



**GRADE 2**

**MATHEMATICS PRACTICE WORKBOOK**

**2<sup>ND</sup> TRIMESTER**

*Academic Year*

2024 – 2025

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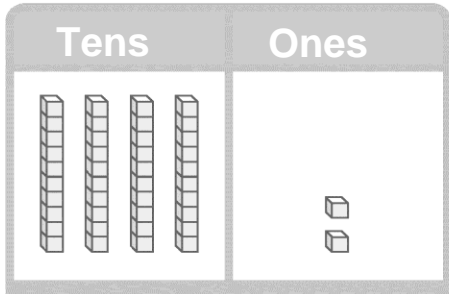
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Name \_\_\_\_\_

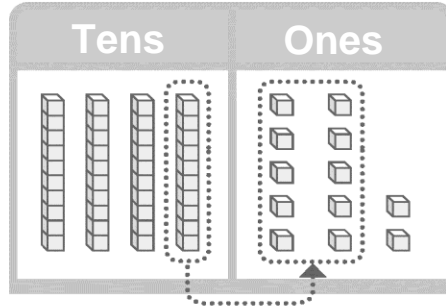
# Additional Practice 6-1 Subtract 1-Digit Numbers Using Models

**Another Look!** You can use place-value blocks to find  $42 - 7$ .

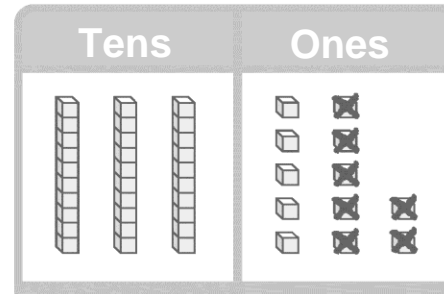
Show 42.



Next, regroup 1 ten as 10 ones.



Then, take away 7 ones.



$$12 - 7 = \underline{5} \text{ ones}$$

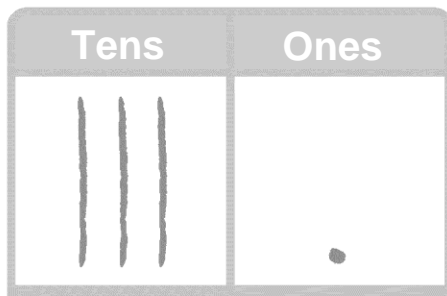
$$42 - 7 = \underline{35}$$

**HOME ACTIVITY** Ask your child to show you how to subtract  $26 - 7$  using small objects such as buttons, marbles, or paper clips. Have your child explain and show you how he or she found the difference.

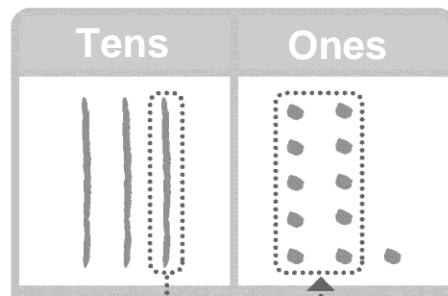


Subtract. Use the drawings of blocks to help.

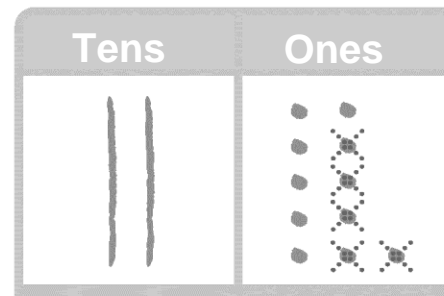
1. Find  $31 - 5$ .  
Show 31.



Next, regroup 1 ten as 10 ones.



Next, take away \_\_\_\_\_ ones.



$$11 - 5 = \underline{\quad} \text{ ones}$$

$$31 - 5 = \underline{\quad}$$



Draw place-value blocks to solve each problem.

2.  $48 - 4 = \underline{\quad}$

Tens	Ones

3.  $33 - 6 = \underline{\quad}$

Tens	Ones

4.  $24 - 6 = \underline{\quad}$

Tens	Ones

5.  $56 - 5 = \underline{\quad}$

Tens	Ones

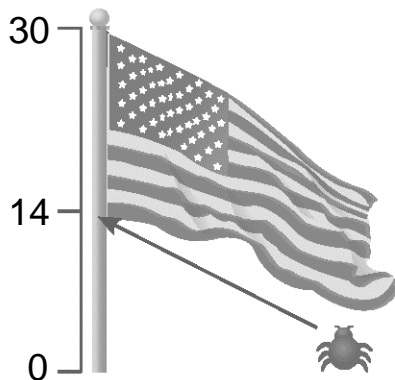
6. Maria buys 36 beads.  
She uses 9 of the beads.  
How many beads does Maria have left?

       beads

7. Luke buys 7 new pencils.  
Now he has 21 pencils.  
How many pencils did Luke have at first?

       pencils

8. **Higher Order Thinking** A flag pole is 30 feet tall. A bug crawls 14 feet up the pole. Then it crawls another 4 feet up the pole. How much farther must the bug crawl to get to the top?



       feet

9. **Assessment Practice** Draw place-value blocks to find  $60 - 9$ . Which is the difference?

Tens	Ones

A. 51

C. 49

B. 50

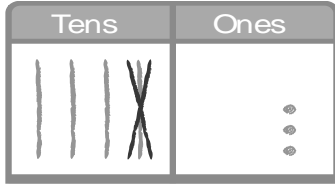
D. 48

# Additional Practice 6-2 Subtract 2-Digit Numbers Using Models

**Another Look!** Find  $43 - 16$ . You can draw and use blocks.

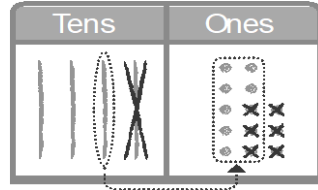
**Step 1**

Draw blocks to show 43. Take away 1 ten.



**Step 2**

Regroup 1 ten and take away 6 ones.



You can regroup 1 ten as 10 ones.



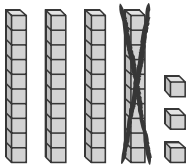
**HOME ACTIVITY** Ask your child to use paper clips or other small objects to find  $54 - 17$ . Have your child explain how he or she subtracted.

**Another Way** – Show blocks for 43 and take away.

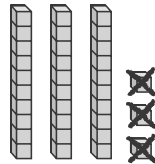
Take away 1 ten

Take away 3 ones.

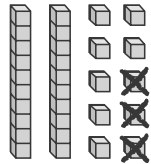
Regroup. Take away 3 more ones.



$43 - 10 = 33$



$33 - 3 = 30$



$30 - 3 = 27$

So,  $43 - 16 = \underline{27}$ .



Subtract. Use and draw place-value blocks.

1.  $50 - 13 =$  \_\_\_\_\_

Tens	Ones

2.  $76 - 28 =$  \_\_\_\_\_

Tens	Ones

3.  $43 - 17 =$  \_\_\_\_\_

Tens	Ones

4.  $95 - 34 =$  \_\_\_\_\_

Tens	Ones



**Model Solve.** Draw models to show your work.

5.  $66 - 23 =$  \_\_\_\_\_

Tens	Ones

6.  $47 - 18 =$  \_\_\_\_\_

Tens	Ones

7.  $53 - 37 =$  \_\_\_\_\_

Tens	Ones

8.  $81 - 49 =$  \_\_\_\_\_

Tens	Ones

9. Latoya has 95 pennies. She gives 62 pennies to her cousin. How many pennies does Latoya have now?

Tens	Ones

\_\_\_\_\_ pennies

10. Jamal has 54 marbles. Lucas has 70 marbles. How many more marbles does Lucas have than Jamal?

Tens	Ones

\_\_\_\_\_ more marbles

11. **Higher Order Thinking** Ten fewer locks were sold at a bike store on Wednesday than on Tuesday. How many more locks were sold on Wednesday than on Monday?

