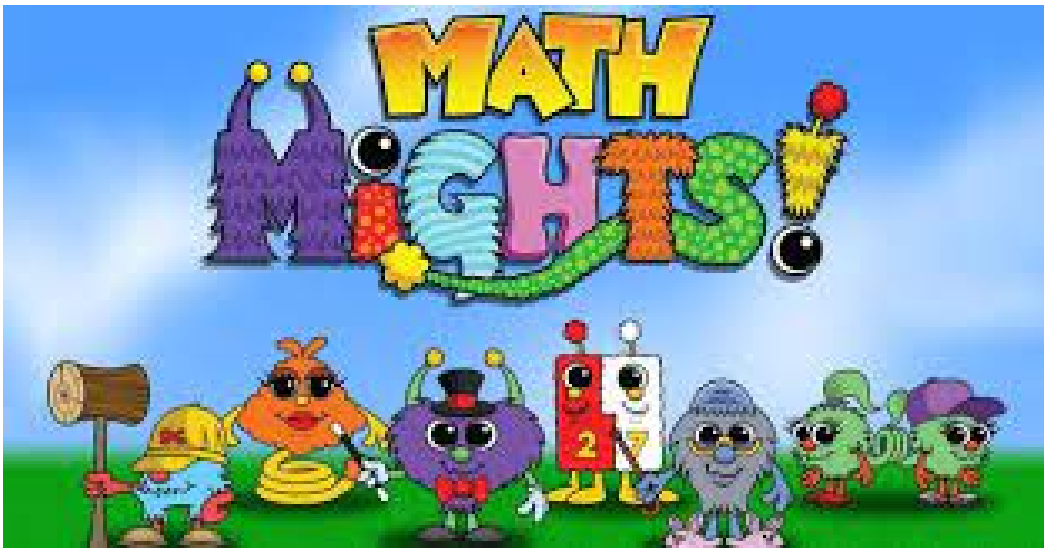
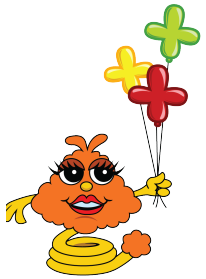
Full Math Mights Packet
2nd Grade

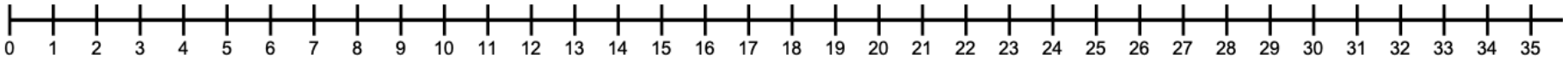




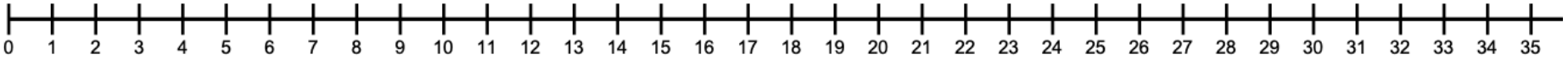
Name: _____

Directions: 1.) Circle the friendly numbers on the number line. 2.) Subtract by counting up or back using friendly number to find the distance

$15 - 7 = \square$



$23 - 8 = \square$



$34 - 16 = \square$

Name: _____

Solve Math Problems with Springling

Directions: Solve each of the subtraction problems using an open number line to count-up or back with friendly numbers.

13-7=

_____

21-9=

_____

35-13=

_____

56-28=

_____

Solve Math Problems with D.C.

47 - 24 =

68 - 36 =

76 - 43 =

85 - 52 =

Solve Math Problems with D.C. & T-Pops

65 - 38 =

65 - 38 =

83 - 56 =

83 - 56 =

Base Ten Compare

Materials:

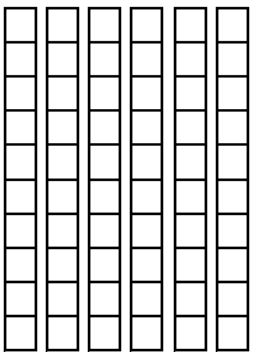
ten frame cards (cut out)

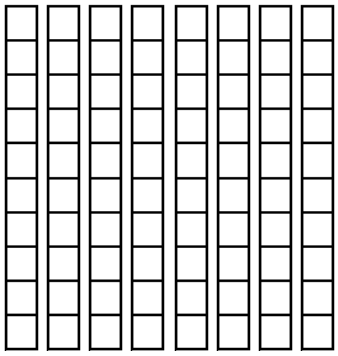
Directions:

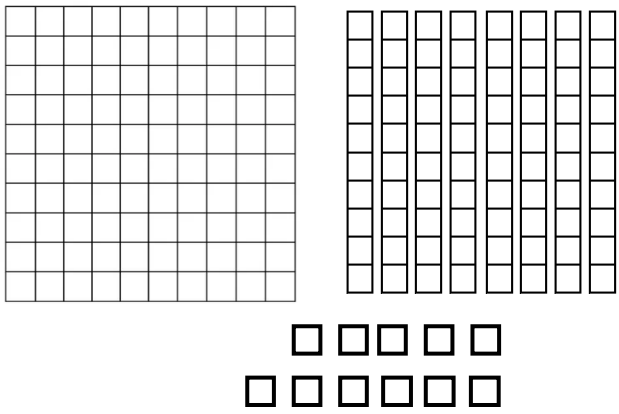
1. Work with a partner. Deal 8 cards to each player.
2. Both players turn over the top card in their stack. Players compare cards. The player with the greater number takes both cards and puts them on the bottom of their stack. If the cards are of equal value players turn over another card each and compare the new cards.
3. Both players record the result of the comparison on the chart below using the symbols <, >.
4. The game continues until one player has all of the cards.

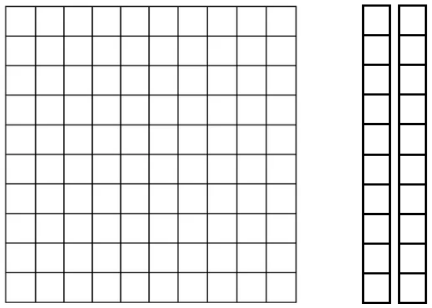
Player 1's Number	<, >	Player 2's Number

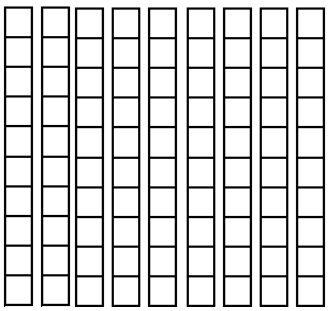
Player 1's Number	<, >	Player 2's Number

