2nd Grade Math

Books and Supplies: Saxon Math 2 (Teacher Edition), Saxon Math 2 Student Workbook Part 1 & 2, Saxon Math Home Manipulatives Kit (or what is included), 2 Dice, Deck of Playing Cards, Ruler, Various coins

A Note about Standards: While I normally include standards covered with each lesson, I simply don't have the space to do so in math. I have constructed math lessons with two things in mind. First, to cover every standard. If you finish the math program you will have covered all of Utah 2nd Grade Core Standards for math. I have added supplemental lessons (below) to ensure those standards that Saxon doesn't include are covered. Secondly, I've taken into account the layout of the Saxon program. The book does not teach the lessons in units. It does, however, build upon each lesson using what was learned in previous lessons. Rather than organizing units, I've decided to follow the Saxon program to ensure that the review portion of the lessons is covered before expecting your child to do it in the workbook. The lessons that are skipped in the Saxon book are ones that do not specifically meet standards for Utah 2nd Grade. This does not mean that you have to skip them. You may want to use them as a part of a "review day" lesson.

Saxon Math Program: Each Saxon lesson includes "The Meeting," "The Lesson," and "Written Practice". I have left it open in which parts of the lesson your family would like to do. You do not have to do them all. Our family, for example, skips "The Meeting" and works through "The Lesson" together, adapting it to the child being taught. We then allow them to work on their "Written Practice" alone. When they are finished, we sit down with the child and check and correct each problem. Some lessons also have a "Class Practice" section, which I find helpful if my child is having a hard time and needs more review of the concept it teaches.

Review Days: Every so often your child will have a Math Review Day. Take time on this day to review a lesson or concept that your child hasn't fully grasped. Cover a lesson again, find a math game that can teach it, work on flash cards and math fact mastery, or let your child choose one of their favorite worksheets to do again. If your child has mastered everything, do one of the skipped lessons, read and prepare a fun recipe, play a card or board game (most of them have a math element), or take the day off from math.

Prodigy: Prodigy is a great review for math concepts throughout elementary. It's a fun game that really has helped my visual learner to make connections because it motivates him to get the right answer. You can sign up with a free account [here](https://sso.prodigygame.com/game/start?rid=e5186a1d-5420-4a2a-9a36-4a29ec60352f) (https://sso.prodigygame.com/game/start?rid=e5186a1d-5420-4a2a-9a36-4a29ec60352f)

Supplemental Lessons:

Lesson 1: Play "Addition and Subtraction Bingo" (below). Ask your child to roll two dice, add or subtract the numbers they roll, and color in the answer on the bingo sheet.

4	12	0	9	1
3	5	2	7	10
7	8	11	5	9
11	12	3	6	8
10	6	1	4	2

Lesson 2: Remind your child what we learned about odd and even numbers yesterday. Ask your child to name a few even numbers. Ask them to name a few odd numbers. Remind your child that even numbers can break into two equal groups while odd numbers always have a leftover.

Ask your child if the following are odd numbers or even numbers. Use the color tiles as needed.

4   2   8   6

Do the following problem with your child using color tiles:

4 + 2 =

Ask your child if 6 is an odd or even number. Ask them to split the color tiles into two groups. Are they equal? Point out that two even numbers added together make an even number.

Repeat the process with the following problems, always asking your child to evaluate the sum to see if it is an odd or even number:

8 + 2 =   4 + 6=   6 + 2=   8 + 4 =

Ask your child if the following are odd numbers or even numbers. Use the color tiles as needed.

3   5   1   7

Do the following problem with your child using color tiles:

3 + 5 =

Ask your child if 8 is an odd or even number. Ask them to split the color tiles into two groups. Are they equal? Point out that two odd numbers added together make an even number.

Repeat the process with the following problems, always asking your child to evaluate the sum to see if it is an odd or even number:

1 +5 =   3 + 7=   9 + 3=   5 + 5 =

Next, explain that adding an odd number to an even number always results in an odd number. Ask your child to work through the following problems one at a time using the color tiles to add and separate into groups.

