Second Grade Summer Work

Research shows that during the summer, students lose about 1/3 of what they have learned if they do not continue using their acquired knowledge. In an effort to avoid the "Summer Slump" students are encouraged to follow the reading and math summer work. **It will count as their first grade in the 3rd grade.**

Cursive Writing:
Practice! Practice! Practice! Cursive writing books were sent home; students may complete them. There is also a cursive writing packet to complete. Cursive writing is the primary way students write in 3rd grade. Practicing will make the transition smoother.

Reading:
Read 10 books and write them on the **Summer Book Log.** Choose **three** of the books from the book log and complete **three** book report templates. Students can also complete the Superkids workbook that wasn't finished. (Superkids doesn't need to be turned in.)

Online book options:

- Harford County Library
  - Overdrive
  - Cloud Library
  - Hoopla
- International **Children's** Digital Library
  - Oxford Owl
  - Storyline **Online**
  - Open Library

Math:
Please complete the packet. A suggestion would be to complete 1 page, front or back, 2 days a week. IXL is also an option for additional math and language arts practice. Log in information is in the summer work packet.

Due date:

The summer work folder is due the first day of 3rd grade.

It is counted as your child's first grade.

Hope you all have a wonderful, relaxing summer!

Mrs. Simmons

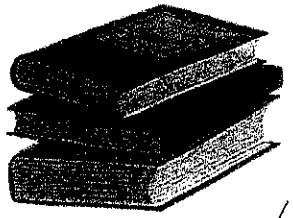
June 2026

Apply

Cursive in the Real World

Web Write the words to complete the web.

call Grandpa



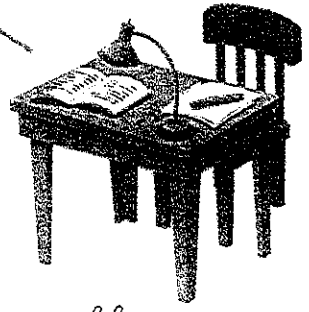
read

eat

Things to Do

finish picture

clean up



study spelling

Write your favorite color. Then give reasons that color is best. Include a concluding sentence. Remember to leave space for margins.

My favorite color is

Apply

Narrative

It's So Cold! Read the words.

mittens	hat	scarf	gloves
sledding	skiing	skating	snowman

Write the names of things to wear or do when it is cold outside.

Complete this web by writing things you need to do.

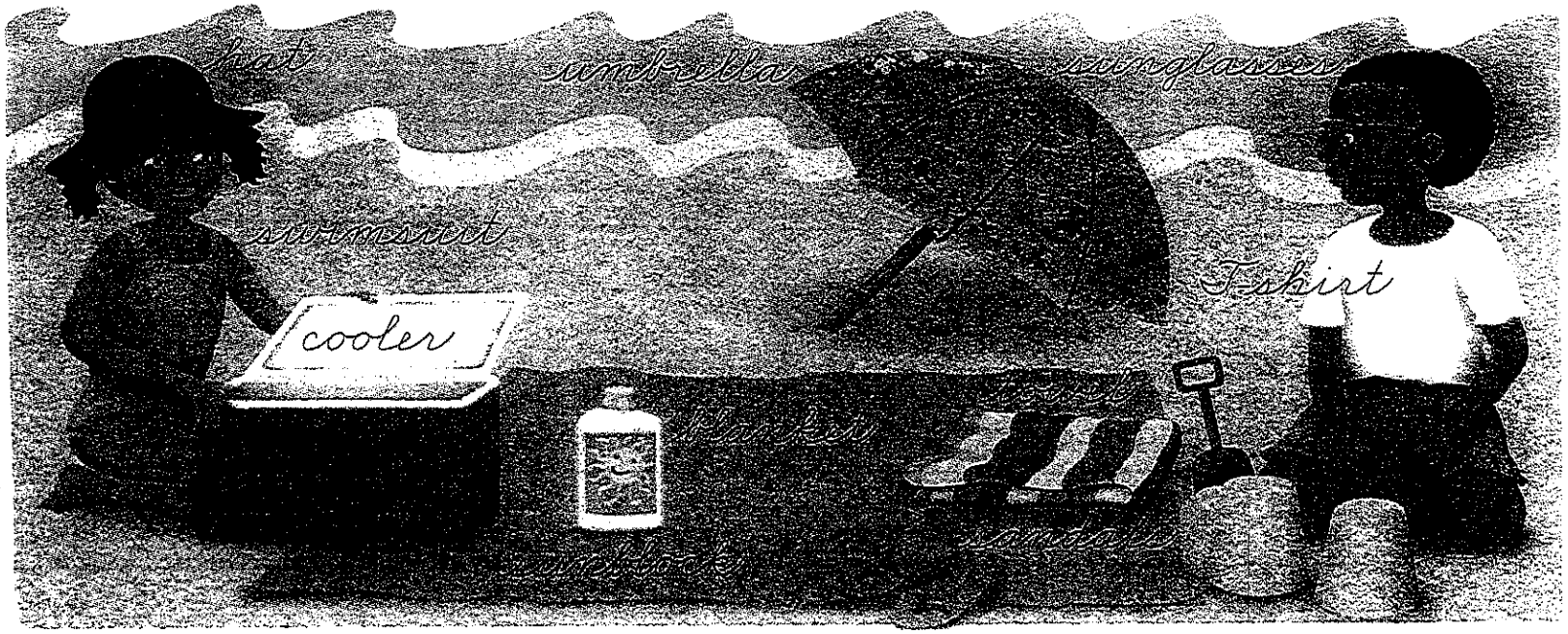
My Things to Do

Size Circle three words you wrote that have good size.

