

Read the short story. Then answer each question.

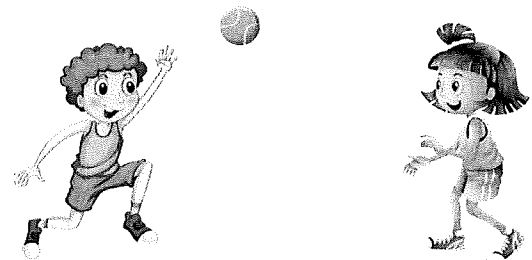
Playing Catch

Kate and her brother Jake like to play catch. They play with softballs, footballs and tennis balls. They toss the balls back and forth in the yard all the time.

Sometimes they go to the park to have more space for throwing the balls farther. When it is raining out, they play catch in the basement. They use a tennis ball because it bounces off of the basement walls.

Jake is going to soccer camp for a week this summer. Kate is sad because she won't have anyone to play catch with while he is gone.

The week before Jake leaves, they go to the park together.



There is a girl tossing a ball in the air by herself. Kate and Jake invite her to play with them. Her name is Brooke. Kate is happy now that she has a new friend to play catch with while her brother is at camp.

Questions:

1. What do Kate and Jake play catch with?

frisbees

balls

sticks

beanbags

2. What type do they use to play catch on rainy days?

pillows

soccer balls

apples

tennis balls

3. Where do Kate and Jake go the week before he leaves for camp?

The pool

The school

The park

The beach

4. Who is tossing a ball in the air at the park?

Brooke

Brian

Bree

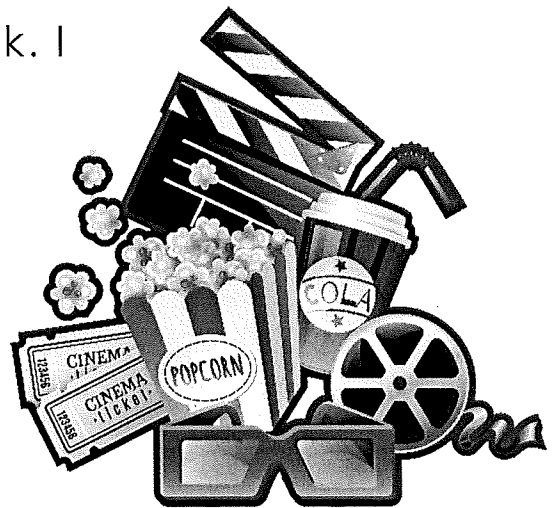
Brad

Read the short story. Then answer each question.

Going to the Movies

My class is going to the movies on a field trip next week. We have to get permission slips signed before we go. We also need to ask our parents if they will drive to the movie theater. We are going to see a movie that tells the story from a book we read. We love it when movies are made from books. It is fun to compare the movie to the book. I usually like the book better.

We get to the movie early so we can buy popcorn. Some of us buy candy and slushes too. We all enjoy watching the movie. When we return to school, we talk about things that were in the movie and the book. The movie and book are similar. We all agree that we like the book better though. Books let you picture the characters any way you want to picture them.



Questions:

1. What do the students need to do before going to the movie?

2. What is fun to compare?

3. What do the students like better, the movie or the book?

4. What do books let you do?

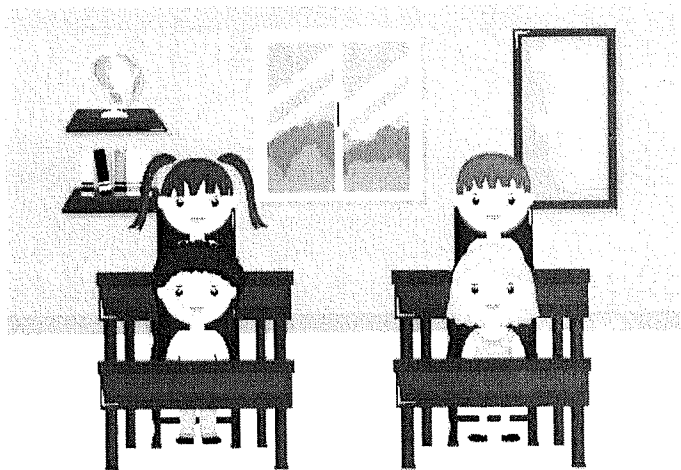
combed special haircut
patient scissors mirror

Please Wait

Today was the first day of school, and my friend Jody had a new haircut. It looked so cool.

When I got home, I asked my mom for a haircut, and I told her exactly how I wanted it. I asked her, very politely, "Could you please do it today?"

Sadly, she was busy. She told me that it takes a long time to cut hair. "First, you have to take a bath so that your hair is wet. Then, you have to brush it out really well," she said. My face dropped as my mom continued. "Finally, when you cut, you have to use special scissors, and cut very gently so that everything is even..." Her voice trailed off.

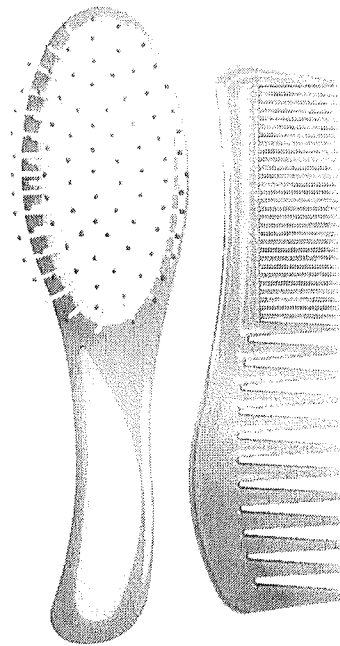


"You need to be very careful and get it just right. If you make a mistake, you can't glue the hair back on," she said, laughing. I didn't think it was very funny.

"Maybe I can cut it for you on the weekend," she told me.

I went back to my room and looked at my hair in the mirror. It was way too long, and I didn't want to go back to school looking like this.

I thought about what Mom had told me. She said to take a bath first, but I already took one this morning. Then she said to brush my hair, so I gave it a quick brush. Mom had said to use special scissors. I got my school scissors out of my desk. If they could cut paper, they could cut hair!



I looked in the mirror again and paused. Mom's comment that "you can't glue it back on again" made me worry a little. I decided to cut off just a little hair.

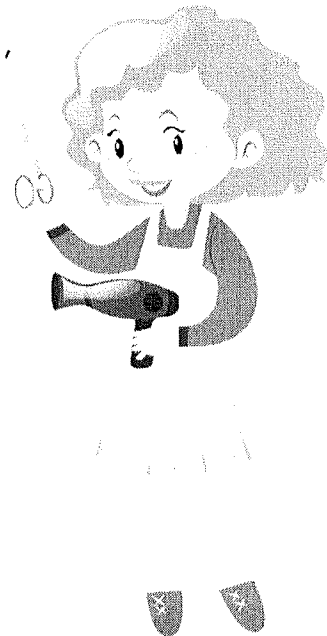
Snip. Snip. Snip. I watched some hair float to the floor. I looked in the mirror, and one side was shorter than the other.

