COMMON CORE ALIGNED

Math Assessments for 2nd Grade

ALL Standards

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Operations and Algebraic Thinking

Name	2.OA.1	2.OA.2	2.OA.3	2.OA.4

Number and Operations in Base 10

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Number and Operations in Base 10

Name	2.NBT.6	2.NBT.7	2.NBT.8	2.NBT.9

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Name	2.MD.1	2.MD.2	2.MD.3	2.MD.4	2.MD.5

Measurement and Data

Name	2.MD.6	2.MD.7	2.MD.8	2.MD.9	2.MD.10

Geometry

Name	2.G.1	2.G.2	2.G.3

Name: _____ Date: _____

Operations and Algebraic Thinking

Standard	Score	Date Taken/Notes
2.OA.1		
2.OA.2		
2.OA.3		
2.OA.4		

Number and Operations in Base 10

Standard	Score	Date Taken/Notes
2.NBT.1		
2.NBT.2		
2.NBT.3		
2.NBT.4		
2.NBT.5		
2.NBT.6		
2.NBT.7		
2.NBT.8		
2.NBT.9		

Name: _____ Date: _____

Measurement

Standard	Score	Date Taken/Notes
2.MD.1		
2.MD.2		
2.MD.3		
2.MD.4		
2.MD.5		
2.MD.6		
2.MD.7		
2.MD.8		
2.MD.9		
2.MD.10		

Geometry

Standard	Score	Date Taken/Notes
2.G.1		
2.G.2		
2.G.3		

2.OA.1 Use addition and subtraction within 100 to solve one and two step word problems.

Name: _____ Date: _____

1. There are 25 monkeys at the zoo.
13 more monkeys come to the zoo.
How many monkeys are at the zoo now?

Answer:

2. There were 24 bananas on the table.
I used some bananas to bake.
There are now 13 bananas left.
How many bananas did I use to bake?

Answer:

3. Some cupcakes were on the table
for a party. 14 cupcakes were eaten.
Then there were 9 cupcakes left.
How many cupcakes were on
the table at the beginning?

Answer:

4. There are 8 blue squares
and 5 red squares in the bag.
Dan put 3 orange squares in the bag.
How many squares are in the bag now?

Answer:

2.OA.1 Use addition and subtraction within 100 to solve one and two step word problems.

Name: _____ Date: _____

1. There are 41 dogs at the park.
18 dogs leave the park.
How many dogs are at the park now?

Answer:

2. There are 18 bees buzzing around a nest. More bees showed up. There are now 32 bees buzzing around the nest. How many bees came over?

Answer:

3. There were some people standing in line at the store. 12 more people got in line. Then there were 29 people standing in line. How many people were standing in line at the beginning?

Answer:

4. There are 8 marbles in a bag.
Lisa took 4 marbles out of the bag.
Then I put 6 marbles in the bag.
How many marbles are in the bag now?

Answer:

2.OA.2 Fluently add and subtract within 20 using mental strategies.

Name: _____ Date: _____

9 + 2 = ☐	6 + 3 = ☐
4 + 5 = ☐	6 + 5 = ☐
4 + 4 = ☐	5 + 5 = ☐
8 + 3 = ☐	7 + 7 = ☐
9 + 3 = ☐	8 + 4 = ☐

2.OA.2 Fluently add and subtract within 20 using mental strategies.

Name: _____ Date: _____

4 + 2 = ☐	3 + 2 = ☐
8 + 9 = ☐	6 + 4 = ☐
7 + 3 = ☐	9 + 9 = ☐
10 + 0 = ☐	8 + 7 = ☐
8 + 6 = ☐	4 + 0 = ☐

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members.

Name: _____ Date: _____

Directions: Circle whether the following numbers are **odd** or **even**.

8 even odd	3 even odd
1 even odd	9 even odd
16 even odd	13 even odd
19 even odd	17 even odd
14 even odd	12 even odd

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members.

Name: _____ Date: _____

Directions: Circle whether the following numbers are **odd** or **even**.

4 even odd	7 even odd
6 even odd	5 even odd
2 even odd	10 even odd
20 even odd	18 even odd
15 even odd	11 even odd

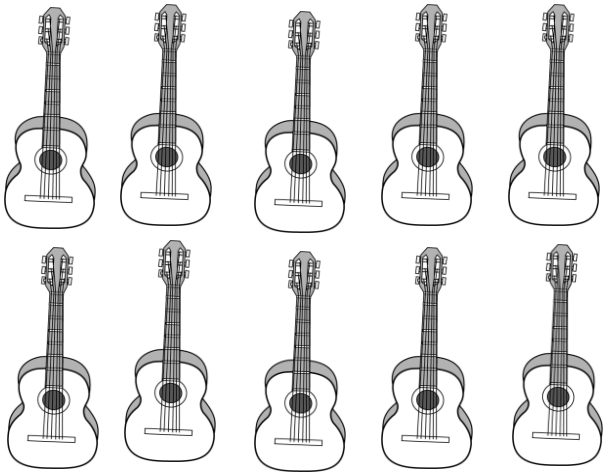
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members.

Name: _____ Date: _____

1. Is there an **odd** or **even** amount of chairs?

Answer:

2. Is there an **odd** or **even** amount of guitars?



Answer:

3. Is 12 an odd or even number?

Answer:

4. Is 17 an odd or even number?

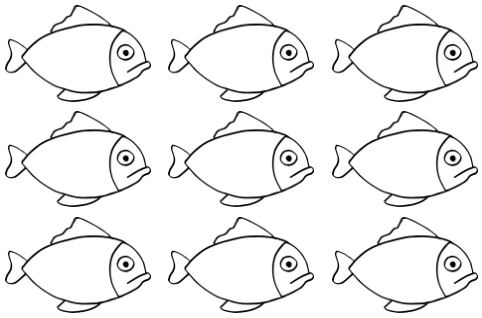
Answer:

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.

Name: _____ Date: _____

Directions: For each of the following arrays, write the amount of rows and columns. Then write the total of each array in the box.

1.



Rows: _____

Columns: _____

Total Number of Fish

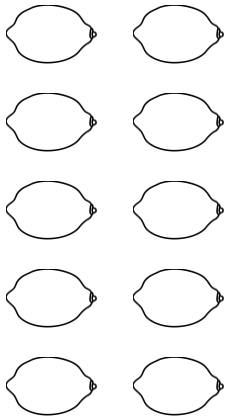
2.

Rows: _____

Columns: _____

Total Number of Berries

3. Write an addition fact that goes with the array below.



Answer

4. Create an array that represents this number sentence:

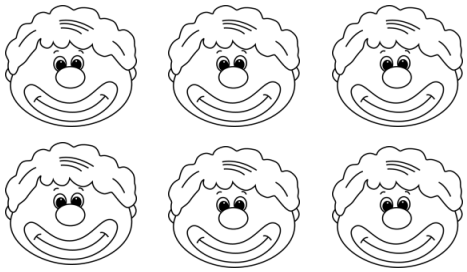
$$2 + 2 + 2 = 6$$

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.

Name: _____ Date: _____

Directions: For each of the following arrays, write the amount of rows and columns. Then write the total of each array in the box.

1.

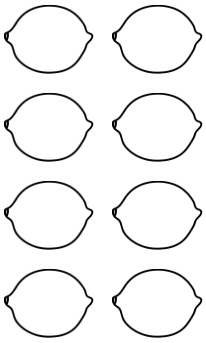


Total Number Of Clowns

Rows: _____

Columns: _____

2.

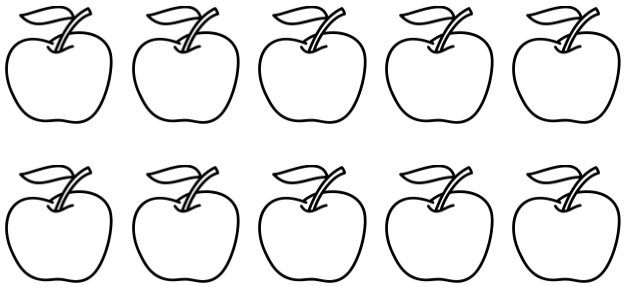


Total Number of Limes

Rows: _____

Columns: _____

3. Write an addition fact that goes with the array below.



Answer: _____

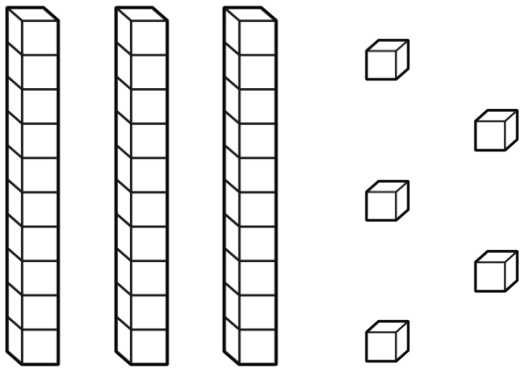
4. Create an array that represents this number sentence:

$5 + 5 + 5 = 15$

2.NBT.1 Understand that the three digits of a three-digit number represent the amounts of hundreds, tens, and ones.

