The pages in this Practice Book can be assigned in order to provide practice with key skills during each unit of the Bridges in Mathematics curriculum. The pages can also be used with other elementary math curricula. If you are using this Practice Book with another curriculum, use the tables of pages grouped by skill (iii–x) to assign pages based on the skills they address, rather than in order by page number.

**Bridges in Mathematics Grade 2 Practice Book Blacklines**

The Math Learning Center, PO Box 12929, Salem, Oregon 97309. Tel. 1 800 575–8130. © 2009 by The Math Learning Center
All rights reserved.
Prepared for publication on Macintosh Desktop Publishing system.
Printed in the United States of America.

QP918  P0110

The Math Learning Center grants permission to classroom teachers to reproduce blackline masters in appropriate quantities for their classroom use.

*Bridges in Mathematics* is a standards-based K–5 curriculum that provides a unique blend of concept development and skills practice in the context of problem solving. It incorporates the Number Corner, a collection of daily skill-building activities for students.

The Math Learning Center is a nonprofit organization serving the education community. Our mission is to inspire and enable individuals to discover and develop their mathematical confidence and ability. We offer innovative and standards-based professional development, curriculum, materials, and resources to support learning and teaching. To find out more, visit us at www.mathlearningcenter.org.
Practice Books

The student blacklines in this packet are also available as a pre-printed student book.

Bridges Practice Books

Single Copy B2PB
Pack of 10 B2PB10

For pricing or to order please call 1 800 575–8130.
Teacher Materials

Introduction
Practice Pages Grouped by Skill
Answer Keys

Unit One
Unit Two
Unit Three
Unit Four
Unit Five
Unit Six
Unit Seven

Unit One: Sorting, Patterning & Number

Use anytime after Session 12
Numbers & Words, 11–20
Apples & Shapes
Adding & Subtracting 0’s, 1’s, & 2’s
Dollars & Dimes
Adding Doubles & Neighbors
Fish & Farm Problems
Number Lines & Counting Patterns
Baseball Cards & Darts
Thinking about 2’s
Fish & Money Problems
Fact Families: 6’s
Crayons & Coins

Use anytime after Session 23
Dominoes & Counting Patterns
Fish & Pictures
Numbers & Coins
Blocks & Apples
Fact Families: 7’s
Pennies, Bikes, & Trikes
Fingers & Toes
Inchworm’s Garden
Thinking about 5’s
Shells & Coins
Unit Two: Hungry Ants  Story Problems

Use anytime after Session 10

- Ella’s Piggy Bank
- Pets & Coins
- Fact Families: 9’s
- Fish Problems
- Cubes on a Line
- Ant Paths
- Fact Families: 10’s
- Ant Story Problems
- Triangle Fact Families
- T-Shirts & Turtles
- All about Tens
- Dollars & Quarters

Unit Three: Addition, Subtraction & Probability

Use anytime after Session 12

- Facts to 8
- Flowers & Oranges
- Telling Time on Two Kinds of Clocks
- Ladybug Story Problems
- Facts to 9
- Cookies & Apples
- Number Patterns
- Measuring Ladybug Paths
- Facts to 10
- Snacks
- Addition & Subtraction Tables
- Comparing Numbers to 100

Use anytime after Session 24

- Missing Numbers
- Beads & Patterns
- Doubles & Neighbors
- The Gym Teacher & Jason at the School Store
- Fast Nines & Fast Tens
- Baseball Cards & Teri at the School Store
- Scout Them Out Add & Subtract
- Extra Facts
- Make Ten Facts
Unit Four: Exploring Shapes, Symmetry, Area & Number

Use anytime after Session 12
- Mystery Shapes
- More Extra Facts Practice
- More Make Ten Facts
- Using Make Ten Facts to Help Subtract
- Symmetry
- The Shapes Shop
- Thinking about Place Value
- Two Different Ways to Write Money Amounts
- Subtraction Strategies
- Sara’s Pockets
- Halves
- Comparing Numbers to 300

Use anytime after Session 25
- Fact Family Triangles
- Bowls & Vans
- Puzzles about Ten & More
- Another Trip to the Shapes Shop
- Make Tens to Subtract
- Books & Granola Bars
- More Fact Family Triangles
- Ants & the Number Box
- Adding & Subtracting Tens
- Apples & Snow People
- Half & Half
- Sharing Stories

Unit Five: Branching into Larger Numbers

Use anytime after Session 17
- Missing Numbers
- Pet Shop Equations
- Tens & Ones
- Nuts & Carrots
- Different Ways to Look at 300
- Different Ways to Look at the Same Number
- Time & Money Problems
Hundreds, Tens & Ones 92
Shopping & the Number Box 93
Base Ten Addition 94
Shopping Problems 95
Base Ten Subtraction 96
Coin Problems 97

Use anytime after Session 35
Adding & Subtracting Tens & Nines 98
Wheels 99
Place Value Practice 100
Pencil Puppy & Pal 101
2-Digit Addition 102
More Facts Than You Need 103
Numbers & Clocks 104
Sam’s Hot Dog Stand 105
2-Digit Subtraction 106
The Pet Graph 107
More 2-Digit Addition 108
More 2-Digit Subtraction 109

Unit Six: Get Those Marbles Rolling  Measuring & Statistics
Use anytime after Session 13
Which Makes the Most Sense? 110
Estimation Problems 111
Adding & Subtracting Practice 112
Grandma’s Button Box 113
2-Digit Addition Practice 114
Lines & Buttons 115
Time & Money 116
Cubes & Homework 117
More Place Value Practice 118
Homework & 100 119
2-Digit Subtraction Practice 120
Make Your Own Problems 121

Unit Seven: Games, Graphs & Toys  Probability, Statistics & Computation
Use anytime after Session 14
Solving Equations 122
Apples & Orange Slices 123
The Second Graders Clean Their Desks 124
Measuring Problems 125
Fractions 126
The Army Ants Measure Up 127
Place Value Review 128
More about Meters 129
Adding & Subtracting 130
Crayons 131
Pedro’s Birthday 132
More Crayon Problems 133

Use anytime after Session 25
Digits & Number Riddles 134
The Toy Store 135
Enough Time in the Day 136
More Toy Store Problems 137
More Fractions 138
Pizza Problems 139
Reading & Writing Numbers 140
How Long Is a Shark? 141
Addition & Subtraction Practice 142
Maria Jose’s Day 143
More Number Patterns 144
Breanna’s Pockets 145
introduction

Bridges in Mathematics Grade 2 Practice Book Blacklines

There are 144 blacklines in this document, designed to be photocopied to provide second grade students with practice in key skill areas, including:
- reading, writing, comparing, and ordering numbers to 1,000
- skip counting and number patterns
- addition and subtraction facts to 18
- place value concepts
- 2- and 3-digit addition
- early multiplication and division
- fractions
- measurement, money, time, graphing
- problem solving

This set of blacklines also includes the following materials for the teacher:
- This introduction
- A complete listing of the student pages grouped by skill (see pages iii–x)
- Answer Keys (see pages xi–xxix)

Note. These teacher materials are not included in the bound student version of the Practice Book, which is sold separately.

While the Practice Book pages are not integral to the Bridges Grade 2 program, they may help you better address the needs of some or all of your students, as well as the grade-level expectations in your particular state. The Practice Book pages may be assigned as seatwork or homework after Bridges sessions that don't include Home Connections. These pages may also serve as a source of:
- skill review
- informal paper-and-pencil assessment
- preparation for standardized testing
- differentiated instruction

Every set of 12 pages has been written to follow the instruction in roughly half a Bridges unit. Practice pages 1–12 can be used any time after Unit One, Session 12; pages 13–24 can be used any time after Unit One, Session 23; and so on. Recommended timings are noted at the top of each page. If you are using this Practice Book with another curriculum, use the lists that follow to assign pages based on the skills they address.

Some of the problems on certain pages have been marked with a Challenge icon. These problems may not be appropriate for all the students in your classroom; consider assigning them selectively.
## Grade 2 Practice Book Pages Grouped by Skill

### READING, WRITING, COMPARING & ORDERING 2-DIGIT NUMBERS

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers &amp; Words, 11–20</td>
<td>1</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Number Lines &amp; Counting Patterns</td>
<td>7</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Thinking about 2's</td>
<td>9</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Numbers &amp; Coins</td>
<td>15</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Thinking about 5's</td>
<td>21</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Cubes on a Line</td>
<td>29</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Number Patterns</td>
<td>43</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Comparing Numbers to 100</td>
<td>48</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Numbers &amp; Words</td>
<td>60</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
</tbody>
</table>

### READING, WRITING, COMPARING & ORDERING 3-DIGIT NUMBERS

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing Numbers to 300</td>
<td>72</td>
<td>Anytime after Bridges Unit 4, Session 12</td>
</tr>
<tr>
<td>Numbers &amp; Clocks</td>
<td>104</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>Sam’s Hot Dog Stand</td>
<td>105</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>More Place Value Practice</td>
<td>118</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Place Value Review</td>
<td>128</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>Reading &amp; Writing Numbers</td>
<td>140</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
<tr>
<td>How Long Is a Shark?</td>
<td>141</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
</tbody>
</table>

### SKIP COUNTING & NUMBER PATTERNS

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Lines &amp; Counting Patterns</td>
<td>7</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Thinking about 2’s</td>
<td>9</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Dominoes &amp; Counting Patterns</td>
<td>13</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Fingers &amp; Toes</td>
<td>19</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Thinking about 5’s</td>
<td>21</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Cubes on a Line</td>
<td>29</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Number Patterns</td>
<td>43</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Missing Numbers</td>
<td>49</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>Beads &amp; Patterns</td>
<td>50</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>More Number Patterns</td>
<td>144</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
</tbody>
</table>
### ADDITION & SUBTRACTION FACTS TO 10

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples &amp; Shapes</td>
<td>2</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Adding &amp; Subtracting 0’s, 1's &amp; 2’s</td>
<td>3</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Dollars &amp; Dimes</td>
<td>4</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Adding Doubles &amp; Neighbors</td>
<td>5</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Fact Families: 6’s</td>
<td>11</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Dominoes &amp; Counting Patterns</td>
<td>13</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Fact Families: 7’s</td>
<td>17</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Fact Families: 8’s</td>
<td>23</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Fact Families: 9’s</td>
<td>27</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Fact Families: 10’s</td>
<td>31</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Triangle Fact Families</td>
<td>33</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>All about Tens</td>
<td>35</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Facts to 8</td>
<td>37</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Facts to 9</td>
<td>41</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Facts to 10</td>
<td>45</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Addition &amp; Subtraction Tables</td>
<td>47</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
</tbody>
</table>

### ADDITION & SUBTRACTION FACTS TO 18

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish &amp; Farm Problems</td>
<td>6</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Baseball Cards &amp; Darts</td>
<td>8</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Fish &amp; Money Problems</td>
<td>10</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Crayons &amp; Coins</td>
<td>12</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Fish &amp; Pictures</td>
<td>14</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Blocks &amp; Apples</td>
<td>16</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Pennies, Bikes &amp; Trikes</td>
<td>18</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Shells &amp; Coins</td>
<td>22</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Pets &amp; Coins</td>
<td>26</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Fish Problems</td>
<td>28</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Ant Story Problems</td>
<td>32</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>T-Shirts &amp; Turtles</td>
<td>34</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Dollars &amp; Quarters</td>
<td>36</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Flowers &amp; Oranges</td>
<td>37</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Cookies &amp; Apples</td>
<td>42</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Snacks</td>
<td>46</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Missing Numbers</td>
<td>49</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>Doubles &amp; Neighbors</td>
<td>51</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>The Gym Teacher &amp; Jason at the School Store</td>
<td>52</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>Fast Nines &amp; Fast Tens</td>
<td>53</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>Baseball Cards &amp; Teri at the School Store</td>
<td>54</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>Scout Them Out Add &amp; Subtract</td>
<td>55</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
</tbody>
</table>
### ADDITION & SUBTRACTION FACTS TO 18

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra Facts</td>
<td>56</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>More Extra Facts Practice</td>
<td>62</td>
<td>Anytime after Bridges Unit 4, Session 12</td>
</tr>
<tr>
<td>Using Make Ten Facts to Help Subtract</td>
<td>64</td>
<td>Anytime after Bridges Unit 4, Session 12</td>
</tr>
<tr>
<td>Adding &amp; Subtracting Tens &amp; Nines</td>
<td>98</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>Adding &amp; Subtracting Practice</td>
<td>112</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Addition &amp; Subtraction Practice</td>
<td>142</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
</tbody>
</table>

### SOLVING EQUATIONS

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Numbers</td>
<td>49</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>Pet Shop Equations</td>
<td>86</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Solving Equations</td>
<td>122</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
</tbody>
</table>

### PLACE VALUE & THE BASE TEN SYSTEM

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cubes on a Line</td>
<td>29</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Comparing Numbers to 100</td>
<td>48</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Comparing Numbers to 300</td>
<td>72</td>
<td>Anytime after Bridges Unit 4, Session 12</td>
</tr>
<tr>
<td>Tens &amp; Ones</td>
<td>87</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Different Ways to Look at 300</td>
<td>89</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Different Ways to Look at the Same Number</td>
<td>90</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Hundreds, Tens &amp; Ones</td>
<td>92</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Place Value Practice</td>
<td>100</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>Pencil Puppy &amp; Pal</td>
<td>101</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>Numbers &amp; Clocks</td>
<td>104</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>More Place Value Practice</td>
<td>118</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Place Value Review</td>
<td>128</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>Digits &amp; Number Riddles</td>
<td>134</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
<tr>
<td>Reading &amp; Writing Numbers</td>
<td>140</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
</tbody>
</table>
### 2- & 3-Digit Addition & Subtraction

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snacks (challenge)</td>
<td>46</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>The Gym Teacher &amp; Jason at the School Store (challenge)</td>
<td>52</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>Baseball Cards &amp; Teri at the School Store (challenge)</td>
<td>54</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>Ants &amp; the Number Box (challenge)</td>
<td>80</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Adding &amp; Subtracting Tens</td>
<td>81</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Shopping &amp; the Number Box</td>
<td>93</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Base Ten Addition</td>
<td>94</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Shopping Problems</td>
<td>95</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Base Ten Subtraction</td>
<td>96</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Place Value Practice</td>
<td>100</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>Pencil Puppy &amp; Pal</td>
<td>101</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>2-Digit Addition</td>
<td>102</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>More Facts Than You Need</td>
<td>103</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>Sam’s Hot Dog Stand</td>
<td>105</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>2-Digit Subtraction</td>
<td>106</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>The Pet Graph</td>
<td>107</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>More 2-Digit Addition</td>
<td>108</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>More 2-Digit Subtraction</td>
<td>109</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td>Adding &amp; Subtracting Practice</td>
<td>112</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Grandma’s Button Box</td>
<td>113</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>2-Digit Addition Practice</td>
<td>114</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>More Place Value Practice</td>
<td>118</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>2-Digit Subtraction Practice</td>
<td>120</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Make Your Own Problems</td>
<td>121</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Solving Equations</td>
<td>122</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>The Second Graders Clean Their Desks</td>
<td>124</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>Adding &amp; Subtracting</td>
<td>130</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>Crayons</td>
<td>131</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>More Crayon Problems</td>
<td>133</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>The Toy Store</td>
<td>135</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
<tr>
<td>More Toy Store Problems</td>
<td>137</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
<tr>
<td>Reading &amp; Writing Numbers</td>
<td>140</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
</tbody>
</table>

### Computational Estimation

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which Makes Most Sense?</td>
<td>110</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Estimation Problems</td>
<td>111</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
</tbody>
</table>
### EARLY MULTIPLICATION & DIVISION CONCEPTS

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking about 2's</td>
<td>9</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Fingers &amp; Toes</td>
<td>19</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Ant Story Problems</td>
<td>32</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Flowers &amp; Oranges (challenge)</td>
<td>38</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Cookies &amp; Apples (challenge)</td>
<td>42</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Bowls &amp; Vans</td>
<td>74</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Books &amp; Granola Bars</td>
<td>78</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Ants &amp; the Number Box</td>
<td>80</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Apples &amp; Snow People</td>
<td>82</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Sharing Stories</td>
<td>84</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Nuts &amp; Carrots</td>
<td>88</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Apples &amp; Orange Slices</td>
<td>123</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>More Number Patterns</td>
<td>144</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
</tbody>
</table>

### FRACTIONS

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half &amp; Half</td>
<td>83</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Fractions</td>
<td>126</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>More Fractions</td>
<td>138</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
<tr>
<td>Pizza Problems</td>
<td>139</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
</tbody>
</table>

### MONEY

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish &amp; Money Problems</td>
<td>10</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Crayons &amp; Coins</td>
<td>12</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Numbers &amp; Coins</td>
<td>15</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Ella's Piggy Bank</td>
<td>25</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>The Shapes Shop</td>
<td>66</td>
<td>Anytime after Bridges Unit 4, Session 12</td>
</tr>
<tr>
<td>Two Different Ways to Write Money Amounts</td>
<td>68</td>
<td>Anytime after Bridges Unit 4, Session 12</td>
</tr>
<tr>
<td>Another Trip to the Shapes Shop</td>
<td>76</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Tens &amp; Ones</td>
<td>87</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Time &amp; Money Problems</td>
<td>91</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Coin Problems</td>
<td>97</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Time &amp; Money</td>
<td>116</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Crayons</td>
<td>131</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>More Crayon Problems</td>
<td>133</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>The Toy Store</td>
<td>135</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
<tr>
<td>More Toy Store Problems</td>
<td>137</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
<tr>
<td>TIME</td>
<td>Page Title</td>
<td>Page Number</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Telling Time on Two Kinds of Clocks</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>A.M. or P.M.?</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Time &amp; Money Problems</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Adding &amp; Subtracting Tens &amp; Nines</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Numbers &amp; Clocks</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Time &amp; Money</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Pedro’s Birthday</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td>Enough Time in the Day</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>Maria Jose’s Day</td>
<td>143</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASUREMENT (LENGTH IN U.S. CUSTOMARY UNITS)</th>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inchworm’s Garden</td>
<td>20</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td></td>
<td>Inchworm’s Paths</td>
<td>24</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td></td>
<td>More Number Patterns</td>
<td>144</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASUREMENT (LENGTH IN METRIC UNITS)</th>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ant Paths</td>
<td>30</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td></td>
<td>Measuring Ladybug Paths</td>
<td>44</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td></td>
<td>Measuring Problems</td>
<td>125</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td></td>
<td>The Army Ants Measure Up</td>
<td>127</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td></td>
<td>More about Meters</td>
<td>129</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GEOMETRY</th>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Symmetry</td>
<td>65</td>
<td>Anytime after Unit 4, Session 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAPHING</th>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ella’s Piggy Bank</td>
<td>25</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td></td>
<td>The Pet Graph</td>
<td>107</td>
<td>Anytime after Bridges Unit 5, Session 35</td>
</tr>
<tr>
<td></td>
<td>Grandma’s Button Box</td>
<td>113</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td></td>
<td>The Second Graders Clean Their Desks</td>
<td>124</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
</tbody>
</table>
## PROBLEM SOLVING

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples &amp; Shapes</td>
<td>2</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Dollars &amp; Dimes</td>
<td>4</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Fish &amp; Farm Problems</td>
<td>6</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Baseball Cards &amp; Darts</td>
<td>8</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Fish &amp; Money Problems</td>
<td>10</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Crayons &amp; Coins</td>
<td>12</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Fish &amp; Pictures</td>
<td>14</td>
<td>Anytime after Bridges Unit 1, Session 12</td>
</tr>
<tr>
<td>Blocks &amp; Apples</td>
<td>16</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Pennies, Bikes &amp; Trikes</td>
<td>18</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Shells &amp; Coins</td>
<td>22</td>
<td>Anytime after Bridges Unit 1, Session 23</td>
</tr>
<tr>
<td>Pets &amp; Coins</td>
<td>26</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Fish Problems</td>
<td>28</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Ant Story Problems</td>
<td>32</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>T-Shirts &amp; Turtles</td>
<td>34</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Dollars &amp; Quarters</td>
<td>36</td>
<td>Anytime after Bridges Unit 2, Session 10</td>
</tr>
<tr>
<td>Flowers &amp; Oranges</td>
<td>38</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Ladybug Story Problems</td>
<td>40</td>
<td>Anytime after Bridges Unit 3, Session 12</td>
</tr>
<tr>
<td>Beads &amp; Patterns</td>
<td>50</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>The Gym Teacher &amp; Jason at the School Store</td>
<td>52</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>Baseball Cards &amp; Teri at the School Store</td>
<td>54</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>Extra Facts</td>
<td>56</td>
<td>Anytime after Bridges Unit 3, Session 24</td>
</tr>
<tr>
<td>More Extra Facts Practice</td>
<td>62</td>
<td>Anytime after Bridges Unit 4, Session 12</td>
</tr>
<tr>
<td>The Shapes Shop</td>
<td>66</td>
<td>Anytime after Bridges Unit 4, Session 12</td>
</tr>
<tr>
<td>Sara's Pockets</td>
<td>70</td>
<td>Anytime after Bridges Unit 4, Session 12</td>
</tr>
<tr>
<td>Bowls &amp; Vans</td>
<td>74</td>
<td>Anytime after Bridges Unit 4, Session 12</td>
</tr>
<tr>
<td>Another Trip to the Shapes Shop</td>
<td>76</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Books &amp; Granola Bars</td>
<td>78</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Ants &amp; the Number Box</td>
<td>80</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Apples &amp; Snow People</td>
<td>82</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Sharing Stories</td>
<td>84</td>
<td>Anytime after Bridges Unit 4, Session 25</td>
</tr>
<tr>
<td>Pet Shop Equations</td>
<td>86</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Nuts &amp; Carrots</td>
<td>88</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Shopping &amp; the Number Box</td>
<td>93</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Shopping Problems</td>
<td>95</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Coin Problems</td>
<td>97</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Wheels</td>
<td>99</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Pencil Puppy &amp; Pal</td>
<td>101</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>More Facts Than You Need</td>
<td>103</td>
<td>Anytime after Bridges Unit 5, Session 17</td>
</tr>
<tr>
<td>Lines &amp; Buttons</td>
<td>115</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Cubes &amp; Homework</td>
<td>117</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Homework &amp; 100</td>
<td>119</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
<tr>
<td>Make Your Own Problems</td>
<td>121</td>
<td>Anytime after Bridges Unit 6, Session 13</td>
</tr>
</tbody>
</table>
# Grade 2 Practice Book Pages Grouped by Skill (cont.)

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page Number</th>
<th>Recommended Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples &amp; Orange Slices</td>
<td>123</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>Crayons</td>
<td>131</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>More Crayon Problems</td>
<td>133</td>
<td>Anytime after Bridges Unit 7, Session 14</td>
</tr>
<tr>
<td>The Toy Store</td>
<td>135</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
<tr>
<td>More Toy Store Problems</td>
<td>137</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
<tr>
<td>Pizza Problems</td>
<td>139</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
<tr>
<td>More Number Patterns</td>
<td>144</td>
<td>Anytime after Bridges Unit 7, Session 25</td>
</tr>
</tbody>
</table>
Use after Unit One, Session 12

Page 1, Numbers & Words, 11–20

1

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>17</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

2 12, 14, 16

Page 2, Apples & Shapes

1 9 apples; students’ work will vary.

