i-Ready Classroom Mathematics

Teacher Toolbox

Resource Sampler

Grade 2

Engaging Resources to Drive Student Growth

i-Ready Classroom Mathematics includes a wealth of resources to meet the needs of all learners. The Teacher Toolbox resources are accessible through the Teacher Digital Experience via i-ReadyConnect.com.

Easily Access All Grades K–8 Resources on the Teacher Toolbox:

- Activity Sheets E/S
- Assessments *(Lesson Quizzes, Practice Tests, Mid-Unit and Unit Assessments—Forms A and B)* E/S
- Cumulative Practice E/S
- Develop Session Videos
- Digital Math Tools
- Discourse Cards E/S
- Graphic Organizers E/S
- Games *(Unit Level K–8 and Grade Level K–2)* E/S
- Enrichment Activities E/S
- Family Letters E/S
- Fluency and Skills Practice E/S
- Implementation Support
- Interactive Tutorials E/S
- Literacy Connection Activities E/S
- Math Center Activities *(On Level, Below Level, and Above Level)* E/S
- Student Worktext PDFs E/S
- PowerPoint® Slides *(Editable)* E/S
- Prerequisite Lessons E/S
- Professional Learning Videos
- Teacher's Guide PDFs E/S
- Tools for Instruction E/S
- Unit Flow & Progression Videos (closed captioned in English and Spanish)

E/S = Available in English and Spanish

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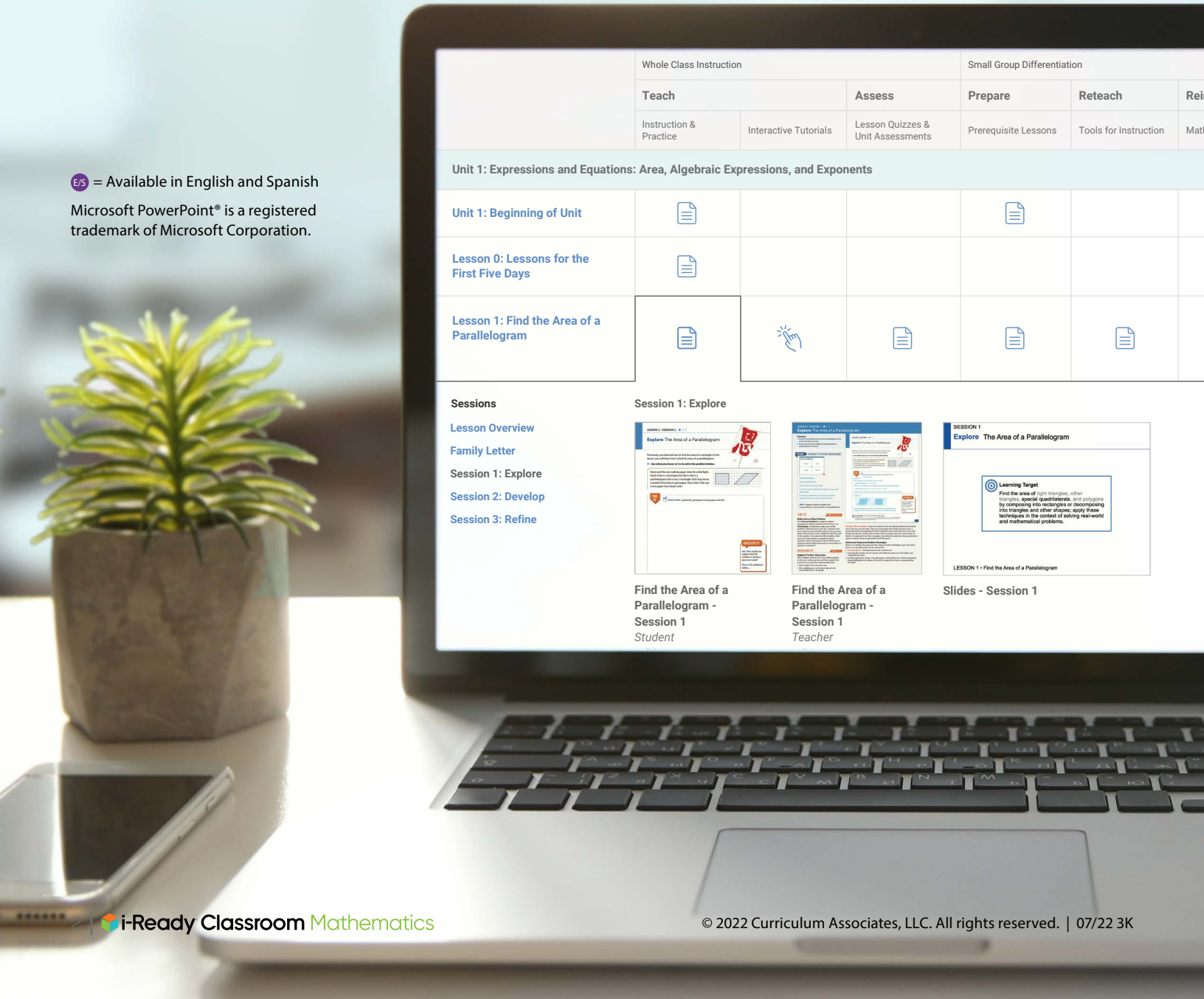

