Tulsa Math Adventure

Explore! Solve! Succeed!

Day 1: Build a Number

Standard: 2.N.1.1-Read, write, discuss, and represent whole numbers up to 1,000.



Materials:
Objects (beans, LEGO, coins), paper optional

Time:
5–10 min

Activity:
Build 162 on the place value chart below & record your answer
Then repeat with 232, 296, 108, and 318.
You can use objects and/or drawings

Example:
125

Hundreds	Tens	Ones
⏀	⏀⏀	⏀⏀⏀⏀⏀

Work it out here!

PLACE VALUE

hundreds	tens	ones

Record your answers here!

PLACE VALUE

hundreds	tens	ones

Tips & Prompts to Extend Thinking:

- Encourage regrouping tens and ones physically
- How many hundreds, tens, and ones?
- Can you trade 10 ones for 1 ten?
- What changes when you rebuild it?

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Day 2: Expanded Form Race (Match Game)

Standard: 2.N.1.2 - Use knowledge of number relationships to locate the position of a given whole number, up to 100, on an open number line.

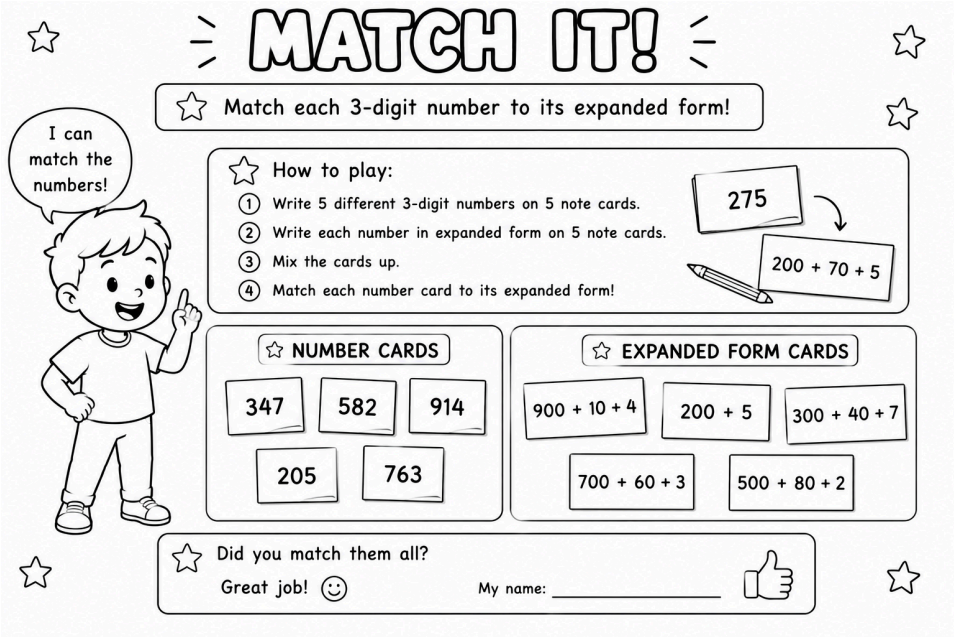
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Materials:
note cards

Time:
5–10 min

Activity:
On 5 note cards, write a different 3 digit number on each.
Then on 5 different note cards, write out each number in expanded form.
Have your child match the cards.

Example:
345
Card 1-345
Card 2-300 + 40 + 5



Tips & Prompts to extend thinking:

- Let child explain each match out loud
- What does each digit represent?
- How do you know it matches?

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Day 3: Word Form Detective (Movement)

Standard: 2.N.1.2 - Use knowledge of number relationships to locate the position of a given whole number, up to 100, on an open number line.

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Materials:

None

Time:

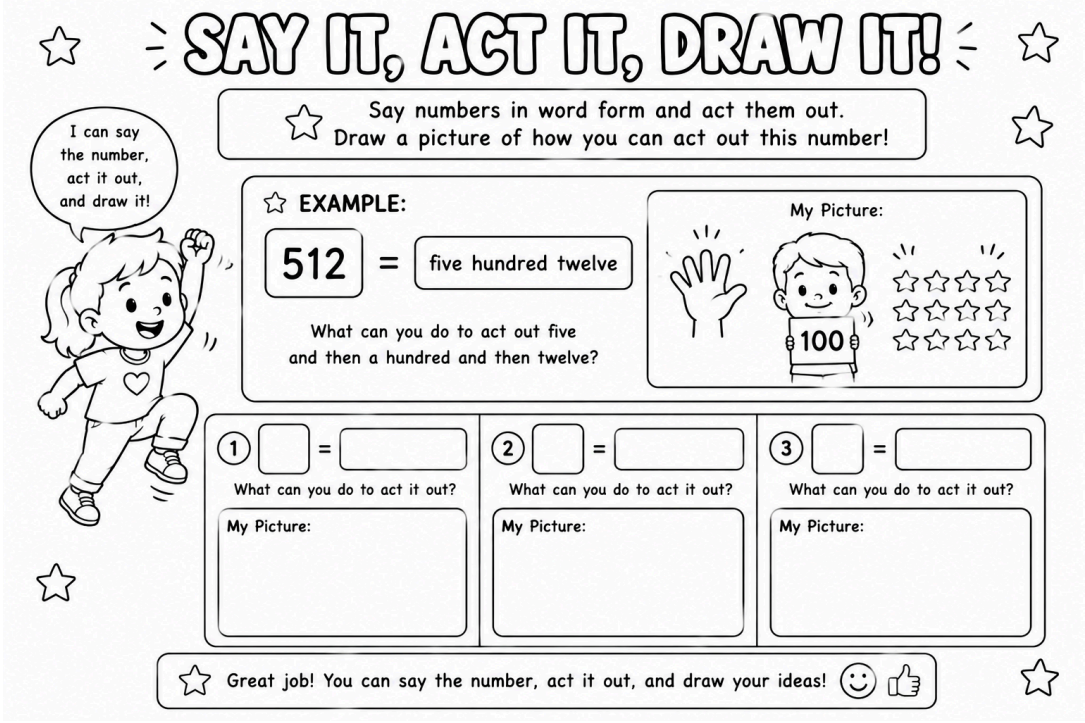
5–10 min

Activity:

Say numbers in word form and act them out.
Draw a picture of how you can act out this number.

Example:

512 = five hundred twelve.
What can you do to act out five and then a hundred and then twelve?



Tips & Prompts to Extend Thinking:

- Add movement for each place value
- How do you say this number?
- What part is hundreds?

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Day 4: Compare Number Card Battle

Standard: 2.N.1.3-Use place value to describe whole numbers between 10 and 1,000

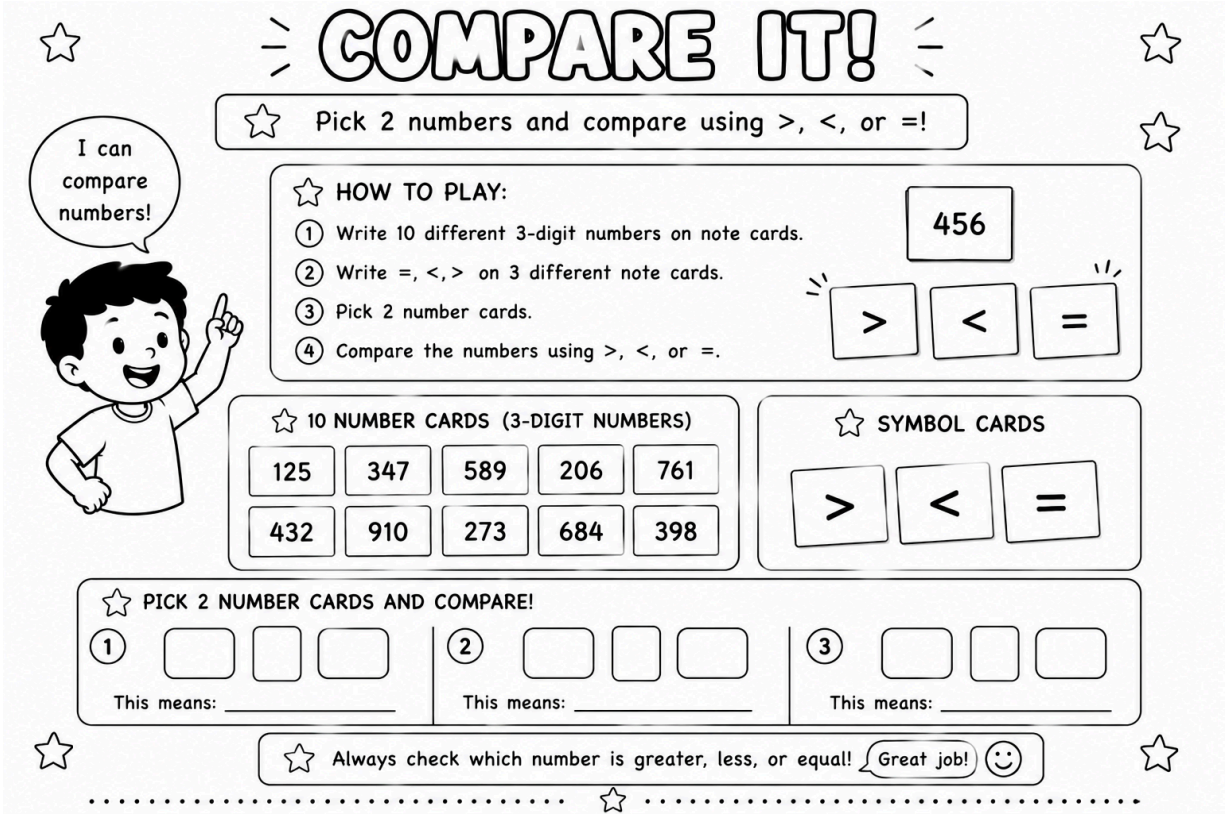
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Materials:
note cards

Time:
5–10 min

Activity:
Write 10 different 3 digit numbers on note cards. Then write =, <, >, on 3 different note cards. Pick 2 number cards and compare numbers using > < =

Example:
345 vs 378, 620 vs 602



Tips & Prompts to Extend Thinking:

- Focus on explaining thinking, not just answers
- Which number is greater?
- What place helped you decide?

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Day 5: Human Number Line Order Game

Standard: 2.N.1.3-Use place value to describe whole numbers between 10 and 1,000

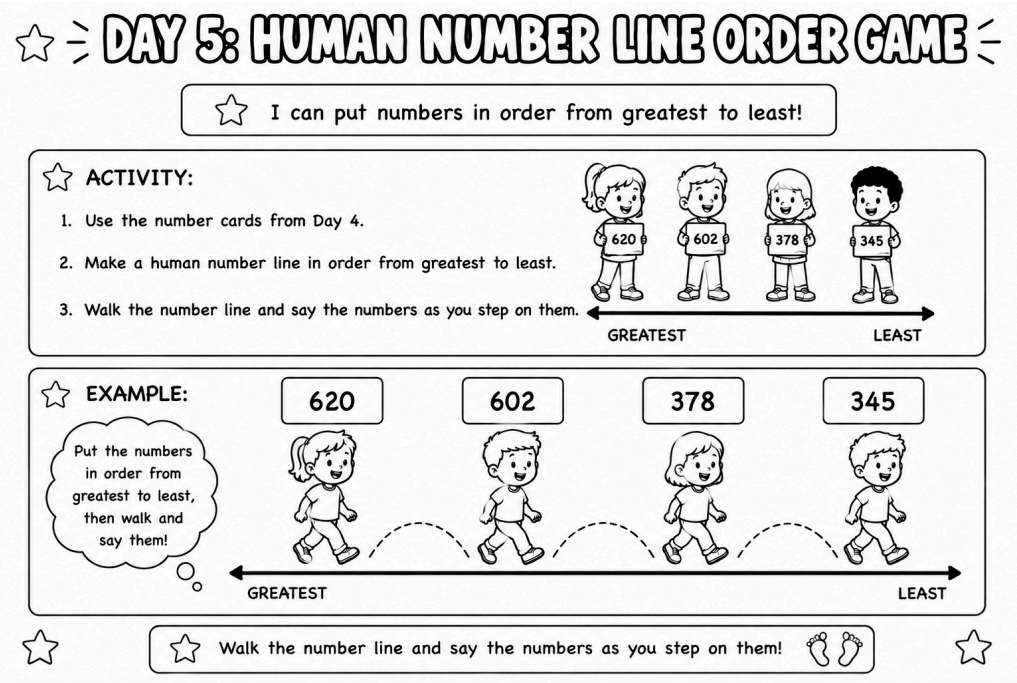
Materials:
note cards

Time:
5–10 min

Activity:
Use cards from day 4 and make a number line in order from greatest to least. Walk the number line and say the numbers as you step on them.

Example:
345, 378, 602, 620

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Tips & Prompts to Extend Thinking:

- Encourage talking through reasoning
- What is the smallest?
- How did you decide the order?

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Day 6: Floor Number Line Jump Game

Standard: 2.N.1.4-Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.

