

Dear Parents,

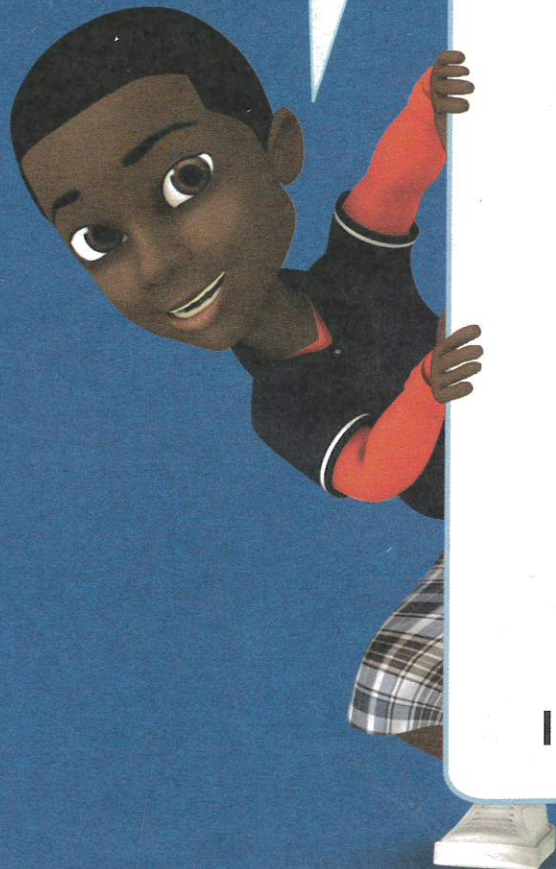
Attached is a math packet "Step Up to Second Grade". We highly encourage the students to complete the math packet over Summer Break. The Second Grade teacher's will be looking forward to receiving the packets at the beginning of next school year.

First Grade Teachers

How  
These lessons help you step  
up to Grade 2.

## Lessons

- 1 Counting Hundreds, Tens,  
and Ones ..... 857
- 2 Counting Thousands, Hundreds,  
Tens, and Ones ..... 861
- 3 Comparing Numbers ..... 865
- 4 Ordering Numbers ..... 869
- 5 Adding Tens ..... 873
- 6 Adding on a Hundred Chart ..... 877
- 7 Subtracting Tens ..... 881
- 8 Subtracting on a Hundred Chart ..... 885
- 9 Repeated Addition and  
Multiplication ..... 889
- 10 Division as Repeated Subtraction ..... 893





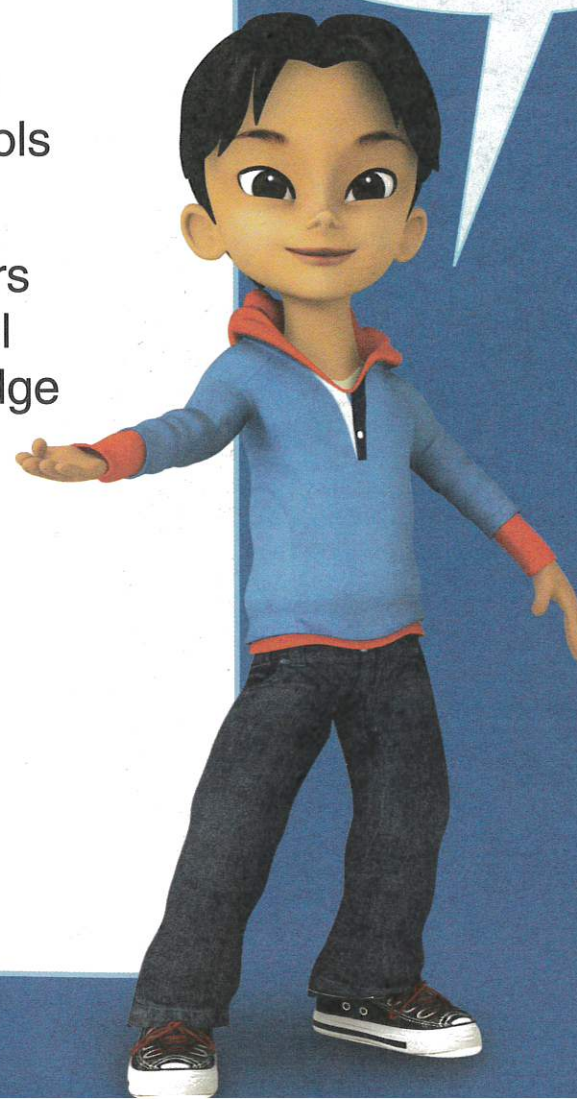
**TEKS 2.2** Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.

**TEKS 2.2D** Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ( $>$ ,  $<$ , or  $=$ ).

**TEKS 2.4B** Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.

**TEKS 2.6** Connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares.

The following Grade 2 TEKS are introduced in the Step-Up Lessons.

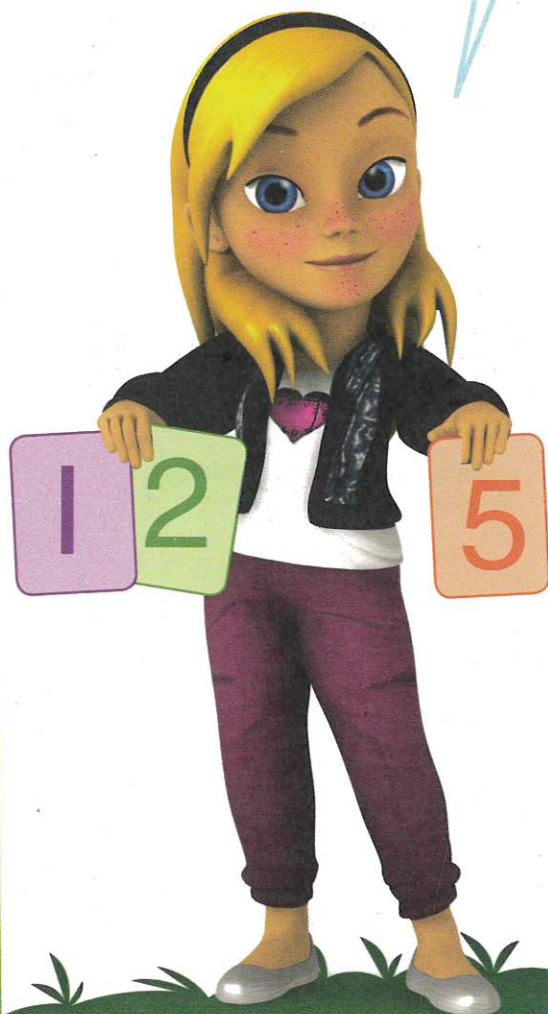




Name \_\_\_\_\_

★  
**Solve & Share**

How can you use place-value blocks to show 125? Explain.



## Step Up to Grade 2

### Lesson 1 Counting Hundreds, Tens, and Ones

**TEKS 2.2** Understand how to represent and compare whole numbers ... and relationships within the numeration system related to place value. Also, 2.2B.  
**Mathematical Process Standards** 2.1C, 2.1D, 2.1E.

Digital Resources at [PearsonTexas.com](http://PearsonTexas.com)



Solve



Learn



Glossary

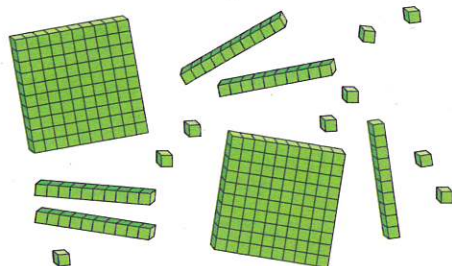


Tools



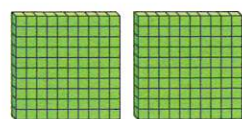
Games

What number do the models show?



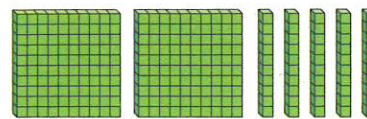
Remember, 10 ones make 1 ten.  
10 tens make 1 **hundred**.

