

MSP

Grade 2 Module 7

Lesson Refreshers

&

Homework Starters

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

Animal Habitats		
Arctic	Forest	Grasslands
6	11	9

- a. How many animals live in the arctic? 6
- b. How many animals have habitats in the forest and grasslands? 20

11	9
----	---
- c. How many fewer animals have arctic habitats than forest habitats? 5

11	?
6	?
- d. How many more animals would need to be in the grassland category to have the same number as the arctic and forest categories combined? 8

6	11	?
9	?	?
- e. How many total animal habitats were used to create this table? 26

6	11	9
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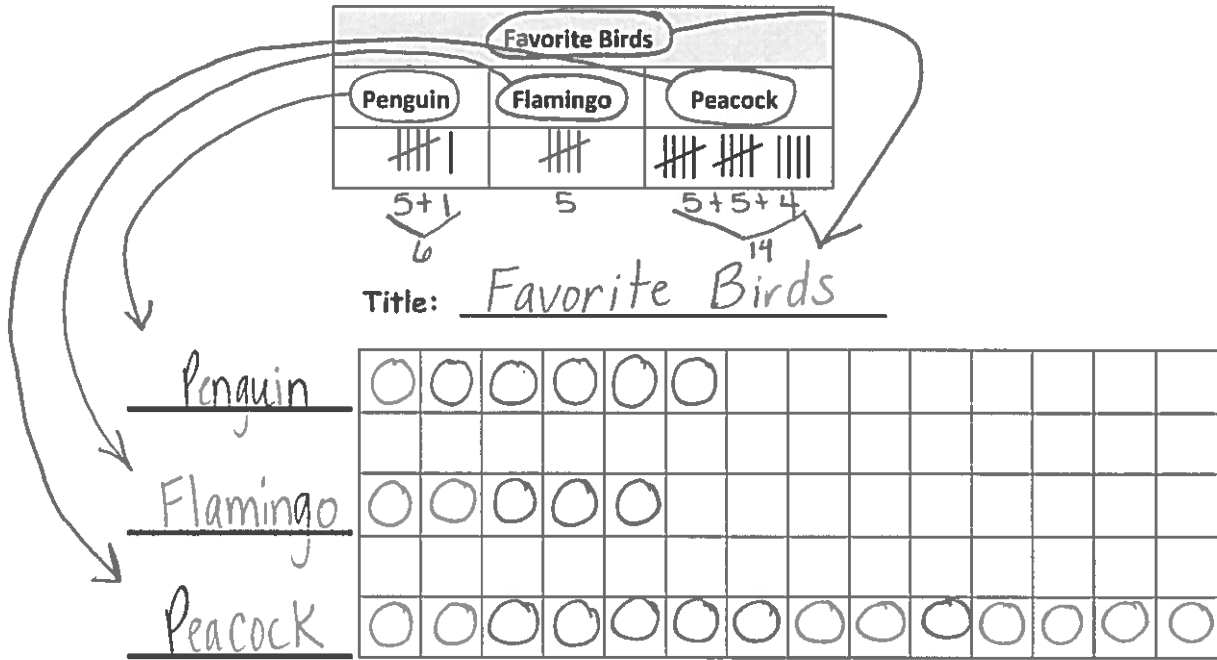
4. Use the Animal Classification table to answer the following questions about the class pets in West Chester Elementary School.

Animal Classification			
Birds	Fish	Mammals	Reptiles
7	15	18	9

- 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. If 3 more birds and 4 more reptiles were added to the table, how many fewer birds would there be than reptiles? \_\_\_\_\_

*D. Shellman*

2. Use the data of Mr. Clark's class vote to create a picture graph in the space provided.



- a. How many more students voted for peacocks than penguins? \_\_\_\_\_
- b. How many fewer votes are for flamingos than penguins and peacocks? \_\_\_\_\_
- c. Write and answer your own comparison question based on the data.