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Materials:

Tape line

Time:

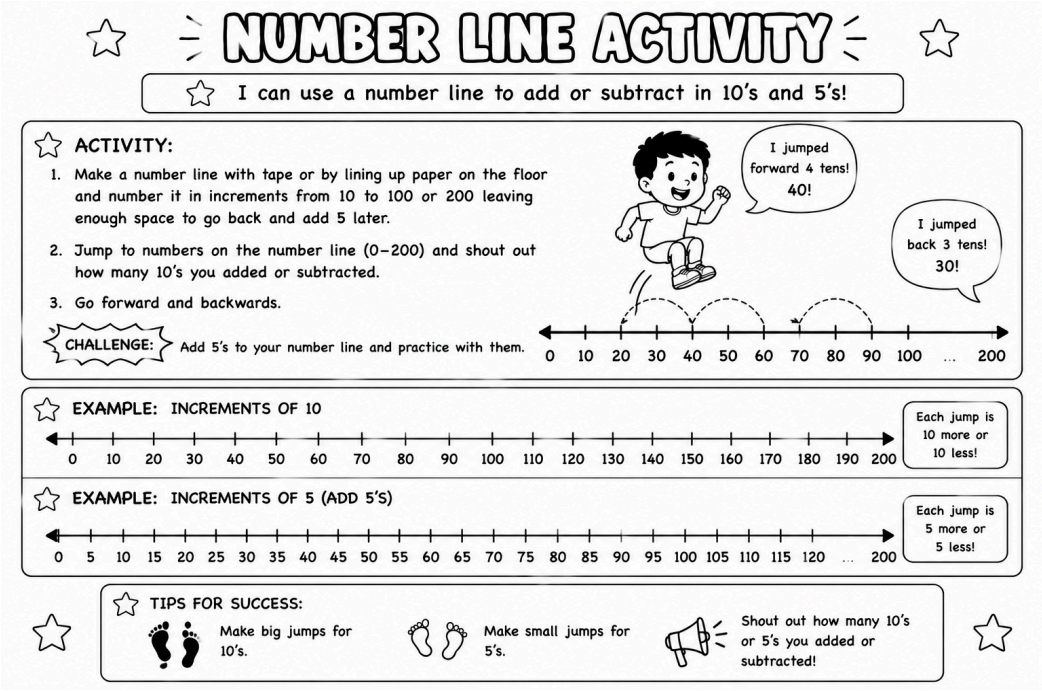
5–10 min

Activity:

Make a floor number line from 0–100 or 0–200 using tape or paper.
Count by 10s as you jump forward and backward on the number line.
Say how many 10s you added or subtracted.
Add 5s to the number line and practice jumping and counting by 5s too!

Example:

Start on 10, then Jump to 40 and shout out +30
Jump from 40 to 30 and shout out -10



Tips & Prompts to Extend Thinking:

- Focus on spacing and placement
- How many 10's did you pass?
- How many jumps to get to 30?

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Day 7: Skip Count Workout

Standard: 2.N.1.5 - Use objects to determine whether a number is even or odd.

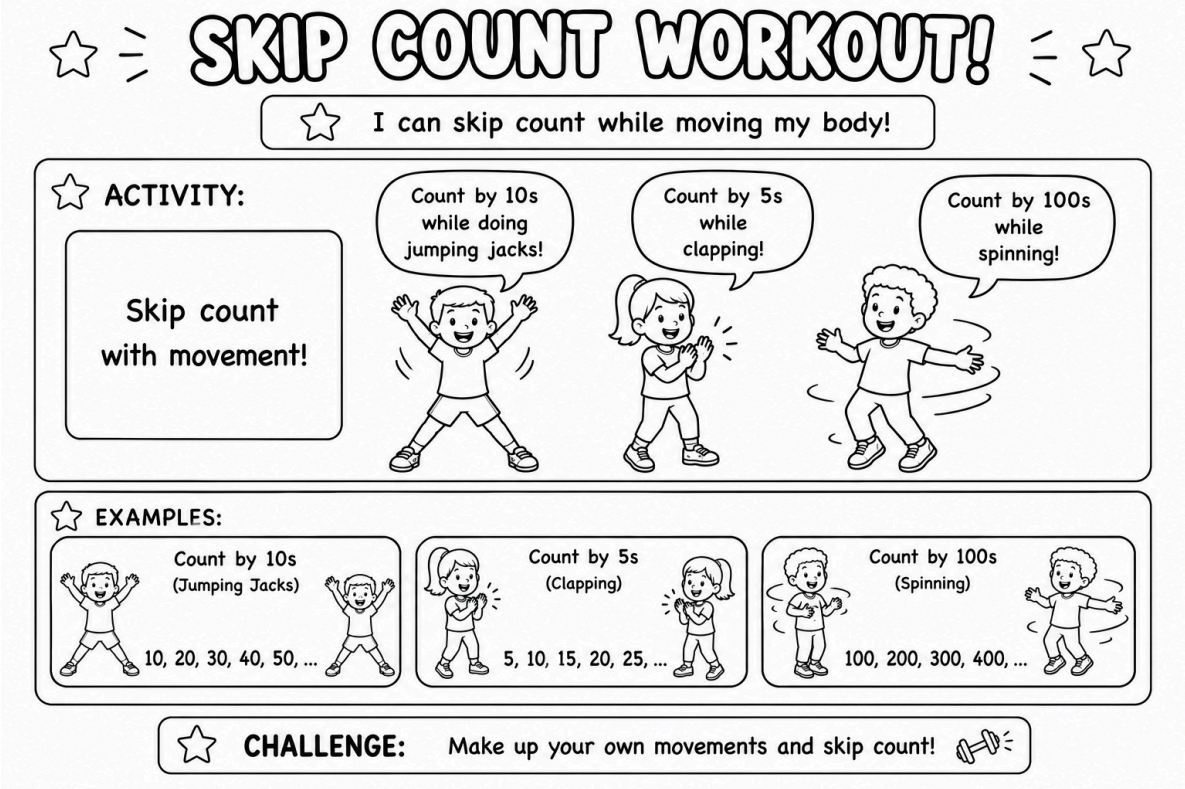
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Materials:
Open space

Time:
5–10 min

Activity:
Skip count with movement

Example:
Count by 10s while doing jumping jacks, 5s while clapping, 100s while spinning.



Tips & Prompts to Extend Thinking:

- Make it energetic and rhythmic
- What comes next?
- How is this a pattern?

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Day 8: Build & Trade Base Ten

Standard: 2.N.1.1-Read, write, discuss, and represent whole numbers up to 1,000.

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Materials:
Objects or blocks

Time:
5–10 min

Activity:
Build a 3-digit number with objects.
Add 9, making sure to exchange 10 ones for 1 ten

Example:
125

Hundreds Tens Ones
Φ ΦΦ ΦΦΦΦΦ + ΦΦΦΦΦΦΦΦΦ

Hundreds Tens Ones
Φ ΦΦΦ ΦΦΦΦ

Work it out here!

PLACE VALUE

hundreds	tens	ones

Record your answers here!

PLACE VALUE

hundreds	tens	ones

Tips & Prompts to Extend Thinking:

- Let child physically trade pieces
- What changes when you trade?
- How many tens now?

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Day 9: Add 10 Machine

Standard: 2.N.1.6-Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

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Materials:

Number line (optional)

Time:

5–10 min

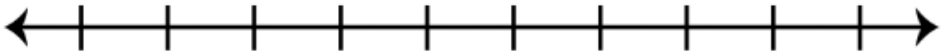
Activity:

Start at a number and add 10 repeatedly

Example:

134 → 144 → 154 → 164
Try 205, 319, 487,1,000, 222

Show your work here!



Tips & Prompts to Extend Thinking:

- Focus on pattern in tens place
- What changed each time?
- What stayed the same?

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Day 10: Subtract 10 Walk Back

Standard: 2.N.1.6-Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

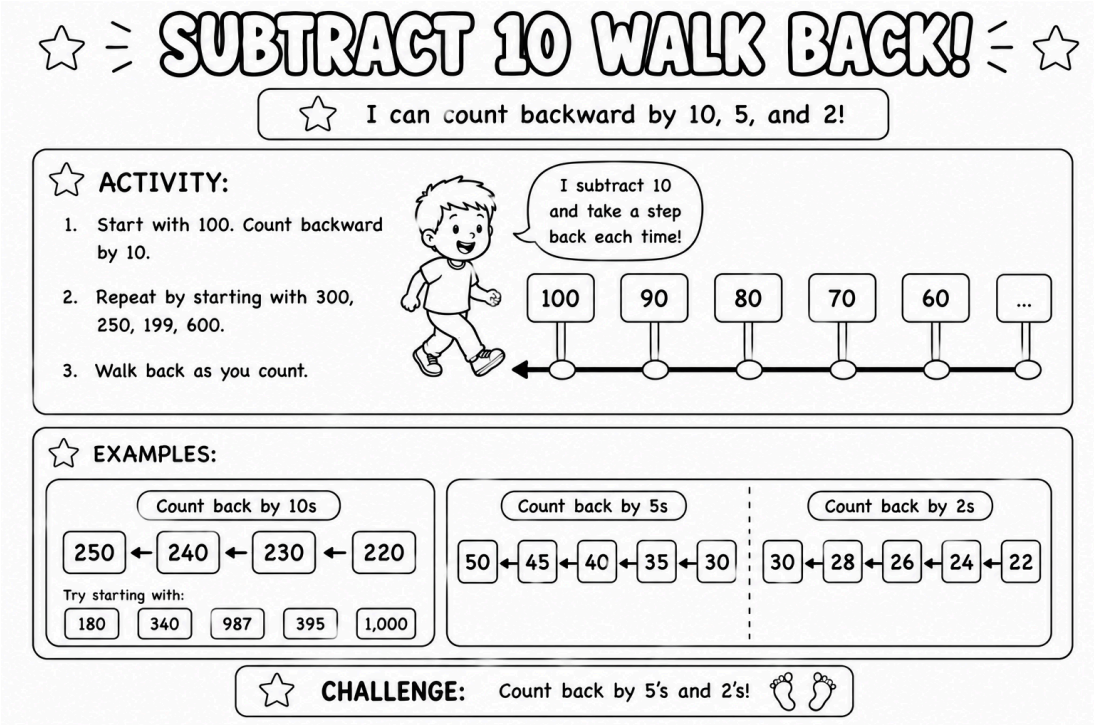
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Materials:
None

Time:
5–10 min

Activity:
Start with 100. Count backward by 10. Repeat by starting with 300, 250, 199, 600.
Challenge: count back by 5's and 2's

Example:
250 → 240 → 230 → 220
Try 180, 340, 987, 395, 1,000



Tips & Prompts to Extend Thinking:
- Use backward thinking strategies
- What pattern do you see?
- How is the number changing?

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Day 11: True or False Stand Up Game

Standard: 2.N.1.3-Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms.

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Materials:
None

Time:
5–10 min

Activity:
Write 3 number sentences that are true and 3 number sentences that are false. Find a friend and have them play your game. Have them stand up if the sentence is true and sit down if it is false.

Example:
456 > 465 (false), 389 < 400 (true)

Show your work here!

Tips & Prompts to Extend Thinking: Parent Tips:
- Ask for justification every time
- How do you know?
- Can you fix the false one?

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Day 12: Mystery Number Draw

Standard: 2.N.1.1-Read, write, discuss, and represent whole numbers up to 1,000. Representations should include, but are not limited to, numerals, words, pictures, tally marks, number lines, and manipulatives.

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Materials:
paper/pencil

Time:
5–10 min

Activity:
Draw a mystery number with stars. Repeat 5 more times with a different number and pictures. Show your numbers to a friend and see if they can guess them..

Example:
😀😀😀 😀😀 😀😀😀😀😀
Answer: 325

Show your work here!

Tips & Prompts to Extend Thinking:
- Let child create their own mystery number
- What number is this?
- Can you build a new one?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 13: Number Hunt at Home

Standard: 2.N.1.1-Read, write, discuss, and represent whole numbers up to 1,000. Representations should include, but are not limited to, numerals, words, pictures, tally marks, number lines, and manipulatives.

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Materials:

Household items

Time:

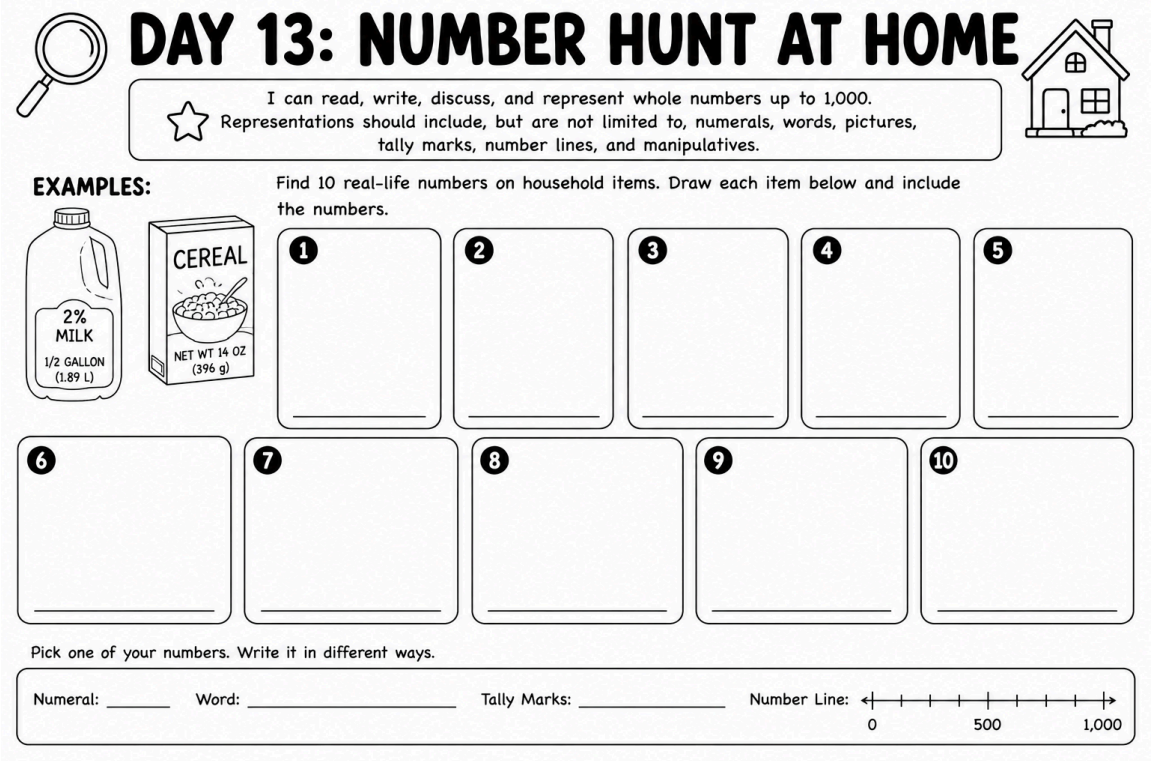
5–10 min

Activity:

Find 10 real-life numbers on household items. Draw each item below and include the numbers.

