Amplify Desmos Math

Grade 2

Additional Practice
Student Resources

About Amplify

Amplify is dedicated to collaborating with educators to create learning experiences that are rigorous and riveting for all students. Amplify creates K–12 core and supplemental curriculum, assessment, and intervention programs for today's students.

A pioneer in K–12 education since 2000, Amplify is leading the way in next-generation curriculum and assessment. All of our programs provide teachers with powerful tools that help them understand and respond to the needs of every student.

Amplify gratefully acknowledges the work of distinguished program advisors from the English Learners Success Forum (ELSF), who have been integral in the development of Amplify Desmos Math. ELSF is a 501(c)(3) nonprofit organization whose mission is to expand educational equity for multilingual learners by increasing the supply of high-quality instructional materials that center their cultural and linguistic assets.

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Practice Problems

Name _____ Date _____

Additional Practice 1.02

For Problems 1–4, match the expression with the correct value.

	Expression	Value
1	7 + 0	2
2	6 – 4	4
3	8 – 3	7
4	2 + 2	5

5 Select *all* the expressions that have a value of 6.

3 + 3 1 + 6 8 – 2 2 + 4

6 Which shows the value of the expression 5 – 1?

3 4 5 6

Name _____ Date _____

For Problems 7–10, find the value of the expression.

7 3 + 2 _____

8 3 + 5 _____

9 8 – 4 _____

10 2 + 6 _____

Name _____ Date _____

Additional Practice 1.03

1 Which number makes 10?

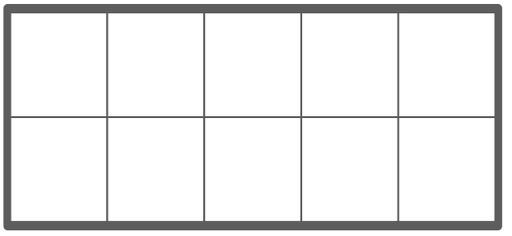
10 = 7 + _____

3 4 5 6

2 Which expression does **not** make 10?

3 + 7 5 + 5 3 + 6 4 + 6

3 Draw to show a way to make 10.
Write an equation to represent your way.



_____

4 Which number makes both equations true?

6 + _____ = 10 10 = 6 + _____

3 4 5 6

Name _____ Date _____

For Problems 5–8, find the number that makes 10.

5 8 + _____ = 10

6 10 = 3 + _____

7 5 + _____ = 10

8 10 = 2 + _____

9 Jen is putting away 10 books on her bookshelf.
She has already put away 6 books.
How many more books does Jen need to put away?

_____

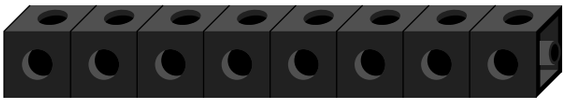
Name _____ Date _____

Additional Practice 1.04

1 Which equation could you use to find the value of 10 – 4?

4 + 4 = 8 1 + 3 = 4 9 + 1 = 10 4 + 6 = 10

2 Rico has 10 cubes. He shows these cubes. How many cubes is Rico not showing?



2 5 8 10

For Problem 3, solve the story problem. Write an equation that represents your thinking and underline the answer.

3 Davis wants to plant 9 flowers. He has planted 3 flowers so far.

How many more flowers does Davis still need to plant? Write an equation to show your thinking.

Show your thinking.

answer: _____ Flowers

equation: _____

Name _____ Date _____

For Problems 4–6, find the value of the first expression. Then use that value to help find the value of the second expression.

4 2 + 7 _____ 9 – 7 _____

5 3 + 5 _____ 8 – 5 _____

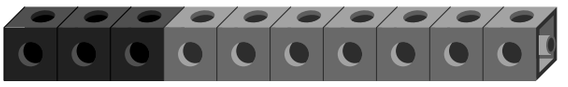
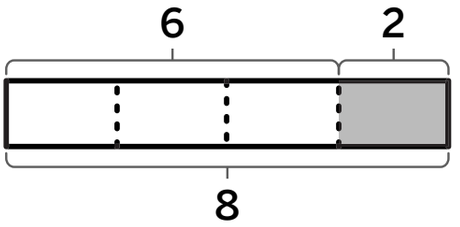
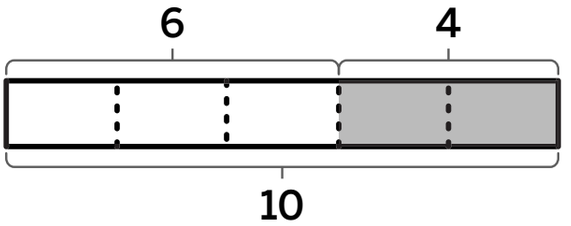
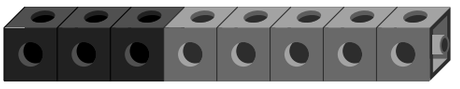
6 8 – 4 _____ 4 + 4 _____

7 Juanita wants to build a tower of 10 cubes. She has 1 cube.

Which equation can help you find how many more cubes Juanita needs?

1 + 1 = 2 9 = 4 + 5 10 = 9 + 1 10 – 5 = 5

For Problems 8–11, draw lines to match each image with an equation.

	Image	Equation
8		8 = 6 + 2
9		8 = 3 + 5
10		3 + 7 = 10
11		10 – 6 = 4

Name _____ Date _____

Additional Practice 1.05

For Problems 1–3, find the number that makes the equation true.

Show or explain your thinking.

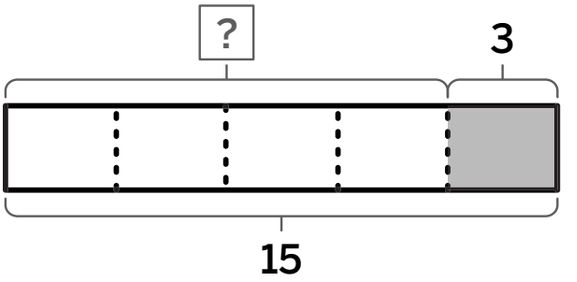
1 15 = _____ + 9

2 20 = _____ + 12

3 13 – 9 = _____

4 Which shows the missing number for this equation?

15 = _____ + 3



3 10 12 15

Name _____ Date _____

For Problems 5 and 6, solve the story problem. Write an equation that represents your thinking and underline the answer.

Show your thinking.

5 Riaz had 20 tickets to sell for the school concert. He sold 9 tickets. How many tickets does Riaz have left to sell?

answer: _____ **equation:** _____

6 Jen sold 6 tickets for the school concert in the morning. She sold more tickets in the afternoon. Jen sold 18 tickets in all. How many tickets did Jen sell in the afternoon?

answer: _____ **equation:** _____

For Problems 7–9, draw lines to match each number with the equation that the number makes true.

Number	Equation
7 13	_____ – 7 = 9
8 15	18 = _____ + 5
9 16	20 = 5 + _____

Name _____ Date _____

Additional Practice 1.06

For Problems 1–2, find the number that makes the equation true.

Show your thinking.

1 11 + _____ = 17

2 _____ – 2 = 18

3 To solve 9 + 5, Keri first adds 9 + 1. What should she do next?

9 + 4 10 + 3 10 + 4 10 – 4

For Problems 4–6, find the number that makes the equation true.

4 5 + 5 = _____ 5 + 6 = _____

5 12 – 5 = _____ 12 – 7 = _____

6 9 + 9 = _____ 7 + 9 = _____

Name _____ Date _____

7 A list of numbers is shown.

1	2	3	4	5	6	7	8

Choose 3 numbers to add to get as close as you can to 16.

Write two different equations that show how you added.

Show your thinking.

equation 1: _____ **equation 2:** _____

8 Solve the story problem. Write an equation that represents your thinking and underline the answer.

Mia's book has 15 chapters. Mia has read 8 chapters.

How many more chapters does Mia have to read?

Show your thinking.

answer: _____ **equation:** _____

Name _____ Date _____

Additional Practice 1.07

Leanna recorded her classmates' favorite school subject. Use Leanna's data for Problems 1–2.

Favorite Subject			
math	art	math	art
science	math	gym	gym
gym	gym	math	science
art	math	art	math

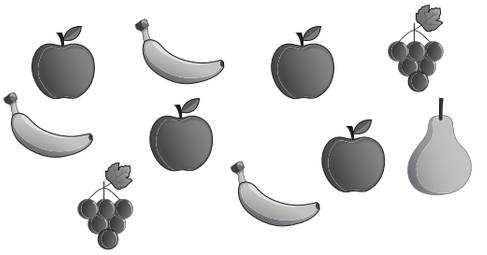
1 Create a representation to show Leanna's data.

Draw

2 Explain how you organized the data in Problem 1.

Name _____ Date _____

Karl drew pictures of the different fruits he saw in a fruit bowl. Use his pictures for Problems 3–5.



3 Create a different representation of Karl's data.

Draw

4 Explain how you organized the data in Problem 3.

_____

_____

5 How is your way of organizing the data in Problem 3 like Karl's way? How is it different?

_____

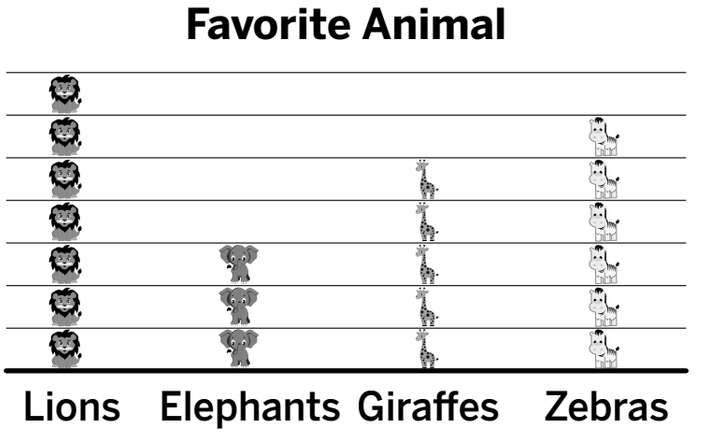
_____

_____

Name _____ Date _____

Additional Practice 1.08

This picture graph shows some students' favorite animals. Use the picture graph for Problems 1–4.



1 Circle the animal that was chosen more than any other animal.

Lions Elephants Giraffes Zebras

2 Circle the animal that was chosen less than any other animal.

Lions Elephants Giraffes Zebras

Write an equation to show how you solved each problem and underline the answer.

3 How many more students chose giraffes than elephants?

answer: _____ Students

equation: _____

4 How many students chose lions and zebras?

answer: _____ Students

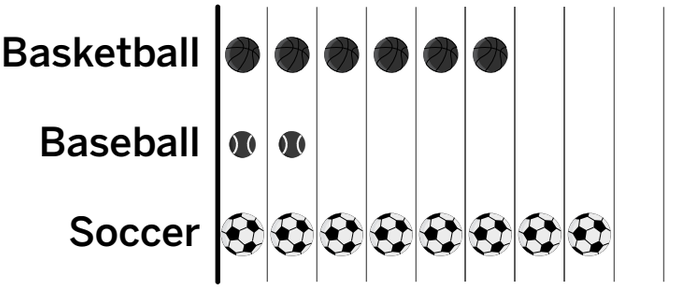
equation: _____

Name _____ Date _____

The picture graph shows the sports some students would like to play on field day.

Use the picture graph for Problems 5–8.

Field Day Sports



5 Circle **2** statements that are true about the data.

More students chose basketball than soccer.

4 fewer students chose baseball than basketball.

6 students chose basketball.

5 more students chose soccer than baseball.

For Problems 6 and 7, circle the word that makes the statement true.

6 6 more students chose soccer than _____.

basketball baseball

7 Fewer students chose basketball than _____.

baseball soccer

8 How many students voted in all? Write an equation to show how you solved the problem and underline the answer.

answer: _____ Students

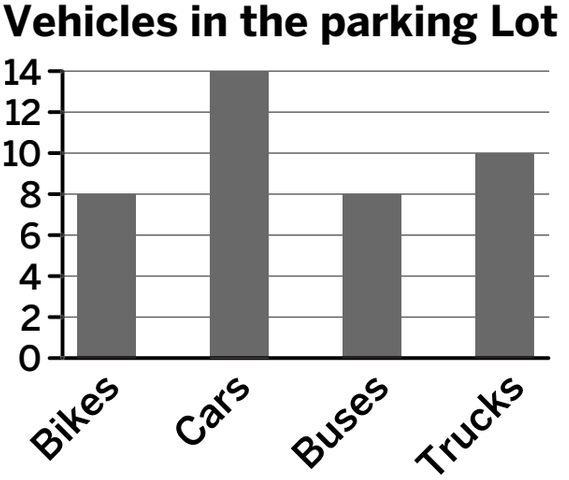
equation: _____

Name _____ Date _____

Additional Practice 1.09

This bar graph shows data on the types of vehicles in a parking lot. Use the bar graph for Problems 1–4.

Write an equation to show how you solved Problems 1 and 2 and underline the answer.



1 How many more cars are in the parking lot than trucks?

answer: _____

equation: _____

2 How many bikes and trucks are in the parking lot?

answer: _____

equation: _____

3 Which type of vehicle was found more than bikes and less than cars?

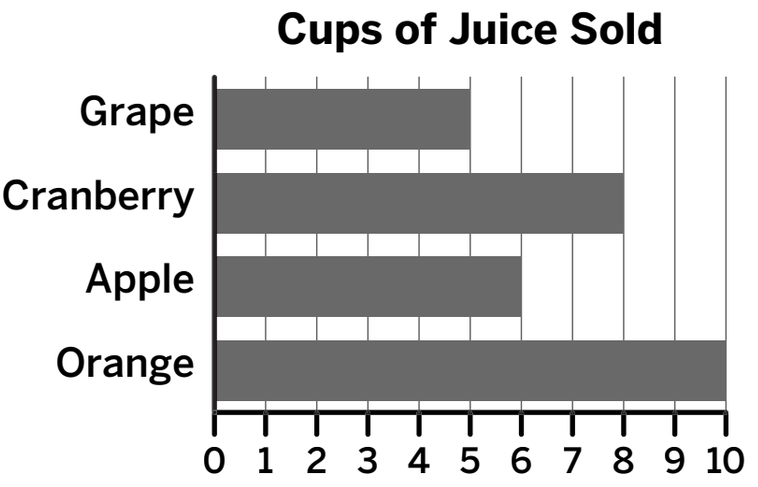
_____

4 Circle the vehicle that was found the most in the parking lot.

Bikes Cars Buses Trucks

Name _____ Date _____

The bar graph shows the number of cups of juice sold at a school event. Use the bar graph for Problems 5–8.



5 How many cups of juice were sold in all?

Write an equation and underline the answer.

answer: _____

equation: _____

6 Circle **2** statements that are true about the data.

7 cups of apple juice were sold.

3 more cups of grape juice were sold than cranberry juice.

2 fewer cups of apple juice were sold than cranberry juice.

4 more cups of orange juice were sold than apple juice.

For Problems 7 and 8, circle the flavor of juice that makes the statement true.

7 5 more cups of orange juice were sold than _____.

grape juice cranberry juice

8 2 fewer cups of cranberry juice were sold than _____.

apple juice orange juice

Name _____ Date _____

Additional Practice 1.10

The table shows the number of goals scored by some soccer teams. Use the data for Problems 1 and 2.

Team	Goals
blue	6
gold	4
red	7
green	9

Draw

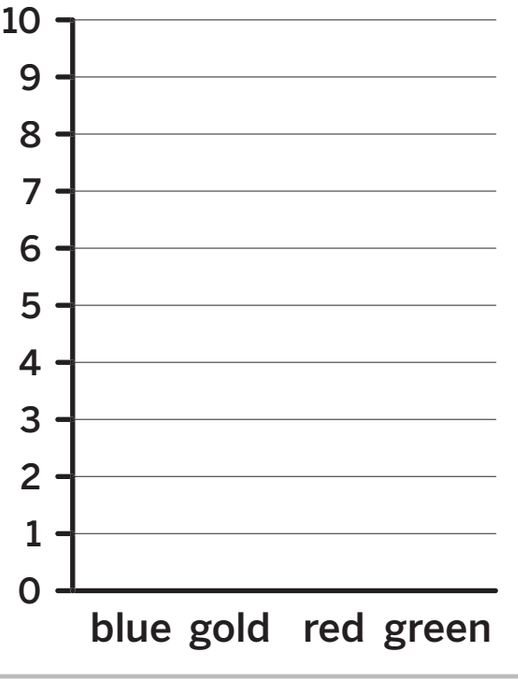
1 Use the data table to complete the picture graph.

_____

blue
gold
red
green

2 Use the data table to complete the bar graph.

_____



Name _____ Date _____

3 Diego has 18 stickers. He has 8 animal stickers, 3 movie stickers, and some sports stickers.

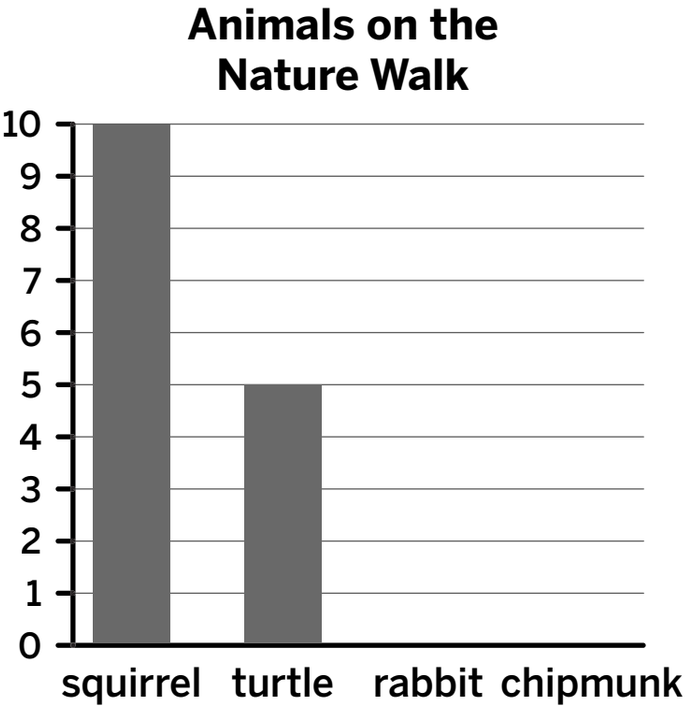
Fill in the table to show how many sports stickers Diego has. Then create a picture graph to represent the data.

Diego's Stickers	
animal	8
sports	
movie	3

4 Priya collected data to record the number of different animals she saw on a nature walk.

Use Priya's data to complete the table and the bar graph.

Animal	Number
squirrel	10
turtle	5
rabbit	
chipmunk	



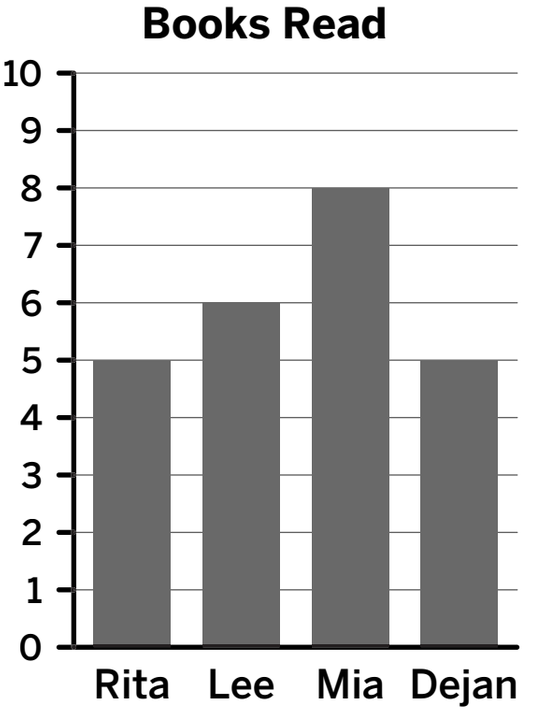
Name _____ Date _____

Additional Practice 1.11

The bar graph shows the number of books read by some students for a charity reading event.

Use the bar graph for Problems 1–3.

For Problems 1 and 2, circle a name to answer the question about the data.



1 Which student read 2 more books than Lee?

Mia Rita Dejan

2 Which student read the same number of books as Rita?

Lee Dejan Mia

3 Circle the **3** questions that can be answered by looking at the graph.

Which student read 8 books?

How many fewer books did Lee read than Mia?

Which student read the most mystery books?

How many more books did Lee read than Dejan?

Name _____ Date _____

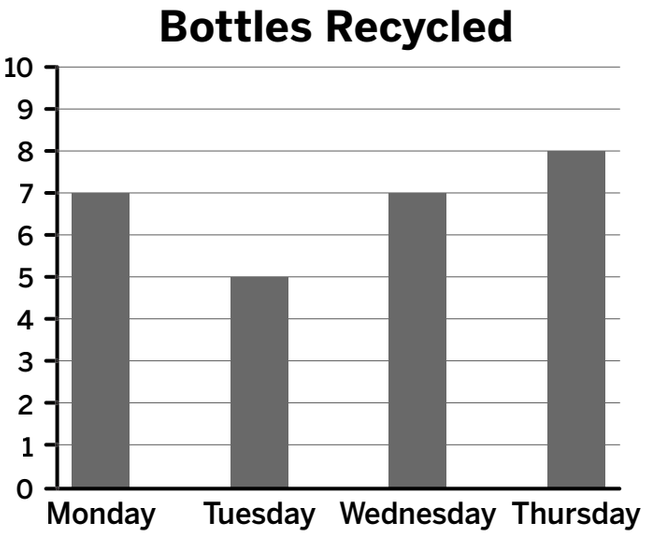
The bar graph shows the number of bottles Shawn recycled in 4 days.

Use the bar graph for Problems 4–6.

4 Circle the question that can be answered by looking at the graph.

How many more bottles were recycled on Thursday than on Wednesday?

How many fewer bottles were recycled on Thursday than on Friday?



5 Write another question you can answer using the graph.

_____

_____

6 Answer the question you wrote in Problem 5. Write an equation that represents your thinking and underline the answer.

answer: _____ **equation:** _____

For Problems 7–10, find the number that makes the equation true.

7 11 – _____ = 4

8 1 + _____ = 4

9 2 + _____ = 4

10 13 – _____ = 4

Name _____ Date _____

Additional Practice 1.12

Clare asked her classmates a survey question. The tally chart shows Clare's data.

spring	summer	fall	winter
𝍸	𝍸 ||||	𝍸 𝍸	𝍸 ||

Use the tally chart for Problems 1 and 2.

1 Circle the survey question that Clare could have asked her classmates.

Is winter your favorite season?

How many seasons are there?

What is your favorite season?

What do you like to do in summer?

2 Represent the data with a picture graph.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

spring summer fall winter

Name _____ Date _____

For Problems 3–5, use your graph in Problem 2.

3 How many students voted for summer or winter?

answer: _____ **equation:** _____

4 Write a question that could be answered by using the data in your graph.

_____

_____

5 Answer the question you wrote in Problem 4. Write an equation that represents your thinking and underline the answer.

answer: _____ **equation:** _____

For Problems 6–11, find the number that makes the equation true.

6 8 + 8 = _____

7 _____ – 6 = 7

8 15 – _____ = 10

9 7 – 4 = _____

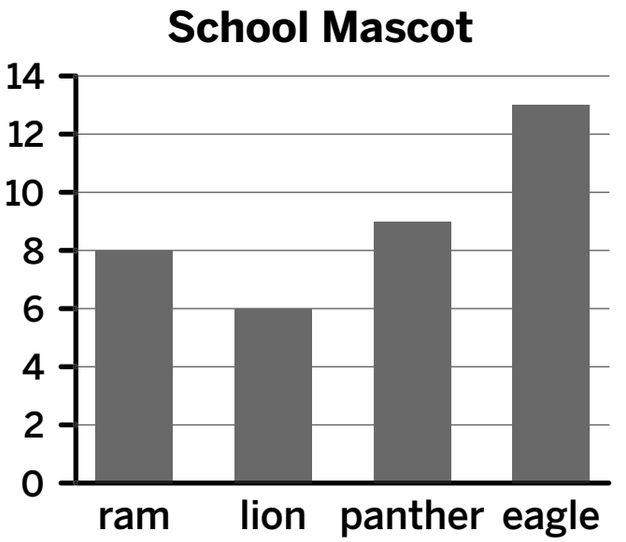
10 9 + _____ = 13

11 _____ + 9 = 12

Name _____ Date _____

Additional Practice 1.13

The bar graph shows votes for a new school mascot. Use the bar graph for Problems 1–3.



1 Use the graph to fill in the sentence so that it is true.

More students chose _____ than _____.