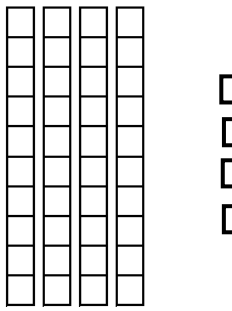


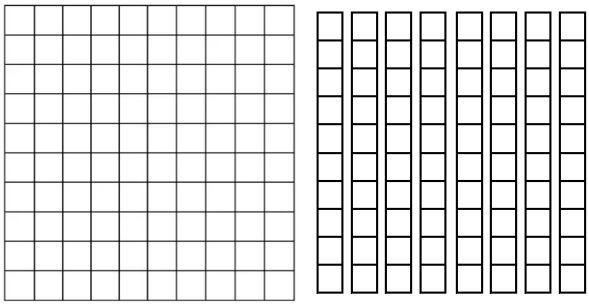


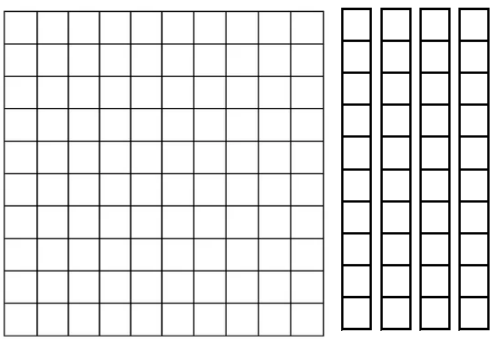


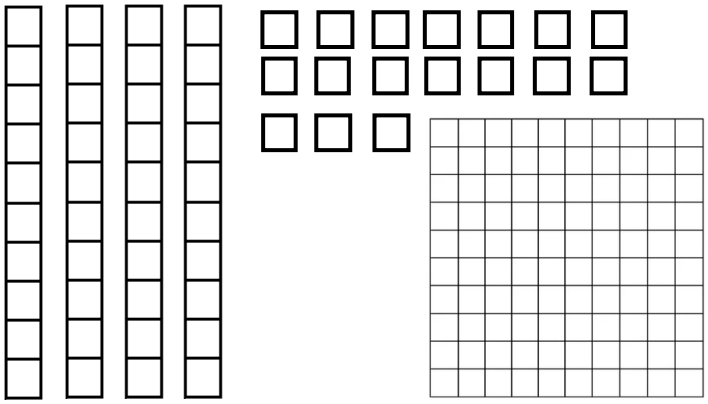


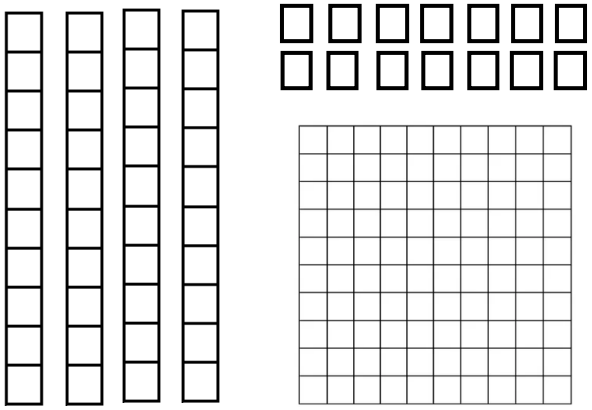


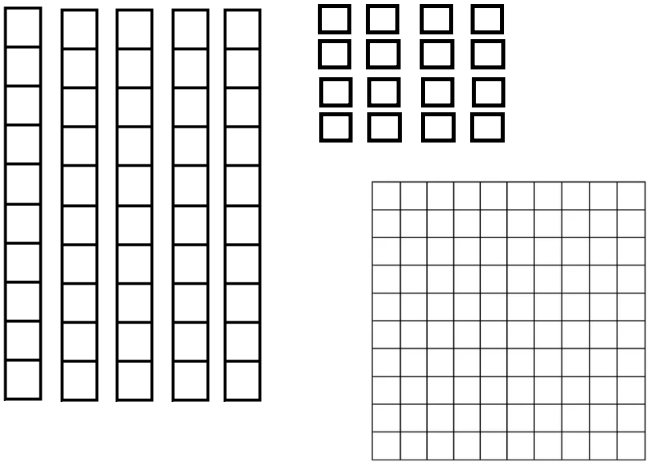


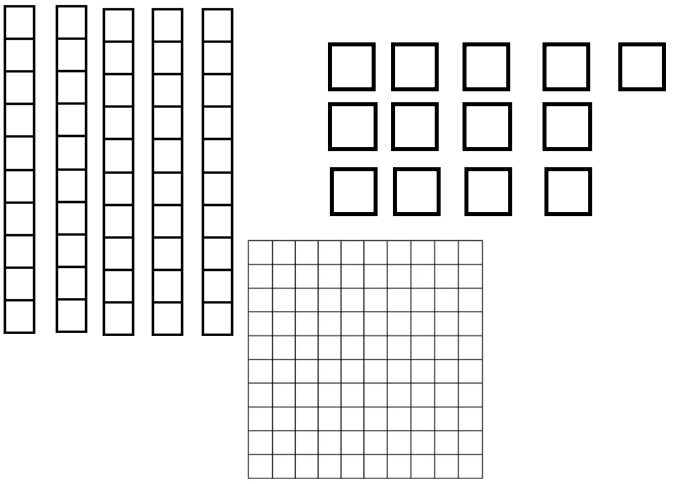


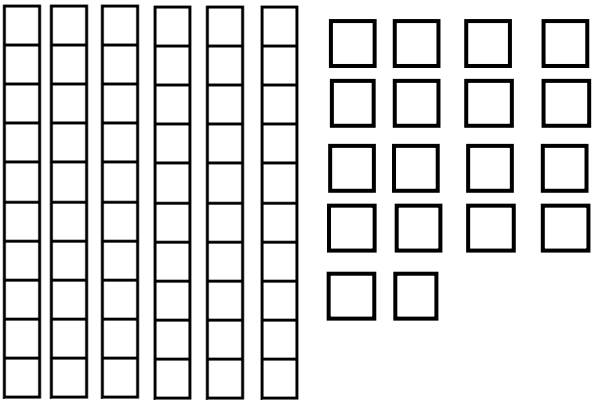


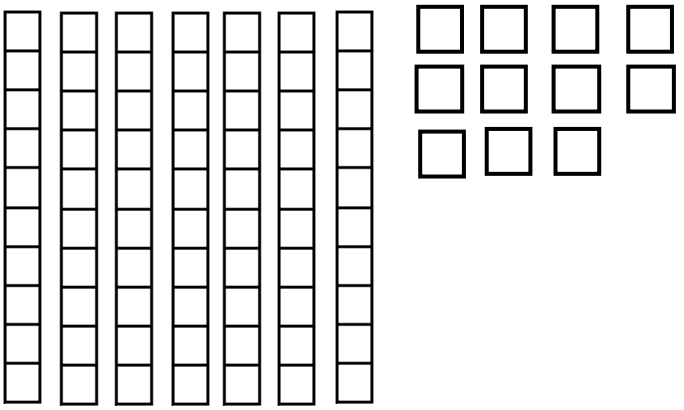


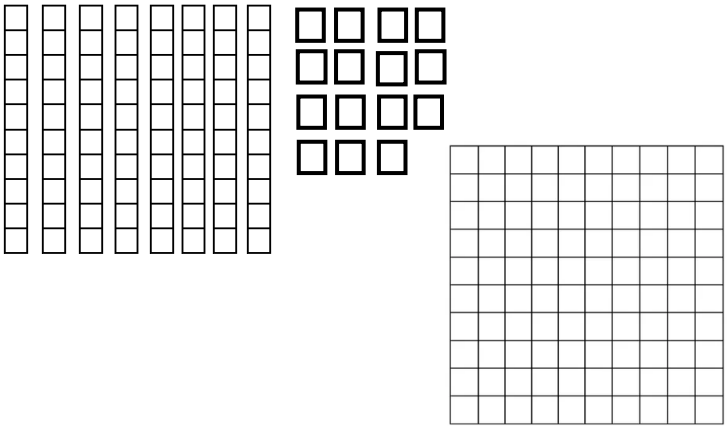


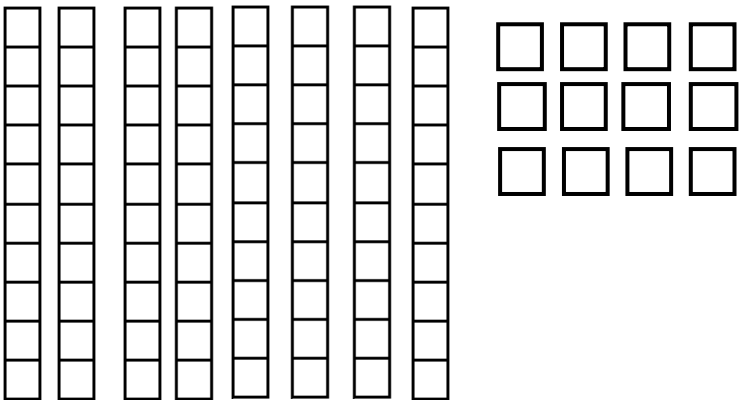












Who am I?

Directions:

1. Cut out the cards and place in a pile.
2. Choose a card.
3. Solve the riddle.
4. Find the letter on that card and record your answer on the chart below.

letter on card	number represented
A	
B	
C	
D	
E	
F	

letter on card	number represented
G	
H	
I	
J	
K	
L	

I have 7 ones.
I have 6 tens.
I have 4 hundreds.

A

I have 13 tens.
I have 4 hundreds.
I have 8 ones.

B

I have 7 tens.
I have 15 ones.
I have 4 hundreds.

C

I have 4 tens.
I have 5 hundreds.
I have 8 oness.

D

I have 3 hundreds.
I have 9 ones.
I have 15 tens.

E

I have 17 ones.
I have 6 hundreds.
I have 2 tens.

F

The value of my 4 is 40.
The value of my 9 is 900.
The value of my 8 is 8.

G

The value of the digit in my hundreds place is 400.
The value of my ones is 4.
The value of my tens is 30.

H

The value of my 5 is 50.
The value of my 6 is 600.
The value of my 2 is 2.

I

The value of my 6 is 600.
The value of my 8 is 8.
The value of my 3 is 30.

J

The value of my tens is 50.
The value of my hundreds is 300.
The value of my ones is 9.

K

The value of my ones is 3.
The value of my hundreds is 800.
The value of my tens is 1.

L

Version 1

3-Digit Dash

Materials:

- 3 dice or numeral cards (cut out)

Directions:

1. Player 1: Roll 3 dice or draw three number cards trying to make the **largest** number.
2. Record the number in expanded form and as a three-digit number.
3. Player 2: repeat steps 1-2
4. The person with the largest number wins that round. Put a check mark in the winner box if you won that round.
5. After 5 rounds the person with the highest score wins!

Player 1			
Round	Expanded Form	3-Digit Number	Winner
1			
2			
3			
4			
5			

Player 2			
Round	Expanded Form	3-Digit Number	Winner
1			
2			
3			
4			
5			

Version 2

3-Digit Dash

Materials:

- 3 dice or numeral cards (cut out)

Directions:

1. Player 1: Roll 3 dice or draw three number cards trying to make the **smallest** number.
2. Record the number in expanded form and as a three-digit number.
3. Player 2: repeat steps 1-2
4. The person with the smallest number wins that round. Put a check mark in the winner box if you won that round.
5. After 5 rounds the person with the highest score wins!

Player 1			
Round	Expanded Form	3-Digit Number	Winner
1			
2			
3			
4			
5			

Player 2			
Round	Expanded Form	3-Digit Number	Winner
1			
2			
3			
4			
5			

0	1	2
3	4	5
6	7	8
9		

0	1	2
3	4	5
6	7	8
9		

5 Way Callenge

Directions:

1. Write the number 5 ways.

356	Only Tens and Ones	Compose a Different Way
A Base Ten Diagram	Word Form	Expanded Form

Plot and Compare

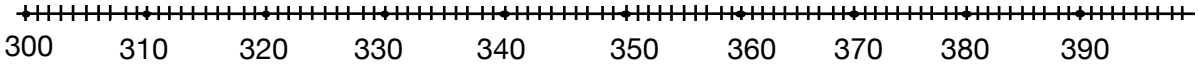
Directions: Plot the numbers given on the number line and use <, >, or = to compare the two numbers (example: 3 < 13).

1.

Plot: **681, 618**

Compare (use <, >, or =) : _____ ___ _____

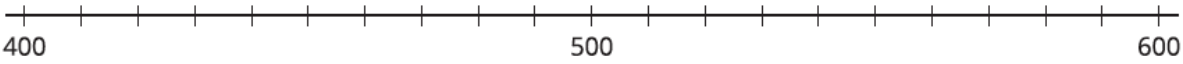
2.



Plot: **315, 366**

Compare (use <, >, or =) : _____ ___ _____

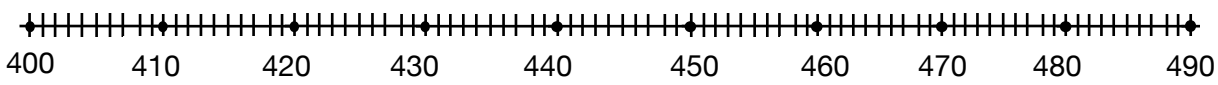
3.



Plot: **560, 460**

Compare (use <, >, or =) : _____ ___ _____

4.



Plot: **428, 488**

Compare (use <, >, or =) : _____ ___ _____

Compare with Value Pak

Materials:

- base ten blocks (cut out)
- one digit numeral cards (cut out)
- place value mat

Directions:

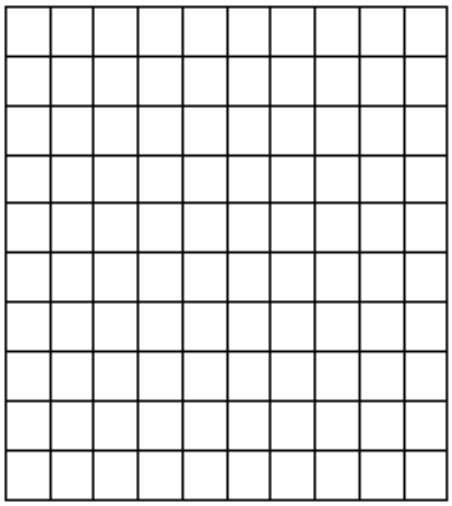
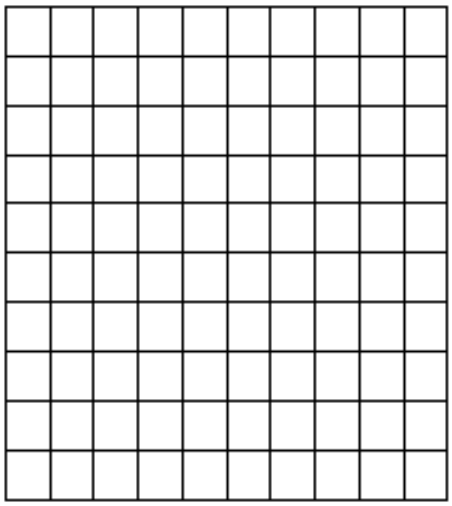
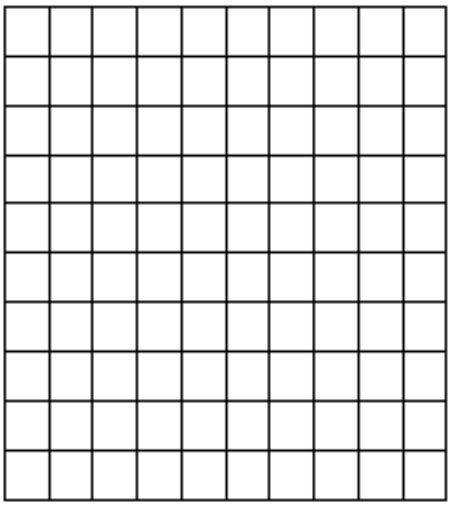
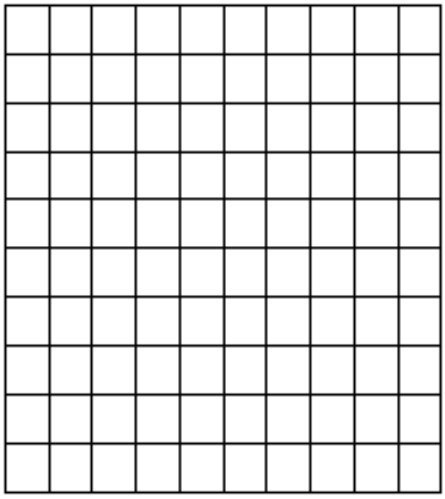
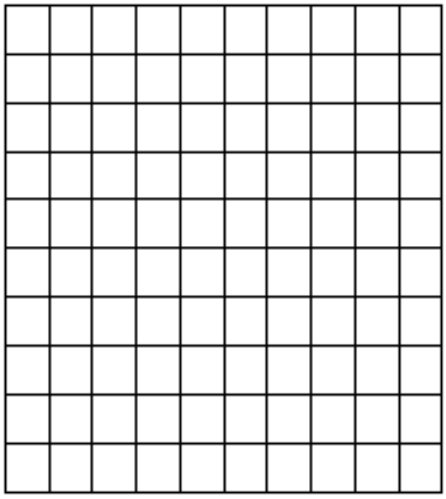
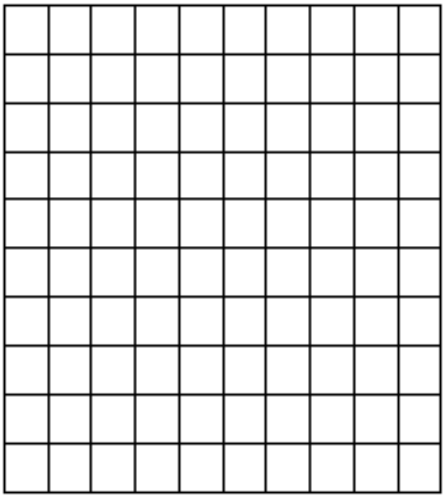
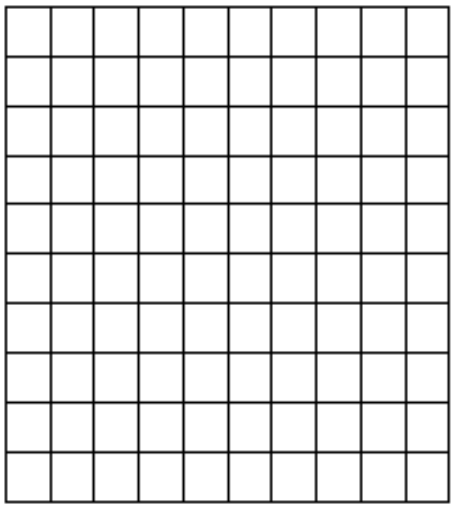
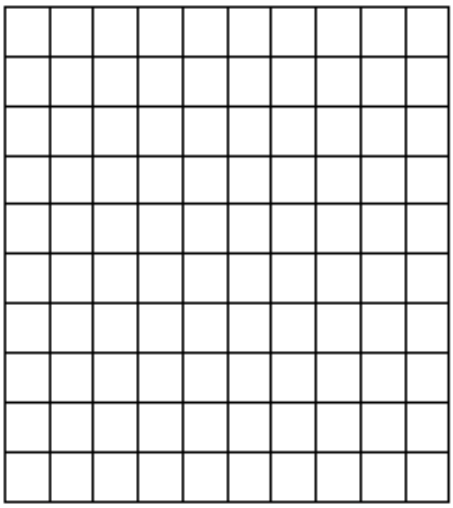
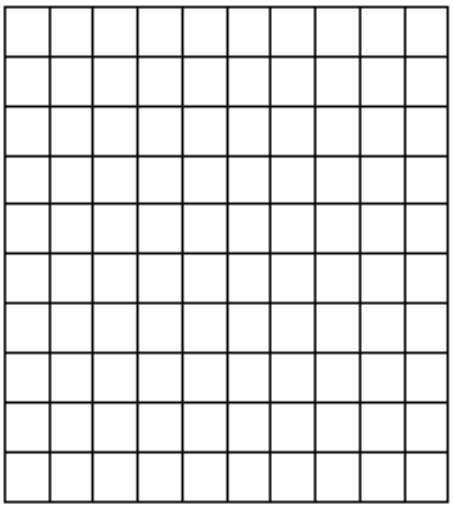
1. Work with a partner. Shuffle the numeral cards and place them facedown.
2. Both players: Turn over 3 cards to make a 3-digit number. Represent your number on a place value mat using base ten blocks.
3. Compare your representations. Record your comparisons using the symbols <, >, or = on the chart below.
4. Repeat steps 1-3 for 9 more rounds.