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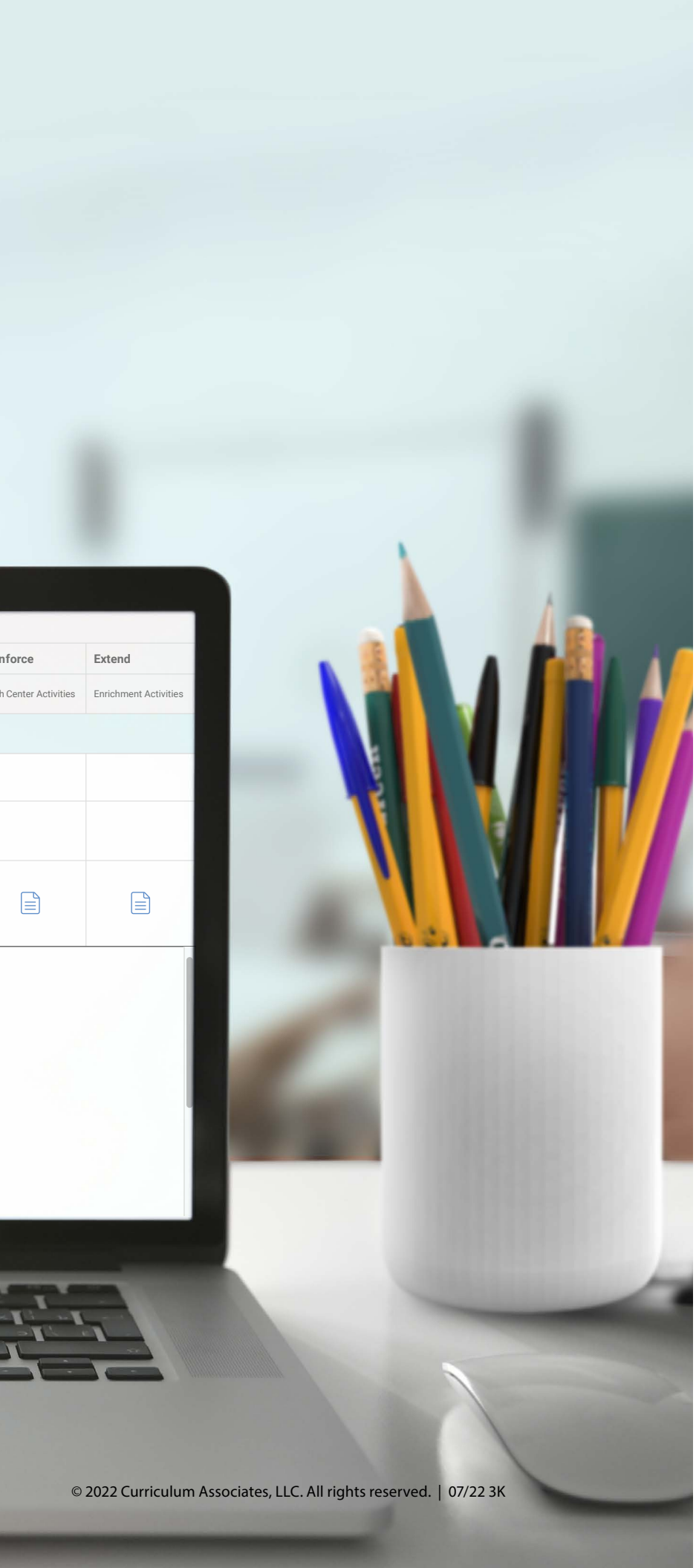

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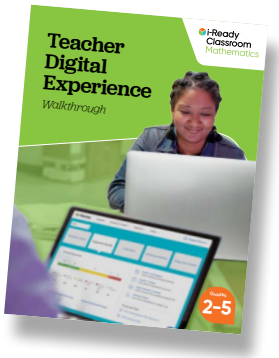
Check out the Teacher Digital Experience Walkthrough to see more digital resources!

Explore all Grades K–8 resources in your demo account. Review the Teacher Digital Experience Walkthrough to see how.



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Lesson-Level Resources

Lesson 6: Add Two-Digit Numbers

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FLUENCY AND SKILLS PRACTICE | Name: _____

LESSON 6

Different Ways to Show Addition

Find the sums and missing addends.

1. $30 + 7 + 50 + 3 =$ 90
2. $37 + 53 =$ _____
3. $20 + 8 + 40 + 2 =$ _____
4. $28 + 42 =$ _____
5. $60 + 6 + 10 + 4 =$ _____
6. $66 + 14 =$ _____
7. $40 + 5 + 40 + 5 =$ _____
8. $45 +$ _____ $= 90$
9. $30 + 9 + 20 + 1 =$ _____
10. _____ $+ 21 = 60$
11. $20 + 4 + 60 + 6 =$ _____
12. $24 +$ _____ $= 90$
13. $40 + 3 + 30 + 7 =$ _____
14. _____ $+ 37 = 80$

15. How does the information in problem 9 help you solve problem 10?

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FLUENCY AND SKILLS PRACTICE | Name: _____

LESSON 6

More Ways to Show Addition

Add.

