2nd Grade Math Parent Information

Packet #3

➢ Recommended daily math practice time: 20 minutes

➢ There are 8 "Lesson Quizzes" – Recommendation is to complete 4 quizzes each week. Answer keys are at the end of this document.

➢ There are 14 "fluency practice" pages – Recommendation is to work 15-20 problems per day from pages of your child's choice. However, the goal is practice and remembering how to work problems correctly. Adjust the number of problems based on how long it takes your child to complete

➢ There are 6 "Activity" pages – Recommendation is 2-3 "Activities" per week for 10 minutes each activity. These activities can be repeated for extra practice.

Additional Ideas that can be practiced daily or pick and choose 1-2 a day:

- Ask your child to count for you. (Students may want paper to write down number as a tool to remember strategies learned in class.)
    - o Count within 1000.
    - o Skip Count within 1000 by fives starting at any number in its skip counting sequence (Ex. Start at 42. Child then says 47, 52, 57, …)
    - o Skip Count within 1000 by tens starting at any number in its skip counting sequence. (Ex. Start at 63. Child then says 73, 83, 93, …)
    - o Skip Count within 1000 by hundreds starting at any number in its skip counting sequence. (Ex. Start at 358. Child then says 458, 558, 658, …)
- Ask your child to practice reading and writing their numbers from 1 to 1000 using standard form, word form, and expanded form. (on their own paper) Example: 978 is in standard form, word form is nine hundred seventy eight and expanded form is 900 + 70 + 8.
- Show your child or draw for them pictures of clocks and help them tell time in quarter hours and to the nearest five minutes. (Ex. 7:45; 10:55)
- Set some coins and dollar bills out on table and have your child count to tell how much.
- Continue practicing math facts within 30 – our goal is for students to leave 2nd grade able to add and subtract within 30 without having to write it down first,

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Lesson 1   **Quiz**

Solve the problems.

1 Which equations belong to the same fact family as $12 = 7 + 5$?
Circle all the correct answers.

A $7 - 5 = 2$

B $12 - 5 = 7$

C $12 = 5 + 7$

D $12 = 6 + 6$

E $12 - 7 = 5$

2 Emily has 6 goldfish. Her brother buys more goldfish.
Now there are 11 goldfish in all. Emily wants to use this
equation to find how many goldfish her brother bought.

$6 + \boxed{} = 11$

Emily writes a subtraction equation to help her find the answer.

What equation can Emily write? Write your answer in the blanks.

$\underline{\hspace{2cm}} - 6 = \underline{\hspace{2cm}}$

Lesson 1 Quiz continued

3 Decide if each statement is true about fact families.

Circle *Yes* or *No* for each statement.

a. The numbers 1, 5, and 6 can be used to make an addition and subtraction fact family.   Yes   No

b. The facts $7 + 7 = 14$ and $14 - 7 = 7$ make a complete fact family.   Yes   No

c. The facts $6 + 3 = 9$ and $9 - 3 = 6$ belong to the same fact family.   Yes   No

d. If a fact family has the numbers 4 and 6, then it has to have the number 2.   Yes   No

4 Do the equations below make a fact family?

Explain why or why not.

$6 + 7 = 13$
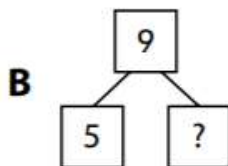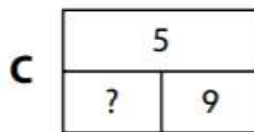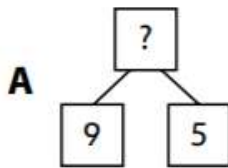
$7 + 6 = 13$

$7 - 6 = 1$

$13 - 6 = 7$

_____

_____

_____

_____

_____

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Lesson 2 Quiz

Solve the problems.

1 Mrs. Diaz has 9 eggs. She cooks 5 eggs for breakfast. How many eggs are left?

Which model shows the problem?

Circle the correct answer.

A
```
    ?
   / \
  9   5
```

C
```
|     5     |
|  ?  |  9  |
```

B
```
    9
   / \
  5   ?
```

D
```
|     ?     |
|  5  |  9  |
```

2 Hana sees 3 birds in the morning. She sees some birds at night. Hana saw 12 birds in all.

How many birds did Hana see at night?

Show your work.

Answer: Hana saw _____ birds at night.

Lesson 2 Quiz continued

3 Some children visit a farm. 7 children go inside the barn. Then 8 more children go inside. How many children are inside the barn now?
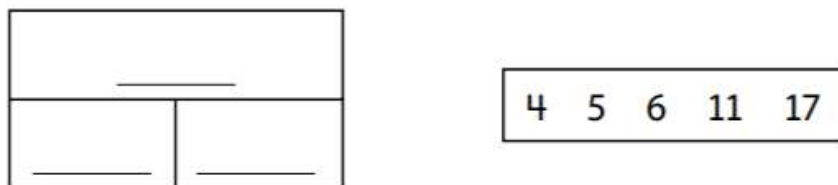
Circle *Yes* or *No* to tell if each equation can be used to solve the problem.

a. $7 + 1 = 8$ Yes   No

b. $8 + 7 = 15$ Yes   No

c. $7 + 8 = 15$ Yes   No

d. $8 - 7 = 1$ Yes   No

4 There are 6 toy trucks in a box. There are some toy cars in the box. There are 11 toy trucks and cars in all. How many toy cars are in the box?

Part A

Complete the model. Choose a number from the box for each place in the model.

| 4 | 5 | 6 | 11 | 17 |

Part B

Write an equation that can be used to solve the problem.

Equation: _____

Name _____   Date _____

Solve the problems.

1 Clara makes an array with lemons. She puts 3 lemons in each row. She has 4 rows of lemons.

Which equation can be used to find how many lemons are in Clara's array?
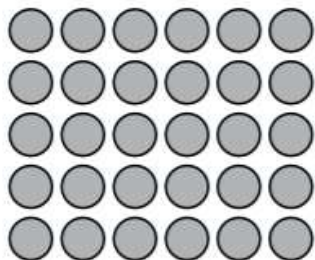
Circle all the correct answers.

