

Fry Instant Words Checklist

Level 1: First Hundred (Red)

Name: _____

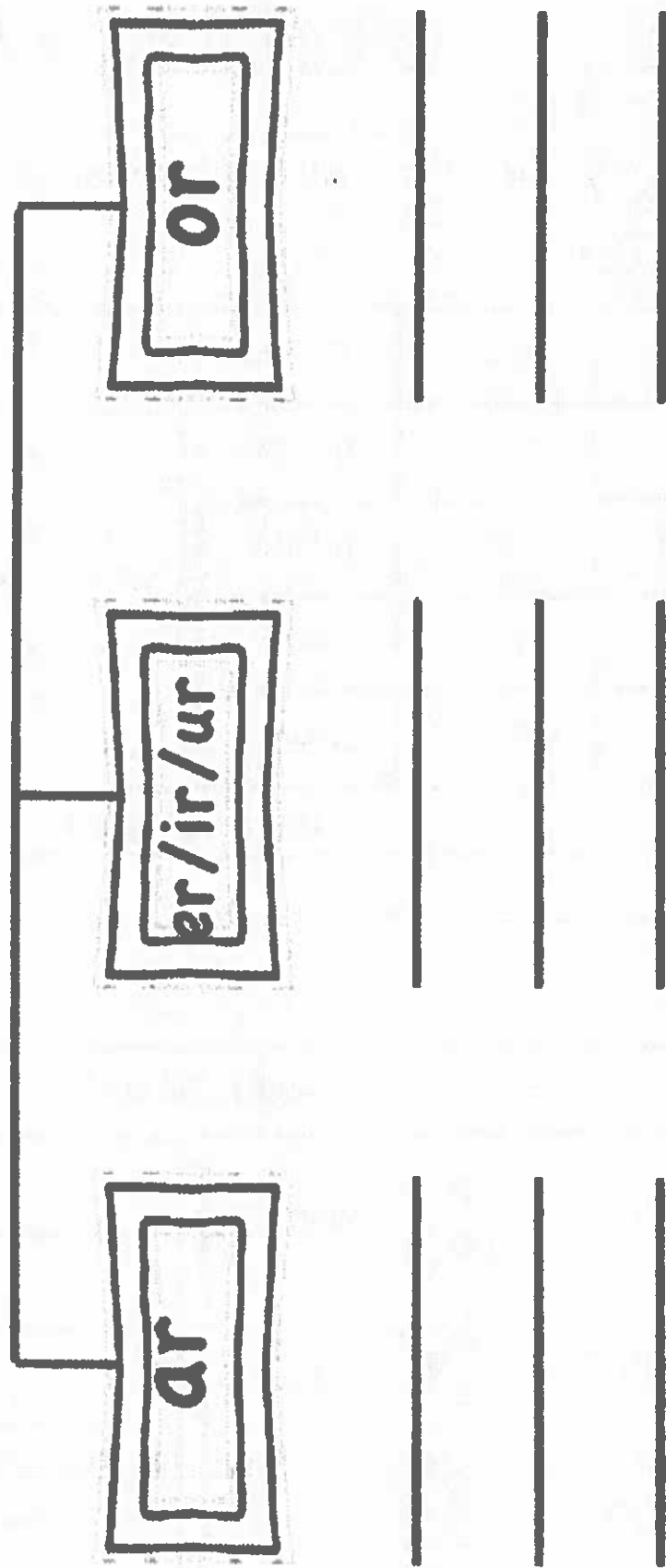
Date: _____

Score: _____ / 100

Level 1: First Hundred (Red)				
___ the	___ at	___ an	___ would	___ than
___ of	___ be	___ each	___ make	___ first
___ and	___ this	___ which	___ like	___ water
___ a	___ have	___ she	___ him	___ been
___ to	___ from	___ do	___ into	___ called
___ in	___ or	___ how	___ time	___ who
___ is	___ one	___ their	___ has	___ oil
___ you	___ had	___ if	___ look	___ up
___ that	___ by	___ will	___ two	___ now
___ he	___ not	___ other	___ more	___ find
___ was	___ what	___ about	___ write	___ long
___ for	___ all	___ out	___ go	___ down
___ on	___ were	___ many	___ see	___ day
___ are	___ when	___ then	___ number	___ did
___ as	___ your	___ them	___ no	___ get
___ it	___ can	___ these	___ way	___ come
___ his	___ said	___ so	___ could	___ made
___ they	___ there	___ some	___ people	___ may
___ I	___ use	___ her	___ my	___ part
___ with	___ words	___ but	___ we	___ sit

Tree Map

Sorting and Classifying



Working with Words

The letter **G** has a soft sound /j/ when followed by **E, I, OR Y**.

Name: _____

Read each word. Cut, sort, and glue each word in the correct group.



g says /g/

g says /j/

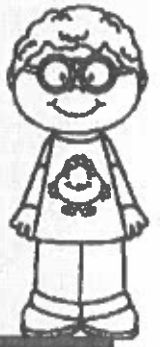
cage	grape	wage	large	badge
grip	Gus	wedge	globe	grin
bridge	rage	gulf	strange	grab

Working with Words

The letter c has a soft sound /s/ when followed by E, I, OR Y.

Name _____

Read each word. Cut, sort, and glue each word in the correct group.



c says /k/

c says /s/

cent	replace	canteen	mice	twice
carpet	candy	race	cliff	clash
crane	graceful	cane	face	center

LO: To order words according to shades of meaning.

FACT: Did you know that Inuit people have over 300 words for snow? Why do you think that is?

Although there may be many different words for the same thing, there are usually slight differences in meaning. For example, 'cross' and 'furious' both mean angry, but 'furious' means more angry than 'cross' does.

Read these lists of words carefully. You need to put them in order according to their meaning. **Ask yourself** 'Which word has the strongest meaning? Which has the weakest meaning?' **Write** the weakest words first.

1. Grumpy, cross, furious
2. Eat, gobble, nibble
3. Sip, swig, swallow, gulp
4. Wreck, destroy, damage
5. Shining, sparkling, glittering, dazzling
6. Pretend, fake, phoney
7. Boring, dull, tedious, uninteresting.
8. Lump, particle, speck, chunk
9. Great, big, enormous, gigantic
10. Awake, sleepy, tired, asleep



Task 2:

Complete these sentences with the strongest word in each set.