Apply

Narrative

It's So Warm! Read the labels.



Write the things you see on a warm day at the beach.

Uppercase-to-Lowercase Joinings

Write each joining below. Then write the name of the country.

Joinings These letters are not joined to the letter that follows: B, D, F, G, I, L, O, P, Q, S, T, V, W, X.

Ar	Aruba	Me	Mexico
Ch	China	No	Norway
Eg	Egypt	Ru	Russia
Hu	Hungary	Ur	Uruguay
Ja	Japan	Ye	Yemen
Ke	Kenya	Za	Zambia

Lowercase-to-Lowercase Joinings

Write each joining below. Then write the word.

Undercurve-to-Undercurve

ri ride

Undercurve-to-Downcurve

ea eat

Undercurve-to-Overcurve

az amaze

Overcurve-to-Undercurve

ju just

Overcurve-to-Downcurve

yo you

Overcurve-to-Overcurve

gy foggy

Checkstroke-to-Undercurve

wr wrote

Checkstroke-to-Downcurve

ba back

Checkstroke-to-Overcurve

om home

Review

Uppercase Cursive Letters

Write the name for each letter of the alphabet in your best cursive handwriting.

Alyssa Beth Charles

Daniel Emma Felipe

Gabe Hunter Isabel

Joe Kim Leah Max

Natalie Omar Pablo

Quentin Rob Sarah

Tyler Ursula Victor

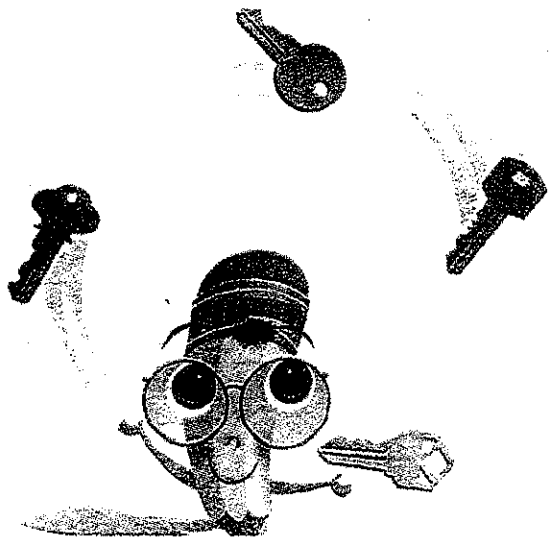
Wade Xander Yasmin

Zachary

My writing has good

- Shape ☐
- Size ☐
- Spacing ☐
- Slant ☐

Write a thank-you letter to someone who did something nice for you.
Remember to indent the first line of the paragraph and leave space for margins.



Is your writing easy to read?

Shape Circle your best letter that has an overcurve beginning.

Size Circle your best short letter.

Spacing Circle two words that have space for \ between them.

Slant Circle a letter you wrote that has good slant.

Write a list of ways to help at home. Be sure to leave space for margins.

Ways to Help at Home:

Spacing Circle three words you wrote that have good spacing.

Sentence Read the sentence below. It includes every letter of the alphabet.

The quick brown fox jumps over the lazy dog.

The quick brown fox jumps over the lazy dog.

Write the sentence in your best manuscript handwriting. Then write the sentence again in your best cursive handwriting.

My writing has good

- Shape ☐
- Size ☐
- Spacing ☐
- Slant ☐

Summer Reading Log

Directions: Have fun reading this summer! Complete a row on the log for each book you read. Here are a few genres to try: realistic fiction, fantasy, historical fiction, fairy tale, informational text, how-to book, biography.

Title	Author	Genre	Rating (4 colored stars = best)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

My Book Review

Book title: _____

Author: _____

This book is about _____

_____

_____

_____

I think the book is _____

Three reasons why I think so

1. _____

_____

2. _____

_____

3. _____

_____

One supporting example

_____

_____

_____

_____

SECTION 3:
Reader Response

About a Story Character

Character's name: _____

from the book _____

Character's Picture	Character Traits (like brave, smart, silly)
	1.
	2.
	3.
	4.

What the character wants most

How the character changes or what he or she learns

SECTION 3:
Reader Response

About an Informational Book

Title: _____

Author: _____

Most interesting thing I learned about:	Fun facts! 1. 2. 3.

Picture it!

Caption: _____

Name _____

Think Addition to Subtract

Chapter 1, Lesson 14A

Objective: To use addition facts to subtract

You can use addition facts to help you subtract.