3 + 2 =   4 + 1=   6 + 5=   8 + 7 =

Lesson 3: (Draw a number line on a large white board, chalk board, or across several papers, labeling it with a number 1 at the beginning and an 1000 at the end, making a mark for at every interval of 5)

a. Discuss skip counting with your child. Tell them that we can count to large numbers faster using skip counting. Yesterday we learned to skip count by 5's.

b. Encourage your child to count along with the following [video](https://www.youtube.com/watch?v=4ZPgFfo0l3k) (https://www.youtube.com/watch?v=4ZPgFfo0l3k)

c. Explain that 100 is not the highest number we can count to. In fact, numbers go on forever. Today, we are going to learn to count past 100. Show your child the [video](https://www.youtube.com/watch?v=PyzVG3xkONs) (https://www.youtube.com/watch?v=PyzVG3xkONs)

d. Show your child the number line and ask them to skip count by 5's all the way to 1000 with you. Tell your child to jump each time you both say a number aloud until you get to 100. Repeat the process asking your child to do a different physical action each time you reach a new hundred (skip, twirl, wiggle, stand on tiptoes, walk in a line, hop from foot to foot, march, clap, stomp)

Lesson 4: Search for a fun Christmas addition or subtraction color by number sheet online. Allow your child to solve the problems and color. Example here (I do not own copyrights to this): https://elise.tvboz.com/

Lesson 5: Place values: Using the diagram and example below, discuss place values with your child. Then ask them to complete the worksheet (2 pages)
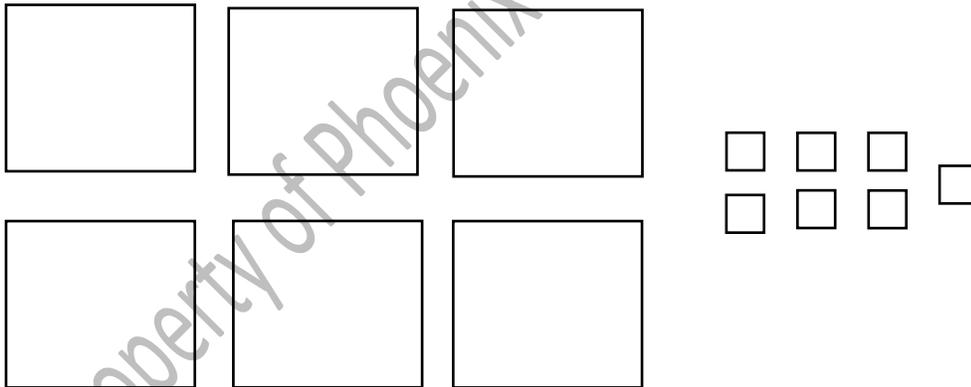

= 100   = 10   = 1
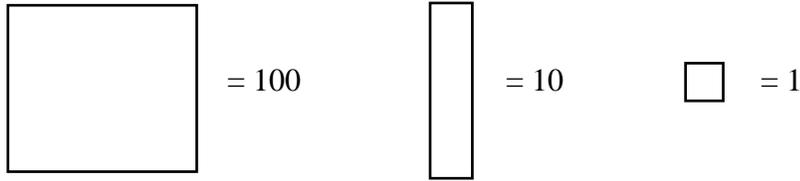
Example: What number does the following represent?:
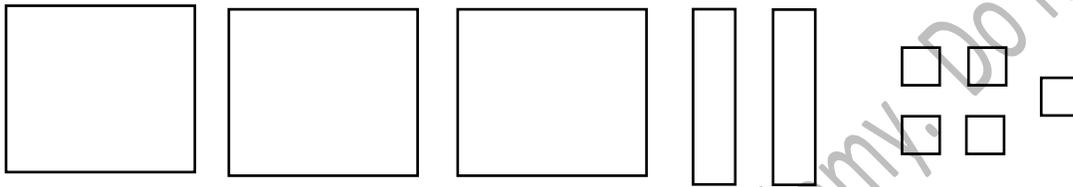
_____ hundreds _____ tens _____ ones = _____ (write number here)

1. What number does the following represent?:

_____ hundreds _____ tens _____ ones = _____ (write number here)

2. Draw a picture to represent the number 287

3. Draw only the 10's boxes for the number 649

4. Draw only the 1's boxes for the number 337

5. Draw only the 100's boxes for the number 598

6. Fill in the missing boxes for the number 721

7. What number does the following represent?:

Lesson 6: Addition Using Place Values: Ask your child to review place values (1's, 10's 100's). Using problem #1, model for your child how to line up the place values in an addition problem. Help your child add the numbers together, keeping each number in its place value. Allow your child to complete the worksheet.