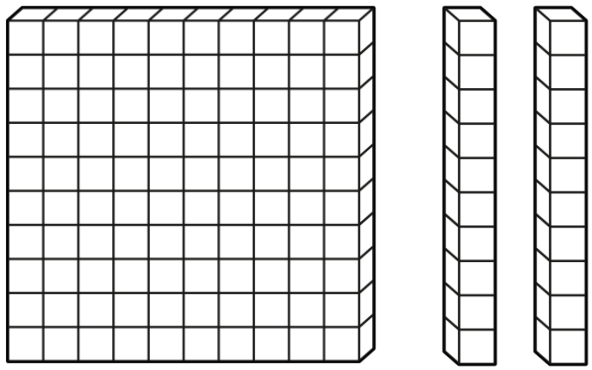
Name: _____ Date: _____

1. What number is shown by these place value blocks?



Answer:

2. What number is shown by these place value blocks?



Answer:

3. Which of these numbers is the same as 5 tens?

Ⓐ 500
Ⓑ 5
Ⓒ 50
Ⓓ 5,000

Answer:

4. **482**

Look at the number above.

What digit is in the **tens** place? _____

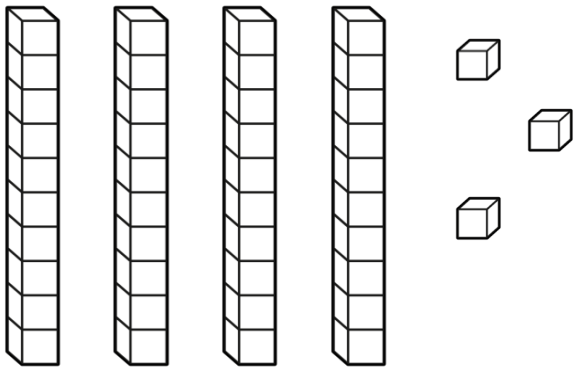
What digit is in the **hundreds** place? _____

What digit is in the **ones** place? _____

2.NBT.1 Understand that the three digits of a three-digit number represent the amounts of hundreds, tens, and ones.

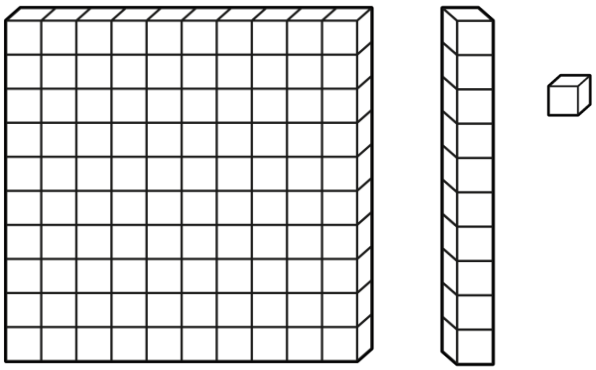
Name: _____ Date: _____

1. What number is shown by these place value blocks?



Answer:

2. What number is shown by these place value blocks?



Answer:

3. Which of these numbers is the same as 4 hundreds?

(A) 4
(B) 400
(C) 40
(D) 4,000

Answer:

917

Look at the number above.

What digit is in the **tens** place? _____

What digit is in the **hundreds** place? _____

What digit is in the **ones** place? _____

2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.

Name: _____ Date: _____

1. Dan was counting by 5s and lost his place when he got to the number 85. What are the next three numbers that Dan should say?

85, _____ , _____ , _____

2. Fill in the missing number.

180, 190, _____ , 210

3. If you were counting back from 302, what are the next three numbers that you would say?

_____ , _____ , _____

4. Write the number that comes next in this pattern.

700, 800, 900, _____

2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.

Name: _____ Date: _____

Directions: Finish the patterns by skip counting.

1.

52	54		58	
62				70

2.

	70	75		85
90		100		

3.

90	100		120	
	150			180

4.

100		300		500
	700		900	

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Name: _____ Date: _____

Directions: Change each of following numbers from expanded form to number form. Do this by writing the number in the box on the right.

200 + 40 + 2 ☐

600 + 30 + 9 ☐

100 + 70 ☐

Directions: Change each of the following numbers from word form to number form. Do this by writing the number in the box on the right.

One hundred fifty-six ☐

Three hundred ninety-two ☐

Five hundred sixty ☐

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Name: _____ Date: _____

Directions: Write each number in expanded form and number (written) form.

285

Expanded Form:

Number (Written) Form:

193

Expanded Form:

Number (Written) Form:

518

Expanded Form:

Number (Written) Form:

320

Expanded Form:

Number (Written) 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.

Name: _____ Date: _____

Directions: Compare these numbers using the symbols >, =, and <.

120 ☐ 285	592 ☐ 548
600 ☐ 600	405 ☐ 705
258 ☐ 221	410 ☐ 418
712 ☐ 732	251 ☐ 221
632 ☐ 634	810 ☐ 810

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.

Name: _____ Date: _____

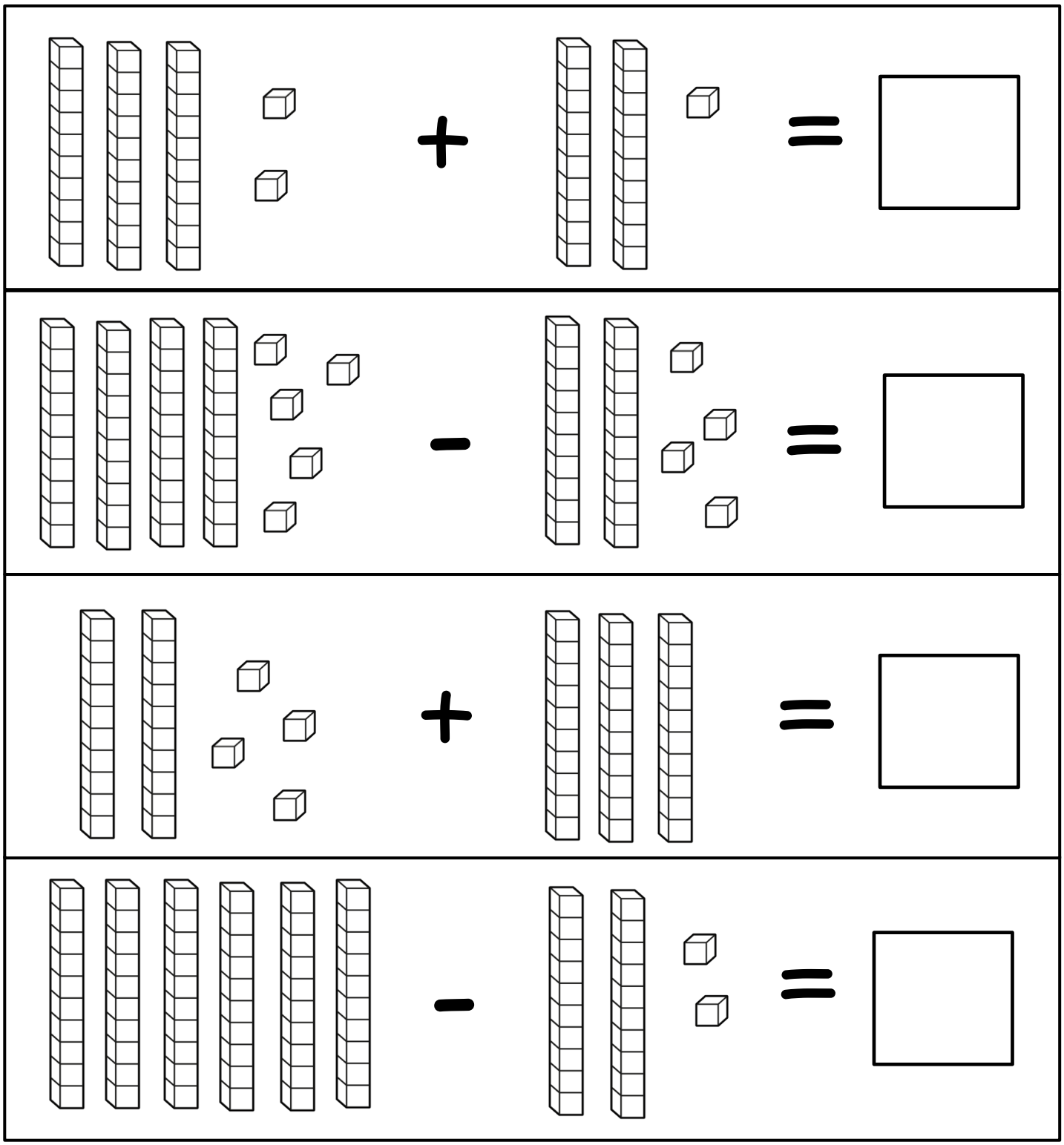
Directions: Compare these numbers using the symbols >, =, and <.