2 Write **2** different equations for your sentence in Problem 1 that show how many *more* and underline the answer.

equation 1: _____

equation 2: _____

3 Circle **2** equations that represent how many *fewer* students chose lion than panther.

$9 - 6 = 3$

$9 + 6 = 15$

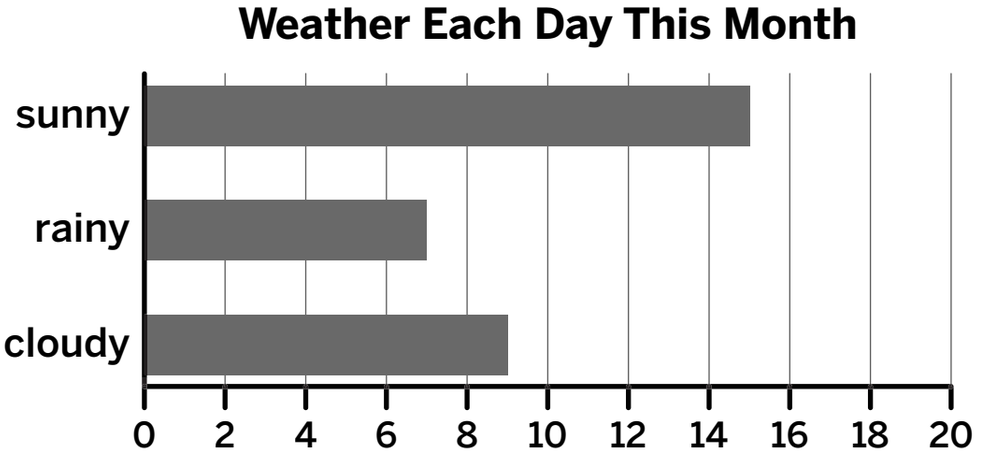
$13 - 9 = 4$

$6 + 3 = 9$

Name _____ Date _____

The bar graph shows the weather for one month.

Use the graph for Problems 4–6.



For Problems 4–6, draw lines to match the question with an equation that you can use to answer it.

4 How many fewer rainy days were there than sunny days?

5 How many more cloudy days were there than rainy days?

6 How many fewer cloudy days were there than sunny days?

$7 + \underline{2} = 9$

$9 + \underline{6} = 15$

$15 - 7 = \underline{8}$

For Problems 7 and 8, find the value of the equation. Then write a related addition equation.

7 $19 - 9 =$ _____

_____

8 $12 - 8 =$ _____

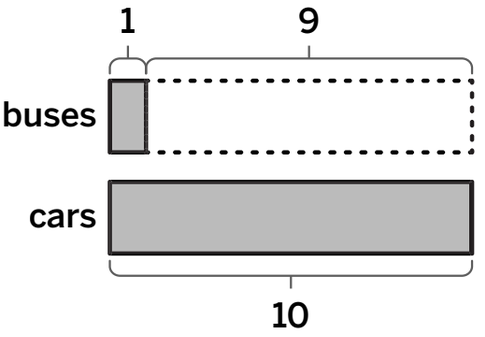
_____

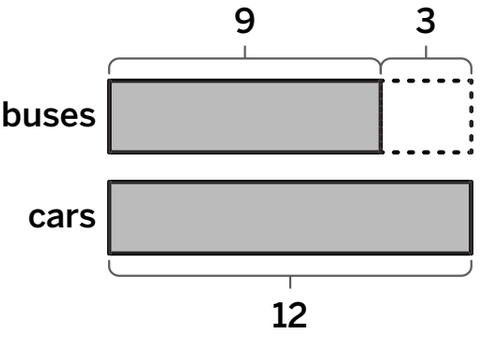
Name _____ Date _____

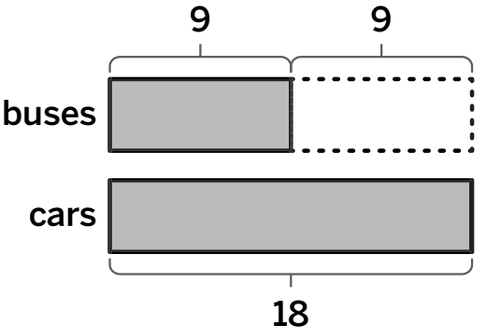
Additional Practice 1.14

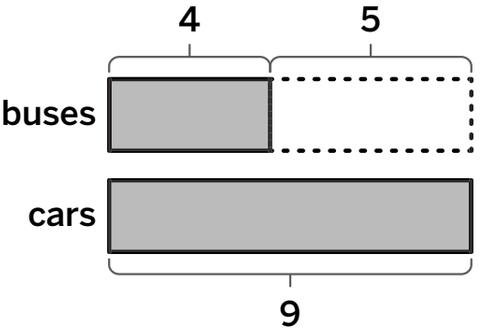
1 Circle **2** tape diagrams that represent the comparison statement.

There are 9 more cars than buses.

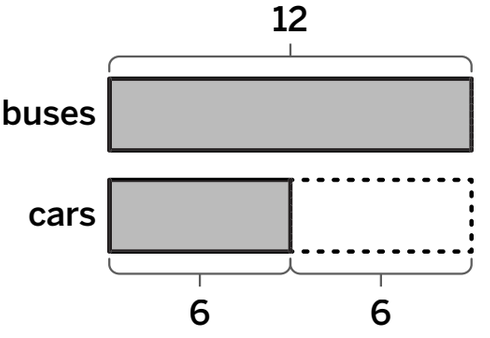








2 Circle the comparison statement that matches the tape diagram.



There are 12 more cars than buses.

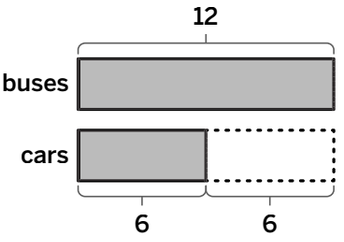
There are 2 fewer cars than buses.

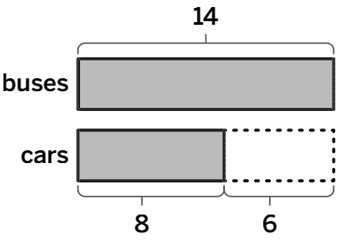
There are 6 fewer cars than buses.

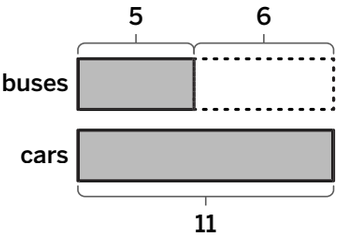
Name _____ Date _____

For Problems 3 and 4, circle the tape diagram that represents the comparison statement.

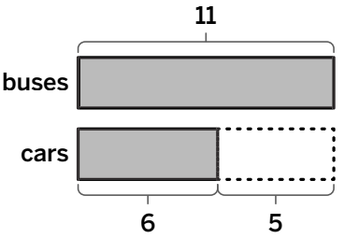
3 There are 6 more cars than buses.

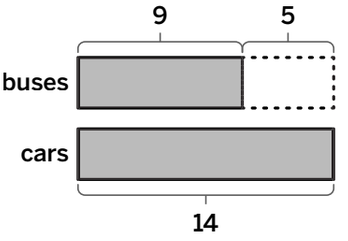


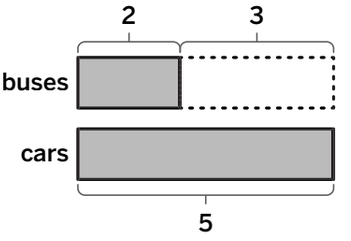




4 There are 5 fewer buses than cars.







For Problems 5–10, find the number that makes the equation true.

5 15 + 4 = _____

6 6 + _____ = 18

7 10 – _____ = 4

8 17 – 9 = _____

9 13 + _____ = 19

10 _____ + 9 = 11

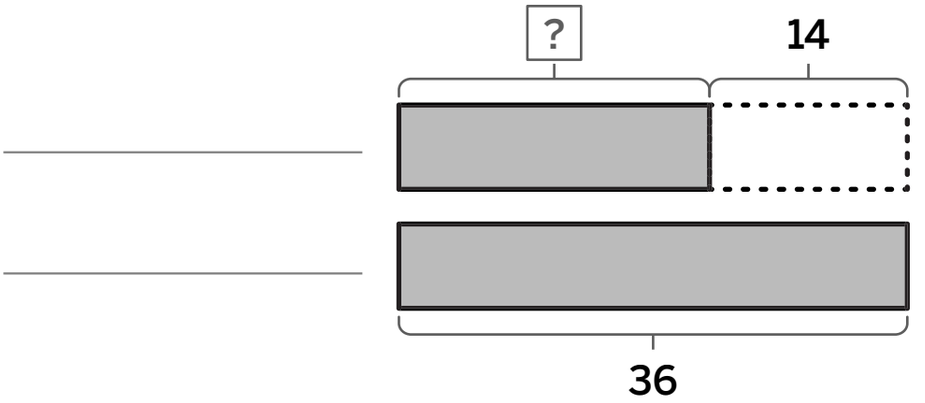
Name _____ Date _____

Additional Practice 1.15

Use the story problem for Problems 1–2.

There are 36 big dogs at the park. There are 14 fewer small dogs than big dogs at the park. How many small dogs are at the park?

1 Label the tape diagram to match the story.



2 Circle **2** equations you could use to find the number of small dogs at the park.

_____ + 14 = 36

36 + 14 = _____

36 − 14 = _____

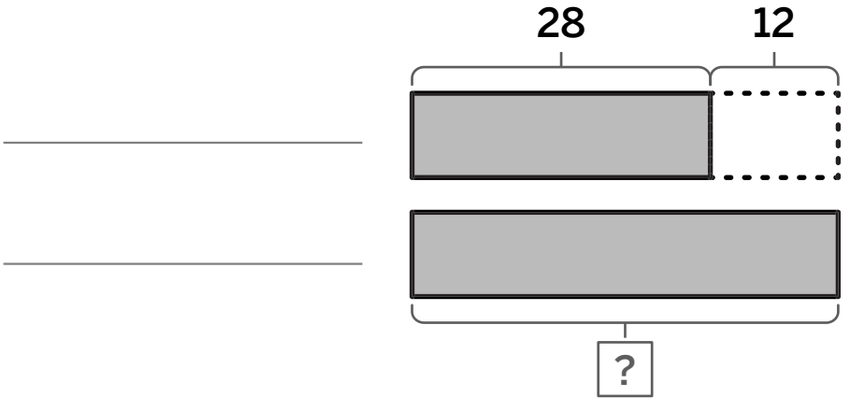
14 − _____ = 3

Name _____ Date _____

Use the story problem for Problems 3 and 4.

Dani scored 28 points. Liam scored 12 more points than Dani. How many points did Liam score?

3 Label the tape diagram to match the story.



4 Write an equation to show how you could find the number of points that Liam scored. Write a blank to represent the unknown number of points.

_____

For Problems 5–10, find the number that makes the equation true.

5 10 + 6 = _____

6 10 = 5 + _____

7 16 – 10 = _____

8 3 + _____ = 13

9 13 – _____ = 10

10 10 = _____ + 9

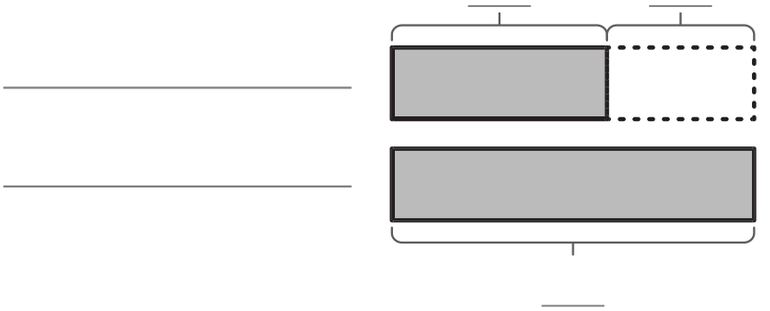
Name _____ Date _____

Additional Practice 1.16

For Problems 1–3, solve the story problem. Write an equation that represents the problem, and underline the answer. You can use a tape diagram to represent your thinking if it is helpful.

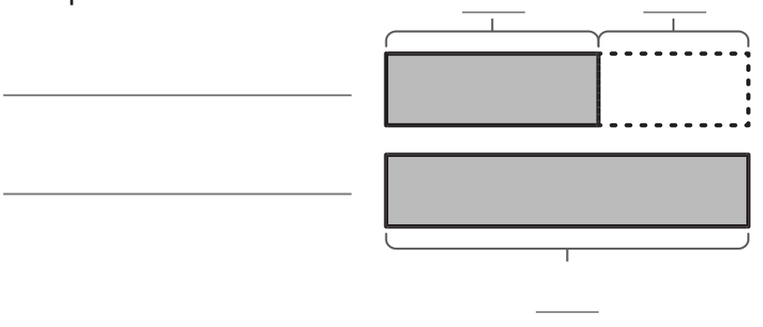
Show your thinking.

1 Mia picks 19 red apples and 32 green apples. How many more green apples does Mia pick than red apples?



answer: _____ **equation:** _____

2 There are 29 pine trees in the park. There are 12 fewer oak trees in the park than pine trees. How many oak trees are in the park?

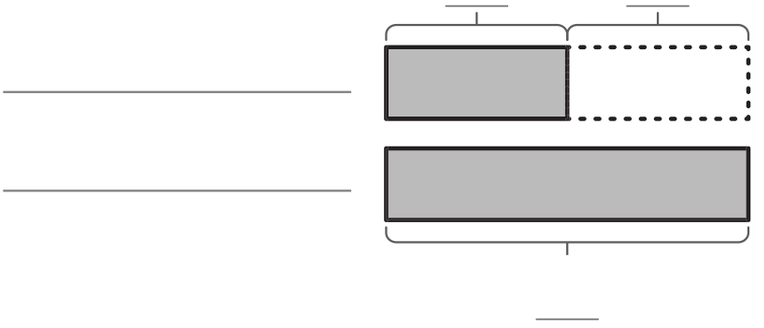


answer: _____ **equation:** _____

Name _____ Date _____

3 Micah has 17 trading cards. Leena has 17 more trading cards than Micah. How many trading cards does Leena have?

Show your thinking.



answer: _____ **equation:** _____

For Problems 4–7, draw lines to match each equation with the correct missing number.

	Equation	Missing number
4	8 + _____ = 17	18
5	9 – _____ = 2	12
6	9 + 9 = _____	7
7	15 – 3 = _____	9

Grade 2 | Unit 2

Additional Practice

Practice Problems

Name _____ Date _____

Additional Practice 2.02

For Problems 1–3, use the words and numbers to complete the table.

Word Bank:

10	nickel	penny
5	1	dime

Coin	Name	Value
1 	_____	_____ ¢
2 	_____	_____ ¢
3 	_____	_____ ¢

For Problems 4–6, use the coins shown.

4 Which coins are shown in the picture? _____

5 What is the value of 1 coin? _____ ¢

6 What is the total value of the coins? _____ ¢

Name _____ Date _____

For Problems 7–9, draw lines to match each group of coins with the total value.

	Coins	Total value
7		4¢
8		40¢
9		20¢

10 Jake has 5 nickels and a mystery coin. The total value of all the coins is 26¢. What is the name of the mystery coin?

Show or explain your thinking.

answer: _____

For Problems 11–14, find the number that makes the equation true.

11 72 – 10 = _____

12 39 – 10 = _____

13 22 + 10 = _____

14 85 + 10 = _____

Name _____ Date _____

Additional Practice 2.03

1 Find the number of each type of coin. Then find the total value of the coins.

Show or explain your thinking.

nickels: _____

dimes: _____

pennies: _____

total value: _____

2 Find the total value of the coins shown.

Show or explain your thinking.

total value: _____

Name _____ Date _____

3 Find the total value of 6 dimes, 8 pennies, and 2 nickels.

Show or explain your thinking.

total value: _____

4 Circle the group of coins that has a total value of 23¢.

For Problems 5–8, find the number that makes the questions true.

5 56 + 10 = _____

6 10 + 38 = _____

7 29 – 10 = _____

8 63 – 10 = _____

Name _____ Date _____

Additional Practice 2.04

1 Find the total value of the coins.

Show or explain your thinking.

total value: _____

2 Find the total value of the coins.

Show or explain your thinking.

total value: _____

Name _____ Date _____

3 Han wants to buy an eraser for 69¢. What is a group of coins he could use to buy the eraser?

Show or explain your thinking.

quarters: _____ **dimes:** _____

nickels: _____ **pennies:** _____

4 Circle **2** groups of coins that each show a way to make 25¢.

For Problems 5–8, find the number that makes the equation true.

5 53 + 10 = _____

6 24 – 10 = _____

7 61 – 10 = _____

8 7 + 10 = _____

Name _____ Date _____

Additional Practice 2.05

1 Make $1 using quarters, dimes, and nickels.

Show or explain your thinking.

quarters: _____ **dime:** _____

nickels: _____

2 Diego found 84¢ in his pocket. What is one group of coins that makes 84¢?

Show or explain your thinking.

quarters: _____ **dimes:** _____

nickels: _____ **pennies:** _____

Name _____ Date _____

3 Priya has 28¢. She needs 100 ¢ to buy a toy. What is one group of coins Priya needs to makes 100¢?

Show or explain your thinking.

quarters: _____ **dimes:** _____

nickels: _____ **pennies:** _____

4 Han has 74¢. Circle the **2** coins he needs to make 100¢.

For Problems 5–8, find the number that makes the equation true.

5 27 + 10 = _____

6 62 + 10 = _____

7 39 – 10 = _____

8 55 – 10 = _____

Name _____ Date _____

Additional Practice 2.06

For Problems 1 and 2, use the table to find 2 different sets of items.

Kyle spent exactly 75¢ on some items. Which items could Kyle have bought?

Item	Price
gift box	30¢
stickers	25¢
buttons	10¢
ribbon	5¢

Show your thinking.

1 Kyle bought _____

_____

2 Kyle bought _____

_____

Name _____ Date _____

3 Val had 57 ¢. Henry gave her 32¢. How much money does Val have now?

Show your thinking.

Val now has _____.

4 Clare has 1 nickel, 2 dimes, and 1 quarter. Which expression shows one way to find the total value of Clare's coins? Circle your answer.

1 + 2 + 1

5 + 10 + 5 + 5

25 + 5 + 10

25 + 10 + 10 + 5

For Problems 5–8, find the number that makes the equation true.

5 82 + 10 = _____

6 93 – 10 = _____

7 54 – 10 = _____

8 65 + 10 = _____

Name _____ Date _____

Additional Practice 2.07

For Problems 1–3, find the difference.

Show or explain your thinking.

1 59 – 4

answer: _____

2 75 – 8

answer: _____

3 68 – 6

answer: _____

Name _____ Date _____

4 Solve the story problem. Write an equation that represent your thinking and underline the answer.

Priya is reading a book. The book has 53 pages. Priya read 7 pages. How many pages does Priya have left to read?

Show your thinking.

answer: _____ **equation:** _____

For Problems 5–8, draw lines to match each equation with the number that makes it true.

	Equation	Number
5	15 – 6 = _____	8
6	6 + 5 = _____	9
7	13 – 5 = _____	10
8	18 – 8 = _____	11

Name _____ Date _____

Additional Practice 2.08

For Problems 1 and 2, find the difference.

Show or explain your thinking.

1 84 – 7

answer: _____

2 53 – 9

answer: _____

3 A list of numbers is shown.

1	2	3	4	5	6	7	8	9

Complete each expression with a number that requires decomposing a ten to find the difference.

26 – _____ 34 – _____ 47 – _____

Name _____ Date _____

4 Circle **2** expressions that do not require decomposing a ten to find the difference.

73 – 9 66 – 3 51 – 3 79 – 8

5 Jada has 42 fish to put into a small tank and a big tank. She puts 8 fish into the small tank. How many fish are left to put into the big tank?

Show your thinking.

answer: _____ **equation:** _____

For Problems 6–9, find the number that makes the equation true.

6 16 – 10 = _____

7 9 + 9 = _____

8 13 – 5 = _____

9 3 + 9 = _____

Name _____ Date _____

Additional Practice 2.09

For Problems 1–3, find the difference.

Show your thinking.

1 46 – 27 = _____

answer: _____

2 67 – 35 = _____

answer: _____

3 54 – 46 = _____

answer: _____

Name _____ Date _____

4 Solve the problem below. Write an equation to show your thinking and underline the answer.

A librarian had 38 books to put away. He put away 15 books. How many books does the librarian have left to put away?

Show your thinking.

answer: _____ **equation:** _____

For Problems 5–8, draw lines to match each equation with correct answer.

	Equation	Number
5	20 – 6 = _____	13
6	6 + 6 = _____	14
7	10 + 3 = _____	15
8	19 – 4 = _____	12

Name _____ Date _____

Additional Practice 2.10

For Problems 1–3, find the difference.

Show or explain your thinking.

1 87 – 49 = _____

answer: _____

2 43 – 27 = _____

answer: _____

3 71 – 35 = _____

answer: _____

Name _____ Date _____

4 Han had 51 tickets to sell for the school play. He sold 39 tickets. How many tickets does Han have left? Write an equation that represents your thinking and underline the answer.

Show your thinking.

answer: _____ **equation:** _____

5 Jada is finding the difference of 32 – 18. Which expression shows how Jada could start? Circle your answer.

32 + 18 30 – 10 18 + 32 81 – 32

For Problems 6–9, find the number that makes the equation true.

6 15 – 8 = _____

7 12 – 4 = _____

8 13 + 7 = _____

9 8 + 9 = _____

Name _____ Date _____

Additional Practice 2.11

1 Find the difference.

96 – 51 = _____

Show your thinking.

answer: _____

2 Explain how you decided what strategy to use in Problem 1.

_____

_____

_____

3 Circle **2** expressions that require decomposing a ten to subtract.

49 – 27 58 – 19 61 – 36 33 – 22

Name _____ Date _____

4 Solve the story problem.

Write an equation that represents the story problem and underline the answer.

Diego needs to set up 63 chairs for the concert. He has already set up 38 chairs. How many chairs does he need to set up?

Show your thinking.

answer: _____ **equation:** _____

For Problems 5–8, draw lines to match each equation with the number that makes it true.

	Equation	Number
5	16 + 1 = _____	16
6	6 + 12 = _____	19
7	9 + 10 = _____	17
8	20 − 4 = _____	18

Name _____ Date _____

Additional Practice 2.12

For Problems 1–3, find the number that makes the equation true.

Show your thinking.

1 $59 = 77 - \_\_\_\_\_$

answer: _____

2 $95 - \_\_\_\_\_ = 29$

answer: _____

3 $\_\_\_\_\_ + 46 = 82$

answer: _____

Name _____ Date _____

4 Clare subtracted a two-digit number from 83 and needed to decompose a ten. Circle **2** numbers Clare might have subtracted from 83.

29 53 72 76

5 Solve the story problem. Write an equation that represents the story problem and underline the answer.

Jada's notepad has 75 pages. Jada has written on 57 pages. How many pages has Jada not written on?

Show your thinking.

answer: _____ **equation:** _____

For Problems 6–9, find the number that makes the equation true.

6 4 + 10 = _____

7 16 – 8 = _____

8 14 – 9 = _____

9 6 + 6 = _____

Name _____ Date _____

Additional Practice 2.13

For Problems 1–2, solve the story problem. Write an equation that represents the story problem and underline the answer.

Show your thinking.

1 A gift shop sold 63 keychains. The gift shop sold 24 fewer buttons than keychains. How many buttons did the gift shop sell?

answer: _____ **equation:** _____

2 Jada saved 59¢. Priya saved 25¢ more than Jada. How much did Priya save?

answer: _____ **equation:** _____

Name _____ Date _____

3 Find the difference.

91 – 49 = _____

Show your thinking.

equation: _____

4 A list of numbers is shown.

6	15	24	33	42

Choose **2** numbers with a difference of 18. Write an equation to show the difference.

Show your thinking.

equation: _____

For Problems 5–7, circle 2 numbers with a sum of 15.

5

9	7
6	5

6

12	5
10	4

7

8	13
9	2

Name _____ Date _____

Additional Practice 2.14

For Problems 1–2, solve the story problem. Write an equation that represents the problem and underline the answer.

Show your thinking.

1 Han recycled 43 plastic bottles. Priya recycled 18 fewer plastic bottles than Han. How many plastic bottles did Priya recycle?

answer: _____

equation: _____

2 27 fewer people visited a museum in the morning than in the afternoon. 62 people visited the museum in the morning. How many people visited in the afternoon?

answer: _____

equation: _____

Name _____ Date _____

3 Find the difference.

64 – 36 = _____

Show your thinking.

answer: _____

For Problems 4–6, circle 2 numbers with a sum of 20.

4

7	11
12	8

5

15	4
3	5

6

7	11
9	5

For Problems 7–9, circle 2 numbers with a difference of 7.

7

10	15
7	8

8

10	6
14	7

9

5	16
12	8

Name _____ Date _____

Additional Practice 2.15

For Problems 1–2, solve the story problem. Write an equation that represents the story problem and underline the answer.

Show your thinking.

1 Diego picked 56 apples. Clare picked 35 more apples than Diego. How many apples did Clare pick?

answer: _____ **equation:** _____

2 Han and Jada used cubes to build towers. Han used 84 cubes. He used 28 more cubes than Jada. How many cubes did Jada use?

answer: _____ **equation:** _____

Name _____ Date _____

3 Find the difference.

76 – 53 = _____

Show your thinking.

answer: _____

For Problems 4–6, circle 2 numbers with a sum of 11.

