

# CCPS 2nd Grade Math -- Packet 2

## Week 3 -- Place Value (2.1a-d)



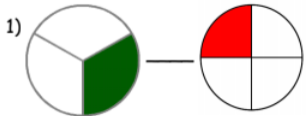
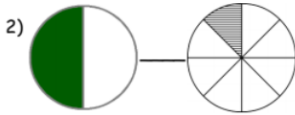
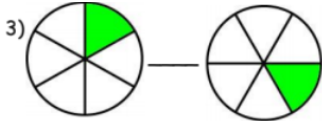










Keep All Work so you can discuss it with your teacher.

Mon 4/13	<p>Create a chart on your paper like the one below. Create 4 different three digit numbers and fill in each section for each number.</p> <table><tr><th colspan="3">Place Value</th><th rowspan="2">Standard Form</th><th rowspan="2">Base Ten Picture</th><th rowspan="2">Different Base Ten Picture</th></tr><tr><th>hundreds</th><th>tens</th><th>ones</th></tr><tr><td></td><td></td><td></td><td>153</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Place Value			Standard Form	Base Ten Picture	Different Base Ten Picture	hundreds	tens	ones				153									<p>Solve the following riddles. Record your answers so that you can share your thinking with your teacher.</p> <p>*If you put 4 more tens with me, I would be 67. Who am I ?</p> <p>*I am 97. I have 3 tens. How many ones do I have?</p> <p>*I have 20 ones and 8 tens. Who am I ?</p> <p>*I have 19 ones and 6 tens. Who am I ?</p> <p>Now create a riddle to share with your teacher.</p>
Place Value			Standard Form	Base Ten Picture				Different Base Ten Picture															
hundreds	tens	ones																					
			153																				
Tues 4/14	<p>Below is a piece of a hundreds chart...use your knowledge about the patterns in our number system to fill in what is missing.</p>	<p>The number 361 would normally be represented by using 3 hundred flats, 6 tens, and 1 unit. Can you think of 3 other ways you can represent 361? Create drawings to show your thinking using the key below.</p> <p>Key: Use  to represent 100. Use  to represent 10.</p> <p>Use  to represent 1.</p>																					
Wed 4/15	<p>Sydney and Zach are having a disagreement. The teacher has given them two numbers: 612 and 621. Sydney thinks that the two numbers are the same because they have the same digits and because the sum of the digits is the same, 9. Sydney writes the two numbers 612 = 621 to show what she thinks. Zach thinks the numbers are different because it matters where the digits are. Zach writes the numbers 612 &lt; 621 to show what he thinks. Who is correct, Sydney or Zach?</p>	<p>Whitney and Scotty are playing a math game. Whitney uses the skip counting by five number pattern to name the letters of the alphabet: A = 5 points, B = 10 points, C = 15 points, D = 20 points, and so forth. Whitney adds together the letter points of her name and gets 520 points. Scotty adds together the letter points of his name. Scotty writes this on his paper: Scotty's points &gt; Whitney's points. Is Scotty correct?</p> <p>Challenge -How much would your name be worth?</p>																					
Thurs 4/16	<p>Brandon is finding the shortest route to the city. One route goes from Brandon's town through two towns. The miles between the towns are 131 miles, 37 miles, and 63 miles. Another route goes from Brandon's town through one town. The miles between the towns are 70 miles and 159 miles. Brandon writes 131 + 37 + 63 &lt; 70 + 159 to show which route is the shortest. Is Brandon correct?</p>	<p>Play with a partner. Think of three digits and have your partner use only those three digits to create three different three digit numbers. You must then order those numbers from least to greatest and greatest to least. Switch roles with your partner and play again.</p>																					
Fri 4/17	<p>Answer the following questions about rounding:</p> <ul style="list-style-type: none"><li>*What does "round to the nearest ten" mean?</li><li>*Why do some numbers round to the larger ten and other numbers round to the smaller ten?</li><li>*Do any numbers, zero through 9, present challenges when rounding? If so, what makes those numerals challenging?</li></ul> <p>Draw a number line to help you round each of the following to the nearest ten. (86, 19, 44, 75)</p>	<p>John's class has not yet learned anything about rounding. Create a rounding rule with pictures or words that can help John learn to round to the nearest ten.</p>																					

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## Week 4 -- Fractions (2.4a-c)

Keep All Work so you can discuss it with your teacher.

Mon 4/20	Draw a picture of a pond that has 6 fish. Make 1/3 of them spotted fish. How do you know that 1/3 of your fish are spotted?	Draw six circles and shade one half. What fractional part is not shaded? Draw eight circles and shade one fourth. What fractional part is not shaded? Draw 12 circles and shade one third. What fractional part is not shaded?				
Tues 4/21	You want to share 12 cookies fairly with your friends. You want everyone to have 3 cookies. How many people need to share all 12 cookies so that each person has 3?	Four children are sharing six brownies so that each child will get the same amount. How much does each child get? Explain your thinking in pictures, numbers, and/or words.				
Wed 4/22	A group of 4 friends decided to go on a picnic. Help them divide their loaf of bread into equal pieces.  What fraction of the loaf of bread would each person get?  	Joe has 1/3 of a candy bar. Melinda has 1/2 of a different candy bar. Joe says his piece is larger than Melinda's. Can this be true? Why or why not? Use pictures, words, and numbers to prove that your answer makes sense.				
Thurs 4/23	Write 4 fractional statements about the babies.  	Kim makes one large square waffle to share with her five friends. How can Kim cut the square waffle so that Kim and her five friends can each have an equal share of the large square waffle? Show all your mathematical thinking.				
Fri 4/24	Which symbol (<, >, or =) would be used to compare each of the following? Draw your own models and have a parent determine which symbol would be used to compare the two.  1)  2)  3) 	Make a table such as the following: <table><tr><th>True</th><th>False</th></tr><tr><td></td><td></td></tr></table> Draw each of the images and symbols in the correct column on your table.  <   >   <   =   > 	True	False		
True	False					

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