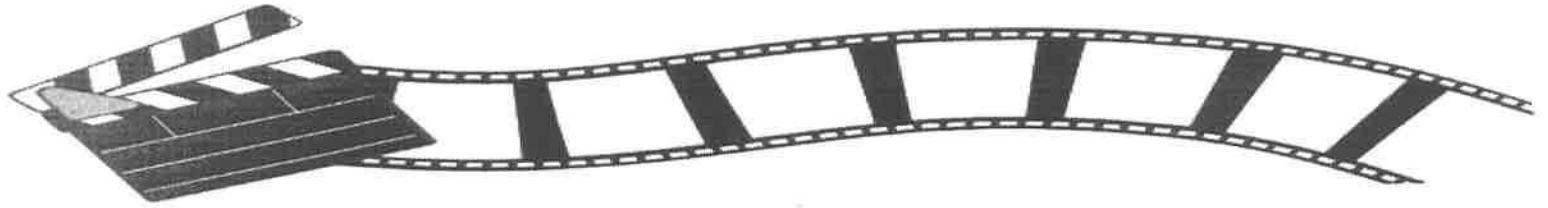


2nd Grade Packet 2



Day 1	<ul style="list-style-type: none">• Reading – “The Missing Homework” Questions for Day 1• Math- 3- digit addition• iReady Reading for 20 minutes
Day 2	<ul style="list-style-type: none">• Reading – “The Missing Homework” Questions for Day 2• Math-3-digit addition• Read for 20 minutes
Day 3	<ul style="list-style-type: none">• Reading – “The Missing Homework” Questions for Day 3• Math- 3-digit subtraction• iReady Math for 20 minutes
Day 4	<ul style="list-style-type: none">• Reading – “The Missing Homework” Questions for Day 4• Math- 3-digit subtraction• Read for 20 minutes
Day 5	<ul style="list-style-type: none">• Reading – “Stone Soup”• Math- Adding four 2-digit numbers
Day 6	<ul style="list-style-type: none">• Reading – “Benjamin Franklin’s Many Roles” Questions for Day 1• Math- Measurement• iReady Reading for 20 minutes
Day 7	<ul style="list-style-type: none">• Reading – “Benjamin Franklin’s Many Roles” Questions for Day 2• Math- Measurement• Read for 20 minutes
Day 8	<ul style="list-style-type: none">• Reading- “Benjamin Franklin’s Many Roles” Questions for Day 3• Math- Measurement• iReady Math for 20 minutes
Day 9	<ul style="list-style-type: none">• Reading- “Benjamin Franklin’s Many Roles” Questions for Day 4• Math- Measurement Word Problems• Read for 20 minutes
Day 10	<ul style="list-style-type: none">• Reading- “Too Much of a Good Thing”• Math- Time

The Missing Homework

"Rachel!" mom called from downstairs, "You're going to be late!"

I sighed. Where in the world is my homework? I spent two hours on my math worksheets last night. This morning, I can't find them anywhere. I looked on my desk. I looked under my bed. I looked under the covers. I looked on my shelf. No luck.

"Rachel!" mom yelled louder this time.

I was getting more and more scared. My knees started shaking. Where is my homework? My teacher is gonna be so mad! This is the second time this week that I will not have my homework! And did I mention that it was only Tuesday?

I looked in my closet. I looked underneath dirty clothes from yesterday. I looked underneath my dog's bed. Still nothing.

"I give up," I muttered as I grabbed my backpack.

I ran downstairs. When I got to the bottom of the stairs, I saw my mom standing there. She was blocking my path. I did not want to look at her because I was afraid she would be able to tell something was wrong. I stared at my shoes instead and tried to figure out how I would solve this huge problem.

"Rachel," my mom said softly, "aren't you forgetting something?"

I shook my head slowly without meeting her eyes.

"Are you sure?" she asked, the hint of a smile in her voice.

Confused, I looked up and saw a pink piece of paper fluttering in her hand.

"Mom, is that my--?"

"Your permission slip for today's field trip to the zoo," she interrupted. "Yes, now put it in your backpack so you don't lose it."

It wasn't my homework like I had hoped, but at least I'd be going to the zoo. I took the form, sank to my knees, and unzipped the bag.

My eyes widened in surprise. There, right on top, was my math homework! I grinned and started to giggle.

"What is so funny?" mom asked.

"To be honest, I spent all morning looking for my math homework. Turns out it was in my backpack the entire time," I admitted.

"Maybe when you get back from your field trip we can come up with a special place for you to put your homework when you are finished," mom suggested. That way you won't misplace it ever again."

"Yes! That's a great idea. Thanks, mom!"

I shouted as I ran out the door to catch the bus.