1 27 + 3 = 30
27 + 13 = 40
27 + 15 = 42

2 48 + 2 = _____
48 + 32 = _____
48 + 35 = _____

3 39 + 1 = _____
39 + 31 = _____
39 + 34 = _____

4 26 + 4 = _____
26 + 24 = _____
26 + 27 = _____

5 75 + 5 = _____
75 + 15 = _____
75 + 17 = _____

6 53 + 7 = _____
53 + 27 = _____
53 + 29 = _____

7 62 + 8 = _____
62 + 28 = _____
62 + 29 = _____

8 23 + 7 = _____
23 + 17 = _____
23 + 18 = _____

9 36 + 4 = _____
36 + 24 = _____
36 + 29 = _____

10 41 + 9 = _____
41 + 29 = _____
41 + 32 = _____

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FLUENCY AND SKILLS PRACTICE | Name: _____

LESSON 6

More Ways to Show Addition *continued*

11 55 + 5 = _____
55 + 25 = _____
55 + 29 = _____

12 79 + 1 = _____
79 + 11 = _____
79 + 15 = _____

13 21 + 29 = _____
18 + 14 = _____
49 + 22 = _____

14 34 + 26 = _____
45 + 22 = _____
27 + 16 = _____

15 75 + 12 = _____
52 + 37 = _____
62 + 28 = _____

16 59 + 31 = _____
38 + 24 = _____
43 + 29 = _____

17 Explain how you solved problem 9.

18 For problem 15, which equation can you solve by making a ten? Explain your thinking.

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FLUENCY AND SKILLS PRACTICE | Name: _____

LESSON 6

Estimating with Addition

Estimate the sum. Use an easier number for the first addend or the second addend.

1 Estimate the sum of 31 and 29.

_____ + 29 = _____

The sum of 31 and 29 is about _____.

2 Estimate the sum of 38 and 35.

_____ + 35 = _____

The sum of 38 and 35 is about _____.

3 Estimate the sum of 33 and 49.

33 + _____ = _____

The sum of 33 and 49 is about _____.

4 Estimate the sum of 55 and 43.

55 + _____ = _____

The sum of 55 and 43 is about _____.

Estimate the sum. Use easier numbers for both addends.

5 Estimate the sum of 71 and 17.

_____ + _____ = _____

The sum of 71 and 17 is about _____.

6 Estimate the sum of 37 and 42.

_____ + _____ = _____

The sum of 37 and 42 is about _____.

7 Estimate the sum of 14 and 57. What strategy did you use to solve the problem? Explain.

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Tools for Instruction

Two-Digit Addition with Regrouping

Objective Use base-ten blocks to add two-digit numbers with regrouping.	**Materials** Base-ten blocks (tens, ones)

There are many ways to add with regrouping that do not use the traditional addition algorithm. Working from an understanding of a ten being the same as 10 ones, students can break apart two-digit numbers into tens and ones and add them separately. Before using the standard algorithm, students should understand that it is sometimes necessary to compose a ten by regrouping 10 ones in order to add. In turn, they need to recognize when it is necessary to regroup. This understanding will help them later understand the process of decomposing a ten in order to regroup for subtraction.

Step by Step 20–30 minutes

1 Add 21 and 35.

- Have the student model both 21 and 35 with base-ten blocks.
- Ask the student to identify the total numbers of tens (5) and the total number of ones (6).
- Say: *5 tens and 6 ones makes 56.* Write "21 + 35 = 56" on the board.

2 Demonstrate the need for regrouping.

- Add 36 and 46. Have the student model both 36 and 46 and count to find the total number of tens and the total number of ones. (7 tens, 12 ones)
- Ask the student if 12 ones is more than 10 ones. Then demonstrate bundling 10 ones and replacing the bundle with a tens rod.
- Explain that bundling 10 ones into a ten is called "regrouping" in addition.
- Emphasize that when 12 ones are regrouped into 1 ten and 2 ones, the value is the same.

Support English Learners Explain that *regrouping* a number means to put together or take apart ones, tens, or hundreds. Point out that 10 ones are joined together to make a "group" of 10. The group of 10 ones is replaced, or regrouped, for 1 tens rod.

3 Generalize when regrouping is needed.

- Have the student use ones blocks to show 3 + 4, 3 + 5, 3 + 6, 3 + 7, 3 + 8, and 3 + 9.
- Ask the student to identify which sums can be regrouped as tens and ones. (3 + 7, 3 + 8, 3 + 9)
- Lead a discussion about when regrouping is needed. Guide the student to understand that regrouping from 10 ones to 1 ten is needed when the sum of the ones digits is greater than or equal to 10.

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Tools for Instruction

4 Add 72 and 17.

- Write 72 + 17 on the board. Ask the student to predict whether regrouping will be required and to explain their reasoning.
- Have the student model and give the sum. (89) Write the sum on the board.
- Discuss if regrouping was required, and why it was not. Help the student see that the sum of the ones was less than 10.

5 Add 51 and 29.

- Write 51 + 29 on the board. Ask the student to predict whether regrouping will be required and how they can tell.
- Have the student model and identify the sum. (80) Write the sum on the board.
- Discuss the regrouping that was required. Regrouping and having no ones left over can be a little tricky. If necessary, remind the student that 0 is a digit. In this situation, the 0 shows that no ones remain after regrouping.

Check for Understanding

Give the student the addition problems below. Ask the student to predict the need for regrouping in each problem, to explain how they can tell, and then to model and find each sum.

62 + 9 (yes, 71) 45 + 45 (yes, 90) 56 + 11 (no, 67)

For the student who struggles, use the table below to help pinpoint where extra help may be needed.

If you observe…	the student may…	Then try…
the student trying to regroup to add 56 + 11,	not be paying close attention to place value.	helping the student circle the ones and add, then underline the tens and add.
the student has trouble modeling the sums,	have difficulty understanding place value.	having the student model and decompose two-digit numbers into sums according to place value: 62 = 60 + 2.

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"The activities within the [Teacher] Toolbox are extremely helpful in remediation, reteaching, and enriching students in differentiation of instruction."

—Elementary Teacher, FL

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On Level shown here.

