

2nd Grade
Week 7: May 11-15
Math

Week 7 Parent Directions

Monday- Complete pgs. 706-707. Students will identify and label environmental objects based on their face, edges and vertices.

Tuesday- Complete pgs. 712-713. Students will increase their understanding of 3D shapes by identifying how many faces, edges and vertices each shape has and recording their responses in the appropriate area.

Wednesday- Complete pgs. 718-219. Students will illustrate 3D shapes by shading in the correct number of squares to match the image of the 3D shape based on the specifications.

Thursday- ATI – Students will complete the math practice graphing.

Friday- Check work and complete any unfinished work from this week. Sharpen your saw!!!

Lunes- pgs completos. 706-707. Los estudiantes identificarán y etiquetarán objetos ambientales según su cara, bordes y vértices.

Martes- pgs completos. 712-713. Los estudiantes aumentarán su comprensión de las formas 3D identificando cuántas caras, aristas y vértices tiene cada forma y registrando sus respuestas en el área apropiada.

Miércoles- Completa las págs. 718-219. Los estudiantes ilustrarán formas 3D sombreando el número correcto de cuadrados para que coincida con la imagen de la forma 3D según las especificaciones.

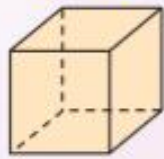
Jueves - ATI - Los estudiantes completarán los gráficos de práctica de matemáticas.

Viernes: verifique el trabajo y complete cualquier trabajo inacabado de esta semana. Afila tu sierra !!!

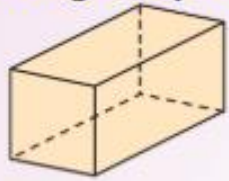
Model and Draw

These are three-dimensional shapes.

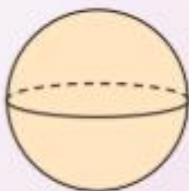
cube



rectangular prism



sphere



cylinder



cone



Which of these objects has the shape of a cube?



Share and Show

Circle the objects that match the shape name.

1. sphere



2. cube



Name _____

**On Your Own**

Circle the objects that match the shape name.



3. cylinder



4. rectangular prism



5. cone



6. **GO DEEPER** Julio used cardboard squares as the flat surfaces of a cube. How many squares did he use?

_____ squares



7. **THINK SMARTER** Circle the shapes that have a curved surface. Draw an X on the shapes that do not have a curved surface.



Name _____

Three-Dimensional Shapes



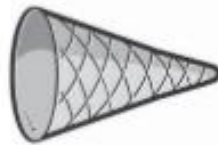
COMMON CORE STANDARD—2.G.A.1
Reason with shapes and their attributes.

Circle the objects that match the shape name.

1. cube



2. cone



3. rectangular prism



Problem Solving *Real World*

4. Lisa draws a circle by tracing around the bottom of a block. Which could be the shape of Lisa's block? Circle the name of the shape.

cone

cube

rectangular prism

5. **WRITE** Math Describe one way that a cube and a cylinder are alike. Describe one way they are different.

**Lesson Check** (2.G.A.1)

1. What is the name of this shape?



2. What is the name of this shape?



**Spiral Review** (2.MD.A.3, 2.MD.C.7, 2.MD.C.8)

3. The string is about 6 centimeters long. Circle the best estimate for the length of the crayon.



3 centimeters

9 centimeters

14 centimeters

4. What is the total value of this group of coins?



5. What time is shown on this clock?



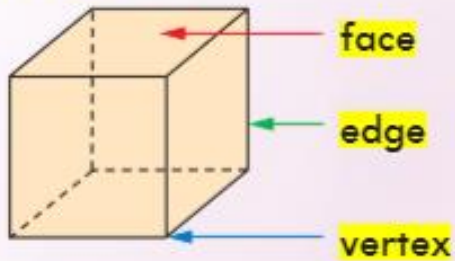
_____ : _____

710 seven hundred ten



Model and Draw

The **faces** of a cube are squares.



The **vertices** are the corner points of the cube.

Share and Show

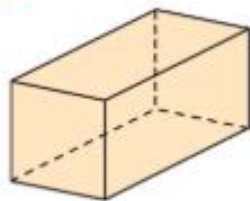


Write how many for each.

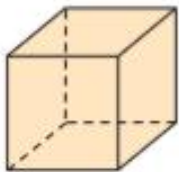
faces

edges

vertices



rectangular prism



cube

Name _____



On Your Own

3. **GO DEEPER** Use dot paper. Follow these steps to draw a cube.

Step 1 Draw a square. Make each side 4 units long.

Step 2 Draw edges from 3 vertices, like this.

