School # 29

2nd

2

ELA + Math

Summer Learning Packet

Independent Reading!

What is the main topic of this text? How do you know?
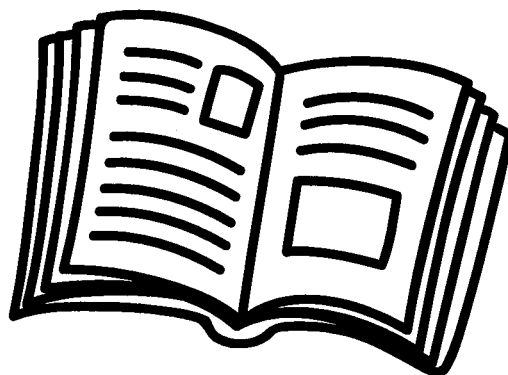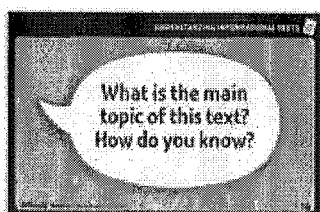
Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high–quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

The Lion and the Mouse

an Aesop fable

1   A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!

2   The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, "Forgive me! I didn't mean to wake you. If you let me go, I'll do something to help you someday."

3   The lion laughed at the idea that the little mouse could ever help him. "What could a tiny thing like you ever do for me?" the lion said. But he let the mouse go.

4   The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.

5   The lion couldn't move. Just then, the little mouse appeared. "Don't worry, my friend," he said. "I'll help you!" The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, "You were right, little one! Already you have helped me and have saved the King of the Beasts!"

> **Close Reader Habits**
>
> **Underline** sentences that tell important events. As you reread, think how you would retell those events in your own words.

What important events should you include when you recount the story "The Lion and the Mouse"?
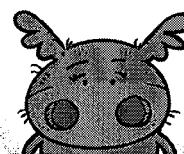
▶ **Think**

As you recount a story, be sure to tell what the important events make the characters do.

1 Complete the chart by writing the important events in order.

What Happens in the Story?

Beginning	
Middle	
End	

▶ **Talk**

2 Recount the whole story to your partner in your own words.

▶ **Write**

3 **Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart to help you write your answer. Write your answer in the space on page 112.

HINT What important event happens just before the lion says this?

Write Use the space below to write your answer to the question on page 109.

The Lion and the Mouse

3 **Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart you filled out on page 109 to help you write your answer.

> **HINT** What important event happens just before the lion says this?

_____

_____

_____

_____

_____

_____

Don't forget to check your writing.
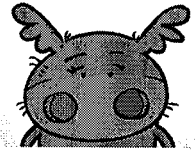
PECOS BILL

and the Mountain Lion

a tall tale of the Old West

1   Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.

2   Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn't just ride horses. He could ride anything that came along.

3   One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.

4   Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.

Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, **underline** those important events.

▶ Think

1 Which sentence tells something that happens in the middle of the story?

    A Bill grew up with a pack of coyotes.

    B Bill was born in Texas a long time ago.

    C Bill sends Flash home to keep him safe.

    D Bill rides the giant mountain lion back home.

> The mountain lion is important to this story. I'm going to reread what happens when Pecos Bill first meets the mountain lion.

2 Why does Bill grab the rattlesnake?

    A to use it like a rope to catch the mountain lion

    B to save it from being hurt by the mountain lion

    C to stop it from scaring his horse, Flash

    D to try to scare away the mountain lion with it

▶ Talk

3 What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

▶ Write

4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 113.

> **HINT** Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

PECOS BILL
and the Mountain Lion

4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words.

_____

_____

_____

_____

_____

_____

_____

Check Your Writing

☐ Did you read the question carefully?

☐ Can you say the question in your own words?

☐ Did you use proof from the text in your answer?

☐ Are your ideas in a good, clear order?

☐ Did you answer in full sentences?

☐ Did you check your spelling, capital letters, and periods?
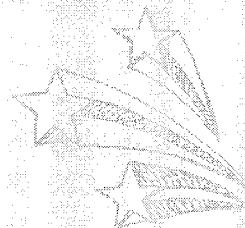
WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **fleece**
- **delicious**

The Wolf in Sheep's Clothing

an Aesop fable

1   Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.

2   Then one night, the wolf found a sheep's fluffy, white fleece. The shepherd had forgotten it. "Aha!" cried the wolf. "I think this fleece might solve my problem."

3   With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.

4   The wolf trotted into the meadow wearing the fleece. He walked among the sheep. And this time, the shepherd didn't chase him away.

5   That very night, the wolf carried off a large sheep to have for his dinner.

6   The next day, the wolf wore the fleece again and strolled freely among the sheep. But this time, the shepherd did notice the wolf. He said to himself, "That looks like a fine sheep for my stew tonight."

