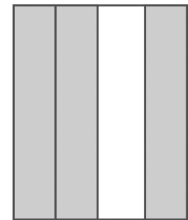
    f. Circle the shape above that has a shaded area that shows 1 whole.

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Lesson 11:   Describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths.

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2. What fraction do you need to color so that 1 whole is shaded?

a.

b.

c.

d.

e.

f.
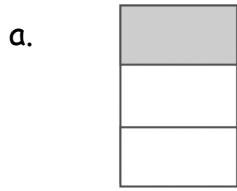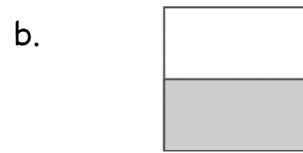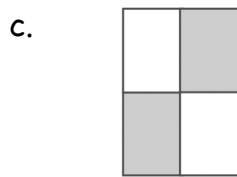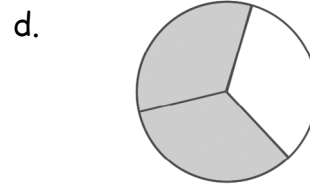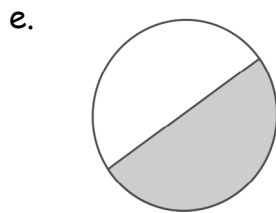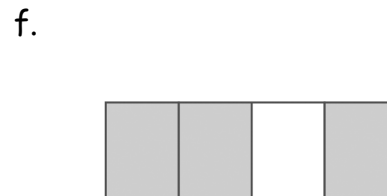
3. Complete the drawing to show 1 whole.

a. This is 1 half.
    Draw 1 whole.

b. This is 1 third.
    Draw 1 whole.
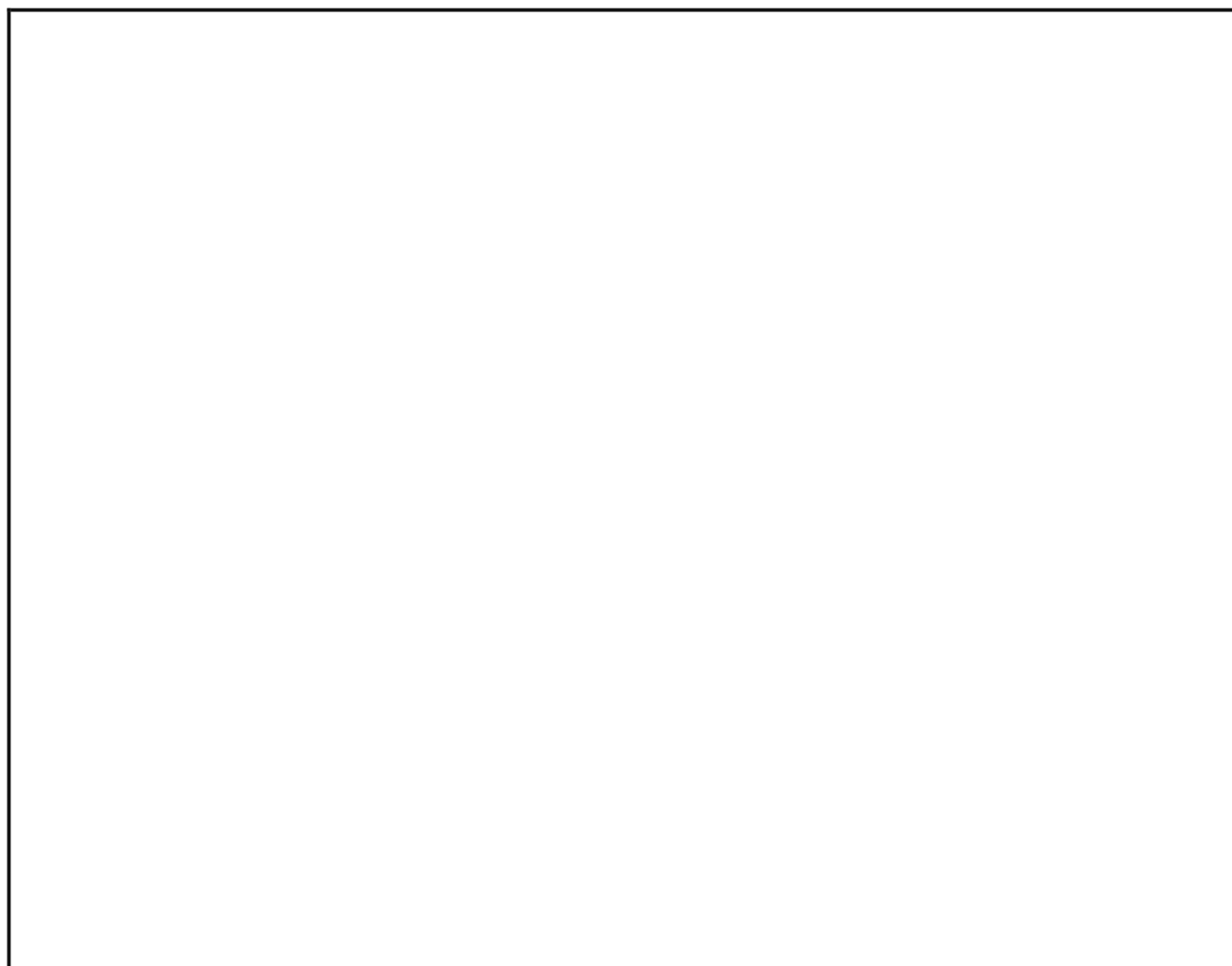
c. This is 1 fourth.
    Draw 1 whole.

