Grade 2 Mathematics
Student At-Home Activity Packet

This At-Home Activity Packet includes 22 sets of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

See the Grade 2 Math concepts covered in this packet!

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# Grade 2 Math concepts covered in this packet

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Adding by Counting On and Making a Ten

Add.

1. $8 + 2 = \underline{}$
2. $8 + 3 = \underline{}$

3. $6 + 4 = \underline{}$
4. $6 + 8 = \underline{}$

5. $7 + 3 = \underline{}$
6. $7 + 5 = \underline{}$

7. $9 + 1 = \underline{}$
8. $9 + 6 = \underline{}$

9. $5 + 5 = \underline{}$
10. $5 + 8 = \underline{}$

11. $9 + 2 = \underline{}$
12. $2 + 9 = \underline{}$

13. $8 + 4 = \underline{}$
14. $4 + 8 = \underline{}$

15. $6 + 9 = \underline{}$
16. $6 + 7 = \underline{}$

17. Which strategy did you use to solve problem 11? Explain.
Using Doubles and Doubles Plus 1

Add.

1. \(4 + 4 = \) 
2. \(4 + 5 = \) 
3. \(6 + 6 = \) 
4. \(5 + 6 = \) 
5. \(7 + 7 = \) 
6. \(8 + 7 = \) 
7. \(9 + 9 = \) 
8. \(8 + 9 = \) 
9. \(5 + 5 = \) 
10. \(6 + 5 = \) 
11. \(8 + 8 = \) 
12. \(7 + 8 = \) 
Counting On and Making a Ten to Subtract

Complete each set of equations.

1. $12 - 3 = \square$
   $3 + \square = 12$

2. $14 - 5 = \square$
   $5 + \square = 14$

3. $11 - 3 = \square$
   $3 + \square = 11$

4. $15 - 7 = \square$
   $7 + \square = 15$

5. $12 - \square = 10$
   $12 - 4 = \square$

6. $13 - \square = 10$
   $13 - 6 = \square$

7. $16 - \square = 10$
   $16 - 9 = \square$

8. $15 - \square = 10$
   $15 - 9 = \square$

9. In problem 6, how did you use your first answer to find your second answer?
Solve problems 1–6.

1. Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many red potatoes are there? Show your work.

   **Solution** _______ potatoes are red.

2. Levi has 17 pet fish. 7 of the fish are goldfish. The rest are mollies. How many fish are mollies? Show your work.

   **Solution** _______ fish are mollies.

3. Ada wants to read 12 books over the summer. 5 books are stories about cats. The rest are stories about horses. How many books are stories about horses? Show your work.

   **Solution** _______ books are stories about horses.

4. There are 16 chairs at a table. 7 students sit down. The rest of the chairs are empty. How many chairs are empty? Show your work.

   **Solution** _______ chairs are empty.
5. Luis sees 14 dogs at the dog park. 6 of the dogs are small dogs. The rest of the dogs are big dogs. How many dogs are big? Show your work.

Solution _______ dogs are big.

6. Sadie has 20 crayons. She finds 8 crayons in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie's crayon box? Show your work.

Solution _______ crayons are in the crayon box.

7. Which strategy did you use to solve problem 6? Explain why.
Solve problems 1–6. Show your work.

1. There are 4 fewer cats than dogs. There are 2 cats. How many dogs are there?

   _______ dogs

2. Trevor sees 8 red birds. He sees 5 more red birds than blue birds. How many blue birds does Trevor see?

   Trevor sees _______ blue birds.

3. Anna has 7 baskets and some flowers. She has 5 fewer baskets than flowers. How many flowers does Anna have?

   Anna has _______ flowers.

4. There are 14 coats and some hats. There are 6 more coats than hats. How many hats are there?

   _______ hats

5. There are 9 apples. There are 6 fewer apples than oranges. How many oranges are there?

   _______ oranges

6. Brynne has 13 books. She has 8 more books than games. How many games does Brynne have?

   Brynne has _______ games.
Solve problems 1–6. Show your work.

1. Jack has 9 flowers to plant. He plants 2 flowers before lunch. Then he plants 3 more after lunch. How many flowers does Jack have left to plant?

