The At-Home Activity Packet includes 22 sets of practice problems that align to important math concepts that have likely been taught this year.

Since pace varies from classroom to classroom, feel free to select the pages that align with the topics your students have covered.

The At-Home Activity Packet includes instructions to the parent and can be printed and sent home.

This At-Home Activity Packet—Teacher Guide includes all the same practice sets as the Student version with the answers provided for your reference.

See the Grade 2 Math concepts covered in this packet!
### Grade 2 Math concepts covered in this packet

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Adding by Counting On and Making a Ten

Add.

1. 8 + 2 = \_

2. 8 + 3 = \_

3. 6 + 4 = \_

4. 6 + 8 = \_

5. 7 + 3 = \_

6. 7 + 5 = \_

7. 9 + 1 = \_

8. 9 + 6 = \_

9. 5 + 5 = \_

10. 5 + 8 = \_

11. 9 + 2 = \_

12. 2 + 9 = \_

13. 8 + 4 = \_

14. 4 + 8 = \_

15. 6 + 9 = \_

16. 6 + 7 = \_

17. Which strategy did you use to solve problem 11? Explain.

   Answers will vary. Possible answer: I made a 10 with 9 + 1 and then added 1 more to get 11.
# Using Doubles and Doubles Plus 1

Add.

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<td>2</td>
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<td>3</td>
<td>6 + 6 = ____ 12</td>
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<tr>
<td>5</td>
<td>7 + 7 = ____ 14</td>
<td>6</td>
<td>8 + 7 = ____ 15</td>
<td></td>
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<tr>
<td>7</td>
<td>9 + 9 = ____ 18</td>
<td>8</td>
<td>8 + 9 = ____ 17</td>
<td></td>
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<tr>
<td>9</td>
<td>5 + 5 = ____ 10</td>
<td>10</td>
<td>6 + 5 = ____ 11</td>
<td></td>
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<tr>
<td>11</td>
<td>8 + 8 = ____ 16</td>
<td>12</td>
<td>7 + 8 = ____ 15</td>
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**13** Which strategy did you use to solve problem 12? Explain why.

*Answers will vary. Possible answer: I used the near doubles strategy. I used the double 8 + 8 = 16 and found 1 less to get 7 + 8 = 15.*
Complete each set of equations.

1. \[12 - 3 = \square\]
   \[3 + \square = 12\]

2. \[14 - 5 = \square\]
   \[5 + \square = 14\]

3. \[11 - 3 = \square\]
   \[3 + \square = 11\]

4. \[15 - 7 = \square\]
   \[7 + \square = 15\]

5. \[12 - \square = 10\]
   \[12 - 4 = \square\]

6. \[13 - \square = 10\]
   \[13 - 6 = \square\]

7. \[16 - \square = 10\]
   \[16 - 9 = \square\]

8. \[15 - \square = 10\]
   \[15 - 9 = \square\]

9. In problem 6, how did you use your first answer to find your second answer?
   
   Answers will vary. Possible answer: \[13 - 3 = 10\]. So, to find \[13 - 6\], I needed to subtract 3 more from 10, and 3 less than 10 is 7.
Solve problems 1–6.

1. Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many red potatoes are there? Show your work.
   
   **Student work will vary.**

   **Solution** ______ potatoes are red.

2. Levi has 17 pet fish. 7 of the fish are goldfish. The rest are mollies. How many fish are mollies? Show your work.
   
   **Student work will vary.**

   **Solution** ______ fish are mollies.

3. Ada wants to read 12 books over the summer. 5 books are stories about cats. The rest are stories about horses. How many books are stories about horses? Show your work.
   
   **Student work will vary.**

   **Solution** ______ books are stories about horses.

4. There are 16 chairs at a table. 7 students sit down. The rest of the chairs are empty. How many chairs are empty? Show your work.
   
   **Student work will vary.**

   **Solution** ______ chairs are empty.
5 Luis sees 14 dogs at the dog park. 6 of the dogs are small dogs. The rest of the dogs are big dogs. How many dogs are big? Show your work.

Student work will vary.

Solution ______ 8 dogs are big.

