

# Grade 2 – Interpreting Context

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DMTI VARIED PRACTICE

# DMTI Varied Practice Worksheets

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This PowerPoint displays the worksheets that have varied situations (context, visual, equations, and other mathematical models) for children to work on. By completing these worksheets, children increase their foundational skills in the topic, which will help them with these standards and future mathematical topics.

1. If using a journal, have children present the worksheet and complete all the problems.
2. Or print the 'Varied Practice Worksheet Slide' for them to work on. Then, you can return to the PowerPoint to look at the keys to check their work.

# Grade 2: Interpreting Context

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## Materials Needed

- Blank paper/pencil
- White board/marker

# Grade 2: Interpreting Context

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## Instructions

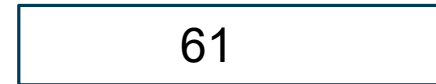
1. Read the story with the child. After reading the story, have the child restate what the story is about.
2. Have the child represent the story by drawing a bar model. Here are two important things to complete with the model:
  - label the known quantities and the unknown
  - have the child think about the proportions of each part of the model.
3. Write an equation (number sentence) that fits the story (there will be more than one possibility).
- \*4 (optional) Solve the problem. Keep in mind that the focus of this lesson is the representation of the context of the story, using a bar model.

# Example (Part-Part-Whole: Whole Unknown)

There are 61 red apples and 48 yellow apples in a crate. How many apples are in the crate?

What is something you know? **“There are 61 red apples.”**

How could you represent the red apples? (draw a box for the 61)



What else do you know in the story? **“There are 48 yellow apples.”**

How could you represent the yellow apples? Is the box for 48 apples going to be bigger or smaller than the box for 61 apples? **“Smaller”**

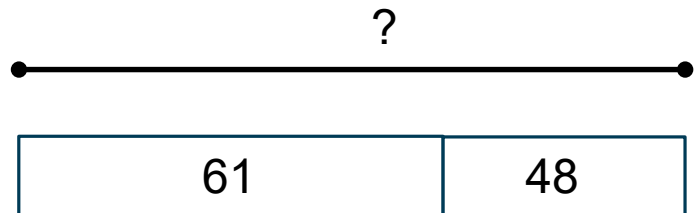
What are you trying to find out? **“The total number of apples in the crate?”**

Where would the question mark (the unknown) go on the model?



What is an equation (number sentence) to match the story?

**“61 + 48 = ?”**    **“? = 61 + 48”**    **“48 + 61 = ?”**    **? = 48 + 61**

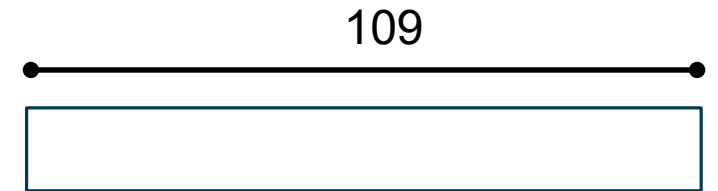


# Example (Part-Part-Whole: Part Unknown)

A crate contains 109 apples. In the crate are 48 yellow apples and the rest are red. How many red apples are in the crate?"

What is something you know? "There are 109 apples in the crate."

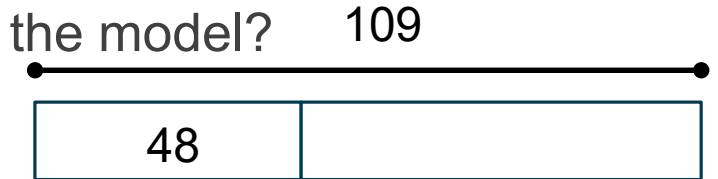
How could you represent the apples? (draw a box for the 109)



What else do you know in the story? "There are 48 yellow apples."

How could you represent the yellow apples? Where would they be in the model? 109

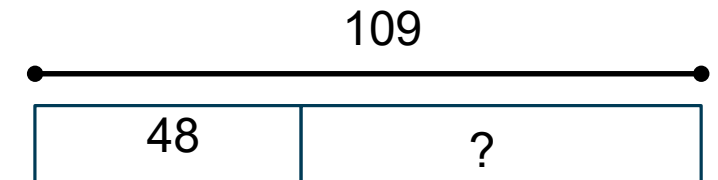
"Inside the 109."



What are you trying to find out? "How many red apples are in the crate?"

Where would the question mark (the unknown) go on the model?

What is an equation (number sentence) to match the story?