▶ Kim has 12 dimes. She has 7 more dimes than Mia. How many dimes does Mia have?

Find: $12 - 7 = ?$

What addition fact has 7 as an addend and a sum of 12?

$? + 7 = 12$ ←

$12 - 7 = ?$ ←

The missing addend in addition is the difference in subtraction.

So, $12 - 7 = 5$.

Mia has 5 dimes.

Write a related addition fact. Then subtract.

1. $10 - 4 = \underline{6}$

   $\underline{6} + 4 = 10$

2. $13 - 8 = \_\_\_$

   $\_\_\_ + 8 = \_\_\_$

3. $15 - 7 = \_\_\_$

   $\_\_\_ + 7 = \_\_\_$

4. $14 - 9 = \_\_\_$

   $\_\_\_ + \_\_\_ = 14$

5. $12 - 6 = \_\_\_$

   $\_\_\_ + \_\_\_ = 12$

6. $11 - 9 = \_\_\_$

   $\_\_\_ + 9 = \_\_\_$

Talk It Over

7. How can you use an addition fact to help you complete a subtraction sentence?

Name _____

Practice

Write the related addition fact. Then subtract.

8. 14 − 8 = ___
___ + ___ = ___

9. 11 − 7 = ___
___ + ___ = ___

10. 16 − 7 = ___
___ + ___ = ___

11. 18 − 9 = ___
___ + ___ = ___

Problem Solving Solve. Use a strategy.

12. Jed has 13 model cars. Kyle has 4 fewer model cars than Jed. How many model cars does Kyle have?

_____

13. Some frogs were in a pond. Then 7 frogs jumped into the pond. Now there are 12 frogs in the pond. How many frogs were in the pond before?

_____

14. Rod finds 10 large shells and 8 small shells. How many more large shells than small shells does Rod find?

_____

15. Pat has a sheet of 12 stickers. She uses 3 star and 3 moon stickers. How many stickers are left on the sheet?

_____

What's the Error?

16. There are 9 apples in the bowl. Lily uses 2 apples to make a fruit salad. She decides to use a related addition fact to find the number of apples left in the bowl. Lily says there are 11 apples left in the bowl. What is her mistake?

For additional Practice, go to page 237 in this Workbook.
Then go to Lesson 1-15, pages 35–36 in the Student Book.

Regroup Ones as Tens

Name ______________________________

34 + 17 = ?

Add the ones. Regroup.

tens	ones
1	
3	4
+ 1	7
	1

Add the tens.

tens	ones
1	
3	4
+ 1	7
5	1

34 + 17 = 51

Add. Regroup when needed.

1.

tens	ones
1	
5	7
+ 3	7
9	4

2.

tens	ones
2	7
+ 3	5

3.

tens	ones
4	8
+ 1	5

4.

tens	ones
6	9
+	5

5.

tens	ones
7	8
+ 1	8

6. 93 + 3 = ____

7. 25 + 46 = ____

8. 75 + 7 = ____

9. 33 + 59 = ____

10. 37 + 13 = ____

11. 69 + 22 = ____

12. 25 + 68 = ____

13. 86 + 9 = ____

14. 48 + 16 = ____

15. 56 + 7 = ____

16. 94 + 1 = ____

17. 83 + 8 = ____

18. 46 + 53 = ____

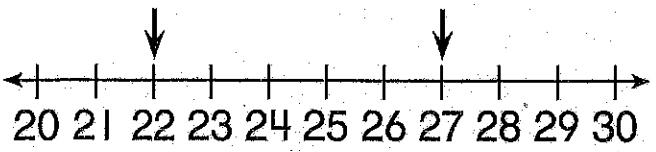
19. 69 + 20 = ____

Use with Lesson 4-6, pages 165–166 in the Student Book.
Then go to Lessons 4-6A and 4-6B, pages 189–192 in this Workbook.

Estimate Sums

Name _____

Estimate the sum of 22 + 27.



$$\begin{array}{r} 22 \rightarrow 20 \\ +27 \rightarrow +30 \\ \hline \text{about } 50 \end{array}$$

The sum of 22 + 27 is about 50.

Estimate the sum.
Round each addend to the nearest ten.

1.

$$\begin{array}{r} 68 \rightarrow 70 \\ +23 \rightarrow +20 \\ \hline \text{about } 90 \end{array}$$

2.

$$\begin{array}{r} 31 \rightarrow \square \\ +44 \rightarrow +\square \\ \hline \text{about } \_\_\_\_ \end{array}$$

3.

$$\begin{array}{r} 45 \rightarrow \square \\ +19 \rightarrow +\square \\ \hline \text{about } \_\_\_\_ \end{array}$$

4.

$$\begin{array}{r} 77 \rightarrow \square \\ +\ 8 \rightarrow +\square \\ \hline \text{about } \_\_\_\_ \end{array}$$

5.

$$\begin{array}{r} 33 \rightarrow \square \\ +45 \rightarrow +\square \\ \hline \text{about } \_\_\_\_ \end{array}$$

6.

