

**Practice Set 9**Use with or after  
Lesson 2·3

Write your answers below or on another piece of paper.

Add.

$$\begin{array}{r} 1. \quad 700 \\ \quad 40 \\ + \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 8,000 \\ \quad 200 \\ \quad 30 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 60,000 \\ \quad 500 \\ \quad 70 \\ + \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 90,000 \\ \quad 6,000 \\ \quad 800 \\ \quad 10 \\ + \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 800,000 \\ \quad 3,000 \\ \quad 300 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 4,000,000 \\ \quad 900,000 \\ \quad 30,000 \\ \quad 400 \\ + \quad 90 \\ \hline \end{array}$$

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**7.** Use the clues to complete the place-value puzzle.

- Divide 72 by 6. Subtract 4 and write the result in the ones place.
- Double the number in the ones place and divide by 8. Write the result in the tens place.
- Multiply  $9 \times 10$ . Subtract 83. Write the result in the hundreds place.
- Halve the number in the tens place. Multiply by 3 and write the result in the thousands place.
- Divide 27 by the number in the thousands place. Write the result in the ten-thousands place.

10,000s	1,000s	100s	10s	1s

**Practice Set 9** *continued*Use with or after  
Lesson 2-3

Write your answers below or on another piece of paper.

In each set of problems below, do as many exercises as you can in one minute.  
Ask someone to time you.

**Problem Set 1****Problem Set 2****Problem Set 3**

**8.**  $10 \times 6 =$  \_\_\_\_\_

**23.**  $2 \times 5 =$  \_\_\_\_\_

**38.**  $54 \div 9 =$  \_\_\_\_\_

**9.**  $7 \times 11 =$  \_\_\_\_\_

**24.**  $9 \times 11 =$  \_\_\_\_\_

**39.**  $12 \times 2 =$  \_\_\_\_\_

**10.**  $48 \div 4 =$  \_\_\_\_\_

**25.**  $110 \div 10 =$  \_\_\_\_\_

**40.**  $12 \times 5 =$  \_\_\_\_\_

**11.**  $2 \times 9 =$  \_\_\_\_\_

**26.**  $8 \times 4 =$  \_\_\_\_\_

**41.**  $12 \times 3 =$  \_\_\_\_\_

**12.**  $10 \times 4 =$  \_\_\_\_\_

**27.**  $11 \times 10 =$  \_\_\_\_\_

**42.**  $121 \div 11 =$  \_\_\_\_\_

**13.**  $90 \div 9 =$  \_\_\_\_\_

**28.**  $6 \times 12 =$  \_\_\_\_\_

**43.**  $60 \times 5 =$  \_\_\_\_\_

**14.**  $5 \times 11 =$  \_\_\_\_\_

**29.**  $11 \times 11 =$  \_\_\_\_\_

**44.**  $8 \times 7 =$  \_\_\_\_\_

**15.**  $10 \times 12 =$  \_\_\_\_\_

**30.**  $12 \times 11 =$  \_\_\_\_\_

**45.**  $144 \div 12 =$  \_\_\_\_\_

**16.**  $49 \div 7 =$  \_\_\_\_\_

**31.**  $4 \times 7 =$  \_\_\_\_\_

**46.**  $8 \div 4 =$  \_\_\_\_\_

**17.**  $4 \times 12 =$  \_\_\_\_\_

**32.**  $12 \times 16 =$  \_\_\_\_\_

**47.**  $33 \div 3 =$  \_\_\_\_\_

**18.**  $7 \times 8 =$  \_\_\_\_\_

**33.**  $63 \div 7 =$  \_\_\_\_\_

**48.**  $42 \div 7 =$  \_\_\_\_\_

**19.**  $63 \div 9 =$  \_\_\_\_\_

**34.**  $8 \times 6 =$  \_\_\_\_\_

**49.**  $81 \div 9 =$  \_\_\_\_\_

**20.**  $45 \div 5 =$  \_\_\_\_\_

**35.**  $3 \times 3 =$  \_\_\_\_\_

**50.**  $32 \div 8 =$  \_\_\_\_\_

**21.**  $6 \times 7 =$  \_\_\_\_\_

**36.**  $45 \div 9 =$  \_\_\_\_\_

**51.**  $18 \div 9 =$  \_\_\_\_\_

**22.**  $18 \div 2 =$  \_\_\_\_\_

**37.**  $16 \div 4 =$  \_\_\_\_\_

**52.**  $7 \times 3 =$  \_\_\_\_\_

**Practice Set 10**Use with or after  
Lesson 2-4

Write your answers below or on another piece of paper.

