

# Grade 2

# Unit 2

# Week 2

**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	Determine whether a group of objects (up to 20) has an odd or even amount of members.	Skip count by 2s within 1000	Skip count by 5s within 1000.	Skip count by 10s within 1000.	Skip Count by 100s within 1000
Assignment	Unit 2 Lesson 2  Re-Engage Extra Practice	Unit 2 Lesson 6  Re-Engage Extra Practice	Unit 2 Lesson 8  Re-Engage Extra Practice	Unit 2 Lesson 10  Re-Engage Extra Practice	Unit 2 Lesson 12  Re-Engage Extra Practice
Video link	Unit 2 Lesson 2 <a href="#">English</a> <a href="#">Spanish</a>	Unit 2 Lesson 6 <a href="#">English</a> <a href="#">Spanish</a>	Unit 2 Lesson 8 <a href="#">English</a> <a href="#">Spanish</a>	Unit 2 Lesson 10 <a href="#">English</a> <a href="#">Spanish</a>	Unit 2 Lesson 12 <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. Click on the hyperlinks to jump to the lesson videos.**

# Re-Engage

## Unit 2 Lesson 2: Odd and Even Numbers

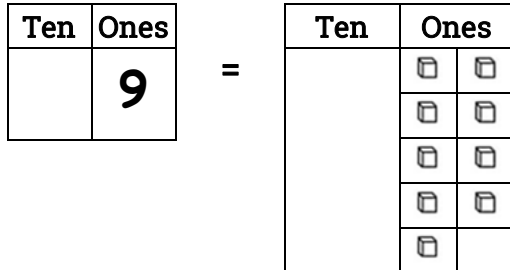


Name: \_\_\_\_\_

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

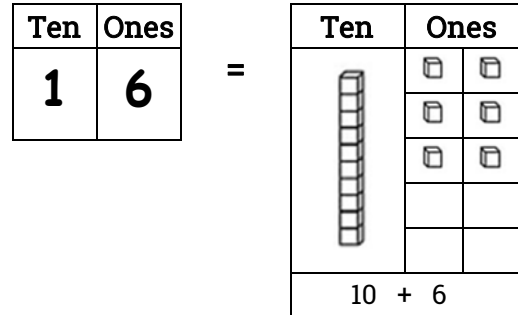
### Model

Is the number 9 odd or even?



9 is an **odd** number because there is one object left over in the ones place.

Is the number 16 odd or even?

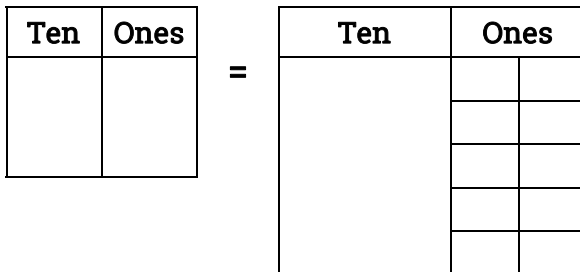


16 is an **even** number because all objects have a pair in the ones place.

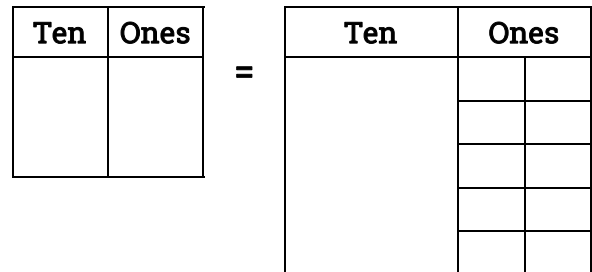
### Structured Guided Practice

**Directions:** Show whether the number is odd or even.

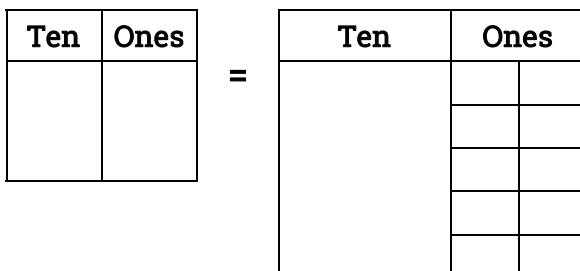
1. Is 11 odd or even?