$$\begin{array}{r} 12 \rightarrow \square \\ +36 \rightarrow +\square \\ \hline \text{about } \_\_\_\_ \end{array}$$

7.

$$\begin{array}{r} 49 \rightarrow \square \\ +32 \rightarrow +\square \\ \hline \text{about } \_\_\_\_ \end{array}$$

8.

$$\begin{array}{r} 56 \rightarrow \square \\ +17 \rightarrow +\square \\ \hline \text{about } \_\_\_\_ \end{array}$$

9.

$$\begin{array}{r} 54 \rightarrow \square \\ +21 \rightarrow +\square \\ \hline \text{about } \_\_\_\_ \end{array}$$

Use with Lesson 4-7, pages 169–170 in the Student Book.
Then go to Lesson 4-8, pages 171–172 in the Student Book.

Choose the Method; Addition Practice

Name _____

Add mentally.
30 + 3 + 20 = ?

Start at 30 and count on.
31, 32, 33, 43, 53

30 + 3 + 20 = 53

Regroup.
Use paper and pencil.

$$\begin{array}{r} {\scriptstyle 1} \\ 56 \\ +37 \\ \hline 93 \end{array}$$

Add. Choose the method that works better for you.

1. 20 + 40 + 8 = 68	2. 22 + 34 + 11	3. 37 + 12 + 7	4. 18 + 22 + 21	5. 8 + 48 + 11
6. 44 + 34 + 16	7. 18 + 11 + 30	8. 55 + 15 + 27	9. 12 + 14 + 50	10. 10 + 9 + 15
11. 23 + 19	12. 57 + 38	13. 15 + 32	14. 28 + 34	15. 16 + 23
16. 15 + 13	17. 82 + 16	18. 53 + 14	19. 49 + 17	20. 38 + 11
21. 15 + 10	22. 48 + 17	23. 10 + 21	24. 32 + 59	25. 66 + 12

Use after Lessons 4-10 and 4-11, pages 177–180 in the Student Book.
Then go to Lesson 4-12, pages 181–182 in the Student Book.

Problem-Solving Strategy: Use More Than One Step

Name _____

Read Saul brings 14 muffins to the bake sale. 7 are sold. Then Tia brings 16 more muffins to the sale. How many muffins do they have in all?

Plan

Step 1
Subtract to find how many Saul has.

Step 2
Add to find how many Saul and Tia have in all.

Write

$$\begin{array}{r} 14 \\ -\ 7 \\ \hline 7 \end{array} \qquad \begin{array}{r} {\scriptstyle 1}\,16 \\ +\ 7 \\ \hline 23 \end{array}$$

Saul and Tia have 23 muffins in all.

Check Model the problem to check your answer.

Use more than one step to solve each problem.

1. Rory starts with 18 baseballs.
He hits 3 over the fence.
He gives 6 to his friend Dan.
How many baseballs does Rory have then?

Rory has _____ baseballs then.

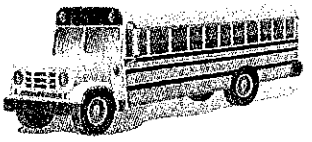
---

2. Maya buys 9 erasers.
She has 32 at home.
Judy has 37 at home.
Who has more erasers?

_____ has more erasers.

---

3. Jo saw 21 buses on Friday.
On Saturday she saw 8 more than on Friday.
How many buses did Jo see in all?



Jo saw _____ buses in all.

Use with Lesson 4-12, pages 181–182 in the Student Book.
Then go to Lesson 4-13, pages 183–184 in the Student Book.

Problem-Solving Applications: Mixed Strategies

Name _____

Read → Plan → Write → Check

Strategy File

Use Logical Reasoning
Choose the Operation
Use More Than One Step

Use a strategy you have learned.

1. Seventeen people buy lemonade in the morning at the school sale. Nine fewer people than that buy lemonade in the afternoon. How many people buy lemonade in all?

_____ people buy lemonade in all.

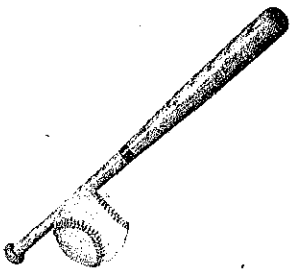
2. Hugo's jersey has an odd number. It is between 43 and 49. It does not end in 5. What number is Hugo's jersey?

Hugo's jersey is number _____.

3. Ruth sees 11 flags in the park. Juno sees 4 more flags than Ruth. Sandra sees 9 more flags than Juno. How many flags does Sandra see?

Sandra sees _____ flags.

4. 28 children play baseball on Friday. 44 children play on Saturday. Three dozen of the children are boys. How many children play baseball in all?



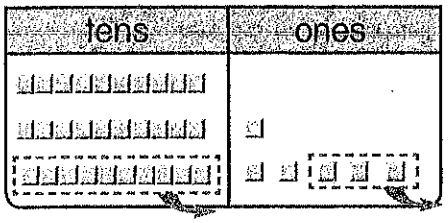
_____ children play baseball in all.

Subtract Tens and Ones

Name _____

36 − 13 = ?