7   Before the wolf could leap away, the shepherd grabbed him. And that night, the shepherd enjoyed a delicious stew.
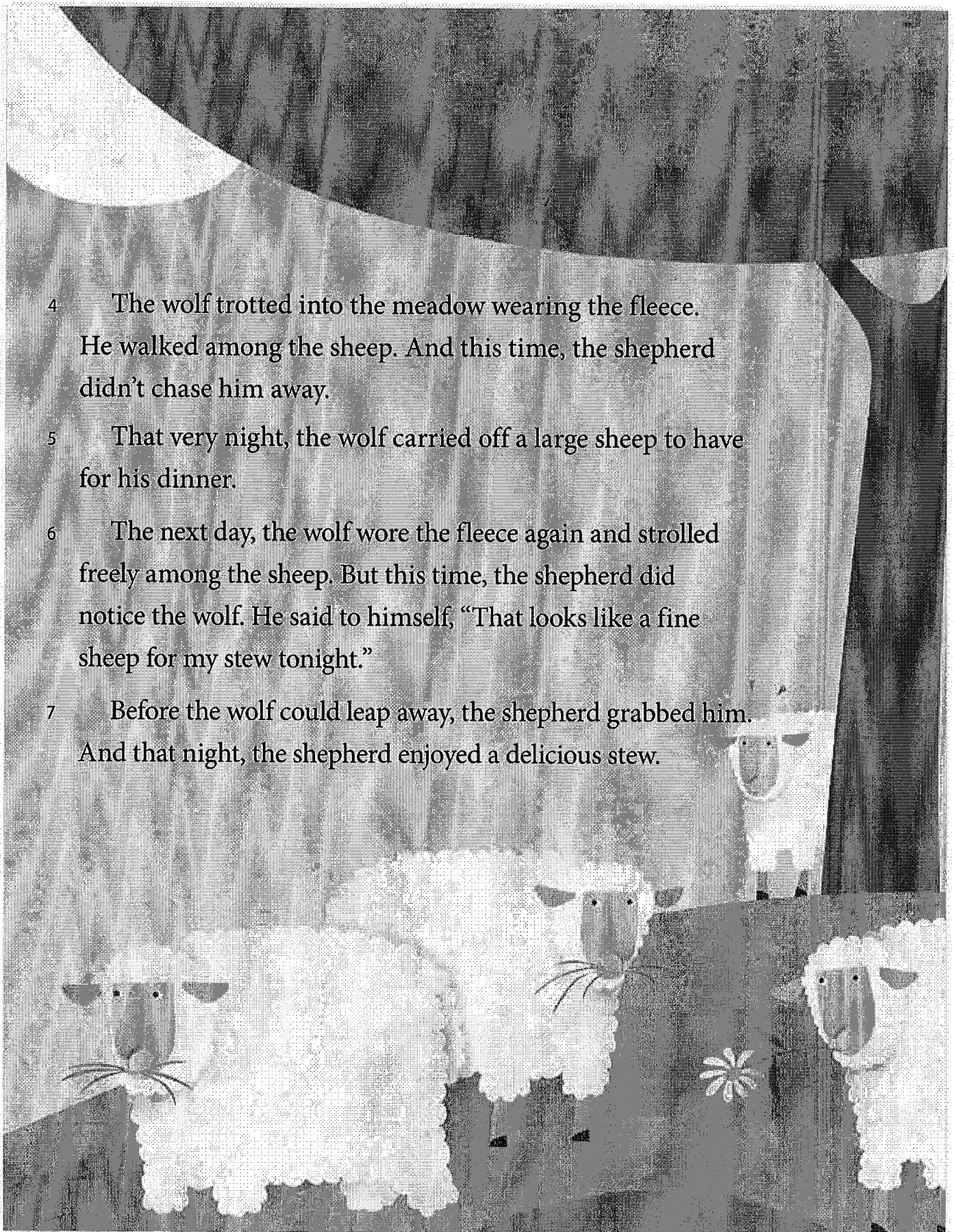
▶ **Think** Use what you learned by reading "The Wolf in Sheep's Clothing" to respond to the following questions.

1 Read this sentence from the story.

> **Every time he saw the wolf, he chased him back into the forest.**

Why is this event important to the beginning of the story?

A It tells why the wolf can't get near the sheep.

B It tells why the sheep are not afraid of the wolf.

C It tells why the wolf wanted to eat the sheep.

D It tells why the shepherd forgot the fleece.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A
How did the wolf fool the shepherd?

A He made a noise like a sheep.

B He hid in the forest.

C He waited until the shepherd left.

D He wore the fleece of a sheep.

Part B
Write the sentence from the text that explains why the wolf's trick worked.

_____

_____

3 Look at the chart. It tells the order of some of the events in the story.

1	2	3
The wolf puts on a sheep's fluffy, white fleece.		The wolf carries off a sheep for his dinner.

Which sentence belongs in the empty box?

   A The shepherd chases the wolf into the forest.

   B The wolf walks into the herd of sheep.

   C The shepherd notices the wolf.

   D The shepherd cooks a delicious stew.

4 Which choice **best** shows what "strolled" means in the following sentence?

The next day, the wolf wore the fleece again and strolled freely among the sheep.

   A He ran through the herd of sheep.

   B He walked slowly among the sheep.

   C He stayed away from the sheep.

   D He chased the sheep in the meadow.

Write What happens in this story?

5 **Plan Your Response** List important events from the beginning, middle, and end of the story.

_____

_____

_____

_____

_____

_____

6 **Short Response** Recount the whole story. Be sure to use your own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.

