

Student Activity Book

Mapping Rain Forest Trails (SAB pp. 819–823)
Questions 1–7

- * See Figure 2 in the Lesson for a sample Rain Forest Trails Model.
- 1.* See Figure 2 in the Lesson for a sample data table.
- 2.* See Figure 3 in Lesson for a sample map.
- 3–7. Answers for Questions 3–7 will vary based on students’ maps and data tables.

Name _____ Date _____

Location: Distance and Direction

1. Work with your group. Record the location of each animal on your assigned Rain Forest Trails model in the data table. Write the model number in the title of the data table.

Rain Forest Trails Model _____

Animal	Distance (in cm)	Direction
armadillo		
spider monkey		
howler monkey		
parrot		
turtle		
snake		

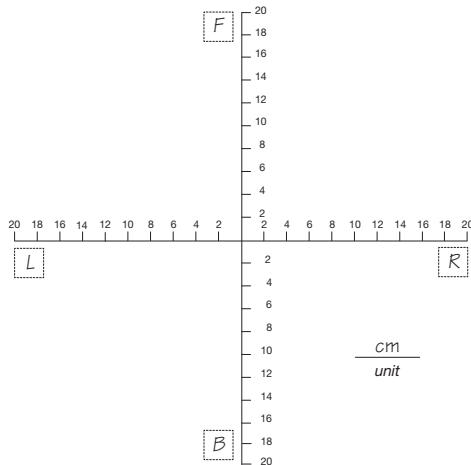
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Name _____ Date _____

Map the Rain Forest Trails

2. Look at the Rain Forest Trails Model data table. Use it to show where each animal is on the map.



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*Answers and/or discussion are included in the lesson.

Name _____ Date _____

Explore Rain Forest Trails Data

3. A. Use your map or data table. Predict how far the parrot is from the turtle.

- B. How did you find the answer? _____
- C. Measure the distance from the parrot to the turtle. Is your answer the same as your prediction?

4. A. What animal is the farthest from the front of Mr. Origin?

- B. How far from his front is it? _____
5. A. What animal is the farthest from the back of Mr. Origin?

- B. How far from his back is it? _____
6. What is the distance between these two animals?

7. How far is the turtle from the snake?

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Name _____ Date _____

Mr. Origin at the Park

1. Here is Mr. Origin in a park. There is a front/back line and a right/left line. Fill in the data table.

10 meters $\frac{\text{unit}}$

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Mr. Origin at the Park (SAB pp. 825–827)
Questions 1–5

1.

Item	Distance (in meters)	Direction
can	40	Left
campfire	20	Right
anthill	25	Front
oak tree	50	Front
baby gopher	50	Right
mom gopher	35	Back

- Go 35 meters front and 50 meters right.
- 25 meters
- 60 meters
- Go 20 meters left and 25 meters front.

Name _____ Date _____

Item	Distance (in meters)	Direction
can		
campfire		
anthill		
oak tree		
baby gopher		
mom gopher		

- Baby gopher is lost. Tell the mother gopher how to get to him.

- How far is the tree from the anthill? _____
- How far is it from the campfire to the can? _____
- How could you travel from the campfire to the anthill?

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Name _____ Date _____

Mr. Origin at the Park

Feedback Box

Expectation	Check In	Comments
E3		
E4		
E5		
E6		
E7		

Use a table to solve problems about a data set. [Q# 2-5]

Use a table to find information about a data set. [Q# 1]

Measure length using standard units. [Q# 1]

Describe the location of an object relative to an origin using direction and distance. [Q# 1]

MRP.6 Use back I use labels to show what numbers mean.

Yes... Yes, but... No, but... No...

