

# everyday **Mathematics**

## **Intervention** Activities

### **Pre- and Post-Assessment**

Use the following Grade 2 Mathematics pre-/post-assessment pages to plan instruction and monitor progress.

## DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

**This assessment can be administered as a Pre-Assessment for planning instruction and then again as a Post-Assessment at year's end to monitor progress. The assessment can be administered to children individually or in a group. Detailed guidelines for administering and scoring the Pre-/Post-Assessment are presented below.**

### GUIDELINES FOR USING THE PRE-ASSESSMENT

This Pre-/Post-Assessment is 20 pages long. Each page targets a specific Mathematics concept or skill. Plan for about 40 minutes to administer the Pre-Assessment, but allow more time if needed. Children should be allowed to finish answering every item. Depending on the children and your situation, you may want to administer the Pre-Assessment in two parts in different sittings.

Read directions aloud to the student(s). Note where students succeed and where they struggle on the Individual Pre-/Post-Assessment Scoring Chart. Then use Everyday Mathematics Intervention Activity units to support these areas.

To Administer the Pre-Assessment:

1. Make a copy of the assessment for each child.
2. Have children write their names at the top of each assessment page.
3. Read the directions on each page and make sure children know what to do.
4. Have children complete each item with their best answer.
5. When children have finished, collect the assessments.

To Score the Pre-Assessment:

1. Make a copy of the Individual Pre-/Post-Assessment Scoring Chart (found on page 25 of this PDF) for each student.
2. Mark each question correct or incorrect on the assessment page using the Answer Key (found at the end of this PDF).
3. To find the total assessment score, count the number of items answered correctly.
4. Then write the number count in the Pre-Assessment column.
5. Add the total to assess overall performance, and use the correlating unit in the EIA Mathematics book to target skills that look like they require more support.

Using the Results:

1. Use the results of the Pre-Assessment to determine each student's current level of proficiency in the strategies and concepts being assessed.
2. As explained, the items in the Pre-Assessment measure strategies in particular skills. A student's score on a particular cluster can pinpoint specific instructional needs. A student who answers fewer than 50% of items in each cluster correctly may need focused instructional attention on those particular strategies.
3. Plotting scores on the Individual Pre-Assessment/Post-Assessment Scoring Charts provides a handy reference for monitoring students' growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.
4. Store the Pre-Assessment/Post-Assessment Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of the Pre-Assessment and Post-Assessment scores.

## GUIDELINES FOR USING THE POST-ASSESSMENT

The Post-Assessment is identical to the Pre-Assessment and should be administered and scored in the same way. Thus, the item numbers on the Individual Pre-/Post-Assessment Scoring Chart are the same for both assessments.

Use the results of the Post-Assessment to determine each student's current level of proficiency in the strategies being assessed. Compare the students' scores on the Pre-Assessment and Post-Assessment—and on each strategy cluster within the assessments—to evaluate the student's progress since the beginning of the year.

Grade 2 Mathematics Pre-/Post-Assessment	Recommended Everyday Mathematics Intervention Activities
Operations and Algebraic Thinking	Units 1–4
Number and Operations in Base Ten	Units 5–14
Measurement and Data	Units 15–21
Geometry	Units 22–23

Write a related subtraction fact.

1



$$7 + 4 = 11 \quad \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

Write the related addition fact. Then write a related subtraction fact.

2

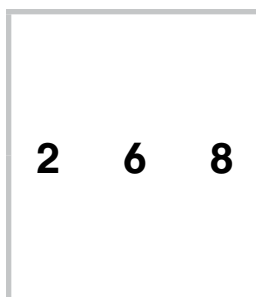


$$6 + 7 = 13 \quad \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

Use the numbers shown to write the facts in the fact family.

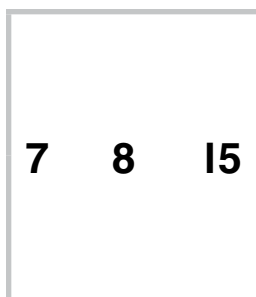
3



$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \quad \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \quad \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

4



$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \quad \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \quad \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

Write a number sentence to solve each problem.

- 1 The Rockets made 3 goals in the first half of the soccer game.

The Penguins made 5 goals in the second half of the game.

How many goals were scored in all?

3  \_\_\_\_\_ = \_\_\_\_\_

- 3 Ian made 11 baskets.

Lucas made 4 baskets.

How many more baskets did Ian make?

\_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

- 2 There were 14 hockey players on the ice.

6 players wore green jerseys. The other players wore blue jerseys.

How many players wore blue jerseys?

\_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

- 4 Jordan and Emma were playing jacks.

Jordan picked up 5 jacks in the first round. He then picked up 6 jacks in the second round.

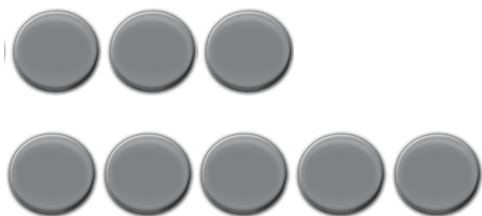
Then, in the third round, he lost 8 jacks.

What was Jordan's score after the third round?

\_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_  
\_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

Circle pairs. Then circle whether the number is odd or even. Draw lines to connect pairs.

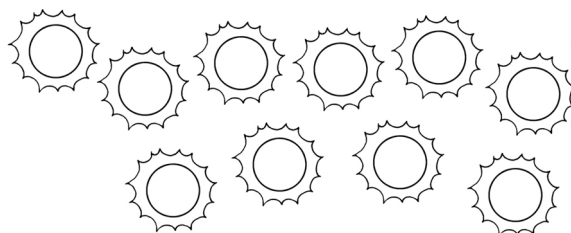
1



odd

even

2



odd

even

3

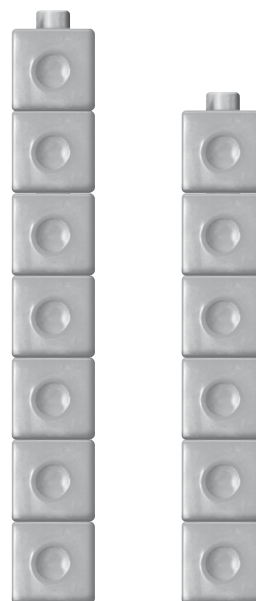


odd

even

4

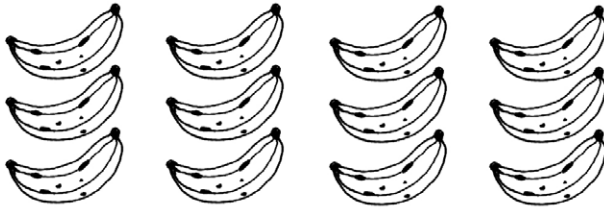
Write the number in each tower.  
Then add.



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

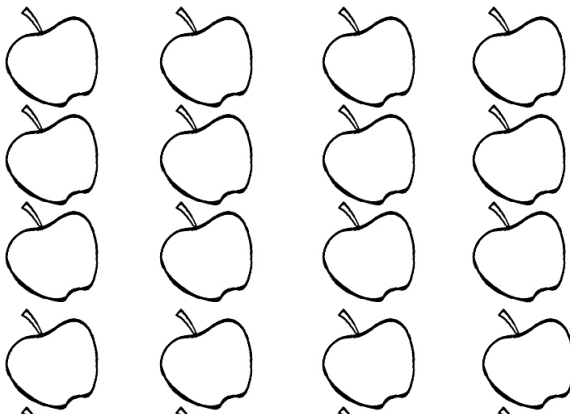
Write the number in each column. Then add to find the total number of objects.

