KIPP Nashville[1]

GRADE 2 MATH PRACTICE WORKBOOK

KIPP Nashville Second Grade Elementary Math

[1] Adapted from Achievement First

KIPP Nashville

Practice Workbooks
Elementary Math – Grade 2

Contents

Workbook A

2.MD.A.1 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Directions: Use **a ruler** to measure the length of this marker. How many centimeters long is the marker?

_____

Marta is trying to measure this piece of string. Help her find the length of the string, in centimeters.

_____cm

Directions: Circle Yes or No to tell if each measure tells the length of the line.

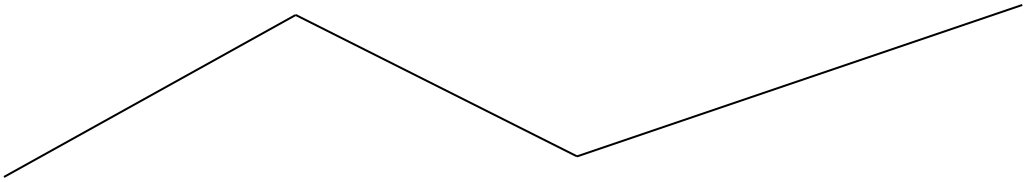
a.		6 centimeters	Yes	No
b.		3 centimeters	Yes	No
c.		4 centimeters	Yes	No
d.		5 centimeters	Yes	No

Directions: Circle the best unit to measure each object.

The length of a soccer field: **centimeter** **meter**

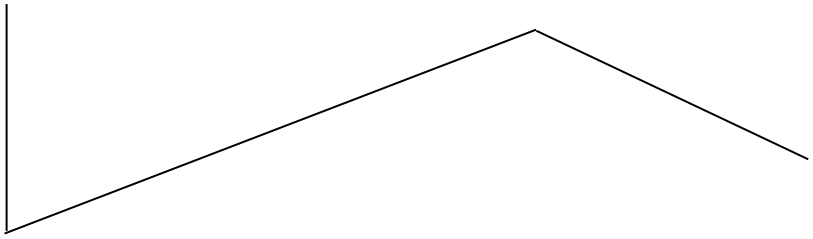
The length of a pencil: **centimeter** **meter**

Directions: Measure the length of the line to the nearest inch.



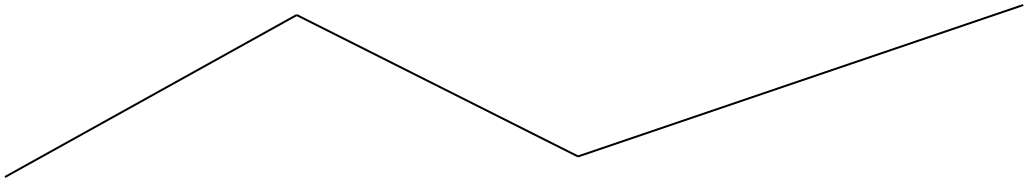
Total length: _____

Directions: Measure the length of the line to the nearest inch.



Total length: _____

Directions: Measure the length of the line to the nearest inch and then the nearest cm.

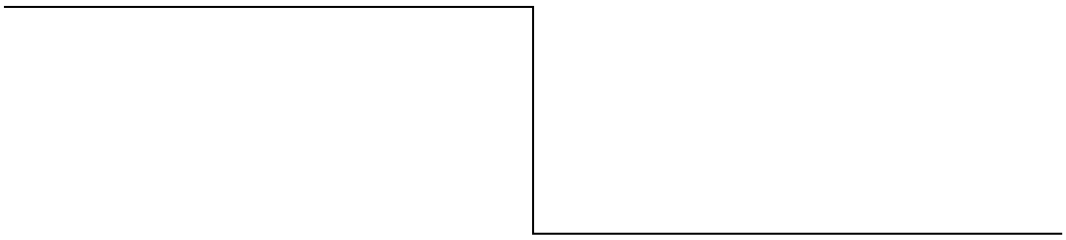


Total inches: _____ Total centimeters: _____

Directions: Circle the best unit to measure each object.

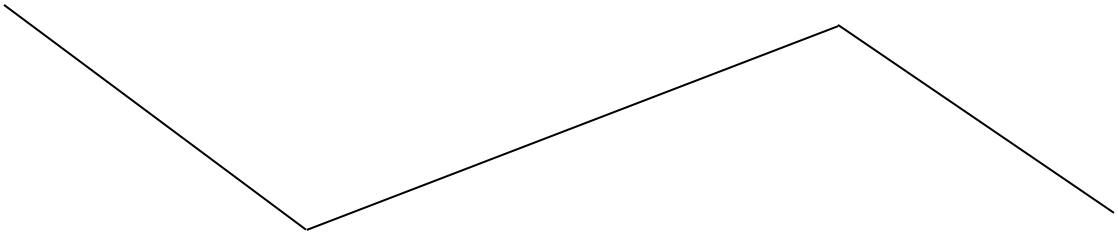
The height of a locker:	**inch**	**foot**
The length of a marker:	**yard**	**inch**

Directions: Measure the length of the line to the nearest inch.



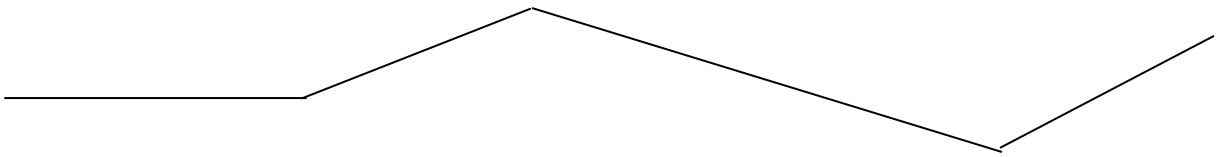
Total length: _____

Directions: Measure the lines in inches and in centimeters



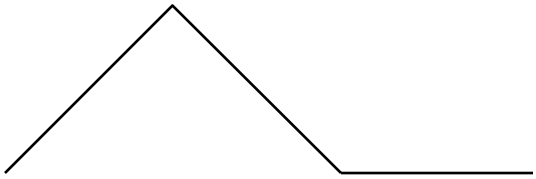
Inches: _____ Centimeters: _____

1. Measure the line to the nearest inch.



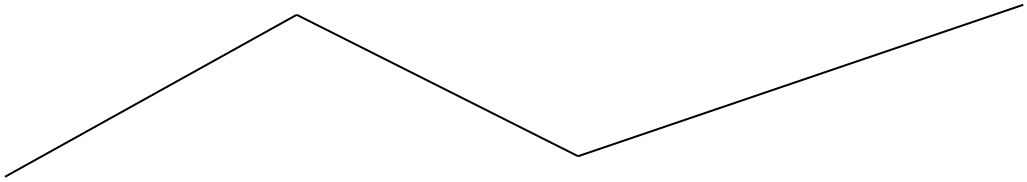
Total length: _____

Directions: Use an inch ruler to measure the total length:



Total length: _____

Directions: Use a ruler to measure the length of this line to the nearest centimeter and the nearest inch.



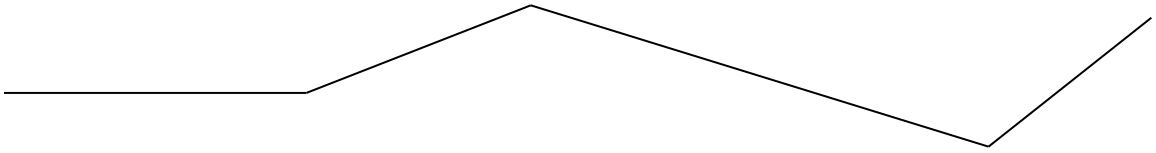
Total inches: _____ Total centimeters: _____

Directions: Circle the best unit to measure each object.

a. The length of a book: **yard** **inch**

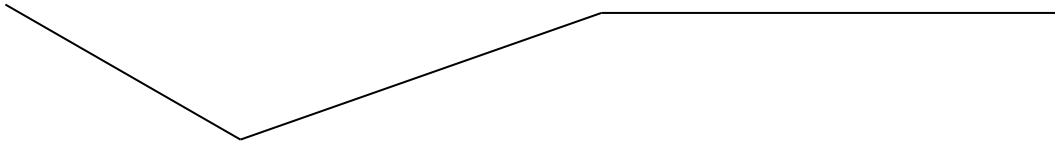
b. The perimeter of the classroom: **yard** **foot**

Directions: Use a ruler to measure the length of this line to the nearest centimeter and the nearest inch.



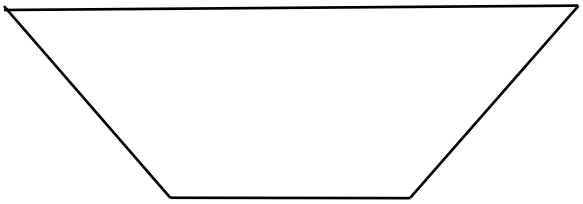
Total inches: _____ Total centimeters: _____

Directions: Use a ruler to measure the length of this line to the nearest centimeter and the nearest inch.



Total inches: _____ Total centimeters: _____

Directions: Use an inch ruler to measure the total length of the shape below:



Total Length: _____

2.MD.A.2 – Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1.

_____ cm _____ in

2.

_____ cm _____ in

3. 

_____ cm _____ in

4.

_____ cm _____ in

5. a. Did you use more inches or more centimeters when measuring the lines above?

_____

b. Write a sentence to explain why you used more of that unit.

_____

_____

i

6. Draw lines with the measurements below.

   a. 3 centimeters long

   b. 3 inches long

7. Thomas and Chris both measured the crayon below but came up with different answers. Explain why both answers are correct.

Thomas: 8 cm

Chris: 3 in

Explanation: _____

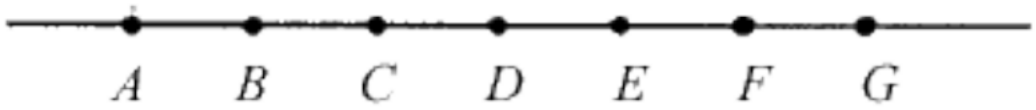
_____

_____

_____

2.MD.A.4 - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

In the figure below, the points labeled A through G are spaced evenly along the line. Use the figure to answer questions 1 and 2



1. Use your centimeter ruler to help you answer this question: Which distance below is the longest?

    a. From A to D

    b. From B to F

    c. From C to G

    d. From B to G

2. Using the same figure, which distance is the shortest?

    a. From C to D

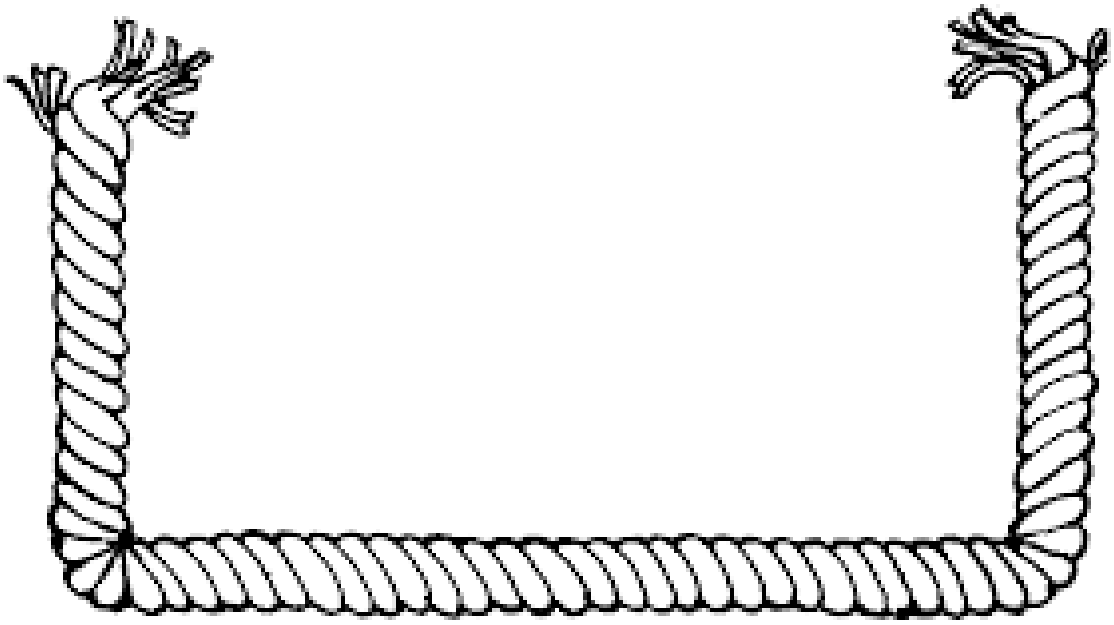
    b. From B to D

    c. From B to G

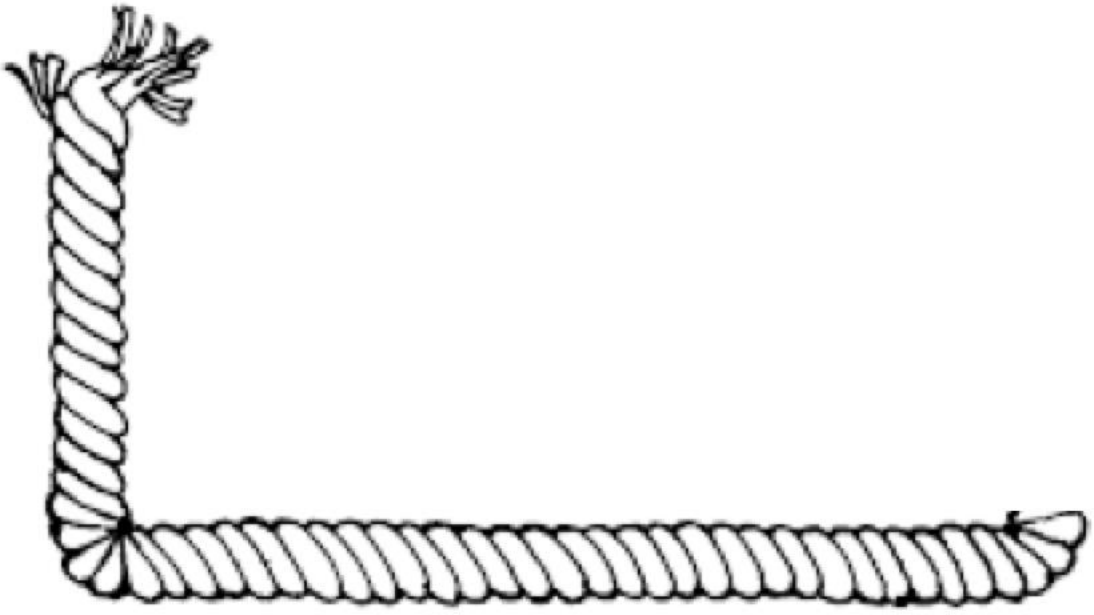
    d. From A to C

3. Measure each scarf to the nearest inch.

Scarf A: _____



Scarf B: _____



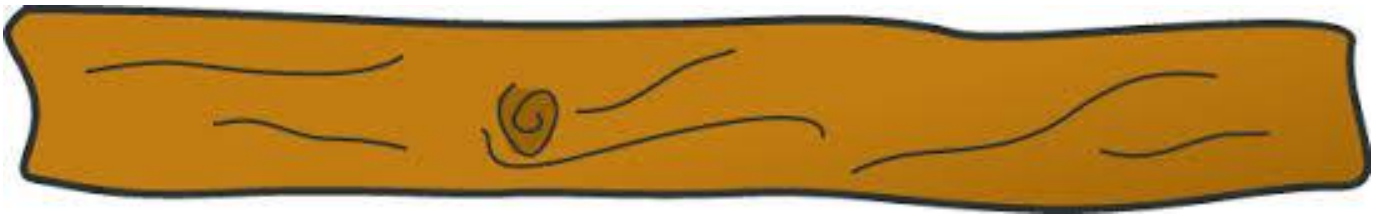
How much longer is scarf A than scarf B? _____

4. How long is the board? Measure to the nearest centimeter.

_____

How much longer would the board need to be in order to be 20 centimeters long?

_____



5. How much shorter in inches in the eraser than the crayon?

_____ inches

6. Tim has a piece of yarn that is 3 inches long. Which piece of yarn is 1 inch shorter than Tim's yarn?

A. 

B. 

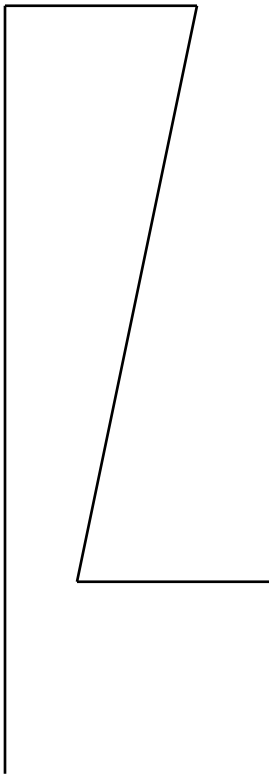
C. 

D. 

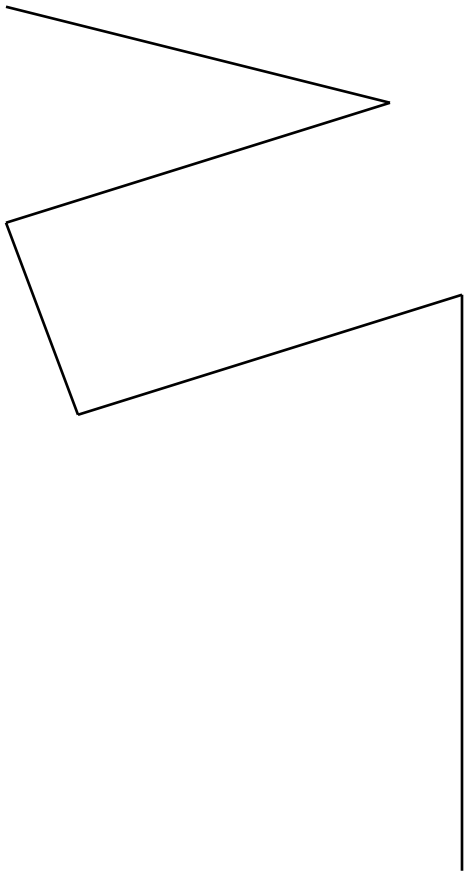
7. What is the difference in the lengths of the two lines below? Measuring using inches.

_____ inches

Line A



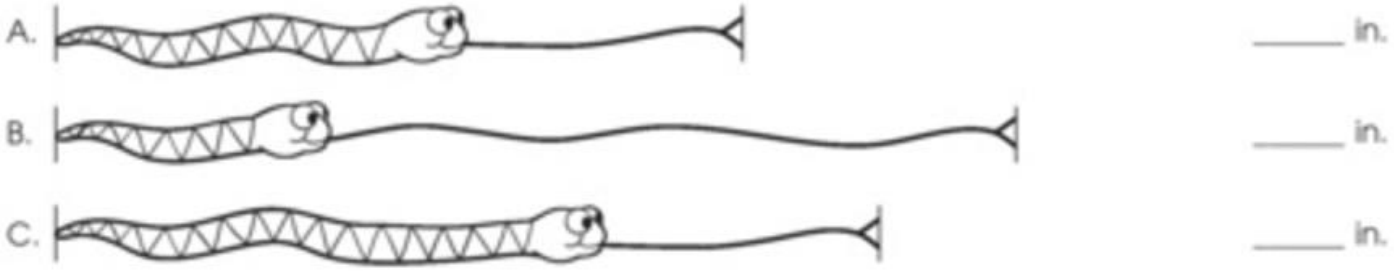
Line B



8. How much longer, in centimeters, is the pencil than the key?

_____

9. Use an inch ruler to measure each snake to the nearest inch.



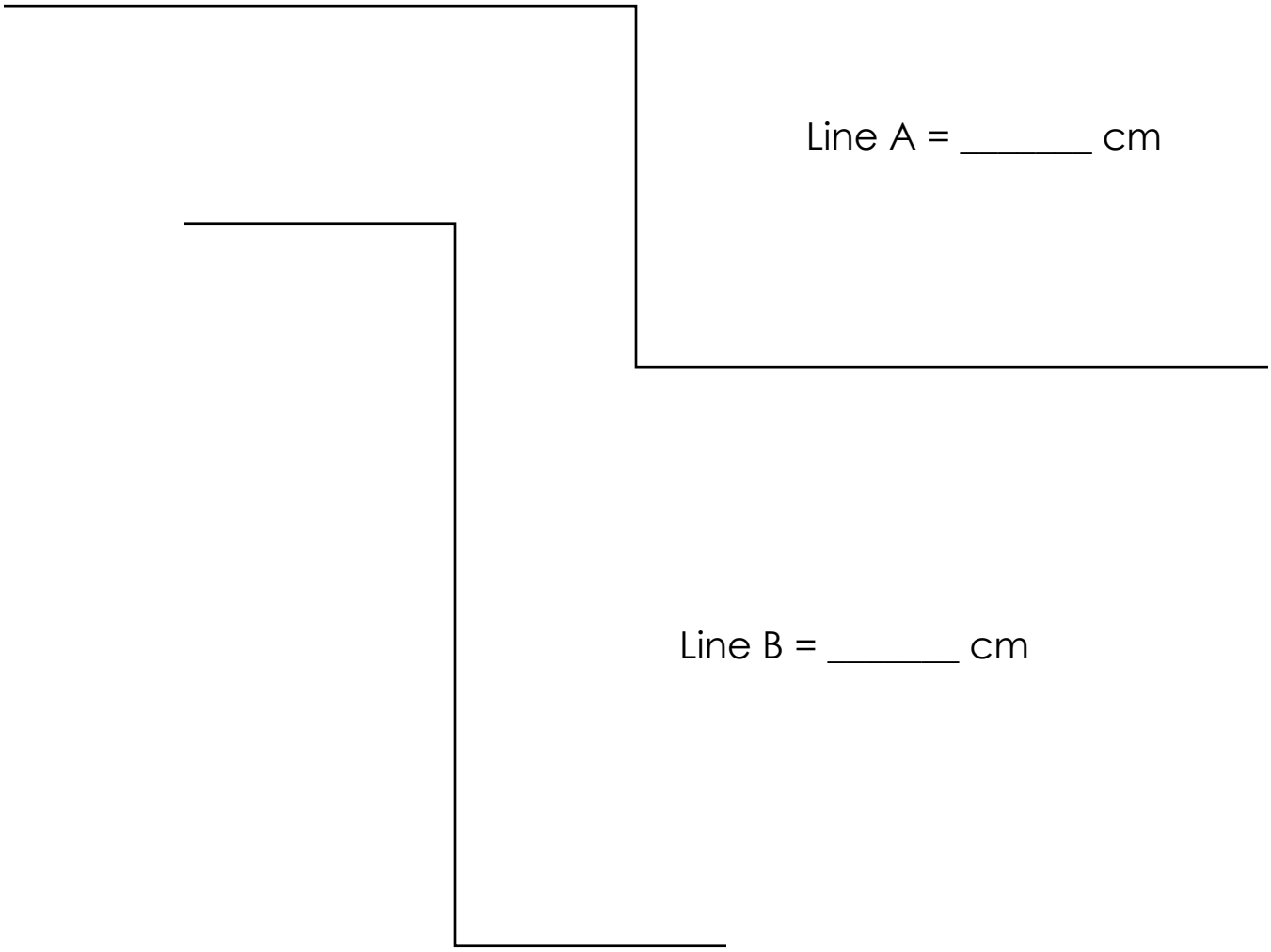
How much longer is Snake A than Snake B? _____

How much shorter is Snake A than Snake C? _____

How much longer is the longest snake than the shortest snake?

