MASTER SKILLS SERIES
AMERICAN EDUCATION PUBLISHING

Math

GRADE 2

STANDARDS BASED

SKILLS

- Counting by Twos, Fives & Tens
- Ordinal Numbers
- Patterns
- Addition & Subtraction
- Regrouping
- Place Value
- Multiplication
- Graphing
- Time & Money
- Measurement
- Problem Solving
- Fractions
- Geometry

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Counting

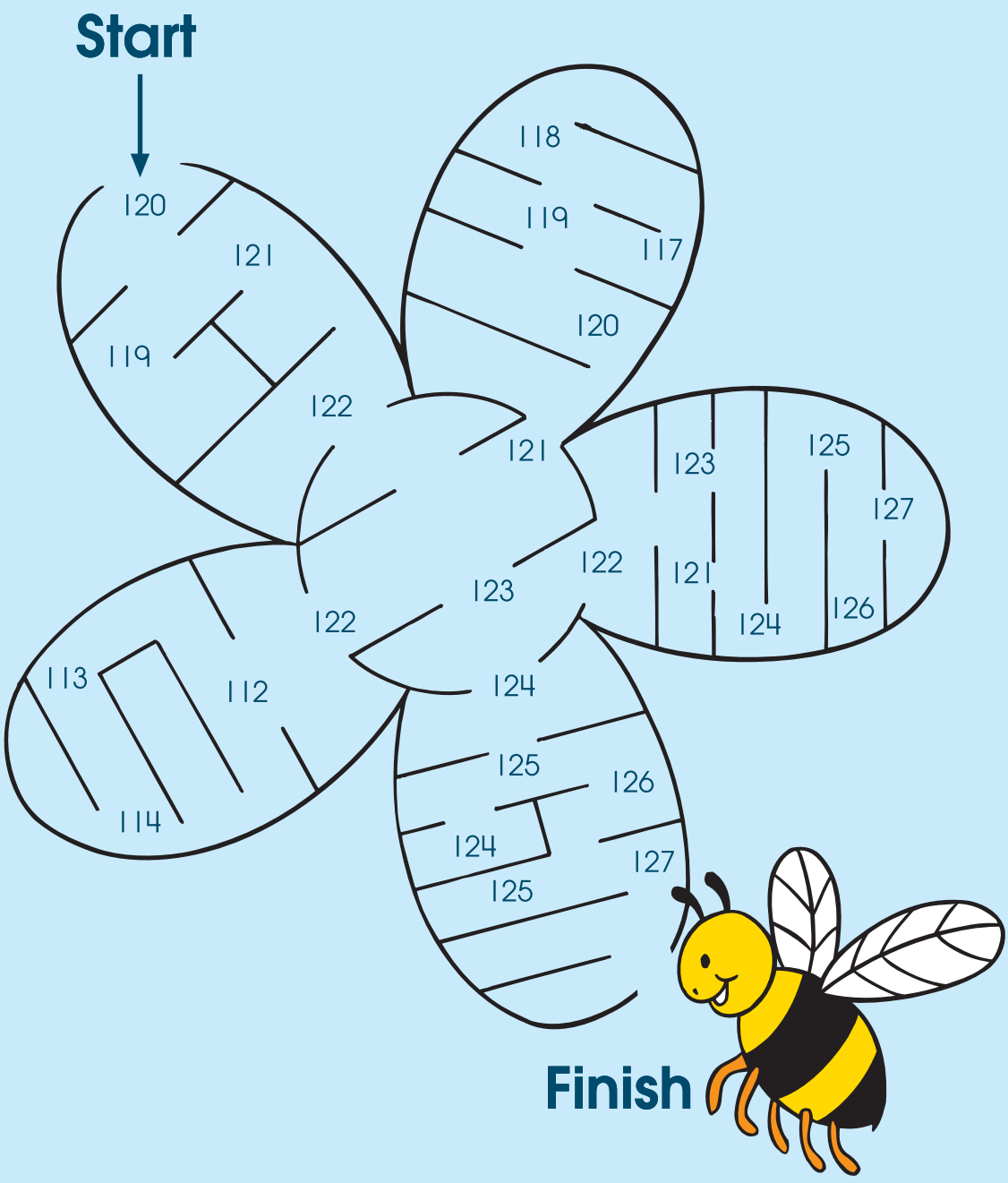
Directions: Write the numbers that are:

next in order	one less	one greater
22, 23, _____ , _____	_____ , 16	6, _____
674, _____ , _____	_____ , 247	125, _____
227, _____ , _____	_____ , 550	499, _____
329, _____ , _____	_____ , 862	933, _____

Directions: Write the missing numbers.

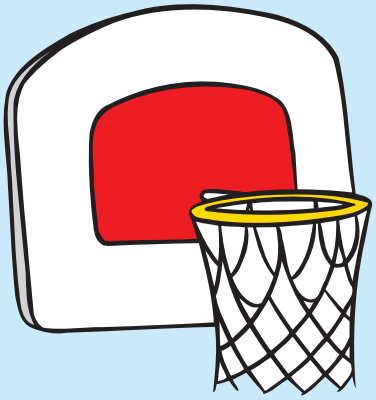
Counting

Directions: Follow the numbers in order to get to the end of the maze.



Counting by Twos

Directions: Each basket the players make is worth two points. Help your team win by counting by twos to beat the other team's score.



2

_____

_____

8

_____

_____

_____

16

_____

20

_____

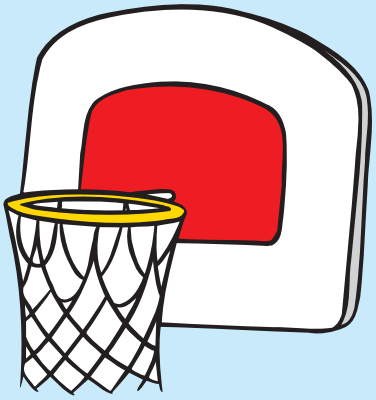
_____

_____

28

_____

32



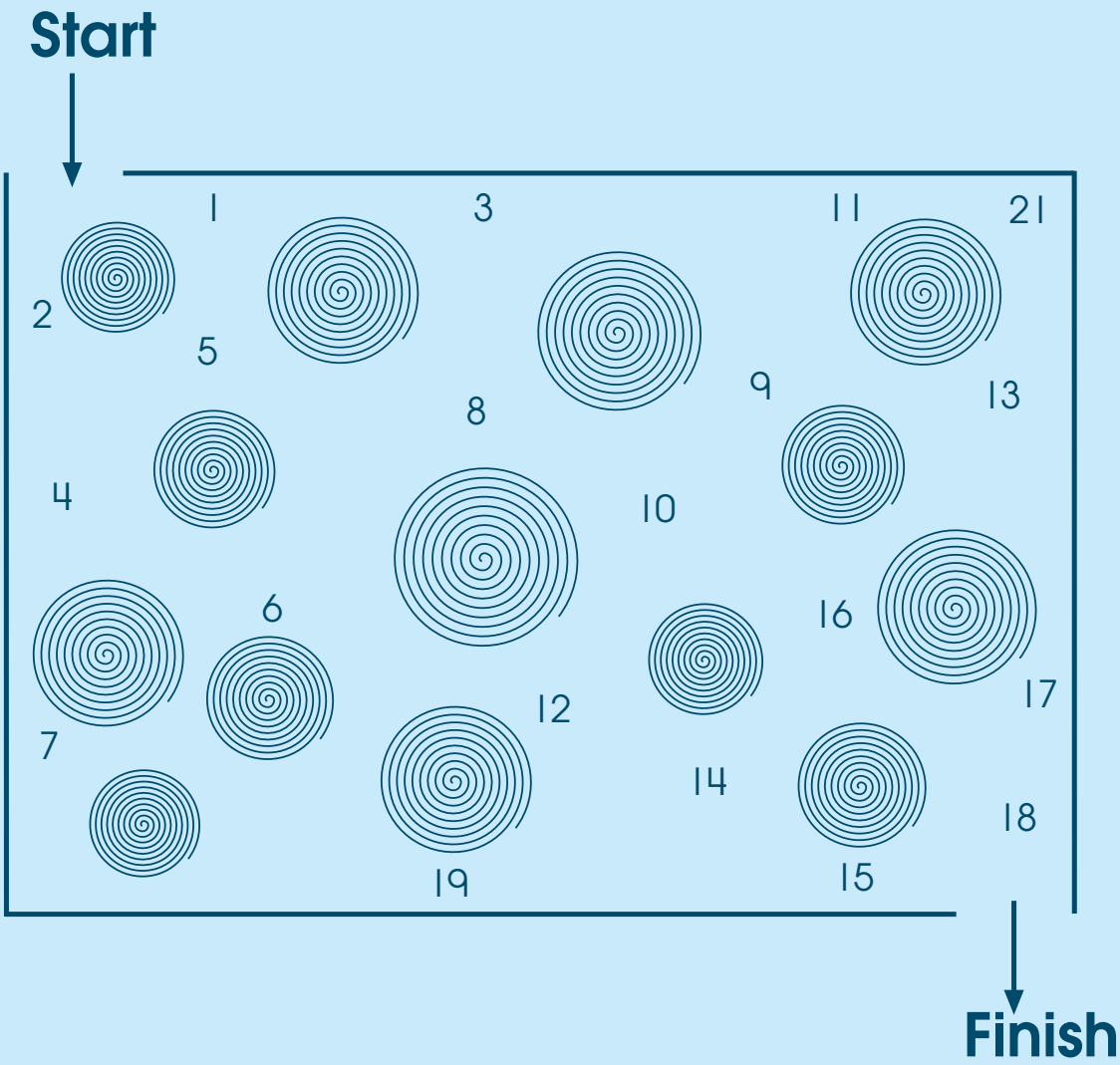
Final Score

Home	Visitor
	30

Winner! ☐

Counting by Twos

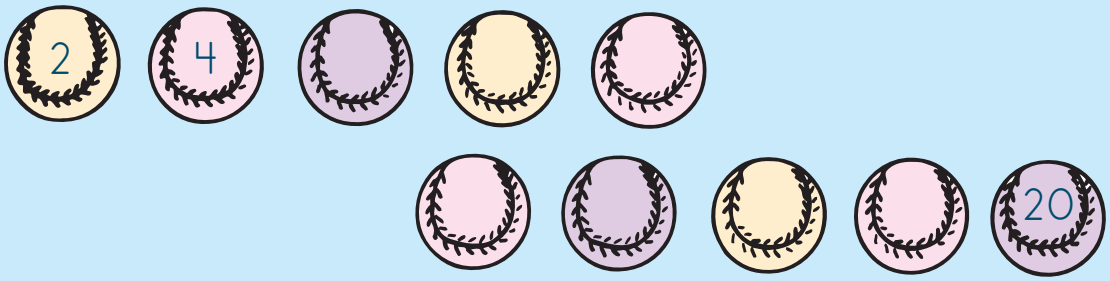
Directions: Follow the even numbers (2, 4, 6, etc.) to get through the maze.



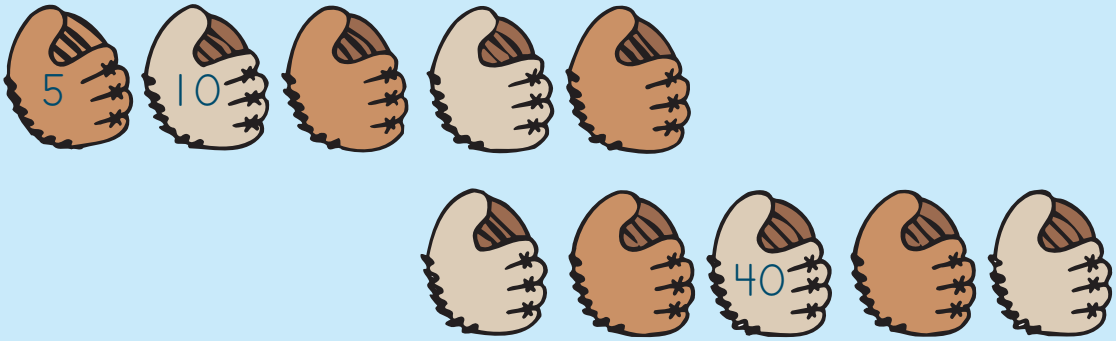
Counting: Twos, Fives, Tens

Directions: Write the missing numbers.

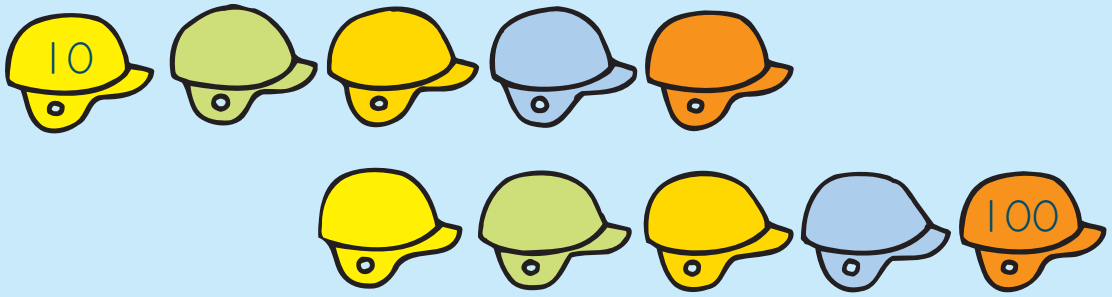
Count by **twos**:



Count by **fives**:



Count by **tens**:



Patterns

Directions: Write or draw what comes next in the pattern.

Example: 1, 2, 3, 4, 5

1.  _____

2. A, 1, B, 2, C _____

3. 2, 4, 6, 8, _____

4. A, C, E, G, _____

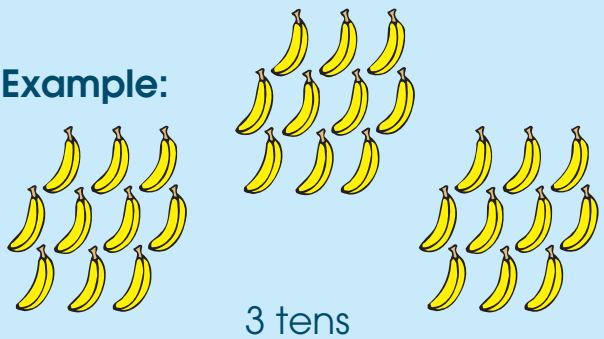
5. 5, 10, 15, 20, _____

Place Value: Ones, Tens

The **place value** of a digit or numeral is shown by where it is in the number. For example, in the number **23**, **2** has the place value of **tens**, and **3** has the place value of **ones**.

Directions: Add the tens and ones and write your answers in the blanks.

Example:



3 tens + 3 ones = 33

3 tens + 3 ones = 33

7 tens + 5 ones = _____

2 tens + 3 ones = _____

5 tens + 2 ones = _____

5 tens + 4 ones = _____

4 tens + 0 ones = _____

8 tens + 1 one = _____

1 ten + 1 one = _____

6 tens + 3 ones = _____

Directions: Draw a line to the correct number. The first one is done for you.

6 tens + 7 ones	73
4 tens + 2 ones	67
8 tens + 0 ones	51
7 tens + 3 ones	80
5 tens + 1 one	42

Place Value: Ones, Tens

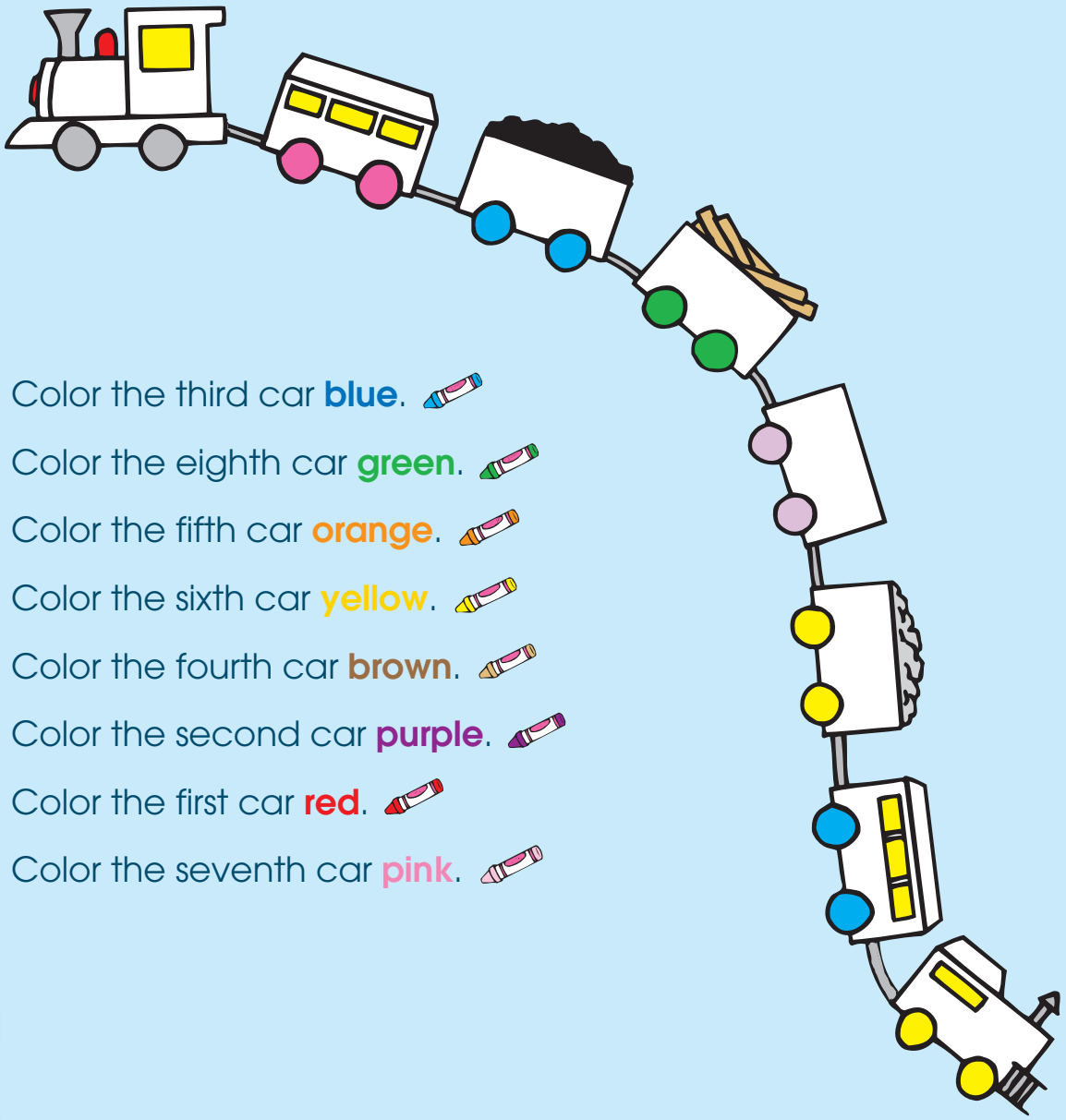
Directions: Write the numbers for the tens and ones. Then, add.

Example:

Ordinal Numbers

Ordinal numbers indicate order in a series, such as **first**, **second**, or **third**.

Directions: Follow the instructions to color the train cars. The first car is the engine.



Color the third car **blue**.

Color the eighth car **green**.

Color the fifth car **orange**.

Color the sixth car **yellow**.

Color the fourth car **brown**.

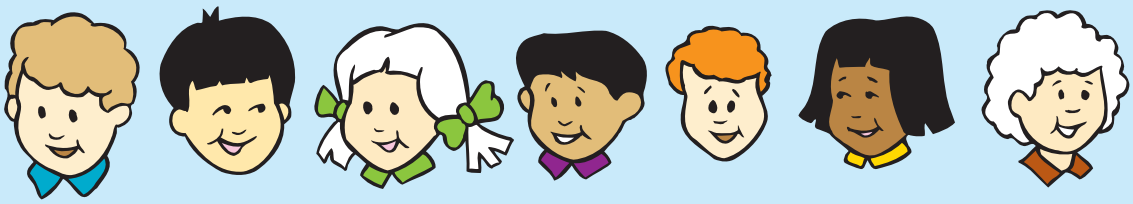
Color the second car **purple**.

Color the first car **red**.

Color the seventh car **pink**.

Ordinal Numbers

Directions: Follow the instructions.



Draw glasses on the second one.

Put a hat on the fourth one.

Color blonde hair on the third one.

Draw a tie on the first one.

Draw ears on the fifth one.

Color black hair on the seventh one.

Put a bow on the head of the sixth one.

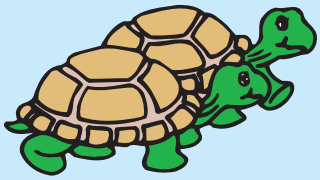
Addition

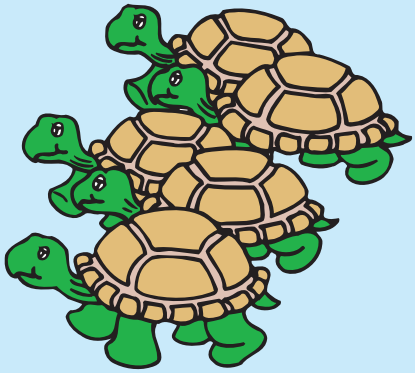
Addition is "putting together" or adding two or more numbers to find the sum.

Directions: Add.

Example:

$$\begin{array}{r} 2 \\ +\,5 \\ \hline 7 \end{array}$$





$$\begin{array}{r} 3 \\ +\,4 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\,1 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\,4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +\,5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ +\,3 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\,9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +\,3 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +\,7 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\,5 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\,9 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\,6 \\ \hline \end{array}$$

Addition: Commutative Property

The **commutative property of addition** states that even if the order of the numbers is changed in an addition sentence, the sum will stay the same.

Example: 2 + 3 = 5
3 + 2 = 5

Directions: Look at the addition sentences below. Complete the addition sentences by writing the missing numerals.

5 + 4 = 9	3 + 1 = 4	2 + 6 = 8
4 + ___ = 9	1 + ___ = 4	6 + ___ = 8
6 + 1 = 7	4 + 3 = 7	1 + 9 = 10
1 + ___ = 7	3 + ___ = 7	9 + ___ = 10
6 + 3 = 9	10 + 2 = 12	8 + 3 = 11
___ + ___ = 9	___ + ___ = 12	___ + ___ = 11

Directions: Look at these sums. Think of two number sentences that would show the commutative property of addition.

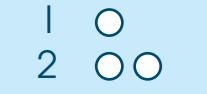
___ + ___ = 7	___ + ___ = 11	___ + ___ = 9
___ + ___ = 7	___ + ___ = 11	___ + ___ = 9

Adding Three or More Numbers

Directions: Add all the numbers to find the sum. Draw pictures to help or break up the problem into two smaller problems.

Examples:

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



$$\begin{array}{r} 2 \\ +\,5 \\ \hline 7 \\ +\,6 \\ \hline 13 \end{array} \qquad \begin{array}{r} 2 \\ +\,4 \end{array}$$

$$\begin{array}{r} 3 \\ 6 \\ +\,2 \end{array} \qquad \begin{array}{r} 8 \\ 5 \\ +\,4 \end{array} \qquad \begin{array}{r} 3 \\ 1 \\ +\,5 \end{array} \qquad \begin{array}{r} 8 \\ 2 \\ +\,9 \end{array}$$

$$\begin{array}{r} 2 \\ 8 \\ 4 \\ +\,3 \end{array} \qquad \begin{array}{r} 3 \\ 6 \\ 5 \\ +\,2 \end{array} \qquad \begin{array}{r} 4 \\ 1 \\ 2 \\ +\,5 \end{array} \qquad \begin{array}{r} 6 \\ 7 \\ 3 \\ +\,1 \end{array}$$

Subtraction

Subtraction is "taking away" or subtracting one number from another to find the difference.

Directions: Subtract.

Example:

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

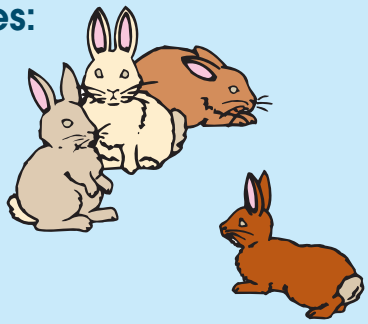
$\begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -\ 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -\ 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -\ 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -\ 0 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -\ 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -\ 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -\ 5 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -\ 6 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -\ 9 \\ \hline \end{array}$
$\begin{array}{r} 18 \\ -\ 8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -\ 5 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -\ 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -\ 4 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ -\ 9 \\ \hline \end{array}$

Addition and Subtraction

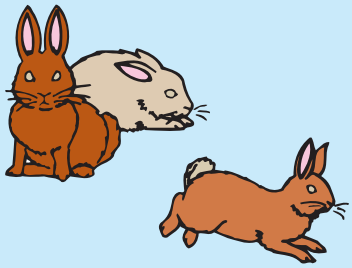
Directions: Add or subtract. Circle the answers that are less than 10.

Examples:

$$\begin{array}{r} 3 \\ +\ 1 \\ \hline 4 \end{array}$$



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



$$\begin{array}{r} 9 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 18 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ -\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 13 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 17 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +\ 9 \\ \hline \end{array}$$

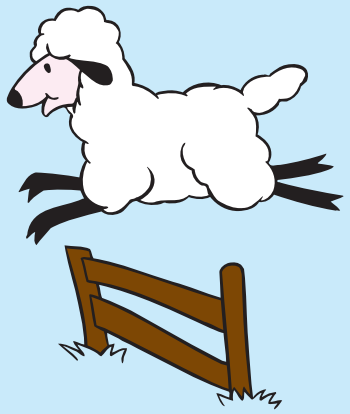
Addition and Subtraction

Directions: Solve the addition and subtraction problems. Use the key to find the answer to this joke. The first one is done for you.

JOKE: WHERE DO SHEEP GO TO GET THEIR HAIR CUT?

10	6	10		1	17	10		8	5	1	
+ 10	+ 2	− 5		+ 1	− 16	− 9		− 6	− 4	+ 0	
20							_				
T											

16	11	10	19	
+ 3	− 3	+ 5	− 3	
				!

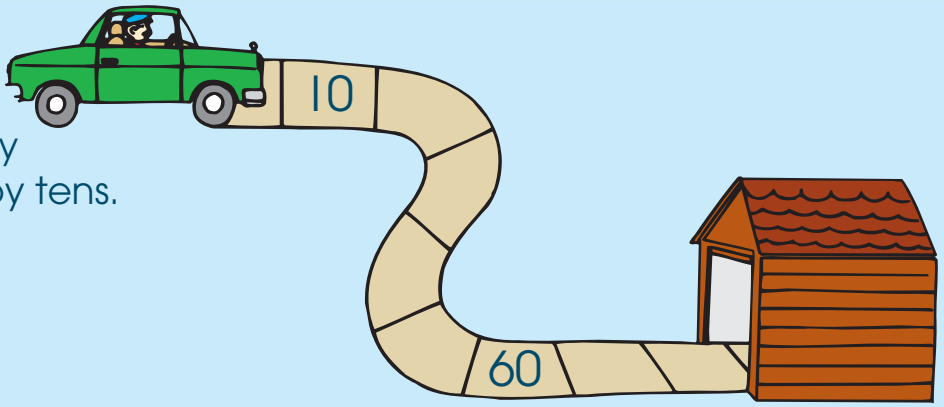


Key:

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	**O**	**P**	**Q**	**R**	**S**	**T**	**U**	**V**	**W**	**X**	**Y**	**Z**
14	15	16	17	18	19	20	21	22	23	24	25	26

Review

Directions: Fill in the missing numbers by counting by tens.



Directions: Draw a line to the correct numbers.

6 tens + 3 ones	45
4 tens + 5 ones	77
7 tens + 7 ones	63
9 tens + 3 ones	27
2 tens + 7 ones	93

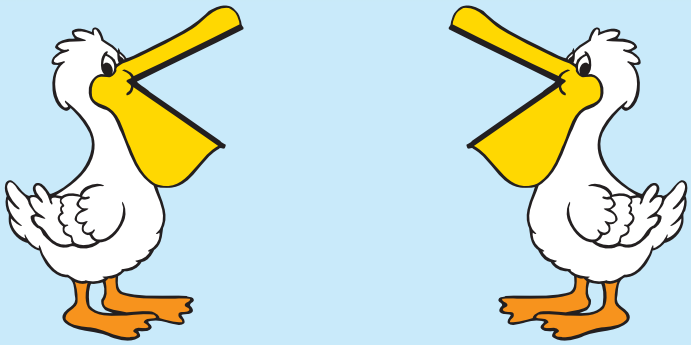
Directions: Fill in the correct symbol, **+** or **–** .

12	7	15	14
5	3	5	4
17	4	10	18

Directions: Add or subtract.

3	8	12	10
+ 1	– 6	+ 7	+ 1

Less Than, Greater Than



Directions: The open mouth points to the larger number. The small point goes to the smaller number. Draw the symbol **<** or **>** to the correct number.

Example: 5 > 3

This means that 5 is greater than 3, and 3 is less than 5.

12 ◯ 2

16 ◯ 6

16 ◯ 15

1 ◯ 2

7 ◯ 1

19 ◯ 5

9 ◯ 6

11 ◯ 13

Addition Table

Directions: Fill in the blanks to complete the table.