6 Sadie has 20 crayons. She finds 8 crayons in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie’s crayon box? Show your work.

Student work will vary.

Solution ______ 12 crayons are in the crayon box.

7 Which strategy did you use to solve problem 6? Explain why.

Answers will vary.
Solving Comparison Word Problems

Solve problems 1–6. Show your work.

1. There are 4 fewer cats than dogs. There are 2 cats. How many dogs are there?

   6  dogs

2. Trevor sees 8 red birds. He sees 5 more red birds than blue birds. How many blue birds does Trevor see?

   3  blue birds.

3. Anna has 7 baskets and some flowers. She has 5 fewer baskets than flowers. How many flowers does Anna have?

   Anna has 12 flowers.

4. There are 14 coats and some hats. There are 6 more coats than hats. How many hats are there?

   8  hats

5. There are 9 apples. There are 6 fewer apples than oranges. How many oranges are there?

   15  oranges

6. Brynne has 13 books. She has 8 more books than games. How many games does Brynne have?

   Brynne has 5 games.
Solve problems 1–6. Show your work.

1. Jack has 9 flowers to plant. He plants 2 flowers before lunch. Then he plants 3 more after lunch. How many flowers does Jack have left to plant?

   Jack has _____4_____ flowers left to plant.

2. There are 8 girls at the park. First, 5 girls go home. Then 6 more girls come to the park. How many girls are at the park now?

   There are _____9_____ girls at the park.

3. Bella paints 6 pictures on Monday and 8 pictures on Wednesday. Then she paints 3 more pictures on Friday. How many pictures does Bella paint this week?

   Bella paints _____17_____ pictures this week.

4. Ali puts 12 books in a box. She takes 4 books out of the box. Then she puts 6 books in the box. How many books are in the box now?

   There are _____14_____ books in the box.

5. Lucas has 5 crayons. His sister gives him 6 more. Then he gives 4 to a friend. How many crayons does Lucas have now?

   Lucas has _____7_____ crayons.

6. Miss Brady puts 15 pencils in her desk. Then she takes out 9 pencils. After school she puts 5 pencils back in her desk. How many pencils are in Miss Brady’s desk now?

   There are _____11_____ pencils in the desk.
Solve problems 1–6. Show your work.

1 Tony has 37 building blocks. Then he buys more blocks. Now he has 51 blocks. How many blocks does Tony buy?

Tony buys ___14___ blocks.

2 There are some chairs in the art room. Mrs. Lopez brings in 16 more chairs. Now there are 42 chairs. How many chairs were in the room at the start?

There were ___26___ chairs in the room at the start.

3 Jen has some buttons. She gets 23 more buttons from her mom. Now she has 65 buttons. How many buttons did Jen have to begin with?

Jen had ___42___ buttons to begin with.

4 Colby packs 31 boxes in one day. He packs 12 boxes in the morning and some boxes after lunch. How many boxes does Colby pack after lunch?

Colby packs ___19___ boxes after lunch.

5 Ayanna reads 26 pages of her book at school. Later she reads more pages at home. Now she has read 54 pages. How many pages does Ayanna read at home?

Ayanna reads ___28___ pages at home.

6 The camp has some tents. Campers set up 42 more tents. Now the camp has 60 tents. How many tents did the camp have to begin with?

The camp had ___18___ tents to begin with.
Different Ways to Show Addition

Find the sums and missing addends.

1. $30 + 7 + 50 + 3 = \underline{90}$
2. $37 + 53 = \underline{90}$

3. $20 + 8 + 40 + 2 = \underline{70}$
4. $28 + 42 = \underline{70}$

5. $60 + 6 + 10 + 4 = \underline{80}$
6. $66 + 14 = \underline{80}$

7. $40 + 5 + 40 + 5 = \underline{90}$
8. $45 + \underline{45} = 90$

9. $30 + 9 + 20 + 1 = \underline{60}$
10. $\underline{39} + 21 = 60$

11. $20 + 4 + 60 + 6 = \underline{90}$
12. $24 + \underline{66} = 90$

13. $40 + 3 + 30 + 7 = \underline{80}$
14. $\underline{43} + 37 = 80$

15. How does the information in problem 9 help you solve problem 10?
   Answers may vary. Sample answer: I know the sums of problems 9 and 10 are 60. problem 10 has the addend 21 as does problem 9 (20 + 1), so I know that by adding the first two addends of Problem 9, I will get the missing addend in problem 10.
Subtract by Adding Up

