

NAME



Answer Key

DATE

TIME



## End of Year Study Guide (Grade 2)

SKILLS	SIMILAR PROBLEMS
<p>Solve 1 and 2 step problems involving adding or subtracting.</p>	<p>1. The second graders were going to Longwood garden for a field trip. There were 28 students in the first class, and 19 students in the second class. How many students went in all?</p> <p>a. Number model: <math>28 + 19 = ?</math></p> <p>b. Answer: There were <u>47</u> on the field trip.</p> <p>2. There were 48 students in the souvenir shop. 19 students left to get on the bus. How many students were still in the souvenir shop?</p> <p>a. Number model: <math>48 - 19 = ?</math></p> <p>b. Answer: There were <u>29</u> students left in the shop.</p>
<p>Partition shapes into equal parts, and express as a fraction.</p>	<p>3. Divide the rectangle below into 4 equal parts. <small>Divide each shape into 3 equal parts</small></p>   <p>Write a name for 1 part. <u>one third or <math>\frac{1}{3}</math></u></p> <p>What is one part of the rectangle called? <u>one fourth or <math>\frac{1}{4}</math></u></p>
<p>Read and write numbers in standard and expanded form. Understand 3 digit numbers, and be able to represent hundreds, tens and ones.</p>	<p>4. Use the number <b>672</b> to answer the questions below.</p> <p>a. What is the value of the 2 in the number above? <u>2</u></p> <p>b. What is the value of the 7 in the number above? <u>70</u></p> <p>c. What is the value of the 6 in the number above? <u>600</u></p> <p>d. How would you write the number <b>672</b> in expanded form?</p> <p><u><math>600 + 70 + 2</math></u></p>

NAME

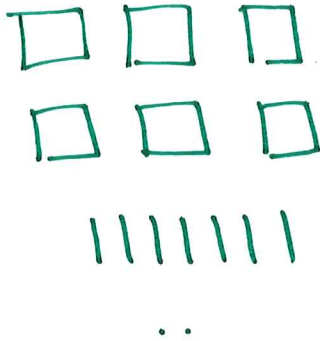
DATE

TIME

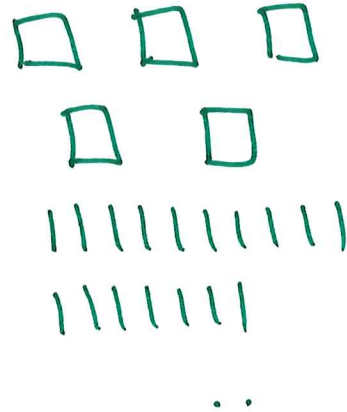


5. Use the space below to draw what 672 would look like using base ten blocks.

One way to show **672** using base ten blocks is:



Another way to show **672** using base ten blocks is:



Compare and order numbers.

6. Write  $<$ ,  $>$ , or  $=$

a.  $79 < 97$

b.  $621 > 612$

c.  $788 < 799$

d.  $890 > 809$

e. Circle the biggest number: 6,420 6,240 6,400 6,200

Write the numbers from problem 6e from least to greatest on the line below.  
6,200 6,240 6,400 6,420

NAME

DATE

TIME



Add and subtract within 100 fluently. Add up to 4 2-digit numbers.

\* Students may use base-10 blocks, partial sums, expand and subtract or an open number line

7. Solve. Show your work below the problem. Be sure to line up the hundreds, tens, and ones columns!

a.  $68 + 27 = \underline{95}$

$$\begin{array}{r} 68 \\ + 27 \\ \hline 80 \\ + 15 \\ \hline 95 \end{array}$$

b.  $224 - 180 = \underline{44}$

$$\begin{array}{r} 224 \\ - 180 \\ \hline \end{array} \quad \begin{array}{r} \overset{100}{200} \overset{120}{+ 20} + 4 \\ - 100 + 80 + 0 \\ \hline 0 + 40 + 4 = 44 \end{array}$$

c.  $42 + 17 + 16 = \underline{75}$

$$\begin{array}{r} 42 \\ 17 \\ + 16 \\ \hline 60 \\ + 15 \\ \hline 75 \end{array}$$

D.  $44 + 21 + 14 + 5 = \underline{84}$

$$\begin{array}{r} 44 \\ + 21 > 5 \\ 14 \\ \hline 5 \\ \hline 70 \\ + 14 \\ \hline 84 \end{array}$$

8. Explain how you could use the 'counting up' strategy to solve problem 7b above.

I could start at 180 and count up to 200. I know that is 20 and  $20 + 24 = 44$ .

Measure an object with different lengths.

Use your ruler to make a line that is 4 inches long. Then use the centimeter side to measure it. About how many centimeters is 4 inches?