385 ☐ 532	626 ☐ 626
143 ☐ 167	832 ☐ 806
351 ☐ 351	212 ☐ 412
602 ☐ 609	541 ☐ 506
379 ☐ 372	716 ☐ 880

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.

Name: _____ Date: _____

Directions: Add or subtract the place value blocks and write the answer in the box.



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.

Name: _____ Date: _____

Directions: Solve the following addition and subtraction equations. Show your work and write your answer in the box.

1) 16 + 32 =

Answer

2) 53 - 24 =

Answer

3) 57 + 23 =

Answer

4) 75 - 38 =

Answer

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Name: _____ Date: _____

Directions: Solve the following addition equations. Show your work and write your answer in the box.

1) 21 + 16 + 35

Answer:

2) 30 + 35 + 53 + 25

Answer:

3) 57 + 23 + 14 + 49

Answer:

4) 40 + 18 + 26 + 33

Answer:

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Name: _____ Date: _____

1. On Monday, Lucy picked 10 apples. On Tuesday, she picked 16 apples. On Wednesday, she picked 25 apples. How many apples did Lucy pick altogether?

ANSWER: ☐ apples

2. In the first quarter of the basketball game last night, the Celtics scored 15 points. In the second quarter, they scored 24 points. In the third quarter, they scored 22 points. In the fourth quarter, they scored 16 points. How many points did they score altogether?

ANSWER: ☐ points

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Name: _____ Date: _____

3. In June, Bobby hit 13 homeruns. In July, he hit 20 homeruns. In August, he hit 15 homeruns. How many homeruns did Bobby hit altogether?

ANSWER: ☐ homeruns

4. My family picked berries in the garden today. My brother picked 12 berries from the garden. My sister picked 16 berries. My mother picked 22 berries. My father picked 28 berries. How many berries did my family pick altogether?

ANSWER: ☐ berries

2.NBT.7 Add and subtract within 1000, using concrete models or drawings.

Name: _____ Date: _____

Solve: 435 + 162

*Explain your steps for solving using words or base ten block pictures.

Answer:

Solve: 326 - 215

*Explain your steps for solving using words or base ten block pictures.

Answer:

2.NBT.7 Add and subtract within 1000, using concrete models or drawings.

Name: _____ Date: _____

Ava has 362 seashells in her collection. On Saturday, she went to the beach and collected 106 more seashells. How many seashells does Ava have in her collection now?

*Explain your steps for solving using words or base ten block pictures.

Answer:

John has 488 baseball cards. He gave 219 baseball cards to David. How many baseball cards does John have now?

*Explain your steps for solving using words or base ten block pictures.

Answer:

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.

Name: _____ Date: _____

Directions: Fill out the following chart.

Starting Number	10 Less	10 More	100 Less	100 More
323				
486				
200				
590				
212				
404				
766				
394				
638				
350				

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.

Name: _____ Date: _____

Directions: Fill out the following chart.

Starting Number	10 Less	10 More	100 Less	100 More
100				
387				
523				
800				
748				
605				
190				
421				
501				
900				

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Name: _____ Date: _____

Directions: Solve each problem and then explain the strategy you used to solve the problem or draw a picture.

Problem:	Explain how you solved:
1. 44 + 28 =	
2. 63 – 27 =	
3. Amy has 28 stamps. She gets 16 more stamps for her birthday. How many stamps does Amy have now?	
4. Mary read 32 pages of her book on Monday. She read 49 pages on Tuesday. How many pages has Mary read?	

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Name: _____ Date: _____

Directions: Solve each problem and then explain the strategy you used to solve the problem or draw a picture.

Problem:	Explain how you solved:
1. 65 + 19 =	
2. 57 – 34 =	
3. Jason had 81 baseball cards. He gave 26 baseball cards to Terry. How many baseball cards does Jason have now?	
4. Timmy solved the problem 45 + 15 by adding 40 + 10 + 5 + 5. Is his strategy correct? Why or why not?	

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Name: _____ Date: _____

1. Which measurement tool would you use to measure your pencil?

(A) measuring cup
(B) ruler
(C) scale

2. Which measurement tool would you use to measure how tall you are?

(A) measuring tape
(B) scale
(C) measuring cup

3. Measure this line to the nearest inch and write your answer in the box below.

Answer:

4. Measure this pencil to the nearest inch and write your answer in the box below.

Answer:

5. Measure this paperclip to the nearest centimeter and write your answer in the box below.

Answer:

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Name: _____ Date: _____

1. How many inches are in a foot?

Ⓐ 10
Ⓑ 12
Ⓒ 6
Ⓓ 18

2. How many feet are in a yard?

Ⓐ 3
Ⓑ 6
Ⓒ 9
Ⓓ 10

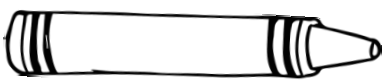
3. Which measurement tool would you use to measure a book?

Ⓐ measuring cup
Ⓑ ruler
Ⓒ scale
Ⓓ yardstick

4. Measure this paintbrush to the nearest <u>inch</u> and write your answer in the box below.

Answer:

5. Measure this crayon to the nearest <u>centimeter</u> and write your answer in the box below.



Answer:

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Name: _____ Date: _____

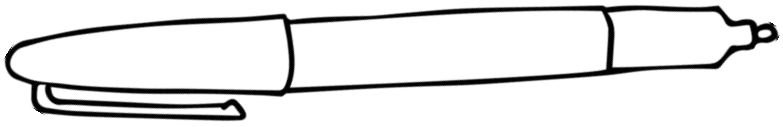
1. Bobby measured the length of a book. It was 10 inches. If he measured the book in centimeters, would the length be less than 10 centimeters or more than 10 centimeters?

(A) It would be less than 10 centimeters.
(B) It would be more than 10 centimeters.
(C) It would be exactly 10 centimeters.

2. Jill measured the length of an eraser. It was 9 centimeters long. If she measured the eraser in inches, would the length be less than 9 inches long or more than 9 inches long?

(A) It would be less than 9 inches.
(B) It would be more than 9 inches.
(C) It would be exactly 9 inches.

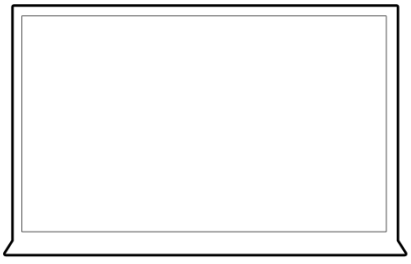
3. Use a ruler to measure the length of this object in inches and centimeters.



_____ inches

_____ centimeters

4. Use a ruler to measure the length of this object in inches and centimeters.



_____ inches

_____ centimeters

5. Use a ruler to measure the length of this object in inches and centimeters.

_____ inches

_____ centimeters

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Name: _____ Date: _____

Directions: Measure the following lines to the nearest inch and the nearest centimeter.

1.

_____ inches

_____ centimeters

2.

_____ inches

_____ centimeters

3.

_____ inches _____ centimeters

4.

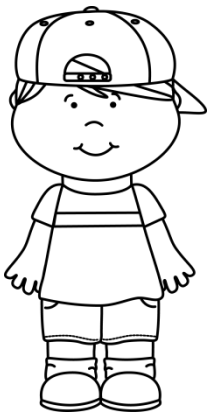
_____ inches _____ centimeters

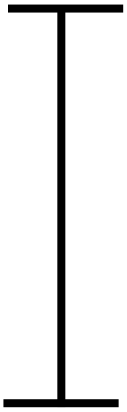
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

Name: _____ Date: _____

Directions: Circle the best answer.

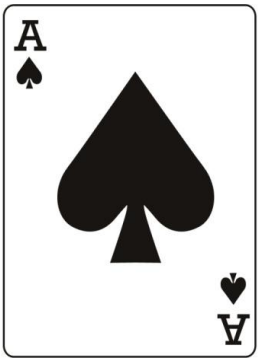
1. What is the best estimate for how tall you are in **real life**?

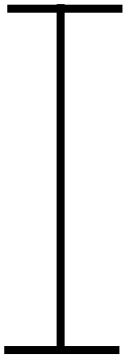




1 meter 1 foot

2. What is the best estimate for the length of this playing card in **real life**?





4 inches 4 centimeters

3. Estimate the length of your bedroom. Write a number and the unit of measurement that you would use.

_____
number unit of measurement

4. Estimate the length of a pair of scissors that you use. Write a number and the unit of measurement that you would use.

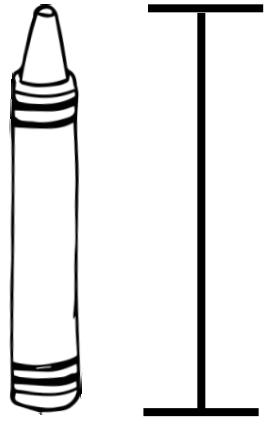
_____
number unit of measurement

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

Name: _____ Date: _____

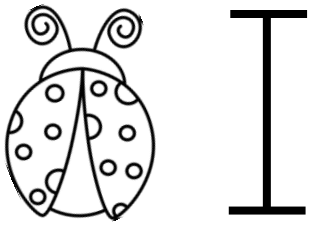
Directions: Circle the best answer.

