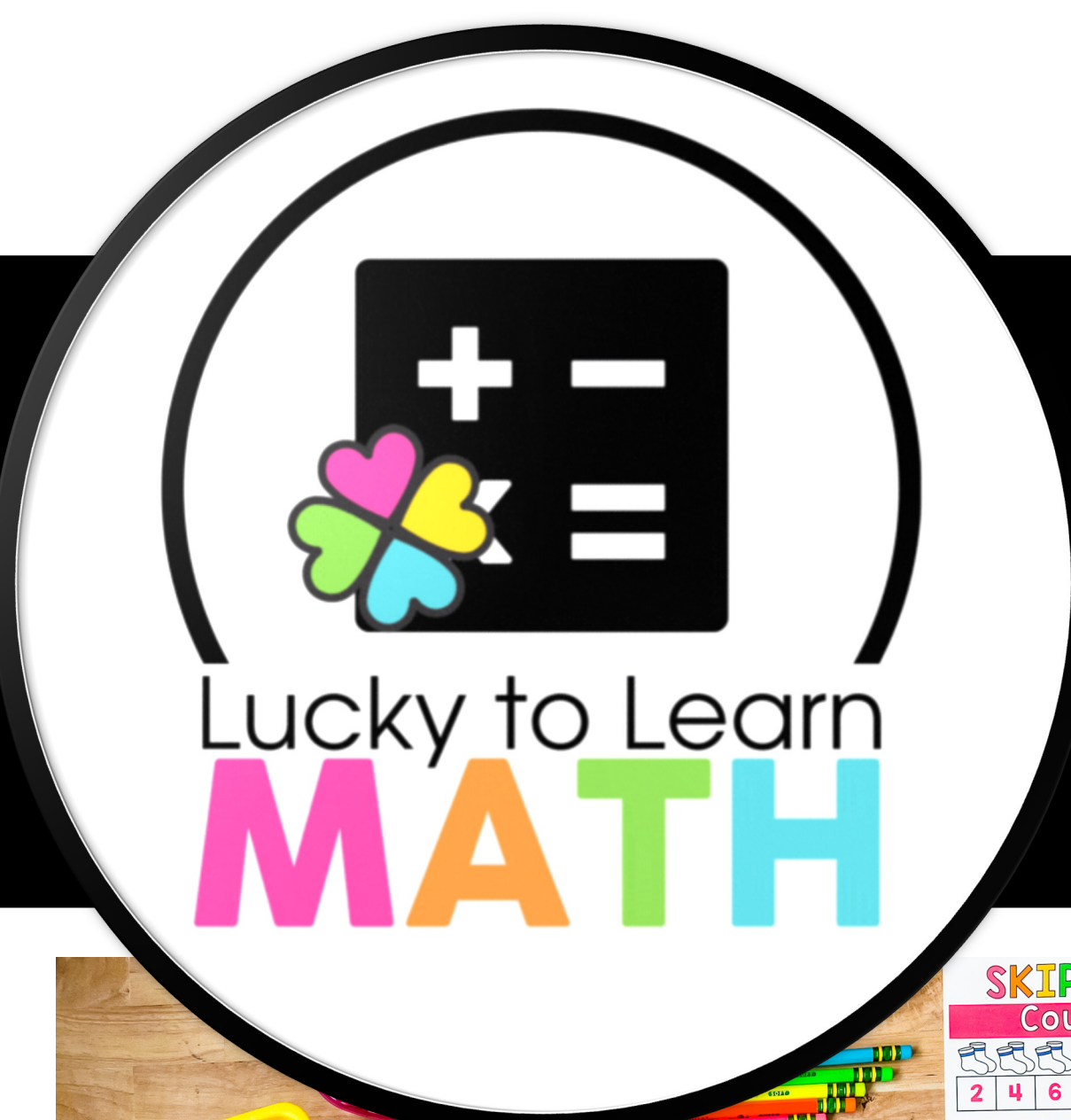


SECOND GRADE

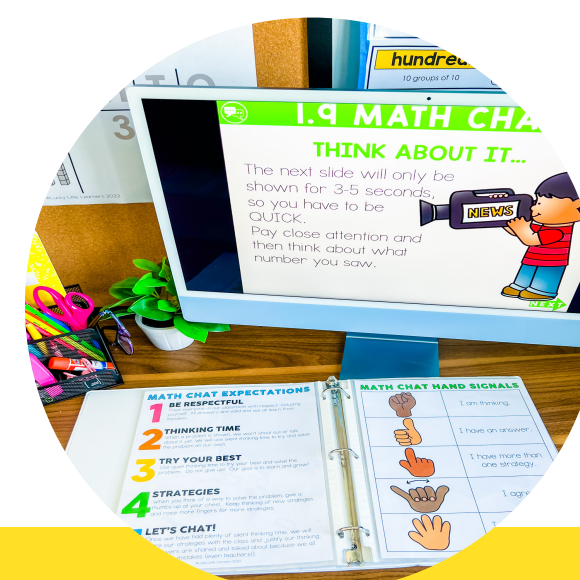
UNIT ONE

PLACE VALUE



Why?

This is the hands-on, standards-aligned, collaborative, and engaging place value unit you've been looking for! This resource can also be used as a supplement to other math programs.



Is your current math curriculum dull and lifeless?

This unit is so engaging! It has community helper themed lessons to pique student interest, while also ensuring they master the math.

Looking for resources that are easy to prep?

The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.

Wanting your students to love math?

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

PERFECT FOR

MATH BLOCK

NUMBER TALKS

SUPPLEMENTAL PRACTICE

INTERVENTIONS

Name **Dom**
NUMBER SURGERY GAME

Directions: Each player will spin by rolling the die to find their starting number and writing it in the box. Then, each player will spin the spinner and add or subtract from their starting number. Continue for 10 rounds. The player with the most points at the end of the game wins.

Roll the die to find your starting number:
PLAYER 1 STARTING NUMBER: 4
PLAYER 2 STARTING NUMBER: 6



| PLAYER 1 | PLAYER 2 |
|----------|----------|
| 4 | 6 |
| 104 | 17 |
| 114 | 117 |
