



**THIRD SPACE
LEARNING**

Exit Tickets

Domain: Measurement and Data

2nd grade




Exit Tickets

Name:

Standard: 2.MD.A.1

Focus: Measure the length of an object by selecting and using appropriate tools

Directions: For each object, circle the most appropriate tool to measure the object, then circle the closest estimate.

Object	Most Appropriate Tool		Closest Estimate of...	
Penny 	Ruler	Measuring tape	...the width of a penny.	
		Meter stick	2 centimeters	2 meters
Car 	Ruler	Measuring tape	...the length of a car.	
		Meter stick	4 feet	4 meters
Baseball 	Ruler	Measuring tape	...the length around a baseball.	
		Meter stick	9 inches	9 centimeters

Note: Objects are not to scale.

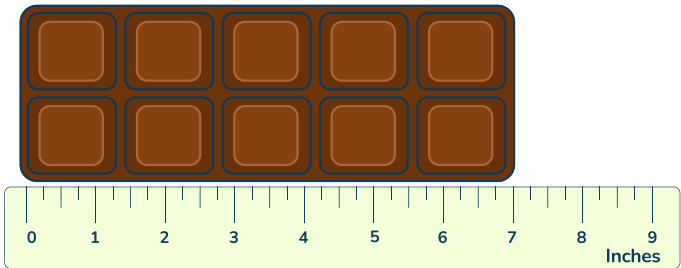


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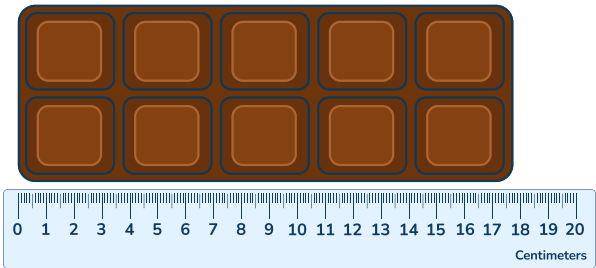
Standard: 2.MD.A.2

Focus: Measure the length of an object using different length units

1. Measure the chocolate bar twice — to the nearest inch and the nearest centimeter.



The chocolate bar is _____ inches long.



The chocolate bar is _____ centimeters long.

2. If the chocolate bar is the same size, why is the number of inches and the number of centimeters different?

1 inch is **longer/shorter** than 1 centimeter, so the number of inches is **greater/less** than the number of centimeters.
circle one circle one



Exit Tickets

Name:

Standard: 2.MD.A.3

Focus: Estimate lengths using different units

Directions: Estimate the length of each object in the given units.

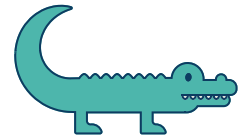
a. pencil



_____ inches

_____ centimeters

b. crocodile



_____ feet

_____ meters

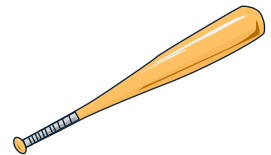
c. quarter



_____ inches

_____ centimeters

d. baseball bat



_____ feet

_____ meters

Note: Objects are not to scale.



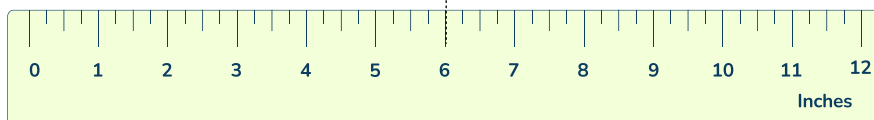
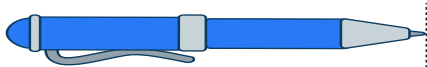
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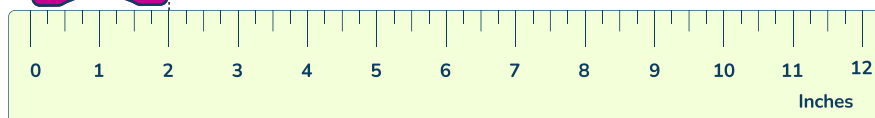
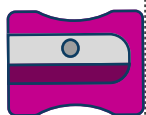
Standard: 2.MD.A.4

Focus: Measure to determine how much longer one object is than another

Directions: Measure each object and record its length. Find the difference between them.



_____ inches



_____ inches

The pen is _____ inches longer than the pencil sharpener.



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Name:

Standard: 2.MD.B.5

Focus: Use addition and subtraction within 100 to solve word problems involving lengths

Directions: Solve each word problem.

a. Mr. Snow had 86 cm of tape. He used 48 cm of tape to hang up a poster. How much tape does he have left?

b. Malia ran 52 yards. Lee ran 19 yards further than Malia. How many yards did Lee run?



