EUREKA MATH PUSD

A Story of Units

Pleasanton UNIFIED SCHOOL DISTRICT Mathematics Curriculum

Grade 2 • MODULE 7

Problem Solving with Length, Money, and Data

PROBLEM SETS

Video tutorials: http://embarc.online
Info for parents: http://bit.ly/pusdmath

Version 3

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GRADE 2 • MODULE 7

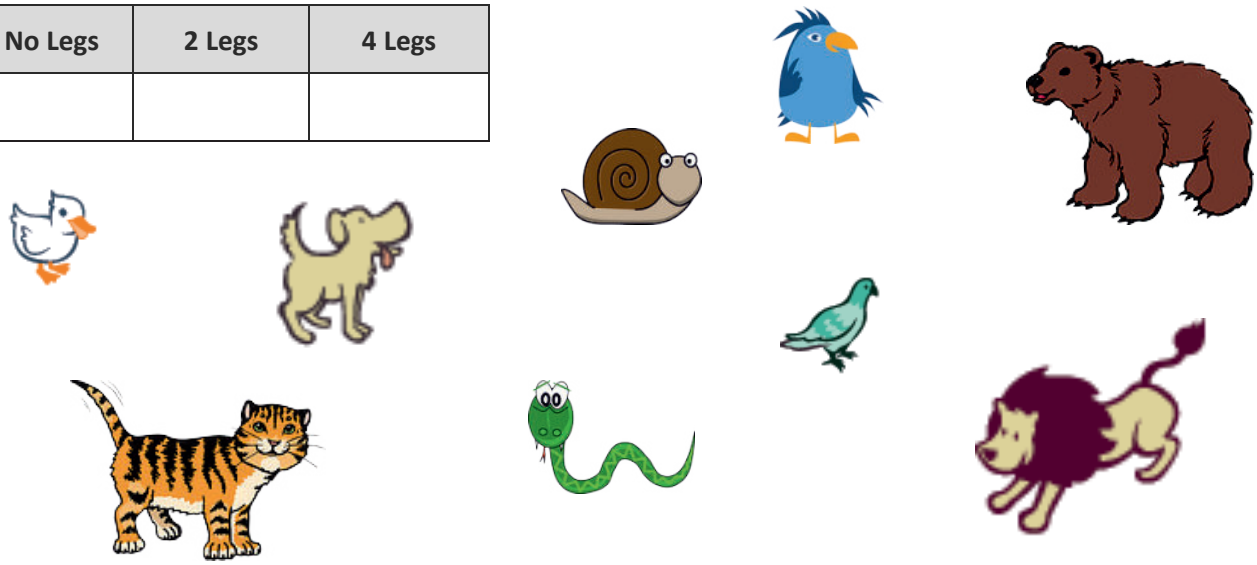
Problem Solving with Length, Money, and Data

NOTE: Student sheets should be printed at 100% scale to preserve the intended size of figures for accurate measurements. Adjust copier or printer settings to *actual size* and set page scaling to *none*.

Name _____ Date _____

1. Count and categorize each picture to complete the table with tally marks.

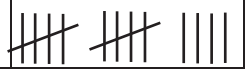
No Legs	2 Legs	4 Legs



2. Count and categorize each picture to complete the table with numbers.

Fur	Feathers

3. Use the Animal Habitats table to answer the following questions.

Animal Habitats		
Forest	**Wetlands**	**Grasslands**
		

a. How many animals have habitats on grasslands and wetlands? _____

b. How many fewer animals have forest habitats than grasslands habitats? _____

c. How many more animals would need to be in the forest category to have the same number as animals in the grasslands category? _____

d. How many total animal habitats were used to create this table? _____

4. Use the Animal Classification table to answer the following questions about the types of animals Ms. Lee's second-grade class found in the local zoo.

Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
6	5	11	3

a. How many animals are birds, fish, or reptiles? _____

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

c. How many animals were classified? _____

d. How many more animals would need to be added to the chart to have 35 animals classified? _____

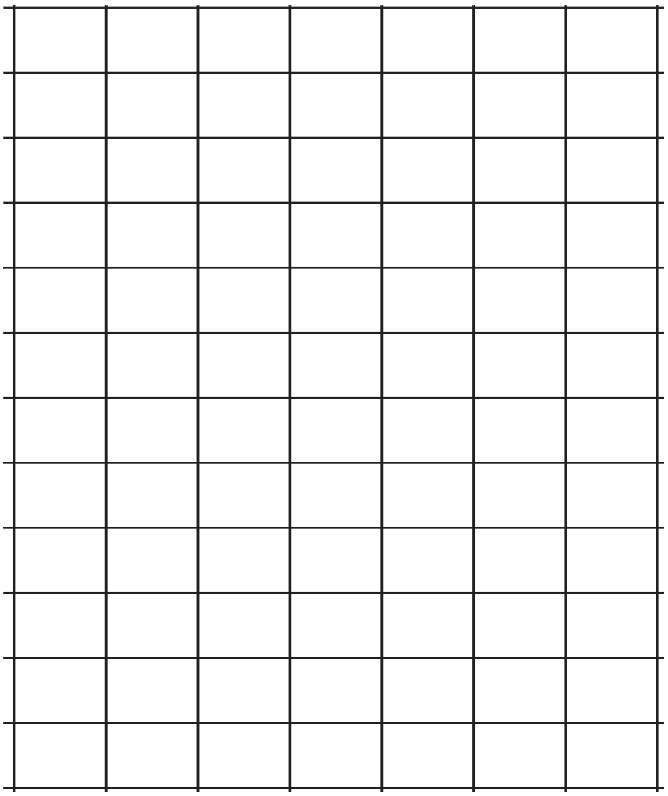
e. If 5 more birds and 2 more reptiles were added to the table, how many fewer reptiles would there be than birds? _____

Name _____ Date _____

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

Central Park Zoo Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
6	5	11	3

Title: _____



_____ _____ _____ _____

Legend: _____

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

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

c. How many fewer animals are reptiles than mammals? _____

d. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

2. Use the table below to create a picture graph in the space provided.

Animal Habitats		
Desert	Tundra	Grassland
𝍸 |	𝍸	𝍸 𝍸 ||||

Title: _____

_____

_____

_____

Legend: _____

a. How many more animal habitats are in the grassland than in the desert? _____

b. How many fewer animal habitats are in the tundra than in the grassland and desert combined? _____

c. Write and answer your own comparison question based on the data.

