

2nd GRADE – DISTANCE LEARNING – MATH

For the final five weeks of the 2019-2020 school year, students will concentrate on three-digit Addition and Subtraction and Counting Money. Students may already possess some abilities and skills in these areas. This will be a good time to build up those skills.

All 2nd graders have learned Common Core strategies for two-digit Addition and Subtraction. This may be carried over into three-digit Addition and Subtraction. Students and parents may also use the standard algorithm as presented in the My Math pages. Students should use what they are comfortable with. Your teacher can be contacted for any questions or assistance.

Students are assigned two lessons per week and possibly a review. Lesson consists of 3 pages, 6 sides. Students can do 1.5 pages (3 sides) per day. The first page of any lesson is **Explore and Explain** which is usually done with the teacher. Students should write their name on this page, but don't need to do anything else. They can begin on second page, **See and Show**. Sometimes students have difficulty with **Talk Math** and **Hot Problem**. Your child should do their best, but don't worry about it. If they have extra time, they may study their Math facts or begin work for the following week.

Week #1	Chapter 6	Three-Digit Addition
Lesson #6	Pgs. 383-388	Three Digit Numbers: Odds Only
Lesson #7	Pgs. 389-394	Rewrite Three Digit Numbers: Evens Only

Week #2	Chapter 7	Three-Digit Subtraction
Lesson #7	Pgs. 451-455	Rewrite Three Digit Subtraction: Odds Only
Lesson #9	Pgs. 463-468	Subtract Across Zeros: Evens Only

Week #3	Chapter 7 & 8	Three-Digit Subtraction & Money
Ch. 7 Review	Pgs. 469-472	My Review
Ch. 8 L#1	Pgs. 483-488	Pennies, Nickels, Dimes

Name _____

Rewrite Three-Digit Subtraction

Lesson 7

ESSENTIAL QUESTION

How can I subtract three-digit numbers?



Explore and Explain



$$385 - 266$$

hundreds	tens	ones

_____ pages



Teacher Directions: Our teacher is reading a very long book to our class. The book has 385 pages. So far, she has read 266 pages of the book. How many pages does she have left to read? Write the numbers in the place-value chart and subtract.

See and Show

Name _____

You can rewrite a problem to subtract.

Find $368 - 279$.

Step 1 Rewrite.

Step 2 Subtract.

2	15	18
3	6	8
— 2	7	9
	8	9

Helpful Hint

Write the greater number at the top. Write the other number below it.

Line up the ones, tens, and hundreds.

Rewrite the problem. Subtract.

1. $336 - 272$

—		

2. $377 - 264$

—		

3. $633 - 265$

—		

4. $264 - 175$

—		

5. $845 - 378$

—		

6. $555 - 428$

—		

Talk Math

How is rewriting three-digit subtraction different than when you rewrite two-digit subtraction?

Name _____



On My Own

Rewrite the problem. Subtract.

7. $363 - 278$

-		

8. $285 - 185$

-		

9. $634 - 175$

-		

10. $375 - 142$

-		

11. $825 - 195$

-		

12. $647 - 373$

-		

13. $695 - 295$

-		

14. $853 - 259$

-		

15. $496 - 349$

-		

16. $495 - 267$

-		

17. $845 - 264$

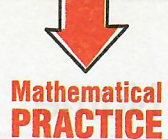
-		

18. $764 - 375$

-		



Problem Solving



19. Lucas is reading a book that is 239 pages long. He has read 159 pages. How many pages does he have left to read?

_____ pages

20. Our class read 753 books over the summer. The girls read 394 books. How many books did the boys read?

_____ books

21. Our school library has 125 books about pets. I have read 96 of the books. How many books do I have left to read?

_____ books



Write Math

Explain how you rewrite three-digit subtraction problems to solve.

Name _____

My Homework

Lesson 7

Rewrite Three-Digit Subtraction

Homework Helper



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Find $356 - 298$.

Step 1 Rewrite. Place the greater number on top.

Step 2 Subtract. Regroup if necessary.

2	14	16
3	5	6
— 2	9	8
	5	8

Practice

Rewrite the problem. Subtract.

1. $724 - 235$

—		

2. $616 - 337$

—		

3. $374 - 286$

—		

4. $875 - 596$

—		

5. $945 - 387$

—		

6. $435 - 294$

—		

Rewrite the problem. Subtract.

