

## Grade 2

## Unit 1

## Week 1

**Parents:** Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

**Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Demonstrate how to bundle groups of 10 to represent whole numbers.	Multiply one-digit numbers by multiples of 10 from 10-90.	Read and represent numbers in expanded form.	Read and write numbers in both standard and word form	Use greater than, less than, or equal to symbols to compare two three-digit numbers.
Assignment	Unit 1 Lesson 2 Re-Engage Extra Practice	Unit 1 Lesson 5 Re-Engage Extra Practice	Unit 1 Lesson 8 Re-Engage Extra Practice	Unit 1 Lesson 10 Re-Engage Extra Practice	Unit 1 Lesson 15 Re-Engage Extra Practice
Video link	Unit 1 Lesson 2 <a href="#">English</a> <a href="#">Spanish</a>	Unit 1 Lesson 5 <a href="#">English</a> <a href="#">Spanish</a>	Unit 1 Lesson 8 <a href="#">English</a> <a href="#">Spanish</a>	Unit 1 Lesson 10 <a href="#">English</a> <a href="#">Spanish</a>	Unit 1 Lesson 15 <a href="#">English</a> <a href="#">Spanish</a>
Reflection	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...
	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...

**Find this packet on [swunmath.com](http://swunmath.com). Click on the hyperlinks to jump to the lesson videos.**

# Re-Engage

## Unit 1 Lesson 2: Bundling Groups of 10



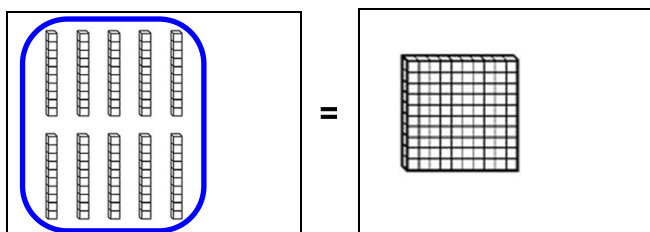
Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

What whole number is represented? 100

10 tens



Bundle groups of 10.

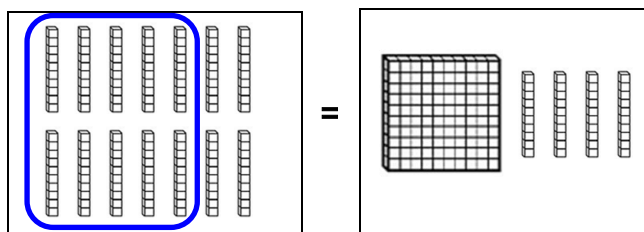
Hundreds	Tens	Ones		Hundreds	Tens	Ones
1	0	0	=	1	0	0

Which representation is easier to read?

The hundreds block is easier to read than 10 groups of ten.

What whole number is represented? 140

14 tens



Bundle groups of 10.

Hundreds	Tens	Ones		Hundreds	Tens	Ones
1	4	0	=	1	4	0

Why are the numbers represented equal?

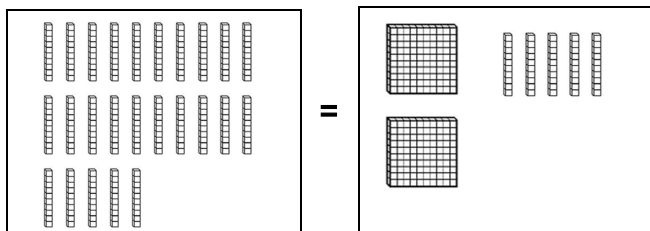
10 groups of ten is equal to the 100 block.  
Both numbers have 4 more tens.

### Structured Guided Practice

**Directions:** Bundle groups of 10. Write the whole number.

1. What whole number is represented?

\_\_\_ tens



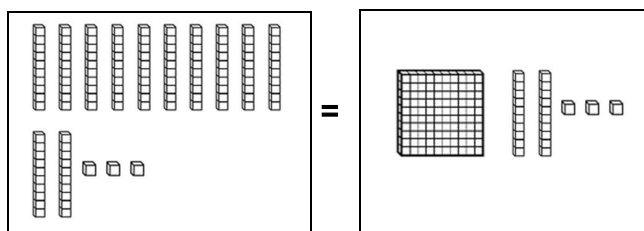
Bundle groups of 10.

