

BEGINNING AND END OF THE YEAR MATH PRE/POST-TESTS

Item Analysis Data Sheet Student Name: _____
2nd Grade Beginning of the Year Pre-Test

Question	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				
#11				
#12				
#13				
#14				
#15				
#16				
#17				
#18				
#19				
#20				
#21	2.NBT.4	X		
#22	2.NBT.4		X	
#23	2.NBT.5	X		
#24	2.NBT.5	X		
#25	2.NBT.5		X	
#26	2.NBT.6	X		
#27	2.NBT.6		X	
#28	2.NBT.7	X		
#29	2.NBT.7	X		
#30	2.NBT.7		X	
#31	2.NBT.8	X		
#32	2.NBT.8		X	
#33	2.MD.1		X	
#34	2.MD.1		X	



Track Student Data

22.) Students are 10 blocks. Julie has hundreds, 9 tens.

16.) What is the form.

10.) What is the

5.) Write odd or

Name: _____ Date: _____
Beginning of the Year 2nd Grade Math Pre-test

1.) Solve the addition & subtraction problems.

70	45	21	82
$+27$	$+36$	-11	-15

2.) There are 12 puppies in the pet store window. There are 9 kittens. How many animals are in the pet store window?
Draw: _____ Solve: _____
Answer: There are _____ animals in the window.

3.) Amy has 38 cookies for the bake sale. Beth has 42. How many more cookies does Beth have?
Draw: _____ Solve: _____
Answer: Beth has _____ more cookies.

4.) There are 14 crayons in the box. Chris added 6 more crayons. Then, he gave 12 crayons to Greg. How many crayons are left in the box?
Draw: _____ Solve: _____
Answer: There are _____ crayons in the box.

17.) Write the number in standard form.

11.) How many

6.) Choose one problem with two

7.) Solve

9	8
$+5$	$+8$

8.) Solve

19	10
-7	-1

9.) Write a repeating pattern of hearts there are

12.) Skip count

295	
-----	--

13.) Skip count

930	
-----	--

14.) Skip count

12	
----	--

15.) Jeff had 7 hearts. How much more

23.) 57
 $+44$

25.) Mandy did 6 problems. What was he correct.

20.) 395

21.) 6 ones

18.) Lucas wrote

19.) What is 10 times as many as 3?

Compare the number of tens in each number.

24.) 395 and 57



2ND GRADE

Thank YOU!

This free resource includes a beginning of the year math pre-test, along with a matching end of the year post-test to track student's growth. Graphs are included for data tracking. These assessments include questions that target procedural and conceptual understanding. Graphs are included with information on whether each question assesses procedural and conceptual so you can easily target student needs. Pinpoint exactly what your students need with these assessments!

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TANYA YERO



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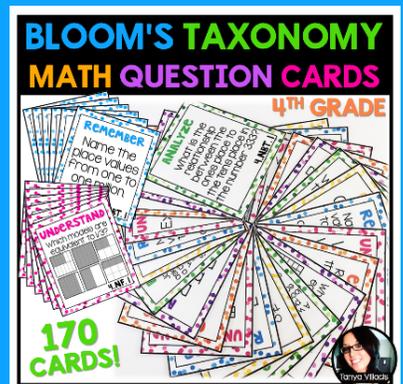
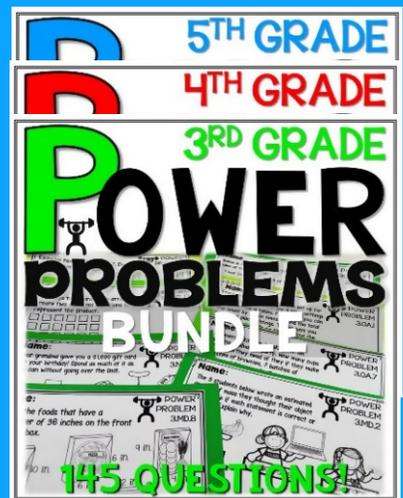
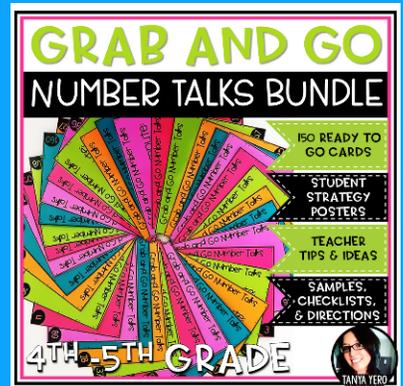
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FEEDBACK FROM TEACHERS

"Tanya has created a wonderful, comprehensive resource here, complete with record-keeping which is often challenging to figure out the logistics of sometimes. From pretest to posttest and all the tasks in between, this is a must-have for intervention groups!"

"I LOVE this packet. I am using it to guide my small group instruction and by conducting the pre-test, I found that many students I thought had it, didn't. Thanks for the detailed packet!!"

"I love how everything is laid out! It's super helpful to have a chart to tell you what type of misunderstanding the student has on the pretest."

Item Analysis Data Sheet

Student Name: _____

2nd Grade Beginning of the Year Pre-Test

Question	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#1	2.OA.1	X		/4
#2	2.OA.1		X	
#3	2.OA.1		X	
#4	2.OA.1		X	
#5	2.OA.3	X		
#6	2.OA.3		X	
#7	2.OA.3	X		/8
#8	2.OA.3	X		/8
#9	2.OA.4	X		
#10	2.NBT.1	X		
#11	2.NBT.1	X		
#12	2.NBT.2	X		
#13	2.NBT.2	X		
#14	2.NBT.2	X		
#15	2.NBT.1		X	
#16	2.NBT.3	X		
#17	2.NBT.3	X		
#18	2.NBT.3		X	
#19	2.NBT.1		X	
#20	2.NBT.4	X		

Item Analysis Data Sheet Student Name: _____

2nd Grade Beginning of the Year Pre-Test _____

?	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#21	2.NBT.4	X		
#22	2.NBT.4		X	
#23	2.NBT.5	X		
#24	2.NBT.5	X		
#25	2.NBT.5		X	
#26	2.NBT.6	X		
#27	2.NBT.6		X	
#28	2.NBT.7	X		
#29	2.NBT.7	X		
#30	2.NBT.7		X	
#31	2.NBT.8	X		
#32	2.NBT.8		X	
#33	2.MD.1		X	
#34	2.MD.1		X	
#35	2.MD.1	X		
#36	2.MD.3		X	
#37	2.MD.2		X	
#38	2.MD.4	X		
#39	2.MD.5	X		
#40	2.MD.5		X	

Item Analysis Data Sheet Student Name: _____

2nd Grade Beginning of the Year Pre-Test _____

?	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#41	2.MD.6	X		
#42	2.MD.6		X	
#43	2.MD.7	X		
#44	2.MD.7	X		
#45	2.MD.8	X		
#46	2.MD.8		X	
#47	2.MD.9	X		
#48	2.MD.9		X	
#49	2.MD.10	X		
#50	2.MD.10		X	
#51	2.G.1	X		
#52	2.G.1		X	
#53	2.G.2	X		
#54	2.G.2		X	
#55	2.G.3	X		
#56	2.G.3	X		
#57	2.G.3		X	

Name: _____

Date: _____

Beginning of the Year 2nd Grade Math Pre-test

1.) Solve the addition & subtraction problems.

$$\begin{array}{r} 70 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 15 \\ \hline \end{array}$$

2.) There are 12 puppies in the pet store window. There are 9 kittens. How many animals are in the pet store window?

