

WORKSHEET OUTPOST | Grade 2 Math

Choose a tool for a length story

OW-G2-053 | Five questions

Success criteria
I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. You need to find the difference between lengths 53 cm and 35 cm. Choose a ruler, drawing, or number line. Show your method.

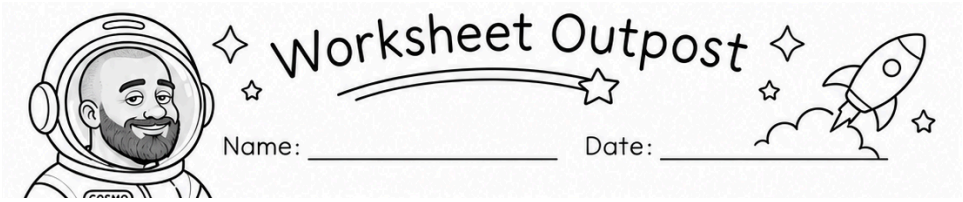
2. You need to find the difference between lengths 73 cm and 44 cm. Choose a ruler, drawing, or number line. Show your method.

3. You need to find the difference between lengths 83 cm and 53 cm. Choose a ruler, drawing, or number line. Show your method.

4. You need to find the difference between lengths 87 cm and 65 cm. Choose a ruler, drawing, or number line. Show your method.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Choose centimeters or meters

OW-G2-054 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. Choose centimeters or meters to measure a paper clip.

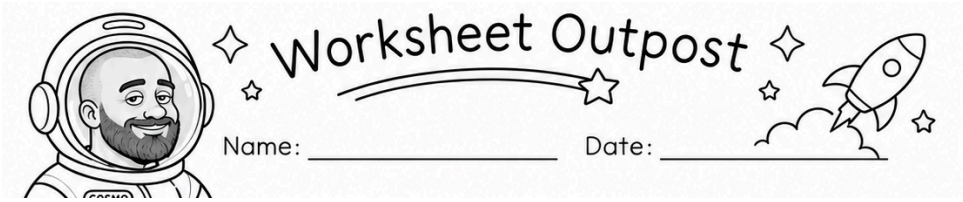
2. Choose centimeters or meters to measure a hallway.

3. Use a centimeter ruler to measure an eraser. Record the length.

4. Estimate the height of a doorway in meters. Then measure it with an adult. Write both numbers.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Choose inches, feet, or yards

OW-G2-055 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. Choose inches, feet, or yards to measure a crayon.

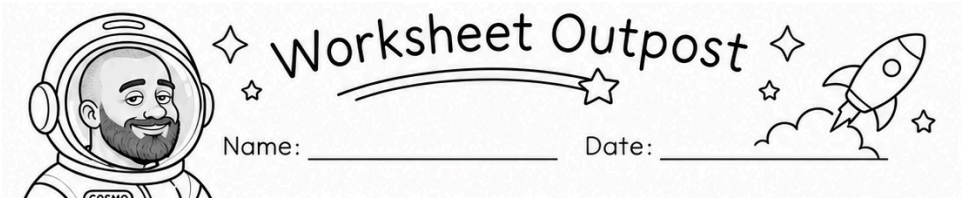
2. Choose inches, feet, or yards to measure a playground.

3. Measure a desk with a ruler. Record its length in inches.

4. Measure a classroom wall with an adult. Write the length in feet or yards.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Combine or compare measured lengths

OW-G2-056 | Five questions

Success criteria
I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. A ribbon is 36 cm. You add another 18 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

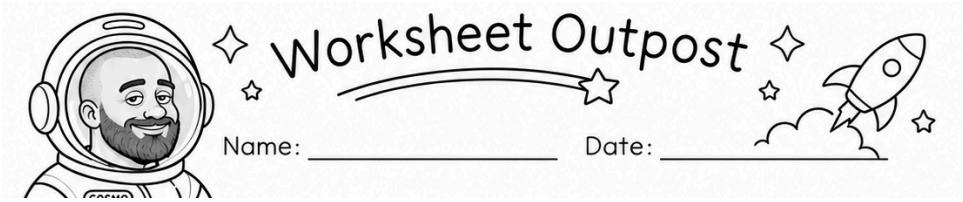
2. A ribbon is 45 cm. You add another 29 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

