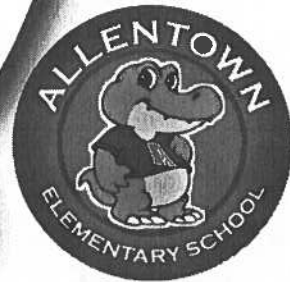


nd

Grade



**GAP**  
*Filler*

**Summer Intervention Packet**

*Bridging the gap to Success!*

# Getting Ready for 3<sup>rd</sup> Grade



Dear Parents,

This has truly been an unprecedented year, demanding abrupt changes in almost every area of our lives. Thankfully, we have been able to regain a semblance of normalcy. In an effort to help bridge the gap created by this novel experience, we at Allentown Elementary have created this summer intervention packet. This resource is designed to provide your child with the fundamental skills necessary for third grade readiness.

Enclosed you will find a checklist to assist you in identifying where your child is developmentally, as well as materials to aid in enriching, teaching, or strengthening areas of deficiency in reading and mathematics.

This booklet is not required, however, we hope you utilize its content to help aid your child in achieving academic success. In addition, we ask that you read with your child EVERY DAY!! Studies show that children who read daily have a better rate of success than those who do not read regularly. Reading and practicing the skills in this booklet will make the transition from one grade level to the next more successful and less stressful!

Allentown Teachers

# Getting Ready for 3<sup>rd</sup> Grade Checklist



## Reading Skills

By the end of second grade, your child should be able to:

- ☐ Read aloud fluently and with expression
- ☐ Read silently
- ☐ Determine the main idea and details in non-fiction texts
- ☐ Summarize what they read in many different types of texts including stories, articles, and books with multiple chapters
- ☐ Retell what happened in a story including main ideas, details about characters, setting and events
- ☐ Gather facts about a topic and describe what was learned
- ☐ Answer who, what, where, when, why, and how questions about stories (both in writing and when speaking)
- ☐ Describe how an author uses details to support an idea
- ☐ Do basic writing, editing, and revising
- ☐ Write about an event with a beginning, middle, and end
- ☐ Write about books using details and examples to back up opinions
- ☐ Use and understand text features in non-fiction texts
- ☐ Use context clues to learn new vocabulary
- ☐ Compare and contrast information from texts

# Getting Ready for 3<sup>rd</sup> Grade Checklist

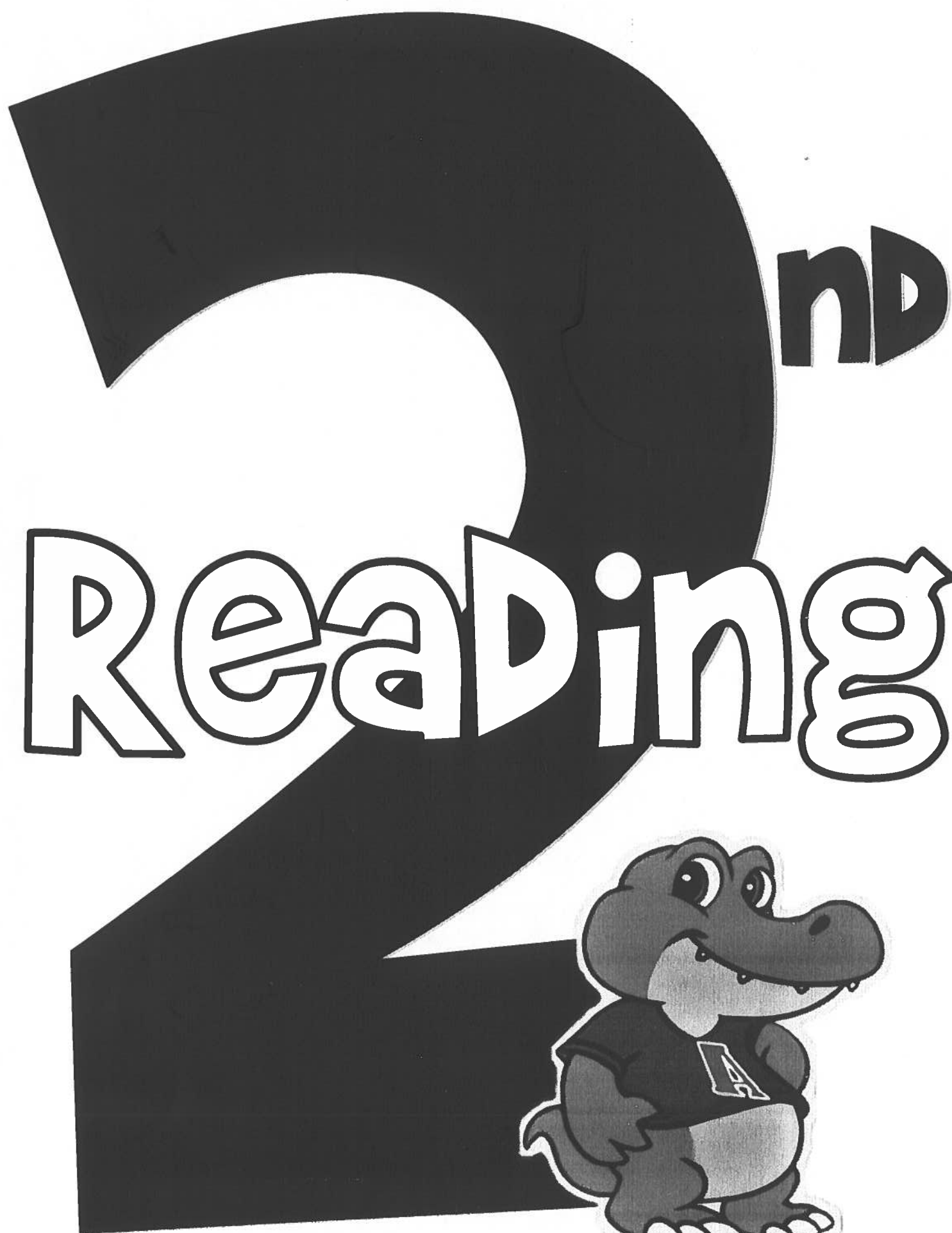


## Math Skills

By the end of second grade, your child should be able to:

- ☐ Add and subtract numbers up to 1,000 to solve one-step word problems
- ☐ Add and subtract up to 100 to solve two-step word problems
- ☐ Add and subtract up to 20 using mental math strategies (instead of having to do the calculations on paper)
- ☐ Understand the ones, tens, and hundreds place in a three-digit number
- ☐ Fluently add and subtract three-digit numbers
- ☐ Read and write numbers up to 1,000
- ☐ Measure and also estimate length using inches, feet, centimeters, and meters
- ☐ Solve problems using money values, like knowing that a dime equals 10 pennies
- ☐ Divide circles, squares, and rectangles into equal portions (halves, thirds, quarters)
- ☐ Solve word problems using information from a bar graph
- ☐ Count by 1s, 2s, 5s and 10s
- ☐ Identify orders and write numerals from 0 to 1,000
- ☐ Know addition and subtraction facts to 50
- ☐ Add and subtract two-digit numbers to 1,000 with regrouping
- ☐ Have an understanding of place value up to 1,000
- ☐ Be able to make reasonable estimates of quantities
- ☐ Be able to read time in 1-minute intervals





# Fry Instant Words Checklist

Level 1: First Hundred (Red)

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

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

Score: \_\_\_\_\_ / 100

| Level 1: First Hundred (Red) |           |           |            |            |
|------------------------------|-----------|-----------|------------|------------|
| ___ the                      | ___ at    | ___ an    | ___ would  | ___ than   |
| ___ of                       | ___ be    | ___ each  | ___ make   | ___ first  |
| ___ and                      | ___ this  | ___ which | ___ like   | ___ water  |
| ___ a                        | ___ have  | ___ she   | ___ him    | ___ been   |
| ___ to                       | ___ from  | ___ do    | ___ into   | ___ called |
| ___ in                       | ___ or    | ___ how   | ___ time   | ___ who    |
| ___ is                       | ___ one   | ___ their | ___ has    | ___ oil    |
| ___ you                      | ___ had   | ___ if    | ___ look   | ___ up     |
| ___ that                     | ___ by    | ___ will  | ___ two    | ___ now    |
| ___ he                       | ___ not   | ___ other | ___ more   | ___ find   |
| ___ was                      | ___ what  | ___ about | ___ write  | ___ long   |
| ___ for                      | ___ all   | ___ out   | ___ go     | ___ down   |
| ___ on                       | ___ were  | ___ many  | ___ see    | ___ day    |
| ___ are                      | ___ when  | ___ then  | ___ number | ___ did    |
| ___ as                       | ___ your  | ___ them  | ___ no     | ___ get    |
| ___ It                       | ___ can   | ___ these | ___ way    | ___ come   |
| ___ his                      | ___ said  | ___ so    | ___ could  | ___ made   |
| ___ they                     | ___ there | ___ some  | ___ people | ___ may    |
| ___ I                        | ___ use   | ___ her   | ___ my     | ___ part   |
| ___ with                     | ___ words | ___ but   | ___ we     | ___ sit    |

# Fry Instant Words Checklist

Level 2: Second Hundred (Green)

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

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

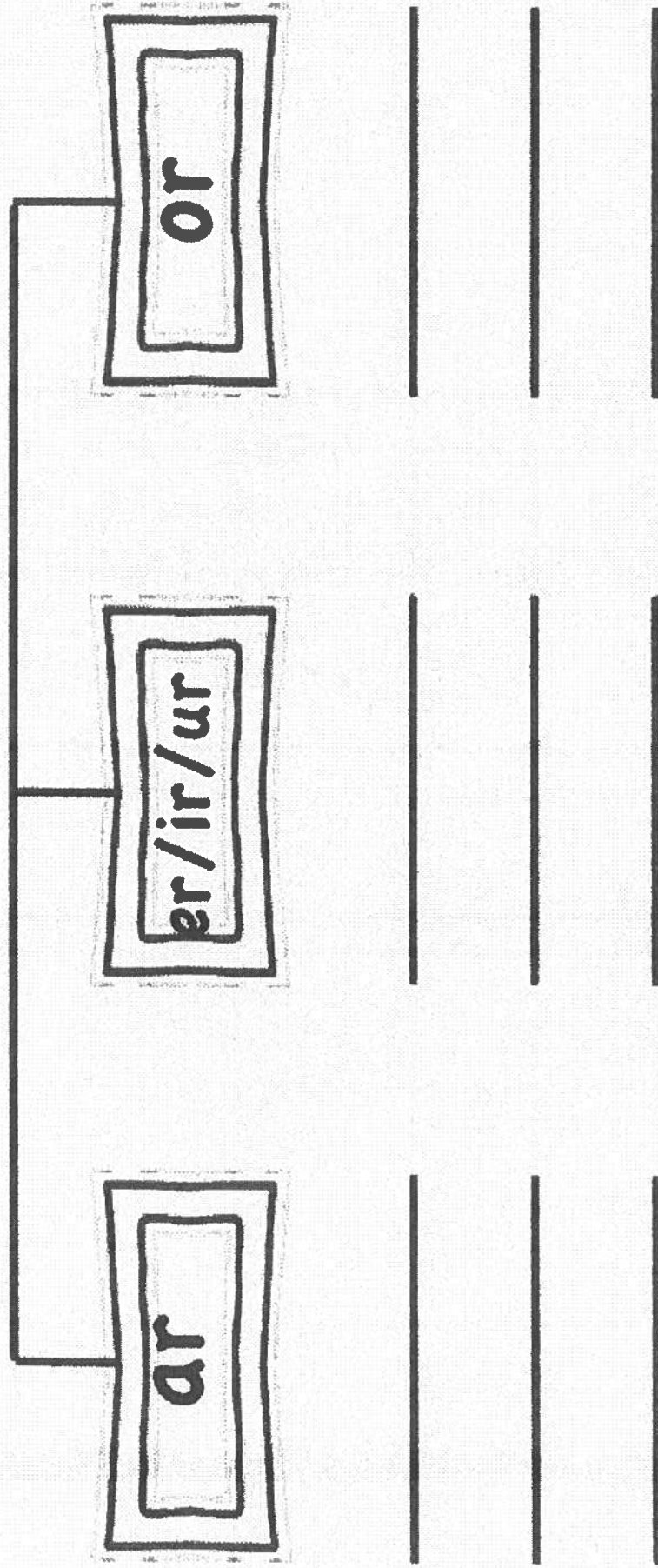
Score: \_\_\_\_\_ / 100

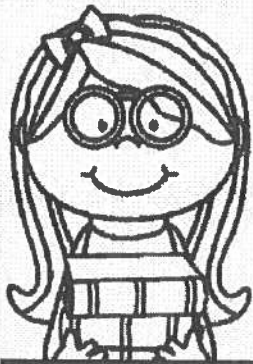
| Level 2: Second Hundred (Green) |              |             |               |             |
|---------------------------------|--------------|-------------|---------------|-------------|
| ___ over                        | ___ name     | ___ boy     | ___ such      | ___ change  |
| ___ new                         | ___ good     | ___ follow  | ___ because   | ___ off     |
| ___ sound                       | ___ sentence | ___ came    | ___ turn      | ___ play    |
| ___ take                        | ___ man      | ___ want    | ___ here      | ___ spell   |
| ___ only                        | ___ think    | ___ show    | ___ why       | ___ air     |
| ___ little                      | ___ say      | ___ also    | ___ ask       | ___ away    |
| ___ work                        | ___ great    | ___ around  | ___ went      | ___ animal  |
| ___ know                        | ___ where    | ___ form    | ___ men       | ___ house   |
| ___ place                       | ___ help     | ___ three   | ___ read      | ___ point   |
| ___ years                       | ___ through  | ___ small   | ___ need      | ___ page    |
| ___ live                        | ___ much     | ___ set     | ___ land      | ___ letter  |
| ___ me                          | ___ before   | ___ put     | ___ different | ___ mother  |
| ___ back                        | ___ line     | ___ end     | ___ home      | ___ answer  |
| ___ give                        | ___ right    | ___ does    | ___ us        | ___ found   |
| ___ most                        | ___ too      | ___ another | ___ move      | ___ study   |
| ___ very                        | ___ means    | ___ well    | ___ try       | ___ still   |
| ___ after                       | ___ old      | ___ large   | ___ kind      | ___ learn   |
| ___ things                      | ___ any      | ___ must    | ___ hand      | ___ should  |
| ___ our                         | ___ same     | ___ big     | ___ picture   | ___ America |
| ___ just                        | ___ tell     | ___ even    | ___ again     | ___ world   |



# Tree Map

Sorting and Classifying





# Working with Words

Name \_\_\_\_\_

SOFT g says /j/

The letter G has a soft sound /j/ when followed by E, I, OR Y.

