Grade 2

Reveal MATH®

AVAILABLE IN SPANISH

Mc Graw Hill

Student Practice Book Sampler

Grade 2

Reveal MATH®

Student Practice Book **Sampler**

Every lesson has two additional practice pages to further build proficiency and confidence with the lesson concepts. Students can complete in the Student Practice Book or digitally with embedded learning aids and autoscoring.

This sampler includes the Student Practice Book pages from the following units:

Unit 2: Place Value to 1,000
Unit 3: Patterns within Numbers

Mc Graw Hill

Lesson 2-1

Additional Practice

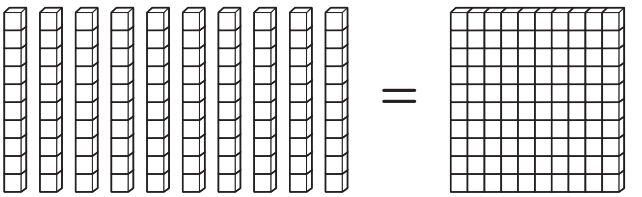
Name _____

Review

You can group 10 tens to make 1 hundred.

Emma has 10 sheets of stickers. There are 10 stickers on each sheet. How many stickers does Emma have in all?

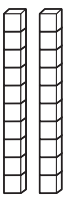
You can use a tens rod to show each sheet of stickers.



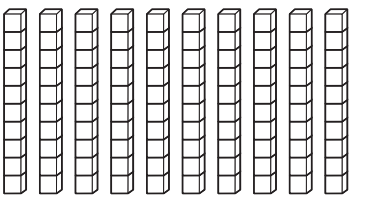
10 tens **1 hundred**

Emma has 100 stickers in all.

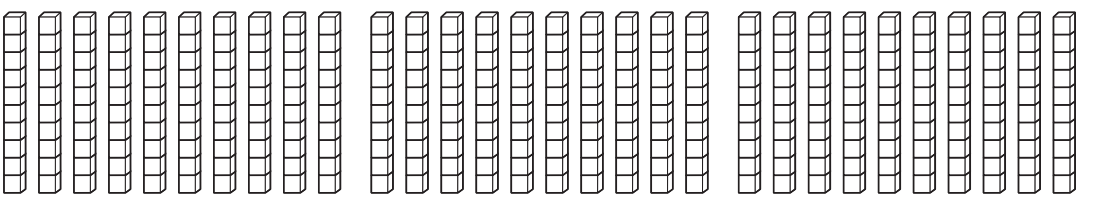
What is the value of the base-ten blocks shown?

1. 

_____

2. 

_____

3. 

_____ tens = _____ hundreds = _____

Use base-ten blocks to show the problem.

4. Jayden read a book for 10 minutes each day for 10 days. How many minutes did Jayden read?

_____ minutes

5. Sofia uses 10 packs of beads to make 1 bracelet. There are 10 beads in each pack. She made 4 bracelets. How many beads did Sofia use to make the bracelets?

_____ beads

6. Carlos wants to put 720 of his blocks in his toy box. A small set has 10 blocks and a large set has 100 blocks. How can you write three ways Carlos can put small and large sets of blocks in his toy box?

Math @ Home Activity

Provide opportunities for your child to use groups of ten to make groups of hundreds. For example, have your child place small objects, such as beans, in groups of tens to make 200 objects.

Lesson 2-2

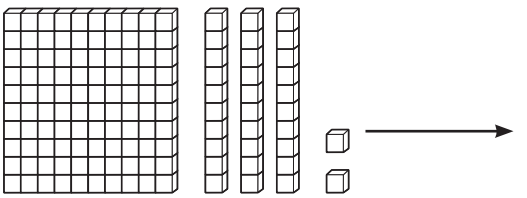
Additional Practice

Name _____

Review

A 3-digit number has hundreds, tens, and ones. Base-ten blocks can be used to represent a 3-digit number. You can use a place-value chart to help you understand the value of the blocks.

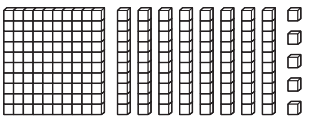
What number do these base-ten blocks show?