Monday <i>Day 1</i>	Tuesday <i>Day 2</i>
<p>Before you read, look at the title and picture. What do you think this story will be about?</p> <p>_____</p> <p>_____</p>	<p>Reread the story aloud to someone. Have the person you read to sign their name below.</p> <p>Listener _____</p>
<p>Using a timer, see how long it takes you to read the entire story. Record your time below. Ask someone for help.</p> <p>_____ minutes _____ seconds</p>	<p>What did Rachel lose?</p> <p>_____</p> <p>_____</p>
<p>Who are the characters in the story?</p> <p>_____</p> <p>_____</p>	<p>Why does Rachel think her teacher will be mad?</p> <p>_____</p> <p>_____</p>
Wednesday <i>Day 3</i>	Thursday <i>Day 4</i>
<p>Reread the story aloud to someone. Have the person you read to sign their name below.</p> <p>Listener _____</p>	<p>Using a timer, see how long it takes you to read the entire story. Record your time below. Did your time improve?</p> <p>_____ minutes _____ seconds</p>
<p>What is one place Rachel looked for her homework and did not find it?</p> <p>_____</p> <p>_____</p>	<p>What was the pink piece of paper Rachel's mom was holding?</p> <p>_____</p> <p>_____</p>
<p>Why didn't Rachel want to look at her mom?</p> <p>_____</p> <p>_____</p>	<p>Where did Rachel finally find her homework?</p> <p>_____</p> <p>_____</p>

► Read

WORDS TO KNOW

As you read, look inside, around, and beyond this word and phrase to figure out what they mean.

- **barely**
- **town square**

Stone Soup

by Elsa Southern

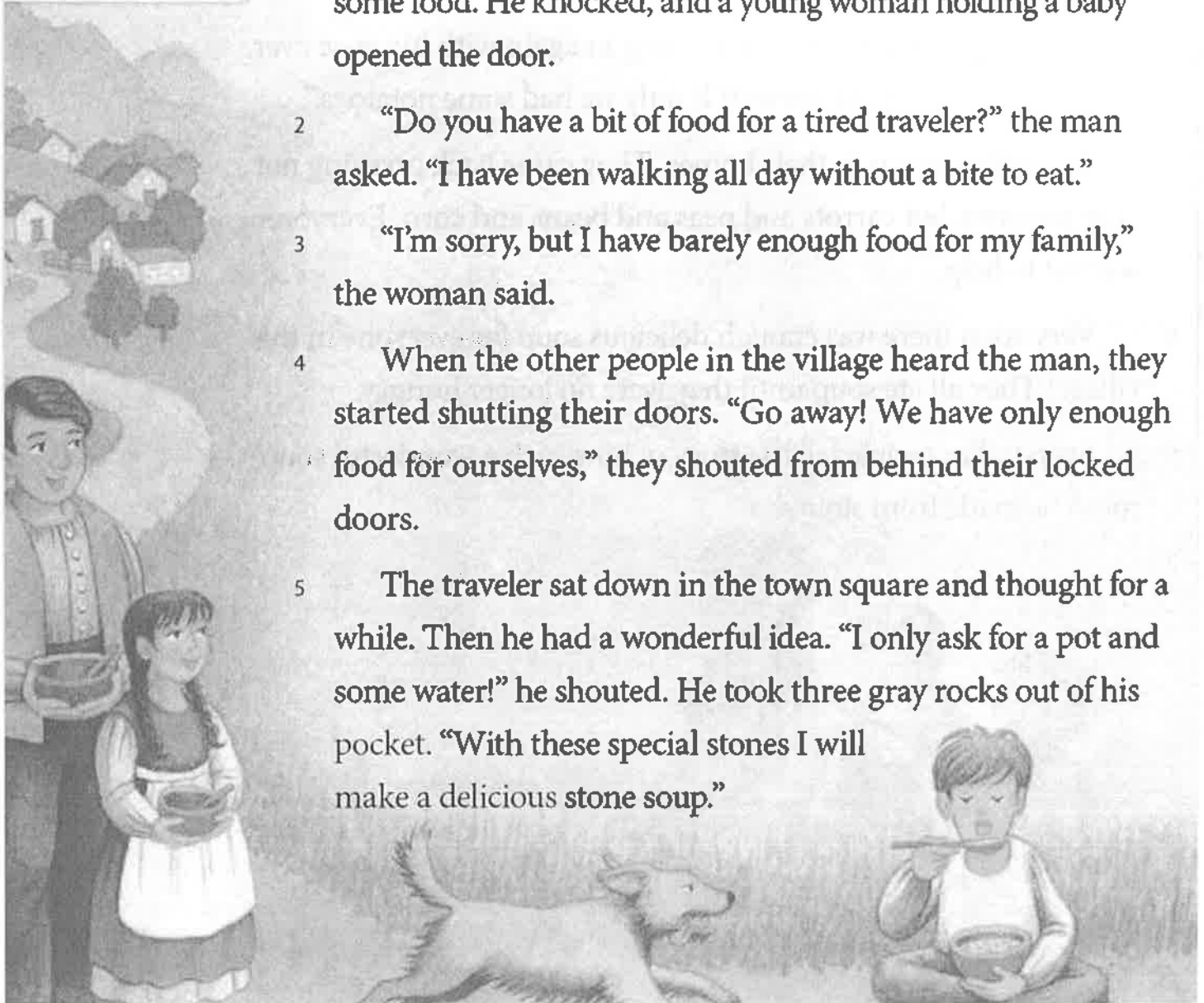
1 A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2 “Do you have a bit of food for a tired traveler?” the man asked. “I have been walking all day without a bite to eat.”