4

5	4
8	6

5

11	3
4	7

6

10	9
1	6

For Problems 7–9, circle 2 numbers with a difference of 9.

7

18	9
8	10

8

7	11
20	17

9

3	6
14	5

Name _____ Date _____

Additional Practice 2.16

1 Solve the story problem. Write an equation that represents the story problem and underline the answer.

Diego has 32 blue fish. He has 18 fewer blue fish than green fish. How many green fish does Diego have?

Show your thinking.

answer: _____ **equation:** _____

2 Find the difference.

64 – 29 = _____

Show your thinking.

answer: _____

Name _____ Date _____

Use the math story for Problems 3 and 4.

Han spent $42 more on Monday than he spent on Tuesday. He spent $81 on Monday. How much did Han spend on Tuesday?

3 What do you know about the value of the unknown amount in the story problem before you solve it? Circle your answer.

The unknown will be greater than $81.

The unknown will be $81.

The unknown will be less than $81.

4 Solve the story problem. Write an equation that represents the story problem and underline the answer.

Show your thinking.

answer: _____ **equation:** _____

For Problems 5–7, circle 2 numbers with a sum of 17.

5

7	6
8	11

6

3	6
14	12

7

10	12
5	9

Name _____ Date _____

Additional Practice 2.17

Use the math story to solve Problems 1 and 2. Write an equation that represents the story problem and underline the answer.

At the sponsored fun run, Shawn and Priya ran 91 laps in all for their team. Shawn ran 39 laps.

1 How many laps did Priya run?

Show your thinking.

answer: _____ **equation:** _____

2 How many more laps did Priya run than Shawn?

Show your thinking.

answer: _____ **equation:** _____

Name _____ Date _____

3 Circle **3** equations that could represent this story problem.

Han bought 65 t-shirts for the summer camp. 19 of the t-shirts are large and the rest are small. How many t-shirts are small?

19 + ? = 65

65 + 19 = ?

65 – 19 = ?

? + 19 = 65

4 Find the difference.

36 – 19 = _____

Show your thinking.

answer: _____

For Problems 5–7, circle 2 numbers with a sum of 20.

5

11	10
7	13

6

12	14
6	7

7

1	17
2	18

Name _____ Date _____

Additional Practice 2.18

Use the math story for Problems 1 and 2.

A pet store had 52 guinea pigs. The store sold 24 guinea pigs in January and 19 guinea pigs in February.

1 Write a question that uses some of the information in the story.

_____

_____

2 Write a question that uses all of the information in the story.

_____

_____

3 Use the math story to circle a word that completes a question someone can answer using all the information in the story.

Shawn has 60 sports trading cards. 25 are baseball cards. 18 are football cards. The rest are soccer cards.

How many _____ cards does Shawn has?

baseball soccer football

Name _____ Date _____

4 Find the difference.

86 – 59 = _____

Show your thinking.

answer: _____

For Problems 5–7, circle 2 numbers with a difference of 6.

5

7	1
12	5

6

6	17
9	12

7

5	16
9	11

Name _____ Date _____

Additional Practice 2.19

1 Han read 24 pages of his book on Monday. He read 15 more pages on Tuesday than on Monday. How many pages did Han read on both days?

Show or explain your thinking.

answer: _____

2 54 people were on a bus. At the bus stop, 17 people got off and 23 people got on. How many people are on the bus now?

Show or explain your thinking.

answer: _____

Name _____ Date _____

3 Clare bought 35 silver ballons and 40 gold balloons for a party. Clare put some balloons outside. She put 50 balloons inside. How many balloons did Clare put outside?

Show or explain your thinking.

answer: _____

For Problems 4–7, draw lines to match each equation with the number that makes it true.

	Equation	Number
4	13 – 8 = _____	20
5	11 + 4 = _____	5
6	12 + 8 = _____	10
7	19 – 9 = _____	15

Name _____ Date _____

Additional Practice 2.20

1 75 members of a school band are playing at a concert. For the first song, 21 band members stood up. For the second song, 29 more band members stood up. How many band members did not stand up?

Show or explain your thinking.

answer: _____

2 Diego is planting flowers for his garden. He plants 16 daises on the left side and the same number of daises on the right side. He plants 40 tulips in the middle. How many more tulips did Diego plant than daises?

Show or explain your thinking.

answer: _____

Name _____ Date _____

3 Priya has 89 craft sticks. She uses 53 craft sticks to make a model house. Priya's brother gave her 30 more craft sticks. How many craft sticks does Priya have now?

Show or explain your thinking.

answer: _____

For Problems 4–7, find the number that makes the equation true.

4 11 – 10 = _____

5 4 + 4 = _____

6 15 – 11 = _____

7 7 + 8 = _____

Name _____ Date _____

Additional Practice 2.21

1 82 birds are on the beach. 31 birds fly away in the morning. Then 39 birds fly away in the afternoon. How many birds are left on the beach?

Show or explain your thinking.

answer: _____

2 Jada packed 32 gift boxes. On Monday, she packed 41 more gift boxes. Then Jada packed 18 more gift boxes on Tuesday. How many gift boxes has Jada packed in all?

Show or explain your thinking.

answer: _____

Name _____ Date _____

3 Han is playing a video game. On Level 1, he scored 43 points. On Level 2, he scored 51 points. Then he lost some points on Level 3. Now Han has 65 points. How many points did Han lose on Level 3?

Show or explain your thinking.

answer: _____

A list of numbers is shown.

1	2	3	4	5	6	7	8	9	10

For Problems 4–7, choose numbers to make the equations true.

4 15 – _____ = 8

5 4 + 5 = _____

6 1 + 2 = _____

7 _____ – 4 = 6

Name _____ Date _____

Additional Practice 2.22

1 There are 37 children at soccer camp. There are 16 fewer children at soccer camp than football camp. How many children are at soccer and football camp in total?

Show or explain your thinking.

answer: _____ **equation(s):** _____

2 Diego had $99 and wants to buy groceries. He spent $47 on groceries in the first store and $25 at the second store. How much money does Diego have left?

Show or explain your thinking.

answer: _____ **equation(s):** _____

Name _____ Date _____

3 Han collects buttons. He had 55 buttons. Han gave some away and then bought 20 more buttons. Now, Han has 63 buttons. How many buttons did Han give away?

Show or explain your thinking.

answer: _____

equation(s): _____

4 Circle **2** equations that represent the story problem.

Marcia scored 33 points on a board game. Judy scored 26 more points than Marcia. How many points did Marcia and Judy score in all?

26 + 33 + 33

26 + 26 + 33

33 + 26 + 33

33 – 26 + 33

For Problems 5–8, find the number that makes the equation true.

5 9 + 9 = _____

6 10 – 2 = _____

7 14 + 6 = _____

8 17 – 7 = _____

Grade 2 | Unit 3

Additional Practice

Practice Problems

Name _____ Date _____

Additional Practice 3.02

For Problems 1 and 2, use the picture of the ribbon. Fill in the sentence.

Show or explain your thinking.

1 Use centimeter cubes to measure the length of the ribbon.

The ribbon is _____ centimeters long.

2 Use 10-centimeter rods to measure the length of the ribbon.

The ribbon is _____ centimeters long.

3 Which tool did you prefer to use for measuring the ribbon? Explain your thinking.

Name _____ Date _____

For Problems 4 and 5, use the picture of the marker.

Fill in the sentence.

4 Use centimeter cubes or 10-centimeter rods to measure the length of the marker.

The marker is _____ centimeters long.

5 If you measured the marker again with the other measuring tool, how long do you think it would be?

I think the marker would be _____ centimeters long.

6 Circle the measurement that could be the length of a crayon.

10 centimeters 5 centimeters 3 centimeters 1 centimeter

Name _____ Date _____

Additional Practice 3.03

For Problems 1 and 2, use a ruler to measure the length of the rectangle in centimeters. Fill in the sentence.

1 Rectangle A is _____ long.

2 Rectangle B is _____ long.

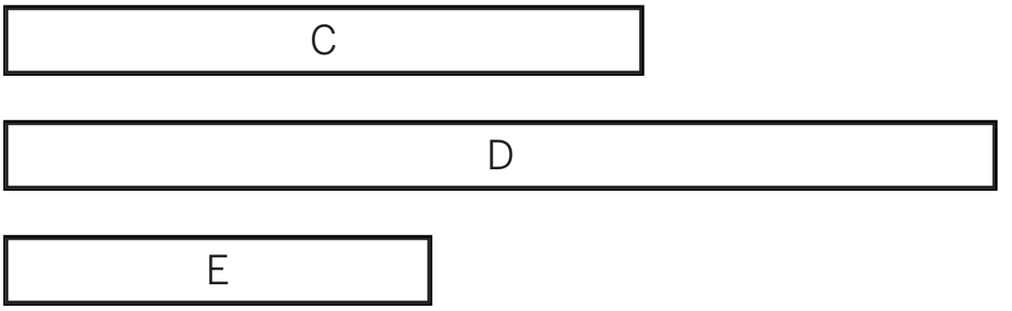
Show or explain your thinking.

3 How many centimeters *longer* is Rectangle B than Rectangle A?

answer: _____

Name _____ Date _____

For Problems 4–6, use a ruler to measure the length of the rectangle in centimeters. Fill in the sentence.



4 Rectangle C is _____ long.

5 Rectangle D is _____ long.

6 Rectangle E is _____ long.

Show or explain your thinking.

7 How many centimeters *longer* is Rectangle D than Rectangle E?

answer: _____

_____

8 Circle how much *longer* is Rectangle C is than Rectangle E?

2 centimeters 3 centimeters 6 centimeters 9 centimeters

Name _____ Date _____

Additional Practice 3.04

For Problems 1 and 2, use the rectangle. Fill in the sentence.

1 Estimate the length of the rectangle in centimeters.

I think the length of the rectangle is about _____.

2 Measure the length of the rectangle in centimeters.

The length of the rectangle is actually _____.

For Problems 3 and 4, use the rectangle. Fill in the sentence.

3 Estimate the length of the rectangle in centimeters.

I think the length of the rectangle is about _____.

4 Measure the length of the rectangle in centimeters.

The length of the rectangle is actually _____.

Name _____ Date _____

For Problems 5 and 6, use the rectangle. Fill in the sentence.

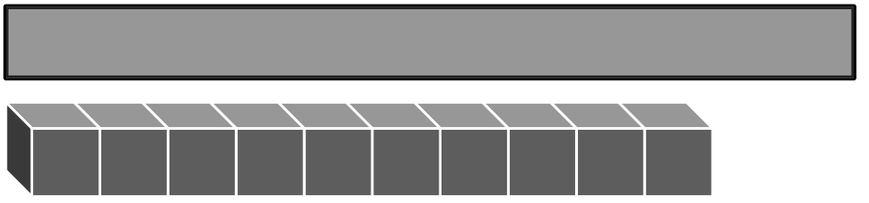
5 Estimate the length of the rectangle in centimeters.

I think the length of the rectangle is about _____.

6 Measure the length of the rectangle in centimeters.

The length of the rectangle is actually _____.

7 Circle how much *longer* is Rectangle C is than Rectangle E?



2 centimeters 5 centimeters 10 centimeters 12 centimeters

Name _____ Date _____

Additional Practice 3.05

1 Diego measures the length of his math book. Circle the measurement that could be the length of Diego's math book.

5 centimeters 30 centimeters 5 meters 15 meters

2 Han measures the length of his bedroom. Circle the measurement that could be the length of Han's bedroom.

5 centimeters 10 centimeters 5 meters 25 meters

3 Jada wants to measure the length of her classroom. She says it is 12 centimeters long. Do you think her measurement is correct? Explain your thinking.

Name _____ Date _____

For Problems 4–9, circle the unit that would be more useful for measuring the length of the object.

4

centimeters

meters

5

centimeters

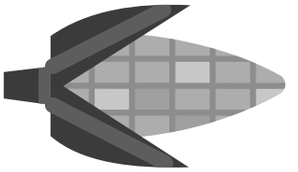
meters

6

centimeters

meters

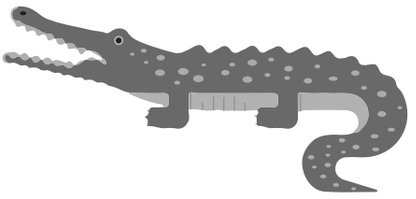
7



centimeters

meters

8



centimeters

meters

9

centimeters

meters

Name _____ Date _____

Additional Practice 3.06

For Problems 1–3, solve the story problem. Write 1 or more equations that represent the story problem and underline the answer.

Show or explain your thinking.

1 Clare and Han have banners for the school fair. Clare's banner is 37 centimeters longer than Han's. Clare's banner is 86 centimeters long. How long is Han's banner?

answer: _____

equation: _____

2 Diego's pet lizard is 61 centimeters long. Shawn's pet lizard is 44 centimeters long. How much shorter is Shawn's pet than Diego's?

answer: _____

equation: _____

Name _____ Date _____

Show or explain your thinking.

3 Diego measured art supplies. His colored pencil is 19 centimeters shorter than his ribbon. If his colored pencil is 12 centimeters long. How long is his ribbon?

answer: _____

equation: _____

4 A gecko is 26 centimeters long. A snake is 59 centimeters long. Circle the **2** statements that are true about the gecko and the snake.

The snake is 33 centimeters longer than the gecko.

The snake is 33 centimeters shorter than the gecko.

The gecko is 33 centimeters longer than the snake.

The gecko is 33 centimeters shorter than the snake.

Name _____ Date _____

Additional Practice 3.07

For Problems 1–3, use a ruler to draw a line for the measurement.

Draw

1 2 inches

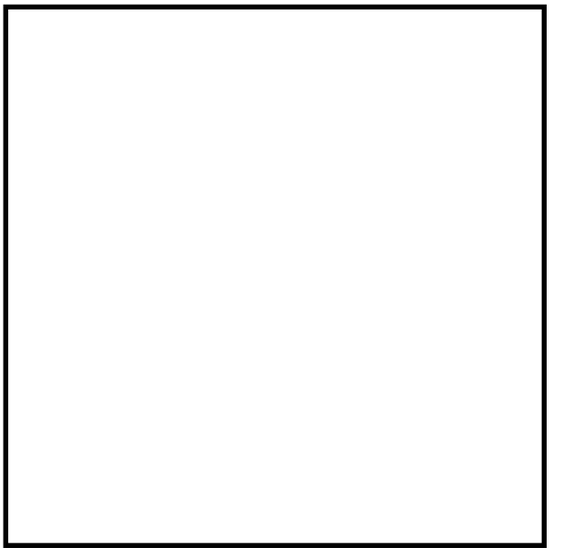
2 6 inches

3 4 inches

4 Circle the measurement of each side of the square. Use a ruler to measure.

1 inch 2 inches

3 inches 4 inches



Name _____ Date _____

For Problems 5 and 6, use a ruler to measure the rectangle. Write your measurement.

5 Measure the *shorter* side of the rectangle in inches.

_____

6 Measure the *longer* side of the rectangle in inches.

_____

Name _____ Date _____

Additional Practice 3.08

For Problems 1 and 2, use the rectangle. Fill in the sentence.

1 Estimate the length of the rectangle in inches.

The length of the rectangle is about _____ .

2 Measure the length of the rectangle in inches using a ruler.

The length of the rectangle is _____ .

For Problems 3 and 4, use the rectangle. Fill in the sentence.

3 Estimate the length of the rectangle in inches.

The length of the rectangle is about _____ .

4 Measure the length of the rectangle in inches using a ruler.

The length of the rectangle is _____ .

Name _____ Date _____

For Problems 5 and 6, use the rectangle. Fill in the sentence.

5 Estimate the length of the rectangle in inches.

The length of the rectangle is _____ .

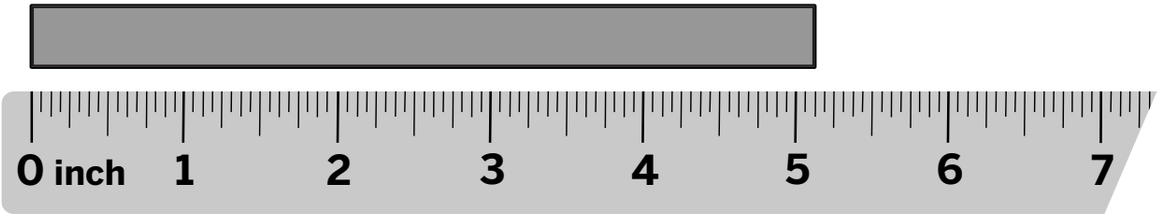
6 Justify your estimate for the length of the rectangle in Problem 5.

_____

_____

_____

7 Circle the length of this rectangle.



4 inches 5 inches 7 inches 13 inches

Name _____ Date _____

Additional Practice 3.09

For Problems 1–6, circle the unit that would be more useful for measuring the length of each object.

1

Inches

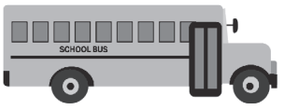
feet

2

Inches

feet

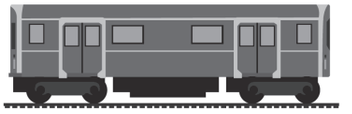
3



Inches

feet

4



Inches

feet

5

Inches

feet

6

Inches

feet

Name _____ Date _____

7 Han measures the length of a boat. Circle the measurement that could be the length of the boat.

2 inches 2 feet 20 inches 20 feet

8 Choose 3 objects to measure. For each object, fill in the table by writing the measurement tool and the units you would use to measure.

Object to measure	Measurement tool	Units

9 The length of a shoe is 9 units long. Are the units given as inches or feet? Explain your thinking.

_____

_____

_____

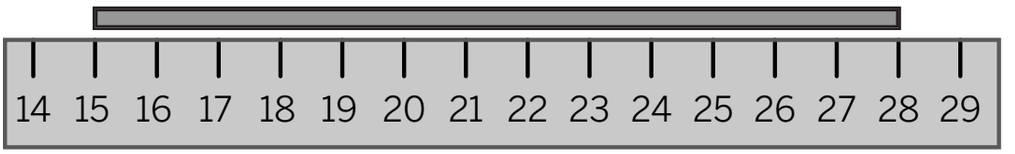
Name _____ Date _____

Additional Practice 3.10

For Problems 1 and 2, find the length of the rectangle in inches.

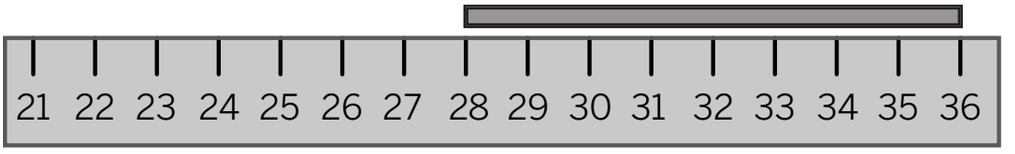
Show or explain your thinking.

1



answer: _____ inches

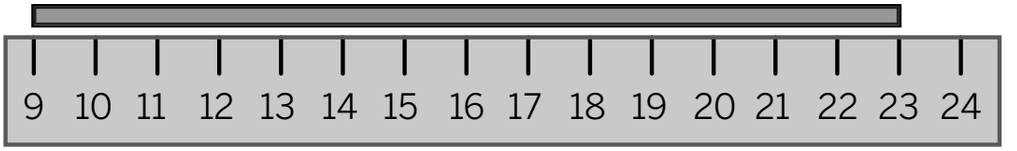
2



answer: _____ inches

Name _____ Date _____

3 Circle **2** statements that are true about the rectangle shown below.



The rectangle is 23 inches long.

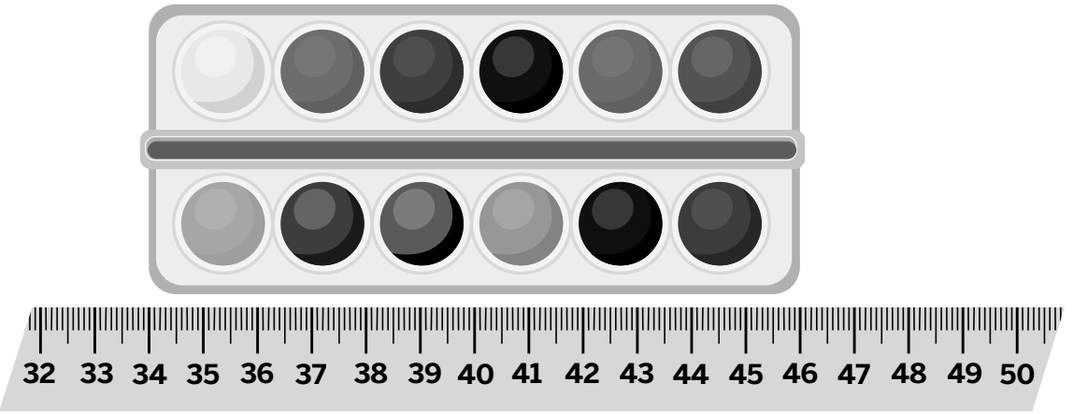
The rectangle is 14 inches long.

If you line up the rectangle at the 0 mark, it will be 23 inches long.

If you line up the rectangle at the 0 mark, it will be 14 inches long.

4 Find the length of the paint tray in inches.

Show or explain your thinking.



answer: _____ inches

Name _____ Date _____

Additional Practice 3.11

For Problems 1 and 2, solve each story problem. Write 1 or more equations that represent each story problem and underline the answer.

Show your thinking.

1 Jada is using string to hang decorations. Jada cuts 24 centimeters from the string. There are 29 centimeters left. How long was the string before it was cut?

answer: _____

equation(s): _____

2 Clare made a paper chain that was 63 centimeters long. Diego made a paper chain that was 34 centimeters long. Clare and Diego joined their paper chains together. How long is the new paper chain?

answer: _____

equation(s): _____

Name _____ Date _____

3 Solve the story problem. Write 1 or more equations that represent the story problem and underline the answer.

Han had some yarn that was 87 inches long. Han cut off a piece that was 32 inches long. He cut off another piece that was 29 inches long. How long is Han's yarn now?

Show your thinking.

answer: _____

equation(s): _____

4 Circle **2** equations that you could use to solve the story problem.

Priya had a piece of ribbon that is 52 inches long. She cut off 35 inches of the ribbon. How long is Priya's piece of ribbon now?

52 − 35 = _____ 35 + 52 = _____

35 + _____ = 52 52 + 17 = _____

Name _____ Date _____

Additional Practice 3.12

For Problems 1 and 2, solve each story problem. Write 1 or more equations that represent the story problem and underline the answer.

Show or your thinking.

1 Clare cut some paper that was 95 centimeters long into 2 strips. She kept a strip that is 37 centimeters long and gave the other piece to Jada. Jada taped this to the 35-centimeters strip of paper she already had. How long is Jada's strip of paper now?

answer: _____

equation(s): _____

2 Diego needs to hang 65 feet of string lights. Diego hung 39 feet of string lights. Then 12 feet of string lights fell down. How many feet of string lights does Diego still need to hang up?

answer: _____

equation(s): _____

Name _____ Date _____

3 Solve the story problem. Write 1 or more equations that represent the story problem and underline the answer.

Priya and Han taped together two pieces of paper to make a border for a large poster. Priya's piece is 31 inches long. Han's piece is 45 inches long. They then decided it needed to be shorter to fit, so they cut off 14 inches.

Show your thinking.

answer: _____

equation(s): _____

4 Explain how your equation(s) represent the story in Problem 3.

_____

_____

_____

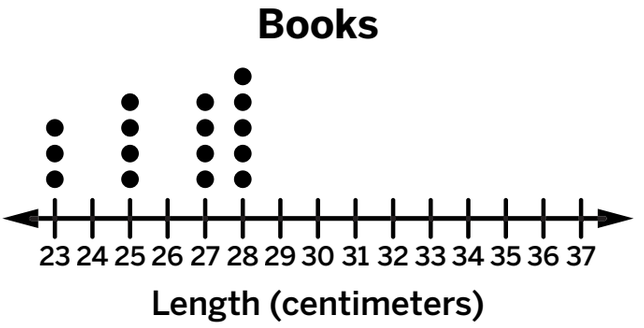
Name _____ Date _____

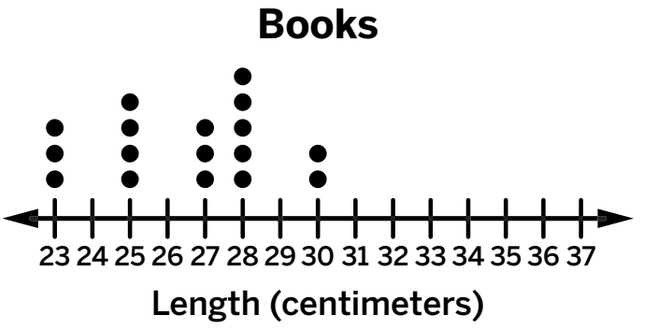
Additional Practice 3.13

1 Diego collected data about the lengths of books on his bookshelf.

- 4 books are 25 centimeters long.
- 3 books are 23 centimeters long.
- 4 books are 27 centimeters long.
- 5 books are 28 centimeters long.

