GRADE 2 MATH PRACTICE WORKBOOK

KIPP Nashville Second Grade Elementary Math

Adapted from Achievement First
Practice Workbooks
Elementary Math – Grade 2

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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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>6 centimeters</td>
<td>Yes No</td>
</tr>
<tr>
<td>b.</td>
<td>3 centimeters</td>
<td>Yes No</td>
</tr>
<tr>
<td>c.</td>
<td>4 centimeters</td>
<td>Yes No</td>
</tr>
<tr>
<td>d.</td>
<td>5 centimeters</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

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 line to the nearest inch.

Total length: __________________________________________

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

Total length: __________________________

Inches: ____________________

Centimeters: _______________

1. Measure the line to the nearest inch.

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.
   
   _______________________________

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

How much longer 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?

______ in.

______ in.

______ in.

______ in.
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.

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:

   ________________________________

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. _____ inches longer
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.

\[
\begin{align*}
4 + 4 &= \_\_\_ \\
2 + 2 &= \_\_\_ \\
8 + 8 &= \_\_\_
\end{align*}
\]

\[
\begin{align*}
5 + 5 &= \_\_\_ \\
1 + 1 &= \_\_\_ \\
9 + 9 &= \_\_\_
\end{align*}
\]

\[
\begin{align*}
7 + 7 &= \_\_\_ \\
6 + 6 &= \_\_\_ \\
3 + 3 &= \_\_\_
\end{align*}
\]

2. Solve each doubles +1 fact.

\[
\begin{align*}
4 + 5 &= \_\_\_ \\
2 + 3 &= \_\_\_ \\
8 + 9 &= \_\_\_
\end{align*}
\]

\[
\begin{align*}
5 + 6 &= \_\_\_ \\
1 + 2 &= \_\_\_ \\
9 + 10 &= \_\_\_
\end{align*}
\]

\[
\begin{align*}
7 + 8 &= \_\_\_ \\
6 + 7 &= \_\_\_ \\
3 + 4 &= \_\_\_
\end{align*}
\]

**Directions:** Solve each doubles +2 fact.

\[
\begin{align*}
2 + 4 &= \_\_\_ \\
5 + 7 &= \_\_\_ \\
3 + 5 &= \_\_\_
\end{align*}
\]

\[
\begin{align*}
8 + 10 &= \_\_\_ \\
6 + 8 &= \_\_\_ \\
4 + 6 &= \_\_\_
\end{align*}
\]

\[
\begin{align*}
1 + 3 &= \_\_\_ \\
9 + 11 &= \_\_\_ \\
7 + 9 &= \_\_\_
\end{align*}
\]
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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 + 9 = _____</td>
<td>2 + 14 = _____</td>
<td>9 + 4 = _____</td>
</tr>
<tr>
<td>19 − 7 = _____</td>
<td>7 + 8 = _____</td>
<td>16 − 8 = _____</td>
</tr>
<tr>
<td>15 + 1 = _____</td>
<td>5 + _____ = 15</td>
<td>12 + 7 = _____</td>
</tr>
<tr>
<td>9 − 6 = _____</td>
<td>_____ = 1 + 8</td>
<td>11 − 6 = _____</td>
</tr>
<tr>
<td>_____ = 9 − 7</td>
<td>_____ = 4 + 2</td>
<td>_____ = 13 − 7</td>
</tr>
<tr>
<td>_____ = 3 + 9</td>
<td>17 − _____ = 5</td>
<td>_____ = 10 + 9</td>
</tr>
<tr>
<td>7 + 6 = _____</td>
<td>_____ = 8 + 3</td>
<td>6 + 8 = _____</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>(3 + 7 = _______)</th>
<th>(3 + 12 = _______)</th>
<th>(7 + 2 = _______)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(15 - 7 = _______)</td>
<td>(7 + 6 = _______)</td>
<td>(14 - 6 = _______)</td>
</tr>
<tr>
<td>(12 + 1 = _______)</td>
<td>(5 + _______ = 11)</td>
<td>(10 + 7 = _______)</td>
</tr>
<tr>
<td>(8 - 2 = _______)</td>
<td>(_______ = 1 + 5)</td>
<td>(11 - 3 = _______)</td>
</tr>
<tr>
<td>(_______ = 6 - 2)</td>
<td>(_______ = 5 + 2)</td>
<td>(_______ = 16 - 9)</td>
</tr>
<tr>
<td>(_______ = 3 + 8)</td>
<td>(14 - _______ = 5)</td>
<td>(_______ = 10 + 6)</td>
</tr>
<tr>
<td>(8 + 6 = _______)</td>
<td>(_______ = 7 + 3)</td>
<td>(5 + 8 = _______)</td>
</tr>
</tbody>
</table>
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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11 + 9 = _____</td>
<td>2 + 15 = _____</td>
<td>19 + 0 = _____</td>
</tr>
<tr>
<td>14 − 7 = _____</td>
<td>3 + 8 = _____</td>
<td>18 − 5 = _____</td>
</tr>
<tr>
<td>9 + 8 = _____</td>
<td>11 + __ ___ = 15</td>
<td>11 + 7 = _____</td>
</tr>
<tr>
<td>13 − 6 = _____</td>
<td>_____ = 11 + 8</td>
<td>17 − 6 = _____</td>
</tr>
<tr>
<td>_____ = 12 − 4</td>
<td>_____ = 8 + 2</td>
<td>_____ = 12 − 7</td>
</tr>
<tr>
<td>_____ = 2 + 9</td>
<td>17 − _____ = 8</td>
<td>_____ = 3 + 10</td>
</tr>
<tr>
<td>8 + 6 = _____</td>
<td>_____ = 9 + 3</td>
<td>5 + 8 = _____</td>
</tr>
</tbody>
</table>
2.NBT.A.2 - Count within 1000; skip-count by 5s, 10s, and 100s.