Draw:

Solve:

Answer: There are _____ animals in the window.

3.) Amy has 38 cookies for the bake sale. Beth has 42. How many more cookies does Beth have?

Draw:

Solve:

Answer: Beth has _____ more cookies.

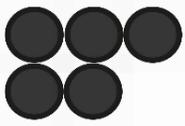
4.) There are 14 crayons in the box. Chris added 6 more crayons. Then, he gave 12 crayons to Greg. How many crayons are left in the box?

Draw:

Solve:

Answer: There are _____ crayons in the box.

5.) Write odd or even for the pictures below.









6.) Choose one of the even numbers above. Write an addition problem with two even addends that equals the number.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \cdot$$

even even

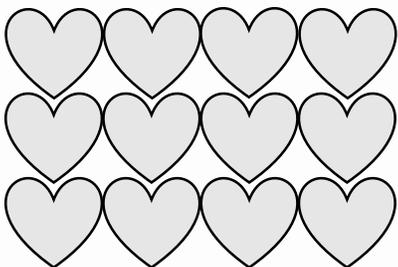
7.) Solve

9	8	7	4	3	8	5	6
<u>+ 5</u>	<u>+ 8</u>	<u>+ 1</u>	<u>+ 2</u>	<u>+ 6</u>	<u>+ 3</u>	<u>+ 4</u>	<u>+ 7</u>

8.) Solve

19	10	2	4	13	6	5	17
<u>- 7</u>	<u>- 1</u>	<u>- 0</u>	<u>- 2</u>	<u>- 3</u>	<u>- 5</u>	<u>- 3</u>	<u>- 12</u>

9.) Write a repeated addition sentence to show how many hearts there are.



=

10.) What is the value of the digit in the tens place?

659

11.) How many hundreds are in the number below?

308

12.) Skip count by 5s.

295			310				330
-----	--	--	-----	--	--	--	-----

13.) Skip count by 10s.

930			960			990	
-----	--	--	-----	--	--	-----	--

14.) Skip count by 2s.

12							
----	--	--	--	--	--	--	--

15.) Jeff had 7 \$10 bills. He got 4 more \$10 bills for his birthday.
How much money does he have now?

--

16.) What is the standard form of the number $900 + 4$?

17.) Write the number five hundred sixty-seven in standard form.

18.) Lucas wrote the number 609 in expanded form below.

$$600 + 90$$

Is Lucas correct? Why or why not?

19.) What is 10 more than 792?

Compare the numbers. Fill in $<$, $>$, or $=$

20.)

$$395 \quad \underline{\hspace{2cm}} \quad 359$$

21.)

$$6 \text{ ones} + 5 \text{ hundreds} \quad \underline{\hspace{2cm}} \quad 605$$

22.) Students are making 3-digit numbers in math class with base-10 blocks. Julie has 2 hundreds, 22 tens, and 12 ones. Mack has 3 hundreds, 9 tens, and 11 ones. Circle the person who has more.

Julie	Mack

23.)

$$\begin{array}{r} 57 \\ + 44 \\ \hline \end{array}$$

24.)

$$\begin{array}{r} 90 \\ - 23 \\ \hline \end{array}$$

25.) Mandy did the math problem below for homework. What was her error? Explain, and re-do the problem correctly.

$$\begin{array}{r} 66 \\ + 37 \\ \hline 913 \end{array}$$

$$\begin{array}{r} 66 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 26.) \quad 22 \\ \quad 15 \\ \quad \quad 8 \\ + \quad 25 \\ \hline \end{array}$$

27.) Re-write problem #25 below so that the addends in the ones place are grouped to make 10:

$$\begin{array}{r} 28.) \quad 309 \\ + \quad 57 \\ \hline \end{array}$$

$$\begin{array}{r} 29.) \quad 961 \\ - \quad 45 \\ \hline \end{array}$$

30.) A cupcake shop had 875 cupcakes at the beginning of the day. At the end of the day they had 220 cupcakes left. How many did they sell during the day?

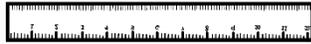
31.) Ten more than 357 is: _____

32.) Jane had \$375 saved. She spent \$100. How much money was left?

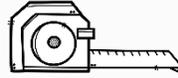
33.) The 2nd grade class is practicing measuring. Matt wants to measure around Kimmy's waist. Circle the best tool for him to use below.



Soft measuring tape



Ruler



Hard measuring tape



Yard stick

34.) Julie wants to measure the classroom. She thinks centimeters are the best unit of measurement. What would you say to Julie about her choice?

35. Circle the best estimate for the height of a floor lamp.

4 inches

4 feet

4 meters

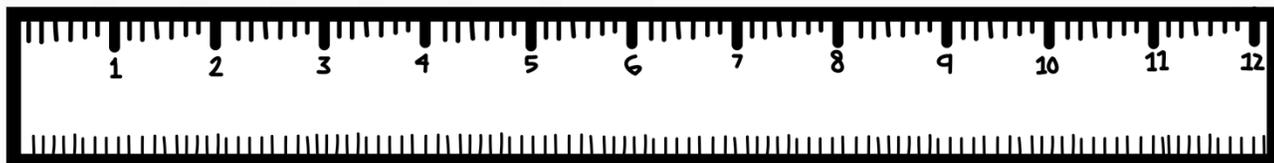
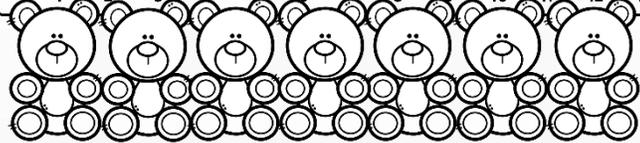
36.) You want to measure your pencil. Pick the best unit below to measure it.

a.) centimeters

b.) meters

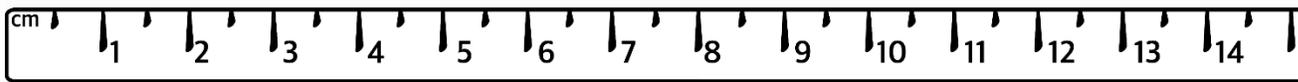
c.) feet

37.) Pedro measured the bears below with inches and centimeters.



