



Name \_\_\_\_\_

38

## 2<sup>nd</sup> Grade Math Remote Learning Packet

### Week 38



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

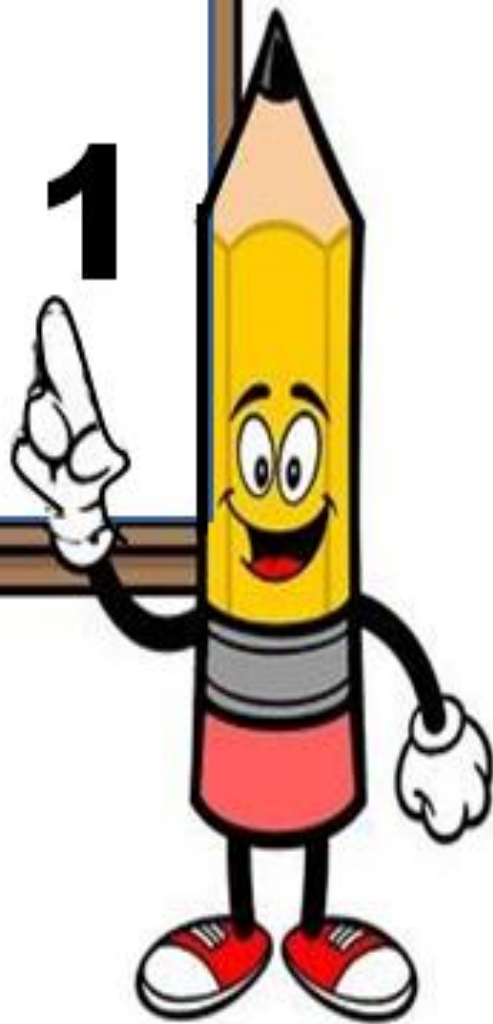
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



**Day # 1**



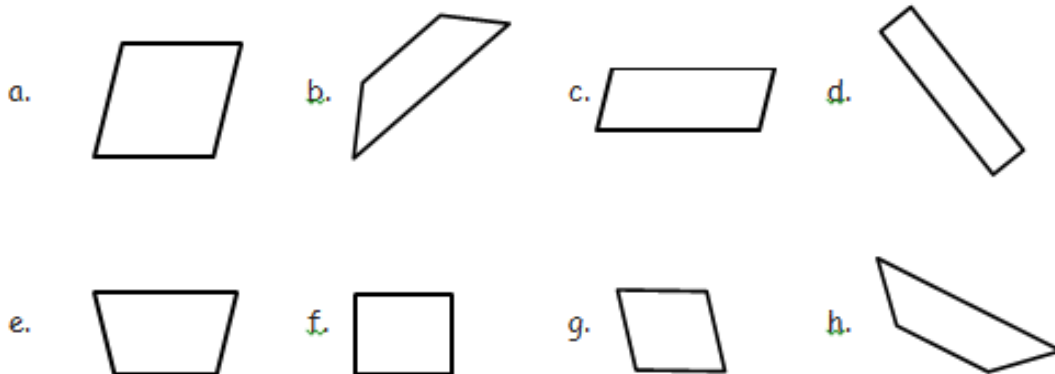
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### Module 8 Lesson 4 Problem Set

1. Use your ruler to draw 2 parallel lines that are not the same length.
2. Use your ruler to draw 2 parallel lines that are the same length.
3. Trace the parallel lines on each quadrilateral using a crayon. For each shape with two sets of parallel lines, use two different colors. Use your index card to find each square corner, and box it.



4. Draw a parallelogram with no square corners.

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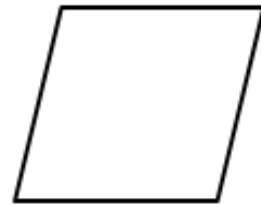
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Module 8 Lesson 4 Problem Set

5. Draw a quadrilateral with 4 square corners.

6. Measure and label the sides of the figure to the right with your centimeter ruler. What do you notice? Be ready to talk about the attributes of this quadrilateral. Can you remember what this polygon is called?



7. A square is a special rectangle. What makes it special?

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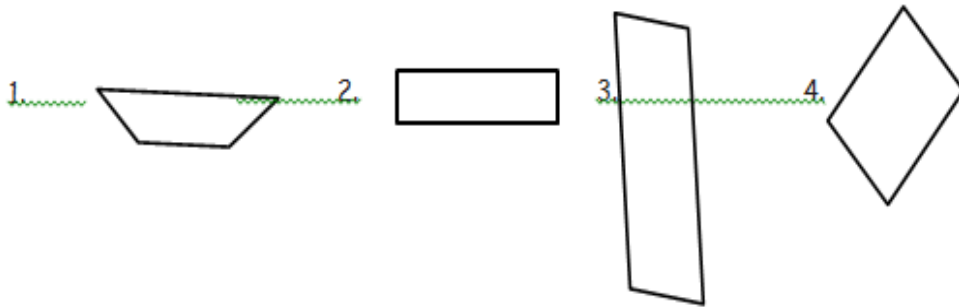
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### Module 8 Lesson 4 Exit Ticket

Use crayons to trace the parallel sides on each quadrilateral. Use your index card to find each square corner, and box it.