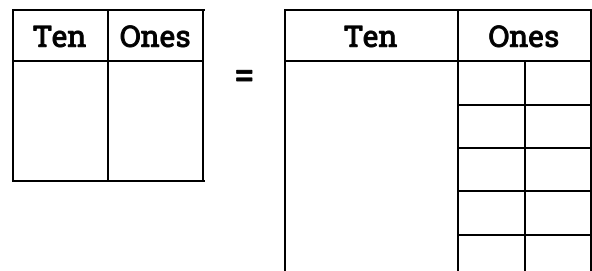
2. Is 20 odd or even?



3. Is 17 odd or even?



4. Is 4 odd or even?



# Re-Engage

## Unit 2 Lesson 2: Odd and Even Numbers



### Student Practice

**Directions:** Show whether the number is odd or even.

1. Is 13 odd or even?

Ten	Ones	=	Ten	Ones

2. Is 12 odd or even?

Ten	Ones	=	Ten	Ones

3. Is 10 odd or even?

Ten	Ones	=	Ten	Ones

4. Is 19 odd or even?

Ten	Ones	=	Ten	Ones

5. Is 8 odd or even?

Ten	Ones	=	Ten	Ones

6. Is 18 odd or even?

Ten	Ones	=	Ten	Ones

# Extra Practice

## Unit 2 Lessons 1-2: Odd and Even Numbers



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

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

**Directions:** Tell whether the number is odd or even. Prove your answer with a model.

1. Is the number 5 odd or even?  
Prove your answer with a model.

2. Is the number 8 odd or even?  
Prove your answer with a model.

3. Is the sum of the numbers  $5 + 1$  an odd or even number? Prove your answer with a model.

4. Is the number 15 odd or even?  
Prove your answer with a model.

# Extra Practice

## Unit 2 Lessons 1-2: Odd and Even Numbers



**Directions:** Tell whether the number is odd or even. Prove your answer with a model.

5. Julie says 9 is an odd number. Is she correct?

Explain and prove your answer with a model.

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6. John says 14 is an odd number. Is he correct?

Explain and prove your answer with a model.

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7. Is the sum of the numbers  $24 + 1$  an odd or even number? Prove your answer with a model.

8. Is the number 91 odd or even? Explain how you know.

# Re-Engage

## Unit 2 Lesson 6: Skip Count by 2s Within 1000

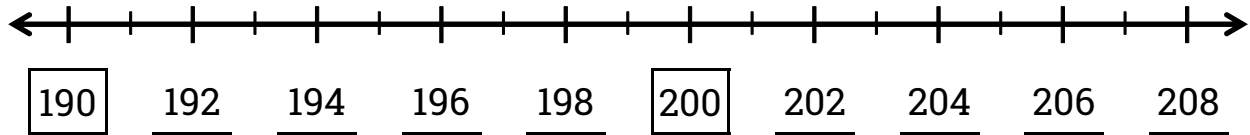


Name: \_\_\_\_\_

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

### Model

Skip count by 2s to 208. Start at 190.

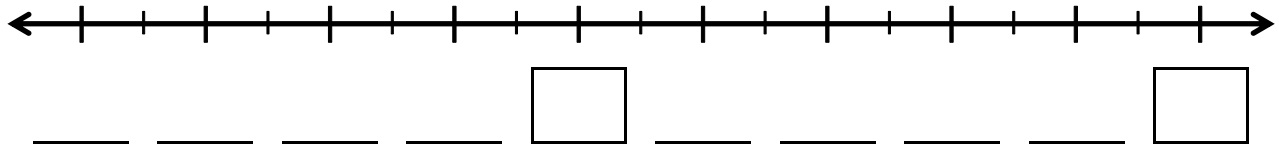


A pattern is a sequence of numbers that follow a rule. What patterns do you see?

