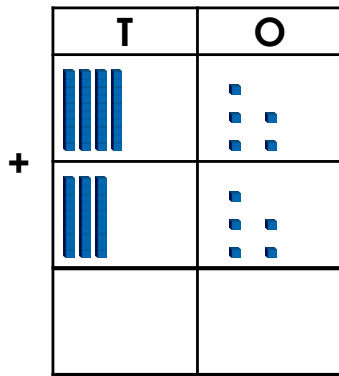


Add 2-Digit Numbers 2

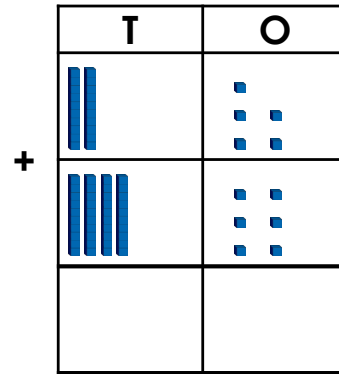
Add 2-Digit Numbers 2

1a. Add the two numbers below together.



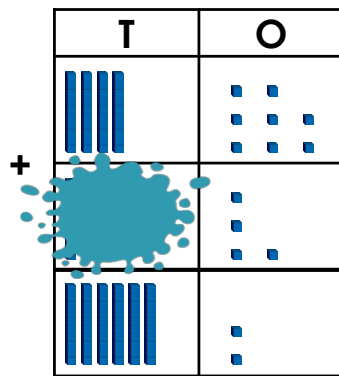
VF

1b. Add the two numbers below together.



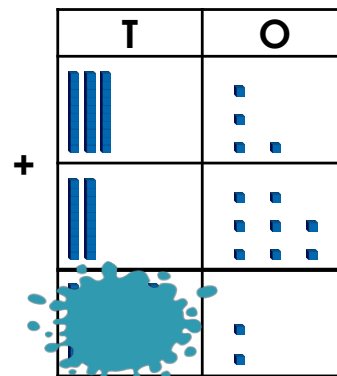
VF

2a. Find the missing digit.



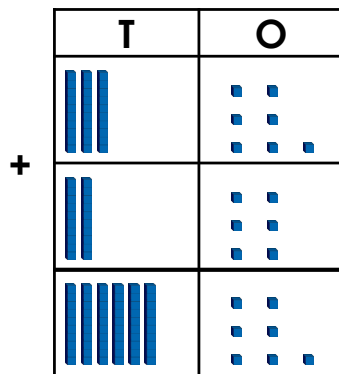
VF

2b. Find the missing digit.



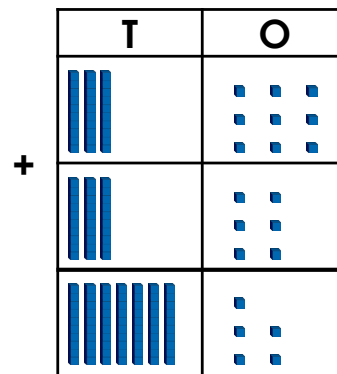
VF

3a. True or false?



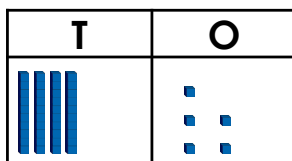
VF

3b. True or false?



VF

4a. Circle the incorrect sum that does not equal the answer shown below.



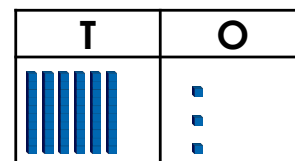
A. $29 + 16$

B. $19 + 27$



VF

4b. Circle the incorrect sum that does not equal the answer shown below.



A. $38 + 25$

B. $15 + 57$

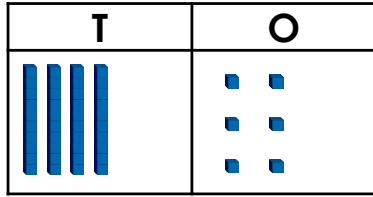


VF

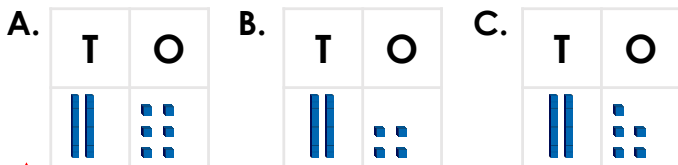
Add 2-Digit Numbers 2

Add 2-Digit Numbers 2

1a. George has a number shown below:

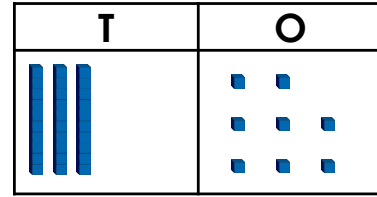


Which number below can be added to George's to equal 71?