Diego correctly made a line plot to show the data. Circle the line plot that represents the data.





Use the data in Problem 1 and the data below to solve Problems 2.

Diego measured 3 new books.

- 1 of the new books is 25 centimeters long.
- 2 of the new books are each 30 centimeters long.

Diego added the new data to his line plot.

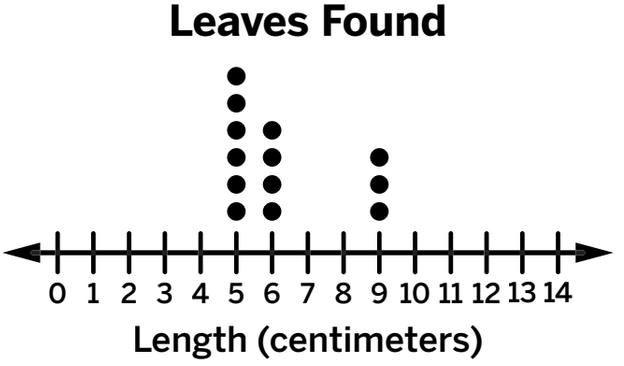
Name _____ Date _____

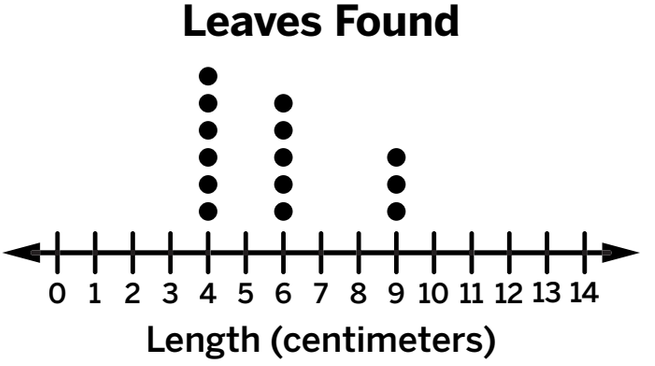
2 How many dots are above the 30 on the line plot now? _____

3 Priya collected data about the lengths of leaves found by her class on a nature walk.

- 5 students found a leaf that is 6 centimeters long.
- 3 students found a leaf that is 9 centimeters long.
- 6 students found a leaf that is 4 centimeters long.

Circle the line plot that represents the data.





4 In problem 3, there are 14 students in all that found leaves. Why are there no dots above 14 in the line plot?

_____

_____

_____

Name _____ Date _____

Additional Practice 3.14

Han used 8 ribbons of different lengths for an art project. Han recorded the lengths of the ribbons in the table shown. Use the information for Problems 1–3.

Ribbon	1	2	3	4	5	6	7	8
Length (inches)	14	12	17	12	20	14	14	15

1 Create a line plot to represent the length of each ribbon.

Draw

2 What length of ribbon did Han use the most?

_____

3 What was the shortest length of ribbon Han used?

_____

Name _____ Date _____

Han also used different lengths of paper for his art project. The data shows the lengths of the paper he used. Use the information for Problems 4–6.

- 4 strips of paper that are 47 centimeters long.
- 3 strips of paper that are 49 centimeters long.
- 3 strips of paper that are 51 centimeters long.
- 6 strips of paper that are 55 centimeters long.
- 2 strips of paper that are 57 centimeters long.

4 Create a line plot to represent the length of each strip of paper.

Draw

5 What length of paper did Han use the least?

_____

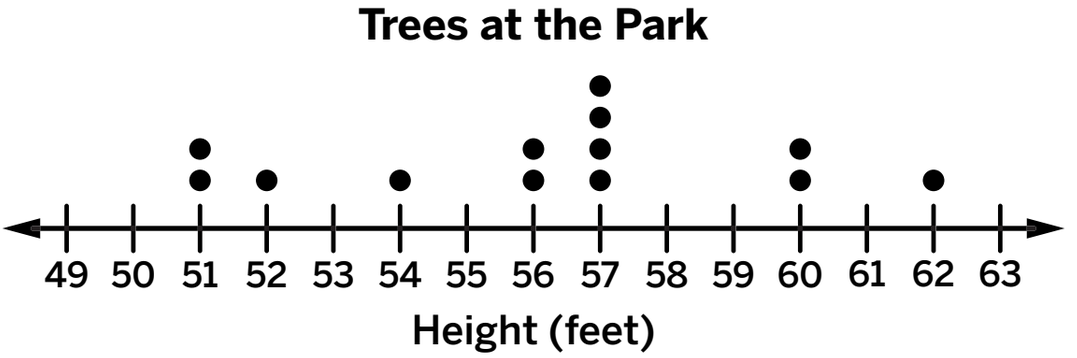
6 What is the difference between the *longest* and the *shortest* strips of paper?

_____

Name _____ Date _____

Additional Practice 3.15

For Problems 1–3, use the line plot showing the heights in feet of some trees at a park.



1 What is the height of the *tallest* tree? Circle the correct answer.

4 feet 57 feet 62 feet 63 feet

2 How many trees are represented in the line plot? Circle the correct answer.

13 14 15 63

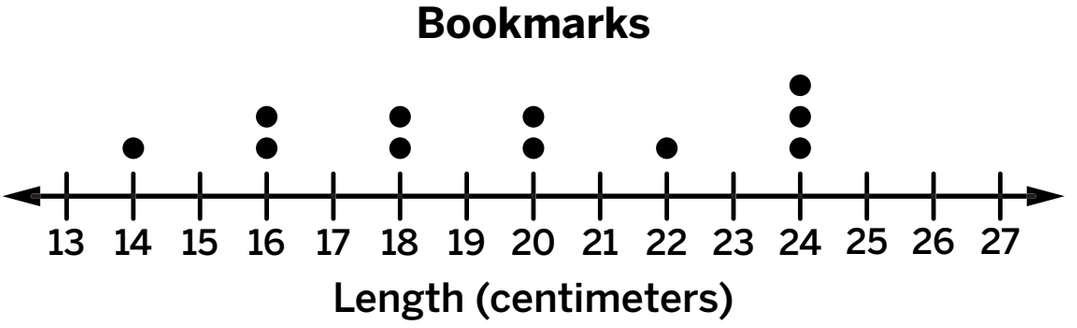
3 What is the difference between the height of the *shortest* and *tallest* trees?

Show or explain your thinking.

answer: _____

Name _____ Date _____

For Problems 4–6, use the line plot showing the lengths of bookmarks in centimeters.



4 What is the most common length? Circle the correct answer.

27 centimeters 24 centimeters

20 centimeters 2 centimeters

5 What is the length of the *shortest* bookmark? Circle the correct answer.

1 centimeter 3 centimeters

13 centimeters 14 centimeters

6 What is the difference in length between the *shortest* bookmark and the *longest* bookmark?

Show or explain your thinking.

answer: _____

Grade 2 | Unit 4

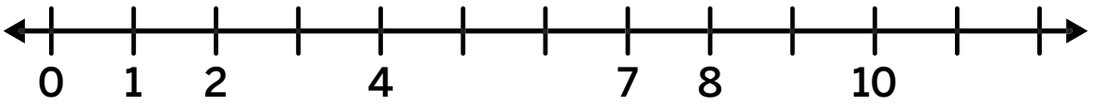
Additional Practice

Practice Problems

Name _____ Date _____

Additional Practice 4.02

Use the number line for Problems 1–3.

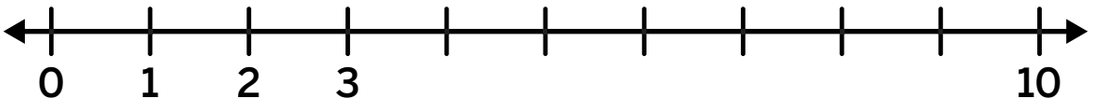


1 Label each tick mark on the number line.

2 Locate 6 on the number line. Mark it with a point.

3 Locate 12 on the number line. Mark it with a point.

Use the number line for Problems 4–6.



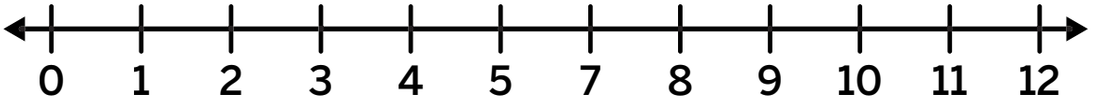
4 Label each tick mark on the number line.

5 Locate 7 on the number line. Mark it with a point.

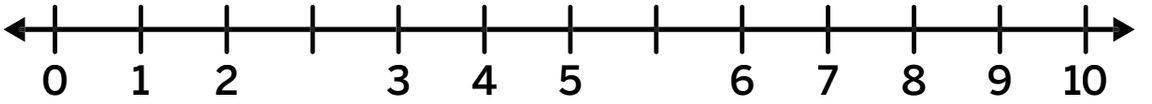
6 Locate a number less than 7. Mark it with a point.

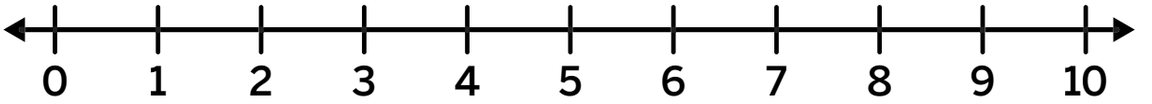
Name _____ Date _____

7 Han drew a number line. What you would change about it? Explain why?



8 Circle the number line that correctly shows each number's distance from 0.



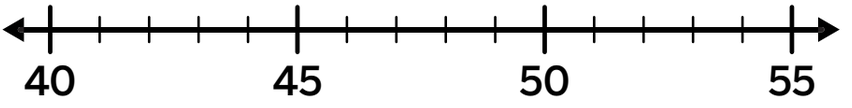


Name _____ Date _____

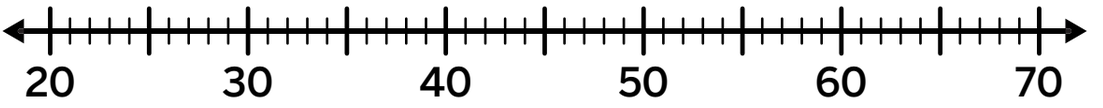
Additional Practice 4.03

For Problems 1 and 2, locate each number on the number line. Mark it with a point.

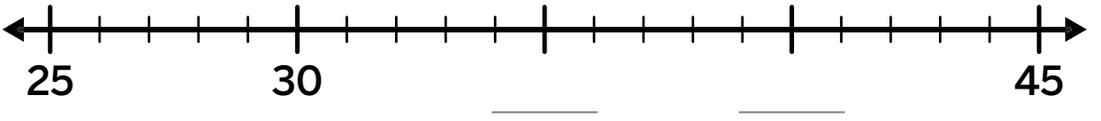
1 48



2 56



For Problems 3–5, use the number line.



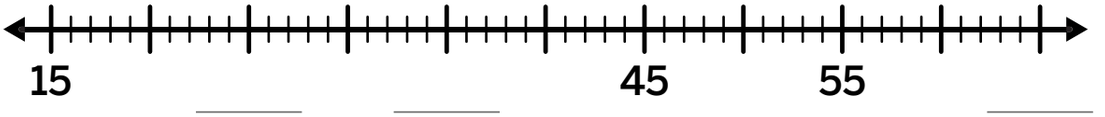
3 Fill in the missing numbers on the number line.

4 Locate **33** on the number line. Mark it with a point.

5 Locate **41** on the number line. Mark it with a point.

Name _____ Date _____

For Problems 6–8, use the number line.

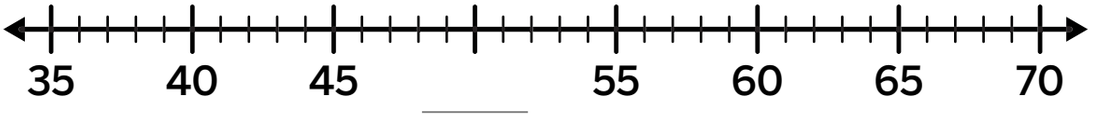


6 Fill in the missing numbers on the number line.

7 Locate **30** on the number line. Mark it with a point.

8 Locate **52** on the number line. Mark it with a point.

For Problem 9, use the number line.



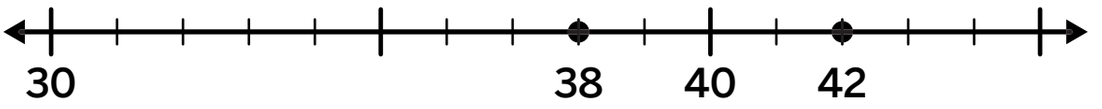
9 What number is missing from the number line?

40 50 55 65

Name _____ Date _____

Additional Practice 4.04

Use the number line for Problems 1 and 2. Fill in the blank with >, <, or =.

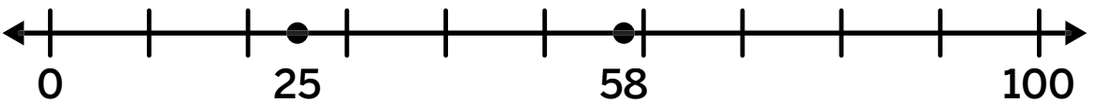


1 38 _____ 42

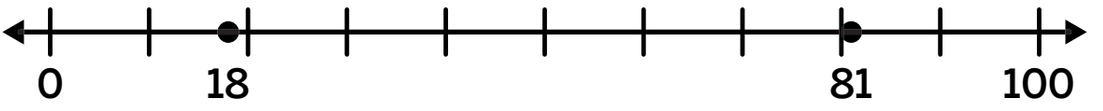
2 42 _____ 38

For Problems 3–5, use the number lines to compare the numbers. Fill in the blank >, <, or =.

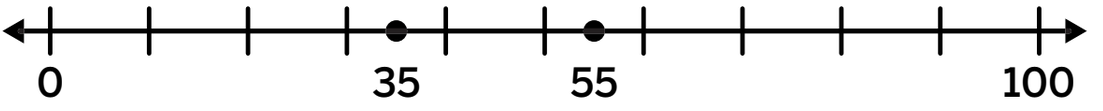
3 58 _____ 25



4 18 _____ 81

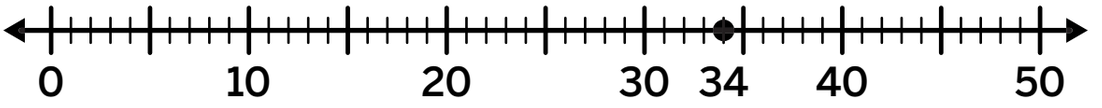


5 55 _____ 35



Name _____ Date _____

For Problems 6 and 7, use the number line.

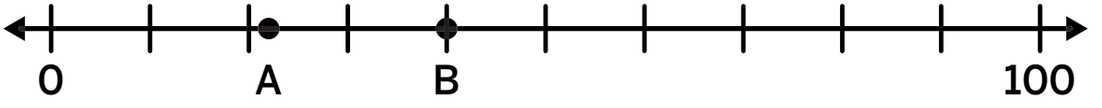


6 Locate 17 on the number line. Mark it with a point.

7 Fill in the blank with a >, <, or =.

17 _____ 34 34 _____ 17

For Problem 8, use the number line.



8 Circle the comparison statement that is true.

A > B B > A

A = B B < A

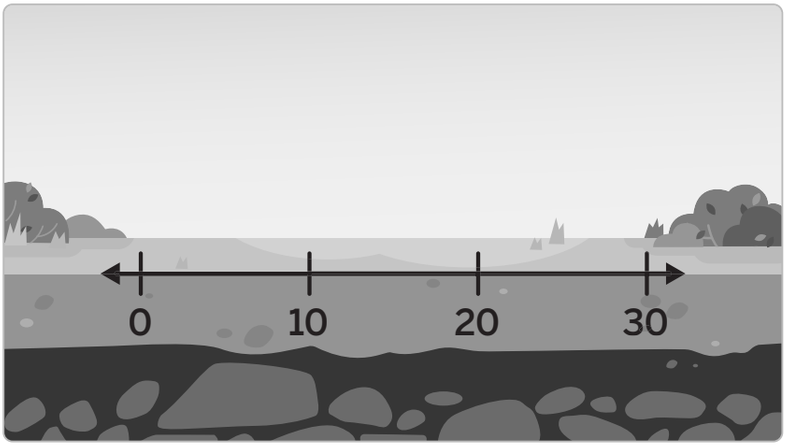
Name _____ Date _____

Additional Practice 4.05

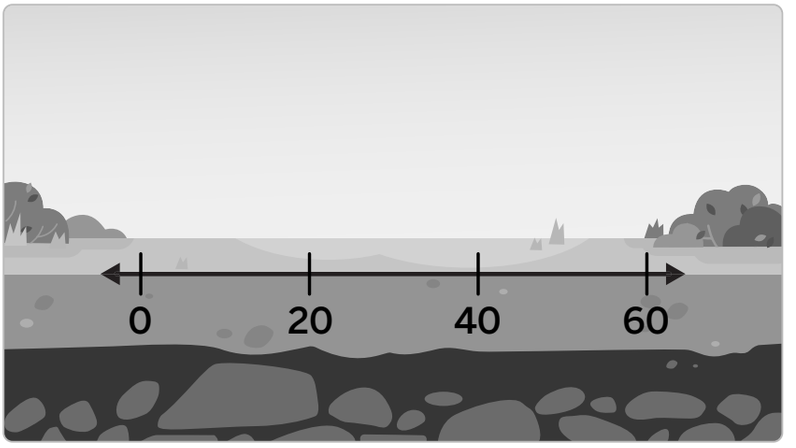
For Problems 1 and 2, estimate where the number is located on the number line. Mark and label a point to show your estimate.

Show your thinking.

1 25

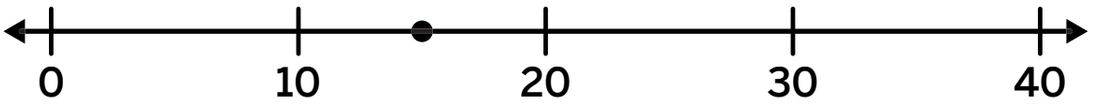


2 31



Name _____ Date _____

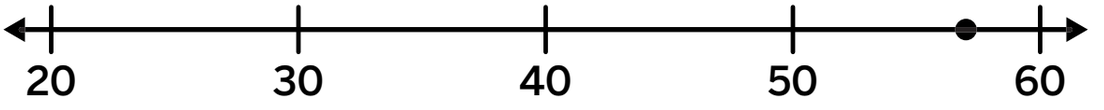
3 What is the *best* estimate for the location of the point?



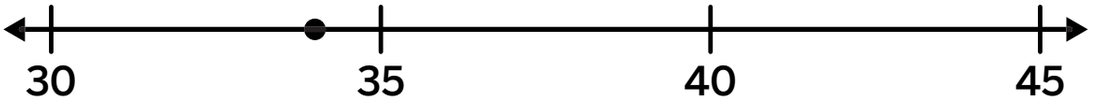
15 19 20 25

For Problems 4–6, Look at the number line and estimate for where the point is located on the number line. You can show your work on the number line if it is helpful.

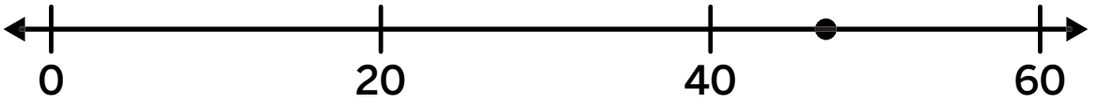
4 What number could the point represent? _____



5 What number could the point represent? _____



6 What number could the point represent? _____



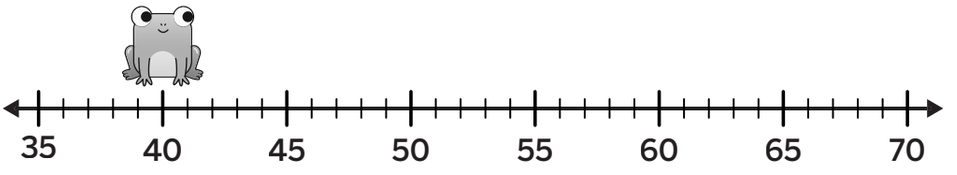
Name _____ Date _____

Additional Practice 4.06

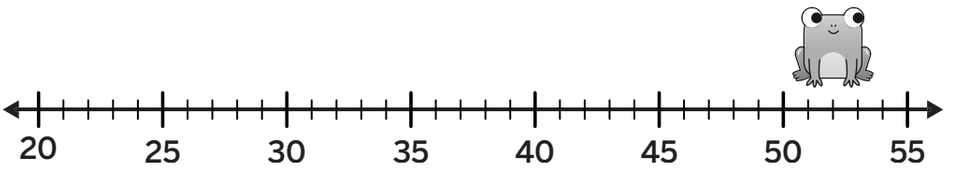
For Problems 1 and 2, use the number line to help frog jump by 1, 2, 5, or 10 to reach the bug.

Draw

1 There is a bug located at 57.



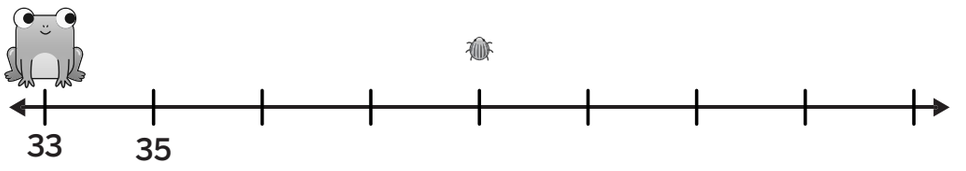
2 There is a bug located at 25.



For Problems 3 and 4, write a number where the bug is located on the number line.

Show your thinking.

3

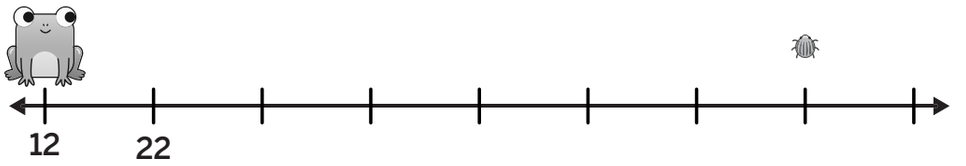


answer: _____

Name _____ Date _____

Show your thinking.

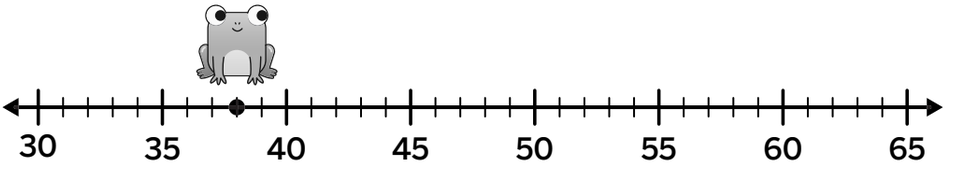
4



answer: _____

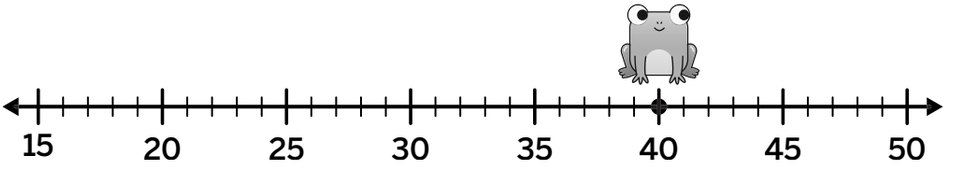
For Problems 5 and 6, the number line represents feet.

5 The frog started at **38 feet** and jumped **22 feet** to the right.



Where did the frog land? _____

6 The frog started at **40 feet** and jumped **12 feet** to the left.



Where did the frog land? _____

Name _____ Date _____

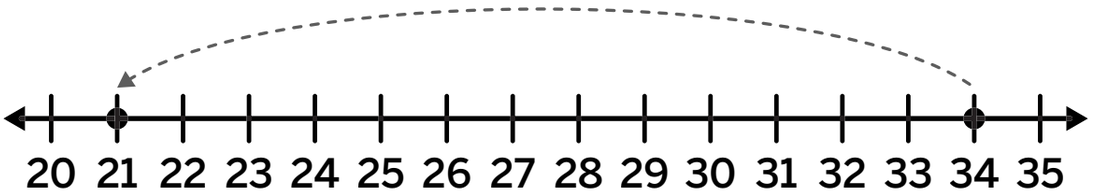
Additional Practice 4.07

For Problems 1 and 2, circle the equation that matches the number line.