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

Example:

\[ \underline{362} \quad \underline{363} \quad \underline{364} \quad \underline{365} \quad \underline{366} \quad \underline{367} \]

1. \[ \underline{231} \quad \underline{236} \quad \underline{237} \quad \underline{238} \quad \underline{239} \quad \underline{240} \]
2. \[ \underline{804} \quad \underline{814} \quad \underline{815} \quad \underline{816} \quad \underline{817} \quad \underline{818} \]
3. \[ \underline{177} \quad \underline{187} \quad \underline{188} \quad \underline{189} \quad \underline{190} \quad \underline{191} \]
4. \[ \underline{639} \quad \underline{649} \quad \underline{659} \quad \underline{669} \quad \underline{679} \quad \underline{689} \]
5. \[ \underline{201} \quad \underline{211} \quad \underline{221} \quad \underline{231} \quad \underline{241} \quad \underline{251} \]
6. \[ \underline{86} \quad \underline{96} \quad \underline{106} \quad \underline{116} \quad \underline{126} \quad \underline{136} \]
7. \[ \underline{900} \quad \underline{910} \quad \underline{920} \quad \underline{930} \quad \underline{940} \quad \underline{950} \]
8. \[ \underline{497} \quad \underline{507} \quad \underline{517} \quad \underline{527} \quad \underline{537} \quad \underline{547} \]
9. \[ \underline{555} \quad \underline{565} \quad \underline{575} \quad \underline{585} \quad \underline{595} \quad \underline{605} \]
10. \[ \underline{383} \quad \underline{393} \quad \underline{403} \quad \underline{413} \quad \underline{423} \quad \underline{433} \]
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:

\[ 365 \quad 465 \quad 565 \quad 665 \quad 765 \quad 865 \]

41. \[ 222 \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \]

42. \[ 408 \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \]

43. \[ 190 \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \]

44. \[ 275 \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \]

45. \[ 134 \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \]

46. \[ 500 \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \]

47. \[ 340 \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \]

48. \[ 210 \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \]

49. \[ 450 \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \]

50. \[ 385 \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \quad ___ \]
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 your work.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ + 45 = 63</td>
<td></td>
</tr>
<tr>
<td>26 + 37 = _____</td>
<td></td>
</tr>
<tr>
<td>73 – 26 = _____</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Solve.

1. \(45 + _____ = 100\)

2. \(35 + _____ = 50\)

3. _____ + 25 = 100

4. _____ + 15 = 50

5. 100 = _____ + 80

6. 50 = 20 + _____

Directions: Calculate.

\[
\begin{array}{ccc}
65 & - & 37 \\
\hline
60 & - & 43 \\
\hline
45 - 28 = ____
\end{array}
\]

\[
\begin{array}{ccc}
55 + 29 = ____ \\
\hline
23 + 73 \\
\hline
17 + 58
\end{array}
\]

7. \[ 67 + 25 = \underline{\hspace{1cm}} \]

8. \[ 75 - \underline{\hspace{1cm}} = 23 \]

9. \[ 55 - 19 = \underline{\hspace{1cm}} \]
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.

<table>
<thead>
<tr>
<th>76</th>
<th>50</th>
<th>75 - 48 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 37</td>
<td>- 23</td>
<td></td>
</tr>
</tbody>
</table>

| 56 + 39 = ____ | 13 + 74 = 27 + 52 |

| 14.  | 76 + 18 = ____ |

| 15.  | 53 - ____ = 28 |

| 16.  | 65 - 36 = ____ |
Directions: Calculate.

