

## Welcome New Third Graders!

Dear Future Third Graders,

We can't wait to meet you in September. Attached are your summer assignments for Reading and Math. There are two book reports (fiction and nonfiction), and an i-Ready Math Packet.

Please return these assignments in September to your Third Grade teacher.

We have also included a Reading Level Chart to help you choose books on your Reading Level.

You can find books on the Scholastic Website:

<https://www.scholastic.com/teachers/teaching-tools/collections/guided-reading-book-lists-for-every-level.html>

It is very important that you continue reading over the summer and practice your addition and subtraction facts.

Have a great summer!

Sincerely,

The Third Grade Teachers

## LEXILE - GRADE LEVEL CONVERSION CHART

LEXILE	GRADE LEVEL	FOUNTAS & PINNELL
25L	1.1	A
50L	1.1	B
75L	1.2	C
100L	1.2	D
125L	1.3	E
150L	1.3	E
175L	1.4	F
200L	1.5	G
225L	1.6	H
250L	1.6	H
275L	1.7	I
300L	1.8	J
325L	1.9	J
350L	2.0	K
375L	2.1	K
400L	2.2	L
425L	2.3	L
450L	2.5	M
475L	2.6	M
500L	2.7	N
525L	2.9	N
550L	3.0	N
575L	3.2	N
600L	3.3	O
625L	3.5	O
650L	3.7	P
675L	3.9	P
700L	4.1	Q
725L	4.5	Q
750L	4.5	R
775L	4.7	R
800L	5.0	S
825L	5.2	S
850L	5.5	T
875L	5.8	T
900L	6.0	U
925L	6.4	U
950L	6.7	V
975L	7.0	V
1000L	7.4	W
1025L	7.8	W
1050L	8.2	Y
1075L	8.6	Y
1100L	9.0	Z
1125L	9.5	Z

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Book Report

Title: \_\_\_\_\_  
\_\_\_\_\_  
Author: \_\_\_\_\_  
\_\_\_\_\_  
Illustrator: \_\_\_\_\_  
\_\_\_\_\_

Main characters:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Setting:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Beginning:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Problem:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How is it solved?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Review: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_ #: \_\_\_\_\_

### Non-fiction Book Report

Title: \_\_\_\_\_

Author: \_\_\_\_\_

#### Topic:

Who or what the book is about.

\_\_\_\_\_

Write 4-5 facts you already know about the topic.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Write 6 new words that you learned from this book.

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

## What did you learn?

Use the web to write facts you learned about your topic. In the circle, write your topic. On the lines, write in complete sentences what you learned!

A central circle is connected to six lines that extend outwards, forming a starburst shape. This is intended for a student to write their topic in the circle and facts on the lines.

What was the **most interesting** thing you learned about the topic?

Five horizontal lines are provided for the student to write their answer to the question above.

Did you think the book did a good job of teaching you about the topic? Fill in the stars:



The book did a good job.



The book did an okay job.



The book did a bad job.



# Grade 2 Mathematics

## Student At-Home Activity Packet

This At-Home Activity Packet includes 22 sets of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 2 Math  
concepts covered in  
this packet!



## Grade 2 Math concepts covered in this packet

Concept	Practice	Fluency and Skills Practice
Understanding Addition and Subtraction Strategies	1	Adding by Counting On and Making a Ten..... 3
	2	Using Doubles and Doubles Plus 1 ..... 4
	3	Counting On and Making a Ten to Subtract..... 5
Understanding Addition and Subtraction Word Problems	4	Solving Take-Apart Word Problems ..... 6
	5	Solving Comparison Word Problems ..... 8
	6	Ways to Solve Two-Step Problems ..... 9
	7	Ways to Model Word Problems ..... 10
Understanding Addition and Subtraction of Multi-Digit Numbers	8	Different Ways to Show Addition..... 11
	9	Subtracting by Adding Up ..... 12
	10	Subtracting by Regrouping ..... 14
	11	Strategies to Find a Missing Addend..... 15
Understanding Place Value Concepts and Regrouping	12	Finding the Value of Three-Digit Numbers ..... 17
	13	Writing Three-Digit Numbers..... 18
	14	Ways to Compare Three-Digit Numbers ..... 20
	15	Adding and Regrouping Ones..... 21
	16	Adding and Regrouping Tens ..... 22
	17	Regrouping Tens to Ones ..... 23
	18	Regrouping Hundreds to Tens..... 24
	19	Adding Four Two-Digit Numbers ..... 25
Understanding Length	20	Measuring in Inches and Centimeters..... 26
	21	Measuring in Inches and Feet ..... 28
	22	Measuring in Centimeters and Meters..... 30

