Grade 2 | MATHEMATICS

WEEK 30 • FILLABLE PRACTICE WORKBOOK • DAYS 146–150

Read the matching lesson in the Week 30 Student Textbook first. Type each answer in the box below its question and save a copy. Complete physical measurements, drawing, and hands-on tasks on a printed page. Day 150 is answered on your own.

Name: _____ Date: _____

Day 146: Pick the Tool, Then Measure Two Ways

1. Which tool would you choose to measure the length of a bathtub: a 12-inch ruler or a yardstick? Why?

2. Which tool would you choose to measure around a basketball? Why?

3. A spoon is 6 inches long. Would its length in centimeters be a bigger or smaller number? Explain.

4. A hallway is 4 meters long. About how many centimeters is that? (1 meter = 100 centimeters)

5. Mo measured a closet door and got 2 yards. Kim measured the same door and got 6 feet. Can both be right? Explain.

Day 147: Estimate First, Then Compare Lengths

Estimates and measures (a make-believe child's work)

Object	Estimate	Measure
Toothbrush	about 6 inches	7 inches
Cereal box	about 10 inches	12 inches
Belt	about 30 inches	34 inches

1. Which estimate in the table was closest to the measure?

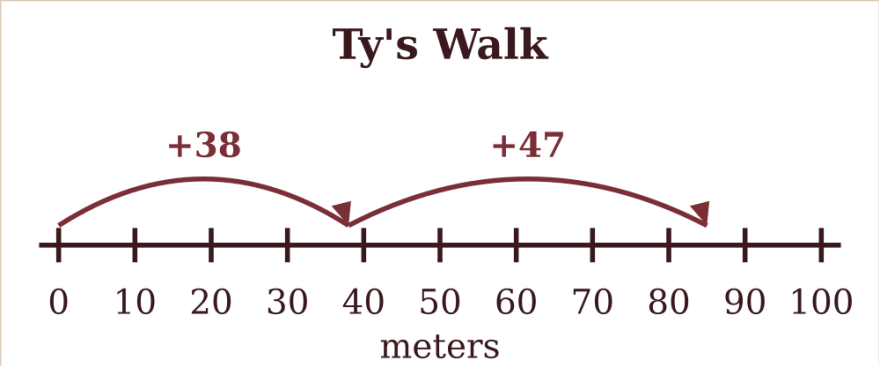
2. How much longer is the belt than the cereal box?