+	0	1	2	3	4	5	6	7	8	9	10
0		1			4			7			
1		2								10	
2	2		4			7					12
3		4			7	8					
4			6					11			
5	5			8						14	
6							12				
7		8			11				15		
8							14			17	
9		10		12							
10	10					15					20

What number patterns do you see in the addition table?

Two-Digit Addition

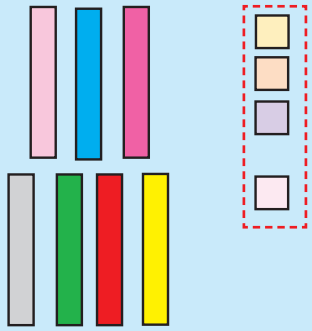
Directions: Study the examples. Follow the steps to add.

Example:

$$\begin{array}{r} 33 \\ +\ 41 \\ \hline \end{array}$$

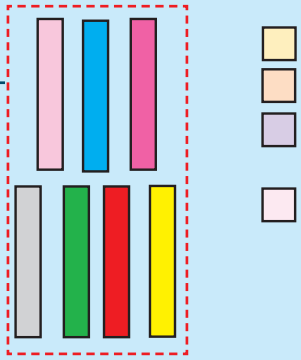
Step 1: Add the ones.

tens	ones
3	3
+ 4	1
	4



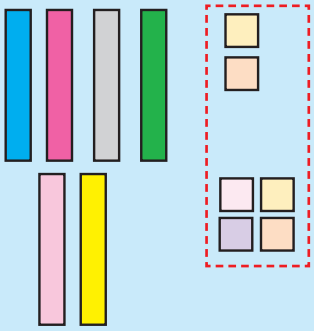
Step 2: Add the tens.

tens	ones
3	3
+ 4	1
7	4

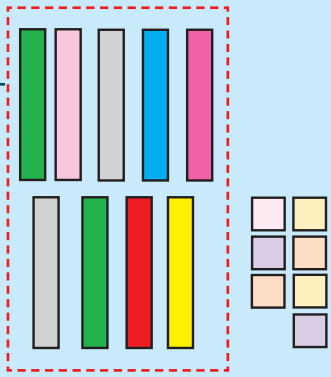


Examples:

tens	ones
4	2
+ 2	4
6	6



tens	ones
5	0
+ 4	7
9	7



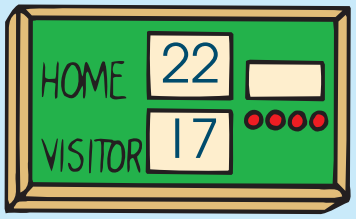
$$\begin{array}{r} 24 \\ +\ 62 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ +\ 23 \\ \hline \end{array} \qquad \begin{array}{r} 38 \\ +\ 61 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ +\ 26 \\ \hline \end{array} \qquad \begin{array}{r} 37 \\ +\ 42 \\ \hline \end{array} \qquad \begin{array}{r} 72 \\ +\ 11 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +\ 42 \\ \hline \end{array} \qquad \begin{array}{r} 62 \\ +\ 14 \\ \hline \end{array} \qquad \begin{array}{r} 32 \\ +\ 44 \\ \hline \end{array} \qquad \begin{array}{r} 25 \\ +\ 13 \\ \hline \end{array} \qquad \begin{array}{r} 82 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 91 \\ +\ 5 \\ \hline \end{array}$$

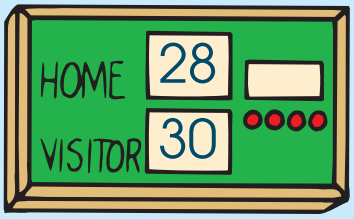
Two-Digit Addition

Directions: Add the total points scored in each game. Remember, add the ones first and the tens second.

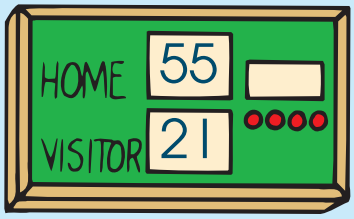
Example:



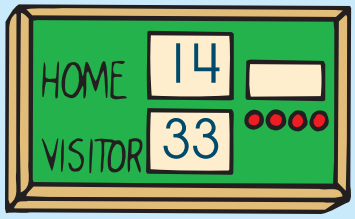
Total 39



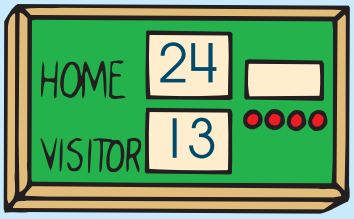
Total _____



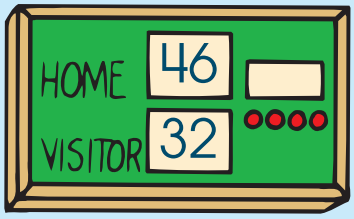
Total _____



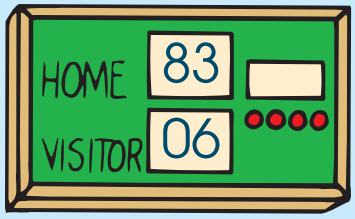
Total _____



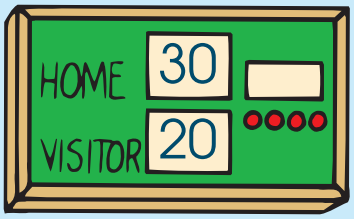
Total _____



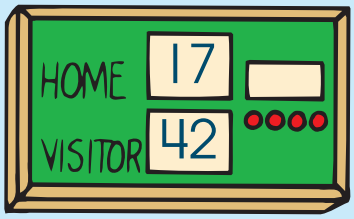
Total _____



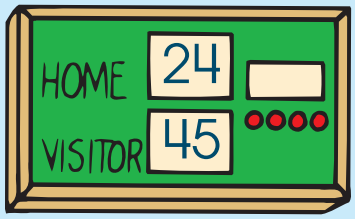
Total _____



Total _____



Total _____



Total _____

Two-Digit Addition: Regrouping

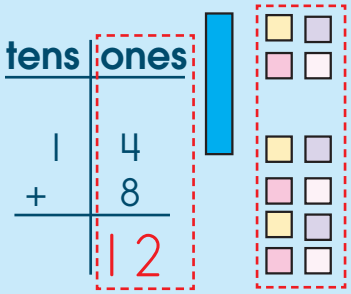
Regrouping is using 10 ones to form one ten, 10 tens to form one hundred, 15 ones to form one ten and five ones, and so on.

Directions: Study the examples. Follow the steps to add.

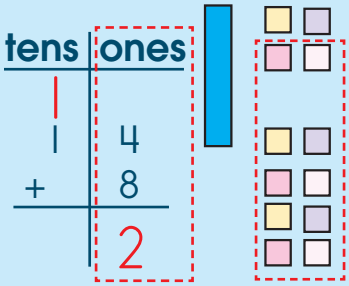
Example:

$$\begin{array}{r} 14 \\ +\ 8 \\ \hline \end{array}$$

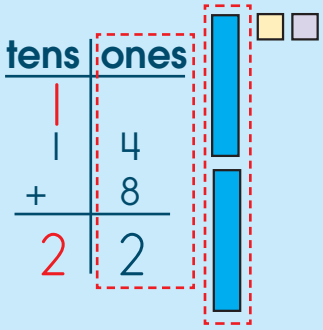
Step 1:
Add the ones.



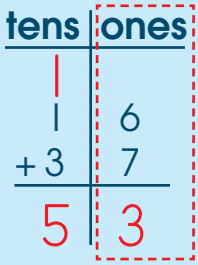
Step 2:
Regroup the tens.

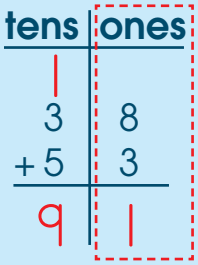


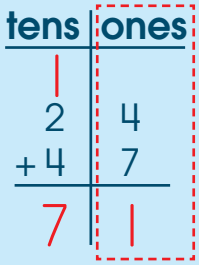
Step 3:
Add the tens.



Examples:





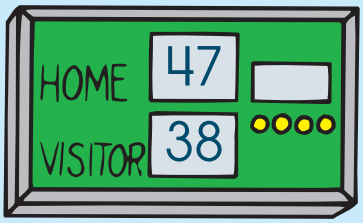


$$\begin{array}{r} 28 \\ +\ 17 \\ \hline \end{array} \qquad \begin{array}{r} 32 \\ +\ 38 \\ \hline \end{array} \qquad \begin{array}{r} 54 \\ +\ 25 \\ \hline \end{array} \qquad \begin{array}{r} 19 \\ +\ 55 \\ \hline \end{array} \qquad \begin{array}{r} 44 \\ +\ 48 \\ \hline \end{array} \qquad \begin{array}{r} 25 \\ +\ 64 \\ \hline \end{array}$$

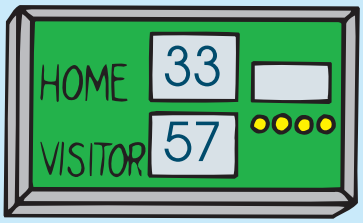
Two-Digit Addition: Regrouping

Directions: Add the total points scored in the game. Remember, add the ones, regroup, and then add the tens.

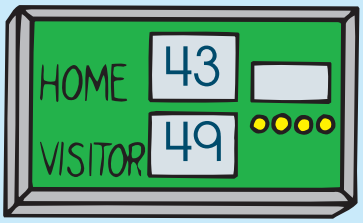
Example:



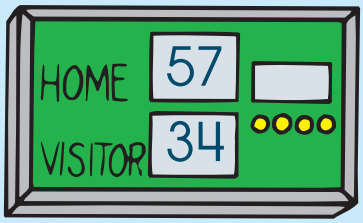
Total 85



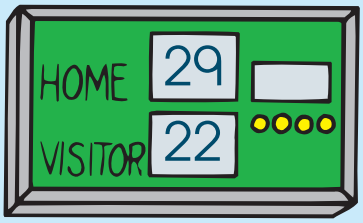
Total _____



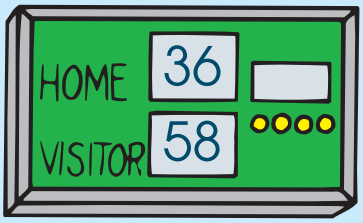
Total _____



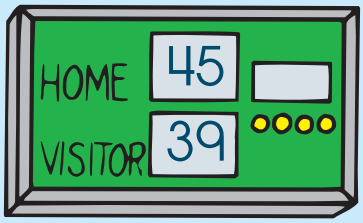
Total _____



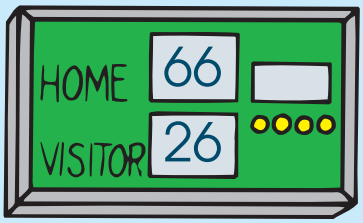
Total _____



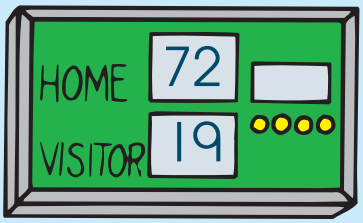
Total _____



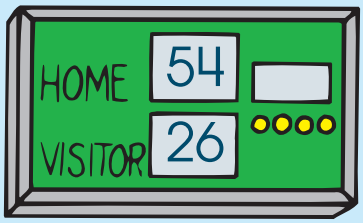
Total _____



Total _____



Total _____



Total _____

Addition Review

Directions: Fill in the blanks to solve the problems.

Example:

$$\begin{array}{r} 1\,\_ \\ +\,1\,7 \\ \hline \_\,9 \end{array} \qquad \begin{array}{r} 1\,2 \\ +\,1\,7 \\ \hline 2\,9 \end{array}$$

Think: What plus 7 equals 9?

$$\begin{array}{r} 3\,\_ \\ +\,\_\,3 \\ \hline 5\,9 \end{array} \qquad \begin{array}{r} 6\,4 \\ +\,\_\,\_ \\ \hline 9\,9 \end{array} \qquad \begin{array}{r} 9\,\_ \\ +\,\_\,3 \\ \hline 9\,7 \end{array}$$

$$\begin{array}{r} 4\,\_ \\ +\,1\,2 \\ \hline \_\,2 \end{array} \qquad \begin{array}{r} 5\,\_ \\ +\,\_\,1 \\ \hline 7\,6 \end{array} \qquad \begin{array}{r} 2\,\_ \\ +\,\_\,0 \\ \hline 7\,9 \end{array}$$

Two-Digit Subtraction

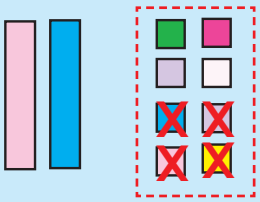
Directions: Study the examples. Follow the steps to subtract.

Example:

$$\begin{array}{r} 28 \\ -\ 14 \\ \hline \end{array}$$

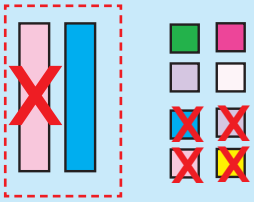
Step 1: Subtract the ones.

tens	ones
2	8
− 1	4
	4



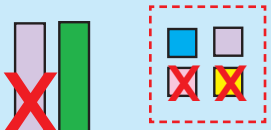
Step 2: Subtract the tens.

tens	ones
2	8
− 1	4
1	4

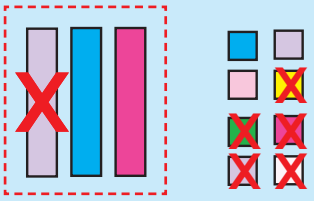


Examples:

tens	ones
2	4
− 1	2
1	2



tens	ones
3	8
− 1	5
2	3



$$\begin{array}{r} 24 \\ -\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 61 \\ -\ 30 \\ \hline \end{array} \qquad \begin{array}{r} 77 \\ -\ 44 \\ \hline \end{array} \qquad \begin{array}{r} 85 \\ -\ 24 \\ \hline \end{array} \qquad \begin{array}{r} 57 \\ -\ 23 \\ \hline \end{array} \qquad \begin{array}{r} 87 \\ -\ 33 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ -\ 15 \\ \hline \end{array} \qquad \begin{array}{r} 74 \\ -\ 51 \\ \hline \end{array} \qquad \begin{array}{r} 46 \\ -\ 32 \\ \hline \end{array} \qquad \begin{array}{r} 69 \\ -\ 35 \\ \hline \end{array} \qquad \begin{array}{r} 95 \\ -\ 32 \\ \hline \end{array} \qquad \begin{array}{r} 33 \\ -\ 33 \\ \hline \end{array}$$

Subtraction Review

Directions: Fill in the blanks to solve the problems.

Example:

$$\begin{array}{r} 2\,\underline{8} \\ -\,\underline{1}\,4 \\ \hline 1\,4 \end{array}$$

Think: What minus 4 equals 4?

$$\begin{array}{r} \underline{}\,8 \\ -\,4\,\underline{} \\ \hline 5\,2 \end{array}$$

$$\begin{array}{r} 2\,\underline{} \\ -\,1\,4 \\ \hline \underline{}\,1 \end{array}$$

$$\begin{array}{r} \underline{}\,1 \\ -\,7\,0 \\ \hline 2\,\underline{} \end{array}$$

$$\begin{array}{r} \underline{}\,7 \\ -\,3\,\underline{} \\ \hline 5\,5 \end{array}$$

$$\begin{array}{r} 7\,\underline{} \\ -\,\underline{}\,4 \\ \hline 1\,3 \end{array}$$

$$\begin{array}{r} 6\,3 \\ -\,\underline{}\,\underline{} \\ \hline 4\,0 \end{array}$$

Two-Digit Subtraction: Regrouping

Regrouping is using one ten to form 10 ones, one hundred to form 10 tens, and so on.

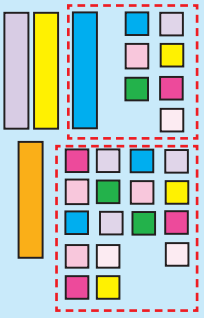
Directions: Study the examples. Follow the steps to subtract.

Example:

$$\begin{array}{r} 37 \\ -\ 19 \\ \hline \end{array}$$

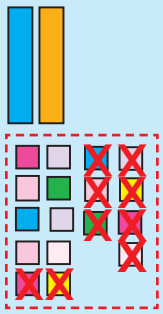
Step 1:
Regroup.

tens	ones
~~3~~ 2	~~7~~ 17
− 1	9



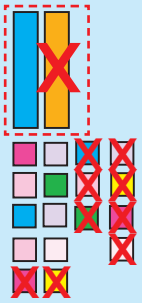
Step 2:
Subtract the ones.

tens	ones
~~3~~ 2	~~7~~ 17
− 1	9
	8



Step 3:
Subtract the tens.

tens	ones
~~3~~ 2	~~7~~ 17
− 1	9
1	8



Examples:

tens	ones
~~1~~ 0	~~2~~ 12
−	9
	3

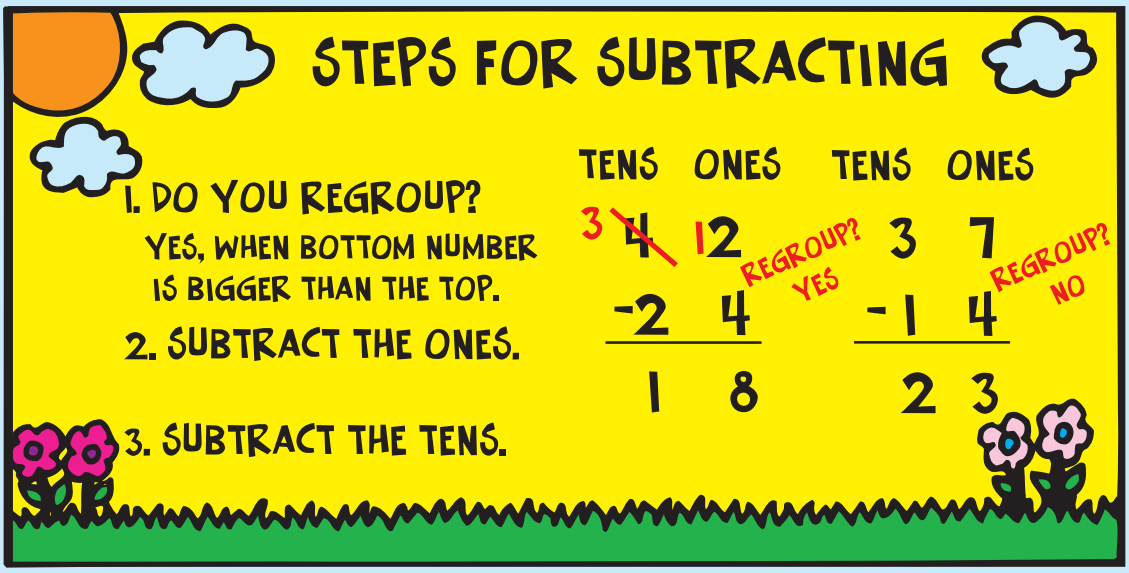
tens	ones
~~3~~ 2	~~4~~ 14
− 1	6
1	8

tens	ones
~~4~~ 3	~~5~~ 15
− 2	9
1	6

$$\begin{array}{r} 28 \\ -\ 19 \\ \hline \end{array} \qquad \begin{array}{r} 46 \\ -\ 18 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 30 \\ -\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 52 \\ -\ 25 \\ \hline \end{array} \qquad \begin{array}{r} 47 \\ -\ 35 \\ \hline \end{array}$$

Two-Digit Subtraction: Regrouping

Directions: Study the steps for subtracting. Solve the problems using the steps.



tens	ones
4	7
– 2	8

tens	ones
6	4
– 3	4

tens	ones
5	3
– 3	9

56	83	43	75	91
– 27	– 47	– 39	– 53	– 18
73	35	67	26	68
– 66	– 14	– 58	– 7	– 45

Review

Directions: Add or subtract. Use regrouping when needed. Always do the ones first and the tens last.

tens	ones		tens	ones		tens	ones		tens	ones
9	3		3	0		6	5		7	1
− 2	5		+ 2	7		+ 1	7		− 3	6
7	6		8	2		5	6		2	5
− 2	8		+ 1	9		− 2	8		− 1	6
4	3		5	3		2	4		4	8
− 1	4		− 1	5		+ 5	7		+ 2	8

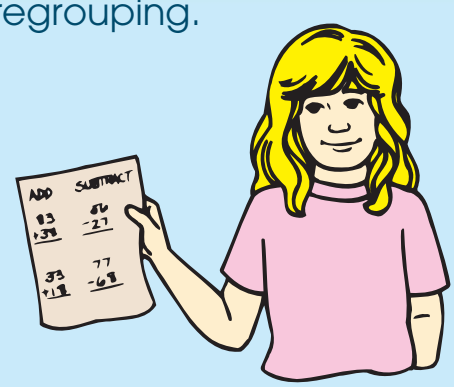
33	52	46	97
+ 47	+ 29	− 37	− 68

Two-Digit Addition and Subtraction

Directions: Add or subtract using regrouping.

Example:

	tens	ones
	2	15
	~~3~~	5
−	2	7
		8



56 − 27	40 − 16	35 + 27	42 − 14
56 − 17	44 + 28	68 − 49	73 − 24
53 − 38	97 − 48	33 + 18	49 + 32

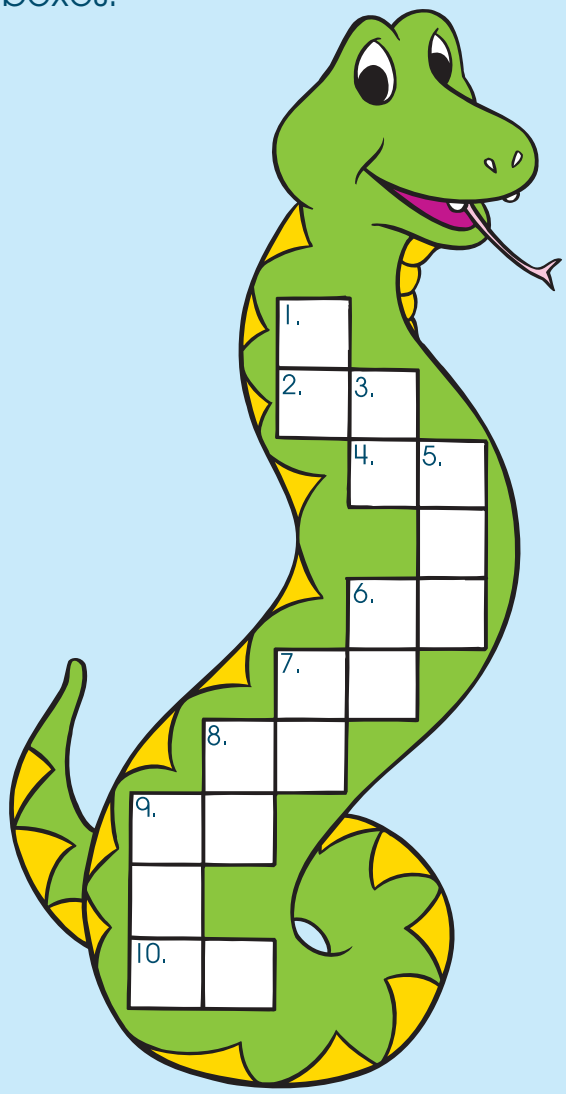
Two-Digit Addition and Subtraction

Directions: Add or subtract using regrouping.

23 + 48	84 − 56	69 + 29	41 − 17
52 − 28	73 + 18	84 − 27	57 − 39
33 − 15	64 + 17	37 + 58	36 − 19
65 − 28	48 − 30	33 + 18	25 + 35

Two-Digit Addition and Subtraction

Directions: Use the clues to subtract or add. Write your answers in the boxes.



Down:

1. 9 + 9 = _____
3. 18 + 26 = _____
5. 81 + 40 = _____
6. 21 – 2 = _____
7. 44 – 9 = _____
8. 39 + 37 = _____
9. 55 + 50 = _____

Across:

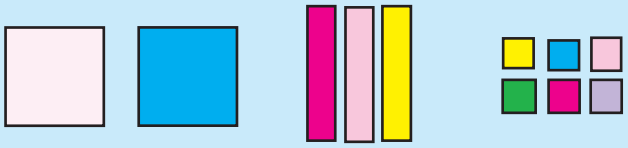
2. 52 + 32 = _____
4. 45 – 4 = _____
6. 58 – 47 = _____
7. 14 + 25 = _____
8. 25 + 50 = _____
9. 49 – 33 = _____
10. 71 – 12 = _____

Place Value: Hundreds

The place value of a digit or numeral is shown by where it is in the number. For example, in the number **123**, **1** has the place value of **hundreds**, **2** is **tens**, and **3** is **ones**.

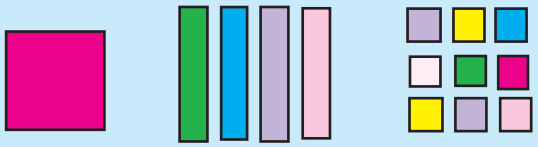
Directions: Study the examples. Then, write the missing numbers in the blanks.

Examples:



2 hundreds + 3 tens + 6 ones =

hundreds	tens	ones	
2	3	6	= 236



1 hundred + 4 tens + 9 ones =

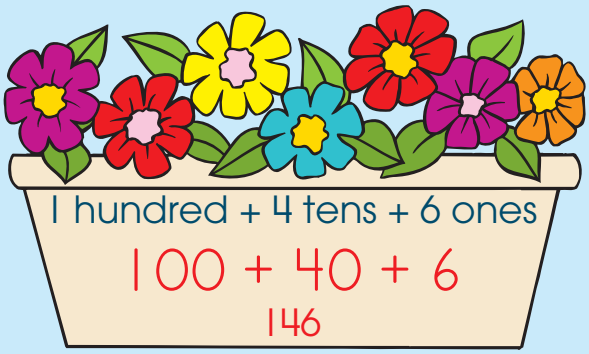
hundreds	tens	ones	
1	4	9	= 149

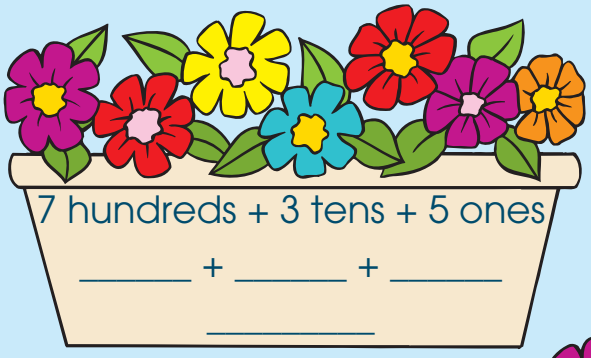
	hundreds	tens	ones	total
3 hundreds + 4 tens + 8 ones =	3	4	8	= _____
__ hundreds + __ tens + __ ones =	2	1	7	= _____
__ hundreds + __ tens + __ ones =	6	3	5	= _____
__ hundreds + __ tens + __ ones =	2	9	4	= _____
__ hundreds + 5 tens + 6 ones =	4	___	___	= _____
3 hundreds + 1 tens + 3 ones =	___	___	___	= _____
3 hundreds + __ tens + 7 ones =	___	5	___	= _____
6 hundreds + 2 tens + __ ones =	___	___	8	= _____

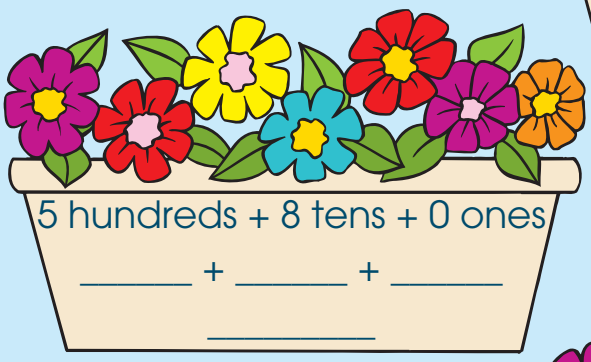
Place Value: Hundreds

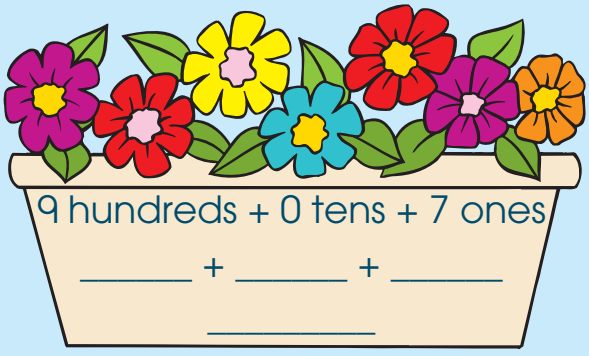
Directions: Write the numbers for hundreds, tens, and ones. Then, add.

Example:







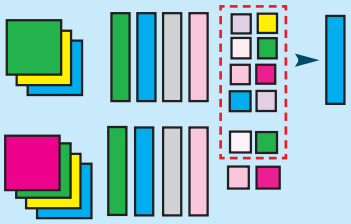


Three-Digit Addition: Regrouping

Directions: Study the examples. Follow the steps to add.

