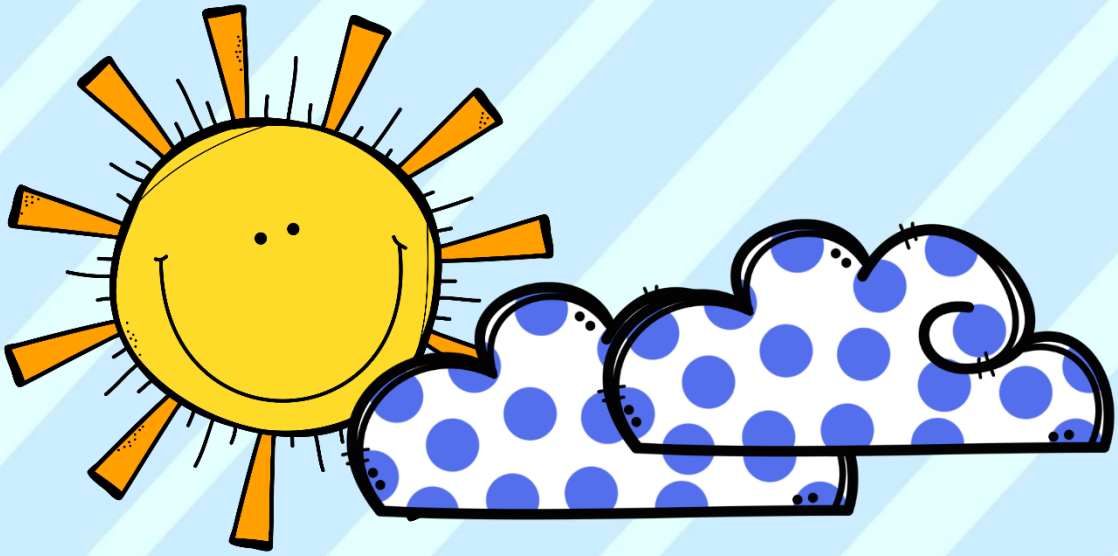


# Rising 2nd Grade Scholars Summer Packets

# Reading Practice Pages

# A Letter from Kate

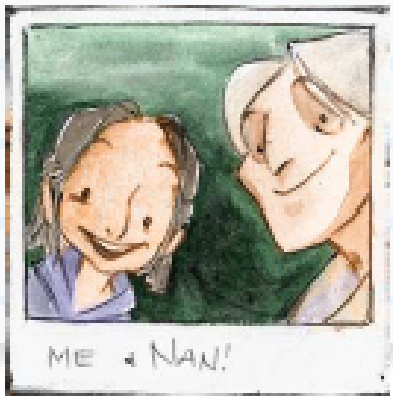
I'm Kate Skipp·er, and this is my book!

This book tells what I did last summ·er when I was nine. My mom and dad took me to vis·it with my Nan. Nan is my mom's mom. She is an art·ist, and she has a cab·in out in the West.

At the start of my time with Nan, I was sad. It seemed like it would be a bor·ing summ·er. But in the end I had a lot of fun.

I made this book to tell you all the fun stuff I did last summ·er. When I fin·ished it, Nan made the art. You have the book we made in your hands. I hope you like it!

Kate Skipper



NAME: _____

DATE: _____

2.2 Activity Page

# A Letter from Kate

1. Who is Nan?

Page _____

2. Where did Kate spend her summ·er?

Page _____

*Directions: Have students reread the story and answer the questions.*

3. How old was Kate last summ·er?

- ○ Kate was five.
- ○ Kate was nine.
- ○ Kate was ten.

Page _____

4. Kate said that . . .

- ○ Nan made the art.
- ○ Kate made the art.
- ○ Kate's mom made the art.

Page _____

# In the Cave

When I went to vis·it with Nan, I was sad. I missed Mom and Dad. But Nan cheered me up and made things fun.

Nan took me on hikes. The land I saw in the West was not at all like the land I am used to. Where I am from, things are green in the summ·er, and there are lots of trees. Out in the West, there are hills and red rocks, but not a lot of trees. In some spots, you can hike for a mile and not see one tree!

Once, Nan and I were on a hike when it start·ed to storm. Nan and I went in·to a cave so that we would not get wet.

As we were stand·ing there, I saw some·thing shimm·er in the dark.

"Nan," I said, point·ing at the spot, "what's that?"

"Well," said Nan, "let's have a look."

We looked and saw some·thing stuck in a crack in the rock. I grabbed it.

"It's a coin!" I said.

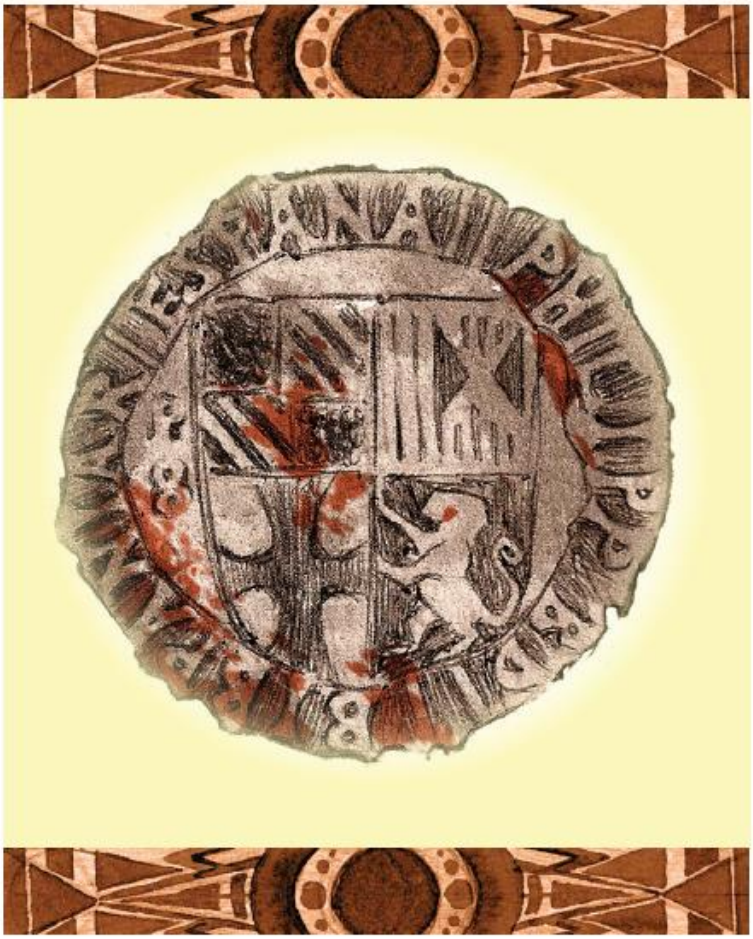
"Well, I'll be!" said Nan.

I said, "What sort of coin is it?"

Nan said, "I can't tell. It looks like it could be made of sil·ver."

Then she said, "I have a pal, Jack, who is an ex·pert on coins. We can bring it to him to·morr·ow, and he will tell us what sort of coin it is."

I dropped the coin in my pock·et, and we went on with our hike.



NAME: _____

DATE: _____

4.1 Activity Page

# In the Cave

1. What is the land Kate sees out in the West like?
   - ○ It is green.
   - ○ It has lots of trees.
   - ○ It has hills and red rocks.

Page _____

2. What was it that Kate and Nan found in the cave?
   - ○ Nan and Kate found a coin.
   - ○ Nan and Kate found a critt·er.
   - ○ Nan and Kate found a rock.

Page _____

*Directions: Have students reread the story and answer the questions.*

3. What could the coin be made of?

Page _____

4. What did Nan tell Kate they should do with the coin?

Page _____

# The Coin Shop

Nan drove us to the coin shop.

The man in the coin shop was a pal of hers. His name was Jack.

"Jack," Nan said, "this is Kate Skipp·er. I'm Kate's nan. She's out here for the summ·er. We went for a hike, and Kate found a coin in a cave."

"Well, Miss Skipp·er," Jack said, "let's have a look at it!"

I hand·ed him the coin.

Jack set it un·der a look·ing glass and switched on a lamp. "Let's see," he said. "It's got some scratch·es on it. But I can tell that it's a Span·ish coin. It's made of sil·ver, too."

"When was it made?" asked Nan.

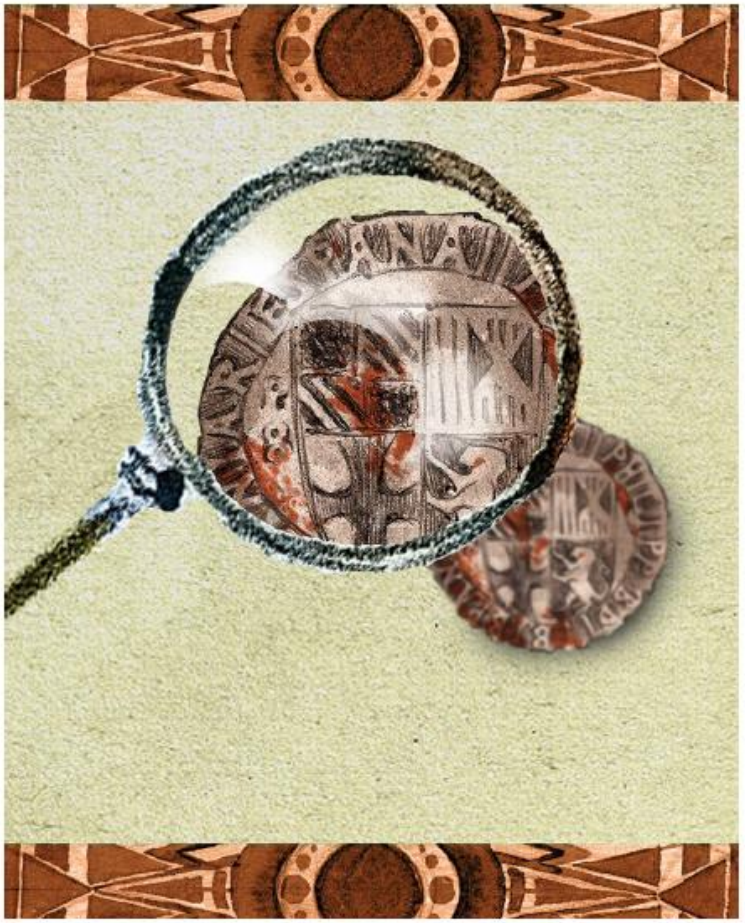
"There's no date on the coin," said Jack. "But I'll bet it dates back to the six·teen hun·dreds. The Span·ish mint·ed a big batch of coins like this one back then."

"Good·ness!" said Nan.

"Is that a long time back in the past?" I asked.

"Yes," said Jack. "Let me run and fetch my book on Span·ish coins."

When Jack came back, he said, "There's just one thing I need you to tell me, Miss Skipp·er."



"What's that?" I asked.

"Are there a lot of coins like this one in that cave?"

"No," I said, "we found just this one."

"That's a shame," Jack said.

"Why?" I asked.

"If there were a lot of coins, you and your Nan would be rich!" said Jack. "I could sell a coin like this for three hun·dred bucks!"

"Three hun·dred bucks?" said Nan.

Jack nodd·ed.

"Yipp·ee!" I shout·ed. "I'm rich!"

NAME: _____

DATE: _____

7.2 Activity Page

# The Coin Shop

1. What is the coin that Kate found made of?
   - ○ The coin is made of copp·er.
   - ○ The coin is made of sil·ver.
   - ○ The coin is made of steel.

Page _____

2. What sort of coin is it?
   - ○ It is a Dutch coin.
   - ○ It is a Brit·ish coin.
   - ○ It is a Span·ish coin.

Page _____

3. Jack said the coin was mint·ed . . .
   - ○ in the six·teen hun·dreds.
   - ○ in the nine·teen hun·dreds.
   - ○ last summ·er.

Page _____

*Directions: Have students reread the story and answer the questions.*

4. Should Kate keep or sell the coin? Why?

*Directions: In the box, have students illustrate a part from the story and write a caption below.*

# You Never Can Tell

Jack said that he could sell the coin that I found for three hun·dred bucks. But I kept it and took it back to Nan's cab·in.

We got a snack from the kitch·en and then start·ed to chat.

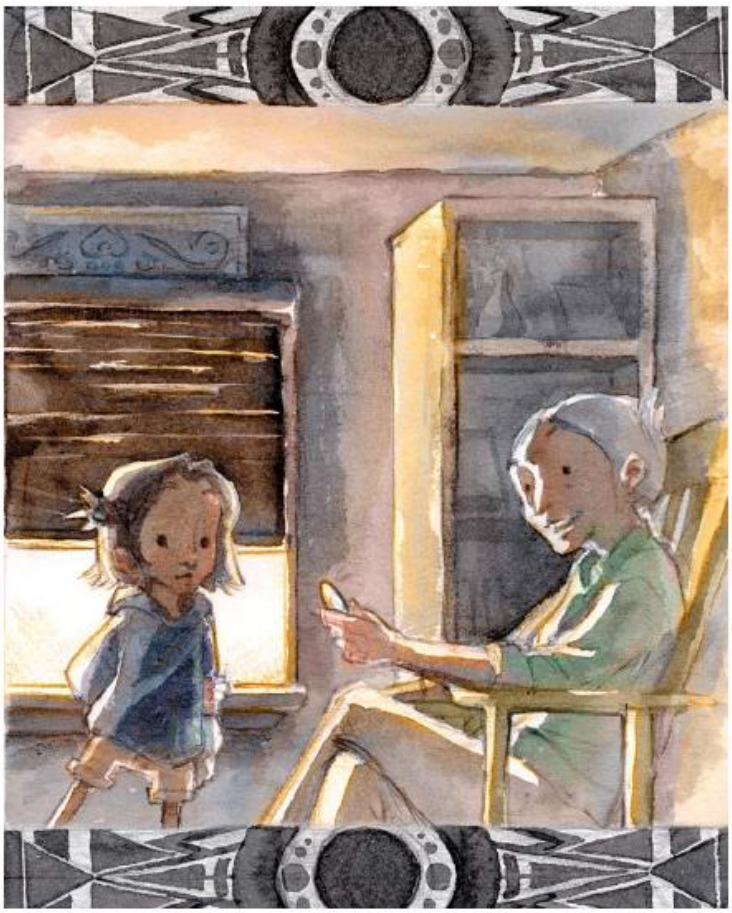
"Can I see the coin?" Nan asked.

I stretched out my arm and gave it to her.

"If this coin had lips," Nan said, "what would it tell us? Would it tell us who left it in that cave and why he or she was there? What mag·ic tale could it tell us?"

"I wish it would," I said. "What is the leg·end of this coin?

I stared at the coin for a bit.



"Could it be that a robb·er hid it there?" I asked. "Did they have robb·ers back then?"

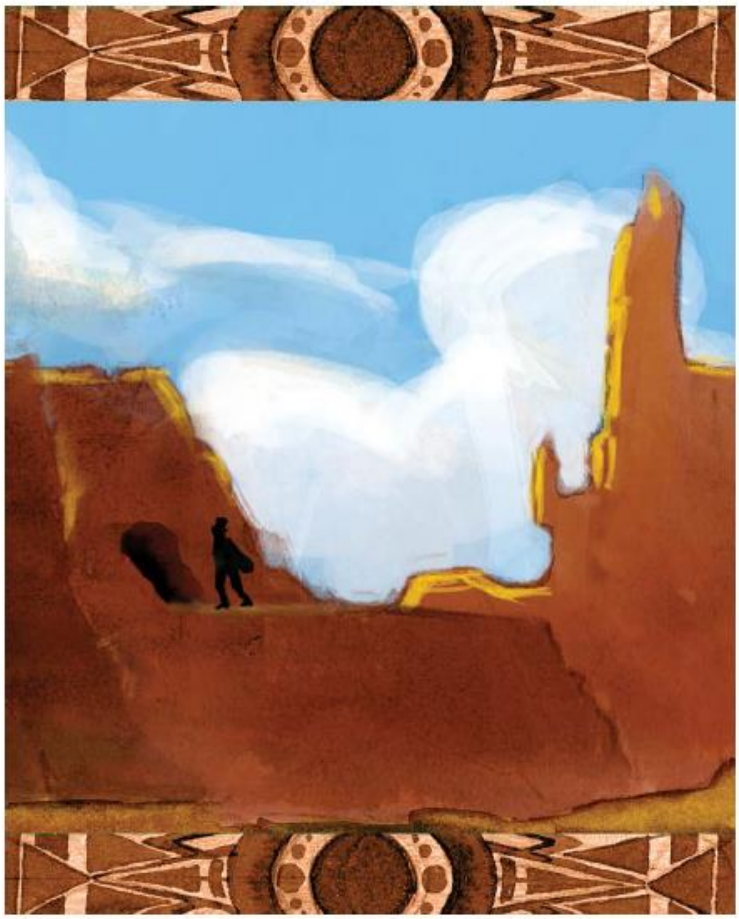
"You bet they did," said Nan. "But why would the robb·er hide just one coin? It seems like he would hide a large batch of coins."

"Per·haps he did not have a large batch," I said. "Per·haps this was all he stole."

"If that's all he stole," said Nan, "then he was not such a good robb·er!"

"Nan," I said, "there's no such thing as a good robb·er!"

Nan smiled and nodd·ed.



Af·ter a bit I said, "If this coin costs three hun·dred bucks, a robb·er would feel like he had to hide it."

"Well," Nan said. "Span·ish coins like this one are rare, so Jack can sell them for a lot of cash. But back when this coin was made, it was not rare. There were a lot of coins just like this one. Back then this coin was sort of like a dime."

I took a dime out of my pock·et and said, "So if I keep this dime for a long time, un·til it gets rare and there are not a lot of them left, will it be a three hun·dred buck dime?"

"It could happ·en," said Nan. "You nev·er can tell!"

