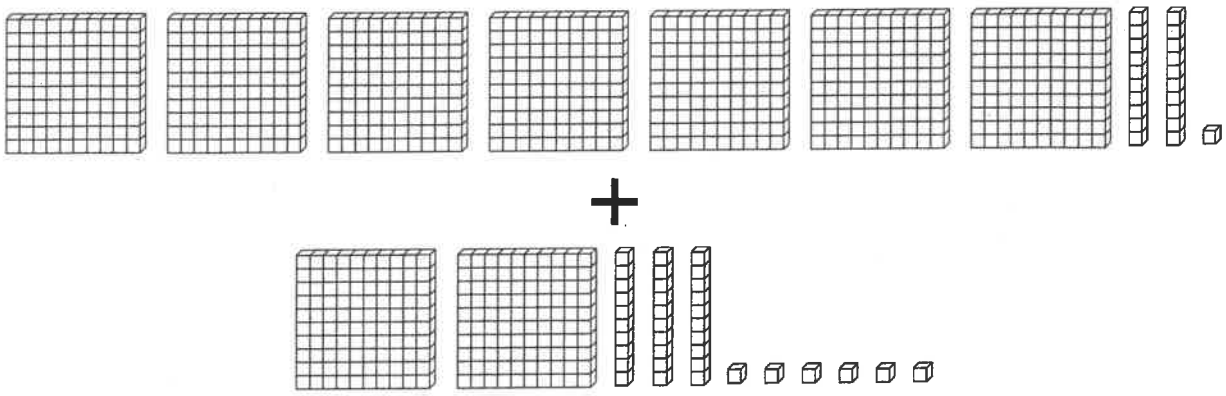
Name _____

Common Core Georgia Performance Standards Practice

MCC2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

1. Elise has 721 gold coins and 236 silver coins. How many coins does she have in all?



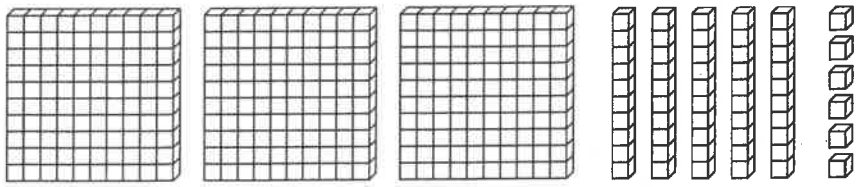
Ⓐ 857

Ⓑ 758

Ⓒ 957

Ⓓ 850

2. There are 356 people at a show. Then 171 people leave. How many people are left? You can use the model to find the difference.



3. Jason's father builds a wall with 542 bricks.
Jason adds 289 bricks.
How many bricks do they use in all?

a. Draw a model to show the sum.

b. Use the model to find the sum.

_____

4. A store has 253 shirts for sale. Then they sell 190 shirts. How many shirts remain?

a. Draw a model to show the difference.

b. Use the model to find the difference.

_____

Name _____

Common Core Georgia Performance Standards Practice

MCC2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Find these sums or differences.

1. 290 − 10 = ☐

Ⓐ 300

Ⓑ 250

Ⓒ 280

Ⓓ 260

2. 390 + 10 = ☐

Ⓐ 300

Ⓑ 400

Ⓒ 380

Ⓓ 410

3. 470 + 10 = ☐

_____

4. 970 − 10 = ☐

_____

5. 800 − 10 = ☐

_____

Find these sums or differences.

6. $690 - 100 =$ ☐

Ⓐ 590

Ⓑ 680

Ⓒ 700

Ⓓ 600

7. $430 + 100 =$ ☐

Ⓐ 330

Ⓑ 440

Ⓒ 530

Ⓓ 500

8. $470 + 100 =$ ☐

_____

9. $770 - 100 =$ ☐

_____

10. $180 - 100 =$ ☐

_____

Name _____

Common Core Georgia Performance Standards Practice

MCC2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

1. Jeff adds these two numbers.

$$\begin{array}{r} 349 \\ +\ 22 \\ \hline \end{array}$$

a. Can he add 3 and 2? Tell why.

