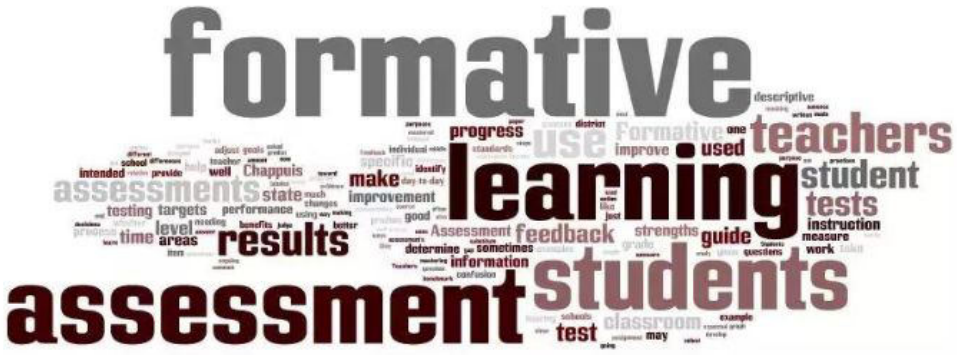
EUREKA MATH PUSD



Exit Tickets

GRADE 2
MODULE 7

Version 3

Name _____ Date _____

Use the Animal Classification table to answer the following questions about the types of animals at the local zoo.

Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
9	4	17	8

1. How many animals are birds, fish, or reptiles? ____

2. How many more mammals are there than fish? ____

3. How many animals were classified? ____

4. How many more animals would need to be added to the chart to have 45 animals classified? ____

Name _____ Date _____

Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

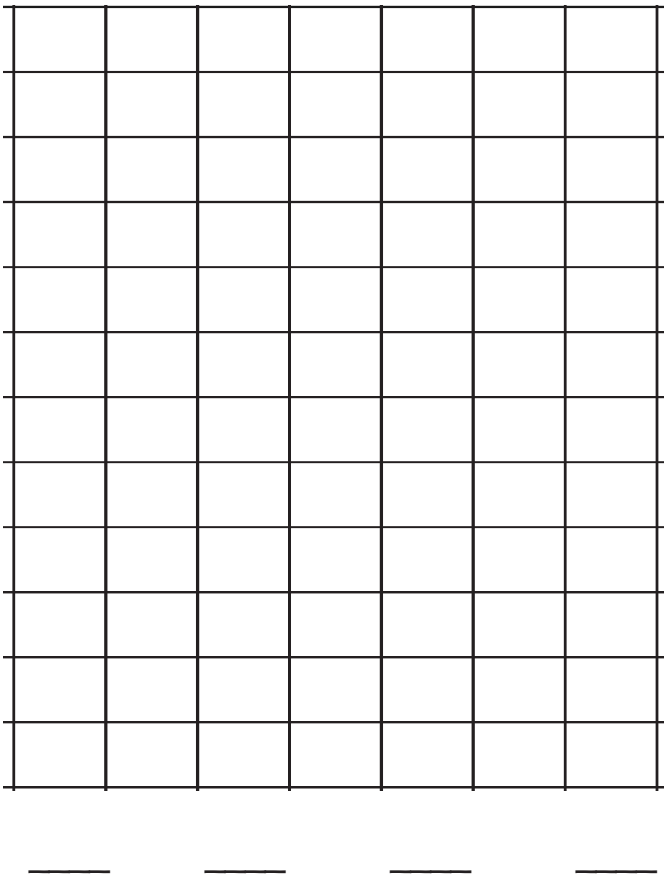
Fairview Park Zoo Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
8	4	12	5

