

**A.W. James Elementary
School**

Math

**Independent Learning
Packet**

Grade 2

Student Name _____

Number Line Practice

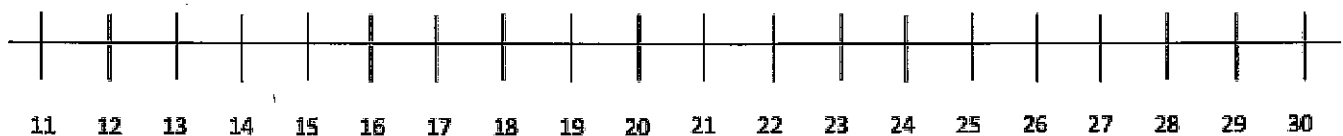
Directions: Use the number line to solve the problems below. Show your work on the number line.

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

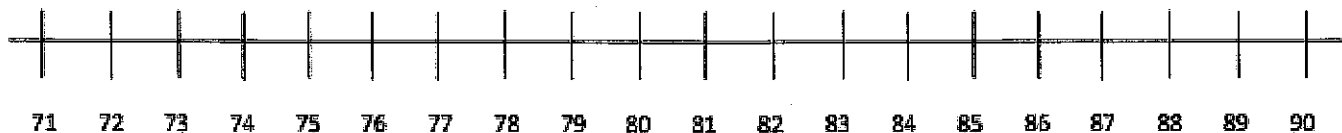
1. There were 67 students in the cafeteria. 14 students went back to the classroom. How many students were left in the cafeteria? _____



2. 11 kids were in a classroom. 13 students joined them. How many students are in the classroom now? _____



3. Billy had 73 pennies in his coat pocket. He found 13 more pennies on his dresser. How many pennies does he have now? _____



Name _____

Day 1, Week 5

Adding 3-Digit Numbers

Directions: Write the sum to complete each equation.

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

1.	$\begin{array}{r} 451 \\ + 319 \\ \hline \end{array}$	2.	$\begin{array}{r} 115 \\ + 139 \\ \hline \end{array}$
3.	$\begin{array}{r} 737 \\ + 143 \\ \hline \end{array}$	4.	$\begin{array}{r} 555 \\ + 207 \\ \hline \end{array}$
5.	$\begin{array}{r} 654 \\ + 218 \\ \hline \end{array}$	6.	$\begin{array}{r} 765 \\ + 218 \\ \hline \end{array}$
7.	$\begin{array}{r} 387 \\ + 504 \\ \hline \end{array}$	8.	$\begin{array}{r} 336 \\ + 209 \\ \hline \end{array}$
9.	$\begin{array}{r} 389 \\ + 402 \\ \hline \end{array}$	10.	$\begin{array}{r} 633 \\ + 247 \\ \hline \end{array}$

Name _____



Day 2, Week 5

Number Line Addition

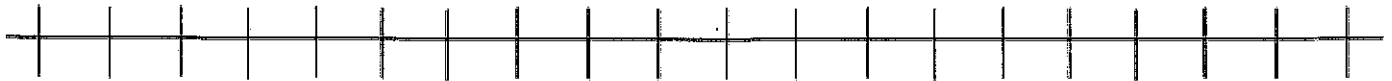
Directions: Draw numbers on the number lines below and use them to solve the problems. Show your work on the number line.

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

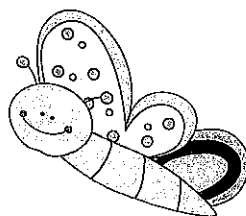
1. Jon threw a ball 21 yards. Tim threw the ball 11 yards farther than Jon. How far did Tim throw the ball? _____



2. Kate's jump rope is 56 inches long. Mary's jump rope is 13 inches longer than Kate's. How long is Mary's jump rope? _____



3. There were 32 butterflies in Sally's backyard. There were 14 butterflies in Jane's backyard. How many butterflies were there altogether? _____



Name _____

Day 2, Week 5

Subtracting 3-Digit Numbers

Directions: Write the difference to complete each equation.

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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

Name _____

Counting Coins

Directions: Use the number chart below to help find the total value of the coins.

2.MD.8a Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

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

Count the coins. Write the value above each coin and a running total below.



Total _____

Count the coins. Write the value above each coin and a running total below.



Total _____

Name _____

Day 3, Week 5

Add and Subtract 10

Directions: Write the correct answer to complete each equation.

2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

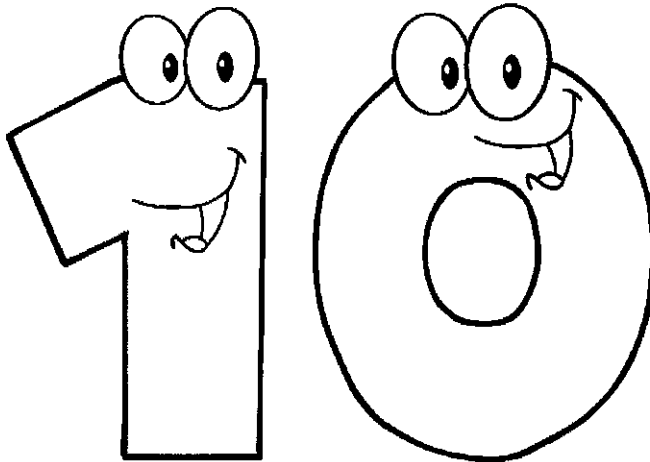
Examples:

$145 + 10 = 155$

Add one to the tens digit.