| 214 | 116 |
| 213 | |

UNDERSTANDING

Write 10 more, 10 less, 100 more, and 100 less.

Name **Luka**

| 10 more | 10 less | 100 more | 100 less |
|---------|---------|----------|----------|
| 438 | 418 | 528 | 328 |
| 267 | 247 | 357 | 157 |
| 145 | 125 | 235 | 45 |

Name _____
WELLNESS CHECK CHART

Directions: Decide whether each number is adding or subtracting 1, 10, or 100. Write it in and glue it under the correct column on the chart.

| +1 | +10 | +100 |
|-----------------------|------------------------|-------------------------|
| 319 \ominus 1 = 318 | 56 \ominus 10 = 46 | 456 \ominus 100 = 356 |
| 477 \oplus 1 = 478 | 128 \oplus 10 = 138 | 127 \oplus 100 = 227 |
| 830 \ominus 1 = 829 | 747 \ominus 10 = 737 | 168 \ominus 100 = 68 |
| 561 \oplus 1 = 562 | 231 \oplus 10 = 241 | 13 \oplus 100 = 113 |

UNIT 1: PLACE VALUE

Use mental math to add and subtract 1, 10, and 100.

GOALS: Have students skip count circles starting at 100, 100s starting at 100, and the next 100.

SUPPLIES: Mental math hexagons, Wellness Check Chart, Dry erase marker, Dry erase board

INTERVENTION: Give students a number and have them write it in the center of the laminated Mental Math Hexagon sheet. Students will write the numbers for 100 more/less, 10 more/less, and 1 more/less.

