Greetings, families!

My name is Ms. JoJo, and I am ecstatic to teach your child this year! This will be my sixth-year teaching 3rd grade, and I always look forward to growing young minds and teaching scholars how to be their best selves.

In our classroom, we are a community that prides ourselves on practicing Strength of Mind, Strength of Heart, and Strength of Will. We (you and I) will support our scholars to be resourceful, advocate for his/her-self, tackle challenges, and ask for help when needed. We are empathetic, supportive, serving others, and keeping our classroom clean/organized. Lastly, we want our scholars to desire success, seek to understand the world around them, and give only their best every single day.

To ensure your child meets the above expectations, I have laid out the following rules/classroom norms to discuss with your child before school begins:

- Keep your hands and feet to yourself at all times!
- Put 110% effort into everything you do!
- Communicate with an adult when something is going wrong
- Raise your hand to ask a question or answer a question
- You don't always have to agree with each other, but you must be respectful at all times!

These are just a few examples of the classroom norms and rules in 3rd grade, which may sound familiar to you from previous grades!

I can't wait to see what our scholars achieve this year! If you have any questions, concerns, or comments, my email is jpray@stmalachyphila.org. My contact hours are also M-Th from 3:00-5:00pm on Class Dojo.

Love,

Ms. JoJo

St. Malachy
CATHOLIC SCHOOL
An Independence Mission School

Summer Work for Students going from Grade _2_ to Grade _3_

Dear St. Malachy Families,

Thank you again for your incredible partnership, hard work, and support throughout this past school year. Schools and students across the country faced challenges this year, and as always the St. Malachy community rose to the occasion, worked together, and accomplished something great. It wasn't always easy, it wasn't always pretty, but it was effective and impactful for our students and our classroom communities. Our students continued learning and working hard through the very end of the school year. We are so proud of them and grateful for you and our teachers.

We know that, more than ever, it is important this Summer that students be provided with learning opportunities and enriching activities. We know Summer is also a time for families to relax, spend time with friends, read books you love, find a new series, or learn a new skill. We hope you will find the work enclosed engaging, enriching, and interesting, so that your scholar remains intellectually stimulated while also making space for family life.

We recommend you designate a time for your scholar to work on their Summer Work Assignments a few times a week. Also, we recommend you let your child see you reading along with them or just enjoying a great book by yourself!

Directions for Families:
- Please complete as much of the Summer Work Packet as you can.
- In September, the first 100 students to submit completed Summer Work Packets will receive a free gift!

Contents:
1) Summer Reading: For grades K-2, we hope you will read every day and talk about what you are reading. There is a reading log attached you can use to track your reading.
2) ELA Activities: Please complete the attached reading activities. This includes about 10 days worth of activities, so you may want to consider completing 1-2 per week.
3) Math Conceptual Activities
4) Math Fluency Activities

Thanks for All you Do,
The Team at St. Malachy

Dear Parent/ Guardian,

My name is Ms. JoJo, and I am so pleased to be teaching your child this year. To introduce myself, this will be my fourth-year teaching third-grade, but I've been present at St. Malachy for longer than that! My number one goal while teaching is to create a community of well-rounded learners and informed parents. During third grade, we will be learning a wide range of subjects, from the usual Math and Reading to Languages and studying various cultures. We will make projects that detail events in history or experiment with the elements in science, as well as learning new languages like Spanish and Swahili.

I know summer can be full of fun and awesome adventures, but there is still learning to be done. For this reason, a summer packet is attached for your child to build/reinforce skills necessary for beginning third grade. In the packet, you will find activities centered on reading, writing, and math skills. As an incentive, if your child completes his/her packet by the first school day, your family will receive a free St. Malachy gift!
At St. Malachy, we pride ourselves on showing strength of mind, heart, and will all year round. Let's work together to ensure your third grader is ready for their next great journey.

Sincerely,

Ms. JoJo

Summer Reading:

Students Entering Grades 3 or 4:

Please select and read at least <u>two</u> of the books from the Recommended Reading List. These books will build background knowledge for our first ELA Unit of Study in the Fall. Use the Reading Log attached to process the book by completing the Task after Reading. (Once you finish the two books you selected, you are welcome to keep reading and log your reading here!)

Summer Reading for Students Entering Grade Three

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 420L)			
Virgie Goes to School with Us Boys	Elizabeth Fitzgerald Howard (author), E. B. Lewis (illustrator)	Literature	190
Children around the World	Donata Montanari (author)	Informational Text	280
Clara and the Bookwagon	Nancy Smiler Levinson (author), Carolyn Croll (illustrator)	Informational Text	290
My Name Is Yoon	Helen Recorvits (author), Gabi Swiatkowska (illustrator)	Literature	320
A Day's Work	Eve Bunting (author), Ronald Himler (illustrator)	Literature	350
Prairie School	Avi (author), Bill Farnsworth (illustrator)	Informational Text	410

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
Beatrice's Dream: A Story of a Kibera Slum	Karen Lynn Williams (author), Wendy Stone (photographer)	Informational Text	420
Moses Goes to School	Isaac Millman (author/illustrator)	Literature	460
Armando and the Blue Tarp School	Edith Hope Fine, Judith Pinkerton Josephson (authors), Herman Sosa (illustrator)	Literature	500
Ruby's Wish	Shirin Yim Bridges (author), Sophie Blackall (illustrator)	Literature	600
Beatrice's Goat	Page McBrier (author), Lori Lohstoeter (illustrator)	Informational Text	640
Biblioburro: A True Story from Colombia	Jeanette Winter (author)	Literature	640
The Storyteller's Candle/ La velita de los cuentos	Lucía Gonzáles (author) Lulu Delacre (Illustrator)	Literature	640

A Library for Juana: The World of Sor Juana Inés	Pat Mora (author), Beatriz Vidal (illustrator)	Literature	700
Going North	Janice N. Harrington (author), Jerome Lagarrigue (illustrator)	Literature	700
Richard Wright and the Library Card	William Miller (author), Gregory Christie (illustrator)	Informational Text	730

Lexile text measures above band level (over 820L)			
The Most Beautiful Place in the World	Ann Cameron (author), Thomas B. Allen (illustrator)	Literature	830
Going to School in India	Lisa Heydlauff (author); Nitin Upadhye (photographer)	Informational Text	
My School in the Rain Forest: How Children Attend School around the World	Margriet Ruurs (author)	Informational Text	960
Running the Road to ABC	Denizé Lauture (author), Reynold Ruffins (illustrator)	Literature	
My Name Is Jorge: On Both Sides of the River	Jane Median (author) Fabricio Vanden Broeck (illustrator)	Poetry	

Grades 3-4 June Reading Log

Date	I read with parent / alone	Book	Pages	Task After Reading	Parent Signature / initials
				Describe one event in this story:	
				Describe your favorite character:	
				Describe one event in this story:	
				Describe the main setting of this story:	
				Describe your favorite part of this story:	
				Describe one event in this story:	

				Describe your favorite character:	
				Describe one event in this story:	
				Describe the main setting of this story:	
				Describe your favorite part of this story:	
				What could be a different title for this story?	

July Reading Log

Date	I read with parent / alone	Book	Pages	Task After Reading	Parent Signature / initials
				Describe one event in this story:	
				Describe your favorite character:	
				Describe one event in this story:	
				Describe the main setting of this story:	
				Describe your favorite part of this story:	
				Describe one event in this story:	

				Describe your favorite character:	
				Describe one event in this story:	
				Describe the main setting of this story:	
				Describe your favorite part of this story:	
				What could be a different title for this story?	

August Reading Log

Date	I read with parent / alone	Book	Pages	Task After Reading	Parent Signature / initials
				Describe one event in this story:	
				Describe your favorite character:	
				Describe one event in this story:	
				Describe the main setting of this story:	
				Describe your favorite part of this story:	
				Describe one event in this story:	

				Describe your favorite character:	
				Describe one event in this story:	
				Describe the main setting of this story:	
				Describe your favorite part of this story:	
				What could be a different title for this story?	

Summer Work Packet

ELA - English Language Arts
Activities for 10 days

English Language Arts   Grade 2
Days 1 & 2

Genre: Short Fiction

Task: Read and discover how a character changes in a story.

A note to parents and guardians: please pause and talk about the text with your child as you read along with them.

Day 1 Directions:

Choose a story on "Storyline Online." Listen and read along to the story.

https://www.storylineonline.net/

While you read:

As you read think about and jot some notes:

- What is this story mostly about?
- What does the character want in the story?
- How does the character change from the beginning to the end?
- What causes the character to change?

Day 2 Directions:

Choose a second story on "Storyline Online." Listen and read along to the story.

https://www.storylineonline.net/

While you read:

As you read think about and jot some notes:

- What is this story mostly about?
- What does the character want in the story?
- How does the character change from the beginning to the end?
- What causes the character to change?

Days 3 & 4

Genre: Fiction
Task: Write a fictional story.

Day 3 Directions:
Write a fictional story. Create a character that changes throughout the story.

While you write:
- Review the stories you read yesterday and think about how the characters changed. For example, a character might change the way he/she thinks, acts, or feels.   - To help get an idea for your story, think about: - Invent a character to tell a story about.   - What does your character think and feel?   - What is your character like at the beginning of the story?   - What is your character like at the end of the story?   - Who or what helped the character change in the story?

Day 4 Directions:
The story may take 2 days to write. If the student finishes on the first day, work with your child to revise and finalize their story.

Days 5 & 6

Genre: Biography

Task: Read biographies about important people and jot what you are learning.

A note to parents and guardians: please pause and talk about the text with your child as you read along with them.

Day 5 Directions:

Choose three biographies to read from the section on the following site:

https://www.ducksters.com/biography/

While you read and jot down notes:

As you read, think and jot down notes:

- Who is the passage about? Why is that person important?
- What did this person do to make him/her famous or special?
- What other information did you learn from the passage?
- How are these passages the same and different from each other?

Remember, a biography is a story an author writes about another person's life. That person has usually done something important or influential.

Day 6 Directions:

Additional example:

https://www.storylineonline.net/books/catching-the-moon-the-story-of-a-young-girls-baseball-dream/

*These web sites are not controlled or approved by the NYC Department of Education

While you read and jot down notes:

As you read, think and jot down notes:

- Who is the passage about? Why is that person important?
- What did this person do to make him/her famous or special?
- What other information did you learn from the passage?
- How are these passages the same and different from each other?

Remember, a biography is a story an author writes about another person's life. That person has usually done something important or influential.

Days 7 & 8

Genre: Autobiography
Task: Write your personal autobiography.

Day 7 Directions:
On the first day of this assignment, brainstorm ideas and jot down events of your life that you would like to discuss. List them. Narrow down to the most important times that you would like to write about. Add details and share with a friend or family member. Tell them your story aloud. After you finish telling your story aloud, write down your ideas.

Day 8 Directions:
Draft your autobiography to share important details and events in your life. The difference between a biography, which we read yesterday, and an autobiography is that a biography is about someone else and an autobiography is about you!

While you write:

Remember, an autobiography is a story a person writes about their own life.
- In your autobiography, you might want to:
  - Introduce yourself
  - Share information about yourself
  - Share information about your family
  - Share your personal interests
  - Share the activities you enjoy

Use what we studied yesterday about biographies for assistance.
https://www.ducksters.com/biography/

Days 9 & 10

Day 9 Directions:

Look around at your surroundings. Notice every detail, even the color of the paint on the walls, the floor, the smells that surround you, and what it sounds like in the space.

Write a description of space.

As you look around your surroundings, think about the following:

- What do you see?
- Who is there?
- What do you usually do in this space?

Brainstorm ideas about how you would describe the space. Remember to describe it using all of your senses: sight, smell, hearing, taste, and touch

Day 10 Directions:

In the first paragraph, describe how the space looks. Try to use words that will help your reader see what you see. Include words about the location of objects, the colors you see, the size of things.

In the second paragraph, write some sentences that tell what you do in the space. Try to use words that will help your reader visualize (see in their heads) what you do. Describe who is there.

In the third paragraph, write some sentences that describe how the space smells. Include words that will allow your reader to know what smells you are describing.

Summer Work Packet

Math - Conceptual Practice

NAME _____ DATE _____

Numbers & Words, 11–20

1 Trace the words and numbers. Then draw a line to the matching set.
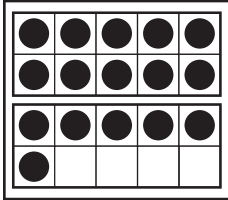
eleven   11   11
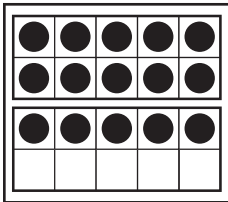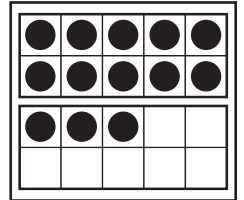
twelve   12   12
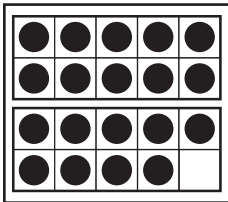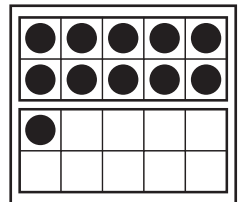
thirteen 13   13
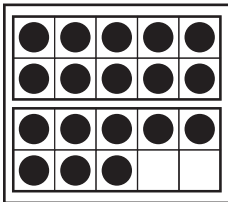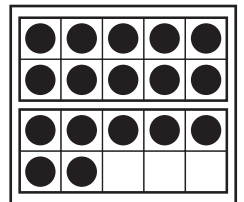
fourteen 14   14
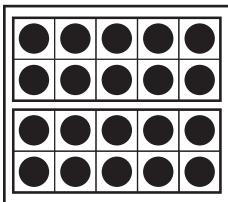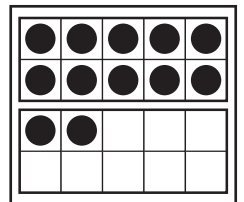
fifteen   15   15
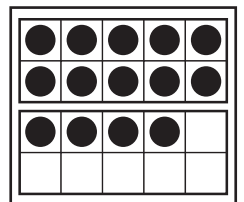
sixteen   16   16

seventeen 17   17

eighteen 18   18

nineteen 19   19

twenty   20   20

2 Fill in the missing numbers on the line below.

| 11 | | 13 | | 15 | | 17 |
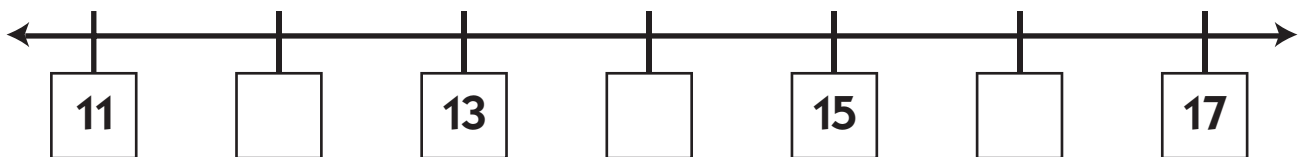
NAME _____   DATE _____

Apples & Shapes
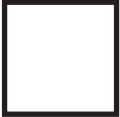
1 There were 3 apples on the table. Jan put 6 more apples on the table. How many apples were on the table in all? Show your work.