Hundreds	Tens	Ones		Hundreds	Tens	Ones
			=			

Which representation is easier to read?

2. What whole number is represented?

\_\_\_ tens \_\_\_ ones



Bundle groups of 10.

Hundreds	Tens	Ones		Hundreds	Tens	Ones
			=			

Why are the numbers represented equal?

# Re-Engage

## Unit 1 Lesson 2: Bundling Groups of 10

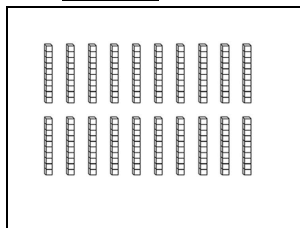


### Student Practice

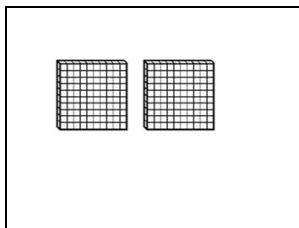
**Directions:** Bundle groups of 10. Write the whole number.

1. What whole number is represented?

\_\_\_\_\_ tens



=



Bundle groups of 10.

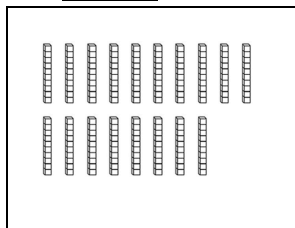
Hundreds	Tens	Ones

=

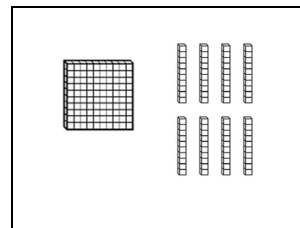
Hundreds	Tens	Ones

2. What whole number is represented?

\_\_\_\_\_ tens



=



Bundle groups of 10.

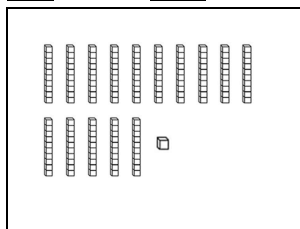
Hundreds	Tens	Ones

=

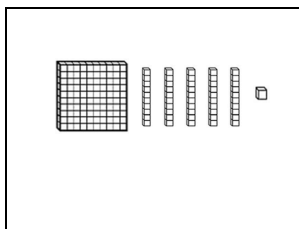
Hundreds	Tens	Ones

3. What whole number is represented?

\_\_\_\_\_ tens \_\_\_\_\_ ones



=



Bundle groups of 10.

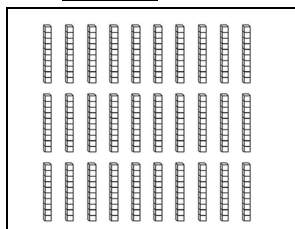
Hundreds	Tens	Ones

=

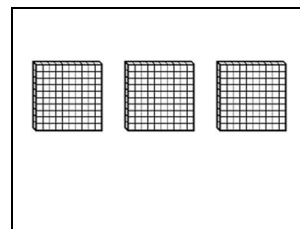
Hundreds	Tens	Ones

4. What whole number is represented?

\_\_\_\_\_ tens



=



Bundle groups of 10.

Hundreds	Tens	Ones

=

Hundreds	Tens	Ones

# Extra Practice

## Unit 1 Lessons 1-2: Bundling Groups of 10

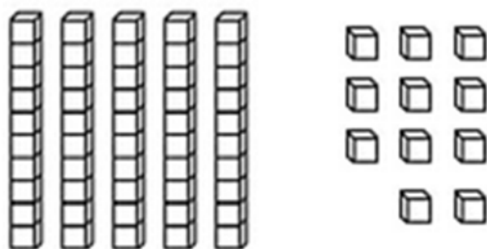
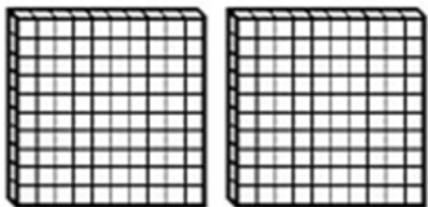


Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Write the number represented by the base ten blocks.

