Math Review Task
Grade 2

Mathletics

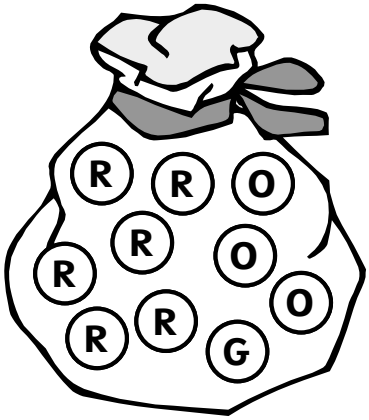
Chance and Data:

Chance – likelihood

1 Look at the bag.

a Color 6 counters red, 1 counter green, and 3 counters orange.

b What color counter are you **most** likely to pull out? Why?



Red because there are mostly red counters in the bag.

What color counter are you **least** likely to pull out? Why?

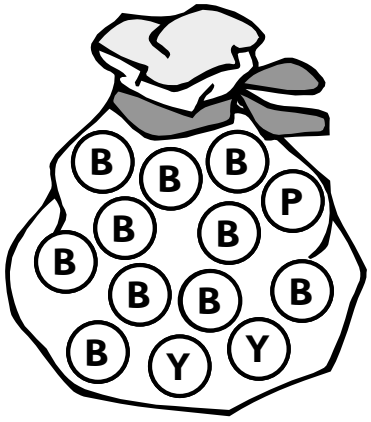
Green because there is only 1 green counter in the bag.

How would you describe the chance of pulling out an orange counter?

Unlikely or equivalent.

---

2 You will need blue, yellow and pink pencils. Color the counters so:



a You are **most** likely to pull out a blue one.

b You are **least** likely to pull out a pink one.

c You **could** pull out a yellow one.

d Compare your bag with a friend's bag. Have they colored the counters the same way as you? If they are different, can you both be correct?

Sample answer.

Math Review Task
Grade 2

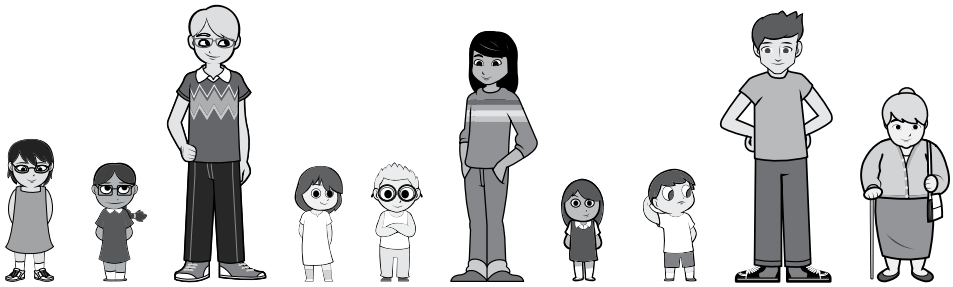
Mathletics

Chance and Data:

Data – collecting and representing data

Data is information. We collect data to help us find out about the world. We organize and display the data so that we can look at it easily and learn more.

1 Look at this group of people.



a What data can we collect about this group of people from the picture?

- there are 4 males and 6 females

Sample answers:

- **there are 6 kids**
- **there are 4 people with glasses**

b What data could we find out about these people if we ask them questions?

- who likes to eat chocolate
- what languages they speak at home

Sample answers:

- **who can drive a car**
- **who has pets**
- **who has a brother or sister**

Math Review Task
Grade 2

Mathletics

Chance and Data:

Data – collecting and representing data

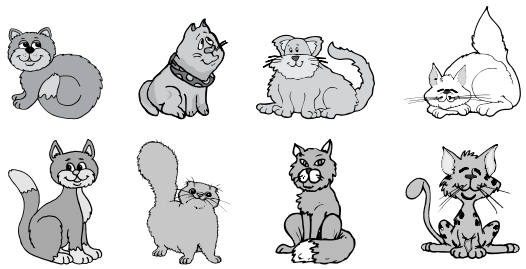
We can use tally marks to record data as we collect it. We make a mark like this | as we count or receive answers.

We show 5 like this 𝍸. This makes it faster to count because we can count in 5s.

How many marks are here? 𝍸 𝍸 | | 12

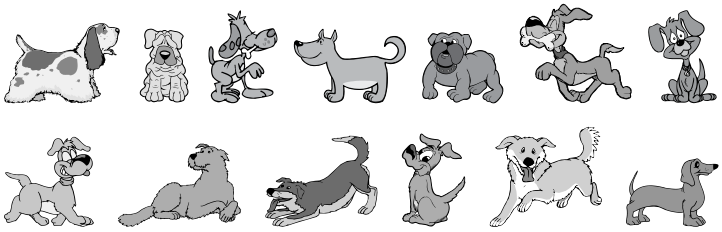
5, 10, 11, 12

1 How many cats are here? Each time you count a cat, make a tally mark.



𝍸 |||

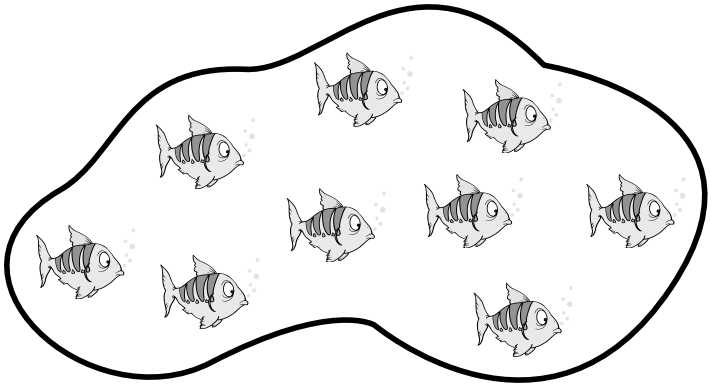
2 How many dogs are here? Each time you count a dog, make a tally mark.



𝍸 𝍸 |||

3 The tally marks show how many fish are in the pond. Draw the fish to match.

𝍸 ||||



Math Review Task
Grade 2

Mathletics

Chance and Data:

Data – analyzing data

Once we have collected and represented our data, we can look at it more closely and learn from it.

1 Imagine you have been asked by the owner of the local ice cream shop to study this data for them. Use the graph to answer their questions.