1. John the door loudly.
[shut, slammed, banged]
2. The towels were
[hairy, scratchy, rough]
3. May's weather was
[scorching, hot warm]
4. "What do you think you are doing?" the referee.
[whispered, snapped, yelled]
5. Joe was when his puppy went missing.
[sad, depressed, tearful, heartbroken]

Dr. Martin Luther King, Jr.

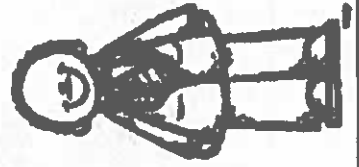
"I can't play with you anymore. My mama won't let me," a little white boy told Martin one day. Martin Luther King, Jr. was sad and did not understand why they couldn't be friends. Martin was just a little boy growing up in Atlanta, Georgia during the 1930s. Things were very different then. Blacks and whites usually were not friends.

As Martin grew, he saw how unfairly his friends and family were treated. He thought about it a lot. He wanted things to be different. Maybe this is one of the reasons he became a minister. He wanted to help people be kinder to each other.

Martin was also a wonderful speaker. He talked in a way that made people enjoy listening to him and what he had to say. He gave many speeches about change and peace. His most famous speech happened in 1963. In front of the Lincoln Memorial in Washington D.C., he gave his "I Have a Dream" speech.

Martin had to be strong and brave. He led several boycotts. He walked, sang, and carried signs in marches for civil rights. People noticed all of his work. In 1964, he won the Nobel Peace Prize to honor his hard work.

Sadly, someone shot and killed Martin Luther King, Jr. in 1968 outside of his hotel room in Memphis, Tennessee. His dream lives on in the work of his family, friends, and everyone who wants peace.



Name _____

RI.2.1

Answer these questions about "Dr. Martin Luther King, Jr." You may look back in the text for answers or clues.

1. Why was Martin sad when he was a little boy?

2. What job or career did Martin choose?

3. Why did people think that Martin was a wonderful speaker?

4. Where did he give his most famous speech?

5. How was Martin honored for all of his hard work?

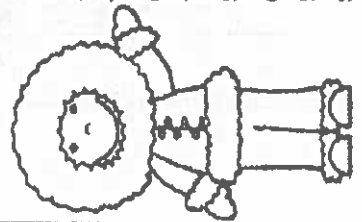
Nanuk the Great Bear An Inuit Folktale

The Inuit tell of a time long ago when Nanuk the Great Bear still roamed the ice. He was a bear of great size. All of the men wanted to catch him and be called the greatest hunter. Nanuk was nearly impossible to find, and he was a dangerous bear.

One day, Nanuk was lying on the ice watching a hole. He was waiting for a seal to rise out of the hole. He was quite hungry! In fact, Nanuk was so focused on his hunger that he did not notice the hunter and pack of dogs creeping up on him.

Suddenly, one of the dogs howled. Nanuk raised his great white head and growled fiercely. They almost had him trapped in a circle. Nanuk began to run as fast as he could. The hunter and the dogs chased after him. He ran on and on over the frozen land. They all began to tire, but they didn't give up the chase.

Nanuk looked back to see how close they were to catching him. He didn't notice that he had reached the edge of the world. Nanuk tumbled off! The dogs were so close to him that they fell over the edge, too. They became stars in the sky. Look up at night and you may see the dog pack still chasing Nanuk across the sky.



Name _____

RL.2.1

Answer these questions about "Nanuk the Great Bear". You may look back in the text for answers or clues.

1. Why did the hunters want to kill Nanuk?

2. Why didn't Nanuk see that the dogs were coming after him?

3. What kind of bear was Nanuk? What clues told you so?

4. What happened to Nanuk and the dogs?

5. What does this folktale try to explain?

How to Build a Snowman

Step 1

Make sure that you have the right kind of snow. It needs to be powdery. It also has to stick together. If it won't form a small ball, it is the wrong kind of snow.

Step 2

Grab a handful of snow. Shape it into a ball. Keep packing snow onto it until it is too big to hold in your hands. Place it on the ground. Roll it away from you in the snow. It should grow as you roll it more and more. Make it as wide as you want your snowman to be on the bottom.

Step 3

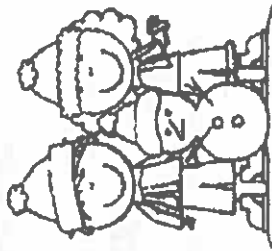
Repeat step 2 two times. Make a medium sized ball and smaller ball.

Step 4

Get a friend to help with step 4 or use a shovel. Lift up the medium sized ball and place it on top of the large ball. Pack snow all around them to make them stick together. Repeat these steps with the smaller ball.

Step 5

Decorate your snowman. You can use any items you choose. Some ideas are: stick arms, hat, scarf, buttons, carrot nose, coal. Don't forget to take a picture of yourself with your new snowman. Have fun!



Name _____

RI.2.3

Answer these questions about "How to Build a Snowman". You may look back in the text for answers or clues.

1. How can you tell if you have the right kind of snow for snowman building?

2. Why do you think step 1 is so important?

3. Why would you need a friend or a shovel for step 4?

4. What does the word repeat mean in this text?

5. What would you do for step 5?

Hot Chocolate

Ingredients

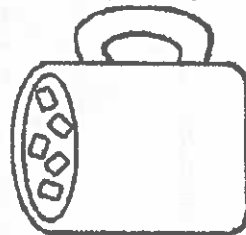
- 1/2 cup of sugar
- dash of salt
- 4 cups of milk
- 1/4 cup cocoa
- 1/3 cup hot water
- 3/4 teaspoon vanilla
- marshmallows or whipped cream (optional)

Directions

1. Stir together sugar, cocoa, and salt in a medium sized saucepan.
2. Stir in water.
3. Stir constantly over medium heat until it begins to boil. Boil and stir for 2 minutes.
4. Add milk. Heat on low. **DO NOT BOIL.**
5. Remove from heat. Heat on low. Beat with a whisk until foamy.

6. Pour into mugs and add marshmallows or whipped cream, if desired.
7. Drink and enjoy!

****Serves eight people**



Name _____

RI.2.3

Answer these questions about "Hot Chocolate". You may look back in the text for answers or clues.