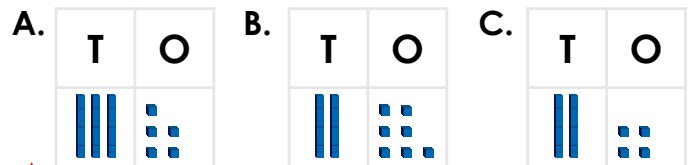


PS

1b. Holly has a number shown below:

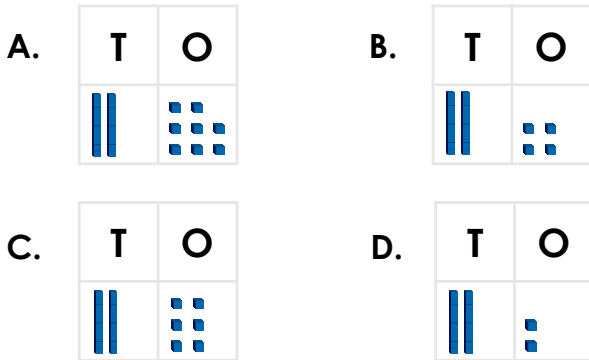


Which number below can be added to Holly's to equal 65?



PS

2a. When added together, the numbers must equal 50.

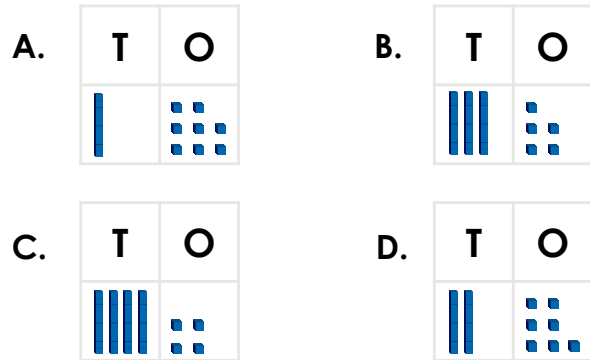


Match the numbers above to create two pairs.



PS

2b. When added together, the numbers must equal 62.



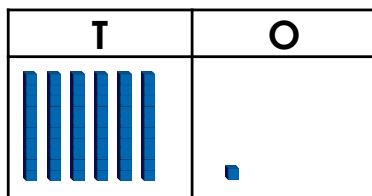
Match the numbers above to create two pairs.



PS

3a. Scarlett says,

$$37 + 34 = 61$$



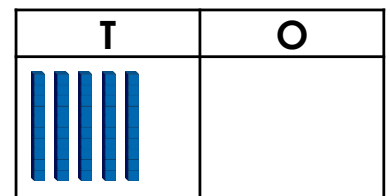
Is she correct? Prove it.



R

3b. Logan says,

$$34 + 26 = 50$$



Is he correct? Prove it.



R

Add 2-Digit Numbers 2

Add 2-Digit Numbers 2

1a. Add the two numbers below together.

	T	O
	3	7
+	2	4
<hr/>		
<hr/>		



VF

1b. Add the two numbers below together.

	T	O
	3	8
+	4	3
<hr/>		
<hr/>		



VF

2a. Find the missing digit.

	T	O
	2	7
+		
	●	
	4	5



VF

2b. Find the missing digit.

	T	O
+	3	4
		1



VF

3a. True or false?

	T	O
	3	5
+	2	9
<hr/>		
	5	4
<hr/>		



VF

3b. True or false?

	T	O
	1	8
+	4	2
<hr/>		
	5	0
<hr/>		



VF

4a. Circle the incorrect sum that does not equal the answer shown below.

	T	O

A. $19 + 37$

B. $29 + 27$

C. $39 + 19$



VF

4b. Circle the incorrect sum that does not equal the answer shown below.

	T	O

A. $48 + 15$

B. $29 + 32$

C. $27 + 36$

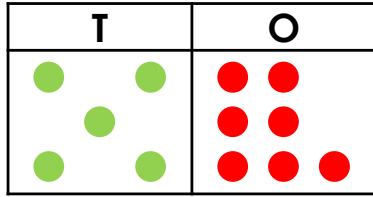


VF

Add 2-Digit Numbers 2

Add 2-Digit Numbers 2

1a. Cindy has a number shown below:



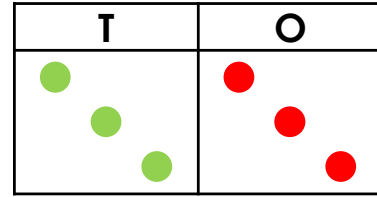
Which number below can be added to Cindy's to equal 83?

- A. **28** B. **26** C. **27**



PS

1b. Oliver has a number shown below:



Which number below can be added to Oliver's to equal 92?

- A. **57** B. **58** C. **59**



PS

2a. When added together, the numbers must total more than 62.

- A.

T	O

 B. **28**
- C. **26** D.

T	O

Match the numbers above to create two pairs.



PS

2b. When added together, the numbers must total more than 54.

- A.

T	O

 B. **26**
- C. **29** D.

T	O

Match the numbers above to create two pairs.



PS

3a. Noah says,



	T	O
	4	7
+	3	6
	<hr/>	
	7	3
	<hr/>	

Is he correct? Prove it.



R

3b. Chloe says,



	T	O
	2	5
+	6	7
	<hr/>	
	9	2
	<hr/>	
	1	

Is she correct? Prove it.



R

Add 2-Digit Numbers 2

Add 2-Digit Numbers 2

1a. Add the two numbers below together.

?	
38	46



VF

1b. Add the two numbers below together.