2 (challenge) Students’ work will vary. Example:

1 2 4 Total
3 3 pts
3 3 3 9 pts
3 3 3 3 12 pts

Page 3, Adding & Subtracting 0’s, 1’s, & 2’s

1 6, 5,
7, 3, 4,
5, 7, 6,
6, 4, 8
2 2, 1
5, 3, 0,
3, 5, 4,
6, 2, 4

Page 4, Dollars & Dimes

1 4 dollars; students’ work will vary.
2 (challenge) 30 dimes; students’ work will vary.

Page 5, Adding Doubles & Neighbors

1 0, 1, 2
3, 4, 5
6, 7, 8
9, 10, 20

2 a 5
b 9
c 8
d 7
e 10
f 5
g 9
h 4

Page 6, Fish & Farm Problems

1 5 fish; students’ work will vary.
2 (challenge) 4 ducks and 2 sheep; students’ work will vary.

Page 7, Number Lines & Counting Patterns

1 No key necessary
2 a 15, 16, 18
b 30, 35, 40
c 14, 20, 24, 26
d 1, 7, 11, 13

Page 8, Baseball Cards & Darts

1 7 baseball cards; students’ work will vary.
2 (challenge) She could get 3, 4, 5, 6, 7, 8, 9, 10, or 12 points. (There are 2 different ways she could get 6 points.) Students’ work will vary. Example:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
<td>Total</td>
</tr>
<tr>
<td>3/3</td>
<td></td>
<td></td>
<td>3 pts</td>
</tr>
<tr>
<td>3/3</td>
<td></td>
<td></td>
<td>4 pts</td>
</tr>
<tr>
<td>3/3</td>
<td></td>
<td></td>
<td>6 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/3</td>
<td>5 pts</td>
</tr>
<tr>
<td></td>
<td>3/3</td>
<td></td>
<td>9 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/3</td>
<td>7 pts</td>
</tr>
<tr>
<td></td>
<td>3/3</td>
<td></td>
<td>9 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/3</td>
<td>8 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/3</td>
<td>10 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/3</td>
<td>12 pts</td>
</tr>
</tbody>
</table>
Use after Unit One, Session 12 (cont.)

Page 9, Thinking about 2’s

1  2, 3, 5, 6, 7, 8, 10
   11, 13, 14, 16, 17, 18, 19
   21, 22, 23, 25, 26, 28, 29, 30
   31, 32, 34, 35, 37, 39, 40

2  8, 12, 26, 14
   20, 32, 16, 10

3  6, 10, 14, 8
   26, 34, 22, 38

4  a  18 antennae
    b  24 wings
    c  14 ears

Page 10, Fish & Money Problems

1  4 fish

2  (challenge) Students’ responses to 2d–g may be entered in a different order than on the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Dimes</th>
<th>Nickels</th>
<th>Pennies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex a</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ex b</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>a</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>c</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>d</td>
<td>0</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>e</td>
<td>0</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>f</td>
<td>0</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>g</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
</tbody>
</table>

Page 11, Fact Families: 6’s

1  a  2 + 4 = 6
    b  5 + 1 = 6
    c  2 + 2 + 2 = 6

2  a  
   
   b  
   
   c  

3  6, 3, 0, 4
   2, 5, 3, 1
   1, 2, 0, 4

4  4, 1, 3, 2
   3, 6, 4, 0

Page 12, Crayons & Coins

1  12 crayons; students’ work will vary.

2  (challenge) 3 nickels and 2 dimes; students’ work will vary.

Use after Unit One, Session 23

Page 13, Dominoes & Counting Patterns

1  3 + 4, 5 + 4, 5 + 5, 4 + 4

2  4, 3, 6 + 6, 4

3  Students’ responses will vary.

Page 14, Fish & Pictures

1  5 red fish; students’ work will vary.

2  (challenge) Students’ work will vary. Example:

Page 15, Numbers & Coins

Note: There is no match for 70¢.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use after Unit One, Session 23 (cont.)

Page 16, Blocks & Apples
1 13 blocks; students' work will vary.
2 (challenge) $1.25; students' work will vary.

Page 17, Fact Families: 7’s
1 a $3 + 4 = 7$
   b $1 + 6 = 7$
   c $4 + 3 = 7$
2 a □□□□□□□
   b □□□□□□□
   c □□□□□□□

Page 18, Pennies, Bikes, & Trikes
1 9 pennies; students' work will vary.
2 (challenge) 2 bikes and 5 trikes; students' work will vary.

Page 19, Fingers & Toes
1 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70
2 25, 40, 15, 5, 10, 50, 30
   10, 25, 20, 0, 45, 15, 5
3 a 25 toes
   b 30 fingers
   c 20 toes
   d 45 fingers
   e (challenge) 9 feet
   f (challenge) 7 hands

Page 20, Inchworm’s Garden

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>How Many Inches?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>3 inches</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>4 inches</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2 inches</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>2 inches</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>3 inches</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>5 inches</td>
</tr>
</tbody>
</table>

Page 21, Thinking about 5’s
1 1, 3, 4, 5, 7, 8, 9
   12, 13, 15, 16, 17, 19, 20
   21, 22, 24, 25, 26, 27, 28, 30
   31, 32, 33, 34, 36, 38, 39, 40
   41, 43, 44, 45, 46, 47, 48, 49
2 10, 20, 26, 39
3 15, 10, 30, 45
4 45, 50, 60, 70, 80, 85, 95
5 21, 26, 31, 36

Page 22, Shells & Coins
1 7 shells; students' work will vary.
2 (challenge) A dime, a nickel, and 3 pennies; students' work will vary.

Page 23, Fact Families: 8’s
1 a $4 + 4 = 8$
   b $6 + 2 = 8$
   c $1 + 7 = 8$
2 a □□□□□□□
   b □□□□□□□
   c □□□□□□□

Page 24, Inchworm’s Paths
1 Students' responses will vary.
2 a 6 inches
   b 7 inches
   c 8 inches
3 Path A is the shortest.
4 Path C is the longest.
5 (challenge) Students' work will vary. The shortest path is around 5½ inches, so responses of 5 or 6 inches are acceptable.
Use after Unit Two, Session 10

Page 25, Ella’s Piggy Bank
1. dimes
2. nickels
3. two
4. 87¢
5. (challenge) 13¢; students’ work will vary.

Page 26, Pets & Coins
1. 16 pets; students’ work will vary.
2. (challenge) 4 nickels and 2 dimes; students’ work will vary.

Page 27, Fact Families: 9’s
1. a. 5 + 4 = 9
   b. 2 + 7 = 9
   c. 8 + 1 = 9
2. a. [diagram]
   b. [diagram]
   c. [diagram]
3. 9, 5, 0, 7
   5, 8, 3, 1
   4, 6, 2, 3
4. 5, 3, 2, 1

Page 28, Fish Problems
1. 7 are red; students’ work will vary.
2. (challenge) 8 yellow fish and 4 red fish; students’ work will vary.

Page 29, Cubes on a Line
1. [diagram]
2. 15, 20, 30, 35, 45, 55, 60, 65
3. 30, 15, 30, 46, 60, 20, 30

Page 30, Ant Paths
1. a. 12 cm
   b. 7 cm
   c. 6 cm
2. a. Path A: 13 cm; Path B: 12 cm; Path C: 15 cm
   b. Students’ responses will vary. Example: I would use Path B because it’s the shortest and I don’t have to make any turns.

Page 31, Fact Families: 10’s
1. a. 7 + 3
   b. 4 + 6
   c. 2 + 8
2. a. [diagram]
   b. [diagram]
   c. [diagram]
3. 10, 7, 1, 8
   6, 9, 5, 2
   5, 4, 3, 0
4. 5, 3, 4, 9

Page 32, Ant Story Problems
1. 6 ants are working hard. Some more come to help. Now there are 13 ants. How many ants came to help? 7 ants came to help; students’ work will vary.
2. There are 7 ants at the top of the tunnel. There are 4 ants in the middle chamber. There are 5 ants in the lower chamber. How many ants in all? There are 16 ants in all; students’ work will vary.
3. There are 6 ants. Each ant has 3 seeds. How many seeds in all? There are 18 seeds in all; students’ work will vary.
Use after Unit Two, Session 10 (cont.)

Page 33, Triangle Fact Families

example

1

2

3

4

Page 34, T-Shirts & Turtles

1 $9.00; students’ work will vary.
2 (challenge) 26 legs; students’ work will vary.

Page 35, All about Tens

1 a 6 and 4 should be circled
   b 7 and 3 should be circled
   c 2 and 8 should be circled
2 a 8 + 2 = 10, 2 + 8 = 10, 10 − 8 = 2, 10 − 2 = 8
   b 3 + 7 = 10, 7 + 3 = 10, 10 − 3 = 7, 10 − 7 = 3
   c 1 + 9 = 10, 9 + 1 = 10, 10 − 1 = 9, 10 − 9 = 1
3 3, 5, 4, 7, 6, 1, 8
4 7, 5, 10, 1
   3, 2, 4, 10

Page 36, Dollars & Quarters

1 7 more dollars; students’ work will vary.
2 (challenge) 20 quarters; students’ work will vary.

Page 37, Facts to 8

1 8, 7, 3, 8, 6, 7
   5, 8, 8, 7, 8, 4
   7, 8, 8, 6

Page 38, Flowers & Oranges

1 5 flowers; students’ work will vary.
2 (challenge) 32 orange slices; students’ work will vary.

Page 39, Telling Time on Two Kinds of Clocks

1 a 3:00
   b 9:30
   c 7:00
   d 4:30

Page 40, Ladybug Story Problems

1 10 ladybugs were sitting on a leaf. A bird came and chased 4 of them away. How many ladybugs were left?
   6 ladybugs were left; students’ work will vary.
2 There are 4 ladybugs on the leaf. How many legs in all? (Ladybugs have 6 legs.)
   There are 24 legs in all; students’ work will vary.
3 There were 5 ladybugs on a leaf. Some more ladybugs came. Then there were 12 ladybugs on the leaf. How many ladybugs came?
   7 ladybugs came; students’ work will vary.
Use after Unit Three, Session 12 (cont.)

Page 41, Facts to 9
1  9, 8, 9, 4, 9, 7, 8
   9, 7, 9, 8, 9, 8
   7, 9, 8, 9
2  3, 9, 4, 8, 4, 5
   7, 5, 1, 0, 6, 2, 2
   5, 3, 2, 1
3  a  2 and 4
   b  3 and 4
   c  8
   d  2, 3, and 4
   e  2 and 8

Page 42, Cookies & Apples
1  8 cookies; students’ work will vary.
2  (challenge) 60 seeds; students’ work will vary.

Page 43, Number Patterns
1  a–d

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

2  14, 17, 40, 51, 62, 78

Page 44, Measuring Ladybug Paths
1  a  Bug A: 13 cm
   b  Bug B: 9 cm
   c  Bug C: 7 cm
   d  Bug D: 5 cm
2  Bug A
3  4 cm
4  8 cm
5  34 cm; students’ number sentences will vary.
6  Students’ paths and measurements may vary slightly. 12 cm give or take a cm either way is acceptable.

Page 45, Facts to 10
1  10, 9, 10, 5, 10, 8, 9
   10, 7, 10, 9, 10, 8, 7
   9, 10, 10
2  4, 10, 4, 9, 6, 5, 5
   8, 4, 2, 3, 7, 0, 2
   6, 4, 1, 3
3  a  3 and 3
   b  2, 2, and 3
   c  2, 3, and 3
   d  impossible
   e  2, 2, 3, and 3

Page 46, Snacks
1  15 granola bars; students’ work will vary.
2  (challenge) 65¢; students’ work will vary.

Page 47, Addition & Subtraction Tables
1  a

<table>
<thead>
<tr>
<th></th>
<th>+</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

b

<table>
<thead>
<tr>
<th></th>
<th>+</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

2 a

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
Use after Unit Three, Session 12 (cont.)

Page 47, Addition & Subtraction Tables (cont.)

2 b

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>a</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>b</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>c</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>d</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>e</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>f</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

Page 48, Comparing Numbers to 100

1 47 < 51
2 18 < 23
3 36 > 29
4 71 > 17
5 34 = 34

Use after Unit Three, Session 24

Page 49, Missing Numbers

1 10, 8, 4
   7, 8, 9
   6, 1, 3
   12, 16, 14
   10, 8, 8
2 a 20, 30, 35
    b 45, 55, 60
    c 28, 38, 43
    d 29, 44
    e 20, 10, 5
    f 17, 7, 2
3 a (challenge) 128, 118, 108, 103; Backward
    b (challenge) 347, 362, 367, 377; Forward
    c (challenge) 503, 508, 518, 523, 528; Forward
    d (challenge) 252, 247, 242, 232, 222; Backward

Page 50, Beads & Patterns

1 a 8 red beads; students’ work will vary.
    b Students’ responses will vary. Example:

    □□□□□□□□□□□□□□□□□□□□□□

2 a (challenge) 25, 31, 37
    b (challenge) 22, 27, 32, 42, 47
    c (challenge) 10, 5, 0
    d (challenge) 8, 4, 0

Page 51, Doubles & Neighbors

1

Page 52, The Gym Teacher & Jason at the School Store

1 a 7 more soccer balls; students’ work will vary.
    b 23 soccer balls and footballs; students’ work
       will vary.
2 (challenge) Students’ responses will vary. Examples:
   • 2 markers and 1 eraser (25¢ + 25¢ + 10¢ = 60¢)
   • 3 pencils (20¢ + 20¢ + 20¢ = 60¢)
   • 1 marker, 1 pencil, and 1 folder (25¢ + 20¢ + 15¢ = 60¢)
   • 1 tablet, 1 eraser, and 1 pencil (30¢ + 10¢ + 20¢ = 60¢)

Page 53, Fast Nines & Fast Tens

1
Use after Unit Three, Session 24 (cont.)

**Page 53, Fast Nines & Fast Tens**
2 6, 7, 2, 3, 5, 6, 8
9, 4, 5, 3, 4, 7, 8

**Page 54, Baseball Cards & Teri at the School Store**
1 Andre has 1 more baseball card than James. Students’ work will vary.
2 (challenge) Students’ responses will vary. Examples:
- 2 markers and 1 pencil \((25¢ + 25¢ + 20¢ = 70¢)\)
- 2 tablets and 1 eraser \((30¢ + 30¢ + 10¢ = 70¢)\)
- 2 pencils and 1 tablet \((20¢ + 20¢ + 30¢ = 70¢)\)
- 1 marker, 1 tablet and 1 folder \((25¢ + 30¢ + 15¢ = 70¢)\)
- 3 folders and 1 marker \((15¢ + 15¢ + 15¢ + 25¢ = 70¢)\)
- 3 pencils and 1 eraser \((20¢ + 20¢ + 20¢ + 10¢ = 70¢)\)

**Page 55, Scout Them Out Add & Subtract**
1 a +2 facts are underlined.
   b +10 facts are not underlined.
   \(8, 11, 10, 7, 9, 6\)
   \(14, 17, 10, 4, 13, 16, 13\)
2 a -2 facts are underlined.
   b -10 facts are not underlined.
   \(8, 4, 4, 2, 9, 5\)
   \(11, 7, 2, 6, 12, 8, 9\)
   \(13, 10, 3, 6, 1, 10, 1\)
3 a T
   b F
   c T
   d F
   e T
   f T

**Page 56, Extra Facts**
1 Neena bought 7 red apples, 8 green apples, and 3 yellow apples. Neena is 12 years old. How many apples did Neena buy? 18 apples; students’ work will vary.
2 Pedro had 15 dollars. He spent 9 dollars on a book. His friend had 12 dollars. How much money did Pedro have left? 6 dollars; students’ work will vary.
3 The gym teacher had 16 soccer balls. She had 14 footballs. She gave 8 of the soccer balls to the playground helper. How many soccer balls did she have left? 8 soccer balls; students’ work will vary.
4 (challenge) The ladybug ate 28 aphids in the morning. Then she took a nap on a leaf for 3 hours. She ate 34 aphids in the afternoon. How many aphids did she eat in all? 62 aphids; students’ work will vary.

**Page 57, Make Ten Facts**
1 a Make 10 facts are underlined.
   b Other facts are not underlined.
   \(10, 7, 11, 10, 7, 10, 8\)
   \(9, 10, 10, 9, 8, 10\)
   \(7, 10, 10, 10, 4, 9\)
2 Students’ work will vary.
   a 18
   b 17
   c 20
   d 16
   e 26
   f 20

**Page 58, A.M. or P.M.?**
1 a 6:00 p.m.
   b 7:00 a.m.
   c 5:00 p.m.
   d 4:00 p.m.
   e 8:30 p.m.
   f 3:30 p.m.
2 Students’ responses will vary.

**Page 59, More Scout Them Out**
1 a Doubles are underlined.
   b Neighbors are not underlined.
   \(4, 5, 10, 11, 7, 8, 12\)
   \(11, 13, 14, 15, 18, 19, 22\)
   \(6, 7, 16, 24, 25, 26, 27\)
2 a Half Facts are underlined.
   b Take away Tens are not underlined.
   \(5, 3, 9, 3, 7, 2\)
   \(8, 10, 6, 20, 30, 50, 40\)
Use after Unit Three, Session 24 (cont.)

Page 59, More Scout Them Outs (cont.)
3  a  T
   b  T
   c  F
   d  F
   e  F
   f  T

Page 60, Numbers & Words
1  No answer key necessary.
2  a  Sixty-nine
   b  Forty-seven
   c  One hundred seventy-six

Use after Unit Four, Session 12

Page 61, Mystery Shapes
1  Rectangular prism
2  Sphere
3  Pyramid
4  Cylinder
5  Triangular prism
6  Cube

Page 62, More Extra Facts Practice
1  Nick has 3 cats. He had 12 fish. He gave 4 of the fish to his friend. How many fish does he have left? He has 8 fish left. Students’ work will vary.
2  Lin’s big sister is 15. She listened to 8 songs on her CD player in the morning. She listened to 9 more songs that night. How many songs did she listen to in all? Lin’s big sister listened to 17 songs in all. Students’ work will vary.
3  Amber made 9 cupcakes. Then she made 12 more cupcakes. It took 2 cups of sugar to make the frosting. How many cupcakes did she make in all? Amber made 21 cupcakes in all. Students’ work will vary.
4  (challenge) The Green Dragon had 250 gold pieces. He is 18 feet tall. He is mad because the trolls took 60 of his gold pieces. How many gold pieces does he have left? The Green Dragon has 190 gold pieces left. Students’ work will vary.

Page 63, More Make Ten Facts
1  a  Make 10 facts are underlined.
   b  Other facts are not underlined.
       10, 12, 14, 10, 10, 9
       13, 10, 16, 15, 10, 18, 10
       20, 10, 10, 5, 7, 10, 19
2  Students’ work will vary.
   a  20
   b  14
   c  29
   d  22
3  4, 2, 5, 7
   1, 9, 6, 8

Page 64, Using Make Ten Facts to Help Subtract

Page 65, Symmetry
1  a & b

2  example

An equilateral triangle
has _3_ lines of symmetry.
An isosceles trapezoid
has _1_ lines of symmetry.

A rhombus
has _2_ lines of symmetry.
A hexagon
has _6_ lines of symmetry.
Use after Unit Four, Session 12 (cont.)

Page 66, The Shapes Shop
1  a  10¢
   b  4¢
   c  5¢
2  74¢; students' work will vary.
3  Students' responses will vary.

Page 67, Thinking about Place Value
1  No answer key necessary
2  a  Two hundred eight
   b  One hundred fourteen
   c  Two hundred sixteen

Page 68, Two Different Ways to Write Money Amounts
1  a  30¢ or $0.30
   b  60¢ or $0.60
   c  71¢ or $0.71
2  a  Dime, 10¢ or $0.10, students' responses will vary
   b  Quarter, 25¢ or $0.25, students' responses will vary

Page 69, Subtraction Strategies
1  a  Subtract 2's are underlined
   b  Subtract Halves are circled
   c  Takeway 10's are in bold font
   d  Runaway 1's are in italic
   e  Any facts that don't fit one of the four types listed in a–d are shown in regular font.

Page 70, Sara's Pockets
1  2 nickels and 2 dimes; students' work will vary.
2  1 dime, 2 nickels, and 4 pennies; students work will vary.

Page 71, Halves
1  a  First choice
   b  Second choice
   c  Third choice
2  5, 8, 10, 6, 7, 9, 3
   20, 30, 12, 15, 40, 50, 11
   200, 300, 100, 60, 90, 80, 70

Page 72, Comparing Numbers to 300
1  a  244 > 229
   b  183 < 209
2  67, 107, 113, 204, 261

Use after Unit Four, Session 25

Page 73, Fact Family Triangles

Page 74, Bowls & Vans
1  4 little fishbowls; students' work will vary.
2  (challenge) 6 vans; students' work will vary.

Page 75, Puzzles about Ten & More
1  a  10
   b  4
   c  8
   d  3
   e  6
   f  3
   g  2
   h  3
2  10, 3, 5
   10, 7, 6
   5, 4, 7
3  (challenge) 40, 5, 127
Use after Unit Four, Session 25 (cont.)

Page 76, Another Trip to the Shapes Shop
1. The shape picture costs 55¢. Any coin combination worth 55¢ is acceptable. Examples: 2 quarters and 1 nickel; 1 quarter, two dimes, two nickels; or 2 quarters and 5 pennies.
2. Students’ responses will vary.

Page 77, Make Tens to Subtract
1a. 14 – 7 = ______
   -3       +4
   7      10
   14
b. 16 – 9 = ______
   +1       +6
   9      10
   16
c. 13 – 6 = ______
   +3       +4
   6      10
   13
d. 14 – 8 = ______
   +2       +4
   8      10
   14

Page 78, Books & Granola Bars
1. 15 books; students’ work will vary.
2. a (challenge) 50¢; students’ work will vary.  
   b (challenge) $1.00; students’ work will vary.  
   c (challenge) $2.50; students’ work will vary.

Page 79, More Fact Family Triangles

Page 80, Ants & the Number Box
1. a 20; students’ work will vary.  
   b 10; students’ work will vary.
2. a (challenge) 4 and 17 or 18 and 3 or 5 and 16 or 11 and 10  
   b (challenge) 18 and 11 or 23 and 6 or 12 and 17  
   c (challenge) 16 and 6  
   d (challenge) 17 and 3 or 18 and 4  
   e (challenge) 3, 4, 5, and 6

Page 81, Adding & Subtracting Tens
1. 60, 48, 55, 76, 89, 63, 36  
   29, 31, 91, 47, 50, 82, 37  
2. 65, 45, 32, 89, 77, 8, 11  
   37, 41, 29, 18, 67, 84

Page 82, Apples & Snow People
1. 35 seeds; students’ work will vary.
2. (challenge) 84 stones; students’ work will vary.

Page 83, Half & Half
1.

Page 84, Sharing Stories
1. 8 shells; students’ work will vary.
2. (challenge) 7 marbles; students’ work will vary.
Use after Unit Five, Session 17

Page 85, Missing Numbers

1

example

\begin{align*}
\text{a} & : 4 + 8 = 12 \\
\text{b} & : 9 + 6 = 15 \\
\text{c} & : 8 + 7 = 15 \\
\end{align*}

2 (challenge) 16, 9, 6

5, 5, 8

3

Page 86, Pet Shop Equations

1

\begin{align*}
\text{a} & : 10 - 5 = 5 \\
\text{b} & : 15 - 9 = 6 \\
\text{c} & : 15 - 8 = 7 \\
\text{d} & : 15 - 7 = 8 \\
\end{align*}

2 (challenge) 81, 19, 38

Page 87, Tens & Ones

1

\begin{align*}
\text{example} & : 50 + 2 = 52 \\
\text{b} & : 70 + 0 = 70 \\
\text{c} & : 70 + 5 = 75 \\
\end{align*}

2

\begin{align*}
\text{example} & : 20 + 1 + 1 = 21 \\
\text{b} & : 30 + 1 + 1 = 31 \\
\text{c} & : 50 + 1 + 1 = 51 \\
\end{align*}

Page 88, Nuts & Carrots

1 37 nuts; students’ work will vary.