**Color it**

g says /g/ - blue

g says /j/ - red

**Find it, Frame it**

Go on a word hunt. How many soft g - /j/ words can you find? Write the words in the frames.

|       |        |        |
|-------|--------|--------|
| page  | glad   | magic  |
| gulf  | cage   | grape  |
| germ  | age    | gentle |
| stage | gave   | game   |
| gym   | margin | wage   |

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

**Unscramble it**

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

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

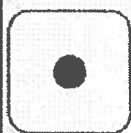
3. apeg \_\_\_\_\_

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

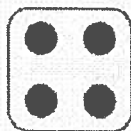
5. egrm \_\_\_\_\_

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

**Roll it, Write it**



stage



page



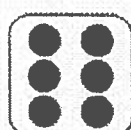
germ



huge



gym

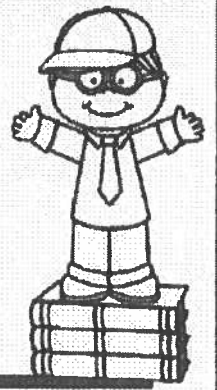


gem

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

# Working with Words

The letter G has a soft sound /j/ when followed by E, I, OR Y.



Name \_\_\_\_\_

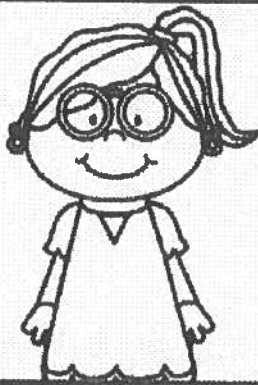
Read each word. Cut, sort, and glue each word in the correct group.

**g says /g/**

**g says /j/**

|        |       |       |         |       |
|--------|-------|-------|---------|-------|
| cage   | grape | wage  | large   | badge |
| grip   | Gus   | wedge | globe   | grin  |
| bridge | rage  | gulf  | strange | grab  |





# Working with Words

Name \_\_\_\_\_

SOFT c - /s/

The letter c has a soft sound /s/ when followed by E, I, OR Y.

**Color it**

c says /k/ - orange

c says /s/ - green

**Find it, Frame it**

Go on a word hunt. How many soft c - /s/ words can you find? Write the words in the frames.

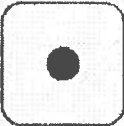




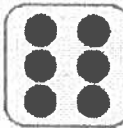
|         |        |        |
|---------|--------|--------|
| cent    | pencil | face   |
| replace | camp   | space  |
| candy   | race   | carpet |
| twice   | came   | cinch  |
| cash    | Nancy  | nice   |

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

**Unscramble it**

- |                |                |                |
|----------------|----------------|----------------|
| 1. wtcle _____ | 2. rbcac _____ | 3. pscle _____ |
| 4. trcae _____ | 5. cespa _____ | 6. ecar _____  |

**Roll it, Write it**

|   |   |
|---|---|
|  twice |  brace |
|  spice |  trace |
|  space |  race  |

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

# Working with Words

The letter c has a soft sound /s/ when followed by e, i, or y.



Name \_\_\_\_\_

Read each word. Cut, sort, and glue each word in the correct group.

**c says /k/**

**c says /s/**

|        |          |         |       |        |
|--------|----------|---------|-------|--------|
| cent   | replace  | canteen | mice  | twice  |
| carpet | candy    | race    | cliff | clash  |
| crane  | graceful | cane    | face  | center |



## Bossy "R" Passage

Once upon a time there was a farmer who had a barn in his yard. Every night he looked up and could see stars shining in the dark sky. The North star shined brighter than ever. Through the forest he could see the planets in orbit during the summer.

His favorite thing to do was to look at the stars. He would burn a fire to keep warm and curl up next to it. One day as he was watching the stars he began to squirm in his seat. A storm was coming in his direction!

Just then he spotted a bird perched on a branch. He knew this storm would churn, spurt, and twirl the bird in the air. He didn't want the bird to get hurt! The farmer told the bird to fly away! The smart bird turned in a circle and flew away. The farmer ran back to his porch. He and the bird were both safe from the storm.

**LO: To order words according to shades of meaning.**

**FACT:** Did you know that Inuit people have over 300 words for snow? **Why** do you think that is?

Although there may be many different words for the same thing, there are usually slight differences in meaning. For example, 'cross' and 'furious' both mean angry, but 'furious' means more angry than 'cross' does.

**Read** these lists of words carefully. You need to put them in order according to their meaning. **Ask yourself** 'Which word has the strongest meaning? Which has the weakest meaning?' **Write** the weakest words first.

1. Grumpy, cross, furious
2. Eat, gobble, nibble
3. Sip, swig, swallow, gulp
4. Wreck, destroy, damage
5. Shining, sparkling, glittering, dazzling
6. Pretend, fake, phoney
7. Boring, dull, tedious, uninteresting.
8. Lump, particle, speck, chunk
9. Great, big, enormous, gigantic
10. Awake, sleepy, tired, asleep



**Task 2:**

Complete these sentences with the strongest word in each set.

1. John ..... the door loudly.  
[ shut, slammed, banged]
2. The towels were .....  
[ hairy, scratchy, rough]
3. May's weather was .....  
[ scorching, hot warm]
4. "What do you think you are doing?" ..... the referee.  
[ whispered, snapped, yelled]
5. Joe was ..... when his puppy went missing.  
[ sad, depressed, tearful, heartbroken]

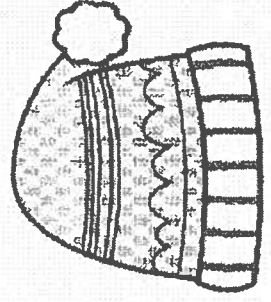
## My New Hobby

I've been spending every Saturday afternoon visiting my grandma. She has been teaching me how to knit. I thought it would be easy because grandma's fingers move the knitting needles so fast. She makes it look easy. It is really hard though! At first, I got tangled up in the yarn. I told grandma that my fingers might be in knots, too! She smiled and laughed.

She has been patiently teaching me different kinds of stitches and how to count my stitches. Sometimes I lose track. Then, I have to undo my work and start over!

My school is having an event called "Warm for Winter". We can all bring in gently used or new hats, coats, scarves, and gloves. They will be given to the homeless shelter in town. I really want to make a hat to donate to this event. That would mean a lot to me!

So, I will keep practicing, and I won't quit! I can't wait to take pictures of the hat I am making. I will put them in my scrapbook to help me remember my hard work.



Name \_\_\_\_\_

RL.2.1

Answer these questions about "My New Hobby". You may look back in the text for answers or clues.

1. Why is "My New Hobby" a good title for this text?

2. Why did the child think that knitting would be easy?

3. What are three words that describe the actions of the child in this story?

4. Why is the child giving her hat away?

5. Why does the child want to take a picture of the hat?



## Dr. Martin Luther King, Jr.

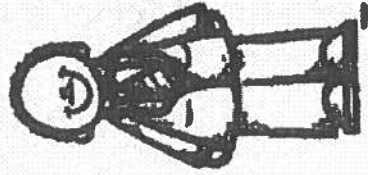
"I can't play with you anymore. My mama won't let me," a little white boy told Martin one day. Martin Luther King, Jr. was sad and did not understand why they couldn't be friends. Martin was just a little boy growing up in Atlanta, Georgia during the 1930s. Things were very different then. Blacks and whites usually were not friends.

As Martin grew, he saw how unfairly his friends and family were treated. He thought about it a lot. He wanted things to be different. Maybe this is one of the reasons he became a minister. He wanted to help people be kinder to each other.

Martin was also a wonderful speaker. He talked in a way that made people enjoy listening to him and what he had to say. He gave many speeches about change and peace. His most famous speech happened in 1963. In front of the Lincoln Memorial in Washington D.C., he gave his "I Have a Dream" speech.

Martin had to be strong and brave. He led several boycotts. He walked, sang, and carried signs in marches for civil rights. People noticed all of his work. In 1964, he won the Nobel Peace Prize to honor his hard work.

Sadly, someone shot and killed Martin Luther King, Jr. In 1968 outside of his hotel room in Memphis, Tennessee. His dream lives on in the work of his family, friends, and everyone who wants peace.



Name \_\_\_\_\_

RI.2.1

Answer these questions about "Dr. Martin Luther King, Jr." You may look back in the text for answers or clues.

1. Why was Martin sad when he was a little boy?

2. What job or career did Martin choose?

3. Why did people think that Martin was a wonderful speaker?

4. Where did he give his most famous speech?

5. How was Martin honored for all of his hard work?

Name \_\_\_\_\_

RI.2.1

Answer these questions about "Arctic Cafe". You may look back in the text for answers or clues.

1. Which main dish costs \$9.00?

2. What is calamari?

3. How much more will you pay for a large bowl of Homesick Chicken Noodle Soup?

4. How many flavors of Penguin Parfait do they offer? What are they?

5. What would you order at the Arctic Cafe? Why?

## Arctic Cafe

### Appetizers

Calamari .....\$8.50  
(a large portion of fried squid with dill sauce)

Seafood Salad.....\$6.00  
(creamy crab salad served on lettuce)

### Soups and Salads

Camp Stove Stew.....\$2.00  
(a hearty stew filled with meat and vegetables)

Homesick Chicken Noodle Soup.....\$2.00  
(order a large bowl for \$1.50 more)

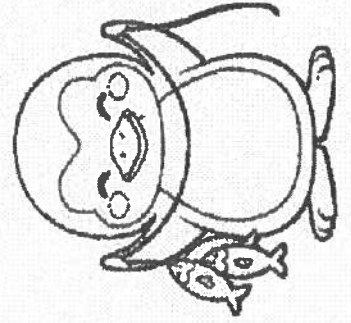
Tundra Greens .....\$5.00  
(fresh greens with assorted vegetables-  
comes with your choice of dressing)

### Main Dishes

Fried Halibut with Roasted Potatoes.....\$12.00

Shrimp Pasta.....\$15.00

Caribou Burger and Fries .....\$9.00



### Desserts

Penguin Parfait.....\$3.00  
(vanilla or chocolate)

Killer Whale Cake.....\$4.00  
(cookies and cream cake)

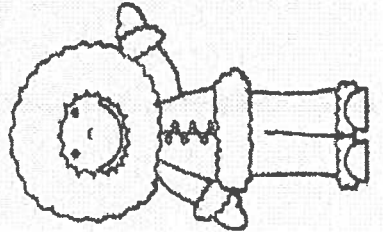
## Nanuk the Great Bear An Inuit Folktale

The Inuit tell of a time long ago when Nanuk the Great Bear still roamed the ice. He was a bear of great size. All of the men wanted to catch him and be called the greatest hunter. Nanuk was nearly impossible to find, and he was a dangerous bear.

One day, Nanuk was lying on the ice watching a hole. He was waiting for a seal to rise out of the hole. He was quite hungry! In fact, Nanuk was so focused on his hunger that he did not notice the hunter and pack of dogs creeping up on him.

Suddenly, one of the dogs howled. Nanuk raised his great white head and growled fiercely. They almost had him trapped in a circle. Nanuk began to run as fast as he could. The hunter and the dogs chased after him. He ran on and on over the frozen land. They all began to tire, but they didn't give up the chase.

Nanuk looked back to see how close they were to catching him. He didn't notice that he had reached the edge of the world. Nanuk tumbled off! The dogs were so close to him that they fell over the edge, too. They became stars in the sky. Look up at night and you may see the dog pack still chasing Nanuk across the sky.



Name \_\_\_\_\_

RL.2.1

Answer these questions about "Nanuk the Great Bear". You may look back in the text for answers or clues.

1. Why did the hunters want to kill Nanuk?

2. Why didn't Nanuk see that the dogs were coming after him?

3. What kind of bear was Nanuk? What clues told you so?

4. What happened to Nanuk and the dogs?

5. What does this folktale try to explain?



Answer these questions about "Resolutions". You may look back in the text for answers or clues.

1. When do people make resolutions?  
\_\_\_\_\_
2. What is a resolution?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why would someone make a resolution to exercise more often?  
\_\_\_\_\_
4. What is one way some people can keep their resolution to spend more time with their family?  
\_\_\_\_\_
5. What resolution did you think of for yourself?  
How can you be a better student this new year?  
\_\_\_\_\_

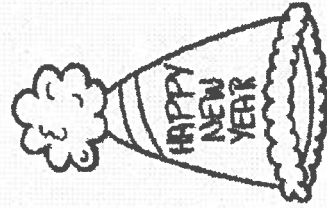
## Resolutions

Every year on New Year's Day, many people make resolutions. A resolution is a promise you make to yourself to do something different or better. For example, lots of adults make resolutions to eat healthier or exercise more often. They want to feel better and have more energy in the new year.

Some people make resolutions about doing more fun things with their friends or family. They want to spend more time laughing and playing together. They can keep their resolution by having a family picnic, taking a vacation, or playing board games together.

Other people want to do better in their job. They might want a raise or go back to school.

Being a student is your job right now. What are some things that you can do better or differently to make this new year the best you've ever had?



## How to Build a Snowman

### Step 1

Make sure that you have the right kind of snow. It needs to be powdery. It also has to stick together. If it won't form a small ball, it is the wrong kind of snow.

### Step 2

Grab a handful of snow. Shape it into a ball. Keep packing snow onto it until it is too big to hold in your hands. Place it on the ground. Roll it away from you in the snow. It should grow as you roll it more and more. Make it as wide as you want your snowman to be on the bottom.

### Step 3

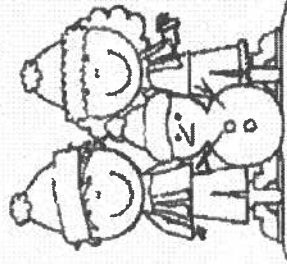
Repeat step 2 two times. Make a medium sized ball and smaller ball.

### Step 4

Get a friend to help with step 4 or use a shovel. Lift up the medium sized ball and place it on top of the large ball. Pack snow all around them to make them stick together. Repeat these steps with the smaller ball.

### Step 5

Decorate your snowman. You can use any items you choose. Some ideas are: stick arms, hat, scarf, buttons, carrot nose, coal. Don't forget to take a picture of yourself with your new snowman. Have fun!



RI.2.3

Name \_\_\_\_\_

Answer these questions about "How to Build a Snowman". You may look back in the text for answers or clues.

1. How can you tell if you have the right kind of snow for snowman building?

2. Why do you think step 1 is so important?

3. Why would you need a friend or a shovel for step 4?

4. What does the word repeat mean in this text?

5. What would you do for step 5?



Name \_\_\_\_\_

RI.2.3

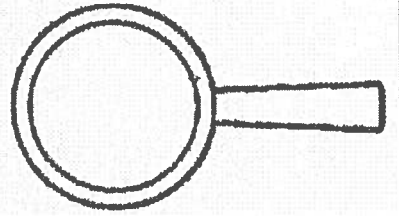
### Mixing Oil and Water

#### What you'll need:

- empty soft drink or water bottle
- water
- food coloring
- 2 Tablespoons of cooking oil
- Dishwashing liquid
- Magnifying glass

#### Instructions:

1. Pour the water into the bottle. Add a few drops of food coloring to the water.
2. Pour in the 2 Tablespoons of cooking oil.
3. Screw the lid on tightly. Shake the bottle as hard as you can.
4. Put the bottle down gently. Examine the results with your magnifying glass.
5. Record what you observe.
6. Remove the lid.
7. Add a few squirts of dishwashing liquid.
8. Examine the results with your magnifying glass.
9. Record what you observe.



