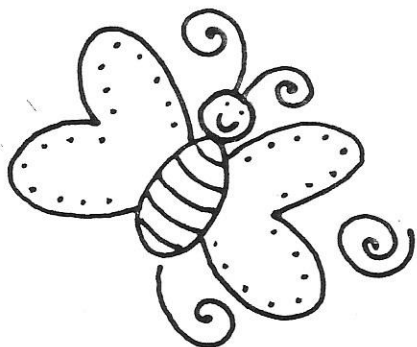


**SUMMER
ACTIVITY
MATH
PACKET
GRADE TWO**



NAME _____

Name _____

Hour and Half Hour

Let's Learn!

The tick marks around the face of a clock stand for minutes.
There are five minutes from one number to the next.

1 hour = 60 minutes

1 half hour = 30 minutes

minute hand

hour hand

hour minutes

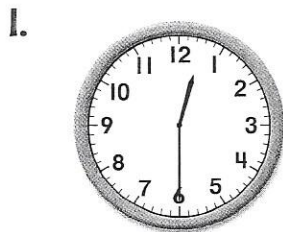
Read as:
3 o'clock

Read as:
three thirty
half past 3
30 minutes after 3

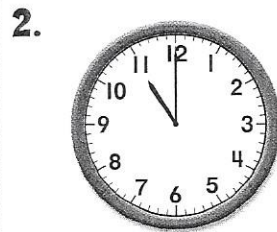
Math Words

hour minute hand
hour hand half hour
half past

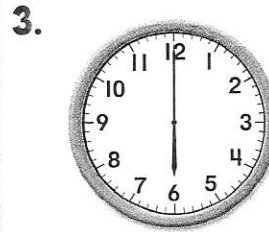
Write the time in two ways.



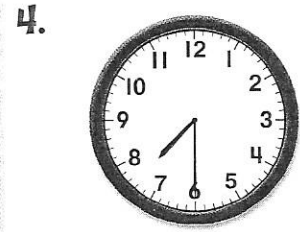
half past _____



_____ o'clock



_____ o'clock



half past _____



_____ minutes after _____
_____ thirty



_____ thirty
half past _____



_____ minutes after _____
_____ thirty



Name _____

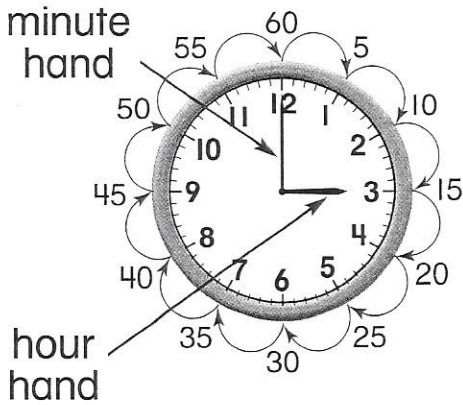
Hour and Half Hour

Let's Learn!

The tick marks around the face of a clock stand for minutes.
There are five minutes from one number to the next.

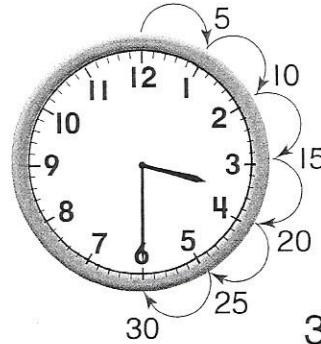
1 hour = 60 minutes

1 half hour = 30 minutes



hour minutes

Read as:
3 o'clock



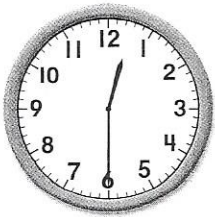
Read as:
three thirty
half past 3
30 minutes after 3

Math Words

hour	minute hand
hour hand	half hour
	half past

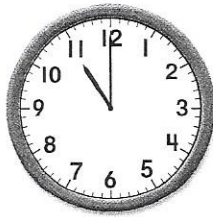
Write the time in two ways.

1.



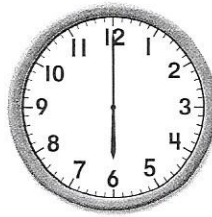
half past 12
12:30

2.



11 o'clock

3.



6 o'clock

4.



half past 7

5.



4 minutes after 4
4 thirty

6.



2 thirty
half past 2

7.



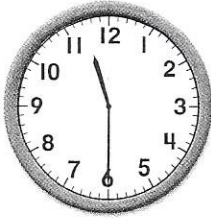
9 minutes after 9
9 thirty



Practice

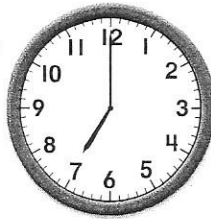
Write the time.

9.



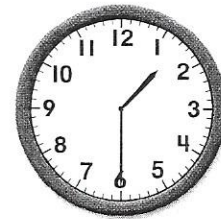
_____ minutes after _____

10.



_____ o'clock

11.



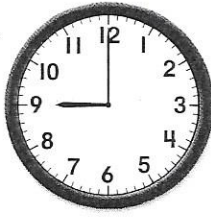
half past _____

12.



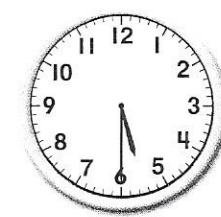
_____ minutes after _____

13.



_____ o'clock

14.



_____ minutes after _____

Find the same time on the clocks above. Color to match.

15.



16.



17.



18.



19.



20.

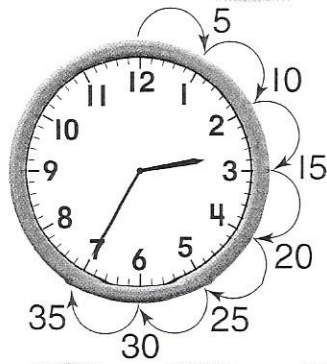


What time is it?