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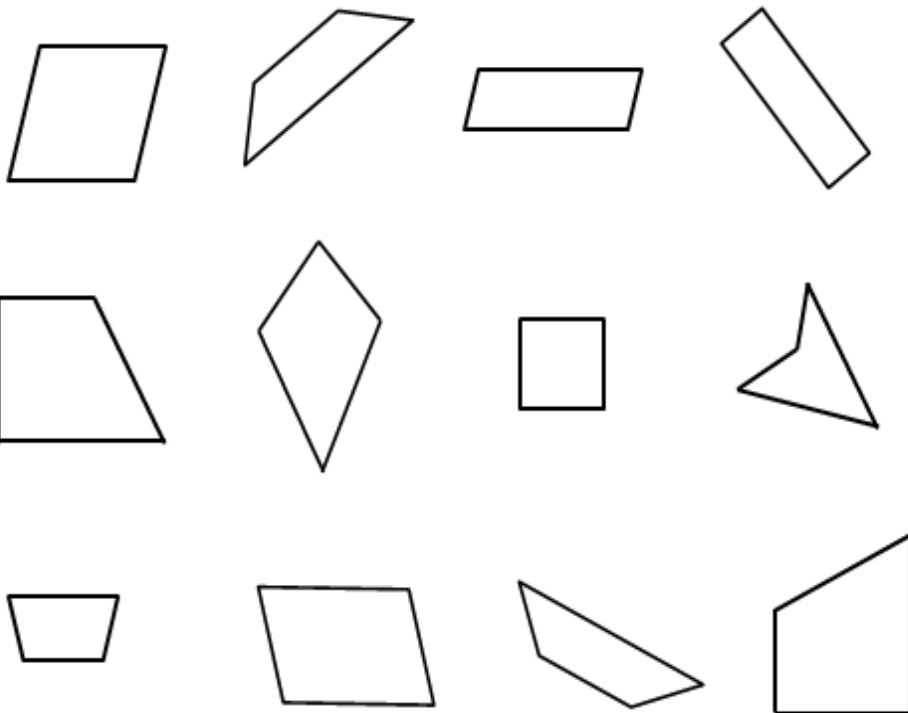
### Module 8 Lesson 4 Homework

5. A square is a special rectangle. What makes it special?

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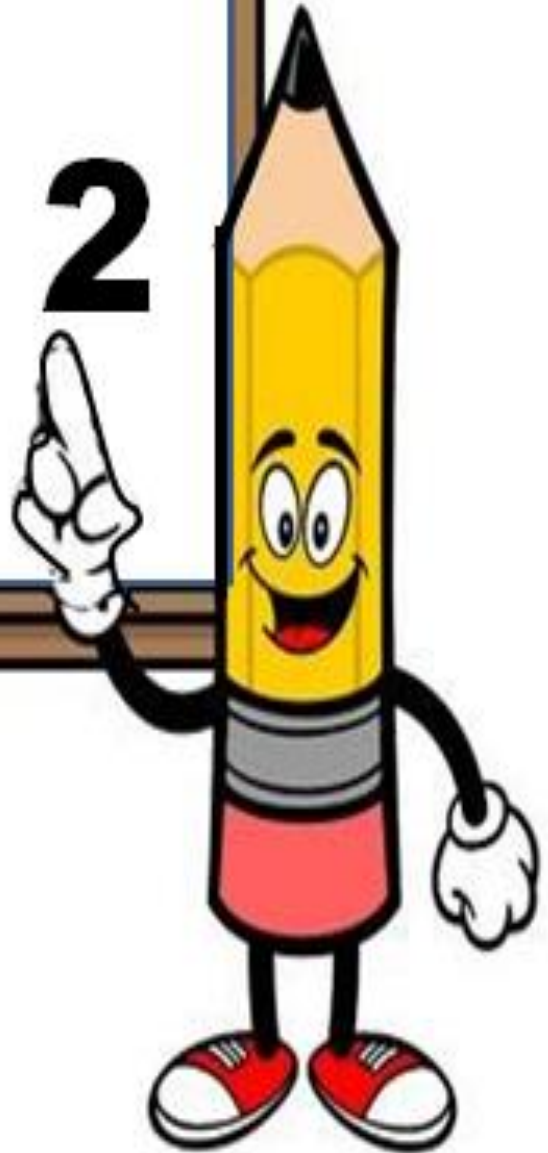
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6. Color each quadrilateral with 4 square corners and two sets of parallel sides red.  
Color each quadrilateral with no square corners and no parallel sides blue.  
Circle each quadrilateral with one or more sets of parallel sides green.





**Day # 2**





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Module 8 Lesson 5 Sprint

**B**

Number Correct: \_\_\_\_\_

Improvement: \_\_\_\_\_

Subtraction Patterns

1.	$7 - 1 =$	
2.	$17 - 1 =$	
3.	$7 - 2 =$	
4.	$17 - 2 =$	
5.	$7 - 5 =$	
6.	$17 - 5 =$	
7.	$27 - 5 =$	
8.	$57 - 5 =$	
9.	$57 - 6 =$	
10.	$10 - 5 =$	
11.	$11 - 5 =$	
12.	$21 - 5 =$	
13.	$61 - 5 =$	
14.	$61 - 4 =$	
15.	$61 - 2 =$	
16.	$10 - 2 =$	
17.	$20 - 2 =$	
18.	$30 - 2 =$	
19.	$70 - 2 =$	
20.	$71 - 2 =$	
21.	$5 - 2 =$	
22.	$50 - 20 =$	