Answer these questions about "Mixing Oil and Water". You may look back in the text for answers or clues.

1. Which subheading helps you find the list of things you must have for this experiment?

2. Why are step 5 and 9 the same?

3. Do you add the cooking oil before or after you add the food coloring?

4. Why do you think you need to use colored water?

5. What do you think would happen if you did not follow step 3 correctly?

## Hot Chocolate

### Ingredients

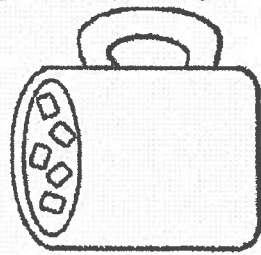
- 1/2 cup of sugar
- dash of salt
- 4 cups of milk
- 1/4 cup cocoa
- 1/3 cup hot water
- 3/4 teaspoon vanilla
- marshmallows or whipped cream (optional)

### Directions

1. Stir together sugar, cocoa, and salt in a medium sized saucepan.
2. Stir in water.
3. Stir constantly over medium heat until it begins to boil. Boil and stir for 2 minutes.
4. Add milk. Heat on low. **DO NOT BOIL.**
5. Remove from heat. Heat on low. Beat with a whisk until foamy.

6. Pour into mugs and add marshmallows or whipped cream, if desired.
7. Drink and enjoy!

**\*\*Serves eight people**



Name \_\_\_\_\_

RI.2.3

Answer these questions about "Hot Chocolate". You may look back in the text for answers or clues.

1. How much milk will you need for this recipe?

2. Which ingredients will you use first?

3. Why do you think **DO NOT BOIL** is written in all capital letters?

4. Why do you think it says **optional** beside the marshmallows and whipped cream?

5. How much hot chocolate will this make?

## Snow Poems

Poetry comes in many forms. It also does not always have to rhyme. Here are two examples of poems on the same topic, but they have very different formats.

### Snow

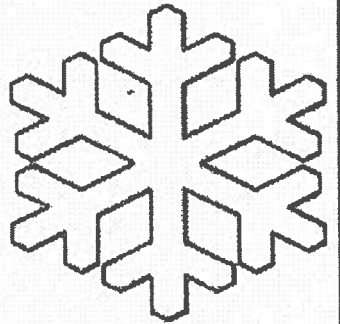
Frozen, Powdery  
Swirling, Falling, Dancing  
Flakes, Crystals, Drops, Beads  
Pouring, Showering, Misting  
Dreary, Watery  
Rain

This a diamante (dee-uh-mon-tay) poem that uses parts of speech to compare two things.

### Snowflakes

No two are alike  
Falling gently to the ground  
Like a whispered hush.

A haiku (hi-koo) is a poetry form from Japan. The first line must have 5 syllables. The second line has seven syllables. The last line has 5 syllables again.



Name \_\_\_\_\_

RL.2.4

Answer these questions about "Snow Poems". You may look back in the text for answers or clues.

1. How are these two poems alike?

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2. How are they different?

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3. What kind of words are used on the 3rd and 5th lines of the diamante poem?

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4. What two things are being compared in the first poem?

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5. Which poem did you enjoy more? Why?

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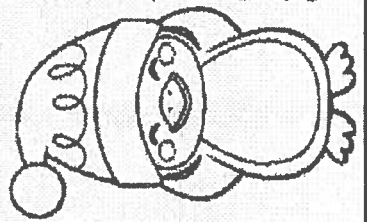


### Princess Penny Penguin's Problem

Once upon a time, in a castle of ice, there lived a pretty princess named Penny. Princess Penny had a problem. Her poor head was always cold. She had to wear her crown of gold and jewels everywhere she went. I'm sure you know that metal gets very cold to the touch if it is in icy weather. Poor Princess Penny began to even worry that it might freeze to her head! What would she do then? How would she sleep with a frozen crown on her head? She went to bed fretting and frowning.

The next morning, Princess Penny did not come down to breakfast. The king and queen were worried. They went to check on her. They found Penny asleep in bed with a very high fever. They sent for the doctor. The doctor gave her a check up from head to toe. "It seems that Penny has been entirely too cold. This has made her terribly ill. I suspect that her fancy crown may be the cause of her troubles," he said.

When the penguins in the kingdom heard that Penny was sick, they were so upset. She was dear to their hearts. They all began making pretty pink hats for the princess. Later that night, they all marched to the castle each carrying the hat they had made for Penny. They were glad to hear that her fever had broken. It took her several weeks to be well. Now, Princess Penny has a new problem. She has to decide which perfect pink hat she will wear each day.



Name \_\_\_\_\_

RL.2.5

Answer these questions about "Princess Penny Penguin's Problem". You may look back in the text for answers or clues.

1. What happens to start the problem in this story?

2. How did the problem get worse in the middle of the story?

3. How is the problem solved at the end of the story?

4. Why do the penguins make hats for Penny?

5. How would the story change if the setting was in a desert?

Name \_\_\_\_\_

RI.2.5

## Matter

### What is matter?

Matter is all around you. Matter is the air you breathe. Matter is the water you drink. Matter is the chair you sit on. All things can be sorted into their states of matter. They are either a solid, liquid, or a gas. Matter is anything that has mass and takes up space.

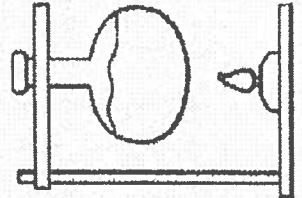
### Does matter always stay the same?

Matter can be changed in many ways. Sometimes matter can change from one state to another. For example, water is a liquid. If you freeze it, it becomes a solid piece of ice. If you heat water, you will change it into a gas called steam. Other matter can be changed the same way. Think of a chocolate bar left out in the hot sun. Will it remain a solid?

### How else can matter be changed?

Sometimes matter can be changed without changing states. Cutting apples and bananas up for a fruit salad will

not change them from being a solid. A bicycle left in the rain will rust. A lit candle will melt. Heating, freezing, melting, rusting, and rotting are all ways to change matter.



Answer these questions about "Matter". You may look back in the text for answers or clues.

1. Which sentence in the first paragraph answers the subheading's question?

2. Which sentence in the second paragraph answers the subheading's question?

3. Which sentence in the third paragraph answers the subheading's question?

4. What is the main idea of the entire text?

5. Why did the author write this text?

Name \_\_\_\_\_

RL.2.5

Answer these questions about "Whoosh!" You may look back in the text for answers or clues.

1. What happens to start the action in the story?

2. Where did this story take place?

3. Why was Julie not sure about sledding?

4. What happens to end the action in the story?

5. How do you feel about sledding? Why?

Whoosh!

"Julie! Julie!, Come out to play!" yelled my next door neighbor, Brian. During the night, we had the first snow of the season. I couldn't wait to get outside and play in the fresh, powdery snow. I tapped on my window to get Brian to look at me. Then, I held up my first finger to show him that I needed one more minute to finish putting on my boots and coat. Brian and I always make snow angels, have snowball fights, and build a snowman together.

Finally, I rushed out into the bitter cold. Brian said, "Get a load of this!" He stepped to the side and showed me his brand new sled.

"Whod! I've never been sledding before!" I exclaimed.

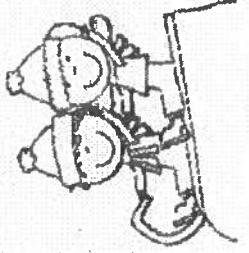
"Well, then, let's go!" shouted Brian.

Brian's front yard had a steep hill. We like to ride our bikes down it during the summer. We walked up to the top of the hill. When I looked down, I started to get scared. "Hey, Brian, I don't know about this," I whispered.

"It will be fine. Come on. I will steer. You can sit in the back," said Brian.

"Alright, but if I fall off or get hurt, I am going to get you for this," I laughed.

We both climbed on and pushed off on the ground. Whoosh! We went speeding down the hill. We rolled up in a heap at the bottom of the hill. "Let's do that again!" I cried.





## The Big Countdown

"How much longer is it until midnight?"

Henry asked his older sister, Ashley.

"It is only 10:00! We still have two hours to go, Henry," she replied.

Henry and Ashley's family were attending a New Year's Eve party at the clubhouse in their neighborhood. There was a DJ playing music and a big dance floor. Everyone was talking and dancing the night away. Henry was only in kindergarten and he was starting to wonder if he could stay up until midnight.

"Come on, Henry, let's go get some fruit punch and cookies. That will help you stay awake for a little while," said Ashley.

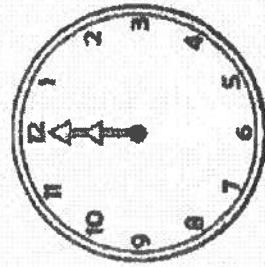
Later, Henry asked again, "How much longer is it until midnight?"

Ashley answered, "It's nearly 11:00 now. Only one hour to go, Henry. You can make it. Come and dance with me!"

They danced for a while. Henry's head was nodding up and down. His eyelids looked droopy. Ashley said, "Let's go get some fresh air on the patio, Henry. The cold air will wake you up."

It wasn't long until everyone began to shout, "10...9...8...7...6...5...4...3...2...1... Happy New Year!"

Henry blew his nose, made a wish, and then he threw confetti in the air. He shouted, "Happy New Year, Ashley!" Ashley didn't answer. She was sound asleep!



Name \_\_\_\_\_

RL.2.5

Answer these questions about "The Big Countdown". You may look back in the text for answers or clues.

1. What problem did Henry face in this story?

2. How did Ashley try to help Henry solve his problem?

3. Why did Ashley take Henry out to the patio?

4. When and where did this story take place?

5. What is funny about the ending of the story?

Ron woke up on his ninth birthday and instantly thought about his present. He hugged his pillow with excitement. *Please let it be a puppy,* he thought. Ron had been dropping hints all month.

"Puppies are good watchdogs," he told Dad. "And walking a puppy is good exercise," he added.

Ron knew that puppies were very active, and he also knew there wasn't really enough room in their apartment for one. There was no yard outside either.

But maybe Dad wouldn't care about that. *Please let there be a puppy waiting under the breakfast table,* Ron thought.

Dad's present was inside a large box. It felt heavy. Ron pulled off the wrapping paper and stared. It was a glass tank, like an aquarium, only without water or fish. Inside was a pile of dirt.

"It's an ant colony!" Dad explained. "There are hundreds of ants in there. You can watch the ants in this tank and learn how ants live in the natural world!" Ron was disappointed. He couldn't play with an ant, but he didn't want to hurt Dad's feelings. "It's great," he mumbled.

1. Who are the main characters in the story?

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3. What is Ron's point of view of the ant colony?

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2. What is Dad's point of view of the ant colony?

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4. How does the reader know Ron's point of view? What clues does the text give?

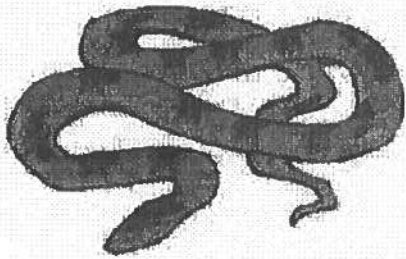
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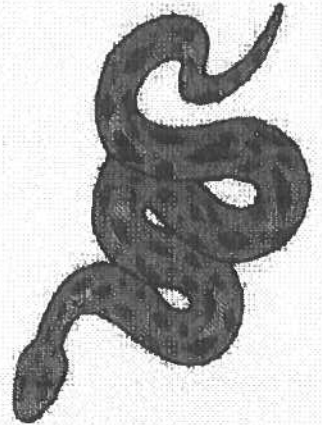
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Name: \_\_\_\_\_



# Snakes

By Mariah Delrick

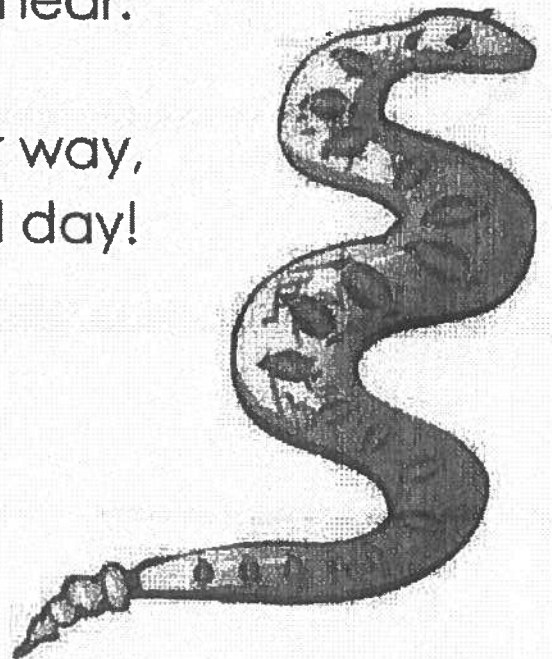


A snake can glide from side to side.  
They're really long and like to hide.

They have long backbones, but no hair.  
They use their tongues to taste the air.

They taste your scent if you are near,  
And hiss a threat for you to hear.

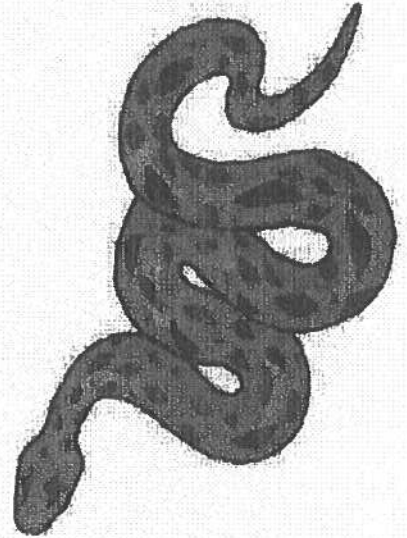
It's wise of you to clear their way,  
So you don't have an awful day!



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

# Snakes

By Mariah Deltrick



1. When does a snake hiss?

- a. when it is eating
- b. when it hunts for food
- c. when it is threatened
- d. when it uses its tongue

2. What body part do snakes use to taste the air?

\_\_\_\_\_

3. Do snakes have bones?

\_\_\_\_\_

4. Do snakes have hair?

\_\_\_\_\_

5. The poet thinks people should...

- a. stay away from snakes
- b. pick up snakes
- c. wear boots when you walk by snakes
- d. keep snakes as pets







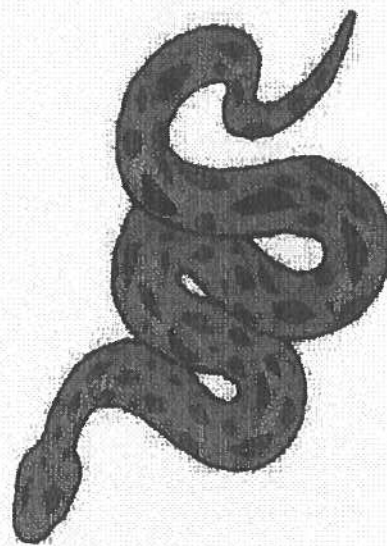
Name: \_\_\_\_\_

# Snakes

By Mariah Deltrick

The poem, "Snakes" has several interesting facts about snakes in it.