2 (challenge) 21 carrots; students’ work will vary.

Page 89, Different Ways to Look at 300

1 a 3 hundreds

b 30 tens

c 300 ones

2 30 groups of 10 labeled 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260, 270, 280, 290, and 300. Students’ work will vary.

Page 90, Different Ways to Look at the Same Number

1 a 3 hundreds, 31 tens, 310 ones

b 2 hundreds, 29 tens, 290 ones

c 2 hundreds, 25 tens, 250 ones

d 2 hundreds, 20 tens, 200 ones

Page 91, Time & Money Problems

1 a 2 quarters, 1 nickel, and 1 penny

b 2 quarters, 1 dime, 1 nickel, and 1 penny

c 1 quarter and 4 pennies

d (challenge) 5 quarters, 1 nickel, and 4 pennies
### Use after Unit Five, Session 17 (cont.)

#### Page 91, Time & Money Problems (cont.)

2  
   a  6:15  
   b  3:30  
   c  2:15

3  
   a  
   b  
   c  

#### Page 92, Hundreds, Tens & Ones

1  
   a  2 hundreds, 24 tens, 247 ones  
   b  3 hundreds, 31 tens, 318 ones

2

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>5 hundreds + 2 tens + 9 ones</td>
<td>13 tens + 19 ones</td>
</tr>
<tr>
<td>b</td>
<td>42 tens</td>
<td>42 tens + 9 ones</td>
</tr>
<tr>
<td>c</td>
<td>20 tens + 9 ones</td>
<td>2 hundreds + 14 tens + 9 ones</td>
</tr>
<tr>
<td>d</td>
<td>3 hundreds + 49 ones</td>
<td>1 hundred + 20 tens + 9 ones</td>
</tr>
</tbody>
</table>

#### Page 93, Shopping & the Number Box

1  
   10¢; students’ work will vary.

2  
   a (challenge) 32 and 8 
   b (challenge) 15 and 3 
   c (challenge) 10 and 8 
   d (challenge) 20 and 32 or 15 and 3 or 20 and 8 
   e (challenge) 20, 24, and 32 
   f (challenge) 76; students’ work will vary.

#### Page 94, Base Ten Addition

1  
   38 

2  
   42 

3  
   51 

4  
   51 

5  
   39 

6  
   53 

7  
   41 

8  
   54 

9  
   39 

10  
   32

### Page 95, Shopping Problems

1  
   72¢, students’ work will vary.

2  
   (challenge) 4 apples, students’ work will vary.

### Page 96, Base Ten Subtraction

1  
   16 

2  
   20 

3  
   17 

4  
   8 

5  
   25 

6  
   15 

7  
   14 

8  
   12 

9  
   15

### Page 97, Coin Problems

1  
   63¢; students’ work will vary.

2  
   (challenge) 14¢ each; students’ work will vary.

### Use after Unit Five, Session 35

#### Page 98, Adding & Subtracting Tens & Nines

1  
   50, 49, 65, 64, 88, 87, 87 

2  
   26, 25, 82, 81, 54, 53, 76 

3  
   a  4:15 
   b  1:45 
   c  7:30 
   d  10:15

#### Page 99, Wheels

1  
   44 wheels; students’ work will vary.

2  
   (challenge) first solution: 6 wagons and 1 trike, 
   second solution: 3 wagons and 5 trikes

#### Page 100, Place Value Practice

1  
   a  32 = 30 + 2 

2  
   b  75 = 70 + 5 

3  
   c  18 = 10 + 8 

4  
   d  74 = 70 + 4 

5  
   e  28 = 20 + 8 

6  
   f  93 = 90 + 3 

7  
   g  45 = 40 + 5 

8  
   h  67 = 60 + 7

© The Math Learning Center
Use after Unit Five, Session 35 (cont.)

Page 100, Place Value Practice (cont.)

2  
68, 23, 59  
85, 57, 28  
74, 63, 69  
49, 76, 37, 54, 91, 55, 82  
3  
- a Hundreds place  
- b Tens place  
- c Ones place  
- d Hundreds place  

Page 101, Pencil Puppy & Pal  
1  
a 64  
b 73  
2  
a 35  
b 47  
3  
72 pencils; students' work will vary.  

Page 102, 2-Digit Addition  
1  
a 62  
b 53  
2  
a 40 + 30 = 70, 8 + 4 = 12, 70 + 12 = 82  
b 50 + 20 = 70, 8 + 8 = 16, 70 + 16 = 86  
c 20 + 60 = 80, 5 + 9 = 14, 80 + 14 = 94  
d 30 + 50 = 80, 4 + 9 = 13, 80 + 13 = 93  
e 40 + 40 = 80, 5 + 6 = 11, 80 + 11 = 91  

Page 103, More Facts Than You Need  
1  
- Akiko has 27 marbles. Sara has 53 marbles. Sam has 24 marbles. How many marbles do Sara and Sam have in all?  
77 marbles; students' work will vary.  
- Jenny has 12 toy people. She is building a house for them. She used 12 blocks for the front gate, and 48 blocks for the rest of the house. How many blocks did Jenny use in all?  
60 blocks; students' work will vary.  
- Juan had 56 crayons. He gave 23 of his crayons to his friend. Juan also gave his friend 15 marking pens. How many crayons does Juan have left?  
33 crayons; students' work will vary.  
- (challenge) The Toy Factory made 90 robots on Tuesday. 23 people work at the factory. They sold 54 of the robots on Wednesday. How many robots did they have left?  
36 robots; students' work will vary.  

Page 104, Numbers & Clocks  
1  
a 300 + 40 + 2  
b 200 + 70 + 3  
c 200 + 20 + 9  
d 400 + 60 + 1  
e 600 + 10 + 8  
f 157 = 100 + 50 + 7  
g 999 = 900 + 90 + 9  
h 835 = 800 + 30 + 5  
2  
138, 229, 273, 342, 461, 618  
3  
a  
3  
Page 105, Sam's Hot Dog Stand  
1  
a Saturday  
b Thursday  
c 288 hotdogs  
2  
a 325 > 108  
b 108 < 119  
c 234 > 164  
d 163 < 345  
e 325 > 234  
3  
108, 119, 125, 163, 234, 325, 345  
4  
(challenge) 1,419 hotdogs; students' work will vary.  

Page 106, 2-Digit Subtraction  
1  
- c Note students' work on number line will vary. See example below.  
- a  
- b  
- c  
- d  
- e  
- f  
- g  
- h  
- i  
- j  
- k  
- l  
- m  
- n  
- o  
- p  
- q  
- r  
- s  
- t  
- u  
- v  
- w  
- x  
- y  
- z
Use after Unit Five, Session 35 (cont.)

Page 107, The Pet Graph
1  a  Dogs
    b  7 kids
    c  6 kids
    d  $5 + 2 + 8 + 12 = 27$ kids
2  a  9 kids; students’ work will vary.
    b  17 kids; students’ work will vary.

Page 108, More 2-Digit Addition
1  a  41
    b  48
2  78, 47, 46, 33
3  a  $70 + 12 = 82$
    b  $60 + 12 = 72$
    c  $30 + 8 = 38$
    d  $80 + 10 = 90$
    e  $80 + 11 = 91$

Page 109, More 2-Digit Subtraction
2  & 3  Note students’ work on number line will vary.
    Example shown below.

Page 111, Estimation Problems
1  $17.00$
2  $20.00$
3  30 squares
4  35 books
5  300 cans

Page 112, Adding & Subtracting Practice
1  $15, 18, 17, 16, 19, 13$
    $12, 17, 20, 17, 14, 11$
    $29, 52, 75, 47, 98, 94$
    $49, 52, 88, 82, 79, 93, 85$
2  $6, 7, 3, 4, 8, 9, 10$
    $40, 20, 20, 20, 40, 50, 20$
    $16, 25, 58, 34, 15, 18, 38$

Page 113, Grandma’s Button Box
1  Students’ graph titles and graph marking methods
    will vary. Example:

Page 110, Which Makes the Most Sense?
1  a  60
    b  50
    c  90  Students’ explanations will vary. Example:
        $40 + 30$ is 70 and $9 + 9$ is 18. That’s almost up to 90.
    d  60  Students’ explanations will vary. Example:
        $30 + 20$ is 50 and $7 + 4 = 11$. That’s just one
        more than 60 if you add them up.
2  102 buttons; students’ work will vary.
Use after Unit Six, Session 13 (cont.)

Page 114, 2-Digit Addition Practice
1. a 42
   b 60
2. 29, 49, 48, 37
3. a $50 + 13 = 63$
   b $80 + 11 = 91$
   c $60 + 13 = 73$
   d $90 + 7 = 97$
   e $50 + 17 = 67$

Page 115, Lines & Buttons
1. a Students' work will vary.
   b 12 children, including Tami
   c Students' responses will vary.
2. a (challenge) Students' work will vary.
   b (challenge) 3 of the 8 buttons have 4 holes.
   c (challenge) 5 of the 8 buttons have 2 holes.
   
Page 116, Time & Money
1. a 4:25
   b 1:55
   c 7:45
   d 5:05
2. a 76¢
   b $1.00
3. a 2 quarters, 50¢, $0.50, half a dollar
   b $0.25, 25¢

Page 117, Cubes & Homework
1. a Students' work will vary.
   b There are 7 cubes in one stack and 3 cubes in the other stack.
   c Students' responses will vary.
2. a (challenge) Students' work will vary.
   b (challenge) 45 marbles
   c (challenge) Students' responses will vary.

Page 118, More Place Value Practice
1. a 50, 60, 70, 90, 120, 130
   b 250, 240, 220, 210, 190, 180
   c 233, 243, 263, 273, 283, 303
   d 527, 517, 497, 477
2. a 400, 500, 600, 800, 900
   b 650, 550, 450, 250, 150
3. c 503, 603, 703, 903
   d 614, 514, 314, 214, 114
3. 472, 628
   855, 113
   259, 381, 742, 260, 444, 117, 999
4. a Hundreds place
   b Ones place
   c Tens plans

Page 119, Homework & 100
1. Students' responses will vary. Examples: $12 + 12 = 24$, How many eggs in 2 dozen? How many doughnuts in 2 dozen? $30 - 6 = 24$, $20 + 4 = 24$
2. (challenge) Students' responses will vary. Examples: $90 + 30 = 120$, $80 + 40 = 120$, $130 - 10 = 120$, $140 - 20 = 120$, $2 \times 60 = 120$, $3 \times 40 = 120$, $240 \div 2 = 120$
   
Page 120, 2-Digit Subtraction Practice
1. 27; students' work will vary.
2. 34; students' work will vary.
3. 44; students' work will vary.

Page 121, Make Your Own Problems
1. 85; students' work will vary.
2. 57; students' work will vary.
3. 46; students' work will vary.
4. 29; students' work will vary.
5. 27; students' work will vary.

Use after Unit Seven, Session 14

Page 122, Solving Equations
1. a 8
   b 8
   c 6
   d 9
   e 7
   f 3
   g 3
2. 90, 30, 20
   40, 50, 60
   55, 50
3. (challenge) 244, 143, 50
Use after Unit Seven, Session 14 (cont.)

Page 123, Apples & Orange Slices
1 48 apples; students’ work will vary.
2 (challenge) 144 seeds; students’ work will vary.

Page 124, The Second Graders Clean Their Desks
1 Students’ graph titles and methods of marking the graph will vary. Example:

<table>
<thead>
<tr>
<th>Extra Things</th>
<th>Number of Extra Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencils</td>
<td>45</td>
</tr>
<tr>
<td>Scissors</td>
<td>42</td>
</tr>
<tr>
<td>Glue Sticks</td>
<td>39</td>
</tr>
<tr>
<td>Erasers</td>
<td>36</td>
</tr>
<tr>
<td>Books</td>
<td>33</td>
</tr>
<tr>
<td>Extra Things</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

2 29 pencils; students’ work will vary.
3 (challenge) 98 extra things; students’ work will vary.

Page 125, Measuring Problems
1 a Students’ responses will vary.
b 13 cm, 15 cm
c Line A
d 2 cm; students’ work will vary.
2 a Students’ responses will vary.
b 20 cm, 25 cm
c Crooked Line D
d 5 cm; students’ work will vary.

Page 126, Fractions
1 a \( \frac{1}{2} \)
b \( \frac{1}{4} \)
c \( \frac{1}{4} \)
d \( \frac{3}{4} \)

Page 127, The Army Ants Measure Up
1 Students’ responses will vary.
2 15 army ants
3 Students’ responses will vary.

Page 128, Place Value Review
1 a hundreds, 700
b ones, 3
c tens, 50
d hundreds, 600
2 a 85 > 58
b 327 < 372
c 106 < 610
d 218 = 218
e 735 > 573
f 204 < 240
g 483 > 438
3 a–g Students’ responses will vary.

Page 129, More about Meters
1 Students’ responses will vary.
2 Students’ responses will vary.
3 10 seconds
4 Students’ responses will vary. Examples: snail, slug
5 Meters
6 Centimeters
7 (challenge) Shorter by 32 centimeters; students’ work will vary.

Page 130, Adding & Subtracting
1 86, 73, 68, 88, 77, 68, 76
   378, 126, 894, 375, 390, 457, 150
2 a 91; students’ work will vary.
b 262; students’ work will vary.
**Use after Unit Seven, Session 14 (cont.)**

**Page 130, Adding & Subtracting (cont.)**
3 80, 30, 41, 51, 20, 30, 25
4 25; students' work will vary.

**Page 131, Crayons**
1 21¢; students' work will vary.
2 88 crayons; students' work will vary.
3 No; students' responses will vary. Example: 99¢ is only 1 penny away from $1.00, so $1.50 + 99¢ would be way more than $2.00.

**Page 132, Pedro's Birthday**
1 Tuesday
2 April 3; students' explanations will vary.
3 21 days in three weeks; students' work will vary.
4 72 hours in three days; students' work will vary.
5 a 3 hours
   b 180 minutes; students' work will vary.

**Page 133, More Crayon Problems**
1 42¢; students' work will vary.
2 (challenge) $8.60; students' work will vary.

**Use after Unit Seven, Session 25**

**Page 134, Digits & Number Riddles**
1

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>289</td>
<td>20</td>
<td>80</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>438</td>
<td>9</td>
<td>4385</td>
<td></td>
<td></td>
</tr>
<tr>
<td>316</td>
<td>3</td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5,887</td>
<td>5</td>
<td>887</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4,301</td>
<td>4</td>
<td>301</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

2 a (challenge) 147
   b (challenge) 3,702 or 3,700

**Page 135, The Toy Store**
1 $37.00; students' work will vary.
2 (challenge) Skates, puppet, and soccer ball; students' work will vary.

**Page 136, Enough Time in the Day**
1

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:34</td>
<td>5</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:48</td>
<td>1</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:23</td>
<td>7</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:06</td>
<td>9</td>
<td>06</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 15 minutes
3 4 hours
4 240 minutes; students' work will vary.

**Page 137, More Toy Store Problems**
1 $7.98; students' work will vary.
2 (challenge) 5 kids; students' work will vary.

**Page 138, More Fractions**
1 a $\frac{2}{4}$
   b $\frac{2}{3}$
   c $\frac{3}{4}$
   d $\frac{4}{6}$
2 a $\frac{3}{6}$ (1⁄2 also acceptable) students' work will vary.
   b $\frac{1}{4}$; students' work will vary.

**Page 139, Pizza Problems**
1 David
2 (challenge) David

**Page 140, Reading & Writing Numbers**
1 a $286 = 200 + 80 + 6$
   b $753 = 700 + 50 + 3$
   c $621 = 600 + 20 + 1$
   d $347 = 300 + 40 + 7$
   e $917 = 900 + 10 + 7$
   f $160 = 100 + 60$
   g $804 = 800 + 4$
2 528, 222, 171
   719, 847, 503
   291, 319, 226, 452, 999, 341, 418
3 a 306
   b 217
Use after Unit Seven, Session 25 (cont.)

Page 141, How Long Is a Shark?
1 Thresher shark
2 Night Shark
3 a >
   b <
4 154 cm, 174 cm, 204 cm, 247 cm, 312 cm, 373 cm
5 126 cm; students’ work will vary.

Page 142, Addition & Subtraction Practice
1 43, 58, 88, 100, 68, 70
   299, 360, 597, 240, 350, 351, 500
2 a 94; students’ work will vary.
   b 270; students’ work will vary.
3 40, 40, 44, 25, 30, 15, 25
4 Students’ responses and work will vary. Answers to the 4 problems are shown below.
   20, 25, 34, 24

Page 143, Maria Jose’s Day

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>A.M. or P.M.</th>
<th>Clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Breakfast</td>
<td>7:05</td>
<td>A.M.</td>
<td></td>
</tr>
<tr>
<td>b Arrive at School</td>
<td>8:15</td>
<td>A.M.</td>
<td></td>
</tr>
<tr>
<td>c Lunch</td>
<td>11:55</td>
<td>A.M.</td>
<td></td>
</tr>
<tr>
<td>d Soccer Practice</td>
<td>4:10</td>
<td>P.M.</td>
<td></td>
</tr>
<tr>
<td>e Dinner</td>
<td>6:30</td>
<td>A.M.</td>
<td></td>
</tr>
</tbody>
</table>

Page 144, More Number Patterns
1 a 45, 65, 85, 95, 105
   b 24, 30, 42, 48, 54, 72
   c 120, 125, 135, 140, 150
   d 313, 513, 713, 813, 913
2 Feet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9
      | 12| 24| 36| 48| 60| 72| 84| 96| 108
3 (challenge) 9 yards; students’ work will vary.

Page 145, Breanna’s Pockets
1 Pocket B has 59¢
   Pocket C has 83¢
   Pocket D has 56¢
2 Pocket C
3 Pocket D
4 Student responses will vary. Example: No, because 59 and 56 is just a little more than a dollar. 77 and 83 are each both less than a dollar. I don’t think it will add up to $3.00.
5 $2.75; students’ work will vary.
6 (challenge) $1.88; students’ work will vary.
1 Trace the words and numbers. Then draw a line to the matching set.

- eleven 11 11
- twelve 12 12
- thirteen 13 13
- fourteen 14 14
- fifteen 15 15
- sixteen 16 16
- seventeen 17 17
- eighteen 18 18
- nineteen 19 19
- twenty 20 20

2 Fill in the missing numbers on the line below.

11 [ ] 13 [ ] 15 [ ] 17 [ ]
Apples & Shapes

1 There were 3 apples on the table. Jan put 6 more apples on the table. How many apples were on the table in all? Show your work.

There were _____ apples on the table in all.

CHALLENGE

2 Make a picture that is worth 24¢. You can only use these shapes. Label your picture. Prove that it is worth 24¢.

Square–5¢  Circle–4¢  Triangle–3¢

© The Math Learning Center
Adding & Subtracting 0’s, 1’s, & 2’s

1 Add. Count the dots to help.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>+ 0</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>+ 1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>+ 4</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>+ 6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>+ 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>+ 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>+ 2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>+ 5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>+ 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>+ 2</td>
<td></td>
</tr>
</tbody>
</table>

2 Subtract. Cross out the dots to help.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>− 2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>− 1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>− 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>− 0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>− 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>− 0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>− 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>− 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>− 2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>− 0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>− 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>− 2</td>
<td></td>
</tr>
</tbody>
</table>
Dollars & Dimes

1 Marco has 6 dollars. How many more dollars does he need to have 10 dollars altogether? Show your work.

Marco needs ________ dollars to have 10 dollars altogether.

**CHALLENGE**

2 Katy has 5 dollars. How many more dimes does she need to have 8 dollars altogether? Show your work.

Katy needs ________ more dimes to have 8 dollars altogether.
Adding Doubles & Neighbors

1 Add.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
</tbody>
</table>

Find the sums. Make dots in the frames to show the answers.

ex \(4 + 3 = \_\_\_\__\)  
\[
\begin{array}{c}
4 \\
\hline
3 \\
\hline
7 \\
\end{array}
\]

a \(3 + 2 = \_\_\_\_\)  
\[
\begin{array}{c}
3 \\
\hline
2 \\
\hline
5 \\
\end{array}
\]

b \(5 + 4 = \_\_\_\_\)  
\[
\begin{array}{c}
5 \\
\hline
4 \\
\hline
9 \\
\end{array}
\]

c \(4 + 4 = \_\_\_\_\)  
\[
\begin{array}{c}
4 \\
\hline
4 \\
\hline
8 \\
\end{array}
\]

d \(4 + 3 = \_\_\_\_\)  
\[
\begin{array}{c}
4 \\
\hline
3 \\
\hline
7 \\
\end{array}
\]

e \(5 + 5 = \_\_\_\_\)  
\[
\begin{array}{c}
5 \\
\hline
5 \\
\hline
10 \\
\end{array}
\]

f \(2 + 3 = \_\_\_\_\)  
\[
\begin{array}{c}
2 \\
\hline
3 \\
\hline
5 \\
\end{array}
\]

g \(4 + 5 = \_\_\_\_\)  
\[
\begin{array}{c}
4 \\
\hline
5 \\
\hline
9 \\
\end{array}
\]

h \(2 + 2 = \_\_\_\_\)  
\[
\begin{array}{c}
2 \\
\hline
2 \\
\hline
4 \\
\end{array}
\]
Fish & Farm Problems

1 Gus had some fish. He got 6 more fish at the pet store. Now he has 11 fish. How many fish did Gus have to start with? Show your work.

Gus started out with __________ fish.

CHALLENGE

2 Mrs. Jones has ducks and sheep on her farm. The animals have a total of 6 heads and 16 legs. How many ducks does Mrs. Jones have? How many sheep does Mrs. Jones have? Show your work.

Mrs. Jones has __________ ducks and __________ sheep.
Number Lines & Counting Patterns

1. Practice writing each numeral twice.

```
  10  11  12  13  14  15  16  17  18  19
```

2. Fill in the missing numbers on each number line below.

   a. 
      
      
      
      
      
      13  14  __  __  __  17  __  19

   b. 
      
      
      
      
      
      15  20  25  __  __  __  __  45

   c. 
      
      
      
      
      
      __  16  18  __  22  __  __  __

   d. 
      
      
      
      
      
      __  3  5  __  9  __  __  __
Baseball Cards & Darts

1 James had 13 baseball cards. He gave 6 to his brother. How many baseball cards does James have now? Show your work.

James now has ___________ baseball cards.

CHALLENGE

2 Mai threw 3 darts at the board. All three of them stuck in the board. What are all the different scores she could get? Show your work.
1 Fill in the missing numbers. Then color in the count-by-twos numbers, starting with 2 (2, 4, 6, 8, and so on).

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>15</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>33</td>
<td>36</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

2 Add:

6 + 2 = ____  
2 + 10 = ____  
24 + 2 = ____  
2 + 12 = ____  
18 + 2 = ____  
30 + 2 = ____  
14 + 2 = ____  
8 + 2 = ____  

3 Subtract:

8 – 2 = ____  
12 – 2 = ____  
16 – 2 = ____  
10 – 2 = ____  
28 – 2 = ____  
36 – 2 = ____  
24 – 2 = ____  
40 – 2 = ____  

4 Fill in the blanks.

a 9 leaf cutter ants  
How many antennae in all?  

b 12 butterflies  
How many wings in all?  

