

# Grade 2 Unit 7 Module 3

## Practice Pages for Math at Home

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NAME \_\_\_\_\_

DATE \_\_\_\_\_



## Twice as Big? page 1 of 3

### Note To Families

This Home Connection activity will give your child an opportunity to measure and compare length and circumference in centimeters. If you don't have a cloth centimeter tape measure at home, you'll need to cut and tape the paper strips on the next page together to make one. Although this won't be the sturdiest measuring device in the world, it will probably hold together long enough to complete this activity.

Many kids your age think that they're probably about half as big as the adults in their family. Do you think this is true for you? Let's do some measuring and find out. First, you'll need to find a cloth centimeter tape measure around your house, or tape the paper strips on page 3 together to make one. Now you're all set! Use your tape measure to help answer the following questions:



- 1 How long is your hand and forearm, from the tip of your middle finger to your elbow? \_\_\_\_\_ cm
- 2 How long is the adult's hand and forearm? \_\_\_\_\_ cm
- 3 How much longer is the adult's hand and forearm than yours? \_\_\_\_\_ cm
- 4 Circle the words that make this a true sentence:  
The adult's hand and forearm is \_\_\_\_\_ the length of mine.  

exactly twice     
  more than twice     
  less than twice
- 5 How big around is your wrist? \_\_\_\_\_ cm
- 6 How big around is the adult's wrist? \_\_\_\_\_ cm
- 7 How much bigger around is the adult's wrist than yours? \_\_\_\_\_ cm

*(continued on next page)*

**Twice as Big?** page 2 of 3

**8** Circle the words that make this a true sentence:

The adult's wrist is \_\_\_\_\_ big around as mine.

exactly twice

more than twice

less than twice

**9** How long is your foot? \_\_\_\_\_ cm

**10** How long is the adult's foot? \_\_\_\_\_ cm

**11** How much longer is the adult's foot than yours? \_\_\_\_\_ cm

**12** Circle the words that make this a true sentence:

The adult's foot is \_\_\_\_\_ as big as mine.

exactly twice

more than twice

less than twice

**13** Now, see if you can find one measurement on the adult that is very close to twice as big as the same measurement on you.

The adult's \_\_\_\_\_ is about twice the length/circumference as mine.

**14** Would you say, overall, that the adult is \_\_\_\_\_ as big as you?

- more than twice
- less than twice
- about twice

Twice as Big? page 3 of 3

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NAME \_\_\_\_\_

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**Numbers & Buttons** page 1 of 2**1** Read each number. Then write it in expanded form.

<b>ex</b> four hundred fifteen $415 = 400 + 10 + 5$	<b>a</b> two hundred eighty-six
<b>b</b> seven hundred fifty-three	<b>c</b> six hundred twenty-one
<b>d</b> three hundred forty-seven	<b>e</b> nine hundred seventeen
<b>f</b> one hundred sixty	<b>g</b> eight hundred four

**2** Find each sum.

$500 + 20 + 8 = \underline{\quad\quad\quad}$        $200 + 20 + 2 = \underline{\quad\quad\quad}$        $100 + 70 + 1 = \underline{\quad\quad\quad}$

$700 + 10 + 9 = \underline{\quad\quad\quad}$        $800 + 40 + 7 = \underline{\quad\quad\quad}$        $500 + 3 = \underline{\quad\quad\quad}$

200	300	200	400	900	300	400
90	10	20	50	90	40	10
<u>+ 1</u>	<u>+ 9</u>	<u>+ 6</u>	<u>+ 2</u>	<u>+ 9</u>	<u>+ 1</u>	<u>+ 8</u>

