

2ND GRADE

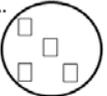
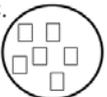
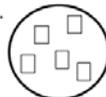
POWER PROBLEMS

Homework Edition

Name: _____

POWER PROBLEMS HOMEWORK

Answer each question below.

1.) Which set of boxes below are odd?
 A.  B. 
 C.  D. 

2.) How many more are needed to have pairs?


3.) Tisa is pairing up her white, black, and grey socks.
 • She has 16 white socks.
 • She has 9 black socks.
 • She has 12 grey socks.
 Which color will have a sock that could not be paired. Support your answer with words and a drawing.

4.) Mrs. Jane and Mr. Omar combined their classes to play a game. Each student must be paired with another student. Mrs. Jane has 15 students and Mr. Omar has 17 students.
 Will each student be paired? Draw a model to support your answer.

Name: _____

POWER PROBLEMS HOMEWORK 2MD.5

Answer each question below.

1.) The length of April's notebook is about 21 cm. Her notebook is about 13 cm shorter than her Science workbook. About how long is April's Science workbook?

2.) The string on Jason's kite was 89 inches long. His dad cut his string and now it is 64 inches long.
 Write an equation to represent this problem. Use the letter *c*, for how much his dad cut.
 How many inches did Jason's dad cut from his kite?

3.) Marius is 12 inches taller than his younger sister. Which choice below could possibly be the height of Marius and his sister?
 A. Marius could be 45 inches and his sister could be 58 inches.
 B. Marius could be 41 inches and his sister could be 38 inches.
 C. Marius could be 47 inches and his sister could be 35 inches.
 D. Marius could be 49 inches and his sister could be 62 inches.

4.) The chart below tells the different lengths of Margaret's ribbon.

Ribbon:	Length in inches:
Black	61
Green	41
Purple	26

1. What is the difference between the longest color ribbon and the shortest color ribbon?
 2. How many inches of ribbon does Margaret have altogether?

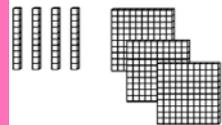
Name: _____

POWER PROBLEMS HOMEWORK 2.NBT.2

Answer each question below.

1.) Corey was skip-counting and he had the following numbers: 205, 215, 225, 235.
 How many more was Corey counting by?
 What is the next number in the pattern?

2.) Fill in the blanks on the number line with the missing number.


3.) Draw the number below. It is 5 tens and 10 ones. Write the number. How many tens does that new number, what does that picture look like?


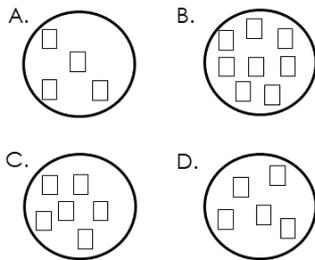
4.) Chance is saving \$5 dollars every week. In 7 weeks, how much money will Chance have? Support your answer with a drawing.

Name: _____

POWER PROBLEMS
HOMEWORK 2.OA.3

Answer each question below.

1.) Which set of boxes below are odd?



2.) How many more circles are needed to have 8 pairs?



3.) Tisa is pairing up her white, black, and grey socks.

- She has 16 white socks.
- She has 9 black socks.
- She has 12 grey socks.

Which color will have a sock that could not be paired. Support your answer with words and a drawing.

4.) Mrs. Jane and Mr. Omar combined their classes to play a game. Each student must be paired with another student. Mrs. Jane has 15 students and Mr. Omar has 17 students.

Will each student be paired? Draw a model to support your answer.

Name: _____

POWER PROBLEMS
HOMEWORK 2.NBT.2

Answer each question below.

1.) Cory was skip-counting and said the following numbers:
195, 205, 215, 225, 235

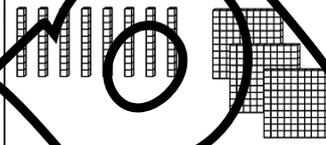
What number was Corey skip-counting by?

What is the next number in Corey's pattern?

2.) Fill in the blanks on the number line with the missing number.



3.) Rylan drew the number below. If she skip counts by 5, ten times, and draws that many number, what would her picture look like?



4.) Chance is saving \$5 dollars every week. In 7 weeks, how much money will Chance have? Support your answer with a drawing.

Name: _____

POWER PROBLEMS
HOMEWORK 2.NBT.4

Answer each question below.

1.) Fill in each blank with $>$, $<$, or $=$.

