

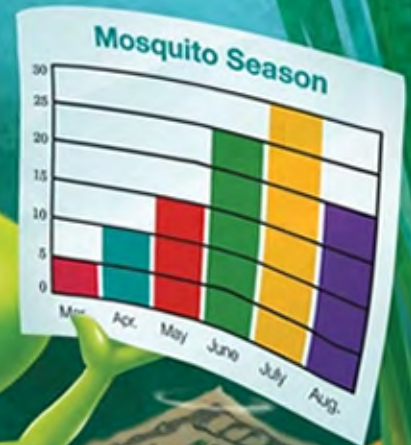
# Arithmetic

## 2 Work-text

Second Edition

Copyright © 2017 Pensacola Christian College, Inc.

$$\begin{array}{r} 15 \\ -9 \\ \hline 6 \end{array}$$



 **abeka**  
Traditional ARITHMETIC SERIES

# Contents

## 1

### Pond pages 1–70

### Lessons 1–35

- Count and write to 300
- Even and odd numbers
- Counting by 1s, 2s, 5, 10s
- Addition and subtraction Families 1–9
- Money
- Two-digit addition
- Bar graphs and pictographs
- Story problems
- Geometric shapes and concepts
- Calendar
- Place value to hundreds
- Ruler

## 2

### Travel around the World pages 71–160

### Lessons 36–80

- Counting by 3s, 25s, 50s
- Place value to ten thousands
- Addition and subtraction Families 10–15
- Money
- Symmetry
- Ruler
- Scale drawings
- Time to half and quarter-hour
- Time to five minutes
- Fractions
- Linear measures
- Liquid measures
- Measures of time
- Temperature

## 3

### Jungle pages 161–250

### Lessons 81–125

- Addition and subtraction Families 16–18
- Money
- Ruler
- Roman numerals to 1,000
- Multiplication tables 0, 1, 5, 10
- Fractions
- Metric units of weight
- Metric units of length
- Perimeter
- Division table 10

## 4

### Camping pages 251–340

### Lessons 126–170

- Rounding numbers to nearest ten
- Multiplication tables 2, 3
- Line graphs
- Time to nearest minute
- Rounding to nearest dollar
- Division tables 2, 3, 5
- Pie graphs
- Comparing fractions

## Arithmetic 2

Second Edition

### Staff Credits

*Author:* Kim Gowans, Judy Howe

*Managing Editor:* Amy Yohe

*Edition Editor:* Tanya Harrington

*Designer:* Jenn Reed

*Production Artist:* Kenzie Underwood

*Illustrators:* April Brady, Josh Burylo, Kim Quance, Ralph Hulick, Tim Uy, Caleb Tyndall, Andrew Nguyen, and Abeka Staff

© 2017 Pensacola Christian College, Inc. All rights reserved. Printed in U.S.A. 2020/2 C20

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, or by license from any collective or licensing body, without permission in writing from the publisher.