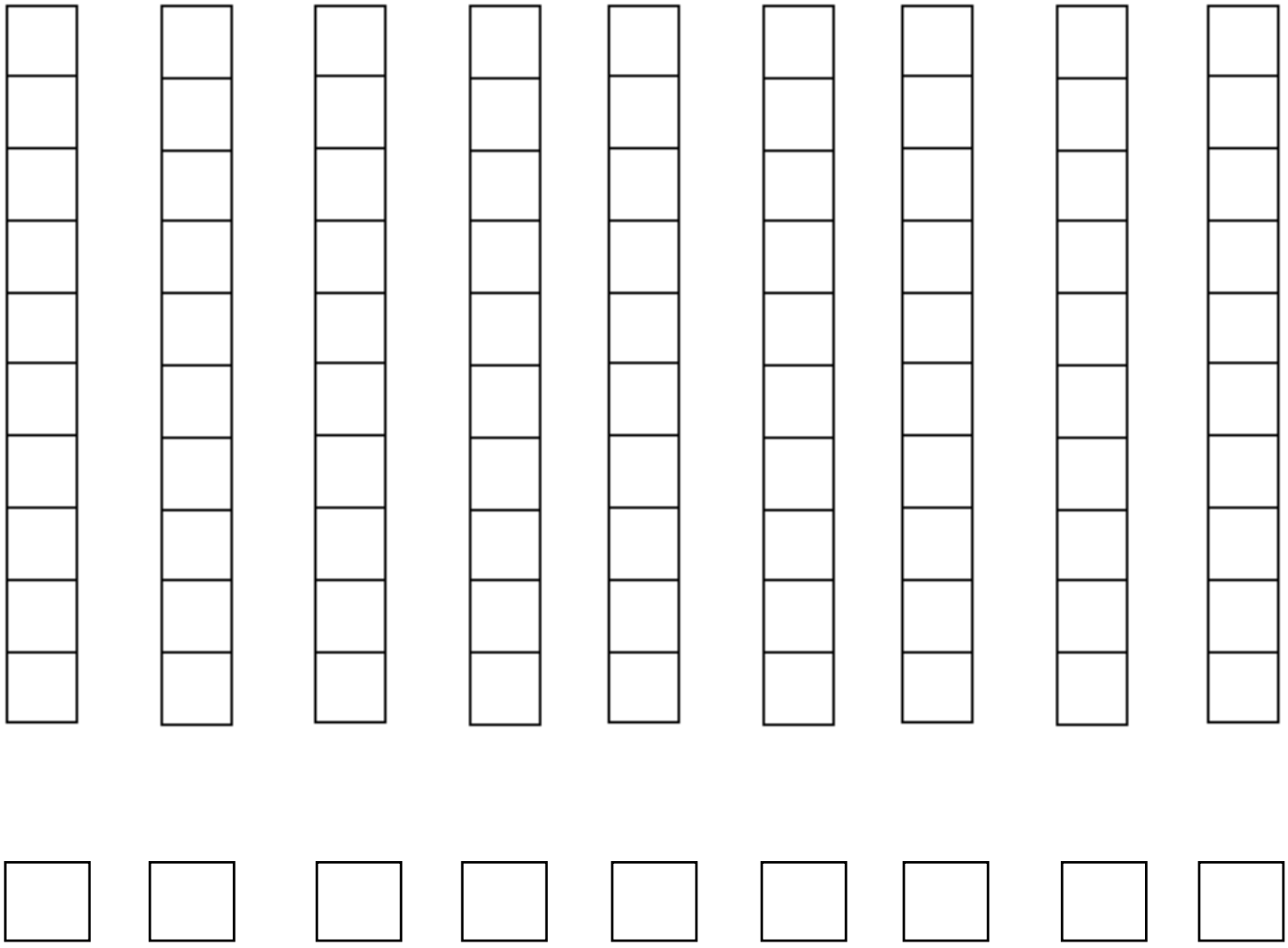
ROUND	Player 1 3-digit number	>,<, or =	Player 2 3-digit number
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Place Value Board

hundreds	tens	ones

1	2	3
4	5	6
7	8	9
0		

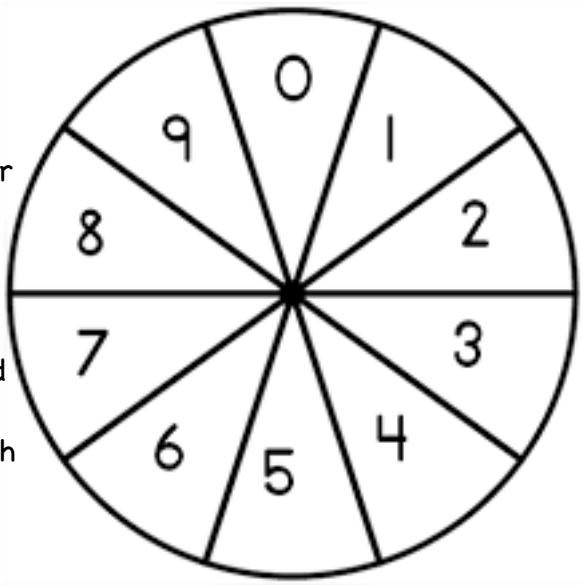












Which is Greater?

Materials:

- spinner (made with paperclip and pencil)
- place value board (one for each partner)

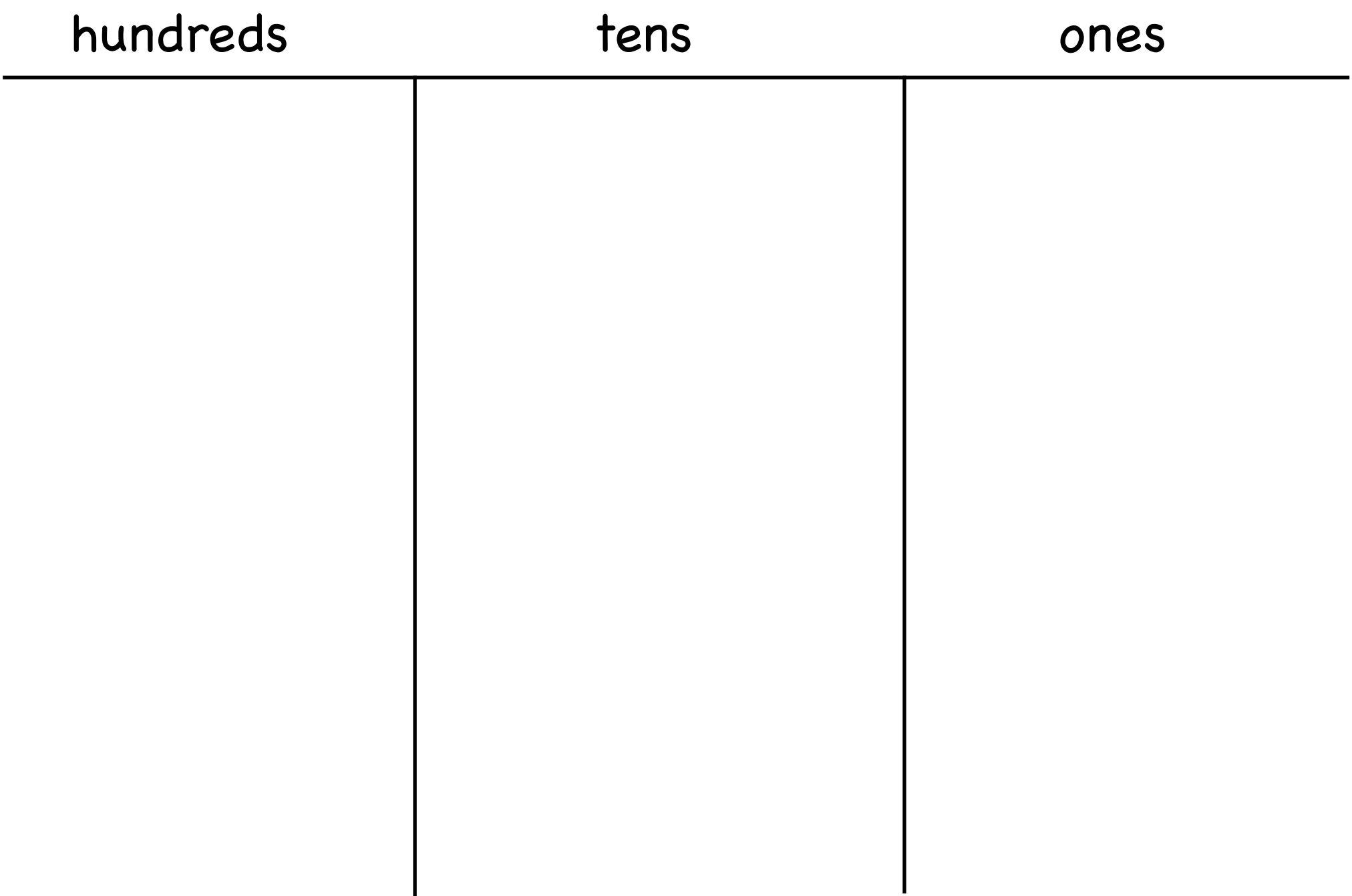


Directions:

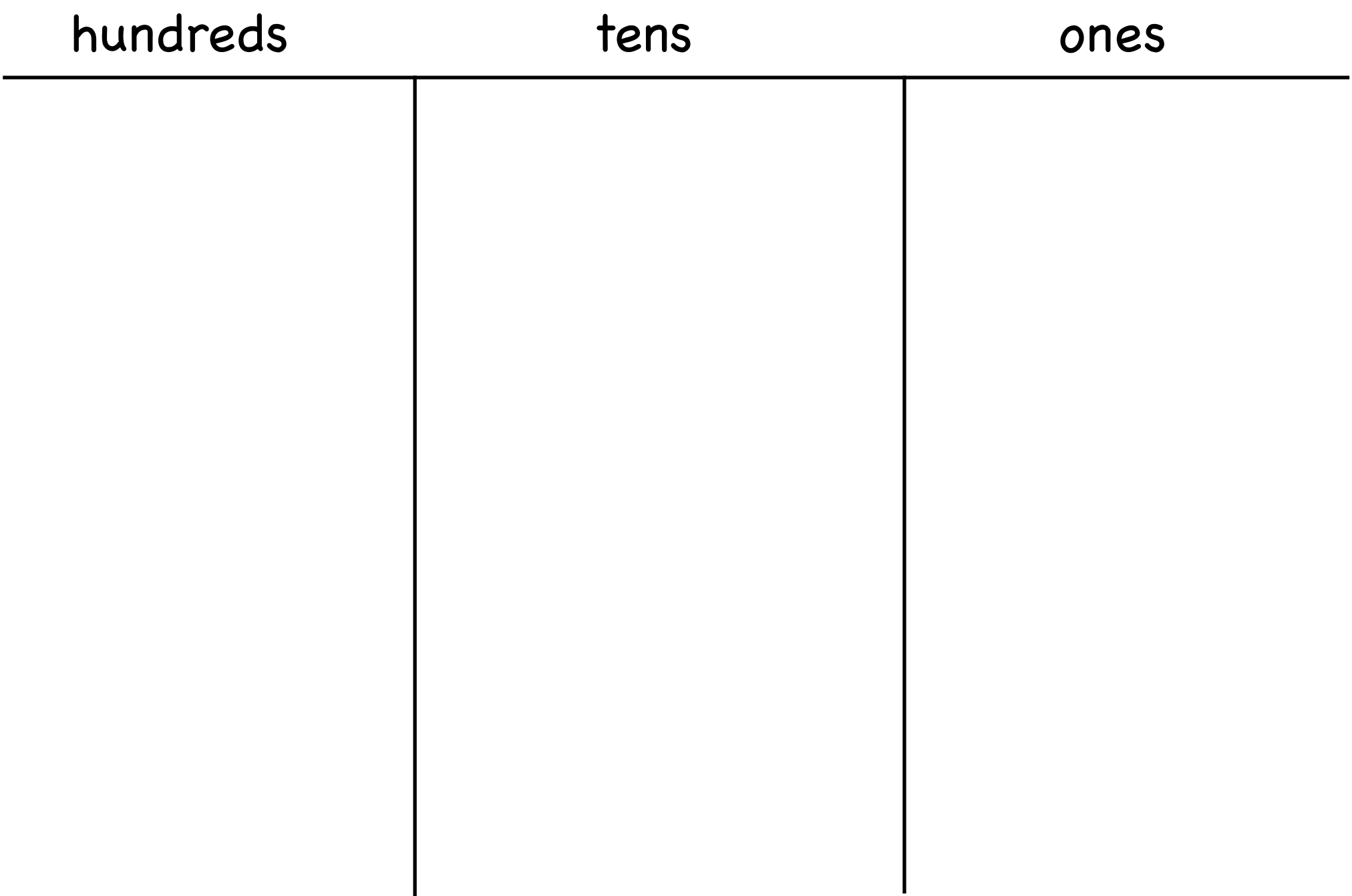
1. Work with a partner to try to make the greatest 3-digit number you can.
2. Player 1 spins. Player 1 decides if the number should go in the ones, tens, or hundreds place to make the largest 3-digit number. (ex: I rolled a 2 and I think it should go in the ones place because it is a low number. In the hundreds place, it would only be 200.) Use the place value board to build your number.
3. Player 2 repeats step 2. Continue taking turns spinning until both players have built their 3-digit number. Record your numbers on the chart below.
4. Work with your partner to compare the 2 numbers and fill in <, >, =. The player with the greater number wins! Play 10 rounds and the best out of 10 wins!

Round	Player 1	Symbol < > =	Player 2	Winner
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Place Value Board

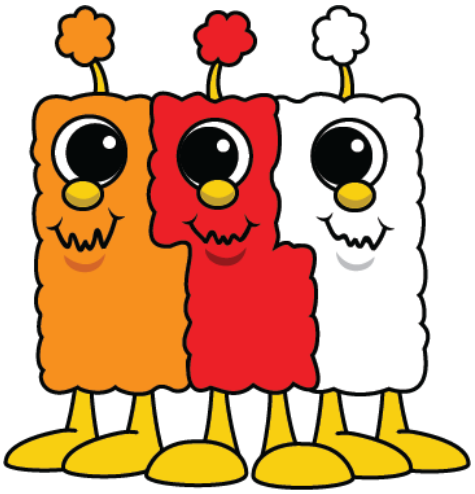


Place Value Board



Help Value Pak Get in Order

Materials: numeral cards 101–120 (cut out)



Directions:

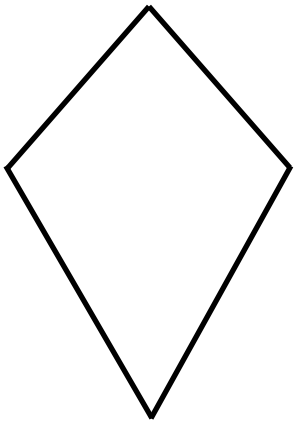
1. Work with a partner. Shuffle the cards and deal 5 cards to each player. Players must place their cards facedown in a pile.
2. Take turns flipping over the top card from your pile. Place the card on the grid below.
3. The goal is to be the first player to have 5 cards in order from least to greatest on the grid below. On each turn a player can replace any card in their column with the card drawn.
4. Players may not move cards around within the column.
5. Keep going until one player has 5 numbers in order from least to greatest.

Player 1 least to greatest		**Player 1** least to greatest

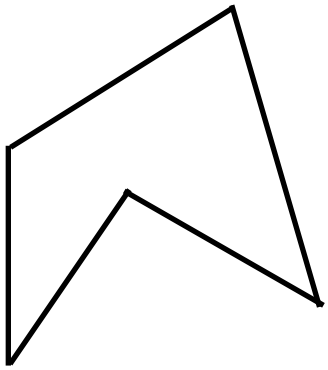
101	111
102	112
103	113
104	114
105	115
106	116
107	117
108	118
109	119
110	120

Shape Match Up

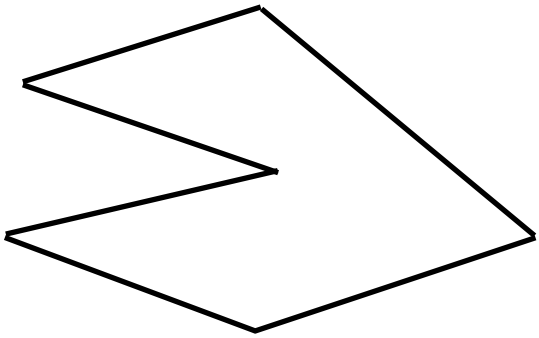
Directions: Circle the name of each shape.



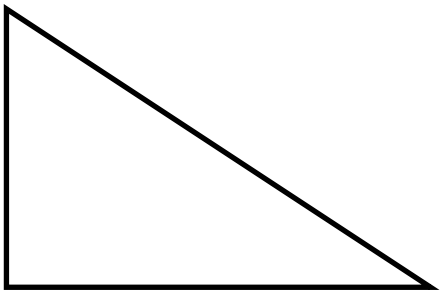
- triangle
- quadrilateral
- pentagon
- hexagon



- triangle
- quadrilateral
- pentagon
- hexagon



- triangle
- quadrilateral
- pentagon
- hexagon



- triangle
- quadrilateral
- pentagon
- hexagon

What Shape Am I?

Directions: Use the attributes given to draw the shape. Fill in the blank with the shape name.

A.) My shape has:

- 4 sides
- 4 corners
- 2 sides are 2 inches
- all square corners

Draw the shape:

What shape am I? _____

B.) My shape has:

- 5 sides
- 5 corners
- 1 side is 2 inches
- 2 square corners

Draw the shape:

What shape am I? _____

C.) My shape has:

- 6 sides
- 6 corners
- 2 sides are 2 inches
- 0 square corners

Draw the shape:

What shape am I? _____

D.) My shape has:

- 3 sides
- 3 corners
- 1 side is 2 inches
- 1 square corner

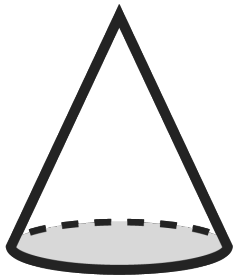
Draw the shape:

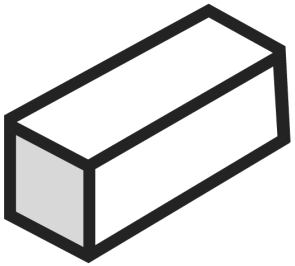
What shape am I? _____

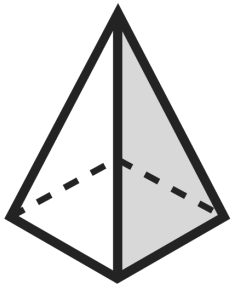
Answers: A) rectangle B) pentagon C) hexagon D) triangle

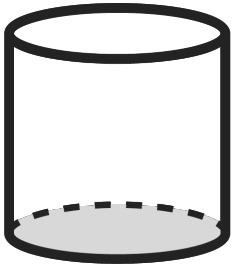
3D Match Up

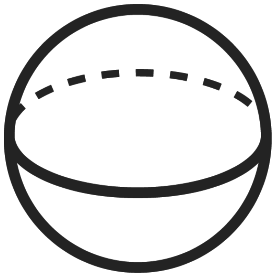
Directions: Draw a line to the name of each 3D figure.

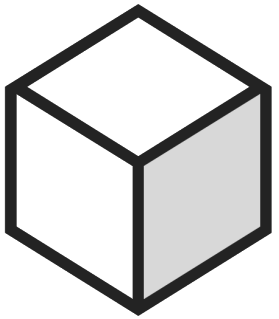




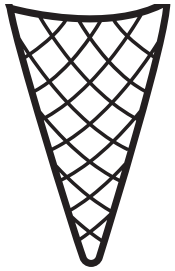


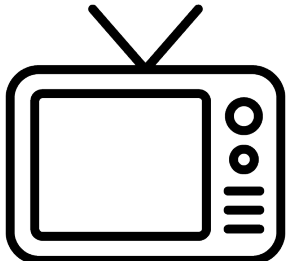






pyramid cylinder sphere cube cone rectangular prism

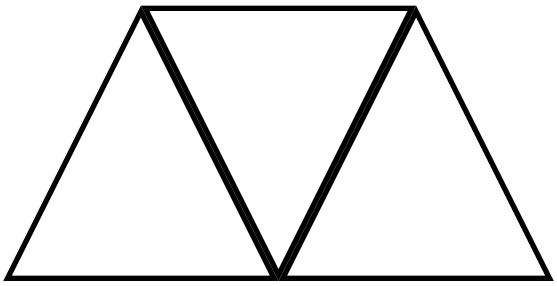




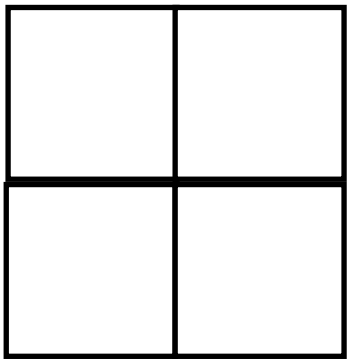
pyramid cylinder sphere cube cone rectangular prism

Describe The Shape

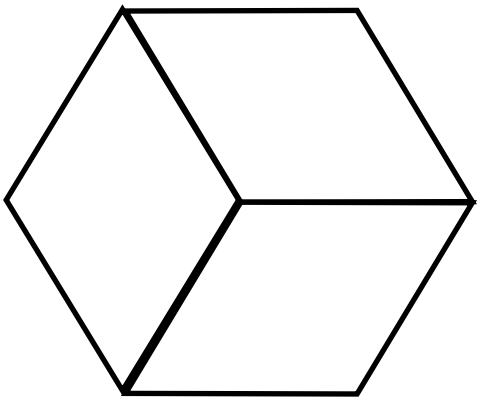
Directions: Fill in the blanks. (Example: The rectangle is made up of 3 squares.