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

*R. Shellman*

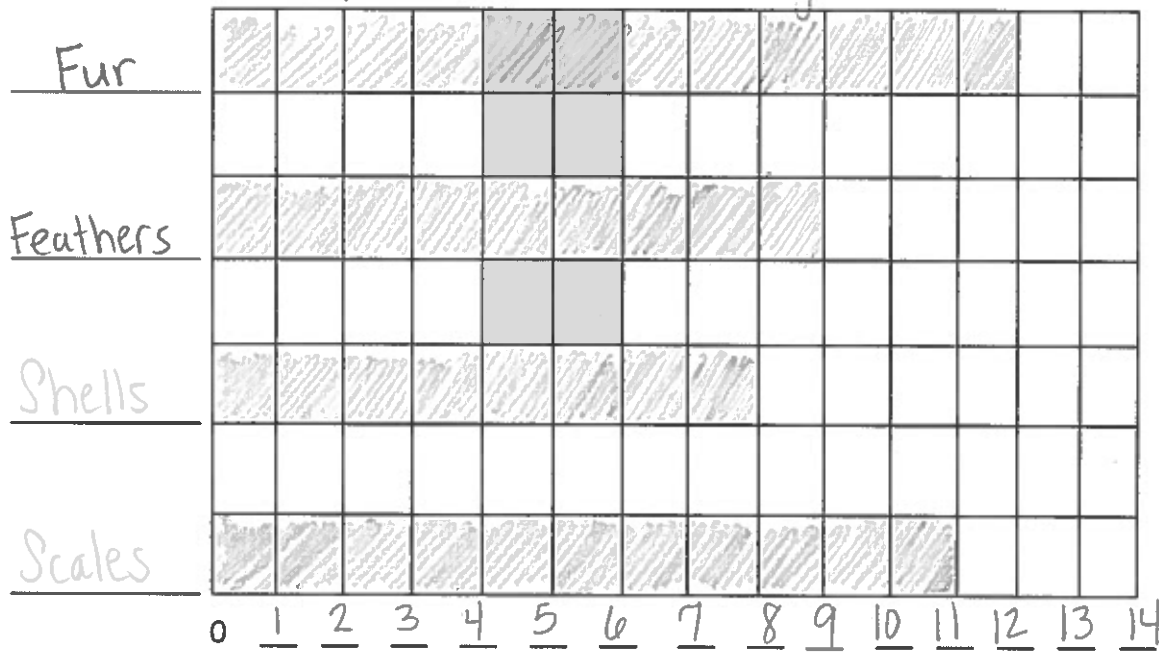
Name \_\_\_\_\_

Date \_\_\_\_\_

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

Various Animal Coverings at Jake's Pet Shop			
Fur	Feathers	Shells	Scales
12	9	8	11

Title: Various Animal Coverings at Jake's Pet Shop



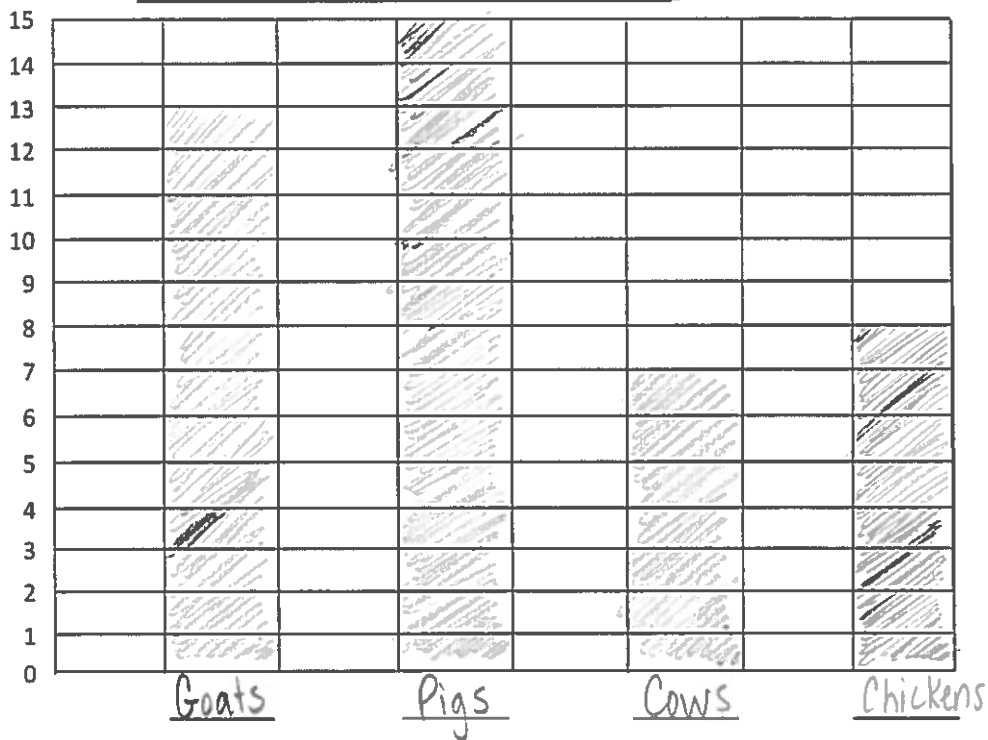
- How many more animals have fur than shells? \_\_\_\_\_
- Which pair of categories has more, fur and feathers or shells and scales? (Circle one.) How much more? \_\_\_\_\_
- Write and answer your own comparison question based on the data.  
 Question: \_\_\_\_\_  
 Answer: \_\_\_\_\_