There were _____ apples on the table in all.

CHALLENGE

2 Make a picture that is worth 24¢. You can only use these shapes. Label your picture. Prove that it is worth 24¢.
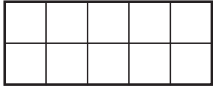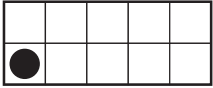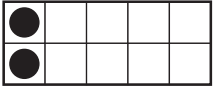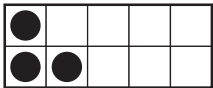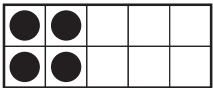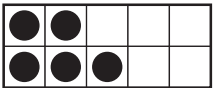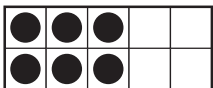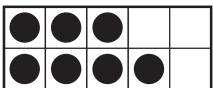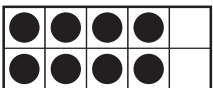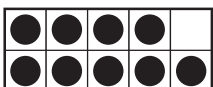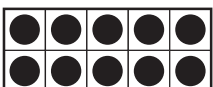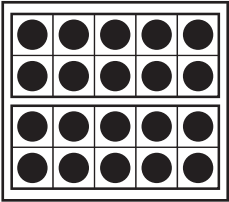
Square—5¢	Circle—4¢	Triangle—3¢
□	◯	△

Practice Book Use anytime after Bridges, Unit 1, Session 12.
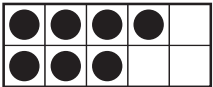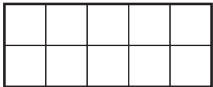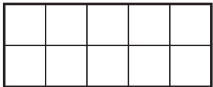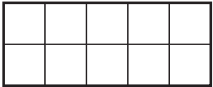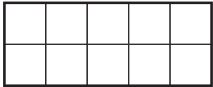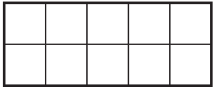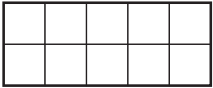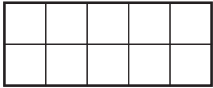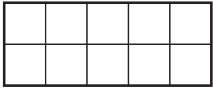
NAME _____   DATE _____

Adding Doubles & Neighbors

1 Add.

0 + 0	0 + 1	1 + 1
1 + 2	2 + 2	2 + 3
3 + 3	3 + 4	4 + 4
4 + 5	5 + 5	10 + 10

2 Find the sums. Make dots in the frames to show the answers.

ex 4 + 3 = _7_	**a** 3 + 2 = _____	**b** 5 + 4 = _____
c 4 + 4 = _____	**d** 4 + 3 = _____	**e** 5 + 5 = _____
f 2 + 3 = _____	**g** 4 + 5 = _____	**h** 2 + 2 = _____

NAME _____   DATE _____

Fish & Farm Problems

1 Gus had some fish. He got 6 more fish at the pet store. Now he has 11 fish. How many fish did Gus have to start with? Show your work.

Gus started out with _____ fish.

CHALLENGE

2 Mrs. Jones has ducks and sheep on her farm. The animals have a total of 6 heads and 16 legs. How many ducks does Mrs. Jones have? How many sheep does Mrs. Jones have? Show your work.

Mrs. Jones has _____ ducks and _____ sheep.

NAME _____   DATE _____

Crayons & Coins

1 John had some crayons. He gave 5 to Jen. Now he has 7 crayons left. How many crayons did John have to start with? Show your work.

John started out with _____ crayons.

⚡ **CHALLENGE**

2 Here are 3 clues:
- Kendra has 5 coins.
- She has 35¢.
- She only has nickels and dimes.

How many nickels does Kendra have? How many dimes does Kendra have? Show your work.

Kendra has _____ nickels. Kendra has _____ dimes.

NAME _____   DATE _____

Numbers & Coins

Penny 1¢   Nickel 5¢   Dime 10¢

Trace the numbers and words. Then draw a line to the matching set of coins and fill in the correct amount of money. One number does not have a matching set.

ex	_20_ ¢
1	_____ ¢
2	_____ ¢
3	_____ ¢
4	_____ ¢
5	_____ ¢
6	_____ ¢

10 ten
20 twenty
30 thirty
40 forty
50 fifty
60 sixty
70 seventy
80 eighty

Practice Book Use anytime after Bridges, Unit 1, Session 23.
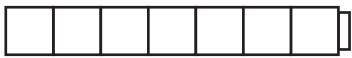
NAME _____ DATE _____

Fact Families 7's

1 Write an equation to match each cube train.

example _5 + 2 = 7_	**a** _____
b _____	**c** _____

2 Color in the cube train to match the equation.

example 2 + 2 + 3 = 7	**a** 2 + 5 = 7
b 1 + 3 + 3 = 7	**c** 7 + 0 = 7

3 Subtract:

$7 - 0 =$ _____ $6 - 2 =$ _____ $7 - 6 =$ _____ $7 - 2 =$ _____

$7 - 4 =$ _____ $7 - 1 =$ _____ $7 - 3 =$ _____ $6 - 4 =$ _____

$7 - 5 =$ _____ $6 - 3 =$ _____ $7 - 7 =$ _____ $7 - 1 =$ _____

4 Fill in the missing numbers.

$3 +$ _____ $= 7$ _____ $+ 5 = 7$ $7 = 6 +$ _____ $7 = 4 +$ _____

NAME _____   DATE _____

Pennies, Bikes, & Trikes

1 Tammy has 14 pennies. Troy has 5 pennies. How many more pennies does Tammy have than Troy?

Tammy has _____ more pennies than Troy.

CHALLENGE

2 There are some bikes and trikes on the playground. There are 7 seats and 19 wheels. How many bikes are there? How many trikes are there? Show your work.

There are _____ bikes on the playground.

There are _____ trikes on the playground.

Practice Book Use anytime after Bridges, Unit 1, Session 23.

NAME _____   DATE _____

Fingers & Toes

1 Write the 5's counting pattern to 70 under the ten-frames below. The first 3 numbers have been done for you.

5	10	15											
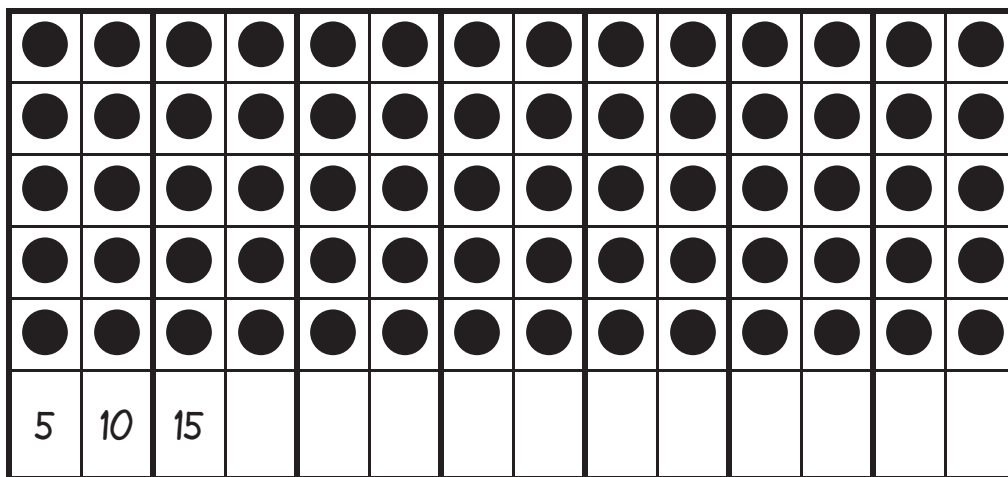
2 Practice adding and subtracting 5's.

20	35	10	0	5	45	25
+ 5	+ 5	+ 5	+ 5	+ 5	+ 5	+ 5
_____	_____	_____	_____	_____	_____	_____

15	30	25	5	50	20	10
− 5	− 5	− 5	− 5	− 5	− 5	− 5
_____	_____	_____	_____	_____	_____	_____

3 Fill in the blanks.

a 5 feet. How many toes in all? _____	**b** 6 hands. How many fingers in all? _____	**c** 4 feet. How many toes in all? _____
d 9 hands. How many fingers in all? _____	**e** 45 toes. How many feet? _____	**f** 35 fingers. How many hands? _____

NAME _____   DATE _____

Thinking about 5's

1 Fill in the missing numbers. Then color in the count-by-fives numbers, starting with 5 (5, 10, 15, 20, and so on).

	2				6				10
11			14				18		
	23							29	
			35		37				
	42								50

2 Add:

5 + 5 = _____   15 + 5 = _____   21 + 5 = _____   34 + 5 = _____

3 Subtract:

20 – 5 = _____   15 – 5 = _____   35 – 5 = _____   50 – 5 = _____

4 Write the missing numbers on the line.

| 30 | 35 | 40 | | | 55 | | 65 | | 75 | | | 90 | |

5 What's next in this skip counting pattern? 1, 6, 11, 16, _____, _____, _____, _____

NAME _____   **DATE** _____

Shells & Coins

1 Rosa had 14 shells. She gave 3 of the shells to her sister and 4 of the shells to her brother. How many shells did Rosa have left? Show your work.

Rosa had _____ shells left.

CHALLENGE

2 Jared has 5 coins in his pocket. They are worth 18¢ in all. What coins does Jared have? Show your work.

Here are the 5 coins Jared has in his pocket: _____, _____,

_____, _____, _____

NAME _____   DATE _____

Ella's Piggy Bank

Ella took all the coins out of her piggy bank. She made a graph about them.

My Coin Graph

	1	2	3	4	5	6	7
Pennies 1¢	penny	penny					
Nickels 5¢	nickel	nickel	nickel	nickel	nickel	nickel	nickel
Dimes 10¢	dime	dime	dime	dime	dime		
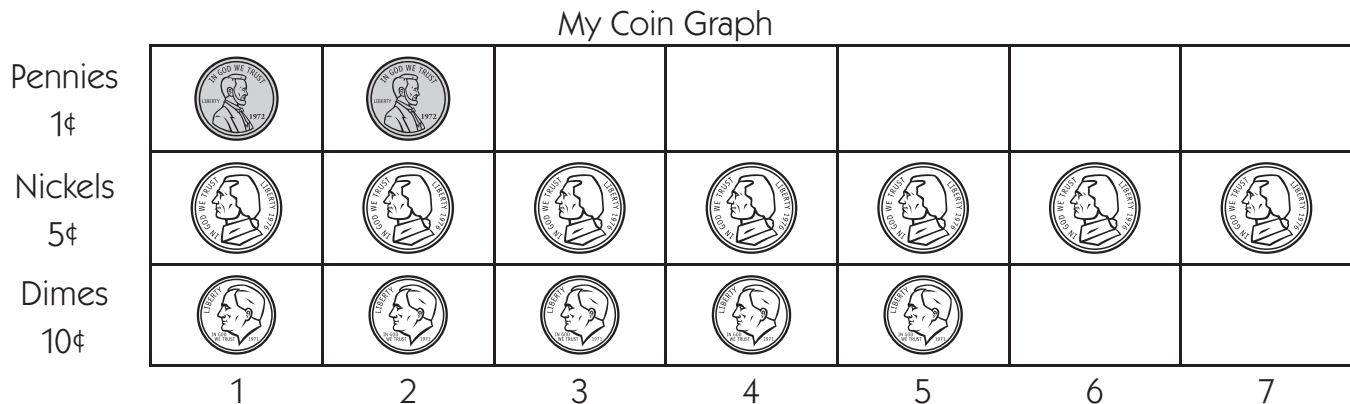
1 Does Ella have more dimes or more pennies? _____

2 Which coin does Ella have the most of? _____

3 How many fewer dimes are there than nickels? _____

4 How much money does Ella have in her bank? _____

CHALLENGE
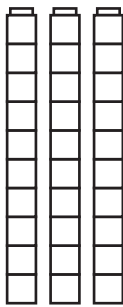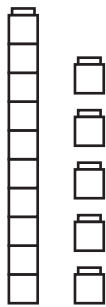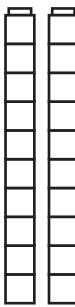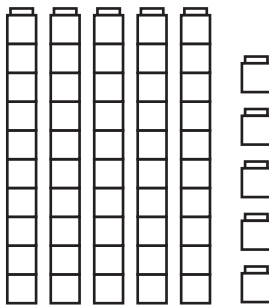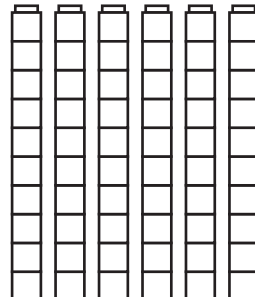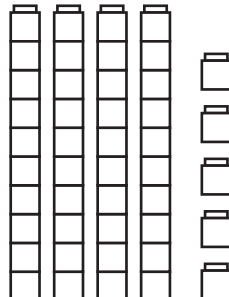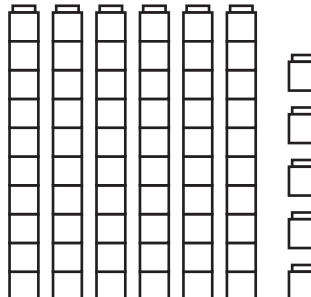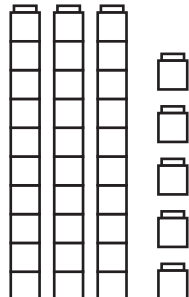
5 Ella wants to buy a binder for $1.00. How much more money does she need?
Show your work.

