2nd Grade

Math

Week 3

April 13-April 17, 2020/ 13 de abril al 17 de abril de 2020

Parent Directions/ Instrucciones para padres

Monday: Lesson 9.6. Today your child will be estimating lengths in meters. Review with your child that a meter is 100 centimeters and have them make an educated guess on the length of the objects. Read and complete pages 633-638. Have your child be creative in finding similar objects in your home since the lesson was designed to be done in the classroom.

Lunes: Lección 9.6. Hoy su hijo estimará longitudes en metros. Revise con su hijo que un medidor mide 100 centímetros y haga que adivinen de manera educada la longitud de los objetos. Lea y complete las páginas 633-638. Haga que su hijo sea creativo para encontrar objetos similares en su hogar ya que la lección fue diseñada para realizarse en el aula.

Tuesday: Leson 9.7 Your child will be working on finding the difference in the length of two objects today. They will measure both objects using the centimeter ruler provided. They will then create and solve a subtraction problem to find the difference. Have your child read and complete pages 639-344. If you would like to review measuring and comparing lengths in centimeters view the link at: https://www-k6.thinkcentral.com/content/hsp/math/gomath/common/video/video.html#videoId=ref:En_914

Martes: Leson 9.7 Su hijo trabajará para encontrar la diferencia en la longitud de dos objetos hoy. Medirán ambos objetos usando la regla de centímetros proporcionada. Luego crearán y resolverán un problema de resta para encontrar la diferencia. Haga que su hijo lea y complete las páginas 639-344. Si desea revisar medir y comparar longitudes en centímetros, vea el enlace en: https://www-k6.thinkcentral.com/content/hsp/math/gomath/common/video/video.html#videoId=ref:En_914

Wednesday: Chapter Review Your child will be competing the chapter 9 review today. Have them read the questions and record their responses.

Miércoles: Revisión del Capítulo Su hijo estará compitiendo la revisión del capítulo 9 hoy. Pídales que lean las preguntas y anoten sus respuestas.

Thursday: Today is catch up day. Complete any assignments that you have not finished. If you have questions call your teacher. If you have extra time remember to sharpen your saw!

Jueves: Hoy es el día para ponerse al día. Completa cualquier tarea que no hayas terminado. Si tienes preguntas llama a tu maestro. ¡Si tiene tiempo extra, recuerde afilar su sierra!

Friday: 3 digit addition review Have your child complete the 3 digit addition problems. They can then circle the correct answers from the ones provided. You may review adding three digit addition with regrouping by watching the following link: https://www-k6.thinkcentral.com/content/hsp/math/gomath/common/video/video.html#videoId=ref:En_892

Viernes: revisión de suma de 3 dígitos Haga que su hijo complete los problemas de suma de 3 dígitos. Luego pueden rodear las respuestas correctas de las proporcionadas. Puede revisar la adición de la suma de tres dígitos con la reagrupación mirando el siguiente enlace: https://www-k6.thinkcentral.com/content/hsp/math/gomath/common/video/video.html#videoId=ref:En_892

Lesson 9.6

Name _____

Estimate Lengths in Meters

Essential Question How do you estimate the lengths of objects in meters?

Common Core **Measurement and Data—2.MD.A.3**

MATHEMATICAL PRACTICES
MP6, MP7

Listen and Draw

Real World

Find an object that is about 10 centimeters long. Draw and label it.

Is there a classroom object that is about 50 centimeters long? Draw and label it.

Math Talk

MATHEMATICAL PRACTICES 6

Describe how the lengths of the two real objects compare.

FOR THE TEACHER • Provide a collection of objects for children to choose from. Above the table of displayed objects, draw and label a 10-centimeter line segment and a 50-centimeter line segment.

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Model and Draw

Estimate. About how many meter sticks will match the width of a door?

A 1-meter measuring stick is about 100 centimeters long.

about _____ meters

Share and Show

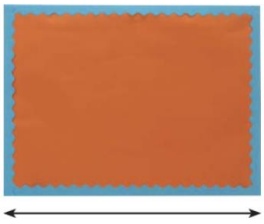
MATH BOARD

Find the real object. Estimate its length in meters.

1. bookshelf

about _____ meters

2. bulletin board



about _____ meters

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Name _____

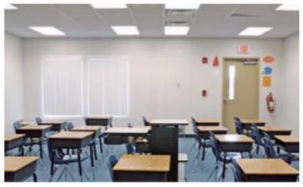
On Your Own

Find the real object.
Estimate its length in meters.