1. 75 + 23

2. 64 + 31

3. 58 + 42

4. 12 + 86

5. 80 + 19

6. 65 + 24

7. 3 + 15

8. 98 + 1

9. 37 + 62

10. 1 + 65

11. 55 + 32

12. 10 + 10

Lesson 7: Subtraction Using Place Values: Ask your child to review place values (1's, 10's 100's). Using problem #1, model for your child how to line up the place values in a subtraction problem. Help your child subtract the numbers, keeping each number in its place value. Allow your child to complete the worksheet.

1. 75 - 23

2. 64 - 31

3. 58 - 42

4. 86 - 12

5. 80 - 19

6. 65 - 24

7. 15 - 3

8. 98 - 1

9. 62 - 37

10. 65 - 1

11. 55 - 32

12. 10 - 10

Lesson 8: Communitive Property (i.e. $3 + 4 = 4 + 3$)
Using small counters (chocolate chips, paper clips, pennies, etc), demonstrate the communitive property for your child using the example above. Ask your child to group together 3 counters in one group and 4 in another. Then, ask your child to put both groups together and find the sum. Next, ask your child to make two new groups: the first with 4 counters and the second with 3 counters. Discuss that the answer when the groups added together is the same. Finally, allow your child to finish the worksheet below.

1. Use the counters to add the following and find the sums.

 $6 + 10 =$ 　　　　　　 $10 + 6 =$

Are the sums equal? _____

2. Use the counters to add the following and find the sums.

$11 + 15 =$ 　　　　　　 $15 + 11 =$

Are the sums equal? _____

Fill in the blanks below:

3. $12 + 10 =$ _____ 　　 $10 +$ _____ $= 22$

4. $99 + 1 =$ _____ 　　 $1 +$ _____ $= 100$

5. $55 + 13 =$ _____ 　　 $13 +$ _____ $= 68$

6. $6 + 9 =$ _____ 　　 $9 +$ _____ $= 15$

7. $22 +$ _____ $= 23$ 　　 $1 + 22 =$ _____

8. Write your own problem set using the numbers 1, 3, and 4

Lesson 9: Associative Property (i.e. $(3 + 4) + 5 = 3 + (4 + 5)$)
Use counters to work out the above example. Explain that we add the numbers in parenthesis together first, then add the number outside of them to the sum of the first two. First, ask your child to add $3 + 4$. Then ask them to add 5 counters to the sum. What is the answer? Next, ask your child to add $4 + 5$. Then, add 3 to that number. Explain that no matter what order we add the three numbers, the sum is the same. Allow your child to finish the worksheet.

1. 6   3
    1   1
  + 3   +6

2. 2   1
    5   5
  + 1   + 2

3. 7   5
    3   3
  +5   + 7

Fill in the blanks for the math problems below:

4. $9 + 1 + 8 =$ _____

   $8 +$ ____ $+ 9 = 15$

5. $4 + 5 + 7 =$ _____

   ____ $+ 5 + 4 = 16$

6. $3 + 2 + 1 =$ _____

   $1 + 2 +$ ___ $= 6$

7. Using the numbers 2, 5, and 3, write two addition number sentences that are equal.

Fill in the blank:

8. $(8 +$ ____ $) + 2 = 8 + (4 + 2)$

9. $(5 + 6) + 3 =$ ____ $+ (6 + 3)$

10. $(4 + 6) + 9 = 4 + (6 +$ ___$)$

11. $(7 + 0) + 3 = 7 + ($ ____ $+ 3)$

Correct the problems below by crossing out the mistake and writing the correct number above or below it.

