



# *The Dominican*

COMMUNITY *of* SCHOOLS

May, 2023

Dear Parents/Guardians,

The attached math enrichment packet is meant to provide your child with a review of the skills she learned in 2nd grade. Your child is expected to turn the completed packet in to **Mrs. Weeks** (3rd grade) on the first day of the 2023-2024 school year. Please encourage your daughter to schedule time throughout the summer to work on the packet; do not wait until the end of summer to begin.

Reminders for your child:

- Read and follow all directions.
- Show work for ANY/ALL problems in an organized manner and number each problem to receive full credit.

Have a great summer!

Sincerely,

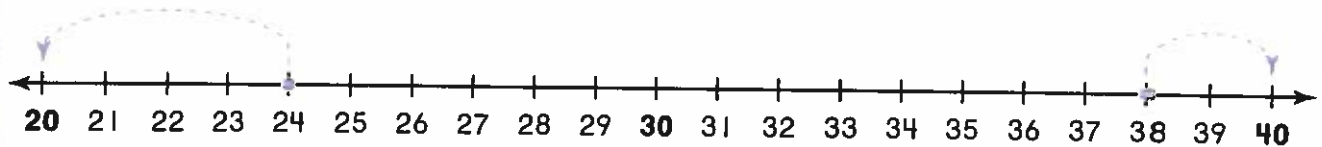
Mrs. Barker

**Estimate Sums: 2-Digit Addition**

**Essential Question** How can you estimate the sum of two 2-digit numbers?

**Model and Draw**

Estimate the sum of  $24 + 38$ .  
Find the nearest ten for each number.



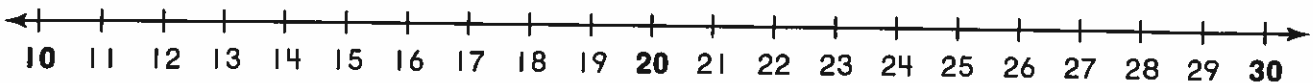
$$\underline{20} + \underline{40} = \underline{60}$$

An estimate of the sum is 60.

**Share and Show**

Find the nearest ten for each number.

1. Estimate the sum of  $18 + 29$ .



Add the tens to estimate.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

An estimate of the sum is         .

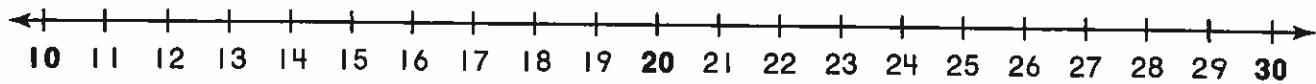


**Math Talk** How did you know which ten is nearest to 18?

## On Your Own

Find the nearest ten for each number.  
Add the tens to estimate.

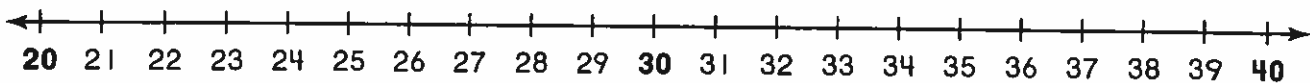
2. Estimate the sum of  $13 + 28$ .



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

An estimate of the sum is           .

3. Estimate the sum of  $31 + 22$ .



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

An estimate of the sum is           .

## Problem Solving

Solve. Write or draw to explain.

4. Mark has 34 pennies. Emma has 47 pennies.  
About how many pennies do they have  
altogether?

about            pennies



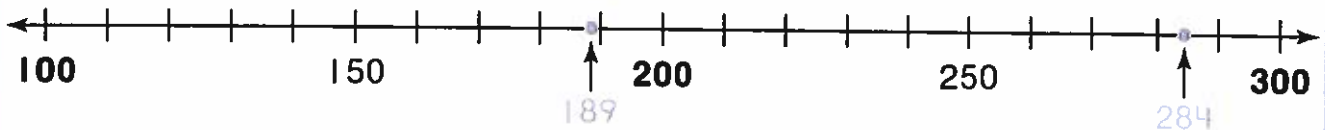
**TAKE HOME ACTIVITY** • Ask your child to use the number line for Exercise 2 and describe how to estimate the sum of  $27 + 21$ .

