

School-Home Letter

Dear Family,

My class started Chapter 1 this week. In this chapter, I will learn about place value of 2-digit numbers and even and odd numbers.

Love, _____

Vocabulary

digits 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 are digits.

even numbers 2, 4, 6, 8, 10 . . .

odd numbers 1, 3, 5, 7, 9 . . .

Home Activity

Give your child a group of 20 small objects, such as beans. Have your child count the objects and tell how many. Then have your child pair the objects and tell whether the number is *even* or *odd*. Repeat with a different number of beans.



Literature

Look for this book at the library. Ask your child to point out math vocabulary words as you read the book together.

One Hundred Hungry Ants
by Elinor J. Pinczes.
Houghton Mifflin, 1993.



Carta para la casa

Querida familia:

Mi clase comenzó el Capítulo 1 esta semana. En este capítulo, aprenderé sobre el valor posicional de los números de 2 dígitos y números pares e impares.

Con cariño, _____

Vocabulario

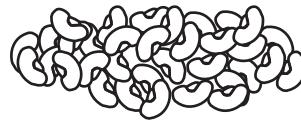
dígitos 0, 1, 2, 3, 4, 5, 6, 7, 8 y 9 son dígitos.

números pares 2, 4, 6, 8, 10 . . .

números impares 1, 3, 5, 7, 9 . . .

Actividad para la casa

Dé a su hijo un grupo de 20 objetos pequeños, como unos frijoles. Pídale que cuente los objetos y que diga cuántos hay. Luego, pídale que los agrupe y diga si el número es *par* o *impar*. Repita con un número distinto de frijoles.



Literatura

Busque este libro en la biblioteca. Pídale a su hijo que señale palabras del vocabulario de matemáticas mientras leen juntos el libro.

One Hundred Hungry Ants

por Elinor J. Pinczes.
Houghton Mifflin, 1993.



Name _____

HANDS ON Lesson 1.1

Algebra • Even and Odd Numbers



COMMON CORE STANDARD— 2.OA.3
Work with equal groups of objects to gain foundations for multiplication.

Shade in the ten frames to show the number. Circle even or odd.

1.

15

even

odd

2.

18

even

odd

3.

11

even

odd

4.

17

even

odd

5.

13

even

odd

6.

20

even

odd

Problem Solving



7. Mr. Dell has an odd number of sheep and an even number of cows on his farm. Circle the choice that could tell about his farm.

9 sheep and 10 cows

10 sheep and 11 cows

8 sheep and 12 cows

Lesson Check (2.OA.3)

1. Circle the even number.

3



4



5

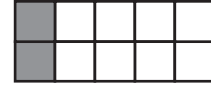


9



2. Circle the odd number.

2



6



7



8



Spiral Review (2.OA.3)

3. Circle the odd number.

10



8



3



4



4. Circle the even number.

7



6



5



1



5. Circle the even number.

9



7



5



2



6. Circle the odd number.

1



4



8



10



Algebra • Represent Even Numbers



COMMON CORE STANDARD—2.OA.3
Work with equal groups of objects to gain foundations for multiplication.

Shade in the frames to show two equal groups for each number. Complete the addition sentence to show the groups.

1. 8

___ = ___ + ___

2. 18

___ = ___ + ___

3. 10

___ = ___ + ___

4. 14

___ = ___ + ___

5. 20

___ = ___ + ___

6. 12

___ = ___ + ___

Problem Solving



Solve. Write or draw to explain.

7. The seats in a van are in pairs. There are 16 seats. How many pairs of seats are there?

_____ pairs of seats

Lesson Check (2.OA.3)

1. Circle the sum that is an even number.

$$9 + 9 = 18$$

$$9 + 8 = 17$$

$$8 + 7 = 15$$

$$6 + 5 = 11$$

2. Circle the sum that is an even number.

$$1 + 2 = 3$$

$$3 + 3 = 6$$

$$2 + 5 = 7$$

$$4 + 7 = 11$$

Spiral Review (2.OA.3)

3. Circle the even number.

7

9

10

13

4. Circle the odd number.

4

11

16

20

5. Ray has an odd number of cats. He also has an even number of dogs. Complete the sentence.

Ray has _____ cats and
_____ dogs.