Question: _____

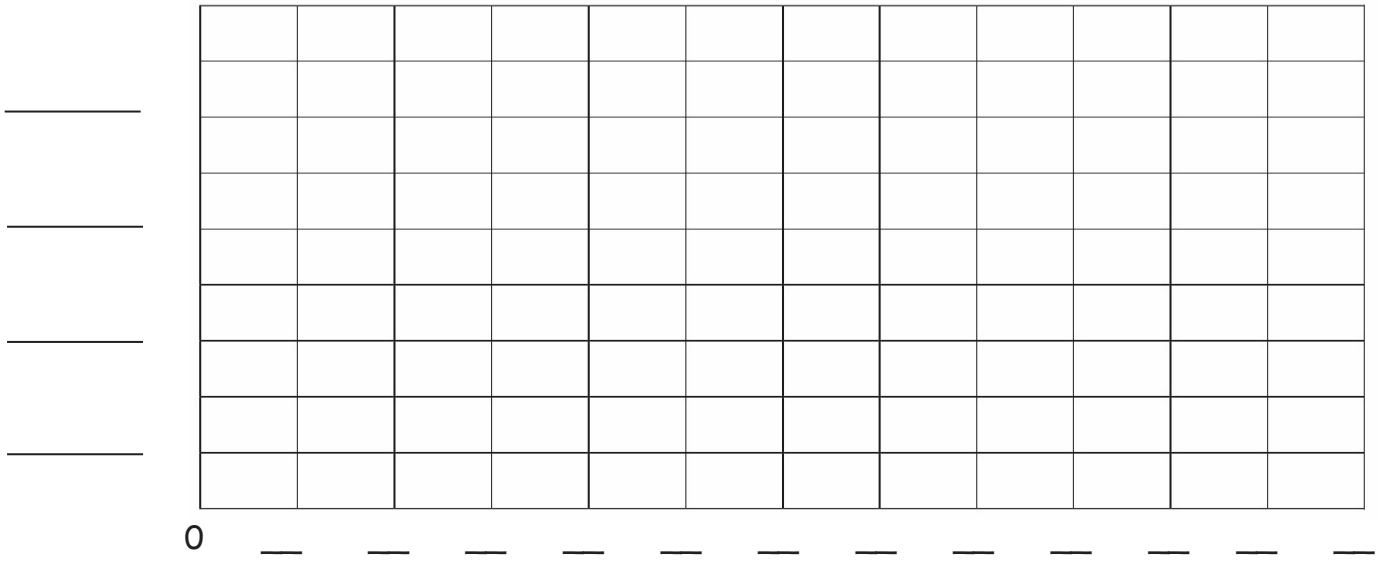
Answer: _____

Name _____ Date _____

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

Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
6	5	11	3

Title: _____



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

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

c. How many fewer animals are reptiles and fish than mammals? _____

d. Write and answer your own comparison question based on the data.

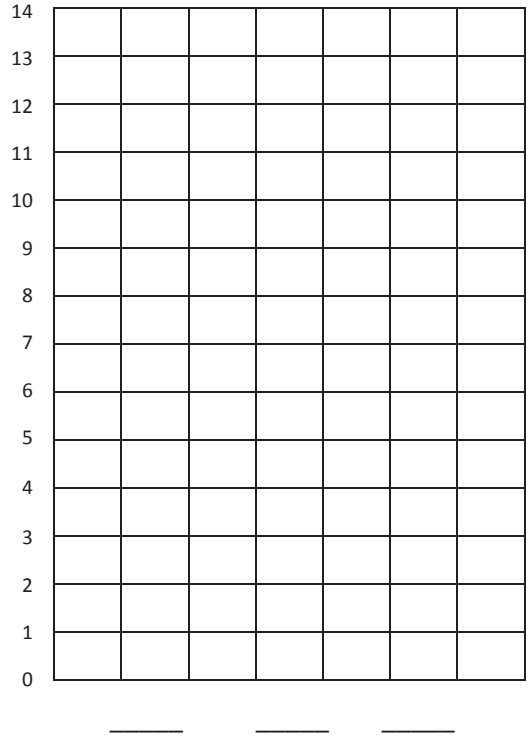
Question: _____

Answer: _____

2. Complete the bar graph below using data provided in the table.

Animal Habitats		
Desert	Arctic	Grassland
𝍸 |	𝍸	𝍸 𝍸 ||||

Title: _____



_____ _____ _____

a. How many more animal habitats are in the grassland and arctic combined than in the desert? _____

b. If 3 more grassland animals and 4 more arctic animals are added to the graph, how many grassland and arctic animals would there be? _____

c. If 3 animals were removed from each category, how many animals would there be? _____

d. Write your own comparison question based on the data and answer it.

Question: _____

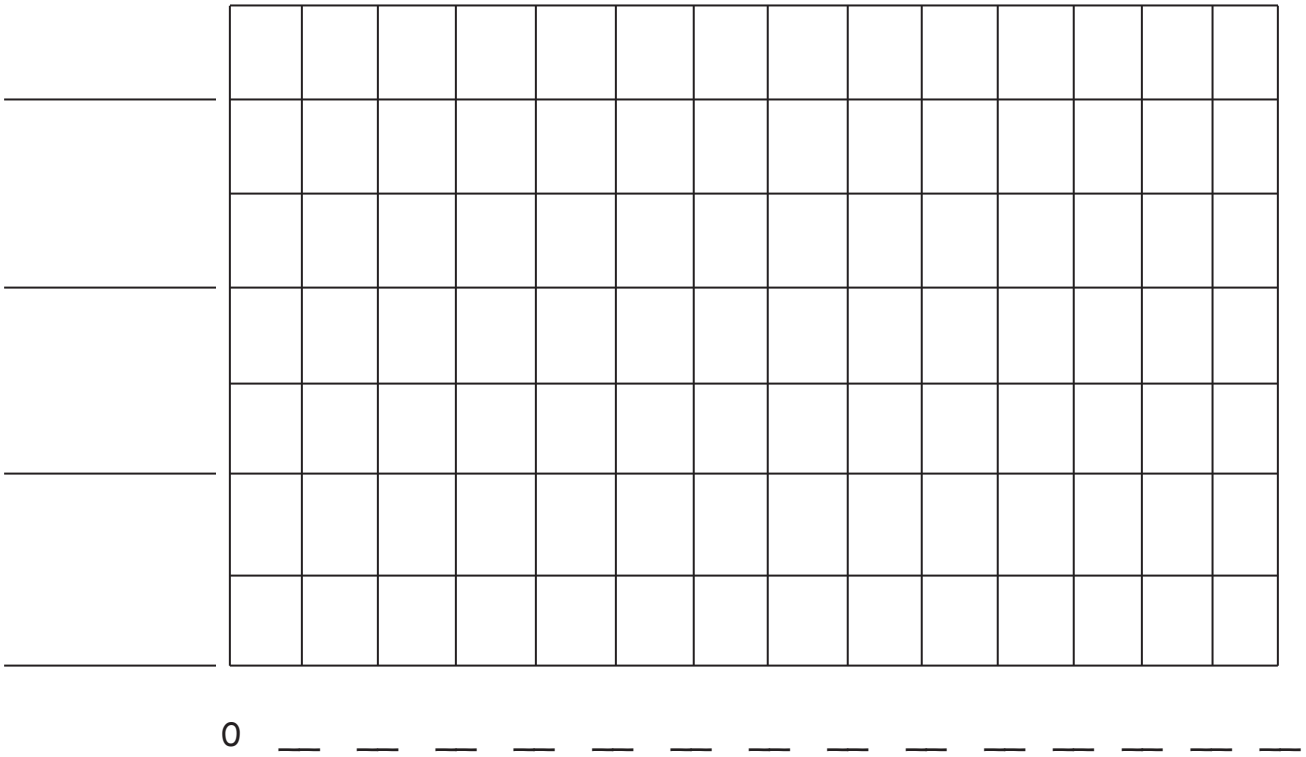
Answer: _____

Name _____ Date _____

1. Complete the bar graph using the table with the types of bugs Alicia counted in the park. Then, answer the following questions.

