



Created by the Simply Good and Beautiful Math Team

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ABOUT THE COURSE

Supplies Needed

- Simply Good and Beautiful Math 2 Course Book
- Simply Good and Beautiful Math 2 Math Box
- Pencil
- > Crayons or colored pencils
- > Whiteboard and dry-erase marker

The course book will not list when you need the math box or a whiteboard and

dry-erase marker, but you will use them in most lessons, so always have them on hand. Because the math box is organized into easy-to-access compartments, individual math box items needed are not listed at the beginning of the lessons.

Course Organization

- The course book serves as the teacher's guide and the course book.
- The course has 120 lessons divided into four units. Each unit has an assessment at the end of the unit.
- If you complete four lessons a week, you will finish in a normal school year and have about four weeks left over that can account for normal breaks, sickness, and vacations.

Independent Review—Each lesson includes one or more pages of review. The review pages can usually be done independently by the child after the instructions are explained to him or her. The concepts reviewed are from previous lessons. This means the child can complete the review page before the lesson, if needed, while you work with another child.



Daily Lessons

Review Box—You can choose to review these concepts at the beginning of each lessons, or you can skip them if the child has mastered the concepts.

Lesson—Blue text is instructions to the parent or teacher. Black text is read to the child. Each lesson contains instruction and practice on a new concept.

Frequently Asked Questions

How do I get started?

Gather the supplies needed. You are then ready to open to the first lesson and follow the instructions. You do not need to read the lessons before teaching them.

How long are lessons?

For children right on level with the lessons, most lessons take 20–25 minutes.

- If the child takes longer than 20–25 minutes per lesson but is understanding and retaining the information, don't worry; complete as much of a lesson as the child's attention span allows each day. It is OK if this course takes longer than a school year to complete.
- If the child takes less than 20–25 minutes per lesson and is learning new things, we suggest not moving to Math 3 so that the child doesn't have holes in his or her math foundations. Rather, consider having the child do multiple lessons a day and move through the course quickly before starting Math 3.
- If the child takes less than 20–25 minutes per lesson and seems to already know all the information, consider having the child take the assessments in the course (see the Table of Contents) to see if the child can skip any units or the whole course.

Our thorough piloting program proved that most children in Grade 2 thrive with having math for 20–25 minutes a day, as this curriculum is carefully designed to maximize time and effectiveness. If you or the child feels more time is needed, consider doing two lessons a day.

Is Math 2 a spiral or mastery program?

Math 2 is mainly a spiral curriculum, constantly reviewing concepts the child has learned to ensure he or she understands and retains the information.

Do you include any specific doctrine?

No, the goal of our curriculum is not to teach doctrines specific to any particular Christian denomination but to teach general principles, such as honesty, hard work, and kindness. All Bible references in our curriculum use the King James Version.

Is there an answer key?

Yes, you can find the answer key by clicking on the "FAQs and Extras" button from the Math 2 page on goodandbeautiful.com. The answer key is a free download.

You may also purchase a physical answer key under the "Individual Items" section of the Math 2 page at goodandbeautiful.com.

UNIT 1 OVERVIEW

් LESSONS 1-33 කි

Extra Supplies Needed

o bowl

o scissors

New Concepts Taught

- Add and subtract two-digit numbers
- Addition strategies
- 0 Calendars
- O Count and write money amounts
- O Count backward
- O Count coins and bills
- O Divide in half
- Doubles addition and subtraction
- O Dozen and half dozen
- O Estimating
- O Equivalent coins
- O Greater than, less than, equal
- Identify and write numbers to I,000
- Identify noon and midnight
- O Identify odd and even numbers
- O Logic



- Number lines
- 0 Number order
- O One more, one less
- Ordinal positions
- O Patterns
- Place value to 1,000
- O Regrouping
- O Round to the nearest 10
- O Skip counting by 2s, 3s, 5s, 10s, 25s, and 50s
- O Spell number words to 15
- O Story problems
- O Subtraction strategies
- O Tally marks
- Tell time to 5 minutes
- O Time conversions
- O Time expressions
- Zero as a placeholder

Parent/Teacher Tips

- If the months of the year are not memorized, have the child watch the "Months of the Year Song" video on The Good and the Beautiful Kids YouTube channel daily until mastered.
- This course refers to optional videos on The Good and the Beautiful Kids YouTube channel. Consider getting the free YouTube app on your phone and liking the videos. Then, you can quickly access your liked videos from the library button at the bottom of your app.
- Children working on the Math 2 course should be able to do addition and subtraction math facts quickly. If more practice could be used, consider using the games Anteater Addition and Snowy Owl Subtraction (available to download for free or to purchase physical copies at goodandbeautiful.com). These simple games can also be used just as flash cards.