$145 - 10 = 135$

Subtract one from the tens digit.



$431 + 10 = \underline{\quad}$	$431 - 10 = \underline{\quad}$	$442 + 10 = \underline{\quad}$	$442 - 10 = \underline{\quad}$
$239 + 10 = \underline{\quad}$	$239 - 10 = \underline{\quad}$	$775 + 10 = \underline{\quad}$	$775 - 10 = \underline{\quad}$
$877 + 10 = \underline{\quad}$	$877 - 10 = \underline{\quad}$	$174 + 10 = \underline{\quad}$	$174 - 10 = \underline{\quad}$
$934 + 10 = \underline{\quad}$	$934 - 10 = \underline{\quad}$	$346 + 10 = \underline{\quad}$	$346 - 10 = \underline{\quad}$
$219 + 10 = \underline{\quad}$	$219 - 10 = \underline{\quad}$	$636 + 10 = \underline{\quad}$	$636 - 10 = \underline{\quad}$
$880 + 10 = \underline{\quad}$	$880 - 10 = \underline{\quad}$	$612 + 10 = \underline{\quad}$	$612 - 10 = \underline{\quad}$
$263 + 10 = \underline{\quad}$	$263 - 10 = \underline{\quad}$	$515 + 10 = \underline{\quad}$	$515 - 10 = \underline{\quad}$

Add and Subtract 100

Directions: Write the correct answer to complete each equation.

2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

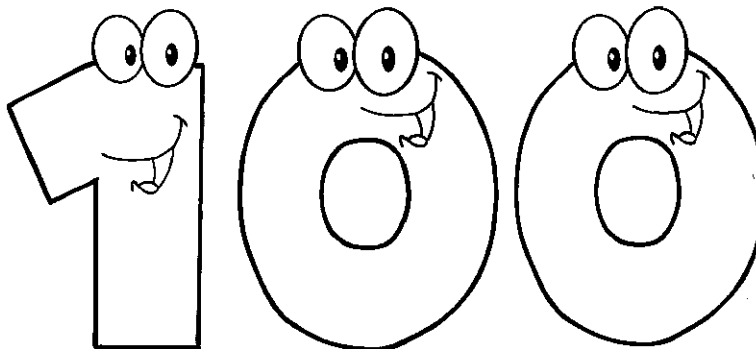
Examples:

$145 + 100 = 245$

Add one to the hundreds digit.

$345 - 100 = 245$

Subtract one from the hundreds digit.



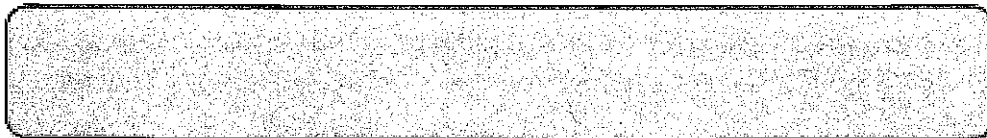
$431 + 100 = \underline{\quad}$	$431 - 100 = \underline{\quad}$	$442 + 100 = \underline{\quad}$	$442 - 100 = \underline{\quad}$
$239 + 100 = \underline{\quad}$	$239 - 100 = \underline{\quad}$	$775 + 100 = \underline{\quad}$	$775 - 100 = \underline{\quad}$
$877 + 100 = \underline{\quad}$	$877 - 100 = \underline{\quad}$	$174 + 100 = \underline{\quad}$	$174 - 100 = \underline{\quad}$
$734 + 100 = \underline{\quad}$	$734 - 100 = \underline{\quad}$	$346 + 100 = \underline{\quad}$	$346 - 100 = \underline{\quad}$
$219 + 100 = \underline{\quad}$	$219 - 100 = \underline{\quad}$	$636 + 100 = \underline{\quad}$	$636 - 100 = \underline{\quad}$

Measuring Up

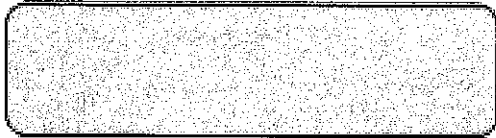
Directions: Cut out the ladybug and pencil rulers at the bottom of the page and measure the gray boxes below. Write the length on the line.

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

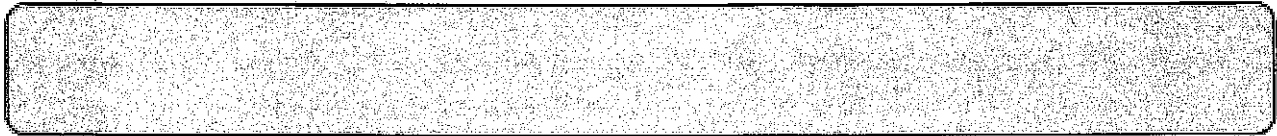
1. _____ ladybugs long _____ pencils long



2. _____ ladybugs long _____ pencils long



3. _____ ladybugs long _____ pencils long



4. Why did you get different results when you measured the same box with both rulers?



Money in the Bank

Directions: Use the number chart below to help find the total value of the coins.

2.MD.8a Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

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

Count the coins. Write the value above each coin and a running total below.



Total _____

Count the coins. Write the value above each coin and a running total below.



Total _____