## Adding by Counting On and Making a Ten

Name: \_\_\_\_\_

**Add.**

**1**  $8 + 2 =$  \_\_\_\_\_

**2**  $8 + 3 =$  \_\_\_\_\_

**3**  $6 + 4 =$  \_\_\_\_\_

**4**  $6 + 8 =$  \_\_\_\_\_

**5**  $7 + 3 =$  \_\_\_\_\_

**6**  $7 + 5 =$  \_\_\_\_\_

**7**  $9 + 1 =$  \_\_\_\_\_

**8**  $9 + 6 =$  \_\_\_\_\_

**9**  $5 + 5 =$  \_\_\_\_\_

**10**  $5 + 8 =$  \_\_\_\_\_

**11**  $9 + 2 =$  \_\_\_\_\_

**12**  $2 + 9 =$  \_\_\_\_\_

**13**  $8 + 4 =$  \_\_\_\_\_

**14**  $4 + 8 =$  \_\_\_\_\_

**15**  $6 + 9 =$  \_\_\_\_\_

**16**  $6 + 7 =$  \_\_\_\_\_

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

**Add.**

**1**  $4 + 4 =$  \_\_\_\_\_

**2**  $4 + 5 =$  \_\_\_\_\_

**3**  $6 + 6 =$  \_\_\_\_\_

**4**  $5 + 6 =$  \_\_\_\_\_

**5**  $7 + 7 =$  \_\_\_\_\_

**6**  $8 + 7 =$  \_\_\_\_\_

**7**  $9 + 9 =$  \_\_\_\_\_

**8**  $8 + 9 =$  \_\_\_\_\_

**9**  $5 + 5 =$  \_\_\_\_\_

**10**  $6 + 5 =$  \_\_\_\_\_

**11**  $8 + 8 =$  \_\_\_\_\_

**12**  $7 + 8 =$  \_\_\_\_\_

**13** Which strategy did you use to solve problem 12? Explain why.

Complete each set of equations.

**1**  $12 - 3 = \square$

$3 + \square = 12$

**2**  $14 - 5 = \square$

$5 + \square = 14$

**3**  $11 - 3 = \square$

$3 + \square = 11$

**4**  $15 - 7 = \square$

$7 + \square = 15$

**5**  $12 - \square = 10$

$12 - 4 = \square$

**6**  $13 - \square = 10$

$13 - 6 = \square$

**7**  $16 - \square = 10$

$16 - 9 = \square$

**8**  $15 - \square = 10$

$15 - 9 = \square$

**9** In problem 6, how did you use your first answer to find your second answer?

**Solve problems 1–6.**

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

**Solution** \_\_\_\_\_ potatoes are red.

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

**Solution** \_\_\_\_\_ fish are mollies.

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

**Solution** \_\_\_\_\_ books are stories about horses.

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

**Solution** \_\_\_\_\_ chairs are empty.

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

**Solution** \_\_\_\_\_ dogs are big.

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

**Solution** \_\_\_\_\_ crayons are in the crayon box.

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

**Solve problems 1–6. Show your work.**

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

\_\_\_\_\_ dogs

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

Trevor sees \_\_\_\_\_ blue birds.

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

Anna has \_\_\_\_\_ flowers.

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

\_\_\_\_\_ hats

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

\_\_\_\_\_ oranges

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

Brynne has \_\_\_\_\_ games.