- Give the child five of each coin: quarter, dime, nickel, and penny. Then have the child tell you the value of each coin. Read to the child: Carl lives in a seaside town close to a beautiful beach. His family owns a shop that sells a variety of things to tourists, including seashells. His mother makes art with the shells and pays Carl for each shell that he finds on the beach for her. Point to each type of coin and say its name and worth. The shells on the beach below are worth different amounts. Below, stack the fewest number of coins equal to the shell's worth in the box above each shell.

Read to the child: Carl loves math. One day he figures out four different ways to group different coins equal to 30 cents and 75 cents. Do the same thing by stacking the coins in the boxes below. After completing each box, take off the stack of coins.



See INDEPENDENT REVIEW





62

Jennu Philliu



Read to the child: Let's review what we have learned about AM and PM and learn about time that is a quarter after the hour. Remember how we can divide a clock into quarters. Write the minutes in the orange boxes. [15, 30, 45, 00]

The purple box shows the first quarter after the hour, which is 15 minutes after the hour. Thus, if we say, "It is quarter after 2," it is 2:15.

Take the clock from the math box and give it to the child. Have the child show you the times listed in the boxes below. After he or she shows you each time, read to the child the sentence from the box and have the child tell you if it is AM or PM.

10

Q

8

quarter after l2	half past 6	quarter after 12
It's just past midnight.	You're eating dinner.	It's just past noon.
3:30	quarter after II	quarter after 2
You're sleeping.	You're eating lunch.	You are sleeping.

- O Give the child the stars from the math box. Read to the child: The Clark family is camping in the beautiful mountains. For each section below, complete these steps:
- 1. Next to each star, read what activity the Clark family is doing.
- 2. Place the matching colored star in the section of the picture on the next page that illustrates the activity the family is doing in the description.
- 3. In the blank box, write the time listed in the description. Be sure to include AM or PM.



The Clarks eat lunch at noon on a picnic blanket.





An owl hoots on a branch while the family sleeps. It is midnight.





2

A bird sings a song with the sunrise. It is quarter after 6:00.



A squirrel sits on a branch above the family at quarter after 12:00.





In the morning, the family wakes up. It is half past 7:00.





It is night, and the family members just got in their tents. Some deer walk by the tents. It is half past 9:00.







See INDEPENDENT REVIEW

The birds that Mom, Dad, and Ellie Clark saw on their campout are shown below. Put an X on the graph each time a bird was seen on their campout. On the graph circle the type of bird that was seen the most.













Tue















Divide the total value of each group of coins in half by drawing a line between the coins.













UNIT ASSESSMENT

Parent/Teacher

Read the following information aloud to the child: Unit assessments give you practice with the math concepts learned in this unit without over practicing concepts that you have mastered. These assessments also give you practice working on math problems for an extended period of time. This helps you extend focus and attention span and to be better prepared for any type of testing you will have to do in the future. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed.

For Lesson 32 have the child complete all the exercises with purple headers only. At this level you may need to read all or some of the instructions to the child. Correct the work. If the child makes one or more mistakes in a section, explain the concept and check the orange "Additional Practice" checkbox for that section.

For Lesson 33 have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in upcoming units. If the child has only a few or no orange sections to practice, the child may spend time doing math games or move on to the next lesson.

Note: All concepts in Unit 1 will be reviewed throughout the rest of the course, but less frequently.

Student **

Figure out what number each row is skip counting by and fill in the missing numbers.



Skip count by the first number shown, filling in the blank lines.



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UNIT 2 OVERVIEW

ೆ LESSONS 34-61 🏷

Extra Supplies Needed

- o l2-inch ruler o bowl
- o 30-centimeter o scissors ruler

New Concepts Taught

- Add 3 one-digit numbers
- Add and subtract 10
- Add and subtract IOO
- Add and subtract money
- Add numbers with three or more digits
- Check addition with subtraction
- Commutative property
- Elapsed days and weeks
- Elapsed time to hours, half hours
- O End time
- Fact families
- o Identify AM and PM
- Identify feet and yards

- Identify fractions
- Measure length in the metric system
- Measure length in the US customary system
- Measure using inches and centimeters
- Mental addition
- Regroup in addition
- Spell number words up to 19
- Tell time to the quarter hour and minute
- 0 Thermometers
- Write numbers in expanded form

Parent/Teacher Tips

• To make math and learning apply even more to real life, think of times throughout the day that you can point out principles you are learning. Here are some examples:

"Look! It's 2:30 PM. What time will it be in half an hour?"