1

$86 - 12 = 74$ $74 + 12 = 86$

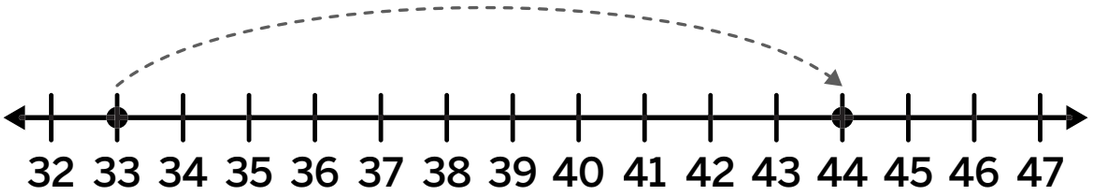
2



$34 - 13 = 21$ $21 + 13 = 34$

For Problems 3–6, write an equation that matches each number line.

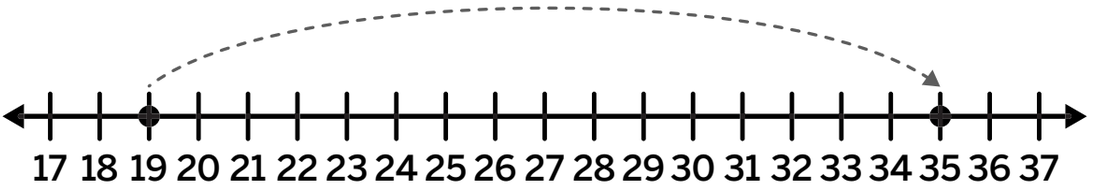
3



equation: _____

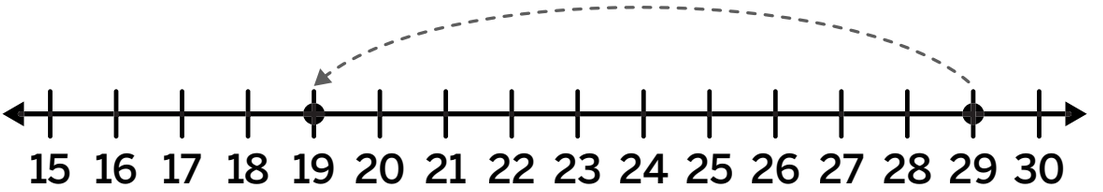
Name _____ Date _____

4



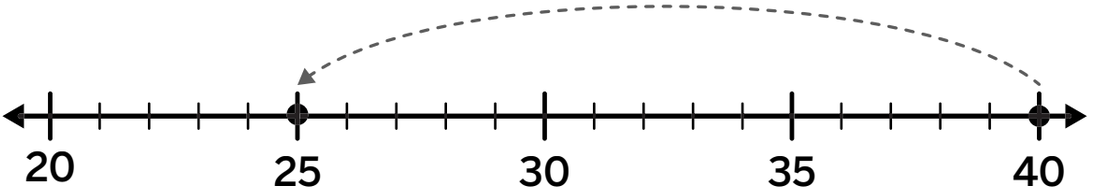
equation: _____

5



equation: _____

6



equation: _____

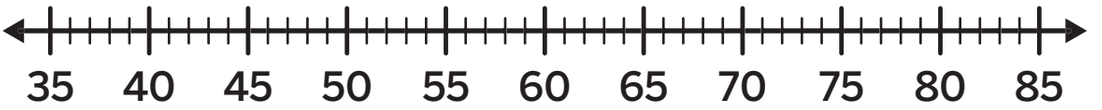
Name _____ Date _____

Additional Practice 4.08

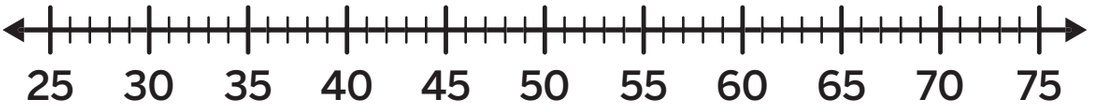
For Problems 1–3, use the number line to represent the equation.

Show your thinking.

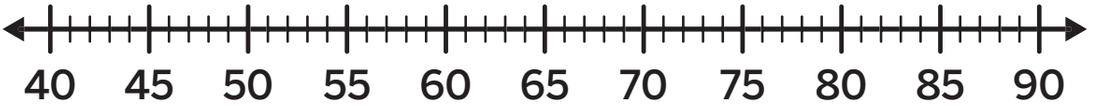
1 $80 - 23 = 57$



2 $35 + 31 = 66$



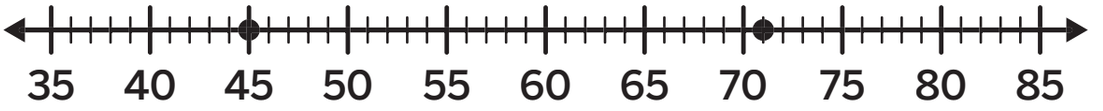
3 $88 - 25 = 63$



Name _____ Date _____

4 Find the value of the expression 45 + 26. Use the number line to show your thinking.

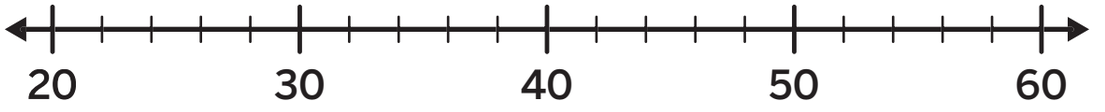
Show your thinking.



answer: _____

5 Find the value of the expression 30 + 22. Use the number line to show your thinking.

Show your thinking.



answer: _____

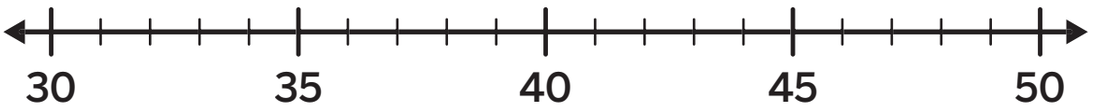
Name _____ Date _____

Additional Practice 4.09

For Problems 1 and 2, find the value of the expression. Use the number line to show your thinking.

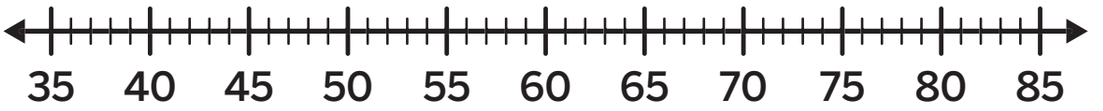
Show your thinking.

1 36 + 14.



answer: _____

2 40 + 23



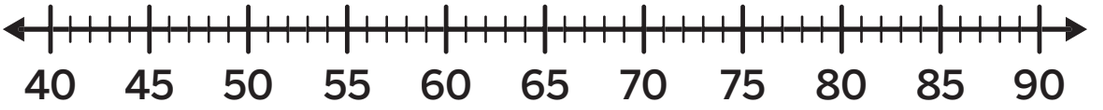
answer: _____

Name _____ Date _____

For Problems 3 and 4, find the value of the expression. Use the number line to show your thinking.

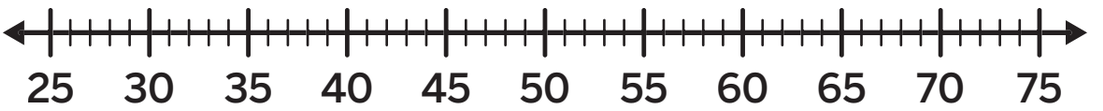
Show your thinking.

3 47 + 25.



answer: _____

4 29 + 36



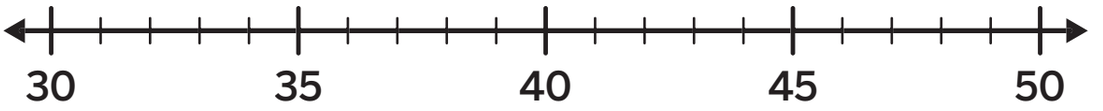
answer: _____

Name _____ Date _____

Additional Practice 4.10

1 Find the value of the expression 48 – 15. Use the number line to show your thinking.

Show your thinking.

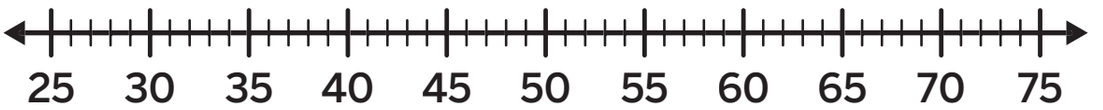


answer: _____

For Problems 2 and 3, find the value of the expression. Use the number line to show your thinking.

Show your thinking.

2 65 – 17

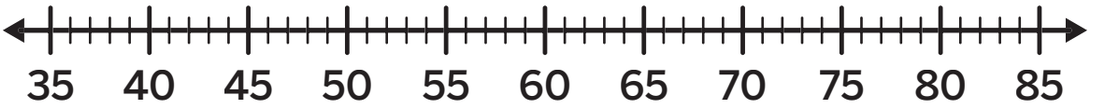


answer: _____

Name _____ Date _____

Show your thinking.

3 73 – 26

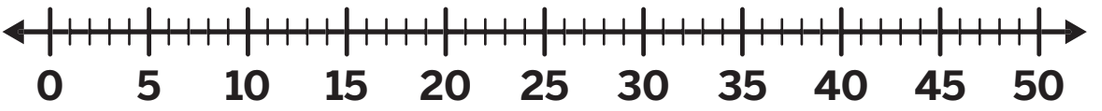


answer: _____

Solve the story problem and show your thinking on the number line. Write an equation that represents the story problem and underline the answer.

4 In the morning, an ant walked 28 meters. In the afternoon, the ant walked 36 meters. How many fewer meters did the ant walk in the morning than in the afternoon?

Show your thinking.



answer: _____ **equation:** _____

Name _____ Date _____

Additional Practice 4.11

For Problems 1–4, solve the story problem. Write an equation that represents the problem and underline the answer. Use a number line if it helps.

1 In a typical year, Seneca Falls, New York, gets 58 inches of snow. This year, Seneca Falls had 35 inches of snow. How many fewer inches of snow did Seneca Falls have this year than in a typical year?

Show your thinking.

answer: _____ **equation:** _____

2 Brookhaven gets 42 inches of rain in a typical year. Meadowbrook gets 29 inches of rain in a typical year. How many more inches of rain does Brookhaven gets than Meadowbrook?

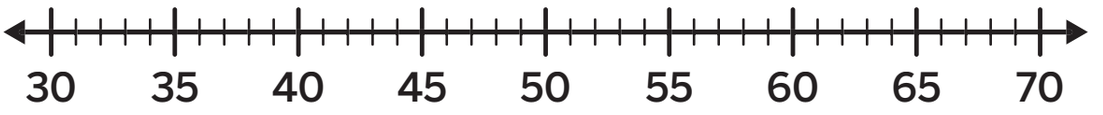
Show your thinking.

answer: _____ **equation:** _____

Name _____ Date _____

3 This year, 64 trees were planted in Pine County. Of those, 25 were red maple trees and the rest were dogwood trees. How many dogwood trees were planted?

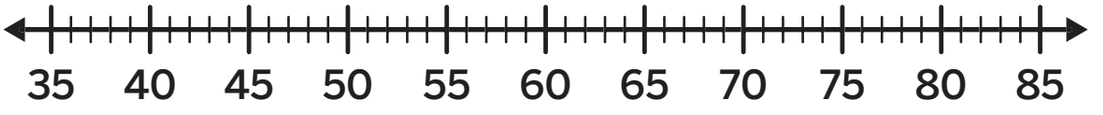
Show your thinking.



answer: _____ **equation:** _____

4 A birch tree grew 24 inches this year. It is now 67 inches tall. How tall was the tree last year?

Show your thinking.



answer: _____ **equation:** _____

Name _____ Date _____

Additional Practice 4.12

Use the story problem to complete Problems 1 and 2.

A bird ate 35 seeds from a bird feeder. Then, the bird flew to another feeder and ate 27 more seeds. How many total seeds did the bird eat?

Show your thinking.

1 Represent the story problem on the open number line.

2 Solve the problem using any strategy. Write an equation that represents the story problem and underline the answer.

answer: _____ **equation:** _____

Name _____ Date _____

For Problems 3 and 4, solve the story problem. Write an equation that represents the problem and underline the answer. Use a number line if it helps.

3 There are 85 apples on a tree. The farmer picks some apples from the tree. Now there are 47 apples on the tree. How many apples did the farmer pick?

Show your thinking.

answer: _____ **equation:** _____

4 A magnolia tree had 52 seed pods. After growing more, it now has 79 pods. How many more pods did it grow?

Show your thinking.

answer: _____ **equation:** _____

Name _____ Date _____

Additional Practice 4.13

Use the story problem to complete Problems 1 and 2.

Shawn collected 50 pebbles on Monday and 32 pebbles on Tuesday. Later, Shawn returned 18 pebbles that he no longer needed. How many pebbles does Shawn have now?

Show your thinking.

1 Represent the story problem on the open number line.

2 Solve the problem using any strategy. Write 1 or more equations to show your work and underline the answer.

answer: _____ **equation:** _____

Name _____ Date _____

For Problems 3 and 4, represent and solve the story problem. Write 1 or more equations to show your work and underline the answer. Use a number line if it helps.

3 There were 67 lilies in a field. A rabbit ate 22 of them in the evening. The next day, 15 more lilies grew. How many lilies are in the field now?

Show your thinking.

answer: _____ **equation:** _____

4 This year 46 daffodils and 25 tulips were planted at the nature center. Last year, 75 flowers were planted. How many *fewer* flowers were planted this year than last year?

Show your thinking.

answer: _____

equation: _____

Grade 2 | Unit 5

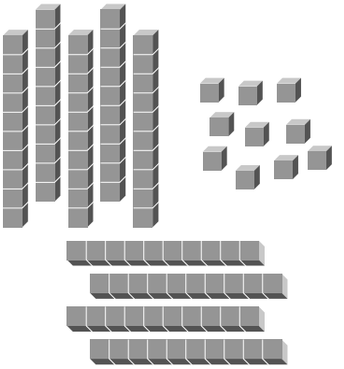
Additional Practice

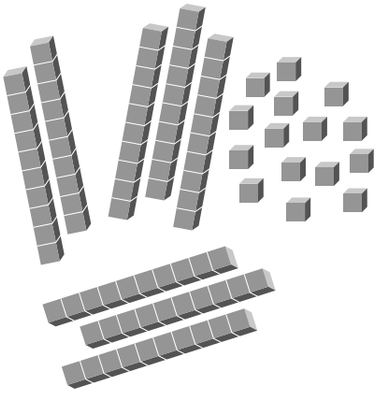
Practice Problems

Name _____ Date _____

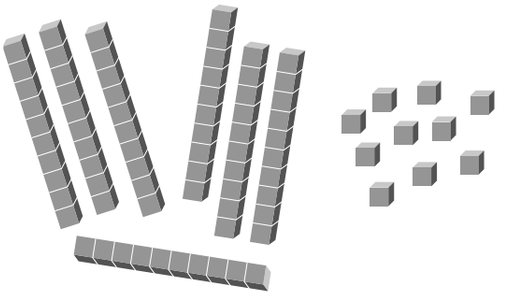
Additional Practice 5.02

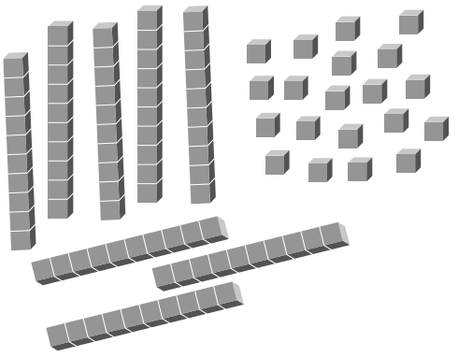
1 Circle the representation that shows a hundred.





2 Circle the representation that shows a hundred.



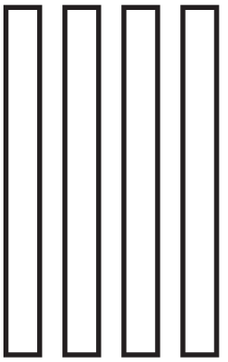


Name _____ Date _____

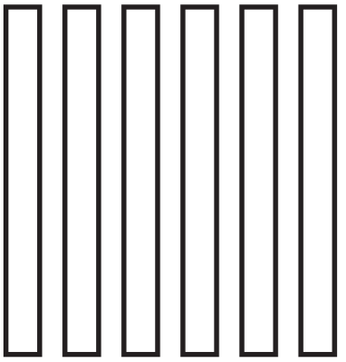
For Problems 3 and 4, use the image of the base-ten blocks to finish composing a hundred.

Show your thinking.

3



4



Name _____ Date _____

Additional Practice 5.03

1 How many tens would you need to build 800?

answer: _____ tens

2 How many hundreds and tens could you use to build 800?

answer: _____ hundreds _____ tens

3 How many tens would you need to build 700?

answer: _____ tens

4 How many hundreds and tens could you use to build 700?

answer: _____ hundreds _____ tens

5 How many tens would you need to build 400?

answer: _____ tens

6 How many hundreds and tens could you use to build 400?

answer: _____ hundreds _____ tens

Name _____ Date _____

For Problems 7 and 8, draw base-ten diagrams, using only hundreds and tens, to represent 600 in 2 different ways.

Show your thinking.

7

8

For Problems 9 and 10, draw base-ten diagrams, using only hundreds and tens, to represent 300 in 2 different ways.

Show your thinking.

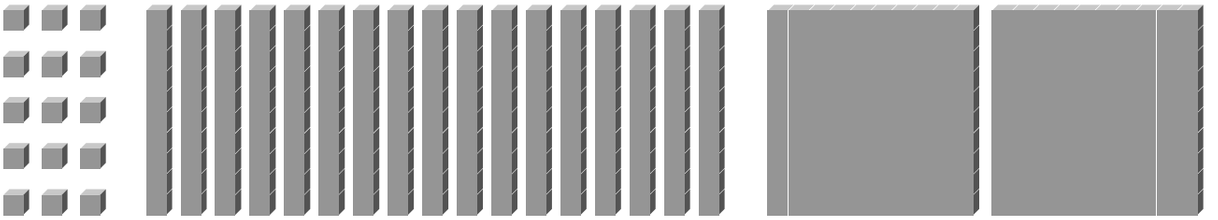
9

10

Name _____ Date _____

Additional Practice 5.04

Use the base-ten block representation for Problems 1–6.



For Problems 1–3, record the number of hundreds, tens, and ones you see.

1 How many hundreds are there? _____

2 How many tens are there? _____

3 How many ones are there? _____

For Problems 4–6, represent the number using with the *fewest* base-ten blocks. Write the new number of hundreds, tens, and ones.

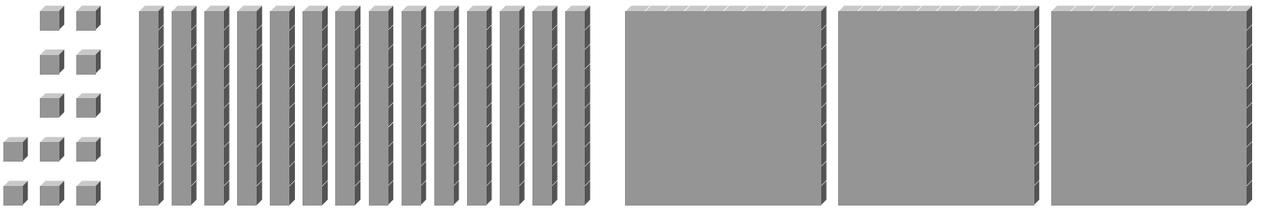
4 What is the *fewest* number of hundreds? _____

5 What is the *fewest* number of tens? _____

6 What is the *fewest* number of ones? _____

Name _____ Date _____

Use the base-ten block to solve Problems 7–12.



7 How many hundreds are there? _____

8 How many tens are there? _____

9 How many ones are there? _____

For Problems 10–12, represent the number using the *fewest* base-ten blocks. Write the new numbers of hundreds, tens, and ones.

10 What is the *fewest* number of hundreds? _____

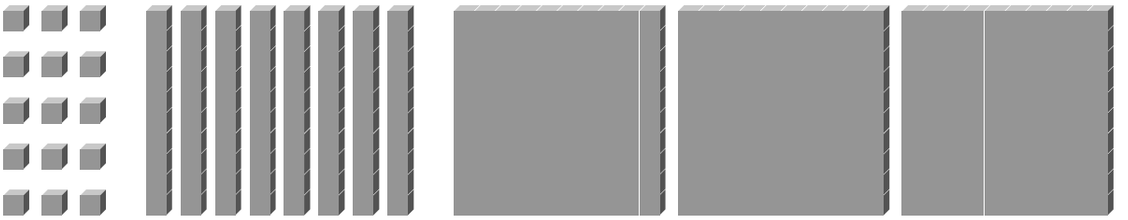
11 What is the *fewest* number of tens? _____

12 What is the *fewest* number of ones? _____

Name _____ Date _____

Additional Practice 5.05

1 Write the number in standard form.



15 ones 8 tens 3 hundreds

answer: _____

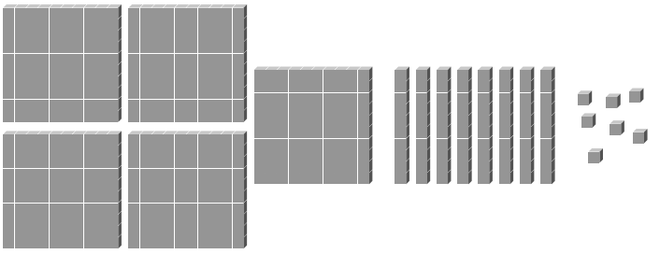
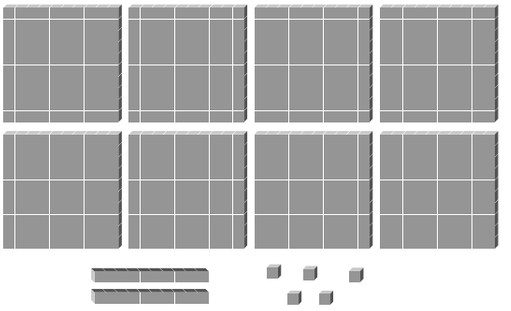
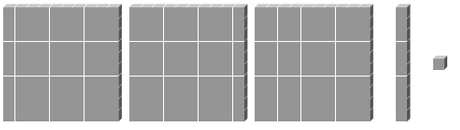
2 Write the number of hundreds and tens that could be used to make 574. You can show your work in the box if it is helpful.

Show your thinking.

hundred(s)	ten(s)	ones
		14

Name _____ Date _____

For Problems 3–5, draw lines to match the riddle with the base-ten blocks that show the same value.

Riddle	Base-Ten bocks
3 There are 1 hundred, 20 tens, and 11 ones.	
4 There are 4 hundreds, 17 tens, and 17 ones.	
5 There are 8 hundreds and 25 ones.	

Name _____ Date _____

Additional Practice 5.06

For Problems 1 and 2, use the digits 3, 5, and 2.

1 Write the *greatest* three-digit number you can make in standard form. _____

2 Write the *greatest* three-digit number you can make in expanded form. _____

For Problems 3 and 4, use the digits 6, 1, and 9.

3 Write the *greatest* three-digit number you can make in standard form. _____

4 Write the *greatest* three-digit number you can make in expanded form. _____

For Problems 5 and 6, use the digits 7, 4, and 8.

5 Write the *smallest* three-digit number you can make in standard form. _____

6 Write the *smallest* three-digit number you can make in expanded form. _____

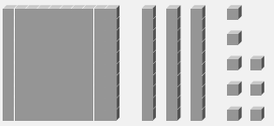
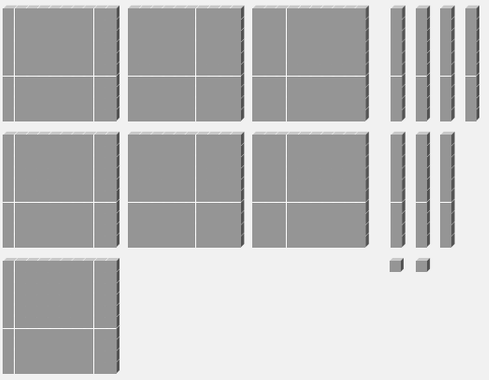
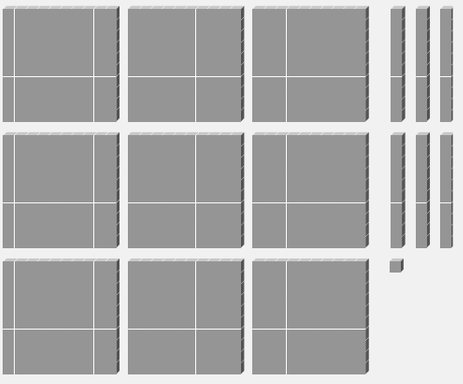
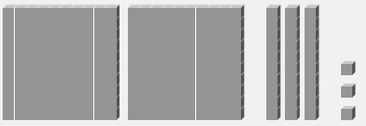
For Problems 7 and 8, use the digits 5, 6, and 4.