3. A ribbon is 54 cm. You add another 30 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

4. A ribbon is 66 cm. You add another 22 cm of ribbon, then cut off 10 cm. How long is the ribbon now?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Compare results from different inch-based units

OW-G2-057 | Five questions

Success criteria
I can measure the same object with different units and compare the counts.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. A ribbon is 1 foot long. It measures 12 inches. Why does it take more inches than feet to measure the same ribbon?

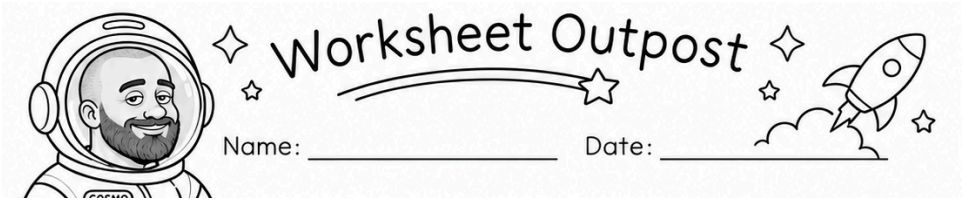
2. A ribbon is 2 feet long. It measures 24 inches. Why does it take more inches than feet to measure the same ribbon?

3. A ribbon is 3 feet long. It measures 36 inches. Why does it take more inches than feet to measure the same ribbon?

4. A ribbon is 4 feet long. It measures 48 inches. Why does it take more inches than feet to measure the same ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Compare results from different metric units

OW-G2-058 | Five questions

Success criteria
I can measure the same object with different units and compare the counts.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. Would you count more units in centimeters or in meters when measuring the same table? Why?

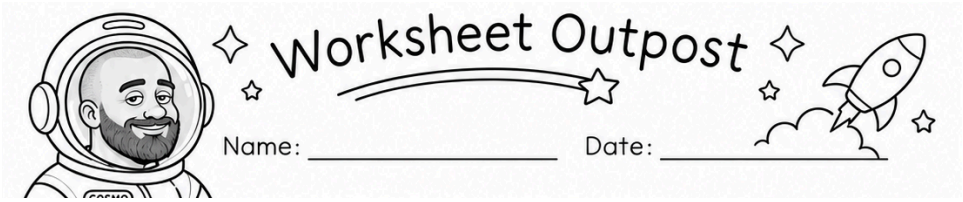
2. Measure a strip with centimeter cubes, then with a centimeter ruler. Compare.

3. A ribbon measures 1 meter or 100 centimeters. Did its length change? Explain.

4. Two children measure one rug: 2 meters and 200 centimeters. Can both be right? Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Explain a careful measurement

OW-G2-059 | Five questions

Success criteria
I can start at zero, measure the length, and name the unit.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. A bar begins at 2 cm and ends at 9 cm on a ruler. Lee says it is 9 cm long. Correct Lee and explain.

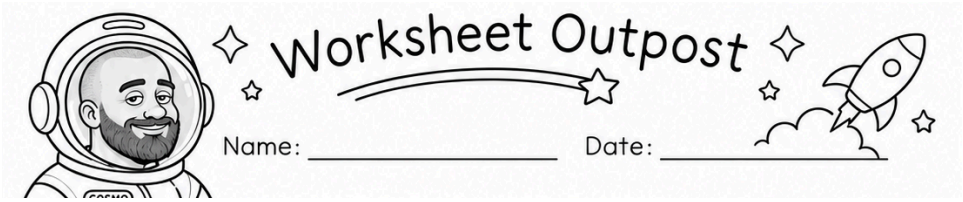
2. A bar begins at 3 cm and ends at 10 cm on a ruler. Lee says it is 10 cm long. Correct Lee and explain.