Dear _____,

Which flavor is our best seller?

Chocolate.

How many tubs of ice cream do we sell each week?

8

How many tubs of ice cream do we sell each week altogether?

20

If we could only sell 3 flavors, which flavor should we stop selling? Why?

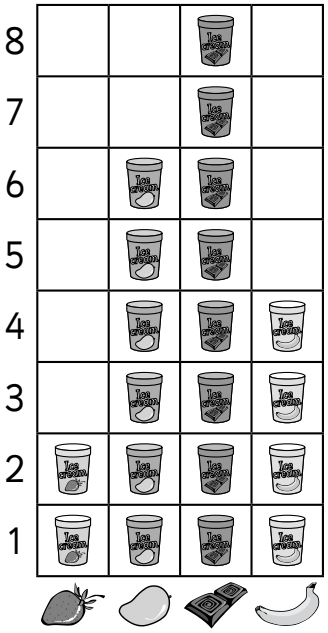
Strawberry because it is the least popular.

We need someone to be our new flavor taster. Would you like the job?

Thank you, **Yes!**

The Ice Cream family

Tubs of ice cream sold in 1 week



Flavors

Math Review Task
Grade 2

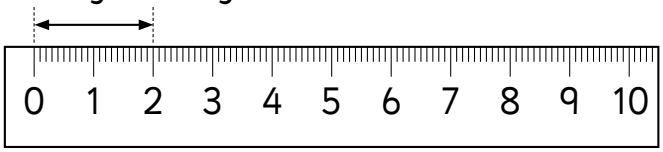
Mathletics

Measurement:

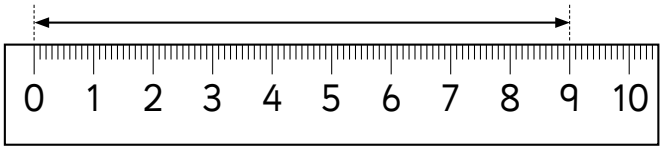
Length – centimeters

When we measure with rulers we are measuring the cm **spaces** between the numbers. The numbers count the spaces.

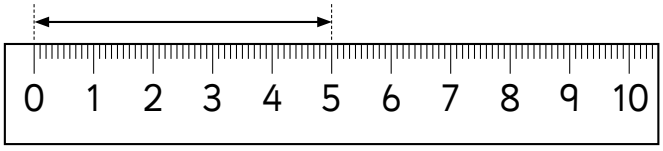
1 How many cm long is each arrow?

a 

2 cm

b 

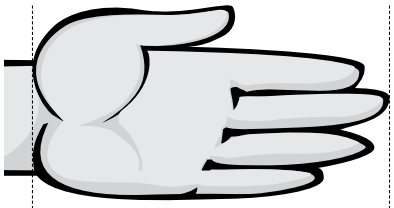
9 cm

c 

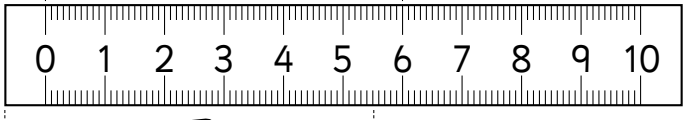
5 cm

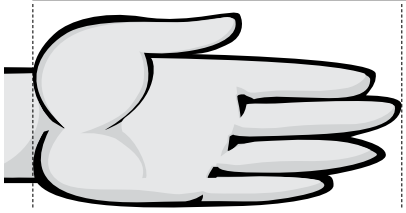
Look at a ruler. The numbers start a little bit past where the actual ruler starts and end a little bit before where the ruler ends. We measure from the 0, not from the start of the ruler.

2 ☑ the person who has ruled accurately.



6 cm ☑





$5\frac{1}{2}$ cm ☐

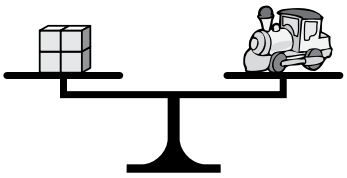
Math Review Task
Grade 2

Mathletics

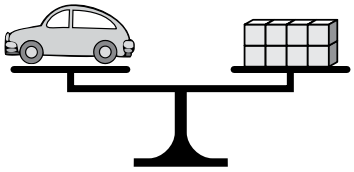
Measurement:

Mass – measure with informal units

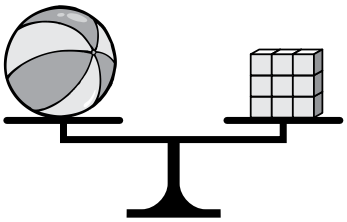
1 How many cubes balance the toys?



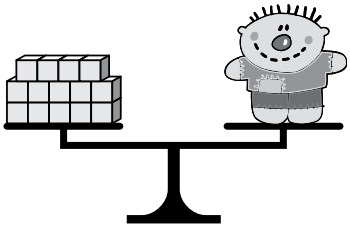
a 4 cubes balance the train.



b 8 cubes balance the car.



c 9 cubes balance the ball.

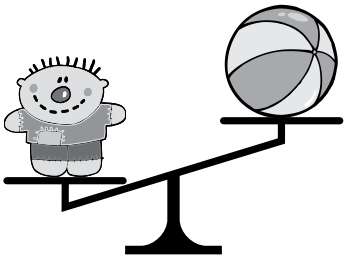


d 14 cubes balance the doll.

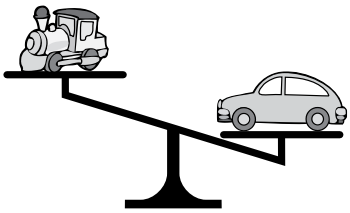
2 Draw a toy from above on the other side that could make the scales look like:

Answers may vary.

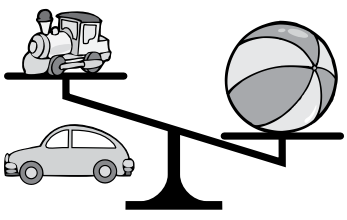
a



b

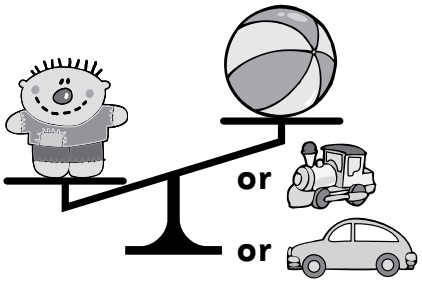


c



or

d



or

or

Math Review Task
Grade 2

Mathletics

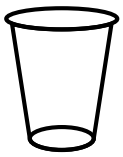
Measurement:

Volume and capacity – capacity of containers

When we find out how much a container can hold, we are measuring capacity.