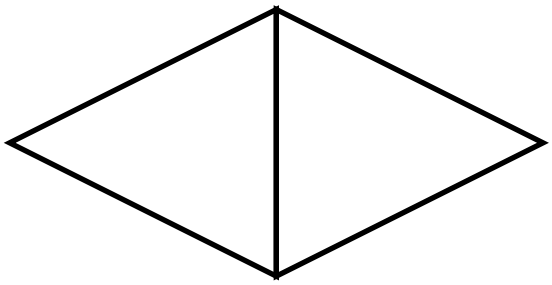
The _____ is made up of ___ _____.



The _____ is made up of ___ _____.



The _____ is made up of ___ _____.



The _____ is made up of ___ _____.

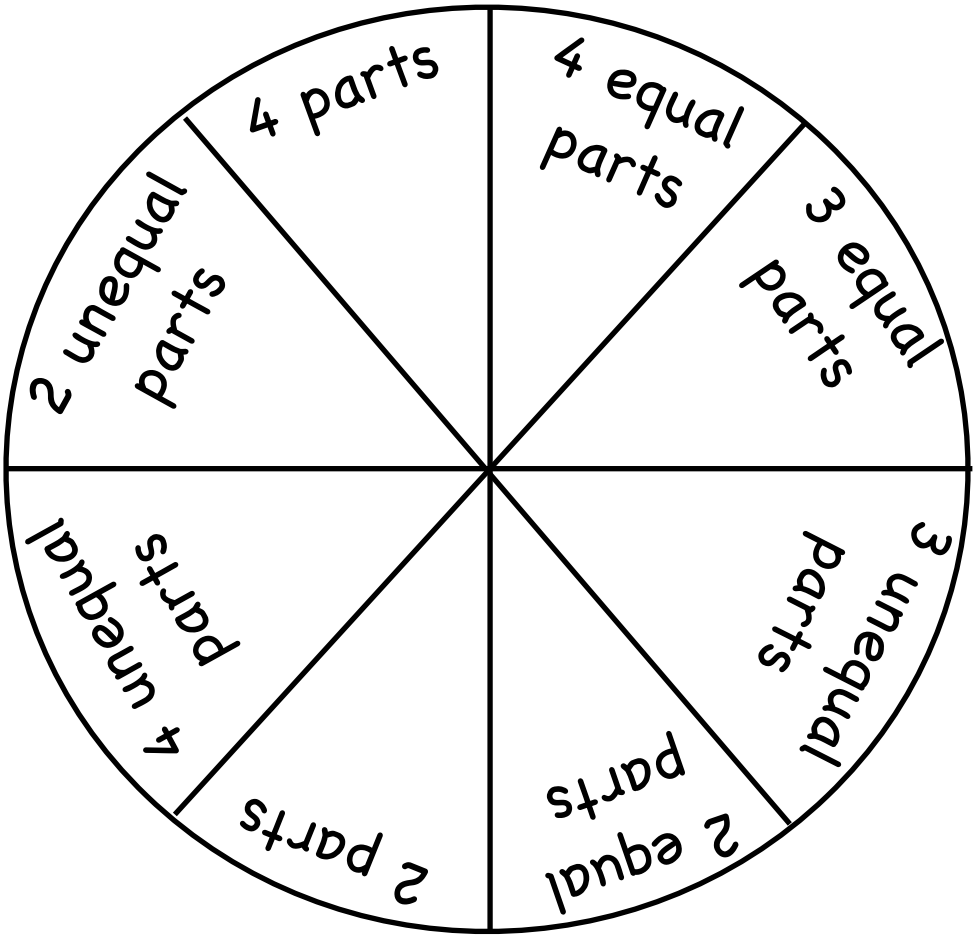
Split the Shape

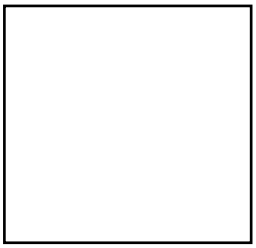
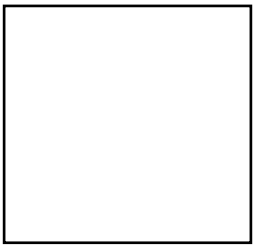
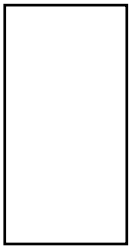
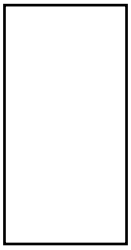
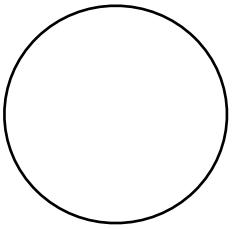
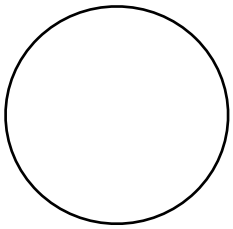
Materials:

1. spinner (you will need a pencil and paperclip to create the spinner)
2. recording sheet
3. 2 players

Directions:

1. Player 1 spins and splits their shape.
2. Compare the shapes.
3. If you made equal parts, name the parts using halves, thirds, or fourths on the recording sheet.
4. Player 2 repeats steps 1-3. Continue taking turns until the recording sheet is filled in.



Player 1	Player 2
	
	
	
	

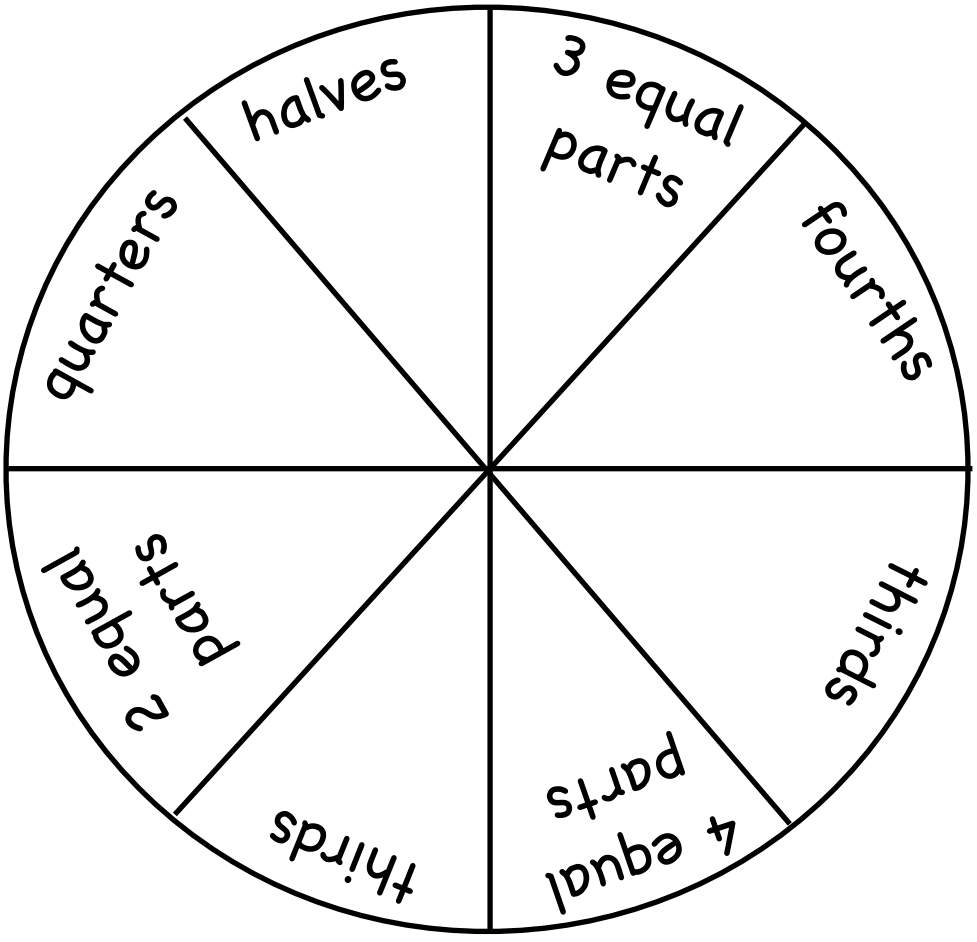
Split the Shape

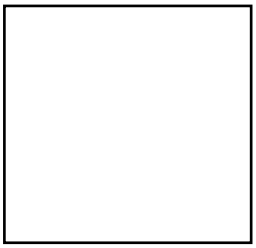
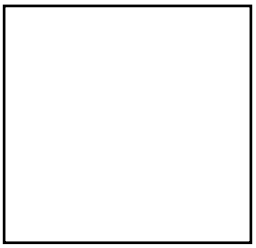
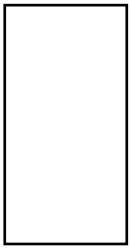
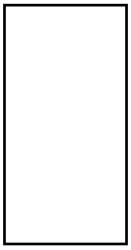
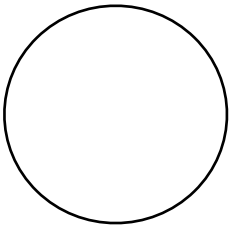
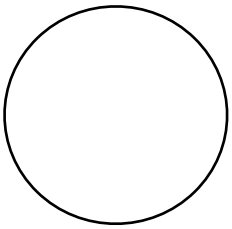
Materials:

1. spinner (you will need a pencil and paperclip to create the spinner)
2. recording sheet
3. 2 players

Directions:

1. Player 1 spins and splits their shape two different ways.
2. Compare your shapes.
3. Name the parts using half of, third of, fourth of, or quarter of on the recording sheet.
4. Player 2 repeats steps 1-3. Continue taking turns until the recording sheet is filled in.



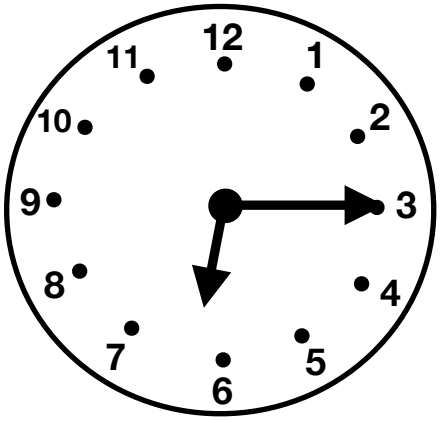
Player 1	Player 2
	
	
	
	

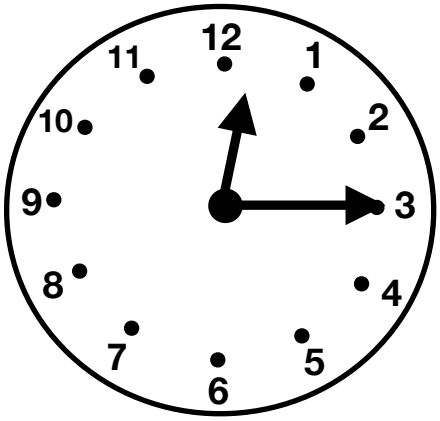
Time Match Up

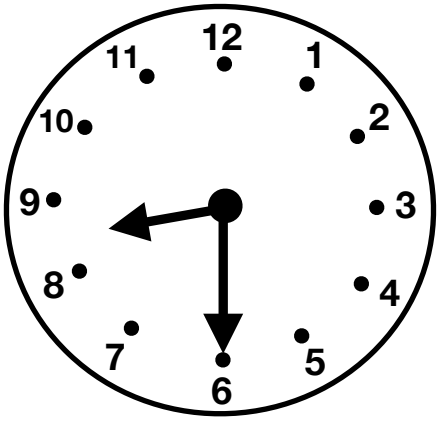
Directions:

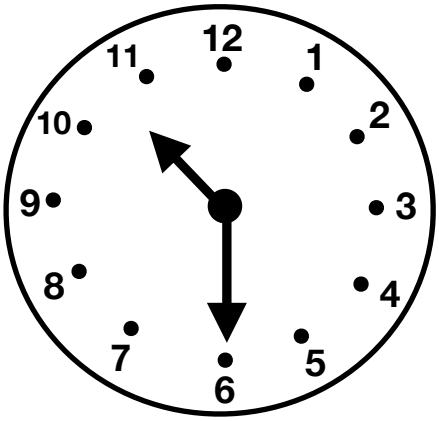
1. Cut out all of the cards.
2. There are 3 cards for each time; a digital clock card, an analog clock card, and a terms time card.
3. Match up all 3 cards until all the cards are gone.