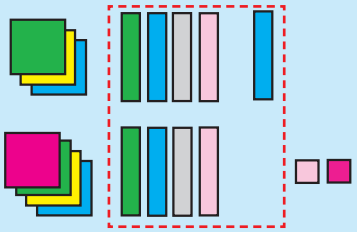
Examples:

Step 1:
Add the ones.



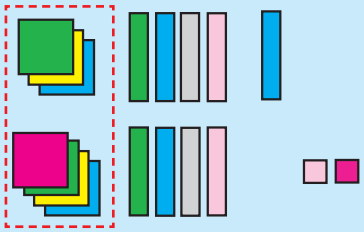
Do you regroup? Yes

Step 2:
Add the tens.



Do you regroup? No

Step 3:
Add the hundreds



hundreds	tens	ones
	1	
3	4	8
+ 4	4	4
		2

hundreds	tens	ones
	1	
3	4	8
+ 4	4	4
	9	2

hundreds	tens	ones
	1	
3	4	8
+ 4	4	4
7	9	2

hundreds	tens	ones
	1	
2	1	4
+ 2	3	8
4	5	2

hundreds	tens	ones
	1	
3	6	8
+ 2	1	3
	8	1

hundreds	tens	ones
	1	
1	1	9
+ 5	6	5
		4

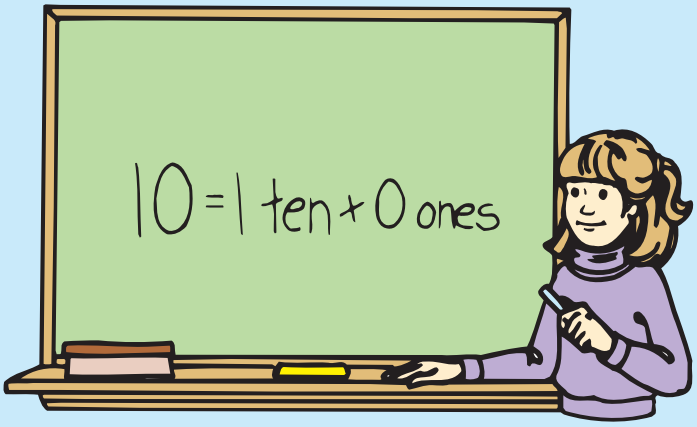
418	471	334	659	736	426
+ 323	+ 319	+ 528	+ 127	+ 145	+ 165

Three-Digit Addition: Regrouping

Directions: Study the example. Follow the steps to add. Regroup when needed.

Step 1: Add the ones.
Step 2: Add the tens.
Step 3: Add the hundreds.

hundreds	tens	ones
1	1	
3	4	8
+ 4	5	4
8	0	2



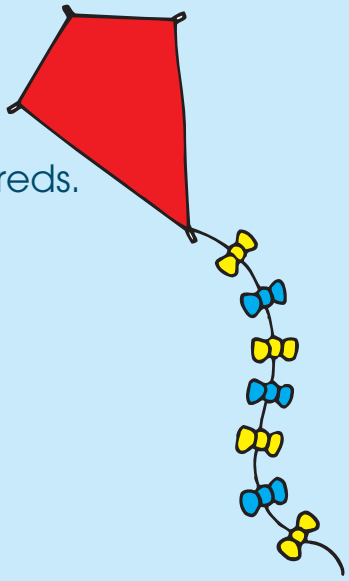
348 + 214	172 + 418	575 + 329	623 + 268	369 + 533	733 + 229

411 + 299	423 + 169	639 + 177	624 + 368	272 + 469	393 + 418

Three-Digit Subtraction: Regrouping

Directions: Study the example. Follow the steps to subtract.

Step 1: Regroup the ones.
Step 2: Subtract the ones.
Step 3: Subtract the tens.
Step 4: Subtract the hundreds.



423	562
− 114	− 349

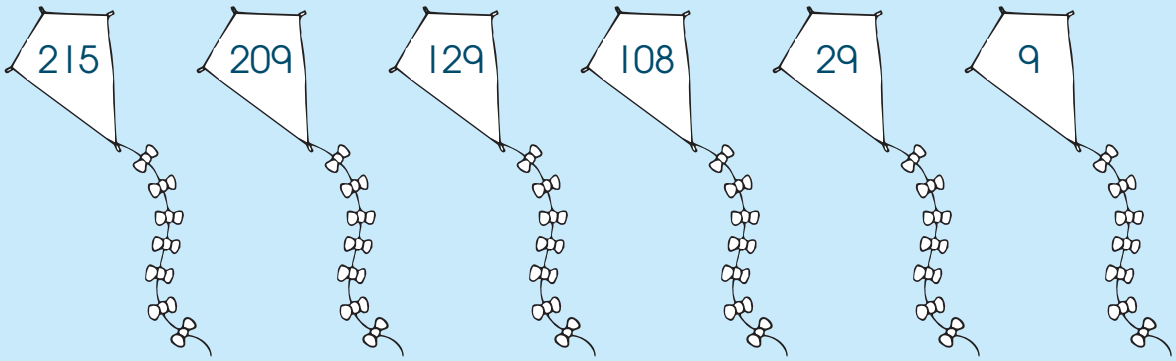
Example:

hundreds	tens	ones
	5	12
4	~~6~~	~~2~~
− 2	5	3
2	0	9

478	651
− 239	− 333

Directions: Draw a line to the correct answer. Color the kites.

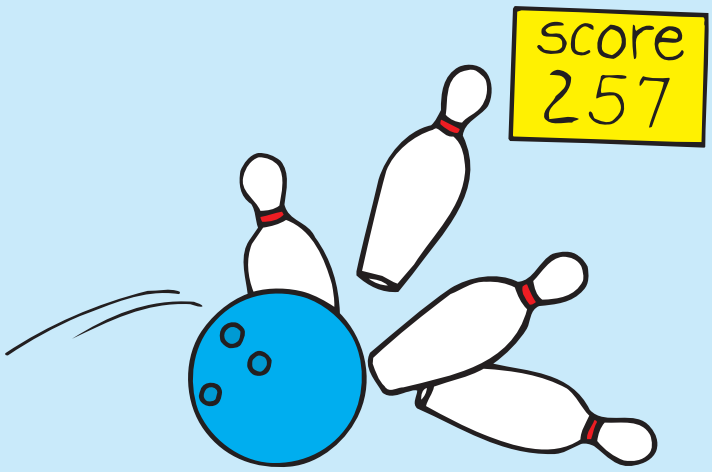
347	144	963	762	287	427
− 218	− 135	− 748	− 553	− 179	− 398



Three-Digit Subtraction: Regrouping

Directions: Subtract. Circle the **7**s that appear in the **tens place**. The first one is done for you.

$$\begin{array}{r} 492 \\ -\ 221 \\ \hline 271 \end{array} \qquad \begin{array}{r} 184 \\ -\ 129 \\ \hline \end{array}$$



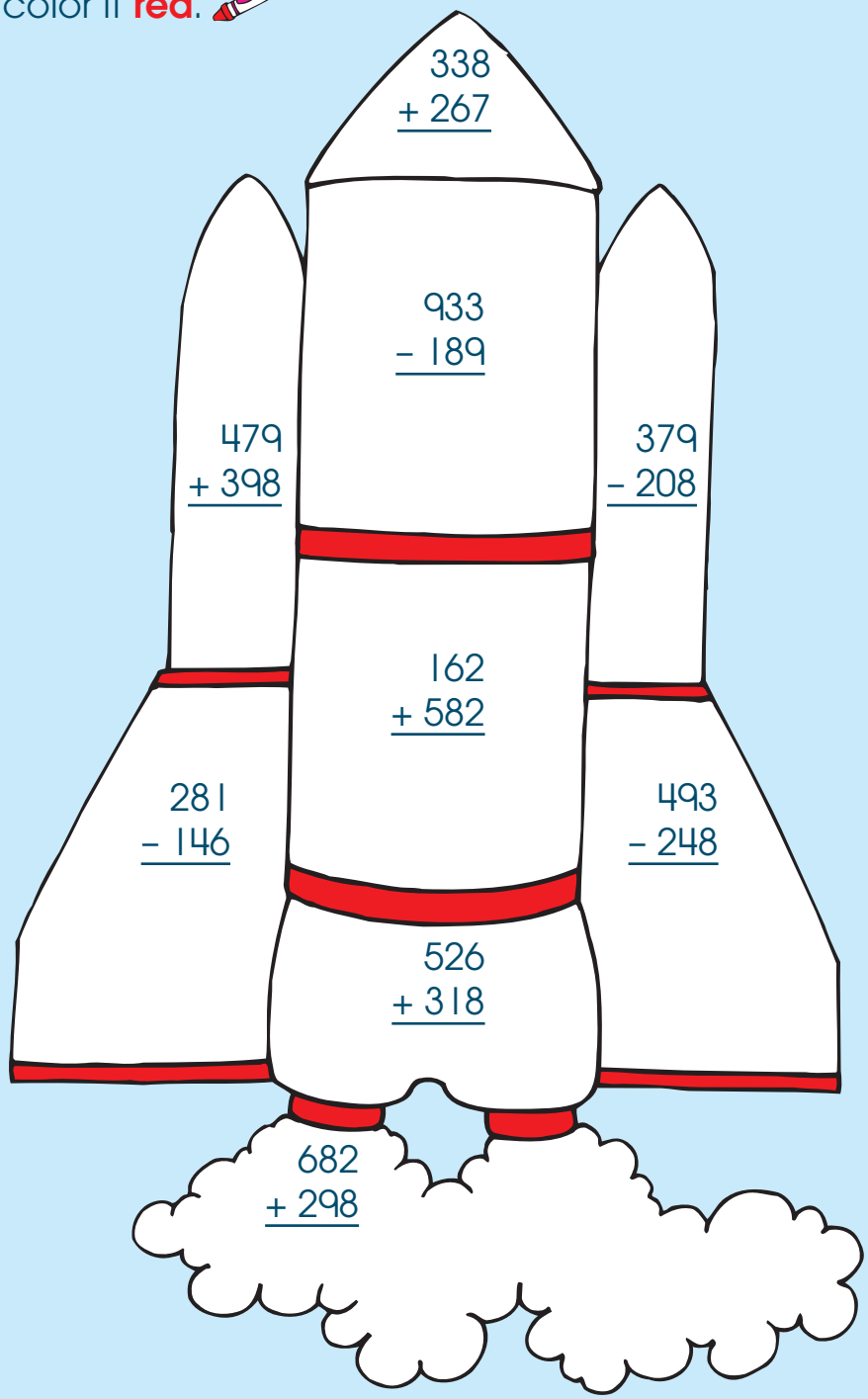
$$\begin{array}{r} 358 \\ -\ 238 \\ \hline \end{array} \qquad \begin{array}{r} 765 \\ -\ 326 \\ \hline \end{array} \qquad \begin{array}{r} 584 \\ -\ 435 \\ \hline \end{array} \qquad \begin{array}{r} 693 \\ -\ 314 \\ \hline \end{array} \qquad \begin{array}{r} 921 \\ -\ 362 \\ \hline \end{array}$$

$$\begin{array}{r} 128 \\ -\ 109 \\ \hline \end{array} \qquad \begin{array}{r} 744 \\ -\ 674 \\ \hline \end{array} \qquad \begin{array}{r} 835 \\ -\ 217 \\ \hline \end{array} \qquad \begin{array}{r} 248 \\ -\ 199 \\ \hline \end{array} \qquad \begin{array}{r} 635 \\ -\ 428 \\ \hline \end{array}$$

Review

Directions: Add or subtract. Use the code to color the rocket.

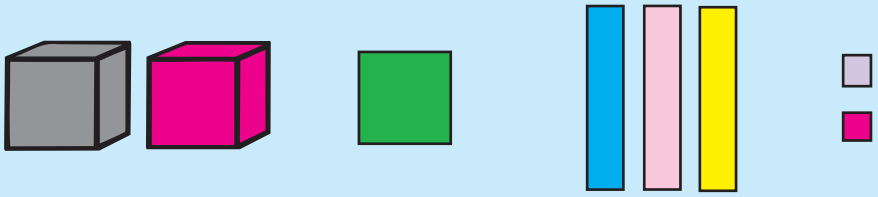
If the answer has:
9 hundreds, color it **gray**.
7 tens, color it **blue**.
5 ones, color it **orange**.
4 ones, color it **red**.



Place Value: Thousands

Directions: Study the example. Write the missing numbers.

Example:



1,000 1,000 | 100 | 10 10 10 | 1 1

2 thousands + 1 hundred + 3 tens + 2 ones = 2,132

5,286 = ____ thousands + ____ hundreds + ____ tens + ____ ones

1,831 = ____ thousands + ____ hundreds + ____ tens + ____ ones

8,972 = ____ thousands + ____ hundreds + ____ tens + ____ ones

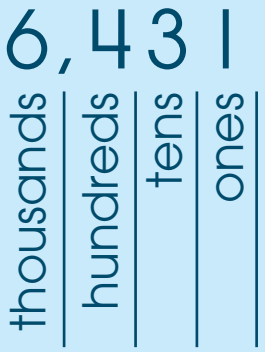
4,528 = ____ thousands + ____ hundreds + ____ tens + ____ ones

3,177 = ____ thousands + ____ hundreds + ____ tens + ____ ones

Directions: Draw a line to the number that has:

8 hundreds	7,103
5 ones	2,862
9 tens	5,996
7 thousands	1,485

Place Value: Thousands



Directions: Tell which number is in each place.

★ **Thousands** place:

2,456	4,621	3,456
_____	_____	_____

★ **Tens** place:

4,286	1,234	5,678
_____	_____	_____

★ **Hundreds** place:

6,321	3,210	7,871
_____	_____	_____

★ **Ones** place:

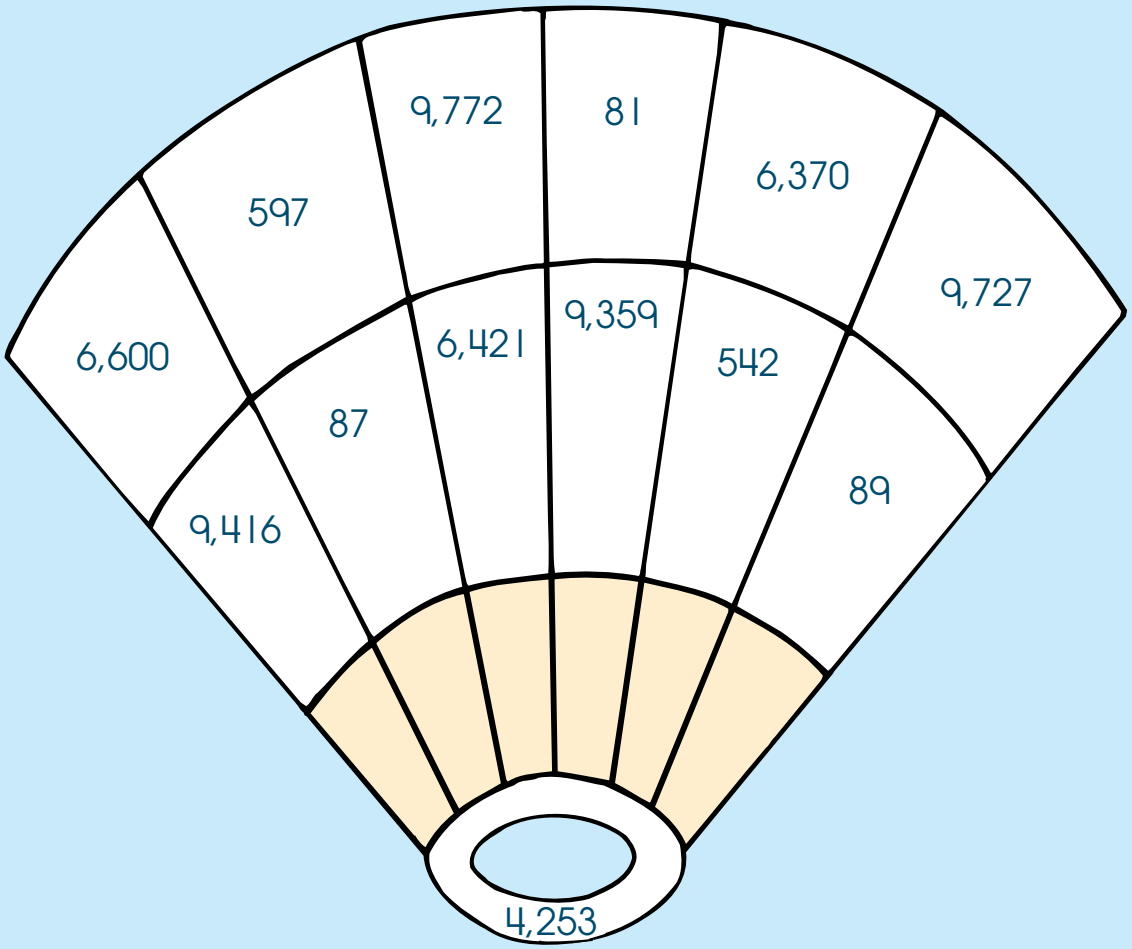
5,432	6,531	9,980
_____	_____	_____

Place Value: Thousands

Directions: Use the code to color the fan.

If the number has:

9 thousands, color it **pink**.
6 thousands, color it **green**.
5 hundreds, color it **orange**.
8 tens, color it **red**.
3 ones, color it **blue**.



Multiplication

Multiplication is a short way to find the sum of adding the same number a certain amount of times. For example, **4 x 7 = 28** instead of **7 + 7 + 7 + 7 = 28**.

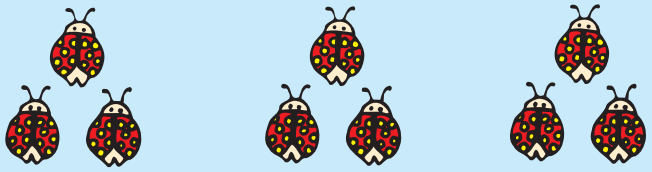
Directions: Study the example. Solve the problems.

Example:

3 + 3 + 3 = 9

3 threes = 9

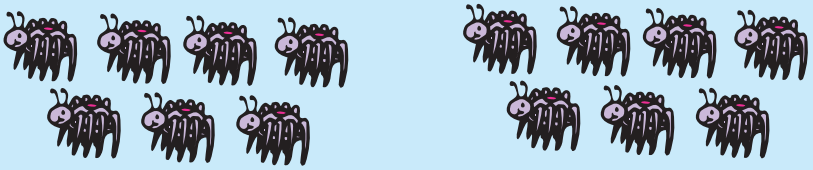
3 x 3 = 9



7 + 7 = ____

2 sevens = ____

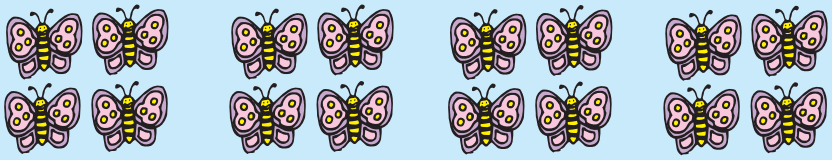
2 x 7 = ____



4 + 4 + 4 + 4 = ____

4 fours = ____

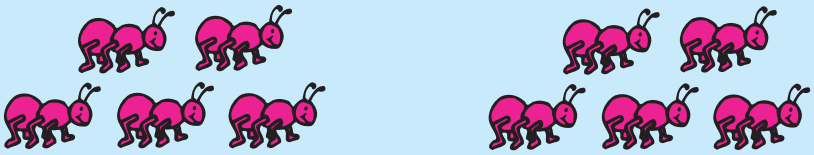
4 x ____ = ____



5 + 5 = ____

2 fives = ____

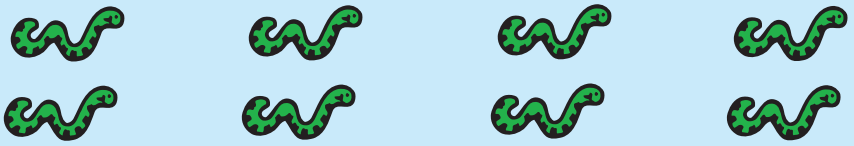
2 x ____ = ____



2 + 2 + 2 + 2 = ____

4 twos = ____

4 x ____ = ____

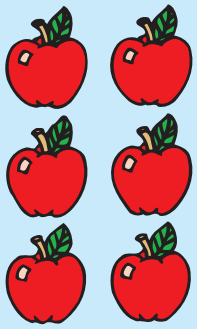


Multiplication

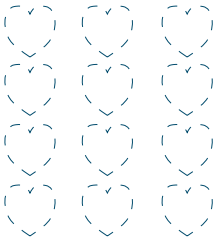
Multiplication is repeated addition.

Directions: Draw a picture for each problem. Then, write the missing numbers.

Example:
Draw 2 groups of three apples.



3 + 3 = 6
or 2 x 3 = 6

Draw 3 groups of four hearts.  4 + 4 + 4 = _____ or 3 x _____ = _____	Draw 2 groups of five boxes. 5 + _____ = _____ or 2 x _____ = _____
Draw 6 groups of two circles. 2 + ____ + ____ + ____+ ____ + ____ = ____ or 6 x ____ = ____	
Draw 7 groups of three triangles. 3 + ____ + ____ + ____+ ____ + ____ + ____ = ____ or ____ x ____ = ____	

Multiplication

Directions: Study the example. Draw the groups and write the total.

Example: 3 x 2
2 + 2 + 2 = 6

3 x 4

_____ + _____ + _____ = _____

2 x 5

_____ + _____ = _____

5 x 3

_____ + _____ + _____ + _____+ _____ = _____

Multiplication

Directions: Solve the problems.

9 + 9 = 18

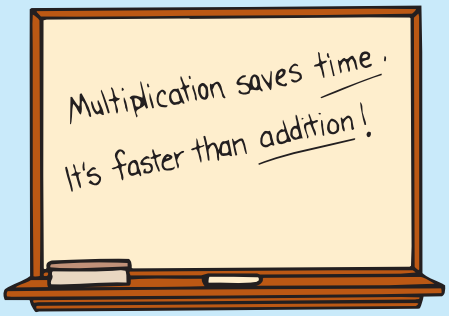
7 + 7 = _____

2 nines = _____

2 sevens = _____

2 x 9 = _____

2 x 7 = _____



4 + 4 + 4 + 4 = _____

4 fours = _____

_____ x 4 = _____

8 + 8 + 8 + 8 + 8 = _____

_____ eights = _____

_____ x 8 = _____

5 + 5 + 5 = _____

_____ fives = _____

_____ x 5 = _____

9 + 9 = _____

_____ nines = _____

_____ x 9 = _____

6 + 6 + 6 = _____

_____ sixes = _____

_____ x 6 = _____

3 + 3 = _____

_____ threes = _____

_____ x 3 = _____

7 + 7 + 7 + 7 = _____

_____ seven = _____

_____ x 7 = _____

2 + 2 = _____

_____ twos = _____

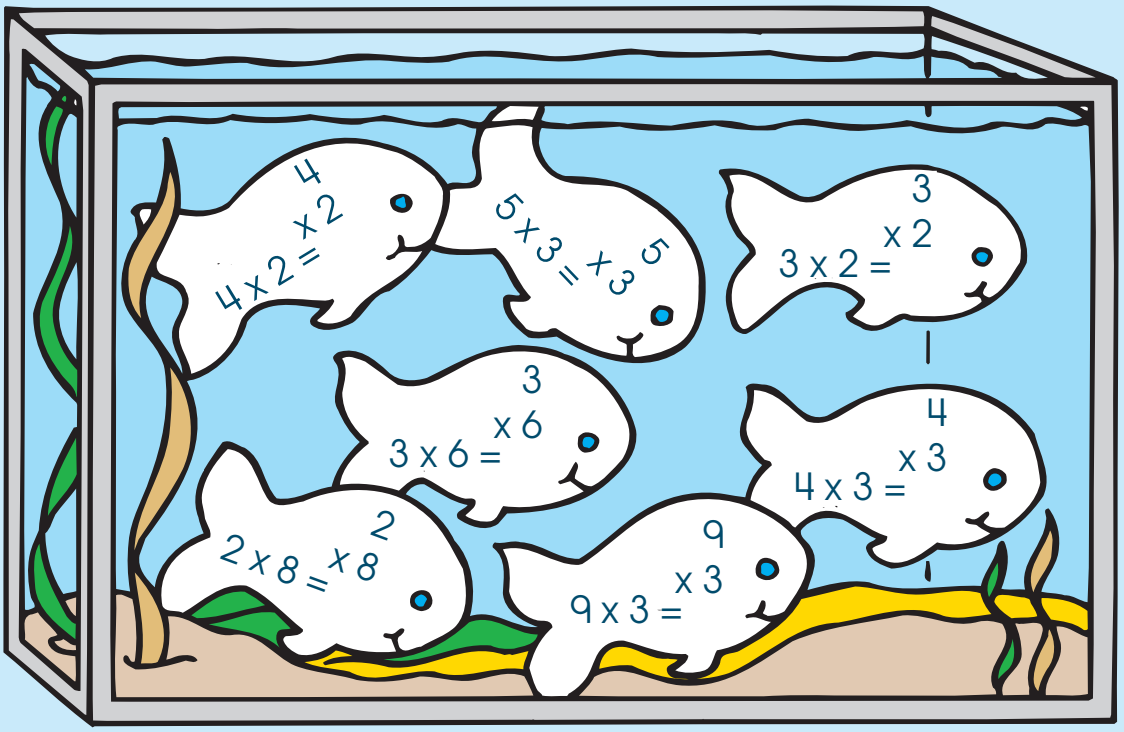
_____ x 2 = _____

Multiplication

Directions: Use the code to color the fish.

If the answer is:

6, color it **red**.
8, color it **yellow**.
12, color it **orange**.
15, color it **green**.
16, color it **blue**.
18, color it **purple**.
27, color it **brown**.

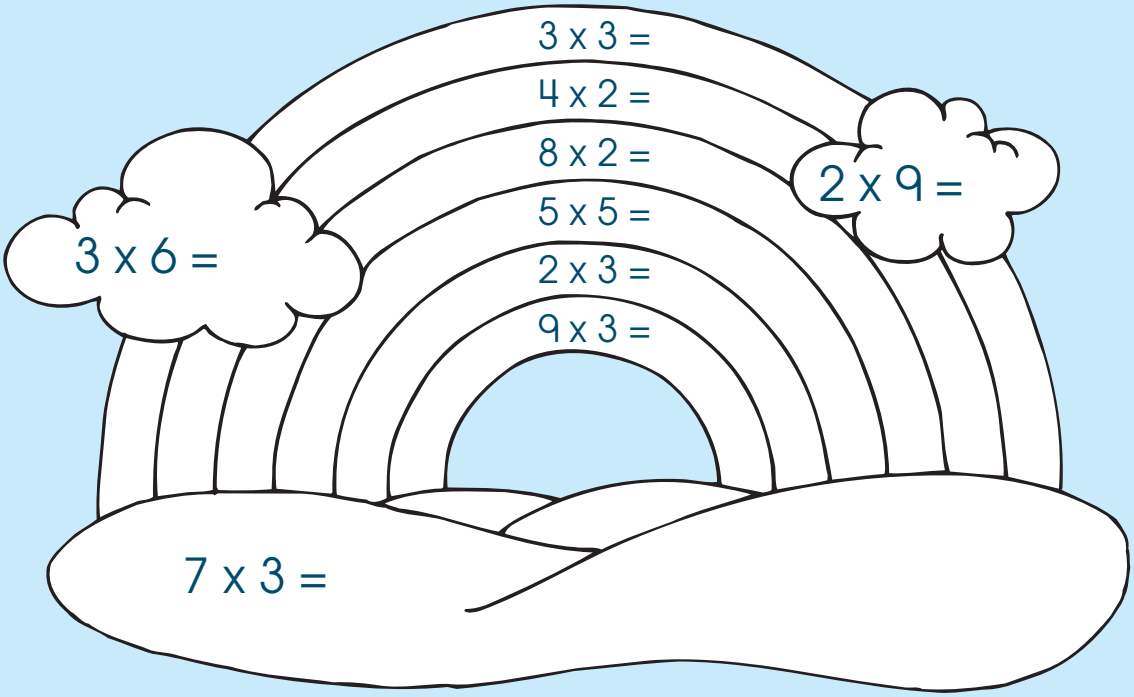


Multiplication

Directions: Use the code to color the rainbow.

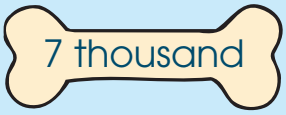
If the answer is:

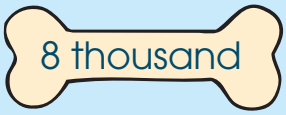
6, color it **green**.
8, color it **purple**.
9, color it **red**.
16, color it **pink**.
18, color it **white**.
21, color it **brown**.
25, color it **orange**.
27, color it **blue**.

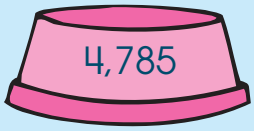


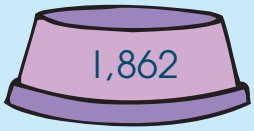
Review

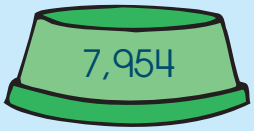
Directions: Draw a line to the number that has:



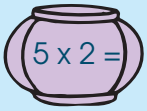


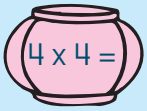


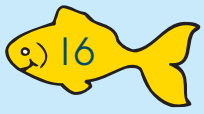


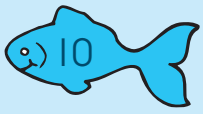


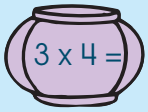
Directions: Draw a line from the problem to its answer.