1 How would you describe how full these containers are? There are some ideas in the help box below.

Answers will vary and may include:

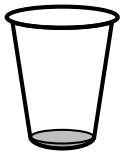
a  **empty**

b  **full**

c  **a little full/$\frac{1}{4}$/$\frac{1}{3}$**

d  **nearly full/$\frac{3}{4}$ full**

e  **nearly full**

f  **nearly empty**

2 What sort of container do you think could be filled with 5 cups of water? Draw it.

Answers will vary.

Container would have a capacity of 1.25 L

full empty half between quarter
a little bit three quarters nearly

Math Review Task
Grade 2

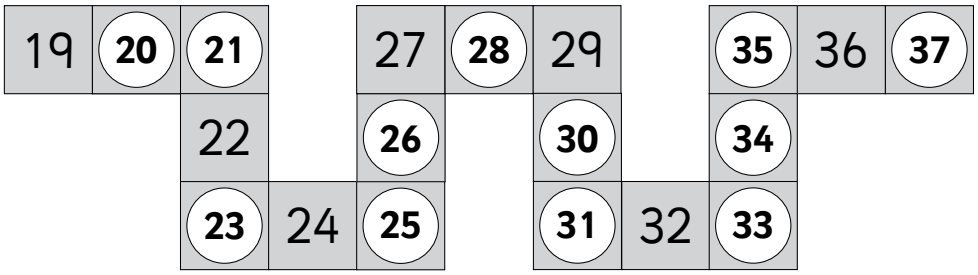
Mathletics

Numbers:

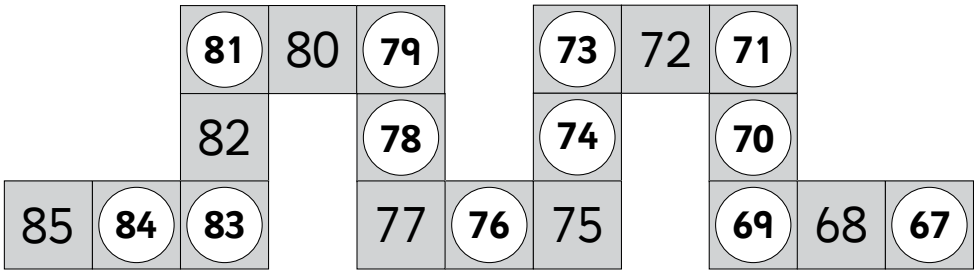
Numbers to 999 – 2 digit revision

1 Continue the counting patterns.

a



b



2 What number am I?

a

I am more than 22.
I am less than 24.

I am **23**

b

I am less than 74.
I am more than 70.
I am an even number.

I am **72**

c

I am a 2 digit number with a 2 in the tens place.
I am odd.
I have a 5 in me.

I am **25**

d

I have a 3 in the ones place.
I am less than 40 and more than 30.

I am **33**

Math Review Task
Grade 2

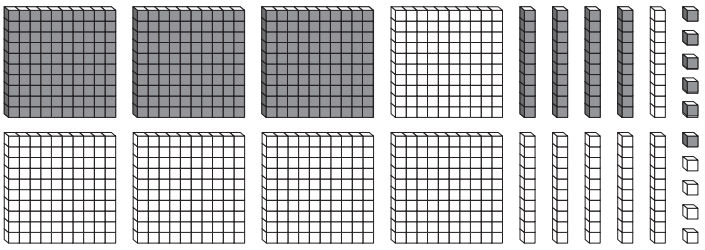
Mathletics

Numbers:

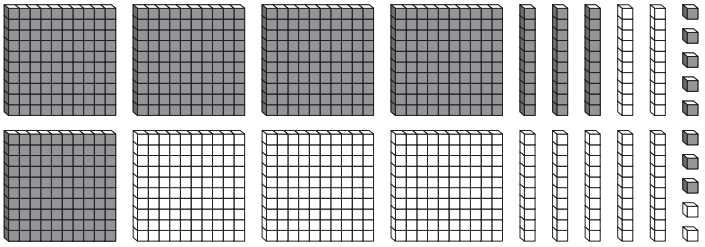
Numbers to 999 – matching numbers to amounts

2 Color the base-10 blocks to match the number.

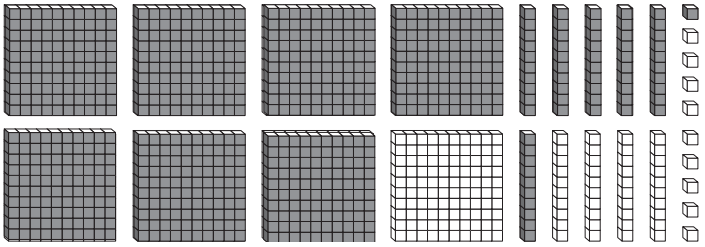
a 346



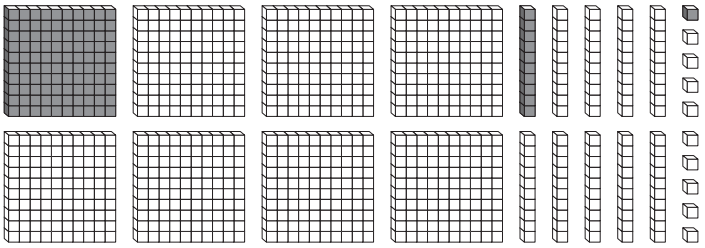
b 538



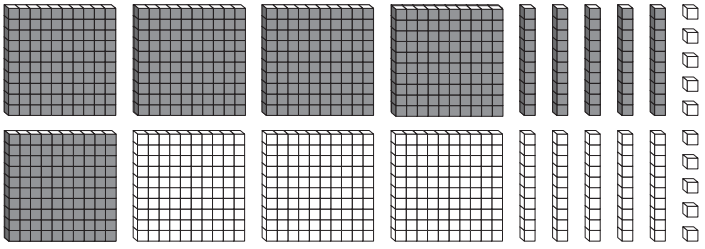
c 761



d 111



e 550



Math Review Task
Grade 2

Mathletics

Numbers:

Numbers to 999 – location and order

1 Complete the number crossword.

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

Across

1. The number after 285
3. The number before 400
4. The number before 463
6. The number before 790
7. The number after 888
8. The number after 499
9. The number after 109
10. The number before 1000

Down

2. The number between 849 and 851
3. The number after 344
5. The number before 222
6. The number after 729
8. The number before 520

2 Play this game with a partner. On each other's page, write a number between 0 and 999 in the grey area of each box. When you are both ready, swap papers and as quickly as you can, write the numbers that come before and after. Who finishes first? Who has all the numbers correct?

