DK WORKBOOKS

2nd Grade Math

Author Linda Ruggieri
Educational Consultant Alison Tribley

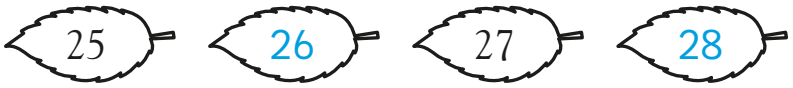
The answers to all the questions and activities in this printable PDF can be found in the complete eBook, which is available for purchase from all major eBook retailers.

DK

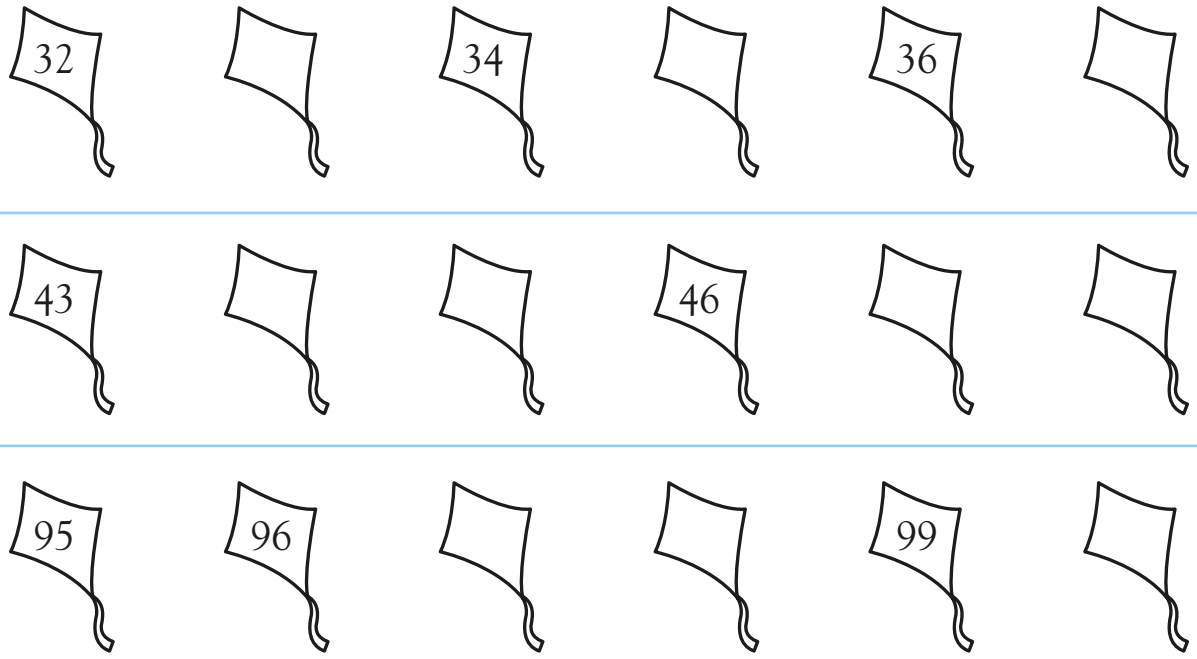
Up to 100

GOAL

Learn to count up to 100 with words and numbers.



Write the missing numbers on the kites in each row.



Fill in the missing number words in each row by choosing them from the box.

Thirty	Twenty	Forty
Twenty-six	One hundred	Twenty-nine

Seventy

Ten	.....	Thirty	.....	Fifty
Sixty	.....	Eighty	Ninety	.....
Twenty-five	.....	Twenty-seven	Twenty-eight	.....

Read the words. Write the correct number.

Eighty-five ☐ Ninety-nine ☐ Fifty-six ☐

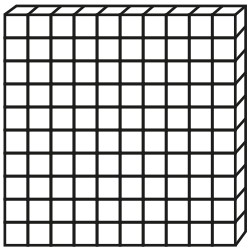
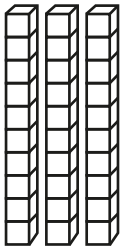
Place Value

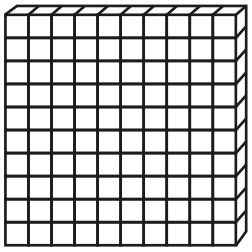
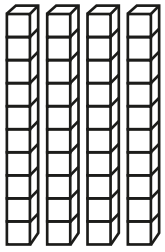
GOAL

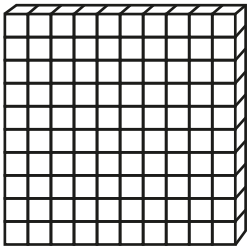
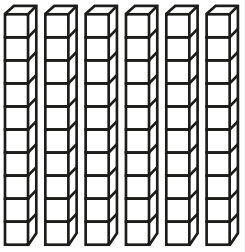
Learn the hundreds, tens, and ones places in a number.

357 — 3 Hundreds, 5 Tens, 7 Ones

Find the place value. Write how many hundreds, tens, and ones there are in each number.

Hundreds	Tens	Ones
		
☐	☐	☐

Hundreds	Tens	Ones
		
☐	☐	☐

Hundreds	Tens	Ones
		
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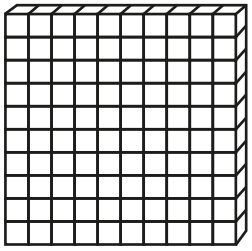
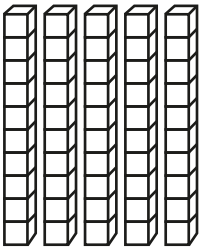
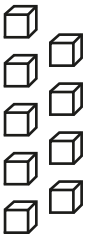
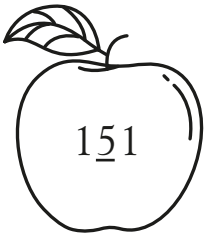
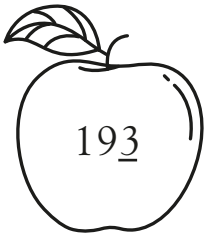
Hundreds	Tens	Ones
		
☐	☐	☐

Circle the place value of the underlined number.



5 hundreds 5 tens 5 ones



3 hundreds 3 tens 3 ones

Changing Ones

GOAL

Learn to change the ones.

Add 5 ones to 22 [27]

Follow the instructions. Write the new number.

Add 3 ones to 25		Add 5 ones to 43	
Add 9 ones to 33		Add 7 ones to 72	
Subtract 1 one from 91		Subtract 4 ones from 44	
Subtract 2 ones from 66		Subtract 4 ones from 22	

Write the new number and the value that was added or taken away.

	New number		Value
Change the 4 in 84 to 8		The new number is greater by	
Change the 7 in 67 to 9		The new number is greater by	
Change the 5 in 75 to 7		The new number is greater by	
Change the 6 in 66 to 1		The new number is less by	
Change the 9 in 39 to 5		The new number is less by	
Change the 8 in 48 to 3		The new number is less by	

Add 2 ones to 52. Then add 3 more ones.
Write the new number.

Changing Tens

GOAL

Learn to change the tens.

The value of the circled number is...

(6)7 Sixty (8)9 Eighty 1(1)5 Ten

Write the number and then the word in each row.

	Number	Word
The value of 4 in 47 is	☐	.....
The value of 8 in 183 is	☐	.....
The value of 6 in 62 is	☐	.....
The value of 2 in 126 is	☐	.....
The value of 5 in 150 is	☐	.....

Write the answer as a number and as a word in each row.

	Number	Word
If you change 21 to 51, how much value did you add?	☐	.....
If you change 43 to 83, how much value did you add?	☐	.....
If you change 65 to 35, how much value did you subtract?	☐	.....

Circle the numbers in which the 2 has a value of 20.

82 28 125

Odd and Even

GOAL

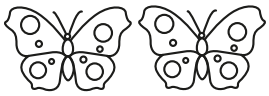
Learn odd and even numbers.

Even numbers end in 0, 2, 4, 6, and 8.

Odd numbers end in 1, 3, 5, 7, and 9.

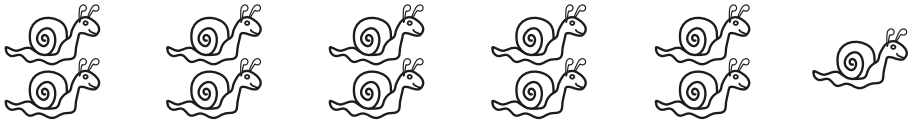
Even numbers of objects can be grouped into pairs. When odd numbers of objects are grouped in pairs, there is always one extra. Is the number of objects in each row below odd or even? Circle groups of two to find out.

Even Odd

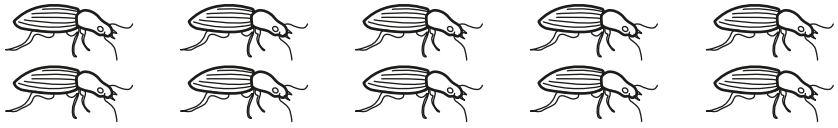


Even Odd

Even Odd



Even Odd



Even Odd

Even Odd

Circle the even numbers in this row.

24 25 26 27 28 29 30 31 32

Circle the odd numbers in this row.

6 7 8 9 10 11 12 13 14

Fact Families

GOAL

Find out how numbers are part of a fact family.

$3 + 5 = 8$ $5 + 3 = 8$ $8 - 3 = 5$ $8 - 5 = 3$

This is the fact family for the numbers 3, 5, and 8.

Complete the facts for each family.

$2 + 7 =$ ☐	$7 + 2 =$ ☐	$9 - 2 =$ ☐	$9 - 7 =$ ☐
$3 + 4 =$ ☐	$4 + 3 =$ ☐	$7 - 3 =$ ☐	$7 - 4 =$ ☐
$4 + 5 =$ ☐	$5 + 4 =$ ☐	$9 - 4 =$ ☐	$9 - 5 =$ ☐
$1 + 6 =$ ☐	$6 + 1 =$ ☐	$7 - 1 =$ ☐	$7 - 6 =$ ☐
$6 + 4 =$ ☐	$4 + 6 =$ ☐	$10 - 4 =$ ☐	$10 - 6 =$ ☐
$5 + 2 =$ ☐	$2 + 5 =$ ☐	$7 - 5 =$ ☐	$7 - 2 =$ ☐
$1 + 8 =$ ☐	$8 + 1 =$ ☐	$9 - 8 =$ ☐	$9 - 1 =$ ☐
$7 + 3 =$ ☐	$3 + 7 =$ ☐	$10 - 7 =$ ☐	$10 - 3 =$ ☐

Write the facts for the fact family 3, 6, and 9.