3. A bar begins at 4 cm and ends at 11 cm on a ruler. Lee says it is 11 cm long. Correct Lee and explain.

4. A bar begins at 5 cm and ends at 12 cm on a ruler. Lee says it is 12 cm long. Correct Lee and explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Find a missing length

OW-G2-060 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. A rope was 44 feet. A piece was cut off. Now it is 29 feet. How long was the piece?

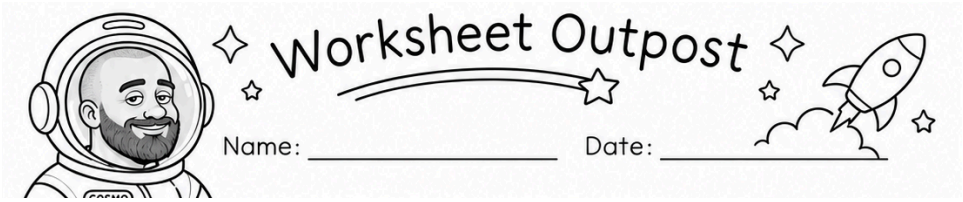
2. A rope was 64 feet. A piece was cut off. Now it is 38 feet. How long was the piece?

3. A rope was 74 feet. A piece was cut off. Now it is 47 feet. How long was the piece?

4. A rope was 78 feet. A piece was cut off. Now it is 59 feet. How long was the piece?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

How much longer is it?

OW-G2-061 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. One ribbon is 24 cm. Another is 17 cm. How much longer is the first?

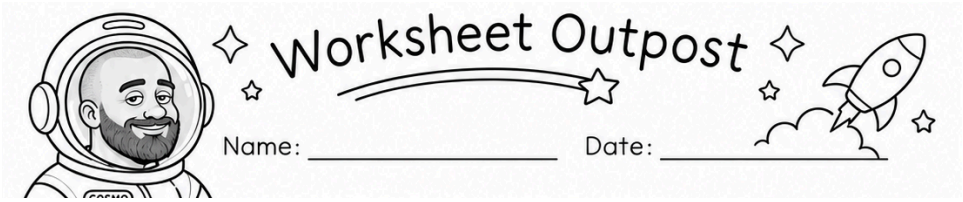
2. One ribbon is 29 cm. Another is 19 cm. How much longer is the first?

3. One ribbon is 34 cm. Another is 21 cm. How much longer is the first?

4. One ribbon is 39 cm. Another is 23 cm. How much longer is the first?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Make a sensible length estimate

Success criteria
I can estimate a length using a unit that makes sense.

OW-G2-062 | Five questions

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. Choose a sensible estimate for a pencil: 7 inches or 7 feet. Explain.

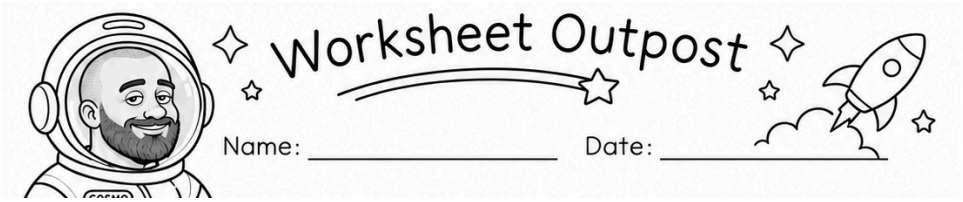
2. Which is a better estimate for the height of a door: 2 meters or 2 centimeters. Explain.

3. Which is a better estimate for the width of a classroom: 8 meters or 8 centimeters. Explain.

4. Choose a sensible estimate for a paper clip: 3 centimeters or 3 meters. Explain.

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

More missing-length stories

OW-G2-063 | Five questions

Success criteria

I can add or subtract lengths and label my answer with the unit.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. A ribbon is 31 cm. It is 16 cm shorter than another ribbon. How long is the other ribbon?