Subtract.
Possible solutions:

1. \(50 - 29 = ?\)
   \[
   \begin{align*}
   &29 + 20 = 49 \\
   &49 + 1 = 50 \\
   &20 + 1 = 21 \\
   &50 - 29 = 21
   \end{align*}
   \]

2. \(71 - 45 = ?\)
   \[
   \begin{align*}
   &45 + 5 = 50 \\
   &50 + 20 = 70 \\
   &70 + 1 = 71 \\
   &5 + 20 + 1 = 26 \\
   &71 - 45 = 26
   \end{align*}
   \]

3. \(80 - 41 = ?\)
   \[
   \begin{align*}
   &41 + 30 = 71 \\
   &71 + 9 = 80 \\
   &30 + 9 = 39 \\
   &80 - 41 = 39
   \end{align*}
   \]

4. \(63 - 28 = ?\)
   \[
   \begin{align*}
   &28 + 30 = 58 \\
   &58 + 2 = 60 \\
   &60 + 3 = 63 \\
   &30 + 2 + 3 = 35 \\
   &63 - 28 = 35
   \end{align*}
   \]

5. \(43 - 28 = ?\)
   \[
   \begin{align*}
   &28 + 2 = 30 \\
   &30 + 10 = 40 \\
   &40 + 3 = 43 \\
   &2 + 10 + 3 = 15 \\
   &43 - 28 = 15
   \end{align*}
   \]

6. \(95 - 65 = ?\)
   \[
   \begin{align*}
   &65 + 30 = 95 \\
   &95 - 65 = 30
   \end{align*}
   \]
Subtracting by Adding Up continued

7 65 - 39 = ?
   \[39 + 20 = 59\]
   \[59 + 1 = 60\]
   \[60 + 5 = 65\]
   \[20 + 1 + 5 = 26\]
   \[65 - 39 = 26\]

8 47 - 15 = ?
   \[15 + 5 = 20\]
   \[20 + 20 = 40\]
   \[40 + 7 = 47\]
   \[5 + 20 + 7 = 32\]
   \[47 - 15 = 32\]

9 75 - 28 = ?
   \[28 + 40 = 68\]
   \[68 + 2 = 70\]
   \[70 + 5 = 75\]
   \[40 + 2 + 5 = 47\]
   \[75 - 28 = 47\]

10 54 - 12 = ?
   \[12 + 8 = 20\]
   \[20 + 30 = 50\]
   \[50 + 4 = 54\]
   \[30 + 8 + 4 = 42\]
   \[54 - 12 = 42\]

13 How did you decide what to add first? Then how did you get the answer?
   Answers will vary. Possible answer: I either added enough to get up to the next tens number or I added a number of tens to the first number. Then I kept adding more until I reached the number I was subtracting from. I combined all the parts I added to get the difference.
Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

1. \[ \begin{array}{c}
16 \\
- 16 \\
\hline
16 \\
\end{array} \]

2. \[ \begin{array}{c}
15 \\
- 15 \\
\hline
15 \\
\end{array} \]

3. \[ \begin{array}{c}
25 \\
- 25 \\
\hline
25 \\
\end{array} \]

4. \[ \begin{array}{c}
39 \\
- 39 \\
\hline
39 \\
\end{array} \]

5. \[ \begin{array}{c}
45 \\
- 45 \\
\hline
45 \\
\end{array} \]

6. \[ \begin{array}{c}
9 \\
- 9 \\
\hline
9 \\
\end{array} \]

7. \[ \begin{array}{c}
8 \\
- 8 \\
\hline
8 \\
\end{array} \]

8. \[ \begin{array}{c}
9 \\
- 9 \\
\hline
9 \\
\end{array} \]