The bears are _____ cm. long. The bears are _____ inches long. Inches are **shorter than / longer than** centimeters.

38.)



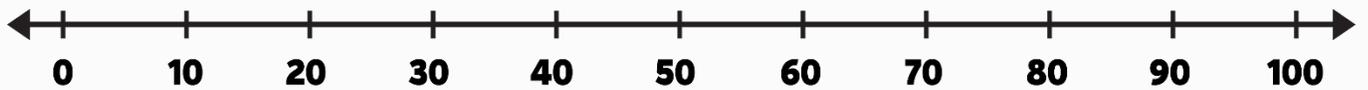
A mama and baby inchworm are shown above. The ruler measures in centimeters. How much longer is the mama inchworm than the baby?

39.) Solve the problem.

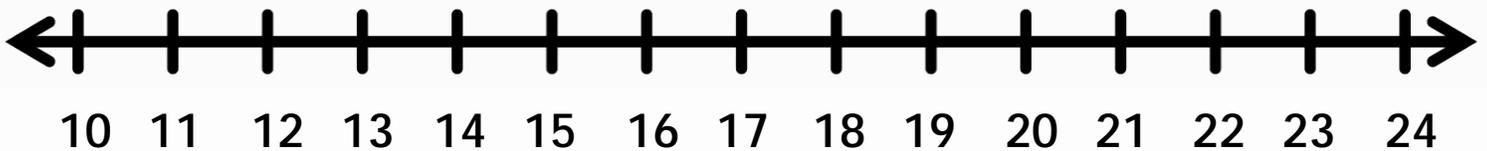
$$\begin{array}{r} 40 \text{ cm.} \\ - 19 \text{ cm.} \\ \hline \end{array}$$

40.) Sam is making a rope of clay. He joins a piece that is 11 inches long with a piece that is 19 inches long. How long is his rope now?

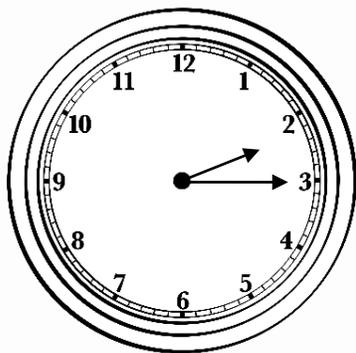
41.) Mindy had \$20. She got 4 \$10 bills for her birthday. Use the number line below to show how much money she has now.



42.) I started today with 12 coins in my pocket. On my way to school, I made a wish and tossed one into the foundation. Then, I found 5 more. Finally, I used 4 coins to buy candy. How many do I have left? Use the number line to act out the story:

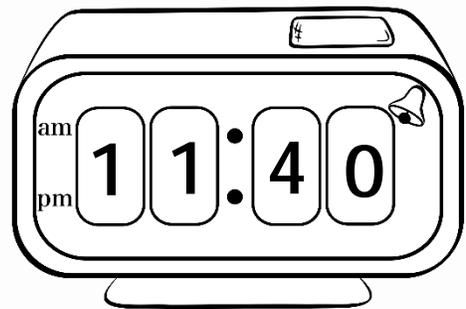


43.) Write the time shown on the clock. It is before school.



_____ : _____ a.m.
 _____ : _____ p.m.

44.) Write the time shown on the clock. It is night time.



_____ : _____ a.m.
 _____ : _____ p.m.

45.) Solve.

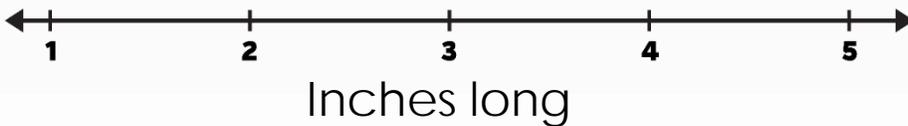
$$\begin{array}{r} 27\text{¢} \\ + 35\text{¢} \\ \hline \end{array}$$

46.) Solve.

If you have 2 \$1 bills, 1 \$5 bill, 1 quarter, and 2 pennies, how much money do you have?

47.) Use the class data to make a line plot.

Length of crayons	Number of crayons
1 inch	2
2 inches	3
3 inches	5
4 inches	4



48.) Based on the line plot above, how many more 3-inch crayons are there than 1-inch crayons?

49.) Use the class data to draw a pictograph.

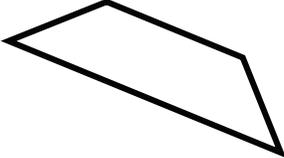
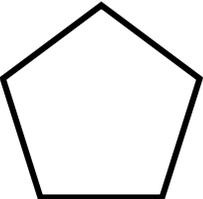
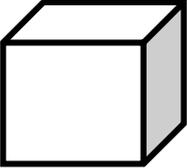
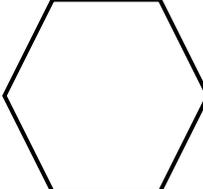
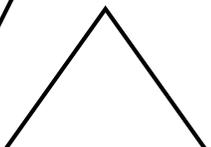
Favorite Ice Cream	Number of Students
Vanilla	5
Chocolate	6
Strawberry	4
Mint	3

 = 1 student

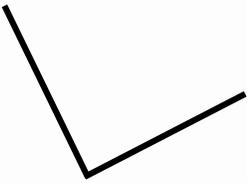
Vanilla Chocolate Strawberry Mint

50.) Based on the pictograph above, how many students prefer vanilla or chocolate ice cream?

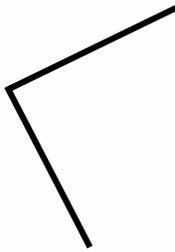
51.) Draw a line to match each shape with its name.

		cube
		pentagon
		quadrilateral
		hexagon
		triangle

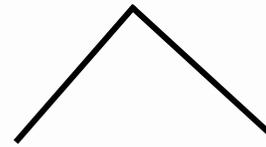
52.) Use a ruler to complete the shapes below.