**Solve problems 1–6. Show your work.**

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

Jack has \_\_\_\_\_ flowers left to plant.

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

There are \_\_\_\_\_ girls at the park.

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

Bella paints \_\_\_\_\_ pictures this week.

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

There are \_\_\_\_\_ books in the box.

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

Lucas has \_\_\_\_\_ crayons.

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

There are \_\_\_\_\_ pencils in the desk.



Name: \_\_\_\_\_

**Solve problems 1–6. Show your work.**

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

Tony buys \_\_\_\_\_ blocks.

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

There were \_\_\_\_\_ chairs in the room at the start.

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

Jen had \_\_\_\_\_ buttons to begin with.

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

Colby packs \_\_\_\_\_ boxes after lunch.

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

Ayanna reads \_\_\_\_\_ pages at home.

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

The camp had \_\_\_\_\_ tents to begin with.

## Different Ways to Show Addition

Name: \_\_\_\_\_

Find the sums and missing addends.

1  $30 + 7 + 50 + 3 = \underline{90}$

2  $37 + 53 = \underline{\hspace{2cm}}$

3  $20 + 8 + 40 + 2 = \underline{\hspace{2cm}}$

4  $28 + 42 = \underline{\hspace{2cm}}$

5  $60 + 6 + 10 + 4 = \underline{\hspace{2cm}}$

6  $66 + 14 = \underline{\hspace{2cm}}$

7  $40 + 5 + 40 + 5 = \underline{\hspace{2cm}}$

8  $45 + \underline{\hspace{2cm}} = 90$

9  $30 + 9 + 20 + 1 = \underline{\hspace{2cm}}$

10  $\underline{\hspace{2cm}} + 21 = 60$

11  $20 + 4 + 60 + 6 = \underline{\hspace{2cm}}$

12  $24 + \underline{\hspace{2cm}} = 90$

13  $40 + 3 + 30 + 7 = \underline{\hspace{2cm}}$

14  $\underline{\hspace{2cm}} + 37 = 80$

15 How does the information in problem 9 help you solve problem 10?

**Subtract.**

**1**  $50 - 29 = ?$

$$\underline{29 + 20} = \underline{49}$$

$$\underline{49 + 1} = \underline{50}$$

$$\underline{20 + 1} = \underline{21}$$

$$50 - 29 = \underline{21}$$

**2**  $71 - 45 = ?$

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

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

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

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

$$71 - 45 = \underline{\quad}$$

**3**  $80 - 41 = ?$

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

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

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

$$80 - 41 = \underline{\quad}$$

**4**  $63 - 28 = ?$

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

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

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

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

$$63 - 28 = \underline{\quad}$$

**5**  $43 - 28 = ?$

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

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

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

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

$$43 - 28 = \underline{\quad}$$

**6**  $95 - 65 = ?$

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

$$95 - 65 = \underline{\quad}$$

**7**  $65 - 39 = ?$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$65 - 39 =$  \_\_\_\_\_

**8**  $47 - 15 = ?$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$47 - 15 =$  \_\_\_\_\_

**9**  $75 - 28 = ?$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$75 - 28 =$  \_\_\_\_\_

**10**  $54 - 12 = ?$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

$54 - 12 =$  \_\_\_\_\_

**13** How did you decide what to add first? Then how did you get the answer?

Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

$$\begin{array}{r} \textcircled{1} \quad 32 \\ - 16 \\ \hline 16 \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 48 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 57 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 63 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 76 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 82 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{7} \quad 38 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{8} \quad 53 \\ - 44 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{9} \quad 42 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{10} \quad 96 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{11} \quad 92 \\ - 56 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{12} \quad 65 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad 86 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{14} \quad 59 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{15} \quad 77 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{16} \quad 62 \\ - 27 \\ \hline \end{array}$$