_____

10. Measure each line to the nearest centimeter.



Line A = _____ cm

Line B = _____ cm

Which line is longer? _____

How much longer?_____

11. Use a centimeter ruler to measure the height of each flower to the nearest centimeter.

Flower A Flower B

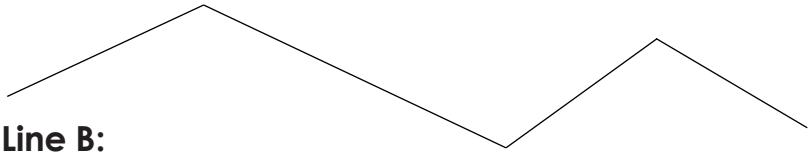
How much shorter is Flower A than Flower B?

_____

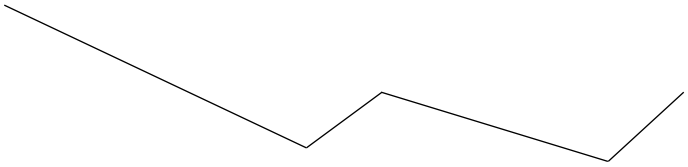
12. How much longer is Line B than Line A?

13. How much longer is line A than line B? Measure to the nearest centimeter.

Line A:



Line B:



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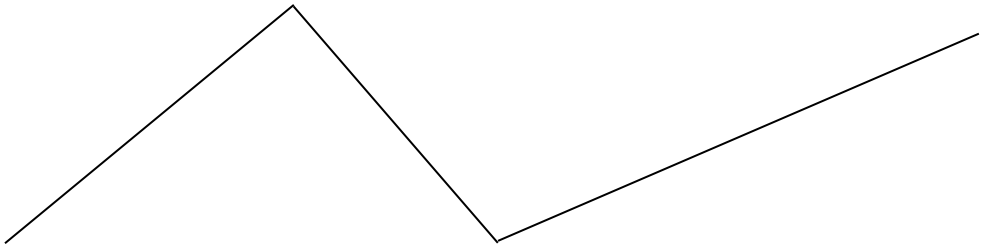
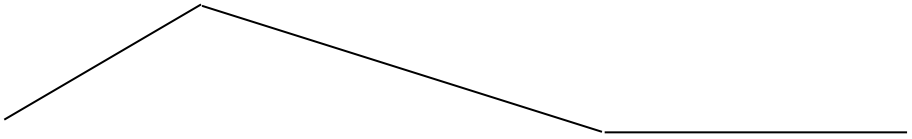
14. Use a ruler to measure the lines to the nearest inch.

Line G



Total length: _____

Line H



Total length: _____

Which line is longer? _____ How much longer? _____

15. Measure each line and write the length. Then complete the comparison sentence.

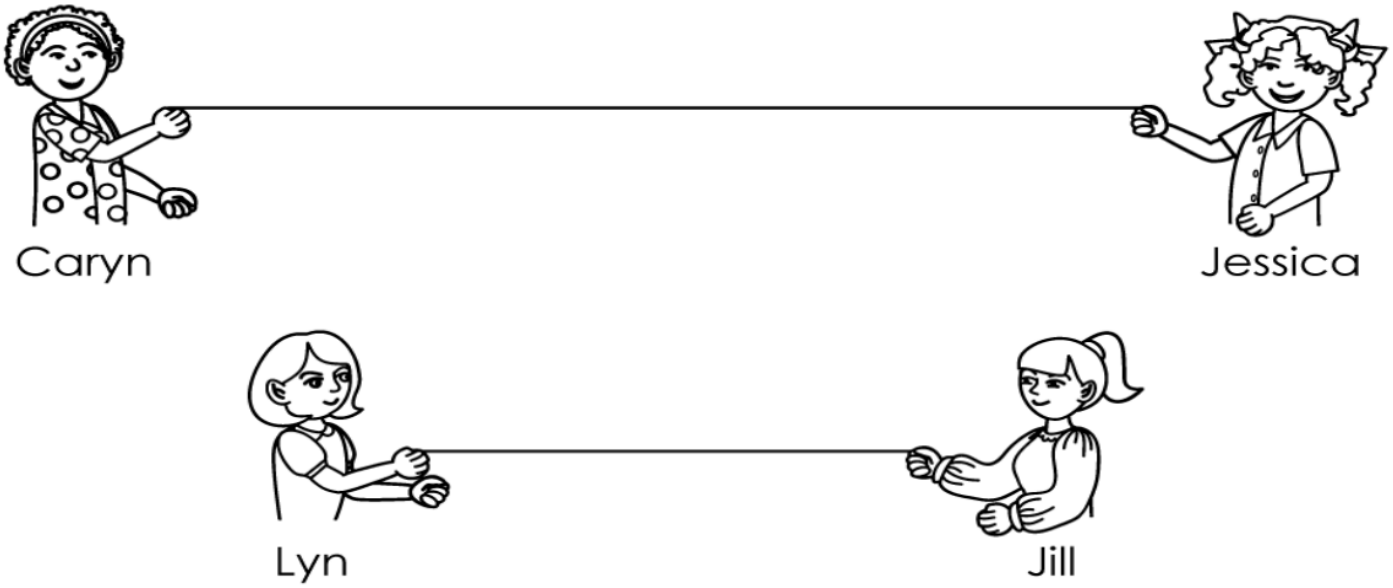
Line A _____

Line B _____

Line A measured about _____ cm. Line B measured about _____ cm.

Line A is about _____ cm longer than Line B.

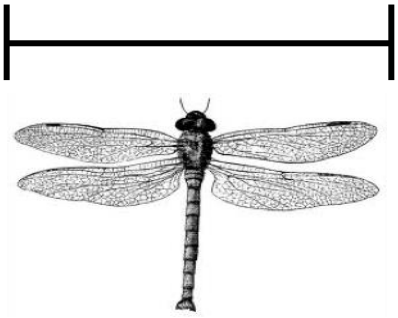
16. How many inches long is each string? How much longer is Caryn and Jessica's string than Lyn and Jill's string?

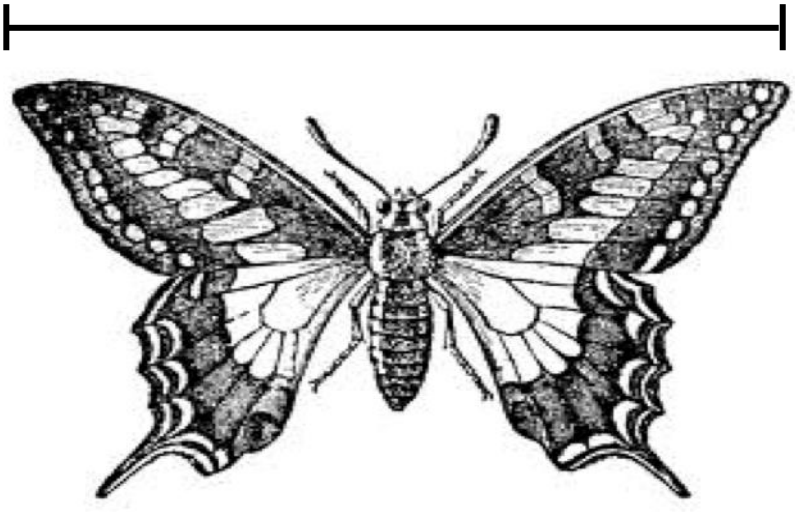


Caryn and Jessica's string _____ Lyn and Jill's string _____

Caryn and Jessica's string is _____ inches longer than Lyn and Jill's string.

17. The lines show the wingspan of a dragonfly and a butterfly. How many centimeters longer is the butterfly's wingspan than the dragonfly's wingspan?





_____ centimeters longer

18. How much longer is A than B in inches?

A.

B.

_____ inches longer

19. How much longer is the longer snake than the shorter snake, in inches?

20. How much shorter is the eraser than the key, in centimeters?

Workbook B

2.OA.B.2 - Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Directions: Solve each doubles fact.

4 + 4 = _____ 2 + 2 = _____ 8 + 8 = _____

5 + 5 = _____ 1 + 1 = _____ 9 + 9 = _____

7 + 7 = _____ 6 + 6 = _____ 3 + 3 = _____

2. Solve each doubles +1 fact.

4 + 5 = _____ 2 + 3 = _____ 8 + 9 = _____

5 + 6 = _____ 1 + 2 = _____ 9 + 10 = _____

7 + 8 = _____ 6 + 7 = _____ 3 + 4 = _____

Directions: Solve each doubles +2 fact.

2 + 4 = _____ 5 + 7 = _____ 3 + 5 = _____

8 + 10 = _____ 6 + 8 = _____ 4 + 6 = _____

1 + 3 = _____ 9 + 11 = _____ 7 + 9 = _____

Directions: Solve each number sentence.

7 + 5 = _____ 6 + 3 = _____ 9 + 2 = _____

3 + 1 = _____ 5 + 8 = _____ 4 + 2 = _____

8 + 4 = _____ 1 + 9 = _____ 2 + 7 = _____

Directions: Solve each number sentence.

4 + 7 = _____ 3 + 8 = _____ 2 + 6 = _____

1 + 5 = _____ 8 + 6 = _____ 9 + 3 = _____

7 + 4 = _____ 5 + 9 = _____ 6 + 3 = _____

Directions: Solve each number sentence.

5 + 3 = _____ 1 + 8 = _____ 4 + 2 = _____

2 + 6 = _____ 6 + 6 = _____ 2 + 7 = _____

8 + 4 = _____ 3+ 9 = _____ 6 + 4 = _____

Directions: Solve.

1 + 9 = _____	2 + 14 = _____	9 + 4 = _____
19 – 7 = _____	7 + 8 = _____	16 – 8 = _____
15 + 1 = _____	5 + _____ = 15	12 + 7 = _____
9 – 6 = _____	_____ = 1 + 8	11 – 6 = _____
_____ = 9 - 7	_____ = 4 + 2	_____ = 13 - 7
_____ = 3 + 9	17 – _____ = 5	_____ = 10 + 9
7 + 6 = _____	_____ = 8 + 3	6 + 8 = _____

Directions: Solve.

2 + 9 = _____	2 + 11 = _____	7 + 4 = _____
15 – 3 = _____	3 + 8 = _____	17 – 9 = _____
12 + 1 = _____	6 + _____ = 16	11 + 9 = _____
9 – 4 = _____	_____ = 1 + 4	11 – 5 = _____
_____ = 8 - 2	_____ = 5 + 2	_____ = 14 - 7
_____ = 4 + 9	16 – _____ = 3	_____ = 10 + 3
7 + 8 = _____	_____ = 6 + 3	4 + 8 = _____

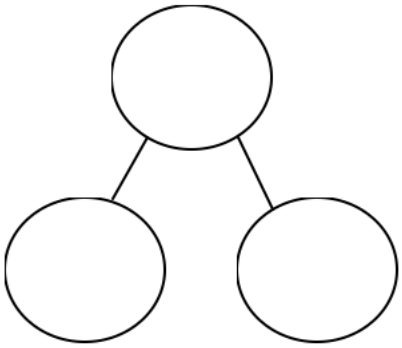
Directions: Solve the problem.

10 + 6 + 2 = _____

Directions: Solve.

3 + 7 = _____	**3 + 12 = _____**	**7 + 2 = _____**
15 – 7 = _____	**7 + 6 = _____**	**14 – 6 = _____**
12 + 1 = _____	**5 + _____ = 11**	**10 + 7 = _____**
8 – 2 = _____	**_____ = 1 + 5**	**11 – 3 = _____**
_____ = 6 - 2	**_____ = 5 + 2**	**_____ = 16 - 9**
_____ = 3 + 8	**14 – _____ = 5**	**_____ = 10 + 6**
8 + 6 = _____	**_____ = 7 + 3**	**5 + 8 = _____**

12. Fill in the missing numbers. You can use a number bond to help you.

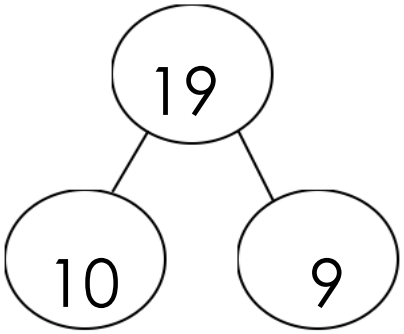


14 – 6 = _____ is the same as 6 + _____ = 14

13.Use the number bond to write two addition number sentences.

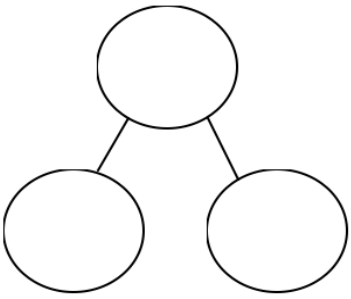
_____ + _____ = _____

_____ + _____ = _____



14. Create a number bond to help you solve.

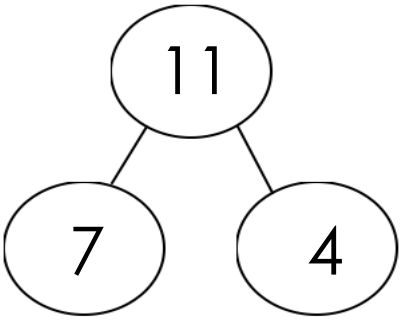
5 + _____ = 16



15. Solve.

3 + 2 + 8 = _____

16.
Write the four number sentences that go with this number bond.



_____

_____

_____

_____

Directions: Solve.

11 + 9 = _____	**2 + 15 = _____**	**19 + 0 = _____**
14 – 7 = _____	**3 + 8 = _____**	**18 – 5 = _____**
9 + 8 = _____	**11 + __ ___ = 15**	**11 + 7 = _____**
13 – 6 = _____	**_____ = 11 + 8**	**17 – 6 = _____**
_____ = 12 - 4	**_____ = 8 + 2**	**_____ = 12 - 7**
_____ = 2 + 9	**17 – _____ = 8**	**_____ = 3 + 10**
8 + 6 = _____	**_____ = 9 + 3**	**5 + 8 = _____**

2.NBT.A.2 - Count within 1000; skip-count by 5s, 10s, and 100s.

Directions : Count up – write the number that comes next.

Example:

362 363 364 365 366 367

1. 231 _____ _____ _____ _____ _____
2. 804 _____ _____ _____ _____ _____
3. 177 _____ _____ _____ _____ _____
4. 639 _____ _____ _____ _____ _____
5. 201 _____ _____ _____ _____ _____
6. 86 _____ _____ _____ _____ _____
7. 900 _____ _____ _____ _____ _____
8. 497 _____ _____ _____ _____ _____
9. 555 _____ _____ _____ _____ _____
10. 383 _____ _____ _____ _____ _____

Directions: Skip count by 5 – write the number that comes next.

Example:

360 365 370 375 380 385

11. 735 _____ _____ _____ _____ _____

12. 200 _____ _____ _____ _____ _____

13. 185 _____ _____ _____ _____ _____

14. 520 _____ _____ _____ _____ _____

15. 380 _____ _____ _____ _____ _____

16. 85 _____ _____ _____ _____ _____

17. 970 _____ _____ _____ _____ _____

18. 495 _____ _____ _____ _____ _____

19. 525 _____ _____ _____ _____ _____

20. 610 _____ _____ _____ _____ _____

Directions: Skip count by 10 – write the number that comes next.

Example:

360 370 380 390 400 410

21. 220 _____ _____ _____ _____ _____

22. 600 _____ _____ _____ _____ _____

23. 470 _____ _____ _____ _____ _____

24. 90 _____ _____ _____ _____ _____

25. 180 _____ _____ _____ _____ _____

26. 530 _____ _____ _____ _____ _____

27. 360 _____ _____ _____ _____ _____

28. 710 _____ _____ _____ _____ _____

29. 850 _____ _____ _____ _____ _____

30. 270 _____ _____ _____ _____ _____

Directions: Skip count by 10 – write the number that comes next.

Example:

233 243 253 263 273 283

31. 725 _____ _____ _____ _____ _____

32. 504 _____ _____ _____ _____ _____

33. 321 _____ _____ _____ _____ _____

34. 617 _____ _____ _____ _____ _____

35. 832 _____ _____ _____ _____ _____

36. 85 _____ _____ _____ _____ _____

37. 366 _____ _____ _____ _____ _____

38. 210 _____ _____ _____ _____ _____

39. 177 _____ _____ _____ _____ _____

40. 888 _____ _____ _____ _____ _____

Directions: Skip count by 100 – write the number that comes next.

Example:

365 465 565 665 765 865

41. 222 _____ _____ _____ _____ _____

42. 408 _____ _____ _____ _____ _____

43. 190 _____ _____ _____ _____ _____

44. 275 _____ _____ _____ _____ _____

45. 134 _____ _____ _____ _____ _____

46. 500 _____ _____ _____ _____ _____

47. 340 _____ _____ _____ _____ _____

48. 210 _____ _____ _____ _____ _____

49. 450 _____ _____ _____ _____ _____

50. 385 _____ _____ _____ _____ _____

2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Directions: Solve. Draw a picture of tens and ones to show you work.

Equation	Picture
_____ + 45 = 63	
26 + 37 = _____	
73 – 26 = _____	

Directions: Solve.

1. 45 + _____ = 100
2. 35 + _____ = 50
3. _____ + 25 = 100
4. _____ + 15 = 50
5. 100 = _____ + 80
6. 50 = 20 + _____

Directions: Calculate.

65 - 37	60 - 43	45 – 28 = _____
55 + 29 = _____	23 + 73	17 + 58

7. **67 + 25 = _____**

8. **75 - _____ = 23**

9. **55 – 19 = _____**

Directions: Use a number line to solve.

93 – 27 = ___

10. Solve.

50 - 34 = _____

11. Solve. **_____ = 22 + 59**

12. Solve. **_____ = 33 + 47**

13. Solve. **74 - 28 = _____**

Directions: Calculate.

76 - 37	50 - 23	75 – 48 = _____
56 + 39 = _____	13 + 74	27 + 52

14. **76 + 18 = _____**

15. **53 - _____ = 28**

16. **65 – 36 = _____**

Directions: Calculate.

95 - 38	60 - 47	55 – 38 = _____
55 + 29 = _____	24 + 76	27 + 58

Directions: Solve for the missing number.

_____ - 29 = 48

_____ + 43 = 73

17.
Use sticks and dots to find the total.

52 + 43 = _____

18.
Use expanded notation to solve.

22 + 51 = _____

19.
Solve.

15 + 22 = _____

20. Which would give you a total of 61? Circle your answer.

20 + 0 + 40 + 1	30 + 0 + 10 + 0
60 + 1 + 60 + 0	3 + 1 + 3 + 0

21. Solve.

22+ 43 = _____

22. Solve.

17+ 63 = _____

23. Solve.

22+ 43 = _____

24. Solve.

17+ 63 = _____

25. Circle which set of sticks and dots will help to find the total?

62 + 24 = _____

||||||.. ||....	.....|| ..||	.....	|||||| ||

26. Solve.

26 + 43 = _____

27. Solve.

34 + 48 = _____

28. Solve.

51 - 30 = _____

29. Solve to find the total.

57 + 28 = _____

30. Solve.

24 + 49 = _____

31. Solve using a number line. **28 + 36 = _____**

32. Solve.

45 – 30 = _____

33. Solve using a number line. **28 + 36 = _____**

34. Solve using a number line. **22 + 71 = _____**

35. Solve using sticks and dots.

68 - _____ = 34

36. Solve.

_____ = 34 + 45

2.NBT.B.6 - Add up to four two-digit numbers using strategies based on place value and properties of operations.

1. Solve.

13 + 10 + 21 + 30 = ____

2. Which 3 numbers add to a total of 40?

22	10	18	8

Answer: _____

3. Solve.

33 + 34 + 26 = ___

4. 17 + 24 + 33 + 19 = ____

5. Which 4 numbers add to a total of 100?

12	48	30
10	56	14

Answer: _____

6. 45 + 31 + 12 = _____

7. What are two ways that you can make 65 using 3 addends?

_____ + _____ +_____ = 65	_____ + _____ +_____ = 65

8. 27 + 55 + 17 = _____

9. Find the total.

$$\begin{array}{r} 24 \\ 21 \\ 35 \\ +11 \\ \hline \end{array}$$

10. What are two ways that you can make 92 using 3 addends?

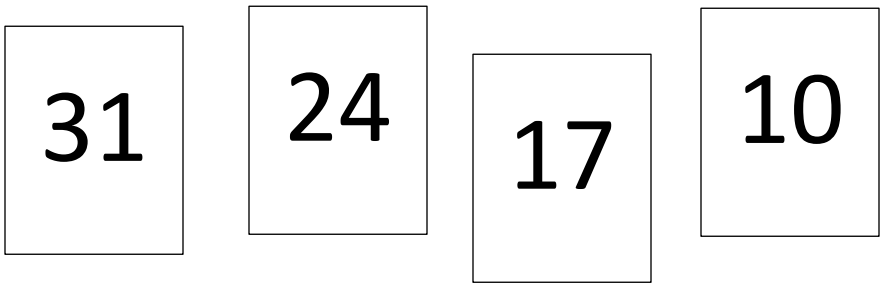
_____ + _____ +_____ = 92	_____ + _____ +_____ = 92

11. Which 3 numbers can be added together to make a total of 50?

27	13
60	10

_____ + _____ + _____ = 50

12. Gunther was playing a card game. Below are the 4 cards he pulled. What is his total?



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13. Solve.