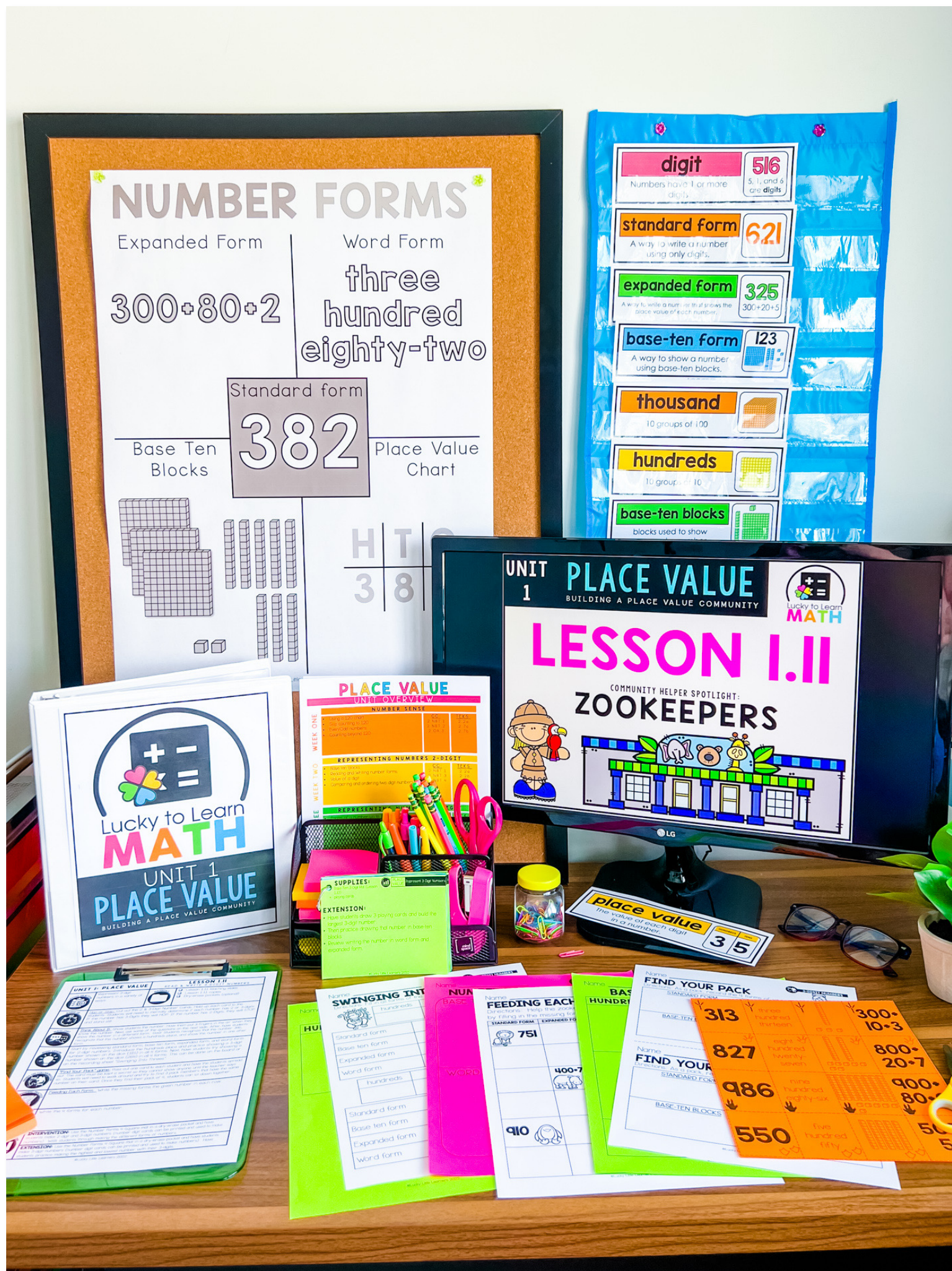
Name _____
MENTAL MATH HEXAGON

Directions: You will be given a number to write in the center. Fill in the other hexagons by adding and subtracting 1, 10, and 100.

| | | |
|----------|-----|---------|
| 100 LESS | 525 | 1 MORE |
| 1 LESS | 624 | 626 |
| 10 LESS | 625 | 10 MORE |
| 100 MORE | 725 | 635 |

WHAT'S INCLUDED?

- Teaching slides
- Lesson plans
- Warm-ups
- Math chats
- Mini lessons
- Collaborations
- Worksheets
- Differentiation
- And so much more!