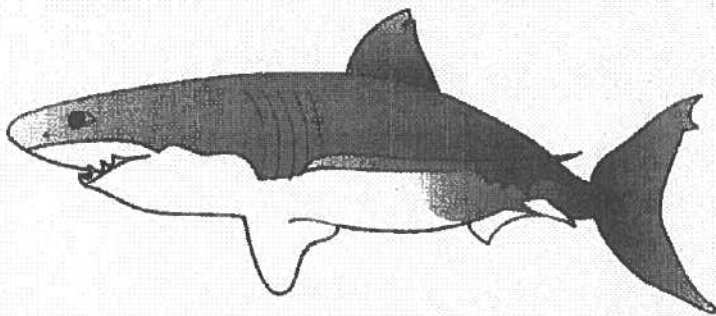
Write three facts about snakes that you learned in the poem.



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.



You probably know sharks have very sharp teeth, but did you know they never run out of them? If a shark loses a tooth, another moves forward from within the

shark's jaw, where it keeps a nearly unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth. This is a phenomenon unique to the shark. No other animal in the world has teeth quite like the shark's. A shark can go through as many as 20,000 teeth in its lifetime!

**Main idea:**

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**Concluding sentence:**

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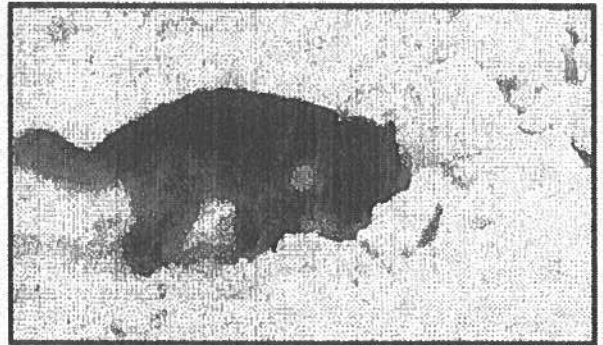
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Name \_\_\_\_\_ Date \_\_\_\_\_

# MAIN IDEA: Working Dogs

The **main idea** of a text tells what the text is mostly about. **Supporting details** are the sentences that support the main idea.



An avalanche rescue dog in training.

## Part 1: Read the paragraph below.

Working dogs are animals that have a job. These animals are trained to help people. They protect people. They make life easier. Some dogs work with police officers. They help them find criminals or weapons. Other dogs also help find people. They are called search and rescue dogs. They are trained to find missing people when there is a disaster, like a flood, avalanche, or tornado. Other dogs act as eyes for people with visual impairments. Some dogs act as ears for people with hearing impairments. Service dogs can also be helpers for people who are physically challenged. Dogs become working dogs when they are specially trained to help and protect people.

## Part 2: Complete the graphic organizer by choosing the best main idea and supporting details from the sentences below. Some choices will not be used.

Main Idea: \_\_\_\_\_

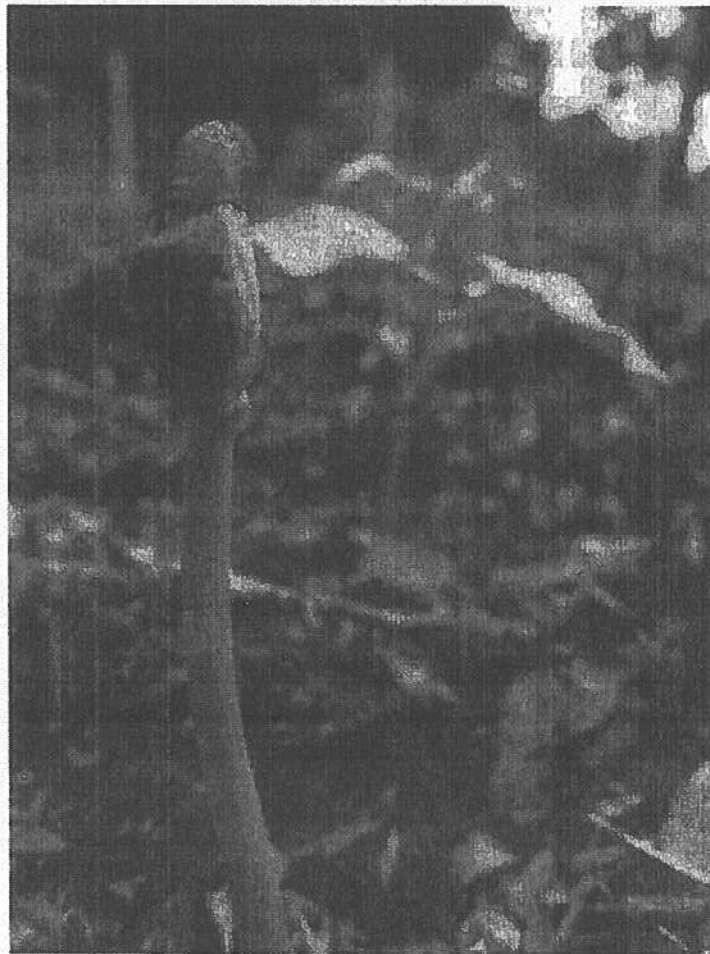
Supporting Ideas:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- a. A police dog assists police in finding criminals and weapons.
- b. Working dogs must be puppies.
- c. A dog can help people with visual impairments by acting as their eyes.
- d. Working dogs are trained dogs that help people.
- e. Some dogs help people with hearing impairments by acting as their ears.
- f. A dog should be fed and loved if it is going to be helpful.

# My Bean Plant

by Rachelle Kreisman



My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean project ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window,



and I added some water.

I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing! Over the next few weeks, more stems and leaves will grow. Then flowers will grow, too.

What am I most excited about? I cannot wait to eat the beans! I think they will taste even better because I grew them myself.

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

1. What did Grandpa give to the main character?

- A. some green beans
- B. green bean seeds
- C. a fully-grown bean plant

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?

- A. The soil got dry right away.
- B. A tiny stem grew after some time.
- C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- A. The main character has taken care of many different plants in the past.
- B. The main character is doing a good job of taking care of the bean plant.
- C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

- A. because the main character normally hates the taste of green beans
- B. because the main character is way better at growing plants than Grandpa
- C. because the main character put work into taking care of the beans

5. What is the main idea of this story?

- A. The main character takes care of a green bean seed and helps it start growing into a plant.
- B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.
- C. The main character is excited to eat green beans because they are a tasty vegetable.

6. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

Based on this text, what does the phrase "depend on" most closely mean?

- A. need
- B. like
- C. change

7. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water."

Now read this sentence about the same information. Then, choose the answer that completes the sentence without changing the meaning from the story.

I put the pot in a sunny spot by the window, and I added some water \_\_\_\_\_. Grandpa told me that plants depend on water and sunlight to grow.

- A. so
- B. because
- C. but

8. What do plants need so they can grow?

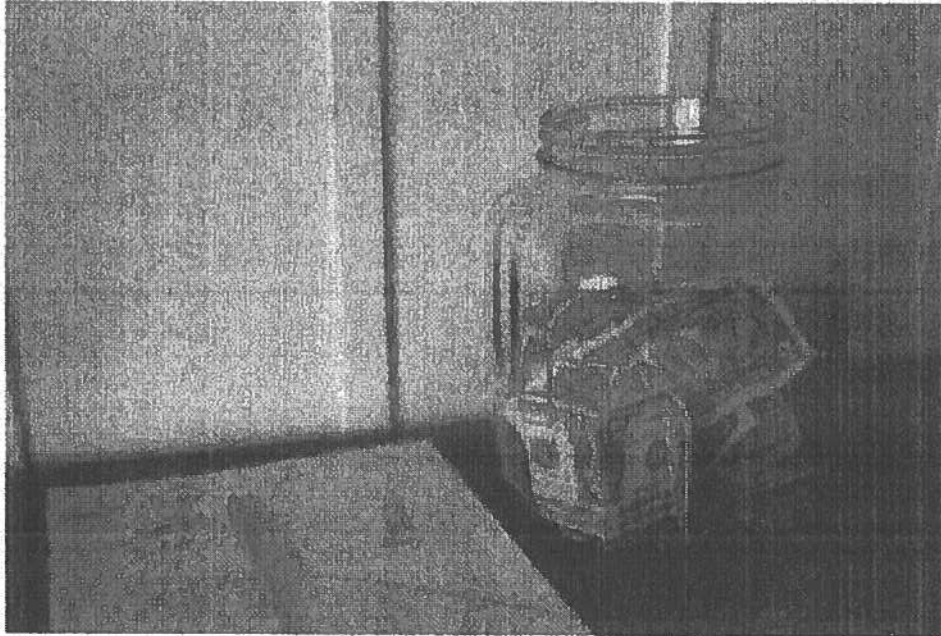
9. What are two things the main character did to the bean plant to help it grow?

10. What would happen to the bean plant if the main character forgot to give it water? Use evidence from the text to support your answer.



# I Want to Buy a Computer Game

by Susan LaBella



Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. "Can we go buy it?"

"How much does it cost?" Luis's mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have enough to buy it yourself?"

He shook his head.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

"But I really want this game!" answered Luis. "What can I do?"

"You get eight dollars a week for doing chores," his mom said. "Try to save it. Before long, you will have enough to pay for the game."

"I do not think so," said Luis. "By then, all the games will be sold."

"Try it," replied his mother.

Weeks later, Luis came home very happy. "Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars."

"And," his mother added, "you did it with your own money!"

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

1. Why was Luis excited at the start of the story?

- A. He managed to save up thirty-five dollars.
- B. The new computer game he wanted was in stores.
- C. His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story?

- A. He wants a new computer game, but the store has run out of that game.
- B. He wants a new computer game, but he doesn't have enough money to buy it.
- C. He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis's mom said to Luis.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

What conclusion can you draw from this evidence?

- A. A house and food are things that Luis's family needs.
- B. Luis's mom doesn't want to buy clothing, books, and gas for the car.
- C. Having clothing, books, and gas is more important than having a house and food.

4. How does Luis's mom most likely feel about the computer game?

- A. She feels excited because she wants to play the game, too.
- B. She feels angry that Luis wants to spend his money on a game.
- C. She feels like the game is not something that Luis really needs.

5. What is the main idea of this story?

- A. The computer game that Luis wants costs thirty-five dollars.
- B. Luis wants a new computer game, so he saves up money to buy it.
- C. Luis's mom has to spend money on things like food, clothing, and the house.



6. Read these sentences from the text.

"Luis was excited. The new computer game he wanted was finally in stores. 'The game is here!' he told his mom. 'Can we go buy it?'"

Why might the author have used an exclamation point when Luis tells his mother that the game is here?

- A. to show that Luis is very excited
- B. to show that Luis's mom is very excited
- C. to show that the game is really fun to play

7. Read these sentences from the text.

"'You get eight dollars a week for doing chores,' his mom said. 'Try to save it. Before long, you will have enough to pay for the game.'"

What does the word "it" in the second sentence refer to?

- A. the chores
- B. the eight dollars
- C. the week

8. Why doesn't Luis's mother buy the computer game when Luis first asks her for it?

9. Read these sentences from the text.

"Weeks later, Luis came home very happy. 'Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars.'

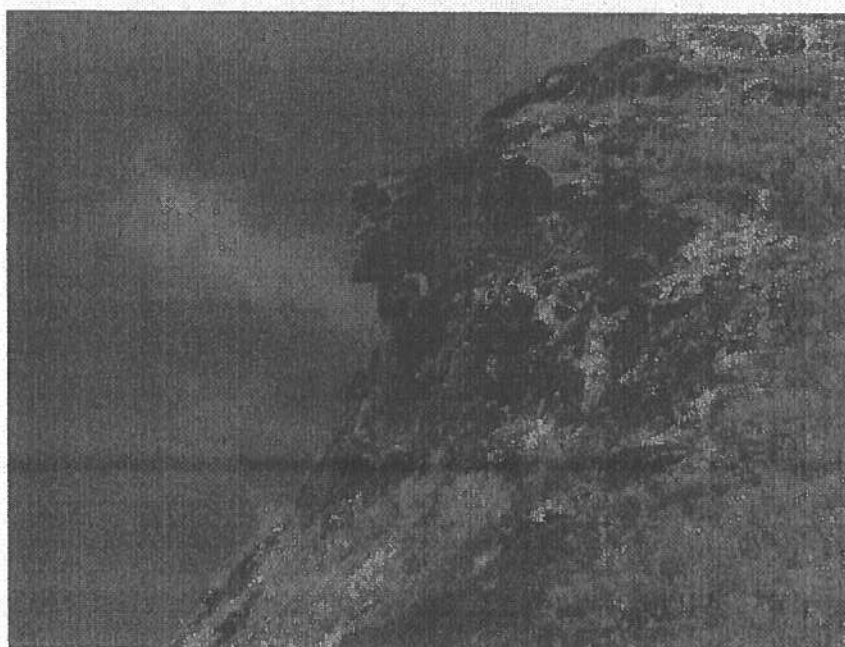
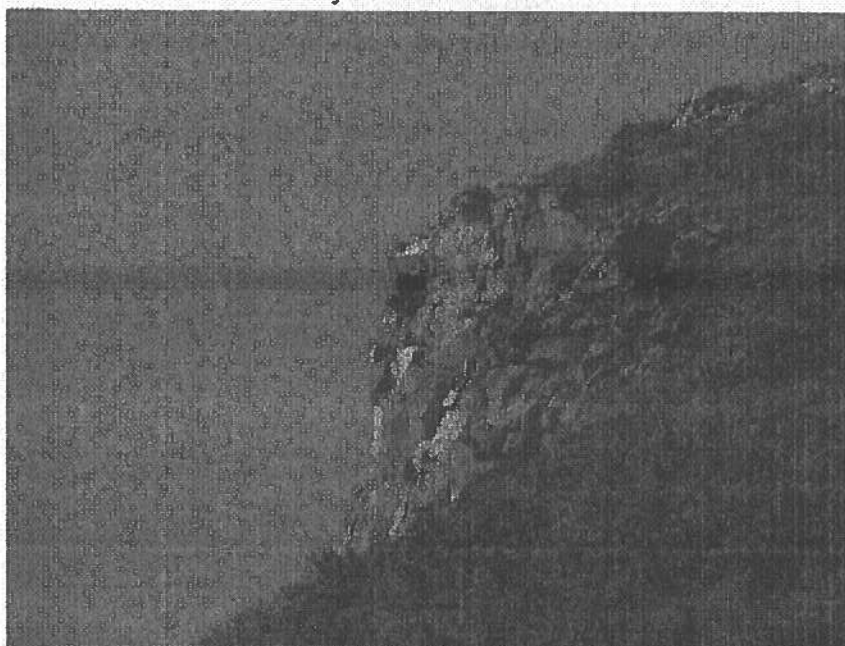
"'And,' his mother added, 'you did it with your own money!'"

How does Luis's mother probably feel about Luis saving up his money to buy the computer game?

10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.

