

WORKSHEET OUTPOST | Grade 2 Math — Supported

Add two-digit numbers mentally

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-001 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 32 + 16 = ___. Break apart an addend to make a ten.

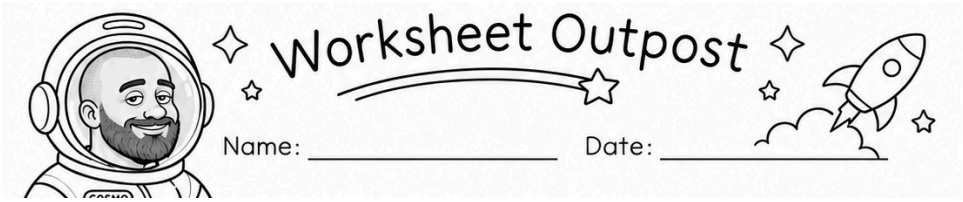
2. 41 + 27 = ___. Break apart an addend to make a ten.

3. 50 + 28 = ___. Break apart an addend to make a ten.

4. 62 + 20 = ___. Break apart an addend to make a ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Add two-digit numbers mentally

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-001 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 32 + 16 = ___. Break apart an addend to make a ten.

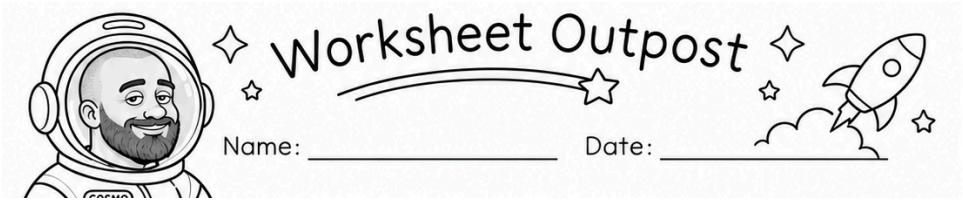
2. 41 + 27 = ___. Break apart an addend to make a ten.

3. 50 + 28 = ___. Break apart an addend to make a ten.

4. 62 + 20 = ___. Break apart an addend to make a ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Add two-digit numbers mentally

OW-G2-001 E3 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 32 + 16 = ___. Break apart an addend to make a ten.

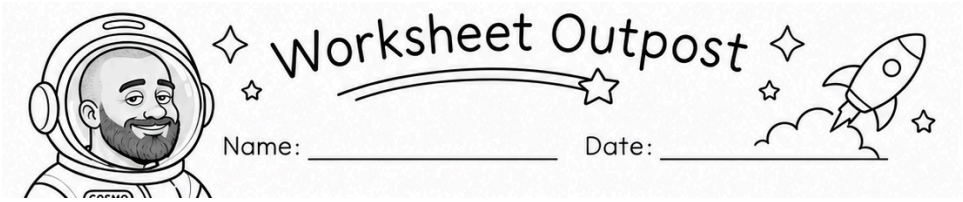
2. 41 + 27 = ___. Break apart an addend to make a ten.

3. 50 + 28 = ___. Break apart an addend to make a ten.

4. 62 + 20 = ___. Break apart an addend to make a ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Add two-digit numbers mentally

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-001 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 32 + 16 = ___. Break apart an addend to make a ten.

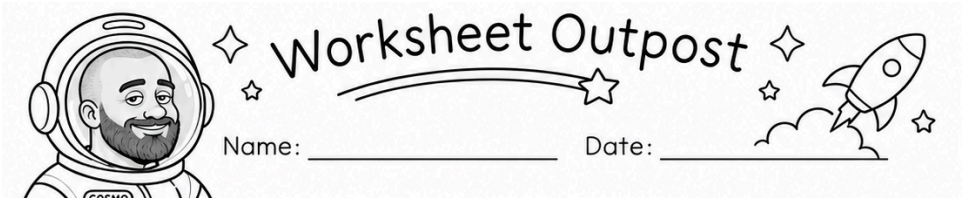
2. 41 + 27 = ___. Break apart an addend to make a ten.

3. 50 + 28 = ___. Break apart an addend to make a ten.

4. 62 + 20 = ___. Break apart an addend to make a ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Add two-digit numbers mentally

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-001 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 32 + 16 = ___. Break apart an addend to make a ten.

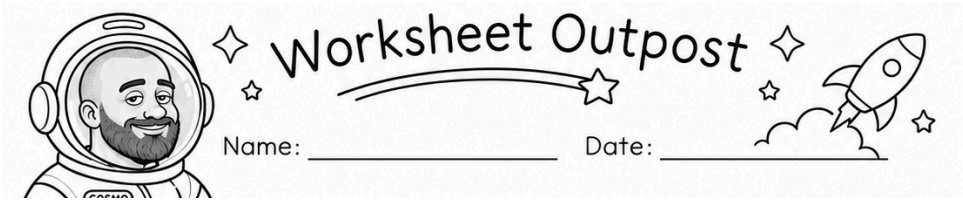
2. 41 + 27 = ___. Break apart an addend to make a ten.

3. 50 + 28 = ___. Break apart an addend to make a ten.

4. 62 + 20 = ___. Break apart an addend to make a ten.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Addition stories with one or two steps

OW-G2-002 E1 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. The club has 31 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

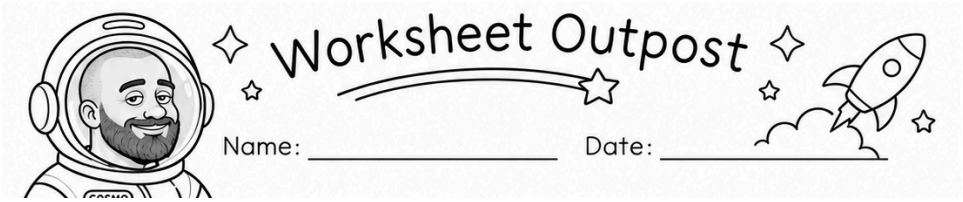
2. The club has 40 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

3. The club has 49 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

4. The club has 61 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Addition stories with one or two steps

OW-G2-002 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can choose addition or subtraction to solve a story problem.

Work with a partner. Build a model, then say or write your answer.

1. The club has 31 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

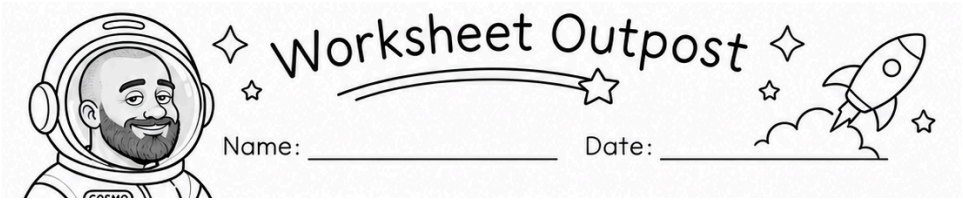
2. The club has 40 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

3. The club has 49 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

4. The club has 61 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Addition stories with one or two steps

OW-G2-002 E3 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. The club has 31 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

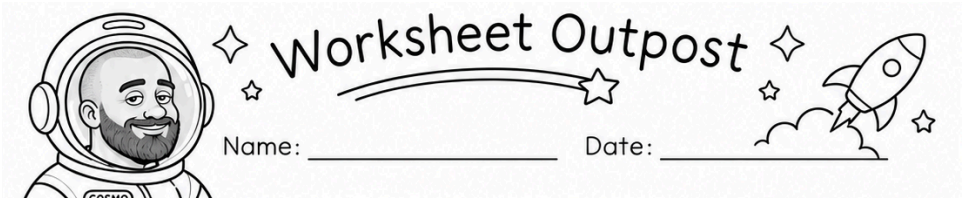
2. The club has 40 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

3. The club has 49 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

4. The club has 61 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Addition stories with one or two steps

OW-G2-002 E4 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. The club has 31 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

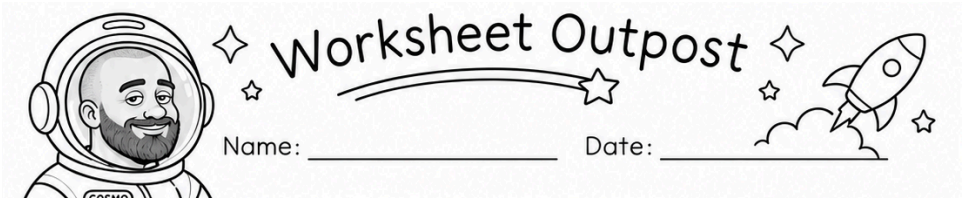
2. The club has 40 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

3. The club has 49 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

4. The club has 61 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Addition stories with one or two steps

OW-G2-002 E5 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. The club has 31 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

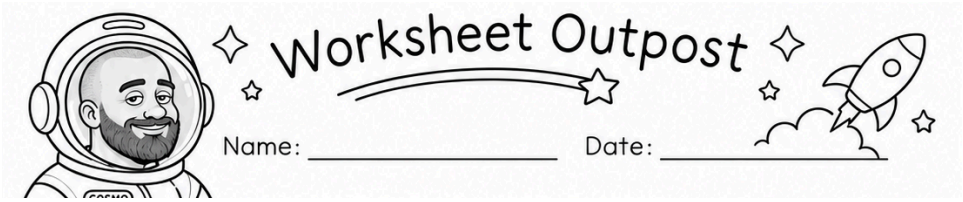
2. The club has 40 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

3. The club has 49 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

4. The club has 61 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Adjust an addend to make adding easier

OW-G2-003 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 36 + 18 = ___. Use a nearby ten, then adjust.

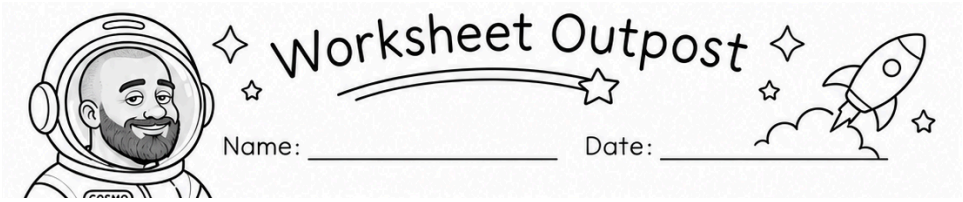
2. 45 + 29 = ___. Use a nearby ten, then adjust.

3. 54 + 30 = ___. Use a nearby ten, then adjust.

4. 66 + 22 = ___. Use a nearby ten, then adjust.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Adjust an addend to make adding easier

OW-G2-003 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 36 + 18 = ___. Use a nearby ten, then adjust.

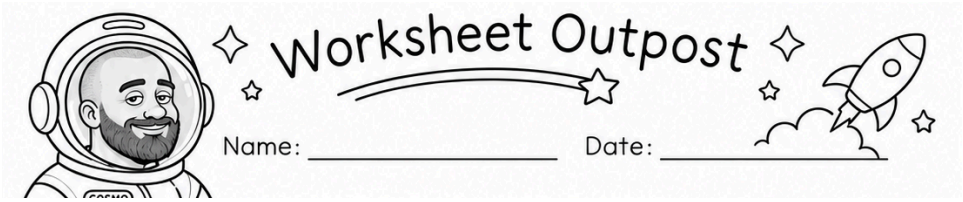
2. 45 + 29 = ___. Use a nearby ten, then adjust.

3. 54 + 30 = ___. Use a nearby ten, then adjust.

4. 66 + 22 = ___. Use a nearby ten, then adjust.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Adjust an addend to make adding easier

OW-G2-003 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 36 + 18 = ___. Use a nearby ten, then adjust.

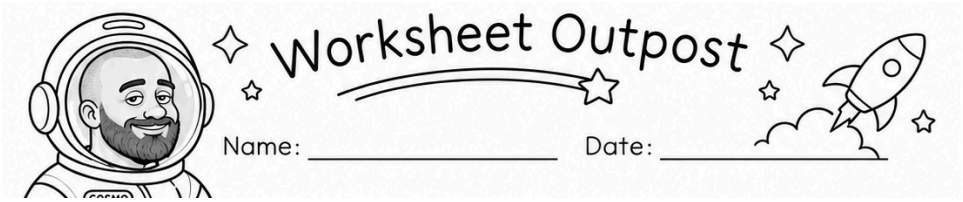
2. 45 + 29 = ___. Use a nearby ten, then adjust.

3. 54 + 30 = ___. Use a nearby ten, then adjust.

4. 66 + 22 = ___. Use a nearby ten, then adjust.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Adjust an addend to make adding easier

OW-G2-003 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 36 + 18 = ___. Use a nearby ten, then adjust.

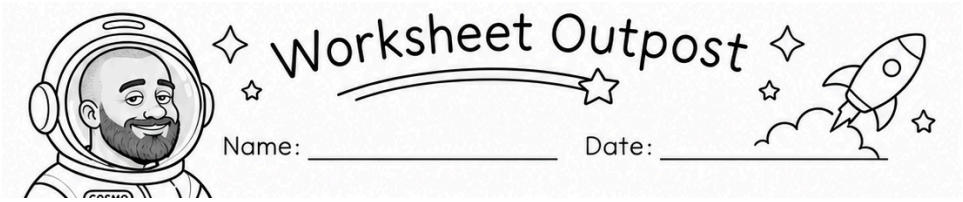
2. 45 + 29 = ___. Use a nearby ten, then adjust.

3. 54 + 30 = ___. Use a nearby ten, then adjust.

4. 66 + 22 = ___. Use a nearby ten, then adjust.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Adjust an addend to make adding easier

OW-G2-003 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 36 + 18 = ___. Use a nearby ten, then adjust.

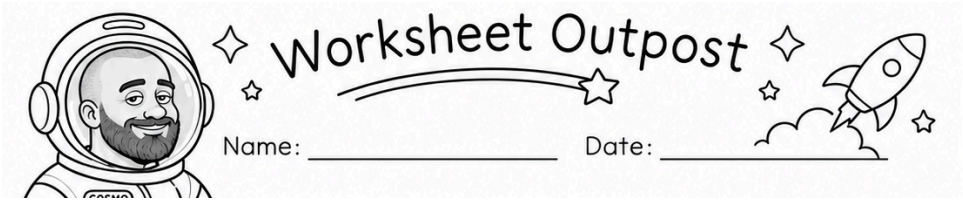
2. 45 + 29 = ___. Use a nearby ten, then adjust.

3. 54 + 30 = ___. Use a nearby ten, then adjust.

4. 66 + 22 = ___. Use a nearby ten, then adjust.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Add on a hundred chart

OW-G2-004 E1 | Five questions

Success criteria

I can move by tens and ones on a number chart to find a sum.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 30 + 15 = ___. Use the 100 chart. Show each move by tens or ones.

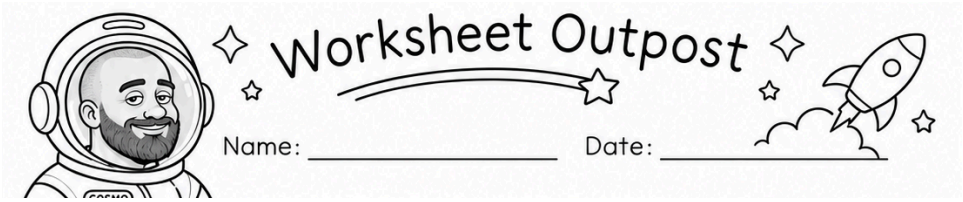
2. 39 + 26 = ___. Use the 100 chart. Show each move by tens or ones.

3. 48 + 27 = ___. Use the 100 chart. Show each move by tens or ones.

4. 60 + 19 = ___. Use the 100 chart. Show each move by tens or ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Add on a hundred chart

OW-G2-004 E2 | Five questions

Success criteria

I can move by tens and ones on a number chart to find a sum.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 30 + 15 = ___. Use the 100 chart. Show each move by tens or ones.

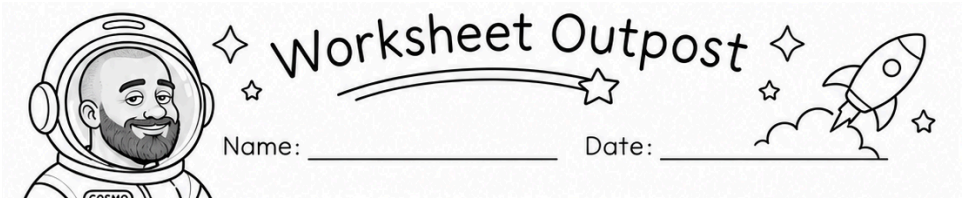
2. 39 + 26 = ___. Use the 100 chart. Show each move by tens or ones.

3. 48 + 27 = ___. Use the 100 chart. Show each move by tens or ones.

4. 60 + 19 = ___. Use the 100 chart. Show each move by tens or ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Add on a hundred chart

OW-G2-004 E3 | Five questions

Success criteria

I can move by tens and ones on a number chart to find a sum.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 30 + 15 = ___. Use the 100 chart. Show each move by tens or ones.

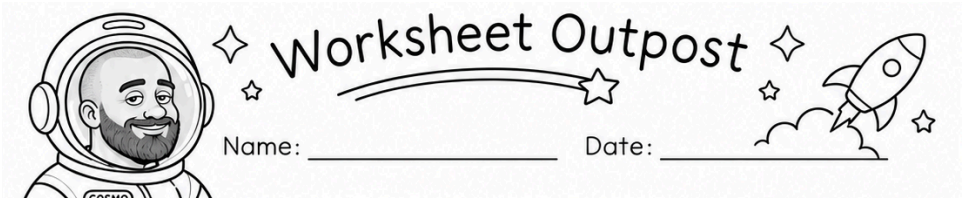
2. 39 + 26 = ___. Use the 100 chart. Show each move by tens or ones.

3. 48 + 27 = ___. Use the 100 chart. Show each move by tens or ones.

4. 60 + 19 = ___. Use the 100 chart. Show each move by tens or ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Add on a hundred chart

OW-G2-004 E4 | Five questions

Success criteria

I can move by tens and ones on a number chart to find a sum.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 30 + 15 = ___. Use the 100 chart. Show each move by tens or ones.

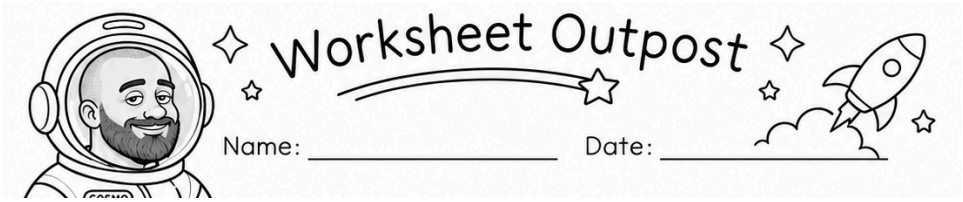
2. 39 + 26 = ___. Use the 100 chart. Show each move by tens or ones.

3. 48 + 27 = ___. Use the 100 chart. Show each move by tens or ones.

4. 60 + 19 = ___. Use the 100 chart. Show each move by tens or ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Add on a hundred chart

Success criteria
I can move by tens and ones on a number chart to find a sum.

OW-G2-004 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 30 + 15 = ___. Use the 100 chart. Show each move by tens or ones.

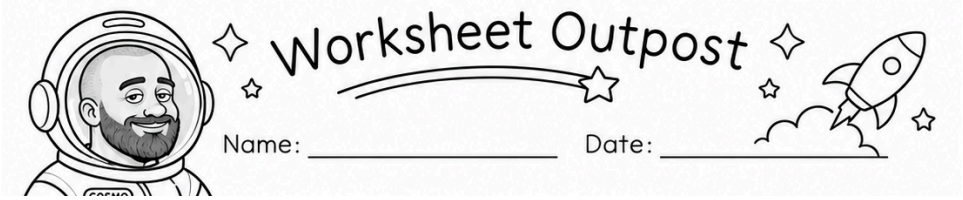
2. 39 + 26 = ___. Use the 100 chart. Show each move by tens or ones.

3. 48 + 27 = ___. Use the 100 chart. Show each move by tens or ones.

4. 60 + 19 = ___. Use the 100 chart. Show each move by tens or ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.

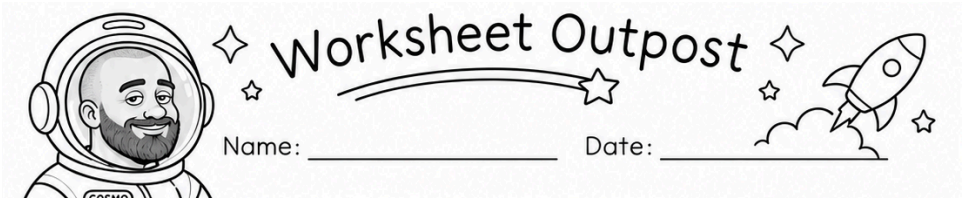


OW-G2-004 | Supported practice

Chart moves for two-digit sums

Success criteria
I can find a number on the chart and use the rows and columns to count on or back.

1	2	3	4	5	6	7	8	9	10
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
41	42	43	44	45	46	47	48	49	50
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
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



WORKSHEET OUTPOST | Grade 2 Math — Supported

Combine the tens and ones separately

OW-G2-005 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 28 + 18 = ___. Add tens, add ones, then combine.

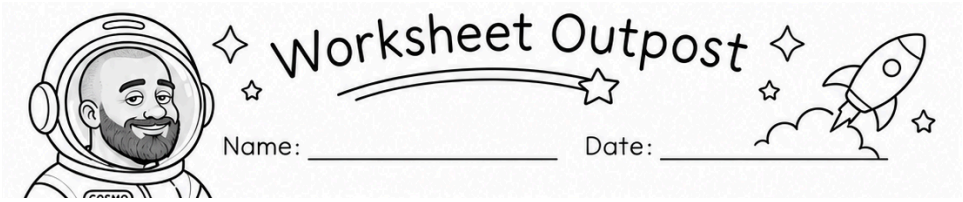
2. 37 + 29 = ___. Add tens, add ones, then combine.

3. 46 + 30 = ___. Add tens, add ones, then combine.

4. 58 + 22 = ___. Add tens, add ones, then combine.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Combine the tens and ones separately

OW-G2-005 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 28 + 18 = ___. Add tens, add ones, then combine.

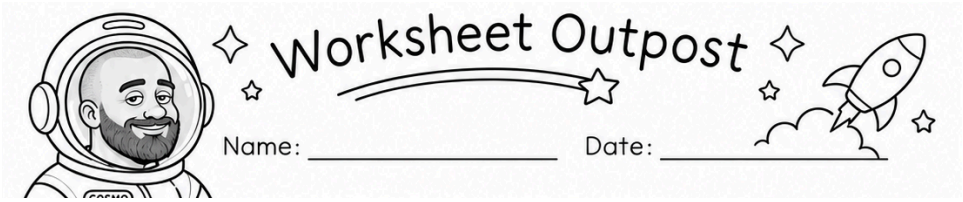
2. 37 + 29 = ___. Add tens, add ones, then combine.

3. 46 + 30 = ___. Add tens, add ones, then combine.

4. 58 + 22 = ___. Add tens, add ones, then combine.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Combine the tens and ones separately

OW-G2-005 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 28 + 18 = ___. Add tens, add ones, then combine.

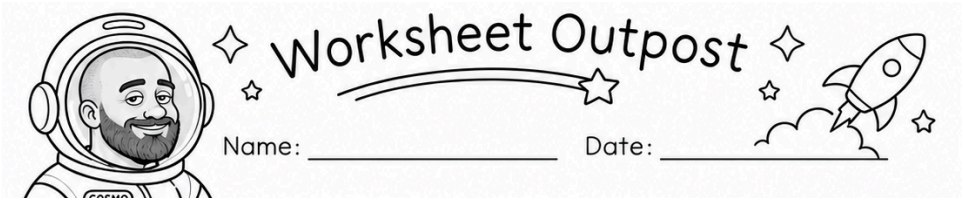
2. 37 + 29 = ___. Add tens, add ones, then combine.

3. 46 + 30 = ___. Add tens, add ones, then combine.

4. 58 + 22 = ___. Add tens, add ones, then combine.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Combine the tens and ones separately

OW-G2-005 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 28 + 18 = ___. Add tens, add ones, then combine.

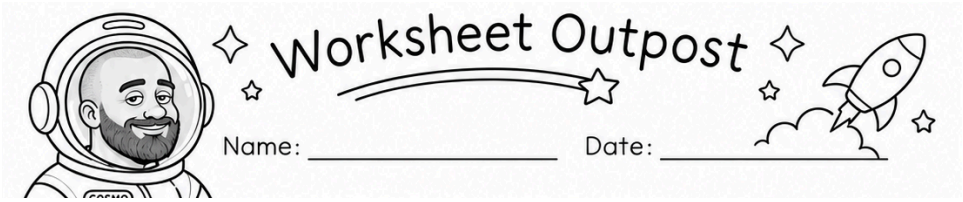
2. 37 + 29 = ___. Add tens, add ones, then combine.

3. 46 + 30 = ___. Add tens, add ones, then combine.

4. 58 + 22 = ___. Add tens, add ones, then combine.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Combine the tens and ones separately

OW-G2-005 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 28 + 18 = ___. Add tens, add ones, then combine.

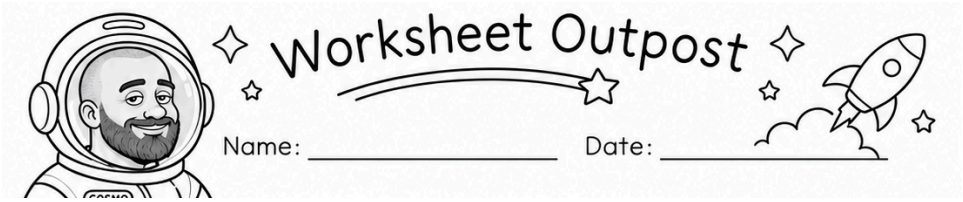
2. 37 + 29 = ___. Add tens, add ones, then combine.

3. 46 + 30 = ___. Add tens, add ones, then combine.

4. 58 + 22 = ___. Add tens, add ones, then combine.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare ways to find a total

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-006 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 36 + 18 = ___. Choose a strategy and check.

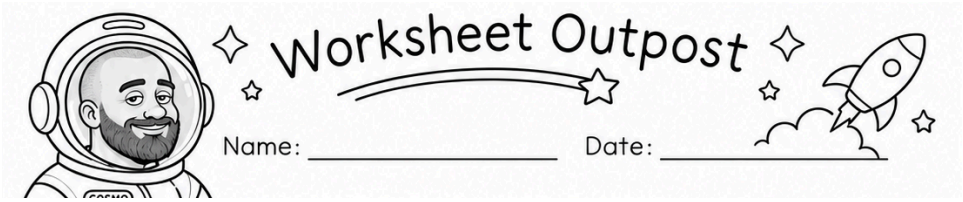
2. 45 + 29 = ___. Choose a strategy and check.

3. 54 + 30 = ___. Choose a strategy and check.

4. 66 + 22 = ___. Choose a strategy and check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare ways to find a total

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-006 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 36 + 18 = ___. Choose a strategy and check.

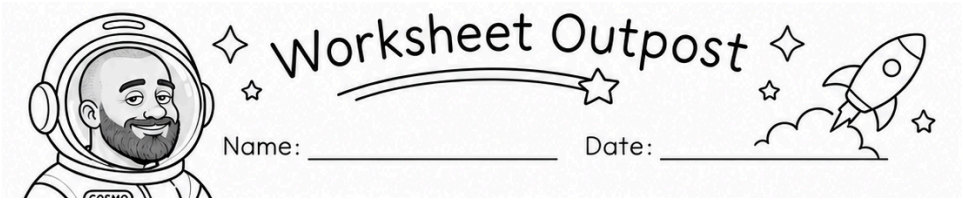
2. 45 + 29 = ___. Choose a strategy and check.

3. 54 + 30 = ___. Choose a strategy and check.

4. 66 + 22 = ___. Choose a strategy and check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare ways to find a total

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-006 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 36 + 18 = ___. Choose a strategy and check.

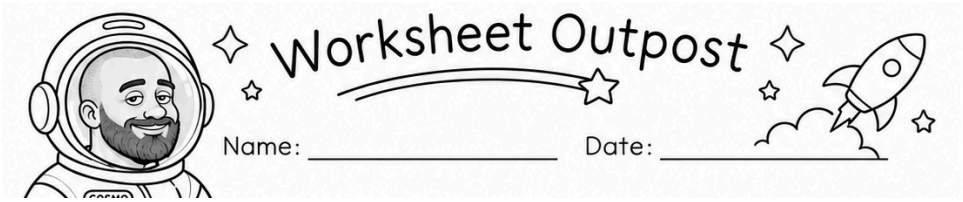
2. 45 + 29 = ___. Choose a strategy and check.

3. 54 + 30 = ___. Choose a strategy and check.

4. 66 + 22 = ___. Choose a strategy and check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare ways to find a total

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-006 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 36 + 18 = ___. Choose a strategy and check.

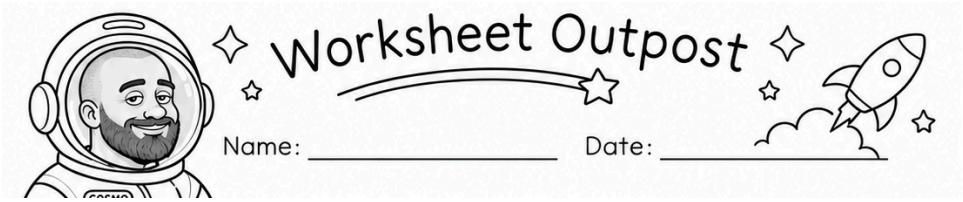
2. 45 + 29 = ___. Choose a strategy and check.

3. 54 + 30 = ___. Choose a strategy and check.

4. 66 + 22 = ___. Choose a strategy and check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare ways to find a total

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-006 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 36 + 18 = ___. Choose a strategy and check.

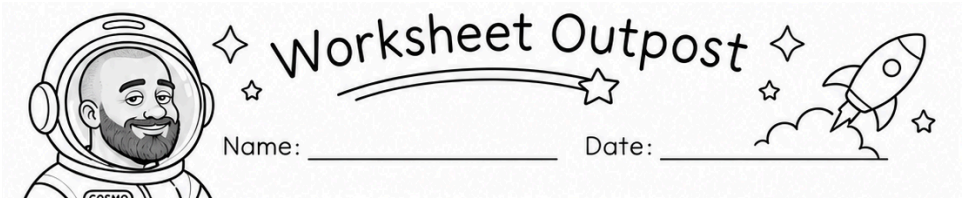
2. 45 + 29 = ___. Choose a strategy and check.

3. 54 + 30 = ___. Choose a strategy and check.

4. 66 + 22 = ___. Choose a strategy and check.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw a model for a total

OW-G2-007 E1 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A class collects 31 cans on Monday and 16 more on Tuesday. Draw a model and find the total.

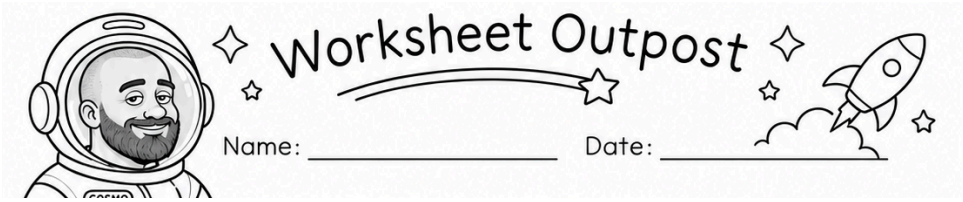
2. A class collects 40 cans on Monday and 27 more on Tuesday. Draw a model and find the total.

3. A class collects 49 cans on Monday and 28 more on Tuesday. Draw a model and find the total.

4. A class collects 61 cans on Monday and 20 more on Tuesday. Draw a model and find the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw a model for a total

OW-G2-007 E2 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A class collects 31 cans on Monday and 16 more on Tuesday. Draw a model and find the total.

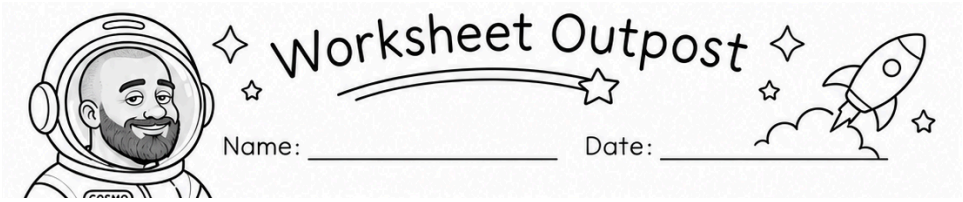
2. A class collects 40 cans on Monday and 27 more on Tuesday. Draw a model and find the total.

3. A class collects 49 cans on Monday and 28 more on Tuesday. Draw a model and find the total.

4. A class collects 61 cans on Monday and 20 more on Tuesday. Draw a model and find the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw a model for a total

OW-G2-007 E3 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A class collects 31 cans on Monday and 16 more on Tuesday. Draw a model and find the total.

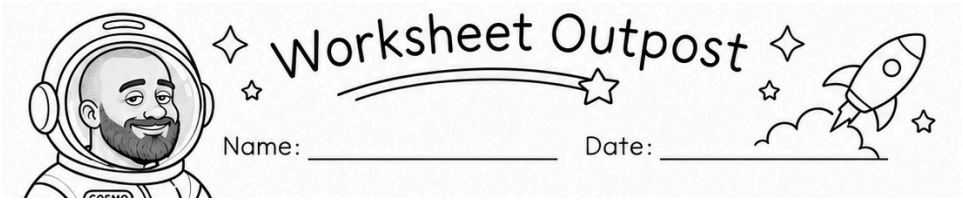
2. A class collects 40 cans on Monday and 27 more on Tuesday. Draw a model and find the total.

3. A class collects 49 cans on Monday and 28 more on Tuesday. Draw a model and find the total.

4. A class collects 61 cans on Monday and 20 more on Tuesday. Draw a model and find the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw a model for a total

OW-G2-007 E4 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A class collects 31 cans on Monday and 16 more on Tuesday. Draw a model and find the total.

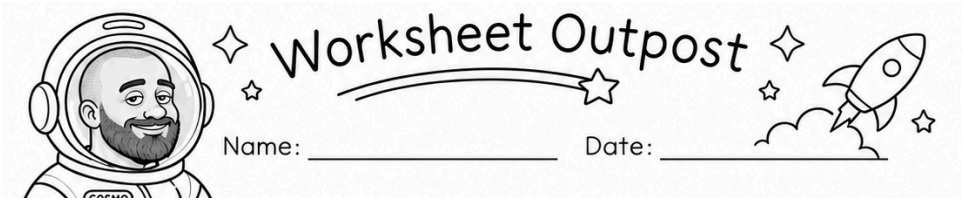
2. A class collects 40 cans on Monday and 27 more on Tuesday. Draw a model and find the total.

3. A class collects 49 cans on Monday and 28 more on Tuesday. Draw a model and find the total.

4. A class collects 61 cans on Monday and 20 more on Tuesday. Draw a model and find the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw a model for a total

OW-G2-007 E5 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A class collects 31 cans on Monday and 16 more on Tuesday. Draw a model and find the total.

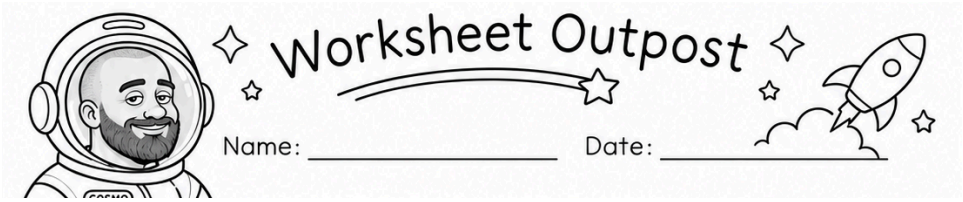
2. A class collects 40 cans on Monday and 27 more on Tuesday. Draw a model and find the total.

3. A class collects 49 cans on Monday and 28 more on Tuesday. Draw a model and find the total.

4. A class collects 61 cans on Monday and 20 more on Tuesday. Draw a model and find the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a three-digit addition method

OW-G2-008 E1 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 249 + 136 = ___. Solve in two ways and explain.

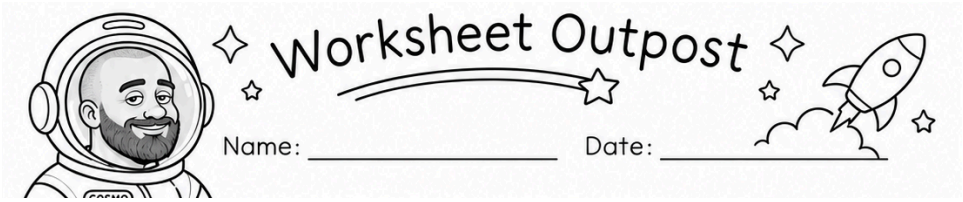
2. 371 + 227 = ___. Solve in two ways and explain.

3. 422 + 175 = ___. Solve in two ways and explain.

4. 597 + 249 = ___. Solve in two ways and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a three-digit addition method

OW-G2-008 E2 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 249 + 136 = ___. Solve in two ways and explain.

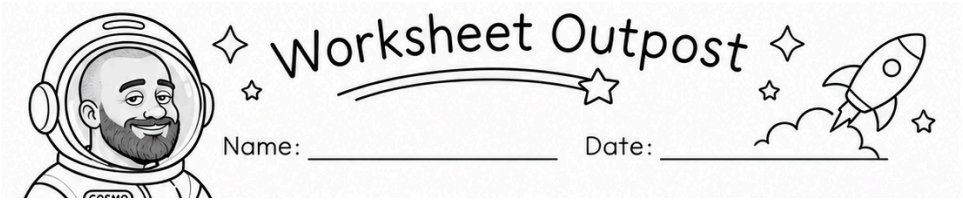
2. 371 + 227 = ___. Solve in two ways and explain.

3. 422 + 175 = ___. Solve in two ways and explain.

4. 597 + 249 = ___. Solve in two ways and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a three-digit addition method

OW-G2-008 E3 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 249 + 136 = ___. Solve in two ways and explain.

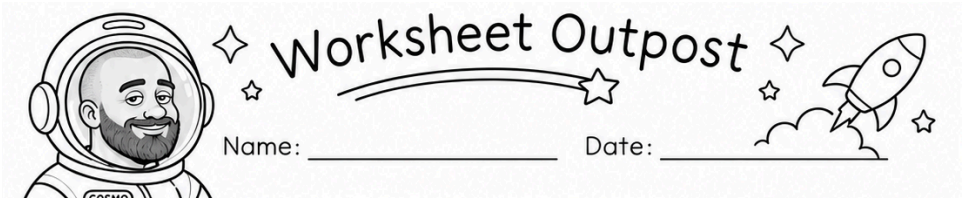
2. 371 + 227 = ___. Solve in two ways and explain.

3. 422 + 175 = ___. Solve in two ways and explain.

4. 597 + 249 = ___. Solve in two ways and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a three-digit addition method

OW-G2-008 E4 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 249 + 136 = ___. Solve in two ways and explain.

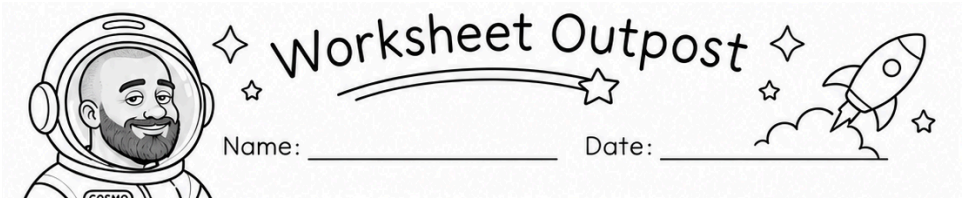
2. 371 + 227 = ___. Solve in two ways and explain.

3. 422 + 175 = ___. Solve in two ways and explain.

4. 597 + 249 = ___. Solve in two ways and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a three-digit addition method

OW-G2-008 E5 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 249 + 136 = ___. Solve in two ways and explain.

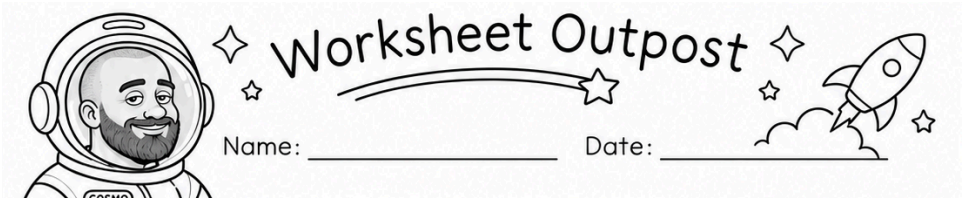
2. 371 + 227 = ___. Solve in two ways and explain.

3. 422 + 175 = ___. Solve in two ways and explain.

4. 597 + 249 = ___. Solve in two ways and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-digit addition method

OW-G2-009 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Lee says 33 + 17 = 60. Check with a model and explain the mistake.

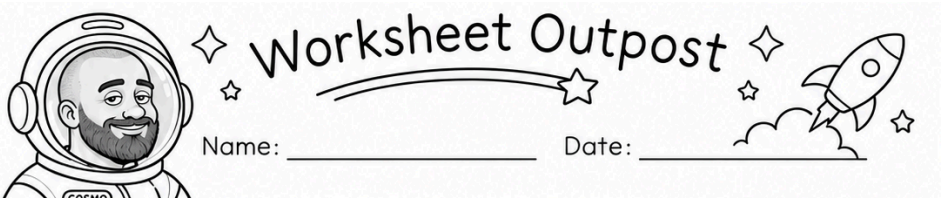
2. Lee says 42 + 28 = 80. Check with a model and explain the mistake.

3. Lee says 51 + 29 = 90. Check with a model and explain the mistake.

4. Lee says 63 + 21 = 94. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-digit addition method

OW-G2-009 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Lee says 33 + 17 = 60. Check with a model and explain the mistake.

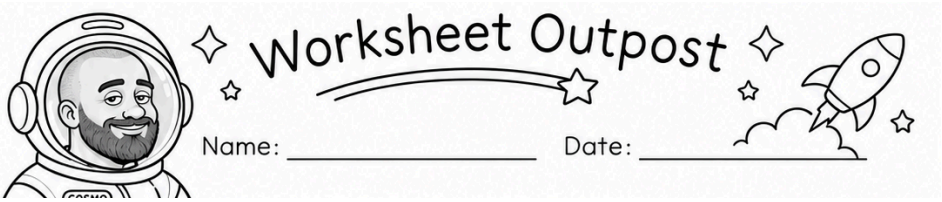
2. Lee says 42 + 28 = 80. Check with a model and explain the mistake.

3. Lee says 51 + 29 = 90. Check with a model and explain the mistake.

4. Lee says 63 + 21 = 94. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-digit addition method

OW-G2-009 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Lee says 33 + 17 = 60. Check with a model and explain the mistake.

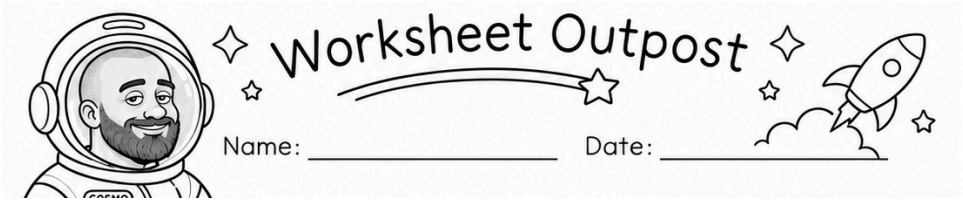
2. Lee says 42 + 28 = 80. Check with a model and explain the mistake.

3. Lee says 51 + 29 = 90. Check with a model and explain the mistake.

4. Lee says 63 + 21 = 94. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-digit addition method

OW-G2-009 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Lee says 33 + 17 = 60. Check with a model and explain the mistake.

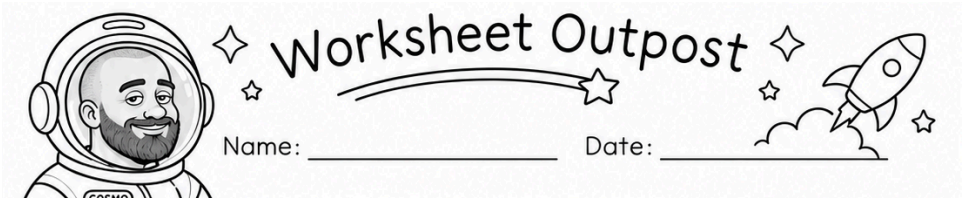
2. Lee says 42 + 28 = 80. Check with a model and explain the mistake.

3. Lee says 51 + 29 = 90. Check with a model and explain the mistake.

4. Lee says 63 + 21 = 94. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-digit addition method

OW-G2-009 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Lee says 33 + 17 = 60. Check with a model and explain the mistake.

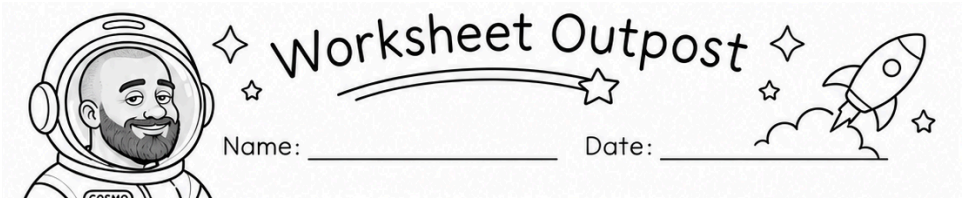
2. Lee says 42 + 28 = 80. Check with a model and explain the mistake.

3. Lee says 51 + 29 = 90. Check with a model and explain the mistake.

4. Lee says 63 + 21 = 94. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Find a pattern in larger sums

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-010 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 252 + 138 = ___. Solve. Then add 10 to the first addend. How does the sum change?

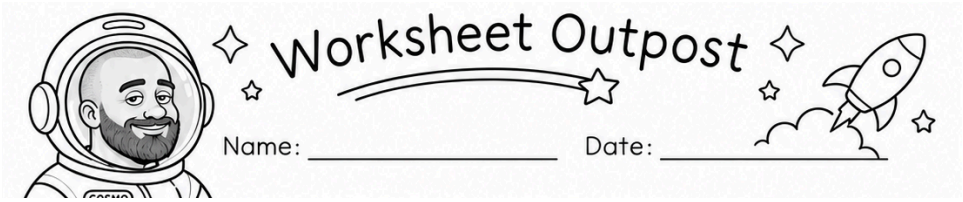
2. 374 + 229 = ___. Solve. Then add 10 to the first addend. How does the sum change?

3. 425 + 177 = ___. Solve. Then add 10 to the first addend. How does the sum change?

4. 600 + 251 = ___. Solve. Then add 10 to the first addend. How does the sum change?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Find a pattern in larger sums

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-010 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 252 + 138 = ___. Solve. Then add 10 to the first addend. How does the sum change?

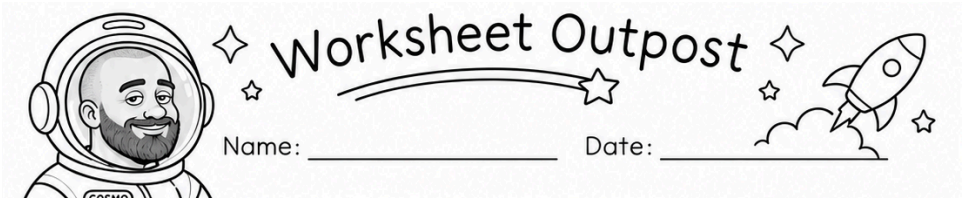
2. 374 + 229 = ___. Solve. Then add 10 to the first addend. How does the sum change?

3. 425 + 177 = ___. Solve. Then add 10 to the first addend. How does the sum change?

4. 600 + 251 = ___. Solve. Then add 10 to the first addend. How does the sum change?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Find a pattern in larger sums

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-010 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 252 + 138 = ___. Solve. Then add 10 to the first addend. How does the sum change?

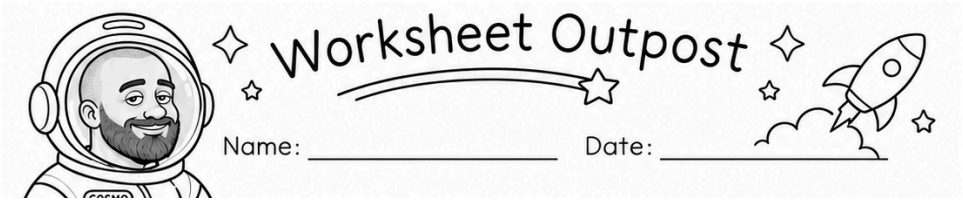
2. 374 + 229 = ___. Solve. Then add 10 to the first addend. How does the sum change?

3. 425 + 177 = ___. Solve. Then add 10 to the first addend. How does the sum change?

4. 600 + 251 = ___. Solve. Then add 10 to the first addend. How does the sum change?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Find a pattern in larger sums

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-010 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 252 + 138 = ___. Solve. Then add 10 to the first addend. How does the sum change?

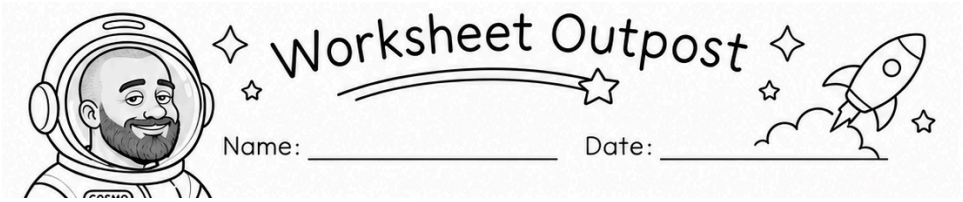
2. 374 + 229 = ___. Solve. Then add 10 to the first addend. How does the sum change?

3. 425 + 177 = ___. Solve. Then add 10 to the first addend. How does the sum change?

4. 600 + 251 = ___. Solve. Then add 10 to the first addend. How does the sum change?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Find a pattern in larger sums

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-010 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 252 + 138 = ___. Solve. Then add 10 to the first addend. How does the sum change?

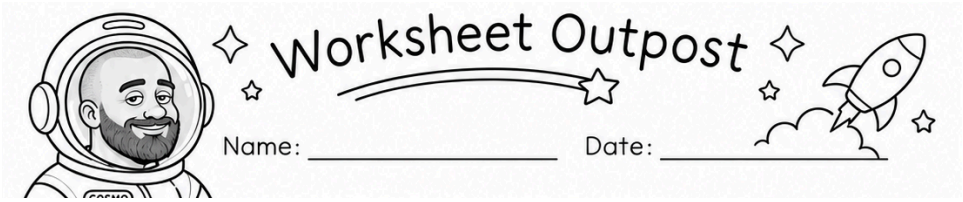
2. 374 + 229 = ___. Solve. Then add 10 to the first addend. How does the sum change?

3. 425 + 177 = ___. Solve. Then add 10 to the first addend. How does the sum change?

4. 600 + 251 = ___. Solve. Then add 10 to the first addend. How does the sum change?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Increase a number by ten or one hundred

OW-G2-011 E1 | Five questions

Success criteria
I can find ten or one hundred more or less than a number.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 234 + 10 = ___; 234 + 100 = ___. Explain which place changes.

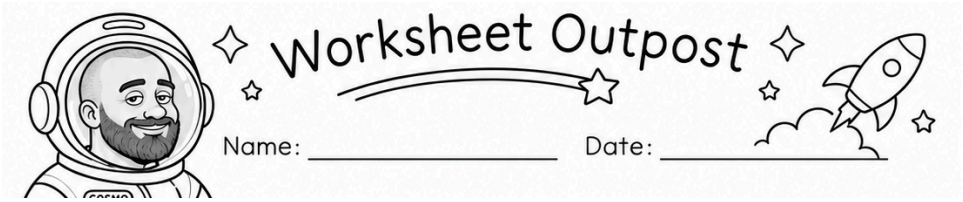
2. 356 + 10 = ___; 356 + 100 = ___. Explain which place changes.

3. 407 + 10 = ___; 407 + 100 = ___. Explain which place changes.

4. 582 + 10 = ___; 582 + 100 = ___. Explain which place changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Increase a number by ten or one hundred

OW-G2-011 E2 | Five questions

Success criteria
I can find ten or one hundred more or less than a number.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 234 + 10 = ___; 234 + 100 = ___. Explain which place changes.

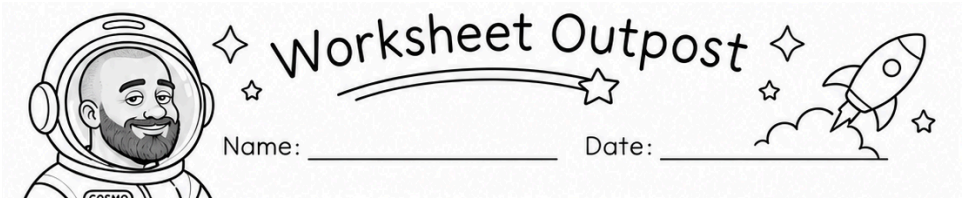
2. 356 + 10 = ___; 356 + 100 = ___. Explain which place changes.

3. 407 + 10 = ___; 407 + 100 = ___. Explain which place changes.

4. 582 + 10 = ___; 582 + 100 = ___. Explain which place changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Increase a number by ten or one hundred

OW-G2-011 E3 | Five questions

Success criteria
I can find ten or one hundred more or less than a number.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 234 + 10 = ___; 234 + 100 = ___. Explain which place changes.

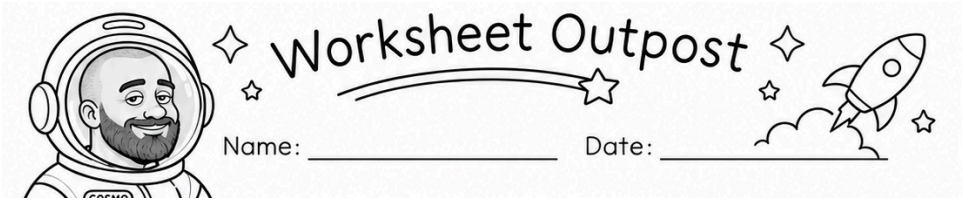
2. 356 + 10 = ___; 356 + 100 = ___. Explain which place changes.

3. 407 + 10 = ___; 407 + 100 = ___. Explain which place changes.

4. 582 + 10 = ___; 582 + 100 = ___. Explain which place changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Increase a number by ten or one hundred

OW-G2-011 E4 | Five questions

Success criteria
I can find ten or one hundred more or less than a number.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 234 + 10 = ___; 234 + 100 = ___. Explain which place changes.

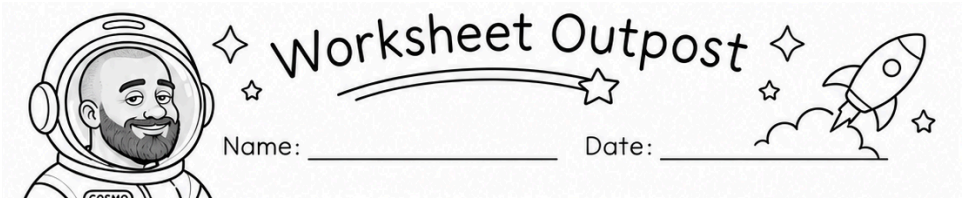
2. 356 + 10 = ___; 356 + 100 = ___. Explain which place changes.

3. 407 + 10 = ___; 407 + 100 = ___. Explain which place changes.

4. 582 + 10 = ___; 582 + 100 = ___. Explain which place changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Increase a number by ten or one hundred

OW-G2-011 E5 | Five questions

Success criteria

I can find ten or one hundred more or less than a number.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 234 + 10 = ___; 234 + 100 = ___. Explain which place changes.

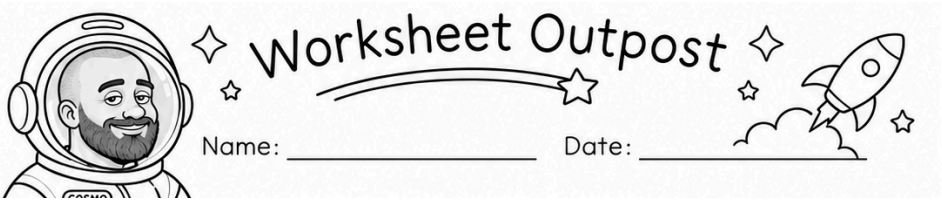
2. 356 + 10 = ___; 356 + 100 = ___. Explain which place changes.

3. 407 + 10 = ___; 407 + 100 = ___. Explain which place changes.

4. 582 + 10 = ___; 582 + 100 = ___. Explain which place changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Jump along a line to add larger numbers

OW-G2-012 E1 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 237 + 128 = ___. Show your jumps in hundreds, tens, and ones.

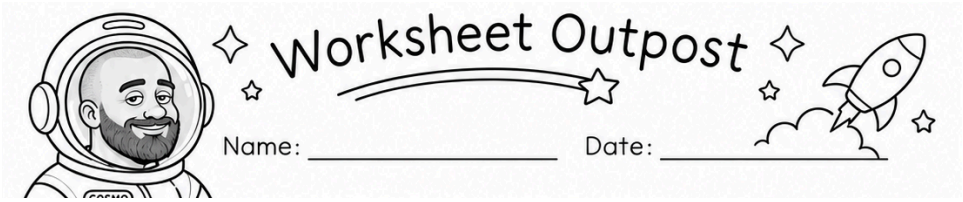
2. 359 + 219 = ___. Show your jumps in hundreds, tens, and ones.

3. 410 + 167 = ___. Show your jumps in hundreds, tens, and ones.

4. 585 + 241 = ___. Show your jumps in hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Jump along a line to add larger numbers

OW-G2-012 E2 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 237 + 128 = ___. Show your jumps in hundreds, tens, and ones.



2. 359 + 219 = ___. Show your jumps in hundreds, tens, and ones.



3. 410 + 167 = ___. Show your jumps in hundreds, tens, and ones.

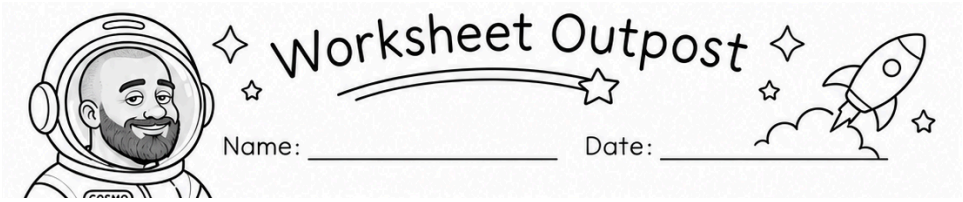


4. 585 + 241 = ___. Show your jumps in hundreds, tens, and ones.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Jump along a line to add larger numbers

OW-G2-012 E3 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 237 + 128 = ___. Show your jumps in hundreds, tens, and ones.



2. 359 + 219 = ___. Show your jumps in hundreds, tens, and ones.



3. 410 + 167 = ___. Show your jumps in hundreds, tens, and ones.

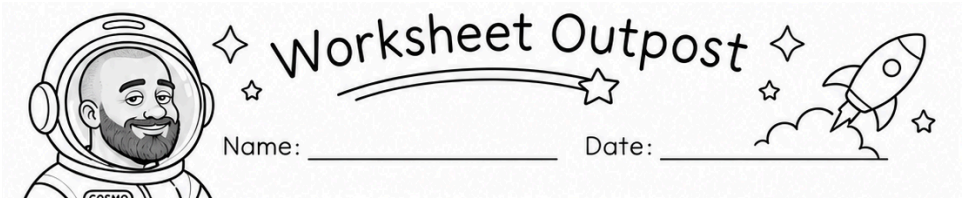


4. 585 + 241 = ___. Show your jumps in hundreds, tens, and ones.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Jump along a line to add larger numbers

OW-G2-012 E4 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 237 + 128 = ___. Show your jumps in hundreds, tens, and ones.

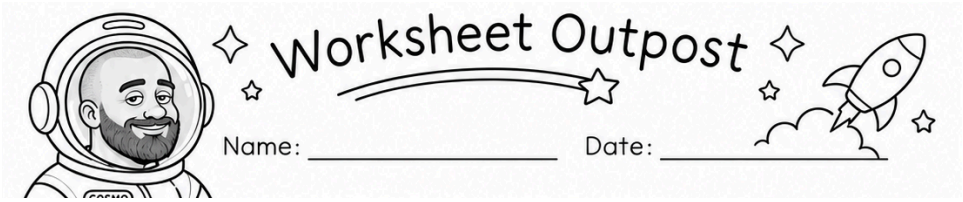
2. 359 + 219 = ___. Show your jumps in hundreds, tens, and ones.

3. 410 + 167 = ___. Show your jumps in hundreds, tens, and ones.

4. 585 + 241 = ___. Show your jumps in hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Jump along a line to add larger numbers

OW-G2-012 E5 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 237 + 128 = ___. Show your jumps in hundreds, tens, and ones.



2. 359 + 219 = ___. Show your jumps in hundreds, tens, and ones.



3. 410 + 167 = ___. Show your jumps in hundreds, tens, and ones.

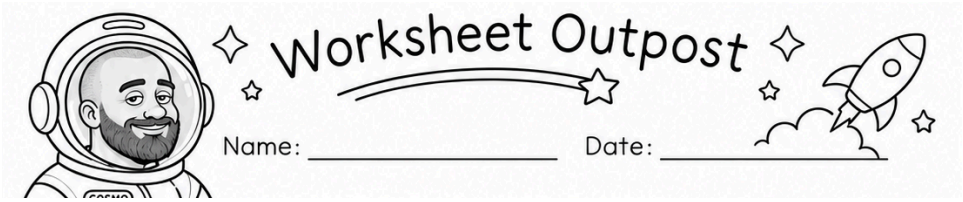


4. 585 + 241 = ___. Show your jumps in hundreds, tens, and ones.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More block drawings for sums

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-013 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 35 + 17 = ___. Draw tens and ones. Explain each trade.

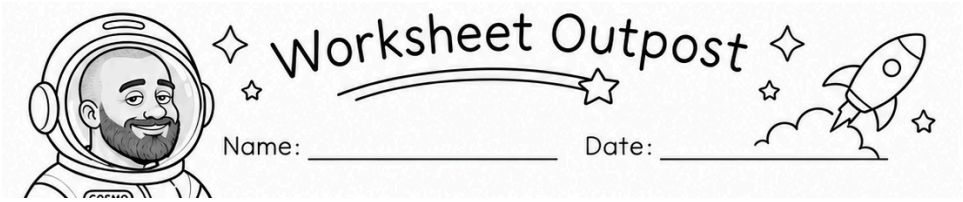
2. 44 + 28 = ___. Draw tens and ones. Explain each trade.

3. 53 + 29 = ___. Draw tens and ones. Explain each trade.

4. 65 + 21 = ___. Draw tens and ones. Explain each trade.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More block drawings for sums

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-013 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 35 + 17 = ___. Draw tens and ones. Explain each trade.

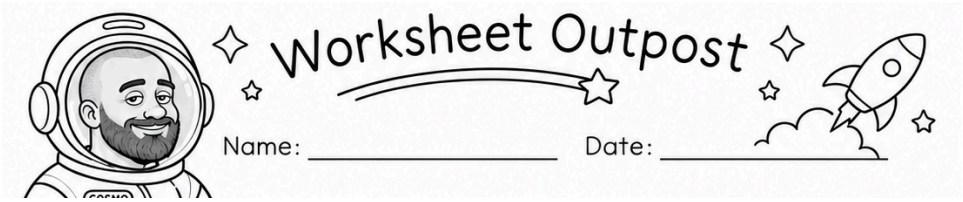
2. 44 + 28 = ___. Draw tens and ones. Explain each trade.

3. 53 + 29 = ___. Draw tens and ones. Explain each trade.

4. 65 + 21 = ___. Draw tens and ones. Explain each trade.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More block drawings for sums

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-013 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 35 + 17 = ___. Draw tens and ones. Explain each trade.

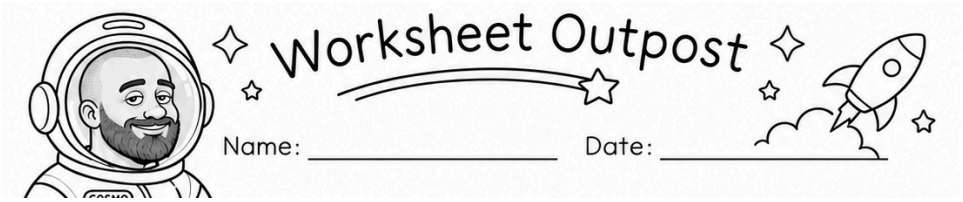
2. 44 + 28 = ___. Draw tens and ones. Explain each trade.

3. 53 + 29 = ___. Draw tens and ones. Explain each trade.

4. 65 + 21 = ___. Draw tens and ones. Explain each trade.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More block drawings for sums

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-013 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 35 + 17 = ___. Draw tens and ones. Explain each trade.

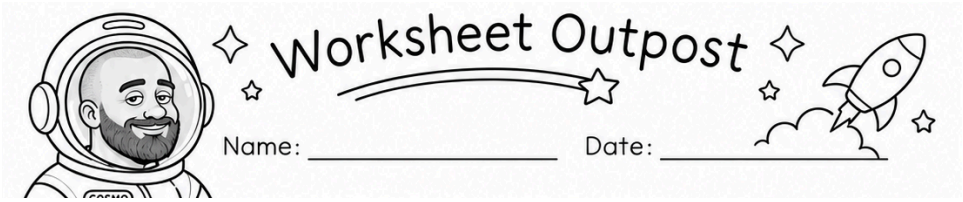
2. 44 + 28 = ___. Draw tens and ones. Explain each trade.

3. 53 + 29 = ___. Draw tens and ones. Explain each trade.

4. 65 + 21 = ___. Draw tens and ones. Explain each trade.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More block drawings for sums

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-013 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 35 + 17 = ___. Draw tens and ones. Explain each trade.

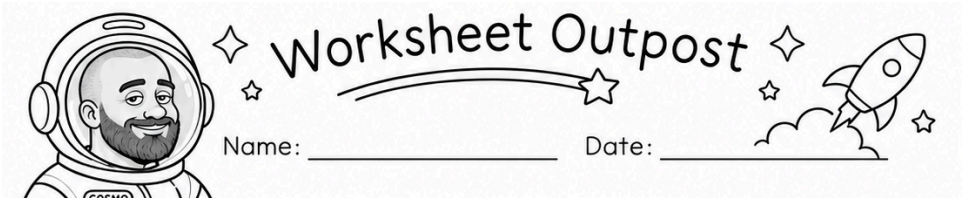
2. 44 + 28 = ___. Draw tens and ones. Explain each trade.

3. 53 + 29 = ___. Draw tens and ones. Explain each trade.

4. 65 + 21 = ___. Draw tens and ones. Explain each trade.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Number-line jumps for two-digit sums

OW-G2-014 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 32 + 16 = ___. Show jumps for tens and ones.

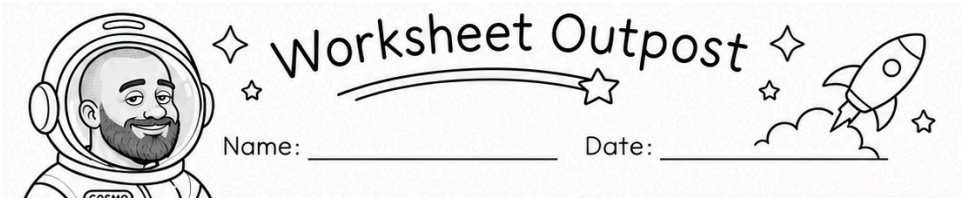
2. 41 + 27 = ___. Show jumps for tens and ones.

3. 50 + 28 = ___. Show jumps for tens and ones.

4. 62 + 20 = ___. Show jumps for tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Number-line jumps for two-digit sums

OW-G2-014 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 32 + 16 = ___. Show jumps for tens and ones.

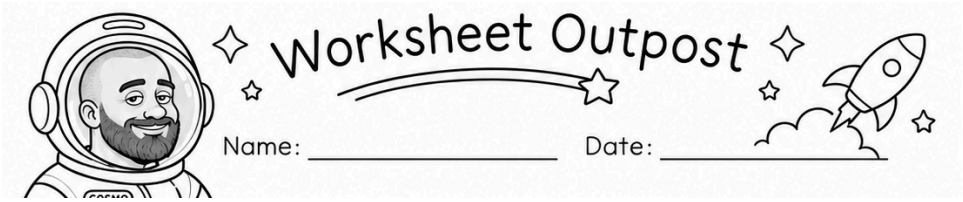
2. 41 + 27 = ___. Show jumps for tens and ones.

3. 50 + 28 = ___. Show jumps for tens and ones.

4. 62 + 20 = ___. Show jumps for tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Number-line jumps for two-digit sums

OW-G2-014 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 32 + 16 = ___. Show jumps for tens and ones.

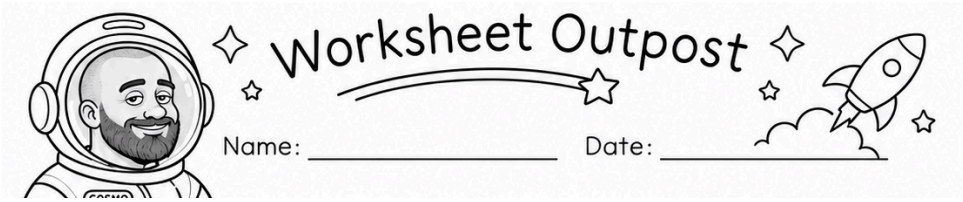
2. 41 + 27 = ___. Show jumps for tens and ones.

3. 50 + 28 = ___. Show jumps for tens and ones.

4. 62 + 20 = ___. Show jumps for tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Number-line jumps for two-digit sums

OW-G2-014 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 32 + 16 = ___. Show jumps for tens and ones.



2. 41 + 27 = ___. Show jumps for tens and ones.



3. 50 + 28 = ___. Show jumps for tens and ones.

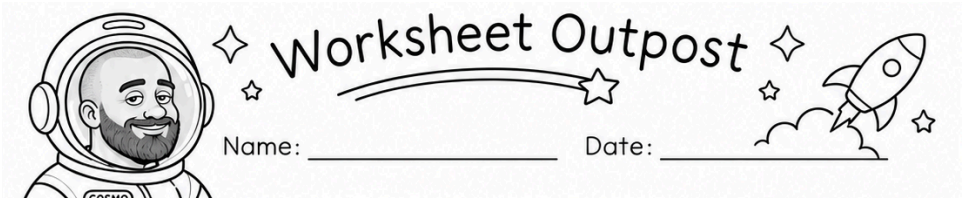


4. 62 + 20 = ___. Show jumps for tens and ones.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Number-line jumps for two-digit sums

OW-G2-014 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 32 + 16 = ___. Show jumps for tens and ones.

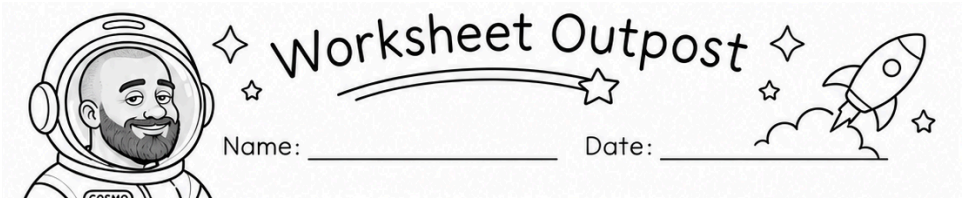
2. 41 + 27 = ___. Show jumps for tens and ones.

3. 50 + 28 = ___. Show jumps for tens and ones.

4. 62 + 20 = ___. Show jumps for tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Record sums of place-value parts

OW-G2-015 E1 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 30 + 15 = ___. Find partial sums mentally and record them.

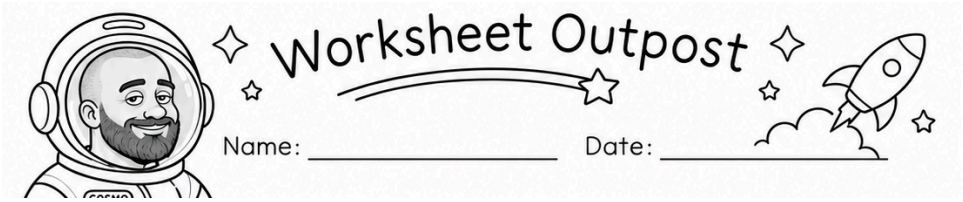
2. 39 + 26 = ___. Find partial sums mentally and record them.

3. 48 + 27 = ___. Find partial sums mentally and record them.

4. 60 + 19 = ___. Find partial sums mentally and record them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Record sums of place-value parts

OW-G2-015 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 30 + 15 = ___. Find partial sums mentally and record them.

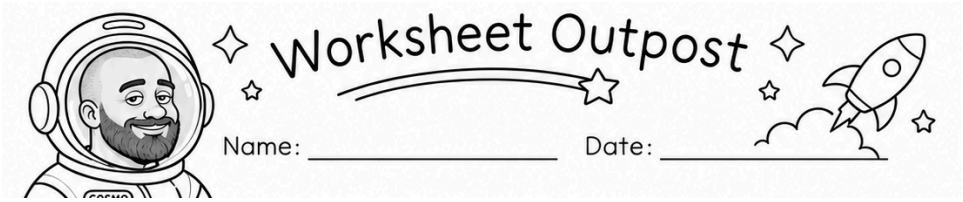
2. 39 + 26 = ___. Find partial sums mentally and record them.

3. 48 + 27 = ___. Find partial sums mentally and record them.

4. 60 + 19 = ___. Find partial sums mentally and record them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Record sums of place-value parts

OW-G2-015 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 30 + 15 = ___. Find partial sums mentally and record them.

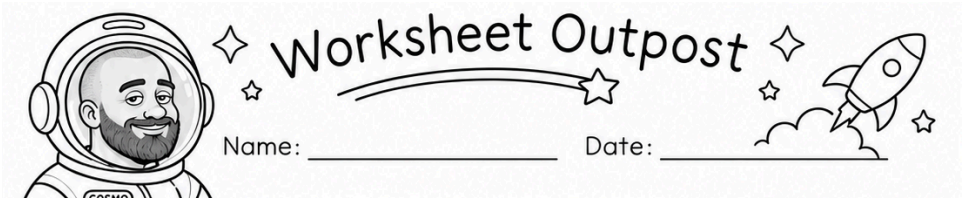
2. 39 + 26 = ___. Find partial sums mentally and record them.