Snip. Snip. Snip. I looked again, but now the other side was shorter!

Snip. Snip. Snip. It was still wrong.

Snip. Snip. Snip. I kept trying to fix things, but the more I cut, the more lopsided and crooked my hair became. I started to cry.

Mom walked in. She looked at my new haircut. She shook her head and didn't say anything. I don't like it when she doesn't say anything.

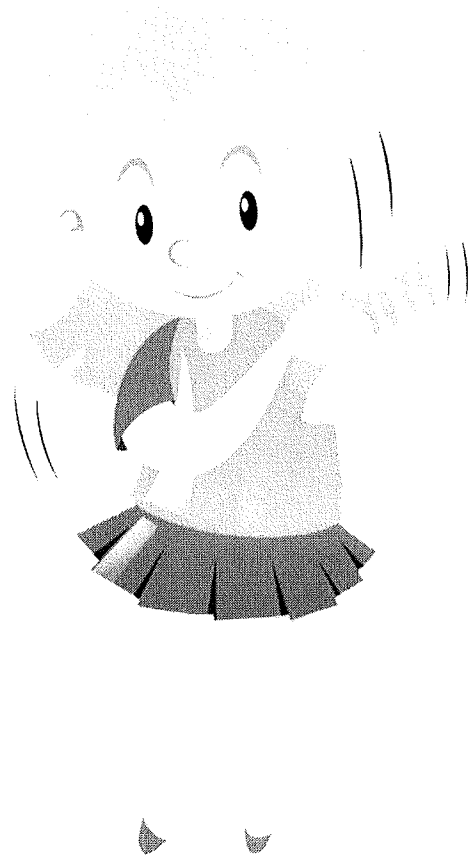


"Are you mad because it's ugly?" I asked.

"No, I'm disappointed because you were not patient. I am disappointed that you did not wait for me," she replied.

I went into the bathroom and took a bath. My mom brushed my hair out, then clipped gently with her special scissors. It wasn't perfect, but it was much better. My mom smiled as she combed my hair one last time.

"All good things come to those who wait," she said.



Please Wait (exercises)

1. Choose the correct answer.

Why did the girl want to cut her hair?

- a. She was bored with her hair.
- b. Her best friend got a new haircut that she liked.
- c. She didn't want hair anymore.
- d. She wanted to annoy her mom.

Why did the girl's mom ask her to wait?

- a. She did not want to cut her daughter's hair.
- b. She was not in the mood.
- c. She was busy.
- d. She wanted her daughter to cut her own hair.

What lesson did the girl learn at the end of the story?

- a. Do not steal.
- b. Be kind to others.
- c. Be respectful toward your parents.
- d. Be patient.

2. Circle the correct choice in the sentences below.

The girl wanted to make her hair
(*longer* / *shorter*).

Her best friend's hair was (*cool* / *awful*).

The result was (*amazing* / *terrible*) when the girl
cut her own hair.

Mom was (*angry* / *disappointed*) that her
daughter cut her own hair.

3. Fill in the blanks with the steps for a good haircut.

Take a _____, so that your _____
is _____.

_____ your _____ really well.

_____ hair _____ with
_____ scissors.

Did the girl follow these steps when she cut her
own hair?

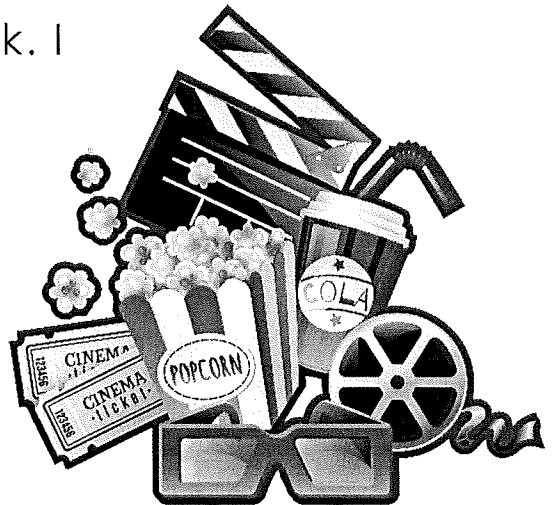
_____.

Read the short story. Then answer each question.

Going to the Movies

My class is going to the movies on a field trip next week. We have to get permission slips signed before we go. We also need to ask our parents if they will drive to the movie theater. We are going to see a movie that tells the story from a book we read. We love it when movies are made from books. It is fun to compare the movie to the book. I usually like the book better.

We get to the movie early so we can buy popcorn. Some of us buy candy and slushes too. We all enjoy watching the movie. When we return to school, we talk about things that were in the movie and the book. The movie and book are similar. We all agree that we like the book better though. Books let you picture the characters any way you want to picture them.



Questions:

1. What do the students need to do before going to the movie?

2. What is fun to compare?

3. What do the students like better, the movie or the book?

4. What do books let you do?

substitute sighed scary
muscles tattoo scars

Second-Grade Substitute

Josh waved to his mom, sat down, sighed, and looked out the window. He checked his watch. He would be at school in about ten minutes. His stomach was full of butterflies.



The bus stopped, and five more students got on. Maddox sat down next to him and gave him a nervous look and a half-smile.

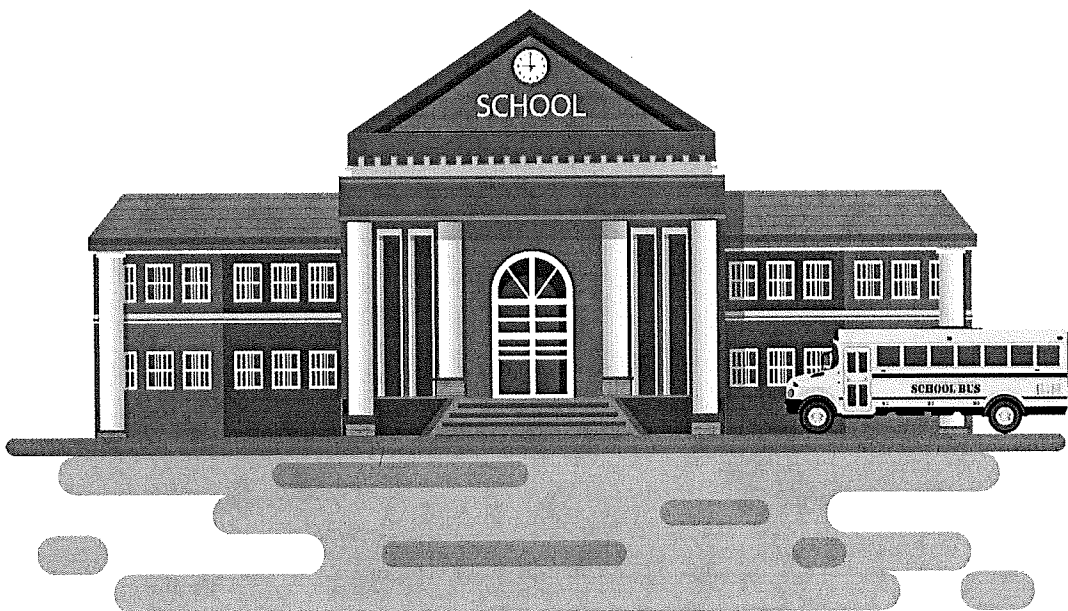
“Are you ready?” he asked him.

