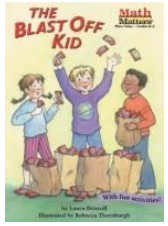
2nd Grade Math Activities April 27 to May 1

This week we are continuing to work on addition and subtraction problem solving using efficient strategies. The theme this week will be around spring! Click here for an overview of this week's lessons.

Number Talks: Quick 5 minute math activities. The focus continues to be justifying your thinking around how you worked out the problem. "I think....because..."

Math Practice: Independently or with little help, some of these problems you can solve with a piece of paper and pencil. Some can be printed out at home to complete or copy down the problems onto your paper to solve. Check your answers with the answer key at the end.

Monday	Tuesday	Wednesday	Thursday	Friday
Number Talks: Same or different?	Number Talks: How many? (challenge included)	Number Talks: Today Number	Number Talks: Which One Doesn't Belong?	Number Talks: What Comes Next Clock Patterns.
Math Practice: Patterns: What comes next? Challenge: What would be the 10th and 20th number in the pattern?	Math Practice: Spring Chicken Story Problem. (video link) Challenge: How many total chicken toenails?	Math Practice: Different ways to look at a number. Read The Blast Off Kid Story. (click on this  picture to read story.) Challenge: Second practice page.	Math Practice: Fanny Farmer's Animals Story Problem Challenge: Farmer's Market Problem.	Math Practice: Students' Responses to Fanny Farmer's Problem Challenge: rework the incorrect solution using your own strategy

Monday: Number Talks – Same or Different?

Look at the picture of the eggs Fanny Farmer collected in her egg basket and the eggs she already put into their egg carton to sell.

Is the amount of eggs in each container the same or different?

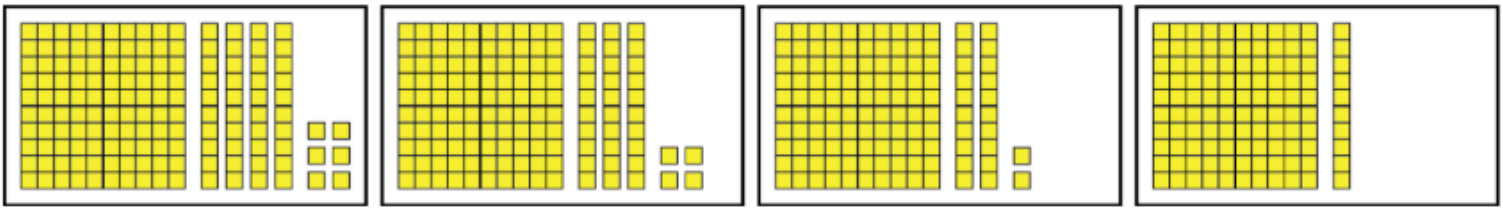
How do you know?

Write as many equations as you can to represent each container.

How many eggs are in all? What equation can you write to represent the total number of eggs there are in this picture.

Monday Math Practice: Patterns – What Comes Next

What Comes Next?



What pattern do you see? (It might help to write the value below each picture.)

What number comes next? What number comes before?

If you were to combine all the pieces in these images, how many total pieces would there be?

Create your own pattern and share it with someone else. What pattern comes next? What number comes before (first)?

Challenge: What number would be the 10th number in the pattern? The 13th number in the pattern? (can you figure it out without drawing it out?)

Tuesday Number Talk: How Many?

Look at the image below of Fanny Farmer's seedlings she is ready to plant in her garden.

What are some things you notice about these plant seedlings?

What might be the easiest (efficient) way to count these seedlings?

How many total plants are there? How do you know?

Challenge: If each plant type has the same amount of seedlings as the other plant types, how many seedlings are there for each type of plant?

Tuesday Math Practice: Spring Chicken Story Problem

Click on the pictures of Fanny's Chickens to learn a little more about her chickens.

Next, solve the story problems below. Show your thinking using words, numbers and/or pictures. (Remember to use the 3-Reads Protocol format:)

1.	Cover up the numbers and the question in the story. Then read the story to understand what it's all about.
2.	Uncover the numbers only and reread the story. Come up with your own question you can ask using the values before you look at the story problem's question.
3.	Uncover the story problem question and read again. Solve the problem. Was your question similar? Different? Solve the problem using your question.