# Old Man of the Mountain

by Susan LaBella



The Old Man of the Mountain was famous. People came from far away to visit him in New Hampshire. They knew that they could find him in Franconia Notch State Park.

This old man was not a human being, however. He was a rock formation on a mountainside! To many people, five huge granite rocks in the White Mountains looked like the side, or profile, of a man's face. Some people called him Great Stone Face.

The Old Man of the Mountain was discovered around 1805. For a very long time, Great Stone Face was one of the best-known places in New Hampshire. Then, sometime during the night of May 3, 2003, the rocks that made up the old man's face fell apart. Millions of years of rain, snow, and wind had worn away parts of the rocks. Finally, those rocks collapsed.

Great Stone Face was damaged. It no longer looked like a man's profile. Many people were sad that the Old Man of the Mountain would never be the same. But visitors can look north to a different rock formation. They can see what looks like the barrel of a cannon sticking out from a fortress.



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

1. What is another name for the Old Man of the Mountain?

- A. White Mountain Face
- B. Great Mountain Man
- C. Great Stone Face

2. The text describes a sequence of events that happened to the Old Man of the Mountain. Which of these events happened first?

- A. The Old Man of the Mountain collapsed.
- B. The Old Man of the Mountain became famous.
- C. The Old Man of the Mountain was discovered.

3. Read these sentences from the text.

"For a very long time, Great Stone Face was one of the best-known places in New Hampshire. Then, sometime during the night of May 3, 2003, the rocks that made up the old man's face fell apart. Millions of years of rain, snow, and wind had worn away parts of the rocks. Finally, those rocks collapsed."

What can you conclude about the rocks that made up the Great Stone Face based on this evidence?

- A. The rocks were worn away quickly, but they fell apart slowly.
- B. The rocks were worn away bit by bit until they fell apart quickly.
- C. The rocks were worn away quickly and fell apart suddenly.

4. What most likely would have happened to the Old Man of the Mountain if it hadn't been touched by snow, wind, or rain for millions of years?

- A. Its rocks would have grown bigger.
- B. Its rocks would have been totally worn away.
- C. Its rocks would not have collapsed.

5. What is the main idea of this text?

- A. A famous rock formation on a mountain looked like the side of a man's face, but then the rocks collapsed.
- B. People come from far away to visit an old man who lives in the mountains of New Hampshire.
- C. Today, people visit the mountains in New Hampshire to see rocks that look like a cannon sticking out from a fortress.

6. Read these sentences from the text.

"Then, sometime during the night of May 3, 2003, the rocks that made up the old man's face fell apart. Millions of years of rain, snow, and wind had worn away parts of the rocks. Finally, those rocks collapsed."

What does the word "collapsed" mean here?

- A. fell apart
- B. disappeared
- C. got stronger

7. Choose the answer that best completes this sentence.

The Old Man of the Mountain doesn't exist anymore \_\_\_\_\_ the rocks fell apart.

- A. so
- B. but
- C. because

8. What did the rocks of the Old Man of the Mountain look like?

9. Why did the rocks that made up the Old Man of the Mountain collapse?

10. People who visit the mountains in New Hampshire can see a rock formation that looks like a cannon sticking out from a fortress. Is this cannon rock formation likely to stay the same forever? Why or why not? Use evidence from the text to support your answer.

nd

# Mathematics



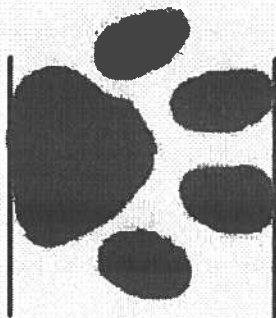


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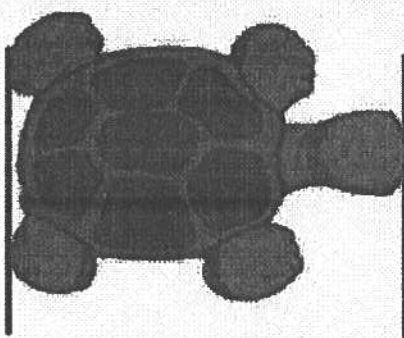
Date \_\_\_\_\_

Use your centimeter ruler to measure the length of the objects below.

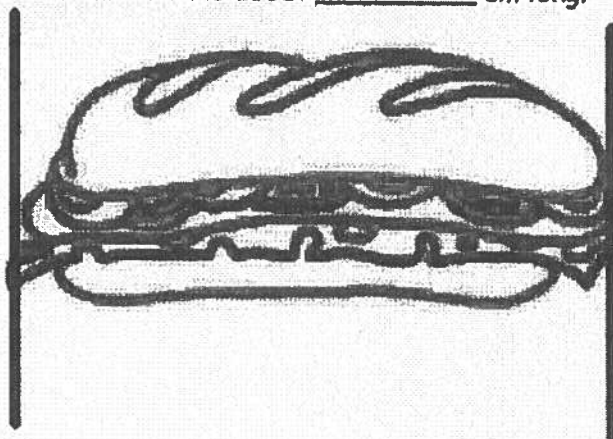
1. The picture of the animal track is about \_\_\_\_\_ cm long.



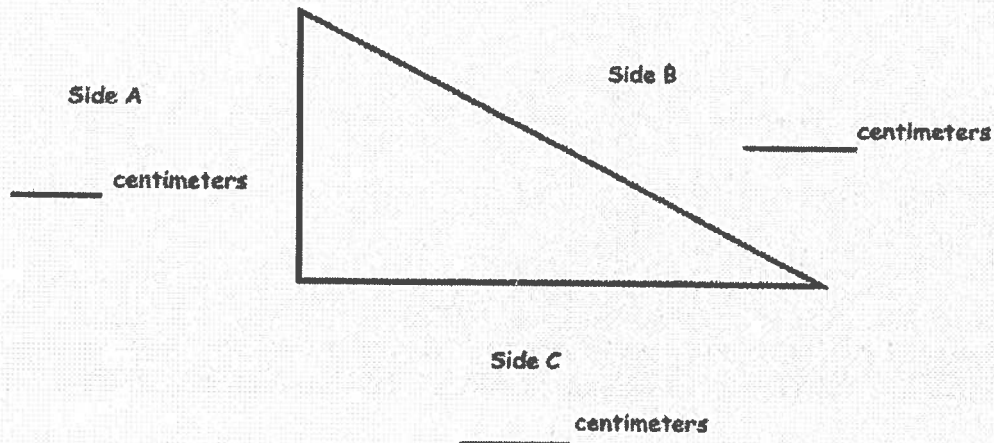
2. The picture of the turtle is about \_\_\_\_\_ cm long.



3. The picture of the sandwich is about \_\_\_\_\_ cm long.



4. Measure and label the length of each side of the triangle using your ruler.



- Which side is the shortest? Side A                      Side B                      Side C
- What is the length of Sides A and B together? \_\_\_\_\_ centimeters
- How much shorter is Side C than Side B? \_\_\_\_\_ centimeters

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle cm (centimeter) or m (meter) to show which unit you would use to measure the length of each object.

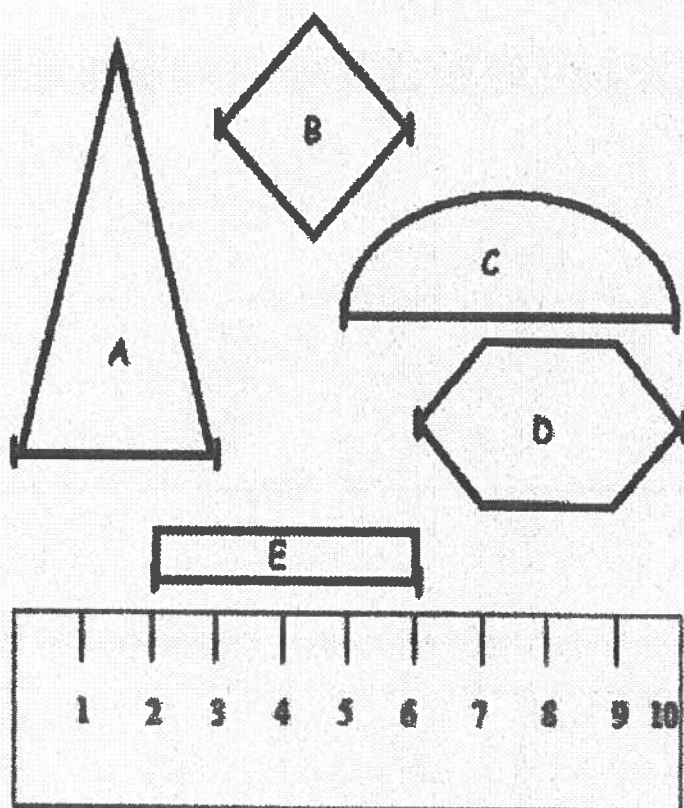
- |                                   |         |
|-----------------------------------|---------|
| a. Length of a marker             | cm or m |
| b. Length of a school bus         | cm or m |
| c. Length of a laptop computer    | cm or m |
| d. Length of a highlighter marker | cm or m |
| e. Length of a football field     | cm or m |
| f. Length of a parking lot        | cm or m |
| g. Length of a cell phone         | cm or m |
| h. Length of a lamp               | cm or m |
| i. Length of a supermarket        | cm or m |
| j. Length of a playground         | cm or m |

2. Fill in the blanks with cm or m.

- The length of a swimming pool is 25 \_\_\_\_\_.
- The height of a house is 8 \_\_\_\_\_.
- Karen is 6 \_\_\_\_\_ shorter than her sister.
- Eric ran 65 \_\_\_\_\_ down the street.
- The length of a pencil box is 3 \_\_\_\_\_ longer than a pencil.



3. Use the centimeter ruler to find the length (from one mark to the next) of each object.



- a. Triangle A is \_\_\_\_ cm long. Rhombus B is \_\_\_\_ cm long.  
 Semicircle C is \_\_\_\_ cm long. Hexagon D is \_\_\_\_ cm long.  
 Rectangle E is \_\_\_\_ cm long.

- b. Explain how the strategy to find the length of each shape above is different from how you would find the length if you used a centimeter cube.

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

CCSS 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are....

## Measurement

**Directions:** Write an equation and solve the problems below. Use a symbol for the unknown number. EX:  $56 - 32 = \underline{\quad}$

1. Kimi and Jaysa wanted to see how far they could jump. Kimi jumped 27 inches. Jaysa jumped 36 inches. How much farther did Jaysa jump than Kimi?

\_\_\_\_\_

2. Kate and Leah compared their jump ropes. Kate's jump rope was 78 inches long. Leah's jump rope was 72 inches long. How much longer was Kate's jump rope than Leah's?

\_\_\_\_\_

3. Grace and Madison measure how high their flowers grew. Grace's flower was 47 inches tall. Madison's flower was 63 inches tall. How much taller was Madison's flower than Grace's?

\_\_\_\_\_



**Solving Two-Step Problems About Length**

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

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

- 1** Daria and Sam paint a fence together. Daria paints 16 feet. Sam paints 8 feet longer than Daria. How many feet do they paint together?

They paint \_\_\_\_\_ feet together.

- 2** Ally has 26 inches of tape. She uses 15 inches. Then she uses 6 inches. How much tape does Ally have left?

Ally has \_\_\_\_\_ inches left.

- 3** Phillip is 48 meters from the park. He walks 27 meters toward the park. Then he runs 12 more meters toward the park. How far is Phillip from the park now?

Phillip is \_\_\_\_\_ meters from the park.

- 4** Li has a blue toy car and a red toy car. The blue toy car is 5 centimeters long. The red toy car is 3 centimeters longer than the blue car. Li puts the two cars together in a line. How long is the line of cars?

The line of cars is \_\_\_\_\_ centimeters long.

- 5** Kate needs 15 yards of ribbon for art class. She finds 8 yards in her room. Her friend gives her 8 yards. Does Kate have enough yards of ribbon? Explain your answer.

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- 6** Brady uses 11 feet of string for one kite. Then she uses 14 feet of string for a second kite. She has 12 feet of string left. How much string does Brady start with?

Brady starts with \_\_\_\_\_ feet of string.

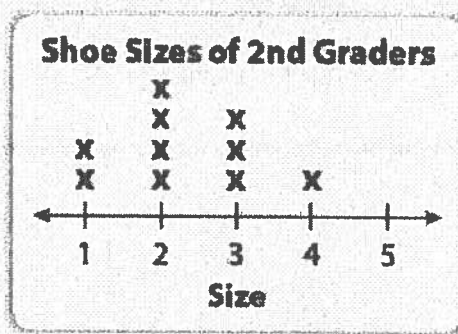


## Fluency and Skills Practice

### Reading and Making Line Plots

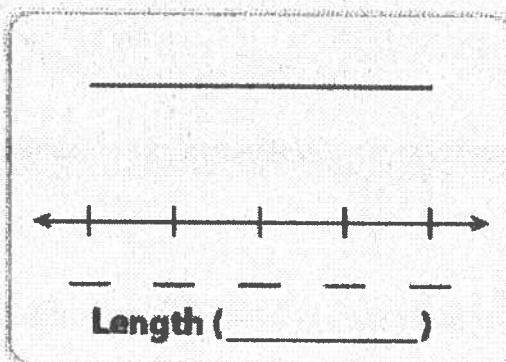
Name: \_\_\_\_\_

Use the line plot to answer Problems 1–2.



- 1 How many students wear size 1 shoes?  
\_\_\_\_\_ students
- 2 Which size shoe do the greatest number of students wear?  
size \_\_\_\_\_
- 3 The length of different vehicles is listed in the table. Complete the line plot to show the data.

| Vehicle Lengths (feet) |
|------------------------|
| 9                      |
| 10                     |
| 10                     |
| 12                     |
| 13                     |
| 10                     |



## Fluency and Skills Practice

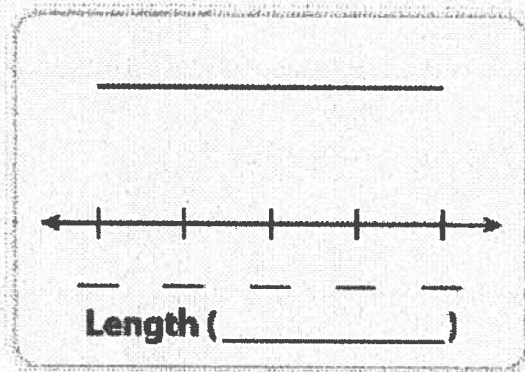
### Reading and Making Line Plots

**Plots** *continued*

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

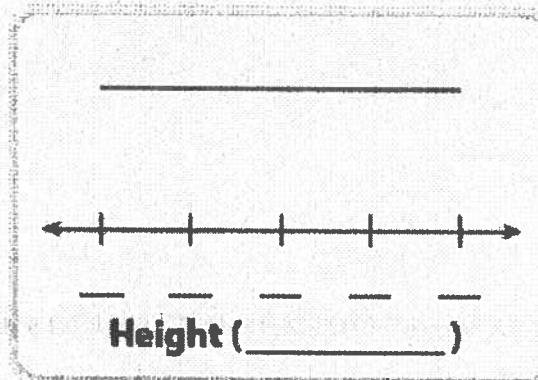
- 4 Selena measures the crayons in her crayon box. She writes the lengths in a table. Complete the line plot to show the data.

| Crayon Lengths<br>(centimeters) |
|---------------------------------|
| 20                              |
| 18                              |
| 16                              |
| 18                              |
| 20                              |
| 19                              |



- 5 The heights of students on a basketball team are listed in the table. Complete the line plot to show the data.

| Student Heights<br>(Inches) |
|-----------------------------|
| 76                          |
| 72                          |
| 74                          |
| 74                          |
| 75                          |
| 73                          |



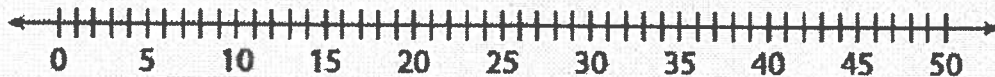
## Fluency and Skills Practice

### Adding on the Number Line

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

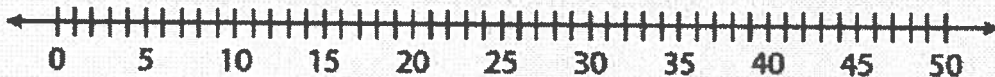
Use the number lines to solve the problems.