**Estimate Sums: 3-Digit Addition**

**Essential Question** How can you estimate the sum of two 3-digit numbers?

**Model and Draw**

Estimate the sum of  $189 + 284$ .  
Find the nearest hundred for each number.



200 + 300 = 500

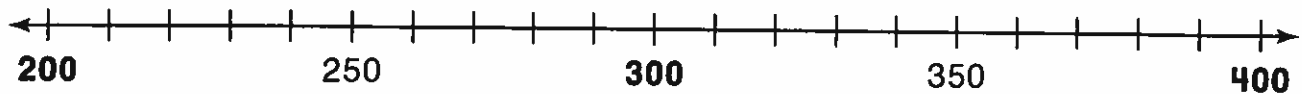
An estimate of the sum is 500.

**Share and Show**



Find the nearest hundred for each number.  
Add the hundreds to estimate.

1. Estimate the sum of  $229 + 386$ .



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

An estimate of the sum is \_\_\_\_\_.

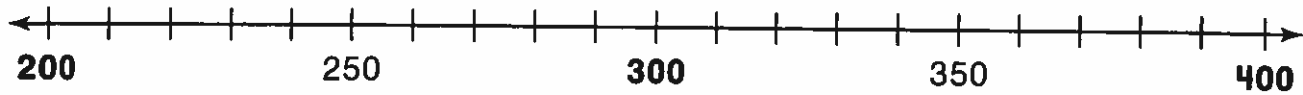


**Math Talk** How do you know which two hundreds a 3-digit number is between?

## On Your Own

Find the nearest hundred for each number.  
Add the hundreds to estimate.

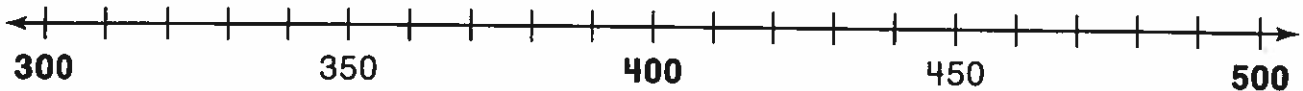
2. Estimate the sum of  $324 + 218$ .



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

An estimate of the sum is \_\_\_\_\_.

3. Estimate the sum of  $468 + 439$ .



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

An estimate of the sum is \_\_\_\_\_.

## Problem Solving



Solve. Write or draw to explain.

4. There are 375 yellow fish and 283 blue fish swimming around a coral reef. About how many fish are there altogether?

about \_\_\_\_\_ fish



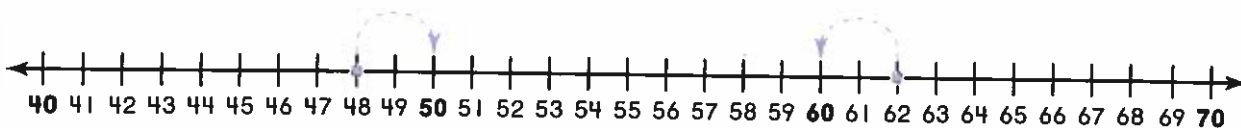
**TAKE HOME ACTIVITY** • Ask your child to use the number line for Exercise 2 and describe how to estimate the sum of  $215 + 398$ .

# Estimate Differences: 2-Digit Subtraction

**Essential Question** How can you estimate the difference of two 2-digit numbers?

## Model and Draw

Estimate the difference of  $62 - 48$ .  
Find the nearest ten for each number.



$$\underline{60} - \underline{50} = \underline{10}$$

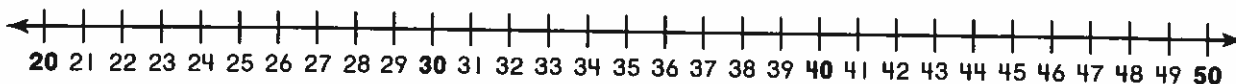
An estimate of the difference is 10.