3. 48 + 27 = ___. Find partial sums mentally and record them.

4. 60 + 19 = ___. Find partial sums mentally and record them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Record sums of place-value parts

OW-G2-015 E4 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 30 + 15 = ___. Find partial sums mentally and record them.

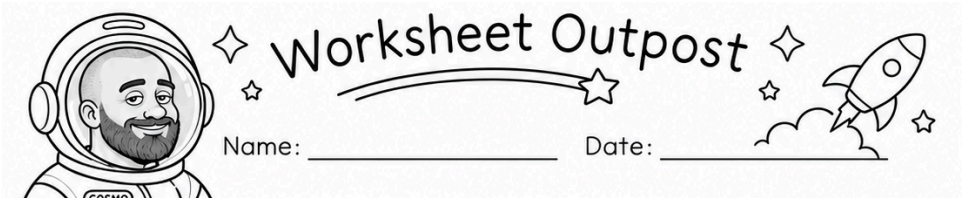
2. 39 + 26 = ___. Find partial sums mentally and record them.

3. 48 + 27 = ___. Find partial sums mentally and record them.

4. 60 + 19 = ___. Find partial sums mentally and record them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Record sums of place-value parts

OW-G2-015 E5 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 30 + 15 = ___. Find partial sums mentally and record them.

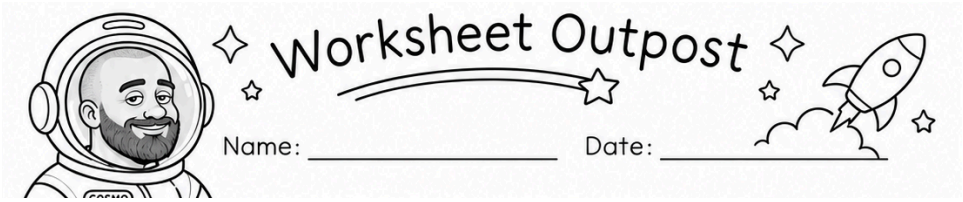
2. 39 + 26 = ___. Find partial sums mentally and record them.

3. 48 + 27 = ___. Find partial sums mentally and record them.

4. 60 + 19 = ___. Find partial sums mentally and record them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Record three-digit sums by parts

OW-G2-016 E1 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 246 + 134 = ___. Add hundreds, tens, and ones separately, then combine.

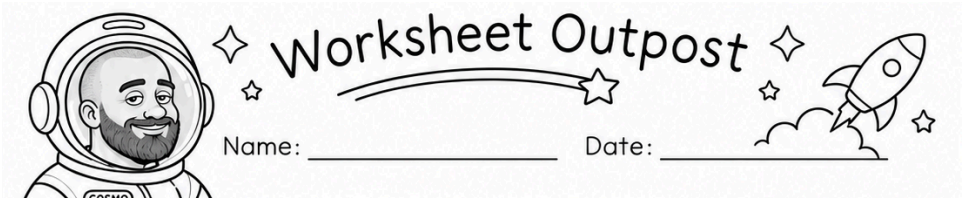
2. 368 + 225 = ___. Add hundreds, tens, and ones separately, then combine.

3. 419 + 173 = ___. Add hundreds, tens, and ones separately, then combine.

4. 594 + 247 = ___. Add hundreds, tens, and ones separately, then combine.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Record three-digit sums by parts

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-016 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 246 + 134 = ___. Add hundreds, tens, and ones separately, then combine.

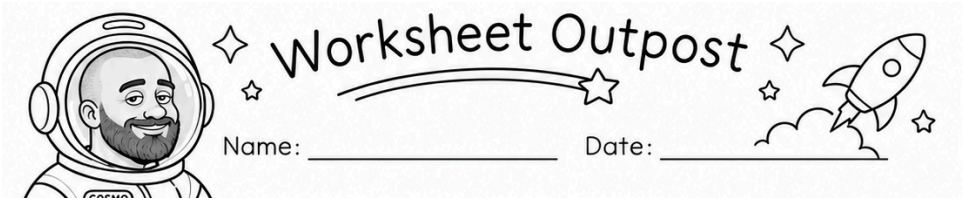
2. 368 + 225 = ___. Add hundreds, tens, and ones separately, then combine.

3. 419 + 173 = ___. Add hundreds, tens, and ones separately, then combine.

4. 594 + 247 = ___. Add hundreds, tens, and ones separately, then combine.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Record three-digit sums by parts

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-016 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 246 + 134 = ___. Add hundreds, tens, and ones separately, then combine.

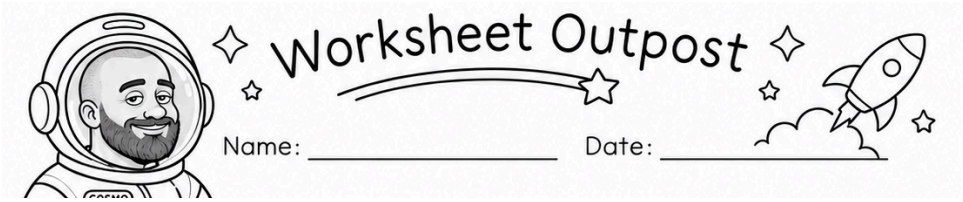
2. 368 + 225 = ___. Add hundreds, tens, and ones separately, then combine.

3. 419 + 173 = ___. Add hundreds, tens, and ones separately, then combine.

4. 594 + 247 = ___. Add hundreds, tens, and ones separately, then combine.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Record three-digit sums by parts

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-016 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 246 + 134 = ___. Add hundreds, tens, and ones separately, then combine.

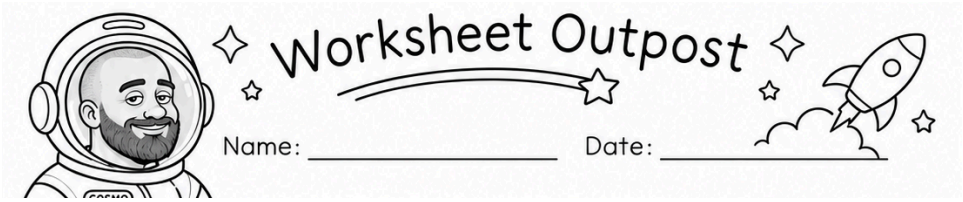
2. 368 + 225 = ___. Add hundreds, tens, and ones separately, then combine.

3. 419 + 173 = ___. Add hundreds, tens, and ones separately, then combine.

4. 594 + 247 = ___. Add hundreds, tens, and ones separately, then combine.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Record three-digit sums by parts

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-016 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 246 + 134 = ___. Add hundreds, tens, and ones separately, then combine.

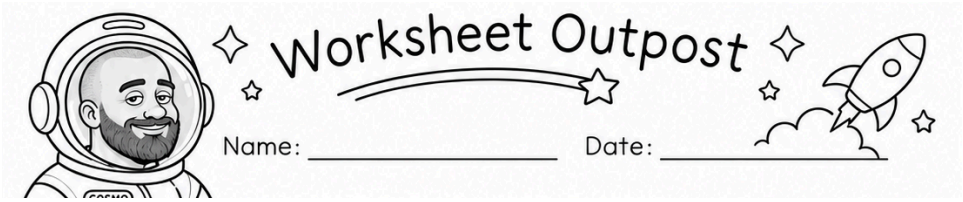
2. 368 + 225 = ___. Add hundreds, tens, and ones separately, then combine.

3. 419 + 173 = ___. Add hundreds, tens, and ones separately, then combine.

4. 594 + 247 = ___. Add hundreds, tens, and ones separately, then combine.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Regroup blocks for three-digit sums

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-017 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 234 + 132 = ___. Show each trade using place-value drawings.

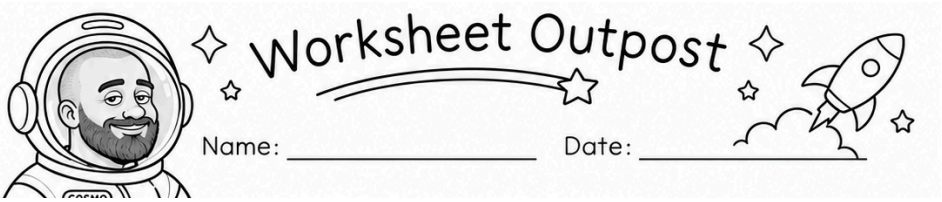
2. 356 + 223 = ___. Show each trade using place-value drawings.

3. 407 + 171 = ___. Show each trade using place-value drawings.

4. 582 + 245 = ___. Show each trade using place-value drawings.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Regroup blocks for three-digit sums

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-017 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 234 + 132 = ___. Show each trade using place-value drawings.

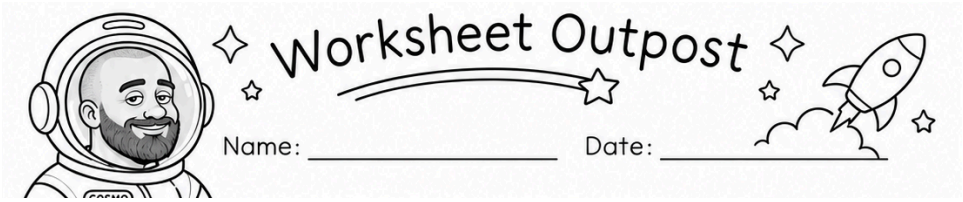
2. 356 + 223 = ___. Show each trade using place-value drawings.

3. 407 + 171 = ___. Show each trade using place-value drawings.

4. 582 + 245 = ___. Show each trade using place-value drawings.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Regroup blocks for three-digit sums

OW-G2-017 E3 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 234 + 132 = ___. Show each trade using place-value drawings.

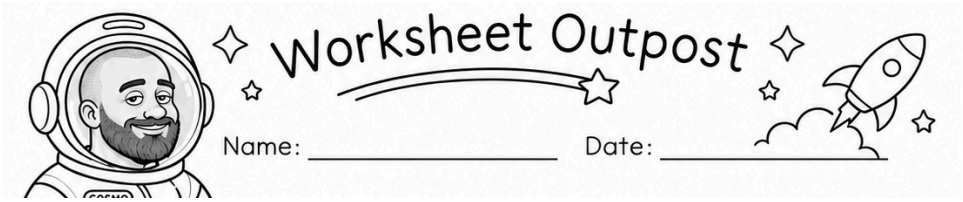
2. 356 + 223 = ___. Show each trade using place-value drawings.

3. 407 + 171 = ___. Show each trade using place-value drawings.

4. 582 + 245 = ___. Show each trade using place-value drawings.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Regroup blocks for three-digit sums

OW-G2-017 E4 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 234 + 132 = ___. Show each trade using place-value drawings.

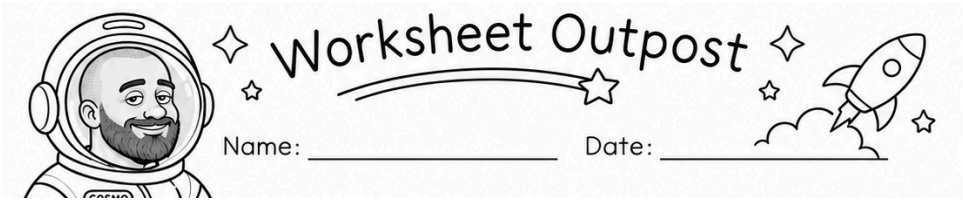
2. 356 + 223 = ___. Show each trade using place-value drawings.

3. 407 + 171 = ___. Show each trade using place-value drawings.

4. 582 + 245 = ___. Show each trade using place-value drawings.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Regroup blocks for three-digit sums

OW-G2-017 E5 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 234 + 132 = ___. Show each trade using place-value drawings.

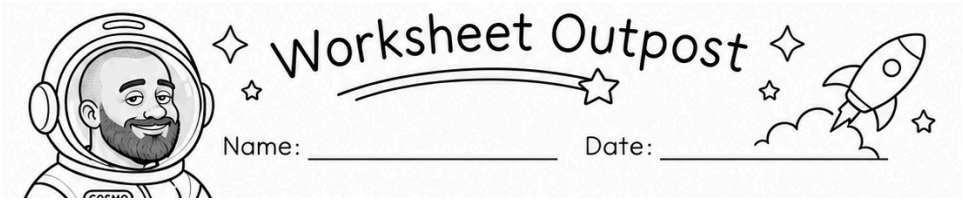
2. 356 + 223 = ___. Show each trade using place-value drawings.

3. 407 + 171 = ___. Show each trade using place-value drawings.

4. 582 + 245 = ___. Show each trade using place-value drawings.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Select a two-digit addition method

OW-G2-018 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 29 + 15 = ___. Solve in two ways.

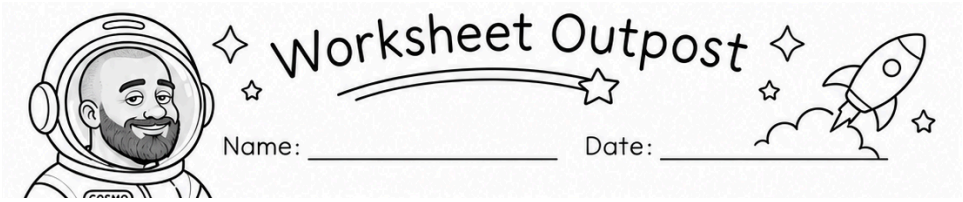
2. 38 + 26 = ___. Solve in two ways.

3. 47 + 27 = ___. Solve in two ways.

4. 59 + 19 = ___. Solve in two ways.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Select a two-digit addition method

OW-G2-018 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can use tens and ones to add or subtract within 100.

Work with a partner. Build a model, then say or write your answer.

1. 29 + 15 = ___. Solve in two ways.

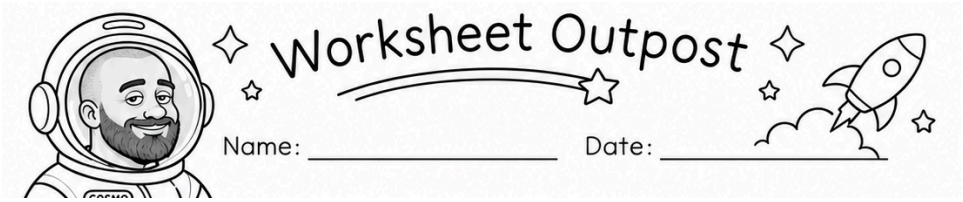
2. 38 + 26 = ___. Solve in two ways.

3. 47 + 27 = ___. Solve in two ways.

4. 59 + 19 = ___. Solve in two ways.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Select a two-digit addition method

OW-G2-018 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 29 + 15 = ___. Solve in two ways.

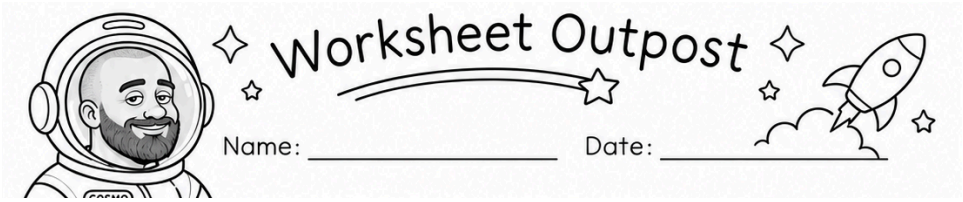
2. 38 + 26 = ___. Solve in two ways.

3. 47 + 27 = ___. Solve in two ways.

4. 59 + 19 = ___. Solve in two ways.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Select a two-digit addition method

OW-G2-018 E4 | Five questions

Name: _____ Date: _____

Success criteria

I can use tens and ones to add or subtract within 100.

Ask an adult to show you how to start. Then finish the problem together.

1. 29 + 15 = ___. Solve in two ways.

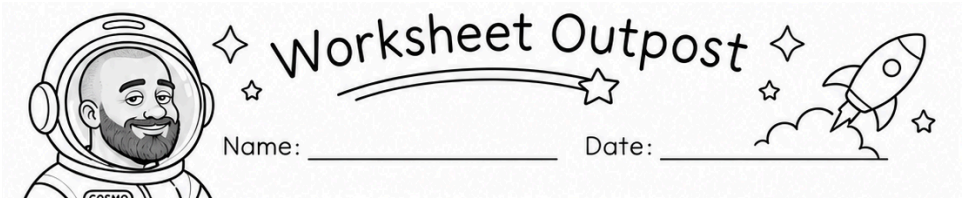
2. 38 + 26 = ___. Solve in two ways.

3. 47 + 27 = ___. Solve in two ways.

4. 59 + 19 = ___. Solve in two ways.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Select a two-digit addition method

OW-G2-018 E5 | Five questions

Name: _____ Date: _____

Success criteria
I can use tens and ones to add or subtract within 100.

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 29 + 15 = ___. Solve in two ways.

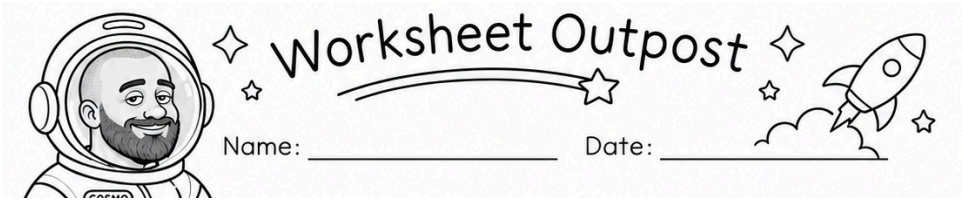
2. 38 + 26 = ___. Solve in two ways.

3. 47 + 27 = ___. Solve in two ways.

4. 59 + 19 = ___. Solve in two ways.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Split the addends into parts

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-019 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 34 + 17 = ___. Break both addends into tens and ones.

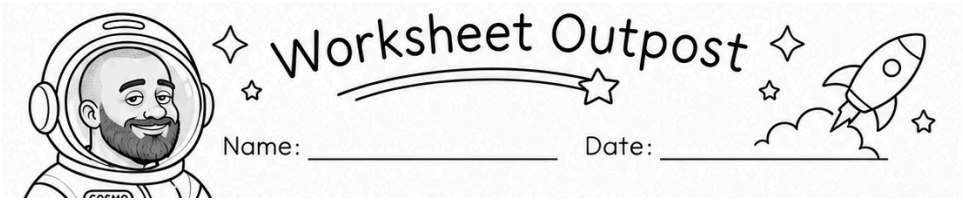
2. 43 + 28 = ___. Break both addends into tens and ones.

3. 52 + 29 = ___. Break both addends into tens and ones.

4. 64 + 21 = ___. Break both addends into tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Split the addends into parts

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-019 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 34 + 17 = ___. Break both addends into tens and ones.

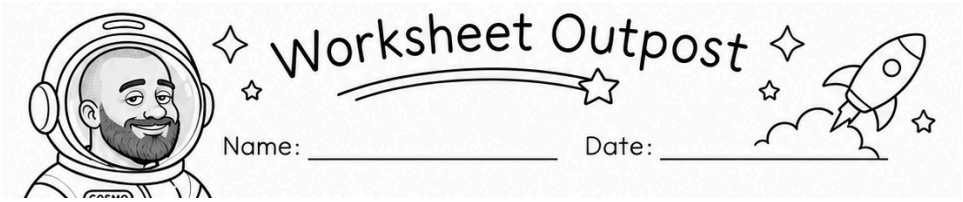
2. 43 + 28 = ___. Break both addends into tens and ones.

3. 52 + 29 = ___. Break both addends into tens and ones.

4. 64 + 21 = ___. Break both addends into tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Split the addends into parts

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-019 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 34 + 17 = ___. Break both addends into tens and ones.

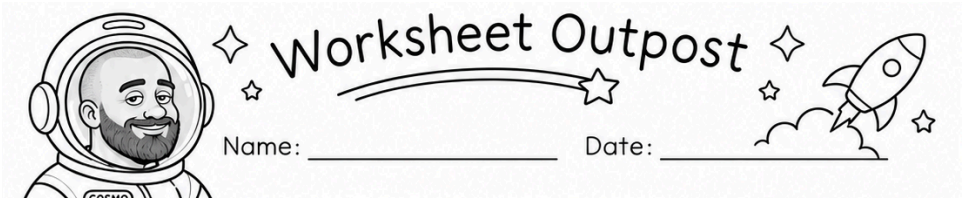
2. 43 + 28 = ___. Break both addends into tens and ones.

3. 52 + 29 = ___. Break both addends into tens and ones.

4. 64 + 21 = ___. Break both addends into tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Split the addends into parts

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-019 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 34 + 17 = ___. Break both addends into tens and ones.

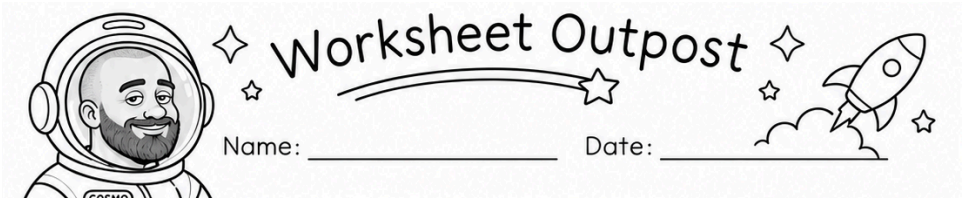
2. 43 + 28 = ___. Break both addends into tens and ones.

3. 52 + 29 = ___. Break both addends into tens and ones.

4. 64 + 21 = ___. Break both addends into tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Split the addends into parts

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-019 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 34 + 17 = ___. Break both addends into tens and ones.

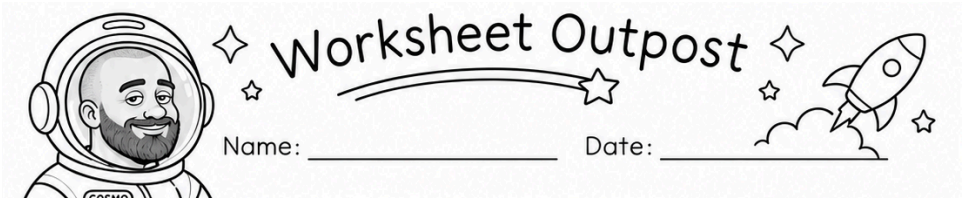
2. 43 + 28 = ___. Break both addends into tens and ones.

3. 52 + 29 = ___. Break both addends into tens and ones.

4. 64 + 21 = ___. Break both addends into tens and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit sums with block drawings

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-020 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 240 + 130 = ___. Draw hundreds, tens, and ones.

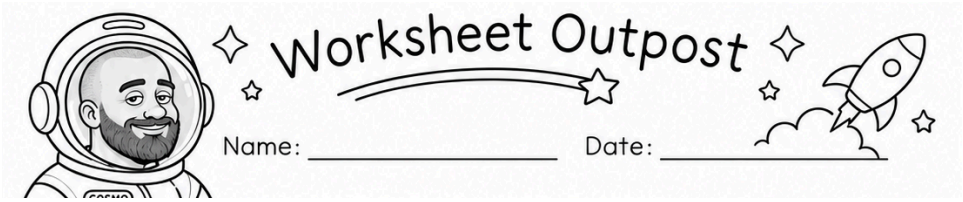
2. 362 + 221 = ___. Draw hundreds, tens, and ones.

3. 413 + 169 = ___. Draw hundreds, tens, and ones.

4. 588 + 243 = ___. Draw hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit sums with block drawings

OW-G2-020 E2 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 240 + 130 = ___. Draw hundreds, tens, and ones.

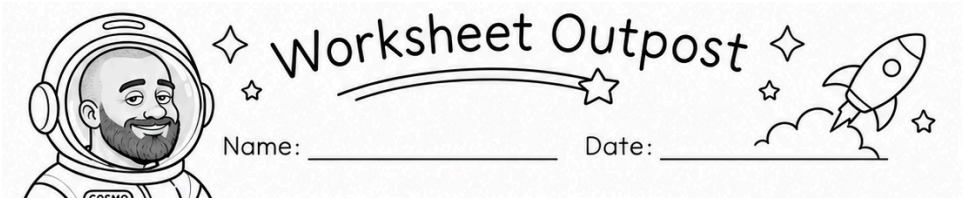
2. 362 + 221 = ___. Draw hundreds, tens, and ones.

3. 413 + 169 = ___. Draw hundreds, tens, and ones.

4. 588 + 243 = ___. Draw hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit sums with block drawings

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-020 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 240 + 130 = ___. Draw hundreds, tens, and ones.

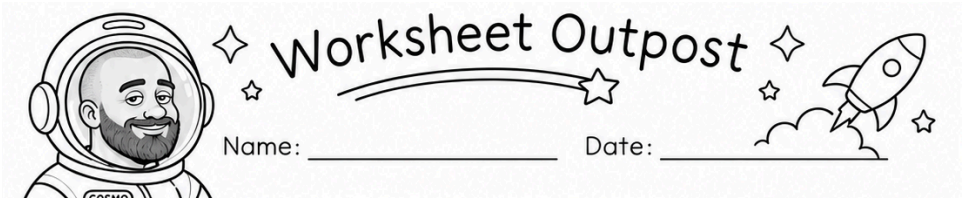
2. 362 + 221 = ___. Draw hundreds, tens, and ones.

3. 413 + 169 = ___. Draw hundreds, tens, and ones.

4. 588 + 243 = ___. Draw hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit sums with block drawings

OW-G2-020 E4 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 240 + 130 = ___. Draw hundreds, tens, and ones.

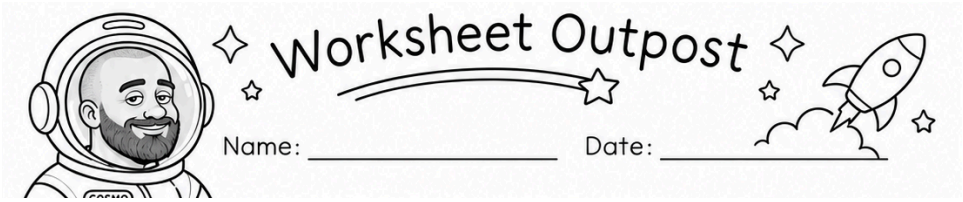
2. 362 + 221 = ___. Draw hundreds, tens, and ones.

3. 413 + 169 = ___. Draw hundreds, tens, and ones.

4. 588 + 243 = ___. Draw hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit sums with block drawings

Success criteria
I can use place value to add or subtract three-digit numbers.

OW-G2-020 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 240 + 130 = ___. Draw hundreds, tens, and ones.

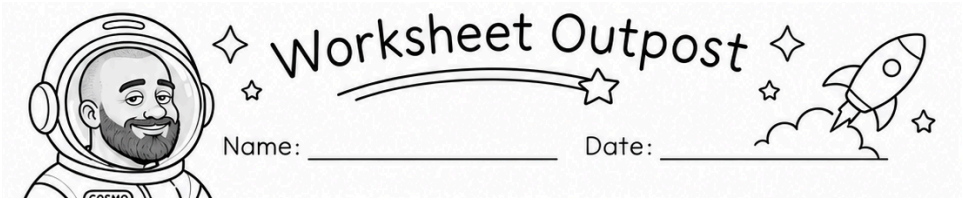
2. 362 + 221 = ___. Draw hundreds, tens, and ones.

3. 413 + 169 = ___. Draw hundreds, tens, and ones.

4. 588 + 243 = ___. Draw hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Totals with several two-digit addends

Success criteria
I can group tens and ones to add several numbers.

OW-G2-021 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 + 21 + 13 = ___. Show how you grouped addends.

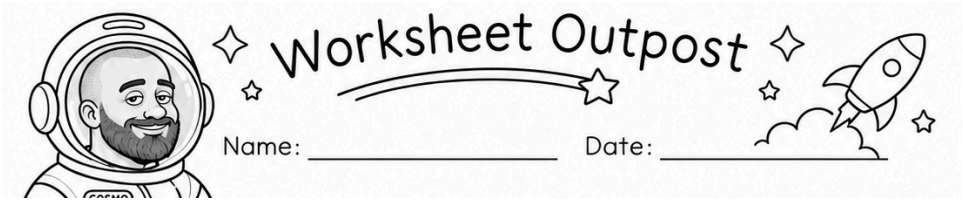
2. 13 + 22 + 14 = ___. Show how you grouped addends.

3. 14 + 23 + 15 = ___. Show how you grouped addends.

4. 15 + 24 + 16 = ___. Show how you grouped addends.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Totals with several two-digit addends

OW-G2-021 E2 | Five questions

Success criteria
I can group tens and ones to add several numbers.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 12 + 21 + 13 = ___. Show how you grouped addends.

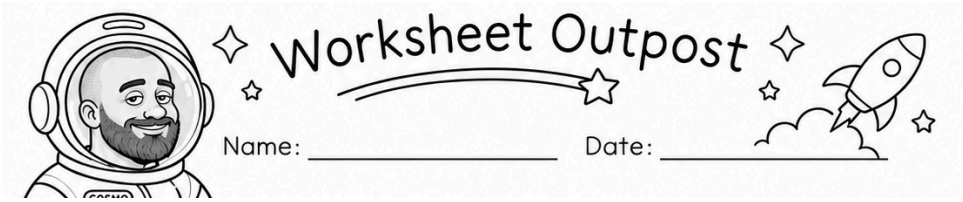
2. 13 + 22 + 14 = ___. Show how you grouped addends.

3. 14 + 23 + 15 = ___. Show how you grouped addends.

4. 15 + 24 + 16 = ___. Show how you grouped addends.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Totals with several two-digit addends

Success criteria
I can group tens and ones to add several numbers.

OW-G2-021 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 12 + 21 + 13 = ___. Show how you grouped addends.

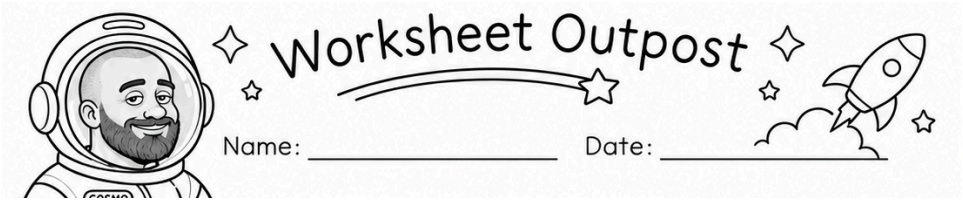
2. 13 + 22 + 14 = ___. Show how you grouped addends.

3. 14 + 23 + 15 = ___. Show how you grouped addends.

4. 15 + 24 + 16 = ___. Show how you grouped addends.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Totals with several two-digit addends

OW-G2-021 E4 | Five questions

Success criteria
I can group tens and ones to add several numbers.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 12 + 21 + 13 = ___. Show how you grouped addends.

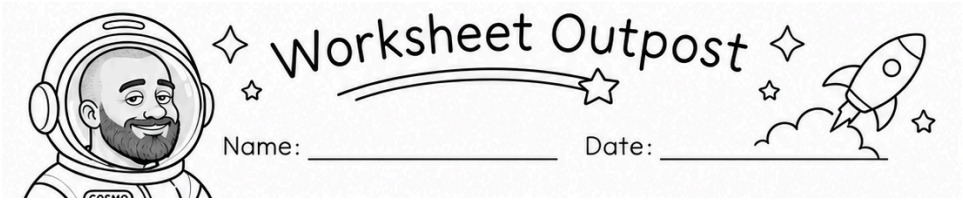
2. 13 + 22 + 14 = ___. Show how you grouped addends.

3. 14 + 23 + 15 = ___. Show how you grouped addends.

4. 15 + 24 + 16 = ___. Show how you grouped addends.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Totals with several two-digit addends

OW-G2-021 E5 | Five questions

Success criteria
I can group tens and ones to add several numbers.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 12 + 21 + 13 = ___. Show how you grouped addends.

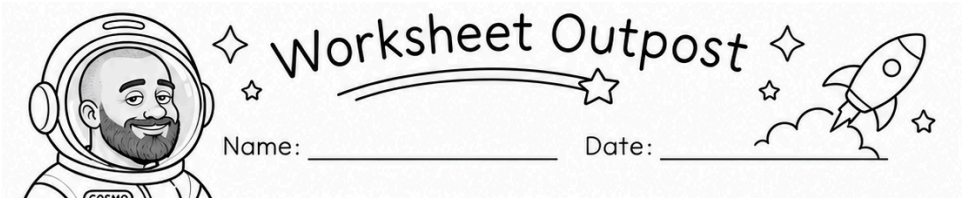
2. 13 + 22 + 14 = ___. Show how you grouped addends.

3. 14 + 23 + 15 = ___. Show how you grouped addends.

4. 15 + 24 + 16 = ___. Show how you grouped addends.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit sums with block drawings

OW-G2-022 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 33 + 16 = ___. Draw tens and ones. Regroup if needed.

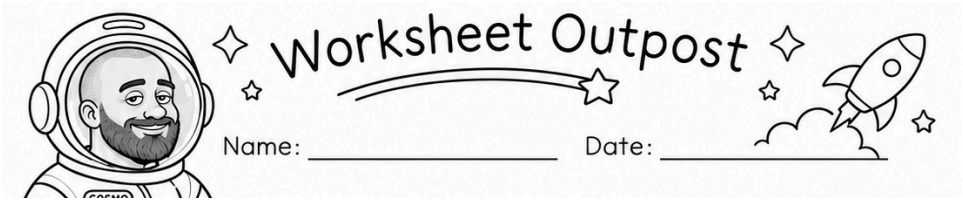
2. 42 + 27 = ___. Draw tens and ones. Regroup if needed.

3. 51 + 28 = ___. Draw tens and ones. Regroup if needed.

4. 63 + 20 = ___. Draw tens and ones. Regroup if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit sums with block drawings

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-022 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 33 + 16 = ___. Draw tens and ones. Regroup if needed.

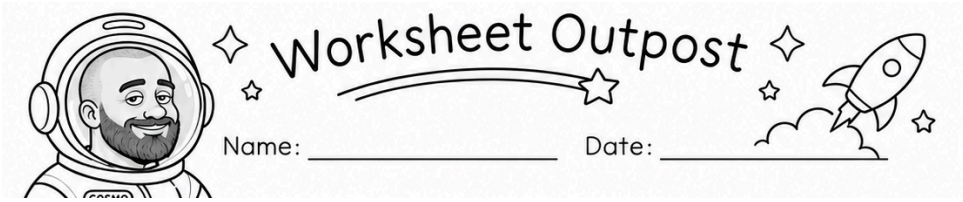
2. 42 + 27 = ___. Draw tens and ones. Regroup if needed.

3. 51 + 28 = ___. Draw tens and ones. Regroup if needed.

4. 63 + 20 = ___. Draw tens and ones. Regroup if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit sums with block drawings

OW-G2-022 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 33 + 16 = ___. Draw tens and ones. Regroup if needed.

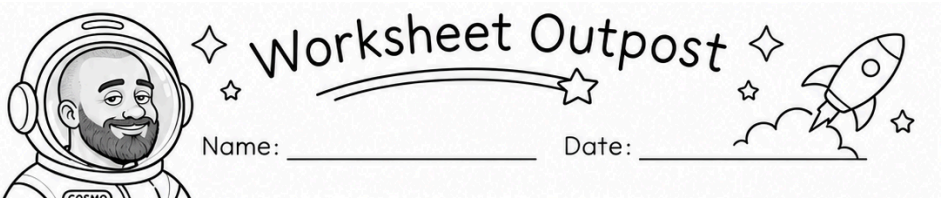
2. 42 + 27 = ___. Draw tens and ones. Regroup if needed.

3. 51 + 28 = ___. Draw tens and ones. Regroup if needed.

4. 63 + 20 = ___. Draw tens and ones. Regroup if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit sums with block drawings

OW-G2-022 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 33 + 16 = ___. Draw tens and ones. Regroup if needed.

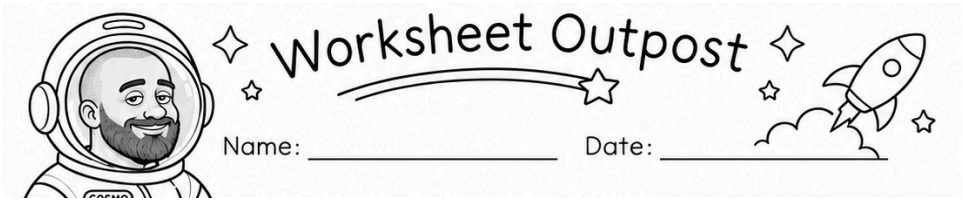
2. 42 + 27 = ___. Draw tens and ones. Regroup if needed.

3. 51 + 28 = ___. Draw tens and ones. Regroup if needed.

4. 63 + 20 = ___. Draw tens and ones. Regroup if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit sums with block drawings

OW-G2-022 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 33 + 16 = ___. Draw tens and ones. Regroup if needed.

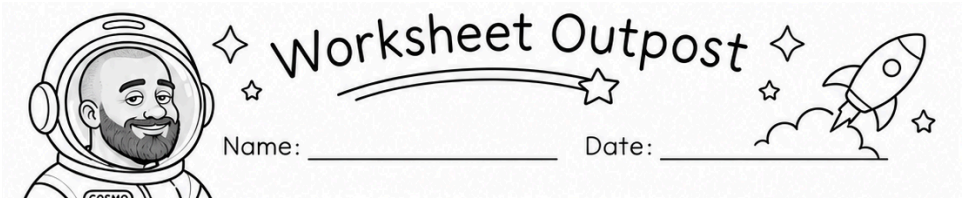
2. 42 + 27 = ___. Draw tens and ones. Regroup if needed.

3. 51 + 28 = ___. Draw tens and ones. Regroup if needed.

4. 63 + 20 = ___. Draw tens and ones. Regroup if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-step addition stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-023 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. The club has 29 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

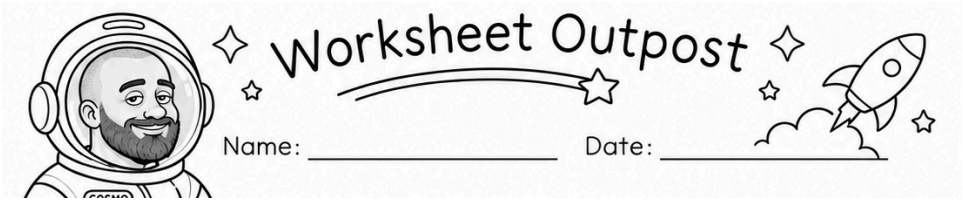
2. The club has 38 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

3. The club has 47 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

4. The club has 59 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-step addition stories

OW-G2-023 E2 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. The club has 29 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

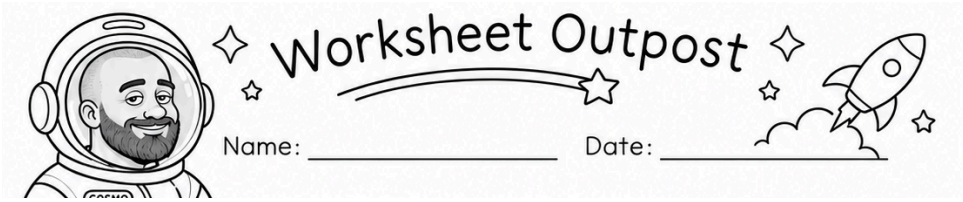
2. The club has 38 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

3. The club has 47 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

4. The club has 59 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-step addition stories

OW-G2-023 E3 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. The club has 29 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

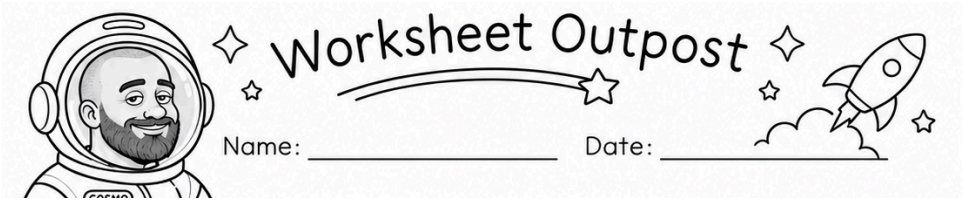
2. The club has 38 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

3. The club has 47 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

4. The club has 59 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-step addition stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-023 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. The club has 29 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

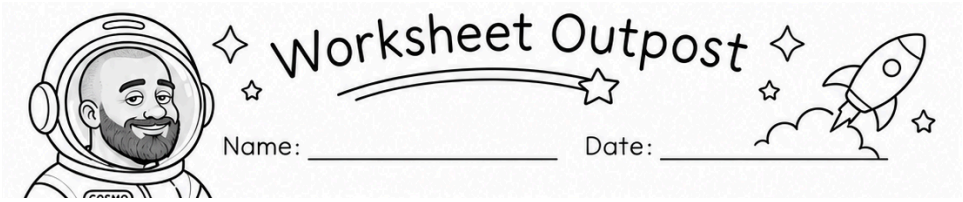
2. The club has 38 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

3. The club has 47 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

4. The club has 59 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-step addition stories

OW-G2-023 E5 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. The club has 29 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

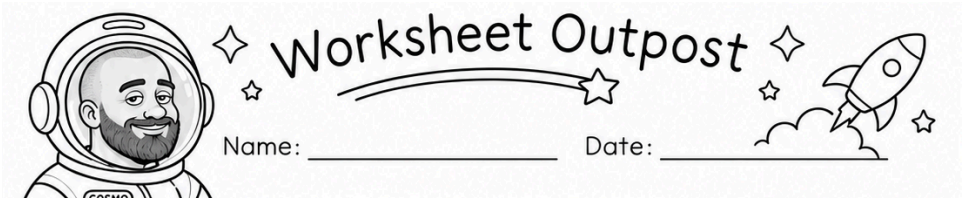
2. The club has 38 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

3. The club has 47 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

4. The club has 59 pencils. On Monday it gets 12 more pencils. On Tuesday it gets 5 more. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use the graph to explain your answer

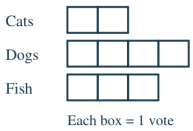
OW-G2-024 E1 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

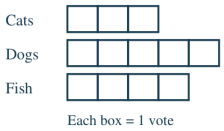
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

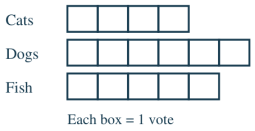
1. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



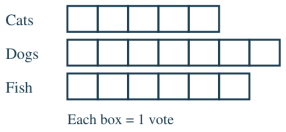
2. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



3. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.

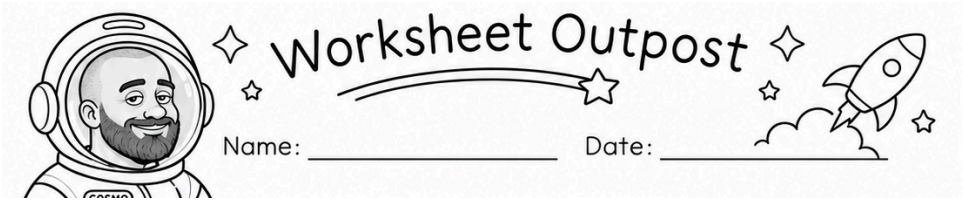


4. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use the graph to explain your answer

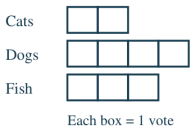
OW-G2-024 E2 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

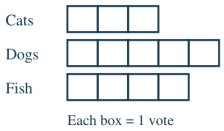
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

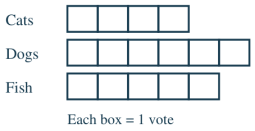
1. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



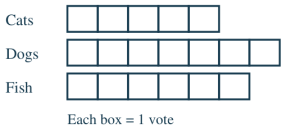
2. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



3. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.

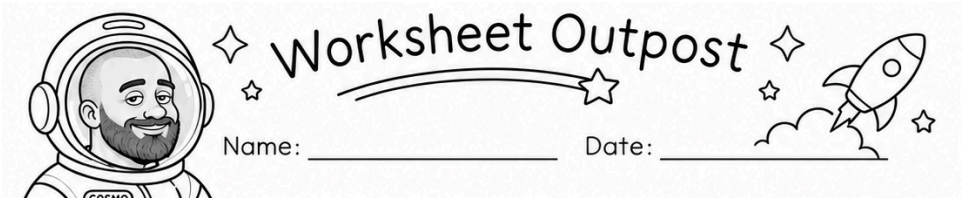


4. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use the graph to explain your answer

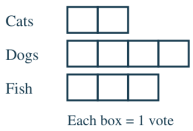
OW-G2-024 E3 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

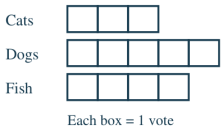
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

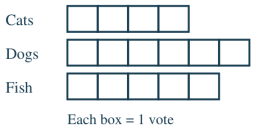
1. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



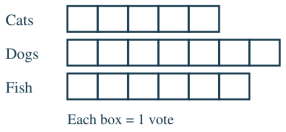
2. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



3. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.

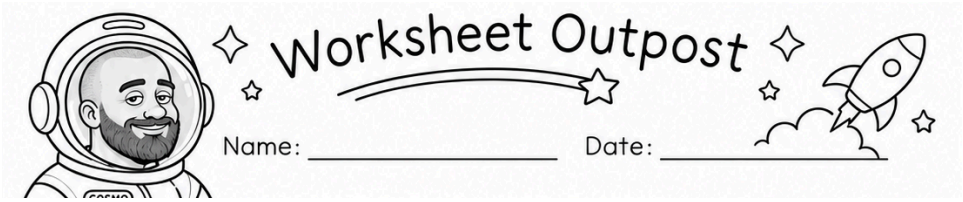


4. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use the graph to explain your answer

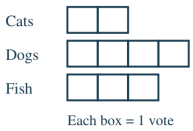
OW-G2-024 E4 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

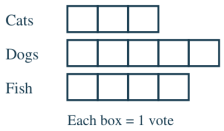
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

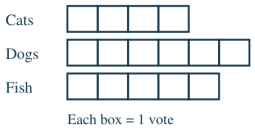
1. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



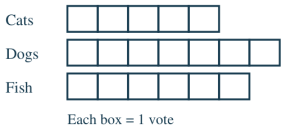
2. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



3. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.

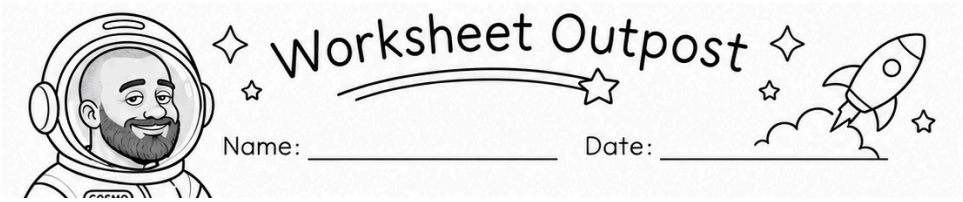


4. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use the graph to explain your answer

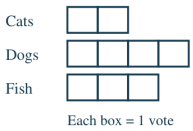
OW-G2-024 E5 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

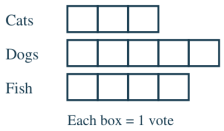
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

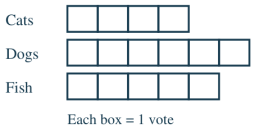
1. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



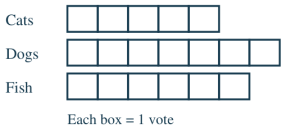
2. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



3. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



4. Jo says fish and cats together got more votes than dogs. Is Jo correct? Use numbers to explain.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.

Worksheet Outpost

Name: _____ Date: _____

WORKSHEET OUTPOST | Grade 2 Math — Supported

More practice with line plots

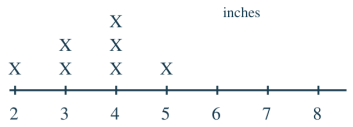
Success criteria
I can measure lengths and show the measurements on a line plot.

OW-G2-025 E1 | Five questions

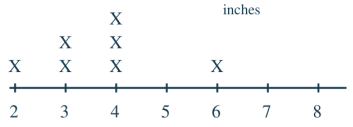
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

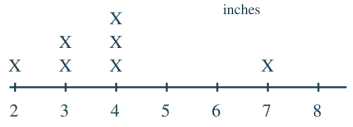
1. Use the line plot. How many lengths are 3 or 4 inches?



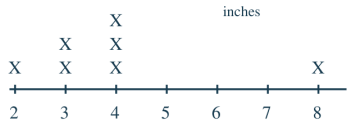
2. Use the line plot. How many lengths are 3 or 4 inches?



3. Use the line plot. How many lengths are 3 or 4 inches?

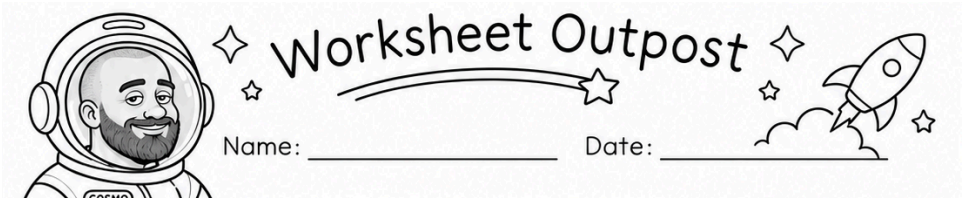


4. Use the line plot. How many lengths are 3 or 4 inches?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More practice with line plots

OW-G2-025 E2 | Five questions

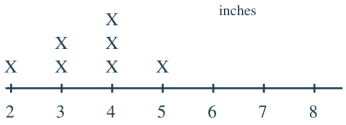
Success criteria

I can measure lengths and show the measurements on a line plot.

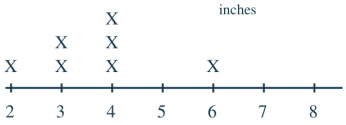
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

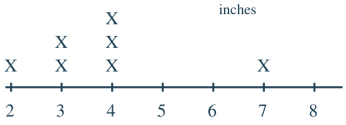
1. Use the line plot. How many lengths are 3 or 4 inches?



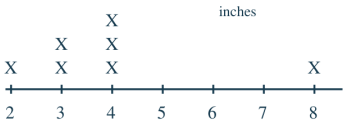
2. Use the line plot. How many lengths are 3 or 4 inches?



3. Use the line plot. How many lengths are 3 or 4 inches?

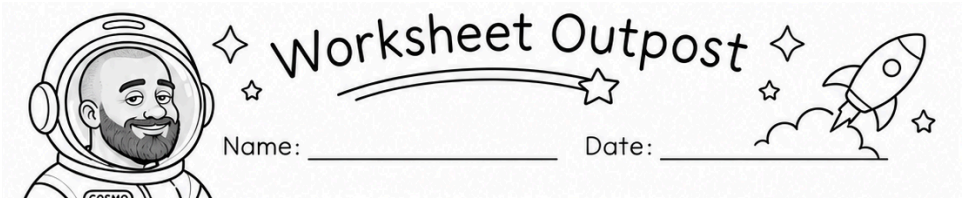


4. Use the line plot. How many lengths are 3 or 4 inches?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More practice with line plots

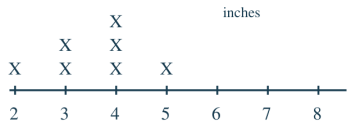
Success criteria
I can measure lengths and show the measurements on a line plot.

OW-G2-025 E3 | Five questions

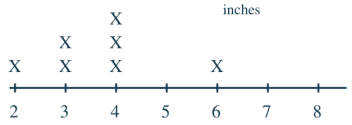
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

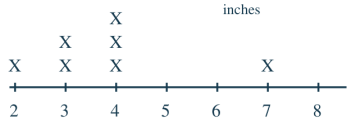
1. Use the line plot. How many lengths are 3 or 4 inches?



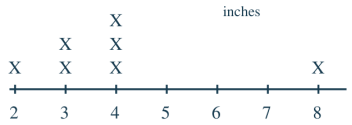
2. Use the line plot. How many lengths are 3 or 4 inches?



3. Use the line plot. How many lengths are 3 or 4 inches?

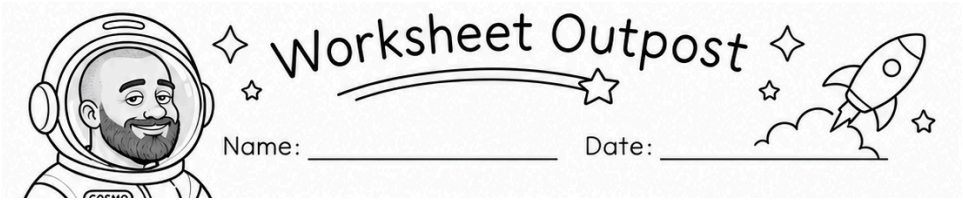


4. Use the line plot. How many lengths are 3 or 4 inches?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More practice with line plots

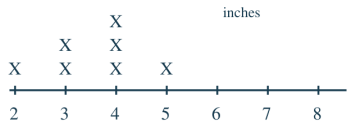
Success criteria
I can measure lengths and show the measurements on a line plot.

OW-G2-025 E4 | Five questions

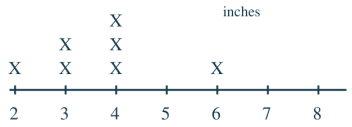
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

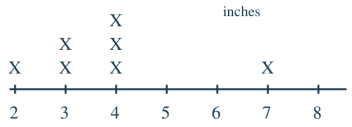
1. Use the line plot. How many lengths are 3 or 4 inches?



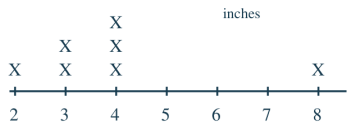
2. Use the line plot. How many lengths are 3 or 4 inches?



3. Use the line plot. How many lengths are 3 or 4 inches?

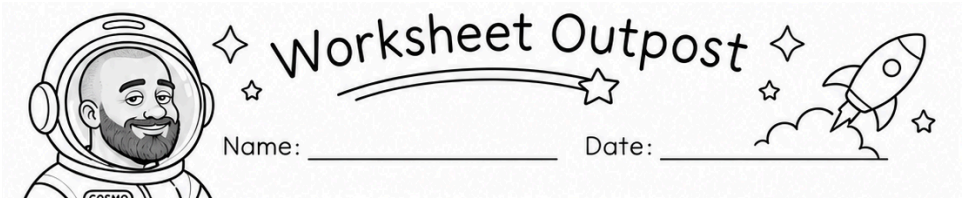


4. Use the line plot. How many lengths are 3 or 4 inches?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More practice with line plots

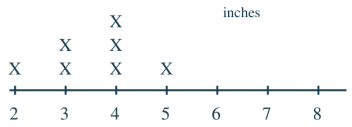
Success criteria
I can measure lengths and show the measurements on a line plot.

OW-G2-025 E5 | Five questions

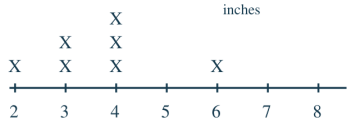
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

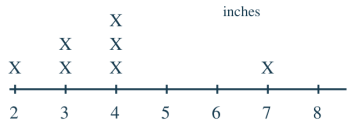
1. Use the line plot. How many lengths are 3 or 4 inches?



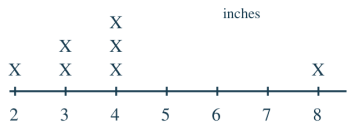
2. Use the line plot. How many lengths are 3 or 4 inches?



3. Use the line plot. How many lengths are 3 or 4 inches?

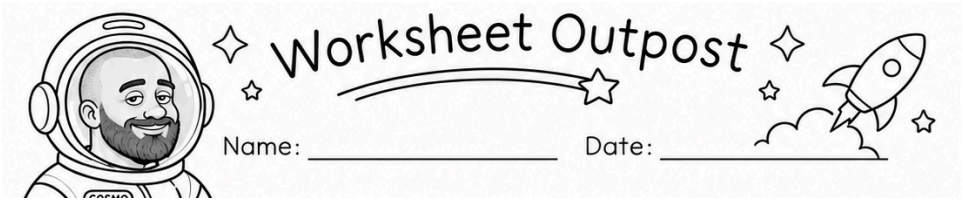


4. Use the line plot. How many lengths are 3 or 4 inches?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read and compare bars

OW-G2-026 E1 | Five questions

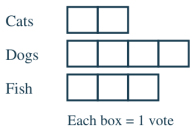
Success criteria

I can read a graph and use the counts to answer a question.

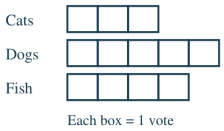
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

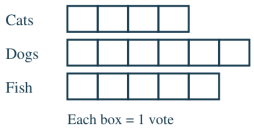
1. Use the bar graph. How many votes are there altogether?



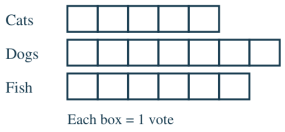
2. Use the bar graph. How many votes are there altogether?



3. Use the bar graph. How many votes are there altogether?

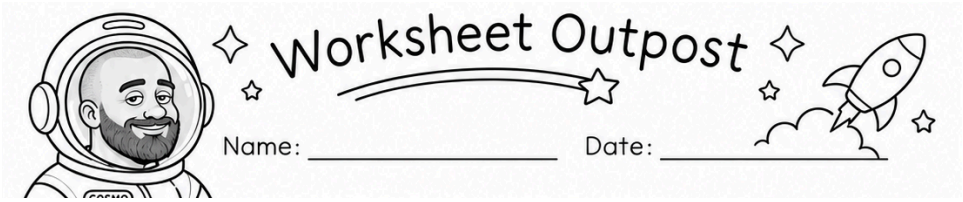


4. Use the bar graph. How many votes are there altogether?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read and compare bars

OW-G2-026 E2 | Five questions

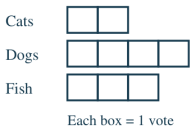
Success criteria

I can read a graph and use the counts to answer a question.

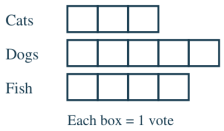
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

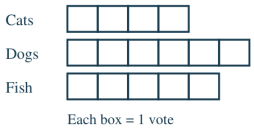
1. Use the bar graph. How many votes are there altogether?



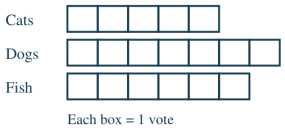
2. Use the bar graph. How many votes are there altogether?



3. Use the bar graph. How many votes are there altogether?

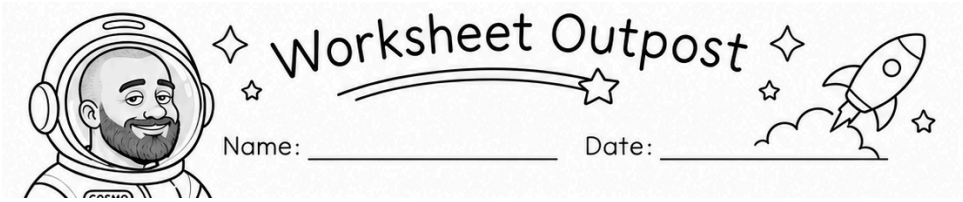


4. Use the bar graph. How many votes are there altogether?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read and compare bars

OW-G2-026 E3 | Five questions

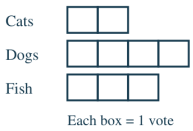
Success criteria

I can read a graph and use the counts to answer a question.

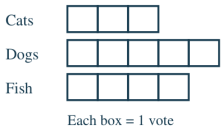
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

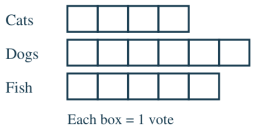
1. Use the bar graph. How many votes are there altogether?



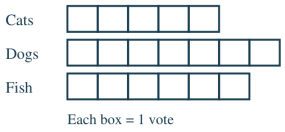
2. Use the bar graph. How many votes are there altogether?



3. Use the bar graph. How many votes are there altogether?

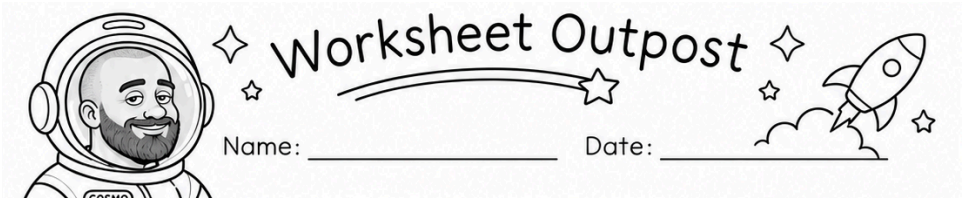


4. Use the bar graph. How many votes are there altogether?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read and compare bars

OW-G2-026 E4 | Five questions

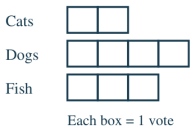
Success criteria

I can read a graph and use the counts to answer a question.

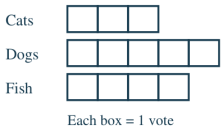
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

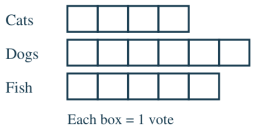
1. Use the bar graph. How many votes are there altogether?



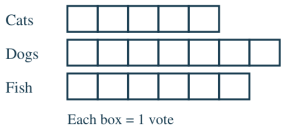
2. Use the bar graph. How many votes are there altogether?



3. Use the bar graph. How many votes are there altogether?

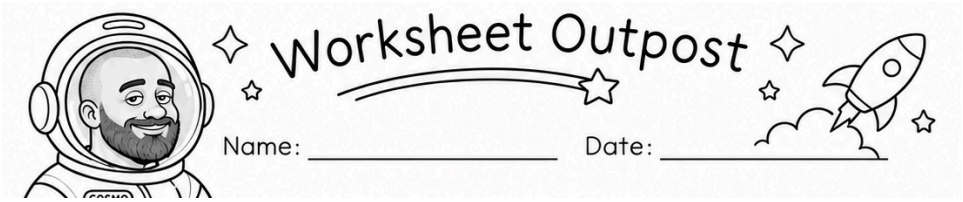


4. Use the bar graph. How many votes are there altogether?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read and compare bars

OW-G2-026 E5 | Five questions

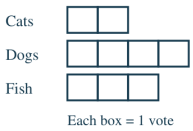
Success criteria

I can read a graph and use the counts to answer a question.

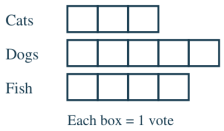
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

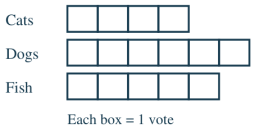
1. Use the bar graph. How many votes are there altogether?



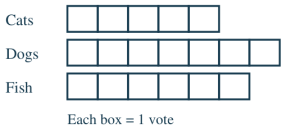
2. Use the bar graph. How many votes are there altogether?



3. Use the bar graph. How many votes are there altogether?

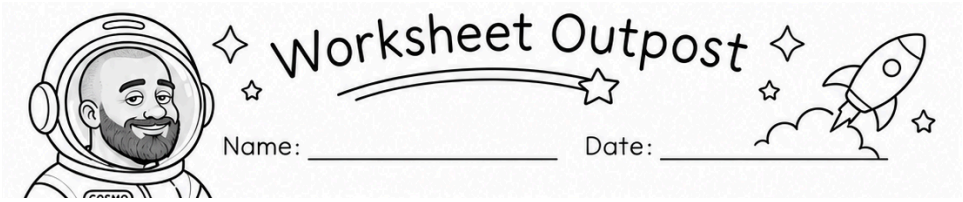


4. Use the bar graph. How many votes are there altogether?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read marks above a number line

OW-G2-027 E1 | Five questions

Success criteria
I can measure lengths and show the measurements on a line plot.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 5. Label the scale.

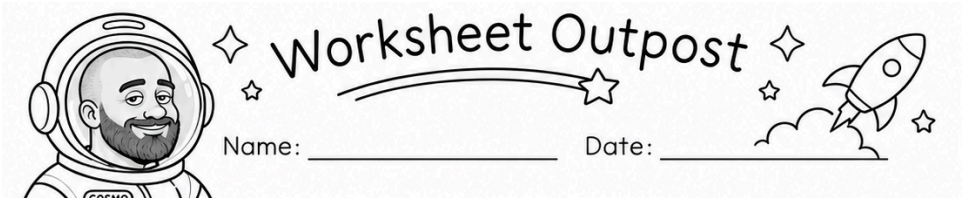
2. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 6. Label the scale.

3. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 7. Label the scale.

4. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 8. Label the scale.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read marks above a number line

OW-G2-027 E2 | Five questions

Success criteria
I can measure lengths and show the measurements on a line plot.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 5. Label the scale.

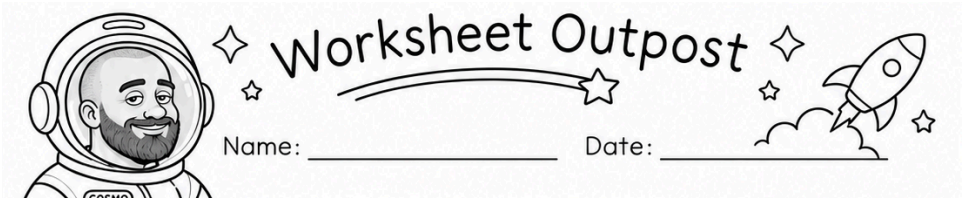
2. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 6. Label the scale.

3. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 7. Label the scale.

4. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 8. Label the scale.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read marks above a number line

OW-G2-027 E3 | Five questions

Success criteria
I can measure lengths and show the measurements on a line plot.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 5. Label the scale.

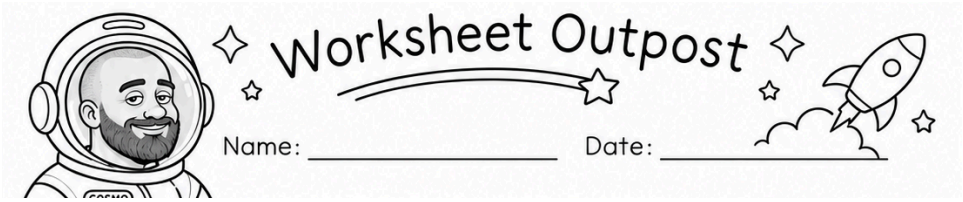
2. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 6. Label the scale.

3. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 7. Label the scale.

4. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 8. Label the scale.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read marks above a number line

OW-G2-027 E4 | Five questions

Success criteria
I can measure lengths and show the measurements on a line plot.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 5. Label the scale.

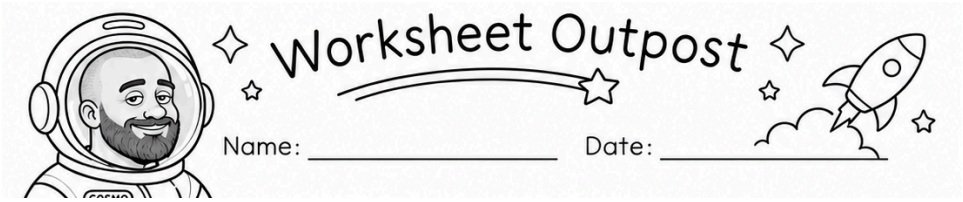
2. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 6. Label the scale.

3. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 7. Label the scale.

4. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 8. Label the scale.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read marks above a number line

OW-G2-027 E5 | Five questions

Success criteria
I can measure lengths and show the measurements on a line plot.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 5. Label the scale.

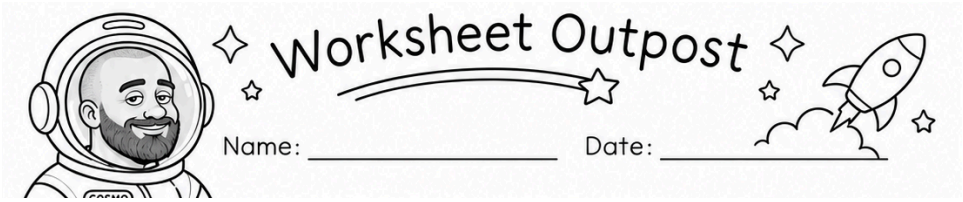
2. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 6. Label the scale.

3. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 7. Label the scale.

4. Make a line plot of these lengths in inches: 2, 3, 3, 4, 4, 4, 8. Label the scale.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read symbols in a data display

OW-G2-028 E1 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw a picture graph for Cats: 2, Dogs: 4, Fish: 3. Use one symbol per vote.

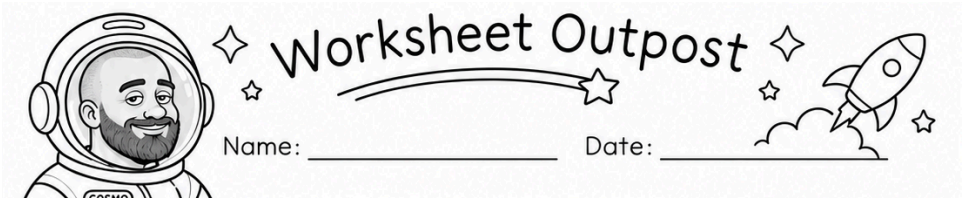
2. Draw a picture graph for Cats: 3, Dogs: 5, Fish: 4. Use one symbol per vote.

3. Draw a picture graph for Cats: 4, Dogs: 6, Fish: 5. Use one symbol per vote.

4. Draw a picture graph for Cats: 5, Dogs: 7, Fish: 6. Use one symbol per vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read symbols in a data display

OW-G2-028 E2 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

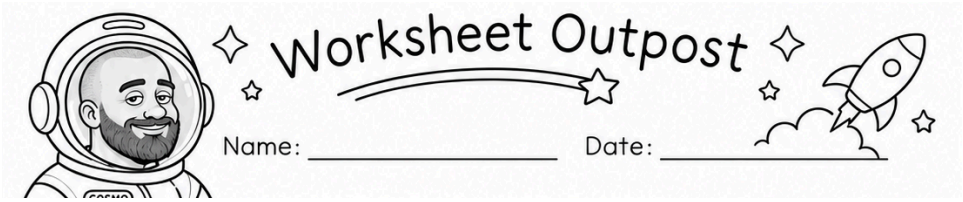
1. Draw a picture graph for Cats: 2, Dogs: 4, Fish: 3. Use one symbol per vote.

2. Draw a picture graph for Cats: 3, Dogs: 5, Fish: 4. Use one symbol per vote.

3. Draw a picture graph for Cats: 4, Dogs: 6, Fish: 5. Use one symbol per vote.

4. Draw a picture graph for Cats: 5, Dogs: 7, Fish: 6. Use one symbol per vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read symbols in a data display

OW-G2-028 E3 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw a picture graph for Cats: 2, Dogs: 4, Fish: 3. Use one symbol per vote.

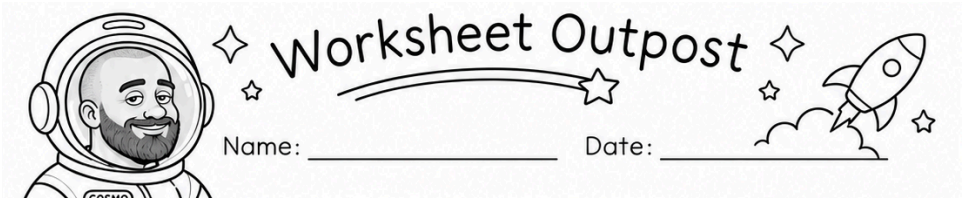
2. Draw a picture graph for Cats: 3, Dogs: 5, Fish: 4. Use one symbol per vote.

3. Draw a picture graph for Cats: 4, Dogs: 6, Fish: 5. Use one symbol per vote.

4. Draw a picture graph for Cats: 5, Dogs: 7, Fish: 6. Use one symbol per vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read symbols in a data display

OW-G2-028 E4 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw a picture graph for Cats: 2, Dogs: 4, Fish: 3. Use one symbol per vote.

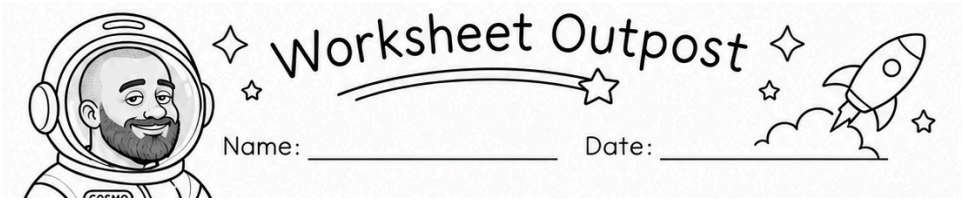
2. Draw a picture graph for Cats: 3, Dogs: 5, Fish: 4. Use one symbol per vote.

3. Draw a picture graph for Cats: 4, Dogs: 6, Fish: 5. Use one symbol per vote.

4. Draw a picture graph for Cats: 5, Dogs: 7, Fish: 6. Use one symbol per vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read symbols in a data display

OW-G2-028 E5 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw a picture graph for Cats: 2, Dogs: 4, Fish: 3. Use one symbol per vote.

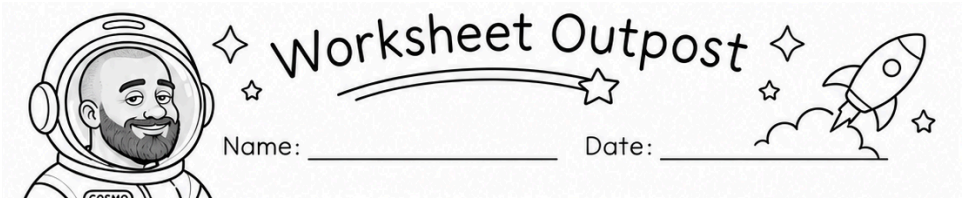
2. Draw a picture graph for Cats: 3, Dogs: 5, Fish: 4. Use one symbol per vote.

3. Draw a picture graph for Cats: 4, Dogs: 6, Fish: 5. Use one symbol per vote.

4. Draw a picture graph for Cats: 5, Dogs: 7, Fish: 6. Use one symbol per vote.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use a display to answer questions

OW-G2-029 E1 | Five questions

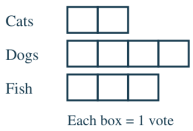
Success criteria

I can read a graph and use the counts to answer a question.

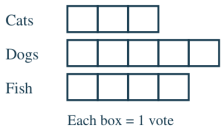
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

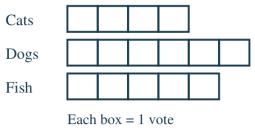
1. Which pet got the most votes? How many more votes did it get than cats?



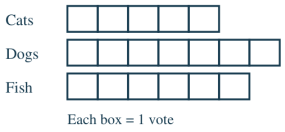
2. Which pet got the most votes? How many more votes did it get than cats?