To find the hour, look at the shorter hand, the hour hand.

To find the minutes, start at 12. Count by 5s until you reach the minute hand.

The hour hand moves very slowly from 2 to 3. Say 2 as the hour until the hour hand points exactly to the 3. Then say 3 for the hour.

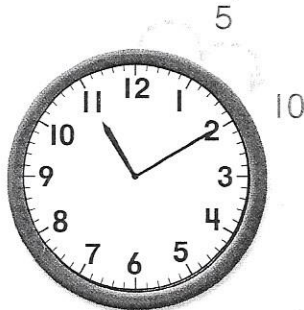


35 minutes after 2

The time is 2:35.

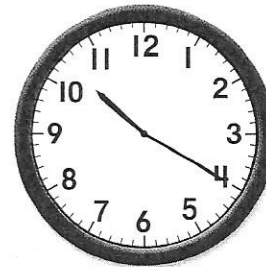
Write the time. Count by 5s to help.

1.



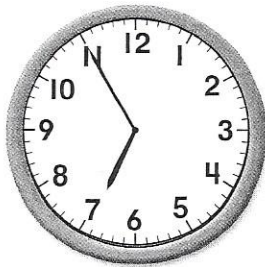
10 minutes after 11
11:10

2.



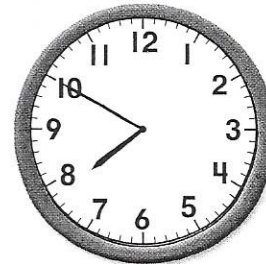
_____ minutes after _____

3.



_____ minutes after _____

4.

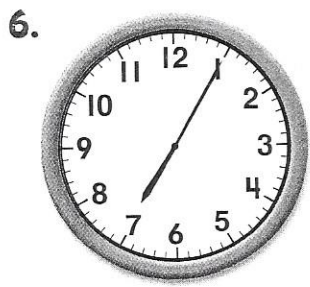


_____ minutes after _____

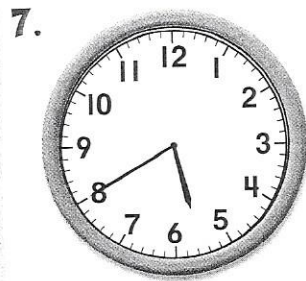
Talk It Over

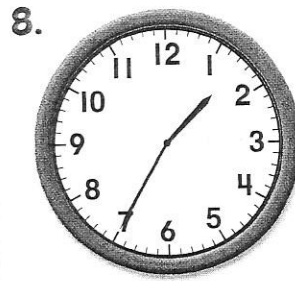
What time is it when the hour hand is between 9 and 10 and the minute hand points to 8? Explain how you know.

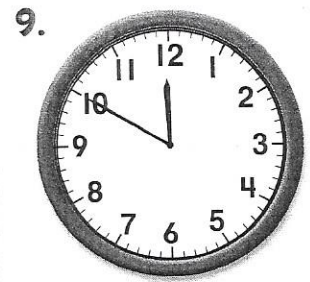
WRITE THE TIME.

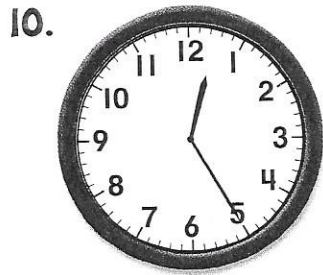


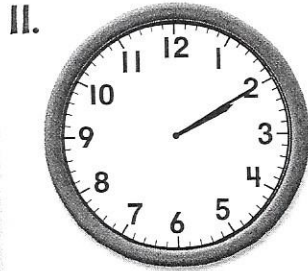
7:05

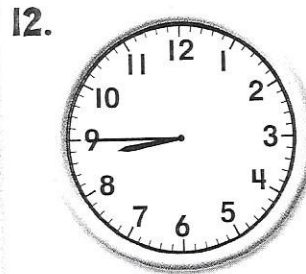


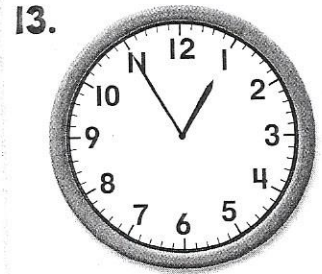






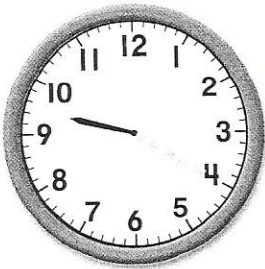




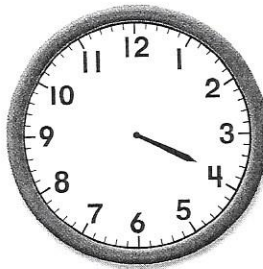


Draw the minute hand on the clock.

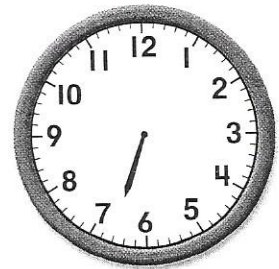
14. nine twenty



15. three fifty



16. six forty



MENTAL MATH

17. How many minutes after the hour is it when the minute hand is on:

3

6

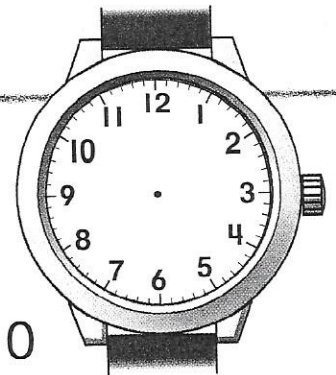
9

2

4

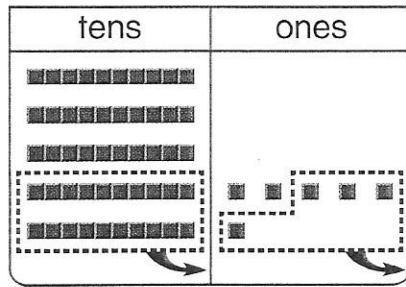
8

10

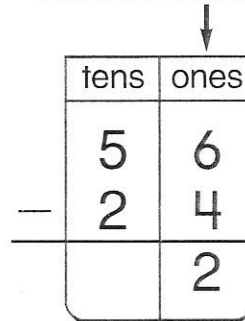


Cathy has 56 craft sticks.
She uses 24 of them on her project.
How many craft sticks does Cathy have then?