3 “I’m sorry, but I have barely enough food for my family,” the woman said.

4 When the other people in the village heard the man, they started shutting their doors. “Go away! We have only enough food for ourselves,” they shouted from behind their locked doors.

5 The traveler sat down in the town square and thought for a while. Then he had a wonderful idea. “I only ask for a pot and some water!” he shouted. He took three gray rocks out of his pocket. “With these special stones I will make a delicious **stone soup**.”



6 “Who has ever heard of stone soup?” the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

7 The traveler started a fire under the large pot of water. When it began to boil, he slowly added the three stones. After a while, he put his nose over the pot and breathed in. “Ah,” he said with a twinkle in his eye. “This is almost perfect. If only we had some onions.”

8 A villager quickly grabbed a bag of onions and passed it to the traveler, who added them to the pot.

9 “Oh!” sighed the traveler, breathing in again with his nose over the pot. “This is almost perfect! If only we had some potatoes.”

10 The villagers ran to their homes. They came back carrying not only potatoes, but carrots and peas and beans and corn. Everyone wanted to help.

11 Very soon there was enough delicious soup for everyone in the village! They all ate soup until they were no longer hungry.

12 Even today, people tell the story of how such a wonderful soup could be made from stones.



- **Think** Use what you learned from reading "Stone Soup" to answer the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What challenge does the traveler face when he first comes to the town?

- A** He is tired and needs a place to spend the night.
- B** He knocks on a door and a young woman holding a baby answers.
- C** He is hungry and hopes someone will give him food.
- D** He wants to fix a dinner but doesn't have a pot.

Part B

Underline a sentence from paragraph 1 below that **best** tells about the answer in Part A.

A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

- 2** What is the challenge the traveler faces when no one will help him?
- A** He has to find wood so that he can build a fire to keep warm.
 - B** He needs to learn how to make friends with everyone in town first.
 - C** He has to walk to another town where people might be kinder to him.
 - D** He must find a new way to get people to share their food with him.

- 3 Why does the traveler keep putting his nose over the pot and breathing in?
- A to make the people think he is cooking something tasty
 - B to make the people want to make their own soup
 - C to make the people angry that they won't get any soup
 - D to make the people sad that they didn't help him
- 4 What do you learn about the traveler from the way he faces his challenge?
- A He is clever because he gets people to choose to help him.
 - B He is lazy because he has other people do his work for him.
 - C He is unhappy because he is too poor to buy his own food.
 - D He is proud because he knows more about cooking than others.
- 5 Read the sentence from the passage.

The villagers ran to their homes.

The word "village" means "a small town." What is the **best** meaning of the word "villagers"?

- A people who eat soup in a small town
- B people who work in a small town
- C people who live in a small town
- D people who help others in a small town

- 6 Read paragraph 6 from the story.

“Who has ever heard of stone soup?” the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

Underline the sentence in paragraph 6 that **best** explains why the people bring the traveler a pot filled with water.



Write How does the traveler respond to the challenge of getting food?

- 7 **Plan Your Response** Review the challenge the traveler has. Write three things he says in the story that help him get what he wants.

- 8 **Write an Extended Response** How does the traveler respond to the challenge of getting food? Use details from the story in your answer.

Benjamin Franklin's Many Roles

Benjamin Franklin was never President of the United States. Many people know about him, though. He is a famous historical figure for many reasons.

The Scientist and Inventor

Benjamin Franklin discovered electricity with his kite experiment. He hung a metal key from the end of a kite. He flew this kite during a thunderstorm. The kite got struck by lightning. Benjamin Franklin had discovered electricity!

He spent many more years studying electricity. During that time, he worked on inventions. He invented the lightning rod. This was a tall metal stake. If you think that sounds a lot like the kite experiment, you're right! The lightning caused an electrical charge with the key. Lightning could also hit this metal rod and create an electrical charge.



Benjamin's kite experiment was conducted in 1752.

The lightning rod was not his only invention. He also invented bifocal glasses. Bifocal glasses have two different lenses in them. The top part of the lens helped people see far away. The bottom part of the lens helped people read words easier.

The Writer

Benjamin Franklin was known for writing words of advice. One was "Have you something to do tomorrow? Do it today." He wanted people to use their time wisely.

He also wrote *Poor Richard's Almanack*. This Almanac was filled with news stories, word games, and lots of other interesting information. He wrote a new one every year for 25 years.

The Founding Father

Benjamin Franklin loved to learn. He wanted to get information to other people, too. He created a library where people could borrow books. This was the first library in the New World. He also created a university where people could study.

He was very active in politics. He traveled overseas to talk to leaders of different countries. He also helped write the Declaration of Independence.

