

Add & Subtract Within 1000

Standard: 2.NBT.B.7

Key: square = 1 hundred stick = 1 ten dot = 1 one*Part A. Add. Draw each number with squares, sticks, and dots. When you have 10 ones or 10 tens, circle them and trade.*

1. $\begin{array}{r} 258 \\ + 137 \\ \hline \end{array}$	2. $\begin{array}{r} 461 \\ + 283 \\ \hline \end{array}$	3. $\begin{array}{r} 376 \\ + 459 \\ \hline \end{array}$
4. $\begin{array}{r} 527 \\ + 318 \\ \hline \end{array}$	5. $\begin{array}{r} 184 \\ + 692 \\ \hline \end{array}$	6. $\begin{array}{r} 649 \\ + 176 \\ \hline \end{array}$

Show your thinking: Look at problem 3. Why did you need to trade two times?

Add & Subtract Within 1000 (continued)

Standard: 2.NBT.B.7

Key: square = 1 hundred stick = 1 ten dot = 1 one*Part B. Subtract. Draw the first number. If you do not have enough to take away, open a ten or a hundred.*

7. 563 - 228 _____	8. 745 - 382 _____	9. 624 - 357 _____
10. 806 - 249 _____	11. 930 - 415 _____	12. 700 - 326 _____

Show your thinking: In problem 12, 700 has 0 tens and 0 ones. How did you get ones to take away?

Word Problems Within 1000

Standard: 2.NBT.B.7, 2.OA.A.1

Read each problem. Write an equation. Solve with a drawing or a strategy you know.

1. A farm stand sold 264 apples on Saturday and 179 apples on Sunday. How many apples did it sell in all?

Equation: _____ Answer: _____ apples

2. The library has 512 picture books. Children borrow 236 of them. How many picture books are still on the shelves?

Equation: _____ Answer: _____ books

3. Rosa's class collected 347 bottle caps. Omar's class collected 158 more than Rosa's class. How many bottle caps did Omar's class collect?

Equation: _____ Answer: _____ bottle caps

4. A puzzle has 750 pieces. Theo has put in 485 pieces. How many pieces are left?

Equation: _____ Answer: _____ pieces

5. There were some ducks on the lake. Then 126 ducks flew away. Now there are 318 ducks. How many ducks were there at first?

Equation: _____ Answer: _____ ducks

6. Mia rode her bike 415 meters to the park. Then she rode 390 meters to the library. How many meters did she ride?

Equation: _____ Answer: _____ meters

Show your thinking: Pick one problem. Check your answer with the opposite operation.

Mental Math: +/- 10 and 100

Standard: 2.NBT.B.8

Part A. Use mental math. Write 10 less and 10 more for each number.

	10 less	Number	10 more
1.		172	
2.		436	
3.		285	
4.		614	
5.		390	
6.		857	
7.		791	
8.		408	

Part B. Fill in the blanks.

9. _____ is 10 more than 540.
10. 10 less than 301 is _____.
11. 100 more than 69 is _____.
12. 100 less than 1000 is _____.

Show your thinking: When does adding 10 change the hundreds digit? Give an example.

Mental Math: +/- 10 and 100 (continued)

Standard: 2.NBT.B.8

Part C. Use mental math. Write 100 less and 100 more for each number.

	100 less	Number	100 more
13.		237	
14.		659	
15.		104	
16.		880	
17.		421	
18.		798	

Part D. Which digit changed? Circle ones, tens, or hundreds.

19. 476 → 486 ones tens hundreds

20. 529 → 429 ones tens hundreds

Part E. Find the mistake.

21. Ivy says 10 more than 295 is 205. What mistake did she make? What is the correct answer?

Show your thinking: Why does 100 more than 356 change only the hundreds digit?

Mental Math Challenge

Standard: 2.NBT.B.8

Part A. Quick drill. Solve in your head. Write only the answer.

1. $256 + 10 =$ _____

2. $481 - 100 =$ _____

3. $309 - 10 =$ _____

4. $725 + 100 =$ _____

5. $890 + 10 =$ _____

6. $602 - 100 =$ _____

7. $148 + 100 - 10 =$ _____

8. $570 - 10 - 10 =$ _____

Part B. What's My Number?

Read each riddle. Use mental math to find the number.

9. I am 10 more than 437. What number am I? _____

10. I am 100 less than 652. What number am I? _____

11. If you add 10 to me, you get 500. What number am I? _____

12. I have 7 hundreds, 3 tens, 0 ones. What is 100 more than me? _____

Part C. Follow the chain. Write each number.

13. Start at 265. $+ 100 \rightarrow$ _____ $+ 10 \rightarrow$ _____ $+ 10 \rightarrow$ _____ $- 100 \rightarrow$ _____

Show your thinking: Make up your own What's My Number? riddle. Write the answer too.