Types of Bugs			
Butterflies	Spiders	Bees	Grasshoppers
5	14	12	7

Title: _____



0 __ __ __ __ __ __ __ __ __ __ __ __ __ __

a. How many butterflies were counted in the park? _____

b. How many more bees than grasshoppers were counted in the park? _____

c. Which bug was counted twice as many times as grasshoppers? _____

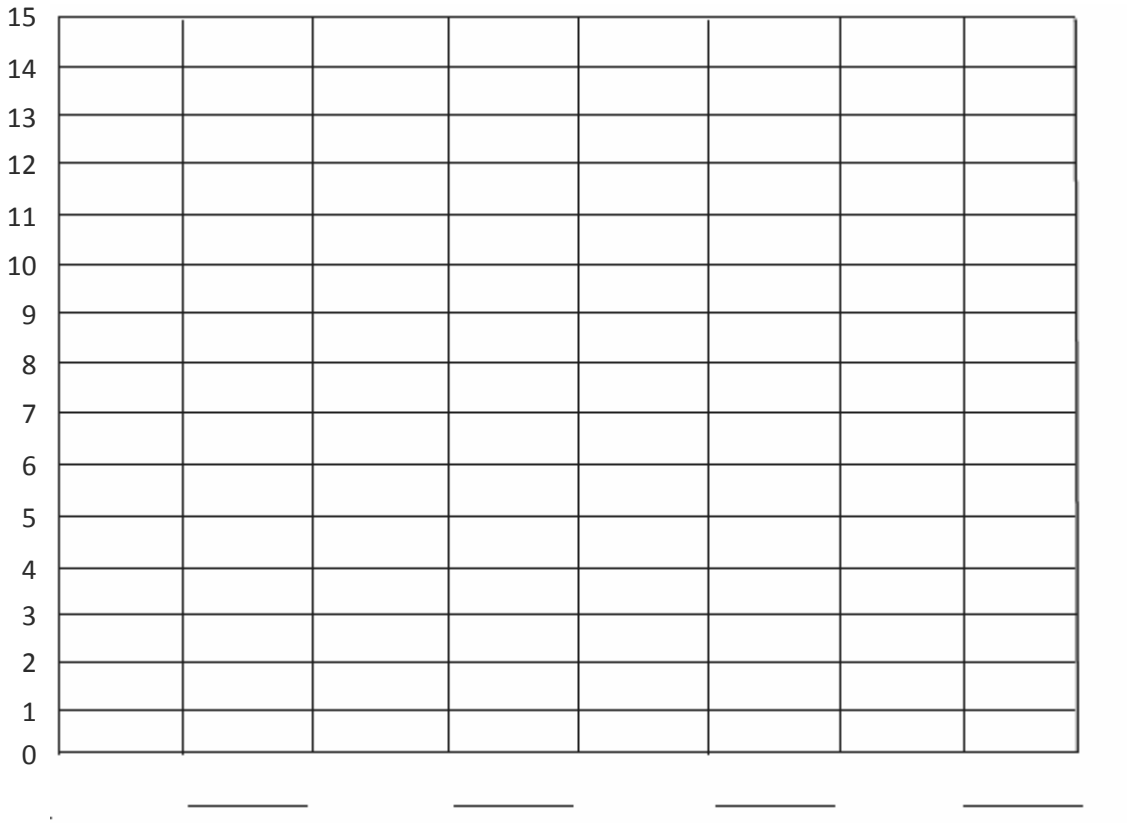
d. How many bugs did Alicia count in the park? _____

e. How many fewer butterflies than bees and grasshoppers were counted in the park? _____

2. Complete the bar graph with labels and numbers using the number of farm animals on O'Brien's farm.

O'Brien's Farm Animals			
Goats	Pigs	Cows	Chickens
13	15	7	8

Title: _____



a. How many more pigs than chickens are on O'Brien's farm? _____

b. How many fewer cows than goats are on O'Brien's farm? _____

c. How many fewer chickens than goats and cows are on O'Brien's farm? _____

d. Write a comparison question that can be answered using the data on the bar graph.

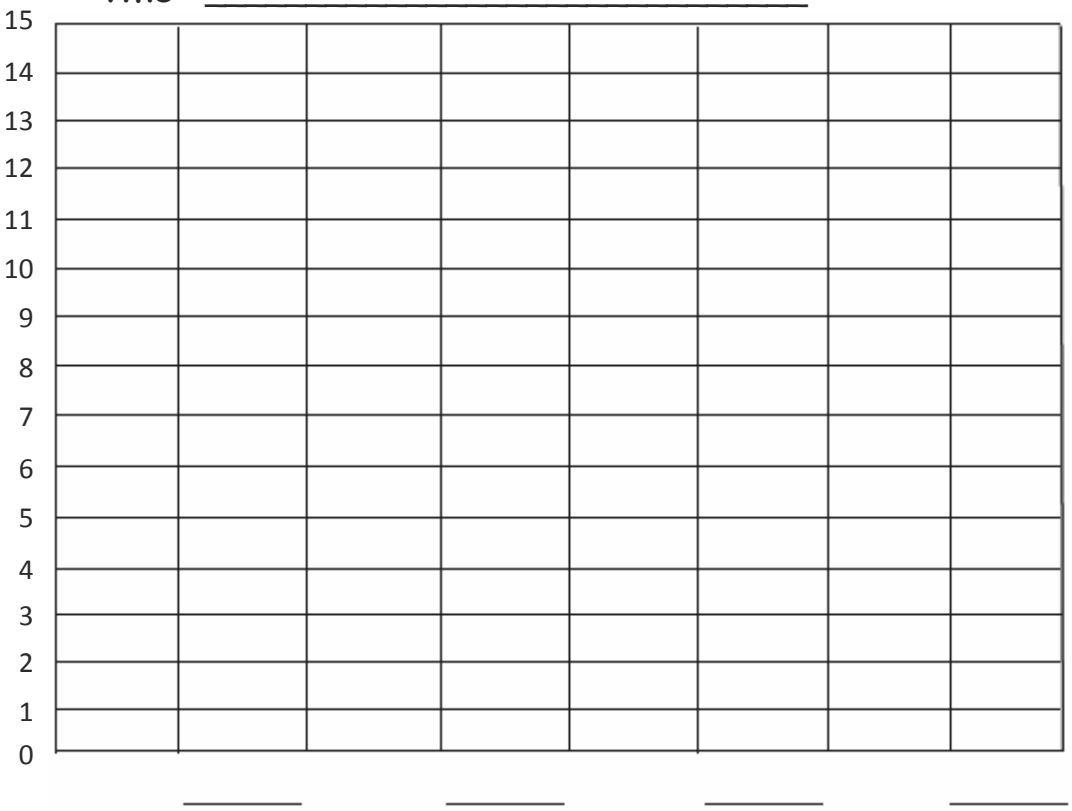
_____

Name _____ Date _____

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

Pennies Saved			
Saturday	Sunday	Monday	Tuesday
15	10	4	7

Title: _____



a. How many pennies did Callista save in all? ___

b. Her sister saved 18 fewer pennies. How many pennies did her sister save? ___

c. How much more money did Callista save on Saturday than on Monday and Tuesday? ___

d. How will the data change if Callista doubles the amount of money she saved on Sunday? _____