Answers will vary.

Math Review Task
Grade 2

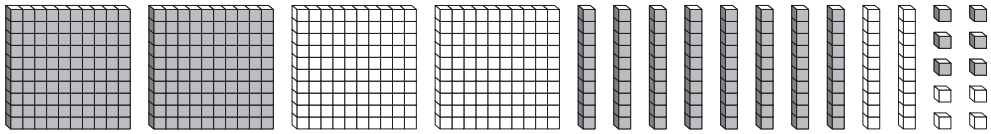
Mathletics

Numbers:

Place value to 999 – matching numbers to amounts

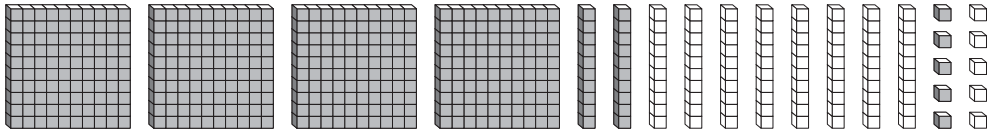
1 Color the correct number of blocks to match the number.

a



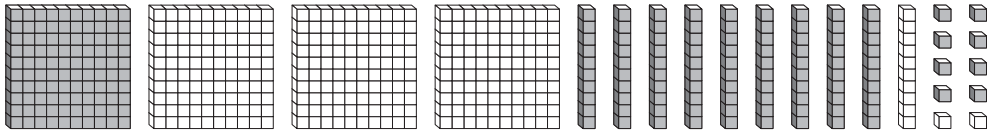
286

b



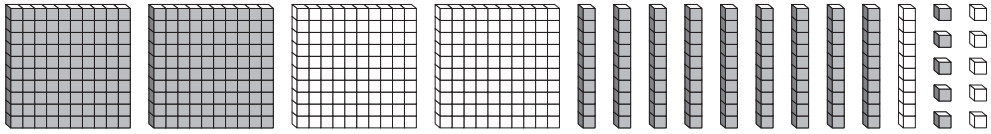
425

c



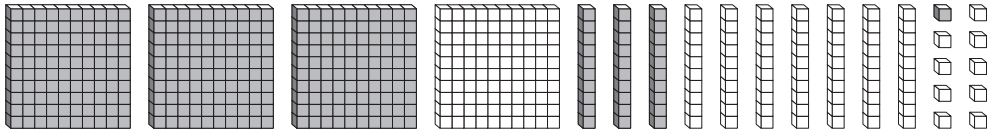
198

d



295

e



331

Math Review Task
Grade 2

Mathletics

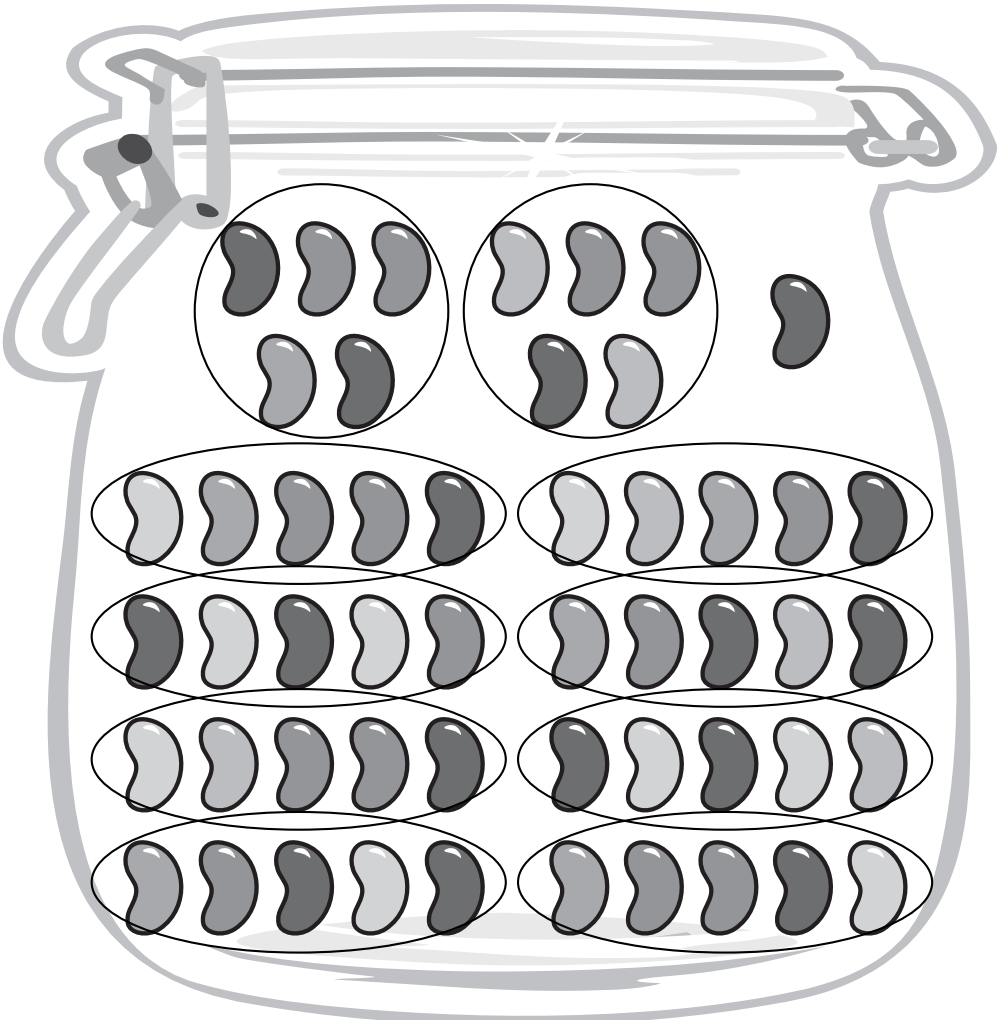
Numbers:

Number sense – estimate

We estimate when we guess what a number may be instead of counting exactly. We estimate a lot in daily life.