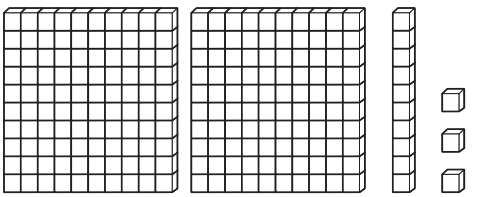
hundreds	tens	ones
1	3	2

1 flat	3 rods	2 units	The digits show the value of
100	30	2	the base-ten blocks is 132.

What number does each group of base-ten blocks show? Write the number in the place-value chart.

1. 

hundreds	tens	ones

2. 

hundreds	tens	ones

What is the value of the 8 in each number?

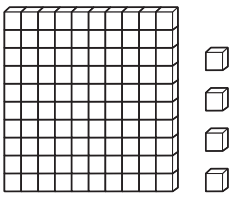
3. 389: _____ **4.** 807: _____

What is the value of the digit in the ones place in each number?

5. 431: _____ **6.** 729: _____

Solve the problem.

7. Ben says the base-ten blocks have a value of 140. Is Ben correct? How do you respond to him?



8. Rosa is trying to exercise 175 minutes. She has already walked 110 minutes. She can do jumping jacks for 1 minute at a time. She can jog for 10 minutes at a time. How can Rosa reach her goal? Explain.

Math @ Home Activity

Create a place-value chart that shows hundreds, tens, and ones. Describe a number to your child. Have him or her write numbers on self-sticking notes that he or she will place in the chart to show the hundreds, tens, and ones in your number. Then switch roles and repeat the activity.

Lesson 2-3

Additional Practice

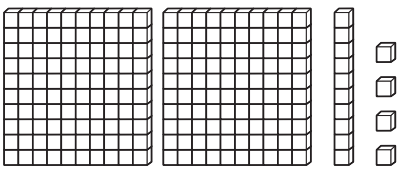
Name _____

Review

You can read and write 3-digit numbers using place value, words, and numerals.

Expanded Form

The base-ten blocks show 214.



Use place value.

200 + 10 + 4

214

Word Form

200 + 10 + 4

two hundred fourteen

Use words.

Standard Form

214

Use numerals.

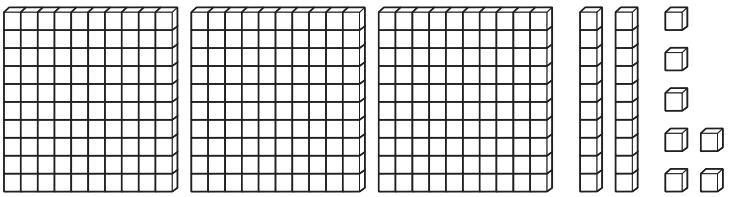
How can you write the number in standard form?

1. one hundred one _____
2. three hundred twenty-five _____
3. five hundred sixty-two _____

How can you write the number in expanded form?

4. 236 _____ + _____ + _____
5. 466 _____ + _____ + _____
6. 784 _____ + _____ + _____

7. Write the standard form, expanded form, and word form for the value of the base-ten blocks.



standard form: _____

expanded form: _____ + _____ + _____

word form: _____

8. Antonio has one hundred twelve rocks. How can he show the number of rocks in standard form?

_____ rocks

9. Landon writes the standard form for three hundred twenty-six as 300206. Jane writes the standard form as 326. Who is correct? Explain.

10. Kate wrote the word form and expanded form of 725. How do you respond to her?

word form: seven hundred twenty-five
expanded form: 7 + 2 + 5

Math @ Home Activity

Practice reading and writing 3-digit numbers with your child. Write a number in standard form. Ask your child to write the number in expanded form. Then have him or her write the number in word form. Have your child point to each part to show the connection between the forms. Check his or her work before moving on to another number.

Lesson 2-4

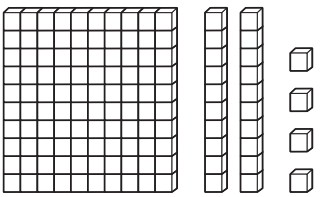
Additional Practice

Name _____

Review

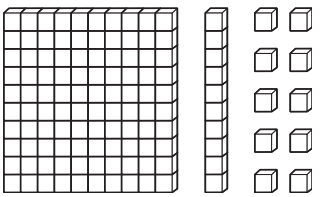
You can decompose a 3-digit number by grouping the hundreds, tens, and ones in different ways by place value.