6. Circle the sum that is an even number.

$$2 + 3 = 5$$

$$3 + 4 = 7$$

$$4 + 4 = 8$$

$$7 + 8 = 15$$

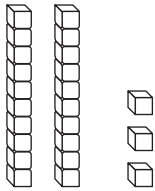
Understand Place Value



COMMON CORE STANDARD—2.NBT.3
Understand place value.

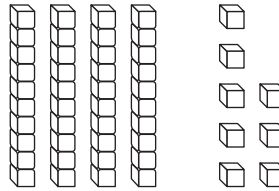
Circle the value of the underlined digit.

1. 23



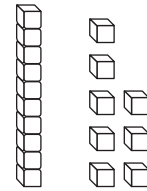
20 2

2. 48



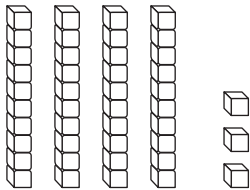
8 80

3. 18



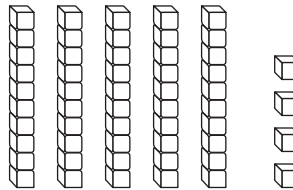
10 1

4. 43



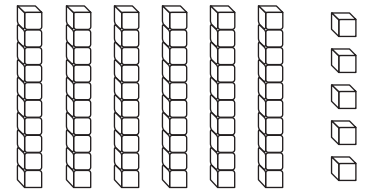
40 4

5. 54



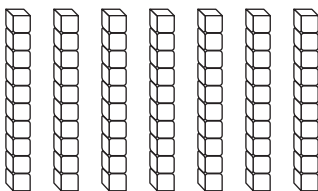
5 50

6. 65



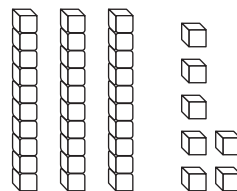
50 5

7. 70



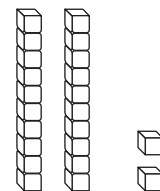
7 70

8. 37



70 7

9. 22



20 2

Problem Solving

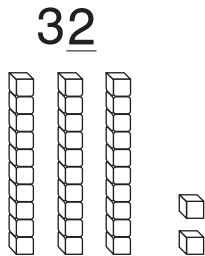
Write the 2-digit number that matches the clues.

10. My number has a tens digit that is 8 more than the ones digit. Zero is not one of my digits.

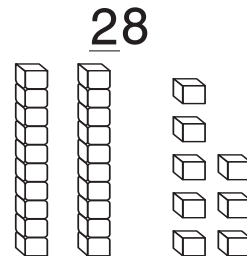
My number is _____.

Lesson Check (2.NBT.3)

1. What is the value of the underlined digit? Write the number.



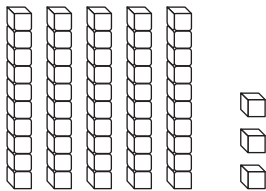
2. What is the value of the underlined digit? Write the number.



Spiral Review (2.OA.3, 2.NBT.3)

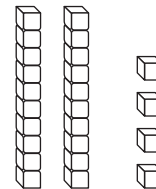
3. What is the value of the underlined digit? Write the number.

53



4. What is the value of the underlined digit? Write the number.

24



5. Is the number of pens and pencils together even or odd? Write the number. Circle even or odd.

2 pens + 3 pencils _____
total

even

odd

6. Circle the sum that is an even number.

5 + 2 = _____

6 + 3 = _____

7 + 4 = _____

7 + 7 = _____

Expanded Form



COMMON CORE STANDARD—2.NBT.3
Understand place value.