   Jack has _______ flowers left to plant.

2. There are 8 girls at the park. First, 5 girls go home. Then 6 more girls come to the park. How many girls are at the park now?

   There are _______ girls at the park.

3. Bella paints 6 pictures on Monday and 8 pictures on Wednesday. Then she paints 3 more pictures on Friday. How many pictures does Bella paint this week?

   Bella paints _______ pictures this week.

4. Ali puts 12 books in a box. She takes 4 books out of the box. Then she puts 6 books in the box. How many books are in the box now?

   There are _______ books in the box.

5. Lucas has 5 crayons. His sister gives him 6 more. Then he gives 4 to a friend. How many crayons does Lucas have now?

   Lucas has _______ crayons.

6. Miss Brady puts 15 pencils in her desk. Then she takes out 9 pencils. After school she puts 5 pencils back in her desk. How many pencils are in Miss Brady’s desk now?

   There are _______ pencils in the desk.
Ways to Model Word Problems

Solve problems 1–6. Show your work.

1. Tony has 37 building blocks. Then he buys more blocks. Now he has 51 blocks. How many blocks does Tony buy?

   Tony buys _______ blocks.

2. There are some chairs in the art room. Mrs. Lopez brings in 16 more chairs. Now there are 42 chairs. How many chairs were in the room at the start?

   There were _______ chairs in the room at the start.

3. Jen has some buttons. She gets 23 more buttons from her mom. Now she has 65 buttons. How many buttons did Jen have to begin with?

   Jen had _______ buttons to begin with.

4. Colby packs 31 boxes in one day. He packs 12 boxes in the morning and some boxes after lunch. How many boxes does Colby pack after lunch?

   Colby packs _______ boxes after lunch.

5. Ayanna reads 26 pages of her book at school. Later she reads more pages at home. Now she has read 54 pages. How many pages does Ayanna read at home?

   Ayanna reads _______ pages at home.

6. The camp has some tents. Campers set up 42 more tents. Now the camp has 60 tents. How many tents did the camp have to begin with?

   The camp had _______ tents to begin with.
Different Ways to Show Addition

Find the sums and missing addends.

1. \(30 + 7 + 50 + 3 = \underline{90}\)
2. \(37 + 53 = \underline{\text{_____}}\)
3. \(20 + 8 + 40 + 2 = \underline{\text{_____}}\)
4. \(28 + 42 = \underline{\text{_____}}\)
5. \(60 + 6 + 10 + 4 = \underline{\text{_____}}\)
6. \(66 + 14 = \underline{\text{_____}}\)
7. \(40 + 5 + 40 + 5 = \underline{\text{_____}}\)
8. \(45 + \underline{\text{_____}} = 90\)
9. \(30 + 9 + 20 + 1 = \underline{\text{_____}}\)
10. \(\underline{\text{_____}} + 21 = 60\)
11. \(20 + 4 + 60 + 6 = \underline{\text{_____}}\)
12. \(24 + \underline{\text{_____}} = 90\)
13. \(40 + 3 + 30 + 7 = \underline{\text{_____}}\)
14. \(\underline{\text{_____}} + 37 = 80\)

15. How does the information in problem 9 help you solve problem 10?
Subtracting by Adding Up

Subtract.

1. \(50 - 29 = ?\)
   
   \[
   \begin{align*}
   29 + 20 &= 49 \\
   49 + 1 &= 50 \\
   20 + 1 &= 21 \\
   50 - 29 &= 21
   \end{align*}
   \]

2. \(71 - 45 = ?\)
   
   \[
   \begin{align*}
   \_ + \_ &= \_ \\
   \_ + \_ &= \_ \\
   \_ + \_ &= \_ \\
   71 - 45 &= \_
   \end{align*}
   \]

3. \(80 - 41 = ?\)
   
   \[
   \begin{align*}
   \_ + \_ &= \_ \\
   \_ + \_ &= \_ \\
   \_ + \_ &= \_ \\
   80 - 41 &= \_
   \end{align*}
   \]

4. \(63 - 28 = ?\)
   
   \[
   \begin{align*}
   \_ + \_ &= \_ \\
   \_ + \_ &= \_ \\
   \_ + \_ &= \_ \\
   63 - 28 &= \_
   \end{align*}
   \]