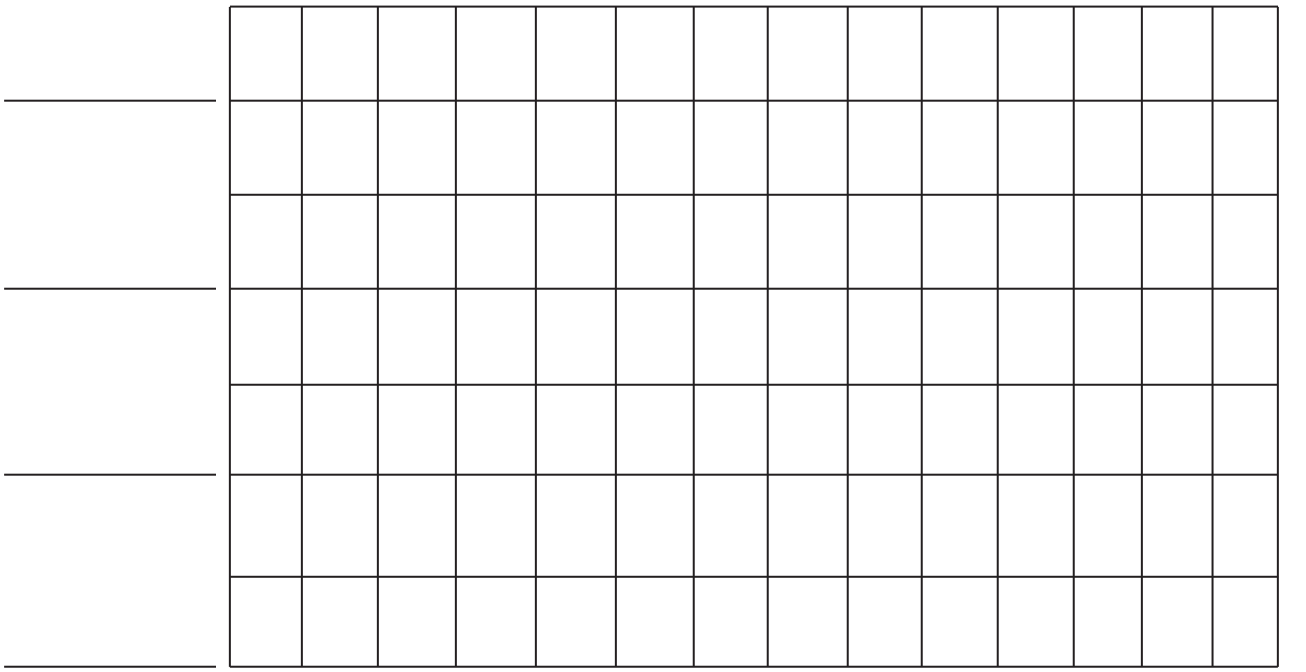
e. Write a comparison question that can be answered using the data on the bar graph. _____

Name _____ Date _____

A group of friends counted their nickels. Use the table to complete the bar graph. Then, answer the following questions.

Amount of Nickels			
Annie	Scarlett	Remy	LaShay
5	11	8	14

Title: _____



0 __ __ __ __ __ __ __ __ __ __ __ __ __ __

a. How many nickels do the children have in all? ___

b. What is the total value of Annie and Remy's coins? ___

c. How many fewer nickels does Remy have than LaShay? ___

d. Who has less money, Annie and Scarlett or Remy and LaShay? _____

e. Write a comparison question that can be answered using the data on the bar graph.

_____

Name _____ Date _____

1. Design a survey and collect the data.
2. Label and fill in the table.
3. Use the table to label and complete the bar graph.
4. Write questions based on the graph, and then let students use your graphs to answer them.

   a. _____

   b. _____

   c. _____

   d. _____

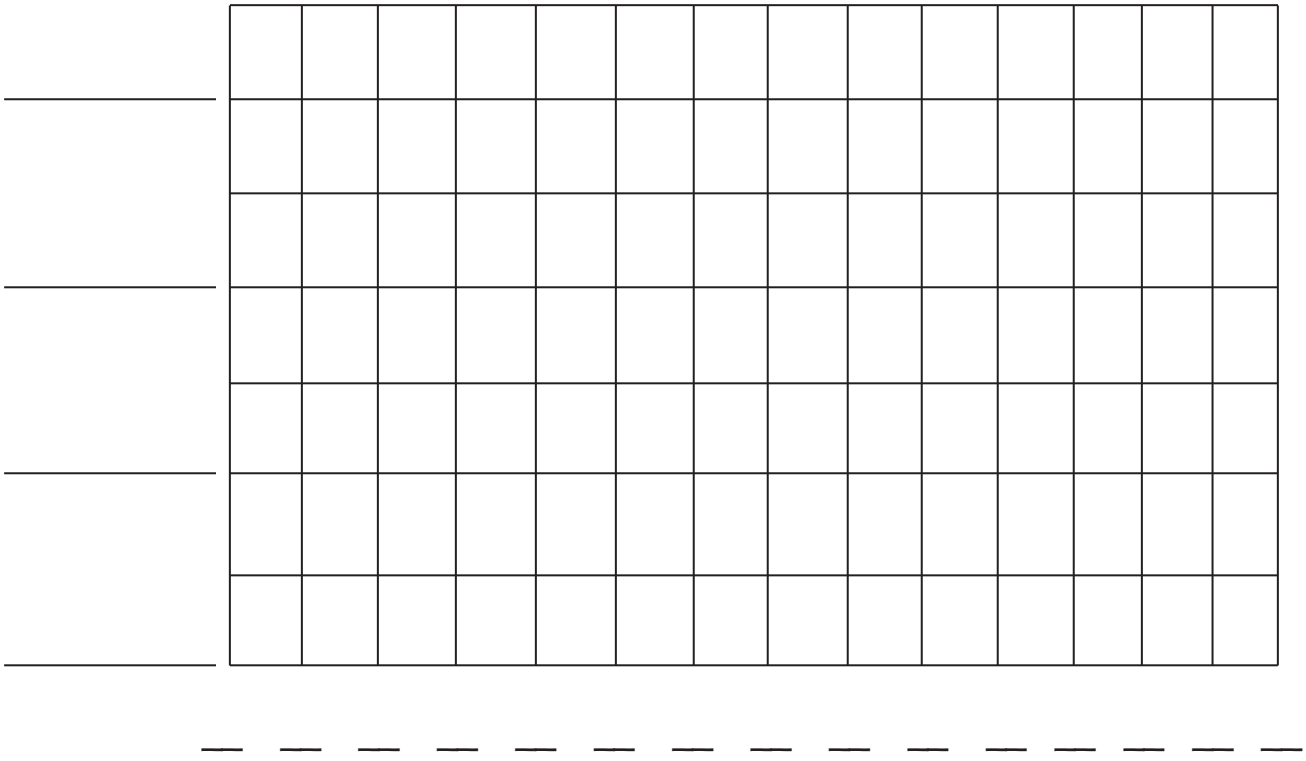
Name _____ Date _____

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

Number of Dimes

Emily	Andrew	Thomas	Ava
8	12	6	13

Title: _____



a. How many more dimes does Andrew have than Emily? _____

b. How many fewer dimes does Thomas have than Ava and Emily? _____

c. Circle the pair with more dimes, Emily and Ava or Andrew and Thomas.
How many more? _____

d. What is the total number of dimes if all the students combine all their money?
_____

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

Number of Dimes Donated

Madison	Robin	Benjamin	Miguel
12	10	15	13

Title: _____

_____ _____ _____ _____

a. How many more dimes did Miguel donate than Robin? _____

b. How many fewer dimes did Madison donate than Robin and Benjamin? _____

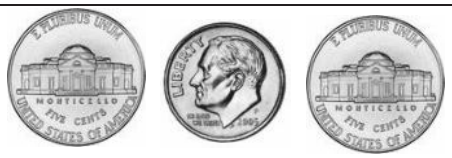
c. How many more dimes are needed for Miguel to donate the same as Benjamin and Madison? _____

d. How many dimes were donated? _____

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. 	_____
5. 	_____
6. 	_____
7. 	_____

8. 