NAME _____ DATE _____

Cubes on a Line

1 Write the number to show how many cubes there are in each box below.

ex		**a**		**b**		**c**	
Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones
3	0						

d		**e**		**f**		**g**	
Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

2 Fill in the missing numbers on the number line below.
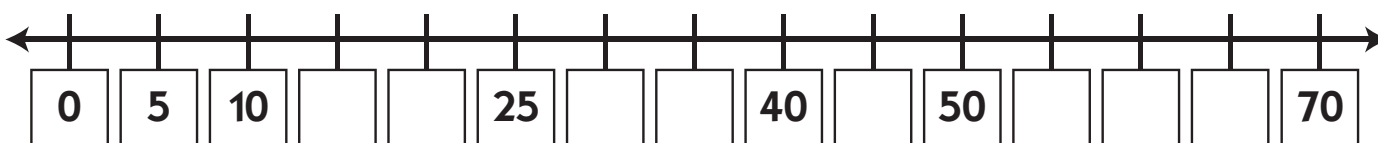
0	5	10			25			40		50				70

3 Add:

20	10	30	40	50	15	25
+ 10	+ 5	+ 8	+ 6	+ 10	+ 5	+ 5

NAME _____   DATE _____

Fact Families 10's

1 Write an equation to match each cube train.

example $5 + 5 = 10$	**a** _____
b _____	**c** _____

2 Color in the cube train to match the equation.

example 6 + 4 = 10	**a** 8 + 2 = 10
b 3 + 7 = 10	**c** 1 + 2 + 3 + 4 = 10

3 Subtract:

10 – 0 = _____   10 – 3 = _____   10 – 9 = _____   10 – 2 = _____

10 – 4 = _____   10 – 1 = _____   10 – 5 = _____   10 – 8 = _____

9 – 4 = _____   10 – 6 = _____   10 – 7 = _____   10 – 10 = _____

4 Fill in the missing numbers.

5 + _____ = 10   _____ + 7 = 10   10 = 6 + _____   10 = 1 + _____
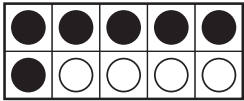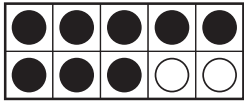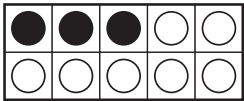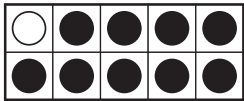
NAME _____ DATE _____

All about Tens

1 Circle the two numbers in each box that add up to 10.

example	a	b	c
⑨ 3	5 4	7 2	2 8
5 ①	6 2	3 0	5 3

2 Write 2 addition and 2 subtraction sentences to match each ten-frame.

example	a
6 + 4 = 10 10 – 4 = 6 4 + 6 = 10 10 – 6 = 4	

b	c

3 Subtract:

10	10	10	10	10	10	10
– 7	– 5	– 6	– 3	– 4	– 9	– 2
____	____	____	____	____	____	____

4 Fill in the missing numbers.

3 + _____ = 10   _____ + 5 = 10   4 + 6 = _____   9 + _____ = 10

10 = 7 + _____   10 = 8 + _____   6 + _____ = 10   1 + 4 + 5 = _____

Dollars & Quarters

1 Jana has 7 dollars. How many more dollars does she need to have 14 dollars altogether? Show your work.

Jana needs _____ more dollars.

⚡ **CHALLENGE**

2 Timmy has 7 dollars. How many more quarters does he need to have 12 dollars altogether? Show your work.

Timmy needs _____ more quarters.

NAME _____   DATE _____

Flowers & Oranges

1 Jen had some flowers. Her friend gave her 9 more flowers. Now she has 14 flowers. How many flowers did Jen have to start with? Show your work.

Jen had _____ flowers to start with.

CHALLENGE

2 Jon had 4 oranges. He cut each orange into 8 slices. How many orange slices did he have in all? Show your work.
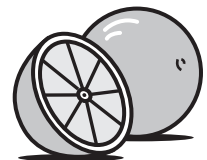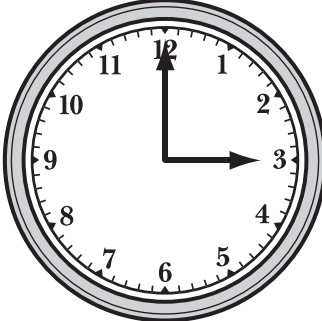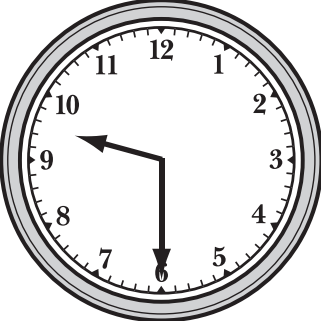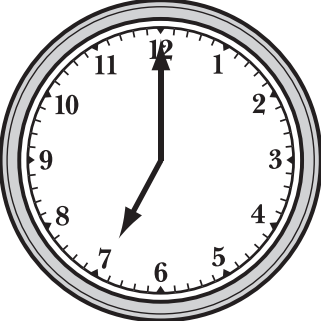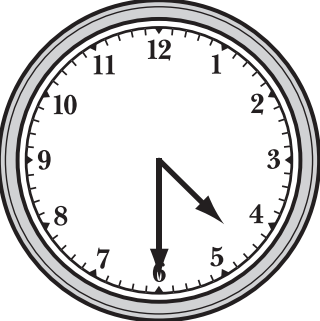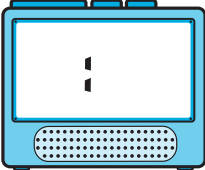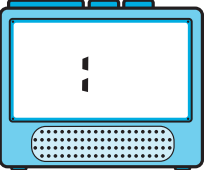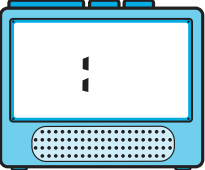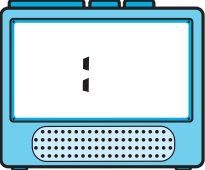
Jon had _____ orange slices in all.

Practice Book Use anytime after Bridges, Unit 3, Session 12.
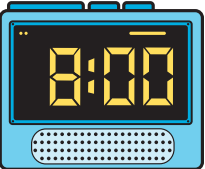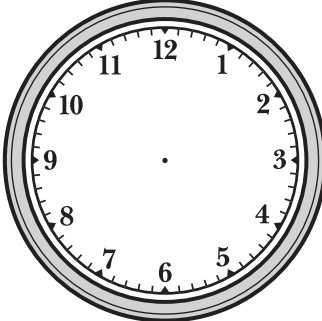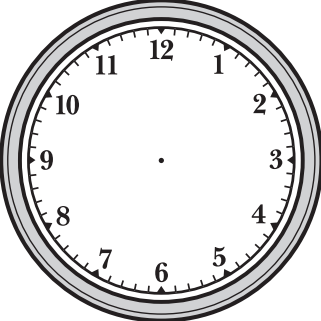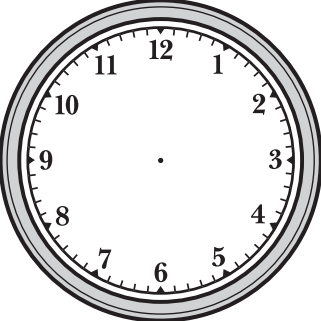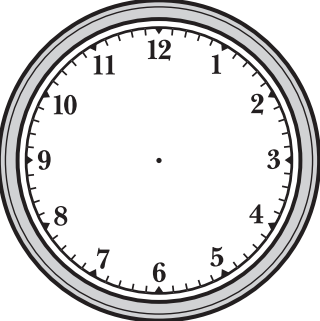
NAME _____   DATE _____

Telling Time on Two Kinds of Clocks

1 Read each of these clock faces and write the time on the digital clock.

a	b	c	d

2 Read each of these digital clocks and mark the time on the clock face.

a	b	c	d
5:30	8:00	4:00	7:30

NAME _____   DATE _____

Facts to 10

1 Add:

5	4	3	2	10	5	7
+ 5	+ 5	+ 7	+ 3	+ 0	+ 3	+ 2

8	5	9	6	4	2	4
+ 2	+ 2	+ 1	+ 3	+ 6	+ 6	+ 3

3 + 4 + 2 = _____   2 + 3 + 5 = _____   1 + 2 + 3 + 4 = _____

2 Subtract:

9	10	8	10	9	10	9
− 5	− 0	− 4	− 1	− 3	− 5	− 4

10	7	10	10	10	10	9
− 2	− 3	− 8	− 7	− 3	− 10	− 7

10 − 4 = _____   10 − 6 = _____   10 − 9 = _____   9 − 6 = _____

3 Get Unifix cubes. Make two trains of 2 and two trains of 3. Put the trains together to make the numbers in the hexagons below. Color in the boxes to show which trains you put together. You can use more than 2 trains to make a number. There is one number you cannot make. Cross it out when you find it.

| | 2 | | 2 | | 3 | | 3 |

example	a	b	c	d	e
⟨5⟩	⟨6⟩	⟨7⟩	⟨8⟩	⟨9⟩	⟨10⟩
2 | 2	2 | 2	2 | 2	2 | 2	2 | 2	2 | 2
3 | 3	3 | 3	3 | 3	3 | 3	3 | 3	3 | 3

NAME _____   DATE _____

Snacks

1 There were some granola bars on the table. The kids ate 6 of them. Now there are 9 granola bars left on the table. How many granola bars were on the table to start with? Show your work.

There were _____ granola bars on the table to start with.

CHALLENGE

2 Lin bought 3 fruit strips for 45¢ each. He gave the clerk $2.00. How much change did he get back? Show your work.
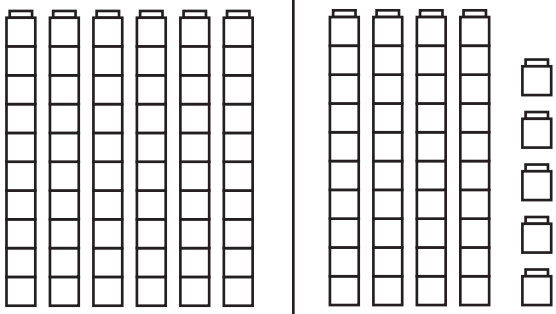
Lin got _____ back in change.

NAME _____   DATE _____

Comparing Numbers to 100

Here are 6 pairs of Unifix cube collections. Count to find out which collection has more and which collection has fewer cubes. Write numbers and signs to show.

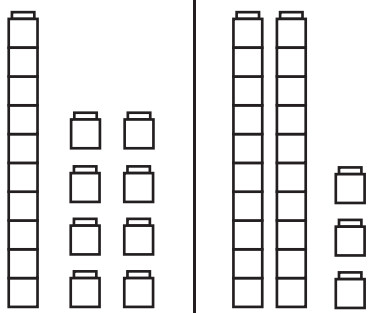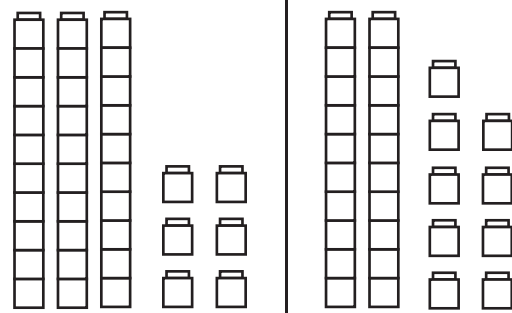<p style="text-align:center;">< fewer than   = the same as   > more than</p>

example

60 (>) 45

1

_____ ( ) _____
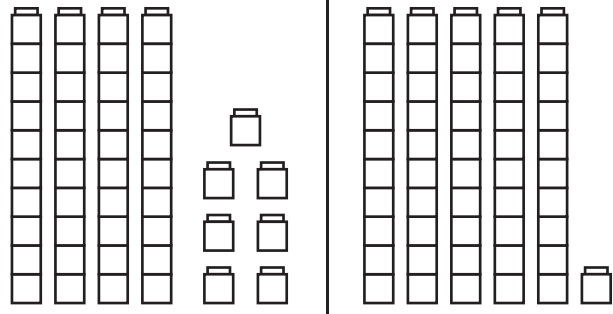
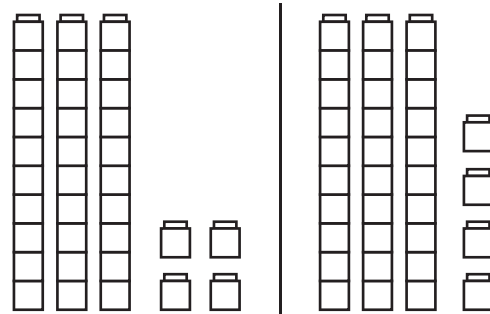**2**

_____ ( ) _____

3

_____ ( ) _____

4

_____ ( ) _____
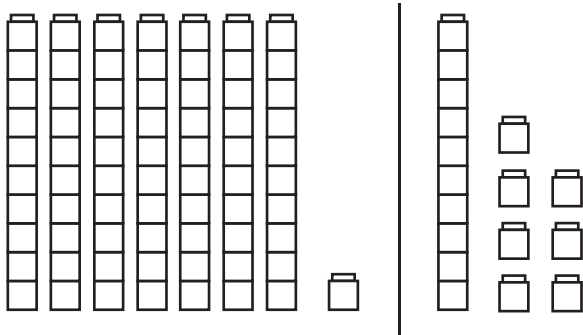
5

_____ ( ) _____

NAME _____ DATE _____

Missing Numbers

1 Fill in the missing numbers to complete the addition facts.

5 + 5 = _____   4 + 4 = _____   2 + 2 = _____

7 + _____ = 14   8 + _____ = 16   9 + _____ = 18

_____ + 6 = 12   _____ + 1 = 2   _____ + 3 = 6

10 + 2 = _____   6 + 10 = _____   10 + 4 = _____

3 + _____ = 13   10 + _____ = 18   8 + _____ = 16

2 Fill in the missing numbers to complete the pattern.

a Skip-count forward by 5's.	**b** Skip-count forward by 5's.
5, 10, 15, _____, 25, _____, _____	40, _____, 50, _____, _____, 65
c Skip-count forward by 5's.	**d** Skip-count forward by 5's.
13, 18, 23, _____, 33, _____, _____	19, 24, _____, 34, 39, _____, 49
e Skip-count backward by 5's.	**f** Skip-count backward by 5's.
30, 25, _____, 15, _____, _____	27, 22, _____, 12, _____, _____

⚡ **CHALLENGE**

3 Skip-count by 5's. Circle the word to show whether you went forward or backward each time.

a 143, 138, 133, _____, 123, _____, 113, _____, _____, 98	forward backward
b 332, 337, 342, _____, 352, 357, _____, _____, 372, _____	forward backward
c 488, 493, 498, _____, _____, 513, _____, _____, _____, 533	forward backward
d 267, 262, 257, _____, _____, _____, 237, _____, 227, _____	forward backward

NAME _____   DATE _____

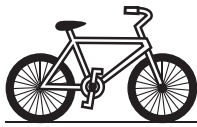# A.M. or P.M.?

A.M. and P.M. are abbreviations.

People often say that times in the A.M. are morning times, but A.M. really indicates any time between midnight and noon.

People often say that times in the P.M. are times in the afternoon or night. P.M. really indicates any time between noon and midnight.

3:00 a.m. is so early in the morning it's not even light yet. Most people are asleep. 3:00 p.m. is in the afternoon, just about the time school gets out. Most people are awake at 3:00 p.m.

1 Circle the time that people would probably do each of these things on a school day.

Activity	A.M.	P.M.
a Eat dinner.	6:00 a.m.	6:00 p.m.
b Eat breakfast.	7:00 a.m.	7:00 p.m.
c Watch T.V.	5:00 a.m.	5:00 p.m.
d Homework	4:00 a.m.	4:00 p.m.

Activity	A.M.	P.M.
e Turn on a night light.	8:30 a.m.	8:30 p.m.
f Ride a bike.	3:30 a.m.	3:30 p.m.

2 Draw a picture of something you do at 10:00 a.m. on a school day.
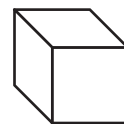
NAME _____   DATE _____

Mystery Shapes

There are 6 mystery shapes on the right. Read each riddle below and write the name of the mystery shape.

1 I have 6 faces. 2 of my faces are square. 4 of my faces are rectangles that are not squares.

I am the _____.