Explain Your Strategies

Standard: 2.NBT.B.9

Part A. Solve each problem two different ways. Then finish the sentence to explain.

1. $49 + 36 =$ _____ Solve it two ways.

Way 1: Break apart into tens and ones.

Way 2: Use a number line or make a ten.

Both ways work because _____

2. $58 + 34 =$ _____ Solve it two ways.

Way 1: Break apart into tens and ones.

Way 2: Choose your own strategy.

Both ways work because _____

3. $75 - 38 =$ _____ Solve it two ways.

Way 1: Jump back on a number line.

Way 2: Use compensation: take 40, give 2 back.

Both ways work because _____

Explain Your Strategies (continued)

Standard: 2.NBT.B.9

Part B. Solve with a base-ten drawing. Then finish the sentence to explain your trade.

4. $352 + 186 =$ _____

Drawing

I traded _____ for _____ because _____

5. $541 - 267 =$ _____

Drawing

I opened a _____ into 10 _____ because _____

Part C. Use what you know.

6. Use $39 + 44 = 83$ to solve $83 - 44 =$ _____. How does the addition fact help?

7. Ken solved $56 + 28$ like this: $50 + 20 = 70$, $6 + 8 = 14$, $70 + 14 = 74$. Find his mistake.
What is the correct answer?

Show your thinking: To solve $64 + 29$, Nia did $64 + 30$ and then took away 1. Why does that work?

Strategy Sort & Apply

Standard: 2.NBT.B.9

Strategy bank:	make a ten	break apart	number line	compensation	base-ten drawing
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Part A. Read how each child solved the problem. Write the name of the strategy from the bank.

1. $36 + 9$: $36 + 4 = 40$, then $40 + 5 = 45$.

Strategy: _____

2. $53 + 29$: $53 + 30 = 83$, then $83 - 1 = 82$.

Strategy: _____

3. $62 + 25$: $60 + 20 = 80$, $2 + 5 = 7$, $80 + 7 = 87$.

Strategy: _____

4. $91 - 34$: start at 91, jump back 30 to 61, jump back 4 to 57.

Strategy: _____

5. $247 + 135$: draw squares, sticks, and dots, then circle 10 dots and trade them for 1 stick. The answer is _____.

Strategy: _____

Part B. Choose a strategy. Solve. Tell why you chose it.

6. $57 + 38 =$ _____ My strategy: _____

My work

7. $84 - 49 =$ _____ My strategy: _____

My work

Show your thinking: Which strategy did you use for problem 7? Explain why it works. Use the word because.

Unit 2 Review: Part 1

Standard: 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4

Part A. Skip-count. Fill in the missing numbers.

1. Count by 5s: 435, 440, _____, _____, 455

2. Count by 10s: 682, 692, _____, _____, 722

3. Count by 100s: 147, 247, _____, _____, 547

Part B. Compare. Write >, <, or = in each circle.

4. 583 ○ 538

5. 719 ○ 791

6. 406 ○ $400 + 6$

7. $300 + 90 + 2$ ○ 329

Part C. Write each number another way.

8. $574 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

9. $800 + 3 = \underline{\hspace{2cm}}$

10. six hundred fifty-one = $\underline{\hspace{2cm}}$

11. 4 hundreds, 12 tens, 5 ones = $\underline{\hspace{2cm}}$

Show your thinking: Put 457, 475, and 447 in order from least to greatest. Explain how you knew.

Unit 2 Review: Part 2

Standard: 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.OA.A.1

Part A. Solve. Use any strategy. Show your work in the box.

1. $\begin{array}{r} 57 \\ + 26 \\ \hline \end{array}$	2. $\begin{array}{r} 92 \\ - 45 \\ \hline \end{array}$	3. $\begin{array}{r} 23 \\ 17 \\ 34 \\ + 16 \\ \hline \end{array}$
4. $\begin{array}{r} 386 \\ + 247 \\ \hline \end{array}$	5. $\begin{array}{r} 715 \\ - 368 \\ \hline \end{array}$	6. $\begin{array}{r} 600 \\ - 275 \\ \hline \end{array}$

Part B. Word problems. Write an equation for each step. Solve.

7. A bakery baked 238 muffins in the morning and 154 muffins in the afternoon. It sold 300 muffins. How many muffins are left?

Step 1: _____ Step 2: _____

Answer: _____ muffins

8. Jada has 125 stickers. Her brother has 100 more stickers than Jada. How many stickers do they have together?

Step 1: _____ Step 2: _____

Answer: _____ stickers

Show your thinking: Check problem 5 by adding. Show your work.