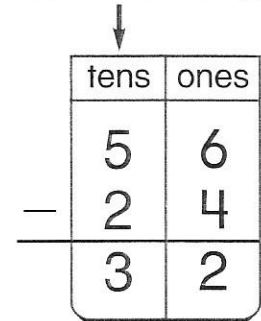
Model 56.
Then take away 24.



First subtract the ones.

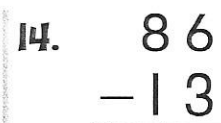
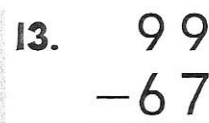
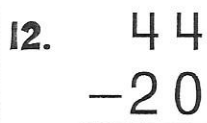
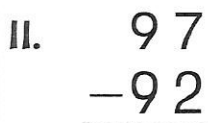
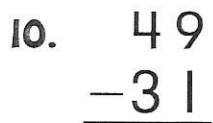
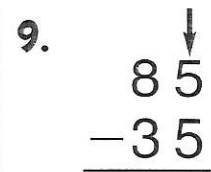
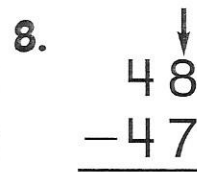
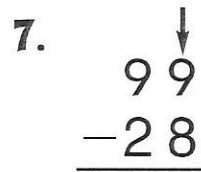
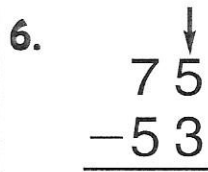
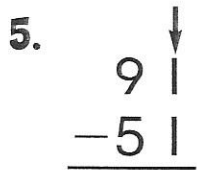
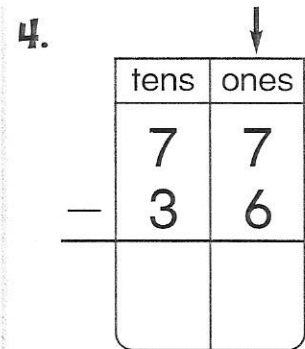
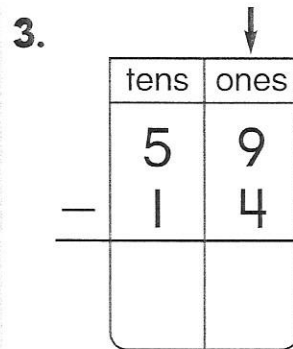
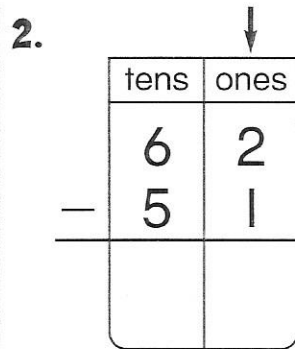
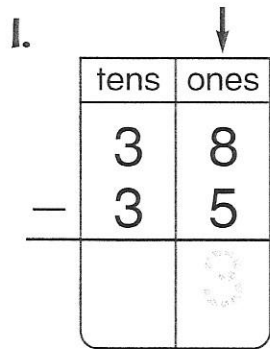


Then subtract the tens.



Cathy has 32 craft sticks left.

Subtract. You may use models to check.



Write About It

15. How does knowing subtraction facts help you subtract two-digit numbers?

Practice

Find the difference.

$$\begin{array}{r} 73 \\ -71 \\ \hline \end{array}$$

16.

$$\begin{array}{r} 44 \\ -41 \\ \hline \end{array}$$

17.

$$\begin{array}{r} 68 \\ -62 \\ \hline \end{array}$$

18.

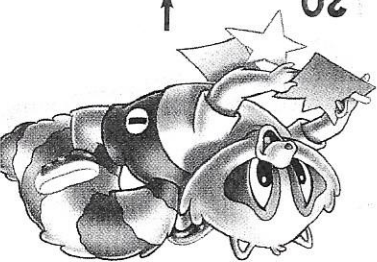
$$\begin{array}{r} 87 \\ -85 \\ \hline \end{array}$$

19.

$$\begin{array}{r} 92 \\ -22 \\ \hline \end{array}$$

20.

Do not write 0
when no tens
are left.



Problem Solving

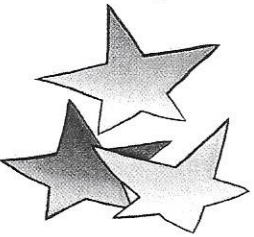
Solve. Use a problem-solving strategy. Show your work on a separate sheet of paper.

26. Joe uses 96 green cubes for his project. He also uses seventy-five red cubes. How many more green cubes does he use than red cubes?

_____ more green cubes

27. Alan glues 32 purple circles onto a picture. Then he glues 45 stars onto the picture. How many fewer circles does he use than stars?

_____ fewer circles



TEST PREPARATION

Fill in the circle of the correct answer.

$$\begin{array}{r} 54 \\ -43 \\ \hline \end{array}$$

28.

- 91
- 97
- 17
- 11

$$\begin{array}{r} 97 \\ -51 \\ \hline \end{array}$$

29.

- 36
- 46
- 48
- 68

$$\begin{array}{r} 63 \\ -42 \\ \hline \end{array}$$

30.