1 Guess how many jelly beans are in the jar. Use the clue to guide you. Circle groups of 5 to check.

This is what 5 jelly beans look like.



guess [ ] **Answers will vary.**

check [**51**]

Math Review Task
Grade 2

Mathletics

Numbers:

Skip counting – by 2s

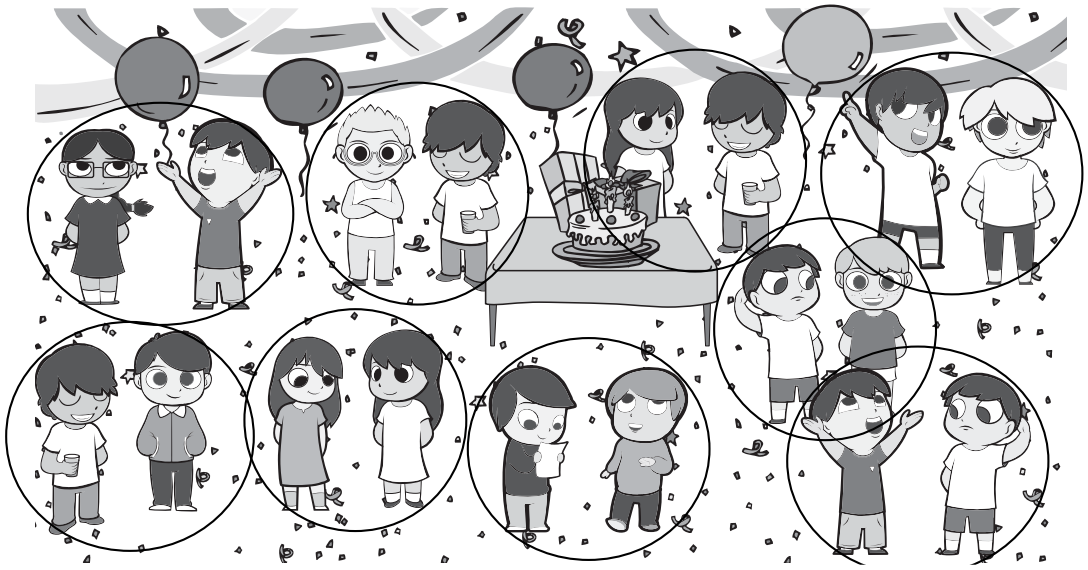
1 Some numbers are missing. Write them in and say them out loud as you go.

Start and go →

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**

What were you counting by? I was counting by **2s**

2 How many people are at the party? Circle groups of two. **18**



Math Review Task
Grade 2

Mathletics

Numbers:

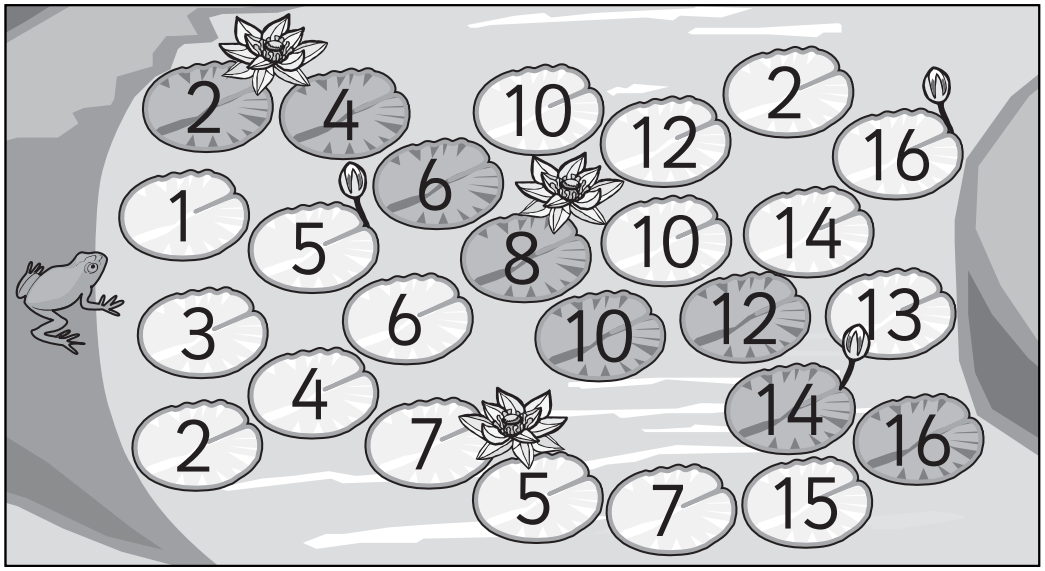
Skip counting – odd and even numbers

Even numbers can be put into pairs.

Odd numbers can't.

We say even numbers when we count the 2s pattern.

1 The frog can only jump on lily pads with even numbers.
Color a path he could take to get across the river.



2 Is there only one path? How many paths can you find?

Answers will vary.

3 What are the odd numbers less than 20? Write them. Can you keep going past 20?

1, 3, 5, 7, 9, 11, 13, 15, 17, 19, ...

Answers will vary.

Math Review Task
Grade 2

Mathletics

Numbers:

Ordinal numbers – 1st to 31st

We use ordinal numbers for dates. Some dates you might know are Christmas Day – December 25th or New Year's Day – January 1st.

What are some dates that are special to you?