9. \[ \begin{array}{c}
17 \\
- 17 \\
\hline
17 \\
\end{array} \]

10. \[ \begin{array}{c}
36 \\
- 36 \\
\hline
36 \\
\end{array} \]

11. \[ \begin{array}{c}
56 \\
- 56 \\
\hline
56 \\
\end{array} \]

12. \[ \begin{array}{c}
23 \\
- 23 \\
\hline
23 \\
\end{array} \]

13. \[ \begin{array}{c}
67 \\
- 67 \\
\hline
67 \\
\end{array} \]

14. \[ \begin{array}{c}
29 \\
- 29 \\
\hline
29 \\
\end{array} \]

15. \[ \begin{array}{c}
35 \\
- 35 \\
\hline
35 \\
\end{array} \]

16. \[ \begin{array}{c}
27 \\
- 27 \\
\hline
27 \\
\end{array} \]

17. How did you know which problems to circle?
   Answers will vary.
   Possible answer: I look at the ones place. If the digit in the ones place in the top number is less than the digit in the ones place in the bottom number, I need to regroup a ten.

18. Check one of your answers by solving it using a different strategy.
   Show your work.
   Answers will vary.
Solve.

1. $35 + \underline{10} = 45$
   $35 + \underline{20} = 55$
   $35 + \underline{25} = 60$

2. $24 + \underline{10} = 34$
   $24 + \underline{40} = 64$
   $24 + \underline{44} = 68$

3. $42 + \underline{10} = 52$
   $42 + \underline{40} = 82$
   $42 + \underline{45} = 87$

4. $51 + \underline{10} = 61$
   $51 + \underline{20} = 71$
   $51 + \underline{25} = 76$

5. $26 + \underline{10} = 36$
   $26 + \underline{40} = 66$
   $26 + \underline{43} = 69$

6. $58 + \underline{2} = 60$
   $58 + \underline{12} = 70$
   $58 + \underline{13} = 71$

7. $39 + \underline{1} = 40$
   $39 + \underline{31} = 70$
   $39 + \underline{36} = 75$

8. $27 + \underline{3} = 30$
   $27 + \underline{33} = 60$
   $27 + \underline{38} = 65$

9. $44 + \underline{10} = 54$
   $44 + \underline{20} = 64$
   $44 + \underline{23} = 67$

10. $69 + \underline{1} = 70$
    $69 + \underline{21} = 90$
    $69 + \underline{24} = 93$
17 Explain how the strategy to solve problem 5 is different from the strategy used to solve problem 6.

*Answers may vary. Possible answer: To solve problem 5, I first added tens then added on the ones. To solve problem 6, I first added ones to the nearest ten then added tens.*

18 Explain the strategy you used to solve the first part of problem 14.

*Answers may vary. Possible answer: First I added 3 to 57 to get to the nearest ten, 60. Then I added 20 to 60 which equals 80. Finally, I added 3 to get to 83. So $3 + 20 + 3 = 26$.***
The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. $300 + 50 + 1 = \boxed{351}$

2. $2 \text{ hundreds} + 6 \text{ tens} + 7 \text{ ones} = \boxed{267}$

3. $400 + 20 + 6 = \boxed{426}$

4. $400 + 60 + 2 = \boxed{462}$

5. $600 + 40 + 2 = \boxed{642}$

6. $5 \text{ hundreds} + 1 \text{ ten} + 3 \text{ ones} = \boxed{513}$

7. $3 \text{ hundreds} + 7 \text{ tens} + 5 \text{ ones} = \boxed{375}$

8. $500 + 20 + 6 = \boxed{526}$

9. $200 + 8 = \boxed{208}$

10. $2 \text{ hundreds} + 8 \text{ tens} + 0 \text{ ones} = \boxed{280}$

11. $600 + 70 + 1 = \boxed{671}$

12. $6 \text{ hundreds} + 0 \text{ tens} + 7 \text{ ones} = \boxed{607}$

13. $400 + 70 + 6 = \boxed{476}$

14. $2 \text{ hundreds} + 3 \text{ tens} + 3 \text{ ones} = \boxed{233}$

15. $3 \text{ hundreds} + 2 \text{ tens} + 3 \text{ ones} = \boxed{323}$

16. $3 \text{ hundreds} + 3 \text{ tens} + 2 \text{ ones} = \boxed{332}$

Answers:

233  607  476  323  267  671
426  513  526  208  642  462
332  375  280  351
Writing Three-Digit Numbers

Write the number using only digits.

