

# COMMON CORE

Grade 2

## Mathematics

# CLINICS

Number, Operations,  
and Algebraic Thinking

 Options

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# Lesson 1 Skip-Count

## Get the Idea

You can **skip-count** to find how many in all.  
Count the shoes. Skip-count by 2s.



2



4



6



8



10



12

There are 12 shoes in all.  
A hundreds chart can help you skip-count.

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

## Example 1

Luis starts at 10 and skip-counts by 10s.

He counts 10 numbers.

What are the numbers Luis counted?

**Strategy** Use a 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

**Step 1** Find 10.



**Step 2** Skip-count by 10s.



Color the boxes.

**Answer** The numbers Luis counted are 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100.

## Example 2

How many marbles in all?



**Strategy** Skip-count by 100s.

**Step 1** Each bag has 100 marbles.



Skip-count by 100s six times.



100

200

300

400

500

600

**Step 2** Write how many in all.

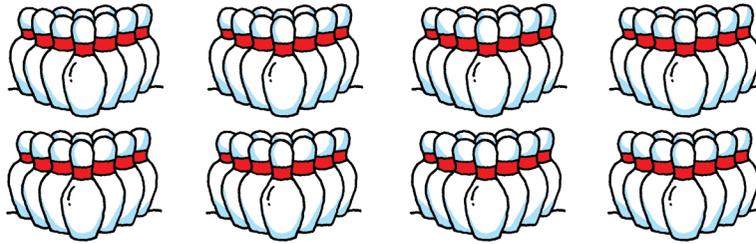


600 marbles in all.

**Answer** There are 600 marbles in all.

# Guided Practice

How many bowling pins in all?



Each group has 10 bowling pins.

Skip-count by \_\_\_\_\_s eight times.

Use a hundreds chart. Color the numbers.

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

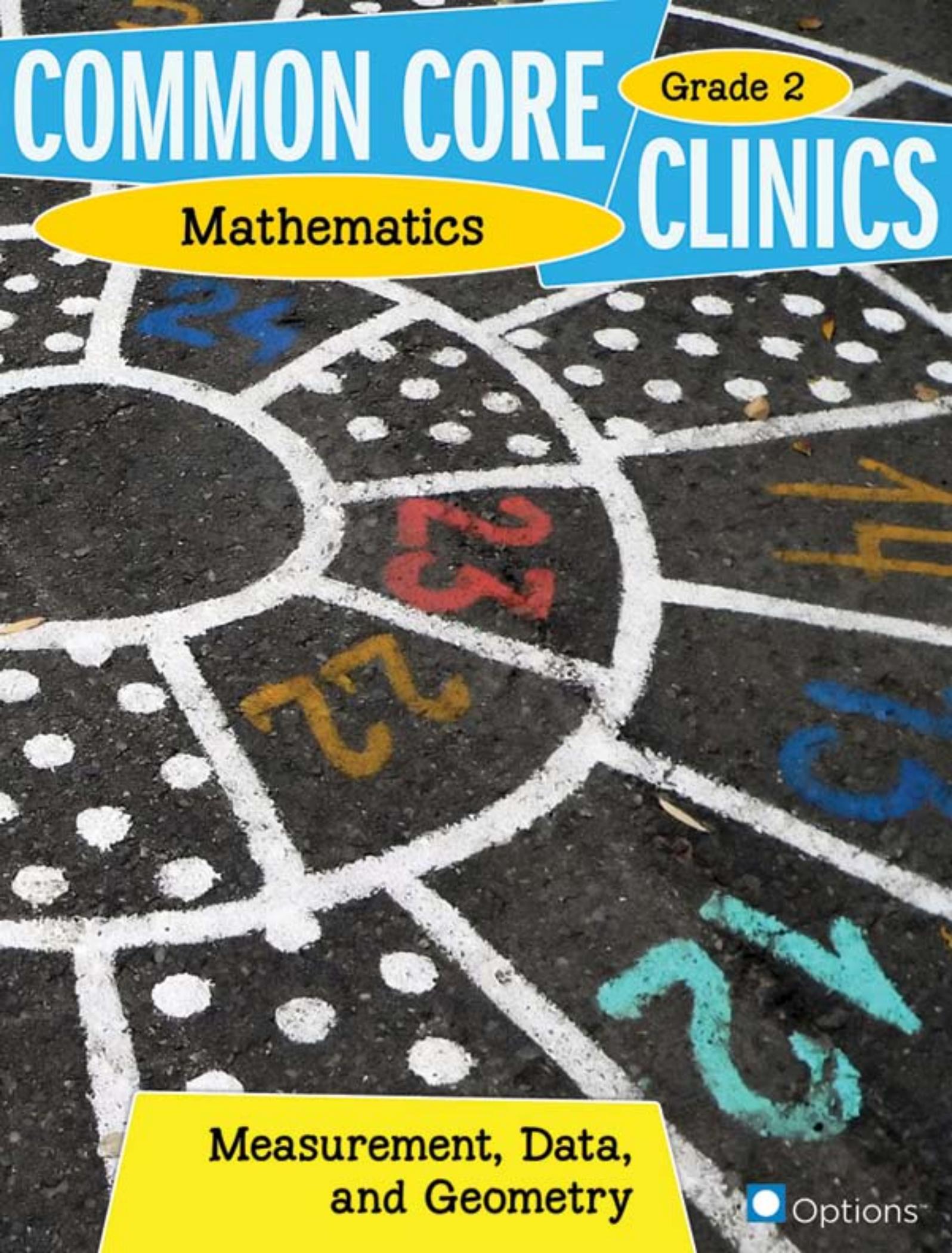
There are \_\_\_\_\_ bowling pins in all.