3. Which pet got the most votes? How many more votes did it get than cats?

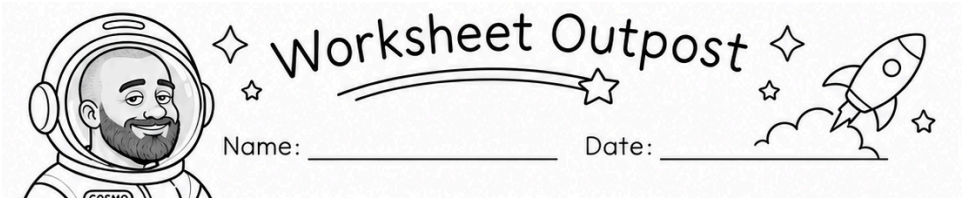


4. Which pet got the most votes? How many more votes did it get than cats?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use a display to answer questions

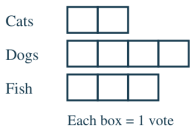
OW-G2-029 E2 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

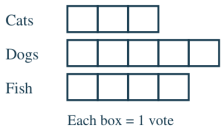
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

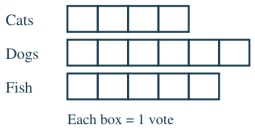
1. Which pet got the most votes? How many more votes did it get than cats?



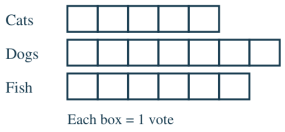
2. Which pet got the most votes? How many more votes did it get than cats?



3. Which pet got the most votes? How many more votes did it get than cats?

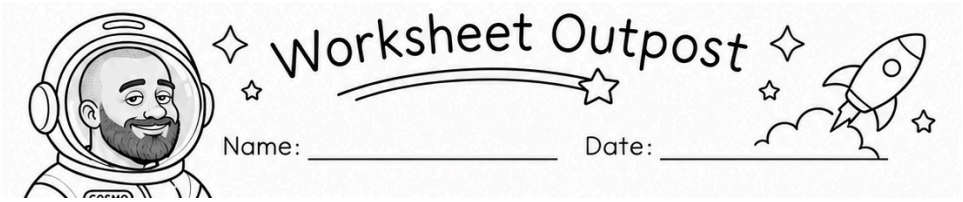


4. Which pet got the most votes? How many more votes did it get than cats?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use a display to answer questions

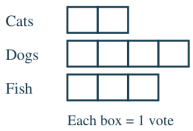
OW-G2-029 E3 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

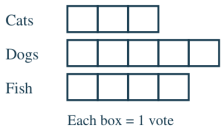
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

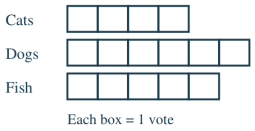
1. Which pet got the most votes? How many more votes did it get than cats?



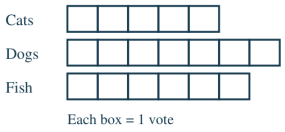
2. Which pet got the most votes? How many more votes did it get than cats?



3. Which pet got the most votes? How many more votes did it get than cats?

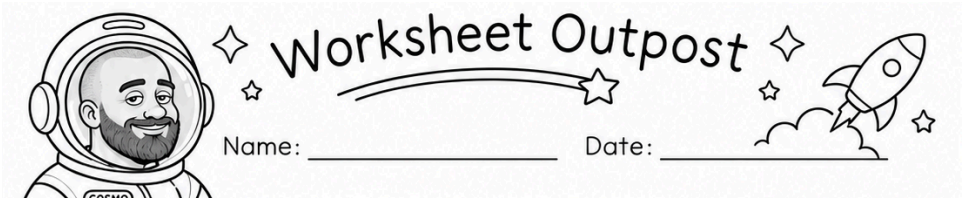


4. Which pet got the most votes? How many more votes did it get than cats?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use a display to answer questions

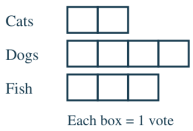
OW-G2-029 E4 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

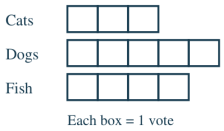
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

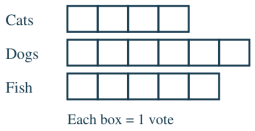
1. Which pet got the most votes? How many more votes did it get than cats?



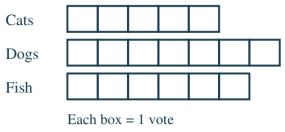
2. Which pet got the most votes? How many more votes did it get than cats?



3. Which pet got the most votes? How many more votes did it get than cats?

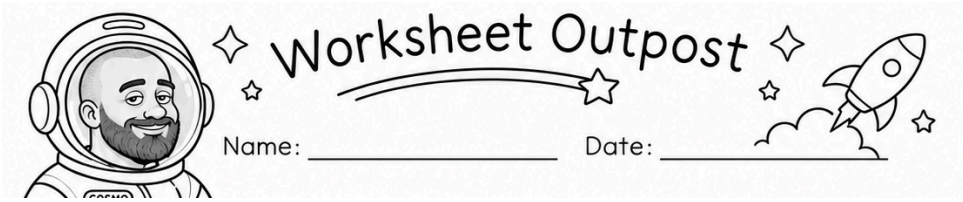


4. Which pet got the most votes? How many more votes did it get than cats?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use a display to answer questions

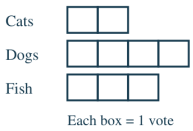
OW-G2-029 E5 | Five questions

Success criteria
I can read a graph and use the counts to answer a question.

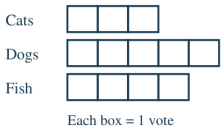
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

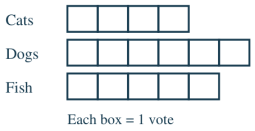
1. Which pet got the most votes? How many more votes did it get than cats?



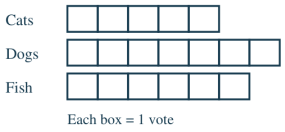
2. Which pet got the most votes? How many more votes did it get than cats?



3. Which pet got the most votes? How many more votes did it get than cats?

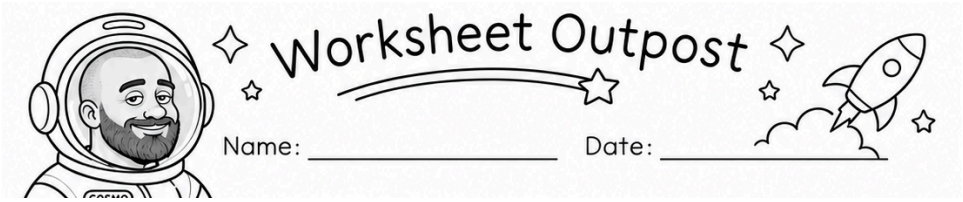


4. Which pet got the most votes? How many more votes did it get than cats?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use ten to subtract

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-030 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 12 - 5 = ___. Subtract to 10, then subtract the rest.

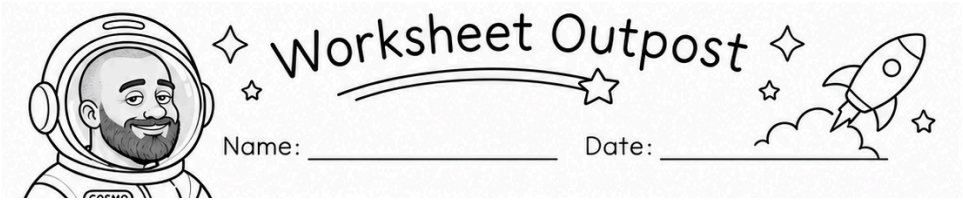
2. 13 - 6 = ___. Subtract to 10, then subtract the rest.

3. 14 - 7 = ___. Subtract to 10, then subtract the rest.

4. 15 - 8 = ___. Subtract to 10, then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use ten to subtract

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-030 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 12 - 5 = ___. Subtract to 10, then subtract the rest.

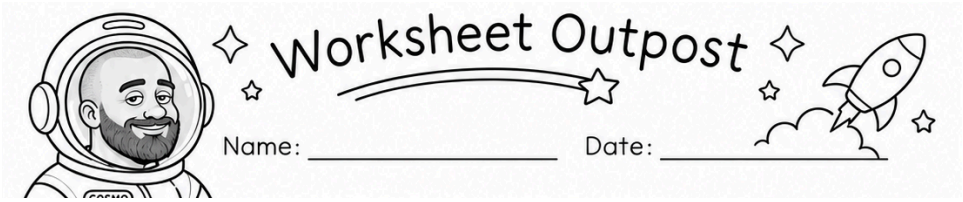
2. 13 - 6 = ___. Subtract to 10, then subtract the rest.

3. 14 - 7 = ___. Subtract to 10, then subtract the rest.

4. 15 - 8 = ___. Subtract to 10, then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use ten to subtract

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-030 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 12 - 5 = ___. Subtract to 10, then subtract the rest.

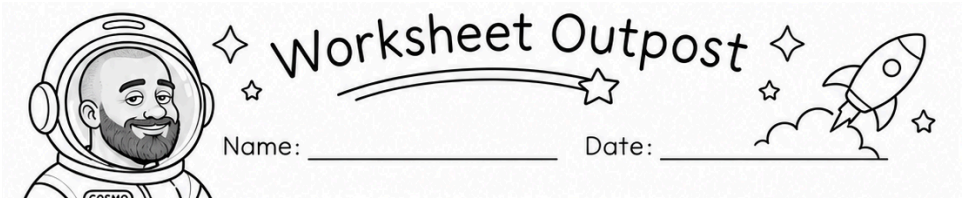
2. 13 - 6 = ___. Subtract to 10, then subtract the rest.

3. 14 - 7 = ___. Subtract to 10, then subtract the rest.

4. 15 - 8 = ___. Subtract to 10, then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use ten to subtract

OW-G2-030 E4 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 12 - 5 = ___. Subtract to 10, then subtract the rest.

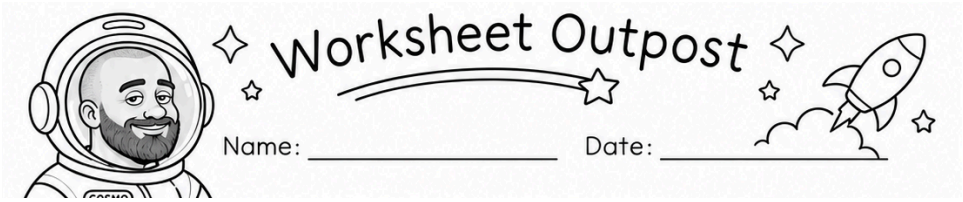
2. 13 - 6 = ___. Subtract to 10, then subtract the rest.

3. 14 - 7 = ___. Subtract to 10, then subtract the rest.

4. 15 - 8 = ___. Subtract to 10, then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Use ten to subtract

OW-G2-030 E5 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 12 - 5 = ___. Subtract to 10, then subtract the rest.

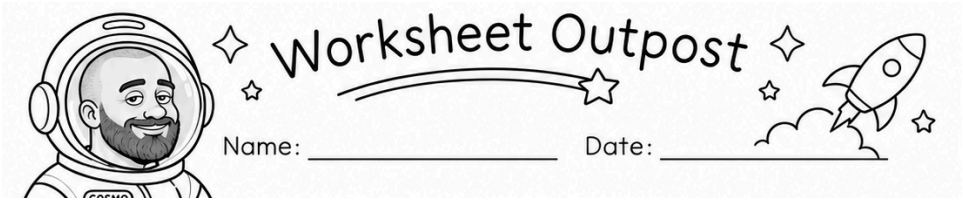
2. 13 - 6 = ___. Subtract to 10, then subtract the rest.

3. 14 - 7 = ___. Subtract to 10, then subtract the rest.

4. 15 - 8 = ___. Subtract to 10, then subtract the rest.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make ten to add

OW-G2-031 E1 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 8 + 4 = ___. Make a group of ten first. Show the parts you used.



2. 9 + 5 = ___. Make a group of ten first. Show the parts you used.



3. 8 + 6 = ___. Make a group of ten first. Show the parts you used.

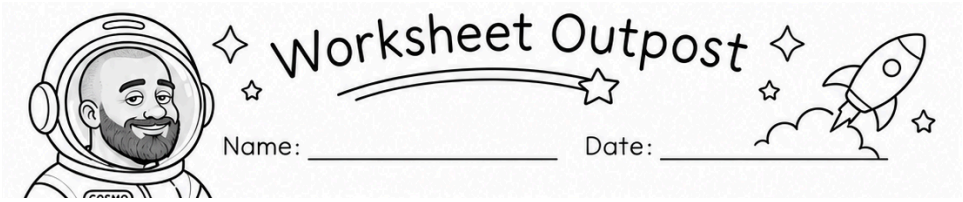


4. 9 + 7 = ___. Make a group of ten first. Show the parts you used.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make ten to add

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-031 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 8 + 4 = ___. Make a group of ten first. Show the parts you used.



2. 9 + 5 = ___. Make a group of ten first. Show the parts you used.



3. 8 + 6 = ___. Make a group of ten first. Show the parts you used.

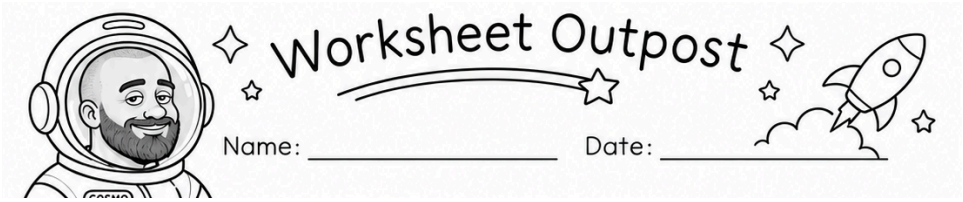


4. 9 + 7 = ___. Make a group of ten first. Show the parts you used.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make ten to add

OW-G2-031 E3 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 8 + 4 = ___. Make a group of ten first. Show the parts you used.



2. 9 + 5 = ___. Make a group of ten first. Show the parts you used.



3. 8 + 6 = ___. Make a group of ten first. Show the parts you used.

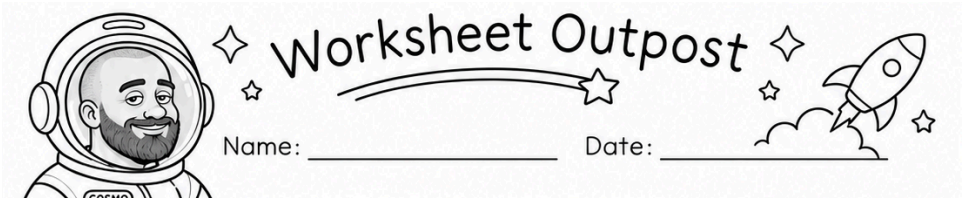


4. 9 + 7 = ___. Make a group of ten first. Show the parts you used.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make ten to add

OW-G2-031 E4 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 8 + 4 = ___. Make a group of ten first. Show the parts you used.



2. 9 + 5 = ___. Make a group of ten first. Show the parts you used.



3. 8 + 6 = ___. Make a group of ten first. Show the parts you used.

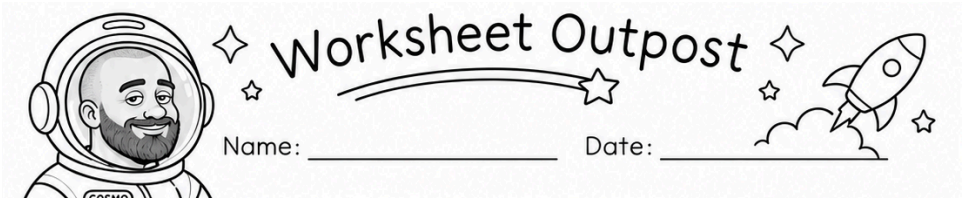


4. 9 + 7 = ___. Make a group of ten first. Show the parts you used.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make ten to add

OW-G2-031 E5 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 8 + 4 = ___. Make a group of ten first. Show the parts you used.



2. 9 + 5 = ___. Make a group of ten first. Show the parts you used.



3. 8 + 6 = ___. Make a group of ten first. Show the parts you used.

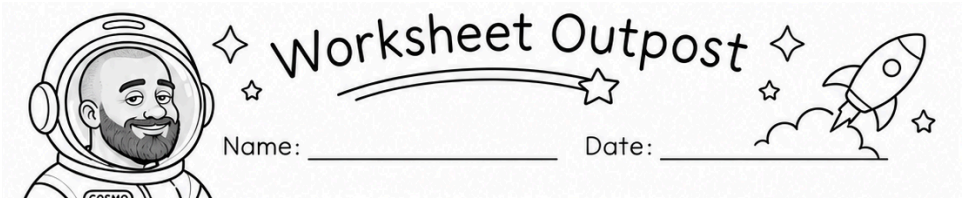


4. 9 + 7 = ___. Make a group of ten first. Show the parts you used.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose a way to find a small sum

OW-G2-032 E1 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 6 + 3 = ___. Show how you solved it.

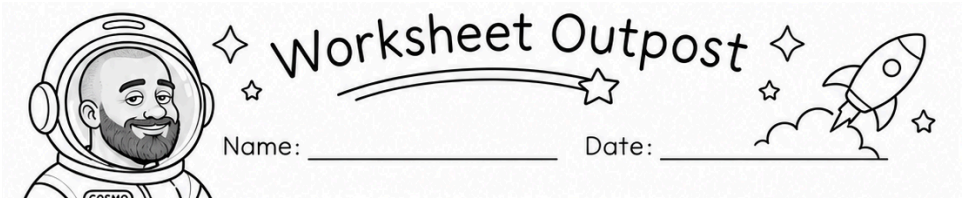
2. 7 + 4 = ___. Show how you solved it.

3. 8 + 5 = ___. Show how you solved it.

4. 9 + 6 = ___. Show how you solved it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose a way to find a small sum

OW-G2-032 E2 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 6 + 3 = ___. Show how you solved it.

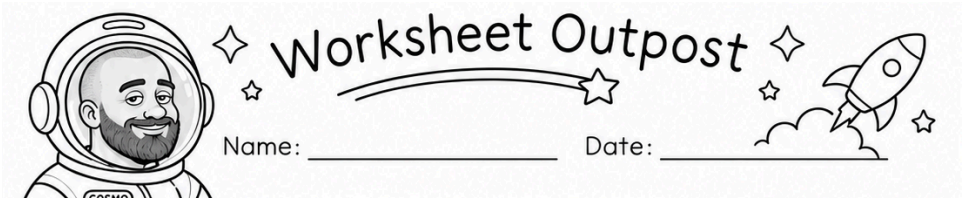
2. 7 + 4 = ___. Show how you solved it.

3. 8 + 5 = ___. Show how you solved it.

4. 9 + 6 = ___. Show how you solved it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose a way to find a small sum

OW-G2-032 E3 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 6 + 3 = ___. Show how you solved it.

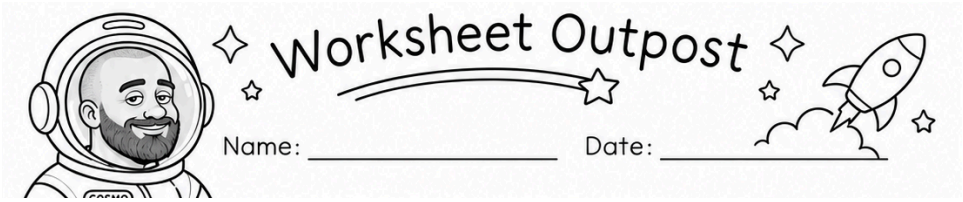
2. 7 + 4 = ___. Show how you solved it.

3. 8 + 5 = ___. Show how you solved it.

4. 9 + 6 = ___. Show how you solved it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose a way to find a small sum

OW-G2-032 E4 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 6 + 3 = ___. Show how you solved it.

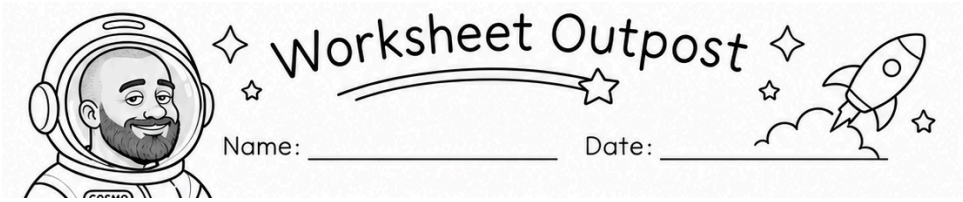
2. 7 + 4 = ___. Show how you solved it.

3. 8 + 5 = ___. Show how you solved it.

4. 9 + 6 = ___. Show how you solved it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose a way to find a small sum

OW-G2-032 E5 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 6 + 3 = ___. Show how you solved it.

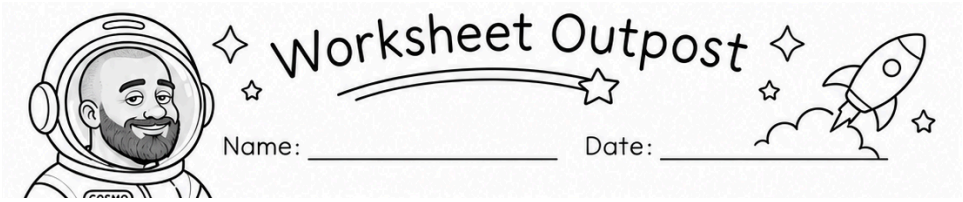
2. 7 + 4 = ___. Show how you solved it.

3. 8 + 5 = ___. Show how you solved it.

4. 9 + 6 = ___. Show how you solved it.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose an operation for a short story

OW-G2-033 E1 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A box has 9 crayons. 3 are used. How many are still unused? Write an equation.

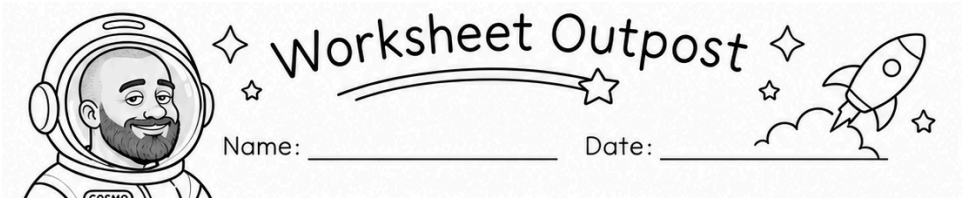
2. A box has 11 crayons. 4 are used. How many are still unused? Write an equation.

3. A box has 13 crayons. 5 are used. How many are still unused? Write an equation.

4. A box has 15 crayons. 6 are used. How many are still unused? Write an equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose an operation for a short story

OW-G2-033 E2 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A box has 9 crayons. 3 are used. How many are still unused? Write an equation.

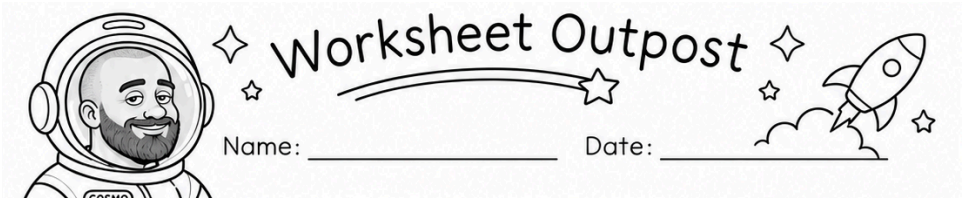
2. A box has 11 crayons. 4 are used. How many are still unused? Write an equation.

3. A box has 13 crayons. 5 are used. How many are still unused? Write an equation.

4. A box has 15 crayons. 6 are used. How many are still unused? Write an equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose an operation for a short story

OW-G2-033 E3 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A box has 9 crayons. 3 are used. How many are still unused? Write an equation.

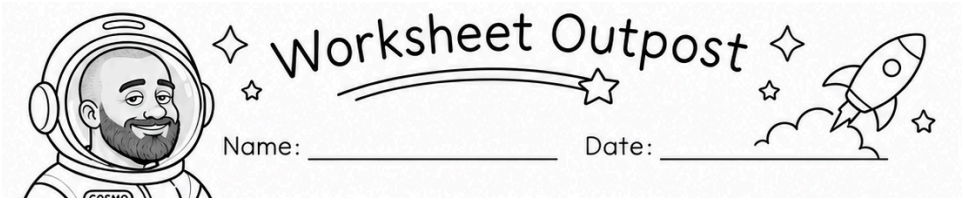
2. A box has 11 crayons. 4 are used. How many are still unused? Write an equation.

3. A box has 13 crayons. 5 are used. How many are still unused? Write an equation.

4. A box has 15 crayons. 6 are used. How many are still unused? Write an equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose an operation for a short story

OW-G2-033 E4 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A box has 9 crayons. 3 are used. How many are still unused? Write an equation.

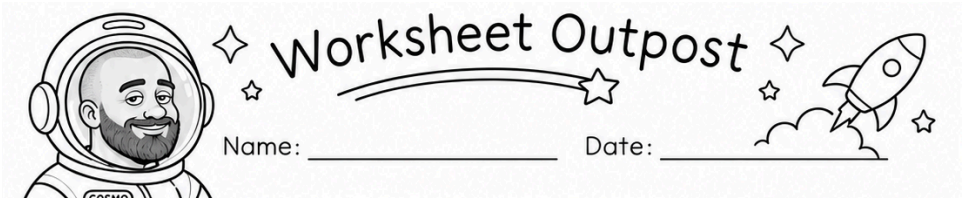
2. A box has 11 crayons. 4 are used. How many are still unused? Write an equation.

3. A box has 13 crayons. 5 are used. How many are still unused? Write an equation.

4. A box has 15 crayons. 6 are used. How many are still unused? Write an equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose an operation for a short story

OW-G2-033 E5 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A box has 9 crayons. 3 are used. How many are still unused? Write an equation.

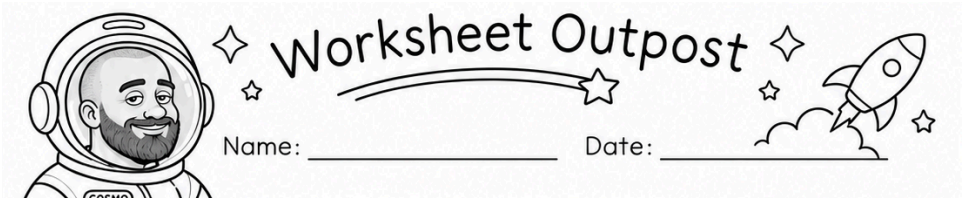
2. A box has 11 crayons. 4 are used. How many are still unused? Write an equation.

3. A box has 13 crayons. 5 are used. How many are still unused? Write an equation.

4. A box has 15 crayons. 6 are used. How many are still unused? Write an equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose plus or minus from a story

OW-G2-034 E1 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. There are 35 red beads and 16 blue beads. How many are there altogether?

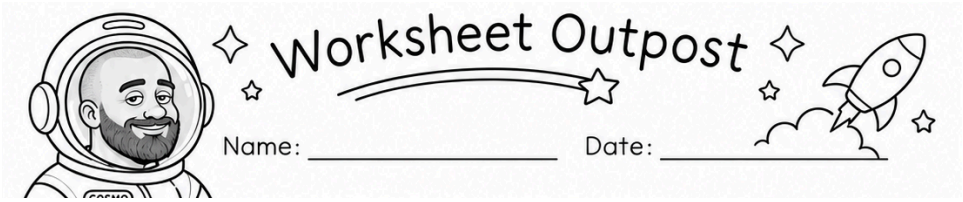
2. There are 44 red beads and 27 blue beads. How many are there altogether?

3. There are 53 red beads and 28 blue beads. How many are there altogether?

4. There are 65 red beads and 20 blue beads. How many are there altogether?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose plus or minus from a story

OW-G2-034 E2 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. There are 35 red beads and 16 blue beads. How many are there altogether?

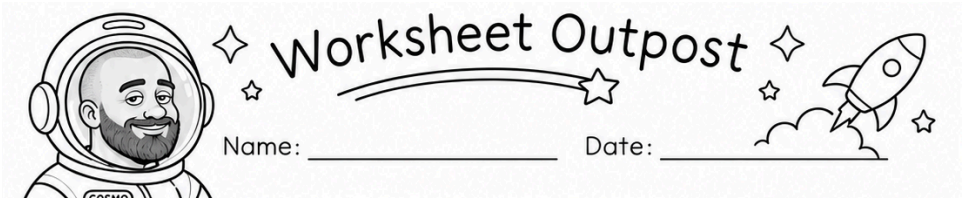
2. There are 44 red beads and 27 blue beads. How many are there altogether?

3. There are 53 red beads and 28 blue beads. How many are there altogether?

4. There are 65 red beads and 20 blue beads. How many are there altogether?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose plus or minus from a story

OW-G2-034 E3 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. There are 35 red beads and 16 blue beads. How many are there altogether?

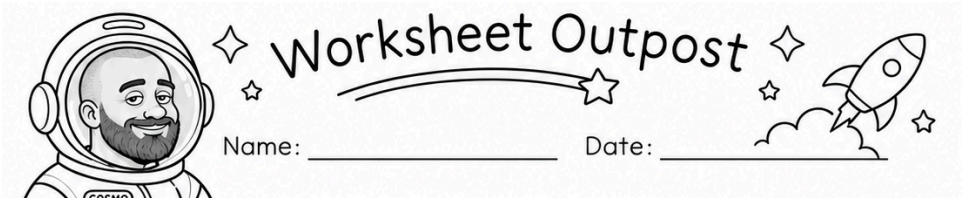
2. There are 44 red beads and 27 blue beads. How many are there altogether?

3. There are 53 red beads and 28 blue beads. How many are there altogether?

4. There are 65 red beads and 20 blue beads. How many are there altogether?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose plus or minus from a story

OW-G2-034 E4 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. There are 35 red beads and 16 blue beads. How many are there altogether?

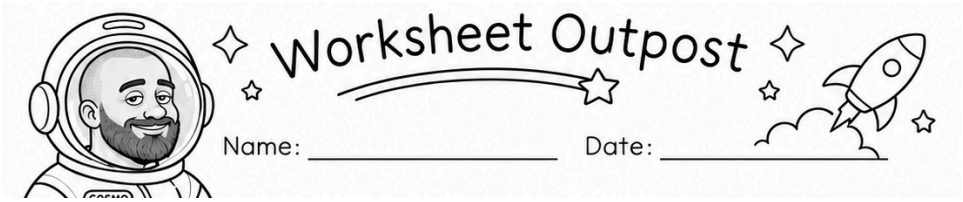
2. There are 44 red beads and 27 blue beads. How many are there altogether?

3. There are 53 red beads and 28 blue beads. How many are there altogether?

4. There are 65 red beads and 20 blue beads. How many are there altogether?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose plus or minus from a story

OW-G2-034 E5 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. There are 35 red beads and 16 blue beads. How many are there altogether?

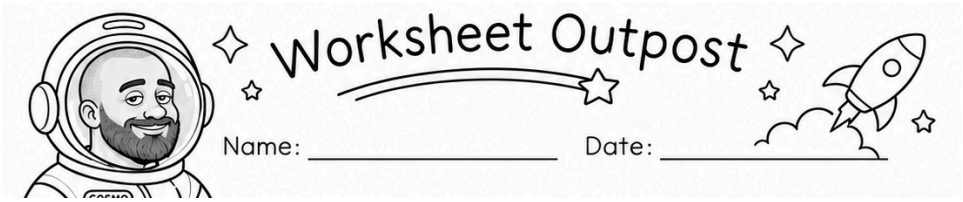
2. There are 44 red beads and 27 blue beads. How many are there altogether?

3. There are 53 red beads and 28 blue beads. How many are there altogether?

4. There are 65 red beads and 20 blue beads. How many are there altogether?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Doubles and near doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-035 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 6 + 6 = ___; 6 + 7 = ___. Explain how doubles help.

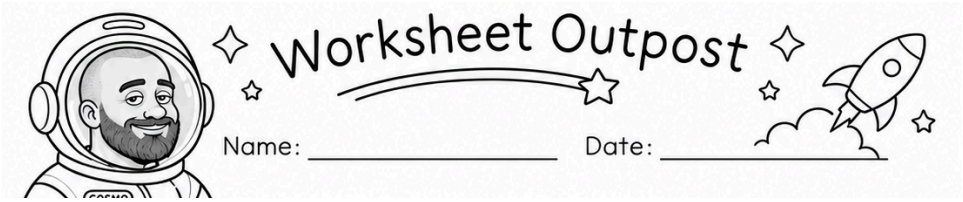
2. 7 + 7 = ___; 7 + 8 = ___. Explain how doubles help.

3. 8 + 8 = ___; 8 + 9 = ___. Explain how doubles help.

4. 9 + 9 = ___; 9 + 10 = ___. Explain how doubles help.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Doubles and near doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-035 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 6 + 6 = ___; 6 + 7 = ___. Explain how doubles help.

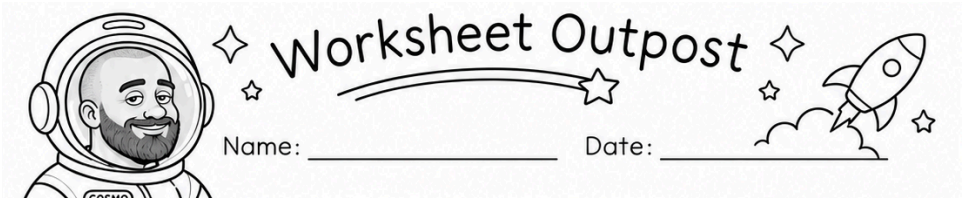
2. 7 + 7 = ___; 7 + 8 = ___. Explain how doubles help.

3. 8 + 8 = ___; 8 + 9 = ___. Explain how doubles help.

4. 9 + 9 = ___; 9 + 10 = ___. Explain how doubles help.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Doubles and near doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-035 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 6 + 6 = ___; 6 + 7 = ___. Explain how doubles help.

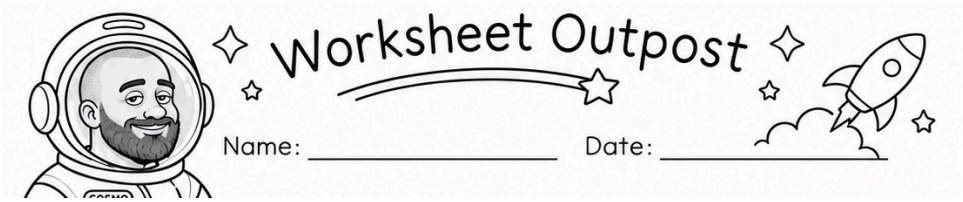
2. 7 + 7 = ___; 7 + 8 = ___. Explain how doubles help.

3. 8 + 8 = ___; 8 + 9 = ___. Explain how doubles help.

4. 9 + 9 = ___; 9 + 10 = ___. Explain how doubles help.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Doubles and near doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-035 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 6 + 6 = ___; 6 + 7 = ___. Explain how doubles help.

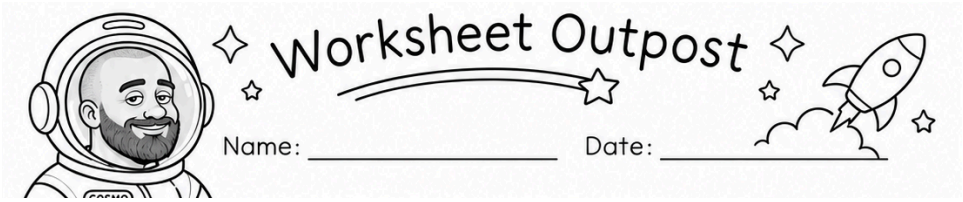
2. 7 + 7 = ___; 7 + 8 = ___. Explain how doubles help.

3. 8 + 8 = ___; 8 + 9 = ___. Explain how doubles help.

4. 9 + 9 = ___; 9 + 10 = ___. Explain how doubles help.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Doubles and near doubles

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-035 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 6 + 6 = ___; 6 + 7 = ___. Explain how doubles help.

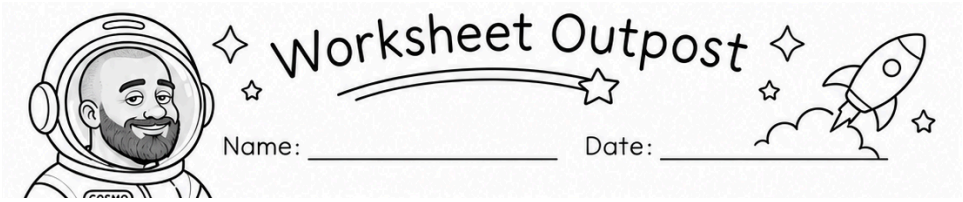
2. 7 + 7 = ___; 7 + 8 = ___. Explain how doubles help.

3. 8 + 8 = ___; 8 + 9 = ___. Explain how doubles help.

4. 9 + 9 = ___; 9 + 10 = ___. Explain how doubles help.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-step decision

OW-G2-036 E1 | Five questions

Success criteria
I can explain how my tens and ones show that my answer makes sense.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Jo adds 29 and 18, then subtracts 18. Jo says the result is 29. Explain why.

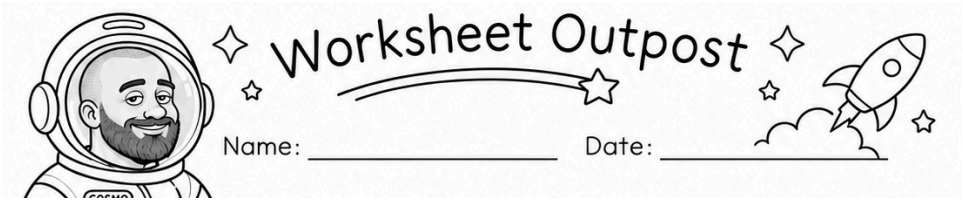
2. Jo adds 38 and 29, then subtracts 29. Jo says the result is 38. Explain why.

3. Jo adds 47 and 30, then subtracts 30. Jo says the result is 47. Explain why.

4. Jo adds 59 and 22, then subtracts 22. Jo says the result is 59. Explain why.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-step decision

OW-G2-036 E2 | Five questions

Success criteria
I can explain how my tens and ones show that my answer makes sense.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Jo adds 29 and 18, then subtracts 18. Jo says the result is 29. Explain why.

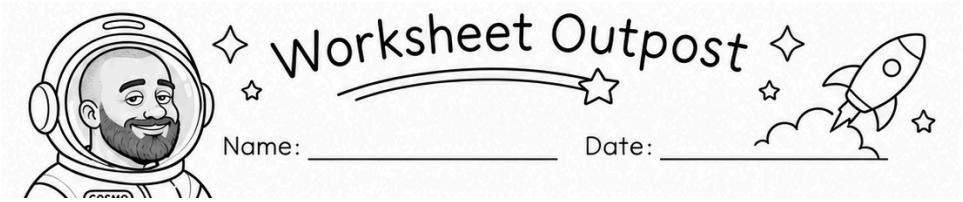
2. Jo adds 38 and 29, then subtracts 29. Jo says the result is 38. Explain why.

3. Jo adds 47 and 30, then subtracts 30. Jo says the result is 47. Explain why.

4. Jo adds 59 and 22, then subtracts 22. Jo says the result is 59. Explain why.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-step decision

OW-G2-036 E3 | Five questions

Success criteria
I can explain how my tens and ones show that my answer makes sense.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Jo adds 29 and 18, then subtracts 18. Jo says the result is 29. Explain why.

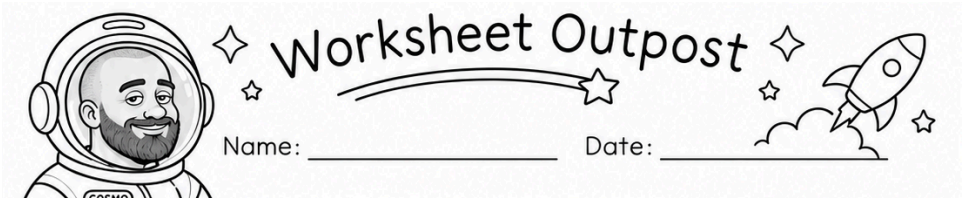
2. Jo adds 38 and 29, then subtracts 29. Jo says the result is 38. Explain why.

3. Jo adds 47 and 30, then subtracts 30. Jo says the result is 47. Explain why.

4. Jo adds 59 and 22, then subtracts 22. Jo says the result is 59. Explain why.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-step decision

OW-G2-036 E4 | Five questions

Success criteria

I can explain how my tens and ones show that my answer makes sense.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Jo adds 29 and 18, then subtracts 18. Jo says the result is 29. Explain why.

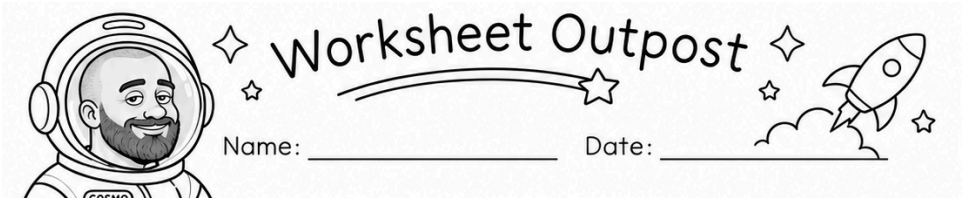
2. Jo adds 38 and 29, then subtracts 29. Jo says the result is 38. Explain why.

3. Jo adds 47 and 30, then subtracts 30. Jo says the result is 47. Explain why.

4. Jo adds 59 and 22, then subtracts 22. Jo says the result is 59. Explain why.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-step decision

OW-G2-036 E5 | Five questions

Success criteria
I can explain how my tens and ones show that my answer makes sense.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Jo adds 29 and 18, then subtracts 18. Jo says the result is 29. Explain why.

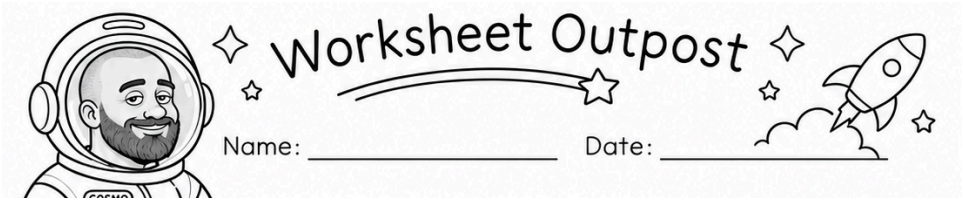
2. Jo adds 38 and 29, then subtracts 29. Jo says the result is 38. Explain why.

3. Jo adds 47 and 30, then subtracts 30. Jo says the result is 47. Explain why.

4. Jo adds 59 and 22, then subtracts 22. Jo says the result is 59. Explain why.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain why a fact is correct

Success criteria
I can use something I know about addition to find a sum.

OW-G2-037 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Jo says 6 + 3 and 3 + 6 have different sums. Is Jo correct? Show why.

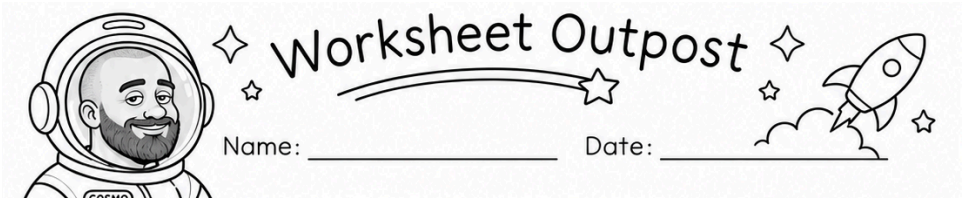
2. Jo says 7 + 4 and 4 + 7 have different sums. Is Jo correct? Show why.

3. Jo says 8 + 5 and 5 + 8 have different sums. Is Jo correct? Show why.

4. Jo says 9 + 6 and 6 + 9 have different sums. Is Jo correct? Show why.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain why a fact is correct

Success criteria
I can use something I know about addition to find a sum.

OW-G2-037 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Jo says 6 + 3 and 3 + 6 have different sums. Is Jo correct? Show why.

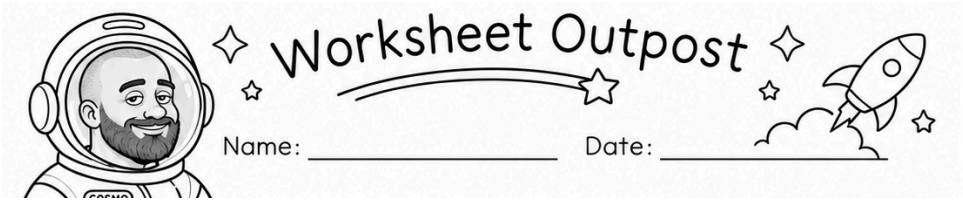
2. Jo says 7 + 4 and 4 + 7 have different sums. Is Jo correct? Show why.

3. Jo says 8 + 5 and 5 + 8 have different sums. Is Jo correct? Show why.

4. Jo says 9 + 6 and 6 + 9 have different sums. Is Jo correct? Show why.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain why a fact is correct

Success criteria
I can use something I know about addition to find a sum.

OW-G2-037 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Jo says 6 + 3 and 3 + 6 have different sums. Is Jo correct? Show why.

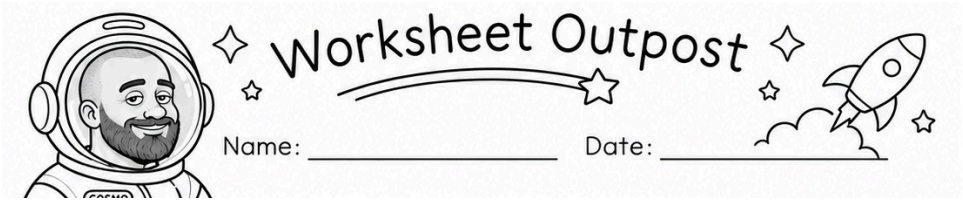
2. Jo says 7 + 4 and 4 + 7 have different sums. Is Jo correct? Show why.

3. Jo says 8 + 5 and 5 + 8 have different sums. Is Jo correct? Show why.

4. Jo says 9 + 6 and 6 + 9 have different sums. Is Jo correct? Show why.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain why a fact is correct

Success criteria
I can use something I know about addition to find a sum.

OW-G2-037 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Jo says 6 + 3 and 3 + 6 have different sums. Is Jo correct? Show why.

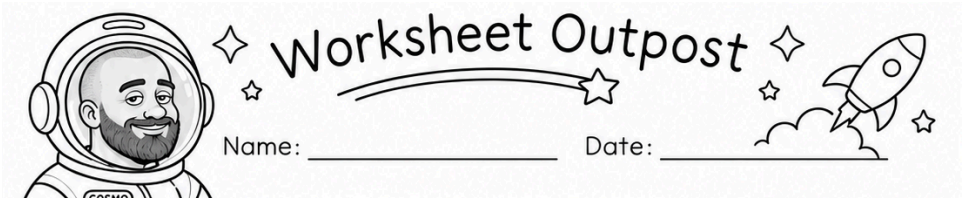
2. Jo says 7 + 4 and 4 + 7 have different sums. Is Jo correct? Show why.

3. Jo says 8 + 5 and 5 + 8 have different sums. Is Jo correct? Show why.

4. Jo says 9 + 6 and 6 + 9 have different sums. Is Jo correct? Show why.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain why a fact is correct

Success criteria
I can use something I know about addition to find a sum.

OW-G2-037 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Jo says 6 + 3 and 3 + 6 have different sums. Is Jo correct? Show why.

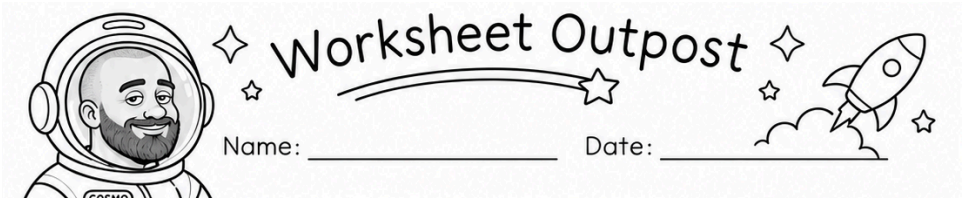
2. Jo says 7 + 4 and 4 + 7 have different sums. Is Jo correct? Show why.

3. Jo says 8 + 5 and 5 + 8 have different sums. Is Jo correct? Show why.

4. Jo says 9 + 6 and 6 + 9 have different sums. Is Jo correct? Show why.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Fill an equation so both sides match

OW-G2-038 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 34 + ___ = 50; ___ - 16 = 34.

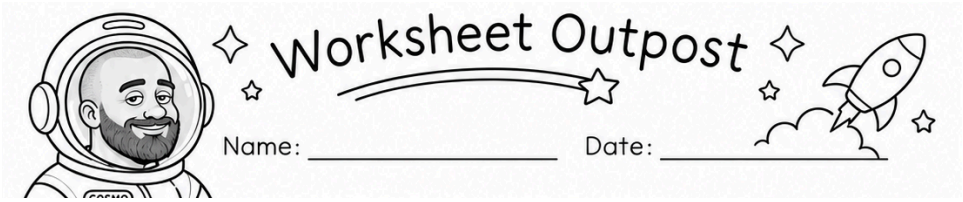
2. 43 + ___ = 70; ___ - 27 = 43.

3. 52 + ___ = 80; ___ - 28 = 52.

4. 64 + ___ = 84; ___ - 20 = 64.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Fill an equation so both sides match

OW-G2-038 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 34 + ___ = 50; ___ - 16 = 34.

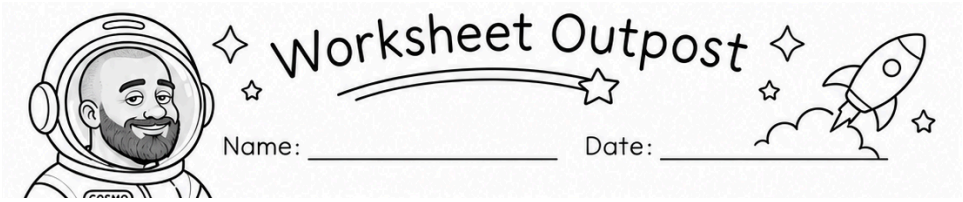
2. 43 + ___ = 70; ___ - 27 = 43.

3. 52 + ___ = 80; ___ - 28 = 52.

4. 64 + ___ = 84; ___ - 20 = 64.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Fill an equation so both sides match

OW-G2-038 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 34 + ___ = 50; ___ - 16 = 34.

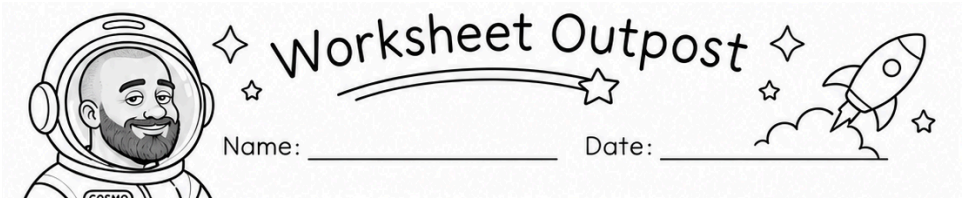
2. 43 + ___ = 70; ___ - 27 = 43.

3. 52 + ___ = 80; ___ - 28 = 52.

4. 64 + ___ = 84; ___ - 20 = 64.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Fill an equation so both sides match

OW-G2-038 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 34 + ___ = 50; ___ - 16 = 34.

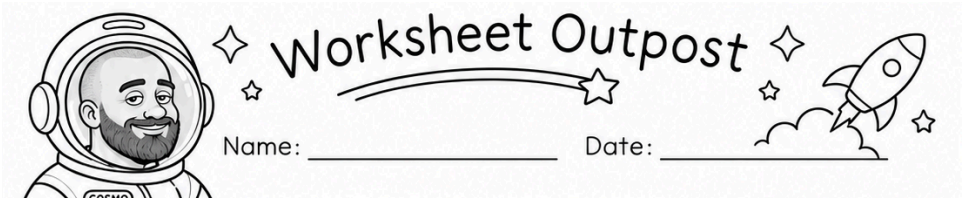
2. 43 + ___ = 70; ___ - 27 = 43.

3. 52 + ___ = 80; ___ - 28 = 52.

4. 64 + ___ = 84; ___ - 20 = 64.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Fill an equation so both sides match

OW-G2-038 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 34 + ___ = 50; ___ - 16 = 34.

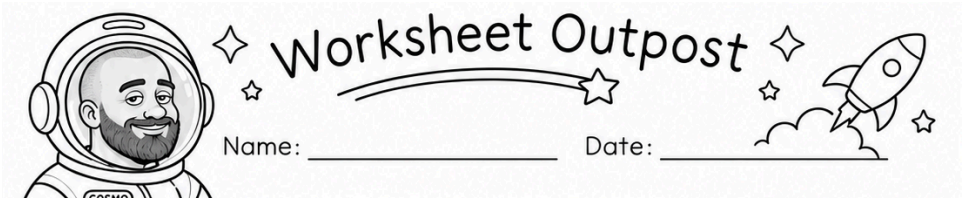
2. 43 + ___ = 70; ___ - 27 = 43.

3. 52 + ___ = 80; ___ - 28 = 52.

4. 64 + ___ = 84; ___ - 20 = 64.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward and backward steps for differences

OW-G2-039 E1 | Five questions

Name: _____ Date: _____

Success criteria

I can find a sum or a difference and check my answer.

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 13 - 3 = ___. Show how you counted on or counted back.



2. 14 - 4 = ___. Show how you counted on or counted back.



3. 15 - 5 = ___. Show how you counted on or counted back.

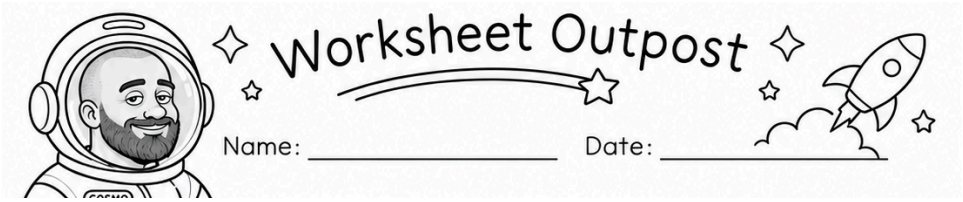


4. 16 - 6 = ___. Show how you counted on or counted back.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward and backward steps for differences

OW-G2-039 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can find a sum or a difference and check my answer.

Work with a partner. Build a model, then say or write your answer.

1. 13 - 3 = ___. Show how you counted on or counted back.

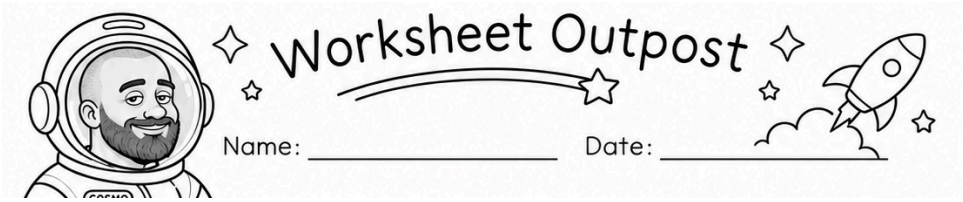
2. 14 - 4 = ___. Show how you counted on or counted back.

3. 15 - 5 = ___. Show how you counted on or counted back.

4. 16 - 6 = ___. Show how you counted on or counted back.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward and backward steps for differences

OW-G2-039 E3 | Five questions

Name: _____ Date: _____

Success criteria

I can find a sum or a difference and check my answer.

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 13 - 3 = ___. Show how you counted on or counted back.

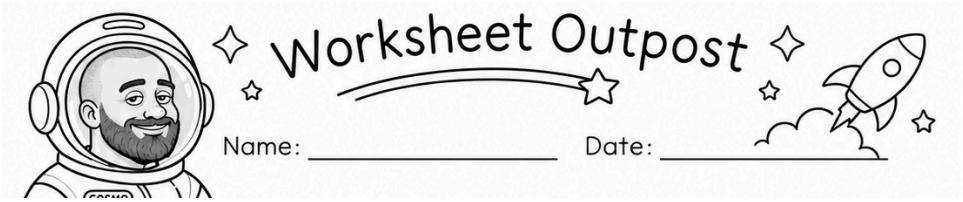
2. 14 - 4 = ___. Show how you counted on or counted back.

3. 15 - 5 = ___. Show how you counted on or counted back.

4. 16 - 6 = ___. Show how you counted on or counted back.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward and backward steps for differences

OW-G2-039 E4 | Five questions

Name: _____ Date: _____

Success criteria

I can find a sum or a difference and check my answer.

Ask an adult to show you how to start. Then finish the problem together.

1. 13 - 3 = ___. Show how you counted on or counted back.



2. 14 - 4 = ___. Show how you counted on or counted back.



3. 15 - 5 = ___. Show how you counted on or counted back.

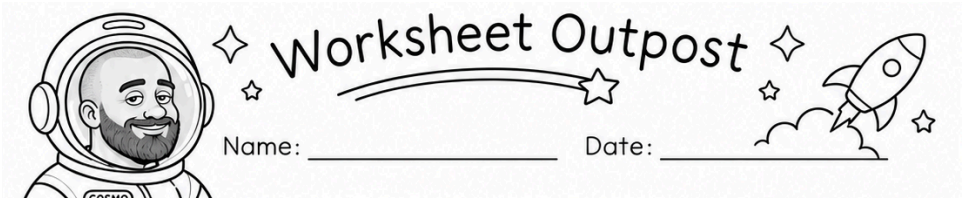


4. 16 - 6 = ___. Show how you counted on or counted back.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward and backward steps for differences

OW-G2-039 E5 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 13 - 3 = ___. Show how you counted on or counted back.



2. 14 - 4 = ___. Show how you counted on or counted back.



3. 15 - 5 = ___. Show how you counted on or counted back.

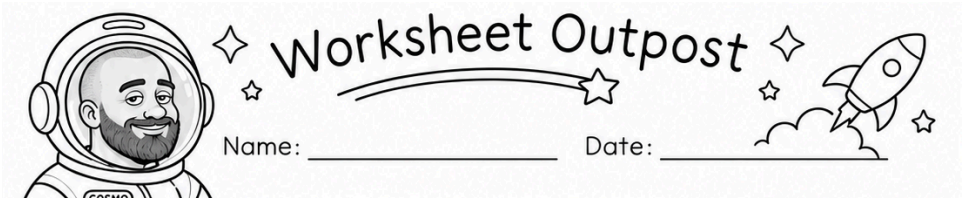


4. 16 - 6 = ___. Show how you counted on or counted back.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Missing addends and differences

OW-G2-040 E1 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 14 - 6 = ___. Complete 6 + ___ = 14.

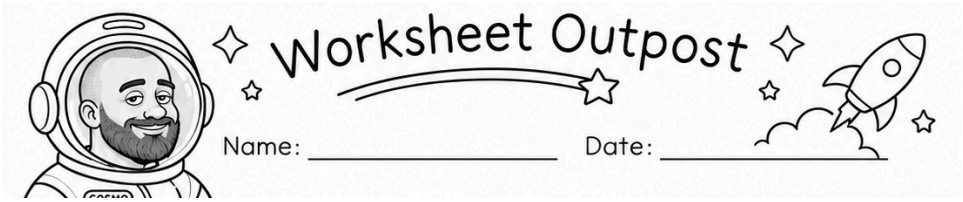
2. 15 - 7 = ___. Complete 7 + ___ = 15.

3. 16 - 8 = ___. Complete 8 + ___ = 16.

4. 17 - 9 = ___. Complete 9 + ___ = 17.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Missing addends and differences

OW-G2-040 E2 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 14 - 6 = ___. Complete 6 + ___ = 14.

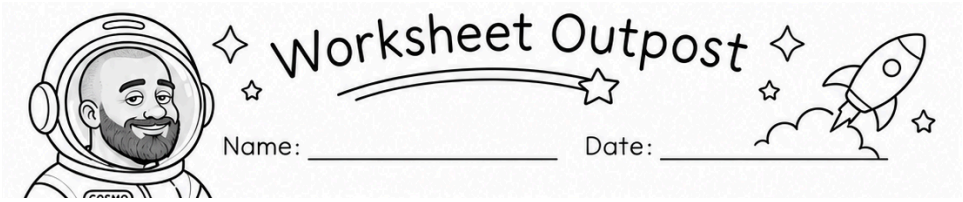
2. 15 - 7 = ___. Complete 7 + ___ = 15.

3. 16 - 8 = ___. Complete 8 + ___ = 16.

4. 17 - 9 = ___. Complete 9 + ___ = 17.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Missing addends and differences

OW-G2-040 E3 | Five questions

Success criteria
I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 14 - 6 = ___. Complete 6 + ___ = 14.

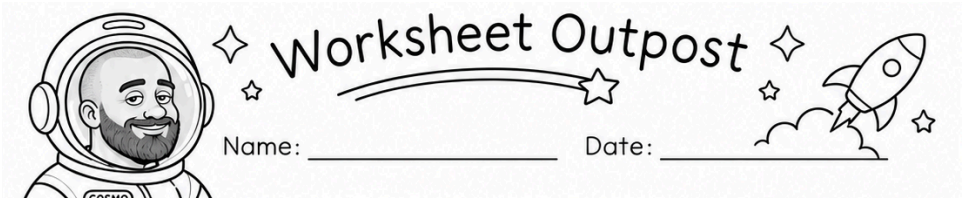
2. 15 - 7 = ___. Complete 7 + ___ = 15.

3. 16 - 8 = ___. Complete 8 + ___ = 16.

4. 17 - 9 = ___. Complete 9 + ___ = 17.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Missing addends and differences

OW-G2-040 E4 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 14 - 6 = ___. Complete 6 + ___ = 14.

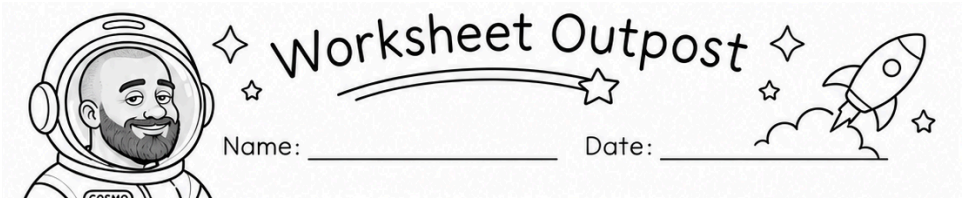
2. 15 - 7 = ___. Complete 7 + ___ = 15.

3. 16 - 8 = ___. Complete 8 + ___ = 16.

4. 17 - 9 = ___. Complete 9 + ___ = 17.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Missing addends and differences

OW-G2-040 E5 | Five questions

Success criteria

I can find a sum or a difference and check my answer.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 14 - 6 = ___. Complete 6 + ___ = 14.

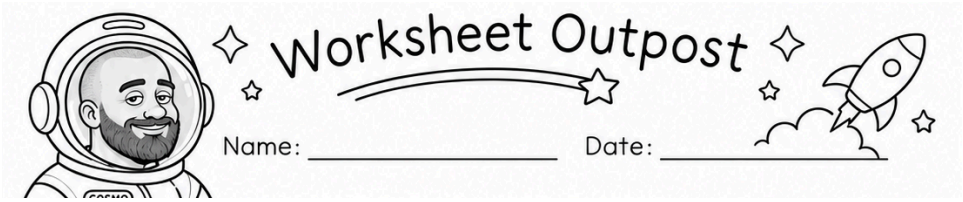
2. 15 - 7 = ___. Complete 7 + ___ = 15.

3. 16 - 8 = ___. Complete 8 + ___ = 16.

4. 17 - 9 = ___. Complete 9 + ___ = 17.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Mixed fact fluency practice

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-041 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 6 + 3 = ___; 9 - 6 = ___.

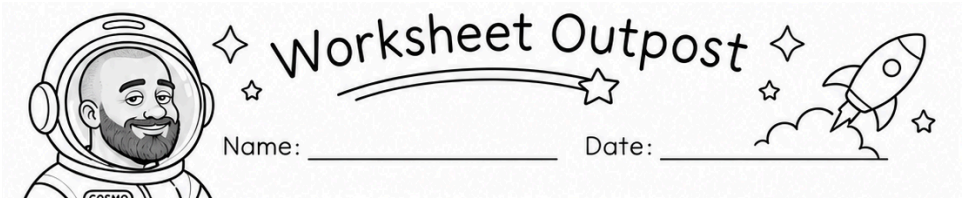
2. 7 + 4 = ___; 11 - 7 = ___.

3. 8 + 5 = ___; 13 - 8 = ___.

4. 9 + 6 = ___; 15 - 9 = ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Mixed fact fluency practice

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-041 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 6 + 3 = ___; 9 - 6 = ___.

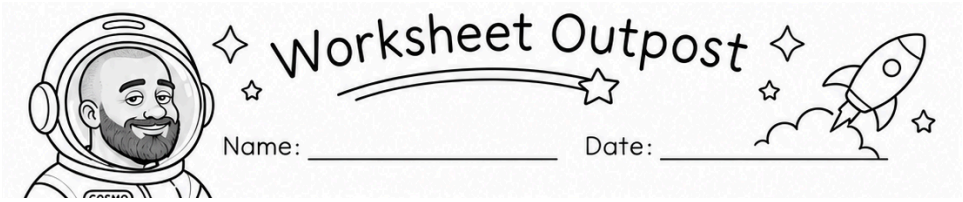
2. 7 + 4 = ___; 11 - 7 = ___.

3. 8 + 5 = ___; 13 - 8 = ___.

4. 9 + 6 = ___; 15 - 9 = ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Mixed fact fluency practice

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-041 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 6 + 3 = ___; 9 - 6 = ___.

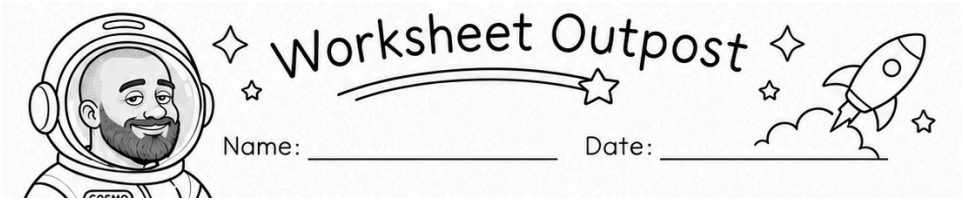
2. 7 + 4 = ___; 11 - 7 = ___.

3. 8 + 5 = ___; 13 - 8 = ___.

4. 9 + 6 = ___; 15 - 9 = ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Mixed fact fluency practice

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-041 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 6 + 3 = ___; 9 - 6 = ___.

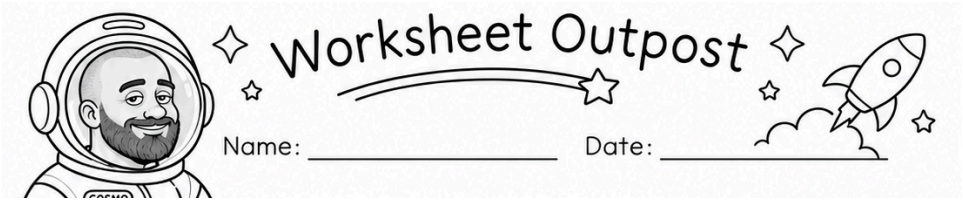
2. 7 + 4 = ___; 11 - 7 = ___.

3. 8 + 5 = ___; 13 - 8 = ___.

4. 9 + 6 = ___; 15 - 9 = ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Mixed fact fluency practice

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-041 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 6 + 3 = ___; 9 - 6 = ___.

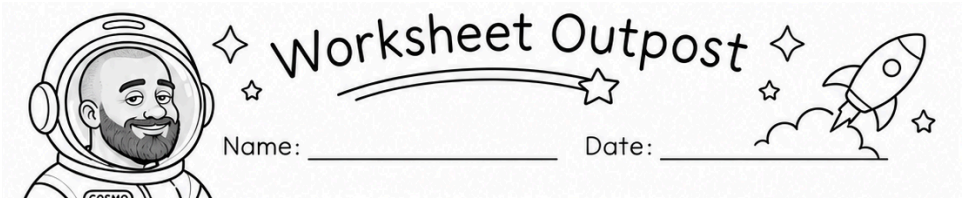
2. 7 + 4 = ___; 11 - 7 = ___.

3. 8 + 5 = ___; 13 - 8 = ___.

4. 9 + 6 = ___; 15 - 9 = ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More balanced-equation practice

OW-G2-042 E1 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 36 + 17 = 46 + ___. Explain how you kept both sides equal.

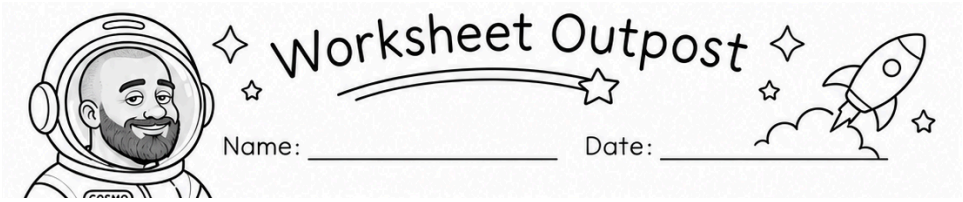
2. 45 + 28 = 55 + ___. Explain how you kept both sides equal.

3. 54 + 29 = 64 + ___. Explain how you kept both sides equal.

4. 66 + 21 = 76 + ___. Explain how you kept both sides equal.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More balanced-equation practice

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-042 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 36 + 17 = 46 + ___. Explain how you kept both sides equal.

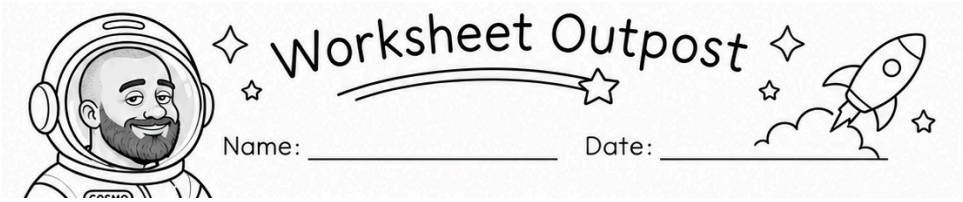
2. 45 + 28 = 55 + ___. Explain how you kept both sides equal.

3. 54 + 29 = 64 + ___. Explain how you kept both sides equal.

4. 66 + 21 = 76 + ___. Explain how you kept both sides equal.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More balanced-equation practice

OW-G2-042 E3 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 36 + 17 = 46 + ___. Explain how you kept both sides equal.

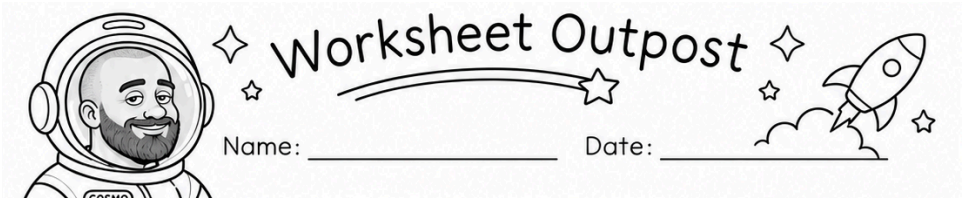
2. 45 + 28 = 55 + ___. Explain how you kept both sides equal.

3. 54 + 29 = 64 + ___. Explain how you kept both sides equal.

4. 66 + 21 = 76 + ___. Explain how you kept both sides equal.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More balanced-equation practice

OW-G2-042 E4 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 36 + 17 = 46 + ___. Explain how you kept both sides equal.

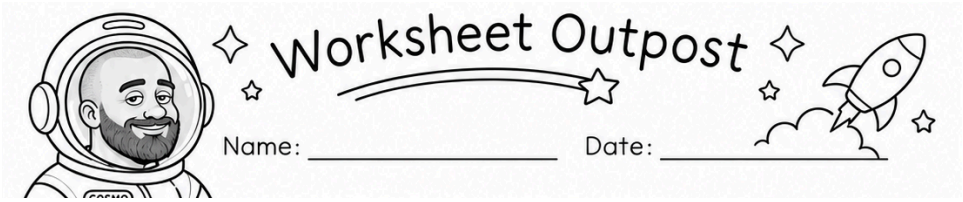
2. 45 + 28 = 55 + ___. Explain how you kept both sides equal.

3. 54 + 29 = 64 + ___. Explain how you kept both sides equal.

4. 66 + 21 = 76 + ___. Explain how you kept both sides equal.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More balanced-equation practice

OW-G2-042 E5 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 36 + 17 = 46 + ___. Explain how you kept both sides equal.

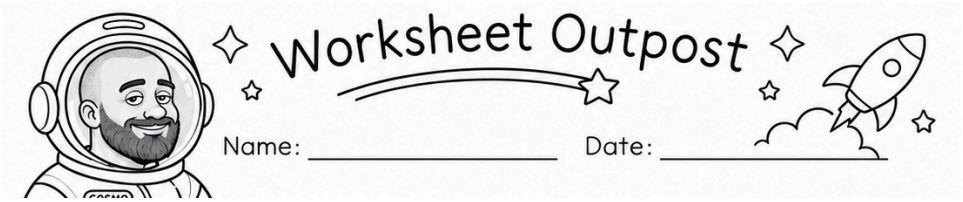
2. 45 + 28 = 55 + ___. Explain how you kept both sides equal.

3. 54 + 29 = 64 + ___. Explain how you kept both sides equal.

4. 66 + 21 = 76 + ___. Explain how you kept both sides equal.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More mixed-operation stories

OW-G2-043 E1 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A box had some beads. 17 more were added. Now it has 45. How many beads were in the box at first?

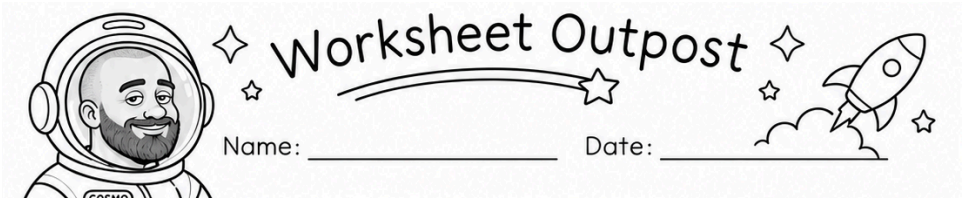
2. A box had some beads. 28 more were added. Now it has 65. How many beads were in the box at first?