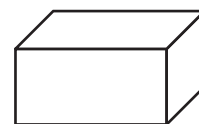**2** I have no faces at all. I am round all the way around.

I am the _____.

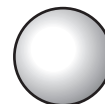**3** I have 5 faces, but you can only see 2 of them. 4 of my faces are triangles. They meet at one point called a vertex.

I am the _____.

4 Two of my faces are circles. If you set me on one of those faces, I will not roll.

I am the _____.

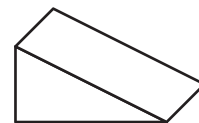**5** I have 5 faces. 3 of my faces are rectangles. 2 of my faces are triangles.

I am the _____.
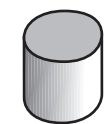
6 I have 6 faces. All my edges are exactly the same length.

I am the _____.

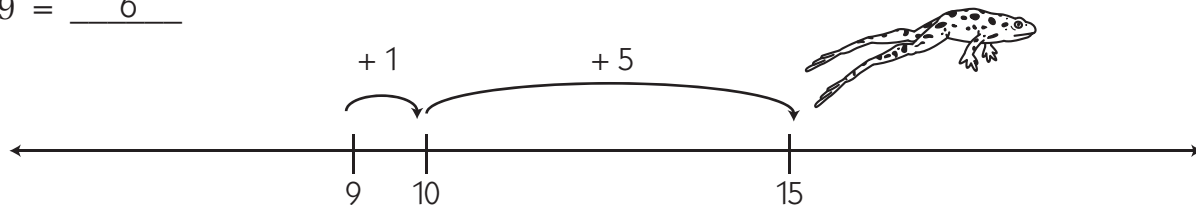cube

pyramid

rectangular prism

sphere

cylinder

triangular prism

Using Make Ten Facts to Help Subtract

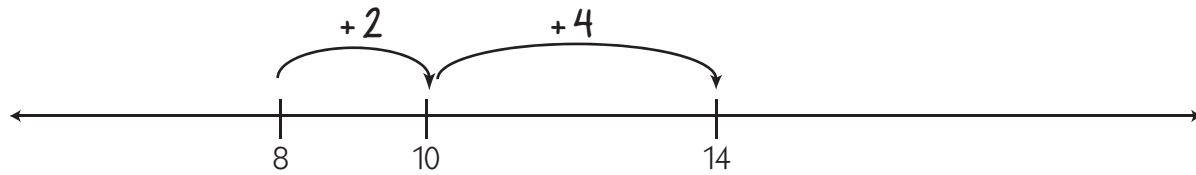DJ Hopper says you can use what you know about making tens to help subtract.

If the fact is 15 – 9, you can think about making a ten (9 + 1 = 10) and then adding 5 more to get to 15. DJ likes to show his work on the number line, like this.

15 – 9 = ___6___

```
              + 1              + 5
         9   10                     15
```

1 Make hops on the number line and label them to solve subtraction problems.

example 14 – 8 = ___6___

```
          + 2          + 4
      8        10            14
```

a 13 – 7 = _____

```
         7       10      13
```

b 15 – 7 = _____

```
         7       10            15
```

c 12 – 8 = _____
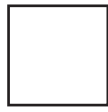
```
         8       10     12
```
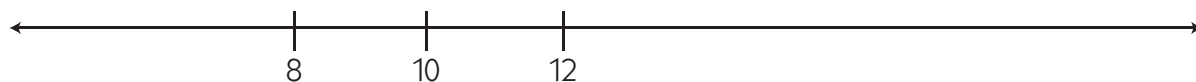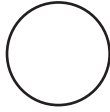
NAME _____   DATE _____

Symmetry

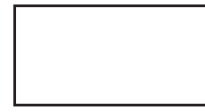**1a** Circle the shapes that are symmetrical.

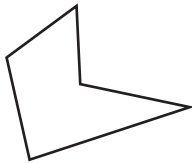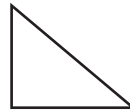**b** Cross out the shapes that are not symmetical.

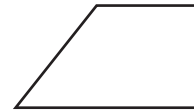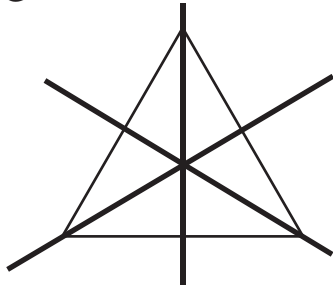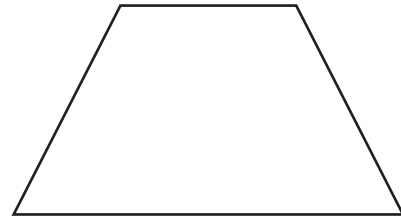| Square | Circle | Scalene Triangle | Rectangle |

| Pentagon | Ellipse | Right Triangle | Trapezoid |
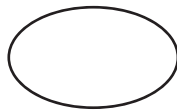
2 How many lines of symmetry can you find in each shape? Use your ruler to draw the lines of symmetry, and write the number.
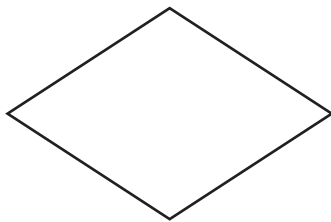
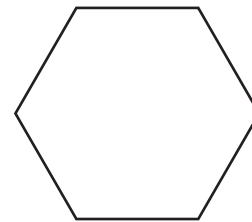| **example**	**a**
An equilateral triangle has __3__ lines of symmetry.	An isosceles trapezoid has _____ lines of symmetry.
b A rhombus has _____ lines of symmetry.	**c** A hexagon has _____ lines of symmetry.

NAME _____   DATE _____

Subtraction Strategies

1a Circle all the Subtract 2's in blue. Then take your pencil and go back and do them. (Example 10 – 2 or 16 – 2)

b Circle all the Subtract Halves in red. Then take your pencil and go back and do them. (Example 12 – 6 or 14 – 7)

c Circle all the Take Away Tens in green. Then take your pencil and go back and do them. (Example 14 – 10 or 19 – 10)

d Circle all the Runaway Ones in purple. Then take your pencil and go back and do them. (Example 13 – 3 or 17 – 7)

e And now—see if you can use the facts you've circled and solved to help you figure out the rest!

15	14	13	10	14	14	19
– 2	– 6	– 3	– 2	– 7	– 8	– 9

15	17	17	11	16	18	19
– 5	– 8	– 10	– 2	– 8	– 8	– 2

18	10	18	19	13	14	11
– 9	– 5	– 4	– 10	– 2	– 4	– 5

16	14	12	16	14	12	20
– 9	– 10	– 10	– 10	– 8	– 9	–10

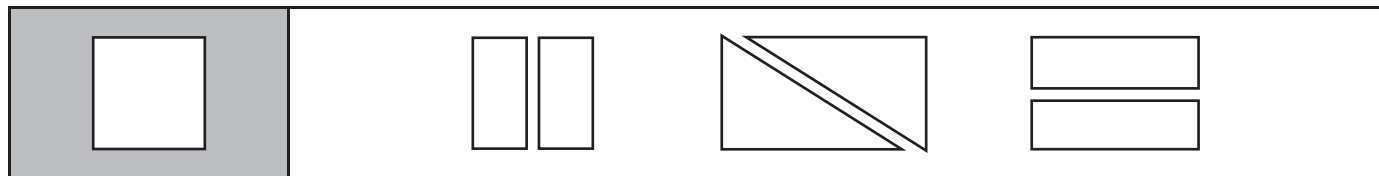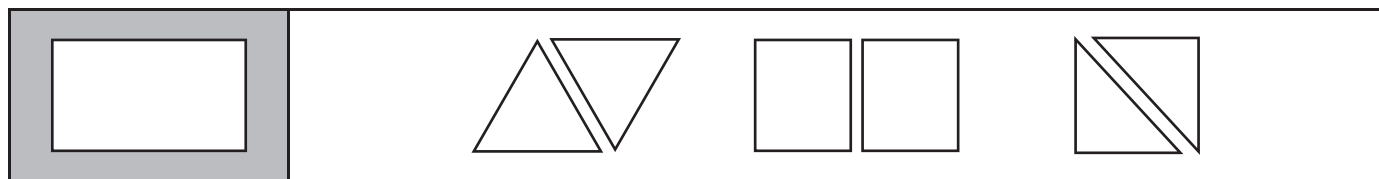| 120	83	140	160	29	180	48
– 60	– 10	– 70	– 80	– 2	– 90	– 8

NAME _____   DATE _____

Halves

1 Circle the correct answer.

a If you cut this square in half, what two shapes will you get?

b If you cut this rectangle in half, what two shapes will you get?

c If you cut this hexagon in half, what two shapes will you get?

2 Subtract:

10	16	20	12	14	18	6
− 5	− 8	− 10	− 6	− 7	− 9	− 3

40	60	24	30	80	100	22
− 20	− 30	− 12	− 15	− 40	− 50	− 11

400	600	200	120	180	160	140
− 200	− 300	− 100	− 60	− 90	− 80	− 70

NAME _____   **DATE** _____

Comparing Numbers to 300

1 Count to find out which set of base ten pieces in each pair is greater and which is less. Write numbers and signs to show.

< less than   = the same as   > greater than

example

___124___ < ___213___

a

_____   _____

b

_____   _____

2 Read the numbers in the box. Then write them in order on the lines from least to greatest.

| 261 | 107 | 67 | 113 | 204 |

_____   _____   _____   _____   _____
least   greatest

NAME _____   DATE _____

Puzzles about Ten & More

1 Fill in the missing numbers to solve these equations. Use the pictures to help.

a _____ = 5 + 5	**b** 10 = 2 + 4 + _____
c 10 = _____ + 2	**d** 7 + _____ = 10
e 10 – _____ = 4	**f** 10 – _____ = 7
g 4 + 5 = _____ + 7	**h** 10 – 5 = 2 + _____

2 Fill in the missing numbers to solve these equations.

5 + 4 + 1 = _____   6 + 4 + _____ = 13   5 + _____ + 9 = 19

16 – _____ = 6   14 – _____ = 7   12 – 6 = _____

10 – 3 = 2 + _____   12 – 6 = 2 + _____   16 – 8 = _____ + 1

⚡ **CHALLENGE**

3 Fill in the missing numbers to solve these equations.

90 – 30 = 20 + _____   143 – 11 = 127 + _____   160 – 18 = _____ + 15

Practice Book Use anytime after Bridges, Unit 4, Session 25.

NAME _____ **DATE** _____

Make Tens to Subtract

DJ Hopper says you can use what you know about making tens to help subtract.

If the fact is 15 − 8, you can think about making a ten (8 + 2 = 10) and then adding 5 more to get to 15. DJ likes to show his work on the number line, like this.

15 − 8 = ___7___
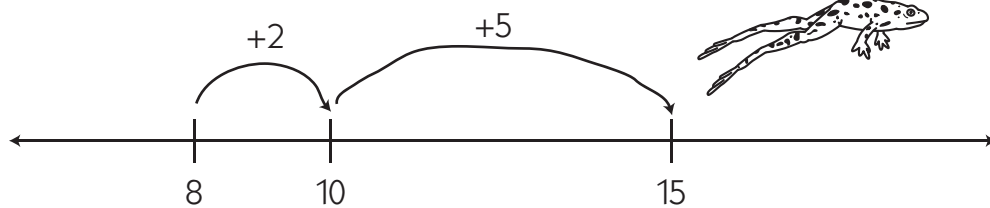
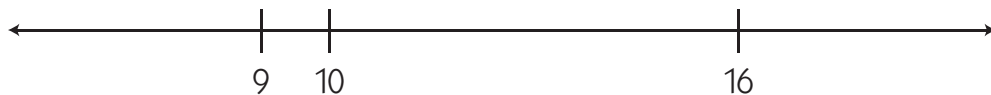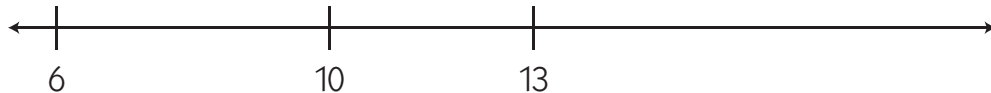**1** Make hops on the number line and label them to solve subtraction problems.

a 14 − 7 = _____

b 16 − 9 = _____

c 13 − 6 = _____

d 14 − 8 = _____

NAME _____   DATE _____

Pet Shop Equations

1 Draw a line to match each problem with its equation. Then find the answers.

a The pet shop owner had 14 hamsters. She sold 5 of them on Monday and 3 of them on Tuesday. How many hamsters does she have left?
b There were 12 puppies in the pen. The pet shop owner sold some of them. Now there are 7 puppies in the pen. How many puppies did she sell?
c The pet shop owner got 9 rabbits yesterday. A family came in and bought 2 of them. Then the shop owner got 8 more rabbits. How many rabbits does she have now?
d There were 16 fish in the big tank. The shop owner moved some of them. Now there are only 9 fish in the big tank. How many did the shop owner move?
e The shop owner had 6 kittens. Then she got some more kittens. Now she has 13 kittens. How many kittens did she get?

$9 - 2 + 8 =$ _____

$14 - 5 - 3 =$ _____

$6 +$ _____ $= 13$

$12 -$ _____ $= 7$

$16 -$ _____ $= 9$

⚡ CHALLENGE

2 Solve these equations.

$2 + 5 - 4 + 8 =$ _____

$8 + 12 + 34 =$ _____

$20 + 30 -$ _____ $= 30 - 5$

$90 + 170 + 64 =$ _____

$123 + 48 -$ _____ $= 123 - 5$

$30 - 20 +$ _____ $= 25$

_____ $+ 5 = 21$

$250 + 48 + 2 =$ _____

$14 + 227 -$ _____ $= 227 - 9$
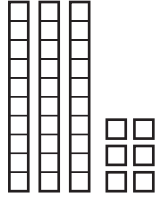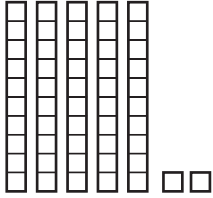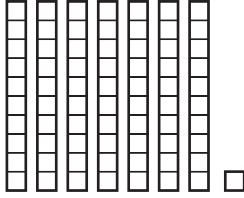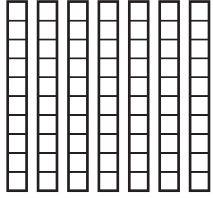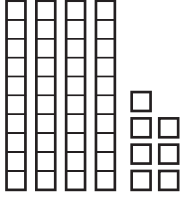
$350 + 118 + 6 =$ _____

NAME _____ DATE _____

Tens & Ones

1 Tell how many tens and ones there are in each set of base ten pieces. Then write an equation to show the total.

example	10's	1's
	3	6
	Equation	
	30 + 6 = 36	

a	10's	1's
	Equation	

b	10's	1's
	Equation	

c	10's	1's
	Equation	

d	10's	1's
	Equation	

2 Tell how many dimes and pennies there are in each box. Then write an equation to show the total.

example	Dimes	Pennies
	2	1
	Equation	
	20¢ + 1¢ = 21¢	

a	Dimes	Pennies
	Equation	

b	Dimes	Pennies
	Equation	

c	Dimes	Pennies
	Equation	

d	Dimes	Pennies
	Equation	

NAME _____   DATE _____

Nuts & Carrots

1 The squirrels are hiding nuts for the winter. Three of the squirrels each got 4 nuts. Five of the squirrels each got 5 nuts. How many nuts do they have in all? Show your work.