C 7 elephants  
How many ears in all?  

© The Math Learning Center
Fish & Money Problems

1 There were 13 fish in the tank. The cat ate some. Now there are only 9 fish in the tank. How many did the cat eat? Show your work.

The cat ate __________ fish.

CHALLENGE

2 Find different ways to make 23¢. Finish the chart. Be sure to fill in every box.

<table>
<thead>
<tr>
<th></th>
<th>Dimes</th>
<th>Nickels</th>
<th>Pennies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex a</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ex b</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>a</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fact Families 6's

1. Write an equation to match each cube train.

   Example: \[3 + 3 = 6\]
   - a
   - b
   - c

2. Color in the cube train to match the equation.

   Example: \[4 + 2 = 6\]
   - a
   - b
   - c

3. Subtract:

   \[
   \begin{align*}
   6 - 0 &= ____ \\
   5 - 2 &= ____ \\
   5 - 5 &= ____ \\
   6 - 2 &= ____ \\
   6 - 4 &= ____ \\
   6 - 1 &= ____ \\
   6 - 3 &= ____ \\
   5 - 4 &= ____ \\
   6 - 5 &= ____ \\
   5 - 3 &= ____ \\
   6 - 6 &= ____ \\
   5 - 1 &= ____
   \end{align*}
   \]

4. Fill in the missing numbers.

   \[
   \begin{align*}
   2 + ____ &= 6 \\
   ____ + 5 &= 6 \\
   6 &= 3 + ____ \\
   6 &= 4 + ____ \\
   3 + ____ &= 6 \\
   ____ + 0 &= 6 \\
   6 &= 2 + ____ \\
   6 &= 6 + ____
   \end{align*}
   \]
Crayons & Coins

1 John had some crayons. He gave 5 to Jen. Now he has 7 crayons left. How many crayons did John have to start with? Show your work.

John started out with _________ crayons.

2 Here are 3 clues:
- Kendra has 5 coins.
- She has 35¢.
- She only has nickels and dimes.

How many nickels does Kendra have? How many dimes does Kendra have? Show your work.

Kendra has ____ nickels. Kendra has ____ dimes.
Dominoes & Counting Patterns

1 Fill in the missing numbers to complete the addition facts.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>+</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Fill in the missing dots and numbers to complete the addition facts.

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>+</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Make up your own combinations for these numbers. Fill in the dots and numbers.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>+</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Fill in the missing numbers to complete the pattern.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fish & Pictures

1 Tim has 12 fish. 7 are yellow and the rest are red. How many red fish does Tim have? Show your work.

Tim has _______ red fish.

2 Make a picture that is worth 36¢. You can only use these shapes. Label your picture. Prove that it is worth 36¢.

<table>
<thead>
<tr>
<th>Square—5¢</th>
<th>Circle—4¢</th>
<th>Triangle—3¢</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Square" /></td>
<td><img src="image2" alt="Circle" /></td>
<td><img src="image3" alt="Triangle" /></td>
</tr>
</tbody>
</table>
# Numbers & Coins

Trace the numbers and words. Then draw a line to the matching set of coins and fill in the correct amount of money. One number does not have a matching set.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penny 1¢</td>
<td>Nickel 5¢</td>
<td>Dime 10¢</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 10 ten
- 20 twenty
- 30 thirty
- 40 forty
- 50 fifty
- 60 sixty
- 70 seventy
- 80 eighty

<table>
<thead>
<tr>
<th>ex</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20 c</td>
</tr>
<tr>
<td>2</td>
<td>c</td>
</tr>
<tr>
<td>3</td>
<td>c</td>
</tr>
<tr>
<td>4</td>
<td>c</td>
</tr>
<tr>
<td>5</td>
<td>c</td>
</tr>
<tr>
<td>6</td>
<td>c</td>
</tr>
</tbody>
</table>
Blocks & Apples

1 Rosa has 6 blocks. Eric has 7 more blocks than Rosa. How many blocks does Eric have? Show your work.

Eric has __________ blocks.

CHALLENGE

2 4 apples cost $1.00. How much will Jenny have to pay for 5 apples? Show your work.

Jenny will have to pay __________ for 5 apples.
Fact Families 7’s

1 Write an equation to match each cube train.

**Example** 5 + 2 = 7

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**a**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**c**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Color in the cube train to match the equation.

**Example** 2 + 2 + 3 = 7

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**a** 2 + 5 = 7

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b** 1 + 3 + 3 = 7

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**c** 7 + 0 = 7

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Subtract:

7 – 0 = ____

6 – 2 = ____

7 – 6 = ____

7 – 2 = ____

7 – 4 = ____

7 – 1 = ____

7 – 3 = ____

6 – 4 = ____

7 – 5 = ____

6 – 3 = ____

7 – 7 = ____

7 – 1 = ____

4 Fill in the missing numbers.

3 + _____ = 7

____ + 5 = 7

7 = 6 + _____

7 = 4 + _____
Pennies, Bikes, & Trikes

1 Tammy has 14 pennies. Troy has 5 pennies. How many more pennies does Tammy have than Troy?

Tammy has ________ more pennies than Troy.

CHALLENGE

2 There are some bikes and trikes on the playground. There are 7 seats and 19 wheels. How many bikes are there? How many trikes are there? Show your work.

There are ________ bikes on the playground.

There are ________ trikes on the playground.
Fingers & Toes

1 Write the 5's counting pattern to 70 under the ten-frames below. The first 3 numbers have been done for you.

<table>
<thead>
<tr>
<th>5</th>
<th>10</th>
<th>15</th>
</tr>
</thead>
</table>

2 Practice adding and subtracting 5's.

\[
\begin{array}{ccccccccc}
20 & 35 & 10 & 0 & 5 & 45 & 25 \\
+ 5 & + 5 & + 5 & + 5 & + 5 & + 5 & + 5 \\
\hline
15 & 30 & 25 & 5 & 50 & 20 & 10 \\
- 5 & - 5 & - 5 & - 5 & - 5 & - 5 & - 5 \\
\hline
\end{array}
\]

3 Fill in the blanks.

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
</tr>
<tr>
<td>b</td>
</tr>
<tr>
<td>c</td>
</tr>
<tr>
<td>d</td>
</tr>
<tr>
<td>e</td>
</tr>
<tr>
<td>f</td>
</tr>
</tbody>
</table>
Inchworm's Garden

Here is Little Inchworm's Garden. Use the inch side of your ruler to measure the path between each part of the garden. Write your answers on the chart below.

From | To | How Many Inches?
--- | --- | ---
1 | Tomato Plant | Pear Tree
2 | Pear Tree | Flower Bed
3 | Flower Bed | Carrot Patch
4 | Carrot Patch | Potato Patch
5 | Potato Patch | Tomato Plant
6 | Tomato Plant | Carrot Patch
Thinking about 5’s

1 Fill in the missing numbers. Then color in the count-by-fives numbers, starting with 5 (5, 10, 15, 20, and so on).

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>6</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td></td>
<td></td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

2 Add:

5 + 5 = _____  
15 + 5 = _____  
21 + 5 = _____  
34 + 5 = _____

3 Subtract:

20 – 5 = _____  
15 – 5 = _____  
35 – 5 = _____  
50 – 5 = _____

4 Write the missing numbers on the line.

30 35 40 _____ 55 65 75 _____ 90

5 What’s next in this skip counting pattern? 1, 6, 11, 16, _____, _____, _____, _____
Shells & Coins

1 Rosa had 14 shells. She gave 3 of the shells to her sister and 4 of the shells to her brother. How many shells did Rosa have left? Show your work.

Rosa had ______ shells left.

2 Jared has 5 coins in his pocket. They are worth 18¢ in all. What coins does Jared have? Show your work.

Here are the 5 coins Jared has in his pocket: ____________, ____________, ____________, ____________, ____________
Fact Families 8’s

1 Write an equation to match each cube train.

example $3 + 5 = 8$

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Color in the cube train to match the equation.

example $5 + 3 = 8$

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a $3 + 3 + 2 = 8$

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b $2 + 6 = 8$

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c $2 + 2 + 4 = 8$

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Subtract:

$8 - 0 = \underline{\hspace{2cm}}$  $7 - 2 = \underline{\hspace{2cm}}$  $7 - 5 = \underline{\hspace{2cm}}$  $8 - 2 = \underline{\hspace{2cm}}$

$8 - 4 = \underline{\hspace{2cm}}$  $8 - 1 = \underline{\hspace{2cm}}$  $8 - 3 = \underline{\hspace{2cm}}$  $6 - 4 = \underline{\hspace{2cm}}$

$8 - 5 = \underline{\hspace{2cm}}$  $7 - 3 = \underline{\hspace{2cm}}$  $8 - 7 = \underline{\hspace{2cm}}$  $8 - 6 = \underline{\hspace{2cm}}$

4 Fill in the missing numbers.

$3 + \underline{\hspace{2cm}} = 8$  $\underline{\hspace{2cm}} + 4 = 8$  $8 = 7 + \underline{\hspace{2cm}}$  $8 = 2 + \underline{\hspace{2cm}}$
Inchworm’s Paths

Little Inchworm wants to get from the house to the duck pond. She can use Path A, B, or C.

1 Which path looks shortest? (circle one)

Path A  Path B  Path C

2 Use the inch side of your ruler. Measure each path to find out which one is shortest.

a Path A is _______ inches long.

b Path B is _______ inches long.

c Path C is _______ inches long.

3 Which path is shortest? __________________________

4 Which path is longest? __________________________

CHALLENGE

5 Use a red pencil or marker. Draw the shortest path from the house to the duck pond. Measure your new path with the inch side of your ruler.

About how long is your new path? _______________ inches
Ella’s Piggy Bank

Ella took all the coins out of her piggy bank. She made a graph about them.

My Coin Graph

<table>
<thead>
<tr>
<th>Pennies</th>
<th>Nickels</th>
<th>Dimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1¢</td>
<td>5¢</td>
<td>10¢</td>
</tr>
</tbody>
</table>

1  Does Ella have more dimes or more pennies? __________________________

2  Which coin does Ella have the most of? __________________________

3  How many fewer dimes are there than nickels? __________________________

4  How much money does Ella have in her bank? __________________________

5  Ella wants to buy a binder for $1.00. How much more money does she need? Show your work.
Pets & Coins

1 Mark has 3 dogs, 5 cats, and 8 fish. How many pets does he have in all? Show your work.

Mark has _______ pets in all.

**CHALLENGE**

2 Here are 2 clues.
• Carly has 2 more nickels than dimes in her pocket.
• She has 40 cents.

How many nickels does Carly have? How many dimes does Carly have? Show your work.

Carly has _______ nickels. Carly has _______ dimes.
Fact Families  9’s

1 Write an equation to match each cube train.

<table>
<thead>
<tr>
<th>Example</th>
<th>6 + 3 = 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Cube Train A]</td>
</tr>
<tr>
<td>a</td>
<td>![Cube Train B]</td>
</tr>
<tr>
<td>b</td>
<td>![Cube Train C]</td>
</tr>
<tr>
<td>c</td>
<td>![Cube Train D]</td>
</tr>
</tbody>
</table>

2 Color in the cube train to match the equation.

<table>
<thead>
<tr>
<th>Example</th>
<th>3 + 6 = 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Cube Train A]</td>
</tr>
<tr>
<td>a</td>
<td>![Cube Train B]</td>
</tr>
<tr>
<td>b</td>
<td>![Cube Train C]</td>
</tr>
<tr>
<td>c</td>
<td>![Cube Train D]</td>
</tr>
</tbody>
</table>

3 Subtract:

9 – 0 = _____  
9 – 4 = _____  
9 – 5 = _____  
8 – 3 = _____  
9 – 1 = _____  
8 – 5 = _____  
9 – 3 = _____  
9 – 2 = _____  
9 – 9 = _____  
9 – 8 = _____  
9 – 7 = _____  
9 – 6 = _____

4 Fill in the missing numbers.

4 + _____ = 9  
_____ + 6 = 9  
9 = 7 + _____  
9 = 8 + _____
Fish Problems

1  There are 12 fish in the tank. 5 of the fish are blue. The rest of the fish are red. How many of the fish in the tank are red? Show your work.

________ of the fish in the tank are red.

CHALLENGE

2  Jacob has 12 fish. Some of the fish are yellow. Some of the fish are red. There are no other colors. There are twice as many yellow fish as red fish. How many yellow fish does Jacob have? How many red fish does Jacob have? Show your work.

Jacob has ______ yellow fish. Jacob has ______ red fish.
Cubes on a Line

1 Write the number to show how many cubes there are in each box below.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Fill in the missing numbers on the number line below.

0 5 10 25 40 50 70

3 Add:

\[
\begin{align*}
20 + 10 & = 30 \\
10 + 5 & = 15 \\
30 + 8 & = 38 \\
40 + 6 & = 46 \\
50 + 10 & = 60 \\
15 + 5 & = 20 \\
25 + 5 & = 30
\end{align*}
\]
Ant Paths

1. How many centimeters does the army ant have to go to get to each bug? Use the centimeter side of your ruler to find out.

   a. On Path A the army ant has to travel ________ centimeters.
   
   b. On Path B the army ant has to travel ________ centimeters.
   
   c. On Path C the army ant has to travel ________ centimeters.

2. The army ants want to get the scorpion. They can use Path A, B, or C.

   a. Use the centimeter side of your ruler to measure each path.

      Path A is ________ centimeters long.
      Path B is ________ centimeters long.
      Path C is ________ centimeters long.

   b. If you were an army ant, which path would you use? Path ________ Why?
Fact Families 10’s

1 Write an equation to match each cube train.

example 5 + 5 = 10

a

b

c

2 Color in the cube train to match the equation.

example 6 + 4 = 10

a 8 + 2 = 10

b 3 + 7 = 10

c 1 + 2 + 3 + 4 = 10

3 Subtract:

10 – 0 = _____ 10 – 3 = _____ 10 – 9 = _____ 10 – 2 = ____
10 – 4 = _____ 10 – 1 = _____ 10 – 5 = _____ 10 – 8 = ____
9 – 4 = _____ 10 – 6 = _____ 10 – 7 = _____ 10 – 10 = _____

4 Fill in the missing numbers.

5 + _____ = 10 _____ + 7 = 10 10 = 6 + _____ 10 = 1 + _____
Ant Story Problems

A story problem gives you some facts and asks a question. For each problem
• underline the facts.
• put a box around the question.
• solve the problem and show your work.
• write the answer on the line.

example  There were 10 army ants. 3 went out to get some food. How many ants were left?

\[ 10 - 3 = 7 \]

There were \( \underline{7} \) ants left.

1 6 ants are working hard. Some more come to help. Now there are 13 ants. How many ants came to help?

_____ ants came to help.

2 There are 7 ants at the top of the tunnel. There are 4 ants in the middle chamber. There are 5 ants in the lower chamber. How many ants in all?

There are _____ ants in all.

3 There are 6 ants. Each ant has 3 seeds. How many seeds in all?

There are _____ seeds in all.
Triangle Fact Families

Draw a line to match each Unifix cube train to its fact family triangle. Then write 2 addition and 2 subtraction sentences to match.

<table>
<thead>
<tr>
<th>Example</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 + 6 = 9</td>
<td>6 + 3 = 9</td>
</tr>
<tr>
<td>9 - 6 = 3</td>
<td>9 - 3 = 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
T-Shirts & Turtles

1 Lin got a t-shirt for 7 dollars and a teddy bear for 4 dollars. He gave the clerk a 20-dollar bill. How much money did he get back? Show your work.

Lin got _____ dollars back.

2 Two 8-legged spiders landed on a 4-legged turtle. Then three 2-legged birds landed on the turtle. How many legs in all (counting the turtle)? Show your work.

There were _____ legs in all.
All about Tens

1 Circle the two numbers in each box that add up to 10.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

example

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

2 Write 2 addition and 2 subtraction sentences to match each ten-frame.

example

<table>
<thead>
<tr>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 + 4 = 10</td>
</tr>
<tr>
<td>10 - 4 = 6</td>
</tr>
<tr>
<td>4 + 6 = 10</td>
</tr>
<tr>
<td>10 - 6 = 4</td>
</tr>
</tbody>
</table>

Subtract:

<table>
<thead>
<tr>
<th>10</th>
<th>10</th>
<th>10</th>
<th>10</th>
<th>10</th>
<th>10</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 7</td>
<td>- 5</td>
<td>- 6</td>
<td>- 3</td>
<td>- 4</td>
<td>- 9</td>
<td>- 2</td>
</tr>
</tbody>
</table>

4 Fill in the missing numbers.

<table>
<thead>
<tr>
<th>3 + _____ = 10</th>
<th>_____ + 5 = 10</th>
<th>4 + 6 = _____</th>
<th>9 + _____ = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 = 7 + _____</td>
<td>10 = 8 + _____</td>
<td>6 + _____ = 10</td>
<td>1 + 4 + 5 = _____</td>
</tr>
</tbody>
</table>
Dollars & Quarters

1 Jana has 7 dollars. How many more dollars does she need to have 14 dollars altogether? Show your work.

Jana needs _____ more dollars.

CHALLENGE

2 Timmy has 7 dollars. How many more quarters does he need to have 12 dollars altogether? Show your work.

Timmy needs _____ more quarters.
Facts to 8

1 Add:

\[
\begin{array}{cccccc}
4 & 4 & 3 & 1 & 8 & 3 \\
+ & 4 & + & 5 & + & 2 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccc}
3 & 5 & 7 & 6 & 2 & 2 \\
+ & 2 & + & 1 & + & 5 \\
\hline
\end{array}
\]

\[
4 + 3 = ____  \quad 5 + 3 = ____  \quad 4 + 2 + 2 = ____  \quad 1 + 2 + 3 = ____
\]

2 Subtract:

\[
\begin{array}{cccccc}
7 & 8 & 8 & 8 & 7 & 8 \\
- & 5 & - & 0 & - & 4 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccc}
8 & 7 & 8 & 8 & 8 & 7 \\
- & 2 & - & 2 & - & 8 \\
\hline
\end{array}
\]

\[
6 - 5 = ____  \quad 6 - 3 = ____  \quad 5 - 2 = ____  \quad 7 - 6 = ____
\]

3 Get Unifix cubes. Make trains of 1, 2, 3, and 4 cubes. Put the trains together to make the numbers in the hexagons below. Color in the boxes to show which trains you put together. You can use more than 2 trains to make a number.

\[
\begin{array}{cccc}
\text{example} & a & b & c \\
\begin{array}{cc}
\text{1} & \text{2} \\
\text{3} & \text{4}
\end{array} & \begin{array}{cc}
\text{1} & \text{2} \\
\text{3} & \text{4}
\end{array} & \begin{array}{cc}
\text{1} & \text{2} \\
\text{3} & \text{4}
\end{array} & \begin{array}{cc}
\text{1} & \text{2} \\
\text{3} & \text{4}
\end{array}
\end{array}
\]

\[
\begin{array}{cccc}
d & e \\
\begin{array}{cc}
\text{1} & \text{2} \\
\text{3} & \text{4}
\end{array} & \begin{array}{cc}
\text{1} & \text{2} \\
\text{3} & \text{4}
\end{array}
\end{array}
\]
Flowers & Oranges

1. Jen had some flowers. Her friend gave her 9 more flowers. Now she has 14 flowers. How many flowers did Jen have to start with? Show your work.

Jen had _____ flowers to start with.

2. Jon had 4 oranges. He cut each orange into 8 slices. How many orange slices did he have in all? Show your work.

Jon had ______ orange slices in all.
Telling Time on Two Kinds of Clocks

1 Read each of these clock faces and write the time on the digital clock.

![Clock Faces A-D](image)

![Digital Clocks A-D](image)

2 Read each of these digital clocks and mark the time on the clock face.

![Digital Clocks A-D](image)

![Clock Faces A-D](image)
Ladybug Story Problems

A story problem gives you some facts and asks a question. For each problem
• underline the facts.
• put a box around the question.
• solve the problem and show your work.
• write the answer on the line.

example There were 7 ladybugs on the leaf. 6 more landed on the leaf. How many ladybugs in all?

\[ 7 + 6 = 13 \]

There were 13 ladybugs in all.

1 10 ladybugs were sitting on a leaf. A bird came and chased 4 of them away. How many ladybugs were left?

_____ ladybugs were left.

2 There are 4 ladybugs on the leaf. How many legs in all? (Ladybugs have 6 legs.)

There are _____ legs in all.

3 There were 5 ladybugs on a leaf. Some more ladybugs came. Then there were 12 ladybugs on the leaf. How many ladybugs came?

_____ ladybugs came.
Facts to 9

1 Add:

\[
\begin{array}{cccccc}
5 & 4 & 3 & 2 & 9 & 4 \\
+ & 4 & + & 6 & + & 2 \\
\hline \\
7 & 5 & 8 & 6 & 4 & 2 \\
+ & 2 & + & 1 & + & 5 \\
\hline \\
9 & 7 & 9 & 7 & 4 & 7 \\
\end{array}
\]

\[
4 + 3 = \_
\]
\[
5 + 2 + 2 = \_
\]
\[
6 + 2 = \_
\]
\[
0 + 6 + 3 = \_
\]

2 Subtract:

\[
\begin{array}{cccccc}
8 & 9 & 8 & 9 & 7 & 9 \\
- & 5 & - & 0 & - & 4 \\
\hline \\
3 & 9 & 4 & 5 & 3 & 5 \\
- & 2 & - & 2 & - & 8 \\
\hline \\
1 & 7 & 2 & 1 & 9 & 1 \\
\end{array}
\]

\[
9 - 4 = \_
\]
\[
9 - 6 = \_
\]
\[
9 - 7 = \_
\]
\[
8 - 7 = \_
\]

3 Get Unifix cubes. Make trains of 2, 3, 4, and 8 cubes. Put the trains together to make the numbers in the hexagons below. Color in the boxes to show which trains you put together. You can use one or more trains to make a number.

<table>
<thead>
<tr>
<th>example</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="a.png" alt="example" /></td>
<td><img src="b.png" alt="a" /></td>
<td><img src="c.png" alt="b" /></td>
<td><img src="d.png" alt="c" /></td>
<td><img src="e.png" alt="d" /></td>
<td><img src="f.png" alt="e" /></td>
</tr>
</tbody>
</table>

© The Math Learning Center
Cookies & Apples

1 There were 15 cookies on the plate. The dog got some of them. Now there are only 7 cookies on the plate. How many did the dog get? Show your work.

The dog got ______ cookies.

CHALLENGE

2 Ann had 4 apples. She cut each apple into 5 slices. Each slice had 3 seeds in it. How many seeds in all? Show your work.

There were ______ seeds in all.
Number Patterns

1a Fill in the missing numbers on this chart.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td>16</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>53</td>
<td>54</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>67</td>
<td>68</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>78</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>82</td>
<td>83</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>89</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>93</td>
<td>94</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Color all the counting-by-2’s numbers red.

c Color all the counting-by-5’s numbers yellow.

d Color all the counting-by-10’s numbers blue.

2 The numbers in the box are mixed up! Put them in order from least to greatest.

62 51 17 78 40 14

____, _____, _____, _____, _____, _____

least                      greatest
Measuring Ladybug Paths

1. Measure the ladybugs' paths below. Use the centimeter side of your ruler. Write the length of each path on the correct line.