Model 36.



First subtract the ones.

	tens	ones
	3	6
−	1	3
		3

Then subtract the tens.

	tens	ones
	3	6
−	1	3
	2	3

Subtract. You may use models to help.

1. 46 − 15 = 31	2. 70 − 40 =	3. 48 − 24 =	4. 38 − 22 =	5. 68 − 33 =
6. 54 − 33 =	7. 68 − 26 =	8. 27 − 15 =	9. 56 − 26 =	10. 58 − 15 =
11. 95 − 40 =	12. 80 − 10 =	13. 81 − 70 =	14. 68 − 0 =	15. 74 − 30 =
16. 98 − 87 =	17. 92 − 62 =	18. 79 − 78 =	19. 95 − 55 =	20. 97 − 72 =
21. 96 − 34 =	22. 93 − 21 =	23. 77 − 16 =	24. 38 − 18 =	25. 57 − 40 =

Use with Lesson 5-1, pages 195–196 in the Student Book.
Then go to Lesson 5-2, pages 197–198 in the Student Book.

Rewrite Two-Digit Subtraction

Name _____

38 − 9 = ?

Line up the tens and ones.

	tens	ones
	3	8
−		9

Regroup. Then subtract.

	tens	ones
	~~3~~ 2	~~8~~ 18
−		9
	2	9

Rewrite the subtraction. Then find the difference.

1. 46 − 37

	tens	ones
	~~4~~ 3	~~6~~ 16
−	3	7
		9

2. 61 − 35

	tens	ones
−		

3. 25 − 7

	tens	ones
−		

4. 81 − 34

	tens	ones
−		

5. 86 − 48

	tens	ones
−		

6. 94 − 57

−

7. 65 − 16

−

8. 25 − 19

−

9. 71 − 27

−

10. 50 − 38

−

11. 54 − 29

−

12. 92 − 78

−

13. 41 − 3

−

Use with Lesson 5-8, pages 211–212 in the Student Book.
Then go to Lesson 5-9, pages 213–214 in the Student Book.

Add to Check

Name _____

To check subtraction, add.

$$\begin{array}{r} {}^{3}\not{4}\,{}^{15}\not{5} \\ -\,2\,8 \\ \hline 1\,7 \end{array} \qquad \begin{array}{r} 1\,7 \\ +\,2\,8 \\ \hline 4\,5 \end{array}$$

Start with the difference.

Add the number subtracted.

These numbers are the same.
So the subtraction is correct.

Subtract. Add to check.

1. $\begin{array}{r} {}^{5}\not{6}\,{}^{13}\not{3} \\ -\,1\,5 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square\square \\ \hline \square\square \end{array}$

2. $\begin{array}{r} 9\,6 \\ -\,2\,8 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

3. $\begin{array}{r} 5\,5 \\ -\,4\,7 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

4. $\begin{array}{r} 7\,1 \\ -\,3\,2 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

5. $\begin{array}{r} 4\,0 \\ -\,2\,3 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

6. $\begin{array}{r} 8\,6 \\ -\,2\,0 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

7. $\begin{array}{r} 8\,0 \\ -\,4\,5 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

8. $\begin{array}{r} 7\,8 \\ -\,1\,9 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

9. $\begin{array}{r} 5\,0 \\ -\,1\,2 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

10. $\begin{array}{r} 4\,6 \\ -\,1\,9 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

11. $\begin{array}{r} 6\,0 \\ -\,3\,9 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

12. $\begin{array}{r} 3\,6 \\ -\,2\,7 \\ \hline \end{array}$ $\begin{array}{r} \square\square \\ +\,\square \\ \hline \end{array}$

© Use with Lesson 5-9, pages 213–214 in the Student Book.
© Then go to Lesson 5-10, pages 215–216 in the Student Book.

Choose the Method; Mixed Practice

Name _____

Sometimes you can count on mentally.	Sometimes you need paper and pencil.
$53 + 10 = 63$	$71 - 19 = 58$

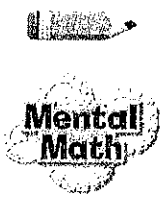
Choose a method.
 or 

.

Then add or subtract.

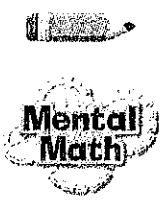
1. $57 + 25 = 82$ 

2. $64 + 29$ 

3. $75 - 36$ 

4. $32 + 28$ 

5. $20 + 49$ 

6. $54 - 32$ 

7. $46 - 18$ 

Find the sum.

8. $67 + 19 = 86$

9. $32 + 33$

10. $14 + 39$

11. $85 + 8$

12. $47 + 3$

Find the difference.

13. $81 - 63 = 18$

14. $58 - 32$

15. $29 - 18$

16. $78 - 59$

17. $60 - 41$

Estimate or Exact Answer

Name _____

Claire and Al asked school friends which team sports they enjoy the most. About how many school friends did Claire and Al ask?