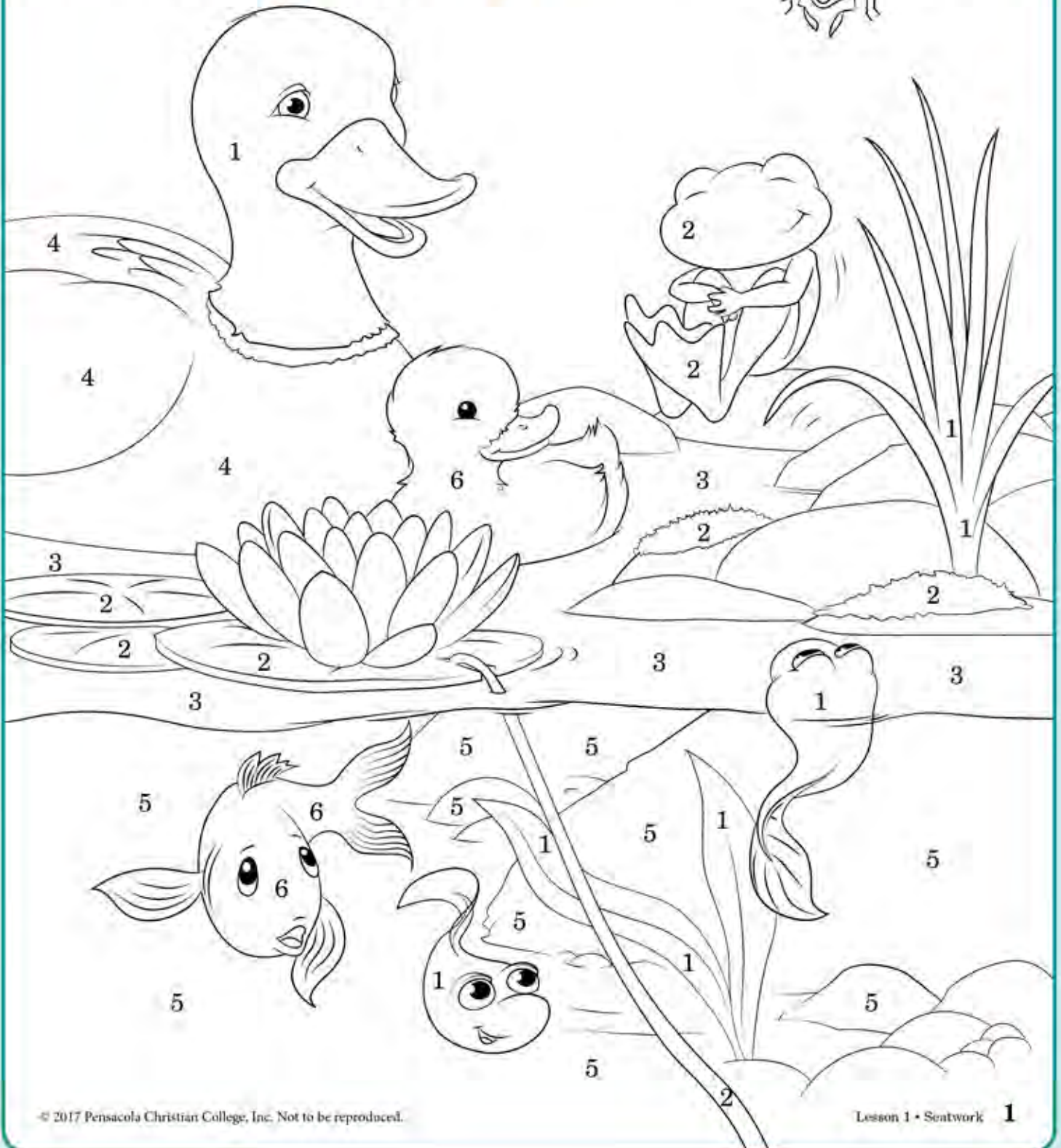


# Arithmetic is...

- studying one aspect of the order of the real world and indirectly learning more about the God Who created the world using mathematics.
- learning to see the addition and multiplication tables as part of the truth and order that God has built into reality.
- knowing that there is a right answer.
- working hard to get the right answer.
- learning to go from the concrete to the abstract, from the particular to the general, from content to concept.
- learning to see relationships between one truth and another.
- learning to be precise and exact in thinking.
- learning to apply mathematics skillfully in order to function in daily life.
- learning to believe in absolutes ( $2+2$  always equals 4).
- establishing the extremely important skill of learning things by memory.
- learning to be fast and accurate in thinking.
- seeing how things work together.
- being prepared.
- finishing the job.
- working at a set pace.
- participating in healthy competition.
- learning to be thorough, orderly, careful, alert, obedient, persistent, cooperative, and honest.
- learning to master a received body of knowledge and apply it as one way to obey the command of Genesis 1:28 to subdue the earth and exercise dominion over it.