1. What is the best estimate for a crayon in **real life**?



3 centimeters 3 inches

2. What is the best estimate for the length of a ladybug in **real life**?



1 meter 1 centimeter

3. Estimate the length of your backpack. Write a number and a unit of measurement that you would use.

_____

number unit of measurement

4. Estimate the length of the door in your classroom. Write a number and a unit of measurement that you would use.

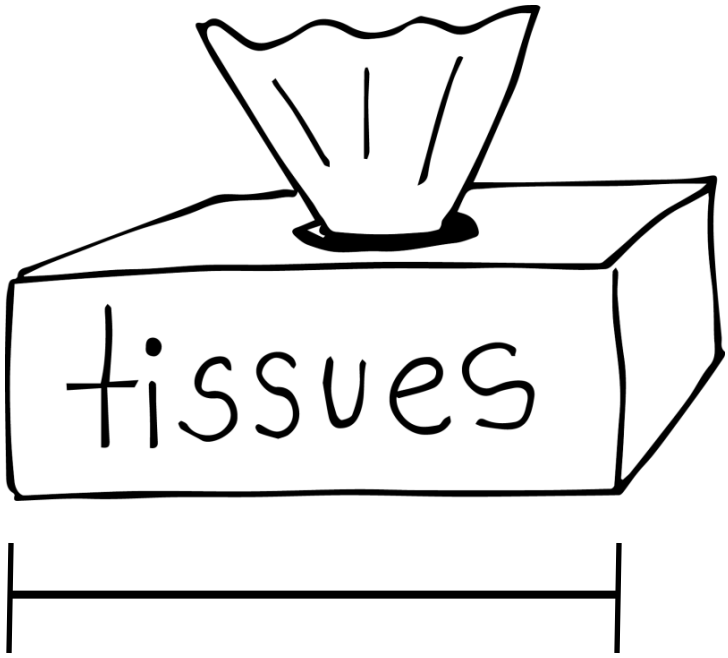
_____

number unit of measurement

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

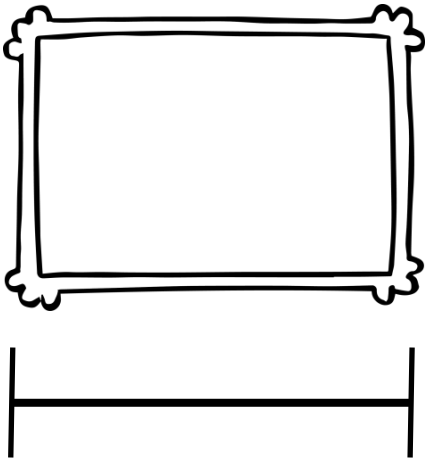
Name: _____ Date: _____

1. Measure the length of this tissue box to the nearest inch.



about _____ inches

2. Measure the length of this frame to the nearest inch.



about _____ inches

3. Circle the longer object.

tissue box **frame**

4. It is longer by about _____ inches.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Name: _____ Date: _____

1. About how much longer is the second line than the first line in **inches**?

_____

_____

Answer:

2. About how much longer is the second line than the first line in **inches**?

_____

_____

Answer:

3. About how much longer is the second line than the first line in **centimeters**?

_____

_____

Answer:

4. About how much longer is the second line than the first line in **centimeters**?

_____

_____

Answer:

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.

Name: _____ Date: _____

1. Ken threw a football twice. He threw the football 22 yards the first time and 39 yards the second time. How many yards did Ken throw altogether?

Answer:

2. Carl is 32 inches tall. Matt is 47 inches tall. How much taller is Matt than Mike?

Answer:

3. Sue wants to make a scarf. She needs 31 feet of purple yarn. She has 19 feet of purple yarn. How many more feet of yarn does Sue need to make her purple scarf?

Answer:

4. Ann has a ribbon that is 15 feet long. Kim has a ribbon that is 27 feet long. Which equation would help you find out how much longer Kim's ribbon is than Ann's?

Ⓐ 27 + ? = 15

Ⓑ 15 + 27 = ?

Ⓒ 15 + ? = 27

Answer:

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.

Name: _____ Date: _____

1. Jon has 2 large pieces of wood. One piece is 28 feet long and the other piece is 32 feet long. If the 2 pieces of wood are glued together, how long would the wood be?

Answer:

2. Beth is 39 inches tall. Sally is 58 inches tall. How much taller is Sally than Beth?

Answer:

3. There are 2 windows in Mr. Smith's room. The blue window is 48 inches long and the green window is 27 inches long. How many inches longer is the blue window?

Answer:

4. The length of a basketball court is 28 meters. The length of a playground is 40 meters. Which of the following equations does NOT help you find out how much longer the playground is than the basketball court?

Ⓐ 28 + ? = 40

Ⓑ 28 + 40 = ?

Ⓒ 40 - 28 = ?

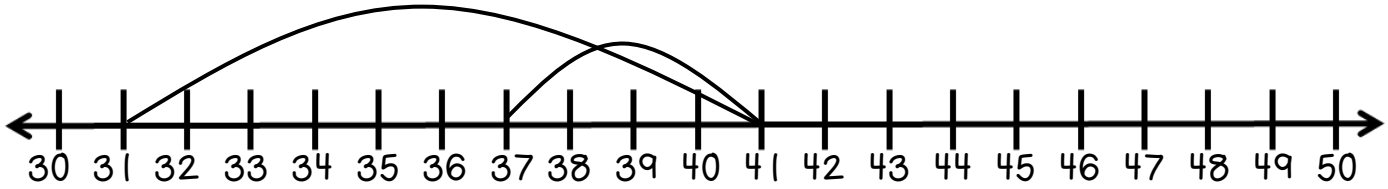
Answer:

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

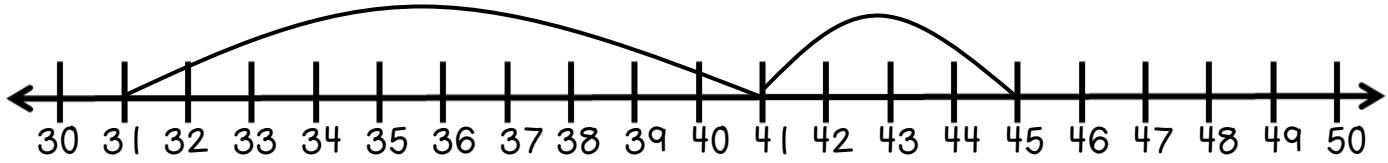
Name: _____ Date: _____

1. Which number line shows **31 + 14**?

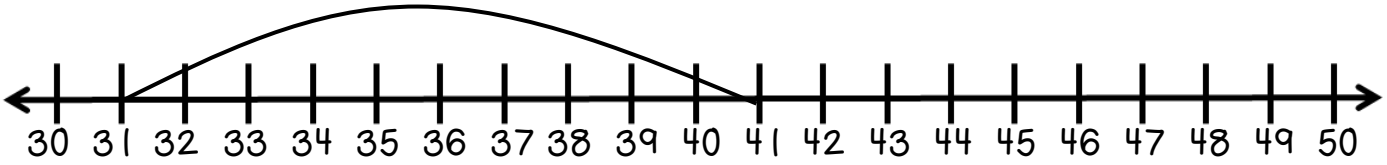
Ⓐ



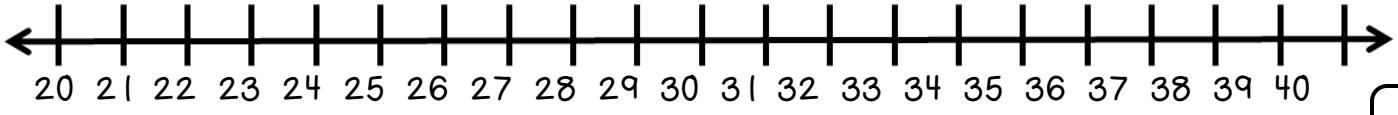
Ⓑ



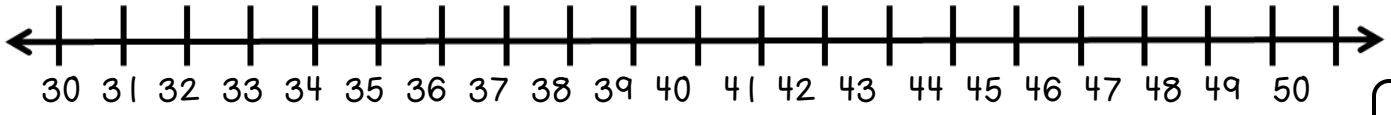
Ⓒ



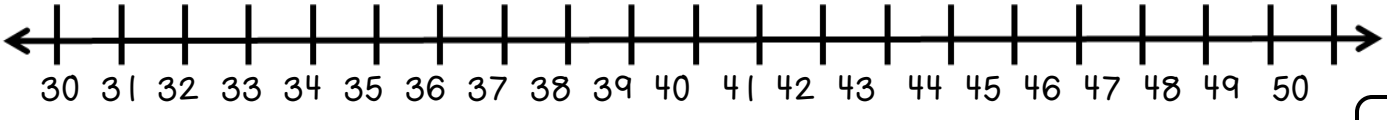
2. Show **20 + 8** on the number line and write the solution in the box.