NAME: _____

DATE: _____

8.1 Activity Page

# You Never Can Tell

1. Nan said Kate had to sell the coin.
   - ○ yes
   - ○ no

2. Kate did sell the coin.
   - ○ yes
   - ○ no

3. Kate and Nan think that a robb·er could have hidd·en the coin in the cave.
   - ○ yes
   - ○ no

4. Things that are rare cost a lot.
   - ○ yes
   - ○ no

*Directions: Have students reread the story and choose the correct answer.*

5. Is Kate glad that she found the coin? Why or why not?

*Directions: In the box, have students illustrate a part of the story and write a caption below.*

# The Offer

I was sitt·ing in the kitch·en, scratch·ing a large bug bite on my leg, when Nan came in.

"I just spoke with Jack," she said. "He made us an off·er."

"What sort of off·er?"

"He off·ered to take us camp·ing with him and Max."

"Who is Max?"

"Max is nine, like you. Jack is his grand·dad."

"What would we do?" I asked.

"Well, we would hike, look at rocks, cook lunch and dinn·er out·side, look at the stars, and sleep in a tent."

"Gee," I said, "that sounds like fun! When can we start?"

"To·morr·ow morn·ing!" Nan said.

NAME: _____

DATE: _____

9.2 Activity Page

# The Offer

*Directions: Have students read the story and answer the questions.*

1. What was Jack's off·er?
   - ○ His off·er was to take the coin.
   - ○ His off·er was to take Nan and Kate camp·ing.
   - ○ His off·er was to make dinn·er.

Page _____

2. To Kate, camp·ing sounds like . . .
   - ○ fun.
   - ○ it would be bor·ing.
   - ○ a hard time.

Page _____

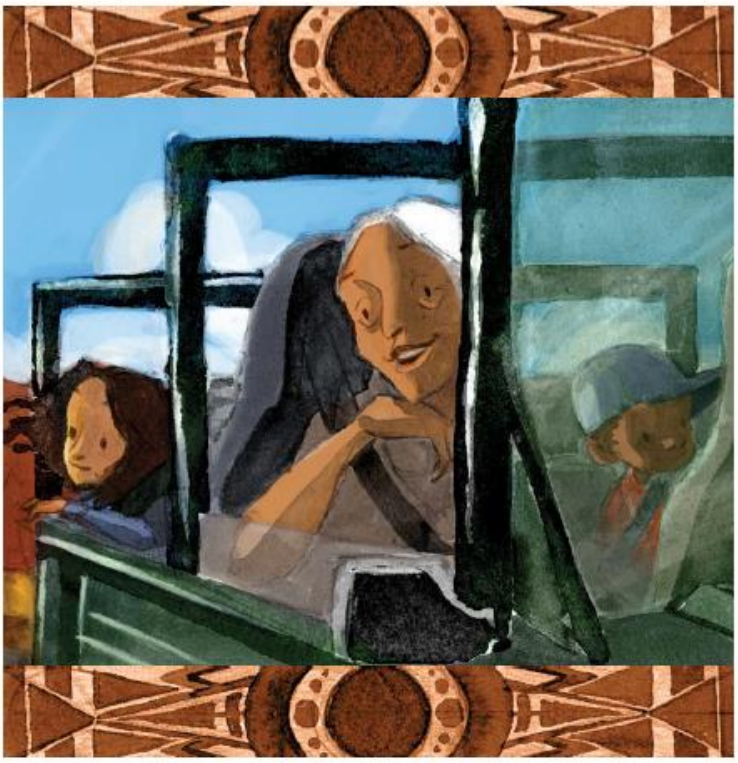
3. What will Kate, Nan, Jack, and Max do on their camp·ing trip?

Page _____

4. Will Kate sleep in a bed or sleep in a tent?

Page _____

# The Campsite



Jack came and picked us up in his truck. We drove to a camp·site in the Bad·lands.

"Nan," I said, "what's up with that name—the Bad·lands?"

"Well," said Nan, "leg·end has it that a long time back, farm·ers came out here look·ing for farm·land. When they saw all of the rocks and sand and stone, they said, 'This is bad land! We can't plant crops here!' And the name Bad·lands just sort of stuck."

"It's bad land for farm·ing," said Jack. "But it's good land for camp·ing!"

When we got to the camp·site, we had to un·pack sleep·ing bags, tents, lan·terns, match·es, and lots of food. We lugged it all to the camp·site.

Jack chose a spot to set up camp. Max and I helped set up the tents. It took us a long time.

For dinn·er we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black be·cause I left it in there too long. Max gave me one of his.

That was when I said to my·self, "Max is OK!"

NAME: _____

DATE: _____

10.2 Activity Page

# The Campsite

*Directions: Have students read the story and answer the questions.*

1. Jack picked Kate and Nan up in his . . .

   ○ car.

   ○ cab.

   ○ truck.

Page _____

2. The Bad·lands are good for . . .

   ○ camp·ing.

   ○ farm·ing.

   ○ swimm·ing.

Page _____

3. What did Kate un·pack at the camp·site?

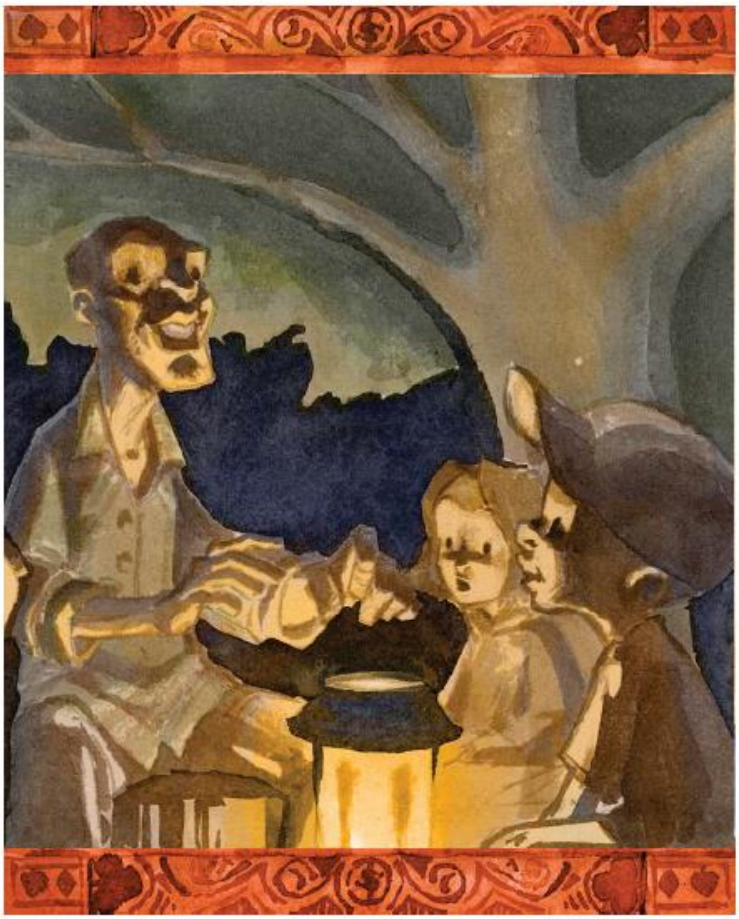
   ○ She un·packed sleep·ing bags and tents.

   ○ She un·packed tents and games.

   ○ She un·packed sleeping bags and games.

Page _____

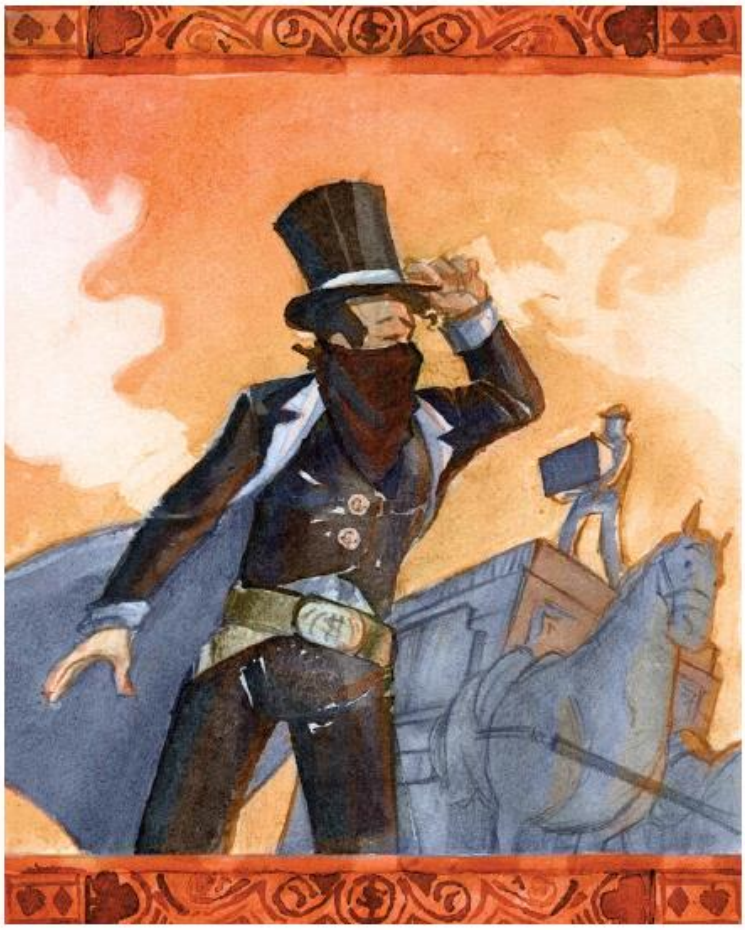
# Jack's Tale



Af·ter dinn·er we munched on some gin·ger snaps. Then Jack shared an out·law tale.

"This happ·ened out here in the West a long time back," said Jack, "in an age when there were no cars and no planes. Back then, if you had to send a lett·er, you sent it by stage·coach."

"The stage·coach was sort of like a car, but it was drawn by hors·es. There was a place where men could sit in·side. But the man who drove the stage·coach sat out·side up on top."



"The man who drove the stage·coach kept the strong·box next to him. The strong·box was a locked box where he kept the cash."

"Some·times out·laws would rob the stage·coach. Those out·laws were bad men. But there was one who some said was a bit bett·er than the rest. His name was Bart."

"Bart was a sharp dress·er. He did his robb·ing in a jack·et and a black top hat. He had the best mann·ers you ev·er saw. When he robbed, he did not yell and shout at the men he was robb·ing. Not Bart! He tipped his hat."

"Then he said, 'Ex·cuse me, gents. Would you be so fine as to pass down the strong·box with the cash in it?'"

"No!" said Nan.

"Yes!" said Jack. "It's not just a leg·end. It's a fact. You can look it up!"

"Did they catch him?" Max asked.

"Nope," said Jack, "he came back and robbed the stage·coach lots of times."

"Did they ev·er catch him?" I asked.

"Yes, af·ter a long hunt, they nabbed him. They charged him with theft and locked him up for a long time. He did his time. Then they let him back out."

"Then what happ·ened?" I asked.

Jack said, "Bart shaped up in the end. When they let him out, he said he was fin·ished with crime."

"That's cool!" said Max.

NAME: _____

DATE: _____

12.2 Activity Page

# Jack's Tale

*Directions: Have students reread the story and answer the questions.*

1. What did Jack do af·ter dinn·er?
   - ○ Jack went to bed af·ter dinn·er.
   - ○ Jack shared a tale af·ter dinn·er.
   - ○ Jack went home af·ter dinn·er.

Page _____

2. Who was Bart?
   - ○ Bart was a robb·er who took hors·es.
   - ○ Bart was a robb·er who took cars.
   - ○ Bart was a robb·er who robbed the stage·coach.

Page _____

3. What sort of mann·ers did Bart have?
   - ○ Bart had bad mann·ers.
   - ○ Bart had so-so mann·ers.
   - ○ Bart had good mann·ers.

Page _____

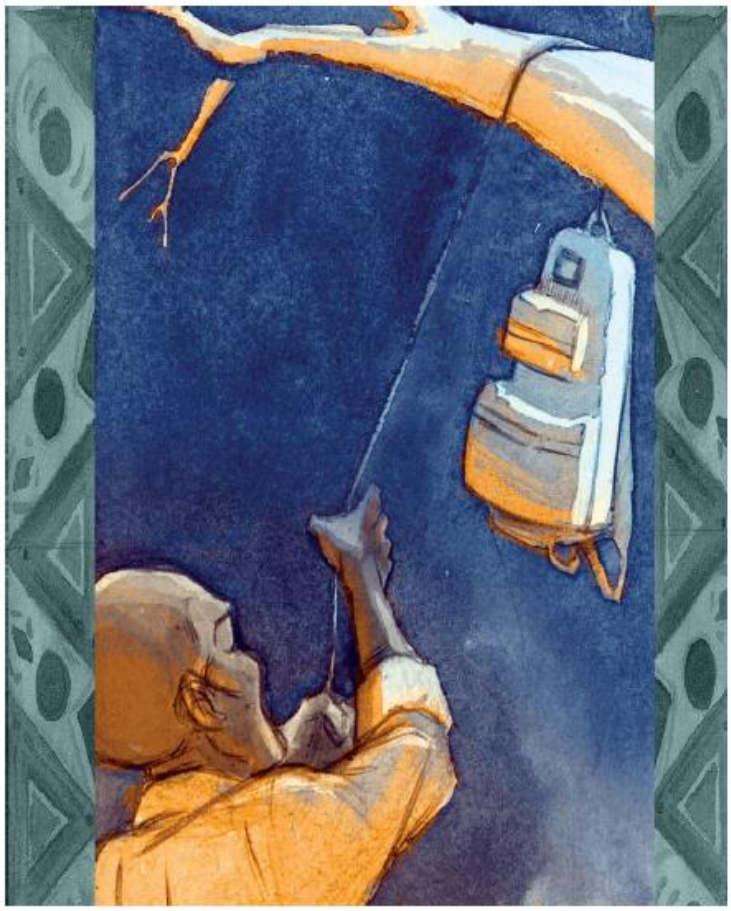
4. What is a strong·box?

Page _____

5. What happ·ened to Bart af·ter he was nabbed?

Page _____

# The Visit



Af·ter tell·ing us the tale, Jack said, "It's time to pack up the food."

We stuffed the food in·to a large pack with a rope on it. Jack tossed the rope up in·to a tree and hoist·ed the food pack up so that it was hang·ing ten feet off of the ground.

"Paw-paw," said Max, "why do we have to keep the food up in the tree?"

"Be·cause it will keep the food safe from fox·es and racc·oons that would like to snack on it," Jack said.

Af·ter that, we crawled in·to the tents, flipped off our lan·terns, and went to sleep.

Nan and I slept well un·til a loud clatt·er out·side woke us up.

"What was that?" I asked.

"I can't tell," said Nan, as she hugged me close to her.

Jack ran out·side with his lan·tern and yelled, "Get out of here! Scram! Get lost!"

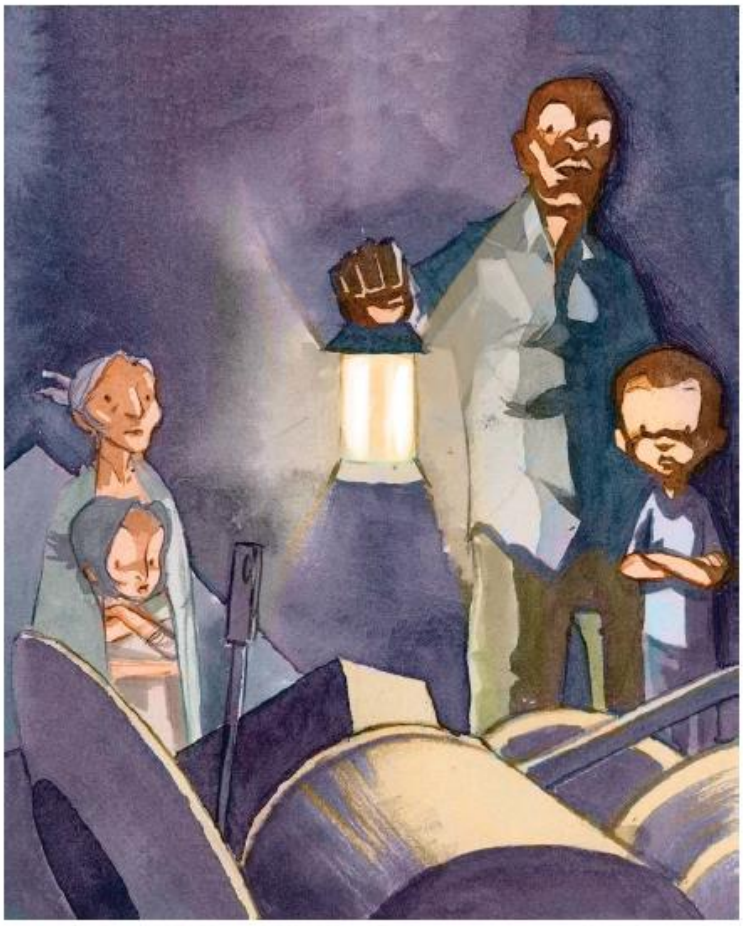
When we went out, we saw Jack and Max stand·ing there. Jack had his lan·tern.

"Jack," Nan asked, "who came to vis·it?"

"I did not see it," said Jack, "but I'm bett·ing it was a fox who was look·ing for some scraps of food. He bumped in·to the pots and pans. The clatt·er of the pots and pans must have scared him off."

"Is that why we hoist·ed the food pack up in the tree?" Max asked.

"That's why!" said Jack.



NAME: _____

DATE: _____

13.3 Activity Page

# The Visit

Fill in the ____ with words from the box.

| | | |
|---|---|---|
| tree | pots and pans | ~~pack~~ |
| tents | lan·tern | |

1. They stuffed the food in·to a large pack.

2. They kept the food pack up in a _____.

3. They all went to sleep in their _____.

4. The loud clatt·er of _____ woke them up.

5. To see in the dark, they used a _____ .

6. Why did Jack hoist the food up in the tree?

Page _____

7. Draw one of the parts of "The Vis·it."

# The Hike

The next morn·ing, we went on a hike. Af·ter a bit, we stopped for lunch.

When Max fin·ished his lunch, he asked, "Can Kate and I look for rocks?"

Jack said OK.

"Kate," Max said to me, "bring your fork. We can use it to dig up rocks."