- 1 Jordan has a bike that is 36 inches long. Nick has a bike that is 12 inches longer than Jordan's bike. How long is Nick's bike?



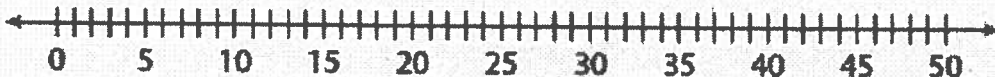
Nick's bike is \_\_\_\_\_ inches long.

- 2 Kimi builds a stack of books that is 18 centimeters tall. Then she adds another 23 centimeters of books. How tall is the stack of books now?



The stack of books is \_\_\_\_\_ centimeters tall.

- 3 A tree grows 11 feet. The tree is now 32 feet tall. How tall was the tree at the start?



The tree was \_\_\_\_\_ feet at the start.



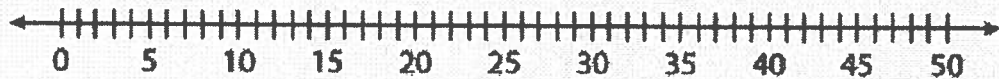
## Fluency and Skills Practice

### Adding on the Number

Line *continued*

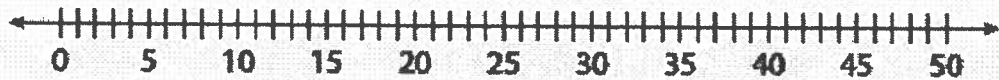
Name: \_\_\_\_\_

- 4 Pippa has 16 red flowers in her garden. She plants 17 yellow flowers. How many flowers are in Pippa's garden?



Pippa has \_\_\_\_\_ flowers in her garden.

- 5 Tyler has a table that is 14 inches shorter than Cam's table. Tyler's table is 32 inches long. How long is Cam's table?



Tyler's table is \_\_\_\_\_ inches long.

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

## Making a Line Plot

Miss Smith is a music teacher. She gave her students a 6-question quiz about famous composers. The list below shows the scores her students received on the quiz.

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



Use the data on the above to make a line plot. Be sure you write numbers on the axis, label the axis, write a title, and use Xs to represent students.

title: \_\_\_\_\_

axis label: \_\_\_\_\_

A horizontal number line with arrows at both ends. There are eight vertical tick marks spaced evenly along the line. The line is intended for a student to write numbers and place Xs to create a line plot.

How many students scored exactly 3? \_\_\_\_\_

How many students scored higher than 3? \_\_\_\_\_

How many students scored less than 3? \_\_\_\_\_

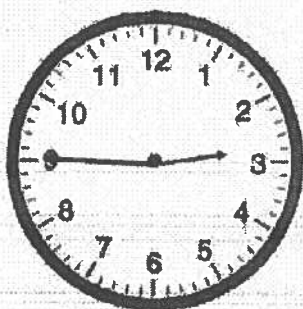
What score did the highest number of students receive? \_\_\_\_\_

Name \_\_\_\_\_

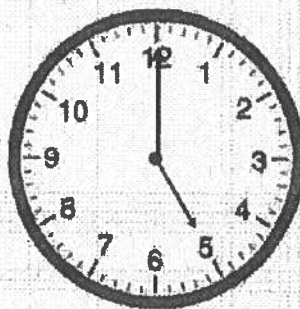
CCSS 2.MD.7 Tell and write time from analog and digital clocks to the nearest...

## What time is it?

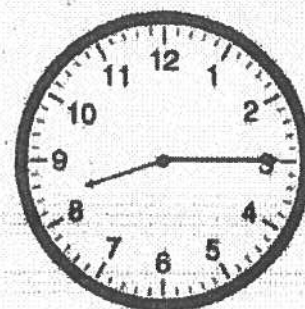
Directions: Write in the digital time.



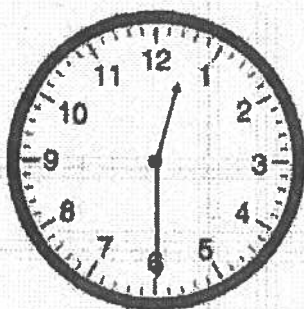
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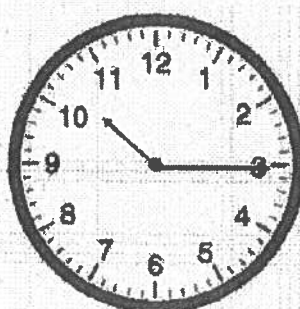
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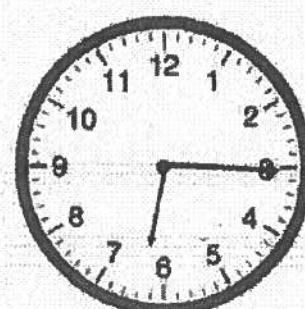
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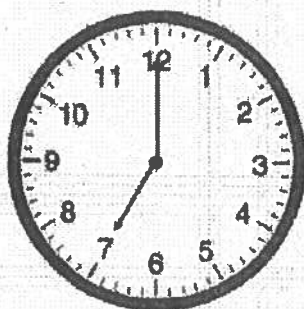
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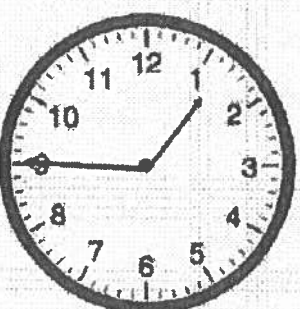
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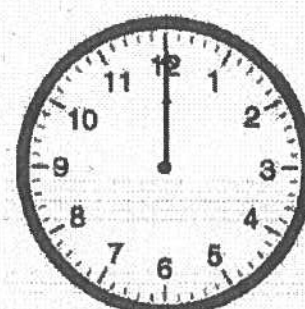
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Name \_\_\_\_\_

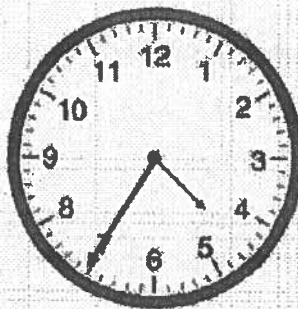
CCSS 2.MD.7 Tell and write time from analog and digital clocks to the nearest...

## What time is it?

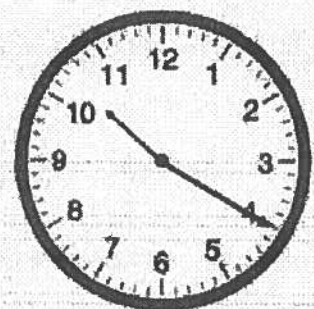
Directions: Write in the digital time.



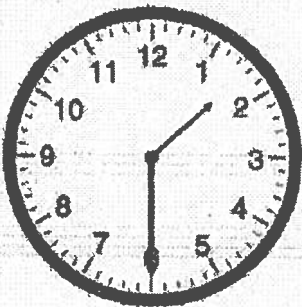
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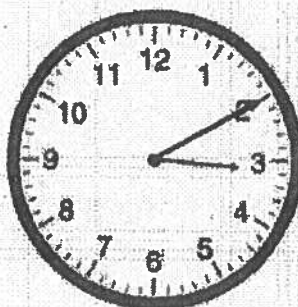
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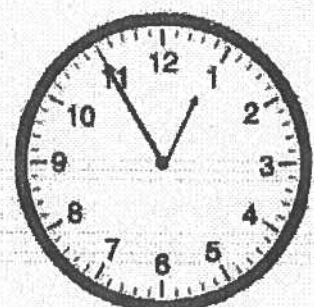
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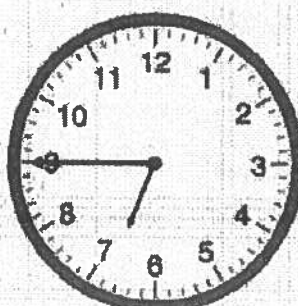
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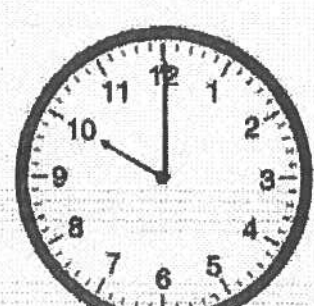
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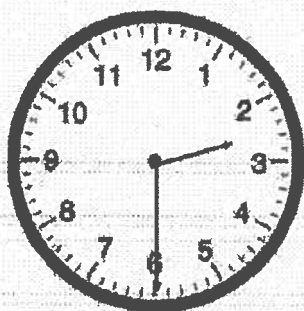
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Name \_\_\_\_\_

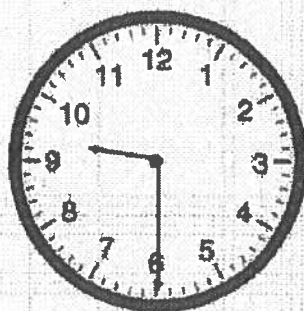
CCSS 2.MD.7 Tell and write time from analog and digital clocks to the nearest....

## What time is it?

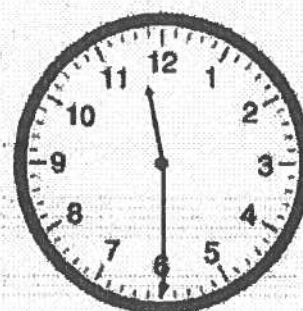
Directions: Write in the digital time.



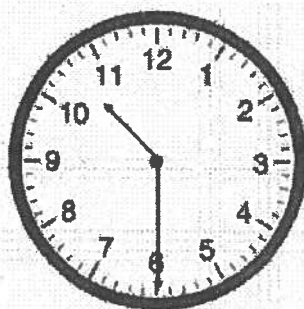
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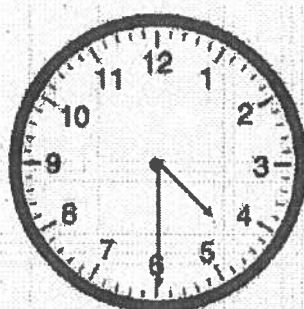
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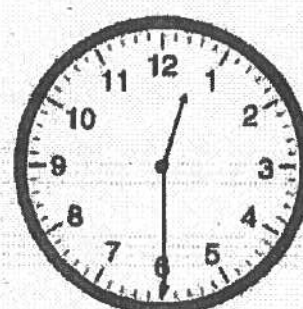
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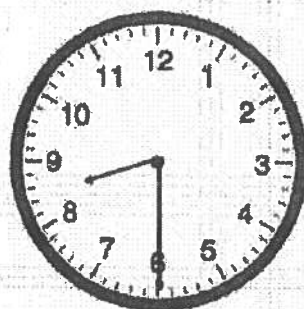
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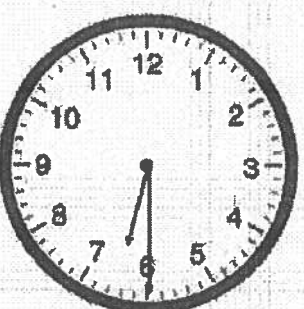
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Name: \_\_\_\_\_

/

**MEASUREMENT & DATA****2.MD.8**

1. Stephanie emptied her piggy bank. She had 4 quarters, 3 dimes, and 8 pennies. How much money does she have?

- Ⓐ 38¢
- Ⓑ \$2.38
- Ⓒ \$1.38

2. Tilly has 3 dollar bills and 1 five dollar bill. How much money does she have?

- Ⓐ \$3.00
- Ⓑ \$8.00
- Ⓒ \$5.00

3. How much is 3 quarters, 1 nickel, and 6 pennies?

ANSWER: \_\_\_\_\_

4. Mike went to buy a drink. He had 1 dollar bill and 2 quarters. How much money did he have to buy a drink?

ANSWER: \_\_\_\_\_

5. Amy earned \$5 on Monday, \$5 on Tuesday, and \$5 on Wednesday. If she worked Thursday and Friday, how much will she make all week?

ANSWER: \_\_\_\_\_


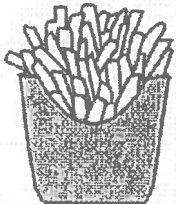








Name : \_\_\_\_\_

Score : \_\_\_\_\_

## Counting Coins

Count the coins and find the cost of each item.

|    |   |          |   |
|----|---|----------|---|
| 1) |    | \$ _____ |    |
| 2) |    | \$ _____ |    |
| 3) |  | \$ _____ |  |
| 4) |  | \$ _____ |  |

5) Carl has 3 nickels, 2 quarters and 5 dimes. How much money does he have?

\$ \_\_\_\_\_

6) Jack bought a chicken with 2 nickels, 3 quarters, and 4 dimes. How much did the chicken cost?

\$ \_\_\_\_\_

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

CCSS 2.MD.8  
Prerequisite, Primer

60 Count to see how much money my students had in their pockets. Don't forget to write the value of each coin above and the running count below. (IF YOUR TEACHER WANTS YOU TO)



Total

\_\_\_\_\_



Total

\_\_\_\_\_



Total

\_\_\_\_\_



Total

\_\_\_\_\_



Total

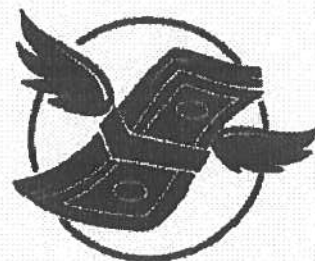
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### Mixed Coin Counts ( Up to \$5.00)-Independent Practice Worksheet

Complete all the problems.



a) How many coins do you need to reach the amounts shown?