☐ + ☐ = ☐ ☐ − ☐ = ☐

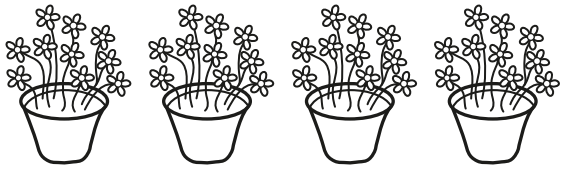
☐ + ☐ = ☐ ☐ − ☐ = ☐

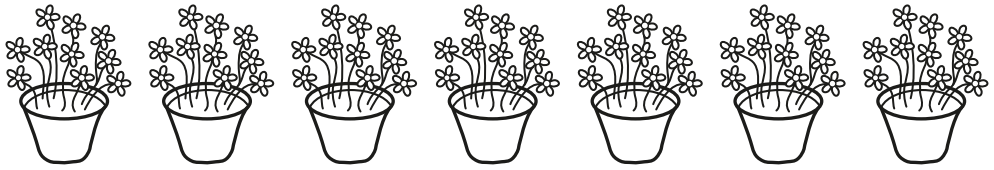
Counting in Tens

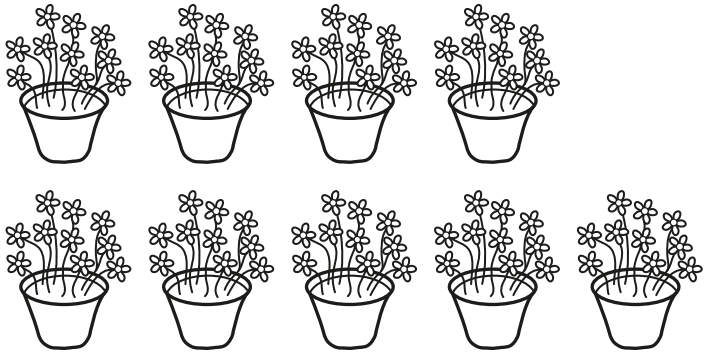
GOAL

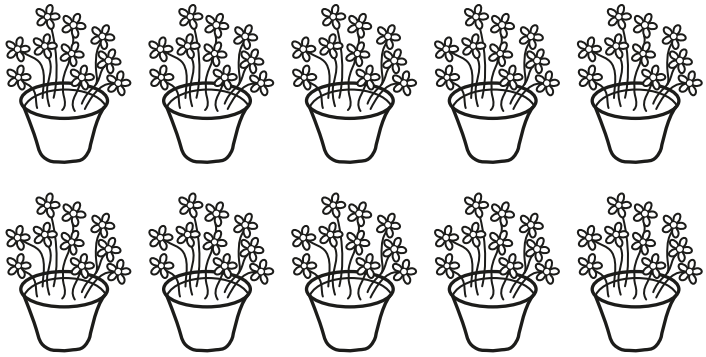
Practice counting by tens.

Look at the flower pots below. There are ten flowers in each pot.
How many flowers are there in each row?









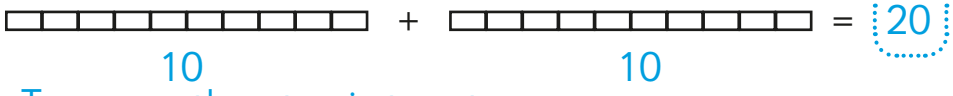
Write the missing numbers as you count backward by tens.

100 90 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 0

Adding Ten More

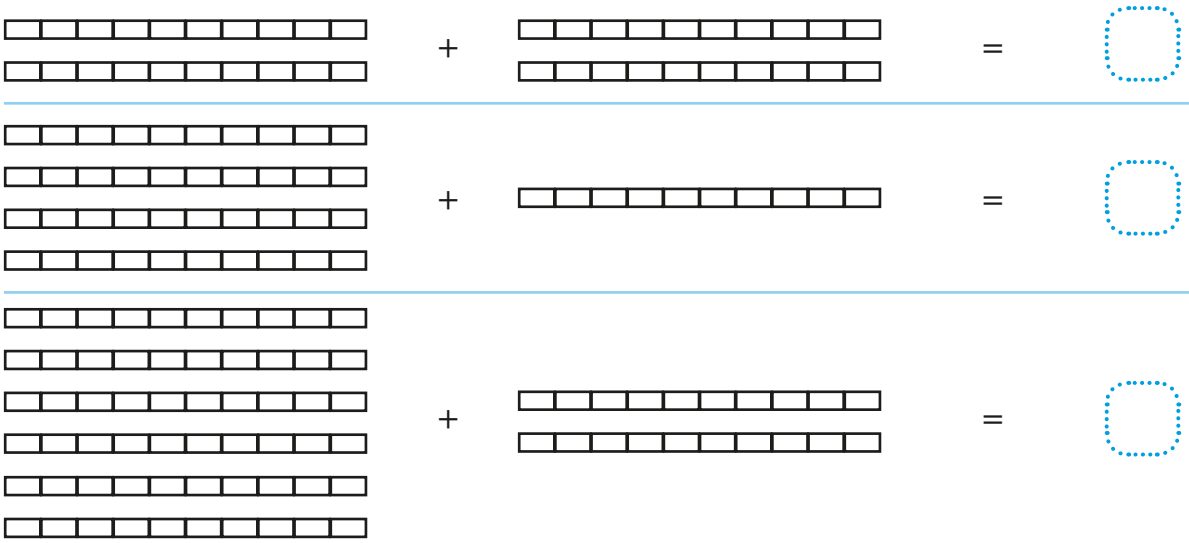
GOAL

Add ten more.



Ten more than ten is twenty.

Each rod below is divided into ten boxes. What is the total number of boxes in each row?

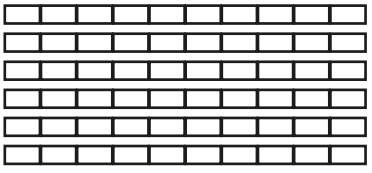


Add ten more to each number. Then write the sum.

10 + ____	20 + ____	40 + ____	30 + ____	100 + ____
50 + ____	60 + ____	70 + ____	90 + ____	80 + ____

Write the total number of boxes in each group of rods.

3 ten-box rods = ____ boxes



6 ten-box rods = ____ boxes

What Makes Ten?

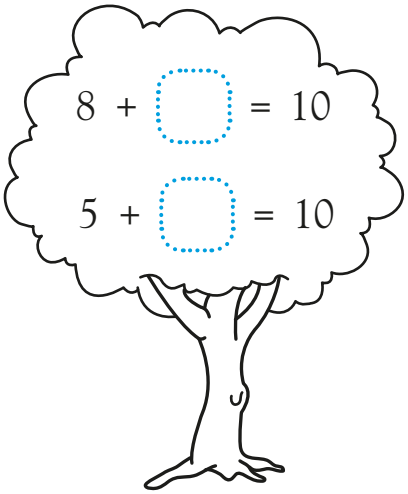
GOAL

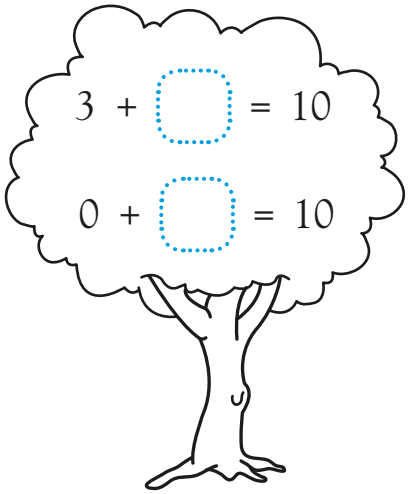
Practice making ten.

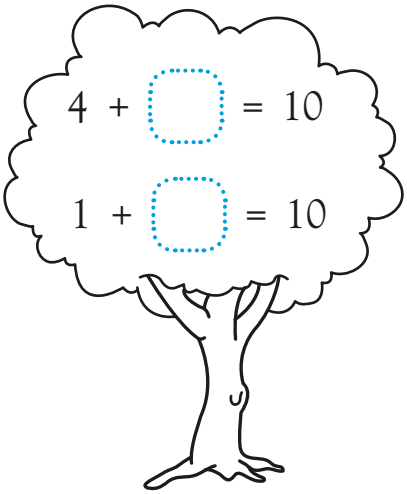
Circle the number that, when added to the number in the flower, equals ten.

 3 2 4	 2 5 4	 3 1 5
 6 5 4	 2 1 7	 8 6 10
 9 1 6	 3 6 2	 0 1 9

Fill in the missing numbers to complete the number sentences.







You have 6 pennies. How many more do you need to get 10 pennies?

☐ pennies

Quick Adding

GOAL

Practice adding quickly.

Write the answers.

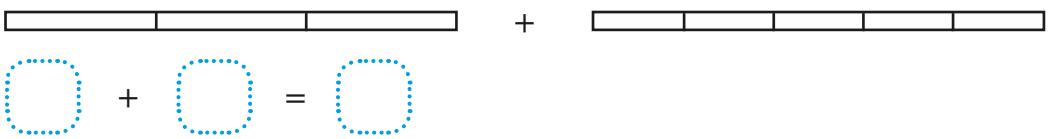
7 + 2 =	9 + 0 =	2 + 3 =	5 + 4 =	4 + 6 =
1 + 2 =	10 + 0 =	4 + 4 =	5 + 3 =	4 + 2 =
5 + 2 =	6 + 3 =	3 + 3 =	5 + 0 =	9 + 1 =

Write the missing number.

☐ + 6 = 10	2 + ☐ = 8	6 + ☐ = 9
☐ + 1 = 8	☐ + 5 = 7	3 + ☐ = 7
0 + ☐ = 10	4 + ☐ = 6	☐ + 4 = 8

Write the number sentence to match the pictures.

☐ + ☐ = ☐



☐ + ☐ = ☐

Adding Two-Digit Numbers

GOAL

Learn to use a number line to add two-digit numbers.
Count on ones, then leap in tens.

Use the number lines to answer the equations in each row.

13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

13 + 12 =	14 + 13 =	21 + 11 =	17 + 10 =	11 + 21 =

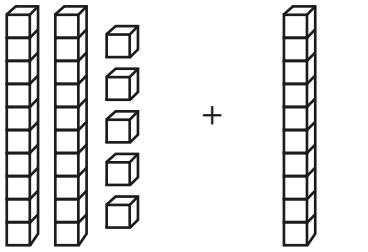
20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

24 + 12 =	21 + 11 =	23 + 10 =	25 + 10 =	20 + 13 =

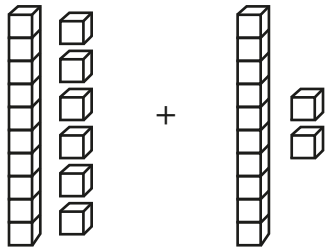
28 29 30 31 32 33 34 35 36 37 38 39 40 41 42

30 + 12 =	28 + 10 =	31 + 11 =	30 + 10 =	29 + 10 =

Use the counting blocks to solve the equations.



25 + 10 = ☐

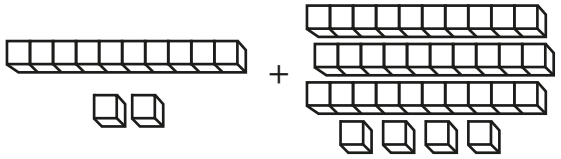


16 + 12 = ☐

Adding Numbers Horizontally

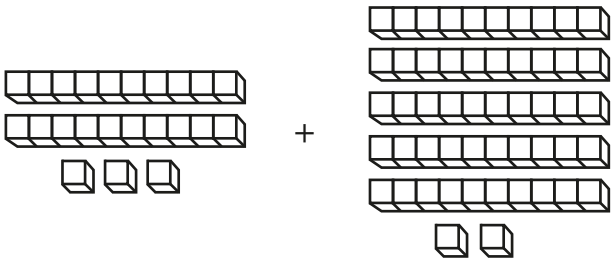
GOAL

Practice adding horizontally. Count the ones and then the tens.