- 101
- 25
- 21
- 15

$$\begin{array}{r} 29 \\ -24 \\ \hline \end{array}$$

31.

- 25
- 20
- 6
- 5

Count back by ones
to subtract

23 - 2 mentally.



Start at 23.
Count back by 1s.
22, 21

$$\begin{array}{r} 23 \\ - 2 \\ \hline 21 \end{array}$$

Count back by tens to
subtract 23 - 20 mentally.

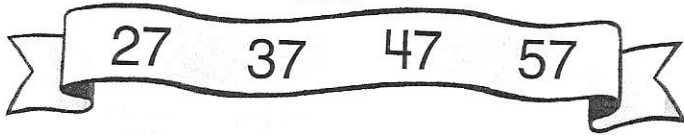
Start at 23.
Count back by 10s.
13, 3

$$\begin{array}{r} 23 \\ - 20 \\ \hline 3 \end{array}$$

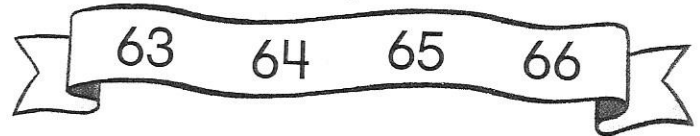


Subtract mentally. Write the difference.

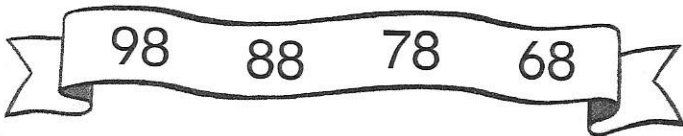
1. Subtract 2 from:



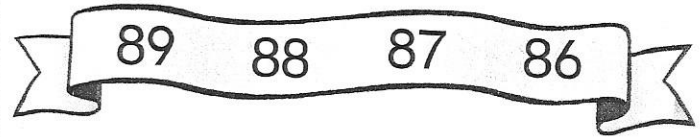
2. Subtract 3 from:



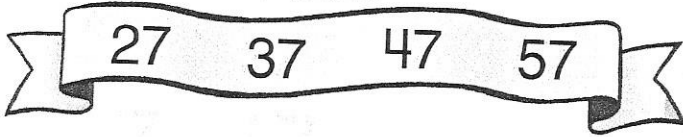
3. Subtract 4 from:



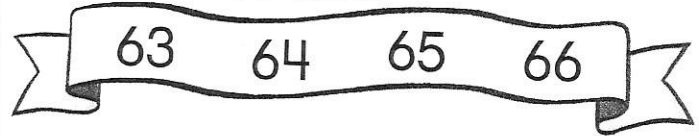
4. Subtract 1 from:



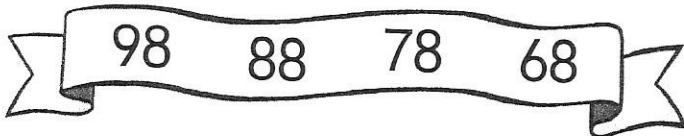
5. Subtract 20 from:



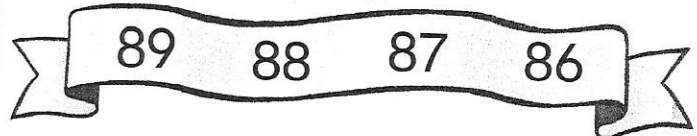
6. Subtract 30 from:



7. Subtract 40 from:



8. Subtract 30 from:



Talk It Over

9. Without subtracting, tell which is less: $78 - 6$ or $78 - 60$.
Explain your answer.

Subtract mentally.

$$\begin{array}{r} 10. \quad 19 \\ - \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 53 \\ - 50 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 64 \\ - \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 85 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 78 \\ - \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 47 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 39 \\ - \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 97 \\ - \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 56 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 69 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 82 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 49 \\ - \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 44 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 88 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 94 \\ - \quad 4 \\ \hline \end{array}$$

Problem Solving

Solve. Use a problem-solving strategy.

25. Multistep Kathy finds a box with 53 straws. She uses 1 straw for her drink. Then she gives Meg 30 straws. Kathy uses the rest for a project. How many straws does she use for the project?

_____ straws

26. Multistep Chris makes a chain with 75 rubber bands. He takes off 20 bands to give his sister. Then he takes off 2 bands to give his mom. How many rubber bands are left in the chain?

_____ rubber bands

CHALLENGE Algebra

Compare. Write $<$, $=$, or $>$.

27. $50 - 10$? $70 - 30$

_____ ○ _____

28. $30 - 10$? $60 - 20$

_____ ○ _____

29. $74 - 40$? $84 - 40$

_____ ○ _____

30. $68 - 3$? $58 - 3$

_____ ○ _____



Let's Learn

Look for the + or - sign.
Decide if you need to regroup.
Then add or subtract.

Remember:
Always start with
the ones.



$$\begin{array}{r} 23 \\ +45 \\ \hline 68 \end{array}$$
$$\begin{array}{r} 86 \\ -34 \\ \hline 52 \end{array}$$
$$\begin{array}{r} 29 \\ +61 \\ \hline 90 \end{array}$$
$$\begin{array}{r} 613 \\ 73 \\ -56 \\ \hline 17 \end{array}$$

Find the sum.

1.
$$\begin{array}{r} 21 \\ +32 \\ \hline 53 \end{array}$$

2.
$$\begin{array}{r} 18 \\ +48 \\ \hline 66 \end{array}$$

3.
$$\begin{array}{r} 67 \\ +24 \\ \hline 91 \end{array}$$

4.
$$\begin{array}{r} 80 \\ +10 \\ \hline 90 \end{array}$$

5.
$$\begin{array}{r} 34 \\ +14 \\ \hline 48 \end{array}$$

6.
$$\begin{array}{r} 31 \\ +39 \\ \hline 70 \end{array}$$

7.
$$\begin{array}{r} 55 \\ +30 \\ \hline 85 \end{array}$$

8.
$$\begin{array}{r} 93 \\ +6 \\ \hline 99 \end{array}$$

9.
$$\begin{array}{r} 27 \\ +27 \\ \hline 54 \end{array}$$

10.
$$\begin{array}{r} 27 \\ +53 \\ \hline 80 \end{array}$$

Find the difference.

