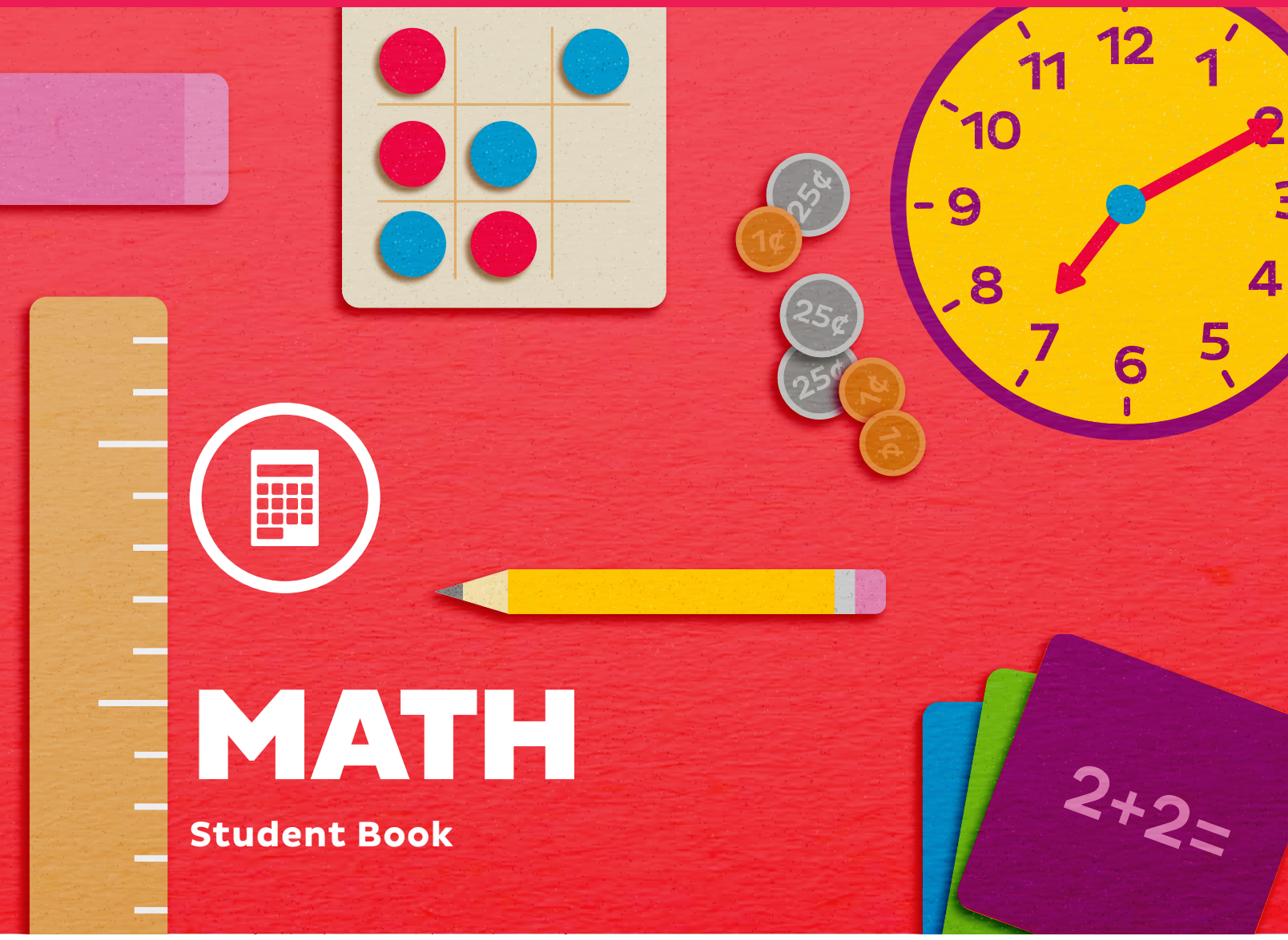
LIFEPAC®



2nd Grade | Unit 8

Alpha Omega
PUBLICATIONS

VOLUME AND COIN CONVERSION
MATH 208

Introduction |4

1. **Number Order** 5
   - Group Counting |6
   - Addition and Subtraction |7
   - Skill Builders |9
   - Self Test 1 |11

2. **Operation Symbols** 13
   - Money |15
   - Addition and Subtraction |17
   - Self Test 2 |20

3. **Ordinal Numbers** 22
   - Perimeter |23
   - Story Problems |25
   - Fractions |27
   - Self Test 3 |31

4. **Number Words** 33
   - Rounding |34
   - Addition with Carry |35
   - Subtraction with Borrow |37
   - Directions |38
   - Self Test 4 |40

5. **Place Value** 42
   - Measurements |43
   - Check Addition |47
   - Check Subtraction |48
   - Self Test 5 |49

Teacher Notes |53
LIFEPAC Test |**Pull-out**

NOTE to teachers, parents, and students:

As part of a continuing effort to improve the LIFEPAC curriculum, a new layout of this unit has been produced. The content of this unit has not changed but the page numbers referenced in the Teacher Notes of the Teacher's Guide you are using may no longer correspond.

One option is to follow through the activities in sequence and ignore the page numbers in the original Teacher Notes. The other option is to use the updated pages for the Teacher Notes that have been included in the back of this unit. These pages can be used to direct the instructional process as the student works through the unit. All of the pages of this unit are perforated so the updated Teacher Notes pages can be easily removed and referenced as needed.

