

Grade 2 • Unit 4 Worksheet

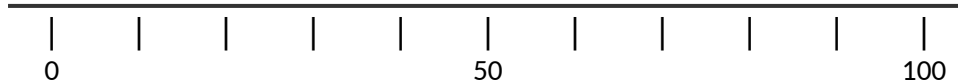
Addition and Subtraction on the Number Line

Name: _____

Date: _____

Part A • The Number Line

Here is a number line from 0 to 100.



1. On the number line above, draw an arrow pointing to where 23 would go. Then draw an arrow for 87.

How did you decide where 23 goes?

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2. An unlabeled point is shown on a number line that goes from 30 to 60. The point is just past the middle.

What number could the point be? _____

Explain how you decided.

Part B • Adding and Subtracting

3. Show $35 + 28$ on a number line in TWO different ways. Use the lines below to sketch your number lines.

Way 1 (for example: jumps of 10, then 8):

Way 2 (a different way):

4. Find $64 - 27$ by drawing jumps on a number line. Show your jumps.

Answer: _____

5. To find $53 - 48$, would you count BACK from 53, or count UP from 48? Which is easier? Why?

Answer: _____

Part C • Story Problem on a Number Line

6. Han ran 38 meters. Then he ran 25 more meters. Show Han's total distance on a number line.

Total: _____ meters

Part D • Thinking Deeply

7. Mai is finding $45 + 30$. She makes a jump of "10" three times. Sam makes one big jump of "30." Are they both correct? Why or why not?

8. On a number line from 0 to 100, a student draws a tick mark at 50. But they put it CLOSER to 0 than to 100. What's wrong?

9. Match each equation with its number line. (Connect with lines or write the letter.)

A. $5 + 8 = 13$

B. $13 - 8 = 5$

C. Start at 5, jump right by 8, land on 13.

D. Start at 13, jump LEFT by 8, land on 5.

Which 2 equations describe arrow C? _____ and _____

Which 2 equations describe arrow D? _____ and _____

10. When is a number line MORE helpful than counting in your head? When is it less helpful?
