



# Comprehensive Curriculum

Revised 2008

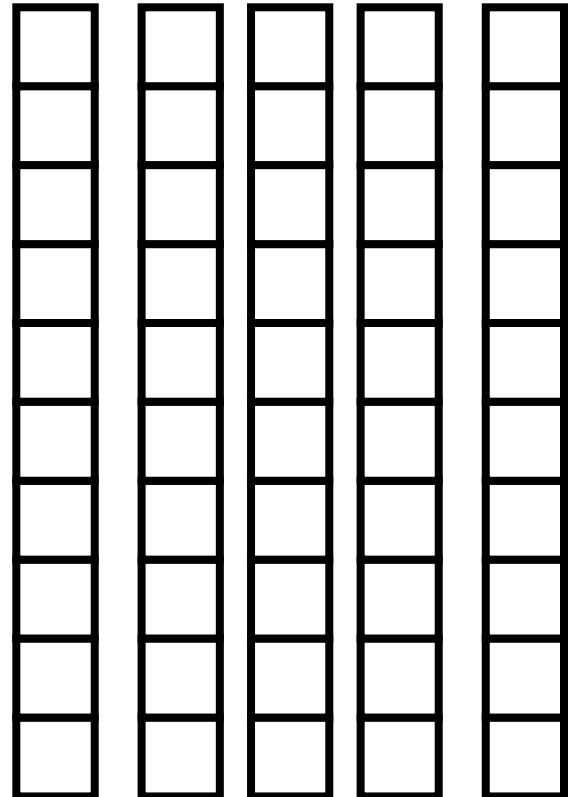
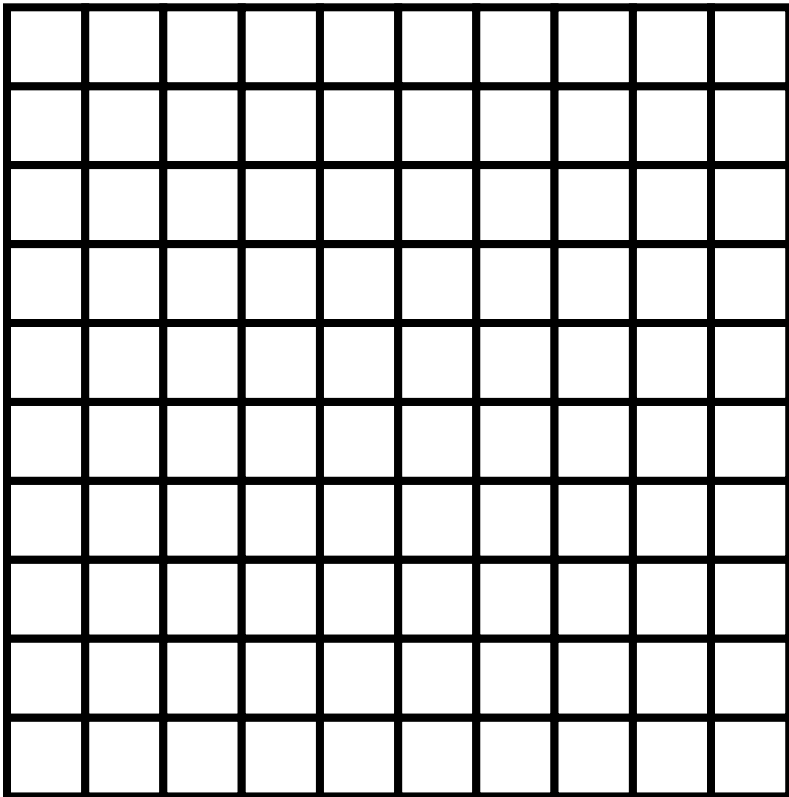
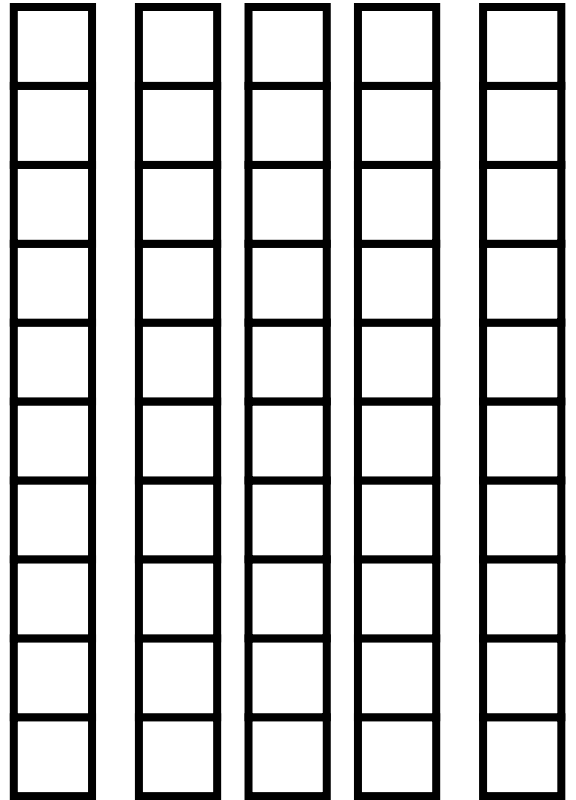
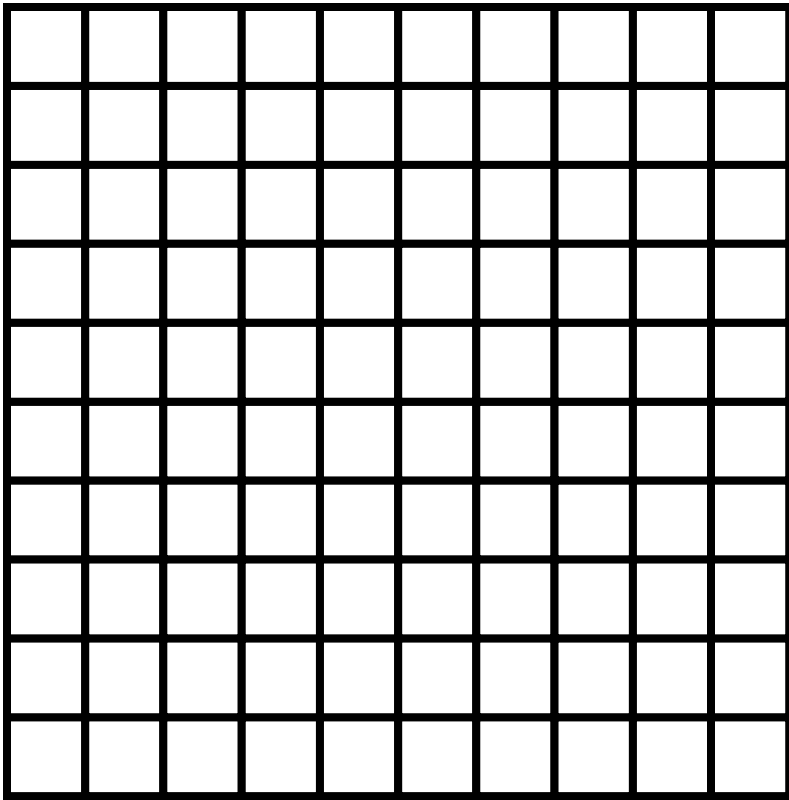
## Grade 2 Mathematics



Louisiana Department of  
**EDUCATION**

Paul G. Pastorek, State Superintendent of Education

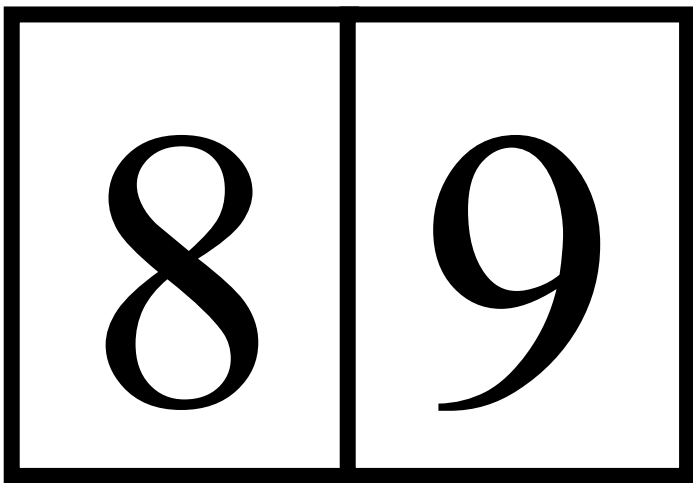
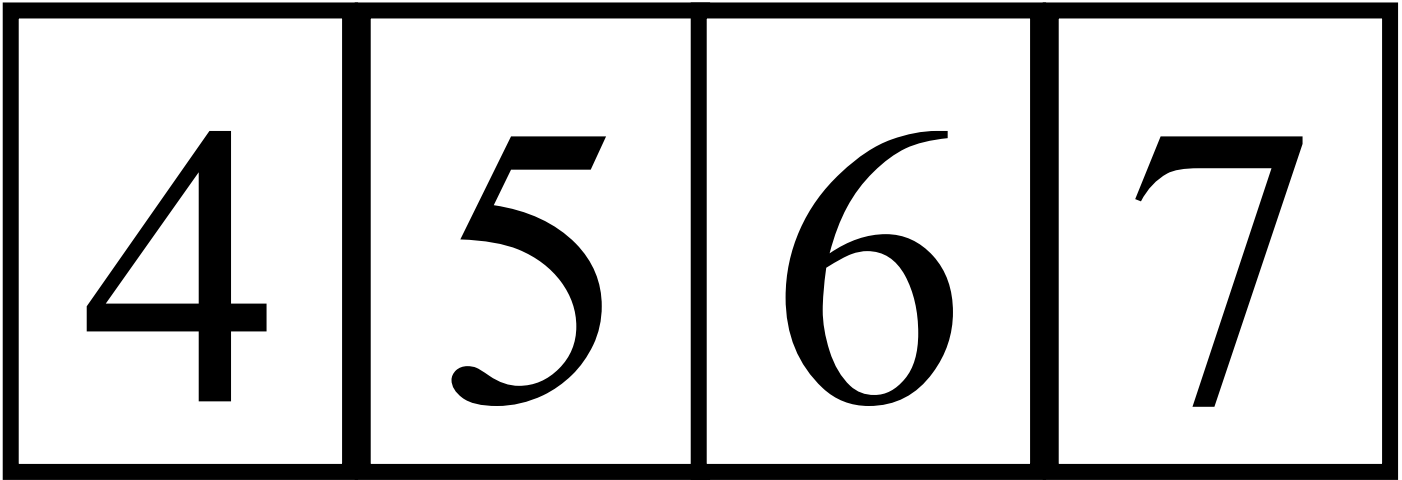
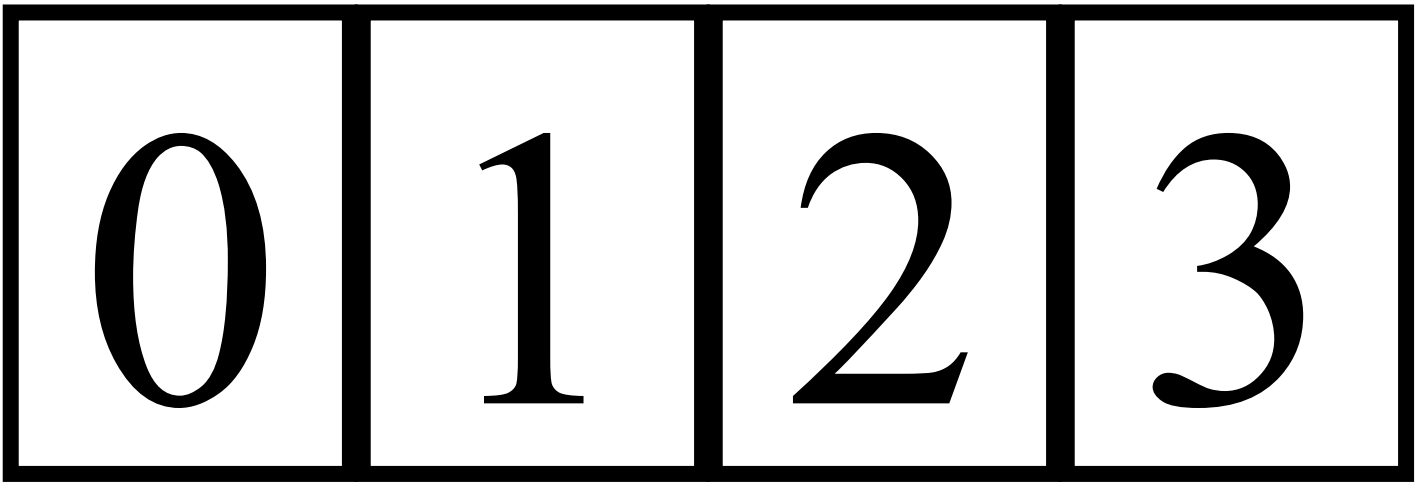
*Unit 1, Activity 1, Base 10® Blocks*