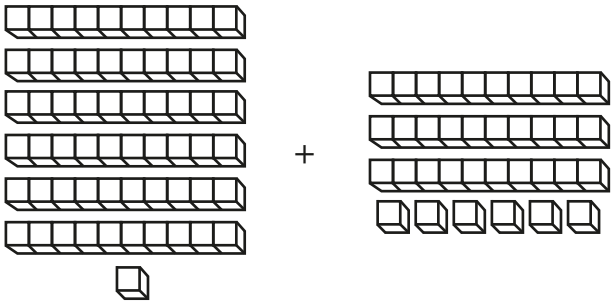


12 + 34 = 46

Use the counting blocks to add ones, then add tens. Write the answer.



23 + 52 = ☐



61 + 36 = ☐

Find the answer to each problem.

25 + 31 = ☐	42 + 23 = ☐	65 + 24 = ☐	33 + 51 = ☐
75 + 23 = ☐	43 + 16 = ☐	18 + 11 = ☐	55 + 33 = ☐
35 + 14 = ☐	21 + 43 = ☐	16 + 13 = ☐	70 + 20 = ☐

Draw blocks of tens and ones to show 13 + 34. Write the answer.

= ☐

Adding Numbers Vertically

GOAL

Practice adding vertically.

Add the ones, then the tens.

Tens	Ones
7	4
+ 1	2
8	6

Tens	Ones
7	4
+ 1	2
8	6

Regroup and add.

$$\begin{array}{r} {\scriptstyle 1} \\ 62 \\ +\ 19 \\ \hline 81 \end{array}$$

Add the ones, then add the tens in each equation. Write the answer.

63 + 31	45 + 20	14 + 14	35 + 31	54 + 22
75 + 23	18 + 20	14 + 82	74 + 11	50 + 32

Add the ones, and regroup your answer as tens and ones.
Then add the tens to solve each equation.

53 + 38	48 + 32	16 + 14	62 + 19	44 + 47
55 + 18	39 + 33	28 + 14	46 + 29	17 + 46

Write the answer to each equation. Shade the shapes where the answer is 79.

37 + 42	52 + 27	33 + 59	61 + 18	43 + 15	24 + 55

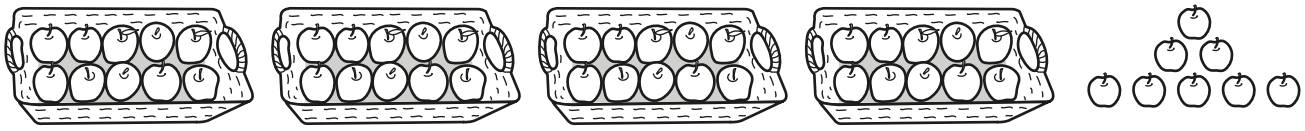
Problem Solving (Addition)

GOAL

Solve real-life problems with addition.

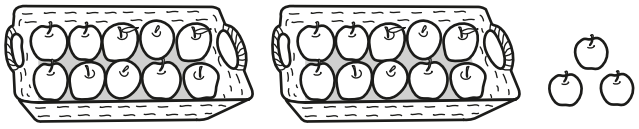
Read each story. Then, write the equation and solve the problem.

Mr. Lopez sells apples. He has 4 baskets of 10 apples, and another 8 loose apples. How many apples does he have in his store?



☐ + ☐ + ☐ + ☐ + ☐ = ☐ apples

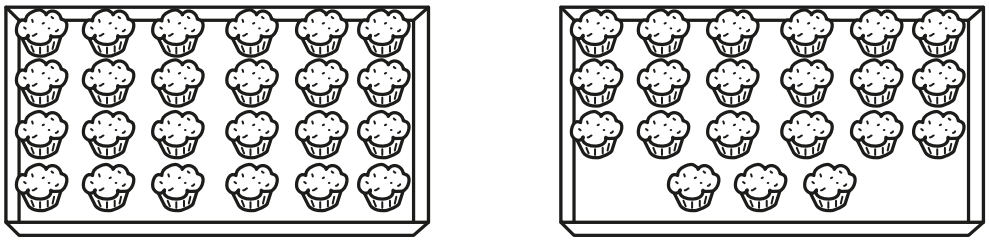
Mom is making apple pies. She has a basket of 10 apples. She buys another basket of 10 apples and another 3 single apples. How many apples does she have now?



☐ + ☐ + ☐ = ☐ apples

Paul is selling muffins at the school bake sale. He sells 24 muffins in the morning and 21 in the afternoon. How many muffins did he sell in all?

☐ + ☐ = ☐ muffins



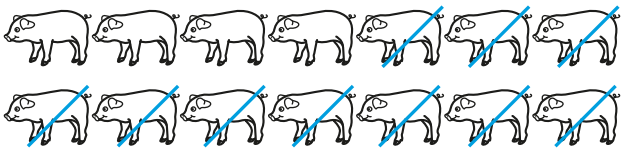
Write the answer. Then draw pictures of objects to match the number sentence.

11 + 12 = ☐

Taking Away Ten

GOAL

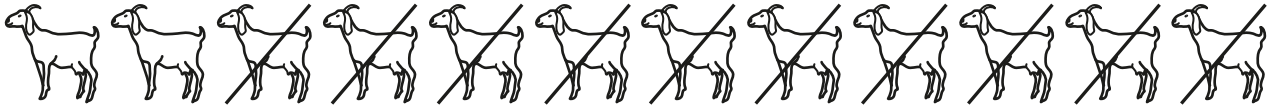
Practice taking away ten.



14 – 10 = 4

Write the number sentence for each row.

☐ – ☐ = ☐



☐ – ☐ = ☐

☐ – ☐ = ☐

☐ – ☐ = ☐

How many mice are there in all? Draw a line through the ten you are taking away, then complete the number sentence.

☐ – 10 = ☐

Subtraction Action

GOAL

Practice subtracting quickly.

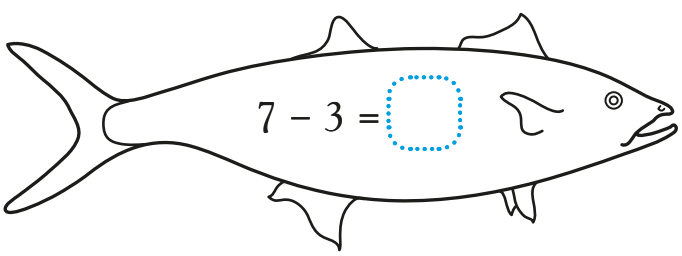
Write the answers to these subtraction problems.

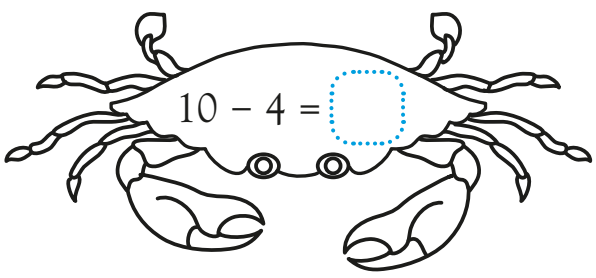
10 − 7	9 − 3	7 − 5	10 − 2	8 − 4
9 − 6 = 3	5 − 3	6 − 1	9 − 4	4 − 4
3 − 1	7 − 2	6 − 3	10 − 5	2 − 2

Fill in the missing number in each subtraction problem.

☐ − 6 = 2	☐ − 7 = 1	☐ − 2 = 2
☐ − 6 = 4	☐ − 7 = 2	☐ − 8 = 2

Complete the number sentences. Shade in the animal that has a number sentence with an answer less than 5.



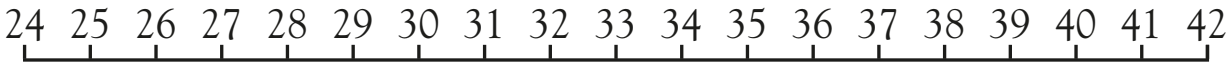


Find the Difference

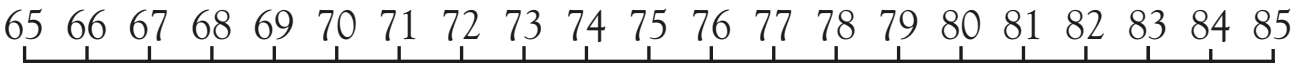
GOAL

Practice subtracting using a number line. Take away the ones and then tens.

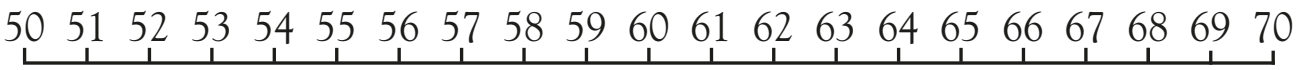
Count backward on the number lines to solve the equations in each row.



42 − 11	35 − 10	39 − 15	37 − 11	41 − 10

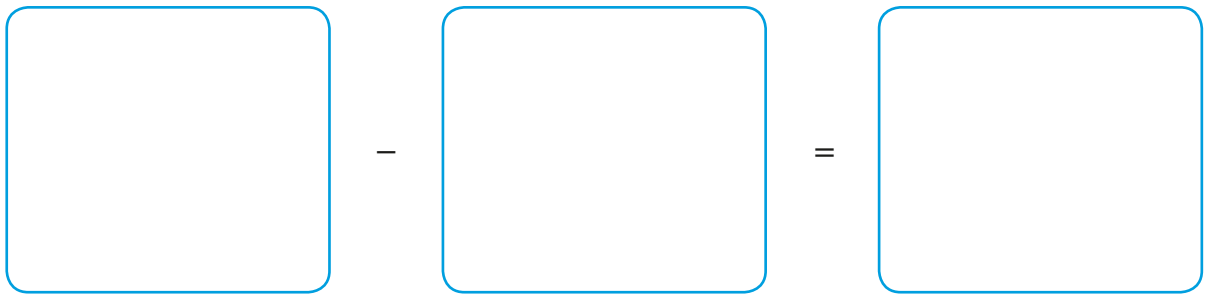


80 − 10	85 − 13	75 − 10	76 − 11	83 − 12



70 − 20	62 − 12	65 − 10	65 − 11	64 − 12

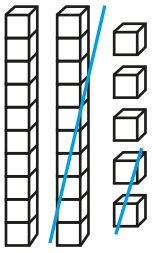
Draw dots in the boxes to show 22 − 12 = 10.



Subtract Ones and Tens

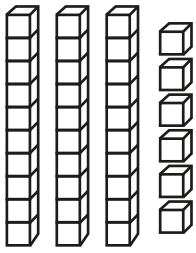
GOAL

Practice subtracting.
Subtract the ones and then the tens.

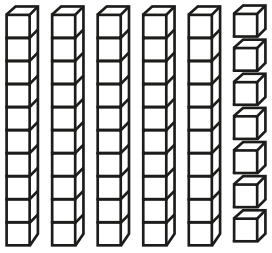


25 − 12 = 13

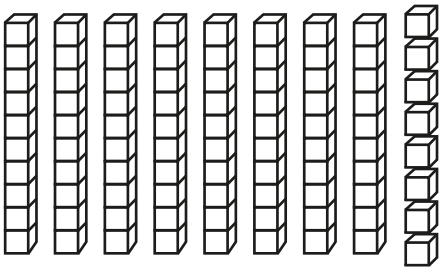
Use the counting blocks to subtract the ones. Then subtract tens. What is the difference?