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Name:

Standard: 2.MD.B.6

Focus: Represent whole numbers as lengths from 0 on a number line

Directions: Solve each word problem. Show your work on each number line.

a. Freida's teddy bear is 24 cm tall. Her stuffed fox is 7 cm taller. How tall is Freida's fox?



b. Timmy is building a bookshelf that he wants to be 36 inches long. He has a piece of wood that is 42 inches long. How much should he cut off the piece of wood to make his bookshelf?



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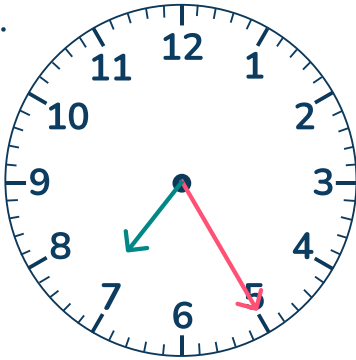
Name:

Standard: 2.MD.C.7

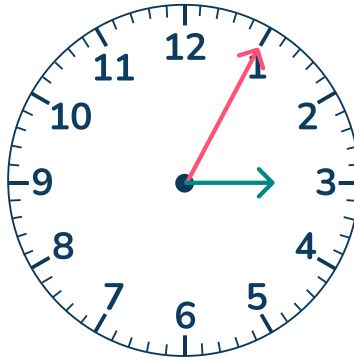
Focus: Tell and write time to the nearest five minutes

Directions: Write the time shown on each clock.

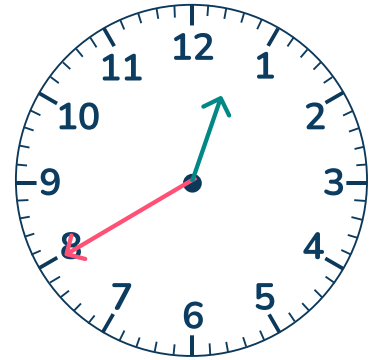
a.



b.



c.

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Name:

Standard: 2.MD.C.8

Focus: Solve word problems involving money

Directions: Solve each problem. Be sure to use the correct symbol in your answer.

a. Clara has 4 dollars, 6 dimes, 3 nickels, and 1 penny. How much money does she have?

b. Mikhail has 3 quarters, 2 dimes, and 3 pennies. How much money does he have?

 THIRD SPACE LEARNING

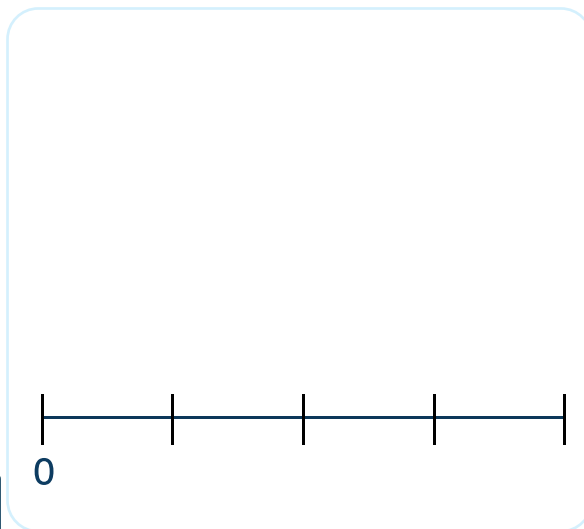
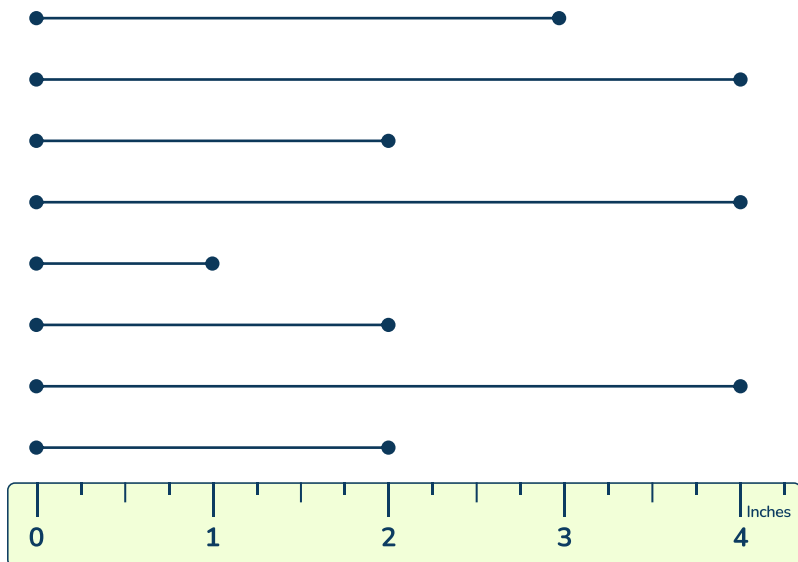
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Name:

Standard: 2.MD.D.9

Focus: Generate measurement data and make a line plot

Directions: Use a ruler to measure each line to the nearest inch. Afterwards, create a line plot to show the data.