**17** How did you know which problems to circle?

**18** Check one of your answers by solving it using a different strategy. Show your work.

**Solve.**

**1**  $35 + \underline{10} = 45$

$35 + \underline{20} = 55$

$35 + \underline{25} = 60$

**2**  $24 + \underline{\quad\quad\quad} = 34$

$24 + \underline{\quad\quad\quad} = 64$

$24 + \underline{\quad\quad\quad} = 68$

**3**  $42 + \underline{\quad\quad\quad} = 52$

$42 + \underline{\quad\quad\quad} = 82$

$42 + \underline{\quad\quad\quad} = 87$

**4**  $51 + \underline{\quad\quad\quad} = 61$

$51 + \underline{\quad\quad\quad} = 71$

$51 + \underline{\quad\quad\quad} = 76$

**5**  $26 + \underline{\quad\quad\quad} = 36$

$26 + \underline{\quad\quad\quad} = 66$

$26 + \underline{\quad\quad\quad} = 69$

**6**  $58 + \underline{\quad\quad\quad} = 60$

$58 + \underline{\quad\quad\quad} = 70$

$58 + \underline{\quad\quad\quad} = 71$

**7**  $39 + \underline{\quad\quad\quad} = 40$

$39 + \underline{\quad\quad\quad} = 70$

$39 + \underline{\quad\quad\quad} = 75$

**8**  $27 + \underline{\quad\quad\quad} = 30$

$27 + \underline{\quad\quad\quad} = 60$

$27 + \underline{\quad\quad\quad} = 65$

**9**  $44 + \underline{\quad\quad\quad} = 54$

$44 + \underline{\quad\quad\quad} = 64$

$44 + \underline{\quad\quad\quad} = 67$

**10**  $69 + \underline{\quad\quad\quad} = 70$

$69 + \underline{\quad\quad\quad} = 90$

$69 + \underline{\quad\quad\quad} = 93$

Strategien im Munde:

Misslinge Additionen

Name: \_\_\_\_\_

**11**  $33 + \underline{\hspace{2cm}} = 43$

$33 + \underline{\hspace{2cm}} = 73$

$33 + \underline{\hspace{2cm}} = 76$

**12**  $48 + \underline{\hspace{2cm}} = 50$

$48 + \underline{\hspace{2cm}} = 80$

$48 + \underline{\hspace{2cm}} = 85$

**13**  $26 + \underline{\hspace{2cm}} = 70$

$32 + \underline{\hspace{2cm}} = 61$

$49 + \underline{\hspace{2cm}} = 95$

**14**  $57 + \underline{\hspace{2cm}} = 83$

$34 + \underline{\hspace{2cm}} = 67$

$28 + \underline{\hspace{2cm}} = 53$

**15**  $62 + \underline{\hspace{2cm}} = 85$

$41 + \underline{\hspace{2cm}} = 96$

$53 + \underline{\hspace{2cm}} = 77$

**16**  $19 + \underline{\hspace{2cm}} = 75$

$43 + \underline{\hspace{2cm}} = 87$

$68 + \underline{\hspace{2cm}} = 99$

**17** Explain how the strategy to solve problem 5 is different from the strategy used to solve problem 6.

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

## Finding the Value of Three-Digit Numbers

Name: \_\_\_\_\_

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

1  $300 + 50 + 1 =$  \_\_\_\_\_

2 2 hundreds + 6 tens + 7 ones =  
\_\_\_\_\_

3  $400 + 20 + 6 =$  \_\_\_\_\_

4  $400 + 60 + 2 =$  \_\_\_\_\_

5  $600 + 40 + 2 =$  \_\_\_\_\_

6 5 hundreds + 1 ten + 3 ones =  
\_\_\_\_\_

7 3 hundreds + 7 tens + 5 ones =  
\_\_\_\_\_

8  $500 + 20 + 6 =$  \_\_\_\_\_

9  $200 + 8 =$  \_\_\_\_\_

10 2 hundreds + 8 tens + 0 ones =  
\_\_\_\_\_

11  $600 + 70 + 1 =$  \_\_\_\_\_

12 6 hundreds + 0 tens + 7 ones =  
\_\_\_\_\_

13  $400 + 70 + 6 =$  \_\_\_\_\_

14 2 hundreds + 3 tens + 3 ones =  
\_\_\_\_\_

15 3 hundreds + 2 tens + 3 ones =  
\_\_\_\_\_

16 3 hundreds + 3 tens + 2 ones =  
\_\_\_\_\_

### Answers:

233

607

476

323

267

671

426

513

526

208

642

462

332

375

280

351

**Write the number using only digits.**

**1** one hundred sixty-four

\_\_\_\_\_

**2** six hundred fifty-two

\_\_\_\_\_

**3** three hundred twelve

\_\_\_\_\_

**4** two hundred sixty-one

\_\_\_\_\_

**5** two hundred five

\_\_\_\_\_

**6** five hundred nineteen

\_\_\_\_\_

**Write the number using only digits.**

**7**  $100 + 10 + 6$

\_\_\_\_\_

**8**  $500 + 4$

\_\_\_\_\_

**9**  $300 + 40 + 5$

\_\_\_\_\_

**10**  $300 + 50 + 4$

\_\_\_\_\_

**11**  $400 + 60$

\_\_\_\_\_

**12**  $500 + 40$

\_\_\_\_\_

Write the number as a sum of hundreds, tens, and ones.  
Then write the number using words.

**13** 522    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**14** 435    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**15** 218    \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**16** 310    \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**17** Explain how problem 8 is the same and different from problem 12.

Compare the numbers in each problem two different ways.

**1** Compare 250 and 200.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**2** Compare 170 and 180.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**3** Compare 346 and 325.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**4** Compare 235 and 261.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**5** Compare 424 and 453.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**6** Compare 833 and 824.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**7** Compare 637 and 682.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**8** Compare 362 and 326.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**9** Compare 531 and 513.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**10** Compare 714 and 741.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**11** Compare 468 and 486.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**12** Compare 967 and 959.

\_\_\_\_\_ < \_\_\_\_\_ and  
 \_\_\_\_\_ > \_\_\_\_\_

**13** What strategies did you use to compare the numbers?

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

$$\begin{array}{r} \mathbf{1} \quad 635 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{2} \quad 439 \\ + 154 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{3} \quad 336 \\ + 123 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{4} \quad 825 \\ + 166 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{5} \quad 512 \\ + 336 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{6} \quad 246 \\ + 348 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{7} \quad 772 \\ + 109 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{8} \quad 347 \\ + 314 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{9} \quad 483 \\ + 208 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{10} \quad 225 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{11} \quad 548 \\ + 406 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{12} \quad 475 \\ + 515 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{13} \quad 273 \\ + 211 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{14} \quad 728 \\ + 253 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{15} \quad 627 \\ + 263 \\ \hline \end{array}$$

**Answers:**

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 449 | 594 | 881 | 956 | 691 |
| 484 | 661 | 890 | 991 | 593 |
| 954 | 848 | 990 | 459 | 981 |

Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

**1** 
$$\begin{array}{r} 435 \\ + 283 \\ \hline 718 \end{array}$$

**2** 
$$\begin{array}{r} 205 \\ + 113 \\ \hline \end{array}$$

**3** 
$$\begin{array}{r} 586 \\ + 130 \\ \hline \end{array}$$

**4** 
$$\begin{array}{r} 378 \\ + 343 \\ \hline \end{array}$$

**5** 
$$\begin{array}{r} 186 \\ + 175 \\ \hline \end{array}$$

**6** 
$$\begin{array}{r} 476 \\ + 234 \\ \hline \end{array}$$

**7** 
$$\begin{array}{r} 152 \\ + 169 \\ \hline \end{array}$$

**8** 
$$\begin{array}{r} 214 \\ + 225 \\ \hline \end{array}$$

**9** 
$$\begin{array}{r} 362 \\ + 556 \\ \hline \end{array}$$

**10** 
$$\begin{array}{r} 481 \\ + 262 \\ \hline \end{array}$$

**11** 
$$\begin{array}{r} 145 \\ + 239 \\ \hline \end{array}$$

**12** 
$$\begin{array}{r} 347 \\ + 133 \\ \hline \end{array}$$

**13** 
$$\begin{array}{r} 286 \\ + 644 \\ \hline \end{array}$$

**14** 
$$\begin{array}{r} 267 \\ + 174 \\ \hline \end{array}$$

**15** 
$$\begin{array}{r} 383 \\ + 319 \\ \hline \end{array}$$

- 16** How do you know that  $361 + 283$  is greater than 500 without finding the sum?