12. $(5 + 3) + 1 = 5 + (9 + 1)$

13. $6 + (2 + 3) = (6 + 2) + 6$

Lesson 10: Adding 0

Using counters, ask your child to add $5 + 0$. Point out that the answer is equal to the first addend. Explain that any number, added to 0, is still the same number you began with. Verbally practice the following with your child, then ask them to complete the worksheet: $10 + 0$, $2 + 0$, $9 + 0$, $50 + 0$, $88 + 0$, $100 + 0$, $1000 + 0$

1. $7 + 0 =$ 2. $66 + 0 =$ 3. $43 + 0 =$

4. $99 + 0 =$ 5. $101 + 0 =$ 6. $234 + 0 =$

Fill in the blanks:

7. $\square$
$+\quad 0$
─────────
$\quad 2$

8. $\quad 19$
$+\square$
─────────
$\quad 19$

9. $\square$
$+\quad 153$
─────────
$\quad 153$

10. $\square$
$+\quad 0$
─────────
$\quad 45$

11. $\quad 32$
$+\square$
─────────
$\quad 32$

12. $\square$
$+\quad 1000$
─────────
$\quad 1000$

13. $\square$
$+\quad 0$
─────────
$\quad 10$

14. $\quad 91$
$+\square$
─────────
$\quad 91$

15. $\square$
$+\quad 987$
─────────
$\quad 987$

Lesson 11: Subtracting to Get 0
Ask your child to count out 8 counters. Then, ask your child to take away 8 of them. How many
are left? Explain that when you take any number away from itself, the answer will always be 0.
Allow your child to finish the worksheet.

1. □
   -    2
   ――――
        0

2.   19
   - □
   ―――
       0

3. □
   - 153
   ―――――
        0

4. □
   -   53
   ―――――
        0

5.   88
   - □
   ―――
       0

6. □
   - 1001
   ―――――
        0

7. □
   -   32
   ―――――
        0

8.   26
   - □
   ―――
       0

9. □
   -   13
   ―――――
        0

10. □
    -   0
    ―――――
         0

11. 500
   - □
   ―――
       0

12. □
    - 999
    ―――――
         0

Write your own equations that equal 0

13. □
    - □
    ―――――
         0

14. □
    - □
    ―――――
         0

15. □
    - □
    ―――――
         0

Lesson 12: Relationship between + and - (Fact Families)
Explain that addition and subtraction can be broken up into fact families. Adding two numbers together, in any order, will always equal the same number. Taking the sum (answer) and subtracting one of the addends (numbers you added) will always equal the second addend. Use the following example to demonstrate this idea to your child and then ask them to complete the worksheet

Example

$3 + 4 = 7$ $4 + 3 = 7$

$7 - 3 = 4$ $7 - 4 = 3$

Fill in the blanks for the following fact families:

1. $8 + 2 = \boxed{}$ $2 + 8 = 10$ 2. $5 + 6 = \boxed{}$ $6 + 5 = 11$

   $10 - \boxed{} = 2$ $10 - 2 = \boxed{}$ $\boxed{} - 5 = 6$ $11 - \boxed{} = 5$

3. $3 + 9 = \boxed{}$ $9 + 3 = 12$ 4. $50 + 1 = \boxed{}$ $1 + 50 = 51$

   $12 - \boxed{} = 3$ $12 - 3 = \boxed{}$ $\boxed{} - 50 = 1$ $51 - \boxed{} = 50$
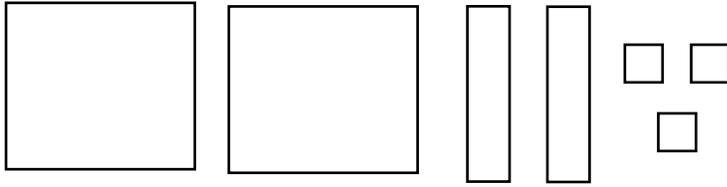

5. Write a fact family (two addition and two subtraction problems) for the following numbers: 6, 15, 9

6. Write a fact family (two addition and two subtraction problems) for the following numbers: 10, 7, 3

Lesson 13: Review of Lessons 5-13.

