

INCLUDED

**BURST Poster
and Bookmarks**

**Teacher
Grading
Half-Sheet**

**Traditional
Sheets for
Folder or Binder**

**Paper Strips
for Notebook**

Answer Keys

2.NBT.2 #1

Ms. Puff asked her students to count starting at 545. Keith started counting by find the next ten. Why was Keith wrong?
a. What are the next 5 numbers?
b. Explain why Keith should not have counted that way.

a. 555, 565, 575, 585, 595
b. Keith does not need to count by tens. When you are asked to skip count by tens, you just have to add a ten, when you are asked to count by one ten, you just have to add one ten.

2.NBT.1 #3

There are 300 flies, 60 birds, and 4 bees around our picnic. How many animals are pestering the picnic?
a. Show your work.
b. Explain the place value strategies you used to count all of these animals.



300 flies, 60 birds, and 4 bees together make 364.

Short Answer Scoring Sheet

Name: _____ Standard: _____

3	Restated the question Answered the question correctly Supported answer with correct reasons
2	Restated the question Answered the question
1	
0	

Bear picked up some base ten blocks off the floor. She picked up 8 hundreds, 6 tens, and 3 ones. Then she counted them. How many did she pick up?
a. Draw what Bear picked up.
b. Explain how Bear found her number.

25 birds sat on a wire. 42 more birds flew to the wire. How many birds were there?
a. Show your work.
b. Explain the place value strategies you used to solve the problem.

DIGITAL

The short answer prompts are now available in Google Slides format.

To open each set of short answer practice pages, click on the link below after reading these instructions. These links will open Google Slides.

What you need:

-A Google Classroom account

What to do:

- Open document using links on next page.
- Click "make a copy". This will be your master copy. Name it whatever you'd like.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a graphic organizer folder for your students to access whichever ones they want/need.



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STANDARDS

CLICK FOR YOUR STANDARD.

2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.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.
2.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.
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.