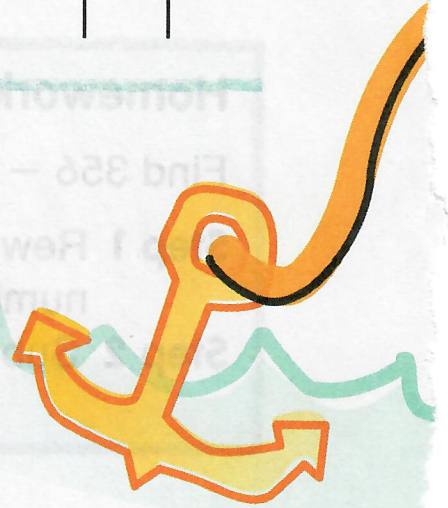
7. $162 - 89$

8. $619 - 254$

9. $195 - 99$

10. 835 people are on a boat. 295 people get off of the boat. How many people are still on the boat?

Ahoy!



_____ people

Test Practice

11. Which problem shows how to rewrite the problem?

$368 - 179 =$ _____

$$\begin{array}{r} 368 \\ - 179 \\ \hline 200 \end{array}$$

☐

$$\begin{array}{r} 179 \\ - 368 \\ \hline 411 \end{array}$$

☐

$$\begin{array}{r} 368 \\ - 179 \\ \hline 189 \end{array}$$

☐

$$\begin{array}{r} 368 \\ + 179 \\ \hline 547 \end{array}$$

☐



Math at Home Write a three-digit subtraction number sentence for your child. Have him or her rewrite the number sentence vertically and then subtract.

Name _____

Subtract Across Zeros

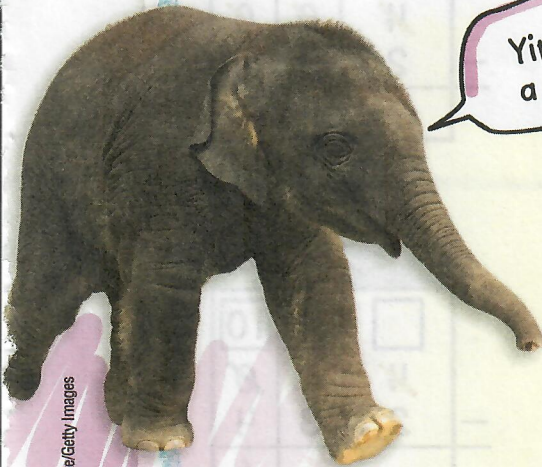
Lesson 9

ESSENTIAL QUESTION

How can I subtract three-digit numbers?



Explore and Explain



Yippee, I'm a mammal!

Me too!



_____ animals

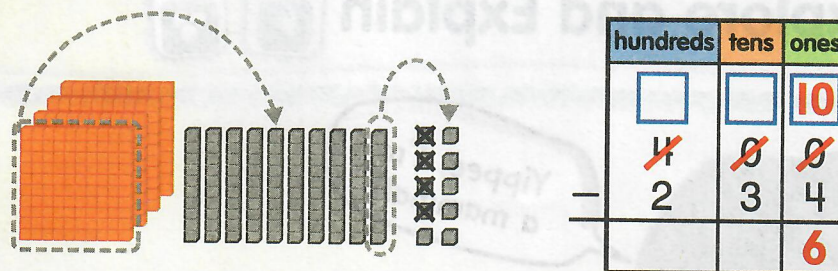


Teacher Directions: Model using base-ten blocks. We have learned about 200 different kinds of animals. 126 of those animals were mammals. How many of the animals were not mammals? Draw the blocks. Write the number.

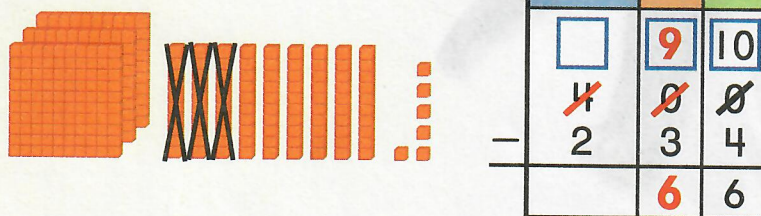
You can subtract across zeros.