SKILLS INCLUDED

Aligned to CCSS & TEKS



PLACE VALUE

UNIT OVERVIEW

WEEK ONE

NUMBER SENSE

- Using a 120 chart
- Skip counting to 120
- Even/Odd numbers
- Counting beyond 120

CC:
2.NBT.1
2.NBT.2
2.OA.3

TEKS:
2.2a
2.7a
2.7b

WEEK TWO

REPRESENTING NUMBERS 2-DIGIT

- Base ten blocks
- Reading and Writing number forms
- Value of a digit
- Comparing and ordering two digit numbers

CC:
2.NBT.1
2.NBT.3
2.NBT.4

TEKS:
2.2a
2.2b
2.2c
2.2d

WEEK THREE

REPRESENTING NUMBERS 3-DIGIT

- Forms of a number up to 1,000
- Compose 100s from 10s
- Value of a digit
- Number lines
- Comparing and ordering three digit numbers
- Skip Counting to 1,000

CC:
2.NBT.1
2.NBT.1a
2.NBT.1b
2.NBT.2
2.NBT.3
2.NBT.4

TEKS:
2.2b
2.2c
2.2d
2.2e
2.2f

WEEK FOUR

PLACE VALUE REVIEW

- Mental math (+/- 1, 10, 100)
- Word form, expanded form, standard form, and base ten
- Even/odd up to 1000
- Comparing and ordering numbers

CC:
2.NBT.1
2.NBT.1b
2.NBT.2
2.NBT.3
2.NBT.4
2.OA.3

TEKS:
2.2a
2.2b
2.2c
2.2d
2.7a
2.7b

UNIT MATERIALS

SKIP COUNTING
Counting by 2s
2 4 6 8 10 12 14 16 18 20

Counting by 5s
5 10 15 20 25 30 35 40 45 50

Counting by 10s
10 20 30 40 50 60 70 80 90 100

Counting by 100s
100 200 300 400 500 600 700 800 900 1000

NUMBER FORMS
Expanded Form: $300 + 80 + 2$
Word Form: three hundred eighty-two
Standard form: **382**
Base Ten Blocks
Place Value Chart: H | T | O, 3 | 8 | 2

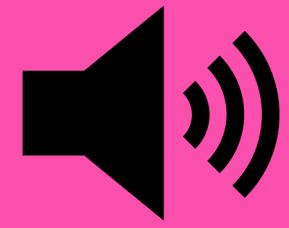
Anchor charts

Binder cover

Lucky to Learn **MATH**
UNIT 1 **PLACE VALUE**
BUILDING A PLACE VALUE COMMUNITY

ODD NUMBERS SONG
1, 3, 5, 7, 9
1, 3, 5, 7, 9
ODD NUMBERS ARE SO FINE!
1, 3, 5, 7, 9
OOH YEAH, LET'S SING IT AGAIN!
(REPEAT 3x)

HERE'S ONE THING TO REMEMBER
TAKE TWO ODDS, ADD THEM TOGETHER
YOU'LL GET AN EVEN NUMBER.
YOU'LL ALWAYS GET AN EVEN NUMBER
IF YOU TAKE TWO ODDS AND ADD THEM TOGETHER.
(REPEAT CHORUS)



AND WHEN YOU GET TO 10
IT STARTS ALL OVER AGAIN.

Original songs

Name _____

PLACE VALUE PRE-ASSESSMENT

| Standard form | Base Ten Blocks | Expanded Form | Word Form |
|---------------|-----------------|---------------|-----------------------|
| 152 | | | two hundred forty-one |

Compare the numbers using <, >, =.

42 ○ 51
288 ○ 208
321 ○ 320

Put these numbers in order from least to greatest.

125, 186, 99, 148

Put these numbers in order from least to greatest on a number line.

56, 72, 31, 10

Fill in the chart with how many ones, tens, and hundreds are in this number.

428

| HUNDREDS | TENS | ONES |
|----------|------|------|
| | | |

Name _____

PLACE VALUE ASSESSMENT

Fill in the missing numbers on this hundreds chart piece.

| | | | |
|----|----|----|----|
| 16 | 17 | | 20 |
| | 28 | 29 | |
| 37 | 38 | | |

Write the value of the underlined digit.

