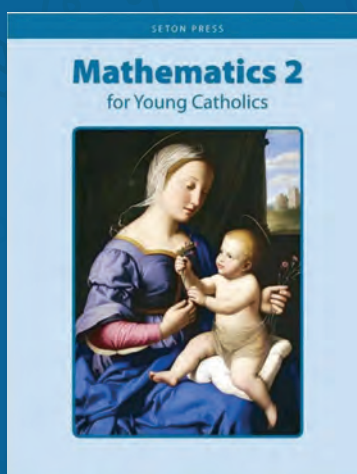




MATHEMATICS 2

COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

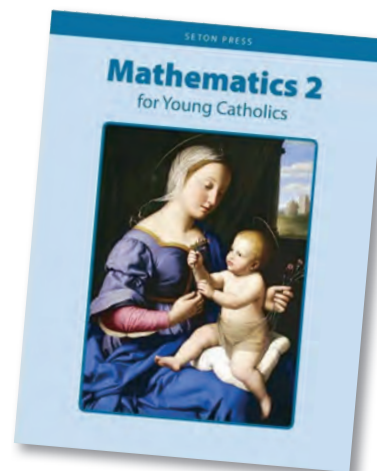
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The textbook answer key, tests, and Quarter Report Forms are located at the end of this Course Manual.

Course Materials

Mathematics 2 for Young Catholics



St. Barbara



FIRST QUARTER

MATH 2 LESSON PLAN

Week One

We encourage extra drills and practice whenever possible. Using a chalkboard or dry-erase marker board to show examples can be helpful and fun for your child. Extra drill sheets are available on our website. Go to www.setonhome.org and log on to your MySeton page. Click on Courses, scroll down to Math 2, and then click on the yellow notebook icon for viewing resources.

Day 1

Review, p. 1

Your child should be able to do this page easily. The purpose is to practice counting items, to recognize the number as well as to read the word for the number.

You can check off work as you complete it!



Have your child draw a line from the items to the number which says the number of items; then have your child draw a line from the number to the number word.

☐

Review, p. 2



Assign the review on p. 2.

☐


This should be a review page. However, if your child needs to review counting by 5s or tens, you may want to do some **hands-on activities** with dimes or tiddlywinks or chips or playing cards. You could also write numbers in rows of ten, from one to 100, and remind your child how to count by 5s and 10s.

☐

Day 2

Review Addition Facts, p. 3



Assign the review on p. 3.

☐

Your child should remember this from First Grade, but if not, you might go back to the exercises in the First Grade book. In fact, the First Grade book has many tips for adding which your child should remember, such as adding doubles and starting with the ten. For instance, 9 plus 6 is the same as 10 plus 5 so the answer is 15. Please do go back and review if necessary.



Also, work with flashcards for oral drill.

☐

Review Subtraction Facts, p. 4



See how your child does with this page.

☐

**MATH 2 LESSON PLAN**

If necessary, make some **flashcards** with subtraction facts, or review concepts with **hands-on activities**, such as adding and subtracting with pennies.

☐**Day 3****Review Facts, p. 5**

Assign the review on p. 5. These are mixed problems of addition and of subtraction.

☐

If your child needs more drill, use flashcards for oral drill. Write the same problems in a different order on a separate piece of paper for written drill. Be sure your child is saying the problem out loud: fourteen plus four equals eighteen; seven plus three is ten; and so on.

☐**Review Time, p. 6**

Assign the review on p. 6. This is just one quick page showing the hour and the half-hour.

☐

Give your child some extra drill with an alarm clock.

☐**Day 4****Review Plane Figures, p. 7**

Help your child **do the assignment**.

☐

Your child should know these four figures. There are three exercises: To match, have your child draw a line from the name to the correct figure. Your child should then write the name of the figure below each of the four figures. Then ask your child to draw the shape of each figure around each word identifying the shape.

Review Tens and Ones, p. 8

This should be a review, but be sure to go through and discuss each box, explaining that the ones are in the right column, and the number in the second column on the left represents the number of groups of ten items (in this case, green square boxes). See how many of the twelve problems your child can do.

☐**Day 5****Place Value, p. 9**

This page offers further explanation of the place value of the tens column and the ones column. The place in the number determines its value: in the right column, the value is the number of ones; in the column to the left, the value is the number of tens.