?	
54	38



VF

2a. Find the missing digit.

$$6 + 35 = 81$$



VF

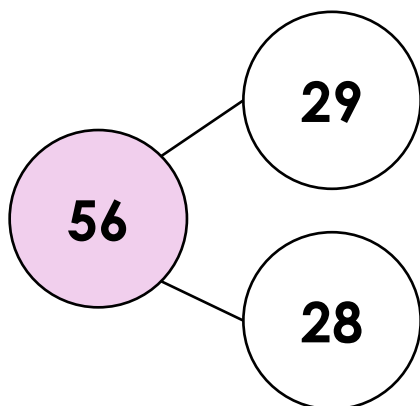
2b. Find the missing digit.

$$53 + 39 = 2$$



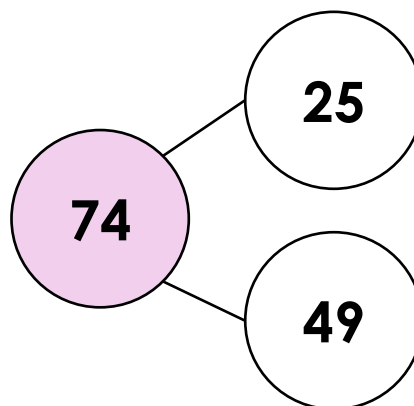
VF

3b. True or false?



VF

3b. True or false?



VF

4a. Circle the incorrect sum that does not equal the answer shown below.

A. $27 + 36 = 63$

B. $32 + 48 = 80$

C. $37 + 47 = 85$



VF

4b. Circle the incorrect sum that does not equal the answer shown below.

A. $28 + 59 = 87$

B. $34 + 37 = 71$

C. $27 + 49 = 75$



VF

Add 2-Digit Numbers 2

Add 2-Digit Numbers 2

1a. Nino has a number shown below:

45

Which two numbers below can be added to Nino's to equal a number greater than 96?

- A. 51 B. 50 C. 53 D. 52



PS

1b. Tara has a number shown below:

38

Which two numbers below can be added to Tara's to equal a number greater than 74?

- A. 37 B. 36 C. 38 D. 35



PS

2a. When added together, the numbers must total more than 56 but less than 59.

- A. 35 B. 28
C. 23 D. 29

Match the numbers above to create two pairs.



PS

2b. When added together, the numbers must total more than 68 but less than 71.

- A. 38 B. 32
C. 41 D. 29

Match the numbers above to create two pairs.



PS

3a. Jack says,



Fifty-eight add thirty-six equals eighty-four.

Is he correct? Prove it.



R

3b. Emily says,



Forty-five add forty-seven equals ninety-one.

Is she correct? Prove it.

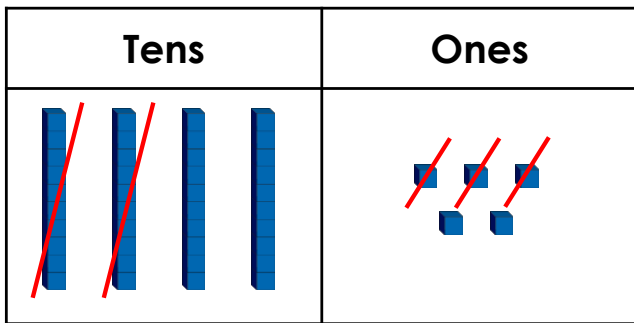


R

Subtract with 2-Digits 1

Subtract with 2-Digits 1

1a. Write a calculation to match the chart below and complete the answer.

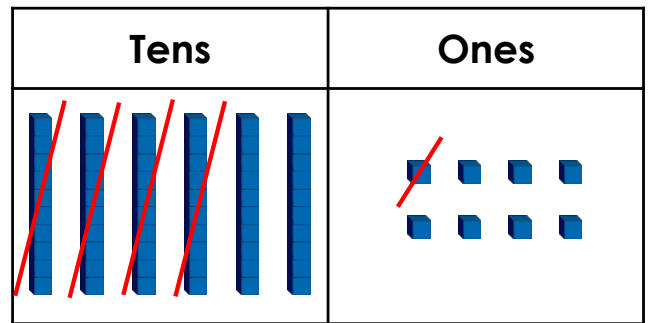


$$\square - \square = \square$$



VF

1b. Write a calculation to match the chart below and complete the answer.



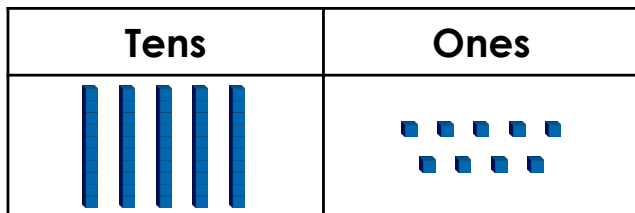
$$\square - \square = \square$$



VF

2a. True or false?