1. How much milk will you need for this recipe?

2. Which ingredients will you use first?

3. Why do you think **DO NOT BOIL** is written in all capital letters?

4. Why do you think it says **optional** beside the marshmallows and whipped cream?

5. How much hot chocolate will this make?

Princess Penny Penguin's Problem

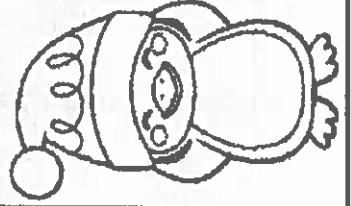
Once upon a time, in a castle of ice, there lived a pretty princess named Penny. Princess Penny had a problem. Her poor head was always cold. She had to wear her crown of gold and jewels everywhere she went. I'm sure you know that metal gets very cold to the touch if it is in icy weather. Poor Princess Penny began to even worry that it might freeze to her head! What would she do then? How would she sleep with a frozen crown on her head? She went to bed fretting and frowning.

The next morning, Princess Penny did not come down to breakfast. The king and queen were worried. They went to check on her. They found Penny asleep in bed with a very high fever. They sent for the doctor. The doctor gave her a check up from head to toe. "It seems that Penny has been entirely too cold. This has made her terribly ill. I suspect that her fancy crown may be the cause of her troubles," he said.

When the penguins in the kingdom heard that Penny was sick, they were so upset. She was dear to their hearts. They all began making pretty pink hats for the princess. Later that

night, they all marched to the castle each carrying the hat they had made for Penny. They were glad to hear that her fever had broken. It took her several weeks to be well.

Now, Princess Penny has a new problem. She has to decide which perfect pink hat she will wear each day.



Name _____

RL.2.5

Answer these questions about "Princess Penny Penguin's Problem". You may look back in the text for answers or clues.

1. What happens to start the problem in this story?

2. How did the problem get worse in the middle of the story?

3. How is the problem solved at the end of the story?

4. Why do the penguins make hats for Penny?

5. How would the story change if the setting was in a desert?

Name _____

Answer these questions about "Whoosh!" You may look back in the text for answers or clues.

1. What happens to start the action in the story?

2. Where did this story take place?

3. Why was Julie not sure about sledding?

4. What happens to end the action in the story?

5. How do you feel about sledding? Why?

Whoosh!

"Julie! Julie!, Come out to play!" yelled my next door neighbor, Brian. During the night, we had the first snow of the season. I couldn't wait to get outside and play in the fresh, powdery snow. I tapped on my window to get Brian to look at me. Then, I held up my first finger to show him that I needed one more minute to finish putting on my boots and coat. Brian and I always make snow angels, have snowball fights, and build a snowman together.

Finally, I rushed out into the bitter cold. Brian said, "Get a load of this!" He stepped to the side and showed me his brand new sled.

"Whod! I've never been sledding before!" I exclaimed.

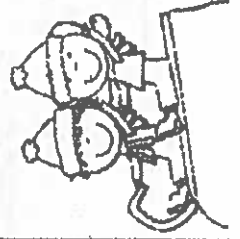
"Well, then, let's go!" shouted Brian.

Brian's front yard had a steep hill. We like to ride our bikes down it during the summer. We walked up to the top of the hill. When I looked down, I started to get scared. "Hey, Brian, I don't know about this," I whispered.

"It will be fine. Come on. I will steer. You can sit in the back," said Brian.

"Alright, but if I fall off or get hurt, I am going to get you for this," I laughed.

We both climbed on and pushed off on the ground. Whoosh! We went speeding down the hill. We rolled up in a heap at the bottom of the hill. "Let's do that again!" I cried.



Ron woke up on his ninth birthday and instantly thought about his present. He hugged his pillow with excitement. *Please let it be a puppy,* he thought. Ron had been dropping hints all month.

"Puppies are good watchdogs," he told Dad. "And walking a puppy is good exercise," he added.

Ron knew that puppies were very active, and he also knew there wasn't really enough room in their apartment for one. There was no yard outside either.

But maybe Dad wouldn't care about that. *Please let there be a puppy waiting under the breakfast table,* Ron thought.

Dad's present was inside a large box. It felt heavy. Ron pulled off the wrapping paper and stared. It was a glass tank, like an aquarium, only without water or fish. Inside was a pile of dirt.

"It's an ant colony!" Dad explained. "There are hundreds of ants in there. You can watch the ants in this tank and learn how ants live in the natural world!" Ron was disappointed. He couldn't play with an ant, but he didn't want to hurt Dad's feelings. "It's great," he mumbled.

1. Who are the main characters in the story?

Name: _____



Snakes

By Mariah Delrick

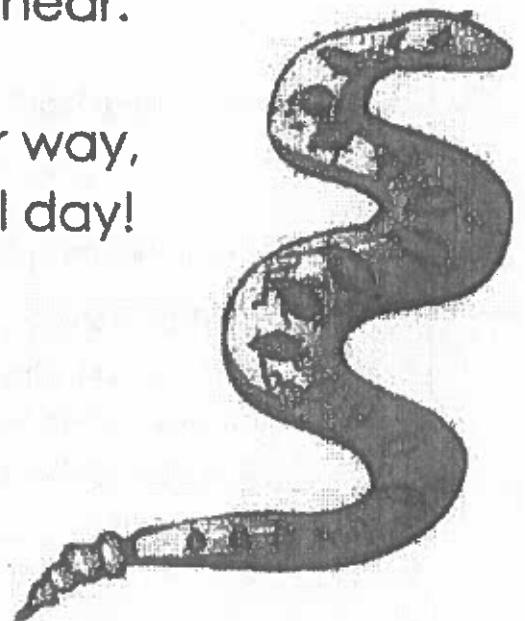


A snake can glide from side to side.
They're really long and like to hide.

They have long backbones, but no hair.
They use their tongues to taste the air.

They taste your scent if you are near,
And hiss a threat for you to hear.

It's wise of you to clear their way,
So you don't have an awful day!