 THIRD SPACE LEARNING


Name:

Standard: 2.MD.D.10

Focus: Draw a picture graph

Directions: The table shows the favorite subjects of some 2nd grade students. Create a picture graph to show the data.

Subject	Students
Reading	8
Math	10
Science	6
Social Studies	5

 = 2 votes

Subject	Number of Students
Reading	
Math	
Science	
Social Studies	

 THIRD SPACE LEARNING

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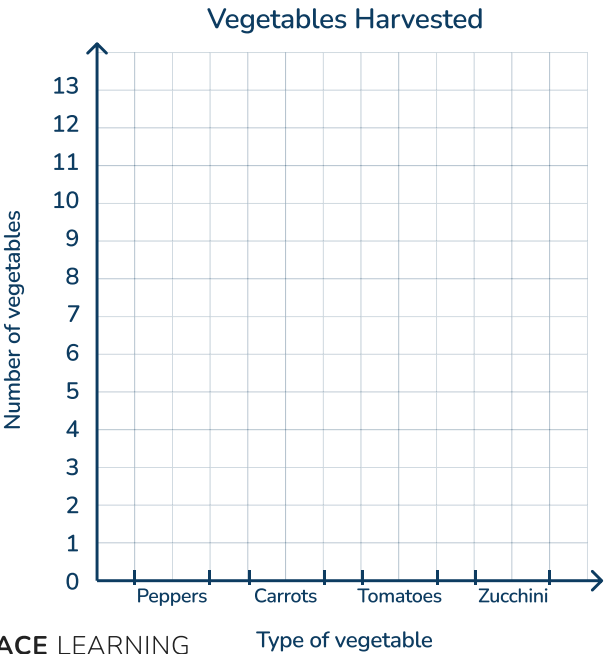
Name:

Standard: 2.MD.D.10

Focus: Draw a bar graph

Directions: The table shows the number of vegetables Bonnie recently harvested from her garden. Create a bar graph to show the data.

Vegetable	Number Harvested
Peppers	10
Carrots	8
Tomatoes	5
Zucchini	12

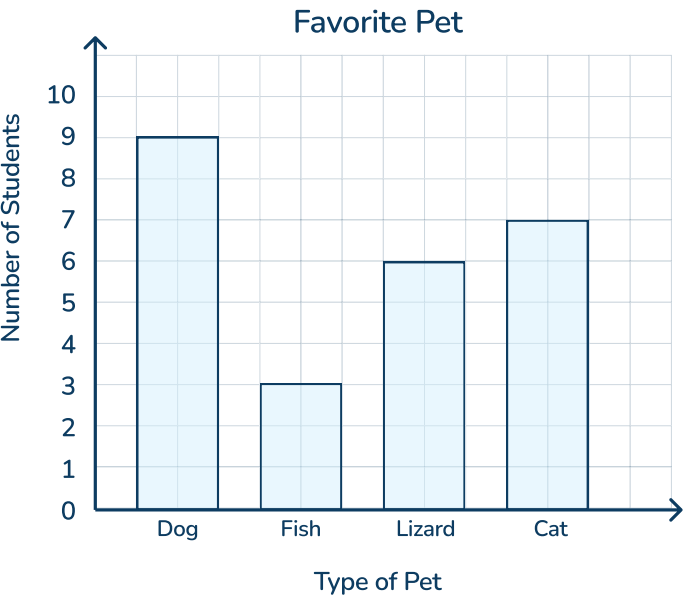


Name:

Standard: 2.MD.D.10

Focus: Interpret a bar graph

Directions: Use the bar graph to answer the questions.