a. How many more animals are mammals than birds? _____

b. How many more animals are mammals and reptiles than birds and fish? _____

c. How many fewer animals are fish than birds? _____

Title: _____



_____ _____ _____ _____

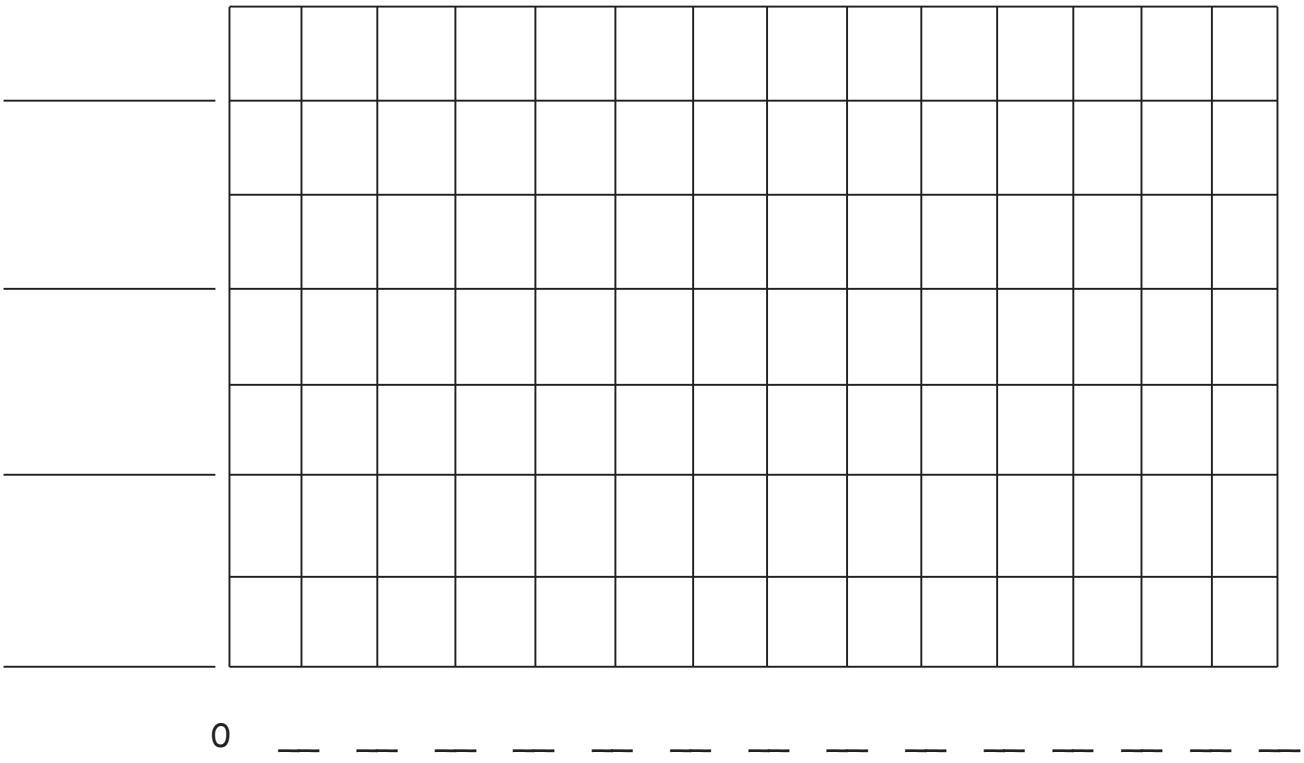
Legend: _____

Name _____ Date _____

Complete the bar graph below using data provided in the table. Then, answer the questions about the data.

