

# MATH INTERACTIVE

# NOTEBOOK


MATH INTERACTIVE JOURNAL


## OPERATIONS & ALGEBRAIC THINKING

2.OA.B.2, 2.OA.C.3, 2.OA.C.4


$2+3=5$



**Exit Ticket:**  Explain how you could solve the equation  $14-7$  mentally.

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How did I do? 😊 😐 😞

**Exit Ticket:**  Explain how you could solve the equation  $14-7$  mentally.

😊 😐 😞

2ND GRADE



2.OA.B.2

### Known Equivalent Sums

If you know basic facts, you can quickly combine numbers to solve a multi-number equation quickly.

$6 + 6 + 3 =$

$12 + 3 = 15$

$7 + 3 + 4 =$

$\square + 4 = \square$

$6 + 4 + \square =$

$\square + 4 = \square$



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$1+1=$

$2+2=$

$3=$


$+4=$


$+5=$


$+6=$


$7+7=$


Date: \_\_\_\_\_















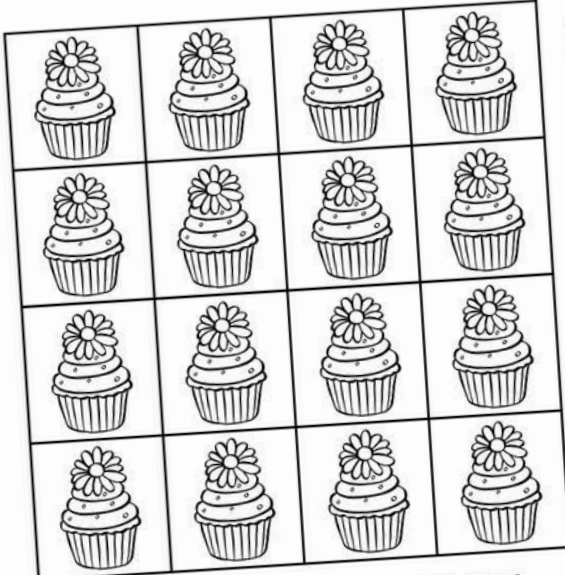


# Print and Go: Low Prep Interactive Journal




**INTERACTIVE JOURNAL**

## ADDITION TO REPRESENT ARRAYS



**2.OA.C.4**  
I can use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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	C	
R	O	W
	L	
	U	
	M	
	N	

A	R	R	A	Y
A	R	R	A	Y

addends

$$5 + 5 + 5 + 5 = 20 \leftarrow \text{sum}$$

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**Exit Ticket:**

Write two addition equations that represent the candy bar array below and show the sum of the number of pieces of chocolate:


How did I do? 😊 😐 😞

**Exit Ticket:**


Write two addition equations that represent the candy bar array below and show the sum of the number of pieces of chocolate:


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**2.OA.C.4**  
I can use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.


Help Katie write an addition equation to help her find the sum of the cupcakes she baked.


$$\square + \square + \square + \square + \square = \square$$

or

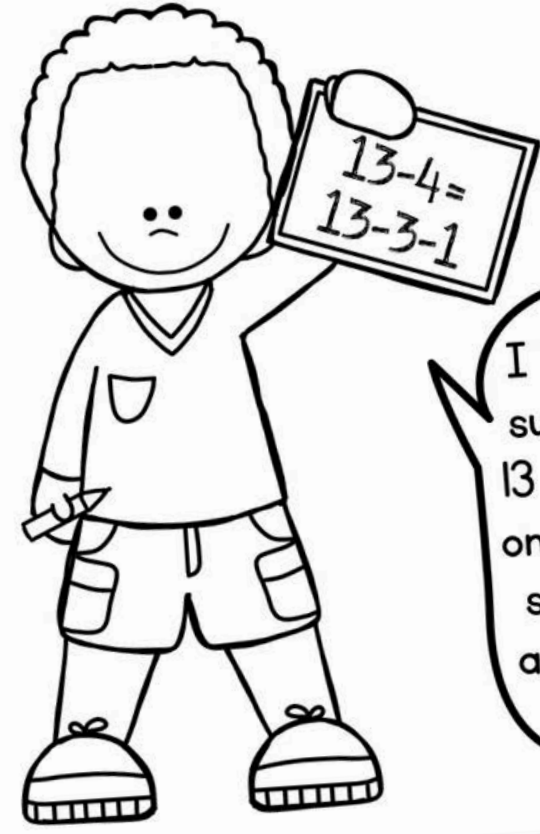
$$\square + \square + \square = \square$$