The squirrels got _____ nuts in all.

CHALLENGE

2 The zookeeper brought 9 bunches of carrots for the elephants. Each bunch had 5 carrots. He gave one of the elephants 24 carrots. How many carrots were left for the other elephants? Show your work.

There were_____ carrots left for the other elephants.
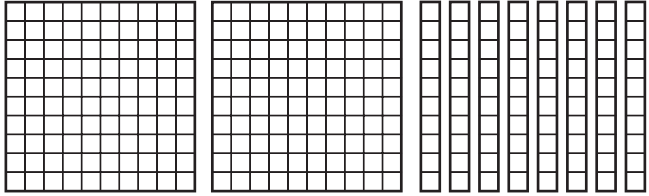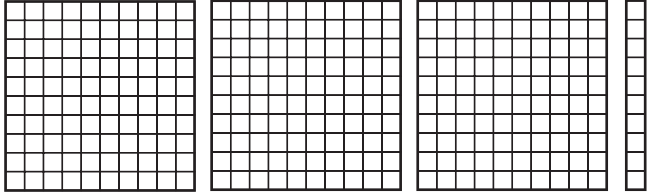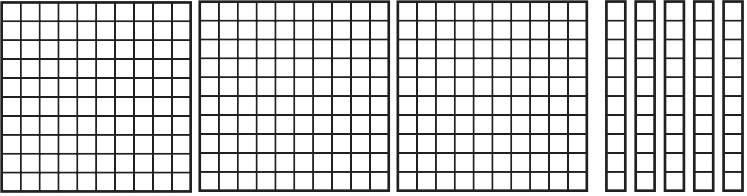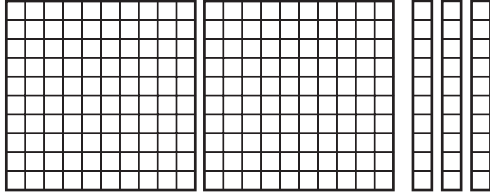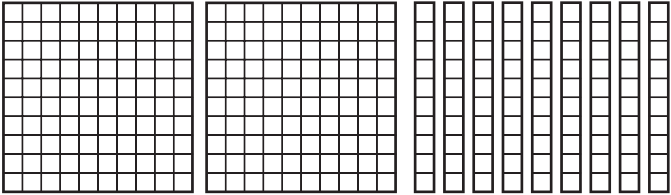
NAME _____   DATE _____

Different Ways to Look at the Same Number

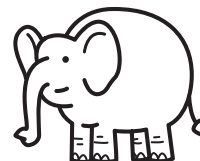Tell how many hundreds, tens, and ones there are in each number. Use the pictures to help.

example	
There are __2__ hundreds in 280.	
There are __28__ tens in 280.	
There are __280__ ones in 280.	
1	
There are _____ hundreds in 310.	
There are _____ tens in 310.	
There are _____ ones in 310.	
2	
There are _____ hundreds in 350.	
There are _____ tens in 350.	
There are _____ ones in 350.	
3	
There are _____ hundreds in 230.	
There are _____ tens in 230.	
There are _____ ones in 230.	
4	
There are _____ hundreds in 290.	
There are _____ tens in 290.	
There are _____ ones in 290.	

Shopping & the Number Box

1 Erika went to the store. She got a pencil for 15¢ and a tablet for 25¢. She gave the storekeeper 50¢. How much money did she get back? Show your work.

Erika got _____ back.
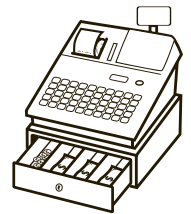
⚡ **CHALLENGE**

2 Use the numbers in the box to solve the problems below.

15	24	6	8	3	17	4	20	32	10
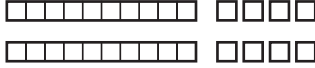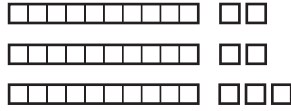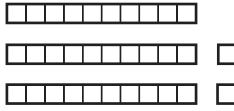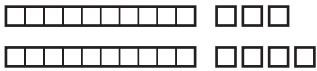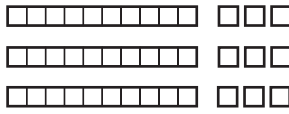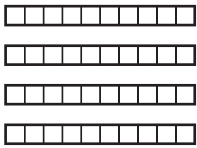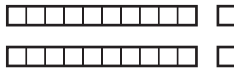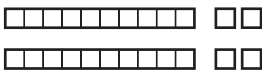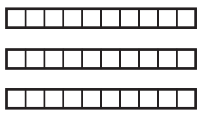
a Find 2 numbers whose sum is 40. _____ _____

b Find 2 numbers whose sum is 18. _____ _____

c Find 2 other numbers whose sum is 18. _____ _____

d Find 2 numbers whose difference is 12. _____ _____

e Find 3 numbers that have the largest total _____ _____ _____

f What is the total of those 3 numbers? Show your work.

NAME _____   **DATE** _____

Base Ten Addition

Add. Use the pictures of base ten pieces to help.

1 $\begin{array}{r} 28 \\ + 10 \\ \hline \end{array}$	**2** $\begin{array}{r} 26 \\ + 16 \\ \hline \end{array}$
3 $\begin{array}{r} 34 \\ + 17 \\ \hline \end{array}$	**4** $\begin{array}{r} 25 \\ + 26 \\ \hline \end{array}$
5 $\begin{array}{r} 16 \\ + 23 \\ \hline \end{array}$	**6** $\begin{array}{r} 39 \\ + 14 \\ \hline \end{array}$
7 $\begin{array}{r} 23 \\ + 18 \\ \hline \end{array}$	**8** $\begin{array}{r} 27 \\ + 27 \\ \hline \end{array}$
9 $\begin{array}{r} 24 \\ + 15 \\ \hline \end{array}$	**10** $\begin{array}{r} 16 \\ + 16 \\ \hline \end{array}$

NAME _____   DATE _____

Base Ten Subtraction

Subtract. Use the pictures of base ten pieces to help.

ex	1
$\begin{array}{r} 36 \\ -\ 17 \\ \hline 19 \end{array}$	$\begin{array}{r} 28 \\ -\ 12 \\ \hline \end{array}$
2	**3**
$\begin{array}{r} 37 \\ -\ 17 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ -\ 15 \\ \hline \end{array}$
4	**5**
$\begin{array}{r} 27 \\ -\ 19 \\ \hline \end{array}$	$\begin{array}{r} 39 \\ -\ 14 \\ \hline \end{array}$
6	**7**
$\begin{array}{r} 40 \\ -\ 25 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ -\ 8 \\ \hline \end{array}$
8	**9**
$\begin{array}{r} 24 \\ -\ 12 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ -\ 15 \\ \hline \end{array}$

NAME _____   DATE _____

Adding & Subtracting Tens & Nines

1 Add.

40	40	55	55	78	78	67
+ 10	+ 9	+ 10	+ 9	+ 10	+ 9	+ 20

16	16	72	72	24	24	36
+ 10	+ 9	+ 10	+ 9	+ 30	+ 29	+ 40

2 Subtract.

30	30	46	46	81	81	43
− 10	− 9	− 10	− 9	− 10	− 9	− 20

35	35	29	29	75	75	68
− 10	− 9	− 10	− 9	− 10	− 9	− 40

3 Read each of these clock faces and write the time on the digital clock.

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NAME _____ DATE _____

2-Digit Addition

1 Add. Use the pictures of base ten pieces to help.

a		b	
	36 + 26		39 + 14

2 When Pencil Puppy does 2-digit addition, she adds the tens first. Next, she adds the ones. Then she adds the two numbers to get the answer. Try her strategy.

example

Tens	Ones
3	7
+ 2	7

$30 + 20 = \underline{50}$
$7 + 7 = \underline{14}$
$50 + 14 = \underline{64}$

a

Tens	Ones
4	8
+ 3	4

$40 + 30 = \underline{\hspace{1cm}}$
$8 + 4 = \underline{\hspace{1cm}}$
$70 + 12 = \underline{\hspace{1cm}}$

b

Tens	Ones
5	8
+ 2	8

$50 + 20 = \underline{\hspace{1cm}}$
$8 + 8 = \underline{\hspace{1cm}}$
$70 + 16 = \underline{\hspace{1cm}}$

c

Tens	Ones
2	5
+ 6	9

$20 + 60 = \underline{\hspace{1cm}}$
$5 + 9 = \underline{\hspace{1cm}}$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

d

Tens	Ones
3	4
+ 5	9

$30 + 50 = \underline{\hspace{1cm}}$
$4 + 9 = \underline{\hspace{1cm}}$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

e

Tens	Ones
4	5
+ 4	6

$40 + 40 = \underline{\hspace{1cm}}$
$5 + 6 = \underline{\hspace{1cm}}$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Practice Book Use anytime after Bridges, Unit 5, Session 35.

NAME _____   DATE _____

More Facts Than You Need

Sometimes story problems give you more facts than you need to solve the problem. In each problem below, cross out the fact you don't need. Then solve the problem. Show your work.

1 Akiko has 27 marbles. Sara has 53 marbles. Sam has 24 marbles. How many marbles do Sara and Sam have in all?

Sara and Sam have _____ marbles in all.

2 Jenny has 12 toy people. She is building a house for them. She used 12 blocks for the front gate, and 48 blocks for the rest of the house. How many blocks did Jenny use in all?

Jenny used _____ blocks in all.

3 Juan had 56 crayons. He gave 23 of his crayons to his friend. Juan also gave his friend 15 marking pens. How many crayons does Juan have left?

Juan has _____ crayons left.

CHALLENGE

4 The Toy Factory made 90 robots on Tuesday. 23 people work at the factory. They sold 54 of the robots on Wednesday. How many robots did they have left?

The Toy Factory had _____ robots left.
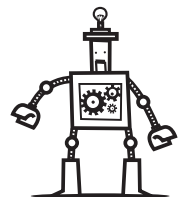
NAME _____   DATE _____

Numbers & Clocks

1 Read each number. Then write it in expanded form.

example	a	b
one hundred thirty-eight	three hundred forty-two	two hundred seventy-three
138 = _____100 + 30 + 8_____	342 = _____	273 = _____
c	**d**	**e**
two hundred twenty-nine	four hundred sixty-one	six hundred eighteen
229 = _____	461 = _____	618 = _____
f	**g**	**h**
one hundred fifty-seven	nine hundred ninety-nine	eight hundred thirty-five
_____ = _____	_____ = _____	_____ = _____
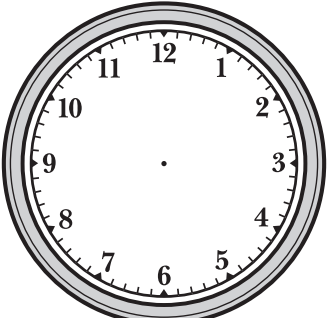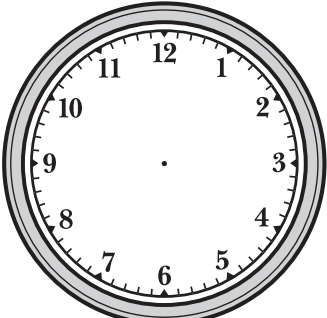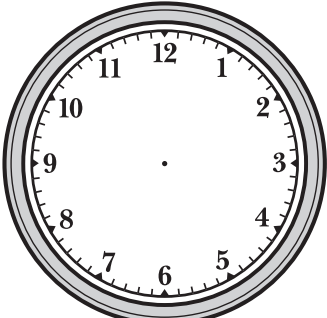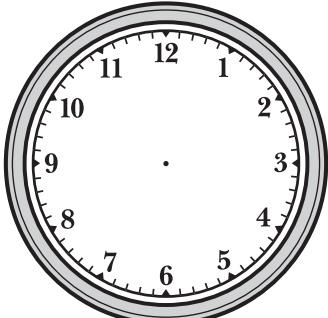
2 Write the numbers in the box in order on the lines from least to greatest.

138	342	273	229	461	618

_____ _____ _____ _____ _____ _____
   least   greatest

3 Read each of these digital clocks and show the time on the clock face.

a	b	c	d
5:15	9:00	4:45	3:30

NAME _____   DATE _____

Sam's Hot Dog Stand

1 Sam has a hot dog stand at the mall. The chart below shows how many hot dogs he sold last week. Use the chart to help answer the questions below.

a Which day did Sam sell the most hot dogs?

b Which day did Sam sell the fewest hot dogs?

c How many hot dogs did Sam sell on Tuesday and Wednesday put together? Show your work.

Hot Dogs Sold	
Day	Number of Hot Dogs
Monday	119
Tuesday	125
Wednesday	163
Thursday	108
Friday	234
Saturday	345
Sunday	325

2 Use one of the signs below to compare the number of hot dogs Sam sold on different days.

< less than   = the same as   > greater than

ex 125 __<__ 345	**a** 325 _____ 108	**b** 108 _____ 119
c 234 _____ 164	**d** 163 _____ 345	**e** 325 _____ 234

3 Put the numbers from the chart (in problem 1) in order from least to greatest on the lines below.

_____, _____, _____, _____, _____, _____, _____
  least   greatest

CHALLENGE

4 How many hot dogs did Sam sell altogether? Show your work.

Practice Book Use anytime after Bridges, Unit 5, Session 35.

NAME _____   DATE _____

2-Digit Subtraction

DJ Hopper makes hops on the number line to solve 2-digit subtraction problems. Here's how he solved 53 – 26:

- Start at 26.
- Hop up to 30.
- Now hop up to 50.
- Then hop up to 53 and add up all your hops. That tells how far it is from 26 to 53.