First, count the hundreds.



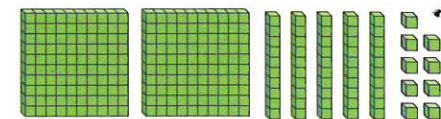
Hundreds	Tens	Ones
2		

Then count the tens.



Hundreds	Tens	Ones
2	5	

Then count the ones.



Hundreds	Tens	Ones
2	5	9

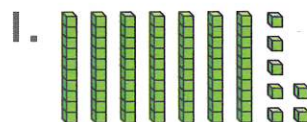
The models show 259.  
259 has 3 **digits**.

## ★ Guided Practice ★

Write the numbers shown.  
Use models and your workmat if needed.

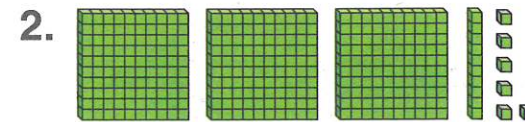
## Do You Understand?

**Show Me!** How many hundreds are in 395?  
How many tens? How many ones?



Hundreds	Tens	Ones
	7	7

77



Hundreds	Tens	Ones

\_\_\_\_\_



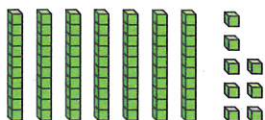
Name \_\_\_\_\_



# Independent Practice

Write the numbers shown. Use models and your workmat if needed.

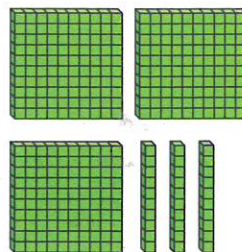
3.



Hundreds	Tens	Ones

\_\_\_\_\_

4.



Hundreds	Tens	Ones

\_\_\_\_\_

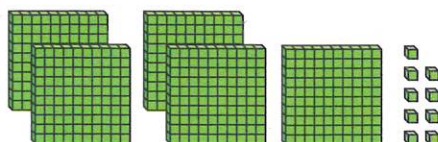
5.



Hundreds	Tens	Ones

\_\_\_\_\_

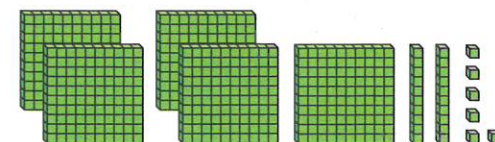
6.



Hundreds	Tens	Ones

\_\_\_\_\_

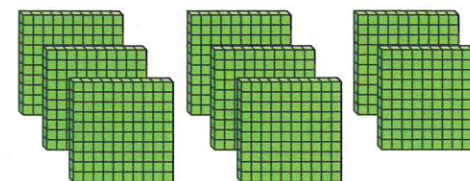
7.



Hundreds	Tens	Ones

\_\_\_\_\_

8.



Hundreds	Tens	Ones

\_\_\_\_\_

9. **Extend Your Thinking** Find the number. It has 4 hundreds. The digit in the tens place is between 2 and 4. The number of ones is 2 less than 6. \_\_\_\_\_



# Problem Solving Solve each problem below.

10. Complete the chart.

A number has a 6 in the hundreds place.

It does not have any tens.

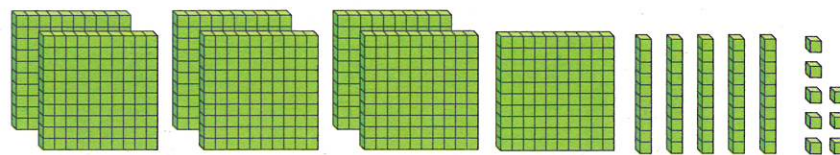
It has a 4 in the ones place.

Hundreds	Tens	Ones

What is the number? \_\_\_\_\_

11. Max used these models to show a number.

Which number would be shown if Max used 1 fewer hundreds flat?



758

☐

768

☐

658

☐

859

☐

12. **Extend Your Thinking** Choose

a three-digit number.

Draw models to show the hundreds, tens, and ones for your number.

Write the number below.

\_\_\_\_\_

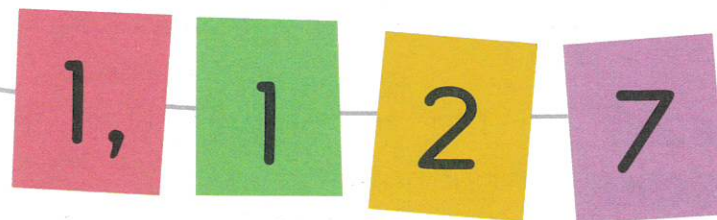


Name \_\_\_\_\_



## Solve & Share

Students from Alex's school have collected 1,127 coupons. How can you use place-value blocks to show the number of coupons? Explain.



## Step Up to Grade 2

### Lesson 2

## Counting Thousands, Hundreds, Tens, and Ones

**TEKS 2.2** Understand how to represent and compare whole numbers ... and relationships within the numeration system related to place value. Also, 2.2B. **Mathematical Process Standards** 2.1C, 2.1D, 2.1E, 2.1G.

Digital Resources at [PearsonTexas.com](http://PearsonTexas.com)



Solve



Learn



Glossary



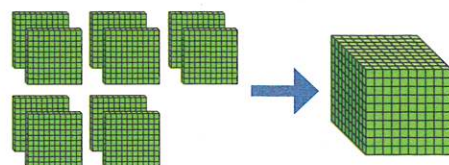
Tools



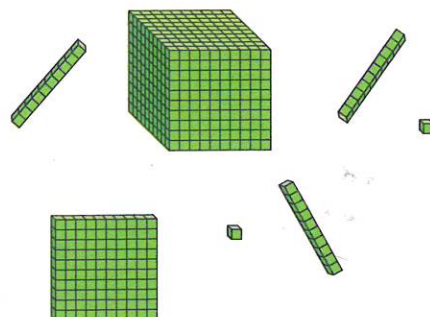
Games



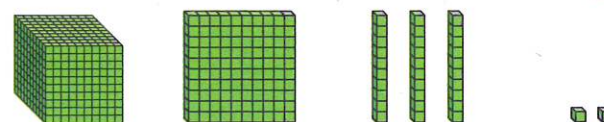
Remember that  
10 hundreds make  
1 **thousand**.



Use models to show  
1,132.



First, count the thousands.  
Next, count the hundreds.  
Then, count the tens and ones.



Thousands	Hundreds	Tens	Ones
1,	1	3	2

A comma goes  
between the hundreds  
and thousands places:  
1,132.



## Do You Understand?

**Show Me!** How many  
thousands are in 1,108?  
How many hundreds?  
How many tens?  
How many ones?

## ★ Guided Practice

Write the numbers. Use models and your  
workmat to help you.

1.

Thousands	Hundreds	Tens	Ones
1,	1	5	8

1,158

2.

Thousands	Hundreds	Tens	Ones



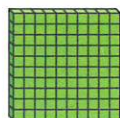
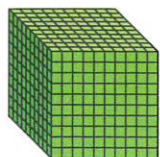
Name \_\_\_\_\_



# Independent Practice

Write the numbers. Use models and your workmat to help you.

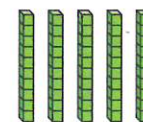
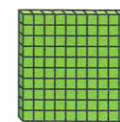
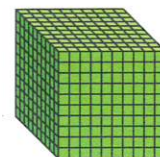
3.



Thousands	Hundreds	Tens	Ones

\_\_\_\_\_

4.



Thousands	Hundreds	Tens	Ones

\_\_\_\_\_

5. **Extend Your Thinking** Find the number.

It has 1 thousand.

There are 3 hundreds.

The number of tens is between 5 and 8 and is less than 7.

The number of ones is greater than 2 and less than 4.

\_\_\_\_\_

Think about where each digit goes!





# Problem Solving

Solve each problem below.

6. Complete the chart.

A number has 1 thousand.

It has 2 hundreds.

It has 9 tens.