A $4 + 4 + 4 = ?$

B $4 + 4 + 4 + 4 = ?$

C $3 + 3 + 3 = ?$

D $3 + 3 + 3 + 3 = ?$

2 Josh makes this array.

He finds the number of dots in all by skip-counting the columns. What numbers does Josh use to skip-count?

Circle the correct answer.

A 3, 6, 9, 12, 15, 18

B 5, 10, 15, 20, 25, 30

C 6, 12, 18, 24, 30

D 36, 42, 48, 54, 60

3 Mark makes an array using these rules:

- The number in each row is the same as the number in each column.

- There are more than two rows and more than two columns.

Tell if each number can be the total number of objects in Mark's array.

Circle *Yes* or *No* for each number.

a. 25   Yes   No

b. 12   Yes   No

c. 10   Yes   No

d. 4   Yes   No

4 Reba has rows of flowers in her garden. Each row has the same number of flowers.

Reba says there are $8 + 8 + 8 = 24$ flowers.

Draw an array that shows Reba's equation.

Name _____   Date _____

Lesson 7 Quiz

Solve the problems.

1 Does the addition problem show a way to add $27 + 38$?

Circle *Yes* or *No* for each addition problem.

    a. $20 + 7 + 30 + 8$ Yes   No

    b. $20 + 70 + 38$ Yes   No

    c. $20 + 30 + 7 + 8$ Yes   No

    d. $50 + 10 + 5$ Yes   No

2 Chloe reads 14 pages of her book on day one. On day two she reads 12 pages. Chloe found the sum of 14 and 12 mentally, and said she read a total of 26 pages.
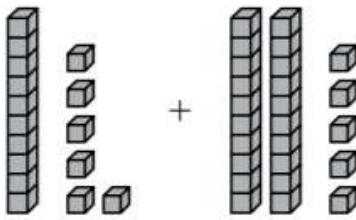
Is Chloe correct? Explain how to find the total of 14 and 12 mentally.

_____

_____

_____

3 Shawn has 13 trading cards. Then his brother gives him 16 more trading cards. How many trading cards does he have now? Show or explain how to add 13 and 16.

_____

_____

_____

Lesson 7 Quiz continued

4 Look at the base-ten blocks.

Complete an equation that the blocks can help you solve.
Use three of the numbers in the box to fill in the blanks.

| 15 | 16 | 25 | 26 | 31 | 41 |

_____ + _____ = _____

5 Mr. Diaz has 49 red blocks and 33 blue blocks on a table.
He asks his class to find the total number of blocks.

Which addition problem shows a way to find $49 + 33$?

Circle all the correct answers.

A $40 + 9 + 3$

B $40 + 30 + 9 + 3$

C $40 + 10 + 9 + 3$

D $70 + 2$

E $70 + 9 + 3$

F $50 + 32$

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Lesson 8 Quiz

Solve the problems.

1 George has 64 baseball cards. He gives 28 of them to his brother. Which method shows a way to find $64 - 28$?

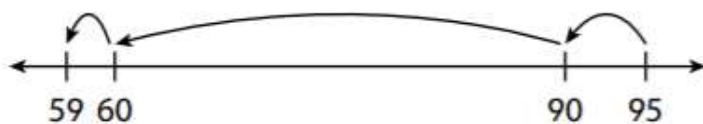Circle all the correct answers.

A $28 + 2 = 30$
  $30 + 30 = 60$

B $64 - 4 = 60$
  $60 - 4 = 56$
  $56 - 20 = 36$

C $64 - 40 = 24$
  $24 + 8 = 32$

D $64 - 4 = 60$
  $60 - 8 = 52$
  $52 - 20 = 32$

E   5 tens 14 ones
  $-$ 2 tens 8 ones
  _____

2 Jessica made this model to subtract two numbers. What problem is she solving?


```
              59 60                    90  95
```

Fill in the blanks to complete the subtraction problem.

_____ $-$ _____ $=$ _____

Lesson 8 Quiz continued

3 Vivian says that the difference of 63 and 27 is 37. Her work is shown below.

$63 - 3 = 60$

$60 - 20 = 40$

$40 - 3 = 37$

Her teacher says her answer is not right. What should Vivian do to fix her work?

_____

_____

_____

_____

_____

4 Alex adds to find $45 - 17$.

Finish Alex's work. Use numbers from the box to fill in the blanks.

| 2 | 3 | 4 | 5 | 10 | 20 | 22 | 28 | 30 |

$17 + \underline{\hspace{2cm}} = 37$

$37 + \underline{\hspace{2cm}} = 40$

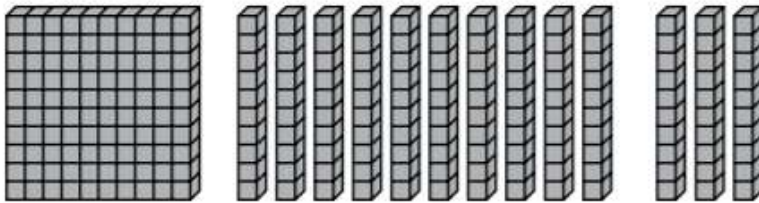$40 + \underline{\hspace{2cm}} = 45$

$45 - 17 = \underline{\hspace{2cm}}$

2

Name _____   Date _____

Ready® Mathematics

Solve the problems.

1 Hannah is working with blocks to show numbers. What does this set of blocks show?

Circle all the correct answers.