1. one hundred sixty-four
   ________
   164

2. six hundred fifty-two
   ________
   652

3. three hundred twelve
   ________
   312

4. two hundred sixty-one
   ________
   261

5. two hundred five
   ________
   205

6. five hundred nineteen
   ________
   519

Write the number using only digits.

7. 100 + 10 + 6
   ________
   116

8. 500 + 4
   ________
   504

9. 300 + 40 + 5
   ________
   345

10. 300 + 50 + 4
    ________
    354

11. 400 + 60
    ________
    460

12. 500 + 40
    ________
    540
Write the number as a sum of hundreds, tens, and ones. Then write the number using words.

13. 522
   \[500 + 20 + 2\]
   five hundred twenty-two

14. 435
   \[400 + 30 + 5\]
   four hundred thirty-five

15. 218
   \[200 + 10 + 8\]
   two hundred eighteen

16. 310
   \[300 + 10\]
   three hundred ten

17. Explain how problem 8 is the same and different from problem 12.
   Answers will vary. Possible answer: Both 504 and 540 have 5 hundreds, but 504 has 0 tens and 4 ones and 540 has 4 tens and 0 ones.
Compare the numbers in each problem two different ways.

   \[ 200 < 250 \] and \[ 250 > 200 \]

2. Compare 170 and 180.
   \[ 170 < 180 \] and \[ 180 > 170 \]

3. Compare 346 and 325.
   \[ 325 < 346 \] and \[ 346 > 325 \]

   \[ 235 < 261 \] and \[ 261 > 235 \]

5. Compare 424 and 453.
   \[ 424 < 453 \] and \[ 453 > 424 \]

6. Compare 833 and 824.
   \[ 824 < 833 \] and \[ 833 > 824 \]

7. Compare 637 and 682.
   \[ 637 < 682 \] and \[ 682 > 637 \]

8. Compare 362 and 326.
   \[ 326 < 362 \] and \[ 362 > 326 \]

9. Compare 531 and 513.
   \[ 513 < 531 \] and \[ 531 > 513 \]

    \[ 714 < 741 \] and \[ 741 > 714 \]

11. Compare 468 and 486.
    \[ 468 < 486 \] and \[ 486 > 468 \]

12. Compare 967 and 959.
    \[ 959 < 967 \] and \[ 967 > 959 \]

13. What strategies did you use to compare the numbers?
    Answers will vary.
Adding and Regrouping Ones

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. \[ \begin{array}{c} 635 \\ + 321 \\ \hline 956 \end{array} \]
2. \[ \begin{array}{c} 439 \\ + 154 \\ \hline 593 \end{array} \]
3. \[ \begin{array}{c} 336 \\ + 123 \\ \hline 459 \end{array} \]
4. \[ \begin{array}{c} 825 \\ + 166 \\ \hline 991 \end{array} \]
5. \[ \begin{array}{c} 512 \\ + 336 \\ \hline 848 \end{array} \]
6. \[ \begin{array}{c} 246 \\ + 348 \\ \hline 594 \end{array} \]
7. \[ \begin{array}{c} 772 \\ + 109 \\ \hline 881 \end{array} \]
8. \[ \begin{array}{c} 347 \\ + 314 \\ \hline 661 \end{array} \]
9. \[ \begin{array}{c} 483 \\ + 208 \\ \hline 691 \end{array} \]
10. \[ \begin{array}{c} 225 \\ + 224 \\ \hline 449 \end{array} \]
11. \[ \begin{array}{c} 548 \\ + 406 \\ \hline 954 \end{array} \]
12. \[ \begin{array}{c} 475 \\ + 515 \\ \hline 990 \end{array} \]
13. \[ \begin{array}{c} 273 \\ + 211 \\ \hline 484 \end{array} \]
14. \[ \begin{array}{c} 728 \\ + 253 \\ \hline 981 \end{array} \]
15. \[ \begin{array}{c} 627 \\ + 263 \\ \hline 890 \end{array} \]