Examples:

2% milk-½ gallon-1.89L



Tips & Prompts to Extend Thinking:

- Connect math to real world
- Where did you find it?
- What does it mean?

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Day 14: Compare Sentence Builders

Standard: 2.N.1.3 - Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.



Materials:
Paper optional

Time:
5–10 min

Activity:
Write and act out comparison sentences. Be creative using hand or body motions, or clapping.

Example:
345 > 299 = 345 is greater than 299

Show your work here!

Tips & Prompts to Extend Thinking:

- Encourage full sentences
- How do you know?
- What helped you decide?

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Explore! Solve! Succeed!

Day 15: Student Teacher Problems

Standard: 2.N.1.1–Read, write, discuss, and represent whole numbers up to 1,000. Representations should include, but are not limited to, numerals, words, pictures, tally marks, number lines, and manipulatives.

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Materials:
Paper

Time:
5–10 min

Activity:
Create 5 addition and 5 subtraction problems and solve

Example:
120 + 45 = 165, 300 − 80 = 220

Show your work here!

Tips & Prompts to extend thinking:

- Let child teach you
- How did you solve it?
- Can you show another way?

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Explore! Solve! Succeed!

Day 16: Largest Number Builder

Standard: 2.N.1.1-Read, write, discuss, and represent whole numbers up to 1,000. Representations should include, but are not limited to, numerals, words, pictures, tally marks, number lines, and manipulatives.

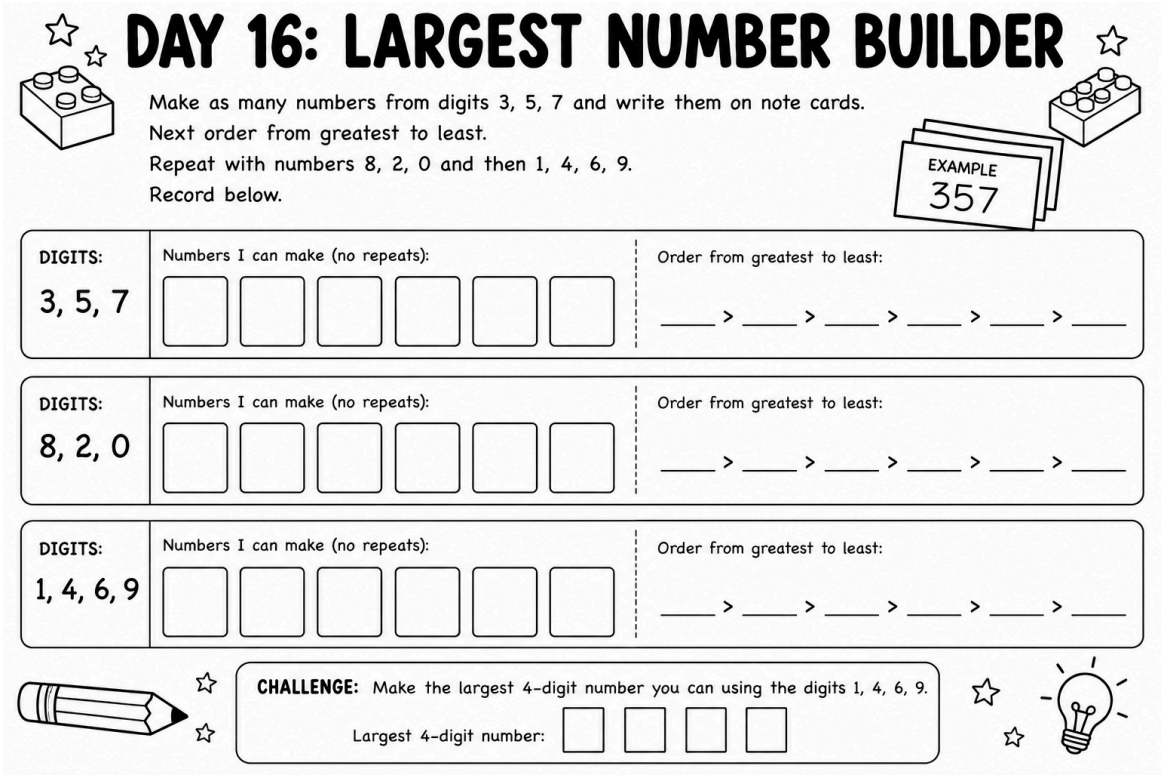
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Materials:
note cards or paper

Time:
5–10 min

Activity:
Make as many numbers from digits 3, 5, 7 and write them on note cards. Next order from greatest to least. Repeat with numbers 8,2,0 and then 1, 4, 6, 9. Record below.

Examples:
753, 735, 573



Tips & Prompts to Extend Thinking:
- Focus on place value importance
- Which digit goes first?
- Why is it the largest?

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Explore! Solve! Succeed!

Day 17: Smallest Number Builder

Standard: 2.N.1.1-Read, write, discuss, and represent whole numbers up to 1,000. Representations should include, but are not limited to, numerals, words, pictures, tally marks, number lines, and manipulatives.

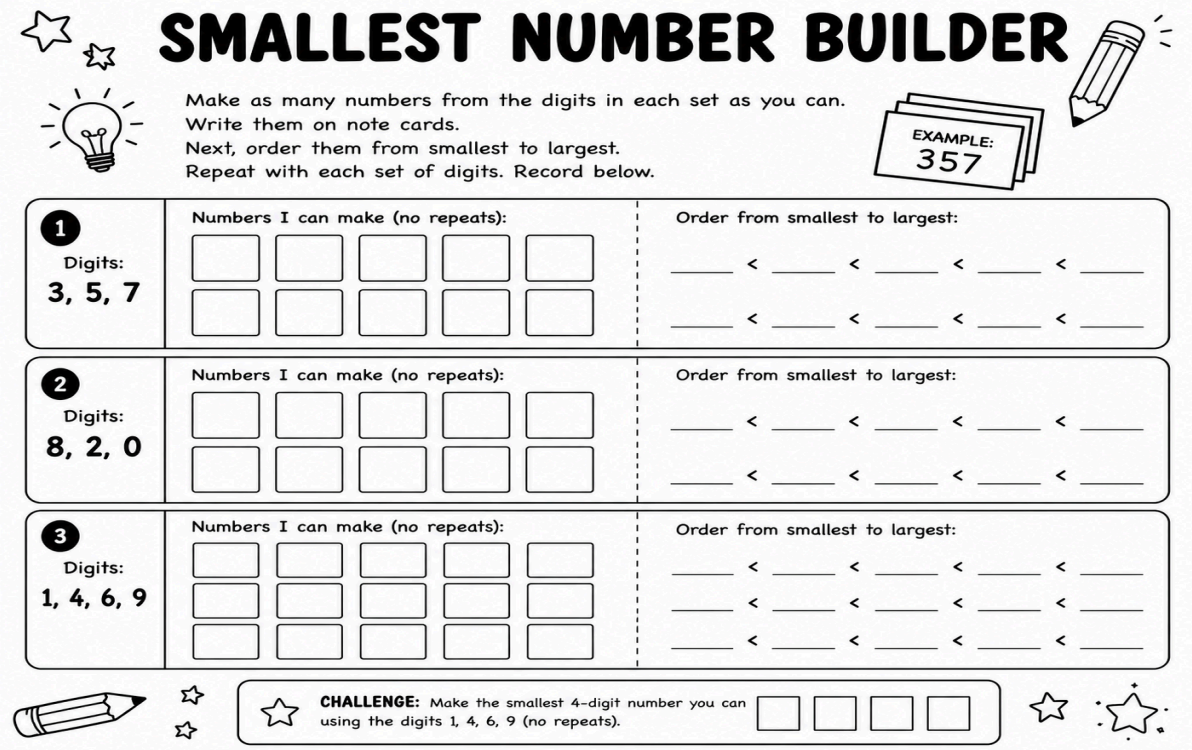
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Materials:
notecards or paper

Time:
5–10 min

Activity:
Make the smallest number from 4, 2, 9, next make the largest number. Repeat with the numbers 9,0,5 and 6,1,2. Challenge: add them all together.

Examples:
249, 294, 429



Tips & Prompts to Extend Thinking:
- Compare place value carefully
- What makes it smallest?
- How do you know?

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Day 18: Same Hundreds Compare

Standard: 2.N.1.3 - Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.

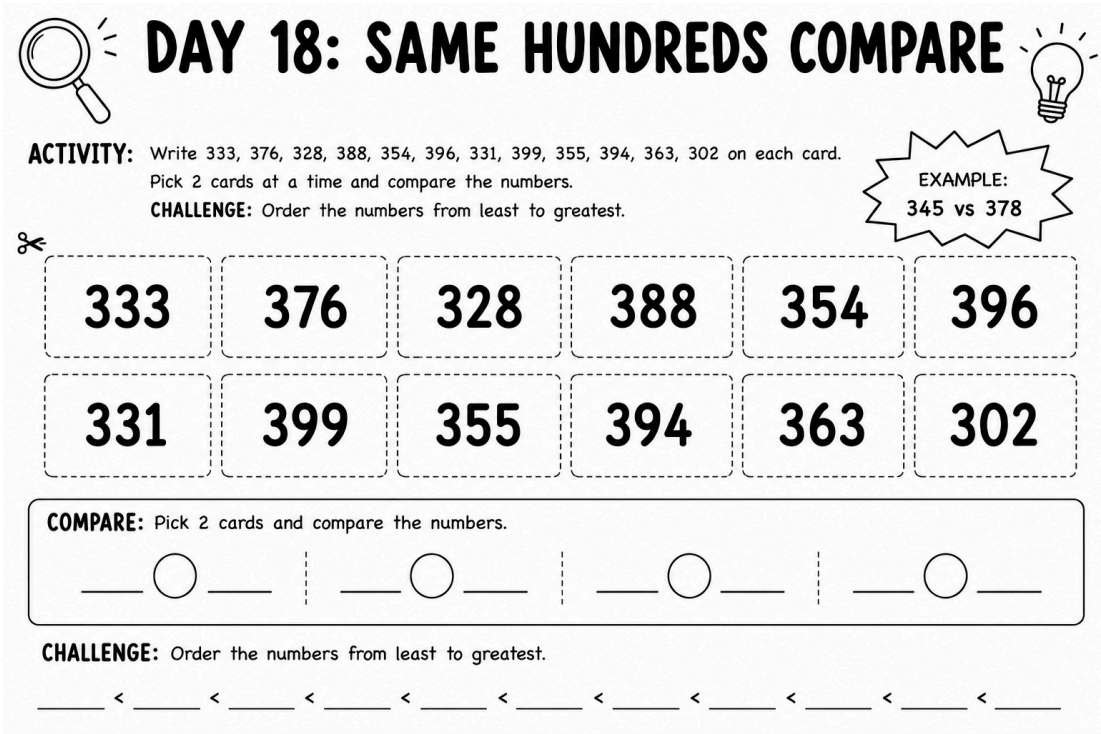
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Materials:
Paper/12 note cards

Time:
5–10 min

Activity:
Write 333,376,328,388,354,396,331,399, 355, 394,363, 302 on each card. Pick 2 cards at a time and compare the numbers. Challenge: Order the numbers from least to greatest.

Example:
345 vs 378



Tips & Prompts to Extend Thinking:
- Focus on tens place first
- What place do you compare next?
- Why?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 19: Same Tens Compare

Standard: 2.N.1.3 - Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.

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Materials:
Paper/cards

Time:
5–10 min

Activity:
Write 33,37,32,38,35,39,33,39,35,39,63,30 on each card. Pick 2 cards at a time and compare the numbers. Challenge: order the numbers from least to greatest.

Example:
62 vs 68

Show your work here!

Tips & Prompts to Extend Thinking:
- Focus on ones place
- What decides this?
- Why?

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Day 20: Jump Count Relay

Standard: 2.N.1.5 - Use objects to determine whether a number is even or odd.

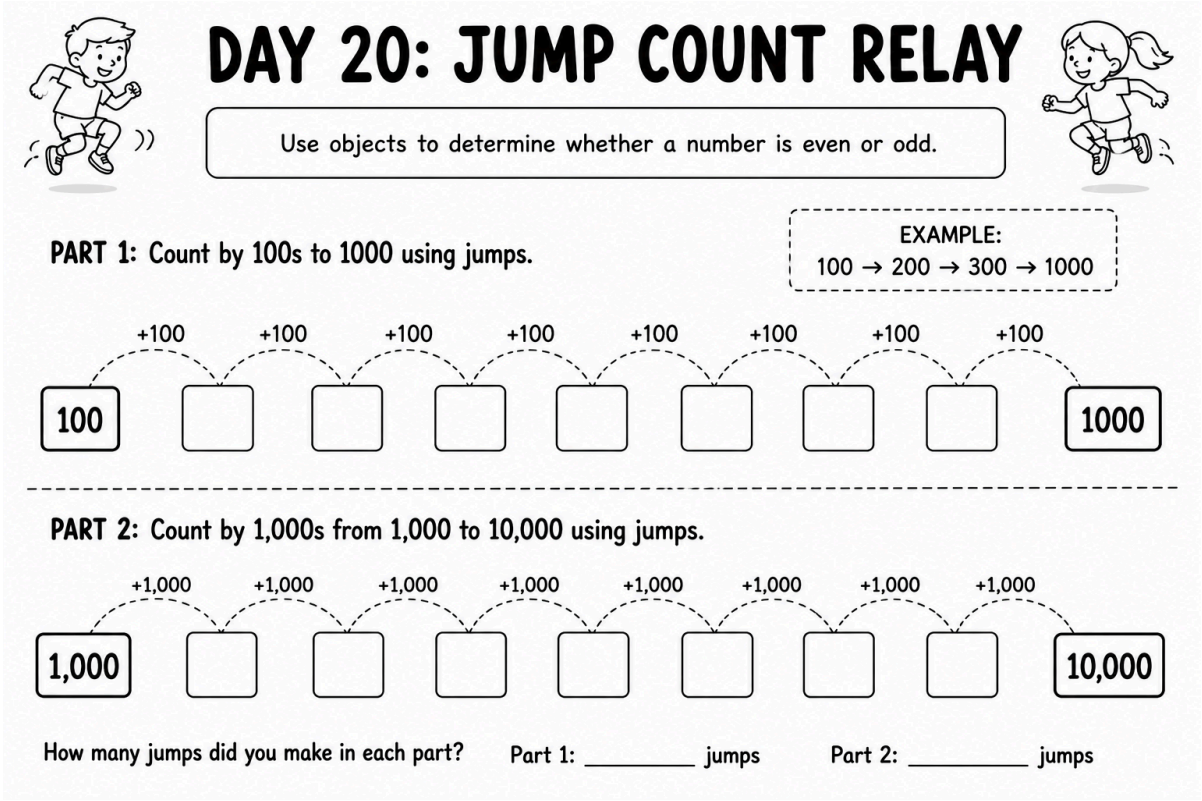
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Materials:
None

Time:
5–10 min

Activity:
Count by 100s to 1000 using jumps. Repeat using 1,000 to 10,000

Example:
100 → 200 → 300 → 1000



Tips & Prompts to Extend Thinking:
- Add movement
- What comes next?
- Can you go backward?