"Those croissants look delicious! How many would we buy if we wanted a dozen of them?"

"Hey, there are 6 bananas in that bunch. If we're rounding to the nearest 10, would that round down to 0 or up to 10?"

"Look at that caterpillar! Would you measure it in inches or feet?"

"Now, if I divide this cake into 6 pieces and give you I piece, what fraction of the cake did I give you?"

- Even if the child can do the activities in the opening box, reviewing helps increase speed and cement principles longterm. However, look for cues that the child is getting tired of a certain activity if it is already mastered.
- A real thermometer can be a lot of fun for the thermometer lesson in Lesson 58. You can measure body temperature and the temperature of cups of cold and warm water.

PM

PM

5:30 PM

9:00 AM

3:30 PM

10

II 12 AM





Eliza plays the piano. Write the missing information on her practice book. Make sure to include AM or PM. The first two are completed for you as examples.

P	Day of the Week	Length of Practice	Time Started	Time Ended
Co	Monday	30 minutes	9:00 AM	9:30 AM
	Tuesday	Lhour 30 minutes	8:00 AM	9:30 AM
Con	Wednesday	2 hours	1:00 PM	
4	" Thursday	30 minutes	3:00 PM	
40	Friday	1 hour 30 minutes	6:00 PM	
4	Saturday	30 minutes	8:30 AM	
U				

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Write the ordinal position of each music note in the box below it: 1st, 2nd, 3rd, 4th, 5th,	Complete each	problem.	
6th, 7th.	95	75	89
	- 42	- 32	- 43
1st	49	77	47
Mark each 6th white key with an x and every 4th black key with a circle.	- 24	- 65	- 6
	18 - 5	67 <u>- 23</u>	99 <u>- 32</u>
Circle the one that is different. Write the c	orrect operation in	the box: a plus or	r minus sign.
$\wedge \qquad \wedge \qquad \wedge \qquad \wedge$			



□ 4 = 4
□ 7 = 14
□ 7 = 14
□ 12 □ 4 = 8 8 7

MOTH 2



○ Give the child a 12-inch ruler. Read to the child: Point to the inch lines on the ruler. How many are there? Halfway between each inch is a half-inch line. Point to each half-inch line. How many halves are in a whole? [2] Half of 1 is one-half. Half an inch is written like this. Write "¹/₂" on the whiteboard. With your ruler measure the line segments below and write the lengths in the blank boxes. Remember to start measuring the line segment at zero on the ruler.



O n a piece of scratch paper, have the child use the ruler to create a $2\frac{1}{2}$ -inch and a $3\frac{1}{2}$ -inch line segment.

Read to the child: Tina owns a frame shop where she frames tiny paintings. Today she is working on framing some paintings by Vincent van Gogh, one of the most famous painters in history.
 He created about 2,100 works of art in his lifetime. Tina needs to

measure the length and the height of each painting before she prepares the frames. Using your ruler, measure the length and height of each painting

eigh

length _____

and write the number of inches in the box. Use the abbreviation "in" or use the inch sign: ".











France. His family owns a small cheese-making factory. They make many of the cheeses into wheels that look like this one. This is a whole wheel of cheese.

If Victor cuts the cheese in half, the wheel is no longer a whole. Instead, it is two halves, and each half is a fraction of the whole. A *fraction* is part of a whole.

Look at the circle below. It is divided into two halves, and one half is shaded. Point to the fraction $\frac{1}{2}$. This is how we



show the fraction one-half. Fractions have two numbers with a line between the numbers. The bottom number tells how many equal parts a whole is divided into. The top number tells how many parts are shaded or used.

- Point to each shape below and read the type of fraction (one-half, one-fourth, etc.). Read to the child: For each of the circles shaded with teal, follow these steps to write the fraction of circle that is shaded.
 - 1. Below the line in the orange box, write the total number of equal parts shown on the circle.
 - 2. Above the line in the orange box, write the number of parts shaded.



