

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 MACC.2.OA.3.3

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 (MACC.2.OA.3.3)

1. Which of these numbers is an even number?

3



4



5



9



2. Which of these numbers is an odd number?

2



6



7



8



Spiral Review (MACC.2.OA.3.3)

3. Which of these numbers is an odd number? (Lesson 1.1)

10



8



3



4



4. Which of these numbers is an even number? (Lesson 1.1)

7



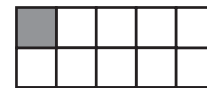
6



5



1



5. Which of these numbers is an even number? (Lesson 1.1)

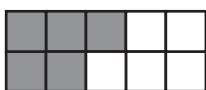
9



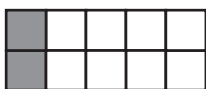
7



5



2



6. Which of these numbers is an odd number? (Lesson 1.1)

1



4



8



10



Algebra • Represent Even Numbers



COMMON CORE STANDARD MACC.2.OA.3.3

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 (MACC.2.OA.3.3)

1. Which sum is an even number?

- $9 + 9 = 18$
- $9 + 8 = 17$
- $8 + 7 = 15$
- $6 + 5 = 11$

2. Which sum is an even number?

- $1 + 2 = 3$
- $3 + 3 = 6$
- $2 + 5 = 7$
- $4 + 7 = 11$

Spiral Review (MACC.2.OA.3.3)

3. Which is an even number?

(Lesson 1.1)

- 7
- 9
- 10
- 13

4. Which is an odd number?

(Lesson 1.1)

- 4
- 11
- 16
- 20

5. Ray has an odd number of cats. He also has an even number of dogs. Which can be Ray's pets?

(Lesson 1.1)

- 3 cats and 1 dog
- 3 cats and 3 dogs
- 4 cats and 2 dogs
- 5 cats and 2 dogs

6. Which sum is an even number?

(Lesson 1.2)

- $2 + 3 = 5$
- $3 + 4 = 7$
- $4 + 4 = 8$
- $7 + 8 = 15$

Understand Place Value



COMMON CORE STANDARD MACC.2.NBT.1.3

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.

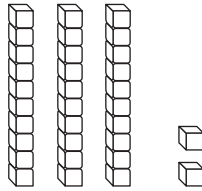
10. My number has a tens digit that is 8 more than the ones digit. Zero is not one of my digits.

My number is _____.

Lesson Check (MACC.2.NBT.1.3)

1. What is the value of the underlined digit?

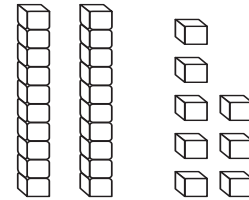
32



- 2 20
 3 30

2. What is the value of the underlined digit?

28

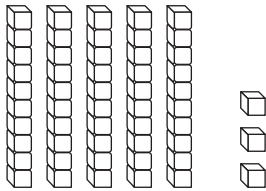


- 80 8
 20 2

Spiral Review (MACC.2.OA.3.3, MACC.2.NBT.1.3)

3. What is the value of the underlined digit? (Lesson 1.3)

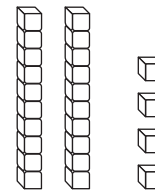
53



- 50 8
 30 5

4. What is the value of the underlined digit? (Lesson 1.3)

24



- 40 6
 20 4

5. Which of these choices is an even number of pens and an odd number of pencils? (Lesson 1.1)

- 7 pens 7 pencils
 5 pens 4 pencils
 2 pens 3 pencils
 2 pens 2 pencils

6. Which sum is an even number?

(Lesson 1.2)

- $5 + 2 = 7$
 $6 + 3 = 9$
 $7 + 4 = 11$
 $7 + 7 = 14$

Expanded Form

COMMON CORE STANDARD MACC.2.NBT.1.3

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

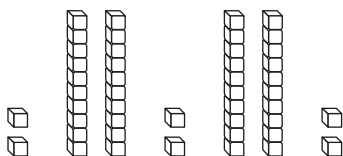
_____ tens _____ ones
_____ + _____

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

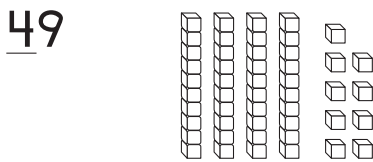
Lesson Check (MACC.2.NBT.1.3)

