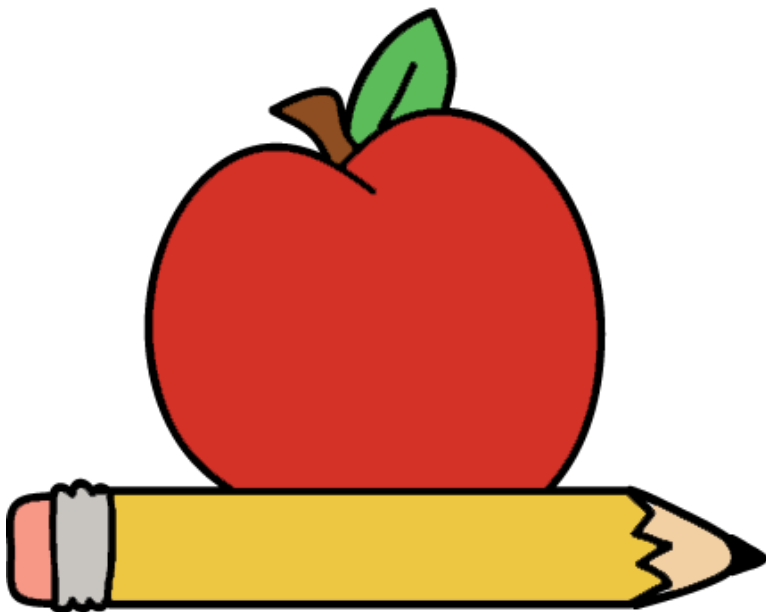# 2nd Grade Math

## Full Year Math Workbook

Thank you for downloading this free book!

For questions, corrections, or comments please email:
miniaturemasterminds@gmail.com

**miniature MASTERMINDS**

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**Name:**_____ **Date:** _____

# Welcome To 2nd Grade Math!

This will be a very exciting year in math! We will be learning some new skills and growing our knowledge in some skills we already know.

Each week we will start with a review of the previous week's lessons. After that we will move into the new lessons. Some days we will have special reviews at the bottom of the page to help keep our skills sharp.

Some skills you will be learning this year include place value up to 1,000, two and three digit addition and subtraction, odd and even numbers, graphs, multiplication tables, adding and subtracting money, telling time in increments of 5 minutes, and solving math word problems! Sounds like a lot but we will take it slow and practice each skill several times to make sure you understand them!

 Here is some advice to use this year as well learn.

1. Practice, practice, and practice. Practicing a skill and learning how to figure out  the work is crucial to learning math processes.
2. Review your errors. We all make mistakes but we can also learn from them.
3. Master the concept before moving one. A solid foundations helps make learning new skills easier.
4. Create a distraction free zone to learn in. Don't have the tv on or a game playing in the background.
5. Apply what you have learned to real life. Math is every where all you have to do is look for it!

Today let us do a review of our addition facts. In a math notebook or on a separate sheet of paper write your addition sentences from 1 to 9. Here is an example below!

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| 1+1=2 | 2+1=3 | 3+1=4 | 4+1=5 | 5+1=6 | 6+1=7 | 7+1=8 | 8+1=9 | 9+1=10 |
| 1+2=3 | 2+2=4 | 3+2=5 | 4+2=6 | 5+2=7 | 6+2=8 | 7+2=9 | 8+2=10 | 9+2=11 |
| 1+3=4 | 2+3=5 | 3+3=6 | 4+3=7 | 5+3=8 | 6+3=9 | 7+3=10 | 8+3=11 | 9+3=12 |
| 1+4=5 | 2+4=6 | 3+4=7 | 4+4=8 | 5+4=9 | 6+4=10 | 7+4=11 | 8+4=12 | 9+4=13 |
| 1+5=6 | 2+5=7 | 3+5=8 | 4+5=9 | 5+5=10 | 6+5=11 | 7+5=12 | 8+5=13 | 9+5=14 |
| 1+6=7 | 2+6=8 | 3+6=9 | 4+6=10 | 5+6=11 | 6+6=12 | 7+6=13 | 8+6=14 | 9+6=15 |
| 1+7=8 | 2+7=9 | 3+7=10 | 4+7=11 | 5+7=12 | 6+7=13 | 7+7=14 | 8+7=15 | 9+7=16 |
| 1+8=9 | 2+8=10 | 3+8=11 | 4+8=12 | 5+8=13 | 6+8=14 | 7+8=15 | 8+8=16 | 9+8=17 |
| 1+9=10 | 2+9=11 | 3+9=12 | 4+9=13 | 5+9=14 | 6+9=15 | 7+9=16 | 8+9=17 | 9+9=18 |

**Name:**_____ **Date:** _____

# Place Value

Read and complete the instructions below. Finish the review.

__Place value__ is the value of a digit depending on the position it has in a number. It can be a little confusing at first but soon you will have the hang of it!

First let us understand the difference between a number and a digit. A digit is the basic ten number symbols that make up every number: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. We combine these digits to form numbers.

If you look at the number 14. You have two digits, 1 and 4. Each digit has a place to tell the value of the number. If you change the place of the digit you change the value of the number. If you were to write the 4 first and then the one you would have 41 instead of 14.

Here is an example of a place value chart. In the base-10 number system, each place has a value that's 10 times the value of the place immediately to its right. Let us look at 14 on the chart. 1 is in the tens place. This means there is 1 group of ten. 4 is in the ones place. This means there are 4 singles.

Look at the numbers below. Fill in the place value box beside them. Write the tens digit in red. Write the ones digit in green.
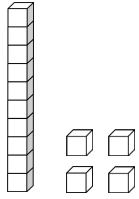
| tens | ones |
|------|------|
| 1    | 4    |

32
| tens | ones |
|------|------|
|      |      |

_____ tens and _____ ones

45
| tens | ones |
|------|------|
|      |      |

_____ tens and _____ ones

62
| tens | ones |
|------|------|
|      |      |

_____ tens and _____ ones

## Review: Find the sums.

| 5 | 6 | 12 | 3 | 25 | 43 | 36 |
|---|---|----|----|----|----|----|
| + 2 | + 7 | + 2 | + 9 | + 10 | + 2 | + 10 |

**Name:**_____ **Date:** _____

# Place Value Practice #1

**Instruction:**    Count the tens and ones. Write the number

Each group of blocks has ten blocks. Count the 10 blocks to find the tens value. Count the single blocks to find the ones value.
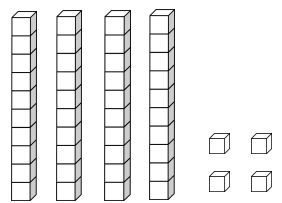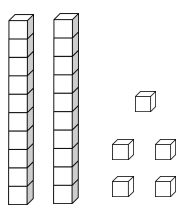
| tens | ones |
|------|------|
|      |      |

How many tens? _____

How many ones_____

_____ + _____ = _____

Write the number in the box.

| tens | ones |
|------|------|
|      |      |

How many tens? _____

How many ones_____

_____ + _____ = _____

Write the number in the box.

| tens | ones |
|------|------|
|      |      |

How many tens? _____

How many ones_____

_____ + _____ = _____

Write the number in the box.

| tens | ones |
|------|------|
|      |      |

How many tens? _____

How many ones_____

_____ + _____ = _____
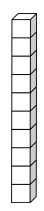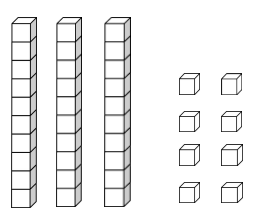
Write the number in the box.

**Review: Find the difference.**

| 5 | 16 | 12 | 13 | 25 | 43 | 36 |
|---|----|----|----|----|----|----|
| - 2 | - 7 | - 2 | - 9 | - 10 | - 2 | - 10 |

**Name:**_____ **Date:** _____

# Place Value Practice #2

**Instruction:** Write the place value of the underlined number. Tens or ones?

2̲4 _____          5̲6 _____

5̲9 _____          7̲5 _____

4̲2 _____          1̲2 _____

3̲8 _____          2̲3 _____

7̲5 _____          4̲5 _____

2̲4 _____          7̲5 _____

3̲9 _____          2̲3 _____

8̲5 _____          8̲5 _____

**Review: Finish the pattern.**

1, 2, 3, 4, 5, 6, __, __, __, __, __, __, __

**Name:**_____ **Date:** _____

# Place Value Practice #3

**Instruction:** Finish the addition sentences. Circle the number in the tens place and Underline the number in the ones place for each problem.

20 + ___ = 24

___ + 6 = 26

10 + ___ = 13

50 + ___ = 53

___ + 4 = 34

___ + ___ = 15

___ + 4 = 54

70 + 3 = ___

50 + ___ = 52

___ + 7 = 77

90 + ___ = 95

40 + ___ = 44

___ + 7 = 37

___ + ___ = 92

___ + 3 = 23

80 + 5 = ___

**Review: Finish the pattern.**

2, 4, 6, 8, 10, 12, __, __, __, __, __, __

**Name:**_____ **Date:** _____

# Place Value Review

**Instruction:** Complete each section of the review.

**Count the ten blocks and one blocks. Write the number.**
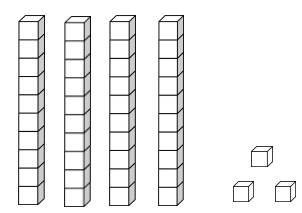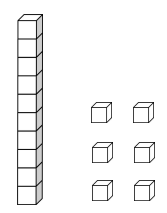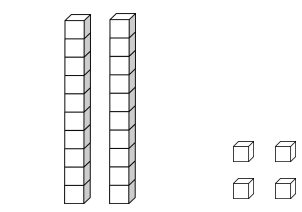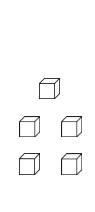
| tens | ones |
|------|------|
|      |      |

| tens | ones |
|------|------|
|      |      |

| tens | ones |
|------|------|
|      |      |

| tens | ones |
|------|------|
|      |      |

**Finish the sums**

$$20 + \underline{\quad} = 24$$

$$\underline{\quad} + 6 = 26$$

$$10 + \underline{\quad} = 13$$

$$20 + \underline{\quad} = 24$$

$$\underline{\quad} + 6 = 26$$

$$10 + \underline{\quad} = 13$$

**Write either tens or ones for the underlined number**

1̲3 _____   7̲5 _____   4̲5 _____

2̲1 _____   6̲5 _____   4̲6 _____

**Name:** _____ **Date:** _____

# Place Value Activity #1

**Instruction:** Cut out the dice. Use the instructions to put it together. Roll the tens dice and the ones dice. Write the number on a separate piece of paper.
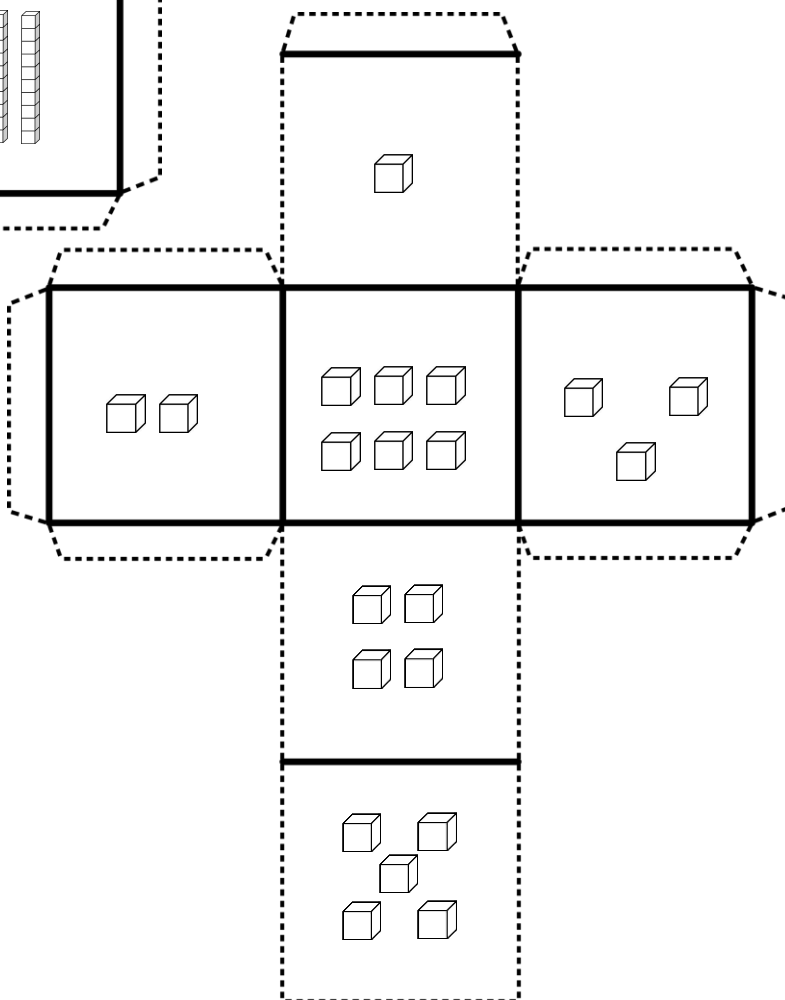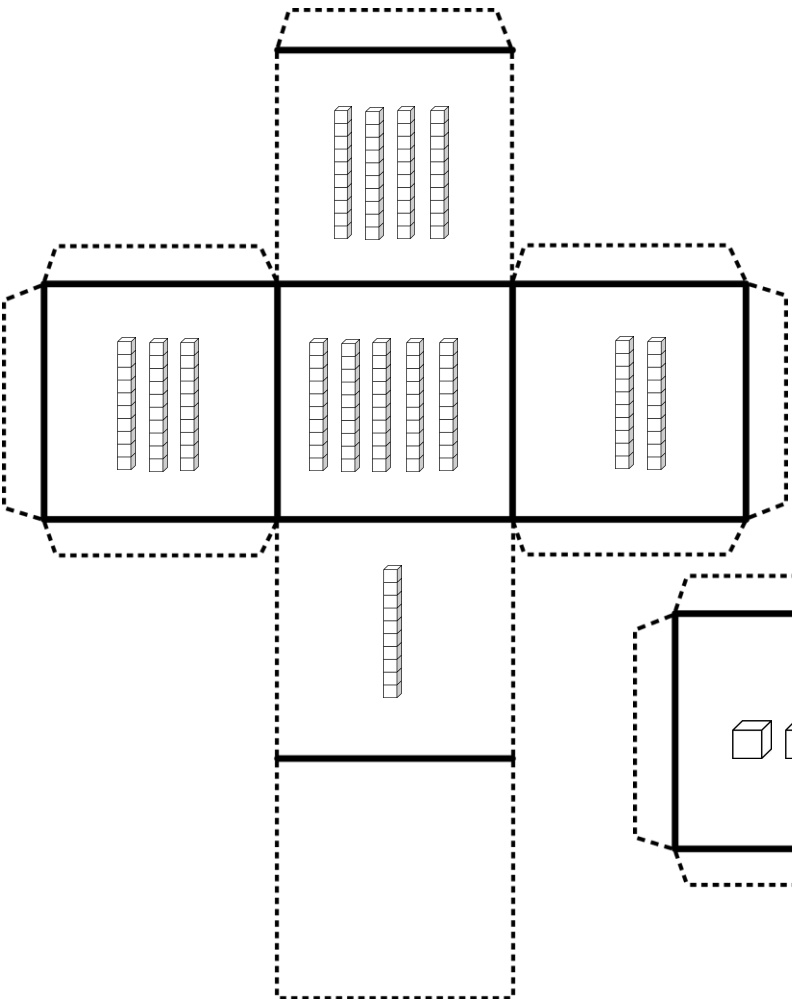
Cut on dotted lines.
Fold on solid lines.

**Name:**_____ **Date:** _____

# Place Value Practice #5

**Instruction:** Cut out the boxes at the bottom. Use them to build the each number inside the box.

| | | |
|---|---|---|
| 1. 23 | 6. 15 | 11. 55 |
| 2. 42 | 7. 33 | 12. 48 |
| 3. 56 | 8. 40 | 13. 16 |
| 4. 23 | 9. 11 | 14. 22 |
| 5. 44 | 10. 9 | 15. 37 |

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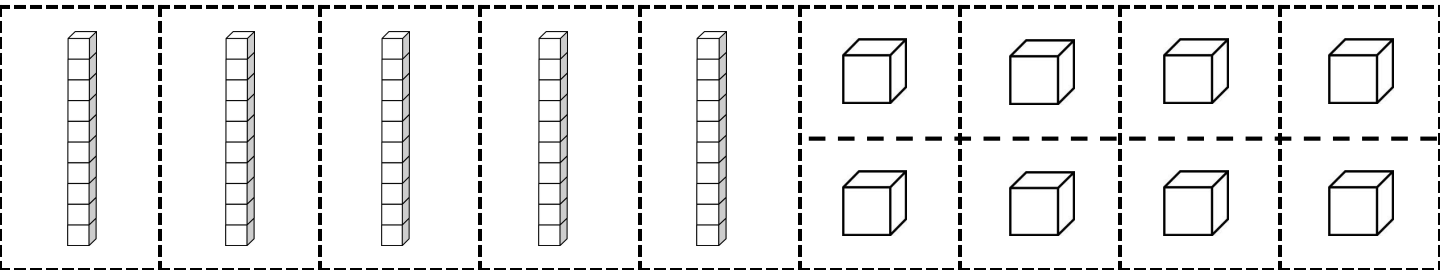
**Name:**_____ **Date:** _____

# Place Value Practice #5

**Instruction:** What is missing in each box?

| tens | ones |
|------|------|
| 4 | 3 |

[ ]

| tens | ones |
|------|------|
| | |

25

| tens | ones |
|------|------|
| 1 | |

12

| tens | ones |
|------|------|
| 3 | 4 |

[ ]

| tens | ones |
|------|------|
| 5 | |

52

| tens | ones |
|------|------|
| 8 | 7 |

[ ]

| tens | ones |
|------|------|
| | 6 |

26

| tens | ones |
|------|------|
| 6 | 3 |

[ ]

| tens | ones |
|------|------|
| | 2 |

72

**Name:**_____ **Date:** _____

# Place Value Practice #6

**Instruction:** Color the tens and ones blocks to match the number in each box.

tens

62

ones

tens

25

ones

tens

94

ones

tens

13

ones

**Name:**_____ **Date:** _____

# Place Value Review #2

**Instruction:** Color the tens and ones blocks to match the number in each box.

## Count the blocks.

| tens | ones |
|------|------|
|      |      |

| tens | ones |
|------|------|
|      |      |

## Fill out the information.

52    How many tens? _____

How many ones_____

_____ + _____ = _____

74    How many tens? _____

How many ones_____

_____ + _____ = _____

## Finish the sums

$$20 + \underline{\phantom{xx}} = 24$$

$$\underline{\phantom{xx}} + 6 = 26$$

$$10 + \underline{\phantom{xx}} = 13$$

## Write in what is missing.

| tens | ones |
|------|------|
| 5    |      |

52

| tens | ones |
|------|------|
| 2    | 7    |

## Write either tens or ones for the underlined number

1<u>2</u> _____    6<u>5</u> _____    4<u>3</u> _____

<u>9</u>8 _____    <u>8</u>7 _____    <u>4</u>5 _____

**Name:**_____ **Date:** _____

# Place Value Activity #2

**Instruction:** Cut out along the dotted lines. Slide the number strips through the holes so the number shows in the box.
Make each number below.

| 23 | 81 | 15 | 46 |
|----|----|----|----|
| 42 | 65 | 78 | 13 |
| 98 | 12 | 43 | 85 |

# Build A Number

| tens | ones |

| 1 | 1 |
|---|---|
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |

**Name:**_____ **Date:** _____

# Place Value Practice #7

**Instruction:** Use the clues to find the number.

| | | |
|---|---|---|
| I have 5 ones and 3 tens. **What number am I?** | I have 4 ones and 2 tens. **What number am I?** | I have 7 ones and 1 tens. **What number am I?** |
| I have 7 tens and 0 ones. **What number am I?** | I have 4 ones and 6 tens. **What number am I?** | I have 8 ones and 7 tens. **What number am I?** |
| I have 2 ones and 5 tens. **What number am I?** | I have 3 tens and 3 ones. **What number am I?** | I have 1 ones and 1 tens. **What number am I?** |
| I have 4 ones and 7 tens. **What number am I?** | I have 5 ones and 3 tens. **What number am I?** | I have 3 tens and 4 ones. **What number am I?** |

**Find the sums.**

$$1 + 1 \qquad 8 + 9 \qquad 9 + 6 \qquad 3 + 1 \qquad 5 + 3 \qquad 4 + 3$$
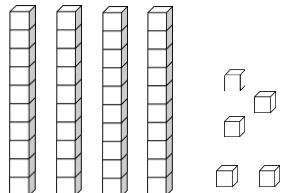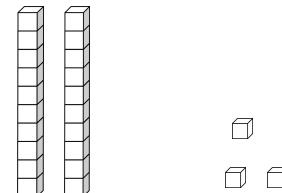
**Name:**_____ **Date:** _____

# Place Value Practice #8
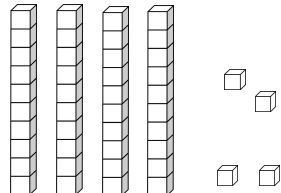
**Instruction:** Put either a **T** for true or a **F** for false on in each box.
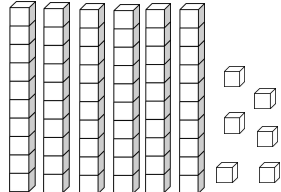
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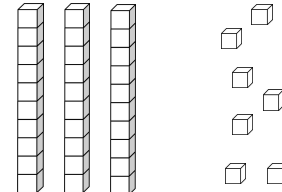
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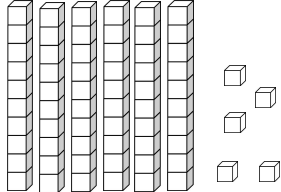
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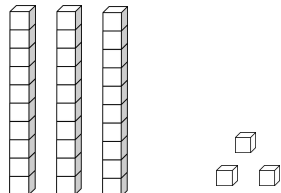
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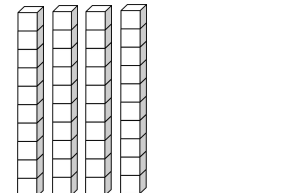
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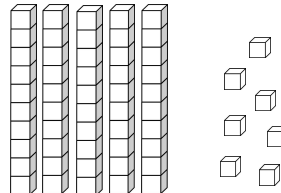
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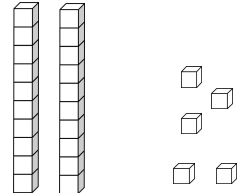
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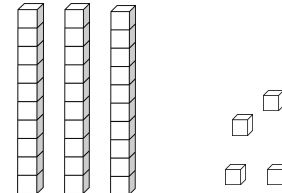
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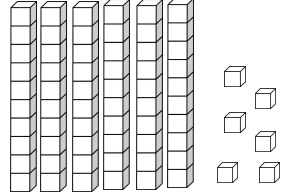
=37

=13

=34

=66

**Name:** _____ **Date:** _____

# Place Value Practice #9

**Instruction:** What is the value of the number in the ten place?

| | | | |
|---|---|---|---|
| 27<br><br>20 or 2 | 45<br><br>40 or 4 | 36<br><br>30 or 3 | 54<br><br>50 or 5 |
| 78<br><br>70 or 7 | 43<br><br>40 or 4 | 13<br><br>10 or 1 | 32<br><br>30 or 3 |
| 23<br><br>20 or 2 | 75<br><br>70 or 7 | 89<br><br>80 or 8 | 98<br><br>90 or 9 |
| 56<br><br>50 or 5 | 17<br><br>10 or 1 | 28<br><br>20 or 2 | 99<br><br>90 or 9 |

**Name:**_____ **Date:** _____

# Place Value Review #3

**Instruction:** Color the tens and ones blocks to match the number in each box.

## Count the blocks.
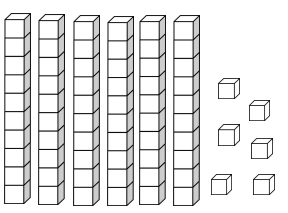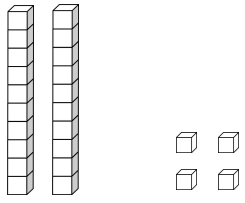


| tens | ones |
|------|------|
|      |      |



| tens | ones |
|------|------|
|      |      |

## Fill out the information.

24   How many tens? _____

How many ones_____

_____ + _____ = _____

89   How many tens? _____

How many ones_____

_____ + _____ = _____

## Finish the sums

10 + ___ = 13

___ + 9 = 29

40 + ___ = 47

## Write in what is missing.

| tens | ones |
|------|------|
| 1    | 7    |

|      |
|------|
|      |

| tens | ones |
|------|------|
| 2    |      |

|      |
|------|
| 24   |

## Write either tens or ones for the underlined number

1<u>3</u> _____      7<u>8</u> _____      4<u>9</u> _____

<u>3</u>5 _____      <u>3</u>7 _____      2<u>4</u> _____

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# Expanded Form

**Name:**_____ **Date:** _____

Expanded form is breaking up a number according to the place value  and expand it to show the value of each digit. We have done this a few times before in previous lessons. We will use the term **expanded value** in the future to learn more about higher place values.

Let us break down these numbers into expanded form.

Example of the expanded form of 24

24 = 20 + 4

| | |
|---|---|
| ___ + ___ = 32 | ___ + ___ = 72 |
| ___ + ___ = 54 | ___ + ___ = 25 |
| ___ + ___ = 87 | ___ + ___ = 43 |
| ___ + ___ = 41 | ___ + ___ = 12 |

**Name:** _____ **Date:** _____

# Place Value Activity #4

**Instruction:** Use the chart to color the picture.

If 1 is in the ones place – red    If 2 is in the ones place – green
If 1 is in the tens place – blue    If 2 is in the tens place – brown

13    16    14    13
32
19    28    20    72    92
16    16
13    42
24    23
15    10
61
31    91
51    91    91
31
81    71
41    31
51
15    18
61
16    61
41
41    31    14
71
10    81    15
17

**Name:**_____ **Date:** _____

# 10 More, 10 Less One
# 1 More, 1 Less

**Instruction:**

Look at the number in the middle. Fill in the other squares.

## Here is an example:

ten less

one less | 14 | one more
23 | 24 | 25
34

ten more

---

ten less

one less | | one more
| 32 |

ten more

---

ten less

one less | | one more
| 74 |

ten more

---

ten less

one less | | one more
| 55 |

ten more

---

ten less

one less | | one more
| 64 |

ten more

---

ten less

one less | | one more
| 20 |

ten more

---

ten less

one less | | one more
| 48 |

ten more
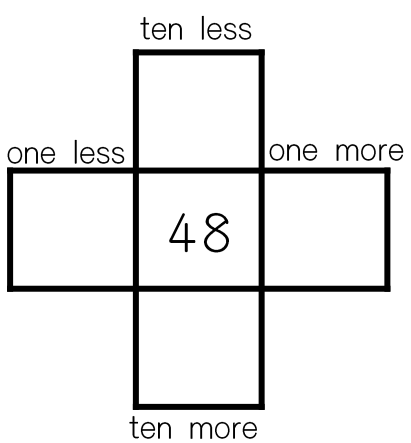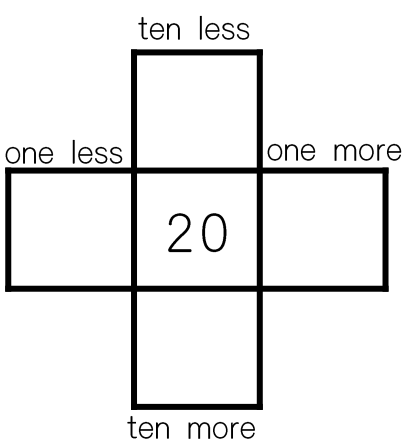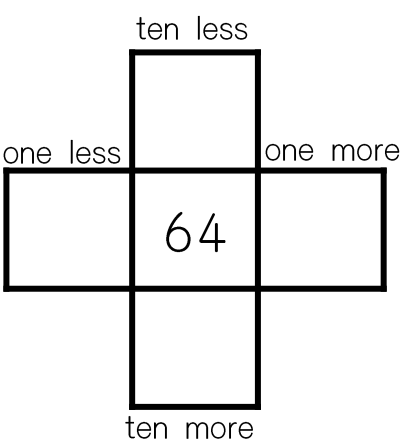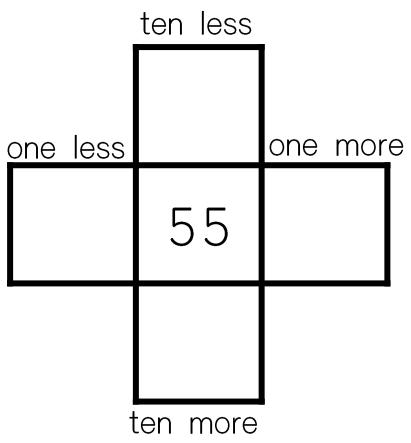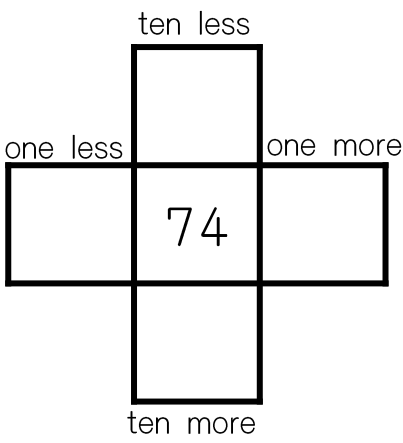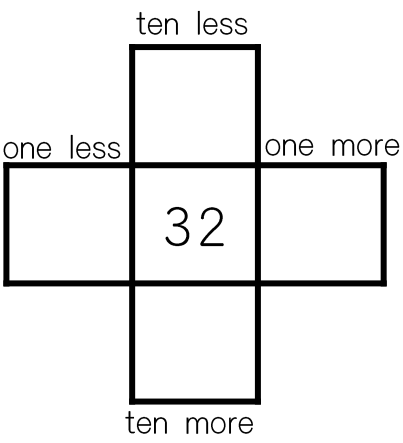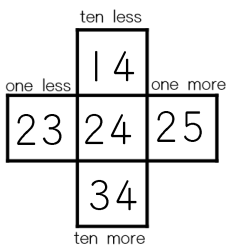
**Name:**_____ **Date:** _____

# Place Value Activity #3

Laminate this page. Cut out the cards and base blocks on the next two pages. Pick a number and complete the activities in each box.

Place Number Here
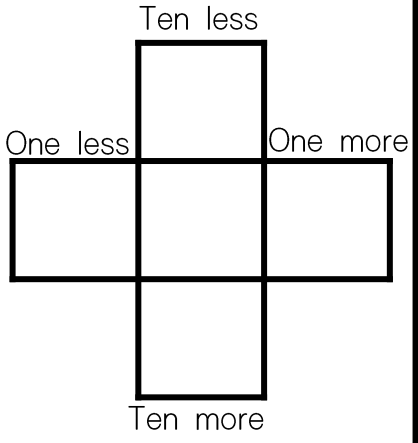
Count out in base ten blocks.

Write the number.