## Regrouping Tens to Ones

Name: \_\_\_\_\_

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

$$\begin{array}{r} \textcircled{1} \quad 875 \\ - 646 \\ \hline 229 \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 478 \\ - 226 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 692 \\ - 437 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 345 \\ - 224 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 761 \\ - 338 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 514 \\ - 402 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{7} \quad 953 \\ - 821 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{8} \quad 474 \\ - 156 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{9} \quad 320 \\ - 210 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{10} \quad 663 \\ - 425 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{11} \quad 619 \\ - 308 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{12} \quad 847 \\ - 628 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad 736 \\ - 517 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{14} \quad 563 \\ - 249 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{15} \quad 375 \\ - 163 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 1 \quad 816 \\ - 432 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 927 \\ - 563 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 506 \\ - 315 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 448 \\ - 160 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 743 \\ - 471 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 476 \\ - 293 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 628 \\ - 236 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 961 \\ - 470 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 527 \\ - 256 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 347 \\ - 154 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 835 \\ - 285 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 624 \\ - 382 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 329 \\ - 170 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 465 \\ - 195 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 519 \\ - 378 \\ \hline \end{array}$$

Answers:

193	242	191	384	272
364	271	491	288	392
183	141	550	159	270

## Adding Four Two-Digit Numbers

Name: \_\_\_\_\_

Find the sum. Show your work.

**1**  $29 + 34 + 21 + 36$

$50 + 70$

\_\_\_\_\_

**2**  $45 + 38 + 62 + 15$

\_\_\_\_\_

**3**  $17 + 36 + 43 + 74$

\_\_\_\_\_

**4**  $55 + 49 + 71 + 15$

\_\_\_\_\_

**5**  $32 + 24 + 68 + 46$

\_\_\_\_\_

**6**  $27 + 19 + 33 + 81$

\_\_\_\_\_

**7**  $32 + 13 + 29 + 35$

\_\_\_\_\_

**8**  $53 + 74 + 13 + 44$

\_\_\_\_\_

**9**  $24 + 12 + 74 + 68$

\_\_\_\_\_

**10**  $92 + 37 + 71 + 14$

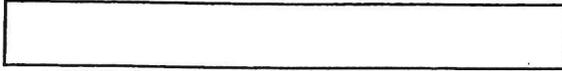
\_\_\_\_\_

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

# Measuring in Inches and Centimeters

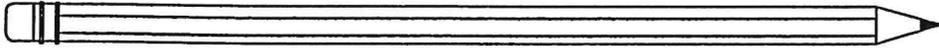
Name: \_\_\_\_\_

- 1** Use a ruler to measure the length of the piece of tape in inches.



What is the length of the tape? \_\_\_\_\_ inches

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



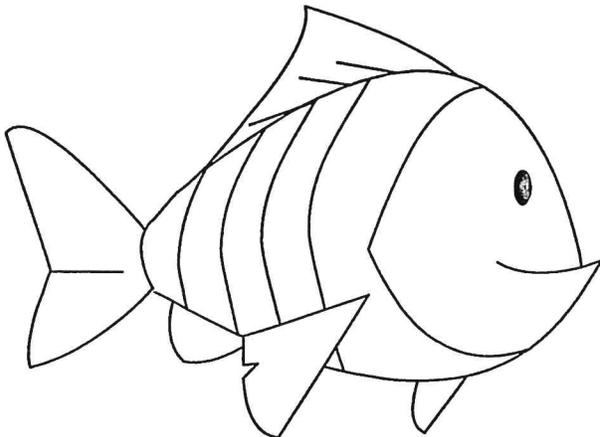
What is the length of the pencil? \_\_\_\_\_ inches