Step 3 Draw 2 more edges.

Step 4 Draw 3 dashed edges to show the faces that are not seen.

4. **THINK SMARTER** Trace all the faces of a rectangular prism on a sheet of paper. Write to tell about the shapes that you drew.



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Name _____

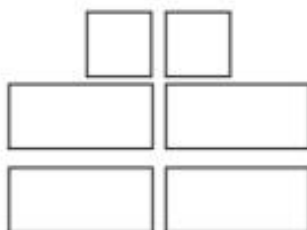
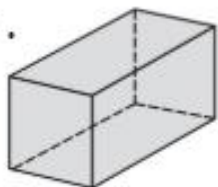
Attributes of Three-Dimensional Shapes



COMMON CORE STANDARD—2.G.A.1
Reason with shapes and their attributes.

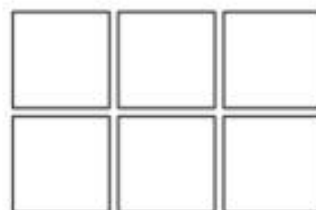
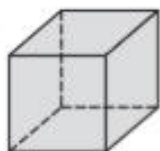
1 Circle the set of shapes that are the faces of the three-dimensional shape.

1.



rectangular prism

2.



cube



Problem Solving



3. Kevin keeps his marbles in a container that has the shape of a cube. He wants to paint each face a different color. How many different paint colors does he need?

_____ different paint colors

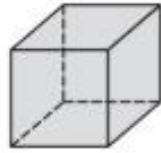


4. **Math** Describe a cube. Use the words *faces*, *edges*, and *vertices* in your description.



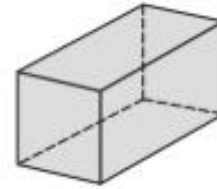
Lesson Check (2.G.A.1)

1. How many faces does a cube have?



_____ faces

2. How many faces does a rectangular prism have?



_____ faces



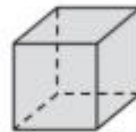
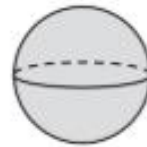
Spiral Review (2.MD.C.7, 2.MD.D.9, 2.G.A.1)

3. What time is shown on this clock?

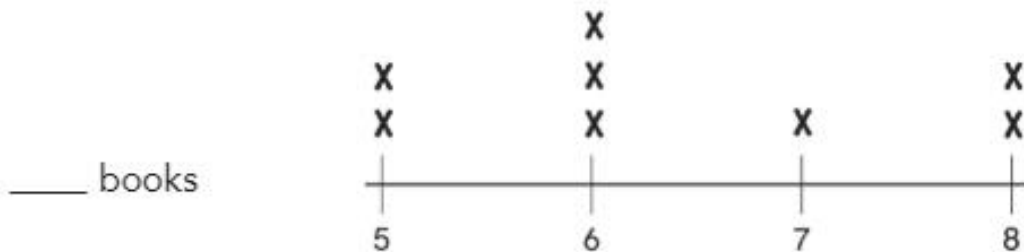


_____ : _____

4. Circle the cone.



5. Use the line plot. How many books are 8 inches long?



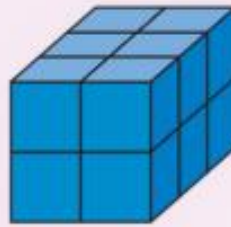
Lengths of Books in Inches

716 seven hundred sixteen



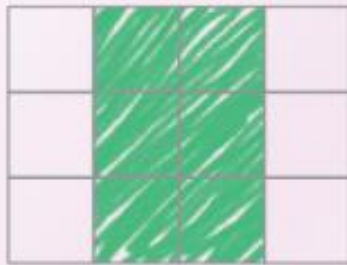
Model and Draw

Build this rectangular prism using 12 unit cubes.

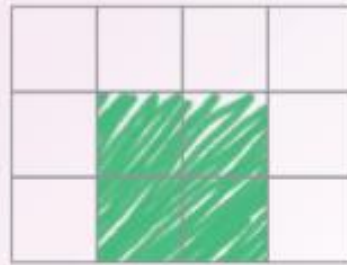


The shading shows the top and front views.

top view



front view



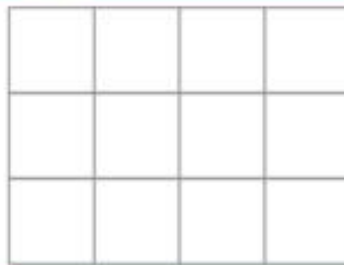
Share and Show



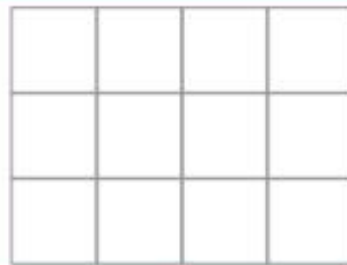
Build a rectangular prism with the given number of unit cubes. Shade to show the top and front views.