1. What number is shown? Use the place value chart.

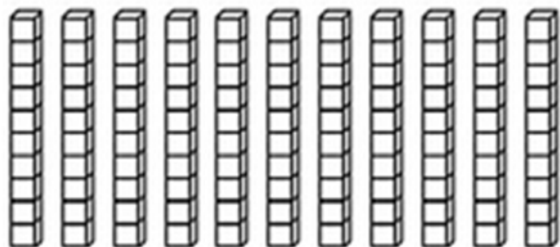
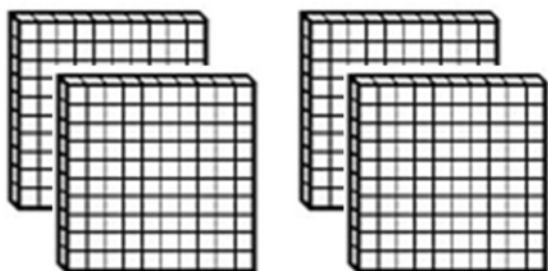


Hundreds	Tens	Ones

\_\_\_\_\_ whole number

- Did I need to regroup? If so, where? \_\_\_\_\_

2. What number is represented? Use the place value chart.



Hundreds	Tens	Ones

\_\_\_\_\_ whole number

- Did I need to bundle? If so, where? \_\_\_\_\_

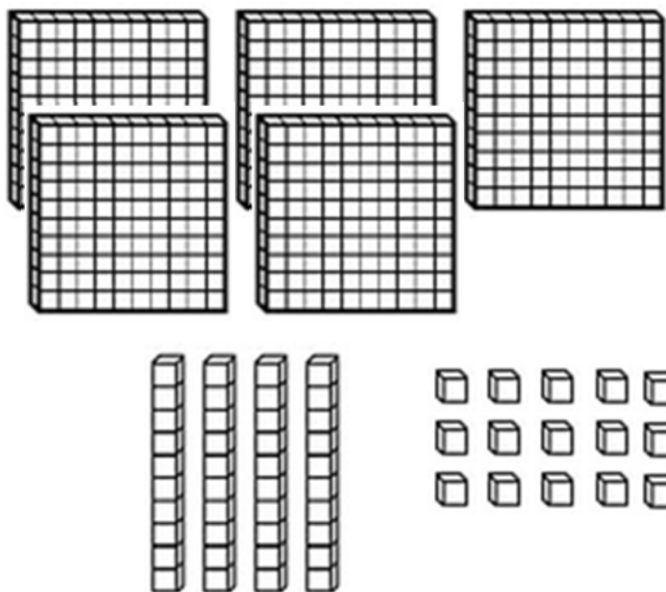
# Extra Practice

## Unit 1 Lessons 1-2: Bundling Groups of 10



**Directions:** Write the number represented by the base ten blocks.

3. What number is shown? Use the place value chart.

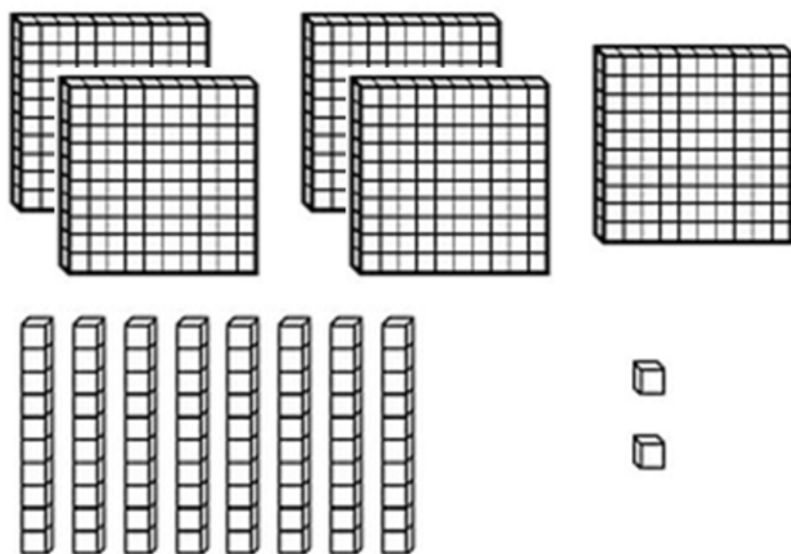


Hundreds	Tens	Ones

\_\_\_\_\_ whole number

- Did I need to regroup? If so, where? \_\_\_\_\_

4. What number is represented? Use the place value chart.



Hundreds	Tens	Ones

\_\_\_\_\_ whole number

- Did I need to bundle? If so, where? \_\_\_\_\_

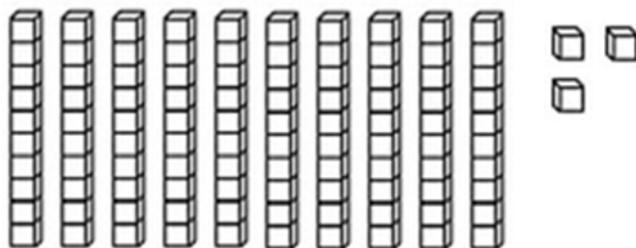
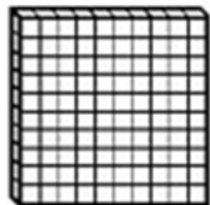