*P. Shellman*

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: O'Brien's Farm Animals



- How many more pigs than chickens are on O'Brien's farm? \_\_\_\_\_
- How many fewer cows than goats are on O'Brien's farm? \_\_\_\_\_
- How many fewer chickens than goats and cows are on O'Brien's farm? \_\_\_\_\_
- Write a comparison question that can be answered using the data on the bar graph.  
\_\_\_\_\_

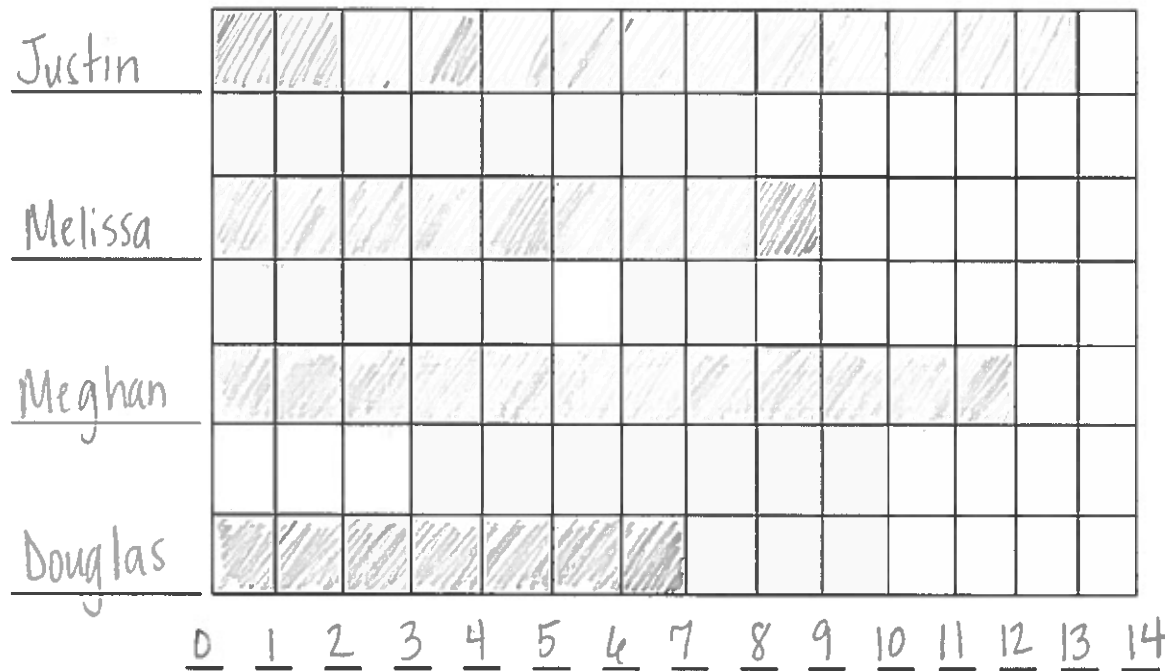
*D. Shellman*

Name \_\_\_\_\_ Date \_\_\_\_\_

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

Number of Nickels			
Justin	Melissa	Meghan	Douglas
13	9	12	7

Title: Number of Nickels



- How many more nickels does Meghan have than Melissa? \_\_\_\_\_
- How many fewer nickels does Douglas have than Justin? \_\_\_\_\_
- Circle the pair that has more nickels, Justin and Melissa or Douglas and Meghan.  
How many more? \_\_\_\_\_
- What is the total number of nickels if all the students combine all their money?  
\_\_\_\_\_

*L. Shellman*

Name \_\_\_\_\_

Date \_\_\_\_\_

Count or add to find the total value of each group of coins.  
Write the value using the ¢ or \$ symbol.

1.		<u>9¢</u>
1.		<u>13¢</u>
3.		<u>30¢</u>
4.		<u>23¢</u>
5.		<u>          </u>
6.		<u>          </u>
7.		<u>          </u>

*L. Shellman*

Name \_\_\_\_\_

Date \_\_\_\_\_

Solve.