_____

_____

_____

_____

_____

i-Ready

Name_____

Character Chart

What the character does	What the character says	How the character feels

What I think about the character

What the character does	What the character says	How the character feels

What I think about the character

The Snowstorm

by Annika Pedersen

1   The wind blew hard, shaking the barn. Outside, the falling snow whipped this way and that. Inside, Greta and her mother counted the sheep they had just brought down from the mountain. One of the sheep was missing, but which one? They saw that Lizzie, one of the new lambs, had been left behind.

2   Greta and her mother started back up the mountain to look for her, but there wasn't much time. Already, they could hardly see a thing in the heavy, blowing snow. "Lizzie! Lizzie!" they called out.

3   At last, they heard her crying back *baa-aa-aa!* They had found Lizzie, but now they were lost. How would they find their way home? Their whole world had gone white!

4   Then Greta saw a stream nearby. The blinding snow was still melting in it! She and her mother could follow the stream's twisting dark line down the mountain. It would lead them back to the gate near their barn.

5   Greta held the little lamb tight. Soon, everyone would be safe at home.

Close Reader Habits

What problem do Greta and her mom have *after* they find Lizzie? **Underline** two sentences that tell you what challenge they face.

Think

1 Why is finding the lost lamb a challenge for Greta and her mother?

    A They are not really sure the lamb is still missing.

    B They know they will be in great danger from the storm.

    C They have already climbed the mountain once and are worn out.

    D They are afraid to leave the sheep alone in the barn.

Rereading the story will help you figure out how the characters face a challenge.

2 Which **best** tells about the challenge that Greta and her mother must face after they find Lizzie?

    A They can't get Lizzie to stop crying *baa-aa-aa*.

    B They are getting very cold from the wind and snow.

    C They have to make sure there aren't any other lost sheep.

    D They can't see how to get back home in the snowstorm.

Talk

3 What do Greta and her mom do to respond to the challenge of finding the lost sheep? Tell your partner.

Write

4 **Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home. Write your answer in the space on page 141.

HINT Think about how Greta responds to the new challenge they face.
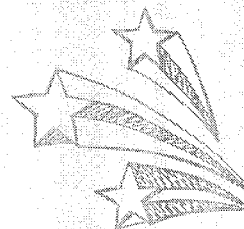
The Snowstorm

4 Short Response Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home.

HINT Think about how Greta responds to the new challenge they face.

_____

_____

_____

_____

_____

_____

_____

Check Your Writing

☐ Did you read the question carefully?

☐ Can you say the question in your own words?

☐ Did you use proof from the text in your answer?

☐ Are your ideas in a good, clear order?

☐ Did you answer in full sentences?

☐ Did you check your spelling, capital letters, and periods?

SESSION 1

Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

1   Zelda pressed the button on the spaceship's food maker. Normally, a food maker could make anything you wanted. All you had to do was say *pizza*, *popcorn*, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents' planet.

2   "Yum! This is great," said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.
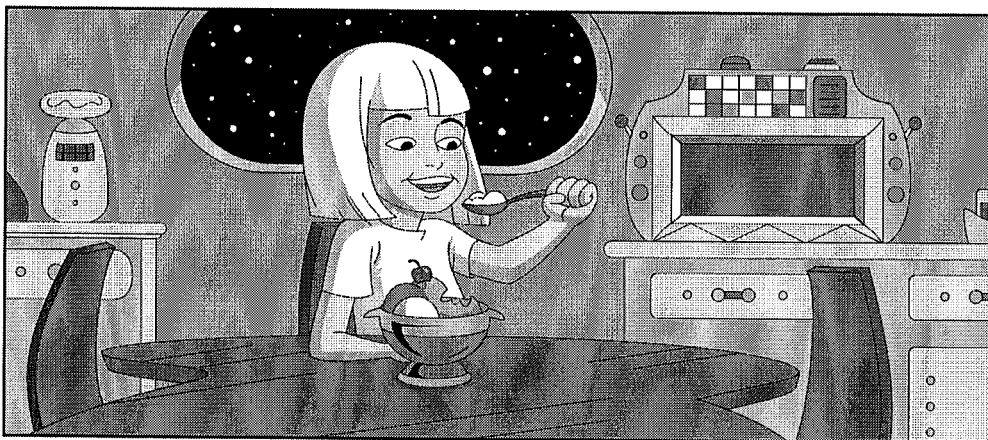
3   "Well, I for one am getting tired of ice cream," grumbled Zelda's dad. "A bowl of soup would taste great about now!"

4   Zelda's sister Anka piped up. "How can anyone get tired of ice cream? This is like a dream come true!"

5   Zelda's dad sighed. "We wouldn't even have this problem if we had lived two hundred years ago."

6   "I know," replied Zelda. "People used to fix their own food. They grew it or shopped at places called grocery stores. They never knew how great a broken food maker could be!"

7   But after two more days, even Zelda and her sister were tired of ice cream. Zelda just wanted something—anything—that wasn't cold and sweet.

8   Suddenly, Zelda smiled and said, "I have an idea! Let's fix some food for ourselves, like in the old days. We could ask to pick some vegetables from the ship's garden. It might even be *fun* to make our own meal."