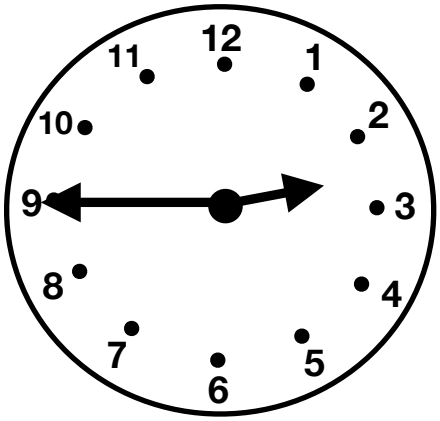
6:15	12:15	8:30
10:30	2:45	5:45

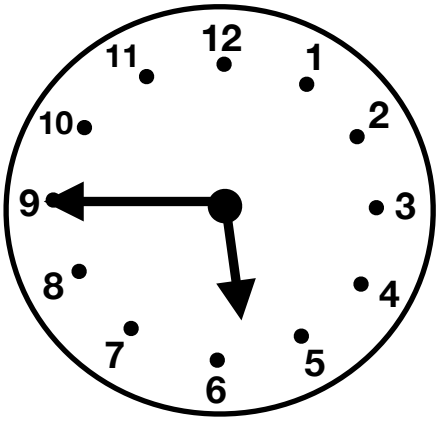












quarter after six

quarter after twelve

half past eight

half past ten

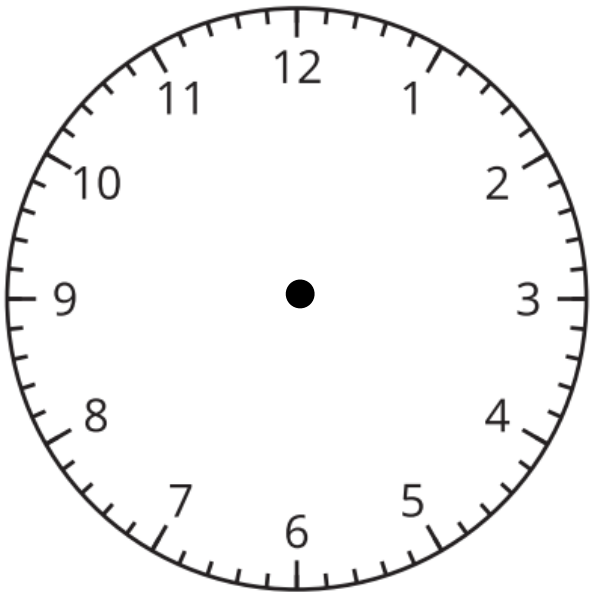
quarter till three

quarter till six

Clocks and Time

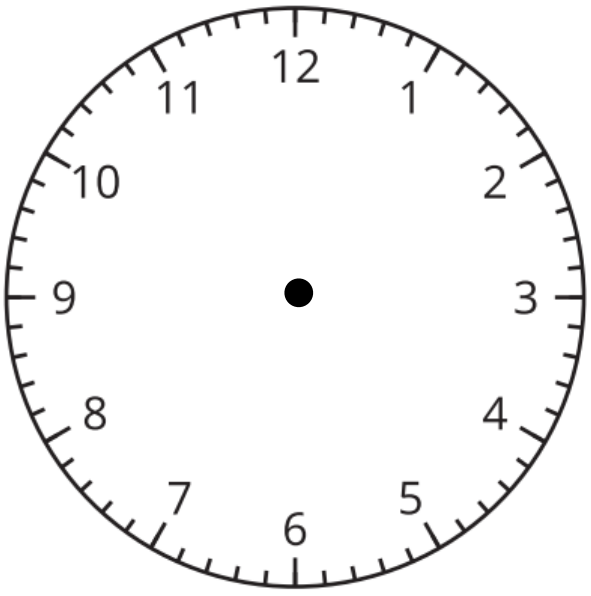
1. Sierra wakes up in the morning at 7:15. Show this time on the clock face below. Circle a.m. or p.m.

a.m. or p.m.



2. Sierra goes to bed at 8:45. Show this time on the clock face below. Circle a.m. or p.m.

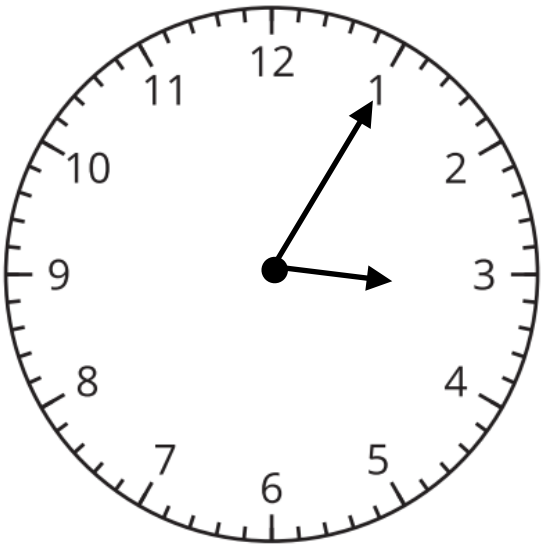
a.m. or p.m.



Write the time for each clock face.

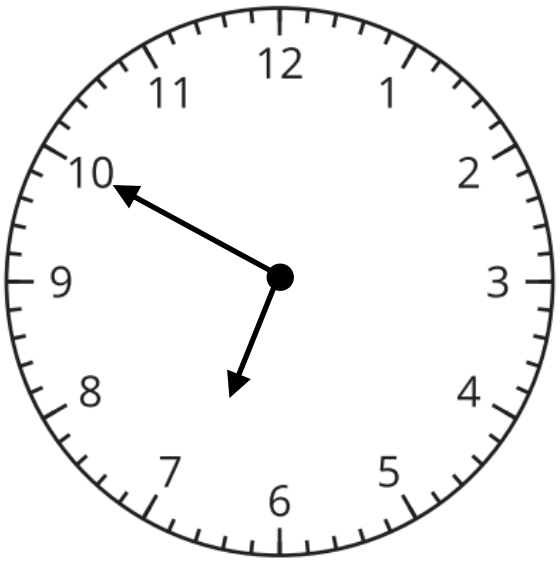
3.

____ : ____



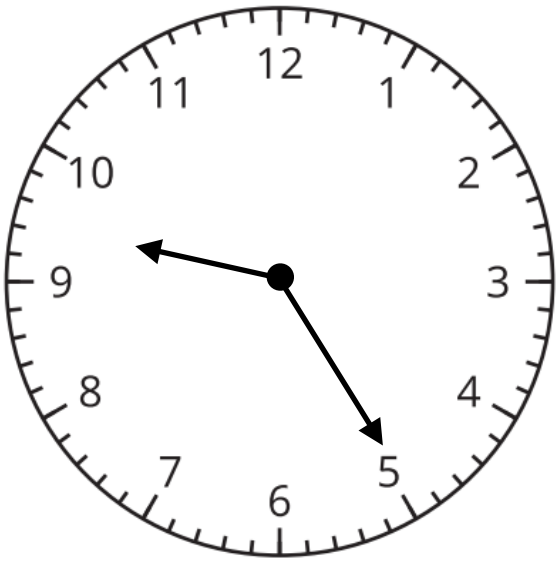
4.

____ : ____



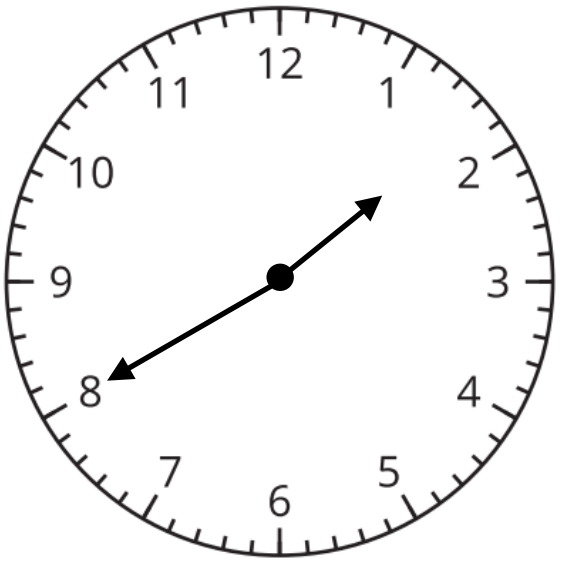
5.

____ : ____



6.

____ : ____



Coin Compare-Level 1

Materials: money cards (cut out)

Directions:
1. Put all the cards in one pile face down.
2. Player 1 and Player 2 each turn over a card from the top of the pile.
3. Each player finds the value of the collection of coins shown on their card.
4. Both players compare their cards. The player with the greatest coin value takes both cards.
5. Continue to play until all the cards have been taken from the pile.
6. The player with the most cards wins!

	Player 1	Player 2	Which player has the greatest value?
1	_____¢	_____¢	
2	_____¢	_____¢	
3	_____¢	_____¢	
4	_____¢	_____¢	
5	_____¢	_____¢	
6	_____¢	_____¢	
7	_____¢	_____¢	
8	_____¢	_____¢	
9	_____¢	_____¢	
10	_____¢	_____¢	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ONE DIME
LIBERTY
IN GOD WE TRUST
2020


IN GOD WE TRUST
Liberty
2020
E PLURIBUS UNUM
MONTICELLO
FIVE CENTS
UNITED STATES OF AMERICA
LIBERTY


IN GOD WE TRUST
Liberty
2020
E PLURIBUS UNUM
MONTICELLO
FIVE CENTS
UNITED STATES OF AMERICA


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ONE DIME
LIBERTY
IN GOD WE TRUST
2020


LIBERTY
IN GOD WE TRUST
2020
IN GOD WE TRUST
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ONE DIME
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ONE CENT


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ONE DIME
LIBERTY
IN GOD WE TRUST
2020


IN GOD WE TRUST
Liberty
2020
E PLURIBUS UNUM
MONTICELLO
FIVE CENTS
UNITED STATES OF AMERICA


IN GOD WE TRUST
LIBERTY
2020
E PLURIBUS UNUM
ONE CENT


E PLURIBUS UNUM
MONTICELLO
FIVE CENTS
UNITED STATES OF AMERICA
IN GOD WE TRUST
Liberty
2020
LIBERTY
ONE DIME
ONE CENT


LIBERTY
2020
E PLURIBUS UNUM
ONE CENT
UNITED STATES OF AMERICA
ONE DIME
IN GOD WE TRUST

Coin Compare-Level 2

Materials: money cards (cut out)

Directions:
1. Put all the cards in one pile face down.
2. Player 1 and Player 2 each turn over a card from the top of the pile.
3. Each player finds the value of the collection of coins shown on their card.
4. Both players compare their cards. The player with the greatest coin value takes both cards.
5. Continue to play until all the cards have been taken from the pile.
6. The player with the most cards wins!