13 + 10 + 21 + 30 = ____

14. Which 3 numbers add to a total of 50?

22	10	18	8

Answer: _____

15. Solve.

23 + 54 + 17 = ___

16. 15 + 22 + 13 + 39 = ____

17. Which 4 numbers add to a total of 100?

11	39	30
25	34	16

Answer: _____

18. 25 + 41 + 17 = _____

19. What are two ways that you can make a total of 50 using 3 addends?

_____ + _____ +_____ = 50	_____ + _____ +_____ = 50

20. 52 + 15 + 27 = _____

21. Find the total.

$$\begin{array}{r} 34 \\ 18 \\ 25 \\ +\,13 \\ \hline \end{array}$$

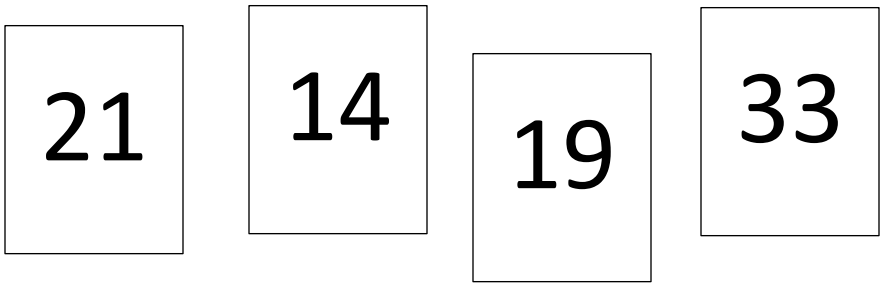
22. What are two ways that you can find 77 using at least 3 addends?

_____ + _____ +_____ = 77	_____ + _____ +_____ = 77

23. Which <u>3 numbers</u> can be added together to make a total of 75?

37	13
30	25

24. Devon was playing a card game. Below are the 4 cards he pulled. What is his total?



Workbook C

2.MD.D.9 – Generate measurement data by measuring the lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole units.

1. Measure the lines below in inches. Record the data using tally marks on the table provided.

Line A _____

Line B _____

Line C _____

Line D _____

Line E _____

Line F _____

Line G _____

Line Length	Number of Lines
Shorter than 5 inches	
Longer than 5 inches	
Equal to 5 inches	

2. The lines below have been measured for you. Record the data using tally marks on the table provided, and answer the questions below.

Line A 5 inches _____

Line B 6 inches _____

Line C 4 inches _____

Line D 6 inches _____

Line E 3 inches _____

Line Length	Number of Lines
Shorter than 5 inches	
5 inches or longer	

3. Use your ruler to measure the lines below in inches. Record the data using tally marks on the table provided.

Line A _____

Line B _____

Line C _____

Line D _____

Line E _____

Line F _____

Line G _____

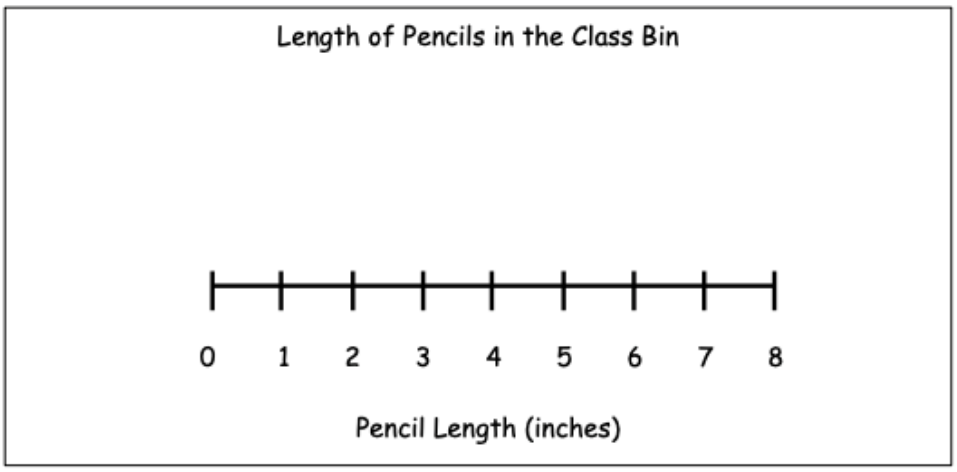
Line Length	Number of Lines
Shorter than 4 inches	
Longer than 4 inches	
Equal to 4 inches	

ii

4. e data in the tables to create a line plot and answer the questions.

1.

Pencil Length (inches)	Number of Pencils
2	I
3	II
4	~~IIII~~ I
5	~~IIII~~ II
6	~~IIII~~ III
7	IIII
8	I



Describe the pattern you see in the line plot:

_____

_____

5.

Length of Ribbon Scraps (centimeters)	Number of Ribbon Scraps
14	I
16	III
18	𝍸 III
20	𝍸 II
22	𝍸

Scraps of Ribbon in the Arts and Crafts Bin

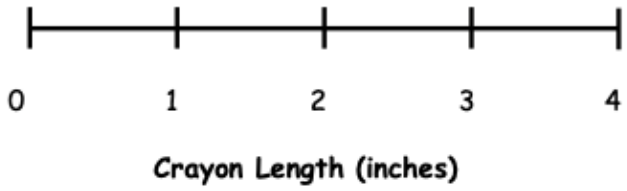
Line Plot

iii

6. Use the data in the table to create a line plot.

Length of Crayons in a Class Bin

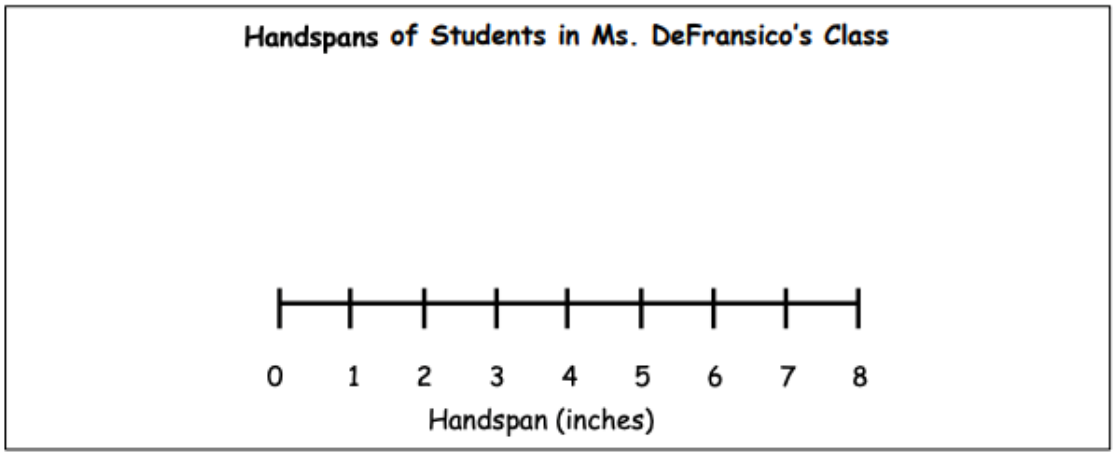
Crayon Length (inches)	Number of Crayons
1	III
2	𝍸 IIII
3	𝍸 II
4	𝍸



iv

7. Use the data in the table to create a line plot and answer the question.

Handspan (inches)	Number of Students
2	
3	
4	|
5	𝍸 ||
6	𝍸 𝍸
7	|||
8	|



8. . Use the data in the table to create a line plot and answer the questions.

Length of Right Foot (centimeters)	Number of Students
17	I
18	II
19	IIII
20	𝍸 I
21	𝍸 I
22	II
23	I

Lengths of Right Feet of Students in Ms. DeFransico's Class

Line Plot

v vi

Use the data in the chart provided to create a line plot and answer the questions.

9. The chart shows the heights of the second-grade students in Mr. Yin's homeroom.

Height of Second-Grade Students	Number of Students
40 inches	1
41 inches	2
42 inches	2
43 inches	3
44 inches	4
45 inches	4
46 inches	3
47 inches	2
48 inches	1

Title _____

Line Plot

10. The chart shows the length of paper second-grade students used in their art projects.

Length of Paper	Number of Students
3 ft	2
4 ft	11
5 ft	9
6 ft	6

Title _____

Line Plot

vii

Use the data in the table provided to create a line plot and answer the questions.

11. The table below describes the length of pencils in Mrs. Richie's classroom n centimeters.

Length (centimeters)	Number of Pencils
12	1
13	4
14	9
15	10
16	10

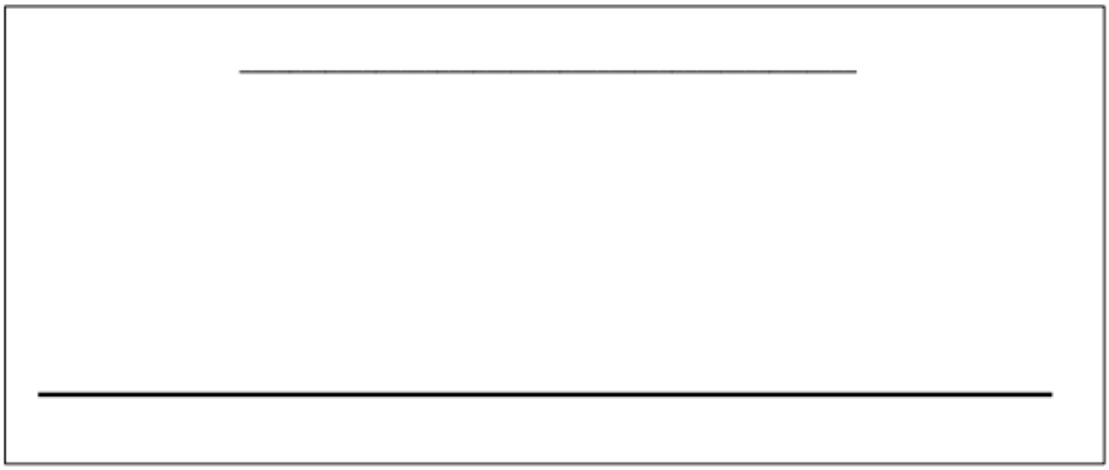
viii

12.

Use the data in the table provided to create a line plot.

The table below describes the heights of second-grade students on the soccer team.

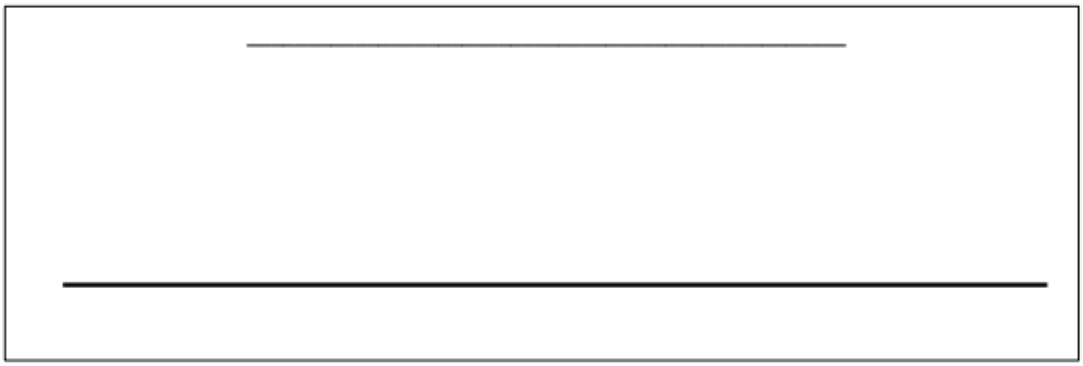
Height (inches)	Number of Students
35	3
36	4
37	7
38	8
39	6
40	5



Use the data in the table provided to create a line plot and answer the questions. Plot only the lengths of shoelaces given.

13. The table below describes the lengths of student shoelaces in Ms. Henry's class.

Length of Shoelaces (inches)	Number of Shoelaces
27	6
36	10
38	9
40	3
45	2

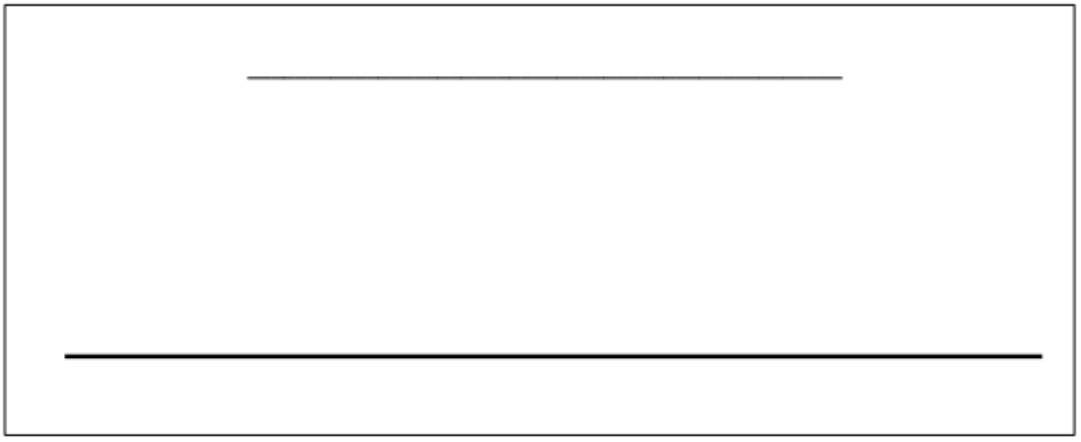


ix

Use the data in the table provided to create a line plot and answer the questions.

3. The table below describes the lengths of crayons in centimeters in Ms. Harrison's crayon box.

Length (centimeters)	Number of Crayons
4	4
5	7
6	9
7	3
8	1



x

2.MD.D.10 – Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.[xi]

1. Count and categorize each picture to complete the table with tally marks.

No Legs	2 Legs	4 Legs

2. Count and categorize each picture to complete the table with numbers.

Fur	Feathers

3. Use the Animal Habitats table to answer the following questions.

Animal Habitats		
Forest	Wetlands	Grasslands
𝍸 |	𝍸	𝍸 𝍸 ||||

a. How many animals have habitats on grasslands and wetlands? ____

b. How many fewer animals have forest habitats than grasslands habitats? ____

c. How many more animals would need to be in the forest category to have the same number as animals in the grasslands category? ____

d. How many total animal habitats were used to create this table? ____

4. Use the Animal Classification table to answer the following questions about the types of animals Ms. Lee's second-grade class found in the local zoo.

Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
6	5	11	3

a. How many animals are birds, fish, or reptiles? _____

b. How many more birds and mammals are there than fish and reptiles? _____

c. How many animals were classified? _____

d. How many more animals would need to be added to the chart to have 35 animals classified? _____

e. If 5 more birds and 2 more reptiles were added to the table, how many fewer reptiles would there be than birds? _____

Use the Animal Classification table to answer the following questions about the types of animals at the local zoo.

Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
9	4	17	8

5. How many animals are birds, fish, or reptiles? _____

6. How many more mammals are there than fish? _____

7. How many animals were classified? _____

8. How many more animals would need to be added to the chart to have 45 animals classified? _____

xiii

9. Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

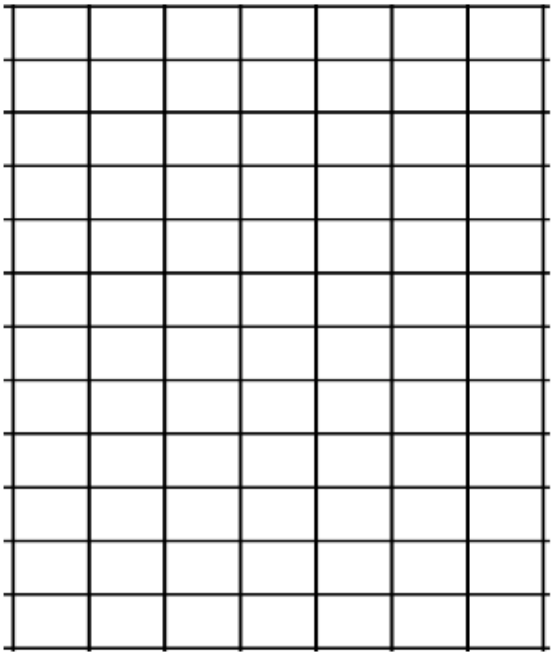
Central Park Zoo Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3

a. How many more animals are mammals than fish? _____

b. How many more animals are mammals and fish than birds and reptiles? _____

c. How many fewer animals are reptiles than mammals? _____

Title: _____



____ ____ ____ ____

Legend: _____

d. Write and answer your own comparison question based on the data.

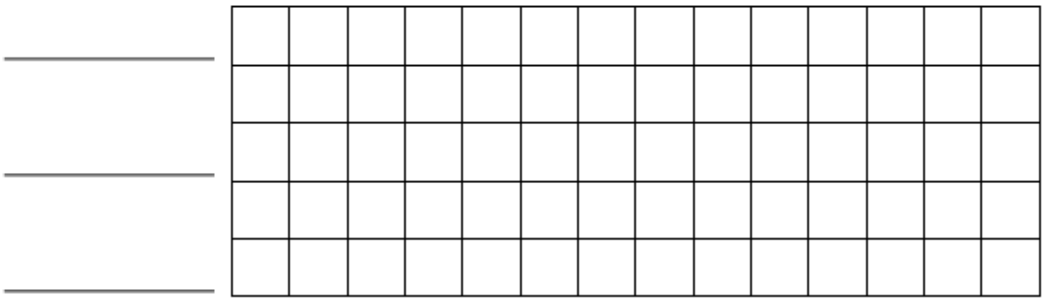
Question: _____

Answer: _____

10. Use the table below to create a picture graph in the space provided.

Animal Habitats		
Desert	Tundra	Grasslands
𝍸 |	𝍸	𝍸 𝍸 ||||

Title: _____



Legend: _____

a. How many more animal habitats are in the grasslands than in the desert? ____

b. How many fewer animal habitats are in the tundra than in the grasslands and desert combined? ____

c. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

xiv

11. Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

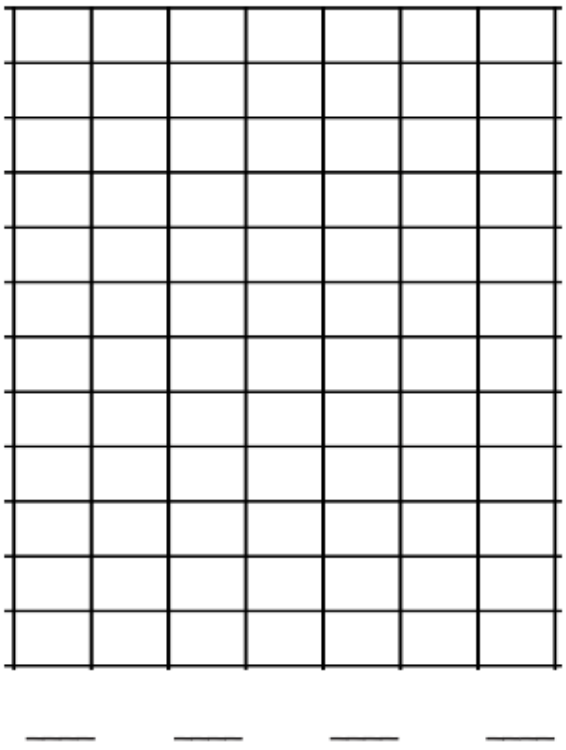
Fairview Park Zoo Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
8	4	12	5

a. How many more animals are mammals than birds? _____

b. How many more animals are mammals and reptiles than birds and fish? _____

c. How many fewer animals are fish than birds? _____

Title: _____



____ ____ ____ ____

Legend: _____

12.

Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

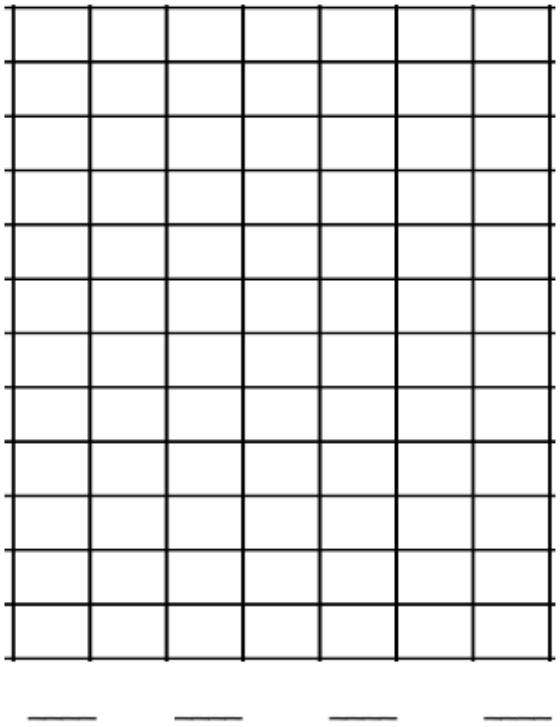
Favorite Mammals			
Tiger	Panda	Snow Leopard	Gorilla
8	11	7	12

a. How many more people chose gorilla as their favorite mammal than chose tiger? _____

b. How many more people chose tiger and gorilla as their favorite mammals than panda and snow leopard? _____

c. How many fewer people chose tiger as their favorite mammal than panda? _____

Title: _____



_____ _____ _____ _____

Legend: _____

d. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

xv

13. Use the data of Mr. Clark's class vote to create a picture graph in the space provided.

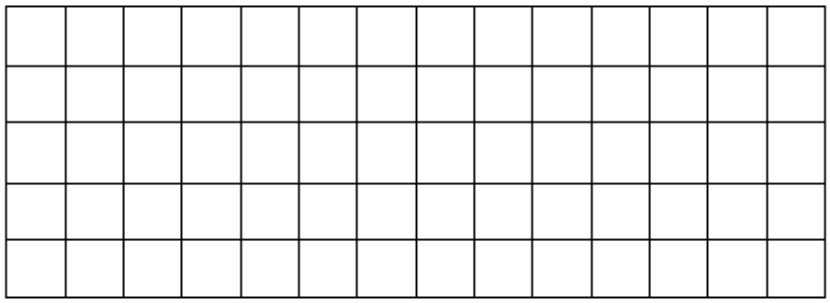
Favorite Birds		
Penguin	Flamingo	Peacock
𝍸 |	𝍸	𝍸 𝍸 ||||

Title: _____

_____

_____

_____



Legend: _____

a. How many more students voted for peacocks than penguins? _____

b. How many fewer votes are for flamingos than penguins and peacocks? _____

c. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

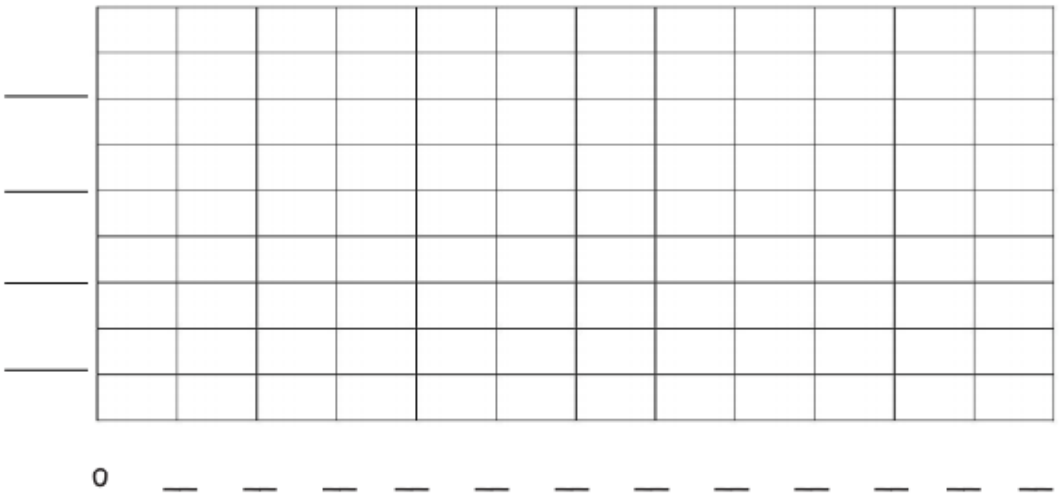
xvi

14.

Complete the bar graph below using data provided in the table. Then, answer the questions about the data.

Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3

Title: _____



a. How many more animals are birds than reptiles? _____

b. How many more birds and mammals are there than fish and reptiles? _____

c. How many fewer animals are reptiles and fish than mammals? _____

d. Write and answer your own comparison question based on the data.

Question: _____

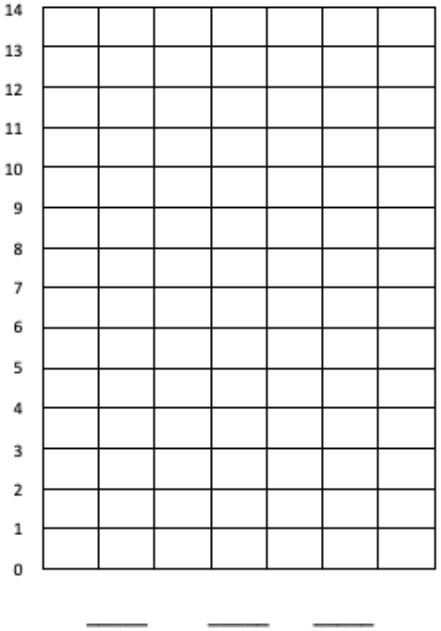
Answer: _____

15.

Complete the bar graph below using data provided in the table.

Animal Habitats		
Desert	Arctic	Grasslands
𝍸 |	𝍸	𝍸 𝍸 ||||

Title: _____



____ ____ ____

a. How many more animals live in the grasslands and arctic habitats combined than in the desert? _____

b. If 3 more grasslands animals and 4 more arctic animals are added to the graph, how many grasslands and arctic animals would there be? _____

c. If 3 animals were removed from each category, how many animals would there be? _____

d. Write your own comparison question based on the data, and answer it.

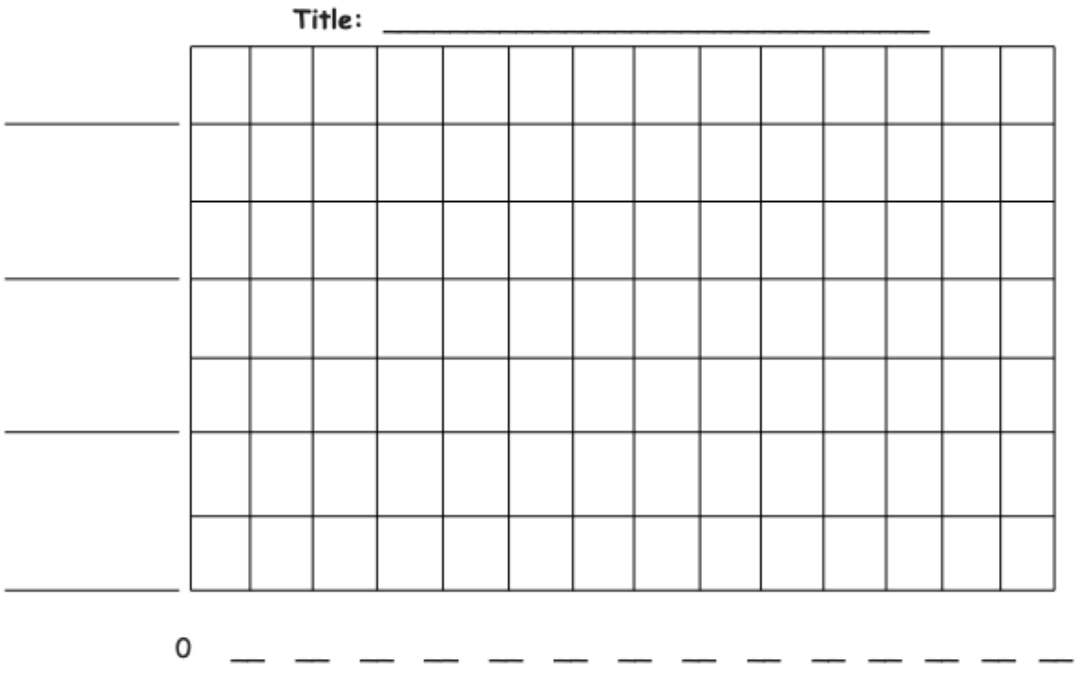
Question: _____

xvii

16.

Complete the bar graph below using data provided in the table. Then, answer the questions about the data.

Animal Classification			
Birds	Fish	Mammals	Reptiles
7	12	8	6



a. How many more animals are fish than reptiles? _____

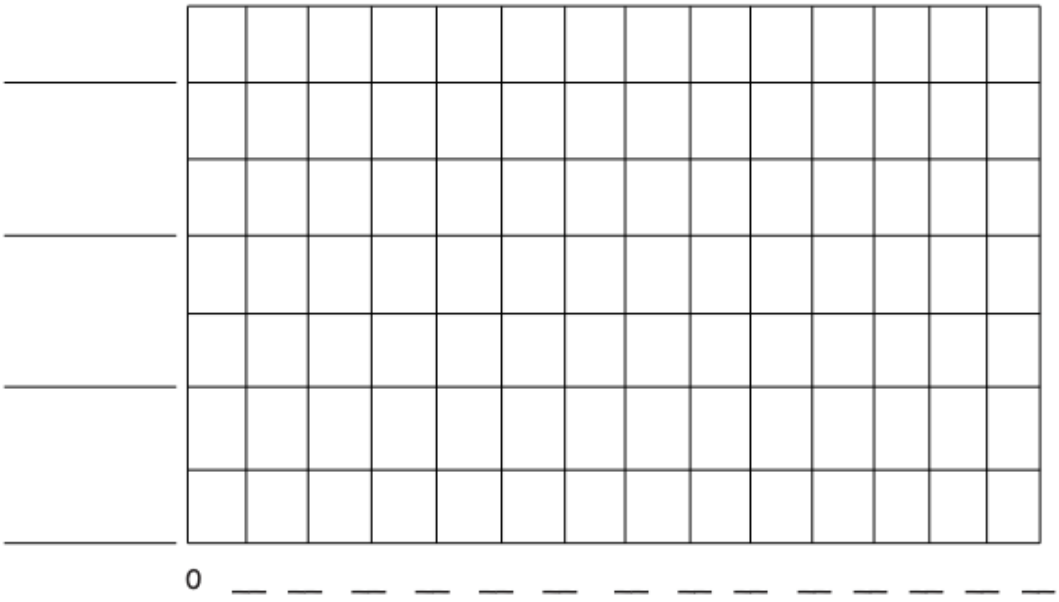
b. How many more fish and mammals are there than birds and reptiles? _____

17.

Complete the bar graph below using data provided in the table. Then, answer the questions about the data.

Various Animal Coverings at Jake's Pet Shop			
Fur	Feathers	Shells	Scales
12	9	8	11

Title: _____



a. How many more animals have fur than shells? _____

b. Which pair of categories has more, fur and feathers or shells and scales? (Circle one.) How much more? ____

c. Write and answer your own comparison question based on the data.

Question: _____

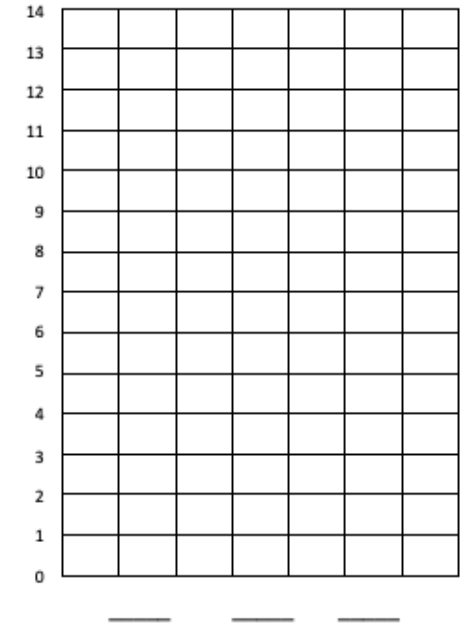
Answer: _____

18.

Complete the bar graph below using data provided in the table.

City Shelter Animal Diets		
Meat Only	Plants Only	Meat and Plants
𝍸 | | |	𝍸 | | | |	𝍸 𝍸 | | | |

Title: _____



____ ____ ____

a. How many total animals are in the city shelter? _____

b. How many more meat- and plant-eating animals are there than meat only? _____

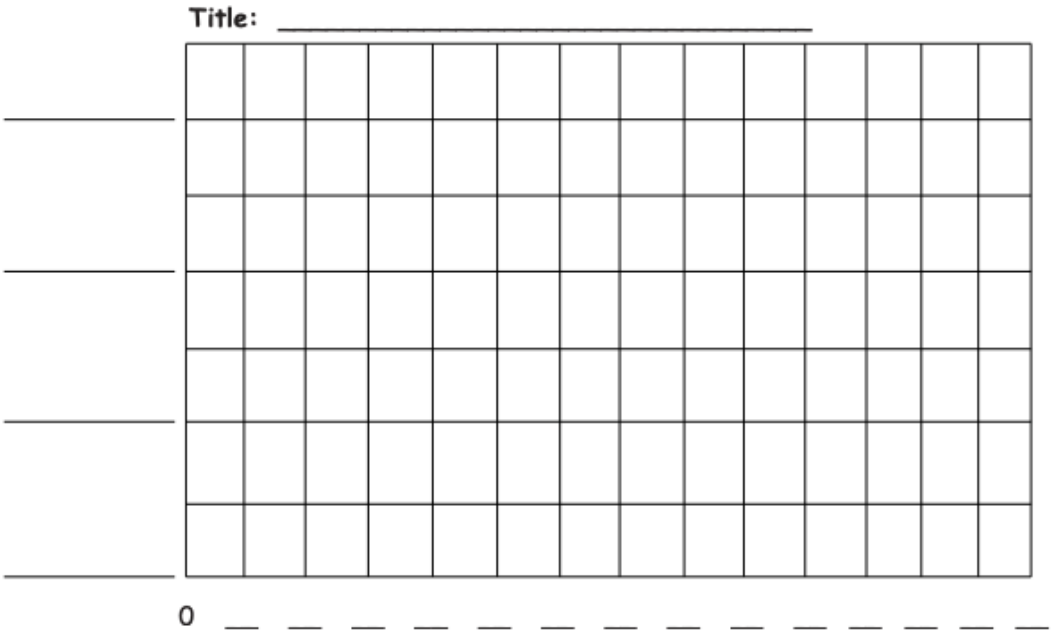
c. If 3 animals were removed from each category, how many animals would there be? ____

d. Write your own comparison question based on the data, and answer it.

xviii

19. Complete the bar graph using the table with the types of bugs Alicia counted in the park. Then, answer the following questions.

Types of Bugs			
Butterflies	Spiders	Bees	Grasshoppers
5	14	12	7



a. How many butterflies were counted in the park? _____

b. How many more bees than grasshoppers were counted in the park? _____

c. Which bug was counted twice as many times as grasshoppers? _____

d. How many bugs did Alicia count in the park? _____

e. How many fewer butterflies than bees and grasshoppers were counted in the park? _____

20. Complete the bar graph with labels and numbers using the number of farm animals on O'Brien's farm.

O'Brien's Farm Animals			
Goats	Pigs	Cows	Chickens
13	15	7	8

a. How many more pigs than chickens are on O'Brien's farm? _____

b. How many fewer cows than goats are on O'Brien's farm? _____

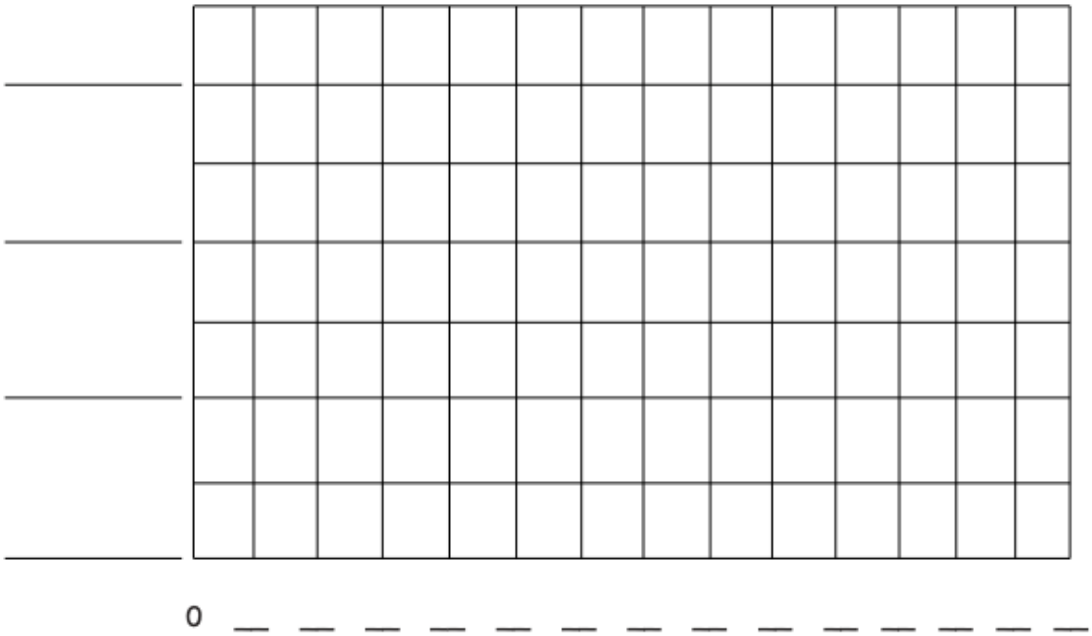
c. How many fewer chickens than goats and cows are on O'Brien's farm? _____

xx

21. Complete the bar graph using the table with the types of reptiles at the local zoo. Then, answer the following questions.

Types of Reptiles			
Snakes	Lizards	Turtles	Tortoises
13	11	7	8

Title: _____



a. How many reptiles are at the zoo? _____

b. How many more snakes and lizards than turtles are at the zoo? _____

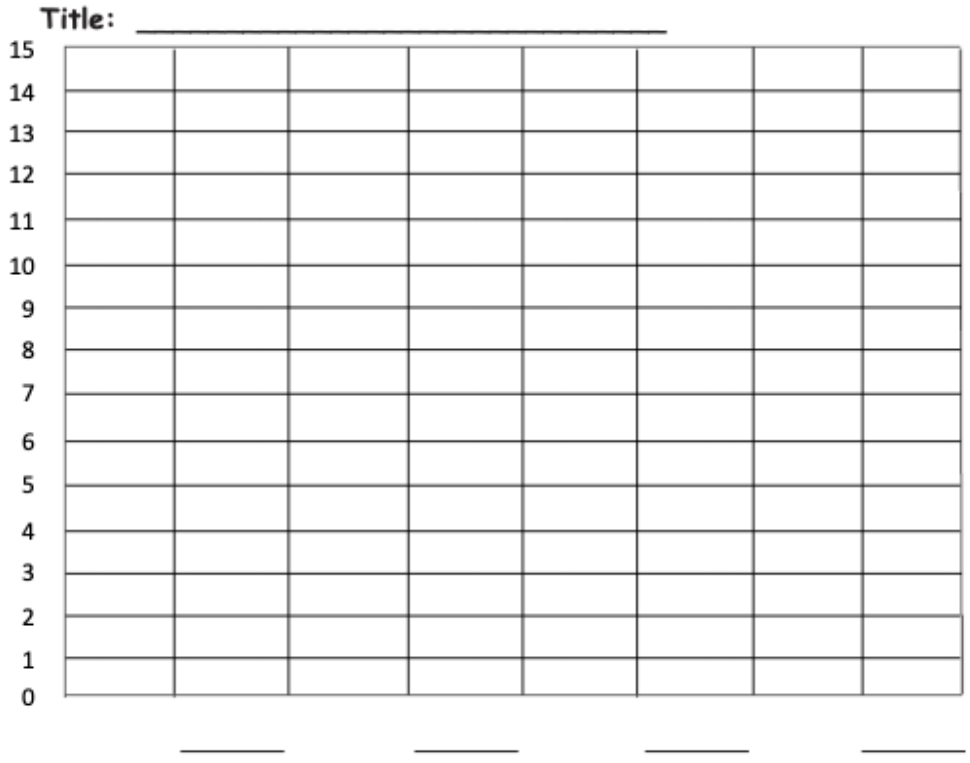
c. How many fewer turtles and tortoises than snakes and lizards are at the zoo? _____

d. Write a comparison question that can be answered using the data on the bar graph.

_____

22. Complete the bar graph with labels and numbers using the number of underwater animals Emily saw while scuba diving.

Underwater Animals			
Sharks	Stingrays	Starfish	Seahorses
6	9	14	13



a. How many more starfish than sharks did Emily see? _____

b. How many fewer stingrays than seahorses did Emily see? _____

c. Write a comparison question that can be answered using the data on the bar graph.

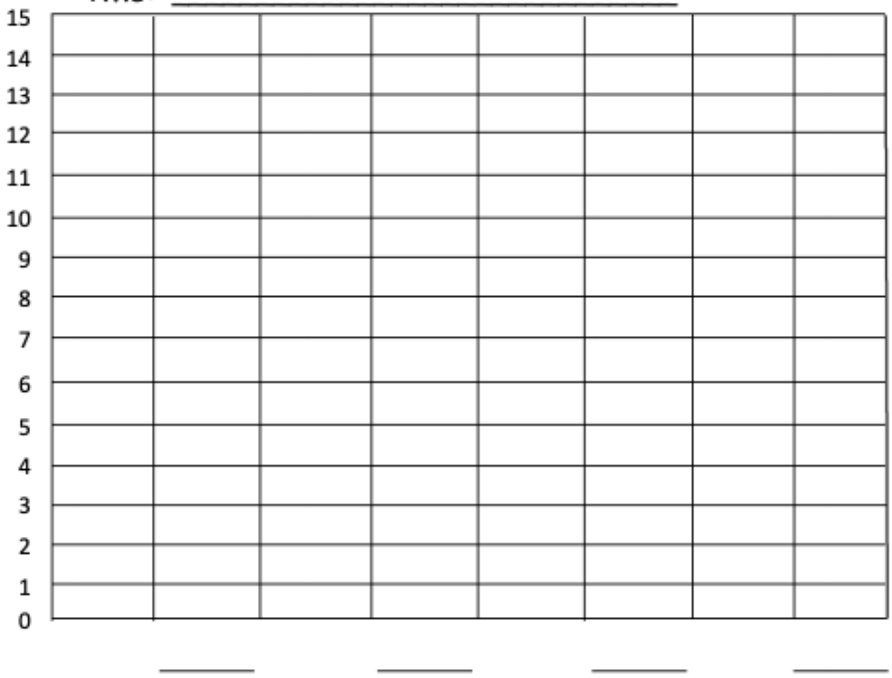
xxii

23.

Callista saved pennies. Use the table to complete the bar graph. Then, answer the following questions.

Pennies Saved			
Saturday	Sunday	Monday	Tuesday
15	10	4	7

Title: _____



_____ _____ _____ _____

a. How many pennies did Callista save in all? _____

b. Her sister saved 18 fewer pennies. How many pennies did her sister save? _____

c. How much more money did Callista save on Saturday than on Monday and Tuesday? _____

d. How will the data change if Callista doubles the amount of money she saved on Sunday? _____

e. Write a comparison question that can be answered using the data on the bar graph.