36 − 14 = ☐



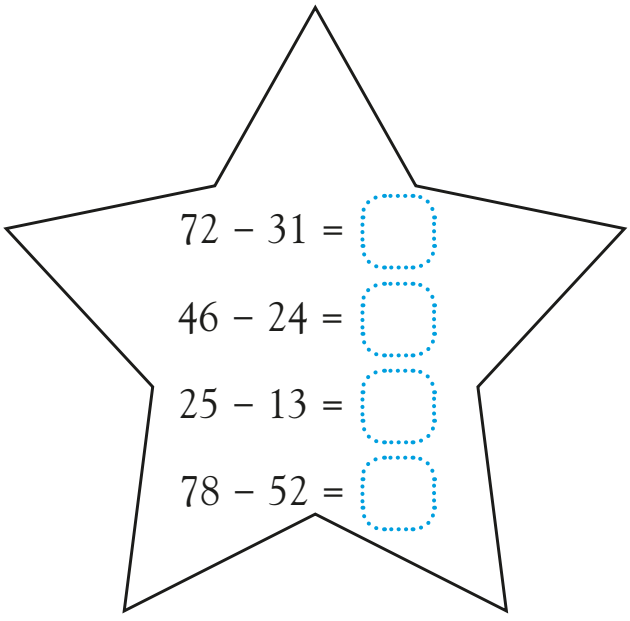
57 − 35 = ☐



88 − 44 = ☐

Complete the number sentences, then match each answer to a letter in the key. Arrange the letters in the same order as the answers to finish the secret message.

12	41	26	22
A	S	R	T



You are a _____ _____ _____ _____ !

What's the Difference?

GOAL

Practice subtracting vertically.

Subtract the ones, then the tens.

Tens	Ones
7	4
− 1	2
6	2

Tens	Ones
7	4
− 1	2
6	2

Regroup and subtract.

$$\begin{array}{r} 4\ 13 \\ \cancel{5}\ \cancel{3} \\ -\ 1\ 4 \\ \hline 3\ 9 \end{array}$$

Find the difference in each subtraction problem.

$\begin{array}{r} 48 \\ -\ 30 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ -\ 15 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ -\ 77 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ -\ 33 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ -\ 54 \\ \hline \end{array}$
$\begin{array}{r} 89 \\ -\ 54 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ -\ 13 \\ \hline \end{array}$	$\begin{array}{r} 52 \\ -\ 31 \\ \hline \end{array}$	$\begin{array}{r} 74 \\ -\ 23 \\ \hline \end{array}$	$\begin{array}{r} 96 \\ -\ 35 \\ \hline \end{array}$

Find the difference by regrouping. Add 10 more to the ones.
Make the tens less by 1. Subtract the ones and then the tens.

$\begin{array}{r} 72 \\ -\ 54 \\ \hline \end{array}$	$\begin{array}{r} 87 \\ -\ 29 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ -\ 26 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ -\ 47 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ -\ 67 \\ \hline \end{array}$
$\begin{array}{r} 55 \\ -\ 16 \\ \hline \end{array}$	$\begin{array}{r} 36 \\ -\ 17 \\ \hline \end{array}$	$\begin{array}{r} 75 \\ -\ 46 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ -\ 27 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ -\ 49 \\ \hline \end{array}$

Draw balloons to show this subtraction sentence. Then write the answer.

17 − 12 = ☐

Problem Solving (Subtraction)

GOAL

Solve real-life problems with subtraction.

Read each story. Solve the problem.

Amy has 65 pages to read for homework. She has already read 31 pages. How many pages does she have left to read?

☐ – ☐ = ☐ pages

It is 32 miles to the airport. Mr. Miller has already driven 21 miles. How many more miles does Mr. Miller need to drive to get to the airport?

☐ – ☐ = ☐ miles

Juan has a list of 21 items to buy at the store. He has already found 11 of the items. How many more items must he find?

☐ – ☐ = ☐ items

Find these words hidden in the puzzle. Go across or down.

Take away	Difference
Subtract	Minus Equal

C	Y	M	I	O	S	T	J	H	S
T	W	V	F	P	U	L	K	Z	T
U	A	O	E	G	B	D	X	S	A
H	M	A	S	V	T	Y	I	U	K
D	I	F	F	E	R	E	N	C	E
R	N	E	S	Q	A	D	G	O	A
K	U	L	Q	U	C	X	C	B	W
T	S	I	O	A	T	K	Q	D	A
E	R	P	K	L	I	V	F	J	Y
W	U	H	S	Y	E	P	L	A	X

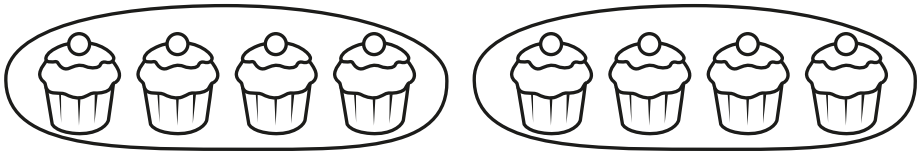
Equal Groups

GOAL

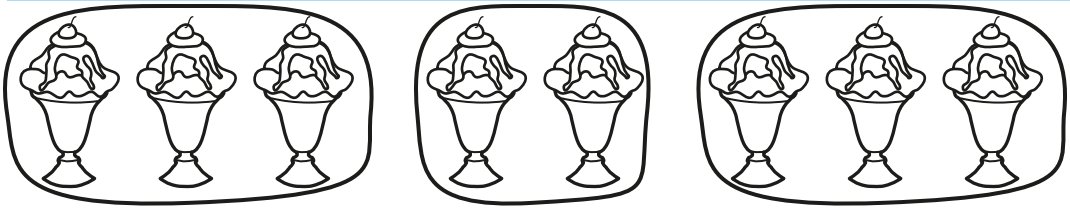
Practice finding equal groups.

These groups are equal.

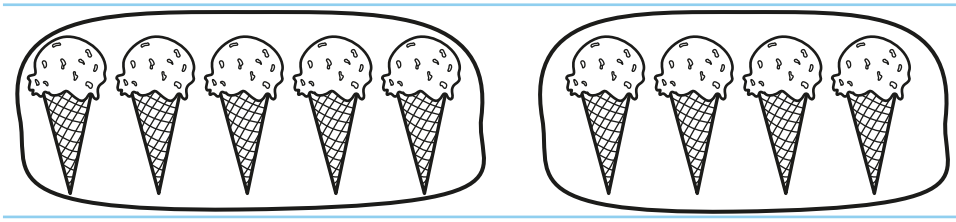
Are the groups of objects in each row equal? Circle "yes" or "no."



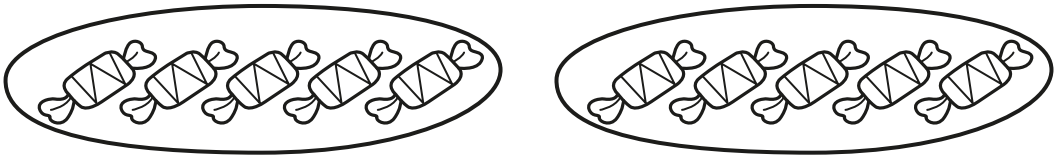
Yes No



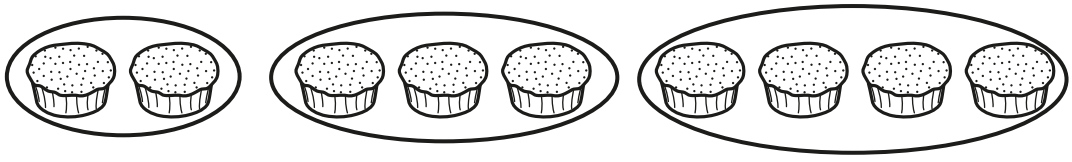
Yes No



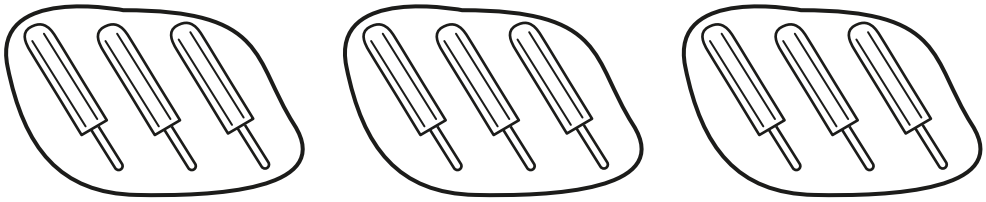
Yes No



Yes No



Yes No



Yes No

Circle three equal groups. How many cookies are there in each group?

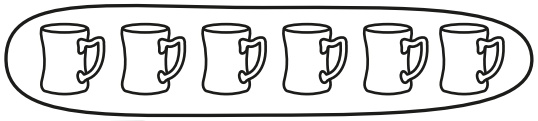
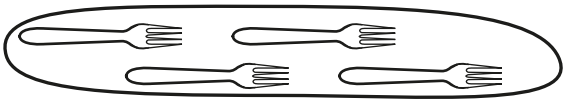
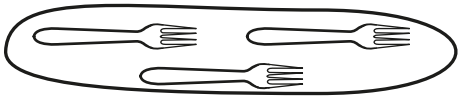
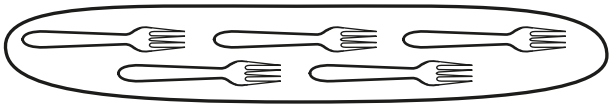
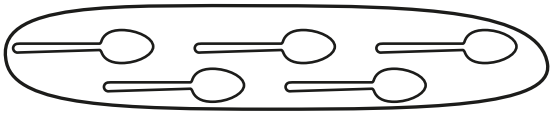
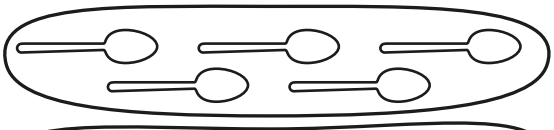
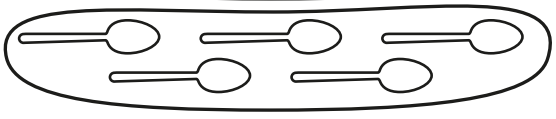
☐ cookies in each equal group

Counting Groups

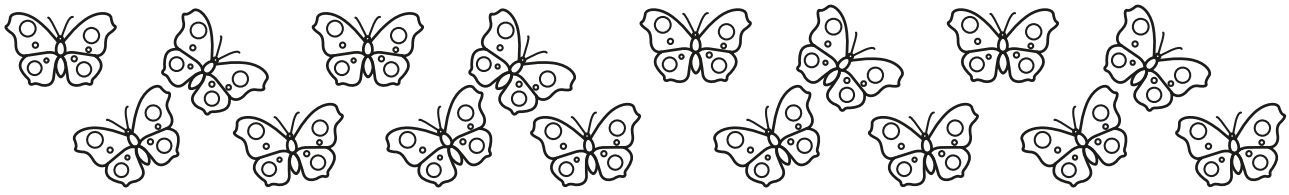
GOAL

Practice counting equal groups.