*Unit 1, Activity 3, Place Value Mat*

	<b>Tens</b>
	<b>Ones</b>

*Unit 1, Activity 3, Digit Cards*



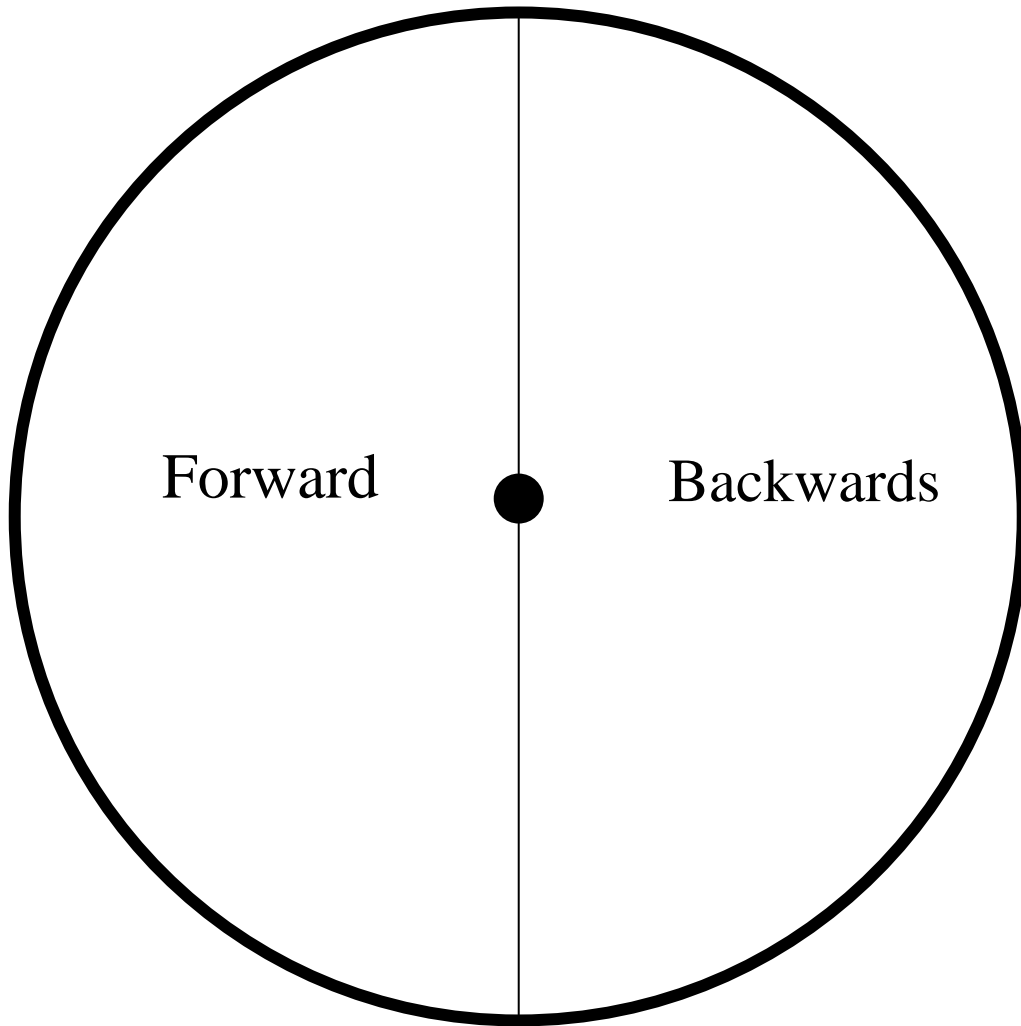
*Unit 1, Activity 4, Vocabulary Self-Awareness Chart*

word or symbol	+	√	-	definition	example
<b>teen</b>					
<b>ty</b>					
twenty – three  What is the purpose of the hyphen?					
How are <b>sixteen</b> and <b>sixty</b> related?					

*Unit 1, Activity 4 & 8, Number Words Chart*

one	two	three
four	five	six
seven	eight	nine
ten	eleven	twelve
thirteen	fourteen	fifteen
sixteen	seventeen	eighteen
nineteen	twenty	thirty
forty	fifty	sixty
seventy	eighty	ninety
hundred		

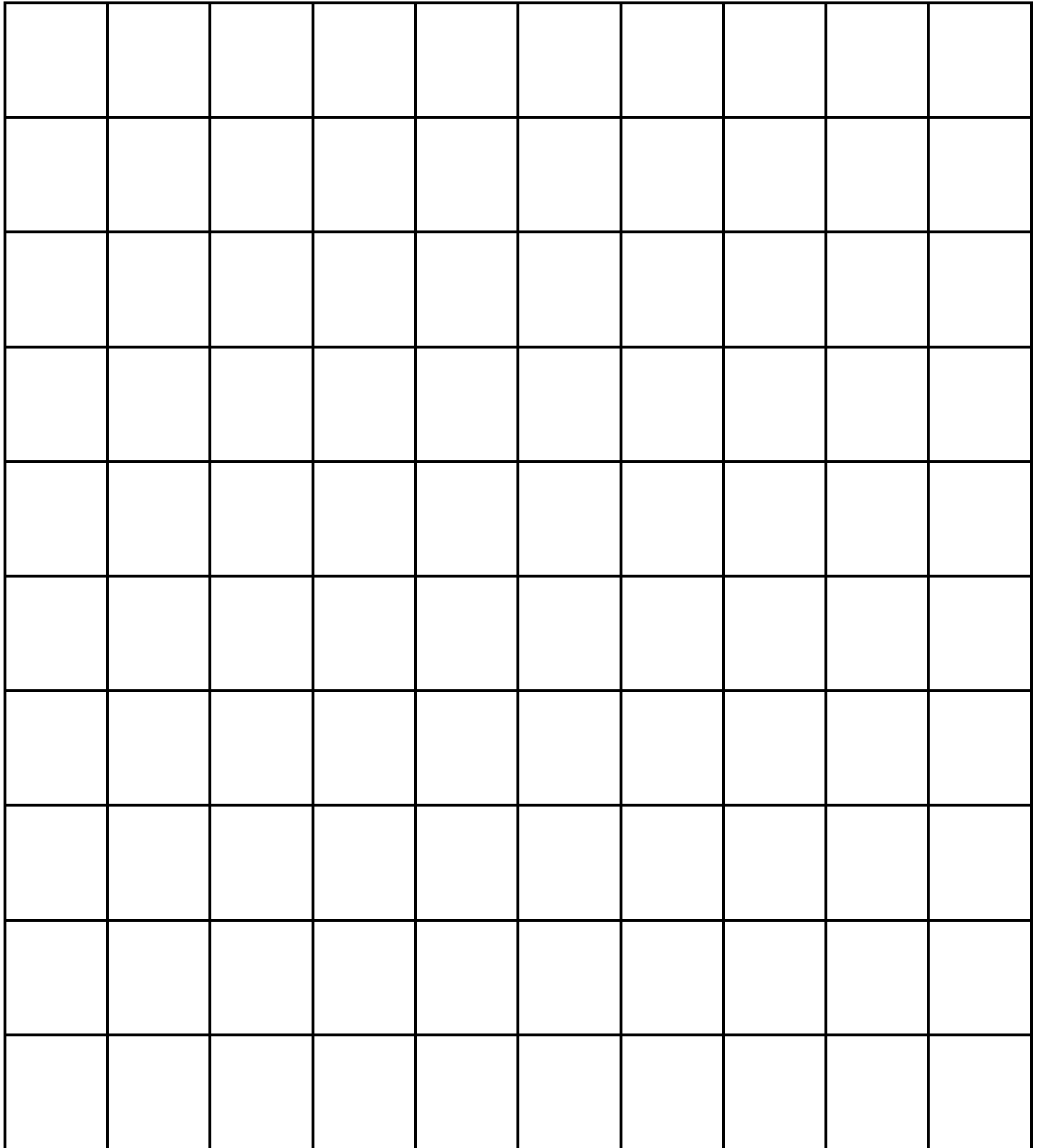
*Unit 1, Activity 6, Spinner*



*Unit 1, Activity 6 &7, Hundreds 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

*Unit 1, Activity 7, 10 x 10 Grid*

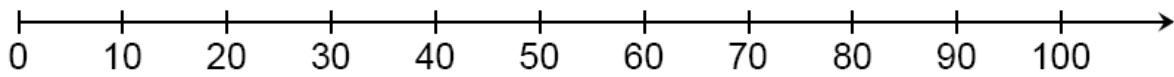
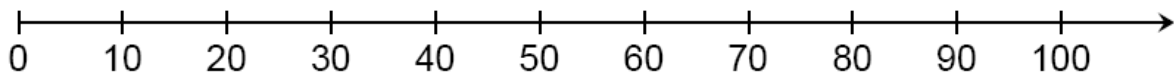
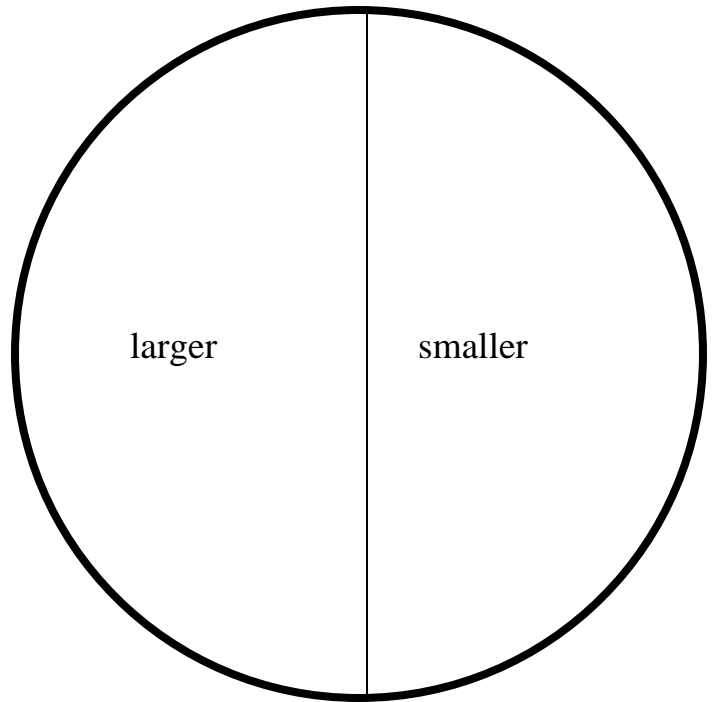
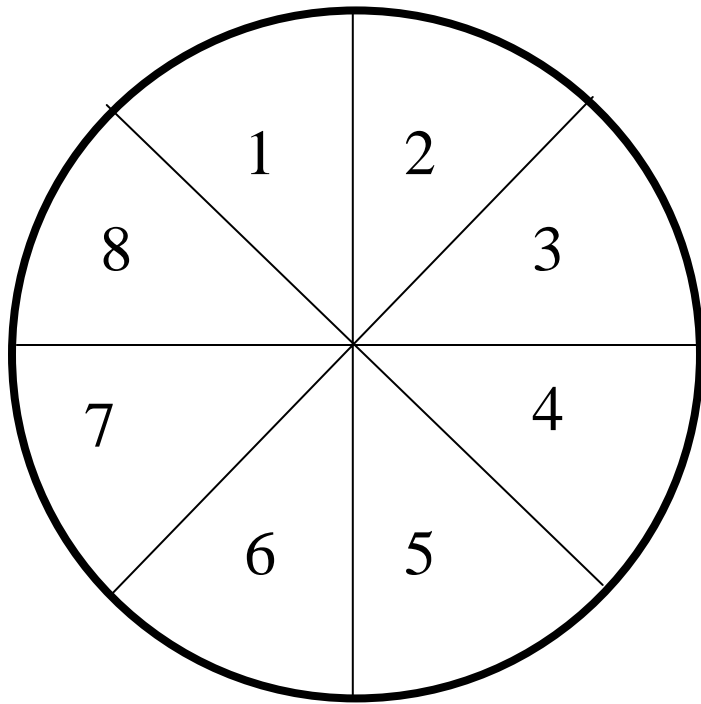


*Unit 1, Activity 9, Place Value Chart*

Tens	Ones
Standard Form	
Word Form	Expanded Form

Tens	Ones
Standard Form	
Word Form	Expanded Form

*Unit 1, Activity 10, Spinners-Number line*



*Unit 1, Activity 10, Recording Sheet*

Player	Digits	Larger/Smaller	Numeral	Nearest 10 on Number line
1				
2				
1				
2				
1				
2				
1				
2				
1				
2				

*Unit 1, Activity 14, Number Sense*

Word Grid

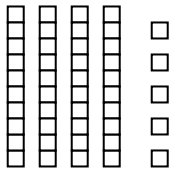
Numeral	Tens	Ones	Number Before	Number After	Nearest Ten	Multiple of 10 yes or no	Multiple of 5 yes or no
21	2	1	20	22	20	no	no
47							
70							
57							
35							
62							

Numeral	Tens	Ones	Number Before	Number After	Nearest Ten	Multiple of 10 yes or no	Multiple of 5 yes or no
21	2	1	20	22	20	no	no
47							
70							
57							
35							
62							

Numeral	Tens	Ones	Number Before	Number After	Nearest Ten	Multiple of 10 yes or no	Multiple of 5 yes or no
21							
47							
70							
57							
35							
62							

\_\_\_\_\_ has demonstrated that  
he/she has earned the title of:

# Professor of Place



45  
forty-five  
 $40 + 5$

# Value

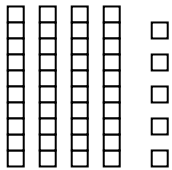
45 rounds to 50  
44 comes before 45  
46 comes after 46

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_ has demonstrated that  
he/she has earned the title of:

# Professor of Place



45  
forty-five  
 $40 + 5$

# Value

45 rounds to 50  
44 comes before 45  
46 comes after 46

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

***Unit 1, Activity 21, My Predictions Worksheet***

There are \_\_\_\_\_ students in our class today.