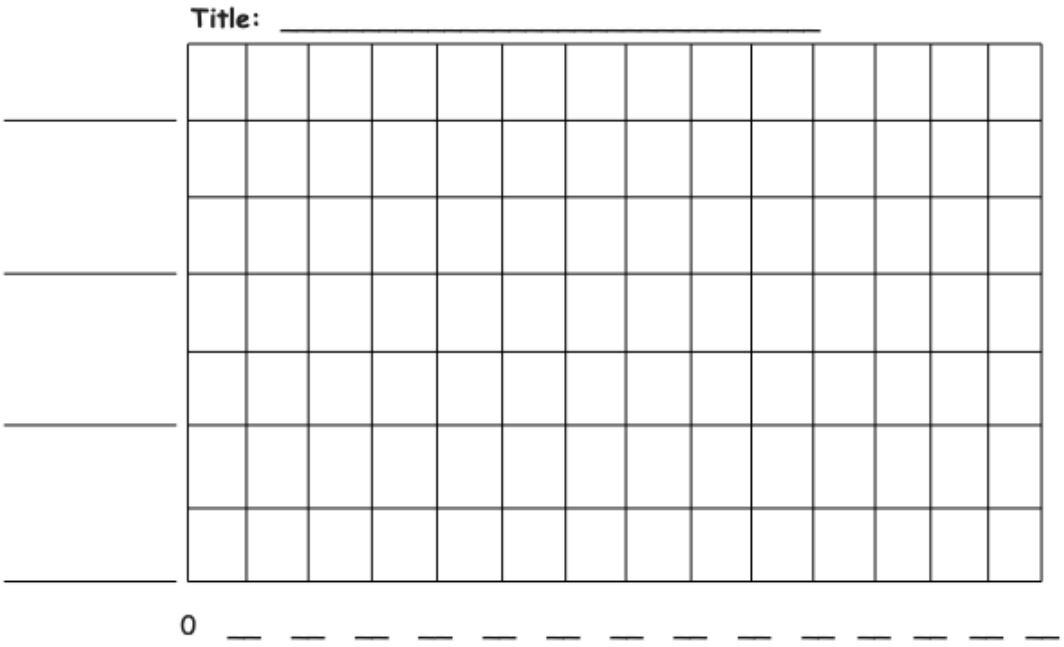
_____

xxiii

24.

A group of friends counted their nickels. Use the table to complete the bar graph. Then, answer the following questions.

Amount of Nickels			
Annie	Scarlett	Remy	LaShay
5	11	8	14



a. How many nickels do the children have in all? ___

b. What is the total value of Annie's and Remy's coins? ___

c. How many fewer nickels does Remy have than LaShay? ___

d. Who has less money, Annie and Scarlett or Remy and LaShay? _____

e. Write a comparison question that can be answered using the data on the bar graph.

_____

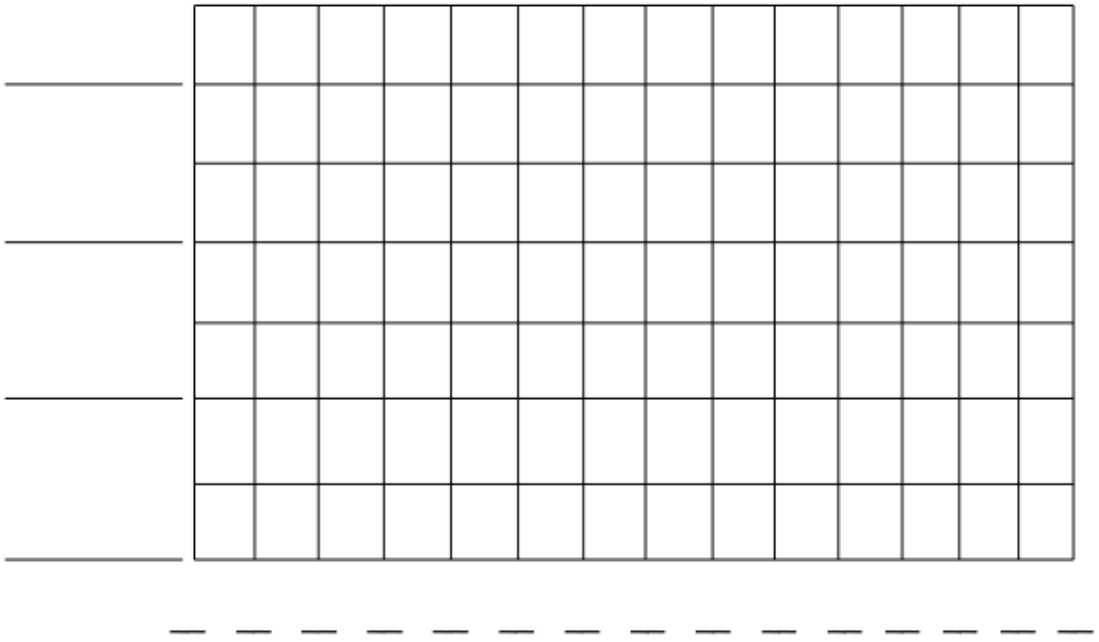
xxiv

25. Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes

Emily	Andrew	Thomas	Ava
8	12	6	13

Title: _____



a. How many more dimes does Andrew have than Emily? _____

b. How many fewer dimes does Thomas have than Ava and Emily? _____

c. Circle the pair with more dimes, Emily and Ava or Andrew and Thomas.
How many more? _____

d. What is the total number of dimes if all the students combine all their money?
_____

26. Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes Donated

Madison	Robin	Benjamin	Miguel
12	10	15	13

Title: _____

_____ _____ _____ _____

a. How many more dimes did Miguel donate than Robin? _____

b. How many fewer dimes did Madison donate than Robin and Benjamin? _____

c. How many more dimes are needed for Miguel to donate the same as Benjamin and Madison? _____

d. How many dimes were donated? _____

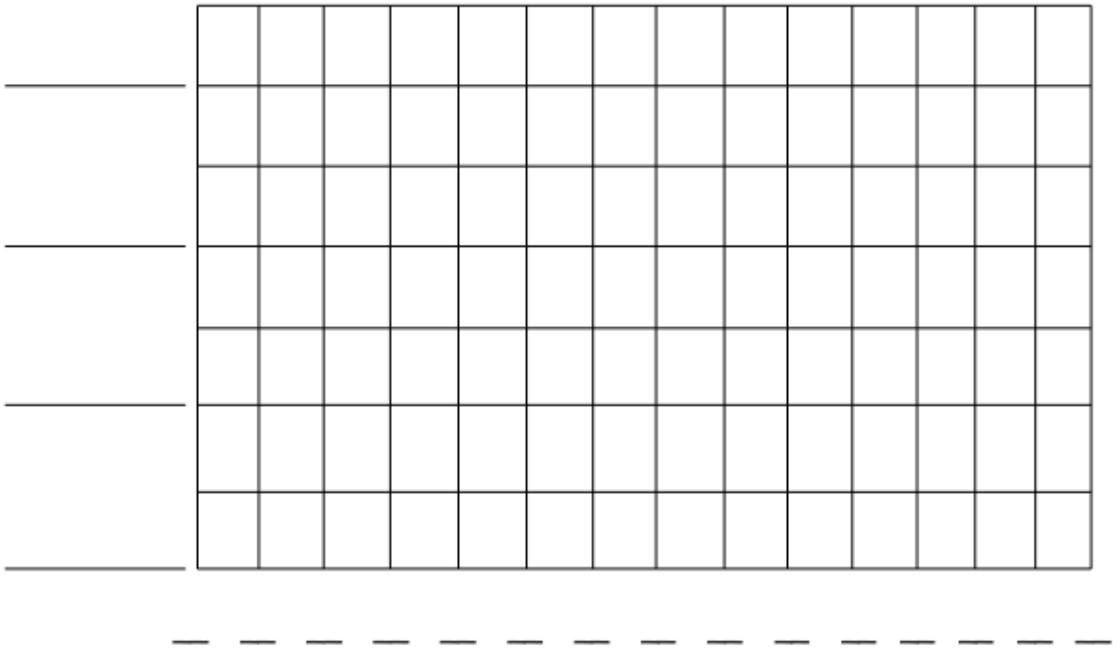
xxvi

27. Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes

Lacy	Sam	Stefanie	Amber
6	11	9	14

Title: _____



a. How many more dimes does Amber have than Stefanie? _____

b. How many dimes will Sam and Lacy need to save to equal Stefanie and Amber? _____

xxvii

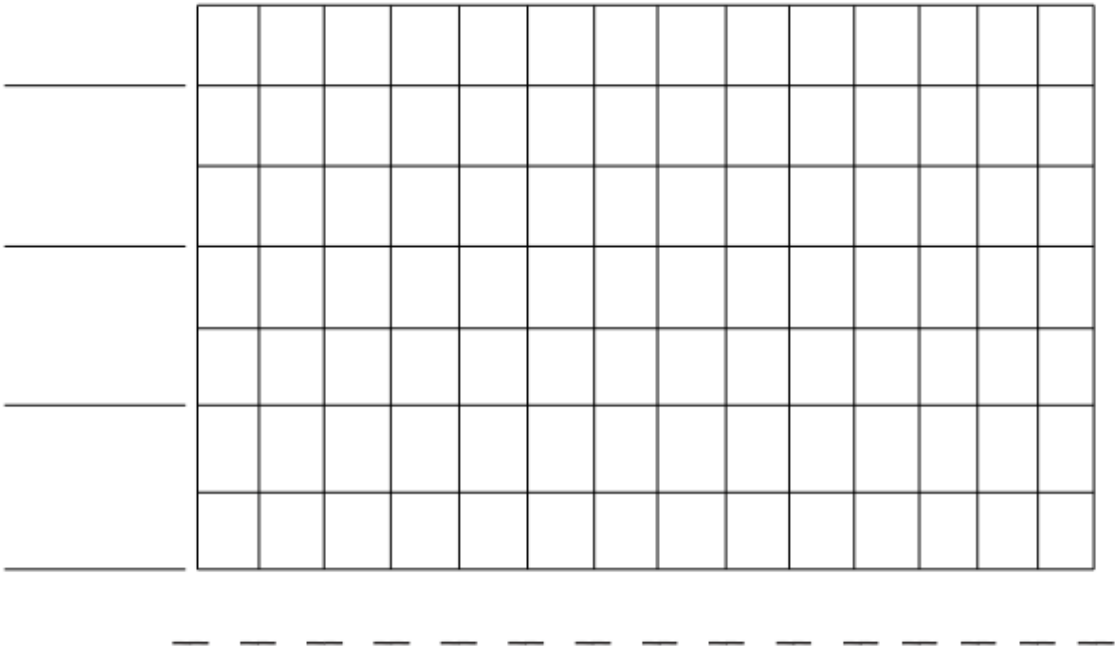
28.

Use the table to complete the bar graph. Then, answer the following questions.

Number of Nickels

Justin	Melissa	Meghan	Douglas
13	9	12	7

Title: _____



a. How many more nickels does Meghan have than Melissa? _____

b. How many fewer nickels does Douglas have than Justin? _____

c. Circle the pair that has more nickels, Justin and Melissa or Douglas and Meghan. How many more? _____

d. What is the total number of nickels if all the students combine all their money?

_____

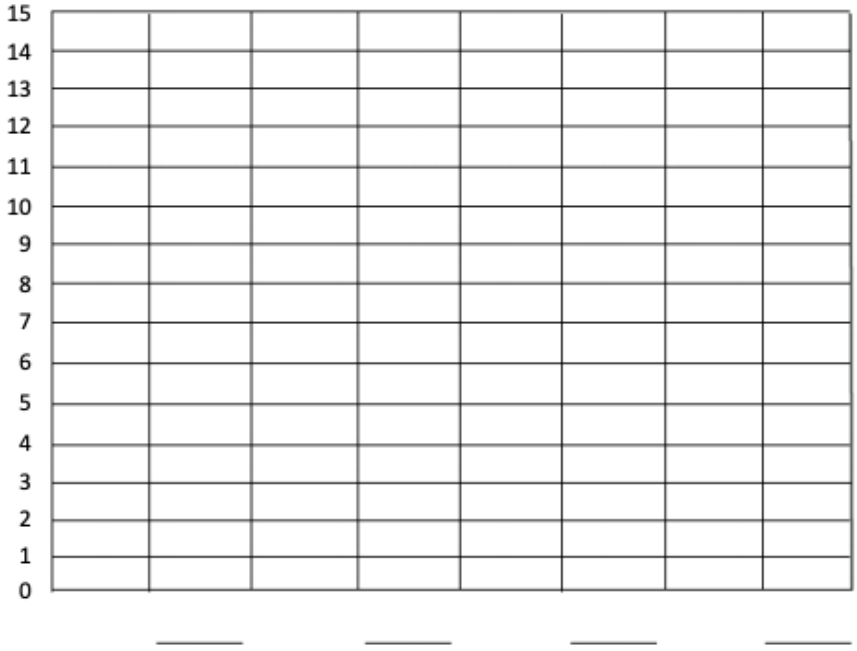
xxviii

2. Use the table to complete the bar graph. Then, answer the following questions.

Dimes Donated

Kylie	Tom	John	Shannon
12	10	15	13

Title: _____



_____ _____ _____ _____

a. How many dimes did Shannon donate? _____

b. How many fewer dimes did Kylie donate than John and Shannon? _____

c. How many more dimes are needed for Tom to donate the same as Shannon and Kylie? _____

d. How many dimes were donated in total? _____

xxix

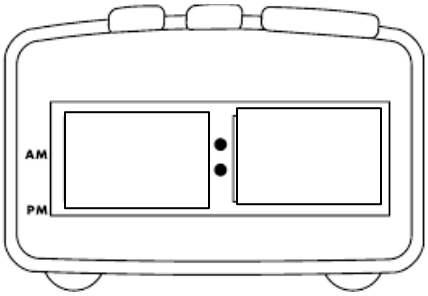
2.MD.C.7 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

i. What time is it?

:

:

ii. The clock shows when Marco went to bed. Write the same time on the digital clock. Circle AM or PM.



iii. What time is on each clock?

:

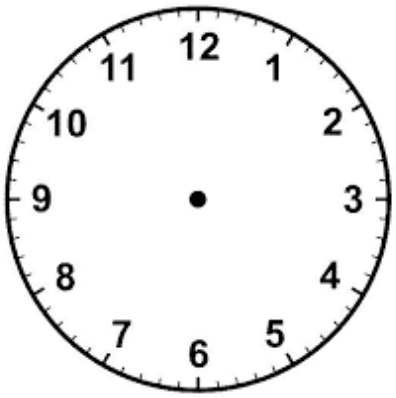
:

:

iv. The minute hand on the clock points at the 10. What time could it be? Circle **all** of the correct answers.

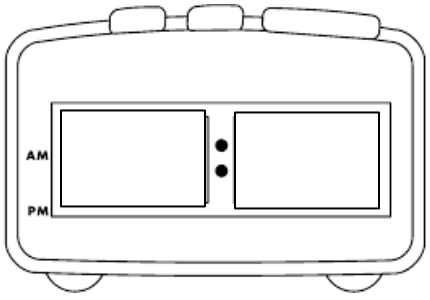
a. 10:10
b. 4:50
c. 10:20
d. 8:50
e. 9:10

v. Eddie's piano lesson starts at 6:40 p.m. Draw the time on the clock below.



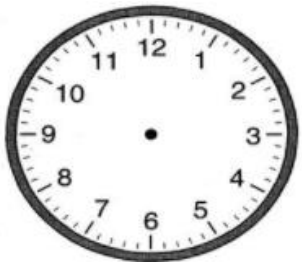
xxx

vi. The clock shows when Maria gets home from school. Write the same time on the digital clock. Circle AM or PM.

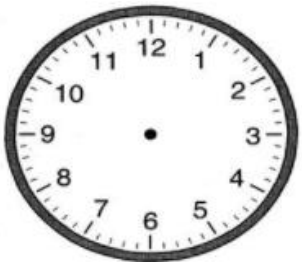


AM **PM**

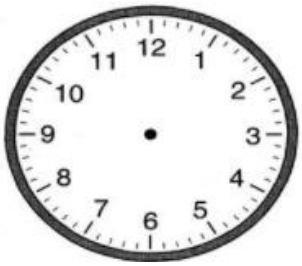
vii. Draw the time on each clock.



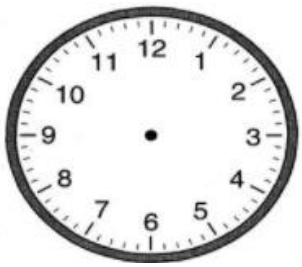
7:55



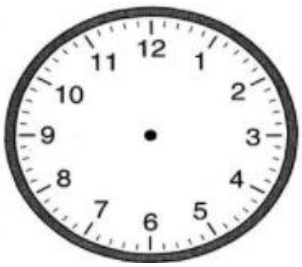
6:15



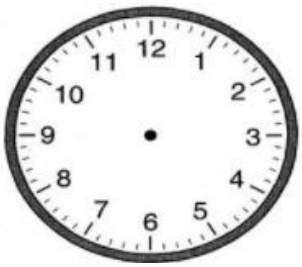
11:35



4:20



5:25

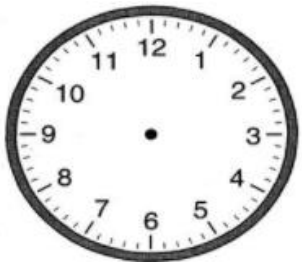


12:10

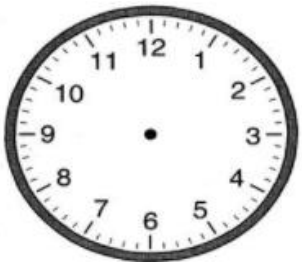
viii. What time is shown on the clock below?

xxxi

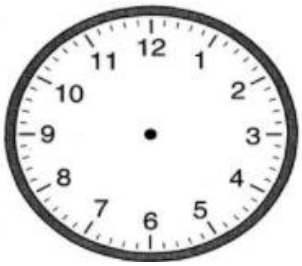
ix. Draw the time on each clock.



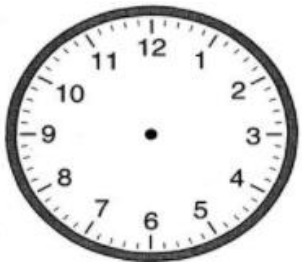
12:25



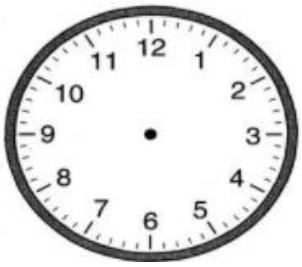
11:50



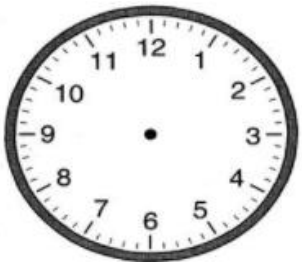
9:40



4:55



8:05

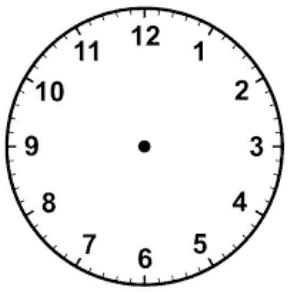


7:35

x. Draw the hands on the analog clock to match the time shown on the digital clock. Then, circle a.m. or p.m. based on the description given.

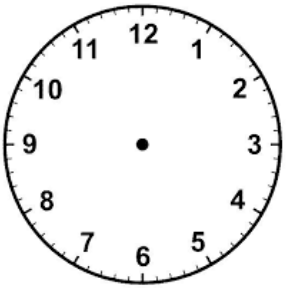
a. Time to get out of bed

6:45 a.m. or p.m.

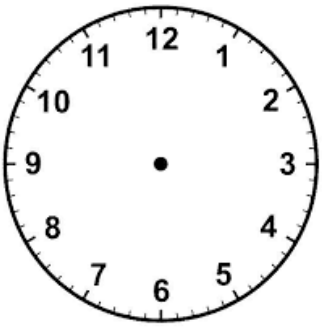


b. Time to go home from school.

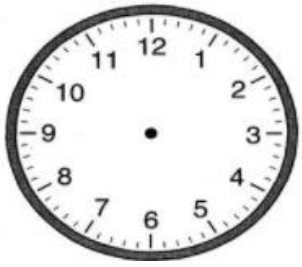
3:20 a.m. or p.m.



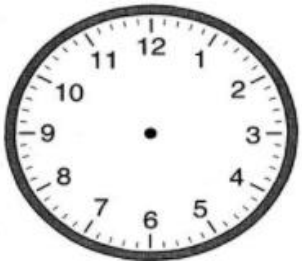
xi. Tyshawn eats lunch at 12:25 p.m. Draw the time on the clock below.



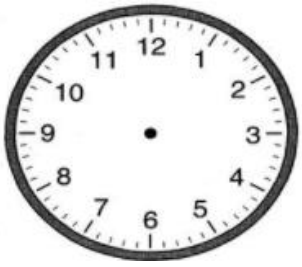
xii. Draw the time on each clock.