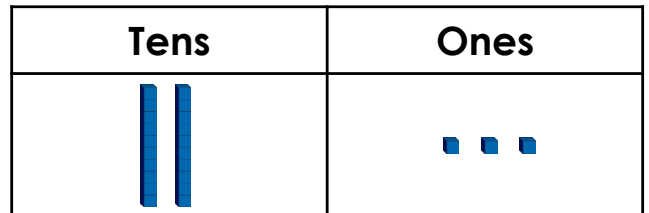
$$59 - 26 = 23$$



VF

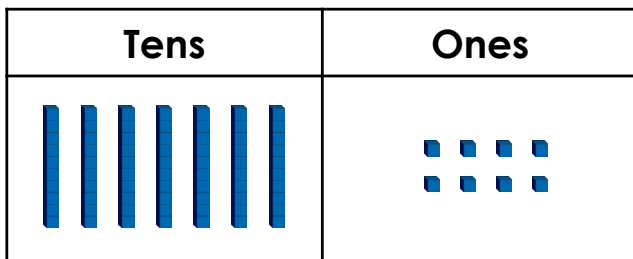
2b. True or false?

$$23 - 12 = 11$$



VF

3a. Circle the correct answer.



subtract 15

53

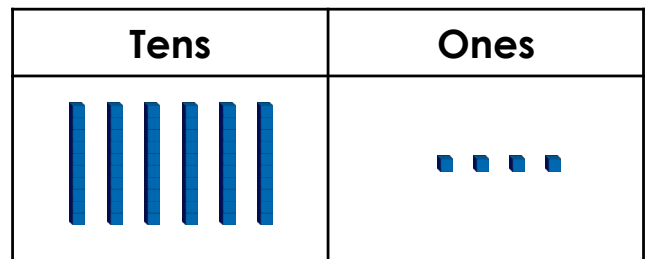
64

63



VF

3b. Circle the correct answer.



subtract 31

32

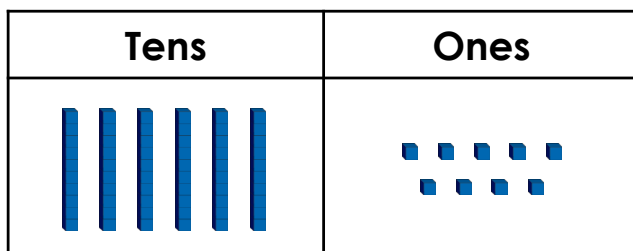
33

43



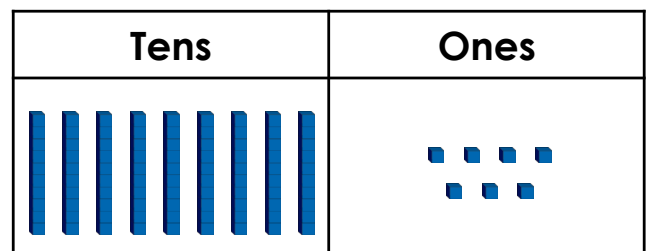
VF

4a. Use Base 10 to work out $69 - 25$.



VF

4b. Use Base 10 to work out $97 - 52$.

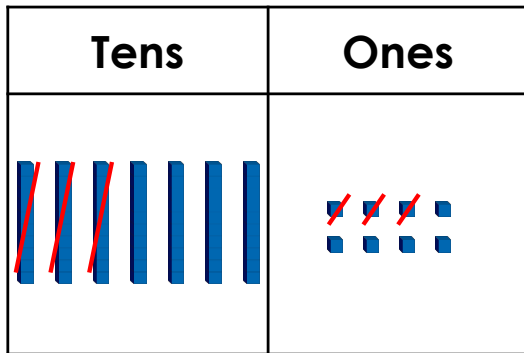


VF

Subtract with 2-Digits 1

Subtract with 2-Digits 1

1a. Explain the mistake below.

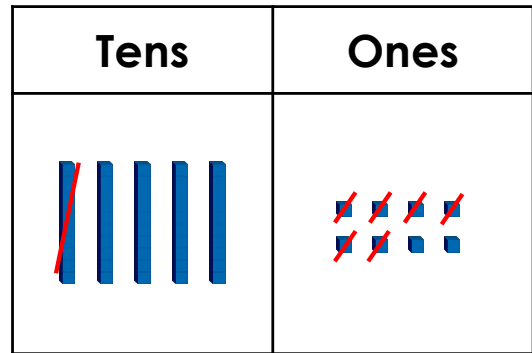


$$78 - 34 = 44$$



R

1b. Explain the mistake below.

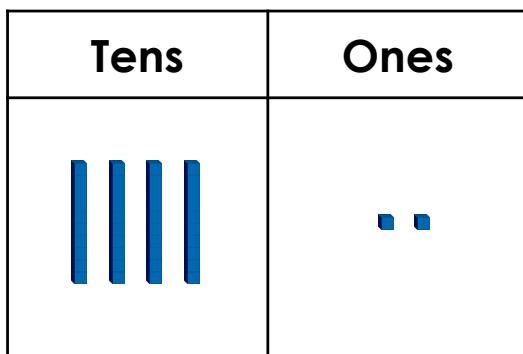


$$58 - 16 = 43$$



R

2a. Joan has subtracted a number from 53. She has put Base 10 into a place value chart to show her answer.

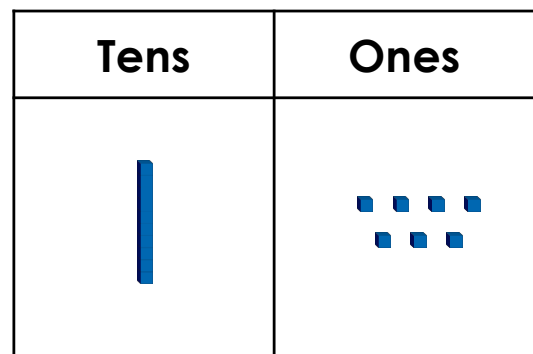


What number did she subtract?