1



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

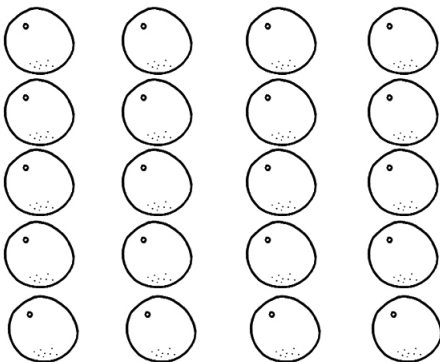
2



\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

Draw an X on the equation that does NOT show the total number of oranges.

3



$$4 + 4 + 4 + 4 = 16$$

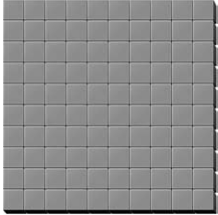
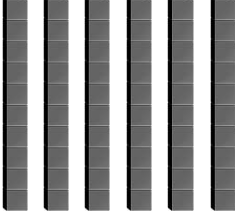

$$4 + 4 + 4 + 4 + 4 = 20$$

$$5 + 5 + 5 + 5 = 20$$

Write the number of hundreds, tens, and ones.

1

167

hundreds	tens	ones
		
_____	_____	_____

2

hundreds	tens	ones
2	0	3

\_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones = \_\_\_\_\_

3

451 = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

4

506 = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones



**Cross out the number that does not match.**

1

**632**

six hundred  
thirty-two

**6** hundreds **30** tens  
**2** ones

$$600 + 30 + 2$$

2

nine hundred five

$$900 + 5$$

**905**

**9** hundreds 5 tens

**Look for a skip-counting pattern. Write the missing numbers.**

3

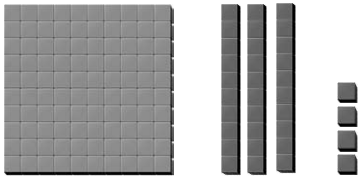
**200, 300, 400, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_**

4

**125, 150, 175, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_**

Match to compare. Circle the true comparison statement.

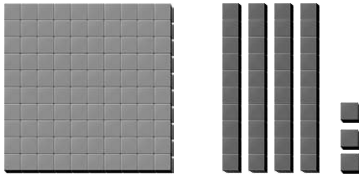
1



134 is greater than 143.

134 is less than 143.

134 is equal to 143.



> is greater than; < is less than; = is equal to

2

hundreds	tens	ones
8	9	7
8	7	0

897 ○ 870

3

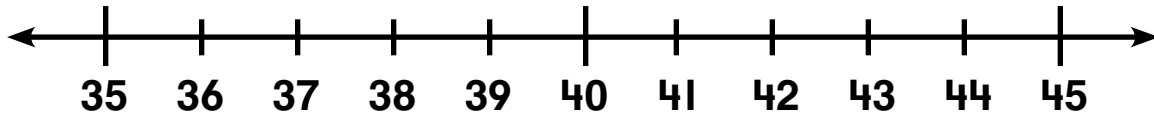
435 ○ 453

4

996 ○ 699

Find each sum. Show your thinking.

1



$$37 + 5 = \underline{\hspace{2cm}}$$

2

$$10 + 19 + 36 = \underline{\hspace{2cm}}$$

3

$$25 + 9 = \underline{\hspace{2cm}}$$

	tens	ones
+		

4

$$7 + 50$$

	tens	ones
		7
+	5	0

Find each sum.

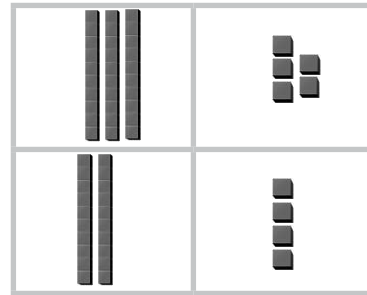
1

$35 + 24$

$30 + 20 = \underline{\hspace{2cm}} \rightarrow \underline{\hspace{2cm}}$

$5 + 4 = \underline{\hspace{2cm}} \rightarrow \underline{\hspace{2cm}}$

+



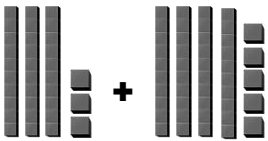
2



$42 + 16$

	tens	ones
	4	2
+	1	6

3



$33 + 45$

	tens	ones
+		

4

$35 + 29 + 21$

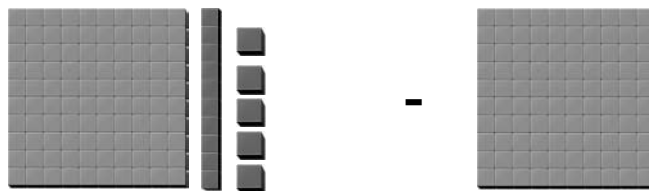
	tens	ones
	3	5
+	2	9

	tens	ones
+	2	1

**Solve each problem.**

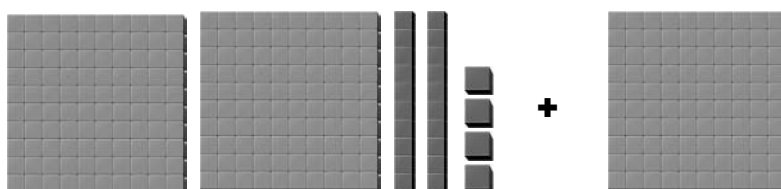
1

$115 - 100 = \underline{\hspace{2cm}}$



2

$224 + 100 = \underline{\hspace{2cm}}$



3

$568 + 100$

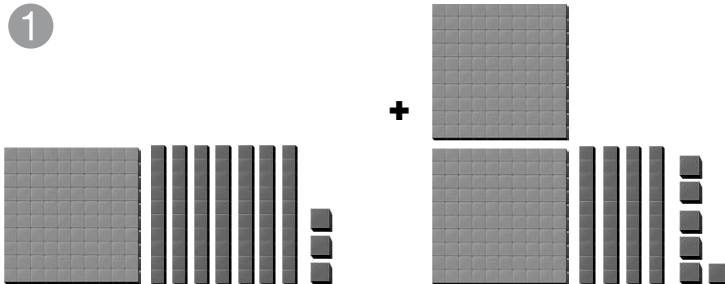
	hundreds	tens	ones
	5	6	8
+	1	0	0

4

$817 - 100 = \underline{\hspace{2cm}}$

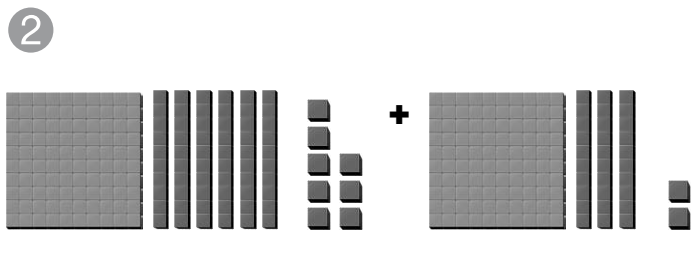
Find each sum.