3. teacher's desk

about ____ meters

4. wall



about ____ meters

5. window

about ____ meters

6. chalkboard

about ____ meters

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Problem Solving • Applications (Real World) WRITE Math

7. THINK SMARTER In meters, estimate the distance from your teacher's desk to the door of your classroom.

about _____ meters

Explain how you made your estimate.

_____

_____

_____

_____

8. THINK SMARTER Estimate the length of an adult's bicycle. Fill in the bubble next to all the sentences that are true.

- ○ The bicycle is about 2 meters long.
- ○ The bicycle is about 200 centimeters long.
- ○ The bicycle is less than 1 meter long.
- ○ The bicycle is about 2 centimeters long.
- ○ The bicycle is more than 200 meters long.

TAKE HOME ACTIVITY • With your child, estimate the lengths of some objects in meters.

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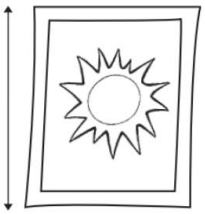
Name _____

Estimate Lengths in Meters

Common Core **COMMON CORE STANDARD—2.MD.A.3**
Measure and estimate lengths in standard units.

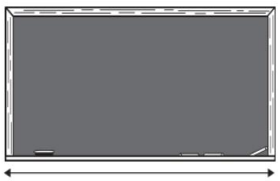
**Find the real object.
Estimate its length in meters.**

1. poster



about _____ meters

2. chalkboard



about _____ meters

Problem Solving Real World

3. Barbara and Luke each placed 2 meter sticks end-to-end along the length of a large table. About how long is the table?

about _____ meters

4. WRITE Math Choose one object from above. Describe how you estimated its length.

_____

_____

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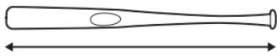
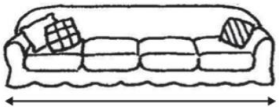
Lesson Check (2.MD.A.3)

1. What is the best estimate for the length of a real baseball bat?



_____ meter

2. What is the best estimate for the length of a real couch?



_____ meters

Spiral Review (2.MD.A.1, 2.MD.C.8)

3. Sara has two $1 bills, 3 quarters, and 1 dime. How much money does she have?

$ _____

4. Use an inch ruler. What is the length of this straw to the nearest inch?

_____ inches

5. Scott has this money in his pocket. What is the total value of this money?

$ _____

FOR MORE PRACTICE GO TO THE Personal Math Trainer

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HANDS ON
Lesson 9.7

Name _____

Measure and Compare Lengths

Essential Question How do you find the difference between the lengths of two objects?

Common Core **Measurement and Data—2.MD.A.4**

MATHEMATICAL PRACTICES
MP1, MP2, MP6

Listen and Draw

Real World

Hands On

Measure and record each length.

_____ centimeters

_____ centimeters

Math Talk MATHEMATICAL PRACTICES 6

Name a classroom object that is longer than the paintbrush. **Explain** how you know.

HOME CONNECTION • Your child measured these lengths as an introduction to measuring and then comparing lengths.

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Model and Draw

How much longer is the pencil than the crayon?

8 centimeters

5 centimeters

8 centimeters − 5 centimeters = ____ centimeters

The pencil is ____ centimeters longer than the crayon.

Share and Show

MATH BOARD

Measure the length of each object. Complete the number sentence to find the difference between the lengths.

1.

____ centimeters

____ centimeters

____ centimeters − ____ centimeters = ____ centimeters

The string is ____ centimeters longer than the straw.

2.

____ centimeters

____ centimeters

____ centimeters − ____ centimeters = ____ centimeters

The paintbrush is ____ centimeters longer than the toothpick.

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Name _____

On Your Own

Measure the length of each object. Complete the number sentence to find the difference between the lengths.

3.

_____ centimeters

_____ centimeters

_____ centimeters − _____ centimeters = _____ centimeters

The yarn is _____ centimeters longer than the crayon.

4.

_____ centimeters

_____ centimeters

_____ centimeters − _____ centimeters = _____ centimeters

The string is ____ centimeters longer than the paper clip.

5. THINK SMARTER Use a centimeter ruler. Measure the length of your desk and the length of a book.

desk: _____ centimeters

book: _____ centimeters

Which is shorter? _____

How much shorter is it? _____

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Problem Solving • Applications (Real World) WRITE Math

MATHEMATICAL PRACTICE 1 **Analyze Relationships**

6. Mark has a rope that is 23 centimeters long. He cuts 15 centimeters off. What is the length of the rope now?

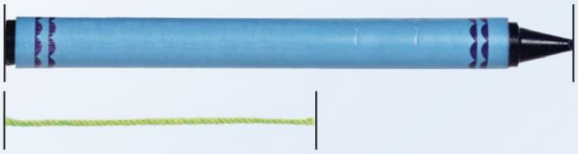
_____ centimeters

7. The yellow ribbon is 15 centimeters longer than the green ribbon. The green ribbon is 29 centimeters long. What is the length of the yellow ribbon?

