

Length Word Problems

Standard: 2.MD.B.5

Use the drawing to help you. Write an equation and solve.

1. A ribbon is 14 inches long. Ava cuts off 6 inches. How long is the ribbon now?

ribbon



Equation: _____ Answer: _____ inches

2. A pencil is 18 cm long. A crayon is 9 cm long. How much longer is the pencil than the crayon?

pencil



crayon



Equation: _____ Answer: _____ cm

3. Rope A is 27 cm long. Rope B is 45 cm long. Jo ties them end to end. How long are the ropes together?

rope A



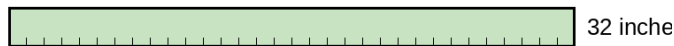
rope B



Equation: _____ Answer: _____ cm

4. Ben jumped 32 inches. Kim jumped 12 inches less than Ben. How far did Kim jump?

Ben



Equation: _____ Answer: _____ inches

Show your thinking: Draw a bar for Kim's jump under Ben's bar in problem 4. Explain how the drawing helps.

Add and Subtract Lengths: Drawings and Equations

Standard: 2.MD.B.5

Part A. Draw bars to show the lengths. Then write an equation and solve.

1. One bar is 12 cm. Another bar is 7 cm. How long are they together?

Show your thinking: Drawing and equation:

2. A string is 48 cm long. Dev cuts off 30 cm. How much string is left?

string



Equation: _____ Answer: _____ cm

Part B. Solve. Write the unit in your answer.

3. 25 inches + 15 inches = _____
4. 60 cm - 24 cm = _____
5. 19 inches + _____ = 30 inches
6. Two boards are 36 inches and 44 inches. End to end they are _____ inches.
7. A plant was 45 cm tall. Now it is 62 cm tall. How much did it grow?
- Equation: _____ Answer: _____ cm

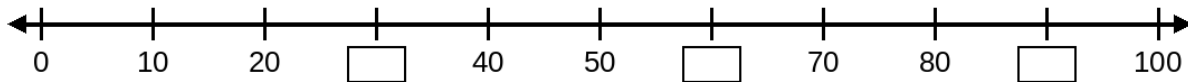
Show your thinking: Write your own length word problem. Draw a picture to match.

Number Lines to 100

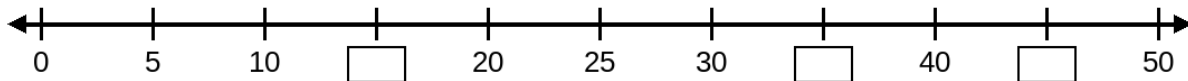
Standard: 2.MD.B.6

Numbers on a number line have equal spaces between them. Use that to help you.

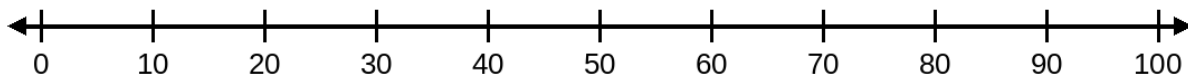
1. Fill in the missing numbers in the boxes.



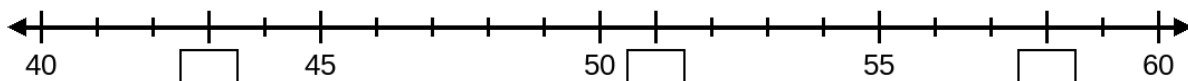
2. Fill in the missing numbers in the boxes.



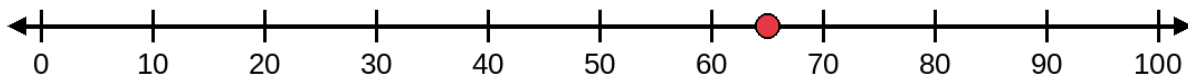
3. Draw a dot and label 25, 70, and 95 on this number line.



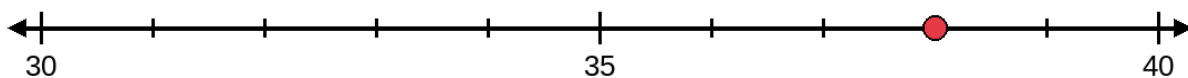
4. Fill in the missing numbers in the boxes.



5. What number is the dot on? _____



6. The dot is on 38. Is 38 closer to 30 or to 40? _____



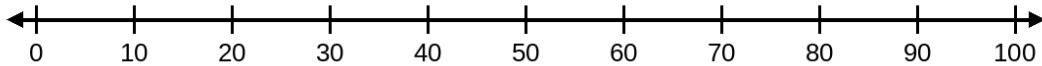
Show your thinking: Why do the spaces between numbers on a number line need to be equal?