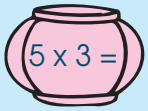


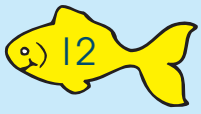


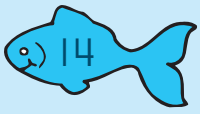












Fractions: Half, Third, Fourth

A **fraction** is a number that names part of a whole, such as $\frac{1}{2}$ or $\frac{1}{3}$.

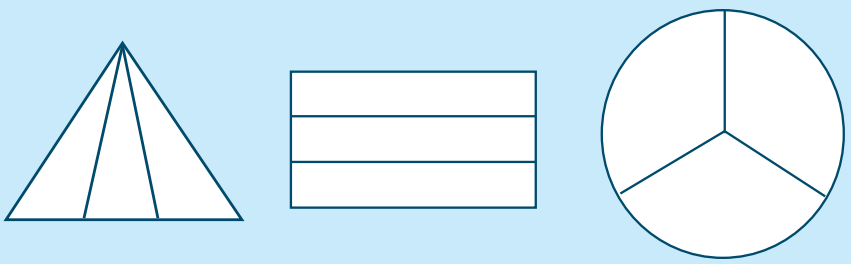
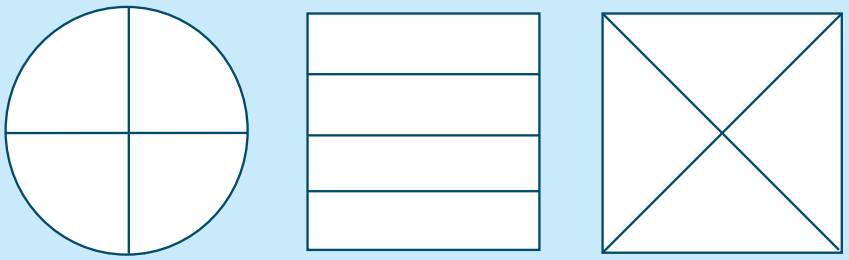
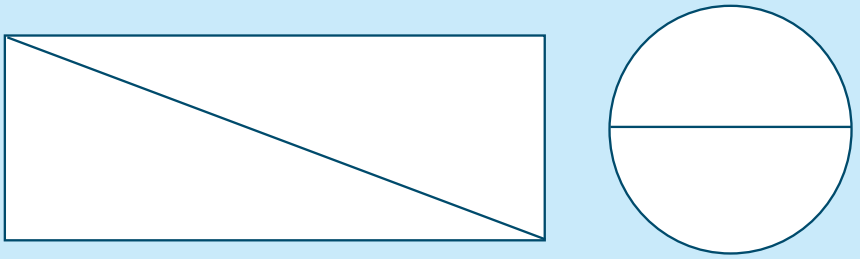
Directions: Study the examples. Color the correct fraction of each shape.

Examples:

shaded part 1
equal parts 2
$\frac{1}{2}$ (one-half) shaded

shaded part 1
equal parts 3
$\frac{1}{3}$ (one-third) shaded

shaded part 1
equal parts 4
$\frac{1}{4}$ (one-fourth) shaded

Color: $\frac{1}{3}$ **red**	
Color: $\frac{1}{4}$ **blue**	
Color: $\frac{1}{2}$ **orange**	

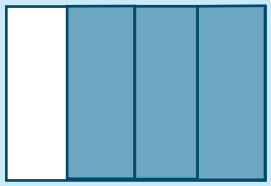
Fractions: Half, Third, Fourth

Directions: Study the examples. Circle the fraction that shows the shaded part. Then, circle the fraction that shows the white part.

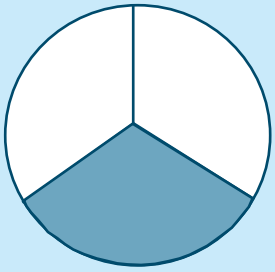
Examples:

shaded $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ **white** $\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{4}$

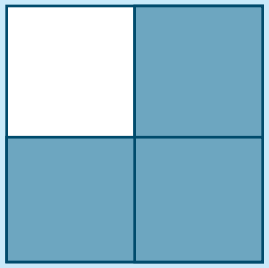
shaded $\frac{1}{2}$ $\frac{2}{3}$ $\frac{3}{4}$ **white** $\frac{2}{3}$ $\frac{1}{2}$ $\frac{1}{3}$



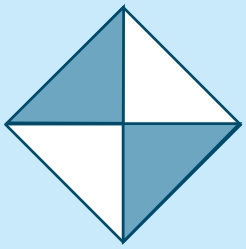
shaded $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ **white** $\frac{1}{4}$ $\frac{2}{3}$ $\frac{1}{2}$



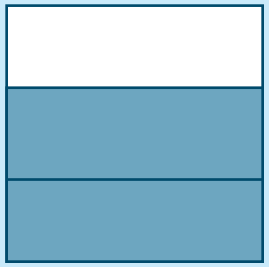
shaded $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ **white** $\frac{2}{4}$ $\frac{2}{3}$ $\frac{2}{2}$



shaded $\frac{3}{4}$ $\frac{1}{3}$ $\frac{3}{2}$ **white** $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$



shaded $\frac{2}{3}$ $\frac{2}{4}$ $\frac{2}{2}$ **white** $\frac{1}{3}$ $\frac{2}{4}$ $\frac{2}{2}$

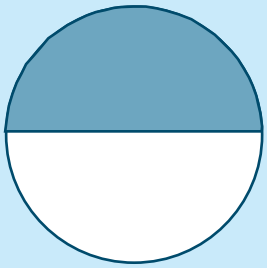


shaded $\frac{2}{4}$ $\frac{2}{3}$ $\frac{2}{2}$ **white** $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$

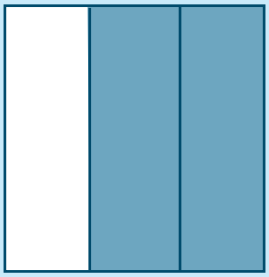
Fractions: Half, Third, Fourth

Directions: Draw a line from the fraction to the correct shape.

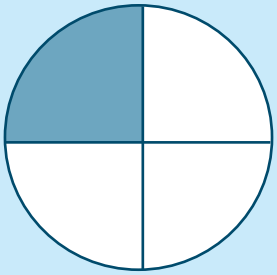
$\frac{1}{4}$ shaded



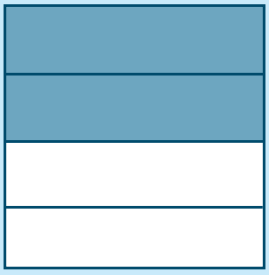
$\frac{2}{4}$ shaded



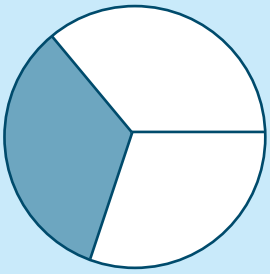
$\frac{1}{2}$ shaded



$\frac{1}{3}$ shaded



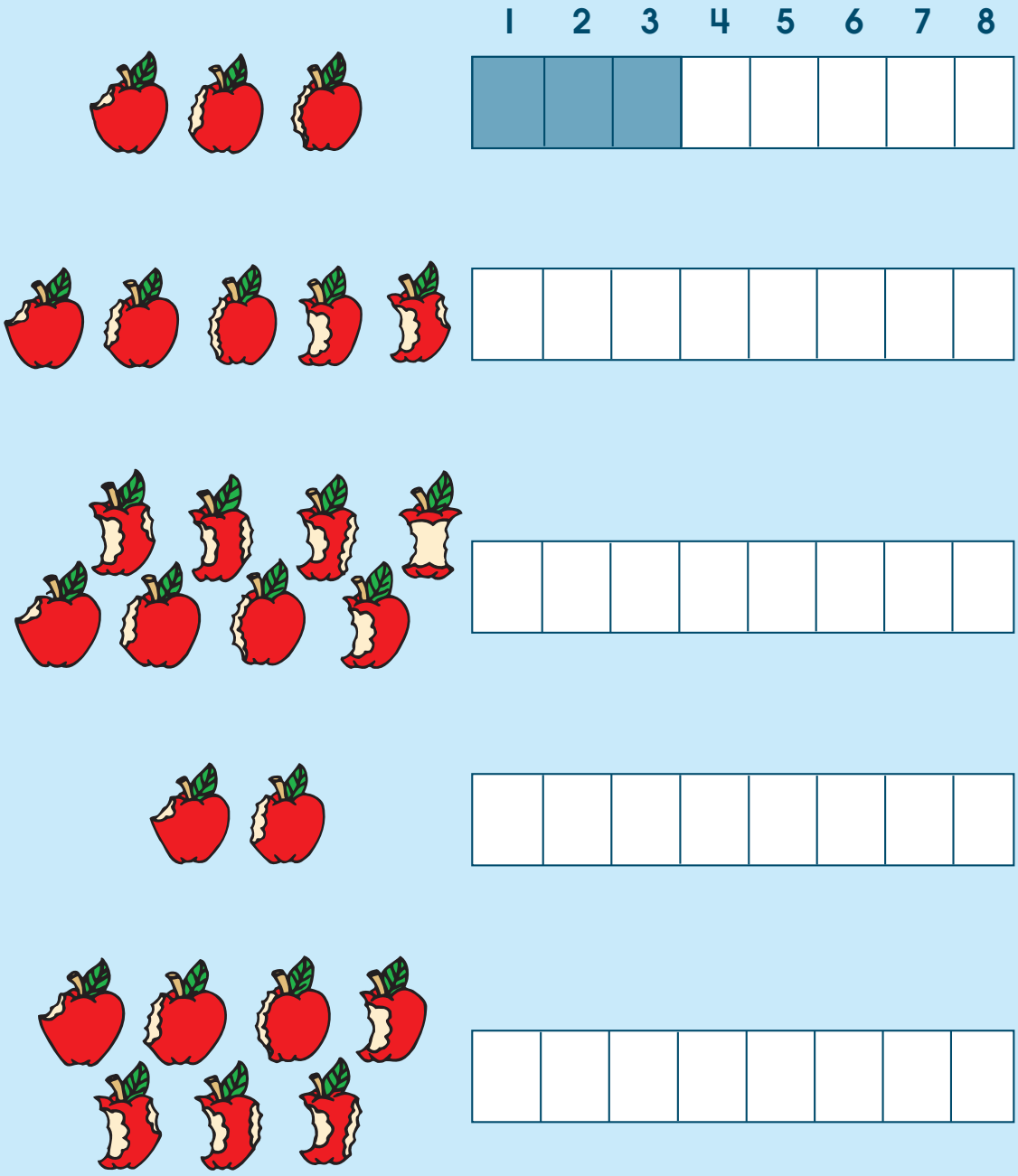
$\frac{2}{3}$ shaded



Graphs

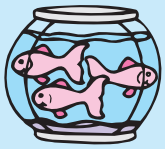
A **graph** is a drawing that shows information about numbers.

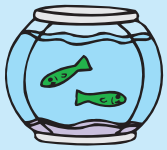
Directions: Count the apples in each row. Color the boxes to show how many apples have bites taken out of them. The first one is done for you.

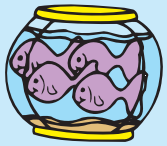


Graphs

Directions: Count the fish. Color the bowls to make a graph that shows the number of fish.



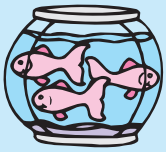


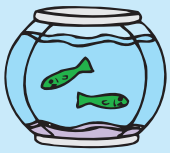


1	2	3	4	5	6	7	8
○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○

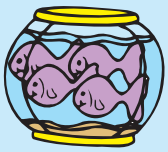
Directions: Use your fishbowl graphs to find the answers to the following questions. Draw a line to the correct bowl.

The most fish



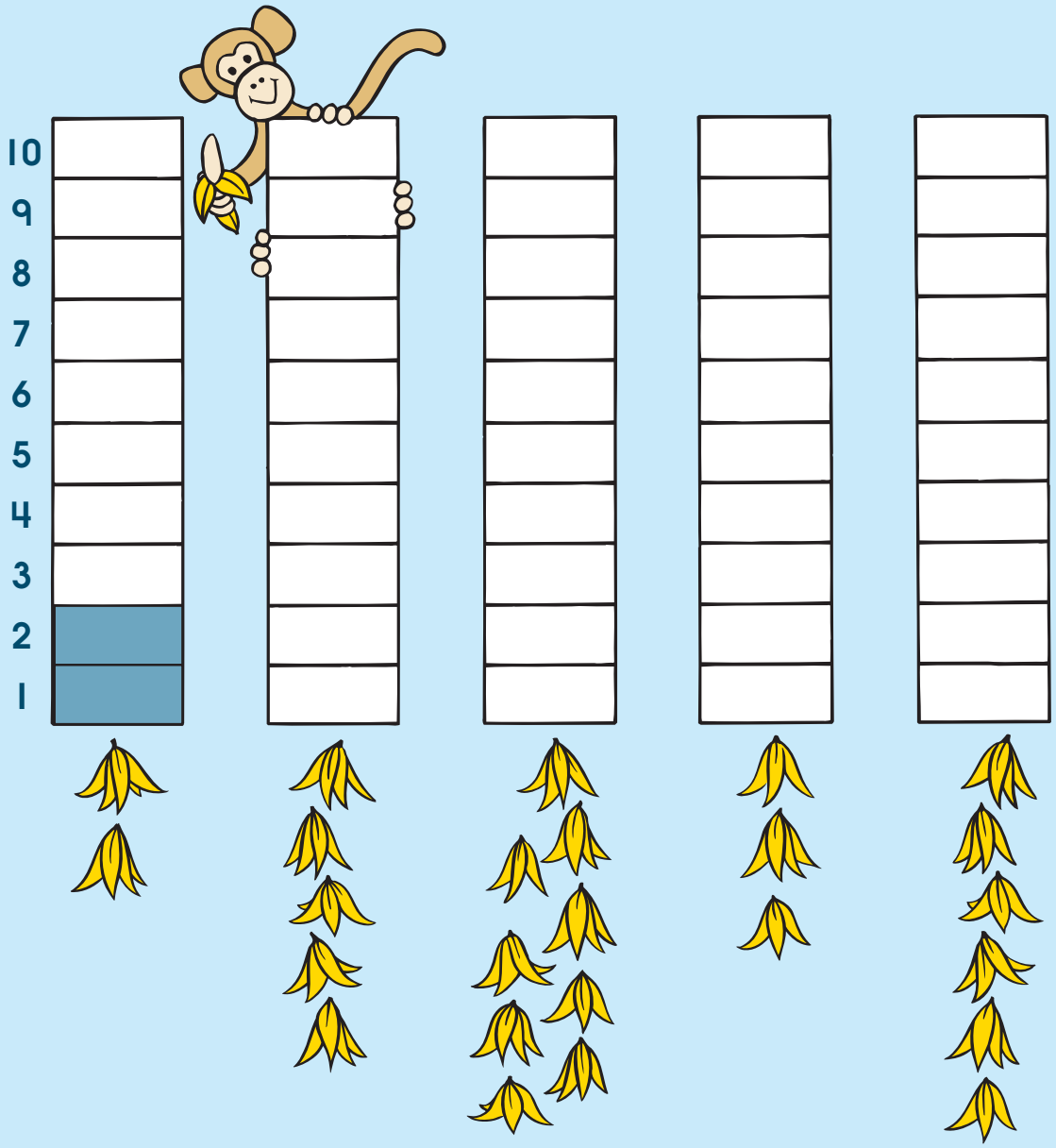


The fewest fish



Graphs

Directions: Count the bananas in each row. Color the boxes to show how many have been eaten by the monkeys. The first one is done for you.

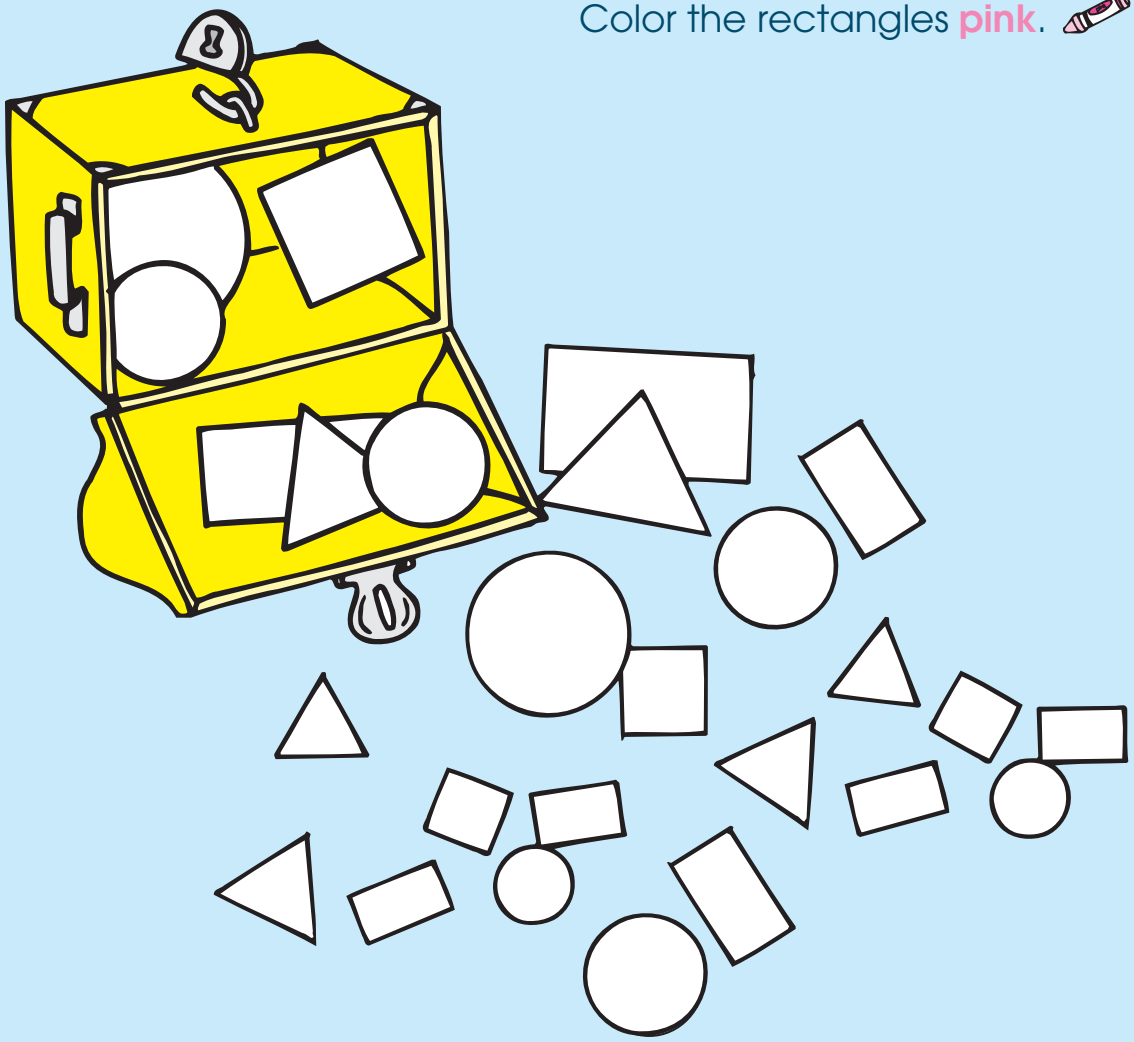


Geometry

Geometry is mathematics that has to do with lines and shapes.

Directions: Follow the instructions to color the shapes.

Color the triangles **blue**.
Color the circles **red**.
Color the squares **green**.
Color the rectangles **pink**.

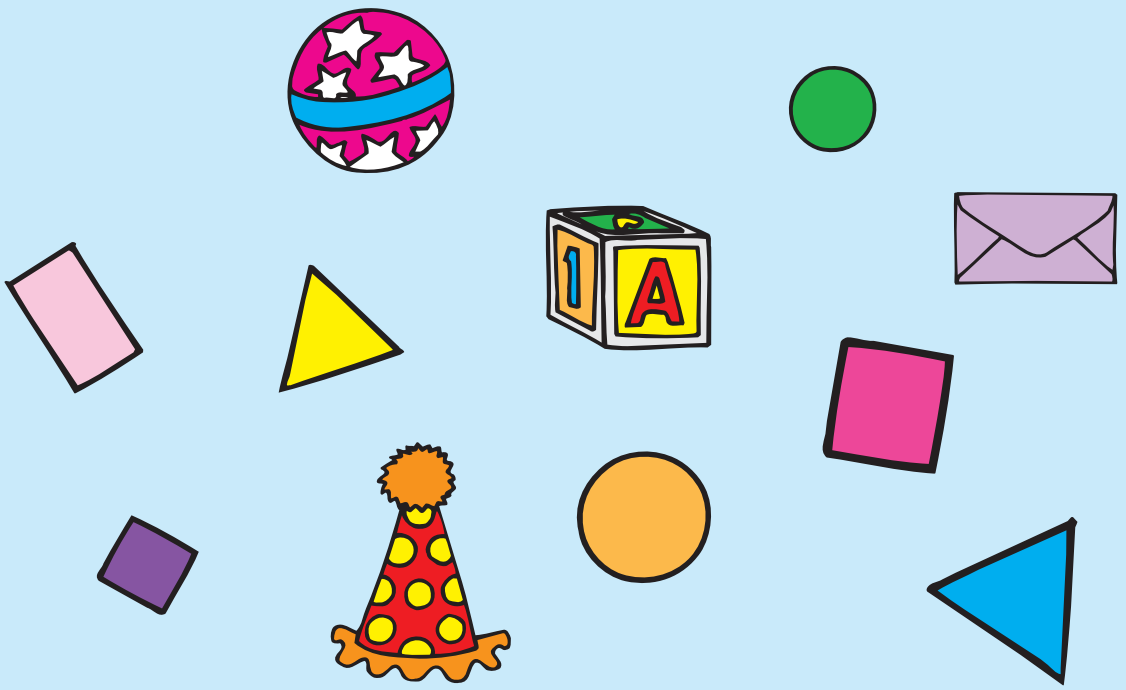


Geometry

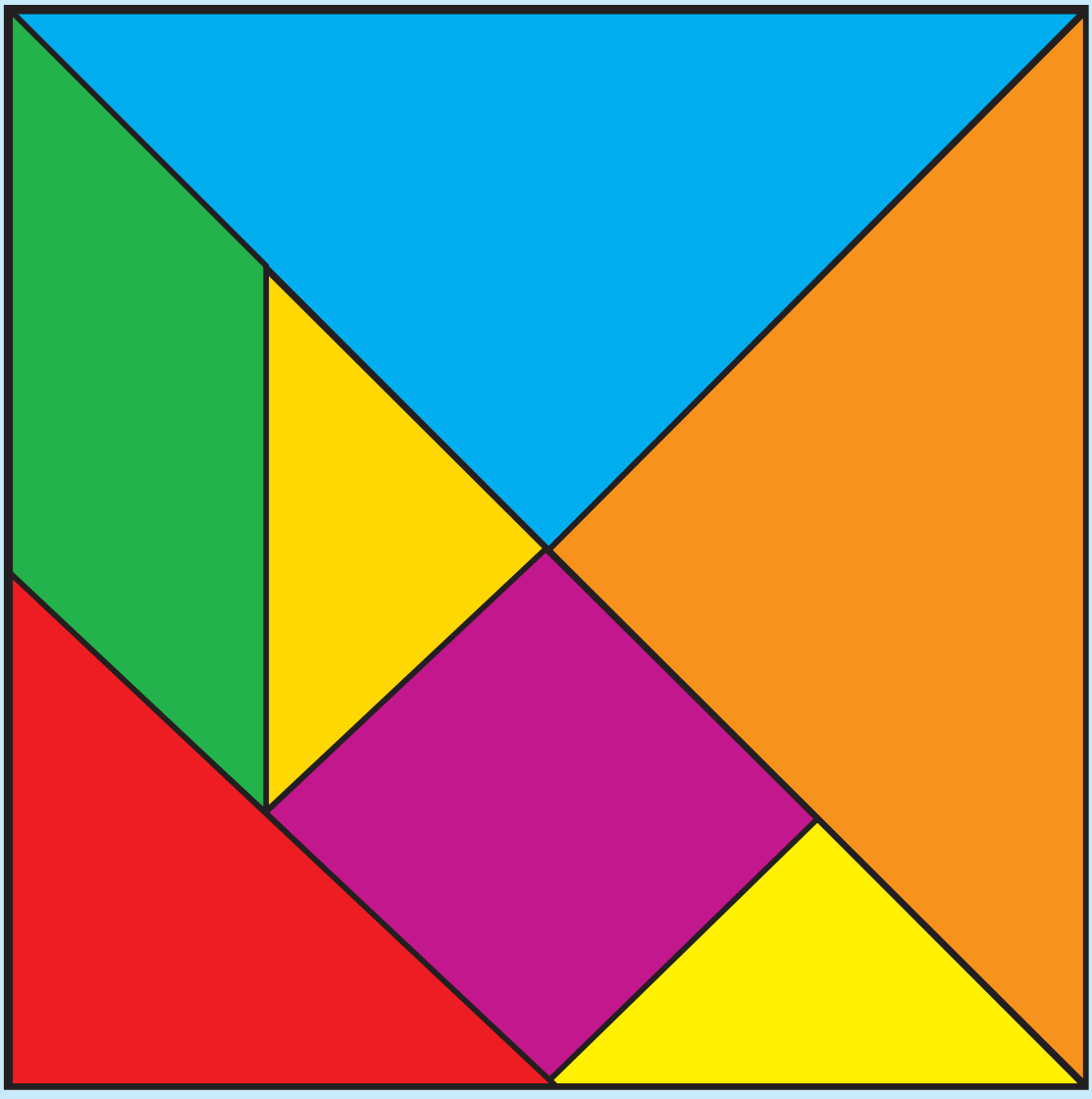
Directions: Draw a line from the word to the shape.

Use a **red** line for circles.
Use a **blue** line for squares.
Use a **yellow** line for rectangles.
Use a **green** line for triangles.

Circle **Square** **Rectangle** **Triangle**



Directions: Cut out the tangram below. Mix up the pieces. Try to put it back together into a square.



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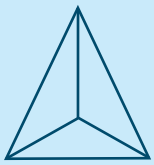
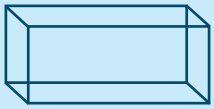
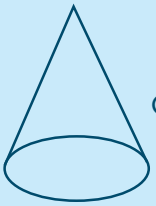
exercise on previous page.

Geometry

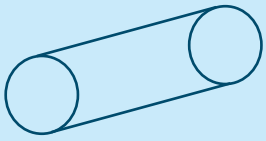
You have learned about shapes such as circles, squares, triangles, and rectangles. You will recognize these shapes in the three-dimensional figures shown below.

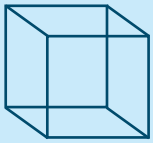

triangular prism


rectangular prism


cone


sphere


cylinder


cube

Directions: Draw a picture of an object you know that looks like each figure.

cube:

cone:

triangular prism:

cylinder:

rectangular prism:

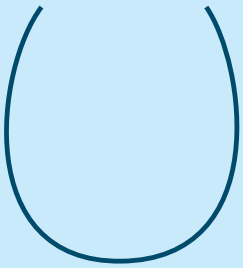
sphere:

Geometry

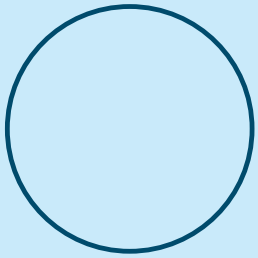
Closed figures are figures whose lines connect.

Open figures are figures whose lines do not connect.