_____

_____

b. What is the sum? _____

2. Tell two different ways to find the sum.
You can use words or models.

$$\begin{array}{r} 253 \\ +\ 706 \\ \hline \end{array}$$

One way:

_____

_____

Another way:

_____

_____

3. Juan subtracts these two numbers.

$$\begin{array}{r} 357 \\ -\ 194 \\ \hline \end{array}$$

a. What must he do to subtract the numbers in the tens place?

_____

_____

b. What is the difference? _____

4. Tell two different ways to find the difference.

$$\begin{array}{r} 414 \\ -\ 178 \\ \hline \end{array}$$

One way:

_____

_____

Another way:

_____

_____

c. What is the difference? _____

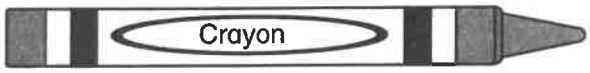
Name _____

Common Core Georgia Performance Standards Practice

MCC2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

1. Ahmed will measure the length of his book in inches. Which tool should he use? Tell why he should use that tool.

2. How long in inches is this crayon? Use an inch ruler to measure the length.



The crayon is _____ long.

3. Roger's father will measure the length of the family car. What tool should he use? Tell why.

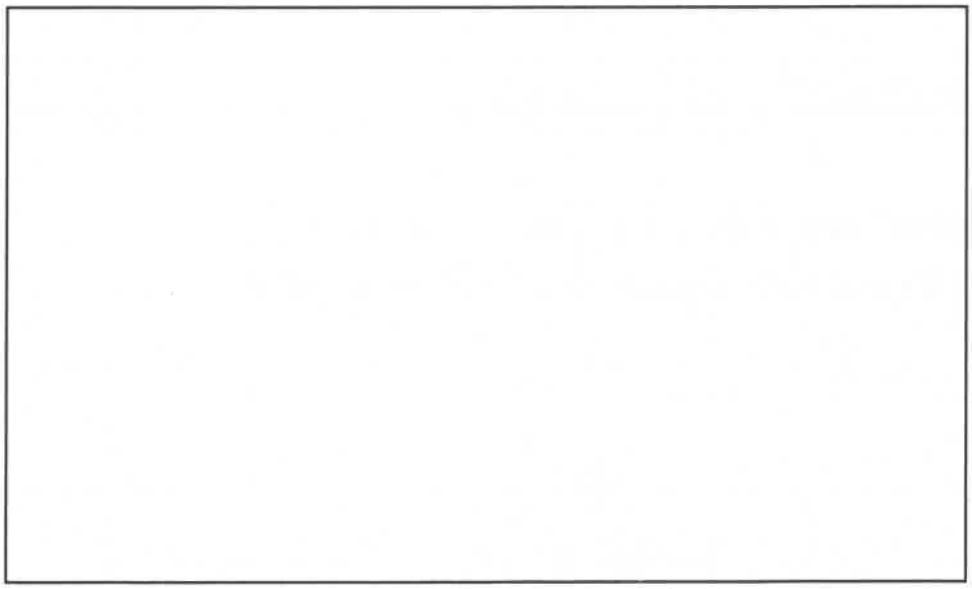
4. How long is the rope? Use an inch ruler to measure its width length.

The rope is _____ inches long.

5. Jeannie's mother needs to measure the width of the windows in the living room. What tool should she use to measure the width? Tell why.

6. How long is this figure? Measure the figure in inches.

The figure is _____ inches long.



Name _____

Common Core Georgia Performance Standards Practice

MCC2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

1. Use a centimeter straight edge or meter stick to make these measurements.

   a. How wide is one window in the classroom? Measure in centimeters. Then measure in meters.

   The window is _____ centimeters wide.

   The window is _____ meters wide.

   b. Which measurement is greater?

   c. Which unit is larger?

2. Use an inch ruler or a yardstick to make these measurements.

   a. How wide is the classroom door? Measure in inches. Then measure in feet.

   The door is _____ inches wide.

   The door is _____ feet wide.

   b. Which measurement is greater?

   c. Which unit is larger?

The children in Mrs. Peters' class made measurements in their classroom. Circle the most likely unit for each measurement.