3. Show **50 – 11** on the number line and write the solution in the box.



4. Show **48 – 16** on the number line and write the solution in the box.

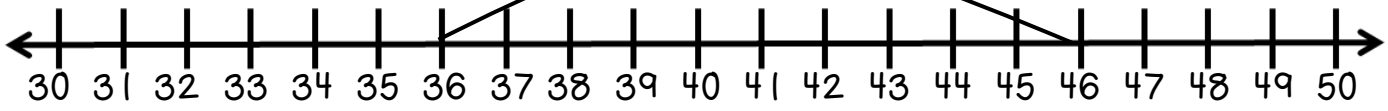


2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Name: _____ Date: _____

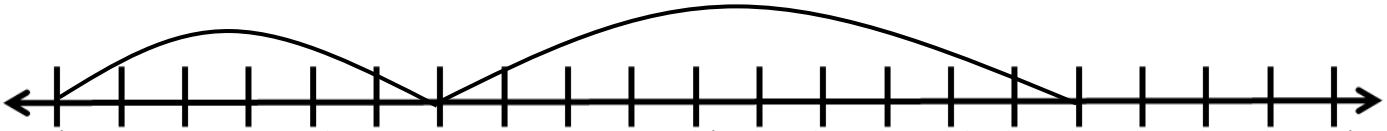
1. Which number line shows **46 - 16**?

Ⓐ

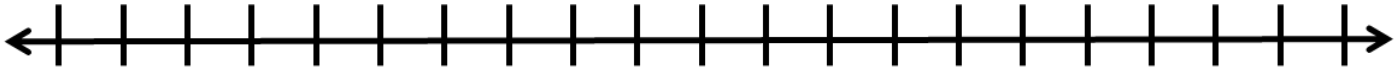


Ⓑ

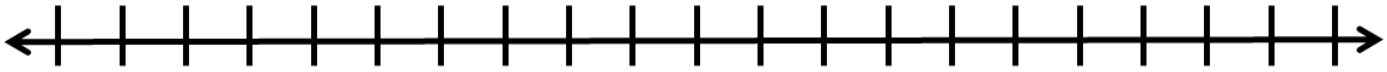
Ⓒ



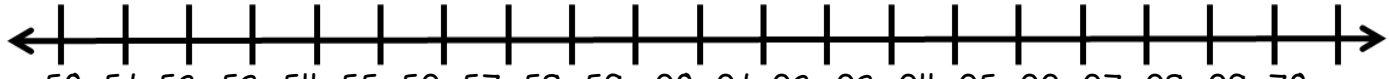
2. Show **32 + 8** on the number line and write the solution in the box.



3. Show **37 - 9** on the number line and write the solution in the box.



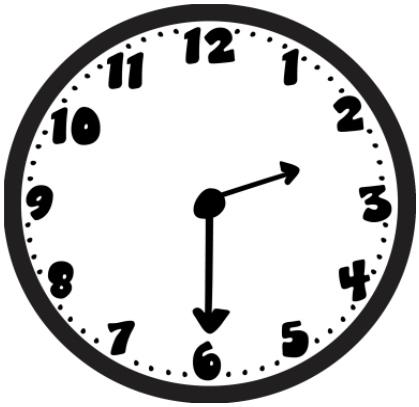
4. Show **55 + 15** on the number line and write the solution in the box.



2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.

Name: _____ Date: _____

1. What time is shown on the clock?



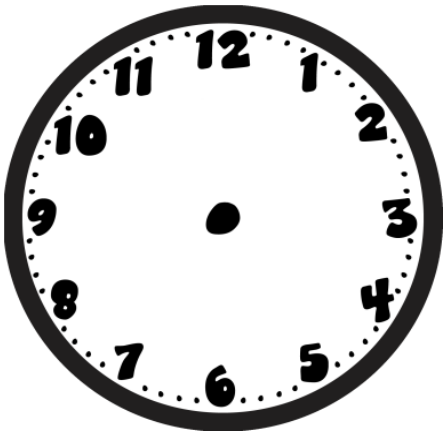
Answer:

2. What time is shown on the clock?

Answer:

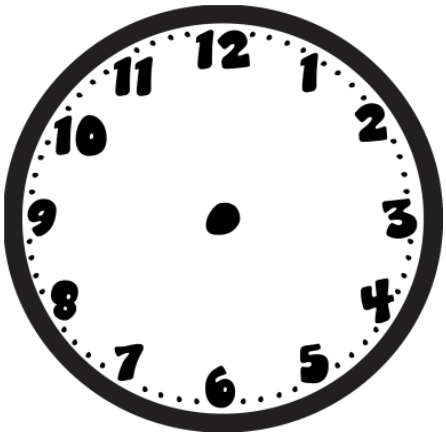
3. Draw hands on the analog clock to match the time shown on the digital clock.

10:50



4. Draw hands on the analog clock to match the time shown on the digital clock.

6:15



2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.

Name: _____ Date: _____

1. What time is shown on the clock?

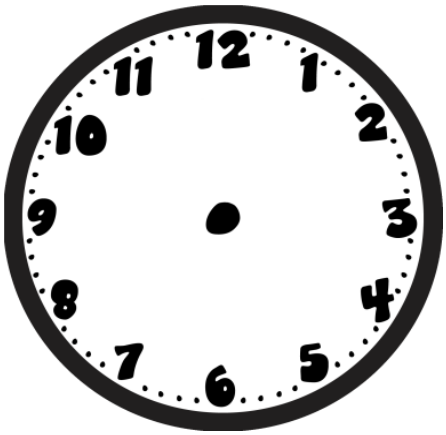
Answer:

2. What time is shown on the clock?

Answer:

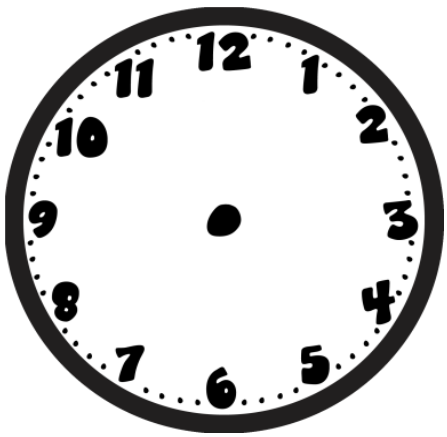
3. Draw hands on the analog clock to match the time shown on the digital clock.

1:20



4. Draw hands on the analog clock to match the time shown on the digital clock..

9:10



2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.

Name: _____ Date: _____

Directions: Count the coins. Write the total amount in the answer box.

Total

Total

Total

Jamie went to the store and bought some bread. She got **48 cents** back in change. What are 2 possible combinations of coins that she could have gotten back? **Draw or list the coins below.**

1st Way

2nd Way

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.

Name: _____ Date: _____

Directions: Count the coins. Write the total amount in the answer box.

Total

Total

Total

Jack has $1.00. He spends 2 quarters, 3 dimes, and a nickel on an ice cream. How much money does Jack have left?

Answer

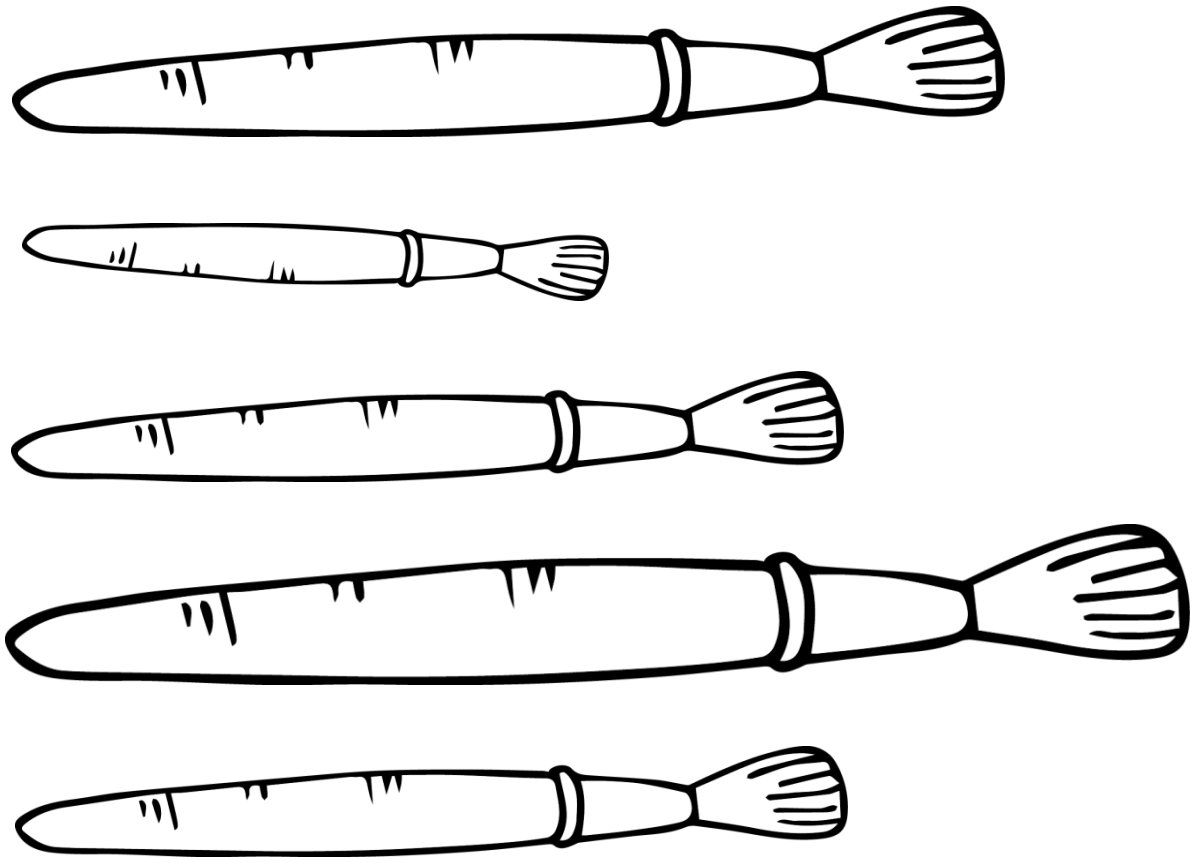
Rory bought lunch at school today. Milk was $1.00. A sandwich was $1.50. Chips were 75 cents. How much money did Rory spend on her lunch?