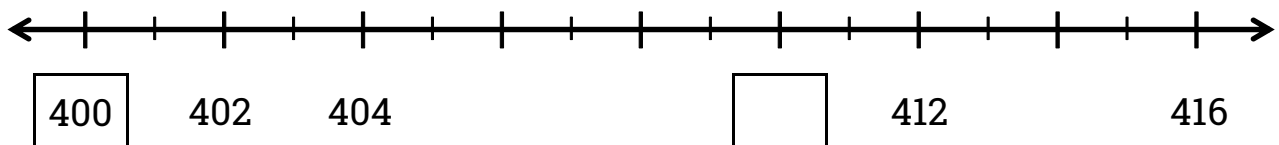
### Structured Guided Practice

**Directions:** Skip count by 2s.

1. Skip count by 2s to 820. Start at 802.



2. Skip count by 2s. Fill in the missing numbers.



# Re-Engage

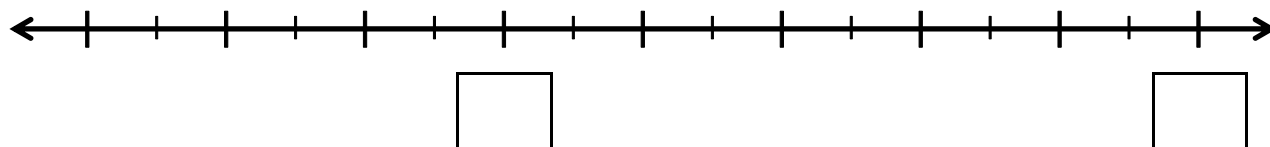
## Unit 2 Lesson 6: Skip Count by 2s Within 1000



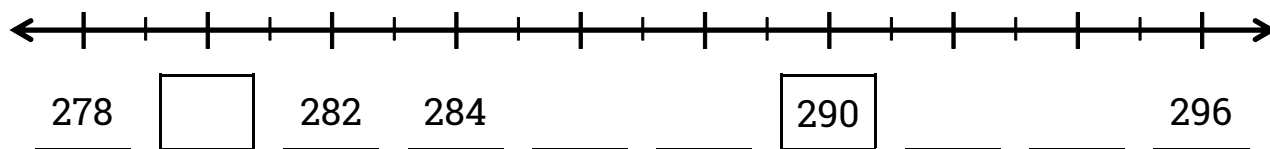
### Student Practice

**Directions:** Skip count by 2s.

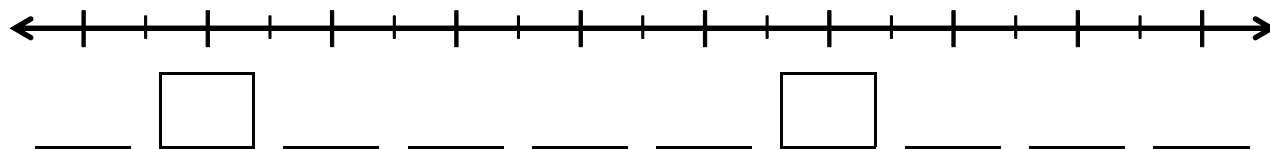
1. Skip count by 2s to 110. Start at 94.



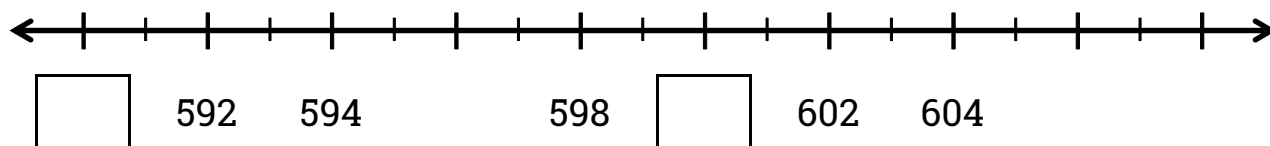
2. Skip count by 2s. Fill in the missing numbers.



3. Skip count by 2s to 406. Start at 388.



4. Skip count by 2s. Fill in the missing numbers.



# Extra Practice

## Unit 2 Lessons 5-6: Skip Count by 2s within 1000



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

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

**Directions:** Skip count by 2s.

1. Skip count by 2s to 310. Start at 290.

2. Skip count by 2s. Fill in the missing numbers.

424, \_\_\_\_\_, 428, 430,

432, 434, \_\_\_\_\_, 438

3. Skip count by 2s from 150 to 170.

4. Is the answer below correct?  
Skip count by 2s to 220. Start at 202.

Answer:

202, 204, 206, 208, 210, 212, 214, 216

Why or why not?