Predict how many students in our class were born in each month listed below.

	Prediction	Actual	Over, Under, Exact
January	_____	_____	_____
February	_____	_____	_____
March	_____	_____	_____
April	_____	_____	_____
May	_____	_____	_____
June	_____	_____	_____
July	_____	_____	_____
August	_____	_____	_____
September	_____	_____	_____
October	_____	_____	_____
November	_____	_____	_____
December	_____	_____	_____



*Unit 2, Activity 6, Single Out 3 x 3 Grid*

			_____
			_____
			_____
_____			
Single Out			

			_____
			_____
			_____
_____			
Single Out			

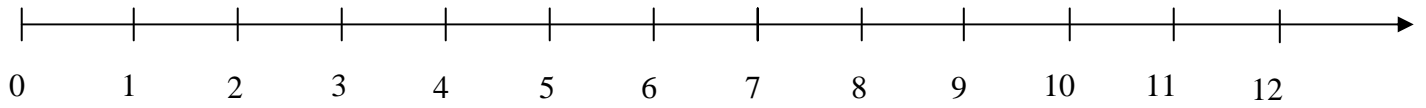
			_____
			_____
			_____
_____			
Single Out			

			_____
			_____
			_____
_____			
Single Out			

*Unit 2, Activity 7, Subtraction Sentences*

1. Paul caught a fish that was 14 inches long. Patrick caught a fish that was 8 inches long. How much longer is Paul's fish than Patrick's fish?
2. Anne had a piece of ribbon that was 17 inches long. She needs 9 inches of ribbon to go around the bottom of her lamp shade. After she cuts off 9 inches, how long will the ribbon be?
3. There were 15 cars in the parking lot. Seven cars drove away. How many cars were left in the parking lot?
4. Raegan bought a 12-ounce diet soda. She drank 4 ounces. How many ounces of soda are left in the can?
5. Jacob has 13 nickels. Natalie has 7 nickels. How many more nickels does Jacob have than Natalie?

*Unit 2, Activity 8, Number Line Sentences*



Math Story 1

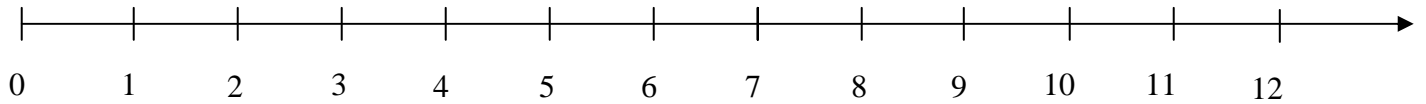
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Number Sentence 1

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Math Story 2

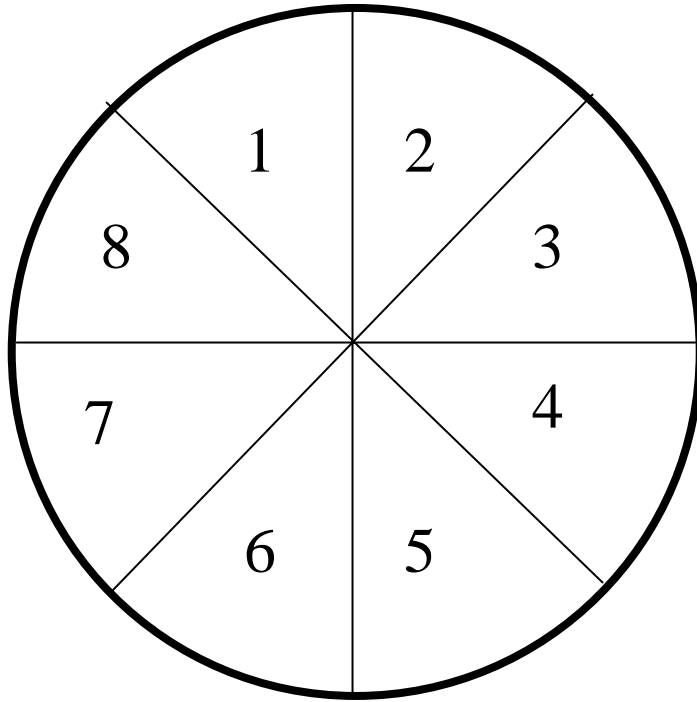
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Number Sentence 2

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Unit 2, Activity 14, Number Puzzles

$$\begin{array}{r} \begin{array}{|c|c|} \hline 1 & \\ \hline & 7 \\ \hline \end{array} \\ + \\ \hline \begin{array}{|c|c|} \hline 4 & 8 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \begin{array}{|c|c|} \hline 8 & \\ \hline & 3 \\ \hline \end{array} \\ + \\ \hline \begin{array}{|c|c|} \hline 9 & 5 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \begin{array}{|c|c|} \hline & 3 \\ \hline 2 & \\ \hline \end{array} \\ + \\ \hline \begin{array}{|c|c|} \hline 5 & 4 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \begin{array}{|c|c|} \hline & 9 \\ \hline 3 & \\ \hline \end{array} \\ + \\ \hline \begin{array}{|c|c|} \hline 5 & 9 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \begin{array}{|c|c|} \hline & 9 \\ \hline 3 & \\ \hline \end{array} \\ + \\ \hline \begin{array}{|c|c|} \hline 5 & 9 \\ \hline \end{array} \end{array}$$

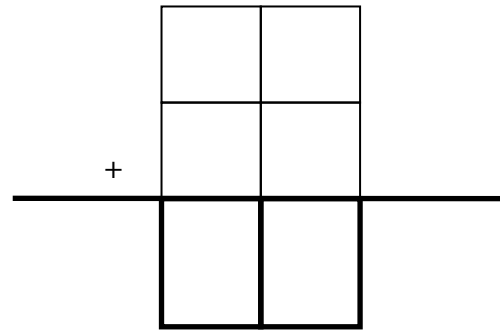
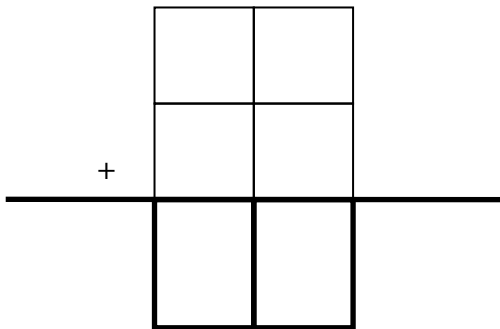
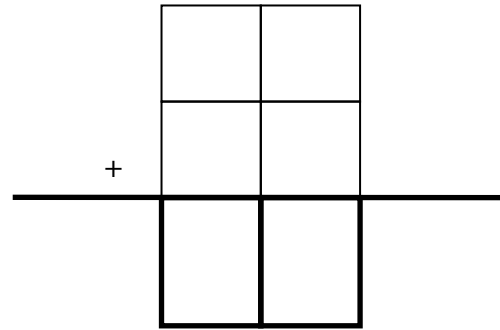
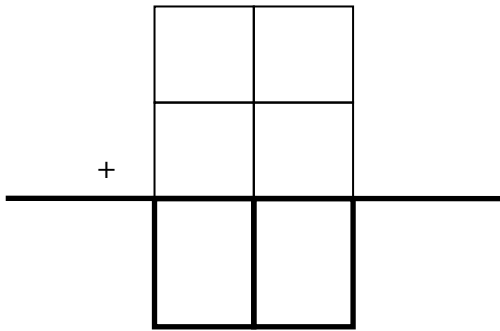
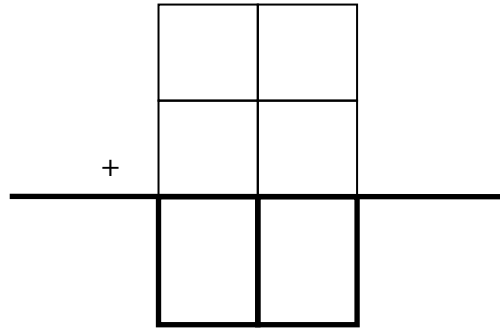
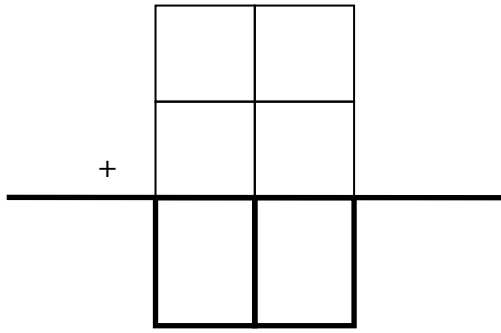
$$\begin{array}{r} \begin{array}{|c|c|} \hline & 9 \\ \hline 3 & \\ \hline \end{array} \\ + \\ \hline \begin{array}{|c|c|} \hline 5 & 9 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \begin{array}{|c|c|} \hline & 6 \\ \hline 2 & \\ \hline \end{array} \\ + \\ \hline \begin{array}{|c|c|} \hline 7 & 8 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \begin{array}{|c|c|} \hline & 0 \\ \hline 1 & \\ \hline \end{array} \\ + \\ \hline \begin{array}{|c|c|} \hline 4 & 4 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \begin{array}{|c|c|} \hline & 2 \\ \hline 5 & \\ \hline \end{array} \\ + \\ \hline \begin{array}{|c|c|} \hline 9 & 8 \\ \hline \end{array} \end{array}$$

*Unit 2, Activity 14, Blank Number Puzzles*



Unit 2, Activity 18, Magic Squares

2	9	4
7	5	

1	5	9
	7	2

2		6
	5	
4		8

4	9	
3	5	
8		

*Unit 2, Activity 20, Hundreds 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

**Unit 3, Activity 1, Word Grid**

coin	color	value	front of coin	back of coin
penny				
nickel				
dime				
quarter				
half-dollar				
dollar				

Rubbing of each coin front and back

Penny

front

back

Half-dollar

front

Nickel

front

back

Dime

front

back

Half-dollar

back

Quarter

front

back

*Unit 3, Activity 2, Hundreds 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

*Unit 3, Activity 5, Rolling in the Money*

Game 1			
Player 1	Dimes	Nickels	Value of coins
Roll 1			
Roll 2			
Roll 3			
<b>Total amount is ___ dollar(s) and ___ cents</b>			

Player 2	Dimes	Nickels	Value of coins
Roll 1			
Roll 2			
Roll 3			
<b>Total amount is ___ dollar(s) and ___ cents</b>			

Game 2			
Player 1	Dimes	Nickels	Value of coins
Roll 1			
Roll 2			
Roll 3			
<b>Total amount is ___ dollar(s) and ___ cents</b>			

Player 2	Dimes	Nickels	Value of coins
Roll 1			
Roll 2			
Roll 3			
<b>Total amount is ___ dollar(s) and ___ cents</b>			

**Unit 3, Activity 6, Money Table**

<b>Money Table</b> <b>Value of Coins _____</b>		
<b>Number of Quarters</b>	<b>Number of Dimes</b>	<b>Number of Nickels</b>

<b>Money Table</b> <b>Value of Coins _____</b>		
<b>Number of Quarters</b>	<b>Number of Dimes</b>	<b>Number of Nickels</b>