23.	$51 - 20 =$	
24.	$56 - 20 =$	
25.	$8 - 5 =$	
26.	$80 - 50 =$	
27.	$81 - 50 =$	
28.	$87 - 50 =$	
29.	$60 - 30 =$	
30.	$64 - 30 =$	
31.	$80 - 60 =$	
32.	$85 - 60 =$	
33.	$70 - 30 =$	
34.	$72 - 30 =$	
35.	$76 - 4 =$	
36.	$72 - 4 =$	
37.	$70 - 4 =$	
38.	$80 - 40 =$	
39.	$90 - 60 =$	
40.	$60 - 40 =$	
41.	$93 - 40 =$	
42.	$67 - 40 =$	
43.	$78 - 30 =$	
44.	$56 - 9 =$	

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Module 8 Lesson 5 Problem Set

1. Circle the shape that could be the face of a cube.



2. What is the most precise name of the shape you circled? \_\_\_\_\_
3. How many faces does a cube have? \_\_\_\_\_
4. How many edges does a cube have? \_\_\_\_\_
5. How many corners does a cube have? \_\_\_\_\_
6. Draw 6 cubes, and put a star next to your best one.

First cube	Second cube
Third cube	Fourth cube
Fifth cube	Sixth cube

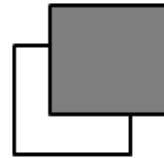
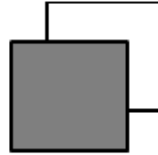
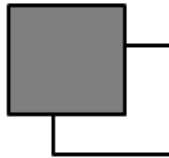
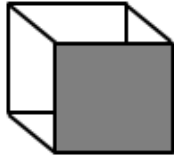
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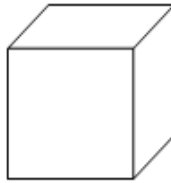
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### Module 8 Lesson 5 Problem Set

7. Connect the corners of the squares to make a different kind of drawing of a cube.  
The first one is done for you.



8. Derrick looked at the cube below. He said that a cube only has 3 faces.  
Explain why Derrick is incorrect.



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Module 8 Lesson 5 Exit Ticket

Draw 3 cubes. Put a star next to your best one.

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### Module 8 Lesson 5 Homework

1. Circle the shapes that could be the face of a cube.



2. What is the most precise name of the shape you circled? \_\_\_\_\_
3. How many corners does a cube have? \_\_\_\_\_
4. How many edges does a cube have? \_\_\_\_\_
5. How many faces does a cube have? \_\_\_\_\_
6. Draw 6 cubes, and put a star next to your best one.

First cube	Second cube
Third cube	Fourth cube
Fifth cube	Sixth cube

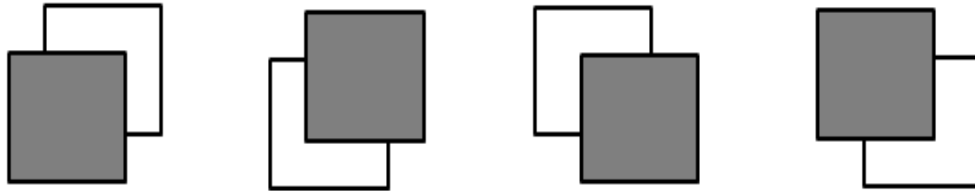
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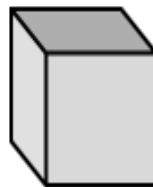
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Module 8 Lesson 5 Homework

7. Connect the corners of the squares to make a different kind of drawing of a cube.



8. Patricia used the image of the cube below to count 7 corners. Explain where the 8<sup>th</sup> corner is hiding.



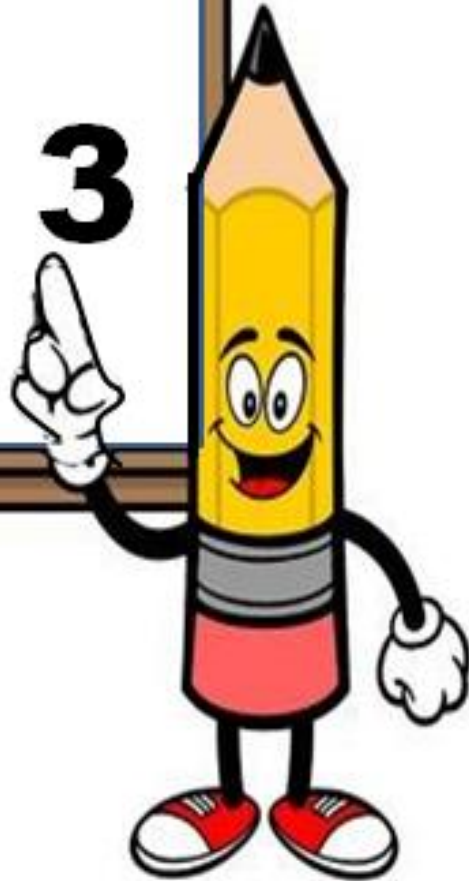
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**Day # 3**



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Module 8 Lesson 6 Sprint

A

Number Correct: \_\_\_\_\_

Addition and Subtraction Patterns

1.	$8 + 3 =$	
2.	$11 - 3 =$	
3.	$9 + 2 =$	
4.	$11 - 2 =$	
5.	$6 + 5 =$	
6.	$11 - 6 =$	
7.	$7 + 4 =$	
8.	$11 - 7 =$	
9.	$8 + 4 =$	
10.	$12 - 4 =$	
11.	$9 + 3 =$	
12.	$12 - 3 =$	
13.	$7 + 5 =$	
14.	$12 - 7 =$	
15.	$6 + 6 =$	
16.	$12 - 6 =$	
17.	$8 + 6 =$	
18.	$14 - 8 =$	
19.	$9 + 4 =$	
20.	$13 - 9 =$	
21.	$8 + 7 =$	
22.	$15 - 8 =$	