Animal Classification			
Birds	Fish	Mammals	Reptiles
7	12	8	6

Title: _____



a. How many more animals are fish than reptiles? _____

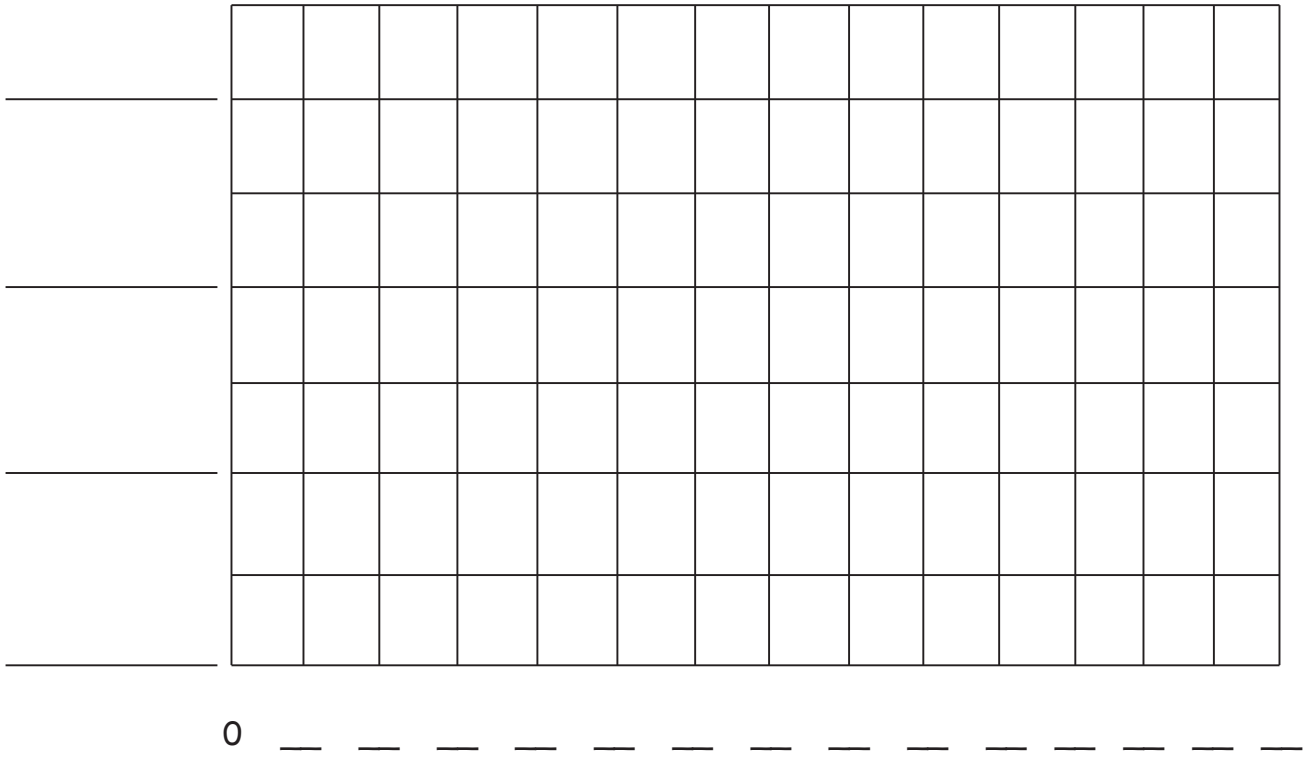
b. How many more fish and mammals are there than birds and reptiles? _____

Name _____ Date _____

Complete the bar graph using the table with the types of bugs Jeremy counted in his backyard. Then, answer the following questions.

Types of Bugs			
Butterflies	Spiders	Bees	Grasshoppers
4	8	10	9

Title: _____



a. How many more spiders and grasshoppers were counted than bees and butterflies?

_____

b. If 5 more butterflies were counted, how many bugs would have been counted?