# Extra Practice

## Unit 1 Lessons 1-2: Bundling Groups of 10



**Directions:** Write the number represented by the base ten blocks.

5. What number is represented? Use the place value chart.

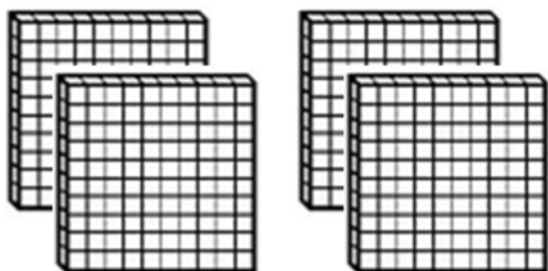


Hundreds	Tens	Ones

\_\_\_\_\_ whole number

- Did I need to bundle? If so, where? \_\_\_\_\_

6. What number is represented? Use the place value chart.



Hundreds	Tens	Ones

\_\_\_\_\_ whole number

- Did I need to bundle? If so, where? \_\_\_\_\_

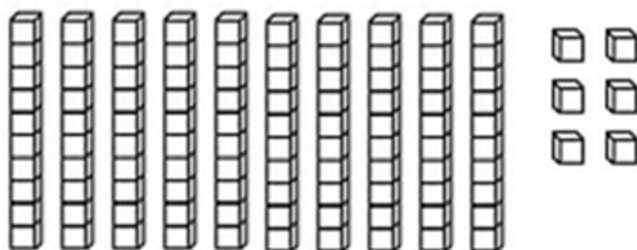
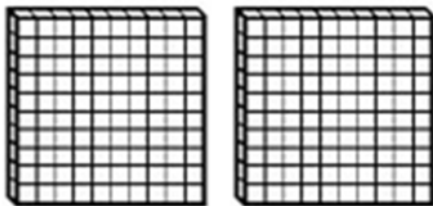
# Extra Practice

## Unit 1 Lessons 1-2: Bundling Groups of 10



**Directions:** Write the number represented by the base ten blocks.

7. Is this answer correct? Explain why or why not?



Hundreds	Tens	Ones
2	0	6

206

whole number

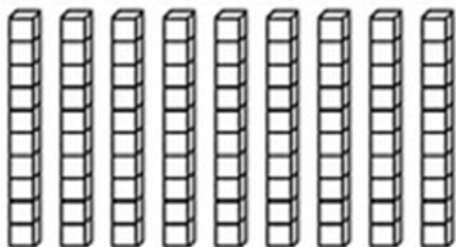
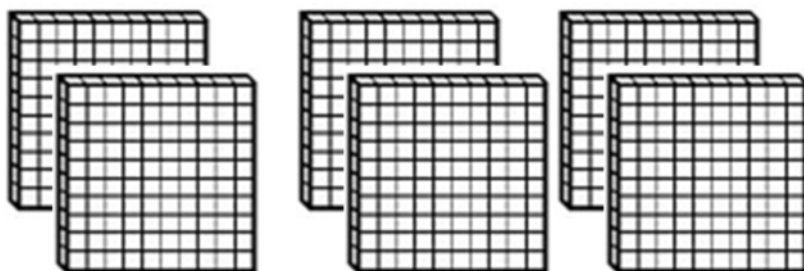
Explain:

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8. What number is represented? Use the place value chart.