# Visuals and Anchor Charts to introduce topics



## 2.OA.B.2 Subtraction Fact Fluency: Decomposing Numbers Leading to A Ten

1. Mentally figure out how many you need to subtract from the first number to get to ten.
2. Subtract the remainder of the second number from ten.



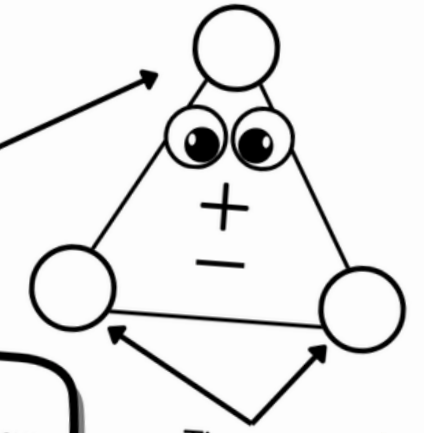
I know that if I subtract 3 from 13 I have ten. 3 is one away from 4, so if I take one away from ten I have 9.  $13-4=9$

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## 2.OA.B.2 Fact Families

The Largest Number in the family goes on the top.



The two smaller numbers go on the bottom corners.

If you know your addition facts, you know your subtraction facts. Addition and Subtraction facts belong to the same family!



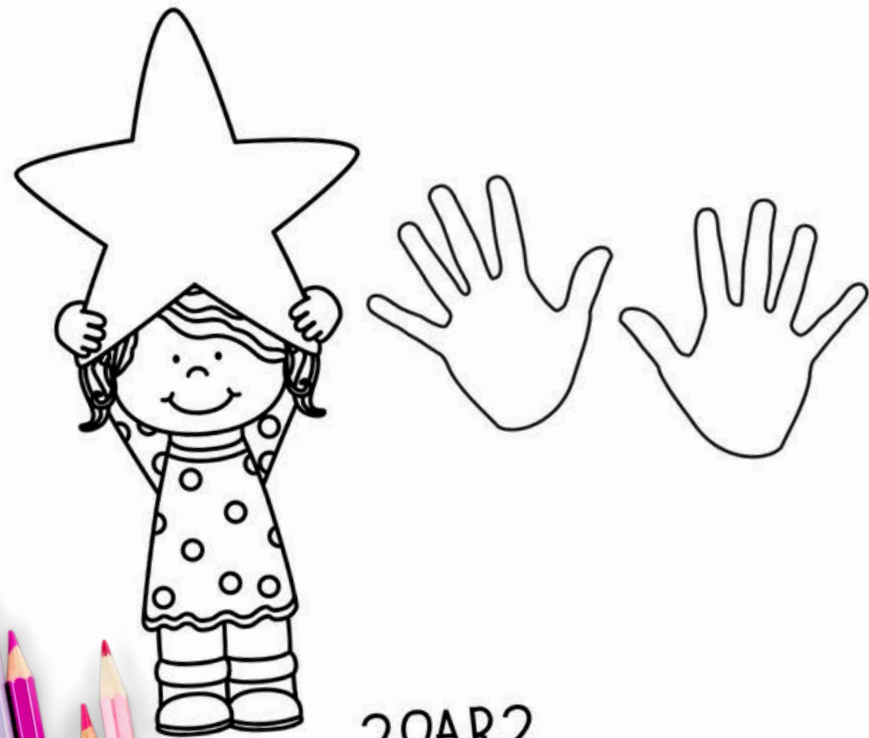
- $9 + 8 =$
- $8 + 9 =$
- $17 - 9 =$
- $17 - 8 =$