CENTER ACTIVITY ●●

Name:

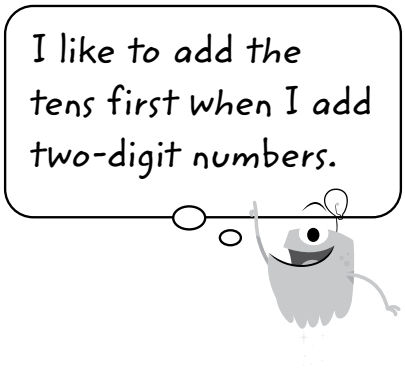
LESSON 6

100 or Not!

What You Need

- 10 counters
- Digit Cards 0–9 (2 sets)

What You Do



1. Take turns. Shuffle the **Digit Cards** and place them facedown in a pile.
2. Take 2 cards and make a two-digit number. Take 2 more cards and make a different two-digit number.
3. Add the 2 two-digit numbers.
4. Your partner checks your answer.
5. If the sum is less than 100, take a counter. If the sum is 100 or greater, do not take a counter.
6. Return the cards to the bottom of the pile. Repeat.
7. The first partner to get 5 counters wins.

Check Understanding

Find 24 + 36.

Go Further

Each partner makes 2 two-digit numbers and finds the sum. Take a counter when you have a sum less than 50.

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CENTER ACTIVITY ●●
LESSON 6

Partner A:

Partner B:

Digit Cards 0–9

0	1
2	3
4	5
6	7
8	9

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ENRICHMENT ACTIVITY
LESSON 6

Name:

Ways to Make 83

Your Challenge

Use the digits below to make two 2-digit numbers that have a sum of 83. Complete the equations on the **Recording Sheet** to show your work.

For each equation, you can only use each digit once.

0	1	2	3	4	5	6	7	8	9

Example:

$\underline{6}\ \underline{0} + \underline{2}\ \underline{3} = 83$

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ENRICHMENT ACTIVITY

LESSON 6

Name: _____

Ways to Make 83

0	1	2	3	4	5	6	7	8	9

1. _____ _____ + _____ _____ = 83

2. _____ _____ + _____ _____ = 83

3. _____ _____ + _____ _____ = 83

Use the same rules to find other ways to make 83. What patterns can you use to help you?

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Digital Comprehension Checks are also available.

LESSON 6 • QUIZ

Name:

Solve the problems.

1 Decide if each addition problem is a way to find 27 + 38. Choose *Yes* or *No* for each addition problem.

	Yes	No
20 + 7 + 30 + 8	Ⓐ	Ⓑ
20 + 70 + 38	Ⓒ	Ⓓ
20 + 30 + 7 + 8	Ⓔ	Ⓕ
50 + 10 + 5	Ⓖ	Ⓗ

2 Li reads 64 pages of her book one day. The next day she reads 17 pages. How many pages does Li read in all?

Ⓐ 71

Ⓑ 74

Ⓒ 81

Ⓓ 84

3 What strategy would you use to find 36 + 27? Explain and then solve.

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LESSON 6 • QUIZ | Name:

4 Estimate the sum of 17 and 28. Show your work.

17 + 28 is about _____.

5 Mr. Takata has 49 red blocks and 33 blue blocks on a table. He asks his class to find the total number of blocks.

Which addition problems show a way to find 49 + 33? Choose all the correct answers.

Ⓐ 40 + 9 + 3

Ⓑ 40 + 30 + 9 + 3

Ⓒ 40 + 10 + 9 + 3

Ⓓ 70 + 2

Ⓔ 70 + 9 + 3

Ⓕ 50 + 32

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Unit-Level Resources

Unit 2: Numbers within 100: Addition, Subtraction, Time, and Money

Unit Game 19

Grade Level Game 22

Literacy Connection 28

Mid-Unit Assessment (Form A) 32

Unit Assessment (Form A) 38

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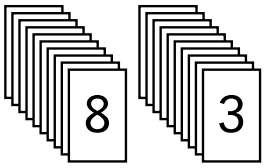
GAME
UNIT 2

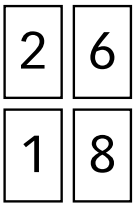
Name:

Subtraction Action

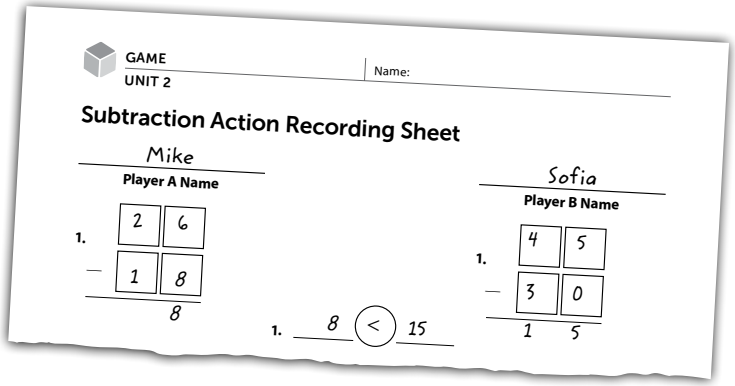
What you need: *Subtraction Action* Recording Sheet, 2 sets of Digit Cards (0–9)