1. Which is a way to describe the number 92?
- 9 tens
 - 2 tens 9 ones
 - 9 tens 2 ones
 - 11 tens

2. Which is a way to describe the number 45?
- 4 tens 5 ones
 - 5 tens 4 ones
 - 4 tens 0 ones
 - 4 tens 9 ones

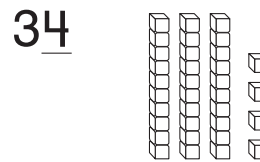
Spiral Review (MACC.2.NBT.1.3)

3. What is the value of the underlined digit? (Lesson 1.3)



- 90
- 40
- 9
- 4

4. What is the value of the underlined digit? (Lesson 1.3)



- 40
- 30
- 4
- 3

5. Which is another way to describe the number 76?

(Lesson 1.4)



- 7 tens
- 6 tens 7 ones
- 7 tens 6 ones
- 7 tens 13 ones

6. Which is another way to describe the number 52?

(Lesson 1.4)



- 7 tens 2 ones
- 2 tens 5 ones
- 5 tens
- 5 tens 2 ones

Different Ways to Write Numbers



COMMON CORE STANDARD MACC.2.NBT.1.3

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 (MACC.2.NBT.1.3)

1. Which is another way to write 3 tens 9 ones?

- 93
- $30 + 90$
- $90 + 3$
- 39

2. Which is another way to write the number eighteen?

- $8 + 1$
- 81
- $10 + 8$
- $10 + 80$

Spiral Review (MACC.2.NBT.1.3)

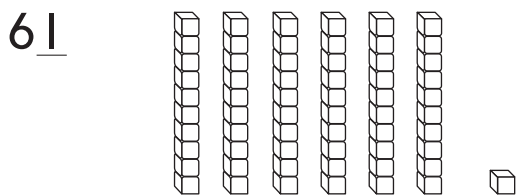
3. Which is another way to write the number 47? (Lesson 1.5)

- $70 + 4$
- $40 + 7$
- $4 + 7$
- $40 + 70$

4. Which is another way to write the number 95? (Lesson 1.5)

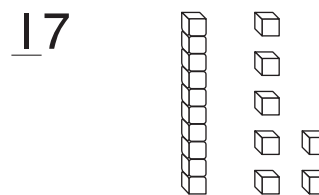
- $50 + 9$
- $90 + 50$
- fifty-nine
- ninety-five

5. What is the value of the underlined digit? (Lesson 1.3)



- 1
- 6
- 7
- 10

6. What is the value of the underlined digit? (Lesson 1.3)



- 1
- 7
- 10
- 70

Algebra • Different Names for Numbers

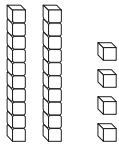


COMMON CORE STANDARD MACC.2.NBT.1.3

Understand place value.

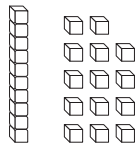
The blocks show the number in different ways.
Describe the blocks in two ways.

1. 24



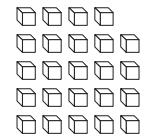
_____ tens _____ ones

_____ + _____



_____ ten _____ ones

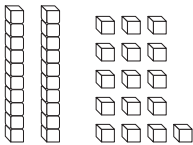
_____ + _____



_____ tens _____ ones

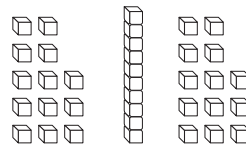
_____ + _____

2. 36



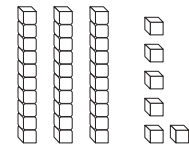
_____ tens _____ ones

_____ + _____



_____ ten _____ ones

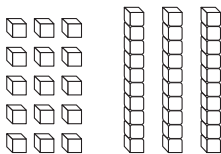
_____ + _____



_____ tens _____ ones

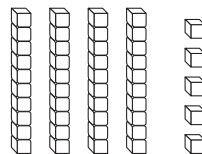
_____ + _____

3. 45



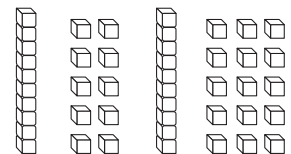
_____ tens _____ ones

_____ + _____



_____ tens _____ ones

_____ + _____



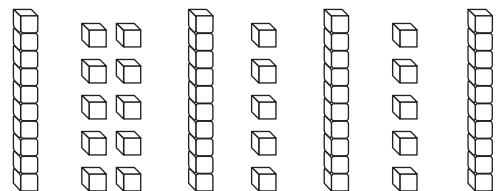
_____ tens _____ ones

_____ + _____

PROBLEM SOLVING



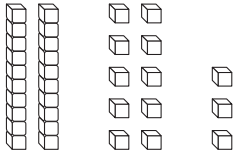
4. Toni has these blocks. Circle the blocks that she could use to show 34.