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Mapping Rain Forest Trails **828** SAB • Grade 2 • Unit 15 • Lesson 6

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Teacher Guide

Nicholas Finds Some Coins (TG)
Homework
Questions 1–3

1. Nicholas's Coins

Coin	Distance (in centimeters)	Direction (Right or Left)
penny	7	Left
nickel	12	Left
dime	3	Right
quarter	8	Right

- 20 cm; Possible number sentence: $12 + 8 = 20$
- 10 cm; Possible number sentence: $7 + 3 = 10$

Name _____ Date _____

Nicholas Finds Some Coins

Homework

Nicholas found some coins. He lined the coins up on his desk and made a map to show the location of each coin.

1. Fill in the data table to show the location of each coin.

Nicholas's Coins		
Coin	Distance (in centimeters)	Direction (Right or Left)
penny		
nickel		
dime		
quarter		

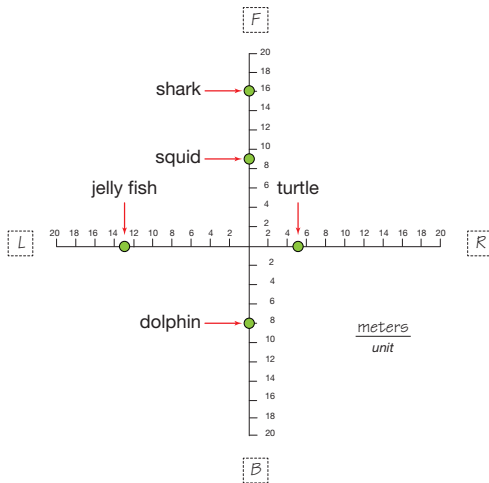
- How far is the nickel from the quarter? Write a number sentence.

- How far is the dime from the penny? Write a number sentence.

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Teacher Guide

Mr. Origin at the Seaside (TG pp. 1-2)
Homework
Questions 1–4



- front
- 7 meters; Possible number sentence: $16 - 9 = 7$
- 18 meters; Possible number sentence: $13 + 5 = 18$
- 21 meters; Possible number sentence: $13 + 8 = 21$

- What direction is the shark from the squid?

- How far is the squid from the shark? Write a number sentence.

- How far is the jellyfish from the turtle? Write a number sentence.

- How far is the jellyfish from the dolphin? Write a number sentence.

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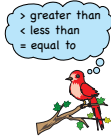
Name _____ Date _____

End-of-Year Test

Part 1

You may use base-ten pieces, a number line, an individual clock, and the *Addition Strategies Menu* and *Subtraction Strategies Menu* in the *Student Activity Book Reference* section.

1. Fill in the circle with $>$, $<$, or $=$ to make each statement true.



- A. $9 + 5$ ○ $10 + 4$
- B. $6 + 5$ ○ $15 - 2$
- C. $6 + 9$ ○ $7 + 9$
- D. $15 - 8$ ○ $3 + 4$
- E. $14 - 8$ ○ $12 - 7$

2. Circle True or False for each problem.

- A. $3 \text{ hundreds} + 4 \text{ tens} + 2 \text{ ones} = 342$ True False
- B. $216 = 2 \text{ hundreds} + 16 \text{ ones}$ True False
- C. $115 = 100 + 5$ True False
- D. $200 + 30 + 8 = 238$ True False
- E. $10 + 10 + 10 + 1 = 30 + 1$ True False

3. Place a number in the box to make the number sentence true.

- A. $100 + 20 + 4 = 50 + 50 + 10 + \square + 4$
- B. $10 + 10 + 10 + 10 + 10 + 2 = \square + 2$
- C. $5 + 5 + 6 = \square + 6$

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Name _____ Date _____

4. Write the time under each clock. Use your individual clocks and number lines to tell how many minutes have passed. Circle the activity you could do in that many minutes. Choose AM or PM.

Start Time	End Time	How Many Minutes Have Passed?	What Could Have Happened?	AM or PM
 _____	 _____		Work on math in math class Eat dinner	
 _____	 _____		Work on homework Eat lunch	

5. Frank had 81 newspapers to deliver. By noon, he had finished delivering 39 newspapers. Estimate how many newspapers he had left. Show or tell how to estimate the answer.