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Day 21: Missing Number Hop Game

Standard: 2.N.1.4 - Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.



Materials:

Floor number line or drawn number line on paper or with sidewalk chalk

Time:

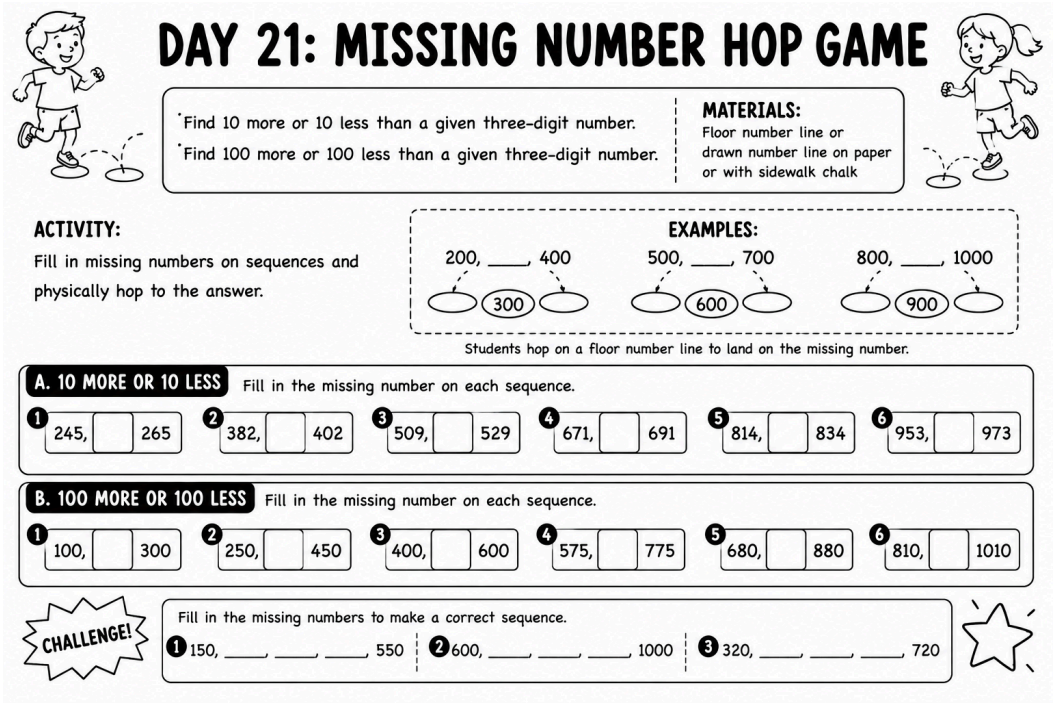
5–10 minutes

Activity:

Fill in missing numbers on sequences and physically hop to the answer.

Examples:

200, ___, 400
500, ___, 700
800, ___, 1000
Students hop on a floor number line to land on the missing number.



Tips & Prompts to Extend Thinking:

- Encourage counting by 100s and explaining patterns aloud
- How did you figure out the missing number?
- What pattern do you see?
- Can you explain your hop choices?

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Day 22: Expanded Form Match Cards

Standard: 2.N.1.2 – Write numbers in expanded form

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Materials:
notecards

Time:
5–10 minutes

Activity:
Make a card for each number (638) and a separate card for the expanded form (600+30+8). Mix them up and match numbers to expanded form.

Examples:
342 → 300 + 40 + 2
518 → 500 + 10 + 8
790 → 700 + 90 + 0
Students race to match correctly.

Show your work here!

Tips & Prompts to Extend Thinking:

- Focus on place value meaning, not speed
- What does each digit represent?
- How do you know it matches?
- Can you build it with objects?

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Day 23: Number Line 1000

Standard: 2.N.1.4 - Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.

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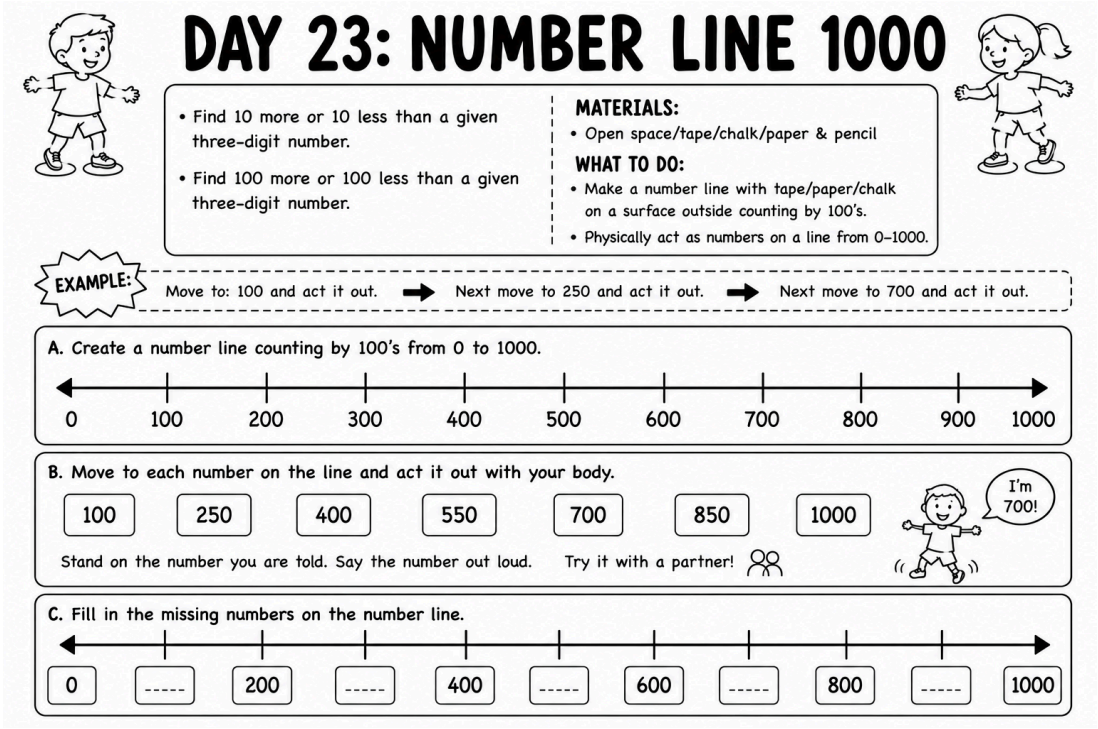
Materials:

Materials:
Open space/tape/chalk/paper & pencil

Time:
5–10 minutes

Activity:
Make a number line with tape/paper/chalk on a surface outside counting by 100's. Physically act as numbers on a line from 0–1000.

Example: Move to: 100 and act it out. Next move to 250 and act it out.



Tips & Prompts to Extend Thinking:

- Use movement to reinforce magnitude
- Where would 250 go compared to 500?
- How do you know?
- What comes before/after your number?

SECOND GRADE 2

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Day 24: Base Ten Mystery Build

Standard: 2.N.1.1 - Read, write, discuss, and represent whole numbers up to 1,000.

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Materials:

Blocks/beans/coins/bottle lids or drawings and place value chart (divide a piece of paper in thirds and label-hundreds on left, tens in the middle and ones on the left.

Time:

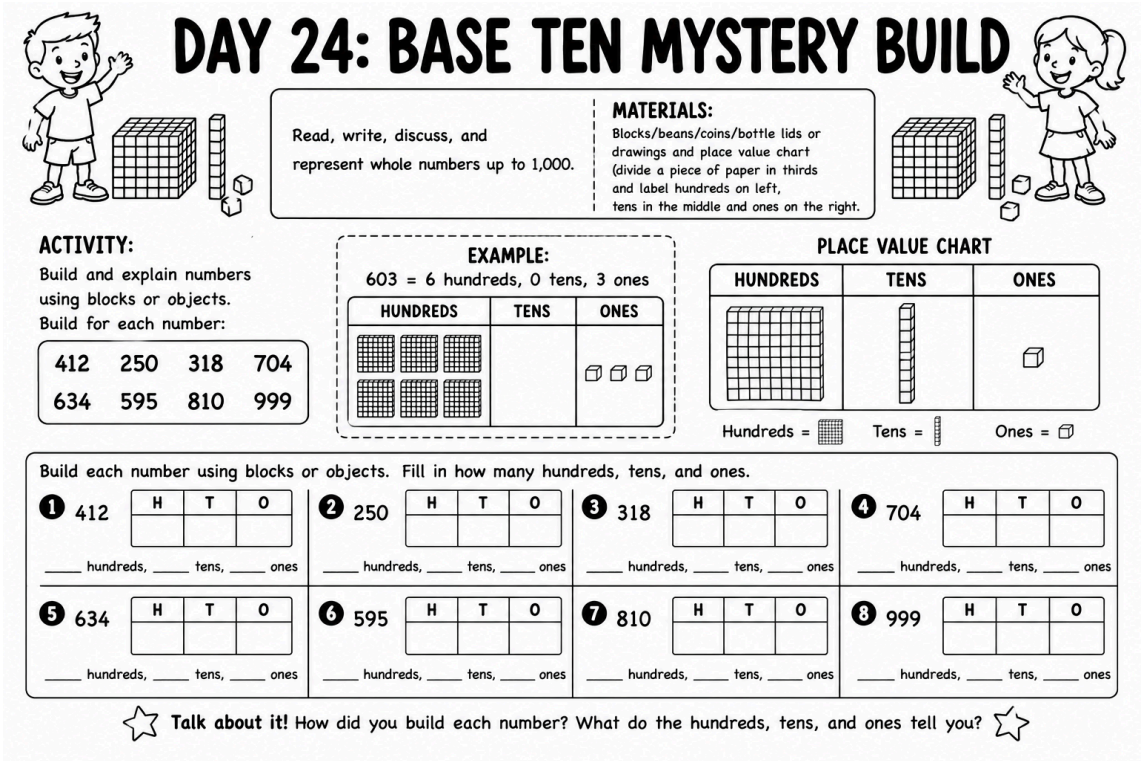
5–10 minutes

Activity:

Build and explain numbers using blocks or objects. Build for each number:
412, 250, 318, 704, 634, 595, 810, 999.

Examples:

603 = 6 hundreds, 0 tens, 3 ones



Tips & Prompts to Extend Thinking:

- Emphasize zero as a placeholder
- What does the zero mean?
- How did you build it?
- Can you build it another way?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 25: Equality Balance Game

Standard: 2.N.1.3 -Read, write, discuss, and represent whole numbers up to 1,000. Representations should include, but are not limited to, numerals, words, pictures, tally marks, number lines, and manipulatives.

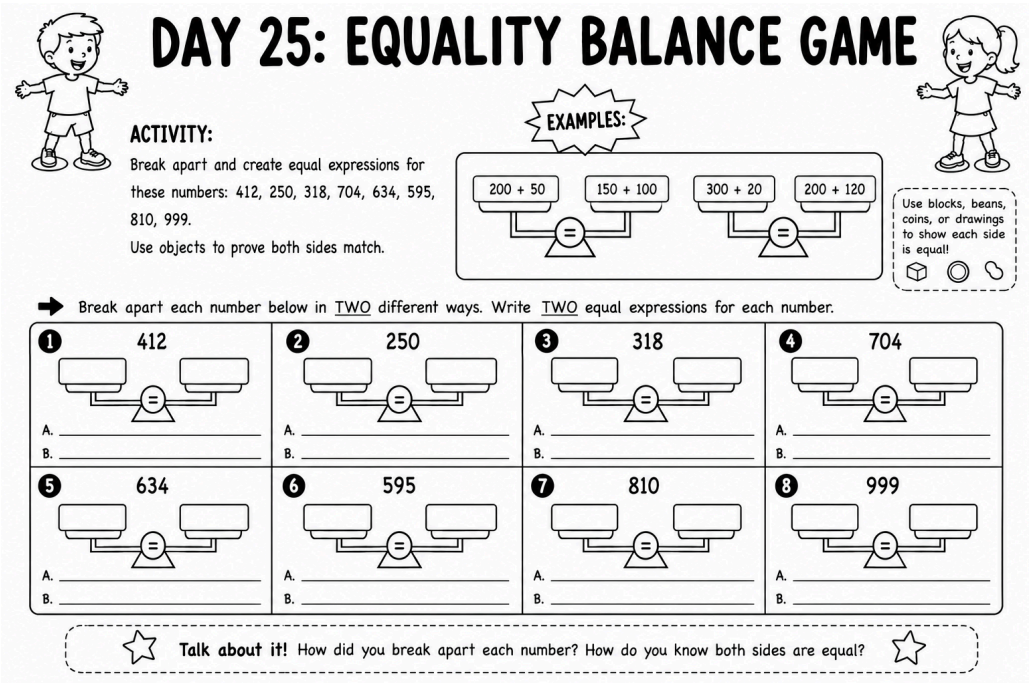
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Materials:
Counters or objects

Time:
5–10 minutes

Activity:
Break apart and create equal expressions for these numbers: 412, 250, 318, 704, 634, 595, 810, 999. Use objects to prove both sides match.