I grabbed my fork, and we went off to look for rocks.

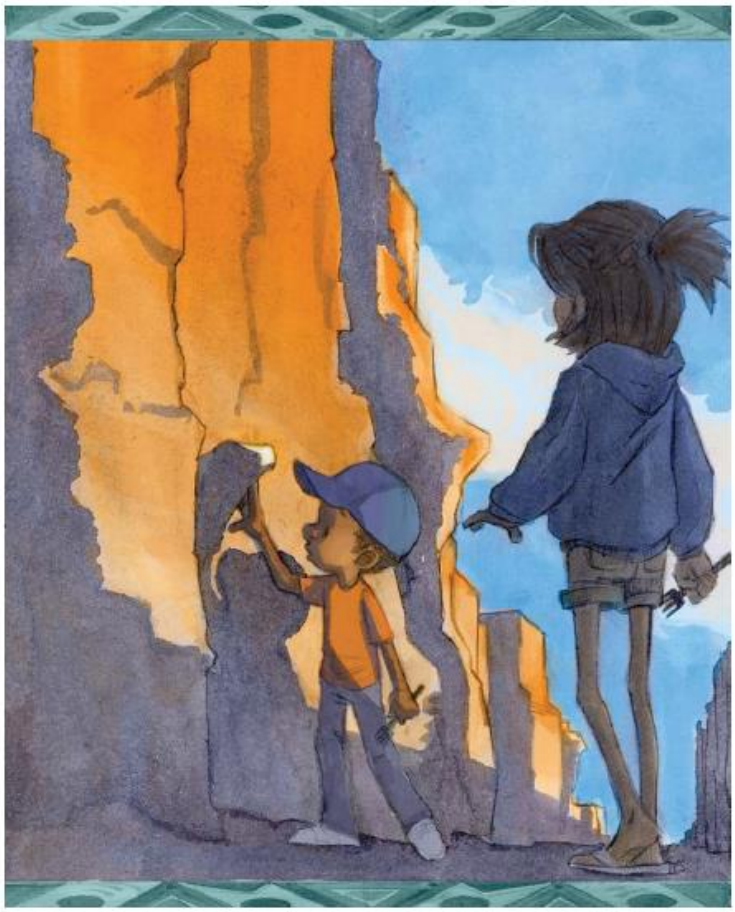
Max point·ed at a bump on the side of a cliff and said, "Let's dig that rock out!"

The rock did not look all that large. But when we start·ed digg·ing, we soon saw that it was larg·er than it had seemed.

Af·ter a bit, Max said, "Gee! It must be two feet long! We need to keep scratch·ing in or·der to carve it out of the side of the cliff."

We went on scratch·ing with our forks.

"Let's tug on it!" Max said. "I bet we can get it out by our·selves."



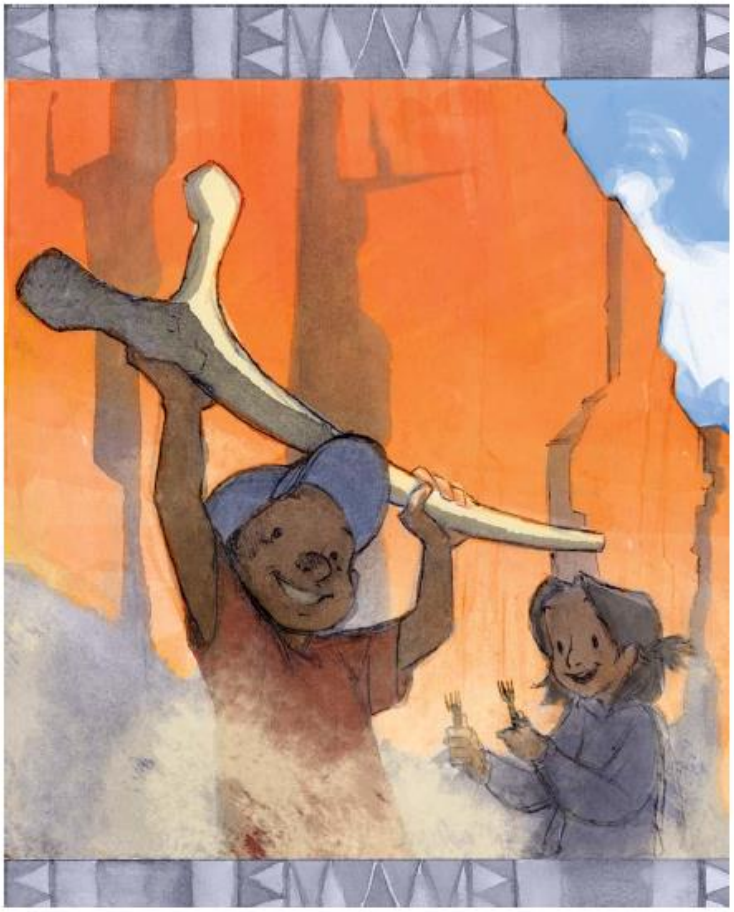
We grabbed and tugged it.

It popped out. But so did a big cloud of sand and dust. Max and I fell down.

Once the dust and sand had drift·ed off, I saw Max stand·ing there with the thing in his hands.

"It's not a rock!" he yelled. "It's a bone!"

It was the bigg·est bone I had ev·er seen. It was three feet long!



Jack and Nan came runn·ing.

"Good·ness!" said Nan. "That is one large bone! Where did you get it?"

Max point·ed to the spot where we found it.

Jack set the bone on the ground. Then he took a pic·ture of the bone and said, "We need to get an ex·pert to look at this bone and tell us what sort of bone it is."

NAME: _____

DATE: _____

14.2 Activity Page

# The Hike

1. When did Max and Kate dig up the bone?
   - ○ Max and Kate dug up the bone in the morn·ing.
   - ○ Max and Kate dug up the bone af·ter lunch.
   - ○ Max and Kate dug up the bone af·ter dinn·er.

Page _____

2. What did Max and Kate use to dig out the bone?
   - ○ Max and Kate used forks.
   - ○ Max and Kate used spoons.
   - ○ Max and Kate used hamm·ers.

Page _____

*Directions: Have students reread the story and answer the questions.*

3. How long was the bone?

   ○ The bone was one foot long.

   ○ The bone was two feet long.

   ○ The bone was three feet long.

Page _____

4. Who needs to look at the bone to tell Max and Kate the sort of bone it is?

Page _____

# The Bone Man

The next morn·ing, Jack said, "I just had a chat with a man from West·ern State Coll·ege. His name is Ron Fitch, and he is an ex·pert on bones. He has writt·en lots of books. If we bring him the bone, he can tell us what sort of bone it is."

"He's a bone man?" asked Max.

"Yep," said Jack.

We got in·to the truck. Jack said that I was in charge of the bone. I wrapped it up and set it on my lap.

When we got to the coll·ege, we gave the bone man the bone. When he saw it, he broke in·to a big grin.

The bone man bent down and said, "I could be wrong, but it looks like you've found some·thing big here! I have to do some tests, but I'll bet this is a bone of a T. rex."

"Sweet!" yelled Max.

"What's a T. rex?" I asked.

Max looked at me like I was from Mars.

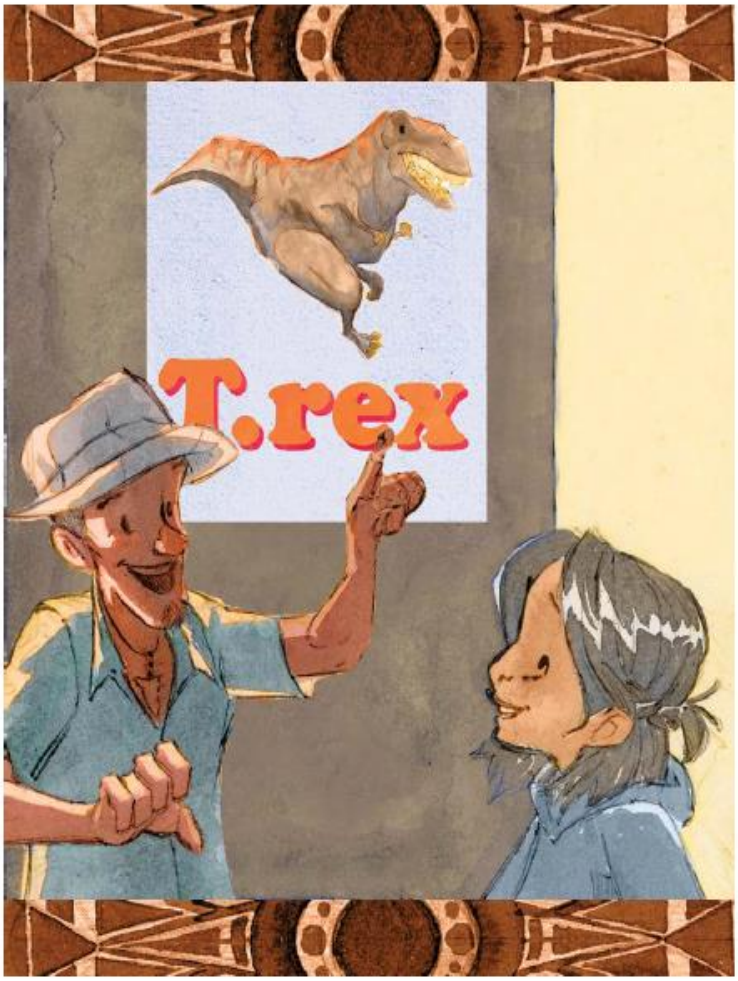
"Kate!" he said, "T. rex is like the cool·est, bigg·est rep·tile of all time!"

The bone man went and got a book. He point·ed to a large pic·ture of a T. rex.

"Jeep·ers," I said, "*he is big*! Why have I nev·er seen a T. rex like this at the zoo?"

The bone man smiled. So did Nan and Jack.

"You can't see a T. rex at the zoo," the bone man said. "They were all wiped out a long time back in the past. The T. rex is ex·tinct. All that's left of them to·day are bones pres·erved in the ground. And there are not a lot of bones. That's why it's such a cool thing that you found this bone pres·erved in the side of the cliff!"



NAME: _____

DATE: _____

17.1 Activity Page

# The Bone Man

*Directions: Have students reread the story and answer the questions.*

1. Who is Ron Fitch?

   ○ Ron Fitch is a pal of Nan's.

   ○ Ron Fitch is an ex·pert on coins.

   ○ Ron Fitch is an ex·pert on bones.

Page _____

2. What did Max tell Kate a T. rex is?

   ○ The T. rex is the bigg·est and fast·est in·sect of all time.

   ○ The T. rex is the cool·est, bigg·est rep·tile of all time.

   ○ The T. rex is the bigg·est and fast·est dog of all time.

Page _____

3. Which word is the noun in "the cool·est, bigg·est rep·tile"?

_____

_____

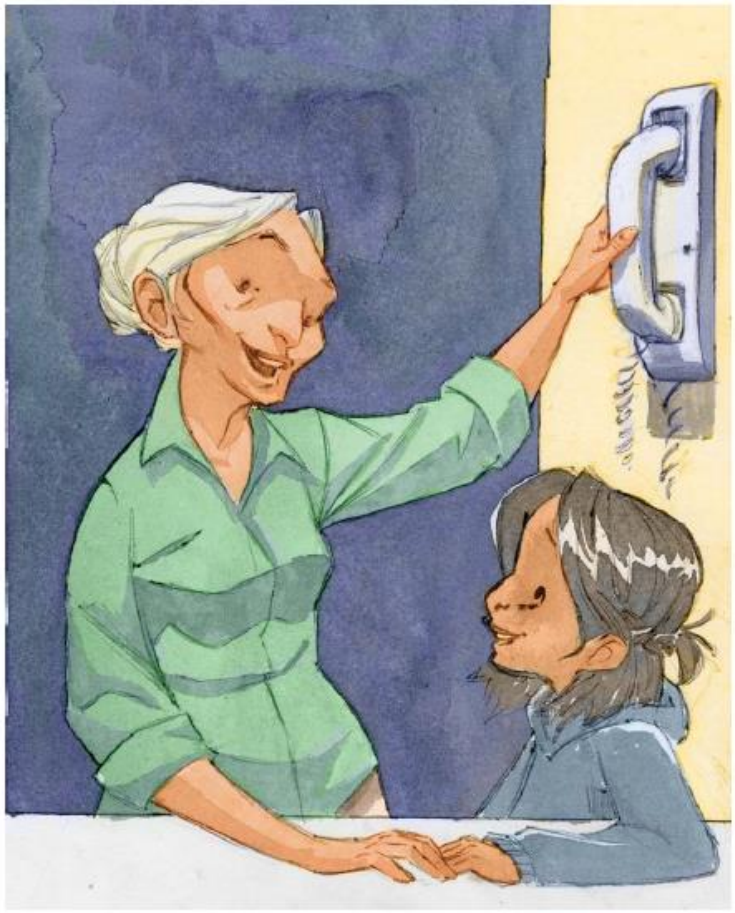
4. Why is it so cool that Kate and Max found a T. rex bone?

Page _____

5. What should Kate and Max do with the T. rex bone?

Page _____

# Two Good Things and One Bad Thing



The next week, Nan said, "I just spoke with Ron Fitch, the bone man. I've got three things to tell you. Two of them are good things that you will like. One is a bad thing that you will not like."

"Tell me one of the good things," I said.

"Mis·ter Fitch got the tests back. The bone that you and Max found is a T. rex bone!"

"Yipp·ee!" I shout·ed. "I am glad that is solved. Max will be so thrilled that he has a T. rex bone!"

"Well," said Nan, "that brings me to the bad thing."

"What is it?" I asked, scratch·ing my wrist.

"The bad thing is that you and Max will not get to keep the bone for your·selves."

"Why not? Did we do some·thing wrong?"

"Well," Nan said, "it's be·cause you found the bone in a state park. There is a law that says that you can't dig up bones in state parks and keep them for your·self."

"Bumm·er!" I said. "So who gets to keep it?"

"The state. Mis·ter Fitch and his help·ers will keep the bone and dig up the rest of the bones, too. And that brings me to the last thing."

"This is a good thing?"

"Yes."

"Tell me!"

"They would like you and Max to vis·it them when they are digg·ing up the bones. And they would like the two of you to pick out a name for the T. rex that you found."

"Cool!" I said.

NAME: _____

DATE: _____

20.2

Activity Page

# Two Good Things and One Bad Thing

*Directions: Have students reread the story and answer the questions.*

1. What sort of bone did Max and Kate dig up?

Page _____

2. Why can't Max and Kate keep the bone?

Page _____

3. What will Ron Fitch do next?

Page _____

4. What name would you pick for the T. rex? Why?

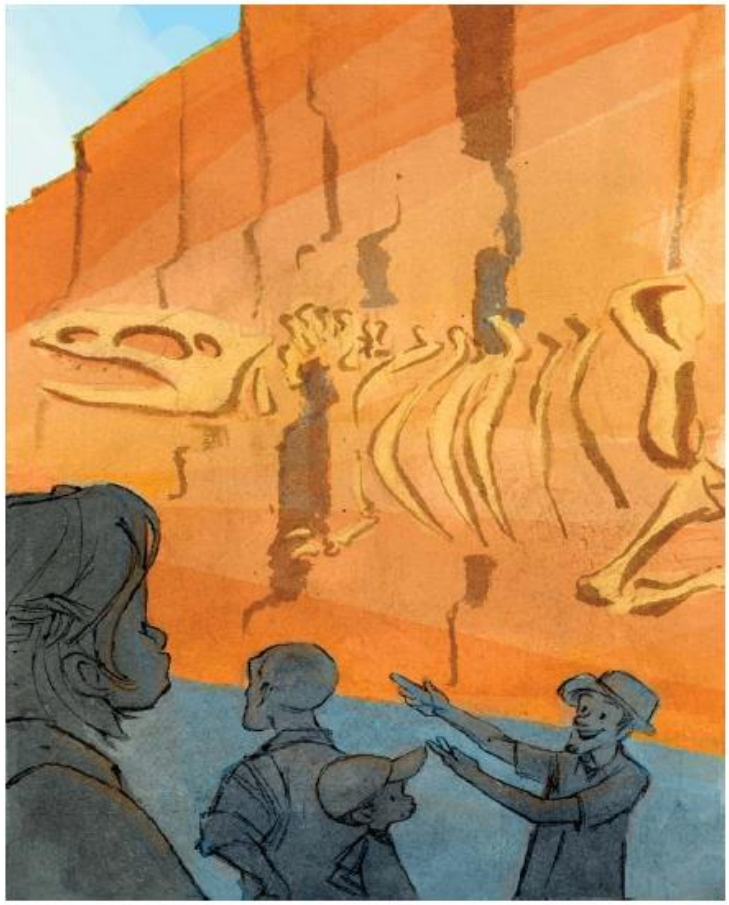
Page _____

# The Big Dig

When we went back to the cliff, the bone man was there with some help·ers. They had scraped the side of the cliff to ex·pose a lot of the T. rex.

"So, will you dig out all of the bones here on site?" asked Nan.

"No," said the bone man, "the next step will be to carve this cliff in·to large blocks of rock. Then we will wrap the blocks up in plas·ter. The plas·ter will keep the bones from crack·ing. Then we will use a large crane to set the blocks on trucks. Then the trucks will take them to my lab. Once the blocks are there, we will start digg·ing the bones out of the blocks."



"What sort of tools do you use for that?" asked Nan.

"We use tools a lot like the ones den·tists use on teeth—brush·es and sharp picks."