Josh shrugged his shoulders. Their teacher, Mrs. Whitman, was gone for the day, and they were having a substitute.

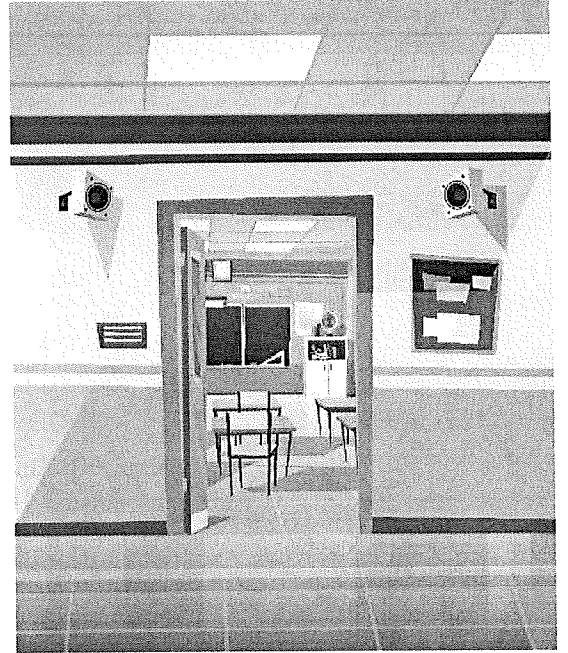
Normally, they wouldn't mind this, but their teacher had told them that Mr. Stafford would be filling in for her. The boys had never had Mr. Stafford before, but the older kids had told them all about him.

Brendan said Mr. Stafford had tattoos all over and the biggest muscles he had ever seen! Max said that he had piercing blue eyes, a thick dark beard, big teeth and a huge scar on his face. They both said that Mr. Stafford was the biggest, meanest and scariest teacher they had ever had!

The bus came to a stop and Josh looked up. They had arrived at the school. He took a deep breath and walked off the bus.



Josh and Maddox headed up the second-grade hallway. They were walking a little more slowly than normal. Josh noticed that Mrs. Whitman wasn't standing at the classroom door like she usually was. He sighed again, put his head down and walked into the classroom.



He looked around the room for their substitute teacher. He didn't see the big, scary man anywhere. Puzzled, he said to Maddox, "I don't see him. Do you?"

Maddox pointed, and Josh's eyes followed the direction of his finger. He spotted their substitute in the reading area with several students.

Maddox and Josh instantly felt better and smiled. Mr. Stafford didn't have huge muscles or scars. He didn't have tattoos all over him, and his eyes and teeth were normal. He didn't look scary at all.

He was an older man, wearing grey pants, a plaid shirt, a dark green cardigan sweater and glasses. He had a warm smile and gentle laugh.

The kids all began to clap as he finished reading a story. "Second grade, I hope you enjoyed that book. Are you ready to start our day together? I'm looking forward to it!" he told them.

Josh smiled. Suddenly, he was really looking forward to it too.



Second-Grade Substitute (exercises)

1. Choose the correct answers.

How is Josh feeling at the beginning of the story?

- a. angry
- b. nervous
- c. excited
- d. brave

What is another word for *piercing* in the story?

- a. pointy
- b. intense
- c. sad
- d. large

What does the teacher wear?

- a. a red necktie
- b. black boots
- c. a leather jacket
- d. a green cardigan

2. Put the events in the correct order.

_____ Josh and Maddox ride the bus.

_____ The teacher reads a story.

_____ Mrs. Whitman tells the students about a substitute.

_____ Josh and Maddox look around the classroom.

3. What made Josh change his mind about the day ahead?

Name _____

Word Search

Directions: Find and circle the hidden spelling words in the puzzle below.