Since it was such a sunny spring day, Fanny Farmer decided to let 6 chickens out of their pen into the big grassy yard (the rest stayed in the coop laying eggs.) As she was watching them, she noticed how they move their legs to scratch the ground looking for bugs to eat. How many total legs did she see scratching the ground?

Challenge:

On each chicken foot, Fanny Farmer noticed 4 toes with long toenails. If she needed to trim their toenails for better digging, how many toenails would she need to trim in all?

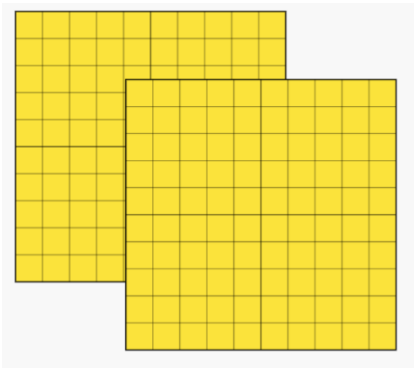
Wednesday Number Talks: Today's Number

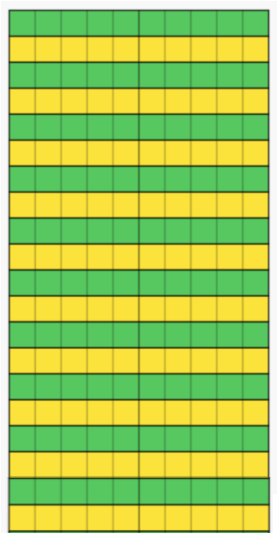
How many ways can you represent this number (expanded form, word form, place value pieces, equations, drawing it out)?

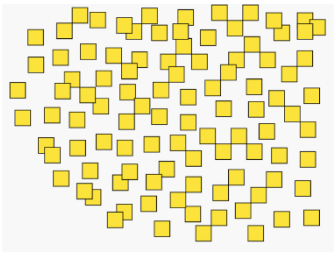
Write a story problem to go with one of your ways to show this problem. Solve it!

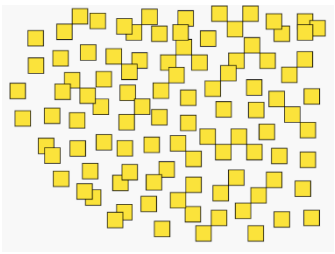
Wednesday Math Practice: Number Problem: Representing Numbers

Click here to first read the story of "The Blast Off Kid"
https://www.tumblemath.com/Directlink.aspx?U=tumble2020&P=A3b5c6&bookid=372









_____hundreds _____ tens _____ ones

Mrs. Maths showed the number 200 under the document camera and asked the students to represent this number with their place value pieces. Three students showed these different representations of the number.

1. Which student showed the correct representation of 200 with their place value pieces? How do you know?

2. How should each student label their representations? Fill in the correct numbers for each.

Complete the following pages for additional practice with these concepts:

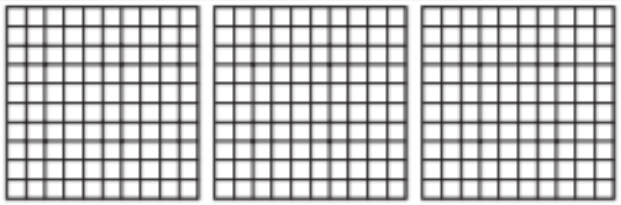
NAME _____ DATE _____

Different Ways to Look at 300

1 Use the pictures to help fill in the chart.

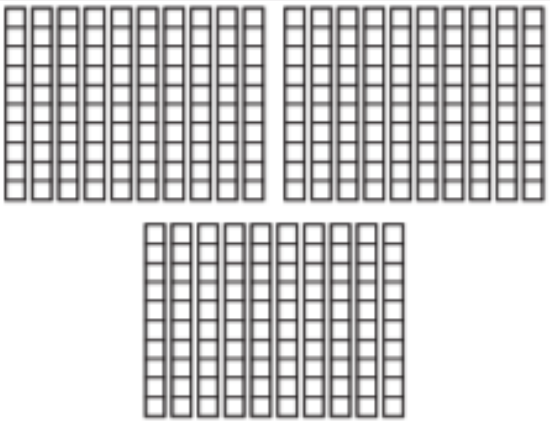
a Sara built 300 with mats.

