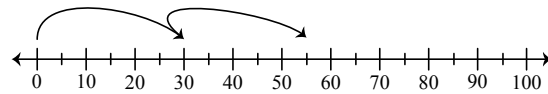


**Student Activity Book**

**Bertha's Button Boutique (SAB pp. 93–94)  
Questions 1–6**

1.  $70¢ + 30¢ = \$1.00$
2. 6 buttons;  
 $3 \text{ buttons} + 3 \text{ buttons} = 6 \text{ buttons}$   
 $30¢ + 30¢ = 60¢$
3. 9 buttons;  $3 + 6 = 9$   
 $30¢ + 50¢ = 80¢$
4.  $25¢ + 50¢ = 75¢$   
 $\$1.00 - 75¢ = 25¢$
5.  $55¢$

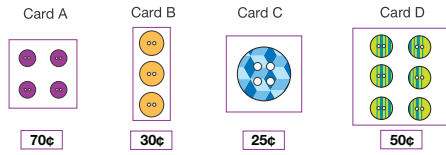


6. Possible responses: Cards A and B  
 $70¢ + 30¢ = \$1.00$   
 2 of Card D  
 $50¢ + 50¢ = \$1.00$

Name \_\_\_\_\_ Date \_\_\_\_\_

**Bertha's Button Boutique**

At Bertha's Button Boutique, you can buy many different types of buttons. The following cards show four different kinds.



Write a number sentence to show or tell how you solved each problem.

1. Fern buys Card A and Card B. How much does she spend?  
 \_\_\_\_\_
2. Kathy buys two of Card B. How many buttons does she get?  
 \_\_\_\_\_

How much does Kathy spend? \_\_\_\_\_

3. Richard likes the buttons on Cards B and D. If he buys those two cards, how many buttons will he get?  
 \_\_\_\_\_

How much will he spend?  
 \_\_\_\_\_

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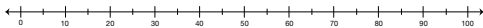
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Name \_\_\_\_\_ Date \_\_\_\_\_

4. Frank buys Card C and Card D. How much does he spend?  
 \_\_\_\_\_

He pays with 1 dollar. How much money does he have left over?  
 \_\_\_\_\_

5. Liz buys Cards B and C. Use the number line to show how much she spent.



6. Miguel's mother asks him to buy 2 cards and gives him \$1.00. If he uses all the money, what two cards does he buy?  
 \_\_\_\_\_

Show a different way that Miguel could have bought 2 cards and spent all the money.  
 \_\_\_\_\_

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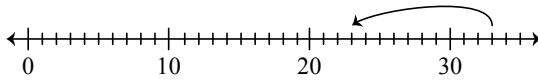
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**Button Solutions (SAB pp. 95–96)**

**Questions 1–2**

- 23 buttons

Possible strategy:



- 22 buttons; skip count and count on 5, 10, 15, 20, 21, 22

**Ming's Buttons (SAB p. 97)**

**Questions 1–2**

- $8 + 6 = 14$  buttons;  
Possible strategy:  $8 + 2 + 4 = 14$
- $14 + 7 = 21$  buttons;  
Possible strategy:  $7 + 3 + 1 + 10 = 21$

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**Ming's Buttons**

Show or tell how you solved each problem. Use ten frames, the 200 Chart, the number line, or connecting cubes.

- Ming grabs 8 buttons with one hand and 6 with the other hand. How many buttons does he grab?  
Number sentence \_\_\_\_\_
- Nila hands him 7 more buttons. How many buttons does Ming have in all?  
Number sentence \_\_\_\_\_

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**Button Solutions**

Show or tell how you solved each problem. Use ten frames, the 200 Chart, the number line, or connecting cubes.

- Sara has 33 buttons in her button collection. Roberto has ten fewer buttons than Sara. How many buttons does Roberto have?

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Name \_\_\_\_\_ Date \_\_\_\_\_

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**Button Solutions**

<p><b>Feedback Box</b></p> <p>MIP.2. Show my work. I show or tell how I arrived at my answer independent of my thinking.</p> <p>MIP.6. Use labels. I use labels to show what numbers mean.</p>	Yes ...	Yes but ...	No, but ...	No ...
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- Maya has a handful of buttons. She sorts them into groups of 5. There are four groups of five and two buttons left over. How many buttons are in Maya's handful?

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**Button Collection**

Show or tell your strategy for solving the problem.

Sarah had 22 buttons in her button collection. She gave 8 to Jeanette and 10 to Eric. How many buttons did she have left in her collection?

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Button Collection Feedback Box	Yes ...	Yes, but ...	No, but ...	No ...
<b>MPE5. Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking.				
<b>MPE6. Use labels.</b> I use labels to show what numbers mean.				

TG • Grade 2 • Unit 2 • Lesson 5

Master

**Teacher Guide**

**Button Collection (TG)**

\*See the discussion and Figures 2–4 in the lesson.

**Teacher Guide**

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\*Answers and/or discussion are included in the lesson.