A 20 hundreds + 3 tens + 0 ones

B 0 hundreds + 23 tens + 0 ones

C 2 hundreds + 3 tens + 0 ones

D 1 hundred + 13 tens + 0 ones

E 1 hundred + 10 tens + 3 ones

F 0 hundreds + 0 tens + 230 ones

2 Diego makes a model to show the value of a number. What value does his model show in hundreds? What is this same value in tens and in ones?
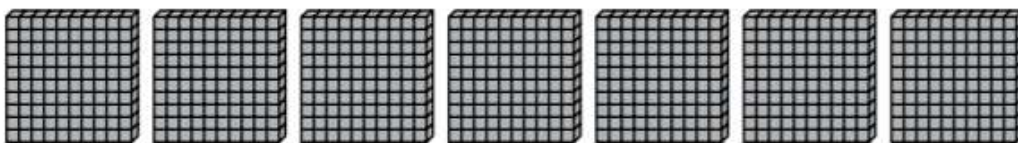
Fill in the blanks to answer.

The model shows _____ hundreds. This is the same value

as _____ tens or _____ ones.

Lesson 10 Quiz continued

3 A sticker book has 100 stickers. A sticker paper has 10 stickers. Ellen and Nick have 5 sticker books and 4 sticker papers. Ellen says they have 450 stickers. Nick says they have 504 stickers. Who is right and why?

Circle the correct answer.

A Ellen is right. When you count by 100 four times and then count by 10 five times, you get 450 stickers.

B Nick is right. When you count by 100 five times and then add 4, you get 504 stickers.

C Neither is right. When you count by 100 five times and then add 4, you get 54 stickers.

D Neither is right. When you count by 100 five times and then count by 10 four times, you get 540 stickers.

4 What value does the model show?
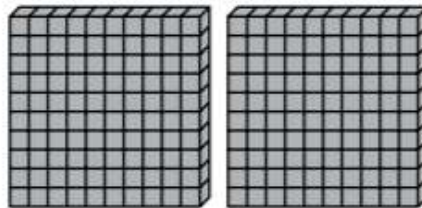
Circle *Yes* or *No* to tell if the model shows the value.

a. 2 ones   Yes   No

b. 200   Yes   No

c. 20   Yes   No

d. 2 hundreds   Yes   No

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Lesson 11   Quiz

Solve the problems.

1 Kate's family drives 198 miles to the lake. Write 198 in the chart and as a sum of the value of the digits. Then write the sum.

Hundreds	Tens	Ones
_____	_____	_____

Value: _____ + _____ + _____

Total: _____

2 Cheng has 25 ten-dollar bills and 9 one-dollar bills. How much money does Cheng have?

Show your work.

Answer: Cheng has $ _____.

3 Lydia's room number has 3 ones. The hundreds digit has a value of 40 tens. The tens digit is more than 6. What could Lydia's room number be?
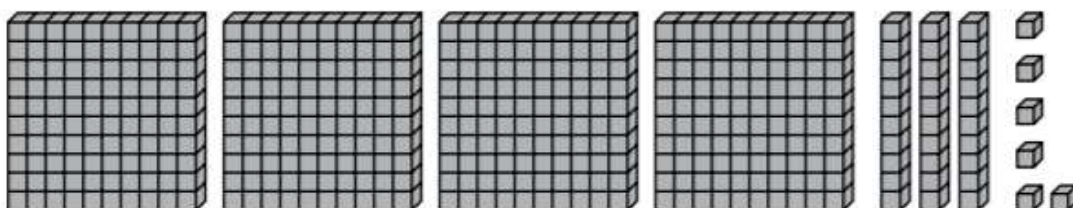
Circle all the correct answers.

A 347   D 483

B 446   E 493

C 463   F 494

Name _____ Date _____

4 Look at the model.

Write the value of the blocks shown as a sum of hundreds, tens, and ones. Then show another way to write the sum.

Fill in the blanks. Use numbers from the box below.

3	4	6	30	40	60	300	400	600

_____ hundreds + 3 tens + _____ ones

_____ + _____ + 6

5 Kyle, Liam, Emma, and Abby each write 315 in a different way.

- Kyle writes: three hundred fifteen
- Liam writes: 31 tens and 5 ones
- Emma writes: 3 + 1 + 5
- Abby writes: 315 ones

Who writes 315 the wrong way?

Circle the correct answer.

A Kyle   **C** Emma

B Liam   **D** Abby

Name _____ Date _____
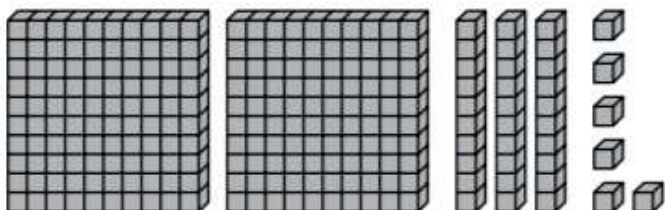
Solve the problems.

1 Mrs. Jackson asks her students to compare the numbers in the box to 650. Is the number greater than 650 or less than 650?

| 660 | 640 | 506 | 604 | 565 | 656 |

Write each number in the correct column.

Less than 650	Greater than 650

2 Charlie makes this model to show the number of cars in a parking lot on Saturday.

There are more cars in the parking lot on Sunday than on Saturday. How many cars could be in the parking lot on Sunday?

Circle all the correct answers.

A 233   **D** 246

B 137   **E** 263

C 300   **F** 204

Name _____   Date _____

3 There are 528 students in Bella's school. There are 546 students at Jake's school. Bella says there are more students at her school than at Jake's school.

Is Bella right? Explain why or why not.

_____

_____

_____

4 Mr. Avery asks his students to write and compare three-digit numbers using only the digits 2, 4, 7, and 9.

- Saul writes: 247 < 724
- Mark writes: 479 < 497
- Janelle writes: 274 > 247
- Sam writes: 947 > 974

Which student writes a number sentence that is **not** true?

Answer: _____

5 Which number sentence is true?

Circle *Yes* or *No* for each number sentence.

a. 3 hundreds 4 tens > 3 hundreds 41 ones	Yes	No
b. 675 < 679	Yes	No
c. 130 = 1 hundred 3 tens	Yes	No
d. 754 > 745	Yes	No

Addition Facts—Skills Practice

Find sums to 10.