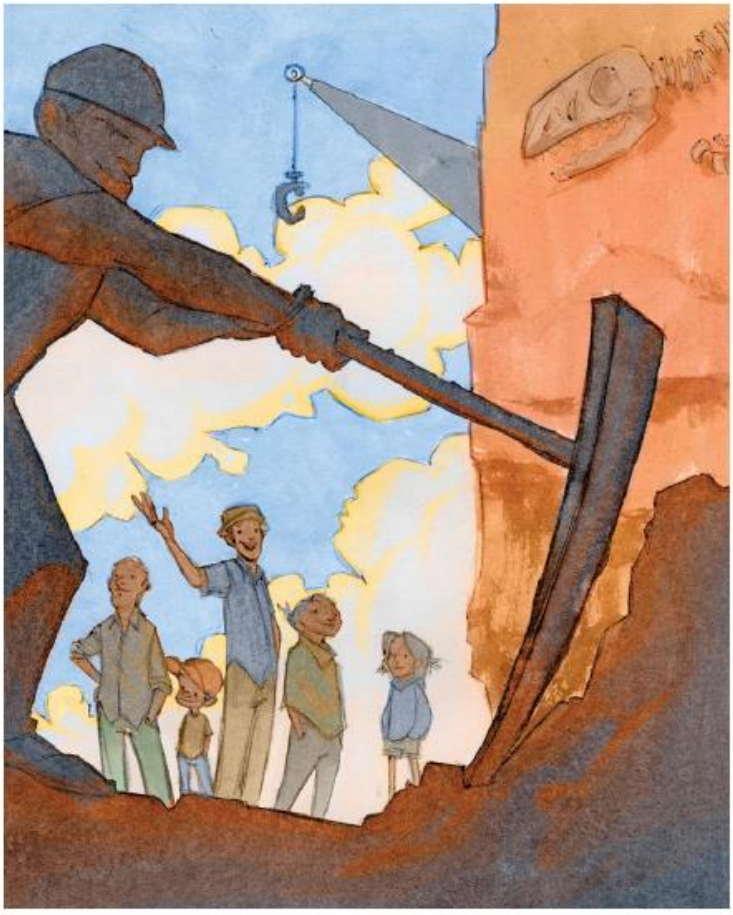
"Kate and I used forks!" said Max.

"How long will it take to carve all of the bones out of the rocks?" Jack asked.

"Well," said the bone man, "we've got a lot to do. It will take some time be·cause we have to be care·ful not to wreck the bones."

"Will you be fin·ished by the end of the summ·er?" I asked.

"No," said the bone man, "you and Max will have to vis·it next summ·er and per·haps the summ·er af·ter that. Then we can catch up on our digg·ing prog·ress!"



"So," said the bone man, "have you picked out a name for this T. rex?"

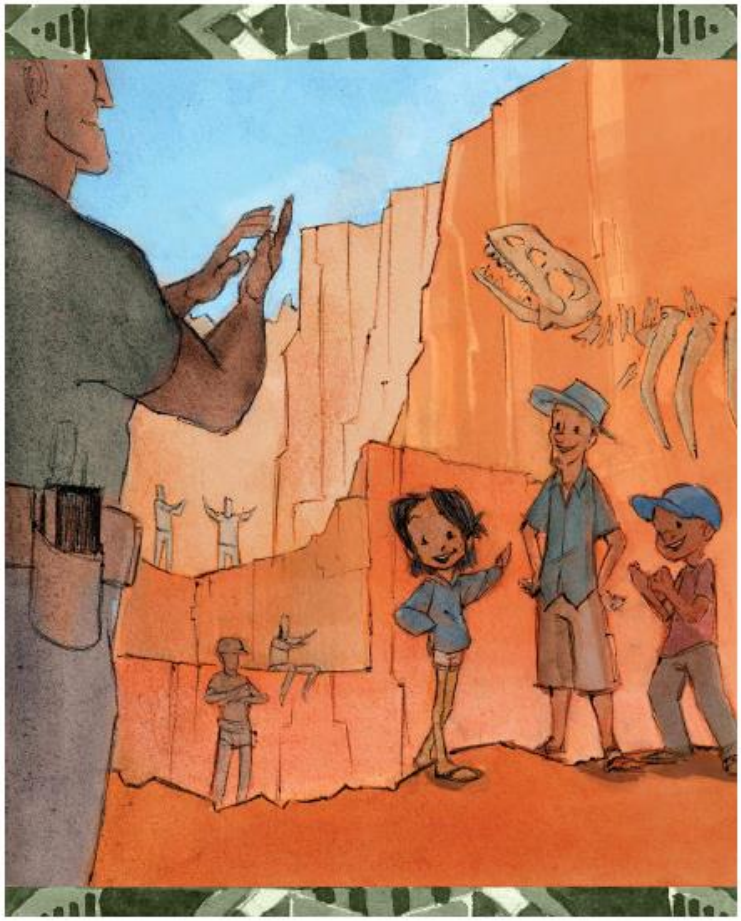
"Yes, I've picked one," I said.

All of the digg·ers stopped digg·ing and looked at me.

I said, "This T. rex will be named Max, or if you like, T. Max!"

All of the men cheered.

Max smiled.



NAME: _____

DATE: _____

21.2 Activity Page

# The Big Dig

1. In or·der to get the bones out, the digg·ers have to . . .

   ○ blast a hole in·to the cliff.

   ○ get bigg·er tools soon.

   ○ cut the cliff up in·to large blocks of rock.

Page _____

2. How will the plas·ter keep the bones safe?

Page _____

*Directions: Have students reread the story and answer the questions.*

3. What tools will they use at the lab to get the bones out of the blocks?

Page _____

4. What did Kate name the T. rex?

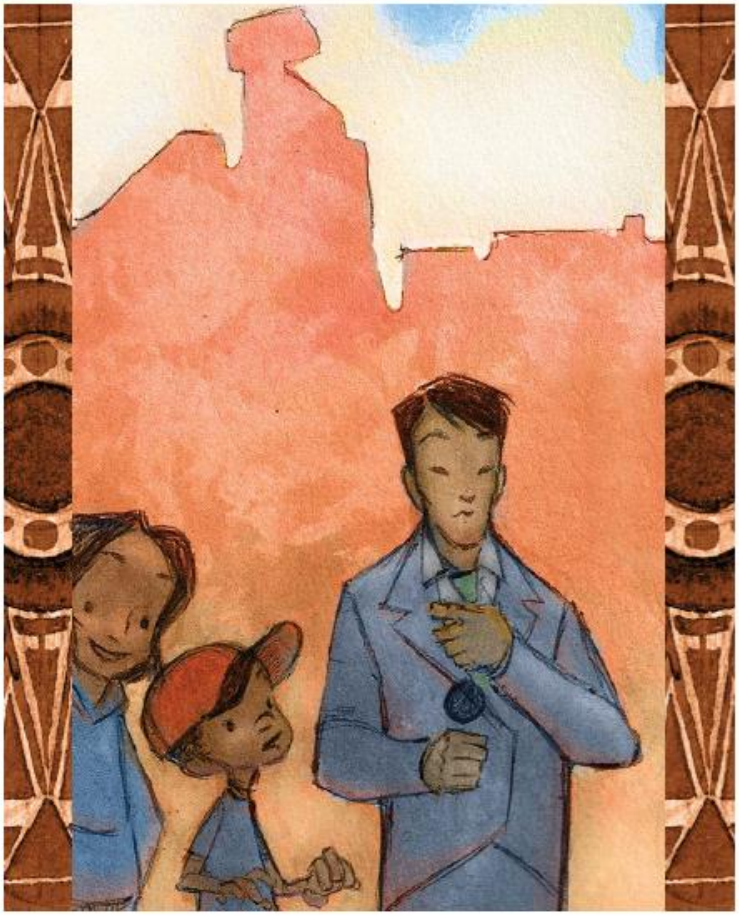
Page _____

# The Scoop

Af·ter we named the T. rex, some men came charg·ing up to us.

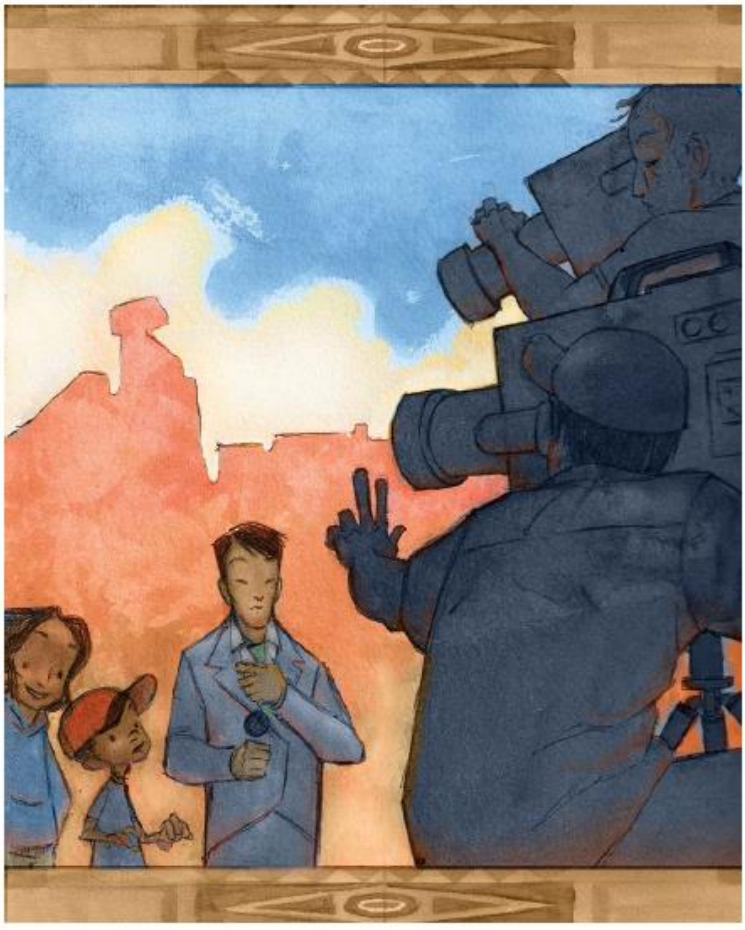
"Can we shoot some film of you for TV?" one of them asked. "It would be a big scoop for us."

Nan and Jack said it was OK.



The men set up a bunch of stuff to shoot the film. Then one of them start·ed count·ing down from ten. He said, "Three, two, one!" Then he point·ed at us.

The TV man spoke in·to a mike. He said, "This is Rog·er Fletch·er. I'm stand·ing here in the Bad·lands, where two chil·dren have found the bones of a T. rex."



The man bent down to Max and stuck the mike un·der his nose. He said, "What's your name?"

Max looked like he was scared of the mike. He jumped back a bit. Then he mutt·ered, "I'm Max."

"And you?"

I said, "I'm Kate." Then I waved.

"Max," said the man, "where did you spot the bone?"

Max said, "It was stick·ing out of the side of a cliff."

"Kate, could you tell it was a bone when you saw it?"

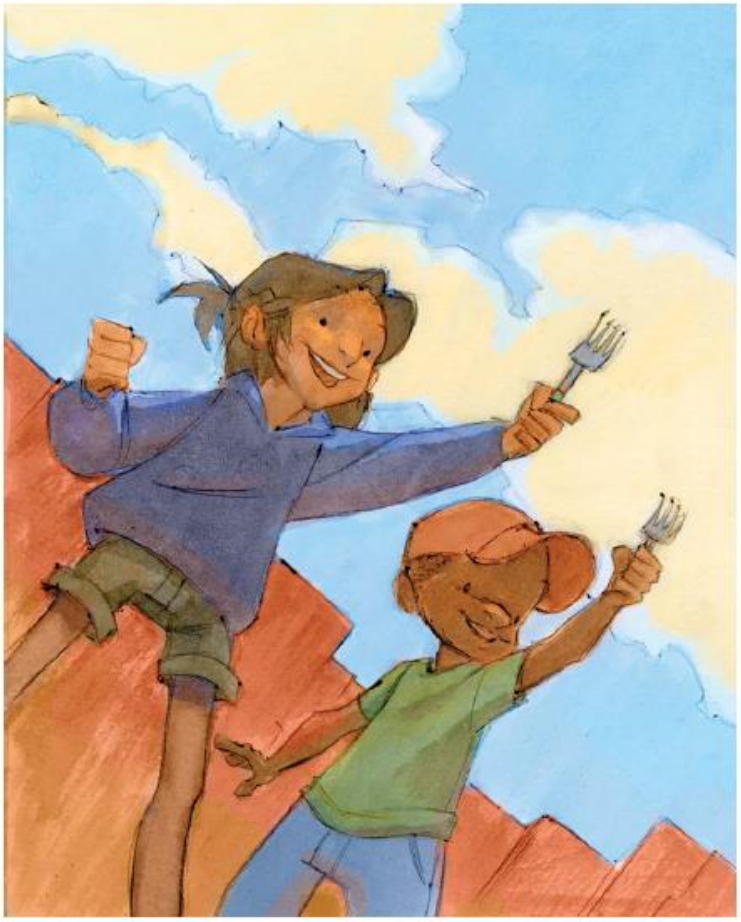
"No," I said, "it looked like a rock."

"What did you use to dig it out?"

"We used our forks!" said Max.

"Forks!" said the man. "That's cool. Could I get a close-up of the two of you with your forks?"

Some·one ran and got us two forks. We held them up and smiled un·til the man said, "Cut!" And that was the end of that.



NAME: _____

DATE: _____

22.3 Activity Page

# The Scoop

*Directions: Have students reread the story and answer the questions.*

1. What did the TV man ask Max and Kate?
   - ○ Can we see the bone?
   - ○ Can we shoot the rocks?
   - ○ Can we shoot some film of you?

Page _____

2. How did Max feel when the TV man spoke to him?

Page _____

3. The man got a close-up of . . .

- ○ the T. rex in the side of the cliff.
- ○ Max and Kate with their forks.
- ○ Ron Fitch, the bone man.

Page _____

4. What did the TV man ask Kate?

Page _____

# We Are TV Stars

We drove back to Nan's cab·in and got there just in time to see our·selves on TV.

The TV man said, "This is Rog·er Fletch·er. I'm stand·ing here in the Bad·lands, where two children have found the bones of a T. rex."

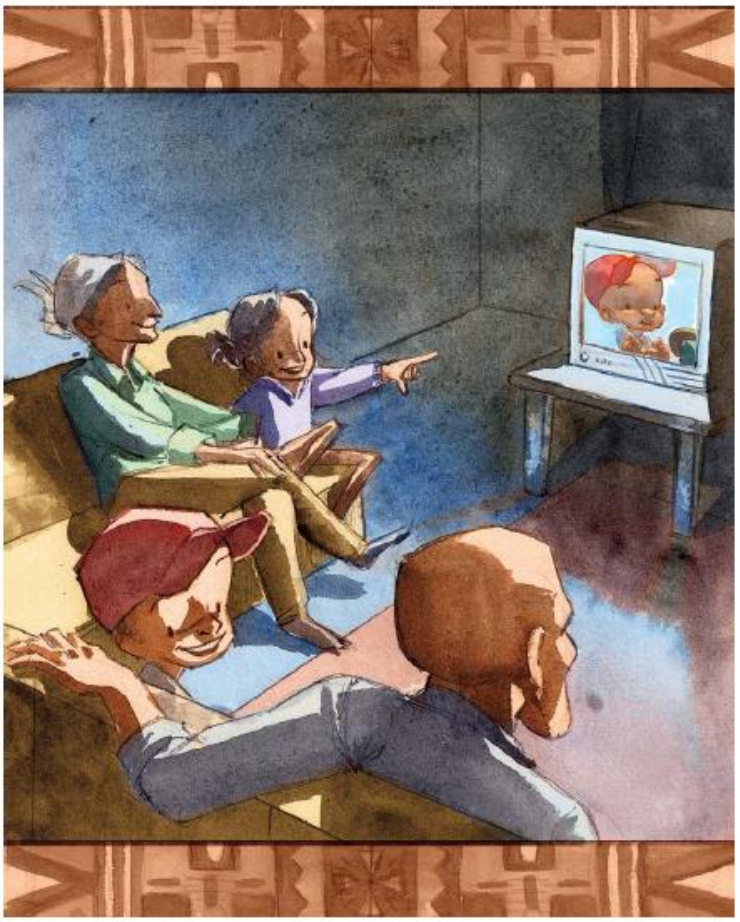
Then Max and I saw our·selves on TV.

"Woo-hoo!" I shout·ed. "We are TV stars!"

Then came the part where the TV man asked Max his name, and Max looked like he was scared of the mike.

"Max, you goof!" I said. "Why did you jump back like that?"

Max just shrugged.



Next the TV man asked me my name.

I said, "I'm Kate." Then I waved.

"Max," said the TV man, "where did you spot the bone?"

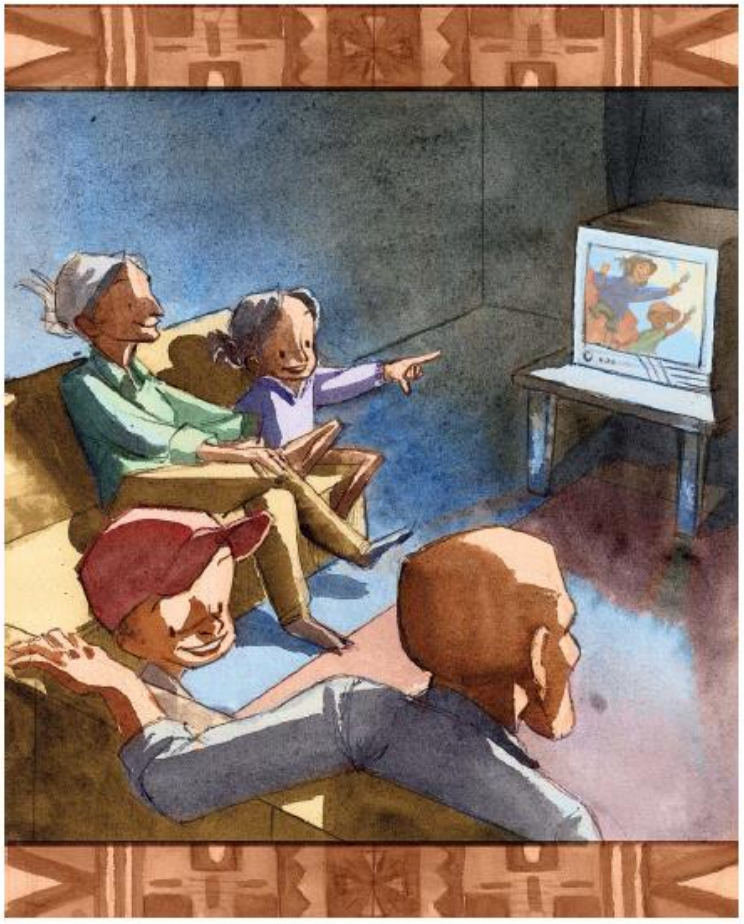
Max said, "It was stick·ing out of the side of a cliff."