Use digits to write the following numbers.

1. twenty-four thousand, nine hundred sixty-eight \_\_\_\_\_

2. seventy-six thousand, six hundred fourteen \_\_\_\_\_

3. six thousand, nine hundred two \_\_\_\_\_

Write the words for the following numbers.

4. 12,743 \_\_\_\_\_

5. 8,054 \_\_\_\_\_

6. 69,231 \_\_\_\_\_

7. 4,782 \_\_\_\_\_

Solve.

8. 
$$\begin{array}{r} 26 \\ + 47 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 63 \\ + 18 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 16 \\ \times 4 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 180 \\ \times 7 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 196 \\ \times 0 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 32.1 \\ + 18.7 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 1.25 \\ + 6.43 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 8.40 \\ - 5.01 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 85 \\ - 38 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 20 \\ 83 \\ + 17 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} 83 \\ - 41 \\ \hline \end{array}$$

**Practice Set 11**Use with or after  
Lesson 2-5

Write your answers below or on another piece of paper.

The tally chart at the right shows the number of items that some fourth graders missed on a quiz.

- How many students reported the number of items they missed? \_\_\_\_\_
- What is the *maximum* (largest) number of items missed? \_\_\_\_\_
- What is the *minimum* (smallest) number of items missed? \_\_\_\_\_
- What is the *range*? \_\_\_\_\_

Number of Items Missed	Number of Students
0	### //
1	### /
2	///
3	//
4	//
5	/
6	//
7	/

- What is the *mode* (most frequent) number of items missed? \_\_\_\_\_

Use digits to write the following numbers:

- sixteen thousand, five hundred forty-seven

\_\_\_\_\_

- eight and two-tenths

\_\_\_\_\_

- seven and nine-tenths

\_\_\_\_\_

Write the words for the following numbers:

- 21,894 \_\_\_\_\_

- 14.1 \_\_\_\_\_

- 48,563 \_\_\_\_\_

- 903 \_\_\_\_\_

**Practice Set 11** *continued*Use with or after  
Lesson 2-5

Write your answers below or on another piece of paper.

Complete the "What's My Rule?" tables.

13.

Rule
out = in * 20

in	out
9	180
12	240
15	
25	
100	

14.

Rule

in	out
7	3.5
10	6.5
	10.5
16.5	
20.5	17

15.

Rule

in	out
80	20
160	
	90
2,400	
4,800	1,200

16.

Rule
out = in * 10

in	out
3	
6	
	90
	120
15	

Rewrite the number sentences with parentheses to make them correct.

17.  $6 * 11 - 7 = 59$

\_\_\_\_\_

18.  $2.2 = 8 - 3 + 2.8$

\_\_\_\_\_

19.  $330 - 150 - 60 = 240$

\_\_\_\_\_

20.  $18 = 2 * 5.4 + 3.6$

\_\_\_\_\_

21.  $7 * 2.1 + 5 * 12 = 74.7$

\_\_\_\_\_

22.  $230 = 4 * 60 - 10$

\_\_\_\_\_

23.  $3 * 9 + 3 - 4 = 32$

\_\_\_\_\_

24.  $584 = 11 * 50 + 34$

\_\_\_\_\_

**Practice Set 12**Use with or after  
Lesson 2-6

Write your answers below or on another piece of paper.

Mr. Adema asked his piano students to estimate the number of hours they practice each week. The tally chart shows the data he collected. Use the table to help you answer the questions below.