1

 $173 + 246$ 

hundreds	tens	ones
1	7	3
+	2	4
		6

2

 $168 + 132$ 

hundreds	tens	ones
1	6	8
+	1	3
		2

3

 $675 + 310$ 

hundreds	tens	ones
6	7	5
+	3	1
		0

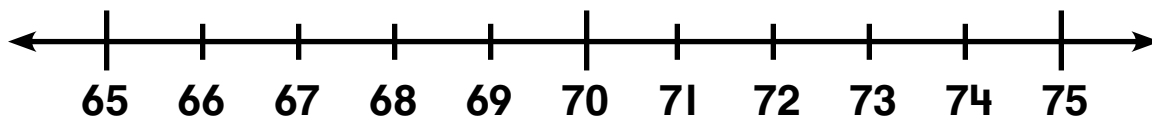
4

 $436 + 108$ 

hundreds	tens	ones
4	3	6
+	1	0
		8

Find each difference.

1



$$74 - 5 = \underline{\hspace{2cm}}$$

2

$$16 - 7 = \underline{\hspace{2cm}}$$

Think:

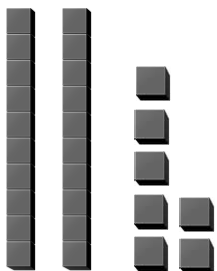
$$7 + ? = 16$$

3

$$49 - 8$$

	tens	ones
	4	9
-		8

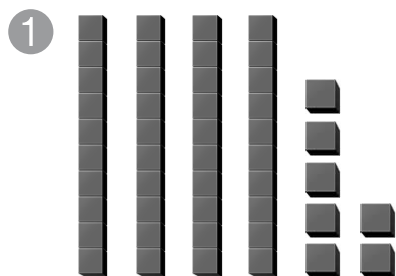
4



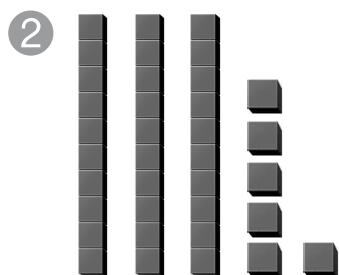
$$27 - 9$$

	tens	ones
	2	7
-		9

Find each difference.

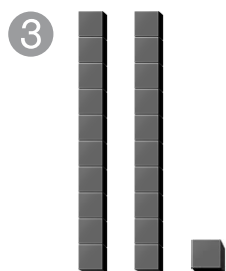


$$47 - 35 = \underline{\quad}$$



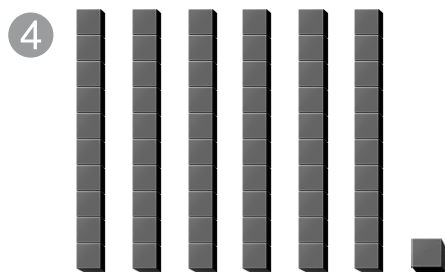
$$36 - 13$$

	tens	ones
-		



$$21 - 11$$

	tens	ones
-		



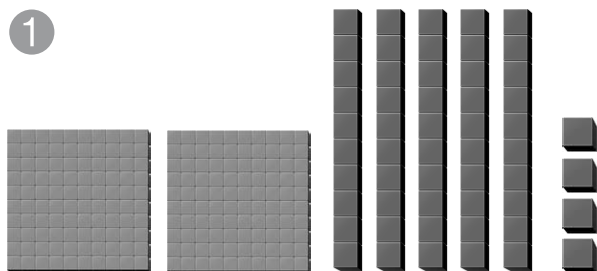
$$61 - 17$$

	tens	ones
-		



Find each difference.

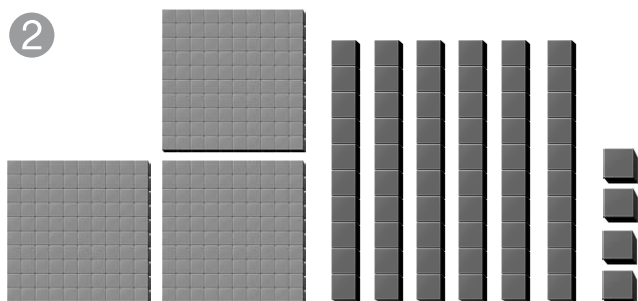
①



$$254 - 143$$

	hundreds	tens	ones
	2	5	4
-	1	4	3

②



$$364 - 236$$

	hundreds	tens	ones
	3	6	4
-	2	3	6

③

$$789 - 526$$

	hundreds	tens	ones
	7	8	9
-	5	2	6

④

$$924 - 273$$

	hundreds	tens	ones
	9	2	4
-	2	7	3

# Inch, Foot, Yard

Solve each problem.

- ① Estimate the length of this bracelet. Circle the unit.  
Then measure the bracelet.



estimate: about \_\_\_\_\_ inches/feet

measure: about \_\_\_\_\_ inches/feet

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- ② Estimate the width of this bracelet in centimeters.



about \_\_\_\_\_ centimeter(s)

- ③ Anthony has 11 centimeters of green yarn and 8 centimeters of yellow yarn.

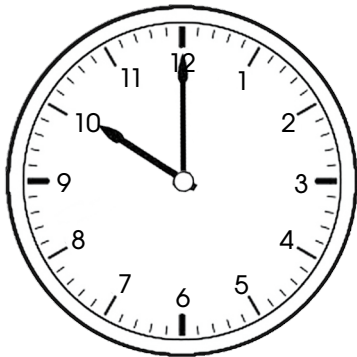
How much yarn does  
Anthony have in all?

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

\_\_\_\_\_ centimeters of yarn

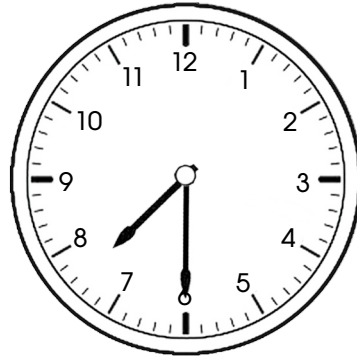
**Write each time.**

1



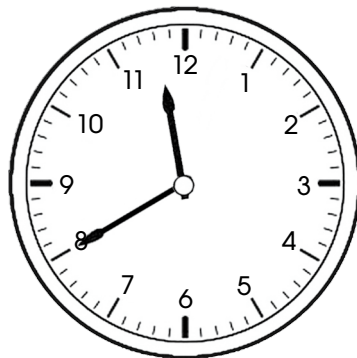
\_\_\_\_\_

2



\_\_\_\_\_

3

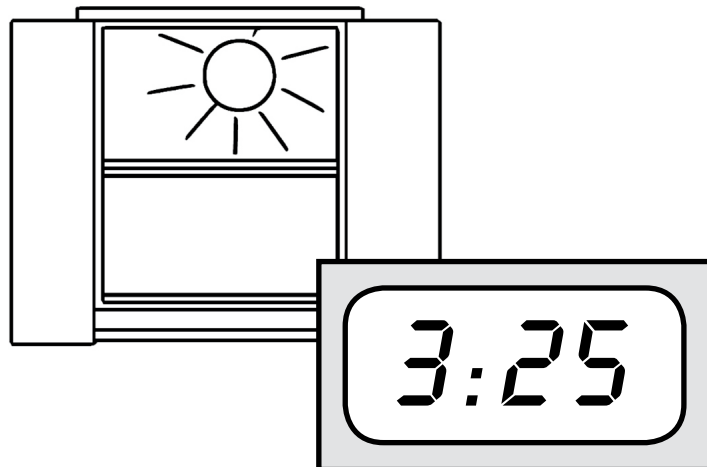


\_\_\_\_\_

4

**Write the time shown.**

**Circle A.M. or P.M.**



\_\_\_\_\_ A.M./P.M.