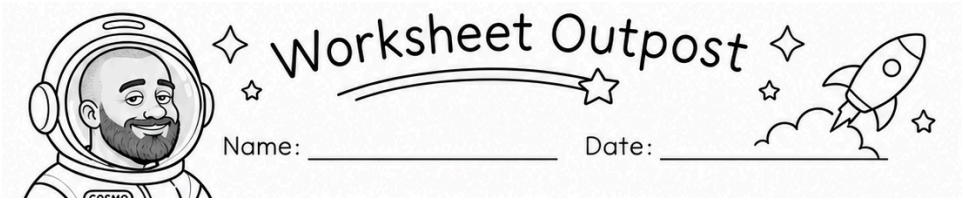
2. A ribbon is 40 cm. It is 27 cm shorter than another ribbon. How long is the other ribbon?

3. A ribbon is 49 cm. It is 28 cm shorter than another ribbon. How long is the other ribbon?

4. A ribbon is 61 cm. It is 20 cm shorter than another ribbon. How long is the other ribbon?

5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Read a centimeter scale

OW-G2-064 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

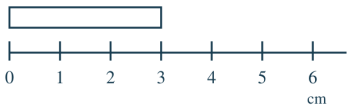
Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

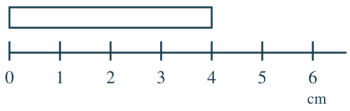
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

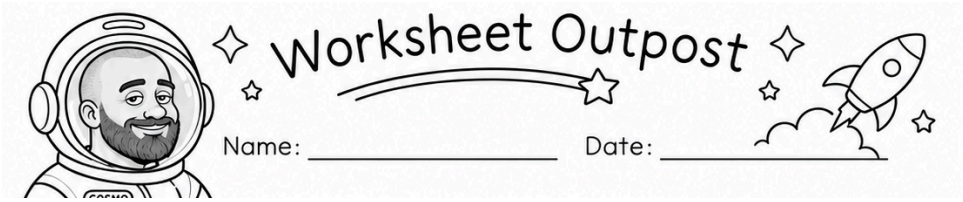


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Read an inch scale

OW-G2-065 | Five questions

Success criteria

I can start at zero, measure the length, and name the unit.

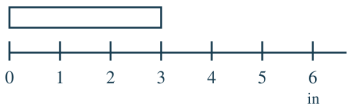
Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

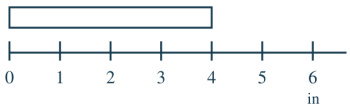
1. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



2. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



3. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.

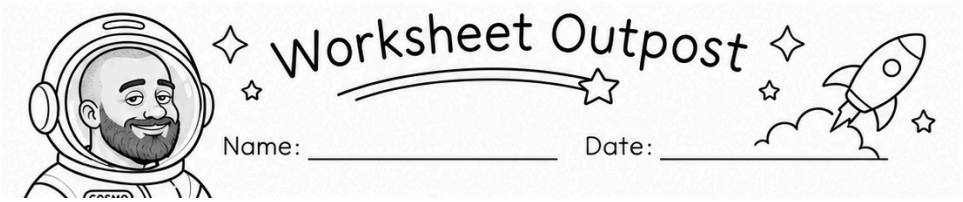


4. Read the marks on the ruler in the diagram. How long is the bar? Include the unit.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.



WORKSHEET OUTPOST | Grade 2 Math

Show length calculations with jumps

OW-G2-066 | Five questions

Success criteria
I can show addition or subtraction with jumps on a number line.

Name: _____ Date: _____

Read each problem or listen as someone reads it. Show your thinking with objects, pictures, words, or numbers.

1. Show 33 + 17 and then subtract 10 on the number line. Label the result.



2. Show 42 + 28 and then subtract 10 on the number line. Label the result.



3. Show 51 + 29 and then subtract 10 on the number line. Label the result.



4. Show 63 + 21 and then subtract 10 on the number line. Label the result.



5. Write a problem like question 1 with new numbers or objects. Solve it and show your work.

You can point, speak, draw, or write. Adults can note any help they give.