3. A box had some beads. 29 more were added. Now it has 75. How many beads were in the box at first?

4. A box had some beads. 21 more were added. Now it has 79. How many beads were in the box at first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More mixed-operation stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-043 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A box had some beads. 17 more were added. Now it has 45. How many beads were in the box at first?

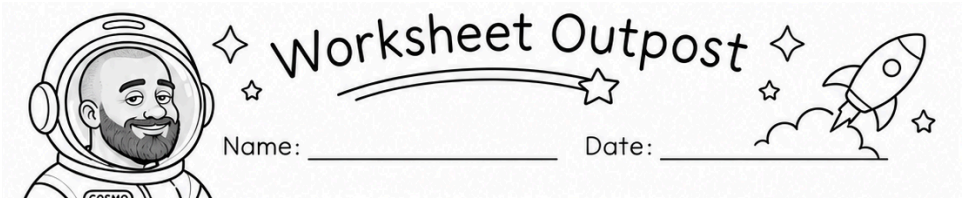
2. A box had some beads. 28 more were added. Now it has 65. How many beads were in the box at first?

3. A box had some beads. 29 more were added. Now it has 75. How many beads were in the box at first?

4. A box had some beads. 21 more were added. Now it has 79. How many beads were in the box at first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More mixed-operation stories

OW-G2-043 E3 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A box had some beads. 17 more were added. Now it has 45. How many beads were in the box at first?

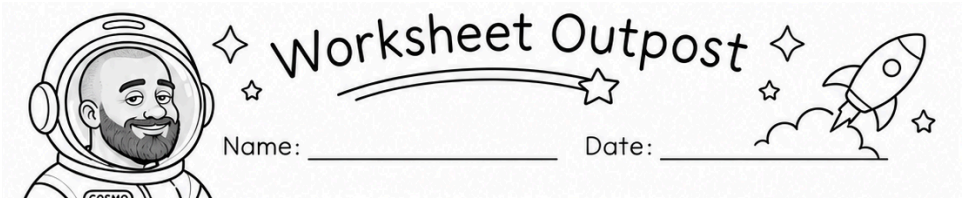
2. A box had some beads. 28 more were added. Now it has 65. How many beads were in the box at first?

3. A box had some beads. 29 more were added. Now it has 75. How many beads were in the box at first?

4. A box had some beads. 21 more were added. Now it has 79. How many beads were in the box at first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More mixed-operation stories

OW-G2-043 E4 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A box had some beads. 17 more were added. Now it has 45. How many beads were in the box at first?

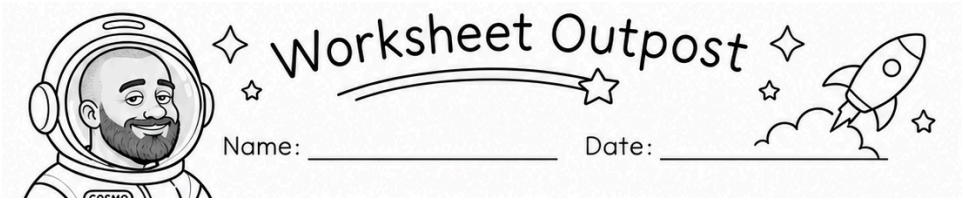
2. A box had some beads. 28 more were added. Now it has 65. How many beads were in the box at first?

3. A box had some beads. 29 more were added. Now it has 75. How many beads were in the box at first?

4. A box had some beads. 21 more were added. Now it has 79. How many beads were in the box at first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More mixed-operation stories

OW-G2-043 E5 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A box had some beads. 17 more were added. Now it has 45. How many beads were in the box at first?

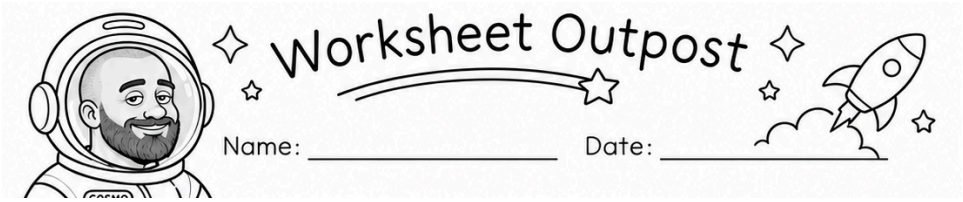
2. A box had some beads. 28 more were added. Now it has 65. How many beads were in the box at first?

3. A box had some beads. 29 more were added. Now it has 75. How many beads were in the box at first?

4. A box had some beads. 21 more were added. Now it has 79. How many beads were in the box at first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More two-step plans

OW-G2-044 E1 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Mia has 32 cards, gets 15 more, then gives away 12. How many remain? Write two equations.

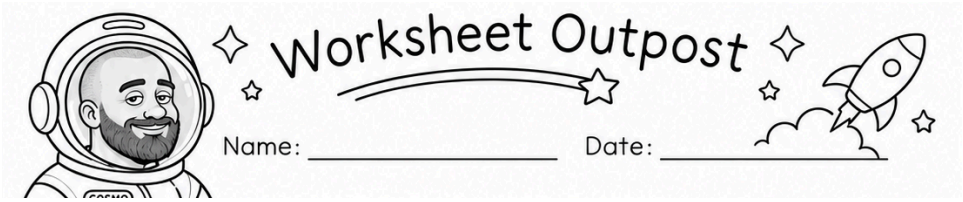
2. Mia has 41 cards, gets 26 more, then gives away 13. How many remain? Write two equations.

3. Mia has 50 cards, gets 27 more, then gives away 14. How many remain? Write two equations.

4. Mia has 62 cards, gets 19 more, then gives away 15. How many remain? Write two equations.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More two-step plans

OW-G2-044 E2 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Mia has 32 cards, gets 15 more, then gives away 12. How many remain? Write two equations.

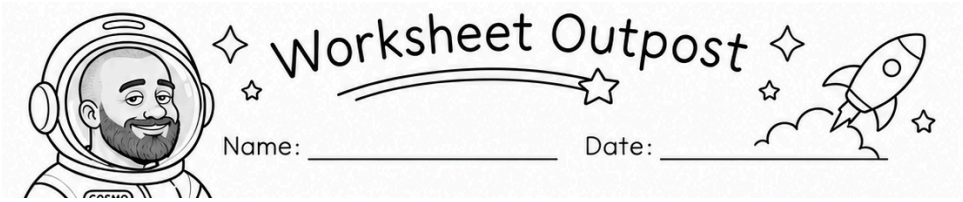
2. Mia has 41 cards, gets 26 more, then gives away 13. How many remain? Write two equations.

3. Mia has 50 cards, gets 27 more, then gives away 14. How many remain? Write two equations.

4. Mia has 62 cards, gets 19 more, then gives away 15. How many remain? Write two equations.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More two-step plans

OW-G2-044 E3 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Mia has 32 cards, gets 15 more, then gives away 12. How many remain? Write two equations.

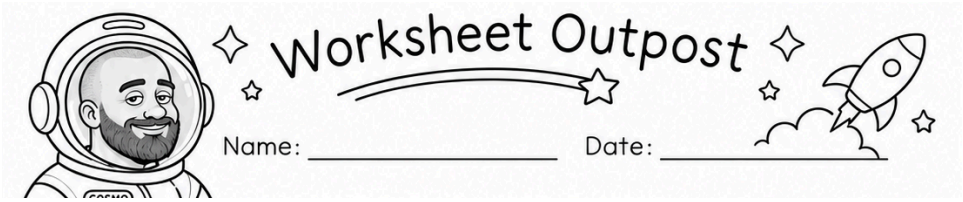
2. Mia has 41 cards, gets 26 more, then gives away 13. How many remain? Write two equations.

3. Mia has 50 cards, gets 27 more, then gives away 14. How many remain? Write two equations.

4. Mia has 62 cards, gets 19 more, then gives away 15. How many remain? Write two equations.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More two-step plans

OW-G2-044 E4 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Mia has 32 cards, gets 15 more, then gives away 12. How many remain? Write two equations.

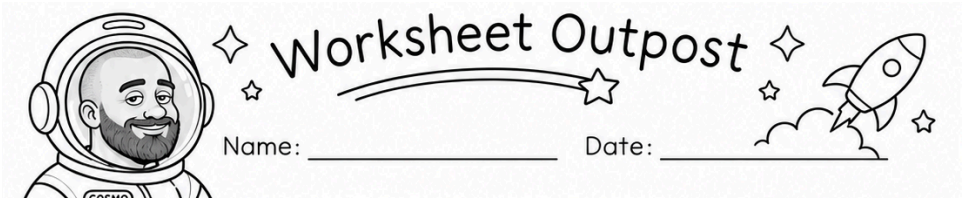
2. Mia has 41 cards, gets 26 more, then gives away 13. How many remain? Write two equations.

3. Mia has 50 cards, gets 27 more, then gives away 14. How many remain? Write two equations.

4. Mia has 62 cards, gets 19 more, then gives away 15. How many remain? Write two equations.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More two-step plans

OW-G2-044 E5 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Mia has 32 cards, gets 15 more, then gives away 12. How many remain? Write two equations.

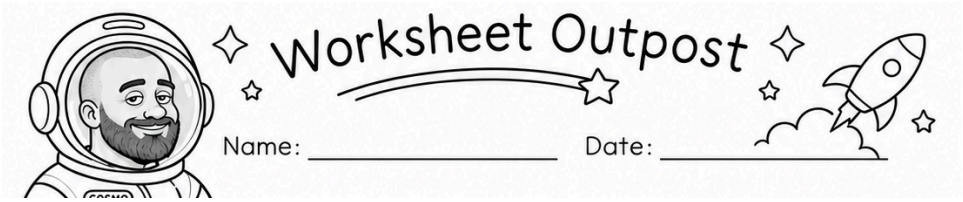
2. Mia has 41 cards, gets 26 more, then gives away 13. How many remain? Write two equations.

3. Mia has 50 cards, gets 27 more, then gives away 14. How many remain? Write two equations.

4. Mia has 62 cards, gets 19 more, then gives away 15. How many remain? Write two equations.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Notice patterns in sums

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-045 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 6 + 2 = ___; 2 + 6 = ___. What stays the same?

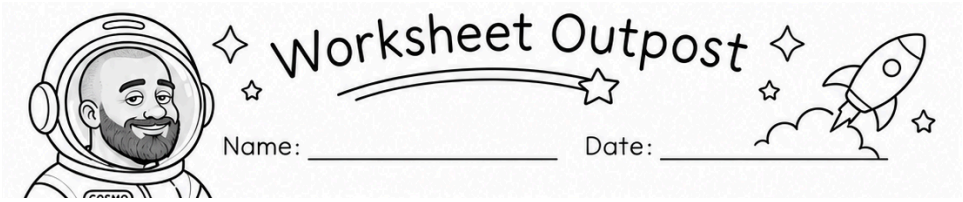
2. 7 + 2 = ___; 2 + 7 = ___. What stays the same?

3. 8 + 2 = ___; 2 + 8 = ___. What stays the same?

4. 9 + 2 = ___; 2 + 9 = ___. What stays the same?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Notice patterns in sums

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-045 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 6 + 2 = ___; 2 + 6 = ___. What stays the same?

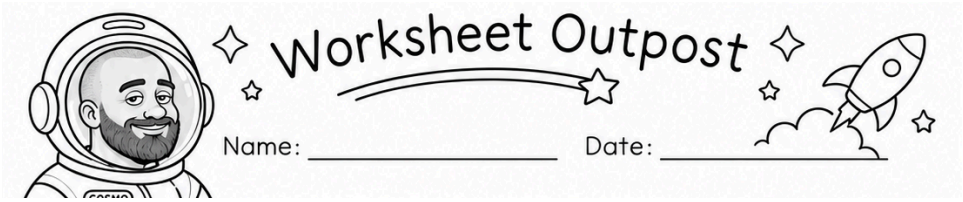
2. 7 + 2 = ___; 2 + 7 = ___. What stays the same?

3. 8 + 2 = ___; 2 + 8 = ___. What stays the same?

4. 9 + 2 = ___; 2 + 9 = ___. What stays the same?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Notice patterns in sums

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-045 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 6 + 2 = ___; 2 + 6 = ___. What stays the same?

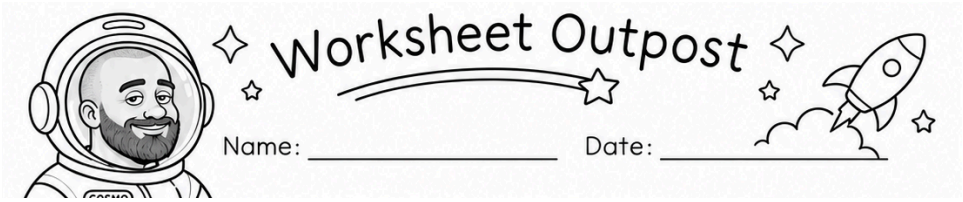
2. 7 + 2 = ___; 2 + 7 = ___. What stays the same?

3. 8 + 2 = ___; 2 + 8 = ___. What stays the same?

4. 9 + 2 = ___; 2 + 9 = ___. What stays the same?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Notice patterns in sums

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-045 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 6 + 2 = ___; 2 + 6 = ___. What stays the same?

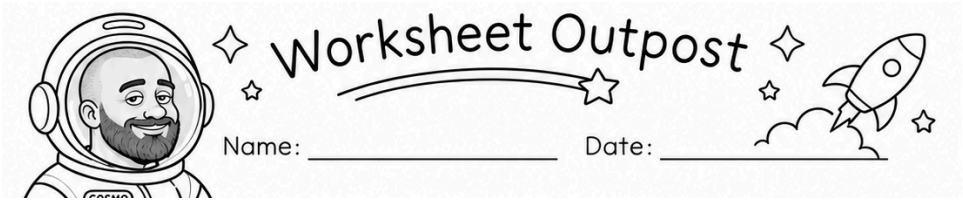
2. 7 + 2 = ___; 2 + 7 = ___. What stays the same?

3. 8 + 2 = ___; 2 + 8 = ___. What stays the same?

4. 9 + 2 = ___; 2 + 9 = ___. What stays the same?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Notice patterns in sums

Success criteria
I can find a sum or a difference and check my answer.

OW-G2-045 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 6 + 2 = ___; 2 + 6 = ___. What stays the same?

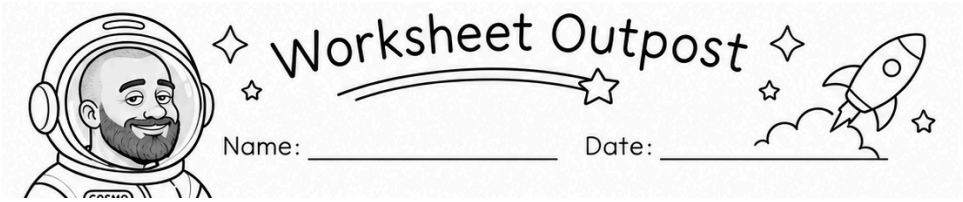
2. 7 + 2 = ___; 2 + 7 = ___. What stays the same?

3. 8 + 2 = ___; 2 + 8 = ___. What stays the same?

4. 9 + 2 = ___; 2 + 9 = ___. What stays the same?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Plan a solution with two steps

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-046 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Mia has 30 cards, gets 18 more, then gives away 12. How many remain? Write two equations.

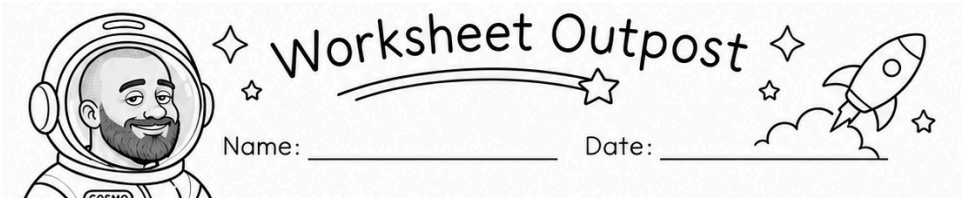
2. Mia has 39 cards, gets 29 more, then gives away 13. How many remain? Write two equations.

3. Mia has 48 cards, gets 30 more, then gives away 14. How many remain? Write two equations.

4. Mia has 60 cards, gets 22 more, then gives away 15. How many remain? Write two equations.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Plan a solution with two steps

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-046 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Mia has 30 cards, gets 18 more, then gives away 12. How many remain? Write two equations.

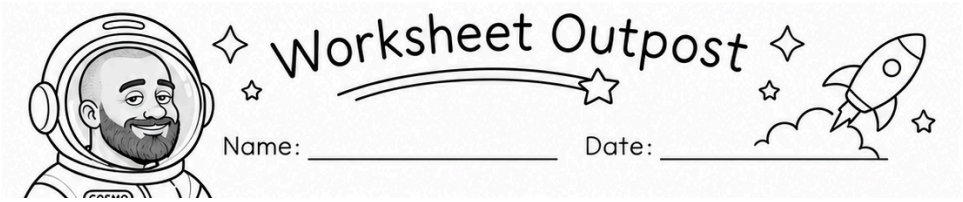
2. Mia has 39 cards, gets 29 more, then gives away 13. How many remain? Write two equations.

3. Mia has 48 cards, gets 30 more, then gives away 14. How many remain? Write two equations.

4. Mia has 60 cards, gets 22 more, then gives away 15. How many remain? Write two equations.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Plan a solution with two steps

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-046 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Mia has 30 cards, gets 18 more, then gives away 12. How many remain? Write two equations.

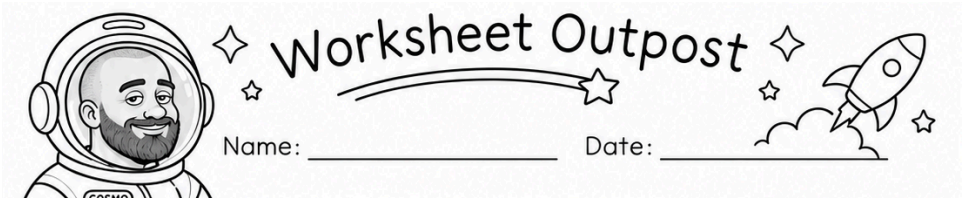
2. Mia has 39 cards, gets 29 more, then gives away 13. How many remain? Write two equations.

3. Mia has 48 cards, gets 30 more, then gives away 14. How many remain? Write two equations.

4. Mia has 60 cards, gets 22 more, then gives away 15. How many remain? Write two equations.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Plan a solution with two steps

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-046 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Mia has 30 cards, gets 18 more, then gives away 12. How many remain? Write two equations.

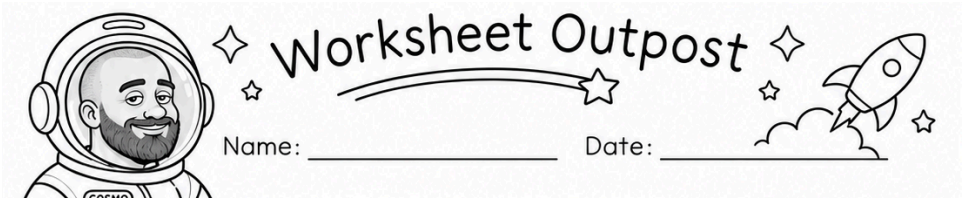
2. Mia has 39 cards, gets 29 more, then gives away 13. How many remain? Write two equations.

3. Mia has 48 cards, gets 30 more, then gives away 14. How many remain? Write two equations.

4. Mia has 60 cards, gets 22 more, then gives away 15. How many remain? Write two equations.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Plan a solution with two steps

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-046 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Mia has 30 cards, gets 18 more, then gives away 12. How many remain? Write two equations.

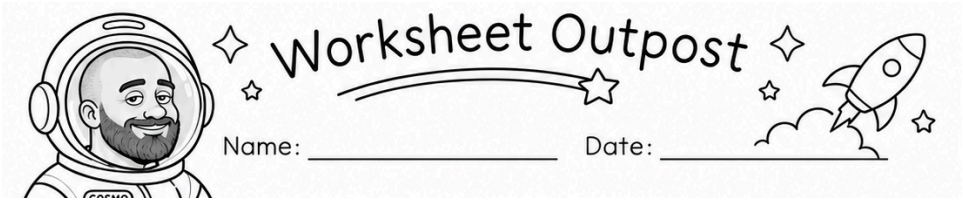
2. Mia has 39 cards, gets 29 more, then gives away 13. How many remain? Write two equations.

3. Mia has 48 cards, gets 30 more, then gives away 14. How many remain? Write two equations.

4. Mia has 60 cards, gets 22 more, then gives away 15. How many remain? Write two equations.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Sketch a story equation

OW-G2-047 E1 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A shelf had 48 books. 15 were borrowed. Draw a bar model and write an equation for the books left.

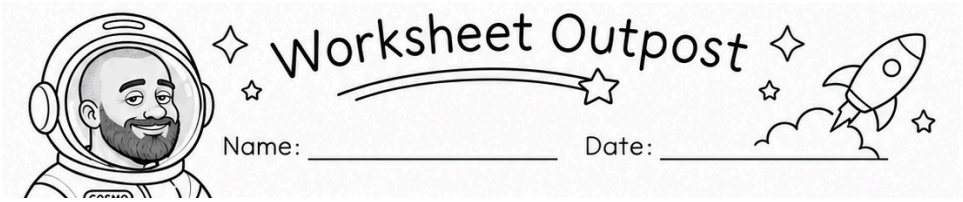
2. A shelf had 68 books. 26 were borrowed. Draw a bar model and write an equation for the books left.

3. A shelf had 78 books. 27 were borrowed. Draw a bar model and write an equation for the books left.

4. A shelf had 82 books. 19 were borrowed. Draw a bar model and write an equation for the books left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Sketch a story equation

OW-G2-047 E2 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A shelf had 48 books. 15 were borrowed. Draw a bar model and write an equation for the books left.

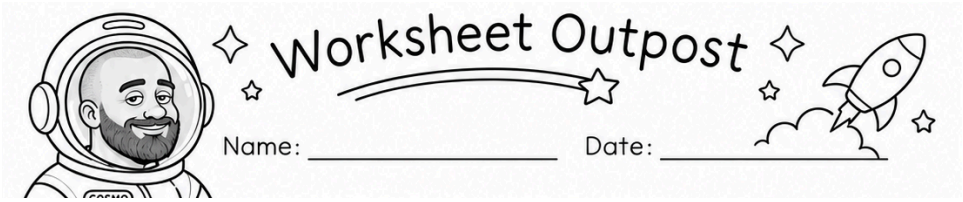
2. A shelf had 68 books. 26 were borrowed. Draw a bar model and write an equation for the books left.

3. A shelf had 78 books. 27 were borrowed. Draw a bar model and write an equation for the books left.

4. A shelf had 82 books. 19 were borrowed. Draw a bar model and write an equation for the books left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Sketch a story equation

OW-G2-047 E3 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A shelf had 48 books. 15 were borrowed. Draw a bar model and write an equation for the books left.

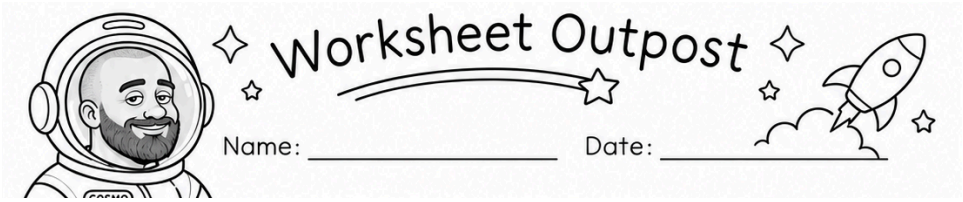
2. A shelf had 68 books. 26 were borrowed. Draw a bar model and write an equation for the books left.

3. A shelf had 78 books. 27 were borrowed. Draw a bar model and write an equation for the books left.

4. A shelf had 82 books. 19 were borrowed. Draw a bar model and write an equation for the books left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Sketch a story equation

OW-G2-047 E4 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A shelf had 48 books. 15 were borrowed. Draw a bar model and write an equation for the books left.

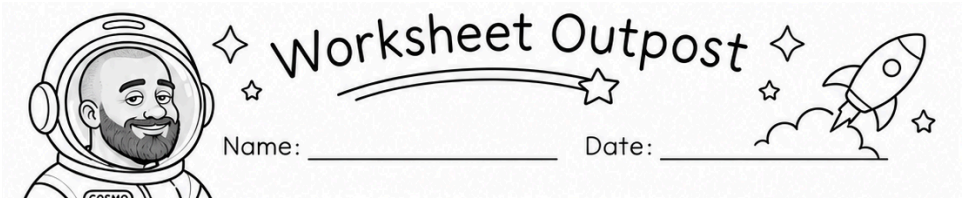
2. A shelf had 68 books. 26 were borrowed. Draw a bar model and write an equation for the books left.

3. A shelf had 78 books. 27 were borrowed. Draw a bar model and write an equation for the books left.

4. A shelf had 82 books. 19 were borrowed. Draw a bar model and write an equation for the books left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Sketch a story equation

OW-G2-047 E5 | Five questions

Success criteria

I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A shelf had 48 books. 15 were borrowed. Draw a bar model and write an equation for the books left.

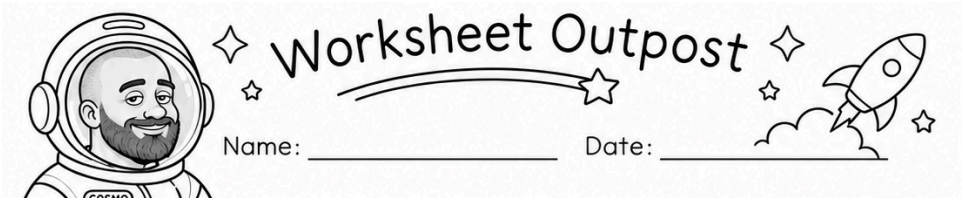
2. A shelf had 68 books. 26 were borrowed. Draw a bar model and write an equation for the books left.

3. A shelf had 78 books. 27 were borrowed. Draw a bar model and write an equation for the books left.

4. A shelf had 82 books. 19 were borrowed. Draw a bar model and write an equation for the books left.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Can every object have a partner?

OW-G2-048 E1 | Five questions

Success criteria
I can make pairs and tell if a number is odd or even.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Is 8 even or odd? Draw pairs. Explain.

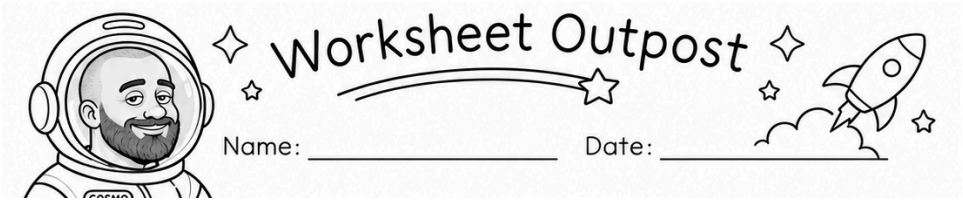
2. Is 11 even or odd? Draw pairs. Explain.

3. Is 14 even or odd? Draw pairs. Explain.

4. Is 17 even or odd? Draw pairs. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Can every object have a partner?

OW-G2-048 E2 | Five questions

Success criteria
I can make pairs and tell if a number is odd or even.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Is 8 even or odd? Draw pairs. Explain.

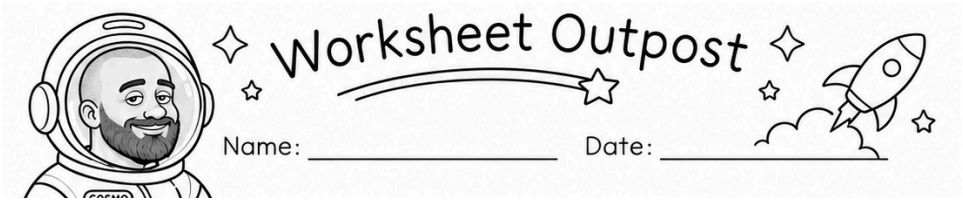
2. Is 11 even or odd? Draw pairs. Explain.

3. Is 14 even or odd? Draw pairs. Explain.

4. Is 17 even or odd? Draw pairs. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Can every object have a partner?

OW-G2-048 E3 | Five questions

Success criteria
I can make pairs and tell if a number is odd or even.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Is 8 even or odd? Draw pairs. Explain.

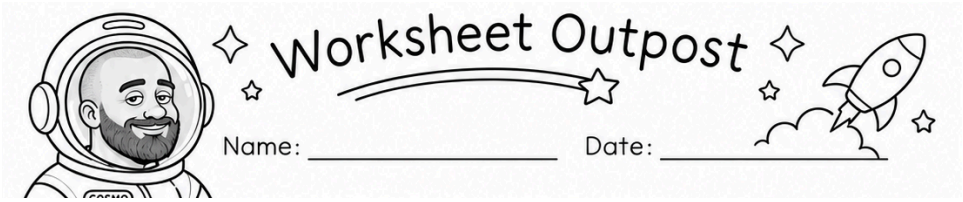
2. Is 11 even or odd? Draw pairs. Explain.

3. Is 14 even or odd? Draw pairs. Explain.

4. Is 17 even or odd? Draw pairs. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Can every object have a partner?

OW-G2-048 E4 | Five questions

Success criteria
I can make pairs and tell if a number is odd or even.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Is 8 even or odd? Draw pairs. Explain.

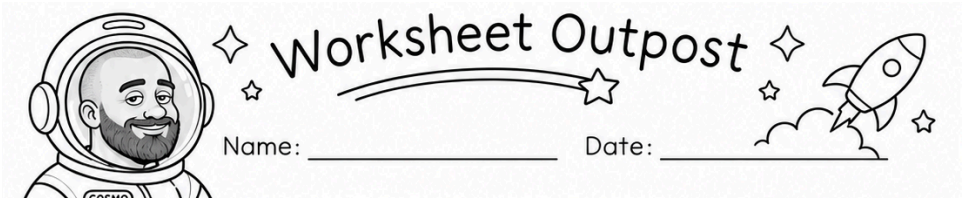
2. Is 11 even or odd? Draw pairs. Explain.

3. Is 14 even or odd? Draw pairs. Explain.

4. Is 17 even or odd? Draw pairs. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Can every object have a partner?

OW-G2-048 E5 | Five questions

Success criteria
I can make pairs and tell if a number is odd or even.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Is 8 even or odd? Draw pairs. Explain.

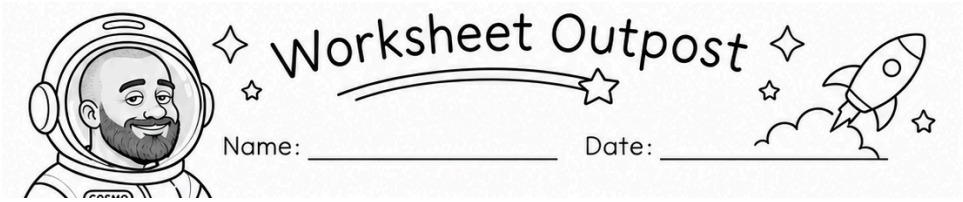
2. Is 11 even or odd? Draw pairs. Explain.

3. Is 14 even or odd? Draw pairs. Explain.

4. Is 17 even or odd? Draw pairs. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Count objects arranged in rows

OW-G2-049 E1 | Five questions

Success criteria
I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○ ○
○ ○ ○

2. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○ ○ ○
○ ○ ○ ○
○ ○ ○ ○

3. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

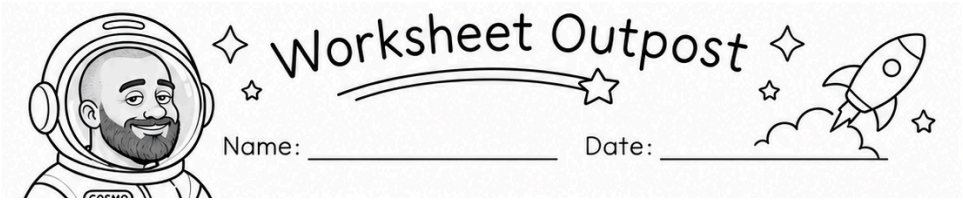
○ ○ ○ ○ ○
○ ○ ○ ○ ○
○ ○ ○ ○ ○
○ ○ ○ ○ ○

4. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○
○ ○
○ ○
○ ○
○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Count objects arranged in rows

OW-G2-049 E2 | Five questions

Success criteria
I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○ ○
○ ○ ○

2. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○ ○ ○
○ ○ ○ ○
○ ○ ○ ○

3. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

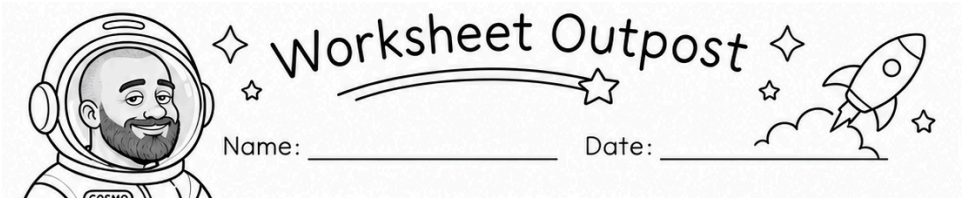
○ ○ ○ ○ ○
○ ○ ○ ○ ○
○ ○ ○ ○ ○
○ ○ ○ ○ ○

4. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○
○ ○
○ ○
○ ○
○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Count objects arranged in rows

Success criteria
I can add equal rows to find how many objects there are.

OW-G2-049 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○ ○
○ ○ ○

2. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○ ○ ○
○ ○ ○ ○
○ ○ ○ ○

3. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

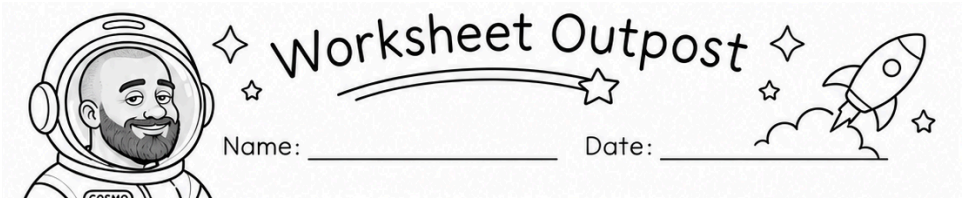
○ ○ ○ ○ ○
○ ○ ○ ○ ○
○ ○ ○ ○ ○
○ ○ ○ ○ ○

4. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○
○ ○
○ ○
○ ○
○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Count objects arranged in rows

OW-G2-049 E4 | Five questions

Success criteria
I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○ ○
○ ○ ○

2. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○ ○ ○
○ ○ ○ ○
○ ○ ○ ○

3. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

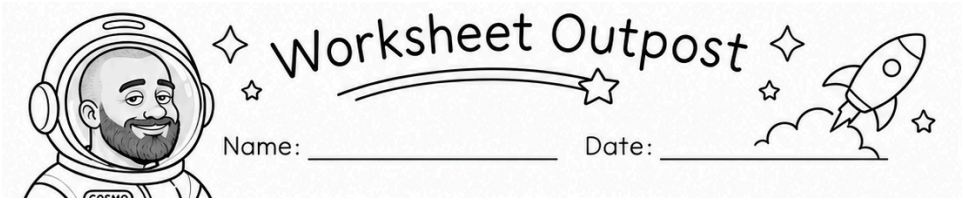
○ ○ ○ ○ ○
○ ○ ○ ○ ○
○ ○ ○ ○ ○
○ ○ ○ ○ ○

4. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○
○ ○
○ ○
○ ○
○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Count objects arranged in rows

OW-G2-049 E5 | Five questions

Success criteria
I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○ ○
○ ○ ○

2. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○ ○ ○
○ ○ ○ ○
○ ○ ○ ○

3. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

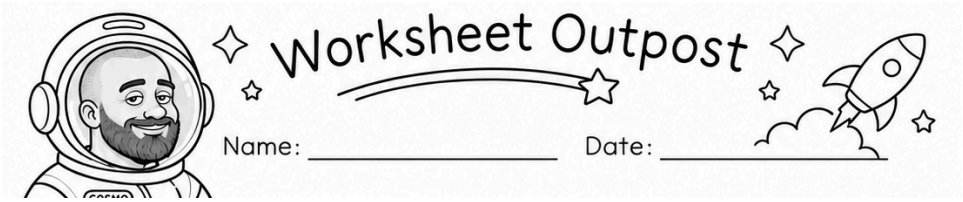
○ ○ ○ ○ ○
○ ○ ○ ○ ○
○ ○ ○ ○ ○
○ ○ ○ ○ ○

4. Count the rows. Then count the objects in one row. Write a repeated-addition equation.

○ ○
○ ○
○ ○
○ ○
○ ○

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw rows with equal amounts

OW-G2-050 E1 | Five questions

Success criteria
I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw 2 rows with 3 dots in each row. Write an addition equation.

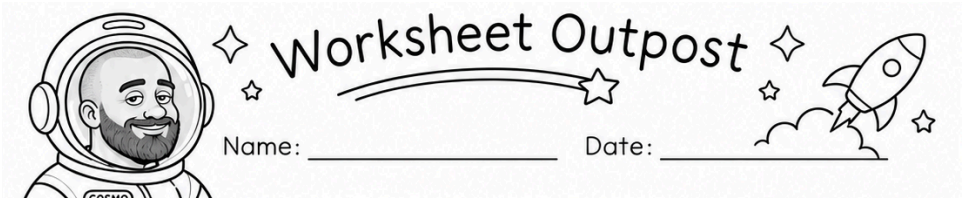
2. Draw 3 rows with 4 dots in each row. Write an addition equation.

3. Draw 4 rows with 5 dots in each row. Write an addition equation.

4. Draw 5 rows with 2 dots in each row. Write an addition equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw rows with equal amounts

OW-G2-050 E2 | Five questions

Success criteria
I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw 2 rows with 3 dots in each row. Write an addition equation.

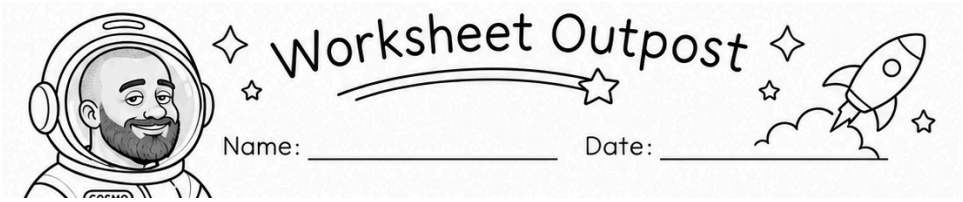
2. Draw 3 rows with 4 dots in each row. Write an addition equation.

3. Draw 4 rows with 5 dots in each row. Write an addition equation.

4. Draw 5 rows with 2 dots in each row. Write an addition equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw rows with equal amounts

Success criteria
I can add equal rows to find how many objects there are.

OW-G2-050 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw 2 rows with 3 dots in each row. Write an addition equation.

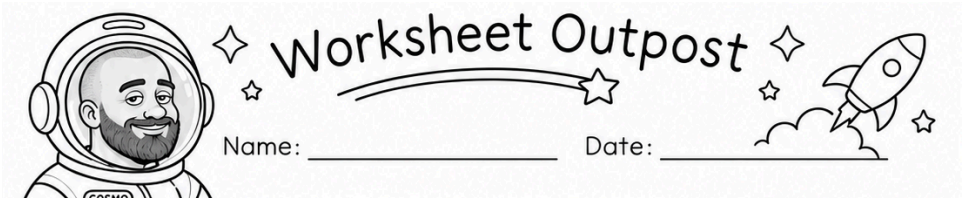
2. Draw 3 rows with 4 dots in each row. Write an addition equation.

3. Draw 4 rows with 5 dots in each row. Write an addition equation.

4. Draw 5 rows with 2 dots in each row. Write an addition equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw rows with equal amounts

OW-G2-050 E4 | Five questions

Success criteria
I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw 2 rows with 3 dots in each row. Write an addition equation.

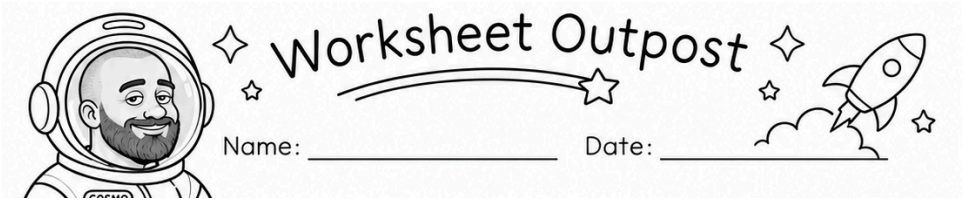
2. Draw 3 rows with 4 dots in each row. Write an addition equation.

3. Draw 4 rows with 5 dots in each row. Write an addition equation.

4. Draw 5 rows with 2 dots in each row. Write an addition equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw rows with equal amounts

Success criteria
I can add equal rows to find how many objects there are.

OW-G2-050 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw 2 rows with 3 dots in each row. Write an addition equation.

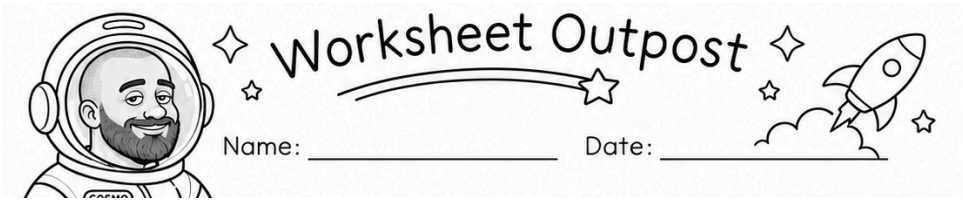
2. Draw 3 rows with 4 dots in each row. Write an addition equation.

3. Draw 4 rows with 5 dots in each row. Write an addition equation.

4. Draw 5 rows with 2 dots in each row. Write an addition equation.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Model a grouping story

Success criteria
I can add equal rows to find how many objects there are.

OW-G2-051 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. There are 2 trays with 3 cups on each tray. Draw an array and find the total.

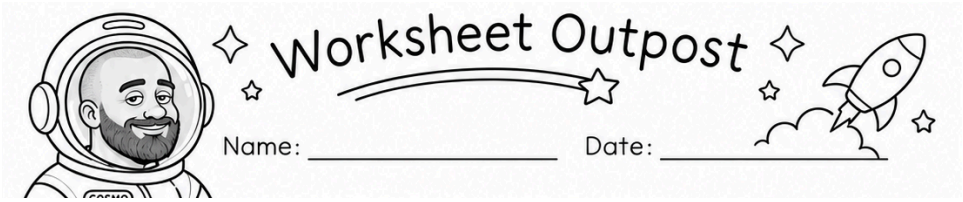
2. There are 3 trays with 4 cups on each tray. Draw an array and find the total.

3. There are 4 trays with 5 cups on each tray. Draw an array and find the total.

4. There are 5 trays with 2 cups on each tray. Draw an array and find the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Model a grouping story

OW-G2-051 E2 | Five questions

Success criteria

I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. There are 2 trays with 3 cups on each tray. Draw an array and find the total.

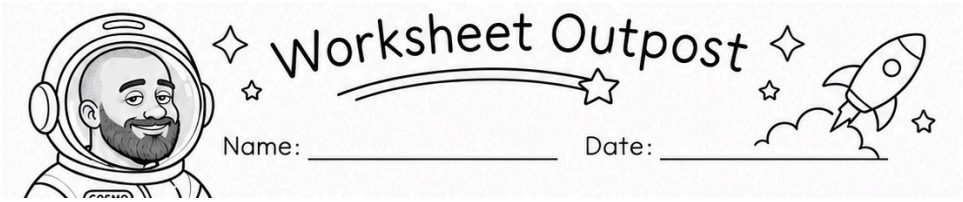
2. There are 3 trays with 4 cups on each tray. Draw an array and find the total.

3. There are 4 trays with 5 cups on each tray. Draw an array and find the total.

4. There are 5 trays with 2 cups on each tray. Draw an array and find the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Model a grouping story

OW-G2-051 E3 | Five questions

Success criteria

I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. There are 2 trays with 3 cups on each tray. Draw an array and find the total.

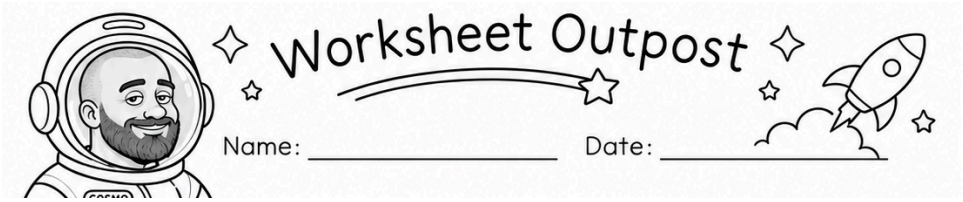
2. There are 3 trays with 4 cups on each tray. Draw an array and find the total.

3. There are 4 trays with 5 cups on each tray. Draw an array and find the total.

4. There are 5 trays with 2 cups on each tray. Draw an array and find the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Model a grouping story

OW-G2-051 E4 | Five questions

Success criteria

I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. There are 2 trays with 3 cups on each tray. Draw an array and find the total.

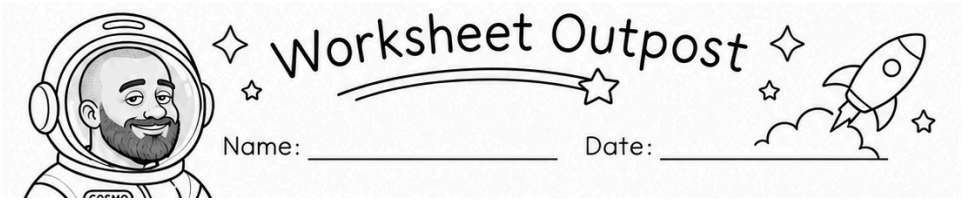
2. There are 3 trays with 4 cups on each tray. Draw an array and find the total.

3. There are 4 trays with 5 cups on each tray. Draw an array and find the total.

4. There are 5 trays with 2 cups on each tray. Draw an array and find the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Model a grouping story

OW-G2-051 E5 | Five questions

Success criteria

I can add equal rows to find how many objects there are.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. There are 2 trays with 3 cups on each tray. Draw an array and find the total.

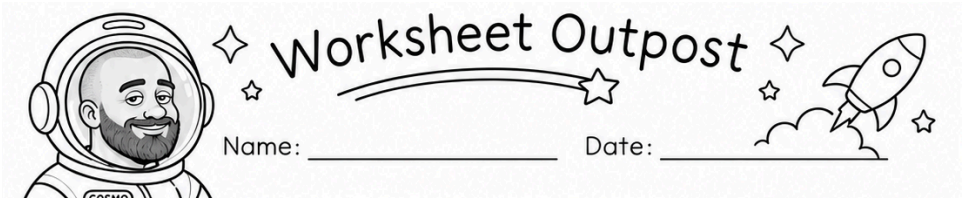
2. There are 3 trays with 4 cups on each tray. Draw an array and find the total.

3. There are 4 trays with 5 cups on each tray. Draw an array and find the total.

4. There are 5 trays with 2 cups on each tray. Draw an array and find the total.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make pairs to find even and odd numbers

OW-G2-052 E1 | Five questions

Success criteria
I can make pairs and tell if a number is odd or even.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Is 6 even or odd? Draw pairs. Write two equal addends if possible.

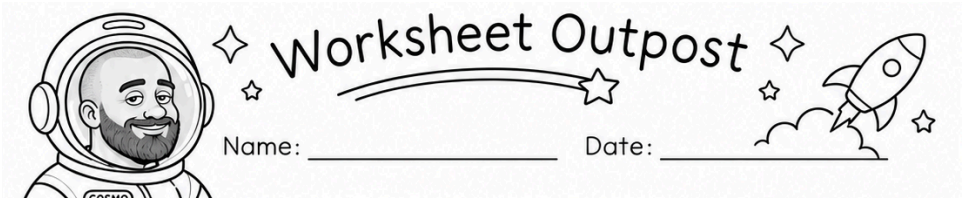
2. Is 13 even or odd? Draw pairs. Write two equal addends if possible.

3. Is 16 even or odd? Draw pairs. Write two equal addends if possible.

4. Is 19 even or odd? Draw pairs. Write two equal addends if possible.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make pairs to find even and odd numbers

OW-G2-052 E2 | Five questions

Success criteria
I can make pairs and tell if a number is odd or even.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Is 6 even or odd? Draw pairs. Write two equal addends if possible.

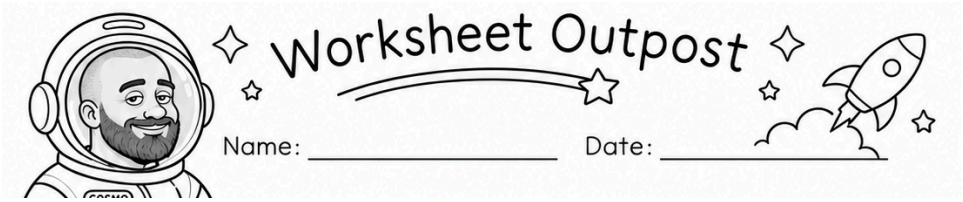
2. Is 13 even or odd? Draw pairs. Write two equal addends if possible.

3. Is 16 even or odd? Draw pairs. Write two equal addends if possible.

4. Is 19 even or odd? Draw pairs. Write two equal addends if possible.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make pairs to find even and odd numbers

OW-G2-052 E3 | Five questions

Success criteria
I can make pairs and tell if a number is odd or even.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Is 6 even or odd? Draw pairs. Write two equal addends if possible.

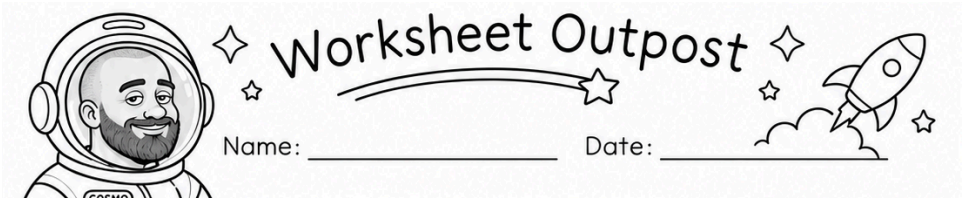
2. Is 13 even or odd? Draw pairs. Write two equal addends if possible.

3. Is 16 even or odd? Draw pairs. Write two equal addends if possible.

4. Is 19 even or odd? Draw pairs. Write two equal addends if possible.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make pairs to find even and odd numbers

OW-G2-052 E4 | Five questions

Success criteria
I can make pairs and tell if a number is odd or even.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Is 6 even or odd? Draw pairs. Write two equal addends if possible.

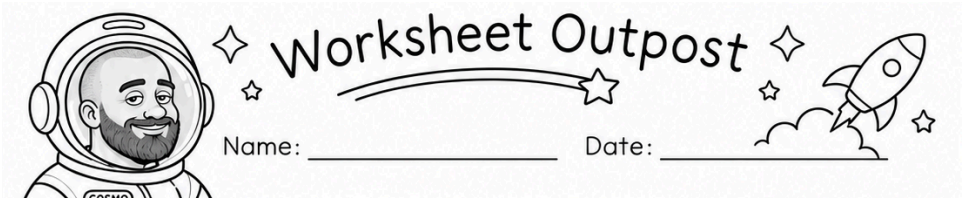
2. Is 13 even or odd? Draw pairs. Write two equal addends if possible.

3. Is 16 even or odd? Draw pairs. Write two equal addends if possible.

4. Is 19 even or odd? Draw pairs. Write two equal addends if possible.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make pairs to find even and odd numbers

OW-G2-052 E5 | Five questions

Success criteria
I can make pairs and tell if a number is odd or even.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Is 6 even or odd? Draw pairs. Write two equal addends if possible.

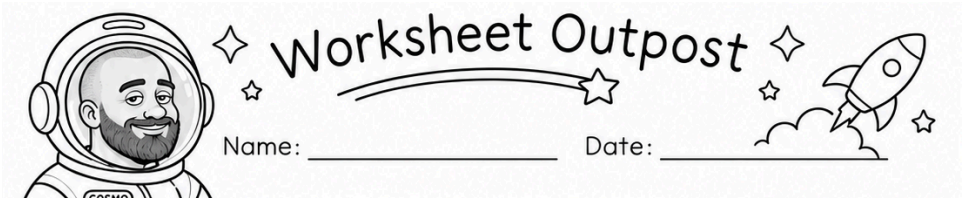
2. Is 13 even or odd? Draw pairs. Write two equal addends if possible.

3. Is 16 even or odd? Draw pairs. Write two equal addends if possible.

4. Is 19 even or odd? Draw pairs. Write two equal addends if possible.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose a tool for a length story

Success criteria
I can add or subtract lengths and label my answer with the unit.

OW-G2-053 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. You need to find the difference between lengths 53 cm and 35 cm. Choose a ruler, drawing, or number line. Show your method.

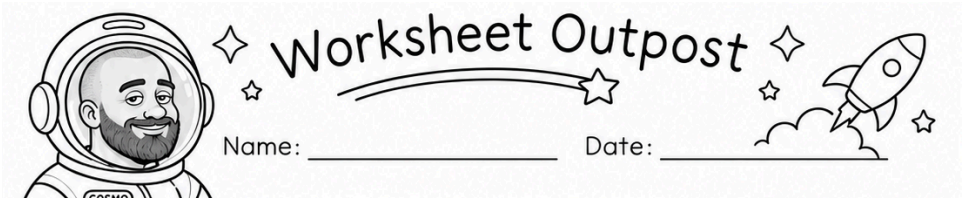
2. You need to find the difference between lengths 73 cm and 44 cm. Choose a ruler, drawing, or number line. Show your method.

3. You need to find the difference between lengths 83 cm and 53 cm. Choose a ruler, drawing, or number line. Show your method.

4. You need to find the difference between lengths 87 cm and 65 cm. Choose a ruler, drawing, or number line. Show your method.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose a tool for a length story

Success criteria
I can add or subtract lengths and label my answer with the unit.

OW-G2-053 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. You need to find the difference between lengths 53 cm and 35 cm. Choose a ruler, drawing, or number line. Show your method.

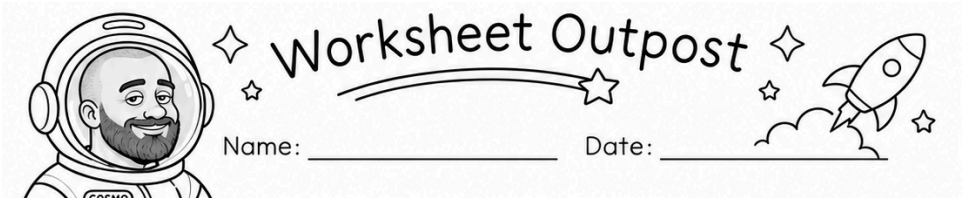
2. You need to find the difference between lengths 73 cm and 44 cm. Choose a ruler, drawing, or number line. Show your method.

3. You need to find the difference between lengths 83 cm and 53 cm. Choose a ruler, drawing, or number line. Show your method.

4. You need to find the difference between lengths 87 cm and 65 cm. Choose a ruler, drawing, or number line. Show your method.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose a tool for a length story

Success criteria
I can add or subtract lengths and label my answer with the unit.

OW-G2-053 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. You need to find the difference between lengths 53 cm and 35 cm. Choose a ruler, drawing, or number line. Show your method.

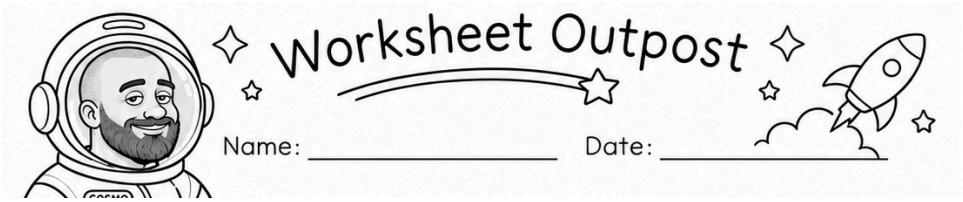
2. You need to find the difference between lengths 73 cm and 44 cm. Choose a ruler, drawing, or number line. Show your method.

3. You need to find the difference between lengths 83 cm and 53 cm. Choose a ruler, drawing, or number line. Show your method.

4. You need to find the difference between lengths 87 cm and 65 cm. Choose a ruler, drawing, or number line. Show your method.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose a tool for a length story

Success criteria
I can add or subtract lengths and label my answer with the unit.

OW-G2-053 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. You need to find the difference between lengths 53 cm and 35 cm. Choose a ruler, drawing, or number line. Show your method.

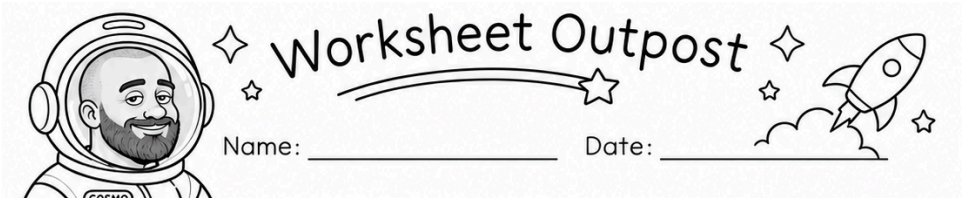
2. You need to find the difference between lengths 73 cm and 44 cm. Choose a ruler, drawing, or number line. Show your method.

3. You need to find the difference between lengths 83 cm and 53 cm. Choose a ruler, drawing, or number line. Show your method.

4. You need to find the difference between lengths 87 cm and 65 cm. Choose a ruler, drawing, or number line. Show your method.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose a tool for a length story

Success criteria
I can add or subtract lengths and label my answer with the unit.

OW-G2-053 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. You need to find the difference between lengths 53 cm and 35 cm. Choose a ruler, drawing, or number line. Show your method.

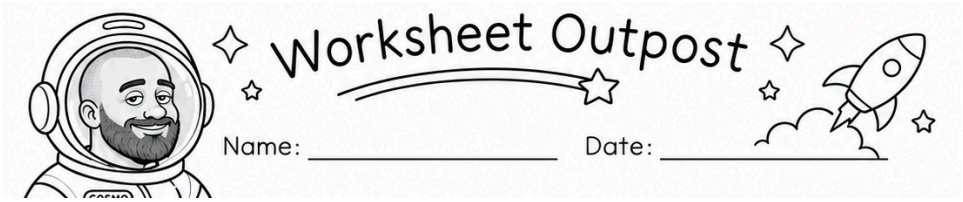
2. You need to find the difference between lengths 73 cm and 44 cm. Choose a ruler, drawing, or number line. Show your method.

3. You need to find the difference between lengths 83 cm and 53 cm. Choose a ruler, drawing, or number line. Show your method.

4. You need to find the difference between lengths 87 cm and 65 cm. Choose a ruler, drawing, or number line. Show your method.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose centimeters or meters

OW-G2-054 E1 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Choose centimeters or meters to measure a paper clip.

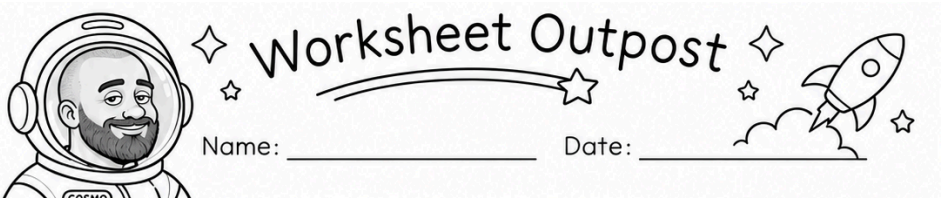
2. Choose centimeters or meters to measure a hallway.

3. Use a centimeter ruler to measure an eraser. Record the length.

4. Estimate the height of a doorway in meters. Then measure it with an adult. Write both numbers.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose centimeters or meters

OW-G2-054 E2 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Choose centimeters or meters to measure a paper clip.

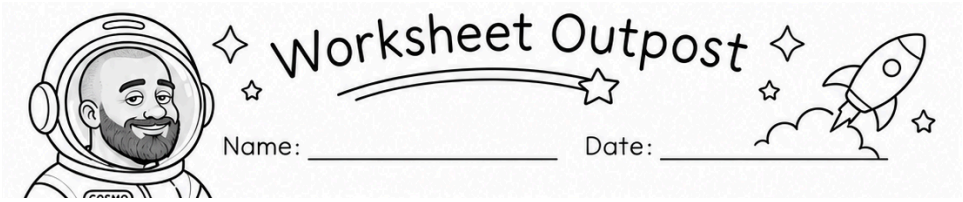
2. Choose centimeters or meters to measure a hallway.

3. Use a centimeter ruler to measure an eraser. Record the length.

4. Estimate the height of a doorway in meters. Then measure it with an adult. Write both numbers.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose centimeters or meters

OW-G2-054 E3 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Choose centimeters or meters to measure a paper clip.

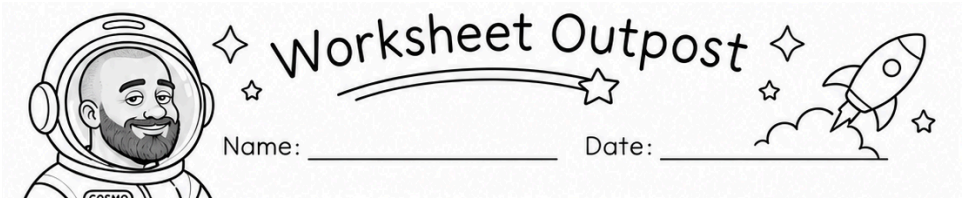
2. Choose centimeters or meters to measure a hallway.

3. Use a centimeter ruler to measure an eraser. Record the length.

4. Estimate the height of a doorway in meters. Then measure it with an adult. Write both numbers.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose centimeters or meters

OW-G2-054 E4 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Choose centimeters or meters to measure a paper clip.

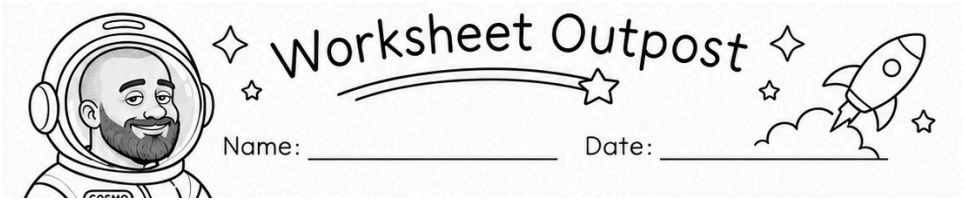
2. Choose centimeters or meters to measure a hallway.

3. Use a centimeter ruler to measure an eraser. Record the length.

4. Estimate the height of a doorway in meters. Then measure it with an adult. Write both numbers.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose centimeters or meters

OW-G2-054 E5 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Choose centimeters or meters to measure a paper clip.

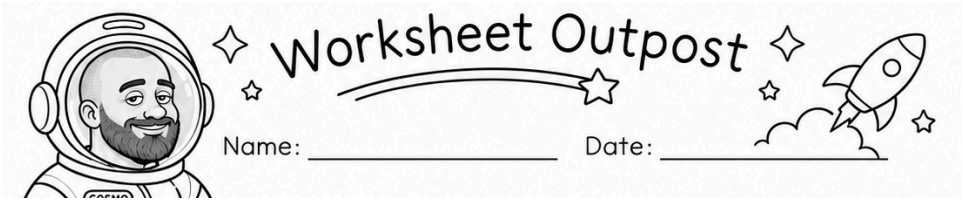
2. Choose centimeters or meters to measure a hallway.

3. Use a centimeter ruler to measure an eraser. Record the length.

4. Estimate the height of a doorway in meters. Then measure it with an adult. Write both numbers.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose inches, feet, or yards

OW-G2-055 E1 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Choose inches, feet, or yards to measure a crayon.

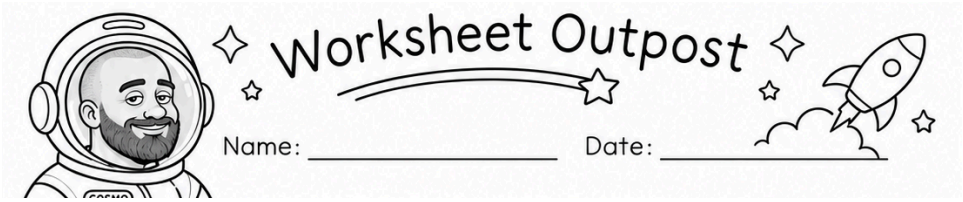
2. Choose inches, feet, or yards to measure a playground.

3. Measure a desk with a ruler. Record its length in inches.

4. Measure a classroom wall with an adult. Write the length in feet or yards.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose inches, feet, or yards

OW-G2-055 E2 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Choose inches, feet, or yards to measure a crayon.

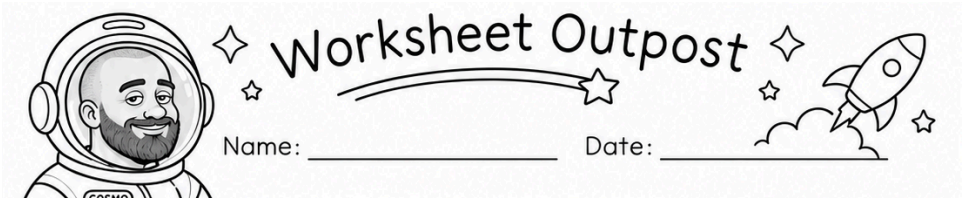
2. Choose inches, feet, or yards to measure a playground.

3. Measure a desk with a ruler. Record its length in inches.

4. Measure a classroom wall with an adult. Write the length in feet or yards.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose inches, feet, or yards

OW-G2-055 E3 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Choose inches, feet, or yards to measure a crayon.

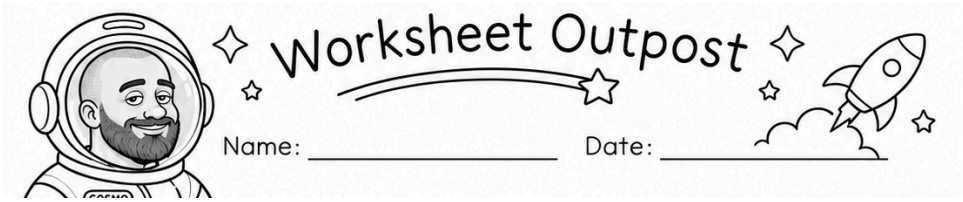
2. Choose inches, feet, or yards to measure a playground.

3. Measure a desk with a ruler. Record its length in inches.

4. Measure a classroom wall with an adult. Write the length in feet or yards.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose inches, feet, or yards

OW-G2-055 E4 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Choose inches, feet, or yards to measure a crayon.

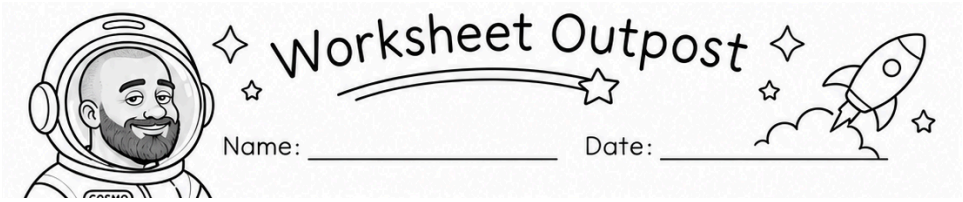
2. Choose inches, feet, or yards to measure a playground.

3. Measure a desk with a ruler. Record its length in inches.

4. Measure a classroom wall with an adult. Write the length in feet or yards.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Choose inches, feet, or yards

OW-G2-055 E5 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Choose inches, feet, or yards to measure a crayon.

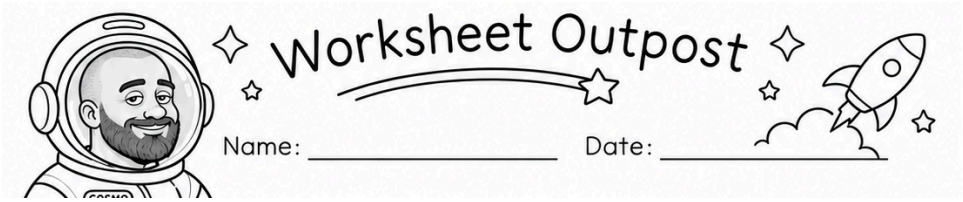
2. Choose inches, feet, or yards to measure a playground.

3. Measure a desk with a ruler. Record its length in inches.

4. Measure a classroom wall with an adult. Write the length in feet or yards.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Combine or compare measured lengths

OW-G2-056 E1 | Five questions

Success criteria
I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A ribbon is 36 cm. You add another 18 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

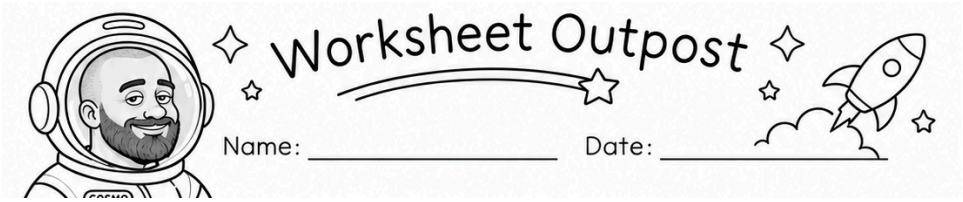
2. A ribbon is 45 cm. You add another 29 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

3. A ribbon is 54 cm. You add another 30 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

4. A ribbon is 66 cm. You add another 22 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Combine or compare measured lengths

OW-G2-056 E2 | Five questions

Success criteria
I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A ribbon is 36 cm. You add another 18 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

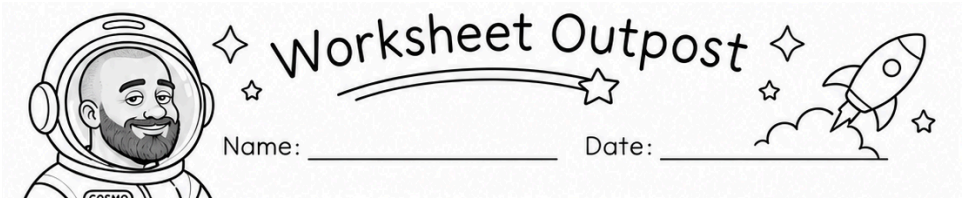
2. A ribbon is 45 cm. You add another 29 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

3. A ribbon is 54 cm. You add another 30 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

4. A ribbon is 66 cm. You add another 22 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Combine or compare measured lengths

OW-G2-056 E3 | Five questions

Success criteria
I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A ribbon is 36 cm. You add another 18 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

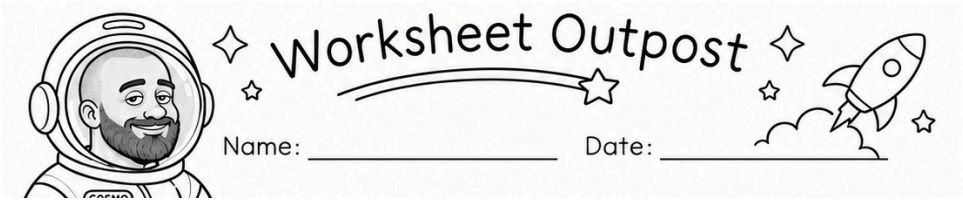
2. A ribbon is 45 cm. You add another 29 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

3. A ribbon is 54 cm. You add another 30 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

4. A ribbon is 66 cm. You add another 22 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Combine or compare measured lengths

OW-G2-056 E4 | Five questions

Success criteria
I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A ribbon is 36 cm. You add another 18 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

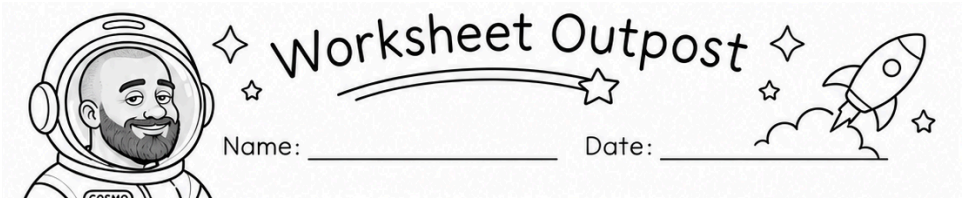
2. A ribbon is 45 cm. You add another 29 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

3. A ribbon is 54 cm. You add another 30 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

4. A ribbon is 66 cm. You add another 22 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Combine or compare measured lengths

OW-G2-056 E5 | Five questions

Success criteria
I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A ribbon is 36 cm. You add another 18 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

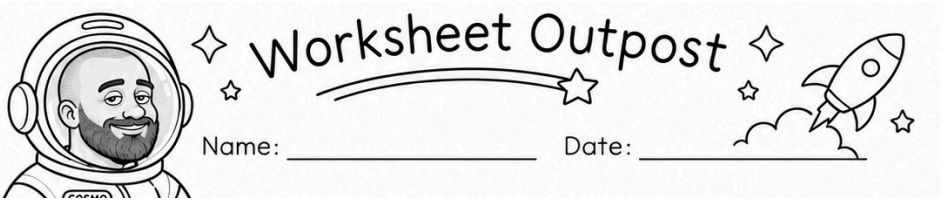
2. A ribbon is 45 cm. You add another 29 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

3. A ribbon is 54 cm. You add another 30 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

4. A ribbon is 66 cm. You add another 22 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different inch-based units

OW-G2-057 E1 | Five questions

Success criteria
I can measure the same object with different units and compare the counts.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A ribbon is 1 foot long. It measures 12 inches. Why does it take more inches than feet to measure the same ribbon?

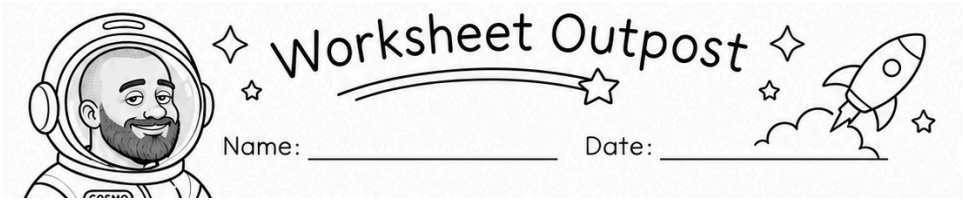
2. A ribbon is 2 feet long. It measures 24 inches. Why does it take more inches than feet to measure the same ribbon?