Ten less

One less | One more

Ten more

tens | ones

Write expanded form

| | | | |
|---|---|---|---|
| twenty five | sixteen | eleven | thirty eight |
| seventy two | nine | forty six | ninety five |
| thirty three | seventy four | fifteen | twenty one |
| forty | eighty one | forty nine | thirty |
| fifty three | five | thirty five | seventy two |

| sixty four | eighty nine | ten | four |
|---|---|---|---|
| twenty one | thirty six | ninety nine | seventy two |
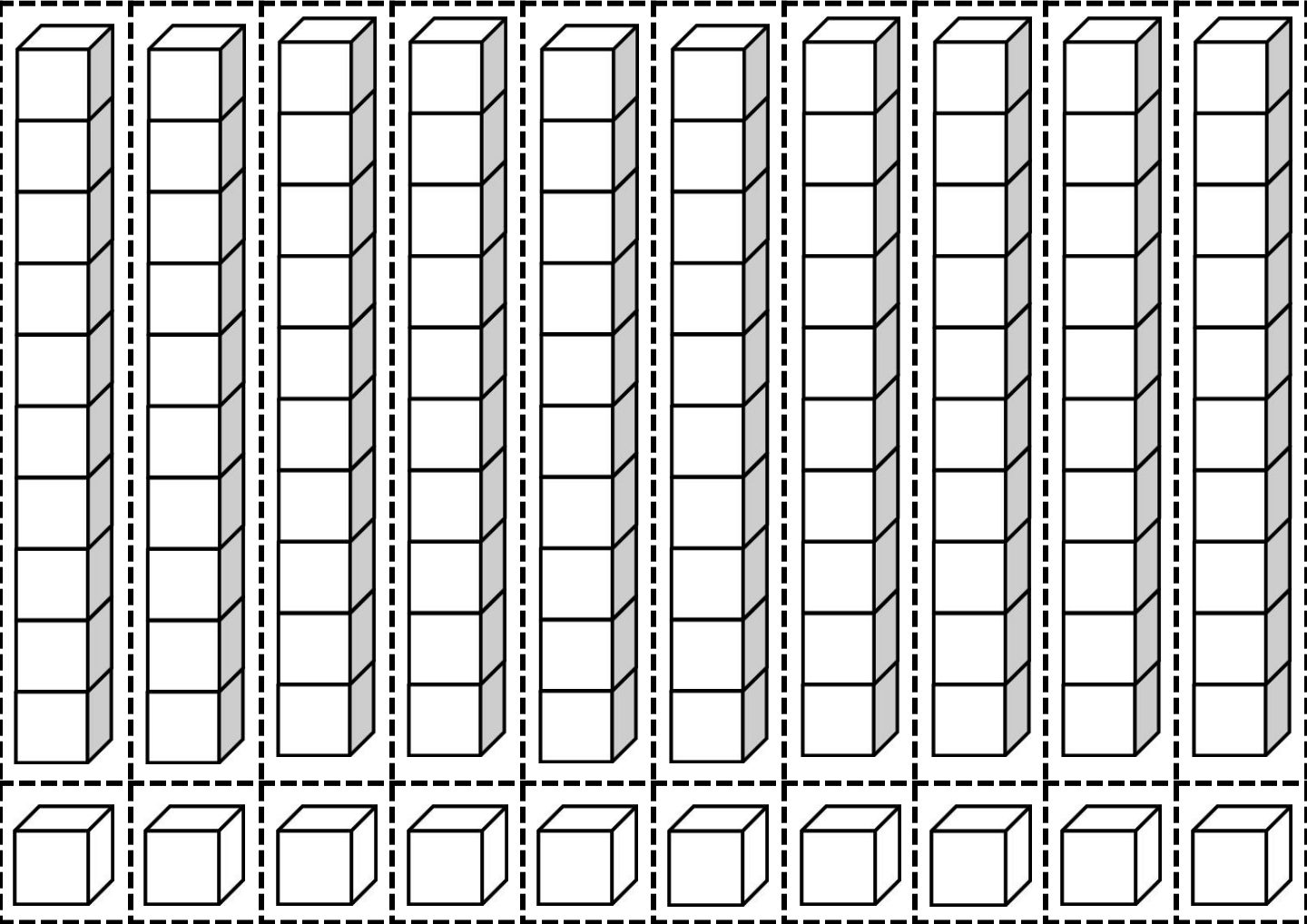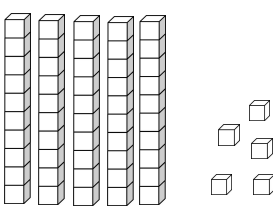
**Name:**_____ **Date:** _____

# Place Value Review #4

**Instruction:** Color the tens and ones blocks to match the number in each box.

## Count the blocks.

| tens | ones |
|------|------|
|      |      |

## Fill out the information.

54   How many tens? _____

How many ones_____

_____ + _____ = _____

## Write the numbers in expanded format.

____ + ____ = 75

____ + ____ = 42

____ + ____ = 54

____ + ____ = 37

____ + ____ = 12

## Write in what is missing.

| tens | ones |
|------|------|
| 5    | 4    |

[   ]

| tens | ones |
|------|------|
|      | 7    |

27

## Write in what is missing.

ten less

[   ]

one less   one more

[   ] 54 [   ]

ten more

## Write either tens or ones for the underlined number

4<u>3</u> _____   3<u>8</u> _____   2<u>9</u> _____

5<u>5</u> _____   <u>8</u>7 _____   <u>6</u>4 _____

**Name:**_____ **Date:** _____

# Odd or Even?

An **even number** is a number that can be divided into two equal groups. Even numbers end in 2, 4, 6, 8 and 0

An **odd number** is a number that cannot be divided into two equal groups. Odd numbers end in 1, 3, 5, 7, 9.

## Examples
12 is an even number. It ends in the digit 2.
13 is an odd number. It ends in the digit 3.

### Is it odd or is it even?
Write the word odd or even for each number.

| | |
|---|---|
| 27 _____ | 79 _____ |
| 32 _____ | 64 _____ |
| 12 _____ | 33 _____ |
| 46 _____ | 47 _____ |
| 54_____ | 82 _____ |
| 19_____ | 73 _____ |

**Name:**_____ **Date:** _____

# Odd or Even? #2

Color the circles with odd numbers green and the even numbers blue.
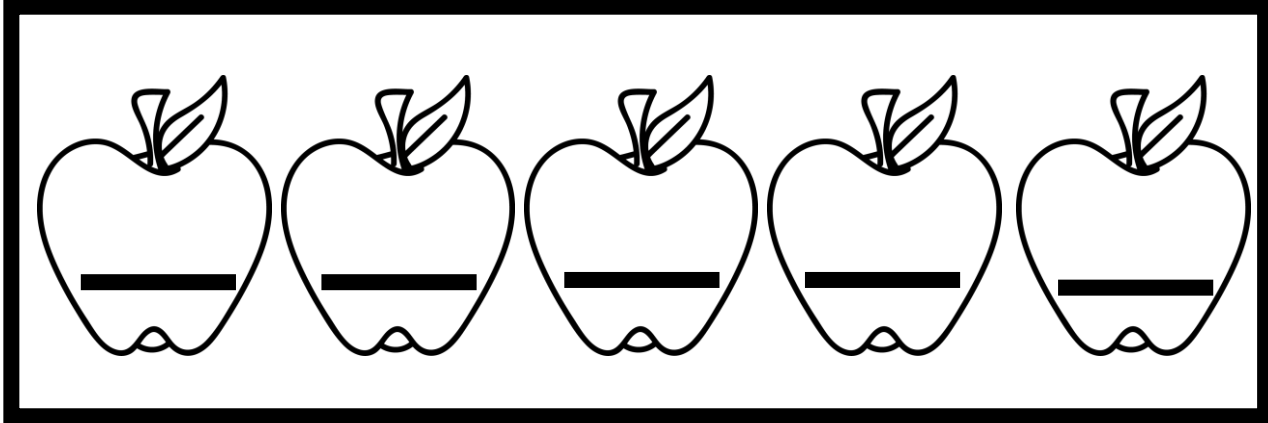
| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 35 | 45 | 14 | 22 | 65 | 23 | 76 | 88 |
| 23 | 46 | 12 | 2 | 63 | 76 | 5 | 36 |
| 14 | 55 | 98 | 75 | 32 | 52 | 37 | 20 |
| 87 | 66 | 72 | 65 | 31 | 70 | 95 | 42 |
| 80 | 73 | 43 | 79 | 83 | 53 | 16 | 14 |
| 34 | 65 | 80 | 73 | 55 | 23 | 70 | 85 |
| 40 | 45 | 17 | 24 | 34 | 46 | 83 | 70 |
| 26 | 84 | 72 | 46 | 50 | 24 | 76 | 43 |

**Name:**_____ **Date:** _____
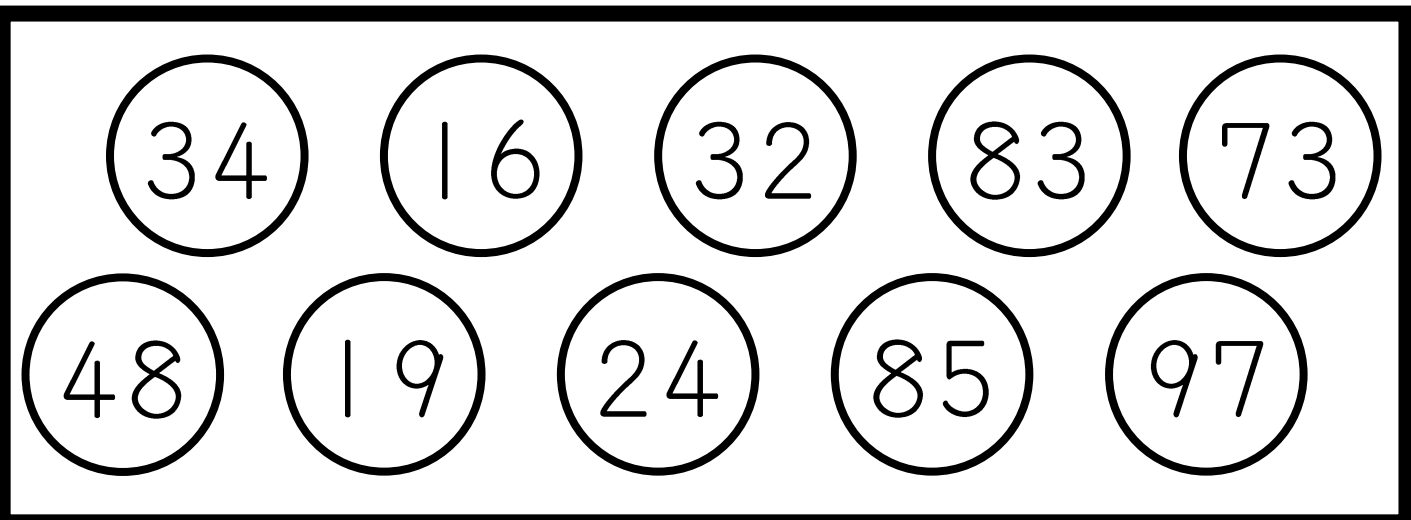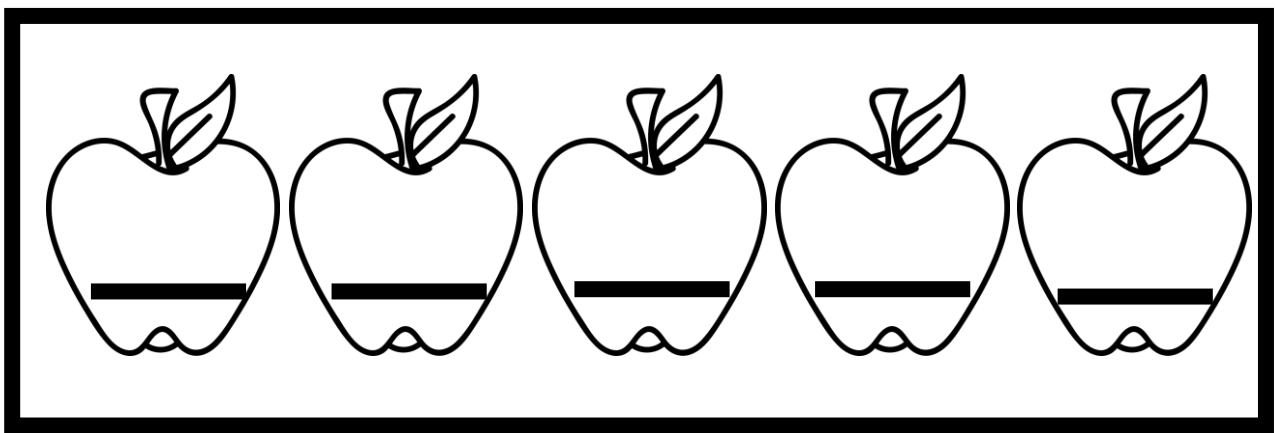
# Odd or Even? #3

Sort the odd and even numbers by writing them on the apples.

odd

even

34 16 32 83 73

48 19 24 85 97

**Name:**_____ **Date:** _____

# Odd or Even? #4

Count the objects in each box. Circle if the answer is odd or even.

odd

even

odd

even

odd   or   even

odd   or   even

odd

even

odd

even

**Review: Finish the pattern.**

2, 4, 6, 8, 10, _____, _____, _____, _____, _____
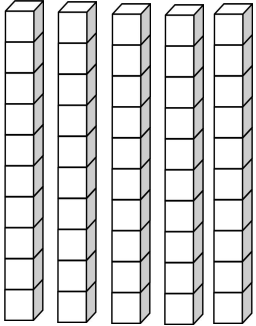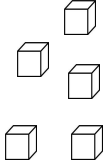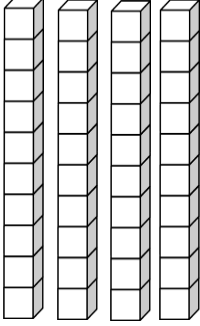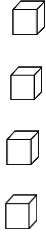
**Name:** _____ **Date:** _____

# Odd and Even Review

**Instruction:** Answer the review questions below.

## Count the blocks. Is the number odd or even.

odd

even

odd

even

## Instruction:

Color the circles with odd numbers green and the even numbers blue.

| 32 | 53 | 76 | 12 | 54 | 67 | 24 | 87 |

| 14 | 77 | 19 | 43 | 81 | 90 | 33 | 38 |

| 71 | 54 | 99 | 20 | 8 | 22 | 83 | 10 |

## Write odd or even for each number

43 _____     38 _____     29 _____

55 _____     84 _____     64 _____

**Name:**_____ **Date:** _____
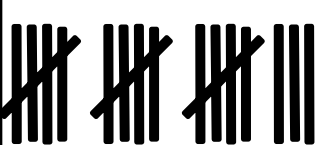
# Tally Marks

**Instruction:**

Tally marks are a way counting objects in groups or ongoing results such as a game score. They are drawn as lines in groups of 5.

| 1 –| | 2 –|| | 3 –||| | 4 –|||| | 5 –卌 |
|---|---|---|---|---|

Count the groups of tally marks below. Write the number.

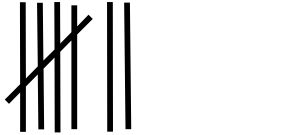# Tally Marks

**Name:**_____ **Date:** _____

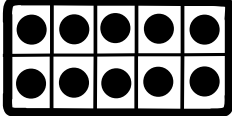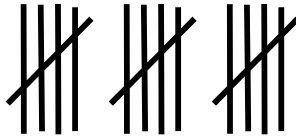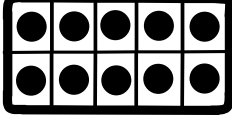**Instruction:** Count the objects using tally marks. Write the number. Circle if it is odd or even.

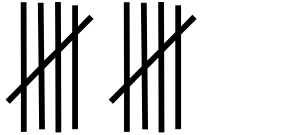| Count | Tally Mark | Odd or Even? |
|-------|-----------|--------------|
| | | Write the number ☐  odd  even |
| | | Write the number ☐  odd  even |
| | | Write the number ☐  odd  even |
| | | Write the number ☐  odd  even |
| | | Write the number ☐  odd  even |

**Name:** _____ **Date:** _____
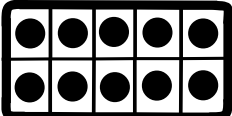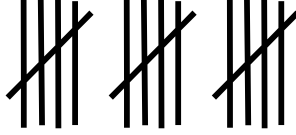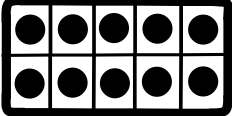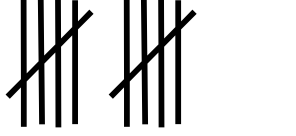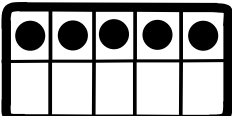
# Tally Marks
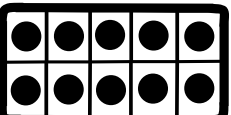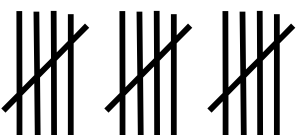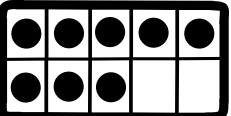
Count each group. Are they the same or different?
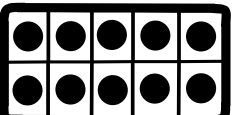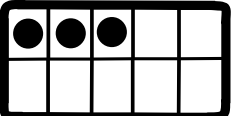
same     different

same     different

same     different
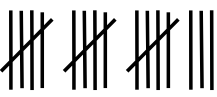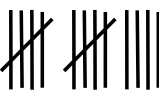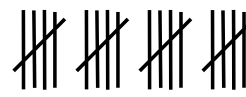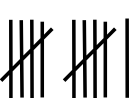
same     different

same     different

same     different

**Name:** _____ **Date:** _____

# Tally Marks

**Instruction:** Count the tally marks. Draw the same amount objects.

| | |
|---|---|
| ⵜⵜ ⵜⵜ ⵜⵜ lll | ⵜⵜ ⵜⵜ ⵜⵜ ⵜⵜ ll |
| ⵜⵜ ⵜⵜ llll | ⵜⵜ ⵜⵜ ⵜⵜ ⵜⵜ |
| ⵜⵜ ⵜⵜ l | ⵜⵜ ll |
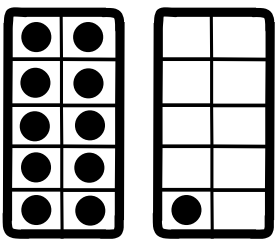
**Name:**_____ **Date:** _____
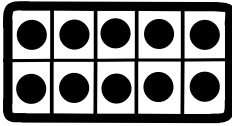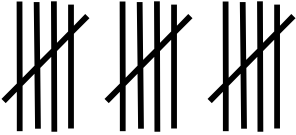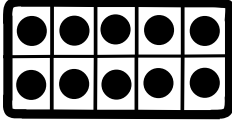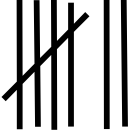
# Tally Mark Review

**Instruction:**  Complete each review item.
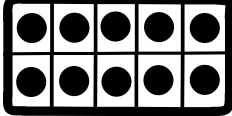
**Fill out the chart.**

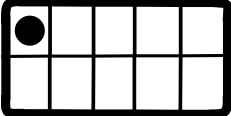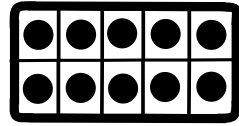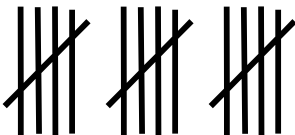| Count | Tally Mark | Odd or Even? |
|-------|-----------|--------------|
| | | Write the number  ☐  odd  even |

**Are they the same or different?**
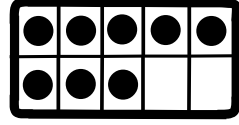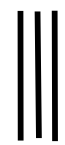
same    different

same    different

**Draw tally marks for each number.**

43 _____    38 _____    29 _____

45 _____    34 _____    14 _____

**Name:**_____ **Date:** _____

# Intro To Graphing

**Instruction:** Graphs are a way of comparing data. You can use them in many ways to gather information quickly. There are different types of graphs. We will be looking at a few different types of graphs in the next few lessons.

First lets look at this bar graph below.

These numbers represent the number of items. A box will be colored in for each item. You can quickly use this information to tell you how many of each item there is without having to count each one.

4

3

2

1
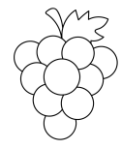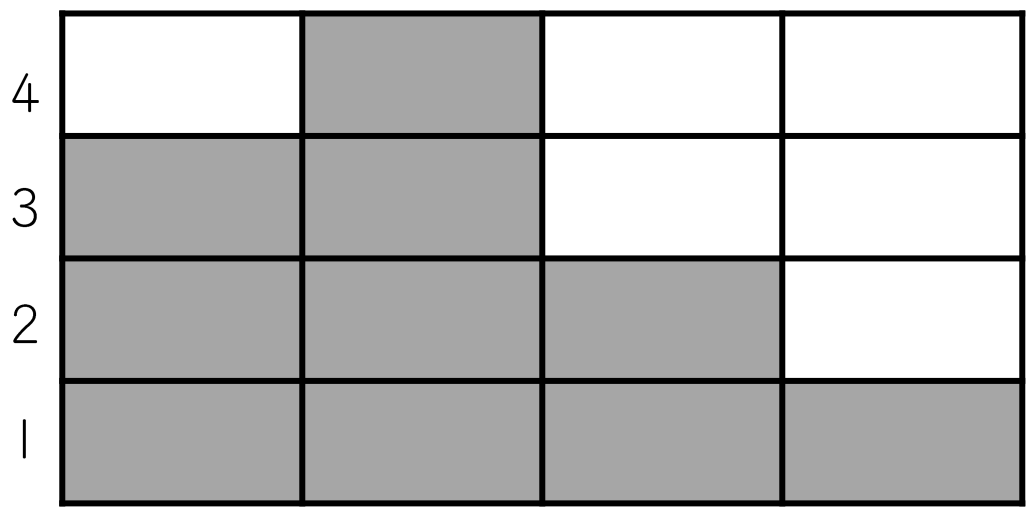
These picture represent the type of fruit being counted.

Using the information provided answer the questions.

1. Is there more bananas or grapes? _____

2. Which fruit has the most available? _____

3. Which fruit has the least available? _____

**Name:**_____ **Date:** _____

# Bar Graphs

**Instruction:** Mrs. Dotson's class took a survey to see which animal makes the most popular pet in the class. There are twenty two kids in the class and each was asked what pet they had at home. This is the data they collected from the survey in a bar graph.
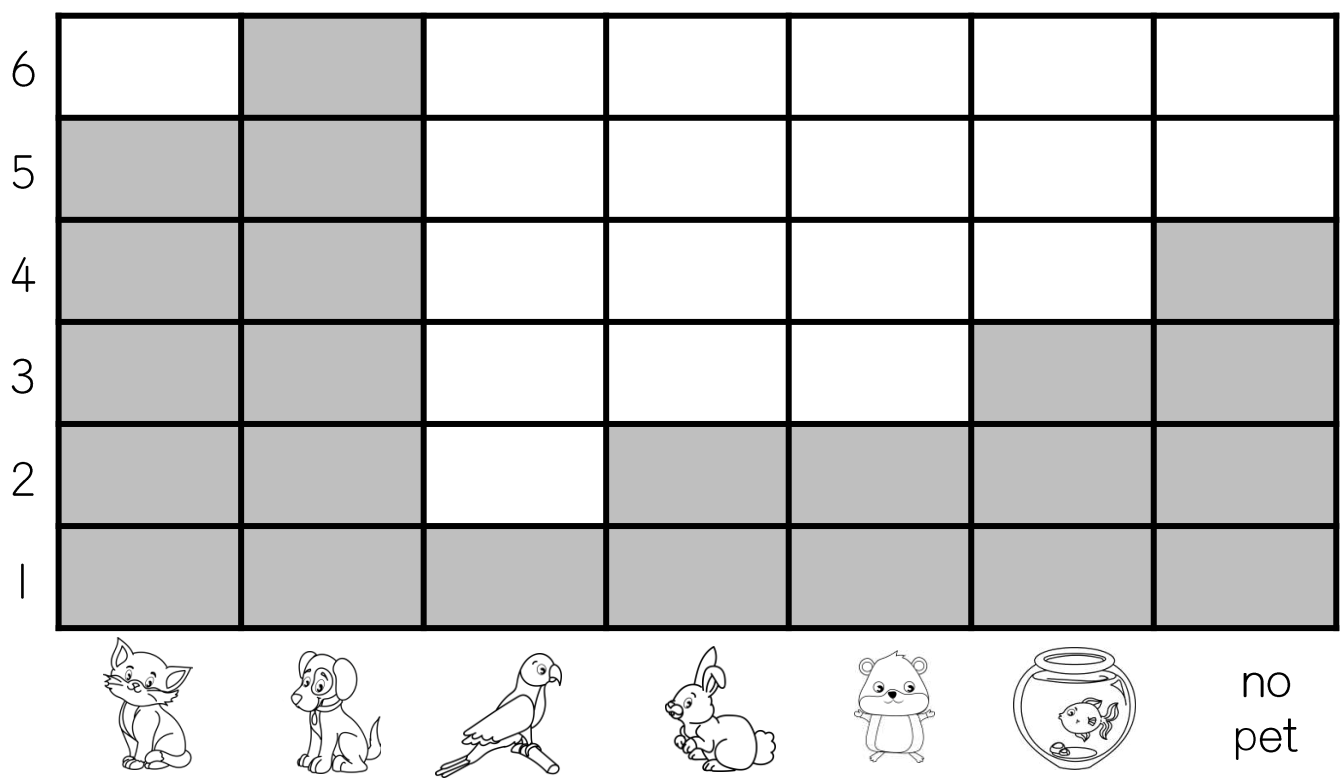


Using the information provided answer the questions.

Which pet is the most popular? _____

Which pet is the least popular? _____

Which two pets are there the same amount of? _____

How many kids have no pets? _____

Which pet do you have? _____

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**Name:**_____ **Date:** _____

# Bar Graphs

The kids in Mrs. Smith's Sunday School class were asked how many siblings they have. The information was put onto a bar graph.

| 6 | | ▓ | | | | | |
| 5 | | ▓ | | | | | |
| 4 | | ▓ | ▓ | | | | |
| 3 | ▓ | ▓ | ▓ | ▓ | | | |
| 2 | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | |
| 1 | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ | ▓ |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
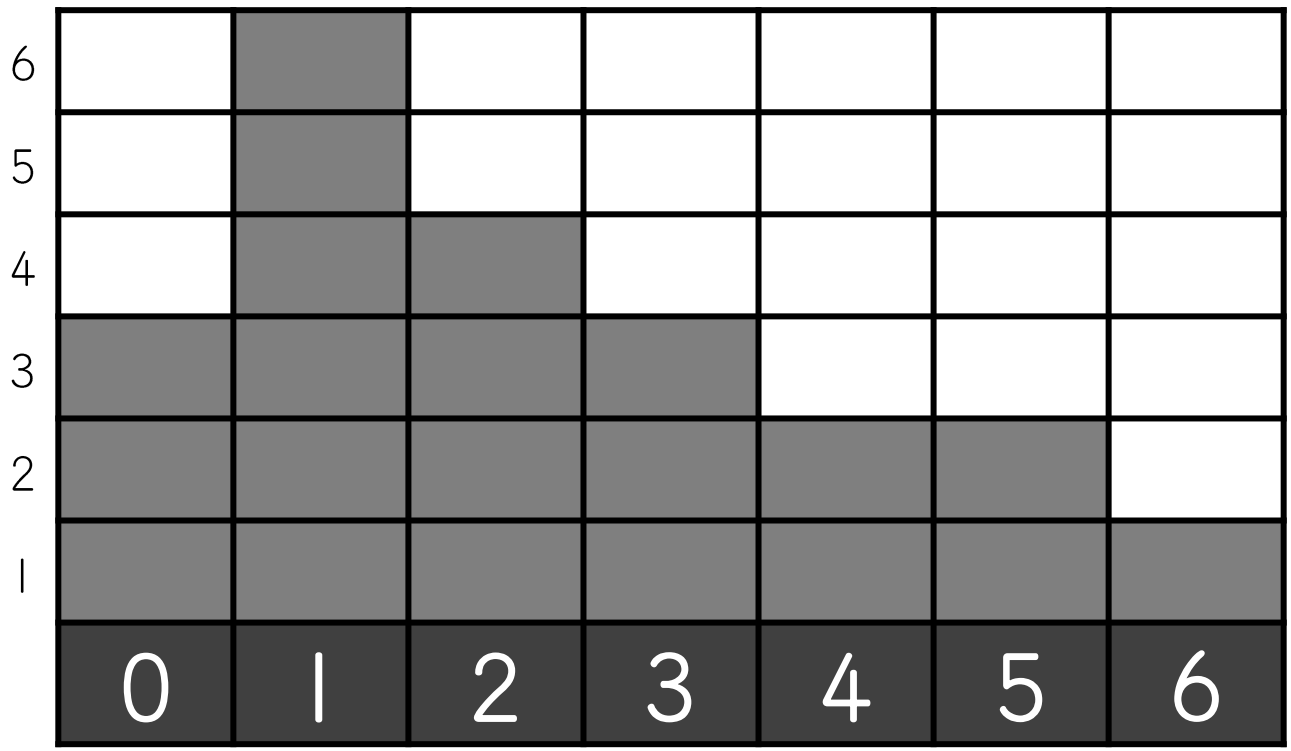
Using the information provided answer the questions.

1. How many kids have 2 siblings? _____

2. How many kids are there in Mrs. Smith's Sunday School class? _____

3. Is there more kids with 1 sibling or no siblings? _____

4. Are there more children with 3 siblings or 4? _____

5. How many only children are there in Mrs. Smith's class? _____

**Name:**_____ **Date:** _____

# Bar Graphs

**Instruction:** Use the tally marks to fill in the bar graph.
Each child was surveyed to find out what their favorite cookie was.

| | |
|---|---|
| Snickerdoodle | 卌 卌 |
| Chocolate Chip | 卌 卌 ||| |
| Sugar Cookie | 卌 卌 |||| |
| Gingerbread Cookie | 卌 ||| |

Which cookie is the most

popular?_____

How many kids voted for

Snickerdoodles? _____

Is the Sugar Cookie more

popular than the Gingerbread

cookie? _____

| | Snicker doodle | Chocolate Chip | Sugar Cookie | Gingerbread Cookie |
|---|---|---|---|---|
| 15 | | | | |
| 14 | | | | |
| 13 | | | | |
| 12 | | | | |
| 11 | | | | |
| 10 | | | | |
| 9 | | | | |
| 8 | | | | |
| 7 | | | | |
| 6 | | | | |
| 5 | | | | |
| 4 | | | | |
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |

**Name:**_____ **Date:** _____

# Bar Graph Review

Below is a graph showing how many people voted on their favorite fruit. Use the data to answer the questions.

1. Which fruit is the most popular?_____

2. How many voted for pears? _____

3. Is the grapes more popular than the banana? _____

4. Which two fruits received the same amount of votes?

_____

5. How many people were surveyed? _____

**Review: Find the Sums.**

$$10 + 3 \qquad 4 + 3 \qquad 7 + 2 \qquad 8 + 4 \qquad 4 + 1 \qquad 5 + 5$$

**Name:**＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ **Date:** ＿＿＿＿＿＿

# Pictographs

Use the pictograph to answer the questions. Each child picked a basket of apples. This graph shows how many apples each child picked.

| Jack | 🍎🍎🍎🍎🍎 |
| Graham | 🍎🍎🍎🍎🍎🍎🍎🍎 |
| Kelly | 🍎🍎🍎 |
| Wren | 🍎🍎🍎🍎🍎 |
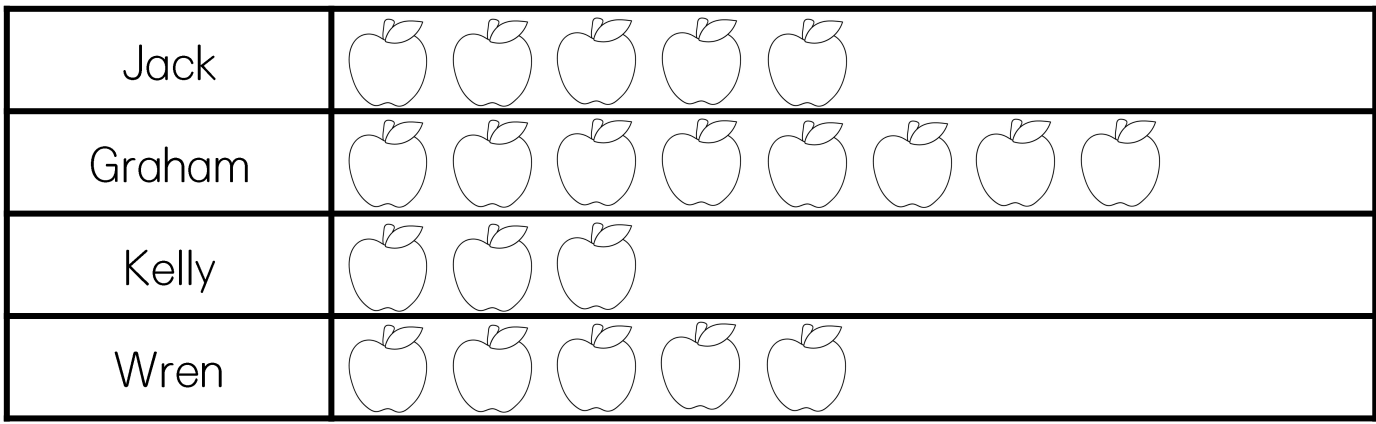
Which child picked the most apples? ＿＿＿＿＿＿＿＿＿＿＿＿＿

Which two children picked the same apples? ＿＿＿＿＿＿＿＿＿

Which child picked the least amount of apples? ＿＿＿＿＿＿＿

Which child only picked three apples? ＿＿＿＿＿＿＿＿＿＿＿

How many more apples did Graham pick than Jack? ＿＿＿＿＿＿

How many fewer apples did Kelly pick than Wren? ＿＿＿＿＿＿＿

Draw tally marks for each child.
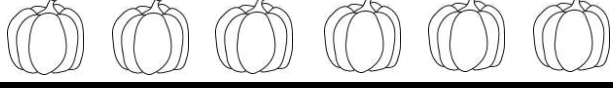
| Jack | Graham | Kelly | Wren |
|---|---|---|---|
|  |  |  |  |

How many apples were picked in all? ＿＿＿＿＿＿＿＿＿＿＿＿

**Name:**_____ **Date:** _____

# Pictographs

Use the pictograph to answer the questions. The graph shows how many pumpkins each farmer harvested.

| Bob | 🎃 🎃 🎃 🎃 🎃 |
|---|---|
| Grant | 🎃 🎃 🎃 🎃 🎃 |
| Max | 🎃 🎃 🎃 🎃 🎃 🎃 |
| Randall | 🎃 🎃 🎃 |

Which farmer harvested the most pumpkins? _____

Which two farmers harvested the same amount of pumpkins?