Examples:
200 + 50 = 150 + 100
300 + 20 = 200 + 120



Tips & Prompts to Extend Thinking:
- Let students test both sides physically
- How do you know both sides are equal?
- What did you change?
- Can you make a new equation?

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Day 26: Add 100 Jump Game

Standard: 2.N.1.6 - Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

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Materials:

Floor number line or paper

Time:

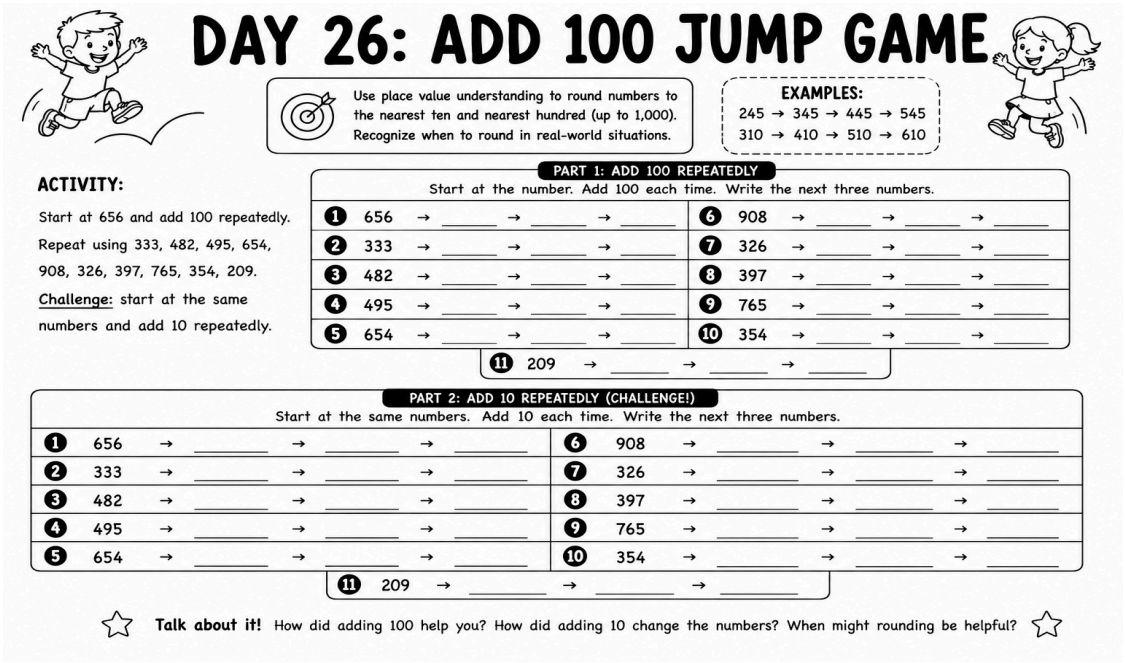
5–10 minutes

Activity:

Start at 656 and add 100 repeatedly. Repeat using 333, 482, 495, 654, 908, 326, 397, 765, 354, 209. Challenge: start at the same numbers and add 10 repeatedly.

Examples:

245 → 345 → 445 → 545
310 → 410 → 510 → 610



Tips & Prompts to Extend Thinking:

- Focus on hundreds place change
- What changed in the number?
- What stayed the same?
- How do you know it increased?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 27: Subtract 100 Slide Back

Standard: 2.N.1.6 - Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

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Materials:

Number line optional/paper

Time:

5–10 minutes

Activity:

Start at 656 and subtract 100 repeatedly. Repeat using 333, 482, 495, 654, 908, 326, 397, 765, 354, 209. Challenge: Use the same numbers subtracting 10 repeatedly.

Examples:

678 → 578 → 478 → 378
520 → 420 → 320 → 220

Show your work here!

Tips & Prompts to Extend Thinking:

- Emphasize place value shifts
- What is changing each time?
- How do you know it is decreasing?
- What pattern do you notice?

Tulsa Math Adventure

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Day 28: Missing Addend Build

Standard: 2.N.1.6 - Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

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Materials:

Counters/beans/legos/bottle lids

Time:

5–10 minutes

Activity:

Solve missing number equations.

Examples:

300 + ___ = 350
120 + ___ = 200
400 + ___ = 600
Use objects to find missing parts.

Show your work here!

Tips & Prompts to Extend Thinking:

- Encourage trial and adjustment
- How did you figure it out?
- What strategy did you use?
- Can you show it another way?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 29: Real-Life Compare Hunt

Standard: 2.N.1.3 - Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.

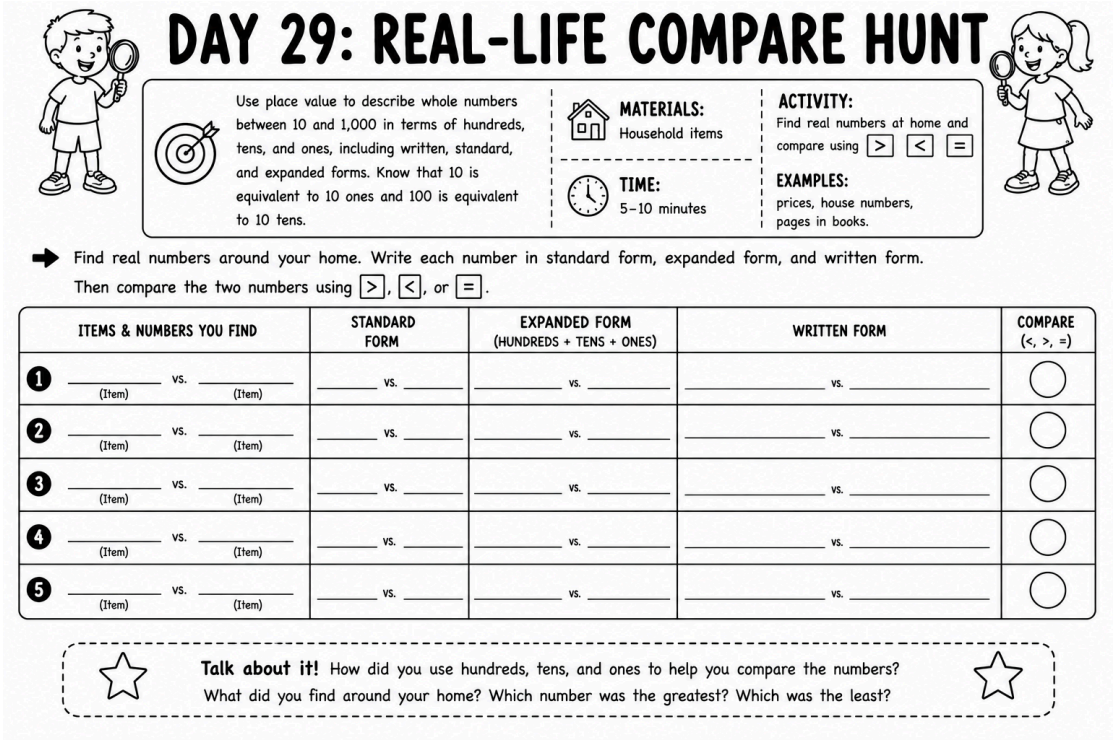
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Materials:
Household items

Time:
5–10 minutes

Activity:
Find real numbers at home and compare using > < =.

Examples:
prices, house numbers, pages in books.



Tips & Prompts to Extend Thinking:

- Connect math to real life
- Which number is greater?
- How do you know?
- Where did you find it?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 30: Explain Your Thinking Challenge

Standard: 2.N.1.1 - Read, write, discuss, and represent whole numbers up to 1,000.



Materials:
Paper or objects

Time:
5–10 minutes

Activity:
Solve 5 problems and explain thinking.

Examples:
245 + 20
500 - 100
Compare 312 vs 321

Show your work here!

Tips & Prompts to Extend Thinking:

- Focus on explanation over answer
- How did you solve it?
- Can you show another way?
- Why does your answer make sense?

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Explore! Solve! Succeed!

Day 31: Build & Show Multiple Ways

Standard: 2.N.1.1 - Read, write, discuss, and represent whole numbers up to 1,000.

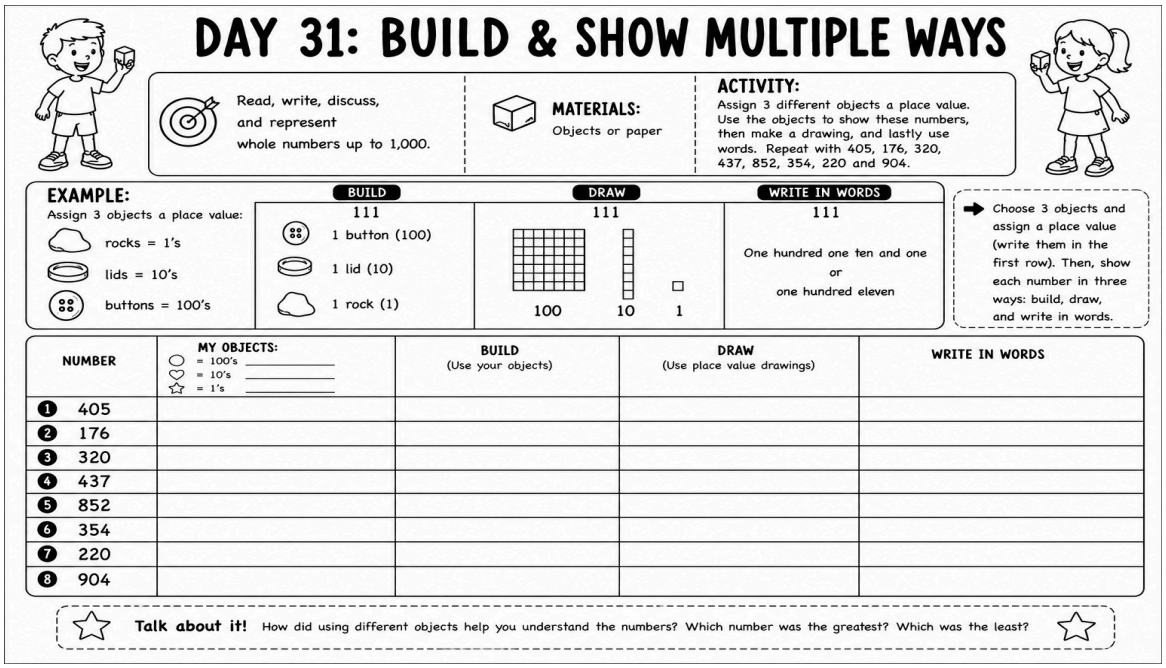
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Materials:
Objects or paper

Time:
5–10 minutes

Activity:
Assign 3 different objects a place value. Use the objects to show these numbers, then make a drawing, and lastly use words. Repeat with 405, 176, 320, 437, 852, 354, 220 and 904

Example:
rocks=1's
lids=10's
buttons=100's
Build: 111-1 rock, 1 lid, 1button. One hundred one ten and one one or one hundred eleven



Tips & Prompts to Extend Thinking:
- Encourage flexibility in representation
- How many hundreds, tens, ones?
- Can you build it differently?
- What stays the same?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 32: Compare Number Card Flip Game

Standard: 2.N.1.3 - Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.

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Materials:
Cards (playing or homemade)

Time:
5–10 minutes

Activity:
Flip 3 cards in one row and 3 cards in another. Compare. Repeat at least 10 times.

Examples:
34 vs 378
620 vs 602
499 vs 450

Show your work here!

Tips & Prompts to Extend Thinking:
- Encourage reasoning out loud
- Which is greater?
- How do you know?
- What place helped you decide?

Tulsa Math Adventure

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Day 33: Count On Jump Strategy

Standard: 2.N.1.6 - Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

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Materials:

Number line

Time:

5–10 minutes

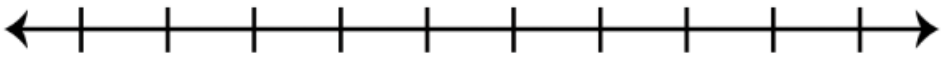
Activity:

Use or draw a number line 1-50. Solve equations using start big and count on.
3+33, 5+43, 45+2, 23+6, 9+67, 7+44, 3+32, 40+9, 11+33, 8+40

Examples:

45 + 6-start at 45 and make 6 jumps=51-always start with the big number when counting on.

Show your work here!



Tips & Prompts to Extend Thinking:

- Avoid starting from 1
- Where did you start?
- How did you count on?
- Could you solve it another way?

Tulsa Math Adventure

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Day 34: Missing Number Movement

Standard: 2.N.1.4 - Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.