_____ centimeters

Personal Math Trainer

8. THINK SMARTER+ Measure the length of each object. Which object is longer? How much longer? Explain.



TAKE HOME ACTIVITY • Have your child tell you how he or she solved one of the problems in this lesson.

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Name _____

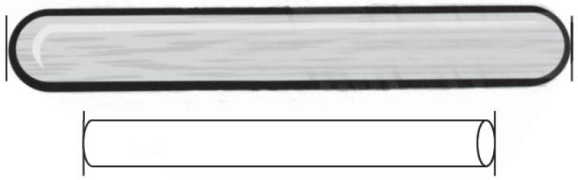
Practice and Homework
Lesson 9.7

Measure and Compare Lengths

Common Core **COMMON CORE STANDARD—2.MD.A.4**
Measure and estimate lengths in standard units.

Measure the length of each object. Write a number sentence to find the difference between the lengths.

1.



_____ centimeters

_____ centimeters

_____ centimeters − _____ centimeters = _____ centimeters

The craft stick is _____ centimeters longer than the chalk.

Problem Solving Real World

Solve. Write or draw to explain.

2. A string is 11 centimeters long, a ribbon is 24 centimeters long, and a large paper clip is 5 centimeters long. How much longer is the ribbon than the string?

___ centimeters longer

3. WRITE Math Suppose the lengths of two strings are 10 centimeters and 17 centimeters. Describe how the lengths of these two strings compare.

_____

_____

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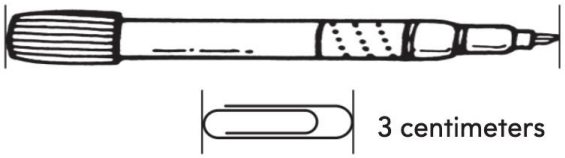
Lesson Check (2.MD.A.4)

1. How much longer is the marker than the paper clip? Circle the correct answer.



11 centimeters longer	8 centimeters longer
10 centimeters longer	5 centimeters longer

Spiral Review (2.MD.A.3, 2.MD.C.7, 2.MD.C.8)

2. What is the total value of these coins?

_____ or ____ cents

3. What is a reasonable estimate for the length of a real chalkboard?

____ feet

4. Cindy leaves at half past 2. At what time does Cindy leave?

____:____

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Name _____

Chapter 9 Review/Test

Personal Math Trainer
Online Assessment and Intervention

1. Michael uses unit cubes to measure the length of the yarn. Circle the number in the box that makes the sentence true.

The yarn is about | 2 / 4 / 6 | centimeters long.

2. The paper clip is about 4 centimeters long. Robin says the string is about 7 centimeters long. Gale says the string is about 20 centimeters long.

Which girl has the better estimate? Explain.

_____

_____

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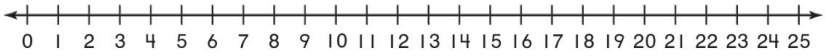
3. GO DEEPER Sandy's paper chain is 14 centimeters long. Tim's paper chain is 6 centimeters long. How many centimeters of paper chain do they have? Draw a diagram. Write a number sentence using a ▢ for the missing number. Then solve.



_____

The paper chain is _____ centimeters long now.

4. Write the word on the tile that makes the sentence true.

centimeters meters

A hallway is 4 _____ long.

A marker is 15 _____ long.

A toothpick is 5 _____ long.

A sofa is 2 _____ long.

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Name _____

5. Estimate the length of a real car. Fill in the bubble next to all the sentences that are true.

- ○ The car is more than 100 centimeters long.
- ○ The car is less than 1 meter long.
- ○ The car is less than 10 meters long.
- ○ The car is about 20 centimeters long.
- ○ The car is more than 150 meters long.

Personal Math Trainer

6. THINK SMARTER+ Measure the length of each object. Does the sentence describe the objects? Choose Yes or No.

_____ centimeters

_____ centimeters

The marker is 11 centimeters longer than the crayon.	○ Yes	○ No
The crayon is 4 centimeters shorter than the marker.	○ Yes	○ No
The total length of the marker and the crayon is 18 centimeters.	○ Yes	○ No

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7. Ethan's rope is 25 centimeters long. Ethan cuts the rope and gives a piece to Hank. Ethan's rope is now 16 centimeters long. How many centimeters of rope did Hank get from Ethan?