3. the width of the chalkboard

2 (centimeters, meters)

4. the length of a crayon

10 (centimeters, meters)

5. the height of the room

220 (centimeters, meters)

6. the length of a pencil

5 (inches, feet)

7. the height of a child

3 (inches, feet)

8. the width of a computer screen

15 (inches, feet)

Name _____

Common Core Georgia Performance Standards Practice

MCC2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

Circle the best estimate for these lengths.

1. the height of a chair

3 inches 10 inches 25 inches

2. the length of a crayon

4 inches 12 inches 32 inches

3. the width of a child's desk

2 inches 20 inches 200 inches

4. the length of a school bus

2 feet 21 feet 210 feet

5. the height of a house with 2 floors

3 feet 10 feet 30 feet

Circle the best estimate for these lengths.

6. the width of a chair

4 centimeters 40 centimeters 400 centimeters

7. the width of a bracelet

1 centimeter 7 centimeters 30 centimeters

8. the height of a bottle of juice

14 centimeters 60 centimeters 100 centimeters

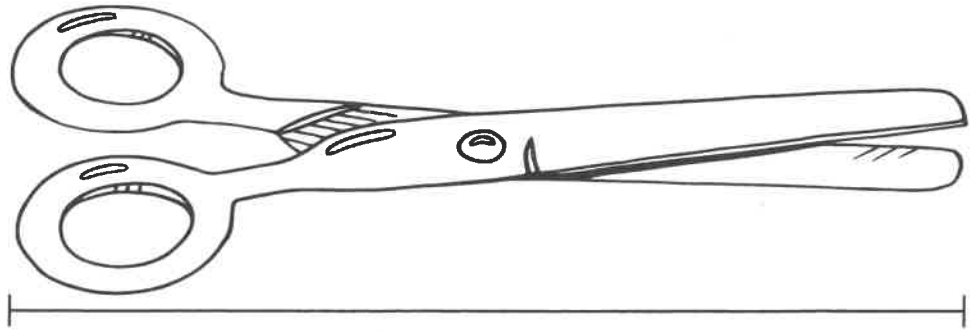
9. the height of an adult

2 meters 10 meters 20 meters

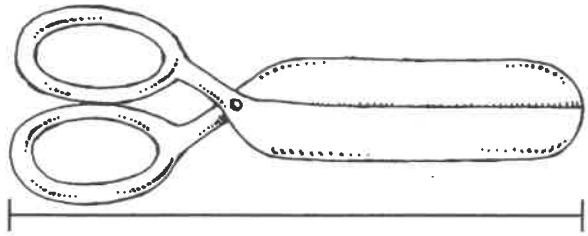
10. the length of a driveway to a house

2 meters 15 meters 600 meters

3. Use an inch ruler to measure each scissors.



_____ inches



_____ inches

How much longer is the first scissors than the second scissors? _____ inches

4. Use a centimeter ruler to measure each paper clip.

_____ centimeters

_____ centimeters

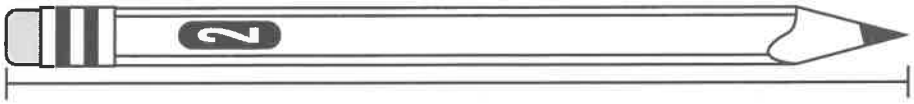
How many centimeters longer is the second paper clip than the first paper clip? _____ centimeters

Name _____

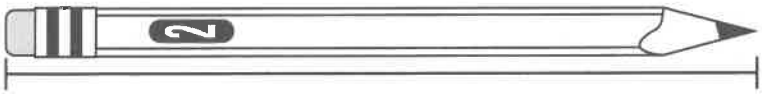
Common Core Georgia Performance Standards Practice

MCC2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

1. Use a centimeter ruler to measure these two pencils.



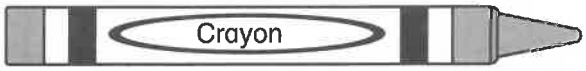
_____



_____

How much longer is the first pencil than the second pencil? _____ centimeters

2. Use an inch ruler to measure the crayon and the rope.



_____ inches

_____ inches

How much longer is the rope than the crayon? _____ inches

Name _____

Common Core Georgia Performance Standards Practice

MCC2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

1. Monica's table is 41 centimeters long. Rebecca's table is 12 centimeters shorter than Monica's. How long is Rebecca's table?