Lesson Check (MACC.2.NBT.1.3)

1. What number is shown with the blocks?

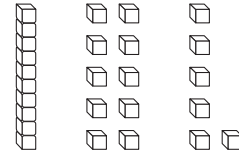
2 tens 13 ones



- 33
- 34
- 43
- 63

2. What number is shown with the blocks?

1 ten 16 ones

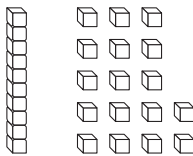


- 16
- 26
- 31
- 36

Spiral Review (MACC.2.NBT.1.3)

3. What number is shown with the blocks? (Lesson 1.6)

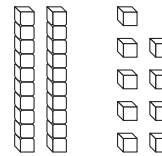
1 ten 17 ones



- 17
- 27
- 42
- 57

4. What is the value of the underlined digit? (Lesson 1.3)

29



- 2
- 20
- 9
- 90

5. Which is another way to write 9 tens 3 ones? (Lesson 1.5)

- 39
- $30 + 9$
- 90
- 93

6. How many tens and ones are in the number 50? (Lesson 1.4)

- 0 tens 5 ones
- 2 tens 3 ones
- 5 tens 0 ones
- 5 tens 5 ones

Name _____

PROBLEM SOLVING Lesson 1.7

Problem Solving • Tens and Ones



COMMON CORE STANDARD MACC.2.NBT.1.3

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 (MACC.2.NBT.1.3)

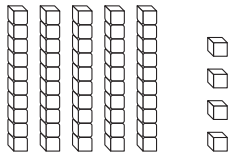
1. Mrs. Chang is packing 38 apples. She can pack them in bags of 10 or as single apples. What choice is missing from the list of ways Mrs. Chang can pack the apples?
- 3 bags, 0 single apples
 - 1 bag, 18 single apples
 - 3 bags, 8 single apples
 - 4 bags, 8 single apples

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

Spiral Review (MACC.2.NBT.1.3)

2. What is the value of the underlined digit? (Lesson 1.3)

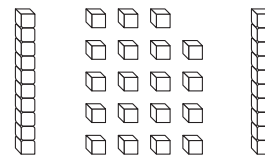
54



- 50
- 40
- 5
- 4

3. What number is shown with the blocks? (Lesson 1.6)

2 tens 19 ones



- 21
- 29
- 34
- 39

4. Which is another way to write the number 62? (Lesson 1.5)

- 2 tens 6 ones
- $20 + 6$
- sixty-two
- $60 + 20$

5. What number can be written as 8 tens 6 ones? (Lesson 1.5)

- 68
- 86
- 114
- 140

Counting Patterns Within 100

COMMON CORE STANDARD MACC.2.NBT.1.2

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 REAL WORLD

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

5, _____, _____, _____, _____, _____

Lesson Check (MACC.2.NBT.1.2)

1. Which group of numbers shows counting by fives?
- 17, 18, 19, 20, 21
 - 70, 75, 80, 85, 90
 - 20, 30, 40, 50, 60
 - 65, 64, 63, 62, 61
2. Which group of numbers shows counting by tens?
- 10, 11, 12, 13, 14
 - 20, 25, 30, 35, 40
 - 60, 70, 80, 90, 100
 - 10, 9, 8, 7, 6

Spiral Review (MACC.2.OA.3.3, MACC.2.NBT.1.2, MACC.2.NBT.1.3)

3. Which group of numbers shows counting back by ones? (Lesson 1.8)
- 21, 20, 19, 18, 17
 - 25, 30, 35, 40, 45
 - 88, 89, 90, 91, 92
 - 30, 40, 50, 60, 70
4. A number is shown with 2 tens and 15 ones. Which of these is a way to write the number?
(Lesson 1.6)
- fifteen
 - twenty
 - twenty-five
 - thirty-five
5. Which of these is another way to describe 72? (Lesson 1.4)
- $70 + 20$
 - $70 + 2$
 - $20 + 7$
 - $7 + 2$
6. What sum is an even number?
(Lesson 1.2)
- $2 + 5 = 7$
 - $3 + 6 = 9$
 - $9 + 9 = 18$
 - $5 + 6 = 11$