1. What number does the following represent?:

_____ hundreds _____ tens _____ ones = _____ (write number here)

2. Using place values, find the sum
   53 + 42

   +

   _____
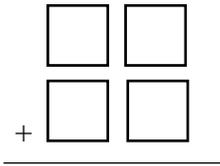
3. Using place values, subtract 99 - 87

   -

   _____

4. Fill in the blanks

   3 + 4 = ☐   4 + ☐ = 7

5. (10 + ____) + 3 = 10 + (5 + 3)

6. What is the sum of 1001 + 0

7. 587 – 587 =

8. Write the fact family (two addition and two subtraction problems) for the numbers 15, 20, and 5

Lesson 14: >, <. =

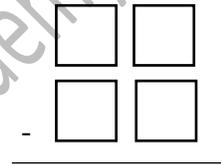Using counters (or small treats), ask your child to make two groups. The first group should have 10 counters while the second should have 5. Ask your child which of the groups has more counters. Using your hand, create the "greater than" sign and pretend to eat the group of 10 (the greater group. Point out that > means "greater than" and it looks like an alligator mouth. The alligator always wants to "eat" the group with the most. Next, ask your child to count out groups with 6 and 3, respectively. Which group would the alligator want to eat? Using your hand, point out that the alligator has turned around. Point out that < means "less than." Finally, ask your child to create two groups of 7. Ask your child which group has more. Explain that, when the groups are the same, we call them "equal" and use the = sign. Work through the first problem with your child, showing them how to write the correct sign in the circle, and then allow them to finish the worksheet.

Use the > , < , or = sign to finish the problem

1.   20 ◯ 30

2.   65 ◯ 105

3.   73 ◯ 73

4.   51 ◯ 52

5.   3 ◯ 1000

6.   165 ◯ 2

7.   100 ◯ 10

8.   99 ◯ 99

9.   22 ◯ 59

10.   23 ◯ 22

11.   62 ◯ 622

12.   0 ◯ 0

13.   90 ◯ 10

14.   35 ◯ 53

15.   78 ◯ 33

Write your own > , < , or = problem below

Lesson 15: Download the odd and even worksheet at the bottom of this link (https://www.2ndgradestuff.com/2012/01/sweetheart-valentine-math-and-literacy.html) and allow your child to finish it in celebration of Valentine's Day

Lesson 16: + and - by 10's to 100: Use the flashcards below to work through these facts with your child. Print on cardstock for best results

90 +10	80 +10	70 +10

60	50	40
+10	+10	+10

30	20	10
+10	+10	+10

90 -10	80 -10	70 -10
60 -10	50 -10	40 -10

| 30 -10 | 20 -10 | 10 -10 |

| 100 +10 | 100 -10 | 100 +50 |

Lesson 17: + - by 100's to 1000: Use the flashcards below to work through these facts with your child. Print on cardstock for best results

1000
+100

1000
+200

1000 +300	1000 +400
1000 +500	1000 +600

1000 +700	1000 +800
1000 +900	1000 +1000

1000 -100	1000 -200
1000 -300	1000 -400

1000 -500	1000 -600
1000 -700	1000 -800

1000 -900	1000 -1000

Lesson 18: St. Patrick's Day: Allow your child to complete the worksheet (or any combination of them) at the following [link](https://www.teacherspayteachers.com/Product/Math-Coloring-Sheets-Color-by-Code-for-StPatricks-Day-3645878) (https://www.teacherspayteachers.com/Product/Math-Coloring-Sheets-Color-by-Code-for-StPatricks-Day-3645878)

Lesson 19: Get out your change jar and review each coin and bill name, asking your child to tell you how much money each it worth. Then, create different combinations of coins and bills and ask your child to add the values together to find out how much money is in each combination.

