MEMPHIS SHELBY COUNTY SCHOOLS

MATH GRADE 2

SPRING BREAK LEARNING

MARCH 10-14

2025

The Department of Curriculum & Instruction

Second Grade Standards-Aligned Tasks

Hello Teachers,

This resource packet includes multiple tasks that you can work on with your students. Each task can be completed over multiple days and is sequenced to support your current learning.

All of these resources are grade-specific and aligned to the Tennessee State Standards for Mathematics.

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Day 1	
Pencil and a Sticker	
Grade Level Standard(s)	**2.OA.A.1** Add and subtract within 100 to solve one and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings and equations with a symbol for the unknown number to represent the problem.
Teacher Support Option	The purpose of this task is to help the student use the known quantity to determine the unknown quantity by way of addition and subtraction. You may suggest that the student utilize a tape diagram.
Materials Needed	Paper, pencil
Question to Explore	Does the order of the numbers make a difference in subtraction?
Student Directions	Listen closely to the directions. Answer the question, and ask for help if you need it.

Student Instructional Task

Pencil and a Sticker

2.OA A Pencil and a Sticker

Task

A pencil costs 59 cents, and a sticker costs 20 cents less. How much do a pencil and a sticker cost together?

Activity 2

A pencil costs 19 cents, and a sticker costs 10 cents less.

A. How much does the sticker cost? Draw a picture and write an equation.

B. What is the cost of the pencil and sticker together? Draw a picture and write an equation.

Day 1 cont'd.	
Word Problem Eauation Match	
Grade Level Standard(s)	**2.OA.A.1** Add and subtract within 100 to solve one and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings and equations with a symbol for the unknown number to represent the problem. **2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know all sums of two one-digit numbers and related subtraction facts. **2.NBT.B.8** Mentally add or subtract 10 or 100 to/from any given number within 1000.
Materials Needed	Paper, pencil, Recording Sheet
Question to Explore	How can I represent a word problem with an equation? What strategies will help me add and subtract mentally? How does my number change when I add ten more/ten less?
Student Directions	Please see the directions included with each activity.

***Ready*® Center Activity 2.2 ★★**

Word Problem Equation Match

What You Need

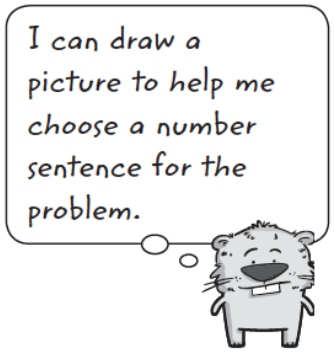
- Recording Sheet

Check Understanding

Write a number sentence to model this word problem. There are 14 children on the playground. There are 6 girls. How many boys are on the playground?

What You Do

1. Pick a word problem on the **Recording Sheet.** Read the problem.
2. Draw a line to a number sentence you could use to solve the problem.
3. Solve the problem. Write the answer to the question.
4. Your partner checks your answer.
5. Take turns until all the word problems have been solved.



Go Further!

Pick a number sentence on the **Recording Sheet.** Write a different word problem for the number sentence. Ask your partner to solve your problem.

Partner A _____

Partner B _____

Word Problem Equation Match

Word Problems	Number Sentences
There are 7 pencils in the cup and 5 pencils in the box. How many pencils are there in all?	$\square = 7 - 5$
Todd put 7 marbles in the jar. Alex took 5 marbles out of the jar. How many marbles are in the jar now?	$7 - \square = 4$
Ari had 7 crayons. He gave some crayons to his sister. Now he has 4 crayons. How many crayons did Ari give to his sister?	$7 + 5 = \square$
Norah has 4 pieces of chalk. This is 7 fewer pieces of chalk than Sam has. How many pieces of chalk does Sam have?	$5 + 4 = \square$
There are 4 more black markers than red markers in the bag. There are 5 red markers. How many black markers are there?	$\square - 7 = 4$

Day 1 cont'd	
Saving Money 2	
Grade Level Standard(s)	**2.OA.A.1** Add and subtract within 100 to solve one and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings and equations with a symbol for the unknown number to represent the problem. **2.NBT.A.2** Recognize, describe, extend, and create patterns when counting by ones, twos, fives, tens, and hundreds and use those patterns to predict the next number in the counting sequence up to 1000 through counting. For example: 111, 113, 115, ...; 82, 84, 86, ...; 370, 380, 390, ...; 100, 200, 300, …; etc. **2.NBT.B.5** Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.
Teacher Support Option	Make sure that you read the Commentary before you begin. The purpose of this task is for students to relate addition and subtraction problems to money and to situations and goals related to saving money.
Materials Needed	Paper Pencil Number line (Label for skip counting by 5s)
Question to Explore	How could a table help organize the savings by week?
Student Directions	Listen closely to the directions. Answer the questions, and ask for help if you need it.