There are _____ hundreds in 300.



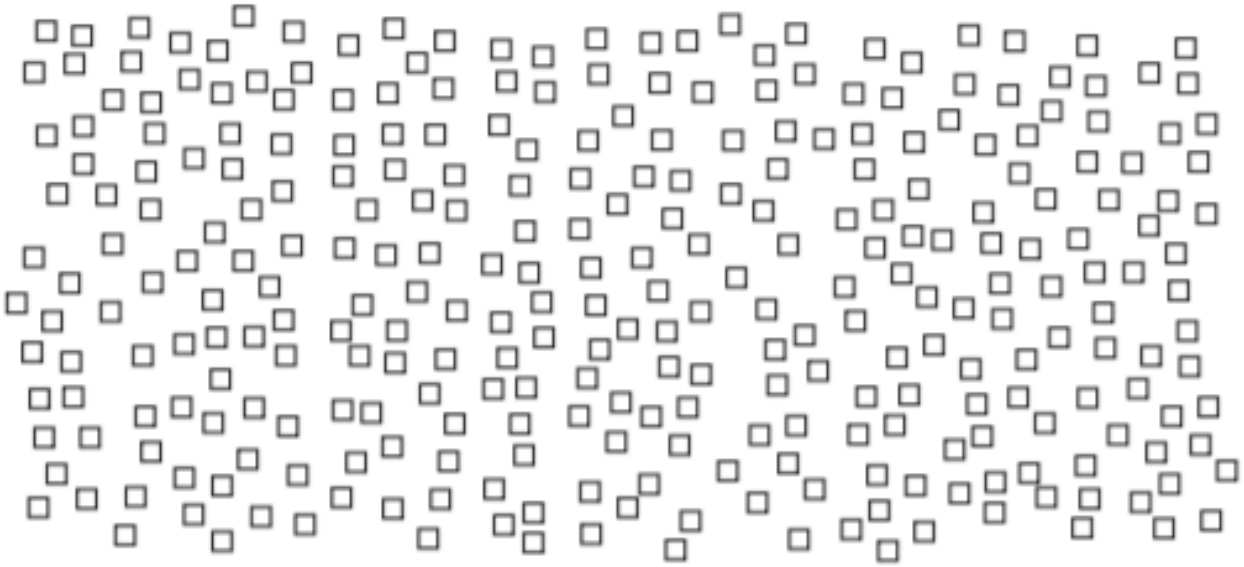
b Her brother traded in each mat for ten strips.

There are _____ tens in 300.



c If you traded in all the strips for units, how many ones would that be?

There are _____ ones in 300.



2 Check to make sure there are really 300 units. Loop groups of 10's in different colors. Then label the groups of 10. (10, 20 ,30,...)

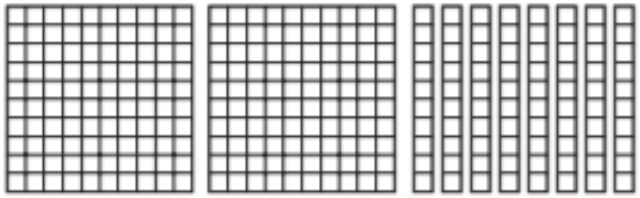
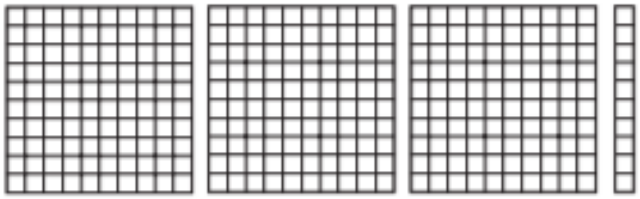
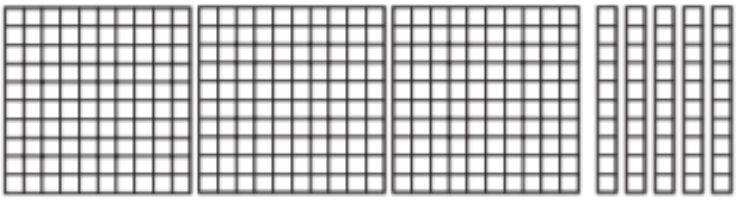
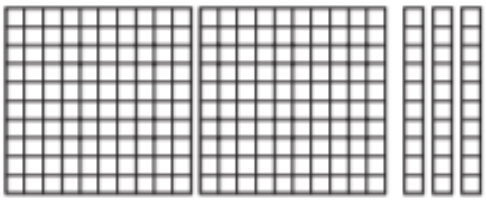
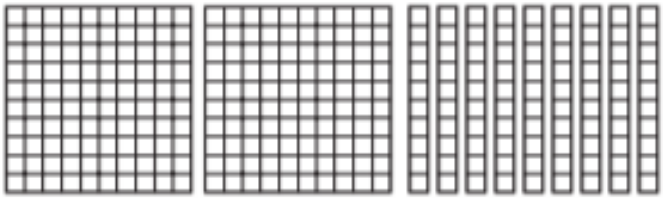
CHALLENGE PAGE This page will offer slightly more of a challenge as students analyze numbers with hundreds and tens.