has

wag

bad

six

will

sat

had

fix

him

if

can

hit

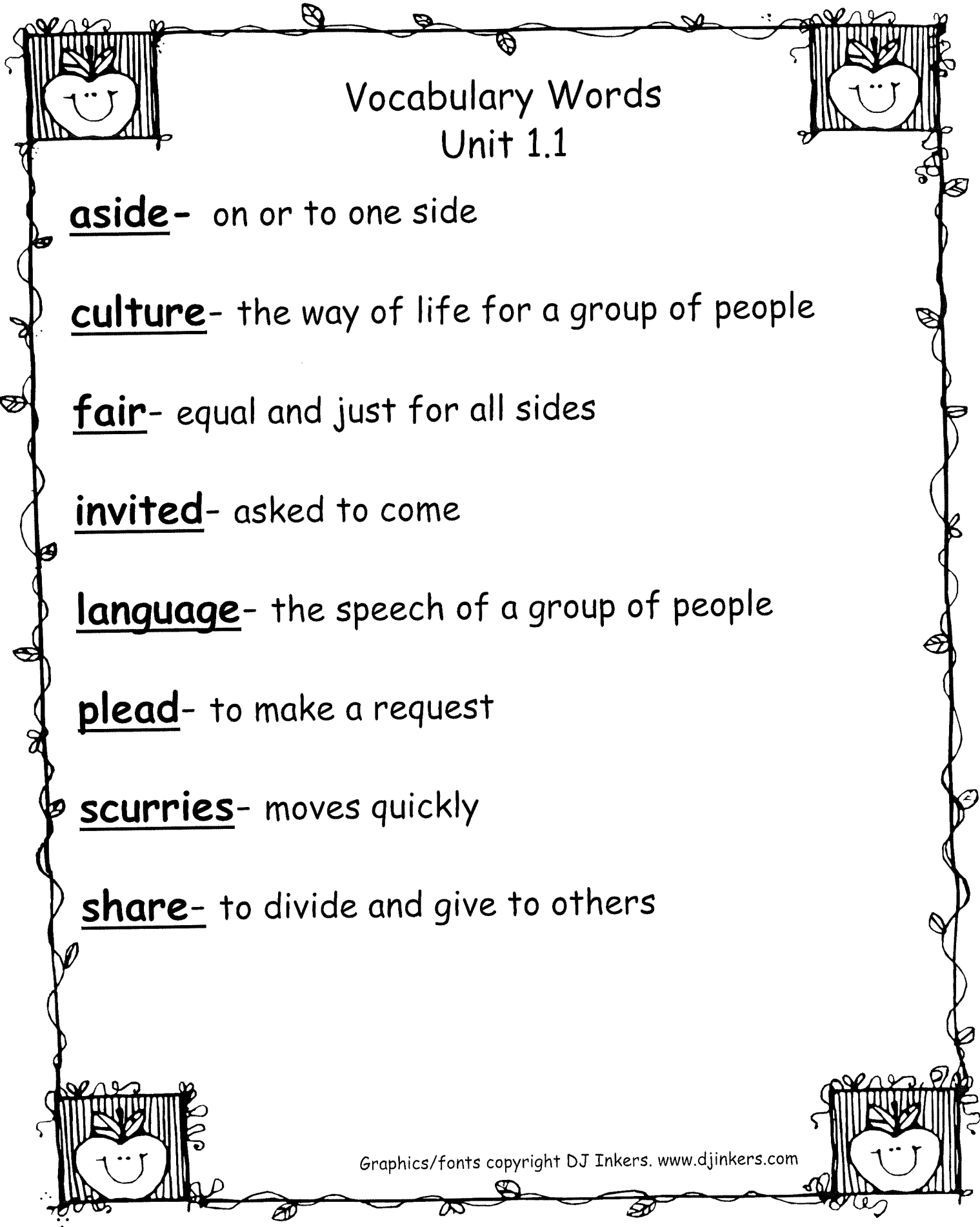
why

for

help

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





Vocabulary Words
Unit 1.1

aside- on or to one side

culture- the way of life for a group of people

fair- equal and just for all sides

invited- asked to come

language- the speech of a group of people

plead- to make a request

scurries- moves quickly

share- to divide and give to others

Graphics/fonts copyright DJ Inkers. www.djinkers.com

Name _____

Vocabulary Match

Directions: Write each vocabulary word next to its definition.

aside

culture

fair

invited

language

plead

scurries

share

_____ to make a request

_____ asked to come

_____ equal and just for all sides

_____ moves quickly

_____ the speech of a group of people

_____ on or to one side

_____ the way of life for a group of people

_____ to divide and give to others

Name _____

Vocabulary in Context

Directions: Choose the vocabulary word that best completes each sentence.

aside

culture

fair

invited

language

plead

scurries

share

1. I like to _____ the candy I get with my friends.
2. Maria is from Mexico and can speak another _____.
3. Coach said it would not be _____ for me to get a head start in the race.
4. We put our drinks _____ to make room for our plates at the party.
5. We learned about another _____ when we studied about China.
6. Jon _____ me to his birthday party.
7. I had to _____ with my brother to let me watch my favorite show on the television.
8. A chipmunk always _____ across our sidewalk in the morning.

Name _____

Word Automaticity List

Record correct responses given in one minute.

0	cat	kid	can	his	big	bat
6	map	pad	lid	rib	cab	cat
12	did	fin	had	tab	pass	fat
18	hip	win	rat	pan	bat	hat
24	bad	hit	ham	kit	dip	wig
30	mad	rip	tin	van	pig	tab
36	cat	kid	can	his	big	bat
42	map	pad	lid	rib	cab	cat
48	did	fin	had	tab	pass	fat
54	hip	win	rat	pan	bat	hat
60	bad	hit	ham	kit	dip	wig
66	mad	rip	tin	van	pig	tab
72	cat	kid	can	his	big	bat
78	map	pad	lid	rib	cab	cat
84	did	fin	had	tab	pass	fat
90	hip	win	rat	pan	bat	hat
96	bad	hit	ham	kit	dip	wig
102	mad	rip	tin	van	pig	tab

_____ words/minute



Skip counting by 10's

Grade 2 Number Charts

Count by 10 from 10 to 800

10									
	120		140				180		
								290	300
	320					370		390	
	420	430							
								590	600
									700
			740	750			780		800



Skip counting by 10's

Grade 2 Number Charts

Count by 10 from 10 to 800

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800



Skip counting by 20's

Grade 2 Number Charts

Count by 20 from 20 to 980

20						140
440			500		540	
						840
		900		940	960	980



Skip counting by 20's

Grade 2 Number Charts

Count by 20 from 20 to 980

20	40	60	80	100	120	140
160	180	200	220	240	260	280
300	320	340	360	380	400	420
440	460	480	500	520	540	560
580	600	620	640	660	680	700
720	740	760	780	800	820	840
860	880	900	920	940	960	980

Skip counting by 20's

Grade 2 Number Charts

Count by 20 from 20 to 980

20					120	
	180		220			
300						420
					680	
			780	800		
					960	980

Skip counting by 20's

Grade 2 Number Charts

Count by 20 from 20 to 980

20	40	60	80	100	120	140
160	180	200	220	240	260	280
300	320	340	360	380	400	420
440	460	480	500	520	540	560
580	600	620	640	660	680	700
720	740	760	780	800	820	840
860	880	900	920	940	960	980



Skip counting by 10's

Grade 2 Number Charts

Count by 10 from 10 to 800

10				50		70		90	
					160				
210							280		
		330						390	400
					460	470		490	
	520						580	590	
								790	800



Skip counting by 10's

Grade 2 Number Charts

Count by 10 from 10 to 800

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800

Skip counting by 2's

Grade 2 Number Chart Worksheet

Count by 2 from 2 to 128

2	4		8		12		
				26	28	30	
	36	38				46	48
		54	56		60	62	
	68		72	74	76	78	
	84	86		90	92		96
		102	104	106		110	
114	116		120		124		128

Skip counting by 2's

Grade 2 Number Chart Worksheet

Count by 2 from 2 to 128

2	4	6	8	10	12	14	16
18	20	22	24	26	28	30	32
34	36	38	40	42	44	46	48
50	52	54	56	58	60	62	64
66	68	70	72	74	76	78	80
82	84	86	88	90	92	94	96
98	100	102	104	106	108	110	112
114	116	118	120	122	124	126	128

Skip counting by 2's (odds)

Grade 2 Number Chart Worksheet

Count by 2 from 1 to 127

1	3	5			11		
17	19			25	27	29	
33				41		45	
			55	57			
65	67	69	71	73	75		
81				89			95
97	99	101	103		107		
	115	117	119	121	123		127

Skip counting by 2's (odds)

Grade 2 Number Chart Worksheet

Count by 2 from 1 to 127

1	3	5	7	9	11	13	15
17	19	21	23	25	27	29	31
33	35	37	39	41	43	45	47
49	51	53	55	57	59	61	63
65	67	69	71	73	75	77	79
81	83	85	87	89	91	93	95
97	99	101	103	105	107	109	111
113	115	117	119	121	123	125	127