   ![Ladybug Paths Diagram]

   a) Bug A walked _____ cm
   b) Bug B walked _____ cm
   c) Bug C walked _____ cm
   d) Bug D walked _____ cm

2. Which ladybug has the longest path? (circle one)

   Bug A     Bug B     Bug C     Bug D

3. How much longer is Bug A's path than Bug B's path? __________________

4. How much shorter is Bug D's path than Bug A's path? __________________

5. How far did the 4 ladybugs walk in all? Write a number sentence to show.

6. Draw a path from the ladybug to the flower. Measure it with the centimeter side of your ruler.

   ![Ladybug and Flower]

   My path is _____ centimeters long.
Facts to 10

1 Add:

\[
\begin{array}{cccccccc}
5 & 4 & 3 & 2 & 10 & 5 & 7 \\
+5 & +5 & +7 & +3 & +0 & +3 & +2 \\
\hline
10 & 9 & 6 & 8 & 10 & 8 & 10 & 10 & 9 & 9 \\
+2 & +2 & +1 & +3 & +6 & +6 & +3 \\
\hline
8 & 5 & 9 & 6 & 4 & 2 & 4 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccccc}
3 + 4 + 2 = \quad & 2 + 3 + 5 = \quad & 1 + 2 + 3 + 4 = \quad \\
\hline
\end{array}
\]

2 Subtract:

\[
\begin{array}{cccccccc}
9 & 10 & 8 & 10 & 9 & 10 & 9 \\
-5 & -0 & -4 & -1 & -3 & -5 & -4 \\
\hline
10 & 7 & 10 & 10 & 10 & 10 & 9 \\
-2 & -3 & -8 & -7 & -3 & -10 & -7 \\
\hline
\end{array}
\]

\[
\begin{array}{cccccccc}
10 - 4 = \quad & 10 - 6 = \quad & 10 - 9 = \quad & 9 - 6 = \quad \\
\hline
\end{array}
\]

3 Get Unifix cubes. Make two trains of 2 and two trains of 3. Put the trains together to make the numbers in the hexagons below. Color in the boxes to show which trains you put together. You can use more than 2 trains to make a number. There is one number you cannot make. Cross it out when you find it.

<table>
<thead>
<tr>
<th>example</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 2 3 3</td>
<td>2 2 3 3</td>
<td>2 2 3 3</td>
<td>2 2 3 3</td>
<td>2 2 3 3</td>
<td>2 2 3 3</td>
</tr>
</tbody>
</table>
1 There were some granola bars on the table. The kids ate 6 of them. Now there are 9 granola bars left on the table. How many granola bars were on the table to start with? Show your work.

There were ______ granola bars on the table to start with.

CHALLENGE

2 Lin bought 3 fruit strips for 45¢ each. He gave the clerk $2.00. How much change did he get back? Show your work.

Lin got _______ back in change.
Addition & Subtraction Tables

1. Fill in the missing numbers on the addition tables. Some of the numbers have already been filled in for you.

   a
   \[
   \begin{array}{ccccccc}
   + & 2 & 3 & 4 & 5 & 6 & 7 \\
   \hline
   1 & & & & & & 3 \\
   2 & & & & & 6 & \\
   3 & & & & 10 & \\
   4 & & & 8 & 11 & \\
   5 & & 11 & \\
   6 & \\
   \end{array}
   \]

   b
   \[
   \begin{array}{ccccccc}
   + & 3 & 4 & 5 & 6 & 7 & 8 \\
   \hline
   3 & 6 & & & & 13 & \\
   4 & & 9 & & & \\
   5 & & & & \\
   6 & & & 14 & \\
   7 & 11 & 14 & \\
   8 & \\
   \end{array}
   \]

2. Fill in the missing numbers on the subtraction tables. Some of the numbers have already been filled in for you.

   a
   \[
   \begin{array}{ccccccc}
   - & 0 & 1 & 2 & 3 & 4 & 5 \\
   \hline
   0 & & & & & & \\
   1 & 2 & & & & 3 \\
   2 & 3 & & & 10 & \\
   3 & 4 & 5 & & & \\
   4 & 5 & & & & 6 \\
   5 & & & & & 7 \\
   \end{array}
   \]

   b
   \[
   \begin{array}{ccccccc}
   - & 6 & 7 & 8 & 9 & 10 & 11 \\
   \hline
   6 & & & & & & 0 \\
   7 & 11 & & & & & 2 \\
   8 & & & & & & 4 \\
   9 & & & & & & 6 \\
   10 & & & & & & 8 \\
   11 & & & & & & 10 \\
   \end{array}
   \]
Comparing Numbers to 100

Here are 6 pairs of Unifix cube collections. Count to find out which collection has more and which collection has fewer cubes. Write numbers and signs to show.

< fewer than = the same as > more than

<table>
<thead>
<tr>
<th>example</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 &lt; 45</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 &lt; 20</td>
<td>18 &lt; 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 &lt; 20</td>
<td>15 &lt; 20</td>
</tr>
</tbody>
</table>
Missing Numbers

1 Fill in the missing numbers to complete the addition facts.

\[
\begin{align*}
5 + 5 &= \_\_\_ \\
4 + 4 &= \_\_\_ \\
2 + 2 &= \_\_\_
\end{align*}
\]
\[
\begin{align*}
7 + \_\_\_ &= 14 \\
8 + \_\_\_ &= 16 \\
9 + \_\_\_ &= 18
\end{align*}
\]
\[
\begin{align*}
\_\_\_ + 6 &= 12 \\
\_\_\_ + 1 &= 2 \\
\_\_\_ + 3 &= 6
\end{align*}
\]
\[
\begin{align*}
10 + 2 &= \_\_\_ \\
6 + 10 &= \_\_\_ \\
10 + 4 &= \_\_\_
\end{align*}
\]
\[
\begin{align*}
3 + \_\_\_ &= 13 \\
10 + \_\_\_ &= 18 \\
8 + \_\_\_ &= 16
\end{align*}
\]

2 Fill in the missing numbers to complete the pattern.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skip-count forward by 5's.</td>
<td>Skip-count forward by 5's.</td>
</tr>
<tr>
<td>5, 10, 15, _____, 25, _____, _____</td>
<td>40, _____, 50, _____, _____, 65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skip-count forward by 5's.</td>
<td>Skip-count forward by 5's.</td>
</tr>
<tr>
<td>13, 18, 23, _____, 33, _____, _____</td>
<td>19, 24, _____, 34, 39, _____, 49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skip-count backward by 5's.</td>
<td>Skip-count backward by 5's.</td>
</tr>
<tr>
<td>30, 25, _____, 15, _____, _____</td>
<td>27, 22, _____, 12, _____, _____</td>
</tr>
</tbody>
</table>

**CHALLENGE**

3 Skip-count by 5's. Circle the word to show whether you went forward or backward each time.

<table>
<thead>
<tr>
<th>a</th>
<th></th>
<th>b</th>
<th></th>
<th>c</th>
<th></th>
<th>d</th>
<th></th>
</tr>
</thead>
</table>
**Beads & Patterns**

1a Trina has 17 beads. 9 of the beads are blue, and the rest are red. How many red beads does Trina have? Show your work.

Trina has ______ red beads.

b Trina wants to make a bracelet with her beads. How can she make a color pattern with her 17 blue and red beads? Draw a picture to show.

---

**CHALLENGE**

2 Look for a pattern. Fill in the missing numbers that fit your pattern.

a 1, 7, 13, 19, ______, ______, ______

b 2, 7, 12, 17, ______, ______, _______, 37, ______, _______, 52

c 25, 20, 15, ______, ______, ______

d 24, 20, 16, 12, ______, ______, ______

e 1, 2, 4, 7, 11, ______, ______, 29, ______, 46, ______

f 1, 2, 4, 8, ______, ______, _______, 128, ______, ______
Doubles & Neighbors

1 Color the ten-strips to match each addition problem. Write the answer.

<table>
<thead>
<tr>
<th>ex</th>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>[14 ten-strips colored]</td>
<td>[14 ten-strips colored]</td>
<td>[14 ten-strips colored]</td>
<td>[14 ten-strips colored]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>+7</th>
<th>+8</th>
<th>+6</th>
<th>+7</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>[14 ten-strips colored]</td>
<td>[14 ten-strips colored]</td>
<td>[14 ten-strips colored]</td>
<td>[14 ten-strips colored]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>+8</th>
<th>+8</th>
<th>+9</th>
<th>+9</th>
<th>+9</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

2 Subtract.

<table>
<thead>
<tr>
<th>10</th>
<th>11</th>
<th>8</th>
<th>9</th>
<th>6</th>
<th>7</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-5</td>
<td>-4</td>
<td>-4</td>
<td>-3</td>
<td>-3</td>
<td>-2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th>15</th>
<th>12</th>
<th>13</th>
<th>16</th>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>-7</td>
<td>-7</td>
<td>-6</td>
<td>-6</td>
<td>-8</td>
<td>-8</td>
<td>-9</td>
</tr>
</tbody>
</table>
The Gym Teacher & Jason at the School Store

1a Mrs. Brown is the gym teacher. She has 15 soccer balls and 8 footballs. How many more soccer balls than footballs does Mrs. Brown have? Show your work.

Mrs. Brown has _____ more soccer balls than footballs.

b How many soccer balls and footballs does Mrs. Brown have in all? Show your work.

Mrs. Brown has _____ soccer balls and footballs in all.

CHALLENGE

2 Jason had 2 quarters and 1 dime. He went to the school store to spend all his money. What 3 things could he buy? Find at least 2 different answers. Show your work.

<table>
<thead>
<tr>
<th>School Store Price List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markers $0.25 each</td>
</tr>
<tr>
<td>Tablets $0.30 each</td>
</tr>
<tr>
<td>Erasers $0.10 each</td>
</tr>
<tr>
<td>Pencils $0.20 each</td>
</tr>
<tr>
<td>Folders $0.15 each</td>
</tr>
</tbody>
</table>
Fast Nines & Fast Tens

1 Color the ten-strips to match each addition problem. Write the answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ex</td>
<td>a</td>
</tr>
<tr>
<td>b</td>
<td>c</td>
</tr>
<tr>
<td>d</td>
<td>e</td>
</tr>
<tr>
<td>f</td>
<td>g</td>
</tr>
</tbody>
</table>

2 Subtract:

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>16</td>
<td>12</td>
<td>12</td>
<td>15</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>- 10</td>
<td>- 9</td>
<td>- 10</td>
<td>- 9</td>
<td>- 10</td>
<td>- 9</td>
<td>- 10</td>
</tr>
<tr>
<td>- 9</td>
<td>- 10</td>
<td>- 9</td>
<td>- 10</td>
<td>- 9</td>
<td>- 10</td>
<td>- 9</td>
</tr>
</tbody>
</table>
Baseball Cards & Teri at the School Store

1 James had 17 baseball cards. He gave 9 of them to Andre. Who has more baseball cards now, James or Andre? How many more? Show your work.

_________________ has ____ more baseball card(s) than _____________.

CHALLENGE

2 Teri went to the school store. She gave the clerk a one-dollar bill. She got 30¢ back in change. What might she have bought? Find 3 possible answers. Show your work.

<table>
<thead>
<tr>
<th>School Store Price List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markers</td>
</tr>
<tr>
<td>Tablets</td>
</tr>
<tr>
<td>Erasers</td>
</tr>
<tr>
<td>Pencils</td>
</tr>
<tr>
<td>Folders</td>
</tr>
</tbody>
</table>
Scout Them Out Add & Subtract

1a Circle all the +2 facts in blue. Then take a pencil and go back and do them.

b Circle all the +10 facts in red. Then take a pencil and go back and do them.

\[
\begin{array}{cccccccc}
2 & 10 & 2 & 5 & 7 & 9 & 2 \\
+ 6 & + 1 & + 8 & + 2 & + 2 & +10 & + 4 \\
\hline \\
10 & 10 & 2 & 2 & 10 & 6 & 11 \\
+ 4 & + 7 & + 8 & + 2 & + 3 & +10 & + 2 \\
\end{array}
\]

2a Circle all the –2 facts in blue. Then take a pencil and go back and do them.

b Circle all the –10 facts in red. Then take a pencil and go back and do them.

\[
\begin{array}{cccccccc}
10 & 14 & 6 & 9 & 12 & 19 & 7 \\
- 2 & - 10 & - 2 & - 2 & - 10 & - 10 & - 2 \\
\hline \\
13 & 17 & 4 & 16 & 14 & 18 & 11 \\
- 2 & - 10 & - 2 & - 10 & - 2 & - 10 & - 2 \\
\hline \\
15 & 20 & 5 & 8 & 11 & 20 & 3 \\
- 2 & - 10 & - 2 & - 2 & - 10 & - 10 & - 2 \\
\end{array}
\]

3 True or false? Circle one.

\[
\begin{array}{cccccccc}
a & 10 + 5 = 15 & T & F \\
b & 7 + 7 = 13 & T & F \\
c & 5 + 6 = 11 & T & F \\
d & 13 - 3 = 8 & T & F \\
e & 14 - 7 = 7 & T & F \\
f & 19 - 10 = 9 & T & F \\
\end{array}
\]
Extra Facts

Sometimes story problems give you more facts than you need to solve the problem. In each problem below, cross out the fact you don't need. Then solve the problem. Show your work.

1 Neena bought 7 red apples, 8 green apples, and 3 yellow apples. Neena is 12 years old. How many apples did Neena buy?

Neena bought ________ apples.

2 Pedro had 15 dollars. He spent 9 dollars on a book. His friend had 12 dollars. How much money did Pedro have left?

Pedro had _____ dollars left.

3 The gym teacher had 16 soccer balls. She had 14 footballs. She gave 8 of the soccer balls to the playground helper. How many soccer balls did she have left?

The gym teacher had _____ soccer balls left.

CHALLENGE

4 The ladybug ate 28 aphids in the morning. Then she took a nap on a leaf for 3 hours. She ate 34 aphids in the afternoon. How many aphids did she eat in all?

The ladybug ate _____ aphids in all.
Make Ten Facts

1 Make Ten facts are pairs of numbers that add up to 10, like 5 + 5, 4 + 6, and 8 + 2.

a Circle all the Make Ten facts in red. Then take a pencil and go back and do them.
b Circle all the facts that are not Make Ten facts in blue. Then take a pencil and go back and do them.

```
4 6 3 5 4 9 4
+ 6 + 1 + 8 + 5 + 3 + 1 + 4
   _____   _____   _____   _____   _____   _____

5 3 2 7 6 5 10
+ 4 + 7 + 8 + 2 + 3 + 3 + 0
   _____   _____   _____   _____   _____   _____

6 6 5 3 1 2 3
+ 1 + 4 + 5 + 7 + 9 + 2 + 6
   _____   _____   _____   _____   _____   _____
```

2 Add these strings of numbers. Use your Make Ten facts to help.

```
example a 4 + 5 + 2 + 5 = 16
example b 8 + 3 + 2 + 7 = 20

a 2 + 9 + 1 + 6 = ______
b 3 + 4 + 8 + 2 = ______

c 3 + 7 + 4 + 6 = ______
d 3 + 3 + 5 + 5 = ______

e 6 + 5 + 5 + 9 + 1 = ______
f 7 + 2 + 3 + 7 + 1 = ______
```
A.M. or P.M.?

A.M. and P.M. are abbreviations.

People often say that times in the A.M. are morning times, but A.M. really indicates any time between midnight and noon.

People often say that times in the P.M. are times in the afternoon or night. P.M. really indicates any time between noon and midnight.

3:00 a.m. is so early in the morning it’s not even light yet. Most people are asleep. 3:00 p.m. is in the afternoon, just about the time school gets out. Most people are awake at 3:00 p.m.

1 Circle the time that people would probably do each of these things on a school day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>A.M.</th>
<th>P.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Eat dinner.</td>
<td>6:00 a.m.</td>
<td>6:00 p.m.</td>
</tr>
<tr>
<td>b Eat breakfast.</td>
<td>7:00 a.m.</td>
<td>7:00 p.m.</td>
</tr>
<tr>
<td>c Watch T.V.</td>
<td>5:00 a.m.</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>d Homework</td>
<td>4:00 a.m.</td>
<td>4:00 p.m.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>A.M.</th>
<th>P.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>e Turn on a night light.</td>
<td>8:30 a.m.</td>
<td>8:30 p.m.</td>
</tr>
<tr>
<td>f Ride a bike.</td>
<td>3:30 a.m.</td>
<td>3:30 p.m.</td>
</tr>
</tbody>
</table>

2 Draw a picture of something you do at 10:00 a.m. on a school day.
More Scout Them Outs

1a Circle all the Double facts (e.g., 10 + 10) in blue. Then take a pencil and go back and do them.

b Circle all the Neighbor facts (e.g., 4 + 5) in red. Then take a pencil and go back and do them.

\[
\begin{array}{ccccccc}
2 & 2 & 5 & 5 & 4 & 4 & 6 \\
+ 2 & + 3 & + 5 & + 6 & + 3 & + 4 & + 6 \\
\hline
6 & 6 & 7 & 8 & 9 & 9 & 11 \\
+ 5 & + 7 & + 7 & + 7 & + 9 & +10 & +11 \\
\hline
3 & 3 & 8 & 12 & 12 & 13 & 13 \\
+ 3 & + 4 & + 8 & +12 & +13 & +13 & +14 \\
\end{array}
\]

2a Circle all the Half facts (e.g., 8 – 4) in blue. Then take a pencil and go back and do them.

b Circle all the – 10 facts in red. Then take a pencil and go back and do them.

\[
\begin{array}{ccccccc}
10 & 15 & 6 & 19 & 13 & 14 & 4 \\
- 5 & -10 & - 3 & -10 & -10 & - 7 & - 2 \\
\hline
16 & 20 & 12 & 40 & 60 & 100 & 80 \\
- 8 & -10 & - 6 & -20 & -30 & - 50 & - 40 \\
\end{array}
\]

3 True or false? Circle one.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>6 + 7 = 13</td>
<td>T</td>
<td>F</td>
<td>b</td>
<td>9 + 8 = 17</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>d</td>
<td>14 – 7 = 8</td>
<td>T</td>
<td>F</td>
<td>e</td>
<td>16 – 8 = 10</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>
Numbers & Words

1 Trace the numerals and the words.

<table>
<thead>
<tr>
<th>1</th>
<th>one</th>
<th>2</th>
<th>two</th>
<th>3</th>
<th>three</th>
<th>4</th>
<th>four</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>five</td>
<td>6</td>
<td>six</td>
<td>7</td>
<td>seven</td>
<td>8</td>
<td>eight</td>
</tr>
<tr>
<td>9</td>
<td>nine</td>
<td>10</td>
<td>ten</td>
<td>20</td>
<td>twenty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>thirty</td>
<td>40</td>
<td>forty</td>
<td>50</td>
<td>fifty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>sixty</td>
<td>70</td>
<td>seventy</td>
<td>80</td>
<td>eighty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>ninety</td>
<td>100</td>
<td>one hundred</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Label each set of base 10 pieces with the correct number name.

example __________________________

a __________________________

b __________________________

c __________________________
Mystery Shapes

There are 6 mystery shapes on the right. Read each riddle below and write the name of the mystery shape.

1. I have 6 faces. 2 of my faces are square. 4 of my faces are rectangles that are not squares.
   I am the ________________________________.

2. I have no faces at all. I am round all the way around.
   I am the ________________________________.

3. I have 5 faces, but you can only see 2 of them. 4 of my faces are triangles. They meet at one point called a vertex.
   I am the ________________________________.

4. Two of my faces are circles. If you set me on one of those faces, I will not roll.
   I am the ________________________________.

5. I have 5 faces. 3 of my faces are rectangles. 2 of my faces are triangles.
   I am the ________________________________.

6. I have 6 faces. All my edges are exactly the same length.
   I am the ________________________________.
More Extra Facts Practice

Sometimes story problems give you more facts than you need to solve the problem. In each problem below, cross out the fact you don't need. Then solve the problem. Show your work.

1 Nick has 3 cats. He had 12 fish. He gave 4 of the fish to his friend. How many fish does he have left?

Nick has ______ fish left.

2 Lin's big sister is 15. She listened to 8 songs on her CD player in the morning. She listened to 9 more songs that night. How many songs did she listen to in all?

Lin's big sister listened to ______ songs in all.

3 Amber made 9 cupcakes. Then she made 12 more cupcakes. It took 2 cups of sugar to make the frosting. How many cupcakes did she make in all?

Amber made ______ cupcakes in all.

4 The Green Dragon had 250 gold pieces. He is 18 feet tall. He is mad because the trolls took 60 of his gold pieces. How many gold pieces does he have left?

The Green Dragon has ______ gold pieces left.
More Make Ten Facts

1 Make Ten facts are pairs of numbers that add up to 10, like 9 + 1, 4 + 6, and 3 + 7.

a Circle all the Make Ten facts in red. Then take a pencil and go back and do them.

b Circle all the facts that are not Make Ten facts in blue. Then take a pencil and go back and do them.

2 Add these strings of numbers. Use your Make Ten facts to help.

<table>
<thead>
<tr>
<th>3 + 6 + 6 + 4</th>
<th>8 + 5 + 2 + 5 + 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 + 7 + 9 + 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 + 6 + 4 + 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9 + 5 + 5 + 3 + 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8 + 2 + 5 + 2 + 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
</tr>
</tbody>
</table>

3 Subtract:

<table>
<thead>
<tr>
<th>10 − 6</th>
<th>10 − 8</th>
<th>10 − 5</th>
<th>10 − 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 − 9</th>
<th>10 − 1</th>
<th>10 − 4</th>
<th>10 − 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
**Using Make Ten Facts to Help Subtract**

DJ Hopper says you can use what you know about making tens to help subtract.

If the fact is $15 - 9$, you can think about making a ten ($9 + 1 = 10$) and then adding 5 more to get to 15. DJ likes to show his work on the number line, like this.

$15 - 9 = \underline{6}$

1. Make hops on the number line and label them to solve subtraction problems.

**example** $14 - 8 = \underline{6}$

\[\begin{array}{c}
+2 \\
+4 \\
\hline
8 & 10 & 14
\end{array}\]

1. $13 - 7 = \underline{6}$

\[\begin{array}{c}
7 & 10 & 13
\end{array}\]

2. $15 - 7 = \underline{8}$

\[\begin{array}{c}
7 & 10 & 15
\end{array}\]

3. $12 - 8 = \underline{4}$

\[\begin{array}{c}
8 & 10 & 12
\end{array}\]
Symmetry

1a  Circle the shapes that are symmetrical.

b  Cross out the shapes that are not symmetrical.

Square  Circle  Scalene Triangle  Rectangle
Pentagon  Ellipse  Right Triangle  Trapezoid

2  How many lines of symmetry can you find in each shape? Use your ruler to draw the lines of symmetry, and write the number.

example

An equilateral triangle has _____ lines of symmetry.

a

An isosceles trapezoid has _____ lines of symmetry.

b

A rhombus has _____ lines of symmetry.

c

A hexagon has _____ lines of symmetry.
The Shapes Shop

1 Count the money to find out how much each shape is worth. Write the price on the shape.

   a
   
   b
   
   c

2 Maria bought some shapes at the Shapes Shop. She used all her shapes to make this picture. How much money did she spend? Show your work.