Lesson 11:   Describe a whole by the number of equal parts including 2 halves,
3 thirds, and 4 fourths.

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R (Read the problem carefully.)

Tugu made two pizzas for himself and his 5 friends to share. He wants everyone to have an equal share of the pizza. Should he cut the pizzas into halves, thirds, or fourths?

D (Draw a picture.)

Lesson 12:   Recognize that equal parts of an identical rectangle can have different shapes.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 12:   Recognize that equal parts of an identical rectangle can have different shapes.

EUREKA MATH

Name _____   Date _____

1. Partition the rectangles in 2 different ways to show equal shares.

    a. 2 halves

    b. 3 thirds

    c. 4 fourths

2. Build the original whole square using the rectangle half and the half represented by your 4 small triangles. Draw it in the space below.

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Lesson 12:   Recognize that equal parts of an identical rectangle can have different shapes.

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3. Use different-colored halves of a whole square.

    a. Cut the square in half to make 2 equal-size rectangles.

    b. Rearrange the halves to create a new rectangle with no gaps or overlaps.

    c. Cut each equal part in half to make 4 equal-size squares.

    d. Rearrange the new equal shares to create different polygons.

    e. Draw one of your new polygons from Part (d) below.

Extension

4. Cut out the circle.

    a. Cut the circle in half.

    b. Rearrange the halves to create a new shape with no gaps or overlaps.

    c. Cut each equal share in half.

    d. Rearrange the equal shares to create a new shape with no gaps or overlaps.

    e. Draw your new shape from Part (d) below.

Lesson 12:   Recognize that equal parts of an identical rectangle can have different
                         shapes.

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Name _____   Date _____

1. Tell what fraction of each clock is shaded in the space below using the words
    quarter, quarters, half, or *halves.*