*Unit 3, Activity 11, Pocket Full of Money Recording Sheet*

Madison's  
Pocket

---

Brandon's  
Pocket

---

Eli's  
Pocket

---

Dat's  
Pocket

---

Jenny's  
Pocket

---

Tanisha's  
Pocket

---

***Unit 3, Activity 13, How Many Can I Do?***

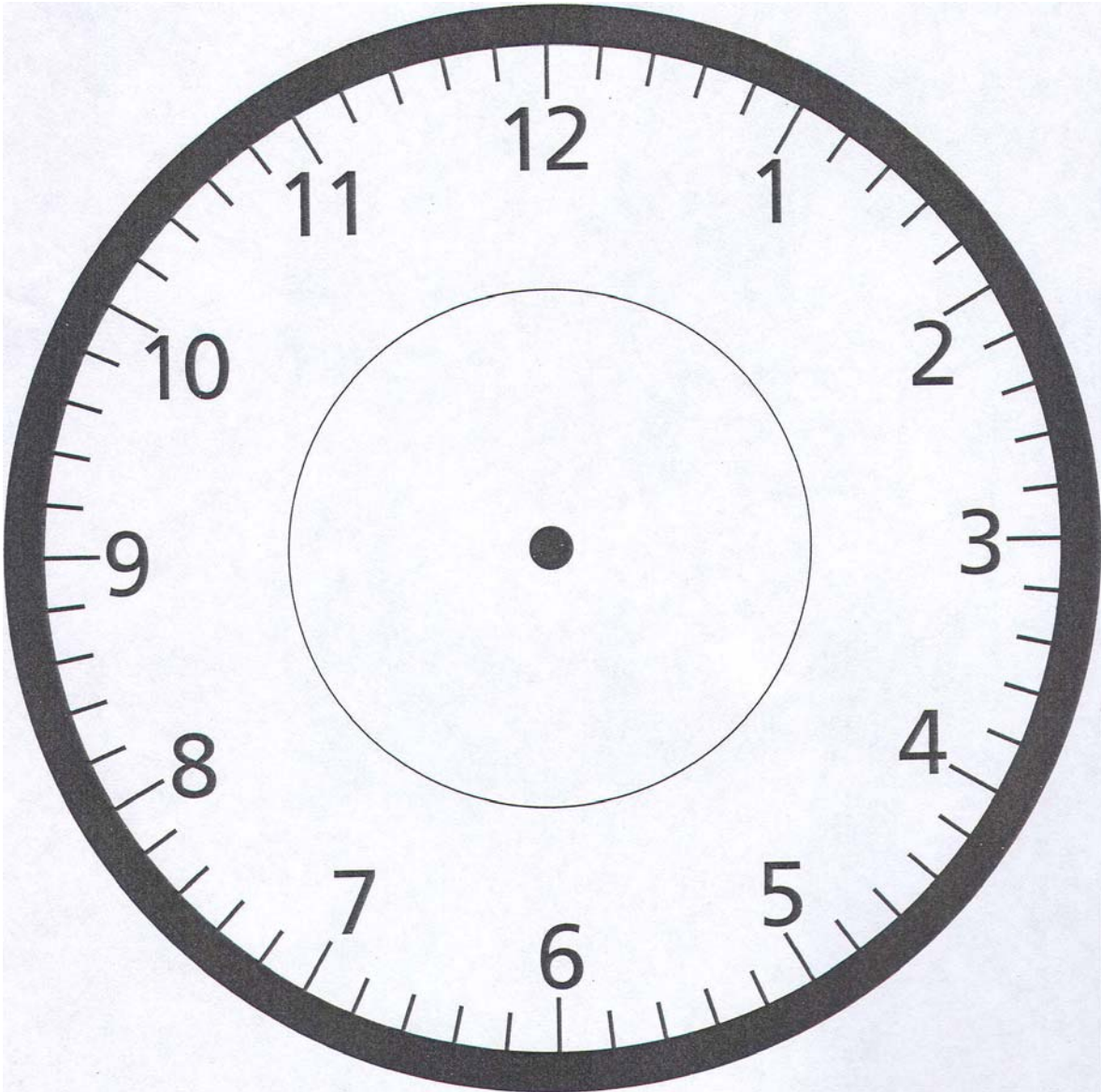
1-minute Activity	Estimated Number	Actual Number
Hop		
Clap		
Jumping Jacks		
Write Your Name		

1-minute Activity	Estimated Number	Actual Number
Hop		
Clap		
Jumping Jacks		
Write Your Name		

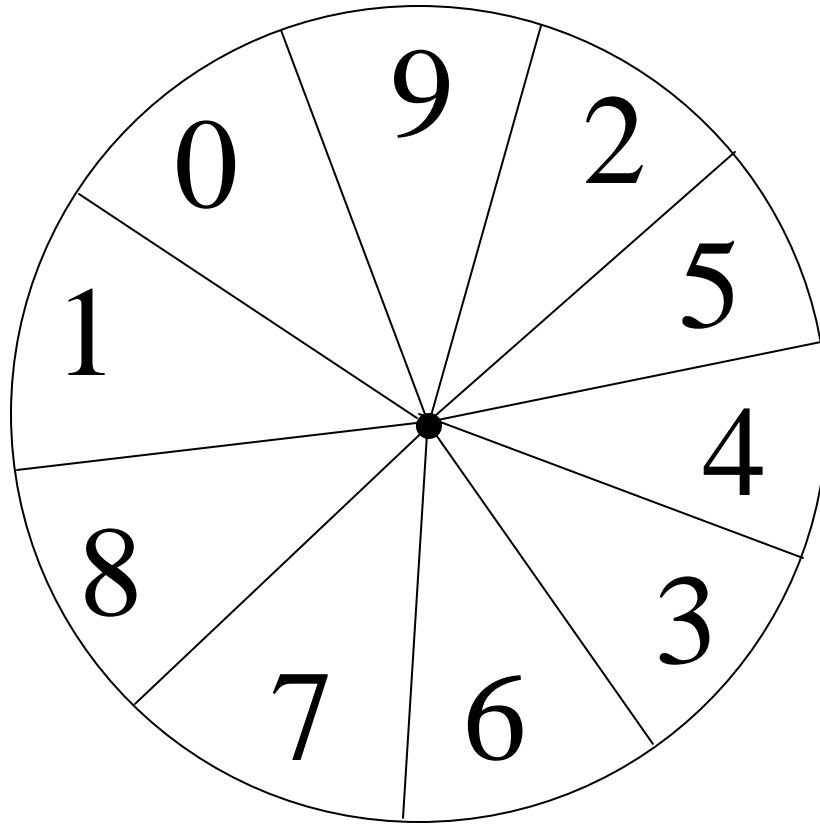
1-minute Activity	Estimated Number	Actual Number
Hop		
Clap		
Jumping Jacks		
Write Your Name		

1-minute Activity	Estimated Number	Actual Number
Hop		
Clap		
Jumping Jacks		
Write Your Name		

*Unit 3, Activity 13, Blank Clock*



*Unit 4, Activity 2, 0-9 Spinner*



***Unit 4, Activity 2, Spinning for Numbers Recording Sheet***

Number Created _____				Expanded Form	Standard Form	Word Form
Place Value Chart						
Base 10 Model	H	T	O			

Number Created _____				Expanded Form	Standard Form	Word Form
Place Value Chart						
Base 10 Model	H	T	O			

Number Created _____				Expanded Form	Standard Form	Word Form
Place Value Chart						
Base 10 Model	H	T	O			

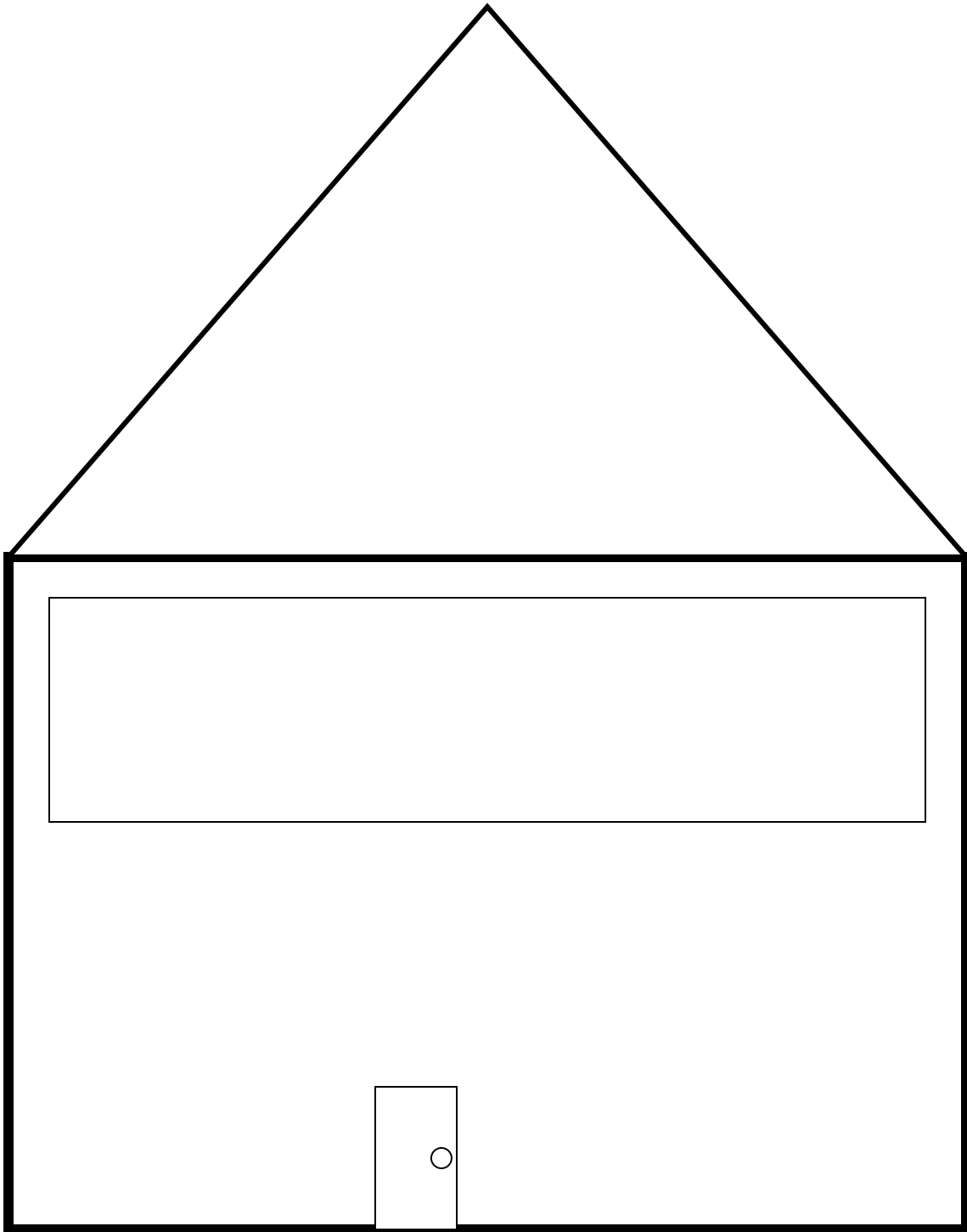
*Unit 4, Activity 4, I Have...Who Has? cards*

I have 140. Who has 3 hundreds and 2 tens?	I have 320. Who has 8 tens and 4 ones?	I have 84. Who has 1 hundred and 8 ones
I have 108. Who has 6 tens 7 ones?	I have 67. Who has 4 hundreds and 2 ones?	I have 402. Who has 4 hundreds and 2 tens?
I have 420. Who has 6 hundreds and 5 tens?	I have 650. Who has 1 hundred and 8 tens?	I have 180. Who has 10 tens?
I have 100. Who has 2 hundreds and 3 tens?	I have 230. Who has 2 tens and 7 ones?	I have 27. Who has 8 tens and 8 ones?

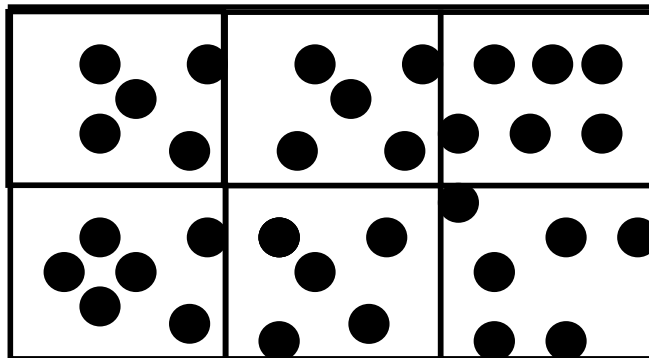
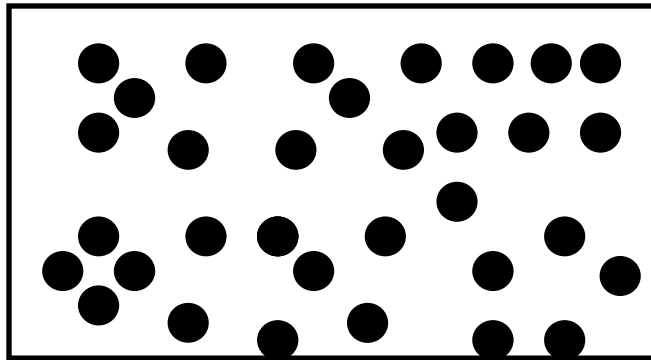
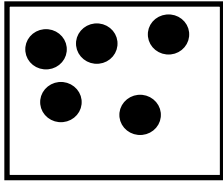
*Unit 4, Activity 4, I Have...Who Has? cards*

I have 88. Who has 9 hundreds?	I have 900. Who has 9 tens?	I have 90. Who has 3 hundreds and 3 tens?
I have 330. Who has 5 hundreds and 7 ones?	I have 507. Who has 4 hundreds and 4 tens?	I have 440. Who has 5 tens and 5 ones?
I have 55. Who has 6 hundreds and 5 ones?	I have 605. Who has 2 hundreds and 9 tens?	I have 290. Who has 7 tens and 2 ones?
I have 72. Who has 7 hundreds and 4 tens?	I have 740. Who has 1 hundred and 1 ten?	I have 101. Who has 8 tens and 1 one?
I have 81. Who has 3 tens and 1 one?	I have 31. Who has 2 hundreds and 6 tens?	I have 260. Who has 1 hundred and 4 tens?