One Way



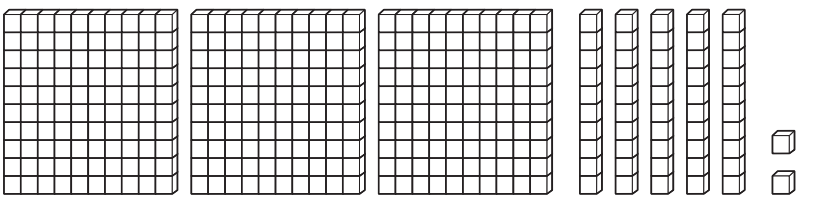
1 hundred, 2 tens, 4 ones

Another Way

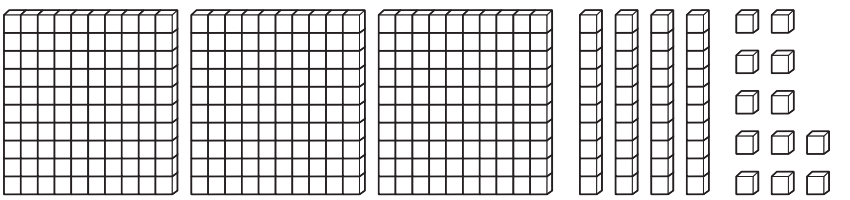


1 hundred 1 ten 14 ones

1. Show 352 decomposed in two different ways.



_____ hundreds, _____ tens, _____ ones



_____ hundreds, _____ tens, _____ ones

How can you decompose the number? Choose all the correct answers.

2. 567

A. 5 + 6 + 7

B. 500 + 60 + 7

C. 500 + 50 + 17

D. 567 + 67 + 7

3. 839

A. 800 + 3 + 9

B. 800 + 30 + 9

C. 800 + 30 + 19

D. 800 + 20 + 19

Decompose the number in two ways.

4. _____ + _____ + _____ = 758

_____ + _____ + _____ = 758

5. _____ + _____ + _____ = 924

_____ + _____ + _____ = 924

---

6. How can you decompose 132 into tens and ones? Explain.

7. James says he can decompose 416 into 3 hundreds, 11 tens, and 6 ones. How do you respond to him?

Math @ Home Activity

Write a 3-digit number on a piece of paper. Have your child draw and cut out base-ten blocks to show how to decompose the number in two different ways. For example, your child could show how to decompose 235 in two different ways by drawing and cutting out 2 hundreds flats, 3 tens rods, and 5 ones units and 2 hundreds flats, 2 tens rods, and 15 ones units. Repeat the activity with a different 3-digit number.

Lesson 2-5

Additional Practice

Name _____

Review

You can use place value to compare 3-digit numbers.

Compare the values of the hundreds first.

hundreds	tens	ones
6	4	1
5	4	7

600 is **greater than** 500

So, 641 > 547

If the hundreds have the same value, compare the values of the tens.

hundreds	tens	ones
5	4	7
5	8	9

40 is **less than** 80.

So, 547 < 589

How can you compare the numbers? Use >, <, or =.

1.

hundreds	tens	ones
8	8	0
8	0	8

880 ◯ 808

2.

hundreds	tens	ones
4	4	7
4	7	4

447 ◯ 474

How can you compare the numbers? Use >, <, or =.

3. 155 ◯ 317

4. 690 ◯ 609

5. 298 ◯ 297

6. 788 ◯ 788

7. 521 ◯ 525

8. 801 ◯ 811

Circle the number *greater than* the number in the box.

9. | 613 | 612 614

10. | 941 | 944 914

---

11. A number is greater than 3 hundreds, 8 tens, and 6 ones. The number is less than 3 hundreds, 8 tens, and 8 ones. What is the number?

_____

12. There are 112 second graders and 120 third graders at a school. Which grade has a greater number of students? Explain how you know.

Math @ Home Activity

Create a flash card for each of the following symbols: >, <, and =. Write two 3-digit numbers on separate pieces of paper, hold them up, and have your child hold up a symbol card to correctly compare the numbers. Repeat the activity several times.

Lesson 3-1

Additional Practice

Name _____

Review

You can look for place-value patterns to help you count.

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
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

The ones digits go up by 1 from left to right in each row.

The ones digit changes to 0 and the tens digit goes up by 1.

The ones digit and tens digit change to 0 and the hundreds digit goes up by 1.

The tens digits go up by 1 from top to bottom in each column.