_____

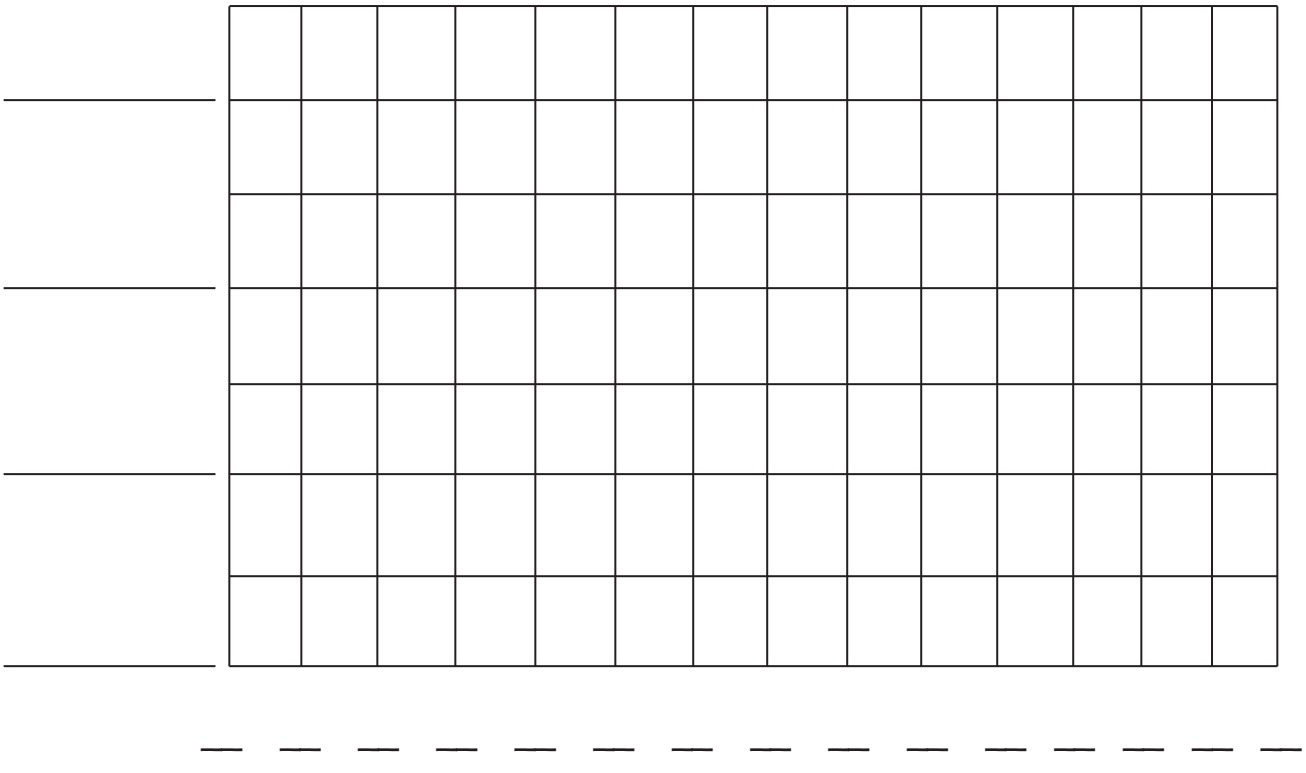
Name _____ Date _____

Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes

Lacy	Sam	Stefanie	Amber
6	11	9	14

Title: _____



a. How many more dimes does Amber have than Stefanie? _____

b. How many dimes will Sam and Lacy need to save to equal Stefanie and Amber? _____

Name _____ Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or $ symbol.

1. 

_____

2. 

_____

3. 

_____

4. 

_____

Name _____ Date _____

Solve.

1. Greg had 1 quarter, 1 dime, and 3 nickels in his pocket. He found 3 nickels on the sidewalk. How much money does Greg have?

2. Robert gave Sandra 1 quarter, 5 nickels, and 2 pennies. Sandra already had 3 pennies and 2 dimes. How much money does Sandra have now?

Name _____ Date _____

Solve.

1. Josh had 3 five-dollar bills, 2 ten-dollar bills, and 7 one-dollar bills. He gave Suzy 1 five-dollar bill and 2 one-dollar bills. How much money does Josh have left?

2. Jeremy has 3 one-dollar bills and 1 five-dollar bill. Jessica has 2 ten-dollar bills and 2 five-dollar bills. Sam has 2 ten-dollar bills and 4 five-dollar bills. How much money do they have together?

Name _____ Date _____

Smith has 88 pennies in his piggy bank. Write two other coin combinations he could have that would equal the same amount.

Name _____ Date _____

1. Show 36 cents two ways. Use the fewest possible coins on the right below.

	Fewest coins:

2. Show 74 cents two ways. Use the fewest possible coins on the right below.

	Fewest coins:

Name _____ Date _____

Solve.