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# Extra Practice

## Unit 2 Lessons 5-6: Skip Count by 2s within 1000



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

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

**Directions:** Skip count by 2s.

5. Skip count by 2s to 450. Start at 432.

6. Skip count by 2s. Fill in the missing numbers.

828, \_\_\_\_\_, 832, 834,

836, 838, \_\_\_\_\_, 442

7. Skip count by 2s from 622 to 640.

8. Is the answer below correct?  
Skip count by 2s to 340. Start at 328.

Answer:

328, 332, 334, 336, 338, 340

Why or why not?

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# Re-Engage

## Unit 2 Lesson 8: Skip Count by 5s Within 1000



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

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

### Model

Skip count by 5s to 350. Start at 300.



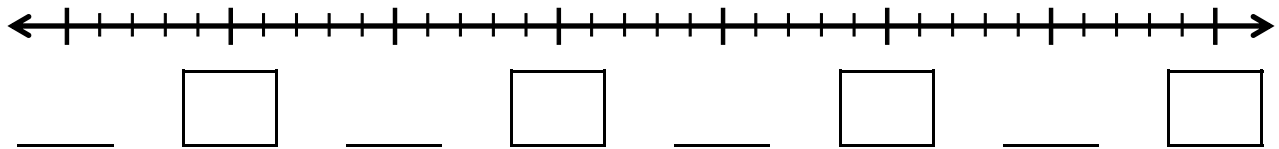
A pattern is a sequence of numbers that follow a rule. What patterns do you see?

The ones place alternates between 0 and 5 when you count by 5s.

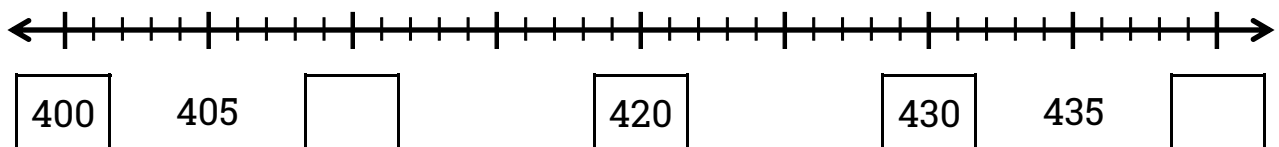
### Structured Guided Practice

**Directions:** Skip count by 5s.

1. Skip count by 5s to 630. Start at 595.



2. Skip count by 5s. Fill in the missing numbers.



# Re-Engage

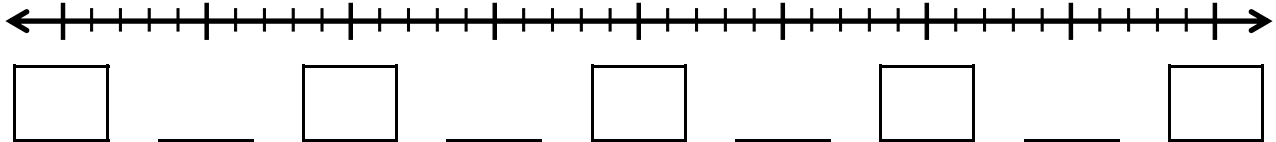
## Unit 2 Lesson 8: Skip Count by 5s Within 1000



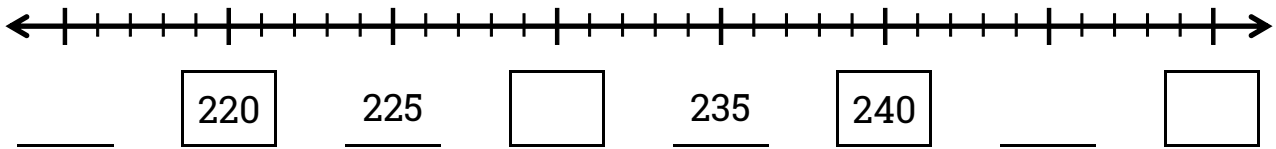
### Student Practice

**Directions:** Skip count by 5s.

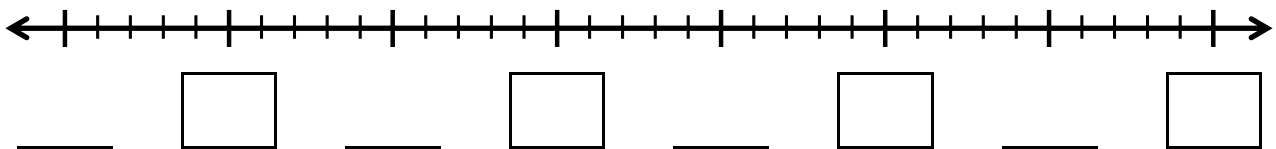
1. Skip count by 5s to 190. Start at 150.