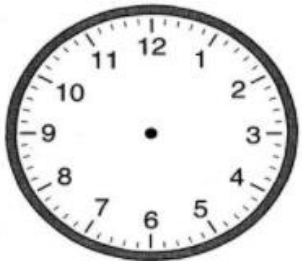
2:05



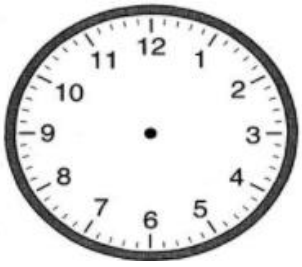
12:20



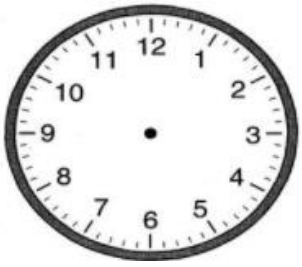
9:45



4:15



8:30



7:55

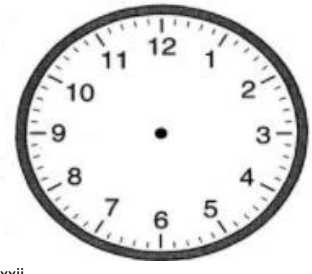
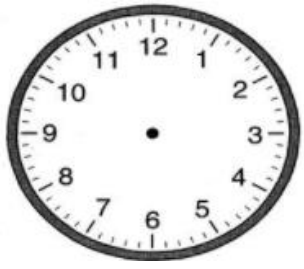
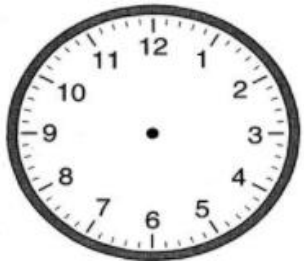
xiii. The minute hand on the clock points at the 5. What time could it be? Circle **all** of the correct answers.

a. 10:05
b. 8:05
c. 6:25
d. 11:35
e. 5:00
f. 4:25

xiv. The hour hand on the clock points between the 4 and the 5. What time could it be? Circle **all** of the correct answers.

a. 4:00
b. 5:40
c. 5:00
d. 5:25
e. 4:20
f. 5:45

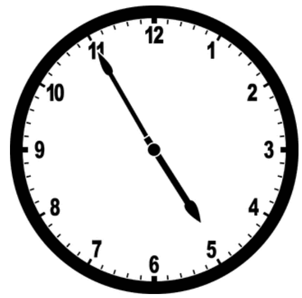
xv. Draw the time on each clock.

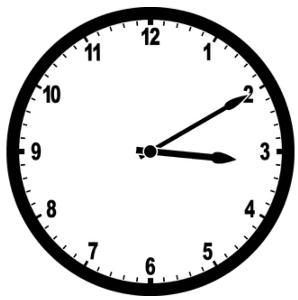
xxxii

9:35 2:15 10:05

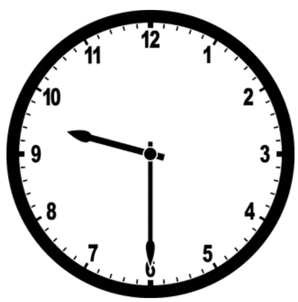
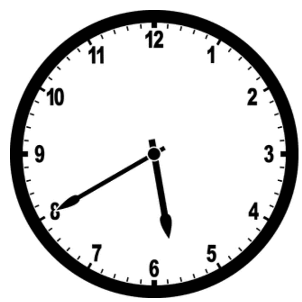
xvi. What time is it? Write the correct time beneath each clock.

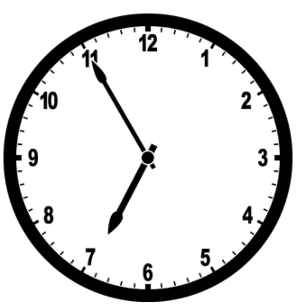
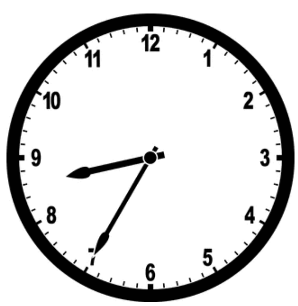
______ : ______ ______ : ______ ______ : ______

______ : ______ ______ : ______ ______ : ______

______ : ______ ______ : ______ ______ : ______

xxxiii

______ : ______ ______ : ______ ______ : ______

Workbook D

2.NBT.A.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
Understand the following as special cases:
2.NBT.A.1.A - 100 can be thought of as a bundle of ten tens — called a "hundred."
2.NBT.A.1.B - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

1. 4 ones + ____ ones = 10

   4 + ____ = 10

2. 7 tens + ____ tens = 1 hundred

   70 + ____ = 100

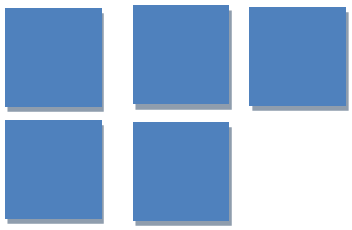
3. Rewrite in order from largest to smallest amount.

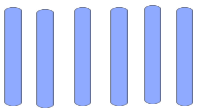
   7 tens 2 hundreds 9 ones

   _____ _____ _____

   Largest Smallest

4. Count each group. What is the total number in each group?





_____ _____ _____

What is the total number? _____

Draw flats, sticks, and dots to represent each number. Then answer the questions.

5. **362**

How many **more ones** will make a ten? _____

How many **more tens** will make a hundred? ____

How many **more hundreds** will make a thousand? _____

6. **705**

How many **more ones** will make a ten? _____

How many **more tens** will make a hundred? ____

How many **more hundreds** will make a thousand? _____

7. **363**

How many **more ones** will make a ten? _____

How many **more tens** will make a hundred? ____

How many **more hundreds** will make a thousand? _____

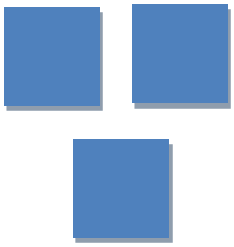
8. **721**

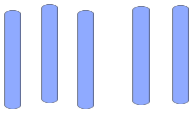
How many **more ones** will make a ten? _____

How many **more tens** will make a hundred? ____

How many **more hundreds** will make a thousand? _____

9. Count each group. What is the total number in each group?





_____ _____ _____

What is the total number? _____

10. 4 ones + ____ ones = 10

4 + ____ = 10

11. 8 tens + ____ tens = 1 hundred

80 + ____ = 100

Draw place value models to represent each number.

12. **723**

13. **209**

14. Write each number in base ten numeral form.

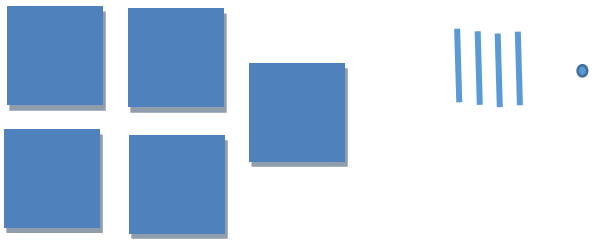
a) 623

Hundreds	Tens	Ones

b) 508

Hundreds	Tens	Ones

15. Count the flats, sticks, and dots. Write each number in standard form and base ten numeral form.



Hundreds	Tens	Ones

Standard form: _____

16. Count the flats, sticks, and dots. Write each number in standard form and base ten numeral form.

Hundreds	Tens	Ones

Standard form: _____

17. Write each number in unit form:

602: _____

796: _____

365: _____

18. What is another way to write 7 ones 4 tens 5 hundreds?

a. 457 b. 754 c. 574 d. 547

19. What is another way to write 7 tens 1 hundred 8 ones?

a. 718 b. 178 c. 871 d. 781

20. Write 206 in unit form.

_____

21. Write 219 in unit form.

_____

22. Write 670 in unit form.

_____

Draw each number in flats, sticks, and dots. Then write the number in unit form.

23. 340

Unit form: _____

24. 272

Unit form: _____

25. Read the unit form and write the number in standard form.

a. 9 hundreds 4 ones = _____

b. 9 tens 4 ones = _____

c. 4 tens 9 ones = _____

26. Lucas has 375 Skittles. Write the amount of Skittles Lucas has in three different ways by filling in the blanks.

Unit Form	
Base Ten Numeral Form	
Place Value Models	

27. Write 291 in unit form.

_____

28. Write 187 in unit form.

_____

29. Write each number in base ten numeral form.

a) 472

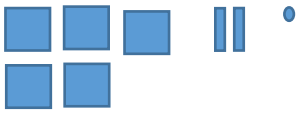
Hundreds	Tens	Ones

b) 371

Hundreds	Tens	Ones

2.NBT.A.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Directions: Fill in the table by writing the numbers in word form and standard form.

Starting Number	Standard Form	Word Form
6 hundreds, 2 ten, 7 ones		
		
H | T | O 9 | 0 | 5		

Directions: Re-write each number from word form to standard form.

Starting Number	Standard Form
Three hundred twenty	
Seventy-two	
One hundred eighty-four	

Directions: Write 419 in word form

_____

Directions: Write 265 in unit form

_____

Directions: Write 804 in word form

_____

Directions: Write 140 in unit form

_____

Directions: Write the number in standard form.

a. Two hundred thirty-six = _____

b. Five hundred seven = _____

c. 2 hundreds, 5 tens, 3 ones = _____

d. Six hundred thirteen = _____

e. 4 hundreds, 8 tens = _____

Directions: Mark the answer.

418 =	**seven hundred thirty =**	**4 tens 7 ones =**
○ Four hundred eighty-one ○ Four hundred ten-eight ○ Four hundred eighteen ○ Forty-one eight	○ 73 ○ 730 ○ 703 ○ 713	○ 47 ○ 470 ○ 74 ○ 407

Directions: Fill in the missing parts of the chart.

Standard Form	**Place Value models (flats, sticks, and dots)**	**Unit Form**	**Word Form**
694			
			
		5 tens, 3 hundreds	
204			
			Five hundred seventy

Directions: Write in standard form

f. Two hundred seventy-four = _____

g. Seven hundred sixty = _____

h. 8 ones, 2 hundreds, 7 tens = _____

i. Four hundred six = _____

j. 3 hundreds, 6 tens = _____

Directions: Write in word form

k. 726 = _____

l. 8 hundreds, 3 tens = _____

m. 5 hundreds, six tens, 4 ones = _____

n. 902 = _____

o. 2 hundreds, 9 tens, 2 ones = _____

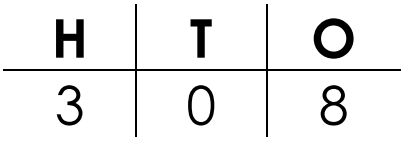
Directions: Mark the answer. You may choose more than one answer.

250 =	**671 =**	**715 =**
○ Two hundred five ○ Two hundred fifty ○ 2 hundreds, 5 tens ○ Two hundreds, 5 ones	○ 6 hundreds, 7 tens, 1 one ○ Six hundred seventeen ○ 6 hundreds, 1 ten, 7 ones ○ Six hundred seventy-one	○ Seven hundred fifteen ○ Seven hundred fifty ○ 7 hundreds, 5 tens ○ 5 ones, 1 ten, 7 hundreds

Directions: Fill in the missing parts of the chart.

Standard Form	**Place Value models (flats, sticks, and dots)**	**Unit Form**	**Word Form**
		2 hundreds, 3 ones	
			
			Eight hundred twenty
711			
			Five hundred thirty-six

Directions: Fill in the table by writing the numbers in word form and standard form.

Starting Number	Standard Form	Word Form
8 hundreds, 9 tens, 7 ones		
		
		

Directions: Write each number in standard form and expanded form.

	Standard Form	Expanded Form
Three hundred fifty-two	352	300 + 50 + 2
Eight hundred seventy-one		
5 tens, 4 hundreds, 8 ones		
One hundred twelve		
4 ones, 3 hundreds, 5 tens		

Directions: Write the number in standard form.

Expanded Form	Standard Form
500 + 30 + 2	
70 + 600 + 8	
5 + 200	
40 800 + 7	

Directions: Write the answer in standard form.

19. 2 + 50 + 300 =

20. 700 + 3 + 10 =

21. 50 + 800 + 9 =

22. 20 + 600 + 1 =

Write the answer in standard form. Then write each number in expanded form.

23. 1 hundred, 5 tens, 7 ones

Standard form: _____

Expanded form:

24. 3 hundreds, 6 ones

Standard form: _____

Expanded form:

25. 8 hundreds, 2 tens

Standard form: _____

Expanded form:

26. 4 hundreds, 1 ten, 7 ones

Standard form: _____

Expanded form:

Directions: Write each number in expanded form.

27. 831

28. 430

29. 792

30. 203

2.NBT.A.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

1. Use the numbers 467 and 463 to complete each number sentence.

_____ > _____ _____ < _____

Why can you write two different number sentences to compare 467 and 463?

_____

_____

_____

Directions: Write < or > in each blank to compare to numbers.

624 _____ 594 104 _____ 140 790_____ 709 592 _____ 700

291 ____ 219 98 _____ 110 608_____ 779 435 _____ 453

Directions: Compare the two numbers using <, >, or =.

a. 411 _____ 40 tens, 11 ones

b. 400 + 20 + 1 _____ 4 hundreds, 2 tens, 21 ones

c. 300 + 50 + 12 _____ 3 hundreds, 5 tens, 2 ones

Directions: Choose True or False for each number sentence.

	True	False
Five hundred fifty-one > 500 + 30 + 9		
824 < 88 tens, 9 ones		
7 Hundreds, 7 tens = 700 + 10 + 7		
400 + 22 < 425		

Jill and Iman each write a three-digit number.

Jill's number: 305

Iman's number: 3 hundreds, 5 tens

Which number sentence compares their numbers correctly?

d. 305 < 305
e. 305 = 305
f. 350 > 305
g. 350 < 305

Kim and Jon tossed beanbags at a target. The grey numbers are the numbers that their beanbags landed on.

Kim		
1	2	3
4	5	6
7	8	9

Jon		
1	2	3
4	5	6
7	8	9

What is the greatest number that Kim can make? _____

What is the greatest number Jon can make? _____

Whose number is greater? Write a comparison below using < or >.

_____ _____

Directions: Write < or > in each blank to compare the numbers.

204 _____ 24 454 _____ 405 970_____ 709 342 _____ 600

391 _____ 319 918 _____ 111 681_____ 792 353 _____ 535

192 _____ 199 718 _____ 511 612_____ 92 303 _____ 350

Directions: Choose True or False for each comparison. Put an X in the box for each statement.

	True	**False**
5 hundreds 51 ones > 539		
900 + 20 + 4 < 88 tens 9 ones		
700 + 70 = 70 tens 7 ones		
422 < 425		

Directions: Write one of these numbers on each line to make each statement true.

308 380 390

_____ > 386

38 tens = _____

_____ < 384

Which number sentence is true?

h. 43 tens 1 one < 400 + 20 + 7

i. 540 > 5 hundreds 41 ones

j. 727 < 772

k. 9 hundreds 6 tens > 906

Directions: Write < or > in each blank to compare.

411 _____ 243 402 _____ 521 740_____ 409 428 _____ 650

791 _____ 794 328 _____ 231 781_____ 772 313 _____ 351

234 ____ 423 778 _____ 711 127_____ 292

343 _____ 450

Directions: Compare the two numbers using <, >, or =.

l. 300 + 130 + 1 _____ 42 tens, 11 ones

m. 400 + 20 + 1 _____ 40 tens, 21 ones

n. 100 + 150 + 12 _____ 2 hundreds, 5 tens, 2 ones

o. 4 hundreds, three tens _____ 42 tens, 11 ones

p. 200 + 40 + 10 _____ 20 tens, 50 ones

q. 100 + 30 + 1 _____ 10 tens, 13 ones

Directions: Circle whether the statement is **True** or **False.** Prove your answer by drawing flats, sticks, and dots.

50 300 + 3 > 3 hundreds, 5 tens, 26 ones

Directions: Circle whether the statement is **True** or **False.** Prove your answer by drawing flats, sticks, and dots.

Seven hundred seventeen < 600 + 110 + 3

True **False**

Directions: Write < or > in each blank to make the comparison sentence true.

264 _____ 454 154 _____ 250 709_____ 780 172 _____ 200

299 _____ 320 101 _____ 99 618_____ 581 325 _____ 352

Jayden and Brenda each write a three-digit number.

Jayden's number: 100 + 30 + 7

Brenda's Number: 1 hundred, 30 tens, 7 ones

Which number sentence compares their numbers correctly?

a. 173 > 137
b. 137 = 137
c. 137 < 1307
d. 137 < 407

Directions: Write < or > in each blank to compare.

324 _____ 234	689 _____ 655	145_____ 234	569 _____ 695
102 _____ 210	376 _____ 215	533_____ 612	901 _____ 199
254 _____ 343	255 _____ 632	43_____ 430	291 _____ 301

Phil has 248 trading cards. Sean has more trading cards than Phil. How many cards could Sean have? Circle **all** of the correct answers.

a. 239

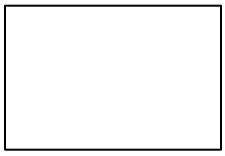
b. 245

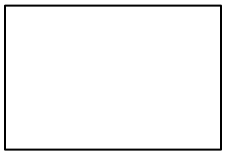
c. 252

d. 260

Directions: Write one of these numbers in each box to make a true number sentence.

308 380 390

 > three hundreds, 86 ones

 = 38 tens

 < 300 + 70 + 14

2.NBT.B.8 - Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Directions: Solve each problem using **mental math.**

678 + 100 = _____	678 + 10 = _____	876 + 100 = _____
78 + 10 = _____	35 + 100 = _____	723 + 10 = _____
158 + 100 = _____	435 + 100 = _____	876 + 10 = _____
203 + 100 = _____	203 + 10 = _____	550 + 100 = _____
800 + 10 = _____	800 + 100 = _____	676 + 10 = _____
387 + 100 = _____	409 + 10 = _____	409 + 100 = _____

Use mental math to solve 324 + 100 = _____.

Directions: Solve each problem using **mental math.**

328 - 100 = _____	435 - 10 = _____	678 - 100 = _____
328 - 10 = _____	235 - 100 = _____	723 - 10 = _____
158 - 100 = _____	200 - 100 = _____	200 - 10 = _____
305 - 100 = _____	305 - 10 = _____	850 - 100 = _____
850 - 10 = _____	902 - 100 = _____	473 - 10 = _____
387 - 100 = _____	904 - 10 = _____	904 - 100 = _____

Use mental math to solve 875 - 10 = _____.

Directions: Solve each problem using **mental math.**

832 + 100 = _____	524 - 10 = _____	178 + 100 = _____
208 - 10 = _____	530 + 100 = _____	523 - 10 = _____
218 - 100 = _____	700 - 10 = _____	325 +10 = _____
870 + 100 = _____	807 + 10 = _____	421 - 100 = _____

Directions: Use **mental math** to fill in the missing number that makes each equation true.

534 - _____ = 524	902 - _____ = 892	247 + _____ = 347
758 + _____ = 858	635 + _____ = 645	703 + _____ = 713
198 + _____ = 208	354 - _____ = 254	876 - _____ = 776
201 - _____ = 101	201 -10 = _____	795 + 100 = _____

Directions: Use **mental math** to fill in the missing number that makes each equation true.

_____ - 10 = 478	_____ + 100 = 350	_____ - 10 = 723
_____ - 100 = 712	_____ - 10 = 796	_____ +10 = 796
_____ + 100 = 796	_____ -100 = 397	_____ + 100 = 404
575 - _____ = 565	211 -_____ = 111	899 + 10 = _____

Directions: Fill in the missing numbers.

125 + _____ = 225

506 – _____ = 496

_____ + 100 = 764

Directions: Fill in the missing numbers on the chart using mental math.

Number	10 More	10 Less	100 More	100 Less
476				
261				
852				

Directions: Choose True or False for each equation.

	True	False
234 + 10 = 334		
541 –100 = 441		
764 – 10 = 774		
100 + 56 = 156		

Workbook E

2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Directions: Calculate.

265 - 137	651 - 243	945 – 328 = _____
545 + 129 = _____	523 + 273	417 + 258

Directions: Solve. Show all of your work:

425 + 357 = _____

Directions: Solve. Show all of your work.

703 – 466 = _____

Directions: Use the number line to solve. Show your work.

578 + 237 = _____

Directions: Solve. Show all of your work:

721 - 573 = _____

Directions: Solve. Show all of your work.

292 + 409 = _____

Directions: Use expanded notation to solve the problem. Show your work.

578 237 = _____

Directions: Calculate.

605 - 327	708 - 439	875 – 218 = _____
575 + 219 = _____	238 + 573	117 + 582

Directions: Calculate.

673 - 137	433 - 182	745 –_____ = 196
515 + _____ = 729	763 + 256	442 + 328

Directions: Find the missing number to make the statement true. Show your work.

$$\_\_\_\_\_ = 504 - 286$$

Directions: Solve. Show all of your work.

$$800 - \_\_\_\_\_ = 500 - 354$$

Directions: Use the space below to solve the problem correctly. Show your work.

$$603 - 246 = \_\_\_\_\_$$

Directions: Calculate.

903 - 465	922 - 573	721 – 238 = _____
495 + 129 = _____	243 + 713	317 + 458

14. Solve. Show your work.

203 + 318	832 - 627
304 + 339	638 - 219
740 - 226	436 + 418

Directions: Solve to find the missing numbers.

142 + _____ = 225

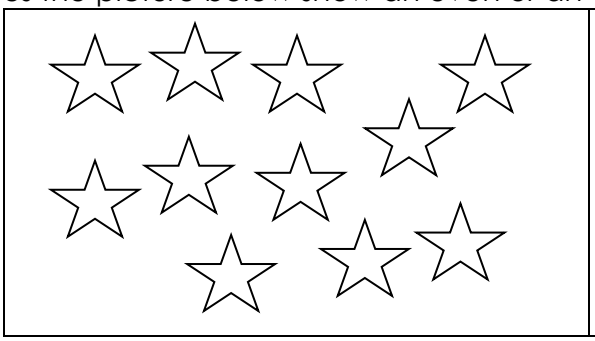
506 – _____ = 329

_____ + 344 = 764

Workbook F

2.OA.C.3 - Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

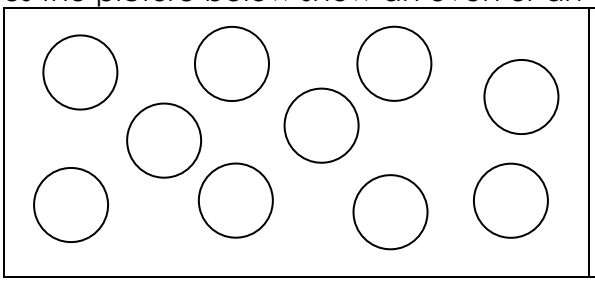
1. Does the picture below show an even or an odd number of stars?



draw a picture to show how you know

Even or Odd

2. Does the picture below show an even or an odd number of circles?



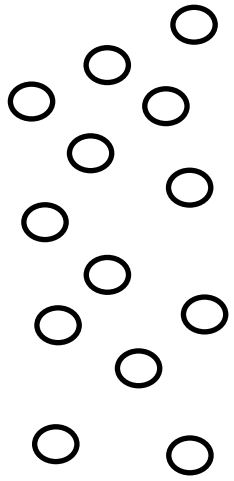
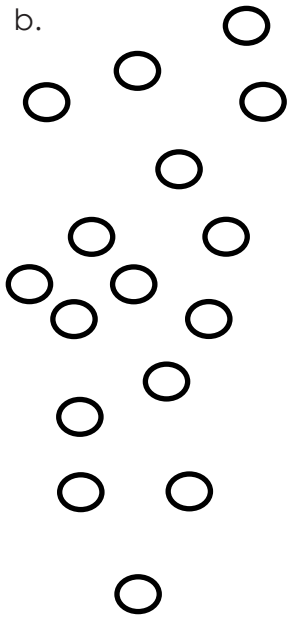
draw a picture to show how you know

Even or Odd

Directions: Draw a picture to show whether the number is odd or even.