3. A ribbon is 3 feet long. It measures 36 inches. Why does it take more inches than feet to measure the same ribbon?

4. A ribbon is 4 feet long. It measures 48 inches. Why does it take more inches than feet to measure the same ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different inch-based units

OW-G2-057 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can measure the same object with different units and compare the counts.

Work with a partner. Build a model, then say or write your answer.

1. A ribbon is 1 foot long. It measures 12 inches. Why does it take more inches than feet to measure the same ribbon?

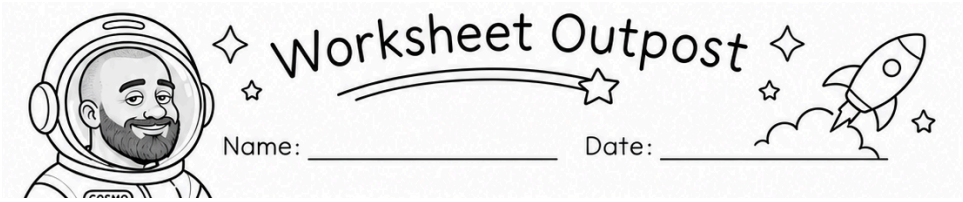
2. A ribbon is 2 feet long. It measures 24 inches. Why does it take more inches than feet to measure the same ribbon?

3. A ribbon is 3 feet long. It measures 36 inches. Why does it take more inches than feet to measure the same ribbon?

4. A ribbon is 4 feet long. It measures 48 inches. Why does it take more inches than feet to measure the same ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different inch-based units

OW-G2-057 E3 | Five questions

Success criteria
I can measure the same object with different units and compare the counts.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A ribbon is 1 foot long. It measures 12 inches. Why does it take more inches than feet to measure the same ribbon?

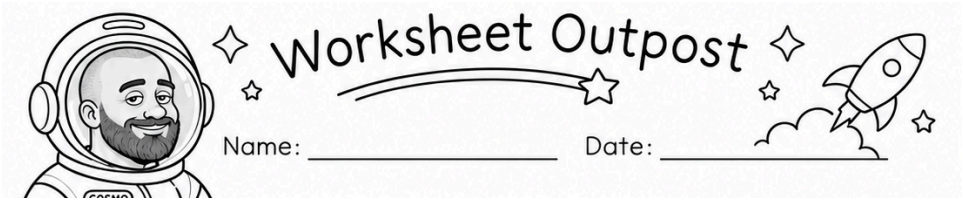
2. A ribbon is 2 feet long. It measures 24 inches. Why does it take more inches than feet to measure the same ribbon?

3. A ribbon is 3 feet long. It measures 36 inches. Why does it take more inches than feet to measure the same ribbon?

4. A ribbon is 4 feet long. It measures 48 inches. Why does it take more inches than feet to measure the same ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different inch-based units

OW-G2-057 E4 | Five questions

Success criteria
I can measure the same object with different units and compare the counts.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A ribbon is 1 foot long. It measures 12 inches. Why does it take more inches than feet to measure the same ribbon?

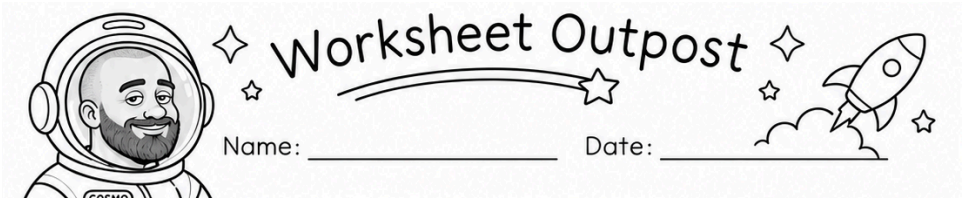
2. A ribbon is 2 feet long. It measures 24 inches. Why does it take more inches than feet to measure the same ribbon?

3. A ribbon is 3 feet long. It measures 36 inches. Why does it take more inches than feet to measure the same ribbon?

4. A ribbon is 4 feet long. It measures 48 inches. Why does it take more inches than feet to measure the same ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different inch-based units

OW-G2-057 E5 | Five questions

Success criteria
I can measure the same object with different units and compare the counts.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A ribbon is 1 foot long. It measures 12 inches. Why does it take more inches than feet to measure the same ribbon?

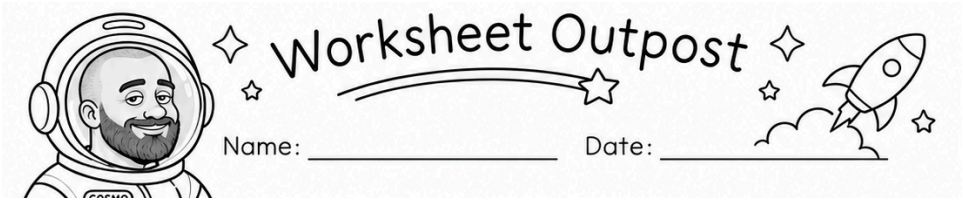
2. A ribbon is 2 feet long. It measures 24 inches. Why does it take more inches than feet to measure the same ribbon?

3. A ribbon is 3 feet long. It measures 36 inches. Why does it take more inches than feet to measure the same ribbon?

4. A ribbon is 4 feet long. It measures 48 inches. Why does it take more inches than feet to measure the same ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different metric units

OW-G2-058 E1 | Five questions

Name: _____ Date: _____

Success criteria
I can measure the same object with different units and compare the counts.

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Would you count more units in centimeters or in meters when measuring the same table? Why?

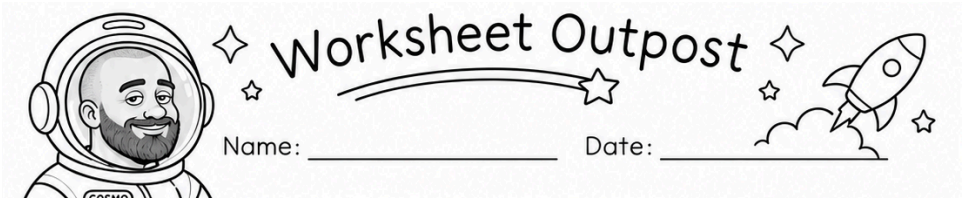
2. Measure a strip with centimeter cubes, then with a centimeter ruler. Compare.

3. A ribbon measures 1 meter or 100 centimeters. Did its length change? Explain.

4. Two children measure one rug: 2 meters and 200 centimeters. Can both be right? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different metric units

OW-G2-058 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can measure the same object with different units and compare the counts.

Work with a partner. Build a model, then say or write your answer.

1. Would you count more units in centimeters or in meters when measuring the same table? Why?

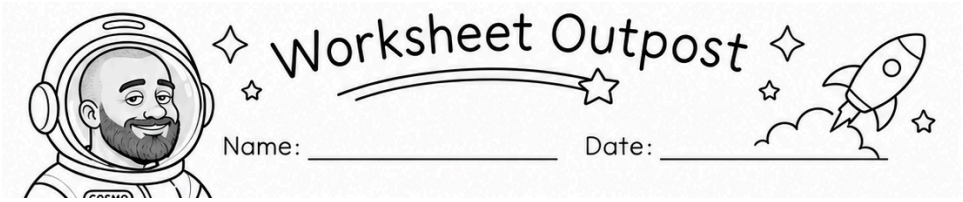
2. Measure a strip with centimeter cubes, then with a centimeter ruler. Compare.

3. A ribbon measures 1 meter or 100 centimeters. Did its length change? Explain.

4. Two children measure one rug: 2 meters and 200 centimeters. Can both be right? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different metric units

OW-G2-058 E3 | Five questions

Success criteria
I can measure the same object with different units and compare the counts.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Would you count more units in centimeters or in meters when measuring the same table? Why?

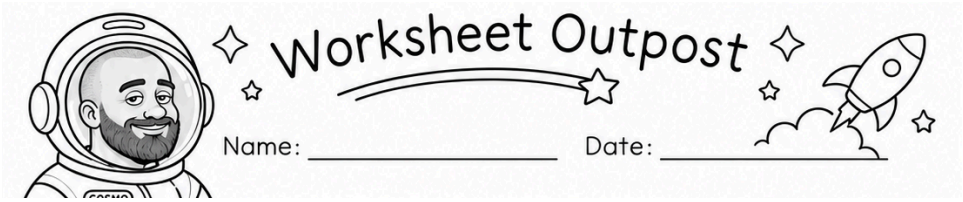
2. Measure a strip with centimeter cubes, then with a centimeter ruler. Compare.

3. A ribbon measures 1 meter or 100 centimeters. Did its length change? Explain.

4. Two children measure one rug: 2 meters and 200 centimeters. Can both be right? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different metric units

OW-G2-058 E4 | Five questions

Name: _____ Date: _____

Success criteria
I can measure the same object with different units and compare the counts.

Ask an adult to show you how to start. Then finish the problem together.

1. Would you count more units in centimeters or in meters when measuring the same table? Why?

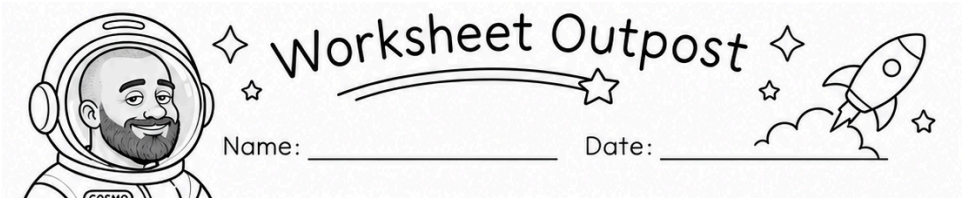
2. Measure a strip with centimeter cubes, then with a centimeter ruler. Compare.

3. A ribbon measures 1 meter or 100 centimeters. Did its length change? Explain.

4. Two children measure one rug: 2 meters and 200 centimeters. Can both be right? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different metric units

OW-G2-058 E5 | Five questions

Success criteria
I can measure the same object with different units and compare the counts.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Would you count more units in centimeters or in meters when measuring the same table? Why?

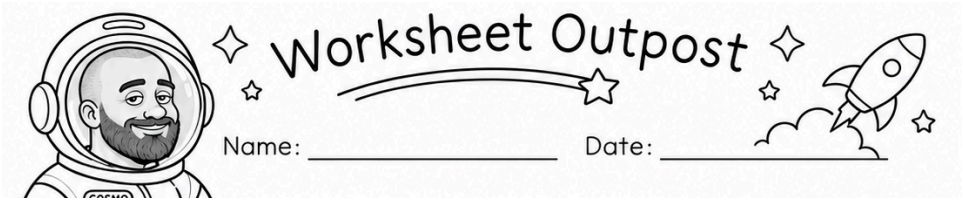
2. Measure a strip with centimeter cubes, then with a centimeter ruler. Compare.

3. A ribbon measures 1 meter or 100 centimeters. Did its length change? Explain.

4. Two children measure one rug: 2 meters and 200 centimeters. Can both be right? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a careful measurement

Success criteria
I can start at zero, measure the length, and name the unit.

OW-G2-059 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A bar begins at 2 cm and ends at 9 cm on a ruler. Lee says it is 9 cm long. Correct Lee and explain.

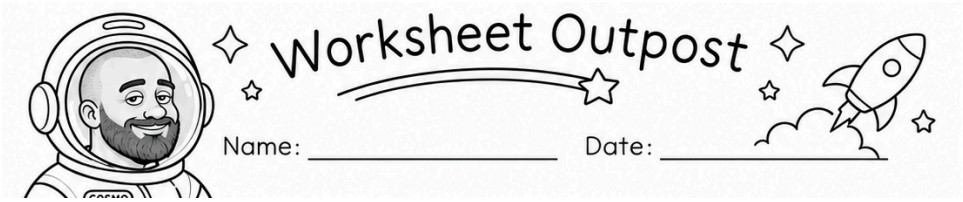
2. A bar begins at 3 cm and ends at 10 cm on a ruler. Lee says it is 10 cm long. Correct Lee and explain.

3. A bar begins at 4 cm and ends at 11 cm on a ruler. Lee says it is 11 cm long. Correct Lee and explain.

4. A bar begins at 5 cm and ends at 12 cm on a ruler. Lee says it is 12 cm long. Correct Lee and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a careful measurement

Success criteria
I can start at zero, measure the length, and name the unit.

OW-G2-059 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A bar begins at 2 cm and ends at 9 cm on a ruler. Lee says it is 9 cm long. Correct Lee and explain.

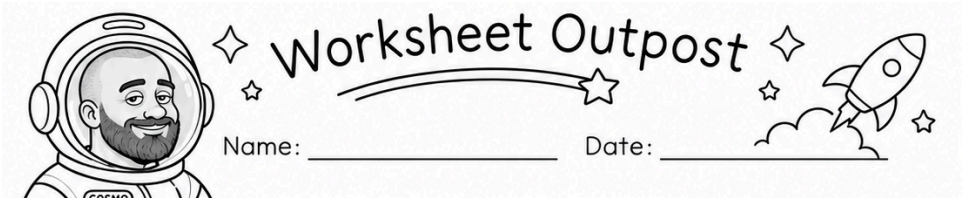
2. A bar begins at 3 cm and ends at 10 cm on a ruler. Lee says it is 10 cm long. Correct Lee and explain.

3. A bar begins at 4 cm and ends at 11 cm on a ruler. Lee says it is 11 cm long. Correct Lee and explain.

4. A bar begins at 5 cm and ends at 12 cm on a ruler. Lee says it is 12 cm long. Correct Lee and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a careful measurement

Success criteria
I can start at zero, measure the length, and name the unit.

OW-G2-059 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A bar begins at 2 cm and ends at 9 cm on a ruler. Lee says it is 9 cm long. Correct Lee and explain.

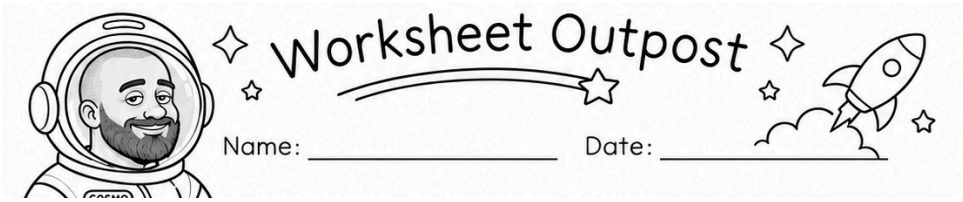
2. A bar begins at 3 cm and ends at 10 cm on a ruler. Lee says it is 10 cm long. Correct Lee and explain.

3. A bar begins at 4 cm and ends at 11 cm on a ruler. Lee says it is 11 cm long. Correct Lee and explain.

4. A bar begins at 5 cm and ends at 12 cm on a ruler. Lee says it is 12 cm long. Correct Lee and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a careful measurement

Success criteria
I can start at zero, measure the length, and name the unit.

OW-G2-059 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A bar begins at 2 cm and ends at 9 cm on a ruler. Lee says it is 9 cm long. Correct Lee and explain.

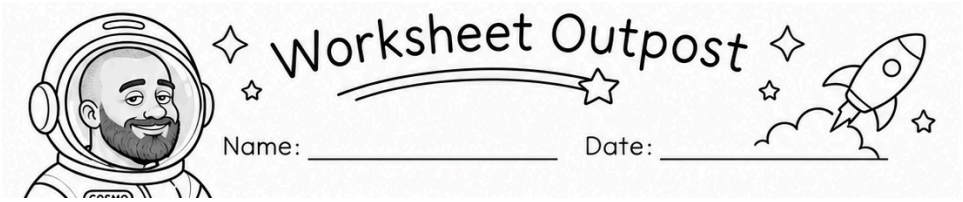
2. A bar begins at 3 cm and ends at 10 cm on a ruler. Lee says it is 10 cm long. Correct Lee and explain.

3. A bar begins at 4 cm and ends at 11 cm on a ruler. Lee says it is 11 cm long. Correct Lee and explain.

4. A bar begins at 5 cm and ends at 12 cm on a ruler. Lee says it is 12 cm long. Correct Lee and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a careful measurement

Success criteria
I can start at zero, measure the length, and name the unit.

OW-G2-059 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A bar begins at 2 cm and ends at 9 cm on a ruler. Lee says it is 9 cm long. Correct Lee and explain.

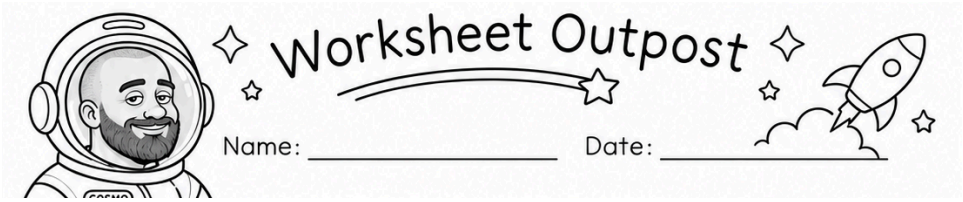
2. A bar begins at 3 cm and ends at 10 cm on a ruler. Lee says it is 10 cm long. Correct Lee and explain.

3. A bar begins at 4 cm and ends at 11 cm on a ruler. Lee says it is 11 cm long. Correct Lee and explain.

4. A bar begins at 5 cm and ends at 12 cm on a ruler. Lee says it is 12 cm long. Correct Lee and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Find a missing length

OW-G2-060 E1 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A rope was 44 feet. A piece was cut off. Now it is 29 feet. How long was the piece?

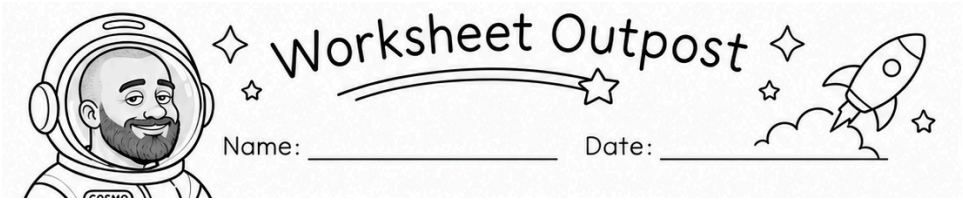
2. A rope was 64 feet. A piece was cut off. Now it is 38 feet. How long was the piece?

3. A rope was 74 feet. A piece was cut off. Now it is 47 feet. How long was the piece?

4. A rope was 78 feet. A piece was cut off. Now it is 59 feet. How long was the piece?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Find a missing length

OW-G2-060 E2 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A rope was 44 feet. A piece was cut off. Now it is 29 feet. How long was the piece?

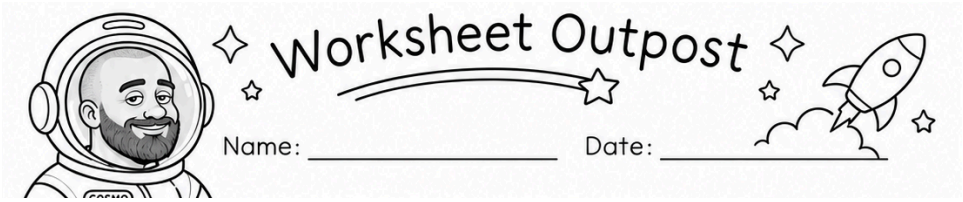
2. A rope was 64 feet. A piece was cut off. Now it is 38 feet. How long was the piece?

3. A rope was 74 feet. A piece was cut off. Now it is 47 feet. How long was the piece?

4. A rope was 78 feet. A piece was cut off. Now it is 59 feet. How long was the piece?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Find a missing length

OW-G2-060 E3 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A rope was 44 feet. A piece was cut off. Now it is 29 feet. How long was the piece?

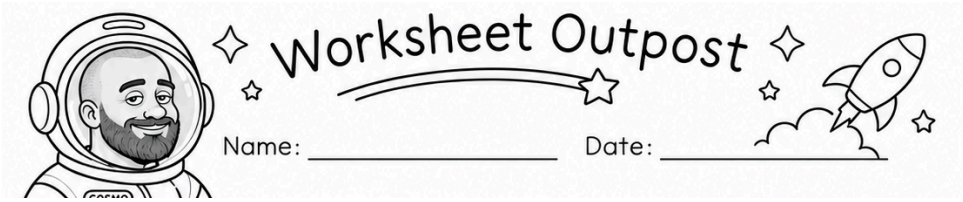
2. A rope was 64 feet. A piece was cut off. Now it is 38 feet. How long was the piece?

3. A rope was 74 feet. A piece was cut off. Now it is 47 feet. How long was the piece?

4. A rope was 78 feet. A piece was cut off. Now it is 59 feet. How long was the piece?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Find a missing length

OW-G2-060 E4 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A rope was 44 feet. A piece was cut off. Now it is 29 feet. How long was the piece?

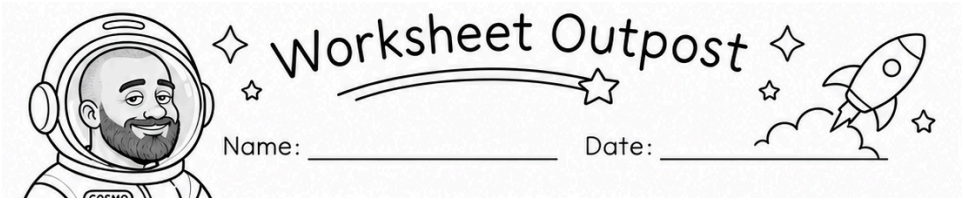
2. A rope was 64 feet. A piece was cut off. Now it is 38 feet. How long was the piece?

3. A rope was 74 feet. A piece was cut off. Now it is 47 feet. How long was the piece?

4. A rope was 78 feet. A piece was cut off. Now it is 59 feet. How long was the piece?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Find a missing length

OW-G2-060 E5 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A rope was 44 feet. A piece was cut off. Now it is 29 feet. How long was the piece?

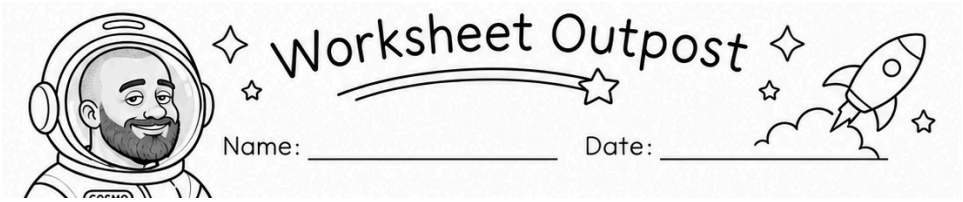
2. A rope was 64 feet. A piece was cut off. Now it is 38 feet. How long was the piece?

3. A rope was 74 feet. A piece was cut off. Now it is 47 feet. How long was the piece?

4. A rope was 78 feet. A piece was cut off. Now it is 59 feet. How long was the piece?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

How much longer is it?

OW-G2-061 E1 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. One ribbon is 24 cm. Another is 17 cm. How much longer is the first?

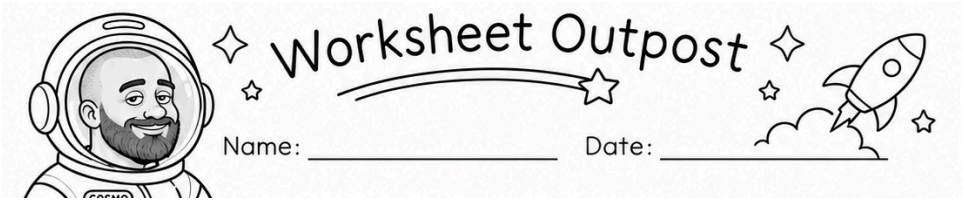
2. One ribbon is 29 cm. Another is 19 cm. How much longer is the first?

3. One ribbon is 34 cm. Another is 21 cm. How much longer is the first?

4. One ribbon is 39 cm. Another is 23 cm. How much longer is the first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

How much longer is it?

Success criteria
I can add or subtract lengths and label my answer with the unit.

OW-G2-061 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. One ribbon is 24 cm. Another is 17 cm. How much longer is the first?

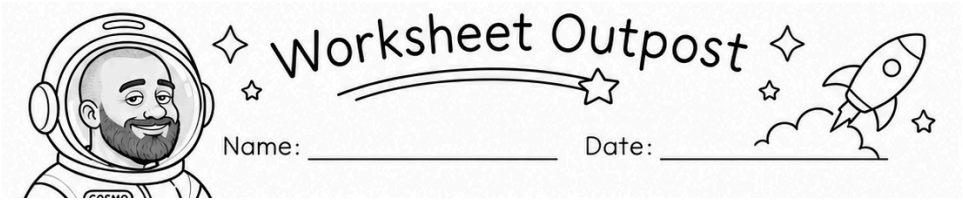
2. One ribbon is 29 cm. Another is 19 cm. How much longer is the first?

3. One ribbon is 34 cm. Another is 21 cm. How much longer is the first?

4. One ribbon is 39 cm. Another is 23 cm. How much longer is the first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

How much longer is it?

OW-G2-061 E3 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. One ribbon is 24 cm. Another is 17 cm. How much longer is the first?

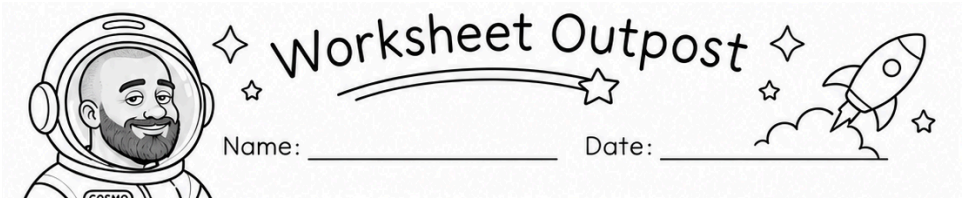
2. One ribbon is 29 cm. Another is 19 cm. How much longer is the first?

3. One ribbon is 34 cm. Another is 21 cm. How much longer is the first?

4. One ribbon is 39 cm. Another is 23 cm. How much longer is the first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

How much longer is it?

OW-G2-061 E4 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. One ribbon is 24 cm. Another is 17 cm. How much longer is the first?

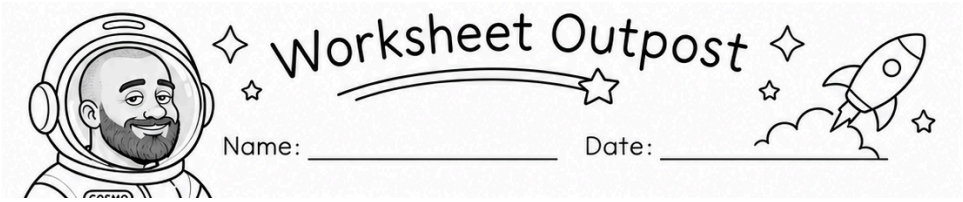
2. One ribbon is 29 cm. Another is 19 cm. How much longer is the first?

3. One ribbon is 34 cm. Another is 21 cm. How much longer is the first?

4. One ribbon is 39 cm. Another is 23 cm. How much longer is the first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

How much longer is it?

OW-G2-061 E5 | Five questions

Success criteria
I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. One ribbon is 24 cm. Another is 17 cm. How much longer is the first?

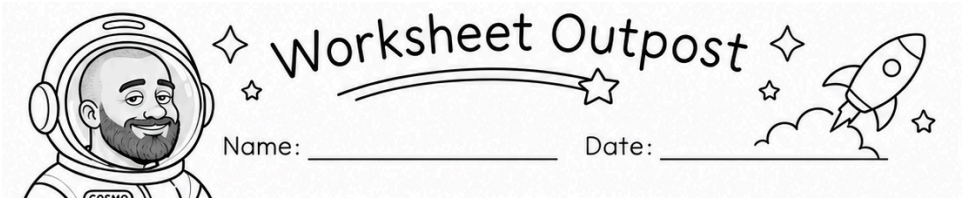
2. One ribbon is 29 cm. Another is 19 cm. How much longer is the first?

3. One ribbon is 34 cm. Another is 21 cm. How much longer is the first?

4. One ribbon is 39 cm. Another is 23 cm. How much longer is the first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make a sensible length estimate

OW-G2-062 E1 | Five questions

Success criteria
I can estimate a length using a unit that makes sense.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Choose a sensible estimate for a pencil: 7 inches or 7 feet. Explain.

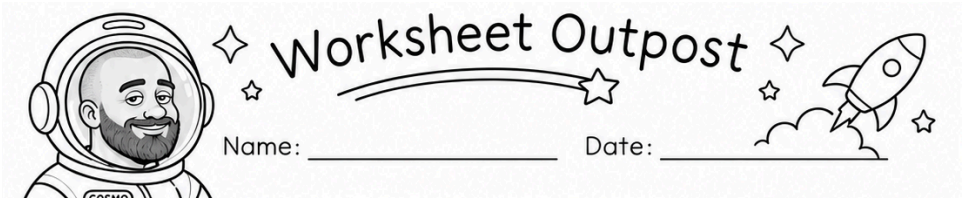
2. Which is a better estimate for the height of a door: 2 meters or 2 centimeters. Explain.

3. Which is a better estimate for the width of a classroom: 8 meters or 8 centimeters. Explain.

4. Choose a sensible estimate for a paper clip: 3 centimeters or 3 meters. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make a sensible length estimate

OW-G2-062 E2 | Five questions

Success criteria
I can estimate a length using a unit that makes sense.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Choose a sensible estimate for a pencil: 7 inches or 7 feet. Explain.

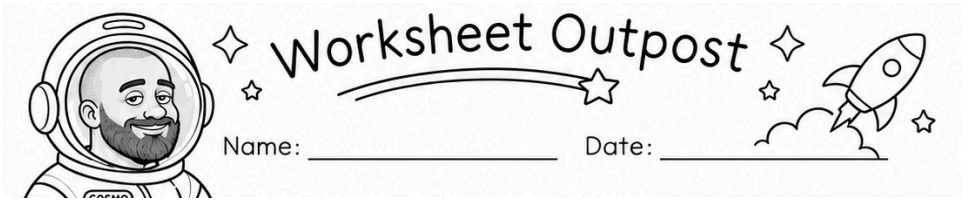
2. Which is a better estimate for the height of a door: 2 meters or 2 centimeters. Explain.

3. Which is a better estimate for the width of a classroom: 8 meters or 8 centimeters. Explain.

4. Choose a sensible estimate for a paper clip: 3 centimeters or 3 meters. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make a sensible length estimate

OW-G2-062 E3 | Five questions

Success criteria
I can estimate a length using a unit that makes sense.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Choose a sensible estimate for a pencil: 7 inches or 7 feet. Explain.

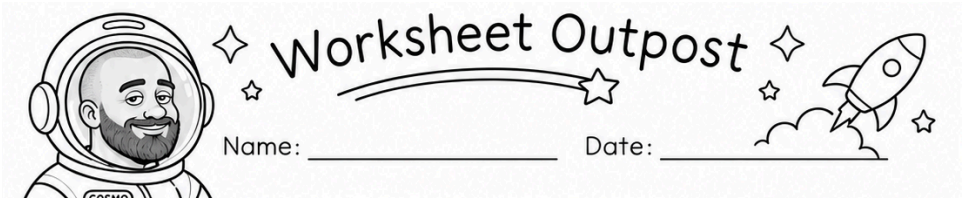
2. Which is a better estimate for the height of a door: 2 meters or 2 centimeters. Explain.

3. Which is a better estimate for the width of a classroom: 8 meters or 8 centimeters. Explain.

4. Choose a sensible estimate for a paper clip: 3 centimeters or 3 meters. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make a sensible length estimate

OW-G2-062 E4 | Five questions

Success criteria
I can estimate a length using a unit that makes sense.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Choose a sensible estimate for a pencil: 7 inches or 7 feet. Explain.

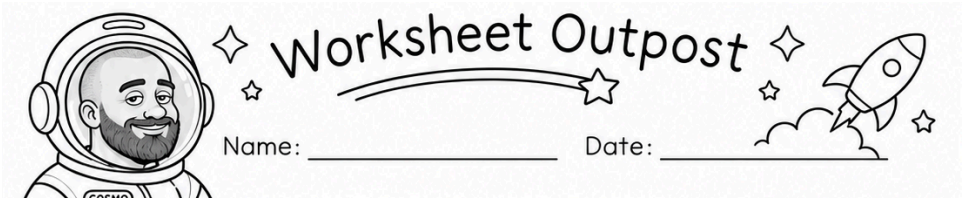
2. Which is a better estimate for the height of a door: 2 meters or 2 centimeters. Explain.

3. Which is a better estimate for the width of a classroom: 8 meters or 8 centimeters. Explain.

4. Choose a sensible estimate for a paper clip: 3 centimeters or 3 meters. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Make a sensible length estimate

OW-G2-062 E5 | Five questions

Success criteria
I can estimate a length using a unit that makes sense.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Choose a sensible estimate for a pencil: 7 inches or 7 feet. Explain.

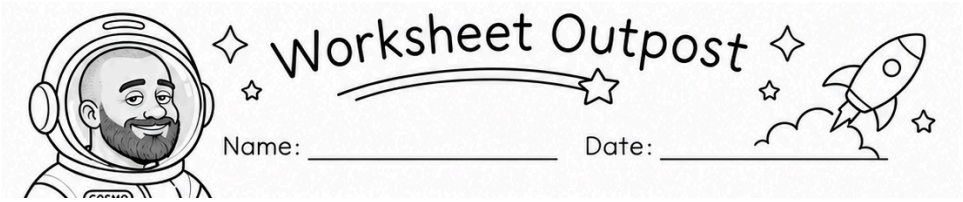
2. Which is a better estimate for the height of a door: 2 meters or 2 centimeters. Explain.

3. Which is a better estimate for the width of a classroom: 8 meters or 8 centimeters. Explain.

4. Choose a sensible estimate for a paper clip: 3 centimeters or 3 meters. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More missing-length stories

OW-G2-063 E1 | Five questions

Success criteria
I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A ribbon is 31 cm. It is 16 cm shorter than another ribbon. How long is the other ribbon?

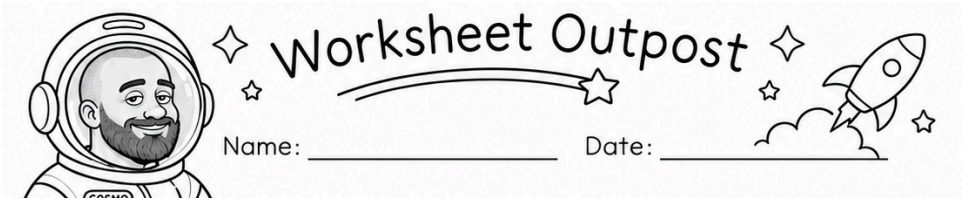
2. A ribbon is 40 cm. It is 27 cm shorter than another ribbon. How long is the other ribbon?

3. A ribbon is 49 cm. It is 28 cm shorter than another ribbon. How long is the other ribbon?

4. A ribbon is 61 cm. It is 20 cm shorter than another ribbon. How long is the other ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More missing-length stories

Success criteria
I can add or subtract lengths and label my answer with the unit.

OW-G2-063 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A ribbon is 31 cm. It is 16 cm shorter than another ribbon. How long is the other ribbon?

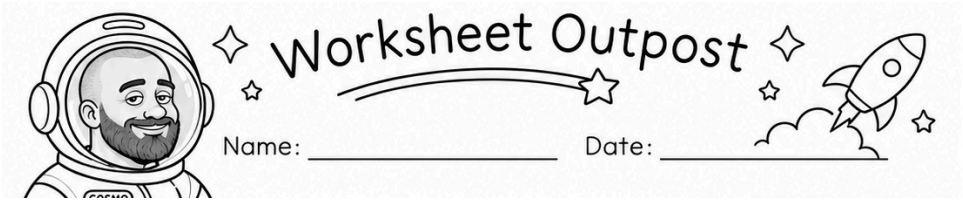
2. A ribbon is 40 cm. It is 27 cm shorter than another ribbon. How long is the other ribbon?

3. A ribbon is 49 cm. It is 28 cm shorter than another ribbon. How long is the other ribbon?

4. A ribbon is 61 cm. It is 20 cm shorter than another ribbon. How long is the other ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More missing-length stories

Success criteria
I can add or subtract lengths and label my answer with the unit.

OW-G2-063 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A ribbon is 31 cm. It is 16 cm shorter than another ribbon. How long is the other ribbon?

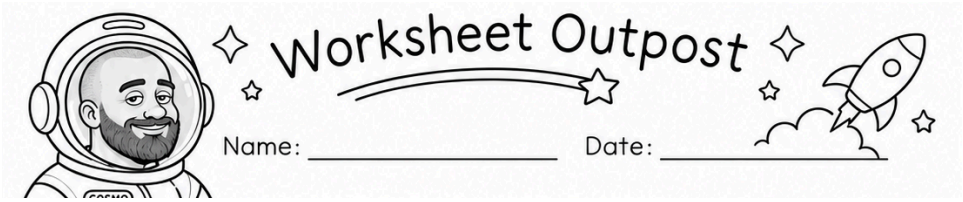
2. A ribbon is 40 cm. It is 27 cm shorter than another ribbon. How long is the other ribbon?

3. A ribbon is 49 cm. It is 28 cm shorter than another ribbon. How long is the other ribbon?

4. A ribbon is 61 cm. It is 20 cm shorter than another ribbon. How long is the other ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More missing-length stories

OW-G2-063 E4 | Five questions

Success criteria
I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A ribbon is 31 cm. It is 16 cm shorter than another ribbon. How long is the other ribbon?

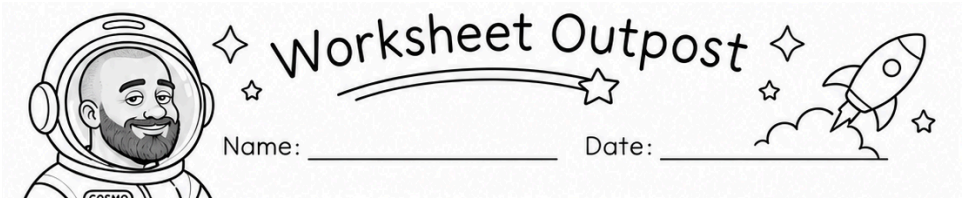
2. A ribbon is 40 cm. It is 27 cm shorter than another ribbon. How long is the other ribbon?

3. A ribbon is 49 cm. It is 28 cm shorter than another ribbon. How long is the other ribbon?

4. A ribbon is 61 cm. It is 20 cm shorter than another ribbon. How long is the other ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More missing-length stories

Success criteria
I can add or subtract lengths and label my answer with the unit.

OW-G2-063 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A ribbon is 31 cm. It is 16 cm shorter than another ribbon. How long is the other ribbon?

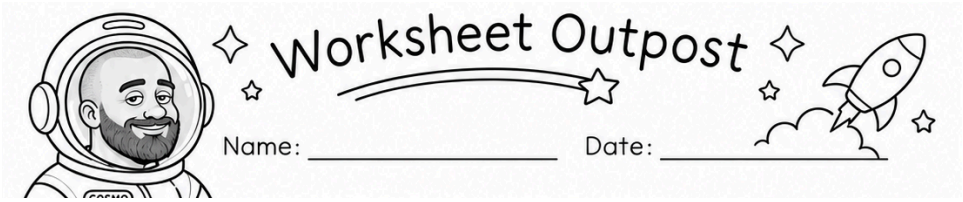
2. A ribbon is 40 cm. It is 27 cm shorter than another ribbon. How long is the other ribbon?

3. A ribbon is 49 cm. It is 28 cm shorter than another ribbon. How long is the other ribbon?

4. A ribbon is 61 cm. It is 20 cm shorter than another ribbon. How long is the other ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read a centimeter scale

OW-G2-064 E1 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

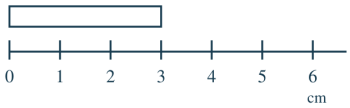
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

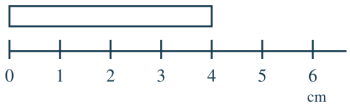
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



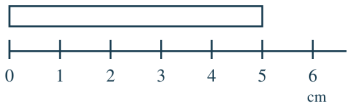
2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

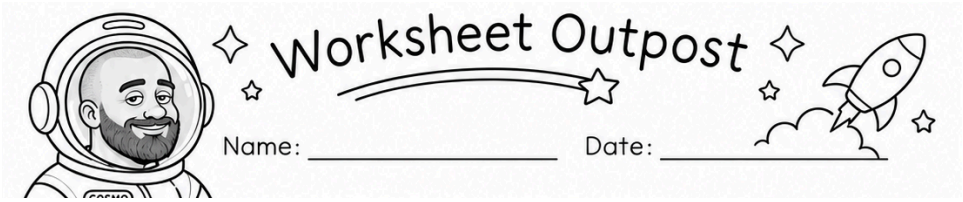


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read a centimeter scale

OW-G2-064 E2 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

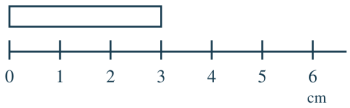
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

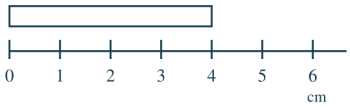
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



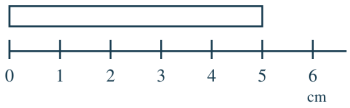
2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

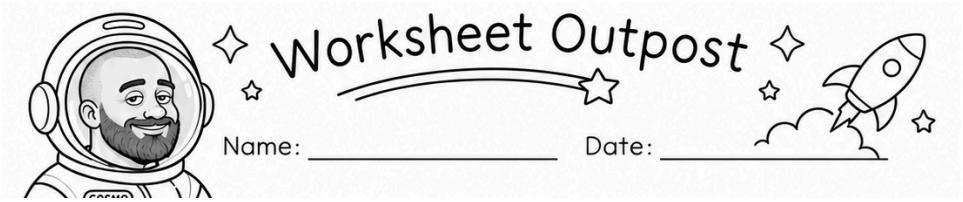


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read a centimeter scale

OW-G2-064 E3 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

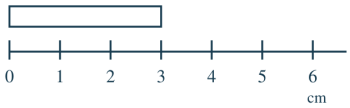
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

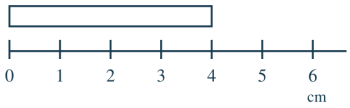
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



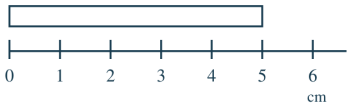
2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

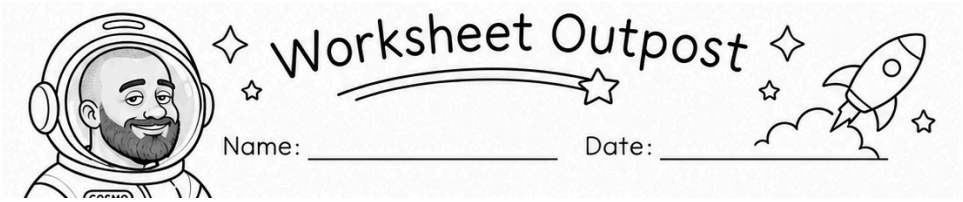


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read a centimeter scale

OW-G2-064 E4 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

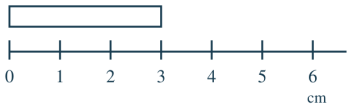
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

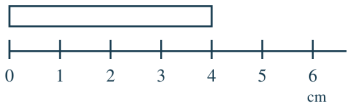
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



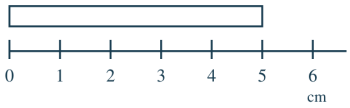
2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

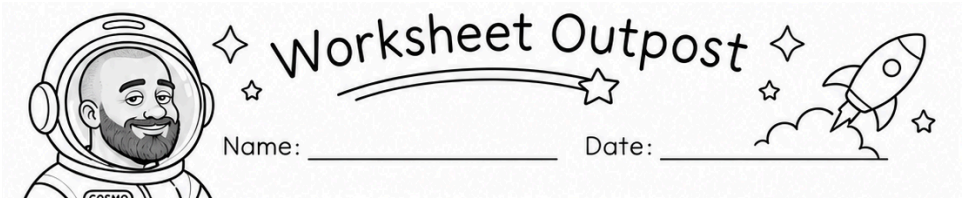


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read a centimeter scale

Success criteria

I can start at zero, measure the length, and name the unit.

OW-G2-064 E5 | Five questions

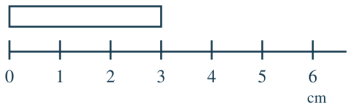
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

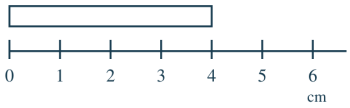
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



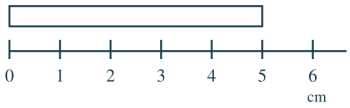
2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

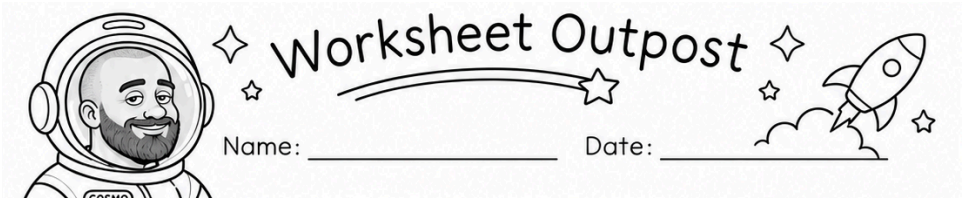


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read an inch scale

OW-G2-065 E1 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

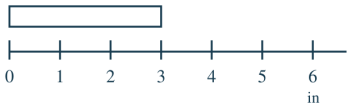
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

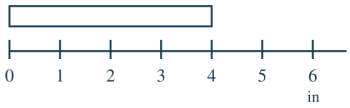
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



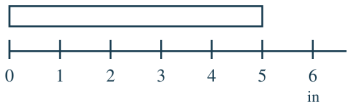
2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

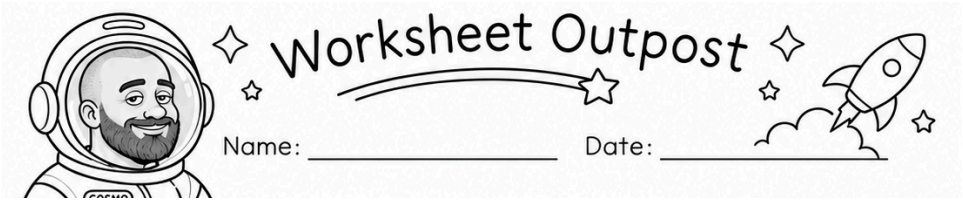


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read an inch scale

OW-G2-065 E2 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

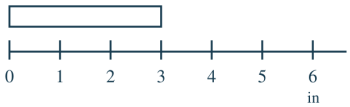
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

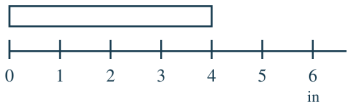
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



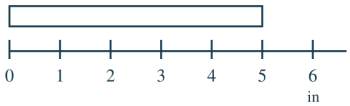
2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

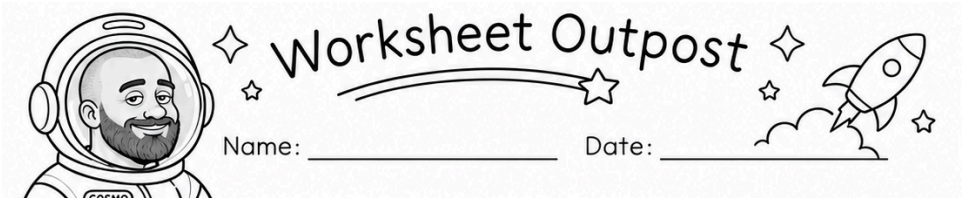


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read an inch scale

OW-G2-065 E3 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

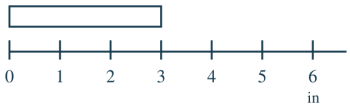
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

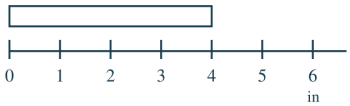
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



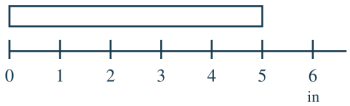
2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

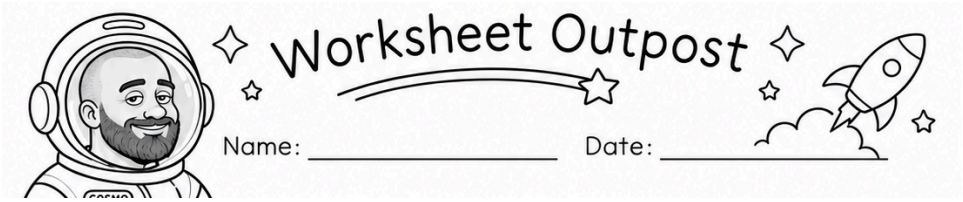


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read an inch scale

OW-G2-065 E4 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

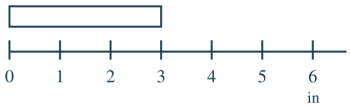
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

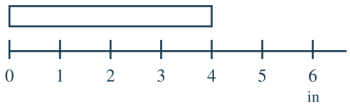
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



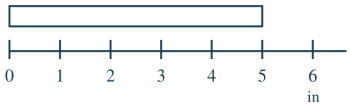
2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

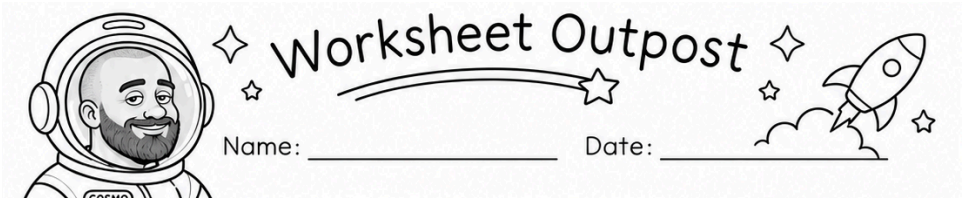


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read an inch scale

OW-G2-065 E5 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

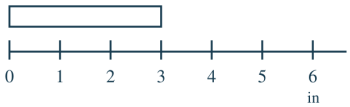
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

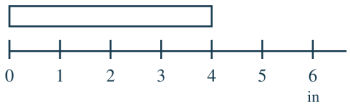
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



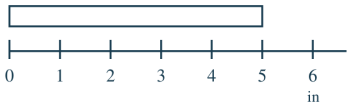
2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

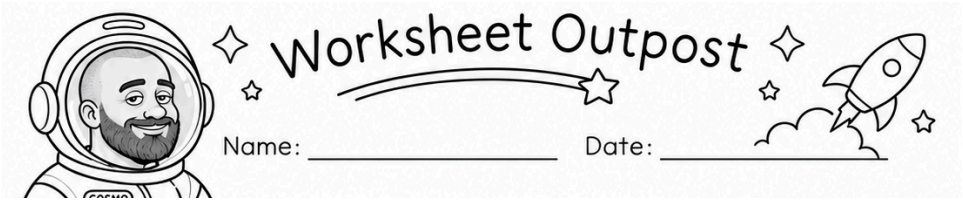


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Show length calculations with jumps

OW-G2-066 E1 | Five questions

Success criteria
I can show addition or subtraction with jumps on a number line.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Show 33 + 17 and then subtract 10 on the number line. Label the result.

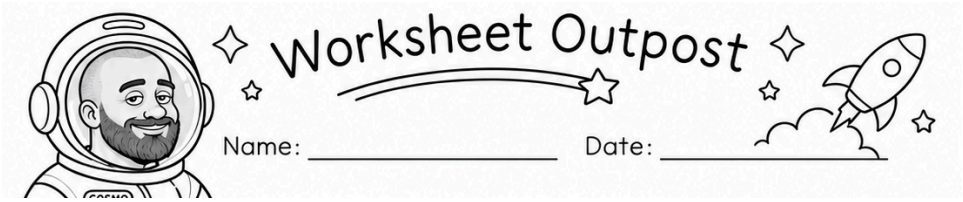
2. Show 42 + 28 and then subtract 10 on the number line. Label the result.

3. Show 51 + 29 and then subtract 10 on the number line. Label the result.

4. Show 63 + 21 and then subtract 10 on the number line. Label the result.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Show length calculations with jumps

OW-G2-066 E2 | Five questions

Success criteria
I can show addition or subtraction with jumps on a number line.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Show 33 + 17 and then subtract 10 on the number line. Label the result.

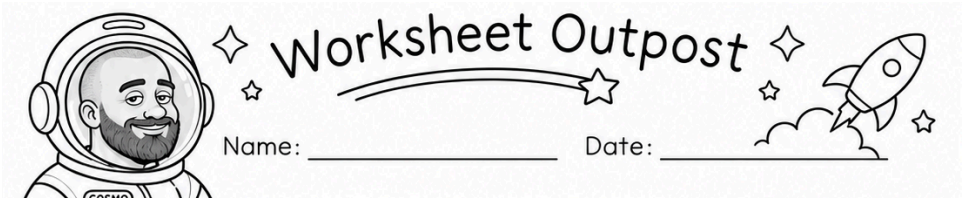
2. Show 42 + 28 and then subtract 10 on the number line. Label the result.

3. Show 51 + 29 and then subtract 10 on the number line. Label the result.

4. Show 63 + 21 and then subtract 10 on the number line. Label the result.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Show length calculations with jumps

OW-G2-066 E3 | Five questions

Success criteria
I can show addition or subtraction with jumps on a number line.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Show 33 + 17 and then subtract 10 on the number line. Label the result.

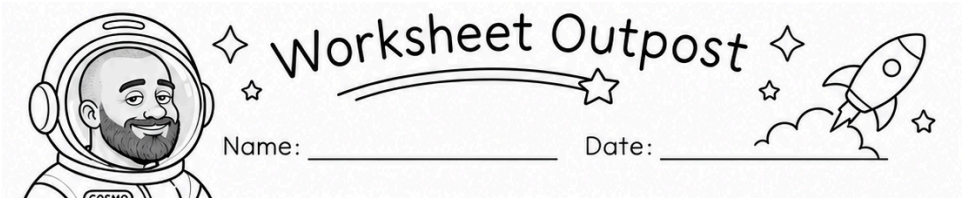
2. Show 42 + 28 and then subtract 10 on the number line. Label the result.

3. Show 51 + 29 and then subtract 10 on the number line. Label the result.

4. Show 63 + 21 and then subtract 10 on the number line. Label the result.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Show length calculations with jumps

OW-G2-066 E4 | Five questions

Success criteria
I can show addition or subtraction with jumps on a number line.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Show 33 + 17 and then subtract 10 on the number line. Label the result.

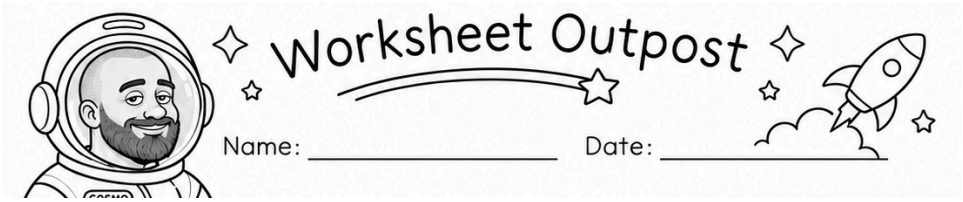
2. Show 42 + 28 and then subtract 10 on the number line. Label the result.

3. Show 51 + 29 and then subtract 10 on the number line. Label the result.

4. Show 63 + 21 and then subtract 10 on the number line. Label the result.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Show length calculations with jumps

OW-G2-066 E5 | Five questions

Success criteria
I can show addition or subtraction with jumps on a number line.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Show 33 + 17 and then subtract 10 on the number line. Label the result.

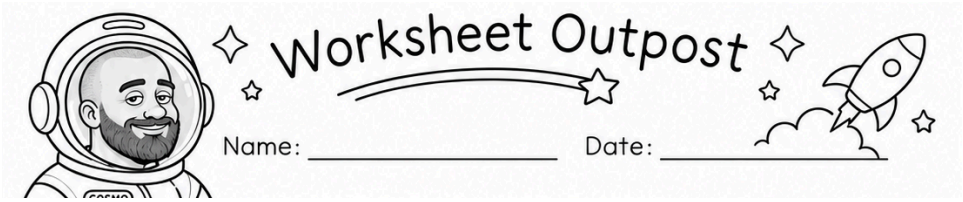
2. Show 42 + 28 and then subtract 10 on the number line. Label the result.

3. Show 51 + 29 and then subtract 10 on the number line. Label the result.

4. Show 63 + 21 and then subtract 10 on the number line. Label the result.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

A hundred as ten tens

Success criteria
I can show a number using hundreds, tens, and ones.

OW-G2-067 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 2 hundreds = ___ tens = ___ ones.

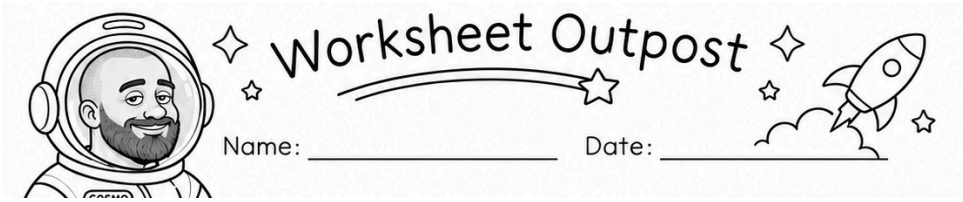
2. 3 hundreds = ___ tens = ___ ones.

3. 4 hundreds = ___ tens = ___ ones.

4. 5 hundreds = ___ tens = ___ ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

A hundred as ten tens

Success criteria
I can show a number using hundreds, tens, and ones.

OW-G2-067 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 2 hundreds = ___ tens = ___ ones.

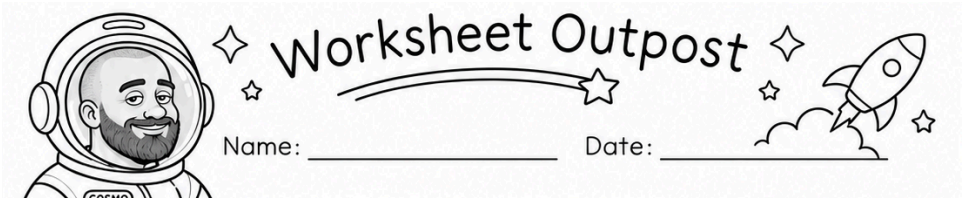
2. 3 hundreds = ___ tens = ___ ones.

3. 4 hundreds = ___ tens = ___ ones.

4. 5 hundreds = ___ tens = ___ ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

A hundred as ten tens

Success criteria
I can show a number using hundreds, tens, and ones.

OW-G2-067 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 2 hundreds = ___ tens = ___ ones.

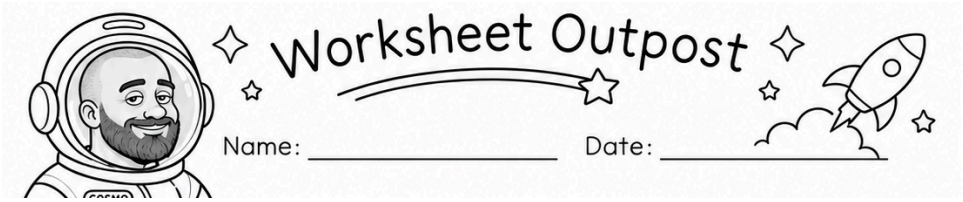
2. 3 hundreds = ___ tens = ___ ones.

3. 4 hundreds = ___ tens = ___ ones.

4. 5 hundreds = ___ tens = ___ ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

A hundred as ten tens

Success criteria
I can show a number using hundreds, tens, and ones.

OW-G2-067 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 2 hundreds = ___ tens = ___ ones.

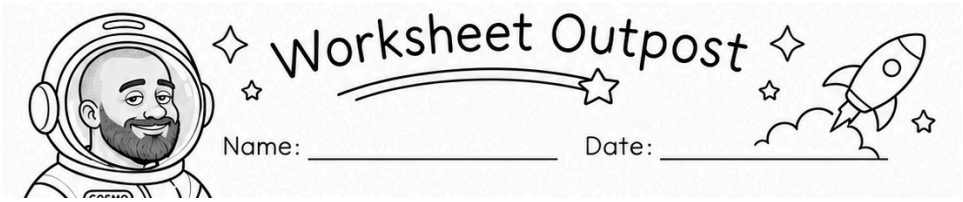
2. 3 hundreds = ___ tens = ___ ones.

3. 4 hundreds = ___ tens = ___ ones.

4. 5 hundreds = ___ tens = ___ ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

A hundred as ten tens

Success criteria
I can show a number using hundreds, tens, and ones.

OW-G2-067 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 2 hundreds = ___ tens = ___ ones.

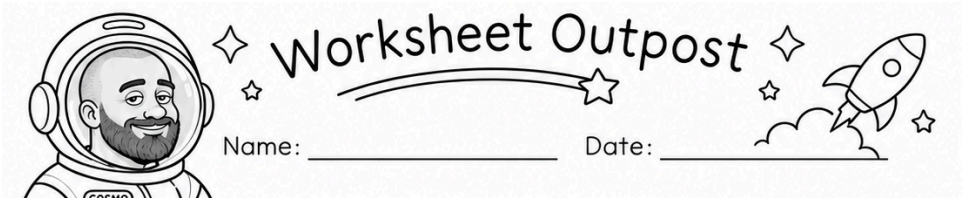
2. 3 hundreds = ___ tens = ___ ones.

3. 4 hundreds = ___ tens = ___ ones.

4. 5 hundreds = ___ tens = ___ ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare hundreds, tens, and ones

OW-G2-068 E1 | Five questions

Success criteria
I can compare three-digit numbers using hundreds, tens, and ones.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Compare 255 and 235. Write >, <, or =. Explain using place value.

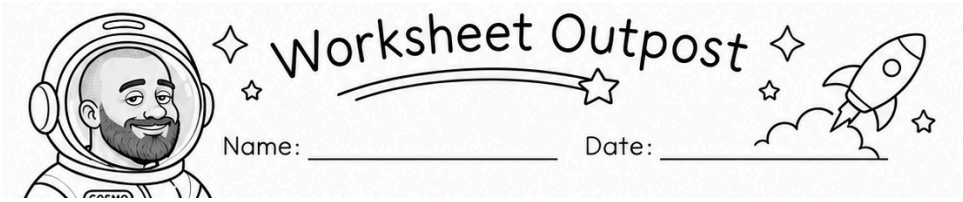
2. Compare 377 and 417. Write >, <, or =. Explain using place value.

3. Compare 428 and 421. Write >, <, or =. Explain using place value.

4. Compare 603 and 603. Write >, <, or =. Explain using place value.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare hundreds, tens, and ones

OW-G2-068 E2 | Five questions

Success criteria
I can compare three-digit numbers using hundreds, tens, and ones.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Compare 255 and 235. Write >, <, or =. Explain using place value.

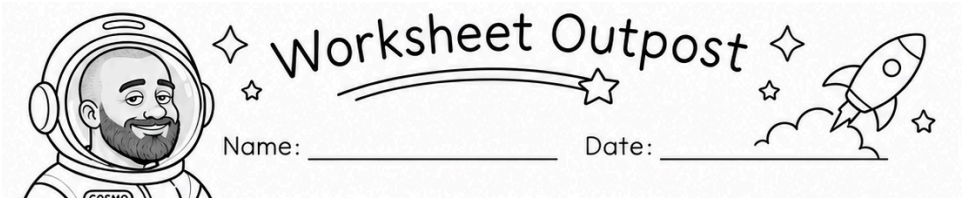
2. Compare 377 and 417. Write >, <, or =. Explain using place value.

3. Compare 428 and 421. Write >, <, or =. Explain using place value.

4. Compare 603 and 603. Write >, <, or =. Explain using place value.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare hundreds, tens, and ones

OW-G2-068 E3 | Five questions

Success criteria
I can compare three-digit numbers using hundreds, tens, and ones.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Compare 255 and 235. Write >, <, or =. Explain using place value.

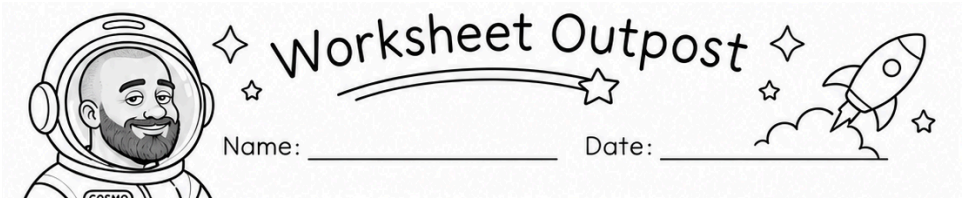
2. Compare 377 and 417. Write >, <, or =. Explain using place value.

3. Compare 428 and 421. Write >, <, or =. Explain using place value.

4. Compare 603 and 603. Write >, <, or =. Explain using place value.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare hundreds, tens, and ones

OW-G2-068 E4 | Five questions

Success criteria
I can compare three-digit numbers using hundreds, tens, and ones.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Compare 255 and 235. Write >, <, or =. Explain using place value.

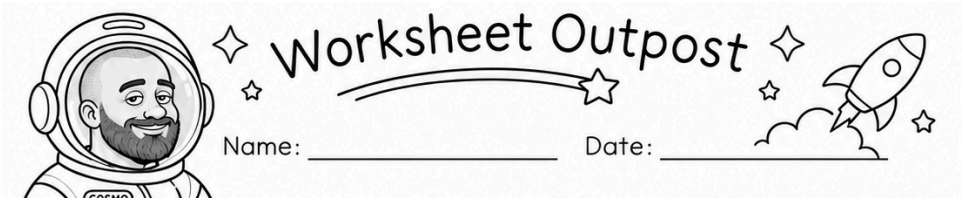
2. Compare 377 and 417. Write >, <, or =. Explain using place value.

3. Compare 428 and 421. Write >, <, or =. Explain using place value.

4. Compare 603 and 603. Write >, <, or =. Explain using place value.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare hundreds, tens, and ones

OW-G2-068 E5 | Five questions

Success criteria

I can compare three-digit numbers using hundreds, tens, and ones.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Compare 255 and 235. Write >, <, or =. Explain using place value.

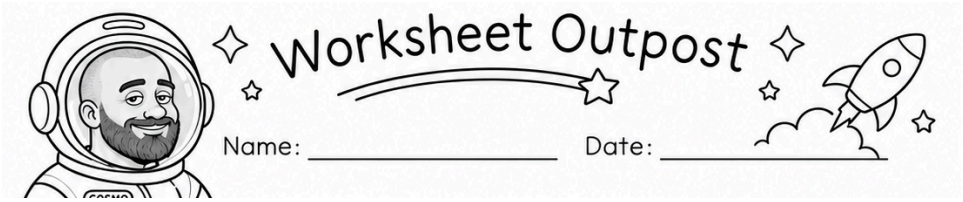
2. Compare 377 and 417. Write >, <, or =. Explain using place value.

3. Compare 428 and 421. Write >, <, or =. Explain using place value.

4. Compare 603 and 603. Write >, <, or =. Explain using place value.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Count in steps of five, ten, or one hundred

OW-G2-069 E1 | Five questions

Success criteria
I can skip-count by fives, tens, and hundreds.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Count by fives: 675, ___, ___, ___.

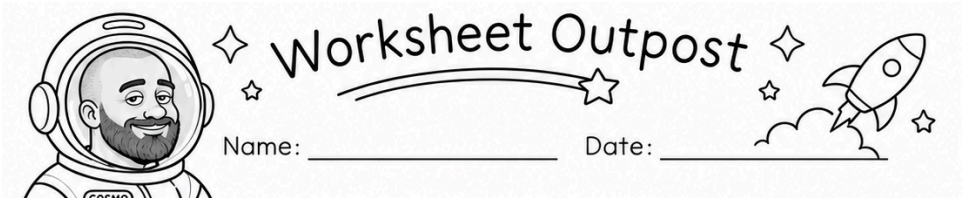
2. Count by tens: 860, ___, ___, ___.

3. Count by hundreds: 500, ___, ___, ___.

4. Count by tens: 970, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Count in steps of five, ten, or one hundred

OW-G2-069 E2 | Five questions

Success criteria
I can skip-count by fives, tens, and hundreds.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Count by fives: 675, ___, ___, ___.

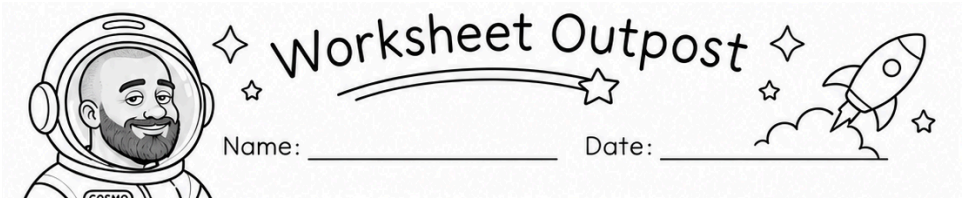
2. Count by tens: 860, ___, ___, ___.

3. Count by hundreds: 500, ___, ___, ___.

4. Count by tens: 970, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Count in steps of five, ten, or one hundred

OW-G2-069 E3 | Five questions

Success criteria
I can skip-count by fives, tens, and hundreds.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Count by fives: 675, ___, ___, ___.

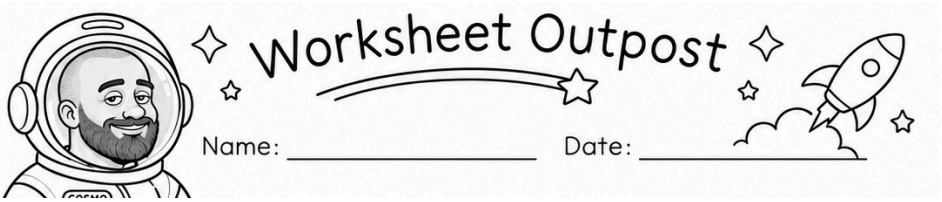
2. Count by tens: 860, ___, ___, ___.

3. Count by hundreds: 500, ___, ___, ___.

4. Count by tens: 970, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Count in steps of five, ten, or one hundred

OW-G2-069 E4 | Five questions

Success criteria
I can skip-count by fives, tens, and hundreds.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Count by fives: 675, ___, ___, ___.

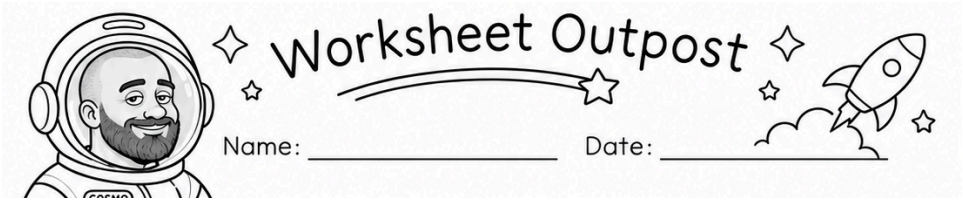
2. Count by tens: 860, ___, ___, ___.

3. Count by hundreds: 500, ___, ___, ___.

4. Count by tens: 970, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Count in steps of five, ten, or one hundred

OW-G2-069 E5 | Five questions

Success criteria
I can skip-count by fives, tens, and hundreds.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Count by fives: 675, ___, ___, ___.

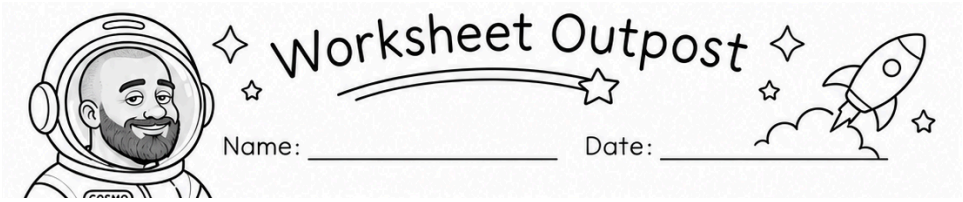
2. Count by tens: 860, ___, ___, ___.

3. Count by hundreds: 500, ___, ___, ___.

4. Count by tens: 970, ___, ___, ___.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a place-value pattern

Success criteria
I can find ten or one hundred more or less than a number.

OW-G2-070 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Lee says adding 100 to 261 changes only the hundreds digit. Is this true here? Explain.

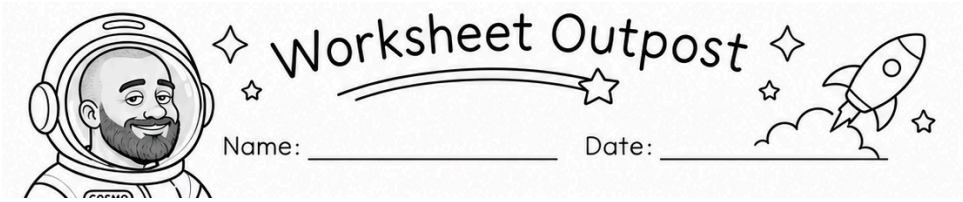
2. Lee says adding 100 to 383 changes only the hundreds digit. Is this true here? Explain.

3. Lee says adding 100 to 434 changes only the hundreds digit. Is this true here? Explain.

4. Lee says adding 100 to 609 changes only the hundreds digit. Is this true here? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a place-value pattern

Success criteria
I can find ten or one hundred more or less than a number.

OW-G2-070 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

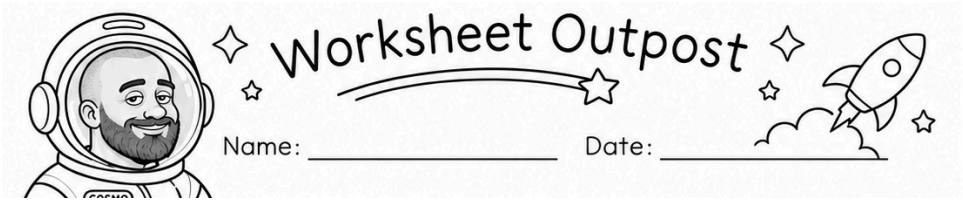
1. Lee says adding 100 to 261 changes only the hundreds digit. Is this true here? Explain.

2. Lee says adding 100 to 383 changes only the hundreds digit. Is this true here? Explain.

3. Lee says adding 100 to 434 changes only the hundreds digit. Is this true here? Explain.

4. Lee says adding 100 to 609 changes only the hundreds digit. Is this true here? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a place-value pattern

Success criteria
I can find ten or one hundred more or less than a number.

OW-G2-070 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Lee says adding 100 to 261 changes only the hundreds digit. Is this true here? Explain.