Counting Patterns Within 1,000

COMMON CORE STANDARD MACC.2.NBT.1.2

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 (MACC.2.NBT.1.2)

1. Which group of numbers shows counting by tens?
- 875, 870, 865, 860, 855
 - 191, 192, 193, 194, 195
 - 160, 170, 180, 190, 200
 - 115, 120, 125, 130, 145

2. Which group of numbers shows counting by hundreds?
- 850, 860, 870, 880, 890
 - 620, 625, 630, 635, 640
 - 150, 149, 148, 147, 146
 - 400, 500, 600, 700, 800

Spiral Review (MACC.2.NBT.1.2, MACC.2.NBT.1.3)

3. Which group of numbers shows counting by fives? (Lesson 1.9)
- 245, 250, 255, 260, 265
 - 105, 104, 103, 102, 101
 - 355, 455, 555, 655, 755
 - 550, 560, 570, 580, 590

4. Which group of numbers shows counting back by ones? (Lesson 1.8)
- 17, 18, 19, 20, 21
 - 71, 70, 69, 68, 67
 - 25, 20, 15, 10, 5
 - 40, 50, 60, 70, 80

5. Which is another way to describe 45? (Lesson 1.4)
- 45 tens 0 ones
 - 9 tens 5 ones
 - 5 tens 4 ones
 - 4 tens 5 ones

6. Which is another way to write 7 tens 9 ones? (Lesson 1.5)
- ninety-seven
 - eighty-nine
 - 79
 - 16

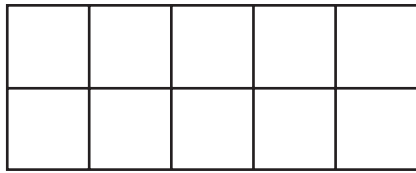
Chapter 1 Extra Practice

Lesson 1.1 (pp. 13–16)

Shade in the ten frames to show the number.

Circle **even** or **odd**.

1. 17



even odd

2. 20

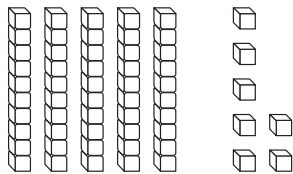


even odd

Lesson 1.3 (pp. 21–24)

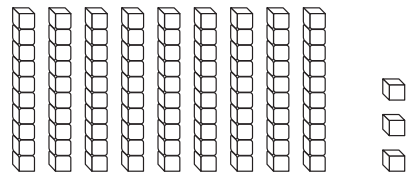
Circle the value of the underlined digit.

1. 57



70 7

2. 93



90 9

Lesson 1.4 (pp. 25–28)

Draw a quick picture to show the number.

Describe the number in two ways.

1. 22

_____ tens _____ ones

_____ + _____

2. 67

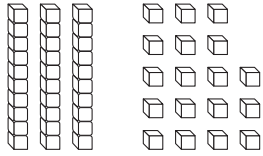
_____ tens _____ ones

_____ + _____

Lesson 1.6 (pp. 33–36)

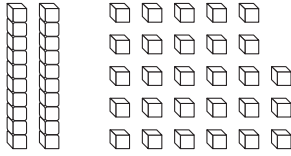
The blocks show the numbers in different ways.
Describe the blocks in two ways.

1. 48



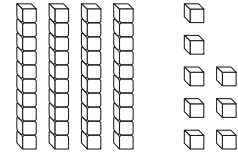
_____ tens _____ ones

_____ + _____



_____ tens _____ ones

_____ + _____



_____ tens _____ ones

_____ + _____

Lesson 1.7 (pp. 37–40)

Find a pattern to solve.

- Jack baked 38 biscuits.
He can store them in boxes of 10 biscuits or as single biscuits.
What are all of the different ways Jack can store the biscuits?

Boxes of 10 biscuits	Single biscuits

Lessons 1.8 - 1.9 (pp. 41–48)

Count by tens.

- 50, _____, _____, _____, _____, _____

Count back by ones.

- 37, 36, 35, 34, _____, _____, _____

Count by fives.

- 455, 460, _____, _____, _____, _____, _____

Count by hundreds.

- 100, 200, _____, _____, _____, _____, _____