Point to each shape below and read the type of fraction (one-half, one-fourth, etc.). Read to the child: Repeat the steps above for the squares below.





See INDEPENDENT REVIEW

Going clockwise, skip count by 5s backward to fill in the missing numbers.



Complete the addition problems. <u>Don't forget to carry the 1s.</u> <u>Remember the dollar sign and decimal point in your answer.</u>

\$1.25	\$2.26	\$1.38
+ \$0.65	+ \$0.25	+ \$0.44

Complete the subtraction problems. <u>Remember the dollar sign</u> and decimal point in your answer.

\$4.35	\$8.79	\$6.22
- \$3.24	- \$5.35	- \$3.01

Check Your Addition Problems with Subtraction







Read to the child: The sun begins to come through Thomas' window. His alarm goes off, and he looks to see that it is a guarter to the hour. Look at his alarm clock. What time does it show?



Before he gets out of bed, he lays there for 3 minutes after his alarm goes off.

Show the time on your math box clock for the time he got out of bed.

Read to the child: Write the times in the boxes below, and then show them on the math box clock.

Quarter to 12



Quarter	to

Read to the child: Repeat the poem in the box with me two times. Then circle the time shown on each clock, considering the activity Kim is doing.

> AM starts at midnight and goes to 11:59 AM PM starts at noon and goes to 11:59 PM





Kim is doing chores. 1:45 Quarter past I PM Quarter to 2 PM



7:45 Quarter to 8 AM Quarter to 7 AM Quarter to 8 PM

Read to the child: Look at each time below and tell me two ways you could say these times.

Quarter past 2 AM

9:45	9:15
4:30	1:45



MATH 2 ----*

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Write the number of days in each month. If needed, reference the poem on page 152.



Complete the problems.





Write one of your parents' phone numbers.

Complete each problem.

\$4.56	\$1.19	\$9.27
- \$1.03	- \$0.17	- \$8.16
\$5.39	\$7.62	\$3.97
- \$2.06	- \$3.51	- \$1.42



Read to the child: When we round a number to the nearest 10, we determine if the number is closer to the multiple of 10 less than or greater than that number. For example, if someone asks you how many tomato plants your family grew in the garden this year, you may not know exactly how many. You know it might be 19, 20, or 21, but you can't remember exactly. You might say, "We have around 20 tomato plants," because 20 is a nice, easy number.

Point to 13 on the second umbrella below. Numbers that end with the digit 1, 2, 3, or 4 round down to the 10 before the number. Slide your finger from 13 to 10. Now point to 17. Numbers that end with the digit 5, 6, 7, 8, or 9 round up to the next 10. Slide your finger from 17 to 20.

Look at the illustration of an amazing garden on this page. I'm going to tell you the number of each type of vegetable in the garden, and you round it to the nearest 10.

14 115 16

The boxes are filled in the answer key for your reference if

<mark>needed</mark> . 23 թւ	Impkins	37	carrots		15 p	р	pers		16	
zucchini 3	2 tomatoes		26 cuci	umk	bers		34 k	beet	s	









UNIT 3 OVERVIEW

් LESSONS 62-90 කි

Extra Supplies Needed

scissors

New Concepts Taught

- Add 3 two-digit numbers
- Add and subtract IO and IOO to numbers in the thousands
- 0 Compare fractions
- O Compare weights
- Count and write in the thousands
- O Divide into groups
- O Divide with one left over
- Missing numbers in addition problems
- 0 Multiplication
- Multiplication story problems

- Place value to the thousands
- o Polygons
- Regroup in subtraction
- Rounding in addition and subtraction
- Two-step story problems
- Venn diagrams
- Weight in grams and kilograms
- Weight in ounces, pounds, and tons

Parent/Teacher Tips

- If the child wants more math after finishing a lesson, that is a cue that the child can be progressing faster. Consider doing another half or full lesson each day until it feels like too much.
- If the child is overwhelmed with lessons, try to determine the cause so you can work on fixing it. Here are some questions to ask yourself:

Can the child do basic addition and subtraction quickly? (If not, consider pausing the course and working on those skills for a while.)

Is the child not understanding a lot of the principles? (If so, consider moving back a level or slowing down). Or is the problem the lesson length? (If so, consider moving to half a lesson a day for a while.)