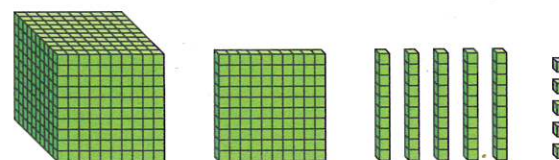
The digit 6 is in the ones place.

Thousands	Hundreds	Tens	Ones

What is the number? \_\_\_\_\_

7. Gary used these models to show a number.

★ Which number would be shown if Gary used 3 more tens rods?



☐ 1,196

☐ 1,185

☐ 1,195

☐ 1,156

8. **Extend Your Thinking** Write a four-digit number that is less than 1,100.

The sum of its digits should equal 10. Draw place-value models and write the number.

\_\_\_\_\_

Thousands	Hundreds	Tens	Ones



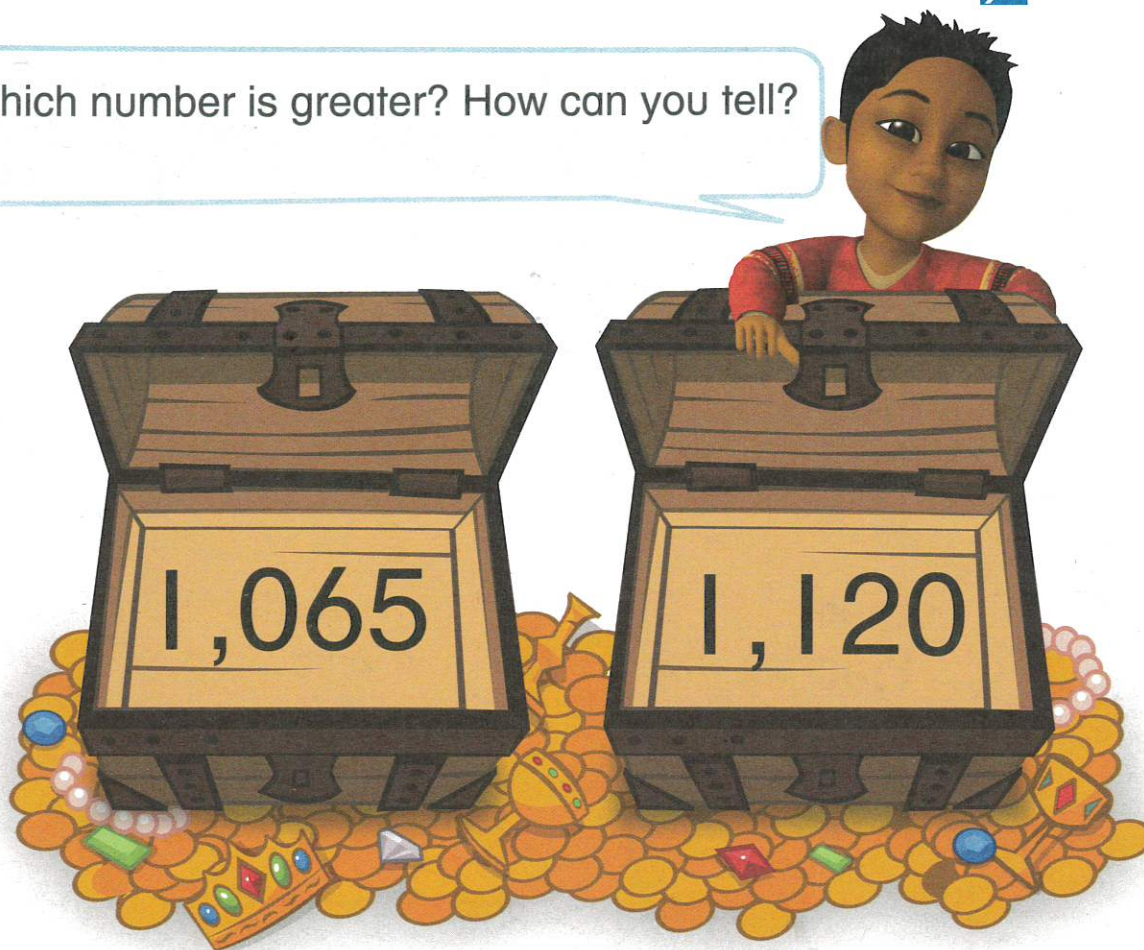
Name \_\_\_\_\_



★  
**Solve & Share**  
★

Which number is greater? How can you tell?


Explain.



Step Up to Grade 2

## Lesson 3

### Comparing Numbers

 **TEKS 2.2D** Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ( $>$ ,  $<$ , or  $=$ ). Also, 2.2. **Mathematical Process Standards** 2.1A, 2.1C, 2.1E, 2.1F.

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Solve



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Tools



Games

\_\_\_\_\_ is greater than \_\_\_\_\_.



**Compare** 1,115 and 225.

1,115  225

1,135  1,200

1,163  1,163

To compare numbers, start with the digit that has the greatest place value.

Compare the **thousands** first.

If the thousands are equal, compare the **hundreds**.

The thousands, hundreds, **tens**, and **ones** are equal.

1,000 is **greater than** 0 thousands.

100 is **less than** 200

1,163 is **equal to** 1,163.

So, 1,115  225.

So, 1,135  1,200.

So, 1,163  1,163.

### ★ Guided Practice ★

Compare. Write **greater than**, **less than**, or **equal to**. Then write  $>$ ,  $<$ , or  $=$ .

### Do You Understand?

**Show Me!** How would you compare 1,126 and 890?

1.  
1,053 is greater than 235.  
1,053  235

2.  
436 is \_\_\_\_\_ 456.  
436  456

3.  
713 is \_\_\_\_\_ 701.  
713  701

4.  
1,136 is \_\_\_\_\_ 1,136.  
1,136  1,136



Name \_\_\_\_\_



★  
**Independent**  
★  
**Practice**

Compare. Write **greater than**, **less than**, or **equal to**. Then write  $>$ ,  $<$ , or  $=$ .

5.

731 is \_\_\_\_\_ 1,157.

731 ○ 1,157

6.

348 is \_\_\_\_\_ 328.

348 ○ 328

7.

369 is \_\_\_\_\_ 369.

369 ○ 369

8.

1,066 is \_\_\_\_\_ 1,064.

1,066 ○ 1,064

9.

175 is \_\_\_\_\_ 175.

175 ○ 175

10.

836 is \_\_\_\_\_ 736.

836 ○ 736

11.

984 is \_\_\_\_\_ 1,120.

984 ○ 1,120

12.

1,112 is \_\_\_\_\_ 1,121.

1,112 ○ 1,121

13.

314 is \_\_\_\_\_ 197.

314 ○ 197

**14. Extend Your Thinking** Write the number that makes both comparisons true.

\_\_\_\_\_  $<$  1,146

\_\_\_\_\_  $>$  1,144

# Problem Solving

Compare. Write  $>$ ,  $<$ , or  $=$ . Then answer the question.

15. Chan sells 265 tickets.  
Kevin sells 254 tickets.  
Who sells more tickets?

265 ☐ 254

\_\_\_\_\_ sells more tickets.

16. Jafar has 1,089 pennies.  
Tami has 1,100 pennies.  
Who has more pennies?

1,089 ☐ 1,100

\_\_\_\_\_ has more pennies.

17. Solve the riddle to find the number of coins  
★ in the second chest.

Then compare the numbers.

The two numbers have the same digits.  
The tens and ones digits are in a  
different order.



1,137  $<$  1,037

☐

1,137  $>$  1,173

☐

1,137  $=$  1,137

☐

1,137  $<$  1,173

☐

18. **Extend Your Thinking** Compare the  
numbers 1,072 and 1,027. Write the  
comparison two ways. Explain your  
thinking.

\_\_\_\_\_ ☐ \_\_\_\_\_

\_\_\_\_\_ ☐ \_\_\_\_\_

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Name \_\_\_\_\_



Step Up to Grade 2

## Lesson 4

### Ordering Numbers


★  
**Solve & Share**  
★

How can you order these three numbers in two different ways? Explain.

