
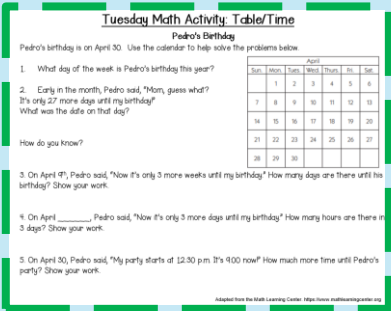
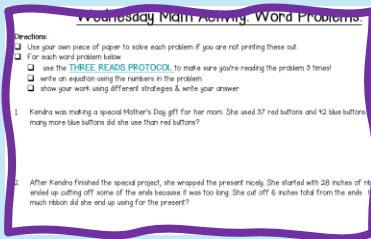

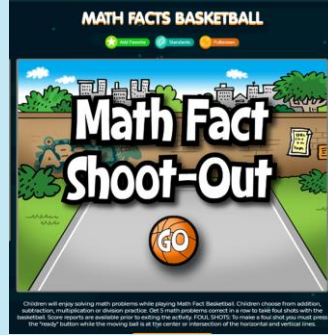


Second Grade Math Activities: Week of May 4 - 8

To make our weekly activities in math more easily accessible, there are some format changes you will notice. Each math section has a direct link to the page in the document that you can click on to get to that activity. Click on the picture in "Math Activity" to get to that page. [CLICK HERE FOR INSTRUCTIONS](#)

<p>Monday <i>May 4, 2020</i></p>	<p>Tuesday <i>May 5, 2020</i></p>	<p>Wednesday <i>May 6, 2020</i></p>	<p>Thursday <i>May 7, 2020</i></p>	<p>Friday <i>May 8, 2020</i></p>
<p>Number Talk: Same or Different?</p>	<p>Number Talk: What Comes Next?</p>	<p>Number Talk: Do You Agree?</p>	<p>Number Talk: What's My Number?</p>	<p>Number Talk: Why Doesn't It Belong?</p>
<p>Math Activity: Money Who has More</p> 	<p>Math Activity: Table/Time April Activities</p> 	<p>Math Activity: Word problem Addition & Subtraction</p> 	<p>Math Activity: To a Thousand Place Value</p> 	<p>Math Activity: Fact Fluency Basketball game</p> 
<p>Dreambox <i>Through Clever:</i></p>	<p>Dreambox <i>Through Clever:</i></p>	<p>Dreambox <i>Through Clever:</i></p>	<p>Dreambox <i>Through Clever:</i></p>	<p>Dreambox <i>Through Clever:</i></p>

Monday Number Talk: Money-Same or Different?

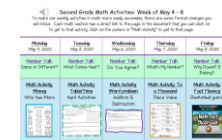
[CLICK HERE FOR INSTRUCTIONS](#)

Look at each picture below:



How are they the same? How are they different?

Challenge: How many ways can you create the same amount of money using different coin combinations?



[Click for Schedule Page](#)

Monday Math Practice - Money

Who Has More?

10 10 1 1 10 10 10 1 5 10

46 37

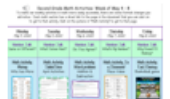
25

Directions:

1. Make your own chart like this one, (or print this page out to use.)

<u>Boy</u>	<u>Girl</u>	<u>How much more?</u>
46	37	$46 - 37 = 9$

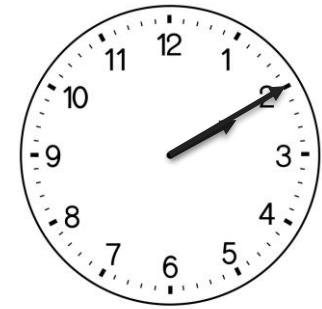
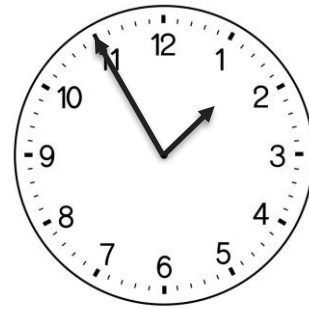
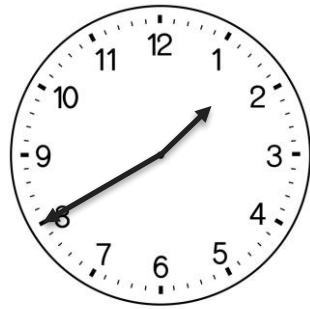
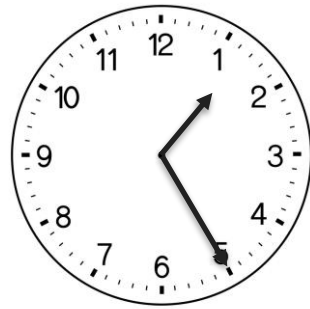
2. Add the coins that each child has and write it in the box.
3. Circle the amount that is MORE.
4. Figure out how much more and write an equation to match.
5. Explain your thinking in how you found the answer (write it out or share it with an adult.)