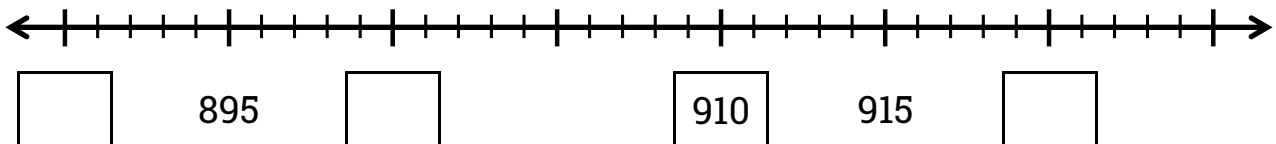
2. Skip count by 5s. Fill in the missing numbers.



3. Skip count by 5s to 820. Start at 785.



4. Skip count by 5s. Fill in the missing numbers.



# Extra Practice

## Unit 2 Lessons 7-8: Skip Count by 5s within 1000



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

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

**Directions:** Skip count by 5s.

1. Skip count by 5s to 300. Start at 250.

2. Skip count by 5s. Fill in the missing numbers.

415, \_\_\_\_\_, 425, 430,

435, 440, \_\_\_\_\_, 450

3. Skip count by 5s from 420 to 480.

4. Is the answer below correct?  
Skip count by 5s to 670. Start at 640.

Answer:

640, 645, 650, 655, 660 665, 670

Why or why not?

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# Extra Practice

## Unit 2 Lessons 7-8: Skip Count by 5s within 1000



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

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

**Directions:** Skip count by 5s.

5. Skip count by 5s to 730. Start at 685.

6. Skip count by 5s. Fill in the missing numbers.

910, \_\_\_\_\_, 920, 925,

930, 935, \_\_\_\_\_, 945

7. Skip count by 5s from 205 to 250.

8. Is the answer below correct?  
Skip count by 5s to 450. Start at 400.

Answer:

400, 410, 420, 430, 440, 450

Why or why not?

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# Re-Engage

## Unit 2 Lesson 10: Skip Count by 10s Within 1000



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

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

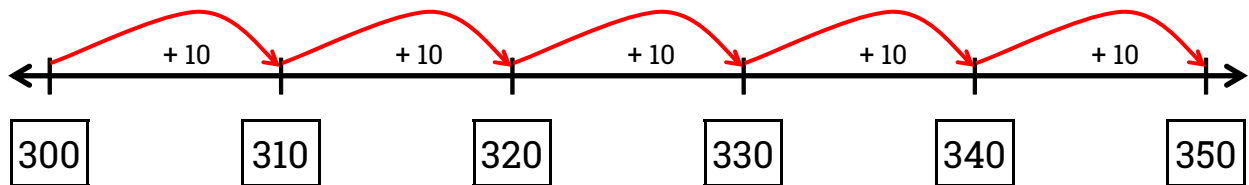
### Model

Skip count by 10s from 300 to 350.

291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310
311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350

What pattern do you see in the ones place? Tens place?

The ones place is zero when skip counting by 10s. The tens place increases by one.



### Structured Guided Practice

**Directions:** Skip count by 10s and explain the pattern.

1. Skip count by 10s from 470 to 520. Color to show the pattern.

461	462	463	464	465	466	467	468	469	470
471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490
491	492	493	494	495	496	497	498	499	500
501	502	503	504	505	506	507	508	509	510
511	512	513	514	515	516	517	518	519	520

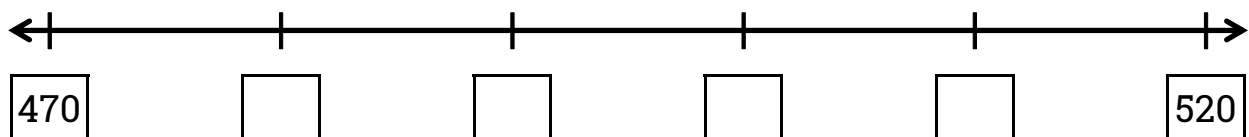
What pattern do you see in the hundreds place?