1,066

1,135

798

 **TEKS 2.2D** Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ( $>$ ,  $<$ , or  $=$ ). Also, 2.2. **Mathematical Process Standards** 2.1C, 2.1E, 2.1F.

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Solve



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Tools



Games

Way 1

Way 2

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_







Name \_\_\_\_\_



# Independent Practice

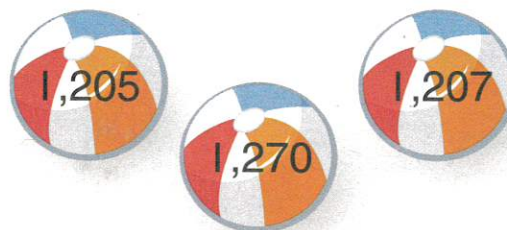
Write the numbers in order from least to greatest.

3.



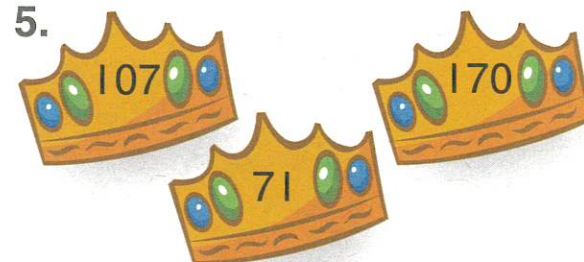
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
least                      greatest

4.



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
least                      greatest

5.



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
least                      greatest

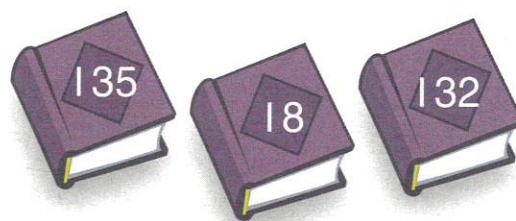
Write the numbers in order from greatest to least.

6.



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
greatest                      least

7.



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
greatest                      least

8.



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
greatest                      least

9. **Extend Your Thinking** 3 students play a game. Read the clues.

Use symbols to compare the scores. Then write names to match their scores.

- Mia has fewer points than Max.
- Carla has the least number of points.

\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

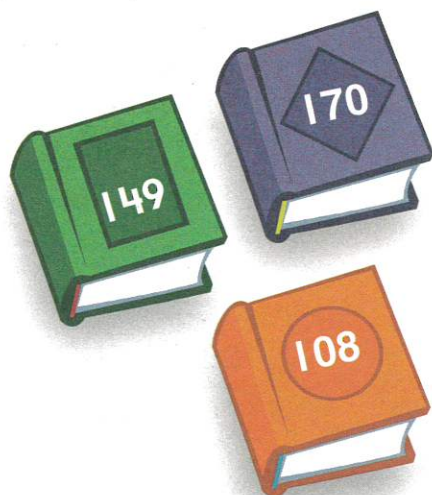
\_\_\_\_\_ 513

\_\_\_\_\_ 478

\_\_\_\_\_ 473

# Problem Solving Solve each problem below.

10. 3 students read books. Order the number of pages they read from least to greatest.



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

12. The numbers of stamps that Leo, Linda, and Sara have form a pattern.  
 Leo has 234 stamps.  
 Linda has 244 stamps.  
 Sara has the greatest number of stamps.



Choose the number of stamps that Sara has.

- 224      254      214      204  
☐      ☐      ☐      ☐

11. Each puzzle has a different number of pieces.

Puzzle A	Puzzle B	Puzzle C
250	750	500

Order the number of puzzle pieces from greatest to least.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

I can write a story about the number of sports fans at a game!

13. **Extend Your Thinking** Use  $>$  or  $<$  to order the numbers 873, 783, and 837 from greatest to least. Then write a story about the numbers.

\_\_\_\_ ○ \_\_\_\_ ○ \_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





Name \_\_\_\_\_




Step Up to Grade 2

## Lesson 5

### Adding Tens

 **Solve & Share** 

What strategy can you use to add  $44 + 20$ ?  
Explain. Use your strategy to find the sum.

 **TEKS 2.4B** Add up to four two-digit numbers ... using mental strategies and algorithms based on knowledge of place value and properties of operations.

**Mathematical Process**

**Standards** 2.1C, 2.1F, 2.1G.

Digital Resources at [PearsonTexas.com](http://PearsonTexas.com)



Solve



Learn



Glossary



Tools



Games

$$44 + 20 = \underline{\hspace{2cm}}$$



Find  $56 + 30$ .

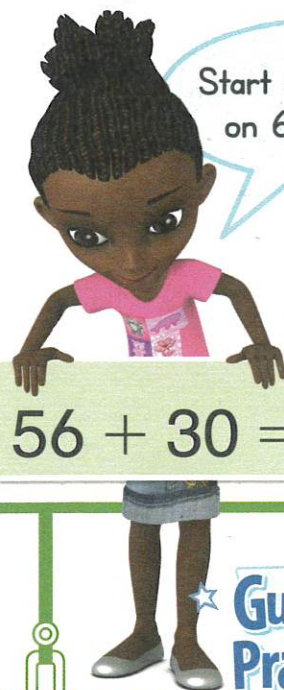
You can use **mental math** to find the sum.



One way is to count on by tens.

Start at 56. Count on 66, 76, 86.

$$56 + 30 = 86$$



You can also add the tens.  
Then add the ones to the sum.

Think  $50 + 30 = 80$ .  
 $80 + 6 = 86$

$$56 + 30 = 86$$

Look at the sum, 86.

Only the **tens digit** changed when you added 30, or 3 tens, to 56.



### ★ Guided Practice

Add using mental math.

### Do You Understand?

**Show Me!** Explain how to add  $22 + 30$  using mental math.

1.  $44 + 20 = 64$

2.  $71 + 20 = \underline{\hspace{2cm}}$

3.  $\underline{\hspace{2cm}} = 44 + 30$

4.  $23 + 30 = \underline{\hspace{2cm}}$

5.  $52 + 40 = \underline{\hspace{2cm}}$

6.  $\underline{\hspace{2cm}} = 17 + 30$



Name \_\_\_\_\_



☆  
**Independent**  
☆  
**Practice**

Add using mental math.

7.  $63 + 30 =$  \_\_\_\_\_

8.  $21 + 50 =$  \_\_\_\_\_

9. \_\_\_\_\_  $= 32 + 50$

10.  $76 + 10 =$  \_\_\_\_\_

11.  $63 + 20 =$  \_\_\_\_\_

12.  $57 + 20 =$  \_\_\_\_\_

13. \_\_\_\_\_  $= 14 + 30$

14.  $12 + 50 =$  \_\_\_\_\_

15.  $39 + 60 =$  \_\_\_\_\_

16.  $32 + 40 =$  \_\_\_\_\_

17. \_\_\_\_\_  $= 47 + 20$

18.  $13 + 40 =$  \_\_\_\_\_

19.  $59 + 20 =$  \_\_\_\_\_

20.  $25 + 50 =$  \_\_\_\_\_

21. \_\_\_\_\_  $= 28 + 60$

22. **Extend Your Thinking** Lola added 4 tens to find each sum.

Show the addition sentences Lola wrote.

$15 +$  \_\_\_\_\_  $=$  \_\_\_\_\_

$2 +$  \_\_\_\_\_  $=$  \_\_\_\_\_

# ☆ Problem Solving ☆

Use mental math to solve each problem below.

23. Carl has 16 toy cars. He buys a box of 20 toy cars. How many toy cars does Carl have now?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$\underline{\hspace{2cm}}$  toy cars

24. Seth has 31 blue marbles. He has 20 green marbles. How many marbles does Seth have in all?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$\underline{\hspace{2cm}}$  marbles

25. Felix has 10 baseballs in his room. He has 23 tennis balls. Felix also has 21 baseballs in the yard. Which number shows how many baseballs Felix has in all?

- ☐ 10  
☐ 21  
☐ 23  
☐ 31

Think: What do I need to find out?



26. **Extend Your Thinking** Write an addition story using 30 and another two-digit number. Explain how you would find the sum.