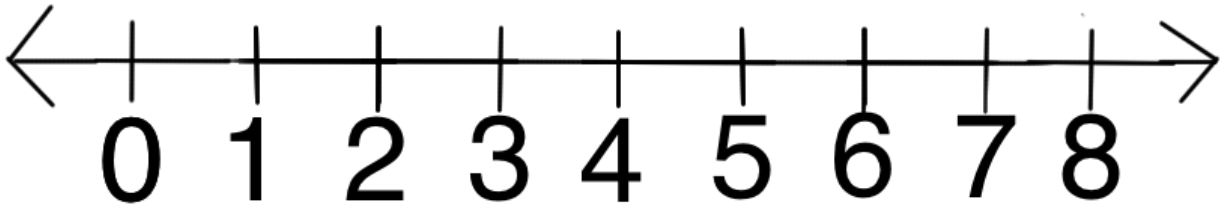
Answer

2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.

Name: _____ Date: _____

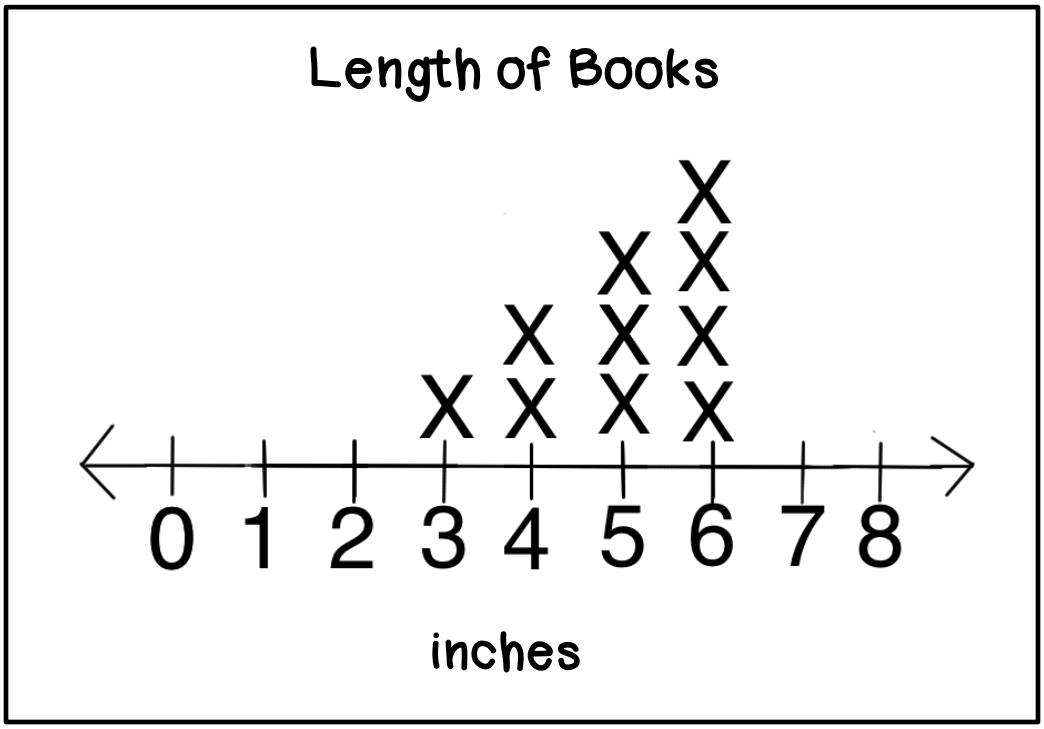
Directions: Measure the length of these paintbrushes to the nearest inch. Then display your data on the line plot below.





2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.

Name: _____ Date: _____



1. What does each X show on this line plot? _____

_____

2. How many books are 5 inches long? _____

_____

3. What is the length of the longest book? _____

_____

4. How many more books are 6 inches long than 4 inches long?

_____

5. How many books were measured in all? _____

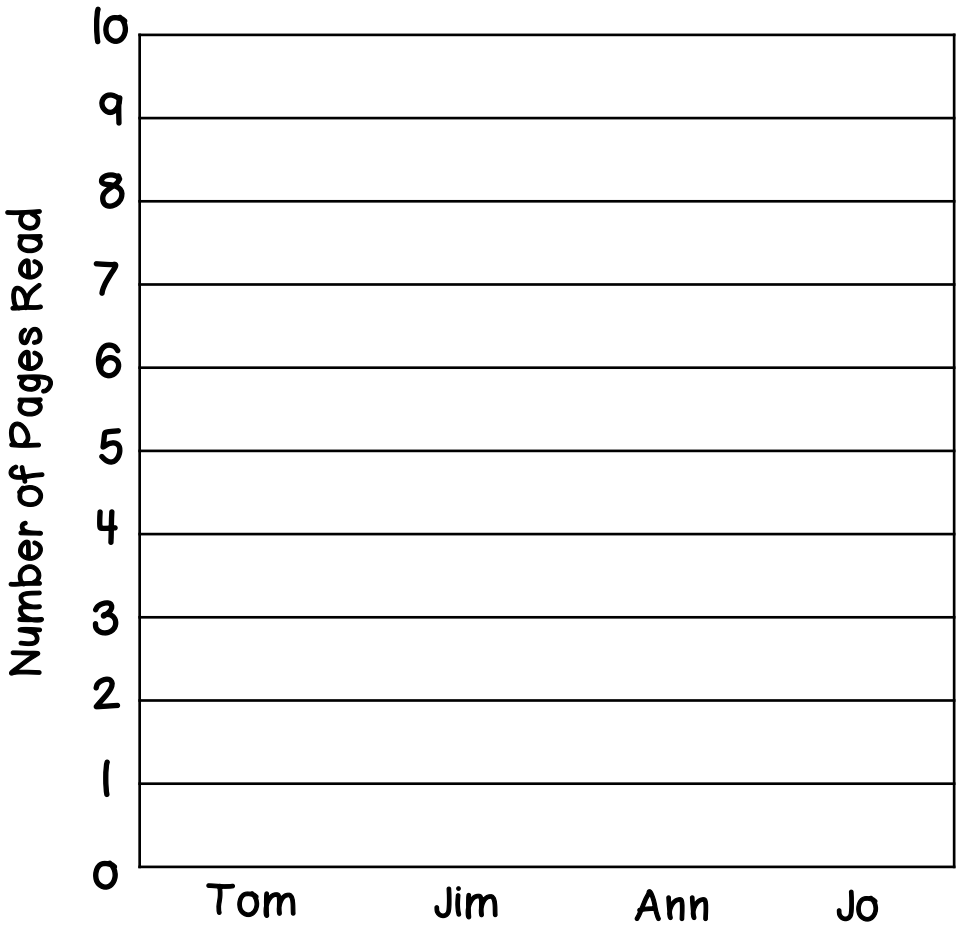
_____

2.MD.10 Draw a picture graph and a bar graph (with a single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Name: _____ Date: _____

Directions: Use the data to complete the bar graph below. Then answer the questions that follow.

Name	Pages
Tom	2
Jim	8
Ann	4
Jo	5



1. Who read the most pages? _____
2. Who read the least pages? _____
3. How many more pages did Jo read than Tom? _____
4. How many pages did Jim and Ann read together? _____
5. How many fewer pages did Jo read than Jim? _____
6. How many pages did the children read altogether? _____

2.MD.10 Draw a picture graph and a bar graph (with a single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Name: _____ Date: _____

Directions: Use the data to complete the picture graph below. Then answer the questions that follow.