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Write the numbers to show the pattern.



# Re-Engage

## Unit 2 Lesson 10: Skip Count by 10s Within 1000



### Student Practice

**Directions:** Skip count by 10s and explain the pattern.

1. Skip count by 10s from 150 to 200. Color to show the pattern.

141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

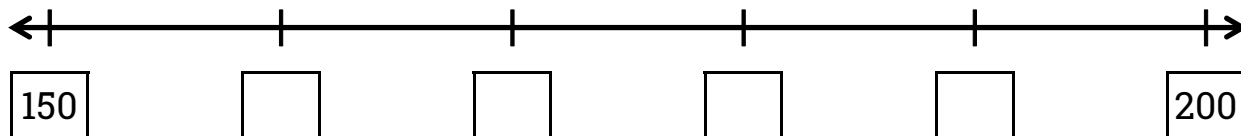
What pattern do you see in the ones place?

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Write the numbers to show the pattern.



2. Skip count by 10s from 580 to 630. Color to show the pattern.

571	572	573	574	575	576	577	578	579	580
581	582	583	584	585	586	587	588	589	590
591	592	593	594	595	596	597	598	599	600
601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630

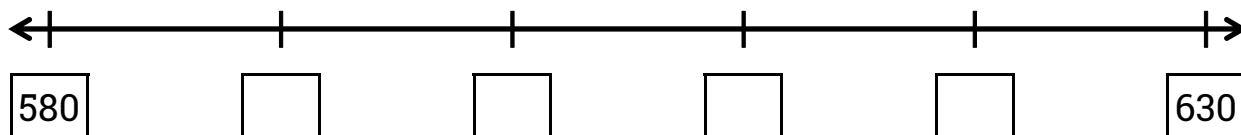
What pattern do you see in the tens place?

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Write the numbers to show the pattern.



# Extra Practice

Unit 2 Lessons 9-10: Skip Count by 10s  
within 1000



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

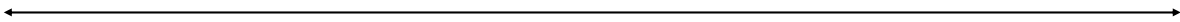
Date: \_\_\_\_\_

**Directions:** Skip count by 10s.

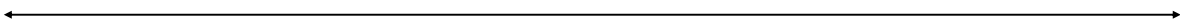
1. Skip count by 10s to 450. Start at 390.

2. Skip count by 10s to 800. Start at 740.

3. Skip count by 10s from 0 to 50 on the number line.



4. Skip count by 10s from 270 to 310 on the number line.





# Extra Practice

Unit 2 Lessons 9-10: Skip Count by 10s  
within 1000



**Directions:** Skip count by 10s.

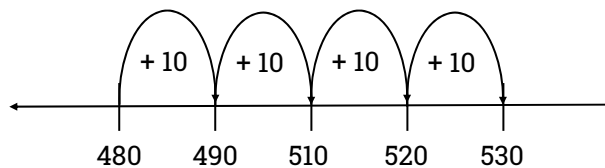
5. Skip count by 10s to 880. Start at 800.

6 Skip count by 10s to 720. Start at 650.

7. Skip count by 10s from 180 to 220 on the number line.



8. Skip count by 10s from 480 to 530. Is this answer correct? Explain.



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# Re-Engage

## Unit 2 Lesson 12: Skip Count by 100s Within 1000



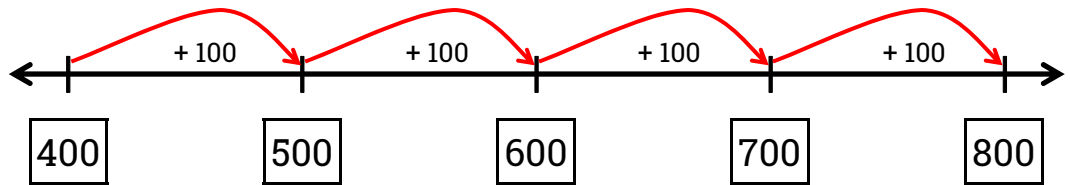
Name: \_\_\_\_\_

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

### Model

Skip count by 100s from 400 to 800.