He came up with some ideas as a politician that we still use today. He decided how we could elect the people who make our laws. He also signed the Declaration of Independence, and that was when the United States was born.



Benjamin Franklin died in 1790.

Monday Day 6	Tuesday Day 7
<p>Before you read, look at the text features. What do you think this article will be about?</p> <hr/> <hr/>	<p>Which of Benjamin Franklin's inventions also used lightning?</p> <hr/> <hr/>
<p>What did Benjamin Franklin discover using a kite?</p> <hr/> <hr/>	<p>How many lenses do bifocal glasses have?</p> <hr/> <hr/>
<p>What information do you learn from the caption under the kite experiment photo?</p> <hr/> <hr/>	<p>How do bifocal glasses help people?</p> <hr/> <hr/>
Wednesday Day 8	Thursday Day 9
<p>Why did Benjamin Franklin write "Have you something to do tomorrow? Do it today."?</p> <hr/> <hr/>	<p>What did Benjamin Franklin create because he loved to learn?</p> <hr/> <hr/>
<p>Why did the author use subheadings to separate the information in the text?</p> <hr/> <hr/>	<p>What famous document did Benjamin Franklin help write?</p> <hr/> <hr/>
<p>What information do you learn from the caption under the picture of Benjamin Franklin?</p> <hr/> <hr/>	<p>What is one idea Benjamin Franklin had that we still do today?</p> <hr/> <hr/>

SESSION 1

Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

- 1 Zelda pressed the button on the spaceship's food maker. Normally, a food maker could make anything you wanted. All you had to do was say *pizza*, *popcorn*, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents' planet.
- 2 "Yum! This is great," said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.



3 "Well, I for one am getting tired of ice cream,"
grumbled Zelda's dad. "A bowl of soup would taste great
about now!"

4 Zelda's sister Anka piped up. "How can anyone get
tired of ice cream? This is like a dream come true!"

5 Zelda's dad sighed. "We wouldn't even have this
problem if we had lived two hundred years ago."

6 "I know," replied Zelda. "People used to fix their own
food. They grew it or shopped at places called grocery
stores. They never knew how great a broken food maker
could be!"

7 But after two more days, even Zelda and her sister
were tired of ice cream. Zelda just wanted something—
anything—that wasn't cold and sweet.

8 Suddenly, Zelda smiled and said, "I have an idea! Let's
fix some food for ourselves, like in the old days. We could
ask to pick some vegetables from the ship's garden. It might
even be *fun* to make our own meal."

9 "Make a meal? How will we know if we're picking
beans or beets or broccoli?" Anka blurted out, shaking her
head. "And, and . . . just how *do* we fix a potato?"

10 "That's easy!" laughed Zelda. "The ship's computer can
help us. C'mon, let's get started!"

- 11 All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.
- 12 Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

1 Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?

- A How do food makers work on a spaceship?
- B What kinds of food does the food maker make?
- C Why does the food maker make only ice cream?
- D What does a food maker look like?

2 What can you tell about the setting from the picture and the story?

- A It takes place outside a restaurant.
- B It takes place on another planet.
- C It takes place inside a spaceship.
- D It takes place next to an ice cream shop.

- 3 Read these sentences from the story.

"How can anyone get tired of ice cream?" Zelda's sister Anka piped up.
"This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?

- A an excited voice
- B a quiet voice
- C a mean voice
- D a surprised voice

- 4 How does Zelda meet the challenge of having a broken food maker?

- A She makes the best of having to eat so much ice cream.
- B She remembers that people who fix meals are called "cooks."
- C She thinks about planting a vegetable garden on the spaceship.
- D She comes up with the idea of cooking a meal themselves.

- 5 Read the central message of this story.

Even good things are best in small amounts.

Which detail from the story supports this central message?

- A The food maker stops working the way it should.
- B People in Zelda's time no longer shop at grocery stores.
- C Zelda and Anka get tired of eating ice cream every day.
- D Zelda thinks it might be fun to be a human food maker.

- 6** In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

Zelda is happy about the broken food maker. Her dad doesn't like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.

Adding and Regrouping Ones

Name: _____

The answers are mixed up at the bottom of the page.
Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 635 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 439 \\ + 154 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 336 \\ + 123 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 825 \\ + 166 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 512 \\ + 336 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 246 \\ + 348 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 772 \\ + 109 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 347 \\ + 314 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 483 \\ + 208 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 225 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 548 \\ + 406 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 475 \\ + 515 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 273 \\ + 211 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 728 \\ + 253 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 627 \\ + 263 \\ \hline \end{array}$$

Answers:

449	594	881	956	691
484	661	890	991	593
954	848	990	459	981

Adding and Regrouping Tens

Name: _____

Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1
$$\begin{array}{r} 435 \\ + 283 \\ \hline 718 \end{array}$$