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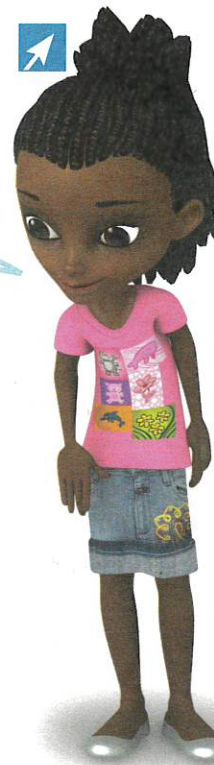


Name \_\_\_\_\_

# Solve & Share

How can you use the hundred chart to help you solve  $32 + 43$ ? Explain. Write an addition sentence to show the sum.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



## Step Up to Grade 2

### Lesson 6

### Adding on a Hundred Chart

**TEKS 2.4B** Add up to four two-digit numbers ... using mental strategies and algorithms based on knowledge of place value and properties of operations. Also, 2.4. **Mathematical Process Standards** 2.1A, 2.1D, 2.1E, 2.1F.

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$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



You can add on a hundred chart.  
Find  $54 + 18$ .

Start at 54. You need to  
add the tens from 18. Move  
down 1 row to show 1 ten.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Now add  
the ones.

You're already at 64.  
Now move ahead 8 to show  
8 ones. You need to go to  
the next row to add them all.  
So,  $54 + 18 = 72$ .

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

### ★ Guided Practice ★

Add using the hundred chart.  
Draw arrows on the chart if needed.

### Do You Understand?

**Show Me!** How can you  
use a hundred chart to add  
35 and 24?

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1.  $14 + 32 = 46$

2.  $22 + 14 =$  \_\_\_\_\_

3. \_\_\_\_\_  $= 11 + 20$

4.  $16 + 33 =$  \_\_\_\_\_



Name \_\_\_\_\_



# Independent Practice

Add using the hundred chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5.  $23 + 44 =$  \_\_\_\_\_

6. \_\_\_\_\_  $= 17 + 51$

7.  $28 + 21 =$  \_\_\_\_\_

8.  $16 + 62 =$  \_\_\_\_\_

9.  $33 + 38 =$  \_\_\_\_\_

10.  $29 + 37 =$  \_\_\_\_\_

11. \_\_\_\_\_  $= 31 + 17$

12. **Extend Your Thinking** Write the digit that makes each number sentence true.

$52 + 2\boxed{\phantom{0}} = 75$

$1\boxed{\phantom{0}} + 81 = 97$

$38 + \boxed{\phantom{0}}1 = 59$

# Problem Solving

Use the hundred chart to solve each problem.

13. Jada has 37 buttons. Mary has 58 buttons.  
How many buttons do they have in all?

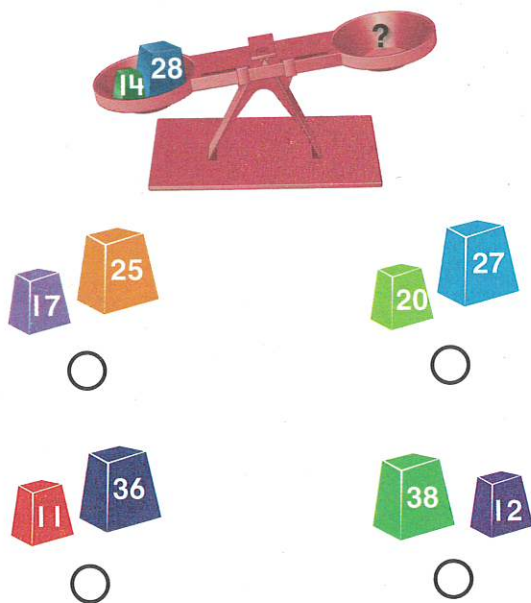
\_\_\_\_\_ buttons

14. Matt has 40 buttons. Nick has 21 more  
buttons than Matt. How many buttons  
does Nick have?

\_\_\_\_\_ buttons

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

15. Which weights will balance the weights  
★ already on the scale?



16. **Extend Your Thinking** Write the  
steps you take to add 53 and  
28 on a hundred chart.

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Name \_\_\_\_\_

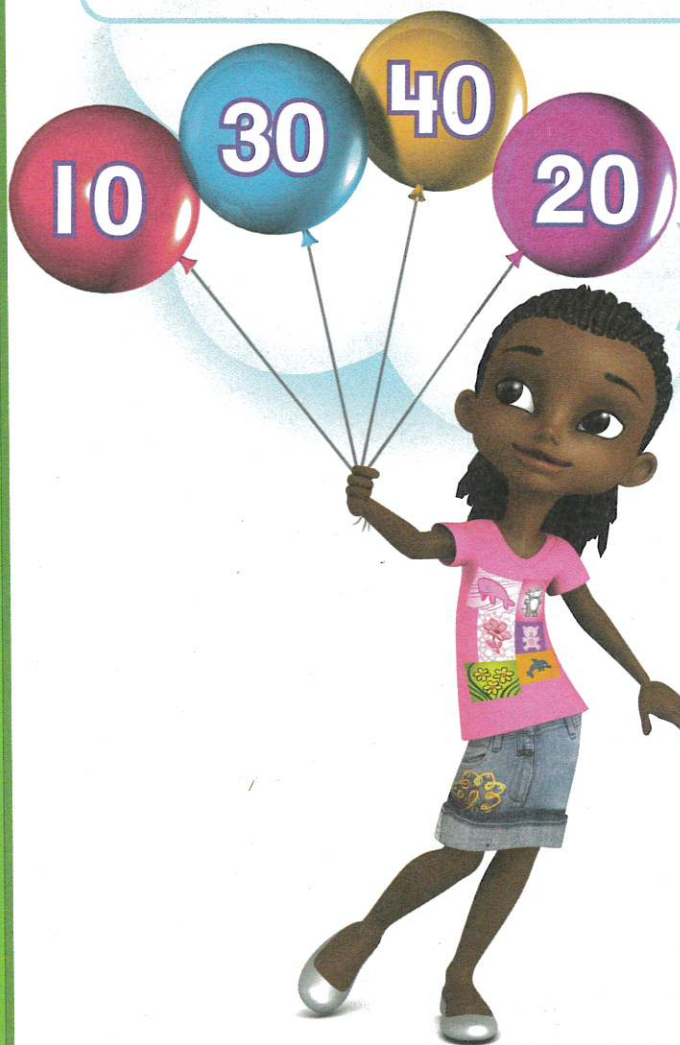


## Solve & Share

Suppose you have 98 balloons.

Choose a number below to be the number of balloons you give away.

How many balloons do you have left? Explain.



$$98 - \underline{\quad\quad} = \underline{\quad\quad}$$

## Step Up to Grade 2

### Lesson 7 Subtracting Tens

**TEKS 2.4B** ... Subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. **Mathematical Process Standards** 2.1C, 2.1D, 2.1E, 2.1F.

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You can subtract tens mentally.



Find  $63 - 20$ .

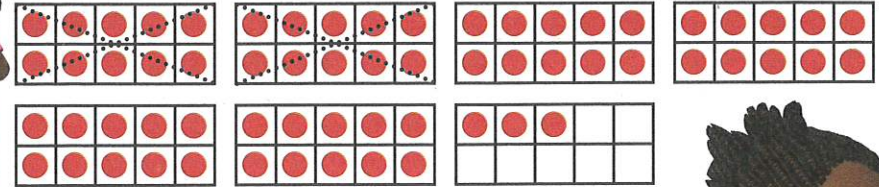
One way is to count back by tens.

Start at 63. Count back 53, 43.

$$63 - 20 = 43$$



You can also subtract using ten-frame cards.