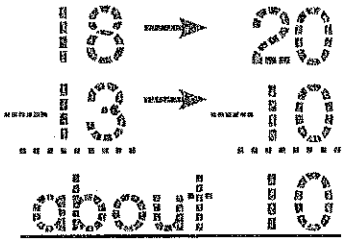
To find about how many, estimate and then add.

Team Sports			
	Soccer	Baseball	Bowling
Boys	14	18	13
Girls	16	13	16

Boys	Girls	
14 → 10	16 → 20	40
18 → 20	13 → 10	+ 50
+ 13 → +10	+ 16 → +20	about 90
about 40	about 50	

Claire and Al asked about 90 school friends.

1. About how many more boys liked baseball than girls liked baseball?



more boys

2. How many boys and girls liked bowling the most? _____ boys and girls

3. How many boys liked soccer the most? _____ boys

4. What was the team sport liked the most by the boys? _____

5. What was the team sport liked the least by the girls? _____

6. About how many children liked soccer the most? about _____ children

Use with Lesson 5-15, pages 227–228 in the Student Book.
Then go to Lesson 5-16, pages 229–230 in the Student Book.

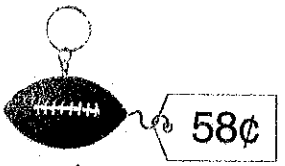
Compare Money

Name _____

Find the total amount.

61¢

Then compare the total to the price.



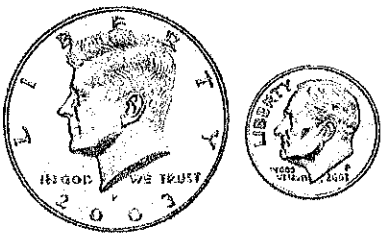
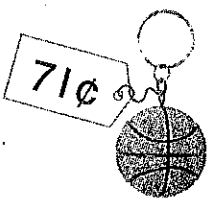
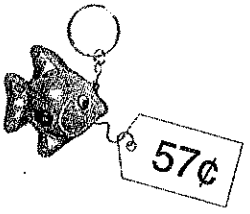
61¢ > 58¢

Decide if the total is enough money.

(Yes)

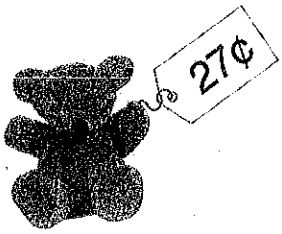
No

Write the total amount. Circle **Yes** or **No** to show if the total is enough money to buy the toy.

	Coins	Price	Enough Money?
1.	 60¢	 71¢	Yes (No)
2.	 _____	 57¢	Yes No
3.	 _____	 45¢	Yes No
4.	 _____	 80¢	Yes No

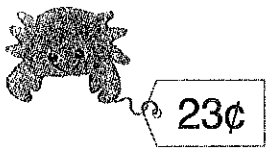
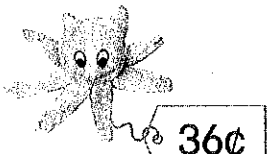
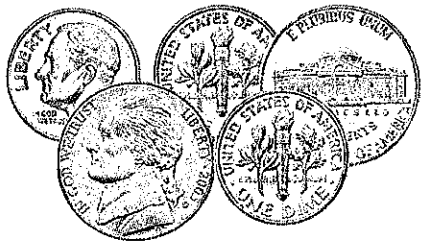
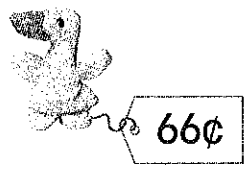
Make Change

Name _____

Price of Toy	Amount Given	Count up by 1s from 27¢ to 30¢.
	 30¢	 28¢, 29¢, 30¢

Your change is 3¢.

Count up from the price to the amount given to find the change. Write the amount of change.

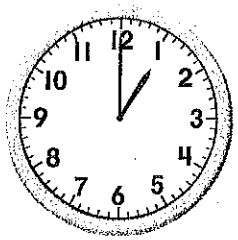
	Price	Amount Given	Change
1.		 25¢	2¢
2.		 _____	_____
3.		 _____	_____
4.		 _____	_____

Use with Lesson 7-6, pages 303–304 in the Student Book.
Then go to Lesson 7-7, pages 305–306 in the Student Book.

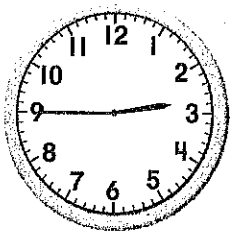
Elapsed Time

Name _____

start



end

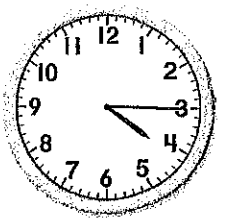


1 hour and 45 minutes have passed.

Write the elapsed time.