_____

Which farmer harvested the least amount of pumpkins?_____

How many more pumpkins did Grant harvest than Randall? _____

How many fewer pumpkins did Randall harvest than Max? _____

Draw tally marks for each farmer

| Bob | Grant | Max | Randall |
|---|---|---|---|
|  |  |  |  |

How many pumpkins were harvested in all? _____

**Name:**_____ **Date:** _____

# Pictographs

**Instruction:** The image below shows how much of each item the restaurant sold for the day. Use the data to fill in the graphs.
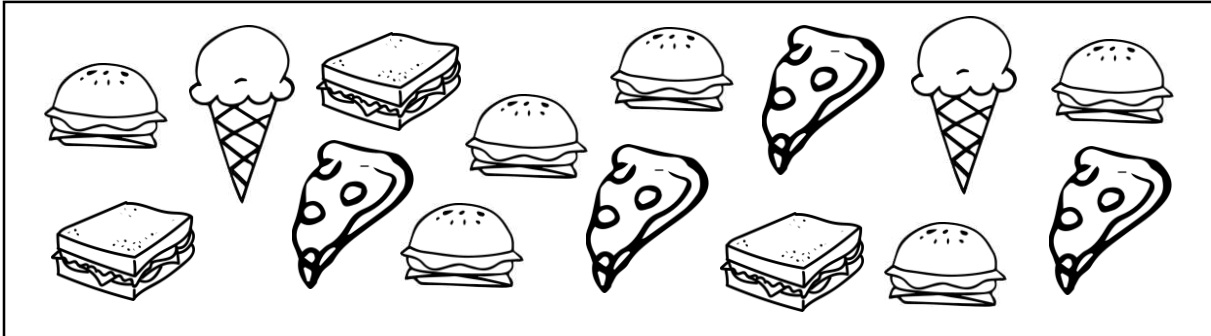


| | Tally Marks | Total |
|---|---|---|
| Pizza | | |
| Sandwich | | |
| Burger | | |
| Ice Cream | | |

| | | | | |
|---|---|---|---|---|
| 6 | | | | |
| 5 | | | | |
| 4 | | | | |
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |

1. Which food did they sell the most?

   _____

2. Which food did they sell the least?

   _____

3. How many different foods did they sell?

   _____

4. Did they sell more pizza or sandwiches?

   _____

5. How many more burgers did they sell than pizza?

   _____

6. How many fewer ice creams did they sell than burgers?

   _____

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**Name:**_____ **Date:** _____

# Pictographs

**Instruction:** The box below shows the results of survey about a group of kid's favorite animals. Use the data to fill in the graphs.
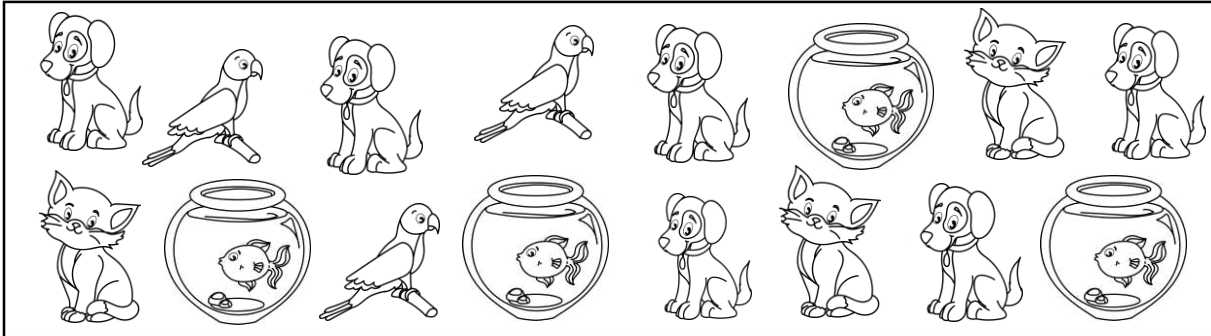


## Tally Marks                                    Total

| | Tally Marks | Total |
|---|---|---|
| cat | | |
| dog | | |
| fish | | |
| parrot | | |

| 6 | | | | |
|---|---|---|---|---|
| 5 | | | | |
| 4 | | | | |
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |

1. Which animal got the most votes?
_____

2. Which animals got the least votes?
_____

3. Did any animals receive the same votes?
_____

4. How many kids voted fish?
_____

5. How many kids voted in all? _____

6. How many more kids voted for dogs than cats?
_____

7. How many fewer kids voted for parrots than dogs? _____
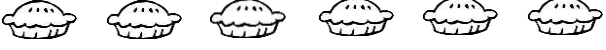
**Name:**_____ **Date:** _____

# Pictographs Review
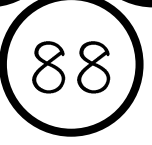
**Instruction:** Below is a graph showing how many pies each lady baked to sell at the bake sale. Use the data to answer the questions.

| Marge | 🥧 🥧 🥧 🥧 🥧 |
|-------|--------------|
| Mimi | 🥧 🥧 🥧 🥧 🥧 |
| Louann | 🥧 🥧 🥧 🥧 🥧 🥧 |
| Gracie | 🥧 🥧 🥧 🥧 🥧 🥧 🥧 🥧 |

Which lady baked the most pies? _____

Which two ladies baked the same amount of pies? _____

Which lady baked the least amount of pies?_____

How many more pies did Gracie bake than Louann? _____

How many fewer pies did Marge bake than Gracie? _____

How many pies were baked in total? _____

**Review: Color the odd numbers red and the even numbers blue.**

⬭12  ⬭43  ⬭65  ⬭23  ⬭87  ⬭9  ⬭21  ⬭47

⬭22  ⬭56  ⬭11  ⬭76  ⬭87  ⬭77  ⬭88  ⬭20

**Name:**_____ **Date:** _____

# Pictographs

**Instruction:** Below is a graph showing how many acorns each child collected. Use the data to answer the questions.

| Tyler | 🌰🌰🌰🌰🌰🌰🌰🌰 |
| Olivia | 🌰🌰🌰🌰🌰🌰🌰 |
| Carley | 🌰🌰🌰🌰🌰🌰🌰 |
| Preston | 🌰🌰🌰🌰 |
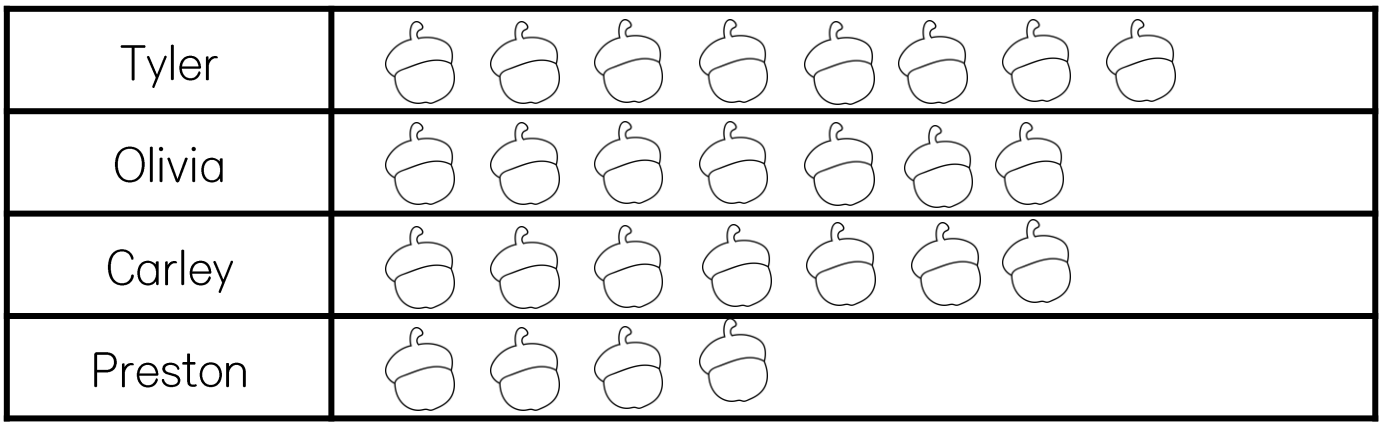
Which kid collected the most acorns? _____

Which two kids collected the same amount of acorns? _____

_____

Which kid collected the least amount of acorns?_____

How many more acorns did Tyler collect than Preston? _____

How many fewer acorns did Preston collect than Olivia? _____

| Tyler | Olivia | Carley | Preston |
| --- | --- | --- | --- |
|  |  |  |  |

How many acorns were collected in total? _____

**NAME:**_____ **Date:** _____

# Pictographs

Below is a graph showing the results or a survey on a group of children's favorite ice cream. Use the data to answer the questions.

🍦 = 1 child

| Chocolate | 🍦 🍦 🍦 🍦 🍦 🍦 |
| Strawberry | 🍦 🍦 🍦 🍦 🍦 🍦 🍦 🍦 |
| Vanilla | 🍦 🍦 🍦 🍦 🍦 🍦 🍦 🍦 🍦 |
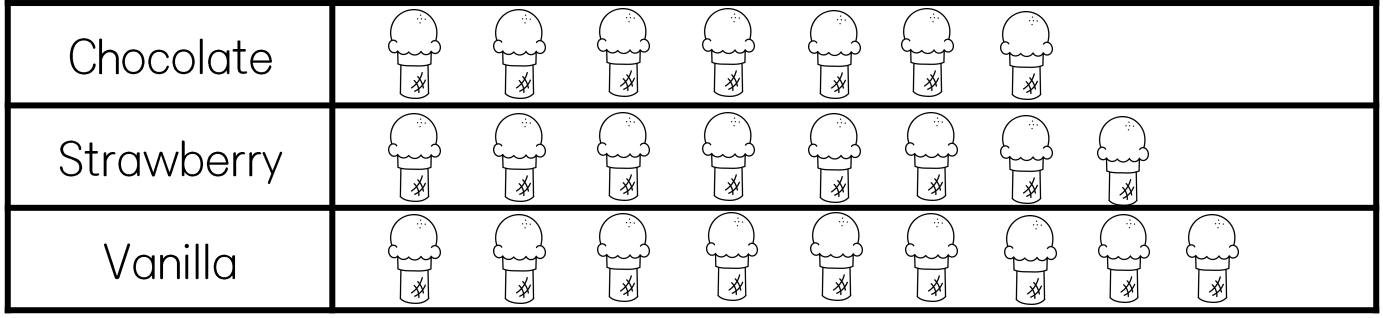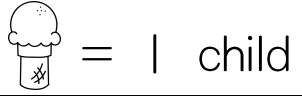
Which flavor received the most votes? _____

Which flavor received the least votes? _____

How many people were surveyed in all? _____

| 9 | | | |
|---|---|---|---|
| 8 | | | |
| 7 | | | |
| 6 | | | |
| 5 | | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |
| | Chocolate | Strawberry | Vanilla |
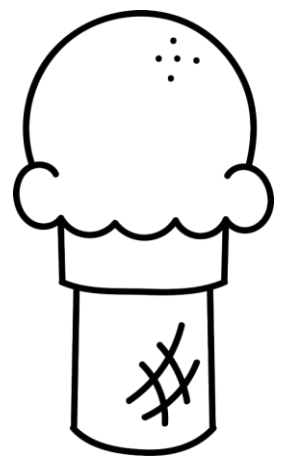
What is your favorite flavor?

**Name:**_____ **Date:** _____

# Pictographs

**Instruction:** The box below shows the results of survey about a group of kid's favorite vegetable. Use the data to fill in the graphs.
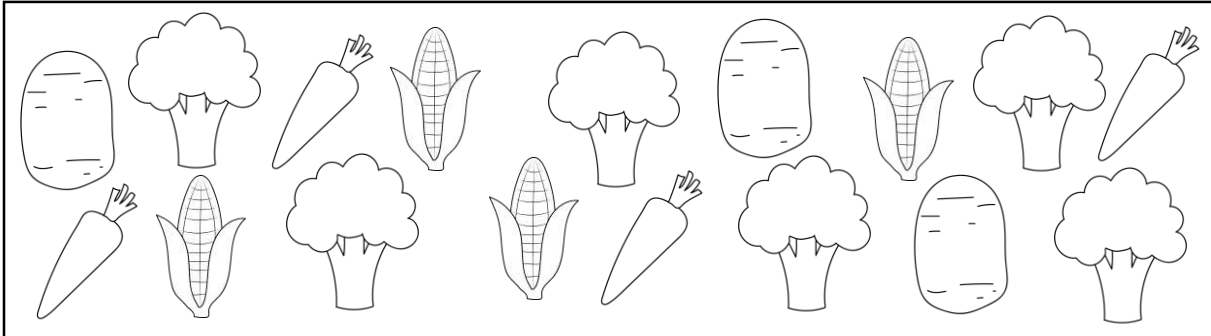
|  | Tally Marks | Total |
|---|---|---|
| potato |  |  |
| carrot |  |  |
| broccoli |  |  |
| corn |  |  |

| 6 |  |  |  |  |
|---|---|---|---|---|
| 5 |  |  |  |  |
| 4 |  |  |  |  |
| 3 |  |  |  |  |
| 2 |  |  |  |  |
| 1 |  |  |  |  |

1. Which vegetable got the most votes?
   _____

2. Which vegetable got the least votes?
   _____

3. Did any vegetable receive the same amount of votes?
   _____

4. How many kids voted carrots?
   _____

5. How many kids voted in all? _____

6. How many more kids voted for carrots than potatoes?
   _____

7. How many fewer kids voted for potatoes than broccoli?
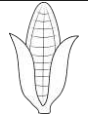
**Name:**_____ **Date:** _____

# Pictographs

**Instruction:** Below is a graph showing the results or a survey on a group of children's favorite sweet treat. Use the data to answer the questions.

| cupcake | 🧁 🧁 🧁 🧁 🧁 🧁 🧁 |
|---------|------------------|
| ice cream | 🍦 🍦 🍦 🍦 🍦 🍦 🍦 🍦 |
| pie | 🥧 🥧 🥧 🥧 🥧 |
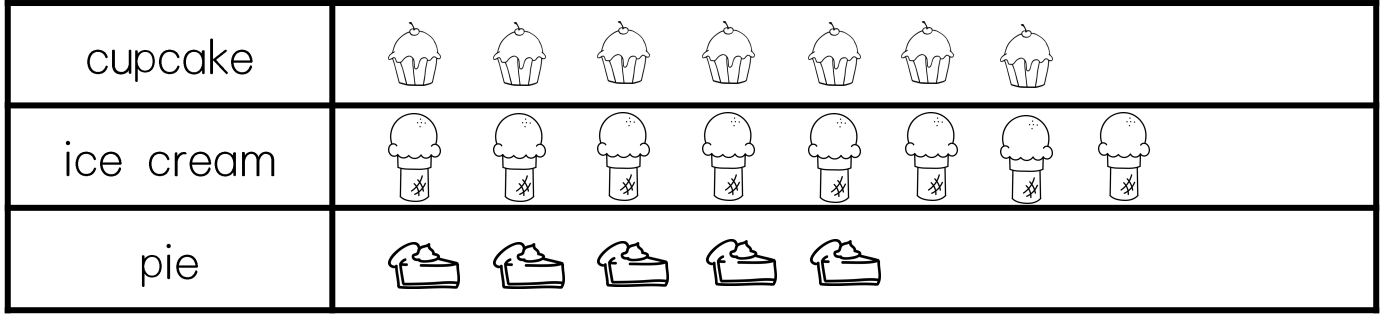
Which treat received the most votes? _____

Which treat received the least votes? _____

How many people were surveyed in all? _____

| 9 | | | |
|---|---|---|---|
| 8 | | | |
| 7 | | | |
| 6 | | | |
| 5 | | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |
| | cupcake | ice cream | pie |
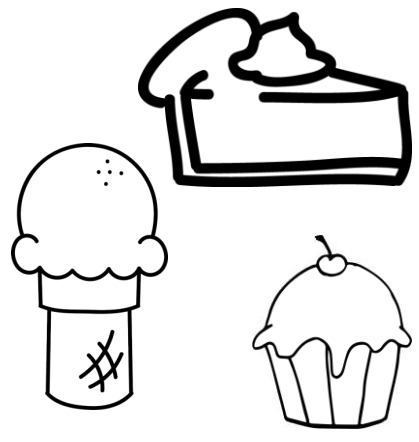
What is your favorite treat?

**Name:**_____ **Date:** _____

# Review Place Value

**Instruction:** Answer the review questions.

## Count the blocks.

| tens | ones |
|------|------|
|      |      |

| tens | ones |
|------|------|
|      |      |

## Write the numbers in expanded format.

____ + ____ = 33

____ + ____ = 38

____ + ____ = 71
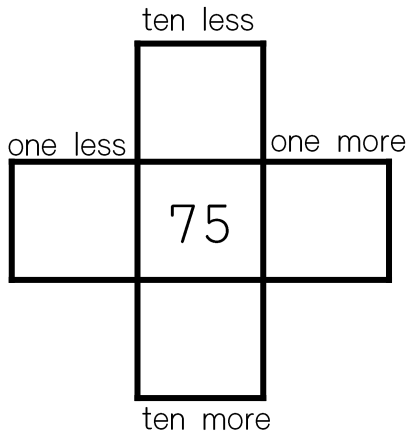
## Write either tens or ones for the underlined number

2<u>3</u> _____    <u>2</u>5 _____    8<u>9</u> _____

1<u>1</u> _____    6<u>3</u> _____    7<u>6</u> _____

## Fill out the information.

**16**

How many tens? _____

How many ones_____

_____ + _____ = _____

**84**

How many tens? _____

How many ones_____

_____ + _____ = _____

## Write in what is missing.

ten less

one less      one more

| | 75 | |

ten more
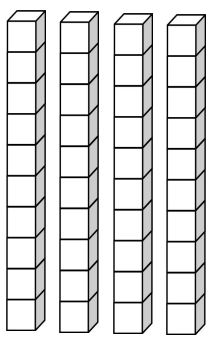
**Name:**_____ **Date:** _____

# Review Odd or Even
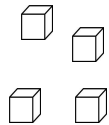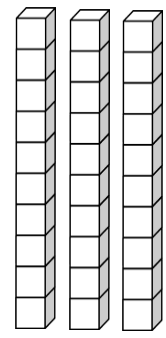
Answer the review questions below.

## Count the blocks. Is the number odd or even.

odd

even

odd
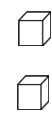
even

**Instruction:**

Color the circles with odd numbers green and the even numbers blue.

| 34 | 54 | 12 | 45 | 40 | 30 | 38 | 4 |

| 5 | 11 | 80 | 85 | 36 | 23 | 17 | 72 |

| 9 | 10 | 3 | 56 | 75 | 25 | 64 | 79 |

## Write odd or even for each number

65 _____     34 _____     13 _____

22 _____     76 _____     99 _____

2nd Grade Curriculum Workbook                    Miniaturemasterminds.com
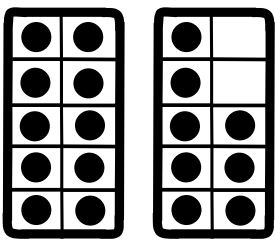
**Name:** _____ **Date:** _____
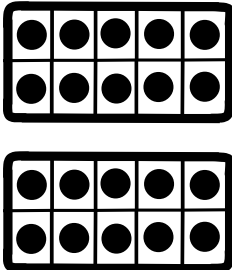
# Review Tally Marks
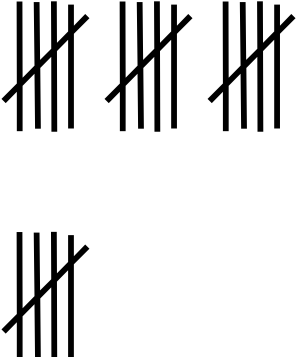
Answer the review questions below.

**Fill out the chart.**
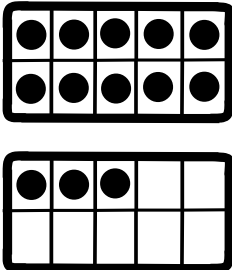
| Count | Tally Mark | Odd or Even? |
|-------|------------|--------------|
| | | Write the number ☐  odd    even |

**Are they the same or different?**
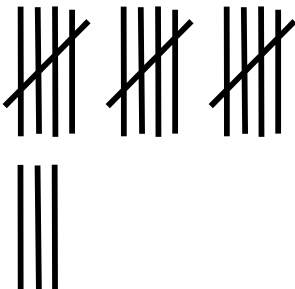
same        different

same        different

**Draw tally marks for each number.**

14 _____    34 _____    23 _____

23 _____    14 _____    22 _____

**Name:**_____ **Date:** _____

# Review Bar Graphs

**Instruction:** Answer the review questions below.
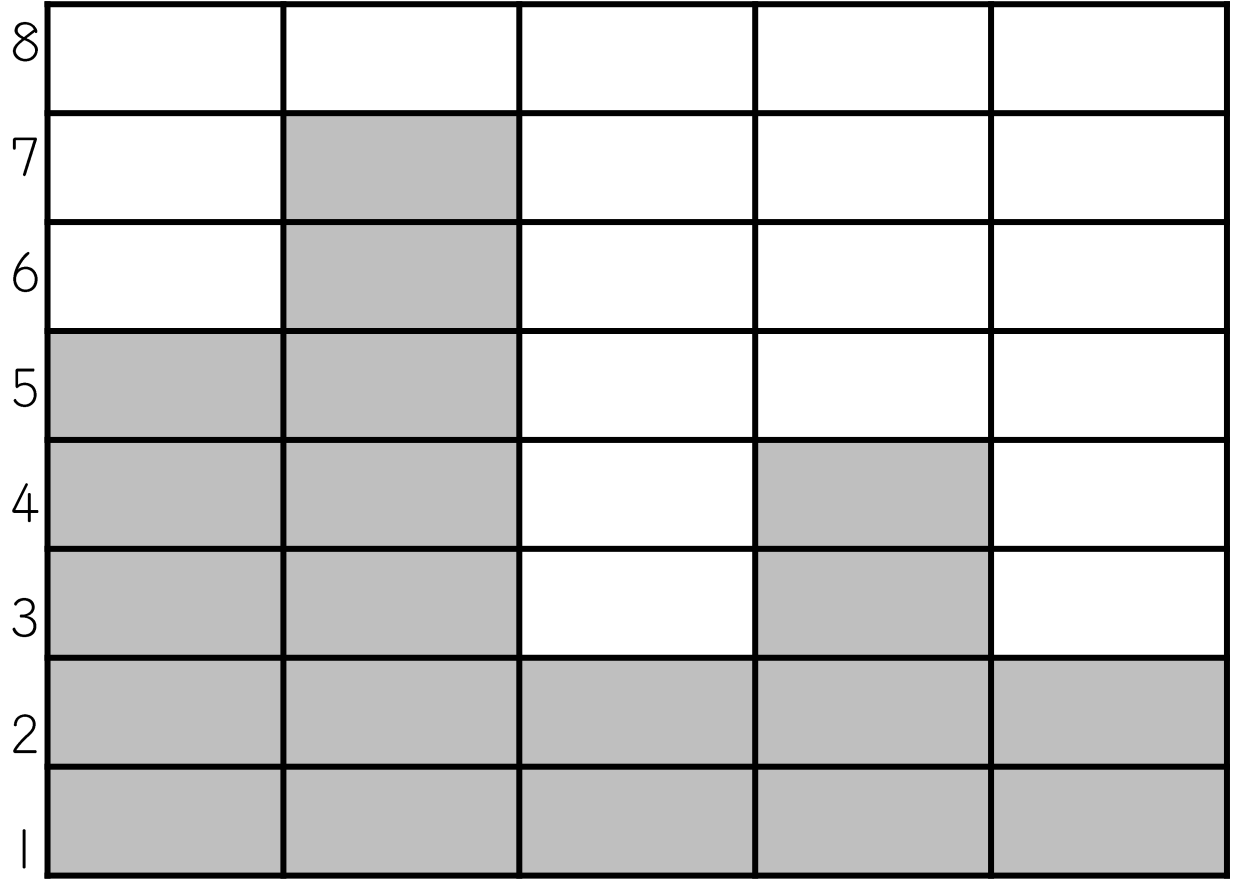


1. Which fruit is the most popular? _____

2. How many voted for pears? _____

3. Is the grapes more popular than the banana? _____

4. Which two fruits received the same amount of votes? _____

5. How many people were surveyed? _____

**Name:**_____ **Date:** _____

# Review Pictographs

The pictograph shows how many fish Jack caught each day after fishing every day for a week.

| Sunday | 🐟 🐟 🐟 🐟 🐟 🐟 🐟 |
|---|---|
| Monday | 🐟 🐟 🐟 🐟 🐟 🐟 🐟 🐟 |
| Tuesday | 🐟 🐟 🐟 🐟 🐟 🐟 |
| Wednesday | 🐟 🐟 🐟 |
| Thursday | 🐟 🐟 🐟 🐟 🐟 🐟 |
| Friday | 🐟 |
| Saturday | 🐟 🐟 🐟 🐟 🐟 🐟 🐟 🐟 🐟 |

1. Which day did Jack catch the most fish?_____

2. Which day did Jack catch the least fish? _____

3. Which two days did Jack catch the same amount of fish?

   _____

4. How many more fish did Jack catch on Saturday than Wednesday?_____

5. How many fewer fish did Jack catch on Friday than Thursday?_____

6. How many fish did Jack catch in all? _____

**Name:** _____  **Date:** _____

# Addition Review

**Instruction:** Find the sums.

| 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|---|---|---|---|---|---|---|
| +1 | +2 | +3 | +4 | +5 | +6 | +7 |

| 1 | 1 | 0 | 2 | 2 | 2 | 2 |
|---|---|---|---|---|---|---|
| +8 | +9 | +10 | +1 | +2 | +3 | +4 |

| 2 | 2 | 2 | 2 | 3 | 3 | 3 |
|---|---|---|---|---|---|---|
| +5 | +6 | +7 | +8 | +0 | +1 | +2 |

| 3 | 3 | 3 | 3 | 3 | 4 | 4 |
|---|---|---|---|---|---|---|
| +2 | +4 | +5 | +6 | +7 | +1 | +2 |

| 4 | 4 | 4 | 4 | 5 | 5 | 5 |
|---|---|---|---|---|---|---|
| +3 | +4 | +5 | +6 | +1 | +2 | +3 |

| 5 | 5 | 6 | 6 | 6 | 6 | 7 |
|---|---|---|---|---|---|---|
| +4 | +5 | +1 | +2 | +3 | +4 | +1 |

| 7 | 7 | 7 | 8 | 8 | 9 | 9 |
|---|---|---|---|---|---|---|
| +2 | +3 | +4 | +1 | +2 | +0 | +1 |

Math

**Name:**_____ **Date:** _____

# Number Words 0-9 Writing

**Instruction:** Write the number words. Draw tally marks to represent each number.

0 zero – zero – _____

1 one – one – _____

2 two – two – _____

3 three – three – _____

4 four – four – _____

5 five – five – _____

6 six – six – _____

7 seven – seven – _____

8 eight – eight – _____

9 nine – nine – _____

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**Name:** _____  **Date:** _____

# Number Words 0-9 Matching

**Instruction:** Match the number to the word.

| | |
|---|---|
| 1 | five |
| 2 | two |
| 3 | six |
| 4 | nine |
| 5 | three |
| 6 | eight |
| 7 | zero |
| 8 | seven |
| 9 | four |
| 0 | one |

**Name:** _____  **Date:** _____

# Number Words 0-9 Ordering

**Instruction:** Put the number is order. Start with zero at the top.

| Words | | Numbers | |
|-------|--|---------|--|
| five |  | 5 |  |
| two |  | 6 |  |
| six |  | 9 |  |
| nine |  | 2 |  |
| three |  | 0 |  |
| eight |  | 8 |  |
| zero |  | 7 |  |
| seven |  | 3 |  |
| four |  | 4 |  |
| one |  | 1 |  |

**Name:** _____ **Date:** _____

# Number Words 10-20 Writing

**Instruction:** Write the words. Draw tally marks to represent each number.

10 ten – ten – _____

11 eleven – eleven – _____

12 twelve – twelve – _____

13 thirteen – thirteen – _____

14 fourteen – fourteen – _____

15 fifteen – fifteen – _____

16 sixteen – sixteen – _____

17 seventeen – seventeen – _____

18 eighteen – eighteen – _____

19 nineteen – nineteen – _____

20 twenty – twenty – _____

**Name:** _____  **Date:** _____

# Number Words 10-20 Matching

**Instruction:** Match the number to the word.

fourteen

10

11                      seventeen

12                      nineteen

13                      fifteen

14                      eleven

15                      eighteen

16                      twenty

17                      thirteen

18                      ten

19                      sixteen

20                      twelve

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**Name:**_____ **Date:** _____

# Number Words 10-20 Ordering

**Instruction:** Put the number is order. Start with ten at the top.

| fourteen | | 15 | |
| seventeen | | 12 | |
| nineteen | | 10 | |
| fifteen | | 18 | |
| eleven | | 20 | |
| eighteen | | 11 | |
| twenty | | 16 | |
| thirteen | | 14 | |
| ten | | 19 | |
| sixteen | | 13 | |
| twelve | | 17 | |

**Name:** _____ **Date:** _____

# Addition up to 20

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | | | | | | | | | |

Find the sums. Cut out the squares to use to count out on the boxes above.

$$\begin{array}{cc} & 3 \\ + & 3 \\ \hline \end{array} \quad \begin{array}{cc} & 5 \\ + & 9 \\ \hline \end{array} \quad \begin{array}{cc} & 9 \\ + & 3 \\ \hline \end{array} \quad \begin{array}{cc} & 8 \\ + & 8 \\ \hline \end{array} \quad \begin{array}{cc} & 6 \\ + & 7 \\ \hline \end{array} \quad \begin{array}{cc} & 5 \\ + & 9 \\ \hline \end{array} \quad \begin{array}{cc} & 3 \\ + & 10 \\ \hline \end{array}$$

$$\begin{array}{cc} & 13 \\ + & 5 \\ \hline \end{array} \quad \begin{array}{cc} & 7 \\ + & 9 \\ \hline \end{array} \quad \begin{array}{cc} & 11 \\ + & 3 \\ \hline \end{array} \quad \begin{array}{cc} & 8 \\ + & 7 \\ \hline \end{array} \quad \begin{array}{cc} & 6 \\ + & 9 \\ \hline \end{array} \quad \begin{array}{cc} & 7 \\ + & 3 \\ \hline \end{array} \quad \begin{array}{cc} & 16 \\ + & 4 \\ \hline \end{array}$$

$$\begin{array}{cc} & 13 \\ + & 6 \\ \hline \end{array} \quad \begin{array}{cc} & 7 \\ + & 10 \\ \hline \end{array} \quad \begin{array}{cc} & 5 \\ + & 11 \\ \hline \end{array} \quad \begin{array}{cc} & 9 \\ + & 7 \\ \hline \end{array} \quad \begin{array}{cc} & 13 \\ + & 1 \\ \hline \end{array} \quad \begin{array}{cc} & 12 \\ + & 8 \\ \hline \end{array} \quad \begin{array}{cc} & 15 \\ + & 5 \\ \hline \end{array}$$

2ⁿᵈ Grade Curriculum Workbook

**Name:**_____ **Date:** _____

# Adding Tens

**Instruction:** Look at the addition sentence 40 + 30 =

How can we add these numbers?

We can use a 100 chart to answer this or we can use place value to find the sum.

$$40$$
$$+\ 30$$

Look at the ones place first.
0 + 0 = 0

Look at the tens place next.
4 + 3 = 7
Our answer would be 70

Find the sums.

| 30 | 60 | 70 | 20 |
|----|----|----|----|
| + 50 | + 20 | + 10 | + 40 |

| 60 | 70 | 80 | 20 |
|----|----|----|----|
| + 30 | + 20 | + 10 | + 10 |

| 30 | 40 | 10 | 20 |
|----|----|----|----|
| + 20 | + 50 | + 10 | + 70 |

**Name:** _____ **Date:** _____

# Adding Two Digit Numbers

**Instruction:** Look at the addition sentence 14 + 32 =

We are going to find the sum the same way we did yesterday by adding the place values.

$$\begin{array}{r} 14 \\ + \ 32 \\ \hline \end{array}$$

Look at the ones place first.
4 + 2 = 6

Look at the tens place next.
1 + 3 = 4
Our answer would be 46

Find the sums.

$$\begin{array}{r} 12 \\ + \ 14 \\ \hline \end{array} \qquad \begin{array}{r} 22 \\ + \ 34 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ + \ 42 \\ \hline \end{array} \qquad \begin{array}{r} 43 \\ + \ 13 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + \ 34 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ + \ 22 \\ \hline \end{array} \qquad \begin{array}{r} 31 \\ + \ 43 \\ \hline \end{array} \qquad \begin{array}{r} 42 \\ + \ 41 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ + \ 21 \\ \hline \end{array} \qquad \begin{array}{r} 22 \\ + \ 22 \\ \hline \end{array} \qquad \begin{array}{r} 47 \\ + \ 11 \\ \hline \end{array} \qquad \begin{array}{r} 49 \\ + \ 40 \\ \hline \end{array}$$

**Name:**_____ **Date:** _____

# Adding Two Digit Numbers

**Instruction:** Look at the addition sentence 92 + 89 =

Again we are going to use place value to find the sum.

Look at the ones place first.
2 + 9 = 11

92
+ 89
1
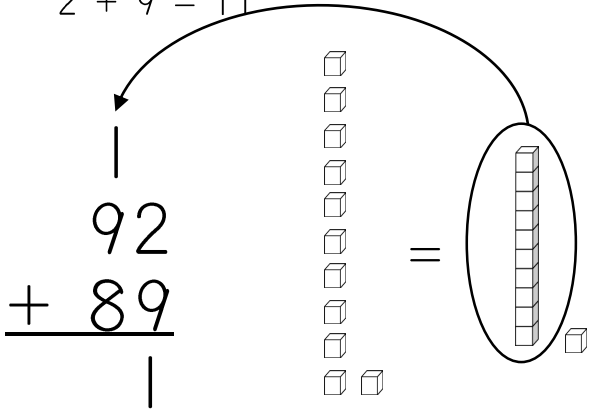
When we add the numbers together we can group a set of ten. This ten will be carried over to the tens place value. You write it above the other digits and add it along with them.