23.	$8 + 8 =$	
24.	$16 - 8 =$	
25.	$9 + 6 =$	
26.	$15 - 9 =$	
27.	$9 + 9 =$	
28.	$18 - 9 =$	
29.	$7 + 7 =$	
30.	$14 - 7 =$	
31.	$8 + 9 =$	
32.	$17 - 8 =$	
33.	$7 + 9 =$	
34.	$16 - 7 =$	
35.	$19 - 6 =$	
36.	$6 + 7 =$	
37.	$17 - 6 =$	
38.	$11 - 7 =$	
39.	$7 + 6 =$	
40.	$13 - 7 =$	
41.	$19 - 7 =$	
42.	$3 + 8 =$	
43.	$5 + 8 =$	
44.	$18 - 5 =$	



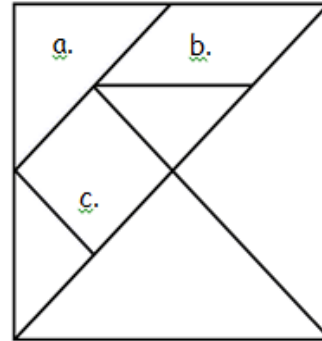
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Module 8 Lesson 6 Problem Set

1. Identify each polygon labeled in the tangram as precisely as possible in the space below.



- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

2. Use the square and the two smallest triangles of your tangram pieces to make the following polygons. Draw them in the space provided.

a. A quadrilateral with <u>1</u> pair of parallel sides.	b. A quadrilateral with <u>no square corners.</u>
c. A quadrilateral with <u>4</u> square corners.	d. A triangle with <u>1</u> square corner.

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### Module 8 Lesson 6 Problem Set

3. Use the parallelogram and the two smallest triangles of your tangram pieces to make the following polygons. Draw them in the space provided.

a. A quadrilateral with <u>1</u> pair of parallel sides.	b. <u>A quadrilateral with no square corners.</u>
c. A quadrilateral with <u>4</u> square corners.	d. A triangle with <u>1</u> square corner.

4. Rearrange the parallelogram and the two smallest triangles to make a hexagon. Draw the new shape below.

5. Rearrange your tangram pieces to make other polygons! Identify them as you work.

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Module 8 Lesson 6 Exit Ticket

Use your tangram pieces to make two new polygons. Draw a picture of each new polygon, and name them.

1.
2.

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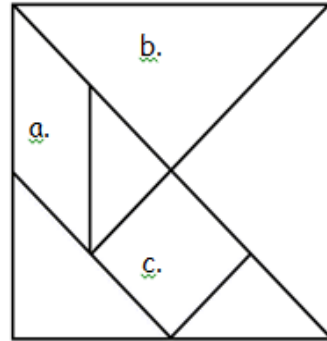
Module 8 Lesson 6 Homework

1. Identify each polygon labeled in the tangram as precisely as possible in the space below.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_



2. Use the square and the two smallest triangles of your tangram pieces to make the following polygons. Draw them in the space provided.

a. A triangle with <u>1</u> square corner.	b. A quadrilateral with <u>4</u> square corners.
c. A quadrilateral with <u>no square corners</u> .	d. A quadrilateral with only <u>1</u> pair of parallel sides.