129 977
462 583

Use mental math to add and subtract.

$399 - \text{[base ten blocks]} =$ _____

$765 + \text{[base ten blocks]} =$ _____

Count the objects. Write even or odd.

How many? _____
Even or Odd? _____

Even or Odd? 356 279

Fill in the missing numbers in each row by skip counting by 5s, 10s, or 100s.

220 220 420

102 172 102

Unit assessments

PLACE VALUE PILOT

Directions: Roll a die 3 times to find your 3 digits. Write a digit in each of the squares. Cut out all of the items. Glue the squares onto the plane, like windows. Show the 3-digit number in 4 ways. Glue the plane and clouds onto blue paper.

Craftivities

BASE TEN BLOCKS, WORD FORM, HUNDREDS, TENS, ONES, PLACE VALUE, EXPANDED FORM

row
Objects or numbers in a straight line side-by-side.

column
Objects or numbers lined up one on top of the other.

skip count
Counting by a certain number that isn't one.

even
A number that makes a pair.

odd
That doesn't make a pair.

frame
A chart that shows dots in a grid.

ones
The digit shows how many groups of 1 are in a number.


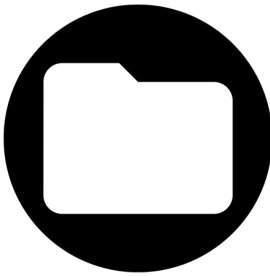
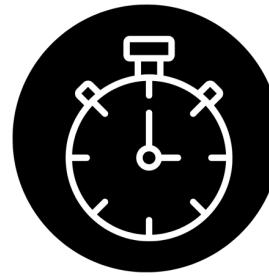
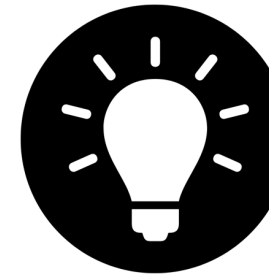





tens
The digit shows how many groups of 10 are in a number.