<b>Bike Locks Sold</b>	
Monday	9
Tuesday	33
Wednesday	

\_\_\_\_\_ more locks

12. **Assessment Practice** Draw place-value blocks to find  $36 - 17$ . Which is the difference?

Tens	Ones

**A.** 18    **B.** 19    **C.** 29    **D.** 31

# Additional Practice 6-5 Practice Subtracting

**Another Look!** Find  $82 - 37$ .

**One Strategy – Compensation**

$82 - 40 = \underline{42}$  It's easier to subtract 40.

$42 + 3 = \underline{45}$  Add 3 to the difference.

**Another Strategy – Partial Differences**

Start by breaking apart the number you are subtracting.

$82 - 37 = ?$	$82 - 30 = 52$
$\begin{array}{r} 30 & 7 \\ - & \\ \hline 2 & 5 \end{array}$	$52 - 2 = 50$ $50 - 5 = 45$
	So, $82 - 37 = 45$ .

This strategy works. I can break apart 37 by place value. I subtract 3 tens and then 2 ones and 5 ones.

I can subtract in different ways.

I can also explain why a strategy works.



**HOME ACTIVITY** Write  $78 - 29$  on a sheet of paper. Have your child use a strategy he or she has learned, to solve the problem. Then ask your child to explain how he or she found the difference.



Use any strategy to subtract. Show your work. Be ready to explain why your strategy works.

$1.56 - 37 = \underline{\hspace{2cm}}$

$2.46 - 18 = \underline{\hspace{2cm}}$

$3.75 - 22 = \underline{\hspace{2cm}}$



**Make Sense** Make a plan. Solve each problem.  
Show your work.

4. 45 basketballs are in a closet.  
38 basketballs are full of air.  
The rest need air.  
How many basketballs need air?

\_\_\_\_\_ basketballs

5. Sue buys a box of 60 craft sticks.  
She uses 37 craft sticks for her project.  
How many craft sticks are left?

\_\_\_\_\_ craft sticks

6. **Higher Order Thinking** 36 berries are in a bowl. James eats 21 of the berries. Then he puts 14 more berries in the bowl. How many fewer berries are in the bowl now?

\_\_\_\_\_ fewer berries



7. **Assessment Practice** Circle the problem that you will use regrouping to solve. Then choose a strategy to find both differences. Show your work.

$$83 - 45 = \underline{\hspace{2cm}}$$

$$65 - 33 = \underline{\hspace{2cm}}$$

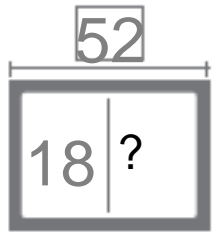


**Another Look!** 52 cars are parked in the lot. 18 cars leave. Then 10 more cars leave. How many cars are in the lot now?

Use the answer from Step 1 to solve Step 2.

**Step 1:** Subtract to find how many cars are still in the lot after 18 cars leave.

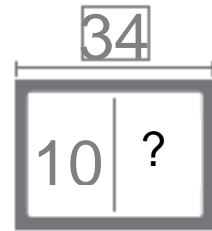
$$\begin{array}{r}
 52 \\
 -18 \\
 \hline
 42 \\
 -2 \\
 \hline
 40 \\
 -6 \\
 \hline
 34
 \end{array}$$



**Step 2:** Then subtract to find how many cars are still in the lot after 10 more cars leave.

$$\begin{array}{r}
 34 \\
 -10 \\
 \hline
 24
 \end{array}$$

24 cars



## Additional Practice 6-6

### Solve One-Step and Two-Step Problems

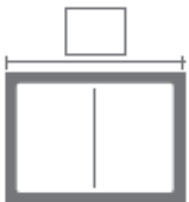
**HOME ACTIVITY** Have your child solve this problem: Some birds are sitting on the roof. Then thunder scares away 12 birds. Now there are 32 birds sitting on the roof. How many birds were sitting on the roof at the start?



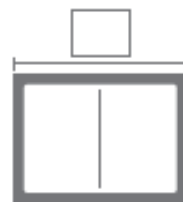
Use the answer from Step 1 to solve Step 2.

1. 73 people are on the train. At a train stop 24 people get off and 19 people get on. How many people are on the train now?

**Step 1:**



**Step 2:**

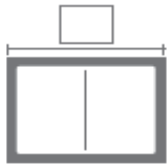


\_\_\_\_\_ people



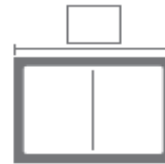
**Make Sense** Make a plan. Solve each problem. Show your work.  
Check your work.

2. Rosa's book has 88 pages in all. She reads some pages on Monday. She has 59 pages left to read. How many pages did she read on Monday?



\_\_\_\_\_ pages

3. Jackie runs 19 laps on Monday. She runs 12 laps on Tuesday. How many laps did she run on both days?



\_\_\_\_\_ laps

4. **Higher Order Thinking** Zak has a bag of cherries. He gives away 18 cherries to Tim and 18 cherries to Janet. Now he has 25 cherries. How many cherries did Zak have at the start?

**Step 1:**

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

**Step 2:**

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ cherries

5. **Assessment Practice** There are 68 runners in a marathon. 28 runners finish the race. Then 22 more runners finish the race. How many runners have **NOT** finished the race?

Which pair of equations can you use to solve this problem?

**A.**  $68 + 28 = 96;$   
 $96 - 22 = 74$

**C.**  $68 - 28 = 40;$   
 $40 - 22 = 18$

**B.**  $68 + 28 = 96;$   
 $28 + 22 = 50$

**D.**  $68 - 28 = 40;$   
 $40 + 22 = 66$

Name \_\_\_\_\_

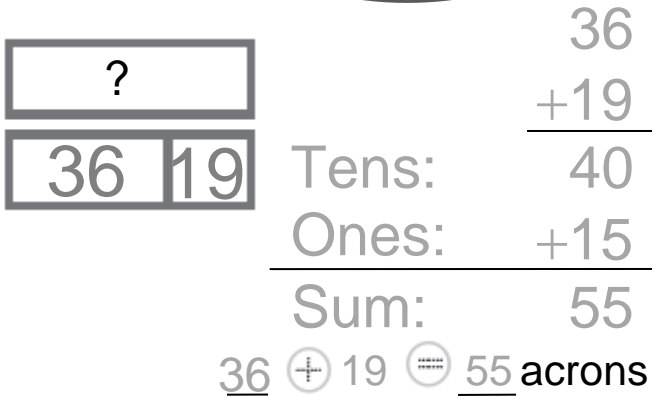
# Additional Practice 6-7 Reasoning

**Another Look!** Robin collects 36 acorns.  
Trisha collects 19 more acorns than Robin.  
How many acorns does Trisha collect?



I can reason about the numbers. I will add  $36 + 19$  to find how many acorns Trisha collects.

This bar diagram Shows comparison. The diagram and the equation show how the numbers and the unknown in the problem relate.



**HOME ACTIVITY** Ask your child to find  $76 - 42$  by drawing a bar diagram and writing an equation. Then ask your child to explain what the numbers and symbols mean.



Reason about how the numbers in the problem relate. Complete the bar diagram and write an equation to solve. Show your work.

- The Tigers scored 53 points in a basketball game. The Lions scored 12 fewer points than the Tigers. How many points did the Lions score?

\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ points



**Vacation Pictures**

Adam, Tessa, and Nicki take pictures on their vacation. How many fewer pictures did Adam take than Nicki?

**Number of Pictures Taken**

Adam	Tessa	Nicki
19	92	78

Use the information in the table to solve.

**2. Make Sense** Will you use each number in the table to solve the problem? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Model** Complete the bar diagram. Decide how the numbers in the problem relate. Then write an equation that shows how to solve the problem.