<table>
<thead>
<tr>
<th>95</th>
<th>60</th>
<th>55 - 38 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 38</td>
<td>- 47</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>55 + 29 = ____</th>
<th>24 + 76</th>
<th>27 + 58</th>
</tr>
</thead>
</table>

Directions: Solve for the missing number.

\[ \underline{\phantom{0}} - 29 = 48 \]

\[ \underline{\phantom{0}} + 43 = 73 \]
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Use sticks and dots to find the total.</td>
<td>52 + 43 = _______</td>
</tr>
<tr>
<td>18. Use expanded notation to solve.</td>
<td>22 + 51 = _______</td>
</tr>
<tr>
<td>19. Solve.</td>
<td>15 + 22 = _______</td>
</tr>
<tr>
<td>20. Which would give you a total of 61? Circle your answer.</td>
<td>20 + 0 + 40 + 1 + 60 + 1 + 60 + 0 = 61 + 3 + 0</td>
</tr>
<tr>
<td></td>
<td>30 + 0 + 10 + 0 + 3 + 0 = 61 + 3 + 0</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>22 + 43 = _______</td>
<td>17 + 63 = _______</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>22 + 43 = _______</td>
<td>17 + 63 = _______</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Circle which set of sticks and dots will help to find the total?</td>
<td></td>
</tr>
<tr>
<td>62 + 24 = _______</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Solve.</td>
<td>27. Solve.</td>
</tr>
<tr>
<td>26 + 43 = _______</td>
<td>34 + 48 = _______</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Solve.</td>
<td>29. Solve to find the total.</td>
</tr>
<tr>
<td>51 - 30 = _______</td>
<td>57 + 28 = _______</td>
</tr>
</tbody>
</table>
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?

\[ \begin{array}{cccc}
22 & 10 & 18 & 8 \\
\end{array} \]

Answer: ____________________________
3. Solve.

\[ 33 + 34 + 26 = \__ \]

4. \[ 17 + 24 + 33 + 19 = \__ \]

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

<table>
<thead>
<tr>
<th>12</th>
<th>48</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>56</td>
<td>14</td>
</tr>
</tbody>
</table>

Answer: _________________________

6. \[ 45 + 31 + 12 = \__ \]
7. What are two ways that you can make 65 using 3 addends?

\[ \text{________} + \text{________} + \text{________} = 65 \]
\[ \text{________} + \text{________} + \text{________} = 65 \]

8. \[ 27 + 55 + 17 = \text{_______________} \]

9. Find the total.

\[
\begin{array}{c}
24 \\
21 \\
35 \\
+11 \\
\end{array}
\]

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

\[ \text{________} + \text{________} + \text{________} = 92 \]
\[ \text{________} + \text{________} + \text{________} = 92 \]
11. Which 3 numbers can be added together to make a total of 50?

<table>
<thead>
<tr>
<th>27</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>10</td>
</tr>
</tbody>
</table>

_________ + ___________ + ___________ = 50

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

31
24
17
10

______________

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. \[25 + 41 + 17 = \underline{73}\]

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

\[\underline{10} + \underline{10} + \underline{30} = 50\]
\[\underline{15} + \underline{15} + \underline{20} = 50\]

20. \[52 + 15 + 27 = \underline{94}\]

21. Find the total.

\[
\begin{array}{c}
3 \quad 4 \\
1 \quad 8 \\
2 \quad 5 \\
+ \quad 1 \quad 3 \\
\hline
\end{array}
\]
22. What are two ways that you can find 77 using at least 3 addends?

_______ + _______ + _______ = 77

_______ + _______ + _______ = 77

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>13</td>
</tr>
<tr>
<td>30</td>
<td>25</td>
</tr>
</tbody>
</table>

24. Devon was playing a card game. Below are the 4 cards he pulled.

What is his total?

21 14 19 33
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.

<table>
<thead>
<tr>
<th>Line</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line Length</th>
<th>Number of Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorter than 5 inches</td>
<td></td>
</tr>
<tr>
<td>Longer than 5 inches</td>
<td></td>
</tr>
<tr>
<td>Equal to 5 inches</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Line Length</th>
<th>Number of Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorter than 5 inches</td>
<td></td>
</tr>
<tr>
<td>5 inches or longer</td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Line Length</th>
<th>Number of Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorter than 4 inches</td>
<td></td>
</tr>
<tr>
<td>Longer than 4 inches</td>
<td></td>
</tr>
<tr>
<td>Equal to 4 inches</td>
<td></td>
</tr>
</tbody>
</table>
4. Use the data in the tables to create a line plot and answer the questions.

1. | Pencil Length (inches) | Number of Pencils |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Length of Pencils in the Class Bin

![Line Plot]

Describe the pattern you see in the line plot:

[Blank space for student response]
5.

<table>
<thead>
<tr>
<th>Length of Ribbon Scraps (centimeters)</th>
<th>Number of Ribbon Scraps</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>18</td>
<td>111</td>
</tr>
<tr>
<td>20</td>
<td>1111</td>
</tr>
<tr>
<td>22</td>
<td>11111</td>
</tr>
</tbody>
</table>

Scrap of Ribbon in the Arts and Crafts Bin

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

<table>
<thead>
<tr>
<th>Crayon Length (inches)</th>
<th>Number of Crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>III</td>
</tr>
<tr>
<td>2</td>
<td>###   1111</td>
</tr>
<tr>
<td>3</td>
<td>###   11</td>
</tr>
<tr>
<td>4</td>
<td>###</td>
</tr>
</tbody>
</table>

Crayon Length (inches)
7. Use the data in the table to create a line plot and answer the question.