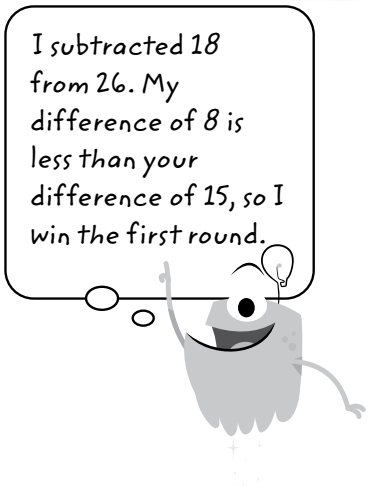


Directions



- Mix the Digit Cards and place them facedown in a stack. Each player takes 4 cards.
- Players each make 2 different two-digit numbers using their 4 cards. The goal is to make two numbers that are as close in value to each other as possible.
- Both players subtract their lesser number from their greater number. The difference tells how close the two numbers are. Players write their subtraction problems on the Recording Sheet.
- Players compare their differences and write the comparison on the Recording Sheet. The player with the lesser difference made two numbers that are closer together. This player wins the round.
- Put all the cards back and shuffle them. Play 4 rounds. The player with more wins after 4 rounds wins the game.


GAME
UNIT 2
Name:
Subtraction Action Recording Sheet
Mike
Player A Name
1. 2 6 − 1 8 = 8
Sofia
Player B Name
1. 4 5 − 3 0 = 1 5
1. 8 < 15



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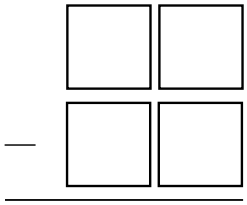
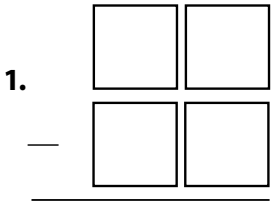
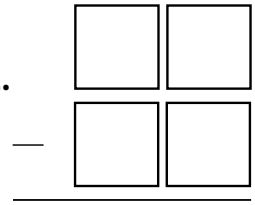
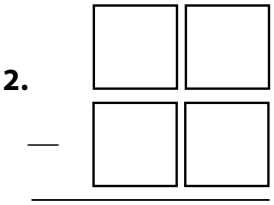
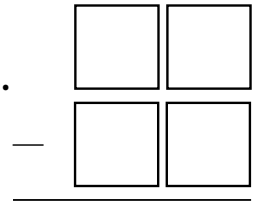
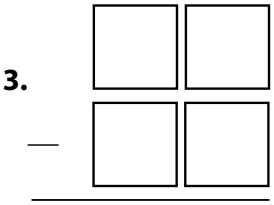
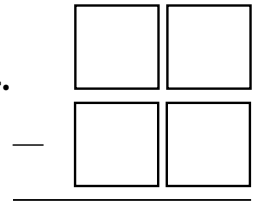
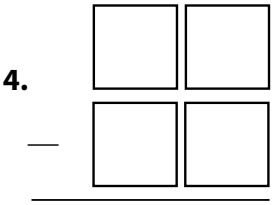
GAME

Name: _____

UNIT 2

Subtraction Action Recording Sheet

Player A Name		Player B Name
1. 	1. _____ ◯ _____	1. 
2. 	2. _____ ◯ _____	2. 
3. 	3. _____ ◯ _____	3. 
4. 	4. _____ ◯ _____	4. 

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GAME

UNIT 2

Name:

Digit Cards

0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9

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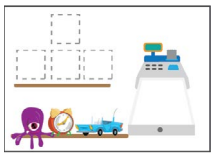
Toy Shop

Instructions Page (2 players)

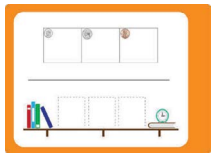
Materials and setup

2 dimes, **8** nickels, **10** pennies

16 toy cards



Toy shop game board



Heads and Tails thinking sheets
in plastic wipe-off sleeves

Dry erase marker

- Shuffle the toy cards together and place them facedown in a neat pile on the Toy cards box.
- Turn 3 toy cards faceup—these toys can be bought.
- Put 2 dimes, 8 nickels, and 10 pennies in the cash register
- Decide who is heads and who is tails—flipping a coin could work.

Goal

Be the first to buy 3 toys from the toy shop!

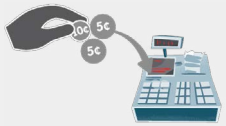
On your turn

Choose a coin from the cash register to flip.

If it's heads, **give** it to the heads player.

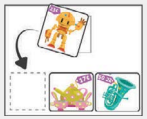
If it's tails, **give** it to the tails player.

If you choose to **buy** a toy...



Pay for the toy by giving your money to the cash register. **Make change** if you need to.

Take the toy from the toy shop, and **put** it on your toy shelf.



Flip over a new toy from the cards pile to replace the toy you just took.