3 Use squares, circles, and triangles to make a picture worth 48¢. Label your work to prove it.
Thinking about Place Value

1 Trace the numerals and the words.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | one | 2 | two | 3 | three | 4 | four |
| 5 | five | 6 | six | 7 | seven | 8 | eight |
| 9 | nine | 10 | ten | 11 | eleven |
| 12 | twelve | 13 | thirteen |
| 14 | fourteen | 15 | fifteen |
| 16 | sixteen | 17 | seventeen |
| 18 | eighteen | 19 | nineteen |
| 20 | twenty | 100 | one hundred |

2 Label each set of base 10 pieces with the correct number name.

example
one hundred fifteen

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| a |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| b |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| c |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Two Different Ways to Write Money Amounts

If you have an amount of money less than a dollar, you can write the amount with a cents sign or a dollar sign.

1  Count the money in each box, and write it in two different ways.

<table>
<thead>
<tr>
<th>ex</th>
<th>23¢ or $0.23</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>
</tbody>
</table>

2  Write the name of each coin. Show how to write it with a cents sign or a dollar sign. Then draw a different way to make the same amount of money with more than one coin.

<table>
<thead>
<tr>
<th>Coin name</th>
<th>ex nickel</th>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written two ways</td>
<td>5¢ or $0.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different way to make it</td>
<td>1¢ 1¢ 1¢</td>
<td>1¢ 1¢</td>
<td>1¢ 1¢</td>
</tr>
</tbody>
</table>
Subtraction Strategies

1a Circle all the Subtract 2’s in blue. Then take your pencil and go back and do them. (Example 10 – 2 or 16 – 2)

b Circle all the Subtract Halves in red. Then take your pencil and go back and do them. (Example 12 – 6 or 14 – 7)

c Circle all the Take Away Tens in green. Then take your pencil and go back and do them. (Example 14 – 10 or 19 – 10)

d Circle all the Runaway Ones in purple. Then take your pencil and go back and do them. (Example 13 – 3 or 17 – 7)

e And now—see if you can use the facts you’ve circled and solved to help you figure out the rest!

\[
\begin{array}{cccccccc}
15 & 14 & 13 & 10 & 14 & 14 & 19 \\
-2 & -6 & -3 & -2 & -7 & -8 & -9 \\
\hline
15 & 17 & 17 & 11 & 16 & 18 & 19 \\
-5 & -8 & -10 & -2 & -8 & -8 & -2 \\
\hline
18 & 10 & 18 & 19 & 13 & 14 & 11 \\
-9 & -5 & -4 & -10 & -2 & -4 & -5 \\
\hline
16 & 14 & 12 & 16 & 14 & 12 & 20 \\
-9 & -10 & -10 & -10 & -8 & -9 & -10 \\
\hline
120 & 83 & 140 & 160 & 29 & 180 & 48 \\
-60 & -10 & -70 & -80 & -2 & -90 & -8
\end{array}
\]
Sara’s Pockets

1 Sara has 4 coins in her right pocket. Together, they are worth 30¢. What 4 coins does Sara have in her right pocket? Show your work.

The 4 coins Sara has in her right pocket are ____________________________

2 Sara has 7 coins in her left pocket. Together, they are worth 24¢. What 7 coins does Sara have in her left pocket? Show your work.

The 7 coins Sara has in her left pocket are ____________________________
Practice Book Use anytime after Bridges, Unit 4, Session 12.

NAME ____________________________ DATE _______________________

Halves

1 Circle the correct answer.

a If you cut this square in half, what two shapes will you get?

```
| Square | Vertical | Diagonal | Horizontal |
```

b If you cut this rectangle in half, what two shapes will you get?

```
| Rectangle | Triangle | Square | Diagonal |
```

c If you cut this hexagon in half, what two shapes will you get?

```
| Hexagon | Triangle | Parallelogram | Trapezoid |
```

2 Subtract:

```
| 10 - 5 | 16 - 8 | 20 - 10 | 12 - 6 | 14 - 7 | 18 - 9 | 6 - 3 |
```

```
| 40 - 20 | 60 - 30 | 24 - 12 | 30 - 15 | 80 - 40 | 100 - 50 | 22 |
```

```
| 400 - 200 | 600 - 300 | 200 - 100 | 120 - 60 | 180 - 90 | 160 - 80 | 140 - 70 |
```
Comparing Numbers to 300

1 Count to find out which set of base ten pieces in each pair is greater and which is less. Write numbers and signs to show.

< less than  = the same as  > greater than

e\n\example\nexcept\n\n\n124 < 213

2 Read the numbers in the box. Then write them in order on the lines from least to greatest.

<table>
<thead>
<tr>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
</tr>
</thead>
<tbody>
<tr>
<td>261</td>
<td>107</td>
<td>67</td>
<td>113</td>
<td>204</td>
</tr>
</tbody>
</table>

least greatest
### Fact Family Triangles

Match each Unifix train to its fact family triangle. Then write 2 addition and 2 subtraction sentences to match. Write them under the train.

#### Example

<table>
<thead>
<tr>
<th>Train</th>
<th>Triangle</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Train" /></td>
<td><img src="image2" alt="Triangle" /></td>
</tr>
<tr>
<td>(4 + 9 = 13) (9 + 4 = 13)</td>
<td>(13 - 4 = 9) (13 - 9 = 4)</td>
</tr>
</tbody>
</table>

#### 1

<table>
<thead>
<tr>
<th>Train</th>
<th>Triangle</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Train" /></td>
<td><img src="image4" alt="Triangle" /></td>
</tr>
<tr>
<td><img src="image5" alt="Train" /></td>
<td><img src="image6" alt="Triangle" /></td>
</tr>
</tbody>
</table>

#### 2

<table>
<thead>
<tr>
<th>Train</th>
<th>Triangle</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7" alt="Train" /></td>
<td><img src="image8" alt="Triangle" /></td>
</tr>
<tr>
<td><img src="image9" alt="Train" /></td>
<td><img src="image10" alt="Triangle" /></td>
</tr>
</tbody>
</table>

#### 3

<table>
<thead>
<tr>
<th>Train</th>
<th>Triangle</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image11" alt="Train" /></td>
<td><img src="image12" alt="Triangle" /></td>
</tr>
<tr>
<td><img src="image13" alt="Train" /></td>
<td><img src="image14" alt="Triangle" /></td>
</tr>
</tbody>
</table>

#### 4

<table>
<thead>
<tr>
<th>Train</th>
<th>Triangle</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image15" alt="Train" /></td>
<td><img src="image16" alt="Triangle" /></td>
</tr>
<tr>
<td><img src="image17" alt="Train" /></td>
<td><img src="image18" alt="Triangle" /></td>
</tr>
</tbody>
</table>

© The Math Learning Center
Bowls & Vans

1 Josh got 12 goldfish. He wants to put 3 goldfish in each little fishbowl. How many little fishbowls will he need? Show your work.

Josh will need _________ little fishbowls.

2 36 kids are going to the park. Each van can hold 6 kids. How many vans will they need to take all the kids to the park? Show your work.

They will need _________ vans to take all the kids to the park.
Puzzles about Ten & More

1 Fill in the missing numbers to solve these equations. Use the pictures to help.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong></td>
<td><strong>b</strong></td>
</tr>
<tr>
<td>( _ _ _ = 5 + 5 )</td>
<td>( 10 = 2 + 4 + _ _ _ )</td>
</tr>
<tr>
<td><img src="image1" alt="elephants" /></td>
<td><img src="image2" alt="elephants" /></td>
</tr>
</tbody>
</table>

| **c** | **d** |
| \( 10 = \_ \_ \_ + 2 \) | \( 7 + \_ \_ \_ = 10 \) |
| ![tires](image3) | ![tires](image4) |

| **e** | **f** |
| \( 10 - \_ \_ \_ = 4 \) | \( 10 - \_ \_ \_ = 7 \) |
| ![bananas](image5) | ![bananas](image6) |

| **g** | **h** |
| \( 4 + 5 = \_ \_ \_ + 7 \) | \( 10 - 5 = 2 + \_ \_ \_ \) |
| ![watermelons](image7) | ![watermelons](image8) |

2 Fill in the missing numbers to solve these equations.

\[
\begin{align*}
5 + 4 + 1 & = \_ \_ \_ \\
6 + 4 + \_ \_ \_ & = 13 \\
5 + \_ \_ \_ + 9 & = 19 \\
16 - \_ \_ \_ & = 6 \\
14 - \_ \_ \_ & = 7 \\
12 - 6 & = \_ \_ \_ \\
10 - 3 & = 2 + \_ \_ \_ \\
12 - 6 & = 2 + \_ \_ \_ \\
16 - 8 & = \_ \_ \_ + 1
\end{align*}
\]

CHALLENGE

3 Fill in the missing numbers to solve these equations.

\[
\begin{align*}
90 - 30 & = 20 + \_ \_ \_ \\
143 - 11 & = 127 + \_ \_ \_ \\
160 - 18 & = \_ \_ \_ + 15
\end{align*}
\]
Another Trip to the Shapes Shop

1. How much does this shape picture cost? Circle the coins you could use to pay for it.

2. Draw a vehicle (car, boat, truck, plane, scooter, bike, skateboard) that costs 75¢. Label your picture with the prices. Add the numbers to check your work.
Make Tens to Subtract

DJ Hopper says you can use what you know about making tens to help subtract.

If the fact is $15 - 8$, you can think about making a ten ($8 + 2 = 10$) and then adding 5 more to get to 15. DJ likes to show his work on the number line, like this.

$15 - 8 = 7$

1. Make hops on the number line and label them to solve subtraction problems.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>b</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>c</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>d</td>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>
Books & Granola Bars

1 Jose, Matt, and Dani went to the library. They each checked out 5 books. How many books is that in all? Show your work.

Jose, Matt, and Dani checked out _______ books in all.

2 Show your work on each problem. 4 granola bars cost $2.00.

a How much does 1 granola bar cost? _________________________

b How much do 2 granola bars cost? _________________________

c How much do 5 granola bars cost? _________________________
More Fact Family Triangles

Match each Unifix train to its fact family triangle. Then write 2 addition and 2 subtraction sentences to match. Write them under the train.

**Example**

- **Train:**
  - 14
  - 9
  - 5

- **Fact Family:**
  - $4 + 7 = 11$
  - $7 + 4 = 11$
  - $11 - 4 = 7$
  - $11 - 7 = 4$

**Train 1**

- 13
- 6
- 7

- $4 + 7 = 11$
- $7 + 4 = 11$
- $11 - 4 = 7$
- $11 - 7 = 4$

**Train 2**

- 12
- 9
- 3

- $4 + 7 = 11$
- $7 + 4 = 11$
- $11 - 4 = 7$
- $11 - 7 = 4$

**Train 3**

- 13
- 8
- 5

- $4 + 7 = 11$
- $7 + 4 = 11$
- $11 - 4 = 7$
- $11 - 7 = 4$

**Train 4**

- 13
- 8
- 5

- $4 + 7 = 11$
- $7 + 4 = 11$
- $11 - 4 = 7$
- $11 - 7 = 4$
Ants & the Number Box

1 There are 4 lines of ants. There are 5 ants in every line. The queen wants 30 ants for her parade.
   a How many ants are lined up right now? Show your work.

b How many more ants need to line up? Show your work.

CHALLENGE

2 Use the numbers in the box.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>11</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>16</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>4</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

a Find 2 numbers whose sum is 21. ______  ______

b Find 2 numbers whose sum is 29. ______  ______

c Find 2 numbers whose difference is 10. ______  ______

d Find 2 numbers whose difference is 14. ______  ______

e Find 4 numbers that have the smallest total. ______  ______  ______  ______
Adding & Subtracting Tens

1 Add. Use the Hundreds Grid to help.

\[
\begin{array}{cccccccc}
50 & 38 & 45 & 66 & 79 & 53 & 26 \\
+10 & +10 & +10 & +10 & +10 & +10 & +10 \\
\hline
19 & 21 & 81 & 37 & 40 & 72 & 27 \\
+10 & +10 & +10 & +10 & +10 & +10 & +10 \\
\end{array}
\]

2 Subtract. Use the Hundreds Grid to help.

\[
\begin{array}{cccccccc}
75 & 55 & 42 & 99 & 87 & 18 & 21 \\
-10 & -10 & -10 & -10 & -10 & -10 & -10 \\
\hline
47 & 14 & 51 & 39 & 28 & 77 & 94 \\
-10 & -10 & -10 & -10 & -10 & -10 & -10 \\
\end{array}
\]
Apples & Snow People

1 There are 7 apples. Every apple has 5 seeds. How many seeds do they have in all? Show your work.

The 7 apples have _______ seeds in all.

2 Amy and her friends are making snow people. They use 2 stones for the eyes, 5 stones for the mouth, and 5 stones for buttons. How many stones will it take to make 7 snow people? Show your work.

It will take _______ stones to make 7 snow people
Half & Half

1 Circle the shape that shows two halves.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Shape A" /></td>
<td><img src="image2" alt="Shape B" /></td>
</tr>
<tr>
<td><img src="image3" alt="Shape C" /></td>
<td><img src="image4" alt="Shape D" /></td>
</tr>
</tbody>
</table>

2 Circle the shapes that show two halves. Then color in half of each of them.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Shape A" /></td>
<td><img src="image6" alt="Shape B" /></td>
</tr>
<tr>
<td><img src="image7" alt="Shape C" /></td>
<td><img src="image8" alt="Shape D" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9" alt="Shape E" /></td>
<td><img src="image10" alt="Shape F" /></td>
</tr>
<tr>
<td><img src="image11" alt="Shape G" /></td>
<td><img src="image12" alt="Shape H" /></td>
</tr>
</tbody>
</table>

3 Color \( \frac{1}{2} \) of the objects in each box.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image13" alt="Objects A" /></td>
<td><img src="image14" alt="Objects B" /></td>
</tr>
<tr>
<td><img src="image15" alt="Objects C" /></td>
<td><img src="image16" alt="Objects D" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image17" alt="Objects E" /></td>
<td><img src="image18" alt="Objects F" /></td>
</tr>
<tr>
<td><img src="image19" alt="Objects G" /></td>
<td><img src="image20" alt="Objects H" /></td>
</tr>
</tbody>
</table>
Sharing Stories

1 Rob had 16 shells. He gave half of them to his brother. How many shells does Rob have now? Show your work.

Rob has ________ shells now.

Challenge

2 Jess had 28 marbles. She gave half of them to Eli. Then Jess gave half of the marbles she had left to her sister. How many marbles does Jess have now? Show your work.

Jess has ________ marbles now.
1. One number from each family is lost! Write the missing number in the triangle. Use the pictures to help. Then write 2 addition and 2 subtraction sentences to match.

**Example**

```
   12
  5 7
```

```
5 + 7 = 12
7 + 5 = 12
12 - 5 = 7
12 - 7 = 5
```

**a**

```
   4 8
  4 8
```

**b**

```
15 9
15 9
```

**c**

```
15 7
15 7
```

2. Fill in the missing numbers to solve these equations.

   6 + 7 + 3 = _______
   8 + 1 + ______ = 18
   5 + ______ + 2 = 13
   13 - ______ = 8
   12 - ______ = 7
   12 - 4 = _______

3. Fill in the missing numbers to solve these equations.

   40 + 18 + 23 = ______
   60 + 47 + ______ = 126
   ______ + 67 + 26 = 131
Practice Book  Use anytime after Bridges, Unit 5, Session 17.

NAME ____________________________  DATE ____________________________

Pet Shop Equations

1 Draw a line to match each problem with its equation. Then find the answers.

<table>
<thead>
<tr>
<th>a</th>
<th>The pet shop owner had 14 hamsters. She sold 5 of them on Monday and 3 of them on Tuesday. How many hamsters does she have left?</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>There were 12 puppies in the pen. The pet shop owner sold some of them. Now there are 7 puppies in the pen. How many puppies did she sell?</td>
</tr>
<tr>
<td>c</td>
<td>The pet shop owner got 9 rabbits yesterday. A family came in and bought 2 of them. Then the shop owner got 8 more rabbits. How many rabbits does she have now?</td>
</tr>
<tr>
<td>d</td>
<td>There were 16 fish in the big tank. The shop owner moved some of them. Now there are only 9 fish in the big tank. How many did the shop owner move?</td>
</tr>
<tr>
<td>e</td>
<td>The shop owner had 6 kittens. Then she got some more kittens. Now she has 13 kittens. How many kittens did she get?</td>
</tr>
</tbody>
</table>

9 – 2 + 8 = ______
14 – 5 – 3 = ______
6 + ______ = 13
12 – ______ = 7
16 – ______ = 9

CHALLENGE

2 Solve these equations.

2 + 5 – 4 + 8 = ______
8 + 12 + 34 = ______
20 + 30 – ______ = 30 – 5
90 + 170 + 64 = ______
123 + 48 – ______ = 123 – 5
30 – 20 + _____ = 25
______ + 5 = 21
250 + 48 + 2 = ______
14 + 227 – ______ = 227 – 9
350 + 118 + 6 = ______
Tens & Ones

1. Tell how many tens and ones there are in each set of base ten pieces. Then write an equation to show the total.

**Example**

<table>
<thead>
<tr>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Equation: \(30 + 6 = 36\)

**a**

<table>
<thead>
<tr>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equation: 

**b**

<table>
<thead>
<tr>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equation: 

**c**

<table>
<thead>
<tr>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equation: 

**d**

<table>
<thead>
<tr>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equation: 

2. Tell how many dimes and pennies there are in each box. Then write an equation to show the total.

**Example**

<table>
<thead>
<tr>
<th>Dimes</th>
<th>Pennies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Equation: \(20\,¢ + 1\,¢ = 21\,¢\)

**a**

<table>
<thead>
<tr>
<th>Dimes</th>
<th>Pennies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equation: 

**b**

<table>
<thead>
<tr>
<th>Dimes</th>
<th>Pennies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equation: 

**c**

<table>
<thead>
<tr>
<th>Dimes</th>
<th>Pennies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equation: 

**d**

<table>
<thead>
<tr>
<th>Dimes</th>
<th>Pennies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equation: 

© The Math Learning Center
Nuts & Carrots

1 The squirrels are hiding nuts for the winter. Three of the squirrels each got 4 nuts. Five of the squirrels each got 5 nuts. How many nuts do they have in all? Show your work.

The squirrels got _______ nuts in all.

2 The zookeeper brought 9 bunches of carrots for the elephants. Each bunch had 5 carrots. He gave one of the elephants 24 carrots. How many carrots were left for the other elephants? Show your work.

There were_______ carrots left for the other elephants.
Different Ways to Look at 300

1 Use the pictures to help fill in the chart.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong> Sara built 300 with mats.</td>
<td><img src="Image" alt="Mats" /></td>
</tr>
<tr>
<td>There are ______ hundreds in 300.</td>
<td><img src="Image" alt="Mats" /></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b</strong> Her brother traded in each mat for ten strips.</td>
<td><img src="Image" alt="Strips" /></td>
</tr>
<tr>
<td>There are _____ tens in 300.</td>
<td><img src="Image" alt="Strips" /></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>c</strong> If you traded in all the strips for units, how many ones would that be?</td>
<td><img src="Image" alt="Units" /></td>
</tr>
<tr>
<td>There are _____ ones in 300.</td>
<td><img src="Image" alt="Units" /></td>
</tr>
</tbody>
</table>

2 Check to make sure there are really 300 units. Loop groups of 10's in different colors. Then label the groups of 10. (10, 20, 30, ...)

© The Math Learning Center
Different Ways to Look at the Same Number

Tell how many hundreds, tens, and ones there are in each number. Use the pictures to help.

**example**

There are 2 hundreds in 280.
There are 28 tens in 280.
There are 280 ones in 280.

1.
There are _____ hundreds in 310.
There are _____ tens in 310.
There are _____ ones in 310.

2.
There are _____ hundreds in 350.
There are _____ tens in 350.
There are _____ ones in 350.

3.
There are _____ hundreds in 230.
There are _____ tens in 230.
There are _____ ones in 230.

4.
There are _____ hundreds in 290.
There are _____ tens in 290.
There are _____ ones in 290.
Time & Money Problems

1 Solve these coin problems. You can use quarters, dimes, nickels, and/or pennies.

a Draw 56¢ using 4 coins.

b Draw 66¢ using 5 coins.

c Draw 29¢ using 5 coins.

d Draw $1.34 using 10 coins.

2 Fill in the circle next to the correct time.

a

\[
\begin{array}{ll}
\text{6:15} & \text{6:45} \\
\hline
\end{array}
\]

b

\[
\begin{array}{ll}
\text{4:30} & \text{3:30} \\
\hline
\end{array}
\]

c

\[
\begin{array}{ll}
\text{2:00} & \text{2:15} \\
\hline
\end{array}
\]

3 Draw the two hands on the clock to show the time.

a 6:45

b 3:30

c 7:15
Hundreds, Tens & Ones

1 Tell how many hundreds, tens, and ones there are in each number. Use the pictures to help.

**example**

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>26</td>
<td>265</td>
</tr>
</tbody>
</table>

There are ______ hundreds in 265.
There are ______ tens in 265.
There are ______ ones in 265.

**a**

<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>

There are ______ hundreds in 247.
There are ______ tens in 247.
There are ______ ones in 247.

**b**

<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>

There are ______ hundreds in 318.
There are ______ tens in 318.
There are ______ ones in 318.

**CHALLENGE**

2 Find the number on the right that matches the number on the left. Draw a line to show.

<table>
<thead>
<tr>
<th>Number on the Left</th>
<th>Number on the Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hundreds + 2 tens + 9 ones</td>
<td>420 ones</td>
</tr>
<tr>
<td>42 tens</td>
<td>52 tens + 9 ones</td>
</tr>
<tr>
<td>30 tens + 9 ones</td>
<td>2 hundreds + 14 tens + 9 ones</td>
</tr>
<tr>
<td>3 hundreds + 49 ones</td>
<td>1 hundred + 20 tens + 9 ones</td>
</tr>
</tbody>
</table>
1 Erika went to the store. She got a pencil for 15¢ and a tablet for 25¢. She gave the storekeeper 50¢. How much money did she get back? Show your work.

Erika got __________ back.

**CHALLENGE**

2 Use the numbers in the box to solve the problems below.

15 24 6 8 3 17 4 20 32 10

a Find 2 numbers whose sum is 40. _____ _____

b Find 2 numbers whose sum is 18. _____ _____

c Find 2 other numbers whose sum is 18. _____ _____

d Find 2 numbers whose difference is 12. _____ _____

e Find 3 numbers that have the largest total _____ _____ _____

f What is the total of those 3 numbers? Show your work.
Base Ten Addition

Add. Use the pictures of base ten pieces to help.

1. \[ \begin{array}{ccc}
\framebox{28} & & \\framebox{26} \\
\framebox{+ 10} & & \framebox{+ 16} \\
\end{array} \]

2. \[ \begin{array}{ccc}
\framebox{34} & & \\framebox{25} \\
\framebox{+ 17} & & \framebox{+ 26} \\
\end{array} \]

3. \[ \begin{array}{ccc}
\framebox{16} & & \\framebox{39} \\
\framebox{+ 23} & & \framebox{+ 14} \\
\end{array} \]

4. \[ \begin{array}{ccc}
\framebox{23} & & \\framebox{27} \\
\framebox{+ 18} & & \framebox{+ 27} \\
\end{array} \]

5. \[ \begin{array}{ccc}
\framebox{24} & & \\framebox{16} \\
\framebox{+ 15} & & \framebox{+ 16} \\
\end{array} \]
**Shopping Problems**

1. Alex went to the store. She bought an orange for 25¢, an apple for 24¢, and a banana for 23¢. How much money did she spend in all? Show your work.

   Alex spent _________ in all.