Some children in Math 2 have not learned to form numbers correctly and are frustrated when they have to do a lot of writing. Does the child seem less overwhelmed if he or she says the answers aloud and you write them? (If so, consider pausing the course to work on writing numbers. Consider a fun challenge like making a reward chart for writing each number correctly IOO times.)



Read to the child: Madison has been playing the flute since she was 8 years old. She plays in an orchestra, and they went on tour. At the first performance on their tour, there were 2,232 people in the audience. The chart below shows 2,232 with base-10 blocks. The green cubes are thousand cubes. They each have 10 hundred squares, which is 1,000 total blocks. In the orange chart, write the number of thousand cubes in the thousands place and write a comma after the digit. Then write the number of hundred squares, ten sticks, and one blocks shown.



Read to the child: Madison played at three other churches and concert halls on her tour. Fill out the orange chart by each location to find out how many people were in the audience at each location. Then read the number aloud. Don't forget the comma after the digit in the thousands place.







Read to the child: Read each number in green aloud. What digit is in the thousands place? Hundreds place? Ones place? Tens place?

9,802 8,003 7,300 4,020

 \bigcirc

Sem INDEPENDENT REVIEW one

Complete the fact family using the numbers at the top.



Write the number of days in each month. If needed, reference the poem on page 152.





Complete the subtraction problems. Don't forget to borrow and regroup.







Fill in the missing number, counting by thousands.





Round each number to the nearest ten. 31 38 30





37

186



Write the ending times on Madison's practice book. Make sure to include AM or PM.

()	Day of the Week	Length of Practice	Time Started	Time Ended
(0)	Monday	30 minutes	9:00 AM	
(0)	Tuesday	1 hour 30 minutes	8:00 AM	
Con	Wednesday	1 hour 30 minutes	2:00 PM	
40	Thursday	30 minutes	5:30 PM	
60	Friday	1 hour 30 minutes	5:00 PM	
	Saturday	30 minutes	10:00 AM	





Read to the child: Look at the painting on the next page. Today we will use this painting to learn about multiplication. We use the × sign when we multiply. *Multiplication* is a shortcut for adding equal groups together to find the total. Where would you plant a garden on this farm? The farmer has planted straight rows of cabbages. Let's suppose he planted 6 rows of plants and there are 10 plants in each row. To figure out how many plants there are altogether, we could do this addition problem. Skip count to complete the problem:

|0 + |0 + |0 + |0 + |0 + |0 =

How many times did you add 10 together? Yes, 6 times. We could use this multiplication problem instead of the addition problem:

6 × 10 =

Multiplying 6 times 10 is the same as adding 10 six times.

Point to the stacks of hay in the field. Let's suppose there are 5 rows of hay and there are 3 stacks of hay in each row.

To figure out how many stacks of hay there are total, we could do this addition problem. Skip count to complete the problem:

3 + 3 + 3 + 3 + 3 =

How many times did you add 3 together? Yes, 5 times. We could use this multiplication problem instead of the addition problem:

5 × 3 =

Multiplying 5×3 gives us the same answer as adding 3 five times.

Now I am going to read you some math problems. For each math problem, write an addition problem that can answer the question, and then write a multiplication problem that can answer the question. Complete the problems by using skip counting. The answer key shows the answers in the blank boxes below for your reference if needed.

#1: Point to the barn. In the barn are 2 rows of horse stalls. There are 4 stalls in each row. How many stalls are there altogether?

#2: The farmer planted 5 rows of corn, and there are 7 corn plants in each row. How many corn plants are there altogether?

#3: Run your finger along all the fences you see in the painting. The farmer built 3 new sections of fences, and each section used 6 pieces of wood. How many pieces of wood did he use altogether?



See INDEPENDENT REVIEW

Write a fraction to show the shaded part of each shape. Below the line write the total number of equal parts shown on each shape. Above the line write the number of parts that are shaded. Then write a greater than (>) or less than (<) symbol in the circle between the fractions to show which fraction is greater.









Draw a line from each shape to its name. (Hints: "Octa-" means 8. "Hexa-" means 6. "Penta-" means 5.)





Sem INDEPENDENT REVIEW eng

Use this calendar to fill in the boxes below.

April 2025						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			2	3	Ч	5
6	7	8	9	10		12
13	14	(15)	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1. Write the word for the number circled in green.