Number of Hours	Number of Students
2	//
3	### //
4	////
5	///
6	//
7	/
8	/

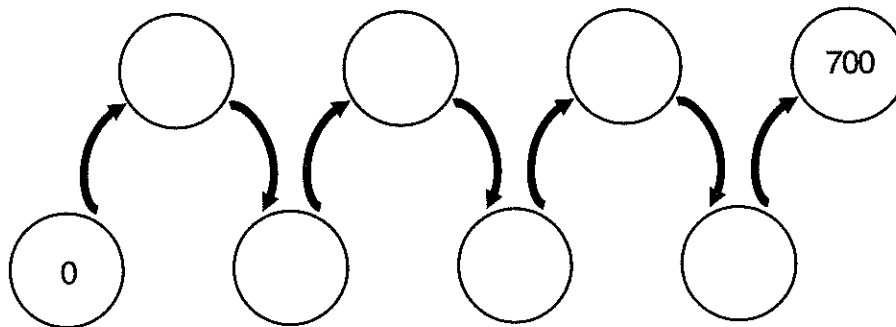
1. Construct a line plot for the data.

2. What is the maximum number of hours spent practicing each week? \_\_\_\_\_
3. What is the minimum number of hours spent practicing each week? \_\_\_\_\_
4. What is the range? \_\_\_\_\_
5. What is the median number of hours? \_\_\_\_\_

Complete the frames-and-arrows problems.

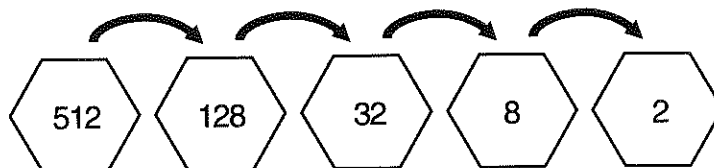
6.

Rule
+ 100



7.

Rule



**Practice Set 12** *continued*Use with or after  
Lesson 2-6

Write your answers below or on another piece of paper.

8. Use the clues to complete the place-value puzzle.
- Divide 88 by 11. Add 1 and write the result in the thousands place.
  - Double the number in the thousands place and divide by 3. Write the result in the tens place.
  - Multiply  $4 * 12$ . Subtract 42. Write the result in the hundreds place.
  - Divide 63 by the number in the thousands place. Write the result in the ones place.
  - Halve the number in the tens place. Add 1 and write the result in the ten-thousands place.

10,000s	1,000s	100s	10s	1s

Fill in the name-collection boxes. Use as many different numbers and operations as you can.

Example

14.2
$71 \div 5$
$7.1 * 2$
$20 - 5.8$
$(3.5 * 2) + (9.2 - 2)$

9.

38.7

10.

7,049

11.

8.12

**Practice Set 13**Use with or after  
Lesson 2·7

Write your answers below or on another piece of paper.

Solve. Use the partial sums method. Show your work.

100s	10s	1s
2	0	4
+ 1	4	9
<hr/>		

100s	10s	1s
5	5	1
+ 2	6	7
<hr/>		

1000s	100s	10s	1s
	8	5	9
+ 1	5	9	6
<hr/>			

Solve. Use the column addition method. Show your work.

100s	10s	1s
7	3	4
+ 4	7	8
<hr/>		

100s	10s	1s
5	9	2
+ 8	7	9
<hr/>		

1000s	100s	10s	1s
2	7	3	5
+ 1	3	0	5
<hr/>			

Solve. Use any method you choose.

7.  $795 + 616 =$  \_\_\_\_\_

8.  $8,214 + 5,488 =$  \_\_\_\_\_

9.  $5,838 + 8,956 =$  \_\_\_\_\_

10.  $50,694 + 39,518 =$  \_\_\_\_\_

Complete the missing factors.

11.  $7 * \underline{\quad} = 21$

12.  $\underline{\quad} * 4 = 36$

13.  $\underline{\quad} * 8 = 64$

14.  $12 * \underline{\quad} = 96$

15.  $400 * \underline{\quad} = 3,600$

16.  $\underline{\quad} * 5 = 350$

17.  $9 * \underline{\quad} = 810$

18.  $\underline{\quad} * 6 = 660$

Estimate the total cost.