7 Write the *smallest* three-digit number you can make in standard form. _____

8 Write the *smallest* three-digit number you can make in expanded form. _____

Name _____ Date _____

9 Fill in the table with the missing representations.

Base-ten diagram	Standard form	Expanded form
	138	100 + 30 + _____
	772	700 + _____ + _____
	961	_____ + _____ + _____
	233	_____ + _____ + _____

Name _____ Date _____

Additional Practice 5.07

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

1 Write the number 891 in words.

_____

2 Write the number three hundred twenty-five in standard form.

_____

3 Write the value of the expressions 700 + 40 + 2 in words.

_____

4 Write the number 153 in words.

_____

5 Write the number six hundred fifty-nine in standard form.

_____

6 Write the value of the expressions 4 + 500 + 10 in words.

_____

Name _____ Date _____

7 Draw lines to match each representation on the left with a representation on the right that has the same value.

941	one hundred ninety-four
914	one hundred forty-nine
149	nine hundred forty-one
194	nine hundred fourteen

Name _____ Date _____

Additional Practice 5.08

For Problems 1 and 2, represent the number 164 in 2 different ways.

Show your thinking.

1

2

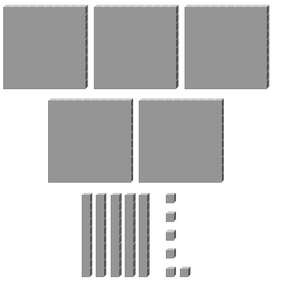
For Problems 3 and 4, circle the 3 representations that match the number

3 556

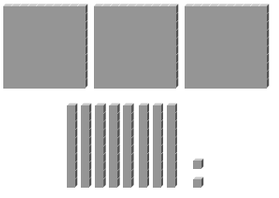
Five hundred fifty-six

500 + 50 + 6

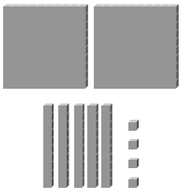
Five hundred forty-three



4 382



Three hundred eighty-two



300 + 80 + 2

Name _____ Date _____

5 Draw lines to match each representation on the left with a representation on the right that has the same value.

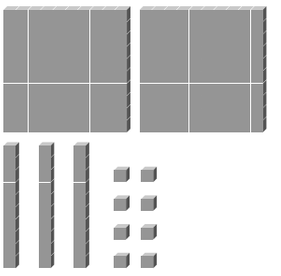
405

two hundred thirty-eight

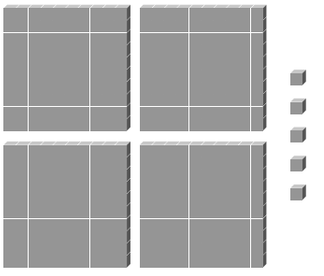
8 + 30 + 200

50 + 400

8 hundreds 3 ones 2 tens



8 ones 23 tens



4 hundreds 5 tens

823

Name _____ Date _____

Additional Practice 5.09

For Problems 1–3, write <, >, or = to make the the statement true.

1 640 _____ 640

2 516 _____ 561

3 429 _____ 229

For Problems 4–6, circle the number that is *greater* than the given number.

4 374

347 247 421 359

5 760

670 706 607 807

6 545

455 544 399 595

Name _____ Date _____

For Problems 7–9, circle the number that is *less* than the given number.

7 412

512 251 612 624

8 879

789 987 897 899

9 932

921 956 933 861

10 Explain how you can compare 2 three-digit numbers.

Name _____ Date _____

Additional Practice 5.10

For Problems 1–3, use 1 number from the number bank to make the comparison statement true. Use each number only once.

709	362	548

1 _____ > 263

2 480 > _____

3 700 < _____

For Problems 4–6, use 1 number from the number bank to make the comparison statement true. Use each number only once.

145	390	412

4 156 > _____

5 598 > _____

6 _____ < 400

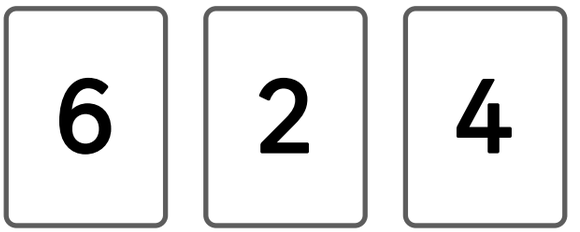
Name _____ Date _____

For Problems 7 and 8, use the number cards to create a three-digit number.

7 What is the *greatest* possible number? _____

8 What is the *smallest* possible number? _____

For Problems 9 and 10, use the number cards to create a three-digit number.



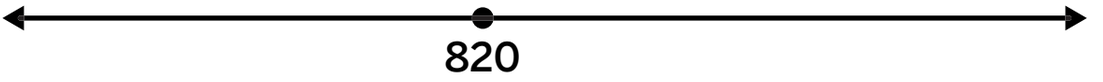
9 What is the *greatest* possible number? _____

10 What is the *smallest* possible number? _____

Name _____ Date _____

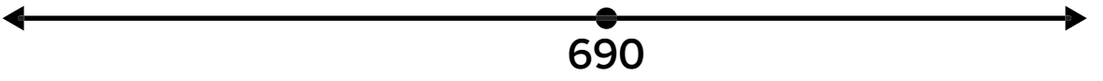
Additional Practice 5.11

1 Mark and label a point that represent 823.



2 Label the unlabeled point with a possible number based on its location on the number line.

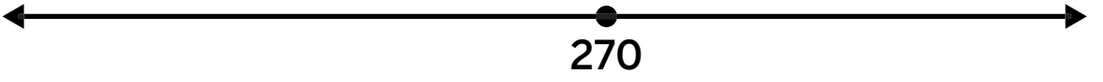
3 Mark and label a point that could represent 684.



4 Label the unlabeled point with a possible number based on its location on the number line.

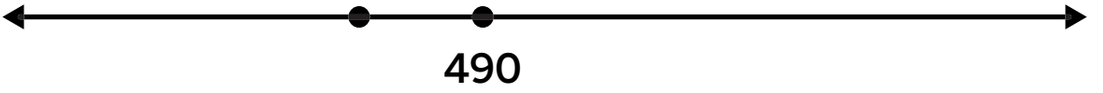
Name _____ Date _____

5 Mark and label a point that could represent 265.

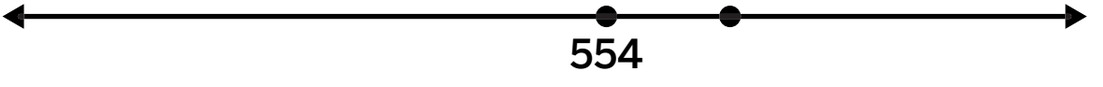


6 Label the unlabeled point with a possible number based on its location on the number line.

7 Label the point that could represent 500.



8 Label the point that could represent 544.



Name _____ Date _____

Additional Practice 5.12

For Problems 1 and 2, use the numbers from the number bank.

373	521	337	251	512

1 Order and record the numbers from *greatest* to *least*.

_____ _____ _____ _____ _____

greatest **least**

2 Order and record the numbers from *least* to *greatest*.

_____ _____ _____ _____ _____

least **greatest**

For Problems 3 and 4, use the numbers from the number bank.

680	319	139	860	913

3 Order and record the numbers from *greatest* to *least*.

_____ _____ _____ _____ _____

greatest **least**

4 Order and record the numbers from *least* to *greatest*.

_____ _____ _____ _____ _____

least **greatest**

Name _____ Date _____

5 Write a three-digit number that could belong in the list.

130	225	_____	679
least			**greatest**

6 Write a three-digit number that could belong in the list.

399	385	371	_____	343
greatest				**least**

Grade 2 | Unit 6

Additional Practice

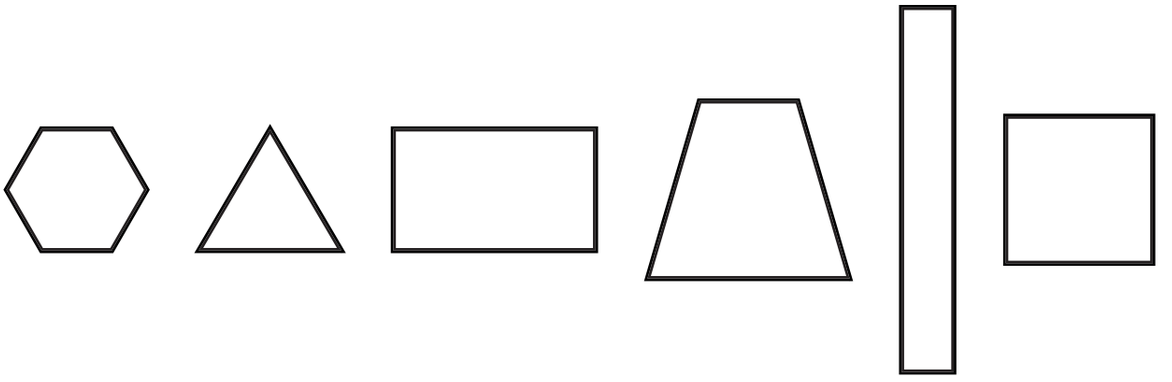
Practice Problems

Name _____ Date _____

Additional Practice 6.02

1 Find the hexagon and label it B.

2 Circle **3** quadrilaterals.

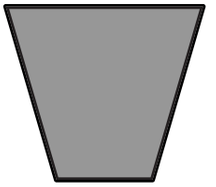


For Problems 3–6, draw lines to match the number of sides each shape has.

	Shape	Number of Sides
3	Hexagon	3
4	Pentagon	4
5	Quadrilateral	5
6	Triangle	6

Name _____ Date _____

For Problems 7–8, use the shape shown.



7 Circle to show if the statement is *true* or *false*.

This shape is a quadrilateral.

True False

8 Write a true statement about the shape.

_____

_____

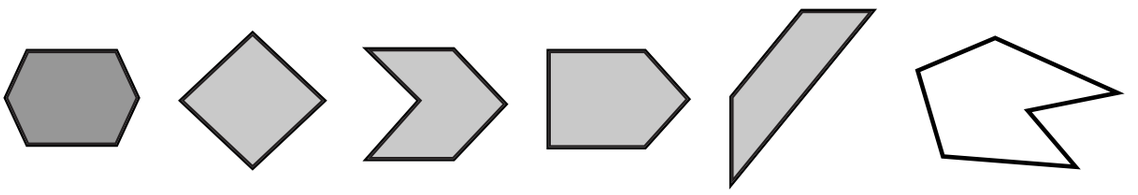
Name _____ Date _____

Additional Practice 6.03

1 Draw a pentagon.

Draw

2 Circle **2** shapes that have the same number of sides as the shaded shape. Then write the name of the shapes you circled on the line.

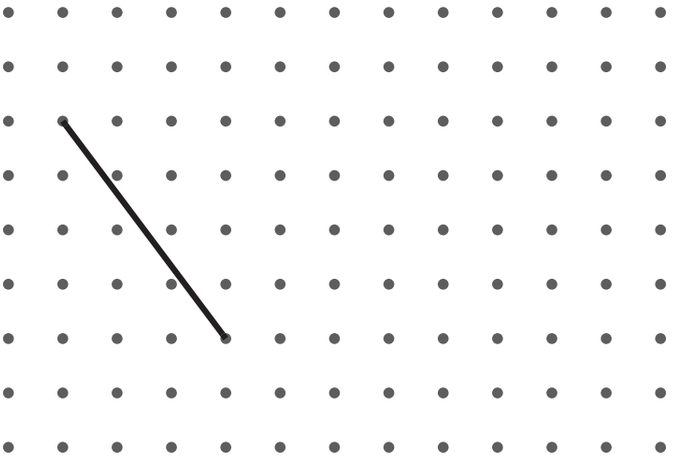


_____

Name _____ Date _____

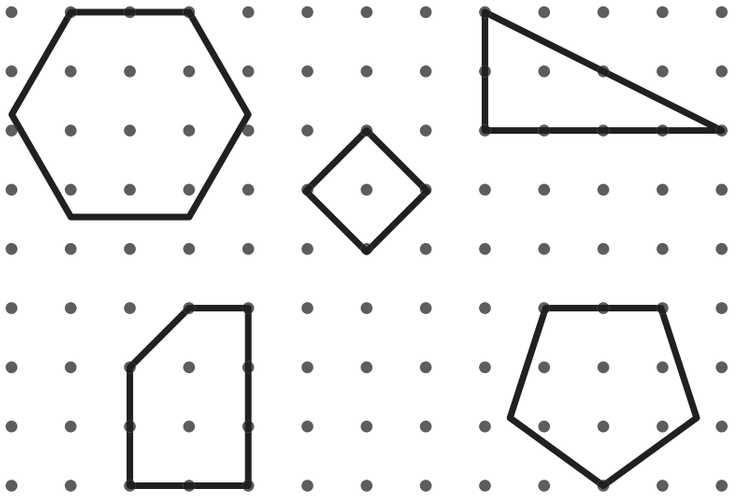
3 Complete the shape to make a quadrilateral.

Draw



4 Diego drew a shape with more than 4 sides. Circle **3** shapes that could be his shape.

Draw

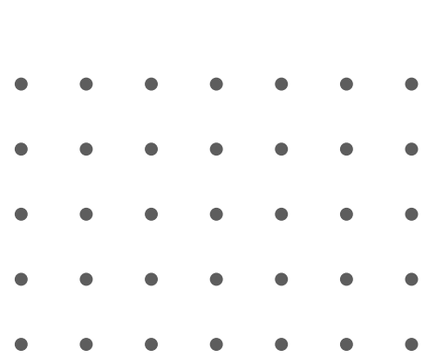


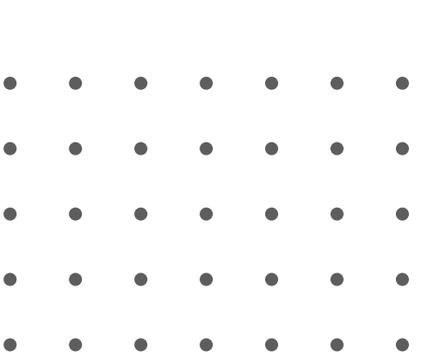
Name _____ Date _____

Additional Practice 6.04

1 Draw 2 different shapes with 4 sides each.

Draw



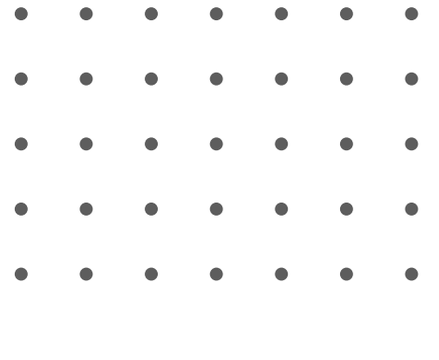


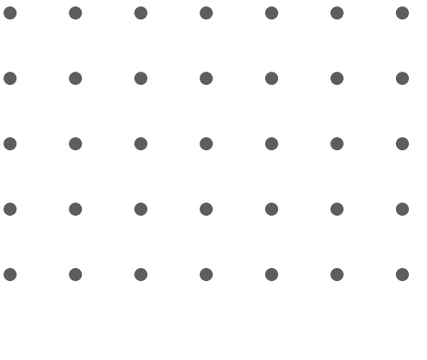
2 What type of shape did you draw in Problem 1?

_____

3 Draw 2 shapes that each have 2 or more square corners.

Draw

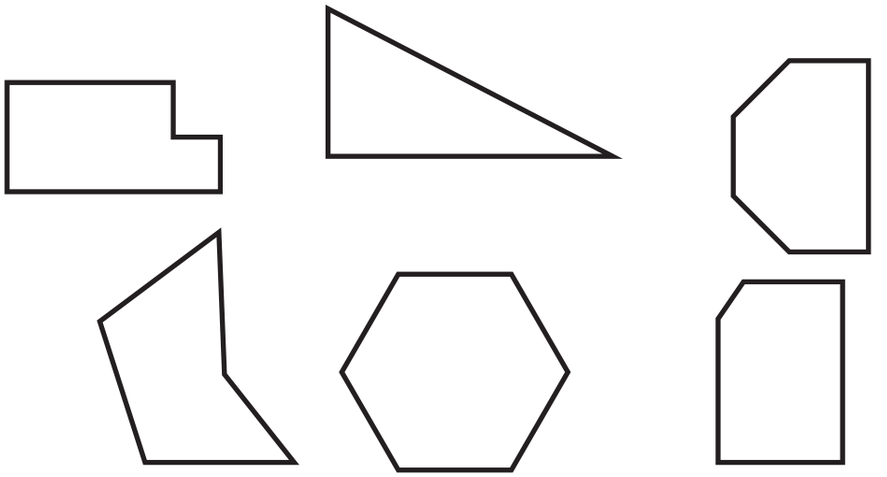




Name _____ Date _____

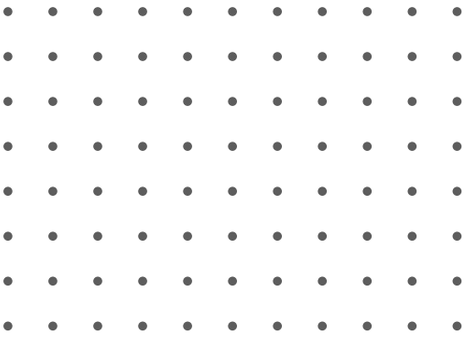
4 Circle **3** shapes with 5 or fewer sides.

Draw



5 Draw a pentagon with 1 square corner.

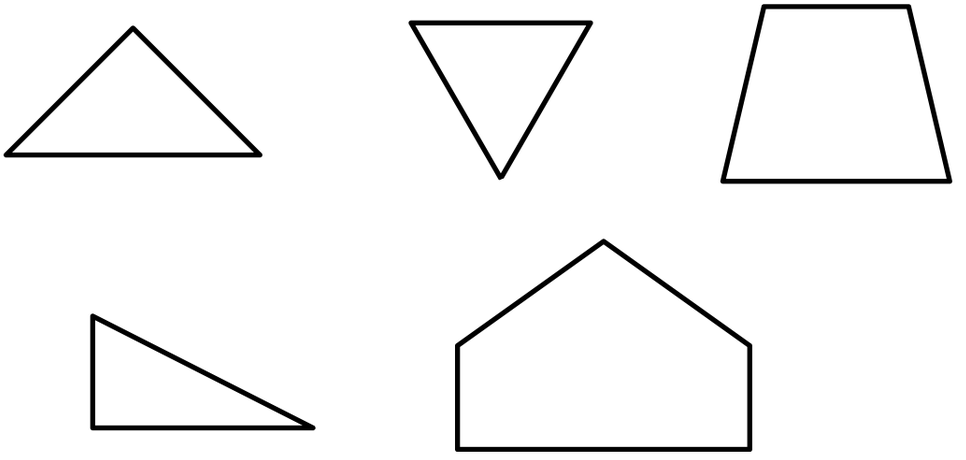
Draw



Name _____ Date _____

Additional Practice 6.05

1 Clare drew a shape with **3** sides. Two sides are each 1 inch long. Circle 2 shapes that could be Clare's shapes.



Images not drawn to scale.

2 Draw a pentagon with 2 or more sides that are 4 centimeters each.

Draw

Images not drawn to scale.

Name _____ Date _____

3 Draw a shape with 4 sides with all sides that are 2 inches long.

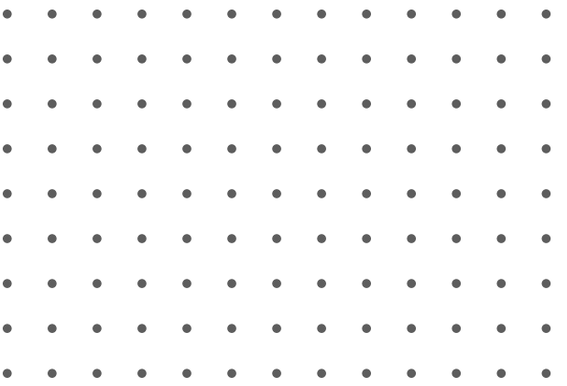
Draw

4 What type of shape did you draw in Problem 3?

_____

5 Clare is drawing a city. She needs a building that has 4 sides with 2 square corners. 1 side is 6 centimeters long. Draw a shape Clare could use.

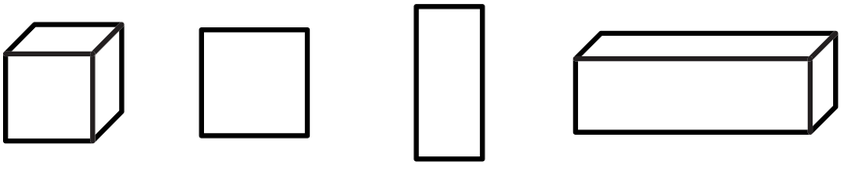
Draw



Name _____ Date _____

Additional Practice 6.06

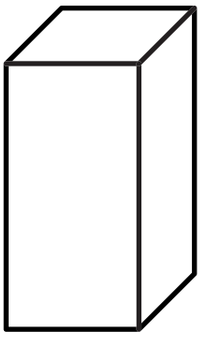
1 Priya wants to measure solid, three-dimensional shapes. Circle the shapes that Priya should measure.



2 Use a ruler to measure the edges of the shape in inches.

Label each edge with its measurement.

Image not drawn to scale.



Name _____ Date _____

3 Find a three-dimensional object around you that is a cube or a rectangular prism. Use a ruler to measure each edge in inches. Draw the object and label each edge with its measurement.

Draw

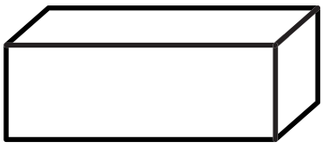
Image not drawn to scale.

Object name: _____

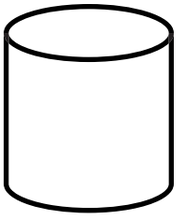
Name _____ Date _____

Additional Practice 6.07

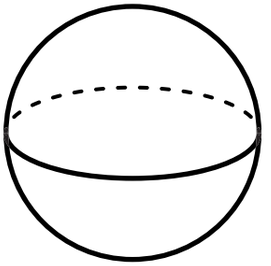
For Problems 1–5, match each shape with the correct name.

1. 

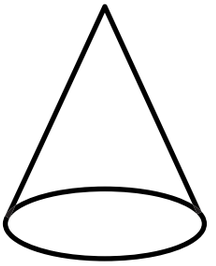
   _____ Cone

2. 

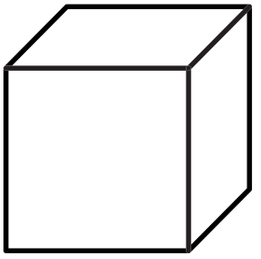
   _____ Cube

3. 

   _____ Cylinder

4. 

   _____ Rectangular Prism

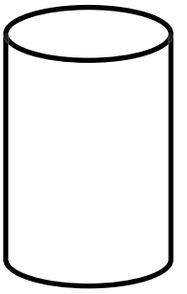
5. 

   _____ Sphere

Name _____ Date _____

6 Use the words from the word bank to describe the shape shown.

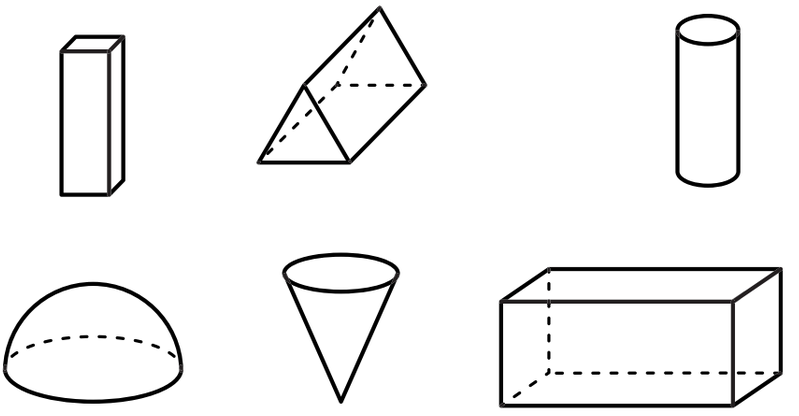
face	edge	corner



_____

_____

7 Han drew a three-dimensional shape with *at least* 1 rectangular face. Circle **3** shapes that could be Han's shape.

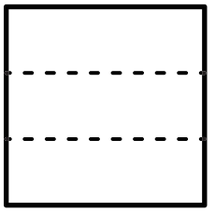


Name _____ Date _____

Additional Practice 6.08

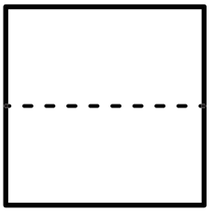
For Problems 1–3, name the equal parts of each shape.

1



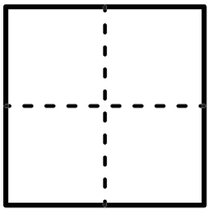
_____

2



_____

3



_____

4 Complete each sentence using 1 phrase from the word bank. Some phrases may be used more than once.

	equal to	
smaller than		larger than

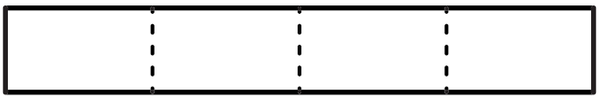
A fourth is _____ a third.

