Mukilteo School District

Second Grade

Review & Practice

- Reading
- Writing
- Mathematics

Dear families,

As our community works to understand and respond to the effects of COVID-19, the Mukilteo School District sincerely appreciates your patience as we navigate this period of unprecedented school closures.

Attached to this letter is a packet of materials to help you supplement your child's education while away from the formal school environment. Please feel free to use this grade-level packet to review and practice previously taught skills. It is not required, nor will it be graded. Students are encouraged to skip around and find topics of interest and practice rather than complete it from beginning to end. If you find that your child's grade level is too challenging, or not challenging enough, you are welcome to work outside of their current grade level.

It is highly encouraged that your child continues to review and practice previously taught skills and remain engaged in learning. We hope these packets add to what you are already doing to support your child in learning during this challenging time.

Sincerely,

The Curriculum and Instruction Department
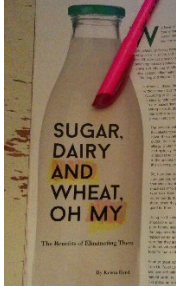Mukilteo School District

Independent Daily Reading

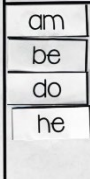**Goal:** To practice reading at your independent reading level.

Directions:
1. Read a book at your independent reading level.
2. Have a family member ask you 2-3 questions and discuss the story with them.

2nd Grade Fiction Questions		
What did you picture as you read this story? What words or phrases helped you make that mental image?	As you read this part, what are you wondering about? What do you think the main character will do next? What in the story makes you think that?	How does this story remind you of your own life?
What can you infer, figure out about the main character? What clues helped you make that inference/figure it out?	What happened in the story? Retell the part of the story you just read.	What part have you found interesting or surprising? Why?
Who is the main character? How do you think the main character feels? What in the story makes you think that?	What is the problem the main character is having in the story? How does the problem get solved?	Why did you choose this book? Did you like it? Why or why not?

2nd Grade Non-Fiction Questions		
How does the book (title) remind you what you already know about (topic)? Ex. How does the book ("Caring for Cats") remind you what you already know about (cats).	What are you learning about this topic?	Choose your favorite part of the book. What did you picture as you read this part of the book? What did you see, hear, feel?
What did you wonder before you started reading? Have any of your questions been answered? How?	Choose a text feature in the book. Why do you think the author chose to include it?	Why did you choose this book? Do you like it? Why or why not?
Retell the book or a section of the book in your own words. What is the book or that section mostly about?	What is one thing you have learned about that you think is important to remember? Why?	What surprising or interesting information have you learned?

Here are activities you can do with letters, sight words, and high-frequency words.

Memory: • Make 2 sets of high-frequency word cards or letters. • Lay cards face down. • Take turns to match words. • Person with the most pairs wins.	
Go Fish: • Make 2 sets of high-frequency word or letter cards. • Each player gets 7 cards. • Set remaining cards in a pile for players to draw cards from. • Player 1-says, "Do you have the word _____?" from their cards. • If Player 2 has the word, they give it to Player 1 and Player 1 sets the matching card down. If Player 2 does not have the card they say, "GO FISH", then Player 1 must get a card from the extra pile and it is Player 2's turn. • The most matching pair wins.	
Bingo: • Make Bingo boards with high-frequency words or letters. • Call out words. If players have the word on the board, place a chip.	
Highlight: • Look at magazines, newspapers, cereal boxes, etc. • Highlight and read high-frequency words or letters found.	
Snowball: • Set up trash can 3-4 feet away. • Write high-frequency words or letters on scrap paper. • If student reads word correctly, they crumple the paper and toss into trash can.	
Word Search: • Create a word search using the high frequency words or letters.	

Up the Stairs: • Write high-frequency words or letters on index cards. • Place them on stairs for students to read. • Include "Go Back One Step/Go Forward One Step."	
Spotlight: • Post high-frequency words or letters on the walls, floor, or around the room. • Give students a flashlight and have them hunt for words or letters. • Students shine their light on the word or letters and read them.	
Twirl, Hop, Read: • Write movement activities (hop 2 times, 3 jumping jacks , twirl, etc.) on small scraps of paper and put them in a bag or bowl. • Students read a high-frequency word or a letter, then pick a movement paper to do.	
ABC Order: • Organize the high frequency words or letters in alphabetical order.	
Read All About It: • Write sentences or paragraphs using high-frequency words.	

Have fun!

Set 1 Sight Words

Practice these words starting at Set 1.
Use this strategy: Say the word, Spell the word out loud or together,
Say it again! Then... move up a Set!

the	he	go
a	she	where
you	can't	my
can	isn't	saw
me	to	they
we	get	by
and	no	here
is	yes	are
see	down	

Set 2 Sight Words

Use this strategy: Say the word, Spell the word out loud or together, Say it again! Then…. move up a Set!

was	said	out
little	of	say
put	her	says
what	his	so
do	some	home
like	come	have

Set 3 Sight Words

Practice these words at home with your child using the following strategy: say the word, spell the word out loud or together, and say the word again.

make	from	should
be	for	were
there	again	both
look	many	does
good	people	could
want	very	would
water	many	

Set 4 Sight Words

Practice these words at home with your child using the following strategy: say the word, spell the word out loud or together, and say the word again.

every	toward	told
other	their	one
mother	old	two
brother	toward	don't
woman	over	won't
boy	women	too
every	cold	who
school	thought	father

Set 5 Sight Words

Practice these words at home with your child using the following strategy: say the word, spell the word out loud or together, and say the word again.

after	live	great
work	walk	thought
head	talk	once
read	because	enough
never	children	watch
ever	even	been
only	picture	few
give	move	kind
find	mind	word
four	answer	learn
young	large	most
change	earth	

Week 10 High-frequency Words

because	almost	body	city
earth	easy	father	mother
idea	school	second	water
any	both	four	friend

Week 15 High-frequency Words

country	only	sometimes	mind
carry	few	something	kind
below	family	remember	didn
away	early	really	don

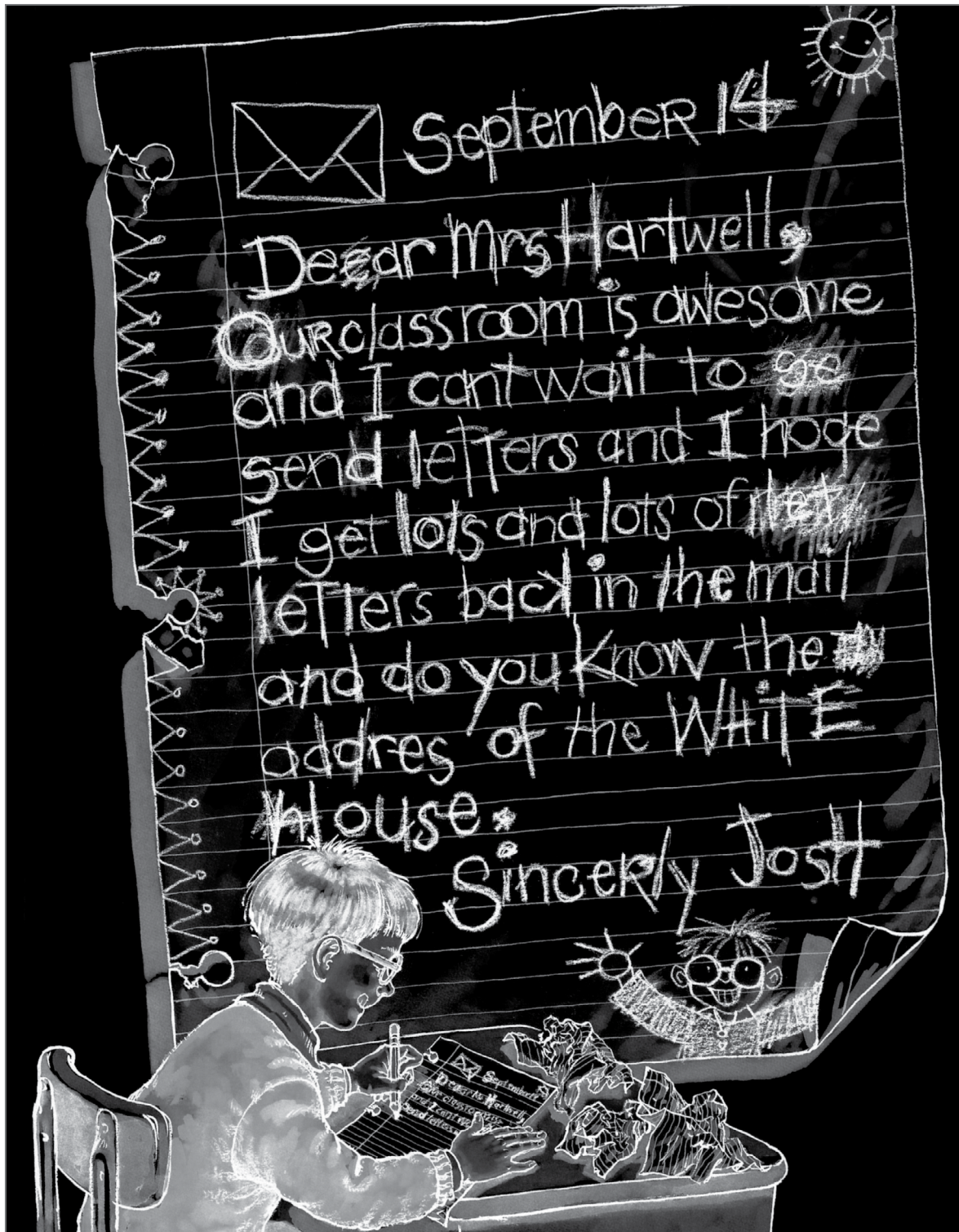|			
different	river	problem	there
answer	paper	once	they're
better	important	without	their
become	happened	usually	story

Letter Writing

- Read the letter on the next page to Mrs. Hartwell from Josh.

- Try writing a friendly letter to:
    - ✓ your teacher.
    - ✓ to a friend.
    - ✓ reply to a friend's letter.
    - ✓ someone else.
    - ✓ a classmate.
    - ✓ a family member.
    - ✓ someone you do not see every day.

- Try as many as you'd like over the next few weeks!

Excerpt from *First Year Letters*
by Julie Danneberg, illustrated by Judy Love

September 14

Dear Mrs Hartwell,
Our classroom is awesome and I cant wait to send letters and I hope I get lots and lots of nice letters back in the mail and do you know the address of the WHITE House.
Sincerly Josh

Addressing an Envelope

Joy Jensen

12 Evergreen Way

Woodstock, Vermont 05091

Place Stamp Here

Omar Robinson

625 King Street, Apt. 6

Freehold, New Jersey 07728

Place Stamp Here

Polar Lands

- Read the passage about Polar Animals and Polar Lands on the next few pages.

On different days, choose one or more of the writing ideas listed below.

     ✓ Write questions about the polar lands.

     ✓ Write about polar lands.

     ✓ Write questions about polar animals.