Name: _____

Snakes

By Mariah Deltrick

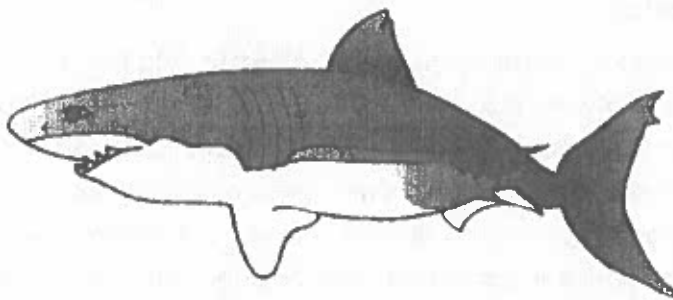


Read each sentence from the poem, "Snakes."
Then, choose the best meaning for the underlined word in each sentence.

1. A snake can glide from side to side.
a. slide b. roll
c. jump d. hide
2. They have long backbones, but no hair.
a. rattles b. heads
c. spines d. spots
3. They use their tongue to taste the air.
a. body part for seeing b. body part for tasting
c. body part for hearing d. body part for moving
4. They taste your scent if you are near.
a. skin b. shoes
c. body d. smell
5. It's wise of you to clear the way.
a. smart b. quick
c. bad d. kind

Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.



You probably know sharks have very sharp teeth, but did you know they never run out of them? If a shark loses a tooth, another moves forward from within the

shark's jaw, where it keeps a nearly unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth. This is a phenomenon unique to the shark. No other animal in the world has teeth quite like the shark's. A shark can go through as many as 20,000 teeth in its lifetime!

Main idea:

Concluding sentence:

My Bean Plant

by Rachelle Kreisman



My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean project ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window,

Name: _____ Date: _____

1. What did Grandpa give to the main character?

- A. some green beans
- B. green bean seeds
- C. a fully-grown bean plant

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?

- A. The soil got dry right away.
- B. A tiny stem grew after some time.
- C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- A. The main character has taken care of many different plants in the past.
- B. The main character is doing a good job of taking care of the bean plant.
- C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

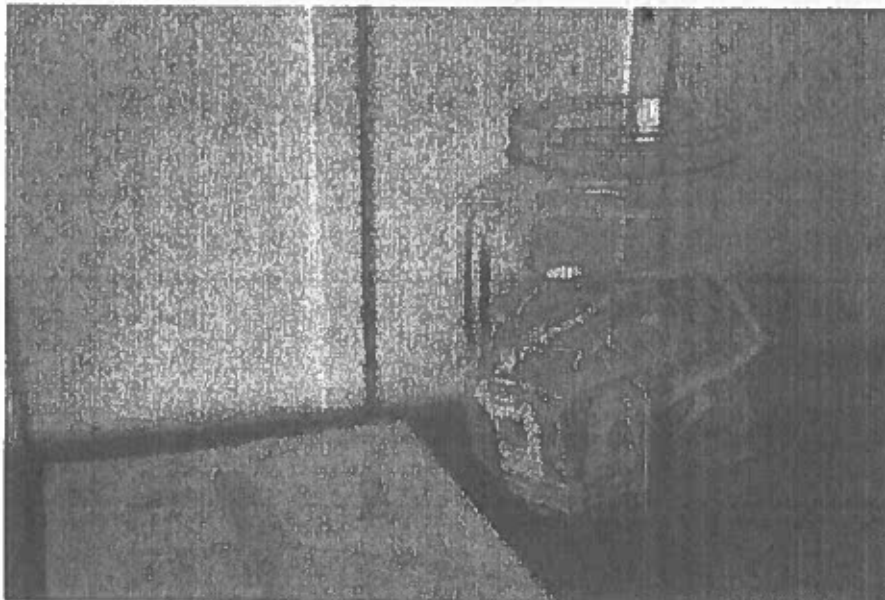
- A. because the main character normally hates the taste of green beans
- B. because the main character is way better at growing plants than Grandpa
- C. because the main character put work into taking care of the beans

5. What is the main idea of this story?

- A. The main character takes care of a green bean seed and helps it start growing into a plant.
- B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.
- C. The main character is excited to eat green beans because they are a tasty vegetable.

I Want to Buy a Computer Game

by Susan LaBella



Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. "Can we go buy it?"

"How much does it cost?" Luis's mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have enough to buy it yourself?"

He shook his head.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

Name: _____ Date: _____

1. Why was Luis excited at the start of the story?

- A. He managed to save up thirty-five dollars.
- B. The new computer game he wanted was in stores.
- C. His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story?

- A. He wants a new computer game, but the store has run out of that game.
- B. He wants a new computer game, but he doesn't have enough money to buy it.
- C. He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis's mom said to Luis.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

What conclusion can you draw from this evidence?

- A. A house and food are things that Luis's family needs.
- B. Luis's mom doesn't want to buy clothing, books, and gas for the car.
- C. Having clothing, books, and gas is more important than having a house and food.

4. How does Luis's mom most likely feel about the computer game?

- A. She feels excited because she wants to play the game, too.
- B. She feels angry that Luis wants to spend his money on a game.
- C. She feels like the game is not something that Luis really needs.

5. What is the main idea of this story?

- A. The computer game that Luis wants costs thirty-five dollars.
- B. Luis wants a new computer game, so he saves up money to buy it.
- C. Luis's mom has to spend money on things like food, clothing, and the house.

Old Man of the Mountain

by Susan LaBella



The Old Man of the Mountain was famous. People came from far away to visit him in New Hampshire. They knew that they could find him in Franconia Notch State Park.

Name: _____ Date: _____

1. What is another name for the Old Man of the Mountain?

- A. White Mountain Face
- B. Great Mountain Man
- C. Great Stone Face

2. The text describes a sequence of events that happened to the Old Man of the Mountain. Which of these events happened first?

- A. The Old Man of the Mountain collapsed.
- B. The Old Man of the Mountain became famous.
- C. The Old Man of the Mountain was discovered.

3. Read these sentences from the text.

"For a very long time, Great Stone Face was one of the best-known places in New Hampshire. Then, sometime during the night of May 3, 2003, the rocks that made up the old man's face fell apart. Millions of years of rain, snow, and wind had worn away parts of the rocks. Finally, those rocks collapsed."

What can you conclude about the rocks that made up the Great Stone Face based on this evidence?

- A. The rocks were worn away quickly, but they fell apart slowly.
- B. The rocks were worn away bit by bit until they fell apart quickly.
- C. The rocks were worn away quickly and fell apart suddenly.