1. What numbers are missing? Fill in the blanks.

501	502	503	504	505		507	508		510
	512	513	514		516	517		519	
521			524	525			528		530

What number is missing? Fill in the blank.

2. 345, 346, 347, _____

3. 719, 720, 721, _____

4. 218, 219, _____, 221

5. 577, 578, _____, 580

What numbers are missing? Fill in the blanks.

6. _____, 209, 210, _____

7. 464, _____, 466, _____

8. _____, _____, 650, 651

9. 981, 982, _____, _____

10. 858, _____, 860, _____

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11. Edmund is writing numbers from 1 to 1,000. He writes 989, 990, 991, and 992. What are the next 5 numbers he will write? Explain your thinking.

Math @ Home Activity

Work with your child to develop counting by ones. Beginning with a number from 0 to 990, count aloud to your child four sequential numbers. Then have your child say the next 5 numbers. For example, if you say 150, 151, 152, 153, your child says 154, 155, 156, 157, 158. Repeat with additional numbers.

Lesson 3-2

Additional Practice

Name _____

Review

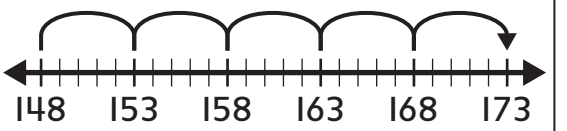
You can use a number chart or a number line to skip count by 5s.

You can skip count by 5s from a number ending in 0 or 5.

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

The ones digits are 5 or 0.

You can also skip count by 5s from a number *not* ending in 0 or 5.



The ones digits alternate between two numbers that are 5 apart.

1. Use the number chart to skip count.

Start at 4. Count by 5s. Color the numbers.

What do you notice?

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

How can you skip count by 5s? Fill in the number.

2. 200, 205, 210, _____

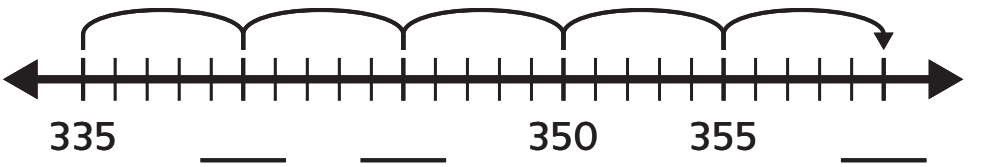
3. 545, 550, 555, _____

4. 626, 631, 636, _____

5. 977, 982, 987, _____

How can you count by 5s? Fill in the numbers.

6.



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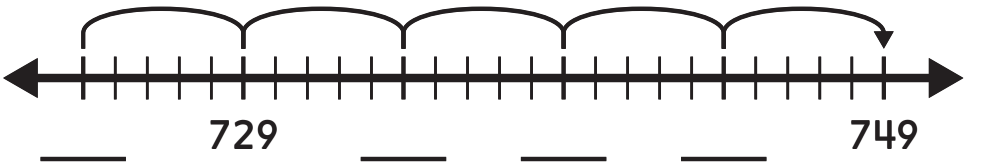

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8. Ethan has placed 162 photos in an album. If he places 5 more groups of 5 photos in the album, how many photos will he have placed in the album? Explain your thinking.

Math @ Home Activity

Create word problems about everyday situations requiring your child to skip count by 5s. For example, identify the number of school days your child has attended and count by 5s to find how many days they will have attended by the end of the next four weeks. Find or create a number chart for your child to use to explain his or her answers.

Lesson 3-3

Additional Practice

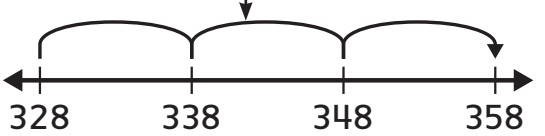
Name _____

Review

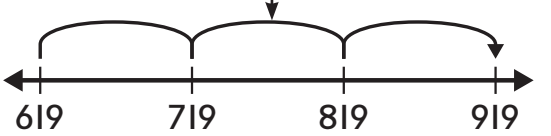
You can notice patterns when you skip count by 10s and 100s.

10	20	30	40	50	60	70	80	90	**100**
110	120	130	140	150	160	170	180	190	**200**
210	**220**	**230**	**240**	250	260	270	280	290	**300**

When skip counting by 10s, the tens digit goes up by 1.

