

Student Activity Book

Name _____ Date _____

Exactly How Big is a Skinny

Use skinnies and bits to answer these questions. You will also need a centimeter ruler.

- 1. One skinny is as long as _____ bits.
- 2. One skinny is _____ centimeters long.
- 3. One skinny is as wide as _____ bit.
- 4. Three skinnies are as long as _____ bits.
- 5. How many centimeters long are three skinnies? _____
- 6. 17 bits are as long as _____ skinnies.

I also have _____ leftover bits.

- 7. 17 bits are _____ centimeters long.
- 8. 2 skinnies and 4 bits are as long as how many bits?

- 9. 2 skinnies and 4 bits are how many centimeters long?

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Exactly How Big is A Skinny?

(SAB pp. 273–274)

Questions 1–13

- 1. 10
- 2. 10
- 3. 1
- 4. 30
- 5. 30 cm
- 6. 1 skinny, 7 bits
- 7. 17
- 8. 24
- 9. 24 cm

10–13. Answers will vary.

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Name _____ Date _____

- 10. Measure your pencil with skinnies and bits.
My pencil measures _____ skinnies and _____ bits.
- 11. My pencil is _____ centimeters long.
- 12. Find an object. Measure it using bits and skinnies.
I measured _____ .
It measures _____ skinnies and _____ bits.
- 13. Measure the same thing using your centimeter ruler.
It measures _____ centimeters.

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How Many Bits (SAB pp. 279–280)

Questions 1–5



$20 + 8 = 28$



$10 + 18 = 28$

3.

4. Possible response:



5. No, Joe is only showing 10 bits. The 8 in 82 means 8 groups of ten or 80. To show 82 he needs to show 8 groups of ten or 8 skinnies.

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Name _____ Date _____

How Many Bits

Draw a picture and write a number sentence to show how each number is grouped.

- I have 2 skinnies and 8 bits.
Number sentence _____
- I have 1 skinny and 18 bits.
Number sentence _____
- Circle the ways to show 28.

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Introduce Base-Ten Pieces SAB • Grade 2 • Unit 6 • Lesson 2 **279**

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Name _____ Date _____

- Show 82 with base-ten pieces or shorthand.
- Joe showed 82 with bits. Do you agree with Joe?

Why or why not? _____

How Many Bits Feedback Box	Expectation	Check In	Comments
Represent two-digit numbers using base-ten pieces. [Q# 1–2, 4]	E1		
Compose and decompose numbers using ones and tens. [Q# 1–2, 4–5]	E2		
Recognize different partitions of numbers using different representations. [Q# 3]	E3		
Make connections between place value concepts and representations of numbers. [Q# 1–5]	E4		
Recognize that different partitions of a number have the same total. [Q# 3]	E5		

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Name _____ Date _____

Number Riddles



Dear Family Member:

Your child has been breaking numbers into groups of tens and ones. We have been calling the ones "leftovers." Sometimes there are more than ten leftovers. Your child is learning that different partitions of a number equal the same amount. For example, $20 + 2$ is the same amount as $10 + 12$. These activities build your child's understanding of place value and prepare him or her for addition and subtraction with larger numbers. Have your child explain to you how he or she decides what the number is.

Thank you.

Draw the groups of ten and leftovers. Then tell what the number is. Use dots to show the bits. Circle the groups of 10. The first is an example.

Ex. I have 2 groups of 10 bits and 7 bits left over.



What number am I? 27

1. I have 1 group of 10 bits and 13 bits left over.

What number am I? _____

TG • Grade 2 • Unit 6 • Lesson 2

Homework Master

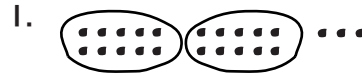
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Teacher Guide

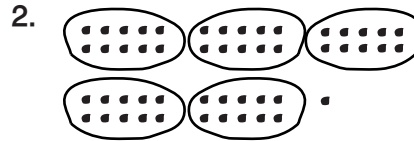
Number Riddles (TG pp. 1–2)

Homework

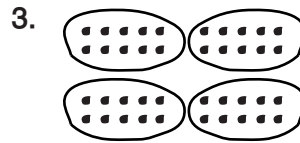
Questions 1–5



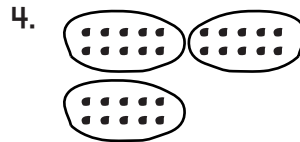
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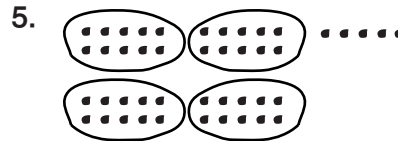
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40



30



45

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Name _____ Date _____

2. I have 3 groups of 10 bits and 21 bits left over.

What number am I? _____

3. I have 4 groups of 10 bits and 0 bits left over.

What number am I? _____

4. I have 1 group of 10 bits and 20 bits left over.

What number am I? _____

5. I have 4 groups of 10 bits and 5 bits left over.

What number am I? _____

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Homework Master

TG • Grade 2 • Unit 6 • Lesson 2 2

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