1. \$1.37    \_\_\_\_\_ dollars    \_\_\_\_\_ dimes    \_\_\_\_\_ nickels    \_\_\_\_\_ pennies
2. \$4.15    \_\_\_\_\_ dollars    \_\_\_\_\_ dimes    \_\_\_\_\_ nickels
3. 68¢    \_\_\_\_\_ quarter    \_\_\_\_\_ dimes    \_\_\_\_\_ nickels    \_\_\_\_\_ pennies
4. 33¢    \_\_\_\_\_ dimes    \_\_\_\_\_ nickels    \_\_\_\_\_ pennies
5. \$5.71    \_\_\_\_\_ dollars    \_\_\_\_\_ quarters    \_\_\_\_\_ nickels    \_\_\_\_\_ pennies

b) What is the total value of:

1. 1 quarter, 1 dime equals \_\_\_\_\_
2. 2 quarters, 2 dimes, 2 nickels equals \_\_\_\_\_
3. 3 quarters, 1 dime, 2 nickels, 3 pennies equals \_\_\_\_\_
4. 2 bills of 1 dollar, 4 dimes, 1 nickel, 3 pennies equals \_\_\_\_\_
5. 2 bills of 1 dollar, 1 quarter, 2 dimes, 8 pennies equal \_\_\_\_\_





Name \_\_\_\_\_

Date \_\_\_\_\_

### Mixed Coin Counts ( Up to \$5.00) - Matching Worksheet

Write the letter of the answer that matches the problem.

- |   |   |
|---|---|
| _____ 1. How many coins do you need to reach the amounts shown?<br>25¢ _____dimes _____nickels                                      | a. 1 bill of \$1, 1 quarter, 2 dimes, 1 penny |
| _____ 2. What is the total of the following?<br>3 quarters, 1 dime, 4 pennies   | b. \$4.41                                     |
| _____ 3. What is the value of the following:<br>4 bills of \$1, 3 dimes, 2 nickels, 1 penny   | c. 2 bills of \$1 and 1 quarter               |
| _____ 4. How many of each coin do you need to reach the amounts shown?<br>\$1.46 _____dollars _____quarters _____dimes _____pennies | d. 60¢  |
| _____ 5. How many of each coin do you to make:<br>54¢ _____quarters _____dimes _____nickel _____pennies                             | e. 51¢  |
| _____ 6. What is the total of the following:<br>1 quarter, 3 dimes, 1 nickel  | f. 89¢  |
| _____ 7. What is the total of the following:<br>2 dimes, 5 nickels, 6 pennies   | g. 2 dimes, 1 nickel                          |
| _____ 8. How much money do you need to make:<br>\$2.25 _____dollar _____quarters  | h. 1 bill of \$5, 1 nickel and 3 pennies      |
| _____ 9. What is the value of:<br>1 bill of \$5, 2 quarter, 4 nickel, 2 pennies   | i. 1 quarter, 2 dimes, 1 nickel, 4 penny      |
| _____ 10. How much of each do you need to make:<br>\$5.08 _____dollars _____nickels _____pennies                                    | j. \$5.72                                     |



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

**Solve the problem. Show your work.**

1. Sam and Ted have \$462.00 altogether. Sam has \$237.00. How much money does Ted have?

2. Mary brought \$1.00 to the school store. She spent 55¢. How much change did Mary get back?

3. A remote control car cost \$25.00. A remote control airplane cost \$87.00. How much more does the airplane cost than the car?

4. Ann got \$22.00 for her birthday. The next day her mother gave her \$18.00. How much money does Ann have now?

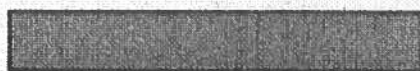
5. Sara has 3 quarters, a dime and a nickel. How much more money does she need to buy a bracelet for \$1.00?

6. Mr. Brown buys a fishing rod for \$78.00. He also buys a tackle box that is \$22.00 less than the fishing rod. How much money does he spend in all?

Finding Differences Between Lengths

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

- 1 Use a centimeter ruler to measure the button and the piece of tape.



\_\_\_\_\_ centimeters      \_\_\_\_\_ centimeters

- 2 Complete the equation to compare the lengths.

\_\_\_\_\_ - \_\_\_\_\_ = ?

- 3 How much longer is the piece of tape than the button?

\_\_\_\_\_ centimeters

- 4 Use a centimeter ruler to measure the pencil and the string.



\_\_\_\_\_ centimeters      \_\_\_\_\_ centimeters

- 5 Complete the equation to compare the lengths.

\_\_\_\_\_ - \_\_\_\_\_ = ?

- 6 How much longer is the pencil than the string?

\_\_\_\_\_ centimeters



**Finding Differences Between Lengths** *continued*

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

- 7 Use a centimeter ruler to measure the toy sneaker and the ribbon.



\_\_\_\_\_ centimeters

\_\_\_\_\_ centimeters

- 8 Complete the equation to compare the lengths.

\_\_\_\_\_ - \_\_\_\_\_ = ?

- 9 How much longer is the ribbon than the toy sneaker?

\_\_\_\_\_ centimeters

- 10 Explain another way to find the answer for problem 9.

Name \_\_\_\_\_

2.OA.1, 2.NBT.5

Solve each problem. You can draw pictures to help you. Show your work in the box.

1. Jayla's mother planted 78 tulip bulbs. She planted 19 daffodil bulbs. How many bulbs did she plant in all?

\_\_\_\_\_ bulbs

2. Maria paid 39¢ for buttons. She paid 49¢ for ribbon. How much did Maria spend altogether?

\_\_\_\_\_ ¢

3. Kit had two bags of peanuts. One bag had 24 peanuts in it. The other bag had 69 peanuts. How many peanuts did Kit have in all?

\_\_\_\_\_ peanuts

4. Amy had 49¢. She found 35¢. How much money did Amy have altogether?

\_\_\_\_\_ ¢

5. Mason found 19 worms yesterday. He found 14 worms this morning. How many worms did Mason find in all?

\_\_\_\_\_ worms

6. Cindy sold 47 candy bars on Monday. She sold 15 candy bars on Tuesday. How many candy bars did Cindy sell in all?

\_\_\_\_\_ candy bars

- ☐ I can solve addition and subtraction word problems within 100.  
☐ I can fluently add and subtract within 100.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Length Word Problems Practice Worksheet

Solve the following word problems with respect to length:

1. Lisa's nail is 6 centimeters long. Nancy's nail is 2 centimeters shorter than Lisa's. How many centimeters long is Nancy's nail?

2. Julie's bedroom is 12 meters long. Alice's bedroom is 4 meters longer than Julie's. How many meters long is Alice's bedroom?

3. In a car race, there are 3 colors of car. The blue car is 15 meters long. The white car is 1 meter shorter than the blue car and the red car is 2 meters longer than blue car. Which car is longer than 16 meters?

4. Kara's coconut tree is 19 meters tall. Lara's coconut tree is 5 meters shorter than Kara's. Who has the taller coconut tree and by how much?

5. Kelsey's pencil box is 16 centimeters long. Shanna's pencil box is 4 centimeters shorter than Kelsey's. Mark's pencil box is 2 centimeters longer than Kelsey's. Which pencil box is longer than 16 centimeters?





Name \_\_\_\_\_

Date \_\_\_\_\_

6. Charles's umbrella is 19 centimeters long.

Jenna's umbrella is 3 centimeters longer than

Charles's. Talla's umbrella is 4 centimeters shorter  
than Charles's. Who has the shortest umbrella?

7. John's mouse is 13 centimeters long.

Steven's mouse is 1 centimeter longer than John's.  
Who has the longer mouse?

8. At Maria's stationary, a pencil is 16 centimeters  
long. A paint brush is 4 centimeters longer than a  
pencil. How many centimeters long is the brush?

9. Sarah and Thomas have chocolate bars.

Sarah's chocolate bar is 14 centimeters tall.

Thomas's chocolate bar is 3 centimeters taller than  
Sarah's. Who has the shorter chocolate bar?

10. Karen's cell phone is 12 centimeters long.

Helen's cell phone is 4 centimeters shorter than

Karen's. Dona's cell phone is 3 centimeters longer  
than Karen's. Who has the longest cell phone?



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

CCSS 2.NBT.1 Understand place value  
Primer, Prerequisite

## Place Value

**6** Directions: Write the digits in the correct place to form a number.

five tens, four ones

54

eight ones, six tens

\_\_\_\_\_

nine tens, three ones

\_\_\_\_\_

seven tens, seven ones

\_\_\_\_\_

five ones, one ten

\_\_\_\_\_

six ones, three tens

\_\_\_\_\_

two tens, five ones

\_\_\_\_\_

four tens, eight ones

\_\_\_\_\_

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

CCSS 2.NBT.1 Understand place value  
Primer, Prerequisite

## Order Numbers

60 Directions: Write the numbers from least to greatest.

1. 991, 852, 598

\_\_\_\_\_

2. 464, 408, 873

\_\_\_\_\_

3. 365, 781, 442

\_\_\_\_\_

4. 733, 886, 479

\_\_\_\_\_

5. 418, 402, 622

\_\_\_\_\_

6. 568, 786, 332

\_\_\_\_\_

Write the numbers from greatest to least.

7. 786, 183, 691

\_\_\_\_\_

8. 277, 710, 590

\_\_\_\_\_

9. 580, 430, 547

\_\_\_\_\_

10. 617, 329, 796

\_\_\_\_\_

11. 212, 881, 548

\_\_\_\_\_

12. 169, 889, 203

\_\_\_\_\_



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

CCSS 2.NBT.1 Understand place value  
Primer, Prerequisite

# Place Value

**60** Directions: Write how many hundreds, tens, and ones are shown by the base blocks. Then write the number.

1.

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

\_\_\_\_\_

2.

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

\_\_\_\_\_

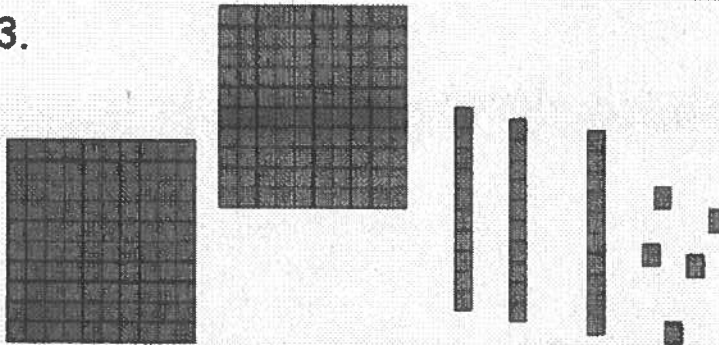
Name: \_\_\_\_\_

CCSS 2.NBT.1 Understand place value  
Primer, Prerequisite

## Place Value

Directions: Write how many hundreds, tens, and ones are shown by the base blocks. Then write the number.

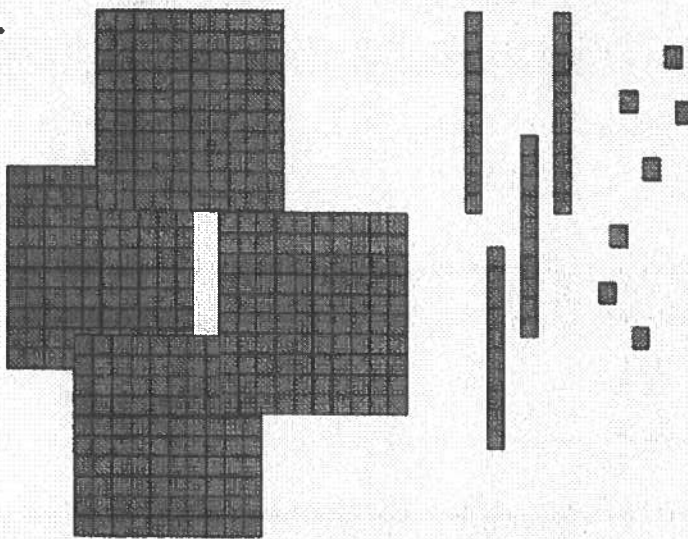
3.



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

\_\_\_\_\_

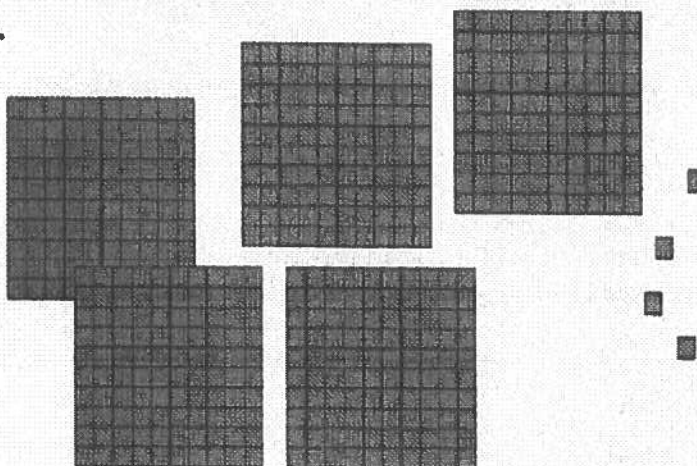
4.



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

\_\_\_\_\_

5.



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

\_\_\_\_\_



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

CCSS 2.NBT.1 Understand place value  
Primer, Prerequisite

### Mixed Place Value Review

→ Fill in the missing numbers.

15, \_\_\_\_, 17

38, \_\_\_\_, 40

\_\_\_\_, 12, 13

56, 57, \_\_\_\_

44, 45, \_\_\_\_

\_\_\_\_, 72, 73

24, \_\_\_\_, 26

81, 82, \_\_\_\_

→ Use  $>$ ,  $<$ , or  $=$  to compare the numbers.

78 \_\_\_\_ 81

16 \_\_\_\_ 61

13 \_\_\_\_ 63

25 \_\_\_\_ 47

17 \_\_\_\_ 17

84 \_\_\_\_ 23

75 \_\_\_\_ 78

45 \_\_\_\_ 54

→ Write each number.

thirteen

\_\_\_\_\_

fifty-four

\_\_\_\_\_

twenty-two

\_\_\_\_\_

forty

\_\_\_\_\_

fourteen

\_\_\_\_\_

twelve

\_\_\_\_\_

thirty-three

\_\_\_\_\_

eighty

\_\_\_\_\_

one hundred

\_\_\_\_\_



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

CCSS 2.NBT.1 Understand place value  
Primer, Prerequisite

### Mixed Place Value Review

Follow the directions for each problem.

1. Shade in the number with 4 tens and 3 ones.
2. Shade in the number with 8 ones and 3 tens.
3. Shade in the number with 1 ten and 4 ones.
4. Shade in the number with 6 tens and 1 one.
5. Shade in the number with 8 tens and 4 ones.

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

6. Write the value of the underlined digit.

53      64      72      94      19

24      17      38      47      83



\_\_\_\_ tens + \_\_\_\_ ones = \_\_\_\_



\_\_\_\_ tens + \_\_\_\_ ones = \_\_\_\_




\_\_\_\_ tens + \_\_\_\_ ones = \_\_\_\_

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

CCSS 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

## Skip Count by 10

 Directions: Skip count up by 10. Write the numbers that come next.