<table>
<thead>
<tr>
<th>Handspan (inches)</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>🌟🌟🌟 11</td>
</tr>
<tr>
<td>6</td>
<td>🌟🌟🌟</td>
</tr>
<tr>
<td>7</td>
<td>🌟🌟🌟🌟</td>
</tr>
<tr>
<td>8</td>
<td>🌟🌟🌟</td>
</tr>
</tbody>
</table>

**Handspans of Students in Ms. DeFransico's Class**

---

0 1 2 3 4 5 6 7 8

Handspan (inches)
8. Use the data in the table to create a line plot and answer the questions.

<table>
<thead>
<tr>
<th>Length of Right Foot (centimeters)</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>20</td>
<td>111</td>
</tr>
<tr>
<td>21</td>
<td>111</td>
</tr>
<tr>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
</tr>
</tbody>
</table>

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

Line Plot
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.

<table>
<thead>
<tr>
<th>Height of Second-Grade Students</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 inches</td>
<td>1</td>
</tr>
<tr>
<td>41 inches</td>
<td>2</td>
</tr>
<tr>
<td>42 inches</td>
<td>2</td>
</tr>
<tr>
<td>43 inches</td>
<td>3</td>
</tr>
<tr>
<td>44 inches</td>
<td>4</td>
</tr>
<tr>
<td>45 inches</td>
<td>4</td>
</tr>
<tr>
<td>46 inches</td>
<td>3</td>
</tr>
<tr>
<td>47 inches</td>
<td>2</td>
</tr>
<tr>
<td>48 inches</td>
<td>1</td>
</tr>
</tbody>
</table>

Title ________________________________

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

<table>
<thead>
<tr>
<th>Length of Paper</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 ft</td>
<td>2</td>
</tr>
<tr>
<td>4 ft</td>
<td>11</td>
</tr>
<tr>
<td>5 ft</td>
<td>9</td>
</tr>
<tr>
<td>6 ft</td>
<td>6</td>
</tr>
</tbody>
</table>

Title ________________________________

Line Plot
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 in centimeters.

<table>
<thead>
<tr>
<th>Length (centimeters)</th>
<th>Number of Pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Height (inches)</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>3</td>
</tr>
<tr>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>38</td>
<td>8</td>
</tr>
<tr>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>40</td>
<td>5</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Length of Shoelaces (inches)</th>
<th>Number of Shoelaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>36</td>
<td>10</td>
</tr>
<tr>
<td>38</td>
<td>9</td>
</tr>
<tr>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>45</td>
<td>2</td>
</tr>
</tbody>
</table>

________________________

________________________
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.

<table>
<thead>
<tr>
<th>Length (centimeters)</th>
<th>Number of Crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>
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.¹¹

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

<table>
<thead>
<tr>
<th>No Legs</th>
<th>2 Legs</th>
<th>4 Legs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Fur</th>
<th>Feathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Use the Animal Habitats table to answer the following questions.

<table>
<thead>
<tr>
<th>Animal Habitats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forest</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Animal Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Animal Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Central Park Zoo Animal Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Title: ______________________

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? ______

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.

<table>
<thead>
<tr>
<th>Animal Habitats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desert</td>
</tr>
<tr>
<td>Tundra</td>
</tr>
<tr>
<td>Grasslands</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Fairview Park Zoo Animal Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

Title: ___________________________

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? ________

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

<table>
<thead>
<tr>
<th>Favorite Mammals</th>
<th>Tiger</th>
<th>Panda</th>
<th>Snow Leopard</th>
<th>Gorilla</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

Title: ________________________

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? ________

Legend: ________________________

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

Question: ______________________________________

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

<table>
<thead>
<tr>
<th>Favorite Birds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penguin</td>
</tr>
<tr>
<td>Flamingo</td>
</tr>
<tr>
<td>Peacock</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Animal Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Title: ______________________________________

______

_____

_____

_____

0 __ __ __ __ __ __ __ __ __ __ __ __

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.

<table>
<thead>
<tr>
<th>Animal Habitats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desert</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
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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.

<table>
<thead>
<tr>
<th>Animal Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

Title: ________________________________

0 — — — — — — — — — — — — — — — —

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.

<table>
<thead>
<tr>
<th>Various Animal Coverings at Jake's Pet Shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fur</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

Title: _______________________________________

0 _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

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.

<table>
<thead>
<tr>
<th>City Shelter Animal Diets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat Only</td>
</tr>
<tr>
<td>IIII</td>
</tr>
</tbody>
</table>

Title: ______________________

14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

____  ____  ____

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

<table>
<thead>
<tr>
<th>Types of Bugs</th>
<th>Butterflies</th>
<th>Spiders</th>
<th>Bees</th>
<th>Grasshoppers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>14</td>
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</table>

Title: __________________________

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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.