Tuesday Number Talk: Time – What Comes Next?

[CLICK HERE FOR INSTRUCTIONS](#)

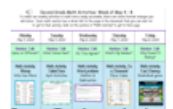
Look at the clock/time pattern below.



What Comes next? What comes before?

What is the pattern?

Challenge: What time would the 10th clock be? The 13th clock? How do you know?



Tuesday Math Activity: Table/Time

Pedro's Birthday

[\(CLICK HERE FOR INSTRUCTIONS\)](#)

Pedro's birthday is on April 30. Use the calendar to help solve the problems below.

1. What day of the week is Pedro's birthday this year?

2. Early in the month, Pedro said, "Mom, guess what? It's only 27 more days until my birthday!"
What was the date on that day?

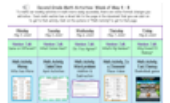
How do you know?

April						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

3. On April 9th, Pedro said, "Now it's only 3 more weeks until my birthday." How many days are there until his birthday? Show your work.

4. On April _____, Pedro said, "Now it's only 3 more days until my birthday." How many hours are there in 3 days? Show your work.

5. On April 30, Pedro said, "My party starts at 12:30 p.m. It's 9:00a.m. now!" How much more time until Pedro's party? Show your work.



Click for Schedule Page

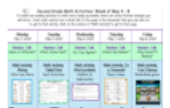
Wednesday Number Talk: Do You Agree?

[\(CLICK HERE FOR INSTRUCTIONS\)](#)

Second graders donated money for the school fundraiser. Kenzie donated three quarters and Morgan donated \$0.75 in nickels. Kale said that Morgan donated more than Kenzie because there are more nickels than quarters. Do you agree? Why or why not? Explain to an adult your thinking.



Challenge: How much did Kenzie and Morgan donate altogether?



Wednesday Math Activity: Word Problems:

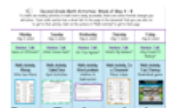
Directions:

- Use your own piece of paper to solve each problem if you are not printing these out.
- For each word problem below
- use the **THREE READS PROTOCOL** to make sure you're reading the problem 3 times!
- write an equation using the numbers in the problem
- show your work using different strategies & write your answer

1. Kendra was making a special Mother's Day gift for her mom. She used 37 red buttons and 42 blue buttons. How many more blue buttons did she use than red buttons?

2. After Kendra finished the special project, she wrapped the present nicely. She started with 28 inches of ribbon but ended up cutting off some of the ends because it was too long. She cut off 6 inches total from the ends . How much ribbon did she end up using for the present?

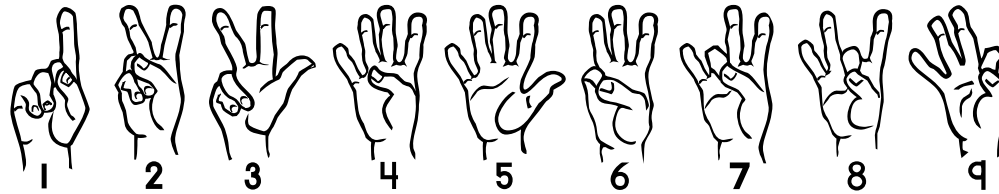
3. Kendra's brother Eden made a Mother's Day gift, also, but he used craft sticks. His dad gave him 85 sticks to use, but he didn't need to use them all. He had 19 sticks left. How many did he use for his Mom's gift?