9. 

10. 

11. 

12. 

13. 

14. 

15. 

Name _____ Date _____

Solve.

1. Grace has 3 dimes, 2 nickels, and 12 pennies. How much money does she have?

2. Lisa has 2 dimes and 4 pennies in one pocket and 4 nickels and 1 quarter in the other pocket. How much money does she have in all?

3. Mamadou found 39 cents in the sofa last week. This week, he found 2 nickels, 4 dimes, and 5 pennies. How much money does Mamadou have altogether?

4. Emanuel had 53 cents. He gave 1 dime and 1 nickel to his brother. How much money does Emanuel have left?

5. There are 2 quarters and 14 pennies in the top drawer of the desk and 7 pennies, 2 nickels, and 1 dime in the bottom drawer. What is the total value of the money in both drawers?

6. Ricardo has 3 quarters, 1 dime, 1 nickel, and 4 pennies. He gave 68 cents to his friend. How much money does Ricardo have left?

Name _____ Date _____

Solve.

1. Patrick has 1 ten-dollar bill, 2 five-dollar bills, and 4 one-dollar bills. How much money does he have?

2. Susan has 2 five-dollar bills and 3 ten-dollar bills in her purse and 11 one-dollar bills in her pocket. How much money does she have in all?

3. Raja has $60. He gave 1 twenty-dollar bill and 3 five-dollar bills to his cousin. How much money does Raja have left?

4. Michael has 4 ten-dollar bills and 7 five-dollar bills. He has 3 more ten-dollar bills and 2 more five-dollar bills than Tamara. How much money does Tamara have?

5. Antonio had 4 ten-dollar bills, 5 five-dollar bills, and 16 one-dollar bills. He put $70 of that money in his bank account. How much money was not put in his bank account?

6. Mrs. Clark has 8 five-dollar bills and 2 ten-dollar bills in her wallet. She has 1 twenty-dollar bill and 12 one-dollar bills in her purse. How much more money does she have in her wallet than in her purse?

Name _____ Date _____

Write another way to make the same total value.

1. 26 cents  2 dimes, 1 nickel, and 1 penny = 26 cents	Another way to make 26 cents:
2. 35 cents  3 dimes and 1 nickel = 35 cents	Another way to make 35 cents:
3. 55 cents  2 quarters and 1 nickel = 55 cents	Another way to make 55 cents:
4. 75 cents  3 quarters = 75 cents	Another way to make 75 cents:

5. Gretchen has 45 cents to buy a yo-yo. Write two coin combinations she could have paid with that would equal 45 cents.

6. The cashier gave Joshua 1 quarter, 3 dimes, and 1 nickel. Write two other coin combinations that would equal the same amount of change.

7. Alex has 4 quarters. Nicole and Caleb have the same amount of money. Write two other coin combinations that Nicole and Caleb could have.

Name _____ Date _____

1. Kayla showed 30 cents two ways. Circle the way that uses the fewest coins.

a. 	b. 

What two coins from (a) were changed for one coin in (b)?

_____

2. Show 20¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:

3. Show 35¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:

4. Show 46¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:

5. Show 73¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:

6. Show 85¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:

7. Kayla gave three ways to make 56¢. Circle the correct ways to make 56¢, and star the way that uses the fewest coins.
   a. 2 quarters and 6 pennies
   b. 5 dimes, 1 nickel, and 1 penny
   c. 4 dimes, 2 nickels, and 1 penny

8. Write a way to make 56¢ that uses the fewest possible coins.

Name _____ Date _____

1. Count up using the arrow way to complete each number sentence. Then, use your coins to show your answers are correct.

   a. 45¢ + _____ = 100¢

   b. 15¢ + _____ = 100¢

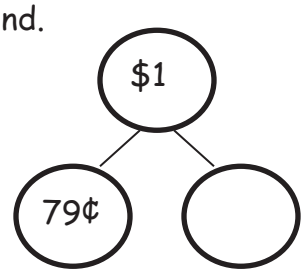
   45 $\xrightarrow{+5}$ _____ $\xrightarrow{+\_\_\_}$ 100

   c. 57¢ + _____ = 100¢

   d. _____ + 71¢ = 100¢

2. Solve using the arrow way and a number bond.

   a. 79¢ + _____ = 100¢

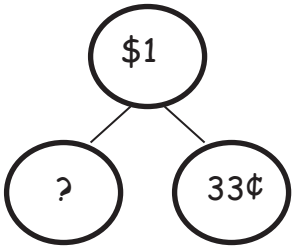


   b. 64¢ + _____ = 100¢

   c. 100¢ – 30¢ = _____

3. Solve.

a. _____ + 33¢ = 100¢



b. 100¢ – 55¢ = _____

c. 100¢ – 28¢ = _____

d. 100¢ – 43¢ = _____

e. 100¢ – 19¢ = _____

Name _____ Date _____

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

1. Jeremy had 80 cents. How much more money does he need to have $1?

2. Abby bought a banana for 35 cents. She gave the cashier $1. How much change did she receive?

3. Joseph spent 75 cents of his dollar at the arcade. How much money does he have left?

4. The notepad Elise wants costs $1. She has 4 dimes and 3 nickels. How much more money does she need to buy the notepad?

5. Dane saved 26 cents on Friday and 35 cents on Monday. How much more money will he need to save to have saved $1?

6. Daniel had exactly $1 in change. He lost 6 dimes and 3 pennies. What coins might he have left?

Name _____ Date _____

Solve with a tape diagram and number sentence.

1. Josephine has 3 nickels, 4 dimes, and 12 pennies. Her mother gives her 1 coin. Now, Josephine has 92 cents. What coin did her mother give her?

2. Christopher has 3 ten-dollar bills, 3 five-dollar bills, and 12 one-dollar bills. Jenny has $19 more than Christopher. How much money does Jenny have?

3. Isaiah started with 2 twenty-dollar bills, 4 ten-dollar bills, 1 five-dollar bill, and 7 one-dollar bills. He spent 73 dollars on clothes. How much money does he have left?

4. Jackie bought a sweater at the store for $42. She had 3 five-dollar bills and 6 one-dollar bills left over. How much money did she have before buying the sweater?

5. Akio found 18 cents in his pocket. He found 6 more coins in his other pocket. Altogether he has 73 cents. What were the 6 coins he found in his other pocket?

6. Mary found 98 cents in her piggy bank. She counted 1 quarter, 8 pennies, 3 dimes, and some nickels. How many nickels did she count?