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		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		

1 Answer these questions.

a Finish adding the numbers to this calendar.

b A farmers' market is on the 2nd Sunday of the month. Draw a carrot there.

c Joe's birthday is on the 18th day of the month. Draw a birthday cake there.

d He is having his party on the 3rd Saturday of the month. Draw a present there.

e A Teacher Institute day is on the 3rd Monday of the month. What date is this? **21st**

f You are going to the movies on the 4th Saturday of the month. What date is this? **26th**

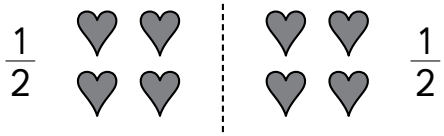
Math Review Task
Grade 2

Mathletics

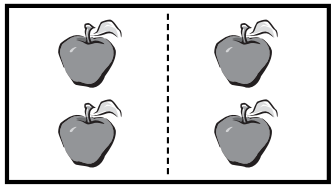
Numbers:

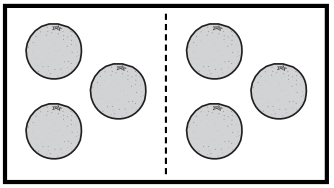
Fractions – half of a group

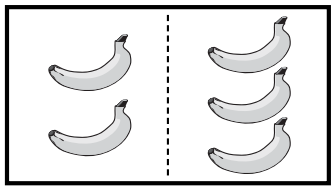
When we divide a group into 2 equal parts, we call each share or part a half. When they are equal, each share is fair.

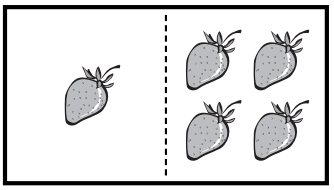


1 Check mark all the groups that have been divided into 2 equal parts. Cross them if the parts are not equal.

a  ✓

b  ✓

c  ✗

d  ✗

2 Draw a group of hats in the box. Put half on one side of the line and half on the other. Are the parts equal? If so, check the box.

Answers will vary. ☐

3 Draw a group of stars in the box. Make the two parts unequal. Do you check or cross the box?

Answers will vary. ☐

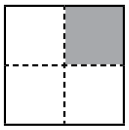
Math Review Task
Grade 2

Mathletics

Numbers:

Fractions – quarters

When we divide a shape or group into 4 equal parts, we call each part a **quarter**. We can write this as:

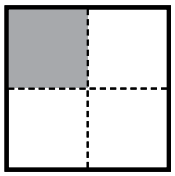


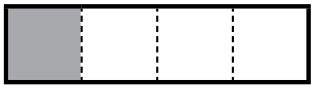
$\frac{1}{4}$ $\frac{\text{Number of shaded parts}}{\text{Number of equal parts}}$

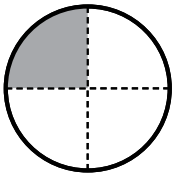
1 Can you think of 3 places or times you hear the word quarter? Brainstorm with the people at your table.

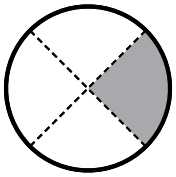
Answers will vary.

2 Shade one quarter of each shape and write the fraction.

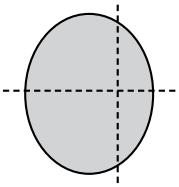
a  $\frac{1}{4}$

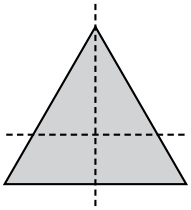
b  $\frac{1}{4}$

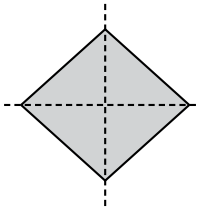
c  $\frac{1}{4}$

d  $\frac{1}{4}$

3 Are these shapes cut into quarters? Write Y or N.

a  N

b  N

c  Y

Math Review Task
Grade 2

Mathletics

Patterns and Relationships:

Patterns and rules – repeating patterns

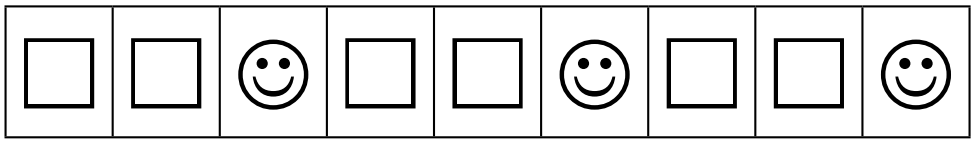
We are used to continuing repeated patterns. 

But what if the pattern rule is in the middle?

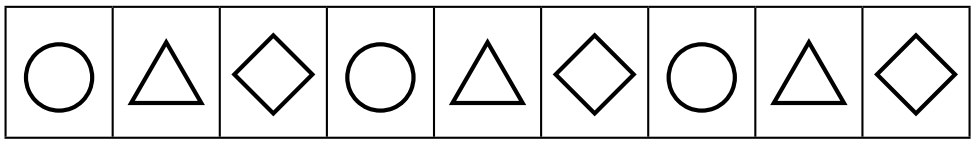
What strategies can you use to continue these patterns both ways?

1 Continue these patterns both ways.

a

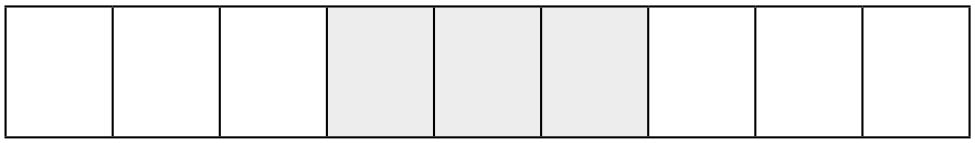


b

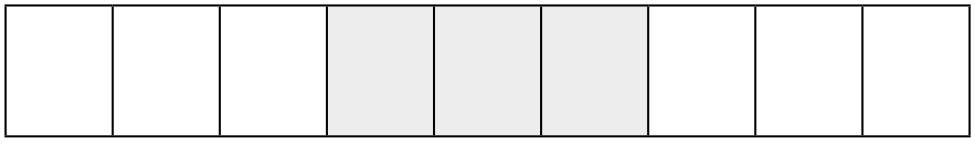


2 Create your own pattern rules in the grey boxes. Swap with a partner and continue each other's patterns both ways.

a



b



Answers will vary.