2. Write the word for the number one week from the date circled in green.

3. Circle the day of the week that May 1st will be.

Sunday Monday Tuesday Wednesday

Thursday Friday Saturday

Mystery Owls

Find the correct number of owls to color or circle based on the clues below. Then color or circle that many owls.

Clues

- 1. It is an even number.
- 2. It is greater than 11 and less than 16.
- 3. It does not have a 4 in the ones place.



TWO-STEP STORY PROBLEMS: PART 2

esson

87

Number Work

- Have the child write 16, 17, and 18 on the whiteboard in number words.
- Say the following numbers aloud and have the child create those numbers with wooden stars from the math box:

5,326 | 2,014 | 4,970 | 3,025

• Have the child count backward from 1,000 to 980.

Give the child a whiteboard and dry-erase marker. Read to the child: Over 360 types of birds live in the Florida Everglades. We will complete two-step story problems as we follow Gabe and his father, who is a park ranger, on another day out on the airboat.
 I will guide you through the first two stories. First, listen to the whole story. Then we will work though the math. Read the purple text and then the black text.

Gabe counted all the blue herons he saw that day. Before lunch he saw 4, and after lunch he saw 12.* Gabe knows that male herons are larger than female herons. He looked closely. 8 of the herons he saw were females. How many were males?

The first thing we need to do is figure out how many herons he saw total. I will read part of the story again, and you will write a problem to figure out the total number of herons seen. Read the purple text again and stop at the asterisk. The child should write 4 + 12 = 16. Now I will read the rest of the problem, and you will write a problem to answer the question. Read the rest of the text. The child should write 16 - 8 = 8.

With his binoculars Gabe spotted a nest of duck eggs. He saw 12 eggs. As he was watching, he witnessed 3 eggs hatch! Just before Gabe had to leave, he checked the nest one last time and saw that 4 more eggs had hatched. How many eggs had NOT hatched by the time Gabe had to leave?

Here is one way we can figure out the problem. First, create an addition problem to figure out how many eggs had hatched by the time they left. Read the purple text again. The child should write 3 + 4 = 7. Now you can subtract 7 from the total number of eggs. The child should write 12 - 7 = 5. We figured out that 5 eggs had not hatched by the time Gabe and his father had to leave.

Read to the child: I'll read four more stories. Listen to the entire story first. Then I'll read it again as many times as you need as you write down and complete the problems that answer each story.

Gabe counted 7 birds in a tree. Then 3 more birds flew onto the tree. 2 of the birds were storks. How many birds on the tree were not storks?

Gabe saw 23 ducks before lunch and 17 ducks after lunch. 13 of the ducks he saw were wood ducks. How many ducks did he see that were not wood ducks?

That day Gabe took 12 photos. Then he took 7 more photos. He deleted 3 of the photos he took. How many photos did he take that day that he did not delete?

Gabe had 22 bird sketches in his sketchbook. Today he added 3 more sketches before lunch and 2 more sketches after lunch. How many sketches does he have total?

9,502



Take the wooden stars from the math box and follow the clues to place the wooden stars on the boxes in the correct places.

PUZZLE 22

Star LOGIC

Use I red star, I brown star, I light-green star, I yellow star, and I orange star



Clue I: The orange star is on the left side of the brown star.

Clue 2: The red star is above the brown and light-green star.

Clue 3: The yellow star is on the left side of the red star.

PUZZLE 23

Use | brown star, | light-blue star, | dark-blue star, | dark-purple star, and | light-purple star.



Clue I: The dark-blue star is on the right side of the dark-purple star.

Clue 2: The light-blue star is between the light-purple star and brown star.

Clue 3: The brown star is below the dark-blue star.

Write how many are in a dozen and a half dozen.

Dozen

Half Dozen

Write and complete the problem for the story.

The shelter has 50 cats, 50 dogs, and 13 rabbits. How many total animals does the shelter have? (Hint: To complete the problem, skip count by 50s, and then add 13.)



Monday through Friday are weekdays. Saturday and Sunday are weekend days. In the table below, color the weekday boxes blue and the weekend boxes yellow.

Sun	Mon	TUES	Wed	THUR	Fri	Sat

Write the fact family using the numbers at the top.