1 $3 + 1 =$ _____ **2** $4 + 2 =$ _____ **3** $7 + 2 =$ _____

4 $5 + 5 =$ _____ **5** $3 + 2 =$ _____ **6** $9 + 1 =$ _____

7 $6 + 3 =$ _____ **8** $6 + 4 =$ _____ **9** $0 + 7 =$ _____

10 $4 + 4 =$ _____ **11** $5 + 3 =$ _____ **12** $1 + 5 =$ _____

13 $4 + 6 =$ _____ **14** $2 + 8 =$ _____ **15** $3 + 3 =$ _____

16 $9 + 0 =$ _____ **17** $3 + 5 =$ _____ **18** $2 + 6 =$ _____

19 $3 + 4 =$ _____ **20** $7 + 3 =$ _____ **21** $2 + 5 =$ _____

22 $6 + 1 =$ _____ **23** $8 + 2 =$ _____ **24** $3 + 6 =$ _____

25 $1 + 4 =$ _____ **26** $4 + 5 =$ _____ **27** $3 + 7 =$ _____

28 $6 + 2 =$ _____ **29** $1 + 6 =$ _____ **30** $5 + 4 =$ _____

Addition Facts—Skills Practice

Find sums from 11 to 20.   **Form B**

1 $9 + 2 =$ _____   **2** $9 + 6 =$ _____   **3** $6 + 5 =$ _____

4 $5 + 8 =$ _____   **5** $8 + 8 =$ _____   **6** $9 + 3 =$ _____

7 $7 + 6 =$ _____   **8** $3 + 8 =$ _____   **9** $5 + 9 =$ _____

10 $8 + 4 =$ _____   **11** $6 + 6 =$ _____   **12** $9 + 7 =$ _____

13 $3 + 9 =$ _____   **14** $7 + 7 =$ _____   **15** $5 + 6 =$ _____

16 $9 + 8 =$ _____   **17** $4 + 9 =$ _____   **18** $8 + 6 =$ _____

19 $9 + 5 =$ _____   **20** $6 + 8 =$ _____   **21** $9 + 9 =$ _____

22 $5 + 7 =$ _____   **23** $7 + 9 =$ _____   **24** $7 + 4 =$ _____

25 $8 + 3 =$ _____   **26** $7 + 5 =$ _____   **27** $7 + 8 =$ _____

28 $6 + 9 =$ _____   **29** $9 + 4 =$ _____   **30** $8 + 9 =$ _____

Addition Facts—Skills Practice

Find sums to 20.   **Form B**

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

4 $7 + 7 =$ _____   **5** $9 + 4 =$ _____   **6** $0 + 4 =$ _____

7 $8 + 2 =$ _____   **8** $8 + 9 =$ _____   **9** $2 + 5 =$ _____

10 $9 + 5 =$ _____   **11** $3 + 7 =$ _____   **12** $1 + 9 =$ _____

13 $8 + 8 =$ _____   **14** $5 + 7 =$ _____   **15** $4 + 4 =$ _____

16 $3 + 6 =$ _____   **17** $9 + 2 =$ _____   **18** $6 + 9 =$ _____

19 $1 + 9 =$ _____   **20** $7 + 6 =$ _____   **21** $4 + 8 =$ _____

22 $5 + 0 =$ _____   **23** $2 + 3 =$ _____   **24** $9 + 7 =$ _____

25 $7 + 4 =$ _____   **26** $6 + 7 =$ _____   **27** $4 + 3 =$ _____

28 $2 + 6 =$ _____   **29** $5 + 9 =$ _____   **30** $3 + 8 =$ _____

Subtraction Facts—Skills Practice

Subtract within 10.   **Form B**

1 $6 - 2 =$ _____   **2** $10 - 2 =$ _____   **3** $7 - 3 =$ _____

4 $7 - 6 =$ _____   **5** $8 - 4 =$ _____   **6** $4 - 4 =$ _____

7 $5 - 1 =$ _____   **8** $9 - 7 =$ _____   **9** $7 - 4 =$ _____

10 $8 - 5 =$ _____   **11** $10 - 9 =$ _____   **12** $8 - 2 =$ _____

13 $10 - 3 =$ _____   **14** $2 - 1 =$ _____   **15** $7 - 5 =$ _____

16 $1 - 0 =$ _____   **17** $5 - 2 =$ _____   **18** $9 - 6 =$ _____

19 $9 - 2 =$ _____   **20** $8 - 7 =$ _____   **21** $10 - 4 =$ _____

22 $8 - 1 =$ _____   **23** $4 - 2 =$ _____   **24** $6 - 4 =$ _____

25 $10 - 6 =$ _____   **26** $9 - 3 =$ _____   **27** $10 - 8 =$ _____

28 $7 - 5 =$ _____   **29** $3 - 2 =$ _____   **30** $9 - 5 =$ _____

Subtraction Facts—Skills Practice

Subtract from teen numbers. Form B

1 $11 - 3 =$ _____

2 $11 - 9 =$ _____

3 $16 - 8 =$ _____

4 $14 - 9 =$ _____

5 $12 - 7 =$ _____

6 $13 - 4 =$ _____

7 $17 - 8 =$ _____

8 $14 - 6 =$ _____

9 $15 - 9 =$ _____

10 $12 - 5 =$ _____

11 $13 - 7 =$ _____

12 $11 - 6 =$ _____

13 $14 - 8 =$ _____

14 $17 - 9 =$ _____

15 $13 - 5 =$ _____

16 $11 - 2 =$ _____

17 $13 - 9 =$ _____

18 $15 - 7 =$ _____

19 $13 - 6 =$ _____

20 $18 - 9 =$ _____

21 $11 - 8 =$ _____