     ✓ Write about polar animals

     ✓ Write questions about the people who live in the polar lands

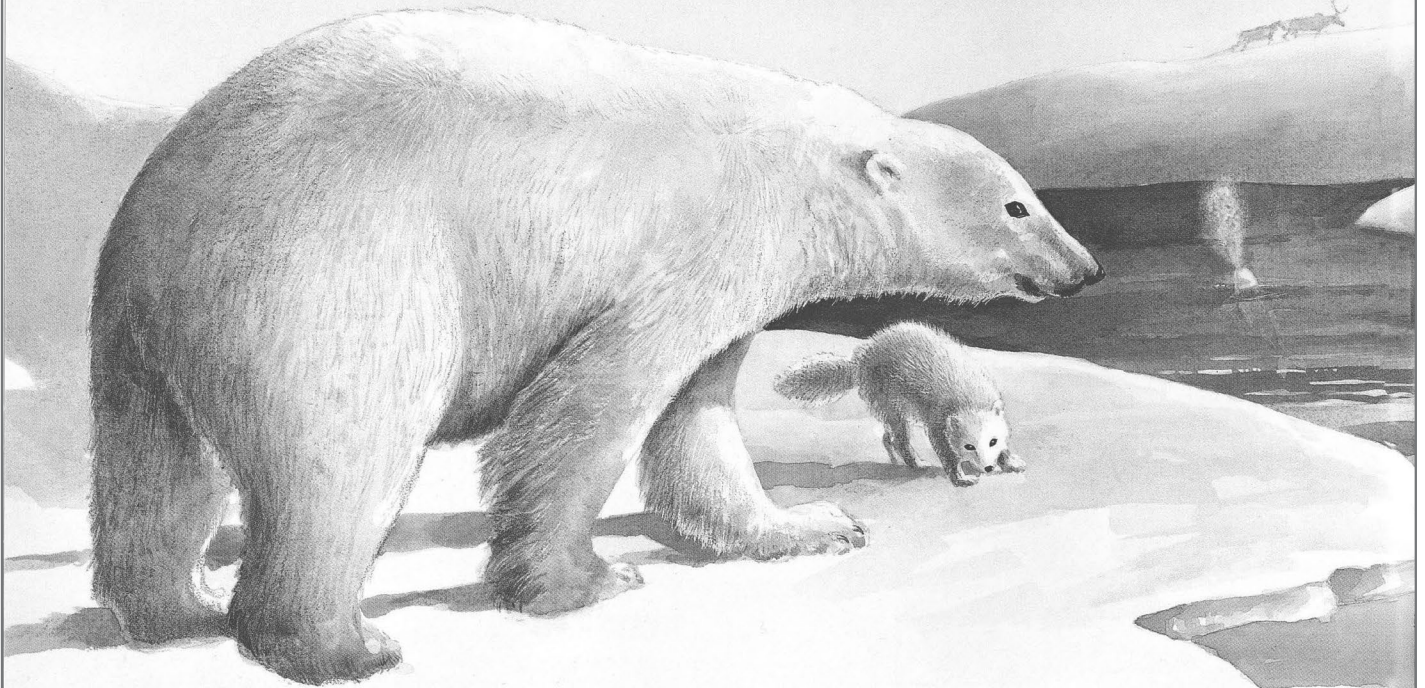   ✓ Write about the people who live in the polar lands

Excerpt from *Polar Animals*
by Deborah Hodge, illustrated by Pat Stephens

What Is a Polar Region?

A polar region is a very cold place. For most of the year, thick snow and ice cover the ground. Oceans freeze and fierce winds blow. The Arctic and Antarctic are polar regions.

The Arctic is home to many amazing creatures. Like all polar animals, their bodies are built for living in the cold.
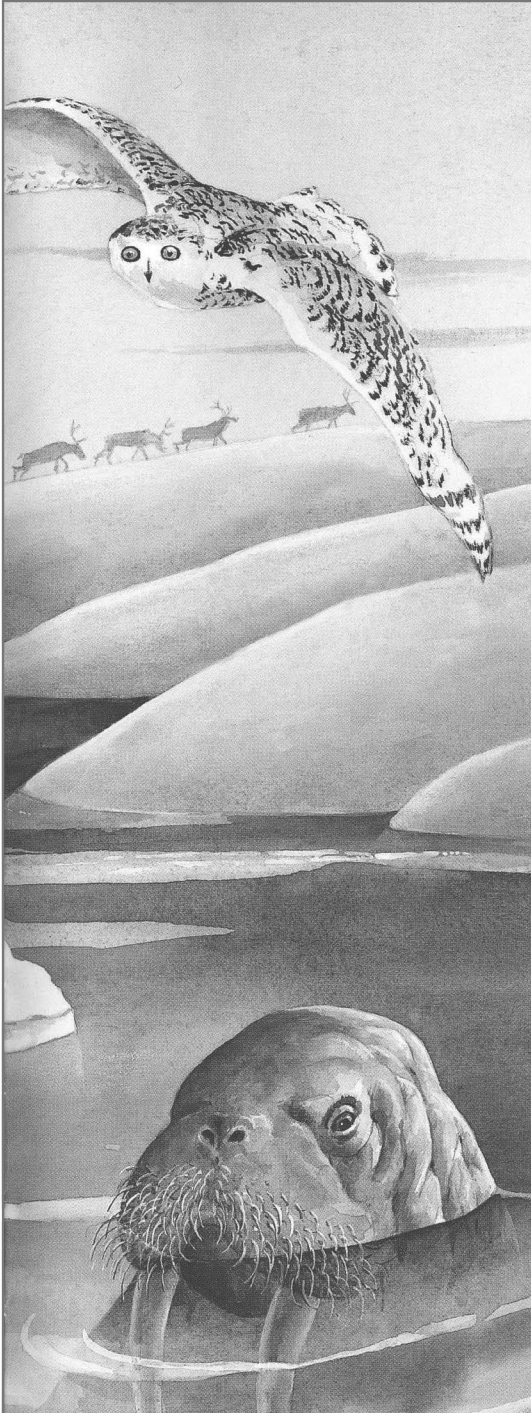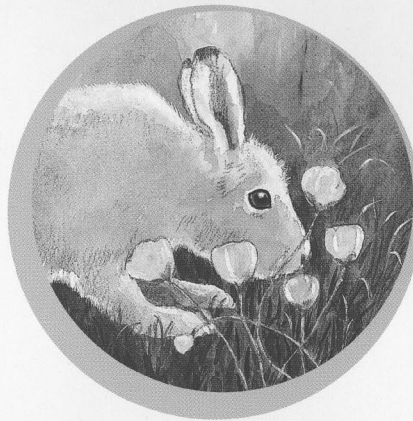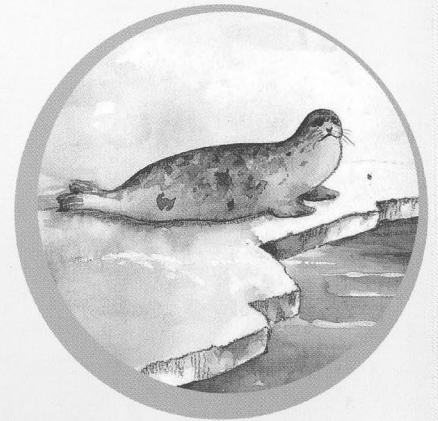
4

Brr! Antarctica is the coldest place on Earth. Whales, seals and seabirds are the only large animals that can live here.

Some polar animals live on pack ice — large areas of sea ice floating in the ocean.

Arctic land is called tundra. Caribou and other animals gobble up plants that grow here in the short summer.

5

Excerpt from *Polar Lands*
by Margaret Hynes

(24) # Sea mammals

The polar oceans are home to whales, seals, sea lions, and walrus. These mammals have blubber to keep them warm and streamlined bodies that help them easily move through the water.

Making a splash

Whales, such as this humpback whale, swim in the icy polar waters. They leap up into the air and fall back into the water with a splash. This is called breaching.
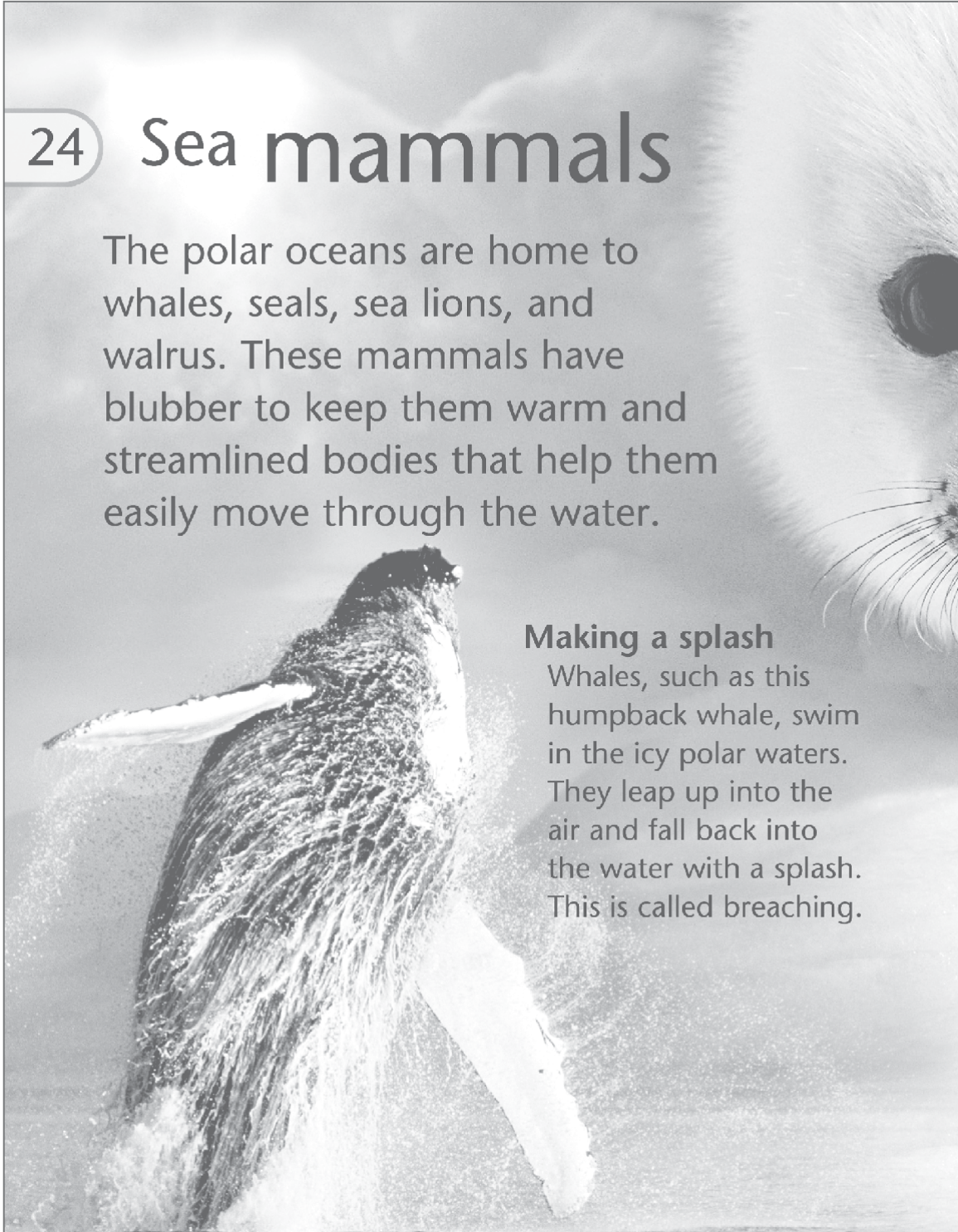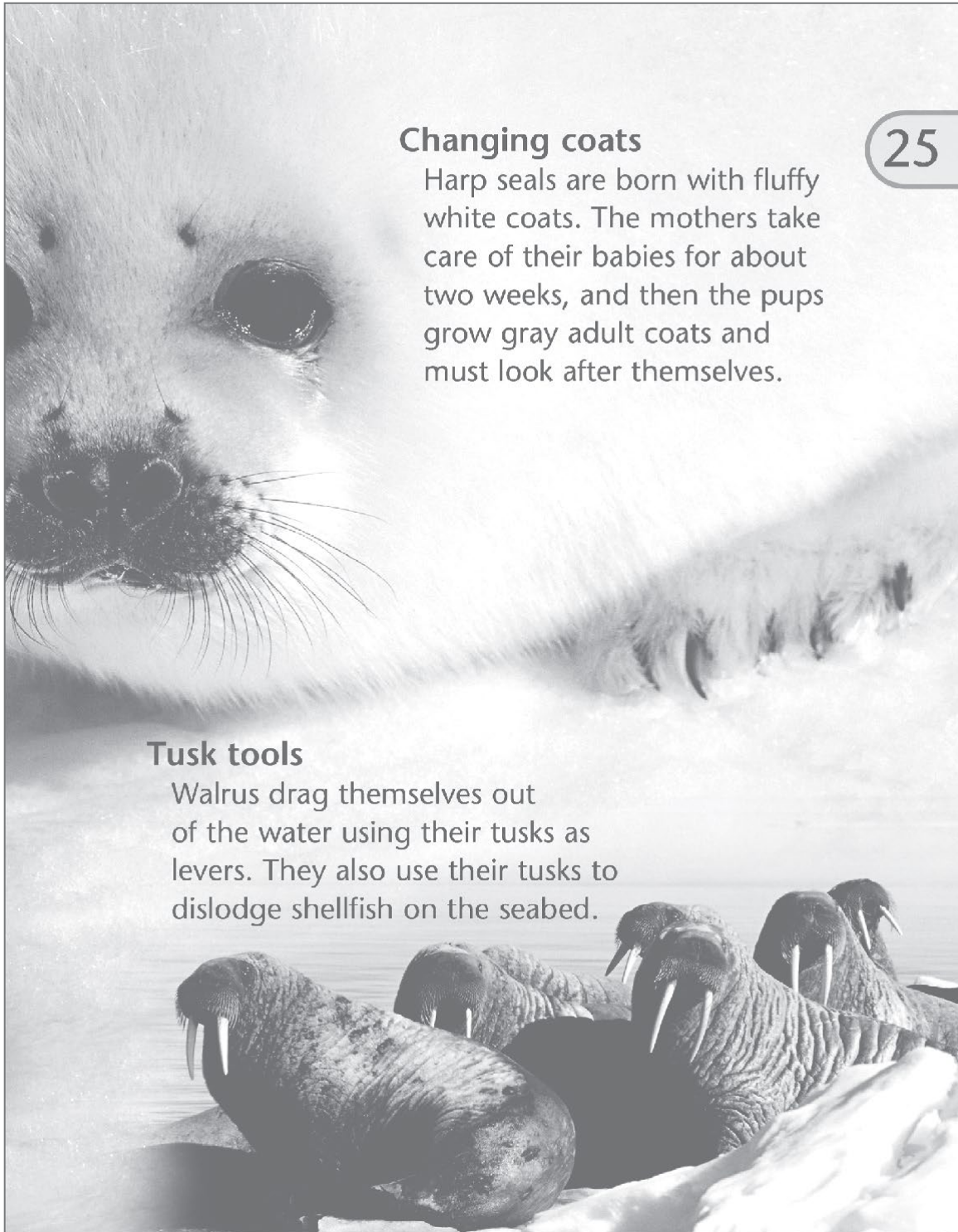
(continues)