11.
$$\begin{array}{r} 95 \\ -27 \\ \hline 68 \end{array}$$

12.
$$\begin{array}{r} 48 \\ -17 \\ \hline 31 \end{array}$$

13.
$$\begin{array}{r} 20 \\ -9 \\ \hline 11 \end{array}$$

14.
$$\begin{array}{r} 62 \\ -24 \\ \hline 38 \end{array}$$

15.
$$\begin{array}{r} 79 \\ -22 \\ \hline 57 \end{array}$$

16.
$$\begin{array}{r} 95 \\ -48 \\ \hline 47 \end{array}$$

17.
$$\begin{array}{r} 50 \\ -12 \\ \hline 38 \end{array}$$

18.
$$\begin{array}{r} 58 \\ -15 \\ \hline 43 \end{array}$$

19.
$$\begin{array}{r} 80 \\ -74 \\ \hline 6 \end{array}$$

20.
$$\begin{array}{r} 98 \\ -60 \\ \hline 38 \end{array}$$

Talk It Over

21. How is regrouping in addition the same as regrouping in subtraction? How is it different?

Add or subtract. Regroup where needed.

$$\begin{array}{r} 22. \quad 13 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 78 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 28 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad 20 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 99 \\ - 51 \\ \hline \end{array}$$

$$\begin{array}{r} 27. \quad 94 \\ - 35 \\ \hline \end{array}$$

$$\begin{array}{r} 28. \quad 70 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 29. \quad 87 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 30. \quad 63 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 31. \quad 45 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 32. \quad 63 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 33. \quad 97 \\ - 47 \\ \hline \end{array}$$

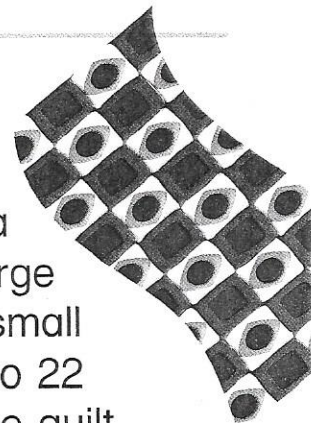
$$\begin{array}{r} 34. \quad 36 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 35. \quad 74 \\ - 29 \\ \hline \end{array}$$

$$\begin{array}{r} 36. \quad 25 \\ + 69 \\ \hline \end{array}$$

Problem Solving

Solve. Use a problem-solving strategy. Show your work on a separate sheet of paper.



37. Marie sees a beautiful quilt made with 22 blue stripes, 18 yellow stripes, and 30 yellow flowers. How many stripes are on the quilt?

_____ stripes

38. **Multistep** Bill sees a quilt made with 36 large circles and a dozen small circles. There are also 22 blue rectangles on the quilt. How many more circles than rectangles are on the quilt?

_____ more circles

DO YOU REMEMBER?

Use the Math Words in the box to fill in the blanks.

39. To find the nearest ten for a number is to _____.

40. To find about how many is to _____.

41. To trade 10 ones for 1 ten is to _____.

Math Words

regroup
round
estimate



An ordered pair is a set of two numbers used to locate points on a grid.

Look at the grid.

What figure is at point (6, 3)?

To find out,

1. Start at 0.
2. Move across.

The first number tells you to move 6 spaces to the right.

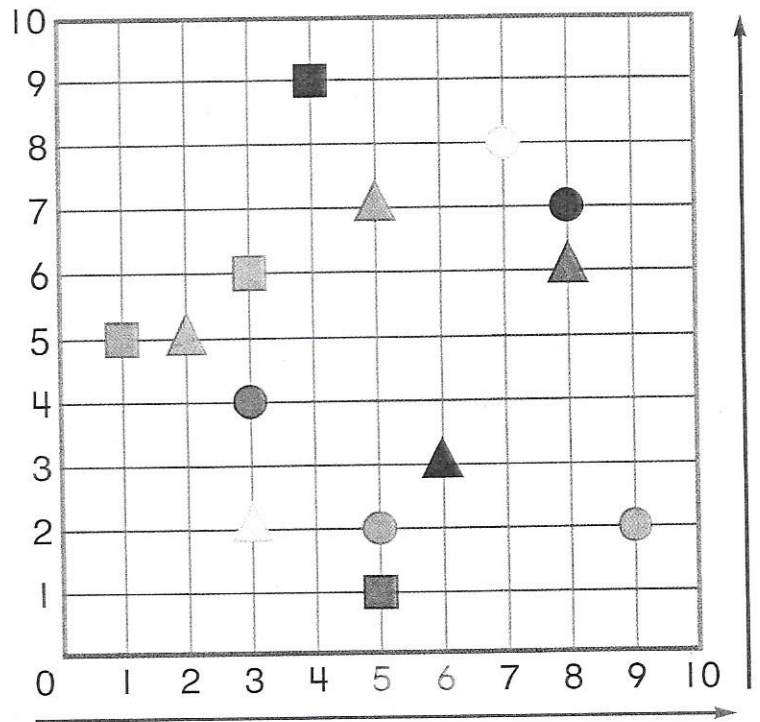
3. Move up.

The second number tells you to move 3 spaces up.

The ▲ is at point (6, 3).

Where is the ■?

The ■ is at point (5, 1).



Math Words

ordered pair

Use the grid above. Write the ordered pair for each figure.

1. ▲ (2, 5)

2. ■ (____, ____)

3. ▲ (____, ____)

4. ● (____, ____)

5. ▲ (____, ____)

6. ○ (____, ____)

Draw the figure at each point.