Name: \_\_\_\_\_ Week 38 Day 3 Date: \_\_\_\_\_

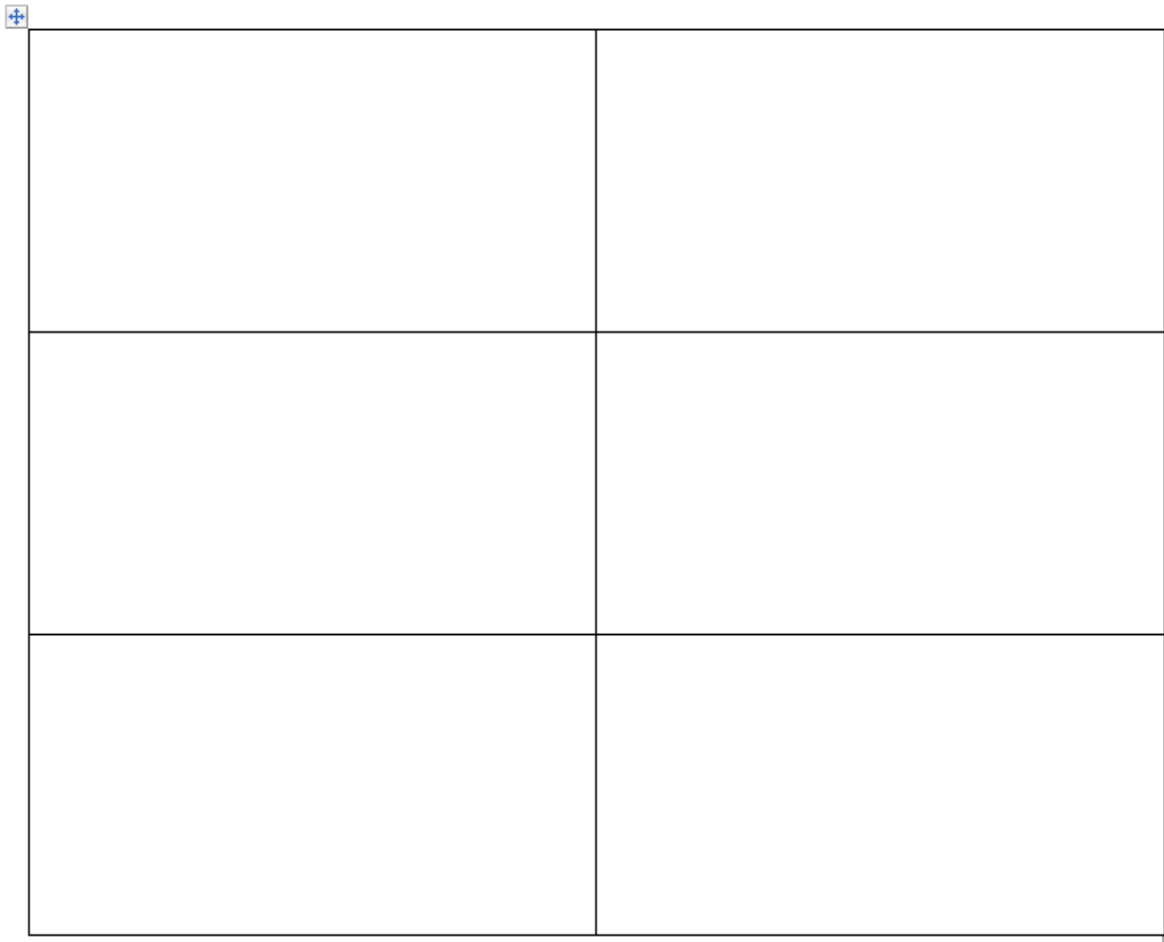
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### Module 8 Lesson 6 Homework

3. Rearrange the parallelogram and the two smallest triangles of your tangram pieces to make a hexagon. Draw the new shape below.

4. Rearrange your tangram pieces to make at least 6 other polygons! Draw and name them below.





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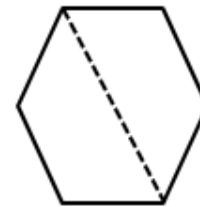
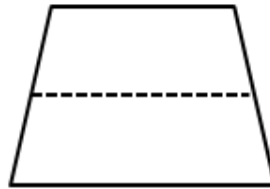
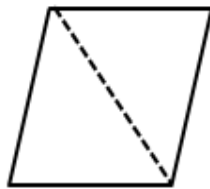
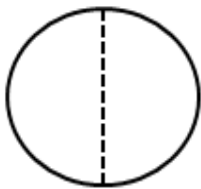
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### Module 8 Lesson 7 Problem Set

1. Solve the following puzzles using your tangram pieces. Draw your solutions in the space below.

a. Use the two smallest triangles to make one larger triangle.	b. Use the two smallest triangles to make a parallelogram with no square corners.
c. Use the two smallest triangles to make a square.	d. Use the two largest triangles to make a square.
e. How many equal shares do the larger shapes in Parts (a-d) have?	f. How many halves make up the larger shapes in Parts (a-d)?

2. Circle the shapes that show halves.



Name: \_\_\_\_\_ Week 38 Day 4 Date: \_\_\_\_\_

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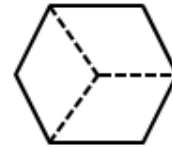
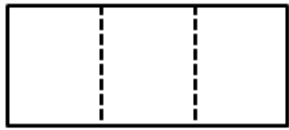
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### Module 8 Lesson 7 Problem Set

3. Show how 3 triangle pattern blocks form a trapezoid with one pair of parallel lines. Draw the shape below.

- a. How many equal shares does the trapezoid have? \_\_\_\_\_  
b. How many thirds are in the trapezoid? \_\_\_\_\_

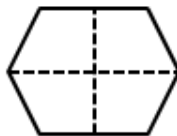
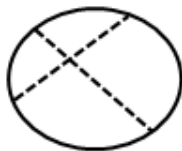
4. Circle the shapes that show thirds.



5. Add another triangle to the trapezoid you made in Problem 3 to make a parallelogram. Draw the new shape below.

- a. How many equal shares does the shape have now? \_\_\_\_\_  
b. How many fourths are in the shape? \_\_\_\_\_

6. Circle the shapes that show fourths.





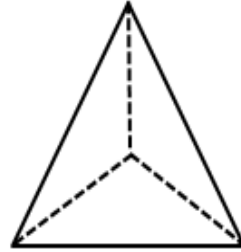
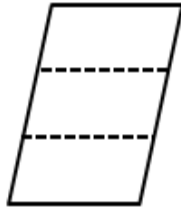
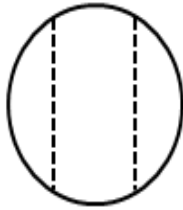
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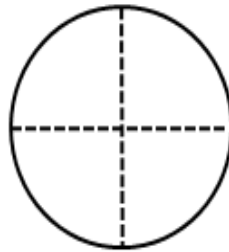
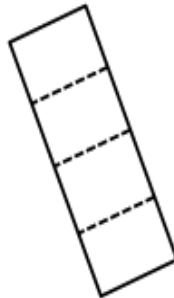
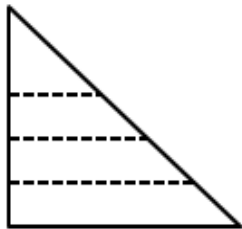
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Module 8 Lesson 7 Exit Ticket