MATH 2 LESSON PLAN



Help your child through this page. Your child should not need to count the tens columns, but simply to count the NUMBER of the rows of ten boxes. ☐

Place Value, p. 10



Make sure that your child understands the thinking behind these problems. **Please go over them with your child**, repeating the words: 2 tens means 20, plus 1 equals 21. 6 tens means 60 plus 2 equals 62. ☐

Week Two

Day 1

Review Adding Tens, p. 11



Read the top section very carefully with your child. Say aloud: 5 tens equals 50; 3 tens equals 30; 50 plus 30 equals 80. ☐

Review Subtracting Tens, p. 12



Do and assign the following: ☐

Explain the top section very carefully with your child. Read the two problems aloud with your child: Five ones take away three ones leaves two ones, or equals two ones. In the second problem, read aloud with your child: Five tens or fifty, take away three tens or thirty, equals two tens or twenty.

In the second section, subtract the number of tens. Point out the necessity of keeping the ones in a straight column, and the tens in a straight column.

In the third section, be sure your child is repeating after you: Seventy take away forty equals thirty.

Day 2

Review Adding Tens and Ones, p. 13



Go through the first section, explaining each box. Explain the two problems in the second section. ☐

Notice that the first section and the second section give a picture of the small green boxes the numbers represent. In the third section, the boxes show the numbers in the ones and tens columns. Finally, the problem is set up as an addition problem.



Help your child to do the problems as you explain the sections. ☐

Review Subtracting Tens and Ones, p. 14



Explain this page as you did with the previous page, reading through each section along with your child. In section two, have your child circle the boxes to subtract. ☐

St. Rita of Cascia



THIRD QUARTER

**MATH 2 LESSON PLAN****Week Nineteen**

We encourage extra drills and practice whenever possible. Using a chalkboard or dry-erase marker board to show examples can be helpful and fun for your child. Extra drill sheets are available on our website. Go to www.setonhome.org and log on to your MySeton page. Click on Courses, scroll down to Math 2, and then click on the yellow notebook icon for viewing resources.

Day 1**Inches, p. 111**

Give your child at least **20 minutes of review** of addition and subtraction problems with regrouping. ☐



For p. 111, use a ruler to teach your child about inches. Assign page 111. ☐



Give some activities with measuring items around the house. ☐

Day 2**Inches, p. 112**

Give your child at least **20 minutes of review** of addition and subtraction problems with regrouping. ☐



Using a ruler, **ask your child to do** the drawing on p. 112. Also, give the assignments of measuring items in the house. ☐

Day 3**Half Inch, p. 113**

Give your child at least **20 minutes of review** of addition and subtraction problems with regrouping. ☐



Page 113: Point out the sections on the ruler or your own ruler. Your child needs to understand where the half-inch mark is located. ☐



Give extra measuring activities. ☐

MATH 2 LESSON PLAN

Day 4



Give your child at least **20 minutes of review** of addition and subtraction problems with regrouping. ☐

Half Inch, p. 114



Review the past lessons on inches and half inches. ☐



Assign page 114. ☐

Day 5



Give your child at least **20 minutes of review** of addition and subtraction problems with regrouping. ☐

Foot and Yard, p. 115



Teach the concept at the top of the page. If you have a yardstick, show your child how to measure a yard.
Give measuring activities for the assignments on p. 115. ☐

Week Twenty

Day 1



Give your child at least **20 minutes of review** of addition and subtraction problems with regrouping. ☐

Day 2



Give your child at least **20 minutes of review** of addition and subtraction problems with regrouping. ☐

Cup, Pint, Quart, Gallon, p. 116



Go over the concepts with your child, using items in the kitchen to measure. ☐



Your child needs to memorize these measurements, but if you give some experience in the kitchen off and on all year, they will be remembered. ☐

MATHEMATICS 2

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This Course Manual is the property of Seton Home Study School and must be returned to Seton when the course has been completed.

We encourage you, however, to write in this Course Manual, or highlight in it to mark student progress.

For more information, visit:
setonhome.org/return-lp

LIST OF COURSE MATERIALS

- ***Mathematics 2 for Young Catholics***



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2MAT01_18A

Revised 2/8/2023