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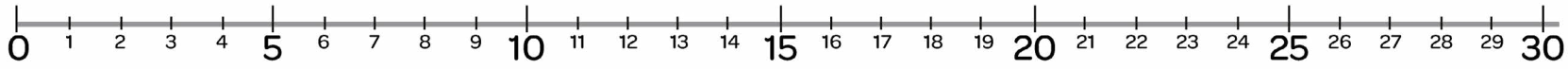
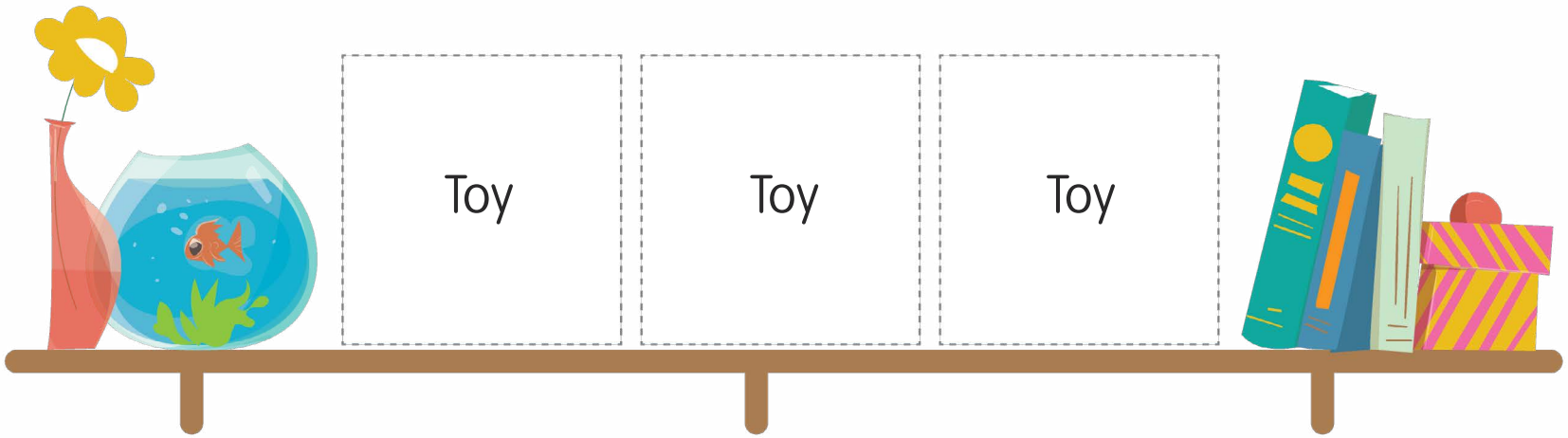
Heads

Dimes	Nickels	Pennies
10 ¢	5¢	1¢





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Tails

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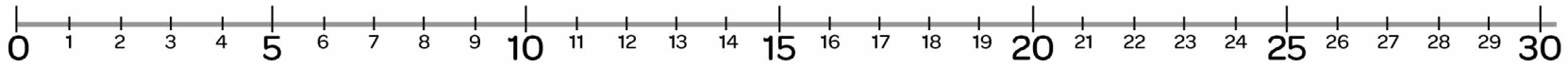
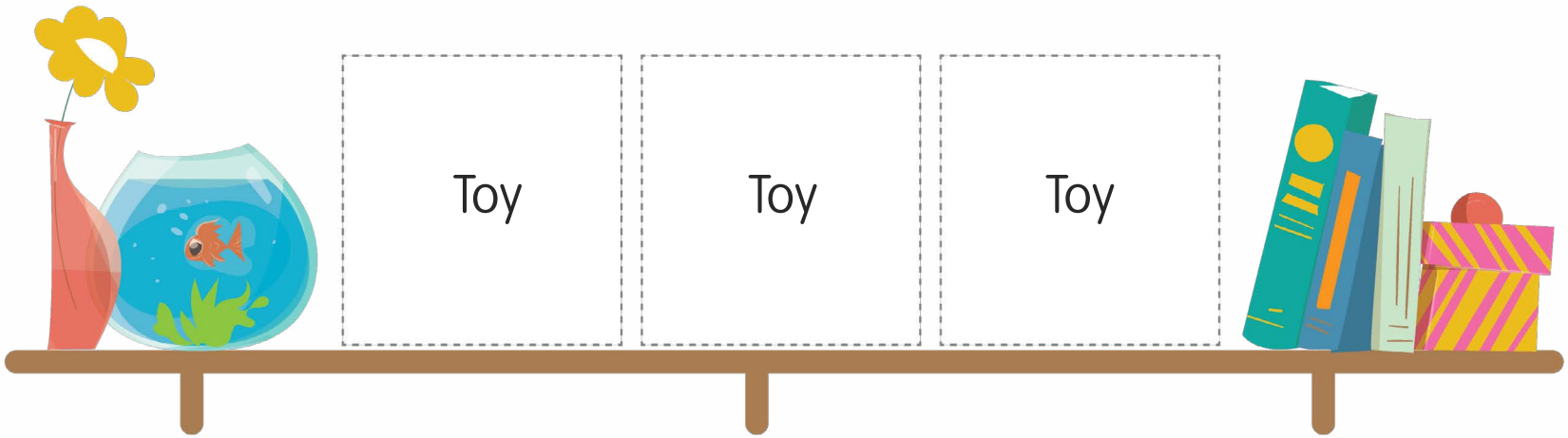
Dimes 10 ¢	Nickels 5¢	Pennies 1¢





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Cards for Toy Shop

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Toy Shop

Standards 2.MD.C.8, 2.OA.B.2, SMP 1, SMP 4, SMP 6

Why Build fluency in adding and subtracting pennies, nickels, and dimes.

Materials (per group of 2)

- Instructions page
- Game board
- 16 Toy Shop cards
- Play coins—2 dimes, 8 nickels, 10 pennies
- 2 Thinking sheets in plastic wipe-off sleeves
- Dry erase marker

ELL Support

- Display coins as you review the names and values of pennies, nickels and dimes.
- Avoid confusion by clarifying the meaning of homophones such as: buy/by, cent/sent/scent, and cents/sense/scents.
- Have partners work together to role play a shopping scenario. Encourage them to use words such as: buy, price, price tag, and cents.

Accommodations

- If students have difficulty flipping coins, students can toss the coin or cup their hands and shake it.