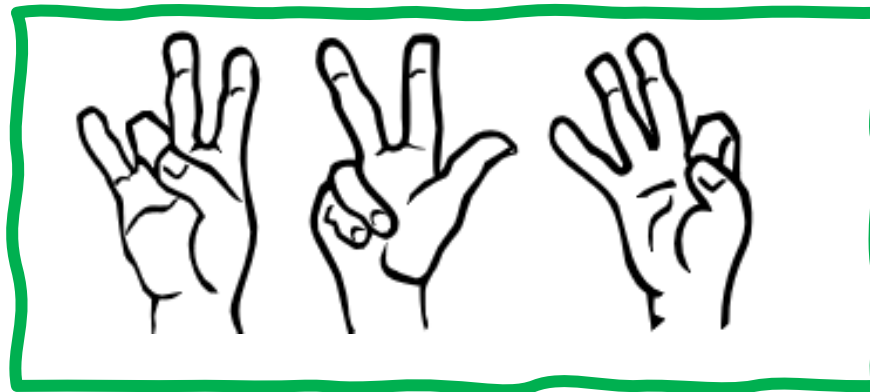
Thursday Number Talk: Today's Number

[CLICK HERE FOR INSTRUCTIONS](#)

Look at this sign language key for numbers:

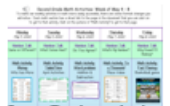


Using the key, what is today's number?:



What are two other ways you could represent this number? (place value pieces, word form, equation?)

Challenge: What would be the number if you add all of the digits together? What would the sign language representation be?



Thursday Math Practice: To a Thousand, Place Value

Name _____

Date _____

PLACE VALUE BLOCKS: UP TO HUNDREDS SHEET 2

Help Flame Salamander count the blocks.



New Directions:

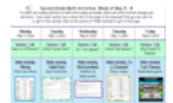
1. On a piece of paper make this chart:

123	

2. Write the number for each picture

3. Write the 12 numbers in order from least to greatest.

56 _____ _____ _____
 _____ 135 _____ _____
 _____ _____ _____ 432



[Click for Schedule Page](#)

4. Show your answers to someone or send them to your teacher.

	How many? <u>123</u>		How many? _____
	How many? _____		How many? _____
	How many? _____		How many? _____
	How many? _____		How many? _____
	How many? _____		How many? _____
	How many? _____		How many? _____



Friday – Number Talk: Why Doesn't It Belong?

[CLICK HERE FOR INSTRUCTIONS](#)

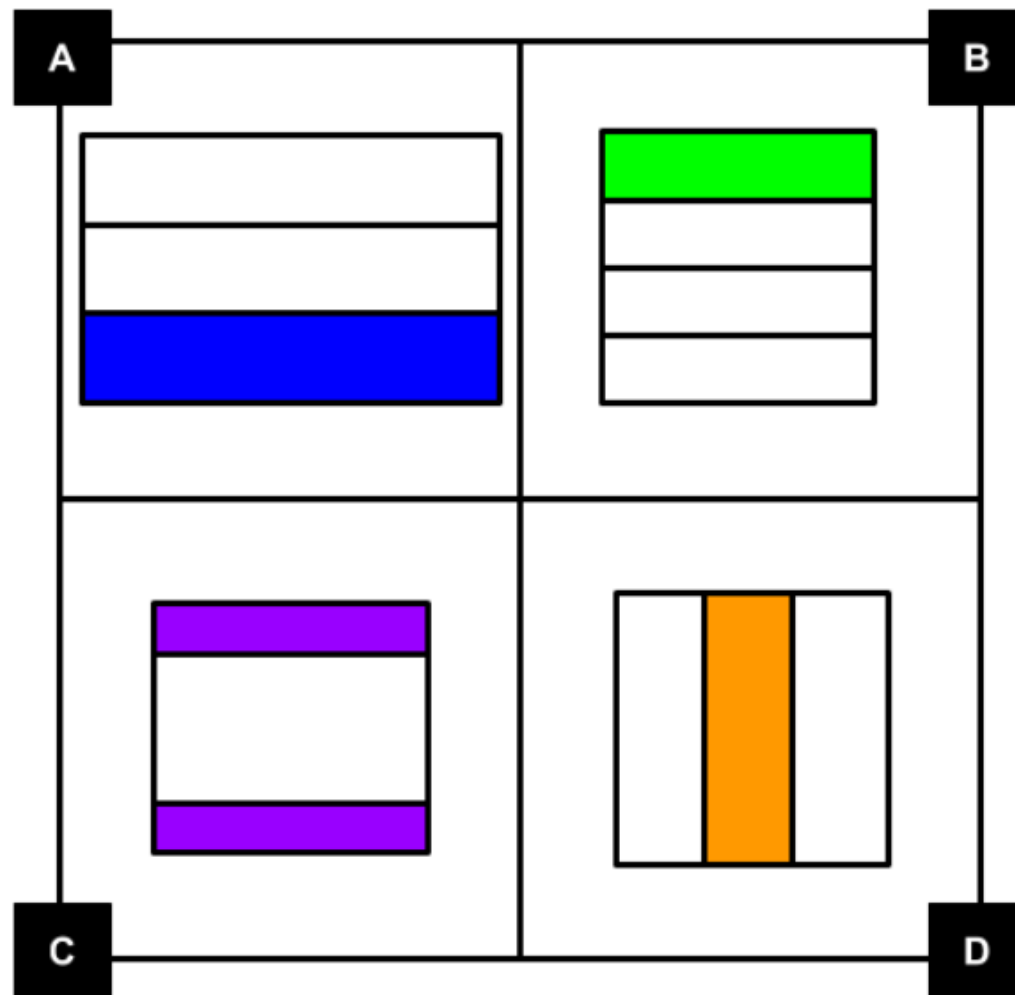
Describe how each one may not belong with the others:

A doesn't belong because _____

B doesn't belong because _____

C doesn't belong because _____

D doesn't belong because _____



Challenge: Create a new pattern that would go with each one.

Possible solutions can be found here:

https://docs.google.com/document/d/1LkiGCtsFR_GgEZrffHVSLw6dLIGD1jKvRTe76lgLpxl/preview



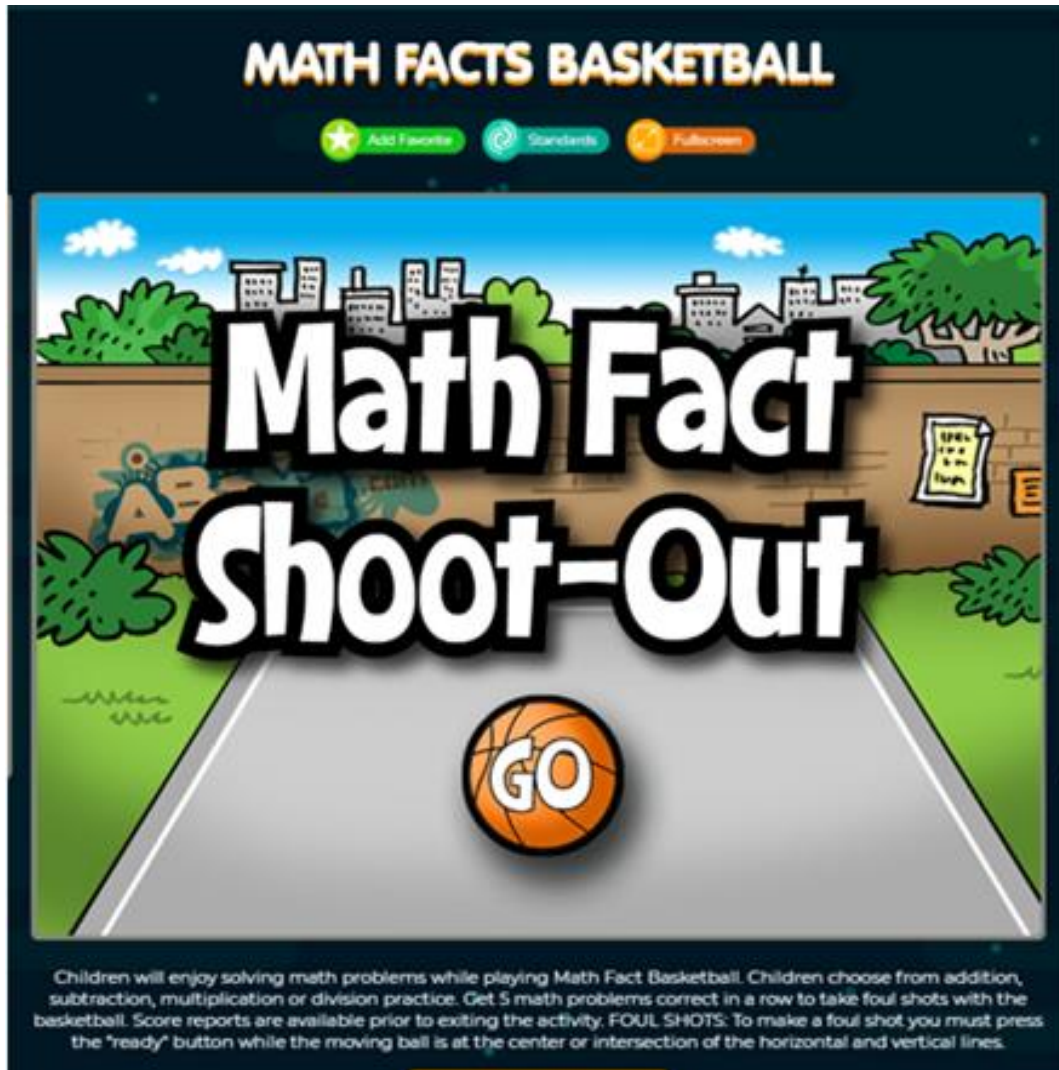
Friday Math Activity: Fact Fluency

Directions

Practice math facts with this game

Click on the picture to get to the website, or go to this address:

https://www.abcya.com/games/math_facts_game



Follow the directions on the screen



Choose a level to play



Play both addition $+$ and subtraction $-$

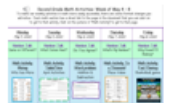


Choose any player



For a challenge,

*If you pass level 3 in addition
and level 3 in subtraction,
then try multiplication X*



Click for Schedule Page



How to access Dreambox and MyOn **outside** of school




Step 1: Login to Clever 2 Options



Option #1


Download the Clever app or extension



You will need your student's Clever Badge OR their RSD login information

Option #2

Open a browser and navigate to login.rentonschools.us



You will need your student's Clever Badge OR their RSD login information



*Ask your teacher for Badges and Login information



Once you select Dreambox, you will be asked to download the Dreambox App

In the future, you will always access Dreambox by going through Clever (Either Option 1 or 2 above)



Here are three easy tips to make sure your student gets the most out of DreamBox Learning.

TIME ON DREAMBOX LEARNING