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



What is the length of the shoe? \_\_\_\_\_ centimeters

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



What is the length of the fish? \_\_\_\_\_ centimeters

**Measuring in Inches  
and Centimeters**

Name: \_\_\_\_\_

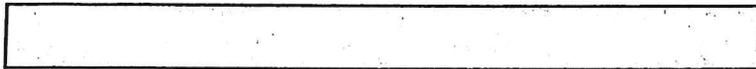
- 5** Use a ruler to measure the length of the string in both inches and centimeters.

\_\_\_\_\_

What is the length of the string in inches? \_\_\_\_\_ inches

What is the length of the string in centimeters? \_\_\_\_\_ centimeters

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



What is the length of the rectangle in inches? \_\_\_\_\_ inches

What is the length of the rectangle in centimeters? \_\_\_\_\_ centimeters

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

## Measuring in Inches and Feet

Name: \_\_\_\_\_

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

a bike

a leaf

a table

a book

a sticker

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

a window

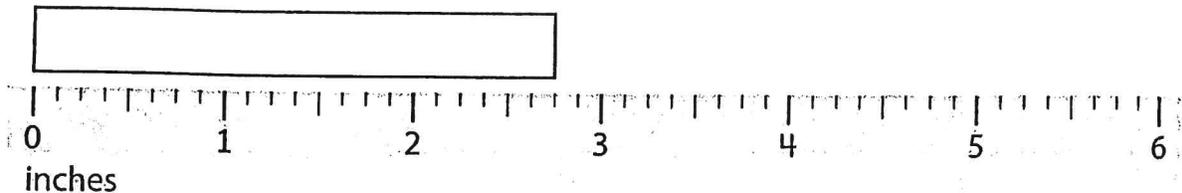
a cracker

a tent

a marker

a blanket

- 3** What is the length of the rectangle to the nearest inch?

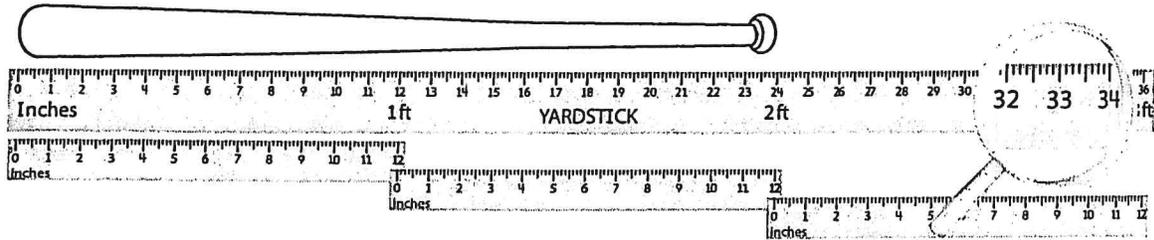


The rectangle is about \_\_\_\_\_ inches long.

# Measuring in Inches and Feet

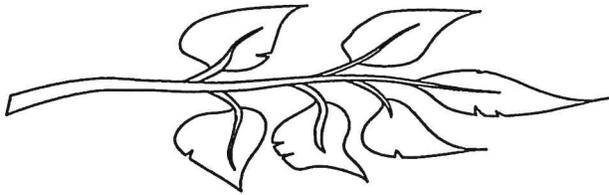
Name: \_\_\_\_\_

- 4 What is the length of the baseball bat to the nearest foot?



The baseball bat is about \_\_\_\_\_ feet long.

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



The branch is about \_\_\_\_\_ foot long.