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End-of-Year Test (TG pp. 1–11)

Questions 1–25

Part 1

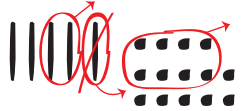
1. A. =
B. <
C. <
D. =
E. >
2. A. True
B. True
C. False
D. True
E. True
3. A. 10
B. 50
C. 10

4.

Start Time	End Time	How Many Minutes Have Passed?	What Could Have Happened?	AM or PM
 10:15	 11:00	45 minutes	Work on math in math class Eat dinner	AM
 4:30	 5:30	60 minutes	Work on homework Eat lunch	PM

5. 40 newspapers. Responses will vary. Possible response: I used friendly numbers. I rounded 81 to 80 and 39 to 40. I subtracted $80 - 40 = 40$ newspapers.

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6. A. 
$$\begin{array}{r} 54 \\ -28 \\ \hline 26 \end{array}$$

B. $54 = 50 + 4 = 40 + 14$
 $28 = 20 + 8 = 20 + 8$

$$\begin{array}{r} 40 + 14 \\ -20 + 8 \\ \hline 20 + 6 = 26 \end{array}$$

C.
$$\begin{array}{r} 414 \\ \cancel{54} \\ -28 \\ \hline 26 \end{array}$$

D. Responses may vary. Possible response:

$$\begin{array}{r} 28 \\ +26 \\ \hline 54 \end{array}$$

Strategies may vary for **Questions 7–9**. Possible strategies are shown for each problem.

7. **A.** 32 cc. Possible strategy: I started at 50 and counted up to 82 by tens and ones. My answer is 32 cc.
B. 4 cc. Possible strategy: I started at 80 and counted up to 84. My answer is 4 cc.
C. Natasha’s object has a greater volume. Her object is 32 cc and Levi’s object is 4 cc.
8. **A.** True
B. False
C. False

Name _____ Date _____

6. Diana had to solve this problem for homework:

$$\begin{array}{r} 54 \\ -28 \\ \hline \end{array}$$

A. Use base-ten pieces to solve $54 - 28$.

B. Use expanded form to solve $54 - 28$.

C. Use the compact method to solve $54 - 28$.

$$\begin{array}{r} 54 \\ -28 \\ \hline \end{array}$$

D. Check your answer by solving it another way or by using addition.

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Name _____ Date _____

Show or tell how to solve each problem below.

7. **A.** Natasha put 50 cc of water in her graduated cylinder. She placed an object in the water and the water level went up to 82 cc. What is the volume of her object?

B. Levi put 80 cc of water in his graduated cylinder. He placed an object in the water and the water level went up to 84 cc. What is the volume of his object?

C. Whose object has the greater volume: Natasha’s or Levi’s?

8. Circle True or False for each problem.

A. $3 + 3 + 3 + 3 = 4 \times 3$ True False

B. $5 + 5 + 5 + 5 = 5 \times 5$ True False

C. $2 \times 4 = 2 + 2 + 2$ True False

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Answer Key • End-of-Year Test

Name _____ Date _____

9. Emily is making 4 shirts. Each shirt will have 5 buttons. How many buttons does she need?

A. Circle the number sentence you would use to solve the problem.

$4 + 5 =$ $4 \times 5 =$

B. Show or tell how to solve the problem.

Draw a picture for each problem and write a number sentence.

10. Make 4 rows of 5.

Number sentence _____

11. Make 4 rows of 3.

Number sentence _____

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Name _____ Date _____

Circle True or False for each statement. Show or tell how you know.

12. 3 rows of 5 = 5 rows of 3 True False

13. 3 rows of 3 = 2 rows of 4 True False

Part 2

You may use a number line, base-ten pieces, a ruler, pattern blocks, and the *200 Chart*, *Addition Strategies Menu* and *Subtraction Strategies Menu* in the *Student Activity Book Reference* section.

