

WORKSHEET OUTPOST | Grade 2 Math — Supported

Compare results from different inch-based units

OW-G2-057 E1 | Five questions

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

Name: _____ Date: _____

Listen as an adult reads each question. Use counters or draw a picture to solve it.

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

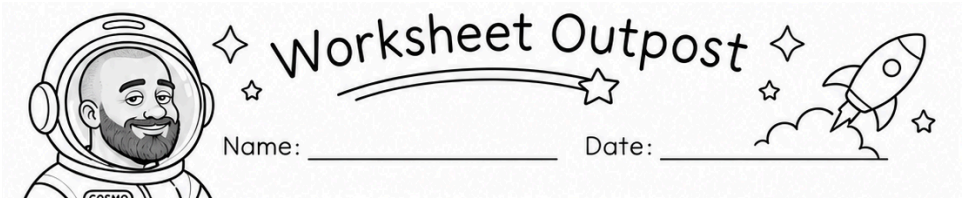
2. A ribbon is 2 feet long. It measures 24 inches. Why does it take more inches than feet to measure the same ribbon?

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 — Supported

Compare results from different inch-based units

OW-G2-057 E2 | Five questions

Name: _____ Date: _____

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

Work with a partner. Build a model, then say or write your answer.

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

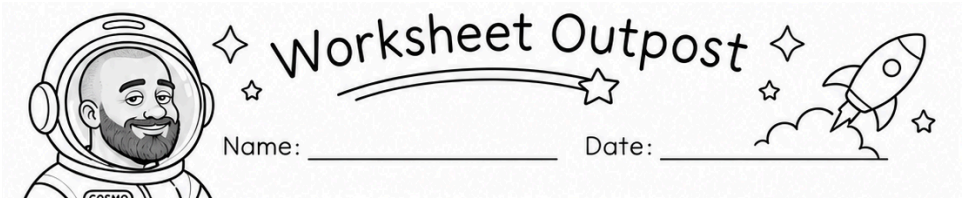
2. A ribbon is 2 feet long. It measures 24 inches. Why does it take more inches than feet to measure the same ribbon?

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 — Supported

Compare results from different inch-based units

OW-G2-057 E3 | Five questions

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

Name: _____ Date: _____

Work with a helper. Use objects, a number line, or a drawing to solve each problem.

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

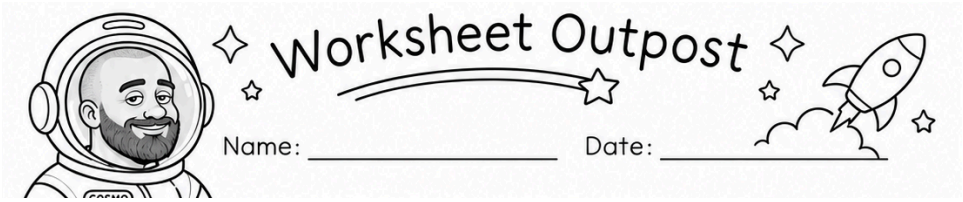
2. A ribbon is 2 feet long. It measures 24 inches. Why does it take more inches than feet to measure the same ribbon?

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 — Supported

Compare results from different inch-based units

OW-G2-057 E4 | Five questions

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

Name: _____ Date: _____

Ask an adult to show you how to start. Then finish the problem together.

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

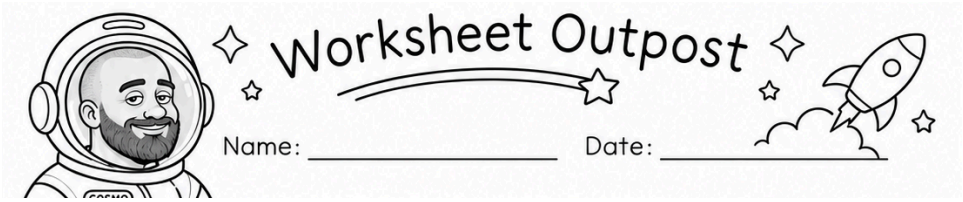
2. A ribbon is 2 feet long. It measures 24 inches. Why does it take more inches than feet to measure the same ribbon?

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 — Supported

Compare results from different inch-based units

OW-G2-057 E5 | Five questions

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

Name: _____ Date: _____

Try each problem. Tell an adult how you solved it. The adult can write down your answers.

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.