For DreamBox to accurately track a student's learning path, they should spend at least 60-90 minutes and complete at least 5-8 lessons per week. They do not need to complete this in a single session, but a minimum of 20 minutes per session helps ensure your child has sufficient time to finish a lesson.

COMPLETE EVERY LESSON ONCE BEGUN





Lessons must be completed once started in order for our Intelligent Adaptive Learning™ technology to accurately introduce next best lessons for your student. If your student closes or exits the browser without completing a lesson, DreamBox cannot collect their learning data. The student will then need to redo the lesson from the beginning.

MISTAKES ARE OK

Your child should not shy away from incorrect answers. These wrong answers actually help DreamBox find the best lesson for them to help reinforce concepts they are struggling with and build upon their strengths.

RSD LOGIN PORTAL

Three Reads Protocol:

1.	<p>Cover up the numbers and the question in the story. Then read the story to understand what it's all about.</p> <p>Example: <i>There were ★ carrots and ★ green beans in the basket .</i> </p> 
2.	<p>Uncover the numbers only and reread the story. Make up your own question to ask using the values.</p> <p>Example: <i>There were 24 carrots and 13 green beans in the basket .</i> </p>  <p>My question: <u>How many more carrots are there than green beans?</u></p>
3.	<p>Uncover the story problem question and read again. Solve the problem.</p> <p>Was your question similar? Different? Solve the problem using your question, too!</p> <p><i>There were 24 carrots and 13 green beans in the basket . How many vegetables were there in all?</i></p>

Click [HERE](#) to go back and try Wednesday's Word Problems!