Lesson 20: Do I Have Enough?: Help your child work through the problems below

1. Lily wants to buy a candy that costs $1.50 after tax. Does she have enough money?

2. Sam wants to buy a toy car that costs $40 after tax. Does he have enough money?

3. Susie wants to buy a new slinky that costs $5 after tax. Does she have enough money?

4. Mark wants to buy a new shirt that costs $20 after taxes. Does he have enough money?

Lesson 21: Measuring in Inches and Feet: Use a ruler to show your child how long an inch is. Explain that an inch is a unit we use to measure how long something is. 12 inches make up a foot. Point out where 1 foot is on your ruler. Then, ask your child to measure the following in inches and/or feet and write down what they learn. Ask them to write the number and the unit of measurement they used.

Your height:

The kitchen table:

The front door:

Your bedroom:

Your favorite toy:

Your foot:

Lesson 22: Measuring in Centimeters and Meters: Use a ruler to show your child how long a centimeter is. Explain that a centimeter is another unit we use to measure how long something is. 100 cm make up a meter. Point out where 1 m is on your ruler. Then, ask your child to measure the following in cm and/or m and write down what they learn. Ask them to write the number and the unit of measurement they used.

A pencil:

A book:

A toy car:

Scissors:

The kitchen sink:

The back door:

Lesson 23: Measuring in Ounces and Pounds: Using a scale, explain to your child that we can also measure how much something weighs. Ask your child to stand on the scale and measure their weight. Point out that it shows pounds and ounces. 16 ounces makes up one pound. Using this scale for larger items and a smaller (food) scale for smaller items, allow your child to weigh and record information for the following items. Ask them to write the number and the unit of measurement they used.

A cup of water:

A feather:

A bag of your favorite snack:

A bag of flour:

A basket or box full of legos or blocks:

A stuffed animal:

Lesson 24: Measuring Volume: Using teaspoons, tablespoons, and measuring cups, discuss with your child that volume is a measurement of how much space something takes up. Show your child the supplies, naming each measurement as you go and comparing them in size. Point out that some of the measurements are fractions, or part of a whole. Explain that it takes 2 full ½ cups to create 1 full cup, for example. Give your child the supplies, along with an area where they can add water to their measuring supplies. Encourage them to play with and explore the different measurements. Then, ask them to do the following activities and record what they learn

How many teaspoons does it take to make one tablespoon?

Will 1 cup of water fit in ¼ cup?

Which has more water: 1 Tablespoon or 1/3 cup?

Will ½ cup of water fit into 1 cup?

How many ¼ cups does it take to make ½ cup of water?

Lesson 25: Review Measuring: Do the following activities with your child, reviewing the correct measurements for each.

1. How many feet long is your bed?

2. How many centimeters long is your hand?

3. How many 1/3 cups does it take to fill an entire cup?

4. How many ounces does your shoe weigh?

5. How many pounds does your biggest book weigh?

6. Measure 1 teaspoon of water using the ½ tsp.

7. How many meters long is your bathroom?

Bonus: How many yards tall is your washing machine? (Hint: 1 yard = 3 feet)

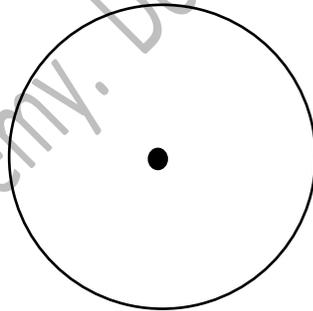Lesson 26: Review Time

Write the correct times on the clocks below. Don't forget about the analog clocks, too.
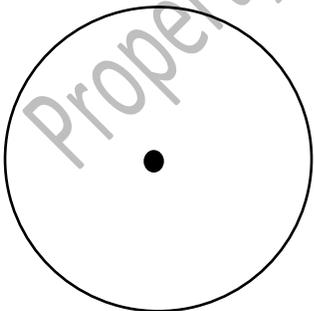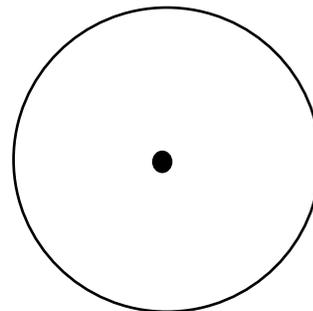
7:30