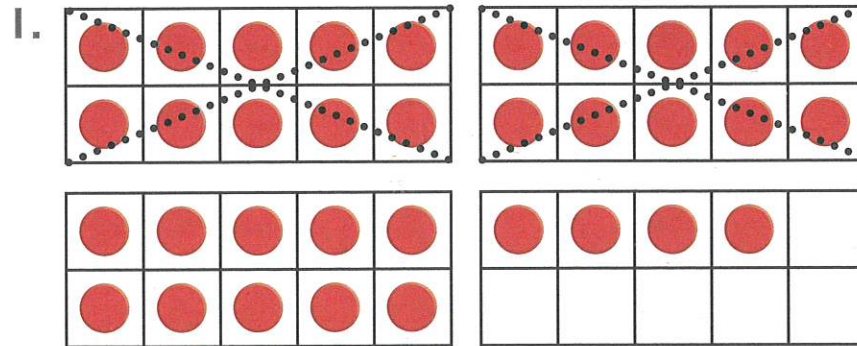
The 3 does not change, so  $63 - 20 = 43$ !



When you subtract tens, the ones stay the same.

### ★ Guided Practice ★

Subtract. Use mental math or ten-frame cards.



$$34 - 20 = 14$$

### Do You Understand?

**Show Me!** Explain why only the tens digit changes when you subtract 20 from 81.

2.  $52 - 20 =$  \_\_\_\_\_

3. \_\_\_\_\_  $= 48 - 30$

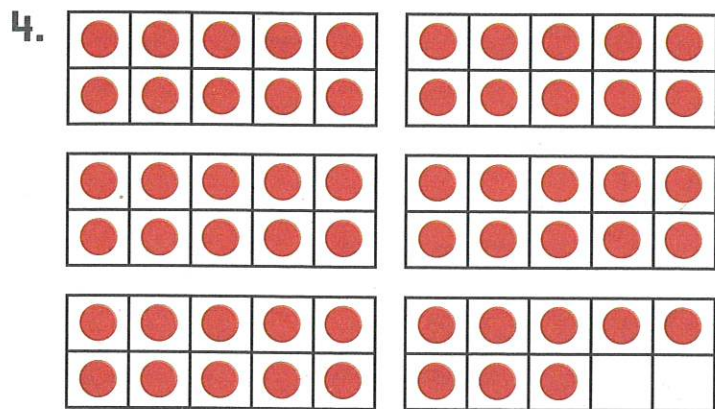


Name \_\_\_\_\_

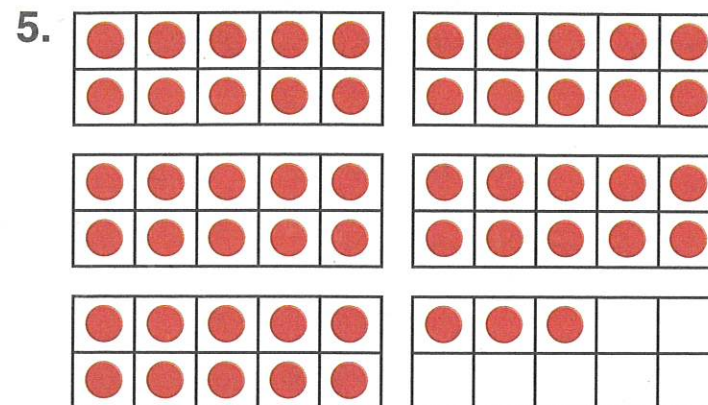


# Independent Practice

Subtract. Use mental math or ten-frame cards.



$$58 - 30 = \underline{\quad}$$



$$53 - 40 = \underline{\quad}$$

6.  $75 - 60 = \underline{\quad}$

7.  $76 - 30 = \underline{\quad}$

8.  $83 - 10 = \underline{\quad}$

9.  $\underline{\quad} = 68 - 40$

10.  $95 - 20 = \underline{\quad}$

11.  $86 - 30 = \underline{\quad}$

12.  $56 - 20 = \underline{\quad}$

13.  $72 - 50 = \underline{\quad}$

14.  $\underline{\quad} = 41 - 10$

15. **Extend Your Thinking** Write each missing number.

$$63 - \square = 43$$

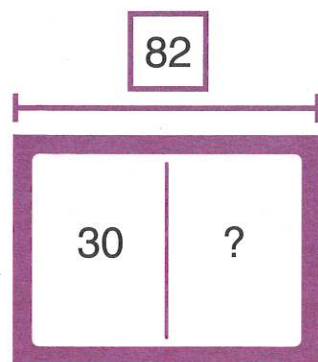
$$36 - \square = 26$$

$$99 - \square = 69$$

# Problem Solving

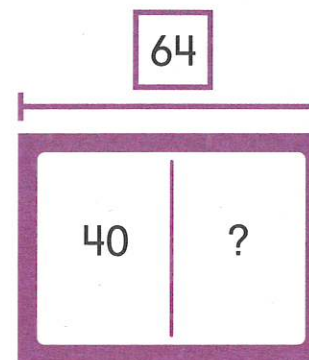
Use mental math to solve each problem.

16. Emily has 82 pencils on her desk.  
She puts 30 pencils into boxes.  
How many pencils are left on her desk?



\_\_\_\_\_ pencils

17. Daniel has 64 blocks on the floor.  
He puts 40 blocks into boxes.  
How many blocks are left on the floor?



\_\_\_\_\_ blocks

18. Greta made 27 rings. She sold some rings.  
★ Now Greta has 10 rings.  
How many rings did Greta sell?



37  
☐

42  
☐

17  
☐

15  
☐

19. **Extend Your Thinking** Write a subtraction story about  $67 - 30$ .  
Solve your story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

$67 - 30 = \underline{\hspace{2cm}}$



Name \_\_\_\_\_



# Solve & Share

How can you use the hundred chart to help you solve  $57 - 23$ ? Explain. Write a subtraction sentence.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



## Step Up to Grade 2

### Lesson 8 Subtracting on a Hundred Chart

**TEKS 2.4B** ... Subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. Also, 2.4. **Mathematical Process Standards** 2.1B, 2.1C, 2.1F.

Digital Resources at [PearsonTexas.com](http://PearsonTexas.com)



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\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



Find  $43 - 28$  using a hundred chart.

I need to find the difference between 28 and 43.



Start at 28. Count to the next number that matches the ones in 43.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Count by ones!  
I counted 5 ones to get from 28 to 33.



Count by tens to 43.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

That's 1 ten, or 10 more.



I added 5 and 10.  
That makes 15.

$28 + 15 = 43$   
So,  $43 - 28 = 15$ .

### ★ Guided Practice ★

Subtract using the hundred chart.  
Draw arrows if you need to.

### Do You Understand?

**Show Me!** How can you use a hundred chart to find the difference between 18 and 60?

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

1.  $58 - 24 = 34$

2.  $41 - 21 =$  \_\_\_\_\_

3. \_\_\_\_\_  $= 53 - 32$

4.  $64 - 23 =$  \_\_\_\_\_



Name \_\_\_\_\_



# Independent Practice

Subtract using the hundred chart. Draw arrows if you need to.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5.  $86 - 34 =$  \_\_\_\_\_

6. \_\_\_\_\_  $= 77 - 42$

7.  $55 - 22 =$  \_\_\_\_\_

8.  $88 - 51 =$  \_\_\_\_\_

9.  $73 - 21 =$  \_\_\_\_\_

10. \_\_\_\_\_  $= 98 - 56$

11.  $82 - 61 =$  \_\_\_\_\_

12. **Extend Your Thinking** Write the digit that makes each number sentence true.

$57 - \square 2 = 15$

$48 - \square 1 = 17$

$56 - \square 2 = 34$

$7 \square - 36 = 42$

$98 - 37 = \square 1$

$89 - \square 3 = 26$

# Problem Solving

Use the chart to solve each problem below.

13. Enrico's puzzle has 75 pieces.  
 Enrico fits 53 pieces together.  
 How many more pieces does Enrico still  
 need to fit together to complete the puzzle?

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

           pieces

14. A book has 65 pages.  
 Gloria needs to read 22 more  
 pages to finish the book.  
 How many pages has  
 Gloria read already?



41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

15. Lee has 98 marbles.  
 ★ 23 of the marbles are blue.  
 14 marbles are green.  
 The rest of the marbles are red.  
 How many marbles are red?