For each dollar amount shown, circle the bills you would use to equal the dollar amount. (Hint: Circle the highest value bills you can use first.) \$125 \$165 \$176 \$20 \$20 \$1 \$10 \$20 \$10 \$5 \$10 \$1 \$100 \$20 \$100 \$5 \$50 \$100 \$5 \$50 \$50

S. INDEPENDENT REVIEW

UNIT 4 OVERVIEW

ೆ LESSONS 91-120 🏷

Extra Supplies Needed

0	inch ruler O	scissors
0	centimeter O	plain or
	ruler	gridpape

New Concepts Taught

- Add and subtract measurements
- o Bar graphs
- Compare and order measurements
- o Congruency
- Construct geometric shapes
- Coordinate graphs
- Equivalent fractions
- 0 Geometric transformations
- Lines, angles, and triangles
- Make change with money

- 0 Median
- 0 Mixed numbers
- O Parts of a set
- Perimeter and area
- 0 Pictographs
- Plot and interpret data
- 0 Quadrilaterals
- 0 Symmetry
- 0 Tables
- Three-dimensional shapes
- Volume with tablespoons, teaspoons, and half teaspoons

Parent/Teacher Tips

- The concept of multiplication is introduced in Math 2. Multiplication fact memorization is introduced in Math 3. However, many children in Math 2 like using Musical Multiplication (available on goodandbeautiful.com) to start memorizing multiplication facts.
- Now that you have done so many lessons, consider changing things up by letting the child use erasable colored pens or by having the child choose a sticker to put on each completed lesson.
- If the child can still use help increasing speed with basic addition facts, consider playing a game before or after each lesson. Have the child roll two IO-sided dice and add them together, saying the sum aloud. Then you do the same. The person who rolls the larger sum gets a tally mark for getting the larger score. Play as quickly as you can for 5 to 7 minutes.



Read to the child: Look at the group or set of circles below. There are 6 total circles, and 3 of the 6 are blue. The blue circles represent a part of the whole set. Look at the fraction to the right of the set. Point to the 6 representing how many are in the whole set. Point to the 3 representing the part of the set that is shaded.





 Read to the child: For each group of airplanes below, circle the correct fraction for the specified set.



Above the Clouds Game: Take an airplane from the math box. Read to the child: Place an airplane on "START." Look at the group of purple and blue birds near your plane. Write how many birds are in the whole set under the fraction line. Then write the part specified in the box above the fraction line. Fly your plane clockwise in a circle and do the same for the other four groups.







4 L 300 mL + 2 L 200 mL =

2 L 100 mL + 4 L 500 mL =

5 L 100 mL + 3 L 400 mL =

October

November

AL-

December

MATH 2 ----+





Measure to Match Activity. Read to the child: Kayla has found a plan for a tree house. Kylie wants to copy the plan for herself. She has started but has a few lines left. Measure the red line segments in centimeters on Kayla's plan that are missing on Kylie's plan and write the number of centimeters in each box. Then follow the instructions below

to re-create the line segments on Kylie's plan. Be sure all the line segments you create are congruent to the line segments on Kayla's plan.

- Find a blue dot. Draw a vertical line segment under this blue dot to match the length of the original line segment in the same position. Continue with the other blue dots.
- 2. Find a red dot. Draw a horizontal line segment to the right of this red dot to match the length of the original line segment in the same position. Continue with the other red dots.
- 3. These line segments have created many angles. Can you find one of each type of angle: right, obtuse, and acute? If needed, help the child with the acute angles and obtuse angles, which can be found in the roof.

CONGRUENT

exact same shape and size, they are called congruent. Measure

each of the line segments below. Are they the same length?

[Yes]

 Read to the child: Circle the pairs of line segments that are congruent. Measure the line segments if needed.









Take these items from the math box: 1 \$20 bill, 2 \$10 bills, 2 \$5 bills, 5 \$1 bills, 4 quarters, 2 dimes, 2 nickels, and 5 pennies. Give the child one \$5 bill, four \$1 bills, and 4 quarters. Read to the child: You want to buy something that is \$4.50. I will be the store owner, and you give me your \$5 bill. The cost of the item is less than the money you gave me, so I need to give you back *change*, the difference between these two amounts. To find change, we first start with the total money given, \$5,

shown in green to the right. Then we subtract the cost of the item, \$4.50, shown in red. I will keep the cost of the item, \$4.50, and give you the change: \$0.50.



Write and then complete the

subtraction problems like the example above, given the following totals and costs. Remember to line up the decimal points. If desired use the

bills and coins.