5. \(43 - 28 = ?\)
   
   \[
   \begin{align*}
   \_ + \_ &= \_ \\
   \_ + \_ &= \_ \\
   \_ + \_ &= \_ \\
   43 - 28 &= \_
   \end{align*}
   \]

6. \(95 - 65 = ?\)
   
   \[
   \begin{align*}
   \_ + \_ &= \_ \\
   95 - 65 &= \_
   \end{align*}
   \]
7. \(65 - 39 = ?\)
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[65 - 39 = \underline{\hspace{2cm}}\]

8. \(47 - 15 = ?\)
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[47 - 15 = \underline{\hspace{2cm}}\]

9. \(75 - 28 = ?\)
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
   
   \[75 - 28 = \underline{\hspace{2cm}}\]

10. \(54 - 12 = ?\)
    
    \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
    
    \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
    
    \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
    
    \[\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\]
    
    \[54 - 12 = \underline{\hspace{2cm}}\]

13. How did you decide what to add first? Then how did you get the answer?
Subtracting by Regrouping

Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

1. 32
   -16
   \[ \underline{16} \]

2. 48
   -15
   \[ \underline{33} \]

3. 57
   -25
   \[ \underline{32} \]

4. 63
   -39
   \[ \underline{24} \]

5. 76
   -26
   \[ \underline{50} \]

6. 82
   -37
   \[ \underline{45} \]

7. 38
   -28
   \[ \underline{10} \]

8. 53
   -44
   \[ \underline{9} \]

9. 42
   -25
   \[ \underline{17} \]

10. 96
    -40
    \[ \underline{56} \]

11. 92
    -56
    \[ \underline{36} \]

12. 65
    -23
    \[ \underline{42} \]

13. 86
    -19
    \[ \underline{67} \]

14. 59
    -33
    \[ \underline{26} \]

15. 77
    -48
    \[ \underline{29} \]

16. 62
    -27
    \[ \underline{35} \]

17. How did you know which problems to circle?

18. Check one of your answers by solving it using a different strategy. Show your work.
Strategies to Find a Missing Addend

Solve.

1. $35 + _____ = 45$
   $35 + 10 = 45$
   $35 + 20 = 55$
   $35 + 25 = 60$

2. $24 + _____ = 34$
   $24 + 10 = 34$
   $24 + 20 = 44$
   $24 + 25 = 68$

3. $42 + _____ = 52$
   $42 + 10 = 52$
   $42 + 20 = 62$
   $42 + 27 = 69$

4. $51 + _____ = 61$
   $51 + 10 = 61$
   $51 + 20 = 71$
   $51 + 20 = 71$

5. $26 + _____ = 36$
   $26 + 10 = 36$
   $26 + 20 = 46$
   $26 + 25 = 51$

6. $58 + _____ = 60$
   $58 + 2 = 60$
   $58 + 10 = 68$
   $58 + 20 = 78$

7. $39 + _____ = 40$
   $39 + 1 = 40$
   $39 + 10 = 49$
   $39 + 20 = 59$

8. $27 + _____ = 30$
   $27 + 3 = 30$
   $27 + 10 = 37$
   $27 + 20 = 47$

9. $44 + _____ = 54$
   $44 + 10 = 54$
   $44 + 20 = 64$
   $44 + 25 = 69$

10. $69 + _____ = 70$
    $69 + 1 = 70$
    $69 + 10 = 79$
    $69 + 20 = 89$
Strategies to Find a Missing Addend continued