- ☐ 37  
☐ 61  
☐ 75  
☐ 84

16. **Extend Your Thinking** Felix wants to  
 subtract  $89 - 47$ . Write the steps Felix  
 can take to subtract 47 from 89 on the  
 hundred chart.

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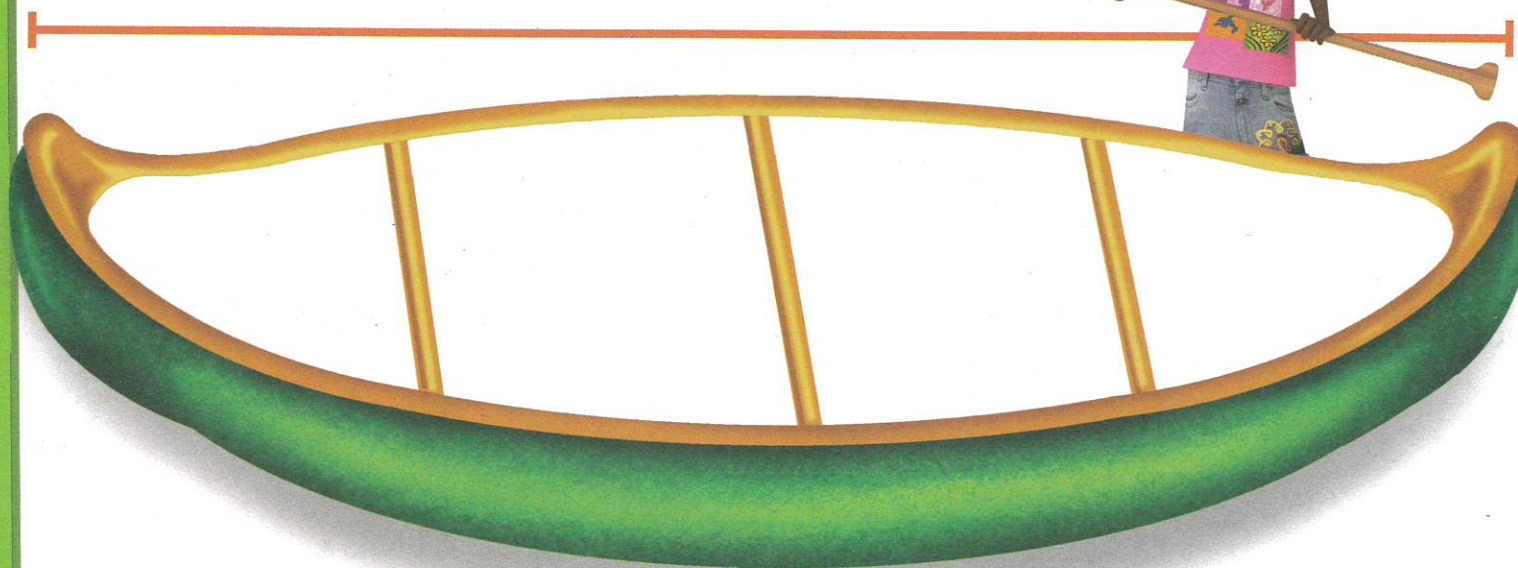
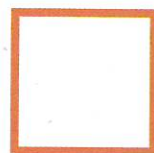


Name \_\_\_\_\_



## Solve & Share

4 people go on a hike. Each person brings 3 oranges. How can you find how many oranges the hikers have in all? Explain.



\_\_\_\_\_ total oranges

## Step Up to Grade 2

### Lesson 9 Repeated Addition and Multiplication

**TEKS 2.6** Connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. Also, 2.6A. **Mathematical Process Standards** 2.1A, 2.1C, 2.1D, 2.1F, 2.1G.

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4 people are going on a hike. Each person takes 2 water bottles. How many water bottles do they take in all?



Use a model to show the problem.

You can skip count to solve.

2, 4, 6, 8

There are 8 bottles in all.



You can add to solve.

$$2 + 2 + 2 + 2 = 8$$

2 plus 2 plus 2 plus 2 equals 8.

The sum is 8.

Or, you can **multiply**. Write a **multiplication sentence**.

$$4 \times 2 = 8$$

4 **times** 2 equals 8.

The **product** is 8.

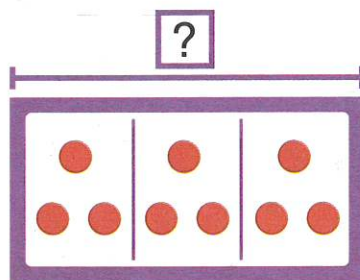


## ★ Guided Practice ★

Use the model.

Complete each number sentence.

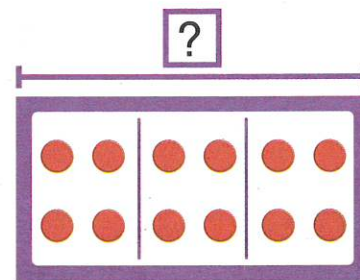
1.



$$3 + 3 + 3 = 9$$

$$3 \times 3 = 9$$

2.



$$4 + 4 + 4 = \underline{\quad}$$

$$3 \times 4 = \underline{\quad}$$

## Do You Understand?

**Show Me!** Can you write  $3 + 3 + 2$  as a multiplication sentence? Explain.



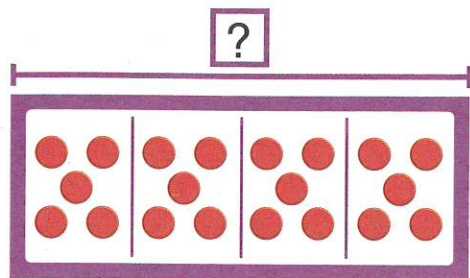
Name \_\_\_\_\_



# Independent Practice

Use the model. Complete each number sentence.

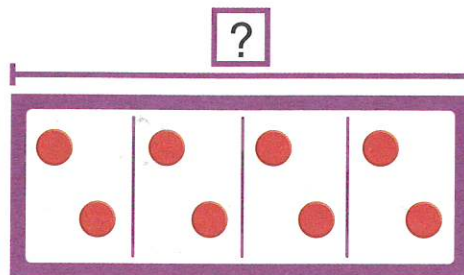
3.



$$5 + 5 + 5 + 5 = \underline{\hspace{2cm}}$$

$$4 \times 5 = \underline{\hspace{2cm}}$$

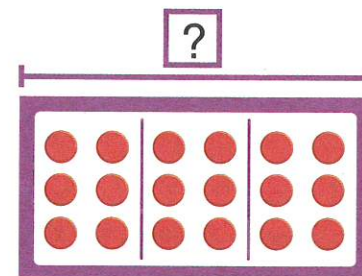
4.



$$2 + 2 + 2 + 2 = \underline{\hspace{2cm}}$$

$$4 \times 2 = \underline{\hspace{2cm}}$$

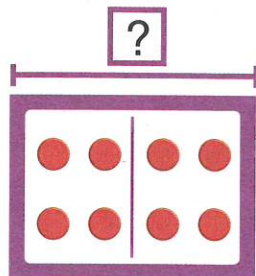
5.



$$6 + 6 + 6 = \underline{\hspace{2cm}}$$

$$3 \times 6 = \underline{\hspace{2cm}}$$

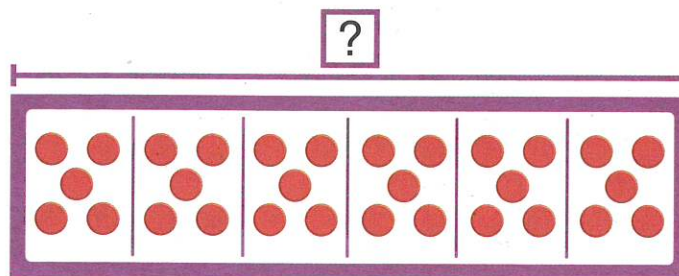
6.



$$4 + 4 = \underline{\hspace{2cm}}$$

$$2 \times 4 = \underline{\hspace{2cm}}$$

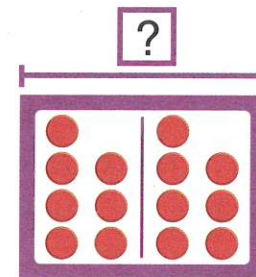
7.