Example:

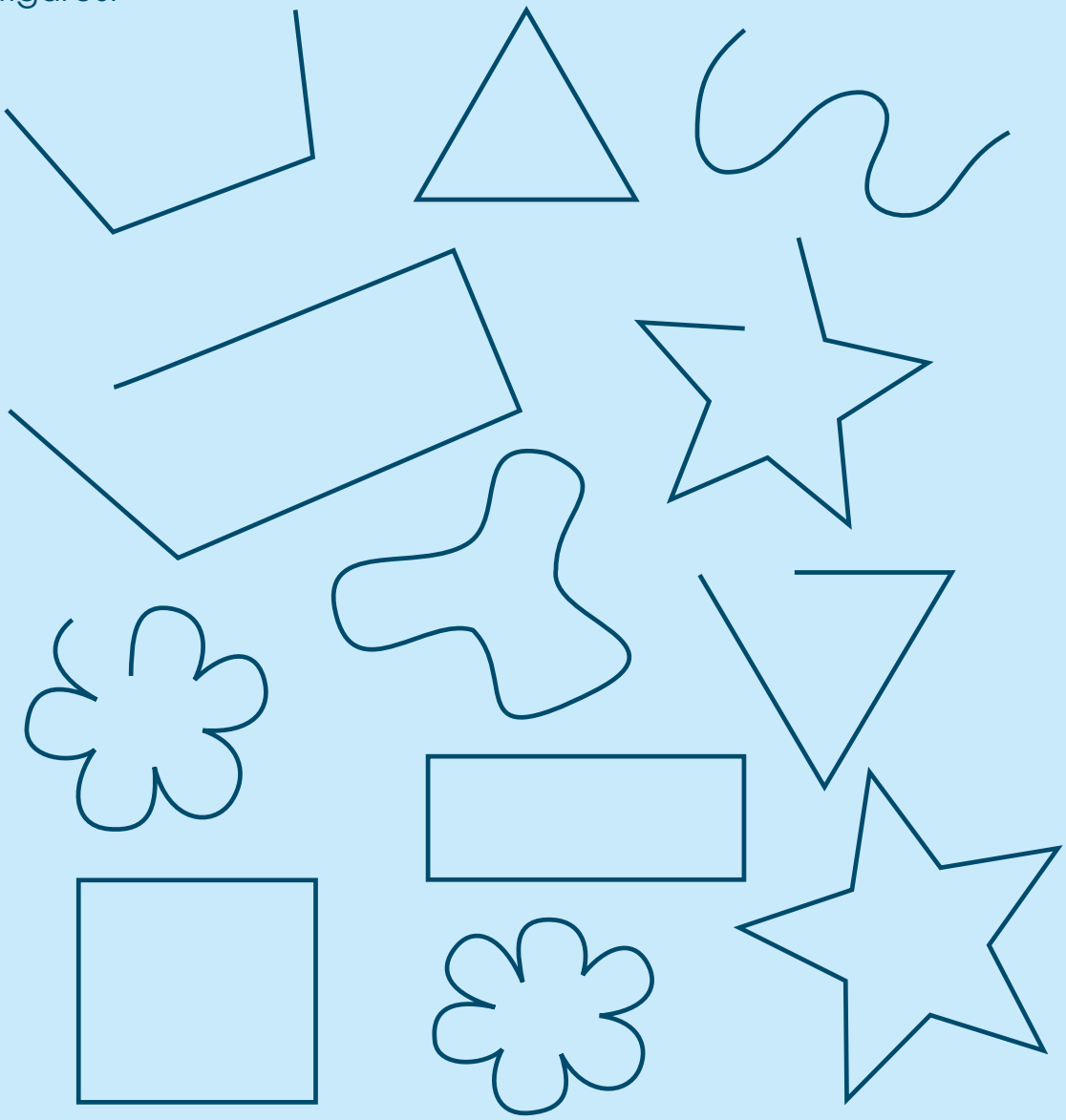


open



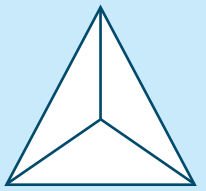
closed

Directions: Put an **X** on the open figures and circle the closed figures.

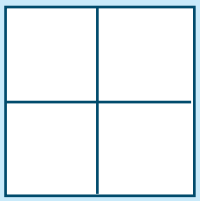


Review

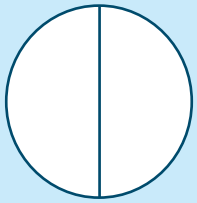
Directions: Color the correct fraction of each shape.



$\frac{1}{3}$



$\frac{2}{4}$



$\frac{2}{2}$

Directions: Complete the graphs below.

1	2	3	4	5	6	7	8

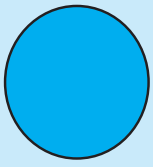
Directions: Draw a line from the word to the shape.

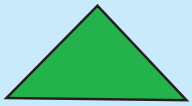
circle

square

triangle

rectangle





Math Word Find

Directions: Find the math words. Words will be across, and up and down.

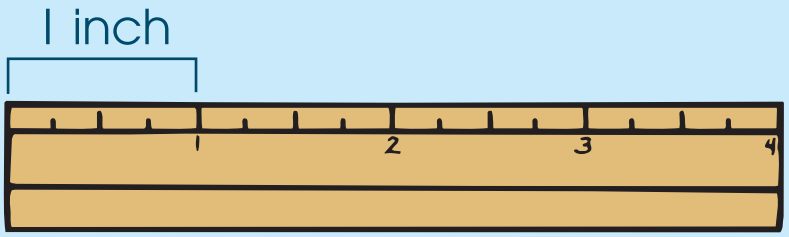
ordinal numbers	sum	multiplication	
subtraction	addition	fraction	
place value	regroup	graph	geometry

s	u	m	i	a	b	g	r	a	p	h
u	d	n	c	r	c	r	i	v	s	c
b	a	d	h	m	y	e	j	u	o	m
t	n	e	g	u	p	g	v	q	r	k
r	o	e	f	l	d	r	e	n	d	o
a	d	d	i	t	i	o	n	b	i	w
c	p	z	c	i	x	u	j	m	n	g
t	i	s	e	p	o	p	k	i	a	e
i	q	d	t	l	a	t	w	r	l	o
o	r	f	y	i	b	f	j	z	n	m
n	p	l	a	c	e	v	a	l	u	e
h	g	v	u	a	h	j	x	y	m	t
f	r	a	c	t	i	o	n	p	b	r
q	i	f	g	i	l	u	k	t	e	y
w	n	l	s	o	g	x	n	p	r	s
k	q	o	m	n	r	m	a	z	s	l

Measurement: Inches

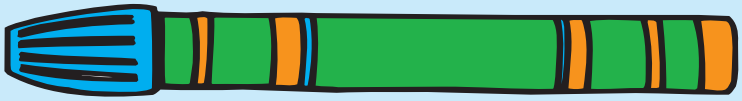
An **inch** is a unit of length in the standard measurement system.

Directions: Use a ruler to measure each object to the nearest inch.



about 1 inch

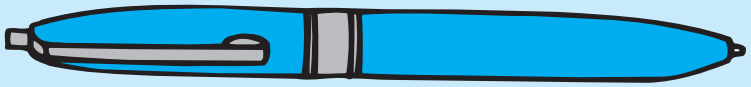
about _____ inch



about _____ inches

about _____ inches

about _____ inches

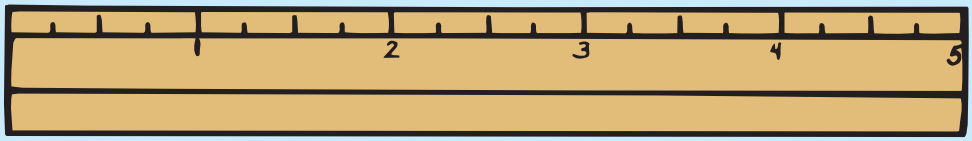


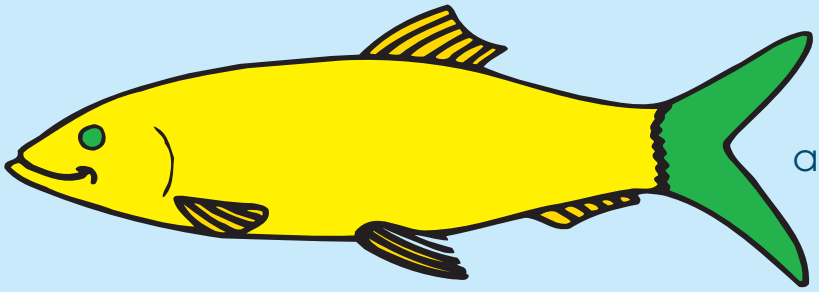
about _____ inches

about _____ inches

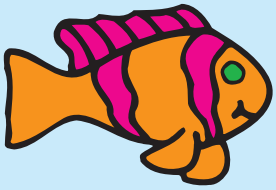
Measurement: Inches

Directions: Use the ruler to measure the fish to the nearest inch.

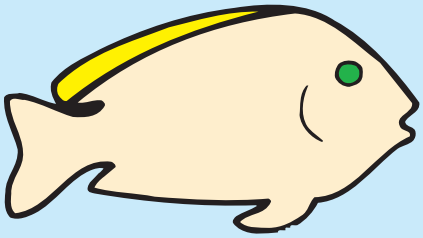




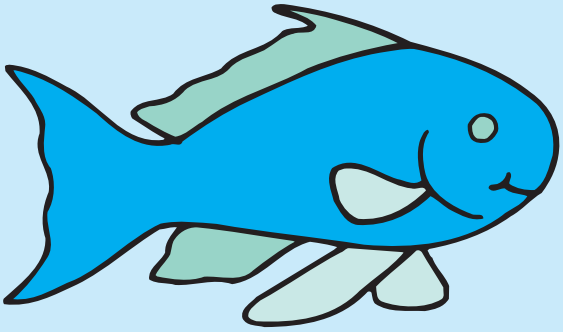
about _____ inches



about _____ inch

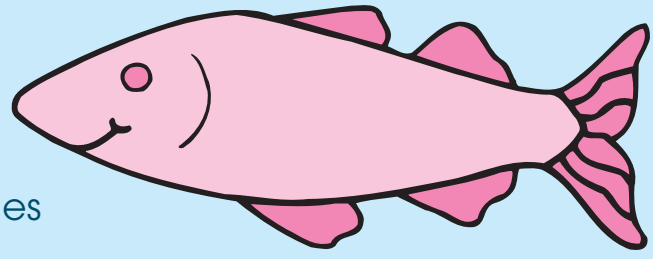


about _____ inches



about _____ inches

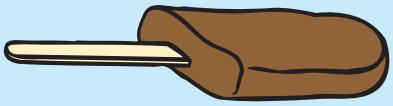
about _____ inch



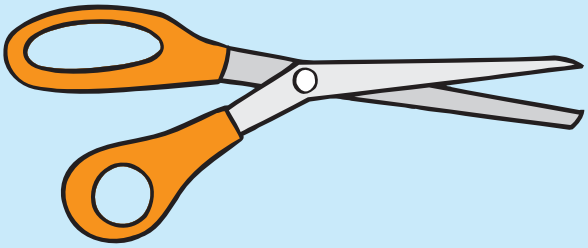
about _____ inches

Measurement: Inches

Directions: Cut out the ruler. Measure each object to the nearest inch.

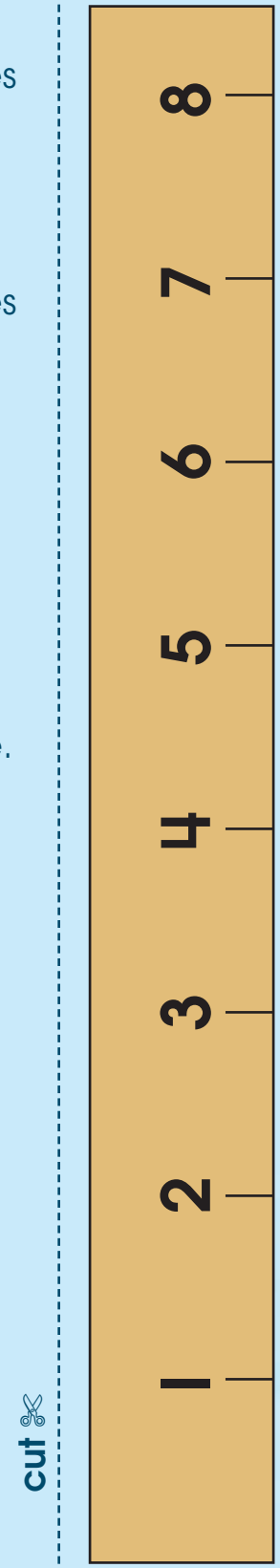


_____ inches



_____ inches

_____ inch



Directions: Measure objects around your house. Write the measurement to the nearest inch.

can of soup	_____ inches
pen	_____ inches
toothbrush	_____ inches
paper clip	_____ inches
small toy	_____ inches

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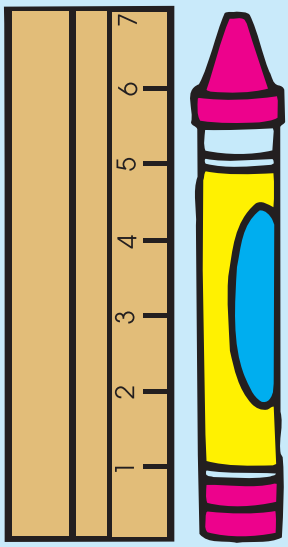
exercise on previous page.

Measurement: Centimeters

A **centimeter** is a unit of length in the metric system. There are 2.54 centimeters in an inch.

Directions: Use a centimeter ruler to measure the crayons to the nearest centimeter.

Example: The first crayon is about 7 centimeters long.



about 7 centimeters

about _____ centimeters

about _____ centimeters

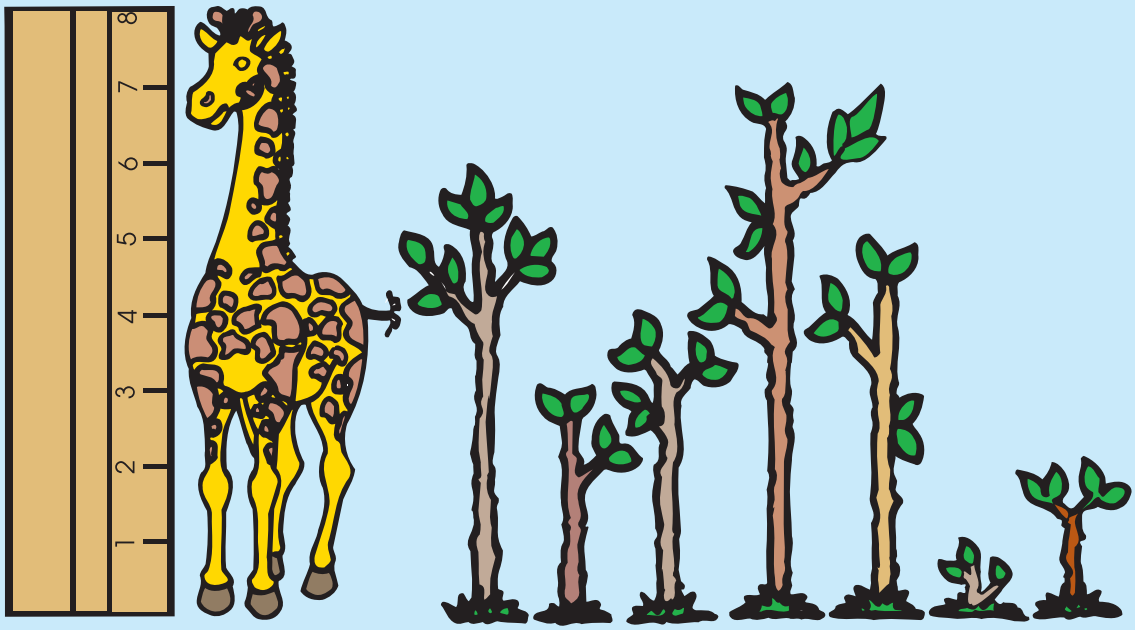
about _____ centimeters

about _____ centimeter

about _____ centimeters

Measurement: Centimeters

Directions: The giraffe is about 8 centimeters high. How many centimeters (cm) high are the trees? Write your answers in the blanks.

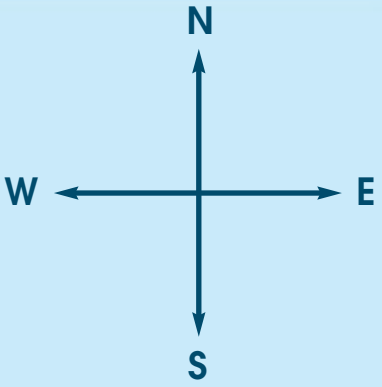


1)_____cm 2)_____cm 3)_____cm

4)_____cm 5)_____cm 6)_____cm 7)_____cm

Directions

We give people directions using the terms north, south, east, and west.



Directions: Follow the directions to help Patrick get to the park.

Go south to the church.

Go east to the pet store.

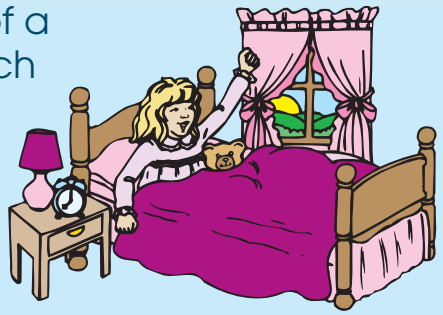
Go north to the bank.

Go east to the flower garden.

Go south to the park.

Time: Hour, Half-Hour

An hour is 60 minutes. The short hand of a clock tells the hour. It is written **0:00**, such as **5:00**. A half-hour is 30 minutes. When the long hand of the clock is pointing to the six, the time is on the half-hour. It is written **:30**, such as **5:30**.

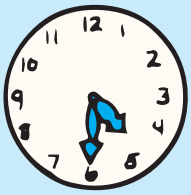


Directions: Study the examples. Tell what time it is on each clock.

Examples:

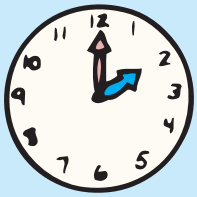
9:00

The minute hand is on the 12. The hour hand is on the 9. It is 9 o'clock.



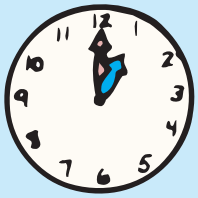
4:30

The minute hand is on the 6. The hour hand is between the 4 and 5. It is 4:30.

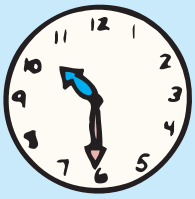


_____

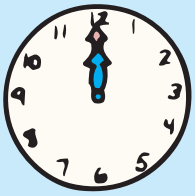
_____



_____



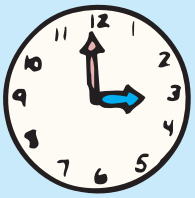
_____



_____

_____

_____



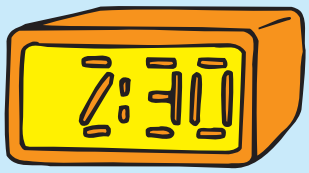
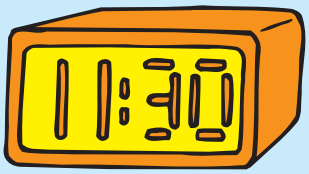
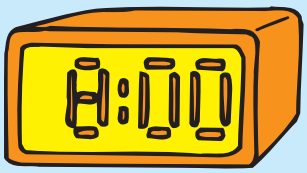
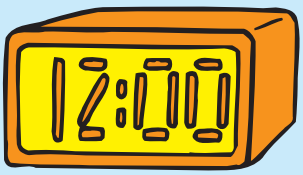
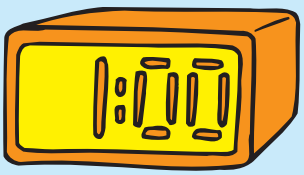
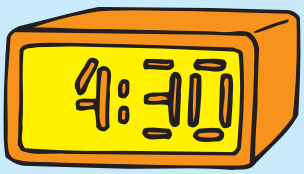
_____

Time: Hour, Half-Hour

Directions: Draw lines between the clocks that show the same time.



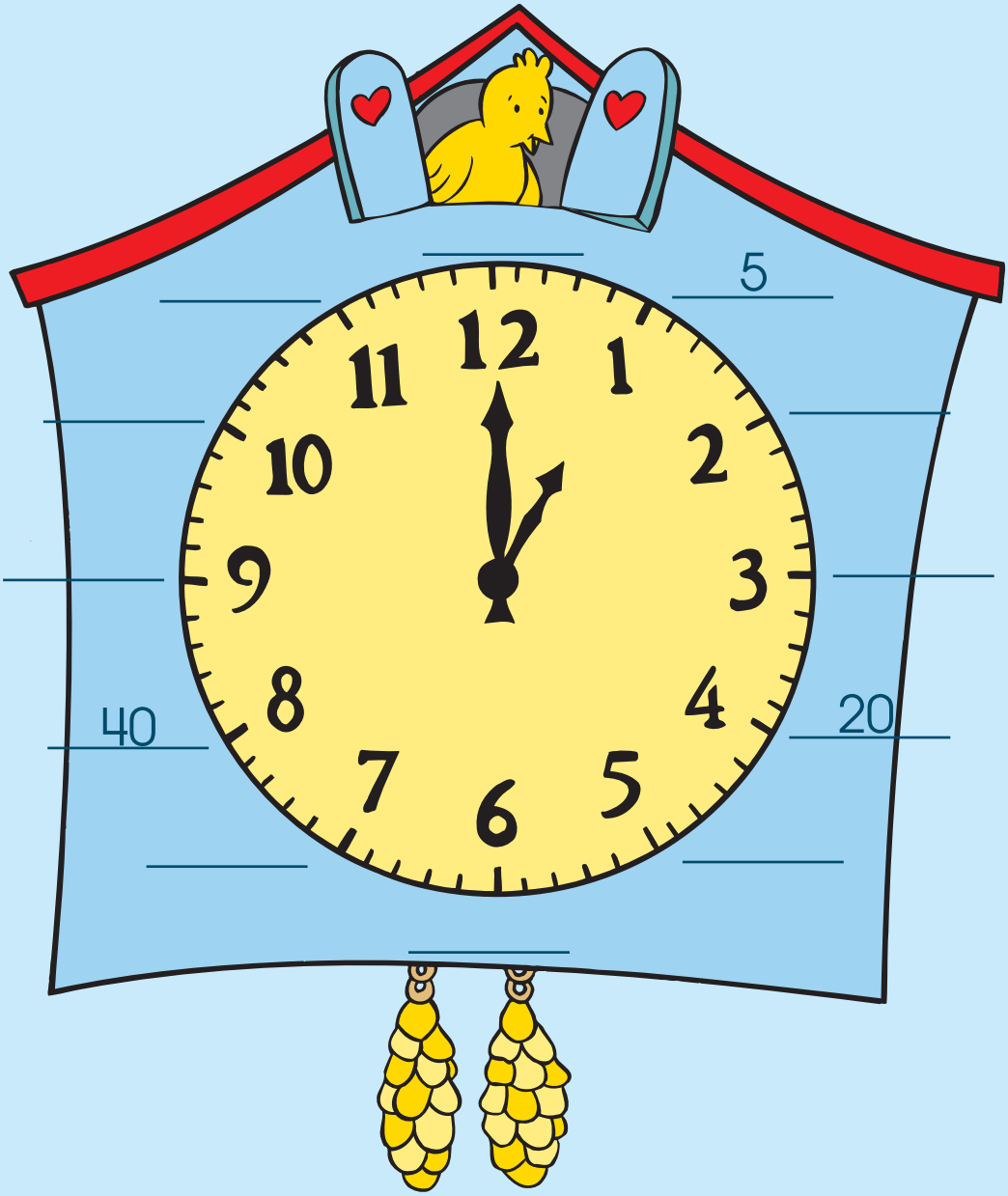


Time: Counting by Fives

It takes five minutes for the minute hand to move to each number on the clock face.

Directions: Count by fives. Write each number on the line to find out how many minutes are in one hour.



_____ minutes = 1 hour

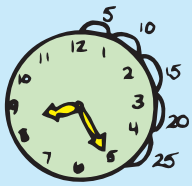
Time: Counting by Fives

The minute hand of a clock takes five minutes to move from one number to the next. Start at the 12 and count by fives to tell how many minutes it is past the hour.

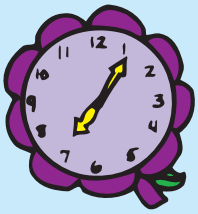
Directions: Study the examples. Tell what time is on each clock.

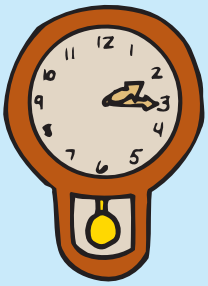
Examples:

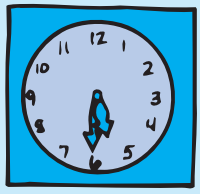
9:10

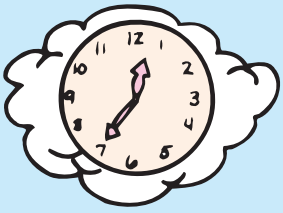


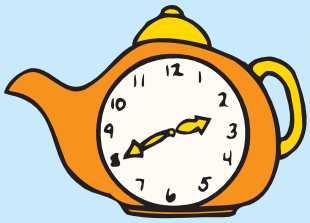
8:25









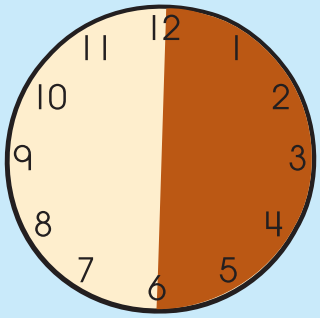


Time: Quarter-Hours

Time can also be shown as fractions. 30 minutes = $\frac{1}{2}$ hour.

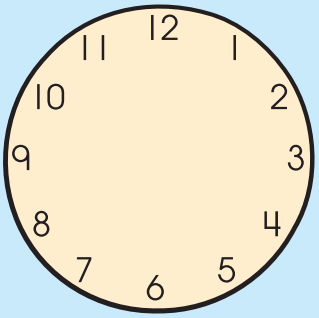
Directions: Shade the fraction of each clock and tell how many minutes you have shaded.

Example:



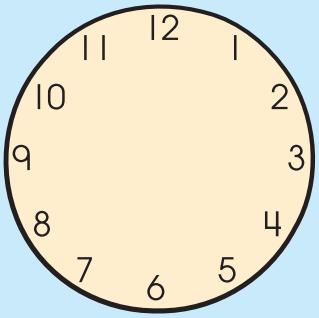
$\frac{1}{2}$ hour

30 minutes



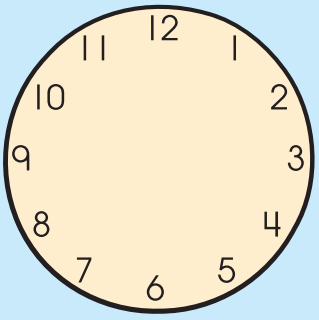
$\frac{1}{4}$ hour

_____ minutes



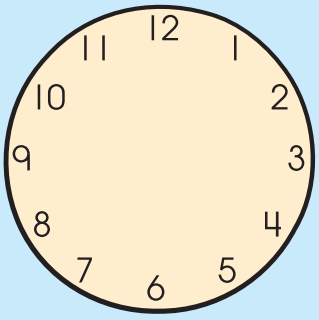
$\frac{2}{4}$ hour

_____ minutes



$\frac{3}{4}$ hour

_____ minutes

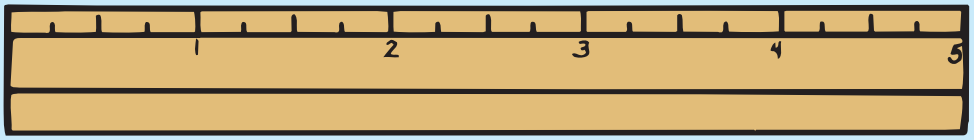


$\frac{1}{2}$ hour

_____ minutes

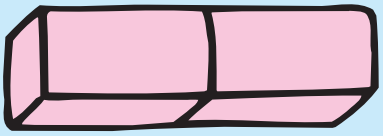
Review

Directions: Use the inch ruler to measure these objects.



_____inch

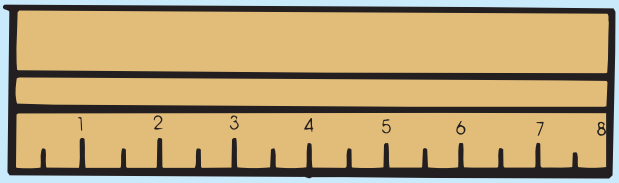
_____inches



_____inches

_____inches

Directions: Use the centimeter ruler to measure these lines.



_____centimeters

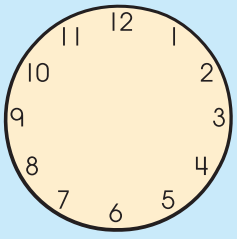
_____centimeters

_____centimeters

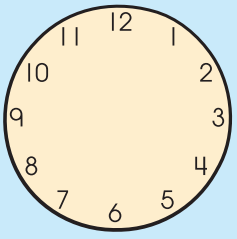
_____centimeters

Directions: Draw hands on the clocks to show these times.

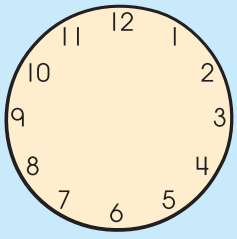
10:00



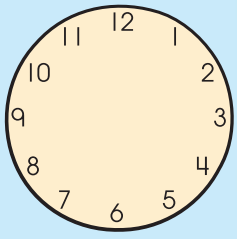
7:30



4:05



10:40



Money: Penny, Nickel

Penny **1¢**

Nickel **5¢**

Directions: Count the coins and write the amount.

Example:

5¢ 1¢ 1¢ 1¢

__8__ ¢

_____ ¢

_____ ¢

_____ ¢

_____ ¢

Money: Penny, Nickel, Dime

Penny **1¢**

Nickel **5¢**

Dime **10¢**

Directions: Count the coins and write the amount.

Example:

16 ¢

10¢ 5¢ 1¢

_____ ¢

_____ ¢

_____ ¢

_____ ¢

Money: Penny, Nickel, Dime

$1.00 equals 100 pennies.

$1.00 equals 20 nickels.

$1.00 equals 10 dimes.