Adding 2 single-digit numbers

Grade 2 Addition Worksheet

Find the sums

1) $3 + 2 =$ _____ 8) $1 + 4 =$ _____ 15) $3 + 5 =$ _____

2) $3 + 3 =$ _____ 9) $2 + 6 =$ _____ 16) $5 + 3 =$ _____

3) $7 + 1 =$ _____ 10) $1 + 9 =$ _____ 17) $2 + 8 =$ _____

4) $1 + 2 =$ _____ 11) $3 + 4 =$ _____ 18) $2 + 3 =$ _____

5) $5 + 2 =$ _____ 12) $2 + 7 =$ _____ 19) $4 + 6 =$ _____

6) $5 + 4 =$ _____ 13) $9 + 1 =$ _____ 20) $4 + 1 =$ _____

7) $4 + 3 =$ _____ 14) $8 + 2 =$ _____ 21) $5 + 5 =$ _____



Adding 2 single-digit numbers

Grade 2 Addition Worksheet

Find the sums

1) $4 + 2 =$ _____ 8) $1 + 3 =$ _____ 15) $2 + 3 =$ _____

2) $2 + 2 =$ _____ 9) $8 + 1 =$ _____ 16) $5 + 2 =$ _____

3) $4 + 3 =$ _____ 10) $3 + 5 =$ _____ 17) $6 + 4 =$ _____

4) $7 + 1 =$ _____ 11) $4 + 6 =$ _____ 18) $3 + 3 =$ _____

5) $3 + 7 =$ _____ 12) $5 + 3 =$ _____ 19) $7 + 2 =$ _____

6) $3 + 2 =$ _____ 13) $1 + 4 =$ _____ 20) $2 + 7 =$ _____

7) $7 + 3 =$ _____ 14) $4 + 5 =$ _____ 21) $1 + 9 =$ _____



Adding 2 single-digit numbers

Grade 2 Addition Worksheet

Find the sums

1) $2 + 4 =$ _____ 8) $3 + 4 =$ _____ 15) $6 + 3 =$ _____

2) $2 + 7 =$ _____ 9) $4 + 3 =$ _____ 16) $4 + 4 =$ _____

3) $4 + 6 =$ _____ 10) $5 + 1 =$ _____ 17) $2 + 2 =$ _____

4) $6 + 2 =$ _____ 11) $8 + 2 =$ _____ 18) $1 + 2 =$ _____

5) $5 + 4 =$ _____ 12) $3 + 3 =$ _____ 19) $5 + 5 =$ _____

6) $7 + 3 =$ _____ 13) $2 + 8 =$ _____ 20) $5 + 3 =$ _____

7) $6 + 4 =$ _____ 14) $2 + 5 =$ _____ 21) $7 + 1 =$ _____



Adding a 2-digit number and a 1-digit number (no regrouping)

Grade 2 Addition Worksheet

Find the sum.

1) $84 + 2 =$ _____

2) $30 + 4 =$ _____

3) $66 + 1 =$ _____

4) $10 + 7 =$ _____

5) $62 + 3 =$ _____

6) $20 + 1 =$ _____

7) $19 + 0 =$ _____

8) $28 + 0 =$ _____

9) $22 + 4 =$ _____

10) $85 + 1 =$ _____

11) $2 + 3 =$ _____

12) $58 + 0 =$ _____

13) $82 + 1 =$ _____

14) $23 + 3 =$ _____

15) $18 + 0 =$ _____

16) $50 + 8 =$ _____

17) $66 + 2 =$ _____

18) $81 + 7 =$ _____

19) $40 + 6 =$ _____

20) $21 + 4 =$ _____



Adding a 2-digit number and a 1-digit number (no regrouping)

Grade 2 Addition Worksheet

Find the sum.

1) $3 + 1 =$ _____ 2) $78 + 0 =$ _____

3) $47 + 0 =$ _____ 4) $64 + 1 =$ _____

5) $32 + 0 =$ _____ 6) $57 + 2 =$ _____

7) $42 + 0 =$ _____ 8) $9 + 0 =$ _____

9) $71 + 2 =$ _____ 10) $74 + 5 =$ _____

11) $44 + 4 =$ _____ 12) $72 + 1 =$ _____

13) $40 + 4 =$ _____ 14) $54 + 3 =$ _____

15) $65 + 1 =$ _____ 16) $41 + 7 =$ _____

17) $42 + 6 =$ _____ 18) $41 + 2 =$ _____

19) $35 + 2 =$ _____ 20) $21 + 1 =$ _____



Adding a 2-digit number and a 1-digit number (no regrouping)

Grade 2 Addition Worksheet

Find the sum.

1) $1 + 3 =$ _____

2) $38 + 0 =$ _____

3) $50 + 4 =$ _____

4) $80 + 7 =$ _____

5) $60 + 4 =$ _____

6) $42 + 3 =$ _____

7) $0 + 1 =$ _____

8) $62 + 4 =$ _____

9) $87 + 1 =$ _____

10) $15 + 3 =$ _____

11) $64 + 5 =$ _____

12) $59 + 0 =$ _____

13) $11 + 3 =$ _____

14) $65 + 1 =$ _____

15) $12 + 6 =$ _____

16) $11 + 4 =$ _____

17) $29 + 0 =$ _____

18) $13 + 1 =$ _____

19) $9 + 0 =$ _____

20) $20 + 7 =$ _____



Adding whole tens (2 digits)

Grade 2 Addition Worksheet

Find the sum.

1) $80 + 80 =$ _____ 2) $80 + 60 =$ _____

3) $80 + 20 =$ _____ 4) $30 + 70 =$ _____

5) $70 + 60 =$ _____ 6) $50 + 60 =$ _____

7) $50 + 60 =$ _____ 8) $40 + 50 =$ _____

9) $80 + 70 =$ _____ 10) $30 + 40 =$ _____

11) $10 + 80 =$ _____ 12) $40 + 60 =$ _____

13) $70 + 10 =$ _____ 14) $70 + 60 =$ _____

15) $20 + 80 =$ _____ 16) $20 + 50 =$ _____

17) $80 + 10 =$ _____ 18) $20 + 40 =$ _____

19) $20 + 30 =$ _____ 20) $30 + 20 =$ _____



Adding whole tens (2 digits)

Grade 2 Addition Worksheet

Find the sum.

1) $50 + 60 =$ _____

2) $70 + 40 =$ _____

3) $80 + 30 =$ _____

4) $20 + 40 =$ _____

5) $70 + 20 =$ _____

6) $40 + 40 =$ _____

7) $60 + 30 =$ _____

8) $20 + 30 =$ _____

9) $20 + 80 =$ _____

10) $70 + 80 =$ _____

11) $60 + 20 =$ _____

12) $50 + 30 =$ _____

13) $50 + 70 =$ _____

14) $20 + 20 =$ _____

15) $50 + 10 =$ _____

16) $50 + 80 =$ _____

17) $70 + 10 =$ _____

18) $40 + 70 =$ _____

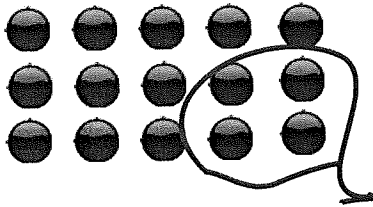
19) $60 + 80 =$ _____

20) $40 + 40 =$ _____

Subtraction sentences

Grade 2 Subtraction Worksheet

Some balls are being taken away from the groups. Circle the equation that describes how many circles will be left and write the answers.