Hundreds	Tens	Ones

whole number

- Did I need to bundle? If so, where? \_\_\_\_\_



# Re-Engage

## Unit 1 Lesson 5: Identify Numbers Using Place Value



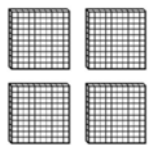


Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

CLUE: The number has 3 tens, 5 ones, and 4 hundreds.

Model each value in the correct place value column.

	Hundreds	Tens	Ones
values			
	Hundreds	Tens	Ones
digits	4	3	5

Each digit in the number represents a value. READ THE CLUE CAREFULLY.

Write the digits to match each place value.

What is the number? 435

### Structured Guided Practice

**Directions:** Use place value to identify and write each number.

1. CLUE: The number has 7 ones, 6 hundreds, and 2 tens.

	Hundreds	Tens	Ones
values			
	Hundreds	Tens	Ones
digits			

What is the number?

\_\_\_\_\_

2. CLUE: The number has 3 hundreds, 6 ones, and 4 tens.

	Hundreds	Tens	Ones
values			
	Hundreds	Tens	Ones
digits			

What is the number?

\_\_\_\_\_



# Re-Engage

## Unit 1 Lesson 5: Identify Numbers Using Place Value



### Student Practice

**Directions:** Use place value to identify and write each number.

1. CLUE: The number has 6 tens, 8 ones, and 4 hundreds.

values	Hundreds	Tens	Ones
digits	Hundreds	Tens	Ones

What is the number?

\_\_\_\_\_

2. CLUE: The number has 2 hundreds, 1 ten, and 5 ones.

values	Hundreds	Tens	Ones
digits	Hundreds	Tens	Ones

What is the number?

\_\_\_\_\_

3. CLUE: The number has 4 ones, 5 hundreds, and 0 tens.

values	Hundreds	Tens	Ones
digits	Hundreds	Tens	Ones

What is the number?

\_\_\_\_\_

# Extra Practice

## Unit 1 Lesson 5: Identify Numbers Using Place Value



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Draw a place value chart and find the value.

1. Write the number that has 7 ones, 9 tens, and 3 hundreds.

2. Write the number that has 4 ones, 0 tens, and 5 hundreds.

3. How many hundreds, tens, and ones are there in the number 321?

4. Write the number that has 7 ones, 9 tens, and 8 hundreds.

## Extra Practice

### Unit 1 Lesson 5: Identify Numbers Using Place Value



**Directions:** Draw a place value chart and find the value.

5. How many hundreds, tens, and ones are there in the number 726?

6. Write the number that has 3 ones, 9 tens, and 0 hundreds.

7. How many hundreds, tens, and ones are there in the number 680?

8. Is this answer correct?  
How many hundreds, tens, and ones are there in the number 805?

**Answer:** There are 8 hundreds and 5 tens.

**Explain why or why not.**

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# Re-Engage

## Unit 1 Lesson 8: Numbers in Expanded Form



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

Represent the value of each digit using place value blocks.

H	T	O

There are many ways to write a number.

Write the number in expanded form.

$$\begin{array}{r} 400 \\ \hline \text{value of hundreds} \end{array} + \begin{array}{r} 10 \\ \hline \text{value of tens} \end{array} + \begin{array}{r} 9 \\ \hline \text{value of ones} \end{array}$$

Write the number in standard form.

419

### Structured Guided Practice

**Directions:** Write the number in standard form, expanded form, or represent the value using place value blocks

1.

Represent the value.

H	T	O

Write in expanded form:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Write in standard form:

\_\_\_\_\_

2.

Represent the value.

H	T	O

Write in expanded form:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Write in standard form:

351

# Re-Engage

## Unit 1 Lesson 8: Numbers in Expanded Form



### Student Practice

**Directions:** Write the number in standard form, expanded form, or represent the value using place value blocks

1.

Represent the value.

H	T	O

Write in expanded form:

200 + 60 + 0

Write in standard form:

\_\_\_\_\_

2.

Represent the value.

H	T	O

Write in expanded form:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Write in standard form:

\_\_\_\_\_

3.

Represent the value.