9:15

2: 35

5:05
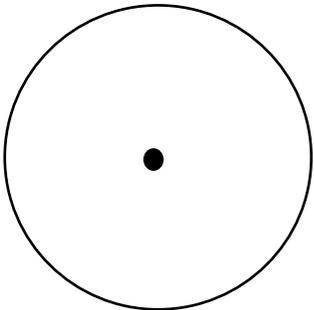
Lesson 27: Telling Time with a Sundial: Locate a sunny spot in your yard where the sun shines all day long. Begin this lesson early in the morning by explaining that we can tell time without a clock, too. We can use a sundial. Explain that the earth turns throughout the day, making it look like the sun is moving. We can tell what time it is based on where the sun is in the sky. We can also use our shadows to help us see the time. Place a blank paper in your sunny spot. Then, stake a pencil in the center of the paper, creating a sundial. Ask your child to trace the shadow made by the pencil and write down the current time beside it. Repeat every hour or two. At the end of the day, ask your child to show you the pattern of the shadow movements. When was the shadow the biggest? The smallest?

Lesson 28: Expanded Form

Write the number 563 on a chalkboard or blank piece of paper. Ask your child to tell you what number that is. Next, ask them how many hundreds are in that number. Write "500" on your chalkboard. Ask your child if 500 is the same as 563. When they say no, ask them what "500" is missing. Ask them how many 10's are in 563. After "500" write " + 60". Finally, ask your child how many 1's are left. After "500 + 60" write "+ 3" Explain that 500 + 60 + 3 is the expanded form of 563. Allow your child to finish the worksheet below.

Standard Form	Expanded Form
487	
	900 + 30 + 2
	200 + 1
612	
360	
505	
	800 + 10 + 0

Lesson 29: Word Form: Using the example from the last lesson, review the standard and expanded form 563. Tell your child that there is another way to write a number….with words. Demonstrate by writing "five hundred sixty three" out on a chalk board and asking your child to read it aloud. Then, allow your child to finish the worksheet below using the word bank for help with spelling.

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

Standard Form	Word Form
382	
	two hundred eleven
	six hundred five
101	
	nine hundred thirty six
854	

Lesson 30: Expanded Form and Word Form Review

Standard Form	Expanded Form	Word Form
367		
	500 + 50 + 5	
		one hundred three
	900 + 10 + 2	
687		
		seven hundred thirty six

Lesson 31: Addition to 1000: Review place values up to 1000's with your child. Then, help them work through the worksheet, demonstrating lining up place values to add large numbers together.

1000 + 4000

$$
\begin{array}{c}
\square\ \square\ \square\ \square \\
+\ \square\ \square\ \square\ \square \\
\hline
\end{array}
$$

8002 + 1561

$$
\begin{array}{c}
\square\ \square\ \square\ \square \\
+\ \square\ \square\ \square\ \square \\
\hline
\end{array}
$$

6289 + 3000

$$
\begin{array}{c}
\square\ \square\ \square\ \square \\
+\ \square\ \square\ \square\ \square \\
\hline
\end{array}
$$

3621 + 1374

$$
\begin{array}{c}
\square\ \square\ \square\ \square \\
+\ \square\ \square\ \square\ \square \\
\hline
\end{array}
$$

6580 + 1223

$$
\begin{array}{c}
\square\ \square\ \square\ \square \\
+\ \square\ \square\ \square\ \square \\
\hline
\end{array}
$$

8574 + 1312

$$
\begin{array}{c}
\square\ \square\ \square\ \square \\
+\ \square\ \square\ \square\ \square \\
\hline
\end{array}
$$

1274 + 7821

$$
\begin{array}{c}
\square\ \square\ \square\ \square \\
+\ \square\ \square\ \square\ \square \\
\hline
\end{array}
$$

4365 + 1500

$$
\begin{array}{c}
\square\ \square\ \square\ \square \\
+\ \square\ \square\ \square\ \square \\
\hline
\end{array}
$$

Lesson 32: Addition to 1000 with Regrouping: Review place values up to 1000's with your child. Then, help them work through the worksheet, demonstrating lining up place values to add large numbers together. Explain regrouping (carrying over) using cubes or another model. Gather 89 blocks in one group and 9 in another. Write out 89 + 9 and ask your child to name the place values for each number. Are there any 100's? (No). What happens when you add 89 + 9? Work though the problem below with your child, pointing out what is happening. Point out that, because we had 10 groups of 1, we created another 10 to add in the 10's place. Work through the worksheet with your child.