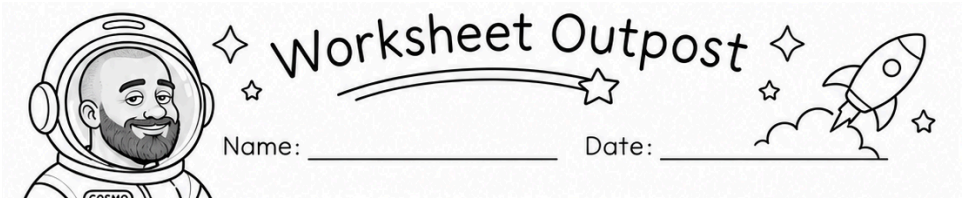
2. Lee says adding 100 to 383 changes only the hundreds digit. Is this true here? Explain.

3. Lee says adding 100 to 434 changes only the hundreds digit. Is this true here? Explain.

4. Lee says adding 100 to 609 changes only the hundreds digit. Is this true here? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a place-value pattern

Success criteria
I can find ten or one hundred more or less than a number.

OW-G2-070 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Lee says adding 100 to 261 changes only the hundreds digit. Is this true here? Explain.

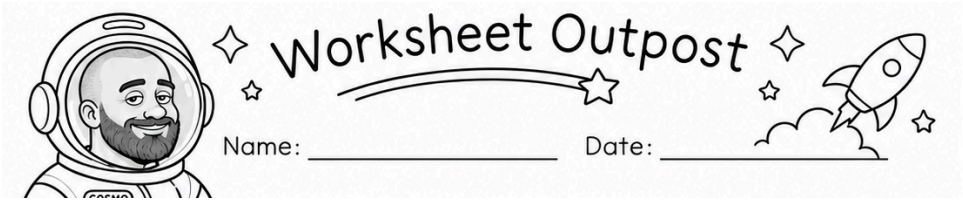
2. Lee says adding 100 to 383 changes only the hundreds digit. Is this true here? Explain.

3. Lee says adding 100 to 434 changes only the hundreds digit. Is this true here? Explain.

4. Lee says adding 100 to 609 changes only the hundreds digit. Is this true here? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a place-value pattern

Success criteria
I can find ten or one hundred more or less than a number.

OW-G2-070 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Lee says adding 100 to 261 changes only the hundreds digit. Is this true here? Explain.

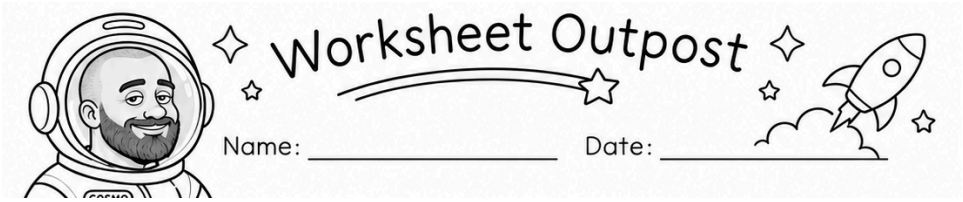
2. Lee says adding 100 to 383 changes only the hundreds digit. Is this true here? Explain.

3. Lee says adding 100 to 434 changes only the hundreds digit. Is this true here? Explain.

4. Lee says adding 100 to 609 changes only the hundreds digit. Is this true here? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Order three-digit numbers on a line

OW-G2-071 E1 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Label 258 and 278 on an open number line. Which is greater?

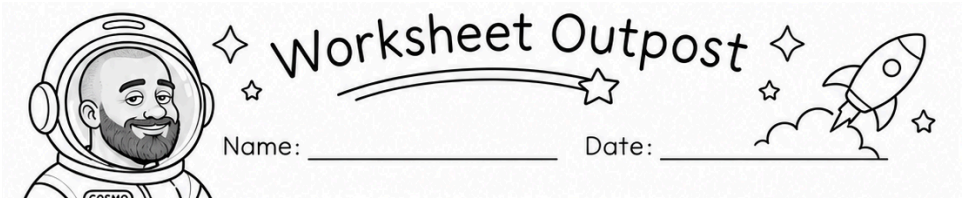
2. Label 380 and 400 on an open number line. Which is greater?

3. Label 431 and 451 on an open number line. Which is greater?

4. Label 606 and 626 on an open number line. Which is greater?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Order three-digit numbers on a line

OW-G2-071 E2 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Label 258 and 278 on an open number line. Which is greater?

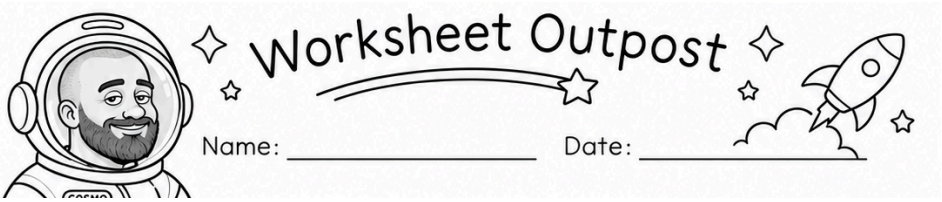
2. Label 380 and 400 on an open number line. Which is greater?

3. Label 431 and 451 on an open number line. Which is greater?

4. Label 606 and 626 on an open number line. Which is greater?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Order three-digit numbers on a line

OW-G2-071 E3 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Label 258 and 278 on an open number line. Which is greater?



2. Label 380 and 400 on an open number line. Which is greater?



3. Label 431 and 451 on an open number line. Which is greater?

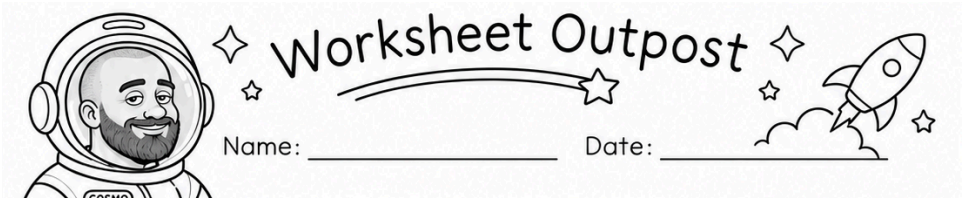


4. Label 606 and 626 on an open number line. Which is greater?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Order three-digit numbers on a line

OW-G2-071 E4 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Label 258 and 278 on an open number line. Which is greater?

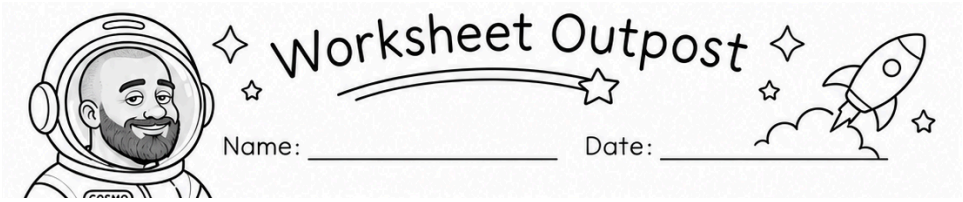
2. Label 380 and 400 on an open number line. Which is greater?

3. Label 431 and 451 on an open number line. Which is greater?

4. Label 606 and 626 on an open number line. Which is greater?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Order three-digit numbers on a line

OW-G2-071 E5 | Five questions

Success criteria
I can compare two numbers by looking at their place values.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Label 258 and 278 on an open number line. Which is greater?



2. Label 380 and 400 on an open number line. Which is greater?



3. Label 431 and 451 on an open number line. Which is greater?

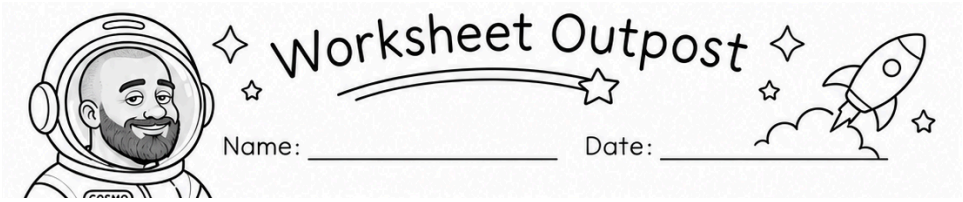


4. Label 606 and 626 on an open number line. Which is greater?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Patterns across place values

Success criteria
I can find ten or one hundred more or less than a number.

OW-G2-072 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write 10 more, 10 less, 100 more, and 100 less than 249.

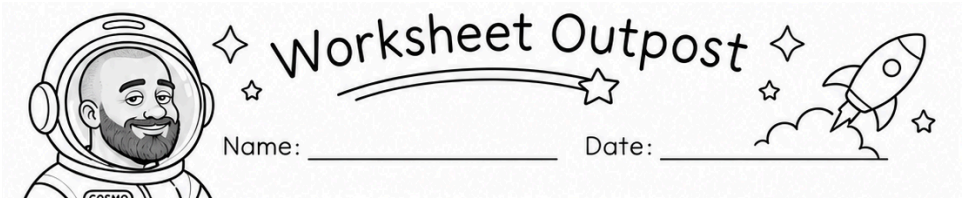
2. Write 10 more, 10 less, 100 more, and 100 less than 371.

3. Write 10 more, 10 less, 100 more, and 100 less than 422.

4. Write 10 more, 10 less, 100 more, and 100 less than 597.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Patterns across place values

Success criteria
I can find ten or one hundred more or less than a number.

OW-G2-072 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Write 10 more, 10 less, 100 more, and 100 less than 249.

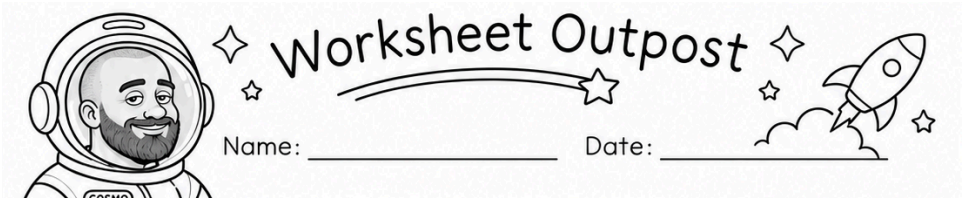
2. Write 10 more, 10 less, 100 more, and 100 less than 371.

3. Write 10 more, 10 less, 100 more, and 100 less than 422.

4. Write 10 more, 10 less, 100 more, and 100 less than 597.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Patterns across place values

Success criteria
I can find ten or one hundred more or less than a number.

OW-G2-072 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write 10 more, 10 less, 100 more, and 100 less than 249.

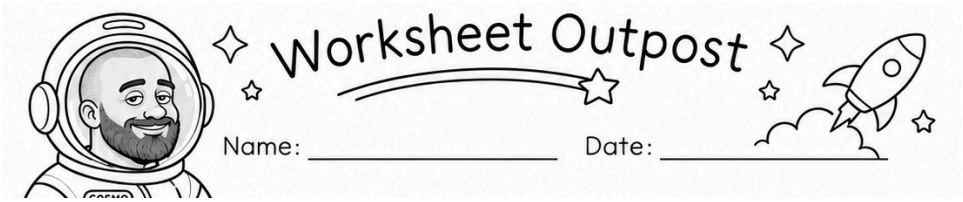
2. Write 10 more, 10 less, 100 more, and 100 less than 371.

3. Write 10 more, 10 less, 100 more, and 100 less than 422.

4. Write 10 more, 10 less, 100 more, and 100 less than 597.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Patterns across place values

Success criteria
I can find ten or one hundred more or less than a number.

OW-G2-072 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write 10 more, 10 less, 100 more, and 100 less than 249.

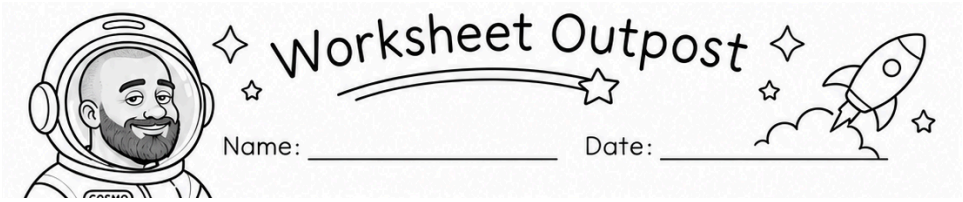
2. Write 10 more, 10 less, 100 more, and 100 less than 371.

3. Write 10 more, 10 less, 100 more, and 100 less than 422.

4. Write 10 more, 10 less, 100 more, and 100 less than 597.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Patterns across place values

Success criteria
I can find ten or one hundred more or less than a number.

OW-G2-072 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write 10 more, 10 less, 100 more, and 100 less than 249.

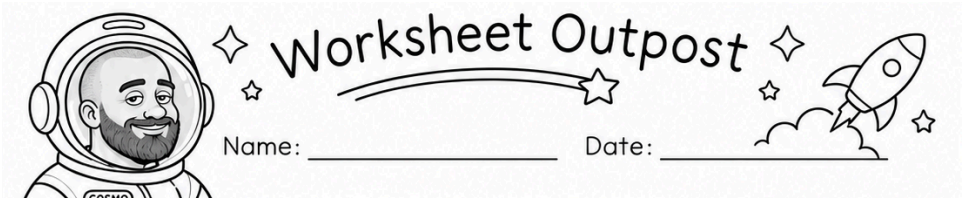
2. Write 10 more, 10 less, 100 more, and 100 less than 371.

3. Write 10 more, 10 less, 100 more, and 100 less than 422.

4. Write 10 more, 10 less, 100 more, and 100 less than 597.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read hundreds, tens, and ones models

OW-G2-073 E1 | Five questions

Success criteria
I can show a number using hundreds, tens, and ones.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw a model for 237. Label hundreds, tens, and ones.

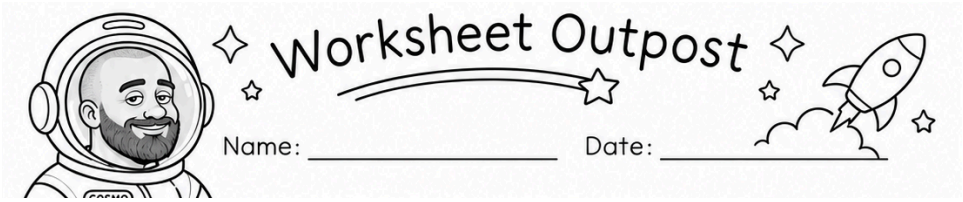
2. Draw a model for 359. Label hundreds, tens, and ones.

3. Draw a model for 410. Label hundreds, tens, and ones.

4. Draw a model for 585. Label hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read hundreds, tens, and ones models

OW-G2-073 E2 | Five questions

Success criteria
I can show a number using hundreds, tens, and ones.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw a model for 237. Label hundreds, tens, and ones.

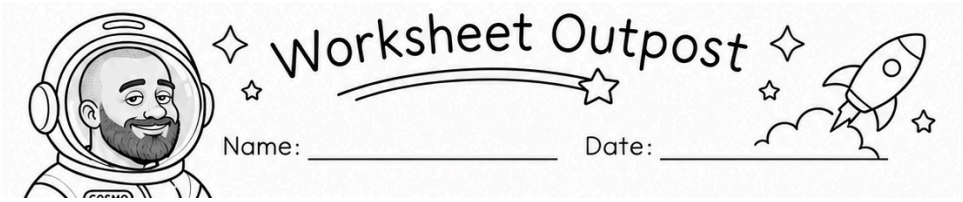
2. Draw a model for 359. Label hundreds, tens, and ones.

3. Draw a model for 410. Label hundreds, tens, and ones.

4. Draw a model for 585. Label hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read hundreds, tens, and ones models

OW-G2-073 E3 | Five questions

Success criteria
I can show a number using hundreds, tens, and ones.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw a model for 237. Label hundreds, tens, and ones.

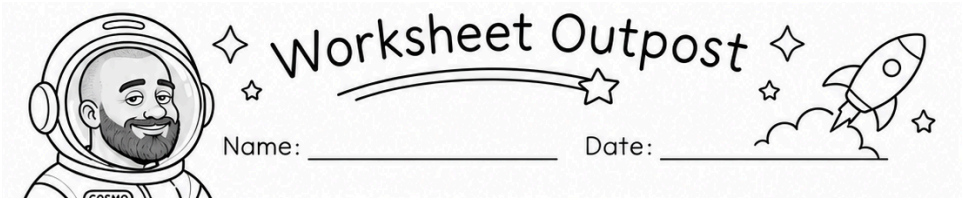
2. Draw a model for 359. Label hundreds, tens, and ones.

3. Draw a model for 410. Label hundreds, tens, and ones.

4. Draw a model for 585. Label hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read hundreds, tens, and ones models

OW-G2-073 E4 | Five questions

Success criteria
I can show a number using hundreds, tens, and ones.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw a model for 237. Label hundreds, tens, and ones.

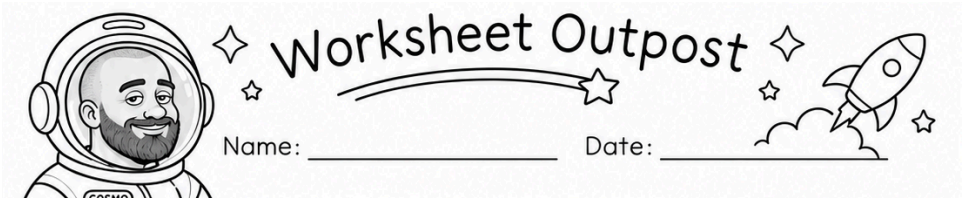
2. Draw a model for 359. Label hundreds, tens, and ones.

3. Draw a model for 410. Label hundreds, tens, and ones.

4. Draw a model for 585. Label hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Read hundreds, tens, and ones models

OW-G2-073 E5 | Five questions

Success criteria
I can show a number using hundreds, tens, and ones.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw a model for 237. Label hundreds, tens, and ones.

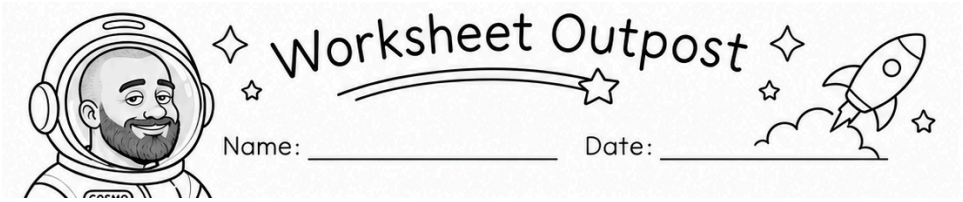
2. Draw a model for 359. Label hundreds, tens, and ones.

3. Draw a model for 410. Label hundreds, tens, and ones.

4. Draw a model for 585. Label hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Rename a three-digit amount

OW-G2-074 E1 | Five questions

Success criteria
I can show a number using hundreds, tens, and ones.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Show another way to make 246. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

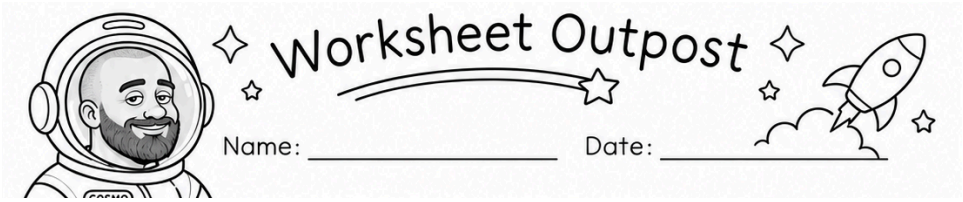
2. Show another way to make 368. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

3. Show another way to make 419. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

4. Show another way to make 594. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Rename a three-digit amount

OW-G2-074 E2 | Five questions

Success criteria
I can show a number using hundreds, tens, and ones.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Show another way to make 246. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

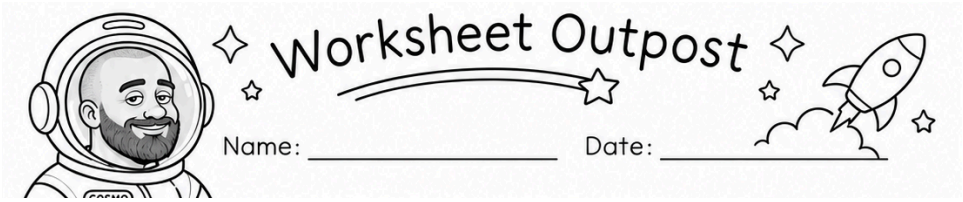
2. Show another way to make 368. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

3. Show another way to make 419. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

4. Show another way to make 594. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Rename a three-digit amount

OW-G2-074 E3 | Five questions

Success criteria
I can show a number using hundreds, tens, and ones.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Show another way to make 246. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

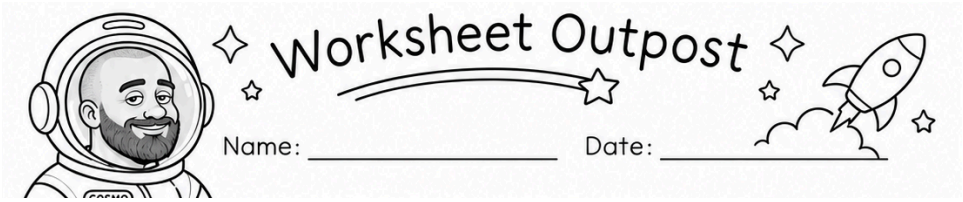
2. Show another way to make 368. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

3. Show another way to make 419. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

4. Show another way to make 594. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Rename a three-digit amount

OW-G2-074 E4 | Five questions

Success criteria
I can show a number using hundreds, tens, and ones.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Show another way to make 246. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

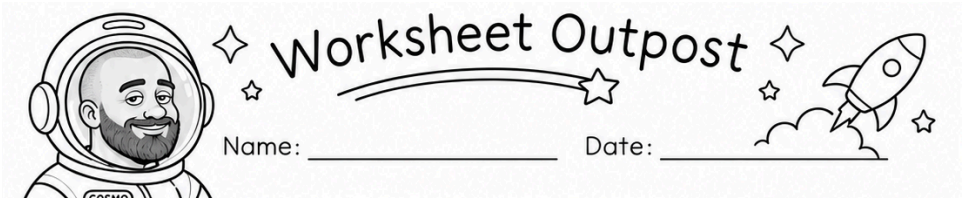
2. Show another way to make 368. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

3. Show another way to make 419. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

4. Show another way to make 594. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Rename a three-digit amount

OW-G2-074 E5 | Five questions

Success criteria
I can show a number using hundreds, tens, and ones.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Show another way to make 246. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

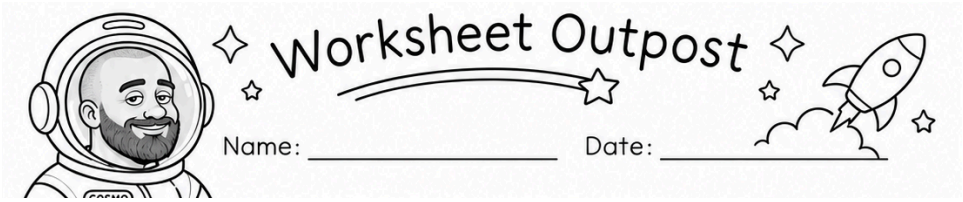
2. Show another way to make 368. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

3. Show another way to make 419. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

4. Show another way to make 594. Trade 1 hundred for 10 tens. Write the hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit numbers in words and numerals

OW-G2-075 E1 | Five questions

Name: _____ Date: _____

Success criteria
I can write the same number in different ways.

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write 234 in words and expanded form.

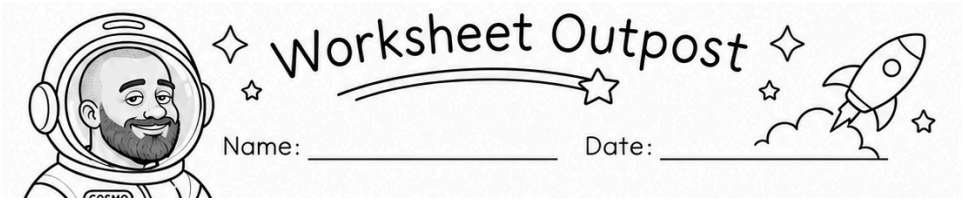
2. Write 356 in words and expanded form.

3. Write 407 in words and expanded form.

4. Write 582 in words and expanded form.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit numbers in words and numerals

OW-G2-075 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can write the same number in different ways.

Work with a partner. Build a model, then say or write your answer.

1. Write 234 in words and expanded form.

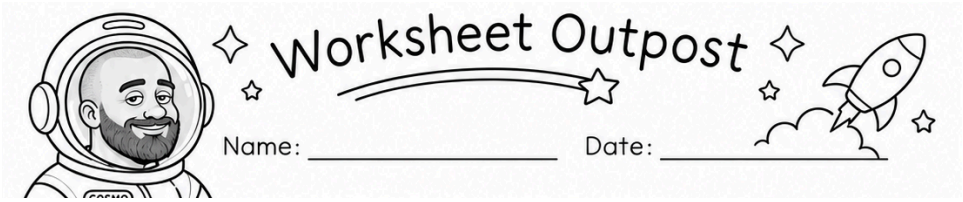
2. Write 356 in words and expanded form.

3. Write 407 in words and expanded form.

4. Write 582 in words and expanded form.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit numbers in words and numerals

OW-G2-075 E3 | Five questions

Success criteria
I can write the same number in different ways.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write 234 in words and expanded form.

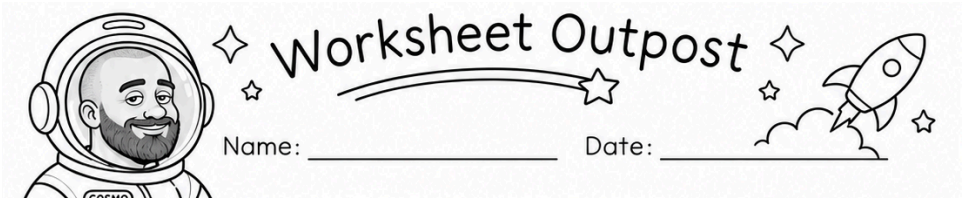
2. Write 356 in words and expanded form.

3. Write 407 in words and expanded form.

4. Write 582 in words and expanded form.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit numbers in words and numerals

OW-G2-075 E4 | Five questions

Name: _____ Date: _____

Success criteria
I can write the same number in different ways.

Ask an adult to show you how to start. Then finish the problem together.

1. Write 234 in words and expanded form.

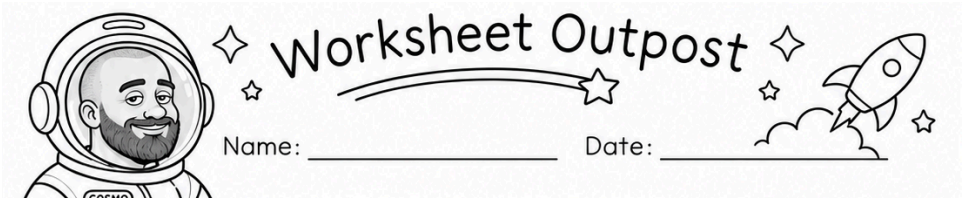
2. Write 356 in words and expanded form.

3. Write 407 in words and expanded form.

4. Write 582 in words and expanded form.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit numbers in words and numerals

OW-G2-075 E5 | Five questions

Success criteria
I can write the same number in different ways.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write 234 in words and expanded form.

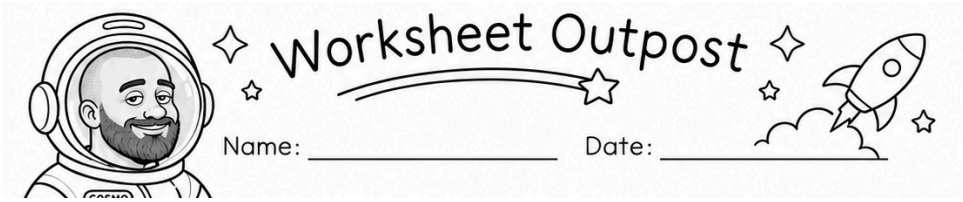
2. Write 356 in words and expanded form.

3. Write 407 in words and expanded form.

4. Write 582 in words and expanded form.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

What is the value of each digit?

Success criteria
I can show a number using hundreds, tens, and ones.

OW-G2-076 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. In 240, name the value of each digit.

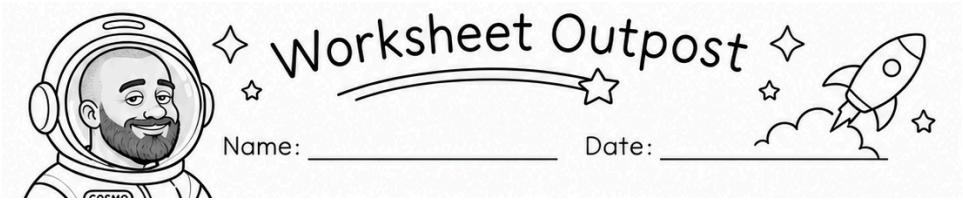
2. In 362, name the value of each digit.

3. In 413, name the value of each digit.

4. In 588, name the value of each digit.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

What is the value of each digit?

Success criteria
I can show a number using hundreds, tens, and ones.

OW-G2-076 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. In 240, name the value of each digit.

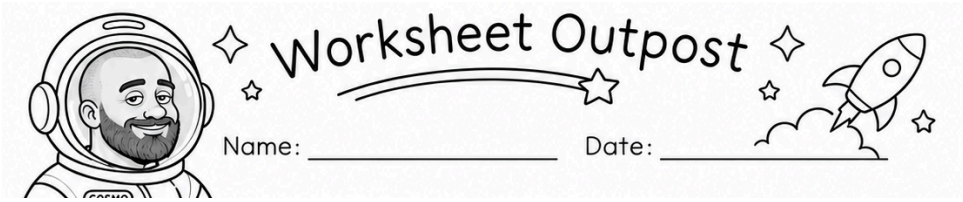
2. In 362, name the value of each digit.

3. In 413, name the value of each digit.

4. In 588, name the value of each digit.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

What is the value of each digit?

Success criteria
I can show a number using hundreds, tens, and ones.

OW-G2-076 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. In 240, name the value of each digit.

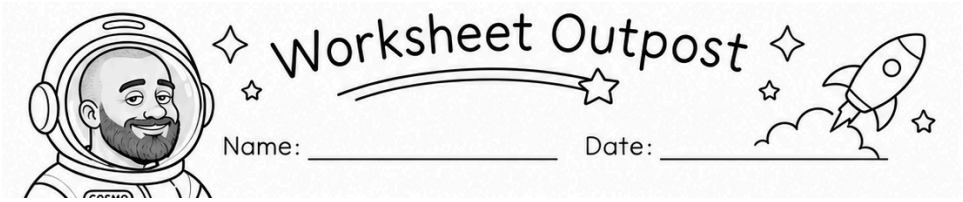
2. In 362, name the value of each digit.

3. In 413, name the value of each digit.

4. In 588, name the value of each digit.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

What is the value of each digit?

Success criteria
I can show a number using hundreds, tens, and ones.

OW-G2-076 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. In 240, name the value of each digit.

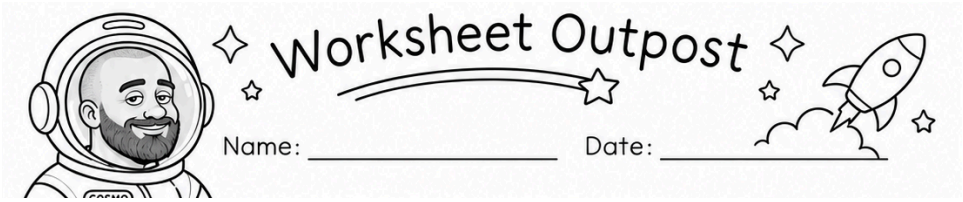
2. In 362, name the value of each digit.

3. In 413, name the value of each digit.

4. In 588, name the value of each digit.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

What is the value of each digit?

Success criteria
I can show a number using hundreds, tens, and ones.

OW-G2-076 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. In 240, name the value of each digit.

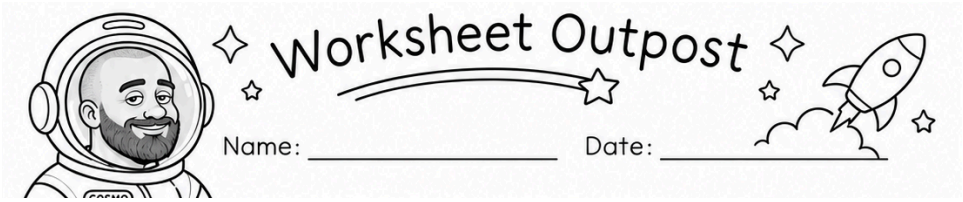
2. In 362, name the value of each digit.

3. In 413, name the value of each digit.

4. In 588, name the value of each digit.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Describe flat-shape features

Success criteria
I can identify a shape by its sides and corners.

OW-G2-077 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw a triangle. Label its sides and vertices.

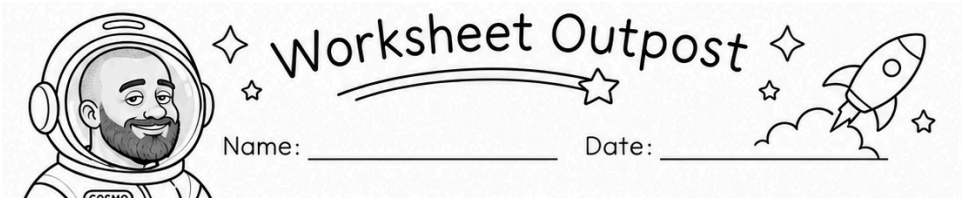
2. Draw a rectangle. Label its sides and vertices.

3. Draw a pentagon. Label its sides and vertices.

4. Draw a hexagon. Label its sides and vertices.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Describe flat-shape features

Success criteria
I can identify a shape by its sides and corners.

OW-G2-077 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw a triangle. Label its sides and vertices.

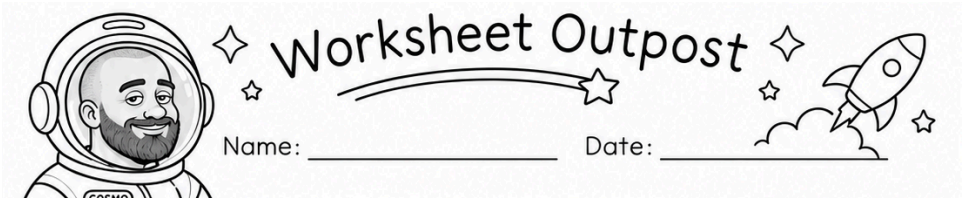
2. Draw a rectangle. Label its sides and vertices.

3. Draw a pentagon. Label its sides and vertices.

4. Draw a hexagon. Label its sides and vertices.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Describe flat-shape features

Success criteria
I can identify a shape by its sides and corners.

OW-G2-077 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw a triangle. Label its sides and vertices.

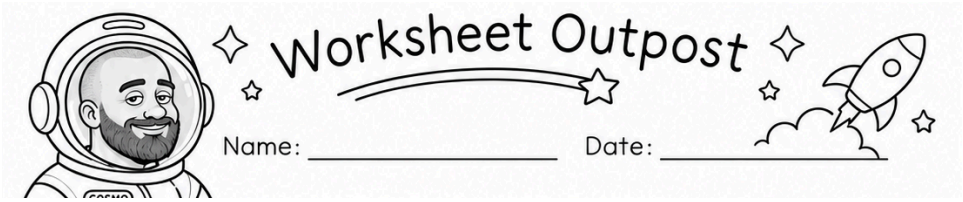
2. Draw a rectangle. Label its sides and vertices.

3. Draw a pentagon. Label its sides and vertices.

4. Draw a hexagon. Label its sides and vertices.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Describe flat-shape features

Success criteria
I can identify a shape by its sides and corners.

OW-G2-077 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw a triangle. Label its sides and vertices.

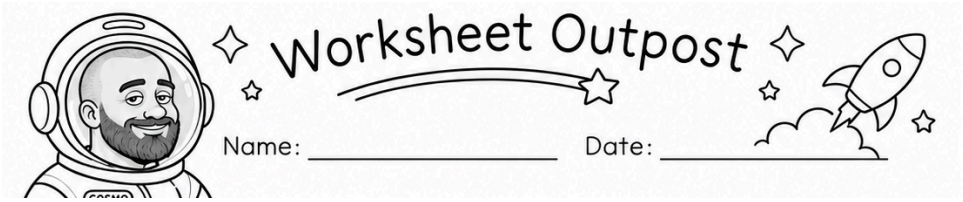
2. Draw a rectangle. Label its sides and vertices.

3. Draw a pentagon. Label its sides and vertices.

4. Draw a hexagon. Label its sides and vertices.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Describe flat-shape features

Success criteria
I can identify a shape by its sides and corners.

OW-G2-077 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw a triangle. Label its sides and vertices.

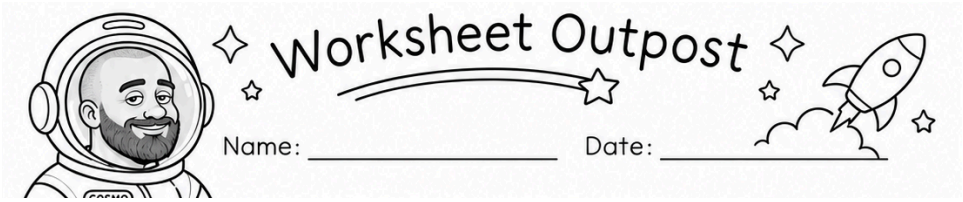
2. Draw a rectangle. Label its sides and vertices.

3. Draw a pentagon. Label its sides and vertices.

4. Draw a hexagon. Label its sides and vertices.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw a flat shape from clues

Success criteria
I can draw and name flat shapes by counting their sides.

OW-G2-078 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw a closed shape with 3 straight sides. Name it.

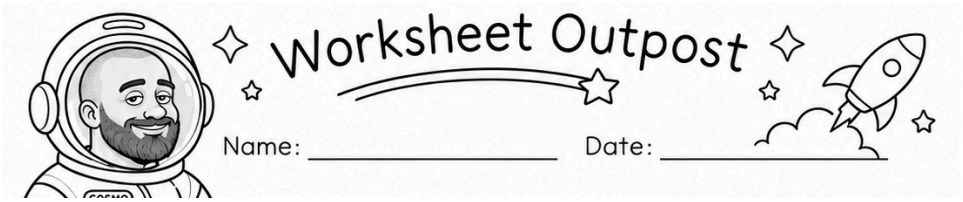
2. Draw a closed shape with 4 straight sides. Name it.

3. Draw a closed shape with 5 straight sides. Name it.

4. Draw a closed shape with 6 straight sides. Name it.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw a flat shape from clues

Success criteria
I can draw and name flat shapes by counting their sides.

OW-G2-078 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw a closed shape with 3 straight sides. Name it.

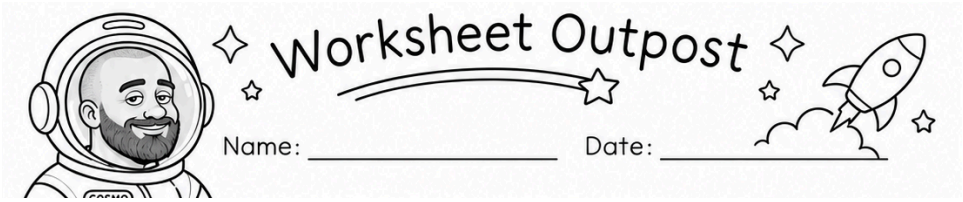
2. Draw a closed shape with 4 straight sides. Name it.

3. Draw a closed shape with 5 straight sides. Name it.

4. Draw a closed shape with 6 straight sides. Name it.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw a flat shape from clues

Success criteria
I can draw and name flat shapes by counting their sides.

OW-G2-078 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw a closed shape with 3 straight sides. Name it.

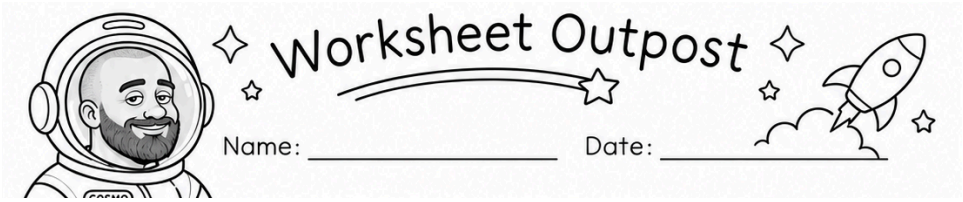
2. Draw a closed shape with 4 straight sides. Name it.

3. Draw a closed shape with 5 straight sides. Name it.

4. Draw a closed shape with 6 straight sides. Name it.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw a flat shape from clues

Success criteria
I can draw and name flat shapes by counting their sides.

OW-G2-078 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw a closed shape with 3 straight sides. Name it.

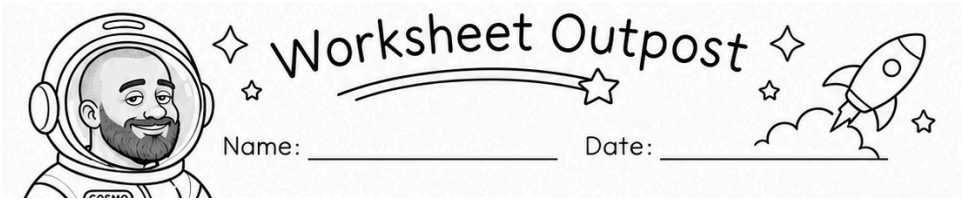
2. Draw a closed shape with 4 straight sides. Name it.

3. Draw a closed shape with 5 straight sides. Name it.

4. Draw a closed shape with 6 straight sides. Name it.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw a flat shape from clues

Success criteria
I can draw and name flat shapes by counting their sides.

OW-G2-078 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw a closed shape with 3 straight sides. Name it.

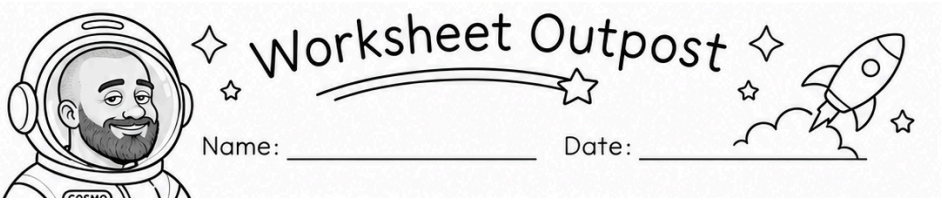
2. Draw a closed shape with 4 straight sides. Name it.

3. Draw a closed shape with 5 straight sides. Name it.

4. Draw a closed shape with 6 straight sides. Name it.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw equal parts of a whole

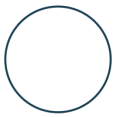
Success criteria
I can divide a shape into equal parts and name each share.

OW-G2-079 E1 | Five questions

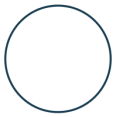
Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

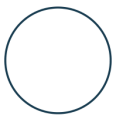
1. Partition the circle into 2 equal shares. Shade one share.



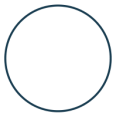
2. Partition the circle into 4 equal shares. Shade one share.



3. Partition the circle into 2 equal shares. Shade one share.

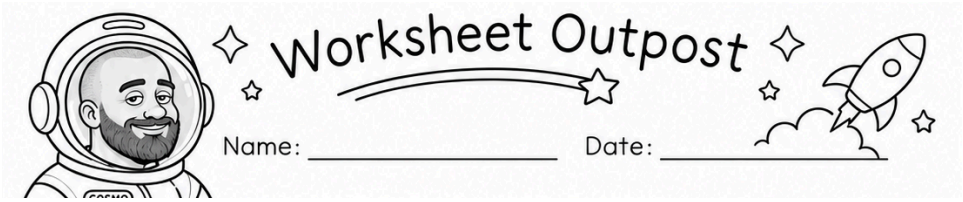


4. Partition the circle into 4 equal shares. Shade one share.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw equal parts of a whole

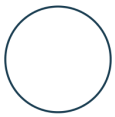
Success criteria
I can divide a shape into equal parts and name each share.

OW-G2-079 E2 | Five questions

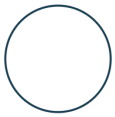
Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

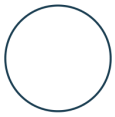
1. Partition the circle into 2 equal shares. Shade one share.



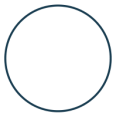
2. Partition the circle into 4 equal shares. Shade one share.



3. Partition the circle into 2 equal shares. Shade one share.

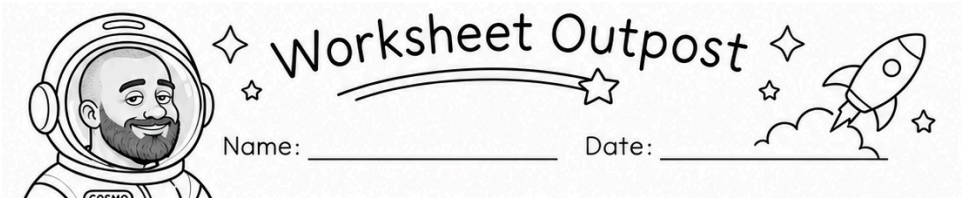


4. Partition the circle into 4 equal shares. Shade one share.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw equal parts of a whole

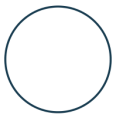
Success criteria
I can divide a shape into equal parts and name each share.

OW-G2-079 E3 | Five questions

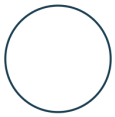
Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

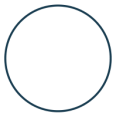
1. Partition the circle into 2 equal shares. Shade one share.



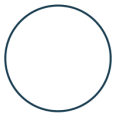
2. Partition the circle into 4 equal shares. Shade one share.



3. Partition the circle into 2 equal shares. Shade one share.

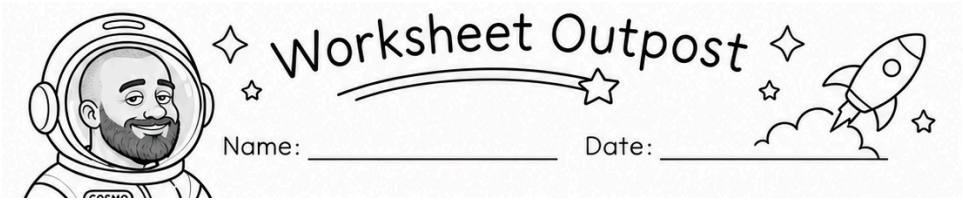


4. Partition the circle into 4 equal shares. Shade one share.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw equal parts of a whole

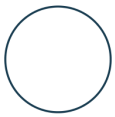
Success criteria
I can divide a shape into equal parts and name each share.

OW-G2-079 E4 | Five questions

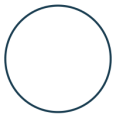
Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

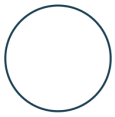
1. Partition the circle into 2 equal shares. Shade one share.



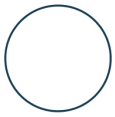
2. Partition the circle into 4 equal shares. Shade one share.



3. Partition the circle into 2 equal shares. Shade one share.

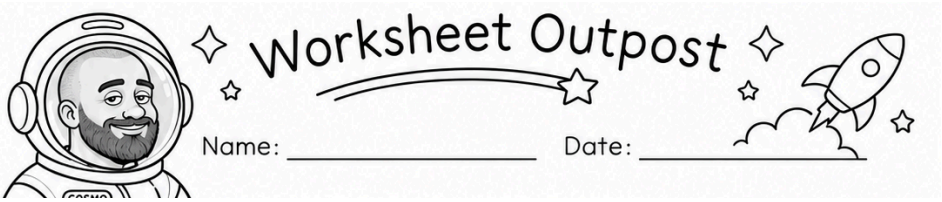


4. Partition the circle into 4 equal shares. Shade one share.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Draw equal parts of a whole

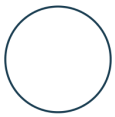
Success criteria
I can divide a shape into equal parts and name each share.

OW-G2-079 E5 | Five questions

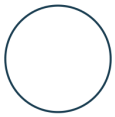
Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

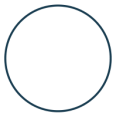
1. Partition the circle into 2 equal shares. Shade one share.



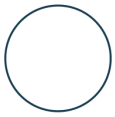
2. Partition the circle into 4 equal shares. Shade one share.



3. Partition the circle into 2 equal shares. Shade one share.

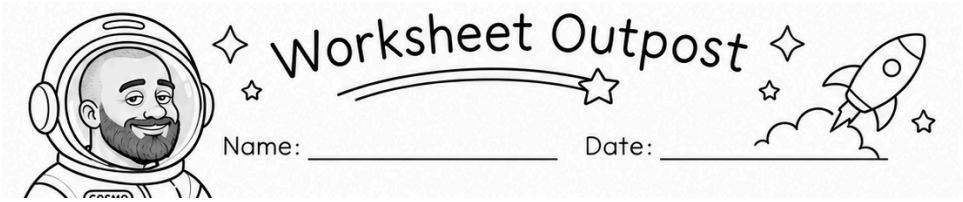


4. Partition the circle into 4 equal shares. Shade one share.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a shape-sharing pattern

OW-G2-080 E1 | Five questions

Success criteria

I can count the rows and columns to find the total number of squares.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw a rectangle with 2 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

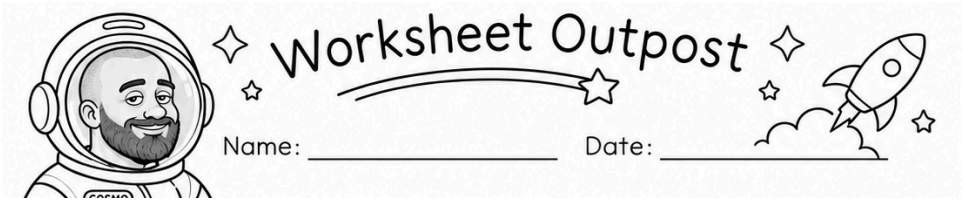
2. Draw a rectangle with 3 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

3. Draw a rectangle with 4 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

4. Draw a rectangle with 5 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a shape-sharing pattern

OW-G2-080 E2 | Five questions

Success criteria
I can count the rows and columns to find the total number of squares.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw a rectangle with 2 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

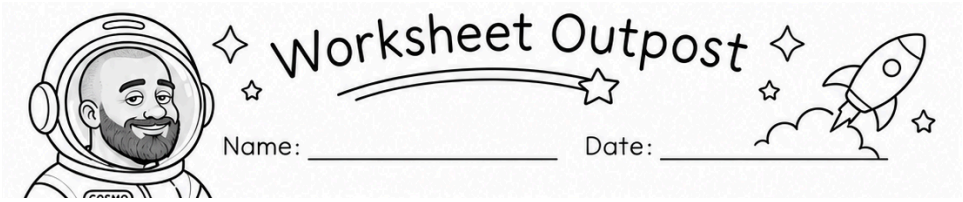
2. Draw a rectangle with 3 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

3. Draw a rectangle with 4 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

4. Draw a rectangle with 5 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a shape-sharing pattern

Success criteria
I can count the rows and columns to find the total number of squares.

OW-G2-080 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw a rectangle with 2 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

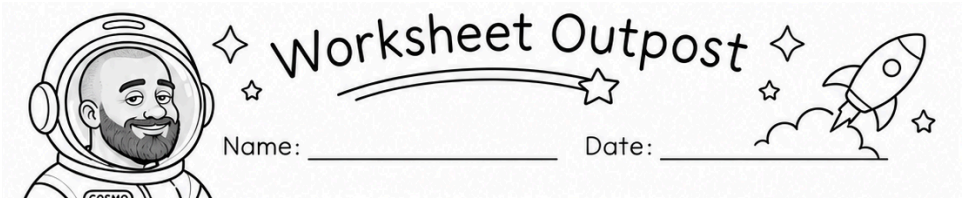
2. Draw a rectangle with 3 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

3. Draw a rectangle with 4 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

4. Draw a rectangle with 5 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a shape-sharing pattern

OW-G2-080 E4 | Five questions

Success criteria

I can count the rows and columns to find the total number of squares.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw a rectangle with 2 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

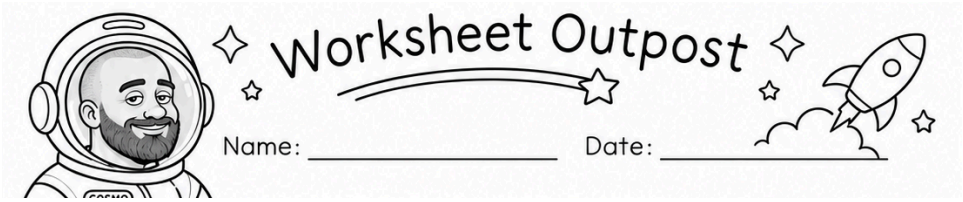
2. Draw a rectangle with 3 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

3. Draw a rectangle with 4 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

4. Draw a rectangle with 5 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a shape-sharing pattern

OW-G2-080 E5 | Five questions

Success criteria

I can count the rows and columns to find the total number of squares.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw a rectangle with 2 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

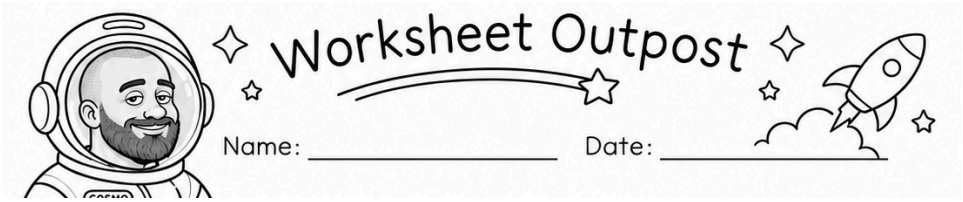
2. Draw a rectangle with 3 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

3. Draw a rectangle with 4 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

4. Draw a rectangle with 5 rows and 3 columns of equal squares. How many squares are there? Describe a pattern you see.

5. Draw a shape like one on this page. Name it and describe one thing you notice about it.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explore a cube

Success criteria
I can identify a shape by its sides and corners.

OW-G2-081 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw a cube. How many square faces does it have?

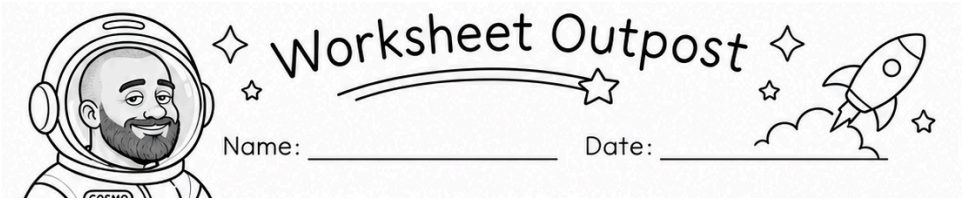
2. How many edges does a cube have?

3. How many vertices does a cube have?

4. Name a real object shaped like a cube. Explain using its faces.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explore a cube

OW-G2-081 E2 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw a cube. How many square faces does it have?

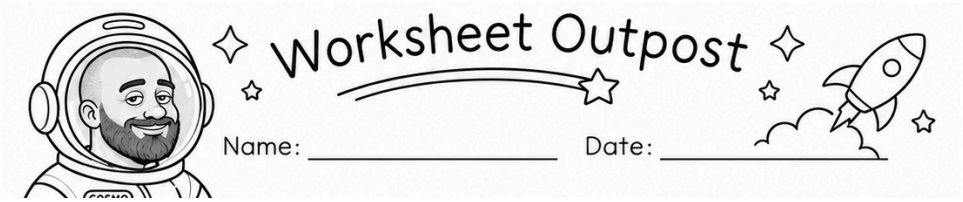
2. How many edges does a cube have?

3. How many vertices does a cube have?

4. Name a real object shaped like a cube. Explain using its faces.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explore a cube

Success criteria
I can identify a shape by its sides and corners.

OW-G2-081 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw a cube. How many square faces does it have?

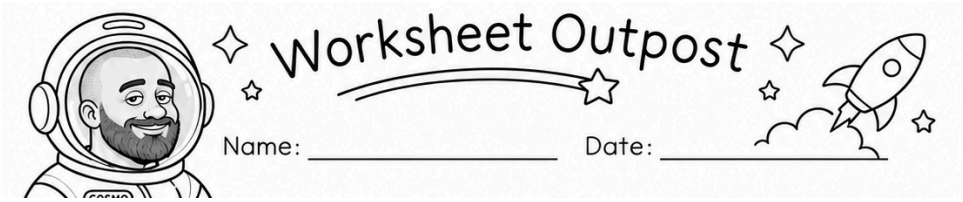
2. How many edges does a cube have?

3. How many vertices does a cube have?

4. Name a real object shaped like a cube. Explain using its faces.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explore a cube

OW-G2-081 E4 | Five questions

Success criteria
I can identify a shape by its sides and corners.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw a cube. How many square faces does it have?

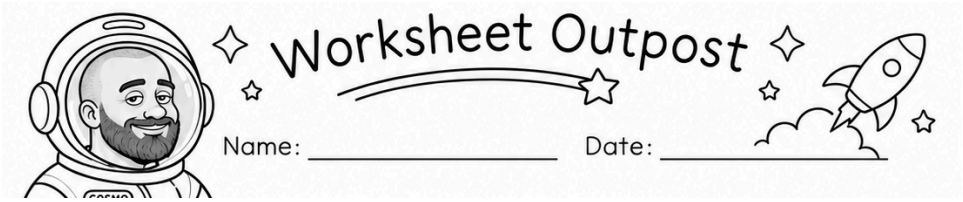
2. How many edges does a cube have?

3. How many vertices does a cube have?

4. Name a real object shaped like a cube. Explain using its faces.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explore a cube

Success criteria
I can identify a shape by its sides and corners.

OW-G2-081 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw a cube. How many square faces does it have?

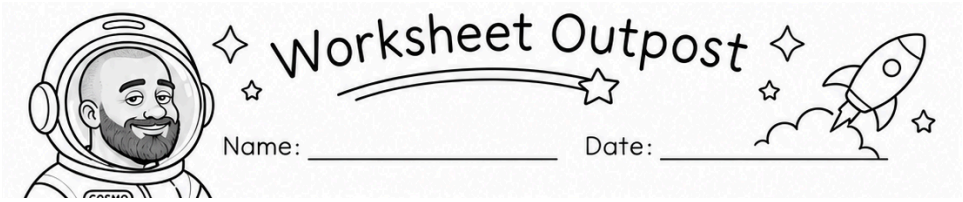
2. How many edges does a cube have?

3. How many vertices does a cube have?

4. Name a real object shaped like a cube. Explain using its faces.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Equal shares in different shapes

Success criteria
I can split a shape into equal shares.

OW-G2-082 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

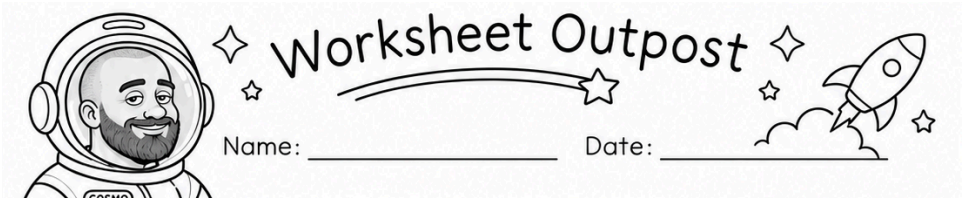
1. Draw two same-size rectangles. Divide each into 2 equal shares in different ways. Do the shares have equal area?

2. Draw two same-size rectangles. Divide each into 4 equal shares in different ways. Do the shares have equal area?

3. Draw two same-size rectangles. Divide each into 2 equal shares in different ways. Do the shares have equal area?

4. Draw two same-size rectangles. Divide each into 4 equal shares in different ways. Do the shares have equal area?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Equal shares in different shapes

Success criteria
I can split a shape into equal shares.

OW-G2-082 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw two same-size rectangles. Divide each into 2 equal shares in different ways. Do the shares have equal area?

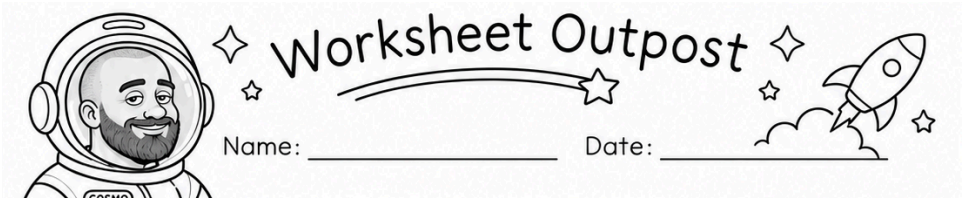
2. Draw two same-size rectangles. Divide each into 4 equal shares in different ways. Do the shares have equal area?

3. Draw two same-size rectangles. Divide each into 2 equal shares in different ways. Do the shares have equal area?

4. Draw two same-size rectangles. Divide each into 4 equal shares in different ways. Do the shares have equal area?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Equal shares in different shapes

Success criteria
I can split a shape into equal shares.

OW-G2-082 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw two same-size rectangles. Divide each into 2 equal shares in different ways. Do the shares have equal area?

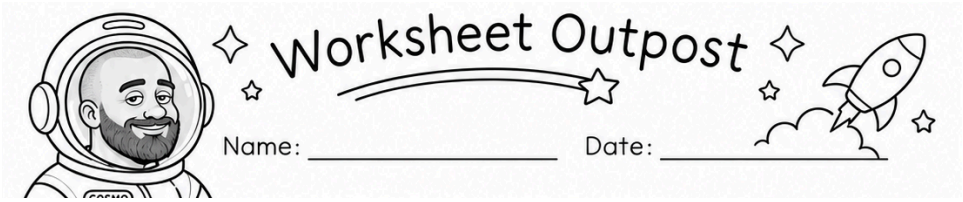
2. Draw two same-size rectangles. Divide each into 4 equal shares in different ways. Do the shares have equal area?

3. Draw two same-size rectangles. Divide each into 2 equal shares in different ways. Do the shares have equal area?

4. Draw two same-size rectangles. Divide each into 4 equal shares in different ways. Do the shares have equal area?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Equal shares in different shapes

Success criteria
I can split a shape into equal shares.

OW-G2-082 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw two same-size rectangles. Divide each into 2 equal shares in different ways. Do the shares have equal area?

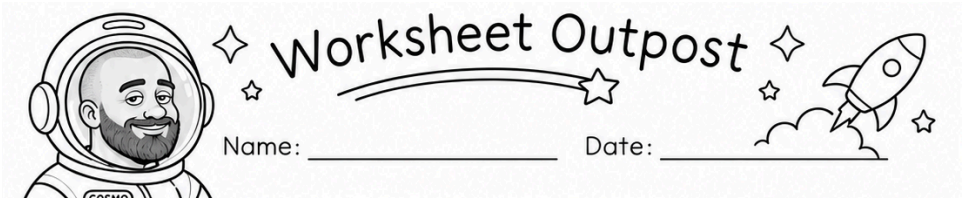
2. Draw two same-size rectangles. Divide each into 4 equal shares in different ways. Do the shares have equal area?

3. Draw two same-size rectangles. Divide each into 2 equal shares in different ways. Do the shares have equal area?

4. Draw two same-size rectangles. Divide each into 4 equal shares in different ways. Do the shares have equal area?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Equal shares in different shapes

Success criteria
I can split a shape into equal shares.

OW-G2-082 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw two same-size rectangles. Divide each into 2 equal shares in different ways. Do the shares have equal area?

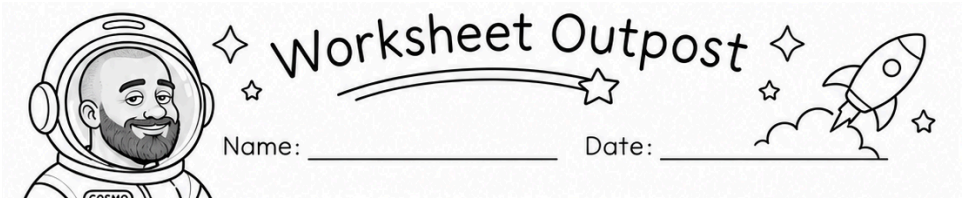
2. Draw two same-size rectangles. Divide each into 4 equal shares in different ways. Do the shares have equal area?

3. Draw two same-size rectangles. Divide each into 2 equal shares in different ways. Do the shares have equal area?

4. Draw two same-size rectangles. Divide each into 4 equal shares in different ways. Do the shares have equal area?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Share an area fairly

OW-G2-083 E1 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Draw a rectangle and divide it into 2 equal parts. Name one share.

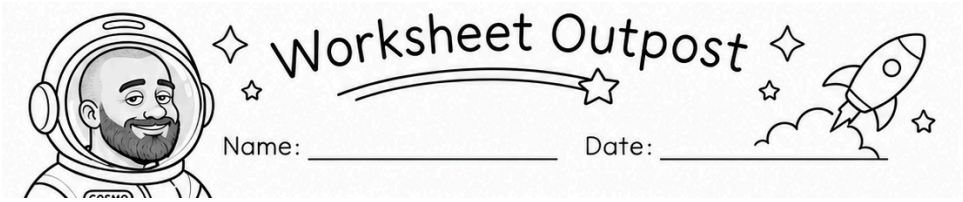
2. Draw a rectangle and divide it into 3 equal parts. Name one share.

3. Draw a rectangle and divide it into 4 equal parts. Name one share.

4. Draw a rectangle and divide it into 3 equal parts. Name one share.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Share an area fairly

OW-G2-083 E2 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Draw a rectangle and divide it into 2 equal parts. Name one share.

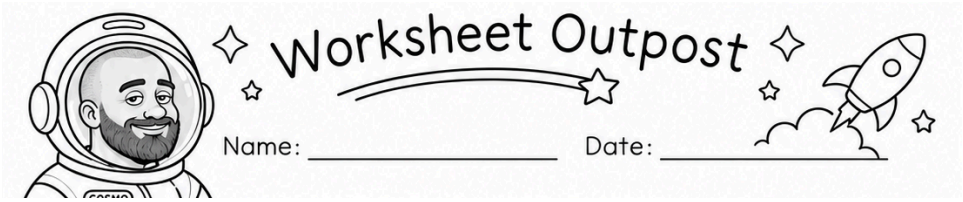
2. Draw a rectangle and divide it into 3 equal parts. Name one share.

3. Draw a rectangle and divide it into 4 equal parts. Name one share.

4. Draw a rectangle and divide it into 3 equal parts. Name one share.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Share an area fairly

OW-G2-083 E3 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Draw a rectangle and divide it into 2 equal parts. Name one share.

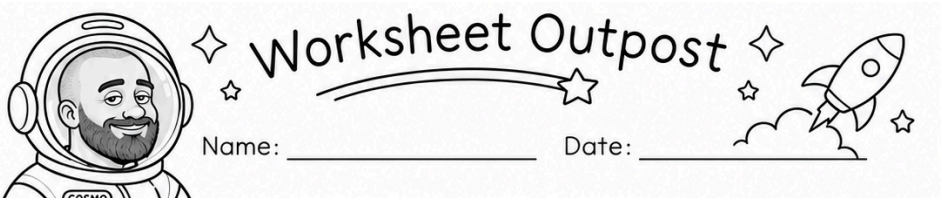
2. Draw a rectangle and divide it into 3 equal parts. Name one share.

3. Draw a rectangle and divide it into 4 equal parts. Name one share.

4. Draw a rectangle and divide it into 3 equal parts. Name one share.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Share an area fairly

OW-G2-083 E4 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Draw a rectangle and divide it into 2 equal parts. Name one share.

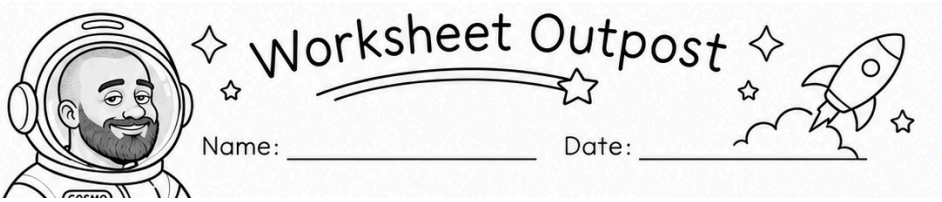
2. Draw a rectangle and divide it into 3 equal parts. Name one share.

3. Draw a rectangle and divide it into 4 equal parts. Name one share.

4. Draw a rectangle and divide it into 3 equal parts. Name one share.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Share an area fairly

OW-G2-083 E5 | Five questions

Success criteria

I can divide a shape into equal parts and name each share.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Draw a rectangle and divide it into 2 equal parts. Name one share.

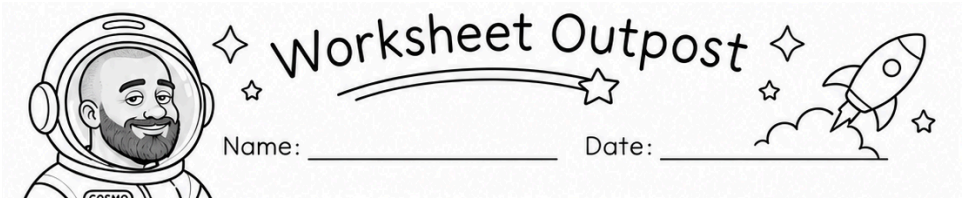
2. Draw a rectangle and divide it into 3 equal parts. Name one share.

3. Draw a rectangle and divide it into 4 equal parts. Name one share.

4. Draw a rectangle and divide it into 3 equal parts. Name one share.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Sides, corners, and angles

Success criteria
I can identify a shape by its sides and corners.

OW-G2-084 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. How many angles does a triangle have? Draw and mark them.

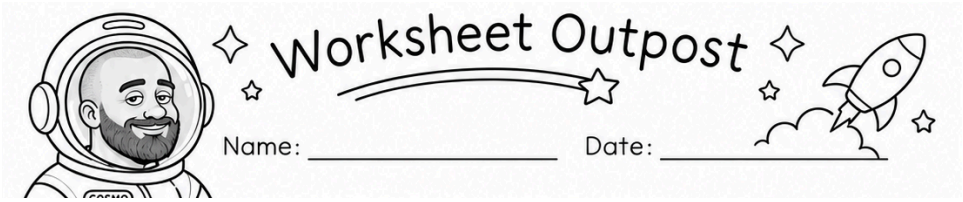
2. How many angles does a rectangle have? Draw and mark them.

3. How many angles does a pentagon have? Draw and mark them.

4. How many angles does a hexagon have? Draw and mark them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Sides, corners, and angles

Success criteria
I can identify a shape by its sides and corners.

OW-G2-084 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. How many angles does a triangle have? Draw and mark them.

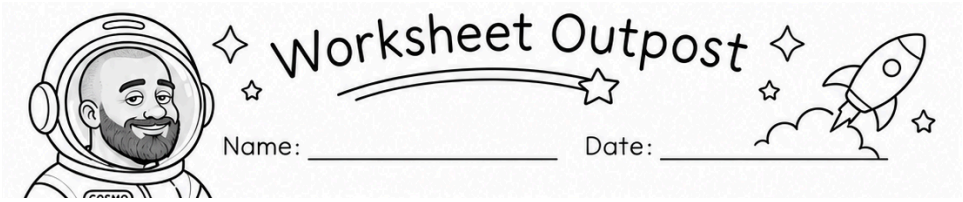
2. How many angles does a rectangle have? Draw and mark them.

3. How many angles does a pentagon have? Draw and mark them.

4. How many angles does a hexagon have? Draw and mark them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Sides, corners, and angles

Success criteria
I can identify a shape by its sides and corners.

OW-G2-084 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. How many angles does a triangle have? Draw and mark them.

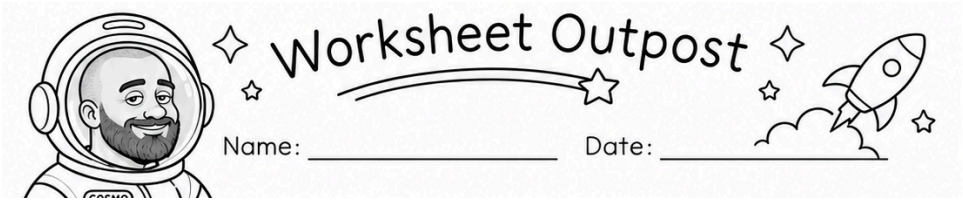
2. How many angles does a rectangle have? Draw and mark them.

3. How many angles does a pentagon have? Draw and mark them.

4. How many angles does a hexagon have? Draw and mark them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Sides, corners, and angles

Success criteria
I can identify a shape by its sides and corners.

OW-G2-084 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. How many angles does a triangle have? Draw and mark them.

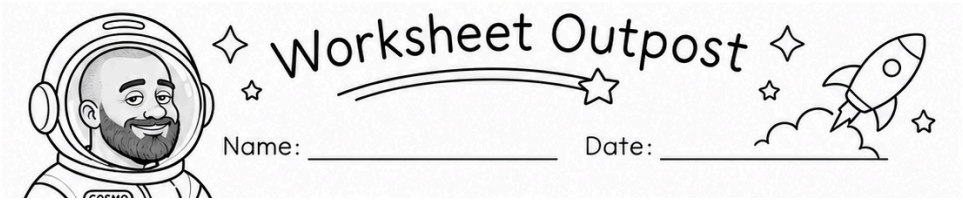
2. How many angles does a rectangle have? Draw and mark them.

3. How many angles does a pentagon have? Draw and mark them.

4. How many angles does a hexagon have? Draw and mark them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Sides, corners, and angles

Success criteria
I can identify a shape by its sides and corners.

OW-G2-084 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. How many angles does a triangle have? Draw and mark them.

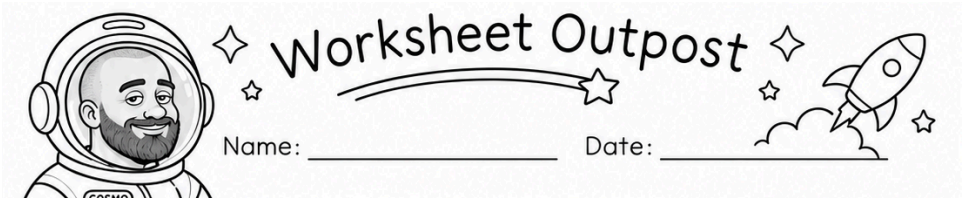
2. How many angles does a rectangle have? Draw and mark them.