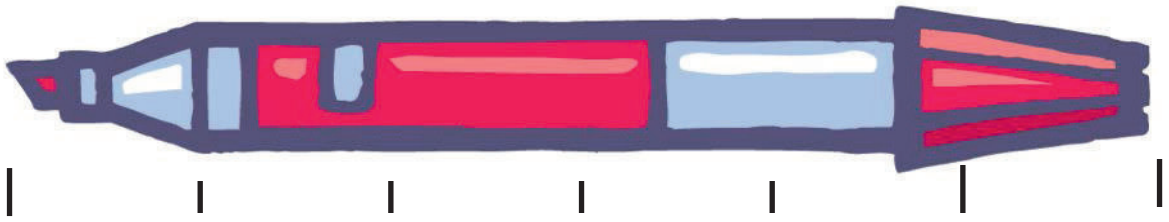
Name _____ Date _____

1. Measure the objects below with an inch tile. Record the measurements in the table provided.

Object	Measurement
Pair of scissors	
Marker	
Pencil	
Eraser	
Length of worksheet	
Width of worksheet	
Length of desk	
Width of desk	

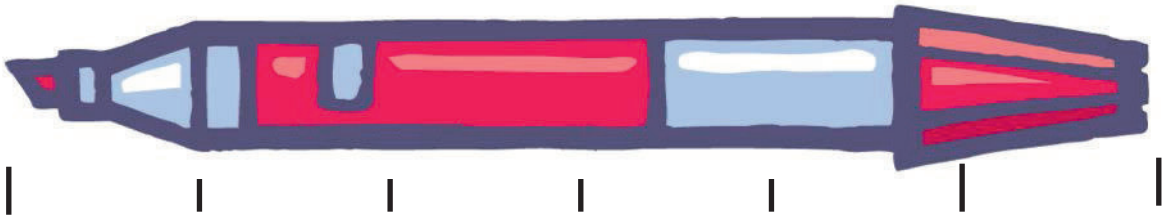
2. Mark and Melissa both measured the same marker with an inch tile but came up with different lengths. Circle the student work that is correct and explain why you chose that work.

Melissa's Work



6 in

Mark's Work



7 in

Explanation:

_____

_____

_____

Name _____ Date _____

Use your ruler to measure the length of the objects below in inches. Using your ruler, draw a line that is the same length as each object.

1. a. A pencil is _____ inches.
   b. Draw a line that is the same length as the pencil.

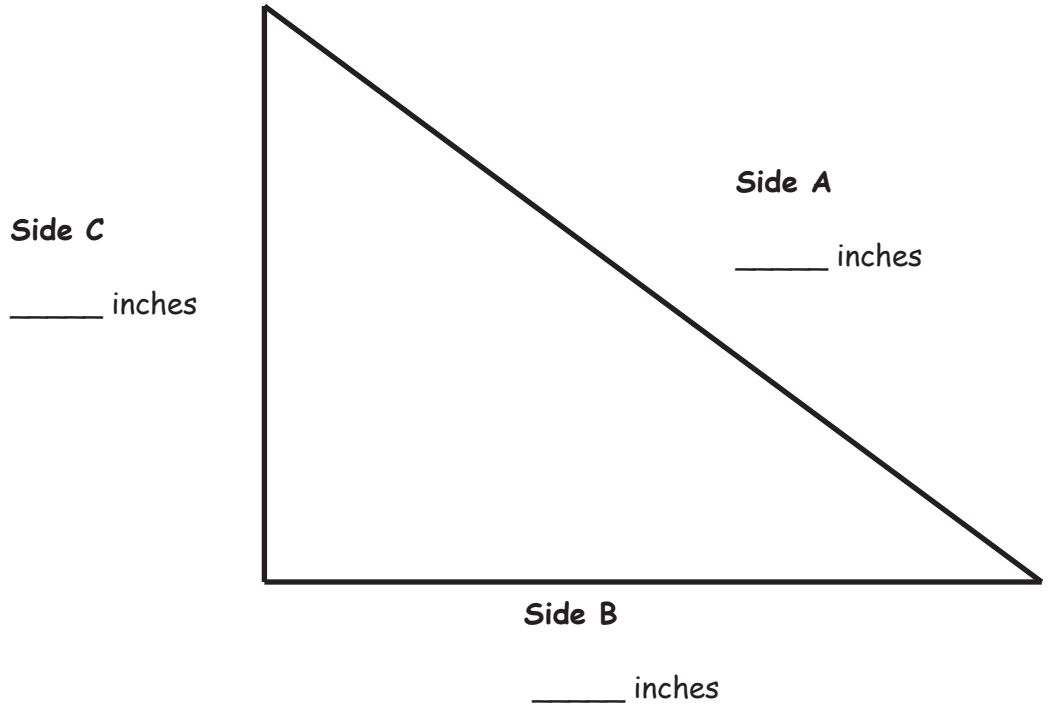
2. a. An eraser is _____ inches.
   b. Draw a line that is the same length as the eraser.

3. a. A crayon is _____ inches.
   b. Draw a line that is the same length as the crayon.

4. a. A marker is _____ inches.
   b. Draw a line that is the same length as the marker.

5. a. What is the longest item that you measured? _____
   b. How long is the longest item? _____ inches
   c. How long is the shortest item? _____ inches
   d. What is the difference in length between the longest and the shortest items? _____ inches
   e. Draw a line that is the same as the length you found in (d).

6. Measure and label the length of each side of the triangle using your ruler.



a. Which side is the shortest? Side A Side B Side C

b. What is the length of Side A? _____ inches

c. What is the length of Sides C and B together? _____ inches

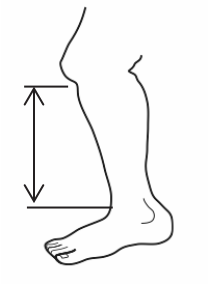
d. What is the difference between the shortest and longest sides? _____ inches

7. Solve.
   a. _____ inches = 1 foot

   b. 5 inches + _____ inches = 1 foot

   c. _____ inches + 4 inches = 1 foot

Center 1: Measure and Compare Shin Lengths



Choose a measuring unit to measure the shins of everyone in your group. Measure from the top of the foot to the bottom of the knee.

I chose to measure using _____.
Record the results in the table below. Include the units.

Name	Length of Shin

What is the difference in length between the longest and shortest shins? Write a number sentence and statement to show the difference between the two lengths.

Center 2: Compare Lengths to a Yardstick

Fill in your estimate for each object using the words *more than*, *less than*, or *about the same length as*. Then, measure each object with a yardstick and record the measurement on the chart.

1. The length of a book is _____ the yardstick.
2. The height of the door is _____ the yardstick.
3. The length of a student desk is _____ the yardstick.

Object	Measurement
Length of book	
Height of door	
Length of student desk	

What is the length of 4 student desks pushed together with no gaps in between? Use the RDW process to solve on the back of this paper.

Center 3: Choose the Units to Measure Objects

Name 4 objects in the classroom. Circle which unit you would use to measure each item, and record the measurement in the chart.

Object	Length of the Object
	inches/feet/yards
	inches/feet/yards
	inches/feet/yards
	inches/feet/yards

Billy measures his pencil. He tells his teacher it is 7 feet long. Use the back of this paper to explain how you know that Billy is incorrect and how he can change his answer to be correct.

Center 4: Find Benchmarks

Look around the room to find 2 or 3 objects for each benchmark length. Write each object in the chart and record the exact length.

Objects that are about an **inch**.	Objects that are about a **foot**.	Objects that are about a **yard**.
1. _____ inches	1. _____ inches	1. _____ inches
2. _____ inches	2. _____ inches	2. _____ inches
3. _____ inches	3. _____ inches	3. _____ inches

Center 5: Choose a Tool to Measure

Circle the tool used to measure each object. Then, measure and record the length in the chart. Circle the unit.