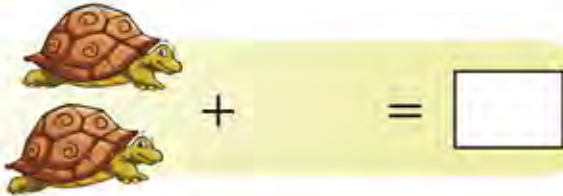
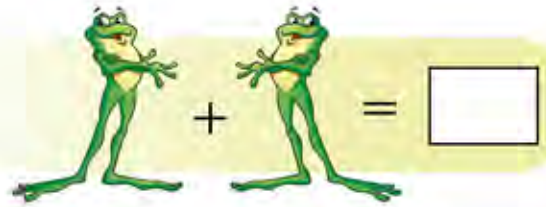
Color the picture using the color key.  
Finish coloring the picture.

- |                  |   |            |   |
|------------------|---|------------|---|
| 1 – green        |  | 4 – brown  |  |
| 2 – yellow green |  | 5 – blue   |  |
| 3 – blue green   |  | 6 – yellow |  |

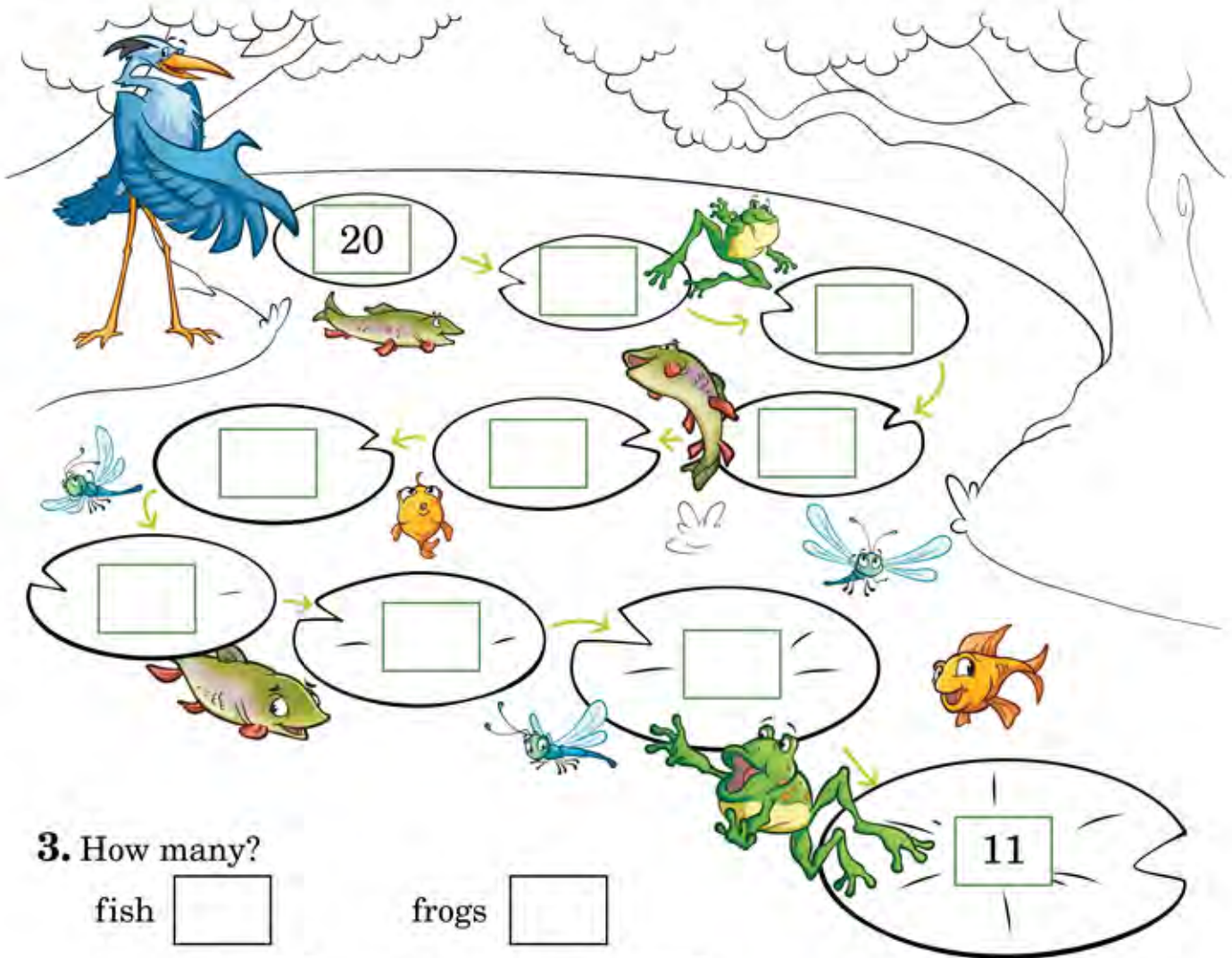




1. Write the sums.



2. Count backward from 20 to 11 on the lily pads. Color the picture.



3. How many?

fish

frogs

herons

dragonflies

1. Write the combinations in the boxes.



+



+



+



+



2. Write the missing numbers.

		10			13				
--	--	----	--	--	----	--	--	--	--

57	58				62				66
----	----	--	--	--	----	--	--	--	----

3. Circle the left wings.



4. Mark the ○ next to the number word that matches the number.

- |             |                             |                             |
|-------------|-----------------------------|-----------------------------|
| <b>a.</b> 1 | <input type="radio"/> one   | <input type="radio"/> six   |
| <b>b.</b> 7 | <input type="radio"/> two   | <input type="radio"/> seven |
| <b>c.</b> 8 | <input type="radio"/> three | <input type="radio"/> eight |
| <b>d.</b> 4 | <input type="radio"/> four  | <input type="radio"/> nine  |
| <b>e.</b> 5 | <input type="radio"/> five  | <input type="radio"/> ten   |

1. Circle the money needed to buy each object.



2. Write the answers.

How many tens are in 78? \_\_\_\_\_ tens

How many ones are in 143? \_\_\_\_\_ ones