3. How much longer is the cereal box than the toothbrush?

4. Use a benchmark to estimate: about how many centimeters wide is 5 fingers held side by side? Explain.

5. Why must you use the same unit when you compare two lengths?

Day 148: Length Problems on a Number Line



1. Ty walked 38 meters to the mailbox, then 47 meters to the park. Use the number line. How far did he walk in all?

2. A board is 72 inches long. Dad cuts off 25 inches. How long is the board now? Show it on a number line.

3. Kai's paper chain is 34 inches. Lia's is 19 inches longer. How long is Lia's chain?

4. A fence is 90 feet long. 56 feet are painted. How many feet are not painted?

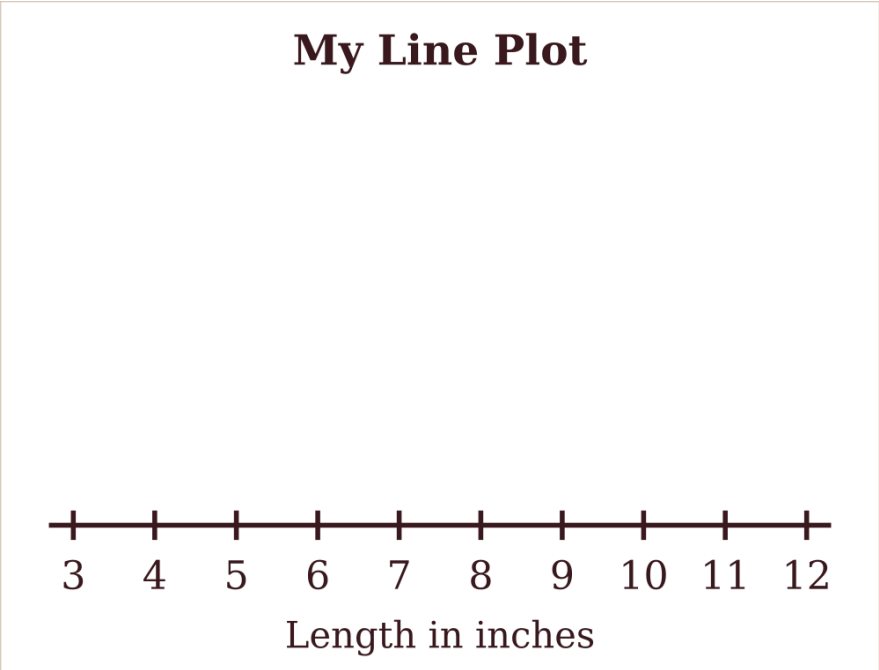
5. Write your own length word problem with an answer of 30 inches.

Day 149: Hands-On: Measure and Plot

Hands-on task: measure and plot

1. Choose 8 household objects that are between 3 and 12 inches long, such as a spoon, a sock, a remote, a shoe or a book.
2. Estimate each length, then measure each one to the nearest inch with a ruler. Record both.
3. Make a line plot: draw an X above the number for each object's length.
4. Answer three questions about your line plot: the longest length, the most common length, and how much longer the longest is than the shortest.
5. Put the objects back where they belong.

Object	Estimate (inches)	Measure (inches)
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____



One thing my line plot shows:

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1. Which length did you measure most often?

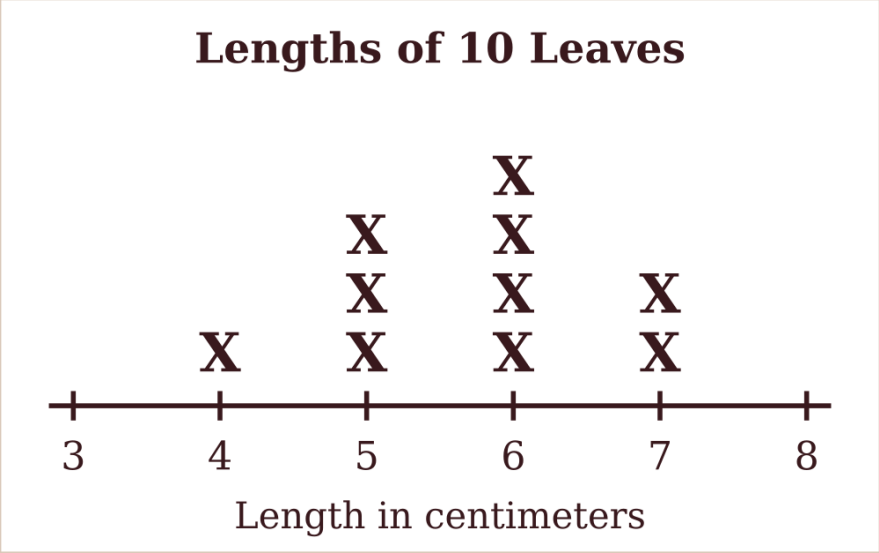
2. What was your longest object, and how long was it?

3. How much longer was the longest object than the shortest?

4. How many X marks are on your line plot? Why?

5. Which estimate was closest? How far off was it?

Day 150: Independent Check: Measuring and Line Plots



Answer on your own. An adult may read the questions aloud but should not give the answers.

1. Which leaf length was most common?

2. How many leaves were longer than 5 centimeters?

3. How much longer is the longest leaf than the shortest leaf?

4. Which tool would you use to measure a playground slide: a ruler or a measuring tape? Why?

5. A rope is 64 inches. Another is 28 inches shorter. How long is the shorter rope?