- 295 _____ 259
- 313 _____ 331
- 506 _____ 560
- 895 _____ 876
- 600 _____ 599

2.) The number of points Ryan scored on his video game is less than his highest score of three hundred seventy-four. Which choice below could not be the number of points Bryan scored?

- A. 374
- B. 375
- C. 378
- D. 370

3.) Mike lives two hundred seventy miles away from his grandmother. His cousin Aaron lives 207 miles away from their grandmother.

Select the true statement below.

- A. Aaron's distance from their grandmother is greater than Mike's distance.
- B. Mike's distance from their grandmother is greater than Aaron's distance.
- C. Their distance from their grandmother is the same.

4.) Fill in the table to tell whether each comparison is true or false.

Comparison:	T:	F:
$500 + 70 + 2 =$ five hundred seventy-two	<input type="radio"/>	<input type="radio"/>
$321 > 300 + 10 + 2$	<input type="radio"/>	<input type="radio"/>
Nine hundred three = $900 + 30$	<input type="radio"/>	<input type="radio"/>
$400 + 20 + 1 <$ four hundred twenty-one	<input type="radio"/>	<input type="radio"/>
$600 + 40 + 4 <$ 640	<input type="radio"/>	<input type="radio"/>

Name: _____

POWER PROBLEMS
HOMEWORK 2.MD.10

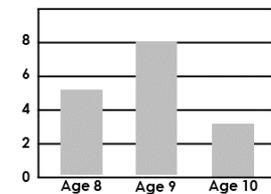
Answer each question below.

1.) Below is the number of each fruit Haley used to make a fruit salad.

Peaches	Apples	Oranges
8	10	10

Make a bar graph to show how many of each fruit Haley used.

2.) Use the bar graph below to answer the following question.



Brentwood Swim Team Member Ages

- How many more members are age 9 than age 10?
- How many members are on the swim team altogether?

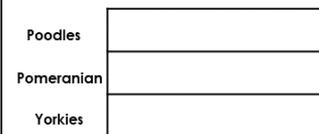
3.) Use the pictograph to answer the questions about the types of movies Kim watched last month.



- How many fewer horror movies did Kim watch than comedies?
- What is the total number of movies Kim watched?

4.) The types of dogs in the Langston Community Dog Show are listed below. Create a pictograph displaying the information.

Poodles	Pomeranians	Yorkies
6	7	3



Number of Dogs

POWER Problems HD

What is included?

- 100 Procedural and conceptual based math questions
- Quality prompts and word problems that promote rigorous thinking
- 4 questions per standard
- Each standard is formatted to one page
- Easy prep
- Answer keys

WHAT ARE POWER PROBLEMS?



PURPOSEFUL - These problems are meant to keep students focused, while strengthening initiative and perseverance.



OPPORTUNITIES - These prompts can be used in a variety of ways. P.O.W.E.R problems can be used to introduce a lesson, spiral review, or as formative assessments.

WITH



ENGAGEMENT - Power Problems are real word applicable and designed to hook students with interest and presentation. The complexity of problems promotes problem solving skills.



RIGOR - Tasks are specifically designed to challenge students and assess conceptual understanding of curriculum versus procedural understanding. Students will need to apply more than just a "formula."

WHY USE POWER PROBLEMS?

BUILD STAMINA WITHIN
YOUR STUDENTS



MORE THAN JUST A COOKIE CUTTER TEXTBOOK APPROACH

- P.O.W.E.R problems are designed to challenge your students with their open ended presentation. Majority of problems that come from textbooks and workbooks assess procedural understanding of curriculum. Some textbooks even provide step by step instructions where the textbook is thinking for the students and taking away that "productive struggle" for children. When we rob students of that event, we rob them of their ability to reason, problem solve, and see beyond a standard algorithm. P.O.W.E.R problems are meant to show students that there are different ways to answer one question in math. With these tasks students take ownership and are part of the problem solving process versus filling in blanks in a textbook.

HOW TO USE POWER PROBLEMS

YOUR KIDS. YOUR
CHOICE. FLEXIBILITY.



TO INTRODUCE A LESSON - P.O.W.E.R problems can be used to introduce a new skill. In this case your students will experience a "productive struggle." Their problem solving skills and prior knowledge will kick in. Often times most of my students will have the incorrect answer or no answer at all. I then have someone explain their method/reasoning and allow my students to critique their peer's answer. This makes for great accountable talk discussions. If I see that most students do not have an answer I will assist the class in getting to a specific point and then allow them to finish independently.



SPIRAL REVIEW - Avoid your students forgetting standards by using P.O.W.E.R problems to spiral review previously taught lessons.



FORMATIVE ASSESSMENTS - You can use these problems to assess mastery and levels of understanding.