H	T	O

Write in expanded form:

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Write in standard form:

307

# Extra Practice

## Unit 1 Lessons 7-8: Numbers in Expanded Form

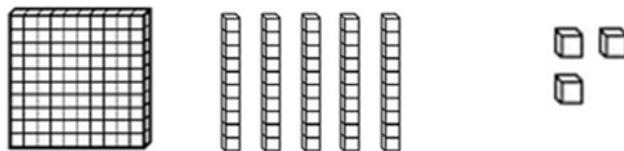


Name: \_\_\_\_\_

Date: \_\_\_\_\_

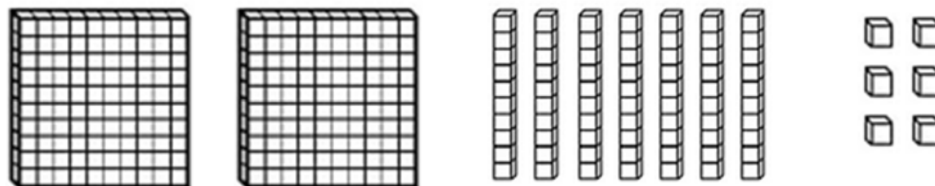
**Directions:** Write numbers in standard or expanded form.

1. What is the expanded form of 153?



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

2. What is the expanded form of 276?



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

3. What is another way to write  $700 + 40 + 5$ ?

\_\_\_\_\_

4. What is another way to write  $300 + 7$ ?

\_\_\_\_\_

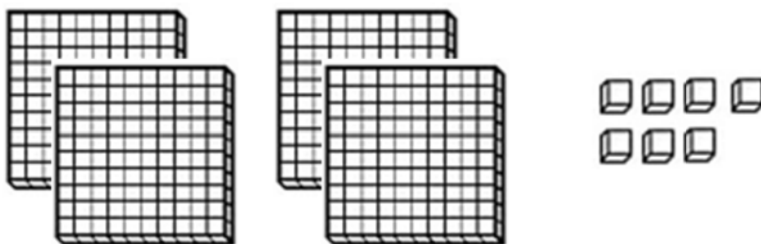
## Extra Practice

### Unit 1 Lessons 7-8: Numbers in Expanded Form



**Directions:** Write numbers in standard or expanded form.

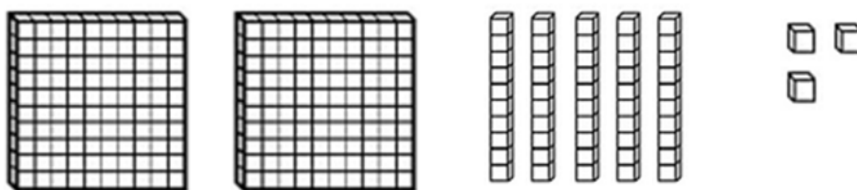
5. What is the expanded form of 407?



\_\_\_\_\_ + \_\_\_\_\_

6. Is this answer correct?

Write the number below in *standard form*.



Answer: 153

Explain why or why not.

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7. What is another way to write  $300 + 20 + 9$ ?

\_\_\_\_\_

8. What is another way to write  $900 + 20$ ?

\_\_\_\_\_



# Re-Engage

## Unit 1 Lesson 10: Numbers in Word Form



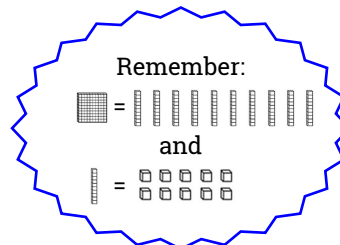
Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

Complete the check:

		April 2, 2020
To	Island Motel	Amount \$216
	two hundred sixteen	dollars
	word form	



Model the value:

H	T	O

=

Model the value another way using only 1 hundred:

H	T	O

=

H	T	O
2	1	6

### Structured Guided Practice

**Directions:** Write in word form and model the value in two different ways.

1. Complete the check:

		May 7, 2020
To	The Electric Company	Amount \$320
		dollars
	word form	

Model the value:

H	T	O

=

Model the value another way using only 1 ten:

H	T	O

=

H	T	O

# Re-Engage

## Unit 1 Lesson 10: Numbers in Word Form



### Student Practice

**Directions:** Write in word form and model the value in two different ways.

#### 1. Complete the check:

September 7, 2020	
To Sammy's Furniture	Amount \$508
_____ dollars	
word form	

Model the value:

H	T	O

=

Model the value another way  
using only 4 hundreds:

H	T	O

=

H	T	O

#### 2. Complete the check:

November 17, 2020	
To Car Rental Company	Amount \$473
_____ dollars	
word form	

Model the value:

H	T	O

=

Model the value another way  
using only 6 tens:

H	T	O

=

H	T	O

# Extra Practice

## Unit 1 Lessons 9-10: Numbers in Word Form

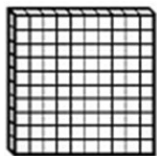


Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read and answer each question.

1. Write the number in standard and word form.



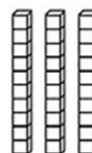
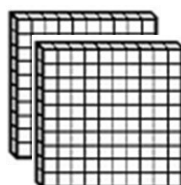
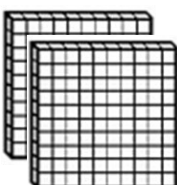
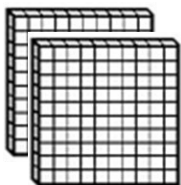
\_\_\_\_\_

standard form

\_\_\_\_\_

word form

2. Write the number in standard and word form.



\_\_\_\_\_

standard form

\_\_\_\_\_

word form

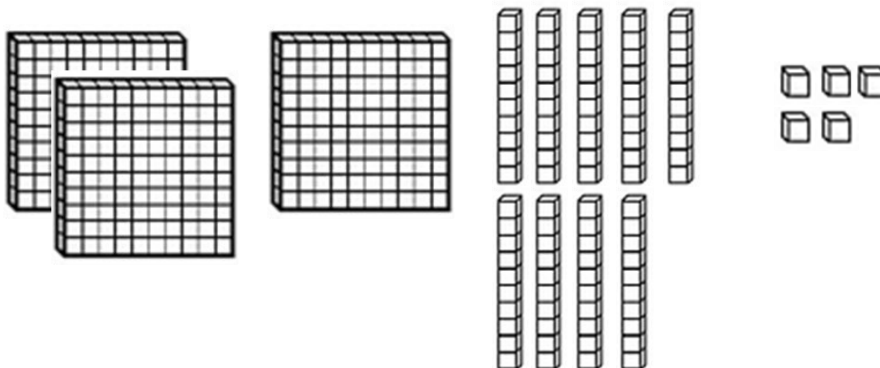
# Extra Practice

## Unit 1 Lessons 9-10: Numbers in Word Form



**Directions:** Read and answer each question.

3. Write the number in standard and word form.



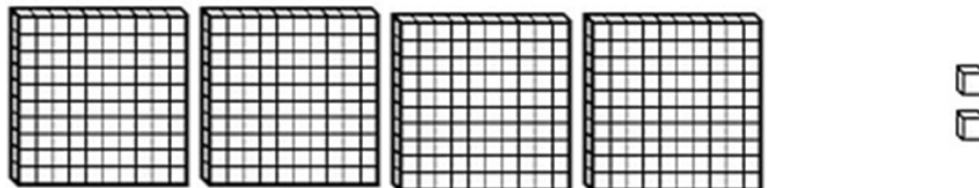
\_\_\_\_\_

standard form

\_\_\_\_\_

word form

4. Write the number in standard and word form.



\_\_\_\_\_

standard form

\_\_\_\_\_

word form

## Extra Practice

### Unit 1 Lessons 9-10: Numbers in Word Form



**Directions:** Read and answer each question.

5. Write the number  $200 + 50 + 3$  in standard form and word form. Make a model to represent it.

\_\_\_\_\_

standard form

\_\_\_\_\_

word form

Model:

6. Write the number  $100 + 30 + 8$  in standard form and word form. Make a model to represent it.

\_\_\_\_\_

standard form

\_\_\_\_\_

word form

Model:

## Extra Practice

### Unit 1 Lessons 9-10: Numbers in Word Form



**Directions:** Read and answer each question.

7. Write the number  $300 + 70 + 1$  in standard form and word form. Make a model to represent it.

\_\_\_\_\_

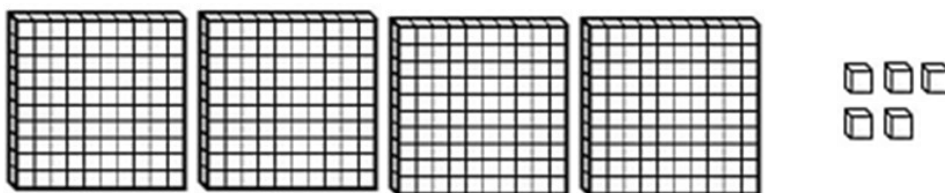
standard form

\_\_\_\_\_

word form

Model:

8. Does the picture match the standard form?



**Answer: 450**

Explain why or why not.

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# Re-Engage

## Unit 1 Lesson 15: Compare Numbers with <, > and =



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

Which symbol goes in the box to make the number sentence true?

Circle one:

>	greater than
<	less than
=	equal to

$$400 + 30 + 1 \quad \boxed{<} \quad 438$$

symbol

Use expanded form:

400	+	30	+	1	=
400	+	30	+	8	=
compare	same	same	less than	compare	

Use digits:

H	T	O
4	3	1
4	3	8
same	same	less than

Which place value helped you decide?

Circle one:

Hundreds	Tens	Ones
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### Structured Guided Practice

**Directions:** Compare the value of each number. Use <, > or = to complete the comparison.

1. Which symbol goes in the box to make the number sentence true?

Circle one:

>	greater than
<	less than
=	equal to

$$590 \quad \boxed{\phantom{<}} \quad 500 + 0 + 9$$

symbol

Use expanded form:

	+		+		=
	+		+		=
compare				compare	

Use digits:

H	T	O

Which place value helped you decide?

Circle one:

Hundreds	Tens	Ones
----------	------	------



# Re-Engage

## Unit 1 Lesson 15: Compare Numbers with <, > and =



### Student Practice

**Directions:** Compare the value of each number. Use <, > or = to complete the comparison.

1. Which symbol goes in the box to make the number sentence true?

Circle one:

>	greater than
<	less than
=	equal to

$$100 + 30 + 8 \quad \boxed{\phantom{000}} \quad 138$$

symbol

Use expanded form:

	+		+		=
	+		+		=

compare

Use digits:

H	T	O

Which place value helped you decide?

Circle one:

Hundreds	Tens	Ones
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2. Which symbol goes in the box to make the number sentence true?

Circle one:

>	greater than
<	less than
=	equal to

$$615 \quad \boxed{\phantom{000}} \quad 600 + 20 + 5$$

symbol

Use expanded form:

	+		+		=
	+		+		=

compare

Use digits:

H	T	O

Which place value helped you decide?

Circle one:

Hundreds	Tens	Ones
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# Extra Practice

Unit 1 Lessons 14-15: Compare Numbers  
with  $<$ ,  $>$ , and  $=$



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Compare the values. Use  $<$ ,  $>$ , or  $=$  to complete the comparison.

1. Which symbol goes in the box to make the number sentence true?

$$800 + 70 + 1 \quad \square \quad 932$$

2. Which symbol goes in the box to make the number sentence true?  
Draw a model to justify your thinking.

$$100 + 20 + 5 \quad \square \quad 130$$

Model:

3. Which symbol goes in the box to make the number sentence true?

$$873 \quad \square \quad 800 + 70 + 3$$

4. Is this answer correct?

$$295 \quad \square = \quad 259$$

Explain why or why not.

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## Extra Practice

Unit 1 Lessons 14-15: Compare Numbers  
with  $<$ ,  $>$ , and  $=$



**Directions:** Compare the values. Use  $<$ ,  $>$ , or  $=$  to complete the comparison.

5. Which symbol goes in the box to make the number sentence true?

$$300 + 80 + 1 \quad \square \quad 319$$

6. Which symbol goes in the box to make the number sentence true?  
Draw a model to justify your thinking.

$$200 + 10 + 3 \quad \square \quad 213$$

Model:

7. Which symbol goes in the box to make the number sentence true?

$$883 \quad \square \quad 800 + 70 + 3$$

8. Is this answer correct?

$$521 \quad \square \quad 394$$

Explain why or why not.

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