Jump on the Number Line: Add and Subtract

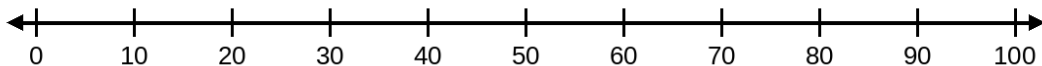
Standard: 2.MD.B.6

Draw the jumps on each number line. Label each jump. Write the answer.

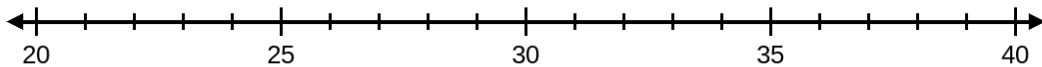
1. $40 + 30 = \underline{\hspace{2cm}}$ Start at 40. Jump +10 three times.



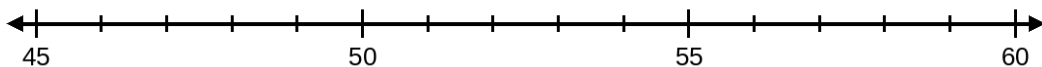
2. $85 - 20 = \underline{\hspace{2cm}}$ Start at 85. Jump back 10 two times.



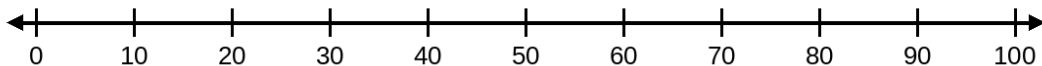
3. $23 + 15 = \underline{\hspace{2cm}}$ Start at 23. Jump +10, then +5.



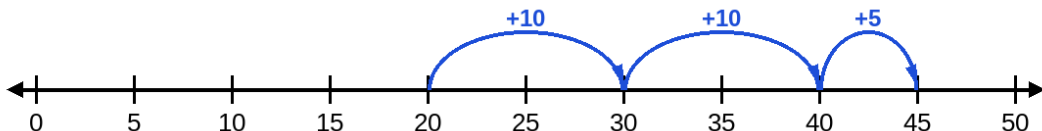
4. $57 - 8 = \underline{\hspace{2cm}}$ Start at 57. Jump back 7 to 50, then back 1.



5. $36 + 40 = \underline{\hspace{2cm}}$ Choose your own jumps.



6. Write the equation the jumps show: $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

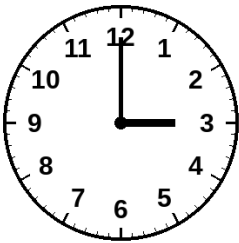
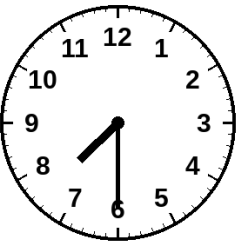
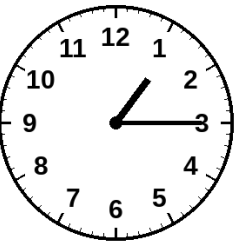
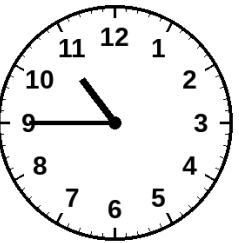
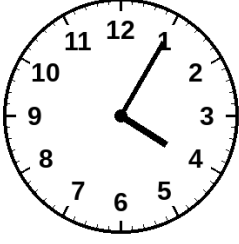
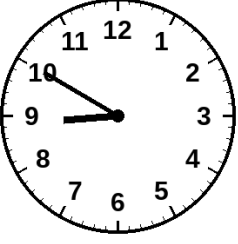
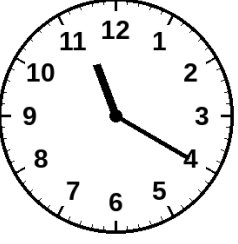
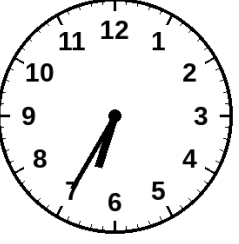


Show your thinking: Explain how you used the number line to solve problem 4.

Telling Time to 5 Minutes

Standard: 2.MD.C.7

Read each clock. Write the time. Remember: the short hand shows the hour, the long hand shows the minutes.