Excerpt from *Polar Lands* (continued)

Changing coats

Harp seals are born with fluffy white coats. The mothers take care of their babies for about two weeks, and then the pups grow gray adult coats and must look after themselves.

25

Tusk tools

Walrus drag themselves out of the water using their tusks as levers. They also use their tusks to dislodge shellfish on the seabed.

Excerpt from *Polar Lands*
by Margaret Hynes

36 Modern life

Improvements in transportation, construction, food, and clothing have brought a modern way of life to the Arctic. Most people now live in small towns and work in modern industries.

Arctic towns

Arctic towns are like other small towns, except that water has to be delivered by truck. The water would freeze if it was distributed through pipes.

People carrier

The people living in polar lands no longer rely on animals for transportation. Today, they travel on snowmobiles— motorized sleds.

(continues)

Excerpt from *Polar Lands* (continued)

Oil industry
(37)

The Arctic's rich supplies of oil are processed in factories such as this one. Oil is one of the world's most important fuels and is used to make many items. The oil industry provides jobs, but it also harms the Arctic environment.

Other Writing Ideas

- ✓ Write about what happened each day.

- ✓ Write about what you saw outside today.

- ✓ Write about how you are feeling.

- ✓ Write kind words you would like to tell yourself or someone.

- ✓ Write about what you are thankful for today.

Understand

- Retell
- Retell using your hands
- What do we know?
- What do we not know?
- What is the situation/action?

Represent

Math Mountain Diagram

Comparison Bars

Matching Drawing
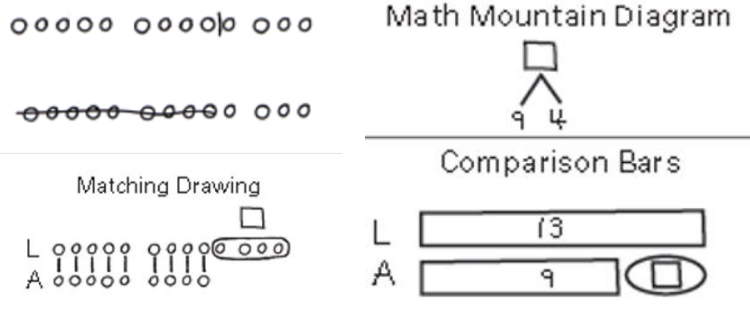
- Does your model match the problem?
- Can you retell your problem using the model?
- Do you have a variable or unknown box for what is not known?

Solve

- What equation will solve this problem?
- Use pictures or drawings to help you solve.
- Label your thinking and your answer

Check for Reasonableness

- Does your answer make sense?
- How do you know?
- What answer would be too little? Too large? Why?
- Defend your thinking.

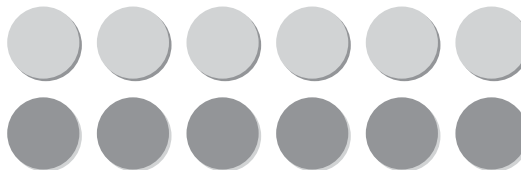Empower Consulting
Empower. Learn. Grow.

LESSON 8

Use Doubles Facts

OBJECTIVE Use doubles facts as a strategy for finding sums for near doubles facts.

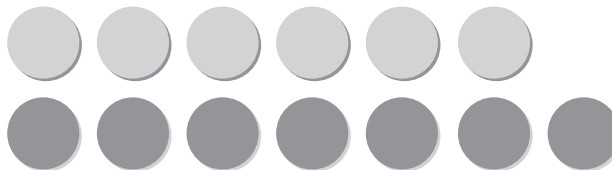Use doubles facts to help you find sums.

If you know $6 + 6$,
you can find $6 + 7$.

$$6 + 6 = 12$$

7 is 1 more than 6.
So, $6 + 7$ is 1 more than $6 + 6$.

$$6 + 7 = 13$$

Write a doubles fact you can use to find the sum. Write the sum.

1. $4 + 5 =$ _____   _____ + _____ = _____

2. $5 + 6 =$ _____   _____ + _____ = _____

3. $7 + 8 =$ _____   _____ + _____ = _____

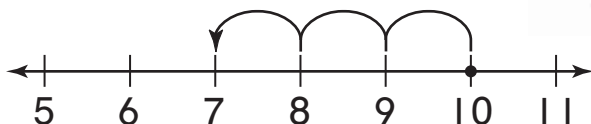**4.** $8 + 9 =$ _____   _____ + _____ = _____

LESSON 13 **Practice Subtraction Facts**

OBJECTIVE Recall differences for basic facts using mental strategies.

CC.2.OA.2

Here are two ways to find differences.

$$10 - 3 = \underline{\quad?\quad}$$

Count back 1, 2, or 3.

$$10 - 1 = \underline{9}$$

$$10 - 2 = \underline{8}$$

$$10 - 3 = \underline{7}$$

Think of a related addition fact.

$$3 + 7 = \underline{10}$$

so, $10 - 3 = \underline{7}$

Write the difference.

1. $13 - 5 = \underline{\qquad}$

2. $10 - 4 = \underline{\qquad}$

3. $12 - 3 = \underline{\qquad}$

4. $11 - 2 = \underline{\qquad}$

5. $9 - 3 = \underline{\qquad}$

6. $12 - 5 = \underline{\qquad}$

7. $16 - 8 = \underline{\qquad}$

8. $13 - 7 = \underline{\qquad}$

Name _____

Remembering

Add.

1. $2 + 6 =$ ☐ $5 + 1 =$ ☐ $8 + 1 =$ ☐

2. $8 + 7 =$ ☐ $7 + 5 =$ ☐ $8 + 8 =$ ☐

Subtract.

3. $9 - 3 =$ ☐ $4 - 2 =$ ☐ $8 - 1 =$ ☐

4. $12 - 8 =$ ☐ $16 - 9 =$ ☐ $15 - 8 =$ ☐

5. Write two equations for each Math Mountain.

_____   _____   _____

_____   _____   _____
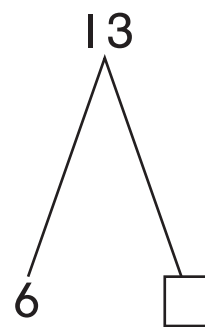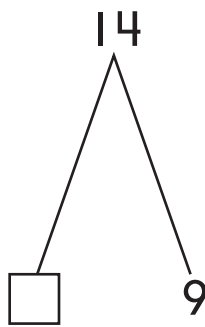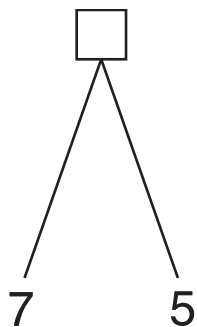
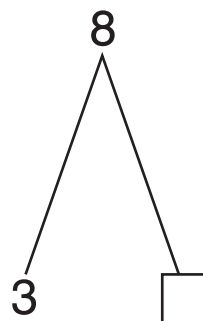**6. Stretch Your Thinking** Write four equations for this Math Mountain.
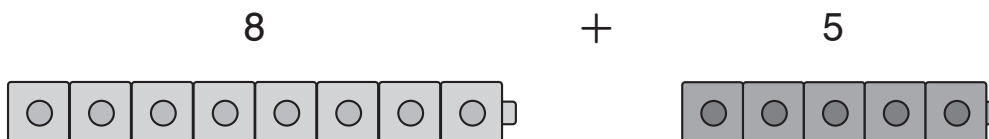

_____   _____

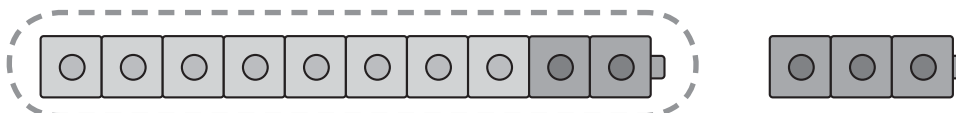_____   _____

LESSON 10 **Algebra • Make a Ten to Add**

OBJECTIVE Recall sums for addition facts using the make a ten strategy.

CC.2.OA.2

$8 + 5 =$ _____?_____

Step 1 Start with the greater addend.
Break apart the other addend to make a ten.

8   +   5

Step 2 You need to add **2** to 8 to make a ten. So, break apart 5 as **2** and 3.