A shape with 3 angles

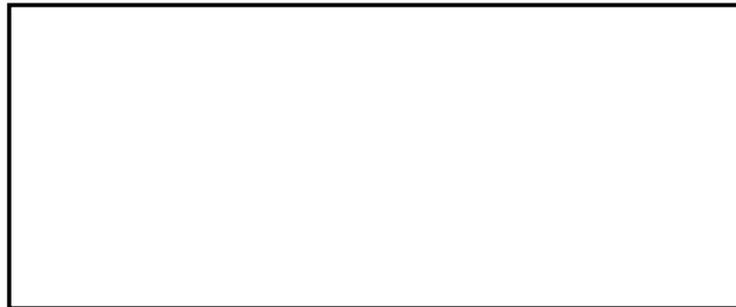


A quadrilateral

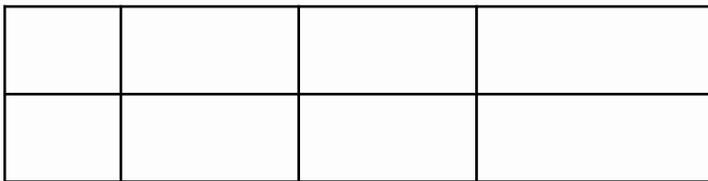


A shape with 5 sides

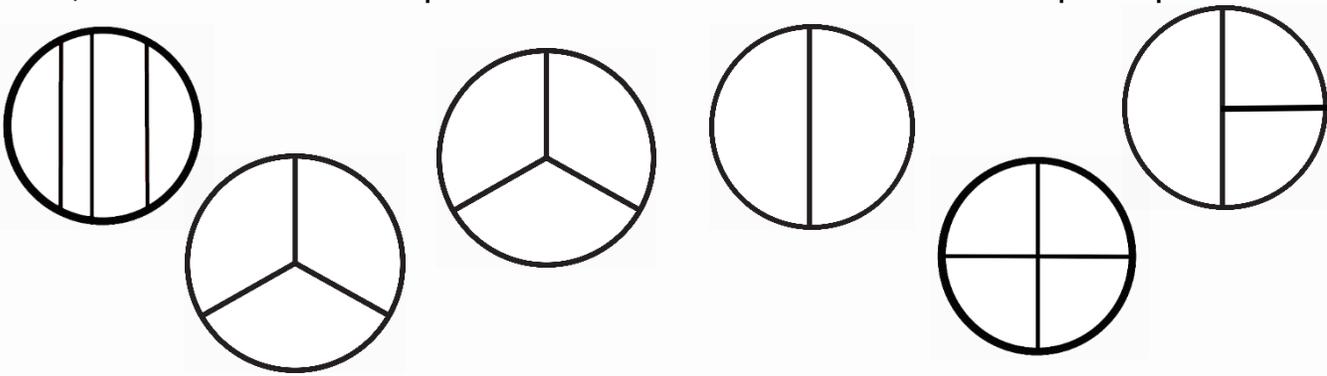
53.) Use a ruler to divide the rectangle into 2 rows and 3 columns.



54.) Matt divided the rectangle below. He thinks he followed the directions to make the squares the same size. Is he correct? Explain.



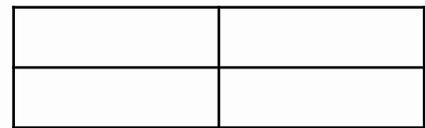
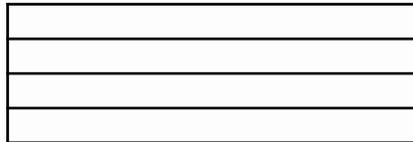
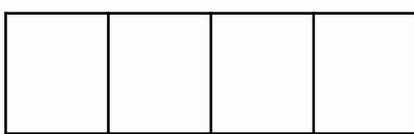
55.) Circle the shapes that are divided into equal parts.



56.) Match the shapes to the word that describes how the shape is divided.

		whole
		thirds
		halves
		fourths

57.) Amanda and Carl are in a disagreement. Amanda thinks that the shapes below are all equally divided into fourths. Carl disagrees, because the partitions are different shapes so they don't look the same. Who is correct? Explain.



Name: _____

Date: _____

End of the Year 2nd Grade Math Post-test

1.) Solve the addition & subtraction problems.

$$\begin{array}{r} 70 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 15 \\ \hline \end{array}$$

2.) There are 12 puppies in the pet store window. There are 9 kittens. How many animals are in the pet store window?

Draw:

Solve:

Answer: There are _____ animals in the window.

3.) Amy has 38 cookies for the bake sale. Beth has 42. How many more cookies does Beth have?

Draw:

Solve:

Answer: Beth has _____ more cookies.

4.) There are 14 crayons in the box. Chris added 6 more crayons. Then, he gave 12 crayons to Greg. How many crayons are left in the box?

Draw:

Solve:

Answer: There are _____ crayons in the box.

Name: **Answer Key** Date:

Beginning of the Year 2nd Grade Math Pre-test

1.) Solve the addition & subtraction problems.

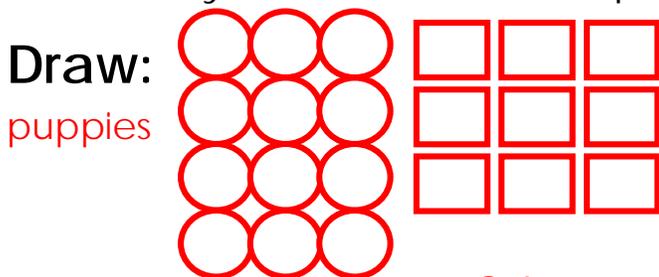
$$\begin{array}{r} 70 \\ + 27 \\ \hline 97 \end{array}$$

$$\begin{array}{r} 45 \\ + 36 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 21 \\ - 11 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 82 \\ - 15 \\ \hline 67 \end{array}$$

2.) There are 12 puppies in the pet store window. There are 9 kittens. How many animals are in the pet store window?

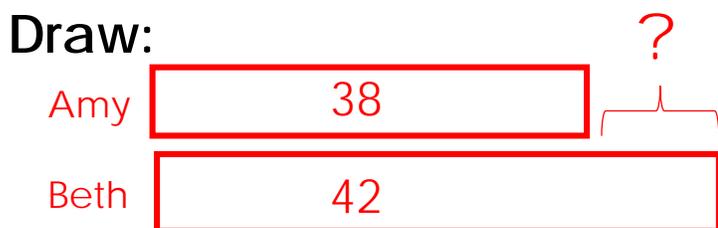


Solve:

$$12 + 9 = 21$$

Answer: There are 21 animals in the window.

3.) Amy has 38 cookies for the bake sale. Beth has 42. How many more cookies does Beth have?

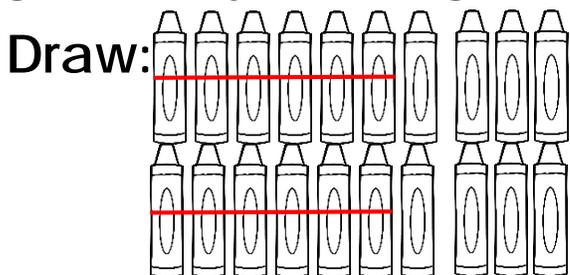


Solve:

$$\begin{array}{r} 42 \\ - 38 \\ \hline 4 \end{array}$$

Answer: Beth has 4 more cookies.

4.) There are 14 crayons in the box. Chris added 6 more crayons. Then, he gave 12 crayons to Greg. How many crayons are left in the box?



Solve:

$$14 + 6 = 20$$

$$20 - 12 = 8$$

Answer: There are 8 crayons in the box.