Name	Cupcakes
Tom	3
Jim	7
Ann	2
Jo	4

Number of Cupcakes Eaten	

 = 1 cupcake

1. Which child ate the most cupcakes? _____
2. Which child ate the least cupcakes? _____
3. How many more cupcakes did Jim eat than Tom? _____
4. How many fewer cupcakes did Ann eat than Jim? _____
5. How many cupcakes did Jo and Tom eat together? _____
6. How many cupcakes did the children eat altogether? _____

2.G.1 Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

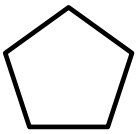
Name: _____ Date: _____

1. Any 4-sided shape made up of straight lines is called a:

Ⓐ triangle
Ⓑ pentagon
Ⓒ quadrilateral
Ⓓ hexagon

Answer: _____

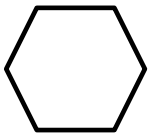
2. Identify this shape.



Ⓐ quadrilateral
Ⓑ pentagon
Ⓒ hexagon
Ⓓ triangle

Answer: _____

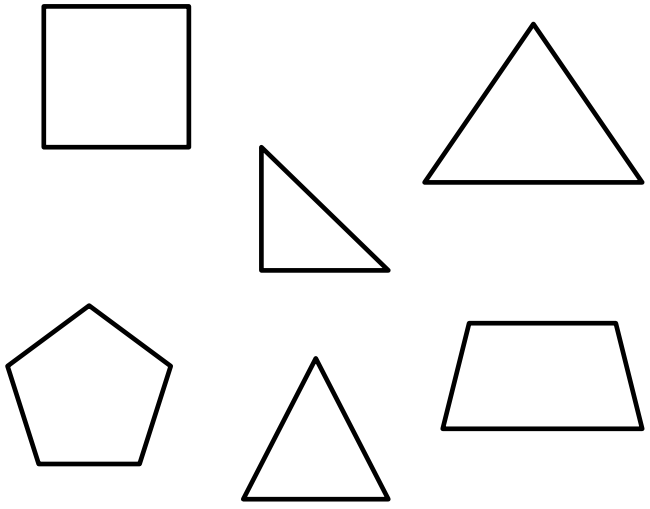
3. Identify this shape.



Ⓐ quadrilateral
Ⓑ pentagon
Ⓒ hexagon
Ⓓ cube

Answer: _____

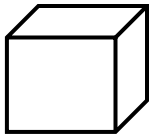
4. Circle the shapes that are **triangles**.



2.G.1 Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Name: _____ Date: _____

1. Identify this 3-D shape.

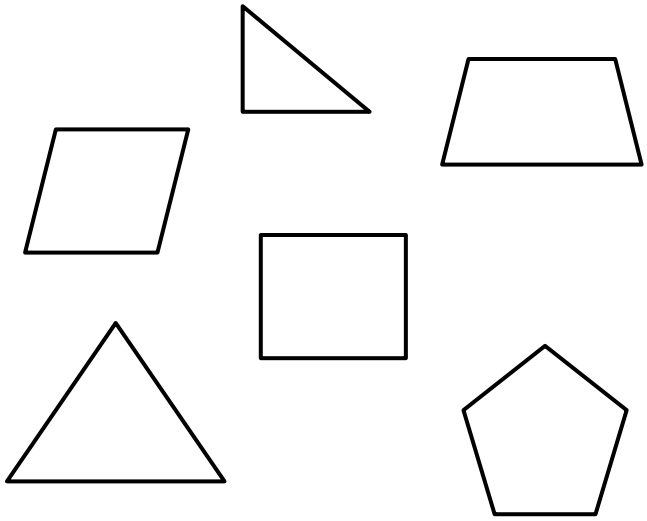


Ⓐ quadrilateral
Ⓑ pentagon
Ⓒ hexagon
Ⓓ cube

Answer: _____

2. Draw a shape with 5 sides and 5 angles.

3. Circle the shapes that are **quadrilaterals**.



4. How many sides does a hexagon have?

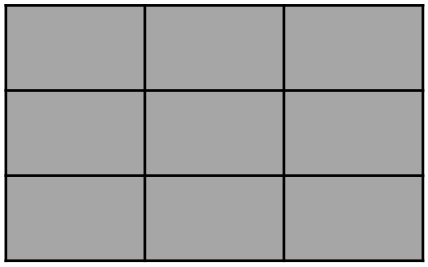
Ⓐ 4
Ⓑ 5
Ⓒ 6
Ⓓ 8

Answer: _____

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Name: _____ Date: _____

1. This rectangle is split up into 3 rows and 3 columns. How many small squares are there in all?



Answer:

2. Partition this rectangle into same size squares to make 4 rows and 2 columns. How many squares are there in all?

Answer:

3. Partition this rectangle into same size squares to make 3 rows and 2 columns. How many squares are there in all?

Answer:

4. Partition this rectangle into same size squares to make 2 rows and 5 columns. How many squares are there in all?

Answer:

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Name: _____ Date: _____

1. This rectangle is split up into 2 rows and 2 columns. How many small squares are there in all?

Answer:

2. Partition this rectangle into same size squares to make 2 rows and 3 columns. How many squares are there in all?

Answer:

3. Partition this rectangle into same size squares to make 3 rows and 4 columns. How many squares are there in all?

Answer:

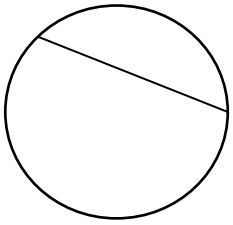
4. Partition this rectangle into same size squares to make 5 rows and 4 columns. How many squares are there in all?

Answer:

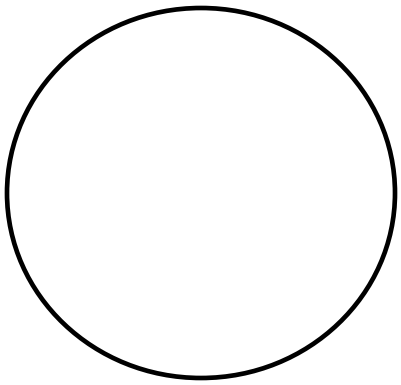
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc.., and describe the whole as two halves, three thirds, four fourths.

Name: _____ Date: _____

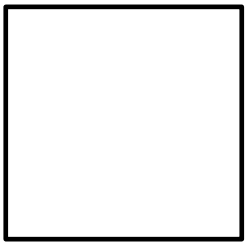
1. Circle the shape that is partitioned into 3 equal shares.

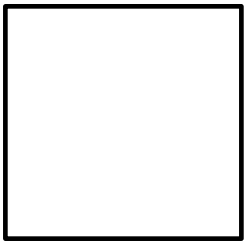


2. Partition this circle into halves.

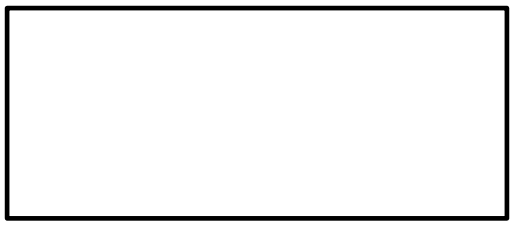


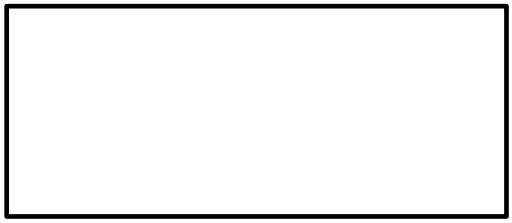
3. Partition these 2 squares into halves 2 different ways.





4. Partition these 2 rectangles into fourths 2 different ways.

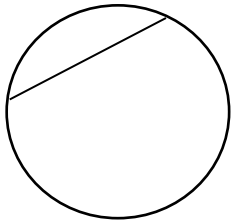




2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc.., and describe the whole as two halves, three thirds, four fourths.