## Share and Show



Find the nearest ten for each number.  
Subtract the tens to estimate.

1. Estimate the difference of  $42 - 29$ .



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

An estimate of the difference is \_\_\_\_\_.

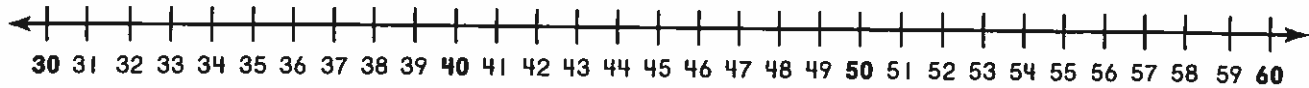


**Math Talk** How do you know which two tens a number is between?

## On Your Own

Find the nearest ten for each number.  
Subtract the tens to estimate.

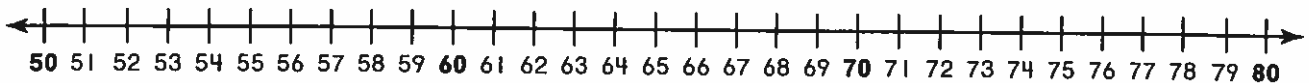
2. Estimate the difference of  $51 - 39$ .



$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

An estimate of the difference is \_\_\_\_\_.

3. Estimate the difference of  $79 - 56$ .



$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

An estimate of the difference is \_\_\_\_\_.

## Problem Solving

Solve. Write or draw to explain.

4. A farmer has 91 cows. 58 of the cows are in the barn. About how many of the cows are not in the barn?

about \_\_\_\_\_ cows



**TAKE HOME ACTIVITY** • Ask your child to use the number line for Exercise 2 and describe how to estimate the difference of  $57 - 41$ .

# Estimate Differences: 3-Digit Subtraction

**Essential Question** How can you estimate the difference of two 3-digit numbers?

## Model and Draw

Estimate the difference of  $382 - 265$ .  
Find the nearest hundred for each number.



$$\underline{400} - \underline{300} = \underline{100}$$

An estimate of the difference is 100.

## Share and Show



Find the nearest hundred for each number.  
Subtract the hundreds to estimate.

I. Estimate the difference of  $674 - 590$ .



$$\underline{\quad\quad\quad} - \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

An estimate of the difference is \_\_\_\_\_.



**Math Talk** How did you know which hundred is nearest to 674?



# Order 3-Digit Numbers

**Essential Question:** How does place value help you order 3-digit numbers?

## Model and Draw

You can order 249, 418, and 205 from least to greatest. First, compare the **hundreds**. Next, compare the tens and then the ones, if needed.

Hundreds	Tens	Ones
2	4	9
4	1	8
2	0	5

I compare the hundreds. 249 and 205 are both less than 418.

Which is less, 249 or 205? I compare the tens. 205 is less than 249, so 205 is the least.

$$\begin{array}{c} \underline{205} < \underline{249} < \underline{418} \\ \text{least} & & \text{greatest} \end{array}$$

## Share and Show



Write the numbers in order from least to greatest.

1.

6	7	2
5	1	5
5	3	2

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

2.

7	8	7
6	8	3
5	6	4

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_



**Math Talk** Do you always need to compare the ones digits when you order numbers? Explain.

Name \_\_\_\_\_



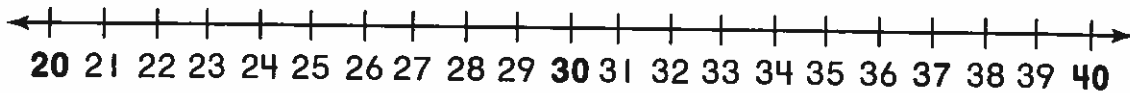
### Concepts and Skills

1. Write the missing sums in the addition table.

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15

Find the nearest ten.