	Player 1	Player 2	Which player has the greatest value?
1	_____¢	_____¢	
2	_____¢	_____¢	
3	_____¢	_____¢	
4	_____¢	_____¢	
5	_____¢	_____¢	
6	_____¢	_____¢	
7	_____¢	_____¢	
8	_____¢	_____¢	
9	_____¢	_____¢	
10	_____¢	_____¢	


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QUARTER DOLLAR
E PLURIBUS UNUM
Liberty
2020


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LIBERTY
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QUARTER DOLLAR
ONE DIME
E PLURIBUS UNUM
2020


UNITED STATES OF AMERICA
LIBERTY
IN GOD WE TRUST
QUARTER DOLLAR
E PLURIBUS UNUM
ONE CENT
2020


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QUARTER DOLLAR
Liberty
2020
E PLURIBUS UNUM
MONTICELLO
FIVE CENTS
UNITED STATES OF AMERICA


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LIBERTY
IN GOD WE TRUST
QUARTER DOLLAR
2020


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QUARTER DOLLAR
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MONTICELLO
FIVE CENTS
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Liberty
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QUARTER DOLLAR
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ONE CENT
ONE DIME


E PLURIBUS UNUM
MONTICELLO
FIVE CENTS
UNITED STATES OF AMERICA
LIBERTY
IN GOD WE TRUST
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MONTICELLO
FIVE CENTS
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Liberty
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LIBERTY
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ONE DIME
QUARTER DOLLAR
ONE CENT


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LIBERTY
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QUARTER DOLLAR
Liberty
2020
MONTICELLO
FIVE CENTS


UNITED STATES OF AMERICA
E PLURIBUS UNUM
IN GOD WE TRUST
Liberty
2020
ONE DIME
ONE CENT

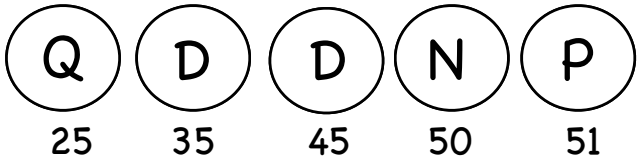

UNITED STATES OF AMERICA
E PLURIBUS UNUM
QUARTER DOLLAR
IN GOD WE TRUST
Liberty
2020
MONTICELLO
FIVE CENTS
LIBERTY
ONE CENT

Handful of Coins

Materials: cup, coins (you can use real coins or cut out the coins in this activity)

Directions:

1. Put all the coins in your cup. Grab a handful of coins.
2. Sort the coins and arrange them from greatest to least value.
3. Draw a quick picture of the coins you grabbed.
4. Figure out the total value of the coins. Show your work.
5. Record how many of each type of coin you grabbed and the total value.
6. Repeat 4 times.

Quick Draw	How many of each type of coin did you grab?	Total
example:  	I grabbed 1 quarter, 2 dimes, 1 nickel and 1 penny.	51¢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ONE CENT
IN GOD WE TRUST
LIBERTY
2020


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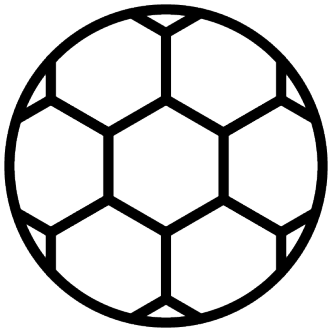
E•PLU RIB US•U NUM
ONE DIME
LIBERTY
IN GOD WE TRUST
2020

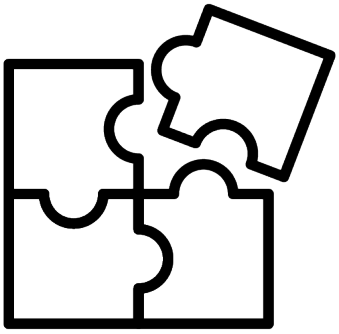

IN GOD WE TRUST
Liberty
2020
E PLURIBUS UNUM
MONTICELLO
FIVE CENTS
UNITED STATES OF AMERICA


UNITED STATES OF AMERICA
LIBERTY
IN GOD WE TRUST
E PLURIBUS UNUM
QUARTER DOLLAR

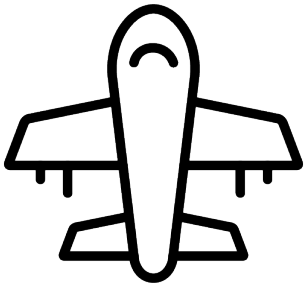
The Toy Store



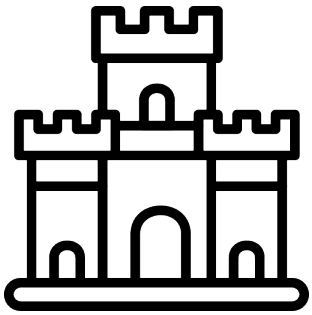
soccer ball
$1.00



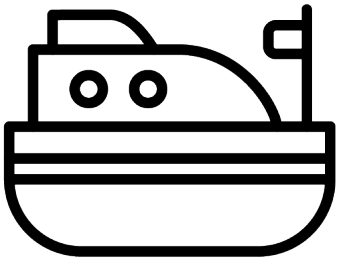
puzzle
15¢



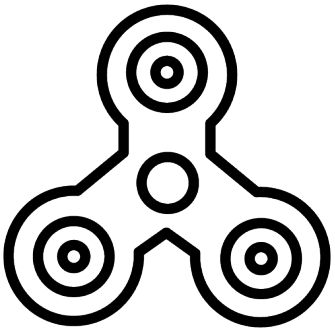
airplane
25¢



castle
99¢

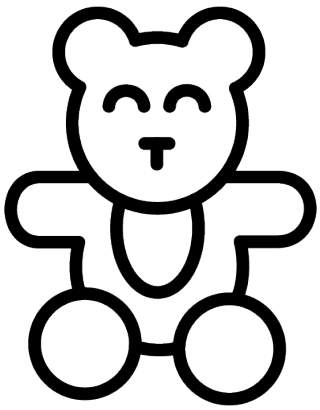


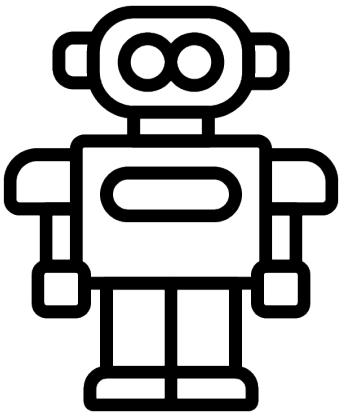
boat
20¢



fidget spinner
30¢

bear
39¢





robot
75¢

I bought three robots and a soccer ball. How much did I spend?

I bought two toys and spent 40¢. What might I have bought?

I bought a castle and a fidget spinner and gave the shopkeeper 6 quarters. How much change did I receive?

You buy a boat and four airplanes. How much do you spend?

Ben buys 2 robots and a puzzle. How much change will he get from a 5 dollar bill?

I buy one bear and two castles. How much do I spend?

Choose any one item from the store. Show what coins you could use to pay the exact cost.

Choose any two items from the store. Show what coins you could use to pay the exact cost.

You buy five puzzles. How much change do you get from a one dollar bill?

I spent $1.19 at The Toy Store. What might I have bought?