22 $16 - 9 =$ _____

23 $12 - 6 =$ _____

24 $15 - 6 =$ _____

25 $11 - 5 =$ _____

26 $16 - 7 =$ _____

27 $12 - 9 =$ _____

28 $14 - 7 =$ _____

29 $10 - 5 =$ _____

30 $11 - 7 =$ _____

Subtraction Facts—Skills Practice

Subtract within 20.   **Form B**

1 $11 - 3 =$ _____   **2** $4 - 2 =$ _____   **3** $12 - 8 =$ _____

4 $5 - 3 =$ _____   **5** $15 - 7 =$ _____   **6** $13 - 5 =$ _____

7 $9 - 4 =$ _____   **8** $10 - 1 =$ _____   **9** $16 - 9 =$ _____

10 $11 - 8 =$ _____   **11** $8 - 5 =$ _____   **12** $14 - 6 =$ _____

13 $4 - 4 =$ _____   **14** $4 - 0 =$ _____   **15** $12 - 7 =$ _____

16 $10 - 3 =$ _____   **17** $13 - 6 =$ _____   **18** $11 - 5 =$ _____

19 $17 - 8 =$ _____   **20** $10 - 9 =$ _____   **21** $7 - 3 =$ _____

22 $12 - 6 =$ _____   **23** $6 - 3 =$ _____   **24** $14 - 5 =$ _____

25 $7 - 5 =$ _____   **26** $15 - 9 =$ _____   **27** $10 - 6 =$ _____

28 $14 - 7 =$ _____   **29** $9 - 5 =$ _____   **30** $13 - 8 =$ _____

Add a 2-digit and a 1-digit number.

Form B

1
  12
+ 5

2
  58
+ 4

3
  29
+ 6

4
  84
+ 2

5
  67
+ 3

6
  34
+ 7

7
  91
+ 8

8
  23
+ 3

9
  75
+ 8

10
  42
+ 3

11
  59
+ 9

12
  32
+ 6

13
  29
+ 3

14
  87
+ 7

15
  44
+ 6

16
  53
+ 5

17
  18
+ 9

18
  62
+ 8

19
  79
+ 7

20
  33
+ 9

Add 2-digit numbers.   **Form B**

1   22
      + 15

2   43
      + 19

3   36
      + 32

4   48
      + 48

5   17
      + 56

6   25
      + 55

7   33
      + 24

8   71
      + 19

9   63
      + 36

10   12
       + 34

11   20
       + 28

12   39
       + 17

13   25
       + 38

14   58
       + 29

15   45
       + 23

16   34
       + 56

17   69
       + 24

18   22
       + 66

19   73
       + 12

20   35
       + 37

Name: _____

Subtract a 1-digit number from a 2-digit number.   **Form B**

1 $\begin{array}{r} 17 \\ -\ 2 \\ \hline \end{array}$ **2** $\begin{array}{r} 36 \\ -\ 5 \\ \hline \end{array}$ **3** $\begin{array}{r} 24 \\ -\ 8 \\ \hline \end{array}$ **4** $\begin{array}{r} 59 \\ -\ 7 \\ \hline \end{array}$

5 $\begin{array}{r} 45 \\ -\ 6 \\ \hline \end{array}$ **6** $\begin{array}{r} 51 \\ -\ 3 \\ \hline \end{array}$ **7** $\begin{array}{r} 78 \\ -\ 6 \\ \hline \end{array}$ **8** $\begin{array}{r} 93 \\ -\ 8 \\ \hline \end{array}$

9 $\begin{array}{r} 68 \\ -\ 8 \\ \hline \end{array}$ **10** $\begin{array}{r} 37 \\ -\ 9 \\ \hline \end{array}$ **11** $\begin{array}{r} 25 \\ -\ 2 \\ \hline \end{array}$ **12** $\begin{array}{r} 40 \\ -\ 6 \\ \hline \end{array}$

13 $\begin{array}{r} 93 \\ -\ 3 \\ \hline \end{array}$ **14** $\begin{array}{r} 89 \\ -\ 6 \\ \hline \end{array}$ **15** $\begin{array}{r} 62 \\ -\ 5 \\ \hline \end{array}$ **16** $\begin{array}{r} 77 \\ -\ 5 \\ \hline \end{array}$

17 $\begin{array}{r} 80 \\ -\ 7 \\ \hline \end{array}$ **18** $\begin{array}{r} 76 \\ -\ 8 \\ \hline \end{array}$ **19** $\begin{array}{r} 49 \\ -\ 5 \\ \hline \end{array}$ **20** $\begin{array}{r} 81 \\ -\ 8 \\ \hline \end{array}$

Name: _____

Subtract 2-digit numbers.   **Form B**

1   37
      − 26

2   68
      − 41

3   53
      − 27

4   45
      − 15

5   76
      − 38

6   80
      − 47

7   94
      − 72

8   32
      − 17

9   99
      − 14

10   24
      − 15

11   87
      − 40

12   63
      − 28

13   53
      − 21

14   76
      − 33

15   95
      − 39

16   56
      − 42

17   86
      − 57

18   62
      − 24

19   48
      − 32

20   71
      − 43

Name: _____

Add or subtract.