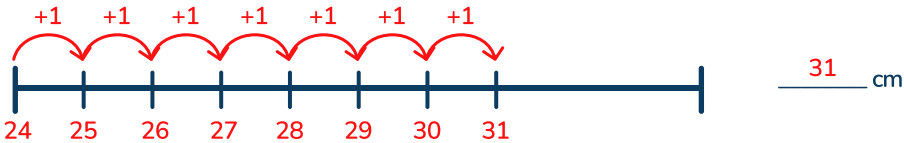
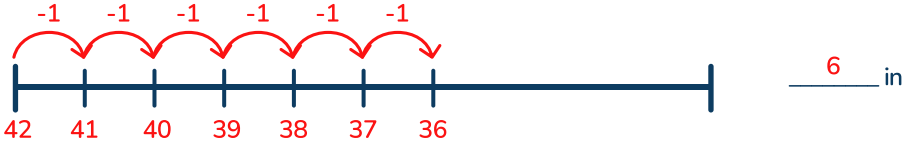
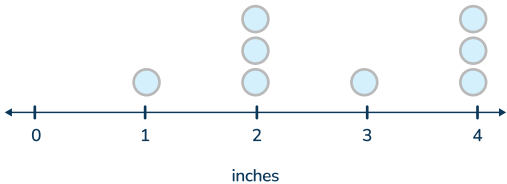


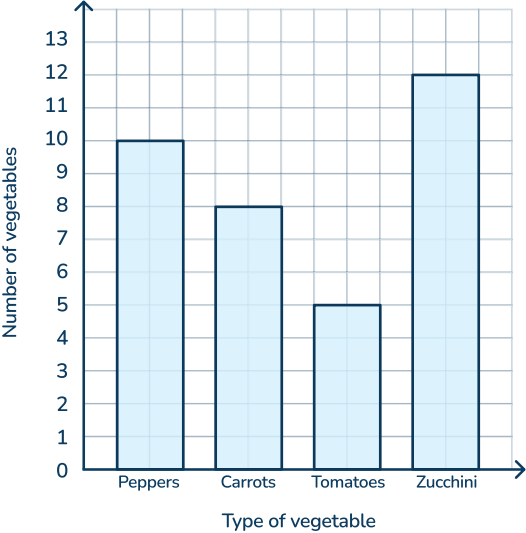
- a. How many students chose dog and cat altogether?

- b. How many more students chose dog as their favorite pet than lizard?

- c. How many fewer students chose fish as their favorite pet than cat?



Standard	Answer(s)										
2.MD.B.5	a. $86 - 48 = 38$ cm b. $52 + 19 = 71$ yards										
2.MD.B.6	<p>a. Freida's teddy bear is 24 cm tall. Her stuffed fox is 7 cm taller. How tall is Freida's fox?</p>  <p>b. Timmy is building a bookshelf that he wants to be 36 inches long. He has a piece of wood that is 42 inches long. How much should he cut off the piece of wood to make his bookshelf?</p> 										
2.MD.C.7	a. 7:25 b. 3:05 c. 12:40										
2.MD.C.8	a. Clara has \$4.76 b. Mikhail has 98¢ (or \$0.98)										
2.MD.D.9	<p>Line Lengths</p> 										
2.MD.D.10	<table><tr><th>Subject</th><th>Number of Students</th></tr><tr><td>Reading</td><td><input type="text"/><input type="text"/><input type="text"/><input type="text"/></td></tr><tr><td>Math</td><td><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></td></tr><tr><td>Science</td><td><input type="text"/><input type="text"/><input type="text"/></td></tr><tr><td>Social Studies</td><td><input type="text"/><input type="text"/><input type="text"/></td></tr></table>	Subject	Number of Students	Reading	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Math	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Science	<input type="text"/> <input type="text"/> <input type="text"/>	Social Studies	<input type="text"/> <input type="text"/> <input type="text"/>
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Standard	Answer(s)										
2.MD.D.10	<div><p>Vegetables Harvested</p><table border="1"><thead><tr><th>Type of vegetable</th><th>Number of vegetables</th></tr></thead><tbody><tr><td>Peppers</td><td>10</td></tr><tr><td>Carrots</td><td>8</td></tr><tr><td>Tomatoes</td><td>5</td></tr><tr><td>Zucchini</td><td>12</td></tr></tbody></table></div>	Type of vegetable	Number of vegetables	Peppers	10	Carrots	8	Tomatoes	5	Zucchini	12
Type of vegetable	Number of vegetables										
Peppers	10										
Carrots	8										
Tomatoes	5										
Zucchini	12										
2.MD.D.10	<div><p>a. 16 students</p><p>b. 3 more students</p><p>c. 4 fewer students</p></div>										

Do you have a group of students who need a boost in math?

Each student could receive a personalized lesson every week from our specialist one-on-one math tutors.

- ✓ Differentiated instruction for each student
- ✓ Aligned to your state's standard
- ✓ Scaffolded learning to close gaps

Speak to us

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