

Name _____

Algebra • Number Patterns

Essential Question How does place value help you identify and extend counting patterns?



Number and Operations
in Base Ten—2.NBT.B.8

MATHEMATICAL PRACTICES
MP7

Listen and Draw

Shade the numbers in the counting pattern.

801	802	803	804	805	806	807	808	809	810
811	812	813	814	815	816	817	818	819	820
821	822	823	824	825	826	827	828	829	830
831	832	833	834	835	836	837	838	839	840
841	842	843	844	845	846	847	848	849	850
851	852	853	854	855	856	857	858	859	860
861	862	863	864	865	866	867	868	869	870
871	872	873	874	875	876	877	878	879	880
881	882	883	884	885	886	887	888	889	890
891	892	893	894	895	896	897	898	899	900

**Math
Talk**

MATHEMATICAL PRACTICES 7

Look for Structure

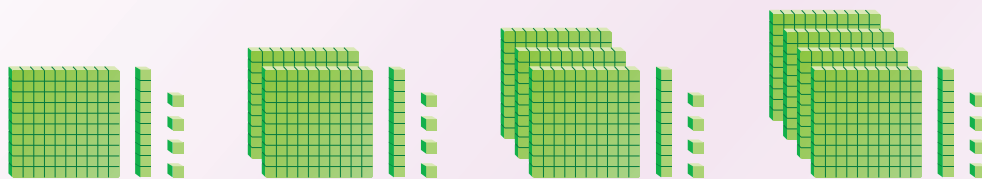
What number is next in the counting pattern you see? Explain.



FOR THE TEACHER • Read the following problem and discuss how children can use a counting pattern to solve. At Blossom Bakery, 823 muffins were sold in the morning. In the afternoon, four packages of 10 muffins were sold. How many muffins were sold that day?

Model and Draw

Look at the digits in the numbers. What two numbers are next in the counting pattern?



114,

214,

314,

414,



The _____ digit changes by one each time.

The next two numbers are _____ and _____.

Share and Show



Look at the digits to find the next two numbers.

1. 137, 147, 157, 167, ■, ■

The next two numbers are _____ and _____.

2. 245, 345, 445, 545, ■, ■

The next two numbers are _____ and _____.

3. 421, 431, 441, 451, ■, ■

The next two numbers are _____ and _____.

4. 389, 489, 589, 689, ■, ■

The next two numbers are _____ and _____.

Name _____

On Your Own



Look at the digits to find the next two numbers.

5. 193, 293, 393, 493, ■, ■

The next two numbers are _____ and _____.

6. 484, 494, 504, 514, ■, ■

The next two numbers are _____ and _____.

7. 500, 600, 700, 800, ■, ■

The next two numbers are _____ and _____.

8. 655, 665, 675, 685, ■, ■

The next two numbers are _____ and _____.

9. **THINK SMARTER** Mark read 203 pages.
Laney read 100 more pages than Mark.
Gavin read 10 fewer pages than Laney.
How many pages did Gavin read?



_____ pages

Problem Solving • Applications



WRITE

Math

Solve.

10. **GO DEEPER** There were 135 buttons in a jar. After Robin put more buttons into the jar, there were 175 buttons in the jar. How many groups of 10 buttons did she put into the jar?

_____ groups of 10 buttons

Explain how you solved the problem.

11.

THINK SMARTER

Write the next number in each counting pattern.

162, 262, 362, 462, _____

347, 357, 367, 377, _____

609, 619, 629, 639, _____



TAKE HOME ACTIVITY • With your child, take turns writing number patterns in which you count on by tens or by hundreds.

Name _____

Algebra • Number Patterns

**COMMON CORE STANDARD—2.NBT.B.8**
Use place value understanding and properties of operations to add and subtract.

Look at the digits to find the next two numbers.

1. 232, 242, 252, 262, ,

The next two numbers are _____ and _____.

2. 185, 285, 385, 485, ,

The next two numbers are _____ and _____.

3. 428, 528, 628, 728, ,

The next two numbers are _____ and _____.

4. 654, 664, 674, 684, ,

The next two numbers are _____ and _____.

Problem Solving

5. What are the missing numbers in the pattern?

431, 441, 451, 461, , 481, 491,

The missing numbers are _____ and _____.

6.  **Math** How can you tell when a pattern shows counting on by tens?_____

Lesson Check (2.NBT.B.8)

1. What is the next number in this pattern?

453, 463, 473, 483,

2. What is the next number in this pattern?

295, 395, 495, 595,

Spiral Review (2.NBT.A.1, 2.NBT.A.3)

3. Write the number seven hundred fifty-one with digits.

4. What is the value of the underlined digit?

195

5. What is another way to write 56?

_____ tens _____ ones

6. Write the number 43 in tens and ones.

_____ tens _____ ones