11  33 + _______ = 43
    33 + _______ = 73
    33 + _______ = 76

12  48 + _______ = 50
    48 + _______ = 80
    48 + _______ = 85

13  26 + _______ = 70
    32 + _______ = 61
    49 + _______ = 95

14  57 + _______ = 83
    34 + _______ = 67
    28 + _______ = 53

15  62 + _______ = 85
    41 + _______ = 96
    53 + _______ = 77

16  19 + _______ = 75
    43 + _______ = 87
    68 + _______ = 99

17  Explain how the strategy to solve problem 5 is different from the strategy used to solve problem 6.

18  Explain the strategy you used to solve the first part of problem 14.
Finding the Value of Three-Digit Numbers

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. \(300 + 50 + 1 = \) ______
2. 2 hundreds + 6 tens + 7 ones = ______
3. \(400 + 20 + 6 = \) ______
4. \(400 + 60 + 2 = \) ______
5. \(600 + 40 + 2 = \) ______
6. 5 hundreds + 1 ten + 3 ones = ______
7. 3 hundreds + 7 tens + 5 ones = ______
8. \(500 + 20 + 6 = \) ______
9. \(200 + 8 = \) ______
10. 2 hundreds + 8 tens + 0 ones = ______
11. \(600 + 70 + 1 = \) ______
12. 6 hundreds + 0 tens + 7 ones = ______
13. \(400 + 70 + 6 = \) ______
14. 2 hundreds + 3 tens + 3 ones = ______
15. 3 hundreds + 2 tens + 3 ones = ______
16. 3 hundreds + 3 tens + 2 ones = ______

Answers:

233  607  476  323  267  671
426  513  526  208  642  462
332  375  280  351
Writing Three-Digit Numbers

Write the number using only digits.

1. one hundred sixty-four
2. six hundred fifty-two
3. three hundred twelve
4. two hundred sixty-one
5. two hundred five
6. five hundred nineteen

Write the number using only digits.

7. $100 + 10 + 6$
8. $500 + 4$
9. $300 + 40 + 5$
10. $300 + 50 + 4$
11. $400 + 60$
12. $500 + 40$
Writing Three-Digit Numbers continued

Write the number as a sum of hundreds, tens, and ones. Then write the number using words.

13. 522
   _____ + _____ + _____

14. 435
   _____ + _____ + _____

15. 218
   _____ + _____ + _____

16. 310
   _____ + _____

17. Explain how problem 8 is the same and different from problem 12.
Compare the numbers in each problem two different ways.

   
   ______ < ______ and 
   ______ > ______

2. Compare 170 and 180.
   
   ______ < ______ and 
   ______ > ______

3. Compare 346 and 325.
   
   ______ < ______ and 
   ______ > ______

   
   ______ < ______ and 
   ______ > ______

5. Compare 424 and 453.
   
   ______ < ______ and 
   ______ > ______

6. Compare 833 and 824.
   
   ______ < ______ and 
   ______ > ______

7. Compare 637 and 682.
   
   ______ < ______ and 
   ______ > ______

8. Compare 362 and 326.
   
   ______ < ______ and 
   ______ > ______

9. Compare 531 and 513.
   
   ______ < ______ and 
   ______ > ______

    
    ______ < ______ and 
    ______ > ______

11. Compare 468 and 486.
    
    ______ < ______ and 
    ______ > ______

12. Compare 967 and 959.
    
    ______ < ______ and 
    ______ > ______

13. What strategies did you use to compare the numbers?
Adding and Regrouping Ones

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. \[ \begin{array}{c} 635 \\ + 321 \end{array} \]
2. \[ \begin{array}{c} 439 \\ + 154 \end{array} \]
3. \[ \begin{array}{c} 336 \\ + 123 \end{array} \]
4. \[ \begin{array}{c} 825 \\ + 166 \end{array} \]
5. \[ \begin{array}{c} 512 \\ + 336 \end{array} \]
6. \[ \begin{array}{c} 246 \\ + 348 \end{array} \]
7. \[ \begin{array}{c} 772 \\ + 109 \end{array} \]
8. \[ \begin{array}{c} 347 \\ + 314 \end{array} \]
9. \[ \begin{array}{c} 483 \\ + 208 \end{array} \]
10. \[ \begin{array}{c} 225 \\ + 224 \end{array} \]
11. \[ \begin{array}{c} 548 \\ + 406 \end{array} \]
12. \[ \begin{array}{c} 475 \\ + 515 \end{array} \]
13. \[ \begin{array}{c} 273 \\ + 211 \end{array} \]
14. \[ \begin{array}{c} 728 \\ + 253 \end{array} \]
15. \[ \begin{array}{c} 627 \\ + 263 \end{array} \]

Answers:

449 594 881 956 691
484 661 890 991 593
954 848 990 459 981
Adding and Regrouping Tens

Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1. 435 + 283 = 718
2. 205 + 113 =
3. 586 + 130 =
4. 378 + 343 =
5. 186 + 175 =
6. 476 + 234 =
7. 152 + 169 =
8. 214 + 225 =
9. 362 + 556 =
10. 481 + 262 =
11. 145 + 239 =
12. 347 + 133 =
13. 286 + 644 =
14. 267 + 174 =
15. 383 + 319 =

16. How do you know that 361 + 283 is greater than 500 without finding the sum?
Regrouping Tens to Ones

Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

1. 875
   - 646
   229

2. 478
   - 226

3. 692
   - 437

4. 345
   - 224

5. 761
   - 338

6. 514
   - 402

7. 953
   - 821

8. 474
   - 156

9. 320
   - 210

10. 663
    - 425

11. 619
    - 308

12. 847
    - 628

13. 736
    - 517

14. 563
    - 249

15. 375
    - 163

16. How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?
Regrouping Hundreds to Tens

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  816  2  927  3  506
   - 432      - 563      - 315

4  448  5  743  6  476
   - 160      - 471      - 293

7  628  8  961  9  527
   - 236      - 470      - 256

10 347  11  835  12  624
    - 154      - 285      - 382

13 329  14  465  15  519
    - 170      - 195      - 378

Answers:

193  242  191  384  272
364  271  491  288  392
183  141  550  159  270
Adding Four Two-Digit Numbers

Find the sum. Show your work.

1. \[29 + 34 + 21 + 36\]
\[50 + 70\]
2. \[45 + 38 + 62 + 15\]
3. \[17 + 36 + 43 + 74\]
4. \[55 + 49 + 71 + 15\]
5. \[32 + 24 + 68 + 46\]
6. \[27 + 19 + 33 + 81\]
7. \[32 + 13 + 29 + 35\]
8. \[53 + 74 + 13 + 44\]
9. \[24 + 12 + 74 + 68\]
10. \[92 + 37 + 71 + 14\]

11. Explain how you found the answer to problem 8.
Measuring in Inches and Centimeters

1. Use a ruler to measure the length of the piece of tape in inches.

   What is the length of the tape? ________ inches

2. Use a ruler to measure the length of the pencil in inches.

   What is the length of the pencil? ________ inches

3. Use a ruler to measure the length of the shoe in centimeters.

   What is the length of the shoe? ________ centimeters

4. Use a ruler to measure the length of the fish in centimeters.

   What is the length of the fish? ________ centimeters
5. Use a ruler to measure the length of the string in both inches and centimeters.

What is the length of the string in inches? ________ inches
What is the length of the string in centimeters? ________ centimeters

6. Use a ruler to measure the length of the rectangle in both inches and centimeters.

What is the length of the rectangle in inches? ________ inches
What is the length of the rectangle in centimeters? ________ centimeters

7. For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.
Measuring in Inches and Feet

1. Circle the objects that are easier to measure with an inch ruler. Underline the objects that are easier to measure with a yardstick.
   
   a bike          a leaf          a table
   a book          a sticker

2. Circle the objects that are easier to measure with an inch ruler. Underline the objects that are easier to measure with a yardstick.
   
   a window        a cracker       a tent
   a marker        a blanket

3. What is the length of the rectangle to the nearest inch?

   ![Ruler Image]

   The rectangle is about _______ inches long.
4. What is the length of the baseball bat to the nearest foot?

The baseball bat is about _____ feet long.

5. What is the length of the branch to the nearest foot?

The branch is about _____ foot long.
Measuring in Centimeters and Meters

1. Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.
   
   a rug  a mitten  a pool  
   a bee  a shell  

2. Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.
   
   a porch  a spoon  
   a watch  a bus  a lunch bag  

3. What is the length of the tape to the nearest centimeter?

   [Image of a ruler from 0 to 18 centimeters]

   The tape is about _______ centimeters long.
4 What is the length of the bench to the nearest meter?

The bench is about _______ meter long.

5 What is the length of the rectangle to the nearest centimeter?

The rectangle is about _______ centimeters long.