*Unit 4, Activity 6, Rounding to the Nearest Hundred*

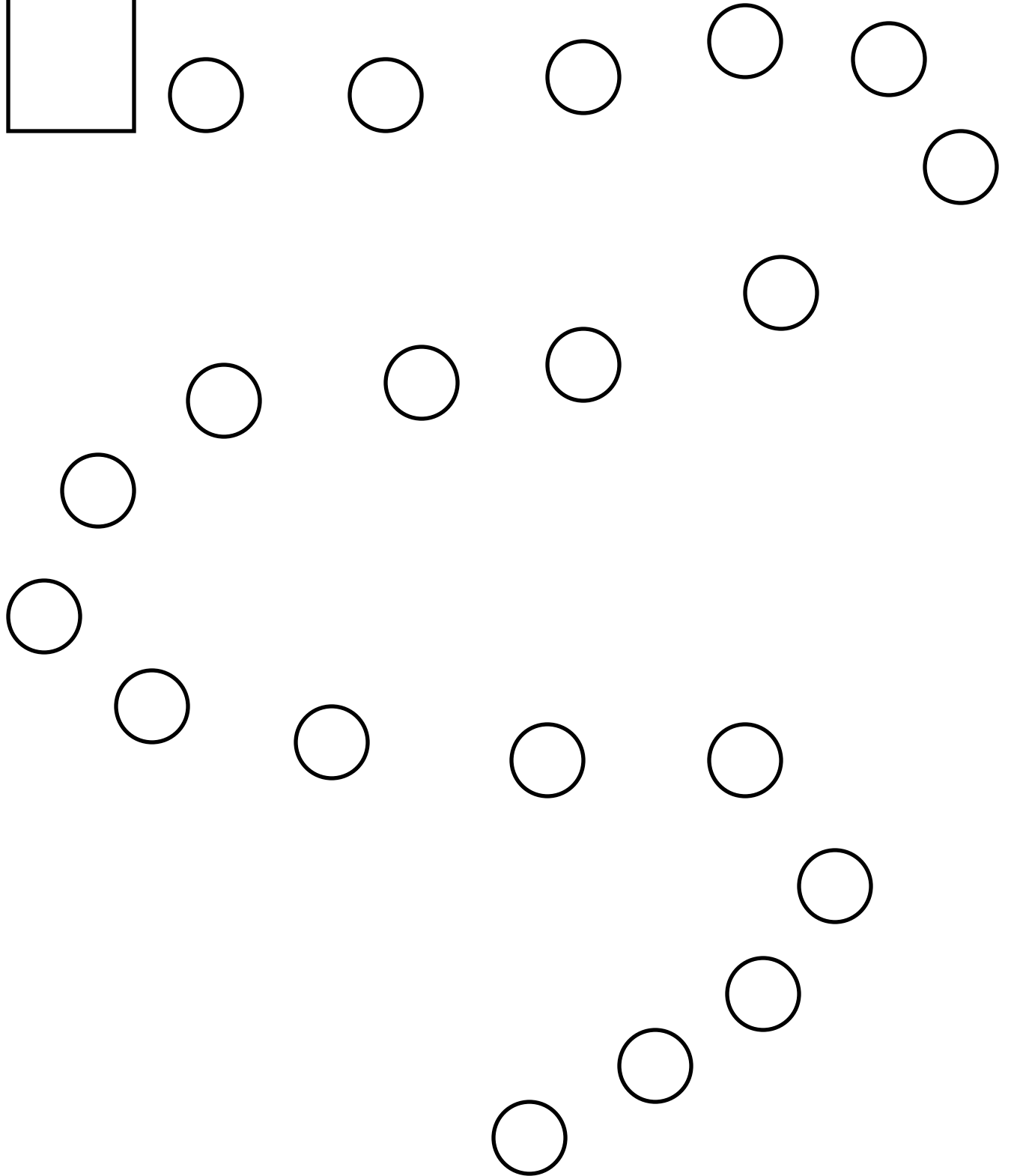
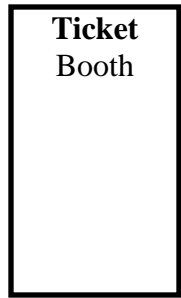


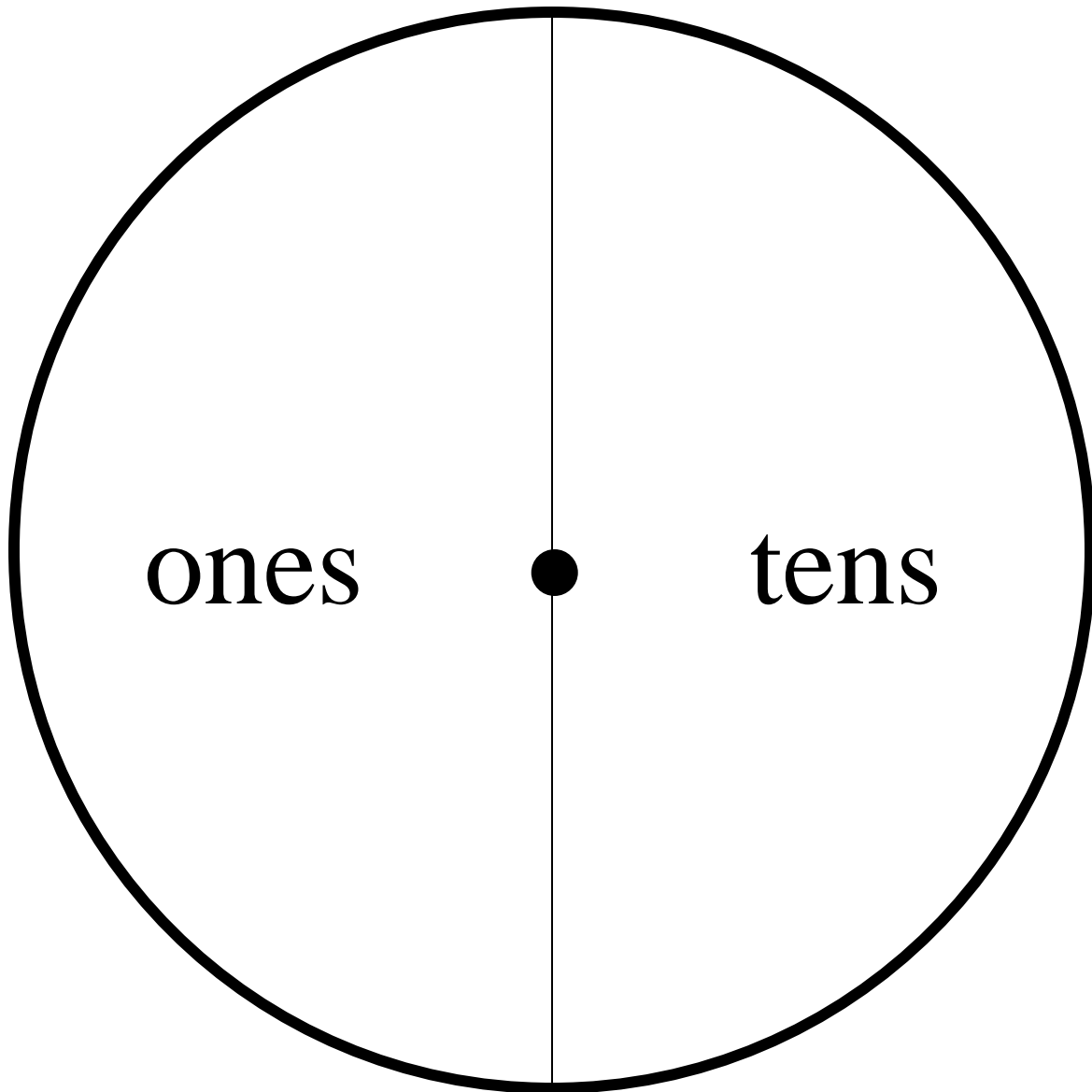
*Unit 4, Activity 8, How Many Dots Do You See?*





*Unit 4, Activity 11, Standing in Line*





***Unit 4, Activity 17, Ten Tens Recording Sheet***

Roll #1	_____	tens =	_____
Roll #2	_____	tens =	_____
			_____ total so far
Roll #3	_____	tens =	_____
			_____ total so far
Roll#4	_____	tens =	_____
			_____ final total

Roll #1	_____	tens =	_____
Roll #2	_____	tens =	_____
			_____ total so far
Roll #3	_____	tens =	_____
			_____ total so far
Roll#4	_____	tens =	_____
			_____ final total

Roll #1	_____	tens =	_____
Roll #2	_____	tens =	_____
			_____ total so far
Roll #3	_____	tens =	_____
			_____ total so far
Roll#4	_____	tens =	_____
			_____ final total

**Unit 4, Activity 19, Flip 4**

Fill in *before* you play the game.

The object of the game is to flip the 4 highest digits?

\_\_\_\_\_ agree \_\_\_\_\_ disagree

You should always put the largest digits in the one's place?

\_\_\_\_\_ agree \_\_\_\_\_ disagree

The person that goes first always wins?

\_\_\_\_\_ agree \_\_\_\_\_ disagree

You should always put the largest digits in the ten's place?

\_\_\_\_\_ agree \_\_\_\_\_ disagree

It doesn't matter where you place your 4 cards, you will come up with the same sum?

\_\_\_\_\_ agree \_\_\_\_\_ disagree

Fill in *after* you play the game.

The object of the game is to flip the 4 highest digits?

\_\_\_\_\_ agree \_\_\_\_\_ disagree

You should always put the largest digits in the one's place?

\_\_\_\_\_ agree \_\_\_\_\_ disagree

The person that goes first always wins?

\_\_\_\_\_ agree \_\_\_\_\_ disagree

You should always put the largest digits in the ten's place?

\_\_\_\_\_ agree \_\_\_\_\_ disagree

It doesn't matter where you place your 4 cards, you will come up with the same sum?

\_\_\_\_\_ agree \_\_\_\_\_ disagree

***Unit 4, Activity 20, Estimate or Exact Answer***

Below is a list of activities. Under Day 1, check off whether you think you would need to get an estimated or exact answer for each activity. Pay attention to what you are doing for each activity tomorrow. Then fill in the chart to indicate if you estimated or got an exact answer.

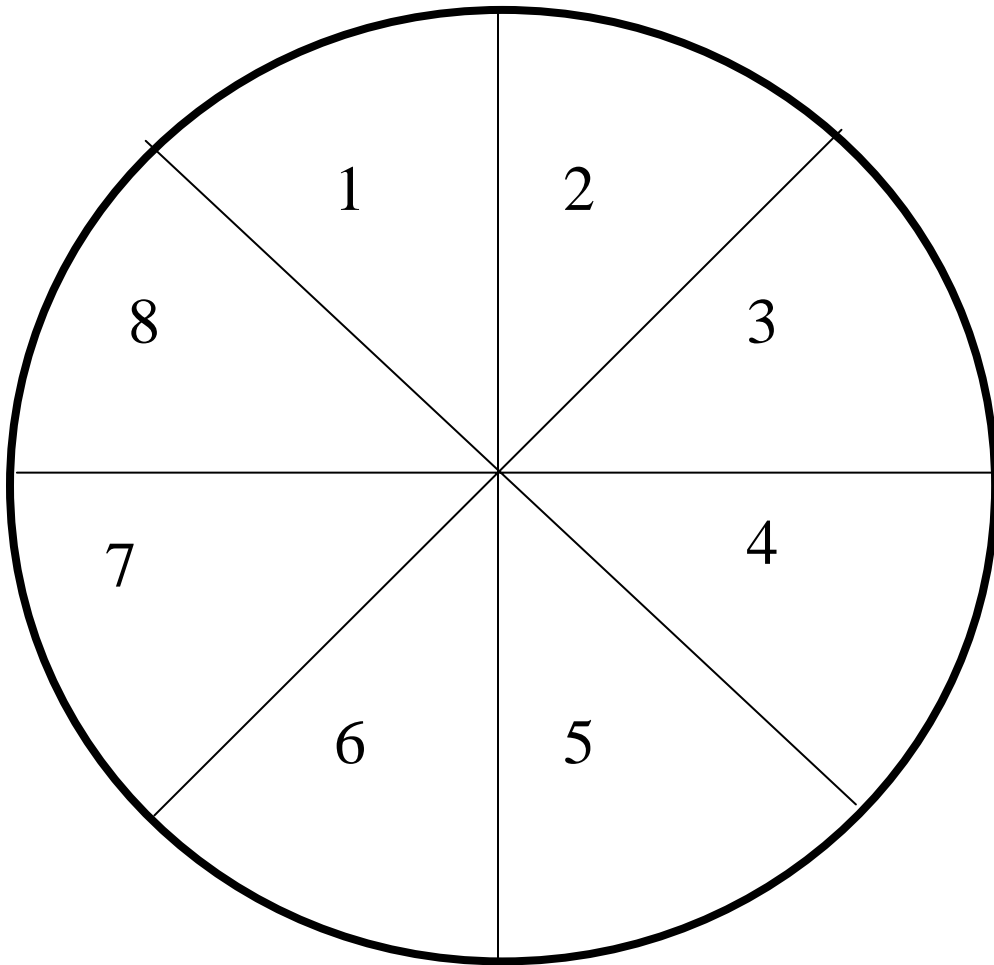
Activity	Day 1 Record what you think you use for each activity – an estimate or an exact answer.		Next few Days Record what you actually did for each activity. Did you estimate or get an exact answer?	
	Estimate	Exact Answer	Estimate	Exact Answer
Time to Report to Bus Stop				
Paying for a lunch				
Time to brush your teeth				
Lunch Count				
Amount of Time to do your homework				
Bedtime				
Snack Money				



*Unit 5, Activities 3 & 7, Place Value Mat*

	<b>Tens</b>
	<b>Ones</b>

*Unit 5, Activity 5, 1-8 Spinner*



*Unit 5, Activity 6, 100s 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

**Unit 5, Activity 8, Order Please!**

Items ordered	Cost of item
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
total cost _____	
\$5.00	amount paid with
- _____	<u>cost of food</u>
	change

Items ordered	Cost of item
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
total cost _____	
\$5.00	amount paid with
- _____	<u>cost of food</u>
	change

Items ordered	Cost of item
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
total cost _____	
\$5.00	amount paid with
- _____	<u>cost of food</u>
	change

Items ordered	Cost of item
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
total cost _____	
\$5.00	amount paid with
- _____	<u>cost of food</u>
	change