53 – 26

$$\underline{4 + 20 + 3 = 27} \quad \text{so} \quad 53 - 26 = \underline{\ 27\ }$$
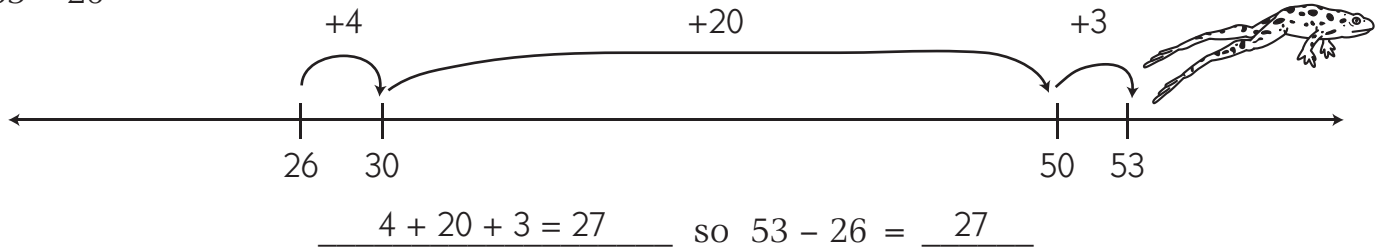
1 Try DJ's number line strategy to solve these subtraction problems.

a 45 – 17

_____ so 45 – 17 = _____

b 54 – 25

_____ so 54 – 25 = _____
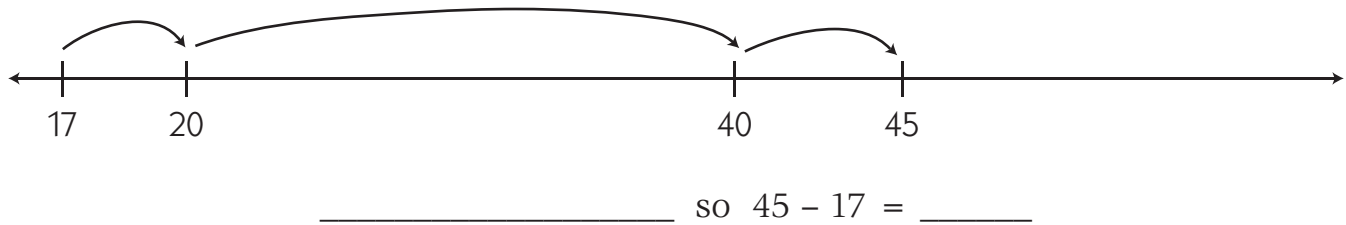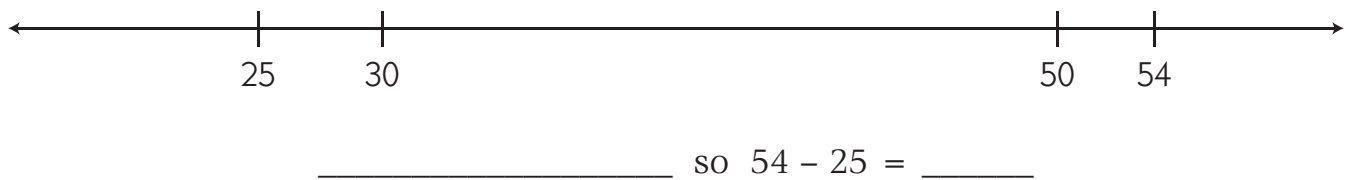
c 57 – 18

_____ so 57 – 18 = _____
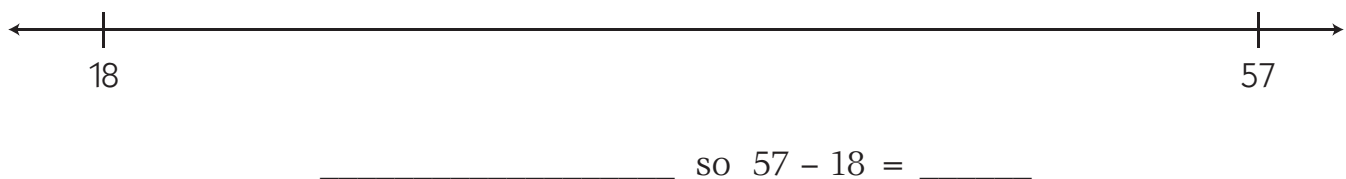
NAME _____   DATE _____

The Pet Graph

1 The second graders in Ms. Nelson's class made a graph with pictures to show their favorite pets. Each student put one picture on the graph to show his or her favorite pet. Use their graph to help answer the questions below.

Our Favorite Pets	
Fish	🐟 🐟 🐟 🐟 🐟
Birds	🐦 🐦
Cats	🐱 🐱 🐱 🐱 🐱 🐱 🐱 🐱
Dogs	🐕 🐕 🐕 🐕 🐕 🐕 🐕 🐕 🐕 🐕 🐕 🐕
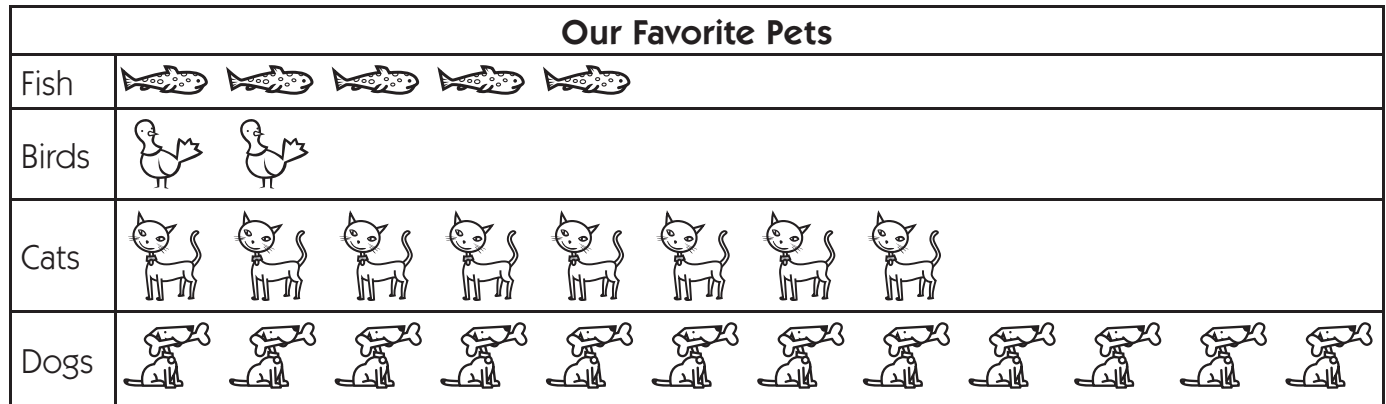
a Which pet did most kids like the best? _____

b How many more kids like dogs than fish the best? _____

c How many fewer kids like birds than cats the best? _____

d Write a number sentence to show how many kids put pictures on this graph.

2 The kids in Ms. Nelson's class did a survey of all the second grades to find out about kids' favorite pets. Use their chart to help answer the questions below.

a How many more kids like fish than birds the best? Show your work.

2nd Grade Favorite Pets	
Pet	Number of Kids
Fish	17
Birds	8
Cats	45
Dogs	62

b How many more kids like dogs than cats the best? Show your work.

NAME _____   DATE _____

Adding & Subtracting Practice

1 Add.

9	9	10	9	10	9	9
+ 6	+ 9	+ 7	+ 7	+ 6	+ 10	+ 4

9	10	11	8	4	9	2
+ 3	+ 7	+ 9	+ 9	+ 10	+ 5	+ 9

20	40	30	60	30	90	80
+ 9	+ 12	+ 8	+ 15	+ 17	+ 8	+ 14

20	32	58	62	40	70	75
+ 29	+ 20	+ 30	+ 20	+ 39	+ 23	+ 10

2 Subtract.

16	16	13	13	18	18	20
− 10	− 9	− 10	− 9	− 10	− 9	− 10

50	40	30	60	70	90	80
− 10	− 20	− 10	− 40	− 30	− 40	− 60

26	35	78	64	55	38	58
− 10	− 10	− 20	− 30	− 40	− 20	− 20

NAME _____   DATE _____

Lines & Buttons

1a Tami is standing in line. There are 3 children in front of her. There are 8 children behind her. How many children are standing in line? Show your work.

b There are _____ children standing in line.

c Which strategy did you use to solve this problem? (Circle one.)

Draw a picture.   Make a chart.   Write a number sentence.   Other

CHALLENGE

2a Frank's mom gave him 8 buttons. The buttons have 22 holes in all. How many of the 8 buttons have 4 holes? How many of the 8 buttons have 2 holes? Show your work.
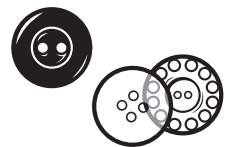
b _____ of the 8 buttons have 4 holes. _____ of the 8 buttons have 2 holes.

c Which strategy did you use to solve this problem? (Circle one.)
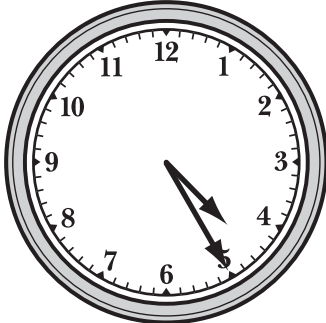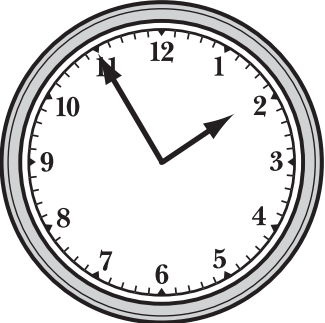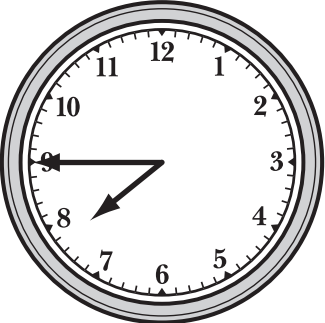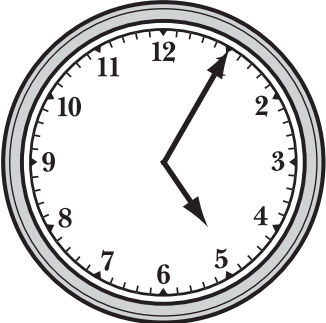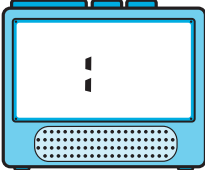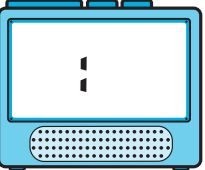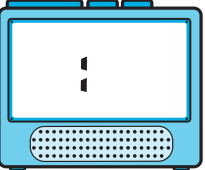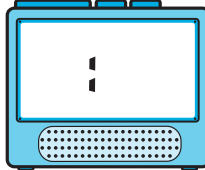
Draw a picture.   Make a chart.   Write a number sentence.   Other

NAME _____   DATE _____

Time & Money

1 Read each of these clock faces and write the time on the digital clock.

a	**b**	**c**	**d**

2 Count the money in each set and circle the correct amount.

a		**b**	
	36¢ 58¢ 66¢ 76¢		40¢ 90¢ $1.00 $1.15

3 Circle *all* the correct values for each set of coins.

a		**b**	
	2 quarters 2 nickels 50¢ $0.50 half a dollar		30¢ $0.25 25¢ 3 dimes $0.15

NAME _____ DATE _____

More Place Value Practice

1 Count by 10's, either forward or backward, to fill in the missing numbers.

a 10, 20, 30, 40, _____, _____, _____, 80, _____, 100, 110, _____, _____

b 280, 270, 260, _____, _____, 230, _____, _____, 200, _____, _____

c 203, 213, 223, _____, _____, 253, _____, _____, _____, 293, _____

d 567, 557, 547, 537, _____, _____, 507, _____, 487, _____, 467

2 Count by 100's, either forward or backward, to fill in the missing numbers.

a 100, 200, 300, _____, _____, _____, 700, _____, _____

b 950, 850, 750, _____, _____, _____, 350, _____, _____

c 203, 303, 403, _____, _____, _____, 803, _____, 1003

d 914, 814, 714, _____, _____, 414, _____, _____, _____

3 Add the numbers.

400 + 70 + 2 = _____   600 + 20 + 8 = _____

800 + 50 + 5 = _____   100 + 10 + 3 = _____

200	300	700	200	400	100	900
50	80	40	60	40	10	90
+ 9	+ 1	+ 2	+ 0	+ 4	+ 7	+ 9

4 Circle the answer in each of the questions below.

a The **3** in **359** is in the	ones place	tens place	hundreds place
b The **4** in **904** is in the	ones place	tens place	hundreds place
c The **5** in **256** is in the	ones place	tens place	hundreds place

NAME _____   DATE _____

Homework & 100

1 Jamal is doing his math homework. He just got 24 for an answer. What was the question? Write down at least 3 different ideas below.

⚡ **CHALLENGE**
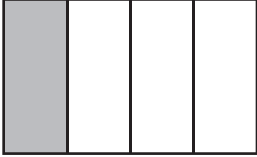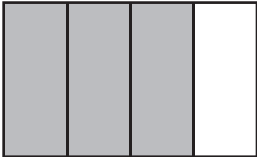
2 Write at least 10 different equations for 120. You can use addition, subtraction, multiplication, or division.
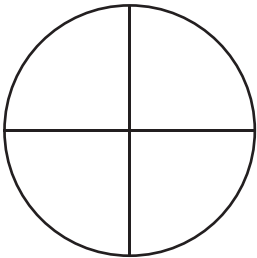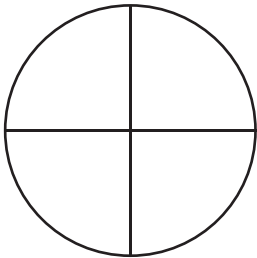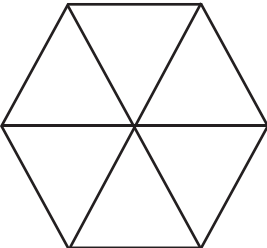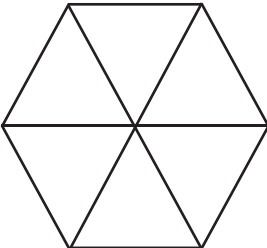
NAME _____   **DATE** _____

Fractions

1 What part of each rectangle is colored? Circle the correct fraction.

a

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

b

$\frac{1}{4}$ $\quad$ $\frac{2}{4}$ $\quad$ $\frac{1}{3}$ $\quad$ $\frac{3}{6}$

c

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

d

$\frac{3}{4}$ $\quad$ $\frac{2}{4}$ $\quad$ $\frac{3}{3}$ $\quad$ $\frac{5}{4}$

2 Read each fraction and color in that part of the shape.

a

$\frac{2}{4}$

b

$\frac{3}{4}$

c

$\frac{1}{6}$

d

$\frac{3}{6}$

NAME _____   DATE _____

Place Value Review

1 Circle the place value of the underlined digit. Then write its value.

Number	Place Value	Value	Number	Place Value	Value
ex a 2<u>3</u>8	ones (tens) hundreds	30	**ex b** 10<u>9</u>	(ones) tens hundreds	9
a <u>7</u>43	ones tens hundreds		**b** 25<u>3</u>	ones tens hundreds	
c 1<u>5</u>0	ones tens hundreds		**d** <u>6</u>08	ones tens hundreds	

2 Write one of these signs on each line to make the sentence true.

<   less than   = the same as   > greater than

ex 456 __<__ 546	**a** 85 _____ 58	**b** 327 _____ 372	**c** 106 _____ 610
d 218 _____ 218	**e** 735 _____ 573	**f** 204 _____ 240	**g** 483 _____ 438

3 Fill in the missing digits to make each statement true. There is more than one right answer for each one.

ex	**a**	**b**	**c**
3_2_7 < 347	235 > ___35	307 < ___07	135 < 13___
d	**e**	**f**	**g**
4___3 > 463	1___9 < 139	182 > 1___2	514 < 51___

NAME _____   DATE _____

Adding & Subtracting

1 Add the numbers.

80	30	44	50	70	51	60
+ 6	+ 43	+ 24	+ 38	+ 7	+17	+ 16

370	120	890	360	340	430	125
+ 8	+ 6	+ 4	+ 15	+ 50	+ 27	+ 25

2 Use pictures, numbers, and/or words to add the numbers in each box. Show all your work.

a 36 + 55	**b** 129 + 133

3 Subtract the numbers.

86	39	48	56	35	55	50
− 6	− 9	− 7	− 5	− 15	− 25	− 25

4 Use pictures, numbers, and/or words to subtract the numbers in the box. Show all your work.

51 − 26

NAME _____   DATE _____

Crayons

COLOR CRAYONS
8

Small 79¢

COLOR CRAYONS
24

Medium 99¢

COLOR CRAYONS
64

Large $1.50

You can get boxes of crayons in 3 different sizes at the store. Use the pictures above to help solve these problems.