1. Circle the shapes that show thirds.



2. Circle the shapes that show fourths.



Name: \_\_\_\_\_ Week 38 Day 4 Date: \_\_\_\_\_

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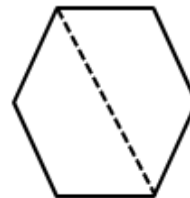
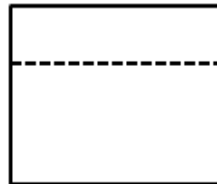
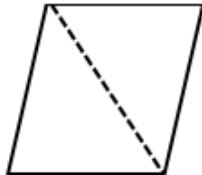
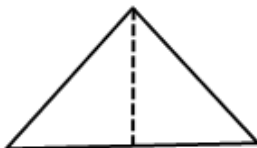
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### Module 8 Lesson 7 Homework

1. Solve the following puzzles using your tangram pieces. Draw your solutions in the space below.

a. Use the two largest triangles to make a square.	b. Use the two smallest triangles to make a square.
c. Use the two smallest triangles to make a parallelogram with no square corners.	d. Use the two smallest triangles to make one larger triangle.
e. How many equal shares do the larger shapes in Parts (a-d) have?	f. How many halves make up the larger shapes in Parts (a-d)?

2. Circle the shapes that show halves.



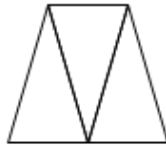
Name: \_\_\_\_\_ Week 38 Day 4 Date: \_\_\_\_\_

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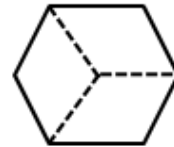
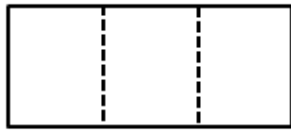
### Module 8 Lesson 7 Homework

3. Examine the trapezoid.

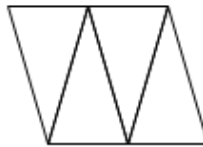


- a. How many equal shares does the trapezoid have? \_\_\_\_\_
- b. How many thirds are in the trapezoid? \_\_\_\_\_

4. Circle the shapes that show thirds.

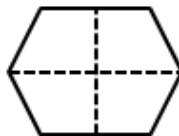
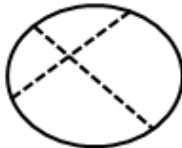


5. Examine the parallelogram.



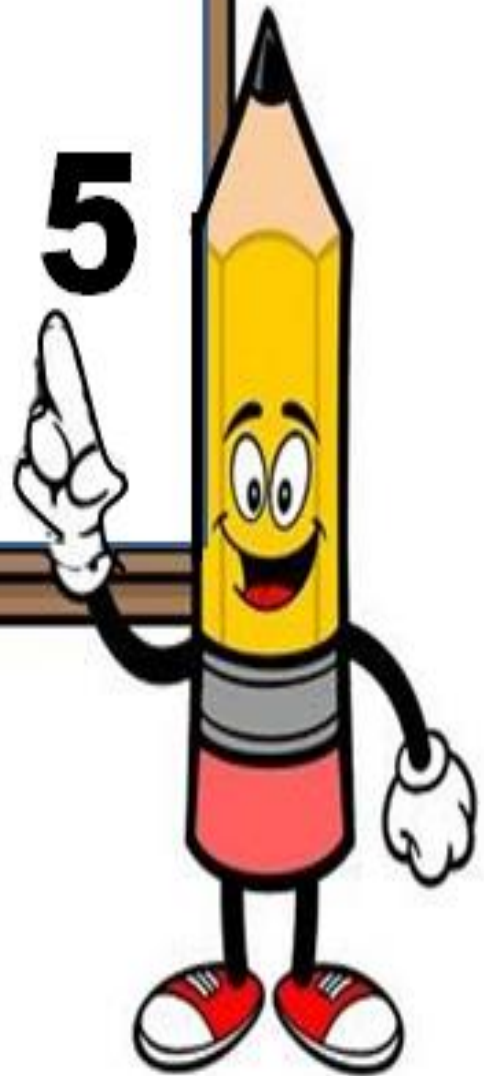
- a. How many equal shares does the shape have? \_\_\_\_\_
- b. How many fourths are in the shape? \_\_\_\_\_

6. Circle the shapes that show fourths.





**Day # 5**



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### Module 8 Lesson 8 Problem Set

1. Use one pattern block to cover half the rhombus.
  - a. Identify the pattern block used to cover half of the rhombus. \_\_\_\_\_
  - b. Draw a picture of the rhombus formed by the 2 halves.
  
2. Use one pattern block to cover half the hexagon.
  - a. Identify the pattern block used to cover half of a hexagon. \_\_\_\_\_
  - b. Draw a picture of the hexagon formed by the 2 halves.
  
3. Use one pattern block to cover 1 third of the hexagon.
  - a. Identify the pattern block used to cover 1 third of a hexagon. \_\_\_\_\_
  - b. Draw a picture of the hexagon formed by the 3 thirds.
  