"What did you use to dig it out?"

"We used our forks!" said Max.

Then we saw the close-up of Max and me with our forks.

"So there you have it!" said the TV man. "I'm Rog·er Fletch·er with a tale of two chil·dren, two forks, and one large T. rex!"



NAME: _____

DATE: _____

PP.24 Activity Page

# We Are TV Stars

1. Where were Kate and Max when they saw them·sel**ve**s on TV?

Page _____

2. What did the TV man ask Kate?
   - ○ Where did you spot the coin?
   - ○ What's your name?
   - ○ Where is your Nan?

Page _____

*Directions: Have students reread the story and answer the questions.*

3. What did the TV man ask Max?

Page _____

4. Have you ev·er seen your·self or a pal on TV?

Page _____

# Nan's Book

Max and I and the T. rex were on TV six times. I was glad when it came to an end. Af·ter you smile and wave a fork six times, it gets to be less fun.

One morn·ing, Nan hand·ed me a book and said, "Let's drive to the book shop."

"Nan," I said, "why do you need to get a book at the book shop when you have this one?"

"I just fin·ished that one," Nan said. "I liked it a lot. And it just so happ·ens that the man who wrote it will be at the book shop to·day. I'd like to meet him."


In the car I looked at the book. It said "Dust Up, by Stan Bend·er."

"What sort of book is this?" I asked.

"It's a west·ern," said Nan.

"What's a west·ern?"

"It's a book set out here in the West."

"Is there an out·law in the book like Bart?"

"There's an out·law," said Nan, "but he's not like Bart."

"Why not?"

"He has bad mann·ers!" said Nan.

I looked at the last page and saw the page num·ber: 305.

"Yikes!" I said. "This is a long book!"

"It is," said Nan. "But it felt short to me be·cause I liked it so much. I was sad when I got to the end!"

I start·ed to look in·side the book, but just then Nan said, "Here we are!"

NAME: _____

DATE: _____

PP.25 Activity Page

# Nan's Book

*Directions: Have students reread the story and answer the questions.*

1. What sort of book did Nan have?
   - ○ She had a pic·ture book.
   - ○ She had a com·ic book.
   - ○ She had a west·ern.

Page _____

2. How did Nan feel when she got to the end of the book?

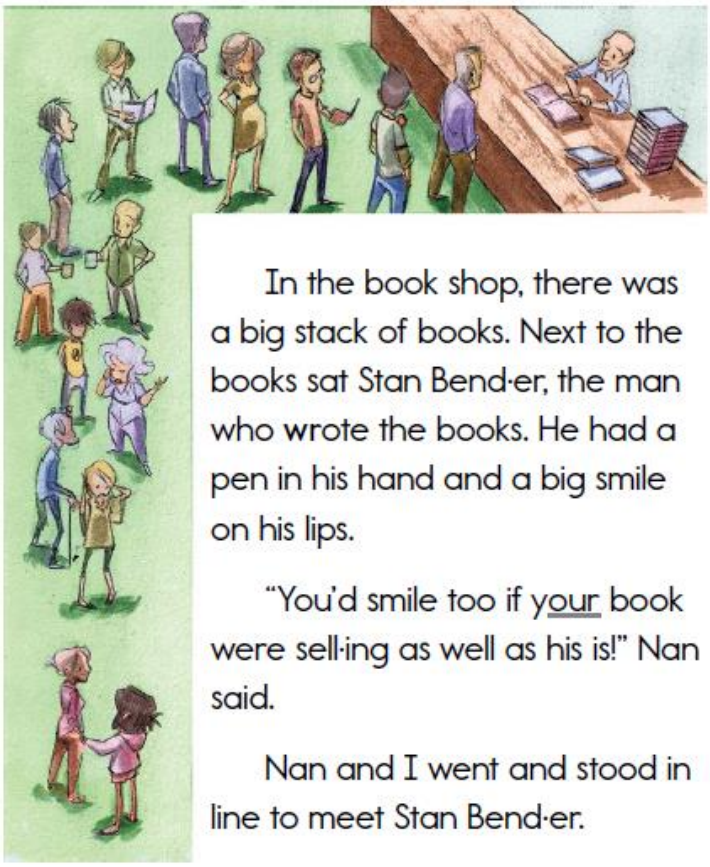
Page _____

*Directions: In the box, have students illustrate a part of the story and write a caption below.*

3. Why did Nan take her book to the book shop?

Page _____

# The Book Shop



In the book shop, there was a big stack of books. Next to the books sat Stan Bend·er, the man who wrote the books. He had a pen in his hand and a big smile on his lips.

"You'd smile too if your book were sell·ing as well as his is!" Nan said.

Nan and I went and stood in line to meet Stan Bend·er.

Nan shook hands with him and said, "I've got twelve of your books. This one was your best book yet!"

The man smiled and said, "That's sweet of you! I hope you will pick up my next one, too!"

"I will!" said Nan.

Then the man wrote, "Best wish·es, Stan Bend·er," in Nan's book.

"Mis·ter Bend·er," I asked, "how hard was it to write that book?"

"Well," he said, "this one was not all that hard. The last one I did was a lot hard·er."

As we got back in the car, I said, "Nan, I'd like to write a book."

"What sort of book would it be?" Nan asked.

"Well," I said, "Max and I found the T. rex."

"Yes, you did," said Nan.

"And you and I found that coin."

"Yes," said Nan.

"And we are out here in the West."

"Yes."

"So it could be a bones and coins and west·ern sort of book."

"Why not?" said Nan. "If you write it, I will make the pic·tures."

I said, "Shake on it!" Then we shook hands.

NAME: _____

DATE: _____



# The Book Shop

*Directions: Have students reread the story and answer the questions.*

1. Who is Stan Bend·er?

   - ○ Stan Bend·er **wr**ites west·ern books.
   - ○ Stan Bend·er is Nan's pal.
   - ○ Stan Bend·er is a bone man.

Page _____

2. What did Kate ask Mis·ter Bend·er?

_____

_____

_____

_____

_____

_____

Page _____

3. What sort of book would Kate like to make?

Page _____

4. Who will make the pic·tures for Kate's book?

- ○ Kate will make the pic·tures.
- ○ Stan will make the pic·tures.
- ○ Nan will make the pic·tures.

Page _____

# We Make a Book

When we got back to Nan's, I start·ed to write the book. I wrote down all of the cool stuff that happ·ened to me out West. The hard·est part was gett·ing start·ed. Once I got started, it went fast.

Nan helped me pick out good words. Some·times when you write, you have to write things two or three times to get all of the best words and get them in the best or·der.

Max helped me out, too. He said, "I can help you with spell·ing. I am the best spell·er in my class." Max looked at what I had writt·en and fixed a lot of spell·ing mis·takes that I had made.

When I had writt·en the words, Nan got out her brush and start·ed to make the art. It took her a long time. She sent the pic·tures to me three weeks af·ter I went home.

My dad took me and my book to a pal of his to see if he would pub·lish the book.

The man looked at it and said, "This is well-writt·en! Chil·dren out there will like this book. I'd like to print it!"

I was so glad, I shout·ed, "Yipp·ee!"

The man and his staff got the book all set to pub·lish. Then they sent it to a print·er.

I hope you liked the book.

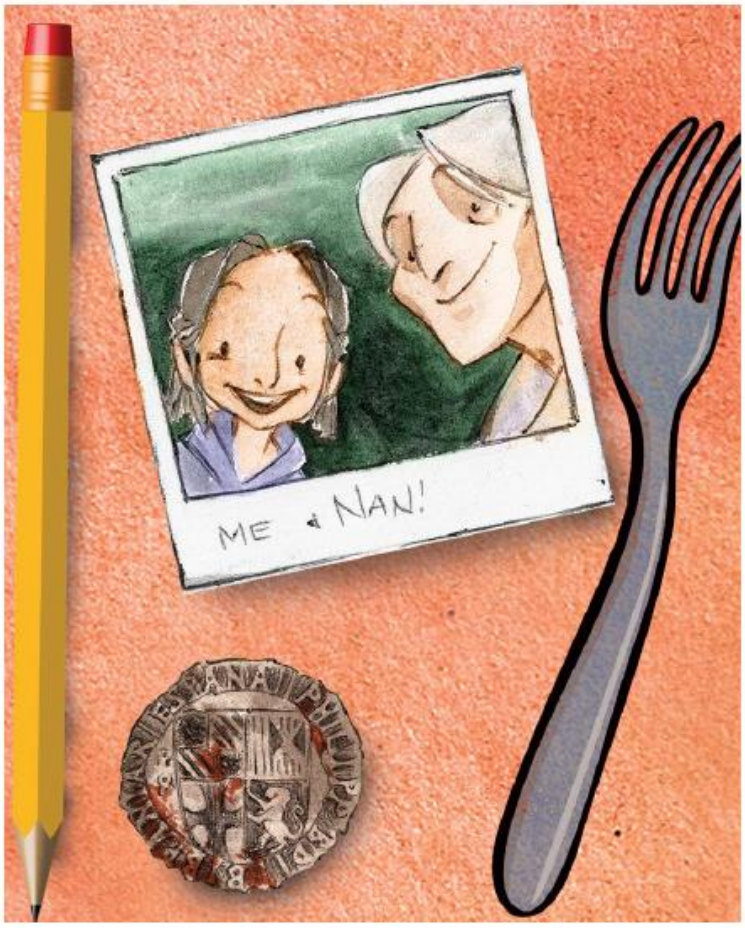
If you'd like to write me a lett·er, you can send it to me at this add·ress:

Kate Skipper

c/o Core Knowledge Foundation

801 East High Street

Charlottesville, Virginia 22902



NAME: _____

DATE: _____

PP.27

Activity Page

# We Make a Book

*Directions: Have students reread the story and answer the questions.*

1. Who helped Kate with her spell·ing?

Page _____

2. Who made the art for the book?

Page _____

3. Use the lines to **wr**ite a lett·er to Kate.

*Directions: Have students trace and copy the punctuation marks. Then have students copy the sentences on the lines, adding the correct ending punctuation.*

1. The rabb·it ran in·to its hole

2. Where did your dad park his car

3. I add·ed pepp·er to the dish

4. Who add·ed pepp·er to the dish

5. Jen scrubbed the tub ☐ ? or .

6. What happ·ened ☐ ? or .

7. Who has a cab·in out west ☐ ? or .

8. Kate went to vis·it her Nan ☐ ? or .

9. Kate made a book ☐ ? or .

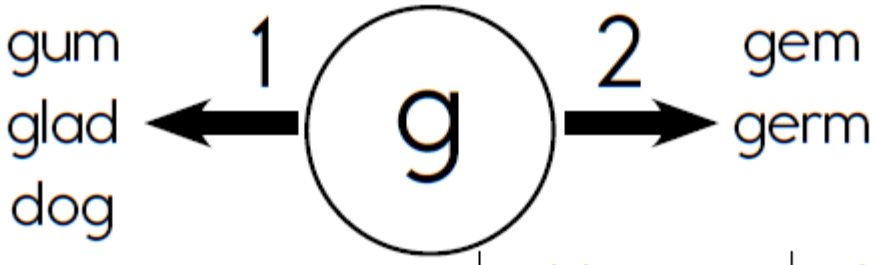
10. Who made the art in Kate's book ☐ ? or .

Sort the words by their spell·ings for /k/.

| | | | | | |
|---|---|---|---|---|---|
| cat | king | black | car | skin | book |
| class | truck | att·ic | fact | like | quack |

| /k/ → 'c' | /k/ → 'k' | /k/ → 'ck' |
|---|---|---|
| cat | king | black |

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Print the words where they fit.




| | /g/ as in *got* | /j/ as in *gem* |
|---|---|---|
| 1. A cat is larg·er than a rat. | | larger |
| 2. We have two arms and two legs. | | |
| 3. Can germs make you sick? | | |
| 4. I'd rath·er ride my bike than jog. | | |
| 5. There are plants in the gar·den. | | |

*Directions: Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation marks at the end.*

1. jim likes to splash in the pool in the summ·er

2. which book do you like best

3. would you like one scoop or two scoops

Add . or ? on the lines.

1. The jogg·er ran up the hill

2. How late did he get home

3. My sis·ter hugged me for a long time

4. Where are my slipp·ers

5. When did you take a hike in the for·est

*Directions: Have students copy the sentences on the lines using correct punctuation.*

1. nan drove us to the coin shop

2. are there a lot of coins in that cave

3. jack said that he could sell the coin

! ? . ,

1. nan, what is that ☐

2. that sounds like fun ☐

3. what sort of coin is it ☐

4. it is a Span·ish coin ☐

Sort the words by their spell·ings for /t/.

| | | | |
|---|---|---|---|
| time | un·til | sit | truck |
| cut | baked | bitt·er | cutt·ing |
| parked | sitt·ing | ripped | hoped |

| /t/ ⟶ 't' | /t/ ⟶ 'tt' | /t/ ⟶ 'ed' |
|---|---|---|

Sort the words by their spell·ings for /d/.

| | | | |
|---|---|---|---|
| down | could | duck | add |
| trimmed | shred | shredd·ing | wedd·ing |
| odd | hide | said | planned |

| /d/ ⟶ 'd' | /d/ ⟶ 'dd' | /d/ ⟶ 'ed' |
|---|---|---|

*Directions: Have students read the sentences to determine which punctuation to add to the first five items. Students should then create their own question, exclamation, and statement.*

1. The kitt·en sleeps ☐
2. I can't sleep be·cause my bug bites itch ☐
3. Will the chicks hatch soon ☐
4. Do not yell ☐
5. Roger can cook ☐
6. _____?
7. _____!
8. _____.

Why is it cold ?

1. Do you like to shoot bas·kets ☐
2. I can write my name ☐
3. Can your dog fetch sticks ☐
4. When is dinn·er ☐
5. Catch it ☐

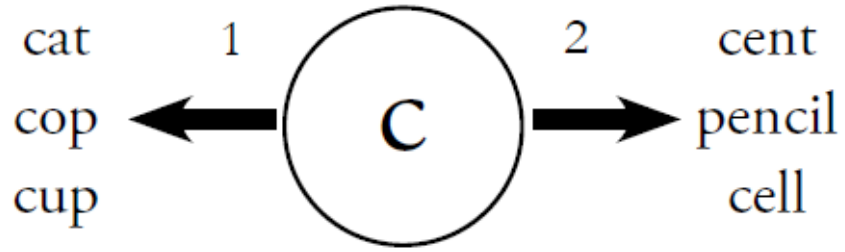
Sort the words by their spell·ings for /l/.

| long | like | large |
|---|---|---|
| solve | all | smell |
| look | sleeve | well |
| still | latch | skill |

/l/ → 'l'

/l/ → 'll'

Sound out the words with the lines under them. Is the 'c' sounded /k/ as in *cat* or /s/ as in *cent*? Write the words where they fit best.




| | /k/ as in *cat* | /s/ as in *cent* |
|---|---|---|
| 1. She is a good dancer. | | dancer |
| 2. It's time to get in the car. | | |
| 3. That kite you have is so cool! | | |
| 4. Set it down in the center of the room | | |
| 5. We had crabs for lunch. | | |
| 6. He gave me a lot of choices. | | |
| 7. Look up there! See that big cloud? | | |

Sort the words by their spellings for /n/.

| | | | | |
|---|---|---|---|---|
| sen**se** | **kn**it | dinner | **kn**ee | nerve |
| running | winner | **c**ent | **kn**ot | fen**ce** |

| /n/ → ‘n’ | /n/ → ‘nn’ | /n/ → ‘kn’ |
|---|---|---|
| | | |

Sort the words by their spellings for /s/.

| | | | | | |
|---|---|---|---|---|---|
| prin**ce** | hor**se** | sin**ce** | rin**se** | choi**ce** | |
| fen**ce** | dan**ce** | hou**se** | mou**se** | goo**se** | |

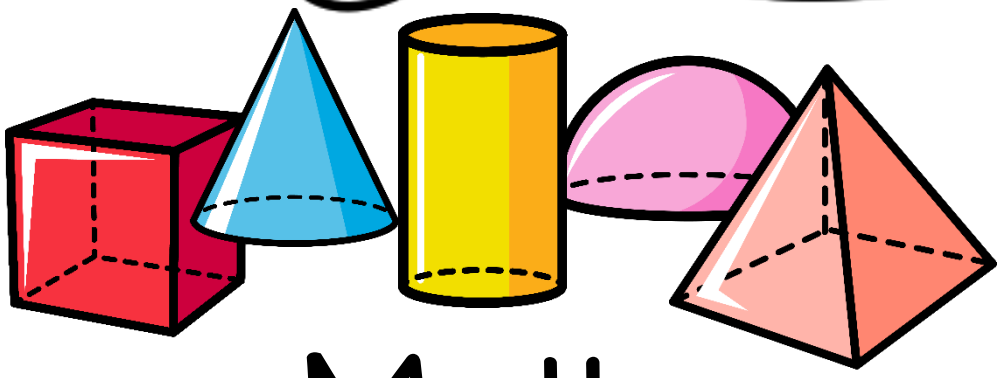
| /s/ → ‘ce’ | /s/ → ‘se’ |
|---|---|
| | |

Cut out the word cards and stick them on the next sheet.

| | |
|---|---|
| cell | **c**enter |
| voi**ce** | prin**ce** |
| twi**c**e | el**se** |
| den**se** | chan**ce** |
| hou**se** | hor**se** |
| per**c**ent | dan**c**ing |

Sort the word cards by their spellings for /s/ and stick them in the boxes.

| /s/ → 'se' | /s/ → 'ce' | /s/ → 'c' |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



# Math Practice Pages

Explore Together

# Understand Tens

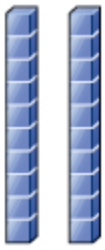
**What is a ten?**

Ten is
10 ones.

