Second Grade Math
Third Nine-Week Test

Tell and write time from an analog clock to the nearest five minutes, using a.m. and p.m. (2.MD.7) **Test Examples:**

Shae will board the pane at the time shown on the clock below

What time will Shae board the plane?

A. 3:45 B. 3:09 C. 9:15 D. 9:03 Answer C

Sam is going to school. What time would it most likely be?

A. 3:oo pm B. 8:00 pm C. 12:00 pm D. 8:00 am Answer D

What time is it?

A. a quarter past six C. six o'clock

B. half past six D. a quarter till six

Answer B

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and cents symbols appropriately (MD.8) **Test Examples:**

Tim has 4 quarters, 8 dimes, 2 nickels and 3 pennies. How much money does Tim have?

A. $4.82 B. $8.23 C. $1.93 D. $2.33 Answer: C

Meg has some coins.

How much money does Meg have? A. 30 cents B. 19 cents C. 79 cents D. 34 cents

Answer: B

What is the name of this coin?

A. quarter C. dime

B. nickel D. penny Answer: B

Max had some coins.

Write the sum

_____

Look at the coins above. Who has more money than Max?

A. Mark. He has 67 cents.
B. Mary. She has 75 cents.
C. Sam. He has 37 cents.
D. Tom. He has 65 cents.

Answer: B

Solve simple put-together, take apart, and compare problems using information presented in a bar graph (2.MD.10) Test Examples:

Answer questions based on a pictograph.

The students in Mr. Jones' class made a graph of their favorite lunches.

Students' Favorite Lunch

cheeseburgers	X X X X
Chicken nuggets	X X X X X X
pizza	X X X
tacos	X X

Each X = 5

Which sentence is TRUE about the graph?

A. The same number of students like tacos and pizza for lunch.

B. More students like cheeseburgers than chicken nuggets.

C. Six students voted for chicken nuggets.

D. The least amount of students like tacos. Answer: D

How many students were surveyed in this graph?

A. 15 B. 75 C. 30 D. 20 Answer: B

How many students like cheeseburgers and pizza?

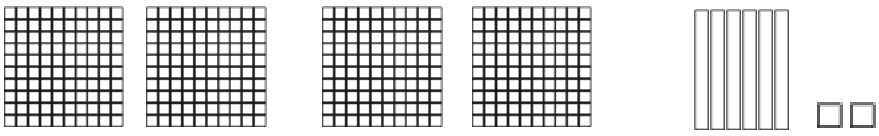
A. 35 B. 7 C. 50 D. 40 Answer: A

How many more students like tacos and chicken nuggets than pizza and cheeseburgers?

A. 1 B. 8 C. 5 D. 40 Answer: C

Understand that the three digits of a three digit number represent the amounts of hundreds, tens, and ones (NBT.1) Test Examples:

Look at the number of cubes.



What number is represented by the drawing?

A. 642 B. 452 C. 462 D. 92 Answer: C

What is the value of the underlined digit? **3**26

A. 3 B. 30 C. 300 D. 3,000 Answer: C

Look at the following numbers.

123, 567, 321, 213

How would these numbers be put in order from **least to greatest**?

A. 123, 213, 321, 567 B. 321, 213, 567, 123

B. 567, 321, 213, 123 D. 123, 321, 213, 567 Answer: A

How would those same numbers be put in order from **greatest to least**?
A. 123, 213, 321, 567 B. 321, 213, 567, 123

B. 567, 321, 213, 123 D. 123, 321, 213, 567 Answer: B

What is the place of the underlined digit? 7<u>5</u>3

A. ones B. tens C. hundreds D. thousands Answer: B

Count within 1000; skip count by 5's, 10's and 100's (NBT.2) Test Examples:

Franklin was counting by tens. He said the following numbers. What number goes in the blank?

420, _____, 440, 450, 460

A. 431 B. 500 C. 440 D. 430 Answer: D

Macy is counting back by tens.