3. Andrew wants to buy his mother a birthday gift. He has one ten-dollar bill and six one-dollar bills in his bank. How much money does he have?



4. Write the  $>$  or  $<$  sign.

48  56

20  82

71  17

5. Write the sums and differences.

$$\begin{array}{r} 5 \\ -1 \\ \hline \square \end{array}$$

$$\begin{array}{r} 3 \\ -2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 6 \\ +1 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4 \\ -4 \\ \hline \square \end{array}$$


$$\begin{array}{r} 4 \\ +3 \\ \hline \square \end{array}$$



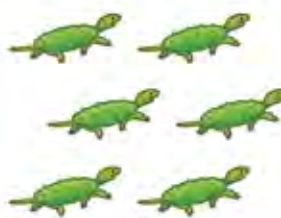
1. Cross out to find the differences.



$$\begin{array}{r} 6 \\ - 6 \\ \hline \square \end{array}$$


$$\begin{array}{r} 6 \\ - 5 \\ \hline \square \end{array}$$


$$\begin{array}{r} 6 \\ - 4 \\ \hline \square \end{array}$$


$$\begin{array}{r} 6 \\ - 3 \\ \hline \square \end{array}$$


$$\begin{array}{r} 6 \\ - 2 \\ \hline \square \end{array}$$


$$\begin{array}{r} 6 \\ - 1 \\ \hline \square \end{array}$$

2. Write the  $>$  or  $<$  sign.

$31 \square 23$

$17 \square 74$

$136 \square 106$

$42\text{¢} \square 27\text{¢}$

$\$12.00 \square \$21.00$

$\$1.00 \square 99\text{¢}$

3. Circle one-half of each group.



4. Mark the  $\bigcirc$  under the group that is divided into halves.

$\bigcirc$

$\bigcirc$

$\bigcirc$

5. Fill in the missing numbers by ones, twos, fives, and tens.

$33 \square 35 \square$

$75 \square \square 90$

$70 \square 74 \square$

$\square \square 30 40$

1. Write the times.


 : 