9   "Make a meal? How will we know if we're picking beans or beets or broccoli?" Anka blurted out, shaking her head. "And, and . . . just how *do* we fix a potato?"

10   "That's easy!" laughed Zelda. "The ship's computer can help us. C'mon, let's get started!"

11   All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

12   Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

---

1 Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?

A   How do food makers work on a spaceship?

B   What kinds of food does the food maker make?

C   Why does the food maker make only ice cream?

D   What does a food maker look like?

2 What can you tell about the setting from the picture and the story?

A   It takes place outside a restaurant.

B   It takes place on another planet.

C   It takes place inside a spaceship.

D   It takes place next to an ice cream shop.

3 Read these sentences from the story.

> "How can anyone get tired of ice cream?" Zelda's sister Anka piped up. "This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?

A an excited voice

B a quiet voice

C a mean voice

D a surprised voice

4 How does Zelda meet the challenge of having a broken food maker?

A She makes the best of having to eat so much ice cream.

B She remembers that people who fix meals are called "cooks."

C She thinks about planting a vegetable garden on the spaceship.

D She comes up with the idea of cooking a meal themselves.

5 Read the central message of this story.

> Even good things are best in small amounts.

Which detail from the story supports this central message?

A The food maker stops working the way it should.

B People in Zelda's time no longer shop at grocery stores.

C Zelda and Anka get tired of eating ice cream every day.

D Zelda thinks it might be fun to be a human food maker.

6 In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

Zelda is happy about the broken food maker. Her dad doesn't like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.

_____

_____

_____

_____

Using Adjectives and Adverbs to Describe

Introduction When you write, choose **adjectives** and **adverbs** that make your ideas clear and interesting.

- Use the best adjective you know to tell about a noun. An **adjective** can tell how something looks, smells, tastes, sounds, or feels.

> Sue heard a squeaky noise.
>
> She smelled sweet muffins baking.
>
> Bright light came through the window.

- Use the best adverb you know to tell about a verb. An **adverb** can tell about how, where, or when something happens.

> Sue woke up late.
>
> She dressed quickly.
>
> She ran downstairs.

Guided Practice Choose the adjective or adverb in parentheses ( ) that best completes each sentence. Write the word on the line.

HINT Try each answer choice in the sentence. Does the sentence make sense?

1 Sue hears a _____ horn.
(loud   happy)

2 The bus came _____ !
(tomorrow   early)

3 Sue grabs her _____ backpack.
(warm   heavy)

4 Dad says, "We have to run _____ !"
(quickly   slowly)

Choose the correct word to complete each sentence.

1 The _____ school bus stops.

   A hungry

   B yellow

   C round

   D sleepy

2 Sue climbs _____.

   A inside

   B after

   C down

   D outside

3 She finds an _____ seat.

   A excited

   B angry

   C unhappy

   D empty

4 She smiles and waves _____ to her dad.

   A meanly

   B noisily

   C happily

   D badly

Using Context Clues

Introduction When you see a word you don't know, look at the other words in the sentence. They can give you **clues** about what the word means.

- Sometimes other words in a sentence tell the **definition**, or meaning, of the word.

  definition

  The tops of trees in rain forests form a canopy, or **covering of leaves**.

- Sometimes other words in a sentence give an **example** that helps explain what the word means.

  example

  The forest canopy is like a **really big sun hat**.

Guided Practice Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.

HINT Look for the words *or, like,* and *such as.* They often come before clues that help you figure out what a word means.

1. Many <u>creatures</u>, or animals, live in the rain forest.

2. Big <u>flocks</u>, or groups, of birds dive through the sky.

3. <u>Mammals</u>, like tigers and monkeys, climb on high branches.

4. Bright blue butterflies <u>flutter</u>, or fly, between tall trees.

5. Tiny <u>amphibians</u> such as frogs hide in the leaves.

6. <u>Enormous</u> snakes can be 30 feet long.

Read the sentence below. Then answer the questions.

Big and small <u>nocturnal</u> animals only come out at night.

1 What do <u>nocturnal</u> animals do?

A   stay asleep all the time

B   come out when it gets dark

C   stay inside all the time

D   come out only during the day

2 Which words help you know what <u>nocturnal</u> means?

A   animals only

B   Big and small

C   only come out at night

D   small nocturnal

Read the sentence below. Then answer the questions.

Wild cats hunt for <u>prey</u>, or food, after dark.

3 What does the word "prey" mean?

A   where wild cats live

B   when wild cats sleep

C   what wild cats look like

D   what wild cats eat

4 Which word helps you know what the word "prey" means?

A   cats

B   food

C   dark

D   Wild

◆i-Ready

Adding by Counting On and Making a Ten

Name: _____

Add.

1 8 + 2 = _____

2 8 + 3 = _____

3 6 + 4 = _____

4 6 + 8 = _____

5 7 + 3 = _____

6 7 + 5 = _____

7 9 + 1 = _____

8 9 + 6 = _____

9 5 + 5 = _____

10 5 + 8 = _____

11 9 + 2 = _____

12 2 + 9 = _____

13 8 + 4 = _____

14 4 + 8 = _____

15 6 + 9 = _____

16 6 + 7 = _____

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

Using Doubles and Doubles Plus 1

Name: _____

Add.