680, 670, 660, _____

What number will Lucy say next?
A. 690 B. 650 C. 662 D. 665 Answer: B

Fill in the missing numbers: 295, 300, _____, _____, _____
(Answer: 305, 310, 315)

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form (NBT.3) Test Examples:

What is 396 written in expanded form?

A. 300 + 900 + 6 C. 300 + 6
B. 300 + 6 D. 6 + 90 + 300 (Answer: D)

What is 238 written in word form?
A. two hundred thirty -eight C. two hundred eight
B. two thirty hundred eight D. two thousand thirty hundred eight (Answer: A)

What number goes in the blank?

4 + 60 + _____ = 364

A. 46 C. 428
B. 300 D. 600 (Answer: B)

Lucia wrote the number 603 in expanded form.
How is that number written in expanded form?

A. 600 + 3 *C. 3 + 60*
B. 60 + 3 *D. 6000 + 30* *Answer: A*

Compare two three digit numbers based on meaning of hundreds, tens and ones digits, using < , >, and = symbols to record the results of comparisons. (NBT.4) **Test Examples:**

Sam counted 300 words in a book. Frank counted 350 words in a book.

Which sentence is true about the number of pages Sam and Frank counted?

A. Sam counted 40 more words than Frank.
B. Frank counted counted 50 more words than Sam.
C. Sam and Frank and Nadia counted the same number of words.
D. Frank counted 50 less words than Sam. *Answer: B*

Which number belongs in the box to make the number sentence true?

□ *> 425*

A. 411 *B. 249* *C. 396* *D. 450* *Answer: C*

Solve the problem

2 + 30 + 600 ○ *30 + 2 + 600*

A. < *B. >* *C. =* *D. #* *Answer: C*

Which of these number sentences is correct?

A. 263 > 268 *B. 378 = 387* *C. 467 < 412* *D. 356 > 123* *Answer: D*

Which number belongs in the box to make the number sentence true?

□ *< 896*

A. 894 *B. 899* *C. 946* *D. 987* *Answer: A*

Which symbol goes in the circle to make the statement TRUE?

124 ○ *4 + 20 + 400*

A. < *B. =* *C. >* *D. #* *Answer: A*

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (NBT.5)

What subtraction sentence can help you solve this problem?

62 + ____ = 85

A. 85 + 62 = _____ C. 62-85= _____

B. 85 - 60 = _____ D. 85 - 62 = _____ Answer: D

Add up to 4 two-digit numbers using strategies based on place value and properties of operations. (NBT.6)

Marcy was making desserts for a party. She made the following desserts.

Name of Dessert	***Number***
Ice Cream	*37*
Cookies	*29*
Pie	*68*
Cake	*43*

How many desserts did she make in all?

A. 100 B. 170 C. 177 D. 120 Answer: C

Mike has 27 books, Phil has 65 books, Jan has 13 books, and Sal has 40 books. How many books do they have in all?

Show your work.

***Students need to show their work using any of the strategies they have been learning.*

A. 145 C. 235 B. 180 D. 175 Answer: A

Add and subtract within 1000 using models, drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction. Understand in adding and subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; sometimes it is necessary to compose or decompose tens or hundreds. (NBT.7)Test Examples:

5 7 2
- 2 4 9

4 5 8
+ 2 2 5

****Students must also be able to solve a problem and check their work using the inverse:*

Solve 6 3 7
- 1 1 8
5 1 9

Use the inverse to check your work (Example)

519
+118
637

Mentally add or subtract 10 or 100 to a given number 100-900 , and mentally subtract 10 or 100 from a given number 100-900 (NBT.8) Test Examples:

What number is 10 less than 364?

A. 354 B. 374 C. 464 D. 264 Answer: A

What number is 10 more than 364?

A. 354 B. 374 C. 464 D. 264 Answer: B

What number is 100 less than 364?

A. 354 B. 374 C. 464 D. 264 Answer: D

What number is 100 more than 364?

A. 354 B. 374 C. 464 D. 264 Answer: C

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions (OA.1) **Test Examples:**

There are 47 red birds, 53 green birds, 17 yellow birds and 35 blue birds in the garden.
How many birds are in the garden?