$8 + 2 = 10$ 3

Step 3 Add on the rest to the 10. $10 + \underline{3} = \underline{13}$

Step 4 Write the sum. $8 + 5 = \underline{13}$

Show how you can make a ten to find the sum. Write the sum.

1. $7 + 6 =$ _____

3   3

$10 +$ ____ $=$ ____

2. $9 + 2 =$ _____

1   1

$10 +$ ____ $=$ ____

3. $4 + 8 =$ _____

2   2

$10 +$ ____ $=$ ____

4. $5 + 9 =$ _____

$10 +$ ____ $=$ ____

5. $8 + 6 =$ _____

$10 +$ ____ $=$ ____

6. $4 + 9 =$ _____

$10 +$ ____ $=$ ____

Name _____

Homework

Make a ten to find the total.

1. $3 + 8 =$ ☐ $4 + 8 =$ ☐ $4 + 9 =$ ☐

2. $8 + 6 =$ ☐ $9 + 5 =$ ☐ $8 + 5 =$ ☐

3. $6 + 7 =$ ☐ $7 + 7 =$ ☐ $7 + 5 =$ ☐

4. $2 + 9 =$ ☐ $5 + 7 =$ ☐ $9 + 2 =$ ☐

5. $3 + 9 =$ ☐ $8 + 9 =$ ☐ $4 + 7 =$ ☐

6. $9 + 8 =$ ☐ $7 + 6 =$ ☐ $5 + 9 =$ ☐

7. $6 + 9 =$ ☐ $6 + 6 =$ ☐ $5 + 6 =$ ☐

☐   ☐   ☐
6   9   6   6   5   6
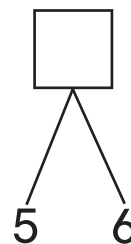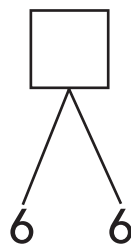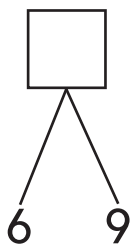
8. Critical Thinking Explain how to make a
ten to find $8 + 6$.

_____

_____

Remembering

Add.

1.
$$8 + 5$$ $$6 + 5$$ $$7 + 7$$ $$7 + 8$$ $$6 + 7$$ $$8 + 9$$

Subtract.

2.
$$16 - 8$$ $$15 - 9$$ $$18 - 9$$ $$12 - 8$$ $$11 - 7$$ $$13 - 5$$

3. Complete the Math Mountains and equations.
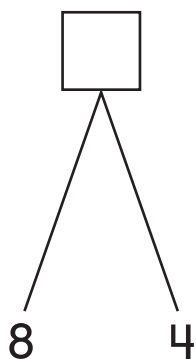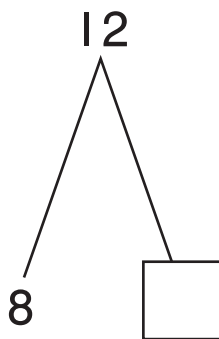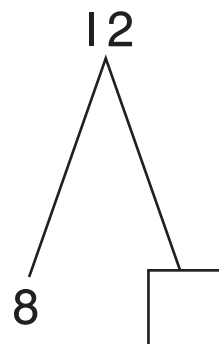
$$8 + 4 = \boxed{}$$ $$8 + \boxed{} = 12$$ $$12 - 8 = \boxed{}$$

Find the unknown addend (unknown partner).

4. $$5 + \boxed{} = 11$$ $$13 - 9 = \boxed{}$$ $$5 + \boxed{} = 13$$

5. Stretch Your Thinking Draw a picture to help you solve

$$7 + \boxed{} = 12.$$

More Practice with Unknown Addends and Teen Totals

Homework

Add. Use doubles.

1. $7 + 5 = \square$ $7 + 7 = \square$ $8 + 9 = \square$

2. $9 + 9 = \square$ $9 + 11 = \square$ $8 + 8 = \square$

3. $8 + 7 = \square$ $6 + 5 = \square$ $7 + 8 = \square$

4. $6 + 4 = \square$ $7 + 9 = \square$ $9 + 7 = \square$

5. $7 + 6 = \square$ $5 + 5 = \square$ $6 + 8 = \square$

6. $6 + 6 = \square$ $6 + 7 = \square$ $8 + 6 = \square$

7. $8 + 10 = \square$ $5 + 6 = \square$ $9 + 10 = \square$

8. $9 + 8 = \square$ $10 + 9 = \square$ $5 + 7 = \square$

LESSON 11 · Algebra · Add 3 Addends

OBJECTIVE Find sums of three addends by applying the Commutative and Associative Properties of Addition.

Add numbers in any order.
The sum stays the same.

$1 + 4 + 6 =$ ▮▮

$5 + 6 =$ ▮▮

$1 + 4 + 6 =$ ▮▮

$1 + 10 =$ ▮▮

$1 + 4 + 6 =$ ▮▮

$7 + 4 =$ ▮▮

Solve two ways. Circle the two addends you add first.

1. $2 + 3 + 2 = $ _____ $2 + 3 + 2 = $ _____

2. $7 + 2 + 3 = $ _____ $7 + 2 + 3 = $ _____

3. $1 + 1 + 9 = $ _____ $1 + 1 + 9 = $ _____

4. $6 + 4 + 4 = $ _____ $6 + 4 + 4 = $ _____

Homework

Add in any order. Write the total.

1. $9 + 1 + 4 =$ ☐

2. $6 + 9 + 1 =$ ☐

3. $8 + 9 + 1 =$ ☐

4. $7 + 8 + 2 =$ ☐

5. $7 + 5 + 3 =$ ☐

6. $8 + 8 + 2 =$ ☐

7. $1 + 4 + 8 =$ ☐

8. $5 + 6 + 7 =$ ☐

9. $4 + 3 + 8 =$ ☐

10. $2 + 7 + 6 =$ ☐

11. $9 + 9 + 2 =$ ☐

12. $6 + 3 + 7 =$ ☐

13. $4 + 3 + 2 + 4 =$ ☐

14. $6 + 4 + 5 + 5 =$ ☐

15. $8 + 3 + 1 + 7 =$ ☐

16. $1 + 7 + 2 + 4 =$ ☐

17. $3 + 7 + 9 + 3 =$ ☐

18. $7 + 6 + 3 + 4 =$ ☐

19. $8 + 3 + 9 + 3 =$ ☐

20. $1 + 8 + 9 + 4 =$ ☐

Algebra • Even and Odd Numbers

Shade in the ten frames to show the number.
Circle even or odd.

1.   15

even   odd

2.   18

even   odd

3.   11

even   odd

4.   17

even   odd

5.   13

even   odd

6.   20

even   odd

Problem Solving

7. Mr. Dell has an odd number of sheep and an even number of cows on his farm. Circle the choice that could tell about his farm.

9 sheep and 10 cows

10 sheep and 11 cows

8 sheep and 12 cows

Homework

Make a drawing. Write an equation.
Solve the problem.

Show your work.

1. In the morning, Nick makes 8 animals out
of clay. In the afternoon, he makes some
more clay animals. Altogether, he makes
15 clay animals. How many did he make
in the afternoon?

clay animal

[ ] _____
label

2. Carrie sees some birds in a tree. 8 fly
away. 5 are left. How many birds
were in the tree in the beginning?

bird

[ ] _____
label

3. Leon and his friends made 12 snowmen.
The next day, Leon sees that some of
them have melted. Only 9 snowmen
are left. How many melted?

snowmen

[ ] _____
label

4. 3 lizards sit on a rock in the sun. Then
9 more come out and sit on the rock.
How many lizards are on the rock now?

rock

[ ] _____
label

Add To and *Take From* Problems—Unknown in All Positions **21**

Homework

Make a drawing. Write an equation. Solve the problem.

Show your work.

1. One bus has 6 girls and 7 boys on it.
   How many children are on the bus?

   [ ] _____
            label

   bus

2. Pang buys some oranges. Bill buys
   6 pears. Pang and Bill buy 13 pieces
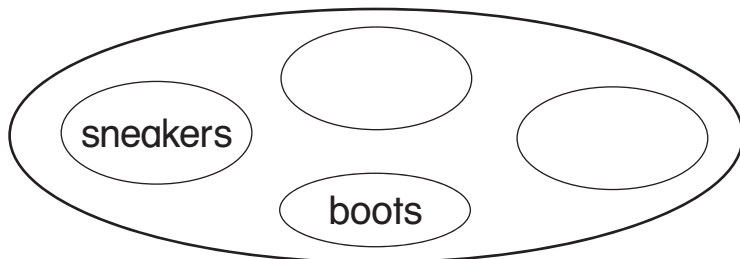   of fruit. How many oranges does Pang buy?

   [ ] _____
            label

   orange

3. Davant has 16 birds. He has 7 parrots.
   The rest are canaries. How many
   canaries does Davant have?

   [ ] _____
            label

   canary

4. Complete the diagram by adding at
   least two things in the circle.
   Write the group name.

   sneakers   boots

   _____
   Group Name

Make a matching drawing or draw comparison bars.
Solve the problem.

Show your work.

1. Peter has 13 eggs. Joe has 4 fewer eggs than
Peter. How many eggs does Joe have?

☐ _____
   label

eggs

2. I want to give each of my 14 friends an
apple. I have 8 apples in my basket.
How many more apples do I need to
pick to give each friend an apple?

☐ _____
   label

basket

3. Lë has 5 lemons. Tina has 7 more lemons
than Lë. How many lemons does Tina have?

☐ _____
   label

lemon

Write Your Own Complete this word problem.
Draw comparison bars and solve.

4. I have 12 _____.

My friend has _____ fewer

_____ than I have. How many

_____ does my friend have?

☐ _____
   label

Homework

1. Write the numbers going down to see the tens.

1	11			41			71		
2									92
3						63			
				44			74		
		25							95
					56				
			37						
	18							88	
						69			
10	20			50					100

2. What number comes after 100? _____
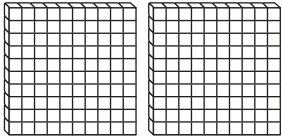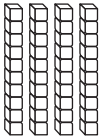
3. What number comes next? _____

LESSON 20

Model 3-Digit Numbers

OBJECTIVE Use concrete and pictorial models to represent 3-digit numbers.

CC.2.NBT.1

Show 243.

Hundreds	Tens	Ones

With blocks:

In a chart:

Hundreds	Tens	Ones
2	4	3

With a quick picture:

Write how many hundreds, tens, and ones.
Show with ▦▐.. Then draw a quick picture.

1. 138

Hundreds	Tens	Ones

2. 217

Hundreds	Tens	Ones

3. 352
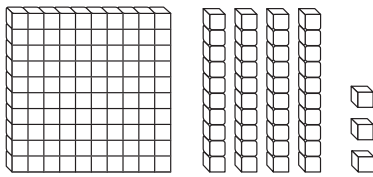
Hundreds	Tens	Ones

4. 174

Hundreds	Tens	Ones

CC.2.NBT.1

Hundreds, Tens, and Ones
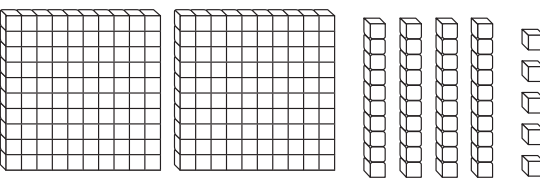
Write how many hundreds, tens, and ones are in the model. Write the number in two ways.
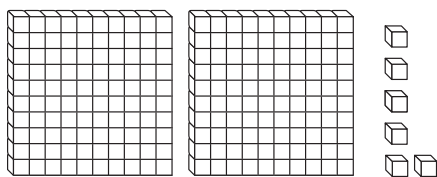
1.