**4. Reasoning** How many fewer pictures did Adam take than Nicki? Explain how you solved the problem.

\_\_\_\_\_ fewer pictures

# Additional Practice 7-2 Mixed Practice: Solve Addition and Subtraction Problems

**Another Look!** A bar diagram can help you solve word problems.

Bridget has 15 fewer crackers than Jessica. Bridget has 20 crackers. How many crackers does Jessica have?

Jessica's crackers

?
---

20	15
----	----

Bridget's crackers      15 crackers fewer

Jessica has 35 crackers.

	Tens	Ones
	2	0
+	1	5
	3	0
		5
	3	5

Bridget has 15 fewer, which means Jessica has 15 more. Add to find the number of crackers Jessica has.



**HOME ACTIVITY** Tell your child Max has 10 fewer shells than Becca. Max has 20 shells. How many shells does Becca have? Then have your child write the equation.  $20 + 10 = 30$ .



Solve each problem any way you choose. Use drawings and equations to help. Show your work.

1. Ann puts 37 photos in one book and 24 photos in another book. How many photos does she use in all?

\_\_\_\_\_ photos

2. Jorge's puzzle has 20 fewer pieces than Rosi's puzzle. Jorge's puzzle has 80 pieces. How many pieces does Rosi's puzzle have?

\_\_\_\_\_ pieces



Solve each problem any way you choose. Use drawings and equations to help. Show your

**3. Reasoning** Lucy makes 37 get well cards and some thank you cards. She makes 60 cards in all. How many thank you cards does Lucy make?

\_\_\_\_\_ thank you cards

**4. Higher Order Thinking** Jeff finds some bugs. He finds 10 fewer grasshoppers than crickets. He finds 5 fewer crickets than ladybugs. If Jeff finds 5 grasshoppers, how many ladybugs does Jeff find? How many crickets does he find? Write two equations to solve the problem.

\_\_\_\_\_ crickets      \_\_\_\_\_ ladybugs

Think about what the numbers in the problem mean.



**5. Assessment Practice** Sandy has 17 fewer hockey cards than Al. Al has 55 hockey cards. How many hockey cards does Sandy have?

Draw a line to show where each number and unknown could be in the equation. Then solve.

17	+	?	=	55
----	---	---	---	----

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

\_\_\_\_\_ cards

# Additional Practice 7-4 Solve Two-Step Problems

**Another Look!** You can solve problems in different ways.

Jenna had 13 red markers and 15 blue markers. Then she lost 12 markers. How many markers does Jenna have left?

### Step 1

Add to find the number of markers Jenna had in all.

$$13 + 15 = ?$$

The sum is 2 tens and 8 ones or 28.

$$\underline{13} + \underline{15} = \underline{28}$$

### Step 2

Subtract the number of markers Jenna lost.

$$28 - 12 = ?$$

The difference is 1 ten and 6 ones or 16

$$\underline{28} - \underline{12} = \underline{16} \quad \underline{16} \text{ markers}$$

I broke apart the problem into two parts. I used place value and mental math to solve each part.

**HOME ACTIVITY** Make up story problems that take two questions, or steps, to solve. Ask your child to solve both parts of each problem.



Solve any way you choose. Show your work. Write equations to solve both parts of the problem.

- There were 15 red apples and 6 green apples in a bowl. Eric ate 2 of the apples. How many apples are in the bowl now?

Step 1 \_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

Step 2 \_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ apples



2. **Be Precise** Three students use the table to record how many jumping jacks they did each day. Complete the table and the sentences.

Hank did \_\_\_\_\_ jumping jacks on Friday.

Emma did \_\_\_\_\_ jumping jacks on Thursday.

Tana did \_\_\_\_\_ jumping jacks on Wednesday.

Jumping Jacks				
	Wednesday	Thursday	Friday	Total
Emma	30	_____	15	88
Hank	33	32	_____	85
Tana	_____	35	25	100

3. **Higher Order Thinking** Kendra drew 26 stars. She erased 12 stars. Then Kendra drew some more stars. Now there are 29 stars. How many more stars did Kendra draw? Write an equation for each part. Then solve.

4. **Assessment Practice** Ken needs to buy 100 nails. He buys 25 nails at one store and 36 nails at another store. How many more nails does Ken need to buy?

Which equations can be used to solve the problem?

- A.  $100 - 36 = 64$  and  $64 + 25 = 89$
- B.  $100 - 25 = 75$  and  $36 - 25 = 9$
- C.  $36 - 25 = 9$  and  $100 - 9 = 91$
- D.  $25 + 36 = 61$  and  $100 - 61 = 39$



# Additional Practice 7-6

## Make True Equations

**Another Look!** Find the missing number to make the equation true.

$$9 + \underline{\quad} = 20 - 5$$

In a true equation, both sides have the same value.

First, find  $20 - 5$ .

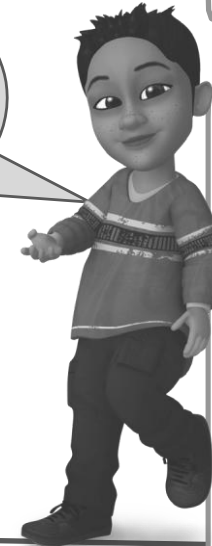
Next, solve  $9 + \underline{\quad} = 15$

So,  $9 + \underline{6} = 20 - 5$ .

$$20 - 5 = 15$$

$$9 + \underline{6} = 15$$

Find the value on one side first. That answer can help you find the missing number.



**HOME ACTIVITY** Write down a number between 0 and 20. Ask your child to write down an addition or subtraction fact that would equal the number. Repeat with other numbers. Have your child give you a number and then you give an addition or subtraction fact. Ask him or her to tell you if you made a true or false equation.



Write the missing numbers to make the equations true. Show your work.

1.  $7 + \underline{\quad} = 18 - 6$

$$18 - 6 = \underline{\quad}$$

$$7 + \underline{\quad} = \underline{\quad}$$

2.  $2 + 4 = 16 - \underline{\quad}$

$$2 + 4 = \underline{\quad}$$

$$\underline{\quad} = 16 - \underline{\quad}$$



Write an equation to show each problem. Then solve. Show your work.

**3. Reasoning** Greg had 6 points. Then he got 9 more points. Joy has 10 points. She wants the game to end in a tie. How many more points does Joy need?

\_\_\_\_\_ more

**4. Reasoning** Ella has the same number of acorns as Frank. Ella has 9 in one hand **and 10** in the other hand. Frank has 8 in one hand. How many acorns does Frank have in the other hand?

\_\_\_\_\_ acorns

**5. Higher Order Thinking** Write the missing number that makes the equation true. Use pictures or words to explain how you know.

$$13 + 4 = 18 - \underline{\quad}$$



**6. Assessment Practice** Circle the number that will make the equation true.

1   2   3   4   5   6   7   8

$$4 + \underline{\quad} = 1 + 8$$

**Another Look!** You can use two kinds of clocks to tell time.

The minute hand moves from mark to mark in 1 minute.

There are 5 moves between each number. So, the minute hand moves from number to number in 5 minutes.



There are 30 minutes in a half hour and 60 minutes in an hour. The hour hand moves from number to number every 60 minutes.



**Additional Practice 8-6**  
**Tell and Write Time to Five Minutes**

**HOME ACTIVITY** Draw three clock faces showing 3:20, 10:50, and 7:05. Have your child tell you the time each clock shows.



Count by 5s Write the time.

1.



2.



**3. Be Precise** The time is shown on the clock below.



Draw the time on the clock in the box at the right. Then complete each sentence.

The minute hand is pointing to the \_\_\_\_\_.



The hour hand is between \_\_\_\_\_ and \_\_\_\_\_.