Draw a quick picture to show the number.
Describe the number in two ways.

1. 68

____ tens ____ ones
____ + ____

2. 21

____ tens ____ one
____ + ____

3. 70

____ tens ____ ones
____ + ____

4. 53

____ tens ____ ones
____ + ____

5. 35

____ tens ____ ones
____ + ____

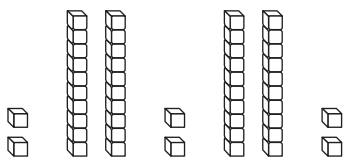
6. 47

____ tens ____ ones
____ + ____

Problem Solving



7. Circle the ways to write the number shown by the model.



4 tens 6 ones

40 + 6

64

6 tens 4 ones

60 + 4

46

Lesson Check (2.NBT.3)

1. Describe the number 92 in tens and ones.

_____ tens _____ ones

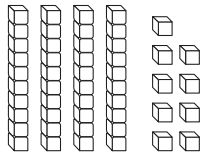
2. Describe the number 45 in tens and ones.

_____ tens _____ ones

Spiral Review (2.NBT.3)

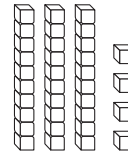
3. What is the value of the underlined digit? Write the number.

49



4. What is the value of the underlined digit? Write the number.

34



5. Describe the number 76 in another way.



_____ tens _____ ones

6. Describe the number 52 in another way.



_____ tens _____ ones

Different Ways to Write Numbers

COMMON CORE STANDARD—2.NBT.3
Understand place value.

Write the number another way.

1. 32

_____ tens _____ ones

2. forty-one

3. 9 tens 5 ones

4. $80 + 3$

5. 57

_____ tens _____ ones

6. seventy-two

_____ + _____

7. $60 + 4$

8. 4 tens 8 ones

9. twenty-eight

_____ + _____

10. 80

_____ tens _____ ones

Problem Solving 

11. A number has the digit 3 in the ones place and the digit 4 in the tens place. Which of these is another way to write this number? Circle it.

$3 + 4$

$40 + 3$

$30 + 4$

Lesson Check (2.NBT.3)

1. Write 3 tens 9 ones in another way.

2. Write the number eighteen in another way.

Spiral Review (2.NBT.3)

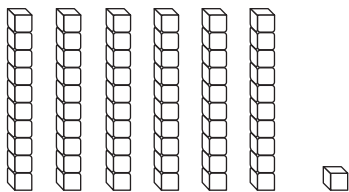
3. Write the number 47 in tens and ones.

_____ tens _____ ones

4. Write the number 95 in words.

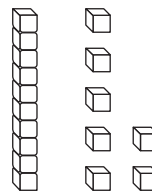
5. What is the value of the underlined digit? Write the number.

61



6. What is the value of the underlined digit? Write the number.

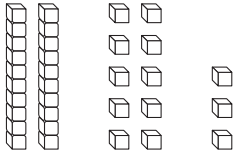
17



Lesson Check (2.NBT.3)

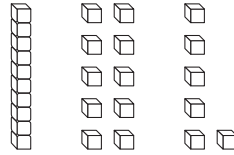
1. What number is shown with the blocks? Write the number.

2 tens 13 ones



2. What number is shown with the blocks? Write the number.

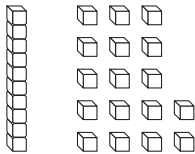
1 ten 16 ones



Spiral Review (2.NBT.3)

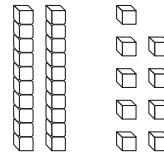
3. What number is shown with the blocks? Write the number.

1 ten 17 ones



4. What is the value of the underlined digit? Write the number.

29



5. Which is another way to write 9 tens 3 ones? Write the number.

6. Describe the number 50 in tens and ones.

_____ tens _____ ones

Name _____

PROBLEM SOLVING Lesson 1.7

Problem Solving • Tens and Ones



COMMON CORE STANDARD—2.NBT.3
Understand place value.

