

Classical Math 2
Student Workbook

Classical Math 2 Student Book
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Classical Math 2

Forward

Classical Math 2 is a unique program established to teach mathematics to second grade students using the Classical methodology, which has been proven to produce results. It is not based upon some gimmick or clever manipulation, but it was born out of the need for a program that would thoroughly and systematically ground students in mathematics.

By the end of the Second Grade, a student should understand numbers with perfect mastery. They should understand counting and writing numbers, place values, and computation of numbers. *Classical Math 2* addresses this need. In addition, it provides continued instruction in telling time, using measurement, working with money, reading graphs, and much more.

Although many math programs teach the same basic material to elementary students, *Classical Math 2* does it thoroughly. This math program contains constant review of prior concepts. Furthermore, a concept is never taught and then left for a review unit at the end of the school year, but every concept taught is constantly reviewed throughout the course. Also, many of these concepts and lessons are expanded upon and reviewed again. Therefore, in order to accomplish the constant review and, at the same time, present new lessons, the lessons are packed. A first glance at the worksheets tells the complete story. The worksheets are “black”. Little space is wasted and cute pictures are missing. *Classical Math 2* is a true mathematical program for the studious.

Each lesson begins with oral exercises in count bys, drills, short timed fact quizzes, and a systematic review of past material. Then the teacher presents the lesson’s new objective, utilizing chants, such as the Running Total Chants, Fact Family Chants, and Regrouping Chants, and whole group responses, especially when learning new terms and rules, and step-by-step processes, where the student learns the logical order for performing each operation. Sample exercises are then completed working together. Finally, once the lesson has been taught and practiced, another worksheet is provided to review the concept. This second worksheet also gives the student an opportunity to show his understanding and mastery of the new material and the review material.

Classical Math 2 is not only a classical approach to mathematics, but it is also a Christian approach to learning mathematics. The second grade student needs to develop a Christian worldview of mathematics. Beginning with the first lesson of *Classical Math 2*, the teacher can facilitate the child’s understanding that God is a God of numbers, and God’s holiness, faithfulness, truth, goodness, and beauty are reflected in mathematics. God used numbers and number patterns throughout His creation. God gave us numbers to use, whereby we may know Him, serve Him, and glorify Him. We can number our days, observe mathematical phenomenon in nature, and know the regularity and orderliness of mathematics because God is the creator and sustainer of all. The students need to know that there are absolute truths, correct answers, and $2 + 7$ will always equal 9 because God is. God is unchanging, He is the same yesterday, today, and forever, and arithmetic works because of God. After this Christian worldview foundation is laid, then the students can perform mathematics with gusto, to the glory of God.

Therefore, *Classical Math 2* is a systematic, logical approach to teaching classical, Christian mathematics. It provides, from the first lesson to the last lesson, orderly exercises for the student to completely understand numbers with constant review and rigorous exercises.

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1. Write today's date. _____

2. Count by 2's. Start with 0 and write the numbers.

3. Count by 7's. Start with 0 and write the numbers.

4. Use the classroom's birthday graph to make an observation.

How many children have a birthday in November? _____

How many children have a birthday in February? _____

5. Write the ordinal numbers from 1 to 13.

6. Write which number comes before.

_____ 48

_____ 12

_____ 70

_____ 31

_____ 25

7. Write which number comes after.

19 _____

80 _____

59 _____

26 _____

67 _____

8. Write the weekend days. _____ and _____

9. Write the numbers from 0 to 31. The first and last numbers have been done for you.

0 _____

_____ 31

10. 89 Which numeral is in the ten's place? _____ Which numeral is in the one's place? _____

20 Which numeral is in the ten's place? _____ Which numeral is in the one's place? _____

1. Write the weekdays in order. _____, _____,
_____, _____, _____

2. Count by 5's. Start with 0 and write the numbers.

3. Count by 10's. Start with 0 and write the numbers.

4. Write the numbers from 32 to 71. The first and last numbers have been written.
32 _____ _____ _____ _____ _____ _____ _____

_____ 71

5. Write the ordinal numbers from 1 to 13.

6. Write which number comes before.
_____ 71 _____ 60 _____ 83 _____ 19 _____ 8

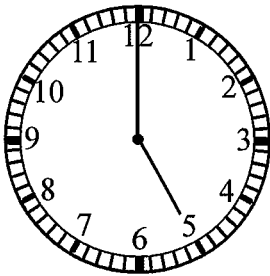
7. Write which number comes after.
49 _____ 96 _____ 54 _____ 30 _____ 23 _____

1. Write today's date. _____

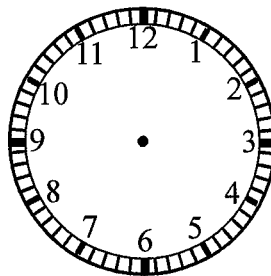
2. Count by 7's. Start with 0 and write the numbers.