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# Standards Aligned: Pages for each standard

INTERACTIVE JOURNAL

## FACT FLUENCY



2.OA.B.2

fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

INTERACTIVE JOURNAL

## ODD AND EVEN NUMBERS



2.OA.C.3

I can determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

INTERACTIVE JOURNAL

## ADDITION TO REPRESENT ARRAYS



2.OA.C.4

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of two equal addends.

# Exit Tickets for Every Standard

**Exit Ticket:** Write two addition equations that represent the candy bar array below and show the sum of the number of pieces of chocolate:


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How did I do? 😊 😐 😞

**Exit Ticket:** Determine if the following numbers are even or odd with a strategy of your choice:

- 8
- 13
- 16
- 20
- \*Bonus- 594

How did I do? 😊 😐 😞

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# FUN, PRINTABLE ACTIVITIES



I know that if I subtract  from 17 I have ten.  
 is  away from 9,  
so if I take  away  
from ten I have .

I know that if I subtract  from 14 I have ten.  
 is  away from 8,  
so if I take  away  
from ten I have .

I know that if I subtract  from 15 I have ten.  
 is  away from 7,  
so if I take  away  
from ten I have .

I know that if I subtract  from 12 I have ten.  
 is  away from 7,  
so if I take  away  
from ten I have .

$17 - 9 =$

$14 - 8 =$

$15 - 7 =$

$12 - 7 =$

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2.OA.B.2 Addition Fact Fluency:  
Make 10

1 2 3 4 5 6 7 8 9

Use the Make Ten Strategy to solve the following

$4 + 9 = 10 + \square = \square$

$7 + 6 = 10 + \square = \square$

$8 + 6 = 10 + \square = \square$

$6 + 5 = 10 + \square = \square$

2.OA.B.2 Addition Fact Fluency:  
Counting On

1. Put the biggest number in  
your head. Say it.

2. Count the small number on  
your fingers.

$3 + 8 = \square$

$7 + 5 = \square$

$2 + 13 = \square$

$9 + 6 = \square$

$6 + 8 = \square$


$4 + 9 = \square$

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# Intended to introduce each standard and serve as a student reference tool


INTERACTIVE JOURNAL

## ODD AND EVEN NUMBERS



2.OA.C.3

Determine whether a group of objects (up to 20) has an even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.



2.OA.C.3 Pairing Objects

If a group of objects is even, every object will have a partner. If a group of objects is odd, there will be one object that is left out.

Mr. Diaz assigned a project for his students to work in partners. Partner up the children to determine if each number is even or odd.

1 student: even or odd?

2 students: even or odd?

3 students: even or odd?

4 students: even or odd?

5 students: even or odd?

Using the pattern from above, determine if Mr. Diaz would have an even or odd amount of students:

6 students: even or odd?	7 students: even or odd?
8 students: even or odd?	9 students: even or odd?
10 students: even or odd?	11 students: even or odd?
12 students: even or odd?	13 students: even or odd?
14 students: even or odd?	15 students: even or odd?
16 students: even or odd?	17 students: even or odd?
18 students: even or odd?	19 students: even or odd?
20 students: even or odd?	