 : 

 : 

 : 

2. Write the sums and differences.

$3 + 4 = \square$

$5 - 5 = \square$

$6 + 1 = \square$

$4 - 2 = \square$

$6 - 3 = \square$

$4 + 3 = \square$

$6 - 4 = \square$

$3 - 3 = \square$

3. Write the  $>$  or  $<$  sign.

$30 \square 11$

$84 \square 87$

$166 \square 176$

4. Cross out one-half of the tadpoles.



5. How much money?

$2 \text{ dimes} + 4 \text{ pennies} = \underline{\hspace{2cm}} \text{¢}$

$6 \text{ dimes} + 1 \text{ penny} = \underline{\hspace{2cm}} \text{¢}$

$2 \text{ } \left[ \text{one-dollar bill} \right] + 3 \text{ } \left[ \text{one-dollar bill} \right] = \$ \underline{\hspace{2cm}} .00$

$4 \text{ } \left[ \text{one-dollar bill} \right] + 5 \text{ } \left[ \text{one-dollar bill} \right] = \$ \underline{\hspace{2cm}} .00$

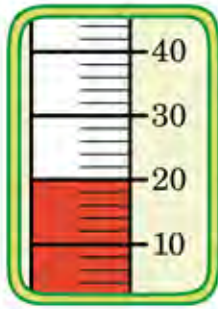
6. Count by fives.

40				60					85
----	--	--	--	----	--	--	--	--	----

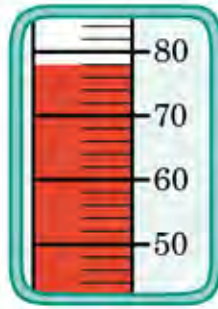
7. Count by tens.

65				105			135		
----	--	--	--	-----	--	--	-----	--	--

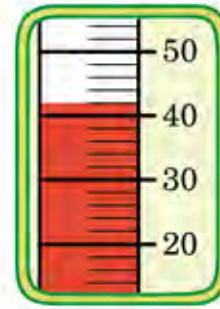
1. Write the temperatures.



°F



°F



°F

2. Write the > or < sign.

37  76

126  162

23  12

140  104

3. How many cents?

1 dime + 5 pennies = \_\_\_\_\_ ¢

5 nickels = \_\_\_\_\_ ¢

5 dimes = \_\_\_\_\_ ¢

2 nickels = \_\_\_\_\_ ¢

3 dimes + 4 pennies = \_\_\_\_\_ ¢

2 pennies = \_\_\_\_\_ ¢

4. Write these numbers in the place-value houses.

	hundreds	tens	ones
143	<input type="text"/>	<input type="text"/>	<input type="text"/>
67	<input type="text"/>	<input type="text"/>	<input type="text"/>

	hundreds	tens	ones
205	<input type="text"/>	<input type="text"/>	<input type="text"/>
39	<input type="text"/>	<input type="text"/>	<input type="text"/>

5. On Friday, Cody found eight tadpoles. On Saturday, he looked and looked but could not find any. How many tadpoles did he find *altogether* on Friday and Saturday?