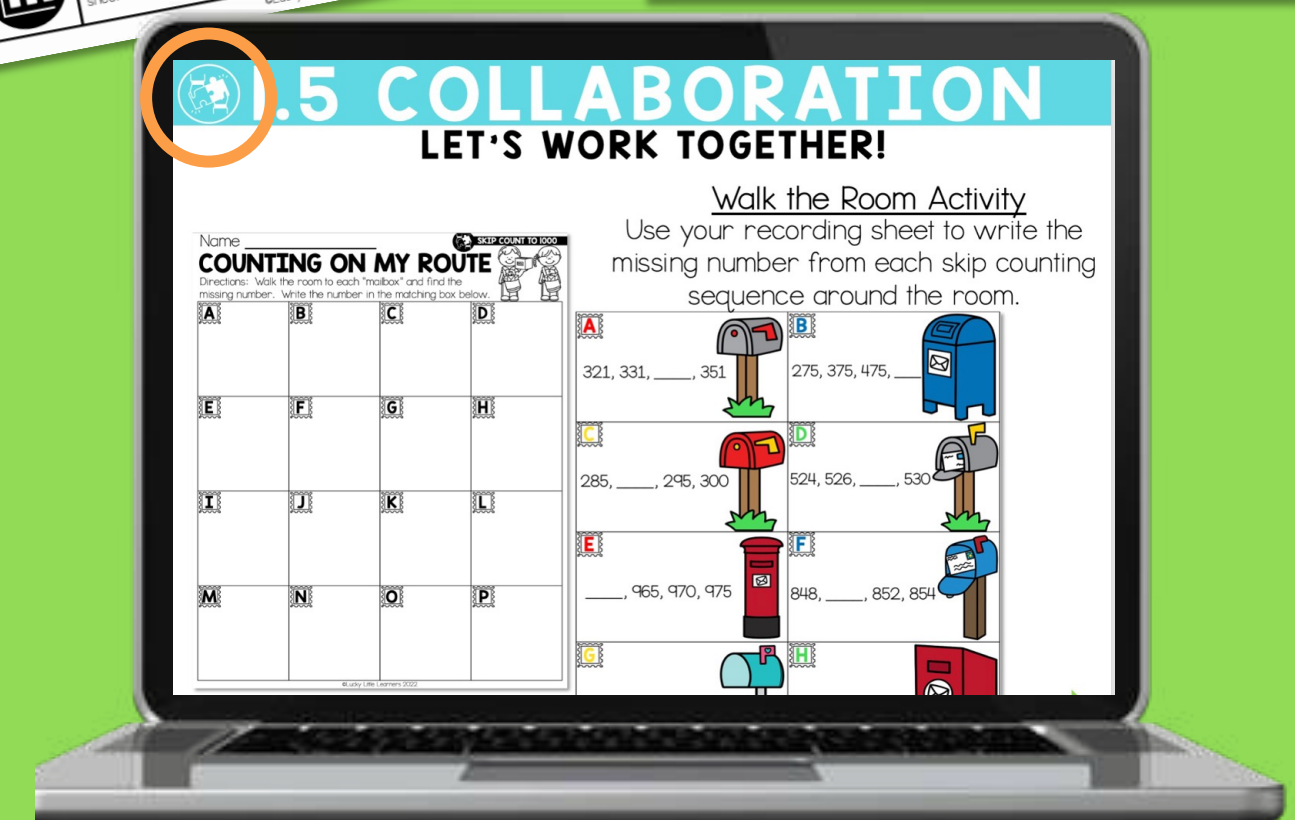
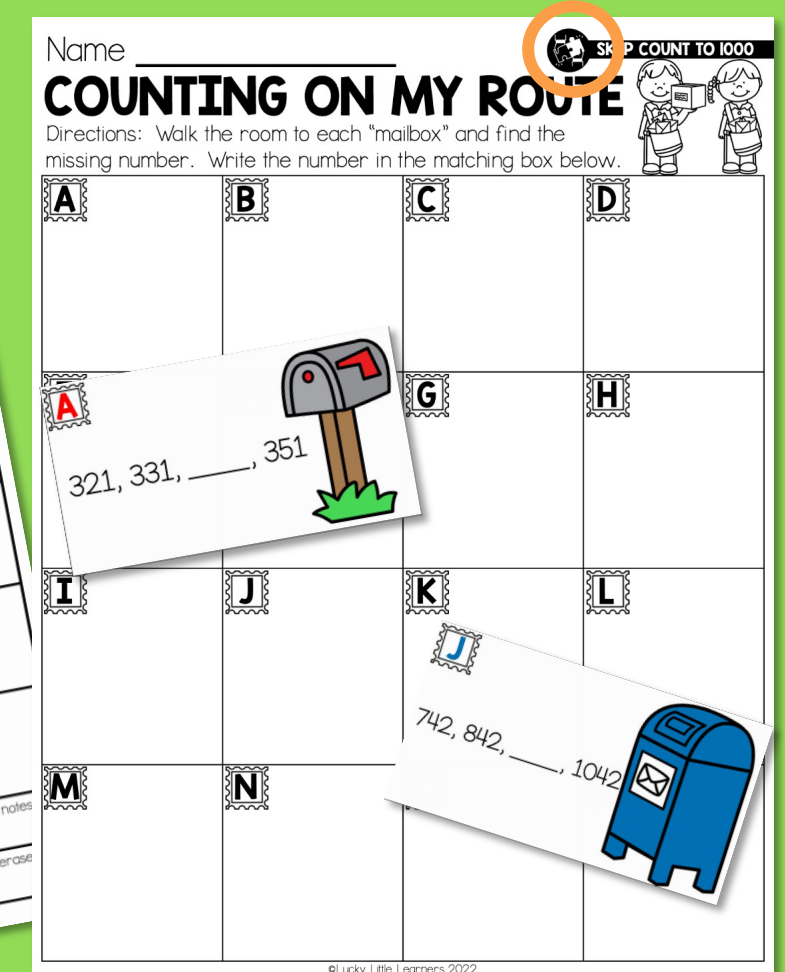