1. Owen has 4 dimes, 3 nickels, and 16 pennies. How much money does he have?

$$10+10+10+10+5+5+5+10+\overset{10+6}{\underset{5+1}{6}} = 71¢$$

2. Eli found 1 quarter, 1 dime, and 2 pennies in his desk and 16 pennies and 2 dimes in his backpack. How much money does he have in all?
3. Carrie had 2 dimes, 1 quarter, and 11 pennies in her pocket. Then, she bought a soft pretzel for 35 cents. How much money does Carrie have left?
4. Ethan had 67 cents. He gave 1 quarter and 6 pennies to his sister. How much money does Ethan have left?
5. There are 4 dimes and 3 nickels in Susan's piggy bank. Nevaeh has 17 pennies and 3 nickels in her piggy bank. What is the total value of the money in both piggy banks?
6. Tison had 1 quarter, 4 dimes, 4 nickels, and 5 pennies. He gave 57 cents to his cousin. How much money does Tison have left?

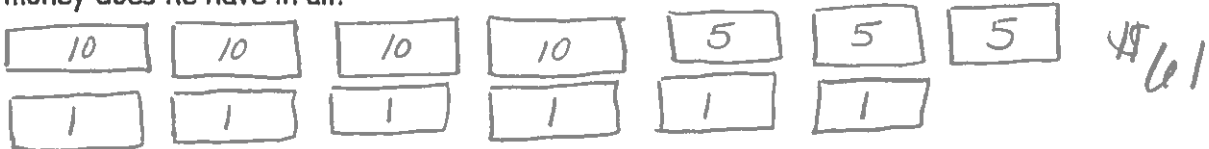


Name \_\_\_\_\_

Date \_\_\_\_\_

Solve.

1. Mr. Chang has 4 ten-dollar bills, 3 five-dollar bills, and 6 one-dollar bills. How much money does he have in all?









2. At her yard sale, Danielle got 1 twenty-dollar bill and 5 one-dollar bills last week. This week, she got 3 ten-dollar bills and 3 five-dollar bills. What is the total amount she got for both weeks?
3. Patrick has 2 fewer ten-dollar bills than Brenna. Patrick has \$64. How much money does Brenna have?
4. On Saturday, Mary Jo received 5 ten-dollar bills, 4 five-dollar bills, and 17 one-dollar bills. On Sunday, she received 4 ten-dollar bills, 5 five-dollar bills, and 15 one-dollar bills. How much more money did Mary Jo receive on Saturday than on Sunday?
5. Alexis has \$95. She has 2 more five-dollar bills, 5 more one-dollar bills, and 2 more ten-dollar bills than Kasai. How much money does Kasai have?
6. Kate had 2 ten-dollar bills, 6 five-dollar bills, and 21 one-dollar bills before she spent \$45 on a new outfit. How much money was not spent?

*L. Hallman*

Name \_\_\_\_\_ Date \_\_\_\_\_



Draw coins to show another way to make the same total value.

<p>1. 25 cents</p>  <p>1 dime and 3 nickels = 25 cents</p>	<p>Another way to make 25 cents:</p> 
<p>2. 40 cents</p>  <p>4 dimes = 40 cents</p>	<p>Another way to make 40 cents:</p> 
<p>3. 60 cents</p>  <p>2 quarters and 1 dime = 60 cents</p>	<p>Another way to make 60 cents:</p>
<p>4. 80 cents</p>  <p>3 quarters and 1 nickel = 80 cents</p>	<p>Another way to make 80 cents:</p>

Name \_\_\_\_\_

Date \_\_\_\_\_

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

<p>a.</p>  <p style="text-align: center;"><i>four coins</i></p>	<p>b.</p>  <p style="text-align: center;"><i>two coins</i></p>
--	--

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

*two dimes and one nickel = one quarter*

2. Show 40¢ two ways. Use the fewest possible coins on the right below.

	<p>Fewest coins:</p>
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3. Show 55¢ two ways. Use the fewest possible coins on the right below.

	<p>Fewest coins:</p>
--	----------------------

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Count up using the arrow way to complete each number sentence. Then, use coins to check your answers, if possible.

a.  $25¢ + \underline{75} = 100¢$

$25 \xrightarrow{+5} \underline{30} \xrightarrow{+70} 100$

b.  $45¢ + \underline{55} = 100¢$

$45 \xrightarrow{+5} \underline{50} \xrightarrow{+50} 100$

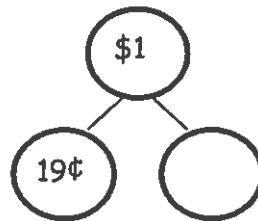
★ Get to a ten first.

c.  $62¢ + \underline{\hspace{2cm}} = 100¢$

d.  $\underline{\hspace{2cm}} + 79¢ = 100¢$

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

a.  $19¢ + \underline{\hspace{2cm}} = 100¢$



b.  $77¢ + \underline{\hspace{2cm}} = 100¢$

c.  $100¢ - 53¢ = \underline{\hspace{2cm}}$

Name \_\_\_\_\_

Date \_\_\_\_\_

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

1. Kevin had 100 cents. He spent 3 dimes, 3 nickels, and 4 pennies on a balloon. How much money does he have left?

He has 51 cents left.