Student Instructional Task

Saving Money 2

2.OA, NBT Saving Money 2

Task

Louis wants to give $15 to help kids who need school supplies. He also wants to buy a pair of shoes for $39.

a. How much money will he have to save for both?

b. Louis gets $5 a week for his allowance. He plans to save his allowance every week. How many weeks does it take him to reach this goal?

c. Louis remembers his sister's birthday is next month. He sets a goal of saving $16 for her gift. How many weeks does he have to save his allowance to reach this goal? How many weeks does he have to save his allowance for all three of his goals?

Day 2	
More Ways to Do Addition	
Grade Level Standard(s)	**2.NBT.B.7** Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawing, or objects.)
Teacher Support Option	The purpose of this task is not the solution, but rather making explicit to students all the methods they can go about solving the problem.
Materials Needed	A large index card Pencil
Question to Explore	What alternative ways could be used to solve addition problems?
Student Directions	Listen closely to the directions for this activity. Ask for help if you need it.

Student Instructional Task

More Ways to Do Addition

2.NBT Many Ways to do Addition 2

Task

Materials

For each student:

- **A large index card**
- **A pencil**

Action

Part 1

The teacher will put up the following addition problem:

$$\begin{array}{r} 24 \\ +32 \end{array}$$

This problem should be within easy grasp of all students because the focus of this lesson isn't the solution that 24+ 32= 56 but rather making explicit to students all the ways they can go about solving such a problem.

First the teacher and the class should do the problem in the traditional way, moving from right to left. Young learners love to have the "answer" to things and students won't be able to focus on the next part of the problem until they know the teacher knows that they know the answer!

The teacher should then have students brainstorm a different way they could solve the problem. Students should talk with a talking partner first so everyone has "talk time" and goes to their seat with an idea.

Students should then go to their seats with an index card and a pencil. Once there, students will write or draw an alternative way to solve the problem. Some examples of this are using the left to right method, drawing a picture, using base ten blocks, turning it into a story problem or another creative way that maybe only the student knows about.

Once students have been given about 5 minutes to write or draw, the teacher should bring the class back together. The teacher can use a random calling method such as sticks with students' names or can take raised hands. Random calling will ensure that many students get a chance to talk. The teacher will compile a list on the board of all the ways students have come up with.

Students may also come up with other ways not listed here, and the teacher should validate all reasonable responses. The teacher may need to provide a few higher level ideas, such as left to write addition or using number charts.

Once students have brainstormed ideas the teacher should give them another chance to talk. The teacher can use the give one/get one procedure. Students stand up and find a friend to talk to. They give the friend one addition strategy and then get one additional strategy.

If the teacher needs to do this task over two days they can break here and do Part 2 on another day.

Part 2

After the class has talked about all the ways they could solve the two-digit addition problem the teacher should put the following three-digit addition problem on the board:

$$\begin{array}{r} 224 \\ +132 \end{array}$$

The students should look over the brainstormed list of solution ways and see if each solution would also apply to solving three-digit addition problems. (They all should work for both two and three-digit addition problems.) The class can then talk about how their skills for two-digit problem solving transfer to three-digit problem solving.

Day 2 cont'd.	
How Many Days Until Summer Vacation?	
Grade Level Standard(s)	**2.NBT.B.7** Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawing, or objects.)
Teacher Support Option	Make sure that you read the Teacher notes and Commentary before you begin. The purpose of this task is to allow students an opportunity to subtract a three-digit number including a zero that requires regrouping.
Materials Needed	Paper Pencil Hundreds board Base-ten blocks
Question to Explore	Which methods/tools are more efficient?
Student Directions	Listen closely to the directions. Answer the questions and ask for help if you need it.