1 Ernie bought a small box of crayons. He gave the clerk a $1.00 bill. How much money did he get back? Show your work. Mark the answer clearly.

2 Emma wants to get a medium box of crayons for her sister and a large box of crayons for herself. How many crayons will that be in all? Show your work. Mark the answer clearly.

3 Emma only has $2.00 in her pocket. Is that enough money to buy a medium and a large box of crayons? Explain your answer.

Practice Book Use anytime after Bridges, Unit 7, Session 14.

NAME _____   DATE _____

Pedro's Birthday

Pedro's birthday is on April 30. Use the calendar to help solve the problems below.

1 What day of the week is Pedro's birthday this year?

2 Early in the month, Pedro said, "Mom, guess what? It's only 27 more days until my birthday!"

a What was the date on that day?

b Explain your answer.

April						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

3 On April 9th, Pedro said, "Now it's only 3 more weeks until my birthday." How many days are there in 3 weeks? Show your work.

4 On April _____, Pedro said, "Now it's only 3 more days until my birthday." How many hours are there in 3 days? Show your work.

5a On April 30, Pedro said, "My party starts at 12:30. It's 9:30 now!" How many hours is it until Pedro's party?

b How many minutes are there in 3 hours? Show your work.
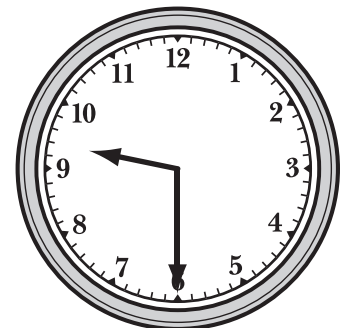
NAME _____   DATE _____

Digits & Number Riddles

1 Tell what digit is in each place.

a 289	____ is in the tens place. ____ is in the ones place. ____ is in the hundreds place.	**b** 945	____ is in the ones place. ____ is in the hundreds place. ____ is in the tens place.
c 316	____ is in the tens place. ____ is in the hundreds place. ____ is in the ones place.	**d** 405	____ is in the ones place. ____ is in the tens place. ____ is in the hundreds place.
e 5,687	____ is in the tens place. ____ is in the ones place. ____ is in the thousands place. ____ is in the hundreds place.	**f** 4,301	____ is in the ones place. ____ is in the hundreds place. ____ is in the tens place. ____ is in the thousands place.

⚡ **CHALLENGE**

2 Solve these number riddles.

a I have a 4 in the tens place. • I have a 1 in the hundreds place. • The number in my ones place is more than 6 and less than 9. • I am an odd number. What number am I?	**b** I have a 7 in the hundreds place. • I have a 0 in the tens place. • I have a 3 in the thousands place. • The number in my ones place is less than 3. • I am an even number. What number am I?

NAME _____   DATE _____

Reading & Writing Numbers

1 Read each number. Then write it in expanded form.

example four hundred fifteen 415 = 400 + 10 + 5	**a** two hundred eighty-six
b seven hundred fifty-three	**c** six hundred twenty-one
d three hundred forty-seven	**e** nine hundred seventeen
f one hundred sixty	**g** eight hundred four

2 Add the numbers.

500 + 20 + 8 = _____   200 + 20 + 2 = _____   100 + 70 + 1 = _____

700 + 10 + 9 = _____   800 + 40 + 7 = _____   500 + 3 = _____

200	300	200	400	900	300	400
90	10	20	50	90	40	10
+ 1	+ 9	+ 6	+ 2	+ 9	+ 1	+ 8
___	___	___	___	___	___	___

3 Circle the number that has the same value as the expanded form.

a 300 + 6	**b** 200 + 10 + 7
36 336 306 316	207 217 271 721

NAME _____   DATE _____

Addition & Subtraction Practice

1 Add the numbers.

40	20	57	50	75	34	35
+ 3	+ 38	+ 31	+ 16	+ 25	+ 34	+ 35

290	340	562	225	325	325	450
+ 9	+ 20	+ 35	+ 15	+ 25	+ 26	+ 50

2 Use pictures, numbers, and/or words to add the numbers in each box. Show all your work.

a 47 + 47	**b** 148 + 122

3 Subtract the numbers.

49	50	67	50	45	30	100
– 9	– 10	– 23	– 25	– 15	– 15	– 75

4 Choose *one* of the problems in the box. Circle it. Then solve it. Use pictures, numbers, and/or words to help. Show all your work.

35 – 15   50 – 25   83 – 49   123 – 99

Practice Book Use anytime after Bridges, Unit 7, Session 25.

NAME _____   DATE _____
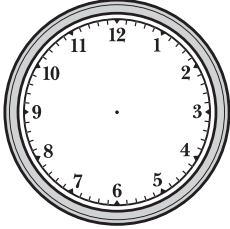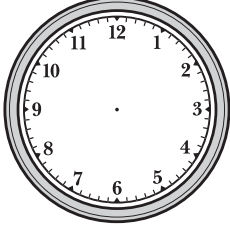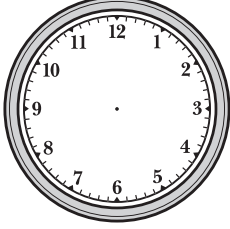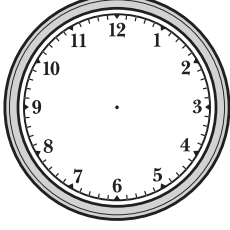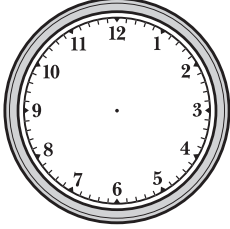
Maria Jose's Day

Maria Jose is in second grade. The chart below shows some of the things she does every Tuesday, and when she does them. Finish the chart by circling A.M. or P.M. for each time and drawing the hands on the clock faces.

Hint
A.M. means times in the morning between midnight and noon.
P.M. means times in the afternoon and evening between noon and midnight.

Event	Time	A.M. or P.M.	Clock
a Breakfast	7:05	A.M. P.M.	
b Arrive at School	8:15	A.M. P.M.	
c Lunch	11:55	A.M. P.M.	
d Soccer Practice	4:10	A.M. P.M.	
e Dinner	6:30	A.M. P.M.	

Summer Work Packet

Math - Fluency Practice

Name: _____ Strategy: __Addition Make 100__

Date: _____ Worksheet: __1-Make 100__

"Making hundreds is the key, practice leads to mastery!"

1. 80 + 50 = | 130 |

```
   20    30
make 100  the rest
```

2. 50 + 60 = | |

```
   50    
make 100  the rest
```

3. 30 + 90 = | |

```
         20
make 100  the rest
```

4. 80 + 80 = | |

```
   20    
make 100  the rest
```

5. 90 + 50 = | |

```
         40
make 100  the rest
```

6. 20 + 90 = | |

```
   80    
make 100  the rest
```

7. 70 + 70 = | |

```
         40
make 100  the rest
```

8. 90 + 40 = | |

```
   10    
make 100  the rest
```

9. 80 + 60 = | |

```
         40
make 100  the rest
```

10. 90 + 80 = | |

```
   10    
make 100  the rest
```

Name: _____   Strategy: __Addition Make 100__

Date: _____   Worksheet: __3-Make 100__

"Making hundreds is the key, practice leads to mastery!"

1. 50 + 90 =   [140]

    [50]   [40]
    make 100 the rest

2. 90 + 30 =   [   ]

    [10]   [   ]
    make 100 the rest

3. 70 + 80 =   [   ]

    [   ]   [50]
    make 100 the rest

4. 40 + 70 =   [   ]

    [60]   [   ]
    make 100 the rest

5. 70 + 50 =   [   ]

    [   ]   [20]
    make 100 the rest

6. 90 + 90 =   [   ]

    [10]   [   ]
    make 100 the rest

7. 30 + 80 =   [   ]

    [   ]   [10]
    make 100 the rest

8. 50 + 70 =   [   ]

    [50]   [   ]
    make 100 the rest

9. 60 + 90 =   [   ]

    [   ]   [50]
    make 100 the rest

10. 90 + 20 =   [   ]

    [10]   [   ]
    make 100 the rest

www.GregTangMath.com

"Making hundreds is the key, practice leads to mastery!"

1. 60 + 50 = [110]

        40 | 10

      make 100 | the rest

6. 50 + 90 = [ ]

        50 | [ ]

      make 100 | the rest

2. 70 + 60 = [ ]

        30 | [ ]

      make 100 | the rest

7. 40 + 80 = [ ]

        [ ] | 20

      make 100 | the rest

3. 80 + 90 = [ ]

        [ ] | 70

      make 100 | the rest

8. 70 + 80 = [ ]

        30 | [ ]

      make 100 | the rest

4. 60 + 60 = [ ]

        40 | [ ]

      make 100 | the rest

9. 30 + 80 = [ ]

        [ ] | 10

      make 100 | the rest

5. 80 + 70 = [ ]

        [ ] | 50

      make 100 | the rest

10. 90 + 90 = [ ]

        10 | [ ]

      make 100 | the rest

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Name: _____   Strategy: _____ Addition Make 100

Date: _____   Worksheet: _____ 7-Make 100

"Making hundreds is the key, practice leads to mastery!"

1. 60 + 70 = [130]

40	30
make 100	the rest

2. 70 + 40 = [ ]

	10
make 100	the rest

3. 90 + 70 = [ ]

10	
make 100	the rest

4. 40 + 90 = [ ]

	30
make 100	the rest

5. 60 + 80 = [ ]

40	
make 100	the rest

6. 80 + 70 = [ ]

	50
make 100	the rest

7. 60 + 60 = [ ]

40	
make 100	the rest

8. 80 + 90 = [ ]

	70
make 100	the rest

9. 70 + 60 = [ ]

30	
make 100	the rest

10. 60 + 50 = [ ]

	10
make 100	the rest

Name: _____   Strategy: Addition Make 100

Date: _____   Worksheet: 9-Make 100

"Making hundreds is the key, practice leads to mastery!"

1. $80 + 30 =$ $\boxed{110}$

     $\boxed{20}$ $\boxed{10}$

     make 100   the rest

6. $70 + 90 =$ $\boxed{}$

     $\boxed{}$ $\boxed{60}$

     make 100   the rest

2. $50 + 80 =$ $\boxed{}$

     $\boxed{}$ $\boxed{30}$

     make 100   the rest

7. $40 + 70 =$ $\boxed{}$

     $\boxed{60}$ $\boxed{}$

     make 100   the rest

3. $90 + 60 =$ $\boxed{}$

     $\boxed{10}$ $\boxed{}$

     make 100   the rest

8. $80 + 90 =$ $\boxed{}$

     $\boxed{}$ $\boxed{70}$

     make 100   the rest

4. $40 + 80 =$ $\boxed{}$

     $\boxed{}$ $\boxed{20}$

     make 100   the rest

9. $60 + 80 =$ $\boxed{}$

     $\boxed{40}$ $\boxed{}$

     make 100   the rest

5. $50 + 90 =$ $\boxed{}$

     $\boxed{50}$ $\boxed{}$

     make 100   the rest

10. $80 + 40 =$ $\boxed{}$

     $\boxed{}$ $\boxed{20}$

     make 100   the rest

     www.GregTangMath.com

Name: _____   Strategy: Addition Make 100

Date: _____   Worksheet: 11-Make 100

"Making hundreds is the key, practice leads to mastery!"

1. $80 + 50 =$ ☐

☐ ☐
make 100   the rest

2. $50 + 60 =$ ☐

☐ ☐
make 100   the rest

3. $30 + 90 =$ ☐

☐ ☐
make 100   the rest

4. $80 + 80 =$ ☐

☐ ☐
make 100   the rest

5. $90 + 50 =$ ☐

☐ ☐
make 100   the rest

6. $20 + 90 =$ ☐

☐ ☐
make 100   the rest

7. $70 + 70 =$ ☐

☐ ☐
make 100   the rest

8. $90 + 40 =$ ☐

☐ ☐
make 100   the rest

9. $80 + 60 =$ ☐

☐ ☐
make 100   the rest

10. $90 + 80 =$ ☐

☐ ☐
make 100   the rest

Name: _____   Strategy: ___Addition Make 100___

Date: _____   Worksheet: ___13-Make 100___

"Making hundreds is the key, practice leads to mastery!"

1. 50 + 90 = [ ]

    [ ]   [ ]
    make 100   the rest

2. 90 + 30 = [ ]

    [ ]   [ ]
    make 100   the rest

3. 70 + 80 = [ ]

    [ ]   [ ]
    make 100   the rest

4. 40 + 70 = [ ]

    [ ]   [ ]
    make 100   the rest

5. 70 + 50 = [ ]

    [ ]   [ ]
    make 100   the rest

6. 90 + 90 = [ ]

    [ ]   [ ]
    make 100   the rest

7. 30 + 80 = [ ]

    [ ]   [ ]
    make 100   the rest

8. 50 + 70 = [ ]

    [ ]   [ ]
    make 100   the rest

9. 60 + 90 = [ ]

    [ ]   [ ]
    make 100   the rest

10. 90 + 20 = [ ]

    [ ]   [ ]
    make 100   the rest

Name: _____ Strategy: _____ Addition Make 100

Date: _____ Worksheet: _____ 15-Make 100

"Making hundreds is the key, practice leads to mastery!"

1. 60 + 50 = ⬚

make 100   the rest

2. 70 + 60 = ⬚

make 100   the rest

3. 80 + 90 = ⬚

make 100   the rest

4. 60 + 60 = ⬚

make 100   the rest

5. 80 + 70 = ⬚

make 100   the rest

6. 50 + 90 = ⬚

make 100   the rest

7. 40 + 80 = ⬚

make 100   the rest

8. 70 + 80 = ⬚

make 100   the rest

9. 30 + 80 = ⬚

make 100   the rest

10. 90 + 90 = ⬚

make 100   the rest

Name: _____

Date: _____

Strategy: __Addition Make 100__

Worksheet: __21-Missing Addend__

"Making hundreds is the key, practice leads to mastery!"