Hundreds	Tens	Ones

_____

_____ + _____ + _____

2.

Hundreds	Tens	Ones

_____

_____ + _____ + _____

3.

Hundreds	Tens	Ones

_____

_____ + _____ + _____

Problem Solving

4. Write the number that answers the riddle.
Use the chart. A model for my number has 6 ones blocks, 2 hundreds blocks, and 3 tens blocks. What number am I?

Hundreds	Tens	Ones

_____

Homework

Add.

1. 50 + 40 = _____   80 + 10 = _____   60 + 20 = _____

5 + 4 = _____   8 + 1 = _____   6 + 2 = _____

2. 10 + 70 = _____   30 + 70 = _____   40 + 30 = _____

1 + 7 = _____   3 + 7 = _____   4 + 3 = _____

3. 30 + 60 = _____   20 + 80 = _____   50 + 40 = _____

3 + 6 = _____   2 + 8 = _____   5 + 4 = _____

4. 50 + 30 = _____   70 + 20 = _____   40 + 60 = _____

5 + 3 = _____   7 + 2 = _____   4 + 6 = _____

5. 90 + 10 = _____   50 + 20 = _____   20 + 30 = _____

9 + 1 = _____   5 + 2 = _____   2 + 3 = _____

6. 30 + 10 = _____   50 + 30 = _____   40 + 20 = _____

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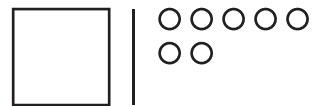
Homework

Draw the number using hundred boxes, ten sticks,
and circles. Then write the expanded form.

1.	2.	3.
176	143	184
100 + 70 + 6	___ + ___ + ___	___ + ___ + ___

What number is shown?

H = Hundreds, T = Tens, O = Ones

4. ☐ ‖ ○○○○○ ○○

___ H __2__ T __7__ O

127 = 100 + 20 + 7

5. ☐ ‖‖‖‖ ○○○

___ H ___ T ___ O

___ = ___ + ___ + ___

6. ☐ ‖‖‖ ○○

___ H ___ T ___ O

___ = ___ + ___ + ___

7. ☐ ‖ ○○○○○ ○○

___ H ___ T ___ O

___ = ___ + ___ + ___

Place Value to 1,000

OBJECTIVE Use place value to describe the values of digits in numbers to 1,000.

CC.2.NBT.1

The value of each digit in 426
is shown by its place in the number.

Hundreds	Tens	Ones
4 hundreds	2 tens	6 ones
400	20	6

426
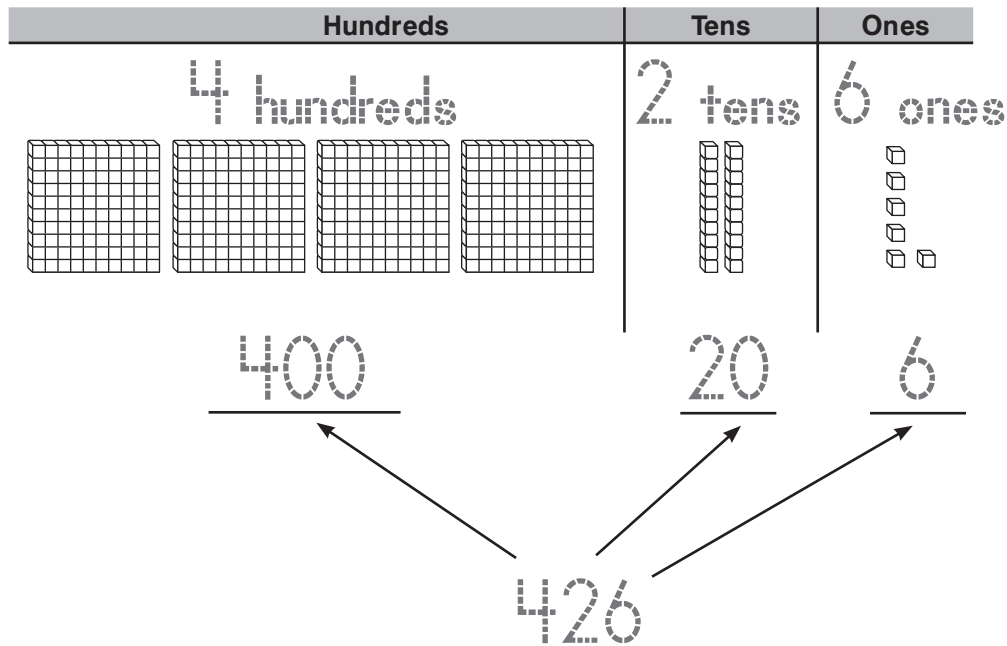
Circle the value or the meaning of the underlined digit.

1. 7<u>8</u>2	800	80	8
2. <u>3</u>52	3 hundreds	3 tens	3 ones
3. 7<u>4</u>2	4	40	400
4. 41<u>9</u>	9 hundreds	9 tens	9 ones
5. <u>5</u>84	500	50	5

LESSON 24 **Counting Patterns Within 100**

OBJECTIVE Extend counting sequences within 100, counting by 1s, 5s, and 10s.

CC.2.NBT.2

You can count different ways.

Count by fives.

5, 10, 15, 20, 25, 30, 35

Count by tens.

10, 20, 30, 40, 50, 60

Count by fives.

1. 5, 10, 15, 20, _____, _____, _____

2. 20, 25, 30, 35, _____, _____, _____

3. 55, 60, 65, 70, _____, _____, _____

Count by tens.

4. 10, 20, 30, _____, _____, _____

5. 30, 40, 50, 60, _____, _____, _____

Make a drawing for each number. Write <, >, or =.

1. 131 ◯ 141

2. 29 ◯ 28

3. 56 ◯ 56

4. 132 ◯ 38

Write <, >, or =.

5. 157 ◯ 175

6. 103 ◯ 107

7. 80 ◯ 18

8. 100 ◯ 100

9. 148 ◯ 149

10. 116 ◯ 99

11. 122 ◯ 150

12. 73 ◯ 111

13. 64 ◯ 64

14. 188 ◯ 186

Name _____

Remembering

1. Start with 10. Count by tens to 100.

_____

2. Write the numbers from 56 to 66.

_____

3. Write the numbers from 81 to 91.

_____

Draw the number using hundred boxes, ten sticks,
and circles. Then write the expanded form.

4.	**5.**	**6.**
127	109	133
100 + 20 + 7	___ + ___ + ___	___ + ___ + ___

7. Stretch Your Thinking Add ones or tens.

4 + 4 = ____

3 + 6 = ____

40 + 40 = ____

30 + 60 = ____

140 + 40 = ____

130 + 60 = ____

Explore 2-Digit Addition

LESSON 36

2-Digit Addition

OBJECTIVE Record 2-digit addition using the standard algorithm.

CC.2.NBT.5

Add 27 and 36.

STEP 1

Model 27 and 36.
Add the ones.
$7 + 6 = 13$

Tens	Ones

Tens	Ones
☐	2	7
+	3	6

STEP 2

If you can make a 10,
regroup 10 ones for
1 ten.
13 ones = 1 ten 3 ones

Tens	Ones

Tens	Ones
┊	2	7
+	3	6
		3

STEP 3

Add the tens.
Remember to add the
regrouped ten.
$1 + 2 + 3 = 6$

Tens	Ones

Tens	Ones
1	2	7
+	3	6
6		3

Regroup if you need to. Write the sum.

1.

Tens	Ones
☐	5	4
+	2	9

2.

Tens	Ones
☐	1	7
+	6	1

3.

Tens	Ones
☐	4	1
+	2	9

4.

Tens	Ones
☐	3	5
+	3	2

CC.2.NBT.5

2-Digit Addition

Regroup if you need to. Write the sum.

1.

$$\begin{array}{r} 4\ 7 \\ +\ 2\ 5 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 3\ 3 \\ +\ 1\ 8 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 2\ 8 \\ +\ 6\ 4 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 1\ 3 \\ +\ 6\ 5 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 1\ 7 \\ +\ 2\ 6 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 3\ 6 \\ +\ 5\ 3 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 5\ 8 \\ +\ 2\ 5 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 3\ 7 \\ +\ 4\ 9 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 5\ 2 \\ +\ 2\ 9 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 6\ 6 \\ +\ 2\ 4 \\ \hline \end{array}$$

11.

$$\begin{array}{r} 7\ 4 \\ +\ 1\ 4 \\ \hline \end{array}$$

12.

$$\begin{array}{r} 3\ 7 \\ +\ 3\ 7 \\ \hline \end{array}$$
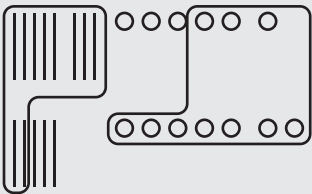
Problem Solving

Solve. Write or draw to explain.

13. Angela drew 16 flowers on her paper in the morning. She drew 25 more flowers in the afternoon. How many flowers did she draw in all?

_____ flowers

$$
\begin{array}{r}
86 \\
+\,57 \\
\hline
130 \\
+\,13 \\
\hline
143
\end{array}
\quad \text{or} \quad
\begin{array}{r}
86 \\
+\,57 \\
\hline
143
\end{array}
$$

$$130 + 13 = 143$$

Add. Use any method.

1.
$$
\begin{array}{r}
97 \\
+\,45 \\
\hline
\end{array}
\qquad\qquad
\begin{array}{r}
54 \\
+\,39 \\
\hline
\end{array}
\qquad\qquad
\begin{array}{r}
35 \\
+\,47 \\
\hline
\end{array}
$$

2.
$$
\begin{array}{r}
56 \\
+\,77 \\
\hline
\end{array}
\qquad\qquad
\begin{array}{r}
76 \\
+\,88 \\
\hline
\end{array}
\qquad\qquad
\begin{array}{r}
86 \\
+\,65 \\
\hline
\end{array}
$$

3.
$$
\begin{array}{r}
47 \\
+\,73 \\
\hline
\end{array}
\qquad\qquad
\begin{array}{r}
87 \\
+\,49 \\
\hline
\end{array}
\qquad\qquad
\begin{array}{r}
57 \\
+\,48 \\
\hline
\end{array}
$$

Homework

Here are some more fruits and vegetables from the
Farm Stand. Answer the questions below. Then draw
the money amount. The first one is done for you.

Apples 79¢	Eggplant 96¢	Pears 58¢	Green Onions 67¢	Oranges 85¢

How much would you spend if you wanted to buy

1. apples and
oranges?   ___164___ ¢ | I dollar | (10) (10) (10) (10) (10)   (10)

          $ ___1.64___   (1) (1) (1) (1)
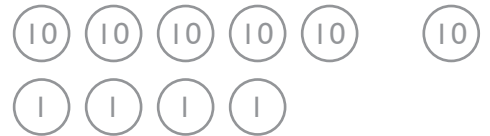
2. apples and
green onions?   _____ ¢

          $ _____

3. pears and
green onions?   _____ ¢

          $ _____

4. eggplant and
oranges?   _____ ¢

          $ _____

Homework

Under the coins, write the total amount of money so far.
Then write the total using $. The first one is done for you.

1. 5¢   5¢   5¢   5¢

_5¢_   _10¢_   _15¢_   _20¢_

$ _0_ . _2_ _0_
total

2. 5¢   5¢   1¢   1¢   1¢

_____ _____ _____ _____ _____

$ __ . __ __
total

3. 10¢   10¢   1¢   1¢   1¢   1¢

_____ _____ _____ _____ _____ _____

$ __ . __ __
total

4. 10¢   10¢   10¢   5¢   5¢   5¢

_____ _____ _____ _____ _____ _____

$ __ . __ __
total

5. Troy has 1 dime, 5 nickels, and 4 pennies.

Draw (10)s, (5)s, and (1)s.