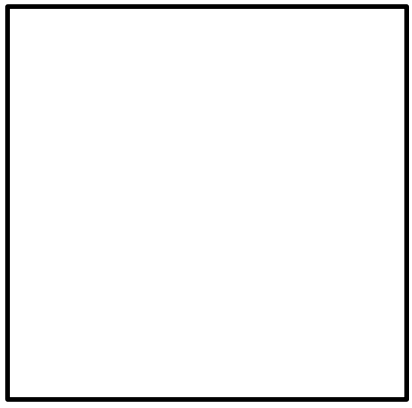
Name: _____ Date: _____

1. Circle the shape that is partitioned into 2 equal shares.

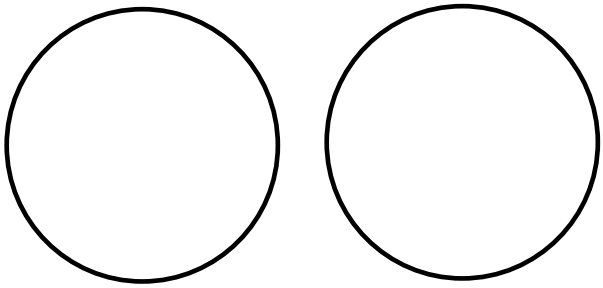


2. Partition this rectangle into fourths.

3. Partition this square into thirds.



4. Partition these 2 circles into halves 2 different ways.



KEY

2.OA.1 (pg. 12)

1) 38 monkeys
2) 11 bananas
3) 23 cupcakes
4) 16 squares

2.OA.1 (pg. 13)

1) 23 dogs
2) 14 bees
3) 17 people
4) 10 marbles

2.OA.2 (pg. 14)

1) 11
2) 9
3) 8
4) 11
5) 12
6) 9
7) 11
8) 10
9) 14
10) 12

2.OA.2 (pg. 15)

1) 6
2) 17
3) 10
4) 10
5) 14
6) 5
7) 10
8) 18
9) 15
10) 4

2.OA.3 (pg. 16)

1) 8: even
2) 1: odd
3) 16: even
4) 19: odd
5) 14: even
6) 3: odd
7) 9: odd
8) 13: odd
9) 17: odd
10) 12: even

2.OA.3 (pg. 17)

1) 4: even
2) 6: even
3) 2: even
4) 20: even
5) 15: odd
6) 7: odd
7) 5: odd
8) 10: even
9) 18: even
10) 11: odd

2.OA.3 (pg. 18)

1) odd
2) even
3) even
4) odd

2.OA.4 (pg. 19)

1) 3 rows; 3 columns, Total number of fish: 9
2) 2 rows; 4 columns, Total number of berries: 8
3) 2 + 2 + 2 + 2 + 2 = 10 OR 5 + 5 = 10
4) Answers will vary.

2.OA.4 (pg. 20)

1) 2 rows; 3 columns, Total number of clowns: 6
2) 4 rows; 2 columns, Total number of limes: 8
3) 2 + 2 + 2 + 2 + 2 = 10 OR 5 + 5 = 10
4) Answers will vary.

2.NBT.1 (pg. 21)

1) 35
2) 120
3) c. 50
4) tens place: 8
   hundreds place: 4
   ones place: 2

2.NBT.1 (pg. 22)

1) 43
2) 111
3) b. 400
4) tens place: 1
   hundreds place: 9
   ones place: 7

2.NBT.2 (pg. 23)

1) 90, 95, 100
2) 200
3) 301, 300, 299
4) 1,000

2.NBT.2 (pg. 24)

1) 56, 60, 64, 66, 68
2) 65, 80, 95, 105, 110
3) 110, 130, 140, 160, 170
4) 200, 400, 600, 800, 1,000

2.NBT.3 (pg 25)

1) 242
2) 639
3) 170
4) 156
5) 392
6) 560

2.NBT.3 (pg. 26)

1) 200 + 80 + 5; two hundred eighty-five
2) 100 + 90 + 3; one hundred ninety-three
3) 500 + 10 + 8; five hundred eighteen
4) 300 + 20; three hundred twenty

2.NBT.4 (pg. 27)

1) <
2) =
3) >
4) <
5) <
6) >
7) <
8) <
9) >
10) =

2.NBT.4 (pg. 28)

1) <
2) <
3) =
4) <
5) >
6) =
7) >
8) <
9) >
10) <

2.NBT.5 (pg. 29)

1) 53
2) 21
3) 54
4) 38

2.NBT.5 (pg. 30)

1) 48
2) 29
3) 80
4) 37

2.NBT.6 (pg. 31)

1) 72
2) 143
3) 143
4) 117

2.NBT.6 (pgs. 32-33)

1) 51 apples
2) 77 points
3) 48 homeruns
4) 78 berries

KEY

2.NBT.7 (pg. 34)

1) 597; explanations will vary
2) 111; explanations will vary

2.NBT.7 (pg. 35)

1) 468 seashells; explanations will vary
2) 269 baseballs cards; explanations will vary

2.NBT.8 (pg. 36)

1) 313, 333, 223, 423
2) 476, 496, 386, 586
3) 190, 210, 100, 300
4) 580, 600, 490, 690
5) 202, 222, 112, 312
6) 394, 414, 304, 504
7) 756, 776, 666, 866
8) 384, 404, 294, 494
9) 628, 648, 538, 738
10) 340, 360, 250, 450

2.NBT.8 (pg. 37)

1) 90, 110, 0, 200
2) 377, 397, 287, 487
3) 513, 533, 423, 623
4) 790, 810, 700, 900
5) 738, 758, 648, 848
6) 595, 615, 505, 705
7) 180, 200, 90, 290
8) 411, 431, 321, 521
9) 491, 511, 401, 601
10) 890, 910, 800, 1,000

2.NBT.9 (pg. 38)

1) 72; explanations will vary
2) 36; explanations will vary
3) 44 stamps; explanations will vary
4) 81 pages; explanations will vary

2.NBT.9 (pg. 39)

1) 84; explanations will vary
2) 23; explanations will vary
3) 55 cards; explanations will vary
4) Yes; explanations will vary

2.MD.1 (pg. 40)

1) b. ruler
2) a. measuring tape
3) 5 inches
4) 3 inches
5) 3 centimeters

2.MD.1 (pg. 41)

1) b. 12
2) a. 3
3) b. ruler
4) 2 inches
5) 5 centimeters

2.MD.2 (pg. 42)

1) b. It would be more than 10 cm.
2) a. It would be less than 9 in.
3) 4 inches; 10 centimeters
4) 2 inches; 5 centimeters
5) 6 inches; 15 centimeters

2.MD.2 (pg. 43)

1) 2 inches; 5 centimeters
2) 3 inches; 8 centimeters
3) 6 inches; 15 centimeters
4) 4 inches; 10 centimeters

2.MD.3 (pg. 44)

1) 1 meter
2) 4 inches
3) Answers will vary.
4) Answers will vary.

2.MD.3 (pg. 45)

1) 3 inches
2) 1 centimeter
3) Answers will vary.
4) Answers will vary.

2.MD.4 (pg. 46)

1) about 3 inches
2) about 2 inches
3) tissue box
4) 1 inch

2.MD.4 (pg. 47)

1) about 2 inches
2) about 1 inch
3) about 5 centimeters
4) about 10 centimeters

2.MD.5 (pg. 48)

1) 61 yards
2) 15 inches
3) 12 feet
4) c. 15 + ? = 27

2.MD.5 (pg. 49)

1) 60 feet
2) 19 inches
3) 21 inches
4) b. 28 + 40 = ?

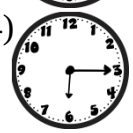
2.MD.6 (pg. 50)

1) b.
2) 28
3) 39
4) 32

2.MD.6 (pg. 51)

1) c.
2) 40
3) 28
4) 70

2.MD.7 (pg. 52)

1) 2:30
2) 8:20
3) 
4) 

2.MD.7 (pg. 53)

1) 3:40
2) 10:35
3) 
4) 

2.MD.8 (pg. 54)

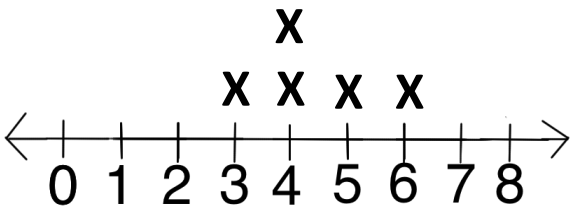
1) 51 cents
2) 58 cents
3) 45 cents
4) Answers will vary.

2.MD.8 (pg. 55)

1) 46 cents
2) 81 cents
3) 32 cents
4) 15 cents
5) $3.25

KEY

2.M.9 (pg. 56)



2.MD.9 (pg. 57)

1) Each X shows the length of each book.
2) 3 books
3) 6 inches
4) 2 books
5) 10 books

2.MD.10 (pg. 58)

1) Jim
2) Tom
3) 3 pages
4) 12 pages
5) 3 pages
6) 19 pages

2.MD.10 (pg. 59)

1) Jim
2) Ann
3) 4 cupcakes
4) 5 cupcakes
5) 7 cupcakes
6) 16 cupcakes

2.G.1 (pg. 60)

1) c. quadrilateral
2) b. pentagon
3) c. hexagon
4) 3 triangles should be circled

2.G.1 (pg. 61)

1) d. cube
2) Answers will vary.
3) 3 quadrilaterals should be circled
4) c. 6

2.G.2 (pg. 62)

1) 9 squares
2) 8 squares
3) 6 squares
4) 10 squares

2.G.2 (pg. 63)

1) 4 squares
2) 6 squares
3) 12 squares
4) 20 squares

2.G.3 (pg. 64)

1) 
2) Answers will vary.
3) Answers will vary.
4) Answers will vary.

2.G.3 (pg. 65)

1) 
2) Answers will vary.
3) Answers will vary.
4) Answers will vary.

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