*Unit 5, Activity 9, Receipt*

_____	Ticket
Paid with	_____
Spent	_____
Change	_____

_____	Ticket
Paid with	_____
Spent	_____
Change	_____

_____	Ticket
Paid with	_____
Spent	_____
Change	_____

_____	Ticket
Paid with	_____
Spent	_____
Change	_____

_____	Ticket
Paid with	_____
Spent	_____
Change	_____

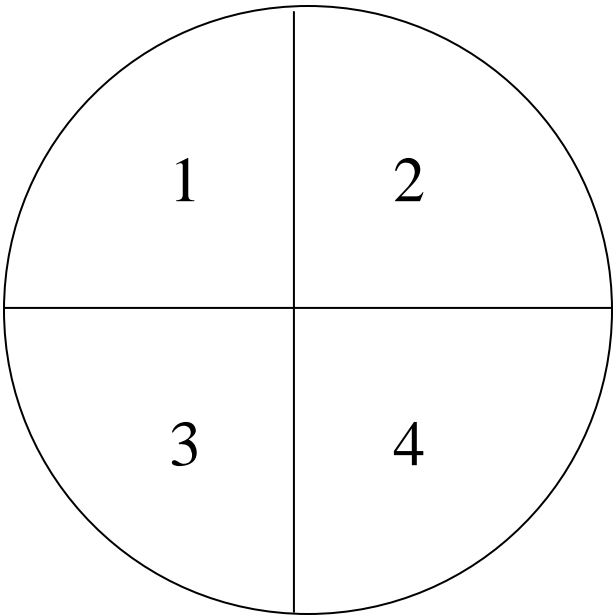
_____	Ticket
Paid with	_____
Spent	_____
Change	_____

_____	Ticket
Paid with	_____
Spent	_____
Change	_____

_____	Ticket
Paid with	_____
Spent	_____
Change	_____

_____	Ticket
Paid with	_____
Spent	_____
Change	_____

*Unit 5, Activity 13, 1-4 Spinner with Recording Sheet*



Starting Number 99 - _____ △
△ - _____ ○
○ - _____ ★
★ - _____ ♥

*Unit 6, Introduction Activity, 3-D Vocabulary Self-Awareness Chart*

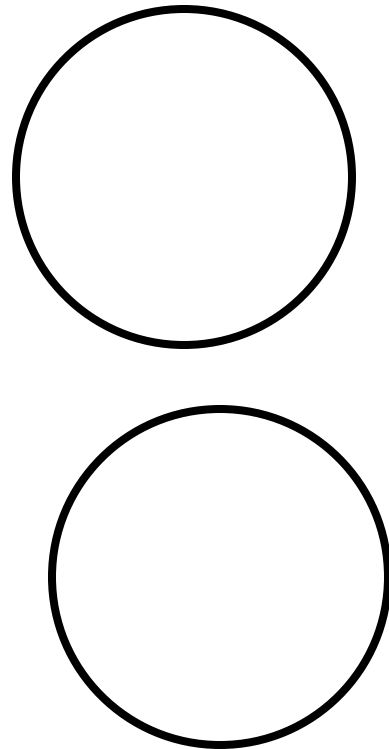
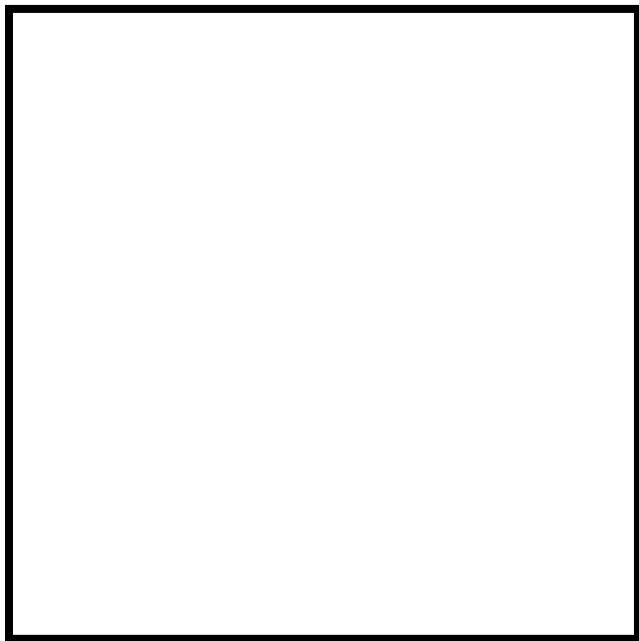
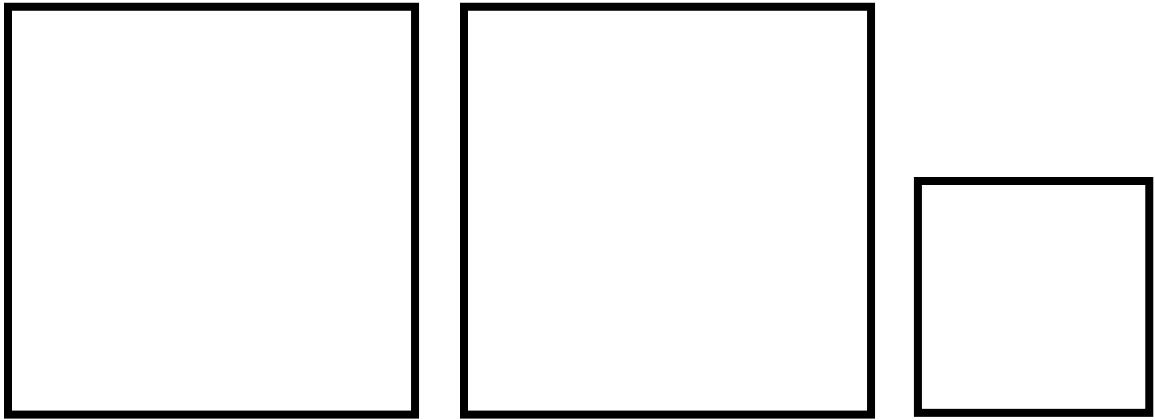
word or symbol	+	√	–	definition	example
vertex or vertices					
face					
edge					
vertical					
horizontal					
congruent					
similar					
enlargement					
reduction					

*Unit 6, Activity 4, Top, Front, and Bottom Views*

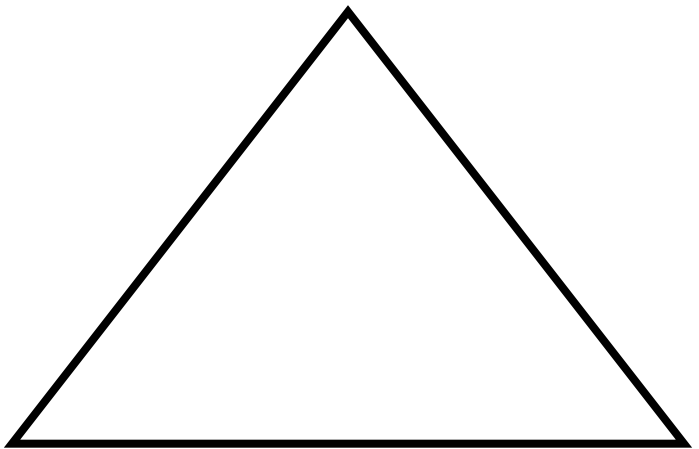
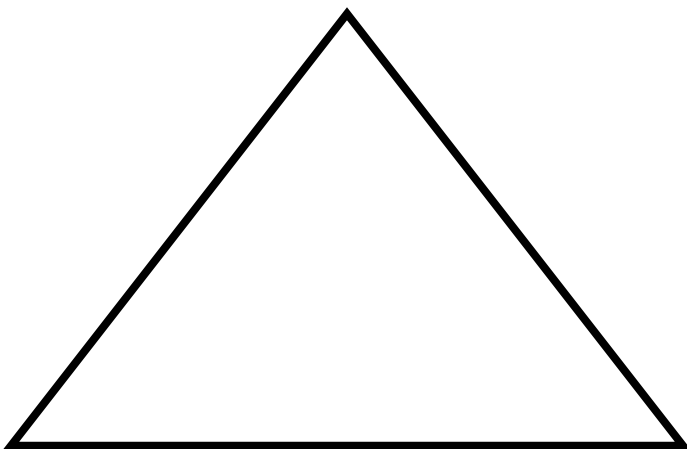
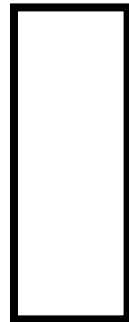
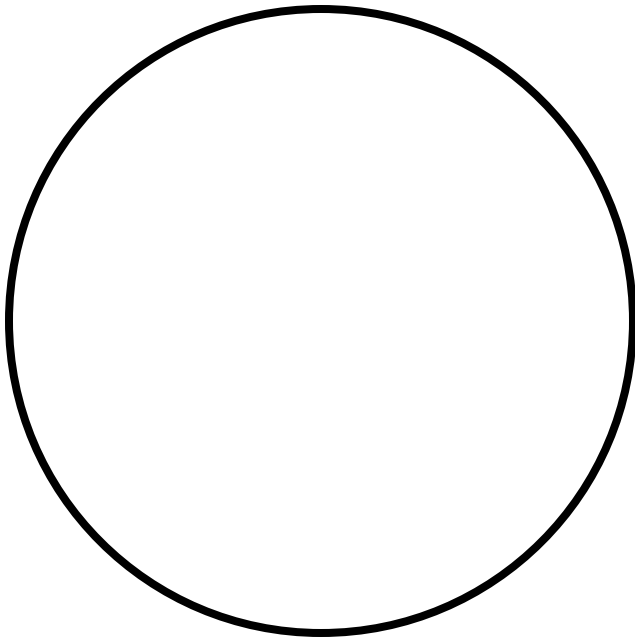
Shape	Top View	Front View	Bottom View

*Unit 6, Activity 9, Shapes*

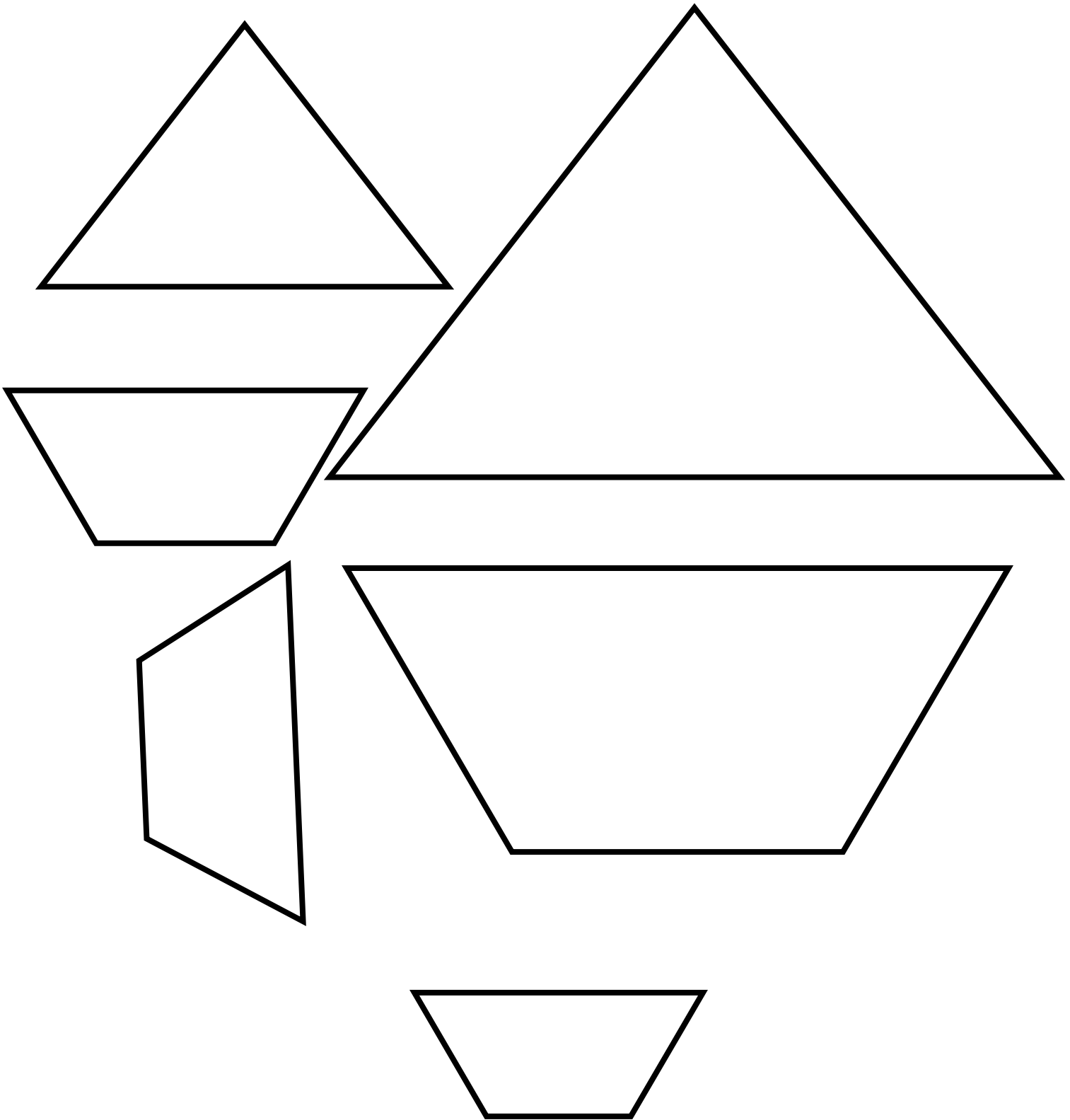
Cut out each of following shapes and glue each of them on a Popsicle® sticks in different orientations.