Answers:

449  594  881  956  691
484  661  890  991  593
954  848  990  459  981
Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

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<td>1</td>
<td>435</td>
<td>+ 283</td>
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</tr>
<tr>
<td>2</td>
<td>205</td>
<td>+ 113</td>
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<td>3</td>
<td>586</td>
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<tr>
<td>8</td>
<td>214</td>
<td>+ 225</td>
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<tr>
<td>9</td>
<td>362</td>
<td>+ 556</td>
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<tr>
<td>10</td>
<td>481</td>
<td>+ 262</td>
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<td>11</td>
<td>145</td>
<td>+ 239</td>
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<tr>
<td>12</td>
<td>347</td>
<td>+ 133</td>
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<tr>
<td>13</td>
<td>286</td>
<td>+ 644</td>
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<tr>
<td>14</td>
<td>267</td>
<td>+ 174</td>
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<tr>
<td>15</td>
<td>383</td>
<td>+ 319</td>
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**16 How do you know that 361 + 283 is greater than 500 without finding the sum?**

*Answers will vary. Possible answer: I know the sum will be greater than 500 because I can see that three hundreds plus two hundreds is already five hundreds. The sum of the tens and ones will make the total sum greater than 500.*
Regrouping Tens to Ones

Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

1. 875  
   - 646  
   229

2. 478  
   - 226  
   252

3. 692  
   - 437  
   255

4. 345  
   - 224  
   121

5. 761  
   - 338  
   423

6. 514  
   - 402  
   112

7. 953  
   - 821  
   132

8. 474  
   - 156  
   318

9. 320  
   - 210  
   110

10. 663  
    - 425  
    238

11. 619  
    - 308  
    311

12. 847  
    - 628  
    219

13. 736  
    - 517  
    219

14. 563  
    - 249  
    314

15. 375  
    - 163  

16. How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?

   Answers will vary. Possible answer: When I look at the ones place, if the ones digit in the top number is less than the ones digit in the bottom number, then I will need to regroup.
Regrouping Hundreds to Tens

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 816
   \[ \begin{align*}
   &\quad \quad 816 \\
   & \quad - \ 432 \\
   & \quad \underline{\quad 384} \\
   \end{align*} \]

2. 927
   \[ \begin{align*}
   &\quad \quad 927 \\
   & \quad - \ 563 \\
   & \quad \underline{\quad 364} \\
   \end{align*} \]

3. 506
   \[ \begin{align*}
   &\quad \quad 506 \\
   & \quad - \ 315 \\
   & \quad \underline{\quad 191} \\
   \end{align*} \]

4. 448
   \[ \begin{align*}
   &\quad \quad 448 \\
   & \quad - \ 160 \\
   & \quad \underline{\quad 288} \\
   \end{align*} \]

5. 743
   \[ \begin{align*}
   &\quad \quad 743 \\
   & \quad - \ 471 \\
   & \quad \underline{\quad 272} \\
   \end{align*} \]

6. 476
   \[ \begin{align*}
   &\quad \quad 476 \\
   & \quad - \ 293 \\
   & \quad \underline{\quad 183} \\
   \end{align*} \]

7. 628
   \[ \begin{align*}
   &\quad \quad 628 \\
   & \quad - \ 236 \\
   & \quad \underline{\quad 392} \\
   \end{align*} \]

8. 961
   \[ \begin{align*}
   &\quad \quad 961 \\
   & \quad - \ 470 \\
   & \quad \underline{\quad 491} \\
   \end{align*} \]

9. 527
   \[ \begin{align*}
   &\quad \quad 527 \\
   & \quad - \ 256 \\
   & \quad \underline{\quad 271} \\
   \end{align*} \]

10. 347
    \[ \begin{align*}
    &\quad \quad 347 \\
    & \quad - \ 154 \\
    & \quad \underline{\quad 193} \\
    \end{align*} \]