3. How many angles does a pentagon have? Draw and mark them.

4. How many angles does a hexagon have? Draw and mark them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Adjust numbers to make subtracting easier

OW-G2-085 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 52 - 17 = ___. Use a nearby ten, then adjust.

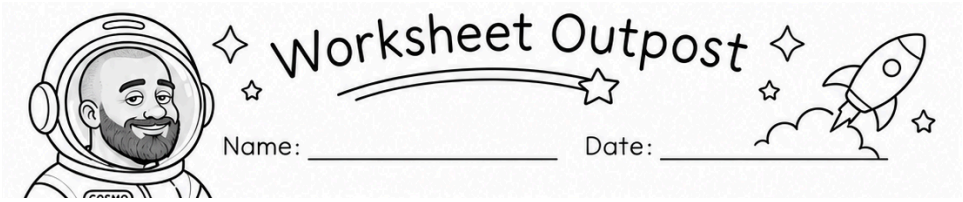
2. 72 - 28 = ___. Use a nearby ten, then adjust.

3. 82 - 29 = ___. Use a nearby ten, then adjust.

4. 86 - 21 = ___. Use a nearby ten, then adjust.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Adjust numbers to make subtracting easier

OW-G2-085 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 52 - 17 = ___. Use a nearby ten, then adjust.

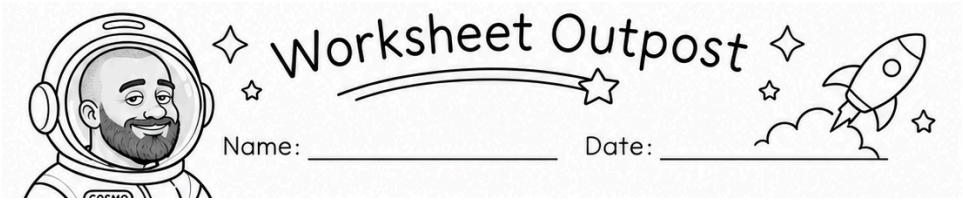
2. 72 - 28 = ___. Use a nearby ten, then adjust.

3. 82 - 29 = ___. Use a nearby ten, then adjust.

4. 86 - 21 = ___. Use a nearby ten, then adjust.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Adjust numbers to make subtracting easier

OW-G2-085 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 52 - 17 = ___. Use a nearby ten, then adjust.

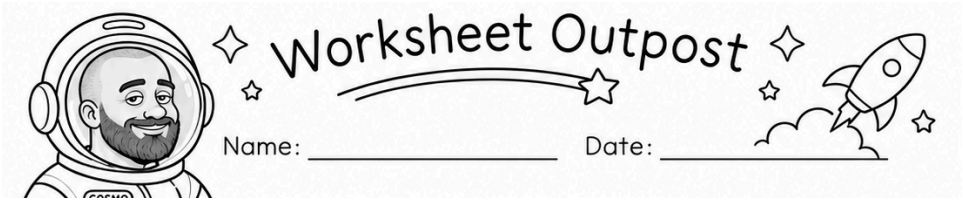
2. 72 - 28 = ___. Use a nearby ten, then adjust.

3. 82 - 29 = ___. Use a nearby ten, then adjust.

4. 86 - 21 = ___. Use a nearby ten, then adjust.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Adjust numbers to make subtracting easier

OW-G2-085 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 52 - 17 = ___. Use a nearby ten, then adjust.

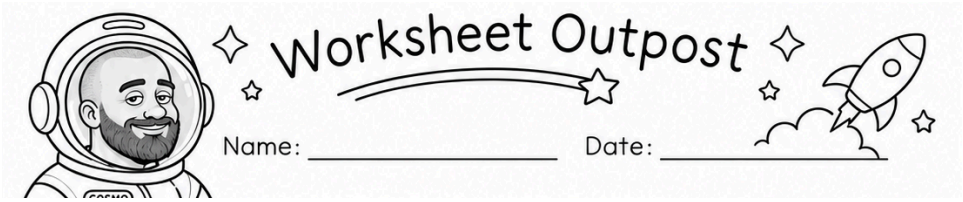
2. 72 - 28 = ___. Use a nearby ten, then adjust.

3. 82 - 29 = ___. Use a nearby ten, then adjust.

4. 86 - 21 = ___. Use a nearby ten, then adjust.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Adjust numbers to make subtracting easier

OW-G2-085 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 52 - 17 = ___. Use a nearby ten, then adjust.

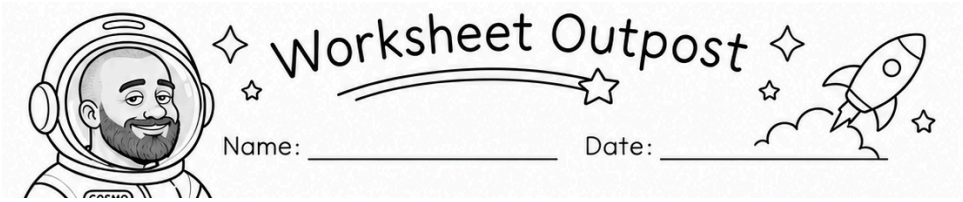
2. 72 - 28 = ___. Use a nearby ten, then adjust.

3. 82 - 29 = ___. Use a nearby ten, then adjust.

4. 86 - 21 = ___. Use a nearby ten, then adjust.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Backward jumps for two-digit differences

OW-G2-086 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 47 - 18 = ___. Count back in jumps.

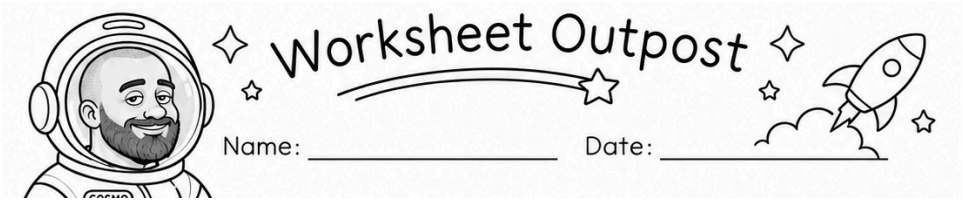
2. 67 - 29 = ___. Count back in jumps.

3. 77 - 30 = ___. Count back in jumps.

4. 81 - 22 = ___. Count back in jumps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Backward jumps for two-digit differences

OW-G2-086 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can use tens and ones to add or subtract within 100.

Work with a partner. Build a model, then say or write your answer.

1. 47 - 18 = ___. Count back in jumps.

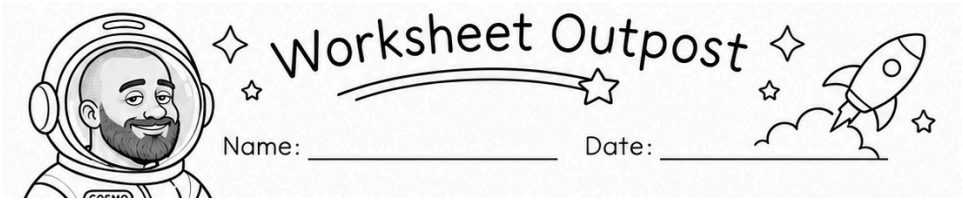
2. 67 - 29 = ___. Count back in jumps.

3. 77 - 30 = ___. Count back in jumps.

4. 81 - 22 = ___. Count back in jumps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Backward jumps for two-digit differences

OW-G2-086 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 47 - 18 = ___. Count back in jumps.

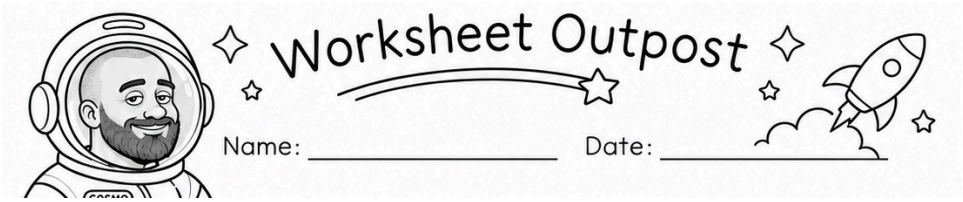
2. 67 - 29 = ___. Count back in jumps.

3. 77 - 30 = ___. Count back in jumps.

4. 81 - 22 = ___. Count back in jumps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Backward jumps for two-digit differences

OW-G2-086 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 47 - 18 = ___. Count back in jumps.

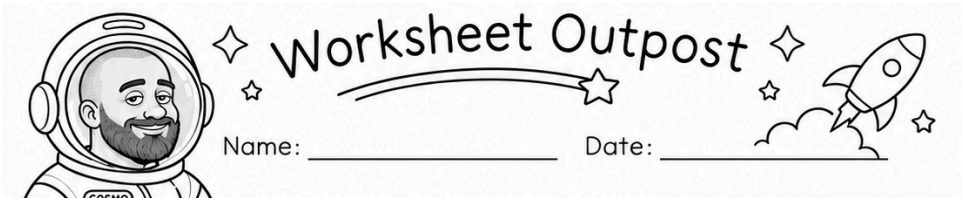
2. 67 - 29 = ___. Count back in jumps.

3. 77 - 30 = ___. Count back in jumps.

4. 81 - 22 = ___. Count back in jumps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Backward jumps for two-digit differences

OW-G2-086 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 47 - 18 = ___. Count back in jumps.

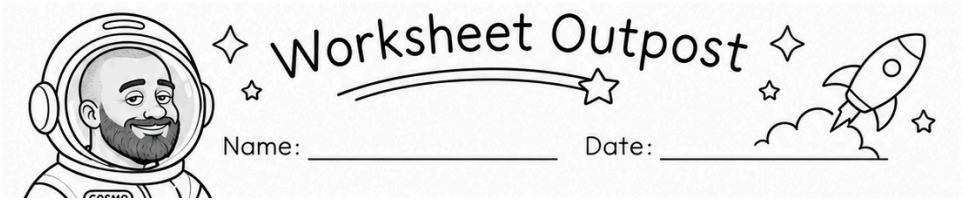
2. 67 - 29 = ___. Count back in jumps.

3. 77 - 30 = ___. Count back in jumps.

4. 81 - 22 = ___. Count back in jumps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtract on a hundred chart

Success criteria
I can move back by tens and ones on a number chart to find a difference.

OW-G2-087 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 53 - 17 = ___. Use the 100 chart. Show each move by tens or ones.

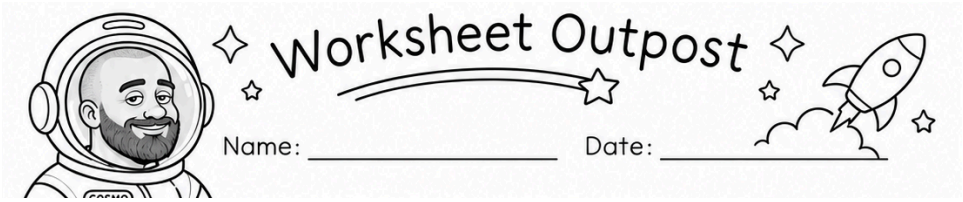
2. 73 - 28 = ___. Use the 100 chart. Show each move by tens or ones.

3. 83 - 29 = ___. Use the 100 chart. Show each move by tens or ones.

4. 87 - 21 = ___. Use the 100 chart. Show each move by tens or ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtract on a hundred chart

Success criteria
I can move back by tens and ones on a number chart to find a difference.

OW-G2-087 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 53 - 17 = ___. Use the 100 chart. Show each move by tens or ones.

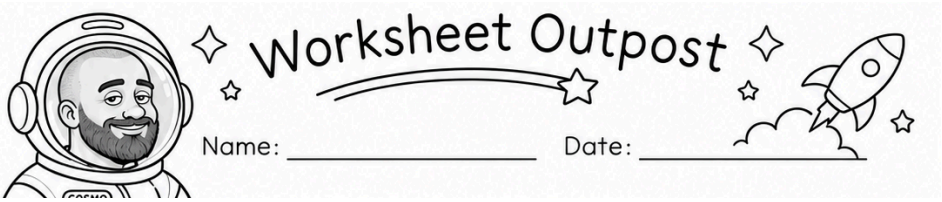
2. 73 - 28 = ___. Use the 100 chart. Show each move by tens or ones.

3. 83 - 29 = ___. Use the 100 chart. Show each move by tens or ones.

4. 87 - 21 = ___. Use the 100 chart. Show each move by tens or ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtract on a hundred chart

Success criteria
I can move back by tens and ones on a number chart to find a difference.

OW-G2-087 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 53 - 17 = ___. Use the 100 chart. Show each move by tens or ones.

2. 73 - 28 = ___. Use the 100 chart. Show each move by tens or ones.

3. 83 - 29 = ___. Use the 100 chart. Show each move by tens or ones.

4. 87 - 21 = ___. Use the 100 chart. Show each move by tens or ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



Worksheet Outpost

Name: _____ Date: _____

WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtract on a hundred chart

Success criteria
I can move back by tens and ones on a number chart to find a difference.

OW-G2-087 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 53 - 17 = ___. Use the 100 chart. Show each move by tens or ones.

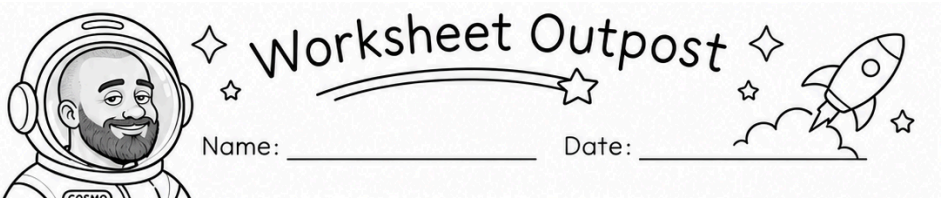
2. 73 - 28 = ___. Use the 100 chart. Show each move by tens or ones.

3. 83 - 29 = ___. Use the 100 chart. Show each move by tens or ones.

4. 87 - 21 = ___. Use the 100 chart. Show each move by tens or ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtract on a hundred chart

Success criteria
I can move back by tens and ones on a number chart to find a difference.

OW-G2-087 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 53 - 17 = ___. Use the 100 chart. Show each move by tens or ones.

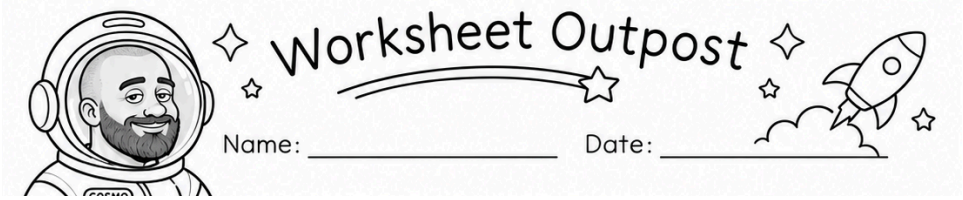
2. 73 - 28 = ___. Use the 100 chart. Show each move by tens or ones.

3. 83 - 29 = ___. Use the 100 chart. Show each move by tens or ones.

4. 87 - 21 = ___. Use the 100 chart. Show each move by tens or ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.

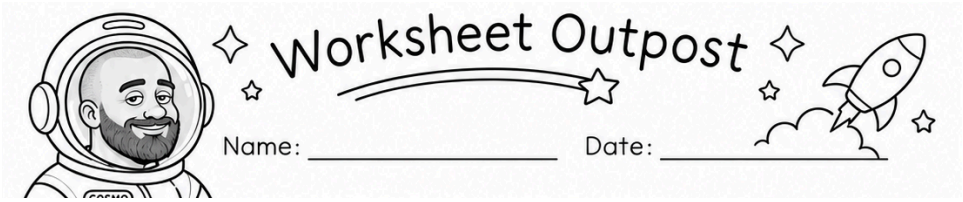


OW-G2-087 | Supported practice

Chart moves for two-digit differences

Success criteria
I can find a number on the chart and use the rows and columns to count on or back.

1	2	3	4	5	6	7	8	9	10
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
41	42	43	44	45	46	47	48	49	50
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
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



WORKSHEET OUTPOST | Grade 2 Math — Supported

Check a subtraction explanation

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-088 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Lee says 48 - 16 = 42. Check with a model and explain the mistake.

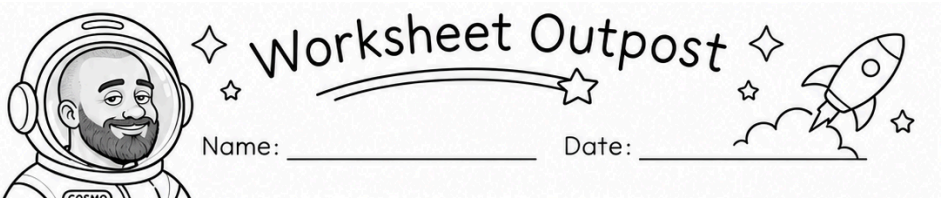
2. Lee says 68 - 27 = 51. Check with a model and explain the mistake.

3. Lee says 78 - 28 = 60. Check with a model and explain the mistake.

4. Lee says 82 - 20 = 72. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Check a subtraction explanation

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-088 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Lee says 48 - 16 = 42. Check with a model and explain the mistake.

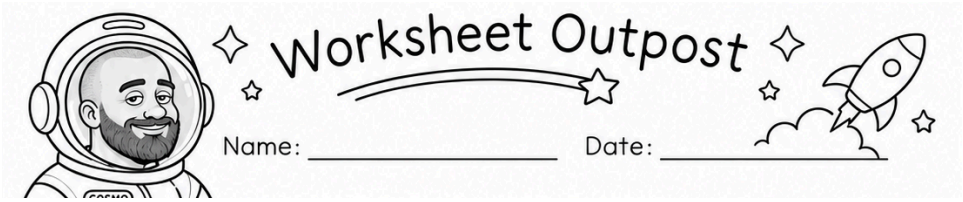
2. Lee says 68 - 27 = 51. Check with a model and explain the mistake.

3. Lee says 78 - 28 = 60. Check with a model and explain the mistake.

4. Lee says 82 - 20 = 72. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Check a subtraction explanation

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-088 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Lee says 48 - 16 = 42. Check with a model and explain the mistake.

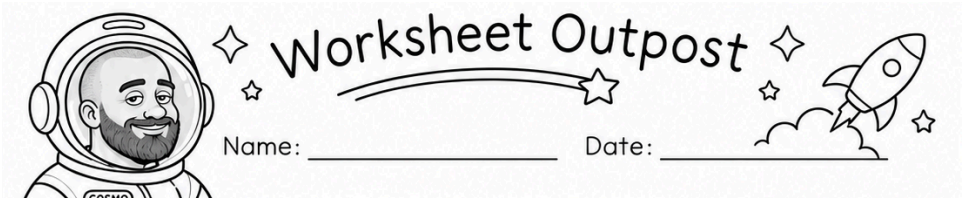
2. Lee says 68 - 27 = 51. Check with a model and explain the mistake.

3. Lee says 78 - 28 = 60. Check with a model and explain the mistake.

4. Lee says 82 - 20 = 72. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Check a subtraction explanation

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-088 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Lee says 48 - 16 = 42. Check with a model and explain the mistake.

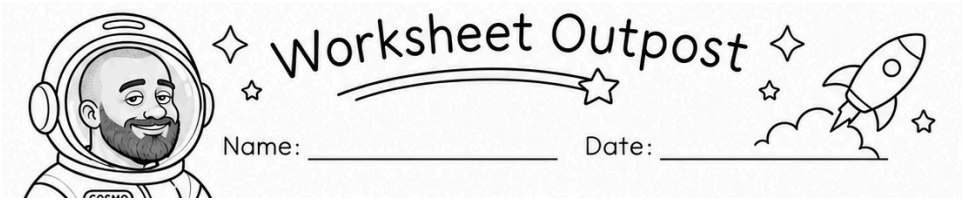
2. Lee says 68 - 27 = 51. Check with a model and explain the mistake.

3. Lee says 78 - 28 = 60. Check with a model and explain the mistake.

4. Lee says 82 - 20 = 72. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Check a subtraction explanation

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-088 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Lee says 48 - 16 = 42. Check with a model and explain the mistake.

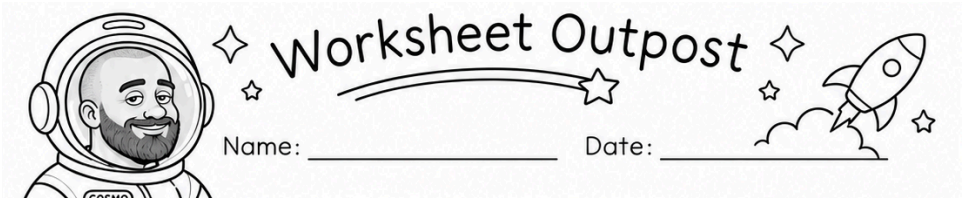
2. Lee says 68 - 27 = 51. Check with a model and explain the mistake.

3. Lee says 78 - 28 = 60. Check with a model and explain the mistake.

4. Lee says 82 - 20 = 72. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Decrease a number by ten or one hundred

OW-G2-089 E1 | Five questions

Success criteria
I can find ten or one hundred more or less than a number.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 234 - 10 = ___; 234 - 100 = ___. Explain which place changes.

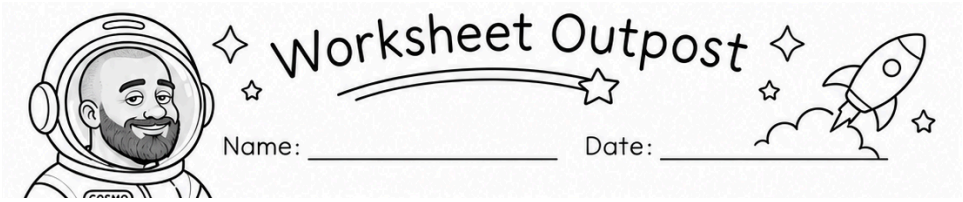
2. 356 - 10 = ___; 356 - 100 = ___. Explain which place changes.

3. 407 - 10 = ___; 407 - 100 = ___. Explain which place changes.

4. 582 - 10 = ___; 582 - 100 = ___. Explain which place changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Decrease a number by ten or one hundred

OW-G2-089 E2 | Five questions

Success criteria
I can find ten or one hundred more or less than a number.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 234 - 10 = ___; 234 - 100 = ___. Explain which place changes.

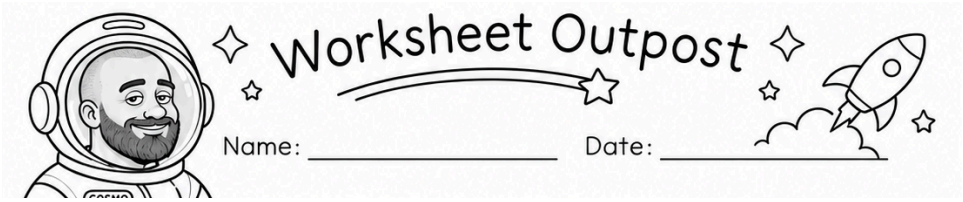
2. 356 - 10 = ___; 356 - 100 = ___. Explain which place changes.

3. 407 - 10 = ___; 407 - 100 = ___. Explain which place changes.

4. 582 - 10 = ___; 582 - 100 = ___. Explain which place changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Decrease a number by ten or one hundred

OW-G2-089 E3 | Five questions

Success criteria
I can find ten or one hundred more or less than a number.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 234 - 10 = ___; 234 - 100 = ___. Explain which place changes.

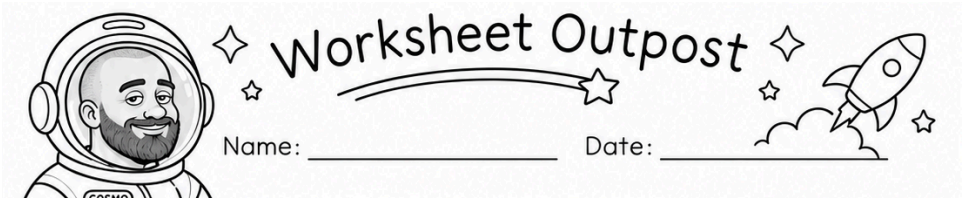
2. 356 - 10 = ___; 356 - 100 = ___. Explain which place changes.

3. 407 - 10 = ___; 407 - 100 = ___. Explain which place changes.

4. 582 - 10 = ___; 582 - 100 = ___. Explain which place changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Decrease a number by ten or one hundred

OW-G2-089 E4 | Five questions

Success criteria
I can find ten or one hundred more or less than a number.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 234 - 10 = ___; 234 - 100 = ___. Explain which place changes.

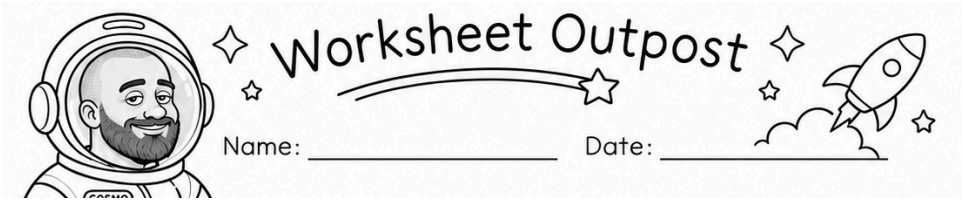
2. 356 - 10 = ___; 356 - 100 = ___. Explain which place changes.

3. 407 - 10 = ___; 407 - 100 = ___. Explain which place changes.

4. 582 - 10 = ___; 582 - 100 = ___. Explain which place changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Decrease a number by ten or one hundred

OW-G2-089 E5 | Five questions

Success criteria
I can find ten or one hundred more or less than a number.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 234 - 10 = ___; 234 - 100 = ___. Explain which place changes.

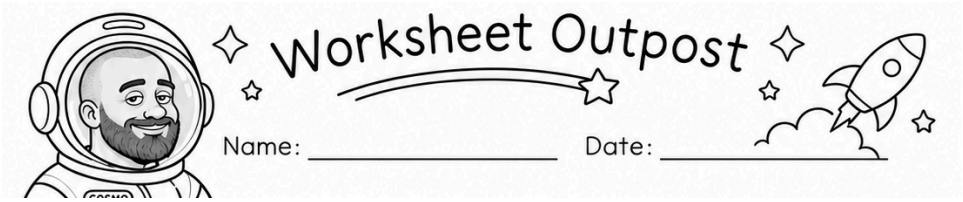
2. 356 - 10 = ___; 356 - 100 = ___. Explain which place changes.

3. 407 - 10 = ___; 407 - 100 = ___. Explain which place changes.

4. 582 - 10 = ___; 582 - 100 = ___. Explain which place changes.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a three-digit subtraction method

OW-G2-090 E1 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 380 - 134 = ___. Solve and check with addition.

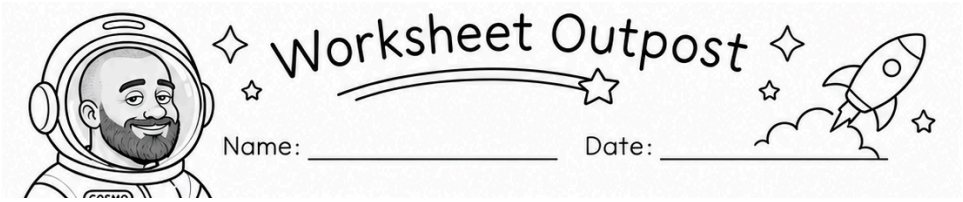
2. 593 - 225 = ___. Solve and check with addition.

3. 592 - 173 = ___. Solve and check with addition.

4. 841 - 247 = ___. Solve and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a three-digit subtraction method

OW-G2-090 E2 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 380 - 134 = ___. Solve and check with addition.

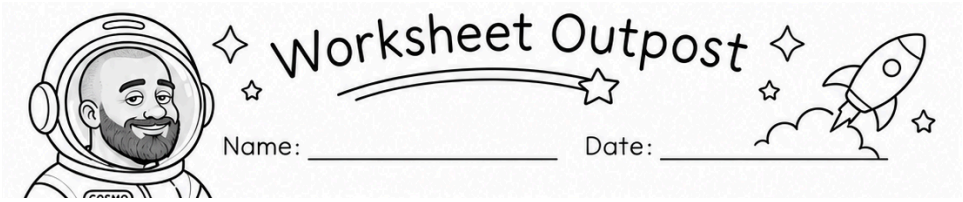
2. 593 - 225 = ___. Solve and check with addition.

3. 592 - 173 = ___. Solve and check with addition.

4. 841 - 247 = ___. Solve and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a three-digit subtraction method

OW-G2-090 E3 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 380 - 134 = ___. Solve and check with addition.

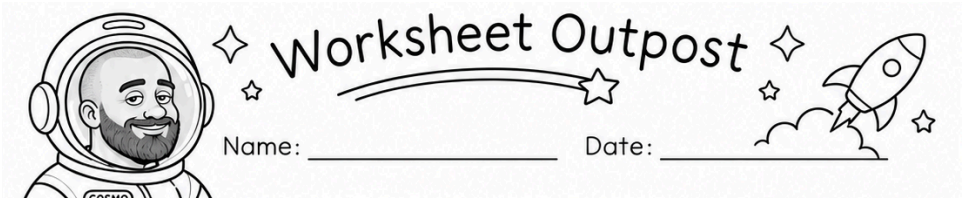
2. 593 - 225 = ___. Solve and check with addition.

3. 592 - 173 = ___. Solve and check with addition.

4. 841 - 247 = ___. Solve and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a three-digit subtraction method

OW-G2-090 E4 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 380 - 134 = ___. Solve and check with addition.

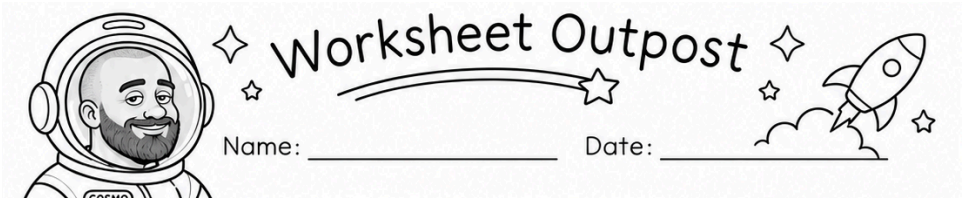
2. 593 - 225 = ___. Solve and check with addition.

3. 592 - 173 = ___. Solve and check with addition.

4. 841 - 247 = ___. Solve and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a three-digit subtraction method

OW-G2-090 E5 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 380 - 134 = ___. Solve and check with addition.

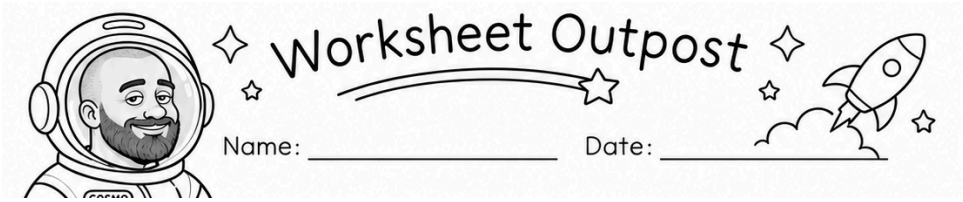
2. 593 - 225 = ___. Solve and check with addition.

3. 592 - 173 = ___. Solve and check with addition.

4. 841 - 247 = ___. Solve and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-digit difference

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-091 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Lee says 49 - 16 = 43. Check with a model and explain the mistake.

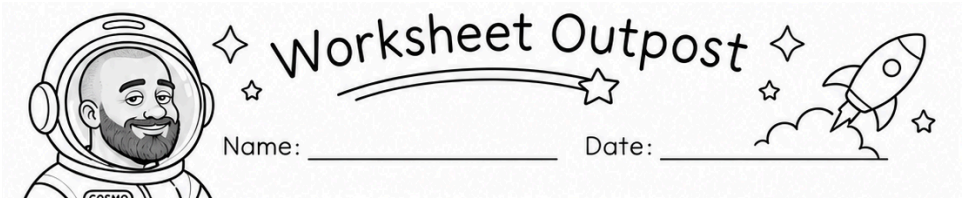
2. Lee says 69 - 27 = 52. Check with a model and explain the mistake.

3. Lee says 79 - 28 = 61. Check with a model and explain the mistake.

4. Lee says 83 - 20 = 73. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-digit difference

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-091 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Lee says 49 - 16 = 43. Check with a model and explain the mistake.

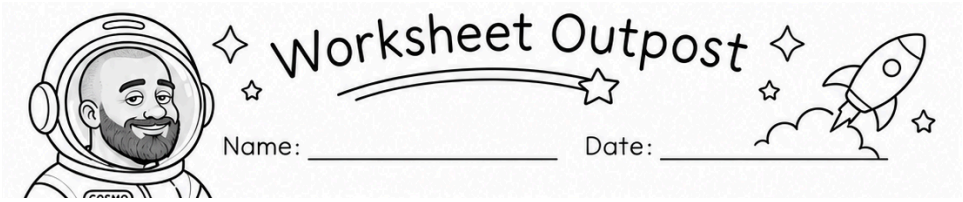
2. Lee says 69 - 27 = 52. Check with a model and explain the mistake.

3. Lee says 79 - 28 = 61. Check with a model and explain the mistake.

4. Lee says 83 - 20 = 73. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-digit difference

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-091 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Lee says 49 - 16 = 43. Check with a model and explain the mistake.

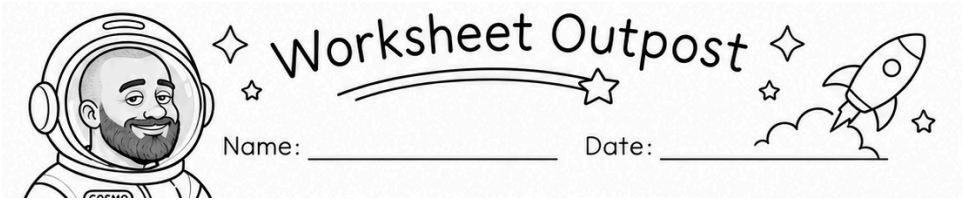
2. Lee says 69 - 27 = 52. Check with a model and explain the mistake.

3. Lee says 79 - 28 = 61. Check with a model and explain the mistake.

4. Lee says 83 - 20 = 73. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-digit difference

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-091 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Lee says 49 - 16 = 43. Check with a model and explain the mistake.

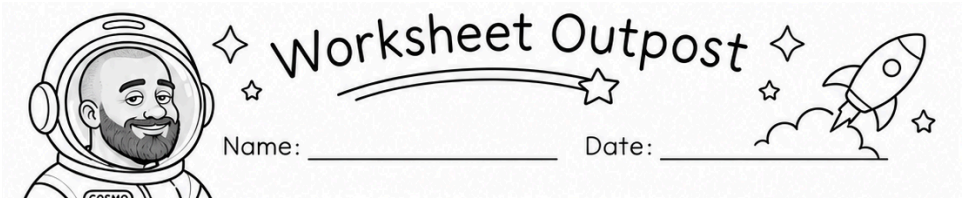
2. Lee says 69 - 27 = 52. Check with a model and explain the mistake.

3. Lee says 79 - 28 = 61. Check with a model and explain the mistake.

4. Lee says 83 - 20 = 73. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a two-digit difference

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-091 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Lee says 49 - 16 = 43. Check with a model and explain the mistake.

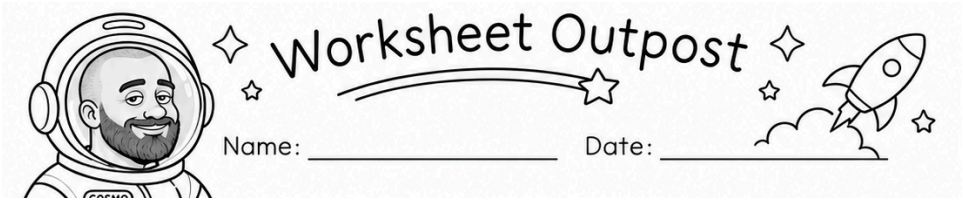
2. Lee says 69 - 27 = 52. Check with a model and explain the mistake.

3. Lee says 79 - 28 = 61. Check with a model and explain the mistake.

4. Lee says 83 - 20 = 73. Check with a model and explain the mistake.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward jumps to find the distance

OW-G2-092 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 46 - 15 = ___. Count up from the smaller number.

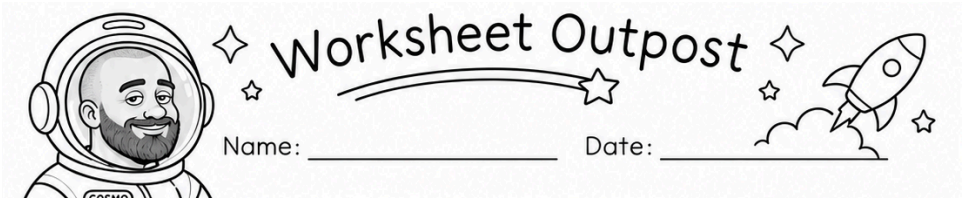
2. 66 - 26 = ___. Count up from the smaller number.

3. 76 - 27 = ___. Count up from the smaller number.

4. 80 - 19 = ___. Count up from the smaller number.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward jumps to find the distance

OW-G2-092 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 46 - 15 = ___. Count up from the smaller number.



2. 66 - 26 = ___. Count up from the smaller number.



3. 76 - 27 = ___. Count up from the smaller number.

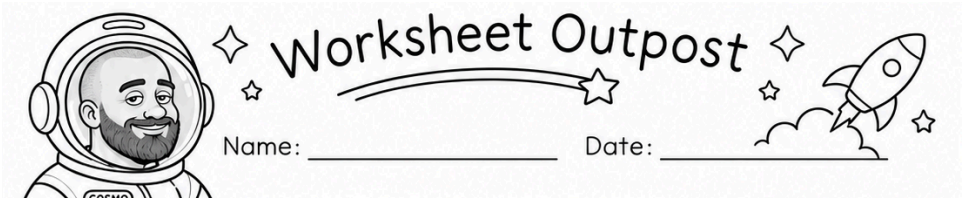


4. 80 - 19 = ___. Count up from the smaller number.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward jumps to find the distance

OW-G2-092 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 46 - 15 = ___. Count up from the smaller number.

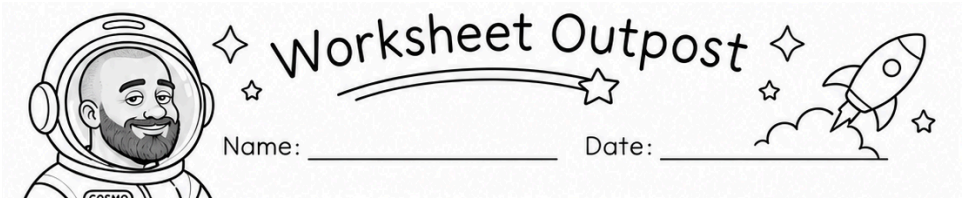
2. 66 - 26 = ___. Count up from the smaller number.

3. 76 - 27 = ___. Count up from the smaller number.

4. 80 - 19 = ___. Count up from the smaller number.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward jumps to find the distance

OW-G2-092 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 46 - 15 = ___. Count up from the smaller number.

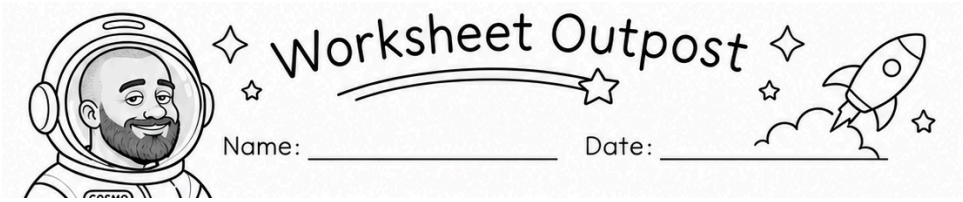
2. 66 - 26 = ___. Count up from the smaller number.

3. 76 - 27 = ___. Count up from the smaller number.

4. 80 - 19 = ___. Count up from the smaller number.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Forward jumps to find the distance

OW-G2-092 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 46 - 15 = ___. Count up from the smaller number.



2. 66 - 26 = ___. Count up from the smaller number.



3. 76 - 27 = ___. Count up from the smaller number.

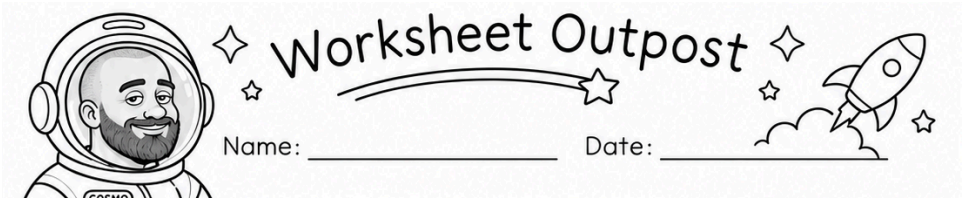


4. 80 - 19 = ___. Count up from the smaller number.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Jump along a line to subtract larger numbers

OW-G2-093 E1 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 365 - 128 = ___. Show jumps for hundreds, tens, and ones.

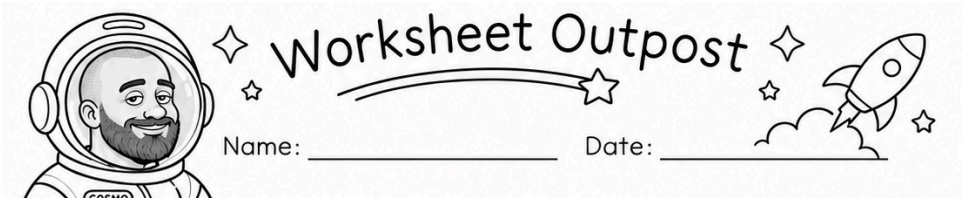
2. 578 - 219 = ___. Show jumps for hundreds, tens, and ones.

3. 577 - 167 = ___. Show jumps for hundreds, tens, and ones.

4. 826 - 241 = ___. Show jumps for hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Jump along a line to subtract larger numbers

OW-G2-093 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can use place value to add or subtract three-digit numbers.

Work with a partner. Build a model, then say or write your answer.

1. 365 - 128 = ___. Show jumps for hundreds, tens, and ones.

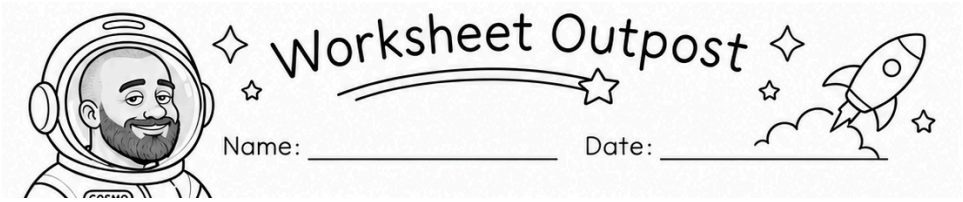
2. 578 - 219 = ___. Show jumps for hundreds, tens, and ones.

3. 577 - 167 = ___. Show jumps for hundreds, tens, and ones.

4. 826 - 241 = ___. Show jumps for hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Jump along a line to subtract larger numbers

OW-G2-093 E3 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 365 - 128 = ___. Show jumps for hundreds, tens, and ones.

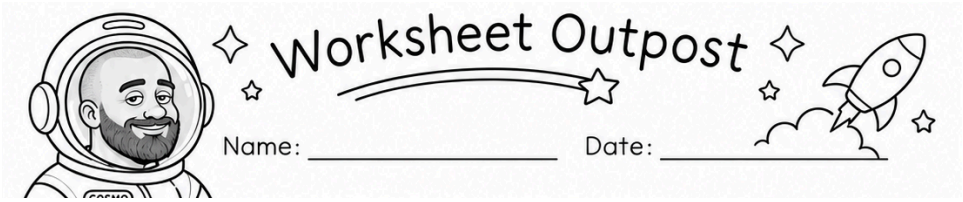
2. 578 - 219 = ___. Show jumps for hundreds, tens, and ones.

3. 577 - 167 = ___. Show jumps for hundreds, tens, and ones.

4. 826 - 241 = ___. Show jumps for hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Jump along a line to subtract larger numbers

OW-G2-093 E4 | Five questions

Name: _____ Date: _____

Success criteria
I can use place value to add or subtract three-digit numbers.

Ask an adult to show you how to start. Then finish the problem together.

1. 365 - 128 = ___. Show jumps for hundreds, tens, and ones.

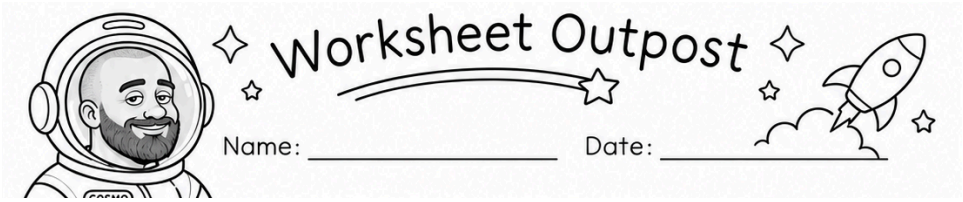
2. 578 - 219 = ___. Show jumps for hundreds, tens, and ones.

3. 577 - 167 = ___. Show jumps for hundreds, tens, and ones.

4. 826 - 241 = ___. Show jumps for hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Jump along a line to subtract larger numbers

OW-G2-093 E5 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 365 - 128 = ___. Show jumps for hundreds, tens, and ones.

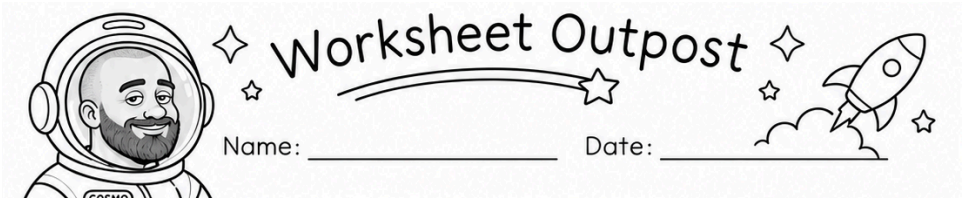
2. 578 - 219 = ___. Show jumps for hundreds, tens, and ones.

3. 577 - 167 = ___. Show jumps for hundreds, tens, and ones.

4. 826 - 241 = ___. Show jumps for hundreds, tens, and ones.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More place-value subtraction parts

OW-G2-094 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 53 - 17 = ___. Write the partial differences. Then combine them.

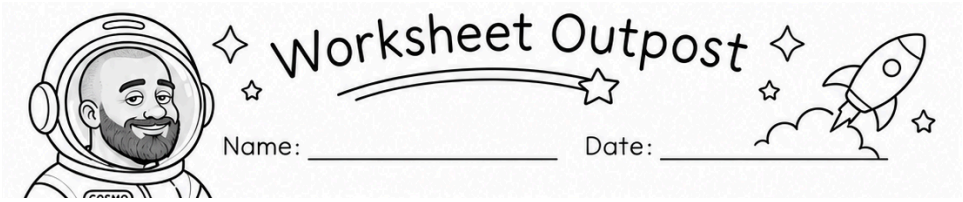
2. 73 - 28 = ___. Write the partial differences. Then combine them.

3. 83 - 29 = ___. Write the partial differences. Then combine them.

4. 87 - 21 = ___. Write the partial differences. Then combine them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More place-value subtraction parts

OW-G2-094 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 53 - 17 = ___. Write the partial differences. Then combine them.

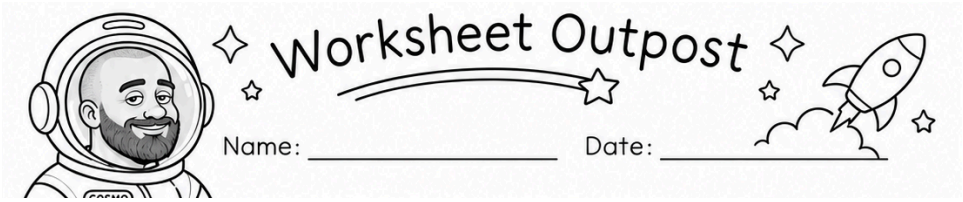
2. 73 - 28 = ___. Write the partial differences. Then combine them.

3. 83 - 29 = ___. Write the partial differences. Then combine them.

4. 87 - 21 = ___. Write the partial differences. Then combine them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More place-value subtraction parts

OW-G2-094 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 53 - 17 = ___. Write the partial differences. Then combine them.

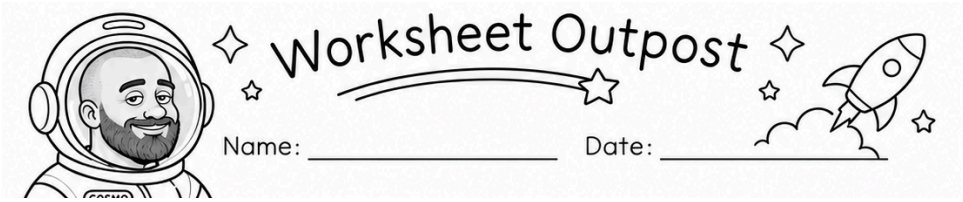
2. 73 - 28 = ___. Write the partial differences. Then combine them.

3. 83 - 29 = ___. Write the partial differences. Then combine them.

4. 87 - 21 = ___. Write the partial differences. Then combine them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More place-value subtraction parts

OW-G2-094 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 53 - 17 = ___. Write the partial differences. Then combine them.

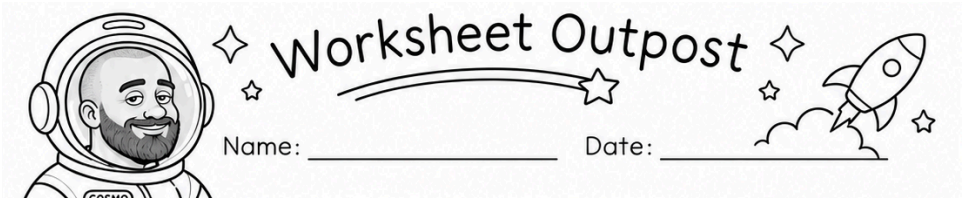
2. 73 - 28 = ___. Write the partial differences. Then combine them.

3. 83 - 29 = ___. Write the partial differences. Then combine them.

4. 87 - 21 = ___. Write the partial differences. Then combine them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More place-value subtraction parts

OW-G2-094 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 53 - 17 = ___. Write the partial differences. Then combine them.

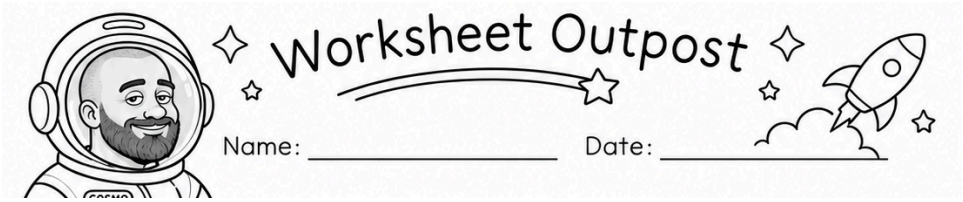
2. 73 - 28 = ___. Write the partial differences. Then combine them.

3. 83 - 29 = ___. Write the partial differences. Then combine them.

4. 87 - 21 = ___. Write the partial differences. Then combine them.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Regroup blocks for three-digit differences

OW-G2-095 E1 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 366 - 132 = ___. Show each trade and label the places.

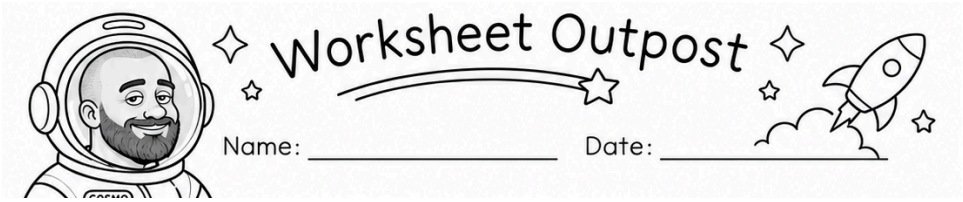
2. 579 - 223 = ___. Show each trade and label the places.

3. 578 - 171 = ___. Show each trade and label the places.

4. 827 - 245 = ___. Show each trade and label the places.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Regroup blocks for three-digit differences

OW-G2-095 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can use place value to add or subtract three-digit numbers.

Work with a partner. Build a model, then say or write your answer.

1. 366 - 132 = ___. Show each trade and label the places.

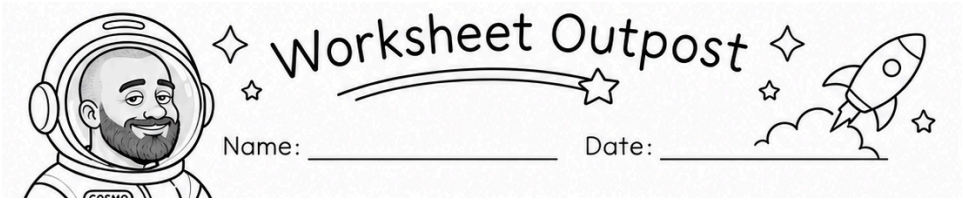
2. 579 - 223 = ___. Show each trade and label the places.

3. 578 - 171 = ___. Show each trade and label the places.

4. 827 - 245 = ___. Show each trade and label the places.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Regroup blocks for three-digit differences

OW-G2-095 E3 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 366 - 132 = ___. Show each trade and label the places.

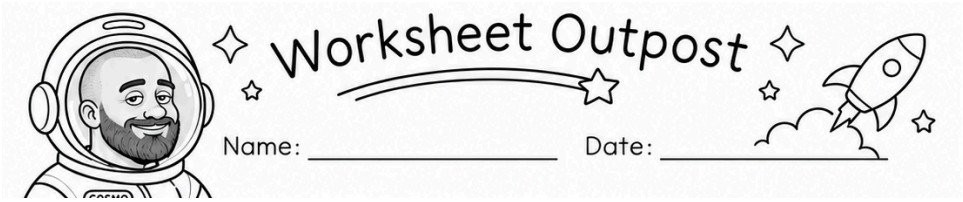
2. 579 - 223 = ___. Show each trade and label the places.

3. 578 - 171 = ___. Show each trade and label the places.

4. 827 - 245 = ___. Show each trade and label the places.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Regroup blocks for three-digit differences

OW-G2-095 E4 | Five questions

Name: _____ Date: _____

Success criteria
I can use place value to add or subtract three-digit numbers.

Ask an adult to show you how to start. Then finish the problem together.

1. 366 - 132 = ___. Show each trade and label the places.

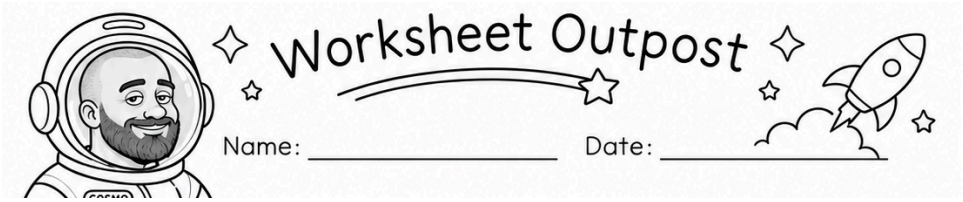
2. 579 - 223 = ___. Show each trade and label the places.

3. 578 - 171 = ___. Show each trade and label the places.

4. 827 - 245 = ___. Show each trade and label the places.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Regroup blocks for three-digit differences

OW-G2-095 E5 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 366 - 132 = ___. Show each trade and label the places.

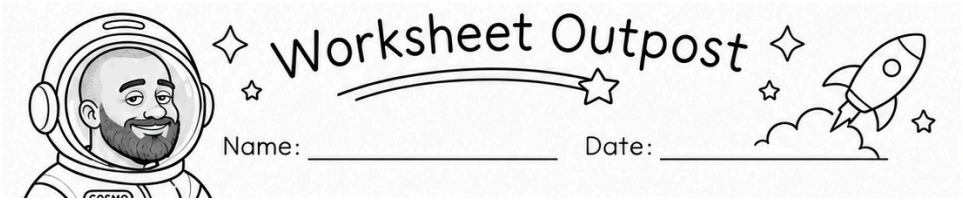
2. 579 - 223 = ___. Show each trade and label the places.

3. 578 - 171 = ___. Show each trade and label the places.

4. 827 - 245 = ___. Show each trade and label the places.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Select a two-digit subtraction method

OW-G2-096 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 46 - 18 = ___. Solve in two ways.

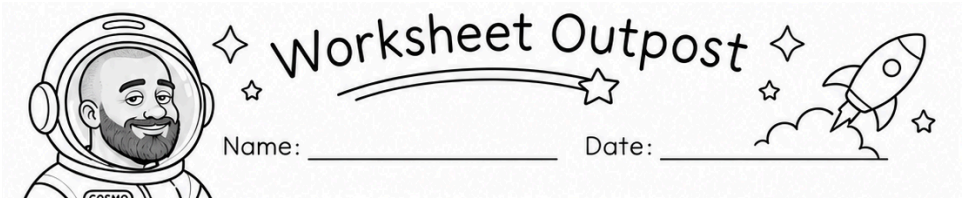
2. 66 - 29 = ___. Solve in two ways.

3. 76 - 30 = ___. Solve in two ways.

4. 80 - 22 = ___. Solve in two ways.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Select a two-digit subtraction method

OW-G2-096 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 46 - 18 = ___. Solve in two ways.

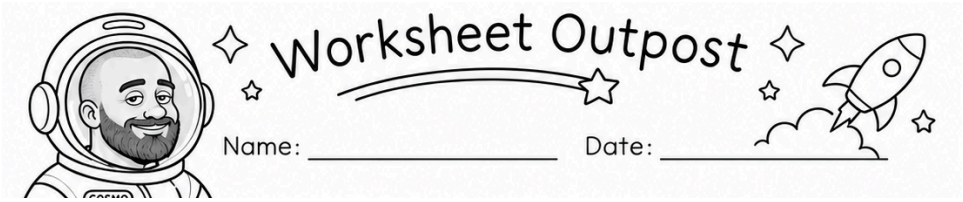
2. 66 - 29 = ___. Solve in two ways.

3. 76 - 30 = ___. Solve in two ways.

4. 80 - 22 = ___. Solve in two ways.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Select a two-digit subtraction method

OW-G2-096 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 46 - 18 = ___. Solve in two ways.

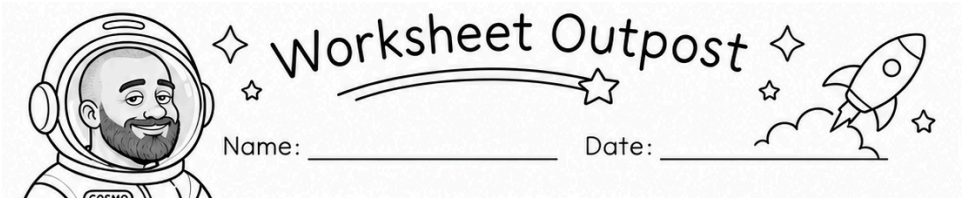
2. 66 - 29 = ___. Solve in two ways.

3. 76 - 30 = ___. Solve in two ways.

4. 80 - 22 = ___. Solve in two ways.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Select a two-digit subtraction method

OW-G2-096 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 46 - 18 = ___. Solve in two ways.

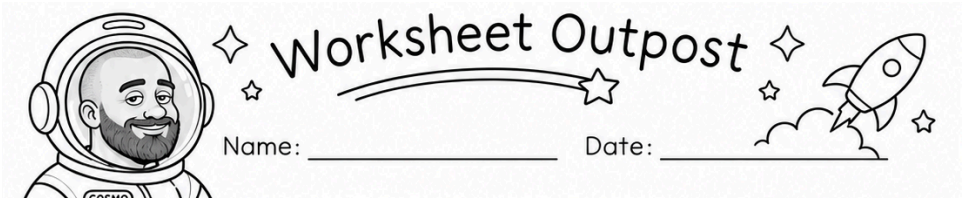
2. 66 - 29 = ___. Solve in two ways.

3. 76 - 30 = ___. Solve in two ways.

4. 80 - 22 = ___. Solve in two ways.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Select a two-digit subtraction method

OW-G2-096 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 46 - 18 = ___. Solve in two ways.

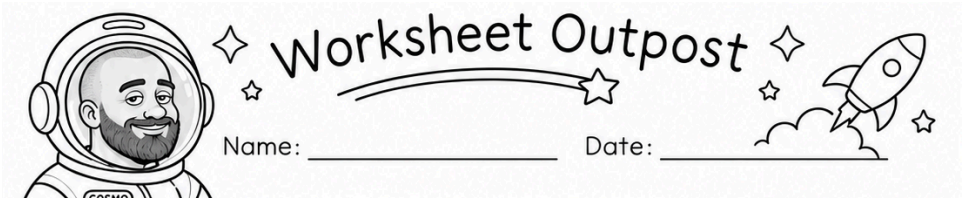
2. 66 - 29 = ___. Solve in two ways.

3. 76 - 30 = ___. Solve in two ways.

4. 80 - 22 = ___. Solve in two ways.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Split a number before subtracting

OW-G2-097 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 49 - 16 = ___. Break apart the number you subtract.

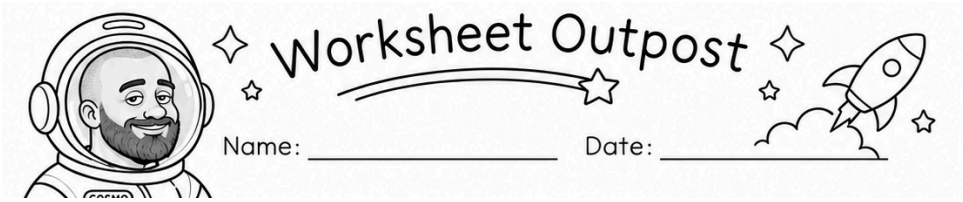
2. 69 - 27 = ___. Break apart the number you subtract.

3. 79 - 28 = ___. Break apart the number you subtract.

4. 83 - 20 = ___. Break apart the number you subtract.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Split a number before subtracting

OW-G2-097 E2 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 49 - 16 = ___. Break apart the number you subtract.

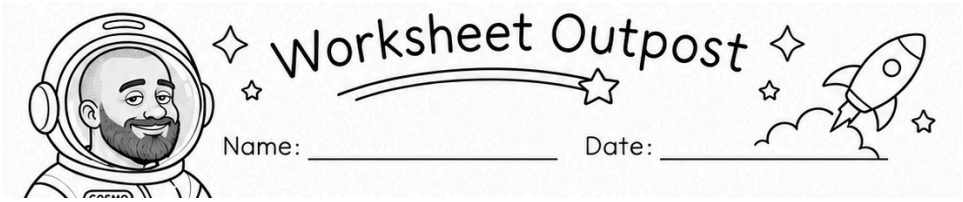
2. 69 - 27 = ___. Break apart the number you subtract.

3. 79 - 28 = ___. Break apart the number you subtract.

4. 83 - 20 = ___. Break apart the number you subtract.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Split a number before subtracting

OW-G2-097 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 49 - 16 = ___. Break apart the number you subtract.

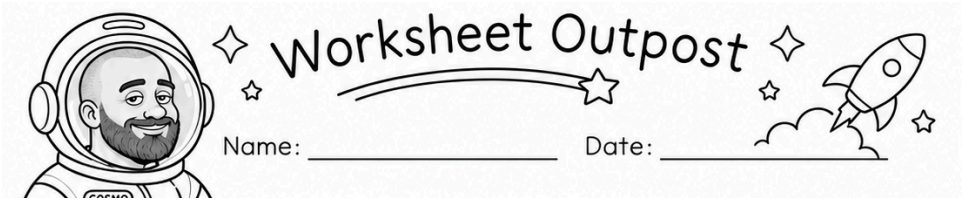
2. 69 - 27 = ___. Break apart the number you subtract.

3. 79 - 28 = ___. Break apart the number you subtract.

4. 83 - 20 = ___. Break apart the number you subtract.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Split a number before subtracting

OW-G2-097 E4 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 49 - 16 = ___. Break apart the number you subtract.

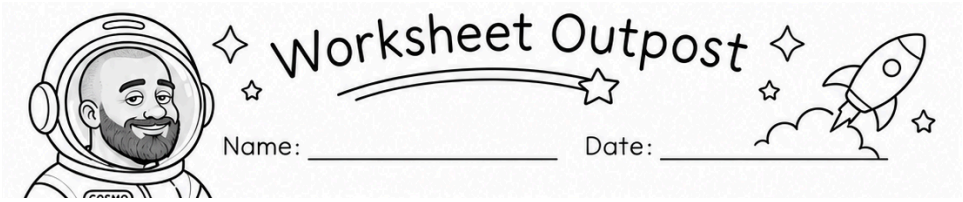
2. 69 - 27 = ___. Break apart the number you subtract.

3. 79 - 28 = ___. Break apart the number you subtract.

4. 83 - 20 = ___. Break apart the number you subtract.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Split a number before subtracting

OW-G2-097 E5 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 49 - 16 = ___. Break apart the number you subtract.

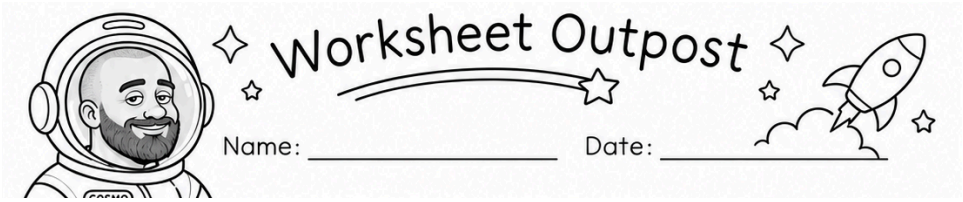
2. 69 - 27 = ___. Break apart the number you subtract.

3. 79 - 28 = ___. Break apart the number you subtract.

4. 83 - 20 = ___. Break apart the number you subtract.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtract place-value parts

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-098 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 50 - 16 = ___. Rename a ten if needed. Subtract tens and ones separately.

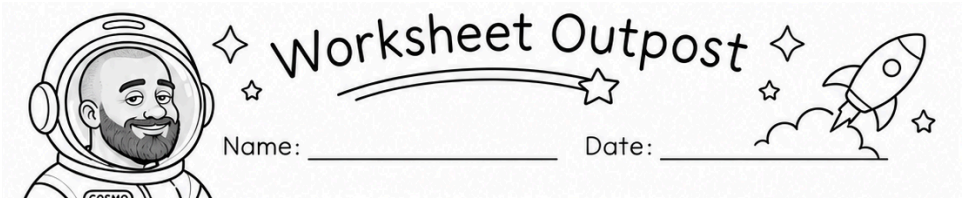
2. 70 - 27 = ___. Rename a ten if needed. Subtract tens and ones separately.

3. 80 - 28 = ___. Rename a ten if needed. Subtract tens and ones separately.

4. 84 - 20 = ___. Rename a ten if needed. Subtract tens and ones separately.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtract place-value parts

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-098 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 50 - 16 = ___. Rename a ten if needed. Subtract tens and ones separately.

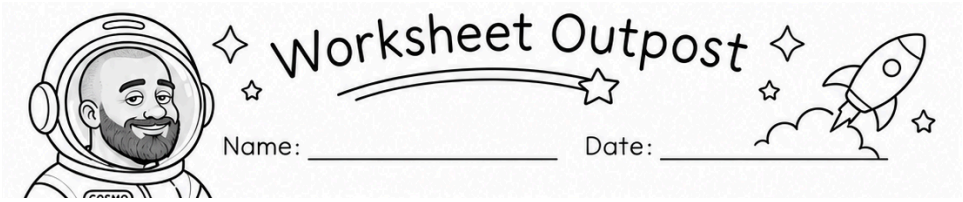
2. 70 - 27 = ___. Rename a ten if needed. Subtract tens and ones separately.

3. 80 - 28 = ___. Rename a ten if needed. Subtract tens and ones separately.

4. 84 - 20 = ___. Rename a ten if needed. Subtract tens and ones separately.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtract place-value parts

Success criteria

I can use tens and ones to add or subtract within 100.

OW-G2-098 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 50 - 16 = ___. Rename a ten if needed. Subtract tens and ones separately.

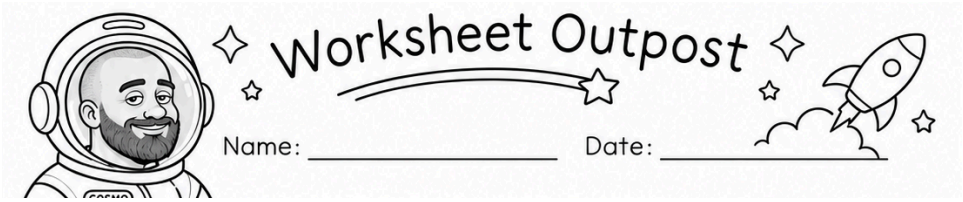
2. 70 - 27 = ___. Rename a ten if needed. Subtract tens and ones separately.

3. 80 - 28 = ___. Rename a ten if needed. Subtract tens and ones separately.

4. 84 - 20 = ___. Rename a ten if needed. Subtract tens and ones separately.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtract place-value parts

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-098 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 50 - 16 = ___. Rename a ten if needed. Subtract tens and ones separately.

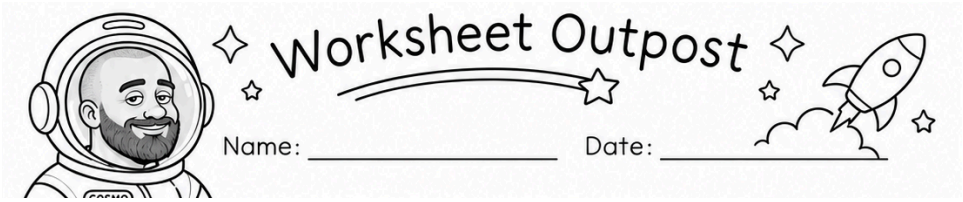
2. 70 - 27 = ___. Rename a ten if needed. Subtract tens and ones separately.

3. 80 - 28 = ___. Rename a ten if needed. Subtract tens and ones separately.

4. 84 - 20 = ___. Rename a ten if needed. Subtract tens and ones separately.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtract place-value parts

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-098 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 50 - 16 = ___. Rename a ten if needed. Subtract tens and ones separately.

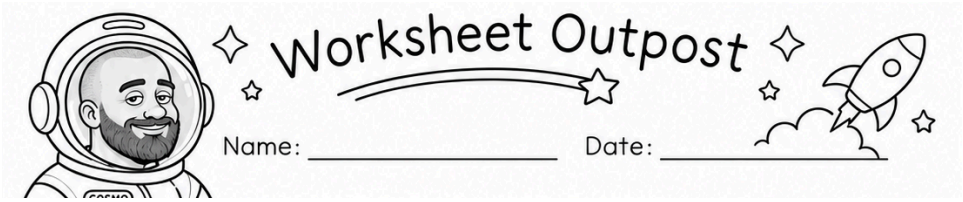
2. 70 - 27 = ___. Rename a ten if needed. Subtract tens and ones separately.

3. 80 - 28 = ___. Rename a ten if needed. Subtract tens and ones separately.

4. 84 - 20 = ___. Rename a ten if needed. Subtract tens and ones separately.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtraction stories with one or two steps

OW-G2-099 E1 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. The club has 30 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

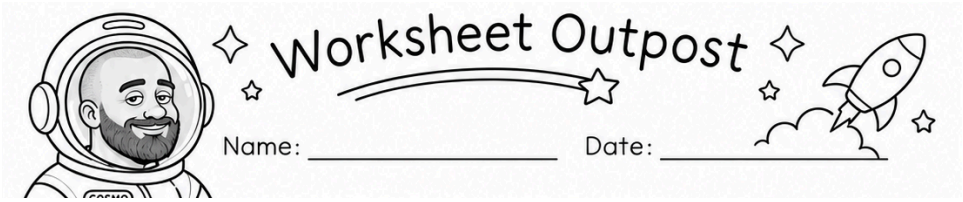
2. The club has 39 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

3. The club has 48 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

4. The club has 60 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtraction stories with one or two steps

OW-G2-099 E2 | Five questions

Name: _____ Date: _____

Success criteria

I can choose addition or subtraction to solve a story problem.

Work with a partner. Build a model, then say or write your answer.

1. The club has 30 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

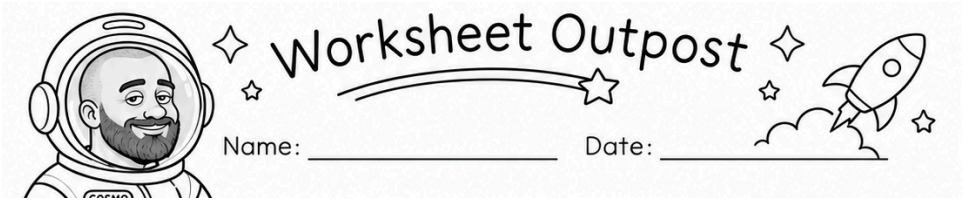
2. The club has 39 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

3. The club has 48 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

4. The club has 60 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtraction stories with one or two steps

OW-G2-099 E3 | Five questions

Success criteria
I can choose addition or subtraction to solve a story problem.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. The club has 30 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

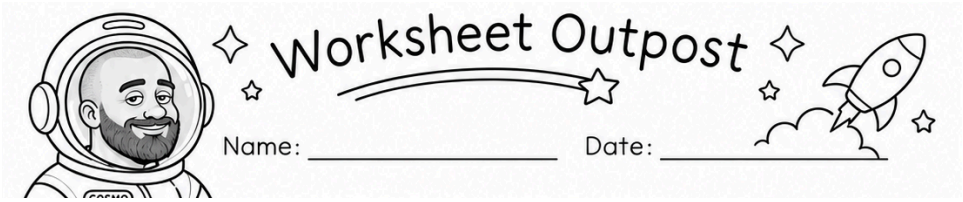
2. The club has 39 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

3. The club has 48 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

4. The club has 60 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtraction stories with one or two steps

OW-G2-099 E4 | Five questions

Name: _____ Date: _____

Success criteria

I can choose addition or subtraction to solve a story problem.

Ask an adult to show you how to start. Then finish the problem together.