1 $4 + 4 =$ _____

2 $4 + 5 =$ _____

3 $6 + 6 =$ _____

4 $5 + 6 =$ _____

5 $7 + 7 =$ _____

6 $8 + 7 =$ _____

7 $9 + 9 =$ _____

8 $8 + 9 =$ _____

9 $5 + 5 =$ _____

10 $6 + 5 =$ _____

11 $8 + 8 =$ _____

12 $7 + 8 =$ _____

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

Complete each set of equations.

1 $12 - 3 = \boxed{}$

     $3 + \boxed{} = 12$

2 $14 - 5 = \boxed{}$

     $5 + \boxed{} = 14$

3 $11 - 3 = \boxed{}$

     $3 + \boxed{} = 11$

4 $15 - 7 = \boxed{}$

     $7 + \boxed{} = 15$

5 $12 - \boxed{} = 10$

     $12 - 4 = \boxed{}$

6 $13 - \boxed{} = 10$

     $13 - 6 = \boxed{}$

7 $16 - \boxed{} = 10$

     $16 - 9 = \boxed{}$

8 $15 - \boxed{} = 10$

     $15 - 9 = \boxed{}$

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

Solving Take-Apart Word Problems

Name: _____

Solve problems 1–6.

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

Solution _____ potatoes are red.

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

Solution _____ fish are mollies.

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

Solution _____ books are stories about horses.

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

Solution _____ chairs are empty.

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

Solution _____ dogs are big.

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

Solution _____ crayons are in the crayon box.

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

Solving Comparison Word Problems

Name: _____

Solve problems 1–6. Show your work.

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

_____ dogs

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

Trevor sees _____ blue birds.

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

Anna has _____ flowers.

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

_____ hats

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

_____ oranges

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

Brynne has _____ games.

Name: _____

Solve problems 1–6. Show your work.

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

Jack has _____ flowers left to plant.

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

There are _____ girls at the park.

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

Bella paints _____ pictures this week.

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

There are _____ books in the box.

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

Lucas has _____ crayons.

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

There are _____ pencils in the desk.

Name: _____

Solve problems 1–6. Show your work.

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

Tony buys _____ blocks.

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

There were _____ chairs in the room at the start.

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

Jen had _____ buttons to begin with.

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

Colby packs _____ boxes after lunch.

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

Ayanna reads _____ pages at home.

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

The camp had _____ tents to begin with.

Name: _____

Find the sums and missing addends.

1 $30 + 7 + 50 + 3 =$ ___90___

2 $37 + 53 =$ _____

3 $20 + 8 + 40 + 2 =$ _____

4 $28 + 42 =$ _____

5 $60 + 6 + 10 + 4 =$ _____

6 $66 + 14 =$ _____

7 $40 + 5 + 40 + 5 =$ _____

8 $45 +$ _____ $= 90$

9 $30 + 9 + 20 + 1 =$ _____

10 _____ $+ 21 = 60$

11 $20 + 4 + 60 + 6 =$ _____

12 $24 +$ _____ $= 90$

13 $40 + 3 + 30 + 7 =$ _____

14 _____ $+ 37 = 80$

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

Name: _____

Subtract.

1 $50 - 29 = ?$

$$\underline{29 + 20} = \underline{49}$$
$$\underline{49 + 1} = \underline{50}$$
$$\underline{20 + 1} = \underline{21}$$

$50 - 29 = \underline{21}$

2 $71 - 45 = ?$

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ + _____ = _____

$71 - 45 = $ _____

3 $80 - 41 = ?$

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____

$80 - 41 = $ _____

4 $63 - 28 = ?$

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ + _____ = _____

$63 - 28 = $ _____

5 $43 - 28 = ?$

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ + _____ = _____

$43 - 28 = $ _____

6 $95 - 65 = ?$

_____ + _____ = _____

$95 - 65 = $ _____

Name: _____

7 65 − 39 = ?

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ + _____ = _____

65 − 39 = _____

8 47 − 15 ?

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ + _____ = _____

47 − 15 = _____

9 75 − 28 = ?

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ + _____ = _____

75 − 28 = _____

10 54 − 12 = ?

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ + _____ = _____

54 − 12 = _____

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

i-Ready

Name: _____

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

① (circled)
```
   32
 − 16
 ─────
   16
```

2
```
   48
 − 15
 ─────
```

3
```
   57
 − 25
 ─────
```

4
```
   63
 − 39
 ─────
```

5
```
   76
 − 26
 ─────
```

6
```
   82
 − 37
 ─────
```

7
```
   38
 − 28
 ─────
```

8
```
   53
 − 44
 ─────
```

9
```
   42
 − 25
 ─────
```

10
```
   96
 − 40
 ─────
```

11
```
   92
 − 56
 ─────
```

12
```
   65
 − 23
 ─────
```

13
```
   86
 − 19
 ─────
```

14
```
   59
 − 33
 ─────
```

15
```
   77
 − 48
 ─────
```

16
```
   62
 − 27
 ─────
```

17 How did you know which problems to circle?

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

Name: _____

Solve.