Find $400 - 234$.

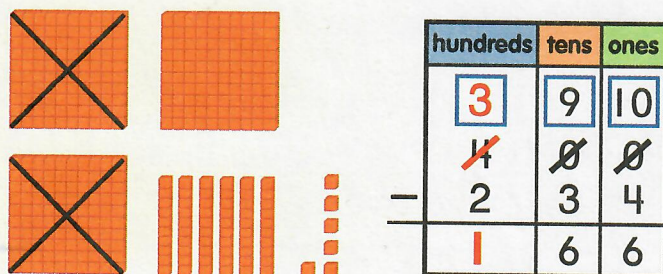
Step 1 Subtract the ones. You cannot subtract 4 ones from 0 ones. There are no tens to subtract from. Look at the hundreds. Regroup 1 hundred as 10 tens. Then regroup 1 ten as ten ones.



Step 2 Subtract the tens. There are 9 tens left. Subtract 3 tens from 9 tens.



Step 3 Subtract the hundreds. There are 3 hundreds left. Subtract 2 hundreds from 3 hundreds.



$$400 - 234 = \underline{166}$$

Talk Math

How is subtracting from 400 different than subtracting from 435?

Name _____

On My Own

Use Work Mat 7 and base-ten blocks. Subtract.

1.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	8	0	0
—	5	3	2

2.

	hundreds	tens	ones
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	7	0	0
—	6	1	4

3.
$$\begin{array}{r} 100 \\ - 76 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 900 \\ - 287 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 400 \\ - 167 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 700 \\ - 444 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 300 \\ - 16 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 800 \\ - 477 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 900 \\ - 876 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 500 \\ - 54 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 800 \\ - 691 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 200 \\ - 75 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 500 \\ - 321 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 600 \\ - 312 \\ \hline \end{array}$$

Name _____

On My Own

Use Work Mat 7 and base-ten blocks. Subtract.

1.

hundreds	tens	ones
<input type="text"/>	<input type="text"/>	<input type="text"/>
8	0	0
— 5	3	2

2.

hundreds	tens	ones
<input type="text"/>	<input type="text"/>	<input type="text"/>
7	0	0
— 6	1	4

3.
$$\begin{array}{r} 100 \\ - 76 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 900 \\ - 287 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 400 \\ - 167 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 700 \\ - 444 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 300 \\ - 16 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 800 \\ - 477 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 900 \\ - 876 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 500 \\ - 54 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 800 \\ - 691 \\ \hline \end{array}$$

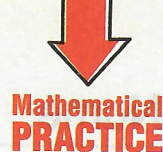
12.
$$\begin{array}{r} 200 \\ - 75 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 500 \\ - 321 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 600 \\ - 312 \\ \hline \end{array}$$



Problem Solving



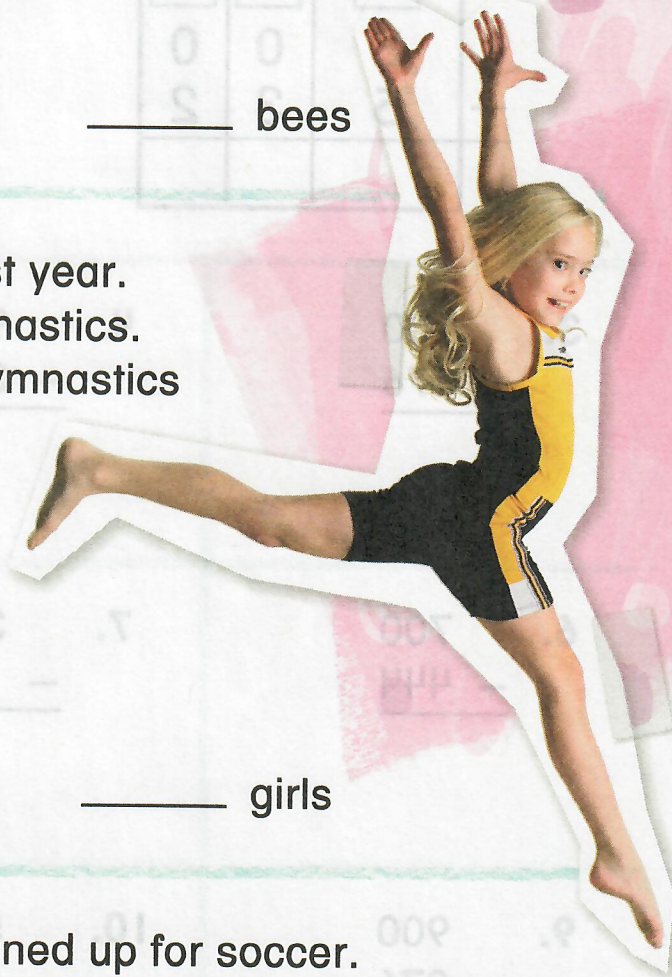
15. 400 bees are in the hive. 145 bees leave the hive. How many bees are still in the hive?