1

89

+09

8 | 9

+0 | 9

8

9 + 9= 18

1

8 | 9

+0 | 9

9   8

8 + 1 + 0 = 9
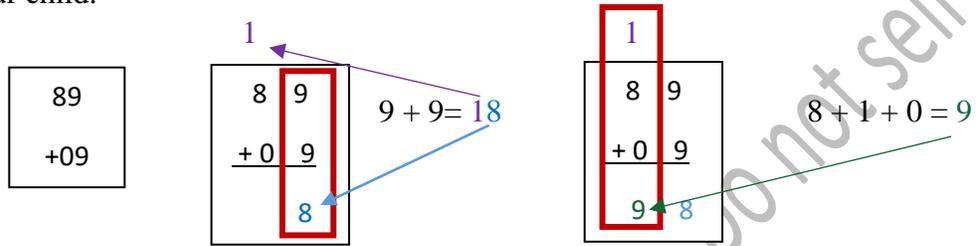
1234 + 4321

9512 + 5218

6289 + 4000

362 + 1784

6580 + 743

8574 + 1352

Lesson 33: Review yesterday's lesson, using a model if needed. Then, allow your child to complete the worksheet below, using regrouping.

5681 + 651

```
 □ □ □ □
+□ □ □ □
─────────
```

3578 + 2951

```
  □ □ □ □
+ □ □ □ □
─────────
```

6000 + 3333

```
 □ □ □ □
+□ □ □ □
─────────
```

1010 + 101

```
  □ □ □
+ □ □ □
─────────
```

6543 + 1743

```
 □ □ □ □
+□ □ □ □
─────────
```

809 + 1228

```
 □ □ □ □
+□ □ □ □
─────────
```

3554 + 1776

```
 □ □ □ □
+□ □ □ □
─────────
```

2581 + 1999

```
 □ □ □ □
+□ □ □ □
─────────
```

Lesson 34: Subtraction to 1000 with Borrowing: Briefly review place values with your child. Ask them to explain how to regroup (or carry over) a number. Explain that we can also borrow a group from a different place value to subtract a number. Work through the following example with your child, explaining what is happening. Then, help them work through the remainder of the problems.

| 23 |
| -08 |

2	3
- 0	8

3 -8 = can't do it, so we borrow from the 10's place

1

2̷	13
- 0	8

$20 - 10 = 10$
$10 + 3 = 13$

$13 - 8 = 5$

1

2̷	13
- 0	8
	5

1

2̷	13
- 0	8
1	5

$1 - 0 = 1$

6543 - 1743

☐☐☐☐
- ☐☐☐☐
_____

2809 - 1228

☐☐☐☐
- ☐☐☐☐
_____

3554 - 1776

☐☐☐☐
- ☐☐☐☐
_____

2581 - 1999

☐☐☐☐
- ☐☐☐☐
_____

Lesson 35: Subtraction to 1000 with Borrowing: Briefly review place values and borrowing with your child. Then have them do the worksheet below.

5681 - 651

3578 - 2951

6000 - 3333

1010 - 101

6543 - 1743

2809 - 1228

3554 - 1776

2581 - 1999

Lesson 36: Review Money & Fractions: Allow your child to do the following worksheet as a review

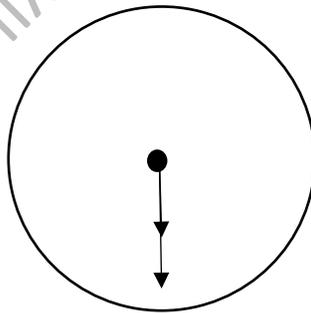1. How much money is shown:

2. How many quarters is equal to $1?

3. How many nickels would it take to make 75¢?

4. What time does this clock show?

5. It is 7:03 a.m. Is it morning or night? Write the time on the clocks