PS

2b. Trevor has subtracted a number from 49. He has put Base 10 into a place value chart to show his answer.



What number did he subtract?

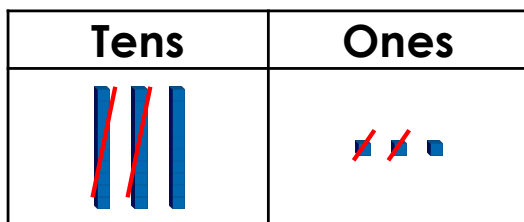


PS

3a. Tom says this about the chart below.



The answer will have 1 ten because if I subtracted 2 tens from 3 tens, I would have 1 ten left.



Is Tom correct? Explain your answer.

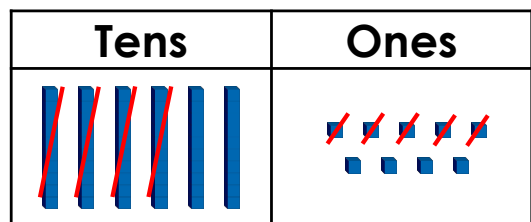


PS

3b. Lynn says this about the chart below.



The answer will have 5 ones because if I subtracted 5 ones from 9 ones, I would have 5 ones left.



Is Lynn correct? Explain your answer.

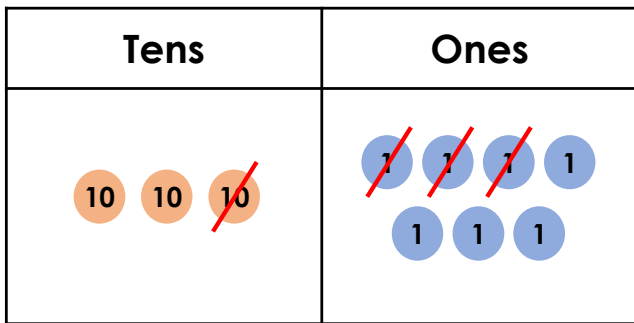


PS

Subtract with 2-Digits 1

Subtract with 2-Digits 1

1a. Write a calculation to match the chart below and complete the answer.

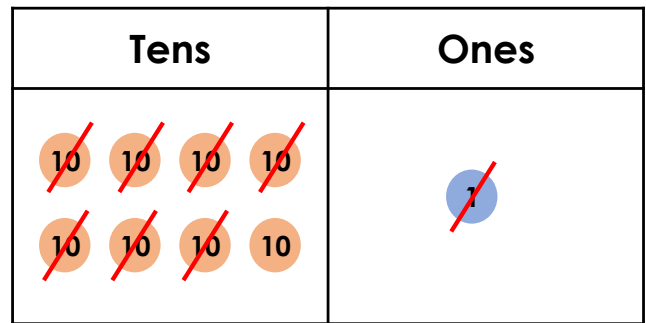


$$\square - \square = \square$$



VF

1b. Write a calculation to match the chart below and complete the answer.

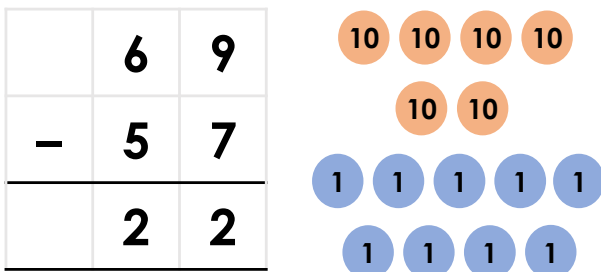


$$\square - \square = \square$$



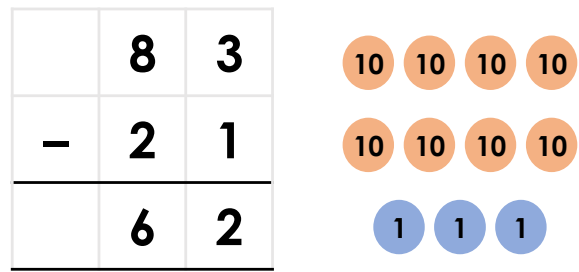
VF

2a. True or false?



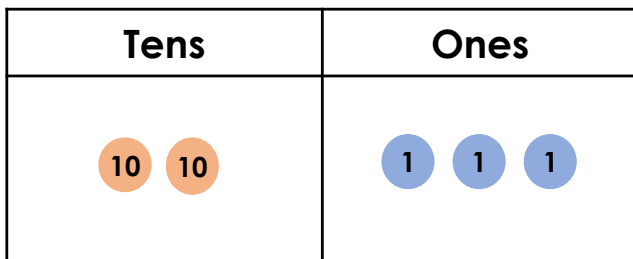
VF

2b. True or false?



VF

3a. Circle the correct answer.



subtract 12

13

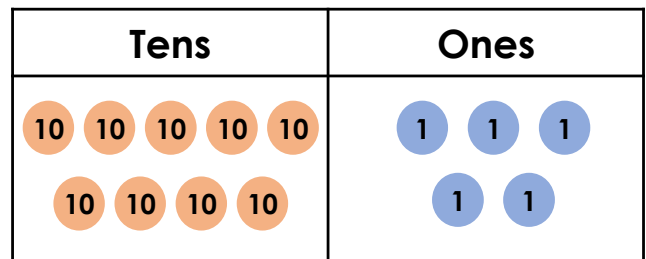
12

11



VF

3b. Circle the correct answer.



subtract 63

33

32

23



VF

4a. Work out the calculation below.