2. Estimate the sum of 24 and 36.

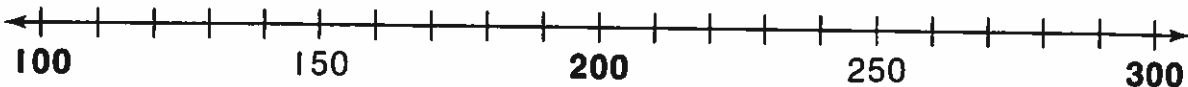


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

An estimate of the sum is \_\_\_\_\_.

Find the nearest hundred.

3. Estimate the sum of 285 and 122.

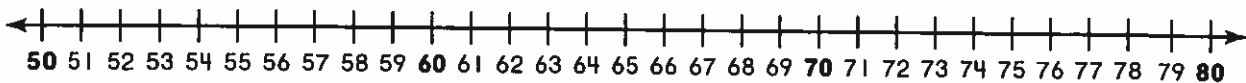


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

An estimate of the sum is \_\_\_\_\_.

Find the nearest ten.

4. Estimate the difference of  $72 - 59$ .



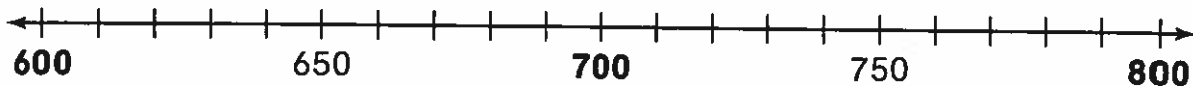
$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

An estimate of the difference is \_\_\_\_\_.

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Find the nearest hundred.

5. Estimate the difference of 792 and 619.



$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

An estimate of the difference is \_\_\_\_\_.

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6. Which of the following numbers will make this true?

$$350 < 413 < \underline{\quad\quad\quad}.$$

403

398

430

331

Name \_\_\_\_\_

## Lesson 7

### Equal Groups of 2

**Essential Question:** How can you find the total number in equal groups of 2?

#### Model and Draw

The pet store has 3 fishbowls in the window. There are 2 goldfish in each bowl. How many goldfish are there in all?

I can count the equal groups by twos—2, 4, 6—to find how many in all.

Make 3 groups of 2 counters.    ) )    ) )    ) )

3 groups of 2 is 6 in all.

#### Share and Show



Complete the sentence to show how many in all.

1.                    ) )    ) )    ) )    ) )  
\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

2.                                    ) )    ) )  
\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

3.                                    ) )    ) )    ) )  
\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

**Math Talk** How can you use counters to find  $2 + 2 + 2 + 2 + 2$ ?



**Equal Groups of 5**

**Essential Question:** How can you find the total number in equal groups of 5?

**Model and Draw**

Luke made 3 cube trains. He connected 5 cubes in each train. How many cubes did he use in all?



Make 3 groups of 5 cubes.

I can count the equal groups by fives—5, 10, 15—to find how many in all.

3 groups of 5 is 15 in all.

**Share and Show**



Complete the sentence to show how many in all.

1.



\_\_\_ groups of \_\_\_ is \_\_\_ in all.

2.



\_\_\_ groups of \_\_\_ is \_\_\_ in all.

3.



\_\_\_ groups of \_\_\_ is \_\_\_ in all.



**Math Talk** How can you use addition to find how many in all in Exercise 2?

# Equal Groups of 10

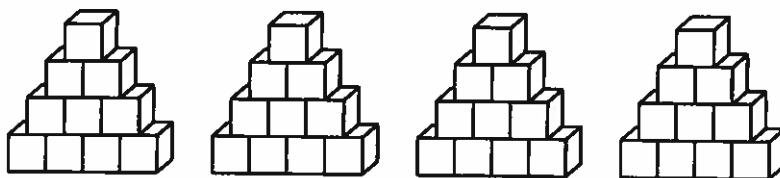
**Essential Question:** How can you find the total number in equal groups of 10?

## Model and Draw

There are 4 packs of juice. Each pack has 10 juice boxes. How many juice boxes are there in all?

I can count the equal groups by tens—10, 20, 30, 40—to find how many in all.