Count the number of objects in each group, then write the number on the chart below. Are the groups equal? Write "yes" or "no."

	Group 1	Group 2	Group 3	Are they equal?
1. 	☐	☐	☐	_____
2. 				
3. 				
1. 	☐	☐	☐	_____
2. 				
3. 				
1. 	☐	☐	☐	_____
2. 				
3. 				

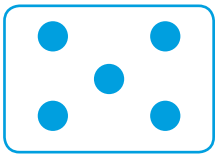
Circle two equal groups of butterflies.

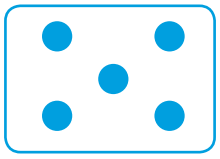


Drawing Equal Groups

GOAL

Practice drawing equal groups.





Divide this row of dots into three equal groups.

Divide this row of dots into two equal groups.

Divide this row of dots into four equal groups.

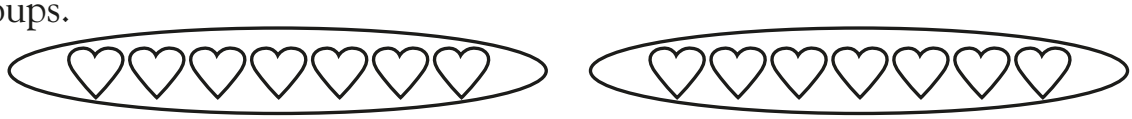
Divide this row of dots into four equal groups.

Draw 18 small flowers. Place them in 3 equal groups.

Make Equal Groups

GOAL

Practice splitting objects into equal groups.



14 hearts can be divided into two equal groups.

Look at the hearts in each row. Follow the directions.

Make three equal groups.

Make three equal groups.

Make two equal groups.

Make two equal groups.

How many equal groups of stars can you make?

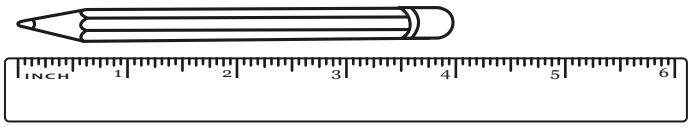
2 groups of ☐ stars 4 groups of ☐ stars 5 groups of ☐ stars

Measuring Lengths

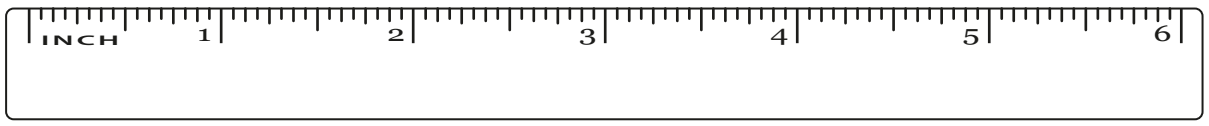
GOAL

Practice measuring lengths.

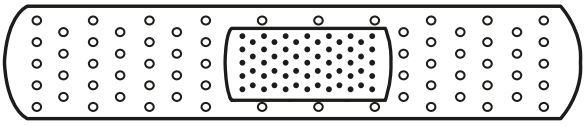
The pencil is 4 in. long.

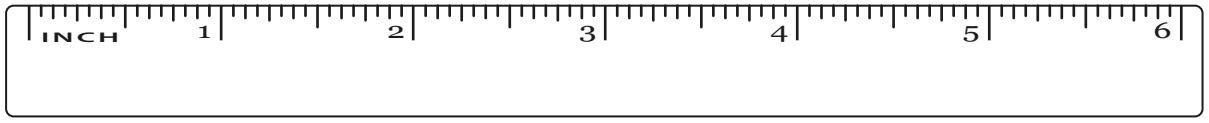


How long is each object? Write the length of each object.



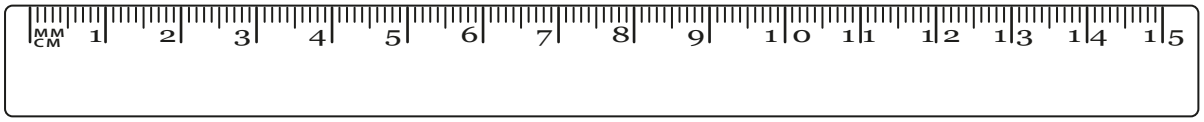
☐ in. long



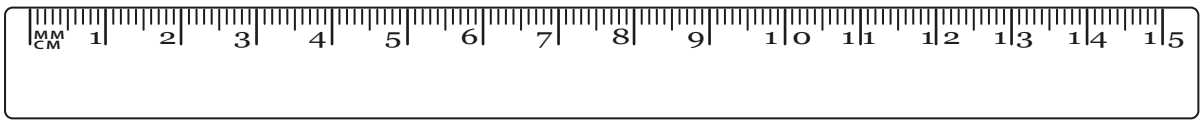


☐ in. long

How many centimeters long are these objects?



☐ cm long



☐ cm long

Adding Lengths

GOAL

Practice adding lengths.

2 in. + 2 in. = 4 in.

Use a ruler to measure each piece of rope in inches, then add the lengths.

☐ in. + ☐ in. = ☐ in.

☐ in. + ☐ in. = ☐ in.

Use a ruler to measure each piece of rope in centimeters, then add their lengths together.

☐ cm + ☐ cm = ☐ cm

☐ cm + ☐ cm = ☐ cm

☐ cm + ☐ cm = ☐ cm

Using a ruler, measure the leaf in inches.
Using a ruler, measure the leaf in centimeters.

leaf = ☐ in. ☐ cm

Why are the numbers different?

.....

Subtracting Lengths

GOAL

Practice subtracting lengths. Find out how much longer one object is than another.

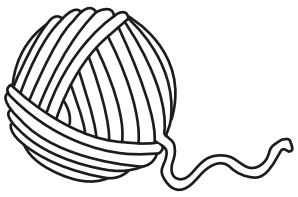
6 in. − 4 in. = 2 in. longer

Use a ruler to measure each snake. How much longer is the snake on top?

☐ in. − ☐ in. = ☐ in. longer

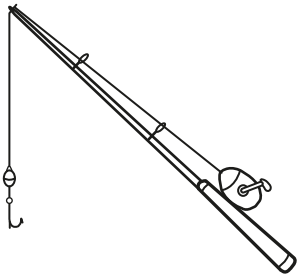
☐ in. − ☐ in. = ☐ in. longer

Karen had a piece of yarn. It was 4 in. long. She cut off 1 in. of it. How much was left?



☐ in. − ☐ in. = ☐ in. left

Jim's fishing line was 10 in. long. Two inches of it snapped off. How much line was left?



☐ in. − ☐ in. = ☐ in. left

Problem Solving (Lengths)

GOAL

Practice solving real-life length problems with addition and subtraction.

Read each story. Then add or subtract the lengths to solve the problems.

Tom and Jason measured the flowers they found. Tom's flower measured 10 in. while Jason's was 8 in. long. What was the difference in the lengths of the flowers?

☐ in. − ☐ in. = ☐ in.

Jess bought a piece of ribbon that was 11 in. long. Mary bought one that was 6 in. long. How long were the two pieces altogether?

☐ in. + ☐ in. = ☐ in.

Maria's colored pencil was 9 in. long. Juan's colored pencil was 6 in. long. How much longer was Maria's pencil than Juan's?

☐ in. − ☐ in. = ☐ in.

Maya watched an ant crawl 3 in. Then the ant crawled 7 in. more. How many inches did the ant crawl altogether?

☐ in. + ☐ in. = ☐ in.

Linda's drawing paper was 12 in. long. Sue's paper was 10 in. long. How much longer was Linda's paper than Sue's?

☐ in. − ☐ in. = ☐ in.

Anita has a piece of string that is 24 cm long.
Can she make two equal pieces from this piece of string? Yes No

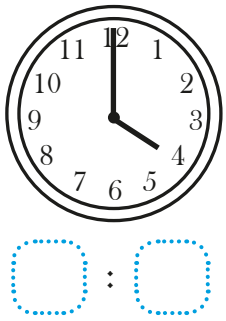
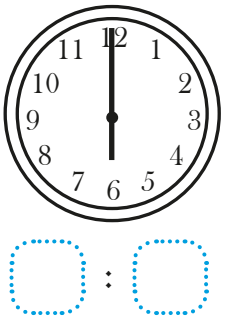
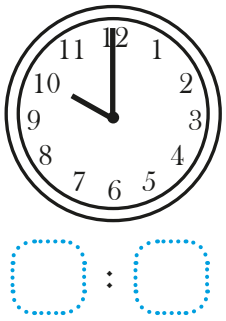
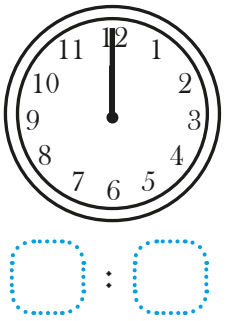
How long would each piece be? ☐ cm

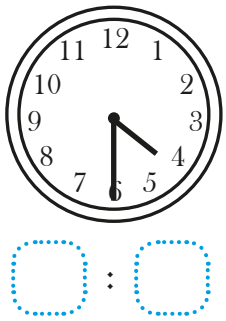
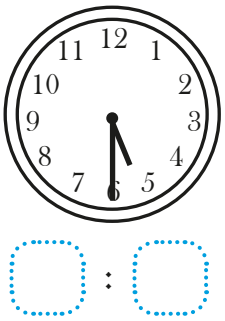
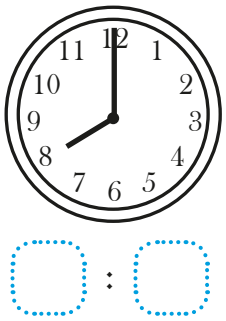
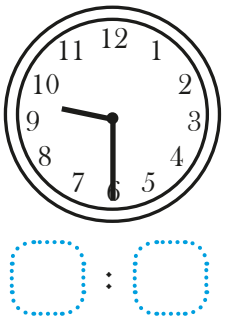
Telling the Time

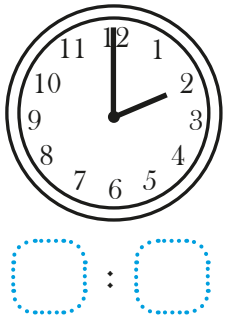
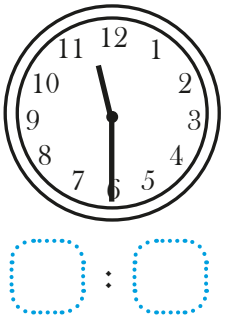
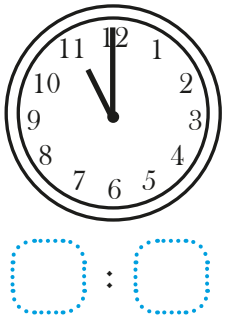
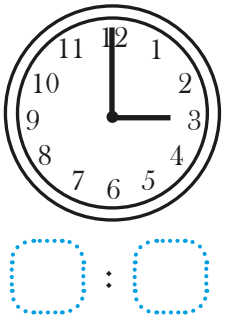
GOAL

Practice telling the time.

Fill in the boxes with the time shown on each clock.