1. 9 unit cubes

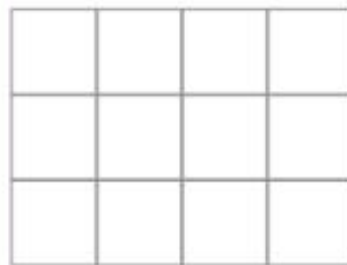
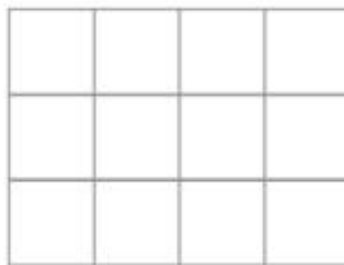
top view



front view



2. 16 unit cubes



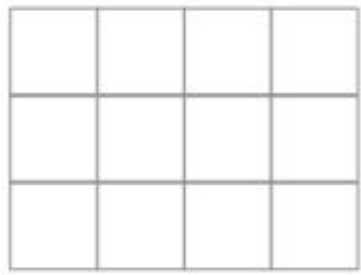

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718 seven hundred eighteen

Name _____

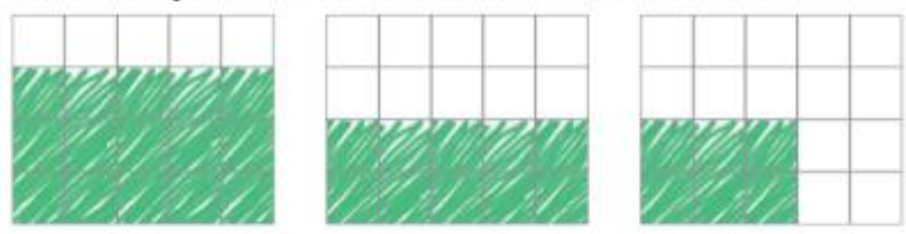
On Your Own

Build a rectangular prism with the given number of unit cubes. Shade to show the top and front views.

	top view	front view
3. 24 unit cubes		

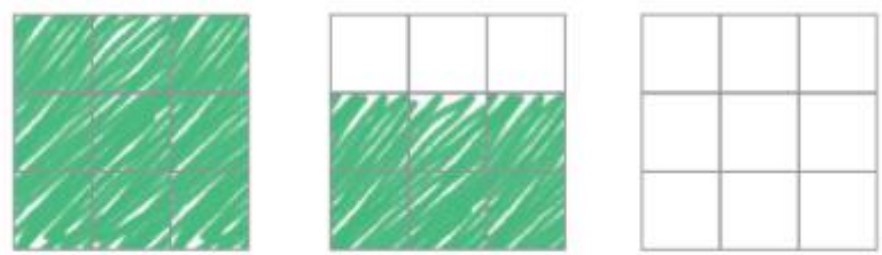


4. **THINK SMARTER** The top, side, and front views of a rectangular prism are shown. Build the prism. How many unit cubes are used to build the solid?



top view front view side view _____ unit cubes

5. **MATHEMATICAL PRACTICE** **Analyze** Jen uses 18 unit cubes to build a rectangular prism. The top and front views are shown. Shade to show the side view.



top view front view side view

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Name _____

Build Three-Dimensional Shapes



COMMON CORE STANDARD—2.G.A.1
Reason with shapes and their attributes.

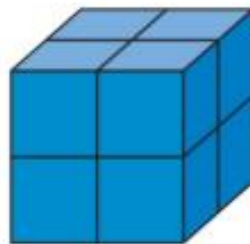
Build a rectangular prism with the given number of unit cubes. Shade to show the top and front views.

	top view	front view
1. 12 unit cubes		

Problem Solving

Solve. Write or draw to explain.

2. Rosie built this rectangular prism. How many unit cubes did she use?



_____ unit cubes

3. **WRITE** Math Build a rectangular prism using cubes. Then, draw in your journal the top, side, and bottom views of your prism.

**Lesson Check** (2.G.A.1)

1. Milt builds the first layer of a rectangular prism using 3 unit cubes. He adds 2 more layers of 3 unit cubes each. How many unit cubes are used for the prism?
2. Thea builds the first layer of a rectangular prism using 4 unit cubes. Raj adds 4 more layers of 4 unit cubes each. How many unit cubes are used for the prism?