Make 4 groups of 10 cubes.

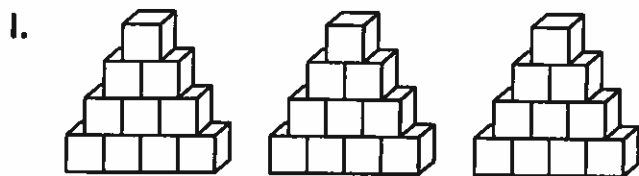


4 groups of 10 is 40 in all.

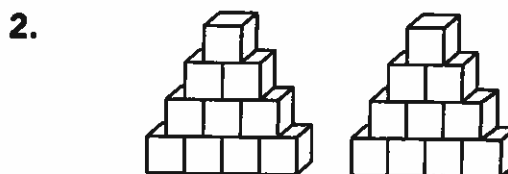
## Share and Show



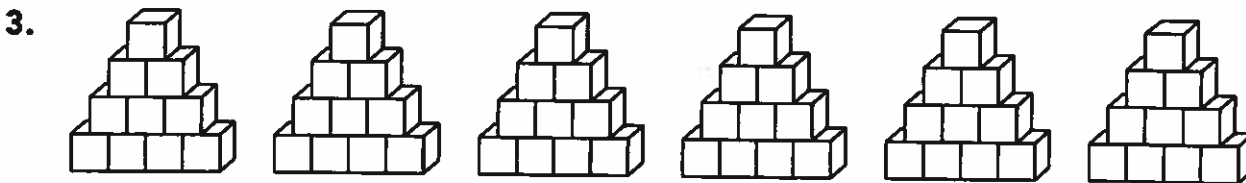
Complete the sentence to show how many in all.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

**Math Talk** How many groups of ten are in 70?  
Explain.



## On Your Own

Use counters. Draw to show your work.  
Write how many in each group.

3. Place 9 counters in 3 equal groups.

\_\_\_\_\_ counters in each group

4. Place 12 counters in 2 equal groups.

\_\_\_\_\_ counters in each group

5. Place 16 counters in 4 equal groups.

\_\_\_\_\_ counters in each group

## Problem Solving

Solve. Draw to show your work.

6. Mrs. Peters divides 6 orange slices between 2 plates. She wants to have 4 orange slices on each plate. How many more orange slices does she need?

\_\_\_\_\_ more orange slices



**TAKE HOME ACTIVITY** • Ask your child to place 15 pennies into 3 equal groups, and then tell how many pennies are in each group.

Name \_\_\_\_\_

 **Checkpoint**

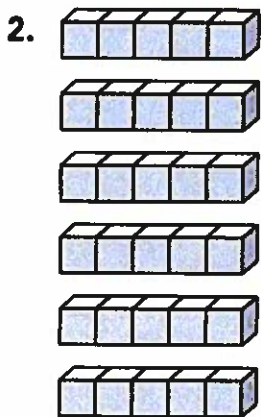
**Concepts and Skills**

Complete the sentence to show how many in all.



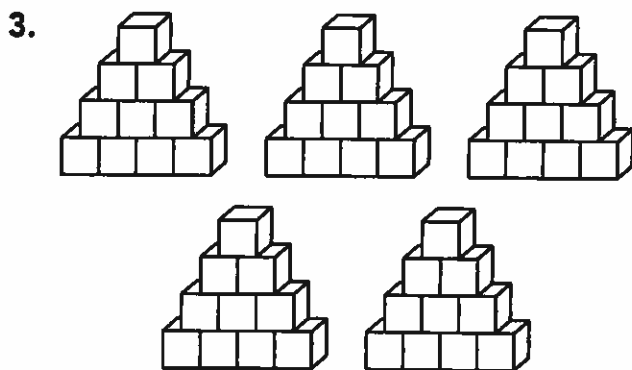
\_\_\_ groups of \_\_\_ is \_\_\_ in all.

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\_\_\_ groups of \_\_\_ is \_\_\_ in all.

---



\_\_\_ groups of \_\_\_ is \_\_\_ in all.