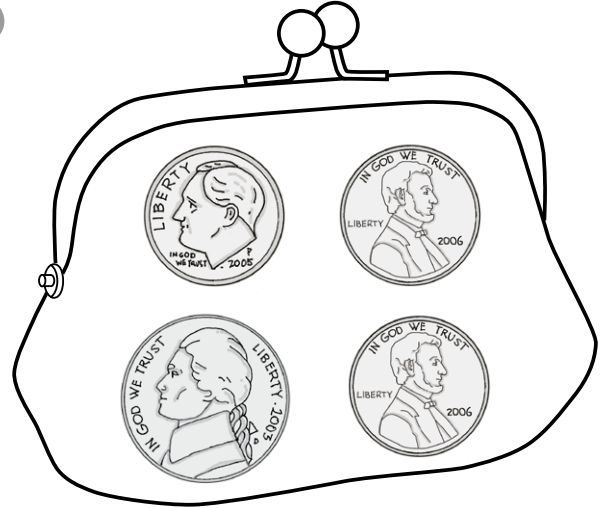
Write each amount. Remember to use symbols.

1



\_\_\_\_\_

2



\_\_\_\_\_

- 3 Tessa has two quarters and 3 nickels.

How much money does Tessa have?

\_\_\_\_\_

- 4 You have two one-dollar bills, a dime, and four pennies.

What amount of money do you have?

\_\_\_\_\_

Use the data to complete the line plot.

1

Model Train Cars Sam Made	
Length in Centimeters	Number
14	III
15	IIII
16	IIII
17	II

This line plot shows the lengths of the train cars Sam made.



- 2 The list shows the length of the bracelets that Taylor made.

Length of Bracelets	
5 inches	7 inches
6 inches	7 inches
8 inches	6 inches
6 inches	5 inches
7 inches	6 inches

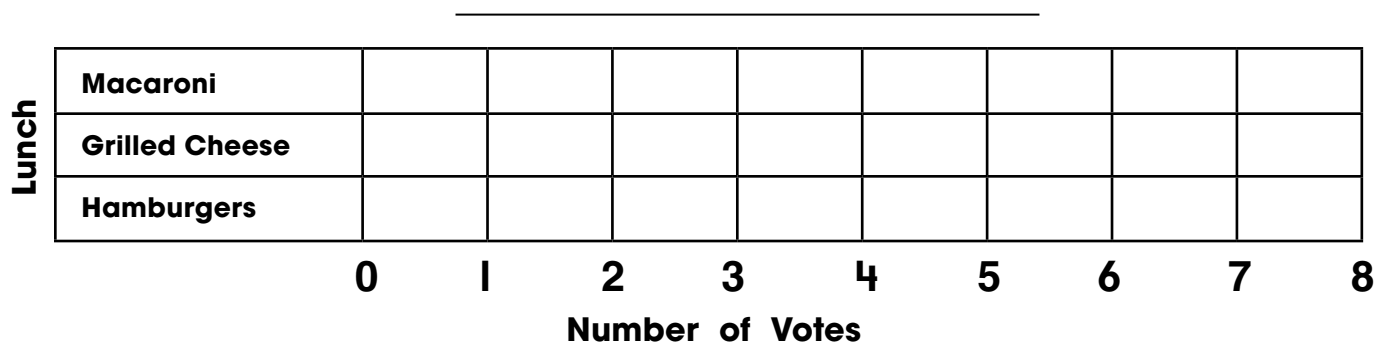


Use the data to complete the graphs.

1

### Favorite Types of Lunch

Lunch	Votes
Macaroni	
Grilled Cheese	
Hamburgers	



- 2 How many more students voted for grilled cheese than hamburgers?

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ more students voted for grilled cheese than hamburgers.

- 3 How many students voted for grilled cheese and macaroni?

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ students voted for grilled cheese and macaroni.

.....

**Match each shape to its description.**

**1 Shape with 5 angles.**

**quadrilateral**

**2 Shape with 4 sides.**

**cube**

**3 Shape with 6 faces.**

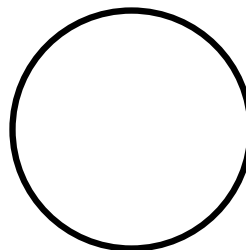
**pentagon**

**Draw the shape on the line.**

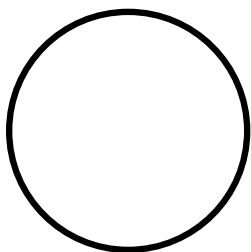
**4 hexagon** \_\_\_\_\_

Solve each problem.

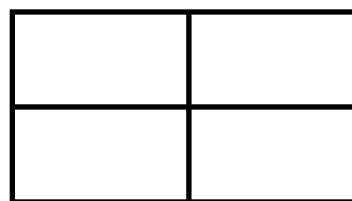
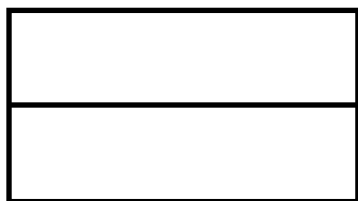
- 1 For each figure, draw lines to show two equal shares.



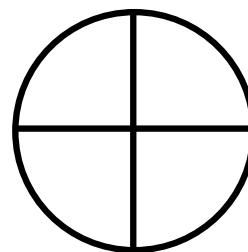
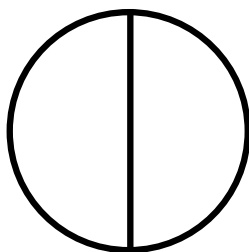
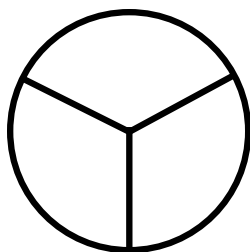
- 2 For each figure, draw lines to show four equal shares.



- 3 Circle the shape that shows thirds.



- 4 Circle the shape that shows fourths.





# Individual Scoring Chart

Student Name \_\_\_\_\_

Pre-Assessment Date: \_\_\_\_\_

Post-Assessment Date: \_\_\_\_\_

Skill	Assessment page	Pre-Assessment	Post-Assessment	EIA Mathematics Unit
Addition and Subtraction Fact Families	4	/4	/4	Unit 1
Write a Number Sentence	5	/4	/4	Unit 2
Odd and Even	6	/4	/4	Unit 3
Add Equal Groups	7	/3	/3	Unit 4
Understand Place Value	8	/4	/4	Unit 5
Count, Read, and Write Numbers to 1,000	9	/4	/4	Unit 6
Compare Numbers	10	/4	/4	Unit 7
Use Strategies to Add	11	/4	/4	Unit 8
Add Two-Digit Numbers	12	/4	/4	Unit 9
One Hundred More, One Hundred Less	13	/4	/4	Unit 10
Add Three-Digit Numbers	14	/4	/4	Unit 11
Use Strategies to Subtract	15	/4	/4	Unit 12
Subtract Two-Digit Numbers	16	/4	/4	Unit 13
Subtract Three-Digit Numbers	17	/4	/4	Unit 14
Length	18	/3	/3	Units 15, 16, 17
Tell Time to the Nearest Five Minutes	19	/4	/4	Unit 18
How Much Money?	20	/4	/4	Unit 19
Make a Line Plot	21	/2	/2	Unit 20
Make a Graph	22	/3	/3	Unit 21
Identify Shapes	23	/4	/4	Unit 22
Parts of Shapes	24	/4	/4	Unit 23
<b>TOTAL</b>		<b>/79</b>	<b>/79</b>	

# ANSWER KEY

Write a related subtraction fact.