$$\begin{array}{ccccccc} & & -4 & & -15 & & -30 \\ & & \longleftarrow & & \longleftarrow & & \longleftarrow \\ \underline{51} & & \underline{55} & & \underline{70} & & \underline{100} \end{array}$$

2. Colin bought a postcard for 45 cents. He gave the cashier \$1. How much change did he receive?

3. Eileen spent 75 cents of her dollar at the market. How much money does she have left?

4. The puzzle Casey wants costs \$1. She has 6 nickels, 1 dime, and 11 pennies. How much more money does she need to buy the puzzle?

5. Garret found 19 cents in the sofa and 34 cents under his bed. How much more money will he need to find to have \$1?

6. Kelly has 38 fewer cents than Molly. Molly has \$1. How much money does Kelly have?

7. Mario has 41 more cents than Ryan. Mario has \$1. How much money does Ryan have?

*A. Shellman*

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Kelly bought a pencil sharpener for 47 cents and a pencil for 35 cents. What was her change from \$1?

100		
47	35	?

$$47 + 35 = 82$$

$$47 \xrightarrow{+30} 77 \xrightarrow{+5} 82$$

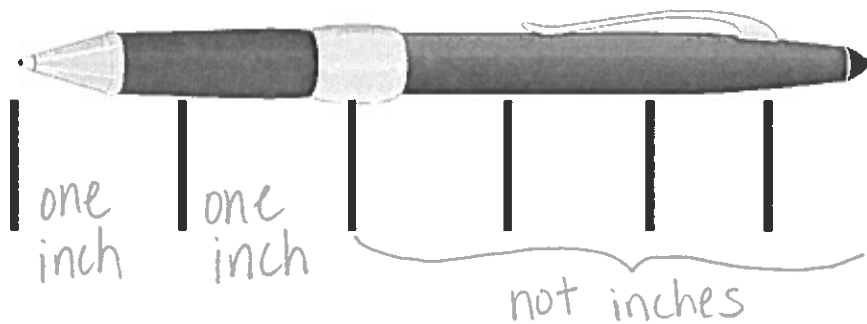
$$100 - 82 = 18$$

$$82 \xrightarrow{+8} 90 \xrightarrow{+10} 100$$

She gets  
18¢  
Change.

2. Hae Jung bought a pretzel for 3 dimes and a nickel. She also bought a juice box. She spent 92 cents. How much was the juice box?
3. Nolan has 1 quarter, 1 nickel, and 21 pennies. His brother gave him 2 coins. Now, he has 86 cents. What 2 coins did his brother give him?
4. Monique saved 2 ten-dollar bills, 4 five-dollar bills, and 15 one-dollar bills. Harry saved \$16 more than Monique. How much money does Harry have saved?
5. Ryan went shopping with 3 twenty-dollar bills, 3 ten-dollar bills, 1 five-dollar bill, and 9 one-dollar bills. He spent 59 dollars on a video game. How much money does he have left?
6. Heather had 3 ten-dollar bills and 4 five-dollar bills left after buying a new pair of sneakers for \$29. How much money did she have before buying the sneakers?

2. Norberto begins measuring his pen with his inch tile. He marks off where each tile ends. After two times, he decides this process is taking too long and starts to guess where the tile would end and then marks it.



Explain why Norberto's answer will not be correct.

This will not be correct because the answer must be written in inches but the last four measurements are not inches.

3. Use your inch tile to measure the pen. How many inch tiles long is the pen

Name \_\_\_\_\_ Date \_\_\_\_\_

Measure the length of each household object with your ruler, and then use your ruler to draw a line equal to the length of each object in the space provided.

1. a. A dinner fork is \_\_\_\_\_ inches.  
 b. Draw a line that is the same length as the fork.
  
2. a. A tablespoon is \_\_\_\_\_ inches.  
 b. Draw a line that is the same length as the tablespoon.

*\* Remember to place the edge of your object above the zero.*

Measure two other household objects.

3. a. \_\_\_\_\_ is \_\_\_\_\_ inches.  
 b. Draw a line that is the same length as the \_\_\_\_\_.
  
4. a. \_\_\_\_\_ is \_\_\_\_\_ inches.  
 b. Draw a line that is the same length as the \_\_\_\_\_.
  
5. a. What was the longest object you measured? \_\_\_\_\_  
 b. What was the shortest object you measured? \_\_\_\_\_  
 c. The difference between the longest object and the shortest object is \_\_\_\_\_ inches.