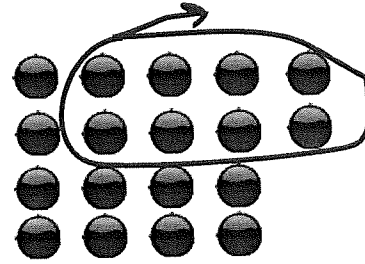


$15 + 4 = \underline{\quad}$

$15 - 4 = \underline{\quad}$

$4 - 15 = \underline{\quad}$

$4 + 15 = \underline{\quad}$

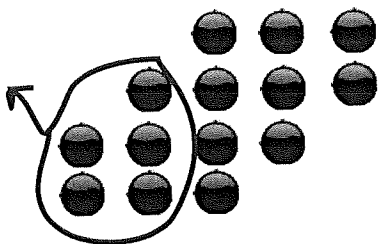


$18 - 18 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$8 - 18 = \underline{\quad}$

$18 - 8 = \underline{\quad}$

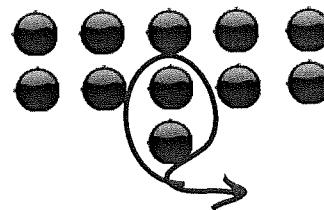


$14 + 5 = \underline{\quad}$

$14 - 9 = \underline{\quad}$

$14 - 5 = \underline{\quad}$

$14 + 9 = \underline{\quad}$



$9 + 2 = \underline{\quad}$

$11 + 2 = \underline{\quad}$

$11 - 9 = \underline{\quad}$

$11 - 2 = \underline{\quad}$



Single digit subtraction

Grade 2 Subtraction Worksheet

Find the difference.

1) $4 - 2 =$ _____

2) $8 - 1 =$ _____

3) $8 - 7 =$ _____

4) $4 - 3 =$ _____

5) $6 - 3 =$ _____

6) $8 - 3 =$ _____

7) $3 - 1 =$ _____

8) $8 - 4 =$ _____

9) $8 - 8 =$ _____

10) $6 - 5 =$ _____

11) $3 - 3 =$ _____

12) $2 - 1 =$ _____

13) $3 - 2 =$ _____

14) $8 - 5 =$ _____

15) $5 - 5 =$ _____

16) $7 - 4 =$ _____

17) $5 - 1 =$ _____

18) $1 - 1 =$ _____

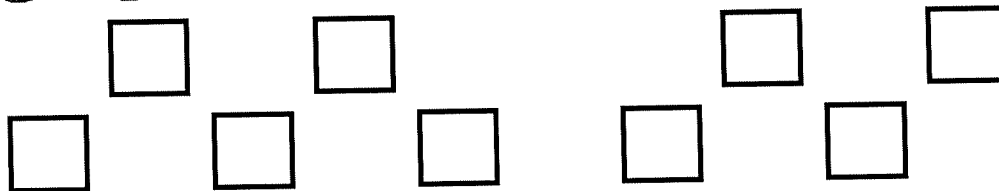
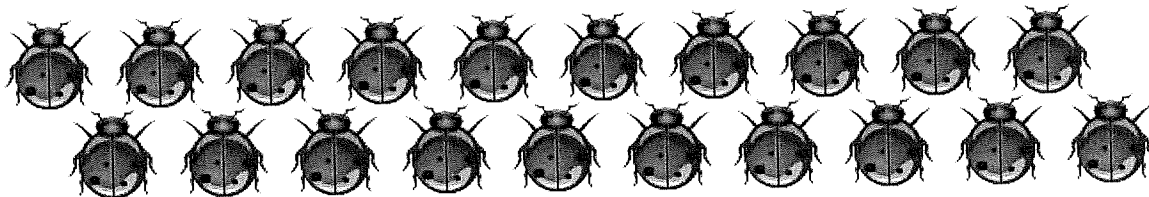
19) $2 - 2 =$ _____

20) $9 - 8 =$ _____

Subtraction sentences

Grade 2 Subtraction Worksheet

There are 20 bugs and some boxes. How many more boxes do we need so every bug has a box? Circle the equation and write the answer.

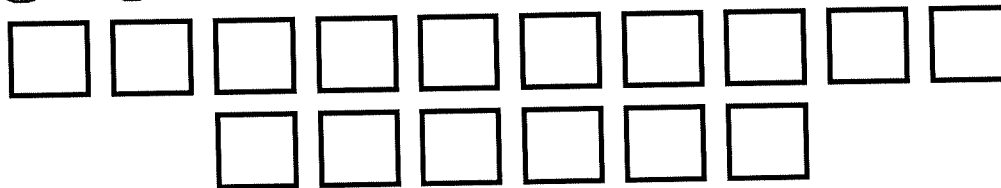
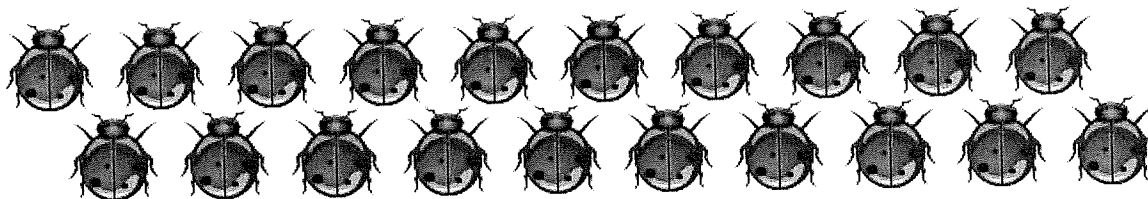


$20 - 4 = \underline{\quad}$

$20 - 9 = \underline{\quad}$

$20 + 10 = \underline{\quad}$

$10 - 9 = \underline{\quad}$



$14 - 9 = \underline{\quad}$

$20 - 4 = \underline{\quad}$

$20 - 16 = \underline{\quad}$

$16 - 4 = \underline{\quad}$



Single digit subtraction

Grade 2 Subtraction Worksheet

Find the difference.

1) $6 - 4 =$ _____

2) $6 - 3 =$ _____

3) $5 - 3 =$ _____

4) $7 - 2 =$ _____

5) $4 - 3 =$ _____

6) $2 - 1 =$ _____

7) $9 - 7 =$ _____

8) $3 - 2 =$ _____

9) $2 - 2 =$ _____

10) $7 - 3 =$ _____

11) $10 - 3 =$ _____

12) $9 - 8 =$ _____

13) $5 - 5 =$ _____

14) $5 - 2 =$ _____

15) $5 - 4 =$ _____

16) $3 - 1 =$ _____

17) $8 - 4 =$ _____

18) $8 - 7 =$ _____

19) $6 - 1 =$ _____

20) $10 - 4 =$ _____

Name: _____

Add

$5 + 5 = \underline{\quad}$	$7 + 7 = \underline{\quad}$
$8 + 8 = \underline{\quad}$	$6 + 6 = \underline{\quad}$
$9 + 9 = \underline{\quad}$	$4 + 4 = \underline{\quad}$

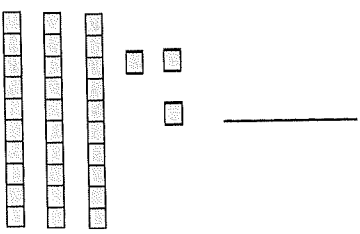
Write the missing number. **Week 1 Day 1**

31, , 33

15, 16,

47, , 49

Write the number.

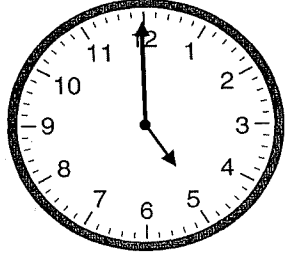


Write <, >, or =

54 58

36 76

Write the time.