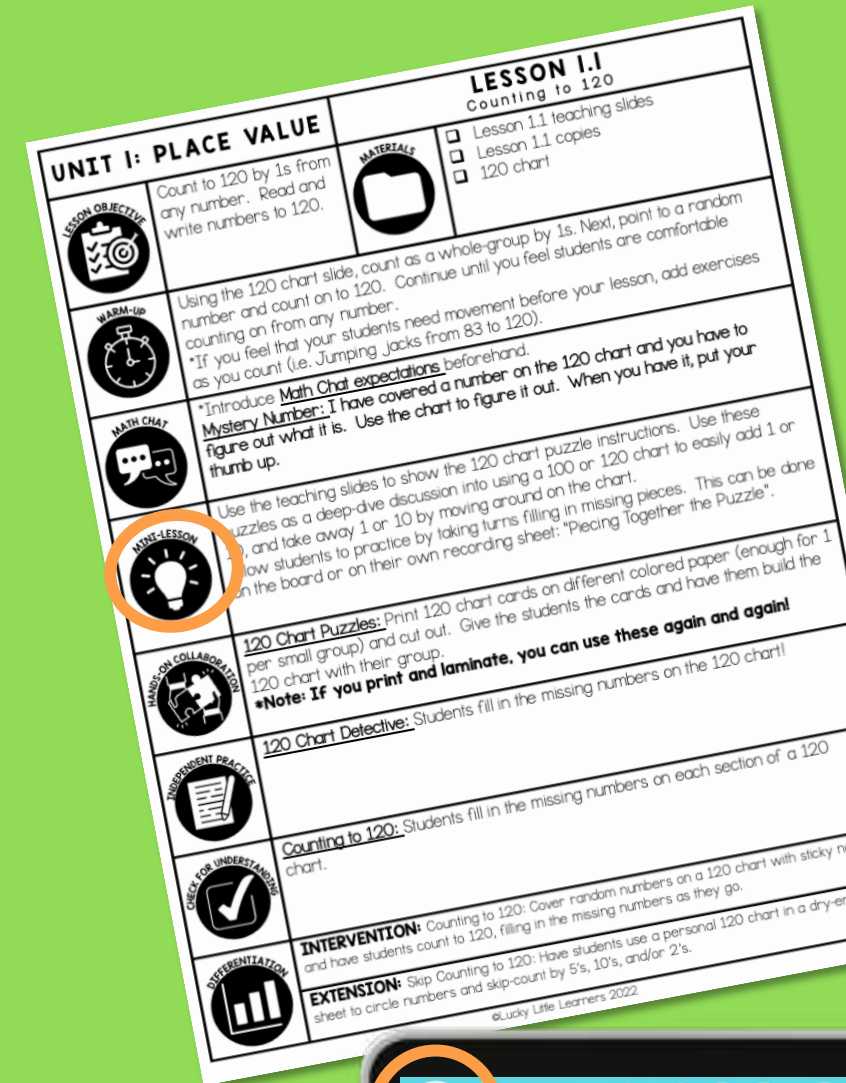
Vocabulary cards