Object	Measurement Tool	Measurement
Length of the rug	12-inch ruler / yardstick	_____ inches/feet
Textbook	12-inch ruler / yardstick	_____ inches/feet
Pencil	12-inch ruler / yardstick	_____ inches/feet
Length of the chalkboard	12-inch ruler / yardstick	_____ inches/feet
Pink eraser	12-inch ruler / yardstick	_____ inches/feet

Sera's jump rope is the length of 6 textbooks. On the back of this paper, make a tape diagram to show the length of Sera's jump rope. Then, write a repeated addition sentence using the textbook measurement from the chart to find the length of Sera's jump rope.

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. Width of the door			
b. Width of the white board or chalkboard			
c. Height of a desk			
d. Length of a desk			
e. Length of a reading book			

Item	Mental Benchmark	Estimation	Actual Length
f. Length of a crayon			
g. Length of the room			
h. Length of a pair of scissors			
i. Length of the window			

Name _____ Date _____

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

1.

_____ cm _____ in

2.

_____ cm _____ in

3.

_____ cm _____ in

4.

_____ cm _____ in

5. a. Did you use more inches or more centimeters when measuring the lines above?

_____

b. Write a sentence to explain why you used more of that unit.

_____

_____

6. Draw lines with the measurements below.

   a. 3 centimeters long

   b. 3 inches long

7. Thomas and Chris both measured the crayon below but came up with different answers. Explain why both answers are correct.

Thomas: 8 cm

Chris: 3 in

Explanation: _____

_____

_____

_____

Name _____ Date _____

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

1. Line A _____

   Line B _____

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

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

2. Line C _____

   Line D _____

   Line C measured about _____ inches. Line D measured about _____ inches.

   Line C is about _____ inches **shorter** than Line D.

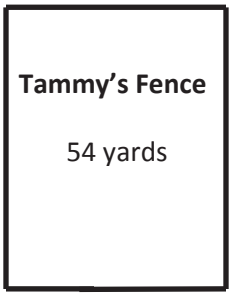
3. Solve the following problems:

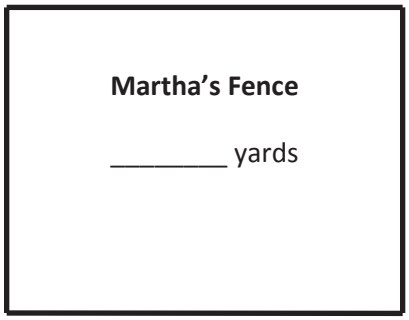
   a. 32 ft + _____ = 87 ft

   b. 68 ft – 29 ft = _____

   c. _____ – 43 ft = 18 ft

4. Tammy and Martha both built fences around their properties. Tammy's fence is 54 yards long. Martha's fence is 29 yards longer than Tammy's.





   a. How long is Martha's fence? _____ yards

   b. What is the total length of both fences? _____ yards

Name _____ Date _____

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

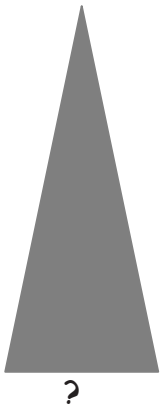
1. Mr. Ramos has knitted 19 inches of a scarf he wants to be 1 yard long. How many more inches of scarf does he need to knit?

2. In the 100-yard race, Jackie has run 76 yards. How many more yards does she have to run?

3. Frankie has a 64-inch piece of rope and another piece that is 18 inches shorter than the first. What is the total length of both ropes?

4. Maria had 96 inches of ribbon. She used 36 inches to wrap a small gift and 48 inches to wrap a larger gift. How much ribbon did she have left?

5. The total length of all three sides of a triangle is 96 feet. The triangle has two sides that are the same length. One of the equal sides measures 40 feet. What is the length of the side that is not equal?



6. The length of one side of a square is 4 yards. What is the combined length of all four sides of the square?

Name _____ Date _____

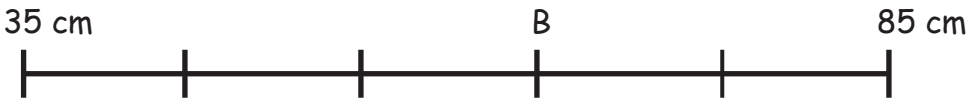
Find the value of the point on each part of the meter strip marked by a letter. For each number line, one unit is the distance from one hash mark to the next.

1.

Each unit has a length of _____ centimeters.

A = _____

2.



Each unit has a length of _____ centimeters.

B = _____

3.

Each unit on the meter strip has a length of _____ centimeters.

C = _____

4. Each hash mark represents 5 more on the number line.

D = _____

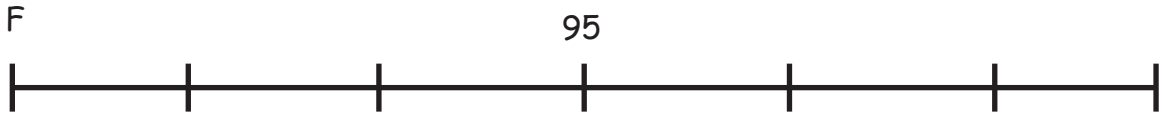
What is the difference between the two endpoints? _____.

5. Each hash mark represents 10 more on the number line.

E = _____

What is the difference between the two endpoints? _____.

6. Each hash mark represents 10 more on the number line.



F = _____

What is the difference between the two endpoints? _____.

Name _____ Date _____

1. Each unit length on both number lines is 10 centimeters.
   (Note: Number lines not drawn to scale.)

   a. Show 30 centimeters more than 65 centimeters on the number line.

   b. Show 20 centimeters more than 75 centimeters on the number line.

   c. Write an addition sentence to match each number line.

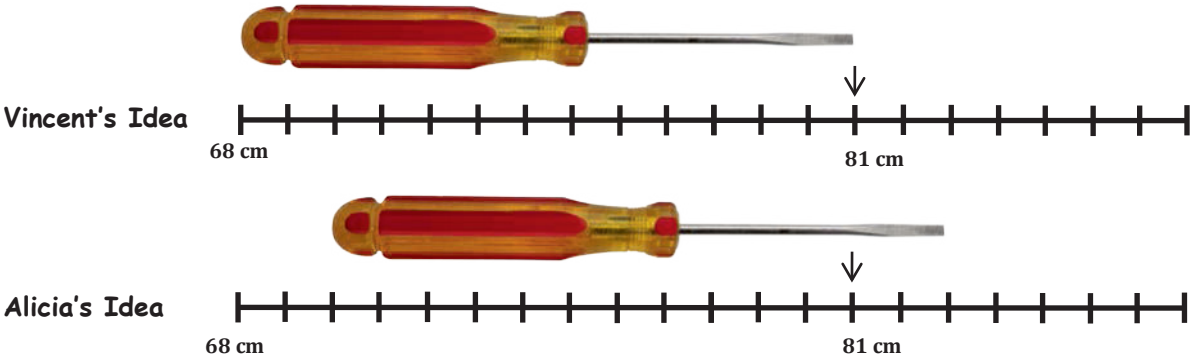
2. Each unit length on both number lines is 5 yards.

   a. Show 25 yards less than 90 yards on the following number line.

   b. Show 35 yards less than 100 yards on the number line.

   c. Write a subtraction sentence to match each number line.