**3** Circle the number that has the same value as the expanded form.

**a**  $300 + 6$

36    336    306    316

**b**  $200 + 10 + 7$

207    217    271    721

*(continued on next page)*







NAME \_\_\_\_\_

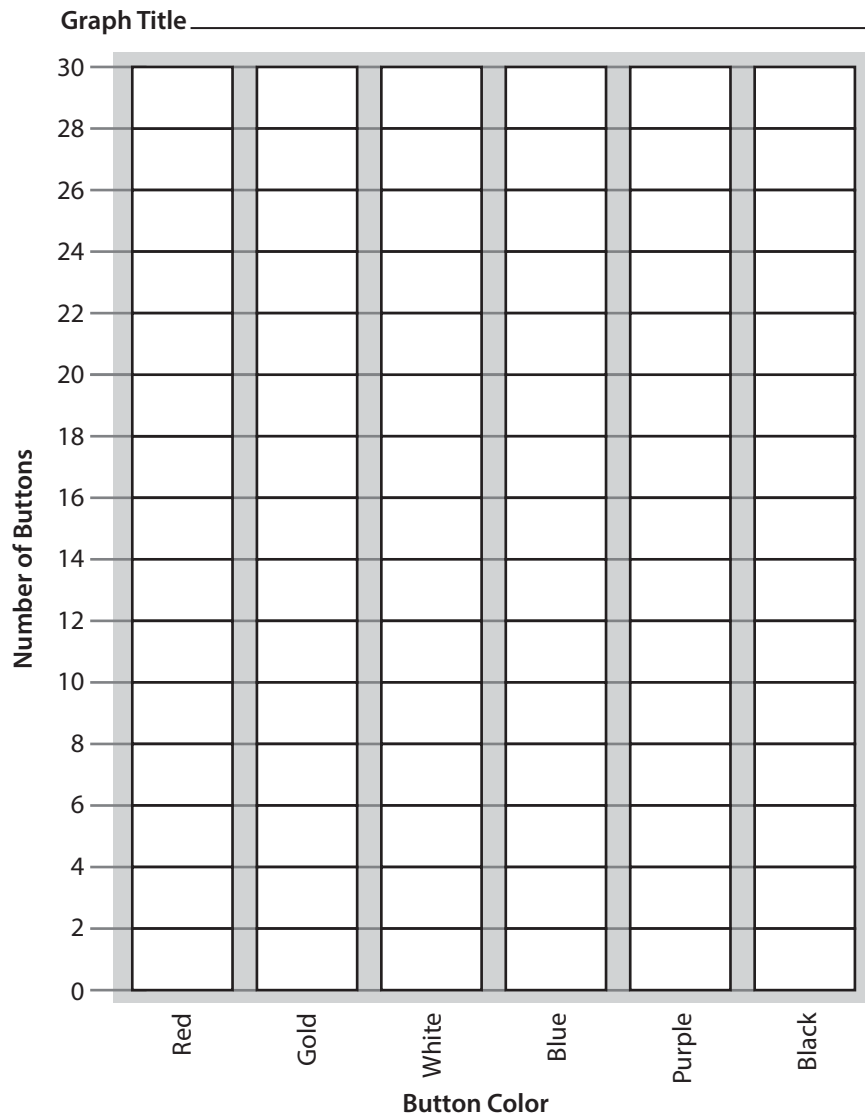
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## Numbers & Buttons page 2 of 2

Dylan’s grandma has a box of buttons. One day Dylan sorted the buttons into different groups and counted how many in each group. He made a chart to show his work.

- 4** Help Dylan make a bar graph to show his work. Give the graph a title and color in the columns to show how many buttons of each color he found.

Kind of Button	How Many
 Red	14
 Gold	25
 White	26
 Blue	10
 Purple	5
 Black	22



- 5** How many buttons were in the box in all?  
Show your work.

There were \_\_\_\_\_ buttons in the box in all.





NAME \_\_\_\_\_

DATE \_\_\_\_\_

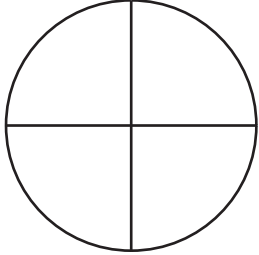
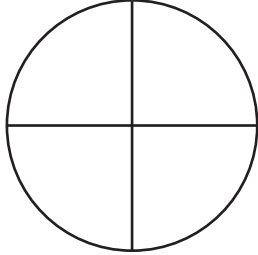
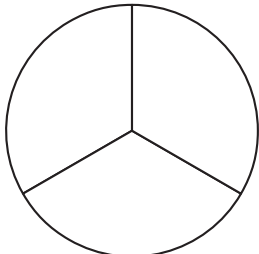
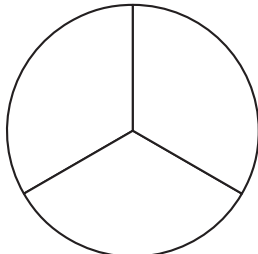