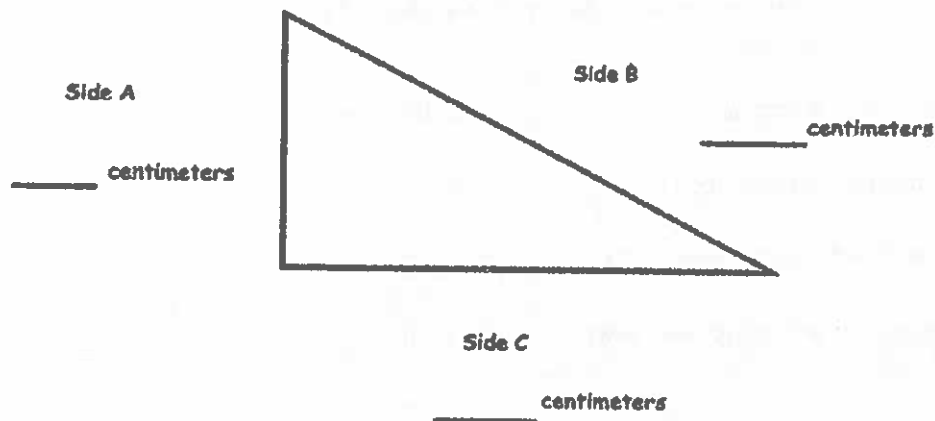
4. What most likely would have happened to the Old Man of the Mountain if it hadn't been touched by snow, wind, or rain for millions of years?

- A. Its rocks would have grown bigger.
- B. Its rocks would have been totally worn away.
- C. Its rocks would not have collapsed.

2nd Mathematics

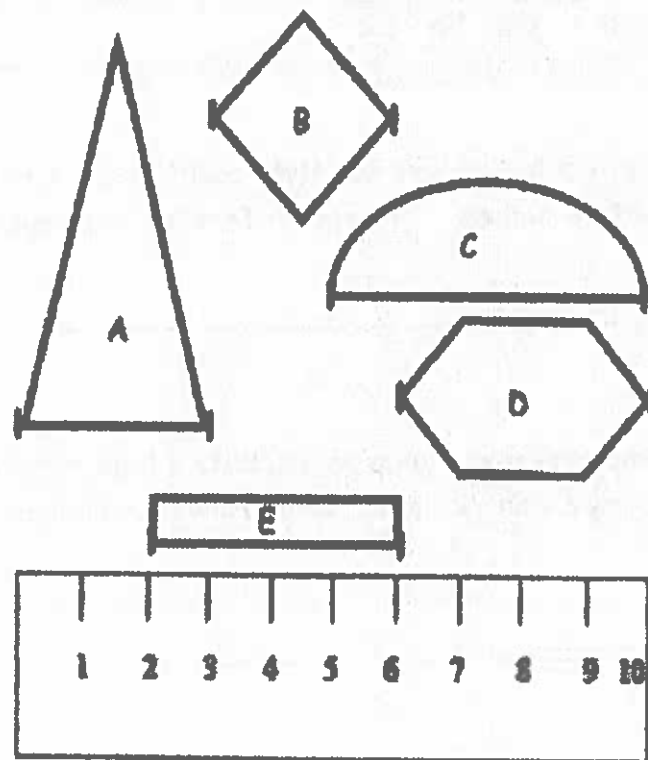


4. Measure and label the length of each side of the triangle using your ruler.



- Which side is the shortest? Side A Side B Side C
- What is the length of Sides A and B together? _____ centimeters
- How much shorter is Side C than Side B? _____ centimeters

3. Use the centimeter ruler to find the length (from one mark to the next) of each object.



- | | |
|--------------------------------|----------------------------|
| a. Triangle A is ____ cm long. | Rhombus B is ____ cm long. |
| Semicircle C is ____ cm long. | Hexagon D is ____ cm long. |
| Rectangle E is ____ cm long. | |

b. Explain how the strategy to find the length of each shape above is different from how you would find the length if you used a centimeter cube.

Solving Two-Step Problems About Length

Name: _____

Solve problems 1–6. Show your work.

- 1** Daria and Sam paint a fence together. Daria paints 16 feet. Sam paints 8 feet longer than Daria. How many feet do they paint together?

They paint _____ feet together.

- 2** Ally has 26 inches of tape. She uses 15 inches. Then she uses 6 inches. How much tape does Ally have left?

Ally has _____ inches left.

- 3** Phillip is 48 meters from the park. He walks 27 meters toward the park. Then he runs 12 more meters toward the park. How far is Phillip from the park now?

Phillip is _____ meters from the park.

- 4** Li has a blue toy car and a red toy car. The blue toy car is 5 centimeters long. The red toy car is 3 centimeters longer than the blue car. Li puts the two cars together in a line. How long is the line of cars?

The line of cars is _____ centimeters long.

- 5** Kate needs 15 yards of ribbon for art class. She finds 8 yards in her room. Her friend gives her 8 yards. Does Kate have enough yards of ribbon? Explain your answer.

- 6** Brady uses 11 feet of string for one kite. Then she uses 14 feet of string for a second kite. She has 12 feet of string left. How much string does Brady start with?

Brady starts with _____ feet of string.

Fluency and Skills Practice

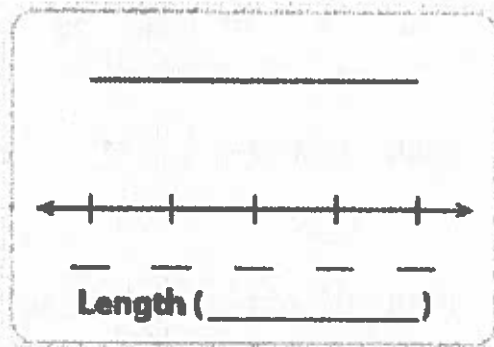
Reading and Making Line Plots

continued

Name: _____

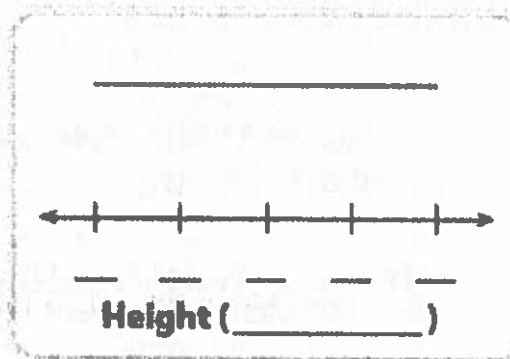
- 4 Selena measures the crayons in her crayon box. She writes the lengths in a table. Complete the line plot to show the data.