Directions: Count up to $1.00.

1¢ Pennies: 1, ____ , ____ , 4, ____ , ____ , ____ , ____ , ____ , 10,

____ , ____ , ____ , 14, ____ , ____ , ____ , ____ , ____ ,

____ , 21, ____ , ____ , ____ , 25, ____ , ____ , ____ ,

____ , 30, ____ , ____ , 33, ____ , ____ , ____ , 37, ____ ,

____ , ____ , ____ , 42, ____ , ____ , ____ , 46, ____ ,

____ , ____ , ____ , 51, ____ , ____ , ____ , ____ , ____ ,

____ , 58, ____ , ____ , ____ , ____ , 63, ____ , ____ ,

____ , ____ , ____ , 69, ____ , ____ , ____ , ____ , ____ ,

75, ____ , ____ , ____ , ____ , ____ , ____ , 82, ____ ,

____ , ____ , 86, ____ , ____ , ____ , ____ , ____ , ____ ,

____ , 94, ____ , ____ , 97, ____ , 99, ____ .

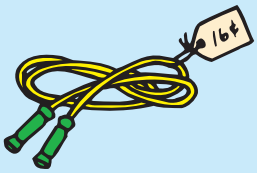
5¢ Nickels: 5, ____ , 15, ____ , ____ , ____ , ____ , 40, ____ , ____ ,

55, ____ , ____ , 70, ____ , ____ , ____ , 90, ____ , ____ .

10¢ Dimes: ____ , 20, 30, ____ , ____ , ____ , ____ , ____ , 90, ____ .

Money: Penny, Nickel, Dime

Directions: Draw a line from the toy to the amount of money it costs.



Money: Penny, Nickel, Dime

Directions: Draw a line to match the amounts of money.

Money: Quarter

A quarter is worth 25¢.

Directions: Count the coins and write the amounts.

_____ ¢

_____ ¢

_____ ¢

_____ ¢

_____ ¢

_____ ¢

_____ ¢

_____ ¢

Money: Decimal

A **decimal** is a number with one or more places to the right of a decimal point, such as 6.5 or 2.25. Money amounts are written with two places to the right of the decimal point.

25¢ **10¢** **5¢** **1¢**
$.25 **$.10** **$.05** **$.01**

Directions: Count the coins and circle the amount shown. The first one is done for you.

$.17 23¢ $.07

$.50 51¢ 61¢

$.28 36¢ 42¢

37¢ 43¢ $.47

Money: Decimal

Directions: Draw a line from the coins to the correct amount in each column.

3¢

$.55

55¢

$.41

31¢

$.37

37¢

$.31

41¢

$.03

Money: Signs

¢ symbolizes cents.

$ symbolizes dollars.

A decimal (.) comes between the dollar and cent signs.

Directions: Practice writing the symbols.

¢ ¢

$ $

$4.38 56¢

Money: Dollar

One dollar equals 100 cents. It is written $1.00.

Directions: Count the money and write the amounts.

$___._____

$___._____

$___._____

$___._____

$___._____

$___._____

$___._____

$___._____

Adding Money

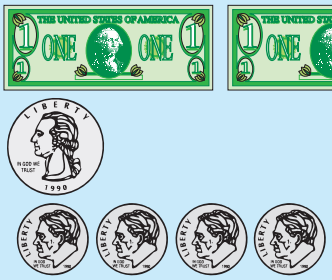
Directions: Write the amount of money using decimals. Then, add to find the total amount.

Example:

$1.00
$.05
+ $.02
$1.07

$__.____
$__.____
$__.____
+ $__.____
$__.____

$__.____
$__.____
$__.____
+ $__.____
$__.____



$__.____
$__.____
+ $__.____
$__.____

$__.____
$__.____
$__.____
+ $__.____
$__.____

Adding Money

Directions: Write each amount of money as a decimal. Then, add to find the total amount.

Example:

$1.00
+ $.25
$1.25

$___.___
$___.___
+ $___.___
$___.___

$___.___
$___.___
+ $___.___
$___.___

$___.___
$___.___
$___.___
+ $___.___
$___.___

$___.___
$___.___
$___.___
+ $___.___
$___.___

Money: Practice

Directions: Draw a line from each food item to the correct amount of money.

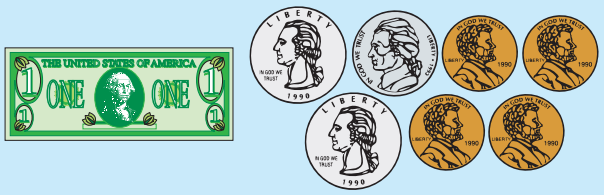
$1.59

$.89

$1.27

$1.09

$.77



Review

Directions: Add the money and write the total.

_____ ¢

_____ ¢

$__._____

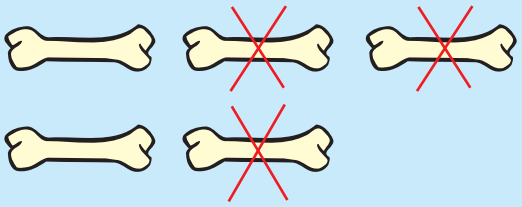
_____ ¢

$__._____

Problem-Solving

Directions: Tell whether you should add or subtract. **Hints:** "In all" is a clue to add. "Left" is a clue to subtract. Draw pictures to help you.

Example:
Jane's dog has five bones. He ate three bones. How many bones are left?



subtract

5
− 3
2 bones

Lucky the cat had five mice. She got four more for her birthday. How many mice did she have in all?

_____

□
_____ mice

Sam bought six fish. She gave two fish to a friend. How many fish does she have left?

_____

□
_____ fish

Problem-Solving: Addition, Subtraction, Multiplication

Directions: Tell if you add, subtract, or multiply. Then, write the answer.
Hints: "In all" means to add. "Left" means to subtract. "In each" means to multiply.

Example:
There are six red birds and seven blue birds. How many birds in all?

add 13 birds

The pet store had 25 goldfish, but 10 were sold. How many goldfish are left?

_____ _____ goldfish

There are five cages of bunnies. There are two bunnies in each cage. How many bunnies are there in the store?

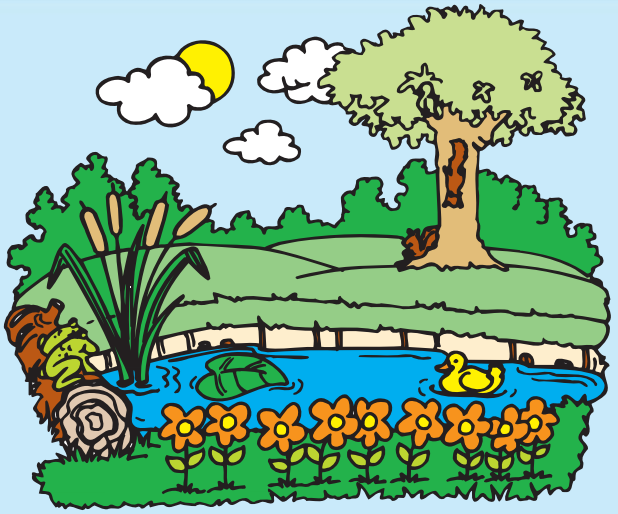
_____ _____ bunnies

The store had 18 puppies this morning. It sold seven puppies today. How many puppies are left?

_____ _____ puppies

Problem-Solving: Addition, Subtraction, Multiplication

Directions: Tell if you add, subtract, or multiply. Then, write the answer.



Example:
There were 12 frogs sitting on a log by a pond, but three frogs hopped away. How many frogs are left?

subtract 9 frogs

There are nine flowers growing by the pond.
Each flower has two leaves.
How many leaves are there?

_____ _____ leaves

A tree had seven squirrels playing in it.
Then, eight more came along.
How many squirrels are there in all?

_____ _____ squirrels

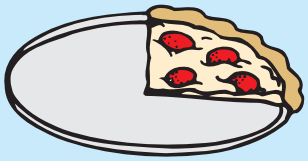
There were 27 birds living in the trees around the pond, but nine flew away.
How many birds are left?

_____ _____ birds

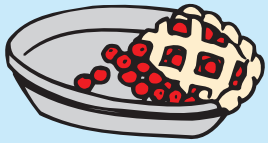
Problem-Solving: Fractions

Directions: Read each problem. Use the pictures to help you solve the problem. Write the fraction that answers the question.

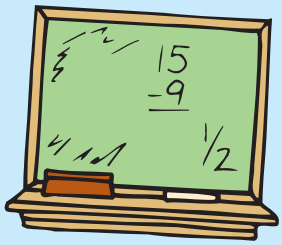
Simon and Jessie shared a pizza. Together, they ate $\frac{3}{4}$ of the pizza. How much of the pizza is left? _____



Sylvia baked a cherry pie. She gave $\frac{1}{3}$ to her grandmother and $\frac{1}{3}$ to a friend. How much of the pie did she keep? _____



Timmy erased $\frac{1}{2}$ of the blackboard before the bell rang for recess. How much of the blackboard does he have left to erase? _____

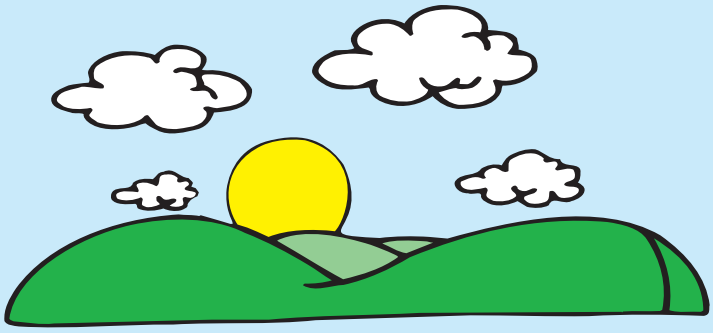


Directions: Read the problem. Draw your own picture to help you solve the problem. Write the fraction that answers the question.

Sarah mowed $\frac{1}{4}$ of the yard before lunch. How much does she have left to mow? _____

Problem-Solving: Time

Directions: Solve each problem.



Tracy wakes up at 7:00. She has 30 minutes before her bus comes. What time does her bus come?

_____ : _____

Vera walks her dog for 15 minutes after supper. She finishes supper at 6:30. When does she get home from walking her dog?

_____ : _____

Chip practices the piano for 30 minutes when he gets home from school. He gets home at 3:30. When does he stop practicing?

_____ : _____

Tanya starts mowing the grass at 4:30. She finishes at 5:00. For how many minutes does she mow the lawn?

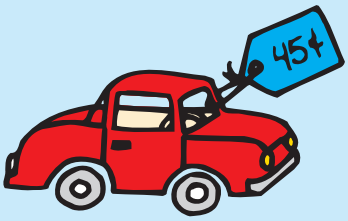
_____ minutes

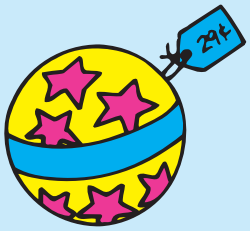
Don does his homework for 45 minutes. He starts his work at 7:15. When does he stop working?

_____ : _____

Problem-Solving: Money

Directions: Read each problem. Use the pictures to help you solve the problems.





Ben bought a ball. He had 11¢ left. How much money did he have at the start? _____¢

Tara has 75¢. She buys a car. How much money does she have left? _____¢

Leah wants to buy a doll and a ball. She has 80¢. How much more money does she need? _____¢

Jacob has 95¢. He buys the car and the ball. How much more money does he need to buy a doll for his sister? _____¢

Kim paid three quarters, one dime, and three pennies for a hat. How much did it cost? _____¢

Math Terms Crossword Clues

Across:

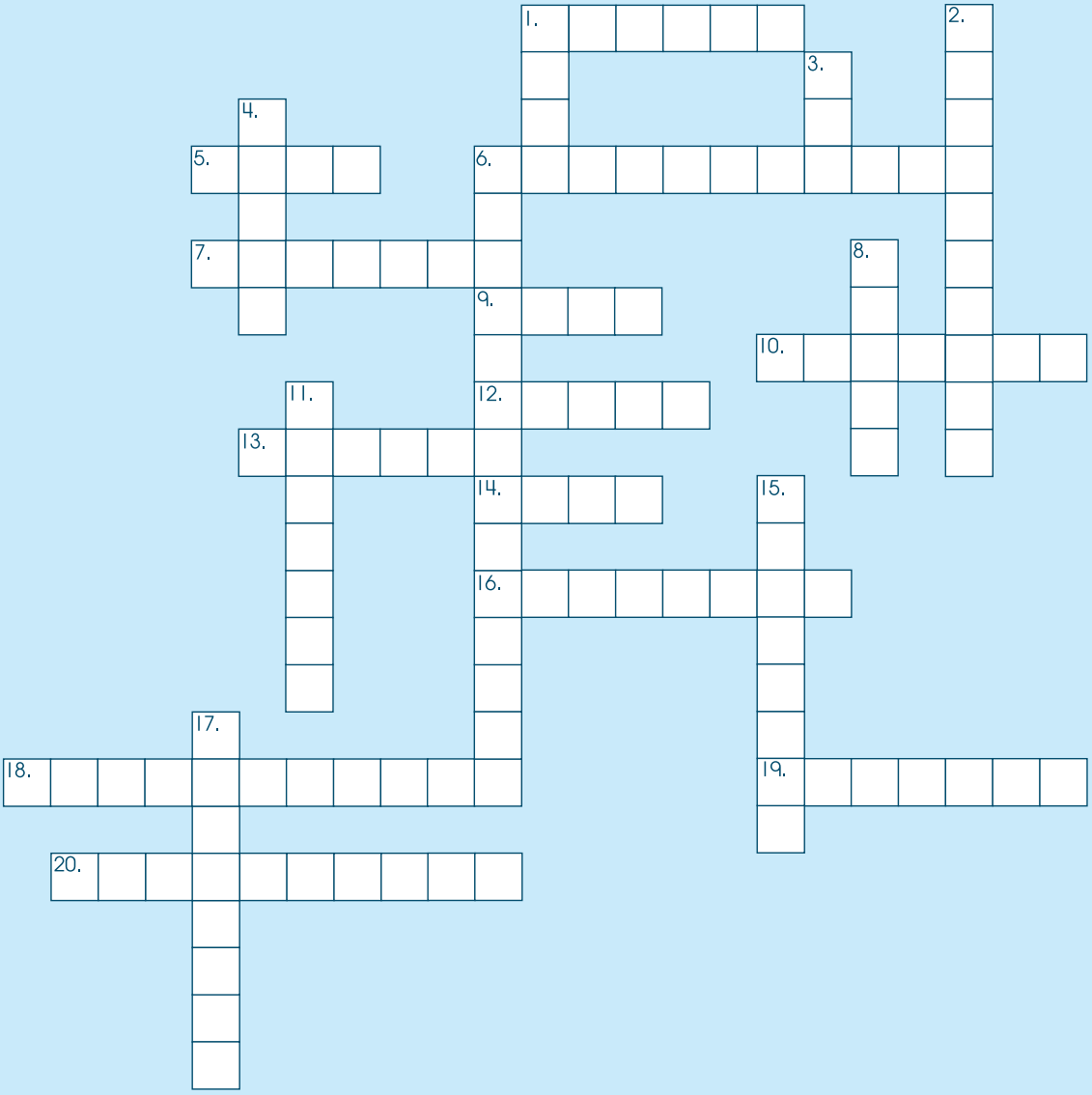
1. 100 pennies
5. 60 minutes
6. The use of rulers
7. .56, for example
9. What a clock tells
10. 25¢
12. 1¢
13. 5¢
14. A unit of length in the standard measurement system
16. "Putting together" numbers
18. "Taking away" numbers
19. To use 10 ones to form 1 ten
20. Value of a digit in a number

Down:

1. 10¢
2. Unit of length in the metric system
3. Answer when adding
4. Pennies, nickels, dimes
6. Repeated addition
8. A drawing that shows information about numbers
11. 60 _____ = 1 hour
15. Math that has to do with shapes and lines
17. Number that names part of a whole

Math Terms Crossword

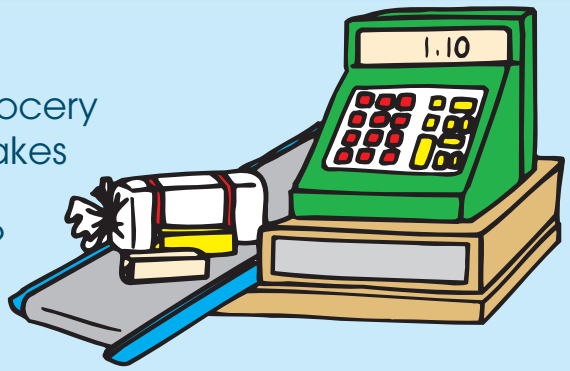
Directions: Use the clues on page 98 and definitions in the glossary to solve.



Review

Directions: Solve the problems.

Mr. James begins work at his grocery store at 7:30 each morning. It takes him 20 minutes to walk to work. When does he leave his house?



_____ : _____

There are 10 rows of shelves at the store. Each row has five shelves. How many shelves are there in the store? _____

Today, the grocery store is having a sale on bread and butter. A loaf of bread costs 67¢ and a pound of butter costs $1.10. How much does it cost to buy both bread and butter? _____

Theresa has three quarters, two dimes, and a nickel. How much more money does she need to buy a pound of butter? _____

Jerry spends about $\frac{1}{3}$ of his day working at the grocery store for Mr. James. How much of the day does he spend doing other things? _____

Review

Directions: Write the number that is:

next	one less	one greater
68, 69, _____	_____ , 57	12, _____
786, 787, _____	_____ , 650	843, _____

Directions: Draw a line to the correct number.

4 tens + 7 ones	20
2 tens + 0 ones	51
7 tens + 3 ones	47
5 tens + 1 one	73

Directions: Add or subtract.

15 + 5	14 − 4	7 + 3	8 − 6	10 + 7	14 − 5

Review

Directions: Add or subtract using regrouping, if needed.

66 − 37	38 + 18	87 − 69	52 − 15	40 + 17
84 + 17	65 + 14	99 − 48	61 − 36	56 + 46

Directions: Draw a line to the correct number.

4 hundreds + 3 tens + 2 ones	7,201
6 hundreds + 7 tens + 6 ones	290
5 thousands + 3 hundreds + 7 tens + 2 ones	432
2 hundreds + 9 tens + 0 ones	676
7 thousands + 2 hundreds + 0 tens + 1 one	5,372

Directions: Add or subtract, remembering to regroup, if needed.

458 − 248	793 − 414	822 − 460	528 + 319	697 + 108	569 + 288

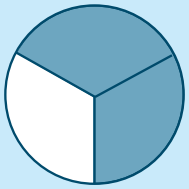
Review

Directions: Solve the problems. Draw groups if necessary.

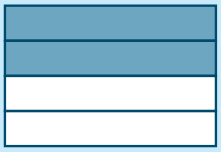
2	6	3	8	5	2
x 8	x 4	x 2	x 4	x 3	x 2

Directions: Circle the correct fraction of each shape's white part.

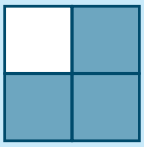
$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$



$\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$



$\frac{2}{3}$ $\frac{2}{4}$ $\frac{1}{3}$



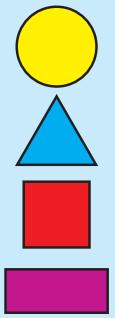
$\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$

Directions: Count the flowers. Color the pots to make a graph that shows the number of flowers.

1 2 3 4 5 6 7 8

Review

Directions: Draw a line to match the shape to its name.



rectangle

square

circle

triangle

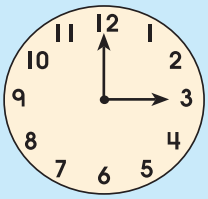
Directions: Look at the ruler. Measure the objects to the nearest inch.

_____ inches

_____ inches

_____ inches

Directions: Tell what time is on each clock.



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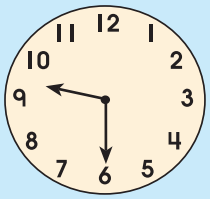

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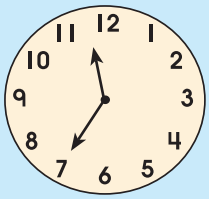

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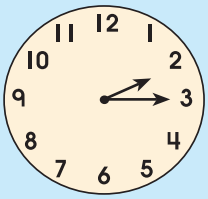

_____

Review

Directions: Draw a line to match the correct amounts.

58¢

$1.26

$1.34

66¢

Directions: Tell if you add or subtract. Then, write the answer.

Katarina had five dolls. She gave two dolls to Lexie. How many are left?

_____ _____ dolls

Jacob caught 12 butterflies. Jessica caught seven more butterflies. How many did they catch in all?

_____ _____ butterflies

Glossary

Addition: "Putting together" or adding two or more numbers to find the sum.

Centimeter: A measurement of length in the metric system. There are 2.54 centimeters in an inch.

Circle: A figure that is round.

Closed Figures: Figures whose lines connect.

Decimal: A number with one or more places to the right of a decimal point, such as 6.5 or 3.78. Money amounts are written with two places to the right of a decimal point, such as $1.30.

Difference: The answer in a subtraction problem.

Digit: The symbols used to write numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Dime: Ten cents. It is written 10¢ or $.10.

Dollar: A dollar is equal to 100 cents. It is written $1.00.

Fraction: A number that names part of a whole, such as $\frac{1}{2}$ or $\frac{1}{3}$.

Geometry: Mathematics that has to do with lines and shapes.

Graph: A drawing that shows information about numbers.

Half-hour: Thirty minutes.

Hour: Sixty minutes. The short hand of a clock tells the hour.

Inch: A unit of length in the standard measurement system.

Kilometer: A measurement of distance in the metric system. There are 1,000 meters in a kilometer.

Meter: A measurement of length in the metric system. A meter is equal to 39.37 inches.

Metric System: A system of measuring in which length is measured in millimeters, centimeters, meters, and kilometers; capacity is measured in milliliters and liters; weight is measured in grams and kilograms; and temperature is measured in degrees Celsius.

Mile: A measurement of distance in the standard measurement system. A mile is equal to 1,760 yards.

Multiplication: A short way to find the sum of adding the same number a certain amount of times. Example: **7 x 4 = 28 instead of 7 + 7 + 7 + 7 = 28**.

Nickel: Five cents. It is written 5¢ or $.05.

Ordinal Numbers: Numbers that indicate order in a series, such as first, second, or third.

Penny: One cent. It is written 1¢ or $.01.

Open Figures: Figures whose lines do not connect.

Ounce: A measurement of weight in the standard measurement system. There are 16 ounces in a pound.

Place Value: The value of a digit, or numeral, shown by where it is in the number.

Product: The answer of a multiplication problem.

Rectangle: A figure with four corners and four sides. Sides opposite each other are the same length.

Regroup: To use 10 ones to form one ten, 10 tens to form one hundred, and so on.

Sequencing: Putting numbers in the correct order, such as 7, 8, 9, etc.

Square: A figure with four corners and four sides of the same length.

Subtraction: "Taking away" or subtracting one number from another.

Triangle: A figure with three corners and three sides.

Yard: A measurement of distance in the standard measurement system. There are three feet in a yard.

Answer Key

2 Counting

Directions: Write the numbers that are:

next in order	one less	one greater
22, 23, 24, 25	15, 16	6, 7
674, 675, 676	246, 247	125, 126
227, 228, 229	549, 550	499, 500
329, 330, 331	861, 862	933, 934

Directions: Write the missing numbers.

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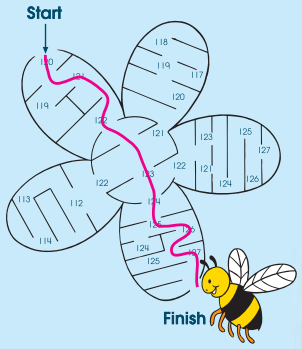
2

3 Counting

Directions: Follow the numbers in order to get to the end of the maze.



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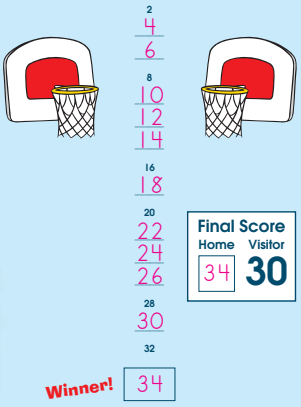
3

4 Counting by Twos

Directions: Each basket the players make is worth two points. Help your team win by counting by twos to beat the other team's score.



2 4 6
8 10 12 14
16 18
20 22 24 26
28 30
32

Final Score

Home	Visitor
34	30

Winner! 34

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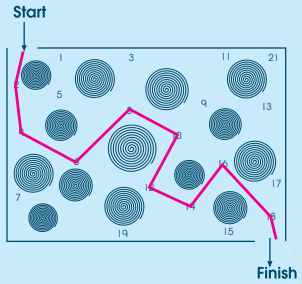
5 Counting by Twos

Directions: Follow the even numbers (2, 4, 6, etc.) to get through the maze.



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5

6 Counting: Twos, Fives, Tens

Directions: Write the missing numbers.

Count by **twos**:

Count by **fives**:

Count by **tens**:

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6

7 Patterns

Directions: Write or draw what comes next in the pattern.

Example: 1, 2, 3, 4, 5

1. 
2. A, 1, B, 2, C, 3
3. 2, 4, 6, 8, 10
4. A, C, E, G, I
5. 5, 10, 15, 20, 25

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7

Answer Key

8 Place Value: Ones, Tens

The **place value** of a digit or numeral is shown by where it is in the number. For example, in the number **23**, **2** has the place value of **tens**, and **3** has the place value of **ones**.

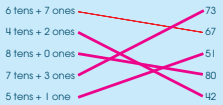
Directions: Add the tens and ones and write your answers in the blanks.

Example:  +  = 33

3 tens + 3 ones = 33

7 tens + 5 ones =	75	4 tens + 0 ones =	40
2 tens + 3 ones =	23	8 tens + 1 one =	81
5 tens + 2 ones =	52	1 ten + 1 one =	11
5 tens + 4 ones =	54	6 tens + 3 ones =	63

Directions: Draw a line to the correct number. The first one is done for you.



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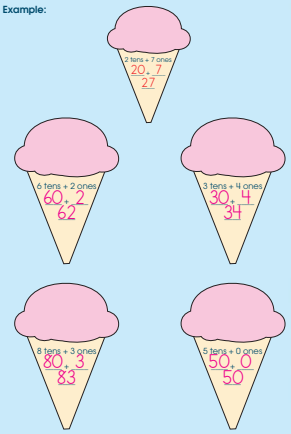
8

9 Place Value: Ones, Tens

Directions: Write the numbers for the tens and ones. Then, add.

Example:



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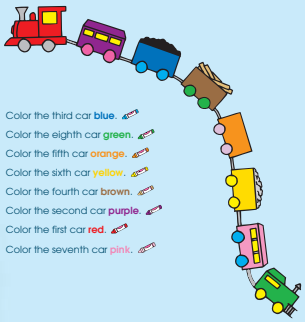
9

10 Ordinal Numbers

Ordinal numbers indicate order in a series, such as **first**, **second**, or **third**.

Directions: Follow the instructions to color the train cars. The first car is the engine.



Color the third car **blue**.
Color the eighth car **green**.
Color the fifth car **orange**.
Color the sixth car **yellow**.
Color the fourth car **brown**.
Color the second car **purple**.
Color the first car **red**.
Color the seventh car **pink**.

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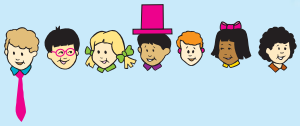
10

11 Ordinal Numbers

Directions: Follow the instructions.



Draw glasses on the second one.
Put a hat on the fourth one.
Color blonde hair on the third one.
Draw a tie on the first one.
Draw ears on the fifth one.
Color black hair on the seventh one.
Put a bow on the head of the sixth one.

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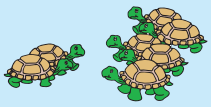
11

12 Addition

Addition is "putting together" or adding two or more numbers to find the sum.

Directions: Add.

Example:



$\begin{array}{r} 2 \\ +5 \\ \hline 7 \end{array}$

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

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12

13 Addition: Commutative Property

The **commutative property of addition** states that even if the order of the numbers is changed in an addition sentence, the sum will stay the same.

Example: 2 + 3 = 5
3 + 2 = 5

Directions: Look at the addition sentences below. Complete the addition sentences by writing the missing numerals.

5 + 4 = 9	3 + 1 = 4	2 + 6 = 8
4 + 5 = 9	1 + 3 = 4	6 + 2 = 8
6 + 1 = 7	4 + 3 = 7	1 + 9 = 10
1 + 6 = 7	3 + 4 = 7	9 + 1 = 10
6 + 3 = 9	10 + 2 = 12	8 + 3 = 11
3 + 6 = 9	2 + 10 = 12	3 + 8 = 11

Directions: Look at these sums. Think of two number sentences that would show the commutative property of addition.

__ + __ = 7	__ + __ = 11	__ + __ = 9
__ + __ = 7	__ + __ = 11	__ + __ = 9

Answers will vary.

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13

Answer Key

14 Adding Three or More Numbers

Directions: Add all the numbers to find the sum. Draw pictures to help or break up the problem into two smaller problems.