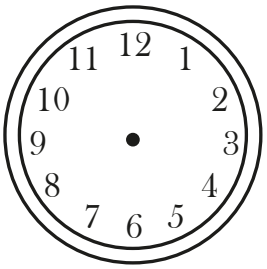





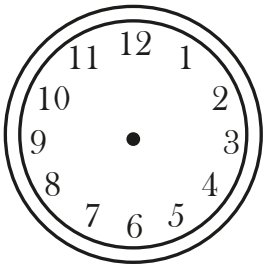





Draw the hands on each clock to show the time.

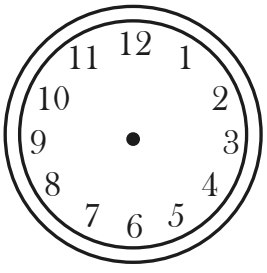
3:30



1:00



7:30

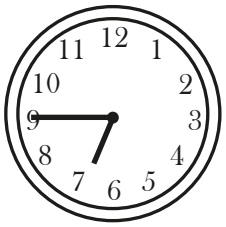


Writing the Time

GOAL

Practice writing the time in numbers and in words.

Look at these clocks. Write the time as shown on each of them in numbers and words.



☐ : ☐

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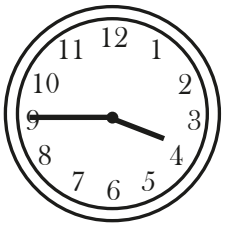

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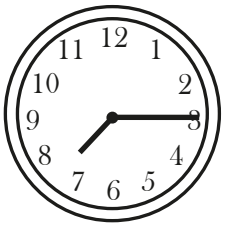

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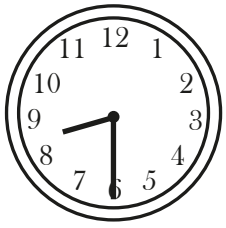

☐ : ☐

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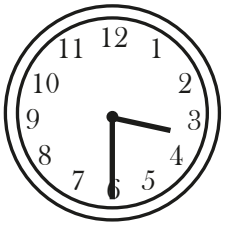

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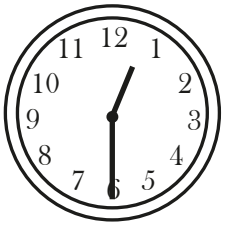

☐ : ☐

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What is the time shown on each digital clock? Write it in numbers and words.

☐ : ☐

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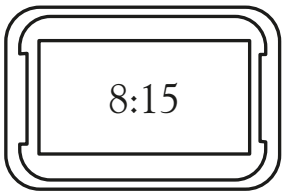

☐ : ☐

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☐ : ☐

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Differences Between Times

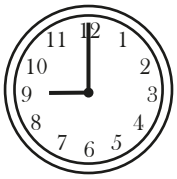
GOAL

Review the differences in time.

There is a half-hour difference in the time on these clocks.


Look at the time on the first clock in each row. Then look at the time on the second clock. What is the difference in time between the clocks? Circle the correct answer.


1 hour half hour 15 minutes

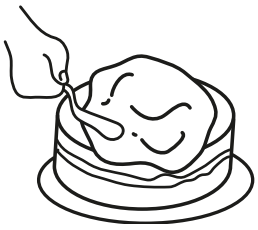



1 hour half hour 15 minutes

How long might each activity take? Circle the correct answer.

washing your hands

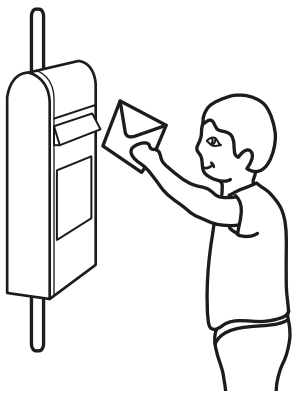
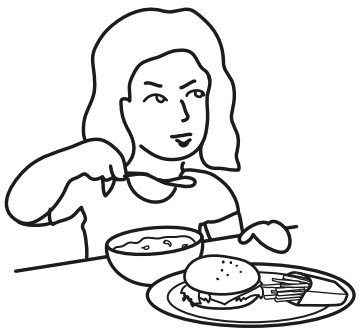
2 minutes 2 hours



frosting a cake

2 minutes half hour

Circle the activity that takes longer to do.

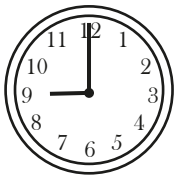




Problem Solving with Time

GOAL

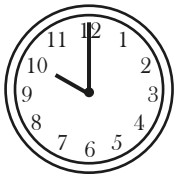
Practice solving real-life time problems.

Figure out the answer to each problem.



Sal starts school in 15 minutes.
At what time does Sal start school?

☐ : ☐

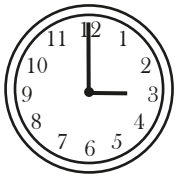


Josie feeds her cat at 10:20.
How much time will pass before she feeds her cat?

☐ minutes

You have 30 minutes to finish reading.
At what time must you finish?

☐ : ☐



Mary will go to bed in 6 hours. At what time will Mary go to bed?

☐ : ☐

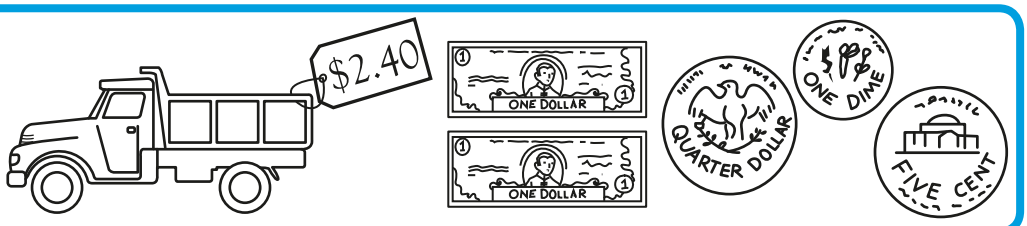
Matt must do three small jobs. Each job will take about 15 minutes. Then Matt wants to meet Uncle Fred for lunch at 12:00. It is a 1 minute bike ride to Uncle Fred's. Matt starts his jobs at 11:00. Will Matt get to lunch by 12:00? Circle "yes" or "no."

Yes No

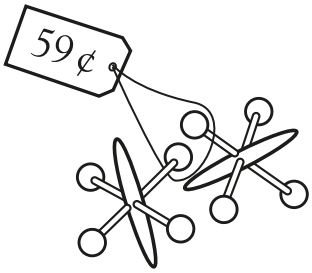
Using Money

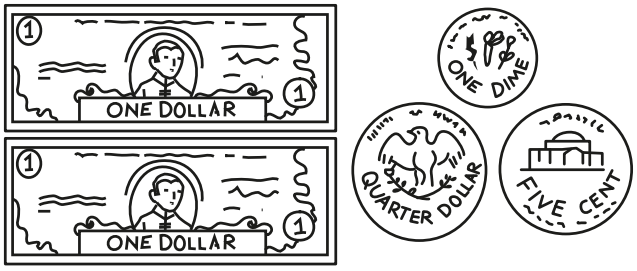
GOAL

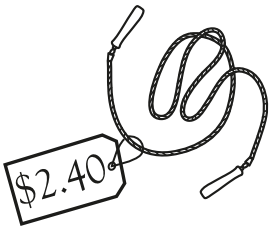
Practice using and counting money.

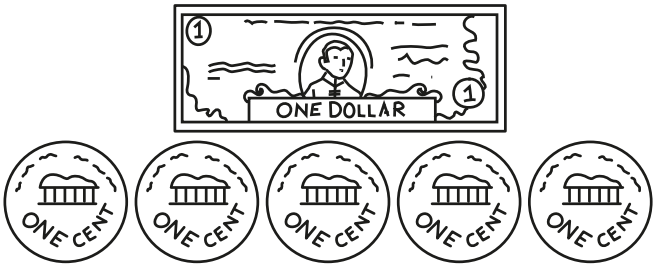


Draw a line to match each toy with the correct amount of money.

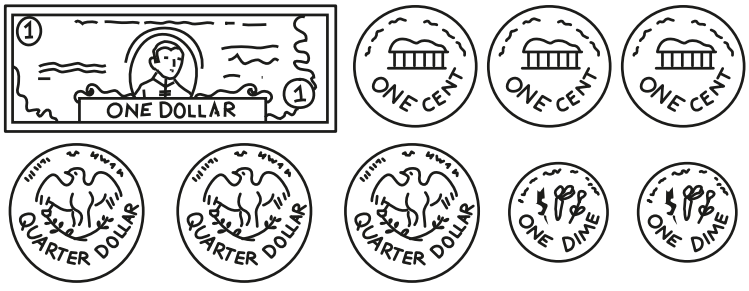








Count the money below, then look at the price of the two items.
Circle the item that you can buy with the money below.



Will you get change? Yes No If so, how much change? ☐

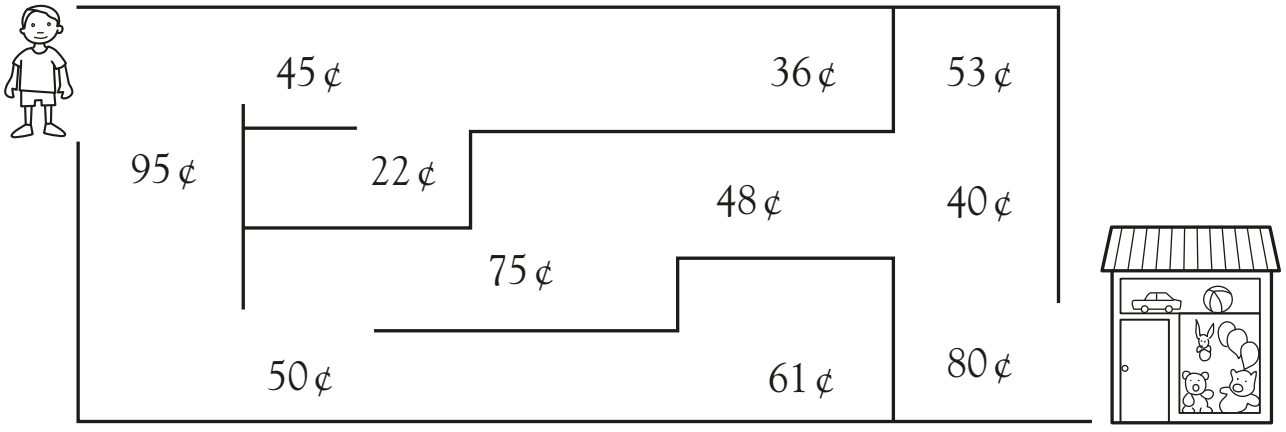
Adding Money

GOAL

Practice adding money.

Bob earned money for doing different chores. How much did he earn? Write each amount.

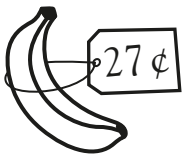
Help Bob to get to the toy store. Follow the path that shows in order the amounts he earned above.



How Much Change?

