

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.

$20 + 8 = 28$

$10 + 10 + 8 = 28$

$2 + 8 = 28$

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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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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