2
$$\begin{array}{r} 205 \\ + 113 \\ \hline \end{array}$$

3
$$\begin{array}{r} 586 \\ + 130 \\ \hline \end{array}$$

4
$$\begin{array}{r} 378 \\ + 343 \\ \hline \end{array}$$

5
$$\begin{array}{r} 186 \\ + 175 \\ \hline \end{array}$$

6
$$\begin{array}{r} 476 \\ + 234 \\ \hline \end{array}$$

7
$$\begin{array}{r} 152 \\ + 169 \\ \hline \end{array}$$

8
$$\begin{array}{r} 214 \\ + 225 \\ \hline \end{array}$$

9
$$\begin{array}{r} 362 \\ + 556 \\ \hline \end{array}$$

10
$$\begin{array}{r} 481 \\ + 262 \\ \hline \end{array}$$

11
$$\begin{array}{r} 145 \\ + 239 \\ \hline \end{array}$$

12
$$\begin{array}{r} 347 \\ + 133 \\ \hline \end{array}$$

13
$$\begin{array}{r} 286 \\ + 644 \\ \hline \end{array}$$

14
$$\begin{array}{r} 267 \\ + 174 \\ \hline \end{array}$$

15
$$\begin{array}{r} 383 \\ + 319 \\ \hline \end{array}$$

- 16** How do you know that $361 + 283$ is greater than 500 without finding the sum?

Regrouping Tens to Ones

Name: _____

Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

1
$$\begin{array}{r} 875 \\ - 646 \\ \hline 229 \end{array}$$

2
$$\begin{array}{r} 478 \\ - 226 \\ \hline \end{array}$$

3
$$\begin{array}{r} 692 \\ - 437 \\ \hline \end{array}$$

4
$$\begin{array}{r} 345 \\ - 224 \\ \hline \end{array}$$

5
$$\begin{array}{r} 761 \\ - 338 \\ \hline \end{array}$$

6
$$\begin{array}{r} 514 \\ - 402 \\ \hline \end{array}$$

7
$$\begin{array}{r} 953 \\ - 821 \\ \hline \end{array}$$

8
$$\begin{array}{r} 474 \\ - 156 \\ \hline \end{array}$$

9
$$\begin{array}{r} 320 \\ - 210 \\ \hline \end{array}$$

10
$$\begin{array}{r} 663 \\ - 425 \\ \hline \end{array}$$

11
$$\begin{array}{r} 619 \\ - 308 \\ \hline \end{array}$$

12
$$\begin{array}{r} 847 \\ - 628 \\ \hline \end{array}$$

13
$$\begin{array}{r} 736 \\ - 517 \\ \hline \end{array}$$

14
$$\begin{array}{r} 563 \\ - 249 \\ \hline \end{array}$$

15
$$\begin{array}{r} 375 \\ - 163 \\ \hline \end{array}$$

- 16** How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?

Regrouping Hundreds to Tens

Name: _____

The answers are mixed up at the bottom of the page.
Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 816 \\ - 432 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 927 \\ - 563 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 506 \\ - 315 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 448 \\ - 160 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 743 \\ - 471 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 476 \\ - 293 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 628 \\ - 236 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 961 \\ - 470 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 527 \\ - 256 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 347 \\ - 154 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 835 \\ - 285 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 624 \\ - 382 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 329 \\ - 170 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 465 \\ - 195 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 519 \\ - 378 \\ \hline \end{array}$$

Answers:

193	242	191	384	272
364	271	491	288	392
183	141	550	159	270

Adding Four Two-Digit Numbers

Name: _____

Find the sum. Show your work.