Use counters. Draw to show your work.  
Write how many in each group.

4. Place 14 counters in 2 equal groups.

\_\_\_\_\_ counters in each group

---

Use counters. Draw to show your work.  
Write how many groups.

5. Place 12 counters in groups of 2.

\_\_\_\_\_ groups

---

Solve the problem.

6. Mrs. Owen puts 3 flowers in each vase.  
How many flowers are in 4 vases?

- 7
- 9
- 12
- 16

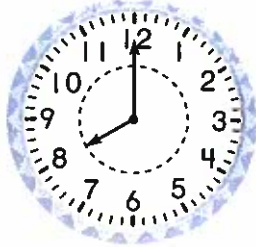
# Hour Before and Hour After

**Essential Question:** How do you tell the time 1 hour before and 1 hour after a given time?

## Model and Draw

For these times, the minute hand points to the same place. The hour hands point to different numbers.

The time is 8:00.



The hour hand points to 8.

**1 hour before**

7:00

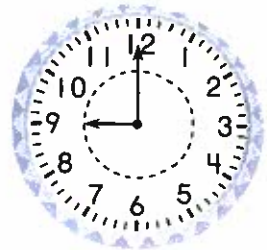
The hour hand points to 7.



**1 hour after**

9:00

The hour hand points to 9.

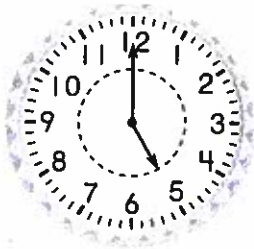


## Share and Show



Write the time shown on the clock. Then write the time 1 hour before and 1 hour after.

1.

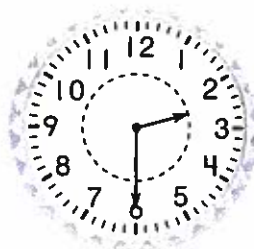


\_\_\_\_\_ 1 hour before

\_\_\_\_\_ 1 hour after

\_\_\_\_\_

2.



\_\_\_\_\_ 1 hour before

\_\_\_\_\_ 1 hour after

\_\_\_\_\_



**Math Talk** How are the hands on a clock that shows 8 o'clock the same as the hands on a clock 1 hour after? How are they different?

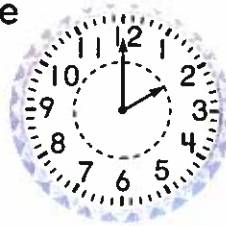
## Elapsed Time in Hours

**Essential Question** How do you find the number of hours between two times?

### Model and Draw

Baseball practice starts at 2:00. Everyone leaves practice at 4:00. How long does baseball practice last?

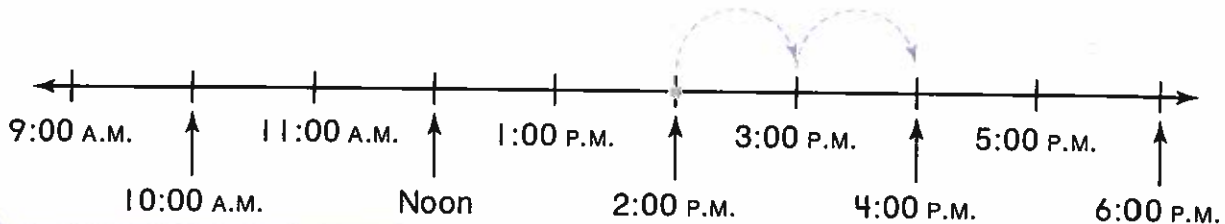
Use the time line to count how many hours passed from 2:00 P.M. to 4:00 P.M.



\_\_\_\_\_ hours

**Starts at 2:00**

**Ends at 4:00**



### Share and Show



Use the time line above. Solve.