:

Subtract

$6 - 3 = \underline{\quad}$	$8 - 4 = \underline{\quad}$
$4 - 2 = \underline{\quad}$	$10 - 5 = \underline{\quad}$
$12 - 6 = \underline{\quad}$	$14 - 7 = \underline{\quad}$

Write the missing number. **Week 1 Day 2**

54, , 56

29, 30,

49, , 51

Write the number.

8 tens

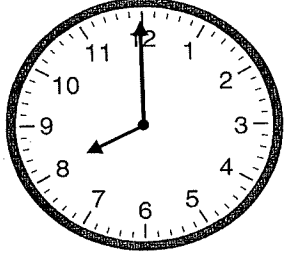
5 ones

Write <, >, or =

69 73

42 16

Write the time.



:

Name: _____

Week 1 Day 3

Add

$6 + 6 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$9 + 9 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

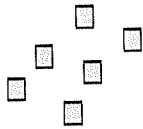
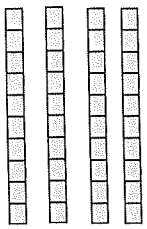
Write the missing number.

89, , 91

78, 79,

 , 55, 56

Write the number.

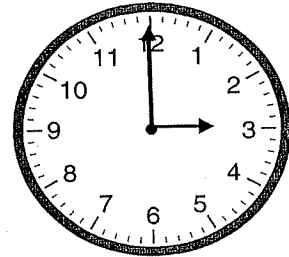


Write $<$, $>$, or $=$

87 78

15 49

Write the time.



:

Subtract

$18 - 9 = \underline{\quad}$

$16 - 8 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$12 - 6 = \underline{\quad}$

$14 - 7 = \underline{\quad}$

Write the missing number.

Week 1 Day 4

55, , 57

83, 84,

 , 28, 29

Write the number.

7 tens

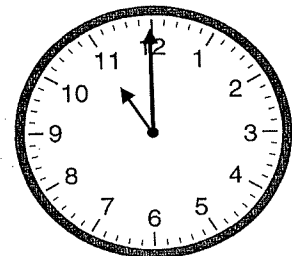
3 ones

Write $<$, $>$, or $=$

46 48

87 89

Write the time.



:

Name: _____

Week 1 Day 5

Add

$8 + 8 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$9 + 9 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

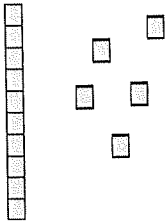
Write the missing number.

39, , 41

50, 51,

 , 87, 88

Write the number.

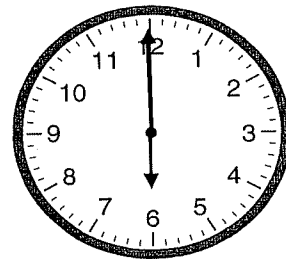


Write $<$, $>$, or $=$

56 57

68 48

Write the time.



 :

Week 1 WP

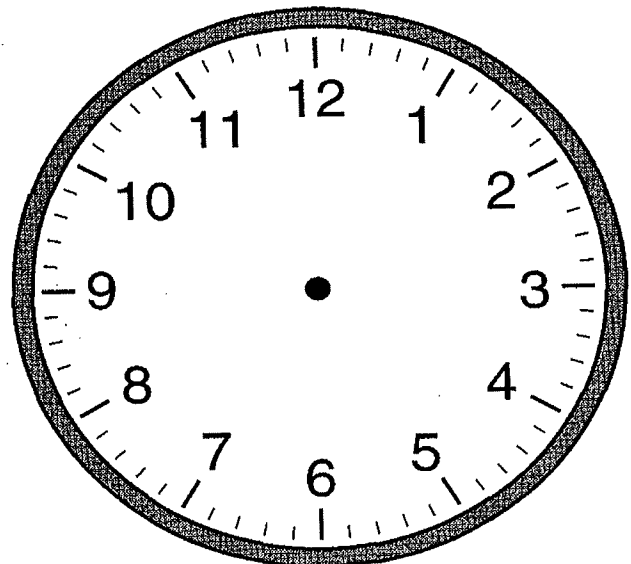
Braxton's soccer game started at 6:00.

The game lasted **one hour**. What time did

Braxton's game end? Draw the hands on the

clock and write the digital time to show what

time Braxton's game ended.



 :

Name: _____

Week 2 Day 1

Add

$5 + 5 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$8 + 9 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

Write the numbers in order from least to greatest.

56, 45, 87

____, _____, _____

Write the value of the underlined digit.

78 _____

65 _____

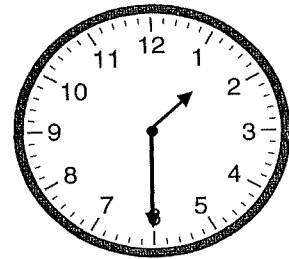
36 _____

Write <, >, or =

34 34

83 42

Write the time.



_____ : _____

Week 2 Day 2

Subtract

$7 - 3 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$11 - 5 = \underline{\quad}$

$11 - 6 = \underline{\quad}$

$15 - 7 = \underline{\quad}$

Write the numbers in order from least to greatest.

32, 75, 51

____, _____, _____

How many tens and ones?

58

_____ tens

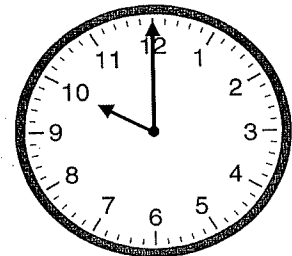
_____ ones

Write <, >, or =

87 58

39 44

Write the time.

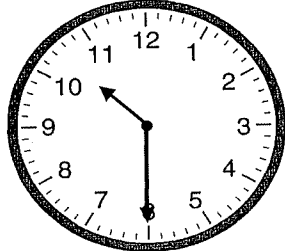


_____ : _____

Name: _____

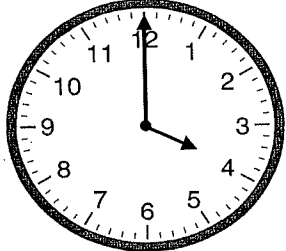
Week 2 Day 3

<p>Add</p> $7 + 7 = \underline{\quad}$ $7 + 8 = \underline{\quad}$	<p>Write the missing number.</p> <p>44, <u> </u>, 46</p> <p>68, 69, <u> </u></p> <p><u> </u>, 32, 33</p>
$4 + 4 = \underline{\quad}$ $4 + 5 = \underline{\quad}$	
$6 + 6 = \underline{\quad}$ $6 + 7 = \underline{\quad}$	

<p>Write the number.</p> <p>1 ten</p> <p>8 ones</p> <p>_____</p>	<p>Write <, >, or =</p> <p>87 <u> </u> 22</p> <p>55 <u> </u> 55</p>	<p>Write the time.</p>  <p style="text-align: center;">: </p>
--	---	--

Week 2 Day 4

<p>Subtract</p> $15 - 7 = \underline{\quad}$ $11 - 6 = \underline{\quad}$	<p>Write the numbers in order from least to greatest.</p> <p>84, 22, 65</p> <p>_____</p>
$9 - 4 = \underline{\quad}$ $17 - 9 = \underline{\quad}$	
$13 - 6 = \underline{\quad}$ $7 - 4 = \underline{\quad}$	

<p>How many tens and ones?</p> <p>81</p> <p>____ tens</p> <p>____ ones</p>	<p>Write <, >, or =</p> <p>14 <u> </u> 36</p> <p>58 <u> </u> 93</p>	<p>Write the time.</p>  <p style="text-align: center;">: </p>
--	---	--

Name: _____

Week 2 Day 5

Add

$8 + 8 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$6 + 5 = \underline{\quad}$

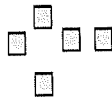
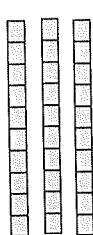
Write the missing number.