A half is _____ a fourth.

A third is _____ a half.

Name _____ Date _____

5 Circle the shape that is divided into larger equal parts. Explain your thinking.



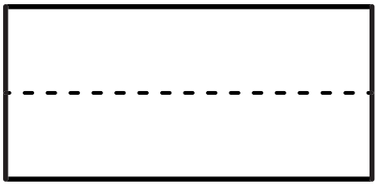
_____

_____

_____

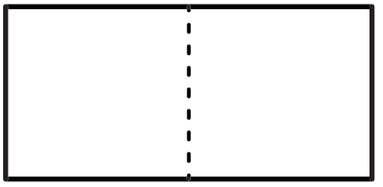
For Problems 6–8, name the equal parts of each shape.

6



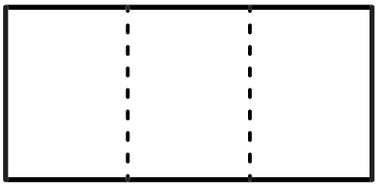
_____

7



_____

8

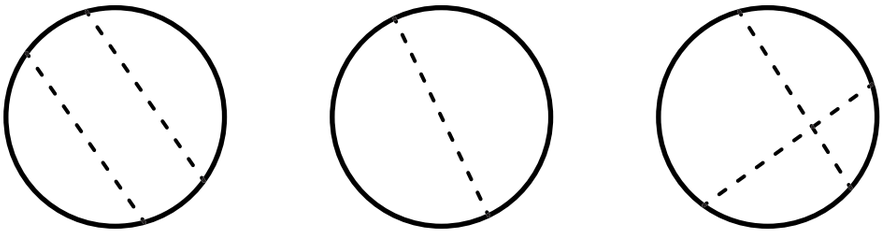


_____

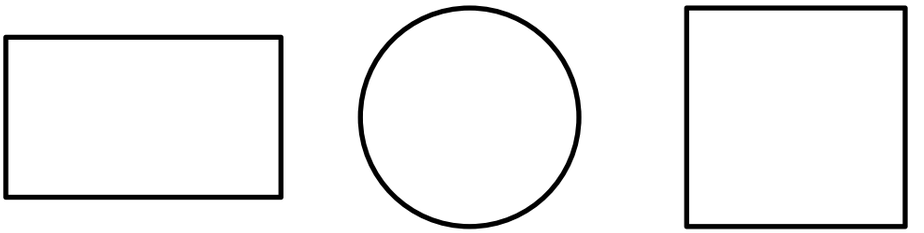
Name _____ Date _____

Additional Practice 6.09

1 Choose the circle that is split into equal parts.



For Problems 2 and 3, use the shapes.

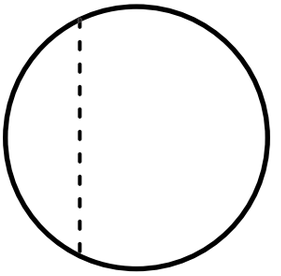


2 Split each shape into 4 equal parts.

3 These parts are called _____.

Name _____ Date _____

Diego said each part of the circle is a half. Use the circle for Problems 4 and 5.



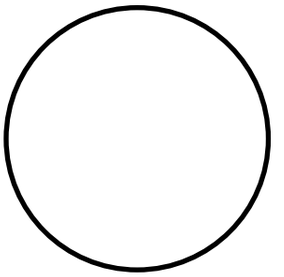
4 Do you agree with Diego? Explain your thinking.

_____

_____

_____

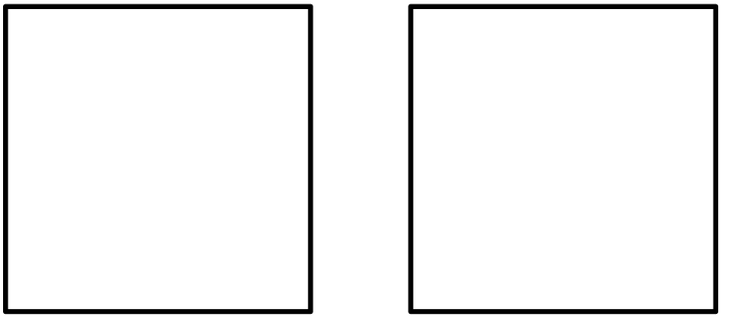
5 Split the circle into 2 equal parts to show halves.



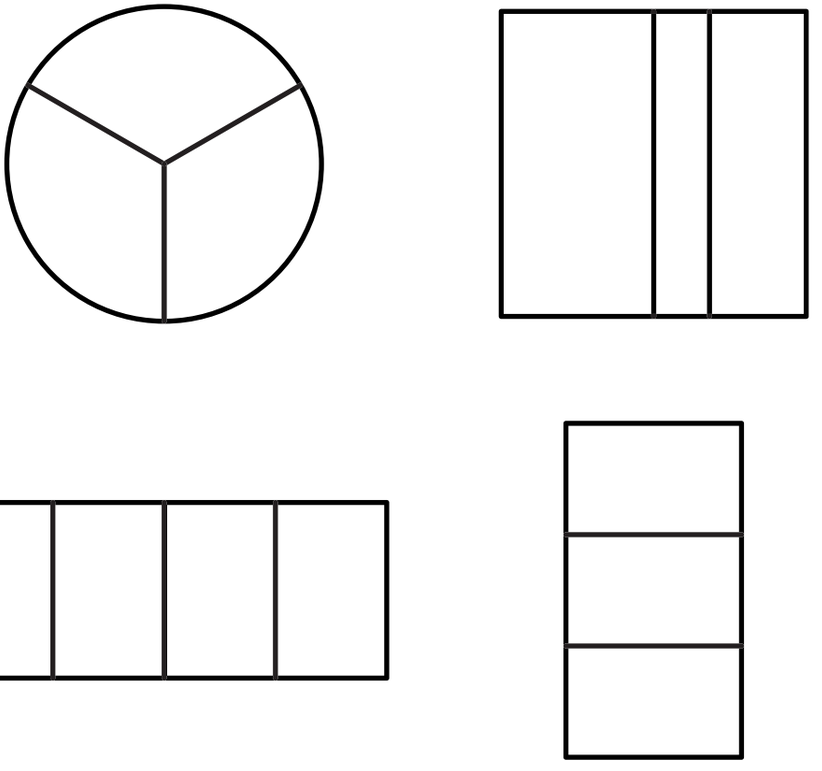
Name _____ Date _____

Additional Practice 6.10

1 Show 2 different ways to split the squares into fourths.

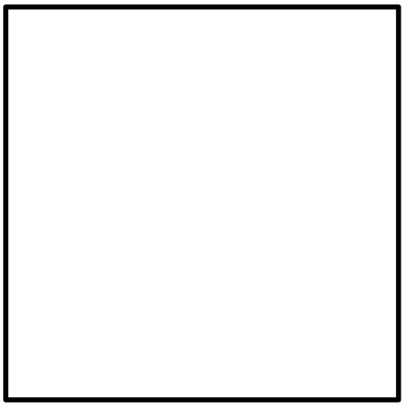


2 Circle **2** shapes that are split into thirds.



Name _____ Date _____

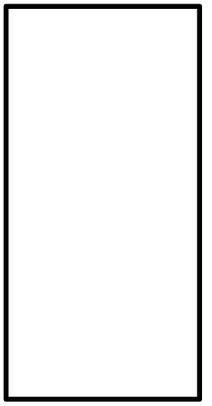
3 Help Arjan finish splitting the canvas into thirds.



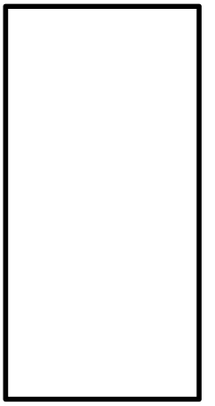
4 Priya and her sister cut a granola bar into 2 parts.

Show 2 different ways to cut the granola bar into halves.

Priya's Piece



Sister's Piece



Name _____ Date _____

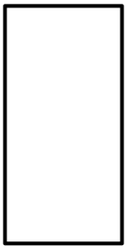
Additional Practice 6.11

1 Han and his 3 friends are splitting a granola bar. Draw lines to show how Han could split the granola bar into 4 equal parts.

Shade the part that Han ate. Then write the name of the part.

Han ate _____ .

Use the rectangle for Problems 2 and 3.



2 Split the rectangle into **2** equal parts.

Shade **1** part blue.

Shade **1** part red.

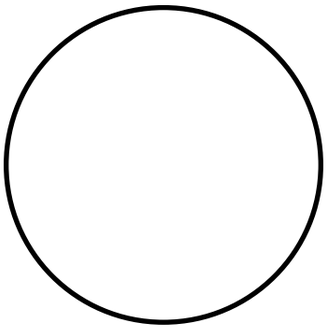
3 How much of the rectangle is shaded?

_____

_____

Name _____ Date _____

Use the circle for Problems 4–6.



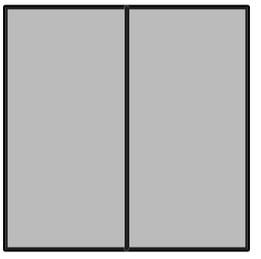
4 Draw lines to show how the circle can be split into 3 equal parts.

5 Shade 1 part of the circle blue.

6 How much of the circle is shaded?

_____

7 The square is split into equal parts.



How much of the square to shaded?

_____

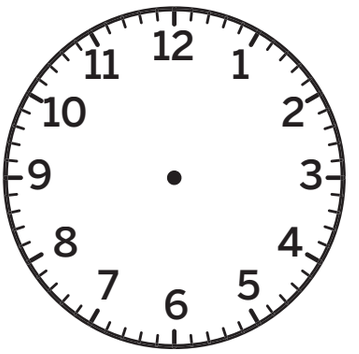
Name _____ Date _____

Additional Practice 6.12

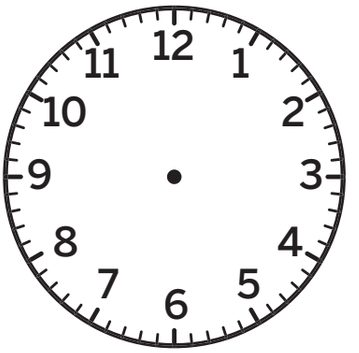
For Problems 1 and 2, draw hands on the clock to show the time.

Draw

1 half past 11



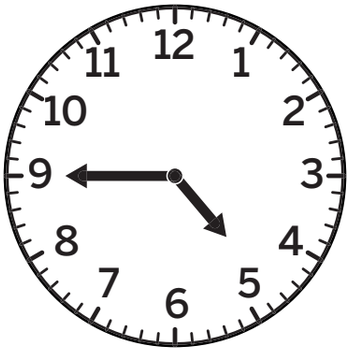
2 quarter past 2



Name _____ Date _____

For Problems 3 and 4, circle the time shown on the clock.

3

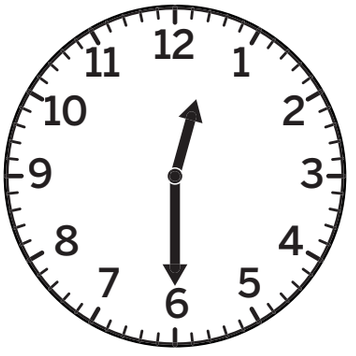


half past 5

quarter past 5

quarter to 5

4

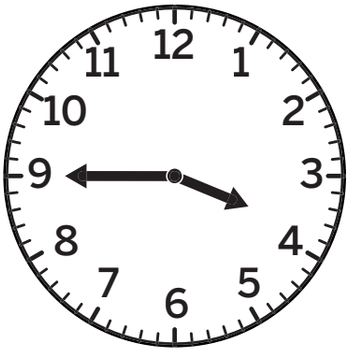


half past 12

quarter past 12

quarter to 12

5 Write the time shown on the clock using the phrases *quarter past*, *half past*, or *quarter to*.



_____

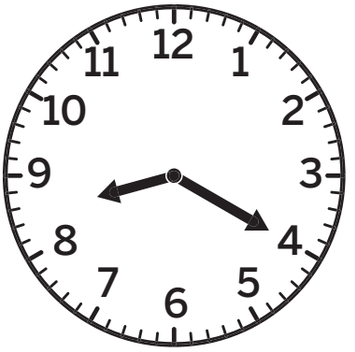
Name _____ Date _____

Additional Practice 6.13

For Problems 1–3, write the time the clock shows.

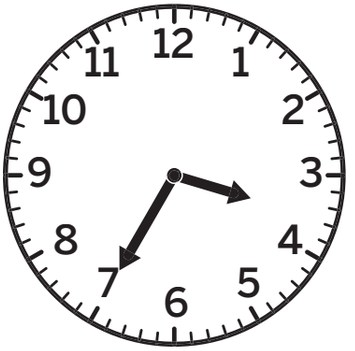
Show or your thinking.

1



_____

2



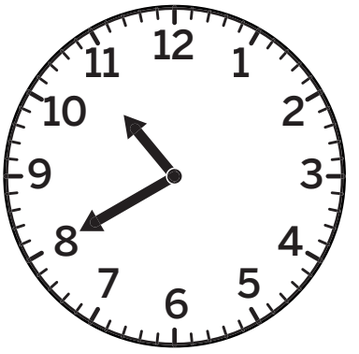
_____

3

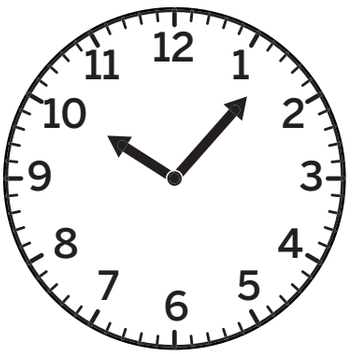
_____

Name _____ Date _____

4 Diego says the clock shows 10:40. Do you agree with Diego? Explain your thinking.



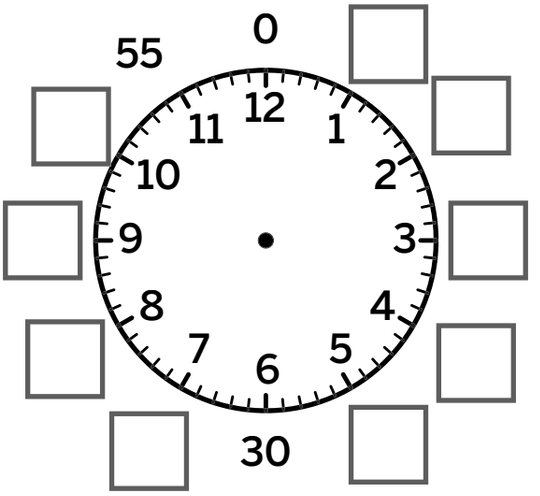
5 Circle the clock that shows 1:50.



Name _____ Date _____

Additional Practice 6.14

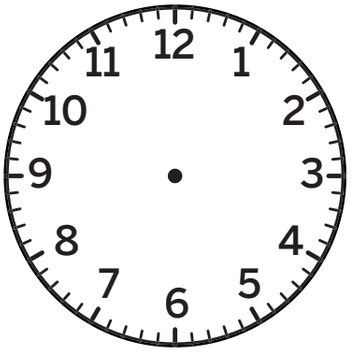
For Problems 1 and 2, use the clock.



1 Fill in the missing numbers to show the time to the nearest 5 minutes.

2 Draw hands on the clock to show 2:25.

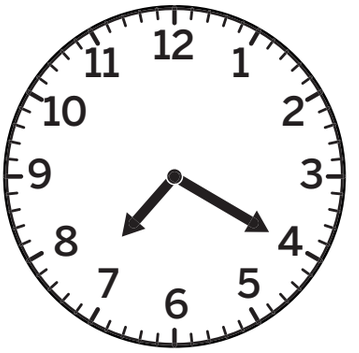
3 Write the time shown on the first clock to show the time Diego leaves for school. Draw hands on the second clock and write the time to show 30 minutes earlier.



time: _____ **30 minutes earlier:** _____

Name _____ Date _____

For Problems 4 and 5, use the clock.



4 Circle the time that is shown on the clock.

4:07 4:35 7:04 7:20

5 Explain your thinking for Problem 3.

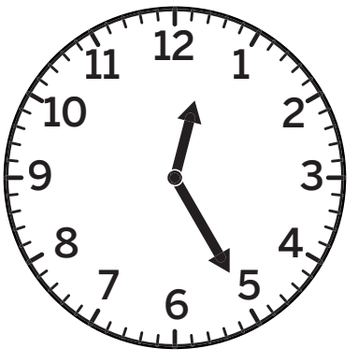
_____

_____

Name _____ Date _____

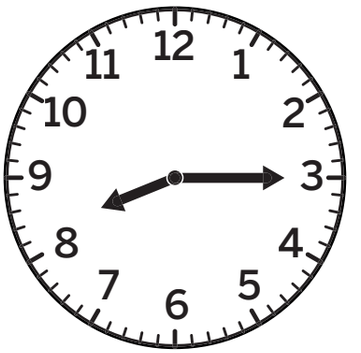
Additional Practice 6.15

1 The clock shows when Han eats lunch. Write the time shown on the clock with *a.m.* or *p.m.*



_____

2 The clock shows when Han eats breakfast. Write the time shown on the clock with *a.m.* or *p.m.*



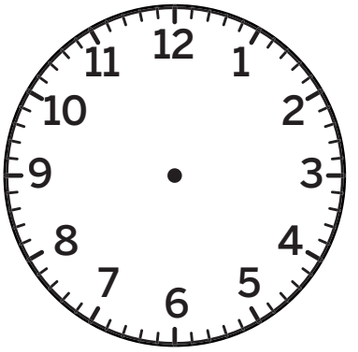
_____

3 Priya is creating a daily schedule. Fill in the table by writing *a.m.* or *p.m.*

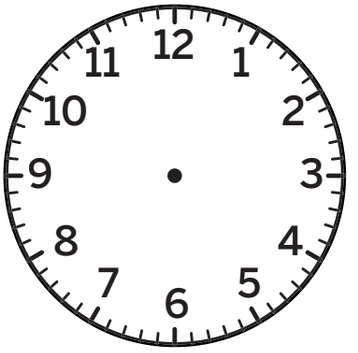
Activity	Time	a.m. or p.m.
bus to school	7:45	
morning classes	8:15	
recess	11:30	
afternoon classes	1:00	
bus home	2:45	
eat snack	3:20	
complete homework	3:35	
cook dinner with mom	5:45	
relax before bed	7:30	

Name _____ Date _____

4 Draw the hands on the clock to show 11:30.



5 Draw the hands on the clock to show 3:20.



Name _____ Date _____

Additional Practice 6.16

For Problems 1–3, use the calendar.

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1 Clare's birthday is March 19. Her friend's birthday is April 9. How many weeks apart are there birthdays?

_____

2 Clare's mother starts planning Clare's birthday on the first day of March. How many days is it from planning to Clare's birthday?

_____

3 Clare and her family will go on vacation 4 days after her birthday. What date will they go on vacation?

_____

Name _____ Date _____

For Problems 4–6, use the calendar.

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4 School starts on September 2. Today is September 30. How many weeks has school been in session?

_____

5 Today is September 27. The school dance is on October 12. How many days away is the school dance?

_____

6 School has a scheduled school assembly 4 days before the dance. What date is the school assembly?

_____

Grade 2 | Unit 7

Additional Practice

Practice Problems

Name _____ Date _____

Additional Practice 7.02

For Problems 1–4, fill in the number pattern.

1 Count on by 10, starting at 725.

725, _____, _____, _____, _____

2 Count on by 10, starting at 143.

143, _____, _____, _____, _____

3 Count on by 100, starting at 216.

216, _____, _____, _____, _____

4 Count on by 100, starting at 397.

397, _____, _____, _____, _____

Name _____ Date _____

For Problems 5–9, find the sum.

5 617 + 80 = _____

6 136 + 50 = _____

7 421 + 30 = _____

8 592 + 200 = _____

9 275 + 600 = _____

10 Find the sum of 381 + 300. Explain your thinking.

answer: _____

_____

_____

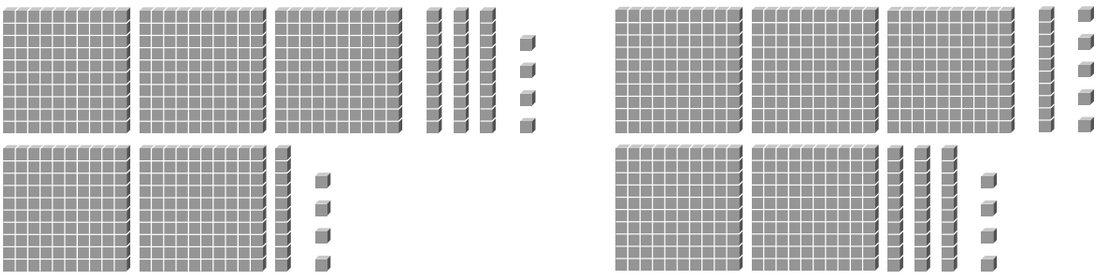
_____

Name _____ Date _____

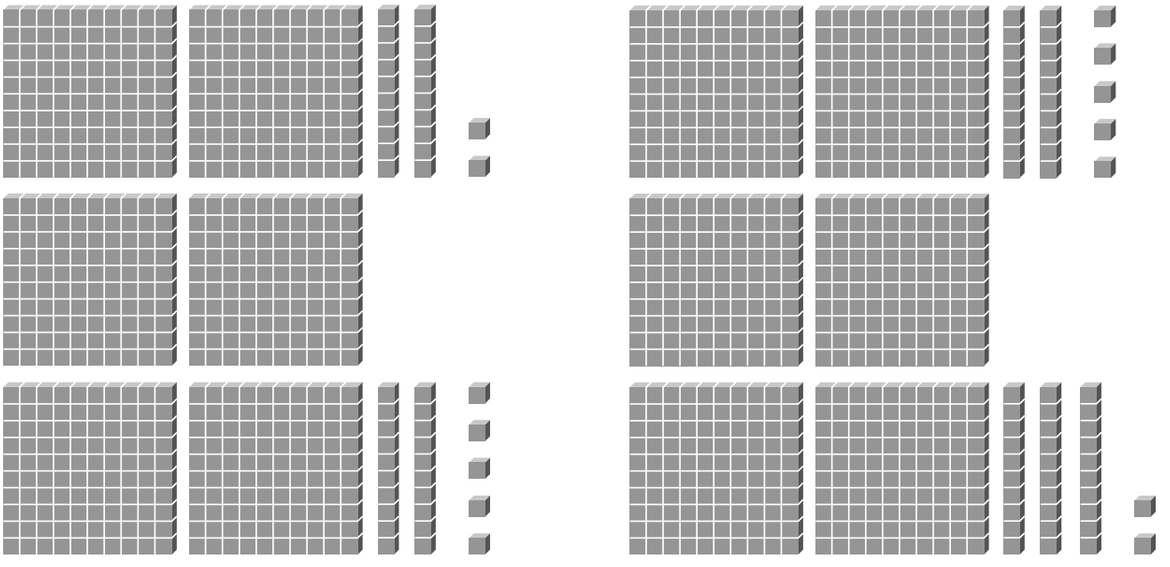
Additional Practice 7.03

For Problems 1 and 2, circle the base-ten blocks that represent the equation.

1 315 + 234 = 549



2 422 + 225 = 647



Name _____ Date _____

For Problems 3 and 4, find the sum. Use base-ten blocks if it is helpful.

Show your thinking.

3 532 + 324

answer: _____

4 416 + 271

answer: _____

Name _____ Date _____

Additional Practice 7.04

For Problems 1 and 2, use the addition expression.

457 + 316

1 Will you need to compose a ten to find the sum?

Write *yes* or *no*. _____

2 Find the sum. Use base-ten blocks if it is helpful.

Show your thinking.

answer: _____

Name _____ Date _____

3 Circle 4 expressions in which you need to compose a ten to find the sum.

752 + 134	527 + 364	374 + 518
243 + 258	338 + 251	116 + 429

For Problems 4–6, circle yes or no to show if you need to compose a ten. Then find the sum.

	Addition Expression	Will you need to compose a ten?		Sum
4	546 + 232	yes	no	
5	275 + 618	yes	no	
6	321 + 419	yes	no	

Name _____ Date _____

Additional Practice 7.05

For Problems 1 and 2, use the addition expression.

586 + 342

1 Will you need to compose a hundred to find the sum?

Write *yes* or *no*. _____

2 Find the sum of the expression. Use base-ten blocks if it is helpful.

Show your thinking.

answer: _____

3 Circle 3 expressions in which you need to compose a hundred to find the sum.

252 + 534 436 + 391 613 + 295

287 + 151 374 + 422

Name _____ Date _____

For Problems 4–7, use the numbers to write an addition expression for which you need to compose *only a hundred to* find the sum. You may use each number more than once.

347	282	161	435

4 _____ + _____

5 _____ + _____

6 _____ + _____

7 _____ + _____

Name _____ Date _____

Additional Practice 7.06

For Problems 1 and 2, find the sum.

Show your thinking.