14. Circle all the number sentences that have an even number for the sum.

A. 4 + 4 B. 8 + 8

C. 3 + 3 + 1 D. 9 + 9

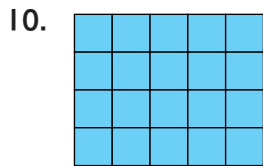
E. 7 + 7 + 1 F. 1 + 1 + 1

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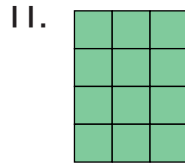
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9. A. $4 + 5 =$ $4 \times 5 =$
- B. Responses will vary. Possible response:



Number sentence: $4 \times 5 = 20$



Number sentence: $4 \times 3 = 12$

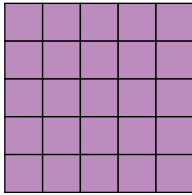
12. True. Possible response: 3 rows of 5 = 15 and 5 rows of 3 = 15.
13. False. Possible response: 3 rows of 3 = 9 and 2 rows of 4 = 8.

Part 2

14. A. $4 + 4$ B. $8 + 8$
- C. $3 + 3 + 1$ D. $9 + 9$
- E. $7 + 7 + 1$ F. $1 + 1 + 1$

For **Questions 15–18**, solutions may vary. Possible solutions are given.

15. A. 25 stickers. Possible solution:



Number sentence:
 $5 + 5 + 5 + 5 + 5 = 25$ stickers

B. 75¢

3	3	3	3	3
3	3	3	3	3
3	3	3	3	3
3	3	3	3	3
3	3	3	3	3

Possible solution: I know that 3×25 is the same as 25×3 , so I added 25 three times. If I have 3 quarters, that's 75, so the answer is 75¢.

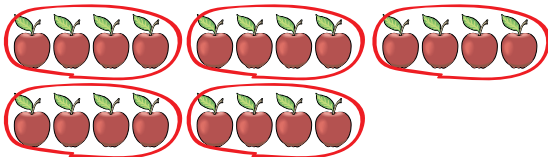
Number sentence: $25 \text{ stickers} \times 3¢ = 75¢$

16. 18 beans. Possible solution:



Number sentence:
 $3 \text{ cups} \times 6 \text{ beans} = 18 \text{ beans}$

17. 5 friends. Possible solution:



Number sentence:
 $20 \text{ apples} \div 4 \text{ apples per friend} = 5 \text{ friends}$

Name _____ Date _____

Solve each problem and write a number sentence. Show or tell how you solved each problem. Remember to label your answers.

15. Nisha bought 5 rows of stickers. Each row has 5 stickers. Each sticker costs 3 cents.

A. How many stickers did Nisha buy?

Number sentence _____

B. What is the total cost of all the stickers?

Number sentence _____

Solve each problem and write a number sentence. Show or tell how you solved each problem. Remember to label your answers.

16. Chris has 3 cups. He put 6 beans in each cup. How many beans does he have?

Number sentence _____

17. Rosa has 20 apples. She wants to give each of her friends 4 apples. How many friends can share the apples?

Number sentence _____

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Name _____ Date _____

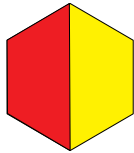
18. The zookeeper has 16 bananas. He wants to give each monkey a fair share of the bananas. If there are 4 monkeys, how many bananas will each monkey get?

Number sentence _____

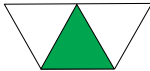
19. Look at the pictures of the shapes. Use the words in the box to fill in the spaces with the correct answers.

half fourth third sixth eighth

- A. The red trapezoid is one-_____ of the yellow hexagon.



- B. The green triangle is one-_____ of the red trapezoid.