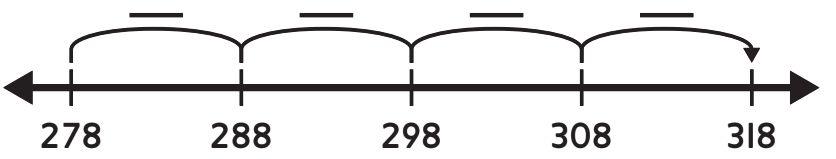


When skip counting by 100s, the hundreds digit goes up by 1.



What value is shown by each jump? Fill in the blanks.

1.



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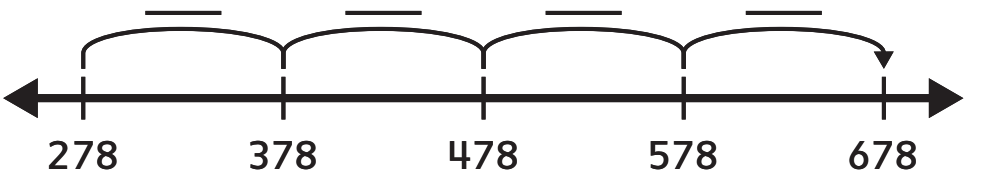


3. How can you skip count to find the missing numbers? Fill in the blanks.

510		530	540	550	560	570		590	
	620	630		650	660		680	690	700
710	720		740			770	780	790	

How can you skip count on a number line? Fill in the numbers.

4. Skip count by 10s.

5. Skip count by 100s.

6. What is the pattern when you skip count by 10s? What is the skip counting by 100s pattern?

Math @ Home Activity

Draw a 10-by-10 grid. Have your child create a number chart by writing 0 in the top left square and then skip count by 10s to fill in the rest of the squares. Then ask your child what the patterns are when skip counting by 10s and by 100s.

Lesson 3-4

Additional Practice

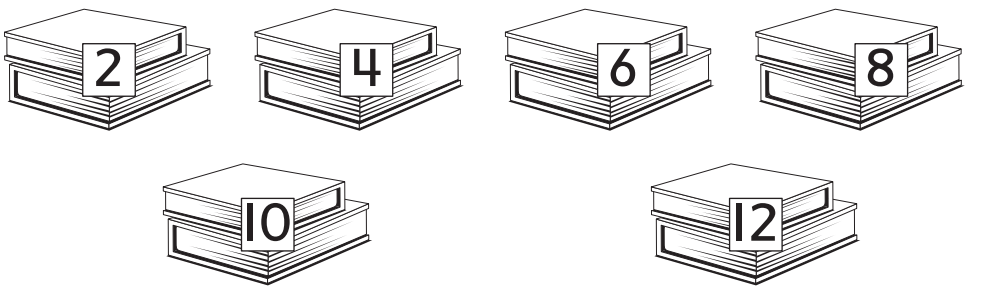
Name _____

Review

You can pair objects from a group or skip count by 2s to determine even and odd numbers.

Feng has 12 books. Does he have an even or odd number of books?

An even number of books can be paired with no books left.



The number 12 is even. Feng has an even number of books.

Is the number Even or Odd? Draw to show your thinking. Circle the answer.

1. 5 Even Odd

2. 8 Even Odd

3. 10 Even Odd

4. 17 Even Odd

5. Circle all the odd numbers on the number chart. Then cross out all the even numbers on the number chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

6. Jalen buys 16 markers. Does he buy an odd or even number of markers? Draw to show your thinking.

7. There is an even number of toys in a toy box. The number of toys is between 2 and 5. How many toys are in the toy box? Explain how you know.

8. Carmen has an odd number of stamps. The number of stamps is between 15 and 18. How many stamps does Carmen have? Explain how you know.

Math @ Home Activity

Write the numbers 1 through 20 on separate index cards. Shuffle the cards and place the deck facedown. Have your child turn one card over, draw objects to represent the number, and state whether the number is even or odd. Encourage your child to repeat the activity with a different card until all cards have been used.

Lesson 3-5

Additional Practice

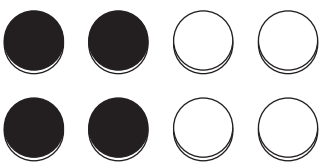
Name _____

Review

You can write an even number with a doubles fact.

Even numbers can be separated into two equal groups.