1 358 + 464

answer: _____

2 276 + 538

answer: _____

Name _____ Date _____

For Problems 3 and 4, find the sum.

Show your thinking.

3 163 + 437

answer: _____

4 465 + 278

answer: _____

Name _____ Date _____

Additional Practice 7.07

For Problems 1–3, find the sum. Show your thinking with equations.

1 364 + 528

Show your thinking.

answer: _____

2 475 + 293

Show your thinking.

answer: _____

Name _____ Date _____

3 189 + 625

Show your thinking.

answer: _____

4 Han wants to find the sum of 245 + 387. Help Han find the sum by filling in the missing numbers.

		200	+	_____	=	500
		_____	+	80	=	120
		_____	+	7	=	_____
_____	+	_____	+	_____	=	_____

Name _____ Date _____

Additional Practice 7.08

1 Find the sum of 216 + 437.

Show your thinking.

answer: _____

2 Priya found the sum of 128 + 332 using equations. Show Priya's strategy using a base-ten diagram.

Show your thinking.

answer: _____

Name _____ Date _____

3 Find the sum of 264 and 159.

Show your thinking.

answer: _____

4 Find the sum of 327 + 288. Represent your thinking using equations and a base ten diagram.

Show your thinking.

answer: _____

Name _____ Date _____

Additional Practice 7.09

For Problems 1–4, fill in the number pattern.

1 Count back by 10, starting at 563.

563, _____, _____, _____, _____

2 Count back by 10, starting at 298.

298, _____, _____, _____, _____

3 Count back by 100, starting at 954.

954, _____, _____, _____, _____

4 Count back by 100, starting at 615.

615, _____, _____, _____, _____

Name _____ Date _____

For Problems 5–9, find the difference.

5 197 – 50 = _____

6 631 – 20 = _____

7 471 – 30 = _____

8 735 – 500 = _____

9 589 – 200 = _____

10 Find the difference of 756 – 300. Explain your thinking.

answer: _____

_____

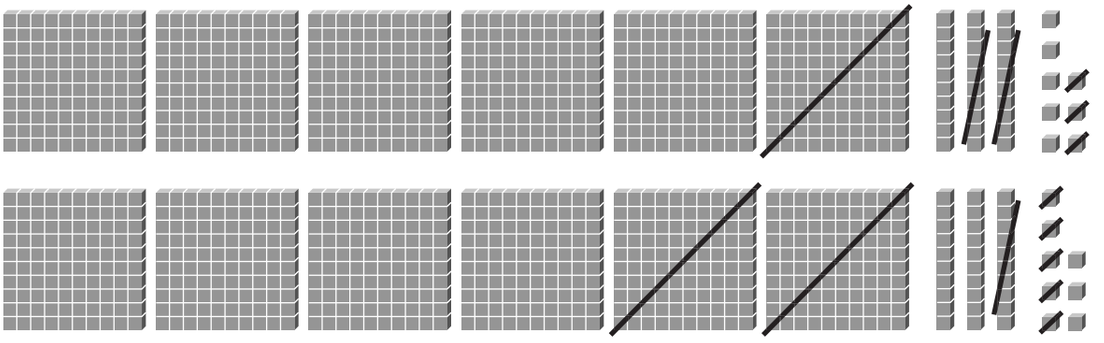
_____

Name _____ Date _____

Additional Practice 7.10

1 Circle the base-ten blocks that represent the equation.

$$638 - 215 = 423$$



2 Find the difference of 864 – 322.

Show your thinking.

answer: _____

Name _____ Date _____

3 Find the difference of 587 – 451.

Show your thinking.

answer: _____

4 Find the difference of 359–225.

Show your thinking.

answer: _____

Name _____ Date _____

Additional Practice 7.11

For Problems 1 and 2, use the subtraction expression.

651 – 327

1 Will you need to decompose a ten to find the difference?

Write *yes* or *no*. _____

2 Find the difference. Use base-ten blocks if it is helpful.

Show your thinking.

answer: _____

3 Circle 3 expressions in which you need to decompose a ten to find the difference.

342 – 127	675 – 244	382 – 161
578 – 213	854 – 629	481 – 378

Name _____ Date _____

4 Find the difference of one of the expressions you circled from Problem 3. You can use base-ten blocks if it is helpful.

Show your thinking.

expression: _____

answer: _____

For Problems 5–6, circle yes or no to show if you need to decompose a ten. Then find the difference.

	Subtraction Expression	Will you need to decompose a ten?		Difference
5	863 – 435	yes	no	
6	574 – 321	yes	no	

Name _____ Date _____

Additional Practice 7.12

For Problems 1 and 2, use the subtraction expression.

637 – 254

1 Will you need to decompose a hundred to find the difference?

Write *yes* or *no*. _____

2 Find the difference of the expression. Use base-ten blocks if it is helpful.

Show your thinking.

answer: _____

Name _____ Date _____

3 Circle **3** expressions in which you need to decompose a hundred.

476 – 244	326 – 165	851 – 470
508 – 243	626 – 122	785 – 362

For Problems 4-5, use the numbers to write a subtraction expression for which you need to decompose *only a hundred* to find the difference. You may use each number more than once.

865	482	173	291

4 _____ – _____

5 _____ – _____

Name _____ Date _____

Additional Practice 7.13

For Problems 1 and 2, find the difference. Draw a base-ten diagram to show your thinking.

Show your thinking.

1 754 – 286

answer: _____

2 613 – 245

answer: _____

Name _____ Date _____

For Problems 3 and 4, find the difference.

Show your thinking.

3 405 – 178 =

answer: _____

4 521 – 353

answer: _____

Name _____ Date _____

Additional Practice 7.14

1 Find the difference of 423 – 245.

Show your thinking.

answer: _____

2 Find the difference of 534 – 286.

Show your thinking.

answer: _____

Name _____ Date _____

For Problems 3–4, use the numbers to write subtraction expressions that require decomposing a hundred. You may use each number only once.

748	384	552	253

3 _____ – _____

4 _____ – _____

5 Choose 1 expression you wrote from Problem 3 or Problem 4 and find the difference.

Show your thinking.

expression: _____

answer: _____

Name _____ Date _____

Additional Practice 7.15

1 Find the difference of 825 – 376. Show your thinking using drawings or equations.

Show your thinking.

answer: _____

2 Find the difference of 431 – 152. Show your thinking using drawings or equations.

Show your thinking.

answer: _____

Name _____ Date _____

3 Choose two numbers to write a subtraction expression.

724	437	846	565

_____ – _____

4 Circle the unit(s) you will need to decompose.

a hundred a ten none

5 Find the difference of your expression from Problem 3.

Show your thinking.

answer: _____

Name _____ Date _____

Additional Practice 7.16

1 Find the sum of 26 + 40 + 52 + 34

Show your thinking.

answer: _____

2 Find the sum of 48 + 59 + 52 + 46.

Show your thinking.

answer: _____

Name _____ Date _____

The students are counting school supplies in the classroom. Use the table for Problems 3 and 4.

School Supply	Amount
Pencils	38
Rulers	29
Scissors	37
Glue sticks	11

3 Find the total number of supplies the students counted.

Show your thinking.

answer: _____

4 Find the total number of pencils, rulers, and glue sticks in the classroom.

Show your thinking.

answer: _____

Name _____ Date _____

Additional Practice 7.17

For problems 1–2, find the sum.

1 436 + 297

Show your thinking.

answer: _____

2 502 + 374

Show your thinking.

answer: _____

Name _____ Date _____

For Problems 3–5, find the sum.

Show your thinking.

3 581 + 399

answer: _____

4 205 + 418

answer: _____

5 327 + 256

answer: _____

Name _____ Date _____

Additional Practice 7.18

1 Find the difference of 523 – 378

Show your thinking.

answer: _____

2 Find the difference of 456 – 273.

Show your thinking.

answer: _____

Name _____ Date _____

For Problems 3 and 4, write subtraction expressions using the numbers. You may use each number only once. Find each difference.

512	284	139	467

Show your thinking.

3 _____ – _____

answer: _____

4 _____ – _____

answer: _____

Name _____ Date _____

Additional Practice 7.19

Show your thinking.

1. Estimate the sum of 395 + 217. Explain your thinking.

   estimate: _____

   _____

   _____

2. Solve the sum of 395 + 217.

   answer: _____

3. Estimate the sum of 522 + 198.

   _____

4. Find the sum of 522 + 198

Show your thinking.

answer: _____

Name _____ Date _____

5 Estimate the difference of 616 – 487. Explain your thinking.

Show your thinking.

estimate: _____

_____

_____

6 Find the difference of 616 – 487

Show your thinking.

answer: _____

Grade 2 | Unit 8

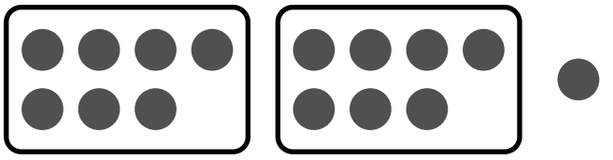
Additional Practice

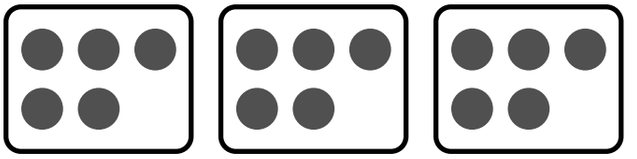
Practice Problems

Name _____ Date _____

Additional Practice 8.02

1 Circle the work that shows 15 split into 2 equal groups.

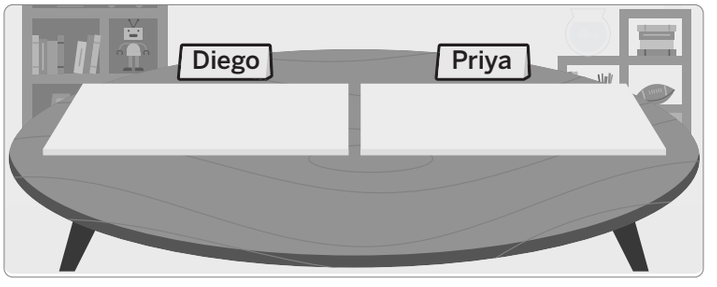




Diego and Priya want to split 19 blocks into 2 equal groups, using as many blocks as possible.

2 How many blocks will they have left over?

Show or explain your thinking.



leftovers: _____

Name _____ Date _____

For Problems 3–5, Han and Clare are splitting counters into equal groups. Determine if the number of counters can be split into 2 equal groups with 0 leftovers. Write the number of counters left over.

Show your thinking.

3 18 counters

leftovers: _____

4 11 counters

leftovers: _____

5 10 counters

leftovers: _____

Name _____ Date _____

Additional Practice 8.03

1 Can 13 students be split into groups of 2 with 0 leftover students? Write ***yes*** *or* ***no***.

Show your thinking.

answer: _____

2 Can 16 students be split into groups of 2 with 0 leftover students? Write ***yes*** *or* ***no***.

Show your thinking.

answer: _____

Name _____ Date _____

For Problems 3 and 4, determine whether each amount can be split into 2 equal groups or groups of 2 with 0 leftovers. Circle *yes* or *no*.

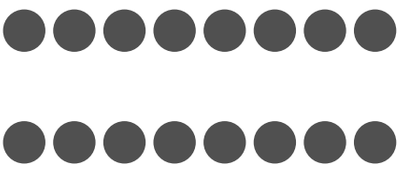
	Amount	2 equal groups	Groups of 2
3	12	yes no	yes no
4	17	yes no	yes no

Name _____ Date _____

Additional Practice 8.04

1 Determine if the number of dots is *even* or *odd*. Write an equation that represents how the dots are grouped.

Show your thinking.

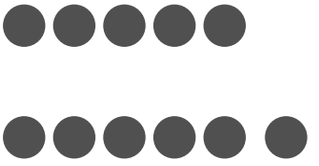


Even or odd: _____

Equation: _____

2 Determine if the number of dots is *even* or *odd*. Write an equation that represents how the dots are grouped.

Show your thinking.



Even or odd: _____

Equation: _____

Name _____ Date _____

For Problems 3 and 4, determine if there is an *even* or *odd* number of objects. Write an equation that represents how the objects are grouped.

Show your thinking.

3

Even or odd: _____

Equation: _____

4

Even or odd: _____

Equation: _____

Name _____ Date _____

Additional Practice 8.05

1 Is the number 14 *even* or *odd*?

Show your thinking.

answer: _____

2 Is the number 13 *even* or *odd*?

Show your thinking.

answer: _____

Name _____ Date _____

3 Fill in the table to show if each number is *even* or *odd*.

Number	Drawing	Even or Odd
13		
10		
12		
16		

4 Clare has 16 stickers. She thinks they can be split into 2 equal groups because 16 is an even number. Do you agree?

Show or explain your thinking.

Name _____ Date _____

Additional Practice 8.06

1 Does the expression 15 + 1 represent an *odd* or *even* number?

Show your thinking.

answer: _____

2 Does the expression 12 + 2 represent an *odd* or *even* number?

Show your thinking.

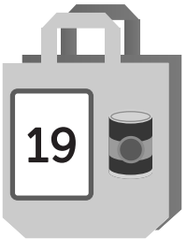
answer: _____

Name _____ Date _____

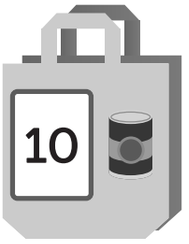
3 Help Han find if the number of cans in each bag is *even* or *odd*. For each number, circle *even* or *odd*.

Show your thinking.

even / odd



even / odd



even / odd

Name _____ Date _____

Additional Practice 8.07

1 Count by 2.

3, _____, _____, _____, _____

2 Count by 2

8, _____, _____, _____, _____

3 What is one *odd* number you counted in Problems 1–2?

_____

4 Count by 5

7, _____, _____, _____, _____

5 Count by 5

35, _____, _____, _____, _____

6 Count by 10

21, _____, _____, _____, _____

Name _____ Date _____

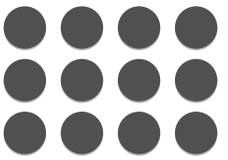
7 Count by 10

48, _____, _____, _____, _____

Name _____ Date _____

Additional Practice 8.08

Use the array for Problems 1–3.

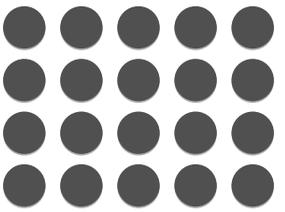


1. There are _____ rows in the array.

2. There are _____ counters in each row.

3. There are _____ counters in total.

Use the array for Problems 4–6.



4. There are _____ rows in the array.

5. There are _____ counters in each row.

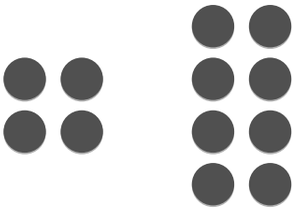
6. There are _____ counters in total.

Name _____ Date _____

7 Circle the array that has 4 rows of counters with 2 counters in each row.

There are 4 rows

There are 2 counters in each row.



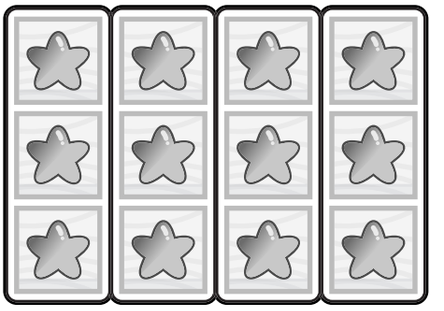
8 What is the total number of counters in the group you circled?

_____ counters

Name _____ Date _____

Additional Practice 8.09

Use the array for Problems 1–3.



1. How many stars are in each row?

   _____

2. How many stars are in each column?

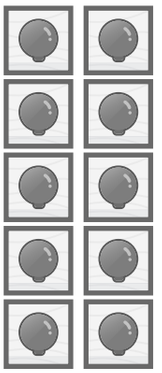
   _____

3. How many stars are there in total?

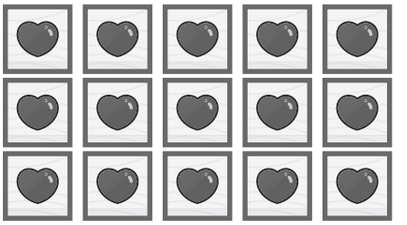
   _____

For Problems 4 and 5, find the total number of objects in the array.

Show or explain your thinking.

4. 

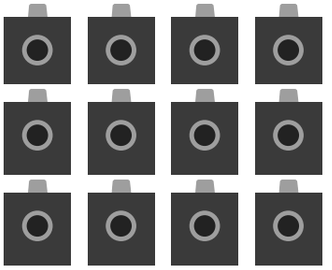
   total: _____

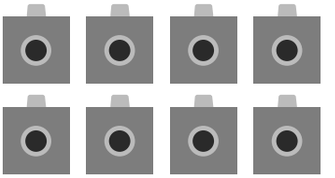
5. 

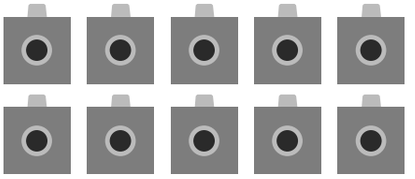
   total: _____

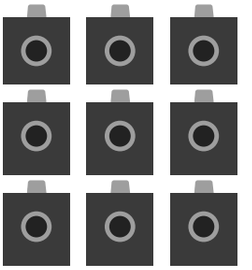
Name _____ Date _____

6 Circle the array that has 2 rows and 4 columns.





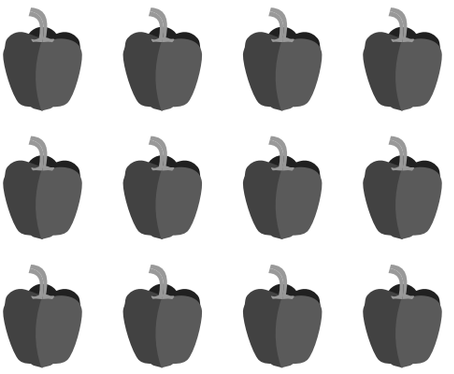




Name _____ Date _____

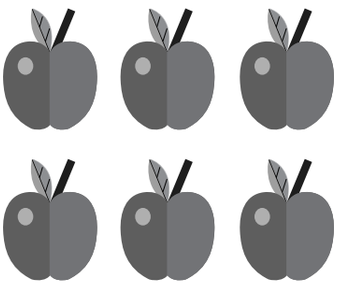
Additional Practice 8.10

1 Write an equation that represents the total number of red peppers in the array.



equation: _____

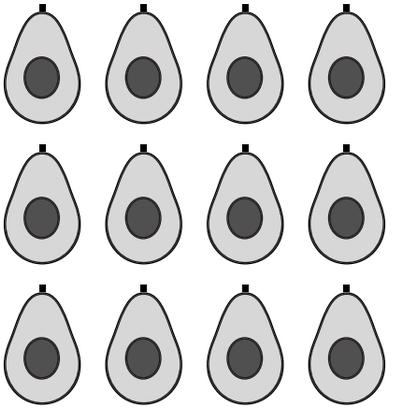
2 Write an equation that represents the total number of apples in the array.



equation: _____

Name _____ Date _____

3 Circle **2** equations that represent the total number of avocados in the array.



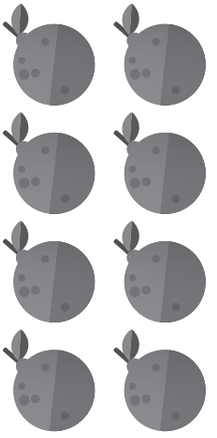
3 + 3 + 3 = 9

3 + 3 + 3 + 3 = 12

4 + 4 + 4 = 12

4 + 4 + 4 + 4 = 16

4 Write **2** equations that represent the total number of oranges in the array.



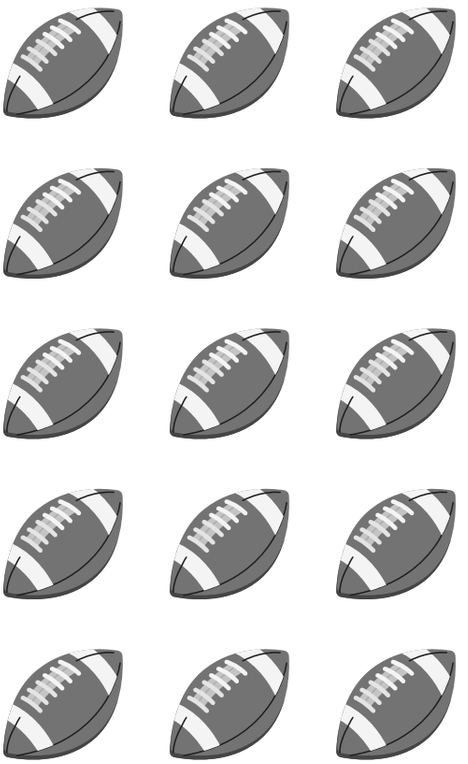
equation: _____

equation: _____

Name _____ Date _____

Additional Practice 8.11

Use the array for Problems 1 and 2.



1 Write an equation that represents the total number of footballs in the array using the number in each *row* as the addends.

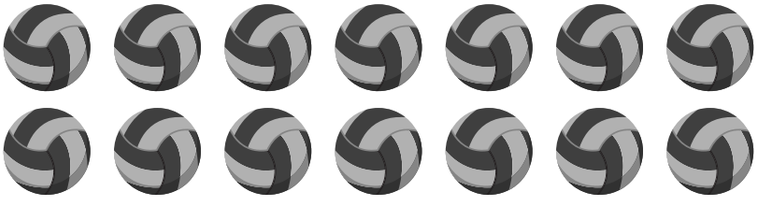
_____

2 Write an equation that represents the total number of footballs in the array using the number in each *column* as the addends.

_____

Name _____ Date _____

Use the array for Problems 3 and 4.



3 Write an equation that represents the total number of volleyballs in the array using the number in each *row* as the addends.

_____

4 Write an equation that represents the total number of volleyballs in the array using the number in each *column* as the addends.

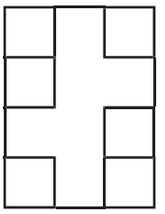
_____

Name _____ Date _____

Additional Practice 8.12

1 Draw lines inside the figure to make an array of all equal-sized squares. Find the number of rows, the number of columns, and the total number of squares.

Show your thinking.

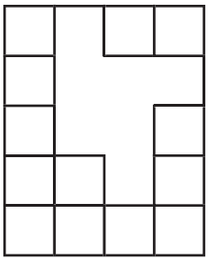


rows: _____

columns: _____ **total:** _____

2 Draw lines inside the figure to make an array of all equal-sized squares. Find the number of rows, the number of columns, and the total number of squares.

Show your thinking.



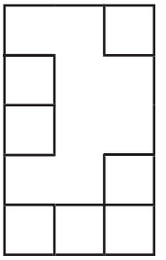
rows: _____

columns: _____ **total:** _____

Name _____ Date _____

3 Han started to draw an array with equal rows and equal columns. Finish Han's array by drawing the missing lines. Find the number of rows, the number of columns, and the total number of squares.

Show your thinking.



rows: _____

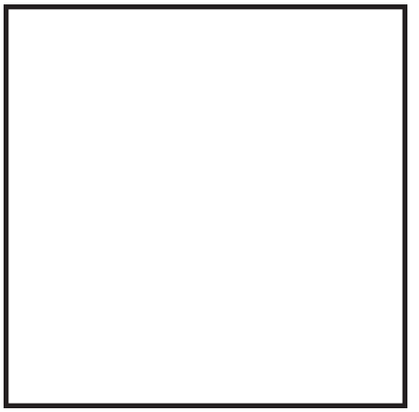
columns: _____ **total:** _____

Name _____ Date _____

Additional Practice 8.13

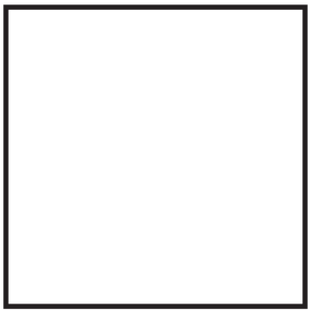
1 Split the rectangle into 4 rows and 4 columns of equal-sized squares.

Show your thinking.



2 Split the rectangle into 3 rows and 3 columns of equal-sized squares. Then find the total number of squares.

Show your thinking.

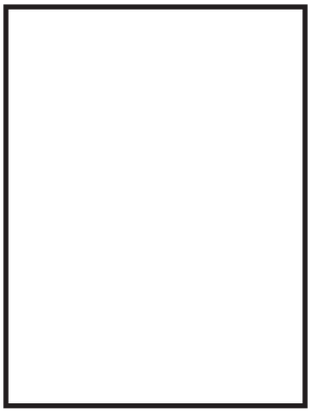


total: _____

Name _____ Date _____

3 Split the rectangle into 4 rows and 3 columns of equal-sized squares.

Show your thinking.



4 Split the rectangle into 3 rows and 5 columns of equal-sized squares. Then find the total number of squares.

Show your thinking.

total: _____