Number	Drawing	Odd or Even?
9		
14		
17		
6		
13		
8		
14		
10		

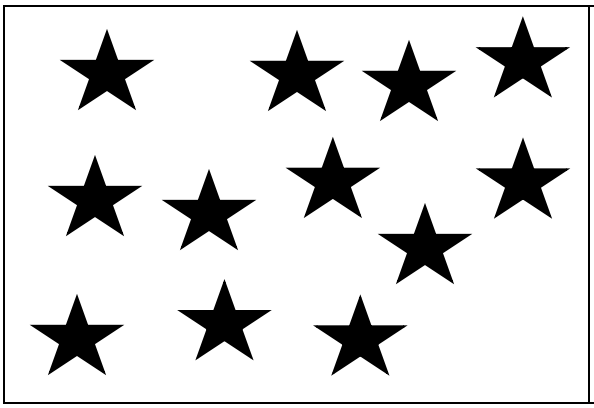
Directions: Determine if a number is odd or even

a. 	Picture: **Odd** or **Even**	Redraw your picture with 1 *less* circle. **Odd** or **Even**
b. 	Picture: **Odd** or **Even**	Redraw your picture with 1 *more* circle. **Odd** or **Even**

5. There is an odd number of students in Miss Jackson's class. Which of the following could be the number of students in the class? Circle all answers that could be true.

- 16
- 18
- 19
- 20
- 21
- 23

6. Does the picture below show an even or an odd number of stars?



Draw a picture to show how you know.

Even or Odd

Directions: Write to identify the **bold** numbers as even or odd. The first one has been done for you.

a. **6** + 1 = **7** even + 1 = odd	b. **14** + 1 = **15** _____ + 1 = _____	c. **61** + 1= **62** _____ + 1 = _____
d. **17** + 1 = **18** _____ + 1 = _____	e. **93** + 1= **94** _____ + 1 = _____	f. **52** + 1= **53** _____ + 1 = _____

Directions: Predict if the answer to each number sentence will be even or odd. Solve the number sentence to prove if your prediction was correct.

Number Sentence	Even or Odd?	Solution
10 + 17= _____		
21 + 12 = _____		
30 +15 = _____		

Are the **bold** numbers even or odd? Explain how you know using words or pictures.

a. **29** even/odd	
b. **36** even/odd	
c. **54** even/odd	
d. **70** even/odd	
a. **81** even/odd	
b. **32** even/odd	

Write the numbers from 75 to 85 in the boxes below. Circle the **even** numbers.

Write the numbers from 68 to 78 in the boxes below. Circle the **odd** numbers.

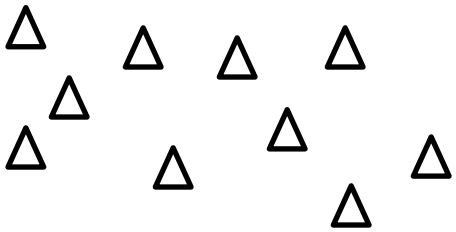
Write the numbers from 125 to 135 in the boxes below. Circle the **even** numbers.

Write the numbers from 23 to 33 in the boxes below. Circle the **odd** numbers.

Write the numbers from 208 to 218 in the boxes below. Circle the **even numbers.**

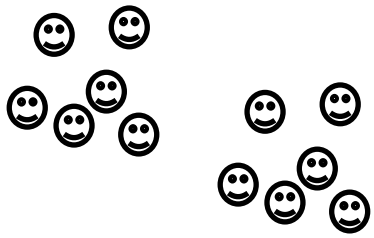
2.OA.C.4 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Directions: Circle groups of five. Then, draw the triangles into equal rows of five.



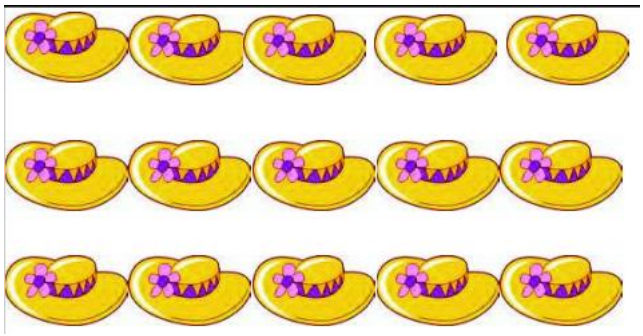
There are _____ rows of _____.

Directions: Circle groups of three. Redraw the groups of three as rows.



There are _____ rows of _____.

Anna Beth is organizing her hats. She put them into a rectangular array to try to find out how many total hats she has.



Write an addition equation and then solve to find out how many hats she has.

_____ = _____

Create a rectangular array using circles to solve the equation below.

4 + 4 + 4 + 4 + 4 = _____

Directions: Draw 2 columns of 3 squares. Then write a repeated addition equation that explains your array.

_____ = _____

A library has 4 fiction books on each of 3 shelves. Draw an array using circles to represent the books on the library shelves.

Write a repeated addition equation to represent the books on the library shelves and then solve to tell how many total books are on the shelves.

_____ = _____

Alicia is trying to decide how she will eat her candy that she got as a treat from her grandma. Her mom said that she would have two choices for the candy:

Choice 1: Get 3 pieces a day for the next 3 days.

Choice 2: Get 2 pieces a day for the next 4 days.

a. Draw an array for each choice.

b. Which way would Alicia get more candy?

_____

3. Write an equation to match the array and then solve.

_____ = _____

4. Create and array to match the number sentence. Then solve.

5 + 5 + 5 = _____

5. Allie has 18 jellybeans. She made a rectangular array so she could count them easily. Draw an array that Allie could have made and write a repeated addition number sentence to match.

_____ **=** _____

6. Draw circles to match and then solve.

2 + 2 + 2 + 2 + 2 + = _____

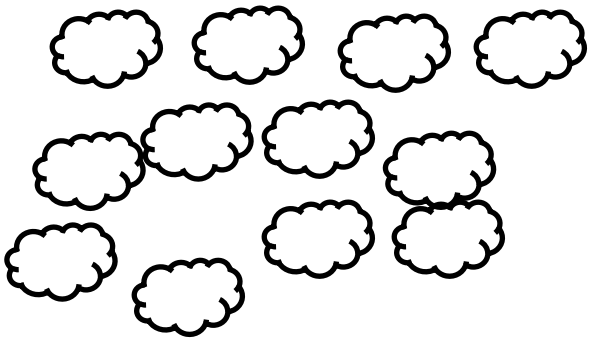
Construct an array with 16 squares on the grid below.

Write a repeated addition equation to match the array.

_____ rows with ____ in each row **=** _____ in all

_____ **=** _____

Directions: Circle groups of three. Then, draw the clouds into equal columns.



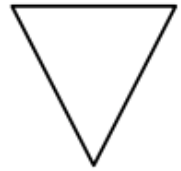
There are _____ columns of _____.

There are _____ clouds in all.

Workbook G

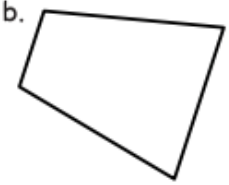
2.G.A.1 – Recognize and draw shapes having specified attributes, such as a given number of angels or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

1. Identify the number of sides and angles for each shape. Circle each angle as you count, if needed. The first one has been done for you.

a. 

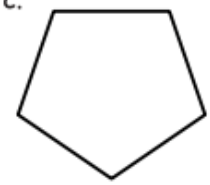
3 sides

3 angles

b. 

____ sides

____ angles

c. 

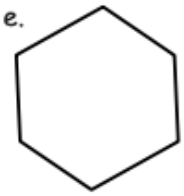
____ sides

____ angles

d. 

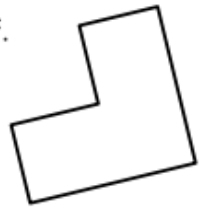
____ sides

____ angles

e. 

____ sides

____ angles

f. 

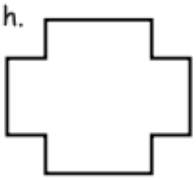
____ sides

____ angles

g. 

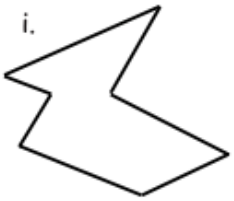
____ sides

____ angles

h. 

____ sides

____ angles

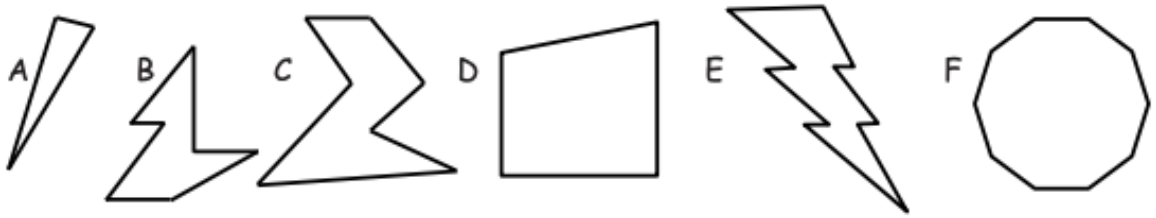
i. 

____ sides

____ angles

2.

Study the shapes below. Then, answer the questions.



a. Which shape has the most sides? _____

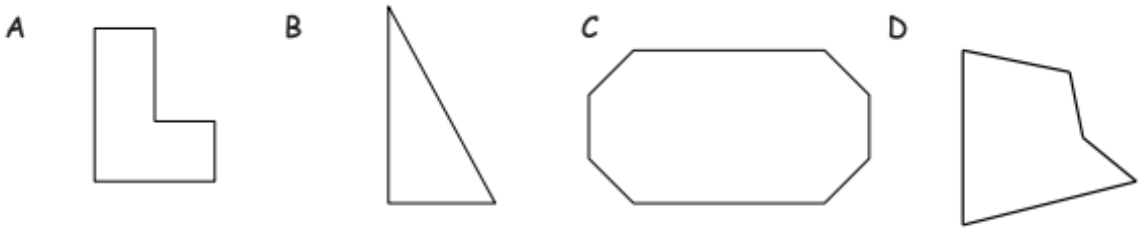
b. Which shape has 3 more angles than shape C? _____

c. Which shape has 3 fewer sides than shape B? _____

d. How many more angles does shape C have than shape A? _____

e. Which of these shapes have the same number of sides and angles? _____

3.



Which shape has the most sides? _____

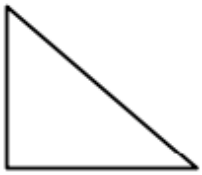
. Which shape has 3 fewer angles than shape C? _____

. Which shape has 3 more sides than shape B? _____

. Which of these shapes have the same number of sides and angles? _____

4.

Identify the number of sides and angles for each shape. Circle each angle as you count, if needed.

a. 

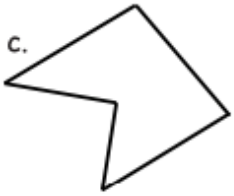
_____ sides

_____ angles

b. 

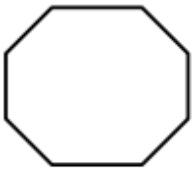
_____ sides

_____ angles

c. 

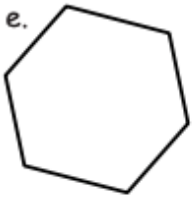
_____ sides

_____ angles

d. 

_____ sides

_____ angles

e. 

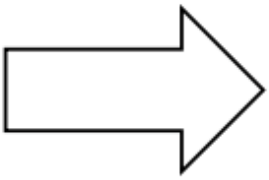
_____ sides

_____ angles

f. 

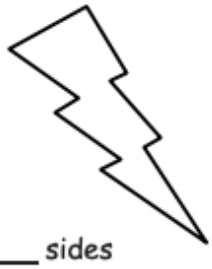
_____ sides

_____ angles

g. 

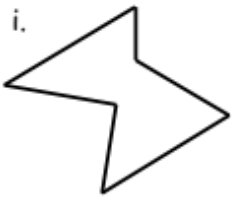
_____ sides

_____ angles

h. 

_____ sides

_____ angles

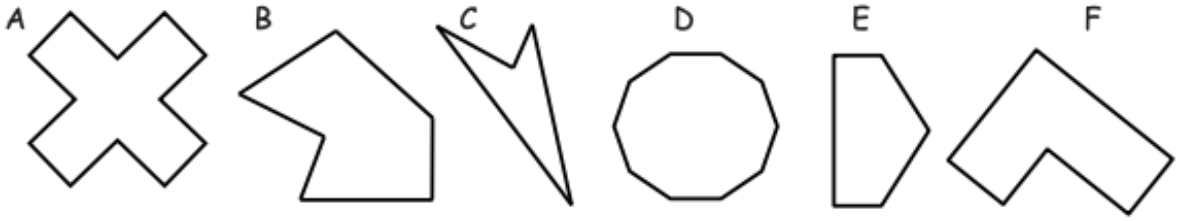
i. 

_____ sides

_____ angles

5.

Study the shapes below. Then, answer the questions.



a. Which shape has the most angles? _____

b. Which shape has 4 more angles than shape F? _____

c. Which shape has 5 fewer sides than shape D? _____

d. How many more angles does shape A have than shape B? _____

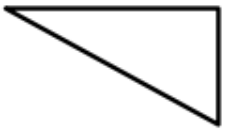
e. Which of these shapes have the same number of sides and angles? _____

6.

1. Count the number of sides and angles for each shape to identify each polygon. The polygon names in the word bank may be used more than once.

Hexagon	Quadrilateral	Triangle	Pentagon

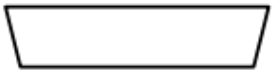
a. 

b. 

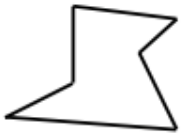
c. 

d. 

e. 

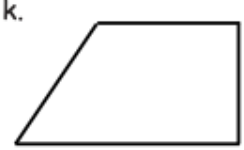
f. 

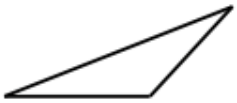
g. 

h. 

i. 

j. 

k. 

l. 

7.

Count the number of sides and angles for each shape to identify each polygon.
The polygon names in the word bank may be used more than once.

Hexagon	Quadrilateral	Triangle	Pentagon

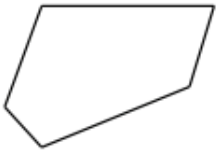
1. 

2. 

3. 

4. 

5. 

6. 

8.

. Count the number of sides and angles for each shape to identify each polygon. The polygon names in the word bank may be used more than once.

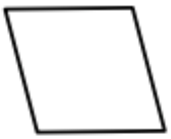
Hexagon	Quadrilateral	Triangle	Pentagon

a. 

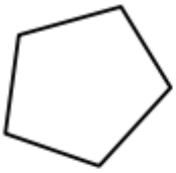
_____

b. 

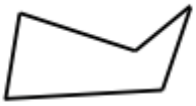
_____

c. 

_____

d. 

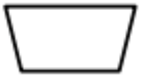
_____

e. 

_____

f. 

_____

g. 

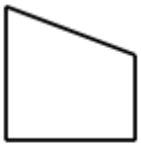
_____

h. 

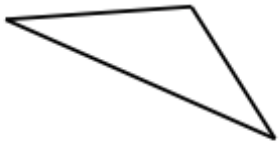
_____

i. 

_____

j. 

k. 

l. 

9.

Use a straightedge to draw the polygon with the given attributes in the space to the right.

a. Draw a polygon with 3 angles.

Number of sides: _____

Name of polygon: _____

b. Draw a five-sided polygon.

Number of angles: _____

Name of polygon: _____

c. Draw a polygon with 4 angles.

Number of sides: _____

Name of polygon: _____

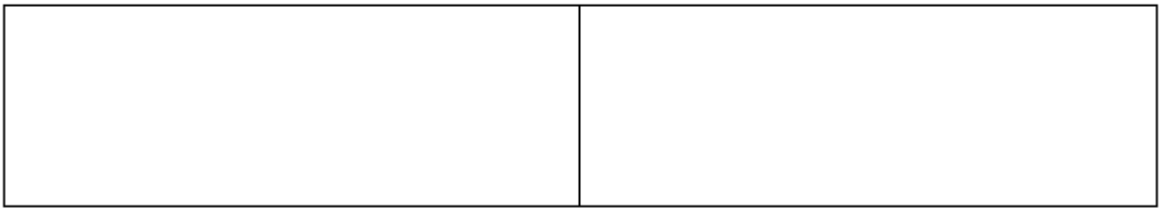
d. Draw a six-sided polygon.

Number of angles: _____

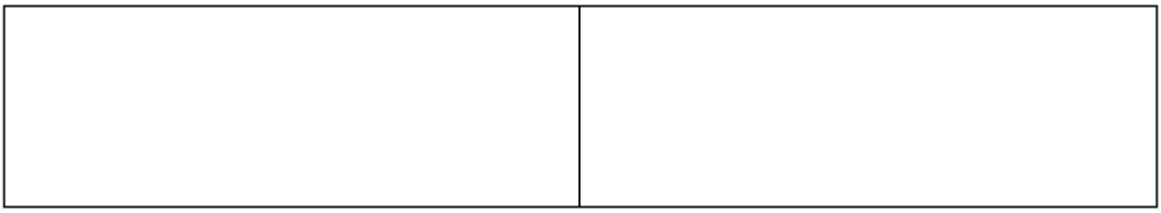
Name of polygon: _____

10. Use your straightedge to draw 2 new examples of each polygon that are different from those you drew in number 9.

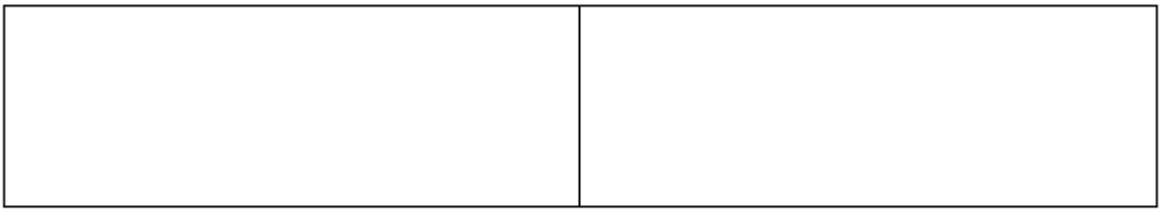
a. Triangle



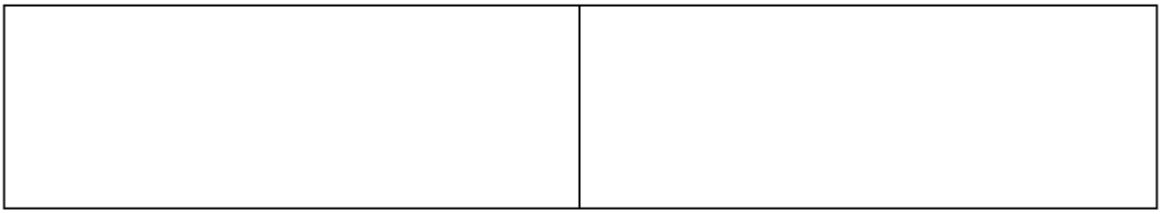
b. Pentagon



c. Quadrilateral



d. Hexagon



11.

Use a straightedge to draw the polygon with the given attributes in the space to the right.

Draw a five-sided polygon.

Number of angles: _____

Name of polygon: _____

12.

Use a straightedge to draw the polygon with the given attributes in the space to the right.

a. Draw a polygon with 4 angles.

Number of sides: _____

Name of polygon: _____

b. Draw a six-sided polygon.

Number of angles: _____

Name of polygon: _____

c. Draw a polygon with 3 angles.

Number of sides: _____

Name of polygon: _____

d. Draw a five-sided polygon.

Number of angles: _____

Name of polygon: _____

Directions: Use your straightedge to draw 2 new examples of each polygon that are different from those you drew in number 12.

a. Quadrilateral

b. Hexagon

c. Pentagon

d. Triangle

2.G.A.2 – Partition a rectangle in to rows and columns of same-size squares and count to find the total number of them.

1. Draw without using a square tile to make an array with 2 rows of 5.

2 rows of 5 = _____

_____ + _____ = _____

2. Draw without using a square tile to make an array with 4 columns of 3.

4 columns of 3 = _____

_____ + _____ + _____ + _____ = _____

3. Complete the following arrays without gaps or overlaps. The first tile has been drawn for you.

a. 3 rows of 4

b. 5 columns of 3

c. 5 columns of 4

5.

Draw an array of 3 columns of 3 starting with the square below without gaps or overlaps.