_____ bees

16. 300 girls took gymnastics last year. This year 193 girls take gymnastics. How many more girls took gymnastics last year than this year?

_____ girls

HOT Problem 500 people signed up for soccer. 123 people stopped playing. Then 154 more people stopped playing. How many people still play soccer? Explain.



Name _____

My Homework

Lesson 9

Subtract Across Zeros

Homework Helper



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You can subtract across zeros.

Find $600 - 336$.

Step 1 Subtract the ones.
Regroup 1 hundred into 10 tens. Then regroup 1 ten as 10 ones.

hundreds	tens	ones
5	9	10
5	9	10
3	3	6
2	6	4

Step 2 Subtract the tens.

Step 3 Subtract the hundreds.

Practice

Subtract.

1.
$$\begin{array}{r} 300 \\ - 251 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 600 \\ - 139 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 700 \\ - 386 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 200 \\ - 126 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 500 \\ - 385 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 800 \\ - 272 \\ \hline \end{array}$$

Subtract.

7. $100 - 89$

8. $600 - 564$

9. $500 - 268$

10. 900
 $- 432$

11. 700
 $- 364$

12. 200
 $- 147$

13. 400 pineapples are planted in a row. 293 pineapples get picked. How many pineapples are still in the row?

_____ pineapples

Test Practice

14. Find $600 - 289$.

889

☐

311

☐

301

☐

489

☐

Math at Home Have your child explain how to subtract 392 from 800.

Name _____

My Review

Chapter 7

Subtract Three-Digit Numbers

Vocabulary Check



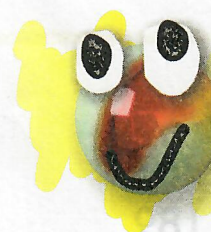
place value

regroup

subtract

Write the correct word in the blank.

1. To identify the value of the digit 9 in the numbers 976, 93, and 9, use what you know about _____.
2. You can _____ to find the difference.
3. To take a number apart and write it a new way is to _____.



Concept Check



Subtract.

4. $600 - 400 =$ _____

5. $700 - 600 =$ _____

Hooray,
we're free!



Subtract.

$$\begin{array}{r} 6. \quad 800 \\ - 400 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 900 \\ - 600 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 773 \\ - 100 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 261 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 938 \\ - 329 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 885 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 357 \\ - 189 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 987 \\ - 598 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 201 \\ - 124 \\ \hline \end{array}$$

Rewrite the problem. Subtract.

$$15. \quad 385 - 166$$

$$16. \quad 247 - 189$$

$$17. \quad 925 - 638$$

Subtract.

$$\begin{array}{r} 18. \quad 400 \\ - 254 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 700 \\ - 443 \\ \hline \end{array}$$

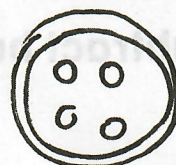
$$\begin{array}{r} 20. \quad 300 \\ - 165 \\ \hline \end{array}$$



Problem Solving



21. There are 620 buttons. 200 of them are square. The rest are round. How many buttons are round?



_____ buttons

22. Clara had 359 pennies. She lost some. Now she has 266 pennies. How many pennies did Clara lose?



_____ pennies

Test Practice

23. There are 334 cars in the parking lot on Sunday. On Monday, there are 182 cars. How many more cars were there on Sunday?

334



182



152



150



Reflect

Chapter 7

Answering the
Essential Question



Show the ways to subtract three-digit numbers.