$$5 + 5 + 5 + 5 + 5 + 5 = \underline{\hspace{2cm}}$$

$$6 \times 5 = \underline{\hspace{2cm}}$$

8.



$$7 + 7 = \underline{\hspace{2cm}}$$

$$2 \times 7 = \underline{\hspace{2cm}}$$

9. **Extend Your Thinking** Write the missing numbers.

$$3 + 3 + 3 + 3 + 3 = \underline{\hspace{2cm}}$$

$$\boxed{\hspace{1cm}} \times 3 = 15$$

$$8 + 8 + 8 = \underline{\hspace{2cm}}$$

$$3 \times \boxed{\hspace{1cm}} = 24$$

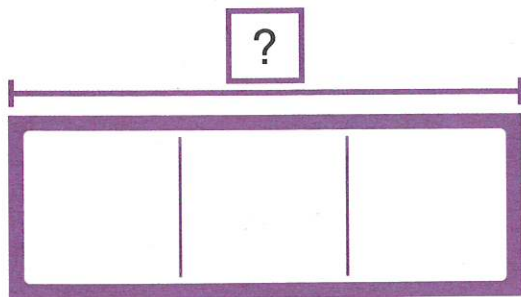
$$6 + 6 = \underline{\hspace{2cm}}$$

$$\boxed{\hspace{1cm}} \times \boxed{\hspace{1cm}} = 12$$

# Problem Solving

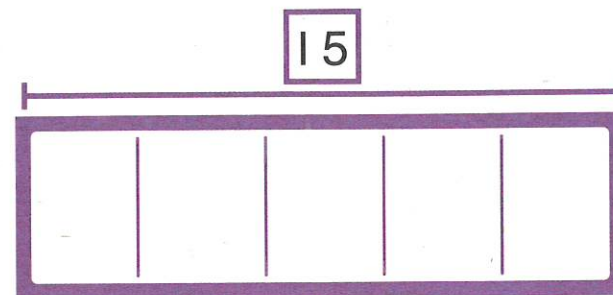
Use counters to solve. Draw counters to make a model.

10. 3 boys collect rocks.  
Each boy has 6 rocks.  
How many rocks do they have in all?



$$3 \times 6 = \underline{\quad\quad\quad} \text{ rocks}$$

11. 5 girls collect coins. They have 15 in all.  
Each girl has the same number of coins.  
How many coins does each girl have?



$$5 \times \underline{\quad\quad\quad} = 15 \text{ coins}$$

12. 3 hikers take pictures on their hike.  
★ Each hiker takes 4 pictures.  
Which sentence shows this problem?



$$4 + 4 = 8$$

☐

$$3 \times 4 = 12$$

☐

$$1 \times 4 = 4$$

☐

$$3 + 3 + 3 = 9$$

☐

13. **Extend Your Thinking** Write a story using  $4 + 4 + 4 + 4 = 16$ . Write the multiplication sentence that goes with your story.

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$$\underline{\quad\quad\quad} \times \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$



Name \_\_\_\_\_



## Solve & Share


I have 10 dog treats.  
Suppose my dog eats 2 treats every day.  
How many days can my dog eat 2 treats until there are no treats left?

\_\_\_\_\_ days

## Step Up to Grade 2

### Lesson 10

### Division as Repeated Subtraction

 **TEKS 2.6** Connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. Also, 2.6B. **Mathematical Process Standards** 2.1B, 2.1C, 2.1D, 2.1F.

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My dog has 8 bones.  
He eats 2 bones each day.

How many days can he  
eat 2 bones until there  
are none left?



Subtract the number of  
bones he eats each day.

Start with 8.



Subtract 2 bones at a time  
until there are no bones left.



My dog can eat 2  
bones each day for  
4 days.

Day 1



$$8 - 2 = 6$$

Day 2



$$6 - 2 = 4$$

Day 3



$$4 - 2 = 2$$

Day 4



$$2 - 2 = 0$$



## ★ Guided Practice ★

Subtract over and over. Write the numbers.

## Do You Understand?

**Show Me!** Suppose Gary has 9 cherries. How many days can he eat 3 cherries until they are gone? How do you know?

- Brad has 8 bananas. He eats 2 bananas each day. How many days can he eat 2 bananas until they are gone?

$$\begin{array}{r} 8 \\ - 2 \\ \hline 6 \\ - 2 \\ \hline 4 \\ - 2 \\ \hline 2 \\ - 2 \\ \hline 0 \end{array}$$

\_\_\_\_\_ days

- Terri has 24 blueberries. She eats 6 each day. How many days can she eat 6 blueberries until they are gone?

$$\begin{array}{r} 24 \\ - 6 \\ \hline 18 \\ - 6 \\ \hline 12 \\ - 6 \\ \hline 6 \\ - 6 \\ \hline 0 \end{array}$$

\_\_\_\_\_ days





Subtract over and over. Write the numbers.

5. Deb has 20 pennies. She gives her sister 5 pennies each day. How many days until her pennies are gone?

\_\_\_\_\_  $\frac{\quad}{\quad}$  \_\_\_\_\_  $=$  \_\_\_\_\_

\_\_\_\_\_  $\frac{\quad}{\quad}$  \_\_\_\_\_  $=$  \_\_\_\_\_

\_\_\_\_\_  $\frac{\quad}{\quad}$  \_\_\_\_\_  $=$  \_\_\_\_\_

\_\_\_\_\_  $\frac{\quad}{\quad}$  \_\_\_\_\_  $=$  \_\_\_\_\_

\_\_\_\_\_ days



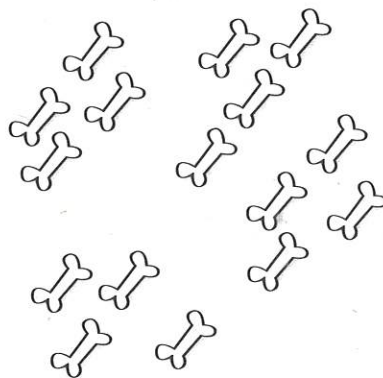
Use subtraction to help solve.

- \_\_\_\_\_ will walk 12 blocks first.  
It will take \_\_\_\_\_ days.

# Problem Solving

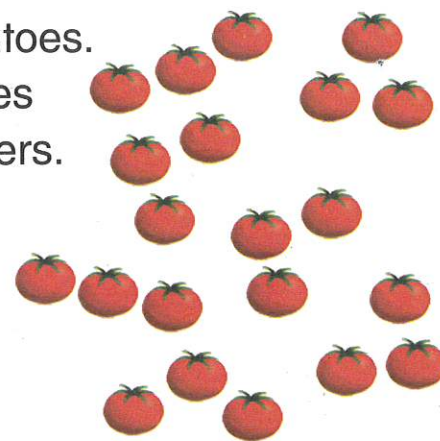
Group to subtract over and over to solve each problem below.

7. Mike has these bones.  
He gives each dog  
4 bones.  
How many dogs  
does he feed?



\_\_\_\_\_ dogs

8. Sue has these tomatoes.  
She gives 3 tomatoes  
to each of her brothers.  
How many brothers  
does she give  
tomatoes to?



\_\_\_\_\_ brothers

9. Troy wants to build a bookcase for his books.  
★ He has 36 books. He needs to put the  
same number of books on each shelf of the  
bookcase. Troy did the work shown below to  
find out how many shelves he needs.

36	- 6	= 30
30	- 6	= 24
24	- 6	= 18
18	- 6	= 12
12	- 6	= 6
6	- 6	= 0

How many shelves does Troy need?

0                      4                      6                      36  
○                      ○                      ○                      ○

10. **Extend Your Thinking** Phil has 11 stamps.  
Jill has 13 stamps. Each page of their album  
can fit 6 stamps. How many pages can Phil  
and Jill fill in all?

Draw a picture or write number sentences.

\_\_\_\_\_ pages