<table>
<thead>
<tr>
<th>O'Brien's Farm Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goats</td>
</tr>
<tr>
<td>13</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Types of Reptiles</th>
<th>Snakes</th>
<th>Lizards</th>
<th>Turtles</th>
<th>Tortoises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Title: ______________________________________

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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.

<table>
<thead>
<tr>
<th>Underwater Animals</th>
<th>Sharks</th>
<th>Stingrays</th>
<th>Starfish</th>
<th>Seahorses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>9</td>
<td>14</td>
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</tbody>
</table>

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.
23.

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

<table>
<thead>
<tr>
<th>Pennies Saved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Amount of Nickels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annie</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Title: ______________________________

0 __ __ __ __ __ __ __ __ __ __ __ __

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

<table>
<thead>
<tr>
<th>Number of Dimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily</td>
</tr>
<tr>
<td>------</td>
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<tr>
<td>8</td>
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</tbody>
</table>

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**

<table>
<thead>
<tr>
<th></th>
<th>Madison</th>
<th>Robin</th>
<th>Benjamin</th>
<th>Miguel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
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<td>15</td>
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**Title:**

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

<table>
<thead>
<tr>
<th>Number of Dimes</th>
<th>Lacy</th>
<th>Sam</th>
<th>Stefanie</th>
<th>Amber</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6</td>
<td>11</td>
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<td>14</td>
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</tbody>
</table>

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? _________
28. **Use the table to complete the bar graph. Then, answer the following questions.**

<table>
<thead>
<tr>
<th>Number of Nickels</th>
<th>Justin</th>
<th>Melissa</th>
<th>Meghan</th>
<th>Douglas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>9</td>
<td>12</td>
<td>7</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dimes Donated</th>
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<tbody>
<tr>
<td>Kylie</td>
<td>12</td>
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<tr>
<td>Tom</td>
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<tr>
<td>John</td>
<td>15</td>
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<tr>
<td>Shannon</td>
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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.

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

![Clock](image)

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.

---

9:35  
2:15  
10:05
xvi. What time is it? Write the correct time beneath each clock.
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?

\[
\begin{array}{cccc}
\square & \square & \square & \square \\
\square & \square & \square & \square \\
\square & \square & \square & \square \\
\end{array}
\]

What is the total number? _______

10. 4 ones + ____ ones = 10

11. 8 tens + ____ tens = 1 hundred

4 + ____ = 10

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

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) 508

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

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

Standard form: _________________

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

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

24. 272

Unit form: ____________________________  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.

<table>
<thead>
<tr>
<th>Unit Form</th>
<th>Base Ten Numeral Form</th>
<th>Place Value Models</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27. Write 291 in unit form.

____________________________________________________________________________

28. Write 187 in unit form.

____________________________________________________________________________

29. Write each number in base ten numeral form.

a) 472

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) 371

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Starting Number</th>
<th>Standard Form</th>
<th>Word Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 hundreds, 2 ten, 7 ones</td>
<td>H T O 9 0 5</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Starting Number</th>
<th>Standard Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hundred twenty</td>
<td></td>
</tr>
<tr>
<td>Seventy-two</td>
<td></td>
</tr>
<tr>
<td>One hundred eighty-four</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>418 =</th>
<th>seven hundred thirty =</th>
<th>4 tens 7 ones =</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Four hundred eighty-one</td>
<td>☐ 73</td>
<td>☐ 47</td>
</tr>
<tr>
<td>☐ Four hundred ten-eight</td>
<td>☐ 730</td>
<td>☐ 470</td>
</tr>
<tr>
<td>☐ Four hundred eighteen</td>
<td>☐ 703</td>
<td>☐ 74</td>
</tr>
<tr>
<td>☐ Forty-one eight</td>
<td>☐ 713</td>
<td>☐ 407</td>
</tr>
</tbody>
</table>

Directions: Fill in the missing parts of the chart.

<table>
<thead>
<tr>
<th>Standard Form</th>
<th>Place Value models (flats, sticks, and dots)</th>
<th>Unit Form</th>
<th>Word Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>694</td>
<td>![Place Value Models]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 tens, 3 hundreds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>204</td>
<td></td>
<td></td>
<td>Five hundred seventy</td>
</tr>
</tbody>
</table>
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 =
- Two hundred five
- Two hundred fifty
- 2 hundreds, 5 tens
- Two hundreds, 5 ones

671 =
- 6 hundreds, 7 tens, 1 one
- Six hundred seventeen
- 6 hundreds, 1 ten, 7 ones
- Six hundred seventy-one

715 =
- 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.