Draw a diagram. Write a number sentence using a ▢ for the unknown number. Then solve.

Hank got _____ centimeters of rope.

8. Measure the length of the paintbrush to the nearest centimeter. Circle the number in the box that makes the sentence true.

The paintbrush is about | 12 / 13 / 14 | centimeters long.

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Add Three-Digit Whole Numbers

Slide 1

What You Will Learn

You will learn to add two three-digit whole numbers with regrouping.

Slide 2

Key Words

Whole numbers — the set of numbers that includes the natural numbers and zero

Addition — joining two or more numbers to get one number, called a sum

Regrouping — rearranging a group (e.g., putting one's into groups of ten)

Slide 3

Hands-On Instructional Activities

Choose one or more activities from the resource list.

Resources

- Adding Three-Digit Numbers
- Adding Three-Digit Numbers with Regrouping
- Adding Three-Digit Numbers Step-by-Step
- E-Lab: Adding Three-Digit Numbers

Add Three-Digit Whole Numbers

Slide 4

Add.

$$\begin{array}{r} 405 \\ +\ 595 \\ \hline \end{array}$$

A) 995

B) 1,000

C) 1,100

D) 9,950

Slide 5

Add.

$$\begin{array}{r} 158 \\ +\ 654 \\ \hline \end{array}$$

A) 812

B) 802

C) 712

D) 702

Add Three-Digit Whole Numbers

Slide 6

Add.