1



$$7 + 4 = 11$$

$$\underline{11} - \underline{7} = \underline{4}$$

Write the related addition fact. Then write a related subtraction fact.

2



$$6 + 7 = 13$$

$$\underline{6} + \underline{7} = \underline{13}$$

$$\underline{13} - \underline{7} = \underline{6}$$

Use the numbers shown to write the facts in the fact family.

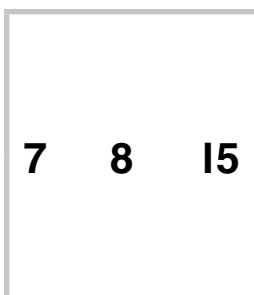
3



$$\underline{2} + \underline{6} = \underline{8} \quad \underline{8} - \underline{6} = \underline{2}$$

$$\underline{6} + \underline{2} = \underline{8} \quad \underline{8} - \underline{2} = \underline{6}$$

4



$$\underline{7} + \underline{8} = \underline{15} \quad \underline{15} - \underline{7} = \underline{8}$$

$$\underline{8} + \underline{7} = \underline{15} \quad \underline{15} - \underline{8} = \underline{7}$$

Write a number sentence to solve each problem.

- 1 The Rockets made 3 goals in the first half of the soccer game.

The Penguins made 5 goals in the second half of the game.

How many goals were scored in all?

$$3 \quad \textcircled{+} \quad 5 \quad = \quad 8$$

- 3 Ian made 11 baskets.

Lucas made 4 baskets.

How many more baskets did Ian make?

$$11 \quad \textcircled{-} \quad 4 \quad = \quad 7$$

- 2 There were 14 hockey players on the ice.

6 players wore green jerseys. The other players wore blue jerseys.

How many players wore blue jerseys?

$$14 \quad \textcircled{-} \quad 6 \quad = \quad 8$$

- 4 Jordan and Emma were playing jacks.

Jordan picked up 5 jacks in the first round. He then picked up 6 jacks in the second round.

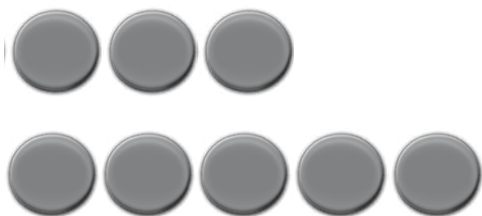
Then, in the third round, he lost 8 jacks.

What was Jordan's score after the third round?

$$\begin{array}{r} 5 \\ 11 \end{array} \quad \textcircled{+} \quad \begin{array}{r} 6 \\ 8 \end{array} \quad = \quad \begin{array}{r} 11 \\ 3 \end{array}$$

Circle pairs. Then circle whether the number is odd or even. Draw lines to connect pairs.

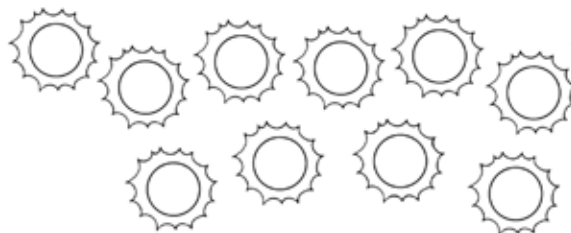
1



odd

even

2



odd

even

3

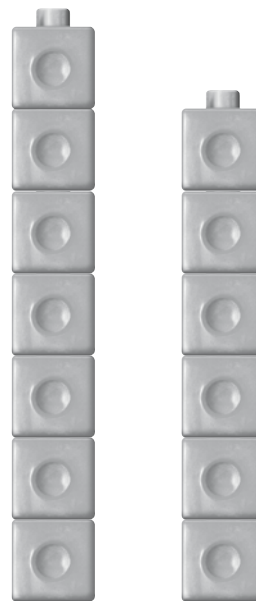


odd

even

4

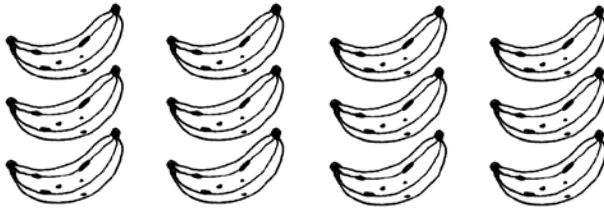
Write the number in each tower.  
Then add.



$$\underline{7} + \underline{6} = \underline{13}$$

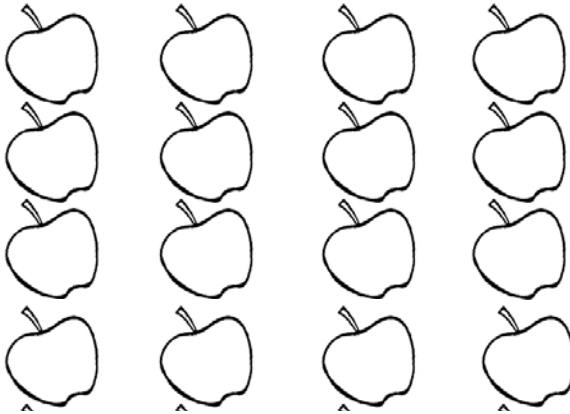
Write the number in each column. Then add to find the total number of objects.

1



$$\underline{3} + \underline{3} + \underline{3} + \underline{3} = \underline{12}$$

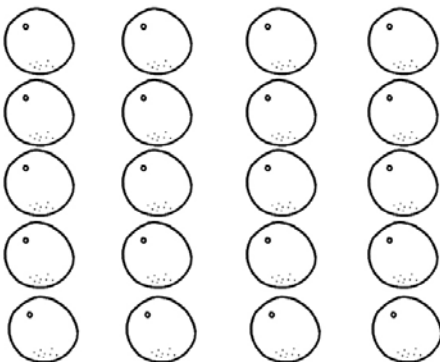
2



$$\underline{4} \bigcirc + \underline{4} \bigcirc + \underline{4} \bigcirc + \underline{4} = \underline{16}$$

Draw an X on the equation that does NOT show the total number of oranges.

3



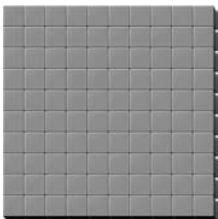
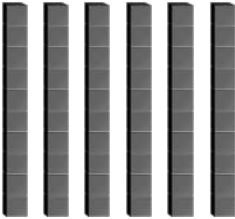

$$4 + 4 + \text{X} + 4 = 16$$

$$4 + 4 + 4 + 4 + 4 = 20$$

$$5 + 5 + 5 + 5 = 20$$

Write the number of hundreds, tens, and ones.

1

hundreds	tens	ones
		
1 _____	6 _____	7 _____

2

hundreds	tens	ones
2	0	3

\_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones = **203**

3

**451** = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

4

**506** = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

Cross out the number that does not match.