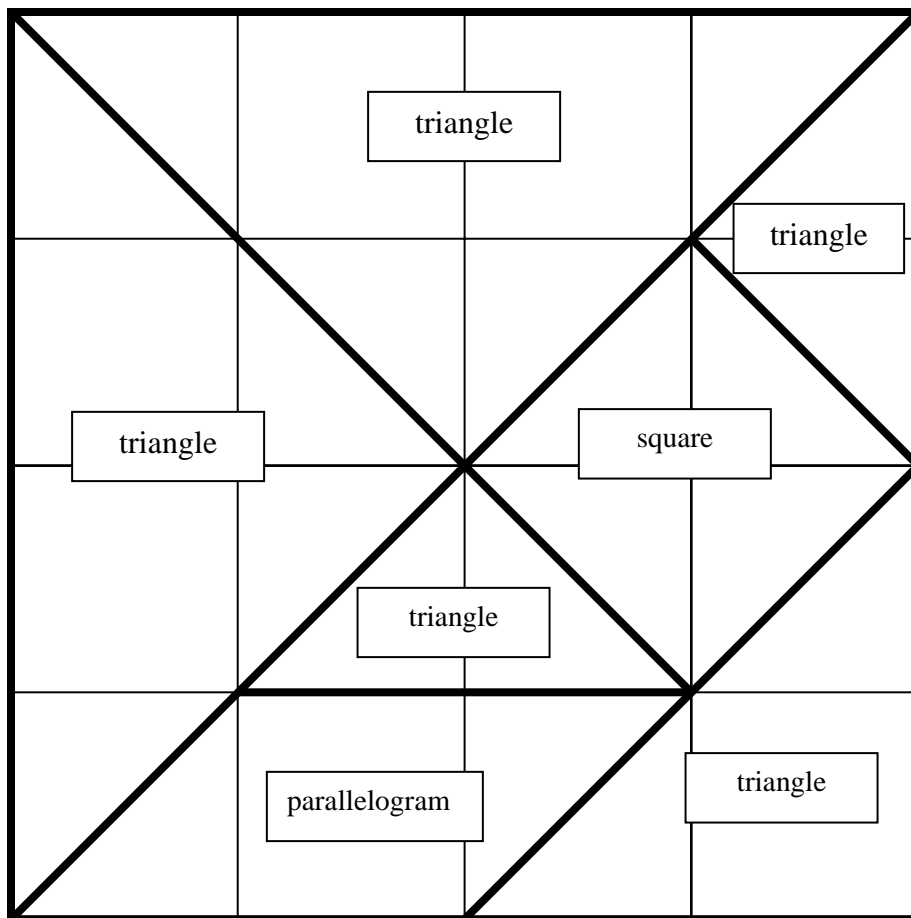
*Unit 6, Activity 9, Shapes*



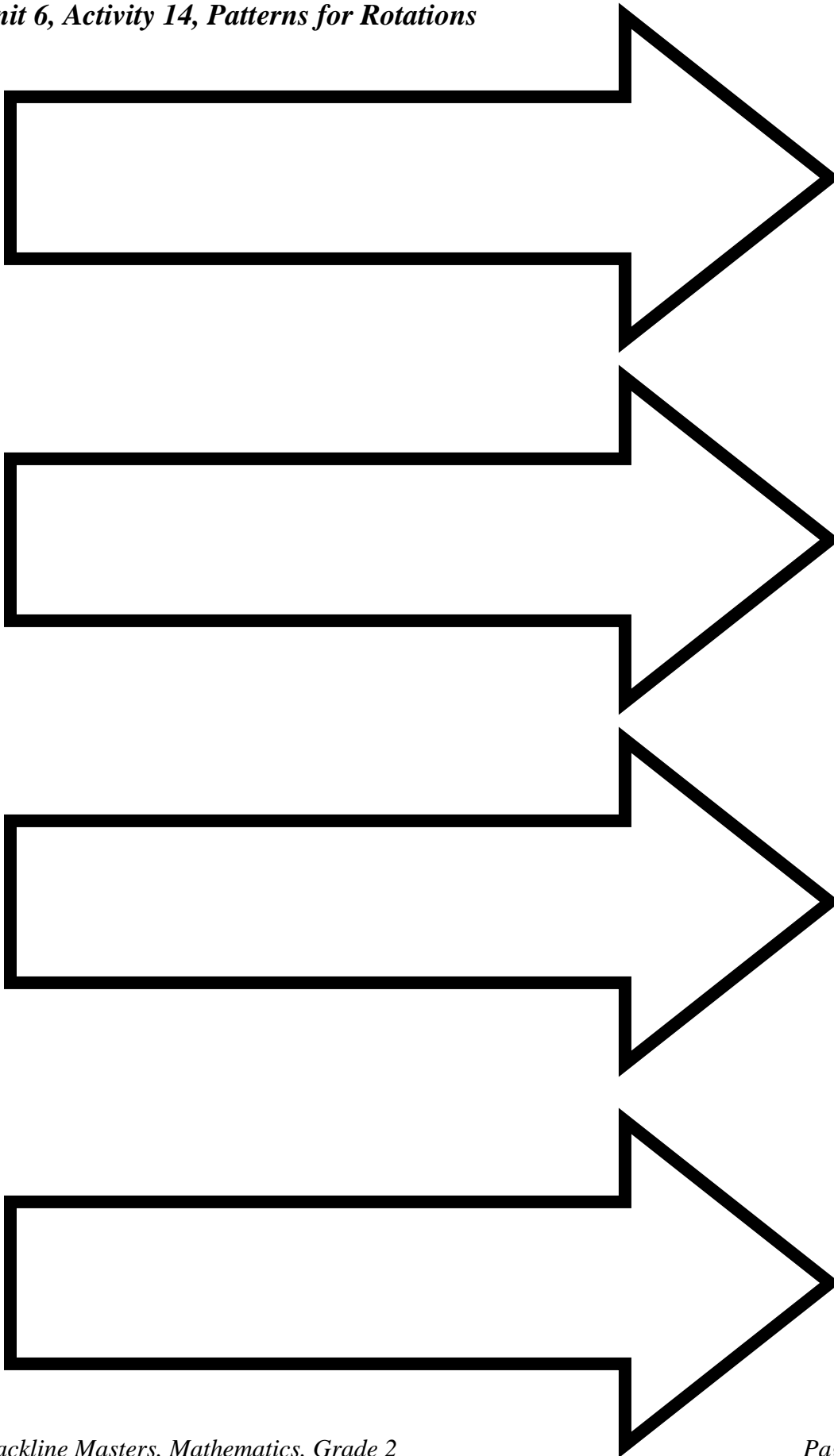
*Unit 6, Activity 9, Shapes*

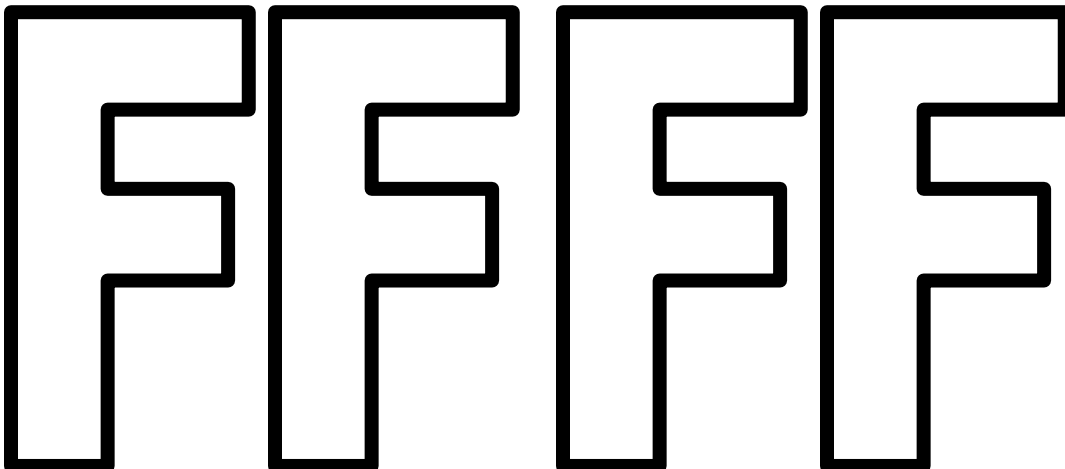
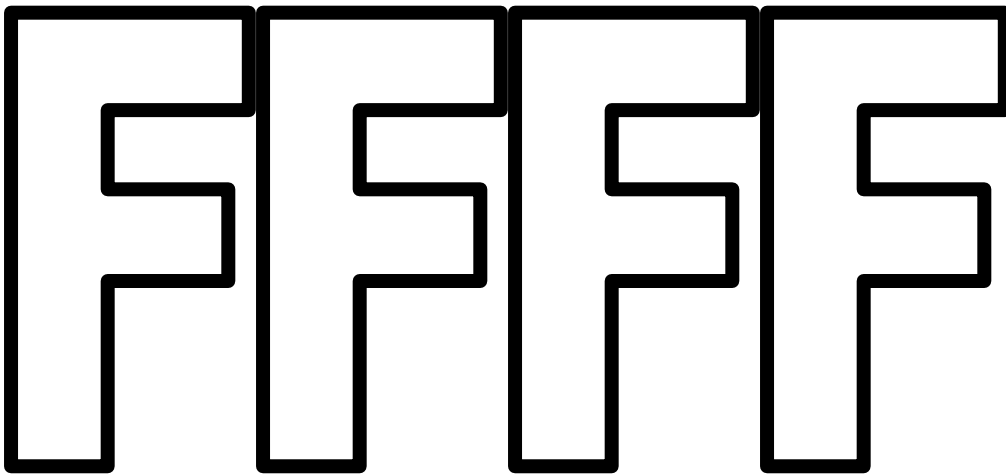
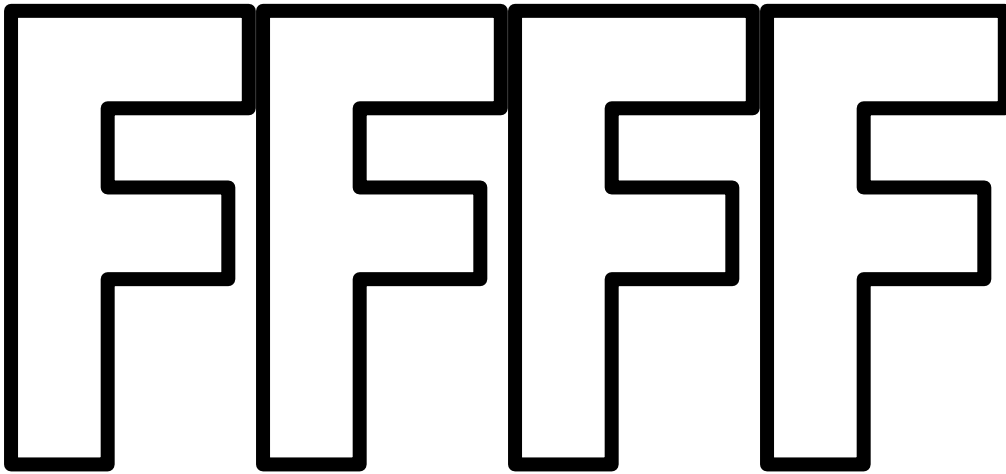


*Unit 6, Activity 10, Tangrams*



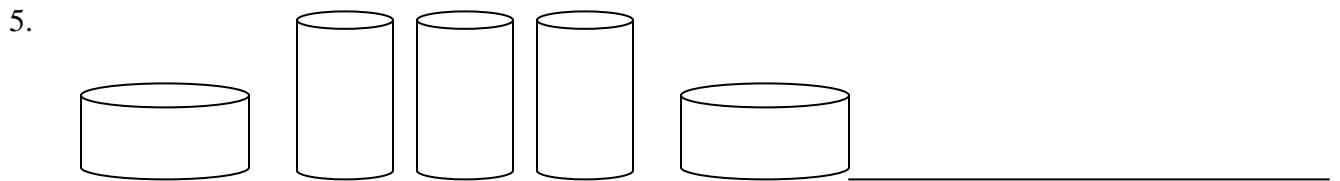
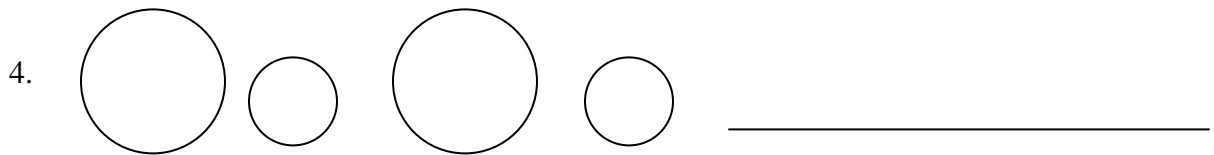
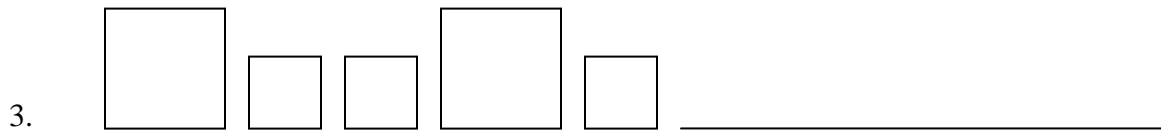
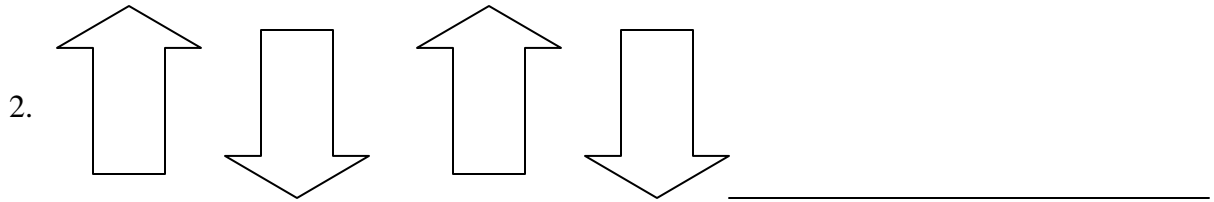
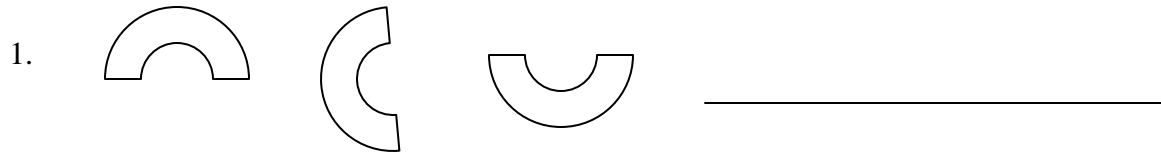
*Unit 6, Activity 14, Patterns for Rotations*