<table>
<thead>
<tr>
<th>Standard Form</th>
<th>Place Value models (flats, sticks, and dots)</th>
<th>Unit Form</th>
<th>Word Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>250</td>
<td><img src="image" alt="Place Value models" /></td>
<td>2 hundreds, 3 ones</td>
<td></td>
</tr>
<tr>
<td>711</td>
<td><img src="image" alt="Place Value models" /></td>
<td></td>
<td>Eight hundred twenty</td>
</tr>
</tbody>
</table>

Five hundred thirty-six
Directions: Fill in the table by writing the numbers in word form and standard form.

<table>
<thead>
<tr>
<th>Starting Number</th>
<th>Standard Form</th>
<th>Word Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 hundreds, 9 tens, 7 ones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ □ □</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>T</td>
<td>O</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Standard Form</th>
<th>Expanded Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hundred fifty-two</td>
<td>352</td>
<td>300 + 50 + 2</td>
</tr>
<tr>
<td>Eight hundred seventy-one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 tens, 4 hundreds, 8 ones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One hundred twelve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 ones, 3 hundreds, 5 tens</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Write the number in standard form.

<table>
<thead>
<tr>
<th>Expanded Form</th>
<th>Standard Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 + 30 + 2</td>
<td></td>
</tr>
<tr>
<td>70 + 600 + 8</td>
<td></td>
</tr>
<tr>
<td>5 + 200</td>
<td></td>
</tr>
<tr>
<td>40 800 + 7</td>
<td></td>
</tr>
</tbody>
</table>

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
    Standard form: _________________
    Expanded form:

28. 430
    Standard form: _________________
    Expanded form:

29. 792
    Standard form: _________________
    Expanded form:

30. 203
    Standard form: _________________
    Expanded form:
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.

\[
\_ \_ \_ \_ \_ \_ > \_ \_ \_ \_ \_ \_ \quad \_ \_ \_ \_ \_ \_ < \_ \_ \_ \_ \_ \_ \]

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

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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

\[
\begin{align*}
624 & \_ \_ 594 \\
104 & \_ \_ 140 \\
790 & \_ \_ 709 \\
592 & \_ \_ 700 \\
291 & \_ \_ 219 \\
98 & \_ \_ 110 \\
608 & \_ \_ 779 \\
435 & \_ \_ 453
\end{align*}
\]

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.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five hundred fifty-one &gt; 500 + 30 + 9</td>
<td></td>
</tr>
<tr>
<td>824 &lt; 88 tens, 9 ones</td>
<td></td>
</tr>
<tr>
<td>7 Hundreds, 7 tens = 700 + 10 + 7</td>
<td></td>
</tr>
<tr>
<td>400 + 22 &lt; 425</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Kim</th>
<th>Jon</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>4 5 6</td>
<td>4 5 6</td>
</tr>
<tr>
<td>7 8 9</td>
<td>7 8 9</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hundreds 51 ones &gt; 539</td>
<td></td>
</tr>
<tr>
<td>900 + 20 + 4 &lt; 88 tens 9 ones</td>
<td></td>
</tr>
<tr>
<td>700 + 70 = 70 tens 7 ones</td>
<td></td>
</tr>
<tr>
<td>422 &lt; 425</td>
<td></td>
</tr>
</tbody>
</table>

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 \(300 + 3 > 3 \text{ hundreds, 5 tens, 26 ones}\)

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

Seven hundred seventeen < \(600 + 110 + 3\)

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
</table>

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: \(1 \text{ hundred, 30 tens, 7 ones}\)

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.

\[
\begin{array}{ccc}
308 & 380 & 390 \\
\hline
> \text{three hundreds, 86 ones} \\
= 38 \text{ tens} \\
< 300 + 70 + 14
\end{array}
\]
### 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**.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$678 + 100$</td>
<td>$678 + 10$</td>
<td>$876 + 100$</td>
</tr>
<tr>
<td>$78 + 10$</td>
<td>$35 + 100$</td>
<td>$723 + 10$</td>
</tr>
<tr>
<td>$158 + 100$</td>
<td>$435 + 100$</td>
<td>$876 + 10$</td>
</tr>
<tr>
<td>$203 + 100$</td>
<td>$203 + 10$</td>
<td>$550 + 100$</td>
</tr>
<tr>
<td>$800 + 10$</td>
<td>$800 + 100$</td>
<td>$676 + 10$</td>
</tr>
<tr>
<td>$387 + 100$</td>
<td>$409 + 10$</td>
<td>$409 + 100$</td>
</tr>
</tbody>
</table>

Use mental math to solve $324 + 100 = ____$. 
Directions: Solve each problem using **mental math**.