_____   _____   _____   _____
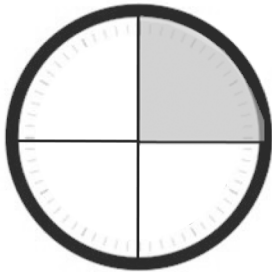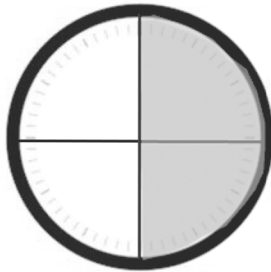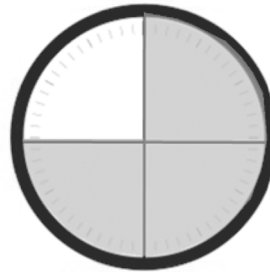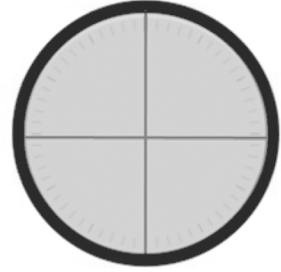
2. Write the time shown on each clock.

a.

_____

b.

_____

c.

_____

d.

_____

Lesson 13:   Construct a paper clock by partitioning a circle into halves and   **77**
quarters, and tell time to the half hour or quarter hour.

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3. Match each time to the correct clock by drawing a line.

- Quarter to 4

- Half past 8

- 8:30

- 3:45

- 1:15

3. Draw the minute hand on the clock to show the correct time.

3:45   11:30   6:15

Lesson 13:   Construct a paper clock by partitioning a circle into halves and
quarters, and tell time to the half hour or quarter hour.

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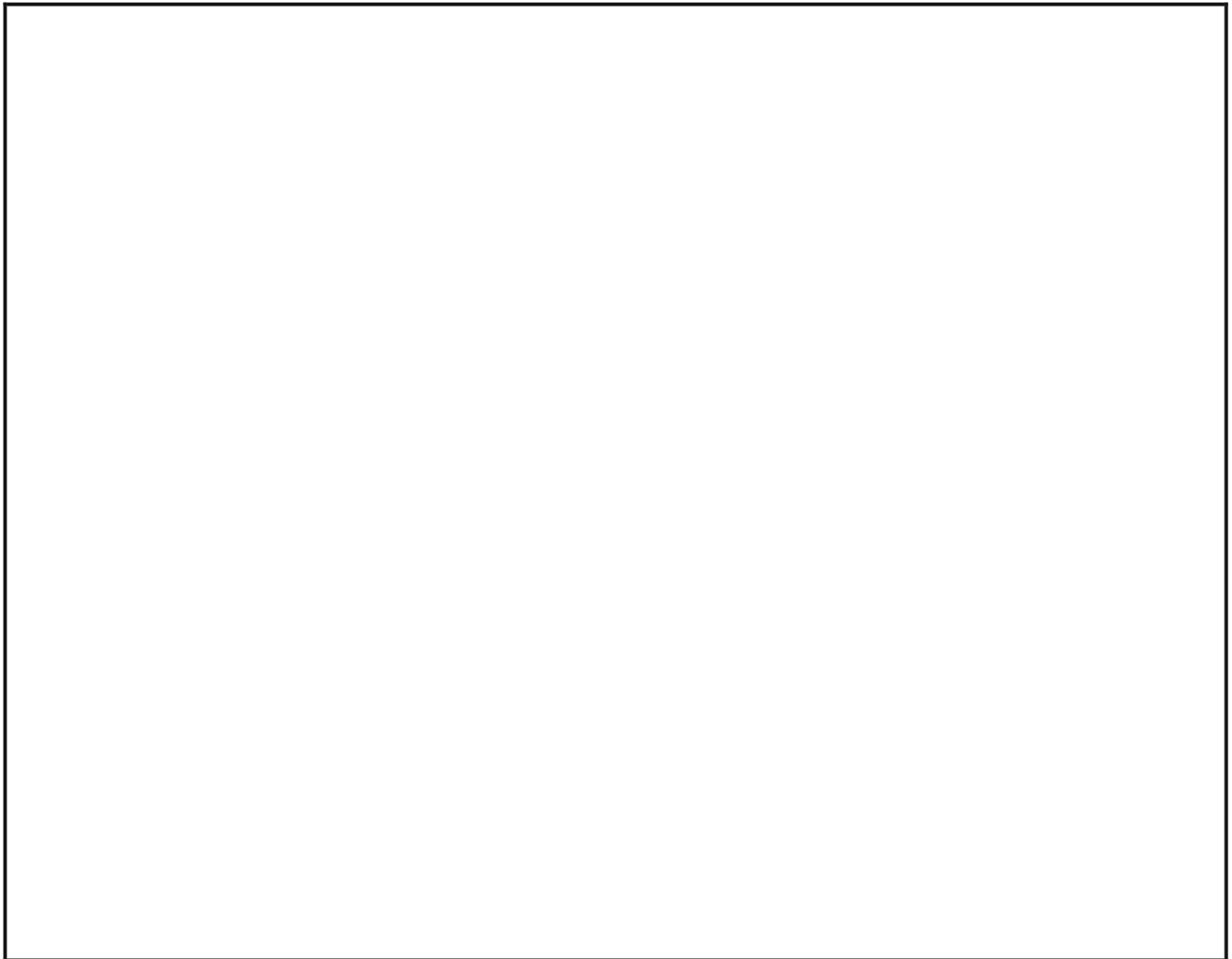
R (Read the problem carefully.)