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Materials:

Floor number line on paper or use sidewalk chalk outside

Time:

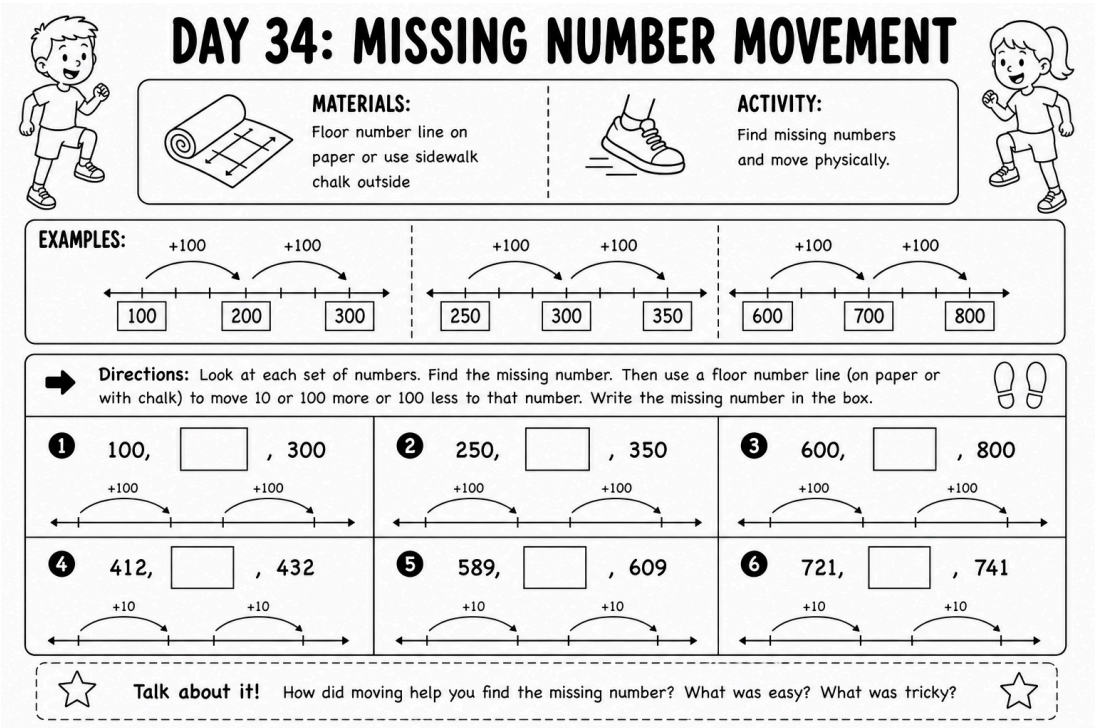
5–10 minutes

Activity:

Find missing numbers and move physically.

Examples:

100, ___, 300
250, ___, 350
600, ___, 800



Tips & Prompts to Extend Thinking: Parent Tips:

- Focus on patterns
- What comes next?
- How do you know?
- What pattern do you see?

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Day 35: Place Value Build & Swap

Standard: 2.N.1.1 - Read, write, discuss, and represent whole numbers up to 1,000.

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Materials:

Objects-rocks, water bottle tops, beans, legos,

Time:

5–10 minutes

Activity:

Build and trade tens/ones. With objects, build 462 when finished, add 9. Make sure you exchange 10 ones for one 10. Repeat the activity with 621, 305, 218, 590

Example:

rocks=1's
lids=10's
buttons=100
Trade 10 rocks for 1 lid

Show your work here!

Tips & Prompts to Extend Thinking:

- Emphasize regrouping
- What does the digit mean?
- Can you trade?
- What changed?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 36: True or False Math Detective

Standard: 2.N.1.3 - Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.

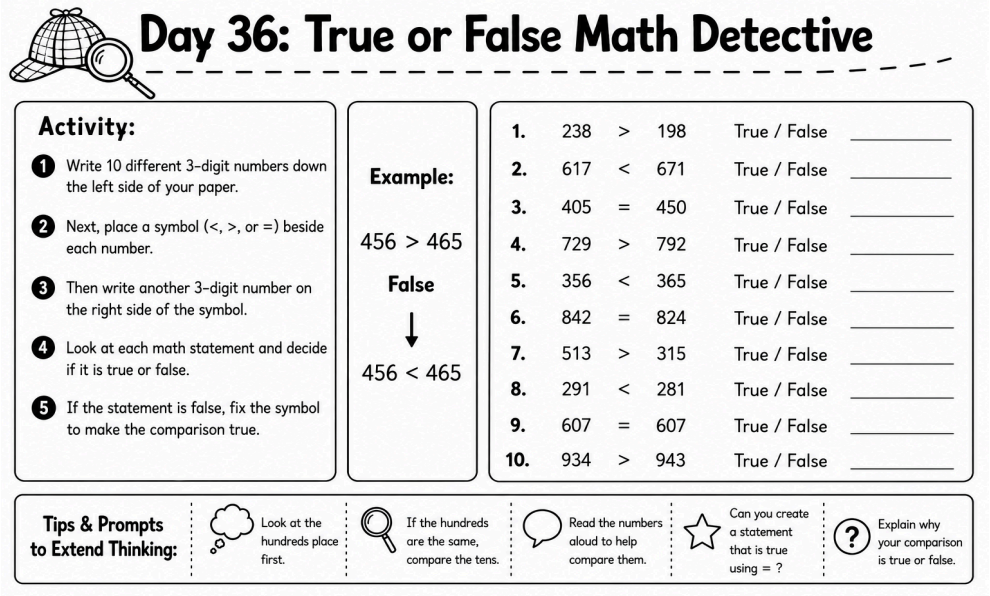
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Materials:
Paper

Time:
5–10 minutes

Activity:
Decide true or false. Write 10-3 digit numbers down the left side of the paper. Then next to those numbers, randomly put different symbols <, >, and = next to each. Lastly, to the right of the symbols, write 10 more 3-digit numbers. Then look at each equation and determine if it is true or false. If false, fix the equation to make it true.

Example:
456 > 465 False: 456<465



Tips & Prompts to Extend Thinking:
- Ask for justification
- How do you know?
- What makes it true or false?
- Can you fix it?

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Day 37: Make 10 + Build Bigger

Standard: 2.N.1.1 – Read, write, discuss, and represent whole numbers up to 1,000.

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Materials:

Counters

Time:

5–10 minutes

Activity

Make 10 then extend. Using numbers 0-9 make an addition equation that equals 10. Next, add 10 to the first digit and solve. Repeat until you get to 100 or above. Challenge: Use numbers 0-9 to make an addition equation with any sum. Next, add 10 to the first digit and solve repeat until you get to 100 or above.

Examples:

7 + 3 = 10	7+6=13
17 + 3 = 20	17+6=23
27 + 3 = 30	27=6=33
37 = 3 = 40	37+6=43

Show your work here!

Tips & Prompts to Extend Thinking:

- What makes 10?
- Can you find another pair?
- Do you see a pattern? Tell me about it

Tulsa Math Adventure

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Day 38: Number Line Jump Challenge

Standard: 2.N.1.4 - Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.

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Materials:

Number line/sidewalk chalk//paper/pencil/scissors

Time:

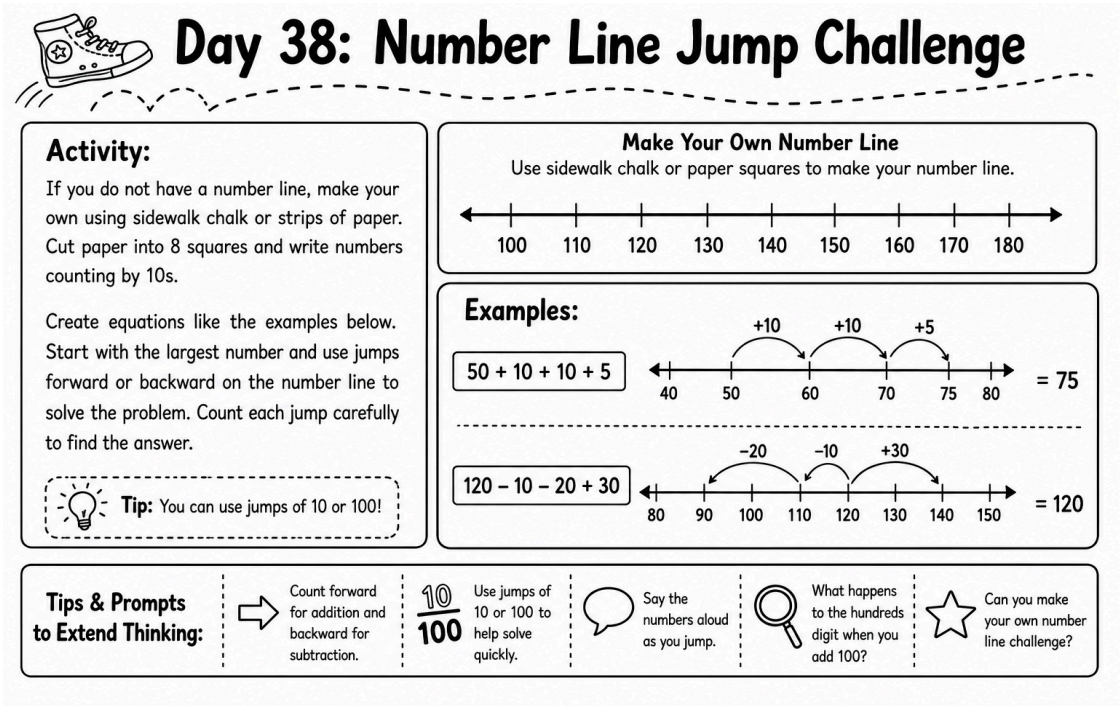
5–10 minutes

Activity:

If you don't have a number line, make one using sidewalk chalk on the sidewalk or paper (cut each piece into 8 squares) and write numbers on them in increments of 10. Make equations like examples below. Start with the big number and make jumps for the rest of the numbers to find the sum..

Examples:

50 + 10 + 10 + 5
120 - 10 - 20 + 30



Tips & Prompts to Extend Thinking:

- Visualize jumps
- Where did you start?
- How many jumps?
- What direction?

SECOND GRADE 2

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 39: Even or Odd Number Sort

Standard: 2.N.1.1 – Read, write, discuss, and represent whole numbers up to 1,000.

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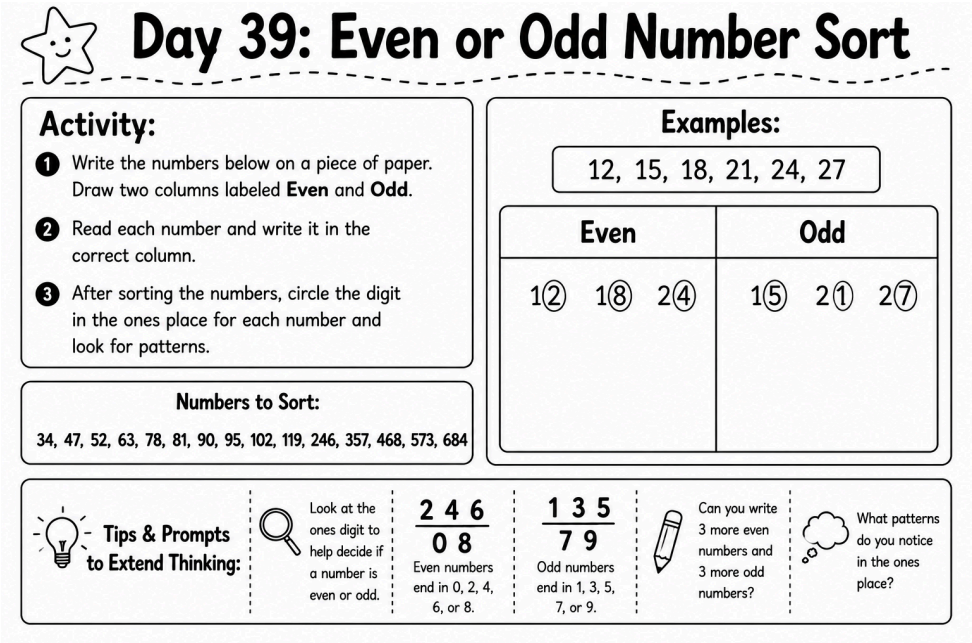
Materials:
Paper and pencil

Time:
5–10 minutes

Activity:
Write the numbers below on a piece of paper. Draw two columns labeled Even and Odd. Read each number and write it in the correct column. After sorting, circle the digit in the ones place for each number and look for patterns.

Examples:
12, 15, 18, 21, 24, 27

Even: 12, 18, 24
Odd: 15, 21, 27



Tips & Prompts to Extend Thinking:
- What do you notice about the last digit of all even numbers?
- What do you notice about the last digit of all odd numbers?
- Can you write 2 more even numbers and 2 more odd numbers on your own?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 40: Word Problem Act It Out

Standard: 2.N.1.7-Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols

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Materials:
Objects optional

Time:
5–10 minutes

Activity:
Act out problems then solve. Write 3 more of your own and act them out.

Examples:
10 apples, eat 3
25 students, 5 leave
40 balloons, 10 pop

Show your work here!

Tips & Prompts to Extend Thinking:

- Act it out for understanding
- What is happening?
- How many are left?
- How do you know?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 40: Word Problem Act It Out

Standard: 2.N.1.1 - Read, write, discuss, and represent whole numbers up to 1,000.



Materials:
Objects optional

Time:
5–10 minutes

Activity:
Act out problems. Write 3 more of your own and act them out.

Examples:
10 apples, eat 3
25 students, 5 leave
40 balloons, 10 pop

Show your work here!

Tips & Prompts to Extend Thinking:

- Act it out for understanding
- What is happening?
- How many are left?
- How do you know?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 41: Place Value Roll & Build

Standard: 2.N.1.1 - Read, write, discuss, and represent whole numbers up to 1,000.

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Materials:

Dice (can be made with a cube) or spinner, paper, objects or blocks

Time:

5–10 min

Activity:

Roll 3 dice to create a 3-digit number. Build the number using drawings, objects, or base ten blocks. Repeat 5 times.

Example:

1, 2, 5 = 125

Hundreds	Tens	Ones
🁢	🁢🁢	🁢🁢🁢🁢🁢

Show your work here!

Tips & Prompts to extend thinking:

- Encourage your child to explain the value of each digit
- What does the 4 represent?
- How many tens are there?
- Can you build it another way?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 42: Expanded Form Puzzle Race

Standard: 2.N.1.2 - Use knowledge of number relationships to locate the position of a given whole number, up to 100, on an open number line.