As students play

- *How many cents do you have?*
- *How much more money do you need to buy something?*
- *Is there a different way to use your coins to pay for that toy?*

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Demonstrate the Game. Put the coins in the cash register. Place the unicorn (16¢), tea set (17¢), and the Tuba ($0.22) on the 3 spaces next to the cash register with the rest of the cards facedown on the "Toy Shop" cards box. Select one student to play a practice round. Place the Heads thinking sheet in front of you and the Tails thinking sheet in front of the student.

Show students the coins. *What are each of these coins worth?* Go over the value of each type of coin.

Demonstrate flipping a coin. *I'll go first. On my turn, I get to choose a coin from the cash register to flip. I want to flip the dime.* Flip the dime.
The coin goes to the player of the side it lands on. I'm heads, you're tails. Who does this coin go to? Have students say the side and the player it goes to.

The student's turn. *Now it's your turn. You get to flip a coin.* Reinforce that the coin goes to the player of the side it lands on. *After you flip a coin, you can decide if you want to buy a toy. Even if the coin goes to the other player, you can still buy a toy to finish your turn.*

Demonstrate buying toys. Keep playing until someone has at least 16 cents. Have students identify the toys on the toy cards, and point out the prices for each. *The price tag tells you the price of the toy. Some prices use the dollar ($) symbol, and others use the cents (¢) symbol. To buy it, you have to pay the toy shop by putting the correct amount back in the cash register.* Discuss making change with students. Consider asking if students have ever bought something with money in a store to connect the game with life experience. Use the number line on the Heads or Tails page to show the difference if needed.

Explain how to win. *The goal of this game is to be the first to buy 3 toys from the toy shop. When I buy a toy, I get to place it on my shelf. Then I replace the toy I bought with a new one from the cards pile.*

Play a few more turns. Talk the student through each step. Reinforce making exact change, and giving the coin to the player of the side it lands on.

After the demo

- *What do you do on your turn?* Reinforce that students flip a coin and then buy a toy if they can afford it. **Remind students that it's still their turn after they flip**, even if the other player gets the coin.
- *How do you know who the coin goes to?*
- *How do you win the game?*

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An Amazing Rescue

by Rebekah Cohen

1 On August 5, 2010, a mine in the country of Chile caved in. Thirty-three men were trapped inside. They were deep below the earth's surface. Finding a way to rescue the workers took a long time. The men were trapped for 69 days.

2 The men say that working together saved them. They voted on all the important decisions. They also took turns doing different tasks. On one day, a miner might be in charge of looking for a way out. On another day, he might keep the underground area clean. They also worked together to make their food last as long as they could.

3 Many people asked how the men stayed so cheerful during their time underground. They took turns keeping each other's spirits up. If they hadn't worked together, the men might have lost hope. But the 33 miners from Chile supported each other to the end. On October 13, 2010, they were saved at last!

Photography Credit: JUAN MABROMATA/AFP/Getty Images

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LITERACY CONNECTION
UNIT 2

Name:

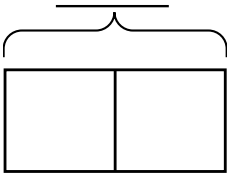
Literacy Connection: Social Studies

"An Amazing Rescue": Adding and Subtracting Two-Digit Numbers

Solve the problems. Show your work.

1 On Monday, the Mponeng Gold Miners in Gauteng, South Africa, dig 59 feet into the ground looking for gold. They dig 34 feet into the ground on Tuesday. How many feet do the miners dig into the ground in the two days?

Complete the bar model to solve the problem.



Write an equation to solve the problem.

_____ + _____ = _____

The miners dig _____ feet into the ground in the two days.

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LITERACY CONNECTION
UNIT 2

Name:

Literacy Connection: Social Studies *continued*

2 On Wednesday, the TauTona Gold Miners in South Africa dig 89 feet looking for gold. On Thursday, they dig 25 fewer feet than on Wednesday. How many feet do the miners dig on Thursday?

Write an equation to solve the problem.

_____ − _____ = _____

The miners dig _____ feet on Thursday.

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—Elementary Teacher, OH

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Form A shown here. Digital Comprehension Checks and Form B are also available.

UNIT 2 • MID-UNIT ASSESSMENT | Name:

FORM A

Solve the problems.

1 The table shows the number of shirts in a store.

T-shirts	38
Sweatshirts	26

The manager wants to know the total number of shirts.

Which addition problems show a way to find 38 + 26?

Choose all the correct answers.

Ⓐ 30 + 20 + 8 + 6

Ⓑ 30 + 20 + 1 + 4

Ⓒ 50 + 8 + 6

Ⓓ 30 + 8 + 6

Ⓔ 40 + 24

Ⓕ 50 + 4

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2 What is the sum of 39 and 22? Show your work.

$39 + 22 =$ _____

3 Ryan solved this subtraction problem.

$$\begin{array}{r} 73 \\ -\ 46 \\ \hline 33 \end{array}$$

Is his answer correct? Explain how you can use addition to check his answer.

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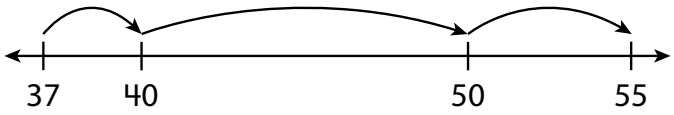
4 Nico has 42 coins. Paul has 16 fewer coins than Nico. How many coins does Paul have?

Decide if each equation can be used to find the number of coins Paul has. Choose *Yes* or *No* for each equation.