**Higher Order Thinking** Each riddle is about a different clock. Solve the riddle and write the time.

**4.** My hour hand is between the 3 and the 4.  
My minute hand is pointing to the 7.

What time do I show? \_\_\_\_\_

**5.** My hour hand is between the 5 and the 6.  
My minute hand is pointing to the 4.

What time do I show? \_\_\_\_\_

**6.** My hour hand is between the 11 and the 12.  
My minute hand is pointing to the 3.

What time do I show? \_\_\_\_\_

**7.** My hour hand is between the 1 and the 2.  
My minute hand is pointing to the 9.

What time do I show? \_\_\_\_\_

**8. Assessment Practice** What time does the clock show?

- 5:00      5:05      5:10      5:25  
**A.**      **B.**      **C.**      **D.**



# Additional Practice 8-7 Tell Time Before and After the Hour

**Another Look!** Here are different ways to say time before and after the hour.



6:15

15 minutes after 6 or quarter past 6



6:30

30 minutes after 6 or half past 6



6:45

45 minutes after 6 or quarter to 7



2:40

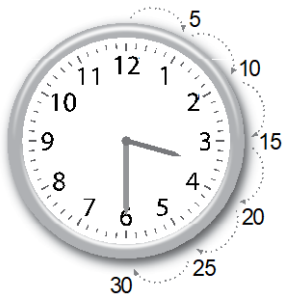
20 minutes before 3 or 40 minutes after 2

**HOME ACTIVITY** Draw several clock faces. Have your child draw the time for 7:15, 2:30, and 5:45. Then have your child say the time using the terms *quarter past*, *half past*, and *quarter to*.



Count by 5s to tell the time. Write the time on the line below the clock. Then write the missing numbers.

1.



30 minutes after \_\_\_\_\_ or half past \_\_\_\_\_

2.



\_\_\_\_\_ minutes after \_\_\_\_\_ or \_\_\_\_\_ minutes before \_\_\_\_\_



3. The time is 6:10. Is the hour hand pointing closer to 6 or 7? Explain your reasoning.


**Higher Order Thinking** Write the time. Then answer each question.

4. Nancy arrives at 10 minutes before 8.

\_\_\_\_\_

School starts at



Is Nancy early or late for school?

\_\_\_\_\_

5. Sean arrives at quarter to 7.

\_\_\_\_\_

Dinner starts at



Is Sean early or late for dinner?

\_\_\_\_\_

6. Assessment Practice Joyce arrives at school at 10 minutes to 8. Which clock shows this time?



A.



B.



C.



D.

Name \_\_\_\_\_

### Another Look!

Mom goes swimming in the morning.

I go to soccer practice after school.

Dad goes for a walk after dinner in the evening.



a.m. p.m.



a.m. p.m.



a.m. p.m.

a.m. means before noon. p.m. means after noon.



## Additional Practice 8-8 A.M. and P.M.

**HOME ACTIVITY** Write three things that you do at different times of the day. Have your child tell you whether you do these things in the a.m. or the p.m.



Complete the clocks so both clocks show the same time. Circle a.m. or p.m. to tell when each activity takes place.

1. Eat a snack in the morning



a.m. p.m.

2. Brush your teeth after lunch



a.m. p.m.



Solve each problem.

**3. Vocabulary** Write an example of an event that could happen in the **a.m.** Write an example of an event that could happen in the **p.m.**

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**4. Higher Order Thinking** Guess what time it is. Right now, it is p.m. In 10 minutes it will be a.m. What time is it now? Explain.

---

---

Write the time on the clock.



**5. Assessment Practice** Alexis wakes up in the morning at the time shown on the clock. What time does Alexis wake up?

- A. 7:15 a.m.
- B. 8:15 a.m.
- C. 7:15 p.m.
- D. 8:15 p.m.



**6. Assessment Practice** Circle a.m. or p.m. to tell when you would do each activity.

- |                        |      |      |
|------------------------|------|------|
| Watch the sunset       | a.m. | p.m. |
| Eat breakfast          | a.m. | p.m. |
| Walk home from school  | a.m. | p.m. |
| Take the bus to school | a.m. | p.m. |



Name \_\_\_\_\_

# Additional Practice 9-1

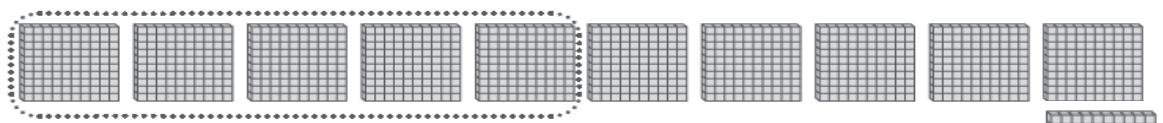
## Understand Hundreds

**Another Look!** You can show hundreds with models.

Circle the models to show 500.

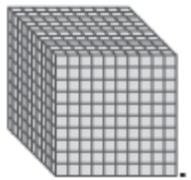
500 equals 5 hundreds, 0 tens, and 0 ones.

Count by 100s to find 500.



Remember that 10 ones = 1 ten, 10 tens = 1 hundred

and 10 hundreds = 1 thousand



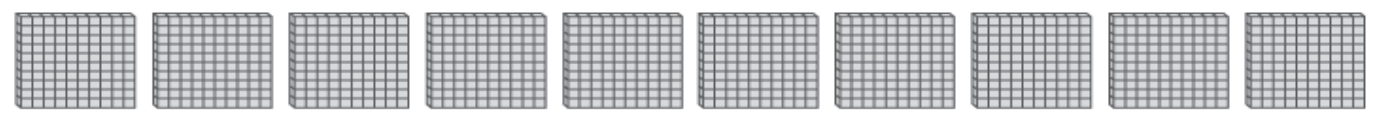
**HOME ACTIVITY** Ask your child to count by hundreds to solve the following problem. *Each box of paper clips has one hundred paper clips. Joe has 6 boxes of paper clips. How many paper clips does Joe have in all?*



Circle the models to show each number. Write the number of hundreds.

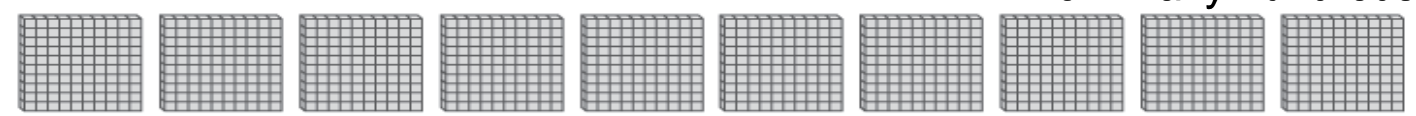
1. 200

How many hundreds? \_\_\_\_\_



2. 700

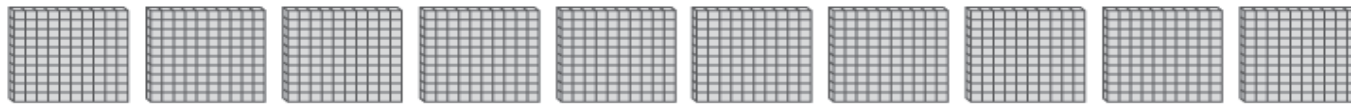
How many hundreds? \_\_\_\_\_



**Model** Circle the models to show each number. Write the number of hundreds.

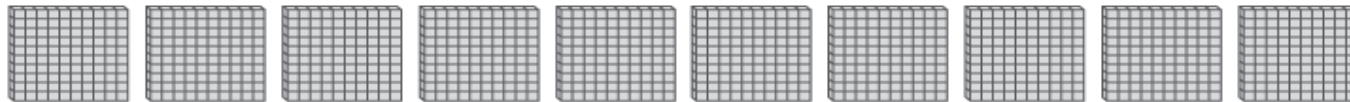
3. 900

How many hundreds? \_\_\_\_\_



4. 1,000

How many hundreds? \_\_\_\_\_



Solve each problem below.