A. 100 B. 152 C. 142 D. 198 Answer: B

John had 97 red marbles and 49 green marbles in a box. Thirteen of the marbles fell out of the box.
How many marbles are left in the box?

Show your work.

A. 159 B. 146 C. 61 D. 133 Answer: D

At recess Kate jumped 23 inches. Frank jumped 61 inches. How much further did Frank jump than Kate.

Write the equation:

_____

Show your work in the number line.

<_____>

A. 84 inches B. 38 inches C. 42 inches D. 91 inches Answer: B

Madison had 56 roses. She gave some to her friend Tommy.
Now she has 29 roses. How many roses did she give Tommy?

Write the equation

_____

Show your work on the hundreds chart. Write the equation and then circle the correct answer.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A. 27 B. 85 C. 33 D. 37 Answer: A

There were 503 students on the bus. 238 students got off the bus.
How many students are left on the bus?
Which equation can be used to help solve the problem?

A. 503 +238 = _____ C. 503 + _____ = 238

B. 238 - _____ = 503 D. 503 – 238 = _____ Answer: D

Solve this problem using an open number line.

<_____>

John has two hundred fifteen trading cards
One hundred-seven trading cards are red. The rest of the cards are green.
How many green trading cards does John have?

Show your work.

A. 108 C. 80
B. 322 D. 100 Answer: A

Amelia read 189 pages of a book. Scott read 396 pages of a book.
How many pages did Amelia and Scott read total?

Show your work.

A. 207 C. 585
B. 885 D. 213 Answer: C

Julie has a collection of Beanie Babies. She has 409 Beanie Babies in her collection. She gave Trisha some of her Beanie Babies. Now she has 299 Beanie Babies left in her collection. How many Beanie babies did Julie give Trisha?

Write the equation

_____

Show your work

How many Beanie Babies did Julie give Trisha?

A. 708 C. 290
B. 110 D. 706 Answer: B

Determine whether a group of objects has an odd or even number of members (OA.3)

What is true about the following number?

336

A. It is an odd number. C. It is an even number.

B. It is both odd and even. D. It is neither odd or even Answer: C

KEY VOCABULARY

a.m. before noon; the time between 12 midnight and 12 noon	**digital clock** a clock that shows time in numbers	**hour** a unit of time equal to 60 minutes	**skip count** to count by a given number	**p.m.** afternoon; the time between 12 noon and 12 midnight
analog clock a clock with a minute hand and an hour hand	**dime** A coin with the value of ten cents	**sum** the answer to an addition problem	**minute** A unit of time equal to 60 seconds	**penny** A coin with a value of one cent
dollar $ a unit of money	**solve** to find an answer or solution	**money** Coins and bills used to buy things	**compose** joining parts to make a whole; joining numbers to create tens	**quarter** A coin with the value of 25 cents
cent a unit of money; a penny is equal to one cent	**equation** A number sentence that uses the equal sign to show that two amounts are equal	**nickel** A coin with the value of five cents	**equal (s) =** Being exactly the same in amount or value	**estimate** The answer that is close to the exact answer; to guess about
digit the symbols 0,1,2,3,4,5,6,7,8,9, used to write numbers	**number line** a line in which each point represents a number	**odd number** a number when divided into pairs has one left over	**even number** a number that is divided into pairs equally	**data** a collection of facts, numbers, measurements or symbols
inverse (opposite) the inverse of addition is subtraction. The inverse of multiplication is division.	**hundreds** a group or bundle of ten tens; in place value, the place to the left of the tens place	**tens** a group or bundle of ten ones; in place value, the place to the left of the ones place	**ones** the number of single objects less than ten; in place value, the units place	**less than <** a symbol that shows the relationship between numbers, not as many
standard form a number written with one digit for each place value	**compare** To determine how numbers, objects, or shapes are alike or different	**greater than >** a symbol that shows a relationship between numbers; more than	**regroup** to rename a number	**decompose** breaking numbers into tens and ones; breaking wholes into parts
word form a way to write a number using words	**expanded form** a way to write numbers that shows the value of each digit			