1

632

six hundred  
thirty-two

~~6~~ hundreds ~~30~~ tens  
~~2~~ ones

$$600 + 30 + 2$$

2

nine hundred five

$$900 + 5$$

905

~~9~~ hundreds ~~5~~ tens

Look for a skip-counting pattern. Write the missing numbers.

3

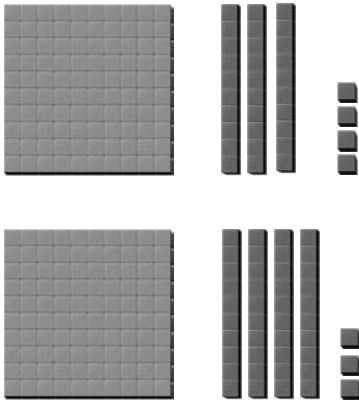
200, 300, 400, 500, 600, 700

4

125, 150, 175, 200, 225, 250

Match to compare. Circle the true comparison statement.

1



134 is greater than 143.

134 is less than 143.

134 is equal to 143.

> is greater than; < is less than; = is equal to

2

hundreds	tens	ones
8	9	7
8	7	0

897 > 870

3

435 < 453

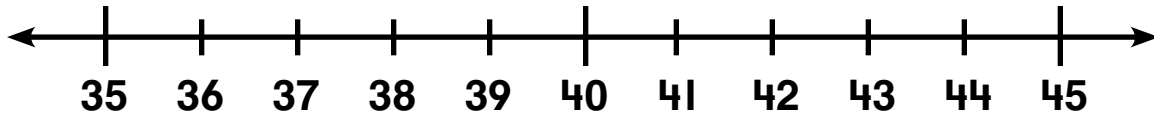
4

996 > 699



Find each sum. Show your thinking.

1



$$37 + 5 = \underline{42}$$

2

$$10 + 19 + 36 = \underline{65}$$

3

$$25 + 9 = \underline{34}$$

	tens	ones
+		

4

$$7 + 50$$

	tens	ones
		7
+	5	0

57

Find each sum.

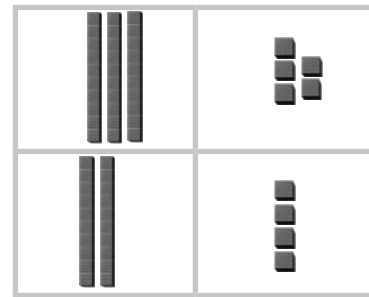
1

$$35 + 24$$

$$30 + 20 = \underline{50} \Rightarrow \underline{50}$$

$$5 + 4 = \underline{9} \Rightarrow \underline{9}$$

+



59

2

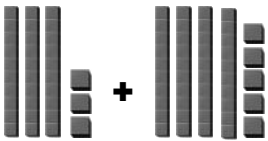


$$42 + 16$$

	tens	ones
	4	2
+	1	6

58

3



$$33 + 45$$

	tens	ones
	33	
+	45	

78

4

$$35 + 29 + 21$$

	tens	ones
	3	5
+	2	9

64

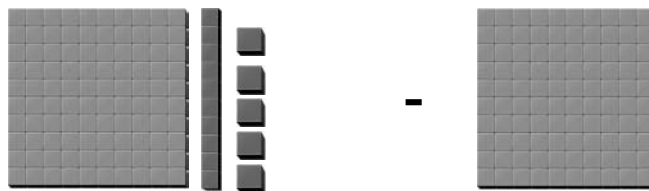
	tens	ones
	64	
+	2	1

85

Solve each problem.

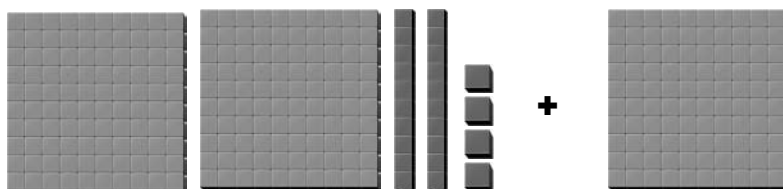
1

$$115 - 100 = \underline{15}$$



2

$$224 + 100 = \underline{324}$$



3

$$568 + 100$$

	hundreds	tens	ones
	5	6	8
+	1	0	0

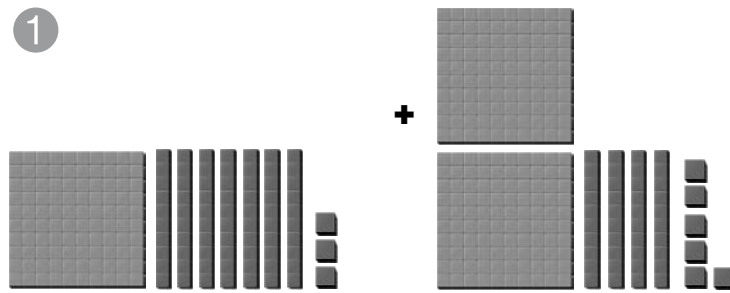
668

4

$$817 - 100 = \underline{717}$$

Find each sum.

1

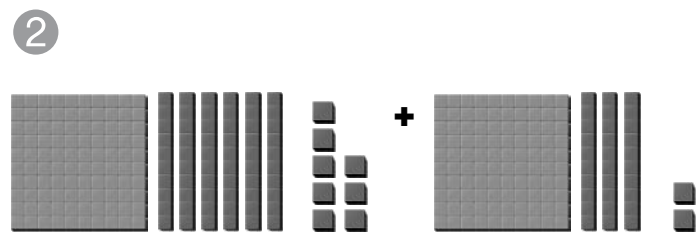


$173 + 246$

hundreds	tens	ones
1	7	3
+	2	4
		6

419

2



$168 + 132$

hundreds	tens	ones
1	6	8
+	1	3
		2

300

3

$675 + 310$

hundreds	tens	ones
6	7	5
+	3	1
		0

985

4

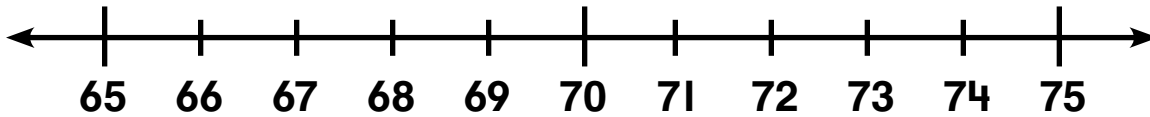
$436 + 108$

hundreds	tens	ones
4	3	6
+	1	0
		8

544

Find each difference.

1



$$74 - 5 = \underline{69}$$

2

$$16 - 7 = \underline{9}$$

Think:

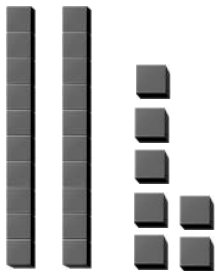
$$7 + ? = 16$$

3

$$49 - 8$$

	tens	ones
	4	9
-		8
	41	

4

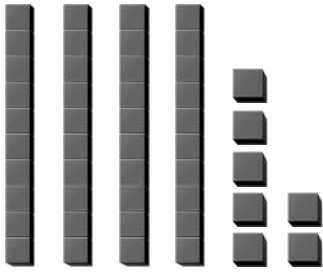


$$27 - 9$$

	tens	ones
	2	7
-		9
	18	

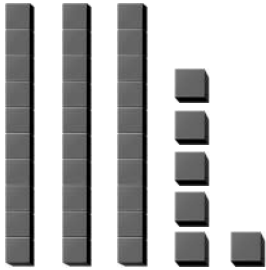
Find each difference.