1 $29 + 34 + 21 + 36$

2 $45 + 38 + 62 + 15$

3 $17 + 36 + 43 + 74$

4 $55 + 49 + 71 + 15$

5 $32 + 24 + 68 + 46$

6 $27 + 19 + 33 + 81$

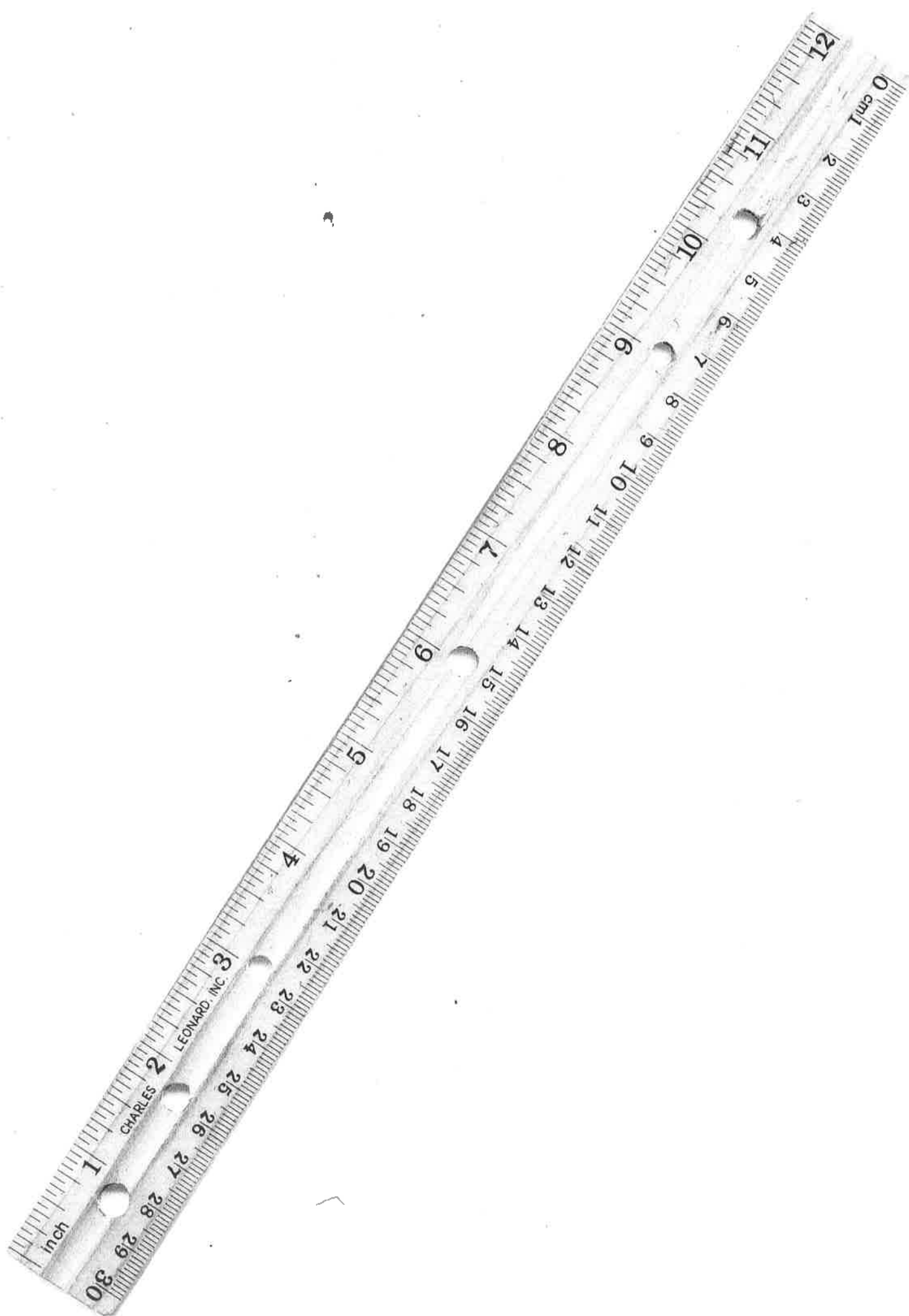
7 $32 + 13 + 29 + 35$

8 $53 + 74 + 13 + 44$

9 $24 + 12 + 74 + 68$

10 $92 + 37 + 71 + 14$

11 Explain how you found the answer to problem 8.



Measuring in Inches and Centimeters

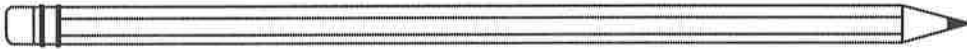
Name: _____

- 1** Use a ruler to measure the length of the piece of tape in inches.



What is the length of the tape? _____ inches

- 2** Use a ruler to measure the length of the pencil in inches.



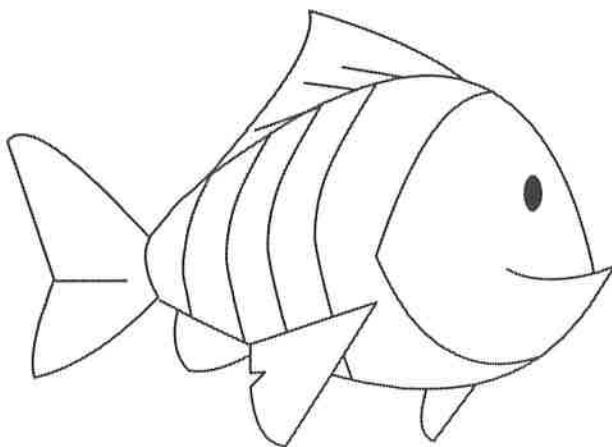
What is the length of the pencil? _____ inches

- 3** Use a ruler to measure the length of the shoe in centimeters.



What is the length of the shoe? _____ centimeters

- 4** Use a ruler to measure the length of the fish in centimeters.



What is the length of the fish? _____ centimeters

**Measuring in Inches
and Centimeters** *continued*

Name: _____

- 5** Use a ruler to measure the length of the string in both inches and centimeters.

What is the length of the string in inches? _____ inches

What is the length of the string in centimeters? _____ centimeters

- 6** Use a ruler to measure the length of the rectangle in both inches and centimeters.



What is the length of the rectangle in inches? _____ inches

What is the length of the rectangle in centimeters? _____ centimeters

- 7** For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.