+  =  tadpoles



Name \_\_\_\_\_

1. Write the answer.

1 yard = \_\_\_\_\_ inches

1 foot = \_\_\_\_\_ inches

1 pound = \_\_\_\_\_ ounces

1 gallon = \_\_\_\_\_ quarts

1 year = \_\_\_\_\_ days

3. Mark under the closest weight for each object.



Macaw

2 ounces

2 pounds



1 ounce

1 pound

5. Write the sums and differences.

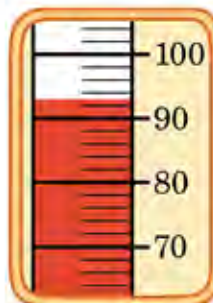
$$\begin{array}{r} \square \square \square \\ 324 \\ - 139 \\ \hline \end{array}$$

$$\begin{array}{r} \square \square \\ 2,628 \\ - 1,816 \\ \hline \end{array}$$

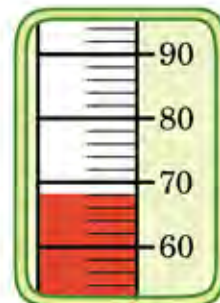
$$\begin{array}{r} 5,972 \\ + 1,364 \\ \hline \end{array}$$

$$\begin{array}{r} 2,582 \\ + 409 \\ \hline \end{array}$$

2. What are temperatures in the Amazon Jungle?



\_\_\_\_\_ °F  
warmest



\_\_\_\_\_ °F  
coolest

4. Measure the jaguar.



\_\_\_\_\_ in.

Using the scale 1 inch = 2 feet, how long is the real jaguar?

\_\_\_\_\_ feet

## Metric Measures of Weight

1 kilogram = 1,000 grams



The gram is a smaller unit than the ounce.



The kilogram is a larger unit than the pound.

1. Number the measures of weight from smallest to largest.

\_\_\_\_\_ ounce  
\_\_\_\_\_ kilogram  
1 gram  
\_\_\_\_\_ pound

2. A white tent bat weighs about five grams. How many grams do two white tent bats weigh?

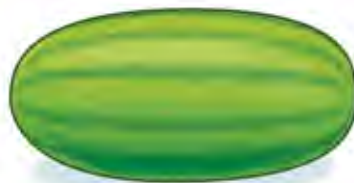
\_\_\_\_\_ grams



3. Circle the objects that are nearest to one kilogram.



4. Circle the objects that are nearest to one gram.

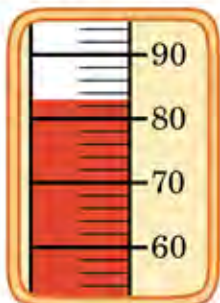


5. Mom made snacks for Emily's soccer team. She put ten cookies on each plate. If Emily took four plates, how many cookies did she take?

\_\_\_\_\_ cookies

Name \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

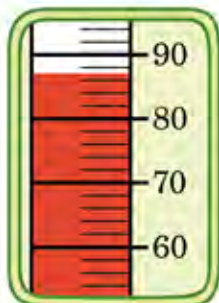
1. The temperature in Belize doesn't change much during the year. Write the number of the month and the high temperature for that month.



\_\_\_\_\_ °F

**March**

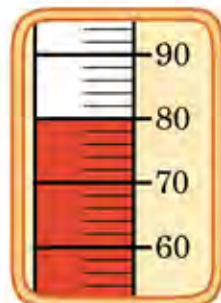
\_\_\_\_rd month



\_\_\_\_\_ °F

**July**

\_\_\_\_th month



\_\_\_\_\_ °F

**November**

\_\_\_\_th month



2. Write the number.

M \_\_\_\_\_

X \_\_\_\_\_

C \_\_\_\_\_

L \_\_\_\_\_

V \_\_\_\_\_

I \_\_\_\_\_

3. Circle the best weight for each object.



blue-crowned motmot

5 oz.

5 lb.



jaguarundi

15 oz.

15 lb.



black howler monkey

15 oz.

15 lb.



cane toad

2 g

2 kg



tapir

15 g

150 kg



greater bulldog bat

50 g

50 kg

4. Write the answers.

$90 \div 10 = \underline{\quad}$

$100 \div 10 = \underline{\quad}$

$30 \div 10 = \underline{\quad}$

$10 \div 10 = \underline{\quad}$

$110 \div 10 = \underline{\quad}$

$70 \div 10 = \underline{\quad}$

Continue the patterns. Color the pictures.