1



$$47 - 35 = \underline{12}$$

2

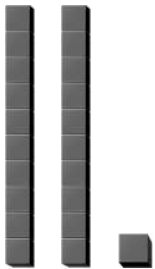


$$36 - 13$$

	tens	ones
	3	6
-	1	3

23

3

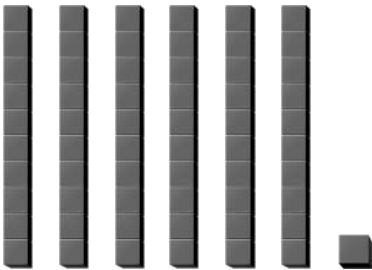


$$21 - 11$$

	tens	ones
	2	1
-	1	1

10

4



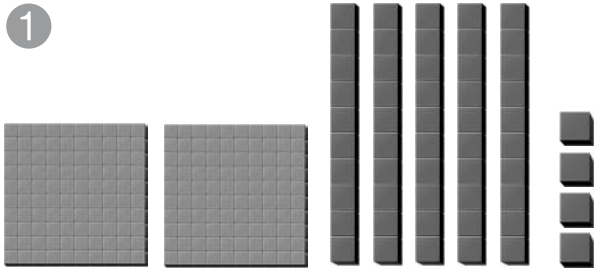
$$61 - 17$$

	tens	ones
	6	1
-	1	7

44

Find each difference.

①

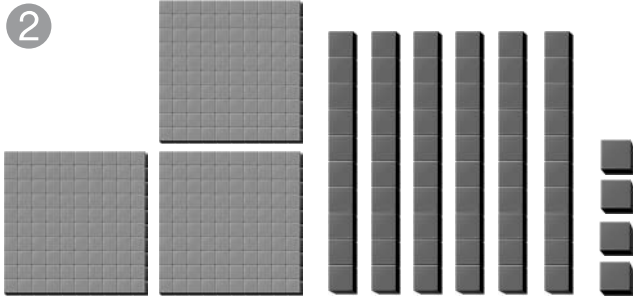


$$254 - 143$$

	hundreds	tens	ones
	2	5	4
-	1	4	3

111

②



$$364 - 236$$

	hundreds	tens	ones
	3	6	4
-	2	3	6

128

③

$$789 - 526$$

	hundreds	tens	ones
	7	8	9
-	5	2	6

263

④

$$924 - 273$$

	hundreds	tens	ones
	9	2	4
-	2	7	3

651

# Inch, Foot, Yard

Solve each problem.

- ① Estimate the length of this bracelet. Circle the unit.  
Then measure the bracelet.



estimate: about 6 inches/feet

measure: about 6 inches/feet

- ② Estimate the width of this bracelet in centimeters.



about 1 centimeter(s)

- ③ Anthony has 11 centimeters of green yarn and 8 centimeters of yellow yarn.

How much yarn does  
Anthony have in all?

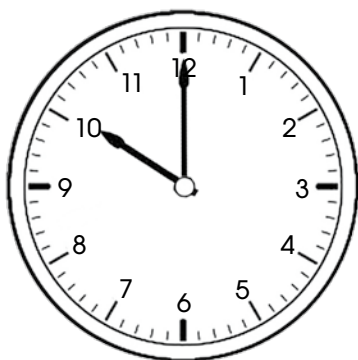
$$\underline{11} + \underline{8} = \boxed{19}$$

19 centimeters of yarn



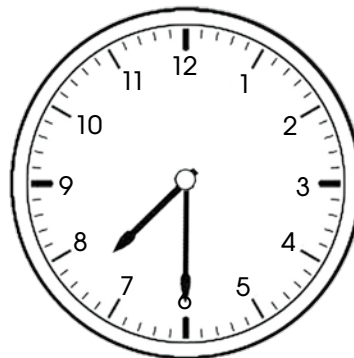
Write each time.

1



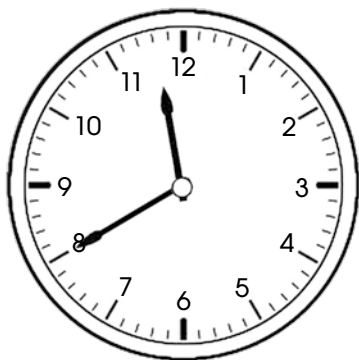
10:00

2



7:30

3

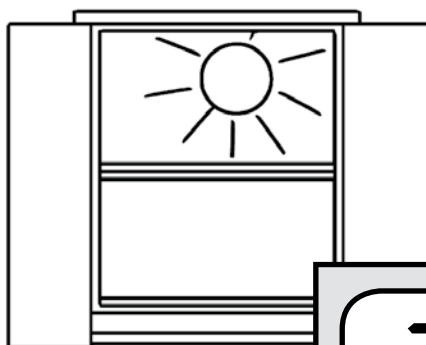


11:40

4

Write the time shown.

Circle A.M. or P.M.



3:25

3:25

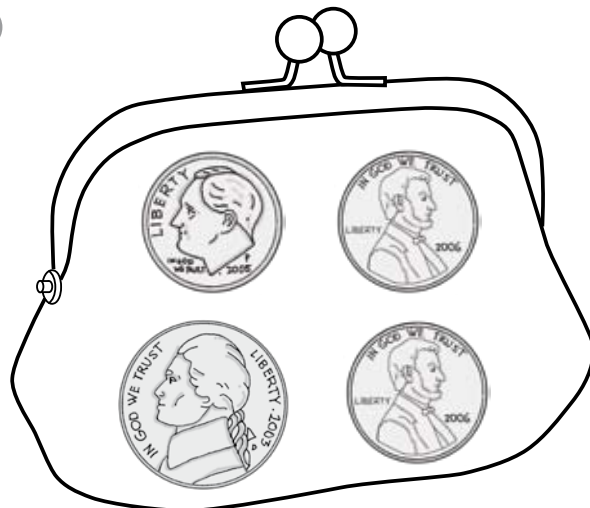
A.M. P.M.

Write each amount. Remember to use symbols.

1

26¢

2

17¢

- 3 Tessa has two quarters and 3 nickels.

How much money does Tessa have?

65¢

- 4 You have two one-dollar bills, a dime, and four pennies.

What amount of money do you have?

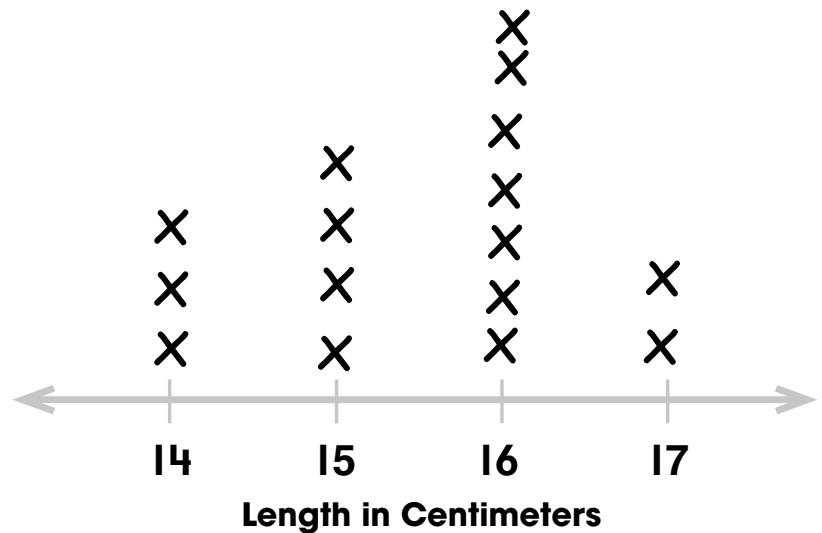
\$2.14

Use the data to complete the line plot.