7. (5, 2) ●

8. (1, 5)

9. (5, 7)

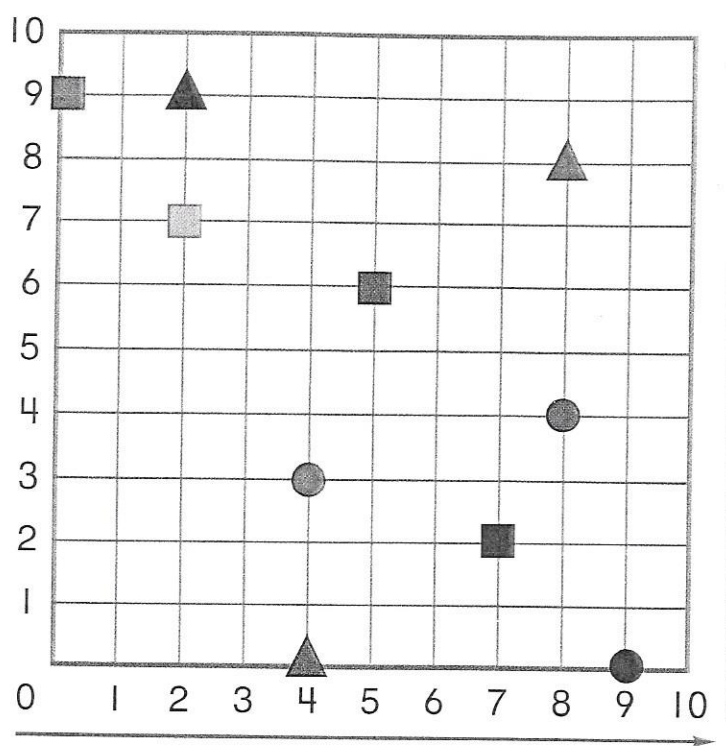
10. (3, 4)

11. (8, 7)


12. (3, 6)


Talk It Over


13. What is the difference between point (3, 8) and point (8, 3)?




Use the grid above. Write the ordered pair for each figure.

14.  (____, ____)

15.  (____, ____)

16.  (____, ____)

17.  (____, ____)

Draw the figure at each point.

18. (2, 9)

19. (5, 6)

20. (4, 3)

21. (7, 2)

22. (9, 0)

23. (0, 9)

DO YOU REMEMBER?

Use the Math Words in the box to fill in the blanks.

24. The _____ of a set of numbers is the greatest number minus the least number.

25. The _____ is the middle number in an ordered set of numbers.

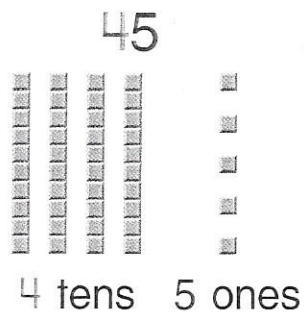
26. $50 + 8$ is the _____ of the number 58.

Math Words

median
mode
range
digit
expanded form



What is the value of each digit in 45?



To tell the value of each digit, look at its place in the number.



4 tens = 40
The value of 4 in 45 is 40.

5 ones = 5
The value of 5 in 45 is 5.

Math Words

value

Circle the value of the underlined digit.

<p>1. <u>6</u>2</p> <p>2 20</p>	<p>2. <u>4</u>4</p> <p>4 40</p>	<p>3. <u>1</u>3</p> <p>1 10</p>
---	---	---

<p>4. 9<u>0</u></p> <p>9 90</p>	<p>5. 3<u>3</u></p> <p>3 30</p>	<p>6. 8<u>0</u></p> <p>0 10</p>
---	---	---

<p>7. 5<u>1</u></p> <p>1 10</p>	<p>8. <u>7</u>2</p> <p>7 70</p>	<p>9. 2<u>4</u></p> <p>4 40</p>
---	---	---

<p>10. <u>5</u>6</p> <p>5 50</p>	<p>11. 8<u>2</u></p> <p>8 80</p>	<p>12. 3<u>7</u></p> <p>3 30</p>
--	--	--

Talk It Over

13. How do you find the value of a digit in a number?

Write the value of the underlined digit.

14.

20

15.

79

16.

34

17.

85

18.

97

19.

61

20.

15

21.

86

Problem Solving

Solve. Use a problem-solving strategy.

22. I am a 2-digit number that has 3 ones. I have more than 4 tens but fewer than 6 tens. What number am I?

I am the number _____.

23. I am a 2-digit number that has 9 tens. I have fewer than 7 ones but more than 5 ones. What number am I?

I am the number _____.

CHALLENGE

Algebra

24. How many different 2-digit numbers can you make using the digits 3, 7, and 5? Use each digit only once in a number. Write the numbers.

25. Choose two numbers you made in exercise 24. Write the value of each digit.

The value of ____ is ____.

The value of ____ is ____.

The value of ____ is ____.

The value of ____ is ____.

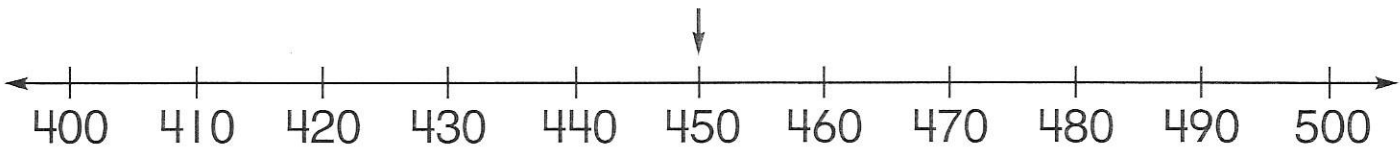


1. Write the number and the number word.

4 hundreds 0 tens 0 ones _____

2. Round 430 to the nearest hundred.

430 rounds to _____.