Write the total amount of money.

$ __ . __ __
total

Remembering

Solve. Make a proof drawing.   **Show your work.**

1. Sal goes to a plant nursery and sees 57 apple trees and 79 pear trees. How many trees does he see in all?

☐ _____
        label

2. Carol has a bag of red and yellow marbles. 48 of them are red and 63 of them are yellow. How many marbles does she have in total?

☐ _____
        label

Add. Use any method.

3.
$$47 + 77$$
$$91 + 29$$
$$38 + 67$$

Be the helper. Is the answer OK? Write *yes* or *no*.
If *no*, fix the mistakes and write the correct answer.

4.
$$57 + 49 = 106$$ OK? ☐

5.
$$72 + 39 = 101$$ OK? ☐

6.
$$63 + 78 = 142$$ OK? ☐

7. **Stretch Your Thinking** Write an addition word problem using two 2-digit numbers. Solve the problem. Show your work.

_____

_____

       Fluency: Addition within 100

LESSON 101 **Two-Dimensional Shapes**

OBJECTIVE Name 3-, 4-, 5-, and 6-sided shapes according to the number of sides and vertices.

CC.2.G.1

Count sides and vertices.
A pentagon has 5 sides.
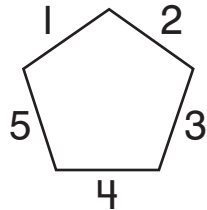
A hexagon has 6 vertices.

1 2
5 3
4
pentagon
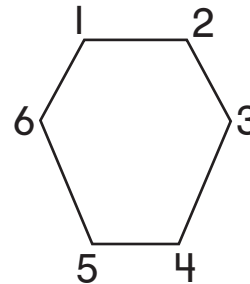
1 2
6 3
5 4
hexagon

Write the number of sides and the number of vertices.

1. triangle
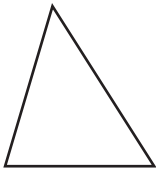
_____ sides
_____ vertices

2. rectangle

_____ sides
_____ vertices

3. quadrilateral
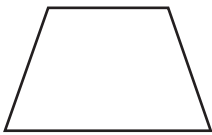
_____ sides
_____ vertices

4. pentagon
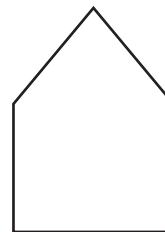
_____ sides
_____ vertices

Look for shapes in your home and neighborhood.

1. List or draw objects that show squares.

2. List or draw objects that show rectangles.

3. List or draw objects that show triangles.

4. List or draw objects that show pentagons.

5. List or draw objects that show hexagons.

LESSON 68

Measure with an Inch Ruler

OBJECTIVE Measure the lengths of objects to the nearest inch using an inch ruler.

CC.2.MD.1

1. Line up one end with 0.

2. Find the inch mark closest to the other end.

3. Read the number of inches at that mark.
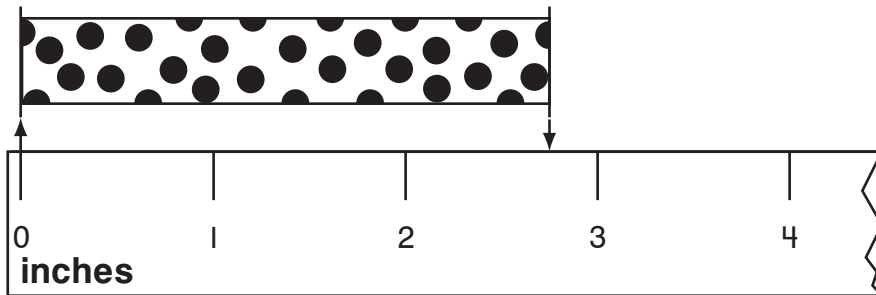
The ribbon is about __3__ inches long.

Measure the length to the nearest inch.

1.

_____ inches

2.

_____ inches

3.
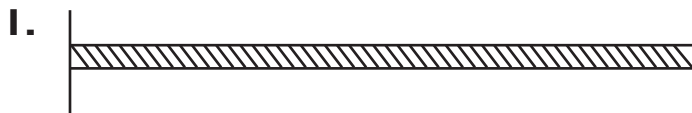
_____ inches

1. Find five objects at home to measure in inches.
Choose objects that are less than 1 yard (36 in.) long.
Estimate and measure the length of each object.
Measure to the nearest inch. Complete the table.

Object	Estimated Length (in.)	Measured Length (in.)

2. Plot the data from the last column in Exercise 1 on the line plot.

```
├──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──┤
0  2  4  6  8  10 12 14 16 18 20 22 24 26 28 30 32 34 36
```

Length of Objects (inches)

3. Find five objects at home to measure in feet or yards.
Complete the table. Remember to include units with
your measurements.

Object	Estimated Length	Measured Length

Remembering

Make a matching drawing or draw comparison
bars. Solve the problem.

Show your work.

1. Erin has 6 grapes. Cody has 8 more grapes
than Erin. How many grapes does Cody have?

[ ] _____

        label

Under the coins, write the total amount of money so far.
Then write the total using $.

2. 10¢   10¢   5¢   5¢   1¢   1¢

_____ _____ _____ _____ _____ _____ $ ___ . ___ ___

                                                           total

Label the shapes using the words in the box.

| cube | quadrilateral | pentagon | hexagon |
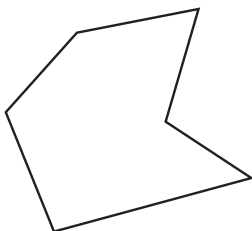
3.   **4.**
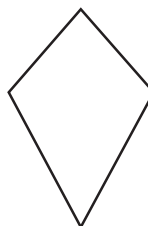
_____   _____

5. Stretch Your Thinking Explain why we use rulers
instead of hands or fingers to measure things.

_____

_____

_____

Homework

Color the quilt pattern. Use the table below.

Shape	Color
triangle	green
quadrilateral	red
pentagon	purple
hexagon	yellow

Focus on Mathematical Practices **89**
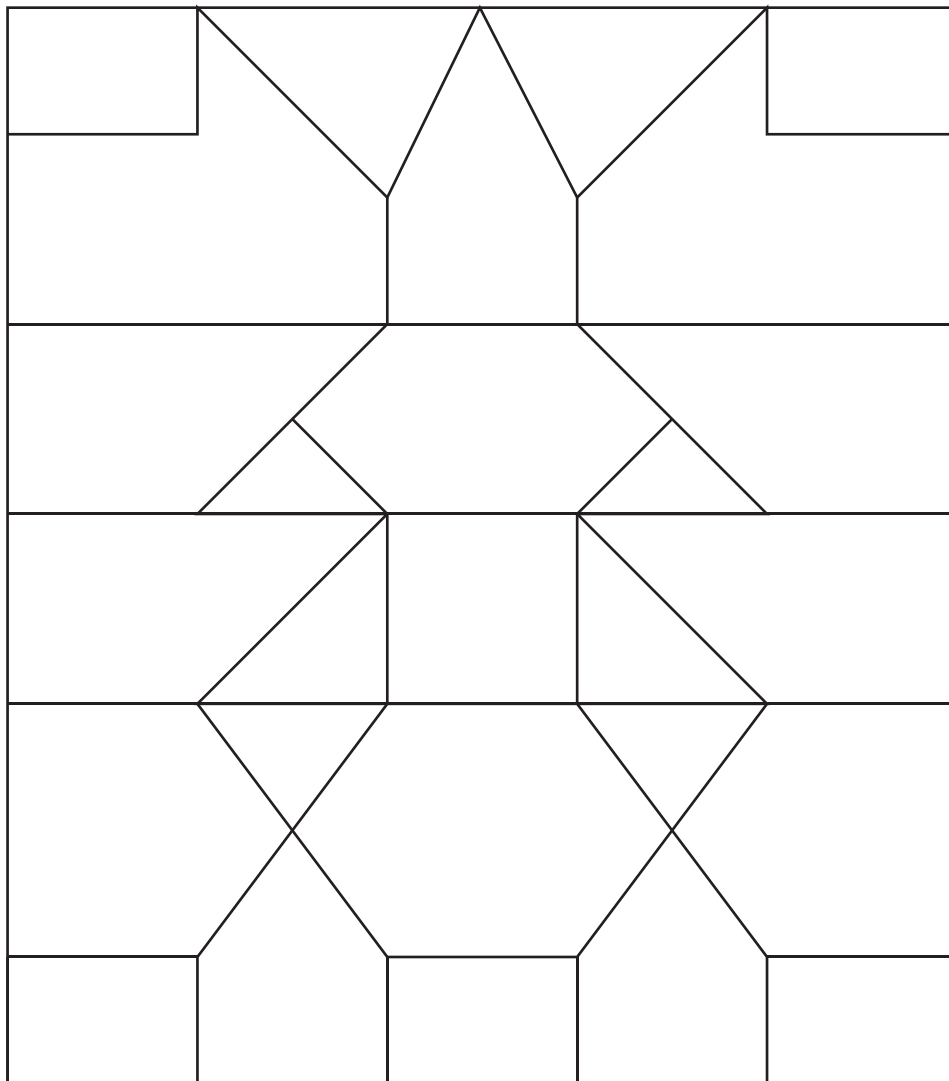
Remembering

Make a drawing. Write an equation.
Solve the problem.   **Show your work.**

---

1. Evan has 4 markers. That is 7 fewer markers
than Jenna has. How many markers does
Jenna have?

☐ _____
                label

Add.

2. $14 + 22 + 57 =$ ☐   **3.** $36 + 18 + 24 =$ ☐

4. Show the data from the table on the line plot.

Length of Pencils (inches)
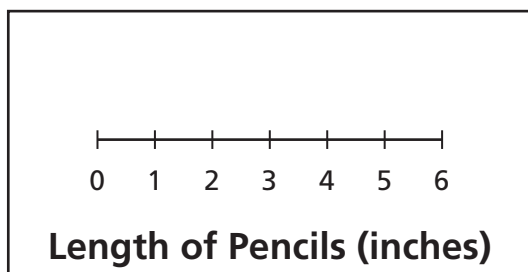
Length of Pencils (inches)
5 inches
2 inches
4 inches
3 inches
5 inches

5. Stretch Your Thinking Show an example
of how you could put two triangles together
to make a larger triangle. Show an example
of how you can put two triangles together
to make a quadrilateral.

Homework

Draw coins to show 6 different ways to make
25¢ with pennies, nickels, and dimes.

1. 25¢	2. 25¢	3. 25¢
4. 25¢	5. 25¢	6. 25¢

Write how to count the money.

7.

<u>25¢</u>   <u>50¢</u>   ____   ____   ____   ____

8.

<u>25¢</u>   <u>50¢</u>   ____   ____   ____   ____

LESSON 41

Model and Record 2-Digit Subtraction

OBJECTIVE Draw quick pictures and record 2-digit subtraction using the standard algorithm.

CC.2.NBT.5

Subtract.   54
            − 15

Are there enough

ones to subtract 5? _**no**_

Tens	Ones
||||	o o o o

Tens	Ones
☐	☐
5	4
− 1	5

Regroup 1 ten as 10 ones.

Write the new number
of tens and ones.

Tens	Ones
||||	o o o / o o o / o o o / o o o

Tens	Ones
4	14
5̸	4̸
− 1	5

Subtract the ones.

14 ones − 5 ones = _**9**_ ones

Write that number in the ones place.

Subtract the tens.