6. Draw an array with 3 rows of 5.

Write an equation to show the total number of squares: _____

7. Draw an array with 2 rows of 6.

Write an equation to show the total number of squares: _____

8. Draw an array with 8 rows of 2.

Write an equation to show the total number of squares: _____

2. Draw an array with 3 rows of 2.

Write an equation to show the total number of squares: _____

3. Draw an array with 4 rows of 2.

Write an equation to show the total number of squares: _____

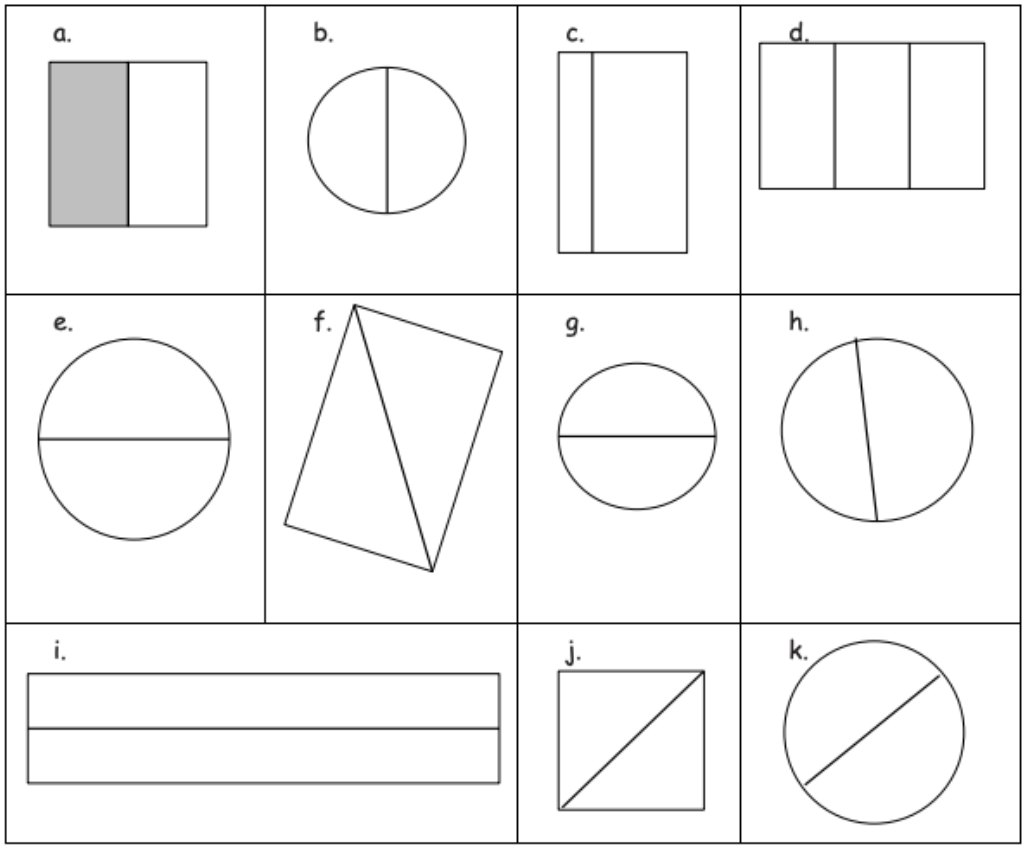
4. Draw an array with 6 rows of 3.

Write an equation to show the total number of squares: _____

2.G.A.3 – Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

1. Circle the shapes that have 2 equal shares with 1 share shaded.

2. Shade 1 half of the shapes that are split into 2 equal shares. One has been done for you.

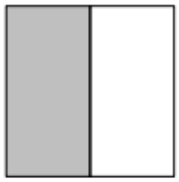


[xxxvi]

Circle the shapes that have 2 equal shares with 1 share shaded.

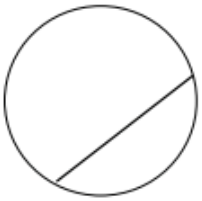
Shade 1 half of the shapes that are split into 2 equal shares. One has been done for you.

a.



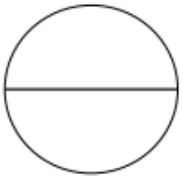
b.

c.

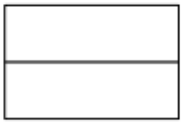


d.

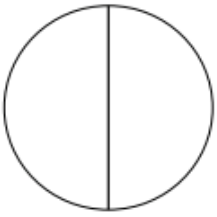
e.



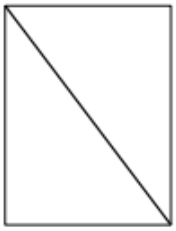
f.



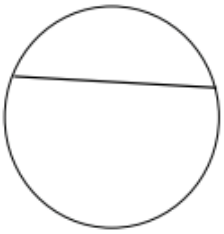
g.



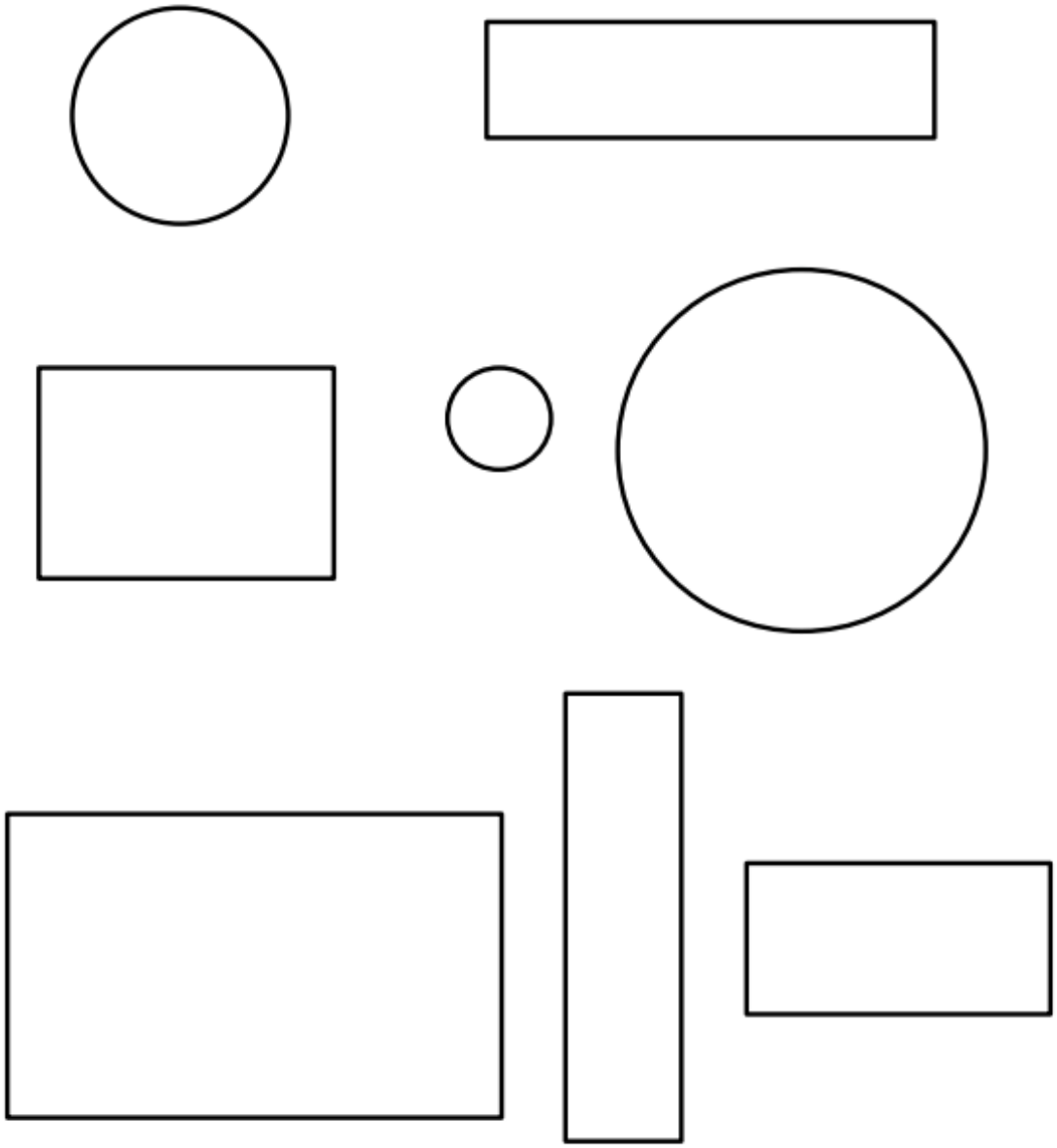
h.



i.

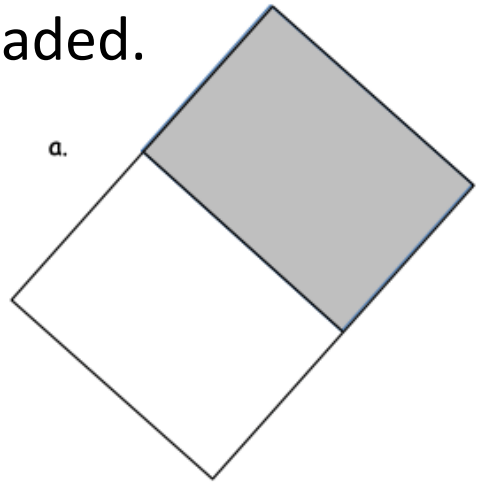


Partition the shapes to show halves. Shade 1 half of each.

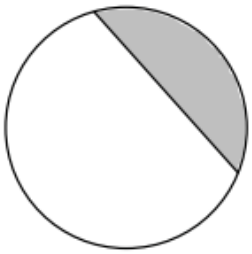


Circle the images that show ½ shaded.

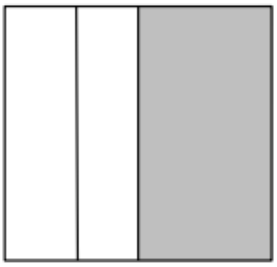
a.



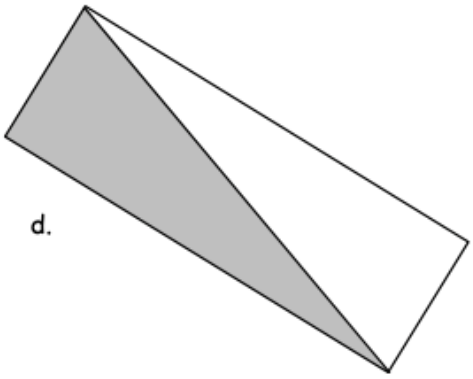
b.



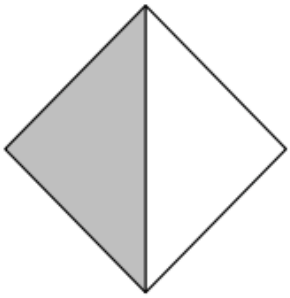
c.



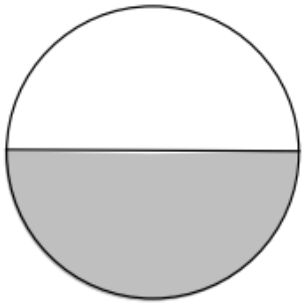
d.



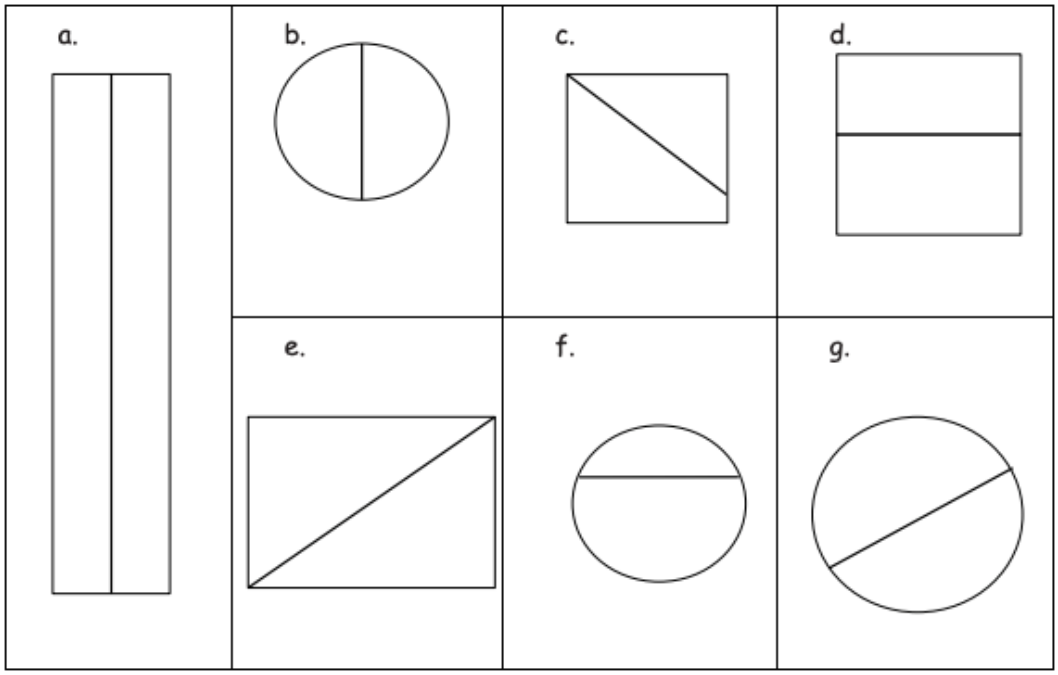
e.



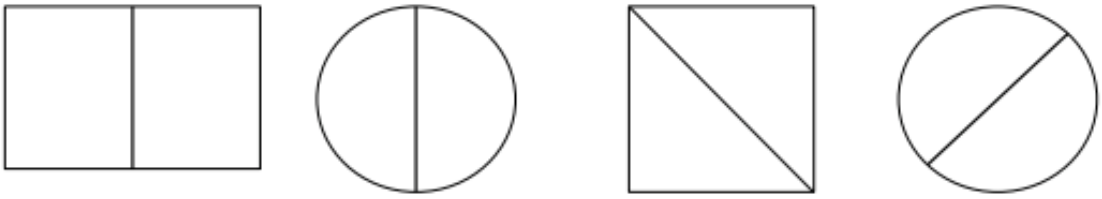
f.



Shade 1 half of the shapes that are split into 2 equal shares.



a. Do the shapes in Problem 1(a) show halves or thirds? _____



b. Draw 1 more line to partition each shape above into fourths.

xxxvii

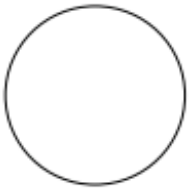
Partition each rectangle into thirds. Then, shade the shapes as indicated.

3 thirds

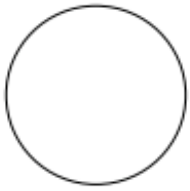
2 thirds

1 third

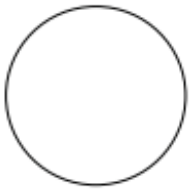
Partition each circle into fourths. Then, shade the shapes as indicated.



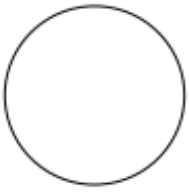
4 fourths



3 fourths



2 fourths



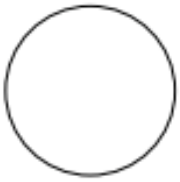
1 fourth

xxxviii

Partition and shade the following shapes as indicated. Each rectangle or circle one whole.

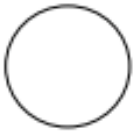
a. 1 fourth

b. 1 third



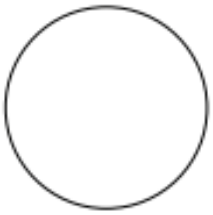
c. 1 half

d. 2 fourths

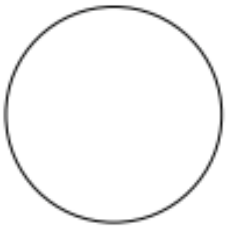


e. 2 thirds

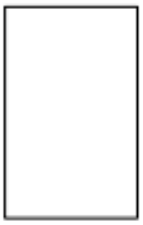
f. 2 halves



g. 3 fourths



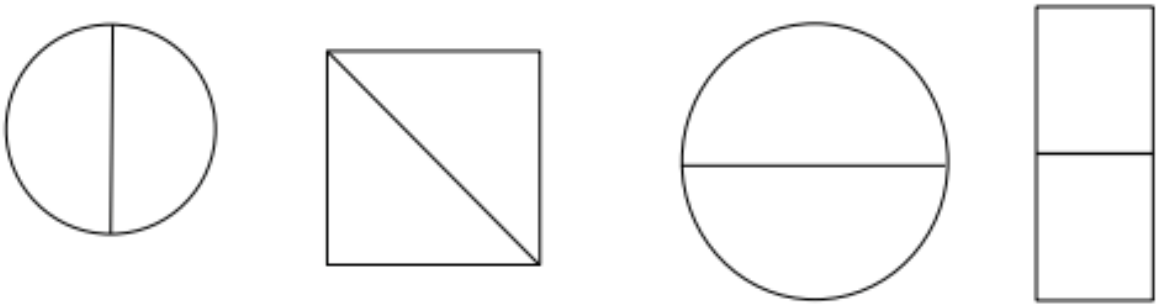
h. 3 thirds



i. 3 halves

xxxix

a. Do the shapes below show halves or thirds? _____

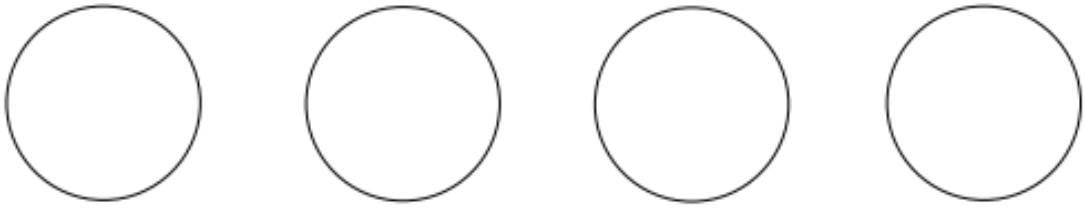


b. Draw 1 more line to partition each shape above into fourths.

Partition each rectangle into thirds. Then, shade the shapes as indicated.

2 thirds 1 third 3 thirds

Partition each circle into fourths. Then, shade the shapes as indicated.

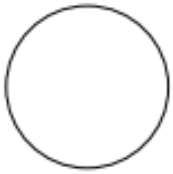


1 fourth 3 fourths 4 fourths 2 fourths

xl

Partition and shade the following shapes. Each rectangle or circle is one whole.

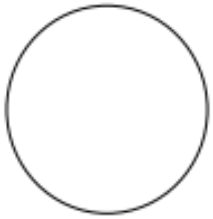
a. 1 half



b. 1 fourth

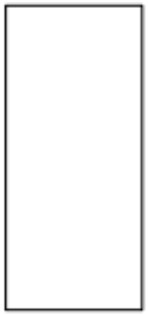
c. 1 third

d. 2 fourths



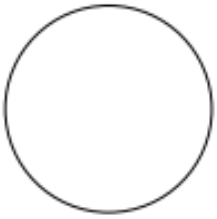
e. 2 halves

f. 2 thirds

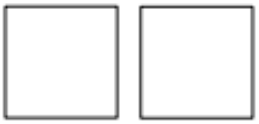


g. 3 thirds

h. 3 fourths



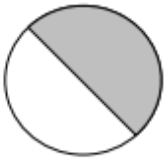
i. 3 halves

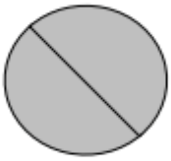


xlixlii

For Parts (a), (c), and (e), identify the shaded area.

a.





_____ half

_____ halves

b. Circle the shape above that has a shaded area that shows 1 whole.

c.

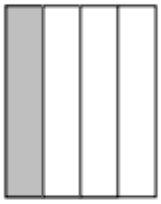
_____ third

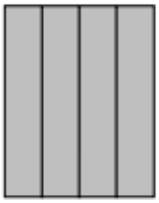
_____ thirds

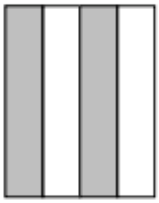
_____ thirds

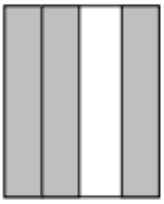
d. Circle the shape above that has a shaded area that shows 1 whole.

e.









_____ fourth

____ fourths

____ fourths

____ fourths

f. Circle the shape above that has a shaded area that shows 1 whole.

Complete the drawing to show 1 whole.

a. This is 1 half.
Draw 1 whole.

b. This is 1 third.
Draw 1 whole.

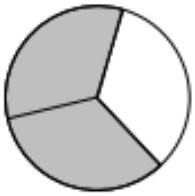
c. This is 1 fourth.
Draw 1 whole.

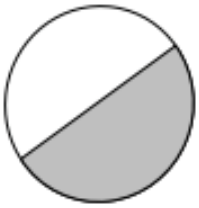
What fraction do you need to color so that 1 whole is shaded?

a. 

b. 

c. 

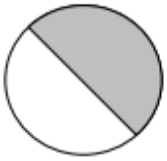
d. 

e. 

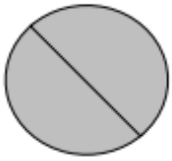
f. 

For Parts (a), (c), and (e), identify the shaded area.

a.



_____ half

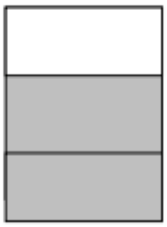


_____ halves

b. Circle the shape above that has a shaded area that shows 1 whole.

c.

_____ third

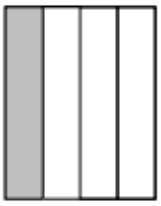


_____ thirds

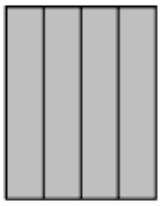
_____ thirds

d. Circle the shape above that has a shaded area that shows 1 whole.

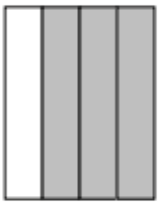
e.



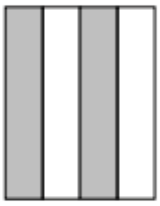
_____ fourth



_____ fourths



_____ fourths

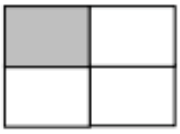


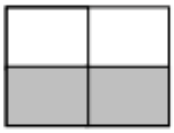
_____ fourths

What fraction do you need to color so that 1 whole is shaded?

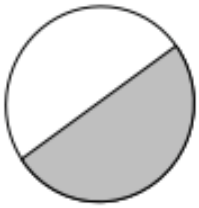
a. 

b. 

c. 

d. 

e. 

f. 

Complete the drawing to show 1 whole.

a. This is 1 half.
Draw 1 whole.

b. This is 1 third.
Draw 1 whole.

c. This is 1 fourth.
Draw 1 whole.

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