5.) Write odd or even for the pictures below.



odd



even



odd



even

6.) Choose one of the even numbers above. Write an addition problem with two even addends that equals the number.

$$\frac{6}{\text{even}} + \frac{2}{\text{even}} = 8$$

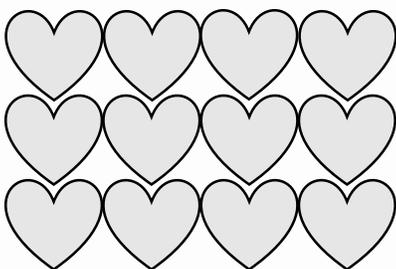
7.) Solve

9	8	7	4	3	8	5	6
+ 5	+ 8	+ 1	+ 2	+ 6	+ 3	+ 4	+ 7
<u> </u>							
14	16	8	6	9	11	9	13

8.) Solve

19	10	2	4	13	6	5	17
- 7	- 1	- 0	- 2	- 3	- 5	- 3	- 12
<u> </u>							
12	9	2	2	10	1	2	5

9.) Write a repeated addition sentence to show how many hearts there are.



$$\underline{4 + 4 + 4 = 12}$$

10.) What is the value of the digit in the tens place?

659

50

11.) How many hundreds are in the number below?

308

3

12.) Skip count by 5s.

295	300	305	310	315	320	325	330
-----	-----	-----	-----	-----	-----	-----	-----

13.) Skip count by 10s.

930	940	950	960	970	980	990	1,000
-----	-----	-----	-----	-----	-----	-----	-------

14.) Skip count by 2s.

12	14	16	18	20	22	24	26
----	----	----	----	----	----	----	----

15.) Jeff had 7 \$10 bills. He got 4 more \$10 bills for his birthday. How much money does he have now?

\$110

$7 + 4 = 11$ \$10 bills
 $11 \text{ tens} = 110$

16.) What is the standard form of the number $900 + 4$?

904

17.) Write the number five hundred sixty-seven in standard form.

567

18.) Lucas wrote the number 609 in expanded form below.

$600 + 90$

Is Lucas correct? Why or why not?

Lucas is not correct. 609 has 9 ones and zero tens. Lucas gave the 9 a value of 90. It should be $600 + 9$.

19.) What is 10 more than 792?

802

Compare the numbers. Fill in $<$, $>$, or $=$

20.)

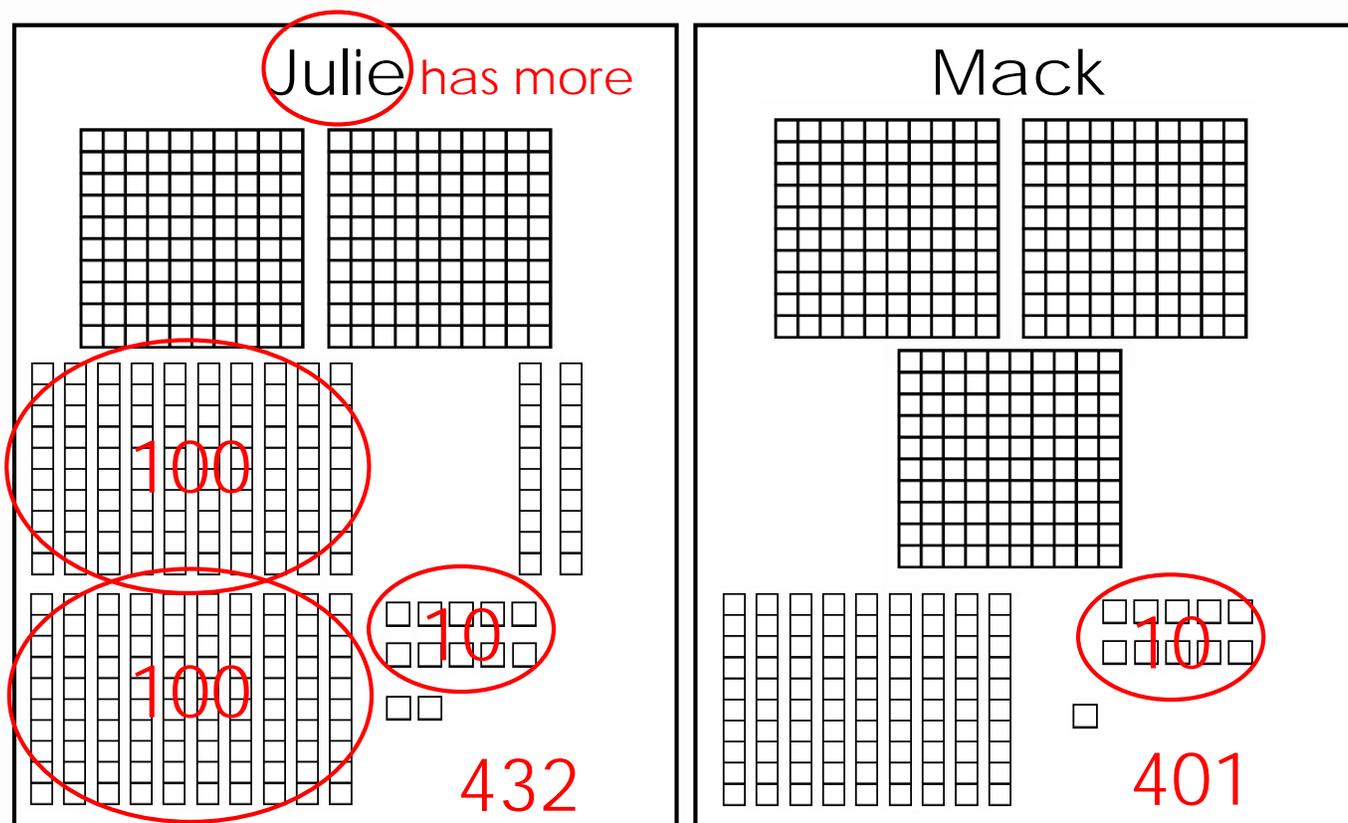
395 > 359

21.)

6 ones + 5 hundreds < 605

506

22.) Students are making 3-digit numbers in math class with base-10 blocks. Julie has 2 hundreds, 22 tens, and 12 ones. Mack has 3 hundreds, 9 tens, and 11 ones. Circle the person who has more.



