2019-2020 HISD @ H.O.M.E. – Distance Learning
Mathematics – Grade 2
Week of April 6-10, 2020

Monday – 30 minutes

Activity / Task

Solve Two-Step Addition and Subtraction Word Problems

Read the following math story three times:

1) Read the first time and picture what the math story is about.
2) Read the second time and focus on the question and what you need to find out.
3) Read the third time and determine what important information is needed to answer the question.

Ms. Harris has a total of 852 rhinestones. She has 268 red rhinestones and 374 purple rhinestones. The rest of the rhinestones are green. How many rhinestones are green?

Represent the math story using pictures.
Solve the math story.
Explain your strategy.
Solve the math story a different way.

<u>Examples of Strategies to Represent a Math Story Using Strip Diagrams and Number Sentences</u>

A jewelry maker has a total of 962 rhinestones. She has 358 red rhinestones and 247 purple rhinestones. The rest of the rhinestones are green. How many rhinestones are green?

Total Number of Rhinestones Jewelry Maker Has 962		
358	247	**?**
Red Rhinestones	Purple Rhinestones	Green Rhinestones

Number Sentences:

- 358 + 247 + ☐ = 962
- 962 – 358 – 247 = ☐

<u>Examples of Strategies to Solve the Math Story</u>

$$\begin{array}{r} {\scriptstyle 11} \\ 358 \\ +\ 247 \\ \hline 605 \end{array} \quad \Rightarrow \quad \begin{array}{r} {\scriptstyle 5\ 12} \\ \cancel{9}\,\cancel{6}\,2 \\ -\ 605 \\ \hline 357 \end{array}$$

Look at the Math Stories #3 handout.

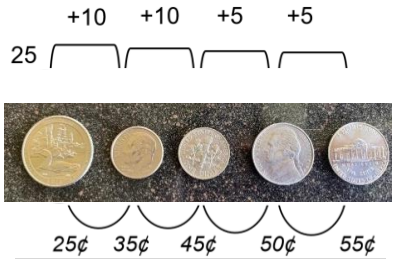
1) Read each math story three times
2) Represent each math story using strip diagram and number sentences.
3) Solve.

Resources

Math Stories #3

2019-2020 HISD @ H.O.M.E. – Distance Learning
Mathematics – Grade 2
Week of April 6-10, 2020

Tuesday – 30 minutes	
Activity / Task	**Solve Two-Step Addition and Subtraction Word Problems** Review your work from the day before. Explain in writing how you used strip diagrams to help you solve math stories. Look at the Math Stories #4 handout. 1) Read each math story three times. 2) Represent using strip diagram and number sentences. 3) Solve.
Resources	Math Stories #4

Wednesday – 30 minutes	
Activity / Task	**Determine the Value of a Collection of Coins** Find different types of coins ($1 or less in value). Represent the value of the coins using the stems below. ____¢ = $___ ____ cents have the same value as __dollar and ___ cents. How they can you use skip counting to help you find the value? Look at the collection of coins below and written value.  Image by HISD Curriculum using Apple® iPhone 55¢ = $0.55 Fifty-five cents have the same value as zero dollar and fifty-five cents. Find a different collection of coins up to $1. 1) Draw a representation of the coins (H=Half dollar, Q=quarter, D=dime, N=nickel, and P=penny). 2) Show your counting strategy. 3) Represent the value of the coins using the stems shown above.
Resources	Coin Images (if no real coins are available)

2019-2020 HISD @ H.O.M.E. – Distance Learning
Mathematics – Grade 2
Week of April 6-10, 2020

Thursday – 30 minutes

Activity / Task

Determine the Value of a Collection of Coins

Review your work from the day before. Explain in writing how you find the value of a collection of coins.

Get a group of 4 or 6 coins. Find the total value of this group of coins. Then, find different combinations of coins that have the same total value.

Example of combinations of coins for 43 cents

Image by HISD Curriculum using Apple® iPhone

"*If I use 1 quarter, 3 nickels, and 3 pennies, I will make 43 cents using only 7 coins.*"

Look at the amounts of money below. Find different combinations of coins for each given amount.

• 56 cents	• 82 cents	• 98 cents
• 80 cents	• 95 cents	• 27 cents
• 33 cents	• 91 cents	• 1 dollar

Friday

Spring Holiday