Examples: 1 + 2 + 3 = 6; 2 + 5 = 7, 2 + 4 = 6, 7 + 6 = 13

3 + 6 + 2 = 11 (3 > 9) 8 + 5 + 4 = 17 (8 > 9) 3 + 1 + 5 = 9 (3 > 4) 8 + 2 + 9 = 19 (8 > 10)

2 + 8 + 4 + 3 = 17 (2 > 10, 4 > 7) 3 + 6 + 5 + 2 = 16 (3 > 9, 5 > 7) 4 + 1 + 2 + 5 = 12 (4 > 5, 2 > 7) 6 + 7 + 3 + 1 = 17 (6 > 13, 3 > 4)

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14

15 Subtraction

Subtraction is "taking away" or subtracting one number from another to find the difference.

Directions: Subtract.

Example: 4 − 3 = 1

5 − 3 = 2 6 − 1 = 5 4 − 3 = 1 3 − 1 = 2 2 − 0 = 2

9 − 2 = 7 7 − 4 = 3 10 − 5 = 5 14 − 6 = 8 15 − 9 = 6

18 − 8 = 10 13 − 5 = 8 14 − 7 = 7 11 − 4 = 7 17 − 9 = 8

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15

16 Addition and Subtraction

Directions: Add or subtract. Circle the answers that are less than 10.

Examples:

3 + 1 = (4) 3 − 1 = (2)

9 + 3 = 12 6 − 2 = (4) 12 − 1 = 11 8 + 1 = 19 15 − 6 = (9)

7 + 6 = 13 16 − 9 = (7) 10 − 3 = (7) 14 + 5 = 19 16 − 8 = (8)

8 + 7 = 15 12 + 2 = 14 13 − 4 = (9) 17 + 2 = 19 9 + 9 = 18

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16

17 Addition and Subtraction

Directions: Solve the addition and subtraction problems. Use the key to find the answer to this joke. The first one is done for you.

JOKE: WHERE DO SHEEP GO TO GET THEIR HAIR CUT?

10 + 10 = 20 = T; 6 + 2 = 8 = H; 10 − 5 = 5 = E

1 + 1 = 2 = B; 17 − 16 = 1 = A; 10 − 9 = 1 = A

8 − 6 = 2 = B; 5 − 4 = 1 = A; 1 + 0 = 1 = A

16 + 3 = 19 = S; 11 − 3 = 8 = H; 10 + 5 = 15 = O; 19 − 3 = 16 = P; !

Key:

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

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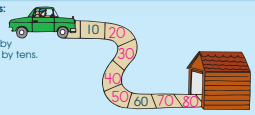
17

18 Review

Directions: Fill in the missing numbers by counting by tens.



Directions: Draw a line to the correct numbers.

6 tens + 3 ones — 63
4 tens + 5 ones — 45
7 tens + 7 ones — 77
9 tens + 3 ones — 93
2 tens + 7 ones — 27

Directions: Fill in the correct symbol, + or −.

12 + 5 = 17 7 − 3 = 4 15 − 5 = 10 14 + 4 = 18

Directions: Add or subtract.

3 + 1 = 4 8 − 6 = 2 12 + 7 = 19 10 + 1 = 11

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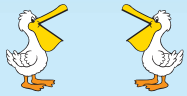
18

19 Less Than, Greater Than



Directions: The open mouth points to the larger number. The small point goes to the smaller number. Draw the symbol < or > to the correct number.

Example: 5 (>) 3 This means that 5 is greater than 3, and 3 is less than 5.

12 (>) 2 16 (>) 6

16 (>) 15 1 (<) 2

7 (>) 1 19 (>) 5

9 (>) 6 11 (<) 13

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19

Answer Key

20 Addition Table

Directions: Fill in the blanks to complete the table.

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

What number patterns do you see in the addition table?

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20

21 Two-Digit Addition

Directions: Study the examples. Follow the steps to add.

Example: 33 + 41

Step 1: Add the ones. **Step 2:** Add the tens.

Examples:

24 + 62 = 86	15 + 23 = 38	38 + 61 = 99	11 + 26 = 37	37 + 42 = 79	72 + 11 = 83
25 + 42 = 67	62 + 14 = 76	32 + 44 = 76	25 + 13 = 38	82 + 6 = 88	91 + 5 = 96

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21

22 Two-Digit Addition

Directions: Add the total points scored in each game. Remember, add the ones first and the tens second.

Example:

HOME 22 VISITOR 17 — Total 39

HOME 28 VISITOR 30 — Total 58

HOME 55 VISITOR 21 — Total 76

HOME 14 VISITOR 33 — Total 47

HOME 24 VISITOR 13 — Total 37

HOME 46 VISITOR 32 — Total 78

HOME 83 VISITOR 06 — Total 89

HOME 30 VISITOR 20 — Total 50

HOME 17 VISITOR 42 — Total 59

HOME 24 VISITOR 45 — Total 69

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22

23 Two-Digit Addition: Regrouping

Regrouping is using 10 ones to form one ten, 10 tens to form one hundred, 15 ones to form one ten and five ones, and so on.

Directions: Study the examples. Follow the steps to add.

Example: 14 + 8

Step 1: Add the ones. **Step 2:** Regroup the tens. **Step 3:** Add the tens.

Examples:

28 + 17 = 45	32 + 38 = 70	54 + 25 = 79	19 + 55 = 74	44 + 48 = 92	25 + 64 = 89

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23

24 Two-Digit Addition: Regrouping

Directions: Add the total points scored in the game. Remember, add the ones, regroup, and then add the tens.

Example:

HOME 47 VISITOR 38 — Total 85

HOME 33 VISITOR 57 — Total 90

HOME 43 VISITOR 49 — Total 92

HOME 57 VISITOR 34 — Total 91

HOME 29 VISITOR 22 — Total 51

HOME 36 VISITOR 58 — Total 94

HOME 45 VISITOR 39 — Total 84

HOME 66 VISITOR 26 — Total 92

HOME 72 VISITOR 19 — Total 91

HOME 54 VISITOR 26 — Total 80

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24

25 Addition Review

Directions: Fill in the blanks to solve the problems.

Example: 12 + 17 = 29 **Think:** What plus 7 equals 9?

36 + 23 = 59	64 + 35 = 99	94 + 03 = 97
40 + 12 = 52	55 + 21 = 76	29 + 50 = 79

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25

Answer Key

26 Two-Digit Subtraction

Directions: Study the examples. Follow the steps to subtract.

Example: 28 − 14

Step 1: Subtract the ones. **Step 2:** Subtract the tens.

tens	ones
2	8
− 1	4
1	4

Examples:

tens	ones
2	4
− 1	2
1	2

tens	ones
3	8
− 1	5
2	3

24 − 12 = 12	61 − 30 = 31	77 − 44 = 33	85 − 24 = 61	57 − 23 = 34	87 − 33 = 54
29 − 15 = 14	74 − 51 = 23	46 − 32 = 14	69 − 35 = 34	95 − 32 = 63	33 − 33 = 0

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26

27 Subtraction Review

Directions: Fill in the blanks to solve the problems.

Example: 28 − 14 = 14 **Think:** What minus 4 equals 4?

98 − 46 = 52	25 − 14 = 11	91 − 70 = 21
87 − 32 = 55	77 − 64 = 13	63 − 23 = 40

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27

28 Two-Digit Subtraction: Regrouping

Regrouping is using one ten to form 10 ones, one hundred to form 10 tens, and so on.

Directions: Study the examples. Follow the steps to subtract.

Example: 37 − 19

Step 1: Regroup. **Step 2:** Subtract the ones. **Step 3:** Subtract the tens.

Examples:

28 − 19 = 9	46 − 18 = 28	12 − 8 = 4	30 − 12 = 18	52 − 26 = 27	47 − 35 = 12

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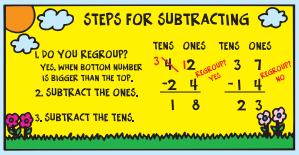
28

29 Two-Digit Subtraction: Regrouping

Directions: Study the steps for subtracting. Solve the problems using the steps.



47 − 28 = 19	64 − 34 = 30	53 − 39 = 14		
56 − 27 = 29	83 − 47 = 36	43 − 39 = 4	75 − 53 = 22	91 − 18 = 73
73 − 66 = 7	35 − 14 = 21	67 − 58 = 9	26 − 7 = 19	68 − 45 = 23

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29

30 Review

Directions: Add or subtract. Use regrouping when needed. Always do the ones first and the tens last.

93 − 25 = 68	30 + 27 = 57	65 + 17 = 82	71 − 36 = 35	
76 − 28 = 48	82 + 19 = 101	56 − 28 = 28	25 − 16 = 9	
43 − 14 = 29	53 − 15 = 38	24 + 57 = 81	48 + 28 = 76	
33 + 47 = 80	52 + 29 = 81	46 − 37 = 9	97 − 68 = 29	

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30

31 Two-Digit Addition and Subtraction

Directions: Add or subtract using regrouping.

Example:

tens	ones
2	15
~~3~~	5
− 2	7
	8

56 − 27 = 29	40 − 16 = 24	35 + 27 = 62	42 − 14 = 28
56 − 17 = 39	44 + 28 = 72	68 − 49 = 19	73 − 24 = 49
53 − 38 = 15	97 − 48 = 49	33 + 18 = 51	49 + 32 = 81

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31

Answer Key

32 Two-Digit Addition and Subtraction

Directions: Add or subtract using regrouping.

23 + 48 = 71	84 − 56 = 28	69 + 29 = 98	41 − 17 = 24
52 − 28 = 24	73 + 18 = 91	84 − 27 = 57	57 − 39 = 18
33 − 15 = 18	64 + 17 = 81	37 + 58 = 95	36 − 19 = 17
65 − 28 = 37	48 − 30 = 18	33 + 18 = 51	25 + 35 = 60

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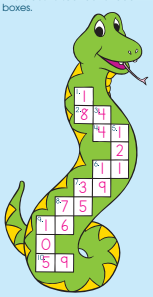
33 Two-Digit Addition and Subtraction

Directions: Use the clues to subtract or add. Write your answers in the boxes.



Down:

1. 9 + 9 = 18
3. 18 + 26 = 44
5. 81 + 40 = 121
6. 21 − 2 = 19
7. 44 − 9 = 35
8. 39 + 37 = 76
9. 55 + 50 = 105

Across:

2. 52 + 32 = 84
4. 45 − 4 = 41
6. 58 − 47 = 11
7. 14 + 25 = 39
8. 25 + 50 = 75
9. 49 − 33 = 16
10. 71 − 12 = 59

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33

34 Place Value: Hundreds

The place value of a digit or numeral is shown by where it is in the number. For example, in the number **123**, **1** has the place value of **hundreds**, **2** is **tens**, and **3** is **ones**.

Directions: Study the examples. Then, write the missing numbers in the blanks.

Examples:

2 hundreds + 3 tens + 6 ones =

hundreds	tens	ones
2	3	6 = 236

1 hundred + 4 tens + 9 ones =

hundreds	tens	ones
1	4	9 = 149

	hundreds	tens	ones	total
3 hundreds + 4 tens + 8 ones =	3	4	8	= 348
2 hundreds + 1 tens + 7 ones =	2	1	7	= 217
6 hundreds + 3 tens + 5 ones =	6	3	5	= 635
2 hundreds + 9 tens + 4 ones =	2	9	4	= 294
4 hundreds + 5 tens + 6 ones =	4	5	6	= 456
3 hundreds + 1 tens + 3 ones =	3	1	3	= 313
3 hundreds + 5 tens + 7 ones =	3	5	7	= 357
6 hundreds + 2 tens + 8 ones =	6	2	8	= 628

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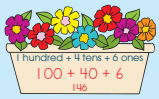
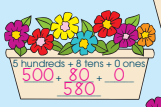
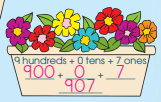
35 Place Value: Hundreds

Directions: Write the numbers for hundreds, tens, and ones. Then, add.

Example:







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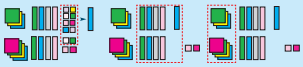
35

36 Three-Digit Addition: Regrouping

Directions: Study the examples. Follow the steps to add.

Examples:

Step 1: Add the ones.
Step 2: Add the tens.
Step 3: Add the hundreds



hundreds	tens	ones	hundreds	tens	ones	hundreds	tens	ones
3	1 4	8 4	3	1 4	8 4	3	1 4	8 4
+ 4	4	2	+ 4	9	2	+ 4	9	2
						7		

hundreds	tens	ones	hundreds	tens	ones	hundreds	tens	ones
2	1	4	3	1 6	8	1	1	9
+ 2	1 3	8	+ 2	1	3	+ 5	6	5
4	5	2	5	8	1	6	8	4

418 + 323 = 741	471 + 319 = 790	334 + 528 = 862	659 + 127 = 786	736 + 145 = 881	426 + 165 = 591

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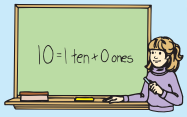
36

37 Three-Digit Addition: Regrouping

Directions: Study the example. Follow the steps to add. Regroup when needed.

Step 1: Add the ones.
Step 2: Add the tens.
Step 3: Add the hundreds.

hundreds	tens	ones
1	1	
3	4	8
+ 4	5	4
8	0	2



348 + 214 = 562	172 + 418 = 590	575 + 329 = 904	623 + 268 = 891	369 + 533 = 902	733 + 229 = 962
411 + 299 = 710	423 + 169 = 592	639 + 177 = 816	624 + 368 = 992	272 + 469 = 741	393 + 418 = 811

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Answer Key

38 Three-Digit Subtraction: Regrouping

Directions: Study the example. Follow the steps to subtract.

Step 1: Regroup the ones.
Step 2: Subtract the ones.
Step 3: Subtract the tens.
Step 4: Subtract the hundreds.

Example:

hundreds	tens	ones
4	5	12
− 2	~~6~~	~~2~~
2	0	9

423 − 114 = 309
562 − 349 = 213
478 − 239 = 239
651 − 333 = 318

Directions: Draw a line to the correct answer. Color the kites.

347 − 218 → 129
144 − 135 → 9
963 − 748 → 215
762 − 553 → 209
287 − 179 → 108
427 − 398 → 29

38

39 Three-Digit Subtraction: Regrouping

Directions: Subtract. Circle the **7**s that appear in the **tens place**. The first one is done for you.

492 − 221 = 271
184 − 129 = 55
358 − 238 = 120
765 − 326 = 439
584 − 435 = 149
693 − 314 = 379
921 − 362 = 559
128 − 109 = 19
744 − 674 = 70
835 − 217 = 618
248 − 199 = 49
635 − 428 = 207

39

40 Review

Directions: Add or subtract. Use the code to color the rocket.

If the answer has:
9 hundreds, color it gray.
7 tens, color it **blue**.
5 ones, color it **orange**.
4 ones, color it **red**.

338 + 267
933 − 189
479 + 398
379 − 208
162 + 582
281 − 146
493 − 248
526 + 318
682 + 298

40

41 Place Value: Thousands

Directions: Study the example. Write the missing numbers.

Example:

1,000 | 100 | 10 | 1
1,000 | | 10 | 1
| | 10 |

2 thousands + 1 hundred + 3 tens + 2 ones = 2,132

5,286 = 5 thousands + 2 hundreds + 8 tens + 6 ones
1,831 = 1 thousands + 8 hundreds + 3 tens + 1 ones
8,972 = 8 thousands + 9 hundreds + 7 tens + 2 ones
4,528 = 4 thousands + 5 hundreds + 2 tens + 8 ones
3,177 = 3 thousands + 1 hundreds + 7 tens + 7 ones

Directions: Draw a line to the number that has:

8 hundreds → 5,996
5 ones → 1,485
9 tens → 7,103
7 thousands → 2,862

41

42 Place Value: Thousands

6,431

thousands	hundreds	tens	ones

Directions: Tell which number is in each place.

Thousands place:
2,456 → 2
4,621 → 4
3,456 → 3

Tens place:
4,286 → 8
1,234 → 3
5,678 → 7

Hundreds place:
6,321 → 3
3,210 → 2
7,871 → 8

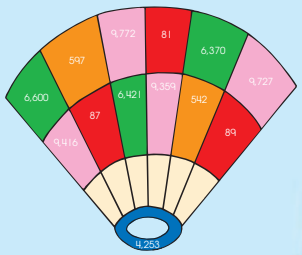
Ones place:
5,432 → 2
6,531 → 1
9,980 → 0

42

43 Place Value: Thousands

Directions: Use the code to color the fan.

If the number has:
9 thousands, color it pink.
6 thousands, color it **green**.
5 hundreds, color it **orange**.
8 tens, color it **red**.
3 ones, color it **blue**.



43

Answer Key

44

Multiplication

Multiplication is a short way to find the sum of adding the same number a certain amount of times. For example, **4 x 7 = 28** instead of **7 + 7 + 7 + 7 = 28**.

Directions: Study the example. Solve the problems.

Example:

3 + 3 + 3 = 9
3 threes = 9
3 x 3 = 9

7 + 7 = 14
2 sevens = 14
2 x 7 = 14

4 + 4 + 4 + 4 = 16
4 fours = 16
4 x 4 = 16

5 + 5 = 10
2 fives = 10
2 x 5 = 10

2 + 2 + 2 + 2 = 8
4 twos = 8
4 x 2 = 8

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45

Multiplication

Multiplication is repeated addition.

Directions: Draw a picture for each problem. Then, write the missing numbers.

Example:
Draw 2 groups of three apples.

3 + 3 = 6
or 2 x 3 = 6

Draw 3 groups of four hearts.

4 + 4 + 4 = 12
or 3 x 4 = 12

Draw 2 groups of five boxes.

5 + 5 = 10
or 2 x 5 = 10

Draw 6 groups of two circles.

2 + 2 + 2 + 2 + 2 + 2 = 12
or 6 x 2 = 12

Draw 7 groups of three triangles.

3 + 3 + 3 + 3 + 3 + 3 + 3 = 21
or 7 x 3 = 21

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46

Multiplication

Directions: Study the example. Draw the groups and write the total.

Example: 3 x 2
2 + 2 + 2 = 6

3 x 4
4 + 4 + 4 = 12

2 x 5
5 + 5 = 10

5 x 3
3 + 3 + 3 + 3 + 3 = 15

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47

Multiplication

Directions: Solve the problems.

9 + 9 = 18
2 nines = 18
2 x 9 = 18

7 + 7 = 14
2 sevens = 14
2 x 7 = 14

Multiplication saves time. It's faster than addition!

4 + 4 + 4 + 4 = 16
4 fours = 16
4 x 4 = 16

8 + 8 + 8 + 8 + 8 = 40
5 eights = 40
5 x 8 = 40

5 + 5 + 5 = 15
3 fives = 15
3 x 5 = 15

9 + 9 = 18
2 nines = 18
2 x 9 = 18

6 + 6 + 6 = 18
3 sixes = 18
3 x 6 = 18

3 + 3 = 6
2 threes = 6
2 x 3 = 6

7 + 7 + 7 + 7 = 28
4 seven = 28
4 x 7 = 28

2 + 2 = 4
2 twos = 4
2 x 2 = 4

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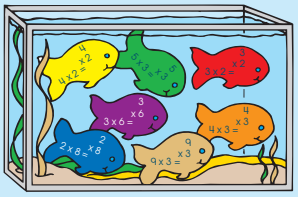
48

Multiplication

Directions: Use the code to color the fish.

If the answer is:
6, color it **red**.
8, color it **yellow**.
12, color it **orange**.
15, color it **green**.
16, color it **blue**.
18, color it **purple**.
27, color it **brown**.



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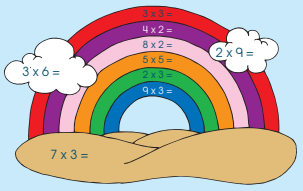
49

Multiplication

Directions: Use the code to color the rainbow.

If the answer is:
6, color it **green**.
8, color it **purple**.
9, color it **red**.
16, color it **pink**.
18, color it **white**.
21, color it **brown**.
25, color it **orange**.
27, color it **blue**.



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Answer Key

50 Review

Directions: Draw a line to the number that has:

7 thousand — 7,854
8 thousand — 8,497
6 tens — 1,862
5 ones — 4,785

Directions: Draw a line from the problem to its answer.

(5 x 6 =) — 30
(6 x 2 =) — 12
(4 x 4 =) — 16
(6 x 7 =) — 42
(3 x 4 =) — 12
(6 x 3 =) — 18

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51 Fractions: Half, Third, Fourth

A **fraction** is a number that names part of a whole, such as $\frac{1}{2}$ or $\frac{1}{3}$.

Directions: Study the examples. Color the correct fraction of each shape.

Examples:

shaded part 1 equal parts 2 — $\frac{1}{2}$ (one-half) shaded
shaded part 1 equal parts 3 — $\frac{1}{3}$ (one-third) shaded
shaded part 1 equal parts 4 — $\frac{1}{4}$ (one-fourth) shaded

Color: $\frac{1}{3}$ red
Color: $\frac{1}{4}$ blue
Color: $\frac{1}{2}$ orange

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52 Fractions: Half, Third, Fourth

Directions: Study the examples. Circle the fraction that shows the shaded part. Then, circle the fraction that shows the white part.

Examples:

shaded: $\frac{1}{2}$ white: $\frac{1}{2}$
shaded: $\frac{3}{4}$ white: $\frac{1}{4}$
shaded: $\frac{2}{3}$ white: $\frac{1}{3}$
shaded: $\frac{1}{4}$ white: $\frac{3}{4}$
shaded: $\frac{1}{3}$ white: $\frac{2}{3}$
shaded: $\frac{3}{4}$ white: $\frac{1}{4}$
shaded: $\frac{2}{3}$ white: $\frac{1}{3}$
shaded: $\frac{2}{4}$ white: $\frac{2}{4}$

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53 Fractions: Half, Third, Fourth

Directions: Draw a line from the fraction to the correct shape.

$\frac{1}{4}$ shaded
$\frac{2}{4}$ shaded
$\frac{1}{2}$ shaded
$\frac{1}{3}$ shaded
$\frac{2}{3}$ shaded

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53

54 Graphs

A **graph** is a drawing that shows information about numbers.

Directions: Count the apples in each row. Color the boxes to show how many apples have bites taken out of them. The first one is done for you.

1 2 3 4 5 6 7 8

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55 Graphs

Directions: Count the fish. Color the bowls to make a graph that shows the number of fish.

1 2 3 4 5 6 7 8

Directions: Use your fishbowl graphs to find the answers to the following questions. Draw a line to the correct bowl.

The most fish
The fewest fish

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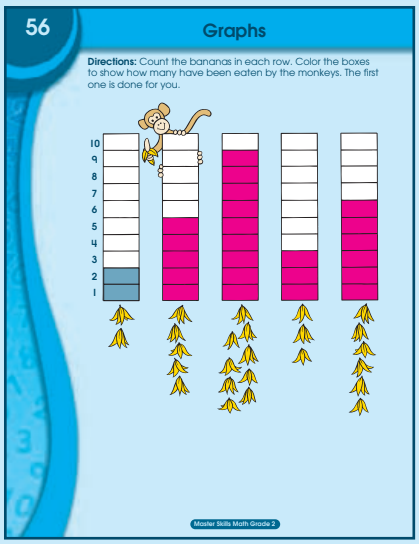
55

Answer Key



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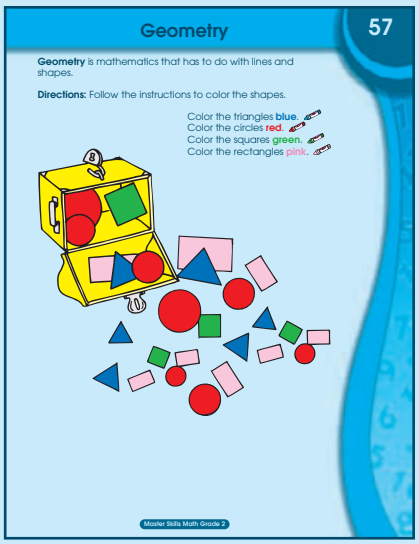

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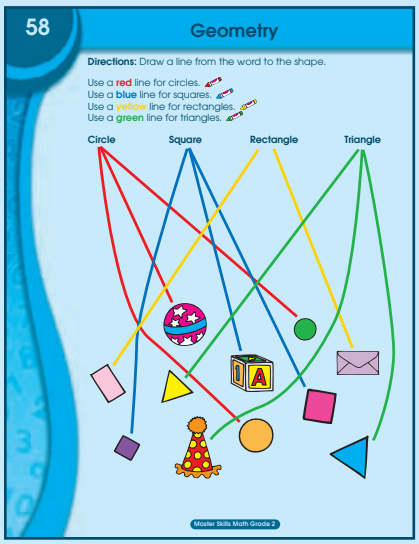

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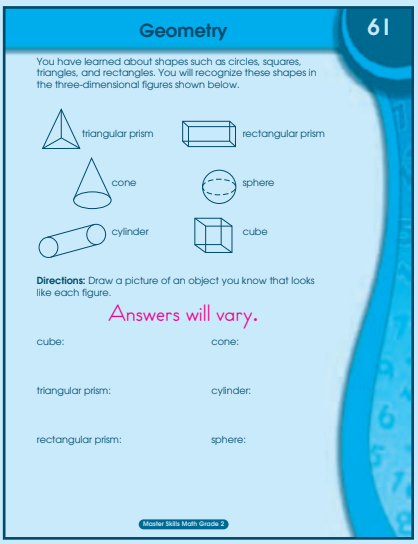

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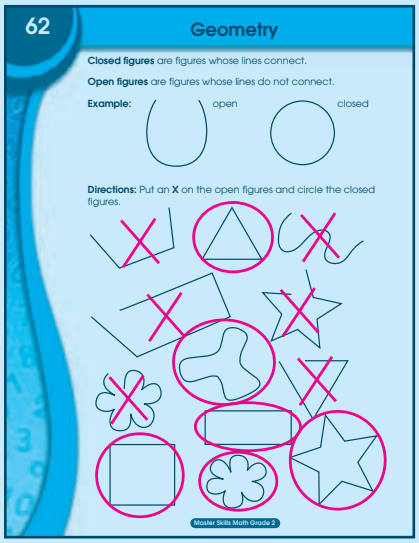

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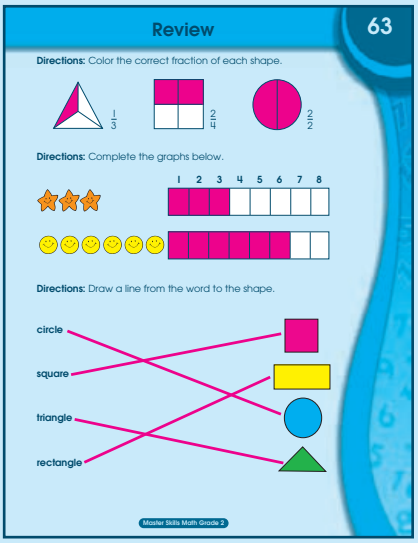

63

Answer Key

64 Math Word Find

Directions: Find the math words. Words will be across, and up and down.

ordinal numbers | sum | multiplication
subtraction | addition | fraction
place value | regroup | graph | geometry

s	u	m	i	a	b	g	r	a	p	h		
u	d	n	c	r	c	r	i	v	s	c		
b	a	d	h	m	y	e	j	u	a	m		
t	n	e	g	u	p	g	v	q	r	k		
r	o	e	f	l	d	r	e	n	d	o		
a	d	d	i	t	i	o	n	b	i	w		
c	p	z	c	i	x	u	j	m	n	g		
t	i	s	e	p	o	p	k	i	a	e		
i	q	d	t	l	a	t	w	r	l	o		
o	r	f	y	i	b	f	j	z	h	m		
n	p	l	a	c	e	v	a	i	u	e		
h	g	v	u	a	h	j	x	y	m	t		
f	r	a	c	t	i	o	n	p	b	r		
q	i	f	g	i	l	u	k	t	e	v		
w	n	l	s	o	g	x	n	p	r	s		
k	q	o	m	n	r	m	a	z	s	l		

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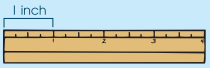
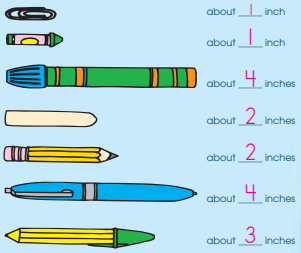
65 Measurement: Inches

An **inch** is a unit of length in the standard measurement system.

Directions: Use a ruler to measure each object to the nearest inch.





about 1 inch
about 1 inch
about 4 inches
about 2 inches
about 2 inches
about 4 inches
about 3 inches

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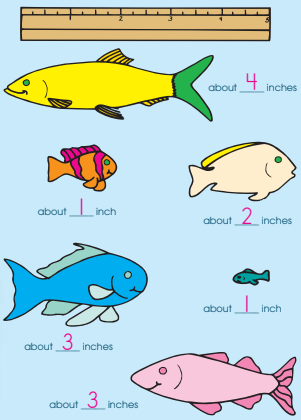
65

66 Measurement: Inches

Directions: Use the ruler to measure the fish to the nearest inch.



about 4 inches
about 1 inch
about 2 inches
about 1 inch
about 3 inches
about 3 inches

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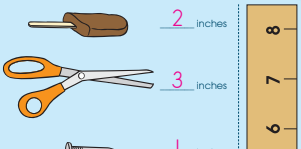
66

67 Measurement: Inches

Directions: Cut out the ruler. Measure each object to the nearest inch.