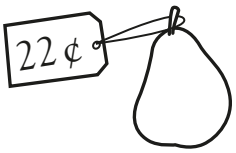
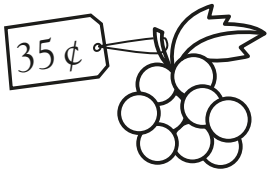
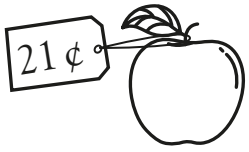
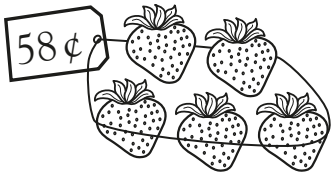
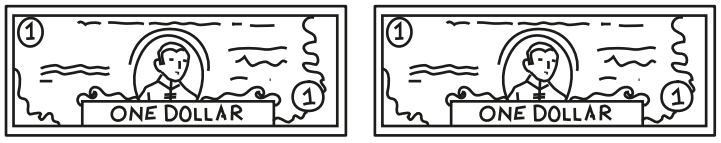
GOAL

Practice subtracting money.



Change is 3¢

Look at the price of each food item that you buy. Figure out the change you will receive.

You buy	You have	Your change
		
		
		
		
		

Find these words hidden in the puzzle. Go up, down, left, or right.

Buy Penny Nickel Dime
Change Cent Coin

C	J	L	Y	U	B
H	P	E	N	N	Y
A	R	K	A	T	C
N	P	C	N	N	O
G	D	I	M	E	I
E	D	N	B	C	N

Solve Money Matters

GOAL

Practice solving money problems.

Read each problem and solve it.

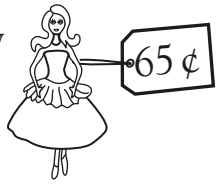
Kim has 65 ¢ in her pocket. She takes out these coins.

How much does she still have in her pocket? Circle the answer.

25 ¢ 15 ¢ 10 ¢

Amy has 53 ¢. Her mother gives her 32 ¢ more.
How much does Amy have altogether?

Jill has 55 ¢. She earns 20 ¢ more. How much money does Jill have now?

Can Jill buy 

?

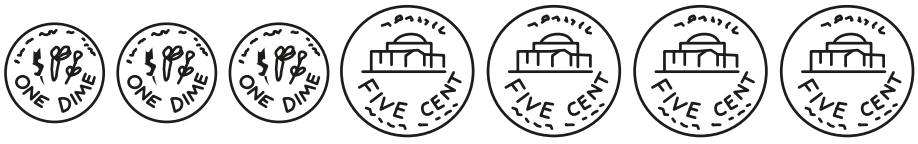
Yes No

Will Jill receive change?

Yes No

How much? .....

Amir has these coins. He wants to buy a baseball card for 55 ¢.



Does he have enough money?

Yes No

Explain

.....

You have 57 ¢. Based on this price list, which two items could you buy?

..... and ..... or

..... and ..... or

..... and ..... or

..... and .....

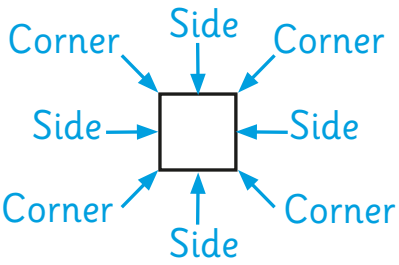
Glue	30 ¢
Eraser	13 ¢
Marker	22 ¢
Scissors	40 ¢

Describe 2-D Shapes

GOAL

Practice describing 2-D or plane shapes by the number of corners and sides.

A square has 4 sides and 4 corners.



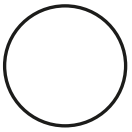
Look at these shapes. Count the total corners and sides in each shape.

_____ sides

_____ corners

_____ sides

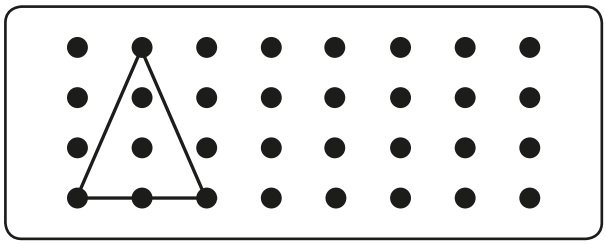
_____ corners

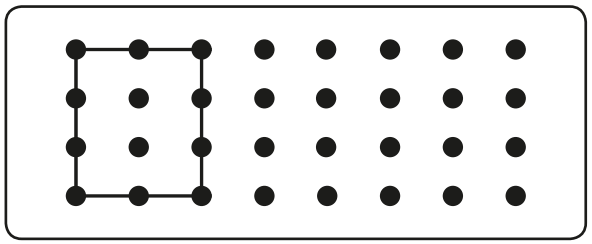


_____ sides

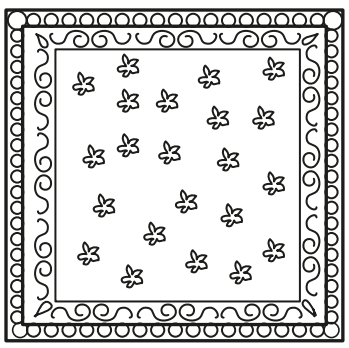
_____ corners

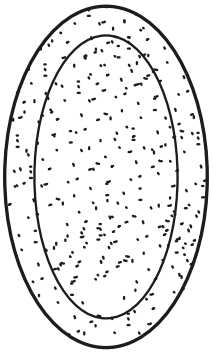
Look at each shape. Draw another one that is of the same size and shape.

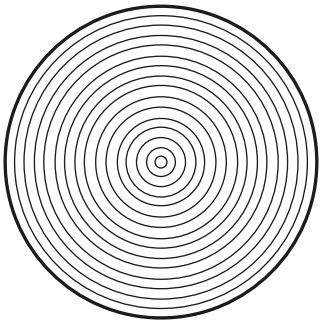




Mrs. Walters buys a rug that is shaped like an oval.
Which one did she buy? Circle it.





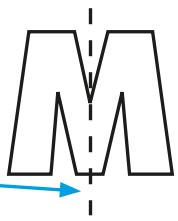


Symmetry

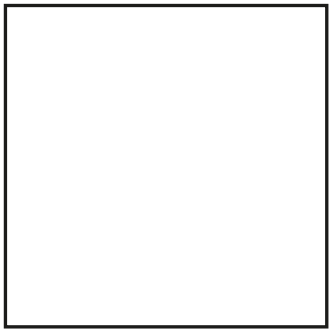
GOAL

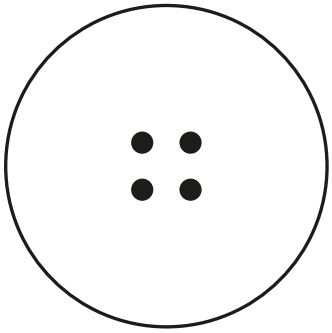
Practice drawing lines to divide things into two equal parts.

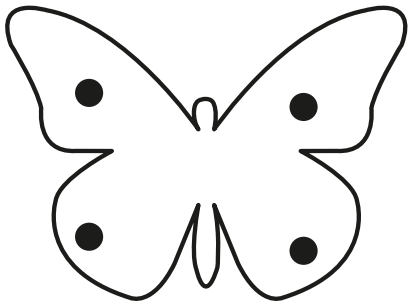
This is a line of symmetry.



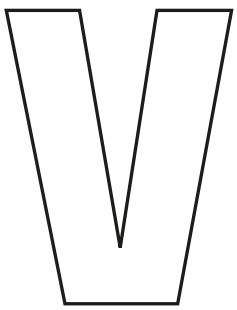
Draw a line of symmetry for each shape.

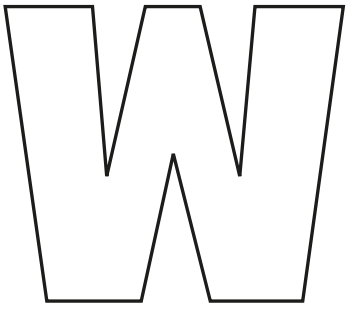


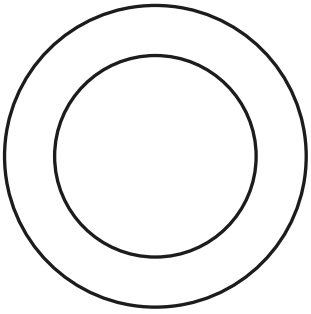




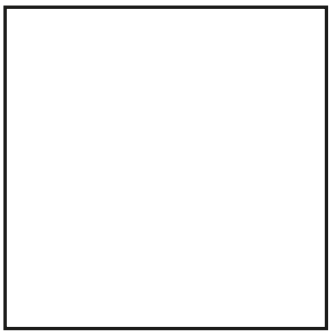
Draw a line of symmetry for each letter.

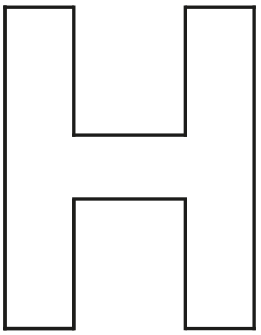


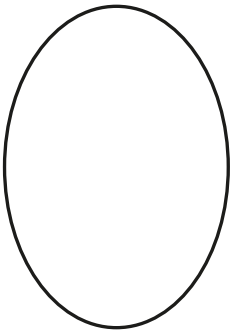




Draw two lines of symmetry for each shape.



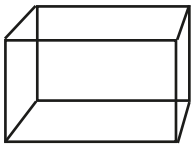




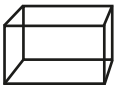
Describe 3-D Shapes

GOAL

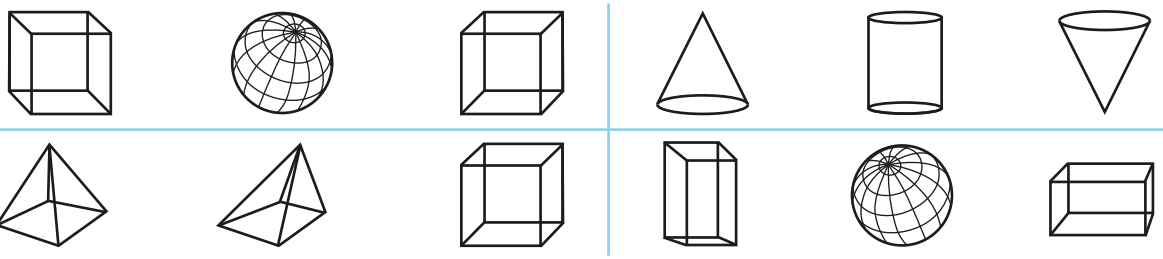
Learn more about 3-D shapes by matching and counting the faces.



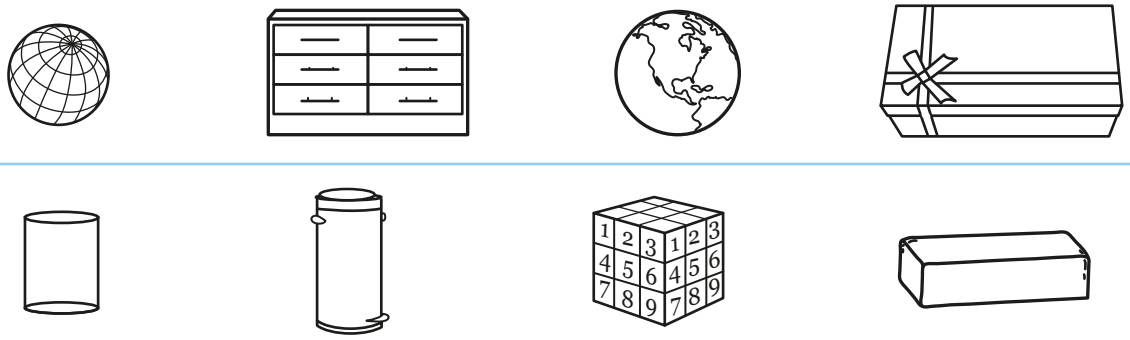
A rectangular prism has 6 faces.