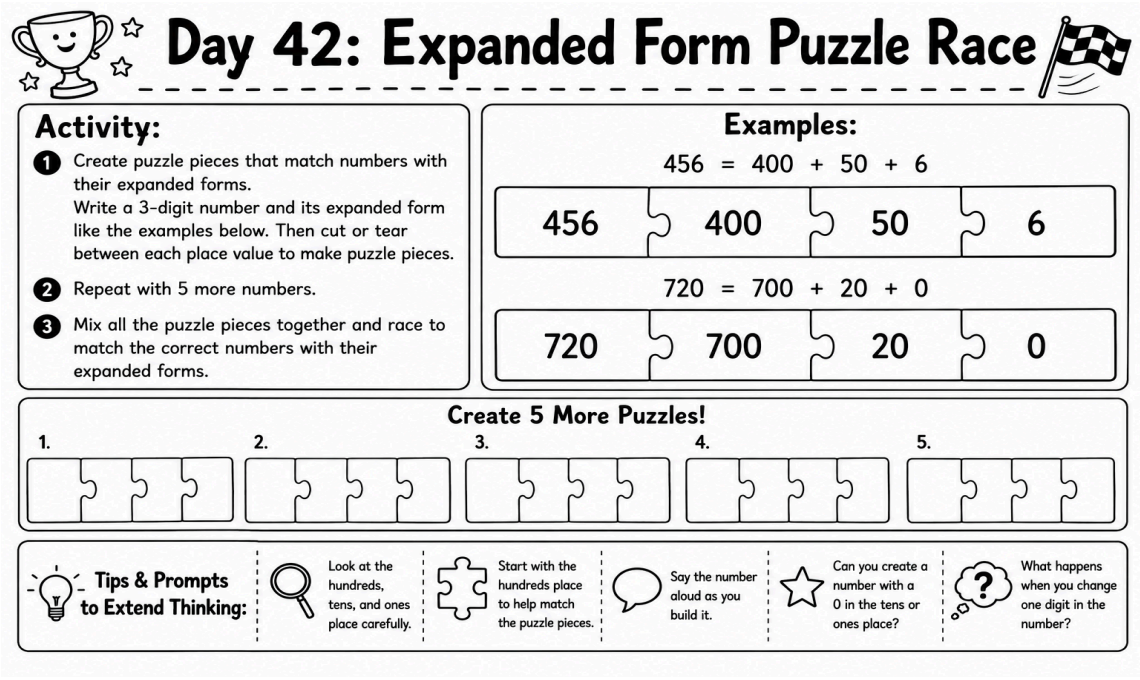
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Materials:
Paper or note cards

Time:
5–10 min

Activity:
Create puzzle pieces that match numbers with expanded forms. Write a 3 digit number in expanded form (example below) cut or tear between each place value. Repeat with different numbers and make 5 more puzzles. Mix them up and solve the matches.

Example:
456 = 400 + 50 + 6
720 = 700 + 20 + 0



Tips & Prompts to extend thinking:
- Focus on understanding place value, not speed
- What does each part show?
- How do the pieces fit together?
- What digit has the greatest value?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 43: Greater Than Grab Game

Standard: 2.N.1.3 - Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.

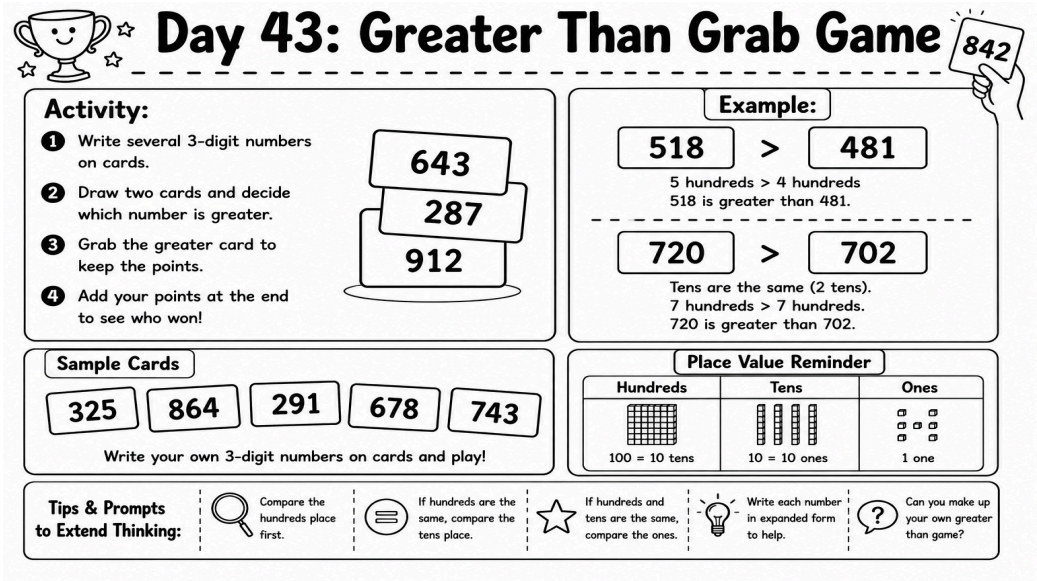
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Materials:
notecards

Time:
5–10 min

Activity:
Write several 3-digit numbers on cards. Draw two cards and decide which number is greater. Grab the greater card to keep the points. Add your points at the end.

Example:
518 > 481
720 > 702



Tips & Prompts to extend thinking:
- Encourage comparing hundreds first
- What place did you compare first?
- How did you decide?
- Could the ones place matter here?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 44: Number Line Treasure Hunt

Standard: 2.N.1.4 - Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.

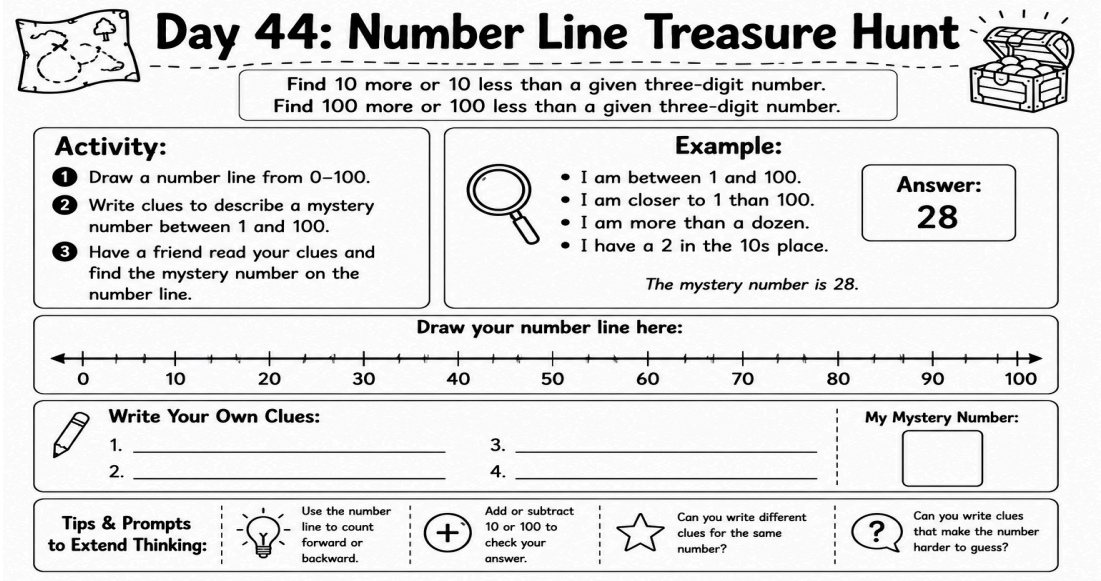
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Materials:
Paper, pencil

Time:
5–10 min

Activity:
Draw a number line from 0–100. Write clues and have a friend find the mystery number.

Example:
I am between 1 and 100.
I am closer to 1 than 100.
I am more than a dozen
I have a 2 in the 10s place



Tips & Prompts to extend thinking:
- Encourage estimating before locating
- How did you find the number?
- What numbers is it between?
- Is it closer to one end?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 45: Skip Count Pattern Art

Standard: 2.N.1.5 - Use objects to determine whether a number is even or odd.

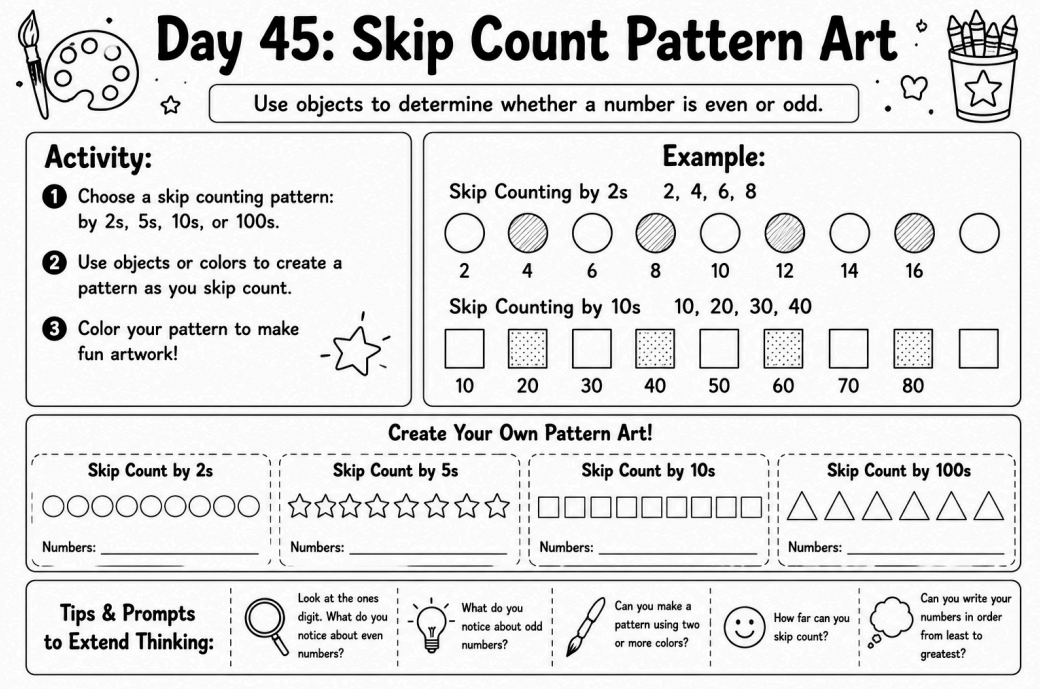
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Materials:
Paper, crayons or markers

Time:
5–10 min

Activity:
Create colorful patterns while skip counting by 2s, 5s, 10s, or 100s.

Example:
2, 4, 6, 8
10, 20, 30, 40



Tips & Prompts to extend thinking:
- Use different colors for each counting pattern
- What pattern do you notice?
- What number comes next?
- How are the numbers changing?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 46: Add & Move Challenge

Standard: 2.N.1.6 - Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

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Materials:

Open space

Time:

5–10 min

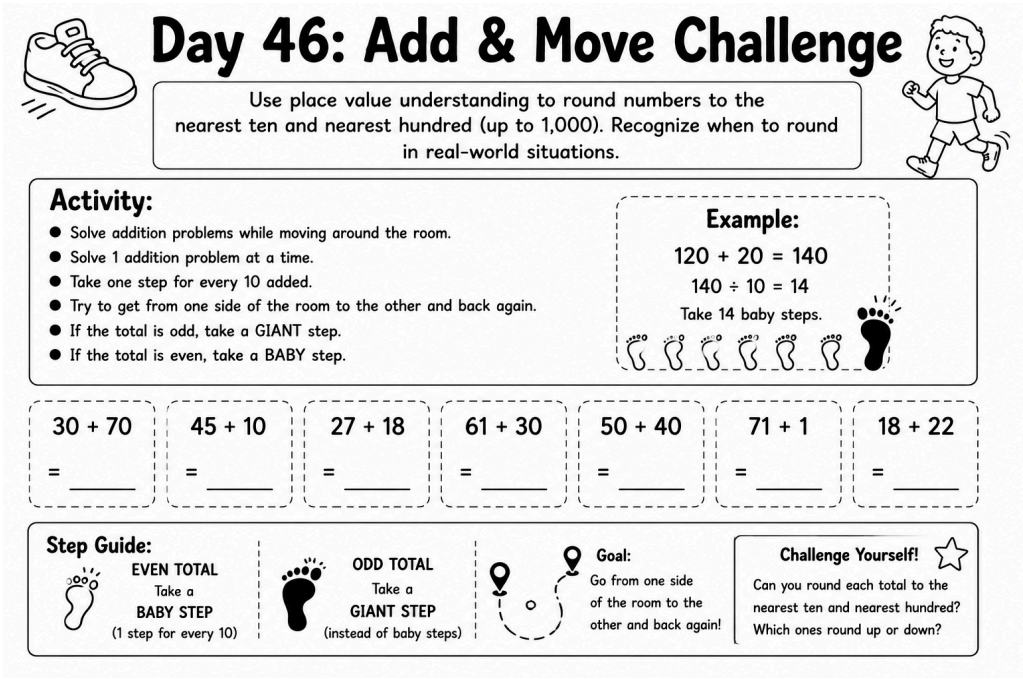
Activity:

Solve addition problems while moving around the room. Solve 1 addition problem at a time. Take one step for every 10 added. Try to get from 1 side of the room to the other and back again. If odd, take a giant step. If even take a baby step.

30+70 45+10 27+18 61+30 50+40 71+1 18+22

Example:

120 + 20 = 140 Take 14 baby steps.



Tips & Prompts to extend thinking:

- Encourage mental math strategies
- What changed in the number?
- How many tens did you add?
- What stayed the same?