_____ unit cubes

_____ unit cubes

**Spiral Review** (2.NBT.5, 2.MD.C.7, 2.MD.D.10)

3. Patti's dance class starts at quarter past 4. At what time does her dance class start?
4. Nicole has 56 beads. Charles has 34 beads. How many more beads does Nicole have than Charles?

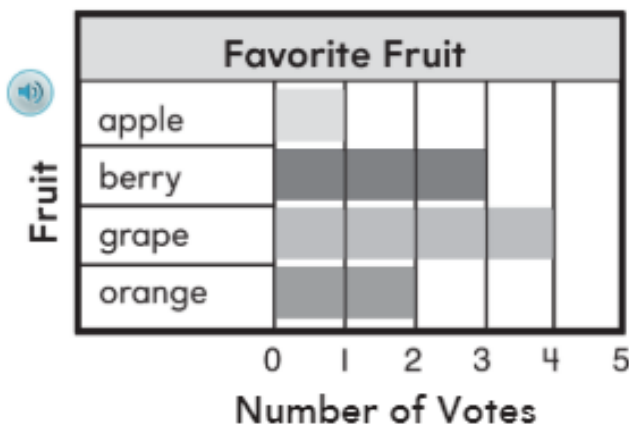
_____ : _____

_____ more beads

Use the bar graph.

5. Which fruit got the fewest votes?
- _____
6. How many more votes did grape get than apple?

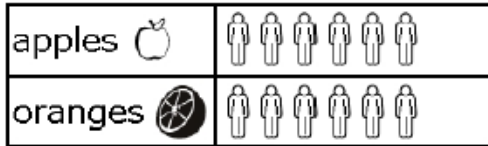
_____ more votes




722 seven hundred twenty-two

1) Which is true?

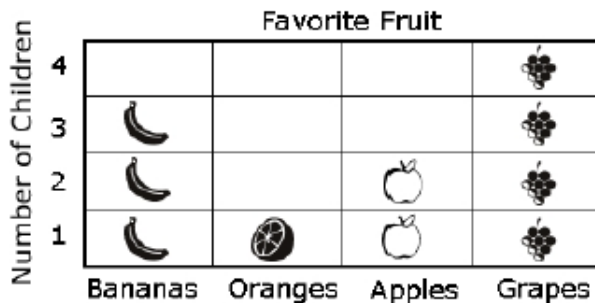
Students' Favorite Fruit



 = 1 student

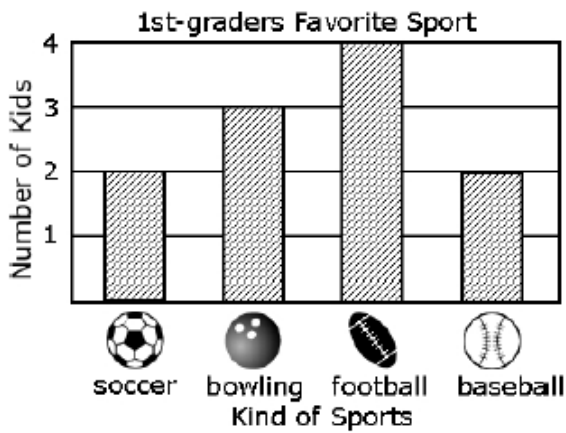
- A) Fewer students picked apples as their favorite food than oranges.
- B) Students did not pick apples or oranges as their favorite fruit.
- C) More students picked apples as their favorite food than oranges.
- D) An equal number of students picked apples as oranges as their favorite fruit.





2) Which is right?



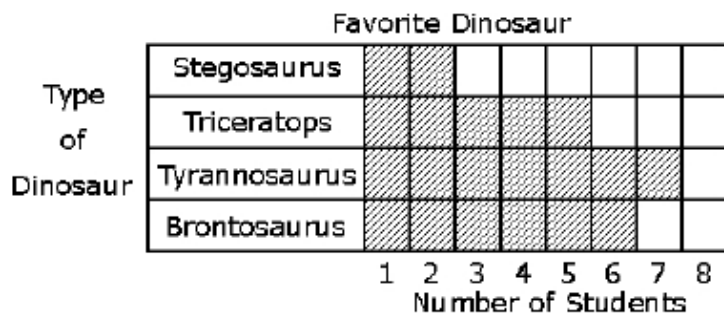
- A) The children liked apples most.
- B) The children liked apples least.
- C) The children liked bananas less than apples.
- D) The children liked apples more than oranges.

- 3) Which sport did the greatest number of kids say was their favorite?