Now we have in the tens place
1 + 9 + 8=18

The answer is:
1
92
+ 89
181

## Find the sums.

| | | | |
|---|---|---|---|
| 47 | 58 | 42 | 37 |
| + 22 | + 13 | + 17 | + 21 |

| | | | |
|---|---|---|---|
| 85 | 75 | 34 | 57 |
| + 95 | + 25 | + 87 | + 48 |

**Name:** _____  **Date:** _____

# Adding Two Digit Numbers

**Instruction:** Find the sums.

$$
\begin{array}{r} 32 \\ + 43 \\ \hline \end{array}
\qquad
\begin{array}{r} 54 \\ + 12 \\ \hline \end{array}
\qquad
\begin{array}{r} 46 \\ + 19 \\ \hline \end{array}
\qquad
\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}
$$

$$
\begin{array}{r} 34 \\ + 65 \\ \hline \end{array}
\qquad
\begin{array}{r} 15 \\ + 31 \\ \hline \end{array}
\qquad
\begin{array}{r} 74 \\ + 65 \\ \hline \end{array}
\qquad
\begin{array}{r} 14 \\ + 10 \\ \hline \end{array}
$$

$$
\begin{array}{r} 30 \\ + 20 \\ \hline \end{array}
\qquad
\begin{array}{r} 75 \\ + 14 \\ \hline \end{array}
\qquad
\begin{array}{r} 85 \\ + 76 \\ \hline \end{array}
\qquad
\begin{array}{r} 14 \\ + 41 \\ \hline \end{array}
$$

$$
\begin{array}{r} 65 \\ + 13 \\ \hline \end{array}
\qquad
\begin{array}{r} 75 \\ + 42 \\ \hline \end{array}
\qquad
\begin{array}{r} 74 \\ + 34 \\ \hline \end{array}
\qquad
\begin{array}{r} 85 \\ + 73 \\ \hline \end{array}
$$

**Name:** _____ **Date:** _____

# Place Value Hundreds

We are going to learn about a new place value today. The hundreds value is equal to ten tens blocks or 100 ones blocks.

=
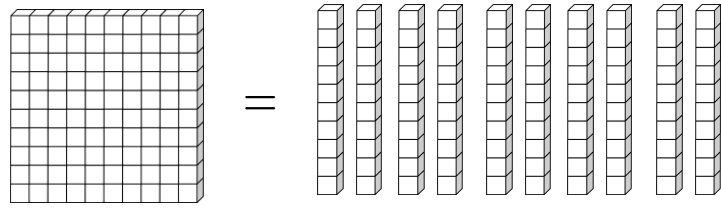
Look the blocks below. There is 1 hundreds block, 2 tens blocks, and 3 ones blocks.

=

| hundreds | tens | ones |
|----------|------|------|
| 1 | 2 | 3 |
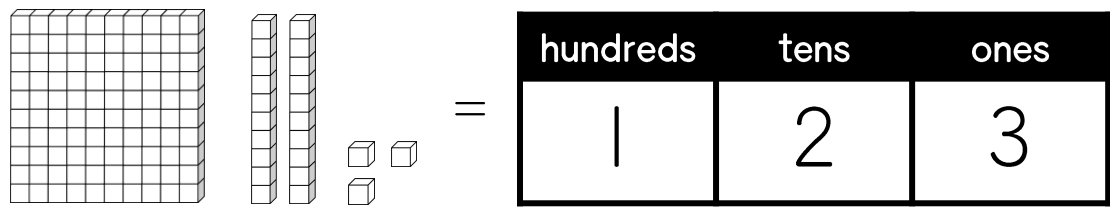
Fill in the boxes below with the correct digits.

275

| hundreds | tens | ones |
|----------|------|------|
|  |  |  |

483

| hundreds | tens | ones |
|----------|------|------|
|  |  |  |

_____ hundreds _____ tens _____ ones

_____ hundreds _____ tens _____ ones

372

| hundreds | tens | ones |
|----------|------|------|
|  |  |  |

915

| hundreds | tens | ones |
|----------|------|------|
|  |  |  |

_____ hundreds _____ tens _____ ones

_____ hundreds _____ tens _____ ones

**Name:**_____ **Date:** _____

# Place Value Hundreds

Count the hundreds, tens and ones. Write the number

How many hundreds? _____
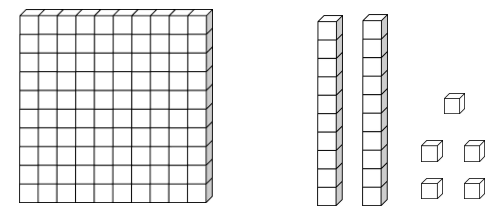
How many tens? _____

How many ones_____

_____ + _____ + _____ = _____

Write the number in the box.

How many hundreds? _____

How many tens? _____

How many ones_____

_____ + _____ + _____ = _____

Write the number in the box.

How many hundreds? _____

How many tens? _____

How many ones_____

_____ + _____ + _____ = _____

Write the number in the box.

How many hundreds? _____

How many tens? _____

How many ones_____

_____ + _____ + _____ = _____
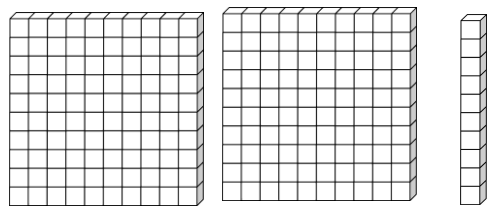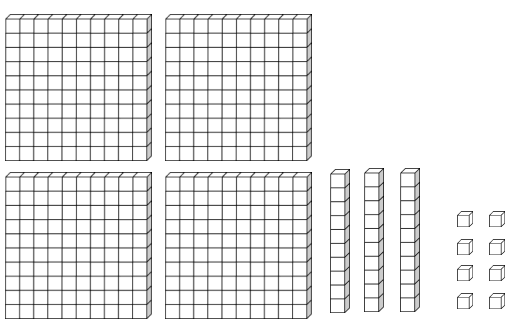
Write the number in the box.

**Name:**_____ **Date:** _____

# Place Value Hundreds

**Instruction:** Write the place value of the underlined number. Hundreds, Tens or ones?

| | |
|---|---|
| 3̲24 _____ | 35̲6 _____ |
| 549̲ _____ | 375̲ _____ |
| 44̲2 _____ | 13̲2 _____ |
| 3̲68 _____ | 2̲36 _____ |
| 275̲ _____ | 475̲ _____ |
| 2̲43 _____ | 7̲58 _____ |
| 397̲ _____ | 23̲3 _____ |
| 895̲ _____ | 8̲56 _____ |

**Review: Finish the pattern.**

10, 20, 30, 40, __, __, __, __, __, __, __

**Name:**_____ **Date:** _____

# Expanded Value

Finish the addition sentences. Circle the hundreds place.

$500 + 20 + \underline{\phantom{xx}} = 524$

$300 + \underline{\phantom{xx}} + 6 = 326$

$100 + 50 + \underline{\phantom{xx}} = 153$

$500 + 70 + \underline{\phantom{xx}} = 573$

$\underline{\phantom{xx}} + 50 + 4 = 354$

$\underline{\phantom{xx}} + \underline{\phantom{xx}} + \underline{\phantom{xx}} = 125$

$\underline{\phantom{xx}} + \underline{\phantom{xx}} + 4 = 554$

$700 + 20 + 3 = \underline{\phantom{xx}}$

$\underline{\phantom{xx}} + \underline{\phantom{xx}} + \underline{\phantom{xx}} = 252$

$\underline{\phantom{xx}} + \underline{\phantom{xx}} + \underline{\phantom{xx}} = 777$

$\underline{\phantom{xx}} + \underline{\phantom{xx}} + \underline{\phantom{xx}} = 975$

$\underline{\phantom{xx}} + \underline{\phantom{xx}} + \underline{\phantom{xx}} = 424$

$\underline{\phantom{xx}} + \underline{\phantom{xx}} + \underline{\phantom{xx}} = 367$

$\underline{\phantom{xx}} + \underline{\phantom{xx}} + \underline{\phantom{xx}} = 942$

$\underline{\phantom{xx}} + \underline{\phantom{xx}} + \underline{\phantom{xx}} = 233$

$\underline{\phantom{xx}} + \underline{\phantom{xx}} + \underline{\phantom{xx}} = 485$

**Review: Odd or even ?**

452 | odd / even

324 | odd / even

767 | odd / even

483 | odd / even

**Name:** _____   **Date:** _____

# Place Value Hundreds

Cut out the boxes at the bottom. Use them to build the each number inside the box.

| | | |
|---|---|---|
| 1. 223 | 6. 523 | 11. 344 |
| 2. 442 | 7. 123 | 12. 653 |
| 3. 468 | 8. 542 | 13. 153 |
| 4. 423 | 9. 653 | 14. 642 |
| 5. 652 | 10. 322 | 15. 754 |

2ⁿᵈ Grade Curriculum Workbook                                   Miniaturemasterminds.com
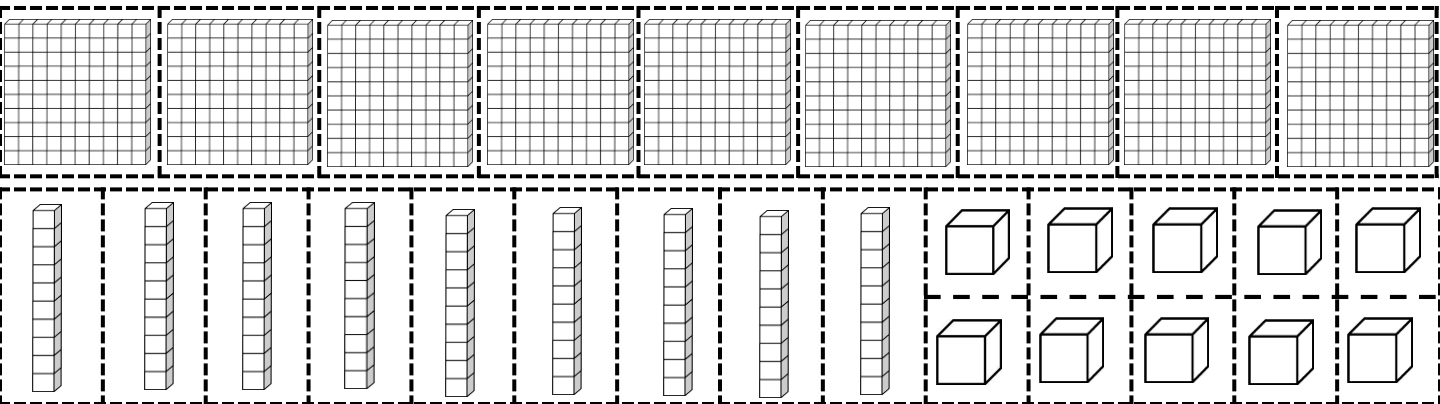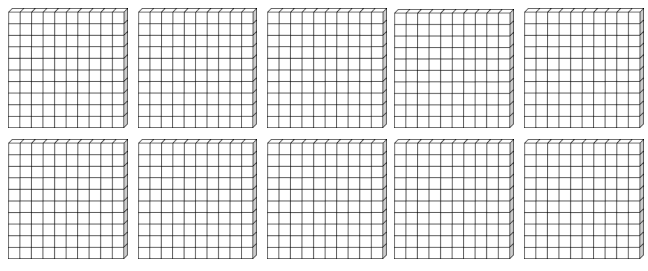
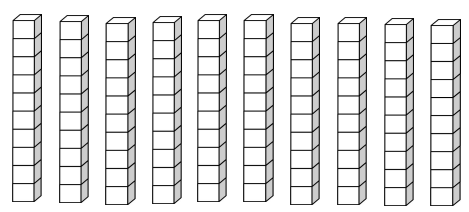**Name:**                                        **Date:**

# Place Value Hundreds

**Instruction:** Color the blocks to match the number in each box.

hundreds

tens

| 458 |

ones

hundreds
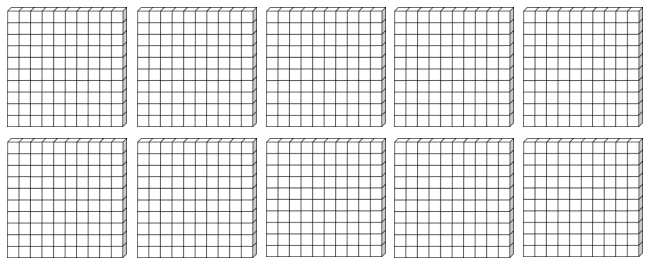
tens
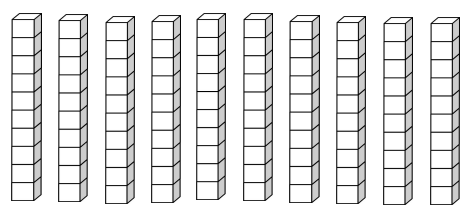
| 345 |

ones

hundreds
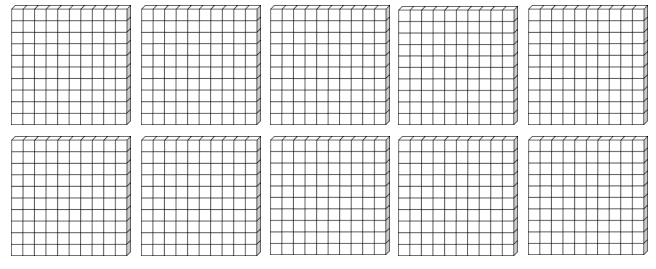
tens
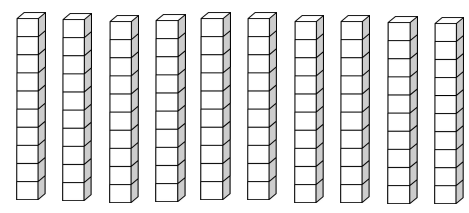
| 756 |

ones

hundreds
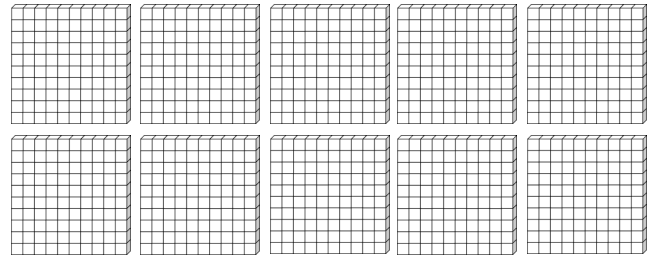
tens
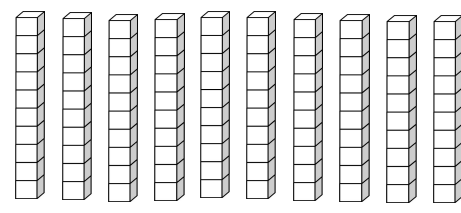
| 678 |

ones

**Name:**_____ **Date:** _____

# Place Value Activity

**Instruction:** Cut out along the dotted lines. Slide the number strips through the holes so the number shows in the box.
Make each number below.

| 323 | 841 | 234 | 123 |
|-----|-----|-----|-----|
| 543 | 346 | 642 | 152 |
| 763 | 765 | 745 | 867 |

## Build A Number

| hundreds | tens | ones |
|----------|------|------|

| 1 | 1 | 1 |
|---|---|---|
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |
| 9 | 9 | 9 |

**Name:**_____ **Date:** _____

# Place Value Hundreds

**Instruction:** Use the clues to find the number.

| | | |
|---|---|---|
| I have 2 hundreds, 5 ones and 3 tens.<br>What number am I? | I have 4 ones, 5 hundreds and 2 tens.<br>What number am I? | I have 8 hundreds, 7 ones and 1 tens.<br>What number am I? |
| I have 7 tens, 3 hundreds and 0 ones.<br>What number am I? | I have 6 hundreds, 4 ones and 6 tens.<br>What number am I? | I have 3 hundreds, 8 ones and 7 tens.<br>What number am I? |
| I have 4 hundreds, 2 ones and 5 tens.<br>What number am I? | I have 6 hundreds, 3 tens and 3 ones.<br>What number am I? | I have 1 ones, 2 hundreds and 1 tens.<br>What number am I? |
| I have 4 hundreds, 4 ones and 7 tens.<br>What number am I? | I have 5 ones, 9 hundreds and 3 tens.<br>What number am I? | I have 7 hundreds, 3 tens and 4 ones.<br>What number am I? |

**Name:**_____ **Date:** _____

# Place Value Hundreds

**Instruction:** What is the value of the digit underlined? Circle the answer.

| 4̲54 | 400 | 54̲3 | 400 | 6̲65 | 600 | 23̲4 | 400 |
| | 40 | | 40 | | 60 | | 40 |
| | 4 | | 4 | | 6 | | 4 |
| 56̲4 | 600 | 2̲34 | 200 | 45̲6 | 600 | 2̲42 | 200 |
| | 60 | | 20 | | 60 | | 20 |
| | 6 | | 2 | | 6 | | 2 |
| 62̲3 | 200 | 856̲ | 600 | 85̲4 | 500 | 7̲43 | 700 |
| | 20 | | 60 | | 50 | | 70 |
| | 2 | | 6 | | 5 | | 7 |
| 8̲42 | 800 | 753̲ | 300 | 89̲7 | 900 | 3̲42 | 300 |
| | 80 | | 30 | | 90 | | 30 |
| | 8 | | 3 | | 9 | | 3 |

**Name:** _____ **Date:** _____

# Place Value Hundreds Review

**Instruction:** Color the blocks to match the number in each box.
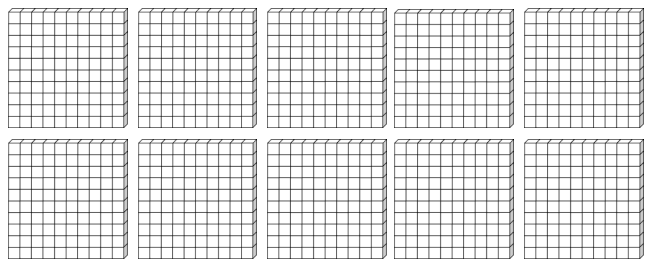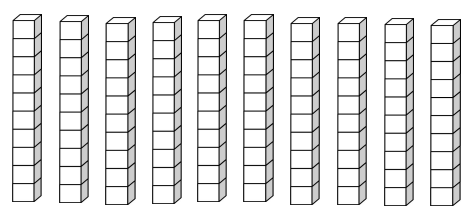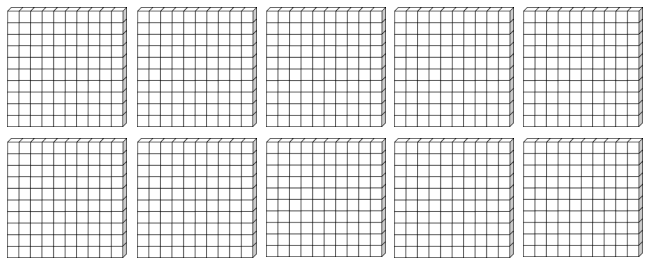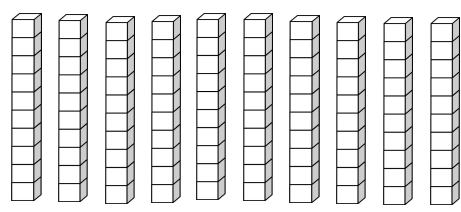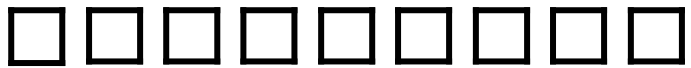
hundreds

tens

426

ones

hundreds

tens

124

ones

hundreds
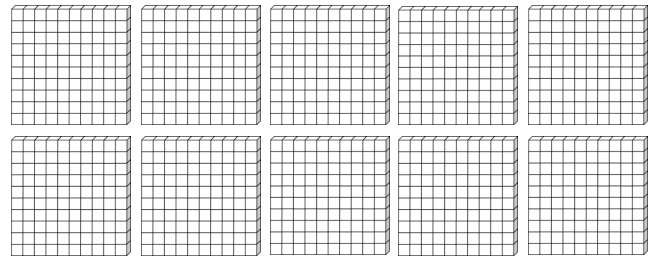
tens
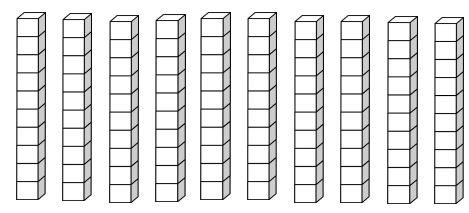
653

ones

hundreds
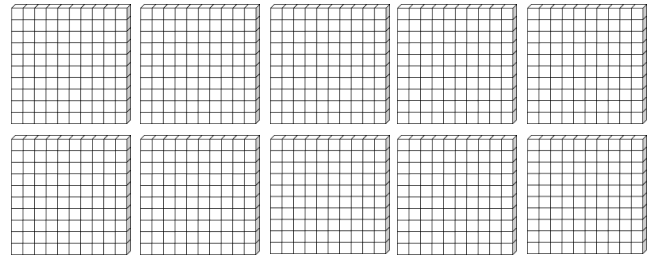
tens
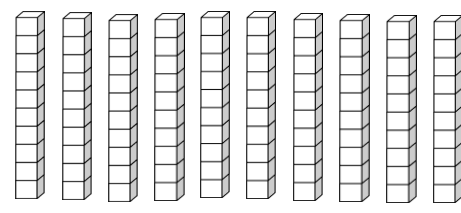
798

ones
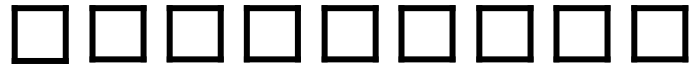
**Name:** _____ **Date:** _____

# Adding Hundreds

**Instruction:** Look at the addition sentence 400 + 300 =
We can use place value to find the sum.

```
  4 0 0
+ 3 0 0
  7 0 0
```

Look at the ones place first.
0 + 0 = 0

Look at the tens place next.
0 + 0 = 0

Look at the hundreds place next.
4 + 3 = 7
Our answer would be 700

|  |  |  |  |
|---|---|---|---|
| 300<br>+ 500 | 600<br>+ 200 | 300<br>+ 200 | 200<br>+ 400 |
| 600<br>+ 300 | 700<br>+ 200 | 800<br>+ 100 | 200<br>+ 100 |
| 300<br>+ 400 | 400<br>+ 500 | 100<br>+ 100 | 200<br>+ 700 |

Math

**Name:**_____ **Date:** _____

# Adding Three Digit Numbers

**Instruction:** Look at the addition sentence 144 + 632 =

$$
\begin{array}{r}
1\,4\,4 \\
+\ 6\,3\,2 \\
\hline
7\,7\,6
\end{array}
$$

Look at the ones place first.
4 + 2 = 6

Look at the tens place next.
4 + 3 = 7

Look at the hundreds place last.
1 + 6 = 7
Our answer would be 776

## Find the sums.

$$
\begin{array}{r} 512 \\ +\ 242 \\ \hline \end{array}
\qquad
\begin{array}{r} 142 \\ +\ 321 \\ \hline \end{array}
\qquad
\begin{array}{r} 421 \\ +\ 435 \\ \hline \end{array}
\qquad
\begin{array}{r} 421 \\ +\ 13 \\ \hline \end{array}
$$

$$
\begin{array}{r} 432 \\ +\ 341 \\ \hline \end{array}
\qquad
\begin{array}{r} 111 \\ +\ 222 \\ \hline \end{array}
\qquad
\begin{array}{r} 341 \\ +\ 43 \\ \hline \end{array}
\qquad
\begin{array}{r} 442 \\ +\ 41 \\ \hline \end{array}
$$

$$
\begin{array}{r} 731 \\ +\ 211 \\ \hline \end{array}
\qquad
\begin{array}{r} 222 \\ +\ 222 \\ \hline \end{array}
\qquad
\begin{array}{r} 417 \\ +\ 151 \\ \hline \end{array}
\qquad
\begin{array}{r} 449 \\ +\ 430 \\ \hline \end{array}
$$

**Name:**_____  **Date:** _____

# Adding Three Digit Numbers

**Instruction:** Look at the addition sentence 292 + 181 =

Again we are going to use place value to find the sum.

18 tens is equal to 1 hundreds and 8 tens.

```
  1
  292
+ 181
-----
  483
```
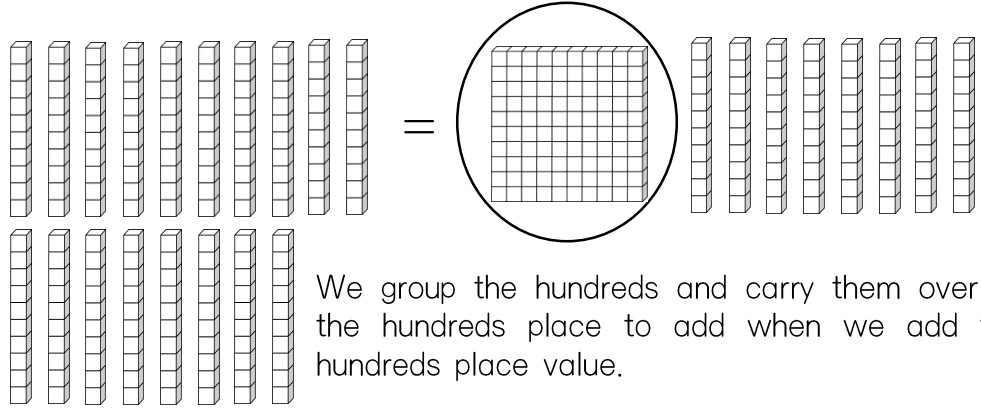
We group the hundreds and carry them over to the hundreds place to add when we add the hundreds place value.

## Find the sums.

```
  437        568        242        437
+ 252      + 183      +  17      + 521
```

```
  685        795        394        537
+ 895      + 235      + 857      + 418
```

**Name:** _____ **Date:** _____

# Adding Three Digit Numbers

**Instruction:**  Find the sums.

$$
\begin{array}{r} 324 \\ +\ 65 \\ \hline \end{array}
\qquad
\begin{array}{r} 65 \\ +\ 23 \\ \hline \end{array}
\qquad
\begin{array}{r} 416 \\ +\ 129 \\ \hline \end{array}
\qquad
\begin{array}{r} 653 \\ +\ 754 \\ \hline \end{array}
$$

$$
\begin{array}{r} 754 \\ +\ 234 \\ \hline \end{array}
\qquad
\begin{array}{r} 645 \\ +\ 234 \\ \hline \end{array}
\qquad
\begin{array}{r} 752 \\ +\ 635 \\ \hline \end{array}
\qquad
\begin{array}{r} 134 \\ +\ 130 \\ \hline \end{array}
$$

$$
\begin{array}{r} 305 \\ +\ 240 \\ \hline \end{array}
\qquad
\begin{array}{r} 775 \\ +\ 124 \\ \hline \end{array}
\qquad
\begin{array}{r} 385 \\ +\ 76 \\ \hline \end{array}
\qquad
\begin{array}{r} 134 \\ +\ 451 \\ \hline \end{array}
$$

$$
\begin{array}{r} 653 \\ +\ 352 \\ \hline \end{array}
\qquad
\begin{array}{r} 746 \\ +\ 442 \\ \hline \end{array}
\qquad
\begin{array}{r} 754 \\ +\ 344 \\ \hline \end{array}
\qquad
\begin{array}{r} 100 \\ +\ 99 \\ \hline \end{array}
$$

**Name:**_____ **Date:** _____

# Adding Three Digit Numbers

**Instruction:**    Find the sums.

$$
\begin{array}{r} 645 \\ +\ 76 \\ \hline \end{array}
\qquad
\begin{array}{r} 234 \\ +\ 67 \\ \hline \end{array}
\qquad
\begin{array}{r} 123 \\ +\ 132 \\ \hline \end{array}
\qquad
\begin{array}{r} 634 \\ +\ 623 \\ \hline \end{array}
$$

$$
\begin{array}{r} 634 \\ +\ 151 \\ \hline \end{array}
\qquad
\begin{array}{r} 123 \\ +\ 346 \\ \hline \end{array}
\qquad
\begin{array}{r} 643 \\ +\ 765 \\ \hline \end{array}
\qquad
\begin{array}{r} 142 \\ +\ 123 \\ \hline \end{array}
$$

$$
\begin{array}{r} 222 \\ +\ 232 \\ \hline \end{array}
\qquad
\begin{array}{r} 111 \\ +\ 111 \\ \hline \end{array}
\qquad
\begin{array}{r} 236 \\ +\ 763 \\ \hline \end{array}
\qquad
\begin{array}{r} 123 \\ +\ 534 \\ \hline \end{array}
$$

$$
\begin{array}{r} 615 \\ +\ 13 \\ \hline \end{array}
\qquad
\begin{array}{r} 755 \\ +\ 42 \\ \hline \end{array}
\qquad
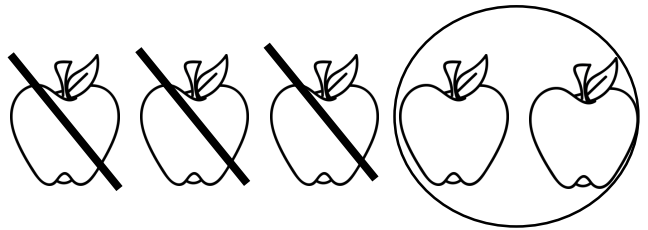\begin{array}{r} 652 \\ +\ 34 \\ \hline \end{array}
\qquad
\begin{array}{r} 142 \\ +\ 73 \\ \hline \end{array}
$$

**Name:** _____ **Date:** _____

# Subtraction

**Instruction:** Subtraction means we are taking away from a number. It is also called finding the difference.

Look at the problem. There are 5 apples. 3 apples were ate. How many apples are left?

$$\begin{array}{r} 5 \\ -\ 3 \\ \hline 2 \end{array}$$

## Find the difference.

$$\begin{array}{r} 9 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ -\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\ 3 \\ \hline \end{array}$$

**Name:** _____ **Date:** _____

# Subtraction

**Instruction:** Find the missing number.

| | |
|---|---|
| $5 - 2 = $ ___ | $8 - 4 = $ ___ |
| $7 - $ ___ $ = 3$ | $9 - 3 = $ ___ |
| $6 - 2 = $ ___ | ___ $ - 5 = 3$ |
| $8 - $ ___ $ = 4$ | $9 - 2 = $ ___ |
| $3 - $ ___ $ = 1$ | ___ $ - 2 = 0$ |
| ___ $ - 4 = 6$ | $7 - 4 = $ ___ |

**Name:**_____ **Date:** _____

# Subtraction

Find the difference.

$$\begin{array}{r} 19 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ -\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ -\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ -\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 17 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\ 1 \\ \hline \end{array}$$

**Name:** _____  **Date:** _____

# Subtraction

Find the difference.

| | |
|---|---|
| 5 − 2 = ___ | 7 − 4 = ___ |
| 8 − ___ = 3 | 5 − 3 = ___ |
| 7 − 2 = ___ | ___ − 2 = 3 |
| 9 − ___ = 3 | 9 − 2 = ___ |
| 7 − ___ = 1 | ___ − 1 = 0 |
| ___ − 5 = 2 | 8 − 8 = ___ |

Math

**Name:**_____ **Date:** _____

# Subtraction Review

**Instruction:** Find the difference.

| | |
|---|---|
| 7 − 2 = ___ | 6 − 4 = ___ |
| 9 − ___ = 3 | 9 − 3 = ___ |
| 2 − 2 = ___ | ___ − 5 = 3 |

$$11 \\ \underline{-\ 1}$$   $$6 \\ \underline{-\ 3}$$   $$8 \\ \underline{-\ 2}$$   $$9 \\ \underline{-\ 1}$$

$$12 \\ \underline{-\ 2}$$   $$18 \\ \underline{-\ 5}$$   $$9 \\ \underline{-\ 9}$$   $$3 \\ \underline{-\ 1}$$

**Name:** _____ **Date:** _____

# Subtraction

Find the difference.

$$
\begin{array}{r} 80 \\ -\ 60 \\ \hline \end{array}
\qquad
\begin{array}{r} 20 \\ -\ 10 \\ \hline \end{array}
\qquad
\begin{array}{r} 40 \\ -\ 30 \\ \hline \end{array}
\qquad
\begin{array}{r} 60 \\ -\ 30 \\ \hline \end{array}
$$

$$
\begin{array}{r} 30 \\ -\ 30 \\ \hline \end{array}
\qquad
\begin{array}{r} 90 \\ -\ 10 \\ \hline \end{array}
\qquad
\begin{array}{r} 70 \\ -\ 20 \\ \hline \end{array}
\qquad
\begin{array}{r} 40 \\ -\ 20 \\ \hline \end{array}
$$

$$
\begin{array}{r} 50 \\ -\ 40 \\ \hline \end{array}
\qquad
\begin{array}{r} 20 \\ -\ 10 \\ \hline \end{array}
\qquad
\begin{array}{r} 20 \\ -\ 20 \\ \hline \end{array}
\qquad
\begin{array}{r} 50 \\ -\ 30 \\ \hline \end{array}
$$

$$
\begin{array}{r} 40 \\ -\ 20 \\ \hline \end{array}
\qquad
\begin{array}{r} 60 \\ -\ 50 \\ \hline \end{array}
\qquad
\begin{array}{r} 70 \\ -\ 30 \\ \hline \end{array}
\qquad
\begin{array}{r} 80 \\ -\ 10 \\ \hline \end{array}
$$

**Name:**_____ **Date:** _____

# Subtraction

Find the difference.

| | |
|---|---|
| 60 − 20 = ____ | 70 − 50 = ____ |
| 80 − ____ = 30 | 50 − 10 = ____ |
| 70 − 10 = ____ | ____ − 20 = 30 |
| 30 − ____ = 30 | 70 − 20 = ____ |
| 70 − ____ = 30 | ____ − 30 = 0 |
| ____ − 50 = 10 | 30 − 30 = ____ |

**Name:** _____ **Date:** _____

# Subtraction

We can use place value to find the difference in larger numbers.

$$\begin{array}{r} 4\,5 \\ -\ \ 2 \\ \hline 4\,3 \end{array}$$
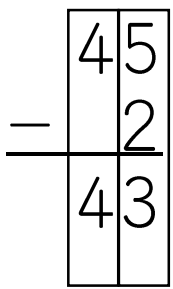
Look at the ones place first.
$5 - 2 = 3$

Look at the tens place next.
$4 - 0 = 4$

Our answer would be 700

Find the difference.

$$\begin{array}{r} 34 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 74 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ -\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 75 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 85 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ -\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 75 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 74 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 85 \\ -\ 2 \\ \hline \end{array}$$

**Name:** _____  **Date:** _____

# Subtraction

**Instruction:** Find the differences.

$$
\begin{array}{r} 32 \\ -\ 21 \\ \hline \end{array}
\qquad
\begin{array}{r} 54 \\ -\ 42 \\ \hline \end{array}
\qquad
\begin{array}{r} 46 \\ -\ 23 \\ \hline \end{array}
\qquad
\begin{array}{r} 20 \\ -\ 10 \\ \hline \end{array}
$$

$$
\begin{array}{r} 34 \\ -\ 13 \\ \hline \end{array}
\qquad
\begin{array}{r} 15 \\ -\ 5 \\ \hline \end{array}
\qquad
\begin{array}{r} 74 \\ -\ 32 \\ \hline \end{array}
\qquad
\begin{array}{r} 14 \\ -\ 2 \\ \hline \end{array}
$$

$$
\begin{array}{r} 30 \\ -\ 10 \\ \hline \end{array}
\qquad
\begin{array}{r} 75 \\ -\ 42 \\ \hline \end{array}
\qquad
\begin{array}{r} 85 \\ -\ 44 \\ \hline \end{array}
\qquad
\begin{array}{r} 14 \\ -\ 12 \\ \hline \end{array}
$$

$$
\begin{array}{r} 65 \\ -\ 32 \\ \hline \end{array}
\qquad
\begin{array}{r} 75 \\ -\ 35 \\ \hline \end{array}
\qquad
\begin{array}{r} 74 \\ -\ 41 \\ \hline \end{array}
\qquad
\begin{array}{r} 85 \\ -\ 72 \\ \hline \end{array}
$$

MATH

**Name:** _____  **Date:** _____

# Subtraction Review

**Instruction:** Find the differences.

| | | | |
|---|---|---|---|
| 52<br>− 21 | 48<br>− 42 | 37<br>− 23 | 49<br>− 10 |
| 98<br>− 13 | 45<br>−  5 | 78<br>− 32 | 17<br>− 12 |
| 25<br>− 10 | 85<br>− 42 | 45<br>− 44 | 85<br>− 12 |
| 45<br>− 32 | 87<br>− 35 | 52<br>− 41 | 75<br>− 72 |

**Name:**_____ **Date:** _____

# Addition Facts Flash Cards

Cut out the cards and laminate them. Practice them each day till you know them without counting.

|     |     |     |
| --- | --- | --- |
| $\begin{array}{r} 1 \\ +\ 1 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ +\ 2 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ +\ 3 \\ \hline \end{array}$ |
| $\begin{array}{r} 1 \\ +\ 4 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ +\ 5 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ +\ 6 \\ \hline \end{array}$ |
| $\begin{array}{r} 1 \\ +\ 7 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ +\ 9 \\ \hline \end{array}$ |

**Name:**_____ **Date:** _____

# Addition Facts Flash Cards

Cut out the cards and laminate them. Practice them each day till you know them without counting.