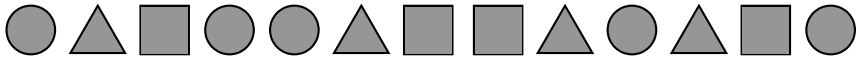
Math Review Task
Grade 2

Mathletics

Patterns and Relationships:

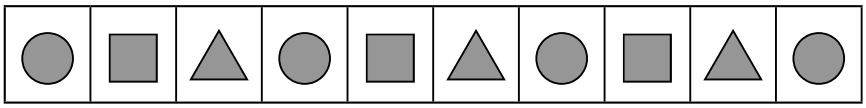
Patterns and rules – repeating patterns

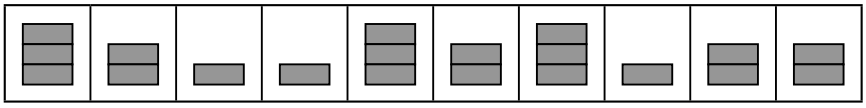
If there is no rule, it is NOT a pattern.

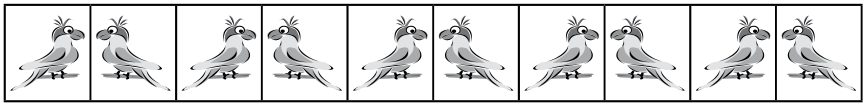


This is not a pattern, it is just a row of shapes.

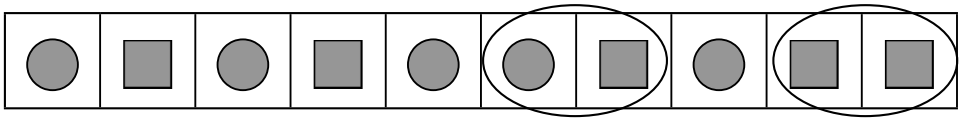
1 Look at these rows. Check mark the ones that follow a pattern rule.

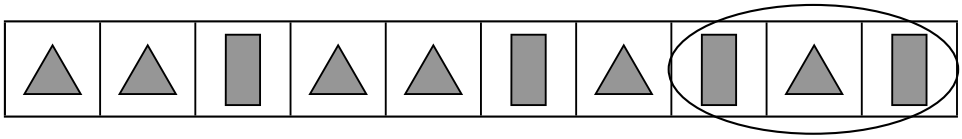
a  ✓

b  ☐

c  ✓

2 Look at these rows. They started off as patterns but went slightly astray. Circle the parts that don't follow the patterns and give the rows a good lecture. Tell them there are many rows that would like to be patterns and if they can't do it properly, you'll give the job to other rows.

a 

b 

Math Review Task
Grade 2

Mathletics

Patterns and Relationships:

Patterns and rules – growing patterns

1 Follow each rule and keep the number patterns growing or shrinking. You can use counters to help.

a 5 +5 10 +5 **15** +5 **20** +5 **25**

The rule is **+5**

b 0 +**2** 2 +**2** **4** +**2** **6** +**2** **8**

The rule is **+2**

c 10 –**1** 9 –**1** **8** –**1** **7** –**1** **6**

The rule is **–1**

2 Look at the patterns. Can you work out each rule?

a 2 4 6 8 10

The rule is **+2**

b 25 20 15 10 5

The rule is **–5**

Math Review Task
Grade 2

Mathletics

Patterns and Relationships:

Patterns and rules – skip counting

When we skip count, we follow number patterns.

1 Count by 2s to find how many wheels.

2	4	6	8	10
12	14	16	18	20

2 Count by 5s to find how many toes.

5	10	15	20	25	30	35	40	45	50

3 Count by 2s to fill in the gaps. Watch out! Your starting point is not 2. You can use a hundred grid to help.

5	7	9	11	13	15	17	19	21	23

4 Count by 5s to fill in the gaps. Watch out! Your starting point is not 5.

3	8	13	18	23	28	33	38	43	48

What pattern do you notice?

Numbers end in a 3, 8 pattern.

Math Review Task
Grade 2

Mathletics

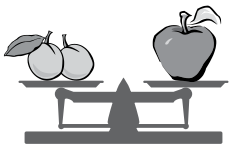
Patterns and Relationships:

Number relationships – equality and inequality

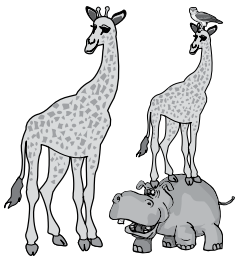
This is the equals sign = It means the **same**.

Things can be the **same** or = in lots of ways.

same length



same weight

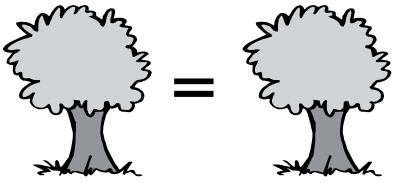


same height

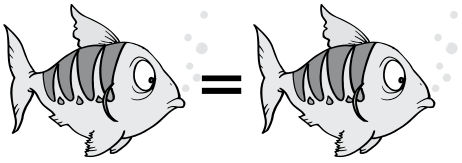
How else can things be the same?

1 Draw:

a A tree that is the same height.



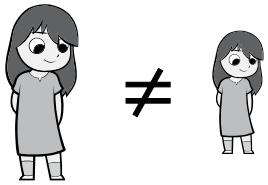
b A fish that is the same length.



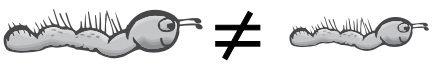
If things are not the same or not equal we put a line through the equals sign. ≠

2 Draw:

a A person who is **not** the same height.



b A caterpillar that is **not** the same length.



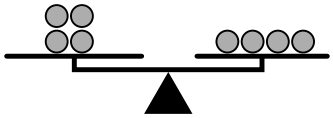
Math Review Task
Grade 2

Mathletics

Patterns and Relationships:

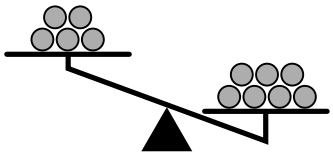
Number relationships – equivalence

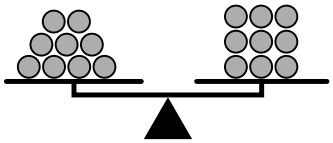
In math we often use = when we are talking about the **same amount** of things. To help us decide if amounts are equal, we can think about balancing them on a scale.

