



FAMILY LETTERS

2

Family Letters keep the home-school connection strong by involving parents in their student's learning. Parents can easily stay up-to-date on their child's education, giving them the ability to understand concepts in a whole new way and better assist their child with practice and review for assessments.

Click **HERE** to
Access All
Grade 2
Family Letters

Chapter 1 Numbers and Arrays (continued)

Learning Target	Success Criteria
Chapter 1 Numbers and Arrays	- I can identify odd and even numbers. - I can write repeated addition equations. - I can find the total number in equal groups. - I can use arrays to solve problems.
1.1 Even and Odd Numbers	Tell whether a number is even or odd.
1.2 Model Even and Odd Numbers	
1.3 Equal Groups	
1.4 Use Arrays	
1.5 Make Arrays	

Name _____

Chapter 1 Numbers and Arrays

Dear Family,

In this chapter, your student is learning about numbers and arrays. Students will learn when a number is odd or even and how to use repeated addition to find the numbers of objects in groups and arrays. The addition lessons add finding equal groups of objects. The vocabulary words for this chapter are: array, column, equal groups, equation, even, odd, repeated addition, and row.

There are many situations outside of the classroom that you can use to model odd and even numbers and repeated addition in groups and arrays. The grocery store is a great place to start! The market has endless quantities of objects and often has food items arranged in groups or in rows.

- When shopping with your student, use the following strategies:
- Put a certain number of objects in your basket. Have your student count the number of objects and tell whether that number is odd or even.
 - For addition of groups of objects, place a certain number of objects in one bag. Place the same number of objects in another bag. Ask your student, "How many are in each group? How many are there in all? I join the groups together?"
 - Show your student an area that has items arranged in equal groups. Ask your student to count the number of objects in each group. Then ask your student, "How many objects are in all? What repeated addition equation shows this array?"
 - When you get home, give your student a repeated addition problem such as $2 + 2 + 2 = \underline{\hspace{2cm}}$. Have your student arrange the objects in either groups or in an array to show this equation. Ask your student to tell whether the number total is odd or even.

By the end of this chapter, your student should feel confident with learning targets and success criteria on the next page. Encourage your student to think of other opportunities to identify odd and even numbers and repeated addition with groups and arrays, such as when he or she sees clothes, books, or toys.

Have a great time with your student!

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Chapter 4 Fluently Add within 100 (continued)

Learning Target	Success Criteria
Chapter 4 Fluently Add within 100	- I can model addition strategies. - I can find partial sums to add. - I can explain when regrouping is needed. - I can apply strategies to solve word problems.
4.1 Use Partial Sums to Add	
4.2 More Partial Sums	
4.3 Regroup to Add	
4.4 Add Two-Digit Numbers	
4.5 Practice Adding Two-Digit Numbers	
4.6 Add Up to 3 Two-Digit Numbers	
4.7 More Problem Solving: Addition	

Name _____

Chapter 4 Fluently Add within 100

Dear Family,

In this chapter, your student continues to learn strategies to add numbers with sums up to 100. The vocabulary terms for this chapter are partial sums and regrouping.

A great context for talking about adding two-digit numbers is adding whole dollar amounts of money.

When working with amounts of money, use the following ideas:

- Talk with your student about the total cost of two items. For example, say, "This toy costs \$25 and this one costs \$42. How can you find the total cost? How much do these toys cost in all?"
- Ask your student to help you add up to 3 whole dollar amounts when shopping. Say, "This item costs \$15, this one costs \$9, and this one costs \$35. Which two numbers will you add first? Why?" Have your student explain his or her thinking.
- Help your student practice using place value to add money. Have him or her add the ones and then the tens. Ask, "How many ones are there in all? Do you need to regroup? What do you do after you regroup?" Give your student a notebook or receipt to write the numbers, draw a quick sketch if needed, and add. Help your student regroup if needed.
- Model other scenarios, making sure to use terms such as "partial sums," "place value," "regroup," and "sum."

By the end of this chapter, your student should feel confident with the learning targets and success criteria on the next page. Encourage your student to think of other contexts for adding numbers, such as time, age, or weight.

Have a great time practicing addition strategies with your student!

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Florida Grade 2
Resources by Chapter 139



Using Big Ideas Learning Homework & Practice QR Codes in Grade 2

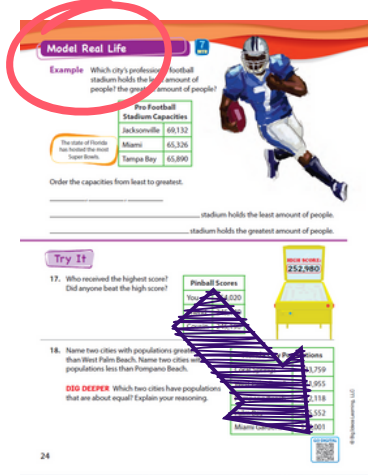
Each Homework and Practice page has a QR Code® to link students and parents to at-home videos for each lesson. This provides access to the videos that align to the lessons, including click-through example videos.

Homework & Practice videos are available for **Build Understanding** and **Model Real Life** sections of each lesson.



STEP 1:

To access videos, scan the QR Code at the bottom of your child's Student Edition book.