1

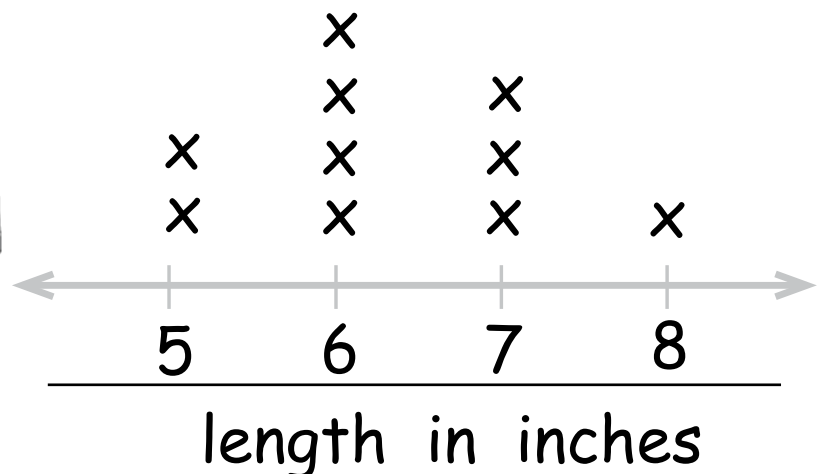
Model Train Cars Sam Made	
Length in Centimeters	Number
14	III
15	IIII
16	IIII I
17	II

This line plot shows the lengths of the train cars Sam made.



- 2 The list shows the length of the bracelets that Taylor made.

Length of Bracelets	
5 inches	7 inches
6 inches	7 inches
8 inches	6 inches
6 inches	5 inches
7 inches	6 inches

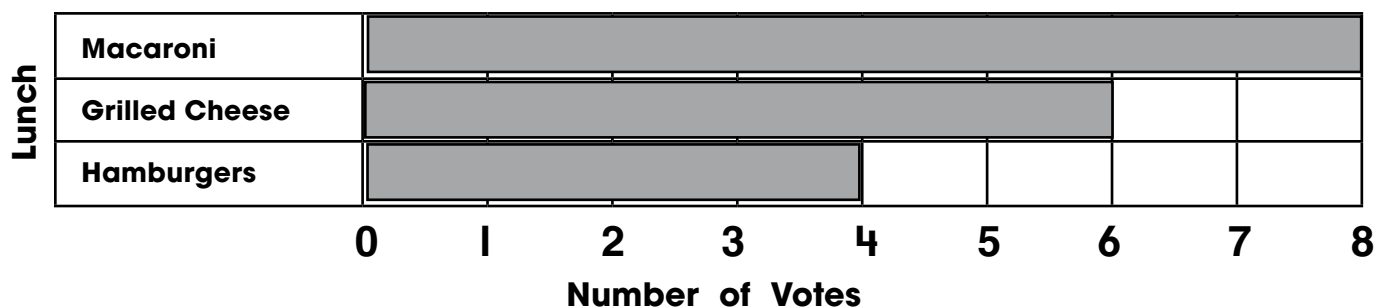


Use the data to complete the graphs.

1

Favorite Types of Lunch	
Lunch	Votes
Macaroni	
Grilled Cheese	
Hamburgers	

## Favorite Types of Lunch



- 2 How many more students voted for grilled cheese than hamburgers?

$$\underline{6} - \underline{4} = \underline{2}$$

2 more students voted for grilled cheese than hamburgers.

- 3 How many students voted for grilled cheese and macaroni?

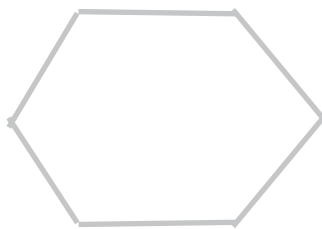
$$\underline{6} + \underline{8} = \underline{14}$$

14 students voted for grilled cheese and macaroni.

Match each shape to its description.

- ① Shape with 5 angles. quadrilateral
- ② Shape with 4 sides. cube
- ③ Shape with 6 faces. pentagon

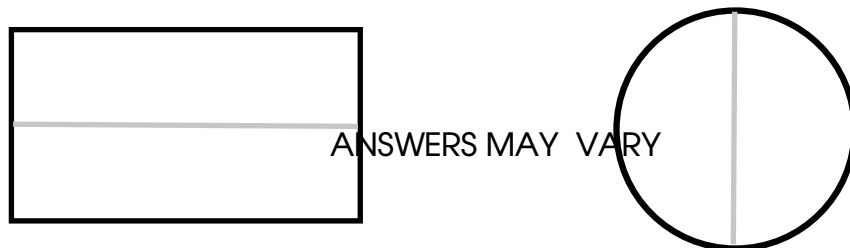
Draw the shape on the line.



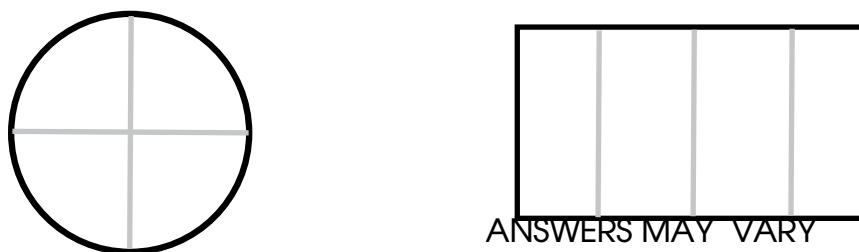
- ④ hexagon \_\_\_\_\_

Solve each problem.

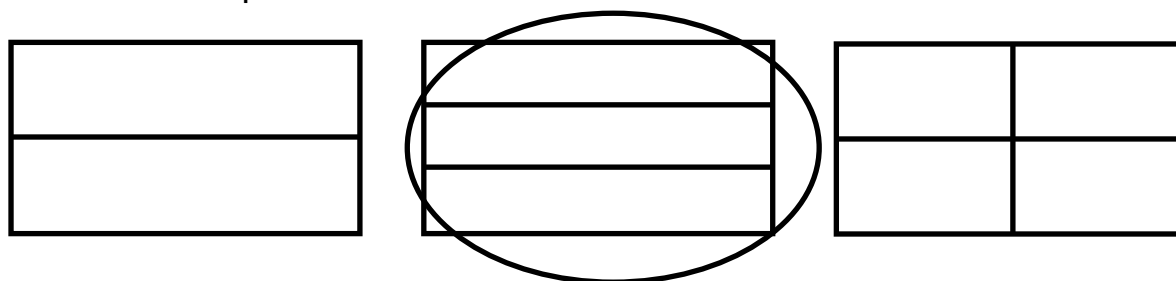
- 1 For each figure, draw lines to show two equal shares.



- 2 For each figure, draw lines to show four equal shares.



- 3 Circle the shape that shows thirds.



- 4 Circle the shape that shows fourths.