H	T	O
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0



What pattern do you see in the tens and ones place?

The tens and ones place each have a zero when skip counting by 100s.

What pattern do you see in the hundreds place?

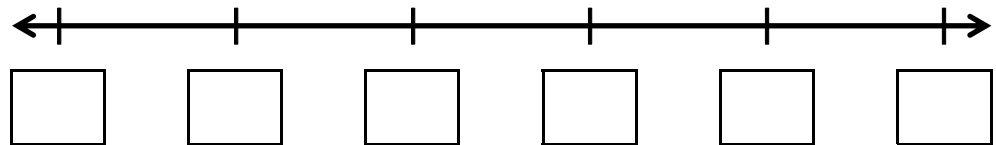
The hundreds place increases by one each skip.

### Structured Guided Practice

**Directions:** Skip count by 100s and explain the pattern.

1. Skip count by 100s from 100 to 600.

H	T	O



What pattern do you see?

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# Re-Engage

## Unit 2 Lesson 12: Skip Count by 100s Within 1000

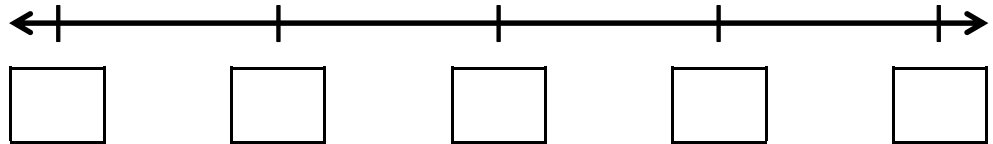


### Student Practice

**Directions:** Skip count by 100s and explain the pattern.

1. Skip count by 100s from 300 to 700.

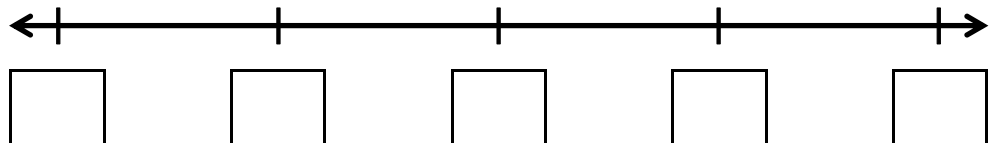
H	T	O



What number would come next counting by 100s?

2. Skip count by 100s from 500 to 900.

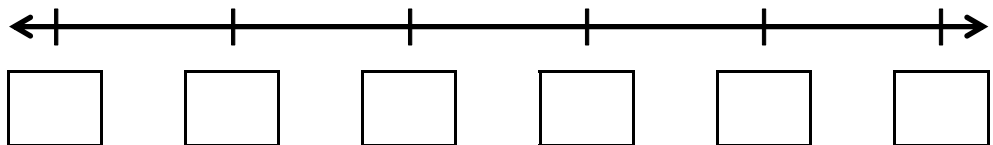
H	T	O



What number would come next counting by 100s?

3. Skip count by 100s from 200 to 700.

H	T	O



What number would come next counting by 100s?

# Extra Practice

Unit 2 Lessons 11-12: Skip Count by 100s  
within 1000



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

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

**Directions:** Skip count by 100s.

1. Skip count by 100s to 400. Start at 0.

2. Skip count by 100s to 700. Start at 300.

3. Skip count by 100s from 100 to 500 on the number line.



4. Skip count by 100s from 600 to 1,000 on the number line.



# Extra Practice

Unit 2 Lessons 11-12: Skip Count by 100s within 1000



**Directions:** Skip count by 100s.

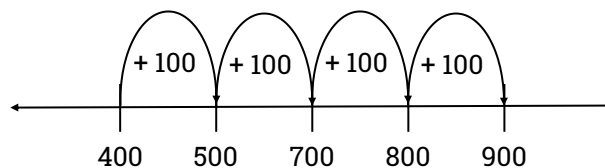
5. Skip count by 100s to 800. Start at 200.

6. Skip count by 100s to 1,000. Start at 400.

7. Skip count by 100s from 200 to 600 on the number line.



8. Skip count by 100s from 400 to 900. Is this answer correct? Explain.



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