23.)

$$\begin{array}{r} 1 \\ 57 \\ + 44 \\ \hline 101 \end{array}$$

24.)

$$\begin{array}{r} 8 \\ \cancel{9}10 \\ - 23 \\ \hline 67 \end{array}$$

25.) Mandy did the math problem below for homework. What was her error? Explain, and re-do the problem correctly.

$$\begin{array}{r} 66 \\ + 37 \\ \hline 913 \end{array}$$

Mandy didn't regroup her ten from 13 to the tens place. That pushed her 9 into the hundreds place. She should have added $1 + 6 + 3$ in the tens place.

$$\begin{array}{r} 1 \\ 66 \\ + 37 \\ \hline 103 \end{array}$$

$$\begin{array}{r}
 26.) \quad 2 \\
 22 \\
 15 \\
 8 \\
 + 25 \\
 \hline
 70
 \end{array}$$

27.) Re-write problem #25 below so that the addends in the ones place are grouped to make 10:

$$\begin{array}{r}
 2 \\
 22 \\
 8 \\
 15 \\
 + 25 \\
 \hline
 70
 \end{array}$$

$$\begin{array}{r}
 28.) \quad 1 \\
 309 \\
 + 57 \\
 \hline
 366
 \end{array}$$

$$\begin{array}{r}
 29.) \quad 5 \\
 \cancel{96}11 \\
 - 45 \\
 \hline
 916
 \end{array}$$

30.) A cupcake shop had 875 cupcakes at the beginning of the day. At the end of the day they had 220 cupcakes left. How many did they sell during the day?

$$\begin{array}{r}
 875 \\
 - 220 \\
 \hline
 655
 \end{array}$$

They sold 655 cupcakes.

31.) Ten more than 357 is: 367

32.) Jane had \$375 saved. She spent \$100. How much money was left?

\$100 less than \$375 is \$275.

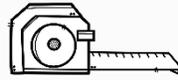
33.) The 2nd grade class is practicing measuring. Matt wants to measure around Kimmy's waist. Circle the best tool for him to use below.



Soft measuring tape



Ruler



Hard measuring tape



Yard stick

34.) Julie wants to measure the classroom. She thinks centimeters are the best unit of measurement. What would you say to Julie about her choice?

I would say centimeters are tiny! Classrooms are big, so use a bigger unit to measure. Maybe use feet or meters.

35. Circle the best estimate for the height of a floor lamp.

4 inches

4 feet

4 meters

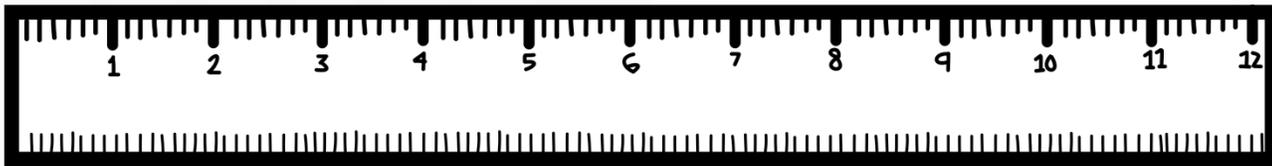
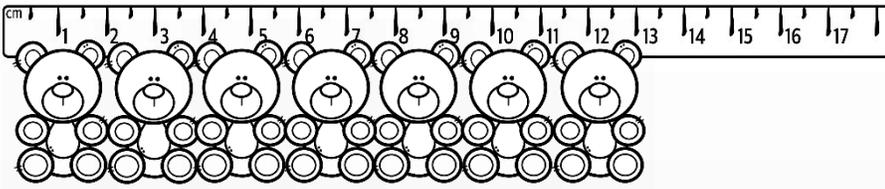
36.) You want to measure your pencil. Pick the best unit below to measure it.

a.) centimeters

b.) meters

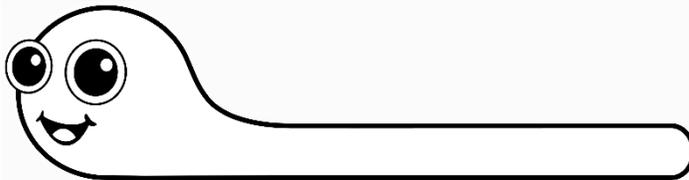
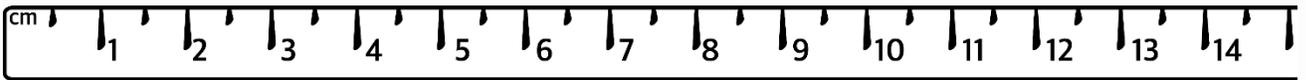
c.) feet

37.) Pedro measured the bears below with inches and centimeters.



The bears are 13 cm. long. The bears are 6 inches long. Inches are **shorter than / longer than** centimeters.

38.)



A mama and baby inchworm are shown above. The ruler measures in centimeters. How much longer is the mama inchworm than the baby?

6 cm.

39.) Solve the problem. 40 cm.

- 19 cm.

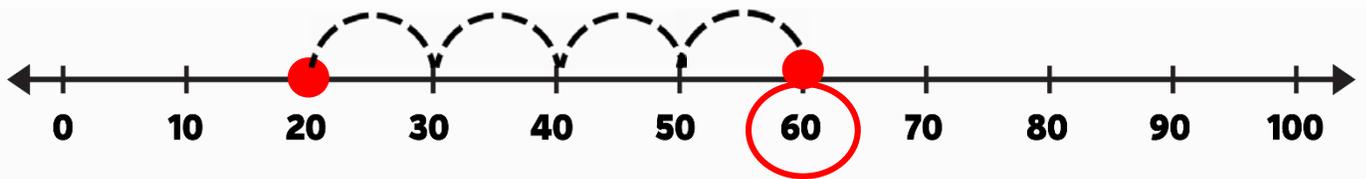
21 cm.

40.) Sam is making a rope of clay. He joins a piece that is 11 inches long with a piece that is 19 inches long. How long is his rope now?

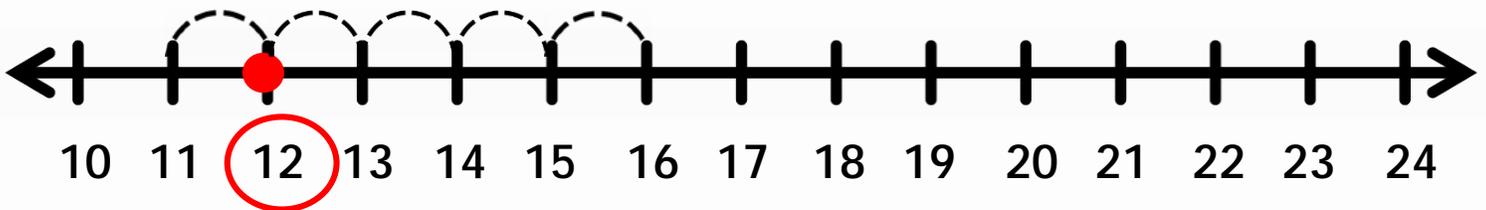
30 inches

$$11 + 19 = 30$$

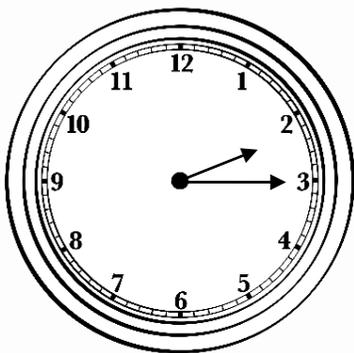
41.) Mindy had \$20. She got 4 \$10 bills for her birthday. Use the number line below to show how much money she has now.