3. Use the classroom's birthday graph to make an observation. Which month has the least birthdays? _____ Which month has the most birthdays? _____

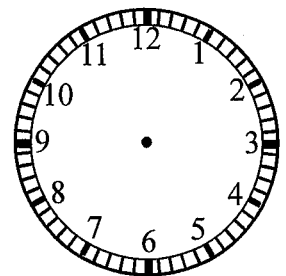
4. Show 5:00



Show 3:00



Show 9:00



5. Write which number comes before and which number comes after.

_____ 63 _____ 99 _____ 85 _____ 49 _____

6. Find the sum by using the Running Total Chant.

5	2	8	1	9	4	7	3	6	10
<u>+5</u>	<u>+2</u>	<u>+8</u>	<u>+1</u>	<u>+9</u>	<u>+4</u>	<u>+7</u>	<u>+3</u>	<u>+6</u>	<u>+10</u>

7. Starting with Sunday, write the days of the week in order.

_____, _____, _____,

_____, _____,

_____, _____

8. Write the missing numbers.

45, 46, 47, _____, _____, _____, _____, _____, _____

1. Write the weekend days. _____, _____

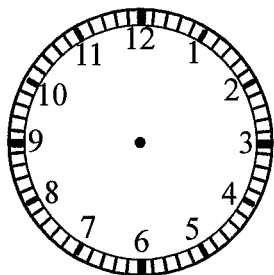
2. Count backwards by 7's. Start with 84 and write the numbers.

84 77 _____

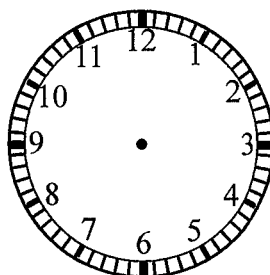
3. Count backwards by 5's. Start with 95 and write the numbers.

95 90 _____

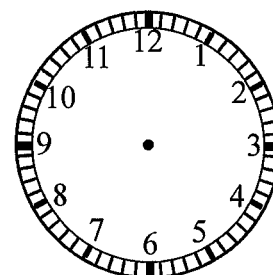
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Show 6:00



Show 11:00



5. Write which number comes before and which number comes after.

_____ 70 _____ _____ 56 _____ _____ 22 _____ _____ 39 _____

6. Chant as instructed to find the sum.

4	10	6	2	7	5	8	1	9	3
<u>+ 4</u>	<u>+ 10</u>	<u>+ 6</u>	<u>+ 2</u>	<u>+ 7</u>	<u>+ 5</u>	<u>+ 8</u>	<u>+ 1</u>	<u>+ 9</u>	<u>+ 3</u>

7. Write the numbers from 72 to 111.

72 _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ 111

1. Write today's date. _____
2. Count by 7's and write the numbers. This is a continuing pattern. Write C for continuing. _____
0 _____
3. Count by 5's and write the numbers. Start with zero. Write C for this continuing pattern. _____

4. Use the classroom's birthday graph to make an observation. How many children have a birthday in September? _____ What is the 6th month? _____
5. Subtract using the Running Total Chant.

4	5	6	2	7	5	8	3	9	4
<u>-1</u>	<u>-4</u>	<u>-3</u>	<u>-0</u>	<u>-7</u>	<u>-2</u>	<u>-4</u>	<u>-1</u>	<u>-3</u>	<u>-2</u>

6. Complete this AAB pattern. This is a repeating pattern. Write R for repeating. _____

■	■	●	■	■	●	■	■							
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--

7. Addend plus addend equals sum. Chant as instructed to find the sum.

$8 + 8 = \underline{\quad}$	$3 + 3 = \underline{\quad}$	$10 + 10 = \underline{\quad}$	$6 + 6 = \underline{\quad}$	$2 + 2 = \underline{\quad}$	$7 + 7 = \underline{\quad}$
$1 + 1 = \underline{\quad}$	$5 + 5 = \underline{\quad}$	$9 + 9 = \underline{\quad}$	$4 + 4 = \underline{\quad}$	$7 + 2 = \underline{\quad}$	$4 + 2 = \underline{\quad}$
$8 + 1 = \underline{\quad}$	$9 + 2 = \underline{\quad}$	$6 + 1 = \underline{\quad}$	$5 + 2 = \underline{\quad}$	$10 + 2 = \underline{\quad}$	$8 + 2 = \underline{\quad}$

8. Five boys went to a birthday party. Two girls went to the same birthday party. How many children were at the birthday party?
 First underline the label in the question. Then draw a picture for this some, some more story.



Write a number sentence with the label: _____

Which numbers are the addends? _____ Which number is the sum? _____

1. Write the days of the week in order. _____, _____, _____, _____, _____, _____, _____.

2. Count by 2's. Start with 0 and write the numbers. This is a continuing pattern. Write _____.

3. Count by 10's. Start with 0 and write the numbers. This is a continuing pattern. Write _____.

4. Write the numbers from 97 to 136.

97							
							136

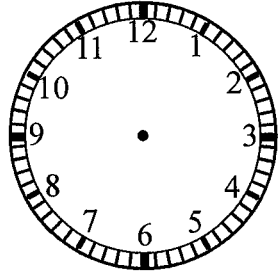
5. Write the ordinal numbers from 1 to 13.

1 st	2 nd						
-----------------	-----------------	--	--	--	--	--	--

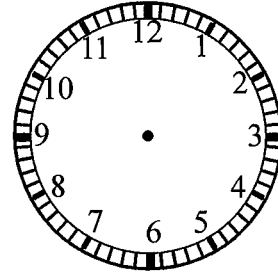
6. Write which number comes before and after.

_____ 100 _____	_____ 47 _____	_____ 83 _____	_____ 20 _____
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7. Show 2:00



Show 7:00



Show 10:00