Ten is the name for
a group of 10 ones.

**Think** **What is 2 tens?**

2 **tens** is
___ groups of 10.



2 tens is
___ ones.

**Talk About It**

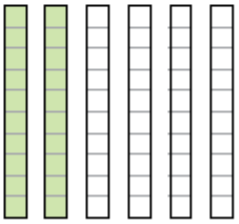
Look at the picture of 10 ones and the picture of 1 ten.
How are they the same?

Explore Together

# Understand Tens

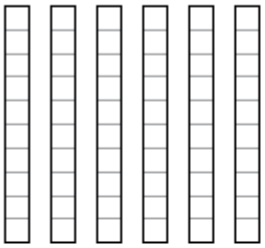
## Show 20.

Count cubes. → Make tens. → Color. Write how many tens.



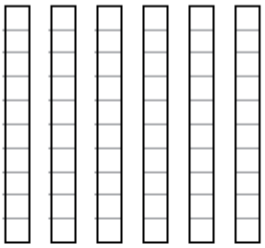
2 tens

**1** Show 30.



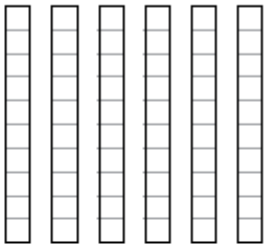
___ tens

**2** Show 40.



___ tens

**3** Show 50.



___ tens

**Talk About It**

Ana counts 3 tens. Micah counts 20 ones. Which is more?

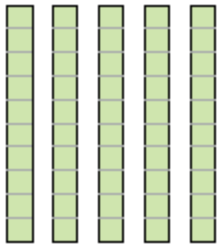
Connect It

# Understand Tens

4 **Draw** Show why 1 ten means the same as 10 ones.

5 **Reason** Draw 1 ten and 10 more ones. How many tens in all?

6 **Explain** David says this shows 14. Do you agree? Why or why not?



Show What I Know

# Understand Tens

**7** **Think about making tens.**

**A:** Circle groups of 10.
Write how many.

How many groups? ____

How many stars? ____

How many groups? ____

How many flowers? ____

How many groups? ____

How many stars? ____

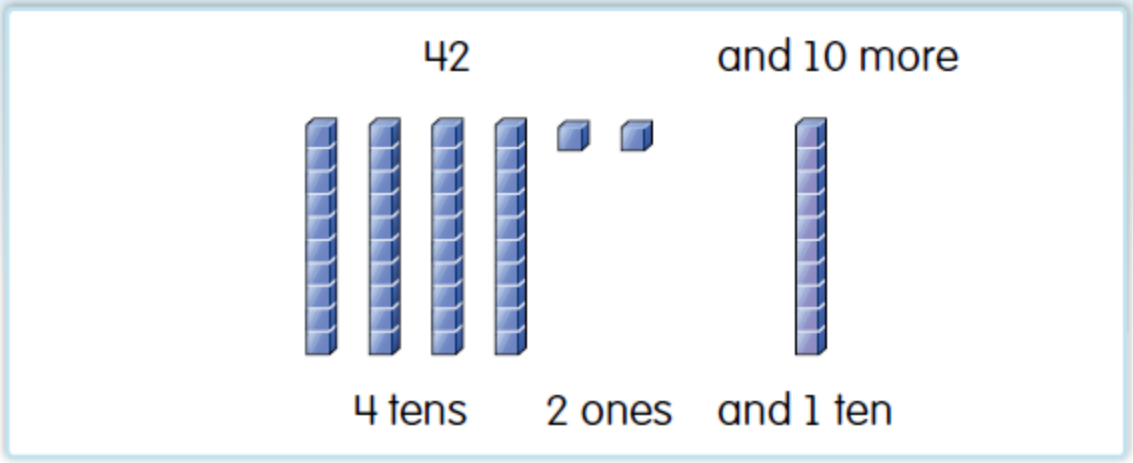
---

**B:** Draw 21 beach balls.
Show how you know you have 21.

Explore Together

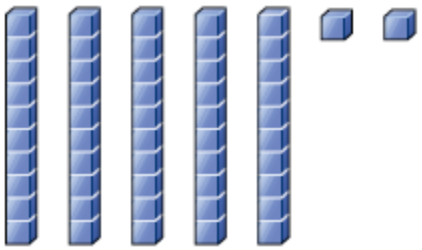
# Understand 10 More and 10 Less

**What is 10 more and 10 less?**




**Think** **10 more means adding 1 ten.**

$42 + 10 = 52$



____ tens ____ ones

**Talk About It**

How do the digits change when you add 10 to 42?

Explore Together

# Understand 10 More and 10 Less

**Find 10 less than 37.**

Use a 120 chart. → Color 37. → Color the number above 37. → 27 is 10 less than 37.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

**1** **Find 10 more than 62. Color both numbers.**

____ is 10 more than 62.

**2** **Find 10 less than 69. Color both numbers.**

____ is 10 less than 69.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |

**Talk About It**

How does the 120 chart help you find 10 less and 10 more? Why does this work?

Connect It

# Understand 10 More and 10 Less

**3** **Identify** What is 10 more than 96?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |

10 more than 96 is _____.

**4** **Choose** Fill in the blanks. Use the numbers in the box.

_____ is 10 more than 58.

_____ is 10 less than 58.

_____ is 10 more than 88.

_____ is 10 less than 88.

| |
|---|
| **78** |
| **48** |
| **68** |
| **98** |

**5** **Explain** Buzz says 10 less than 84 is 83.
Do you agree? Why or why not?

Show What I Know

# Understand 10 More and 10 Less

**6** **Think about 10 more and 10 less.**

**A:** Use digit cards to make numbers.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|

Write a number. Find 10 less and 10 more than your number.

☐ ☐

10 less than _____ is _____.

10 more than _____ is _____.

Write a different number. Find 10 less and 10 more than your number.

☐ ☐

10 less than _____ is _____.

10 more than _____ is _____.

---

**B:** Find 93 + 10. Tell how you know.

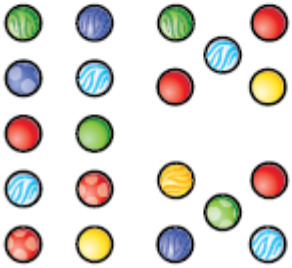
**93 + 10 = _____**

Use What You Know

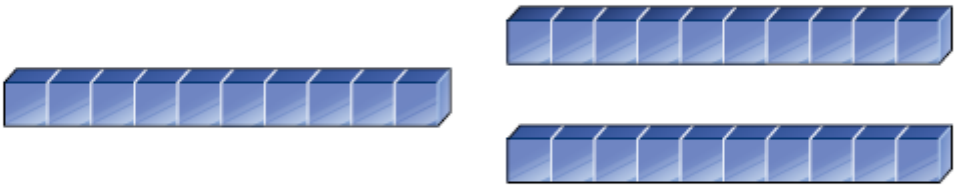
# Add and Subtract Tens

## Try It

Add in two different ways.



_____ balls and _____ balls more is _____ balls.



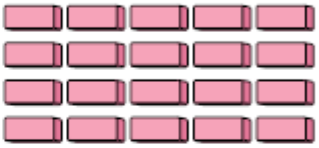
_____ ten and _____ tens more is _____ tens.

Explore Together

# Add and Subtract Tens

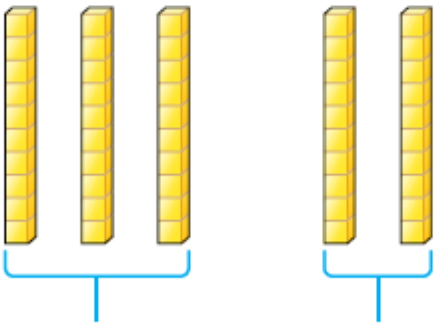
Tess has 30 erasers in a jar.
She gets 20 more.

How many erasers does she have now?



**Model It** **Find 30 + 20.**

Write the numbers as tens.
Then add the tens.



3 tens + 2 tens = 5 tens

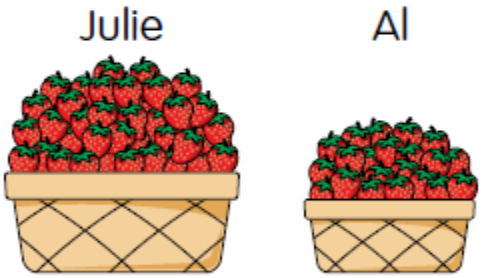
**30 + 20 = ____**

Learn Together

# Add and Subtract Tens

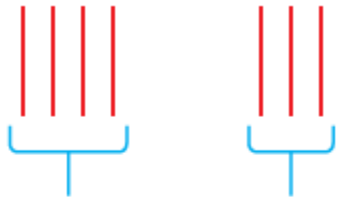
Julie picks 70 berries.
Al picks 40 berries.

How many more does Julie pick?




## Model It Find 70 − 40.

Use addition to subtract.
Write as tens.
Then add the tens.




$40 + ? = 70$

**4 tens + ____ tens = ____ tens**

**70 − 40 = ____**

## Talk About It Who is right? How do you know?

Buzz says $60 - 20 = 40$.

Boom says 6 tens − 2 tens = 4 tens.

Practice Together

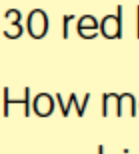
# Add and Subtract Tens

50 gray birds.
30 red birds.

How many more gray birds?

**50 − 30 =** 20

30 + ? = 50

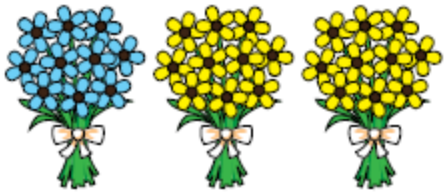


3 tens

2 tens

**1** 10 blue flowers.
20 yellow flowers.

How many flowers in all?



**10 + 20 =** ___ ___ **ten +** ___ **tens =** ___ **tens**

**2** Find 90 − 40.

4 + ? = 9

**4 tens +** ____ **tens = 9 tens**

**40 +** ____ **= 90** **90 − 40 =** ____

Practice by Myself

# Add and Subtract Tens

**3** 60 paper clips.
50 are in a box.

How many are not in the box?

50 + ? = 60

**60 − 50 = ____**

**4** 30 footballs and 30 basketballs.

What is the total number of balls?

**30 + 30 = ____**

**____ tens + ____ tens = ____ tens**

**5** Find 80 − 20.

2 + ? = 8

**2 tens + ____ tens = 8 tens**

**20 + ____ = 80**

**80 − 20 = ____**

Explore Together

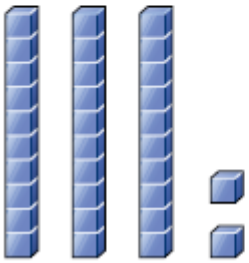
# Understand Tens and Ones

**What is a number as tens and ones?**

You can show 32 as different tens and ones.

32 is 32 ones.

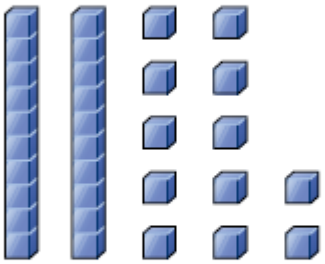
32 is 3 tens 2 ones.



32 is 30 + 2.

**Think** **There are other ways to show 32 as tens and ones.**

32 is 2 tens 12 ones.



**32 is 20 + ____.**

32 is 1 ten 22 ones.

**32 is ____ + 22.**

**Talk About It**

What are some ways to show 37 as tens and ones?

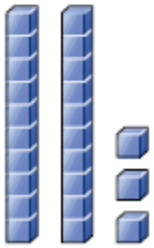
Explore Together

# Understand Tens and Ones

**Show 23 as different tens and ones.**
**Use base-ten blocks.**

Make 23 one way. → Make 23 another way.

Write the tens and ones. Write the tens and ones.



2 tens 3 ones

1 ten 13 ones

**1** **Show 45 as tens and ones two ways.**

____ tens ____ ones

____ tens ____ ones

**2** **Show 54 as tens and ones two ways.**

____ tens ____ ones

____ tens ____ ones

**Talk About It**

What are other ways you can show these numbers?

Connect It

# Understand Tens and Ones

3 **Draw** Show why 36 ones is the same as 3 tens 6 ones.

4 **Identify** Circle all the ways that show 76.

| | |
|---|---|
| 7 tens 6 ones | 6 tens 7 ones |
| 60 + 7 | 70 + 6 |
| 5 tens 26 ones | 6 tens 16 ones |

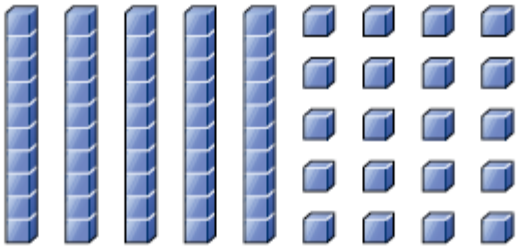
5 **Explain** Buzz says 5 tens 8 ones = 5 + 80. Do you agree? Tell why or why not.

Show What I Know

# Understand Tens and Ones

**6** **Think about how you can show numbers as different tens and ones.**

**A:** Circle some tens and ones.



Write the number as tens and ones in two different ways. Write the two-digit number.

_____ tens _____ ones  _____ tens _____ ones  _____

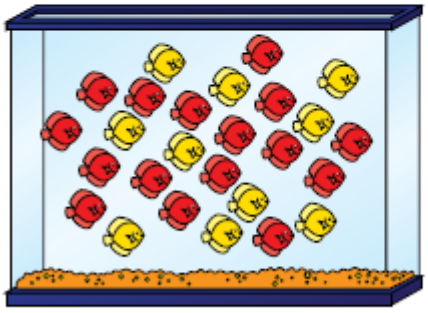
---

**B:** Use the two digits from A. Write a different number. Show this number as tens and ones in two different ways.

Explore Together

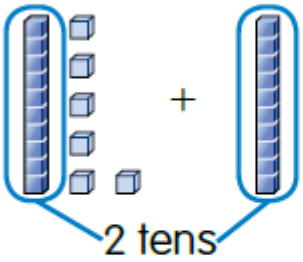
# Add Tens to Any Number

Eli has 16 red fish
and 10 yellow fish.
How many fish in all?



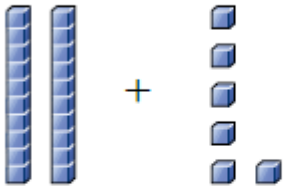
**Model It** **Find 16 + 10.**

Add the tens.




$10 + 10 =$ ____

Then add the ones.




$20 + 6 =$ ____

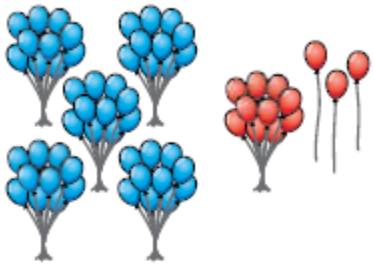
**16 + 10 =** ____

Learn Together

# Add Tens to Any Number

50 blue balloons
and 13 red balloons.

How many balloons altogether?



## Model It Find 50 + 13.

Write the tens and ones.

50 + 13

10 3

50 + 10 + 3

Add the tens.
Then add the ones.

50 + 10 = 60

60 + ____ = ____

**50 + 13 = ____**

## Talk About It What is wrong?

20 baseballs and 12 footballs. How many balls?

What's wrong? 2 + 10 + 2 = 14

- Show the right way. ____ + ____ + ____ = ____

Practice Together

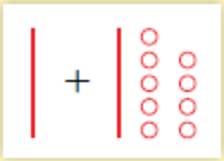
# Add Tens to Any Number

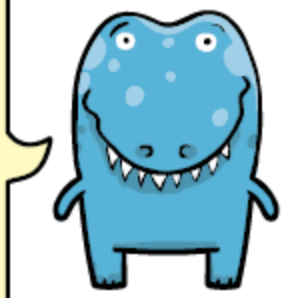
10 blue marbles and 19 green marbles.
How many marbles in all?

**10 + 10 =** 20

**20 + 9 =** 29

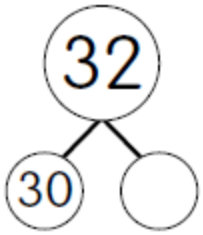
**10 + 19 =** 29





**1** 20 black cars and 32 white cars.
What is the total number of cars?

**20 + 32 =** ____




**2** 29 small ants and 10 big ants.
How many ants are there?

____ **= 29 + 10**

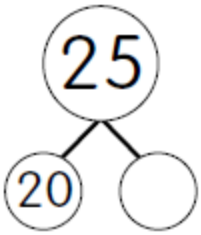
Practice by Myself

# Add Tens to Any Number

**3** 70 small paper clips
and 14 big paper clips.
How many paper clips?

____ = **70 + 14**

**4** 40 green frogs and 25 yellow frogs.
How many frogs?




**40 + 25 = ____**

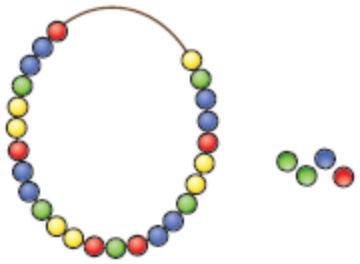
**5** 17 triangles and 20 squares.
How many shapes?

**17 + 20 = ____**

Explore Together

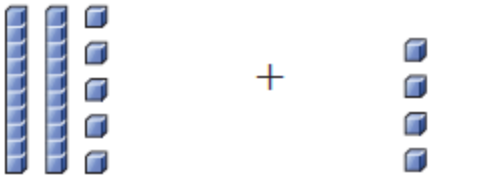
# Add Tens and Add Ones

A necklace has 25 beads.
4 more beads are added
How many beads altogether?



**Model It** **Find 25 + 4.**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |



2 tens 5 ones  4 ones

**25 + 4 = ____**

Learn Together

# Add Tens and Add Ones

How many shells?