Making Change at the Market Activity: Read to the child: Josh loves to help his grandfather at his farmers market booth on Saturdays. His grandfather has put Josh in charge of making change for the customers' purchases. Complete the following story problems using the same steps you just practiced. Find the total amount given by the customer and write that on top. Find the cost of the items and write that on the bottom. Complete the subtraction problem. Then we will role-play the transaction using money from the math box, and you will give me my change! While the child writes the problem, gather the bills and coins specified on the next page.

2 \$5 5 \$1

3 quarters

2 nickels 5 pennies

1 \$20 | 1 \$10

5 \$1 3 quarters

2 dimes 5 pennies

Read to the child: A customer comes to the booth and gives Josh a 10-dollar bill, a 5-dollar bill, and 95 cents. He gets broccoli, honey, tomatoes, and squash for a total of 12 dollars and 73 cents. How much change does Josh need to give him back?

Making

at the MARKET

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Read to the child: A mother comes to the booth and buys veggies for her family. The total for her tomatoes, lettuce, and squash is 8 dollars and 42 cents. She gives Josh 9 dollars and 75 cents. How much does Josh need to give her back?

| \$10 | 1 \$5 5 \$1 | 3 quarters 2 dimes | 5 pennies



1\$20 2\$10

5 \$1 | 3 quarters 2 dimes | 5 pennies Read to the child: A young couple comes to the booth and buys lettuce and pumpkins. Their total cost is 7 dollars and 89 cents. They give Josh a 20-dollar bill and 99 cents. How much change does Josh need to give them back? O Read to the child: Josh is very excited because the final customer of the day wants to buy a lot of the produce they have left. Her total cost is 16 dollars and 27 cents. She gives Josh a 20-dollar bill and 50 cents. How much change does Josh need to give her back?

See INDEPENDENT REVIEW



 52
 81
 74

 - 36
 - 67
 - 48

Write the number of square units in each column in each blue box, and then skip count to find the area of each rectangle.



Complete the problems. Then round the sums (answers) to the nearest 10 and write them in the purple boxes.



Circle the number of teaspoons in a tablespoon. See page 284 if needed.



Circle the number of $\frac{1}{2}$ teaspoons in a teaspoon.





This assessment covers the whole course. Only major concepts are assessed. Children are not expected to master all concepts before moving to Math 3, as Math 3 reviews many concepts taught in Math 2. This assessment helps you see all the child has learned. It is suggested that the child master the following skills before moving to Math 3:

- Count in the thousands; write numbers up to 9,999.
- Spell 1–19.
- Skip count backward and forward by 2s, 3s, 5s, 10s, 25s, 50s, 100s, 1,000s.
- Memorize doubles addition facts to 9 + 9.
- Identify even and odd numbers.
- Complete subtraction with three-digit numbers (with regrouping).
- Complete addition with three-digit numbers (with carrying and regrouping).
- Know time to the minute, quarter after, half past, quarter to, elapsed

time, AM and PM, midnight and noon.

- Add and subtract dollars and cents.
- Add and subtract 10 and 100 from numbers in the thousands.
- Know place value and expanded form to the thousands.
- Compare fractions with greater than, less than, and equal signs.
- Write ordinal position to 12th.
- Round to the nearest 10 through 70.
- Write multiplication problems for arrays.
- Determine 2 months from now and 3 days ago.

For Lesson 119 have the child complete only the sections with purple headers. If the child does not have the concept mastered, check the orange "Additional Practice" checkbox for that section and review the concept with the child. For Lesson 120 have the child complete all the orange sections **that are checked**.



MATH 2 ---+

Mark the triangle for any items the child completes incorrectly.

A Have the child give the answers to these doubles addition facts aloud:

2 + 2	3 + 3	4+4	5 + 5
6 + 6	7 + 7	8 + 8	9 + 9

 \square Have the child skip count by 50s from 700 to 1,000.

 \blacksquare Have the child skip count by 3s from 3 to 30.

Have the child write number words for 13 to 19 on the whiteboard. (Note: Number words for 1 to 12 should have been mastered in Math 1.)

Have the child give you bills from the math box to equal the tally marks, using the fewest number of bills.

|| ## ## ## ##

 \blacksquare Have the child skip count backward from 100 to 25 by 5s.

Set the math box clock to 4:15. Have the child tell you two ways to say the time. [4:15 and quarter after 4]

Set the math box clock to 12:30. Have the child tell you two ways to say the time. [12:30 or half past 12]