3. Write the number and the number word.

hundreds	tens	ones
5	2	5

4. Write the expanded form of 231.

_____ + _____ + _____

5. Write the value of the underlined digit.

731

6. Write the numbers in order from least to greatest.

743 374 437 347

_____, _____, _____, _____

7. Write the missing numbers.

200, 225, _____, 275, _____

8. Compare.

Write $<$, $=$, or $>$.

213 ○ 213

9. Write the value of the underlined digit.

654

10. Write the missing numbers.

300, _____, 400, 450, _____

11. Write the expanded form of 939.

_____ + _____ + _____

12. What numbers made from the digits on these cards have the fewest hundreds?



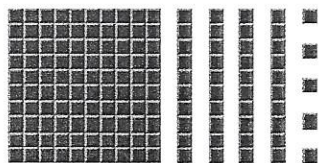
The numbers _____ and _____.

13. Write the numbers in order from greatest to least.

860 868 809 821

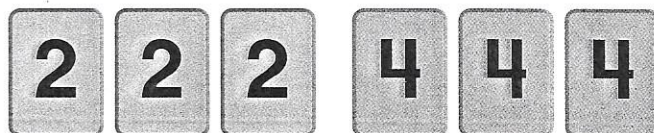
_____, _____, _____, _____

14. John modeled this number. Mary added 2 hundred flats. Bob took away 3 ten rods. What is John's number now?



John's number is _____ now.

15. Margaret has these six cards. How many 3-digit numbers can she make?



_____ numbers

16. Jill's number is 3 ones more than 500. Ann's number is 3 tens more than Jill's. What is Ann's number?

Ann's number is _____.

17. Compare. Write $<$, $=$, or $>$.

686 ○ 668

18. Write the value of the underlined digit.

904

19. Write the missing numbers.

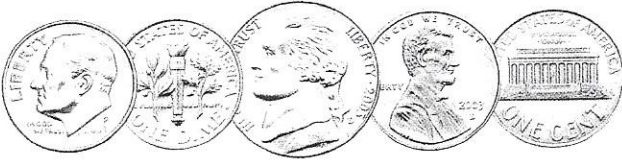
437, 447, _____, 467, _____

TEST PREPARATION

Listen

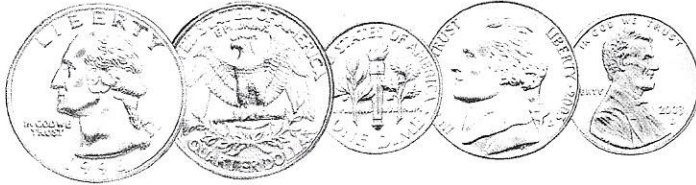
Listen to your teacher read the directions.
Fill in the circle under the correct answer.

1.



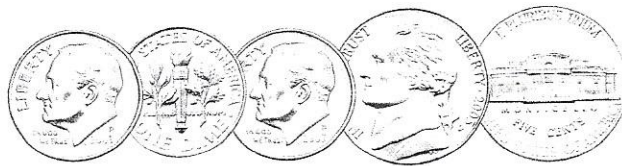
- 29¢ 27¢ 25¢ 26¢
-

2.



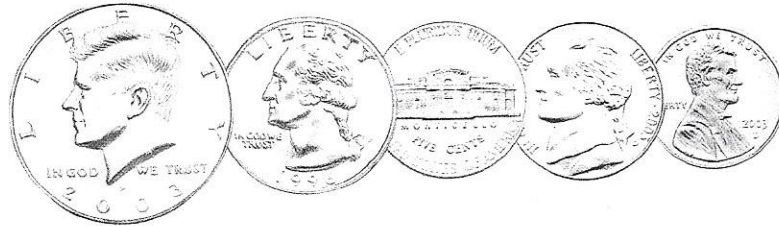
- 70¢ 65¢ 69¢ 66¢
-

3.



- 42¢ 41¢ 40¢ 45¢
-

4.



- 61¢ 83¢ 81¢ 86¢
-

5.



- 77¢ 81¢ 86¢ 95¢
-

6.



- 78¢ 79¢ 74¢ 77¢
-

7.



- 63¢ 65¢ 67¢ 61¢
-

Fill in the circle under the correct answer.
Count on. Which shows the total amount?

8.



72¢ 77¢ 75¢ 73¢

9.



42¢ 50¢ 45¢

10.



62¢ 80¢ 70¢

11.



70¢ 65¢ 64¢ 40¢

12.



80¢ 85¢ 90¢ 95¢

13.



58¢ 50¢ 59¢ 65¢

14.



40¢ 24¢ 52¢ 42¢

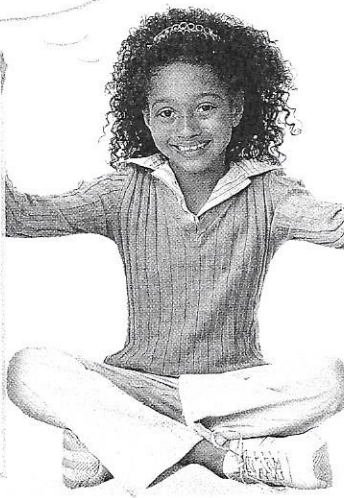
Name _____

Let's Learn!

These are equal amounts.

62¢

62¢



Math Words

equal amounts

Show equal amounts. Use coins to help you.

1. Show 70¢ in three ways.

2. Show 47¢ in three ways.



2	1	2	0
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Show 85¢ in three ways.

4. Show 52¢ in three ways.



_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

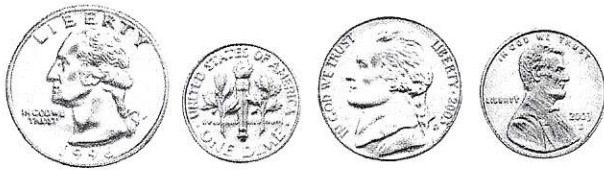
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Talk It Over

Practice

Show equal amounts. Use coins to check.