Brownies take 45 minutes to bake. Pizza takes half an hour less than brownies to warm up. How long does pizza take to warm up?

D (Draw a picture.)

W (Write and solve an equation.)

W (Write a statement that matches the story.)

EUREKA MATH

Name _____   Date _____

1. Fill in the missing numbers.

60, 55, 50, _____, 40, _____, _____, _____, 20, _____, _____, _____, _____,

2. Fill in the missing numbers on the face of the clock to show the minutes.

_____or_____
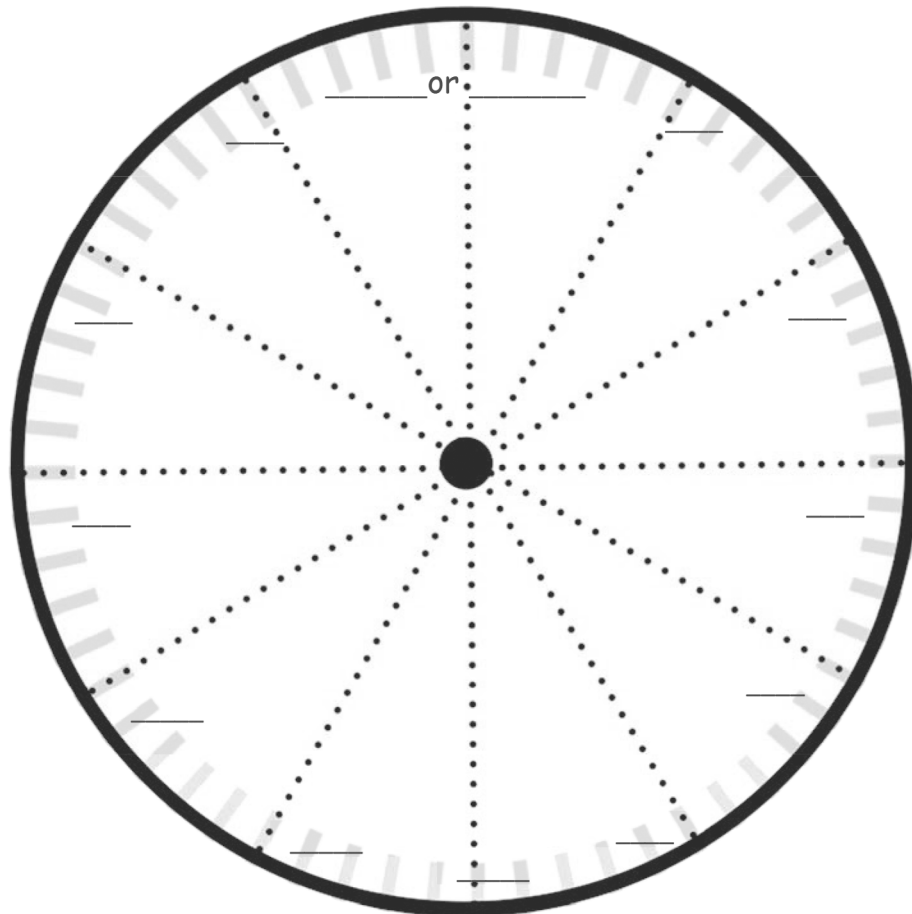
3. Draw the hour and minute hands on the clocks to match the correct time.
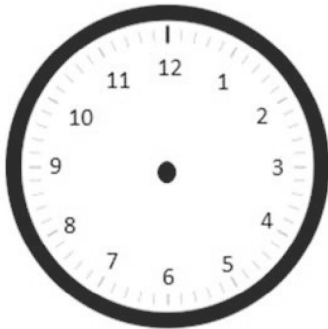
3:05
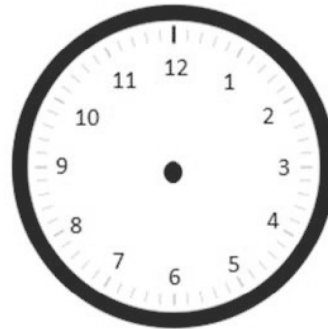
3:35
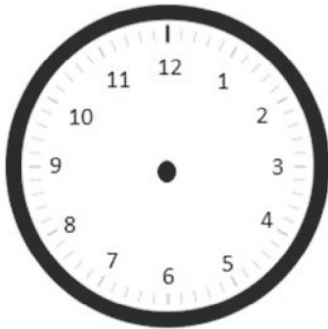
4:10
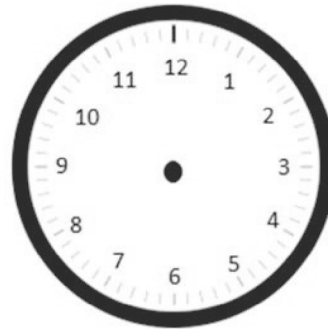
4:40