1. 232

\_\_\_\_\_

2. 487

\_\_\_\_\_

3. 98

\_\_\_\_\_

4. 112

\_\_\_\_\_

5. 364

\_\_\_\_\_

6. 599

\_\_\_\_\_

7. 248

\_\_\_\_\_

8. 607

\_\_\_\_\_

9. 345

\_\_\_\_\_

10. 915

\_\_\_\_\_

\_\_\_\_ I double checked my work.

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

# Subtraction Within 1000-Regrouping

**Go!** Directions: Find the sums.

|    |   |     |   |
|----|---|-----|---|
| 1. | $\begin{array}{r} 832 \\ - 627 \\ \hline \end{array}$ | 2.  | $\begin{array}{r} 445 \\ - 228 \\ \hline \end{array}$ |
| 3. | $\begin{array}{r} 597 \\ - 459 \\ \hline \end{array}$ | 4.  | $\begin{array}{r} 638 \\ - 219 \\ \hline \end{array}$ |
| 5. | $\begin{array}{r} 944 \\ - 525 \\ \hline \end{array}$ | 6.  | $\begin{array}{r} 383 \\ - 267 \\ \hline \end{array}$ |
| 7. | $\begin{array}{r} 347 \\ - 239 \\ \hline \end{array}$ | 8.  | $\begin{array}{r} 932 \\ - 703 \\ \hline \end{array}$ |
| 9. | $\begin{array}{r} 861 \\ - 102 \\ \hline \end{array}$ | 10. | $\begin{array}{r} 955 \\ - 846 \\ \hline \end{array}$ |

\_\_\_\_ I double checked my work.





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

### 3 Digit Subtraction: Regrouping Worksheet 2

Find the difference by Subtracting

1. 
$$\begin{array}{r} 233 \\ - 57 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 656 \\ - 177 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 642 \\ - 466 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 618 \\ - 439 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 686 \\ - 599 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 581 \\ - 294 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 751 \\ - 477 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 634 \\ - 585 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 263 \\ - 186 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 220 \\ - 146 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 655 \\ - 89 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 688 \\ - 299 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 156 \\ - 97 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 86 \\ - 7 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 788 \\ - 699 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 116 \\ - 27 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 976 \\ - 788 \\ \hline \end{array}$$


19. 
$$\begin{array}{r} 753 \\ - 687 \\ \hline \end{array}$$

20. 
$$\begin{array}{r} 388 \\ - 99 \\ \hline \end{array}$$

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

CCSS 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition

## Addition Within 100-Regrouping

 Directions: Find the sums.

|    |   |     |   |
|----|---|-----|---|
| 1. | $\begin{array}{r} 54 \\ + 38 \\ \hline \end{array}$ | 2.  | $\begin{array}{r} 50 \\ + 15 \\ \hline \end{array}$ |
| 3. | $\begin{array}{r} 74 \\ + 18 \\ \hline \end{array}$ | 4.  | $\begin{array}{r} 28 \\ + 42 \\ \hline \end{array}$ |
| 5. | $\begin{array}{r} 35 \\ + 48 \\ \hline \end{array}$ | 6.  | $\begin{array}{r} 58 \\ + 07 \\ \hline \end{array}$ |
| 7. | $\begin{array}{r} 37 \\ + 58 \\ \hline \end{array}$ | 8.  | $\begin{array}{r} 14 \\ + 24 \\ \hline \end{array}$ |
| 9. | $\begin{array}{r} 59 \\ + 11 \\ \hline \end{array}$ | 10. | $\begin{array}{r} 64 \\ + 15 \\ \hline \end{array}$ |

\_\_\_\_ I double checked my work.



## Adding four 2-digit numbers in columns

### Grade 2 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1) \quad 22 \\ 14 \\ 88 \\ + 71 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 59 \\ 87 \\ 62 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 93 \\ 14 \\ 70 \\ + 96 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 91 \\ 25 \\ 29 \\ + 82 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 20 \\ 44 \\ 64 \\ + 53 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 14 \\ 85 \\ 92 \\ + 60 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 73 \\ 52 \\ 45 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 92 \\ 64 \\ 60 \\ + 54 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 98 \\ 55 \\ 90 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 78 \\ 81 \\ 34 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 78 \\ 67 \\ 91 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 76 \\ 29 \\ 57 \\ + 40 \\ \hline \end{array}$$



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

CCSS 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

## Adding Up to 4-Two Digit Numbers

**60** Directions: Find the sums using place value and commutative property strategies.

|    |   |    |   |
|----|---|----|---|
| 1. | $\begin{array}{r} 42 \\ 31 \\ + 38 \\ \hline \end{array}$       | 2. | $\begin{array}{r} 14 \\ 16 \\ 29 \\ + 32 \\ \hline \end{array}$ |
| 3. | $\begin{array}{r} 56 \\ 35 \\ 14 \\ + 28 \\ \hline \end{array}$ | 4. | $\begin{array}{r} 35 \\ 49 \\ 15 \\ + 16 \\ \hline \end{array}$ |
| 5. | $\begin{array}{r} 19 \\ 43 \\ + 18 \\ \hline \end{array}$       | 6. | $\begin{array}{r} 43 \\ 29 \\ 32 \\ + 17 \\ \hline \end{array}$ |

\_\_\_\_ I double checked my work.

## Adding 3-digit numbers in columns (with regrouping)

---

### Grade 3 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 430 \\ + 670 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 338 \\ + 374 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 866 \\ + 801 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 537 \\ + 406 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 216 \\ + 103 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 458 \\ + 535 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 736 \\ + 860 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 241 \\ + 590 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 89 \\ + 788 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 792 \\ + 38 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 28 \\ + 259 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 331 \\ + 488 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 405 \\ + 656 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 30 \\ + 148 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 847 \\ + 565 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 907 \\ + 544 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 118 \\ + 168 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 613 \\ + 399 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 134 \\ + 104 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 729 \\ + 267 \\ \hline \\ \hline \end{array}$$

## Adding 3-digit numbers in columns (with regrouping)

---

### Grade 3 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 62 \\ + 566 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 384 \\ + 860 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 983 \\ + 447 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 210 \\ + 40 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 998 \\ + 658 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 89 \\ + 678 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 832 \\ + 550 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 413 \\ + 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 995 \\ + 818 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 256 \\ + 44 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 71 \\ + 471 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 478 \\ + 595 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 69 \\ + 945 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 420 \\ + 951 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 708 \\ + 511 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 254 \\ + 432 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 648 \\ + 686 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 702 \\ + 847 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 115 \\ + 453 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 701 \\ + 89 \\ \hline \\ \hline \end{array}$$



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

CCSS 2.OA.3  
Primer, Prerequisite

## Even or Odd

**Directions:** Complete the problems below.

1. Circle the odd numbers below.

16    255    8    42    37    89    630    10  
94    77    36    448    81    19    543    48

2. Circle the even numbers below.

84    43    38    920    71    62    346    95  
11    32    472    23    527    58    90    47

3. Color the even numbers blue. Color the odd numbers red.

|     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| 34  | 45  | 38  | 437 | 24  | 372 | 358 |
| 50  | 29  | 734 | 531 | 33  | 50  | 59  |
| 452 | 326 | 42  | 39  | 451 | 946 | 129 |
| 18  | 97  | 208 | 55  | 7   | 98  | 47  |
| 6   | 3   | 22  | 83  | 30  | 774 | 342 |

Name \_\_\_\_\_

Date \_\_\_\_\_

# Array Practice

An **array** is a visual representation of numbers. It is an arrangement of objects, pictures, or numbers in columns and rows.

This **array** has 4 rows and 3 columns.



**Directions:** Write a number sentence for each array.

1.



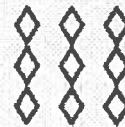
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2.



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

3.



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

4.



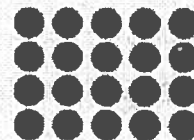
$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

5.



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

6.



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

**Directions:** Read each word problem. Then, draw an array, write a number sentence, and solve.

7. Tess, Hal, and Joe each have 2 dollars. How many dollars do they have in all?

8. Cathy has 5 boxes of crayons. Each box has 8 crayons. How many crayons does she have in all?

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

2.MD.10 Draw a picture graph and a bar graph to represent data....

## Easter Egg Hunt Pictograph

Jack, Jill, Tom, Ken, and Mary went on an Easter egg hunt. The graph shows how many eggs each child found. Use the graph to answer the questions below.

|      |           |
|------|-----------|
| Jack | ○ ○ ○ ○   |
| Jill | ○ ○ ○     |
| Tom  | ○ ○       |
| Ken  | ○ ○ ○     |
| Mary | ○ ○ ○ ○ ○ |

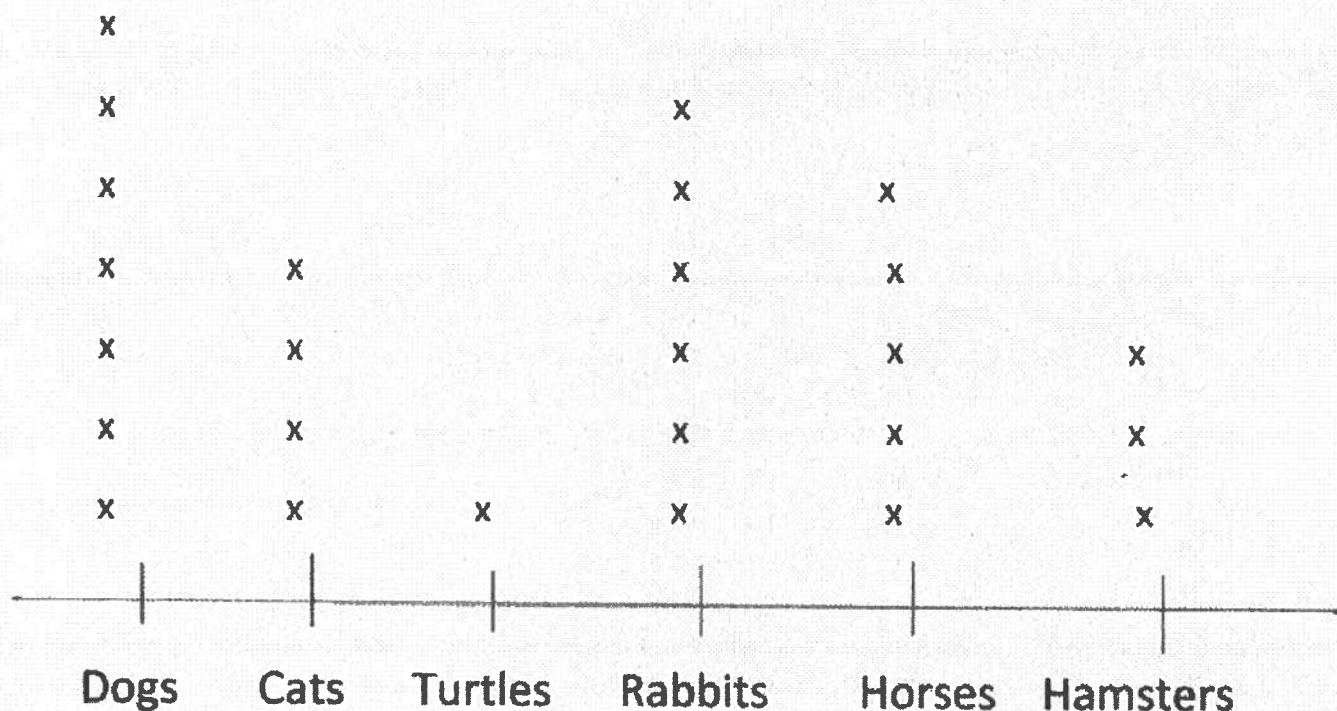
○ = two eggs

- How many eggs did Jack find? 1. \_\_\_\_\_
- Who found the most eggs? 2. \_\_\_\_\_
- Which children found the same amount of eggs?  
3. \_\_\_\_\_
- How many more eggs did Mary find than Tom? 4. \_\_\_\_\_
- How many eggs did the children find altogether? 5. \_\_\_\_\_
- Draw tally marks to show how many eggs were found in all.  
6. \_\_\_\_\_



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

A survey was conducted to determine the most popular pet on Cherry Street. The line plot displays the number of families that have dogs, cats, turtles, rabbits, horses, and hamsters as pets. Use the line plot to answer the questions below.



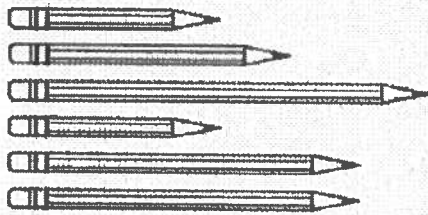
1. How many pets are there in all? \_\_\_\_\_
2. Which pet was the most popular pet on Cherry Street? \_\_\_\_\_
3. How many people had both dogs and horses as pets? \_\_\_\_\_
4. What is the difference in the number of dogs people have for pets and the number of hamsters people have for pets? \_\_\_\_\_
5. Which pet was the least popular on Cherry Street? \_\_\_\_\_
6. How many people had both rabbits and turtles for pets? \_\_\_\_\_
7. How many people had horses for pets? \_\_\_\_\_
8. Did more people have cats for pets or horses? \_\_\_\_\_
9. Did more people have dogs for pets or rabbits? \_\_\_\_\_
10. How many people had turtles for pets? \_\_\_\_\_

## Fluency and Skills Practice

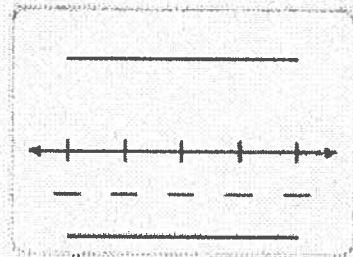
### Organize Data in Line Plots

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

- 1 Luca has these pencils in his pencil box. Measure the pencils in centimeters and write the length beside each pencil.



- 2 Use the measurements to make a line plot. Draw an X on the line plot for each pencil.



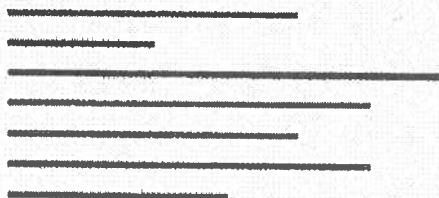
- 3 What is the length of the shortest pencil?

\_\_\_\_\_ centimeters

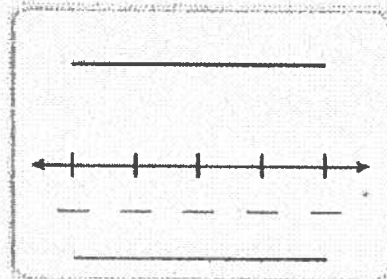
- 4 How many pencils are shorter than 5 centimeters?

\_\_\_\_\_ pencils

- 5 Ally has these pieces of yarn in her craft basket. Measure the yarn in centimeters and write the length beside each piece.



- 6 Use the measurements to make a line plot. Draw an X on the line plot for each piece of yarn.



## Fluency and Skills Practice

### Organize Data in Line Plots *continued*

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

- 7 What is the length of the longest piece of yarn?

\_\_\_\_\_ centimeters

- 8 How many pieces of yarn are longer than 2 centimeters?

\_\_\_\_\_ pieces

- 9 How did you answer Problem 8 using the line plot?