13 shells

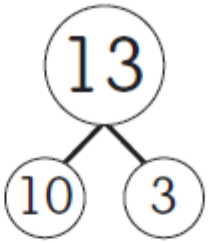
14 shells

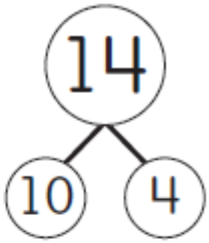
## Model It Find 13 + 14.

Add the tens.
Then add the ones.

1 ten 3 ones
+ 1 ten 4 ones
2 tens 7 ones = ____

**13 + 14 = ____**




## Talk About It Who is right? How do you know?

Boom:
2 tens 5 ones
+ 1 ten 3 ones
3 tens 8 ones

Buzz: 20 + 5
10 + 3
30 + 8

Practice Together

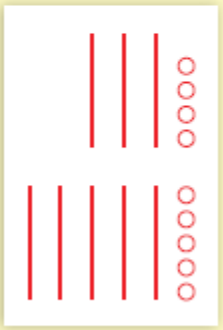
# Add Tens and Add Ones

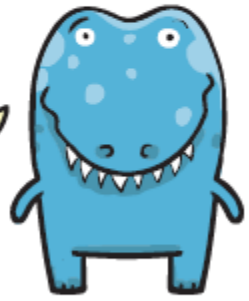
34 big beads and 55 small beads.
How many beads?

30 + 4
50 + 5

80 + 9 = 89

**34 + 55 =** 89





**1** 47 brown cows and
12 black cows.
How many cows in all?

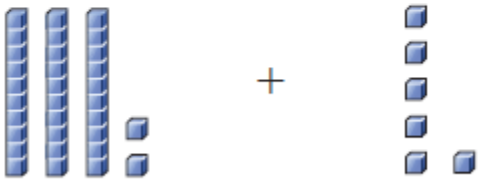
**47 + 12 =** ____

**40 +** ☐

☐ **+ 2**

☐ + ☐ = ☐

**2** 32 green pencils and
6 yellow pencils.
How many pencils?



____ **= 32 + 6**

____ tens ____ ones ____ ones

Practice by Myself

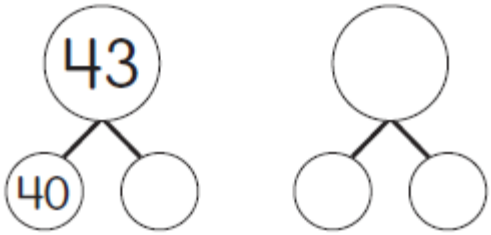
# Add Tens and Add Ones

**3** 52 oak trees
and 35 pine trees.
How many trees in all?

$$\square + 2$$
$$30 + \square$$
$$\square + \square = \square$$

**52 + 35 = ____**

**4** Manny has 43 cards.
Mark has 17 cards.
What is the total
number of cards?




**43 + 17 = ____**

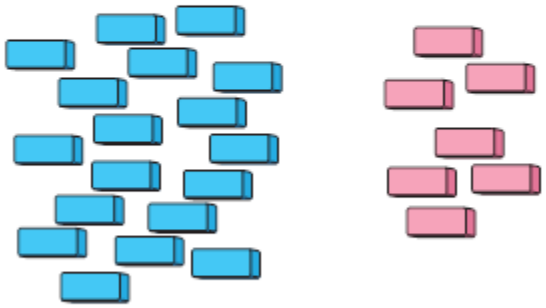
**5** 31 green grapes and 23 red grapes.
How many grapes altogether?

**31 + 23 = ____**

Explore Together

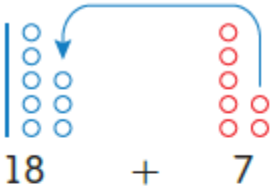
# Add and Regroup

Lou has some erasers.
18 are blue. 7 are red.
How many erasers in all?

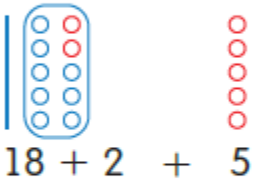


**Model It** **Find 18 + 7.**

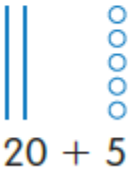
Make the next ten.




Then add the tens and ones.




20 + 5 = ____




**18 + 7 = ____**

Learn Together

# Add and Regroup

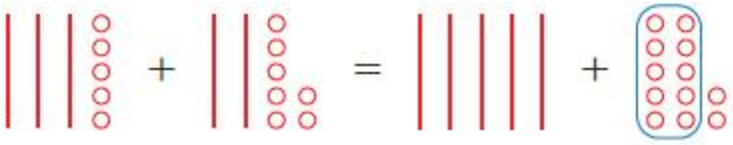
How many marbles?

35 marbles

27 marbles

**Model It** **Find 35 + 27.**

Add the tens and ones.



5 tens 12 ones

50 + 12

50 + 10 + 2 = ____

**35 + 27 = ____**

**Talk About It** **Who is right? How do you know?**

Buzz: 25 + 16 = 41

Boom: 25 + 16 = 31

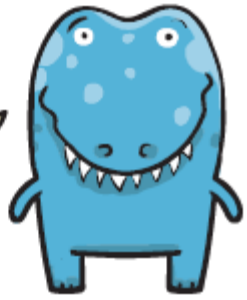
Practice Together

# Add and Regroup

27 flower stickers. 64 star stickers.
How many stickers?

2 tens 7 ones
+ 6 tens 4 ones
8 tens 11 ones = 80 + 11
80 + 10 + 1

**27 + 64 =** 91



**1** 38 soccer balls and 46 kickballs.
How many balls?

____ **= 38 + 46**

**2** 27 yellow flowers and 8 white flowers.
How many flowers altogether?

**27 + 8 =** ____

2 tens 7 ones
+ 8 ones

____ tens ____ ones

Practice by Myself

# Add and Regroup

**3** 33 math books and 27 reading books.
What is the total number of books?

**33 + 27 = ____**

**4** 48 circles and 35 squares.
How many shapes?

4 tens 8 ones
+ 3 tens 5 ones

**____ = 48 + 35**

____ tens ____ ones

**5** 44 gold stars and 9 silver stars.
How many stars in all?

**44 + 9 = ____**

# Lesson 7 Introduction
## Add Two-Digit Numbers

2.NBT.B.5
2.NBT.B.8

### Use What You Know

**You know how to add one-digit numbers.**

One day, Jack found 27 cans to recycle. The next day, he found 15 cans to recycle. How many cans did Jack find altogether?

**a.** Circle groups of ten in the picture of 27 cans.

There are _____ tens and _____ ones in 27.

**b.** Circle groups of ten in the picture of 15 cans.

There is _____ ten and _____ ones in 15.

**c.** How many tens are there in all? _____ tens

**d.** How many ones are there in all? _____ ones

12 ones = _____ ten and _____ ones

**e.** How many cans did Jack find? Show your work.

_____

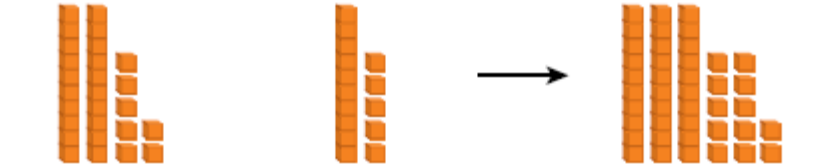
_____

## Find Out More

You can add two-digit numbers in many ways.

Here are some ways to find 27 + 15.

**Use base-ten blocks.**



2 tens and 7 ones | 1 ten and 5 ones | 3 tens and 12 ones

**Go to the next ten.**

$27 + 3 = 30$
$30 + 10 = 40$
$40 + 2 = 42$

**Add tens, then ones.**

$20 + 7$
$10 + 5$
$30 + 12 = 42$

## Reflect Work with a partner.

**1 Talk About It** Show two ways to add 49 and 26.

49 | 26

**Write About It** _____

_____

_____

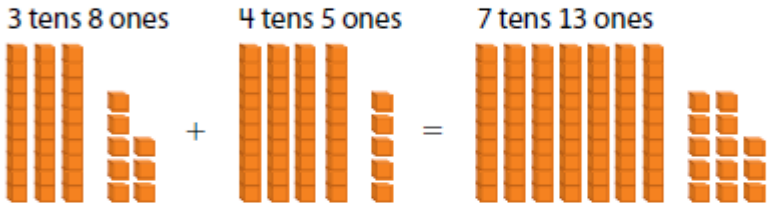
Learn About

# Different Ways to Show Addition

**Read the problem. Then you will explore different ways to show addition.**

Before lunch, Maria read for 38 minutes. After lunch, she read for 45 minutes. How many total minutes did Maria read?

## Picture It You can use base-ten blocks.




## Model It You can add tens and add ones.

$38 = 30 + 8$

$45 = \underline{40 + 5}$

$70 + 13$

## Model It You can go to the next ten.

$38 + \mathbf{2} = 40$

$40 + \mathbf{40} = 80$

$80 + \mathbf{3} = ?$

## Connect It Add tens and ones.

**2** Look at *Picture It* on the previous page.
What is the total number of tens and ones?

_____ tens + _____ ones

**3** How many tens and ones are in 13?

13 = _____ ten and _____ ones, or _____ + 3

**4** Add both tens. Then add the ones.

70 + 10 + 3 = _____ + _____

= _____

**5** **Talk About It** Explain how you would add 38 and 45.

**Write About It** _____

_____

_____

_____

## Try It Try another problem.

**6** Mr. Dane has 17 pens and 13 pencils. How many pens and pencils does he have in all? Show your work.

_____

_____

Lesson 7 Modeled and Guided Instruction

Learn About

# More Ways to Show Addition

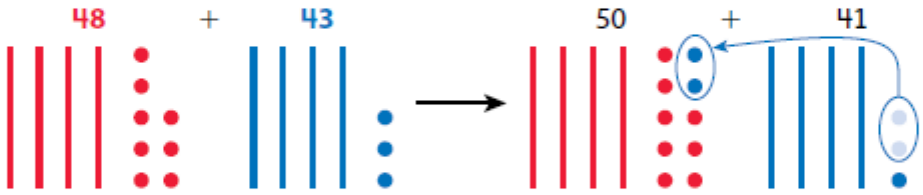
**Read the problem. Then you will explore different ways to show addition.**

There are 48 students on Bus A and 43 students on Bus B.
How many students are on both buses?

## Picture It You can use a quick drawing.

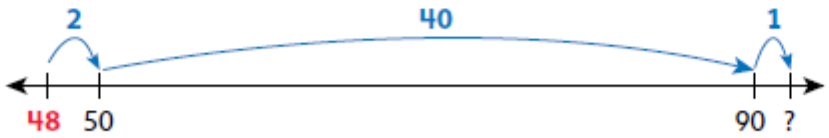
Show each number with a quick drawing.

It is easier to add when one number has no ones.
So, make a ten.




## Model It You can use an open number line.

Start with 48. Add 2 to go to the next ten. To add 40, count on by tens from 50: 60, 70, 80, 90. Then add 1 more.



## Connect It Make a ten to add.

**Look at *Picture It* on the previous page.**

**7** Why do you add 2 to 48? _____

**8** What does the drawing show? Fill in the blanks.

$$48 + \square + 43 - \square = 50 + 41 = \square$$

**Look at *Model It* on the previous page.**

**9** Why do you first jump 2 spaces?

_____

**10** What number should you get if you add all the jumps? Why?

_____

_____

**11** Where is the answer on this open number line?

_____

## Try It Try another problem.

**12** Sam drives 39 miles north. Then she drives 28 miles east. How far does she drive altogether? Show your work.

_____

_____

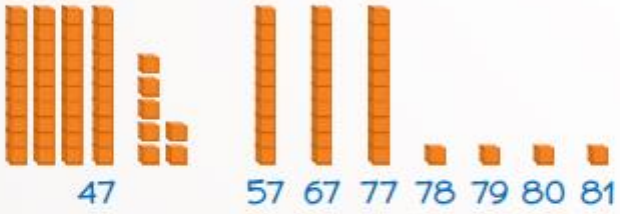
## Practice Adding Two-Digit Numbers

**Study the model below. Then solve Problems 13–15.**

**Example**

Lucas had 47 rocks in his collection. He got 34 more rocks. How many rocks does Lucas have now?

**You can count on by tens and ones to add.**




*Answer* 81 rocks

**13** Bailey sold 12 flags at a parade. She has 14 flags left. How many flags did she have before the parade?

**Show your work.**

How many tens are in each number? How many ones?

*Answer* _____

**14** Kory used 47 blocks to build a tower. Then he used 28 more blocks to make it bigger. How many blocks did Kory use altogether?

**Show your work.**

What can you add to 47 to get to the next ten?

***Answer*** _____

**15** Jenny got 53 points in her first card game.
She got 38 points in her second game.
What is the total number of points Jenny got?

**A** 81

**B** 93

**C** 91

**D** 83

Does it matter which number you start with?

Brady chose **A** as the answer. This answer is wrong.
How did Brady get his answer?

_____

_____

_____

Lesson 7 Independent Practice

Practice

# Adding Two-Digit Numbers

**Solve the problems.**

**1** Which addition problem shows a way to add 78 and 16? Circle all the correct answers.

**A** $70 + 8 + 10 + 6$

**B** $70 + 10 + 8 + 6$

**C** $80 + 14$

**D** $70 + 8 + 6$

**2** Jo did 36 sit-ups. Then she did 27 more. How many sit-ups did Jo do in all? Circle the correct answer.

**A** 73

**B** 63

**C** 53

**D** 9

**3** Tell if the equation shows how to find $24 + 9$. Circle *Yes* or *No* for each problem.

| | | |
|---|---|---|
| **a.** $20 + 4 + 9 = 33$ | Yes | No |
| **b.** $2 + 4 + 9 = 15$ | Yes | No |
| **c.** $20 + 40 + 9 = 69$ | Yes | No |
| **d.** $20 + 10 + 3 = 33$ | Yes | No |

**4** Each morning, Seth runs 1 more minute than the day before. Yesterday, he ran for 14 minutes. How many total minutes did he run yesterday and today? Circle the correct answer.

**A** 14

**B** 15

**C** 27

**D** 29

**5** Ms. Ames shows her students the problem at the right. What did she do? Explain. Then show how to solve the problem a different way.

$$\begin{array}{r} 25 \\ +\ 59 \\ \hline 14 \\ +\ 70 \\ \hline 84 \end{array}$$

**6** Find 47 + 24 the way Ms. Ames did in Problem 5. Then use a different way. What do you notice?

## Addition Facts—Skills Practice

**Find sums to 10.** **Form A**

| | | |
|---|---|---|
| 1 $2 + 2 =$ _____ | 2 $3 + 4 =$ _____ | 3 $1 + 5 =$ _____ |
| 4 $3 + 5 =$ _____ | 5 $7 + 1 =$ _____ | 6 $8 + 1 =$ _____ |
| 7 $8 + 2 =$ _____ | 8 $6 + 2 =$ _____ | 9 $3 + 7 =$ _____ |
| 10 $8 + 0 =$ _____ | 11 $4 + 5 =$ _____ | 12 $3 + 3 =$ _____ |
| 13 $2 + 5 =$ _____ | 14 $5 + 2 =$ _____ | 15 $6 + 3 =$ _____ |
| 16 $4 + 4 =$ _____ | 17 $7 + 3 =$ _____ | 18 $5 + 4 =$ _____ |
| 19 $5 + 3 =$ _____ | 20 $0 + 5 =$ _____ | 21 $2 + 8 =$ _____ |
| 22 $2 + 7 =$ _____ | 23 $4 + 6 =$ _____ | 24 $3 + 2 =$ _____ |
| 25 $5 + 5 =$ _____ | 26 $3 + 6 =$ _____ | 27 $1 + 9 =$ _____ |
| 28 $4 + 3 =$ _____ | 29 $7 + 2 =$ _____ | 30 $2 + 4 =$ _____ |

## Addition Facts—Skills Practice

**Find sums to 10.** **Form B**

| | | |
|---|---|---|
| 1 $3 + 1 =$ _____ | 2 $4 + 2 =$ _____ | 3 $7 + 2 =$ _____ |
| 4 $5 + 5 =$ _____ | 5 $3 + 2 =$ _____ | 6 $9 + 1 =$ _____ |
| 7 $6 + 3 =$ _____ | 8 $6 + 4 =$ _____ | 9 $0 + 7 =$ _____ |
| 10 $4 + 4 =$ _____ | 11 $5 + 3 =$ _____ | 12 $1 + 5 =$ _____ |
| 13 $4 + 6 =$ _____ | 14 $2 + 8 =$ _____ | 15 $3 + 3 =$ _____ |
| 16 $9 + 0 =$ _____ | 17 $3 + 5 =$ _____ | 18 $2 + 6 =$ _____ |
| 19 $3 + 4 =$ _____ | 20 $7 + 3 =$ _____ | 21 $2 + 5 =$ _____ |
| 22 $6 + 1 =$ _____ | 23 $8 + 2 =$ _____ | 24 $3 + 6 =$ _____ |
| 25 $1 + 4 =$ _____ | 26 $4 + 5 =$ _____ | 27 $3 + 7 =$ _____ |
| 28 $6 + 2 =$ _____ | 29 $1 + 6 =$ _____ | 30 $5 + 4 =$ _____ |

## Addition Facts—Skills Practice

**Find sums from 11 to 20.** **Form A**

| | | |
|---|---|---|
| 1 $6 + 6 =$ _____ | 2 $6 + 7 =$ _____ | 3 $9 + 2 =$ _____ |
| 4 $8 + 3 =$ _____ | 5 $4 + 8 =$ _____ | 6 $8 + 8 =$ _____ |
| 7 $9 + 6 =$ _____ | 8 $7 + 6 =$ _____ | 9 $8 + 5 =$ _____ |
| 10 $9 + 3 =$ _____ | 11 $4 + 9 =$ _____ | 12 $9 + 9 =$ _____ |
| 13 $5 + 9 =$ _____ | 14 $7 + 4 =$ _____ | 15 $7 + 8 =$ _____ |
| 16 $8 + 4 =$ _____ | 17 $5 + 6 =$ _____ | 18 $4 + 7 =$ _____ |
| 19 $9 + 8 =$ _____ | 20 $9 + 4 =$ _____ | 21 $8 + 6 =$ _____ |
| 22 $6 + 5 =$ _____ | 23 $7 + 9 =$ _____ | 24 $7 + 5 =$ _____ |
| 25 $6 + 8 =$ _____ | 26 $7 + 7 =$ _____ | 27 $8 + 9 =$ _____ |
| 28 $8 + 7 =$ _____ | 29 $9 + 5 =$ _____ | 30 $5 + 7 =$ _____ |