*D. Shellman*



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle the unit that would best measure each object.

Height of a door	inch / foot / yard
Textbook	inch / foot / yard
Pencil	inch / foot / yard
Length of a car	inch / foot / yard
Length of your street	inch / foot / yard
Paint brush	inch / foot / yard

Body benchmarks:

inch = thumb (from knuckle to end)

foot = elbow to fingertips

yard = arm span

2. Circle the correct estimate for each object.

- The height of a flagpole is more than / less than / about the same as the length of a yardstick.
- The width of a door is more than / less than / about the same as the length of a yardstick.
- The length of a laptop computer is more than / less than / about the same as the length of a 12-inch ruler.
- The length of a cellphone is more than / less than / about the same as the length of a 12-inch ruler.

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 a bed			
b. Width of a bed			
c. Height of a table			
d. Length of a table			
e. Length of a book			

\* Students measured objects in the Classroom to get a mental benchmark.  
 For example: width of door is about 1 yard.

*F. Shelton*

5. a. Draw a line that is 5 centimeters in length.



b. Draw a line that is 5 inches in length.



6. a. Draw a line that is 7 inches in length.

b. Draw a line that is 7 centimeters in length.

7. Takeesha drew a line 9 centimeters long. Damani drew a line 4 inches long. Takeesha says her line is longer than Damani's because 9 is greater than 4. Explain why Takeesha might be wrong.

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8. Draw a line that is 9 centimeters long and a line that is 4 inches long to prove that Takeesha is wrong.

A handwritten signature in the bottom right corner of the page.

3. Solve the following problems:

a.  $32 \text{ ft} + \underline{55 \text{ ft}} = 87 \text{ ft}$

87ft
32   ?

$87 - 32 = \underline{\quad ? \quad}$

55
----

87
-32
55

b.  $68 \text{ ft} - 29 \text{ ft} = \underline{39 \text{ ft}}$

68
29   ?

$68 - 29 = \underline{\quad ? \quad}$

39
----

568
-29
39

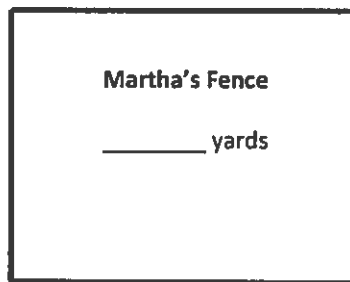
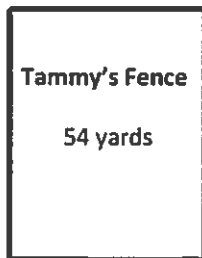
c.  $\underline{61 \text{ ft}} - 43 \text{ ft} = 18 \text{ ft}$

?
43   18

$\begin{array}{r} 1 \\ 43 \\ +18 \\ \hline 61 \end{array}$

61
----

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

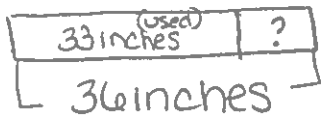
Name \_\_\_\_\_

Date \_\_\_\_\_

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

\*1 yard = 36 inches\*

- Luann has a piece of ribbon that is 1 yard long. She cuts off 33 inches to tie a gift box. How many inches of ribbon are not used?



$$36 - 33 = ?$$

$$\begin{array}{r} 36 \\ - 33 \\ \hline 3 \end{array}$$

3 inches of ribbon are not used.

- Elijah runs 68 yards in a 100-yard race. How many more yards does he have to run?

- Chris has a 57-inch piece of string and another piece that is 15 inches longer than the first. What is the total length of both strings?

- Janine knitted 12 inches of a scarf on Friday and 36 inches on Saturday. She wants the scarf to be 72 inches long. How many more inches does she need to knit?

- The total length of all three sides of a triangle is 120 feet. Two sides of the triangle are the same length. One of the equal sides measures 50 feet. What is the length of the side that is not equal?

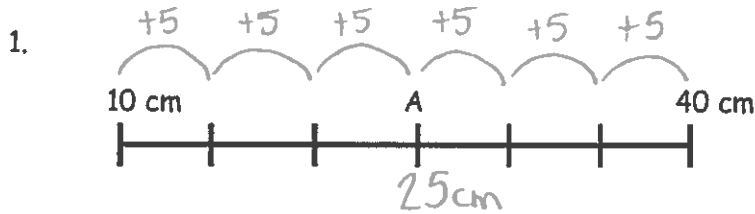


- The length of one side of a square is 3 yards. What is the combined length of all four sides of the square?

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.



Each unit has a length of 5 centimeters.