## Try It!

Use the 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

1. Start at 5. Skip-count by 5s. Count five numbers. Color the numbers blue.
2. Start at 30. Skip-count by 10s. Count five numbers. Color the numbers red.
3. Start at 75. Skip-count by 5s. Count five numbers. Color the numbers yellow.



**COMMON CORE**

Grade 2

**Mathematics**

**CLINICS**

**Measurement, Data,  
and Geometry**

 Options

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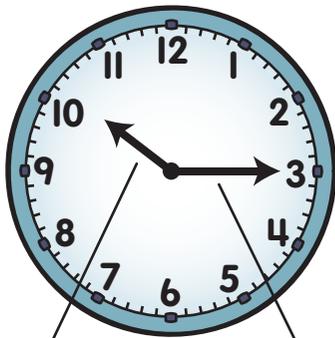
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# Lesson 1 Time

## Get the Idea

You can use **clocks** to tell time. The clocks show 10:15.  
Read: ten fifteen

analog clock



hour hand    minute hand

digital clock



hour digits    minute digits

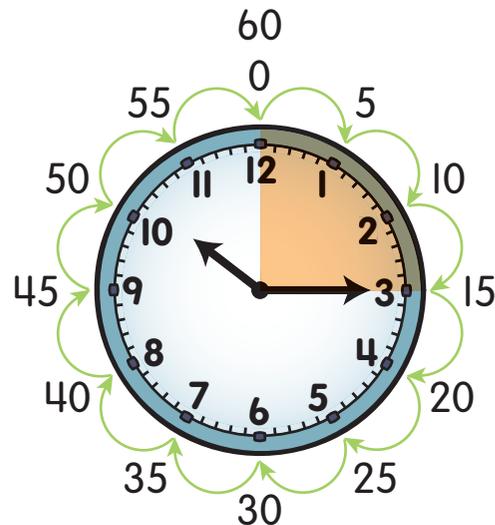
On a clock, skip-count by 5s to tell the time.

There are 60 **minutes** in 1 **hour**.

There are 30 minutes in a **half hour**.

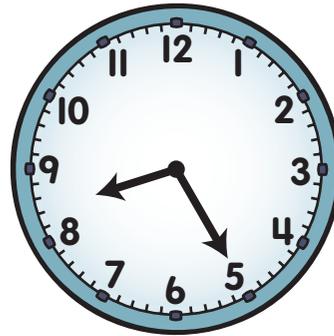
There are 15 minutes in a **quarter hour**.

You can also say 10:15 as 15 minutes after 10 o'clock or a quarter after 10.



## Example 1

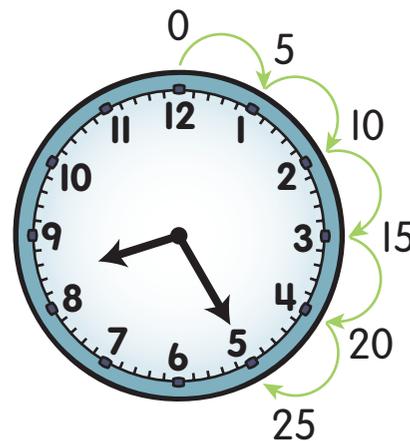
What time does the clock show?