Crayon Lengths (centimeters)
20
18
16
18
20
19



- 5 The heights of students on a basketball team are listed in the table. Complete the line plot to show the data.

Student Heights (inches)
76
72
74
74
75
73



Fluency and Skills Practice

Adding on the Number

Line *continued*

Name: _____

- 4 Pippa has 16 red flowers in her garden. She plants 17 yellow flowers. How many flowers are in Pippa's garden?



Pippa has _____ flowers in her garden.

- 5 Tyler has a table that is 14 inches shorter than Cam's table. Tyler's table is 32 inches long. How long is Cam's table?



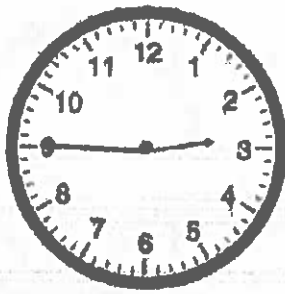
Tyler's table is _____ inches long.

Name _____

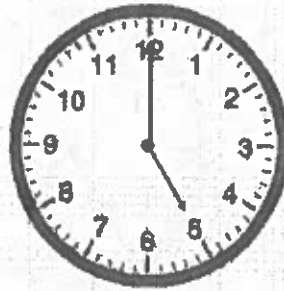
CCSS 2.MD.7 Tell and write time from analog and digital clocks to the nearest...

What time is it?

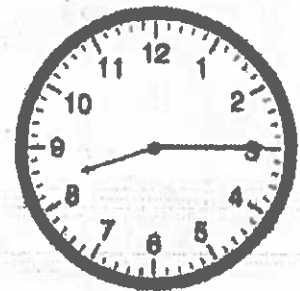
Directions: Write in the digital time.



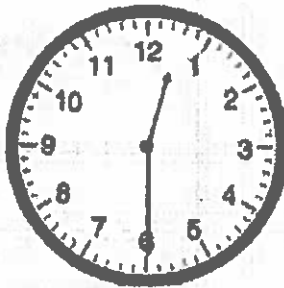
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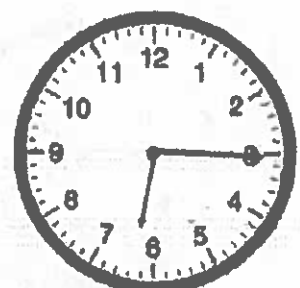
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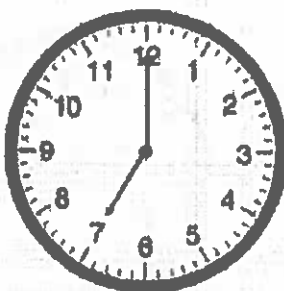
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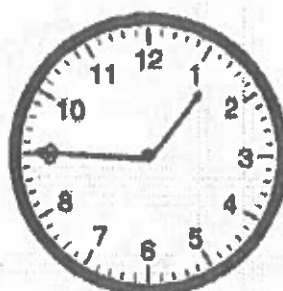
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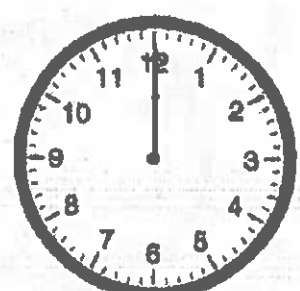
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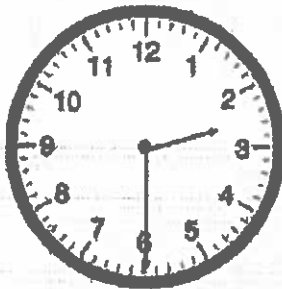
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Name _____

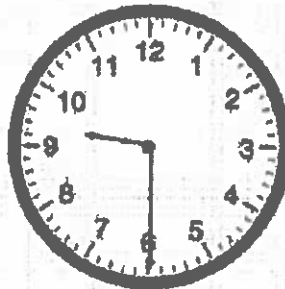
CCSS 2.MD.7 Tell and write time from analog and digital clocks to the nearest...

What time is it?

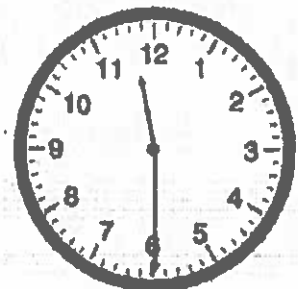
Directions: Write in the digital time.



:



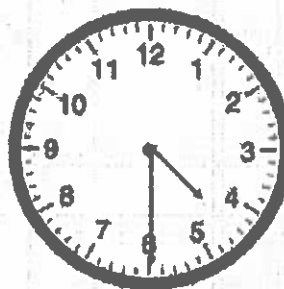
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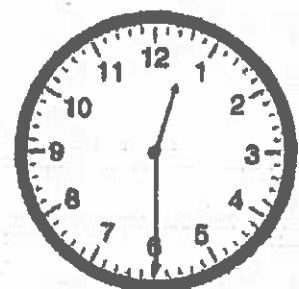
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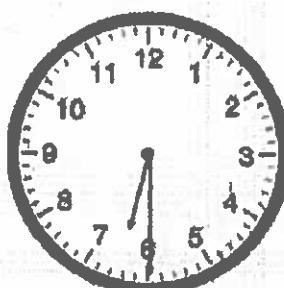
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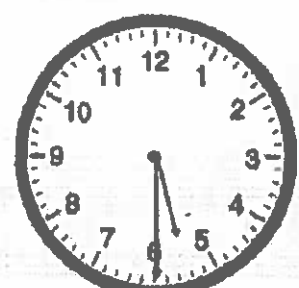
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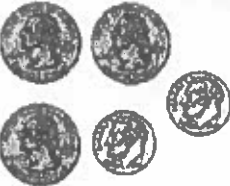



:

Name : _____

Score : _____

Counting Coins

Count the coins and find the cost of each item.

1)		\$ _____	
2)		\$ _____	
3)		\$ _____	
4)		\$ _____	

5) Carl has 3 nickels, 2 quarters and 5 dimes. How much money does he have?