VF

4b. Work out the calculation below.

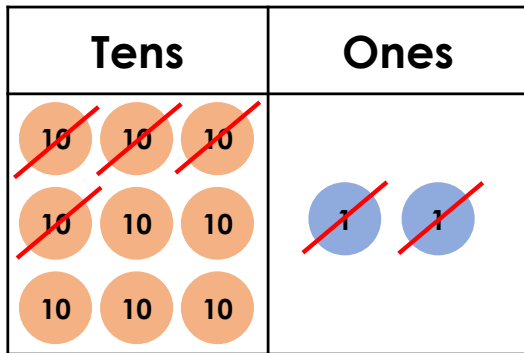


VF

Subtract with 2-Digits 1

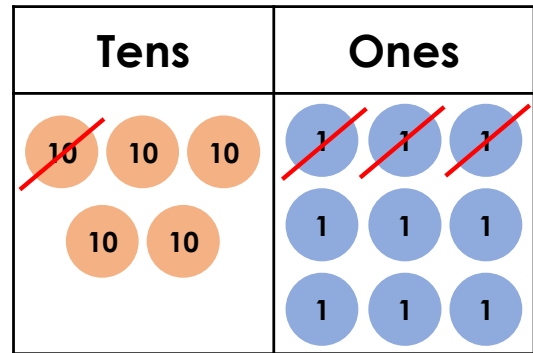
Subtract with 2-Digits 1

1a. Explain the mistake below.



$$92 - 42 = 51$$

1b. Explain the mistake below.



$$59 - 23 = 36$$

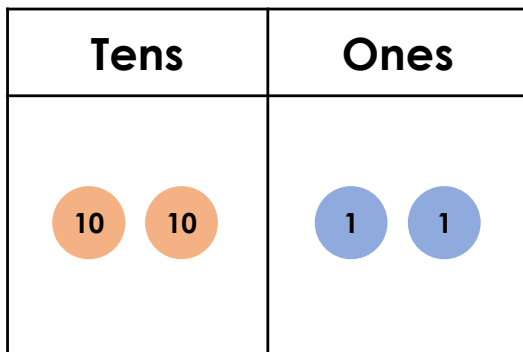


R



R

2a. Ian has subtracted a number from 78. He has put counters into a place value chart to show his answer.

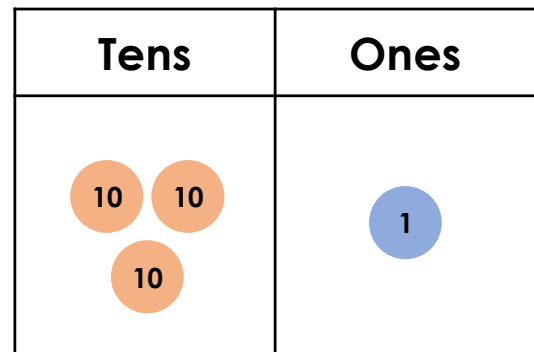


What number did he subtract?



PS

2b. Sue has subtracted a number from 65. She has put counters into a place value chart to show her answer.



What number did she subtract?



PS

3a. Hans says this about the calculation below.



The answer is 20 because if I subtracted 7 tens from 5 tens, I would have 2 tens left.

	7	4
-	5	3

Is Hans correct? Explain your answer.



PS

3b. Lori says this about the calculation below.



The answer will have 5 ones because if I subtracted 1 one from 6 ones, I would have 5 ones left.

	6	6
-	2	1

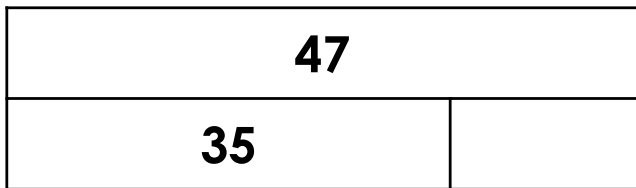
Is Lori correct? Explain your answer.



PS

Subtract with 2-Digits 1

1a. Write a calculation to match the bar model below and complete the answer.

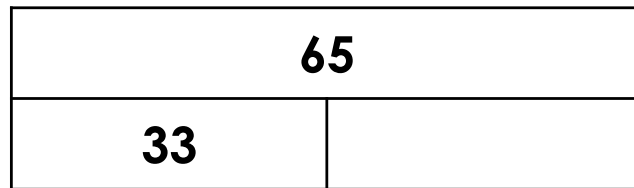


$$\square - \square = \square$$

VF

Subtract with 2-Digits 1

1b. Write a calculation to match the chart below and complete the answer.



$$\square - \square = \square$$

VF

2a. True or false?

$$73 - 41 = 32$$



VF

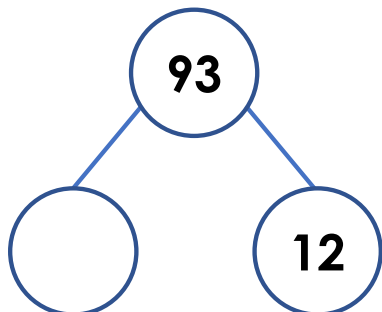
2b. True or false?

$$39 - 24 = 14$$



VF

3a. Circle the correct answer.