5. Use tens blocks to build 100. Think about how many tens make 100. Draw a picture of your model.

6. **Higher Order Thinking** Patrick picked two numbers. The first number has 7 hundreds, 0 tens, and 0 ones. The second number has 2 fewer hundreds than the first number. Which two numbers did Patrick pick?

Patrick's numbers are \_\_\_\_\_  
and \_\_\_\_\_.

7. **Assessment Practice** Each bag has 100 pretzels. Count by hundreds to find the total. Which is the total number of pretzels in the bags?

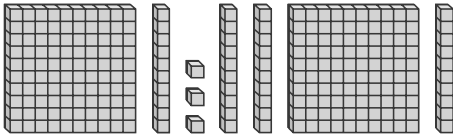


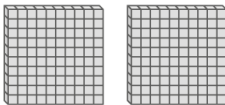
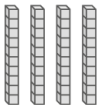

**A.** 150    **B.** 400    **C.** 500    **D.** 550

# Additional Practice 9-2 Models and 3-Digit Numbers

**Another Look!** Use models and your workmat to sort and count.

First, put the hundreds flats on your mat. Next, put the tens rods on your mat. Last, put the ones cubes on your mat. Write the number of hundreds, tens, and ones.

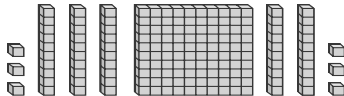


Hundreds	Tens	Ones
		
2	4	3

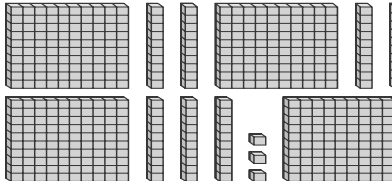
**HOME ACTIVITY** Give your child 50 paper clips or other small, countable objects. Ask your child to sort the clips into 10s and then write the number he or she counts.



Write the numbers. Use models and your workmat if needed.

1. 

Hundreds	Tens	Ones

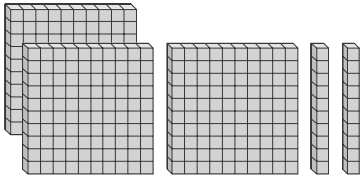
2. 

Hundreds	Tens	Ones



Solve each problem. Use models and your workmat if needed.

3. **Model** Write the number based on the model shown.



Hundreds	Tens	Ones

4. **Number Sense** Use the clues to solve the number puzzle.

I have a 5 in my ones place.

The digit in my tens place is 3 plus the digit in my ones place. The digit in my hundreds place is 2 less than the digit in my ones place. What number am I?

\_\_\_\_\_

5. **Higher Order Thinking** Look back at Item 4. Write your own place-value number puzzle. Give it to a friend to solve.

\_\_\_\_\_

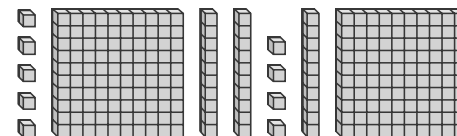
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. **Assessment Practice** Which number is shown?



- A. 239
- B. 329
- C. 293
- D. 339

Name \_\_\_\_\_

# Additional Practice 9-3

## Name Place Values

**Another Look!** You can find the value of each digit of a number by its place.

Hundreds	Tens	Ones
2	4	3

The value of the 2 is 2 hundreds or 200.

The value of the 4 is 4 tens or 40.

The value of the 3 is 3 ones or 3.

**HOME ACTIVITY** Choose two three-digit numbers. Ask your child to name the values of each digit in each number.



Use the number in the place-value chart. Write the value of each digit.

1.

Hundreds	Tens	Ones
8	2	1

The value of the 8 is \_\_\_\_\_ hundreds or \_\_\_\_\_.

The value of the 2 is \_\_\_\_\_ tens or \_\_\_\_\_.

The value of the 1 is \_\_\_\_\_ one or \_\_\_\_\_.

2.

Hundreds	Tens	Ones
5	7	9

The value of the 5 is \_\_\_\_\_ hundreds or \_\_\_\_\_.

The value of the 7 is \_\_\_\_\_ tens or \_\_\_\_\_.

The value of the 9 is \_\_\_\_\_ ones or \_\_\_\_\_.



Use place value to solve each problem.

3. Complete the chart to find the number.

The number has 0 ones.  
It has 7 hundreds.  
It has 8 tens.

Hundreds	Tens	Ones

What is the number? \_\_\_\_\_

4. **Explain** Stacy says the 4 in 643 has a value of 4 tens or 40. Do you agree with Stacy's reasoning? Explain. Use pictures, words, or numbers in your answer.

5. **Higher Order Thinking** Kayla wrote a three-digit number. The value of the digit in the hundreds place is 6 hundreds. The digit in the tens place is 3 less than the digit in the hundreds place. The sum of all three digits is 12. What is Kayla's number?

Kayla's number is \_\_\_\_\_.

6. **Assessment Practice** What is the value of the 7 in the number 763?

- A. 7
- B. 70
- C. 100
- D. 700

# Additional Practice 9-4

## Read and Write 3-Digit Numbers

**Another Look!** You can write and show numbers in different ways.

**Expanded form** uses plus signs to show hundreds, tens, and ones.

$$200 + 60 + 4$$

You can draw models to show the expanded form.



The **word form** is two hundred sixty-four.

The **standard form** is 264.

**HOME ACTIVITY** Say a three-digit number, such as eight hundred fifty-one. Write it down in word form. Ask your child to write the number in both standard form and expanded form.



Solve each problem.

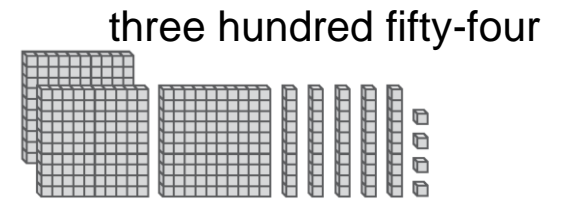
1. Draw models to show the expanded form. Write the number in standard form.

$$400 + 30 + 8$$

four hundred thirty-eight

\_\_\_\_\_

2. Write the number in expanded form and standard form.



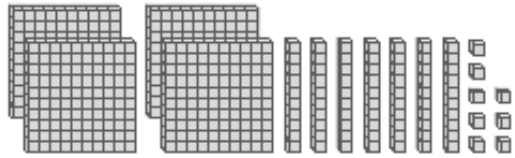
\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_



3. **Vocabulary** Write the number in standard form.

Then write it in **word form**.



$$400 + 70 + 8$$

\_\_\_\_\_

\_\_\_\_\_

4. **Assessment Practice** 329 cars and 293 trucks are parked in a parking lot.

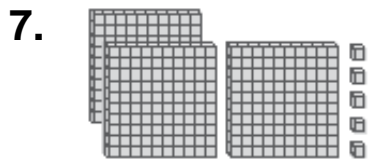
Which is the expanded form of the number of cars parked?

- A.  $200 + 90 + 3$
- B.  $300 + 20 + 9$
- C.  $300 + 90 + 2$
- D.  $600 + 20 + 2$

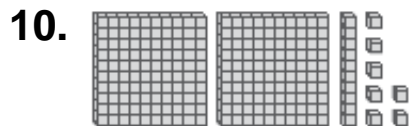
**Higher Order Thinking** Use the clues to complete the number puzzle.

**Across**

5.  $500 + 20 + 3$



9.  $400 + 20 + 9$



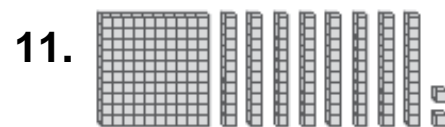
13. Two hundred sixty-nine

**Down**

6.  $300 + 40 + 7$

7. Three hundred ninety-seven

8.  $500 + 60 + 9$



12. Four hundred thirty-eight

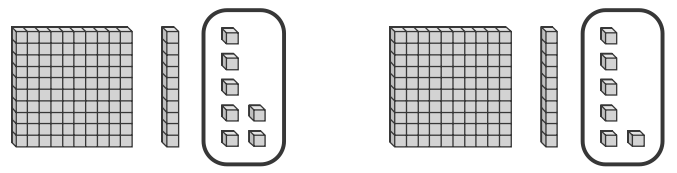
5		6		7		8
		9				
10	11				12	
	13					



# Additional Practice 9-8

## Compare Numbers Using Place Value

**Another Look!** To compare two numbers, first compare the digits with the greatest place value.  
 If the hundreds are equal, compare the tens.  
 If the tens are equal, compare the ones.