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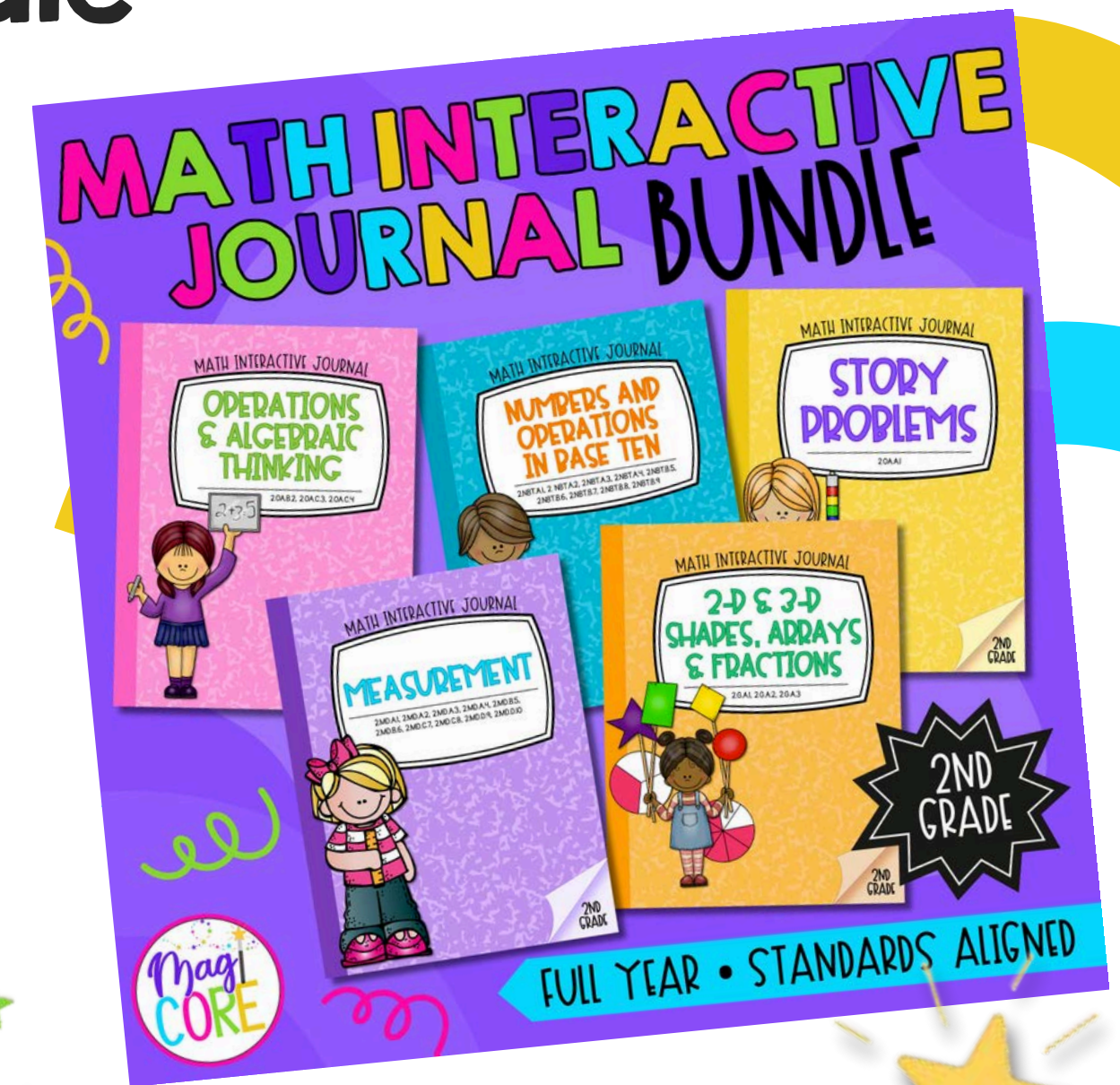
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# WANT THE WHOLE SET?

## Save and Bundle

"I used this resource with my students to provide a visual of what we have learned. It was helpful because I could refer back to a certain section for review if needed. Thank you!" - KC, Elementary Teacher

- Visuals, anchor charts, and practice for all math skills
- Build and use as a reference tool all year!



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