# Fractions & Money page 1 of 2

1 What part of each rectangle is colored? Circle the correct fraction.

<p><b>a</b></p>  <p><math>\frac{1}{3}</math>      <math>\frac{2}{2}</math>      <math>\frac{1}{2}</math>      <math>\frac{3}{4}</math></p>	<p><b>b</b></p>  <p><math>\frac{1}{4}</math>      <math>\frac{2}{4}</math>      <math>\frac{1}{3}</math>      <math>\frac{3}{6}</math></p>
<p><b>c</b></p>  <p><math>\frac{2}{3}</math>      <math>\frac{1}{2}</math>      <math>\frac{3}{4}</math>      <math>\frac{1}{3}</math></p>	<p><b>d</b></p>  <p><math>\frac{3}{4}</math>      <math>\frac{2}{4}</math>      <math>\frac{3}{3}</math>      <math>\frac{5}{4}</math></p>

2 Read each fraction and color in that part of the shape.

<p><b>a</b></p>  <p>two-fourths <math>\frac{2}{4}</math></p>	<p><b>b</b></p>  <p>three-fourths <math>\frac{3}{4}</math></p>
<p><b>c</b></p>  <p>one-third <math>\frac{1}{3}</math></p>	<p><b>d</b></p>  <p>three-thirds <math>\frac{3}{3}</math></p>





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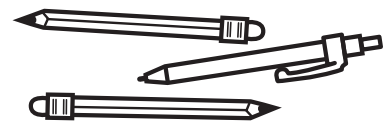
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**Fractions & Money** page 2 of 2

- 3** Breanna has a pair of shorts with 4 pockets. She has money in each pocket. Finish the chart below to see how much.

Pocket	Quarters 	Dimes 	Nickels 	Pennies 	Total
<b>a</b>	2	2	1	2	77¢
<b>b</b>	1	0	5	9	
<b>c</b>	3	0	1	3	
<b>d</b>	0	4	3	1	

- 4** In which pocket does Breanna have the most money? \_\_\_\_\_
- 5** In which pocket does Breanna have the least money? \_\_\_\_\_
- 6** Breanna wants to buy a toy for \$3.00. She thinks she has enough money in her pockets. Do you agree? Explain your answer.
- 7** How much money does Breanna really have in her 4 pockets? Show your work.
- 8** **CHALLENGE** Breanna bought 3 pencils at the school store. They each cost 29¢. How much money did she have left in her pockets after she paid for the pencils? Show your work.





# Answer Keys

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Twice as Big?** page 1 of 3**Student work will vary for all problems on this page.****Note To Families**

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- 3 How much longer is the adult's hand and forearm than yours? \_\_\_\_\_ cm
- 4 Circle the words that make this a true sentence:  
The adult's hand and forearm is \_\_\_\_\_ the length of mine.  

exactly twice      more than twice      less than twice
- 5 How big around is your wrist? \_\_\_\_\_ cm
- 6 How big around is the adult's wrist? \_\_\_\_\_ cm
- 7 How much bigger around is the adult's wrist than yours? \_\_\_\_\_ cm

*(continued on next page)*

NAME \_\_\_\_\_

| DATE \_\_\_\_\_

**Twice as Big?** page 2 of 3

**8** Circle the words that make this a true sentence:

The adult's wrist is \_\_\_\_\_ big around as mine.

exactly twice

more than twice

less than twice

**9** How long is your foot? \_\_\_\_\_ cm

**Student work will vary for all problems on this page.**

**10** How long is the adult's foot? \_\_\_\_\_ cm

**11** How much longer is the adult's foot than yours? \_\_\_\_\_ cm

**12** Circle the words that make this a true sentence:

The adult's foot is \_\_\_\_\_ as big as mine.

exactly twice

more than twice

less than twice

**13** Now, see if you can find one measurement on the adult that is very close to twice as big as the same measurement on you.

The adult's \_\_\_\_\_ is about twice the length/circumference as mine.

**14** Would you say, overall, that the adult is \_\_\_\_\_ as big as you?

- more than twice
- less than twice
- about twice

Twice as Big? page 3 of 3

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NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Numbers & Buttons** page 1 of 2**1** Read each number. Then write it in expanded form.