A = 25 cm



Each unit has a length of \_\_\_\_\_ centimeters.

B = \_\_\_\_\_



Each unit has a length of \_\_\_\_\_ centimeters.

C = \_\_\_\_\_

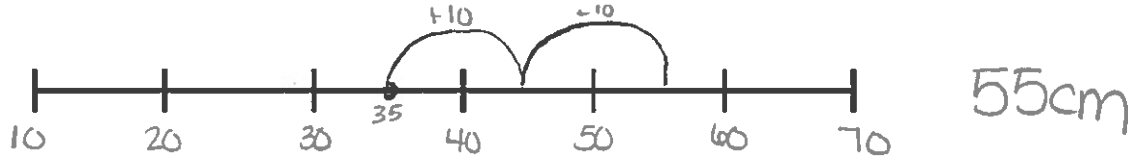
*L. Shellman*

\*make sure you count by the correct units.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

a. Show 20 centimeters more than 35 centimeters on the number line.



b. Show 30 centimeters more than 65 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 35 yards less than 80 yards on the following number line.



b. Show 25 yards less than 100 yards on the number line.



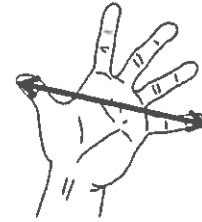
c. Write a subtraction sentence to match each number line.

\*we measured handspans during class

Name \_\_\_\_\_ Date \_\_\_\_\_

Measure your handspan and record the length here: \_\_\_\_\_

Then, measure the handspans of your family members and write the lengths below.



Name:

Handspan:

example: Teacher

7 inches

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Record your 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	

- a. What is the most common handspan length? \_\_\_\_\_
- b. What is the least common handspan length? \_\_\_\_\_
- c. Ask and answer one comparison question that can be answered using the data above.

Question:

\_\_\_\_\_  
\_\_\_\_\_

Answer:

\_\_\_\_\_  
\_\_\_\_\_

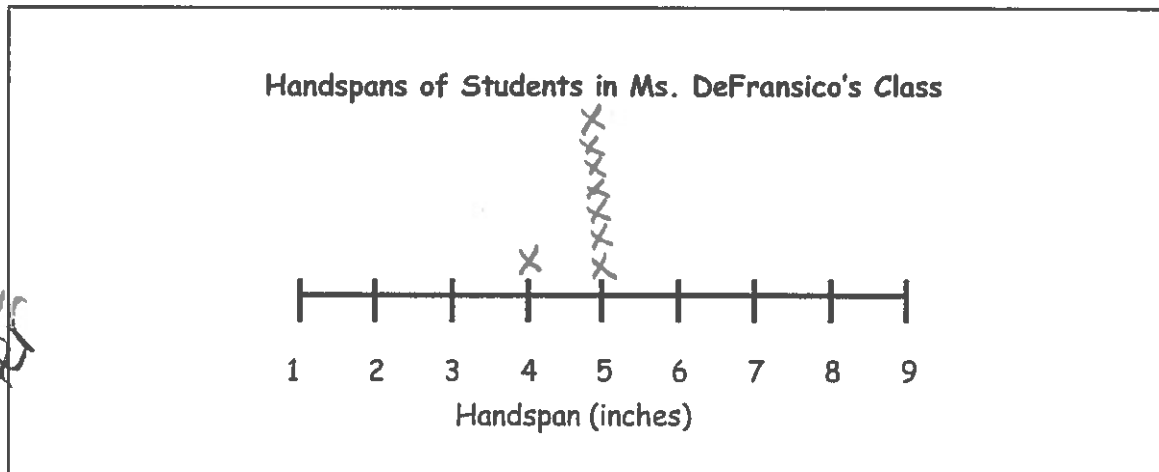


Name \_\_\_\_\_ Date \_\_\_\_\_

1. Use the data in the table to create a line plot and answer the question.

Handspan (inches)	Number of Students
2	
3	
4	
5	###
6	### ###
7	
8	

each tally mark counts as 1 student.



sentence starter

Describe the pattern you see in the line plot:

The pattern I see is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

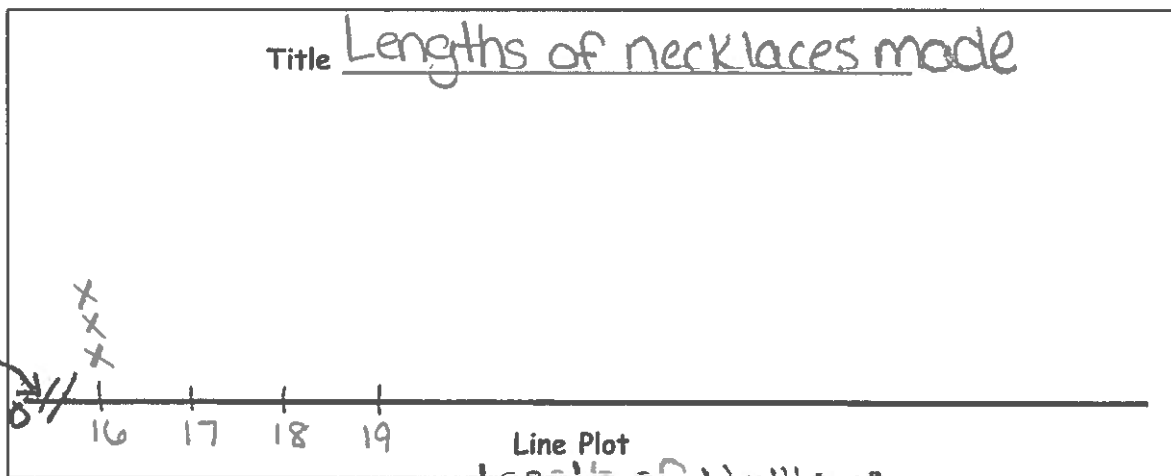
Name \_\_\_\_\_ Date \_\_\_\_\_

Use the data in the charts provided to create line plots and answer questions.

1. The chart shows the lengths of the necklaces made in arts and crafts class.

Length of Necklaces	Number of Necklaces
16 inches	3
17 inches	0
18 inches	4
19 inches	0
20 inches	8
21 inches	0
22 inches	9
23 inches	0
24 inches	16

each tally mark counts as 1 student



each "x" counts as 1 student

show the break since we start at 0 and the next number is 16

a. How many necklaces were made? \_\_\_\_\_

b. Draw a conclusion about the data in the line plot:

\_\_\_\_\_

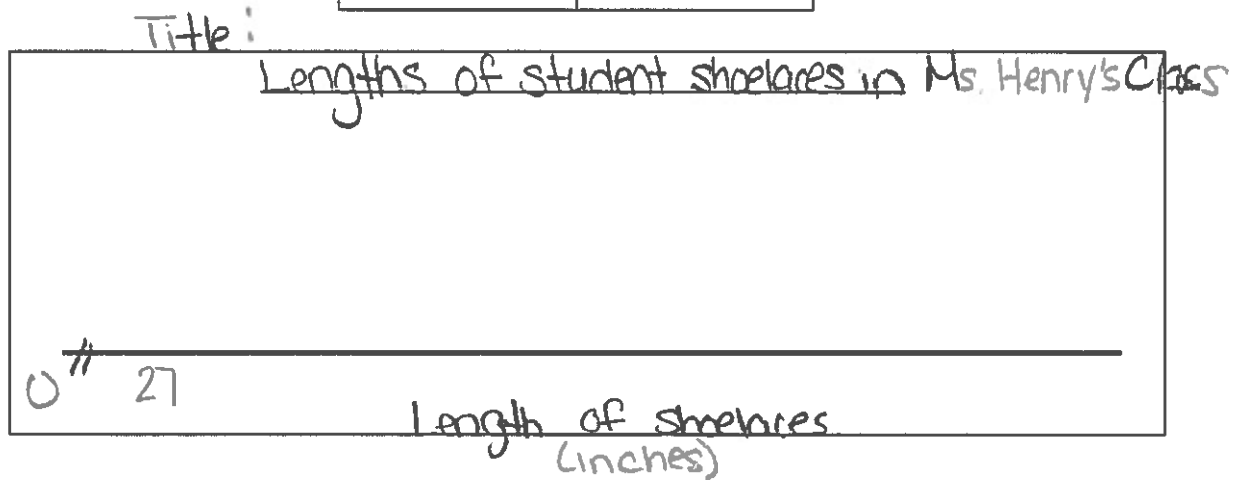
Name \_\_\_\_\_ Date \_\_\_\_\_

Use the data in the table provided to create a line plot and answer the questions.  
Plot only the lengths of shoelaces given.

1. The table below describes the lengths of student shoelaces in Ms. Henry's class.

Length of Shoelaces (inches)	Number of Shoelaces
27	6
36	10
38	9
40	3
45	2

each "x" is 1 student



- How many shoelaces were measured? \_\_\_\_\_
- How many more shoelaces are 27 or 36 inches than 40 or 45 inches? \_\_\_\_\_
- Draw a conclusion as to why zero students had a 54-inch shoelace.  
\_\_\_\_\_

2. For this data, a line plot / table (circle one) is easier to read because...  
\_\_\_\_\_