\$ _____

6) Jack bought a chicken with 2 nickels, 3 quarters, and 4 dimes. How much did the chicken cost?

\$ _____

Name _____

Date _____

**Mixed Coin Counts (Up to \$5.00)-Independent Practice
Worksheet**

Complete all the problems.



a) How many coins do you need to reach the amounts shown?

1. \$1.37 _____ dollars _____ dimes _____ nickels _____ pennies
2. \$4.15 _____ dollars _____ dimes _____ nickels
3. 68¢ _____ quarter _____ dimes _____ nickels _____ pennies
4. 33¢ _____ dimes _____ nickels _____ pennies
5. \$5.71 _____ dollars _____ quarters _____ nickels _____ pennies

b) What is the total value of:

1. 1 quarter, 1 dime equals _____
2. 2 quarters, 2 dimes, 2 nickels equals _____
3. 3 quarters, 1 dime, 2 nickels, 3 pennies equals _____
4. 2 bills of 1 dollar, 4 dimes, 1 nickel, 3 pennies equals _____
5. 2 bills of 1 dollar, 1 quarter, 2 dimes, 8 pennies equal _____



Name _____ Date _____

Solve the problem. Show your work.

1. Sam and Ted have \$462.00 altogether. Sam has \$237.00. How much money does Ted have?

2. Mary brought \$1.00 to the school store. She spent 55¢. How much change did Mary get back?

3. A remote control car cost \$25.00. A remote control airplane cost \$87.00. How much more does the airplane cost than the car?

4. Ann got \$22.00 for her birthday. The next day her mother gave her \$18.00. How much money does Ann have now?

5. Sara has 3 quarters, a dime and a nickel. How much more money does she need to buy a bracelet for \$1.00?

6. Mr. Brown buys a fishing rod for \$78.00. He also buys a tackle box that is \$22.00 less than the fishing rod. How much money does he spend in all?

Fluency and Skills Practice

Finding Differences Between Lengths *continued*

Name: _____

- 7** Use a centimeter ruler to measure the toy sneaker and the ribbon.



_____ centimeters

_____ centimeters

- 8** Complete the equation to compare the lengths.

_____ - _____ = ?

- 9** How much longer is the ribbon than the toy sneaker?

_____ centimeters

- 10** Explain another way to find the answer for problem 9.

Name _____

Date _____

Length Word Problems Practice Worksheet

Solve the following word problems with respect to length:

1. Lisa's nail is 6 centimeters long. Nancy's nail is 2 centimeters shorter than Lisa's. How many centimeters long is Nancy's nail?

2. Julie's bedroom is 12 meters long. Alice's bedroom is 4 meters longer than Julie's. How many meters long is Alice's bedroom?

3. In a car race, there are 3 colors of car. The blue car is 15 meters long. The white car is 1 meter shorter than the blue car and the red car is 2 meters longer than blue car. Which car is longer than 16 meters?

4. Kara's coconut tree is 19 meters tall. Lara's coconut tree is 5 meters shorter than Kara's. Who has the taller coconut tree and by how much?

5. Kelsey's pencil box is 16 centimeters long. Shanna's pencil box is 4 centimeters shorter than Kelsey's. Mark's pencil box is 2 centimeters longer than Kelsey's. Which pencil box is longer than 16 centimeters?



Name: _____

CCSS 2.NBT.1 Understand place value
Primer, Prerequisite

Place Value

 Directions: Write the digits in the correct place to form a number.

five tens, four ones

54

eight ones, six tens

nine tens, three ones

seven tens, seven ones

five ones, one ten

six ones, three tens

two tens, five ones

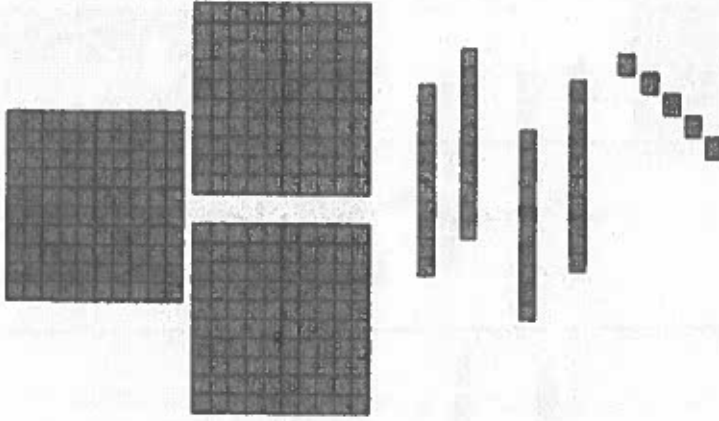
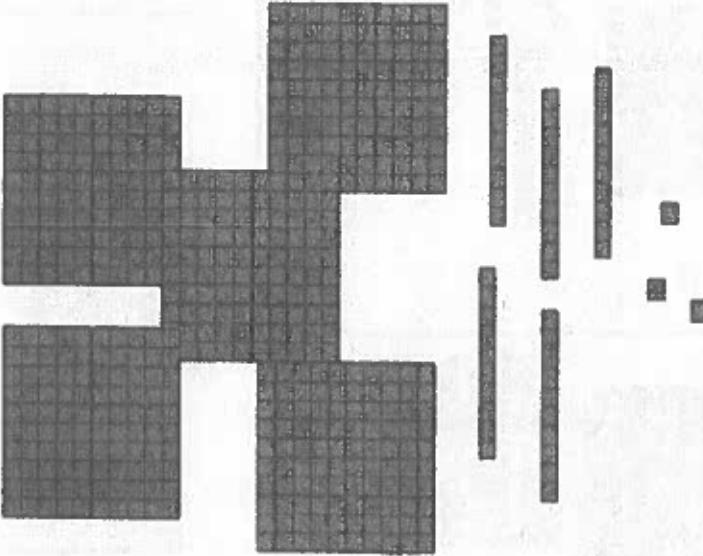
four tens, eight ones

Name: _____

CCSS 2.NBT.1 Understand place value
Primer, Prerequisite

Place Value

60 Directions: Write how many hundreds, tens, and ones are shown by the base blocks. Then write the number.

<p>1.</p> 	<table border="1" data-bbox="1114 734 1497 840"> <tr> <td colspan="3" style="background-color: #cccccc;"></td> </tr> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table> <p>_____</p>						
<p>2.</p> 	<table border="1" data-bbox="1114 1272 1497 1377"> <tr> <td colspan="3" style="background-color: #cccccc;"></td> </tr> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table> <p>_____</p>						

Name: _____

CCSS 2.NBT.1 Understand place value
Primer, Prerequisite

Mixed Place Value Review

⇒ Fill in the missing numbers.