<b>ex</b> four hundred fifteen $415 = 400 + 10 + 5$	<b>a</b> two hundred eighty-six $286 = 200 + 80 + 6$
<b>b</b> seven hundred fifty-three $753 = 700 + 50 + 3$	<b>c</b> six hundred twenty-one $621 = 600 + 20 + 1$
<b>d</b> three hundred forty-seven $347 = 300 + 40 + 7$	<b>e</b> nine hundred seventeen $917 = 900 + 10 + 7$
<b>f</b> one hundred sixty $160 = 100 + 60$	<b>g</b> eight hundred four $804 = 800 + 4$

**2** Find each sum.

$500 + 20 + 8 = \underline{528}$       $200 + 20 + 2 = \underline{222}$       $100 + 70 + 1 = \underline{171}$

$700 + 10 + 9 = \underline{719}$       $800 + 40 + 7 = \underline{847}$       $500 + 3 = \underline{503}$

200	300	200	400	900	300	400
90	10	20	50	90	40	10
<u>+ 1</u>	<u>+ 9</u>	<u>+ 6</u>	<u>+ 2</u>	<u>+ 9</u>	<u>+ 1</u>	<u>+ 8</u>
<b>291</b>	<b>319</b>	<b>226</b>	<b>452</b>	<b>999</b>	<b>341</b>	<b>418</b>

**3** Circle the number that has the same value as the expanded form.

**a**  $300 + 6$

36    336    **306**    316

**b**  $200 + 10 + 7$

**207**    217    271    721*(continued on next page)*

NAME \_\_\_\_\_







DATE \_\_\_\_\_

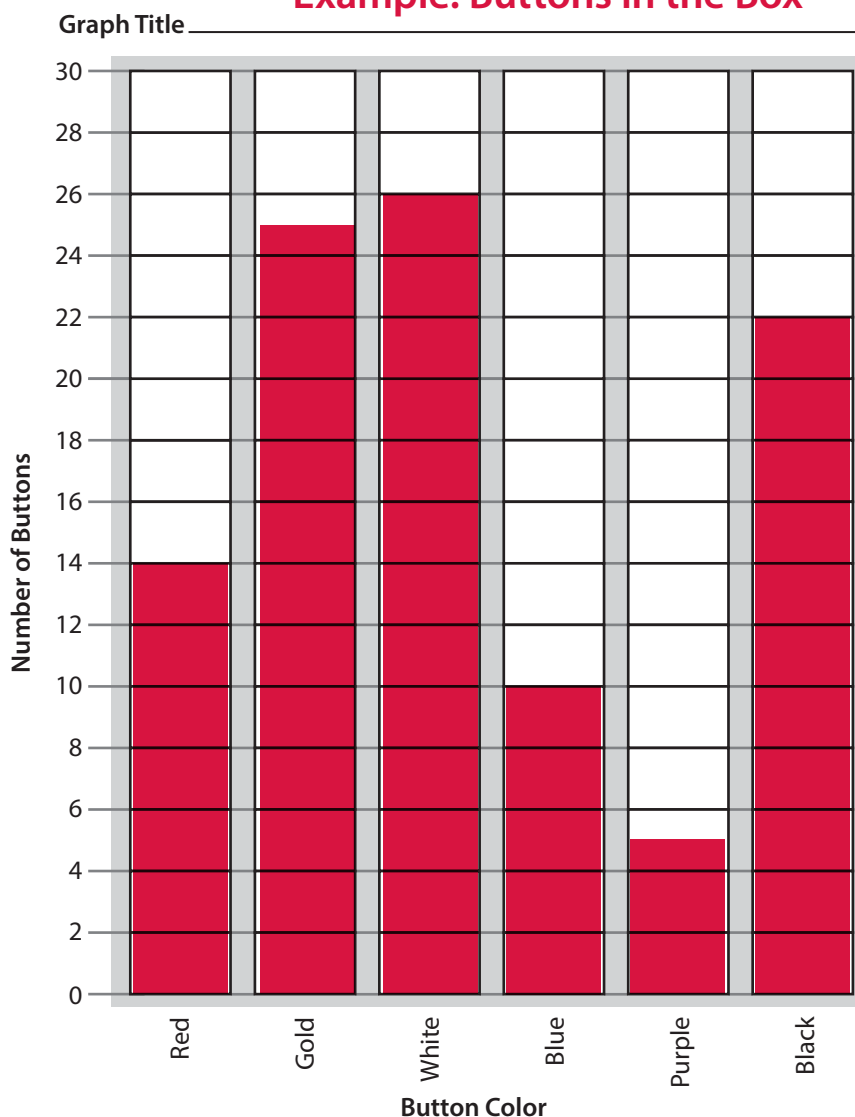
### Numbers & Buttons page 2 of 2

Dylan’s grandma has a box of buttons. One day Dylan sorted the buttons into different groups and counted how many in each group. He made a chart to show his work.

- 4** Help Dylan make a bar graph to show his work. Give the graph a title and color in the columns to show how many buttons of each color he found.