MATH UNIT ICONS

These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

ICON KEY

| | | | | |
|--|---|---|---|---|
|  |  |  |  |  |
| OBJECTIVE | MATERIALS | WARM UP | MINI LESSON | MATH CHAT |
|  |  |  |  |  |
| HANDS-ON COLLABORATION | INDEPENDENT PRACTICE | CHECK FOR UNDERSTANDING | DIFFERENTIATION | BONUS |



LESSON PLANS

Clear lesson objective

List of materials

Teaching slides included for each part of the lesson

| UNIT 1: PLACE VALUE | | LESSON 1.1 Counting to 120 | |
|---------------------|---|-------------------------------|---|
| | Count to 120 by 1s from any number. Read and write numbers to 120. | | <input type="checkbox"/> Lesson 1.1 teaching slides <input type="checkbox"/> Lesson 1.1 copies <input type="checkbox"/> 120 chart |
| | Using the 120 chart slide, count as a whole-group by 1s. Next, point to a random number and count on to 120. Continue until you feel students are comfortable counting on from any number. *If you feel that your students need movement before your lesson, add exercises as you count (i.e. Jumping jacks from 83 to 120). | | |
| | *Introduce <u>Math Chat expectations</u> beforehand. <u>Mystery Number</u> : I have covered a number on the 120 chart and you have to figure out what it is. Use the chart to figure it out. When you have it, put your thumb up. | | |
| | Use the teaching slides to show the 120 chart puzzle instructions. Use these puzzles as a deep-dive discussion into using a 100 or 120 chart to easily add 1 or 10, and take away 1 or 10 by moving around on the chart. Allow students to practice by taking turns filling in missing pieces. This can be done on the board or on their own recording sheet: "Piecing Together the Puzzle" | | |
| | <u>120 Chart Puzzles</u> : Print 120 chart cards on different colored paper (one per small group) and cut out. Give the students the cards and have them assemble the 120 chart with their group. *Note: If you print and laminate, you can use these again and again! | | |
| | <u>120 Chart Detective</u> : Students fill in the missing numbers on the 120 chart! | | |
| | <u>Counting to 120</u> : Students fill in the missing numbers on each section of a 120 chart. | | |
| | INTERVENTION : Counting to 120: Cover random numbers on a 120 chart with sticky notes and have students count to 120, filling in the missing numbers as they go. EXTENSION : Counting to 120: Use a 120 chart to circle numbers that are 10 more or 10 less than a given number. | | |

| UNIT 1: PLACE VALUE | | LESSON 1.13 Represent 3-Digit Numbers | |
|---------------------|--|--|---|
| | Represent amounts of hundreds, tens, and ones. | | <input type="checkbox"/> Lesson 1.13 teaching slides <input type="checkbox"/> Lesson 1.13 copies <input type="checkbox"/> a ball <input type="checkbox"/> Dry-erase pockets <input type="checkbox"/> Dice & Playing Cards |
| | <u>Silent Ball game</u> : Have the students stand in a circle. They will silently toss a ball around to one another. As they throw the ball they will need to silently count by 10s. Say "STOP" when a student catches the ball. Have the student say the number. If the number is wrong they have to sit out. If a student talks to anyone else they have to sit out. The last student standing wins! (You can start easy and increase in difficulty.) | | |
| | <u>Word Problem</u> : Read the word problem aloud. Allow students a few minutes to think of one example. Share ways to show 269. Review the different forms of this number—word form, standard form, base-ten blocks, and expanded form. | | |
| | Start by reviewing standard form, base-ten form, expanded form, and word form for 3-digit numbers. Then practice counting by base-ten blocks. Introduce how you can count each group and write the number in the place value chart. Introduce the digits and their values. Show how you can use the digits in each number to determine the value. Do a few examples of finding the number and value. Play "I Have, Who Has" game together. | | |
| | <u>Build Page Numbers</u> : Students will work in partners to play this game. This can be played on a dry-erase sheet or as normal. Player 1 will roll a die and decide if they want to add hundreds, tens, or ones digit. They build the number with base ten blocks in the chosen column and cannot switch once it's built! They roll for their second digit and build. Then roll for their final digit and build. player 2 will follow the same steps. The partner with the bigger number wins that round and gets a point. Playing continues until teacher stops it. | | |
| | <u>Storytime Sort</u> : Students will sort the 3 books and write the 3-digit number. They will also write the value. | | |
| | <u>Counting to 120</u> : Students fill in the missing numbers on each section of a 120 chart. | | |
| | INTERVENTION : <u>Drawing 3 Cards, Build with base ten blocks</u> : Student will draw 3 playing cards and make the largest 3-digit number. They will build the number with base-ten blocks. EXTENSION : <u>Drawing 3 Cards, Draw base ten blocks</u> : Student will draw 3 playing cards and make the largest 3-digit number. They will draw the base-ten blocks to represent the number. Then practice writing in word form and expanded form. | | |

Math chat (number talk) in each lesson

Quick warm-up in each lesson

Collaborative hands-on tasks

Skill-focused mini lesson

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

Differentiation options

Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with **our weekly newsletter** created just for teachers like you.



About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.