**Strategy** Look at the hands on the clock.

**Step 1** The hour hand is the shorter hand.  
It is between 8 and 9.  
It is after 8 o'clock.

**Step 2** The minute hand is the longer hand.  
Skip-count by 5s.  
It is 25 minutes after the hour.



**Step 3** Write the time.  
8:25

**Answer** The clock shows 8:25.  
Read: eight twenty-five  
25 minutes after 8 o'clock

The time between 12 midnight and 12 noon is **A.M.**

Jane is asleep at 12:00 A.M.

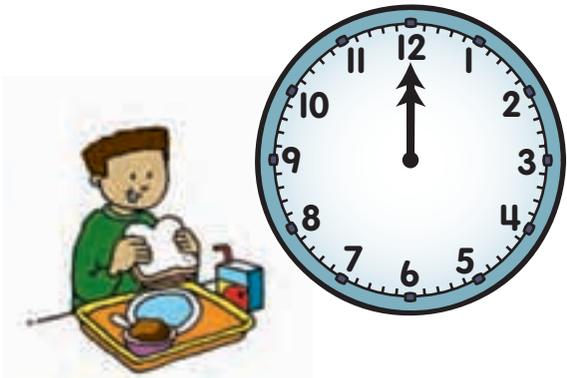


Lee gets to school at 7:45 A.M.



The time between 12 noon and 12 midnight is **P.M.**

Rico eats lunch at 12:00 P.M.



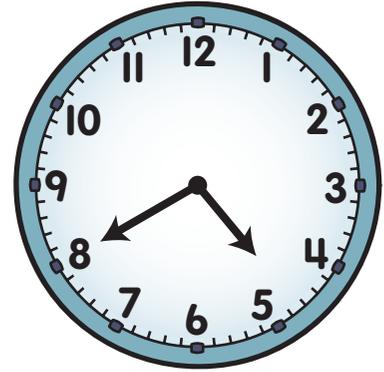
Anna goes to bed at 9:30 P.M.



## Example 2

Chris ate a snack in the afternoon.  
The clock shows the time.

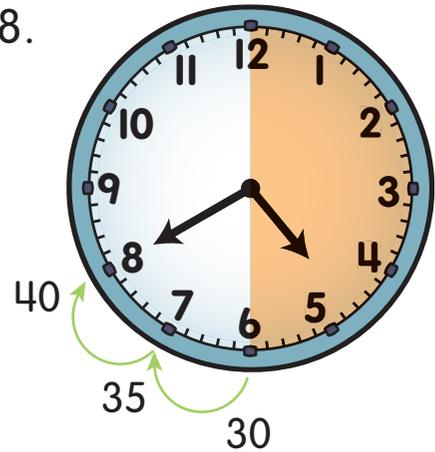
What time did Chris eat the snack?  
Write A.M. or P.M.



**Strategy** Find the time.  
Think about noon and midnight.

**Step 1** The hour hand is between 4 and 5.  
It is past 4 o'clock.

**Step 2** The minute hand points to the 8.  
It is 30 minutes past the hour  
when the minute hand points  
to the 6.  
Start at 30. Skip-count by 5s.  
It is 40 minutes past 4 o'clock.



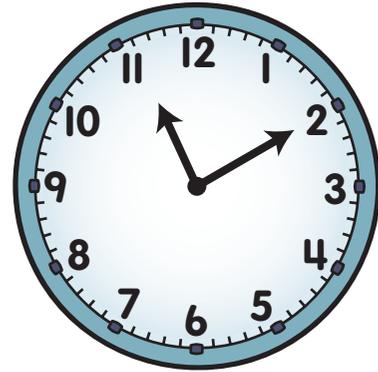
**Step 3** Write the time with A.M. or P.M.  
Afternoon is P.M.  
4:40 P.M.

**Answer** Chris ate the snack at 4:40 P.M.

# Guided Practice

The clock shows the time children have recess.

What time do the children have recess? Write A.M. or P.M.



Find the hour.

The hour hand is between 1 and \_\_\_\_\_.

It is past \_\_\_\_\_ o'clock.

Find the minutes.

The minute hand points to the \_\_\_\_\_.

Skip-count by 5s.

\_\_\_\_\_ , \_\_\_\_\_

It is \_\_\_\_\_ minutes past the hour.

Think about A.M. and P.M.

The time for recess is before noon.

So write the time with \_\_\_\_\_.

Write the time. \_\_\_\_\_

The children have recess at \_\_\_\_\_.