Cone	Sphere	Cube	Pyramid	Cylinder	Rectangular prism
					

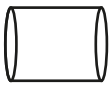
Shade in the figures in each group that have the same shape.

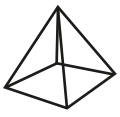


Circle the objects that have the same shape as the first figure in each row.



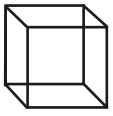
How many flat faces does each figure have?

 ☐ flat faces

 ☐ flat faces

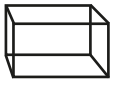
 ☐ flat faces

How many faces does each figure have?



cube ☐ faces

rectangular prism ☐ faces



How are these shapes alike? _____

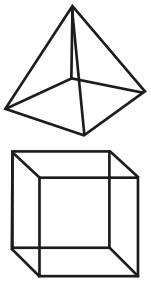
Position

GOAL

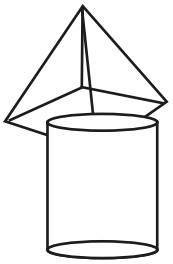
Practice using position words.

In front of	Below	Behind	Above

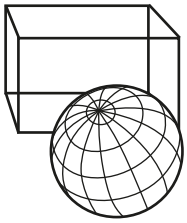
Read the sentences. Choose the correct word or words from the box to complete each sentence.



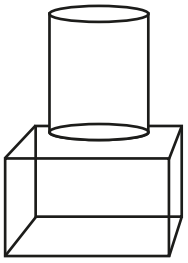
The pyramid is ..... the cube.



The cylinder stands ..... a pyramid.

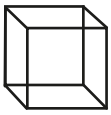


The rectangular prism is ..... the sphere.

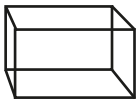


The rectangular prism is ..... the cylinder.

Look at the position of each shape. Circle the answer to each question.

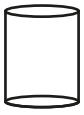


Which shape is on top of the other?

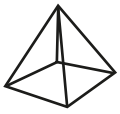


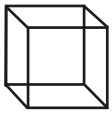
Rectangular prism Cube

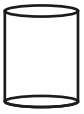
Which shape is below the other?



Sphere Cylinder

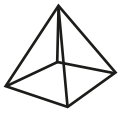






Which shape is to the right of the cube?

Pyramid Cylinder



Which shape is between the other two?

Cone Sphere Pyramid

Pictographs

GOAL

Practice using pictographs.

Look at each pictograph. Then answer each question.

Kinds of Books Children Like to Read 1 book = 1 child

Animal	
Funny	
Scary	

How many children like to read animal books? ☐

Which kind of book do most children like to read? .....

Do more children like to read funny books or scary books? .....

Ice-cream Cones Sold 1 ice-cream cone = 3 sold

Vanilla	
Chocolate	
Strawberry	
Mint	
Bubble gum	

How many strawberry ice-cream cones were sold? ☐

Which ice-cream flavor sold the most? .....

How many ice-cream cones were sold in all? ☐

Which flavor sold the fewest number of cones? .....

How many more vanilla cones were sold than bubble gum cones? ☐

Use a Table

GOAL

Learn to use tables.

Look at each table. Answer the questions that follow.

Children's Favorite Snacks

| = 1 child

Fruit	| | |
Crackers	| |
Cookies	| | | |
Trail mix	𝍸 |

How many children like fruit best? ☐

Which snack do most children like best? .....

Which snack do fewest children like best? .....

How many children like cookies best? ☐

Color of Children's Eyes

| = 1 child

Blue	𝍸 |
Hazel	| | |
Green	| |
Brown	| | | |

How many children does the table show altogether? ☐

How many children have blue eyes? ☐

Which eye color do more children have—brown or hazel? .....

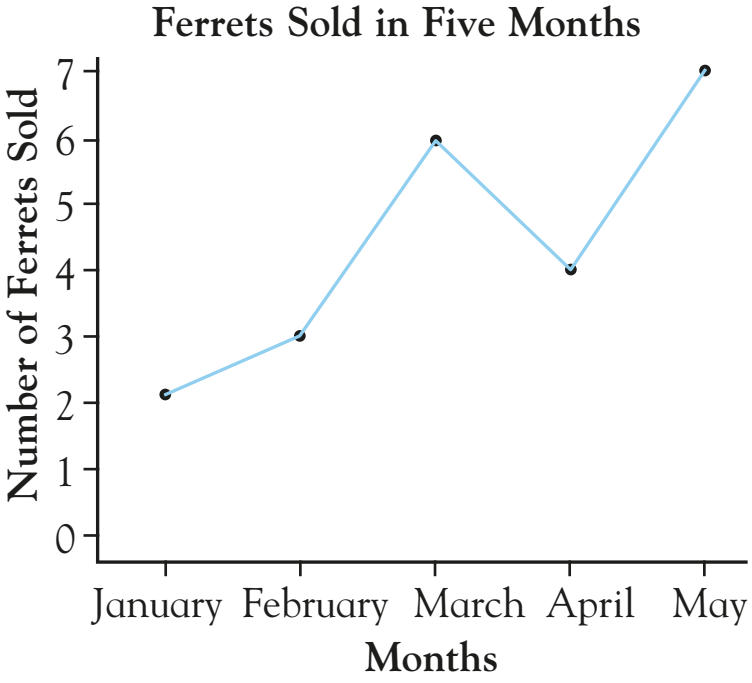
Which eye color do fewest children have? .....

Watch the Line!

GOAL

Practice reading and plotting graphs.

A pet store checked how many ferrets were sold each month.
Use the line graph to answer each question.



In which month were the most ferrets sold?

.....

In which month were fewest ferrets sold?

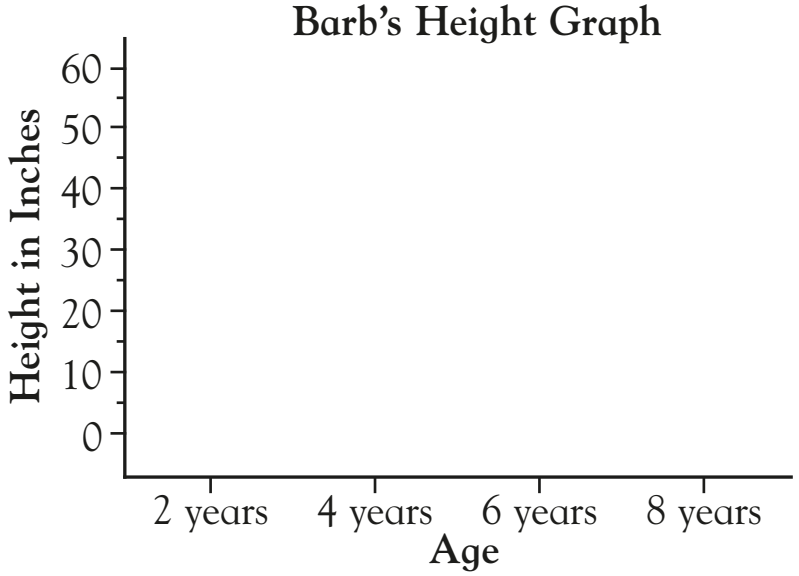
.....

How many ferrets were sold in March? ☐

How many more ferrets were sold in April than in February? ☐

The chart shows how many inches Barb has grown since she was 2 years old. Place a small dot on the graph for each age and height on the chart. Then connect the dots with lines.

30 inches at 2 years
40 inches at 4 years
55 inches at 6 years
60 inches at 8 years

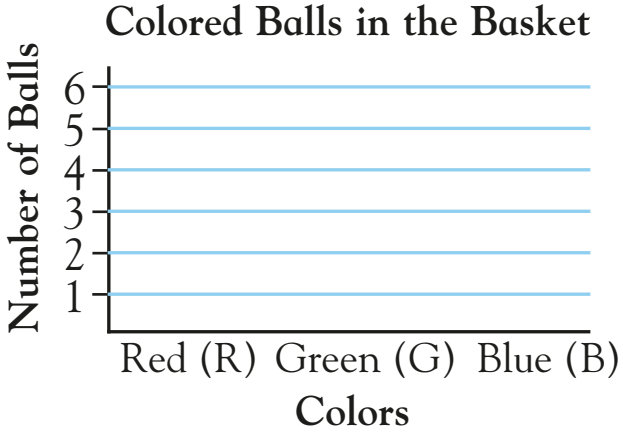


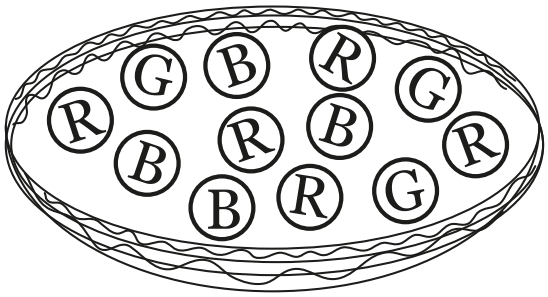
Bar Graphs

GOAL

Make and understand bar graphs.

Count how many balls there are of each color in the basket. Shade in that number of boxes on the graph.





Which color are most of the balls?

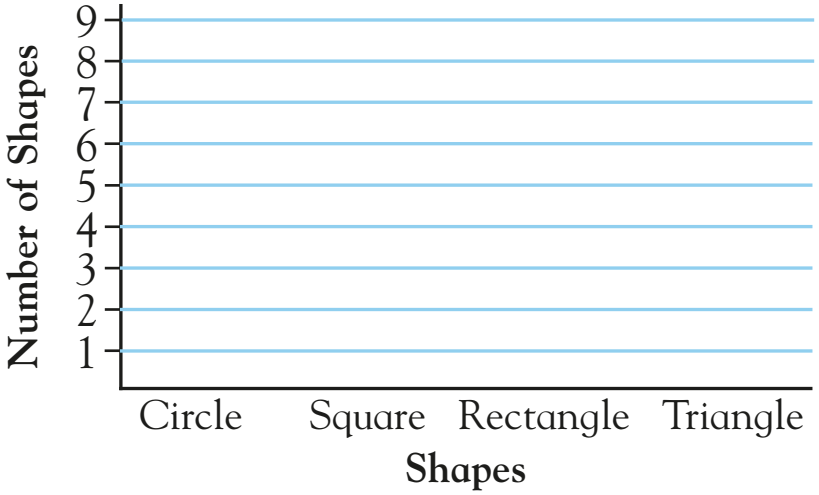
.....

Todd walked to town with his mother. He counted shapes he saw along the way. He made a table to show what he saw.

Shapes Todd Saw

Circle	𝍸 | | |
Square	𝍸 |
Rectangle	| | | |
Triangle	| | |

Look at the table, then shade in the number of boxes on the graph below to show how many of each shape Todd saw.



Look at the bar graph. Which shape did Todd see fewest of?

.....