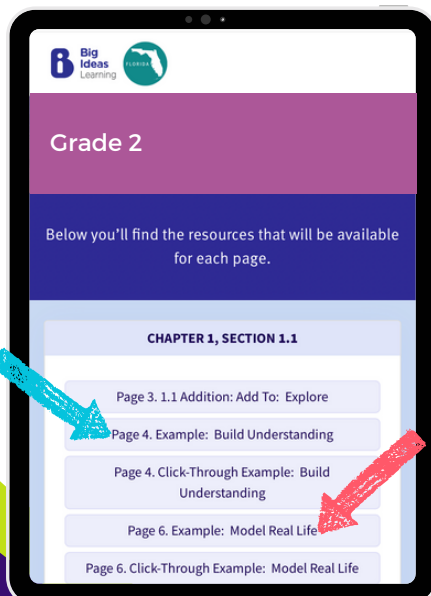
STEP 2:

Open your cell phone camera or a QR Code scanner app. Scan QR Code at the bottom of the page.



STEP 3:

Select **Build Understanding** or **Model Real Life** to access the videos that provide the examples from your child's class instruction. Use the remaining links should you need additional support or further math skills assistance.



2 SKILLS REVIEW HANDBOOK

Skills Review activities provide practice for grade level appropriate skills. This ensures students are solid on basic concept understanding. For your convenience, an Answer Key is provided for each activity and links to interactive games.

NOTE: Only grade-level specific topics are listed below

Topic 1: Whole Numbers

- ▶ 1.2 Writing Numbers
[Activity](#) [Answers](#)
- ▶ 1.4 Comparing Whole Numbers
[Activity](#) [Answers](#)
- ▶ 1.6 Rounding Whole Numbers
[Activity](#) [Answers](#)

Topic 2: Adding and Subtracting Whole Numbers

- ▶ 2.1 Adding within 100
[Activity](#) [Answers](#)
- ▶ 2.3 Subtracting within 100
[Activity](#) [Answers](#)
- ▶ 2.5 Adding and Subtracting Multi-Digit Numbers
[Activity](#) [Answers](#)
- ▶ 2.6 Estimating Whole Number Sums and Differences
[Activity](#) [Answers](#)

Topic 21: Time and Money

- ▶ 22.3 A.M. and P.M.
[Activity](#) [Answers](#)

Topic 22: Data Analysis

- ▶ 22.2 Bar Graphs
[Activity](#) [Answers](#)

Topic 23: Two-Dimensional Shapes

- ▶ 23.1 Identifying Two-Dimensional Shapes
[Activity](#) [Answers](#)
- ▶ 23.4 Line Symmetry
[Activity](#) [Answers](#)

Topic 24: Perimeter and Area

- ▶ 24.1 Finding Perimeter Using Grids
[Activity](#) [Answers](#)
- ▶ 24.4 Finding Perimeter
[Activity](#) [Answers](#)



GAMES

Topic 1: Whole Numbers

Flip and Find

[Click to Play](#)

Topic 1: Whole Numbers

Number Boss

[Click to Play](#)

Topic 2:

Solve and Cover - Addition

[Click to Play](#)

Topic 2:

Three in a Row - Subtraction

[Click to Play](#)

Topic 21: Time & Money

Flip and Find

[Click to Play](#)



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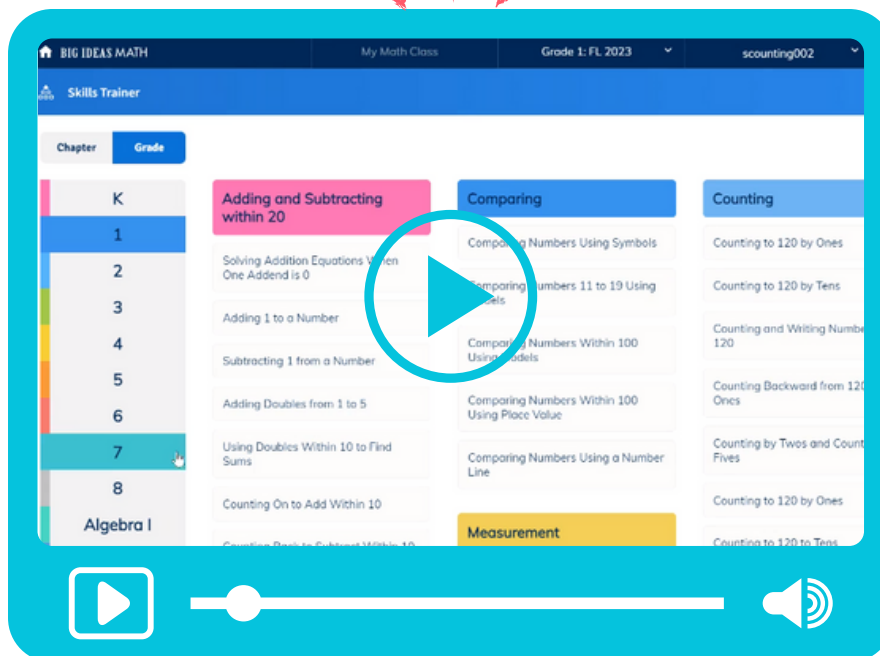
SKILLS TRAINER

Skills Trainer is a built-in program that provides ample opportunities for students to practice and achieve fluency in skills from prior grades.

Ready for the bonus? Skills Trainer does not have to be assigned by a teacher because students have full access to every skill along with unlimited practice opportunities.

Learn how to access Skills Trainer from the Student Account.

Click Below to Access Video



SCAN ME