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

**Name:** _____ **Date:** _____

# Addition Facts Flash Cards

Cut out the cards and laminate them. Practice them each day till you know them without counting.

| $\begin{array}{r} 3 \\ +\ 1 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ +\ 2 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array}$ |
|---|---|---|
| $\begin{array}{r} 3 \\ +\ 4 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ +\ 5 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ +\ 6 \\ \hline \end{array}$ |
| $\begin{array}{r} 3 \\ +\ 7 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ +\ 9 \\ \hline \end{array}$ |

**Name:** _____  **Date:** _____

# Addition Facts Flash Cards

**Instruction:** Cut out the cards and laminate them. Practice them each day till you know them without counting.

| | | |
|:---:|:---:|:---:|
| $4 + 1$ | $4 + 2$ | $4 + 3$ |
| $4 + 4$ | $4 + 5$ | $4 + 6$ |
| $4 + 7$ | $4 + 8$ | $4 + 9$ |

**Name:**_____  **Date:** _____

# Addition Facts Flash Cards

**Instruction:** Cut out the cards and laminate them. Practice them each day till you know them without counting.

$$\begin{array}{r} 5 \\ +\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +\ 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ +\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +8 \\ \hline \end{array}$$

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

2nd Grade Curriculum Workbook

**Name:** _____ **Date:** _____

# Addition Facts Flash Cards

**Instruction:** Cut out the cards and laminate them. Practice them each day till you know them without counting.

$$6 + 1$$  $$6 + 2$$  $$6 + 3$$

$$6 + 4$$  $$6 + 5$$  $$6 + 6$$

$$6 + 7$$  $$6 + 8$$  $$6 + 9$$

**Name:** _____  **Date:** _____

# Addition Facts Flash Cards

Cut out the cards and laminate them. Practice them each day till you know them without counting.

|  |  |  |
|---|---|---|
| $\begin{array}{r}7\\+\ 1\\\hline\end{array}$ | $\begin{array}{r}7\\+\ 2\\\hline\end{array}$ | $\begin{array}{r}7\\+\ 3\\\hline\end{array}$ |
| $\begin{array}{r}7\\+\ 4\\\hline\end{array}$ | $\begin{array}{r}7\\+\ 5\\\hline\end{array}$ | $\begin{array}{r}7\\+\ 6\\\hline\end{array}$ |
| $\begin{array}{r}7\\+\ 7\\\hline\end{array}$ | $\begin{array}{r}7\\+8\\\hline\end{array}$ | $\begin{array}{r}7\\+\ 9\\\hline\end{array}$ |

**Name:** _____ **Date:** _____

# Addition Facts Flash Cards

Cut out the cards and laminate them. Practice them each day till you know them without counting.

| | | |
|---|---|---|
| $8$ $+\ 1$ | $8$ $+\ 2$ | $8$ $+\ 3$ |
| $8$ $+\ 4$ | $8$ $+\ 5$ | $8$ $+\ 6$ |
| $8$ $+\ 7$ | $8$ $+8$ | $8$ $+\ 9$ |

**Name:** _____  **Date:** _____

# Addition Facts Flash Cards

**Instruction:** Cut out the cards and laminate them. Practice them each day till you know them without counting.

| | | |
|---|---|---|
| 9<br>+ 1 | 9<br>+ 2 | 9<br>+ 3 |
| 9<br>+ 4 | 9<br>+ 5 | 9<br>+ 6 |
| 9<br>+ 7 | 9<br>+8 | 9<br>+ 9 |

**Name:** _____  **Date:** _____

# Subtraction Facts Flash Cards

**Instruction:** Cut out the cards and laminate them. Practice them each day till you know them without counting.

| | | |
|---|---|---|
| 9<br>− 1 | 9<br>− 2 | 9<br>− 3 |
| 9<br>− 4 | 9<br>− 5 | 9<br>− 6 |
| 9<br>− 7 | 9<br>− 8 | 9<br>− 9 |

**Name:** _____ **Date:** _____

# Subtraction Facts Flash Cards

**Instruction:** Cut out the cards and laminate them. Practice them each day till you know them without counting.

| | | |
|---|---|---|
| $\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$ |
| $\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$ |
| $\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ -8 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$ |

**Name:**_____ **Date:** _____

# Subtraction Facts Flash Cards

Cut out the cards and laminate them. Practice them each day till you know them without counting.

$$7 - 1$$

$$7 - 2$$

$$7 - 3$$

$$7 - 4$$

$$7 - 5$$

$$7 - 6$$

$$7 - 7$$

$$7 - 0$$

$$6 - 0$$

**Name:** _____  **Date:** _____

# Subtraction Facts Flash Cards

**Instruction:** Cut out the cards and laminate them. Practice them each day till you know them without counting.

| | | |
|---|---|---|
| $6 - 1$ | $6 - 2$ | $6 - 3$ |
| $6 - 4$ | $6 - 5$ | $6 - 6$ |
| $5 - 0$ | $5 - 1$ | $5 - 2$ |

**Name:**_____ **Date:** _____

# Subtraction Facts Flash Cards

**Instruction:** Cut out the cards and laminate them. Practice them each day till you know them without counting.

| | | |
|---|---|---|
| $\begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ -\ 4 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ -\ 5 \\ \hline \end{array}$ |
| $\begin{array}{r} 4 \\ -\ 0 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ -\ 1 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ -\ 2 \\ \hline \end{array}$ |
| $\begin{array}{r} 4 \\ -\ 3 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ -\ 4 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ -\ 0 \\ \hline \end{array}$ |

**Name:**_____ **Date:** _____

# Subtraction Facts Flash Cards

**Instruction:** Cut out the cards and laminate them. Practice them each day till you know them without counting.

| | | |
|---|---|---|
| $\begin{array}{r} 3 \\ -\ 1 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ -\ 2 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ -\ 3 \\ \hline \end{array}$ |
| $\begin{array}{r} 2 \\ -\ 0 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ -\ 1 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ -\ 2 \\ \hline \end{array}$ |
| $\begin{array}{r} 1 \\ -\ 0 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ -\ 1 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ -\ 0 \\ \hline \end{array}$ |

**Name:** _____ **Date:** _____

# Addition and Subtraction

**Instruction:** Find the sums or differences.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 57 | 75 | 14 | 16 | 95 | 94 | 84 | 84 |
| - 4 | - 4 | + 2 | + 1 | - 4 | - 2 | - 3 | + 5 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 51 | 91 | 71 | 58 | 85 | 91 | 89 | 81 |
| + 7 | + 6 | + 4 | - 2 | + 3 | + 5 | - 9 | + 8 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 81 | 55 | 62 | 33 | 54 | 66 | 11 | 65 |
| - 1 | + 4 | + 6 | + 5 | - 1 | - 6 | + 8 | - 3 |

**Name:** _____ **Date:** _____

# Subtracting 3 Digit Numbers

**Instruction:** Look at the subtraction sentence 250 − 130 =
We can use place value to find the difference.

$$
\begin{array}{r}
2\,5\,0 \\
-\ 1\,3\,0 \\
\hline
1\,2\,0
\end{array}
$$

Look at the ones place first.
0 − 0 = 0

Look at the tens place next.
5 − 3 = 2

Look at the hundreds place last.
2 − 1 = 1
Our answer would be 120

$$
\begin{array}{r} 478 \\ -\ 235 \\ \hline \end{array}
\qquad
\begin{array}{r} 489 \\ -\ 125 \\ \hline \end{array}
\qquad
\begin{array}{r} 456 \\ -\ 123 \\ \hline \end{array}
\qquad
\begin{array}{r} 782 \\ -\ 22 \\ \hline \end{array}
$$

$$
\begin{array}{r} 842 \\ -\ 432 \\ \hline \end{array}
\qquad
\begin{array}{r} 150 \\ -\ 50 \\ \hline \end{array}
\qquad
\begin{array}{r} 142 \\ -\ 32 \\ \hline \end{array}
\qquad
\begin{array}{r} 475 \\ -\ 125 \\ \hline \end{array}
$$

$$
\begin{array}{r} 785 \\ -\ 651 \\ \hline \end{array}
\qquad
\begin{array}{r} 111 \\ -\ 11 \\ \hline \end{array}
\qquad
\begin{array}{r} 423 \\ -\ 121 \\ \hline \end{array}
\qquad
\begin{array}{r} 789 \\ -\ 243 \\ \hline \end{array}
$$

**Name:** _____ **Date:** _____

# Subtraction Borrowing

**Instruction:** Sometimes the number we are trying to subtract from may be smaller. Such as 42 – 39. We can't subtract 9 from 2. In these cases we will borrow or regroup from the next place value up.

We start by taking 10 from the 4 in the tens place. This makes the 4 a 3 and the 2 is now 12 because it borrowed 10 from the tens place.

$$
\begin{array}{r}
3\ 12 \\
\cancel{4}\cancel{2} \\
-\ 39 \\
\hline
\end{array}
$$
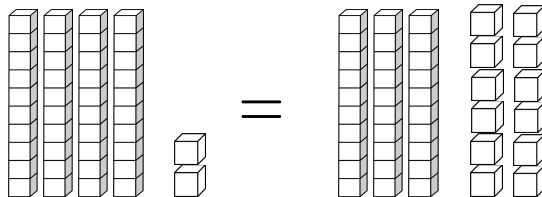
Now we have 12–9 which is 3 in the ones place.
We also have 3–3 in the tens place which is 0.
The answer is 3. 42–39=3

Practice these subtraction problems below.

$$
\begin{array}{r} 73 \\ -25 \\ \hline \end{array}
\qquad
\begin{array}{r} 78 \\ -49 \\ \hline \end{array}
\qquad
\begin{array}{r} 23 \\ -15 \\ \hline \end{array}
\qquad
\begin{array}{r} 78 \\ -49 \\ \hline \end{array}
$$

$$
\begin{array}{r} 97 \\ -89 \\ \hline \end{array}
\qquad
\begin{array}{r} 13 \\ -\ 5 \\ \hline \end{array}
\qquad
\begin{array}{r} 24 \\ -19 \\ \hline \end{array}
\qquad
\begin{array}{r} 45 \\ -27 \\ \hline \end{array}
$$

**Name:**_____ **Date:** _____

# Subtraction Borrowing

**Instruction:** What if the next place value is 0. We can't borrow from 0. It has nothing to give. Instead we are going to go up one more place value and borrow from it to make zero 10 first. Than we finish the problem like before.

First make 0 into 10 by borrowing from the next place value up which is the hundreds. This makes the 2 a 1.

Now we can borrow from 10 making it 9 to make the 5 into 15.

Now subtract like normal. 15−9 = 6  9−4 =5 and 1−0=1

$$\begin{array}{r} {}^{1}\;{}^{9}\!\!\!\!\not{1}{}^{1}\!\!\!\not{0}\;{}^{1}5 \\ 2\;0\;5 \\ -\quad 4\;9 \\ \hline 1\;5\;6 \end{array}$$

This can be a little confusing at first. You can use visuals by grouping counting blocks and practicing borrowing with them or popsicle sticks. Try some hands on practice and then complete the problems below.

$$\begin{array}{r} 105 \\ -\ 99 \\ \hline \end{array} \qquad \begin{array}{r} 308 \\ -\ 49 \\ \hline \end{array} \qquad \begin{array}{r} 203 \\ -105 \\ \hline \end{array} \qquad \begin{array}{r} 502 \\ -175 \\ \hline \end{array}$$

**Review: Put the numbers in order from smallest to largest.**

5  7  9  6  2  4  1  3  8

**Name:** _____ **Date:** _____

# Subtraction

**Instruction:** Find the differences.

$$789 - 325 \qquad 752 - 425 \qquad 100 - 99 \qquad 200 - 100$$

$$45 - 27 \qquad 108 - 49 \qquad 878 - 689 \qquad 325 - 175$$

$$47 - 9 \qquad 13 - 4 \qquad 478 - 100 \qquad 300 - 25$$

**Review: Put the numbers in order from smallest to largest.**

11   35   45   98   42   10   26

**Name:**_____ **Date:** _____

# Subtraction And Addition Review

**Instruction:** Find the differences.

$$241 + 124$$    $$89 - 42$$    $$235 - 35$$    $$199 - 12$$

$$78 - 35$$    $$250 + 120$$    $$780 - 135$$    $$46 + 21$$

$$15 - 3$$    $$152 - 52$$    $$472 + 300$$    $$70 - 54$$

**Review: Write in the missing numbers.**

12 ___    14 ___    16___    18 ___    20 ___    22 ___    24 ___

**Name:**_____ **Date:** _____

# Multiplication Introduction

To multiply means to add equal groups.
When we multiply, the number of things in the group increases.

The two factors and the product are parts of a multiplication problem.

In the multiplication problem, 3 × 2 = 6
the numbers 3 and 2 are the **factors**, while the number 6 is the **product**.

We use **repeated addition** to add these equal groups.
Example 5 X 3 is the same as 5 + 5 + 5=15

3 groups of 5 is 15.    5

3
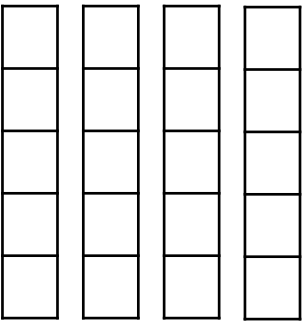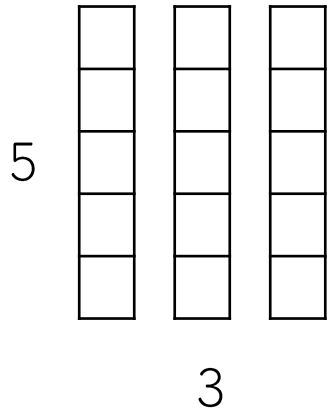
How many is in each group? _____

How many groups are there? _____

How many total blocks are there?_____

5 + 5 + 5 + 5=_____

5x4=_____

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**Name:**_____ **Date:** _____

# Multiplication

Find the answers.

There are 5 groups of chicks. Each group has 3 chicks. How many chicks are there in all?
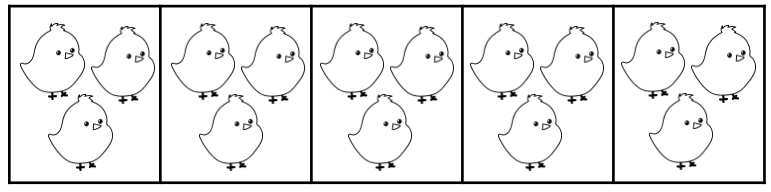
$$3 + 3 + 3 + 3 + 3 = \qquad 5 \times 3 =$$

As multiplication is repeated addition, each repeated addition can be written in two ways.

The same problem above can be wrote 5x3 and 3x5 with the same answer.

There are 3 groups of chicks. Each group has 5 chicks. How many chicks are there in all?
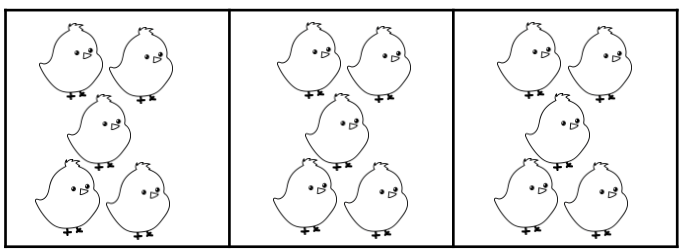
$$5 + 5 + 5 = \qquad 3 \times 5 =$$

Cut out and use the counting blocks and use to count out and show each problem.

| 4 groups of 3 | 2 groups of 6 | 5 groups of 2 | 3 groups of 2 |
|---|---|---|---|
| 4x3 | 2x6 | 5x2 | 3x2 |
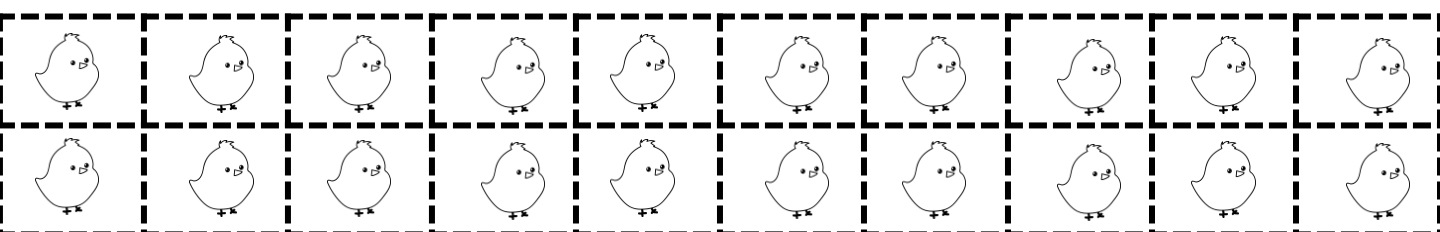
**Name:**_____ **Date:** _____

# Multiplication

**Instruction:** Find the answers.

how
many
groups

how
many
in each
groups

We can solve by adding the groups.
4 + 4 + 4 = 3 x 4 = 12

3  x  4 =
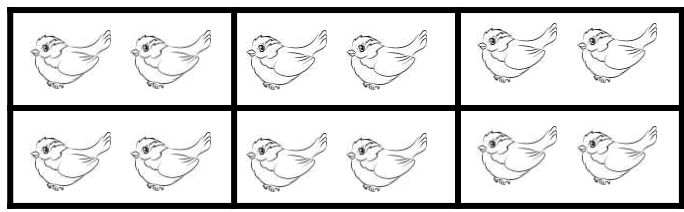
_____ groups, _____ birds in each.

____ × ____ birds = ____ birds

____ + _____ + _____ + _____ + _____ + _____
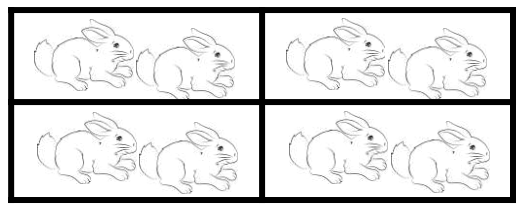
_____ groups, _____ rabbits in each.

____ × ____ rabbits = _____ rabbits

____ + _____ + _____ + _____

**Draw dots in groups to match the multiplication problems.**
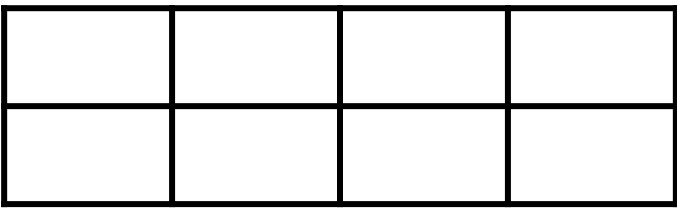
8 x 4=

3 x 2 =
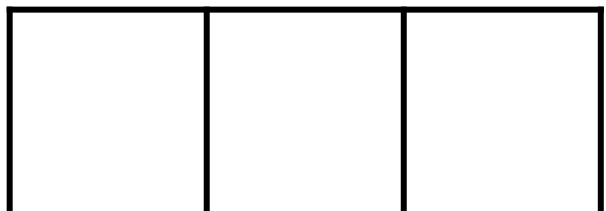
**Name:**_____ **Date:** _____

# Multiplication

**Instruction:** Write an addition and a multiplication sentence for each picture.

___ + ___ + ___ + ___ + ___ + ___ = _____

____ × ____ = _____

___ + ___ + ___ + ___ = _____

____ × ____ = _____
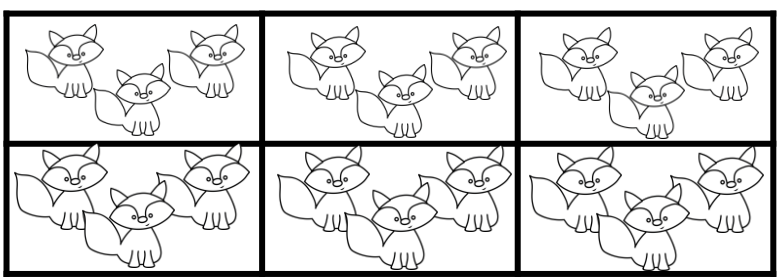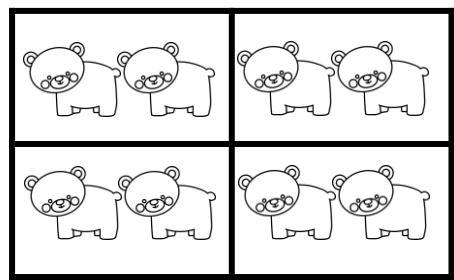
**Follow the instructions. Write the multiplication sentence.**

Draw 3 groups of 7 circles.

_____ × _____ = _____

Draw 2 groups of 6 circles.

_____ × _____ = _____

Draw 4 groups of 3 squares.

_____ × _____ = _____

Draw 4 groups of 4 squares.

_____ × _____ = _____

**Name:**_____ **Date:** _____

# Multiplication Review

**Instruction:** Draw groups to solve the multiplications.

3 × 5 = _____

5 × 3 = _____

4 × 3 = _____

3 × 4 = _____

**Follow the instructions. Write the multiplication sentence.**

Draw 2 groups of 6 circles.

Draw 5 groups of 3 circles.

_____ × _____ = _____

_____ × _____ = _____

Draw 4 groups of 2 squares.

Draw 2 groups of 2 squares.

_____ × _____ = _____

_____ × _____ = _____

**Name:**_____ **Date:** _____

# Multiplication

Read and answer.

Jack has 5 horses. He wants to feed each horse 2 apples. How many apples does he need?
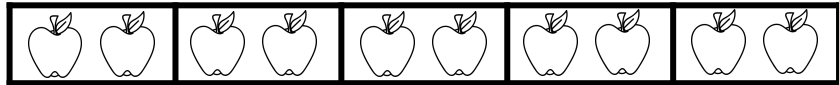
_____ x _____ =

Micha has 4 piggy banks. She wants to put 2 quarters in each bank. Draw two quarters in each piggy bank. How many quarters does she need?
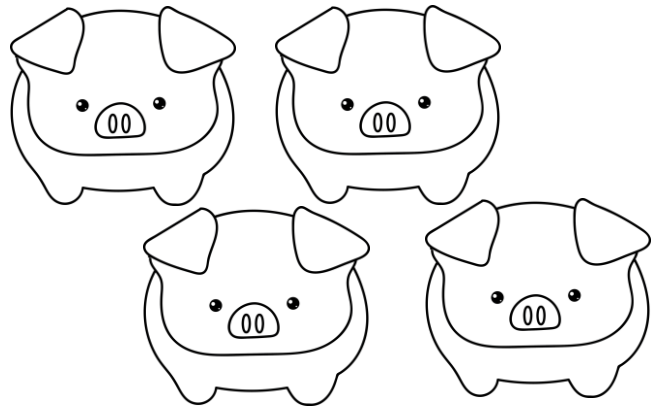
_____ x _____ =

There are 6 barns. Each barn has 2 cows. Draw two cows in each barn. How many cows are there in all?
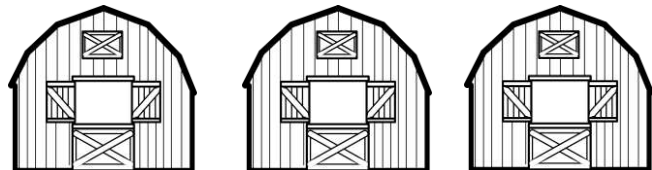
_____ x _____ =

**Name:** _____  **Date:** _____

# Multiplication

Answer each multiplication fact.

_____ X _____ =

_____ X _____ =

_____ X _____ =

_____ X _____ =

_____ X _____ =

_____ X _____ =

2<sup>nd</sup> Grade Curriculum Workbook
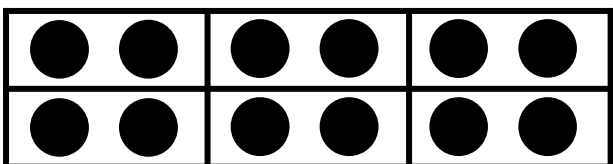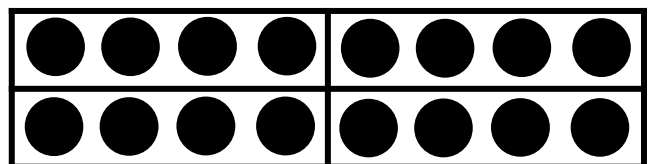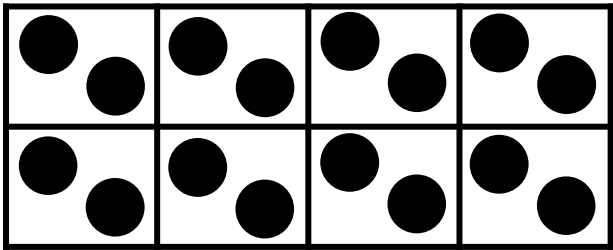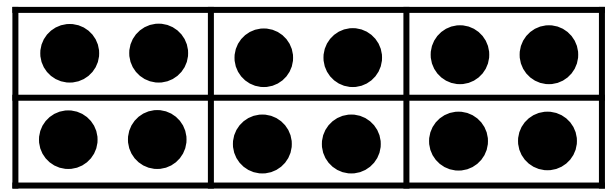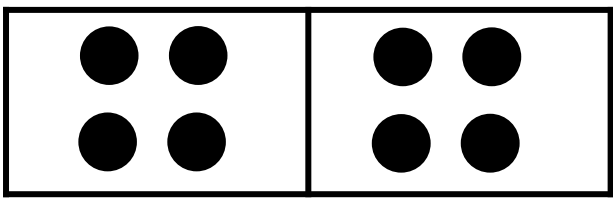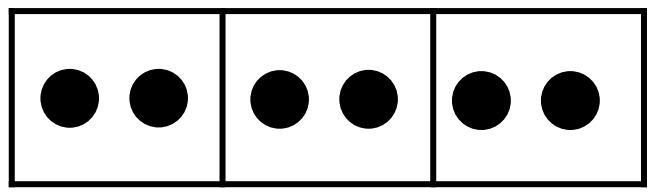
**Name:** _____ **Date:** _____

# Multiply by Zero and One

Anything multiplied by zero the answer is **ALWAYS** zero!

$5 \times 0 = 0$    $3 \times 0 = 0$    $7 \times 0 = 7$

Anything multiplied by one stays <u>the same value.</u>

$3 \times 1 = 3$    $4 \times 1 = 4$    $9 \times 1 = 9$

Answer the multiplication problems.

| | | | |
|---|---|---|---|
| $5 \times 0 =$ | $4 \times 0 =$ | $8 \times 0 =$ | $2 \times 0 =$ |
| $3 \times 1 =$ | $4 \times 1 =$ | $2 \times 1 =$ | $8 \times 1 =$ |
| $1 \times 0 =$ | $3 \times 0 =$ | $5 \times 0 =$ | $6 \times 0 =$ |
| $1 \times 1 =$ | $5 \times 1 =$ | $7 \times 1 =$ | $9 \times 1 =$ |

**Name:**_____ **Date:** _____

# Arrays

### What is an array?

An arrangement of objects, pictures, or numbers in columns and rows. Arrays are useful representations of multiplication concepts.

This array has 4 rows and 3 columns.
It can also be described as a 4 by 3 array.
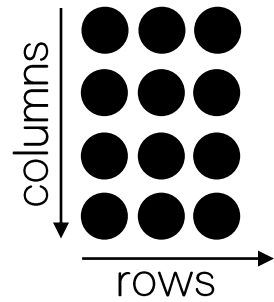
columns

rows

When equal groups are arranged in equal rows, an array is formed.

____ rows
____ columns
____ x ____ = ____

____ rows
____ columns
____ x ____ = ____

____ rows
____ columns
____ x ____ = ____

____ rows
____ columns
____ x ____ = ____

____ rows
____ columns
____ x ____ = ____

____ rows
____ columns
____ x ____ = ____

**Name:**_____ **Date:** _____

# Arrays

Create your own array for each problem.

5 x 3 =

6 x 4 =

8 x 3 =

2 x 6 =

7 x 2 =

2 x 4 =

**Name:** _____ **Date:** _____

# Arrays Reviews

**Instruction:** Create your own array for each problem.

| | |
|---|---|
| 3 x 3 = | 2 x 6 = |
| 2 x 9 = | 4 x 4 = |
| 7 x 2 = | 6 x 2 = |

**Name:**_____ **Date:** _____

# Division Introduction

Division is when we divide up a whole group into smaller equal groups.