Find a pattern to solve.

1. Ann is grouping 38 rocks. She can put them into groups of 10 rocks or as single rocks. What are the different ways Ann can group the rocks?

Groups of 10 rocks	Single rocks

2. Mr. Grant needs 30 pieces of felt. He can buy them in packs of 10 or as single pieces. What are the different ways Mr. Grant can buy the felt?

Packs of 10 pieces	Single pieces

3. Ms. Sims is putting away 22 books. She can put them on the table in stacks of 10 or as single books. What are the different ways Ms. Sims can put away the books?

Stacks of 10 books	Single books

Lesson Check (2.NBT.3)

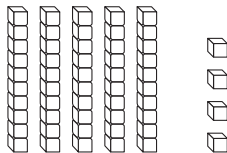
1. Mrs. Chang is packing 38 apples. She can pack them in bags of 10 or as single apples. Complete the table to show another way Mrs. Chang can pack the apples.

Bags of 10 apples	Single apples
2	18
1	28
0	38

Spiral Review (2.NBT.3)

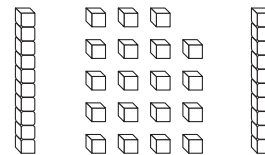
2. What is the value of the underlined digit? Write the number.

54



3. What number is shown with the blocks? Write the number.

2 tens 19 ones



4. Write the number 62 in words.

5. What number can be written as 8 tens and 6 ones? Write the number.

Name _____

Counting Patterns Within 100



COMMON CORE STANDARD—2.NBT.2
Understand place value.

Count by ones.

1. 58, 59, _____, _____, _____, _____, _____

Count by fives.

2. 45, 50, _____, _____, _____, _____, _____

3. 20, 25, _____, _____, _____, _____, _____

Count by tens.

4. 20, _____, _____, _____, _____, _____, _____

Count back by ones.

5. 87, 86, 85, _____, _____, _____

Problem Solving



6. Tim counts his friends' fingers by fives.
He counts six hands. What numbers does he say?

5, _____, _____, _____, _____, _____

Lesson Check (2.NBT.2)

1. Count by fives.

70, _____, _____, _____, _____

2. Count by tens.

60, _____, _____, _____, _____

Spiral Review (2.OA.3, 2.NBT.2, 2.NBT.3)

3. Count back by ones.

21, _____, _____, _____, _____

4. A number has 2 tens and 15 ones. Write the number in words.

5. Describe the number 72 in tens and ones.

_____ tens _____ ones

6. Find the sum. Is the sum even or odd? Write even or odd.

$$9 + 9 = \underline{\quad}$$

Counting Patterns Within 1,000

COMMON CORE STANDARD—2.NBT.2
Understand place value.

Count by fives.

1. 415, 420, _____, _____, _____, _____

2. 675, 680, _____, _____, _____, _____, _____

Count by tens.

3. 210, 220, _____, _____, _____, _____, _____

4. 840, 850, _____, _____, _____, _____, _____

Count by hundreds.

5. 300, 400, _____, _____, _____, _____, _____

Count back by ones.

6. 953, 952, _____, _____, _____, _____, _____

Problem Solving

7. Lee has a jar of 100 pennies.
She adds groups of 10 pennies to the jar.
She adds 5 groups. What numbers does she say?

_____, _____, _____, _____, _____

Lesson Check (2.NBT.2)

1. Count by tens.

160, _____, _____, _____, _____

2. Count by hundreds.

400, _____, _____, _____, _____

Spiral Review (2.NBT.2, 2.NBT.3)

3. Count by fives.

245, _____, _____, _____, _____

4. Count back by ones.

71, _____, _____, _____, _____

5. Describe 45 in another way.

_____ tens _____ ones

6. Describe 7 tens 9 ones in another way.