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Alpha Omega PUBLICATIONS

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VOLUME AND COIN CONVERSION

Learn with our friends! They'll guide you through the LIFEPACs and keep the scores for you.

Objectives

Read these objectives. They will tell what you will be able to do when you have finished this LIFEPAC®.

1. I can learn group counting.
2. I can learn mental addition and subtraction.
3. I can change coins to coins of equal value.
4. I can learn about length and width.
5. I can name the fraction part of a set.
6. I can add with carrying to tens' place and hundreds' place.
7. I can learn directions for north, south, east, and west.
8. I can learn standard measurements for cups, pints, quarts, and gallons.
9. I can review and practice the things I have learned.

1. NUMBER ORDER

Find the answer in the clouds. Write it on the line.
Color the cloud the color of the blank.

1.1

547 947 96 757 64 398

63, _____ , 65

26, _____ , 28

229, _____ , 231

946, _____ , 948

99 600 622 46 27

_____ , 100, _____

14, 13, _____

_____ , 758, _____

741, 740, _____

12 598 91 230 545

93, 92, _____

_____ , 599, _____

258, 257, _____

_____ , 546, _____

101 739 256 759

_____ , 47, 48

_____ , 97, 98

_____ , 621, 620

_____ , 399, 400

Group Counting

- You will need 120 objects (like beans or buttons).

Write the answer on the line.

1.2

Count the beans by ones until you reach 20.
Count again, but take two beans each time.
Count 2, 4, 6, 8 until you reach 20.
Was it faster to count by ones or twos? _____
Write the numbers for counting by twos.

____ ____ ____ ____ ____ ____ ____ ____ ____ ____

Count the beans by ones until you reach 50.
Count again, but take five beans each time.
Count 5, 10, 15, 20 until you reach 50.
Was it faster to count by ones or fives? _____
Write the numbers for counting by fives.

____ ____ ____ ____ ____ ____ ____ ____ ____ ____

Count the beans by ones until you reach 100.
Keep this same set of beans.
Count again, but take ten beans each time.
Count 10, 20, 30, 40 until you reach 100.
How many groups of ten do you have? _____
Did you count correctly when you counted by ones?
_____
Was it faster to count by ones or tens? _____
Write the numbers for counting by tens.

____ ____ ____ ____ ____ ____ ____ ____ ____ ____

Group counting helps us count more quickly.
Group counting helps us count more correctly.

Addition and Subtraction

Let's review. Write the answer on the line.

1.3 Make a set of 9 tens' counters. There are no ones' counters.

$$\begin{array}{r} \square\square \\ 90 \\ -\ 54 \\ \hline \end{array}$$

Put the counters for tens (9) in one pile.
Can you take 4 ones' counters from 0 (no) ones' counters? _____

You can borrow. Change one of your tens' counters to 10 ones' counters.
How many tens' counters do you have now? _____

Cross out the 9 in the problem.
Write the number of tens' counters that you have in the box.

How many ones' counters do you have now? _____

Cross out the 0 in the problem.
Write the number of ones' counters that you have in the box.

Can you subtract 4 from 10? _____

Can you subtract 5 from 8? _____

Finish subtracting the problem.

1.4 **Subtract. Borrow from tens. Add to ones.**

40	70	62	91	80
− 28	− 37	− 43	− 57	− 25
56	93	46	71	50
− 28	− 67	− 28	− 16	− 13

1.5 **Circle the problems that you would need to borrow. Do not work the problem.**

72	93	84	67	84	56	46	30
− 46	− 55	− 32	− 59	− 27	− 21	− 21	− 19

32 − 19 =	72 − 37 =	94 − 56 =
47 − 31 =	68 − 45 =	61 − 42 =
78 − 29 =	25 − 16 =	39 − 18 =

Select eight circled problems from activity 1.5 (4 vertical, 4 horizontal)**. Write the problems. Subtract.**

1.6

Skill Builders

We may do some problems by "thinking" the answer.

6 + 3 – 2 + 5 = ?

We think 6 + 3 = 9, 9 – 2 = 7, 7 + 5 = 12,

6 + 3 – 2 + 5 = **12**

Try to "think" the answer to these problems.

1.7

$4 + 6 - 2 + 3 =$ _____ $8 - 2 - 1 + 5 =$ _____

$9 - 5 + 6 - 1 =$ _____ $4 + 1 - 3 + 9 =$ _____

$8 + 0 - 5 - 2 =$ _____ $6 - 2 - 0 + 4 =$ _____

$7 - 1 + 3 + 4 =$ _____ $3 + 8 - 4 + 9 =$ _____

1.8 **Circle the even numbers.**

13	24	61	248	129	457
6	42	37	151	286	593

Write the family of facts.

1.9

3, 5, 8	4, 7, 11	7, 8, 15

Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.

SELF TEST 1

Each answer = 1 point, except where otherwise noted

1.01 **Write the missing number in the sequence.**

72, _____ , 74

259, 258, _____

412, 411, _____

930, _____ , 932

1.02 **Write the answer.**

There are about 70 pennies in a pile.
Would you count them by 2's, 5's, or 10's? _____

Why? _____

_____

1.03 **Write the answer.**

2 + 5 – 4 + 3 = _____

8 – 6 – 1 + 9 = _____

7 + 2 – 6 – 1 = _____

1.04 **Write the facts.**

6, 9, 15

1.05 **Circle the even numbers.**

13 24 16 9

1.06 **Subtract.** (2 points each)

☐☐	☐☐	☐☐	☐☐	☐☐
52	80	74	60	43
− 36	− 43	− 27	− 48	− 15

✔ Teacher Check

Initial Date

My Score

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