Subtract hundreds.

$$800 - 500 = \underline{\quad}$$

Regroup tens to subtract.

$$\begin{array}{r} 835 \\ - 726 \\ \hline \end{array}$$

**ESSENTIAL
QUESTION**



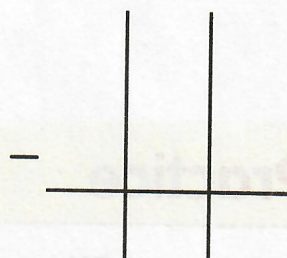
How can I subtract
three-digit numbers?

Regroup tens
and hundreds
to subtract.

$$\begin{array}{r} 935 \\ - 397 \\ \hline \end{array}$$

Rewrite to
subtract.

$$381 - 298$$



You are part
of this equation!

You + School = Cool

Name _____

Pennies, Nickels, and Dimes

Lesson 1

ESSENTIAL QUESTION

How do I count and use money?



Explore and Explain



Teacher Directions: Use pennies, nickels, and dimes. Sort the coins. Find the value of each group of coins. Write the value on each bouncy ball machine.

See and Show

Helpful Hint
¢ stands for cents.

Mathematical PRACTICE

dime = 10¢

Count by 10s.



10 ¢

20 ¢

nickel = 5¢

Count by 5s.



5 ¢

10 ¢

penny = 1¢

Count by 1s.



1 ¢

2 ¢

To find the value of coins, start counting with the coin that has the greatest value.



10 ¢,

20 ¢,

25 ¢,

30 ¢,

31 ¢,

32 ¢ =

32 ¢

Count to find the value of the coins.

1.



 ¢,

 ¢,

 ¢

= ¢

2.



 ¢,

 ¢,

 ¢,

 ¢,

 ¢,

 ¢ =

 ¢

Talk Math

How many dimes are equal to 70 cents?

Name _____

On My Own

Count to find the value of the coins.



3.



____¢, ____¢, ____¢, ____¢, ____¢ = ____¢

4.



____¢, ____¢, ____¢, ____¢, ____¢, ____¢, ____¢ = ____¢

5.



____¢, ____¢, ____¢, ____¢, ____¢, ____¢, ____¢ = ____¢

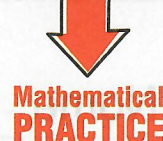
6.



____¢, ____¢, ____¢, ____¢, ____¢, ____¢, ____¢ = ____¢



Problem Solving



7. Jen had 6 dimes and 4 nickels. She lost 2 of each of them. How much does she still have?

_____ ¢

8. Marcy wants to buy beads that cost 80¢ to make a friendship bracelet. If she has 2 nickels, how many dimes does she need to buy the beads?

_____ dimes

9. Derek has some dimes. He gives Luis 4 dimes. He gives Mia 3 dimes. How much money did Derek give away?

_____ ¢

HOT Problem Paul finds 5 dimes and 2 nickels. He counts them and says he has 50¢. Tell why Paul is wrong. Make it right.



Name _____

My Homework

Lesson 1

Pennies, Nickels, and Dimes

Homework Helper



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dime = 10¢

Count by 10s.



10¢, 20¢

nickel = 5¢

Count by 5s.



5¢, 10¢

penny = 1¢

Count by 1s.



1¢, 2¢

Helpful Hint
¢ stands for cents.

To find the value of coins, start counting with the coin that has the greatest value.

10¢, 20¢, 25¢, 30¢, 31¢, 32¢ = 32¢

Count to find the value of the coins.

1.



____¢, ____¢, ____¢, ____¢, ____¢ = ____¢

2.



____¢, ____¢, ____¢, ____¢, ____¢, ____¢ = ____¢

Count to find the value of the coins.

3.



We're TOPS at finding coin values!



____ ¢, ____ ¢, ____ ¢, ____ ¢, ____ ¢, ____ ¢ = ____ ¢

4.



____ ¢, ____ ¢, ____ ¢, ____ ¢, ____ ¢, ____ ¢ = ____ ¢

5. Ken has 80¢. His friend has 4 dimes. How many nickels does his friend need to have the same amount of money as Ken?

_____ nickels

Vocabulary Check



Circle the correct answer.

6. **dime**



Math at Home Have your child count coins to total 90¢.