42.) I started today with 12 coins in my pocket. On my way to school, I made a wish and tossed one into the foundation. Then, I found 5 more. Finally, I used 4 coins to buy candy. How many do I have left? Use the number line to act out the story:

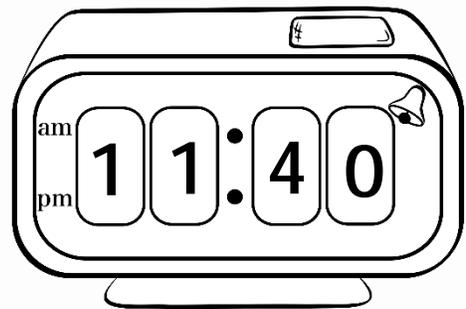


43.) Write the time shown on the clock. It is before school.



2 : 15 a.m.
p.m.

44.) Write the time shown on the clock. It is night time.



11 : 40 a.m.
p.m.

45.) Solve.

$$\begin{array}{r} 1 \\ 27\text{¢} \\ + 35\text{¢} \\ \hline 67\text{¢} \end{array}$$

46.) Solve.

If you have 2 \$1 bills, 1 \$5 bill, 1 quarter, and 2 pennies, how much money do you have?

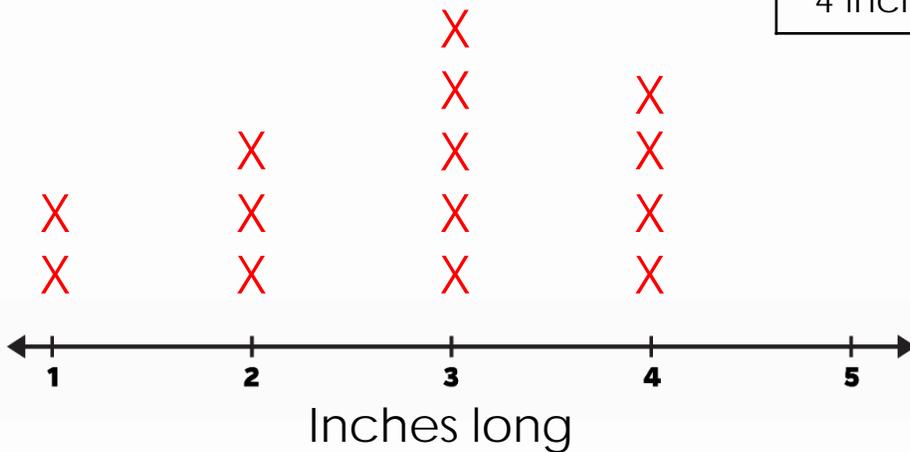
$$\$2 + \$5 = \$7$$

$$25\text{¢} + 2\text{¢} = 27\text{¢}$$

You have \$7.27

47.) Use the class data to make a line plot.

Length of crayons	Number of crayons
1 inch	2
2 inches	3
3 inches	5
4 inches	4



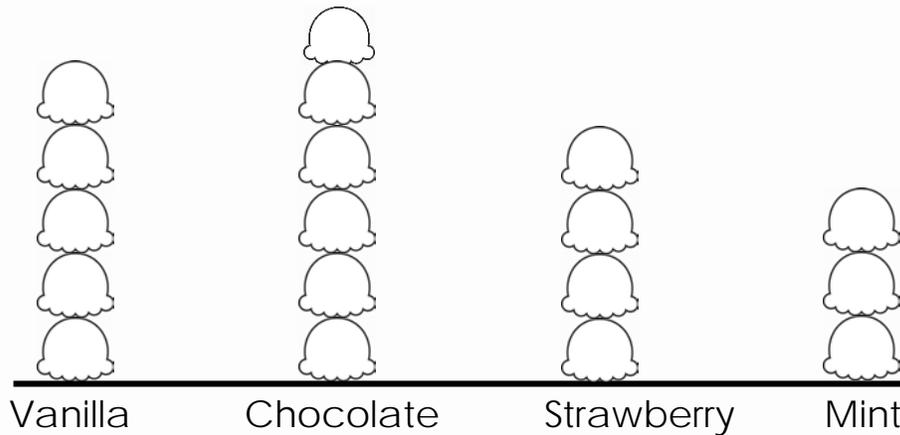
48.) Based on the line plot above, how many more 3-inch crayons are there than 1-inch crayons?

3 more

49.) Use the class data to draw a pictograph.

Favorite Ice Cream	Number of Students
Vanilla	5
Chocolate	6
Strawberry	4
Mint	3

 = 1 student



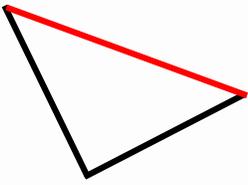
50.) Based on the pictograph above, how many students prefer vanilla or chocolate ice cream?

11 students

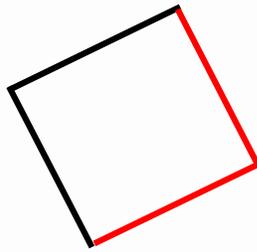
51.) Draw a line to match each shape with its name.

A matching exercise where shapes are connected to their names. The shapes are a cube, a quadrilateral, a hexagon, a pentagon, and a triangle. Red lines connect each shape to its name: the cube to 'cube', the quadrilateral to 'quadrilateral', the hexagon to 'hexagon', the pentagon to 'pentagon', and the triangle to 'triangle'.

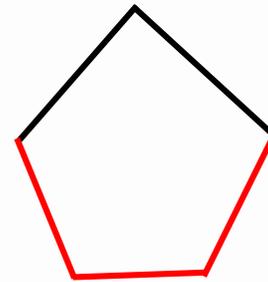
52.) Use a ruler to complete the shapes below.



A shape with 3 angles

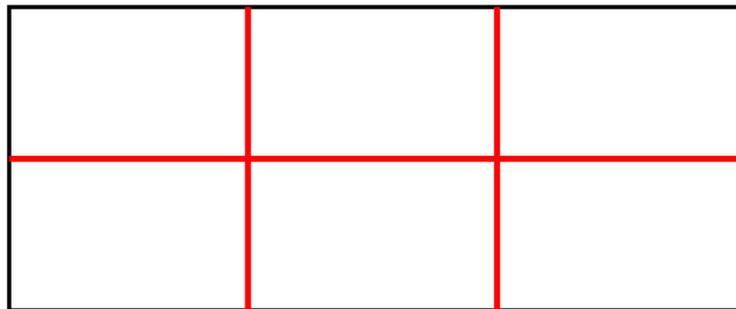


A quadrilateral

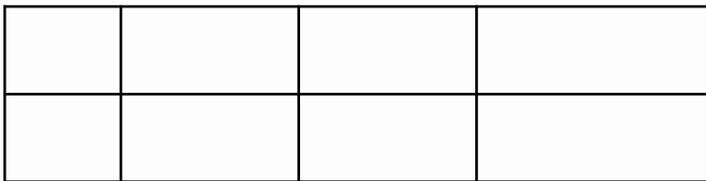


A shape with 5 sides

53.) Use a ruler to divide the rectangle into 2 rows and 3 columns.