$$\begin{array}{r} 253 \\ +\ 671 \\ \hline \end{array}$$

A) 422

B) 824

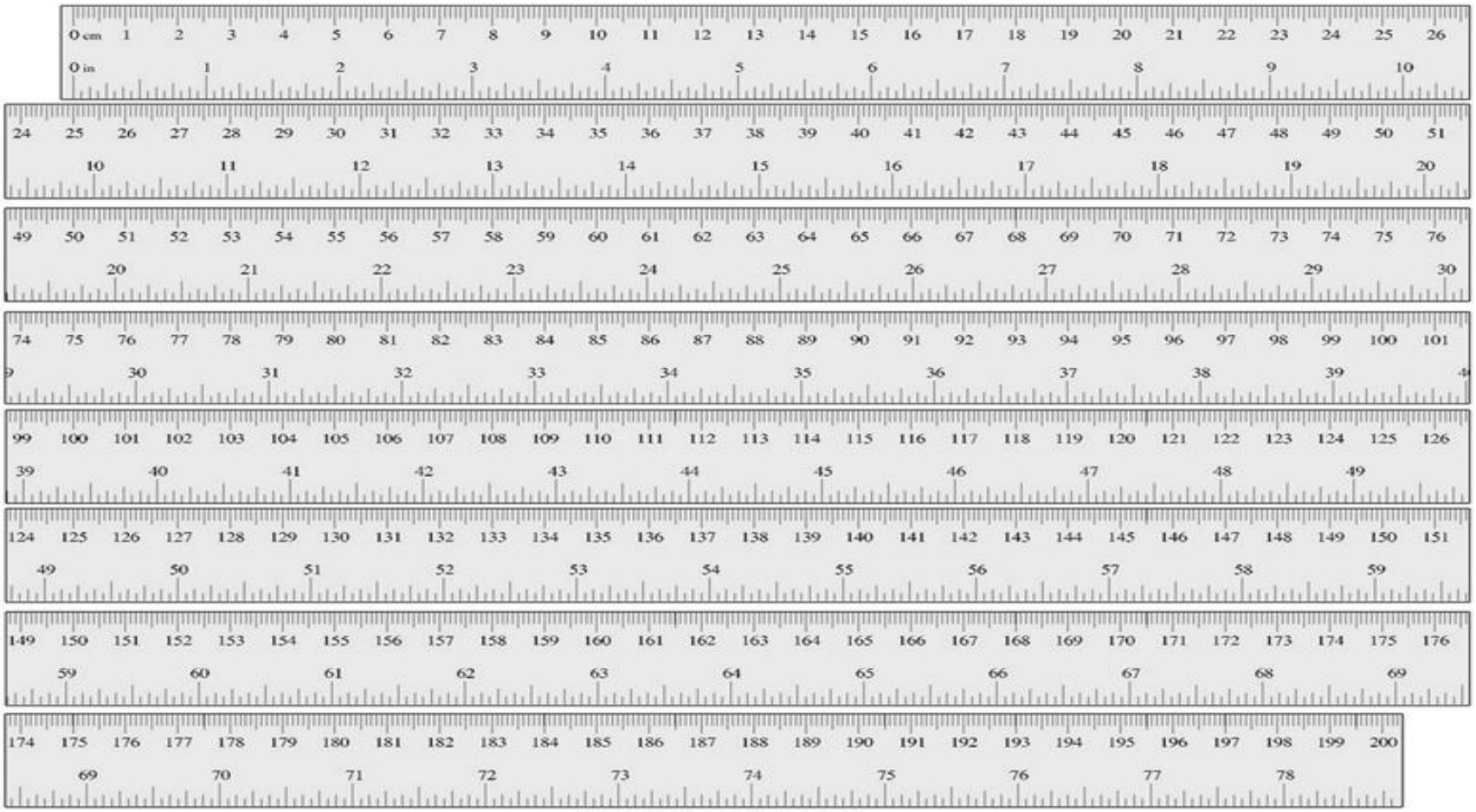
C) 904

D) 924

Slide 7

What You Learned

You learned to add two three-digit whole numbers with regrouping.



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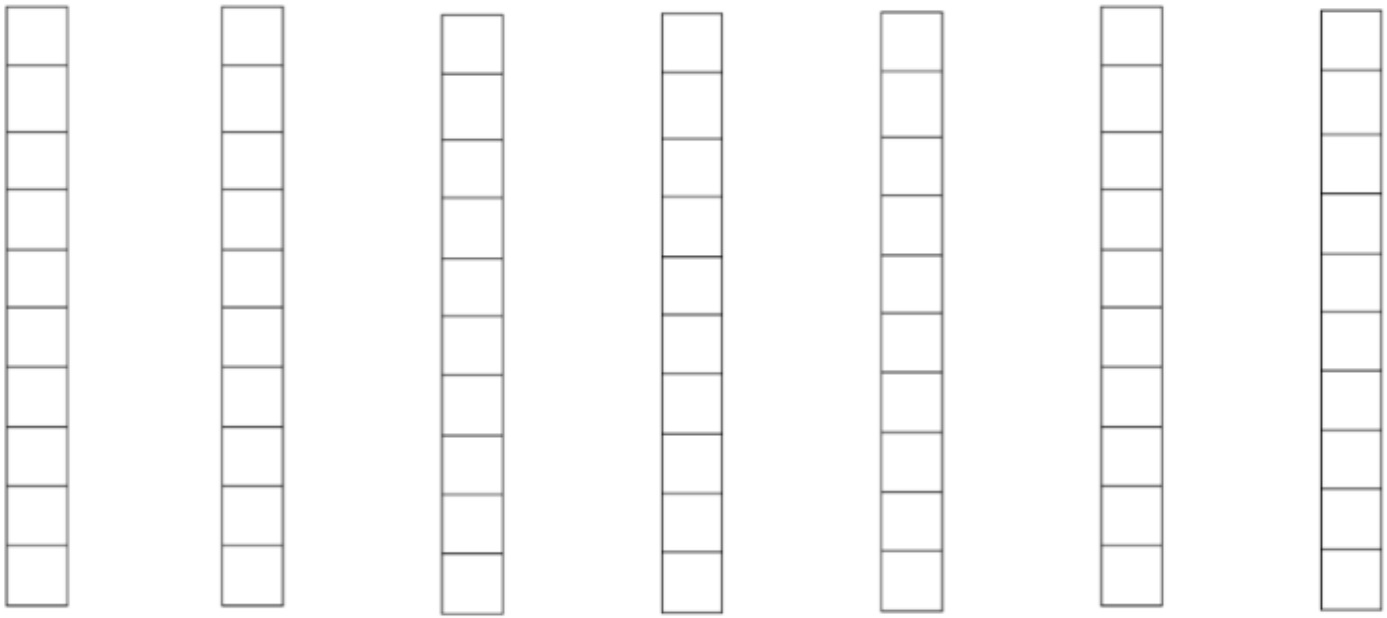

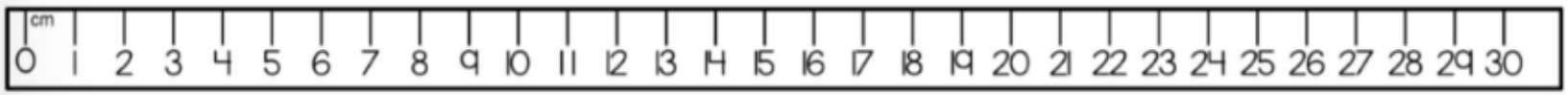
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0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30