Ⓐ 27 centimeters

Ⓑ 29 centimeters

Ⓒ 36 centimeters

Ⓓ 39 centimeters

2. Ellie has two pieces of ribbon. One piece is 27 inches. The other piece is 15 inches.

a. Draw a model to match the problem.

b. How many inches of ribbon does Ellie have?

_____

Name _____

Common Core Georgia Performance Standards Practice

MCC2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

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a. Draw a model to match the problem.

b. How many inches of ribbon does Ellie have?

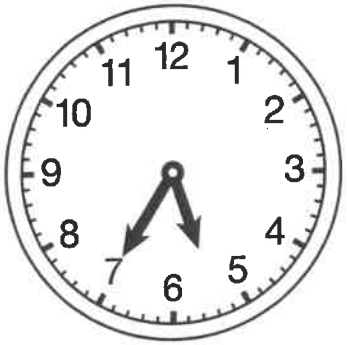
_____

Name _____

Common Core Georgia Performance Standards Practice

MCC2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

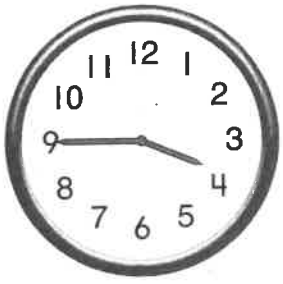
1. The clock shows the time that Joel's father wakes up every morning.



What time does Joel's father wake up?
Use A.M. or P.M.

_____ : _____

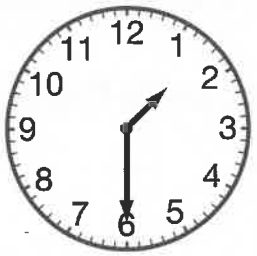
2. Sadie gets home from school every afternoon at the time shown on the clock below.



What time does Sadie get home from school?
Use A.M. or P.M.

_____ : _____

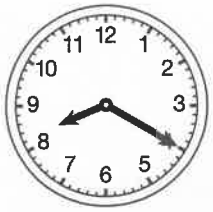
3. Math class begins after lunch.
The clock shows the time.



What time does math class begin?
Use A.M. or P.M.

_____ : _____

4. Mr. Jenkins comes home late one evening.
The clock shows the time.



What time does Mr. Jenkins come home?
Use A.M. or P.M.

_____ : _____

Name _____

Common Core Georgia Performance Standards Practice

MCC2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

1. Becky has the coins shown.
   How much money does she have?

_____ ¢

2. Rosaline has three $1 bills, 1 quarter, and 3 dimes.
   How much money does she have?

_____

3. Jill has 87 ¢. Which set of coins could she have?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

4. Abe has two $1 bills, 3 quarters, and 1 nickel. How much money does Abe have in all?

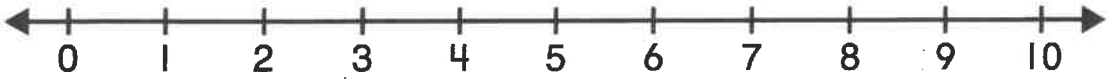
_____

Name _____

Common Core Georgia Performance Standards Practice

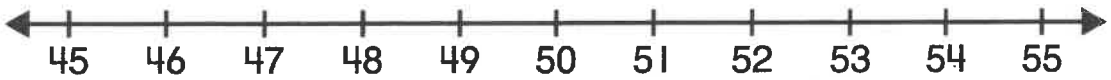
MCC2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

1. Pencil A is 3 inches long.
   Pencil B is 5 inches long.
   Pencil C is 8 inches long.
   Write A, B, and C on the number line to show each length.



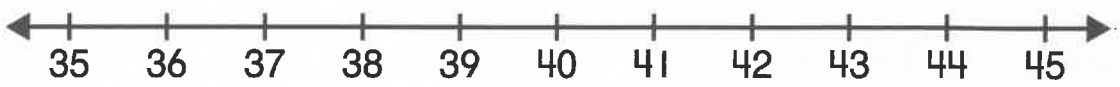
2. Use the number line below to represent this addition number sentence.

$45 + 6 = \square$



Use the number line to represent these number sentences.

3. 42 − 6



4. 58 − 9

5. 81 − 7

6. 25 + 25

7. 70 − 15

8. 85 − 30