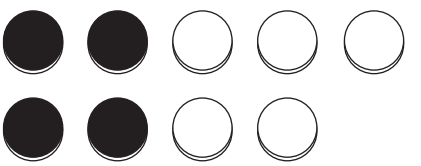
4 + 4 = 8



8 is an even number.

Odd numbers *cannot* be separated into two equal groups.

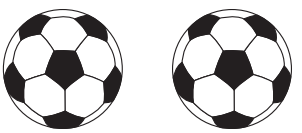
4 + 5 = 9



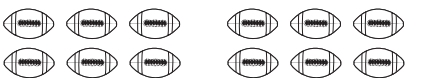
9 is an odd number.

Show the even number as the sum of a doubles fact.

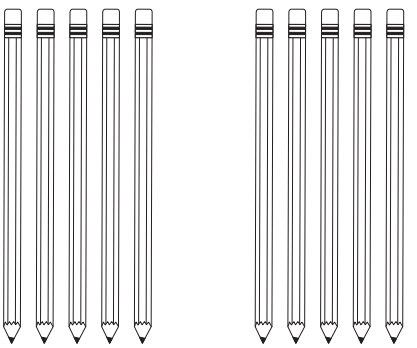
1. 2 = ____ + ____



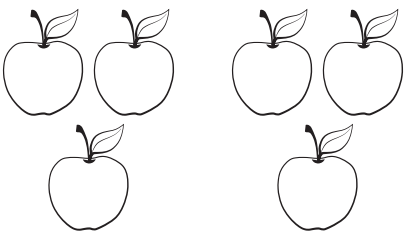
2. 12 = ____ + ____



3. 10 = ____ + ____



4. 6 = ____ + ____



5. Write two equations with even sums.

____ + ____ = ____

____ + ____ = ____

6. Write two equations with odd sums.

____ + ____ = ____

____ + ____ = ____

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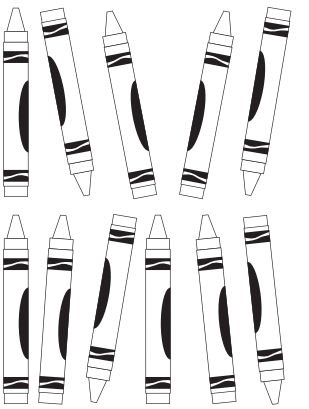
7. Gemma is sharing her crayons with her sister. Can the crayons be separated equally between Gemma and her sister? How do you know?



8. Jake has 6 red marbles and 8 orange marbles. Is his total number of marbles an even or odd number? Explain how you know.

Math @ Home Activity

Find 20 small objects, such as pennies or buttons. Choose a number from 2 to 20. Have your child use the objects to show the number. Then ask him or her to write an equation to show the number. Repeat this activity several times with different numbers of small objects.

Lesson **3-6**

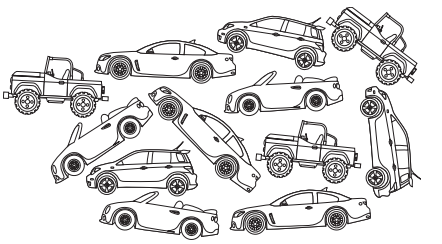
Additional Practice

Name _____

Review

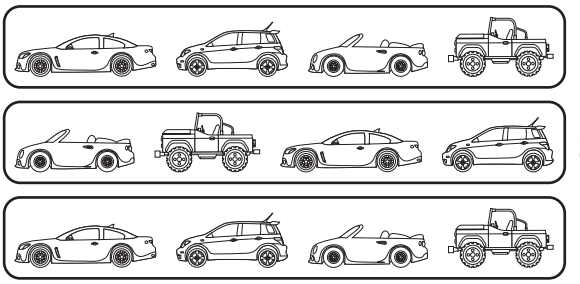
You can skip count the amount in each row to find the total number of objects in an array.

How can Juan find how many toy cars he has?



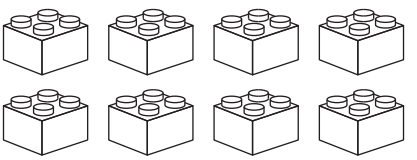
Arrange the toy cars in 3 rows of 4 toy cars.

Skip count each row by 4s.

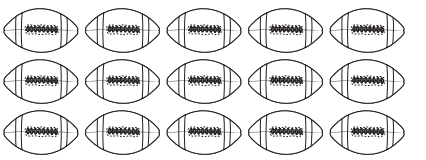


There are 12 toy cars in the array.