6. Show 34¢ in three ways.



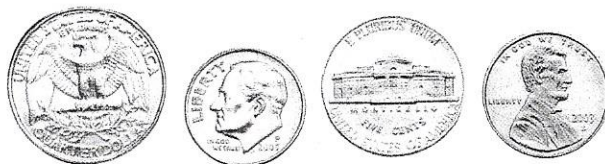
1	0	1	4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. Show 96¢ in three ways.



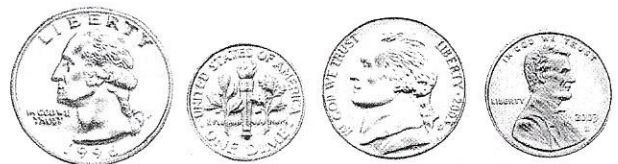
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

8. Show 65¢ in three ways.



_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

9. Show 79¢ in three ways.

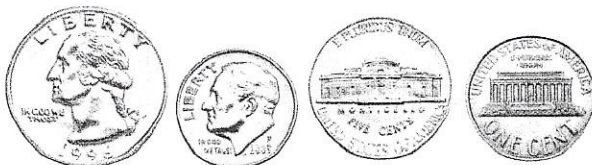


_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CRITICAL THINKING

Model each amount using the fewest coins possible. Then write how many of each coin you used.

10. 93¢



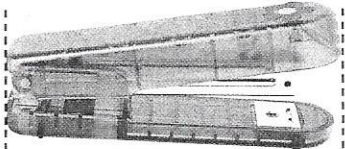

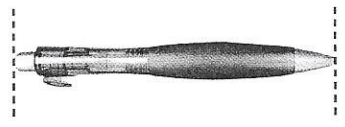

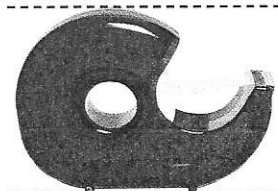

_____	_____	_____	_____
-------	-------	-------	-------

11. 58¢



_____	_____	_____	_____
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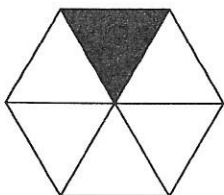
Find these real objects. Estimate their length or height in inches. Then use your ruler to measure.

	Object	Estimate	Measure
5.		about ____ in.	about ____ in.
6.		about ____ in.	about ____ in.
7.		about ____ in.	about ____ in.
8.		about ____ in.	about ____ in.
9.		about ____ in.	about ____ in.
10.		about ____ in.	about ____ in.

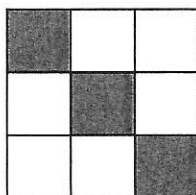
DO YOU REMEMBER?

Write the fraction for the part colored.

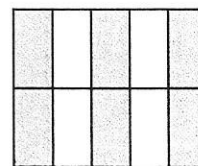
11.



12.

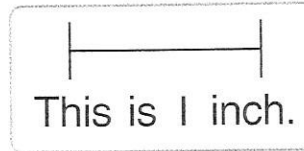
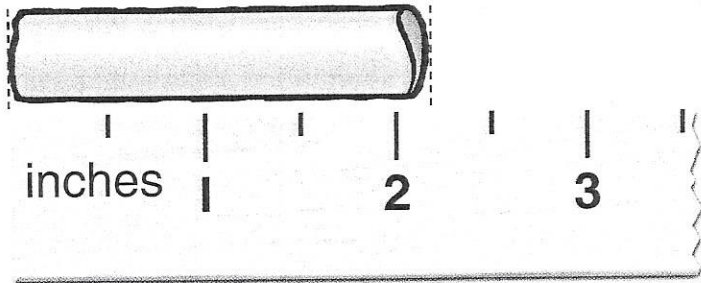


13.

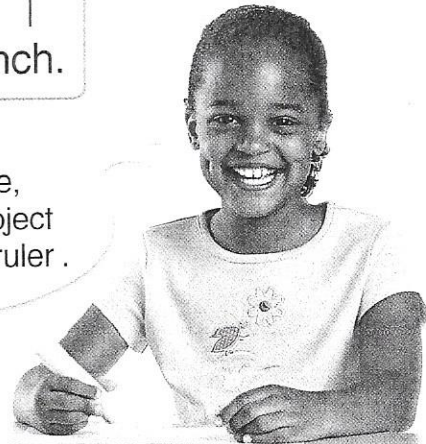




You can measure length or height in inches.
An inch is a unit of measure.



To measure,
line up the object
with the inch ruler.



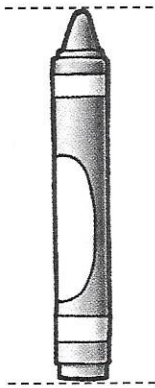
The chalk is between 2 and 3 inches long.
It is closer to 2 inches.
It is about 2 inches long.

Math Words

inch
inch ruler
unit of measure

Estimate the length or height of each picture.
Then use an inch ruler to measure.

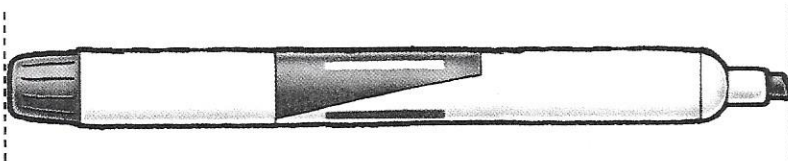
1.



Estimate: about ____ inches

Measure: about ____ inches

2.



Estimate: about ____ inches

Measure: about ____ inches

3.



Estimate: about ____ inches

Measure: about ____ inches

Talk It Over

4. Explain how you estimated the length or height
in each exercise above.