117                      116

7 is greater than 6.  
 So 117  $>$  116.

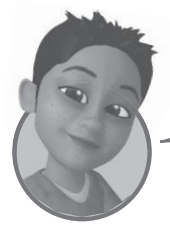
Hundreds	Tens	Ones
		7
		6

Use models to help!

$>$  means greater than.  
 $<$  means less than.  
 $=$  means equals.



**HOME ACTIVITY** Ask your child if 540 is greater than or less than 524. Then have your child explain his or her answer.

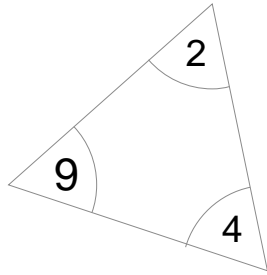


Compare. Write  $>$ ,  $<$ , or  $=$ . Use place-value blocks to help if needed.

- |              |              |              |
|--------------|--------------|--------------|
| 1. 341 ○ 432 | 2. 990 ○ 290 | 3. 621 ○ 639 |
| 4. 890 ○ 880 | 5. 546 ○ 546 | 6. 999 ○ 995 |

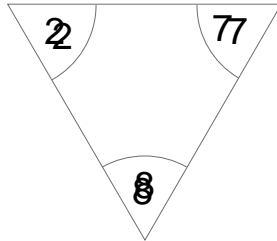
**Make Sense** Use the numbers in the triangles as digits. Write a number that will make each comparison true.

7.



\_\_\_\_\_ < 942

8.



872 > \_\_\_\_\_

Check that your answer makes sense.



9. Nyla compared 790 and 709. Her work is shown at the right. Is Nyla's comparison correct? If not, correct her mistake.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nyla's work
790 < 709
I compared the ones.
0 is less than 9.
So, 790 < 709.

**10. Higher Order Thinking** A number is less than 200 and greater than 100. The ones digit is 5 less than 10. The tens digit is 2 more than the ones digit. What is the number?

\_\_\_\_\_

**11. Assessment Practice** This week, 161 fans watched a soccer game. Last week, 116 fans watched a soccer game. Which correctly compares the number of soccer fans in these two weeks?

- A. 116 = 116    C. 116 > 161
- B. 161 < 116    D. 116 < 161

# Additional Practice 9-10

## Look For and Use Structure

**Another Look!** Sam needs to paint his taxi number on his taxi.

His number is the next greatest number in the pattern.

What is Sam's taxi number?

First sort the numbers from least to greatest.

400, 405, 410, 415



Then look for a pattern and name the pattern rule.



The hundreds digit stays the same. The numbers increase by 5 each time.

The pattern rule is increase by 5! Sam's taxi number is 420.



**HOME ACTIVITY** Write the numbers 285, 265, 255, 275, and 245 on small pieces of paper. Ask your child to sort the numbers from least to greatest. Then ask your child to tell you the pattern rule and to find the next number in the pattern.

### Look for a number pattern to solve.

- James wants to sort the numbers on his teddy bears from greatest to least. After he sorts the numbers, what number would come next?



First sort the numbers from greatest to least.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Then look for a pattern and name the pattern rule.

\_\_\_\_\_

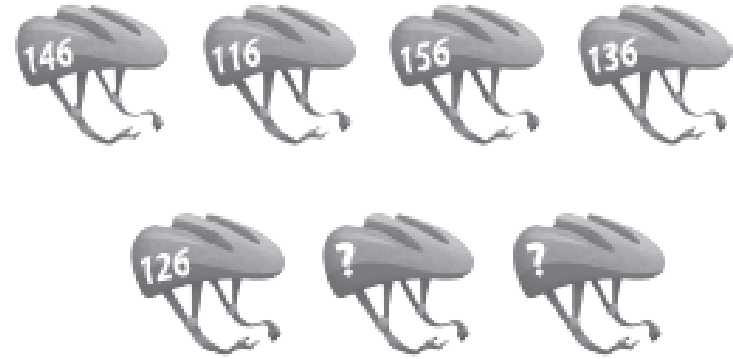
What number is next in the pattern? \_\_\_\_\_

## Performance Task

### Bicycle Race

Jack and Sara join the purple team for the bike race. Their bike numbers will be the next two greater numbers in the pattern.

Help them find their bike numbers.



**2. Reasoning** List the bike numbers from least to greatest.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**3. Look for Patterns** Look for a pattern and name the pattern rule. What are Jack's and Sara's bike numbers?

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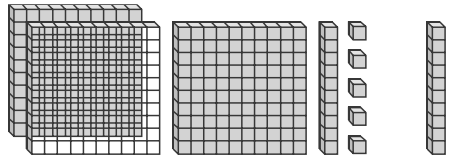
**4. Look for Patterns** Suppose new bike numbers are given in decreasing order. Then what numbers would Jack and Sara be given? Explain.

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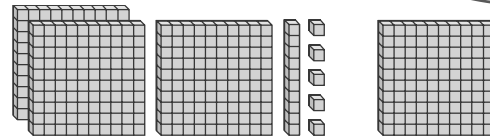
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**Another Look!** Use mental math to add 10 or 100 to 3-digit numbers. Find  $315 + 10$  and  $315 + 100$ .



1 ten plus 1 ten is 2 tens.

$$315 + 10 = 3\boxed{2}5$$



3 hundreds plus 1 hundred is 4 hundreds.

$$315 + 100 = \boxed{4}15$$

Place value can help you add 10 or 100 mentally.



## Additional Practice 10-1

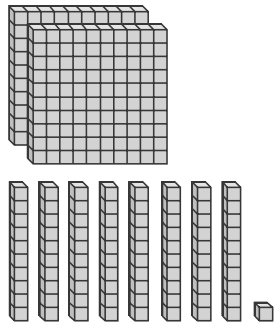
### Add 10 and 100

**HOME ACTIVITY** Choose a number between 200 and 300. Ask your child to add 10 to the number and tell you the sum. Repeat with adding 100 to the number.



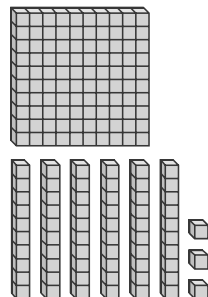
Add 10 and then add 100 to each number shown. Use blocks if needed.

1.



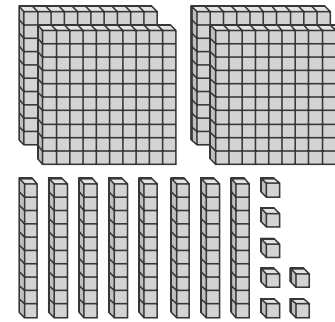
$$\begin{array}{r} \underline{\quad\quad\quad} + 10 = \underline{\quad\quad\quad} \\ \underline{\quad\quad\quad} + 100 = \underline{\quad\quad\quad} \end{array}$$

2.



$$\begin{array}{r} \underline{\quad\quad\quad} + 10 = \underline{\quad\quad\quad} \\ \underline{\quad\quad\quad} + 100 = \underline{\quad\quad\quad} \end{array}$$

3.



$$\begin{array}{r} \underline{\quad\quad\quad} + 10 = \underline{\quad\quad\quad} \\ \underline{\quad\quad\quad} + 100 = \underline{\quad\quad\quad} \end{array}$$



**Look for Patterns** Use mental math. Write the missing digit.

4.  $100 + \square 00 = 200$

5.  $223 + \square 00 = 323$

6.  $\$10 + \$351 = \$3\square 1$

**A-Z Vocabulary** Use mental math. Write the missing digit. Then complete the sentence with **addend** or **sum**.

7.  $6\square 3 + 10 = 683$

683 is the \_\_\_\_\_.