1. 100¢ – 46¢ = _____

2. _____ + 64¢ = 100¢

3. _____ + 13 cents = 100 cents

Name _____ Date _____

Solve using the arrow way, a number bond, or a tape diagram.

Jacob bought a piece of gum for 26 cents and a newspaper for 61 cents. He gave the cashier $1. How much money did he get back?

Name _____ Date _____

Solve with a tape diagram and number sentence.

Gary went to the store with 4 ten-dollar bills, 3 five-dollar bills, and 7 one-dollar bills. He bought a sweater for $26. What bills did he leave the store with?

Name _____ Date _____

Measure the lines below with an inch tile.

Line A _____

Line A is about _____ inches.

Line B _____

Line B is about _____ inches.

Line C _____

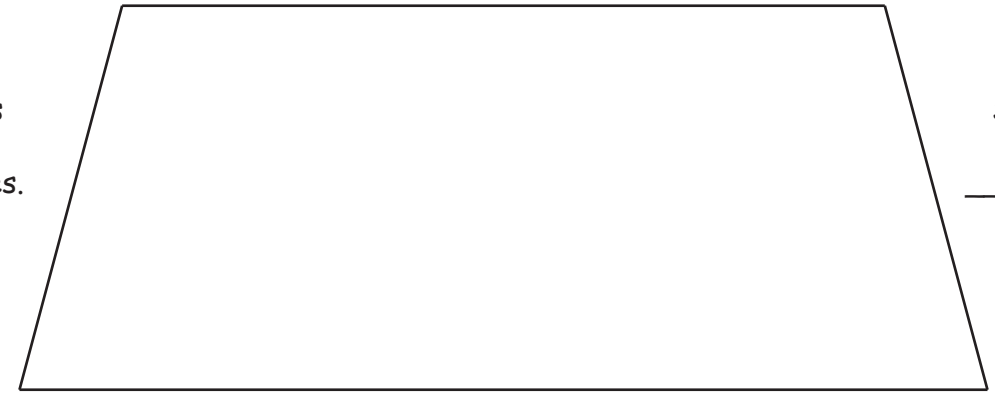
Line C is about _____ inches.

Name _____ Date _____

Measure and label the sides of the shape below.

Side A is _____ inches.

Side B is _____ inches.



Side C is _____ inches.

Side D is _____ inches.

What is the sum of the length of Side B and the length of Side C? _____ inches

Name _____ Date _____

Circle the unit that would best measure each object.

Marker	inch / foot / yard
Height of a car	inch / foot / yard
Birthday card	inch / foot / yard
Soccer field	inch / foot / yard
Length of a computer screen	inch / foot / yard
Height of a bunk bed	inch / foot / yard

Name _____ Date _____

Estimate the length of each item by using a mental benchmark. Then, measure the item using feet, inches, or yards.

Item	Mental Benchmark	Estimation	Actual Length
a. Length of an eraser			
b. Width of this paper			

Name _____ Date _____

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. _____

_____ cm _____ in

2. _____

_____ cm _____ in

Name _____ Date _____

Measure the set of lines in inches, and write the length on the line. Complete the comparison sentence.

Line A _____

Line B _____

Line A measured about _____ inches. Line B measured about _____ inches.

Line A is about _____ inches **longer/shorter** than Line B.

Name _____ Date _____

Solve using a tape diagram. Use a symbol for the unknown.

Jasmine has a jump rope that is 84 inches long. Marie's is 13 inches shorter than Jasmine's. What is the length of Marie's jump rope?

Name _____ Date _____

Find the value of the point on each number line marked by a letter.

1. Each unit has a length of _____ centimeters.

   A = _____

2. What is the difference between the two endpoints? _____.

   B = _____

Name _____ Date _____

Each unit length on both number lines is 20 centimeters.
(Note: Number lines are not drawn to scale.)

1. Show 20 centimeters more than 25 centimeters on the number line.

2. Show 40 centimeters less than 45 centimeters on the number line.

3. Write an addition or a subtraction sentence to match each number line.

Name _____ Date _____

1. The lines below have been measured for you. Record the data using tally marks on the table provided, and answer the questions below.