" $109 = 48 + ?$ "    " $48 + ? = 109$ "    " $109 - 48 = ?$ "    " $109 - ? = 48$ "

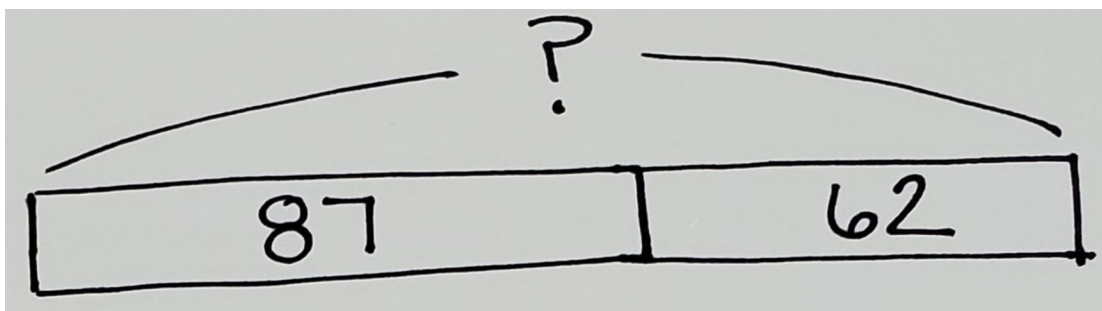
1. There are 87 yellow apples and 62 red apples in a crate. How many apples are in the crate?

2. There are 128 apples in a crate. 79 of them are yellow and the rest are red. How many red apples are in the crate?

3. There are 265 red apples and 329 yellow apples in a crate. How many apples are in the crate?

4. There are 438 apples in a crate. 173 of them are red and the rest are yellow. How many yellow apples are in the crate?

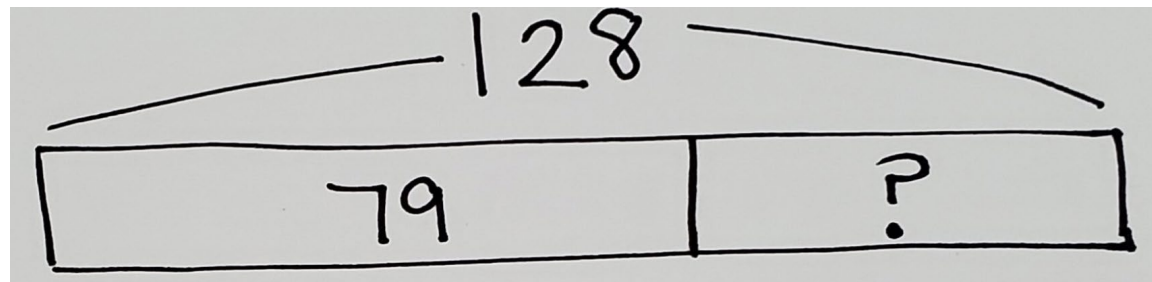
1.



$$87 + 62 = ? \quad 62 + 87 = ?$$

$$? = 87 + 62 \quad ? = 62 + 87$$

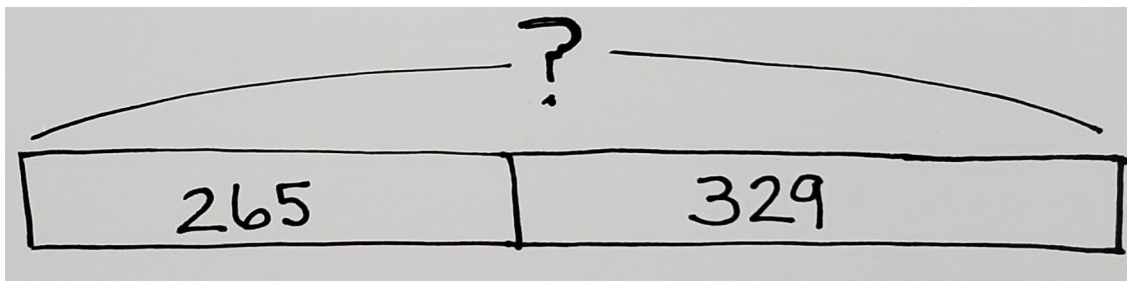
2.



$$79 + ? = 128 \quad 128 - 79 = ?$$

$$? = 128 - 79 \quad 128 - ? = 79$$

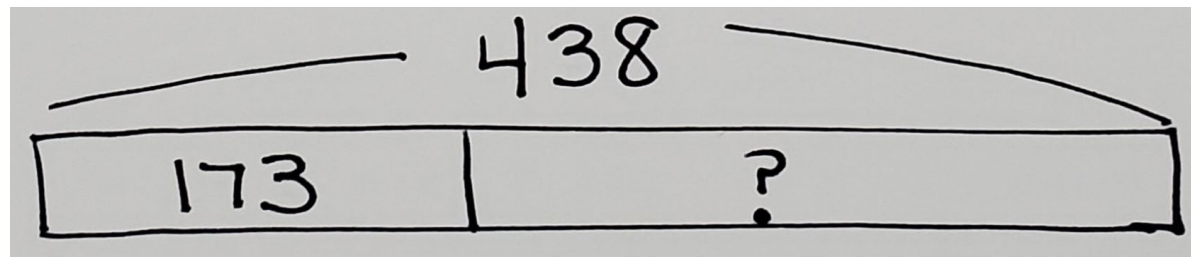
3.



$$265 + 329 = ? \quad 329 + 265 = ?$$

$$? = 265 + 329 \quad ? = 329 + 265$$

4.



$$173 + ? = 428 \quad 438 - 173 = ?$$

$$? = 438 - 173 \quad 438 - ? = 173$$