Practice Book Use anytime after Bridges, Unit 5, Session 17.

NAME _____ **DATE** _____

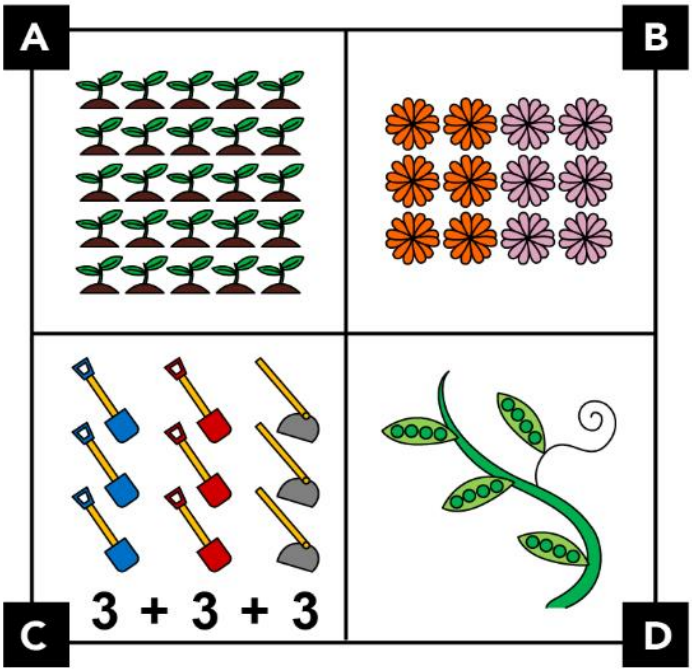
Different Ways to Look at the Same Number

Tell how many hundreds, tens, and ones there are in each number. Use the pictures to help.

example There are 2 hundreds in 280. There are 28 tens in 280. There are 280 ones in 280.	
1 There are _____ hundreds in 310. There are _____ tens in 310. There are _____ ones in 310.	
2 There are _____ hundreds in 350. There are _____ tens in 350. There are _____ ones in 350.	
3 There are _____ hundreds in 230. There are _____ tens in 230. There are _____ ones in 230.	
4 There are _____ hundreds in 290. There are _____ tens in 290. There are _____ ones in 290.	

Thursday Number Talk: Which One Doesn't Belong?

Think carefully about what is the same and what is different about each picture. Describe your ideas as clearly as possible to another person. Find at least one reason each picture ***doesn't belong with the other pictures*** and describe below.



A doesn't belong because _____

B doesn't belong because _____

C doesn't belong because _____

D doesn't belong because _____

<u>Challenge:</u> Choose a picture from above and draw your own picture that ***would*** belong with that group. Explain why.

Thursday Math Practice: How Many Animals?

Solve the following word problem using an efficient strategy and showing your thinking.

Fanny Farmer was writing a math story problem about knitting socks for all her chickens and dogs.

I love my chickens and dogs, and I want to knit socks for each of them for these chilly spring nights. I know there are 30 feet total, so I need to knit 30 socks.

Fanny Farmer's math problem was interrupted as the chickens ran by with the dogs chasing them! She didn't get to add the final question to the problem.

Using the 3 Reads Protocol format, what are **two possible questions** you could ask that you could solve using the information in Fanny Farmer's problem above?

1._____

2._____

Choose one (or both) of the questions you wrote and solve it. Show your thinking using a strategy that works for you.