4 tens − 1 ten = _**3**_ tens

Write that number in the tens place.

Tens	Ones
||||	o o / o o o / o o o / o o o

Tens	Ones
4	14
5̸	4̸
− 1	5
3	9

Draw a quick picture to solve. Write the difference.

1.

Tens	Ones
☐	☐
4	3
− 1	6

Tens	Ones

2.

Tens	Ones
☐	☐
3	1
− 1	7

Tens	Ones

Model and Record 2-Digit Subtraction

Draw a quick picture to solve.
Write the difference.

1.

Tens	Ones
□	□
4	3
− 1	7

Tens	Ones

2.

Tens	Ones
□	□
3	8
− 2	9

Tens	Ones

3.

Tens	Ones
□	□
5	2
− 3	7

Tens	Ones

4.

Tens	Ones
□	□
3	5
− 1	9

Tens	Ones

Problem Solving

Solve. Write or draw to explain.

5. Kendall has 63 stickers.
Her sister has 57 stickers.
How many more stickers does
Kendall have than her sister?

_____ more stickers

Solve the word problems. Rewrite the 100 or make
a drawing. Add to check your answer.

$100 = \cancel{100} + \cancel{0}$ (90 10)

Tens Ones
9 10
$\cancel{10}$ $\cancel{0}$

---
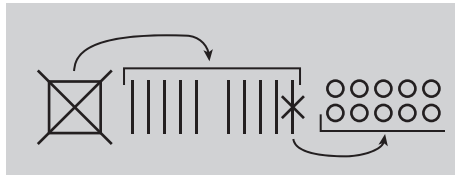
1. There were 100 rubber ducks in the
store. The shopkeeper sold 19 of them.
How many ducks are in the store now?

Show your work.

[ ] _____
       label

---

2. Ben bought 100 napkins for the picnic.
There are 26 napkins left after the picnic.
How many napkins were used?

[ ] _____
       label

Find the unknown addend. Check by adding.

3.

100   100   100   100
/\   /\   /\   /\
85 [ ]   67 [ ]   58 [ ]   23 [ ]
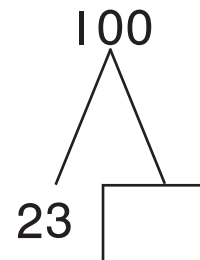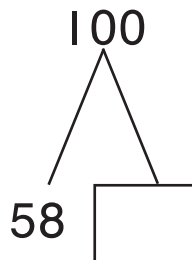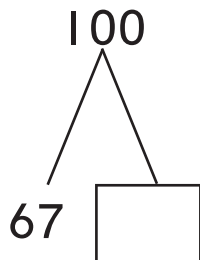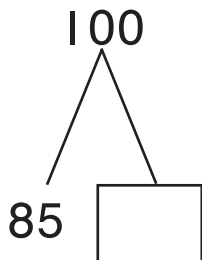
Homework

Expanded Method	Ungroup First Method	Proof Drawing
$$93 = \overset{80}{\cancel{90}} + \overset{13}{\cancel{3}}$$ $$-57 = 50 + 7$$ $$\overline{} \quad \overline{30 + 6 = 36}$$	$$\overset{8\ 13}{\cancel{9}\cancel{3}}$$ $$-57$$ $$\overline{36}$$	
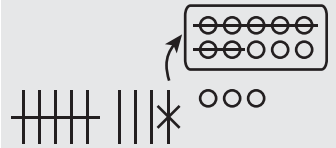
Subtract using any method.

1.   3 8
    − 2 1

2.   5 7
    − 3 9

3.   9 5
    − 6 4

4.   5 0
    − 1 3

5.   6 8
    − 1 5

6.   7 7
    − 2 9

7.   7 4
    − 4 8

8.   8 4
    − 4 9

Solve each word problem. Draw a
proof drawing if you need to.

Show your work.

---

1. There are 200 water bottles on a
table. The runners in a race take
73 of them. How many water bottles
are left on the table?

```
┌──────┐      _____
│      │
└──────┘      label
```

---

2. There are 200 weeds in Kelly's
garden. Her little sister pulls out
44 of them. How many weeds are
still in the garden?

```
┌──────┐      _____
│      │
└──────┘      label
```

Subtract.

3.
$$\begin{array}{r} 2\,0\,0 \\ -\ \ 6\,6 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 2\,0\,0 \\ -\ \ 8\,2 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 2\,0\,0 \\ -\ \ 5\,4 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 2\,0\,0 \\ -\ \ 9\,5 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 2\,0\,0 \\ -\ \ 3\,8 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 2\,0\,0 \\ -\ \ 4\,7 \\ \hline \end{array}$$

Homework

Decide if you need to ungroup. Then subtract.

1. 1 3 0
  −   9 9
  _____

2. 1 5 0
  −   3 9
  _____

3. 1 6 0
  −   6 7
  _____

4. 1 0 8
  −   8 8
  _____

5. 1 2 0
  −   8 3
  _____

6. 1 0 1
  −   7 2
  _____

Solve each word problem.
Show your work.

7. There were 120 nickels in a jar. Janice took out 49 nickels. How many nickels are in the jar now?

☐ _____
        label

8. Last week, there were 109 books at the bookstore. So far, 25 books have been sold. How many books have not been sold?

☐ _____
        label

What would you like to buy? First, see how
much money you have. Pay for the item.
How much money do you have left?

Yard Sale

Globe	Ring	Sports Bag	Eraser	Color Pencils
85¢	67¢	98¢	79¢	66¢

1. I have 124¢ in my pocket.

I bought the _____ .

```
  1 2 4¢
−       ¢
───────
```

I have _____ ¢ left.

2. I have 152¢ in my pocket.

I bought the _____ .

```
  1 5 2¢
−       ¢
───────
```

I have _____ ¢ left.

3. I have 145¢ in my pocket.

I bought the _____ .

```
  1 4 5¢
−       ¢
───────
```

I have _____ ¢ left.

4. I have 131¢ in my pocket.

I bought the _____ .

```
  1 3 1¢
−       ¢
───────
```

I have _____ ¢ left.

Homework

Name _____

Subtract.

1.　　29
　　− 13
　　─────

2.　　54
　　− 26
　　─────

3.　　75
　　− 25
　　─────

4.　　48
　　− 38
　　─────

5.　　90
　　− 57
　　─────

6.　　17
　　− 8
　　─────

7.　　100
　　− 42
　　─────

8.　　63
　　− 22
　　─────

9.　　97
　　− 59
　　─────

10. Explain how you found the difference for Exercise 7.

_____

_____

_____

Homework

Name _____

Draw a Math Mountain to solve each word problem. Show how you add or subtract.

Show your work.

1. Papi has 148 slices of pizza in his shop. He sells 56 slices. How many slices does Papi have left?

   ☐ _____
   label

2. There are 34 children at the park. Then 16 children join them. How many children are at the park now?

   ☐ _____
   label

3. Bella has 19 crayons. She gives 12 of them to her friend. How many crayons does she have left?

   ☐ _____
   label

4. Seventy-nine girls and forty-eight boys are in Grade 2 at Center School. How many children are in Grade 2?

   ☐ _____
   label

Word Problems with Addition and Subtraction **113**

Homework

1. Write all of the equations for 74, 25, and 49.

74
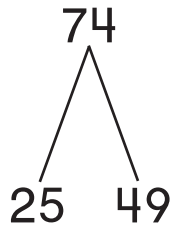
25   49

$25 + 49 = 74$ _____

$74 = 25 + 49$ _____

_____

_____

_____

_____

_____

_____

2. Write all of the equations for 157, 68, and 89.

157
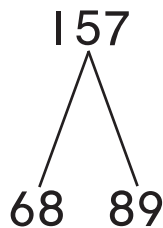
68   89

$68 + 89 = 157$ _____

$157 = 68 + 89$ _____

_____

_____

_____

_____

_____

_____

Homework

Name _____

Add or subtract. Watch the sign!

1.   75
   $+\ 25$

2.   14
   $+\ 6$

3.   47
   $+\ 38$

4.   87
   $-\ 48$

5.   34
   $+\ 18$

6.   27
   $-\ 8$

7.   100
   $-\ 85$

8.   67
   $-\ 29$

9.   58
   $+\ 37$

10.   81
   $-\ 53$

11.   47
   $+\ 37$

12.   99
   $-\ 39$

Practice Addition and Subtraction **117**

Homework

Mr. Green wants to buy some things at a
flea market. He will pay for the items with
one dollar (100 cents). How much change
will he get back?

Mittens	Toy Binoculars	Toy Camera	Toy Lamb	Plant
17¢	39¢	46¢	28¢	52¢

1. Mr. Green buys the mittens
and the plant.

_____ ¢

+ _____ ¢

Total: _____

100¢ − _____ = _____

His change will be _____ ¢.

2. Mr. Green buys the toy lamb
and the toy camera.

_____ ¢

+ _____ ¢

Total: _____

100¢ − _____ = _____

His change will be _____ ¢.

3. Mr. Green buys the toy
binoculars and the toy lamb.

_____ ¢

+ _____ ¢

Total: _____

100¢ − _____ = _____

His change will be _____ ¢.

4. Mr. Green buys the toy camera
and the plant.

_____ ¢

+ _____ ¢

Total: _____

100¢ − _____ = _____

His change will be _____ ¢.

LESSON 45 **Add to Find Differences**

OBJECTIVE Use addition to find differences.

CC.2.NBT.5

Count up to solve. $34 - 27 = ?$
Start at 27. Count up 3 to 30.

$$+3$$

20 21 22 23 24 25 26 27 28 29 **30** 31 32 33 34 35 36 37 38 39 **40**
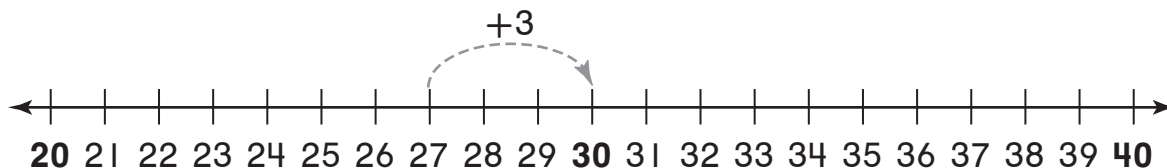
To get to 34 from 30, count up 4 more.

$$+3 \qquad +4$$

20 21 22 23 24 25 26 27 28 29 **30** 31 32 33 34 35 36 37 38 39 **40**
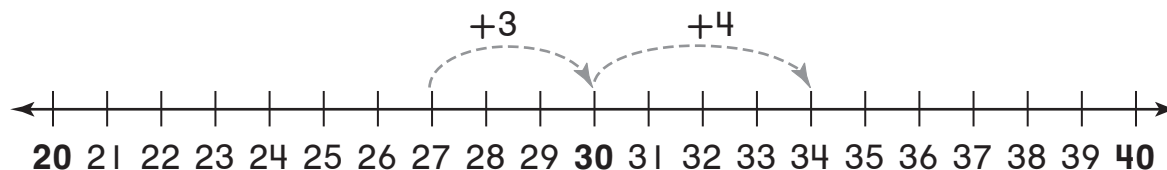
7 was added to get to 34.

So, $34 - 27 = \underline{7}$.

Count up to find the difference.