Form B

1 $6 + 3 =$ _____

2 $7 + 7 =$ _____

3 $9 + 8 =$ _____

4 $5 - 4 =$ _____

5 $13 - 9 =$ _____

6 $16 - 8 =$ _____

7
$$\begin{array}{r} 45 \\ +\ 6 \\ \hline \end{array}$$

8
$$\begin{array}{r} 23 \\ +\ 4 \\ \hline \end{array}$$

9
$$\begin{array}{r} 74 \\ +\ 5 \\ \hline \end{array}$$

10
$$\begin{array}{r} 59 \\ +\ 3 \\ \hline \end{array}$$

11
$$\begin{array}{r} 87 \\ -\ 3 \\ \hline \end{array}$$

12
$$\begin{array}{r} 62 \\ -\ 6 \\ \hline \end{array}$$

13
$$\begin{array}{r} 56 \\ -\ 5 \\ \hline \end{array}$$

14
$$\begin{array}{r} 94 \\ -\ 8 \\ \hline \end{array}$$

15
$$\begin{array}{r} 36 \\ +\ 60 \\ \hline \end{array}$$

16
$$\begin{array}{r} 29 \\ +\ 39 \\ \hline \end{array}$$

17
$$\begin{array}{r} 43 \\ +\ 32 \\ \hline \end{array}$$

18
$$\begin{array}{r} 67 \\ +\ 24 \\ \hline \end{array}$$

19
$$\begin{array}{r} 92 \\ -\ 53 \\ \hline \end{array}$$

20
$$\begin{array}{r} 78 \\ -\ 25 \\ \hline \end{array}$$

21
$$\begin{array}{r} 81 \\ -\ 64 \\ \hline \end{array}$$

22
$$\begin{array}{r} 97 \\ -\ 18 \\ \hline \end{array}$$

Addition and Subtraction Within 1,000—Skills Practice

Add and subtract 10 and 100.   Form B

1 $37 + 10 =$ _____

2 $548 + 100 =$ _____

3 $472 + 10 =$ _____

4 $64 - 10 =$ _____

5 $841 - 100 =$ _____

6 $115 - 10 =$ _____

7 $85 + 10 =$ _____

8 $597 + 100 =$ _____

9 $712 + 10 =$ _____

10 $33 - 10 =$ _____

11 $608 - 100 =$ _____

12 $529 - 10 =$ _____

13 $70 + 10 =$ _____

14 $466 + 100 =$ _____

15 $903 + 10 =$ _____

16 $98 - 10 =$ _____

17 $230 - 100 =$ _____

18 $681 - 10 =$ _____

19 $56 + 10 =$ _____

20 $556 + 100 =$ _____

21 $199 + 10 =$ _____

22 $89 - 10 =$ _____

23 $303 - 100 =$ _____

24 $548 - 10 =$ _____

25 $41 + 10 =$ _____

26 $895 + 100 =$ _____

27 $890 + 10 =$ _____

28 $72 - 10 =$ _____

29 $771 - 100 =$ _____

30 $292 - 10 =$ _____

Addition and Subtraction Within 1,000— Skills Practice

Name: _____

Find sums up to 1,000.

Form B

1   614
\+ 182

2   227
\+ 325

3   191
\+ 494

4   268
\+ 357

5   123
\+ 321

6   364
\+ 279

7   242
\+ 575

8   485
\+ 241

9   587
\+ 337

10   328
\+ 612

11   649
\+ 139

12   348
\+ 384

13   428
\+ 225

14   824
\+ 142

15   375
\+ 579

16   472
\+ 336

17   152
\+ 183

18   327
\+ 237

19   341
\+ 341

20   257
\+ 696

Addition and Subtraction Within 1,000—Skills Practice

Name: _____

Add several 2-digit numbers.

1
```
   22
   10
+  32
```

2
```
   25
   95
+  25
```

3
```
   46
   83
+  54
```

4
```
   35
   19
+  21
```

5
```
   84
   34
+  45
```

6
```
   71
   72
+  15
```

7
```
   27
   56
+  43
```

8
```
   67
   78
+  22
```

9
```
   34
   12
   36
+  13
```

10
```
   14
   13
   12
+  11
```

11
```
   58
   27
   42
+  27
```

12
```
   73
   35
   17
+  45
```

13
```
   42
   24
   81
+  18
```

14
```
   36
   25
   75
+  63
```

15
```
   33
   20
   30
+  44
```

16
```
   59
   42
   39
+  21
```

Understand Three-Digit Numbers

What You Need

- three number cubes (1–6)
- Recording Sheet

What You Do

1. Take turns. Roll the three number cubes. Use the numbers to make a three-digit number. Use one number for hundreds, one number for tens, and one number for ones.

2. Write your number in a box on the **Recording Sheet.**

3. Make a quick drawing of the hundreds, tens, and ones in the number. Then fill in the blanks.

4. Your partner checks the answer by counting aloud the hundreds, tens, and ones in the drawing.

5. Take turns until all the boxes have been used.

I can label each part of my drawing 100, 10, or 1. Then I can count the hundreds, tens, and ones.

Go Further!

Choose a number on the **Recording Sheet.** Write another way you can show that number.

1

Partner A _____
Partner B _____

Understand Three-Digit Numbers

How Many Hundreds, Tens, and Ones?

[ ] = _____ hundreds + _____ tens + _____ ones

[ ] = _____ hundreds + _____ tens + _____ ones

[ ] = _____ hundreds + _____ tens + _____ ones

[ ] = _____ hundreds + _____ tens + _____ ones

Skip Count by 10s and 100s

What You Need

- Recording Sheet

What You Do

1. Take turns. Pick a letter.

2. Follow the directions next to the letter that tells you what number to start with and how to skip count.

3. Write the numbers as you skip count. Write a number on each line on the **Recording Sheet.**

4. Your partner reads the numbers that you wrote aloud and tells you if he or she agrees with you.

5. Repeat until all the letters are used.

A	Start at 30. Skip count by 10s.
B	Start at 50. Skip count by 10s.
C	Start at 90. Skip count by 10s.
D	Start at 270. Skip count by 10s.
E	Start at 200. Skip count by 100s.
F	Start at 500. Skip count by 100s.

Go Further!

Take turns. Tell your partner a number to start at. Tell your partner to skip count by 10s or 100s.

1

Partner A _____

Partner B _____

Skip Count by 10s and 100s

A

_____30_____ , _____ , _____ , _____ , _____ , _____

B

_____ , _____ , _____ , _____ , _____ , _____

C

_____ , _____ , _____ , _____ , _____ , _____

D

_____ , _____ , _____ , _____ , _____ , _____

E

_____ , _____ , _____ , _____ , _____ , _____

F

_____ , _____ , _____ , _____ , _____ , _____

> I can draw quick drawings to help me skip count by 10s and 100s.

Compare Three-Digit Numbers

What You Need

- number cube (1–6)
- 12 game markers in one color
- 12 game markers in a different color
- Game Board

What You Do

1. Take turns. Roll the number cube. Look at the table. Find the symbol next to that toss. Read the symbol.

2. Tell where you can use the symbol in a blank on the **Game Board** to make a true number sentence. If you cannot use the symbol, your turn ends.