1.  _____ : _____	2.  _____ : _____	3.  _____ : _____	4.  _____ : _____
5.  _____ : _____	6.  _____ : _____	7.  _____ : _____	8.  _____ : _____

Show your thinking: Look at clock 6. How do you know the minute hand shows 50 minutes? Count by 5s to explain.

A.M., P.M., and Elapsed Time

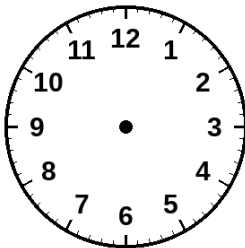
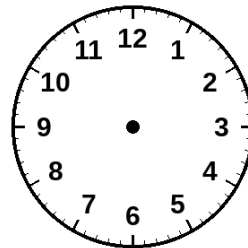
Standard: 2.MD.C.7

Part A. Circle a.m. or p.m. for each activity.

1. Eating breakfast a.m. p.m. 2. Going to bed at night a.m. p.m.
3. Morning recess at school a.m. 4. Eating dinner a.m. p.m.
p.m.
5. The sun comes up a.m. p.m. 6. Watching the stars a.m. p.m.

Part B. Solve. Write a.m. or p.m. in your answer.

7. Soccer practice starts at 3:00 p.m. and lasts 1 hour. What time does it end? _____
8. Kim gets to the library at 10:15 a.m. and stays 30 minutes. What time does she leave? _____
9. A movie starts at 6:30 p.m. and ends at 8:00 p.m. How long is the movie? _____
hour _____ minutes

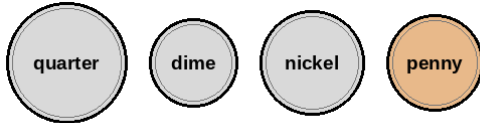
*Part C. Draw the hands on the clocks to show each time.***10. 2:45****11. 9:10****Show your thinking:** Is 12:00 p.m. noon or midnight? How do you know?

Counting Coins

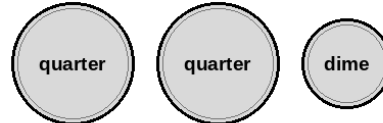
Standard: 2.MD.C.8

Coin values: quarter = 25¢ dime = 10¢ nickel = 5¢ penny = 1¢*Part A. Count the coins. Start with the coin worth the most. Write the total with ¢.*

1. Total: _____ ¢



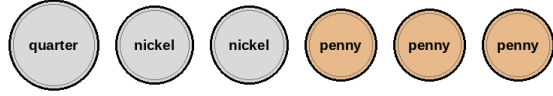
2. Total: _____ ¢



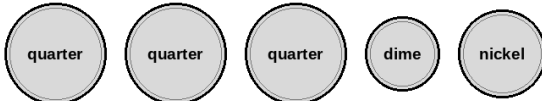
3. Total: _____ ¢



4. Total: _____ ¢



5. Total: _____ ¢



6. Total: _____ ¢

*Part B. Solve.*

7. Write the coins you could use to make 30¢: _____

8. Which is worth more, 3 dimes or 5 nickels? Circle one and write each amount: 3
dimes = _____ ¢ 5 nickels = _____ ¢**Show your thinking:** Show two different ways to make 50¢ with coins.

Dollars and Cents Word Problems

Standard: 2.MD.C.8

Remember: \$1 = 100¢. Use \$ for dollars (like \$3) and ¢ for cents (like 45¢).

Solve each problem. Write \$ or ¢ in your answer.

1. Mia has 2 quarters and 3 dimes. How much money does she have? _____
2. A sticker costs 35¢. Sam pays with 2 quarters. How much change does Sam get?

3. Jo has one \$1 bill and 2 dimes. How much money does Jo have? Write it with a dollar sign: \$_____._____
4. A toy costs \$4. Ali has three \$1 bills. How many more dollars does Ali need? _____
5. Ben has 3 dimes, 2 nickels, and 4 pennies. How much money does Ben have?

6. Two nickels and one dime are worth _____ ¢. Is that the same as 2 dimes? Circle:
Yes No
7. Kim has a \$5 bill. She buys a book for \$3. How much money does Kim have left?

8. Which is more, 4 quarters or a \$1 bill? Circle one: 4 quarters \$1 bill They are the same

Show your thinking: Show \$1 using only quarters. Then show \$1 using only dimes. Draw or write.