1. Divide 8 ducks into groups of 2
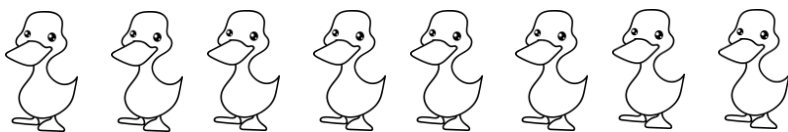
8 divided by 2 =

2. Divide 10 ants into groups of 5.
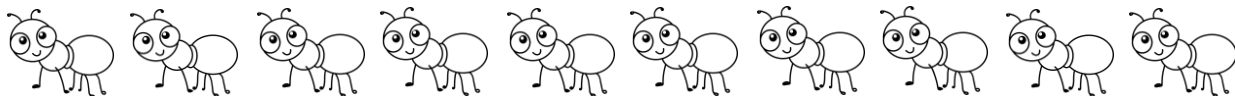
10 divided by 5 =

3. Divide 6 pigs into groups of 3.
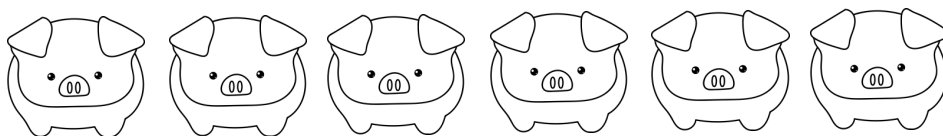
6 divided by 3 =

4. Divide 6 apples into groups of 2

6 divided by 2 =

5. Divide 9 barns into groups of 3.

9 divided by 3 =

**Name:**_____ **Date:** _____

# Division

**Instruction:** Division is when we divide up a whole group into smaller equal groups.
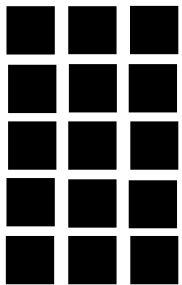
Divide 15 boxes into groups of 3.

15 ÷ 3 = _____
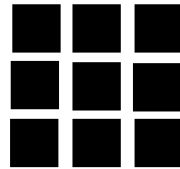
Divide 9 boxes into groups of 3.

9 ÷ 3 = _____

Divide 6 boxes into groups of 2.

6 ÷ 2 = _____

Divide 6 boxes into groups of 3.

6 ÷ 3 = _____
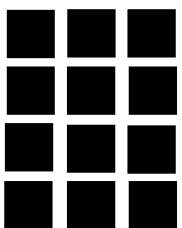
Divide 12 boxes into groups of 4.

12 ÷ 4 = _____

Divide 8 boxes into groups of 4.

8 ÷ 4 = _____

**Name:**_____ **Date:** _____

# Graphing Review

**Instruction:** Create a bar graph to record the shapes below.
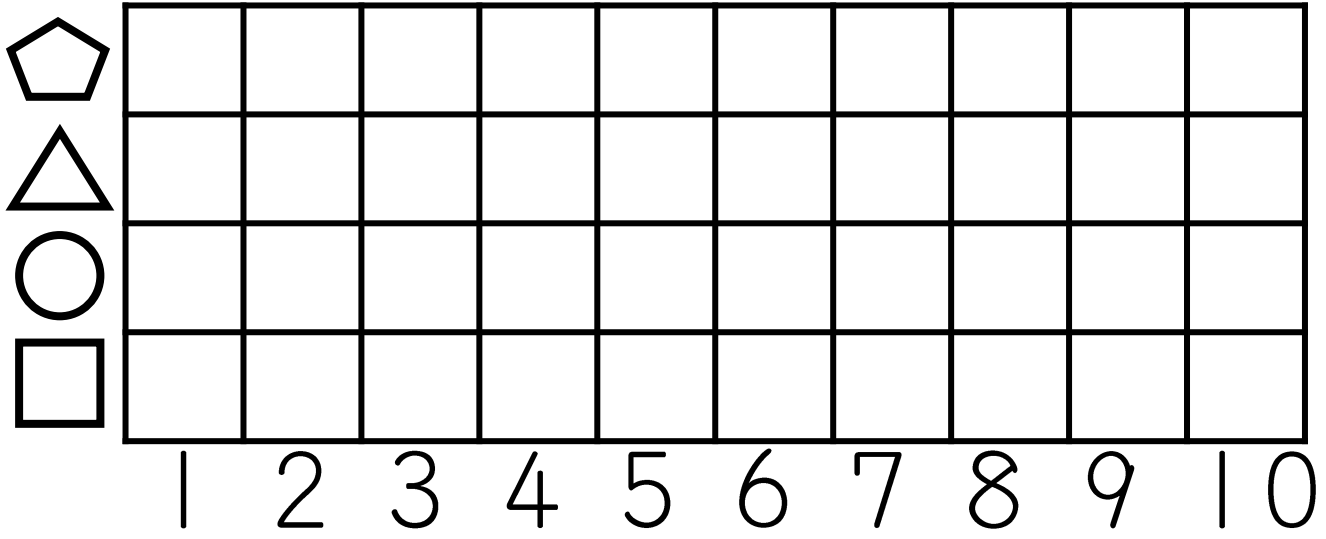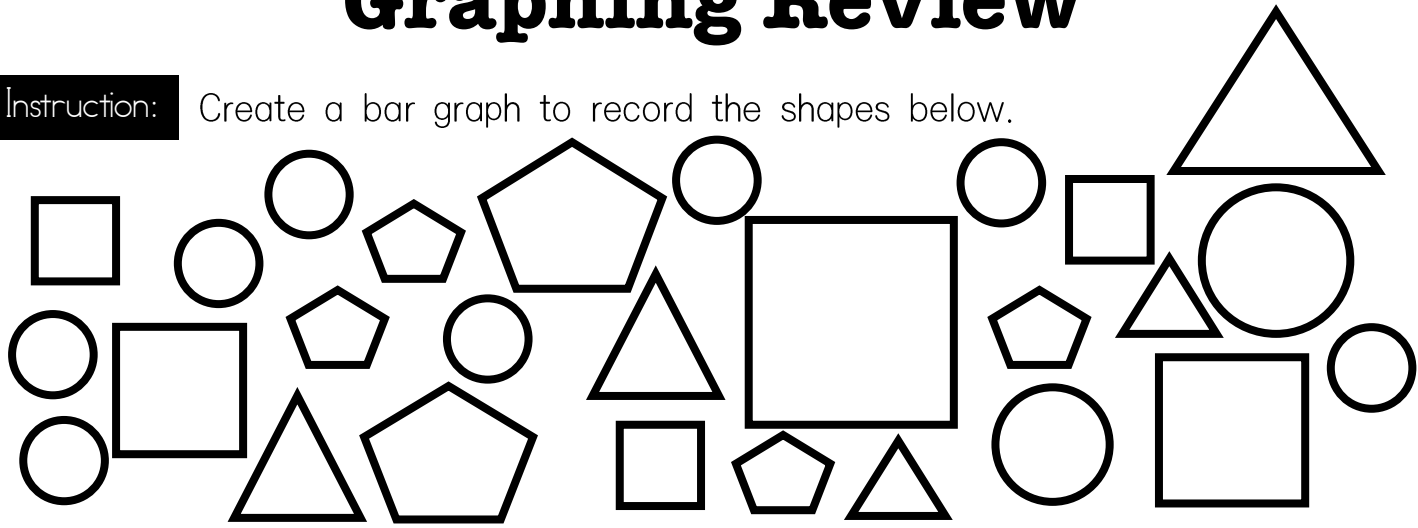
1. How many circles?_____

2. How many squares? _____

3. How many triangles? _____

4. How many pentagon? _____

5. Which shape has the most? _____

6. Which shape has the least?_____

**Name:** _____ **Date:** _____

# Number Word Review

**Instruction:** Write the number word for each number.

| | | | |
|---|---|---|---|
| 0 | | 11 | |
| 1 | | 12 | |
| 2 | | 13 | |
| 3 | | 14 | |
| 4 | | 15 | |
| 5 | | 16 | |
| 6 | | 17 | |
| 7 | | 18 | |
| 8 | | 19 | |
| 9 | | 20 | |
| 10 | | 21 | |

**Name:**_____ **Date:** _____

# Tally Mark Review

**Instruction:** Count the objects using tally marks. Write the number. Circle if it is odd or even.

| Count | Tally Mark | Odd or Even? |
|-------|------------|--------------|
| | | Write the number ☐   odd   even |
| | | Write the number ☐   odd   even |
| | | Write the number ☐   odd   even |
| | | Write the number ☐   odd   even |
| | | Write the number ☐   odd   even |

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**Name:** _____ **Date:** _____

# Patterns

**Instruction:** Finish the patterns.

**Name:**_____  **Date:** _____

# Patterns

Find the pattern in the numbers.

Examine the number pattern below.

2, 4, 6, 8, 10 ...

Write the next three numbers in the pattern.

_____, _____, _____

How do you know which numbers came next?

_____

_____

Examine the number pattern below.

10, 20, 30, 40, 50 ...

Write the next three numbers in the pattern.

_____, _____, _____

How do you know which numbers came next?

_____

_____

**Name:**_____ **Date:** _____

# Patterns

**Instruction:** Find the pattern in the numbers.

1, 3, 5, 7, 9, _____, _____, _____, _____, _____

2, 4, 6, 8, 10, _____, _____, _____, _____, _____

24, 34, 44, 54, _____, _____, _____, _____, _____

3, 6, 9, 12, 15, _____, _____, _____, _____, _____

35, 40, 45, 50, _____, _____, _____, _____, _____

11, 22, 33, 44, _____, _____, _____ , _____, _____

9, 19, 29, 39, _____, _____, _____ , _____, _____

10, 18, 26, 34, 42, _____, _____, _____ , _____, _____

**Name:**_____  **Date:** _____

# Patterns

**Instruction:** Find the patterns in each row.

24, __, 26, __, __, __, __, 31

__, 24, __, 26, __, __, __, 30

22, __, 24, __, __, 27, __, __

__, 27, __, __, __, 31, __, 33

__, 22, __, 24, __, __, 27, __

29, 30, __, __, __, 34, __, __

__, 34, 35, __, __, __, 39, __

**Name:** _____ **Date:** _____

# Patterns

**Instruction:** Find the patterns in each row.

___, 70, ___, ___, 73, 74, ___, ___

___, ___, 63, 64, 65, ___, ___, ___

60, ___, ___, ___, 64, ___, ___, 67

70, ___, 72, ___, 74, ___, ___, ___

___, 66, 67, ___, ___, ___, 71, ___

63, ___, 65, ___, ___, ___, ___, 70

___, ___, ___, ___, ___, 69, 70, 71

___, 68, ___, ___, ___, 72, ___, 74

**Name:**_____ **Date:** _____

# Rounding to Nearest 10

**Instruction:** Round to the nearest 10.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|

← round down → ← round up →
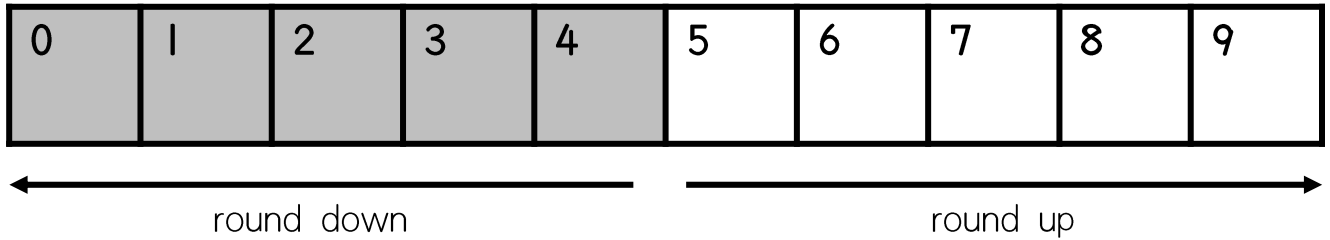
What is "Rounding" ?
Rounding means making a number simpler but keeping its value close to what it was. Look at the last number and see where it falls on the chart. Anything lower than 5 is rounded down. Anything over 5 is rounded up.

Example: 52 rounded to the nearest ten is 50, because 52 is closer to 50 than to 60. But 58 would round up to 60.

Round these numbers to the nearest 10.

78 _____     45 _____     84 _____

34 _____     67 _____     13 _____

85 _____     64 _____     18 _____

12 _____     22 _____     47 _____

**Name:**_____ **Date:** _____

# Rounding to Nearest 100

**Instruction:** Round to the nearest 100.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
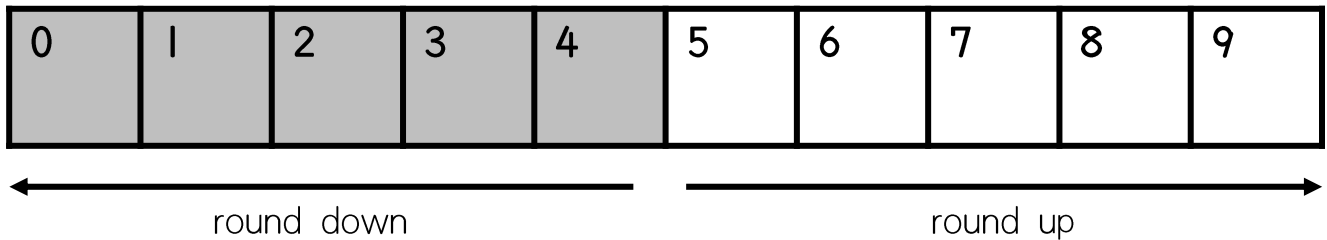
round down                    round up

When rounding to the nearest hundred we look at the tens place instead of the ones. If the tens place is 4 and below we round down to the nearest hundred. If the tens place is 5 or above we round up to the nearest hundred.

Example: 4_5_2 -> 500     4_2_2 -> 400

Round these numbers to the nearest 100.

458 _____   425 _____   844 _____

834 _____   697 _____   133 _____

875 _____   684 _____   138 _____

112 _____   272 _____   417 _____

128 _____   232 _____   947 _____

**Name:**_____ **Date:** _____

# Rounding Practice

**Instruction:** Round.

Round these numbers to the nearest 10.

45 _____    23 _____    45 _____

54 _____    63 _____    57 _____

76 _____    79 _____    65 _____

23 _____    34 _____    27 _____

72 _____    64 _____    22 _____

Round these numbers to the nearest 100.

124 _____    685 _____    753 _____

725 _____    658 _____    476 _____

521 _____    758 _____    358 _____

314 _____    221 _____    138 _____

625 _____    986 _____    983 _____

MATH

**NAME:** _____ **Date:** _____

# Rounding Practice

**Instruction:** Color each picture according to the chart.

Numbers that round to 20 — red
Numbers that round to 30 – yellow
Numbers that round to 40 – green

26

24

42

18

16

34

34

29

35

41

28

31

22

33

38

19
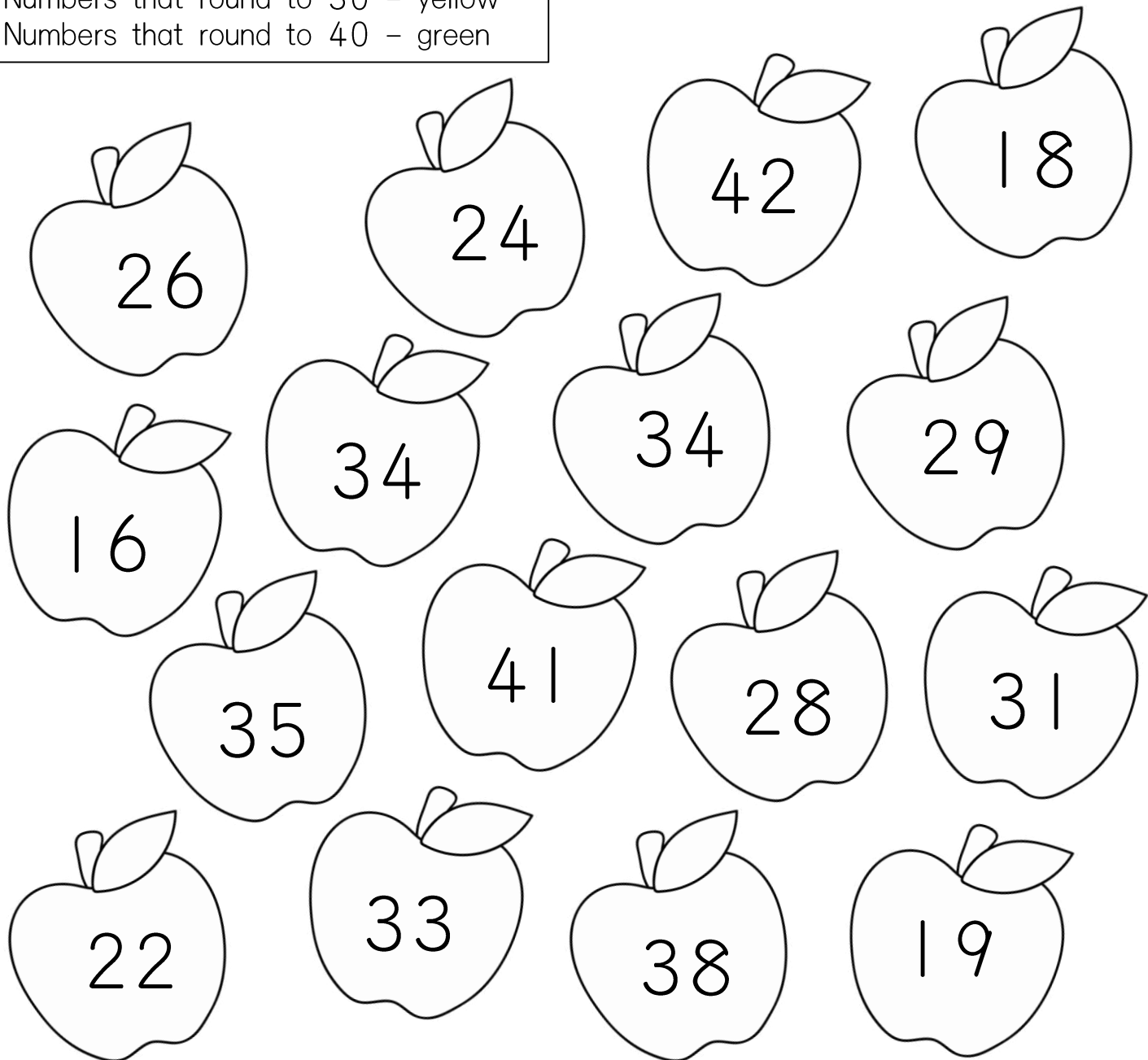
**Name:**_____ **Date:** _____

# Rounding Review

**Instruction:** Round.

Round these numbers to the nearest 10.

66 _____     87 _____     88 _____

32 _____     27 _____     75 _____

64 _____     34 _____     35 _____

12 _____     71 _____      8 _____

43 _____     83 _____     11 _____

Round these numbers to the nearest 100.

142 _____     64 _____     569 _____

95 _____     247 _____     124 _____

125 _____     485 _____     452 _____

358 _____     363 _____     879 _____

752 _____     475 _____     346 _____

**Name:**_____ **Date:** _____

# Place Value Thousands

We are going to learn about a new place value today. The thousands value is equal to ten hundreds blocks.

=
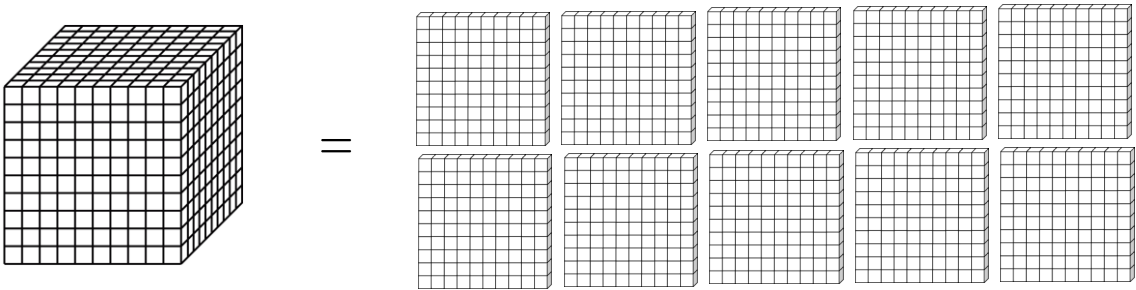
Look the blocks below. There is 1 thousands, 1 hundreds block, 2 tens blocks, and 3 ones blocks.

=

| thousands | hundreds | tens | ones |
|-----------|----------|------|------|
| 1 | 1 | 2 | 2 |
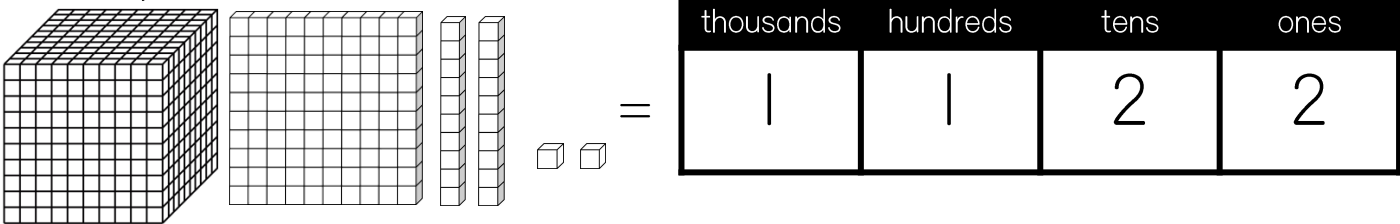
Fill in the boxes below with the correct digits.

2275

| thousands | hundreds | tens | ones |
|-----------|----------|------|------|
|  |  |  |  |

_____ thousands _____ hundreds _____ tens _____ ones

4758

| thousands | hundreds | tens | ones |
|-----------|----------|------|------|
|  |  |  |  |

_____ thousands _____ hundreds _____ tens _____ ones

**Name:**_____ **Date:** _____

# Place Value Thousands

Count the thousands, hundreds, tens and ones. Write the number

Write the number in the box.

How many thousands? _____

How many hundreds? _____

How many tens? _____

How many ones_____

_____ + _____ + _____ + _____ = _____

Write the number in the box.

How many thousands? _____

How many hundreds? _____

How many tens? _____

How many ones_____

_____ + _____ + _____ + _____ = _____

Write the number in the box.

How many thousands? _____

How many hundreds? _____

How many tens? _____

How many ones_____

_____ + _____ + _____ + _____ = _____

Math
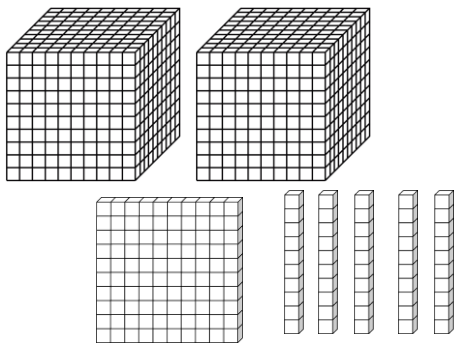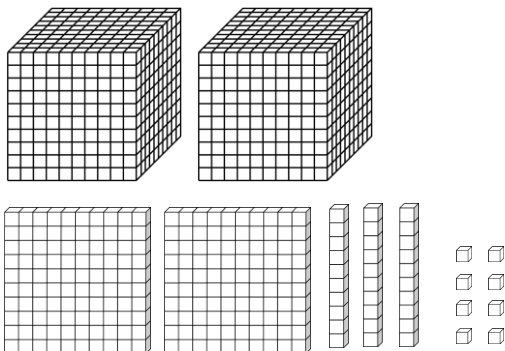
**Name:**_____ **Date:** _____

# Place Value Thousands

**Instruction:** Write the place value of the underlined number. Thousands, Hundreds, Tens or ones?

<u>4</u>324 _____      3<u>5</u>69 _____

554<u>9</u> _____      347<u>5</u> _____

44<u>6</u>2 _____      1<u>3</u>22 _____

<u>3</u>678 _____      <u>2</u>363 _____

287<u>5</u> _____      437<u>5</u> _____

<u>2</u>473 _____      <u>7</u>558 _____

339<u>7</u> _____      2<u>3</u>36 _____

869<u>5</u> _____      <u>8</u>562 _____

**Review: Finish the pattern.**

50, 100, 150, 200, ___, ___, ___, ___,

Math

**Name:** _____ **Date:** _____

# Expanded Value

**Instruction:** Finish the addition sentences. Circle the hundreds place.

1000 + 200 + 50 + 4 = 1254

_____ + _____ + _____ + _____ = 6365

_____ + _____ + _____ + _____ = 2562

_____ + _____ + _____ + _____ = 1242

_____ + _____ + _____ + _____ = 8955

_____ + _____ + _____ + _____ = 1254

_____ + _____ + _____ + _____ = 9852

_____ + _____ + _____ + _____ = 4512

**Review: Odd or even ?**

433 | odd / even      965 | odd / even      7822 | odd / even      4836 | odd / even

**NAME:** _____ **Date:** _____

# Place Value Thousands

**Instruction:** Cut out the boxes at the bottom. Use them to build the each number inside the box.

| 3245 | 7655 | 7653 |
|------|------|------|
| 4564 | 8678 | 7521 |
| 2344 | 3223 | 1256 |
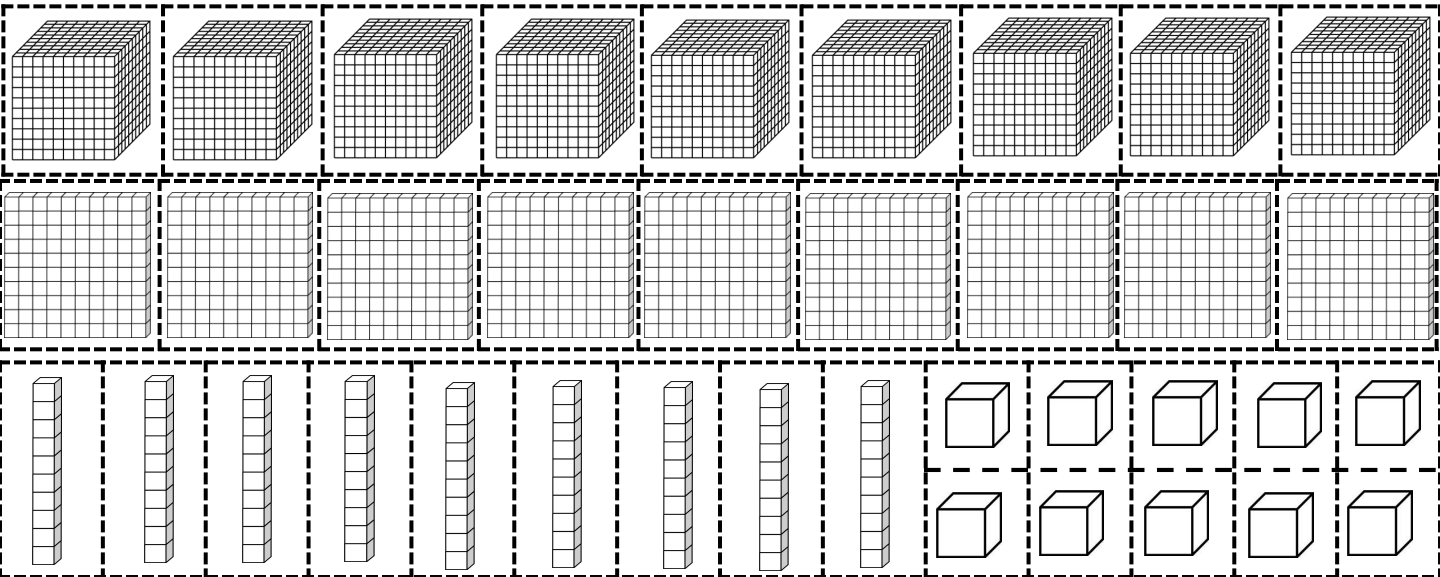
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**Instruction:**

Cut out along the dotted lines. Slide the number strips through the holes so the number shows in the box.
Make each number below.

**Name:**_____ **Date:** _____

# Place Value

| 4562 | 3423 | 6745 | 4582 | 9534 | 6532 |

| 1254 | 6452 | 9742 | 4535 | 4125 | 8232 |

# Build A Number

| thousands | hundreds | tens | ones |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

**Name:** _____  **Date:** _____

# Place Value Thousands

**Instruction:** What is the value of the digit underlined? Circle the answer.

| 4̲524 | 4000 | 5̲4̲35 | 4000 | 6̲695 | 6000 |
|------|------|------|------|------|------|
|      | 400  |      | 400  |      | 600  |
|      | 40   |      | 40   |      | 60   |
|      | 4    |      | 4    |      | 6    |
| 5̲6̲42 | 6000 | 2̲344 | 2000 | 345̲6 | 6000 |
|      | 600  |      | 200  |      | 600  |
|      | 60   |      | 20   |      | 60   |
|      | 6    |      | 2    |      | 6    |
| 6̲2̲34 | 2000 | 845̲6 | 6000 | 8̲546 | 5000 |
|      | 200  |      | 600  |      | 500  |
|      | 20   |      | 60   |      | 50   |
|      | 2    |      | 6    |      | 5    |
| 8̲425 | 8000 | 735̲3 | 3000 | 89̲72 | 9000 |
|      | 800  |      | 300  |      | 900  |
|      | 80   |      | 30   |      | 90   |
|      | 8    |      | 3    |      | 9    |

**Name:**_____ **Date:** _____

# Place Value

Look at each number and fill out the information.