72

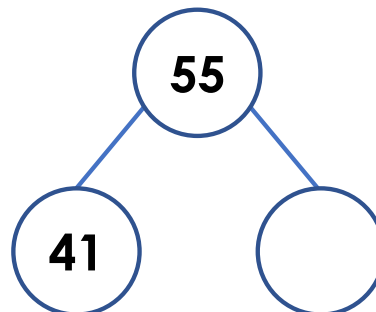
81

71



VF

3b. Circle the correct answer.



14

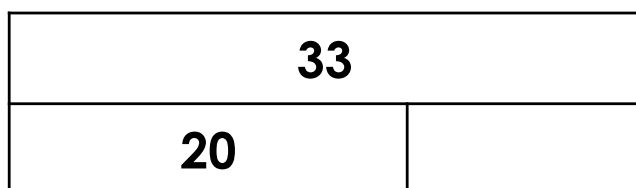
16

13



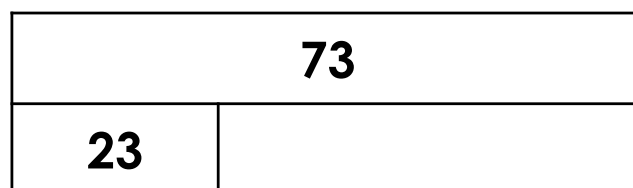
VF

4a. Work out the calculation below.



VF

4b. Work out the calculation below.



VF

Subtract with 2-Digits 1

Subtract with 2-Digits 1

1a. Explain the mistake below.

Four tens subtracted from nine tens is four tens.
2 ones subtract two ones is zero.
The answer is 40.

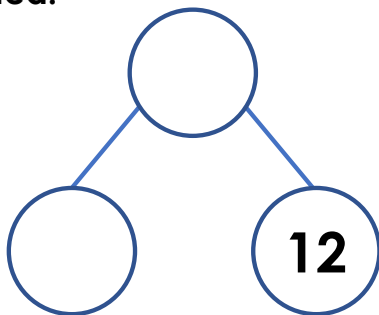


R



R

2a. Ben has subtracted a number from seventy-four. Use the part-whole model below to work out what number he subtracted.



What number did he subtract?



PS

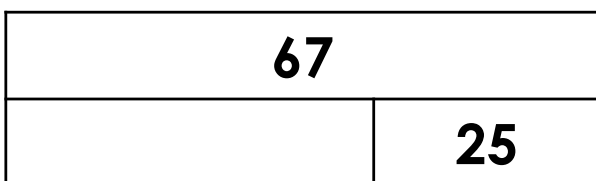


PS

3a. Adam says this about the bar model below.



The missing number is 82 because if I subtracted five ones from seven ones, I would have two ones left.



Is Adam correct? Explain your answer.

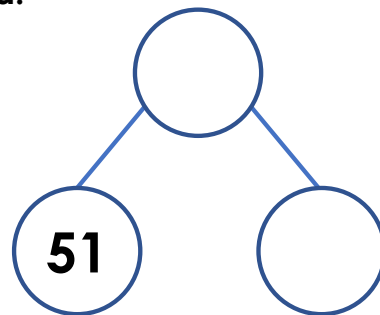


PS



PS

2b. Fliss has subtracted a number from eighty-three. Use the part-whole model below to work out what number she subtracted.



What number did she subtract?

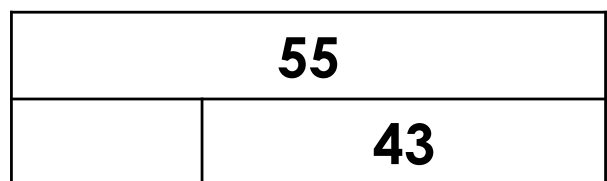


PS

3b. Aisha says this about the bar model below.



The missing number is 18 because if I subtracted four tens from five tens, I would have one ten left.



Is Aisha correct? Explain your answer.



PS

Adding multiples of 10 (set a)

$$10 + 10$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$20$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$10 + 20$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$30$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$10 + 30$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$40$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$10 + 40$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$50$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$20 + 30$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$50$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$10 + 70$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$80$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$40 + 40$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$80$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$40 + 30$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$70$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$50 + 40$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$90$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$40 + 60$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$100$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$30 + 30$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$60$$

classroomsecrets.com

Adding multiples of 10 (set a)

$$20 + 50$$

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Adding multiples of 10 (set a)

$$70$$

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Adding multiples of 10 (set a)

$$10 + 90$$

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Adding multiples of 10 (set a)

$$100$$

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Adding multiples of 10 (set a)

$$90 + 40$$

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Adding multiples of 10 (set a)

$$130$$

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Adding multiples of 10 (set a)

$$30 + 50$$

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Adding multiples of 10 (set a)

$$80$$

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Adding multiples of 10 (set a)

$$70 + 50$$

classroomsecrets.com

Adding multiples of 10 (set a)