#### Example: Buttons in the Box

Kind of Button	How Many
 Red	14
 Gold	25
 White	26
 Blue	10
 Purple	5
 Black	22



Student work may vary.

- 5** How many buttons were in the box in all?  
Show your work.

**There were 102 buttons in the box.**  
**(14 + 25 + 26 + 10 + 5 + 22 = 102)**

Student work may vary.

**102**

There were \_\_\_\_\_ buttons in the box in all.





NAME \_\_\_\_\_

DATE \_\_\_\_\_

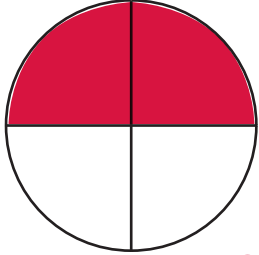
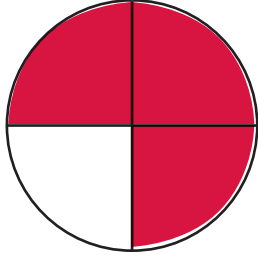
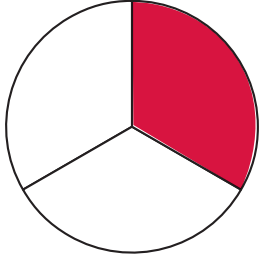
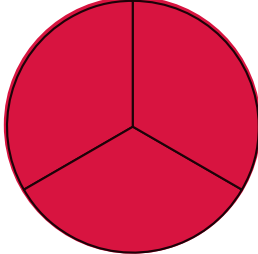


# Fractions & Money page 1 of 2

1 What part of each rectangle is colored? Circle the correct fraction.

<p><b>a</b></p>  <p><math>\frac{1}{3}</math>    <math>\frac{2}{2}</math>    <math>\frac{1}{2}</math>    <math>\frac{3}{4}</math></p>	<p><b>b</b></p>  <p><math>\frac{1}{4}</math>    <math>\frac{2}{4}</math>    <math>\frac{1}{3}</math>    <math>\frac{3}{6}</math></p>
<p><b>c</b></p>  <p><math>\frac{2}{3}</math>    <math>\frac{1}{2}</math>    <math>\frac{3}{4}</math>    <math>\frac{1}{3}</math></p>	<p><b>d</b></p>  <p><math>\frac{3}{4}</math>    <math>\frac{2}{4}</math>    <math>\frac{3}{3}</math>    <math>\frac{5}{4}</math></p>

2 Read each fraction and color in that part of the shape.

<p><b>a</b></p>  <p>two-fourths <math>\frac{2}{4}</math></p>	<p><b>b</b></p>  <p>three-fourths <math>\frac{3}{4}</math></p>
<p><b>c</b></p>  <p>one-third <math>\frac{1}{3}</math></p>	<p><b>d</b></p>  <p>three-thirds <math>\frac{3}{3}</math></p>

Student work may vary.





(continued on next page)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Fractions & Money** page 2 of 2

- 3** Breanna has a pair of shorts with 4 pockets. She has money in each pocket. Finish the chart below to see how much.

Pocket	Quarters 	Dimes 	Nickels 	Pennies 	Total
<b>a</b>	2	2	1	2	77¢
<b>b</b>	1	0	5	9	<b>59¢</b>
<b>c</b>	3	0	1	3	<b>83¢</b>
<b>d</b>	0	4	3	1	<b>56¢</b>

- 4** In which pocket does Breanna have the most money?     **c**
- 5** In which pocket does Breanna have the least money?     **d**
- 6** Breanna wants to buy a toy for \$3.00. She thinks she has enough money in her pockets. Do you agree? Explain your answer.

**Breanna doesn't have enough money to buy a \$3.00 toy. She only has \$2.75. ( $77¢ + 59¢ + 83¢ + 56¢ = \$2.75$ ;  $\$2.75 < \$3.00$ )**

**Student work may vary.**

- 7** How much money does Breanna really have in her 4 pockets? Show your work.

**Breanna has \$2.75. ( $77¢ + 59¢ + 83¢ + 56¢ = \$2.75$ )**

**Student work may vary.**

- 8 CHALLENGE** Breanna bought 3 pencils at the school store. They each cost 29¢. How much money did she have left in her pockets after she paid for the pencils? Show your work.

**Breanna will have 87¢ left over after buying three pencils.**

**( $29¢ + 29¢ + 29¢ = 87¢$ ;  $\$2.75 - 87¢ = \$1.88$ )**

**Student work may vary.**