### 4524

odd   even

What digit is in the thousands place? _____

What digit is in the hundreds place? _____

What digit is in the tens place? _____

What digit is in the ones place? _____

Write the number in expanded form:

_____ + _____ + _____ + ____ = _____

Draw the number blocks

### 2568

odd   even

What digit is in the thousands place? _____

What digit is in the hundreds place? _____

What digit is in the tens place? _____

What digit is in the ones place? _____

Write the number in expanded form:

_____ + _____ + _____ + ____ = _____

Draw the number blocks

**Name:** _____ **Date:** _____

# Place Value

**Instruction:** Look at each number and fill out the information.

| | | |
|---|---|---|
| I have 2 thousands, 2 hundreds, 5 ones and 3 tens. What number am I? | I have 4 ones, 5 thousands, 5 hundreds and 2 tens. What number am I? | I have 6 thousands, 8 hundreds, 7 ones and 1 tens. What number am I? |
| I have 7 tens, 5 hundreds, 2 thousands, and 0 ones. What number am I? | I have 1 thousands, 6 hundreds, 4 ones and 6 tens. What number am I? | I have 5 hundreds, 7 thousands, 8 ones and 7 tens. What number am I? |
| I have 3 thousands, 4 hundreds, 4 ones and 5 tens. What number am I? | I have 5 hundreds, 3 tens, 6 thousands, and 3 ones. What number am I? | I have 1 ones, 9 thousands, 8 hundreds and 1 tens. What number am I? |
| I have 4 hundreds, 4 ones, 3 thousands, and 7 tens. What number am I? | I have 2 thousands, 5 ones, 7 hundreds and 3 tens. What number am I? | I have 6 hundreds, 3 ten, 5 thousands, and 4 ones. What number am I? |
| I have 7 thousands, 4 hundreds, 5 ones and 3 tens. What number am I? | I have 4 ones, 3 thousands, 5 hundreds and 2 tens. What number am I? | I have 8 hundreds, 7 ones, 8 thousands, and 1 tens. What number am I? |

**Name:** _____ **Date:** _____

# Place Value

**Instruction:** Look at each number and fill out the information.

| | | |
|---|---|---|
| I have 6 thousands, 7 hundreds, 8 ones and 2 tens. What number am I? | I have 5 ones, 7 thousands, 4 hundreds and 1 tens. What number am I? | I have 5 thousands, 5 hundreds, 3 ones and 7 tens. What number am I? |
| I have 8 tens, 3 hundreds, 0 thousands, and 3 ones. What number am I? | I have 4 thousands, 2 hundreds, 1 ones and 3 tens. What number am I? | I have 4 hundreds, 9 thousands, 1 ones and 2 tens. What number am I? |

What is the value of the digit underlined? Circle the answer.

| 45<u>5</u>3 | 5000 | 7<u>5</u>62 | 6000 | 867<u>3</u> | 3000 |
|---|---|---|---|---|---|
| | 500 | | 600 | | 300 |
| | 50 | | 60 | | 30 |
| | 5 | | 6 | | 3 |
| 45<u>2</u>3 | 2000 | 654<u>1</u> | 4000 | <u>9</u>852 | 9000 |
| | 200 | | 400 | | 900 |
| | 20 | | 40 | | 90 |
| | 2 | | 4 | | 9 |

**Name:**_____ **Date:** _____

# Money

**Instruction:** What is each worth?

**Name:** _____ **Date:** _____

# Money

**Instruction:** Look at each amount. Color the pennies to match.

| |
|---|
| 5¢ |
| 3¢ |
| 6¢ |
| 7¢ |
| 1¢ |
| 0¢ |
| 2¢ |
| 4¢ |

**Name:**_____ **Date:** _____

# Money

**Instruction:** Look at each amount. Color the nickels to match.

| | |
|---|---|
| 5¢ | |
| 25¢ | |
| 30¢ | |
| 35¢ | |
| 10¢ | |
| 20¢ | |
| 15¢ | |
| 25¢ | |

**Name:** _____ **Date:** _____

# Money

**Instruction:** Look at each amount. Color the dimes to match.

| | |
|---|---|
| 10¢ | |
| 30¢ | |
| 60¢ | |
| 20¢ | |
| 70¢ | |
| 40¢ | |
| 50¢ | |
| 0¢ | |
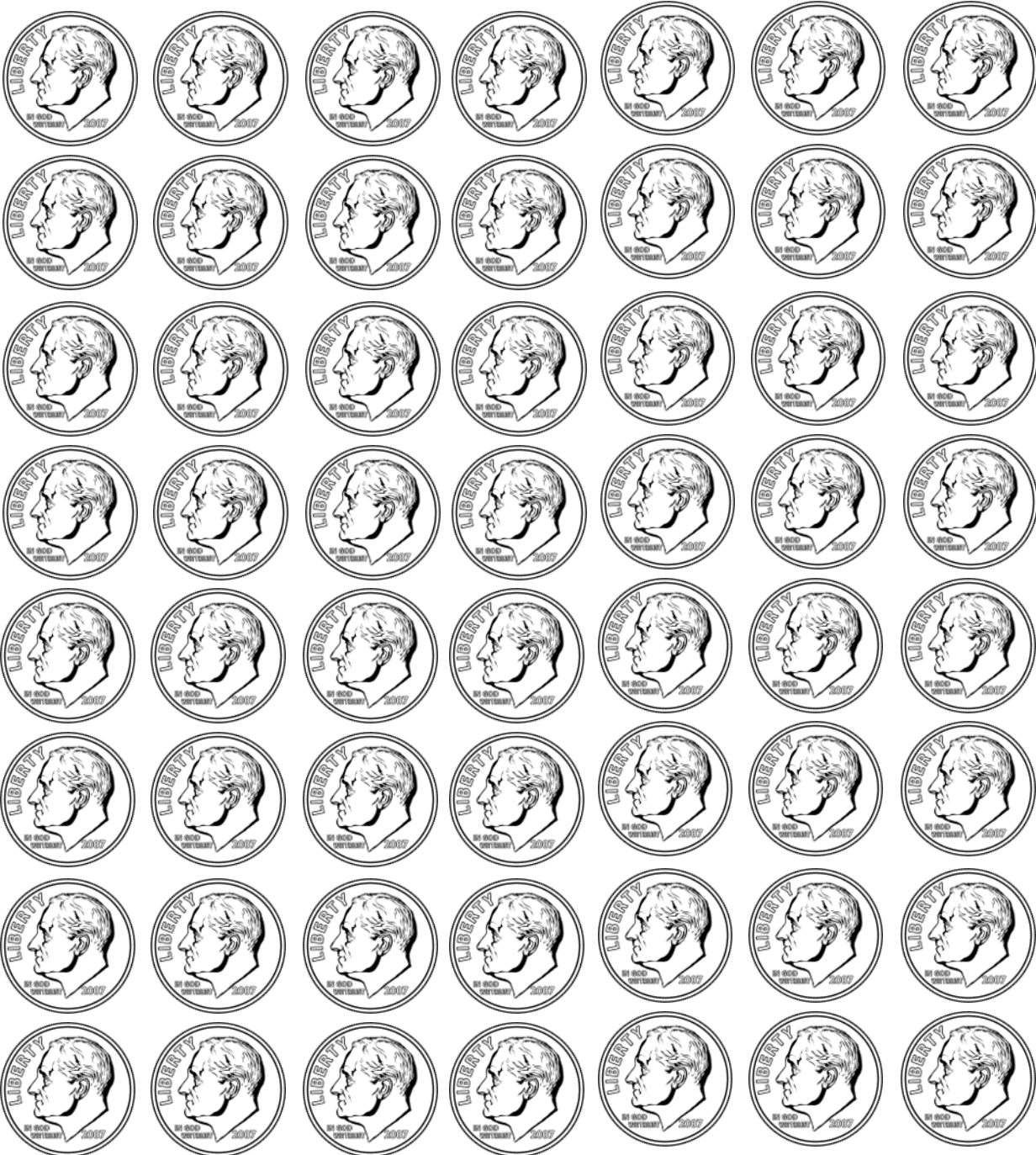
**Name:** _____ **Date:** _____

# Money

**Instruction:** Look at each amount. Color the quarters to match

| | |
|---|---|
| 25¢ |  |
| 50¢ | |
| 75¢ | |
| $1.00 | |
| $1.25 | |
| $1.50 | |
| $1.75 | |
| $2.00 | |

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**Name:**_____ **Date:** _____

# Money

**Instruction:** Making a dollar in different ways.

100 pennies=$1.00
20 nickels = $1.00
10 dimes= $1.00
4 quarters = $1.00
1 dollar bill= $1.00

## Circle or color the boxes that equal $1.00

**Name:**_____ **Date:** _____

# Money

Color the money to match the total.

| $1.25 | |
| :---: | :---: |
| $2.10 | |
| $1.35 | |
| $1.03 | |
| $2.05 | |
| $2.25 | |
| $1.75 | |

**Name:** _____ **Date:** _____

# Money

Color the amount needed

$1.10
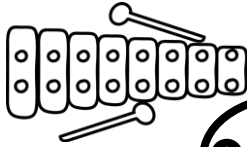
$2.10

$2.15
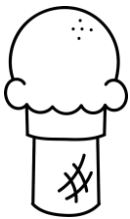
$1.20

$5.25

$1.75

**Name:** _____  **Date:** _____

# Money

How much will they get back?

| | | |
|---|---|---|
| Jack bought 2 apples for $1.00 each. He paid with $5.00. How much will he get back? | Max bought 1 apples for $1.00 each. He paid with $1.00. How much will he get back? | Minnie bought 3 apples for $1.00 each. She paid with $5.00. How much will she get back? |
| Presley bought 4 apples for $1.00 each. She paid with $5.00. How much will she get back? | Jillian bought 5 apples for $1.00 each. She paid with $10.00. How much will she get back? | Phillip bought 1 apples for $1.00 each. He paid with $5.00. How much will he get back? |
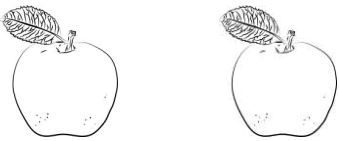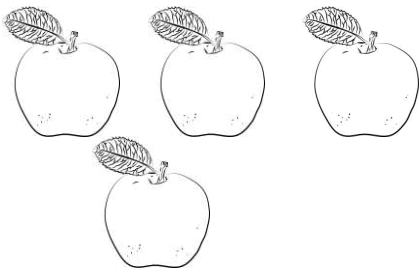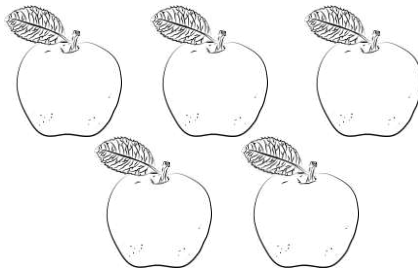
**Name:**_____ **Date:** _____

# Money Review

How much money? Write the total amount in each box. Don't forget the $.

**Name:**_____ **Date:** _____

# Measure Length

**Instruction:** Use the ruler at the top to measure each box. Write the number in the box

**Name:**_____ **Date:** _____

# Follow Directions

**Instruction:** Color the longest block red.
Color the shortest block blue.
Color the two blocks that are the same size green.
Color the block that is farthest left yellow.
Color the block that is farthest right orange.
Color the middle block purple.
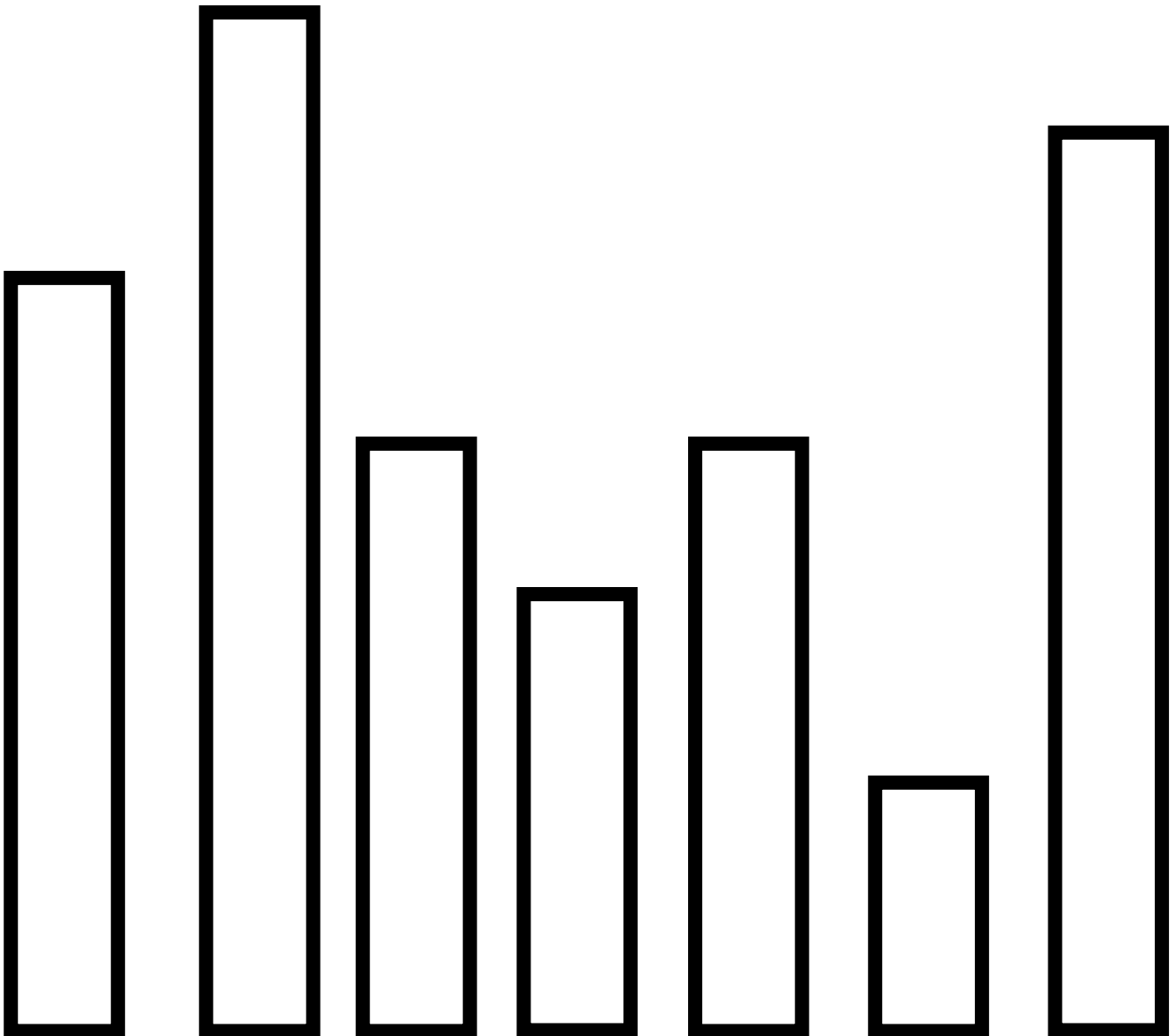
**Name:**_____ **Date:** _____

# Measure Liquids
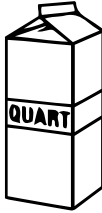
**Instruction:** Look at the chart. Color in equal amounts in each box.
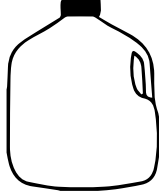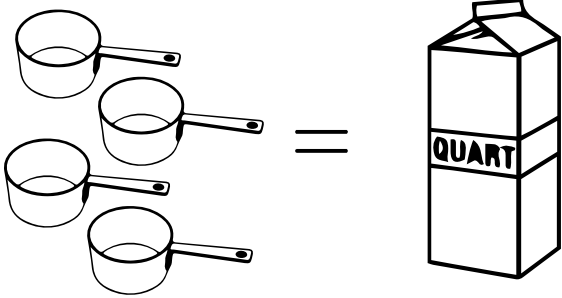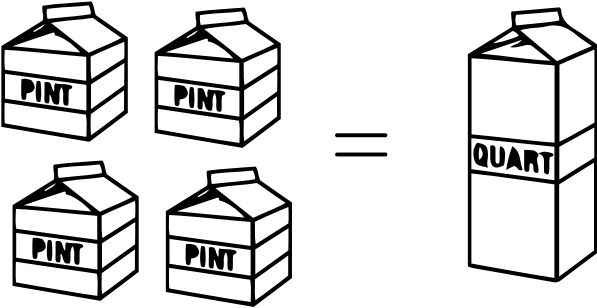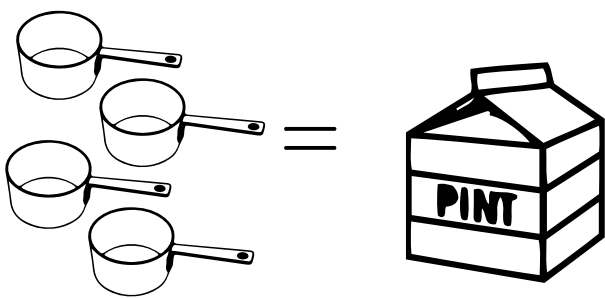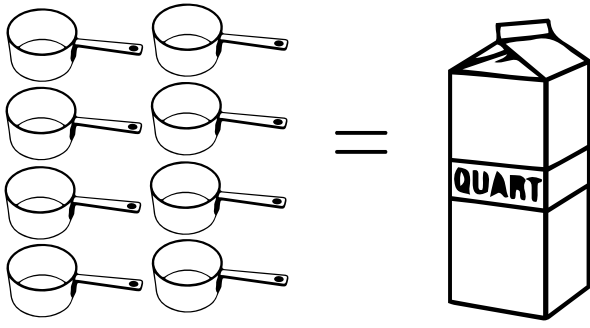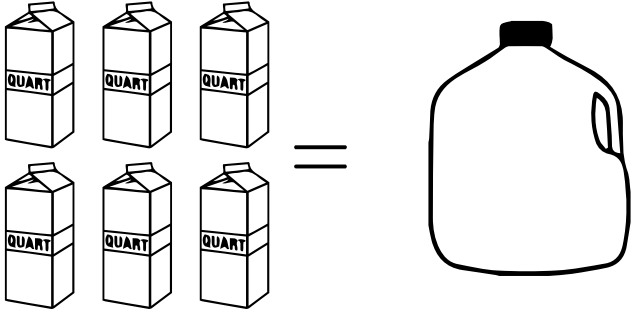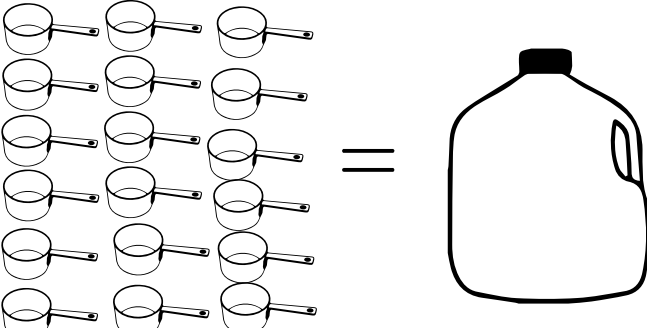
| | | | |
|---|---|---|---|
| 1 cup | 2 cups = 1 pint | 2 pints = 1 quart<br>4 cups = 1 quart | 4 quarts = 1 gallon<br>8 pints = 1 gallon<br>16 cups = 1 gallon |

**Name:**_____ **Date:** _____

# Measure Liquids

Color in the amount shown. If you have a measuring cup, measure the amounts on the cup.

1 cup | 8 ounces
¾ · 6
½ · 4
¼ · 2

1 cup

1 cup | 8 ounces
¾ · 6
½ · 4
¼ · 2

¾ cup

1 cup | 8 ounces
¾ · 6
½ · 4
¼ · 2

2 ounces

1 cup | 8 ounces
¾ · 6
½ · 4
¼ · 2

½ cup

1 cup | 8 ounces
¾ · 6
½ · 4
¼ · 2

4 ounces

1 cup | 8 ounces
¾ · 6
½ · 4
¼ · 2

6 ounces
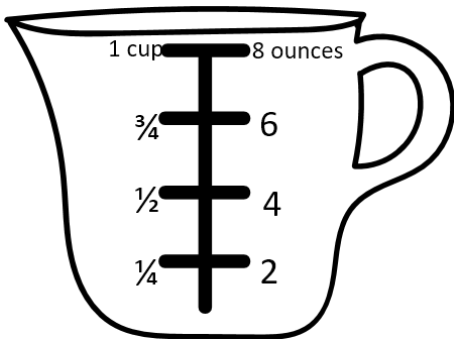
1 cup | 8 ounces
¾ · 6
½ · 4
¼ · 2

¼ cup
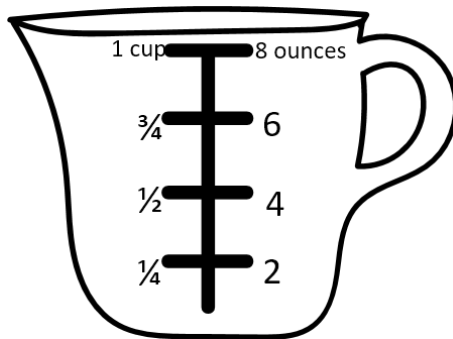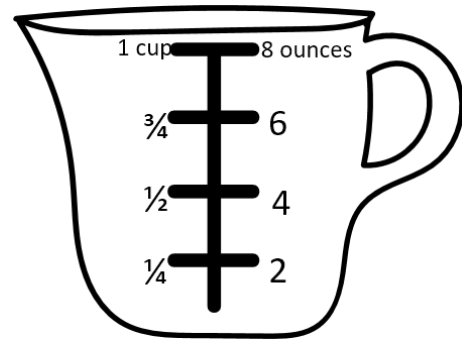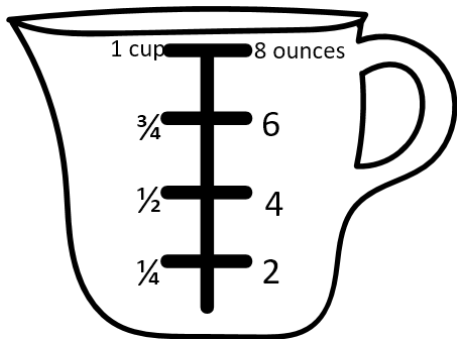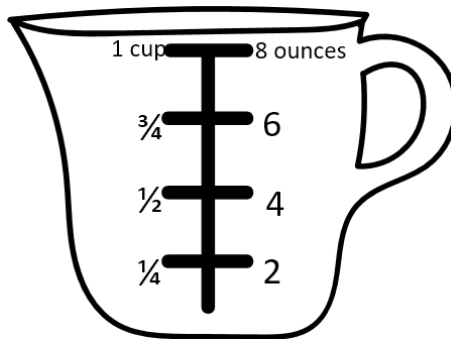
1 cup | 8 ounces
¾ · 6
½ · 4
¼ · 2
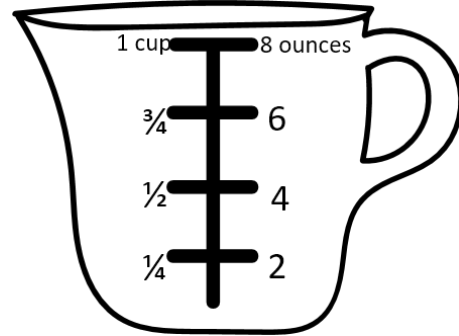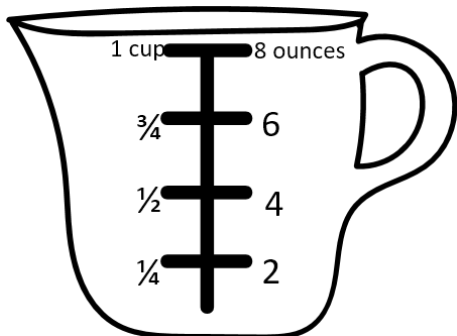
8 ounces

1 cup | 8 ounces
¾ · 6
½ · 4
¼ · 2
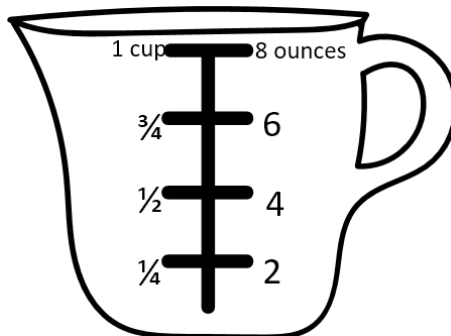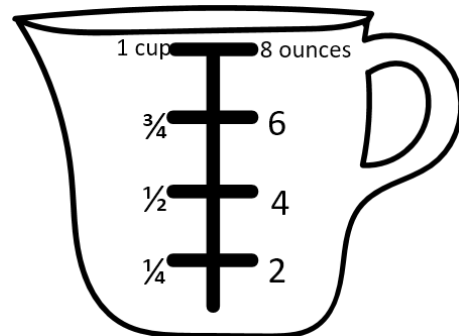
7 ounces

**Name:**_____ **Date:** _____

# Measure Weight

We use ounces to measure the weight of things that are light such as an egg or pencil.
We use pounds to measure the weight of something that is heavy such as a person or furniture.

Look at the items below. Decide if you would measure the weight in ounces or pounds.
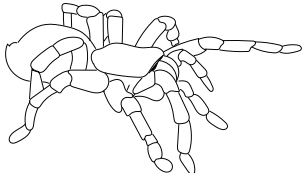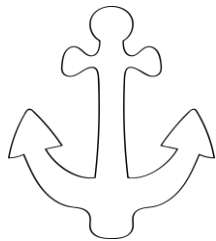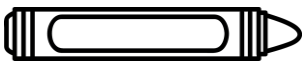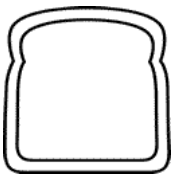
| ounce | pound |
|-------|-------|

| ounce | pound |
|-------|-------|

| ounce | pound |
|-------|-------|

| ounce | pound |
|-------|-------|

| ounce | pound |
|-------|-------|

| ounce | pound |
|-------|-------|

| ounce | pound |
|-------|-------|

| ounce | pound |
|-------|-------|

| ounce | pound |
|-------|-------|

**Name:**_____ **Date:** _____

# Measure Weight

**Instruction:**

| A slice of bread weighs around an ounce | A paperback book weighs around a pound |
|---|---|

There are 16 ounces in 1 pound.

Look at the items below. Do you think they weigh more than a pound or less?
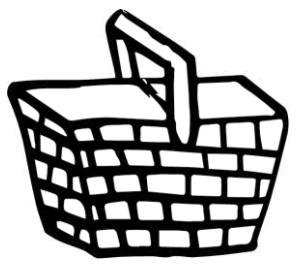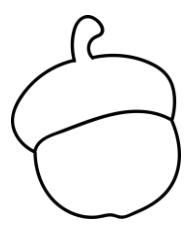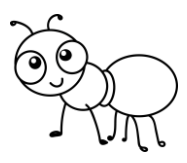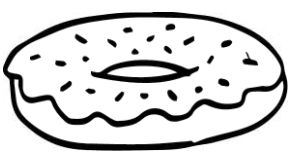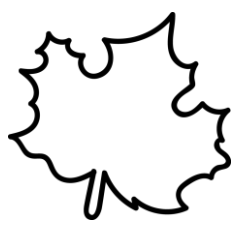
| more | less | more | less | more | less |
|---|---|---|---|---|---|

| more | less | more | less | more | less |
|---|---|---|---|---|---|

Extend this lesson by looking around the house. Find and write down 5 items that weigh less than a pound and 5 items that weigh more than 1 pound

**Name:**_____ **Date:** _____

# Hours of the Day

There are 24 hours in each day!

We are going to make a schedule to show our normal day.

The day begins at 12 am. Usually we are sound asleep in our beds at this time.
What time do you usually wake up? _____
Is it daylight outside or dark?_____
When making your daily schedule think about what time you eat breakfast, lunch, and dinner.
When do you do your school work?
Do you have playtime outside?
Does your mom or dad go to work at a certain time?
Do they come home at a certain time?
Do you watch tv at a certain time?
Include all these times on your schedule.

On a separate sheet of paper write your routine in the form of a schedule. A **routine** is the actions or activities you do everyday at certain times. What do you do everyday?

Decorate your schedule and add color to it. Hang it up on the wall.

Here is a sample schedule for a 2nd grade classroom school day. Does it resemble your day? How is it alike and different?

> 8:00—8:30: Greet and Meet
> 8:30—9:10: Mini—Lesson & Shared Reading
> 9:10—10:00 Reading Workshop
> 10:00—10:15: Snack
> 10:15—11: Writing Workshop
> 11:00—11:30: Special Study
> 11:30—12:30: Recess & Lunch
> 12:30—1:50: Math Mini—Lesson & Workshop
> 1:50—2:05: Chapter Book Read Aloud
> 2:05—2:45: Science/Social Studies
> 2:45—2:50: Clean Up
> 2:50—3:00: Closing Circle Time & Dismissal

**Name:** _____ **Date:** _____

# Days of the Week

There are seven days of the week!
Look at the chart. In the middle is the days of the week. Write in the day that was before (yesterday) and the day after (tomorrow).

| Yesterday | Today | Tomorrow |
|-----------|-------|----------|
|           | Sunday |          |
|           | Wednesday |        |
|           | Monday |          |
|           | Saturday |        |
|           | Friday |          |
|           | Tuesday |         |
|           | Thursday |        |

Write the days of the week in order starting with Sunday.

_____

_____

**Name:**_____ **Date:** _____

# Months of the Year

**Instruction:** There are 12 months in a year! Look at the list of months. Put them in order next to the ordinal number. Answer the questions.

| January | November | September | March | July | June |
|---------|----------|-----------|-------|------|------|
| April | August | February | December | May | October |

| | |
|---------|---|
| First | |
| Second | |
| Third | |
| Fourth | |
| Fifth | |
| Sixth | |
| Seventh | |
| Eighth | |
| Ninth | |
| Tenth | |
| eleventh | |
| twelfth | |

What month comes after April?

_____

What month comes after June?

_____

What month comes before March?

_____

What is the third month of the year?

_____

What is the sixth month of the year?

_____

What is the tenth month of the year?

_____

**Name:**_____ **Date:** _____

# Days, Weeks, Months

**Instruction:** Answer the questions. Circle the correct answer.

1. How many days of the week are there?

  a. 24          b. 7

  c. 5           d. 365

2. Which day comes after Tuesday?

  a. Monday          b. Thursday

  c. Wednesday       d. Saturday

3. What day comes before Friday?

  a. Thursday          b. Sunday

  c. Saturday          d. Wednesday

4. How many hours are in 1 day?

  a. 24          b. 7

  c. 5           d. 365

5. How many months are in a year?

  a. 24          b. 7

  c. 12          d. 365

6. What month is before December?
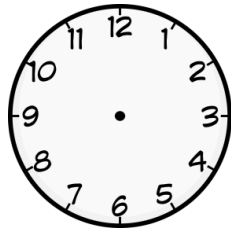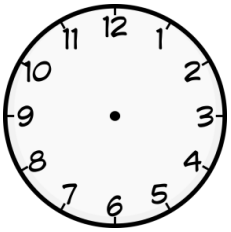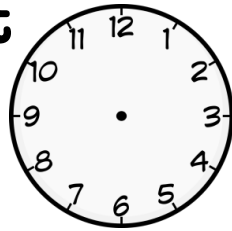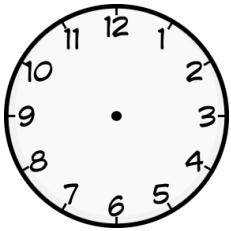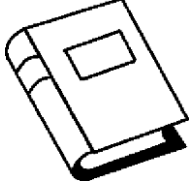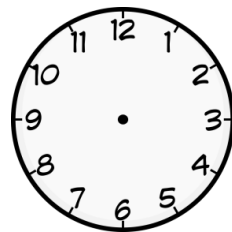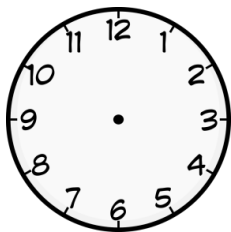
  a. January          b. November

  c. March            d. October

**Name:**_____ **Date:** _____

# Time To The Nearest Hour

**Instruction:** When you read a clock, you look at the hour hand first, and then you look at the minute hand. The hour hand is shorter, and the minute hand is longer—this is how you tell them apart. The hour hand goes around the clock every 12 hours. If the minute hand is pointing at 12 and the hour hand is pointing at 2 than it is 2 o'clock.

Draw the time on the clock for each activity on the schedule.

| | |
|---|---|
| **Time To wake up** — 7:00 | **Lunch** — 12:00 |
| **Breakfast** — 8:00 | **Dinner** — 6:00 |
| **School** — 9:00 | **Bed Time** — 8:00 |

**Name:** _____ **Date:** _____

# Time To The Nearest Half Hour

The minute hand points to the minutes that have passed in the current hour. It makes one rotation around the clock every hour. If the minute hand is pointing to a clock number, that means the number of minutes is a multiple of 5 and you would give that number as the number of minutes. For example, if the minute hand is pointing to 6, you would say 30 minutes.

Look at the schedule. Put the hands on the clock to show each time.

8:00—8:30: School Starts
8:30—9:00: Mini—Lesson & Shared Reading
9:00—10:00 Reading Workshop
10:00—10:30 Snack
10:30—11:00 Writing Workshop
11:00—11:30: Special Study
11:30—12:30: Recess & Lunch
12:30—1:30: Math Mini—Lesson & Workshop
1:30—2:00: Chapter Book Read Aloud
2:00—2:30: Science/Social Studies
2:30—3:00: Cleanup, Closing Circle Time & School Ends

What time does school start?
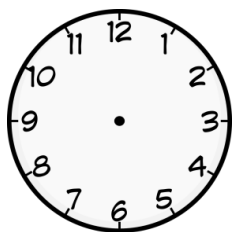
What time is math?
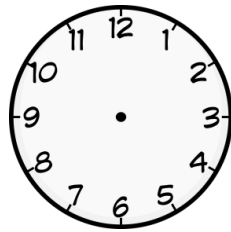
What time does lunch begin?
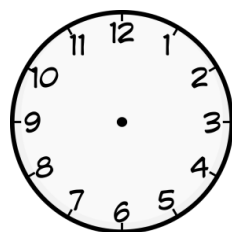
What time does snack begin?
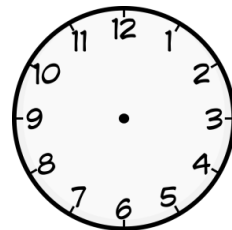
What time does recess end?
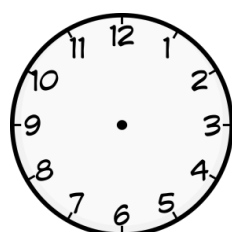
What time does school end?
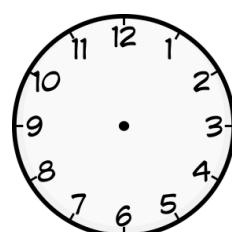
**Name:**_____  **Date:** _____

# Time To The Nearest Ten Minutes

The minute hand can be used to give us the time down to the minute. We start at 1 which means 5 minutes. 2 means 10 minutes. 3 means 15 minutes and so on around the clock. Count by 5s to find out what time the minute hand is pointing at.