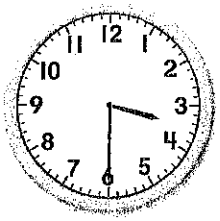
1. start

end

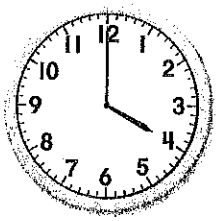


____ hours and ____ minutes have passed.

2. start

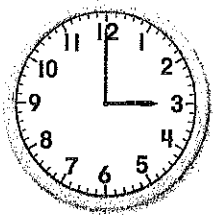


end

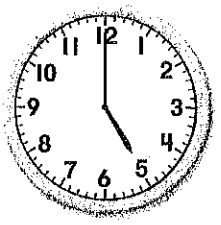


____ minutes have passed.

3. start

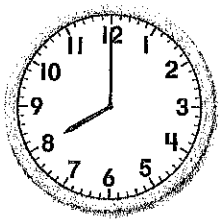


end

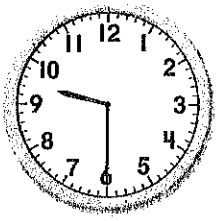


____ hours have passed.

4. start

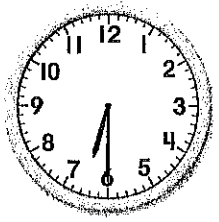


end

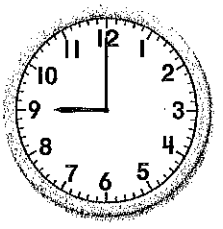


____ hour and ____ minutes have passed.

5. start

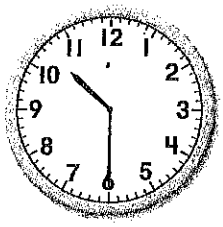


end

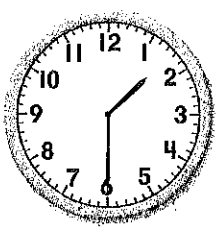


____ hours and ____ minutes have passed.

6. start

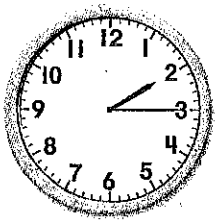


end

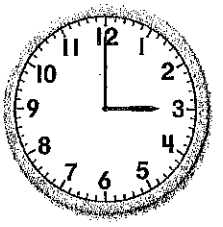


____ hours have passed.

7. start



end



____ minutes have passed.

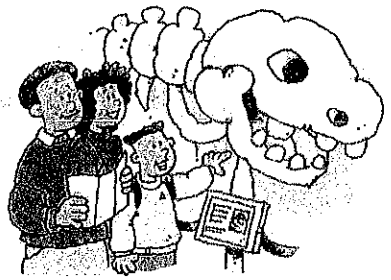
Estimate Time

Name _____

About 1 minute

About 1 hour

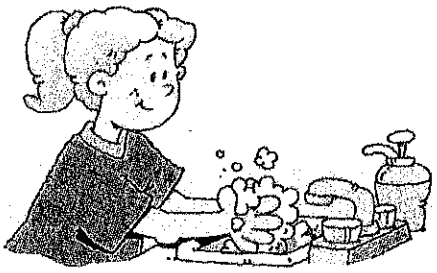
About 1 day



1 minute = 60 seconds 1 hour = 60 minutes 1 day = 24 hours

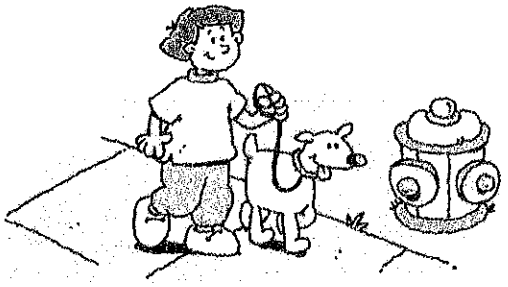
Estimate the time for each action. Circle your estimate.

1.



(about 2 minutes) about 2 hours

2.



about 10 minutes about 10 hours

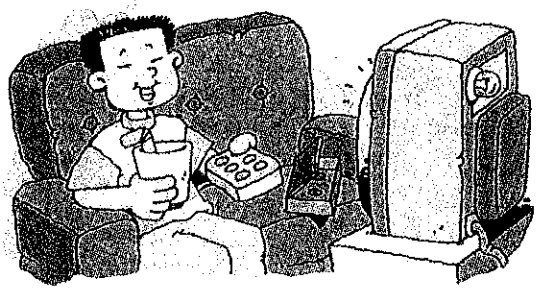
3.

about 5 hours about 5 days

4.

about 3 hours about 3 days

5.



about 3 days about 3 hours

6.

about 5 minutes about 5 hours

Use with Lesson 7-16, pages 327–328 in the Student Book.
Then go to Lesson 7-17, pages 329–330 in the Student Book.

Separate with Leftovers

Name _____

Put 7  in groups of 3.

2 groups of 3

1 left over

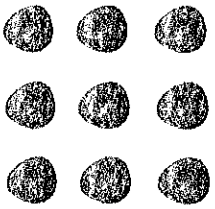
Circle equal groups. Then complete.