1 35 + ___10___ = 45

35 + ___20___ = 55

35 + ___25___ = 60

2 24 + _____ = 34

24 + _____ = 64

24 + _____ = 68

3 42 + _____ = 52

42 + _____ = 82

42 + _____ = 87

4 51 + _____ = 61

51 + _____ = 71

51 + _____ = 76

5 26 + _____ = 36

26 + _____ = 66

26 + _____ = 69

6 58 + _____ = 60

58 + _____ = 70

58 + _____ = 71

7 39 + _____ = 40

39 + _____ = 70

39 + _____ = 75

8 27 + _____ = 30

27 + _____ = 60

27 + _____ = 65

9 44 + _____ = 54

44 + _____ = 64

44 + _____ = 67

10 69 + _____ = 70

69 + _____ = 90

69 + _____ = 93

i-Ready

15

Name: _____

11 33 + _____ = 43

33 + _____ = 73

33 + _____ = 76

12 48 + _____ = 50

48 + _____ = 80

48 + _____ = 85

13 26 + _____ = 70

32 + _____ = 61

49 + _____ = 95

14 57 + _____ = 83

34 + _____ = 67

28 + _____ = 53

15 62 + _____ = 85

41 + _____ = 96

53 + _____ = 77

16 19 + _____ = 75

43 + _____ = 87

68 + _____ = 99

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

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

Name: _____

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

1 $300 + 50 + 1 = $ _____

2 2 hundreds + 6 tens + 7 ones = _____

3 $400 + 20 + 6 = $ _____

4 $400 + 60 + 2 = $ _____

5 $600 + 40 + 2 = $ _____

6 5 hundreds + 1 ten + 3 ones = _____

7 3 hundreds + 7 tens + 5 ones = _____

8 $500 + 20 + 6 = $ _____

9 $200 + 8 = $ _____

10 2 hundreds + 8 tens + 0 ones = _____

11 $600 + 70 + 1 = $ _____

12 6 hundreds + 0 tens + 7 ones = _____

13 $400 + 70 + 6 = $ _____

14 2 hundreds + 3 tens + 3 ones = _____

15 3 hundreds + 2 tens + 3 ones = _____

16 3 hundreds + 3 tens + 2 ones = _____

Answers:

233	607	476	323	267	671
426	513	526	208	642	462
332	375	280	351		

Name: _____

Write the number using only digits.

1 one hundred sixty-four   _____

2 six hundred fifty-two   _____

3 three hundred twelve   _____

4 two hundred sixty-one   _____

5 two hundred five   _____

6 five hundred nineteen   _____

Write the number using only digits.

7 100 + 10 + 6   _____

8 500 + 4   _____

9 300 + 40 + 5   _____

10 300 + 50 + 4   _____

11 400 + 60   _____

12 500 + 40   _____

Name: _____

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

13 522 _____ + _____ + _____

_____

14 435 _____ + _____ + _____

_____

15 218 _____ + _____ + _____

_____

16 310 _____ + _____

_____

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

Name: _____

Compare the numbers in each problem two different ways.

1 Compare 250 and 200.

_____ < _____ and
_____ > _____

2 Compare 170 and 180.

_____ < _____ and
_____ > _____

3 Compare 346 and 325.

_____ < _____ and
_____ > _____

4 Compare 235 and 261.

_____ < _____ and
_____ > _____

5 Compare 424 and 453.

_____ < _____ and
_____ > _____

6 Compare 833 and 824.

_____ < _____ and
_____ > _____

7 Compare 637 and 682.

_____ < _____ and
_____ > _____

8 Compare 362 and 326.

_____ < _____ and
_____ > _____

9 Compare 531 and 513.

_____ < _____ and
_____ > _____

10 Compare 714 and 741.

_____ < _____ and
_____ > _____

11 Compare 468 and 486.

_____ < _____ and
_____ > _____

12 Compare 967 and 959.

_____ < _____ and
_____ > _____

13 What strategies did you use to compare the numbers?

Name:_____

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

1   635
     + 321

2   439
     + 154

3   336
     + 123

4   825
     + 166

5   512
     + 336

6   246
     + 348

7   772
     + 109

8   347
     + 314

9   483
     + 208

10   225
     + 224

11   548
     + 406

12   475
     + 515

13   273
     + 211

14   728
     + 253

15   627
     + 263

Answers:

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

i-Ready

Name: _____

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

(1)   435
        + 283
        —————
         718

2   205
      + 113

3   586
      + 130

4   378
      + 343

5   186
      + 175

6   476
      + 234

7   152
      + 169

8   214
      + 225

9   362
      + 556

10   481
       + 262

11   145
       + 239

12   347
       + 133

13   286
       + 644

14   267
       + 174

15   383
       + 319

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

Name: _____

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

(1)
```
   875
 - 646
 -----
   229
```

2
```
   478
 - 226
 -----
```

3
```
   692
 - 437
 -----
```

4
```
   345
 - 224
 -----
```

5
```
   761
 - 338
 -----
```

6
```
   514
 - 402
 -----
```

7
```
   953
 - 821
 -----
```

8
```
   474
 - 156
 -----
```

9
```
   320
 - 210
 -----
```

10
```
   663
 - 425
 -----
```

11
```
   619
 - 308
 -----
```

12
```
   847
 - 628
 -----
```

13
```
   736
 - 517
 -----
```

14
```
   563
 - 249
 -----
```

15
```
   375
 - 163
 -----
```

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

Name: _____

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

1
$$816$$
$$-432$$

2
$$927$$
$$-563$$

3
$$506$$
$$-315$$

4
$$448$$
$$-160$$

5
$$743$$
$$-471$$

6
$$476$$
$$-293$$

7
$$628$$
$$-236$$

8
$$961$$
$$-470$$

9
$$527$$
$$-256$$

10
$$347$$
$$-154$$

11
$$835$$
$$-285$$

12
$$624$$
$$-382$$

13
$$329$$
$$-170$$

14
$$465$$
$$-195$$

15
$$519$$
$$-378$$

Answers:

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

Adding Four Two-Digit Numbers

Name: _____

Find the sum. Show your work.

1 $29 + 34 + 21 + 36$

$$50 + 70$$

_____

2 $45 + 38 + 62 + 15$

_____

3 $17 + 36 + 43 + 74$

_____

4 $55 + 49 + 71 + 15$

_____

5 $32 + 24 + 68 + 46$

_____

6 $27 + 19 + 33 + 81$

_____

7 $32 + 13 + 29 + 35$

_____

8 $53 + 74 + 13 + 44$

_____

9 $24 + 12 + 74 + 68$

_____

10 $92 + 37 + 71 + 14$

_____

11 Explain how you found the answer to problem 8.

Name: _____

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

What is the length of the tape? _____ inches

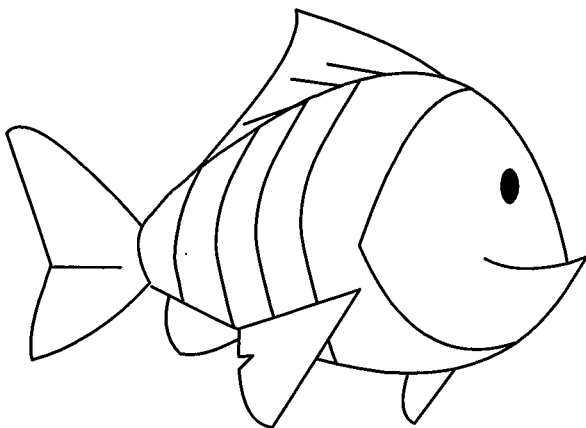**2** Use a ruler to measure the length of the pencil in inches.
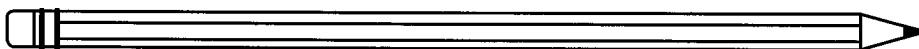
What is the length of the pencil? _____ inches

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

What is the length of the shoe? _____ centimeters

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

What is the length of the fish? _____ centimeters

Name: _____

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

_____

What is the length of the string in inches? _____ inches

What is the length of the string in centimeters? _____ centimeters

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

What is the length of the rectangle in inches? _____ inches

What is the length of the rectangle in centimeters? _____ centimeters

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

Name: _____

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

a bike   a leaf   a table

a book   a sticker

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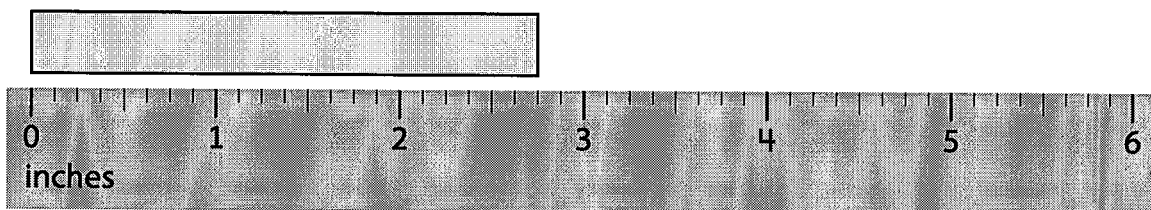Underline the objects that are easier to measure with a yardstick.