Measuring in Inches and Feet

Name: _____

- 1** Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a bike

a leaf

a table

a book

a sticker

- 2** Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a window

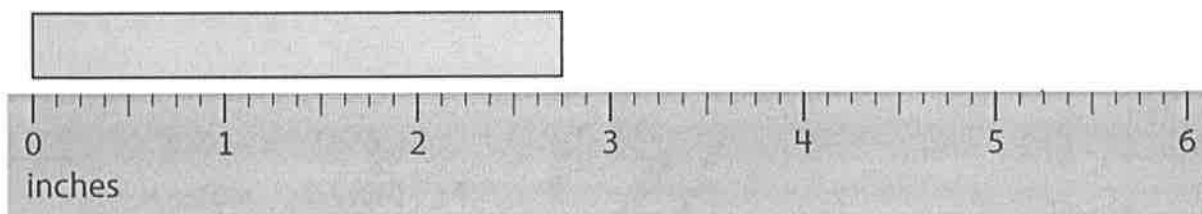
a cracker

a tent

a marker

a blanket

- 3** What is the length of the rectangle to the nearest inch?

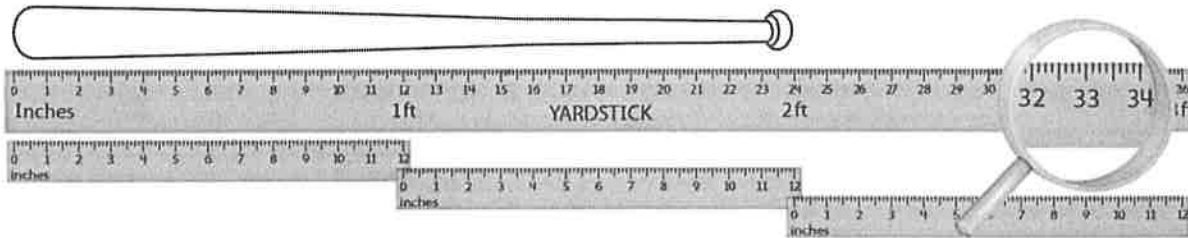


The rectangle is about _____ inches long.

Measuring in Inches and Feet *continued*

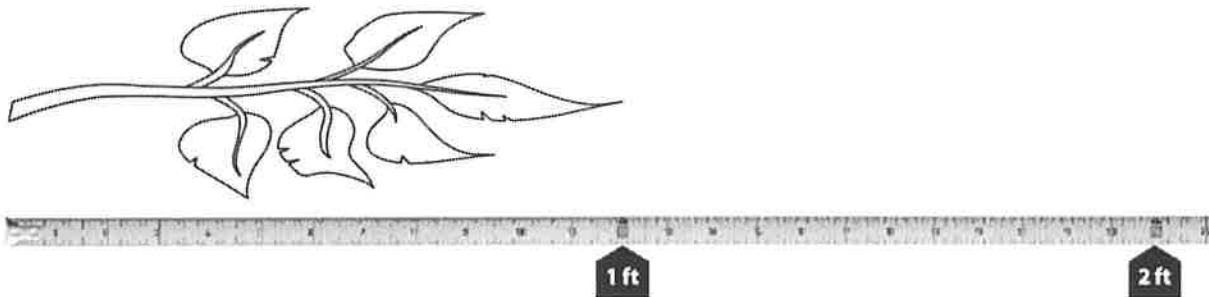
Name: _____

- 4 What is the length of the baseball bat to the nearest foot?



The baseball bat is about _____ feet long.

- 5 What is the length of the branch to the nearest foot?



The branch is about _____ foot long.

Measuring in Centimeters and Meters

Name: _____

- 1** Circle the objects that are easier to measure with a centimeter ruler.
Underline the objects that are easier to measure with a meter stick.

a rug

a mitten

a pool

a bee

a shell

- 2** Circle the objects that are easier to measure with a centimeter ruler.
Underline the objects that are easier to measure with a meter stick.

a porch

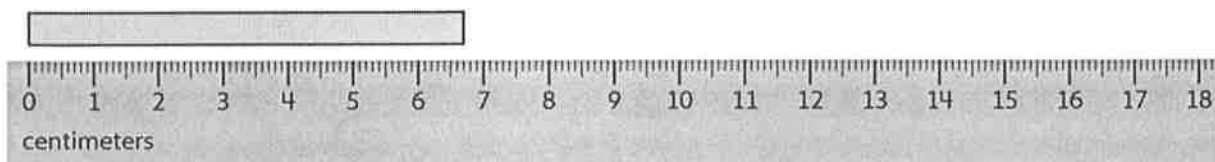
a spoon

a watch

a bus

a lunch bag

- 3** What is the length of the tape to the nearest centimeter?