1. 80 + [ ] = 130

    [20] [30]
    make 100   the rest

2. 50 + [ ] = 110

    [50] [ ]
    make 100   the rest

3. 30 + [ ] = 120

    [ ] [20]
    make 100   the rest

4. 80 + [ ] = 160

    [20] [ ]
    make 100   the rest

5. 90 + [ ] = 140

    [ ] [40]
    make 100   the rest

6. 20 + [ ] = 110

    [80] [ ]
    make 100   the rest

7. 70 + [ ] = 140

    [ ] [40]
    make 100   the rest

8. 90 + [ ] = 130

    [10] [ ]
    make 100   the rest

9. 80 + [ ] = 140

    [ ] [40]
    make 100   the rest

10. 90 + [ ] = 170

    [ ] [10]
    make 100   the rest

Name: _____

Date: _____

Strategy: ___ Addition Make 100

Worksheet: ___ 27-Missing Addend

"Making hundreds is the key, practice leads to mastery!"

1. 60 + ☐ = 130

    40 | 30
    make 100 | the rest

2. 70 + ☐ = 110

    ☐ | 10
    make 100 | the rest

3. 90 + ☐ = 160

    10 | ☐
    make 100 | the rest

4. 40 + ☐ = 130

    ☐ | 30
    make 100 | the rest

5. 60 + ☐ = 140

    40 | ☐
    make 100 | the rest

6. 80 + ☐ = 150

    ☐ | 50
    make 100 | the rest

7. 60 + ☐ = 120

    40 | ☐
    make 100 | the rest

8. 80 + ☐ = 170

    ☐ | 70
    make 100 | the rest

9. 70 + ☐ = 130

    30 | ☐
    make 100 | the rest

10. 60 + ☐ = 110

    ☐ | 10
    make 100 | the rest

"Making hundreds is the key, practice leads to mastery!"

1. 50 + [ ] = 140

make 100   the rest

2. 90 + [ ] = 120

make 100   the rest

3. 70 + [ ] = 150

make 100   the rest

4. 40 + [ ] = 110

make 100   the rest

5. 70 + [ ] = 120

make 100   the rest

6. 90 + [ ] = 180

make 100   the rest

7. 30 + [ ] = 110

make 100   the rest

8. 50 + [ ] = 120

make 100   the rest

9. 60 + [ ] = 150

make 100   the rest

10. 90 + [ ] = 110

make 100   the rest

Summer Work Packet

Math - More Fluency Practice

Name: _____   Strategy: <u>Subtraction Make 100</u>

Date: _____   Worksheet: <u>1-Make 100</u>

"Making 100 should be the quest, subtract a few before the rest!"

1. 140 - 70 =   [70]

    40 / 30

    make 100 / minus the rest

2. 110 - 60 =   [   ]

    10 / [   ]

    make 100 / minus the rest

3. 120 - 90 =   [   ]

    [   ] / 70

    make 100 / minus the rest

4. 160 - 80 =   [   ]

    60 / [   ]

    make 100 / minus the rest

5. 130 - 70 =   [   ]

    [   ] / 40

    make 100 / minus the rest

6. 110 - 90 =   [   ]

    10 / [   ]

    make 100 / minus the rest

7. 170 - 80 =   [   ]

    [   ] / 10

    make 100 / minus the rest

8. 130 - 40 =   [   ]

    30 / [   ]

    make 100 / minus the rest

9. 140 - 60 =   [   ]

    [   ] / 20

    make 100 / minus the rest

10. 110 - 80 =   [   ]

    10 / [   ]

    make 100 / minus the rest

Name: _____ Strategy: <u>Subtraction Make 100</u>

Date: _____ Worksheet: <u>3-Make 100</u>

"Making 100 should be the quest, subtract a few before the rest!"

1. 140 - 90 = | 50 |

| 40 | 50 |
make 100 | minus the rest

2. 120 - 40 = | |

| 20 | |
make 100 | minus the rest

3. 150 - 80 = | |

| | 30 |
make 100 | minus the rest

4. 110 - 70 = | |

| 10 | |
make 100 | minus the rest

5. 120 - 50 = | |

| | 30 |
make 100 | minus the rest

6. 180 - 90 = | |

| 80 | |
make 100 | minus the rest

7. 130 - 50 = | |

| | 20 |
make 100 | minus the rest

8. 120 - 70 = | |

| 20 | |
make 100 | minus the rest

9. 150 - 90 = | |

| | 40 |
make 100 | minus the rest

10. 110 - 20 = | |

| 10 | |
make 100 | minus the rest

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Name: _____   Strategy: __Subtraction Make 100__

Date: _____   Worksheet: __5-Make 100__

"Making 100 should be the quest, subtract a few before the rest!"

1. 110 - 50 =   60

    10   40

    make 100   minus
                the rest

2. 130 - 60 =   ☐

    30   ☐

    make 100   minus
                the rest

3. 170 - 90 =   ☐

    ☐   20

    make 100   minus
                the rest

4. 120 - 80 =   ☐

    20   ☐

    make 100   minus
                the rest

5. 150 - 70 =   ☐

    ☐   20

    make 100   minus
                the rest

6. 140 - 80 =   ☐

    40   ☐

    make 100   minus
                the rest

7. 130 - 90 =   ☐

    ☐   60

    make 100   minus
                the rest

8. 160 - 70 =   ☐

    60   ☐

    make 100   minus
                the rest

9. 110 - 30 =   ☐

    ☐   20

    make 100   minus
                the rest

10. 120 - 50 =   ☐

    20   ☐

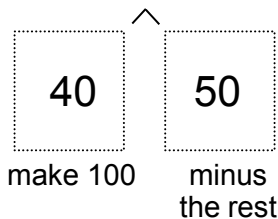   make 100   minus
                the rest

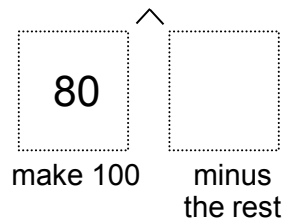Name: _____ Strategy: Subtraction Make 100

Date: _____ Worksheet: 7-Make 100

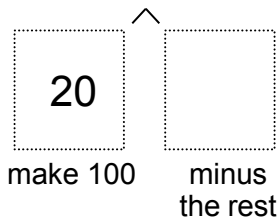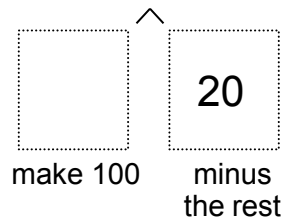"Making 100 should be the quest, subtract a few before the rest!"

1. 140 - 50 =   90

    40   10
    make 100 minus
              the rest

2. 110 - 40 =   ☐

    ☐   30
    make 100 minus
              the rest

3. 160 - 70 =   ☐

    60   ☐
    make 100 minus
              the rest

4. 130 - 90 =   ☐

    ☐   60
    make 100 minus
              the rest

5. 140 - 80 =   ☐

    40   ☐
    make 100 minus
              the rest

6. 150 - 70 =   ☐

    ☐   20
    make 100 minus
              the rest

7. 120 - 60 =   ☐

    20   ☐
    make 100 minus
              the rest

8. 170 - 90 =   ☐

    ☐   20
    make 100 minus
              the rest

9. 130 - 60 =   ☐

    30   ☐
    make 100 minus
              the rest

10. 110 - 50 =   ☐

    ☐   40
    make 100 minus
              the rest

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Name: _____ Strategy: Subtraction Make 100

Date: _____ Worksheet: 9-Make 100

"Making 100 should be the quest, subtract a few before the rest!"

1. 110 - 30 = [80]

10 | 20

make 100 | minus the rest

2. 160 - 90 = [ ]

[ ] | 30

make 100 | minus the rest

3. 150 - 60 = [ ]

50 | [ ]

make 100 | minus the rest

4. 120 - 80 = [ ]

[ ] | 60

make 100 | minus the rest

5. 140 - 90 = [ ]

40 | [ ]

make 100 | minus the rest

6. 130 - 80 = [ ]

[ ] | 50

make 100 | minus the rest

7. 110 - 70 = [ ]

10 | [ ]

make 100 | minus the rest

8. 170 - 90 = [ ]

[ ] | 20

make 100 | minus the rest

9. 140 - 80 = [ ]

40 | [ ]

make 100 | minus the rest

10. 120 - 30 = [ ]

[ ] | 10

make 100 | minus the rest

Name: _____

Date: _____

"Making 100 should be the quest, subtract a few before the rest!"

1. 140 - 70 = [ ]

    [ ] [ ]
    make 100   minus the rest

2. 110 - 60 = [ ]

    [ ] [ ]
    make 100   minus the rest

3. 120 - 90 = [ ]

    [ ] [ ]
    make 100   minus the rest

4. 160 - 80 = [ ]

    [ ] [ ]
    make 100   minus the rest

5. 130 - 70 = [ ]

    [ ] [ ]
    make 100   minus the rest

6. 110 - 90 = [ ]

    [ ] [ ]
    make 100   minus the rest

7. 170 - 80 = [ ]

    [ ] [ ]
    make 100   minus the rest

8. 130 - 40 = [ ]

    [ ] [ ]
    make 100   minus the rest

9. 140 - 60 = [ ]

    [ ] [ ]
    make 100   minus the rest

10. 110 - 80 = [ ]

    [ ] [ ]
    make 100   minus the rest

Name: _____

Date: _____

Strategy: <u>Subtraction Make 100</u>

Worksheet: <u>13-Make 100</u>

"Making 100 should be the quest, subtract a few before the rest!"

1. 140 - 90 =

make 100   minus
              the rest

2. 120 - 40 =

make 100   minus
              the rest

3. 150 - 80 =

make 100   minus
              the rest

4. 110 - 70 =

make 100   minus
              the rest

5. 120 - 50 =

make 100   minus
              the rest

6. 180 - 90 =

make 100   minus
              the rest

7. 130 - 50 =

make 100   minus
              the rest

8. 120 - 70 =

make 100   minus
              the rest

9. 150 - 90 =
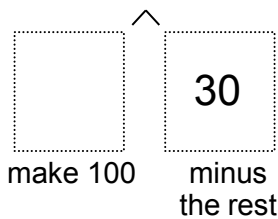
make 100   minus
              the rest
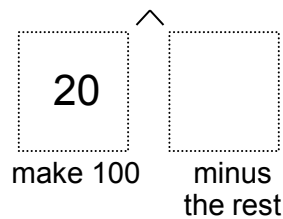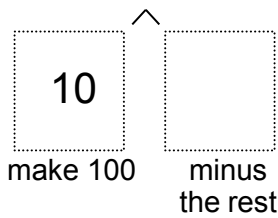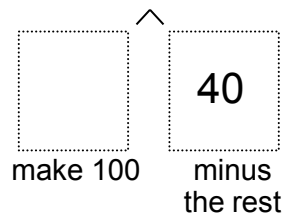
10. 110 - 20 =
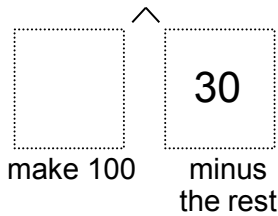
make 100   minus
              the rest
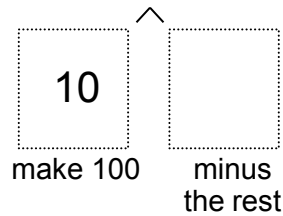
Name: _____ Strategy: <u>Subtraction Make 100</u>

Date: _____ Worksheet: <u>15-Make 100</u>

"Making 100 should be the quest, subtract a few before the rest!"

1. 110 - 50 = [ ]

[ ]   [ ]

make 100   minus
the rest

2. 130 - 60 = [ ]

[ ]   [ ]

make 100   minus
the rest

3. 170 - 90 = [ ]

[ ]   [ ]

make 100   minus
the rest

4. 120 - 80 = [ ]

[ ]   [ ]

make 100   minus
the rest

5. 150 - 70 = [ ]

[ ]   [ ]

make 100   minus
the rest

6. 140 - 80 = [ ]

[ ]   [ ]

make 100   minus
the rest

7. 130 - 90 = [ ]

[ ]   [ ]

make 100   minus
the rest

8. 160 - 70 = [ ]

[ ]   [ ]

make 100   minus
the rest

9. 110 - 30 = [ ]

[ ]   [ ]

make 100   minus
the rest

10. 120 - 50 = [ ]

[ ]   [ ]

make 100   minus
the rest

Name: _____ Strategy: Subtraction Make 100

Date: _____ Worksheet: 21-Missing Subtrahend

1. 140 - ☐ = 70

40 | 30
make 100 | minus the rest

6. 110 - ☐ = 20

10 | ☐
make 100 | minus the rest

2. 110 - ☐ = 50

10 | ☐
make 100 | minus the rest

7. 170 - ☐ = 90

☐ | 10
make 100 | minus the rest

3. 120 - ☐ = 30

☐ | 70
make 100 | minus the rest

8. 130 - ☐ = 90

30 | ☐
make 100 | minus the rest

4. 160 - ☐ = 80

60 | ☐
make 100 | minus the rest

9. 140 - ☐ = 80

☐ | 20
make 100 | minus the rest

5. 130 - ☐ = 60

☐ | 40
make 100 | minus the rest

10. 110 - ☐ = 30

10 | ☐
make 100 | minus the rest

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Name: _____

Date: _____

1. $140 - \boxed{} = 90$

$\boxed{40}$ $\boxed{10}$

make 100   minus the rest

2. $110 - \boxed{} = 70$

$\boxed{}$ $\boxed{30}$

make 100   minus the rest

3. $160 - \boxed{} = 90$

$\boxed{60}$ $\boxed{}$

make 100   minus the rest

4. $130 - \boxed{} = 40$

$\boxed{}$ $\boxed{60}$

make 100   minus the rest

5. $140 - \boxed{} = 60$

$\boxed{40}$ $\boxed{}$

make 100   minus the rest

6. $150 - \boxed{} = 80$

$\boxed{}$ $\boxed{20}$

make 100   minus the rest

7. $120 - \boxed{} = 60$

$\boxed{20}$ $\boxed{}$

make 100   minus the rest

8. $170 - \boxed{} = 80$

$\boxed{}$ $\boxed{20}$

make 100   minus the rest

9. $130 - \boxed{} = 70$

$\boxed{30}$ $\boxed{}$

make 100   minus the rest

10. $110 - \boxed{} = 60$

$\boxed{}$ $\boxed{40}$

make 100   minus the rest

Name: _____ Strategy: <u>Subtraction Make 100</u>

Date: _____ Worksheet: <u>33-Missing Subtrahend</u>

1. 140 - ☐ = 50

make 100   minus
            the rest

2. 120 - ☐ = 80

make 100   minus
            the rest

3. 150 - ☐ = 70

make 100   minus
            the rest

4. 110 - ☐ = 40

make 100   minus
            the rest

5. 120 - ☐ = 70

make 100   minus
            the rest

6. 180 - ☐ = 90

make 100   minus
            the rest

7. 130 - ☐ = 80

make 100   minus
            the rest

8. 120 - ☐ = 50

make 100   minus
            the rest

9. 150 - ☐ = 60

make 100   minus
            the rest

10. 110 - ☐ = 90

make 100   minus
            the rest