## Addition Facts—Skills Practice

**Find sums from 11 to 20.** **Form B**

| | | |
|---|---|---|
| 1 $9 + 2 =$ _____ | 2 $9 + 6 =$ _____ | 3 $6 + 5 =$ _____ |
| 4 $5 + 8 =$ _____ | 5 $8 + 8 =$ _____ | 6 $9 + 3 =$ _____ |
| 7 $7 + 6 =$ _____ | 8 $3 + 8 =$ _____ | 9 $5 + 9 =$ _____ |
| 10 $8 + 4 =$ _____ | 11 $6 + 6 =$ _____ | 12 $9 + 7 =$ _____ |
| 13 $3 + 9 =$ _____ | 14 $7 + 7 =$ _____ | 15 $5 + 6 =$ _____ |
| 16 $9 + 8 =$ _____ | 17 $4 + 9 =$ _____ | 18 $8 + 6 =$ _____ |
| 19 $9 + 5 =$ _____ | 20 $6 + 8 =$ _____ | 21 $9 + 9 =$ _____ |
| 22 $5 + 7 =$ _____ | 23 $7 + 9 =$ _____ | 24 $7 + 4 =$ _____ |
| 25 $8 + 3 =$ _____ | 26 $7 + 5 =$ _____ | 27 $7 + 8 =$ _____ |
| 28 $6 + 9 =$ _____ | 29 $9 + 4 =$ _____ | 30 $8 + 9 =$ _____ |

## Addition Facts—Skills Practice

**Find sums to 20.** **Form A**

| | | |
|---|---|---|
| 1 $9 + 1 =$ _____ | 2 $8 + 4 =$ _____ | 3 $5 + 6 =$ _____ |
| 4 $2 + 7 =$ _____ | 5 $8 + 0 =$ _____ | 6 $6 + 8 =$ _____ |
| 7 $7 + 9 =$ _____ | 8 $5 + 5 =$ _____ | 9 $4 + 9 =$ _____ |
| 10 $6 + 4 =$ _____ | 11 $1 + 5 =$ _____ | 12 $3 + 3 =$ _____ |
| 13 $9 + 6 =$ _____ | 14 $5 + 4 =$ _____ | 15 $7 + 3 =$ _____ |
| 16 $0 + 2 =$ _____ | 17 $2 + 8 =$ _____ | 18 $9 + 8 =$ _____ |
| 19 $3 + 9 =$ _____ | 20 $7 + 8 =$ _____ | 21 $4 + 5 =$ _____ |
| 22 $2 + 2 =$ _____ | 23 $6 + 6 =$ _____ | 24 $2 + 9 =$ _____ |
| 25 $8 + 7 =$ _____ | 26 $1 + 8 =$ _____ | 27 $4 + 6 =$ _____ |
| 28 $3 + 4 =$ _____ | 29 $5 + 8 =$ _____ | 30 $9 + 9 =$ _____ |

## Addition Facts—Skills Practice

**Find sums to 20.** **Form B**

| | | |
|---|---|---|
| 1 $4 + 2 =$ _____ | 2 $5 + 3 =$ _____ | 3 $8 + 5 =$ _____ |
| 4 $7 + 7 =$ _____ | 5 $9 + 4 =$ _____ | 6 $0 + 4 =$ _____ |
| 7 $8 + 2 =$ _____ | 8 $8 + 9 =$ _____ | 9 $2 + 5 =$ _____ |
| 10 $9 + 5 =$ _____ | 11 $3 + 7 =$ _____ | 12 $1 + 9 =$ _____ |
| 13 $8 + 8 =$ _____ | 14 $5 + 7 =$ _____ | 15 $4 + 4 =$ _____ |
| 16 $3 + 6 =$ _____ | 17 $9 + 2 =$ _____ | 18 $6 + 9 =$ _____ |
| 19 $1 + 9 =$ _____ | 20 $7 + 6 =$ _____ | 21 $4 + 8 =$ _____ |
| 22 $5 + 0 =$ _____ | 23 $2 + 3 =$ _____ | 24 $9 + 7 =$ _____ |
| 25 $7 + 4 =$ _____ | 26 $6 + 7 =$ _____ | 27 $4 + 3 =$ _____ |
| 28 $2 + 6 =$ _____ | 29 $5 + 9 =$ _____ | 30 $3 + 8 =$ _____ |

## Subtraction Facts—Skills Practice

**Subtract within 10.** **Form A**

1. 3 − 1 = _____
2. 5 − 4 = _____
3. 9 − 5 = _____
4. 6 − 3 = _____
5. 10 − 4 = _____
6. 4 − 2 = _____
7. 7 − 0 = _____
8. 9 − 8 = _____
9. 8 − 3 = _____
10. 8 − 6 = _____
11. 10 − 5 = _____
12. 9 − 1 = _____
13. 7 − 2 = _____
14. 4 − 1 = _____
15. 7 − 5 = _____
16. 9 − 9 = _____
17. 6 − 5 = _____
18. 10 − 7 = _____
19. 9 − 4 = _____
20. 8 − 7 = _____
21. 5 − 3 = _____
22. 2 − 2 = _____
23. 7 − 4 = _____
24. 10 − 1 = _____
25. 4 − 3 = _____
26. 9 − 6 = _____
27. 10 − 9 = _____
28. 8 − 2 = _____
29. 6 − 4 = _____
30. 9 − 3 = _____

## Subtraction Facts—Skills Practice

**Subtract within 10.** **Form B**

1. 6 − 2 = _____
2. 10 − 2 = _____
3. 7 − 3 = _____
4. 7 − 6 = _____
5. 8 − 4 = _____
6. 4 − 4 = _____
7. 5 − 1 = _____
8. 9 − 7 = _____
9. 7 − 4 = _____
10. 8 − 5 = _____
11. 10 − 9 = _____
12. 8 − 2 = _____
13. 10 − 3 = _____
14. 2 − 1 = _____
15. 7 − 5 = _____
16. 1 − 0 = _____
17. 5 − 2 = _____
18. 9 − 6 = _____
19. 9 − 2 = _____
20. 8 − 7 = _____
21. 10 − 4 = _____
22. 8 − 1 = _____
23. 4 − 2 = _____
24. 6 − 4 = _____
25. 10 − 6 = _____
26. 9 − 3 = _____
27. 10 − 8 = _____
28. 7 − 5 = _____
29. 3 − 2 = _____
30. 9 − 5 = _____

## Subtraction Facts—Skills Practice

**Subtract from teen numbers.** **Form A**

1. 11 − 2 = _____
2. 14 − 7 = _____
3. 10 − 5 = _____
4. 13 − 8 = _____
5. 12 − 4 = _____
6. 11 − 9 = _____
7. 15 − 6 = _____
8. 11 − 5 = _____
9. 15 − 8 = _____
10. 12 − 3 = _____
11. 14 − 8 = _____
12. 12 − 7 = _____
13. 13 − 9 = _____
14. 11 − 4 = _____
15. 13 − 5 = _____
16. 16 − 7 = _____
17. 12 − 6 = _____
18. 14 − 9 = _____
19. 13 − 6 = _____
20. 18 − 9 = _____
21. 12 − 8 = _____
22. 15 − 9 = _____
23. 14 − 5 = _____
24. 17 − 9 = _____
25. 11 − 6 = _____
26. 12 − 9 = _____
27. 15 − 7 = _____
28. 14 − 9 = _____
29. 16 − 8 = _____
30. 12 − 5 = _____

## Subtraction Facts—Skills Practice

**Subtract from teen numbers.** **Form B**

1. 11 − 3 = _____
2. 11 − 9 = _____
3. 16 − 8 = _____
4. 14 − 9 = _____
5. 12 − 7 = _____
6. 13 − 4 = _____
7. 17 − 8 = _____
8. 14 − 6 = _____
9. 15 − 9 = _____
10. 12 − 5 = _____
11. 13 − 7 = _____
12. 11 − 6 = _____
13. 14 − 8 = _____
14. 17 − 9 = _____
15. 13 − 5 = _____
16. 11 − 2 = _____
17. 13 − 9 = _____
18. 15 − 7 = _____
19. 13 − 6 = _____
20. 18 − 9 = _____
21. 11 − 8 = _____
22. 16 − 9 = _____
23. 12 − 6 = _____
24. 15 − 6 = _____
25. 11 − 5 = _____
26. 16 − 7 = _____
27. 12 − 9 = _____
28. 14 − 7 = _____
29. 10 − 5 = _____
30. 11 − 7 = _____

## Subtraction Facts—Skills Practice

**Subtract within 20.** **Form A**

1. 9 − 3 = _____
2. 12 − 5 = _____
3. 10 − 4 = _____
4. 14 − 9 = _____
5. 16 − 8 = _____
6. 11 − 9 = _____
7. 13 − 7 = _____
8. 12 − 3 = _____
9. 6 − 2 = _____
10. 8 − 4 = _____
11. 5 − 1 = _____
12. 10 − 5 = _____
13. 17 − 9 = _____
14. 10 − 8 = _____
15. 15 − 6 = _____
16. 9 − 6 = _____
17. 11 − 2 = _____
18. 14 − 8 = _____
19. 12 − 4 = _____
20. 10 − 7 = _____
21. 9 − 0 = _____
22. 13 − 9 = _____
23. 8 − 3 = _____
24. 11 − 6 = _____
25. 7 − 4 = _____
26. 15 − 8 = _____
27. 5 − 4 = _____
28. 7 − 7 = _____
29. 18 − 9 = _____
30. 8 − 6 = _____

## Subtraction Facts—Skills Practice

**Subtract within 20.** **Form B**

1. 11 − 3 = _____
2. 4 − 2 = _____
3. 12 − 8 = _____
4. 5 − 3 = _____
5. 15 − 7 = _____
6. 13 − 5 = _____
7. 9 − 4 = _____
8. 10 − 1 = _____
9. 16 − 9 = _____
10. 11 − 8 = _____
11. 8 − 5 = _____
12. 14 − 6 = _____
13. 4 − 4 = _____
14. 4 − 0 = _____
15. 12 − 7 = _____
16. 10 − 3 = _____
17. 13 − 6 = _____
18. 11 − 5 = _____
19. 17 − 8 = _____
20. 10 − 9 = _____
21. 7 − 3 = _____
22. 12 − 6 = _____
23. 6 − 3 = _____
24. 14 − 5 = _____
25. 7 − 5 = _____
26. 15 − 9 = _____
27. 10 − 6 = _____
28. 14 − 7 = _____
29. 9 − 5 = _____
30. 13 − 8 = _____

## Addition Within 100—Skills Practice

Name: _____

**Add a 2-digit and a 1-digit number.** **Form A**

| | | | |
|---|---|---|---|
| **1** 25 + 3 | **2** 18 + 8 | **3** 55 + 5 | **4** 81 + 6 |
| **5** 54 + 9 | **6** 23 + 7 | **7** 43 + 8 | **8** 20 + 9 |
| **9** 64 + 4 | **10** 19 + 8 | **11** 92 + 7 | **12** 62 + 9 |
| **13** 35 + 6 | **14** 72 + 9 | **15** 46 + 3 | **16** 73 + 7 |
| **17** 88 + 8 | **18** 65 + 7 | **19** 22 + 4 | **20** 48 + 5 |

## Addition Within 100—Skills Practice

Name: _____

**Add a 2-digit and a 1-digit number.** **Form B**

| | | | |
|---|---|---|---|
| **1** 12 + 5 | **2** 58 + 4 | **3** 29 + 6 | **4** 84 + 2 |
| **5** 67 + 3 | **6** 34 + 7 | **7** 91 + 8 | **8** 23 + 3 |
| **9** 75 + 8 | **10** 42 + 3 | **11** 59 + 9 | **12** 32 + 6 |
| **13** 29 + 3 | **14** 87 + 7 | **15** 44 + 6 | **16** 53 + 5 |
| **17** 18 + 9 | **18** 62 + 8 | **19** 79 + 7 | **20** 33 + 9 |

## Addition Within 100—Skills Practice

Name: _____

**Add 2-digit numbers.** **Form A**

| | | | |
|---|---|---|---|
| **1** 14 + 14 | **2** 38 + 17 | **3** 43 + 39 | **4** 25 + 32 |
| **5** 27 + 23 | **6** 49 + 46 | **7** 23 + 65 | **8** 74 + 18 |
| **9** 36 + 34 | **10** 13 + 18 | **11** 72 + 27 | **12** 36 + 28 |
| **13** 40 + 19 | **14** 58 + 23 | **15** 65 + 16 | **16** 44 + 33 |
| **17** 25 + 31 | **18** 49 + 49 | **19** 11 + 18 | **20** 38 + 45 |

## Addition Within 100—Skills Practice

Name: _____

**Add 2-digit numbers.** **Form B**

| | | | |
|---|---|---|---|
| **1** 22 + 15 | **2** 43 + 19 | **3** 36 + 32 | **4** 48 + 48 |
| **5** 17 + 56 | **6** 25 + 55 | **7** 33 + 24 | **8** 71 + 19 |
| **9** 63 + 36 | **10** 12 + 34 | **11** 20 + 28 | **12** 39 + 17 |
| **13** 25 + 38 | **14** 58 + 29 | **15** 45 + 23 | **16** 34 + 56 |
| **17** 69 + 24 | **18** 22 + 66 | **19** 73 + 12 | **20** 35 + 37 |

## Subtraction Within 100—Skills Practice

Name: _____

**Subtract a 1-digit number from a 2-digit number.** **Form A**

| | | | |
|---|---|---|---|
| 1) 49 − 3 | 2) 25 − 7 | 3) 56 − 2 | 4) 38 − 9 |
| 5) 88 − 4 | 6) 67 − 6 | 7) 41 − 6 | 8) 90 − 8 |
| 9) 73 − 7 | 10) 94 − 3 | 11) 86 − 9 | 12) 31 − 1 |
| 13) 52 − 3 | 14) 34 − 5 | 15) 27 − 4 | 16) 85 − 3 |
| 17) 99 − 7 | 18) 70 − 4 | 19) 48 − 6 | 20) 65 − 8 |

## Subtraction Within 100—Skills Practice

Name: _____

**Subtract a 1-digit number from a 2-digit number.** **Form B**

| | | | |
|---|---|---|---|
| 1) 17 − 2 | 2) 36 − 5 | 3) 24 − 8 | 4) 59 − 7 |
| 5) 45 − 6 | 6) 51 − 3 | 7) 78 − 6 | 8) 93 − 8 |
| 9) 68 − 8 | 10) 37 − 9 | 11) 25 − 2 | 12) 40 − 6 |
| 13) 93 − 3 | 14) 89 − 6 | 15) 62 − 5 | 16) 77 − 5 |
| 17) 80 − 7 | 18) 76 − 8 | 19) 49 − 5 | 20) 81 − 8 |

## Subtraction Within 100—Skills Practice

Name: _____

**Subtract 2-digit numbers.** **Form A**

| | | | |
|---|---|---|---|
| 1 34 − 12 | 2 75 − 25 | 3 42 − 18 | 4 67 − 37 |
| 5 85 − 26 | 6 51 − 15 | 7 93 − 72 | 8 96 − 48 |
| 9 78 − 20 | 10 63 − 39 | 11 28 − 14 | 12 34 − 25 |
| 13 59 − 48 | 14 86 − 82 | 15 77 − 28 | 16 33 − 21 |
| 17 36 − 19 | 18 95 − 67 | 19 87 − 44 | 20 58 − 39 |

## Subtraction Within 100—Skills Practice

Name: _____

**Subtract 2-digit numbers.** **Form B**

| | | | |
|---|---|---|---|
| 1 37 − 26 | 2 68 − 41 | 3 53 − 27 | 4 45 − 15 |
| 5 76 − 38 | 6 80 − 47 | 7 94 − 72 | 8 32 − 17 |
| 9 99 − 14 | 10 24 − 15 | 11 87 − 40 | 12 63 − 28 |
| 13 53 − 21 | 14 76 − 33 | 15 95 − 39 | 16 56 − 42 |
| 17 86 − 57 | 18 62 − 24 | 19 48 − 32 | 20 71 − 43 |

## Addition and Subtraction Within 100—Skills Practice

Name: _____

**Add or subtract.** **Form A**

1. $4 + 4 =$ _____
2. $8 + 2 =$ _____
3. $5 + 7 =$ _____
4. $9 - 3 =$ _____
5. $17 - 8 =$ _____
6. $10 - 6 =$ _____

7. $21 + 8$
8. $37 + 3$
9. $84 + 9$
10. $72 + 5$
11. $45 - 6$
12. $58 - 2$
13. $98 - 3$
14. $61 - 8$
15. $12 + 32$
16. $39 + 51$
17. $26 + 33$
18. $57 + 27$
19. $83 - 38$
20. $74 - 70$
21. $52 - 35$
22. $49 - 18$

## Addition and Subtraction Within 100—Skills Practice

Name: _____

**Add or subtract.** **Form B**

1. $6 + 3 =$ _____
2. $7 + 7 =$ _____
3. $9 + 8 =$ _____
4. $5 - 4 =$ _____
5. $13 - 9 =$ _____
6. $16 - 8 =$ _____

7. $45 + 6$
8. $23 + 4$
9. $74 + 5$
10. $59 + 3$
11. $87 - 3$
12. $62 - 6$
13. $56 - 5$
14. $94 - 8$
15. $36 + 60$
16. $29 + 39$
17. $43 + 32$
18. $67 + 24$
19. $92 - 53$
20. $78 - 25$
21. $81 - 64$
22. $97 - 18$