6:25

6:55

4. What time is it?

_____

_____

Lesson 14:   Tell time to the nearest five minutes.

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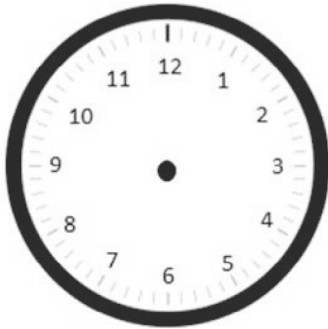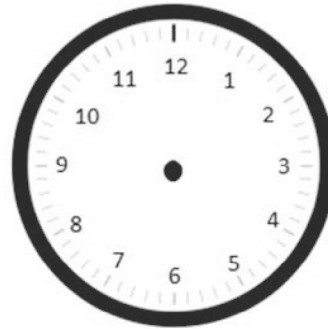
R (Read the problem carefully.)

At Memorial School, students have a quarter hour for morning recess and 33 minutes for a lunch break. How much free time do they have in all? How much more time for lunch than recess do they have?

D (Draw a picture.)

W (Write and solve an equation.)

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Lesson 15:   Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to time of day.

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W (Write a statement that matches the story.)

Lesson 15: Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to time of day.

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Name _____ Date _____

1. Decide whether the activity below would happen in the a.m. or the p.m. Circle your answer.

    a. Waking up for school   **a.m. / p.m.**

    b. Eating dinner   **a.m. / p.m.**

    c. Reading a bedtime story   **a.m. / p.m.**

    d. Making breakfast   **a.m. / p.m.**

    e. Having a play date after school   **a.m. / p.m.**

    f. Going to bed   **a.m. / p.m.**

    g. Eating a piece of cake   **a.m. / p.m.**

    h. Eating lunch   **a.m. / p.m.**

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Lesson 15:   Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to time of day.