SECOND GRADE 2

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 47: Subtraction Bowling Math

Standard: 2.N.1.6 - Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

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Materials:

Cups or objects, small ball

Time:

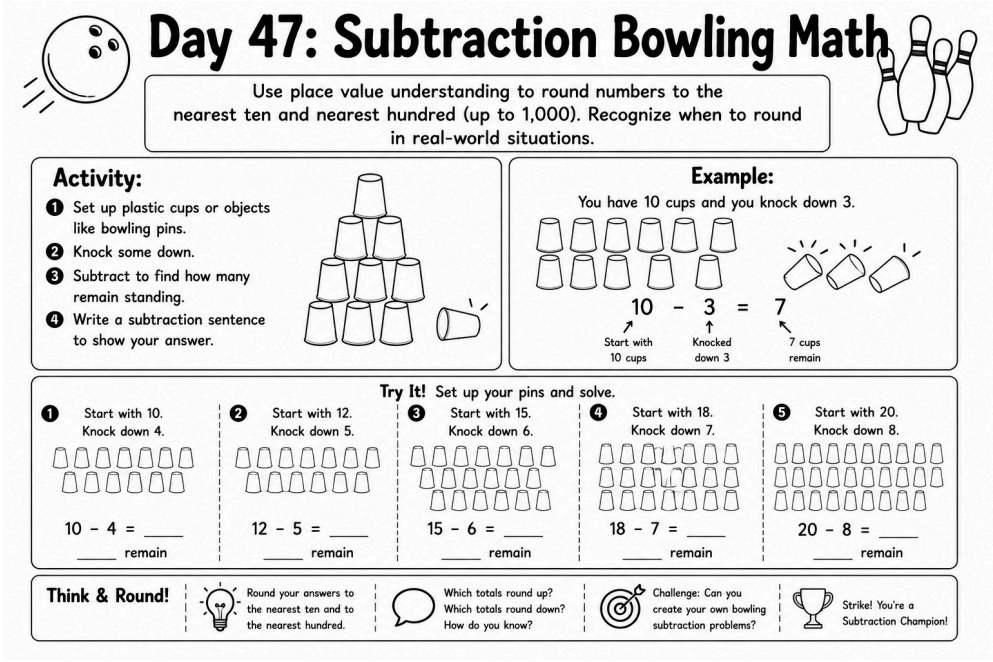
5–10 min

Activity:

Set up plastic cups or objects like bowling pins. Knock some down and subtract to find how many remain.

Example:

You have 10 cups and you knock down 3. 10-3=7



Tips & Prompts to extend thinking:

- Let your child act out the subtraction physically
- How many started?
- How many were taken away?
- How many are left?

SECOND GRADE 2

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Day 48: Place Value Spin Game

Standard: 2.N.1.1 - Read, write, discuss, and represent whole numbers up to 1,000.

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Materials:

Paper, pencil, 3 small slips of paper

Time:

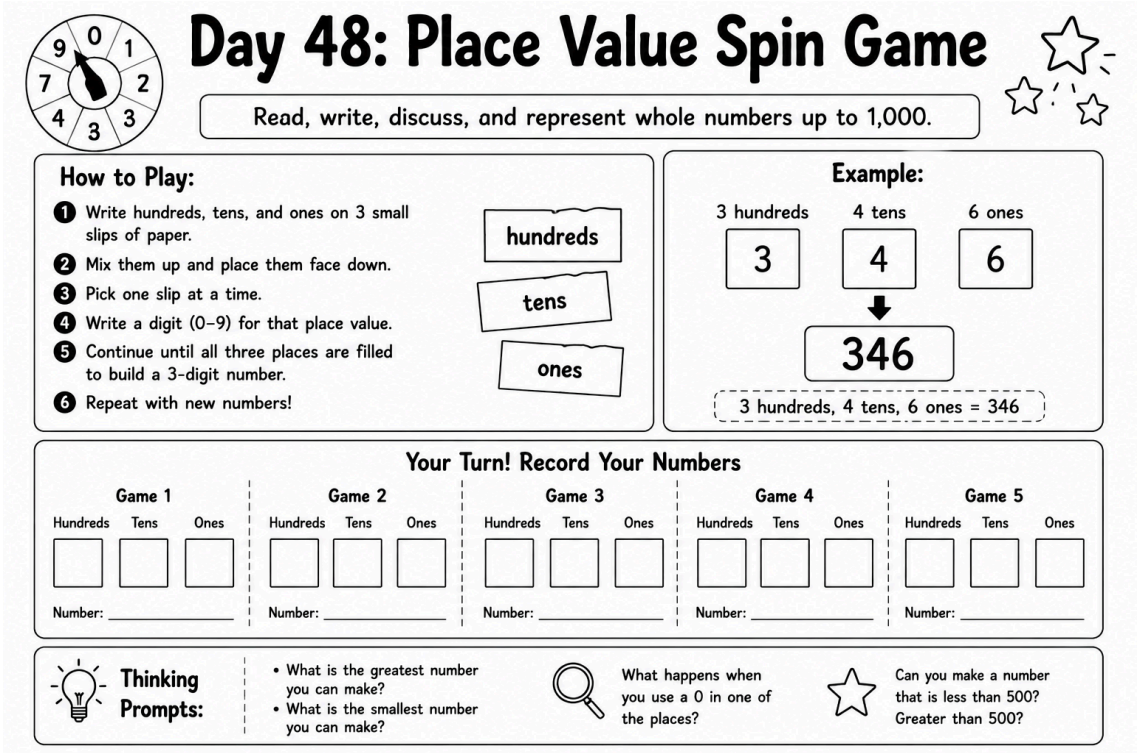
5–10 min

Activity:

Write hundreds, tens, and ones on 3 small slips of paper and mix them up place them face down. Pick one slip at a time and write a digit (0–9) for that place value. Continue until all three places are filled to build a 3-digit number. Repeat with new numbers.

Example:

3 hundreds, 4 tens, 6 ones = 346



Tips & Prompts to extend thinking:

- What digit is in the hundreds place?What value does the 4 represent in 346?
- Which digit has the greatest value?
- Can you make a larger number using the same digits?
- What number would you make if you changed the tens digit to 9?

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Explore! Solve! Succeed!

Day 49: Number Word Relay

Standard: 2.N.1.2 - Use knowledge of number relationships to locate the position of a given whole number, up to 100, on an open number line.

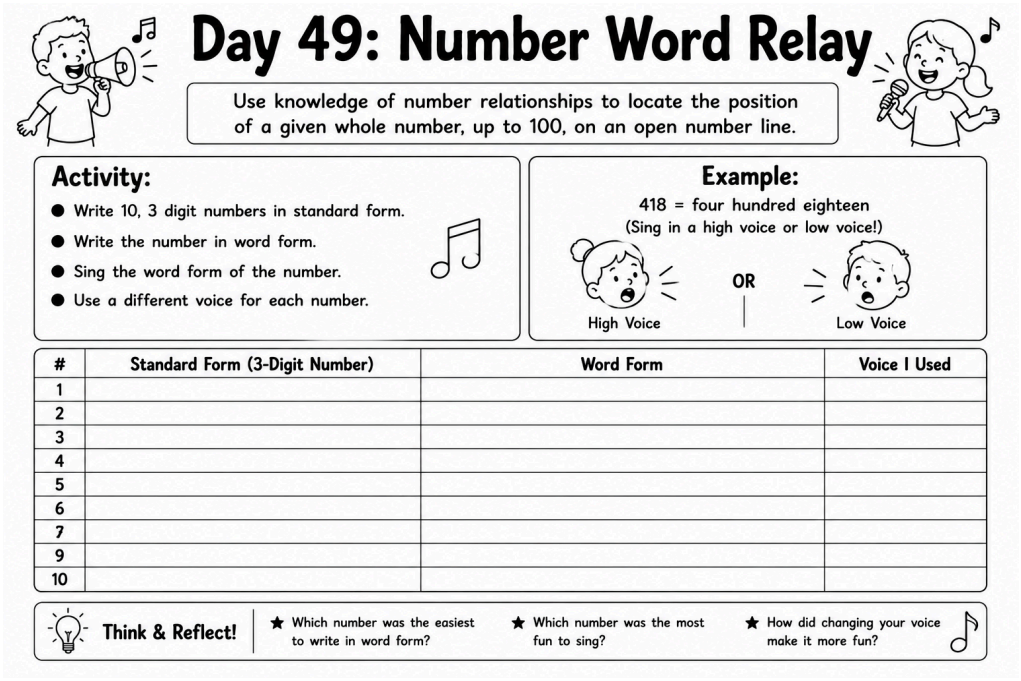
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Materials:
Paper, pencil

Time:
5–10 min

Activity:
Write 10, 3 digit numbers in standard form. Write the number in word form. Sing the word form of the number. Use a different voice for each number.

Example:
418 = four hundred eighteen-sing in a high voice or low voice



Tips & Prompts to extend thinking:
- Practice saying numbers slowly and clearly
- How do you read this number?
- What word tells the hundreds?
- What place value comes next?

Tulsa Math Adventure

Explore! Solve! Succeed!

Day 50: Place Value Target Toss

Standard: 2.N.1.1 – Read, write, discuss, and represent whole numbers up to 1,000.

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Materials:
Paper targets, small objects

Time:
5–10 min

Activity:
Create targets labeled hundreds, tens, and ones. Toss small objects onto targets and build numbers from the results.



Example:
4 hundreds, 5 tens, 4 ones = 454

Show your work here!

Tips & Prompts to extend thinking:

- Encourage explaining the completed number aloud
- What number did you make?
- How many tens are there?
- Can you write it in expanded form?

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Day 51: Count Forward & Backward Challenge

Standard: 2.N.1.5 - Use objects to determine whether a number is even or odd.



Materials:

None

Time:

5–10 min

Activity:

Practice counting forward and backward by 1s, 5s, 10s, and 100s starting from different numbers.

Example:

35, 40, 45…45,40,35
420, 320, 220…

Show your work here!

Tips & Prompts to extend thinking:

- Encourage quick thinking and pattern noticing
- What comes next?
- What changed each time?
- Can you count backward?

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Day 52: Build the Biggest Number Relay

Standard: 2.N.1.1 - Read, write, discuss, and represent whole numbers up to 1,000.

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Materials:

20 Number cards numbered 0-9 and 0-9 again-make on paper or notecards

Time:

5–10 min

Activity:

Put cards in a pile and choose 3 or 4 cards and arrange them to make the greatest possible number. Repeat several rounds.

Example:

2, 8, 5 = 852
1, 9, 4, 7 = 9741

Show your work here!

Tips & Prompts to extend thinking:

- Discuss why larger digits belong first
- How did you make it the biggest?
- What place matters most?
- How could you make the smallest number?

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Day 53: Compare the Mystery Numbers

Standard: 2.N.1.3 - Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.

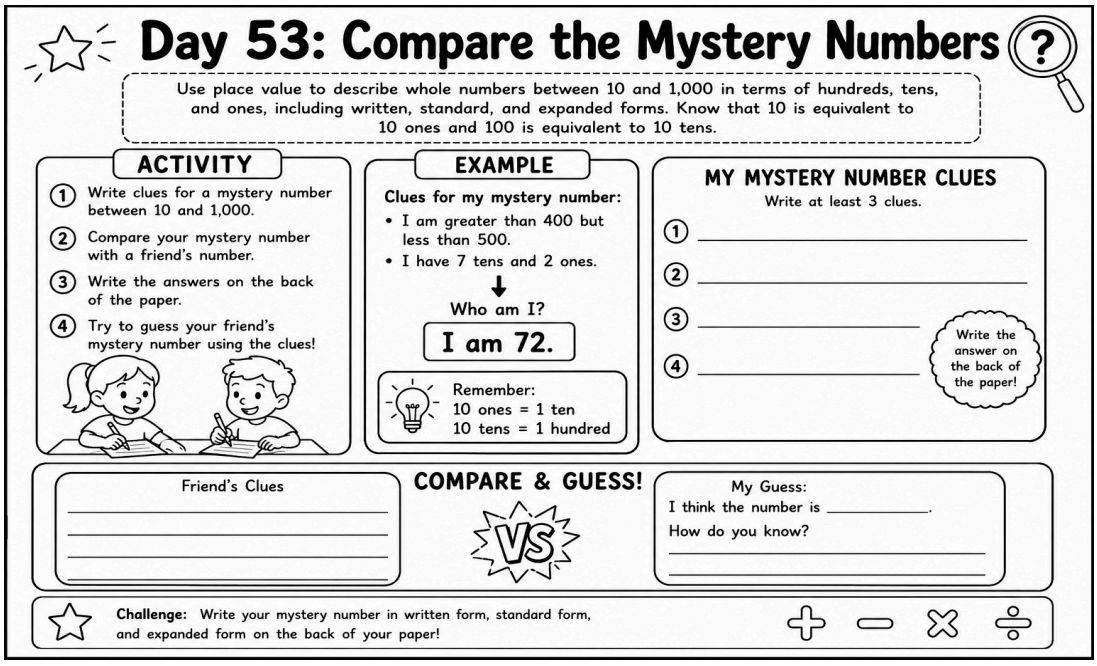
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Materials:
Paper optional

Time:
5–10 min

Activity:
Write clues and compare mystery numbers. Write the answers on the back of the paper

Example:
I am greater than 400 but less than 500.
I have 7 tens and 2 ones.
I am 72



Tips & Prompts to extend thinking:
- Encourage elimination strategies
- What clues helped most?
- How did you compare?
- What could the number be?

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Day 54: Number Expand & Shrink Game

Standard: 2.N.1.6 - Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

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Materials:

Paper, pencil

Time:

5–10 min

Activity:

Start with a number and add or subtract tens and hundreds. Repeat with 10 different numbers. Solve.

Example:

250 + 100
430 − 20
615 + 10

Show your work here!

Tips & Prompts to extend thinking:

- Focus on place value changes
- What digit changed?
- What stayed the same?
- How do you know?

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Day 55: Math Celebration Challenge

Standard: 2.N.1.1 – Read, write, discuss, and represent whole numbers up to 1,000.

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Materials:

Paper, pencil, optional objects

Time:

10–15 min

Activity:

Write a mixed review challenge using place value, comparing numbers, expanded form, skip counting, and adding/subtracting tens or hundreds. Write at least 10 problems and then solve.

Examples:

Write 456 in expanded form
Compare 620 and 602
Count by 10s from 340
How many 10s are in 300
5, 10, 15……
300-100=200

Show your work here!

Tips & Prompts to extend thinking:

- Celebrate your work
- What skill feels easiest now?
- What strategy helps you most?