11. 835
    \[ \begin{align*}
    &\quad \quad 835 \\
    & \quad - \ 285 \\
    & \quad \underline{\quad 550} \\
    \end{align*} \]

12. 624
    \[ \begin{align*}
    &\quad \quad 624 \\
    & \quad - \ 382 \\
    & \quad \underline{\quad 242} \\
    \end{align*} \]

13. 329
    \[ \begin{align*}
    &\quad \quad 329 \\
    & \quad - \ 170 \\
    & \quad \underline{\quad 159} \\
    \end{align*} \]

14. 465
    \[ \begin{align*}
    &\quad \quad 465 \\
    & \quad - \ 195 \\
    & \quad \underline{\quad 270} \\
    \end{align*} \]

15. 519
    \[ \begin{align*}
    &\quad \quad 519 \\
    & \quad - \ 378 \\
    & \quad \underline{\quad 141} \\
    \end{align*} \]

Answers:

193  242  191  384  272
364  271  491  288  392
183  141  550  159  270
Adding Four Two-Digit Numbers

Find the sum. Show your work.

1. \(29 + 34 + 21 + 36\) = 120
2. \(45 + 38 + 62 + 15\) = 160
3. \(17 + 36 + 43 + 74\) = 170
4. \(55 + 49 + 71 + 15\) = 190
5. \(32 + 24 + 68 + 46\) = 170
6. \(27 + 19 + 33 + 81\) = 160
7. \(32 + 13 + 29 + 35\) = 109
8. \(53 + 74 + 13 + 44\) = 184
9. \(24 + 12 + 74 + 68\) = 178
10. \(92 + 37 + 71 + 14\) = 214

11. Explain how you found the answer to problem 8.

   *Answers will vary. Possible answer:* I broke each number into tens and ones. Then I added the ones: \(3 + 4 + 3 + 4 = 14\). Next, I added the tens: \(50 + 70 + 10 + 40 = 170\). Finally, I added 170 + 14 to get 184.
1. Use a ruler to measure the length of the piece of tape in inches.

What is the length of the tape? _____ inches

2. Use a ruler to measure the length of the pencil in inches.

What is the length of the pencil? _____ inches

3. Use a ruler to measure the length of the shoe in centimeters.

What is the length of the shoe? _____ centimeters

4. Use a ruler to measure the length of the fish in centimeters.

What is the length of the fish? _____ centimeters
5 Use a ruler to measure the length of the string in both inches and centimeters.

____________________

What is the length of the string in inches? _____ inches
What is the length of the string in centimeters? ______ centimeters

6 Use a ruler to measure the length of the rectangle in both inches and centimeters.

____________________

What is the length of the rectangle in inches? _____ inches
What is the length of the rectangle in centimeters? _____ centimeters

7 For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.

Yes. Answers will vary. Possible answer: The length of the rectangle is 4 inches and 10 centimeters long. Centimeters are smaller units than inches, so when you measure something in inches and centimeters, there are more centimeters than inches.
1. Circle the objects that are easier to measure with an inch ruler. Underline the objects that are easier to measure with a yardstick.

   a bike   a leaf   a table
   a book   a sticker

2. Circle the objects that are easier to measure with an inch ruler. Underline the objects that are easier to measure with a yardstick.

   a window   a cracker   a tent
   a marker   a blanket

3. What is the length of the rectangle to the nearest inch?

   The rectangle is about _____3_____ inches long.
4. What is the length of the baseball bat to the nearest foot?

The baseball bat is about __2__ feet long.

5. What is the length of the branch to the nearest foot?

The branch is about __1__ foot long.
1. Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.

- a rug
- a mitten
- a pool
- a bee
- a shell

2. Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.

- a porch
- a spoon
- a watch
- a bus
- a lunch bag

3. What is the length of the tape to the nearest centimeter?

The tape is about 7 centimeters long.
4. What is the length of the bench to the nearest meter?

The bench is about ______ meter long.

5. What is the length of the rectangle to the nearest centimeter?

The rectangle is about ______ centimeters long.