Challenge: After Fanny Farmer finished the socks for the animals, she decided to make more for the Spring Farmers Market to earn money for animal food. If she charged $3.00 per sock she knit, how much would a chicken owner pay to buy for his **four** chickens? How much would a dog owner pay to buy for his **two** dogs? How do you know? Explain your thinking.

Friday Number Talks: What Comes Next?

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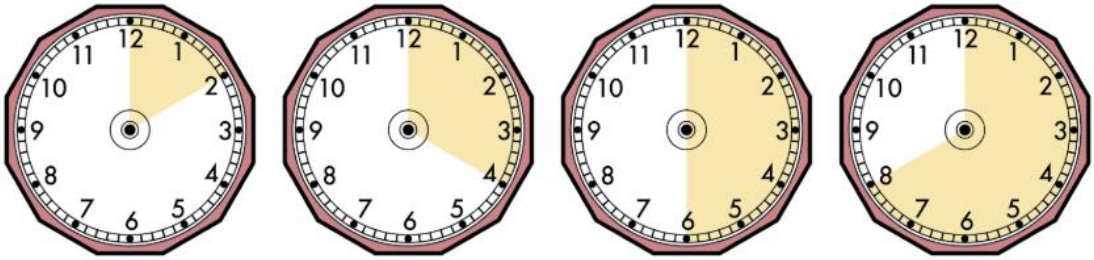
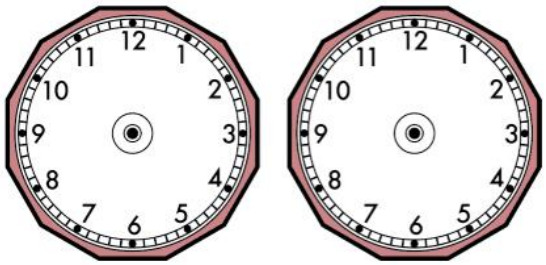
What Comes Next?

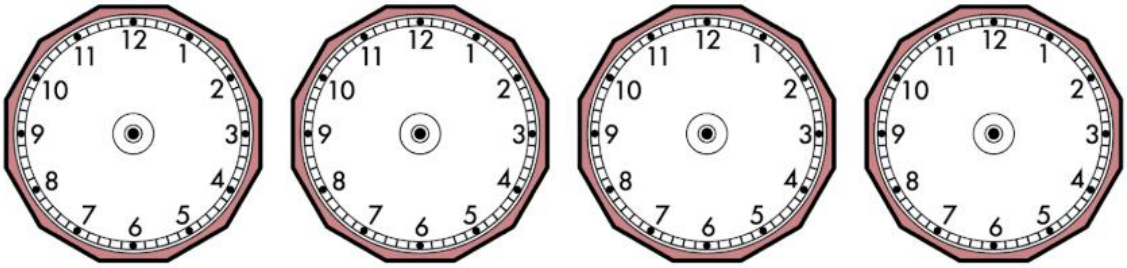


Explain to someone what you notice is the pattern.

With the next two clock faces, draw in what comes next.



Create your own clock sequence for someone else for what comes next. Ask them to figure it out!



Friday Math Practice: Two Students' Responses

On Thursday, students were solving the Fanny Farmer questions they came up with. Here are their solutions. Do you agree with how these students answered these questions ? Explain your thinking (write below or explain to a parent).

1. Andrew's question was "How many chickens and dogs does Fanny Farmer have?" and this is his work and solution.

Fanny Farmer has 7 dogs and 4 chicken I know because 14 legs + 16 legs = 30 legs

Total legs = 30

chickens	legs
1	4
2	8
3	12
4	16
5	20

Dog	legs
1	2
2	4
4	8
5	10
6	12
7	14
8	16
9	18
10	20
11	22

2. Kallie's question was, "If each sock took 3 feet of yarn, how much total yarn would she need?" and this was her work and solution.

Socks	1	2	3	4	5	6	7	8	10	20	30
ft. yarn	3	6	9	12	15	18	21	24	30	60	90

She will need 90 feet of yarn because 3+3+3+3+3+3+3+3+3+3 = 30 feet.
30 + 30 + 30 = 90 feet.

Challenge: Choose a student's answer from above that you disagree with and show what you would do differently to show it is correct.