## Measuring in Centimeters and Meters

Name: \_\_\_\_\_

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

a rug

a mitten

a pool

a bee

a shell

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

a porch

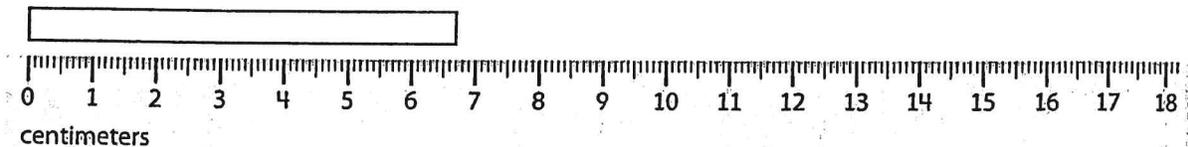
a spoon

a watch

a bus

a lunch bag

- 3** What is the length of the tape to the nearest centimeter?

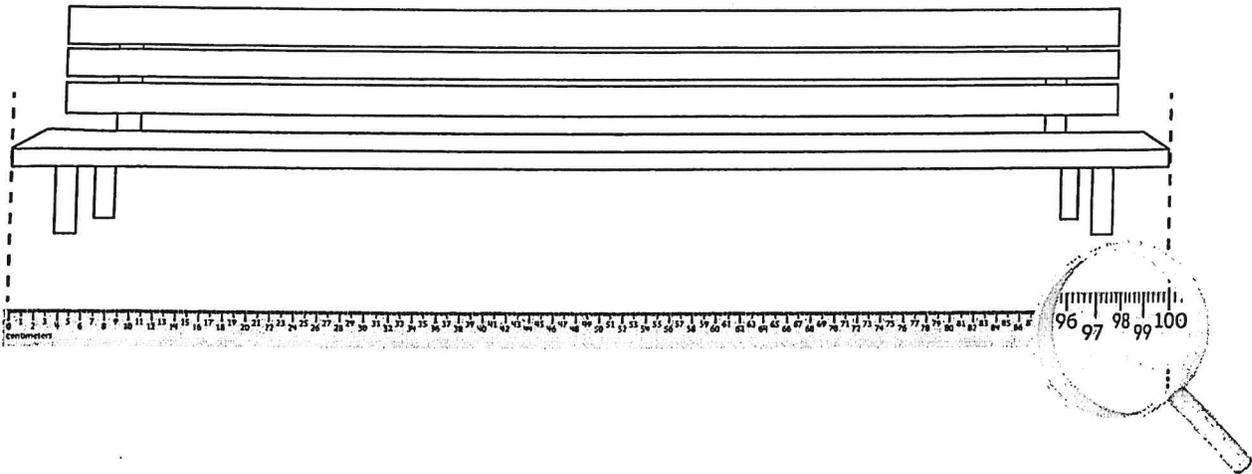


The tape is about \_\_\_\_\_ centimeters long.

Measuring in Centimeters  
and Meters

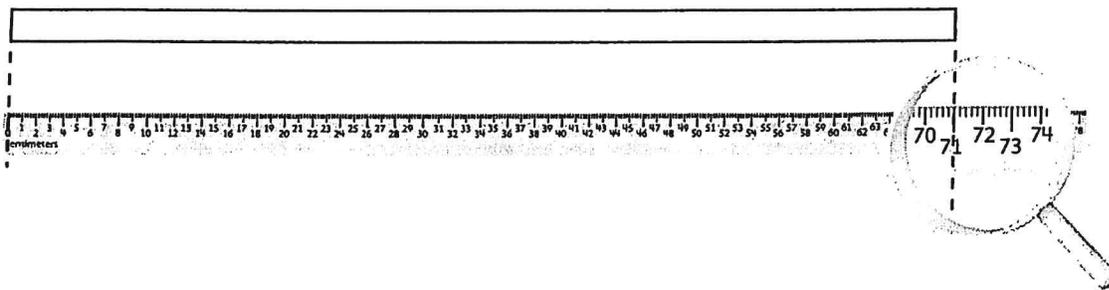
Name: \_\_\_\_\_

4 What is the length of the bench to the nearest meter?



The bench is about \_\_\_\_\_ meter long.

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



The rectangle is about \_\_\_\_\_ centimeters long.