55, , 57

64, 65,

 , 51, 52

Write the number.

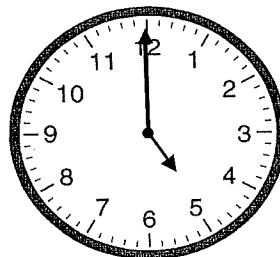


Write <, >, or =

89 89

22 45

Write the time.



:

Week 2 WP

Elijah had these coins in his pocket. How many more dimes would he need to have 80 cents?



_____ dimes

Name: _____

Week 3 Day 1

Add

$6 + 5 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

Write the numbers in order from least to greatest.

56, 45, 87, 74

____, _____, _____, _____

Write the value of the underlined digit.

54 _____

73 _____

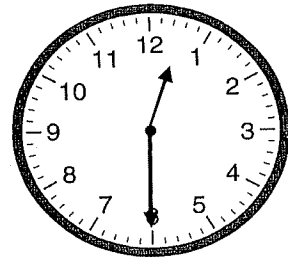
12 _____

Write <, >, or =

364 _____ 844

783 _____ 242

Write the time.



_____ : _____

Week 3 Day 2

Subtract

$9 - 5 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

$11 - 6 = \underline{\quad}$

$11 - 5 = \underline{\quad}$

Skip count by 10 starting with 30.

30, _____, _____, _____, _____, _____

How many tens and ones?

72

_____ tens

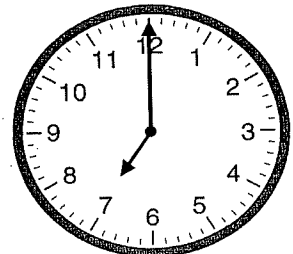
_____ ones

Write <, >, or =

787 _____ 458

139 _____ 844

Write the time.



_____ : _____

Name: _____

Week 3 Day 5

Add

$5 + 5 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

$8 + 9 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

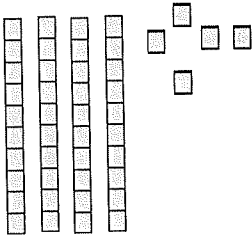
Write the missing number.

78, , 80

24, 25,

 , 100, 101

Write the number.

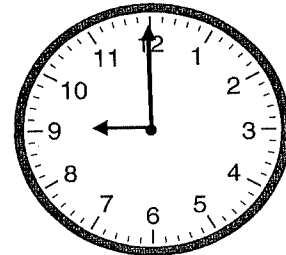


Write <, >, or =

89 890

422 455

Write the time.



:

Week 3 WP

Caleb has these coins in his pocket. How much money does he have?



Name: _____

Week 4 Day 1

Write the missing addend.

$___ + 7 = 10$

$6 + ___ = 10$

$5 + ___ = 10$

$___ + 2 = 10$

Write the numbers in order from least to greatest.

89, 45, 68, 22

____, _____, _____, _____

Write the value of the underlined digit.

544 _____

793 _____

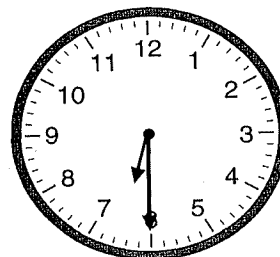
123 _____

Write <, >, or =

458 ___ 753

25 ___ 358

Write the time.



_____ : _____

Week 4 Day 2

Subtract

$10 - 5 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

$10 - 6 = \underline{\quad}$

$10 - 7 = \underline{\quad}$

Skip count by 5 starting with 30.

30, _____, _____, _____, _____, _____

How many hundreds, tens and ones?

742

_____ hundreds

_____ tens

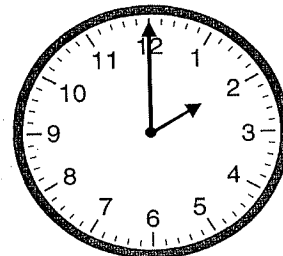
_____ ones

Write <, >, or =

126 ___ 746

254 ___ 254

Write the time.



_____ : _____

Name: _____

Week 4 Day 3

Write the missing addend.

$___ + 4 = 10$

$8 + ___ = 10$

$3 + ___ = 10$

$___ + 6 = 10$

Write the numbers in order from least to greatest.

65, 24, 85, 25

____, _____, _____, _____

Write the value of the underlined digit.

548 _____

125 _____

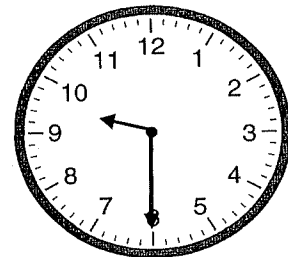
865 _____

Write <, >, or =

325 ___ 428

520 ___ 364

Write the time.



_____ : _____

Subtract

$10 - 8 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$10 - 6 = \underline{\quad}$

$10 - 7 = \underline{\quad}$

Week 4 Day 4

Skip count by 5 starting with 45.

45, _____, _____, _____, _____, _____

How many hundreds, tens and ones?

806

_____ hundreds

_____ tens

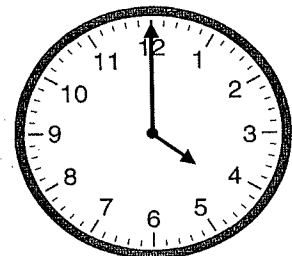
_____ ones

Write <, >, or =

459 ___ 85

358 ___ 625

Write the time.



_____ : _____

Name: _____

Week 4 Day 5

Write the missing addend.

$___ + 8 = 10$

$4 + ___ = 10$

$5 + ___ = 10$

$___ + 3 = 10$

Write the numbers in order from least to greatest.

54, 35, 58, 59

____, _____, _____, _____

Write the value of the underlined digit.

458 _____

489 _____

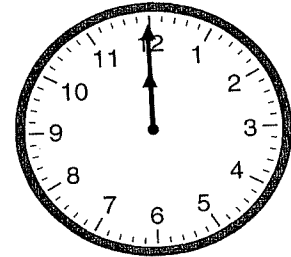
249 _____

Write <, >, or =

489 ___ 875

369 ___ 486

Write the time.



_____ : _____

Week 4 WP

Alli has a favorite number. It has 5 tens, 7 hundreds, and 9 ones. What is Alli's favorite number?