Cut and past the times with the clocks that match.
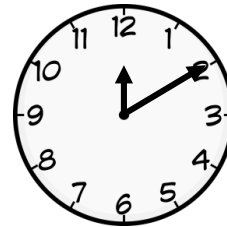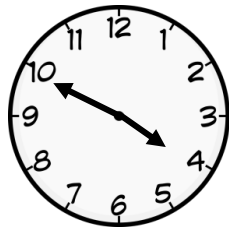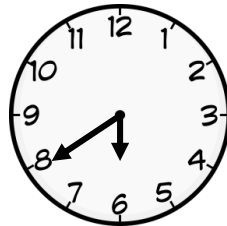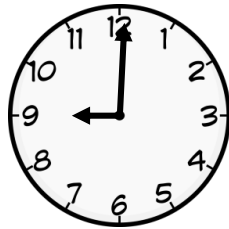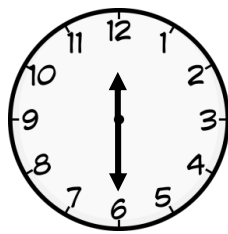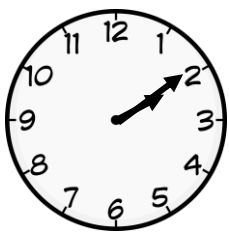
| 2:10 | 12:30 | 6:40 |
| 4:50 | 9:00 | 12:10 |

**NAME:** _____ **Date:** _____

# Time To The Nearest Five Minutes

**Instruction:** Look at the clocks. Write the correct time for each clock.
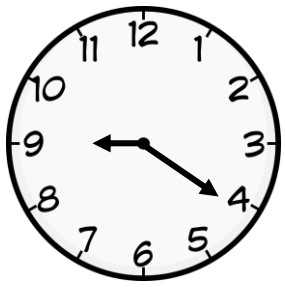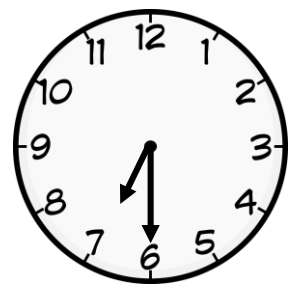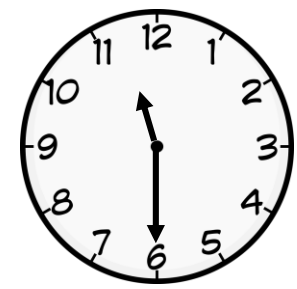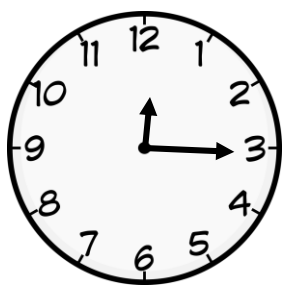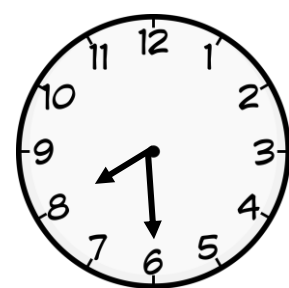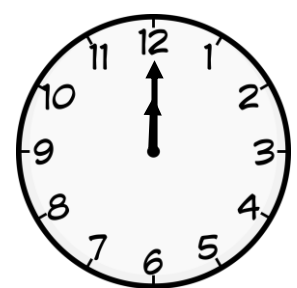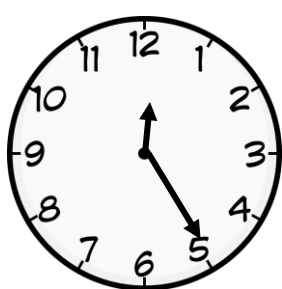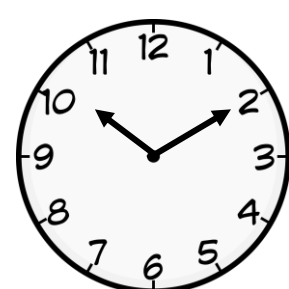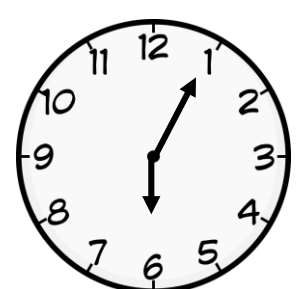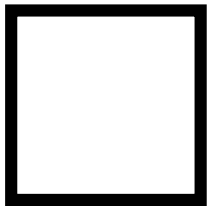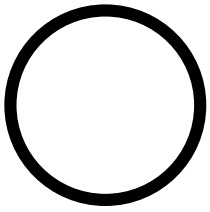
**Name:** _____ **Date:** _____

# 2 Dimensional Shapes
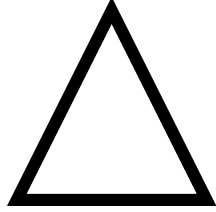
**Instruction:** Circle the correct shape name in each box.
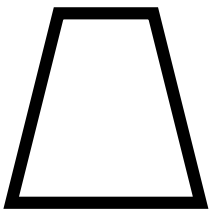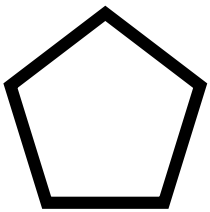
| | | |
|---|---|---|
| square · · · · triangle | oval · · · · circle | oval · · · · triangle |
| trapezoid · · · · triangle | hexagon · · · · pentagon | octagon · · · · circle |
| rectangle · · · · square | trapezoid · · · · hexagon | oval · · · · diamond |
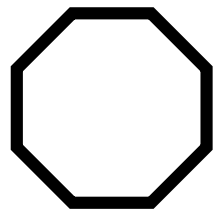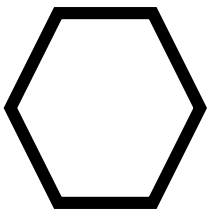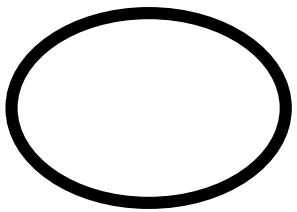
**Name:**_____ **Date:** _____

# 2 Dimensional Shapes

**Instruction:** Use the chart.

| Color the squares | blue |
|---|---|
| Color the hexagons | green |
| Color the octagons | yellow |
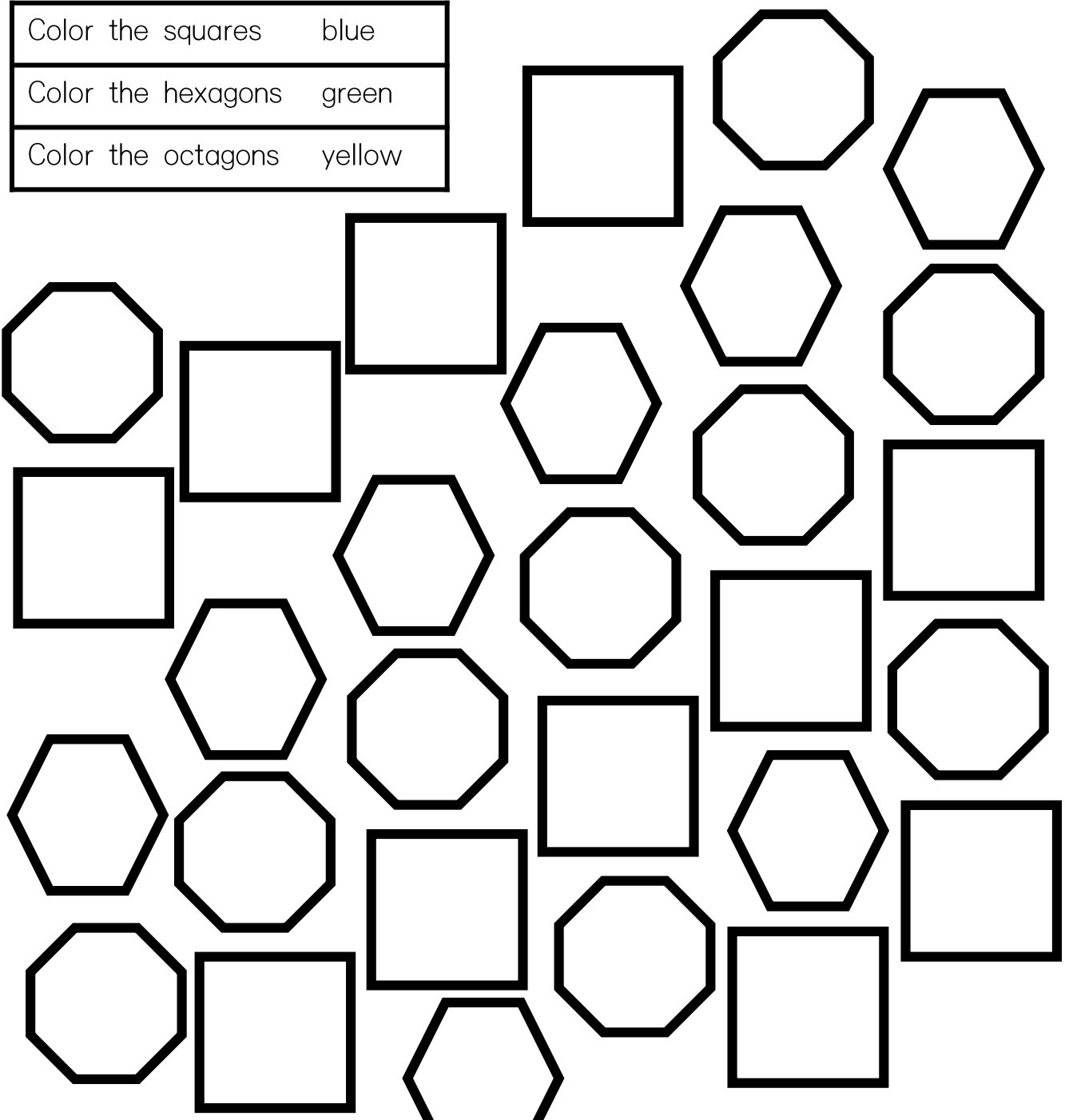
**NAME:**_____ **Date:** _____

# 2 Dimensional Shapes

**Instruction:** First we are going to learn a few new words and what they mean.

A **polygon** is a closed shape formed with three or more straight lines.
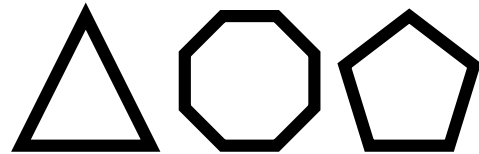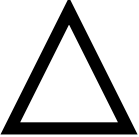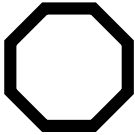
A **vertex** is a point where two or more line segments meet. There plural of vertex is **vertices**.
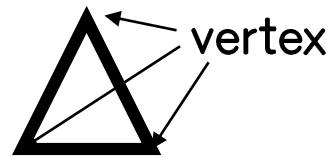
vertex

An **edge** is a line segment on the boundary joining one vertex to another.
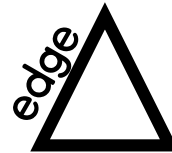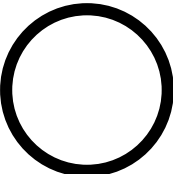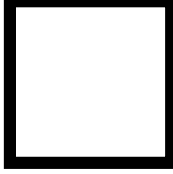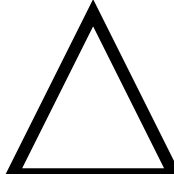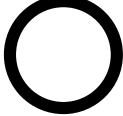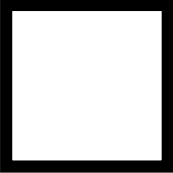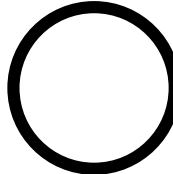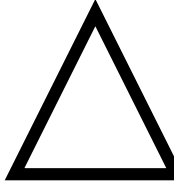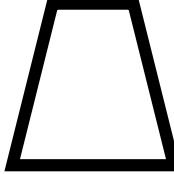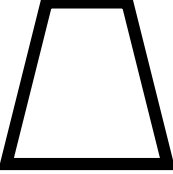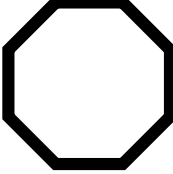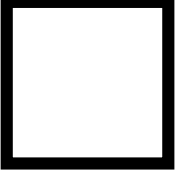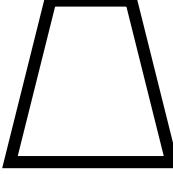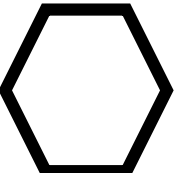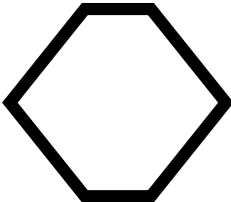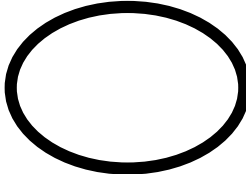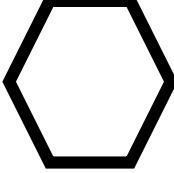
edge

| Shape | Name | # of edges | # of vertices |
|-------|------|-----------|---------------|
| △ |  |  |  |
| ⬠ |  |  |  |
| ⯃ |  |  |  |

**NAME:**_____ **Date:** _____

# 2 Dimensional Shapes

**Instruction:** Congruent shapes have the **same** size and shape.

Circle the shapes on the right that are congruent to the shapes on the left.

Math

**NAME:** _____ **Date:** _____

# 2 Dimensional Shapes

**Instruction:** Draw a line that cuts the following shapes in half so that each half matches.
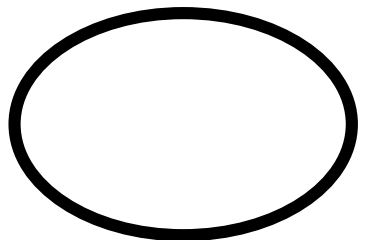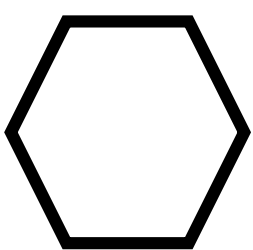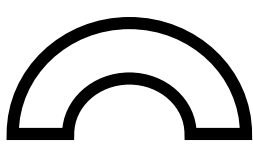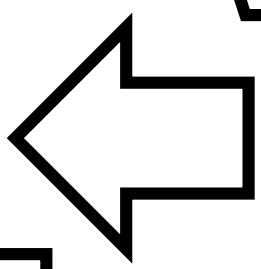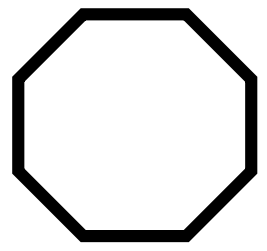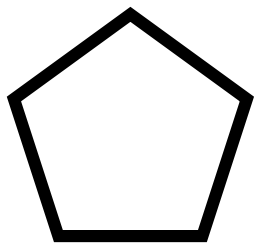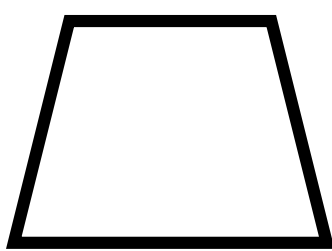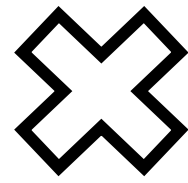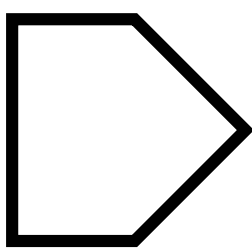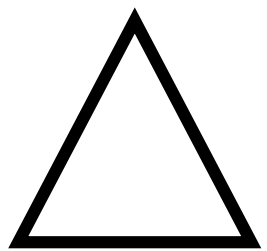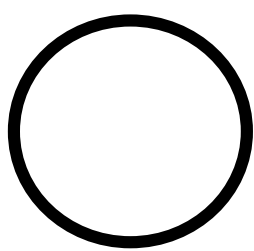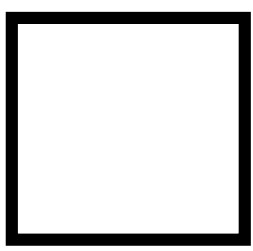
**Name:** _____ **Date:** _____

# 2 Dimensional Shapes

**Instruction:** Draw the other half of the shape.
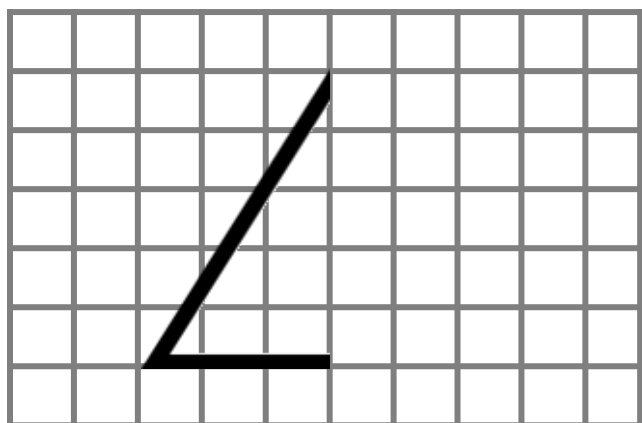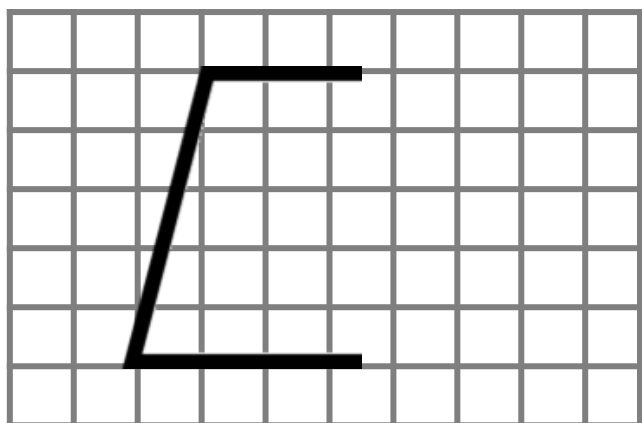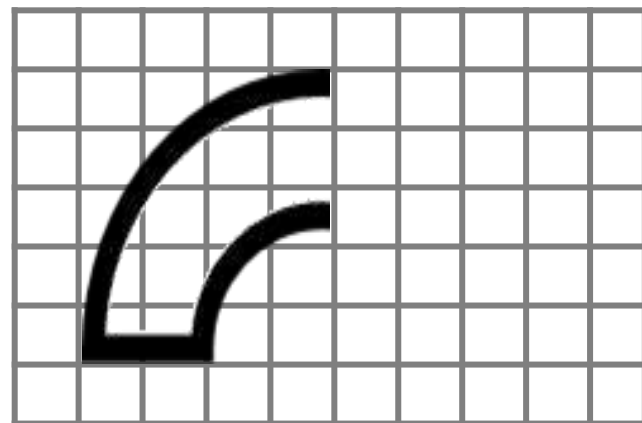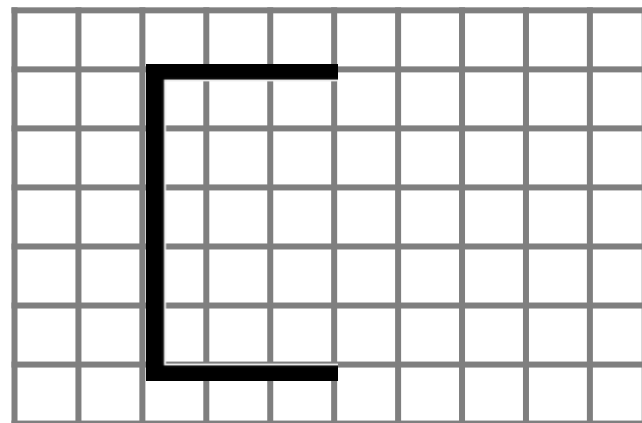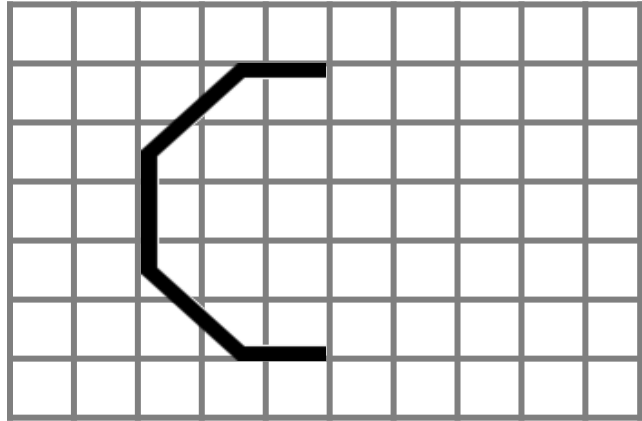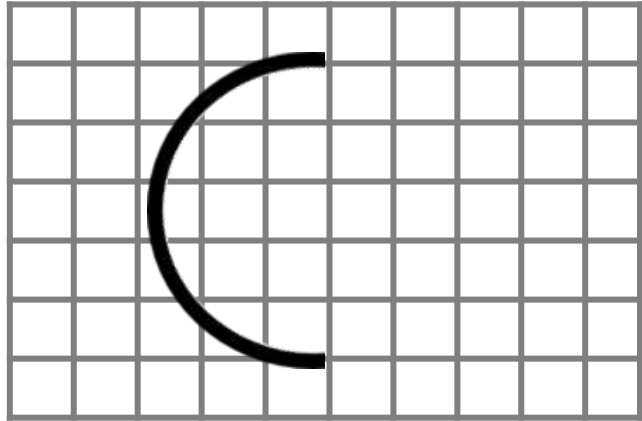
**Name:**_____ **Date:** _____

# Word Problems - Addition

Answer the word problems.

1. There are 5 apples on the tree. 3 apples fell off the tree. How many apples are there in all?

2. Maggie has six gum balls. She uses her money to buy 5 more. How many gum balls do they have in all?

3. There are 8 kids on one baseball team and 9 kids on the other. How many kids are on both team combined?

4. If Greg has 4 flowers and Sam has 8 flowers. How many flowers do they have together?

**Name:** _____ **Date:** _____

# Word Problems - Addition

Answer the word problems.

1. Each classroom was asked to bring in boxes of Kleenex. One classroom brought in 10 boxes. The next brought in 12 boxes. And the third class brought in 6 boxes. How many boxes of Kleenex did they all bring in together?

2. There were three tables of watermelons at the fair. The first table had 23 watermelons. The second table had 15 watermelons. The third table had 15 watermelons. How many did they have all together?

3. Jeff has three cats. Each cat had a litter of kittens. The first cat had 7 kittens. The second cat hat 4 kittens. And the third cat had 9 kittens. How many kittens does Jeff have all together?

**Name:**＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ **Date:** ＿＿＿＿＿＿

# Word Problems - Subtraction

**Instruction:** Answer the word problems.

1. Sam had 9 toy cars. He lost 3. How many does he have now?

2. Max had 4 apples. He gave 1 to Mary and 1 to Hannah. He also ate 1. How many does he have left?

3. There were 10 frogs in the pond. 4 hopped away. How many were left?

4. Mary caught 10 fireflies in her net. 7 flew away before she could put them in the jar. How many did she have to put into the jar?

**Name:**_____ **Date:** _____

# Word Problems

Answer the word problems.

There were 30 mugs and 20 glasses. A waiter dropped and broke 15 mugs and 6 glasses.

1. How many glasses were left?

2. How many mugs were left?

3. The same waiter than dropped 5 more mugs. How many mugs do they have now?

4. How many more glasses than mugs are left?

5. If the manager ordered a new box with 10 mugs and 10 glasses, how many of each would they have now?

**Name:**_____ **Date:** _____

# Word Problems - Mixed

Answer the word problems.

A new store opened that sold dresses and shirts. They had 30 new dresses and 25 shirts when they opened.

1. A customer came in and bought 5 dresses and 3 shirts. How many dresses do they have left? How many shirts do they have left?

2. The next customer bought 10 shirts. How many shirts do they have left?

3. Another customer came in and bought 4 dresses and 3 shirts. How many dresses do they have left? How many shirts do they have left?

4. The first customer came back and returned 2 dresses and 1 shirt because they didn't fit. How many dresses do they have now? How many shirts do they have now?

**Name:** _____ **Date:** _____

# Word Problems - Mixed

**Instruction:** Answer the word problems.

1. Molly has 13 cats. How many more cats does Molly need to have 20 cats?

2. Petra has 20 cats. Sammie has 24 cats. How many more cats does Sammie have than Petra?

3. Judy had 38 candy bars. Judy gave some to her friends. Now she has 10. How many candy bars did Judy give to her friends?

4. William had 86 toy cars. He had 36 red cars, 6 brown cars and the rest are blue. How many blue cars does he have?

5. Iris has 23 tulips and 13 roses. Penelope has 17 roses but no tulips. How many more roses and tulips does Iris have than Penelope?

**Name:** _____ **Date:** _____

# Word Problems

Answer the word problems.

1. The aquarium opens at 10 o'clock in the morning and closes at 9:00 in the evening. How many hours is it open?

2. The puppets preform every four hours. They did one show at 12:00. At what time is the next puppet show?

3. Reading time for the second grade class is at 2:00. It is 11:00, how many hours till reading time?

4. The bus is supposed to arrive at 9:00 to pick up the kids for the field trip. It was 30 minutes late. What time did it arrive?

5. The lunch room stops serving lunch an hour before school ends. School ends at 3. What time does the lunch room stop serving lunch?

**Name:** _____ **Date:** _____

# Word Problems

**Instruction:** Answer the word problems.

The local fair opens at 9:30 and closes at 9:00.

1. The ticket booth stops selling tickets 30 minutes before it closes. What time does the ticket book close?

2. How many hours is the fair opened?

3. If the balloon ride opened an hour after the fair. What time would it open?

4. The carousel stops running an hour before closing. What time does it stop running?

5. If the Ferris Wheel started running at 12:00 and stopped 3 hours later due to mechanical error. What time did it stop?

**Name:**_____ **Date:** _____

# Word Problems

Answer the word problems.

1. Zack has $5.00. He spent $1.25 on a pack of crayons. He spent $2.00 on a notebook. How much money does he have left?

2. Mitch has $12.00 left after he bought lunch. His lunch was $7.50. How much did he have before lunch?

3. Sally has $14.25 and Hannah has $12.20. How much do they have together?

4. Phillip's mom gave him $20.00 for this birthday. His grandparents gave his $15.00. His friend gave him $5.00. How much did he get in all for his birthday?

**Name:**_____ **Date:** _____

# Review

Complete each box.

---

What place value is the 3 in the following number.

4,2<u>3</u>0

a. ones          b. tens

c. hundreds      d. thousands

---

What place value is the 6 in the following number.

<u>6</u>,254

a. ones          b. tens

c. hundreds      d. thousands

---

What place value is the 7 in the following number.

5,<u>7</u>68

a. ones          b. tens

c. hundreds      d. thousands

---

What place value is the 4 in the following number.

6,35<u>4</u>

a. ones          b. tens

c. hundreds      d. thousands

---

What is the missing number?

10 + ___ = 13

a. 1          b. 3

c. 2          d. 4

---

What is the missing number?

400 + 20 + 3 = _____

a. 234          b. 324

c. 423          d. 243

---

**Name:**_____ **Date:** _____

# Review

Complete each box.

---

What place value is the 4 in the following number.

4,230

a. ones          b. tens

c. hundreds      d. thousands

---

What is the missing number?

7000 + 300 + 60 + 5 = ____

a. 7,365         b. 3,765

c. 6,357         d. 3,573

---

What is the value of the 5 digit?

1,253

a. 5             b. 50

c. 500           d. 5,000

---

What is the value of the 3 digit?

1,253

a. 3             b. 30

c. 300           d. 3,000

---

What is the value of the 2 digit?

1,253

a. 2             b. 20

c. 200           d. 2,000

---

What is the value of the 1 digit?

1,253

a. 1             b. 10

c. 100           d. 1,000

---

**Name:**_____ **Date:** _____

# Review

Complete each box

---

Is the following number odd or even?

564

a. odd          b. even

---

Is the following number odd or even?

639

a. odd          b. even

---

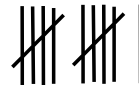How many tally marks?

卌 ||

a. 5          b. 7

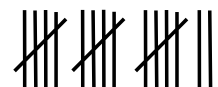c. 6          d. 8

---

How many tally marks?

卌 卌 |

a. 5          b. 7

c. 6          d. 8

---

How many tally marks?

卌 ||||

a. 5          b. 6

c. 8          d. 9

---

How many tally marks?

卌 卌 卌 |||

a. 15          b. 20

c. 17          d. 18

---

**Name:**_____ **Date:** _____

# Review

Complete each box

---

Is the following number odd or even?

268

a. odd              b. even

---

Is the following number odd or even?

863

a. odd              b. even

---

What is the tally marks for 9?

a. 卌 ||              b. 卌 |||

c. 卌 ||||            d. 卌 卌

---

What is the tally marks for 12?

a. 卌 卌              b. 卌 卌 ||

c. 卌 卌 |            d. 卌 卌 |||

---

Which number is odd in the number below?

2,489

a. 2              b. 4

c. 8              d. 9

---

Which number is even in the number below?

1,279

a. 1              b. 2

c. 7              d. 9

---

**Name:**_____ **Date:** _____

# Review

Instruction: Complete each box

---

What is the sum?

$$
\begin{array}{r}
423 \\
+212 \\
\hline
\end{array}
$$

a. 636          b. 365

c. 536          d. 423

---

What is the sum?

$$
\begin{array}{r}
143 \\
+ \ 45 \\
\hline
\end{array}
$$

a. 134          b. 214

c. 185          d. 188

---

What is the sum?

$$
\begin{array}{r}
233 \\
+423 \\
\hline
\end{array}
$$

a. 452          b. 656

c. 645          d. 345

---

What is the sum?

$$
\begin{array}{r}
127 \\
+123 \\
\hline
\end{array}
$$

a. 254          b. 142

c. 250          d. 2,410

---

What is the sum?

$$
\begin{array}{r}
1475 \\
+1534 \\
\hline
\end{array}
$$

a. 2,031          b. 4,000

c. 5,435          d. 3,009

---

What is the sum?

$$
\begin{array}{r}
4789 \\
+3456 \\
\hline
\end{array}
$$

a. 6,347          b. 8,245

c. 7,457          d. 8,457

---

**Name:**_____ **Date:** _____

# Review

**Instruction:** Complete each box

---

What is the difference?

$$423$$
$$-102$$

a. 321   b. 300

c. 453   d. 245

---

What is the difference?

$$789$$
$$- 453$$

a. 430   b. 330

c. 336   d. 523

---

What is the difference?

$$678$$
$$-342$$

a. 452   b. 235

c. 336   d. 345

---

What is the difference?

$$127$$
$$-123$$

a. 5   b. 4

c. 6   d. 7

---

What is the difference?

$$756$$
$$-236$$

a. 510   b. 520

c. 500   d. 530

---

What is the difference?

$$940$$
$$-536$$

a. 400   b. 403

c. 404   d. 546

---

**Name:**_____ **Date:** _____

# Review

Complete each box

---

What is the following number?

## four

a. 1                    b. 2

c. 3                    d. 4

---

What is the following number?

## twelve

a. 10                    b. 11

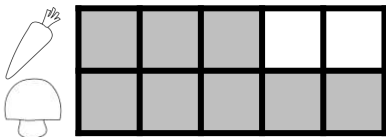c. 12                    d. 13

---

What is the following number?

## 16

a. fifteen              b. sixteen

c. fourteen            d. thirteen

---

What is the following number?

## 20

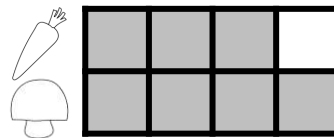a. nineteen            b. twenty-two

c. twenty              d. ten

---

Use the graph. How many carrots are there?

a. 5                    b. 4
c. 3                    d. 1
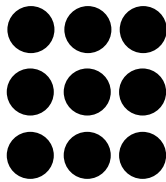
---

Use the graph. How many mushrooms are there?

a. 5                    b. 4
c. 3                    d. 1

**Name:** _____ **Date:** _____

# Review

Complete each box

---

Which multiplication problem does the array represent?

a. 3 x 3 = 9       b. 2 x 3 = 6

c. 5 x 3 = 15      d. 1 x 3 = 3

---

What is the missing number?

$$9 - \underline{\hspace{1cm}} = 3$$

a. 4             b. 6

c. 5             d. 7

---

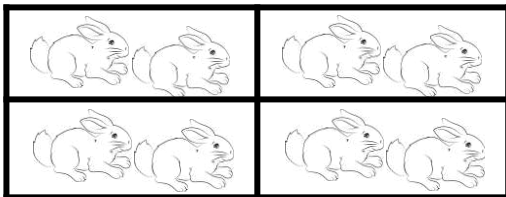How much is this coin worth?

a. .05           b. .01
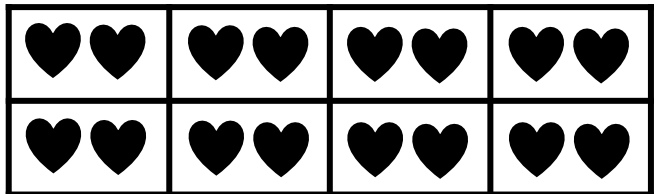
c. .10           d. .25

---

How much is this coin worth?

a. .05           b. .01

c. .10           d. .25

---

Which multiplication problem. Matches the picture?

a. 2 x 3 = 6       b. 2 x 4 = 8
c. 2 x 5 = 10      d. 2 x 2 = 4

---

Which multiplication problem. Matches the picture?

a. 2 x 4 = 8       b. 2 x 8 = 16
c. 2 x 7 = 14      d. 2 x 9 = 18

---

**Name:** _____ **Date:** _____

# Review

Complete each box

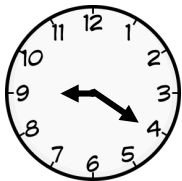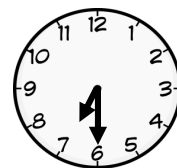| | |
|---|---|
| How many hours are there in a day?<br><br>a. 60      b. 24<br><br>c. 12      d. 7 | How many days of the week are there?<br><br>a. 60      b. 24<br><br>c. 12      d. 7 |
| How many months are there in a year?<br><br>a. 60      b. 24<br><br>c. 12      d. 7 | How many minutes are in an hour?<br><br>a. 60      b. 24<br><br>c. 12      d. 120 |
| What time does the clock say?<br><br>a. 4:50      b. 4:00<br><br>c. 9:40      d. 9:20 | What time does the clock say?<br><br>a. 7:30      b. 6:00<br><br>c. 6:20      d. 7:00 |

**Name:**_____ **Date:** _____

# Review

Complete each box

---

What is the next set of numbers in the pattern?

5, 10, 15, 20…

a. 20, 22, 24    b. 25, 35, 45

c. 25, 30, 35    d. 22, 23, 24

---

What is the next number in the pattern?

20, 30, 40, 50…

a. 60              b. 55

c. 70              d. 75

---

Round the number to the nearest ten.

68

a. 60              b. 70

c. 90              d. 10

---

Round the number to the nearest ten.

44

a. 40              b. 50

c. 45              d. 100

---

Which is heavier?

a. pound          b. ounce

---

How many pints in a quart?

a. 1              b. 3

c. 2              d. 4

---

**Name:** _____  **Date:** _____

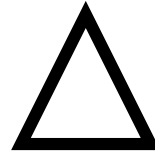# Review

Complete each box

How many cups in a pint?

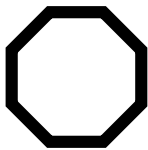a. 1          b. 3

c. 2          d. 4

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What shape is this?

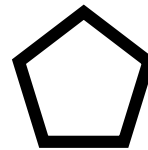a. square          b. triangle
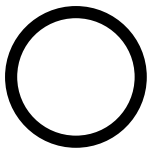
c. circle          d. hexagon

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How many edges?

a. 4          b. 7

c. 6          d. 8

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How many vertices?

a. 2          b. 5

c. 4          d. 6

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What is this shape?
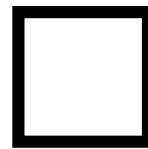
a. circle          b. triangle

c. oval          d. hexagon

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What is this shape?

a. circle          b. triangle

c. circle          d. square