3. Your partner checks your number sentence using a hundreds, tens, and ones chart. If you are correct, place a game marker on the box. If you are not correct, your turn ends.

4. Repeat until all the boxes are covered. The player with more markers on the **Game Board** wins.

5. Play again!

Toss	Number
1	>
2	<
3	=
4	>
5	<
6	Your turn ends.

Go Further!

Write 2 different three-digit numbers. Have your partner compare the numbers two different ways.

1

Partner A _____

Partner B _____

Compare Three-Digit Numbers

541 ____ 549	634 ____ 643	717 ____ 711	440 ____ 404
284 ____ 482	830 ____ 829	259 ____ 259	117 ____ 119
457 ____ 457	776 ____ 767	189 ____ 181	222 ____ 321
914 ____ 909	432 ____ 432	205 ____ 250	331 ____ 331

When I compare three-digit numbers, I always start with the hundreds place. The hundreds place has the greatest place value.

Add Three-Digit Numbers

What You Need

• Recording Sheet

What You Do

1. Take turns. Choose a problem next to a letter.

2. Write the problem at the top of the box next to the letter on the **Recording Sheet.** Solve the problem below. Break apart the addends to find the sum. Show your work.

3. Your partner makes a quick drawing to check your answer.

4. Repeat until all the letters are used.

A	$428 + 339$
B	$543 + 345$
C	$482 + 435$
D	$317 + 522$
E	$613 + 295$
F	$420 + 338$

Sometimes I have to regroup a hundred or a ten when I add three-digit numbers.
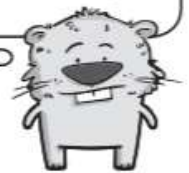
Go Further!

Write two three-digit addends that will make an addition problem with regrouping. Find the sum. Your partner tells an addition story for your problem.

Partner A _____

Partner B _____

Add Three-Digit Numbers

A	**B**
C	**D**
E	**F**

Use Addition Strategies to Solve

What You Need

- number cube
- Recording Sheet

What You Do

1. Take turns. Choose a box on the **Recording Sheet.** Roll the number cube three times to make a three-digit number. Write the number in the blank at the top of the box.

2. Explain how to add the two numbers using the given model. Then complete the model to solve.

3. Your partner checks the answer using quick drawings. Work together to correct any errors.

4. Take turns until all the boxes have been completed.

> I can regroup when there is a two-digit sum in the ones place or the tens place.

(Go Further!)

Choose a box on the **Recording Sheet.** Write the addends on a separate sheet of paper. Then use a number line to solve the problem.

Partner A _____

Partner B _____

Use Addition Strategies to Solve

136 + _____

100 + 30 + 6

⬚ + ⬚ + ⬚

⬚ + ⬚ + ⬚ = ⬚

318 + _____

318

+ ⬚
_____

⬚ → 300 + ⬚

⬚ → 10 + ⬚

⬚ → 8 + ⬚
_____

⬚

257 + _____

	Hundreds	Tens	Ones
257			

⬚ + ⬚ + ⬚ = ⬚

175 + _____

	Hundreds	Tens	Ones
175			

⬚ + ⬚ + ⬚ = ⬚

Use Properties to Add Two-Digit Numbers

What You Need

- 6 game markers in one color
- 6 game markers in a different color
- Recording Sheet and Game Board

What You Do

1. Take turns. Pick an addition problem on the **Recording Sheet.**

2. Tell how you will group the numbers to add. Write the sum under the problem.

3. Your partner checks the answer.

4. If you are correct, cover that sum on the **Game Board** with a game marker. If you are incorrect, your turn ends.

5. The first player with three game markers in a row wins.

> I can group and order numbers in different ways to add. I look for numbers that make a ten.

Go Further!

Choose one of the addition problems below. Write the missing addend. Tell your partner how you found the missing addend. Your partner completes the other problem.

$45 + 39 + \underline{\hspace{1cm}} = 139$ $50 + \underline{\hspace{1cm}} + 25 = 175$

Partner A _____
Partner B _____

Use Properties to Add Two-Digit Numbers

$17 + 15 + 55$

_____

$20 + 25 + 17 + 33$

_____

$23 + 15 + 17 + 45$

_____

$71 + 17 + 28 + 32$

_____

$24 + 39 + 46$

_____

$53 + 26 + 64 + 37$

_____

$75 + 20 + 25$

_____

$17 + 18 + 13 + 12$

_____

$88 + 12 + 77$

_____

109	60	120
180	177	87
100	148	95

2

Lesson 1 Quiz–Answer Key

1. B, C, E
   DOK 1

2. 11, 5
   DOK 2

3. a. Yes
   b. Yes
   c. Yes
   d. No
   DOK 3

4. The equations do not make a fact family. Possible explanation: Only one of the equations uses the number 1 and all four facts in a fact family should have the same three numbers.
   DOK 3

Lesson 2 Quiz Answer Key

1. B
   DOK 1

2. 9
   DOK 2

3. a. No
   b. Yes
   c. Yes
   d. No
   DOK 2

4. *Part A:*
   Students should write 11 in the top box and the numbers 6 and 5, in either order, in the bottom two boxes.
   DOK 2

   Part B:
   Answer choices: $11 - 6 = 5, 6 + 5 = 11$, or $5 + 6 = 11$ (students may also use a box or ? in place of the 5)
   DOK 2

1. A, D
   DOK 2

2. B
   DOK 1

3. a. Yes
   b. No
   c. No
   d. No
   DOK 3

4. Students should draw an array with 3 rows of 8 objects or an array with 8 rows of 3 objects.
   DOK 2

Lesson 7 Quiz Answer Key

1. a. Yes
   b. No
   c. Yes
   d. Yes
   DOK 2

2. Yes, Chloe is correct. Possible explanation:
   1 ten + 1 ten = 2 tens;
   4 ones + 2 ones = 6 ones;
   2 tens + 6 ones = 26
   DOK 3