<table>
<thead>
<tr>
<th>328 - 100 = _____</th>
<th>435 - 10 = _____</th>
<th>678 - 100 = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>328 - 10 = _____</td>
<td>235 - 100 = _____</td>
<td>723 - 10 = _____</td>
</tr>
<tr>
<td>158 - 100 = _____</td>
<td>200 - 100 = _____</td>
<td>200 - 10 = _____</td>
</tr>
<tr>
<td>305 - 100 = _____</td>
<td>305 - 10 = _____</td>
<td>850 - 100 = _____</td>
</tr>
<tr>
<td>850 - 10 = _____</td>
<td>902 - 100 = _____</td>
<td>473 - 10 = _____</td>
</tr>
<tr>
<td>387 - 100 = _____</td>
<td>904 - 10 = _____</td>
<td>904 - 100 = _____</td>
</tr>
</tbody>
</table>

Use mental math to solve 875 - 10 = _____.

Directions: Solve each problem using mental math.

<table>
<thead>
<tr>
<th>832 + 100 = _______</th>
<th>524 - 10 = _______</th>
<th>178 + 100 = _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>208 - 10 = _______</td>
<td>530 + 100 = _______</td>
<td>523 - 10 = _______</td>
</tr>
<tr>
<td>218 - 100 = _______</td>
<td>700 - 10 = _______</td>
<td>325 + 10 = _______</td>
</tr>
<tr>
<td>870 + 100 = _______</td>
<td>807 + 10 = _______</td>
<td>421 - 100 = _______</td>
</tr>
</tbody>
</table>
Directions: Use **mental math** to fill in the missing number that makes each equation true.

<table>
<thead>
<tr>
<th>534 - _____ = 524</th>
<th>902 - _____ = 892</th>
<th>247 + _____ = 347</th>
</tr>
</thead>
<tbody>
<tr>
<td>758 + _____ = 858</td>
<td>635 + _____ = 645</td>
<td>703 + _____ = 713</td>
</tr>
<tr>
<td>198 + _____ = 208</td>
<td>354 - _____ = 254</td>
<td>876 - _____ = 776</td>
</tr>
<tr>
<td>201 - _____ = 101</td>
<td>201 - 10 = _______</td>
<td>795 + 100 = _______</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>_______ - 10 = 478</th>
<th>_____ + 100 = 350</th>
<th>_____ - 10 = 723</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ - 100 = 712</td>
<td>_____ - 10 = 796</td>
<td>_____ + 10 = 796</td>
</tr>
<tr>
<td>_____ + 100 = 796</td>
<td>_____ -100 = 397</td>
<td>_____ + 100 = 404</td>
</tr>
<tr>
<td>575 - _____ = 565</td>
<td>211 - _______ = 111</td>
<td>899 + 10 = _______</td>
</tr>
</tbody>
</table>
Directions: Fill in the missing numbers.

125 + _______ = 225

506 – _______ = 496

_______ + 100 = 764
Directions: Fill in the missing numbers on the chart using mental math.

<table>
<thead>
<tr>
<th>Number</th>
<th>10 More</th>
<th>10 Less</th>
<th>100 More</th>
<th>100 Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>476</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>261</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>852</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Directions: Choose True or False for each equation.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>234 + 10 = 334</td>
<td></td>
<td></td>
</tr>
<tr>
<td>541 –100 = 441</td>
<td></td>
<td></td>
</tr>
<tr>
<td>764 – 10 = 774</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 + 56 = 156</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>265</th>
<th>651</th>
<th>945 – 328 = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 137</td>
<td>- 243</td>
<td></td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>605</th>
<th>708</th>
<th>875 – 218 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 327</td>
<td>- 439</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>575 + 219 = ____</th>
<th>238 + 573</th>
<th>117 + 582</th>
</tr>
</thead>
</table>
Directions: Calculate.

<table>
<thead>
<tr>
<th>673 - 137</th>
<th>433 - 182</th>
<th>745 - ____ = 196</th>
</tr>
</thead>
<tbody>
<tr>
<td>515 + ____ = 729</td>
<td>763 + 256</td>
<td>442 + 328</td>
</tr>
</tbody>
</table>
Directions: Find the missing number to make the statement true. Show your work.

\[ \_
\text{ } = 504 - 286 \]

Directions: Solve. Show all of your work.

\[ 800 - \_
\text{ } = 500 - 354 \]

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

\[ 603 - 246 = \_ \]
Directions: Calculate.

<table>
<thead>
<tr>
<th>903</th>
<th>922</th>
<th>721 - 238 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 465</td>
<td>- 573</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>495 + 129 = ____</th>
<th>243 + 713</th>
<th>317 + 458</th>
</tr>
</thead>
</table>

14. Solve. Show your work.

<table>
<thead>
<tr>
<th>203</th>
<th>832</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 318</td>
<td>- 627</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>304</th>
<th>638</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 339</td>
<td>- 219</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>740</th>
<th>436</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 226</td>
<td>+ 418</td>
</tr>
</tbody>
</table>
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?
   
   ![Picture of stars]

<table>
<thead>
<tr>
<th>Even</th>
<th>or</th>
<th>Odd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Draw a picture to show how you know.