Solve Math Problems with Springling

580 - 573 =

Type to enter text

835 - 828 =

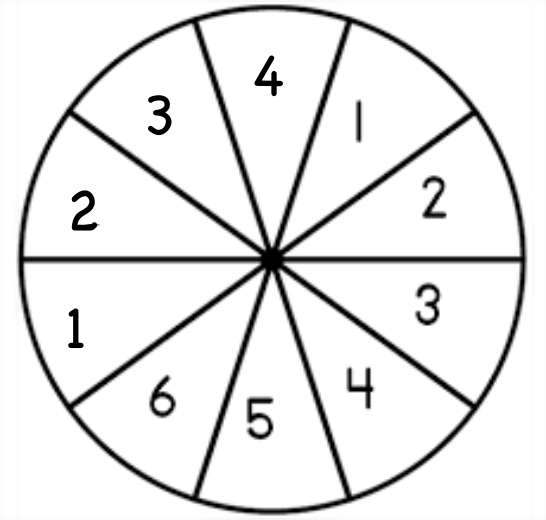
326 - 317 =

662 - 659 =

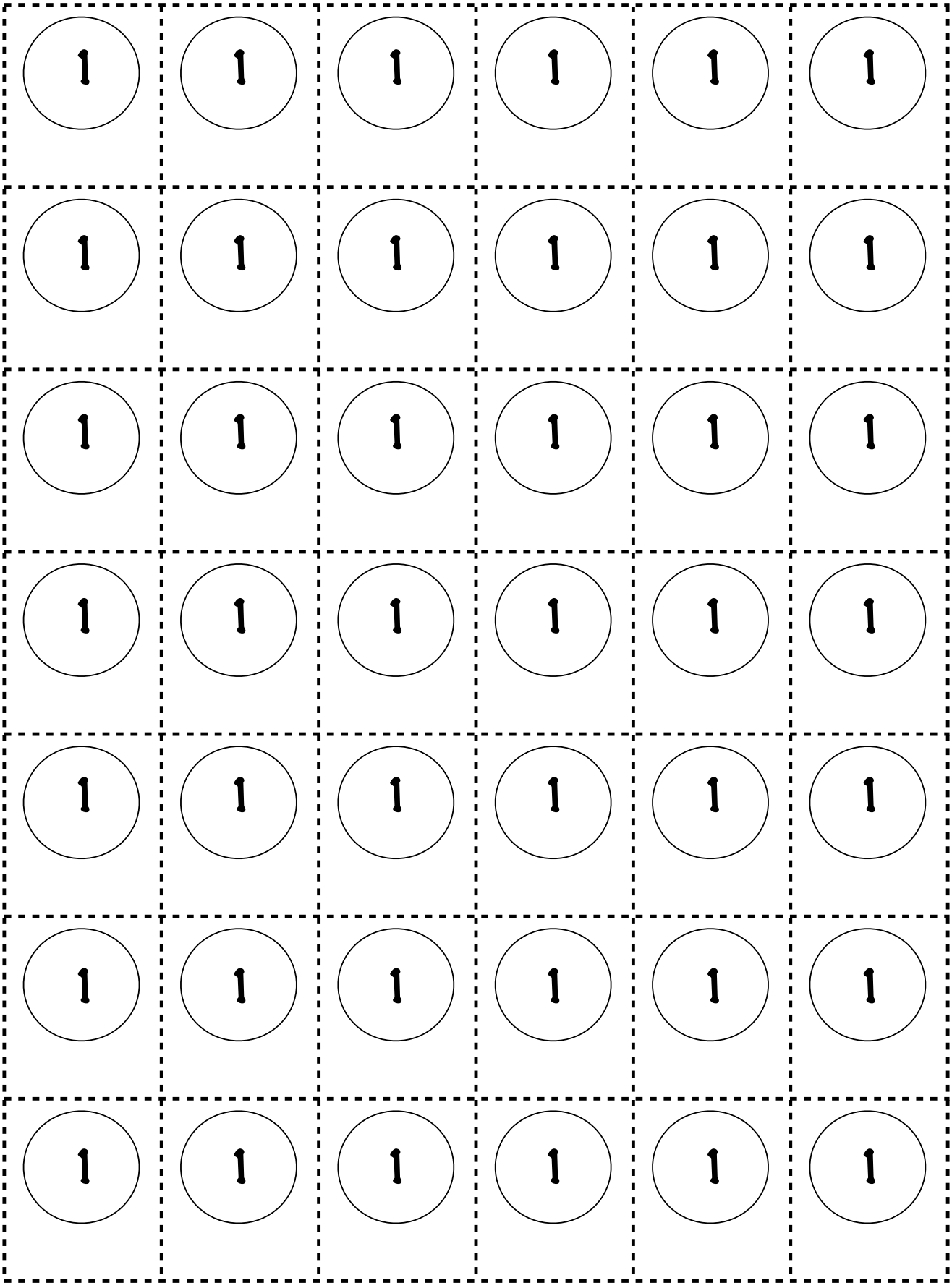
Add/Subtract Tens and Hundreds

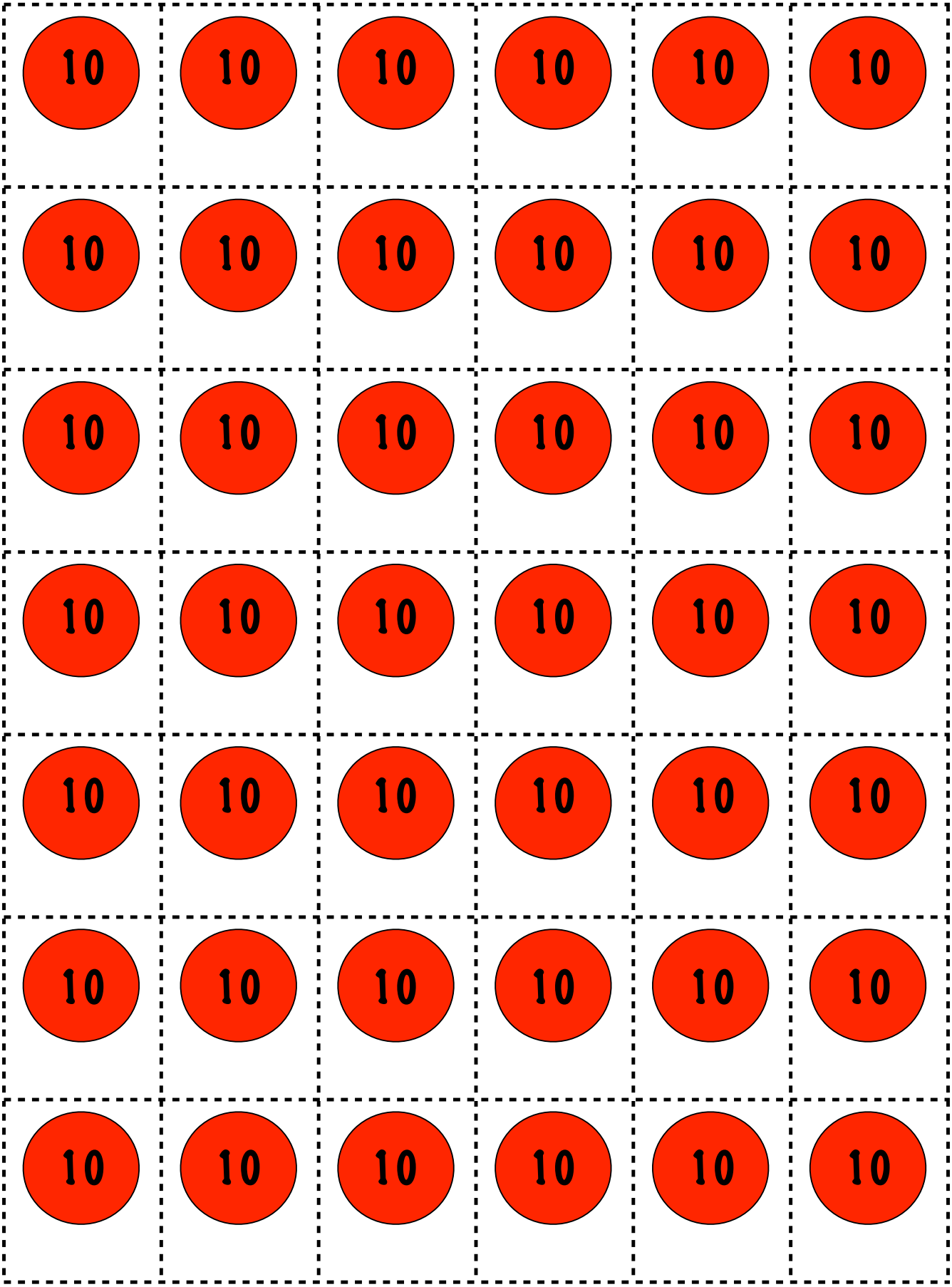
Materials:
1. place value discs (cut out)
2. a die or spinner (made with paperclip and pencil)

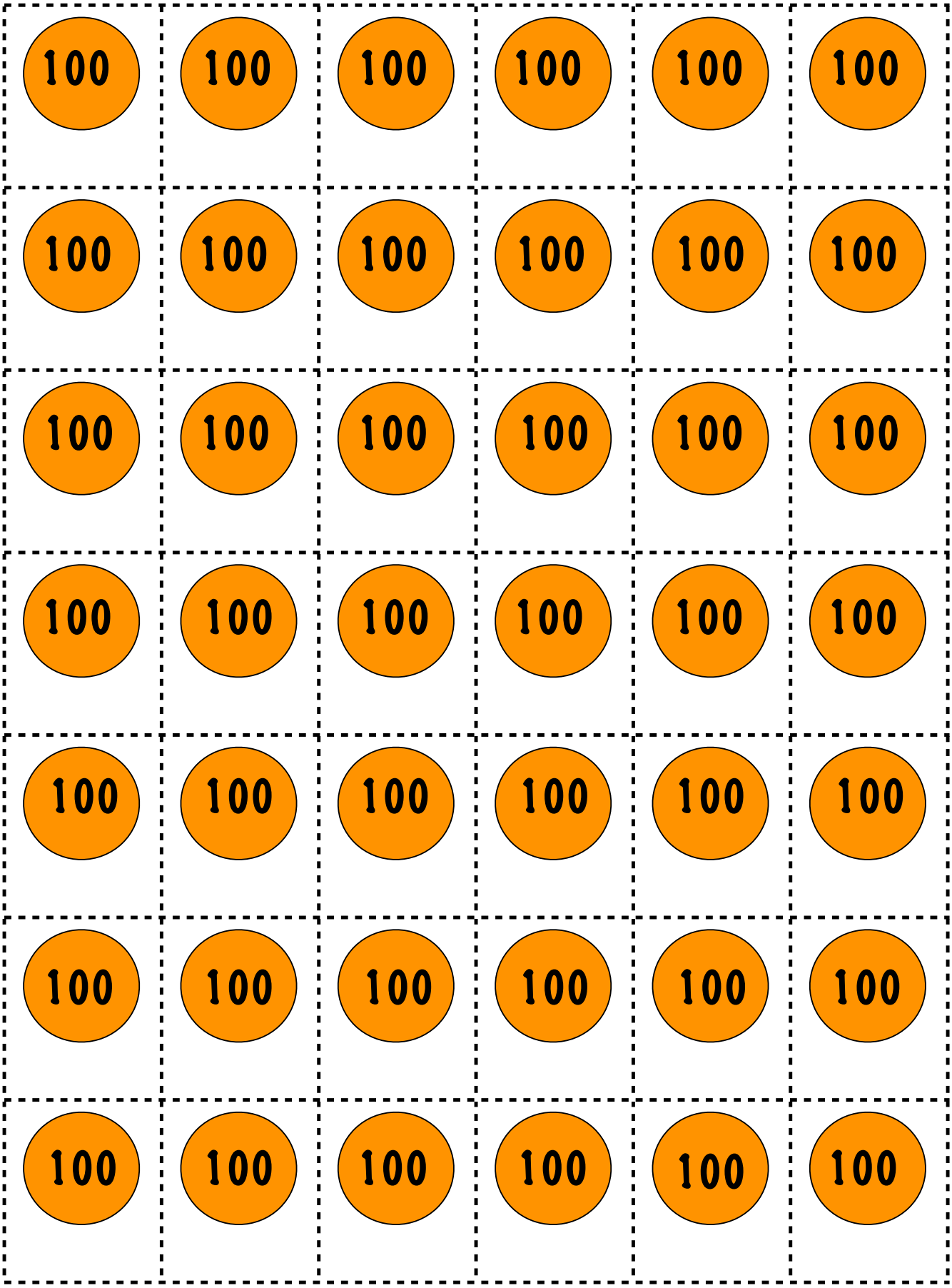
Directions:
1. Build the number shown with place value discs.
2. Roll the die (or spin) to see how many tens or hundreds to add or subtract.
3. Writes the equation and the answer.



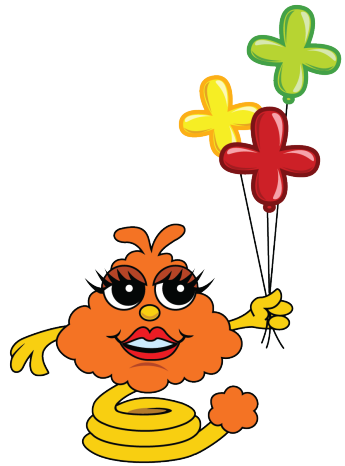
432	Add _____ tens.	_____ + _____ = _____
982	Subtract _____ tens.	_____ - _____ = _____
351	Add _____ hundreds.	_____ + _____ = _____
805	Subtract _____ hundreds.	_____ - _____ = _____


1 1 1 1 1 1
1 1 1 1 1 1
1 1 1 1 1 1
1 1 1 1 1 1
1 1 1 1 1 1
1 1 1 1 1 1
1 1 1 1 1 1


10 10 10 10 10 10
10 10 10 10 10 10
10 10 10 10 10 10
10 10 10 10 10 10
10 10 10 10 10 10
10 10 10 10 10 10
10 10 10 10 10 10


100

Differences Between Numbers



Directions:

1. Use the open number line to solve.
2. Show each jump you make and the number you land on.
3. Add the jumps to find the answer.

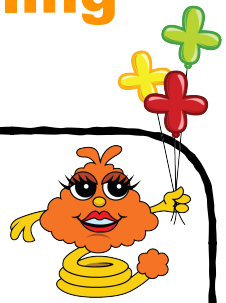
680 + _____ = 900

210 + _____ = 400

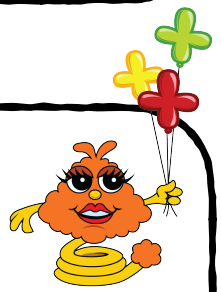
600 - 440 = _____

830 - 500 = _____

Solve with Springling



600 - 476 =



700 - 428 =

Solve with Minni & Subbi

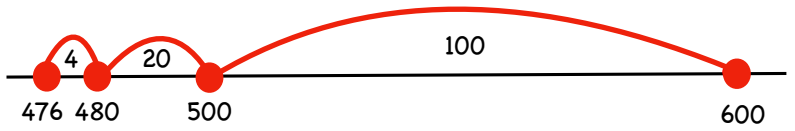
600 - 476 =

700 - 428 =

Answer Key

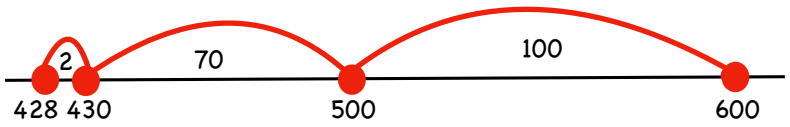
Solve with Springling

600 - 476 =



100 + 20 + 4 = 124

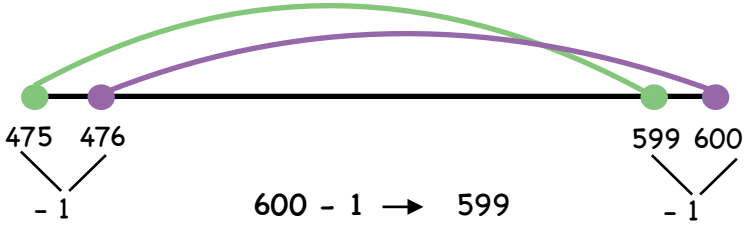
700 - 428 =



100 + 70 + 2 = 172

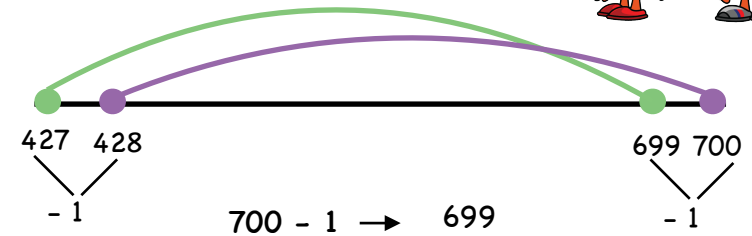
Solve with Minni & Subbi

600 - 476 =



600 - 1 → 599
476 - 1 → - 475
124

700 - 428 =



700 - 1 → 699
428 - 1 → - 427
272