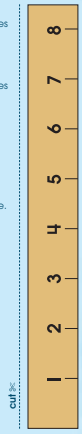


2 inches
3 inches
1 inch

Directions: Measure objects around your house. Write the measurement to the nearest inch.

Answers will vary.

can of soup _____ inches
pen _____ inches
toothbrush _____ inches
paper clip _____ inches
small toy _____ inches



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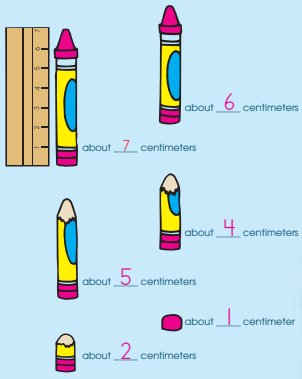
69 Measurement: Centimeters

A **centimeter** is a unit of length in the metric system. There are 2.54 centimeters in an inch.

Directions: Use a centimeter ruler to measure the crayons to the nearest centimeter.

Example: The first crayon is about 7 centimeters long.



about 6 centimeters
about 7 centimeters
about 4 centimeters
about 5 centimeters
about 1 centimeter
about 2 centimeters

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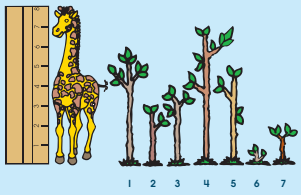
69

70 Measurement: Centimeters

Directions: The giraffe is about 8 centimeters high. How many centimeters (cm) high are the trees? Write your answers in the blanks.



1) 6 cm 2) 3 cm 3) 4 cm
4) 7 cm 5) 5 cm 6) 1 cm 7) 2 cm

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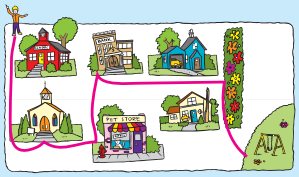
Answer Key

Directions 71

We give people directions using the terms north, south, east, and west.

N
W E
S

Directions: Follow the directions to help Patrick get to the park.



Go south to the church.

Go east to the pet store.

Go north to the bank.

Go east to the flower garden.

Go south to the park.

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72 Time: Hour, Half-Hour

An hour is 60 minutes. The short hand of a clock tells the hour. It is written **0:00**, such as **5:00**. A half-hour is 30 minutes. When the long hand of the clock is pointing to the six, the time is on the half-hour. It is written **:30**, such as **5:30**.

Directions: Study the examples. Tell what time it is on each clock.

Examples:

9:00

The minute hand is on the 12. The hour hand is on the 9. It is 9 o'clock.

4:30

The minute hand is on the 6. The hour hand is between the 4 and 5. It is 4:30.

2:00

3:30

1:00

10:30

12:00

9:30

8:00

3:00

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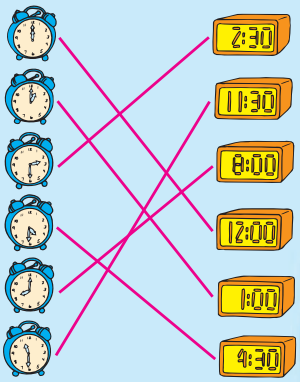
72

Time: Hour, Half-Hour 73

Directions: Draw lines between the clocks that show the same time.



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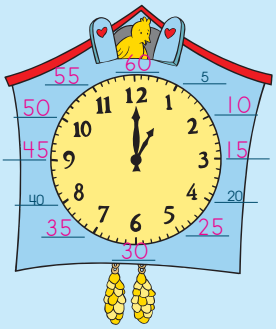
74 Time: Counting by Fives

It takes five minutes for the minute hand to move to each number on the clock face.

Directions: Count by fives. Write each number on the line to find out how many minutes are in one hour.



60 minutes = 1 hour

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Time: Counting by Fives 75

The minute hand of a clock takes five minutes to move from one number to the next. Start at the 12 and count by fives to tell how many minutes it is past the hour.

Directions: Study the examples. Tell what time is on each clock.

Examples:

9:10

8:25

7:05

3:50

2:15

6:20

5:55

5:30

11:45

12:35

2:40

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75

76 Time: Quarter-Hours

Time can also be shown as fractions. 30 minutes = $\frac{1}{2}$ hour.

Directions: Shade the fraction of each clock and tell how many minutes you have shaded.

Example:

$\frac{1}{2}$ hour

30 minutes

$\frac{1}{4}$ hour

15 minutes

$\frac{2}{4}$ hour

30 minutes

$\frac{3}{4}$ hour

45 minutes

$\frac{1}{2}$ hour

30 minutes

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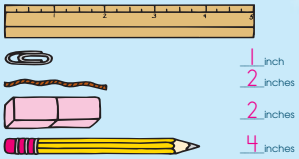
Answer Key

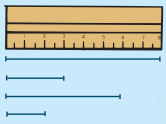
Review 77

Directions: Use the inch ruler to measure these objects.



1 inch
2 inches
2 inches
4 inches

Directions: Use the centimeter ruler to measure these lines.



8 centimeters
3 centimeters
6 centimeters
2 centimeters

Directions: Draw hands on the clocks to show these times.

10:00 7:30 4:05 10:40

Master Skills Math Grade 2

77

78 Money: Penny, Nickel

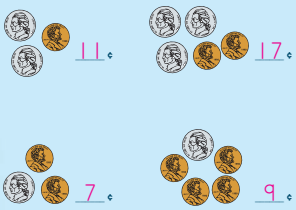
Penny 1¢ Nickel 5¢

Directions: Count the coins and write the amount.

Example:

8 ¢

5¢ 1¢ 1¢ 1¢



11 ¢ 17 ¢

7 ¢ 9 ¢

Master Skills Math Grade 2

78

Money: Penny, Nickel, Dime 79

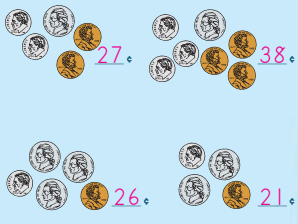
Penny 1¢ Nickel 5¢ Dime 10¢

Directions: Count the coins and write the amount.

Example:

16 ¢

10¢ 5¢ 1¢



27 ¢ 38 ¢

26 ¢ 21 ¢

Master Skills Math Grade 2

79

80 Money: Penny, Nickel, Dime

$1.00 equals 100 pennies.

$1.00 equals 20 nickels.

$1.00 equals 10 dimes.

Directions: Count up to $1.00.

1¢ Pennies: 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

5¢ Nickels: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100

10¢ Dimes: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

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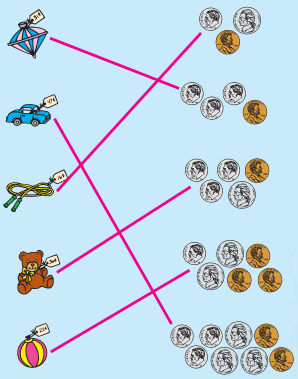
80

Money: Penny, Nickel, Dime 81

Directions: Draw a line from the toy to the amount of money it costs.



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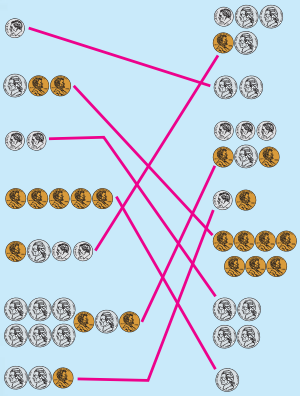
81

82 Money: Penny, Nickel, Dime

Directions: Draw a line to match the amounts of money.



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82

Answer Key

Money: Quarter 83

A quarter is worth 25¢.

Directions: Count the coins and write the amounts.

25 ¢ 25 ¢

30 ¢ 25 ¢

30 ¢ 25 ¢

28 ¢ 36 ¢

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83

84 Money: Decimal

A **decimal** is a number with one or more places to the right of a decimal point, such as 6.5 or 2.25. Money amounts are written with two places to the right of the decimal point.

25¢ $.25 | 10¢ $.10 | 5¢ $.05 | 1¢ $.01

Directions: Count the coins and circle the amount shown. The first one is done for you.

$.17 23¢ $.07

$.50 51¢ 61¢

$.28 36¢ 42¢

37¢ 43¢ $.47

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84

Money: Decimal 85

Directions: Draw a line from the coins to the correct amount in each column.

3¢ 55¢ 31¢ 37¢ 41¢

$.55 $.41 $.37 $.31 $.03

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85

86 Money: Signs

¢ symbolizes cents.

$ symbolizes dollars.

A decimal (.) comes between the dollar and cent signs.

Directions: Practice writing the symbols.

¢ ¢ ¢ ¢ ¢ ¢ ¢ ¢ ¢ ¢

$ $ $ $ $ $

$4.38 56¢

$4.38 56¢

Master Skills Math Grade 2

86

Money: Dollar 87

One dollar equals 100 cents. It is written $1.00.

Directions: Count the money and write the amounts.

$1.00 $.36

$.71 $.29

$1.25 $1.00

$1.55 $1.21

Master Skills Math Grade 2

87

88 Adding Money

Directions: Write the amount of money using decimals. Then, add to find the total amount.

Example:

$1.00
$.05
+$.02
$1.07

$3.00
$.50
$.20
+$.01
$3.71

$1.00
$.75
$.20
+$.05
$2.00

$2.00
$.25
+$.40
$2.65

$1.00
$.25
$.30
+$.15
$1.70

Master Skills Math Grade 2

88

Answer Key

Adding Money — 89

Directions: Write each amount of money as a decimal. Then, add to find the total amount.

Example:

$1.00
+ $.25
$1.25

$1.00
$.10
+ $.25
$1.35

$1.00
$.10
+ $.05
$1.15

$1.00
$1.00
$.05
+ $.25
$2.30

$1.00
$1.00
$.25
+ $.25
$2.50

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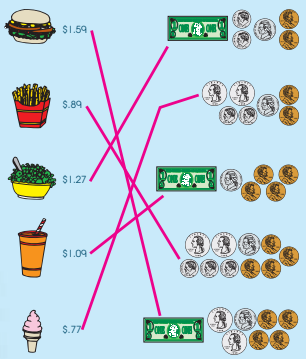
89

Money: Practice — 90

Directions: Draw a line from each food item to the correct amount of money.



Master Skills Math Grade 2

90

Review — 91

Directions: Add the money and write the total.

41¢

35¢

$1.32

76¢

$2.63

Master Skills Math Grade 2

91

Problem-Solving — 92

Directions: Tell whether you should add or subtract. **Hints:** "In all" is a clue to add. "Left" is a clue to subtract. Draw pictures to help you.

Example:
Jane's dog has five bones. He ate three bones. How many bones are left?

subtract

5
− 3
2 bones

Lucky the cat had five mice. She got four more for her birthday. How many mice did she have in all?

add

5
+ 4
9 mice

Sam bought six fish. She gave two fish to a friend. How many fish does she have left?

subtract

6
− 2
4 fish

Master Skills Math Grade 2

92

Problem-Solving: Addition, Subtraction, Multiplication — 93

Directions: Tell if you add, subtract, or multiply. Then, write the answer.
Hints: "In all" means to add. "Left" means to subtract. "In each" means to multiply.

Example:
There are six red birds and seven blue birds. How many birds in all?

add 13 birds

The pet store had 25 goldfish, but 10 were sold. How many goldfish are left?

subtract 15 goldfish

There are five cages of bunnies. There are two bunnies in each cage. How many bunnies are there in the store?

multiply 10 bunnies

The store had 18 puppies this morning. It sold seven puppies today. How many puppies are left?

subtract 11 puppies

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93

Problem-Solving: Addition, Subtraction, Multiplication — 94

Directions: Tell if you add, subtract, or multiply. Then, write the answer.

Example:
There were 12 frogs sitting on a log by a pond, but three frogs hopped away. How many frogs are left?

subtract 9 frogs

There are nine flowers growing by the pond. Each flower has two leaves. How many leaves are there?

multiply 18 leaves

A tree had seven squirrels playing in it. Then, eight more came along. How many squirrels are there in all?

add 15 squirrels

There were 27 birds living in the trees around the pond, but nine flew away. How many birds are left?

subtract 18 birds

Master Skills Math Grade 2

94

Answer Key

Problem-Solving: Fractions — 95

Directions: Read each problem. Use the pictures to help you solve the problem. Write the fraction that answers the question.

Simon and Jessie shared a pizza. Together, they ate $\frac{3}{4}$ of the pizza. How much of the pizza is left? $\frac{1}{4}$

Sylvia baked a cherry pie. She gave $\frac{1}{3}$ to her grandmother and $\frac{1}{3}$ to a friend. How much of the pie did she keep? $\frac{1}{3}$

Timmy erased $\frac{1}{2}$ of the blackboard before the bell rang for recess. How much of the blackboard does he have left to erase? $\frac{1}{2}$

Directions: Read the problem. Draw your own picture to help you solve the problem. Write the fraction that answers the question.

Sarah mowed $\frac{1}{4}$ of the yard before lunch. How much does she have left to mow? $\frac{3}{4}$

Master Skills Math Grade 2

95

Problem-Solving: Time — 96

Directions: Solve each problem.

Tracy wakes up at 7:00. She has 30 minutes before her bus comes. What time does her bus come? 7 : 30

Vera walks her dog for 15 minutes after supper. She finishes supper at 6:30. When does she get home from walking her dog? 6 : 45

Chip practices the piano for 30 minutes when he gets home from school. He gets home at 3:30. When does he stop practicing? 4 : 00

Tanya starts mowing the grass at 4:30. She finishes at 5:00. For how many minutes does she mow the lawn? 30 minutes

Don does his homework for 45 minutes. He starts his work at 7:15. When does he stop working? 8 : 00

Master Skills Math Grade 2

96

Problem-Solving: Money — 97

Directions: Read each problem. Use the pictures to help you solve the problems.

Ben bought a ball. He had 11¢ left. How much money did he have at the start? 40¢

Tara has 75¢. She buys a car. How much money does she have left? 30¢

Leah wants to buy a doll and a ball. She has 80¢. How much more money does she need? 8¢

Jacob has 95¢. He buys the car and the ball. How much more money does he need to buy a doll for his sister? 38¢

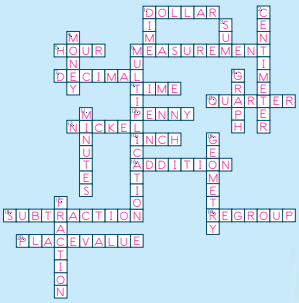
Kim paid three quarters, one dime, and three pennies for a hat. How much did it cost? 88¢

Master Skills Math Grade 2

97

Math Terms Crossword — 99

Directions: Use the clues on page 98 and definitions in the glossary to solve.



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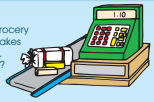
99

Review — 100

Directions: Solve the problems.

Mr. James begins work at his grocery store at 7:30 each morning. It takes him 20 minutes to walk to work. When does he leave his house? 7 : 10



There are 10 rows of shelves at the store. Each row has five shelves. How many shelves are there in the store? 50

Today, the grocery store is having a sale on bread and butter. A loaf of bread costs 67¢ and a pound of butter costs $1.10. How much does it cost to buy both bread and butter? $1.77

Theresa has three quarters, two dimes, and a nickel. How much more money does she need to buy a pound of butter? 10¢

Jerry spends about $\frac{1}{3}$ of his day working at the grocery store for Mr. James. How much of the day does he spend doing other things? $\frac{2}{3}$

Master Skills Math Grade 2

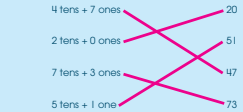
100

Review — 101

Directions: Write the number that is:

next	one less	one greater
68, 69, 70	56, 57	12, 13
786, 787, 788	649, 650	843, 844

Directions: Draw a line to the correct number.



Directions: Add or subtract.

15 + 5 = 20	14 − 4 = 10	7 + 3 = 10	8 − 6 = 2	10 + 7 = 17	14 − 5 = 9

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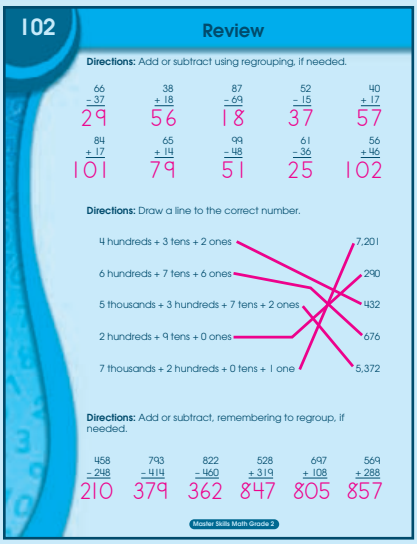
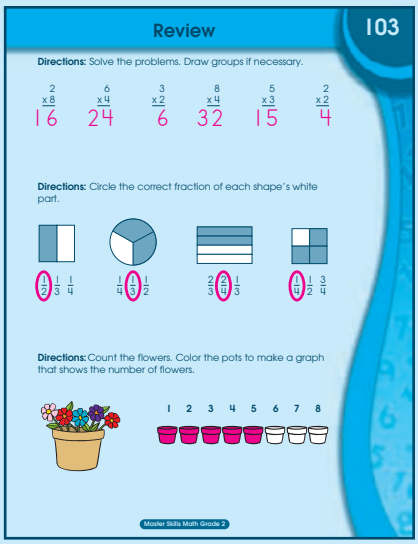
101

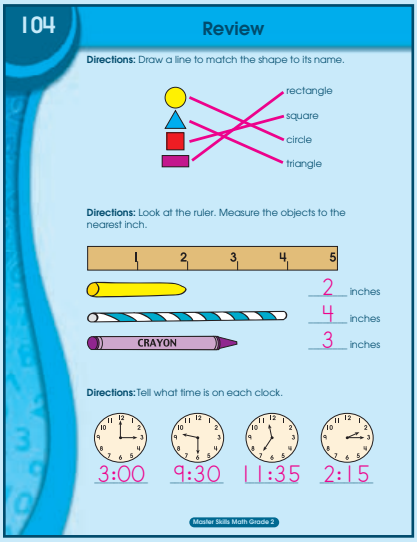
Answer Key



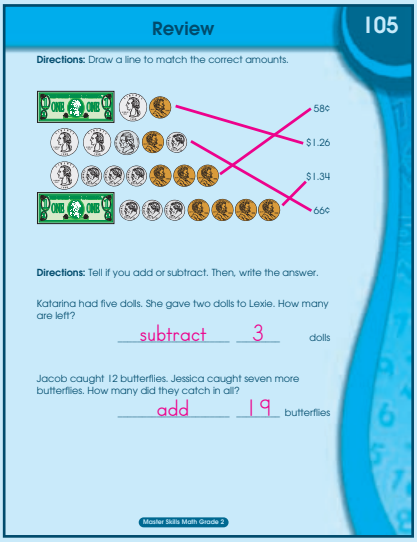
102



103



104



105

Teaching Suggestions

Counting

Ask your child number sequence questions, such as "what comes after 35?" or "what comes before 10?" while you drive in the car or wait in line at the grocery store.

Make up skip-counting rhymes. **Example:** "2 - 4 - 6 - 8, What's the state that's really great?" (Your state!) or "1 - 3 - 5 - 7, Can you jump right up to heaven? Go-o-o jump!"

Order

Before dinner, ask your child if it is time for dessert. Talk about the proper order of things.

One day, schedule a "Backward Day:" read a bedtime story when your child gets up, eat dinner foods for breakfast, eat breakfast for dinner, etc. Talk about the proper order of events in your household.

Teaching Suggestions

Addition and Subtraction

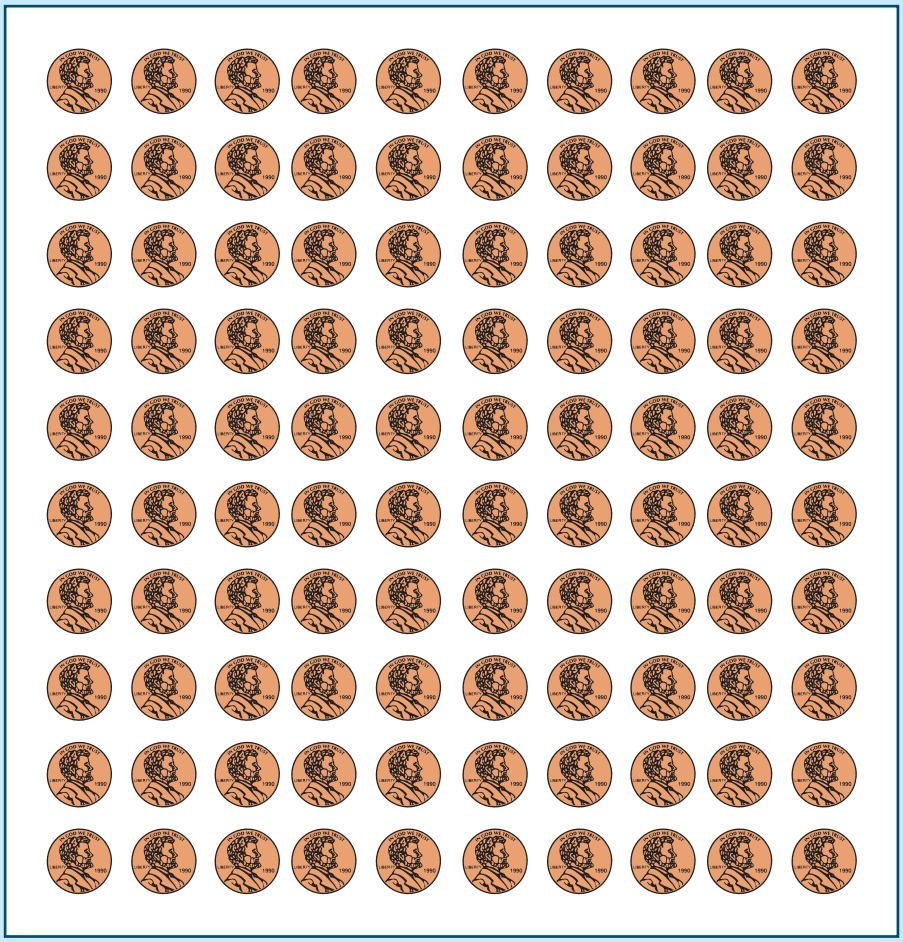
Create a Lincoln log house. Take away some logs. Ask your child how many you took away and how many are left. Write the equation to match the operation you performed.

Multiplication

Ask your child how old he or she is in years. Show him or her how to determine his or her age in months (age x 12).

Place Value

Glue 10 pennies to a strip of cardboard. This can represent tens in activities you do together. Use a 10" x 10" board on which you have glued 100 pennies to represent your hundreds board.



Teaching Suggestions

Money

Cut out coupons from grocery store flyers. Have your child make amounts of money to match the coupon amounts.

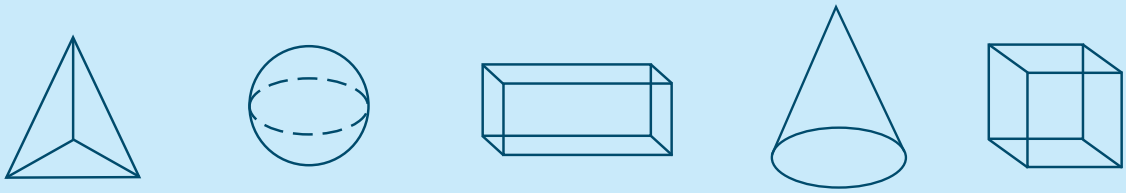
Share old sayings related to money such as, "A penny saved is a penny earned." Ask your child what he or she thinks they mean. Challenge your child to coin some money sayings of his or her own.

If you give your child an allowance, encourage him or her to save for items he or she wants. From time to time, help him or her count the money he or she has saved. Ask your child questions such as, "How much have you saved so far? How much money do you still need?"

Geometry

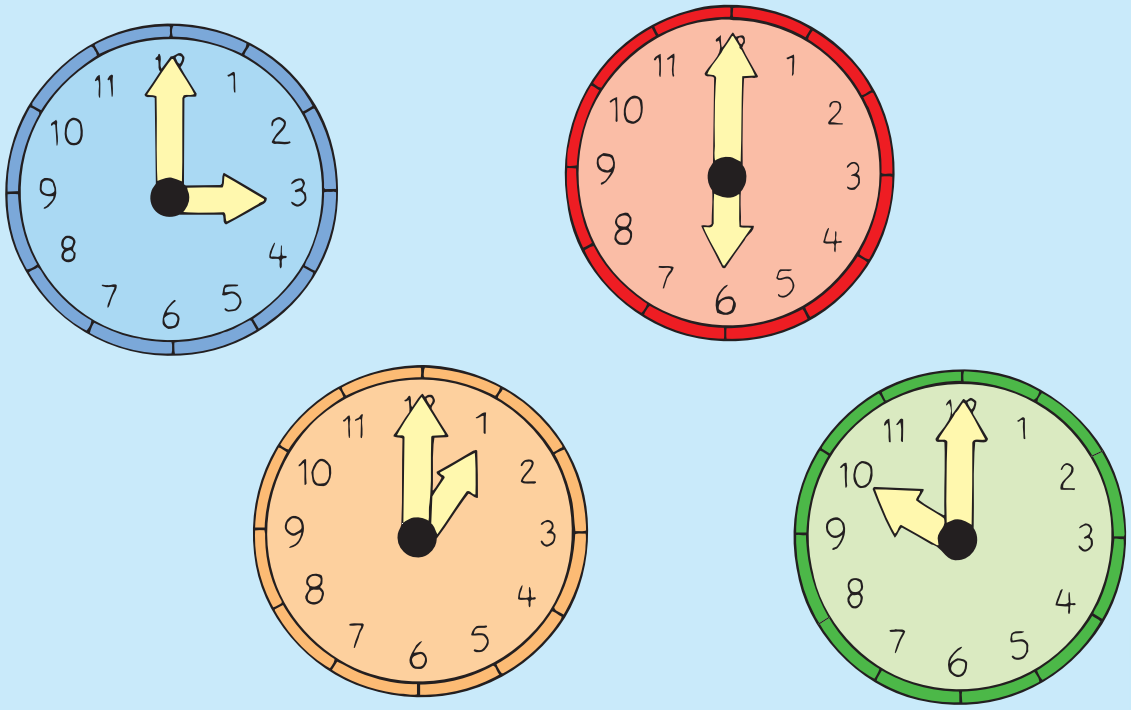
Help your child cut out various geometric shapes and make a shape mobile to hang up.

Use construction paper to create prisms and three-dimensional objects, such as a party hat, a cube, etc.



Time

Help your child create a paper plate clock. Use a paper fastener to attach the minute and hour hands. Suggest different hour and half-hour times for your child to show on the clock face.



Teaching Suggestions

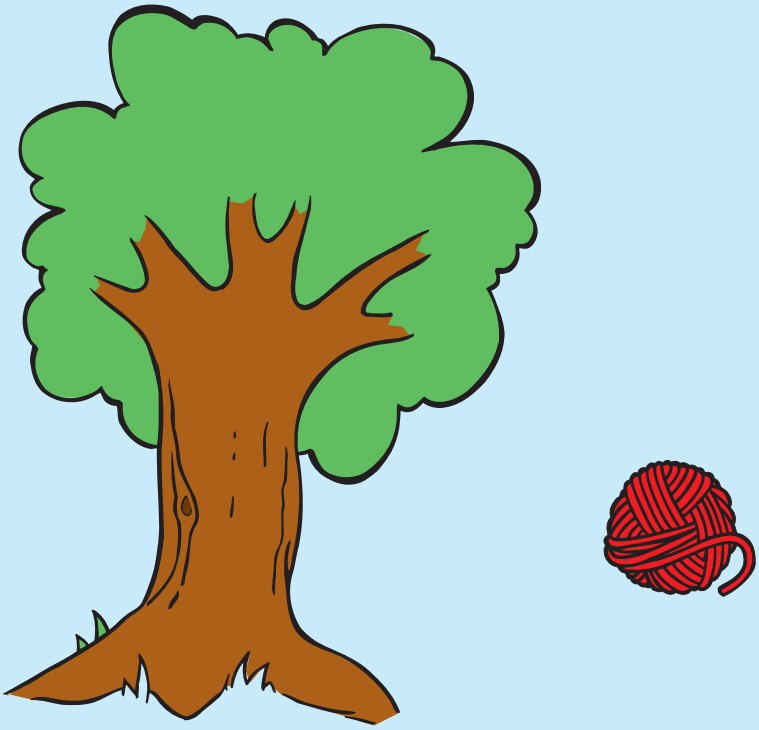
Graphs

Graph the birthdays of the people in your family. Ask your child questions based on the graph, such as "In which month are there the most birthdays? The fewest number? In which months are there no birthdays?"

Graph the people in your family, using such criteria as "boys," "girls," "pets," etc.

Measurement

Ask your child what other tools we use for measuring things (calendars and clocks to measure time, thermometer to measure temperature, etc.). Brainstorm a list of different measuring tools.



Show your child how to measure the circumference of cylindrical objects. For example, have your child predict the distance around a tree trunk. Pull a length of string until the two ends meet around the tree trunk. Cut the string. Then, measure the length of the string in inches and centimeters. Compare the actual measurement with your child's prediction.