Student Instructional Task:

How Many Days Until Summer Vacation?

.NBT How Many Days Until Summer Vacation?

Task

Materials

*** Paper * Pencil * Hundreds board * Base-ten blocks**

Actions

Pose this problem to the children: We are in school 180 days. Today is the 124th day of school. How many more days until we are out of school for summer vacation? Explain how you know.

Day 2 cont'd.	
Peyton and Presley Discuss Addition	
Grade Level Standard(s)	**2.NBT.B.7** Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawing, or objects.)
Teacher Support Option	Make sure that you read the Commentary before you begin. The purpose of this task is to support students in developing an understanding of a place value strategy for adding numbers.
Materials Needed	Paper, pencil, cubes or other manipulatives should be available for your student to use if needed.
Question to Explore	What diagram could be utilized to support an addition problem?
Student Directions	Listen closely to the directions. Answer the questions and ask for help if you need it.

Student Instructional Task

Peyton and Presley Discuss Addition

2.NBT Peyton and Presley Discuss Addition

Task

Peyton said, "I can solve 47 + 65" and he showed this strategy.

47 + 65 = 100 + 12 = 112

Presley said, "That doesn't make sense. Explain why that works."

a. Draw a diagram to show Peyton's thinking.

b. Explain Peyton's strategy and why it works.

Day 3	
Measure Lengths of Objects	
Grade Level Standard(s)	**2.MD.A.1** Measure the length of an object in whole number units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.A.2** Measure the length of an object using two different whole number units of measure and describe how the two measurements relate to the size of the unit chosen. **2.MD.A.3** Estimate lengths using whole number units of inches, feet, yards, centimeters, and meters. **2.MD.A.4** Measure, using whole number lengths, to determine how much longer one object is than another and express the difference in terms of a standard unit of length.
Materials Needed	Paper, pencil, inch ruler, yard stick, measuring tape, recording sheet
Question to Explore	How do you accurately measure an object? How do you compare the lengths of two objects?
Student Directions	Please see the directions included with each activity.

***Ready*® Center Activity 2.30 ★★**

Measure Lengths of Objects

What You Need

- inch ruler, yardstick, measuring tape
- Recording Sheet

Check Understanding

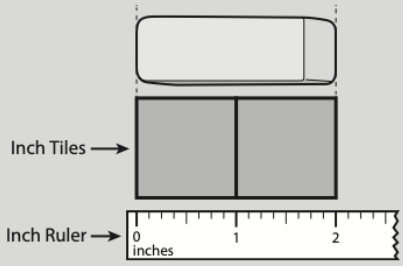
Choose a tool to measure the width of the top of your desk in inches. Measure. Tell why you selected that tool.

What You Do

1. Take turns. Choose an object on the **Recording Sheet** to measure. Find the real object in the classroom.
2. Choose a measuring tool and measure the object to the nearest inch.
3. Write the measurement in the blank on the **Recording Sheet.** You can also draw a picture of the object.
4. Your partner checks your answer.
5. Take turns until all the objects have been measured.

Example

Line up the end of the eraser with the 0 mark on the ruler.



The inch mark that is closest to the other end of the eraser is 2.

To the nearest inch, the eraser is 2 inches long.

Go Further!

Choose a tool to measure the length of a book in inches. Your partner chooses a different tool to measure the same width. On a separate sheet of paper, write the name of each tool used and the measurement.

Partner A _____

Partner B _____

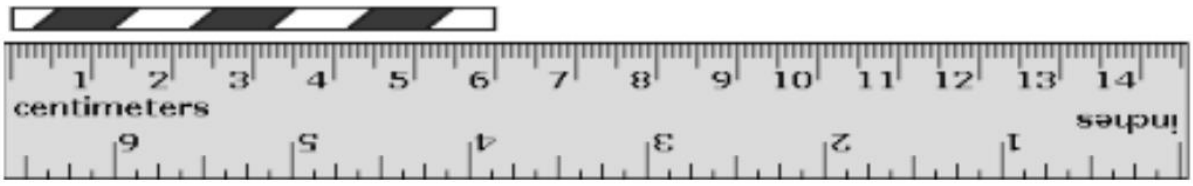
Measure Lengths of Objects

Find the real object. Measure to the nearest inch.	
pencil length _____ inches	your desk height _____ inches
your chair height _____ inches	paintbrush length _____ inches
your hand length _____ inches	door width _____ inches