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

   ![Picture of circles]

<table>
<thead>
<tr>
<th>Even</th>
<th>or</th>
<th>Odd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Drawing</th>
<th>Odd or Even?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Determine if a number is odd or even

<table>
<thead>
<tr>
<th></th>
<th>Picture:</th>
<th>Redraw your picture with 1 less circle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td><img src="odd1.png" alt="Odd" /></td>
<td>Odd or Even</td>
</tr>
<tr>
<td>b.</td>
<td><img src="odd2.png" alt="Odd" /></td>
<td>Odd or Even</td>
</tr>
</tbody>
</table>

Redraw your picture with 1 more circle.
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.**

<table>
<thead>
<tr>
<th>Even</th>
<th>or</th>
<th>Odd</th>
</tr>
</thead>
</table>
Directions: Write to identify the bold numbers as even or odd. The first one has been done for you.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>6 + 1 = 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>even + 1 = odd</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>14 + 1 = 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ + 1 = _______</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>61 + 1 = 62</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ + 1 = _______</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>17 + 1 = 18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ + 1 = _______</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>93 + 1 = 94</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ + 1 = _______</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>52 + 1 = 53</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ + 1 = _______</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number Sentence</th>
<th>Even or Odd?</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 + 17 = _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 + 12 = _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 + 15 = _____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Are the **bold** numbers even or odd? Explain how you know using words or pictures.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td><strong>29</strong></td>
<td>even/odd</td>
</tr>
<tr>
<td>b.</td>
<td><strong>36</strong></td>
<td>even/odd</td>
</tr>
<tr>
<td>c.</td>
<td><strong>54</strong></td>
<td>even/odd</td>
</tr>
<tr>
<td>d.</td>
<td><strong>70</strong></td>
<td>even/odd</td>
</tr>
<tr>
<td>a.</td>
<td><strong>81</strong></td>
<td>even/odd</td>
</tr>
<tr>
<td>b.</td>
<td><strong>32</strong></td>
<td>even/odd</td>
</tr>
</tbody>
</table>
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.

\[
\text{___________________________} = \text{_______}
\]

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

\[4 + 4 + 4 + 4 + 4 = \text{__________}\]
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.

\[
\begin{array}{ccc}
\times & \times & \times \\
\times & \times & \times \\
\times & \times & \times \\
\times & \times & \times \\
\times & \times & \times \\
\end{array}
\]

_______________________________  =  ____________
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 angles 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. [Diagram of a triangle]
      - 3 sides
      - 3 angles

   b. [Diagram of a quadrilateral]
      - ___ sides
      - ___ angles

   c. [Diagram of a pentagon]
      - ___ sides
      - ___ angles

   d. [Diagram of a triangle]
      - ___ sides
      - ___ angles

   e. [Diagram of a hexagon]
      - ___ sides
      - ___ angles

   f. [Diagram of a quadrilateral]
      - ___ sides
      - ___ angles

   g. [Diagram of an octagon]
      - ___ sides
      - ___ angles

   h. [Diagram of a quadrilateral]
      - ___ sides
      - ___ angles

   i. [Diagram of a irregular quadrilateral]
      - ___ sides
      - ___ angles
2. Study the shapes below. Then, answer the questions.

![Shapes](image)

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. 

![Shapes](image)

. 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. **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.

<table>
<thead>
<tr>
<th>Hexagon</th>
<th>Quadrilateral</th>
<th>Triangle</th>
<th>Pentagon</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Hexagon</th>
<th>Quadrilateral</th>
<th>Triangle</th>
<th>Pentagon</th>
</tr>
</thead>
</table>

1. [Diagram of a pentagon]

2. [Diagram of a hexagon]

3. [Diagram of a parallelogram]

4. [Diagram of a triangle]

5. [Diagram of a trapezoid]

6. [Diagram of a quadrilateral]
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.

<table>
<thead>
<tr>
<th>Hexagon</th>
<th>Quadrilateral</th>
<th>Triangle</th>
<th>Pentagon</th>
</tr>
</thead>
</table>

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 into 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.**

\[ \text{2 rows of 5} = \underline{\_ \_ \_ \_ \_} \]
\[ \underline{\_} + \underline{\_} = \underline{\_} \]

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

\[ \text{4 columns of 3} = \underline{\_ \_ \_ \_} \]
\[ \underline{\_} + \underline{\_} + \underline{\_} + \underline{\_} = \underline{\_} \]
3. Complete the following arrays without gaps or overlaps. The first tile has been drawn for you.
   a. 3 rows of 4

   [Blank]

   b. 5 columns of 3

   [Blank]

   c. 5 columns of 4

   [Blank]

5.

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

[Blank]
6. Draw an array with 3 rows of 5.

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


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: _______________________________


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.
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 $\frac{1}{2}$ 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.
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
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
a. Do the shapes below show halves or thirds? __________

[Images of shapes showing half and third divisions]

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

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

[Images of rectangles divided into thirds]

2 thirds 1 third 3 thirds

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

[Images of circles divided into fourths]

1 fourth 3 fourths 4 fourths 2 fourths
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
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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