4. Use one pattern block to cover 1 third of the trapezoid.
  - a. Identify the pattern block used to cover 1 third of a trapezoid. \_\_\_\_\_
  - b. Draw a picture of the trapezoid formed by the 3 thirds.

Name: \_\_\_\_\_ Week 38 Day 5 Date: \_\_\_\_\_

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### Module 8 Lesson 8 Problem Set

5. Use 4 pattern block squares to make one larger square.
- Draw a picture of the square formed in the space below.
  - Shade 1 small square. Each small square is  $\frac{1}{4}$  (half / third / fourth) of the whole square.
  - Shade 1 more small square. Now,  $\frac{2}{4}$  (halves / thirds / fourths) of the whole square is shaded.
  - And 2 fourths of the square is the same as 1  $\frac{1}{2}$  (half / third / fourth) of the whole square.
  - Shade 2 more small squares.  $\frac{4}{4}$  fourths is equal to 1 whole.
6. Use one pattern block to cover  $\frac{1}{6}$  sixth of the hexagon.
- Identify the pattern block used to cover  $\frac{1}{6}$  sixth of a hexagon. \_\_\_\_\_
  - Draw a picture of the hexagon formed by the 6 sixths.

Name: \_\_\_\_\_ Week 38 Day 5 Date: \_\_\_\_\_

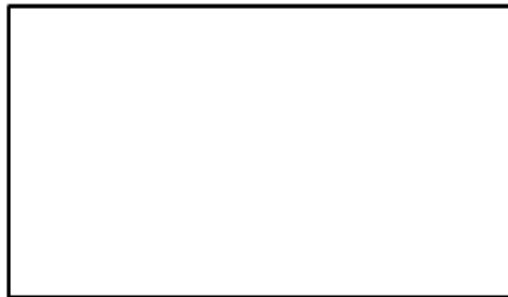
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Module 8 Lesson 8 Exit Ticket

Name the pattern block used to cover half the rectangle. \_\_\_\_\_

Use the shape below to draw the pattern blocks used to cover 2 halves.



Name: \_\_\_\_\_ Week 38 Day 5 Date: \_\_\_\_\_

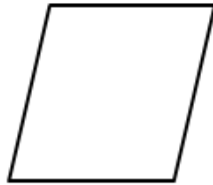
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### Module 8 Lesson 8 Homework

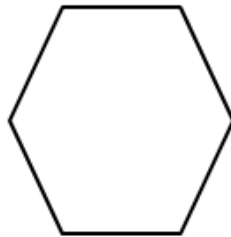
1. Name the pattern block used to cover half the rhombus. \_\_\_\_\_

Sketch the 2 pattern blocks used to cover both halves of the rhombus.



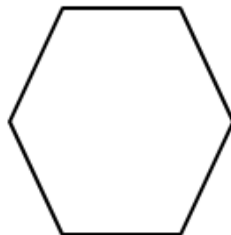
2. Name the pattern block used to cover half the hexagon. \_\_\_\_\_

Sketch the 2 pattern blocks used to cover both halves of the hexagon.



3. Name the pattern block used to cover 1 third of the hexagon. \_\_\_\_\_

Sketch the 3 pattern blocks used to cover thirds of the hexagon.



4. Name the pattern block used to cover 1 third of the trapezoid. \_\_\_\_\_

Sketch the 3 pattern blocks used to cover thirds of the trapezoid.





Name: \_\_\_\_\_ Week 38 Day 5 Date: \_\_\_\_\_

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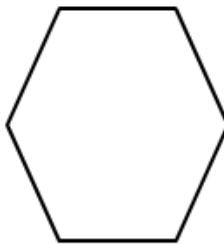
Module 8 Lesson 8 Homework

5. Draw 2 lines to make 4 squares in the square below.



- a. Shade 1 small square. Each small square is  $\frac{1}{4}$  (half / third / fourth) of the whole square.
- b. Shade 1 more small square. Now,  $\frac{2}{4}$  (halves / thirds / fourths) of the whole square are shaded.
- c. And  $\frac{2}{4}$  fourths of the square is the same as  $\frac{1}{2}$  (half / third / fourth) of the whole square.
- d. Shade 2 more small squares.  $\frac{4}{4}$  fourths is equal to 1 whole.

6. Name the pattern block used to cover  $\frac{1}{6}$  sixth of the hexagon. \_\_\_\_\_  
Sketch the 6 pattern blocks used to cover 6 sixths of the hexagon.