3. 29 trading cards; Possible explanation:
   1 ten + 1 ten = 2 tens;
   3 ones + 6 ones = 9 ones;
   2 tens + 9 ones = 29

4. 16 + 25 = 41 or 25 + 16 = 41
   DOK 1

5. B, E, F
   DOK 2

Lesson 8 Quiz Answer Key

1. B, E
   DOK 2

2. 95, 36, 59
   DOK 2

3. Possible explanation: Vivian subtracted 3 to make a ten, 60. Then she subtracted 20 to get to 40. So far, she has subtracted 23 and she needs to subtract a total of 27. She now needs to subtract 4 instead of only 3. The last step should be $40 - 4 = 36$.
   DOK 3

4. 20
   3
   5
   28
   DOK 2

Lesson 10 Quiz Answer Key

1. B, C, D, F
   DOK 2

2. 7, 70, 700
   DOK 1

3. D
   DOK 3

4. a. No
   b. Yes
   c. No
   d. Yes
   DOK 2

Lesson 12 Quiz Answer Key

1.

Less than 650	Greater than 650
640, 506, 604, 565	660, 656

DOK 1

2. C, D, E
   DOK 2

3. No, Bella is not right. Possible explanation: The number of hundreds is the same in both numbers, but 546 has more tens than 528, so $528 < 546$.
   DOK 3

4. Sam
   DOK 1

5. a. No
   b. Yes
   c. Yes
   d. Yes
   DOK 2

Lesson 11 Quiz Answer Key

1.

Hundreds	Tens	Ones
1	9	8

Value: 100, 90, 8
Total: 198
DOK 2

2. $259
   DOK 1

3. D, E
   DOK 3

4. 4, 6
   400, 30
   DOK 2

5. C
   DOK 2

Activity 2.12 Answer Key

★★ Check Understanding

$640 = 6$ hundreds $+ 4$ tens $+ 0$ ones. 640 is also 64 tens and 640 ones.

Recording Sheet

Answers will vary. Students write three-digit numbers and make quick drawings to represent the numbers. Sample answer:

$324 = 3$ hundreds $+ 2$ tens $+ 4$ ones

Activity 2.14 Answer Key

★★ Check Understanding

$40, 50, 60, 70, 80, 90$

Recording Sheet

A: $30, 40, 50, 60, 70, 80$

B: $50, 60, 70, 80, 90, 100$

C: $90, 100, 110, 120, 130, 140$

D: $270, 280, 290, 300, 310, 320$

E: $200, 300, 400, 500, 600, 700$

F: $500, 600, 700, 800, 900, 1000$

Activity 2.18 Answer Key

★★ Check Understanding

$381 > 319$

Recording Sheet

Row 1: $541 < 549$

$634 < 643$

$717 > 711$

$440 > 404$

Row 2: $284 < 482$

$830 > 829$

Activity 2.18 Answer Key Continued

$259 = 259$

$117 < 119$

Row 3: $457 = 457$

$776 > 767$

$189 > 181$

$222 < 321$

Row 4: $914 > 909$

$432 = 432$

$205 < 250$

$331 = 331$

Activity 2.23 Answer Key

★★ **Check Understanding**

585; Possible answer:
$$200 + 50 + 7$$
$$\underline{300 + 20 + 8}$$
$$500 + 70 + 15 = 585$$

Recording Sheet

A:	428 + 339	B:	543 + 345	C:	482 + 435
	$400 + 20 + 8$		$500 + 40 + 3$		$400 + 80 + 2$
	$\underline{+\ 300 + 30 + 9}$		$\underline{+\ 300 + 40 + 5}$		$\underline{+\ 400 + 30 + 5}$
	$700 + 50 + 17 = 767$		$800 + 80 + 8 = 888$		$800 + 110 + 7 = 917$
D:	317 + 522	E:	613 + 295	F:	420 + 338
	$300 + 10 + 7$		$600 + 10 + 3$		$400 + 20 + 0$
	$\underline{+\ 500 + 20 + 2}$		$\underline{+\ 200 + 90 + 5}$		$\underline{+\ 300 + 30 + 8}$
	$800 + 30 + 9 = 839$		$800 + 100 + 8 = 908$		$700 + 50 + 8 = 758$

Activity 2.27 Answer Key

★★ **Check Understanding**

$206 + 137 = 343$; Sample answer: First I add the hundreds. Then I add the tens. Finally, I add the ones. $300 + 30 + 13 = 343$

Recording Sheet

Answers will vary. Sample answers shown.

136 + 446
$$100 + 30 + 6$$
$$\underline{400 + 40 + 6}$$
$$500 + 70 + 12 = 582$$

318 + 654
$$318$$
$$\underline{+\ 654}$$
$$900 \rightarrow 300 + 600$$
$$60 \rightarrow 10 + 50$$
$$\underline{12 \rightarrow 8 + 4}$$
$$972$$

257 + 563

	Hundreds	Tens	Ones
257	2	5	7
563	5	6	3

$700 + 110 + 10 = 820$

175 + 226

	Hundreds	Tens	Ones
175	1	7	5
226	2	2	6

$300 + 90 + 11 = 401$

Activity 2.22 Answer Key

★★ **Check Understanding**

90; Possible answer: I will group 14 and 36, and I will group 25 and 15; $14 + 36 = 50$ and $25 + 15 = 40$. Then I will add the two sums: $50 + 40 = 90$.

Recording Sheet

Row 1: $17 + 15 + 55 = 87$
$20 + 25 + 17 + 33 = 95$
$23 + 15 + 17 + 45 = 100$

Row 2: $71 + 17 + 28 + 32 = 148$
$24 + 39 + 46 = 109$
$53 + 26 + 64 + 37 = 180$

Row 3: $75 + 20 + 25 = 120$
$17 + 18 + 13 + 12 = 60$
$88 + 12 + 77 = 177$