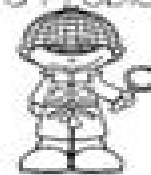


Name _____



What's Missing?

Directions: Find the missing addend to solve the word problems.

1. Sally started her day by baking 24 muffins. By the end of the day, she had a total of 52 muffins. How many more muffins did she bake?

2. Jeremiah found 31 sticks on his first hike of the day. By the end of the day, he had a total of 77 sticks. How many more sticks did he collect after his first hike?

3. Natalie collected 16 rocks on the playground on Monday. By the end of the week, she had collected a total of 92 rocks. How many rocks did she collect from Tuesday-Friday?

4. Cate baked 42 cookies in the morning. By the end of the day, she had 85 cookies. How many cookies did she bake the rest of the day?

5. Troy ran 13 miles on Saturday. By the end of the day on Sunday, he ran 26 miles over the weekend. How many miles did he run on Sunday?

6. Buffy the dog ate 32 pieces of kibble for breakfast. She ate a total of 100 pieces of kibble during the day. How many pieces of kibble did Buffy have after breakfast?

7. Anthony baked 61 cookies in the morning. By evening, he had baked 75 cookies. How many more cookies did he bake during the day?

8. Brilee found 19 flowers in the woods on Friday. By Saturday evening, she had collected 43 flowers. How many flowers did she find on Saturday?

9. Nick walked 4 miles in the morning. He walked a total of 16 miles by the end of the day. How many miles did he walk during the rest of the day?

10. Eden spent \$39 at the store on Sunday. By the end of the day on Monday, she had spent a total of \$75. How much did she spend on Monday?

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Transforming Children's Mathematics Education Leslie P. Steffe, Terry Wood, 2013-11-05 Eminent scholars from around the globe gathered to discuss how educational systems would change if the prevailing principles of constructivism were applied to three major aspects of those systems knowledge and learning communication and environment This volume provides documentation of the proceedings of this important meeting the Early Childhood Action Group of the Sixth International Congress on Mathematics Education This international assembly representing such diverse disciplines as mathematics and math education epistemology philosophy cognitive science psycholinguistics and science education is the first to examine early childhood mathematics education from constructivist and international perspectives in addition to formulating recommendations for future work in the field **Mathematics Education** United States. Department of Defense. Dependents Schools, 1986 **Get Ready! For Standardized Tests : Math Grade 2** Kristin B. Swanson, Carol Turkington, 2001-07-05 One of the areas of study students find most difficult to master and are most fearful of is math Yet the core math skills acquired in the first four years of school form the basis of all future academic success Get Ready for Standardized Tests the first and only grade specific test prep series now features hands on guidance on helping kids master the all important basic math skills while arming parents with the tools they need to help their children succeed

Mathematics for Elementary Teachers Gary L. Musser, Blake E. Peterson, William F. Burger, 2013-10-07 This book establishes a solid math foundation for future teachers Thoroughly revised with a clean engaging design the new Tenth Edition of Musser Peterson and Burger s best selling textbook focuses on one primary goal helping students develop a deep understanding of mathematical concepts so they can teach with knowledge and confidence The components in this complete learning program from the textbook to the e Manipulative activities to the Children s Videos to the online problem solving tools resource rich website and Enhanced WileyPLUS work in harmony to help achieve this goal WileyPLUS sold separately from text Aptitude, Learning, and Instruction Richard E. Snow, Pat-Anthony Federico, William E. Montague, 2021-05-30 For the previous 6 years before publication Office of Naval Research ONR had been conducting a thematically oriented contract research program aimed in large part at developing the kind of broad theoretical framework necessary for a workable process interpretation of aptitude learning and performance Originally published in 1980 the papers in this collection are generally addressed to three broad areas that were central to those interests of the ONR Personnel and Training Research Programs One area is concerned with individual differences information processing as revealed in simple laboratory or psychometric tests The second area focuses on the structural aspects of learning and performance using tools and concepts from semantic memory theory to describe what is learned and how it is learned And the third area is aimed at the management of instruction It addresses itself to the kinds of research and instructional designs required for effective implementation of adaptive instruction McGraw-Hill Education Math Grade 2, Second Edition McGraw Hill, 2017-11-10