54.) Matt divided the rectangle below. He thinks he followed the directions to make the squares the same size. Is he correct? Explain.



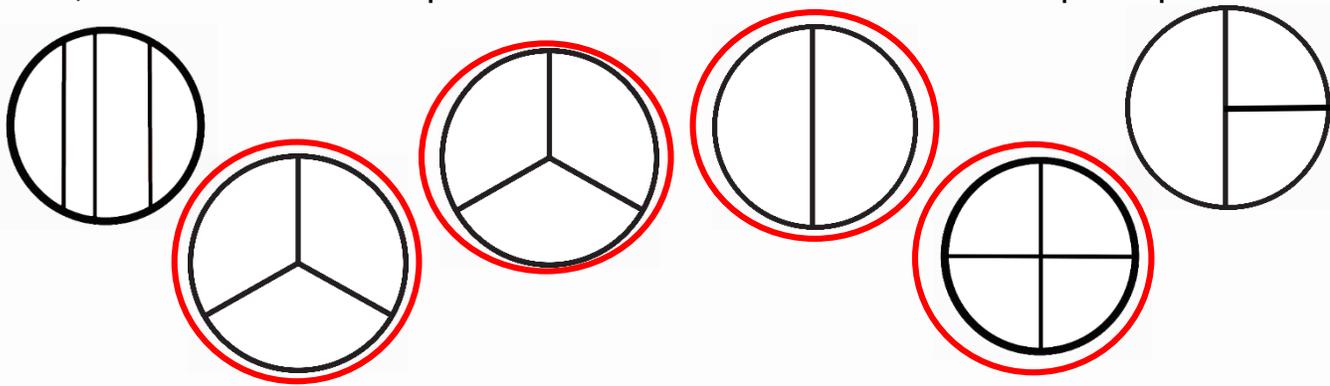
Matt is not correct. The

boxes get bigger and

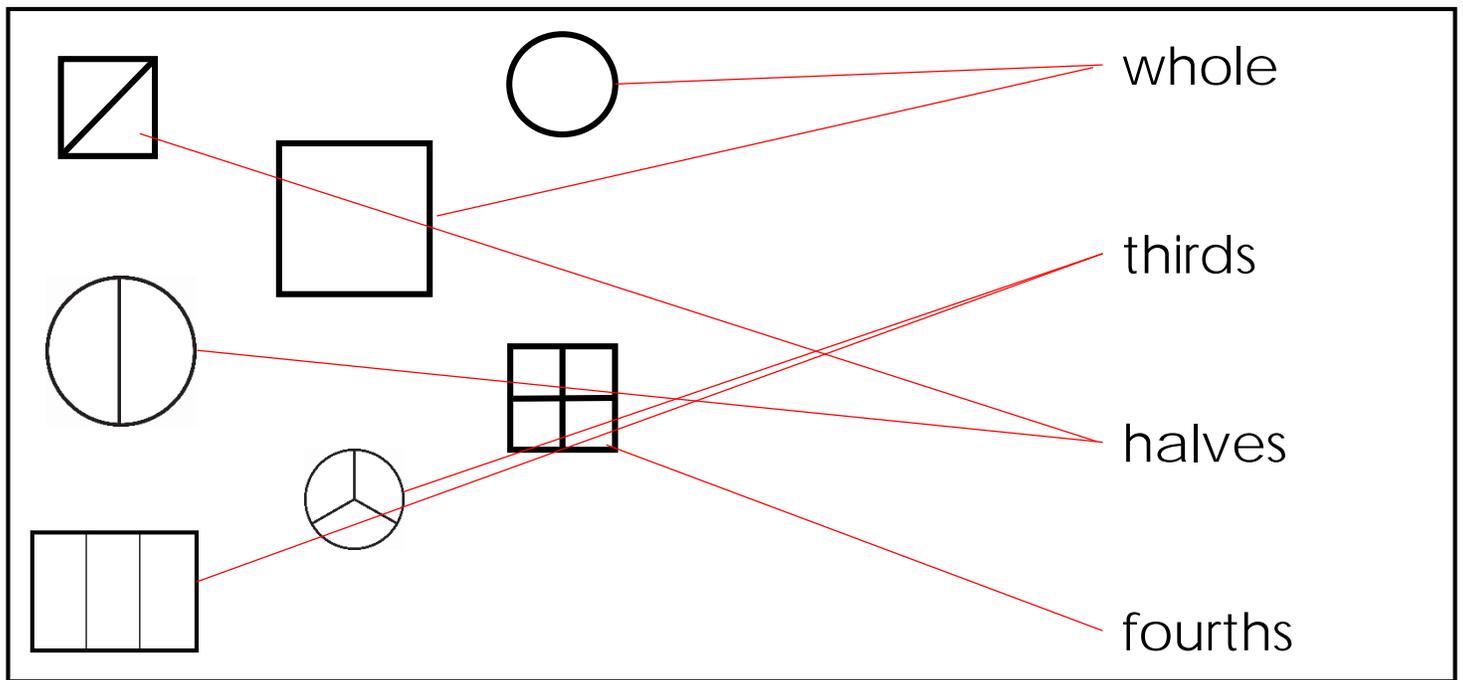
bigger. He can use a ruler to make marks where his

column lines should go.

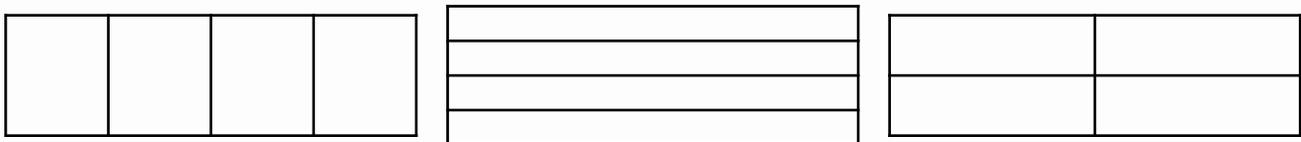
55.) Circle the shapes that are divided into equal parts.



56.) Match the shapes to the word that describes how the shape is divided.



57.) Amanda and Carl are in a disagreement. Amanda thinks that the shapes below are all equally divided into fourths. Carl disagrees, because the partitions are different shapes so they don't look the same. Who is correct? Explain.



Amanda is correct. The rectangles are the same size, so

the fourths have to be too. They can be different

looking and still be the same size.

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