15, ____, 17

38, ____, 40

____, 12, 13

56, 57, ____

44, 45, ____

____, 72, 73

24, ____, 26

81, 82, ____

⇒ Use $>$, $<$, or $=$ to compare the numbers.

78 ____ 81

16 ____ 61

13 ____ 63

25 ____ 47

17 ____ 17

84 ____ 23

75 ____ 78

45 ____ 54

⇒ Write each number.

thirteen

fifty-four

twenty-two

forty

fourteen

twelve

thirty-three

eighty

one hundred

Name: _____

CCSS 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

Skip Count by 10

Directions: Skip count up by 10. Write the numbers that come next.

1. 232 _____

2. 487 _____

3. 98 _____

4. 112 _____

5. 364 _____

6. 599 _____

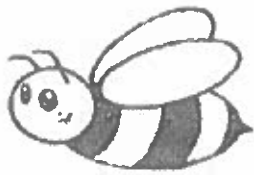
7. 248 _____

8. 607 _____

9. 345 _____

10. 915 _____

____ I double checked my work.



Name: _____

**3 Digit Subtraction: Regrouping
Worksheet 2**

Find the difference by Subtracting

1.
$$\begin{array}{r} 233 \\ - 57 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 656 \\ - 177 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 642 \\ - 466 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 618 \\ - 439 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 686 \\ - 599 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 581 \\ - 294 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 751 \\ - 477 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 634 \\ - 585 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 263 \\ - 186 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 220 \\ - 146 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 655 \\ - 89 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 688 \\ - 299 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 156 \\ - 97 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 86 \\ - 7 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 788 \\ - 699 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 116 \\ - 27 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 976 \\ - 788 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 753 \\ - 687 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 388 \\ - 99 \\ \hline \end{array}$$



Adding four 2-digit numbers in columns

Grade 2 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1) \quad 22 \\ 14 \\ 88 \\ + 71 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 2) \quad 59 \\ 87 \\ 62 \\ + 15 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 3) \quad 93 \\ 14 \\ 70 \\ + 96 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 4) \quad 91 \\ 25 \\ 29 \\ + 82 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 5) \quad 20 \\ 44 \\ 64 \\ + 53 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 6) \quad 14 \\ 85 \\ 92 \\ + 60 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 7) \quad 73 \\ 52 \\ 45 \\ + 44 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 8) \quad 92 \\ 64 \\ 60 \\ + 54 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 9) \quad 98 \\ 55 \\ 90 \\ + 30 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 10) \quad 78 \\ 81 \\ 34 \\ + 14 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 11) \quad 78 \\ 67 \\ 91 \\ + 35 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 12) \quad 76 \\ 29 \\ 57 \\ + 40 \\ \hline \hline \end{array}$$



Adding 3-digit numbers in columns (with regrouping)

Grade 3 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 430 \\ + 670 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 338 \\ + 374 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 866 \\ + 801 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 537 \\ + 406 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 216 \\ + 103 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 458 \\ + 535 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 736 \\ + 860 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 241 \\ + 590 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 89 \\ + 788 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 792 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 28 \\ + 259 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 331 \\ + 488 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 405 \\ + 656 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 30 \\ + 148 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 847 \\ + 565 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 907 \\ + 544 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 118 \\ + 168 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 613 \\ + 399 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 134 \\ + 104 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 729 \\ + 267 \\ \hline \end{array}$$

Name: _____

CCSS 2.OA.3
Primer, Prerequisite

Even or Odd

Directions: Complete the problems below.

1. Circle the odd numbers below.

16 255 8 42 37 89 630 10
94 77 36 448 81 19 543 48

2. Circle the even numbers below.

84 43 38 920 71 62 346 95
11 32 472 23 527 58 90 47

3. Color the even numbers blue. Color the odd numbers red.






34	45	38	437	24	372	358
50	29	734	531	33	50	59
452	326	42	39	451	946	129
18	97	208	55	7	98	47
6	3	22	83	30	774	342

Name: _____

2.MB.10 Draw a picture graph and a bar graph to represent data....

Easter Egg Hunt Pictograph

Jack, Jill, Tom, Ken, and Mary went on an Easter egg hunt. The graph shows how many eggs each child found. Use the graph to answer the questions below.

Jack	
Jill	
Tom	
Ken	
Mary	

 = two eggs

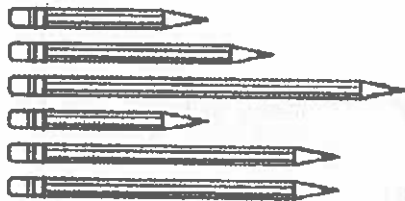
- How many eggs did Jack find? 1. _____
- Who found the most eggs? 2. _____
- Which children found the same amount of eggs?
3. _____
- How many more eggs did Mary find than Tom? 4. _____
- How many eggs did the children find altogether? 5. _____
- Draw tally marks to show how many eggs were found in all.
6. _____

Fluency and Skills Practice

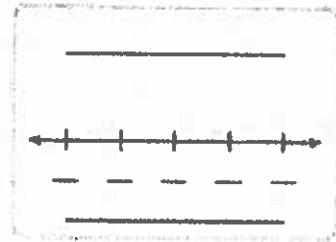
Organize Data in Line Plots

Name: _____

- 1 Luca has these pencils in his pencil box. Measure the pencils in centimeters and write the length beside each pencil.



- 2 Use the measurements to make a line plot. Draw an X on the line plot for each pencil.



- 3 What is the length of the shortest pencil?

_____ centimeters

- 4 How many pencils are shorter than 5 centimeters?

_____ pencils

- 5 Ally has these pieces of yarn in her craft basket. Measure the yarn in centimeters and write the length beside each piece.



- 6 Use the measurements to make a line plot. Draw an X on the line plot for each piece of yarn.