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2. Draw the hands on the analog clock to match the time on the digital clock. Then, circle **a.m. or p.m.** based on the description given.

    a. Brushing your teeth after you wake up

    | 7:10 | **a.m. or p.m.** |
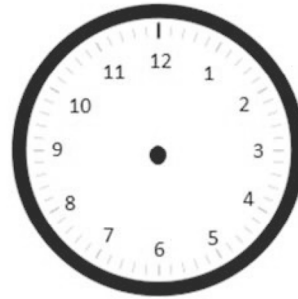
    b. Finishing homework

    | 5:55 | **a.m. or p.m.** |
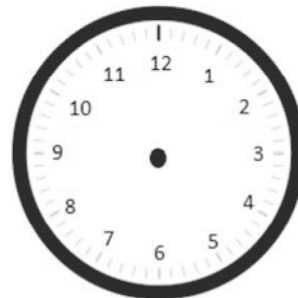
3. Write what you might be doing if it were **a.m. or p.m.**

    a. **a.m.** _____

    b. **p.m.** _____

4. What time does the clock show?

    _____ : _____

Lesson 15:   Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to time of day.

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Write the time.   Circle a.m. or p.m.

_____
a.m./p.m.

_____
telling time story (large)

Write the time. Circle a.m. or p.m.

_____
a.m./p.m.

_____
telling time story (large)

Lesson 15:   Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to
                                 time of day.

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MATH®

Write the time. Circle a.m. or p.m.

_____
a.m./p.m.

telling time story (large)

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Lesson 15:   Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to time of day.

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Write the time. Circle a.m. or p.m.

————————
a.m./p.m.

telling time story (large)

Lesson 15:   Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to
                               time of day.

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Write the time. Circle a.m. or p.m.

_____
a.m./p.m.

_____

telling time story (large)

EUREKA MATH   **Lesson 15:**   Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to   **97**
                             time of day.

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Write the time. Circle a.m. or p.m.

_____
a.m./p.m.

telling time story (large)

Lesson 15:   Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to time of day.

EUREKA MATH

Write the time. Circle a.m. or p.m.

_____
a.m./p.m.

_____
telling time story (large)

EUREKA MATH

Lesson 15:   Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to
time of day.