19. 12 rulers that cost \$1.05 each \_\_\_\_\_

20. 4 scissors that cost \$0.69 each \_\_\_\_\_

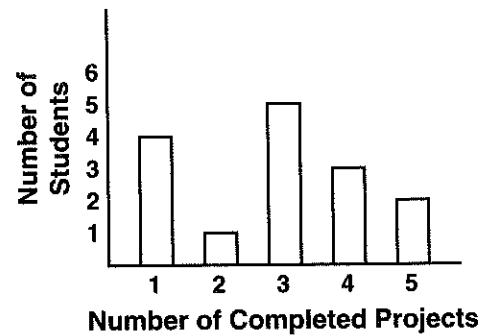
21. 7 books that cost \$3.45 each \_\_\_\_\_



**Practice Set 14**Use with or after  
Lesson 2-8

Write your answers below or on another piece of paper.

Mrs. Lewis teaches art. She made a graph to show the number of art projects the students have completed. Use the bar graph to find the following landmarks for the data.

**Art Projects Completed by Students**

1. What is the maximum number of completed projects? \_\_\_\_\_
2. What is the minimum number of completed projects? \_\_\_\_\_
3. What is the range? \_\_\_\_\_
4. What is the median? \_\_\_\_\_

Measure the line segments to the nearest cm.

5. \_\_\_\_\_  
\_\_\_\_\_ cm

6. \_\_\_\_\_  
\_\_\_\_\_ cm

7. \_\_\_\_\_  
\_\_\_\_\_ cm

8. \_\_\_\_\_  
\_\_\_\_\_ cm

# Practice Set 14 *continued*

Use with or after  
Lesson 2-8



Write your answers below or on another piece of paper.

Complete the frames-and-arrows problems.

9.

<b>Rule</b>
+ 55 min

<b>Rule</b>
- \$0.75

10.

<b>Rule</b>
+ \$0.50

<b>Rule</b>
- \$0.75

11.

<b>Rule</b>
* 100

<b>Rule</b>
÷ 20

12.

<b>Rule</b>
* 5

<b>Rule</b>
÷ 10

# Practice Set 15

Use with or after  
Lesson 2·9



Write your answers below or on another piece of paper.

Use the trade-first method to solve the problems. Show your work.

<b>1.</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: right;">100s</td> <td style="width: 33%; text-align: right;">10s</td> <td style="width: 33%; text-align: right;">1s</td> </tr> <tr> <td></td> <td style="text-align: right;">9</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: right;">—</td> <td style="text-align: right;">3</td> <td style="text-align: right;">7</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> </tr> </table>	100s	10s	1s		9	2	—	3	7				<b>2.</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: right;">100s</td> <td style="width: 33%; text-align: right;">10s</td> <td style="width: 33%; text-align: right;">1s</td> </tr> <tr> <td></td> <td style="text-align: right;">6</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: right;">—</td> <td style="text-align: right;">2</td> <td style="text-align: right;">8</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> </tr> </table>	100s	10s	1s		6	2	—	2	8				<b>3.</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: right;">100s</td> <td style="width: 33%; text-align: right;">10s</td> <td style="width: 33%; text-align: right;">1s</td> </tr> <tr> <td></td> <td style="text-align: right;">3</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="text-align: right;">—</td> <td style="text-align: right;">1</td> <td style="text-align: right;">5</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> </tr> </table>	100s	10s	1s		3	4	—	1	5			
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	9	2																																				
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	6	2																																				
—	2	8																																				
100s	10s	1s																																				
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Use the partial-differences subtraction method to solve the problems. Show your work.