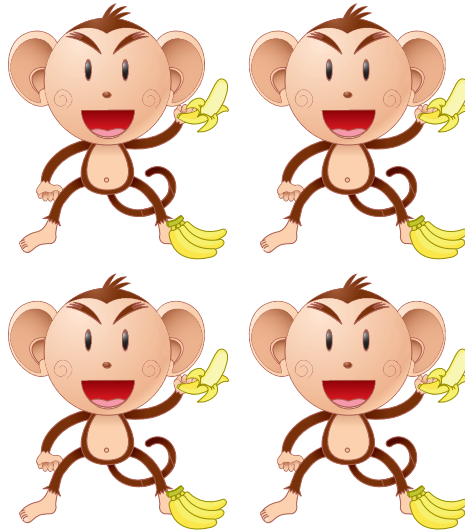
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18. 4 bananas. Possible solution:



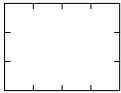
Number sentence:

$16 \text{ bananas} \div 4 \text{ monkeys} = 4 \text{ bananas}$

19. A. half
 B. third
20. A. 12 square units
 B. 6 squares
21. Area: $21\frac{1}{2}$ square units

Name _____ Date _____

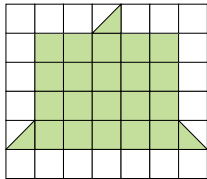
20. This is a whole.



- A. Use a ruler and the tick marks to draw a grid on the rectangle. What is the area of the rectangle?

- B. Shade in one-half of the rectangle. How many squares did you shade?

21. Find the area of the shape below. Remember to include units in your answer.



Area _____

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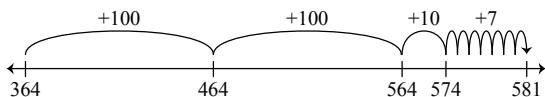
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22. A. 581; Solutions may vary.

Possible solutions:

Mental Math Strategy

$$364 + 200 + 10 + 7 = 581$$



Paper-and-Pencil Method

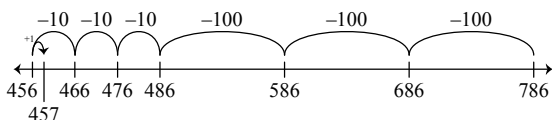
$$\begin{array}{r} 364 \\ + 217 \\ \hline 500 \\ 70 \\ \hline 11 \\ \hline 581 \end{array}$$

B. 457; Solutions may vary.

Possible solutions:

Mental Math Strategy

$$786 - 300 - 30 + 1$$



Paper-and-Pencil Method

$$\begin{array}{l} 786 = 700 + 80 + 6 = 700 + 70 + 16 \\ 329 = 300 + 20 + 9 = 300 + 20 + 9 \\ \hline 400 + 50 + 7 = 457 \end{array}$$

23.

Rule: **Doubling**

Input	Output
1	2
3	6
4	8
6	12
8	16
10	20

Name _____ Date _____

22. Solve the problems below two different ways: use a mental math strategy and a paper-and-pencil method.

A. $\begin{array}{r} 364 \\ + 217 \\ \hline \end{array}$

Mental Math Strategy Paper-and-Pencil Method

B. $\begin{array}{r} 786 \\ - 329 \\ \hline \end{array}$

Mental Math Strategy Paper-and-Pencil Method

23. Fill in the missing values in the Rule Machine. Write the rule.

Rule: _____

Input	Output
1	2
3	6
4	
6	12
	16
10	

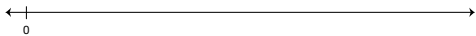
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Name _____ Date _____

24. Model the number on the number line. Write a number sentence that shows how the base-ten hopper hopped on the number line.

A base-ten hopper made 2 hops of 100, 3 hops of 10, and 4 hops of 1. What number did it land on?



Number sentence _____

25. Place the numbers in order from smallest to largest.

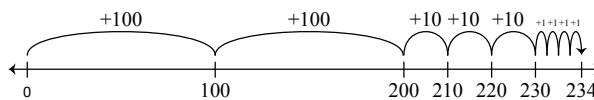
A. 922, 1045, 958

B. 348, 299, 801

C. 1004, 1010, 987

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24. 234



Number sentence: $100 + 100 + 10 + 10 + 10 + 1 + 1 + 1 + 1 = 234$

25. A. 922, 958, 1045

B. 299, 348, 801

C. 987, 1004, 1010