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The Relationship Between Solutions to Elementary Math Word Problems and the Ability to Classify Pamela Heyman Lavender, 1983

Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester, 2007-02-01

The audience remains much the same as for the 1992 Handbook, namely mathematics education researchers and other scholars conducting work in mathematics education. This group includes college and university faculty, graduate students, investigators in research and development centers, and staff members at federal, state, and local agencies that conduct and use research within the discipline of mathematics. The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work. The Handbook should also be a useful textbook for graduate research seminars. In addition to the audience mentioned above, the present Handbook contains chapters that should be relevant to four other groups: teacher educators, curriculum developers, state and national policy makers, and test developers and others involved with assessment. Taken as a whole, the chapters reflect the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community.

Math Advantage, Grade 2 Harcourt Brace Publishing, 1998

Get Ready! For Standardized Tests : Math Grade 3 Susan Osborne, Carol Turkington, 2001-08-22

One of the areas of study students find most difficult to master and are most fearful of is math. Yet the core math skills acquired in the first four years of school form the basis of all future academic success. Get Ready for Standardized Tests, the first and only grade-specific test prep series, now features hands-on guidance on helping kids master the all-important basic math skills while arming parents with the tools they need to help their children succeed.

Mathematical Reasoning for Elementary Teachers Calvin T. Long, Duane W. DeTemple, 2000

Traditional skill and drill approach with activities for each chapter opener. *Some Examples of Cognitive Task Analysis with Instructional*

Implications James G. Greeno, 1979 Analyses are described of knowledge structures used to understand and solve problems in high school geometry and in primary grade arithmetic word problems Analysis of geometry problem solving has clarified the nature of strategic knowledge needed by students and raises the question whether more explicit training in strategies would be beneficial in school instruction Analysis of semantic knowledge needed to understand word problems raises questions about relationships between students learning of computational procedures and their understanding of general types of quantitative relationships Author *NICEM Index to Nonprint Special Education Materials, Multimedia Learner Volume* National Information Center for Educational Media, National Information Center for Special Education Materials, 1979 **Math Trailblazers**, 1997 **Direct Instruction Mathematics** Jerry Silbert, Douglas Carnine, Marcy Stein, 1990 An exciting edition of this practical math methods text that provides future teachers with practical procedures for increasing student success in math Emphasizing specific classroom tested strategies these authors provide techniques for teaching major math and needed prerequisite skills as well as extensive background in diagnosing and correcting error patterns In addition they offer practical guidelines for curriculum evaluation and modification recommendations for practice and review drills and specific information on progress monitoring **The Effects of Language and Schooling on the Solutions of Addition and Subtraction Word Problems by Nigerian Children** Lawal O. Adetula, 1985 **Teaching and Learning Elementary and Middle School Mathematics** Linda Jensen Sheffield, Douglas E. Cruikshank, 1996

Word Problem All Educate School, 2017-11-06 Word Problems 2nd Grade Word Problems for Grade 2 Addition Subtraction Word Problems within Twenty Ideal for Special Education Math Workbooks for 1st Grade 2 Word Problems This pack includes 35 addition and subtraction word problems 2nd grade within twenty They are designed to be used during group instruction as journal pages and or as homework Once students are familiar with the format these are also handy for morning work If you are looking for similar Addition and Subtraction 2nd grade math word problems within Ten These problems are designed with the rigor of the Common Core in mind and support the following standard CCSS Math Content 1 OA A 1 Use addition and subtraction within 20 to solve word problems for grade 2 involving situations of adding to taking from putting together taking apart and comparing with unknowns in all positions e g by using objects drawings and equations with a symbol for the unknown number to represent the problem Students are presented with multiple ways to solve each problem Once students are familiar with the ways these sheets support their problem solving I often have each student choose at least 2 ways to show and check their work This allows each student to utilize the methods that are most efficient for him/her I love to give students time to discuss why they chose certain methods to solve a problem Each sheet includes a related extension bonus question at the bottom These questions can be used in a variety of ways These bonus questions are perfect extension activities for students to discuss and complete at home with a family member I love to see the extension work that students return Many parents have commented that they appreciate the challenging nature of these

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