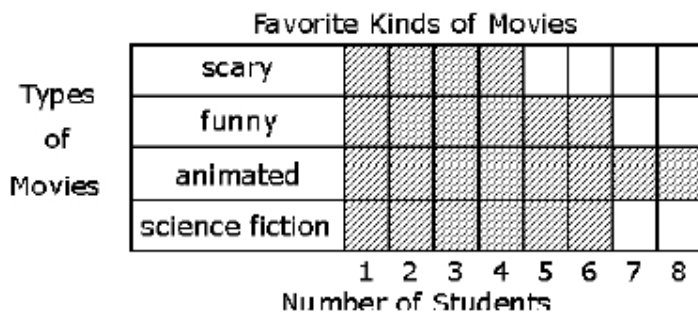
- A)  soccer
- B)  bowling
- C)  football
- D)  baseball

- 4) What type of dinosaur is the fewest number of student's favorite?



- A) stegosaurus
- B) triceratops
- C) tyrannosaurus
- D) brontosaurus

- 5) How many more students like science fiction movies than funny movies?

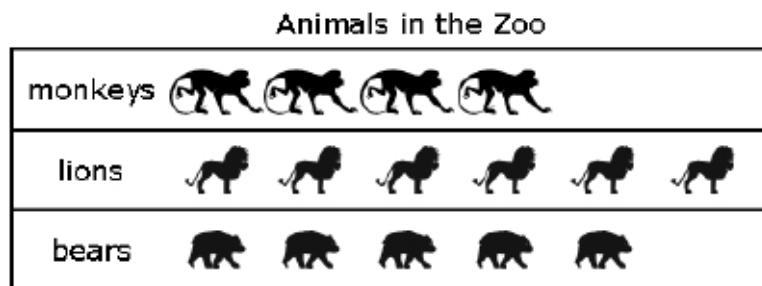


- A) 0
B) 2
C) 3
D) 4

ATI TEST

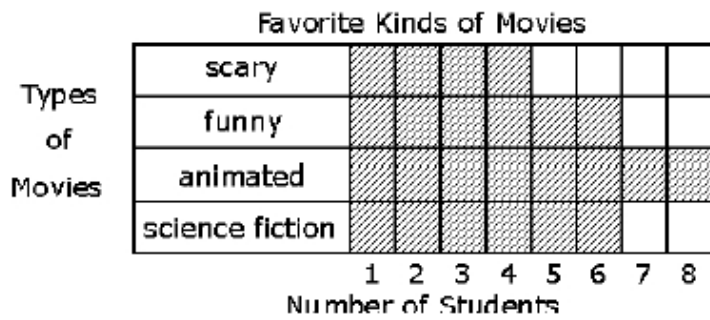
02 Math Test Graphing

- 1) Which statement is true?

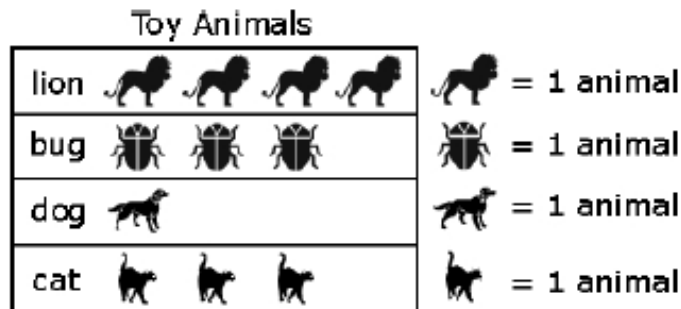


- A) There are more monkeys than bears.
B) There are more bears than any other animal.
C) There are more lions than bears.
D) There are an equal number of bears and monkeys.

- 2) How many people like scary movies and funny movies altogether?











- A) 4
B) 6
C) 8
D) 10
- 3) Which is right?




- A) There are an equal number of cats and bugs.
B) There are an equal number of dogs and lions.
C) There are an equal number of cats and dogs.
D) There are an equal number of lions and bugs.

4) Which is true?

Students' Favorite Fruit




apples 	
oranges 	
grapes 	
bananas 	

 = 1 student

- A) An equal number of students picked apples and bananas as their favorite fruit.
- B) An equal number of students picked grapes and oranges as their favorite fruit.
- C) An equal number of students picked grapes and bananas as their favorite fruit.
- D) An equal number of students picked oranges and apples as their favorite fruit.

5) Which statement is NOT true?

Favorite Shapes

triangle	
circle	
square	

- A) There are more triangles than circles.
- B) There are more circles than squares.
- C) There are fewer triangles than squares.
- D) There are more squares than triangles.