<b>4.</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: right;">100s</td> <td style="width: 33%; text-align: right;">10s</td> <td style="width: 33%; text-align: right;">1s</td> </tr> <tr> <td></td> <td style="text-align: right;">7</td> <td style="text-align: right;">7</td> </tr> <tr> <td style="text-align: right;">—</td> <td style="text-align: right;">5</td> <td style="text-align: right;">8</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> </tr> </table>	100s	10s	1s		7	7	—	5	8				<b>5.</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: right;">100s</td> <td style="width: 33%; text-align: right;">10s</td> <td style="width: 33%; text-align: right;">1s</td> </tr> <tr> <td></td> <td style="text-align: right;">6</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="text-align: right;">—</td> <td style="text-align: right;">2</td> <td style="text-align: right;">7</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> </tr> </table>	100s	10s	1s		6	5	—	2	7				<b>6.</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: right;">100s</td> <td style="width: 33%; text-align: right;">10s</td> <td style="width: 33%; text-align: right;">1s</td> </tr> <tr> <td></td> <td style="text-align: right;">7</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: right;">—</td> <td style="text-align: right;">3</td> <td style="text-align: right;">8</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;"></td> </tr> </table>	100s	10s	1s		7	3	—	3	8			
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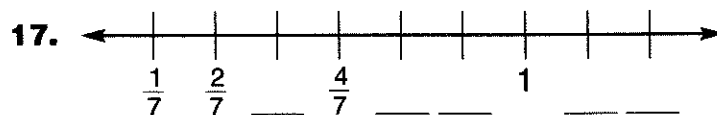
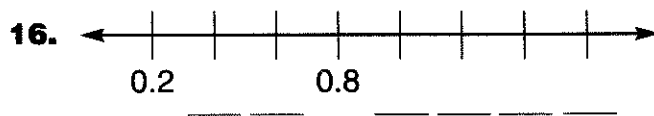
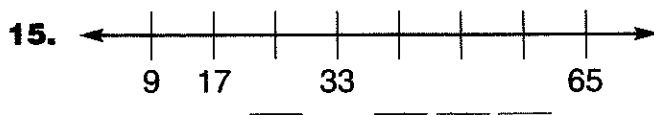
Solve. Use any method you choose.

**7.**  $79 - 23 = \underline{\quad}$     **8.**  $33 - 17 = \underline{\quad}$     **9.**  $636 - 498 = \underline{\quad}$     **10.**  $961 - 185 = \underline{\quad}$

Solve each problem in your head. Use the counting-up strategy.

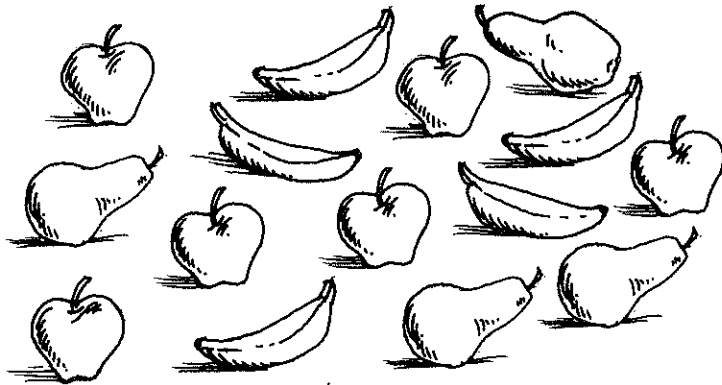
**11.**  $70 - 51 = \underline{\quad}$     **12.**  $130 - 97 = \underline{\quad}$     **13.**  $48 - 20 = \underline{\quad}$     **14.**  $91 - 54 = \underline{\quad}$

Fill in the missing numbers on the number lines.



**Practice Set 15** *continued*Use with or after  
Lesson 2·9

Write your answers below or on another piece of paper.



18. How many pieces of fruit are there? \_\_\_\_\_

19. What fraction of the fruit is apples? \_\_\_\_\_

20. What fraction of the fruit is pears? \_\_\_\_\_

21. What fraction of the fruit is bananas? \_\_\_\_\_

Solve.

$$\begin{array}{r} 22. \quad 67 \\ \quad * 4 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 53 \\ \quad * 8 \\ \hline \end{array}$$

24.  $84 \div 3$

$$\begin{array}{r} 25. \quad 675 \\ \quad * 6 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 8,229 \\ \quad + 3,160 \\ \hline \end{array}$$

$$\begin{array}{r} 27. \quad 7,583 \\ \quad - 5,432 \\ \hline \end{array}$$

$$\begin{array}{r} 28. \quad 3,499 \\ \quad * 0 \\ \hline \end{array}$$

$$\begin{array}{r} 29. \quad 673 \\ \quad - 64 \\ \hline \end{array}$$

$$\begin{array}{r} 30. \quad 467 \\ \quad + 185 \\ \hline \end{array}$$

$$\begin{array}{r} 31. \quad 320 \\ \quad * 8 \\ \hline \end{array}$$

32.  $560 \div 8$

$$\begin{array}{r} 33. \quad 8,524 \\ \quad - 1,996 \\ \hline \end{array}$$