1. How many groups of 2 in 9?

____ groups of 2

____ left over

2. How many groups of 3 in 9?



____ groups of 3

____ left over

3. How many groups of 4 in 7?

____ group of 4

____ left over

4. How many groups of 5 in 19?

____ groups of 5

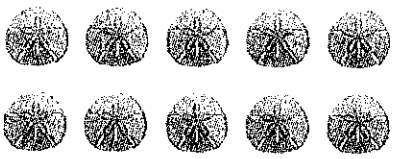
____ left over

5. How many groups of 2 in 8?

____ groups of 2

____ left over

6. How many groups of 4 in 10?



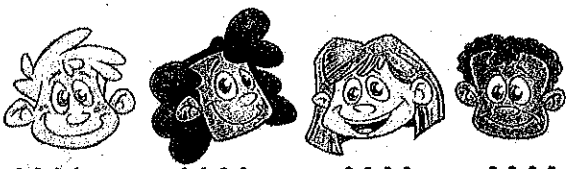
____ groups of 4

____ left over

Share with Leftovers

Name _____

Share 19 stamps equally among 4 friends.



IIII IIII IIII IIII III

Each friend receives 4 stamps.
There are 3 left over.

Share equally. Tally to solve.

1. Share 11 strawberries equally among 3 friends.

Each receives 3.

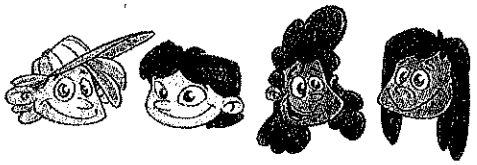
There are 2 left over.

2. Share 26 books equally among 5 friends.

Each receives ____.

There is ____ left over.

3. Share 15 cookies equally among 4 friends.



Each receives ____.

There are ____ left over.

4. Share 12 nickels equally among 2 friends.

Each receives ____.

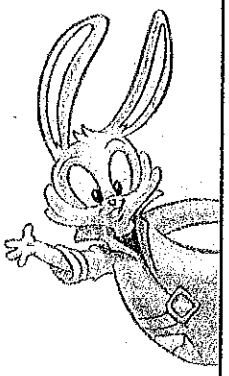
There are ____ left over.

Use with Lesson 12-14, pages 577–578 in the Student Book.
Then go to Lesson 12-15, pages 579–580 in the Student Book.

Problem-Solving Strategy: Choose the Operation

Name _____

Read Jo has 18 flowers. She puts an equal number of flowers into the 3 bunches. How many flowers are in each bunch?



Plan Decide whether to multiply or divide.
To find how many in each group when groups are equal, multiply or divide.

Write

$$\underset{\text{number in all}}{18} \bigcirc \underset{\text{number of groups}}{3} = \underset{\text{number in each group}}{6}$$

There are 6 flowers in each bunch.

Check Draw a picture to check your answer.

Circle **multiply** or **divide**.
Solve the problem.

1. Each of Sid's 3 friends gives Sid 4 postage stamps. How many stamps do they give altogether?

multiply divide

_____ ◯ _____ = _____

number of groups | number in each group | number in all

_____ stamps

2. Gia bakes 24 cookies. She shares them equally among 6 friends. How many cookies does each friend get?

multiply divide

_____ cookies

3. Sara has 5 fruit bowls. Each bowl has 3 plums. How many plums does Sara have altogether?

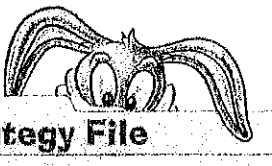
multiply divide

_____ plums

Problem-Solving Applications: Mixed Strategies

Name _____

Read → Plan → Write → Check



Strategy File

- Choose the Operation
- Use Logical Reasoning
- Use a Pattern
- Use More Than One Step
- Guess and Test

Use a strategy you have learned.

1. Erika puts 28 shirts in 4 stacks. Each stack has an equal number of shirts. How many shirts are in each stack?

_____ shirts

2. Marah finds 53¢ in her purse. She gets 4 coins from her mother. Now Marah has 88¢. Circle the coins Marah's mother gave her.

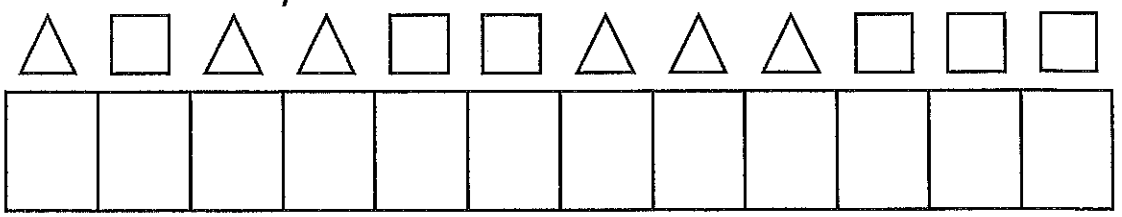
3. Fidel writes a number greater than 60. It as an odd number with more ones than tens. Circle the number it could be.

64 71 89 53

4. David has 31 shells in his collection. He gives 12 to his brother. Then David finds 16 more shells. How many shells does David have then?

_____ shells

5. Use colors to show the pattern another way.



Use with Lesson 12-19, pages 589–590 in the Student Book.