1. $41 - 37 = \underline{\hspace{1cm}}$

30 31 32 33 34 35 36 37 38 39 **40** 41 42 43 44 45 46 47 48 49 **50**

2. $43 - 38 = \underline{\hspace{1cm}}$

30 31 32 33 34 35 36 37 38 39 **40** 41 42 43 44 45 46 47 48 49 **50**
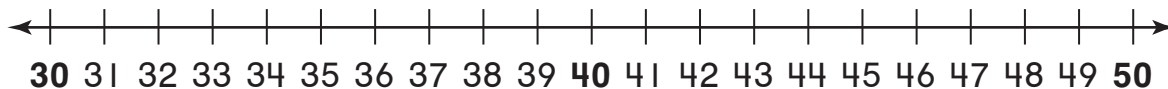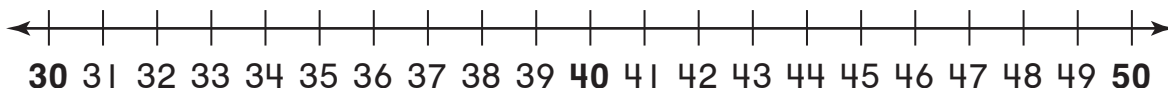
Homework

Add up to solve each word problem.

Show your work.

1. Rudy has 45 ants in his ant farm. He adds some
   more ants to the ant farm. Now there are 69 ants.
   How many ants does Rudy add to the ant farm?

   [ ] _____
                label

2. Tina has 92 flowers in her garden this morning.
   After she takes some flowers to school, there
   are 33 flowers in her garden. How many flowers
   does Tina take to school?

   [ ] _____
                label

3. Lia collects 86 buttons. Then she gives some
   to Matt. Now Lia has 61 buttons. How many
   buttons does Lia give to Matt?

   [ ] _____
                label

4. There were 73 cars in the garage this morning.
   Now there are 24 cars in the garage. How
   many cars left the garage?

   [ ] _____
                label

Word Problems with Unknown Addends **121**

Homework

Write an equation. Solve the word problem.

1. Abigail's mother gives her some carrots to sell at the state fair. Abigail picks 16 more carrots from the garden. Now Abigail has 73 carrots to sell. How many carrots did her mother give her?

[   ] _____
　　　　　　label

2. Stanley the grocer has lots of onions. He sells 44 onions in the morning. Now he has 48 onions left to sell. How many onions did Stanley have to begin with?

[   ] _____
　　　　　　label

3. At the end of the first half of the basketball game, Carmen's team has 23 points. At the end of the second half, they have 52 points. How many points did Carmen's team score in the second half of the game?

[   ] _____
　　　　　　label

4. Mr. Art has 88 sheets of paper in his cabinet. He gives some paper to his students. Then he has 61 sheets of paper left. How many sheets of paper did Mr. Art give to his students?

[   ] _____
　　　　　　label

Name _____

Draw comparison bars and write an equation to solve each problem.

1. Tran has 29 seashells. Vimi has 63 seashells. How many fewer seashells does Tran have than Vimi?

☐ _____
label

2. Justine and Morgan are buying feathers at the craft store. Morgan buys 17 more feathers than Justine. Morgan buys 76 feathers. How many feathers does Justine buy?

☐ _____
label

3. Ali has 54 guppies in her fish tank. Peter has 28 more guppies than Ali. How many guppies does Peter have in his fish tank?

☐ _____
label

4. Stanley the grocer buys 91 bags of flour for his store. Ted buys 46 fewer bags of flour than Stanley. How many bags of flour does Ted buy?

☐ _____
label

Compare Word Problems **127**

Remembering

Add.

1. $15 + 29 + 34 =$ _____

2. $23 + 38 + 27 + 59 =$ _____

Solve the word problem.   **Show your work.**

3. Carter has 5 jersey shirts, 4 solid shirts, and some plaid shirts. He has 15 shirts altogether. How many plaid shirts does he have?

☐ _____
     label

Draw comparison bars and write an equation to solve the problem.

4. Max has 72 pennies. Jada has 34 fewer pennies than Max. How many pennies does Jada have?

☐ _____
     label

5. Stretch Your Thinking Write and solve a word problem that matches the drawing.

_____

_____

_____

Ryan	55	
Erin	?	29
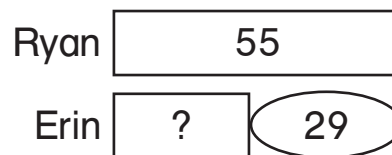
LESSON 7

Solve Multistep Problems

OBJECTIVE Analyze word problems to determine what operations to use to solve multistep problems.

CC.2.OA.1

Mr. Wright had 34 blue pencils and 25 red pencils. He gave 42 pencils to students. How many pencils does he have now?

The first sentence tells you what Mr. Wright had.

blue pencils   and   red pencils
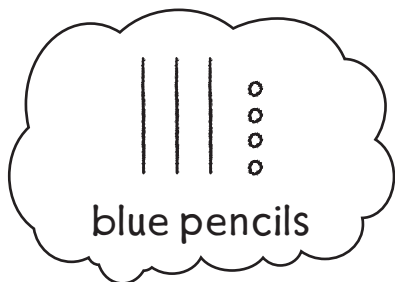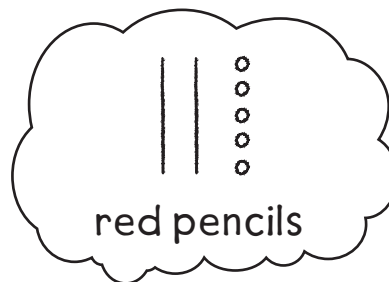
$$\begin{array}{r} 34 \\ + 25 \\ \hline 59 \end{array}$$

The second sentence tells you that he gave 42 of the pencils to students.
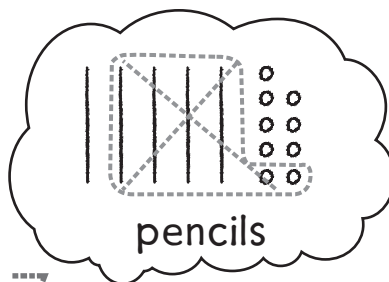
pencils

$$\begin{array}{r} 59 \\ - 42 \\ \hline 17 \end{array}$$

Mr. Wright has __17__ pencils now.

Solve the problem in steps. Show what you did.

1. Kara had 37 stickers. She gave 11 stickers to Sam and 5 stickers to Jane. How many stickers does Kara have now?

_____ stickers

Homework

Think about the first-step question.
Then solve the problem.

___

1. Luisa has 35 building blocks. Jack gives
her 18 more blocks. Luisa uses 26 blocks
to build a castle. How many blocks are
not used in the castle?

_____
label

___

2. There are 45 red apples and 24 green
apples for sale at a farm stand. The farmer
sells some apples. Now she has 36 apples
left. How many apples does the farmer sell?

_____
label

___

3. Maria has 16 more beads than Gus.
Gus has 24 beads. Denise has 12 more
beads than Maria. How many beads does
Denise have?

_____
label

Two-Step Word Problems **131**

Homework

The children on the math team each measured the length of one of their feet. They made a table to show their data.

Length of Foot

Name	Length
Marta	19 cm
Pete	18 cm
Alberto	20 cm
Miko	13 cm
Sasha	16 cm

Use the table to solve each word problem.   **Show your work.**

1. How much longer is Alberto's foot than Pete's?

☐ _____
        label

2. Which child has a foot that is 3 cm longer than Sasha's?

_____

3. Miko's foot is 2 cm shorter than Jon's. What is the length of Jon's foot?

☐ _____
        label

4. Use the information in the table to write your own problem. Solve the problem.

_____

_____

_____

At the Zoo

Martin's class visits the zoo.

1. There are some brown bears and some white bears.
There are 12 bears in all.
How many brown and white bears could there be?
Write an equation to show your answer.

_____ brown bears   _____ white bears

_____

2. Martin sees 3 rows of cages in the bird house.
There are 3 cages in each row.
How many cages are in the bird house?

Complete the number sentence to solve.

_____ + _____ + _____ = _____

There are ___ cages.

There are 13 monkeys at the monkey house.
8 of the monkeys are outside.
The rest of the monkeys are inside.

3. How many monkeys are inside? Draw or write
   to show how you found your answer.

_____ monkeys inside

4. How many more monkeys are outside than inside?
   Draw or write to show how you found your answer.

_____ more monkeys

5. Martin counts 7 baby seals and 8 adult seals.
   Find the sum. Then write the related addition fact.

$7 + 8 =$ _____   _____ $+$ _____ $=$ _____

Brick Towers

Some friends are building towers with bricks. Some of the bricks are big. The rest are small.

Tower A uses 47 bricks.
Tower B uses 52 bricks.
Tower C uses 45 bricks.

1. Kumari's favorite tower uses 35 big bricks and 17 small bricks.

Which tower is Kumari's favorite?

Tower _____

2. How many total bricks are in Tower A and Tower C?

_____

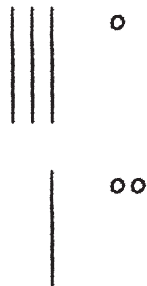**3.** Which two towers use a total of 99 bricks?

Tower _____ and Tower _____

Mila made these models to show how many bricks she used to make Towers D and E.

Tower D   **Tower E**

|| ooooo ||| o

| ooooo | oo

4. How many bricks did Mila use to build Tower D?

_____ bricks

5. What is the total number of bricks Mila used to make Towers D and E?

_____ bricks

6. You are asked to build a tower that has 62 bricks in total. Use some big bricks and some small bricks. How many big bricks and how many small bricks will you use?

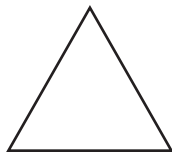_____ big bricks   _____ small bricks

Windows in the City

Kai and Alicia are looking at the windows in their city.
The windows are in many different shapes.

1. Kai sees a window that has a shape he really likes.
The window has all straight sides. It has more than
4 angles and fewer than 7 angles.

Draw a shape that the window could be.

2. Alicia sees a window in this shape.
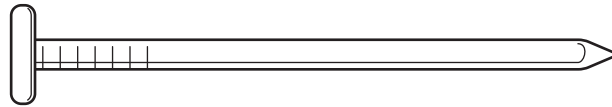

What is the name of this shape? _____
How many sides does it have? _____ sides
How many angles does it have?
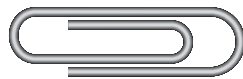_____ angles

Use a centimeter ruler.

3. Kai and Alicia are making a window box. They are
going to use nails that look like this.

What is the length of the nail to the nearest centimeter?

_____ cm

4. Kai uses a pencil to mark the wood for cutting.
The paper clip is about 3 cm long. What is a good
estimate for the length of the pencil?

The pencil is about _____ cm long.

5. Alicia sees 3 windows. Each window is in the shape
of a quadrilateral. How many sides are there in all?

_____ sides

Explain how you know. _____

_____

_____

The Farmers Market

Maggie goes to the farmers market with her family. There are 32 farmers selling food at the market.

1. There are 13 farmers who sell fruit.
How many farmers do NOT sell fruit?

_____ farmers

2. Of the 32 farmers at the market, there are 5 farmers who do NOT sell vegetables. How many farmers sell vegetables?

_____ farmers

3. There are 47 apples in a big basket at the market. There are 24 apples in a small basket.

How many more apples are in the big basket than in the small basket?

Write an equation with a ☐ for the unknown partner. Then solve the problem.

_____   _____ more apples

4. One farmer at the market is selling juice. He has a stack of 11 cups and a stack of 18 cups.

He needs 35 cups in all.
How many more cups does he need?

_____ cups

One farmer at the market sells cherry jam and peach jam.

She sells 26 jars of jam in all.
She sells 17 jars of cherry jam.

5. How many jars of peach jam does the farmer sell?
Draw or write to show how you found your answer.

_____ jars

6. How many more jars of cherry jam than peach jam does the farmer sell?

Draw or write to show how you found your answer.

_____ more jars