2. Jake has three quarters and 4 nickels. An apple costs 20¢. How many apples can Jake buy? Show your work.

   Jake can buy ______ apples.
Base Ten Subtraction

Subtract. Use the pictures of base ten pieces to help.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36</td>
<td>37</td>
<td>27</td>
<td>27</td>
<td>40</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>37</td>
<td>32</td>
<td>39</td>
<td>40</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>32</td>
<td>32</td>
<td>39</td>
<td>22</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– 12</td>
<td>– 15</td>
<td>– 15</td>
<td>– 14</td>
<td>– 8</td>
<td>– 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice Book Use anytime after Bridges, Unit 5, Session 17.
Coin Problems

1 Beckett had a quarter in his bank. His mom gave him another quarter for carrying in the groceries, and he found 2 nickels and 3 pennies in the car. How much money did he have in all? Show your work.

Beckett had ________ in all.

2 Willie, Donald, and Maya found a quarter, a dime, a nickel, and 2 pennies when they were cleaning the house. They traded their dad for some other coins that were worth the same amount of money and split up the money evenly. How much did they each get? Show your work.

Willie, Donald, and Maya each got ________.
Adding & Subtracting Tens & Nines

1 Add.

<table>
<thead>
<tr>
<th>40</th>
<th>40</th>
<th>55</th>
<th>55</th>
<th>78</th>
<th>78</th>
<th>67</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 10</td>
<td>+ 9</td>
<td>+ 10</td>
<td>+ 9</td>
<td>+ 10</td>
<td>+ 9</td>
<td>+ 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16</th>
<th>16</th>
<th>72</th>
<th>72</th>
<th>24</th>
<th>24</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 10</td>
<td>+ 9</td>
<td>+ 10</td>
<td>+ 9</td>
<td>+ 30</td>
<td>+ 29</td>
<td>+ 40</td>
</tr>
</tbody>
</table>

2 Subtract.

<table>
<thead>
<tr>
<th>30</th>
<th>30</th>
<th>46</th>
<th>46</th>
<th>81</th>
<th>81</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 10</td>
<td>- 9</td>
<td>- 10</td>
<td>- 9</td>
<td>- 10</td>
<td>- 9</td>
<td>- 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>35</th>
<th>35</th>
<th>29</th>
<th>29</th>
<th>75</th>
<th>75</th>
<th>68</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 10</td>
<td>- 9</td>
<td>- 10</td>
<td>- 9</td>
<td>- 10</td>
<td>- 9</td>
<td>- 40</td>
</tr>
</tbody>
</table>

3 Read each of these clock faces and write the time on the digital clock.
Wheels

1 There are 10 bikes and 6 cars in the school parking lot. How many wheels in all? Show your work.

There are _______ wheels in the parking lot.

2 Ben saw some wagons and trikes on the playground. In all, he saw 27 wheels. How many wagons and how many trikes did he see? There are two possible answers. Can you find both of them? Show your work.

a

_______ wagons and _______ trikes

b

_______ wagons and _______ trikes
Place Value Practice

1 Read each number. Then write it in expanded form.

<table>
<thead>
<tr>
<th>Example</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>fifty-six</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>56 = 50 + 6</td>
<td>thirty-two</td>
<td>seventy-five</td>
</tr>
<tr>
<td>c</td>
<td>d</td>
<td>e</td>
</tr>
<tr>
<td>eighteen</td>
<td>seventy-four</td>
<td>twenty-eight</td>
</tr>
<tr>
<td>f</td>
<td>g</td>
<td>h</td>
</tr>
<tr>
<td>ninety-three</td>
<td>forty-five</td>
<td>sixty-seven</td>
</tr>
</tbody>
</table>

2 Add the numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>60 + 8</td>
<td>20 + 3</td>
<td>50 + 9</td>
</tr>
<tr>
<td>70 + 15</td>
<td>40 + 17</td>
<td>10 + 18</td>
</tr>
<tr>
<td>60 + 14</td>
<td>50 + 13</td>
<td>50 + 19</td>
</tr>
</tbody>
</table>

3 Circle the correct answer.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a The 5 in 581 is in the</td>
<td>ones place</td>
<td>tens place</td>
</tr>
<tr>
<td>b The 5 in 358 is in the</td>
<td>ones place</td>
<td>tens place</td>
</tr>
<tr>
<td>c The 5 in 205 is in the</td>
<td>ones place</td>
<td>tens place</td>
</tr>
<tr>
<td>d The 5 in 502 is in the</td>
<td>ones place</td>
<td>tens place</td>
</tr>
</tbody>
</table>
Pencil Puppy & Pal

1 Fill in the bubble next to the correct answer to each question.

a The number on Pencil Puppy's dog tag has a 6 in the tens place. It has a 4 in the ones place. What is the number on her tag?

- 46
- 64
- 14
- 67

b The number on Pal's dog tag has a 7 in the tens place. It has a 3 in the ones place. What is the number on Pal's tag?

- 17
- 37
- 30
- 73

2 Fill in the correct answer.

a Pencil Puppy's house number has a 3 in the tens place. It has a 5 in the ones place. What is Pencil Puppy's house number? __________

b Pal's house number has a 7 in the ones place. It has a 4 in the tens place. What is Pal's house number? __________

3 Pencil Puppy has 43 pencils in her house. Pal has 29 pencils in his house. How many pencils do they have in all? Use numbers, pictures, and/or words to solve the problem and explain your answer.

Pencil Puppy and Pal have _______ pencils in all.
2-Digit Addition

1. Add. Use the pictures of base ten pieces to help.

   a
   \[
   \begin{array}{cc}
   \hline
   \text{Tens} & \text{Ones} \\
   \hline
   3 & 7 \\
   \hline
   2 & 7 \\
   \hline
   \end{array}
   \]
   \[
   30 + 20 = \_
   \]
   \[
   7 + 7 = \_
   \]
   \[
   50 + 14 = \_
   \]

   b
   \[
   \begin{array}{cc}
   \hline
   \text{Tens} & \text{Ones} \\
   \hline
   4 & 8 \\
   \hline
   3 & 4 \\
   \hline
   \end{array}
   \]
   \[
   40 + 30 = \_
   \]
   \[
   8 + 4 = \_
   \]
   \[
   70 + 12 = \_
   \]

2. When Pencil Puppy does 2-digit addition, she adds the tens first. Next, she adds the ones. Then she adds the two numbers to get the answer. Try her strategy.

   example

   a
   \[
   \begin{array}{cc}
   \hline
   \text{Tens} & \text{Ones} \\
   \hline
   3 & 7 \\
   \hline
   2 & 7 \\
   \hline
   \end{array}
   \]
   \[
   30 + 20 = \_
   \]
   \[
   7 + 7 = \_
   \]
   \[
   50 + 14 = \_
   \]

   b
   \[
   \begin{array}{cc}
   \hline
   \text{Tens} & \text{Ones} \\
   \hline
   4 & 8 \\
   \hline
   3 & 4 \\
   \hline
   \end{array}
   \]
   \[
   40 + 30 = \_
   \]
   \[
   8 + 4 = \_
   \]
   \[
   70 + 12 = \_
   \]

   c
   \[
   \begin{array}{cc}
   \hline
   \text{Tens} & \text{Ones} \\
   \hline
   2 & 5 \\
   \hline
   6 & 9 \\
   \hline
   \end{array}
   \]
   \[
   20 + 60 = \_
   \]
   \[
   5 + 9 = \_
   \]
   \[
   \_
   \]

   d
   \[
   \begin{array}{cc}
   \hline
   \text{Tens} & \text{Ones} \\
   \hline
   3 & 4 \\
   \hline
   5 & 9 \\
   \hline
   \end{array}
   \]
   \[
   30 + 50 = \_
   \]
   \[
   4 + 9 = \_
   \]
   \[
   \_
   \]

   e
   \[
   \begin{array}{cc}
   \hline
   \text{Tens} & \text{Ones} \\
   \hline
   4 & 5 \\
   \hline
   4 & 6 \\
   \hline
   \end{array}
   \]
   \[
   40 + 40 = \_
   \]
   \[
   5 + 6 = \_
   \]
   \[
   \_
   \]
More Facts Than You Need

Sometimes story problems give you more facts than you need to solve the problem. In each problem below, cross out the fact you don't need. Then solve the problem. Show your work.

1 Akiko has 27 marbles. Sara has 53 marbles. Sam has 24 marbles. How many marbles do Sara and Sam have in all?

Sara and Sam have ______ marbles in all.

2 Jenny has 12 toy people. She is building a house for them. She used 12 blocks for the front gate, and 48 blocks for the rest of the house. How many blocks did Jenny use in all?

Jenny used ______ blocks in all.

3 Juan had 56 crayons. He gave 23 of his crayons to his friend. Juan also gave his friend 15 marking pens. How many crayons does Juan have left?

Juan has _____ crayons left.

CHALLENGE

4 The Toy Factory made 90 robots on Tuesday. 23 people work at the factory. They sold 54 of the robots on Wednesday. How many robots did they have left?

The Toy Factory had _____ robots left.
1 Read each number. Then write it in expanded form.

**example**

one hundred thirty-eight

138 = $100 + 30 + 8$

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
</tr>
<tr>
<td>three hundred forty-two</td>
<td>two hundred seventy-three</td>
<td>two hundred twenty-nine</td>
</tr>
<tr>
<td>342 =</td>
<td>273 =</td>
<td>229 =</td>
</tr>
</tbody>
</table>

d | e | f | g | h |
| four hundred sixty-one | six hundred eighteen | one hundred fifty-seven | nine hundred ninety-nine | eight hundred thirty-five |
| 461 = | 618 = | ___ = | ____ = | _____ = |

2 Write the numbers in the box in order on the lines from least to greatest.

138  342  273  229  461  618

least _______ _______ _______ _______ _______ greatest

3 Read each of these digital clocks and show the time on the clock face.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
</tr>
<tr>
<td>5:15</td>
<td>9:00</td>
<td>4:45</td>
<td>3:30</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

The Math Learning Center
Sam's Hot Dog Stand

1 Sam has a hot dog stand at the mall. The chart below shows how many hot dogs he sold last week. Use the chart to help answer the questions below.

a Which day did Sam sell the most hot dogs?

b Which day did Sam sell the fewest hot dogs?

c How many hot dogs did Sam sell on Tuesday and Wednesday put together? Show your work.

2 Use one of the signs below to compare the number of hot dogs Sam sold on different days.

< less than = the same as > greater than

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong></td>
<td>325</td>
<td>108</td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>108</td>
<td>119</td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>234</td>
<td>164</td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>163</td>
<td>345</td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>325</td>
<td>234</td>
</tr>
</tbody>
</table>

3 Put the numbers from the chart (in problem 1) in order from least to greatest on the lines below.

___, ___ , ___ , ___ , ___ , ___ , ___

least greatest

CHALLENGE

4 How many hot dogs did Sam sell altogether? Show your work.
2-Digit Subtraction

DJ Hopper makes hops on the number line to solve 2-digit subtraction problems. Here's how he solved 53 – 26:

- Start at 26.
- Hop up to 30.
- Now hop up to 50.
- Then hop up to 53 and add up all your hops. That tells how far it is from 26 to 53.

\[
53 - 26 \\
\begin{array}{c}
\quad +4 \\
\quad +20 \\
\quad +3 \\
\hline
17 \\
20 \\
40 \\
45 \\
50 \\
53
\end{array}
\]

\[
4 + 20 + 3 = 27 \quad \text{so} \quad 53 - 26 = 27
\]

1 Try DJ’s number line strategy to solve these subtraction problems.

a 45 – 17

\[
\begin{array}{c}
\quad -4 \\
\quad +20 \\
\quad +3 \\
\hline
17 \\
20 \\
40 \\
45 \\
50 \\
53
\end{array}
\]

\[
-4 + 20 + 3 = 27 \quad \text{so} \quad 45 - 17 = ____
\]

b 54 – 25

\[
\begin{array}{c}
\quad +5 \\
\quad +20 \\
\quad +3 \\
\hline
25 \\
30 \\
50 \\
54 \\
50 \\
54
\end{array}
\]

\[
+5 + 20 + 3 = 27 \quad \text{so} \quad 54 - 25 = ____
\]

c 57 – 18

\[
\begin{array}{c}
\quad -9 \\
\quad +20 \\
\quad +3 \\
\hline
18 \\
20 \\
40 \\
45 \\
50 \\
57
\end{array}
\]

\[
-9 + 20 + 3 = 27 \quad \text{so} \quad 57 - 18 = ____
\]
The Pet Graph

1 The second graders in Ms. Nelson's class made a graph with pictures to show their favorite pets. Each student put one picture on the graph to show his or her favorite pet. Use their graph to help answer the questions below.

<table>
<thead>
<tr>
<th></th>
<th>Our Favorite Pets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish</td>
<td>![Fish Pictures]</td>
</tr>
<tr>
<td>Birds</td>
<td>![Bird Pictures]</td>
</tr>
<tr>
<td>Cats</td>
<td>![Cat Pictures]</td>
</tr>
<tr>
<td>Dogs</td>
<td>![Dog Pictures]</td>
</tr>
</tbody>
</table>

a Which pet did most kids like the best? _______________

b How many more kids like dogs than fish the best? __________

c How many fewer kids like birds than cats the best? __________

d Write a number sentence to show how many kids put pictures on this graph.

2 The kids in Ms. Nelson's class did a survey of all the second grades to find out about kids' favorite pets. Use their chart to help answer the questions below.

<table>
<thead>
<tr>
<th>2nd Grade Favorite Pets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pet</td>
</tr>
<tr>
<td>Fish</td>
</tr>
<tr>
<td>Birds</td>
</tr>
<tr>
<td>Cats</td>
</tr>
<tr>
<td>Dogs</td>
</tr>
</tbody>
</table>

a How many more kids like fish than birds the best? Show your work.

b How many more kids like dogs than cats the best? Show your work.
More 2-Digit Addition

1 Add. Use the pictures of base ten pieces to help.

a

\[
\begin{array}{c}
\includegraphics{base_ten_pieces_a.png} \\
28 \\
+ 13 \\
\end{array}
\]

b

\[
\begin{array}{c}
\includegraphics{base_ten_pieces_b.png} \\
36 \\
+ 12 \\
\end{array}
\]

2 Add the numbers.

\[
\begin{align*}
70 + 8 &= \underline{78} \\
40 + 7 &= \underline{47} \\
30 + 16 &= \underline{46} \\
20 + 13 &= \underline{33}
\end{align*}
\]

3 Use Pencil Puppy's strategy for adding 2-digit numbers. Remember, she adds the tens first. Then she adds the ones. Then she finds the total.

\[
\begin{array}{c}
\text{example} \\
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
5 & 8 \\
\hline
2 & 8 \\
\hline
70 & + 16 \\
\hline
70 & + 16 = 86
\end{array}
\end{array}
\]

a

\[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
4 & 3 \\
\hline
3 & 9 \\
\hline
\quad & + \quad = \quad
\end{array}
\]

b

\[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
2 & 7 \\
\hline
4 & 5 \\
\hline
\quad & + \quad = \quad
\end{array}
\]

c

\[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
1 & 6 \\
\hline
2 & 2 \\
\hline
\quad & + \quad = \quad
\end{array}
\]

d

\[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
3 & 7 \\
\hline
5 & 3 \\
\hline
\quad & + \quad = \quad
\end{array}
\]

e

\[
\begin{array}{c|c}
\text{Tens} & \text{Ones} \\
3 & 3 \\
\hline
5 & 8 \\
\hline
\quad & + \quad = \quad
\end{array}
\]
More 2-Digit Subtraction

Use DJ’s number line strategy to solve these subtraction problems.

**Example** 64 – 35

\[ \begin{align*}
\text{35} & \quad \text{40} & \quad \text{60} & \quad \text{64} \\
+5 & \quad +20 & \quad +4
\end{align*} \]

\[ 5 + 20 + 4 = 29 \quad \text{so} \quad 64 - 35 = 29 \]

1. 60 – 32

\[ \begin{align*}
\text{32} & \quad \text{40} & \quad \text{60} \\
+5 & \quad +20 & \quad +4
\end{align*} \]

\[ \quad \text{so} \quad 60 - 32 = \_\_\_ \]

2. 54 – 27

\[ \begin{align*}
\text{27} & \quad \text{54} \\
+5 & \quad +20 & \quad +4
\end{align*} \]

\[ \quad \text{so} \quad 54 - 27 = \_\_\_ \]

3. 71 – 26

\[ \begin{align*}
\text{26} & \quad \text{71} \\
+5 & \quad +20 & \quad +4
\end{align*} \]

\[ \quad \text{so} \quad 71 - 26 = \_\_\_ \]
## Which Makes the Most Sense?

1. For each problem below, circle the estimate you think is best. On the last two, explain *why* you chose the estimate you did. *Hint: Make your own pictures to help.*

<table>
<thead>
<tr>
<th>Problem &amp; Picture</th>
<th>Estimate</th>
<th>Problem &amp; Picture</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a 35 + 26</td>
<td>50</td>
<td>b 24 + 24</td>
<td>30</td>
</tr>
<tr>
<td>+ 26</td>
<td>60</td>
<td>+ 24</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>c 49 + 39</td>
<td>70</td>
<td>d 37 + 24</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

**Why?**

2. For each problem below, circle the estimate you think is best. On the last two, explain *why* you chose the estimate you did. *Hint: Make your own pictures to help.*

<table>
<thead>
<tr>
<th>Problem &amp; Picture</th>
<th>Estimate</th>
<th>Problem &amp; Picture</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a 45 - 29</td>
<td>15</td>
<td>b 52 - 18</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>c 50 - 24</td>
<td>25</td>
<td>d 60 - 29</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

**Why?**
Estimation Problems

1 Dora went to the mall yesterday. She got a t-shirt for $9.99 and a new CD for $6.99. About how much money did she spend in all? Circle the estimate you think is best.

$15.00  $16.00  $17.00  $20.00

2 Max got $50.00 for his birthday. He bought 2 video games for $14.00 each. About how much money does he have left? Circle the estimate you think is best.

$10.00  $20.00  $30.00  $40.00

3 Janel is making a quilt. She needs 100 squares of fabric in all. She cut 29 squares this morning and 39 more squares this afternoon. About how many squares does she have left to cut? Circle the estimate you think is best.

10 squares  20 squares  30 squares  40 squares

4 Gerald wants to read 75 books by the end of the year. So far, he has read 18 fantasy books and 21 science books. About how many books does he have left to read? Circle the estimate you think is best.

15 books  25 books  35 books  45 books

5 The second graders at King School are recycling cans.

<table>
<thead>
<tr>
<th>Day</th>
<th>Number of Cans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>57</td>
</tr>
<tr>
<td>Tuesday</td>
<td>98</td>
</tr>
<tr>
<td>Wednesday</td>
<td>45</td>
</tr>
<tr>
<td>Thursday</td>
<td>105</td>
</tr>
</tbody>
</table>

About how many cans have they recycled so far? Circle the estimate you think is best.

200 cans  300 cans  400 cans  1,000 cans
Adding & Subtracting Practice

1 Add.

\[
\begin{array}{ccccccc}
9 & 9 & 10 & 9 & 10 & 9 & 9 \\
+ & 6 & + & 7 & + & 6 & + & 4 \\
\hline
9 & 10 & 11 & 8 & 4 & 9 & 2 \\
+ & 3 & + & 9 & + & 10 & + & 9 \\
\hline
\end{array}
\]

\[
\begin{array}{ccccccc}
20 & 40 & 30 & 60 & 30 & 90 & 80 \\
+ & 9 & + & 12 & + & 15 & + & 14 \\
\hline
20 & 32 & 58 & 62 & 40 & 70 & 75 \\
+ & 29 & + & 20 & + & 30 & + & 20 \\
\hline
\end{array}
\]

2 Subtract.

\[
\begin{array}{ccccccc}
16 & 16 & 13 & 13 & 18 & 18 & 20 \\
- & 10 & - & 9 & - & 9 & - & 10 \\
\hline
50 & 40 & 30 & 60 & 70 & 90 & 80 \\
- & 10 & - & 20 & - & 40 & - & 60 \\
\hline
26 & 35 & 78 & 64 & 55 & 38 & 58 \\
- & 10 & - & 10 & - & 30 & - & 20 \\
\hline
\end{array}
\]
Grandma’s Button Box

Dylan’s grandma has a box of buttons. One day Dylan sorted the buttons into different groups and counted how many in each group. He made a chart to show his work.

1 Help Dylan make a bar graph to show his work. Give the graph a title and color in the columns to show how many buttons of each color he found.

<table>
<thead>
<tr>
<th>Kind of Button</th>
<th>How Many</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>14</td>
</tr>
<tr>
<td>Gold</td>
<td>25</td>
</tr>
<tr>
<td>White</td>
<td>26</td>
</tr>
<tr>
<td>Blue</td>
<td>10</td>
</tr>
<tr>
<td>Purple</td>
<td>5</td>
</tr>
<tr>
<td>Black</td>
<td>22</td>
</tr>
</tbody>
</table>

2 How many buttons were in the box altogether? Show your work.

There were ______ buttons in the box altogether.
2-Digit Addition Practice

1 Add. Use the pictures of base ten pieces to help.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Add the numbers.

21 + 8 = _____  42 + 7 = _____  32 + 16 = _____  24 + 13 = _____

3 Use Pencil Puppy's strategy for adding 2-digit numbers. Remember, she adds the tens first. Then she adds the ones. Then she finds the total.

example

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lines & Buttons

1a Tami is standing in line. There are 3 children in front of her. There are 8 children behind her. How many children are standing in line? Show your work.

b There are _____ children standing in line.

c Which strategy did you use to solve this problem? (Circle one.)

   Draw a picture.  Make a chart.  Write a number sentence.  Other

CHALLENGE

2a Frank’s mom gave him 8 buttons. The buttons have 22 holes in all. How many of the 8 buttons have 4 holes? How many of the 8 buttons have 2 holes? Show your work.

b _____ of the 8 buttons have 4 holes. _____ of the 8 buttons have 2 holes.

c Which strategy did you use to solve this problem? (Circle one.)

   Draw a picture.  Make a chart.  Write a number sentence.  Other
Time & Money

1 Read each of these clock faces and write the time on the digital clock.

![Clock Faces](image)

2 Count the money in each set and circle the correct amount.

<table>
<thead>
<tr>
<th></th>
<th>36¢</th>
<th>58¢</th>
<th>66¢</th>
<th>76¢</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>40¢</th>
<th>90¢</th>
<th>$1.00</th>
<th>$1.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Circle all the correct values for each set of coins.

<table>
<thead>
<tr>
<th></th>
<th>2 quarters</th>
<th>2 nickels</th>
<th>50¢</th>
<th>$0.50</th>
<th>half a dollar</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>30¢</th>
<th>$0.25</th>
<th>25¢</th>
<th>3 dimes</th>
<th>$0.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cubes & Homework

1a  Ebony put 10 cubes into two stacks. One stack has 4 more cubes than the other stack. How many cubes are in each stack? Show your work.

b  There are _____ cubes in one stack and _____ cubes in the other stack.

c  Which strategy did you use to solve this problem? (Circle one.)

   Draw a picture.    Act it out with cubes.    Make a list.    Other

CHALLENGE

2a  Jose has a bag of marbles. There are 8 red marbles in the bag. There are twice as many green marbles as red marbles. There are 2 fewer blue marbles than green marbles. There are half as many white marbles as blue marbles. How many marbles are in the bag? Show your work.

b  There are _______ marbles in the bag.

c  Which strategy did you use to solve this problem? (Circle one.)