	Yes	No
$42 + 16 = ?$	Ⓐ	Ⓑ
$42 - 16 = ?$	Ⓒ	Ⓓ
$16 + ? = 42$	Ⓔ	Ⓕ
$42 - ? = 16$	Ⓖ	Ⓗ

5 Suki drew this model to solve a subtraction problem. Suki said she found $55 - 37 = 15$. Her teacher says her answer is not correct.



Explain Suki's error and how she can fix it.

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6 Cody has 63 books. He gives 25 of them to the used bookstore. How many books does Cody have now? Find 63 − 25. Show your work.

Solution _____

7 A park has 48 trees. Then more trees are planted. Now there are 76 trees in the park. How many more trees were planted?

Show your work.

_____ more trees were planted.

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8 Tom reads 25 pages of a book on Monday and 18 pages on Tuesday. How many pages does Tom read in all?

Ⓐ 7

Ⓑ 33

Ⓒ 43

Ⓓ 53

9 What strategy would you use to find 64 + 18? Explain and then solve.

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—Elementary Teacher, WA

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Form A shown here. Digital Comprehension Checks and Form B are also available.

UNIT 2 • UNIT ASSESSMENT | Name: _____

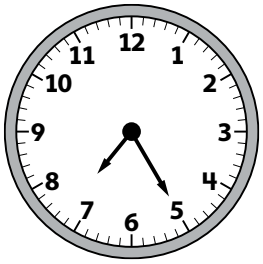
FORM A

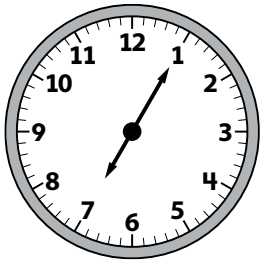
Solve the problems.

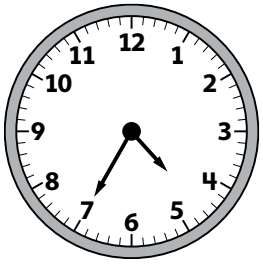
1 A store has 38 red flags and 34 blue flags for sale. The store sells some flags. Now there are 45 flags left at the store. How many flags did the store sell? Show your work.

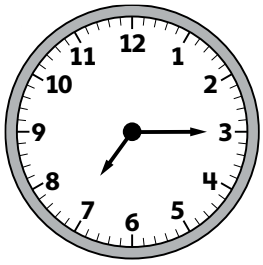
The store sold _____ flags.

2 Kristie tells her friends she eats breakfast at 7:05 in the morning. Which clock shows the time that Kristie eats breakfast?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

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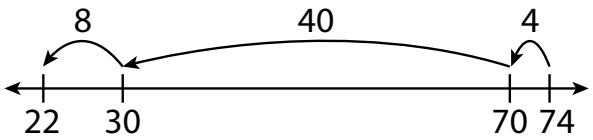
3 Carly says the difference of 74 and 48 is 22.
Her work is shown below.



Her teacher says her answer is not correct.

What should Carly do to fix her work?

4 There are 62 tulips in a city garden. There are 29 roses in the garden. How many tulips and roses are in the garden in all?

Show your work.

There are _____ tulips and roses in the garden in all.

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5 Kim has $75 in bills. Name two ways she could have $75.
Show your work.

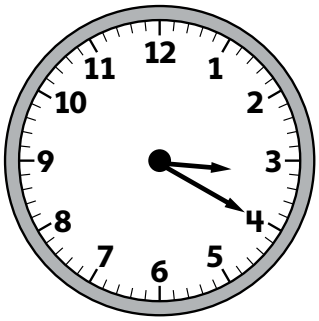
Kim could have _____

_____.

Or, she could have _____

_____.

6 Grant calls his cousin at the time shown on the clock.
What time does Grant call his cousin?
Write your answer in the blank.



_____

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7 Look at this addition problem.

$$\begin{array}{r} 44 \\ +\ 39 \\ \hline \end{array}$$

Part A

Find the sum.

Show your work.

Part B

Explain the strategy you used to find the sum.

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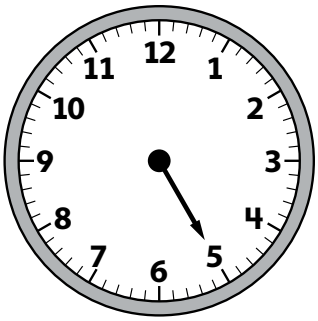
8 Cathy has these coins in her purse. How much are the coins worth in all? Write your answer in the blank.

The coins are worth _____ ¢.

9 The hour hand on Lee's clock is broken. The minute hand is pointing to the 5. What time could it be?

Choose all the correct answers.



Ⓐ 8:05

Ⓑ 4:25

Ⓒ 5:00

Ⓓ 12:25

Ⓔ 3:05

Ⓕ 5:15

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Name: _____

10 There are 53 blocks in a jar. Some of the blocks are green. The other 38 blocks are different colors. How many blocks are green?

Decide if each equation can be used to find the number of green blocks. Choose *Yes* or *No* for each equation.

	Yes	No
$53 - 38 = ?$	Ⓐ	Ⓑ
$? + 38 = 53$	Ⓒ	Ⓓ
$53 + 38 = ?$	Ⓔ	Ⓕ
$53 - ? = 38$	Ⓖ	Ⓗ

11 Tina adds up to find $82 - 33$. Finish Tina's work to find the difference. Write your answer in the blanks.

$33 + _____ = 40$

$40 + _____ = 80$

$80 + _____ = 82$

$82 - 33 = _____$

12 The home team scores 47 points in a basketball game. The visiting team scores 14 fewer points than the home team. How many points does the visiting team score? Show your work.

The visiting team scores _____ points.

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