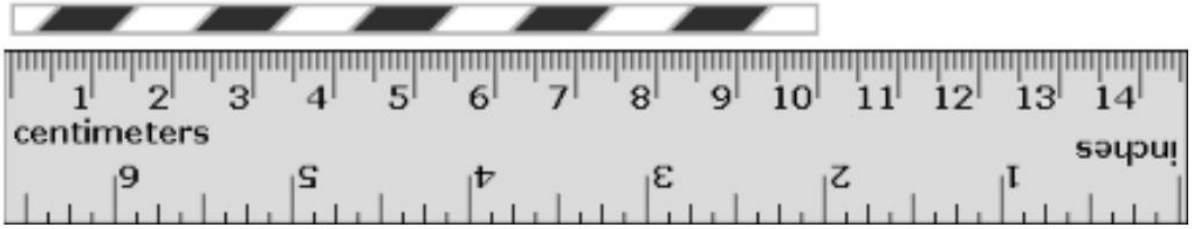
I can use a ruler, a yardstick, or a measuring tape to measure inches.

Activity 2

Anthony received candy straws for staying on task in class. He wants to see which candy straw is the longest. Use the ruler to measure the different pieces of candy. Answer the questions after measuring.



_____cm



_____cm

Which candy straw is the longest? The first or the second? _____

How do you know? Explain your thinking.

Extension Activity: Measure 10 items around the house using non-standard items(beans, cereal, Q-tips, pencils and crayons. On paper, write the name of the item and how long it is. For example, a fork is 18 beans long, a crayon is 6 pieces of cereal long.

Day 3 cont'd.	
Let's Measure	
Grade Level Standard(s)	**2.MD.A.1** Measure the length of an object in whole number units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.A.2** Measure the length of an object using two different whole number units of measure and describe how the two measurements relate to the size of the unit chosen. **2.MD.A.3** Estimate lengths using whole number units of inches, feet, yards, centimeters, and meters. **2.MD.B.5** Add and subtract within 100 to solve contextual problems, with the unknown in any position, involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.
Teacher Support Option	Assist your students with the activities. Ask your students questions about what was learned in the activity. Assist your students with selecting the food and household items.
Materials Needed	Paper, pencil, ruler, yard stick, and food items around the house that are 6 inches or less.
Question to Explore	How do you use a ruler to measure length? How can you justify your answer is correct?
Student Directions	Please see the directions included with each activity.

Activity 1

Find six food items to measure that you estimate are 6 inches or less. Using the ruler below (inches side), complete the chart below. (Do not fill in the Extension column until you get to the Extension Activity!) If you find an item that is longer than 6 inches, find another item!

Length in inches	Extension (Length in centimeters)	Name the Food Item	Draw It
I inch			
2 inches			
3 inches			
4 inches			
5 inches			
6 inches			

Enrichment Activity: Using the same items as above, now use the centimeter side of the ruler to measure the items. Write the measurements in the gray column - Extension (Length in centimeters). Compare the differences between using the centimeter side of the ruler and the inches side of the ruler. What do you notice?

Activity 2

Aaron makes bread for his family. He adds cheese, tomatoes, and green peppers. Read the problems below about Aaron's bread and solve.

1. Aaron has a piece of cheese that is 20 inches long. He cuts off 8 inches of the cheese. How many inches of cheese does he have left? _____ inches

   What did you do to solve the problem? Explain your thinking.

2. The tomatoes on the bread are 28 inches long. He cuts off 10 inches of the tomatoes. How many inches of tomatoes does he have left? _____inches

   Write an equation. _____ _____ = _____

   What did you do to solve the problem? Explain your thinking.

3. Aaron measured the green peppers. They are 22 inches long. He cuts off three pieces that are 3 inches long each. How many inches long are the green peppers now? _____inches

   What did you do to solve the problem? Explain your thinking.

Extension Activity: Write two stories on paper about finding the lengths of two different objects. In your story, tell what you measured, how long they are (use inches for one story and centimeters for the other!). Compare the lengths and create an equation based on the lengths. Use the ruler from Day 5 or Day 6.