3. Vincent's meter strip got cut off at 68 centimeters. To measure the length of his screwdriver, he writes "81 cm – 68 cm." Alicia says it's easier to move the screwdriver over 2 centimeters. What is Alicia's subtraction sentence? Explain why she's correct.

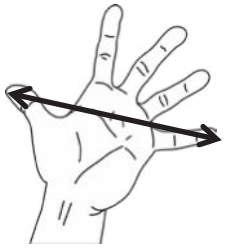


4. A large flute is 71 centimeters long, and a small flute is 29 centimeters long. What is the difference between their lengths?

5. Ingrid measured her garden snake's skin to be 28 inches long using a yardstick but didn't start her measurement at zero. What might be the two endpoints of her snakeskin on her yardstick? Write a subtraction sentence to match your idea.

Name _____ Date _____

1. Gather and record group data.



Write your teacher's handspan measurement here: _____

Measure your handspan and record the length here: _____

Measure the handspans of the other people in your group and write them here. We will be using the data tomorrow.

Name:	**Handspan:**

Handspan	Tally of Number of People
3 inches	
4 inches	
5 inches	
6 inches	
7 inches	
8 inches	

What is the most common handspan length? _____

What is the least common handspan length? _____

What do you think the most common handspan length will be for the whole class? Explain why.

_____

_____

_____

_____

_____

_____

2. Record class data.

Record the class data using tally marks on the table provided.

Handspan	Tally of Number of People
3 inches	
4 inches	
5 inches	
6 inches	
7 inches	
8 inches	

What handspan length is the most common? _____

What handspan length is the least common? _____

Ask and answer a comparison question that can be answered using the data above.

Question: _____

_____

Answer: _____

_____

Name _____ Date _____

1. Measure the lines below in inches. Record the data using tally marks on the table provided.

   Line A _____

   Line B _____

   Line C _____

   Line D _____

   Line E _____

   Line F _____

   Line G _____

Line Length	Number of Lines
Shorter than 5 inches	
Longer than 5 inches	
Equal to 5 inches	

2. How many more lines are shorter than 5 inches than are equal to 5 inches?

   _____

3. What is the difference between the number of lines that are shorter than 5 inches and the number that are longer than 5 inches? _____

4. Ask and answer a comparison question that could be answered using the data above.

   Question: _____

   _____

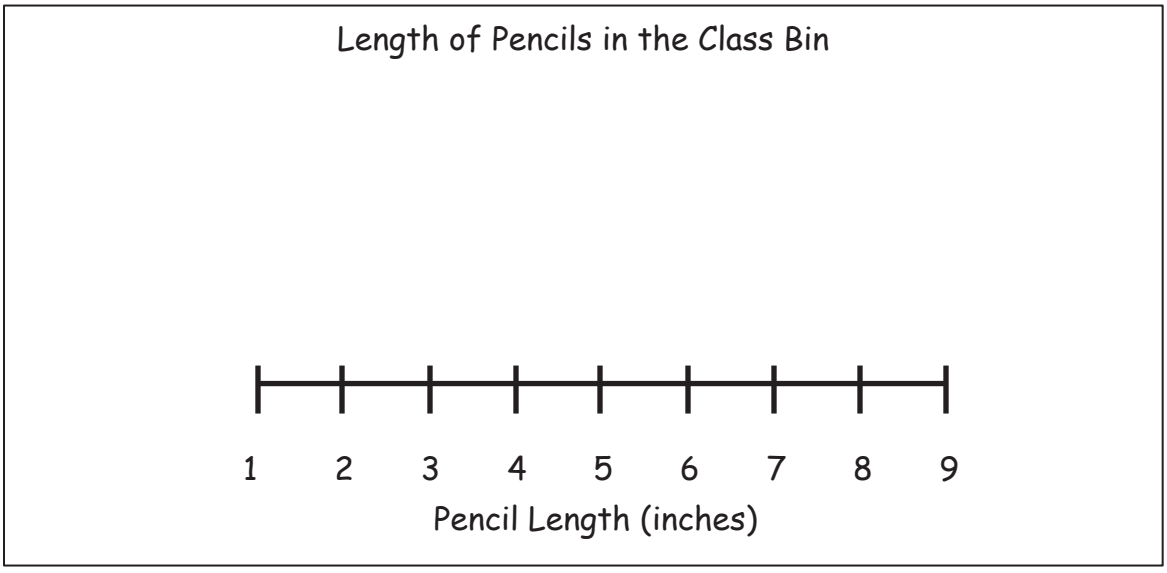
Switch papers with a partner. Have your partner answer your question on the back.

Name _____ Date _____

Use the data in the tables to create a line plot and answer questions.

1.

Pencil Length (inches)	Number of Pencils
2	|
3	||
4	𝍸 |
5	𝍸 ||
6	𝍸 |||
7	||||
8	|



Describe the pattern you see in the line plot:

_____

_____

2.

Length of Ribbon Scraps (centimeters)	Number of Ribbon Scraps
14	𝍸
16	𝍸 III
18	𝍸 𝍸 III
20	𝍸 𝍸 II
22	𝍸 𝍸

Scraps of Ribbon in the Arts and Crafts Bin

Line Plot

a. Describe the pattern you see in the line plot.

_____

_____

b. How many ribbons are 18 centimeters or longer? _____

c. How many ribbons are 16 centimeters or shorter? _____

d. Create your own comparison question related to the data.

_____

_____

Name _____ Date _____

Use the data in the chart provided to create a line plot and answer questions.

1. The chart shows the heights of the second-grade students in Mr. Yin's homeroom.

Height of Second-Grade Students	Number of Students
40 inches	1
41 inches	2
42 inches	2
43 inches	3
44 inches	4
45 inches	4
46 inches	3
47 inches	2
48 inches	1

Title _____

Line Plot

a. What is the difference between the tallest student and the shortest student?

b. How many students are taller than 44 inches? Shorter than 44 inches?

2. The chart shows the length of paper second-grade students used in their art projects.

Length of Paper	Number of Students
3 ft	2
4 ft	11
5 ft	9
6 ft	6

Title _____

Line Plot

a. How many art projects were made? _____

b. What paper length occurred most often? _____

c. If 8 more students used 5 feet of paper and 6 more students used 6 feet of paper, how would it change how the line plot looks?

_____

_____

d. Draw a conclusion about the data in the line plot.

_____

_____

Name _____ Date _____

Use the data in the table provided to answer the questions.

1. The table below describes the heights of basketball players and audience members who were polled at a basketball game.

Height (inches)	Number of Participants
25	3
50	4
60	1
68	12
74	18

a. How tall are most of the people who were polled at the basketball game?

_____

b. How many people are 60 inches or taller? _____

c. What do you notice about the people who attended the basketball game?

_____

d. Why would creating a line plot for this data be difficult?

_____

_____

e. For this data, a **line plot / table** (circle one) is easier to read because…

_____

_____

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

2. The table below describes the length of pencils in Mrs. Richie's classroom in centimeters.

Length (centimeters)	Number of Pencils
12	1
13	4
14	9
15	10
16	10

a. How many pencils were measured? _____

b. Draw a conclusion as to why most pencils were 15 and 16 cm:

_____

_____

c. For this data, a **line plot / table** (circle one) is easier to read because…

_____

_____

Video tutorials: http://bit.ly/eurekapusd
Info for parents: http://bit.ly/pusdmath