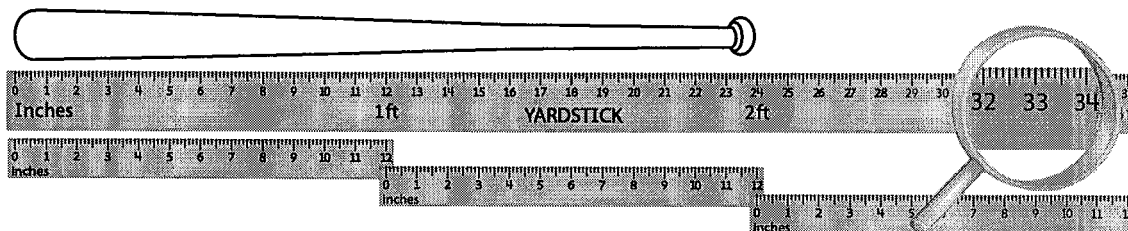a window   a cracker   a tent

a marker   a blanket

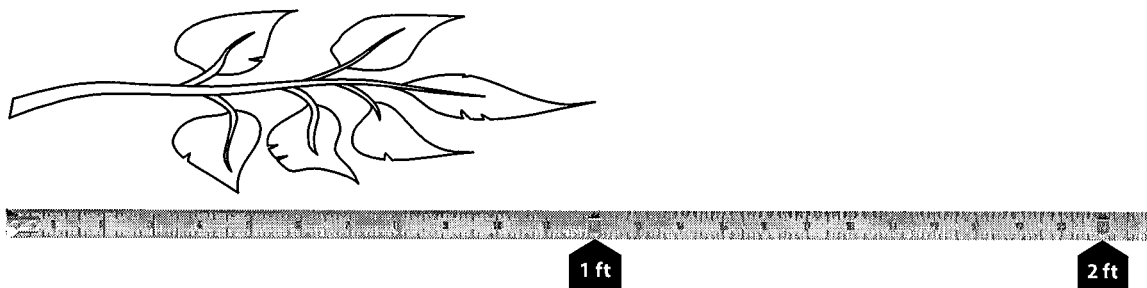**3** What is the length of the rectangle to the nearest inch?

| | | | | | |
|0|1|2|3|4|5|6|
inches

The rectangle is about _____ inches long.

Name: _____

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

The baseball bat is about _____ feet long.

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

The branch is about _____ foot long.

Name: _____

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

a rug   a mitten   a pool

a bee   a shell

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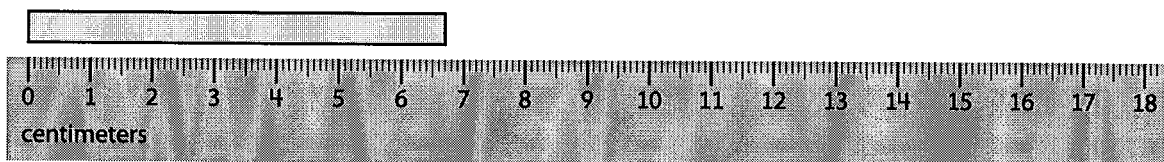
a porch   a spoon

a watch   a bus   a lunch bag

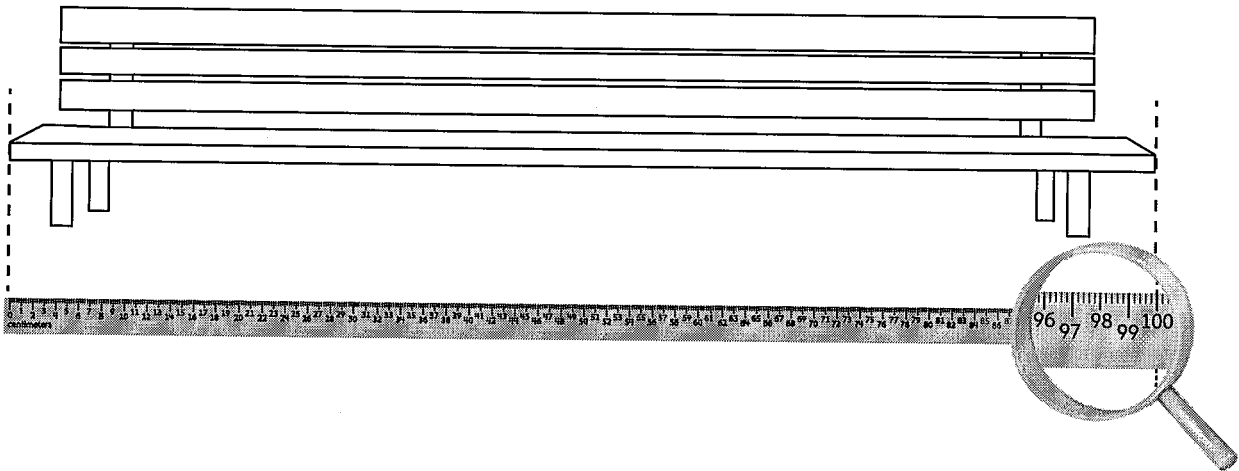**3** What is the length of the tape to the nearest centimeter?

```
 0   1   2   3   4   5   6   7   8   9   10  11  12  13  14  15  16  17  18
centimeters
```

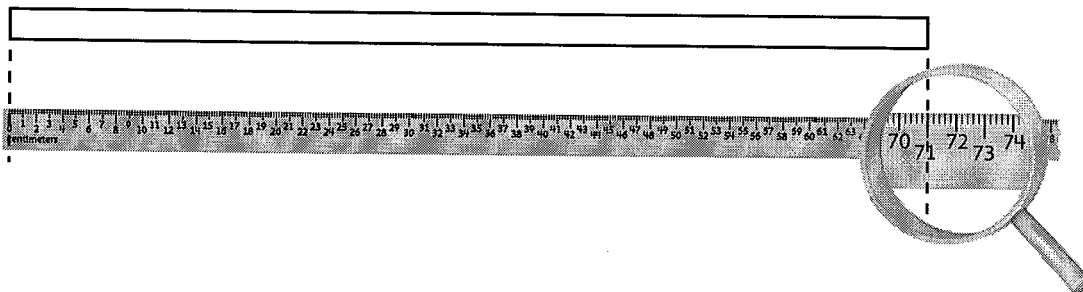The tape is about _____ centimeters long.

Name: _____

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

The bench is about _____ meter long.

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

The rectangle is about _____ centimeters long.