Line A 5 inches

Line B 6 inches

Line C 4 inches

Line D 6 inches

Line E 3 inches

Line Length	Number of Lines
Shorter than 5 inches	
5 inches or longer	

2. If 8 more lines were measured to be longer than 5 inches and 12 more lines were measured to be shorter than 5 inches, how many tallies would be in the chart?

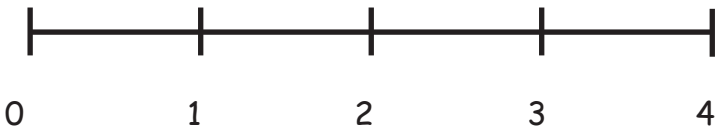
_____

Name _____ Date _____

Use the data in the table to create a line plot.

Length of Crayons in a Class Bin

Crayon Length (inches)	Number of Crayons
1	| | |
2	𝍸 | | | |
3	𝍸 | |
4	𝍸

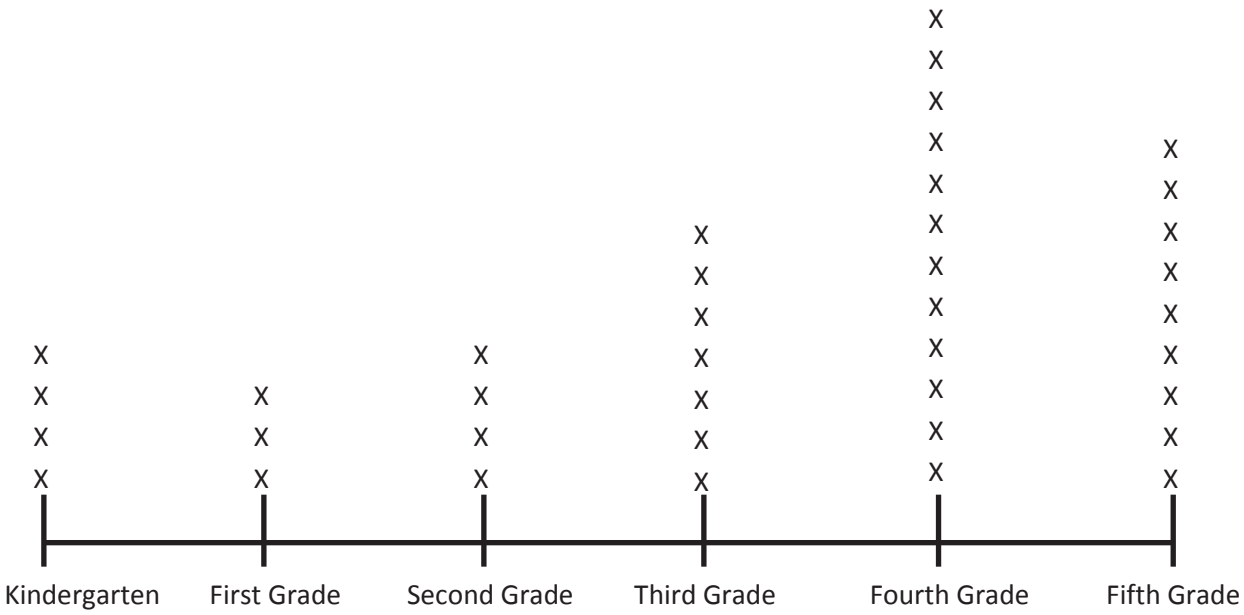


Crayon Length (inches)

Name _____ Date _____

Answer the questions using the line plot below.

Number of Students in Each Grade at the School Baseball Game



Grade

1. How many students went to the baseball game? _____

2. What is the difference between the number of first-grade students and the number of fourth-grade students who went to the baseball game? _____

3. Come up with a possible explanation for why most of the students who attended are in the upper grades.

_____

_____

Name _____ Date _____

Use the data in the table provided to create a line plot.

The table below describes the heights of second-grade students on the soccer team.

Height (inches)	Number of Students
35	3
36	4
37	7
38	8
39	6
40	5