1. The game starts at 3:00 P.M. It ends at 6:00 P.M. How long does the game last?

\_\_\_\_\_ hours

2. The plane leaves at 10:00 A.M. It arrives at 2:00 P.M. How long is the plane trip?

\_\_\_\_\_ hours

3. Max goes out at 2:00 P.M. He comes back in at 5:00 P.M. For how long was Max out?

\_\_\_\_\_ hours

4. Art class starts at 9:00 A.M. It ends at 11:00 A.M. How long is the art class?

\_\_\_\_\_ hours



**Math Talk**  
Exercise 2.

Describe how you used the time line for

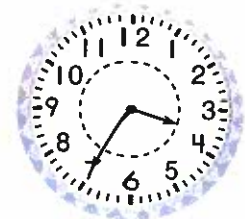
# Elapsed Time in Minutes

**Essential Question** How do you find the number of minutes between two times?

## Model and Draw

You can use subtraction if the times are within the same hour.

Ken starts cleaning his room at 3:15 P.M. He finishes at 3:35 P.M. How long does it take Ken to clean his room?

$$\begin{array}{r} 35 \\ - 15 \\ \hline 20 \end{array}$$


Starts at 3:15 P.M. Ends at 3:35 P.M.

So it takes Ken 20 minutes.

## Share and Show



Subtract to solve. Show your work.

1. Leah starts eating lunch at 12:10 P.M. She finishes at 12:25 P.M. How long does it take for Leah to eat lunch?

\_\_\_\_\_ minutes

2. Kwan gets on the school bus at 8:10 A.M. He gets to school at 8:55 A.M. How long is Kwan's bus ride?

\_\_\_\_\_ minutes

3. Carla takes her dog to the park at 2:05 P.M. She gets back at 2:40 P.M. How long does Carla walk her dog?

\_\_\_\_\_ minutes

4. Ethan starts his spelling homework at 6:25 P.M. He finishes at 6:45 P.M. How long does Ethan work on his spelling?

\_\_\_\_\_ minutes

### Math Talk

How could you check your answers by looking at a clock?



# Fraction Models: Thirds and Sixths

**Essential Question** How can you identify thirds and sixths?

## Model and Draw



  3   equal parts or   3   thirds



  6   equal parts or   6   sixths



  1   part of 3 equal parts or  
  1   third



  1   part of 6 equal parts or  
  1   sixth

## Share and Show



Color the strips. Show two different ways to show 1 third.



Color the strips. Show two different ways to show 1 sixth.



**Math Talk** How are 3 thirds and 6 sixths alike?

**Fraction Models: Fourths and Eighths**

**Essential Question** How can you identify fourths and eighths?

**Model and Draw**



4 equal parts or 4 fourths



8 equal parts or 8 eighths



1 part of 4 equal parts or  
1 fourth

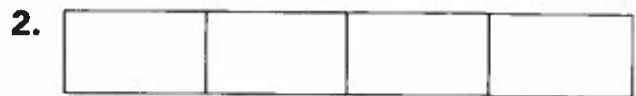


1 part of 8 equal parts or  
1 eighth

**Share and Show**



Color the strips. Show two different ways to show 1 fourth.



Color the strips. Show two different ways to show 1 eighth.

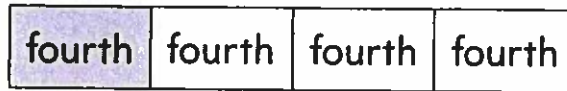


**Math Talk** How are 4 fourths and 8 eighths alike?

# Compare Fraction Models

**Essential Question** How can you use fraction models to make comparisons?

## Model and Draw



1 fourth < 1 half

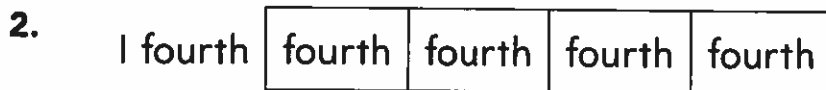
## Share and Show



Color to show the fractions. Write  $<$ ,  $=$ , or  $>$ .



1 half ○ 2 fourths



1 fourth ○ 1 eighth



**Math Talk** Look at the strips above. Is 1 half greater than or less than 3 fourths? How do you know?