Skip count to find the number of objects in the array.

1. 

_____ building blocks

2. 

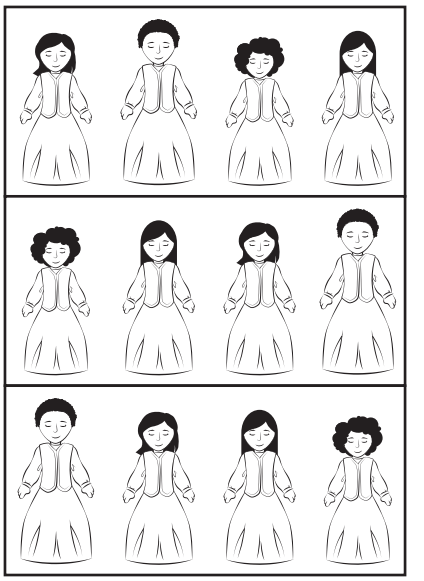
_____ footballs

3. Fill in the numbers to skip count the number of dolls in each column.

Sara displays her dolls on shelves. How many dolls does Sara have?

3, ____, ____, ____

_____ dolls



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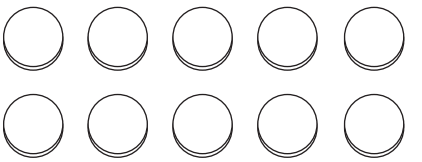
4. How can you skip count to find the number of counters in the array? Choose the correct answer.



A. 2, 4

B. 2, 4, 6

C. 2, 4, 6, 8

D. 2, 4, 6, 8, 10

---

5. Carl has 7 trophies. Can Carl arrange his trophies in an array? Explain your thinking.

Math @ Home Activity

Have your child use small everyday objects, such as coins or beans, to create an array with up to 5 rows and 5 columns. After your child creates the array, have him or her skip count to determine the total number of objects in the array. Repeat several times.

Lesson 3-7

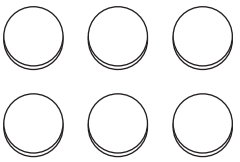
Additional Practice

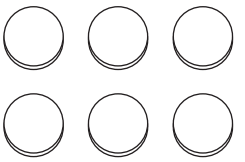
Name _____

Review

You can make an array to represent a problem and use repeated addition to solve it.

There are 2 rows of 3 carrot plants in a garden. How many carrot plants are there?



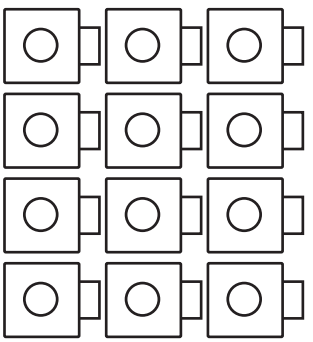


Add the number in each row: 3 + 3 = 6

Add the number in each column: 2 + 2 + 2 = 6

There are 6 carrot plants.

Write two equations to show the array.

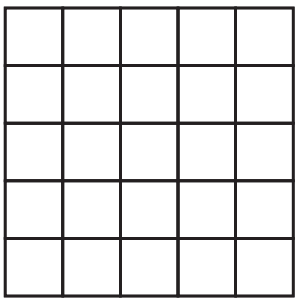
1. 

_____ + _____ + _____ = _____

_____ + _____ + _____ = _____

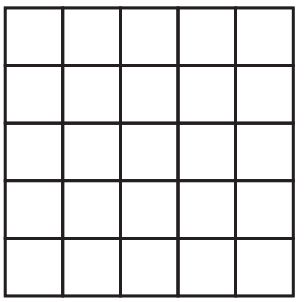
Shade the grid to show the array. Write an equation to describe the array.

2. Show 5 rows and 3 columns.



_____

3. Show 5 rows and 5 columns.



_____

4. Roy places cards in 4 rows and 5 columns. Draw an array to show how many cards Roy has in all. Write an equation to describe the array.

Math @ Home Activity

Make a 5-by-5 array, or outline one on graph paper. Look for an array of objects around your home with 5 to 20 items, such as an egg carton with 2 rows of 4 eggs. Have your child shade the array you made to represent the array of objects. Then have him or her write a matching equation. Repeat with different arrays of household objects.

Grade 2

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