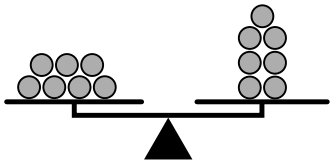


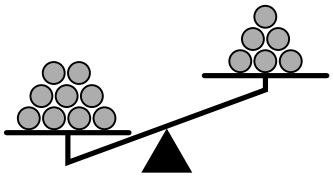
Are these the same amount? Yes, there are 4 on each side.

1 Is each scale balanced? This means it has the same amount on both sides. If it is, write =. If it isn't balanced, write ≠.

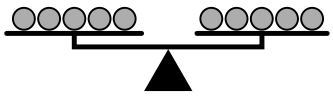
a  ≠

b  =

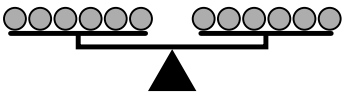
c  =

d  ≠

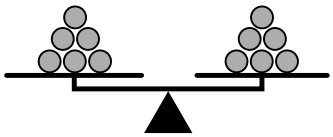
2 Draw more counters on the left of each scale to make the sides equal. How many did you draw each time? Write it in the box.

a 

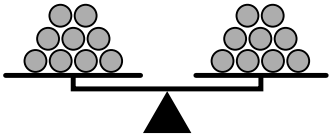
I drew **3**

b 

I drew **5**

c 

I drew **3**

d 

I drew **2**

Math Review Task
Grade 2

Mathletics

Patterns and Relationships:

Number relationships – finding the unknown

You will need: counters

What to do:

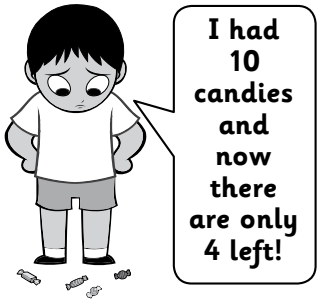
Help! While at a party, someone stole some candy from these children's party bags. Your job is to work out how many pieces of candy are missing from each bag.

Pretend counters are the pieces of candy and work out the unknown amount. Write it in the number sentence.

Melody

$8 - \square = 3$

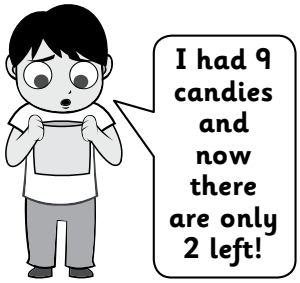
$8 - \underline{5} = 3$



Hoa

$10 - \bigcirc = 4$

$10 - \underline{6} = 4$



Jack

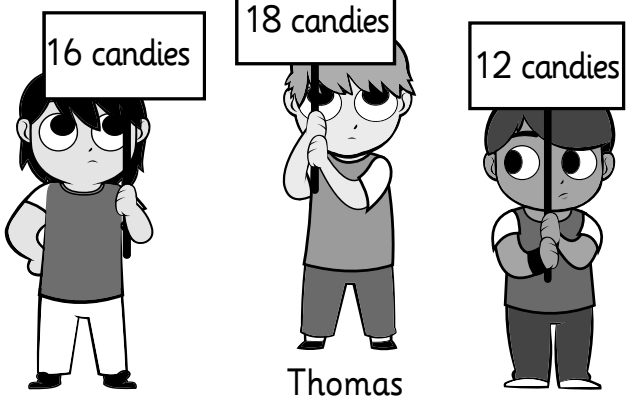
$9 - \triangle = 2$

$9 - \underline{7} = 2$

What to do next:

These kids on the right had already eaten all their candy. They say a mom gave them some more but 1 person is not telling the truth. This person has exactly the number of stolen candies. Who stole the candy?

Thomas



Ellie

Thomas

Danny

Math Review Task
Grade 2

Mathletics

Patterns and Relationships:

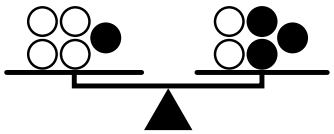
Number relationships – equivalent statements

What is one way to make 5? 4 + 1 = 5

What is another way to make 5? 2 + 3 = 5

They both make 5 so they are the same.

They are **equivalent statements**.

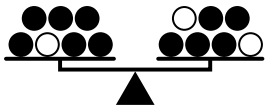


4 + 1 = 2 + 3

They both = 5

1 Fill in the missing numbers for these equivalent statements.

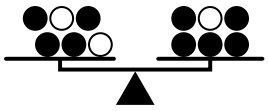
a



6 + 1 = 5 + 2

They both = **7**

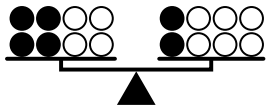
b



4 + 2 = 5 + 1

They both = **6**

c

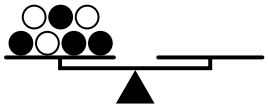


4 + 4 = 2 + 6

They both = **8**

2 Use 2 colors and draw counters on the correct side of these scales to create equivalent statements. Fill in the missing numbers.

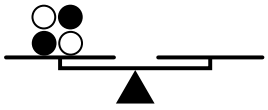
a



4 + 3 = __ + __

They both = **7**

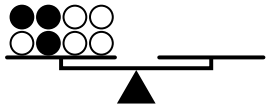
b



2 + 2 = __ + __

They both = **4**

c



3 + 5 = __ + __

They both = **8**

Answers will vary.

equivalent means the same or equal

a **statement** is a number fact

Math Review Task
Grade 2

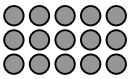
Mathletics

Patterns and Relationships:

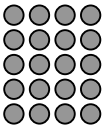
Number relationships – turnarounds

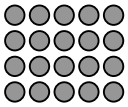
We know we can make turnarounds when we **add**.
We know we can't make turnarounds when we **subtract**.
What about when we **multiply**?

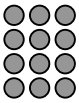
1 Use the dots to help you solve these pairs of multiplication problems. If you think they are turnarounds, check mark them.

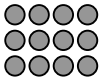
a  3 rows of 5 = **15**

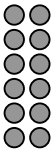
 5 rows of 3 = **15**

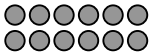
b  5 rows of **4** = **20**

 **4** rows of **5** = **20**

c  4 × 3 = **12**

 **3** × **4** = **12**

d  6 × **2** = **12**

 **2** × **6** = **12**

e Can we make turnarounds when we multiply?

Yes.

This is a row.