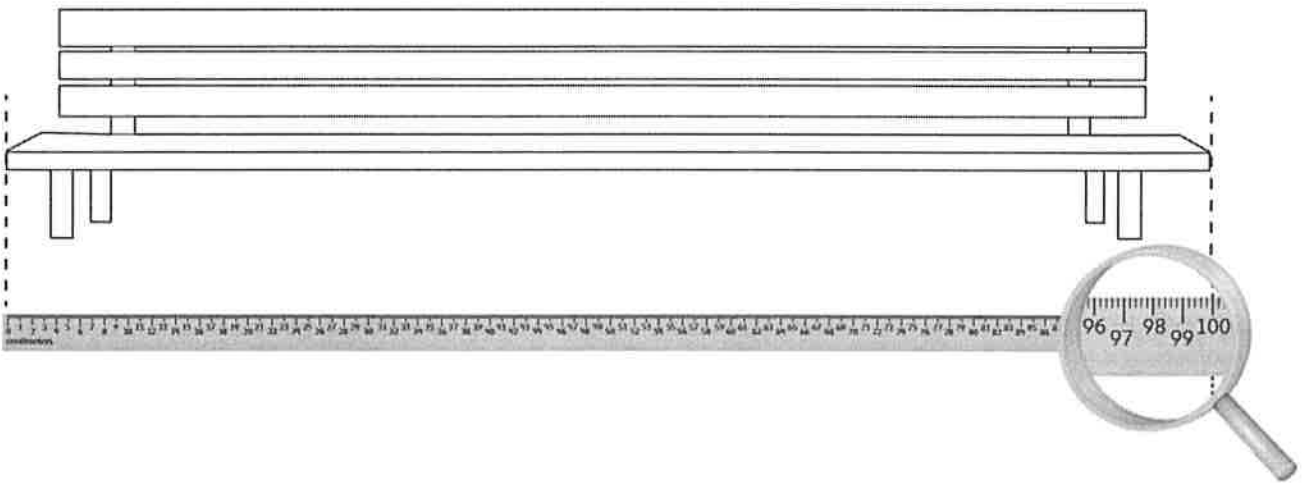


The tape is about _____ centimeters long.

**Measuring in Centimeters
and Meters** *continued*

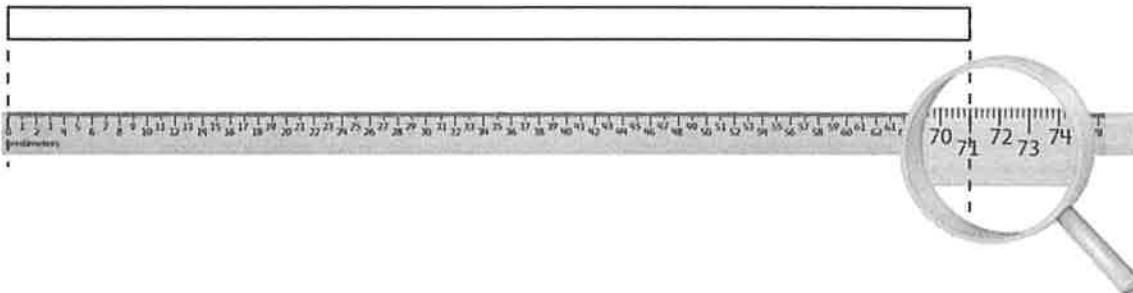
Name: _____

- 4** What is the length of the bench to the nearest meter?



The bench is about _____ meter long.

- 5** What is the length of the rectangle to the nearest centimeter?



The rectangle is about _____ centimeters long.

2.MD.5 - Measurement Word Problems

Name: _____

Date: Day 9

Directions: Use any strategy to solve the problems below. Show your work in the boxes on the right.

Kyle rode his bike 24 feet.
Then, he walked to the corner
of the street which was 8 feet
away. How many feet did Kyle
travel in all?

Oscar's brother was 55
centimeters tall. He grew 22
centimeters. How tall is Oscar's
brother now?

Enid had 86 inches of string.
She cut off 42 inches of string
to give to her sister. How many
inches of string does Enid have
left?

In April, it rained 13 centimeters.
In May, it rained another 14
centimeters. How much did it
rain in all during the months of
April and May?

2.MD.5 - Measurement Word Problems

Name: _____

Date: Day 9

Directions: Use any strategy to solve the problems below. Show your work in the boxes on the right.

Carlos jumped 33 centimeters high. Gary jumped 10 centimeters less than Carlos. How high did Gary jump?

Torrance rode his bike 65 yards to get to Bryan's house. Then, he rode another 22 yards to get to Jordan's house. How many yards did Torrance travel in all?

The Perry family needs to drive 76 miles to their grandparents' house. They have already driven 31 miles. How many more miles do they have to travel?

Bruce was 33 inches tall. He needs to be 48 inches tall to ride the ferris wheel. How many more inches taller does Bruce need to be to ride the ferris wheel?

Name: _____

Telling Time to Five Minutes

Write in the digital time.



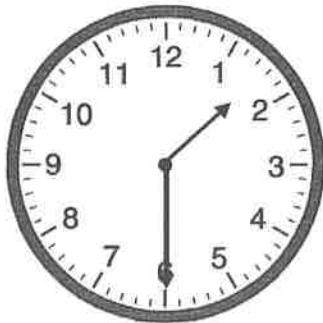
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2.MD.7 - Telling Time to the Nearest 5 Minutes

Name: _____

Date: Day 10

Directions: Write the time that each clock shows.