8.  $\square 35 + 100 = 535$

The \_\_\_\_\_ is 535.

9.  $802 + 10 = 81\square$

802 is an \_\_\_\_\_.

**Higher Order Thinking** Write the missing digits.

10.  $22\square + 100 + 105 = 4\square 8$

11.  $\square 12 + 205 + 10 = 32\square$

Use mental math to solve.

**12. Assessment Practice** Which is the missing addend in the equation?

$\$379 + \underline{\hspace{2cm}} = \$389$

A. \$10

C. \$100

B. \$20

D. \$380

**13. Assessment Practice** Which is the sum of  $274 + 100$ ?

A. 174

C. 284

B. 184

D. 374

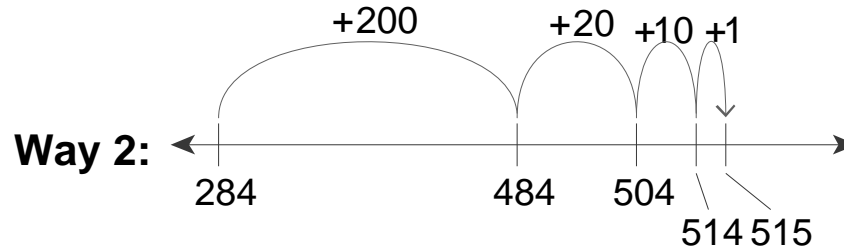
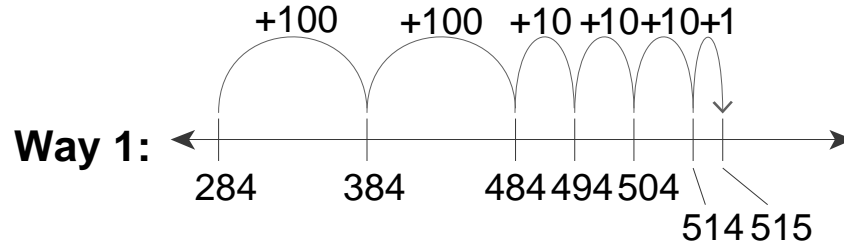
# Additional Practice 10-2

## Add on an Open Number Line

**HOME ACTIVITY** Ask your child to show how he or she would find  $153 + 162$  using an open number line.

**Another Look!** Find  $284 + 231$ .

I can add by 100s, 10s, and 1s or make bigger jumps to find  $284 + 231$ .



Use an open number line to find each sum.

1.  $483 + 172 = \underline{\hspace{2cm}}$

2.  $288 + 324 = \underline{\hspace{2cm}}$



Solve each problem. Use the number line to show your work.

3. **Reasoning** Jeb has 264 blocks in a box. Mia gives Jeb 341 more blocks. How many blocks does Jeb have in all?



\_\_\_\_\_ blocks

4. Josh has 509 chickens on his farm. Bob gives Josh 111 chickens, and Billy gives him 21 chickens. How many chickens does Josh have on his farm now?



\_\_\_\_\_ chickens

5. **Higher Order Thinking** Zoey is using an open number line. She wants to find  $232 + 578$ . Which addend should she place on the number line to start? Explain.

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6. **Assessment Practice** John uses an open number line to find  $570 + 241$ . One of his jumps is  $+ 40$ . Draw what John could have done. Write the sum.



$$570 + 241 = \underline{\hspace{2cm}}$$

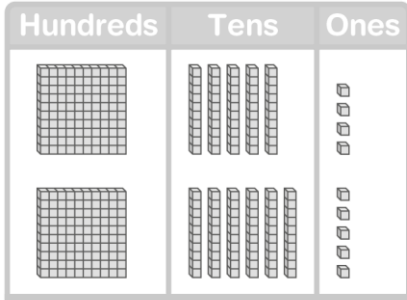


# Additional Practice 10-3

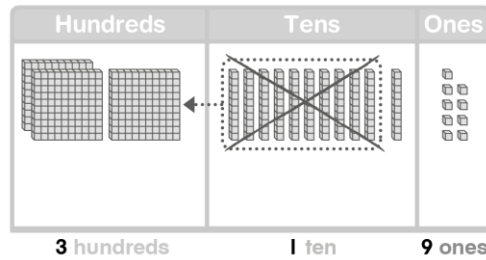
## Add Using Models

**Another Look!** Find  $154 + 165$ .

**Step 1:** Show each number with place-value blocks.



**Step 2:** Join the hundreds, tens, and ones. Regroup if needed.



Regroup.  
10 tens =  
1 hundred

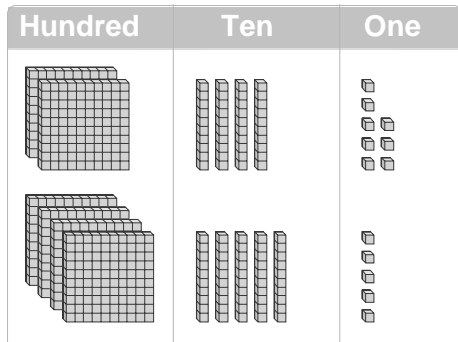
So,  $154 + 165 = \underline{319}$ .

**HOME ACTIVITY** Ask your child to show you how to add  $305 + 497$  using models. Have your child explain how he or she does the addition.

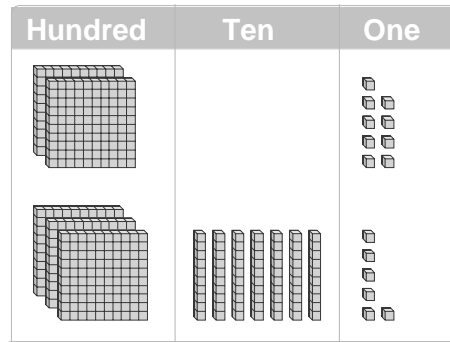


Use place-value blocks or drawings to find each sum. Regroup if needed.

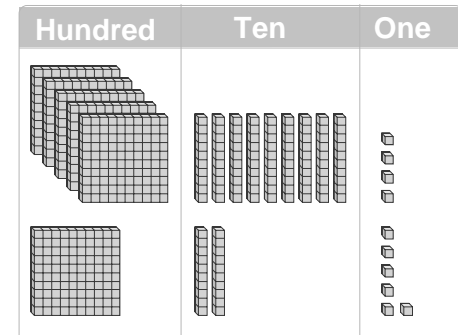
1.  $248 + 455 =$  \_\_\_\_\_



2.  $209 + 376 =$  \_\_\_\_\_



3.  $594 + 126 =$  \_\_\_\_\_



Use place-value blocks or drawings to find each sum. Regroup if needed.

4.  $285 + 507 = \underline{\hspace{2cm}}$

5.  $\underline{\hspace{2cm}} = 378 + 142$

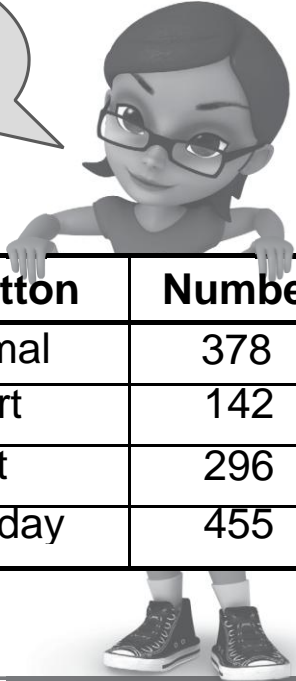
6.  $371 + 431 = \underline{\hspace{2cm}}$

**Be Precise** Find the total number of buttons for each.  
Use the chart. Add using place-value blocks.

Be precise  
when using the  
numbers in the  
table.