   Draw a picture.    Act it out with cubes.    Make a list.    Other
More Place Value Practice

1 Count by 10's, either forward or backward, to fill in the missing numbers.
   a 10, 20, 30, 40, ______, ______, ______, 80, ______, 100, 110, ______, ______
   c 203, 213, 223, ______, ______, 253, ______, ______, ______, 293, ______
   d 567, 557, 547, 537, ______, ______, 507, ______, 487, ______, 467

2 Count by 100's, either forward or backward, to fill in the missing numbers.
   a 100, 200, 300, ______, ______, ______, 700, ______, ______
   b 950, 850, 750, ______, ______, ______, 350, ______, ______
   c 203, 303, 403, ______, ______, ______, 803, ______, 1003
   d 914, 814, 714, ______, ______, 414, ______, ______, ______

3 Add the numbers.
   400 + 70 + 2 = ______
   600 + 20 + 8 = ______
   800 + 50 + 5 = ______
   100 + 10 + 3 = ______

   200 300 700 200 400 100 900
   50 80 40 60 40 10 90
   + 9 + 1 + 2 + 0 + 4 + 7 + 9

4 Circle the answer in each of the questions below.

   a The 3 in 359 is in the ones place tens place hundreds place
   b The 4 in 904 is in the ones place tens place hundreds place
   c The 5 in 256 is in the ones place tens place hundreds place
Homework & 100

1 Jamal is doing his math homework. He just got 24 for an answer. What was the question? Write down at least 3 different ideas below.

2 Write at least 10 different equations for 120. You can use addition, subtraction, multiplication, or division.
DJ likes to make hops on the number line to solve 2-digit subtraction problems, like this:

54 – 25

\[
\begin{align*}
5 + 20 + 4 &= 29 \\
\text{so} \\ 54 - 25 &= 29
\end{align*}
\]

1 Solve each of the subtraction problems below. You can use DJ's number line strategy or some other way to solve the problem. Show your work each time.

a \hspace{1cm} 56 – 29

\[
\begin{align*}
\text{so} \\ 56 - 29 &= \phantom{0}27
\end{align*}
\]

b \hspace{1cm} 70 – 36

\[
\begin{align*}
\text{so} \\ 70 - 36 &= \phantom{0}34
\end{align*}
\]

c \hspace{1cm} 63 – 19

\[
\begin{align*}
\text{so} \\ 63 - 19 &= \phantom{0}44
\end{align*}
\]
Fill in the blanks with words that make sense and seem interesting. Solve each problem. Show your work.

<table>
<thead>
<tr>
<th>Fill in the blanks.</th>
<th>Work Space</th>
</tr>
</thead>
</table>
| **1** Kendra has 57 ___________ in her top drawer.  
She has 28 ___________ in her bottom drawer.  
How many are there in all? ______________ |
| **2** Lin spent 39 dollars for a ______________.  
He spent 18 dollars for a ______________.  
How much did he spend in all? ______________ |
| **3** Akiko had 72 ___________________.  
She gave 26 of them to her friend.  
How many does she have left? ______________ |
| **4** Mr. Smith baked 48 ______________.  
The dog got 19 of them.  
How many are left? ______________ |
| **5** Frank saw 51 _____________________.  
24 of them flew away.  
How many were left? ______________ |
Practice Book Use anytime after Bridges, Unit 7, Session 14.

NAME ____________________________ DATE ____________________________

Solving Equations

1 Fill in the missing numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>15 = _____ + 7</td>
<td>b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>14 – _____ = 8</td>
<td>d</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>9 + 6 = _____ + 8</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>13 – 7 = 3 + _____</td>
<td></td>
</tr>
</tbody>
</table>

2 Fill in the missing numbers.

40 + 50 = _____
25 + 35 = _____
80 – 40 = _____
95 – 40 = _____

30 + _____ = 60
25 + _____ = 50
70 – _____ = 20
55 – _____ = 35

_____ + 70 = 90
_____ + 40 = 85
_____ – 30 = 30
_____ – 25 = 25

CHALLENGE

3 Fill in the missing numbers.

250 = _____ + 6
90 + 70 = _____ + 17
140 – 60 = 30 + _____
Apples & Orange Slices

1 There are 4 baskets on the table. Each basket has 12 apples in it. How many apples are there in all? Show your work. Mark the answer clearly.

There are ______ apples.

CHALLENGE

2 There are 4 plates on the table. Each plate has 12 orange slices on it. Each orange slice has 3 seeds. How many seeds in all? Show your work. Mark the answer clearly.

There are ______ seeds.
The Second Graders Clean Their Desks

On Friday afternoon, Mrs. Nelson asked her second graders to clean their desks. This chart shows the extra things the kids found in their desks.

1 Finish the graph on the right. Give it a title. Color in the columns to show what the kids found in their desks.

<table>
<thead>
<tr>
<th>Number</th>
<th>Extra Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>Extra pencils</td>
</tr>
<tr>
<td>18</td>
<td>Extra pairs of scissors</td>
</tr>
<tr>
<td>12</td>
<td>Extra glue sticks</td>
</tr>
<tr>
<td>15</td>
<td>Extra erasers</td>
</tr>
<tr>
<td>9</td>
<td>Overdue library books</td>
</tr>
</tbody>
</table>

2 How many more pencils than erasers did the kids find? Show your work.

CHALLENGE

3 How many extra things did they find in all? Show your work.
Measuring Problems

1a Here are 2 lines. Put an x on the one you think is shorter.

A

B

b Measure each line. Use the centimeter side of your ruler.

Line A is ______ centimeters long.

Line B is ______ centimeters long.

c Which line is shorter? (Circle one.)  Line A  Line B

d How much shorter is it? Show your work. Mark the answer clearly.

2a Here are 2 crooked lines. Put an x on the one you think is longer.

C

D

b Measure each crooked line. Use the centimeter side of your ruler.

Crooked line C is ______ centimeters long.

Crooked line D is ______ centimeters long.

c Which crooked line is longer? (Circle one.)

Crooked Line C  Crooked Line D

d How much longer is it? Show your work. Mark the answer clearly.
Fractions

1 What part of each rectangle is colored? Circle the correct fraction.

a

\[
\begin{array}{cccc}
\frac{1}{3} & \frac{2}{2} & \frac{1}{2} & \frac{3}{4} \\
\end{array}
\]

b

\[
\begin{array}{cccc}
\frac{1}{4} & \frac{2}{4} & \frac{1}{3} & \frac{3}{6} \\
\end{array}
\]

c

\[
\begin{array}{cccc}
\frac{2}{3} & \frac{1}{2} & \frac{3}{4} & \frac{1}{3} \\
\end{array}
\]

d

\[
\begin{array}{cccc}
\frac{3}{4} & \frac{2}{4} & \frac{3}{3} & \frac{5}{4} \\
\end{array}
\]

2 Read each fraction and color in that part of the shape.

a

\[
\begin{array}{c}
\frac{2}{4} \\
\end{array}
\]

b

\[
\begin{array}{c}
\frac{3}{4} \\
\end{array}
\]

c

\[
\begin{array}{c}
\frac{1}{6} \\
\end{array}
\]

d

\[
\begin{array}{c}
\frac{3}{6} \\
\end{array}
\]
The Army Ants Measure Up

Hi! I am a worker army ant. I am one centimeter long.

My 10 army ant friends make a line that is 10 centimeters, or 1 decimeter long.

1 List four different things on you or in your desk that are about the same length as a decimeter.

2 Use your ruler to help draw a line below that is exactly 15 centimeters long. How many of us army ants could stand on your line?

3 100 of my army ant friends would make a line that is 100 centimeters, or 1 meter long. That's about the same as the distance between the floor and the doorknob of your classroom door.

List four different things in your classroom that are about the same length as a meter.
Place Value Review

1. Circle the place value of the underlined digit. Then write its value.

<table>
<thead>
<tr>
<th>Number</th>
<th>Place Value</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ex a</strong></td>
<td>238</td>
<td>ones, tens, hundreds</td>
</tr>
</tbody>
</table>
| **a** | 743 | ones, tens, hundreds | |}
| **c** | 150 | ones, tens, hundreds | |}
| **ex b** | 109 | ones, tens, hundreds | 9 |
| **b** | 253 | ones, tens, hundreds | |}
| **d** | 608 | ones, tens, hundreds | |}

2. Write one of these signs on each line to make the sentence true.

- < less than
- = the same as
- > greater than

<table>
<thead>
<tr>
<th>ex</th>
<th>456 &lt; 546</th>
<th>a</th>
<th>85 = 58</th>
<th>b</th>
<th>327 &gt; 372</th>
<th>c</th>
<th>106 &lt; 610</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>218 &gt; 218</td>
<td>e</td>
<td>735 &lt; 573</td>
<td>f</td>
<td>204 &lt; 240</td>
<td>g</td>
<td>483 &lt; 438</td>
</tr>
</tbody>
</table>

3. Fill in the missing digits to make each statement true. There is more than one right answer for each one.

<table>
<thead>
<tr>
<th>ex</th>
<th>3 _ 2 7 &lt; 347</th>
<th>a</th>
<th>235 &gt; ___35</th>
<th>b</th>
<th>307 &lt; ___07</th>
<th>c</th>
<th>135 &lt; 13___</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>4___3 &gt; 463</td>
<td>e</td>
<td>1___9 &lt; 139</td>
<td>f</td>
<td>182 &gt; 1___2</td>
<td>g</td>
<td>514 &lt; 51___</td>
</tr>
</tbody>
</table>
More about Meters

A meter is about the same as the distance between the floor and the doorknob of your classroom door. Look at the door in your classroom, or a meter stick if you have one. Now think about how long 20 meters would be, and answer these questions:

1. If you walked across your classroom the long way, would you go more or less than 20 meters?

2. Is it more or less than 20 meters from your classroom door to the office door?

3. How long would it take you to run 20 meters? Circle the answer that makes the most sense.
   - 10 seconds
   - 10 minutes
   - 10 hours

4. List at least 2 different animals that might take 10 minutes to travel 20 meters.

5. Which unit would you use to measure the length of a soccer field? (Circle one.)
   - centimeters
   - meters
   - inches
   - miles

6. Which unit would you use to measure the length of a crayon? (Circle one.)
   - centimeters
   - meters
   - feet
   - miles

7. The circumference, or distance around, a soccer ball is 68 centimeters. Is that longer or shorter than one meter? By how much? Show your work.
Adding & Subtracting

1 Add the numbers.

\[
\begin{array}{cccccccc}
80 & 30 & 44 & 50 & 70 & 51 & 60 \\
+ 6 & + 43 & + 24 & + 38 & + 7 & +17 & + 16 \\
\hline
370 & 120 & 890 & 360 & 340 & 430 & 125 \\
+ 8 & + 6 & + 4 & + 15 & + 50 & + 27 & + 25 \\
\end{array}
\]

2 Use pictures, numbers, and/or words to add the numbers in each box. Show all your work.

\[
\begin{array}{cccc}
a & 36 + 55 & b & 129 + 133 \\
\end{array}
\]

3 Subtract the numbers.

\[
\begin{array}{cccccccc}
86 & 39 & 48 & 56 & 35 & 55 & 50 \\
- 6 & - 9 & - 7 & - 5 & - 15 & - 25 & - 25 \\
\end{array}
\]

4 Use pictures, numbers, and/or words to subtract the numbers in the box. Show all your work.

\[
51 - 26 \\
\]
Crayons

You can get boxes of crayons in 3 different sizes at the store. Use the pictures above to help solve these problems.

1 Ernie bought a small box of crayons. He gave the clerk a $1.00 bill. How much money did he get back? Show your work. Mark the answer clearly.

2 Emma wants to get a medium box of crayons for her sister and a large box of crayons for herself. How many crayons will that be in all? Show your work. Mark the answer clearly.

3 Emma only has $2.00 in her pocket. Is that enough money to buy a medium and a large box of crayons? Explain your answer.
Pedro's Birthday

Pedro's birthday is on April 30. Use the calendar to help solve the problems below.

1 What day of the week is Pedro's birthday this year?

<table>
<thead>
<tr>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>28</td>
</tr>
</tbody>
</table>

2 Early in the month, Pedro said, “Mom, guess what? It’s only 27 more days until my birthday!”

a What was the date on that day?

b Explain your answer.

3 On April 9th, Pedro said, “Now it's only 3 more weeks until my birthday.” How many days are there in 3 weeks? Show your work.

4 On April ______, Pedro said, “Now it's only 3 more days until my birthday.” How many hours are there in 3 days? Show your work.

5a On April 30, Pedro said, “My party starts at 12:30. It's 9:30 now!” How many hours is it until Pedro’s party?

b How many minutes are there in 3 hours? Show your work.
More Crayon Problems

You can get boxes of crayons in 3 different sizes at the store. Use the pictures above to help solve these problems.

1. Sam bought two small boxes of crayons. He gave the clerk $2.00. How much change did he get? Show your work.

2. Ms. Fernandez bought 10 medium boxes of crayons for her second graders. Then she bought a large box of crayons for herself. She gave the clerk a $20 bill. How much change did she get? Show your work.
Digis & Number Riddles

1 Tell what digit is in each place.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>289</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>945</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>316</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>405</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>5,687</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>4,301</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Solve these number riddles.

**a** I have a 4 in the tens place.
• I have a 1 in the hundreds place.
• The number in my ones place is more than 6 and less than 9.
• I am an odd number.

What number am I?

**b** I have a 7 in the hundreds place.
• I have a 0 in the tens place.
• I have a 3 in the thousands place.
• The number in my ones place is less than 3.
• I am an even number.

What number am I?
The Toy Store

<table>
<thead>
<tr>
<th>Toy Store Price List (prices include tax)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doll $8.00</td>
</tr>
<tr>
<td>Skates $29.00</td>
</tr>
<tr>
<td>Puppet $6.00</td>
</tr>
<tr>
<td>Soccer Ball $13.00</td>
</tr>
</tbody>
</table>

1. Ezra got $50.00 for his birthday. He bought a soccer ball at the toy store. How much money did he have left? Show your work. Mark the answer clearly.

2. Maya went into the toy store with $50.00. She bought 3 different toys and got $2.00 back in change. Which three toys did she buy? Show your work. Mark the answer clearly.
1 Draw a line from each digital clock to the matching time on the clock face.

2 It's 8:20 and Henry's big sister is ready for school. Her bus leaves at 8:35. How much time does she have to get to the bus stop? (Circle one.)

   10 seconds   10 minutes   15 minutes   20 minutes

3 Henry is in second grade. His school starts at 8:15. He has lunch at 12:15. How many hours are there between starting time and lunch time?

4 There are 60 minutes in an hour. How many minutes are there in 4 hours? Show your work.
## More Toy Store Problems

<table>
<thead>
<tr>
<th>Toy Store Price List</th>
</tr>
</thead>
<tbody>
<tr>
<td>(prices include tax)</td>
</tr>
<tr>
<td>Frisbee $3.50</td>
</tr>
<tr>
<td>Hat $4.99</td>
</tr>
<tr>
<td>Ball $4.50</td>
</tr>
<tr>
<td>Yo-yo $5.00</td>
</tr>
<tr>
<td>Kite $2.99</td>
</tr>
</tbody>
</table>

1. Lani has twin brothers. Their birthday is tomorrow. Lani bought a hat for one of the boys and a kite for the other. How much did she spend in all? Show your work.

   Lani spent __________ in all.

### CHALLENGE

2. Sam is having a birthday party. Sam's dad bought a kite for each of the kids coming to the party. He spent $14.95. How many kids did Sam invite? Show your work.

   Sam invited __________ kids.
More Fractions

1. What part of each set of circles is colored? Circle the correct fraction.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Circle Set A" /></td>
<td><img src="image2" alt="Circle Set B" /></td>
</tr>
<tr>
<td><img src="image3" alt="Fractions A" /></td>
<td><img src="image4" alt="Fractions B" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Circle Set C" /></td>
<td><img src="image6" alt="Circle Set D" /></td>
</tr>
<tr>
<td><img src="image7" alt="Fractions C" /></td>
<td><img src="image8" alt="Fractions D" /></td>
</tr>
</tbody>
</table>

2. Follow the directions to complete each picture and then fill in the fraction.

**a** Color \( \frac{1}{6} \) of the hexagon yellow.
- Color \( \frac{2}{6} \) of the hexagon purple.
- Color the rest of the hexagon green.
- Write a fraction below to show what part of the hexagon is green.

**b** Color \( \frac{2}{4} \) of the square red.
- Color \( \frac{1}{4} \) of the square blue.
- Color the rest of the square brown.
- Write a fraction below to show what part of the square is brown.
Pizza Problems

David and Sara each got a mini-pizza exactly the same size. David cut his pizza into 4 equal pieces. Sara cut her pizza into 6 equal pieces.

1 Who had bigger pieces? Draw on the circles below to help solve this problem.

__________________ had bigger pieces.

CHALLENGE

2 David ate 3 of his pieces. Sarah ate 4 of her pieces. Who ate more pizza? Use pictures, numbers, and/or words to explain your answer.

____________________ ate more pizza.
Reading & Writing Numbers

1 Read each number. Then write it in expanded form.

**example** four hundred fifteen

\[415 = 400 + 10 + 5\]

- **a** two hundred eighty-six
- **b** seven hundred fifty-three
- **c** six hundred twenty-one
- **d** three hundred forty-seven
- **e** nine hundred seventeen
- **f** one hundred sixty
- **g** eight hundred four

2 Add the numbers.

\[\begin{align*}
500 + 20 + 8 &= \_\_\_\_ \\
200 + 20 + 2 &= \_\_\_\_ \\
100 + 70 + 1 &= \_\_\_\_ \\
700 + 10 + 9 &= \_\_\_\_ \\
800 + 40 + 7 &= \_\_\_\_ \\
500 + 3 &= \_\_\_\_ \\
\end{align*}\]

\[\begin{align*}
& 200 \quad 300 \quad 200 \\
& 90 \quad 10 \quad 20 \\
+ & 1 \quad + 9 \quad + 6 \\
\_\_\_\_ \quad \_\_\_\_ \quad \_\_\_\_ \\
\end{align*}\]

3 Circle the number that has the same value as the expanded form.

- **a** 300 + 6
  
  36  336  306  316

- **b** 200 + 10 + 7
  
  207  217  271  721
How Long Is a Shark?

There are many different types of sharks. Some are longer than others. This chart shows how long some of the different sharks are. Use it to help answer the questions below.

### Shark Lengths

<table>
<thead>
<tr>
<th>Shark Name</th>
<th>Average Length (in centimeters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Shark</td>
<td>204 centimeters</td>
</tr>
<tr>
<td>Bignose Shark</td>
<td>174 centimeters</td>
</tr>
<tr>
<td>Night Shark</td>
<td>154 centimeters</td>
</tr>
<tr>
<td>Bigeye Thresher Shark</td>
<td>312 centimeters</td>
</tr>
<tr>
<td>Tiger Shark</td>
<td>247 centimeters</td>
</tr>
<tr>
<td>Thresher Shark</td>
<td>373 centimeters</td>
</tr>
</tbody>
</table>

1. Which shark on the chart is the longest? _________________________________
2. Which shark on the chart is the shortest? _________________________________
3. Write one of these symbols on each blank to make the sentence true.
   
   `<` less than   `=` the same as  `>` greater than
   
   a. Length of a Tiger Shark   _____   Length of a White Shark
   b. Length of a Bignose Shark _____   Length of a Tiger Shark

4. Put the lengths of the sharks in order from least to greatest.
   
   __________, __________, __________, __________, __________, __________
   least                                                  greatest

5. How much longer is a Thresher Shark than a Tiger Shark? Show your work. Mark the answer clearly.

* Source: http://na.nefsc.noaa.gov/sharks/
Addition & Subtraction Practice

1 Add the numbers.

\[
\begin{array}{ccccccccc}
40 & 20 & 57 & 50 & 75 & 34 & 35 \\
+3 & +38 & +31 & +16 & +25 & +34 & +35 \\
\hline \\
290 & 340 & 562 & 225 & 325 & 325 & 450 \\
+9 & +20 & +35 & +15 & +25 & +26 & +50 \\
\hline
\end{array}
\]

2 Use pictures, numbers, and/or words to add the numbers in each box. Show all your work.

\[
\begin{array}{c}
a \quad 47 + 47 \\
b \quad 148 + 122
\end{array}
\]

3 Subtract the numbers.

\[
\begin{array}{cccccccc}
49 & 50 & 67 & 50 & 45 & 30 & 100 \\
-9 & -10 & -23 & -25 & -15 & -15 & -75 \\
\hline
\end{array}
\]

4 Choose one of the problems in the box. Circle it. Then solve it. Use pictures, numbers, and/or words to help. Show all your work.

\[
\begin{array}{cccc}
\end{array}
\]
Maria Jose’s Day

Maria Jose is in second grade. The chart below shows some of the things she does every Tuesday, and when she does them. Finish the chart by circling A.M. or P.M. for each time and drawing the hands on the clock faces.

*Hint*

A.M. means times in the morning between midnight and noon.
P.M. means times in the afternoon and evening between noon and midnight.

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>A.M. or P.M.</th>
<th>Clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Breakfast</td>
<td>7:05</td>
<td>A.M.</td>
<td><img src="image1" alt="Clock" /></td>
</tr>
<tr>
<td>b Arrive at School</td>
<td>8:15</td>
<td>A.M.</td>
<td><img src="image2" alt="Clock" /></td>
</tr>
<tr>
<td>c Lunch</td>
<td>11:55</td>
<td>A.M.</td>
<td><img src="image3" alt="Clock" /></td>
</tr>
<tr>
<td>d Soccer Practice</td>
<td>4:10</td>
<td>A.M.</td>
<td><img src="image4" alt="Clock" /></td>
</tr>
<tr>
<td>e Dinner</td>
<td>6:30</td>
<td>A.M.</td>
<td><img src="image5" alt="Clock" /></td>
</tr>
</tbody>
</table>
More Number Patterns

1 Fill in the missing numbers in these skip-counting patterns.
   a 15, 25, 35, _____, 55, _____, 75, _____, _____, 115, 125
   b 6, 12, 18, _____, _____, 36, _____, _____, _____, 60, 66, _____
   c 105, 110, 115, _____, _____, 130, _____, _____, 145, _____, 155
   d 13, 113, 213, _____, 413 _____, 613, _____, _____, _____

2 DJ and Hopper are jumping from stone to stone to get across the stream. There are nine stones in all. There is exactly 1 foot between each stone, and there are 12 inches in a foot. Finish the table below to see how many inches the frogs have to jump to get all the way across the stream.

   Feet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9
   ----|---|---|---|---|---|---|---|---|---
   Inches | 12 | 24 |    |    | 60 |    |    |    |    

CHALLENGE

3 The path from DJ’s house to the stream is 27 feet long. There are 3 feet in a yard. How many yards is it from DJ’s house to the stream? Show your work.
Breanna’s Pockets

1 Breanna has a pair of shorts with 4 pockets. She has money in each pocket. Finish the chart below to see how much.

<table>
<thead>
<tr>
<th>Pocket</th>
<th>Quarters</th>
<th>Dimes</th>
<th>Nickels</th>
<th>Pennies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>77¢</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

2 In which pocket does Breanna have the most money? _________

3 In which pocket does Breanna have the least money? _________

4 Breanna wants to buy a toy for $3.00. She thinks she has enough money in her pockets. Do you agree? Explain your answer.

5 How much money does Breanna really have in her 4 pockets? Show your work.

CHALLENGE

6 Breanna bought 3 pencils at the school store. They each cost 29¢. How much money did she have left in her pockets after she paid for the pencils? Show your work.