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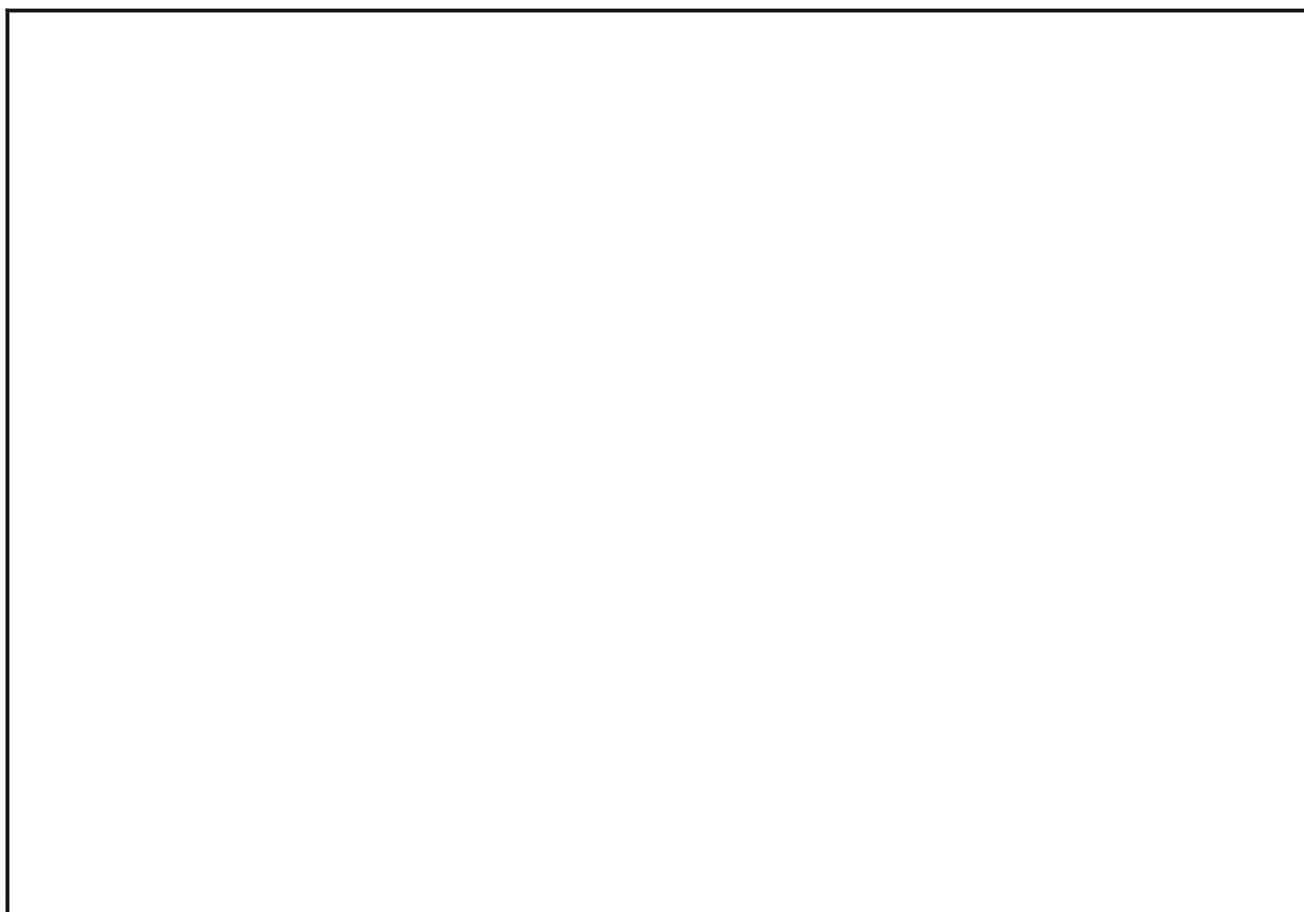
99

Write the time. Circle a.m. or p.m.

_____
a.m./p.m.

telling time story (large)

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R (Read the problem carefully.)

On Saturdays, Jean may only watch cartoons for one hour. Her first cartoon lasts 14 minutes, and the second lasts 28 minutes. After a 5-minute break, Jean watches a 15-minute cartoon. How much time does Jean spend watching cartoons? Did she break her time limit?

D (Draw a picture.)

W (Write and solve an equation.)

Lesson 16:   Solve elapsed time problems involving whole hours and a half hour.

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W (Write a statement that matches the story.)

_____

_____

_____

Lesson 16: Solve elapsed time problems involving whole hours and a half hour.

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Name _____   Date _____

1. How much time has passed?

   a. 6:30 a.m. → 7:00 a.m.   _____

   b. 4:00 p.m. → 9:00 p.m.   _____

   c. 11:00 a.m. → 5:00 p.m.   _____

   d. 3:30 a.m. → 10:30 a.m.   _____

   e. 7:00 p.m. → 1:30 a.m.   _____

   f.

   p.m.   a.m.   _____

   g.

   a.m.   p.m.   _____

   h.

   a.m.   a.m.   _____

Lesson 16:   Solve elapsed time problems involving whole hours and a half hour.

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2. Solve.

a. Tracy arrives at school at 7:30 a.m. She leaves school at 3:30 p.m. How long is Tracy at school?

b. Anna spent 3 hours at dance practice. She finished at 6:15 p.m. What time did she start?

c. Andy finished baseball practice at 4:30 p.m. His practice was 2 hours long. What time did his baseball practice start?

d. Marcus took a road trip. He left on Monday at 7:00 a.m. and drove until 4:00 p.m. On Tuesday, Marcus drove from 6:00 a.m. to 3:30 p.m. How long did he drive on Monday and Tuesday?

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