7. Mrs. Jones buys all of the  
animal and fruit buttons.

8. Mr. Frost buys all of the  
sport and holiday buttons.



Button	Number
Animal	378
Sport	142
Fruit	296
Holiday	455

$\underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$   
 $\underline{\hspace{1cm}}$  buttons

$\underline{\hspace{1cm}} \bigcirc \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$   
 $\underline{\hspace{1cm}}$  buttons

9. **Higher Order Thinking** A theater manager  
wants to add 140 seats. Then the theater  
will have a total of 375 seats. How many  
seats does the theater have now?

$\underline{\hspace{2cm}}$  seats

10. **Assessment Practice** What is the sum  
of  $294 + 225$ ? Use drawings of place-  
value blocks if needed.

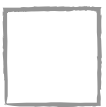


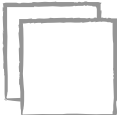
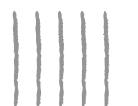

- 419   509   519   529  
A.   B.   C.   D.

## Additional Practice 10-5

Add Using Place Value and Partial Sums

**Another Look!** You can use place value to add two 3-digit numbers.

$$164 + 258 = ?$$

Hundreds	Tens	Ones
		
		

Add the **hundreds**.  
 Add the **tens**.  
 Add the **ones**.  
 Add the partial sums.

Find the partial sums. Then add the partial sums to find the sum.



	Hundreds	Tens	Ones
	1	6	4
+	2	5	8
	3	0	0
	1	1	0
		1	2
	4	2	2

So,  $164 + 258 = \underline{422}$ .

**HOME ACTIVITY** Write  $581 + 294$  on a sheet of paper. Ask your child to use partial sums to find the sum.



Add. Use partial sums. Show your work. Use drawings of blocks if needed.

1.  $218 + 136 = ?$

	Hundreds	Tens	Ones
	2	1	8
+	1	3	6
Hundreds:	3	0	0
Tens:		4	0
Ones:		1	4
Sum =			

2.  $365 + 248 = ?$

	Hundreds	Tens	Ones
	3	6	5
+	2	4	8
Hundreds:			
Tens:			
Ones:			
Sum =			



**Generalize** Add. Use partial sums. Show your work.

$$\begin{array}{r} 3. \quad 714 \\ + 135 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 168 \\ + 423 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 266 \\ + 597 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 474 \\ + 238 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 567 \\ + 137 \\ \hline \end{array}$$

8. **Higher Order Thinking** Fill in the missing numbers to make the addition problem true.

	Hundreds	Tens	Ones
	2	<input type="text"/>	8
+	<input type="text"/>	7	<input type="text"/>
Hundreds:	<input type="text"/>	0	0
Tens:		<input type="text"/>	0
Ones:		<input type="text"/>	<input type="text"/>
Sum =	8	9	0

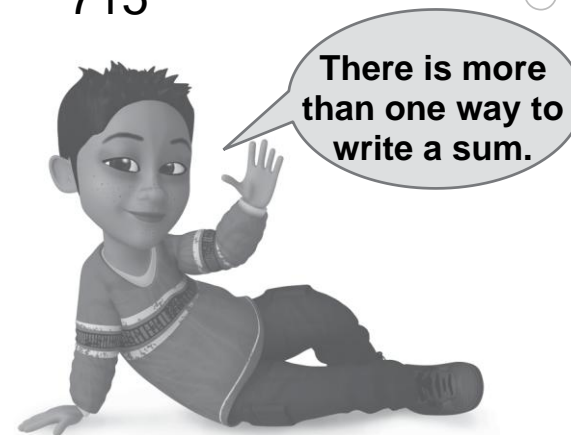
9. **Assessment Practice** Which is the same amount as  $462 + 253$ ? Choose Yes or No.

$600 + 11 + 5$   Yes  No

$600 + 110 + 5$   Yes  No

$600 + 100 + 15$   Yes  No

715  Yes  No



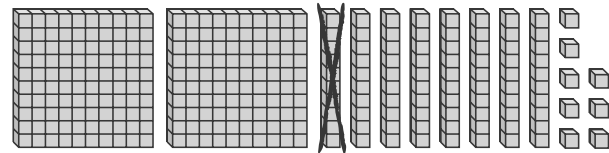
Name \_\_\_\_\_

# Additional Practice 11-1

## Subtract 10 and 100

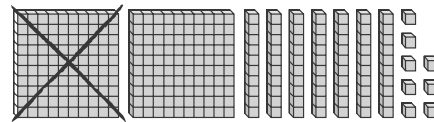
**Another Look!** Use mental math to subtract 10 or 100 from 3-digit numbers.

Find  $278 - 10$  and  $278 - 100$ .



7 tens minus 1 ten  
is **6** tens.

$$278 - 10 = 2\boxed{6}8$$



2 hundreds minus 1 hundred  
is **1** hundred.

$$278 - 100 = \boxed{1}78$$

Place value  
can help you  
subtract 10 or 100  
mentally.

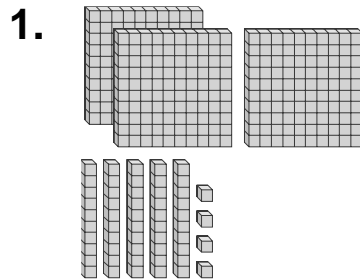


### HOME ACTIVITY

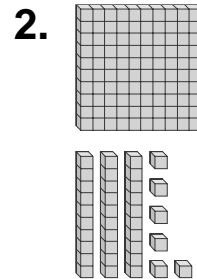
Choose a number between 300 and 400. Ask your child to subtract 10 from the number and tell you the difference. Repeat with subtracting 100 from the same number.



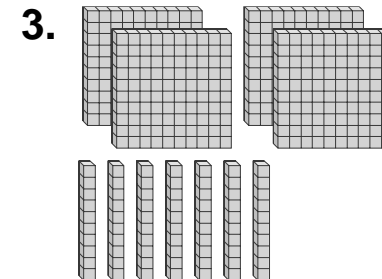
Subtract 10 and then subtract 100 from each number shown. Use blocks if needed.



$$\begin{array}{r} \underline{\quad\quad} - 10 = \underline{\quad\quad} \\ \underline{\quad\quad} - 100 = \underline{\quad\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad\quad} - 10 = \underline{\quad\quad} \\ \underline{\quad\quad} - 100 = \underline{\quad\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad\quad} - 10 = \underline{\quad\quad} \\ \underline{\quad\quad} - 100 = \underline{\quad\quad} \end{array}$$



**Look for Patterns** Use mental math. Write the missing digit.

4.  69 - 100 = 469

5. \$  90 - \$100 = \$790

6. 402 - 10 = 3  2



**Vocabulary** Use mental math. Write the missing digit. Then complete the sentence with **greater than** or **less than**.

7. 271 - 100 = 1  1  
171 is 100 \_\_\_\_\_  
271.

8. 475 - 100 =  75  
475 is 100 \_\_\_\_\_  
375.

9. 612 -  0 = 602  
602 is ten \_\_\_\_\_  
612.

**10. Higher Order Thinking** Adam is subtracting  $708 - 10$  mentally. He thinks the tens digit and the hundreds digit will change. He gets 698 for his answer. Is Adam's thinking correct? Explain.

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Use mental math to solve.

**11. Assessment Practice** Which is the missing amount in the equation?  
 $\$287 - \$100 = \underline{\hspace{2cm}}$

- A. \$387    C. \$187  
B. \$277    D. \$87

**12. Assessment Practice** Which equations are true? Choose all that apply.

- $144 - 100 = 44$       $\$405 - \$10 = \$400$   
  $202 - 10 = 192$       $560 - 100 = 550$