1. The club has 30 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

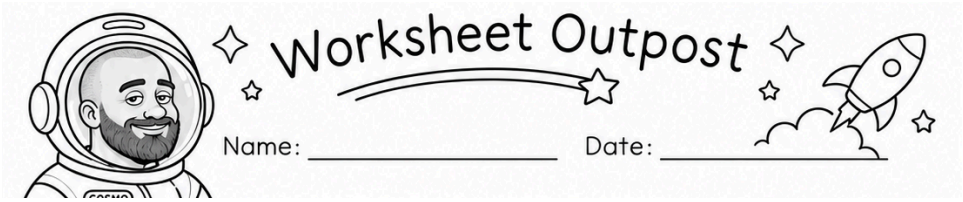
2. The club has 39 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

3. The club has 48 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

4. The club has 60 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Subtraction stories with one or two steps

OW-G2-099 E5 | Five questions

Name: _____ Date: _____

Success criteria
I can choose addition or subtraction to solve a story problem.



Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. The club has 30 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

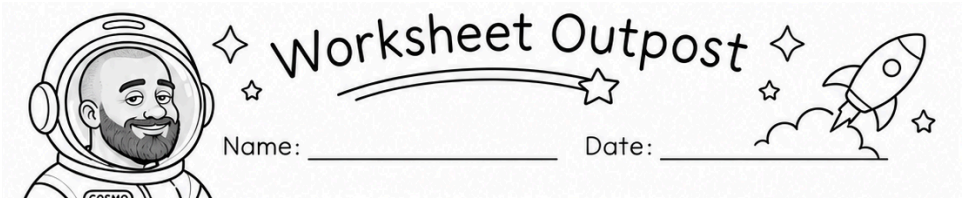
2. The club has 39 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

3. The club has 48 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

4. The club has 60 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Take a small number from a block model

OW-G2-100 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 30 - 7 = ___. Draw tens and ones. Trade a ten if needed.

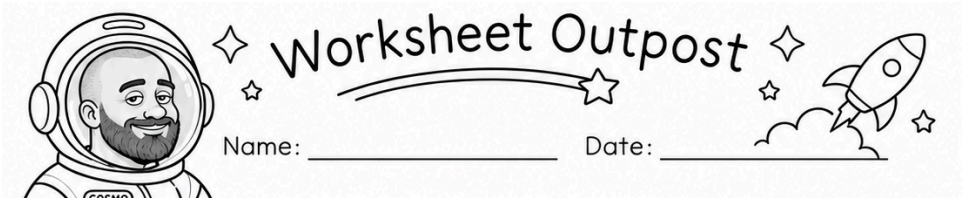
2. 39 - 7 = ___. Draw tens and ones. Trade a ten if needed.

3. 48 - 7 = ___. Draw tens and ones. Trade a ten if needed.

4. 60 - 7 = ___. Draw tens and ones. Trade a ten if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Take a small number from a block model

OW-G2-100 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can use tens and ones to add or subtract within 100.

Work with a partner. Build a model, then say or write your answer.

1. 30 - 7 = ___. Draw tens and ones. Trade a ten if needed.

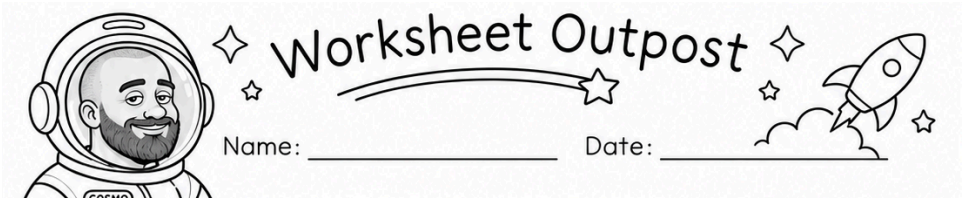
2. 39 - 7 = ___. Draw tens and ones. Trade a ten if needed.

3. 48 - 7 = ___. Draw tens and ones. Trade a ten if needed.

4. 60 - 7 = ___. Draw tens and ones. Trade a ten if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Take a small number from a block model

OW-G2-100 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 30 - 7 = ___. Draw tens and ones. Trade a ten if needed.

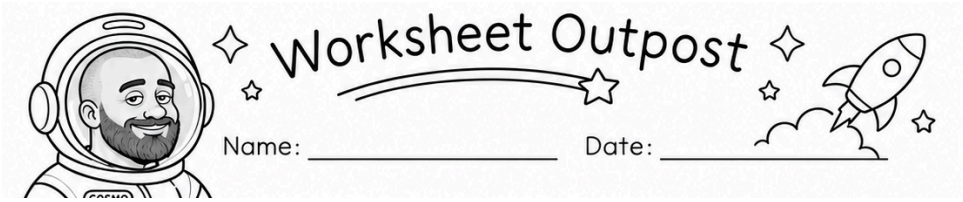
2. 39 - 7 = ___. Draw tens and ones. Trade a ten if needed.

3. 48 - 7 = ___. Draw tens and ones. Trade a ten if needed.

4. 60 - 7 = ___. Draw tens and ones. Trade a ten if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Take a small number from a block model

OW-G2-100 E4 | Five questions

Name: _____ Date: _____

Success criteria

I can use tens and ones to add or subtract within 100.

Ask an adult to show you how to start. Then finish the problem together.

1. 30 - 7 = ___. Draw tens and ones. Trade a ten if needed.

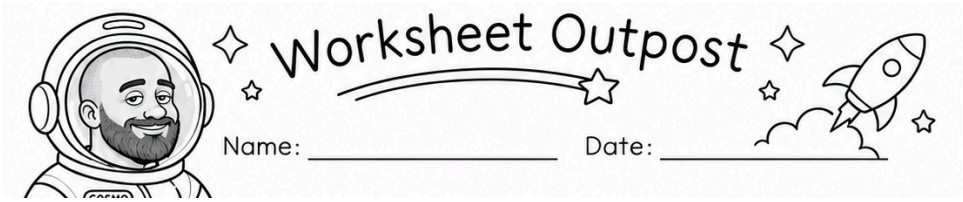
2. 39 - 7 = ___. Draw tens and ones. Trade a ten if needed.

3. 48 - 7 = ___. Draw tens and ones. Trade a ten if needed.

4. 60 - 7 = ___. Draw tens and ones. Trade a ten if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Take a small number from a block model

OW-G2-100 E5 | Five questions

Success criteria

I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 30 - 7 = ___. Draw tens and ones. Trade a ten if needed.

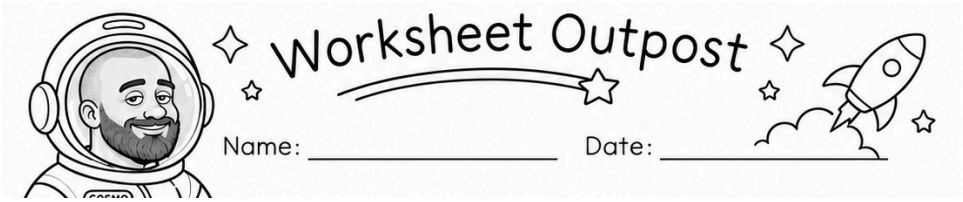
2. 39 - 7 = ___. Draw tens and ones. Trade a ten if needed.

3. 48 - 7 = ___. Draw tens and ones. Trade a ten if needed.

4. 60 - 7 = ___. Draw tens and ones. Trade a ten if needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit differences with block drawings

OW-G2-101 E1 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 370 - 130 = ___. Draw place-value blocks and trade as needed.

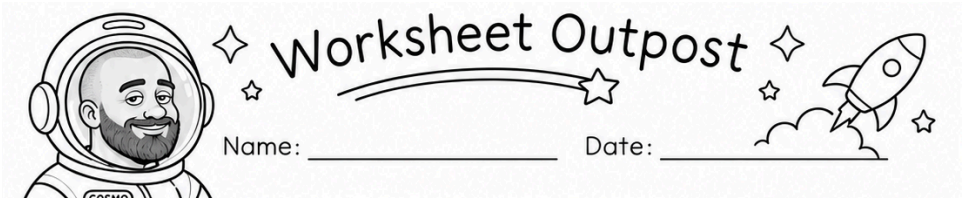
2. 583 - 221 = ___. Draw place-value blocks and trade as needed.

3. 582 - 169 = ___. Draw place-value blocks and trade as needed.

4. 831 - 243 = ___. Draw place-value blocks and trade as needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit differences with block drawings

OW-G2-101 E2 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 370 - 130 = ___. Draw place-value blocks and trade as needed.

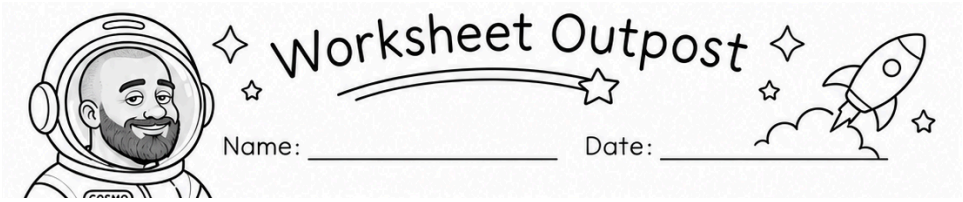
2. 583 - 221 = ___. Draw place-value blocks and trade as needed.

3. 582 - 169 = ___. Draw place-value blocks and trade as needed.

4. 831 - 243 = ___. Draw place-value blocks and trade as needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit differences with block drawings

OW-G2-101 E3 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 370 - 130 = ___. Draw place-value blocks and trade as needed.

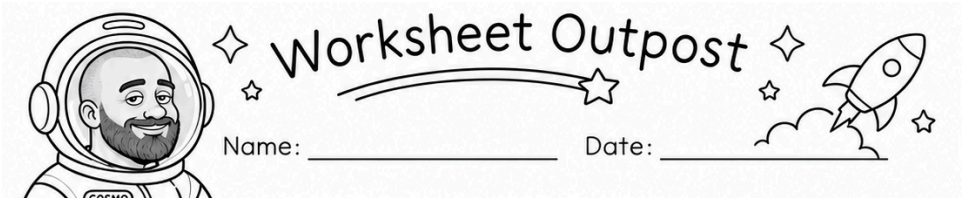
2. 583 - 221 = ___. Draw place-value blocks and trade as needed.

3. 582 - 169 = ___. Draw place-value blocks and trade as needed.

4. 831 - 243 = ___. Draw place-value blocks and trade as needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit differences with block drawings

OW-G2-101 E4 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 370 - 130 = ___. Draw place-value blocks and trade as needed.

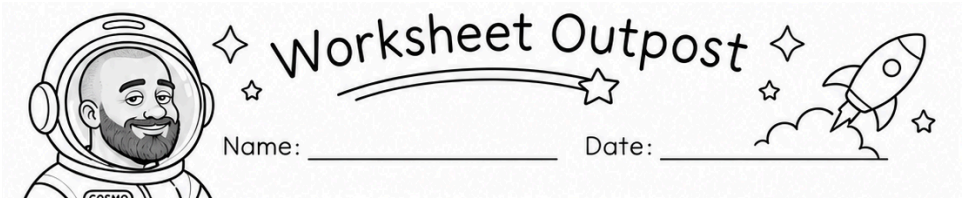
2. 583 - 221 = ___. Draw place-value blocks and trade as needed.

3. 582 - 169 = ___. Draw place-value blocks and trade as needed.

4. 831 - 243 = ___. Draw place-value blocks and trade as needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Three-digit differences with block drawings

OW-G2-101 E5 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 370 - 130 = ___. Draw place-value blocks and trade as needed.

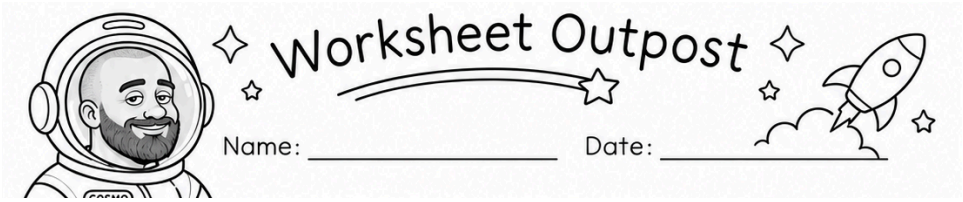
2. 583 - 221 = ___. Draw place-value blocks and trade as needed.

3. 582 - 169 = ___. Draw place-value blocks and trade as needed.

4. 831 - 243 = ___. Draw place-value blocks and trade as needed.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Try another subtraction approach

OW-G2-102 E1 | Five questions

Success criteria
I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 385 - 136 = ___. Solve. Explain how you checked each regrouping.

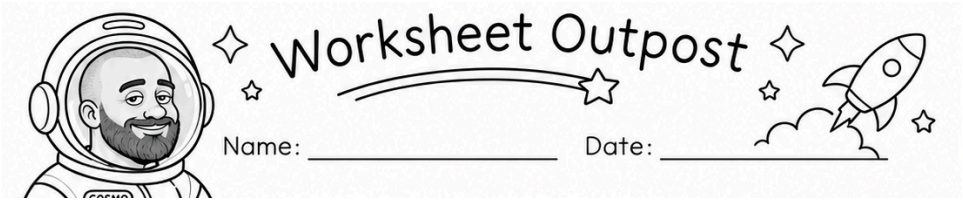
2. 598 - 227 = ___. Solve. Explain how you checked each regrouping.

3. 597 - 175 = ___. Solve. Explain how you checked each regrouping.

4. 846 - 249 = ___. Solve. Explain how you checked each regrouping.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Try another subtraction approach

OW-G2-102 E2 | Five questions

Success criteria

I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 385 - 136 = ___. Solve. Explain how you checked each regrouping.

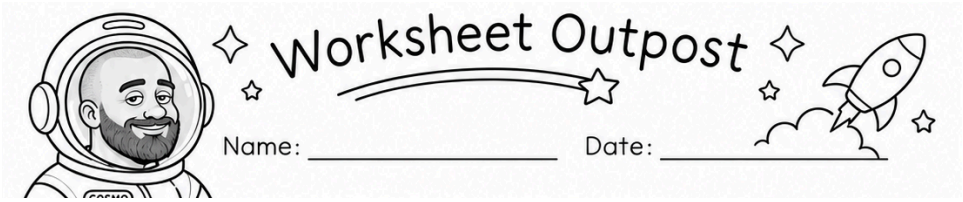
2. 598 - 227 = ___. Solve. Explain how you checked each regrouping.

3. 597 - 175 = ___. Solve. Explain how you checked each regrouping.

4. 846 - 249 = ___. Solve. Explain how you checked each regrouping.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Try another subtraction approach

OW-G2-102 E3 | Five questions

Success criteria

I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 385 - 136 = ___. Solve. Explain how you checked each regrouping.

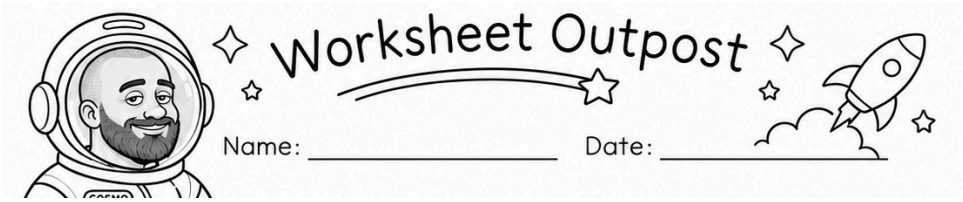
2. 598 - 227 = ___. Solve. Explain how you checked each regrouping.

3. 597 - 175 = ___. Solve. Explain how you checked each regrouping.

4. 846 - 249 = ___. Solve. Explain how you checked each regrouping.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Try another subtraction approach

OW-G2-102 E4 | Five questions

Success criteria

I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 385 - 136 = ___. Solve. Explain how you checked each regrouping.

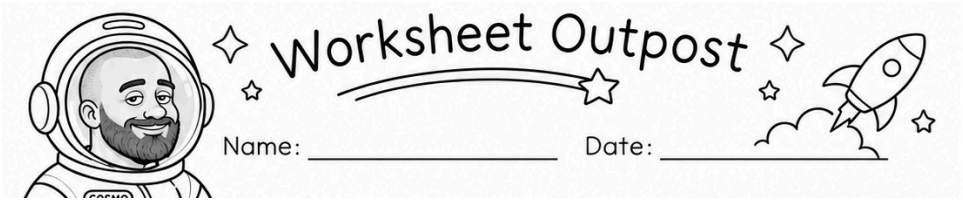
2. 598 - 227 = ___. Solve. Explain how you checked each regrouping.

3. 597 - 175 = ___. Solve. Explain how you checked each regrouping.

4. 846 - 249 = ___. Solve. Explain how you checked each regrouping.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Try another subtraction approach

OW-G2-102 E5 | Five questions

Success criteria

I can use place value to add or subtract three-digit numbers.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 385 - 136 = ___. Solve. Explain how you checked each regrouping.

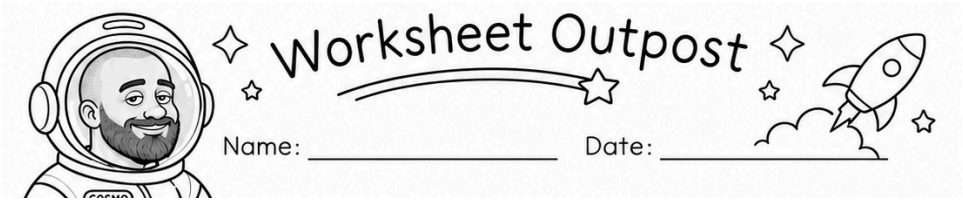
2. 598 - 227 = ___. Solve. Explain how you checked each regrouping.

3. 597 - 175 = ___. Solve. Explain how you checked each regrouping.

4. 846 - 249 = ___. Solve. Explain how you checked each regrouping.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit difference practice

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-103 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 47 - 18 = ___. Choose a strategy and check with addition.

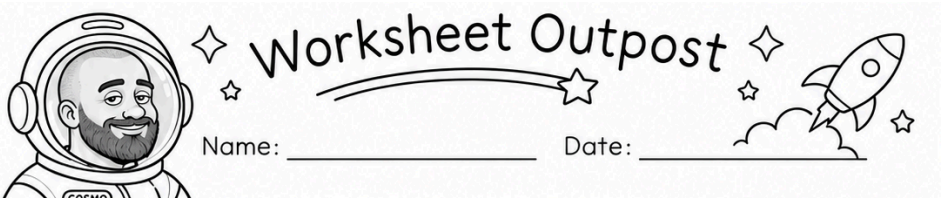
2. 67 - 29 = ___. Choose a strategy and check with addition.

3. 77 - 30 = ___. Choose a strategy and check with addition.

4. 81 - 22 = ___. Choose a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit difference practice

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-103 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. 47 - 18 = ___. Choose a strategy and check with addition.

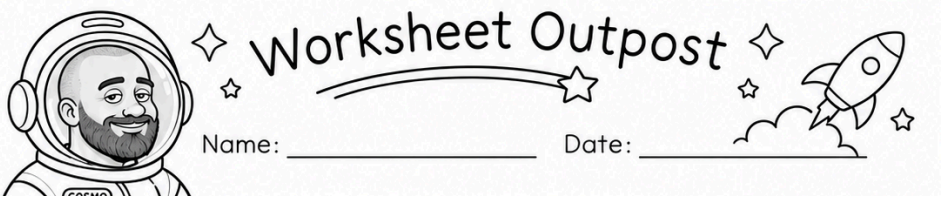
2. 67 - 29 = ___. Choose a strategy and check with addition.

3. 77 - 30 = ___. Choose a strategy and check with addition.

4. 81 - 22 = ___. Choose a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit difference practice

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-103 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 47 - 18 = ___. Choose a strategy and check with addition.

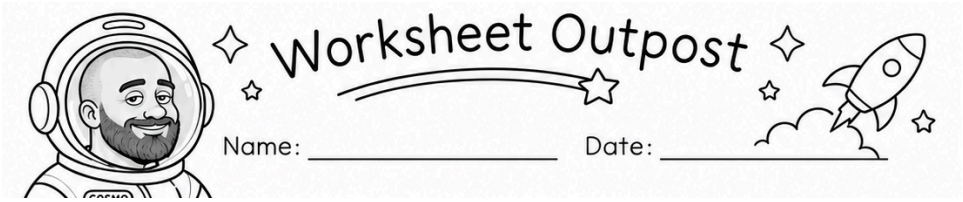
2. 67 - 29 = ___. Choose a strategy and check with addition.

3. 77 - 30 = ___. Choose a strategy and check with addition.

4. 81 - 22 = ___. Choose a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit difference practice

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-103 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 47 - 18 = ___. Choose a strategy and check with addition.

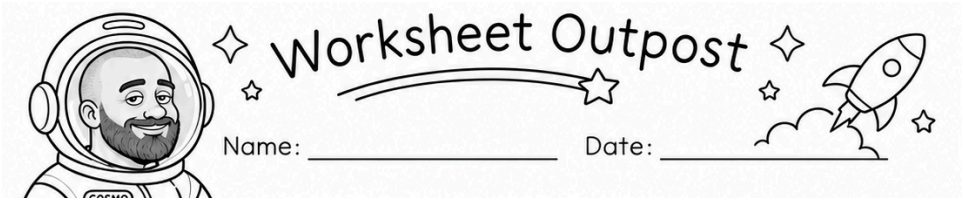
2. 67 - 29 = ___. Choose a strategy and check with addition.

3. 77 - 30 = ___. Choose a strategy and check with addition.

4. 81 - 22 = ___. Choose a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit difference practice

Success criteria
I can use tens and ones to add or subtract within 100.

OW-G2-103 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 47 - 18 = ___. Choose a strategy and check with addition.

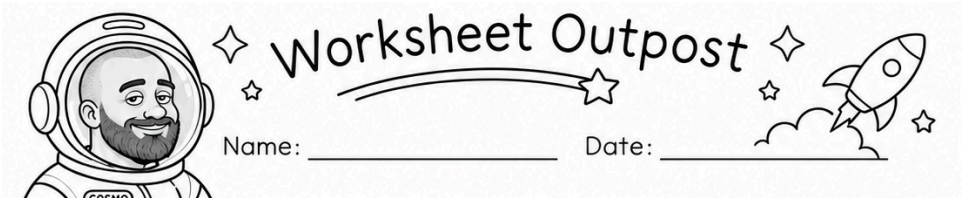
2. 67 - 29 = ___. Choose a strategy and check with addition.

3. 77 - 30 = ___. Choose a strategy and check with addition.

4. 81 - 22 = ___. Choose a strategy and check with addition.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit differences with block drawings

OW-G2-104 E1 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. 47 - 15 = ___. Draw tens and ones. Show regrouping.

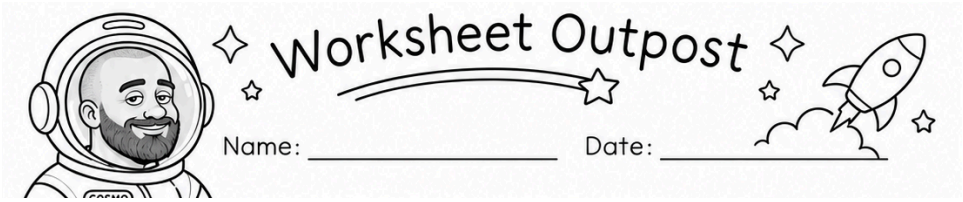
2. 67 - 26 = ___. Draw tens and ones. Show regrouping.

3. 77 - 27 = ___. Draw tens and ones. Show regrouping.

4. 81 - 19 = ___. Draw tens and ones. Show regrouping.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit differences with block drawings

OW-G2-104 E2 | Five questions

Name: _____ Date: _____

Success criteria
I can use tens and ones to add or subtract within 100.

Work with a partner. Build a model, then say or write your answer.

1. 47 - 15 = ___. Draw tens and ones. Show regrouping.

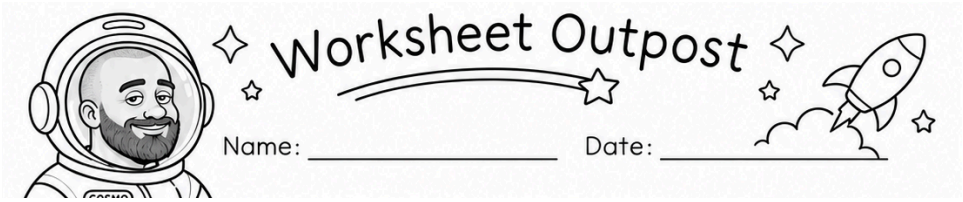
2. 67 - 26 = ___. Draw tens and ones. Show regrouping.

3. 77 - 27 = ___. Draw tens and ones. Show regrouping.

4. 81 - 19 = ___. Draw tens and ones. Show regrouping.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit differences with block drawings

OW-G2-104 E3 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. 47 - 15 = ___. Draw tens and ones. Show regrouping.

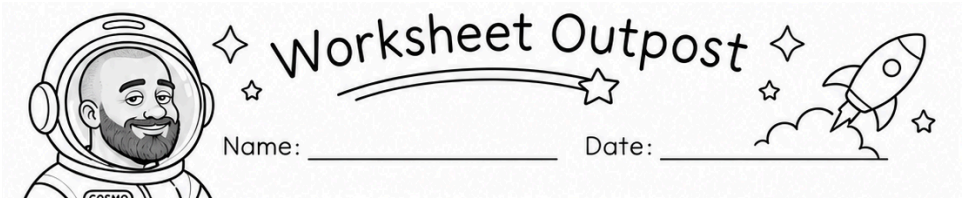
2. 67 - 26 = ___. Draw tens and ones. Show regrouping.

3. 77 - 27 = ___. Draw tens and ones. Show regrouping.

4. 81 - 19 = ___. Draw tens and ones. Show regrouping.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit differences with block drawings

OW-G2-104 E4 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. 47 - 15 = ___. Draw tens and ones. Show regrouping.

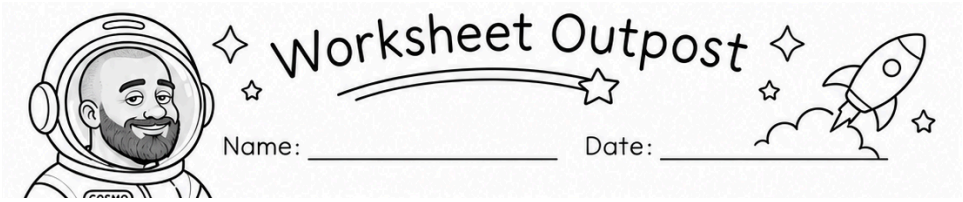
2. 67 - 26 = ___. Draw tens and ones. Show regrouping.

3. 77 - 27 = ___. Draw tens and ones. Show regrouping.

4. 81 - 19 = ___. Draw tens and ones. Show regrouping.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-digit differences with block drawings

OW-G2-104 E5 | Five questions

Success criteria
I can use tens and ones to add or subtract within 100.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. 47 - 15 = ___. Draw tens and ones. Show regrouping.

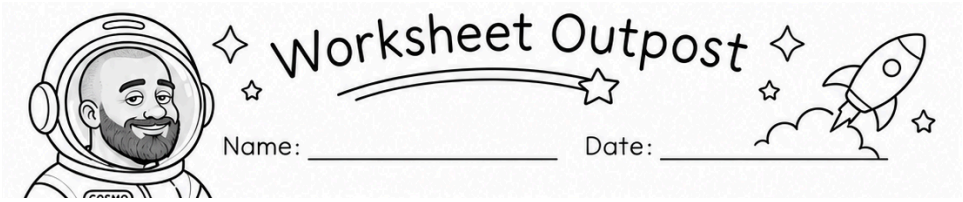
2. 67 - 26 = ___. Draw tens and ones. Show regrouping.

3. 77 - 27 = ___. Draw tens and ones. Show regrouping.

4. 81 - 19 = ___. Draw tens and ones. Show regrouping.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-step subtraction stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-105 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. The club has 31 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

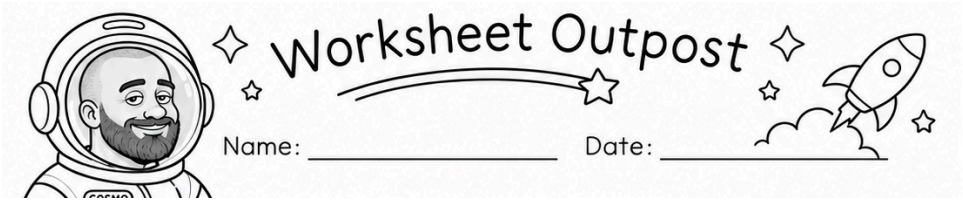
2. The club has 40 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

3. The club has 49 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

4. The club has 61 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-step subtraction stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-105 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. The club has 31 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

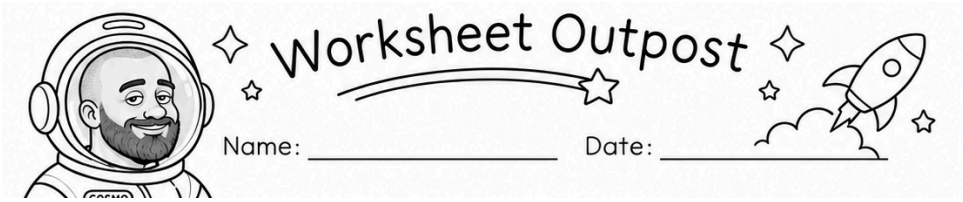
2. The club has 40 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

3. The club has 49 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

4. The club has 61 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-step subtraction stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-105 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. The club has 31 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

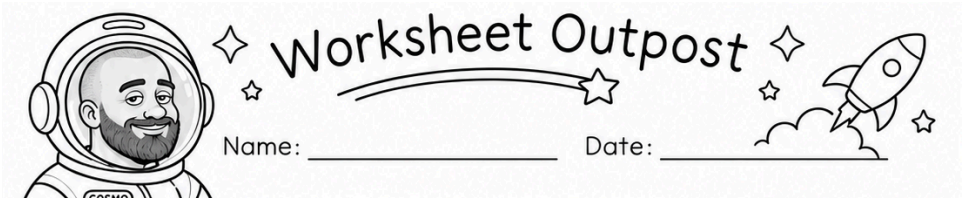
2. The club has 40 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

3. The club has 49 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

4. The club has 61 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-step subtraction stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-105 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. The club has 31 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

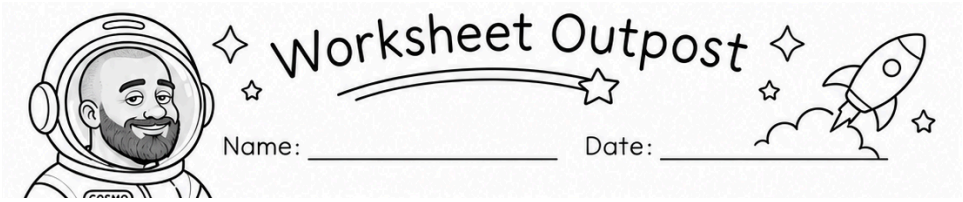
2. The club has 40 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

3. The club has 49 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

4. The club has 61 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Two-step subtraction stories

Success criteria
I can choose addition or subtraction to solve a story problem.

OW-G2-105 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. The club has 31 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

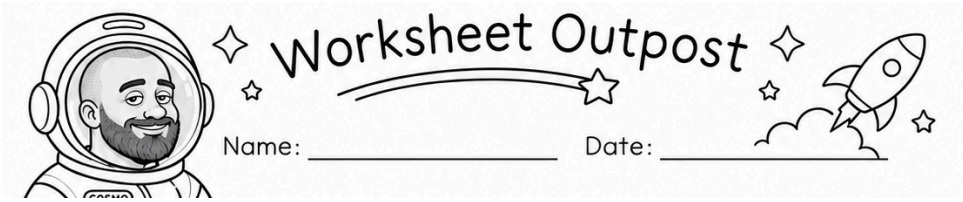
2. The club has 40 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

3. The club has 49 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

4. The club has 61 pencils. It gives away 12 on Monday and 5 more on Tuesday. How many pencils does the club have now? Show both steps.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Tell time to the nearest five minutes

OW-G2-106 E1 | Five questions

Success criteria
I can read the hour and minute hands to tell the time.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write the time. What does each hand tell you?



2. Write the time. What does each hand tell you?



3. Write the time. What does each hand tell you?

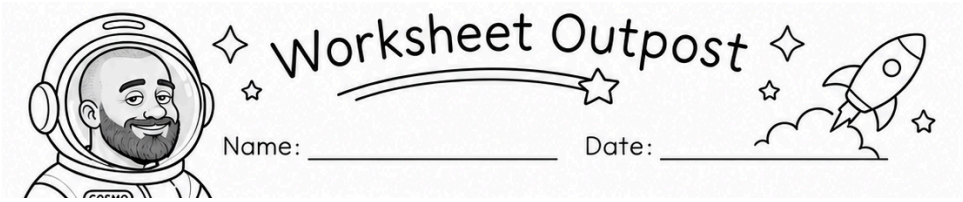


4. Write the time. What does each hand tell you?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Tell time to the nearest five minutes

OW-G2-106 E2 | Five questions

Success criteria
I can read the hour and minute hands to tell the time.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Write the time. What does each hand tell you?



2. Write the time. What does each hand tell you?



3. Write the time. What does each hand tell you?

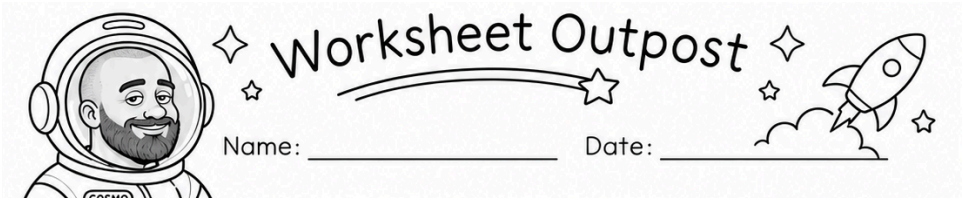


4. Write the time. What does each hand tell you?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Tell time to the nearest five minutes

OW-G2-106 E3 | Five questions

Success criteria
I can read the hour and minute hands to tell the time.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write the time. What does each hand tell you?



2. Write the time. What does each hand tell you?



3. Write the time. What does each hand tell you?

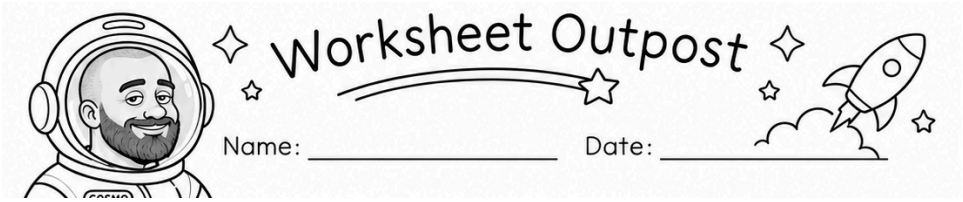


4. Write the time. What does each hand tell you?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Tell time to the nearest five minutes

OW-G2-106 E4 | Five questions

Success criteria
I can read the hour and minute hands to tell the time.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write the time. What does each hand tell you?



2. Write the time. What does each hand tell you?



3. Write the time. What does each hand tell you?

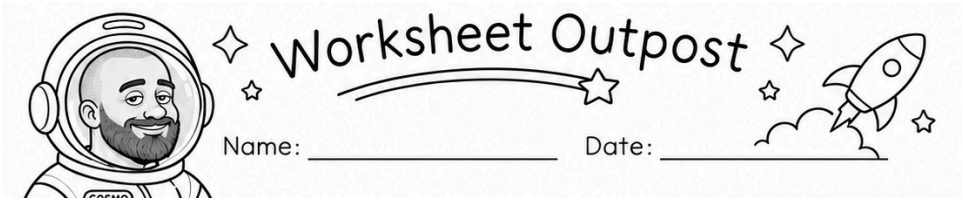


4. Write the time. What does each hand tell you?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Tell time to the nearest five minutes

OW-G2-106 E5 | Five questions

Success criteria
I can read the hour and minute hands to tell the time.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write the time. What does each hand tell you?



2. Write the time. What does each hand tell you?



3. Write the time. What does each hand tell you?

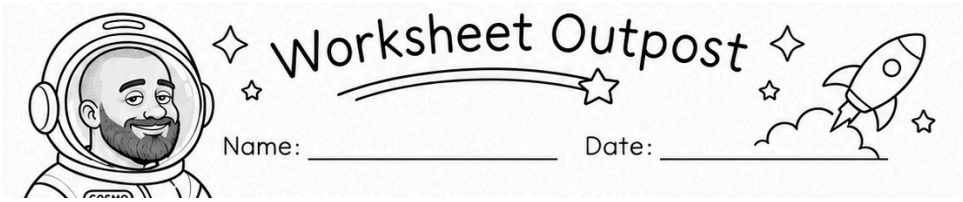


4. Write the time. What does each hand tell you?



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Coin totals in everyday stories

Success criteria
I can add the values of the coins and write the total in cents.

OW-G2-107 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Find the value of 1 quarter, 1 dime, and 1 nickel. Write your answer in cents.

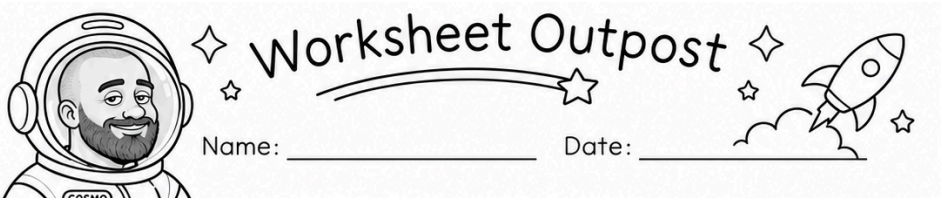
2. Find the value of 2 quarters, 1 dime, and 1 nickel. Write your answer in cents.

3. Find the value of 3 quarters, 1 dime, and 1 nickel. Write your answer in cents.

4. Find the value of 4 quarters, 1 dime, and 1 nickel. Write your answer in cents.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Coin totals in everyday stories

OW-G2-107 E2 | Five questions

Success criteria
I can add the values of the coins and write the total in cents.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Find the value of 1 quarter, 1 dime, and 1 nickel. Write your answer in cents.

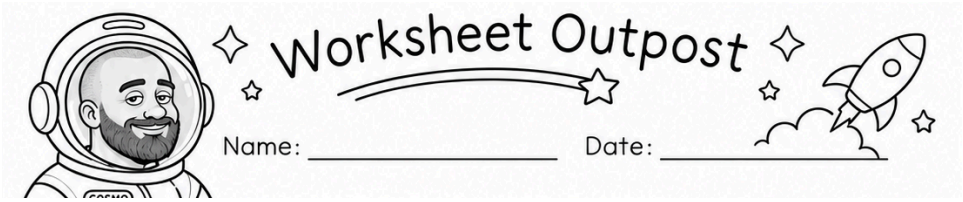
2. Find the value of 2 quarters, 1 dime, and 1 nickel. Write your answer in cents.

3. Find the value of 3 quarters, 1 dime, and 1 nickel. Write your answer in cents.

4. Find the value of 4 quarters, 1 dime, and 1 nickel. Write your answer in cents.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Coin totals in everyday stories

OW-G2-107 E3 | Five questions

Success criteria

I can add the values of the coins and write the total in cents.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Find the value of 1 quarter, 1 dime, and 1 nickel. Write your answer in cents.

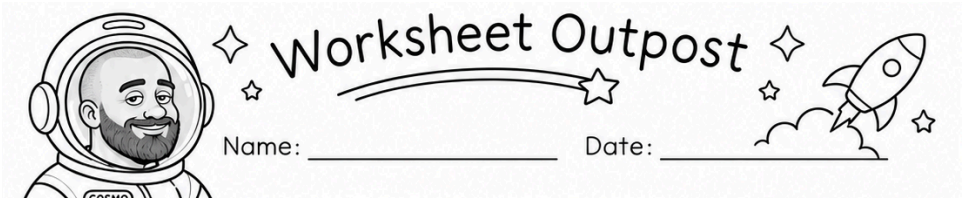
2. Find the value of 2 quarters, 1 dime, and 1 nickel. Write your answer in cents.

3. Find the value of 3 quarters, 1 dime, and 1 nickel. Write your answer in cents.

4. Find the value of 4 quarters, 1 dime, and 1 nickel. Write your answer in cents.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Coin totals in everyday stories

OW-G2-107 E4 | Five questions

Success criteria
I can add the values of the coins and write the total in cents.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Find the value of 1 quarter, 1 dime, and 1 nickel. Write your answer in cents.

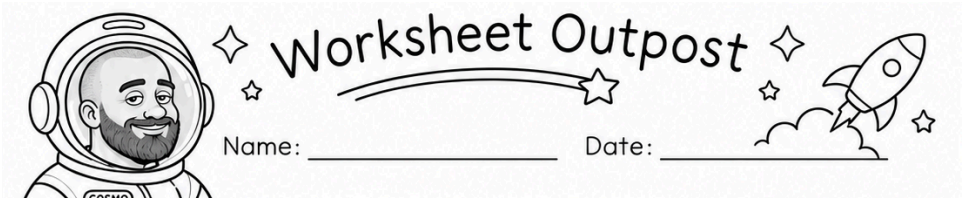
2. Find the value of 2 quarters, 1 dime, and 1 nickel. Write your answer in cents.

3. Find the value of 3 quarters, 1 dime, and 1 nickel. Write your answer in cents.

4. Find the value of 4 quarters, 1 dime, and 1 nickel. Write your answer in cents.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Coin totals in everyday stories

OW-G2-107 E5 | Five questions

Success criteria
I can add the values of the coins and write the total in cents.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Find the value of 1 quarter, 1 dime, and 1 nickel. Write your answer in cents.

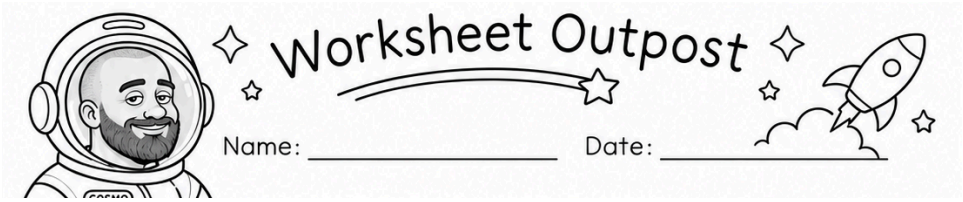
2. Find the value of 2 quarters, 1 dime, and 1 nickel. Write your answer in cents.

3. Find the value of 3 quarters, 1 dime, and 1 nickel. Write your answer in cents.

4. Find the value of 4 quarters, 1 dime, and 1 nickel. Write your answer in cents.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Dollar amounts in everyday stories

OW-G2-108 E1 | Five questions

Success criteria
I can count the value of the money and label my answer.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. You have 1 five-dollar bill and 2 one-dollar bills. Write the total using $.

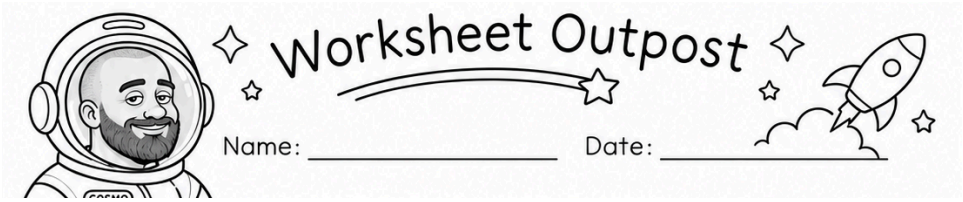
2. You have 2 five-dollar bills and 2 one-dollar bills. Write the total using $.

3. You have 3 five-dollar bills and 2 one-dollar bills. Write the total using $.

4. You have 4 five-dollar bills and 2 one-dollar bills. Write the total using $.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Dollar amounts in everyday stories

OW-G2-108 E2 | Five questions

Success criteria
I can count the value of the money and label my answer.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. You have 1 five-dollar bill and 2 one-dollar bills. Write the total using $.

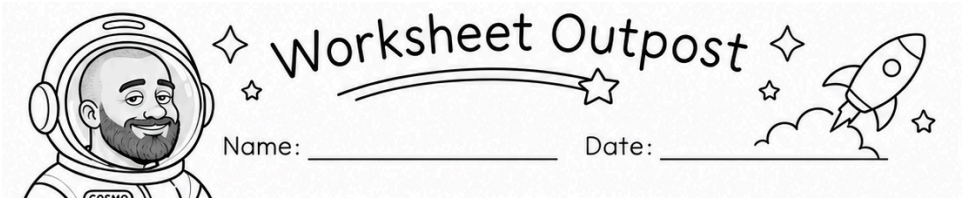
2. You have 2 five-dollar bills and 2 one-dollar bills. Write the total using $.

3. You have 3 five-dollar bills and 2 one-dollar bills. Write the total using $.

4. You have 4 five-dollar bills and 2 one-dollar bills. Write the total using $.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Dollar amounts in everyday stories

OW-G2-108 E3 | Five questions

Success criteria
I can count the value of the money and label my answer.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. You have 1 five-dollar bill and 2 one-dollar bills. Write the total using $.

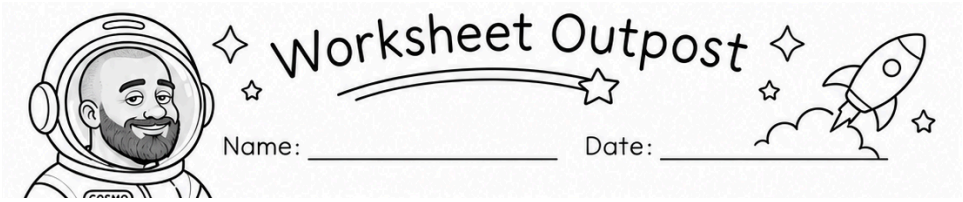
2. You have 2 five-dollar bills and 2 one-dollar bills. Write the total using $.

3. You have 3 five-dollar bills and 2 one-dollar bills. Write the total using $.

4. You have 4 five-dollar bills and 2 one-dollar bills. Write the total using $.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Dollar amounts in everyday stories

OW-G2-108 E4 | Five questions

Name: _____ Date: _____

Success criteria

I can count the value of the money and label my answer.

Ask an adult to show you how to start. Then finish the problem together.

1. You have 1 five-dollar bill and 2 one-dollar bills. Write the total using $.

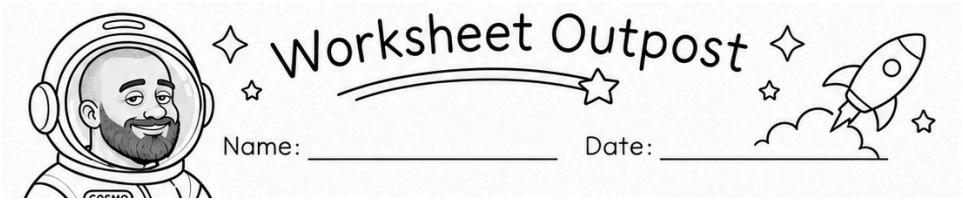
2. You have 2 five-dollar bills and 2 one-dollar bills. Write the total using $.

3. You have 3 five-dollar bills and 2 one-dollar bills. Write the total using $.

4. You have 4 five-dollar bills and 2 one-dollar bills. Write the total using $.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Dollar amounts in everyday stories

OW-G2-108 E5 | Five questions

Name: _____ Date: _____

Success criteria
I can count the value of the money and label my answer.

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. You have 1 five-dollar bill and 2 one-dollar bills. Write the total using $.

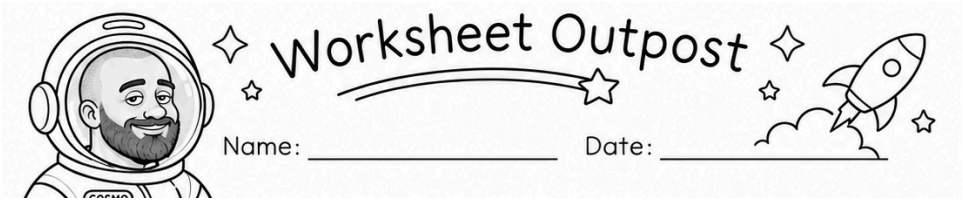
2. You have 2 five-dollar bills and 2 one-dollar bills. Write the total using $.

3. You have 3 five-dollar bills and 2 one-dollar bills. Write the total using $.

4. You have 4 five-dollar bills and 2 one-dollar bills. Write the total using $.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a money decision

OW-G2-109 E1 | Five questions

Success criteria

I can show two different ways to make the same amount with coins.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Find two different coin combinations worth 20 cents. Label the coins.

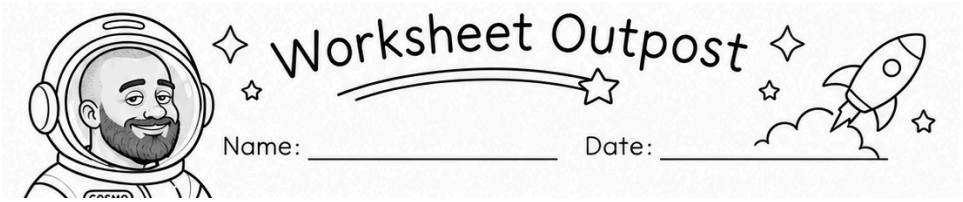
2. Find two different coin combinations worth 25 cents. Label the coins.

3. Find two different coin combinations worth 30 cents. Label the coins.

4. Find two different coin combinations worth 35 cents. Label the coins.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a money decision

OW-G2-109 E2 | Five questions

Success criteria
I can show two different ways to make the same amount with coins.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Find two different coin combinations worth 20 cents. Label the coins.

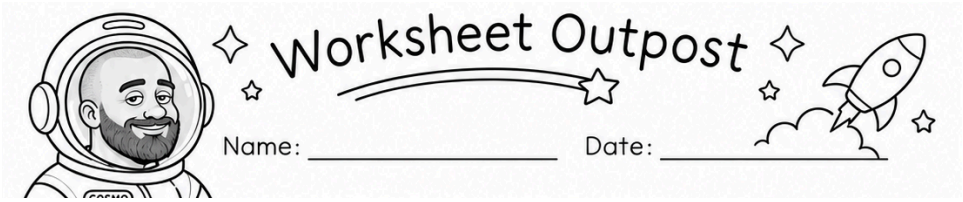
2. Find two different coin combinations worth 25 cents. Label the coins.

3. Find two different coin combinations worth 30 cents. Label the coins.

4. Find two different coin combinations worth 35 cents. Label the coins.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a money decision

OW-G2-109 E3 | Five questions

Success criteria
I can show two different ways to make the same amount with coins.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Find two different coin combinations worth 20 cents. Label the coins.

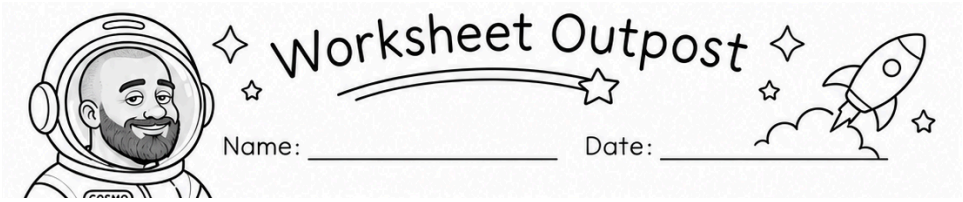
2. Find two different coin combinations worth 25 cents. Label the coins.

3. Find two different coin combinations worth 30 cents. Label the coins.

4. Find two different coin combinations worth 35 cents. Label the coins.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a money decision

OW-G2-109 E4 | Five questions

Success criteria

I can show two different ways to make the same amount with coins.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Find two different coin combinations worth 20 cents. Label the coins.

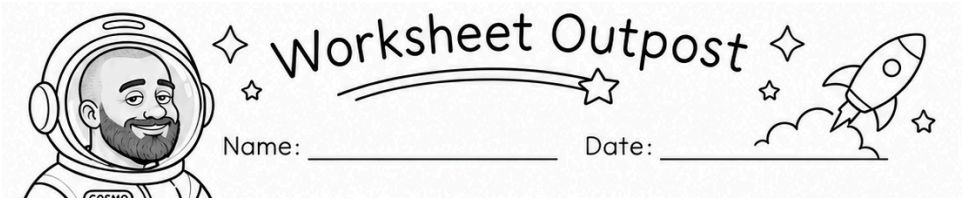
2. Find two different coin combinations worth 25 cents. Label the coins.

3. Find two different coin combinations worth 30 cents. Label the coins.

4. Find two different coin combinations worth 35 cents. Label the coins.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Explain a money decision

OW-G2-109 E5 | Five questions

Success criteria
I can show two different ways to make the same amount with coins.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Find two different coin combinations worth 20 cents. Label the coins.

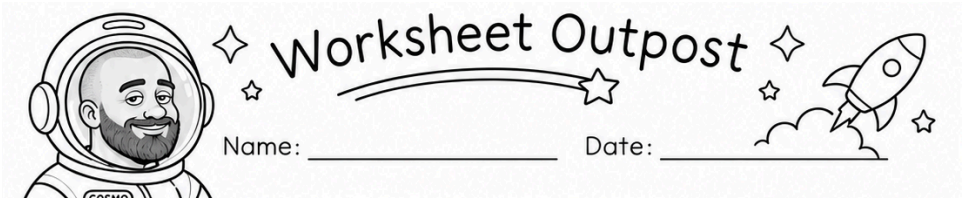
2. Find two different coin combinations worth 25 cents. Label the coins.

3. Find two different coin combinations worth 30 cents. Label the coins.

4. Find two different coin combinations worth 35 cents. Label the coins.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Minutes before or past an hour

Success criteria
I can read the clock and tell how many minutes before or after the hour it is.

OW-G2-110 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. Write 10 minutes before 4:00 and 10 minutes after 4:00.

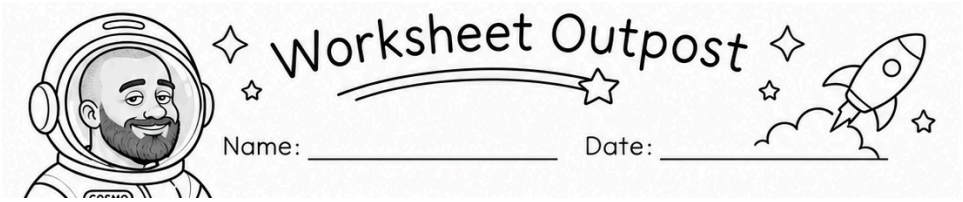
2. Write 20 minutes before 5:00 and 20 minutes after 5:00.

3. Write 30 minutes before 6:00 and 30 minutes after 6:00.

4. Write 40 minutes before 7:00 and 40 minutes after 7:00.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Minutes before or past an hour

Success criteria
I can read the clock and tell how many minutes before or after the hour it is.

OW-G2-110 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. Write 10 minutes before 4:00 and 10 minutes after 4:00.

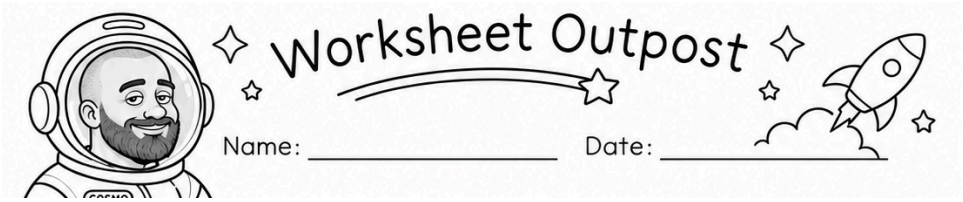
2. Write 20 minutes before 5:00 and 20 minutes after 5:00.

3. Write 30 minutes before 6:00 and 30 minutes after 6:00.

4. Write 40 minutes before 7:00 and 40 minutes after 7:00.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Minutes before or past an hour

Success criteria
I can read the clock and tell how many minutes before or after the hour it is.

OW-G2-110 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. Write 10 minutes before 4:00 and 10 minutes after 4:00.

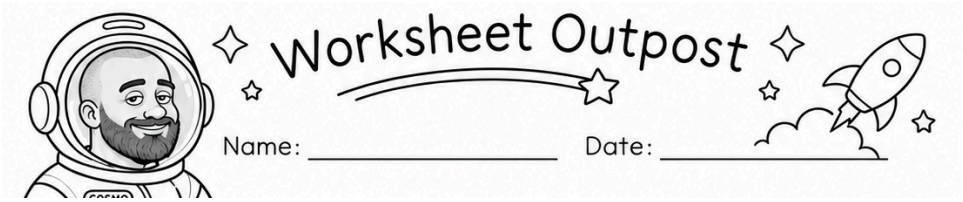
2. Write 20 minutes before 5:00 and 20 minutes after 5:00.

3. Write 30 minutes before 6:00 and 30 minutes after 6:00.

4. Write 40 minutes before 7:00 and 40 minutes after 7:00.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Minutes before or past an hour

Success criteria
I can read the clock and tell how many minutes before or after the hour it is.

OW-G2-110 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. Write 10 minutes before 4:00 and 10 minutes after 4:00.

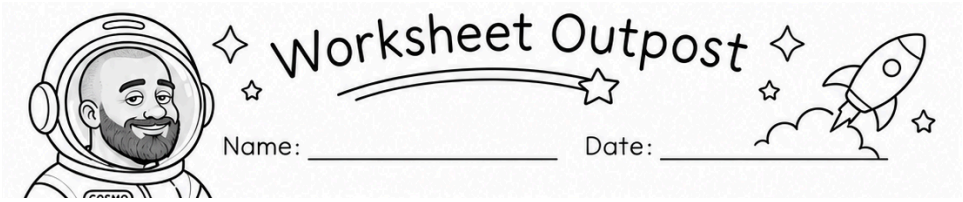
2. Write 20 minutes before 5:00 and 20 minutes after 5:00.

3. Write 30 minutes before 6:00 and 30 minutes after 6:00.

4. Write 40 minutes before 7:00 and 40 minutes after 7:00.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Minutes before or past an hour

Success criteria
I can read the clock and tell how many minutes before or after the hour it is.

OW-G2-110 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. Write 10 minutes before 4:00 and 10 minutes after 4:00.

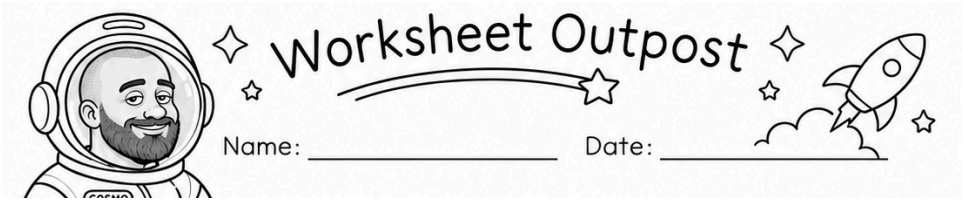
2. Write 20 minutes before 5:00 and 20 minutes after 5:00.

3. Write 30 minutes before 6:00 and 30 minutes after 6:00.

4. Write 40 minutes before 7:00 and 40 minutes after 7:00.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More coin total stories

OW-G2-111 E1 | Five questions

Success criteria

I can count the coins I pay with and work out how much change I get.

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A pencil costs 30 cents. You pay 2 quarters. How much change do you get?

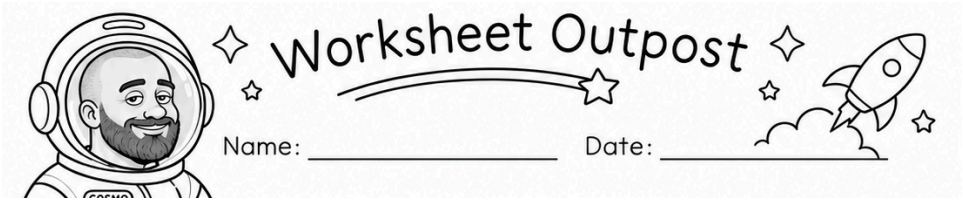
2. A pencil costs 35 cents. You pay 2 quarters. How much change do you get?

3. A pencil costs 40 cents. You pay 2 quarters. How much change do you get?

4. A pencil costs 45 cents. You pay 2 quarters. How much change do you get?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More coin total stories

OW-G2-111 E2 | Five questions

Success criteria

I can count the coins I pay with and work out how much change I get.

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A pencil costs 30 cents. You pay 2 quarters. How much change do you get?

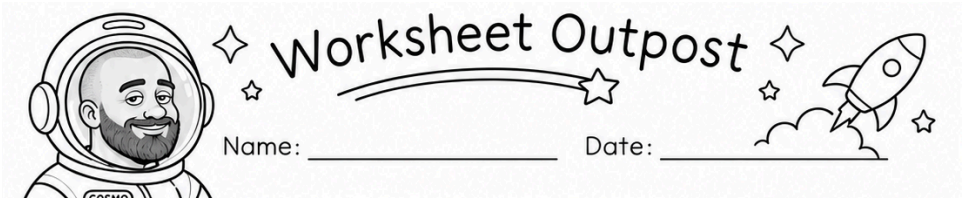
2. A pencil costs 35 cents. You pay 2 quarters. How much change do you get?

3. A pencil costs 40 cents. You pay 2 quarters. How much change do you get?

4. A pencil costs 45 cents. You pay 2 quarters. How much change do you get?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More coin total stories

OW-G2-111 E3 | Five questions

Success criteria

I can count the coins I pay with and work out how much change I get.

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A pencil costs 30 cents. You pay 2 quarters. How much change do you get?

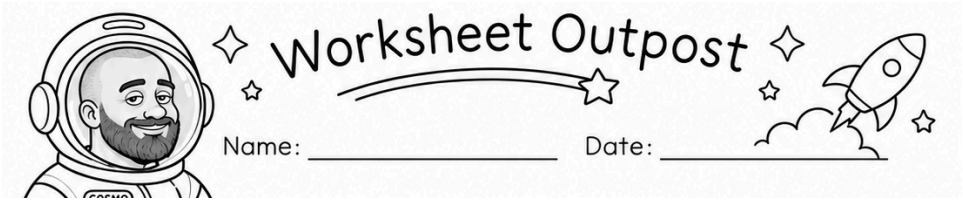
2. A pencil costs 35 cents. You pay 2 quarters. How much change do you get?

3. A pencil costs 40 cents. You pay 2 quarters. How much change do you get?

4. A pencil costs 45 cents. You pay 2 quarters. How much change do you get?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More coin total stories

OW-G2-111 E4 | Five questions

Success criteria

I can count the coins I pay with and work out how much change I get.

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A pencil costs 30 cents. You pay 2 quarters. How much change do you get?

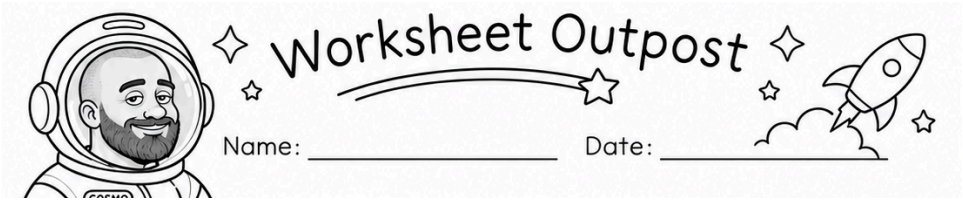
2. A pencil costs 35 cents. You pay 2 quarters. How much change do you get?

3. A pencil costs 40 cents. You pay 2 quarters. How much change do you get?

4. A pencil costs 45 cents. You pay 2 quarters. How much change do you get?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More coin total stories

OW-G2-111 E5 | Five questions

Success criteria

I can count the coins I pay with and work out how much change I get.

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A pencil costs 30 cents. You pay 2 quarters. How much change do you get?

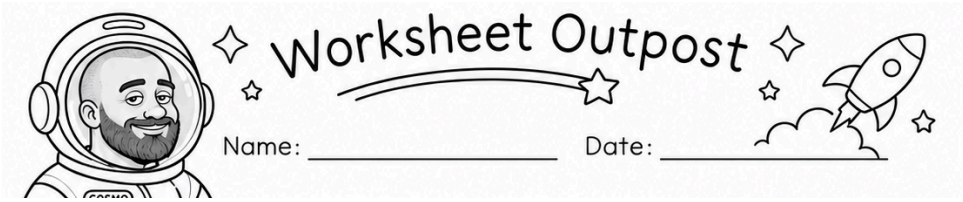
2. A pencil costs 35 cents. You pay 2 quarters. How much change do you get?

3. A pencil costs 40 cents. You pay 2 quarters. How much change do you get?

4. A pencil costs 45 cents. You pay 2 quarters. How much change do you get?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More dollar amount stories

Success criteria
I can count the value of the money and label my answer.

OW-G2-112 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. A book costs $7. You pay with a $20 bill. How much change do you get?

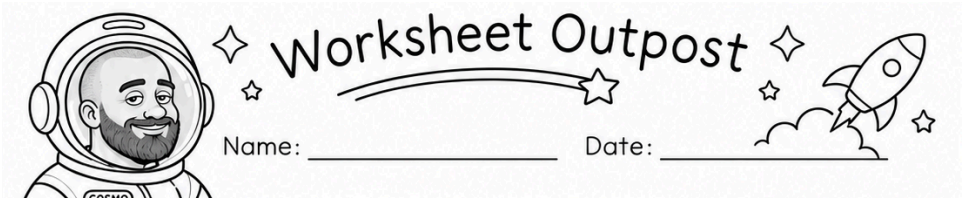
2. A book costs $8. You pay with a $20 bill. How much change do you get?

3. A book costs $9. You pay with a $20 bill. How much change do you get?

4. A book costs $10. You pay with a $20 bill. How much change do you get?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More dollar amount stories

Success criteria
I can count the value of the money and label my answer.

OW-G2-112 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. A book costs $7. You pay with a $20 bill. How much change do you get?

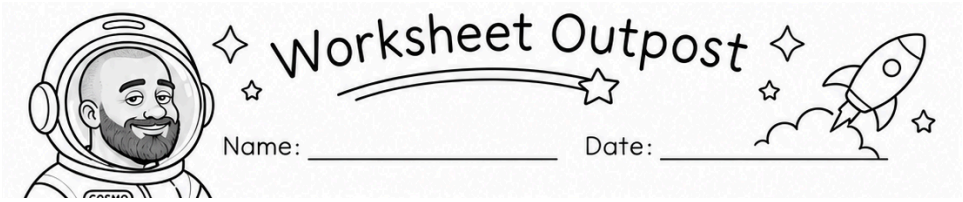
2. A book costs $8. You pay with a $20 bill. How much change do you get?

3. A book costs $9. You pay with a $20 bill. How much change do you get?

4. A book costs $10. You pay with a $20 bill. How much change do you get?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More dollar amount stories

Success criteria
I can count the value of the money and label my answer.

OW-G2-112 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. A book costs $7. You pay with a $20 bill. How much change do you get?

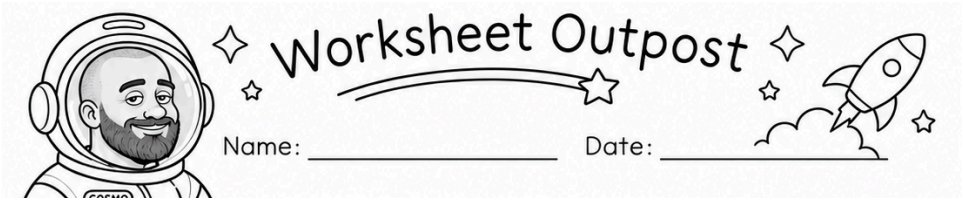
2. A book costs $8. You pay with a $20 bill. How much change do you get?

3. A book costs $9. You pay with a $20 bill. How much change do you get?

4. A book costs $10. You pay with a $20 bill. How much change do you get?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More dollar amount stories

Success criteria
I can count the value of the money and label my answer.

OW-G2-112 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. A book costs $7. You pay with a $20 bill. How much change do you get?

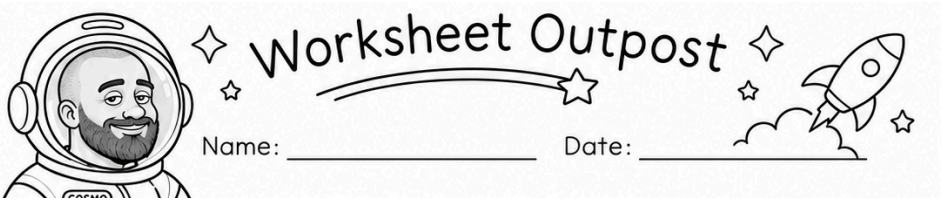
2. A book costs $8. You pay with a $20 bill. How much change do you get?

3. A book costs $9. You pay with a $20 bill. How much change do you get?

4. A book costs $10. You pay with a $20 bill. How much change do you get?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

More dollar amount stories

Success criteria
I can count the value of the money and label my answer.

OW-G2-112 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. A book costs $7. You pay with a $20 bill. How much change do you get?

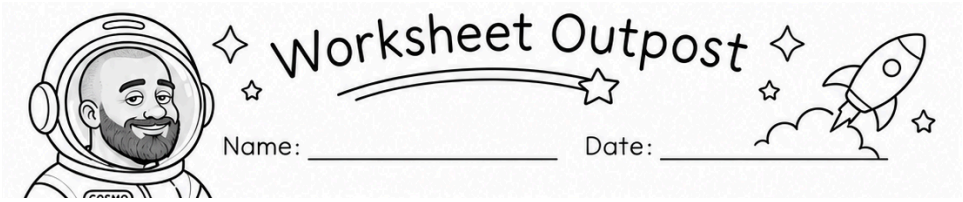
2. A book costs $8. You pay with a $20 bill. How much change do you get?

3. A book costs $9. You pay with a $20 bill. How much change do you get?

4. A book costs $10. You pay with a $20 bill. How much change do you get?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Morning and evening times

Success criteria
I can read the hour and minute hands to tell the time.

OW-G2-113 E1 | Five questions

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

1. You eat breakfast at 7:00 in the morning. Is that a.m. or p.m.?

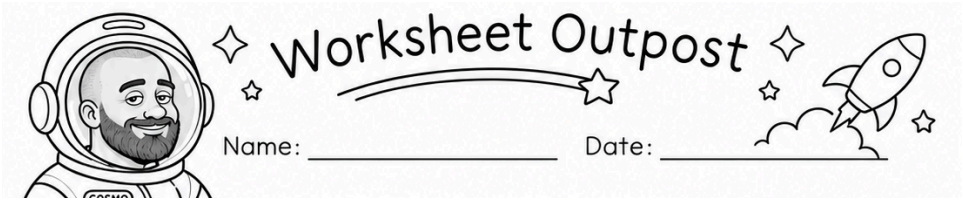
2. You eat dinner at 6:00 in the evening. Is that a.m. or p.m.?

3. You read at 2:00 in the afternoon. Is that a.m. or p.m.?

4. You wake up at 6:30 in the morning. Is that a.m. or p.m.?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Morning and evening times

Success criteria
I can read the hour and minute hands to tell the time.

OW-G2-113 E2 | Five questions

Name: _____ Date: _____

Work with a partner. Build a model, then say or write your answer.

1. You eat breakfast at 7:00 in the morning. Is that a.m. or p.m.?

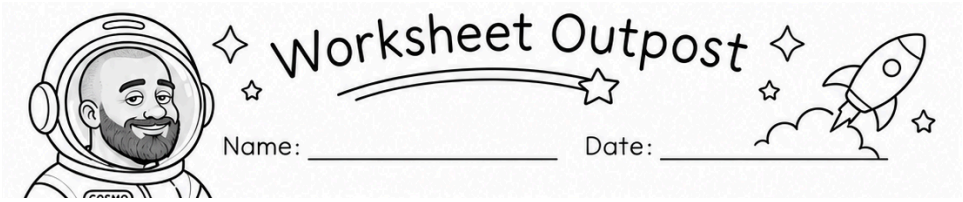
2. You eat dinner at 6:00 in the evening. Is that a.m. or p.m.?

3. You read at 2:00 in the afternoon. Is that a.m. or p.m.?

4. You wake up at 6:30 in the morning. Is that a.m. or p.m.?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Morning and evening times

Success criteria
I can read the hour and minute hands to tell the time.

OW-G2-113 E3 | Five questions

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

1. You eat breakfast at 7:00 in the morning. Is that a.m. or p.m.?

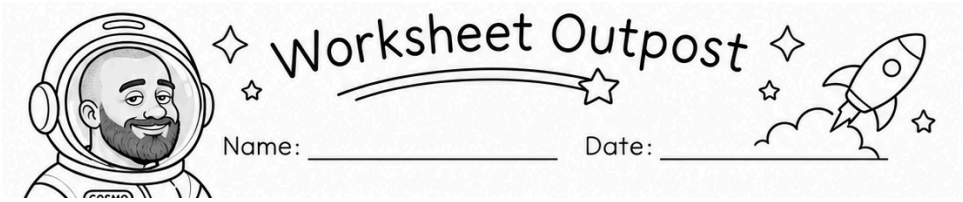
2. You eat dinner at 6:00 in the evening. Is that a.m. or p.m.?

3. You read at 2:00 in the afternoon. Is that a.m. or p.m.?

4. You wake up at 6:30 in the morning. Is that a.m. or p.m.?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Morning and evening times

Success criteria
I can read the hour and minute hands to tell the time.

OW-G2-113 E4 | Five questions

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

1. You eat breakfast at 7:00 in the morning. Is that a.m. or p.m.?

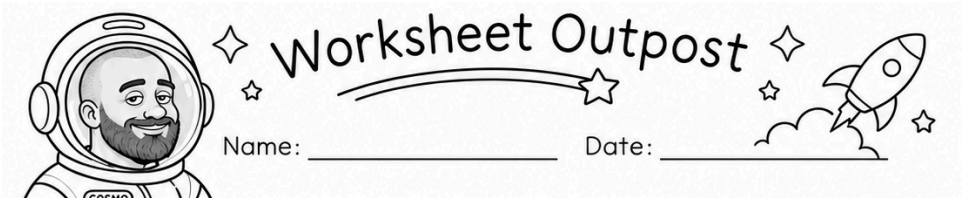
2. You eat dinner at 6:00 in the evening. Is that a.m. or p.m.?

3. You read at 2:00 in the afternoon. Is that a.m. or p.m.?

4. You wake up at 6:30 in the morning. Is that a.m. or p.m.?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math — Supported

Morning and evening times

Success criteria
I can read the hour and minute hands to tell the time.

OW-G2-113 E5 | Five questions

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

1. You eat breakfast at 7:00 in the morning. Is that a.m. or p.m.?

2. You eat dinner at 6:00 in the evening. Is that a.m. or p.m.?

3. You read at 2:00 in the afternoon. Is that a.m. or p.m.?

4. You wake up at 6:30 in the morning. Is that a.m. or p.m.?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.