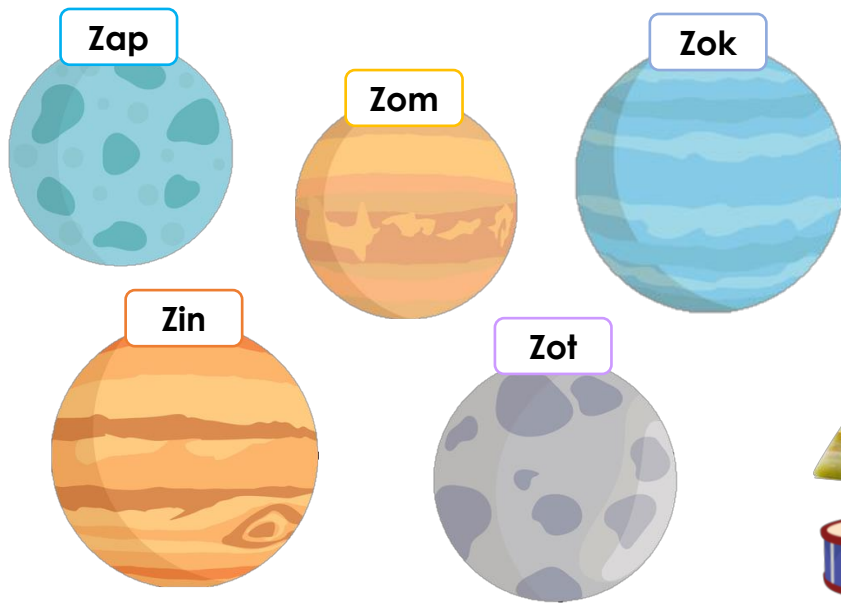
$$120$$

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Sort 3D Shapes

1. During a recent trip to planet Earth, some aliens have collected a group of objects and now they want to deliver them to the correct planet.



Instructions

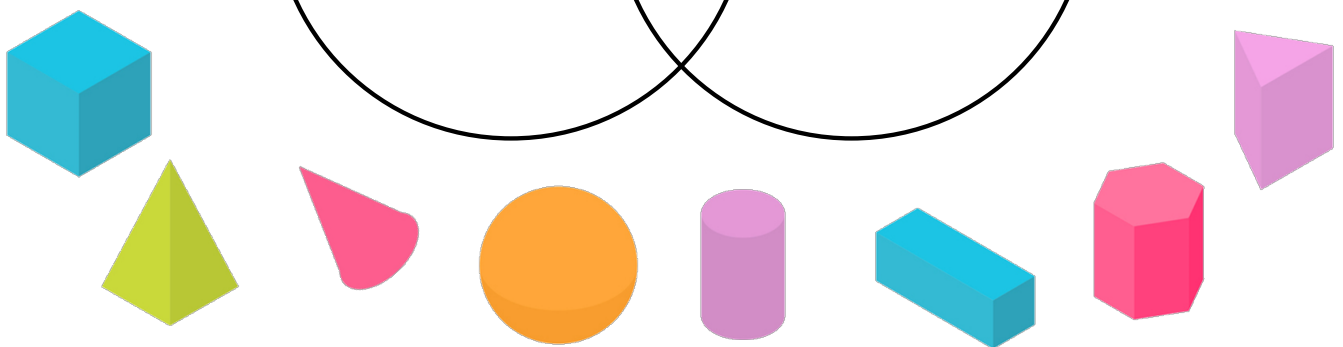
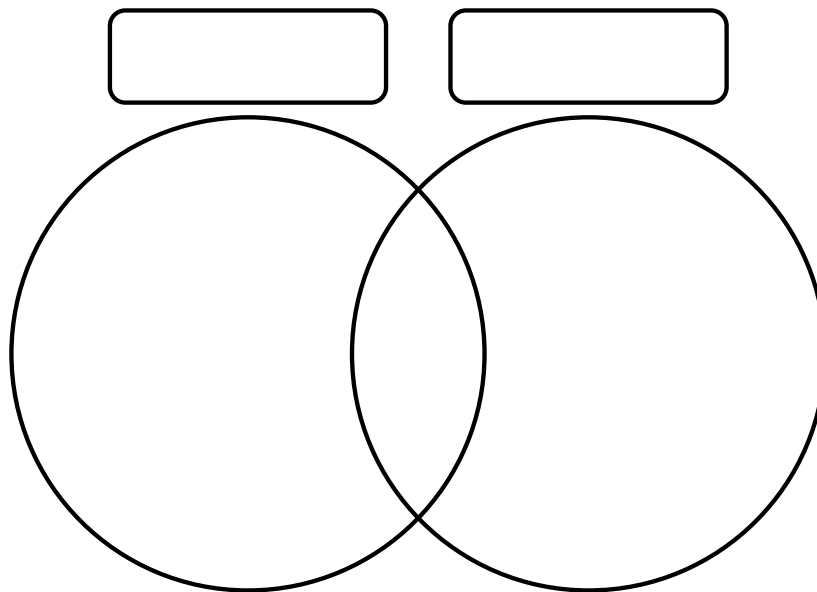
- Zap – Even number of edges
- Zom – Fewer than 5 edges
- Zok – Curved edges
- Zin – Odd number of edges
- Zot – More than 5 edges



Using the instructions above, explore the possible planets each item could be delivered to.

DP

2. Investigate the different ways the Venn diagram could be labelled so that every shape can be placed in a group.



DP