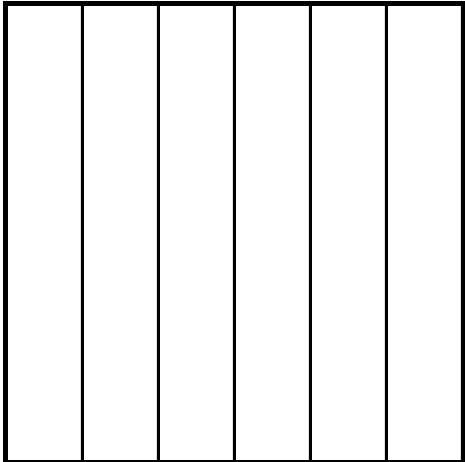
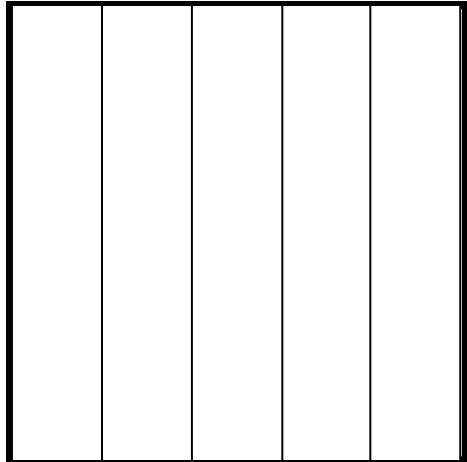
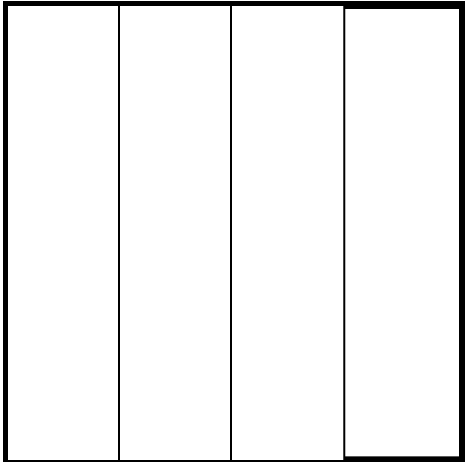
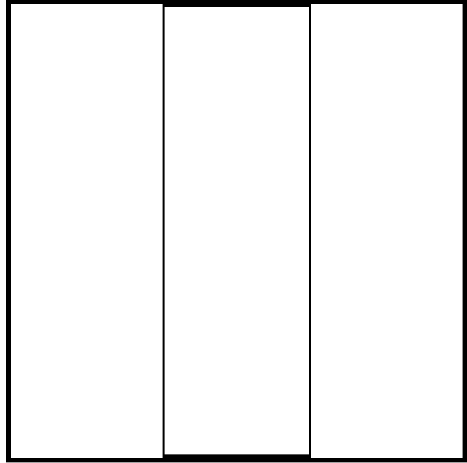
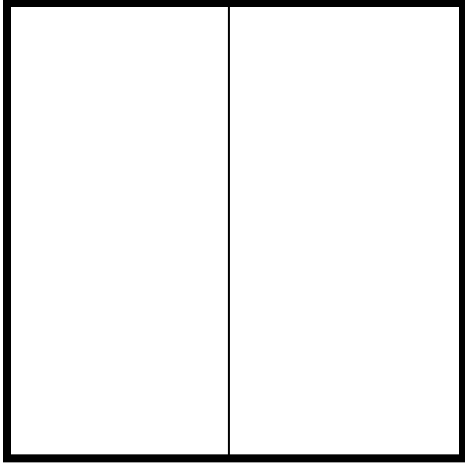


**Unit 6, Activity 14, Finish the Pattern**

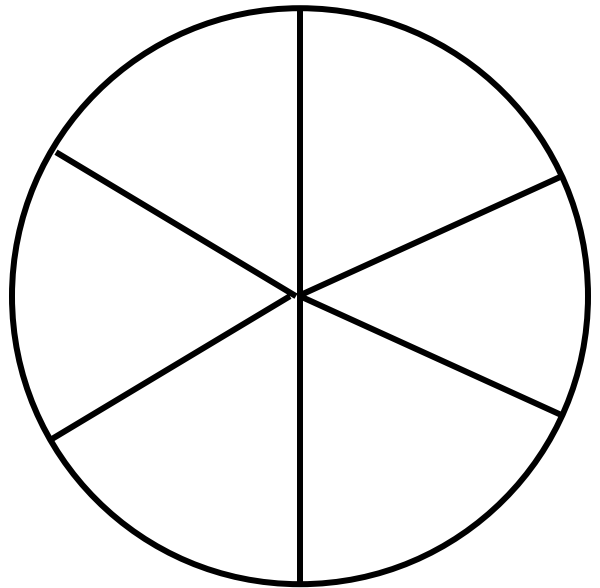
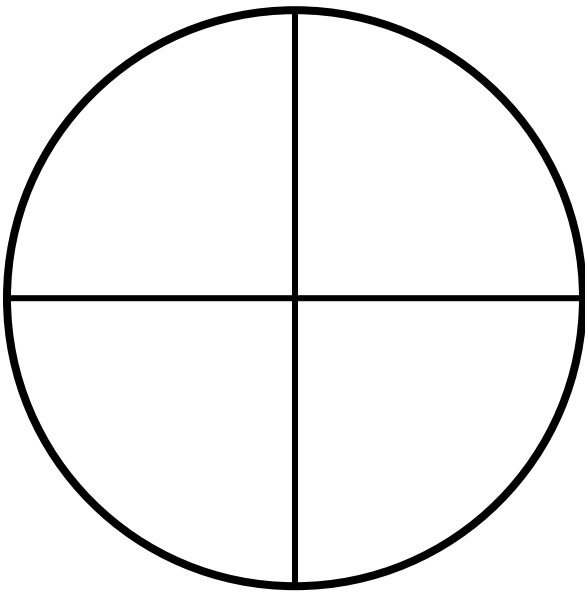
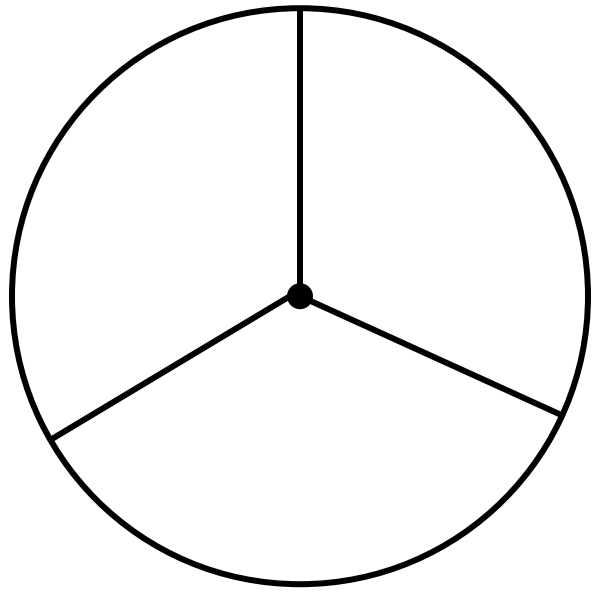
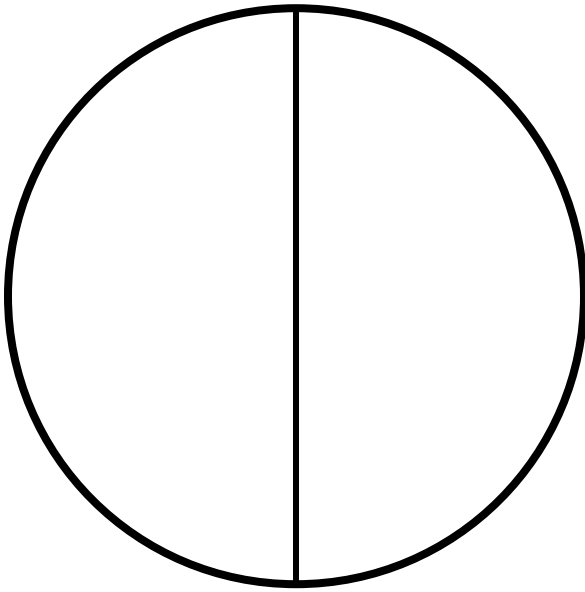
Draw the next figure in each pattern.



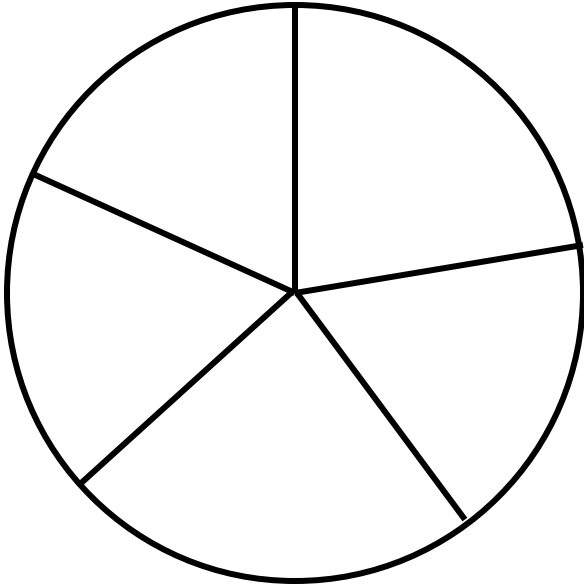
*Unit 6, Activity 15, Fraction Squares*



*Unit 6, Activity 16, Assorted Fractions*



*Unit 6, Activity 16, Assorted Fractions*



*Unit 7, Introduction Activity, Measuring Tools Self-Awareness Chart*

word or symbol	+	$\sqrt{\quad}$	-	Attribute that is measured	example
ruler					
balance scale					
bathroom scale					
Fahrenheit Thermometer					
Celsius Thermometer					

*Unit 7, Activity 1, Measuring to the Nearest Inch*

Item	Nearest Inch

*Unit 7, Activity 2, How Long is that Road?*

Street Name	Estimate in Feet	Measurement in Feet

*Unit 7, Activity 12, Finding Capacity*

Item	Number of Cups

*Unit 7, Activity 17, Blank Calendar*

month

Days of  
the week


*Unit 7, Activity 18, Perimeter*

Item	Perimeter

**Unit 7, Activity 19, Cover Up**

1. How many popped popcorn pieces do you think it will take to cover the drawing of your hand? \_\_\_\_\_ actual number \_\_\_\_\_
  
2. Do you think everyone in the class will use the same number of popcorn pieces to cover their hand? \_\_\_\_\_ Why or Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. How many popped popcorn pieces do you think it will take to cover the 4" x 6" rectangle? \_\_\_\_\_ actual number \_\_\_\_\_
  
4. Do you think everyone in the class will use the same number of popcorn pieces to cover their "4 x 6" rectangle? \_\_\_\_\_ Why or Why not? \_\_\_\_\_
  
5. How many circular counters do you think it will take to cover the 4" x 6" rectangle?  
\_\_\_\_\_
  
6. Do you think everyone in the class will use the same number of circular counters to cover their 4" x 6 "rectangle? \_\_\_\_\_ Why or Why not? \_\_\_\_\_  
\_\_\_\_\_
  
7. How many square tiles do you think it will take to cover the 4" x 6" rectangle? \_\_\_\_\_ actual number \_\_\_\_\_
  
8. Do you think everyone in the class will use the same number of square tiles to cover their 4" x 6 " rectangle? \_\_\_\_\_ Why or Why not? \_\_\_\_\_  
\_\_\_\_\_
  
9. Did you change your estimations or answers for any questions above? \_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_

*Unit 8, Activities 1, 2, 5, 8 and 11, Place Value Mat*

	Hundreds
	Tens
	Ones

*Unit 8, Activity 3, Hundreds 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

*Unit 8, Activity 5, Place Value Spinner*