NAME

DATE

TIME



My line:

A four inch line is about 10 cm.

Solve number stories by adding and subtracting, and be able to represent sums and differences on a number-line diagram.

The class wanted to make a banners for the teachers. The first banner was 11 feet long. The second banner was 29 feet long.

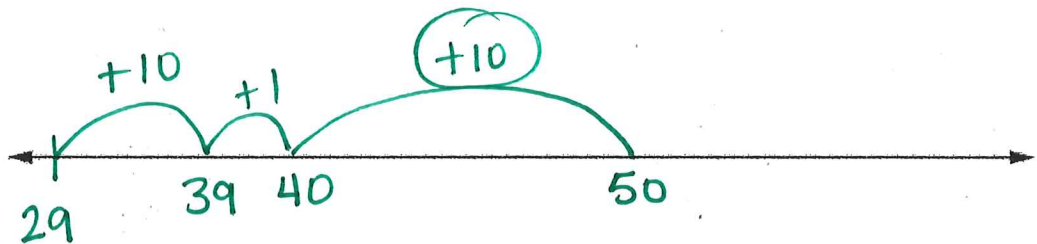
How long were the banners all together? 40 feet.

$$\begin{array}{r} 29 \\ + 11 \\ \hline 30 \\ + 10 \\ \hline 40 \end{array}$$

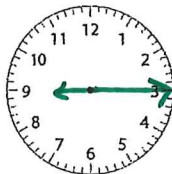
If the wall was 50 feet. How much more room would there be to fit an extra banner?

10 extra feet.

Show this story on an open number line below.



Tell and write time to the nearest 5 minutes.



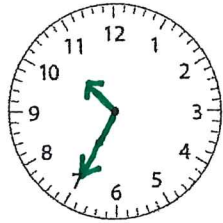
9:15

Write the time on the clocks so that both clocks above to show fifteen minutes after nine.

NAME

DATE

TIME



11 : 35

Write the time on both clocks above to show twenty-five minutes to eleven.

**Solve problems using coins and bills.**

Cyndi wanted to buy some flowers for her mother for Mother's Day. The flowers at the farmers market cost **86 cents**.

Show two ways, using these coins. Use the letters:

Q for quarter  
D for dime  
N for Nickel  
P for Penny.



One way to show 86 cents:

Q Q Q D P

Another way to show 86 cents:

D D D D D D D D  
N P

NAME

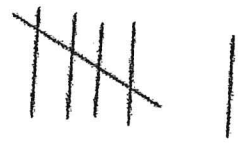



DATE

TIME



Represent data  
on a line plot.

Make a tally chart below to show the length of ribbons in the box.

Length	Number of Ribbons
2 centimeters	
3 centimeters	
6 centimeters	
8 centimeters	



NAME

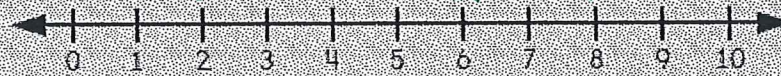
DATE

TIME



### Lengths of Ribbons

Number of Ribbons



Lengths of Ribbons (centimeters)

**Organize data on bar and picture graphs, and answer questions using information from the graph.**

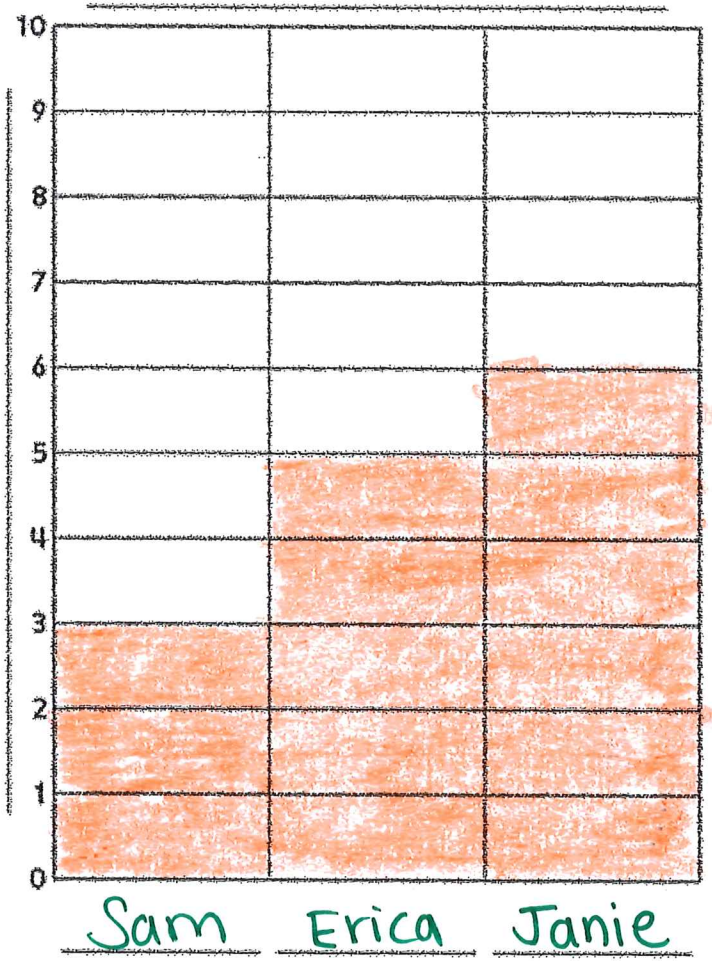
Fill in the graph to show that:

Sam ran 3 miles.

Erica ran 5 miles.

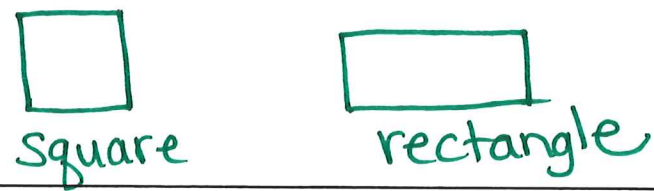
Janie ran 6 miles.





**Draw and recognize 2 and 3-dimensional shapes based on their attributes.**

Draw two different 4 sided figures with 2 pairs of parallel sides. Then label your drawings.



**Partition rectangles in order to find the total number of squares.**

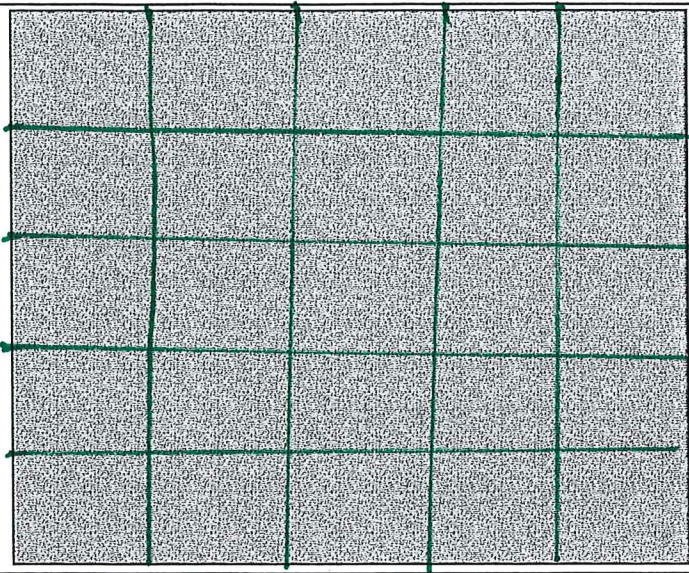
Partition the rectangle below to that you have 5 rows with 5 same-size squares in each row.



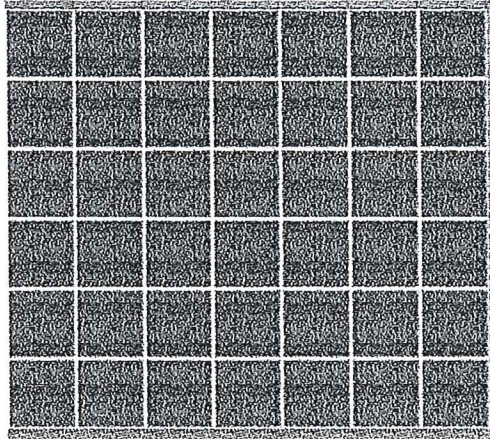
NAME

DATE

TIME



Find the total number of objects in a rectangular array.



How many squares are in the array above?

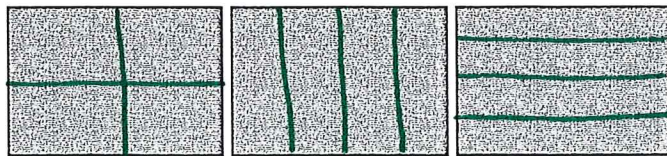
42 total squares.

Write an addition number model that goes with this array.

$7 + 7 + 7 + 7 + 7 + 7 = 42$

Recognize that equal shares of a shape need not be have the same shape.

Show 3 different ways you could partition the rectangles below into 4 equal pieces.



NAME

DATE

TIME



Select appropriate tools to measure length.

What tool would you use to measure the length of your classroom carpet?

ruler

yardstick

tape measure

meterstick.

What tool (listed above) would you use to measure the length of your classroom carpet? tape measure Explain why you chose that tool.

answers will vary

What tool (listed above) would you use to measure the length of your hand? rule Explain why you chose that tool.

answers will vary