Name \_\_\_\_\_

39

## 2<sup>nd</sup> Grade Math Remote Learning Packet

### Week 39



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



**Mid-Module 8**  
**Math Assessment**

Name: \_\_\_\_\_ Week 39 Day 1 Date: \_\_\_\_\_

BCCS-Boys

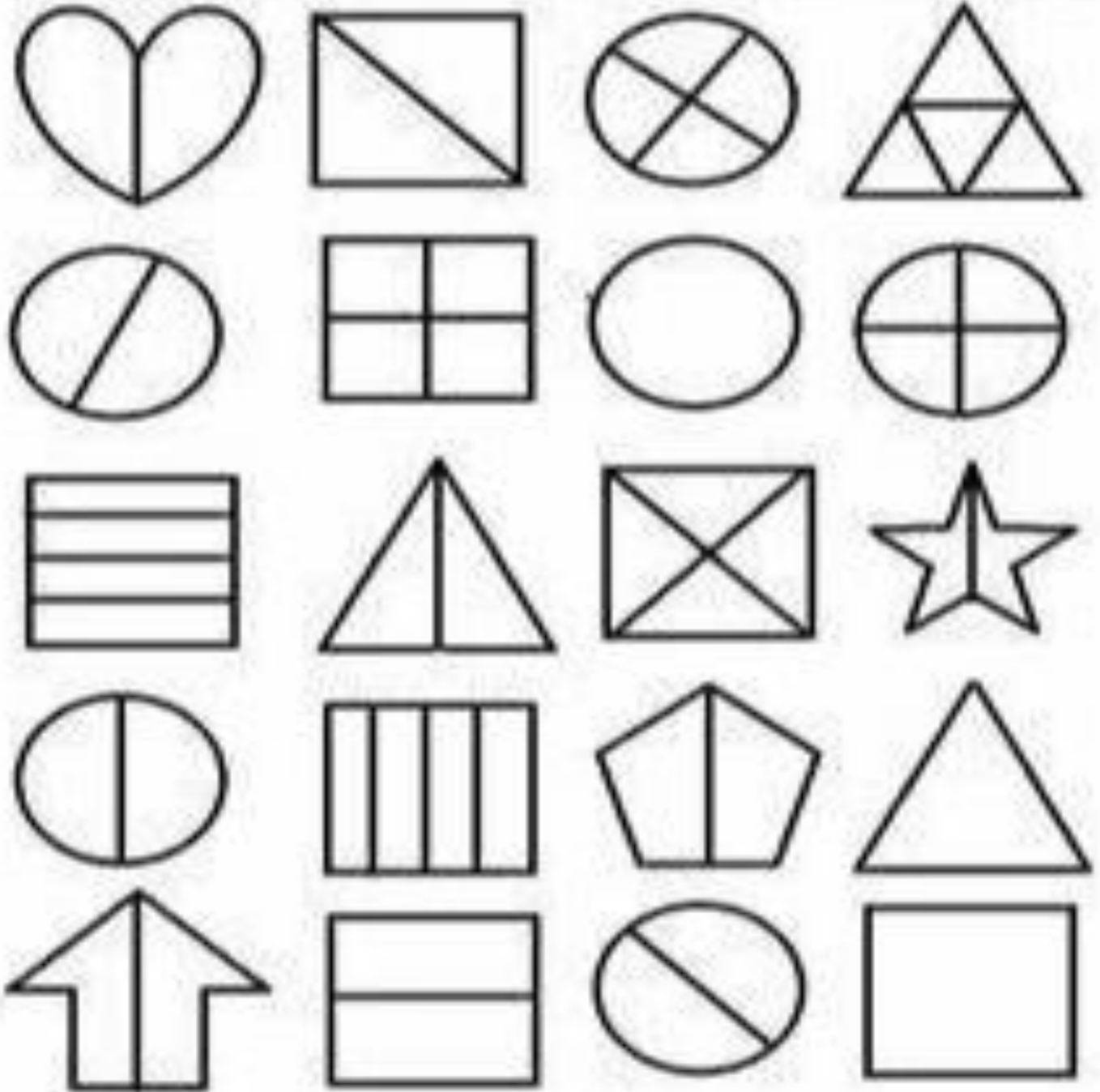
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Module 8 Homework

Color the shapes showing 1 whole blue.

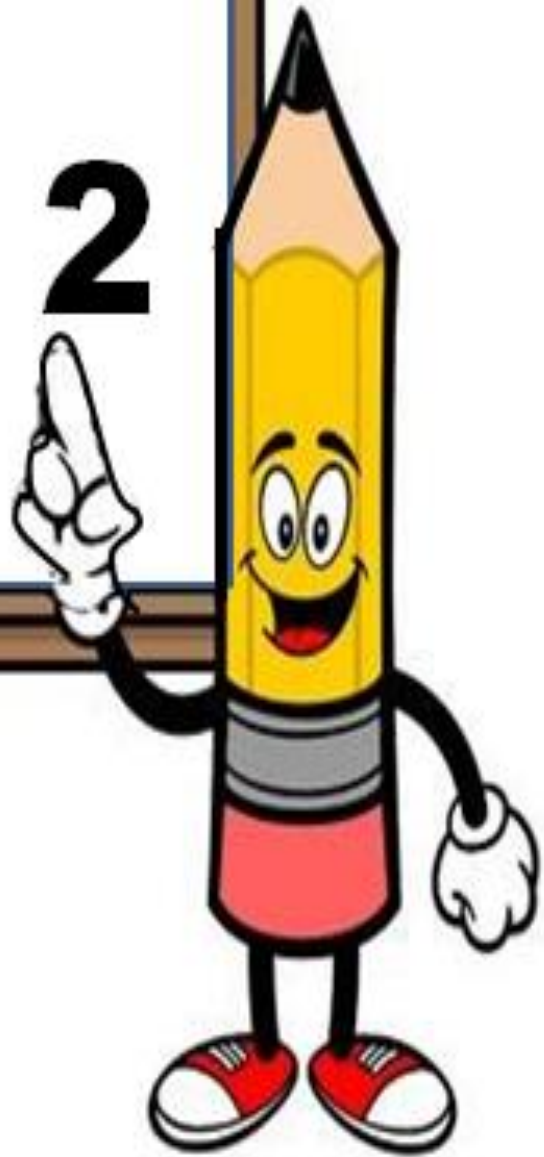
Color the shapes divided in 2 equal parts red.

Color the shapes divided into 4 equal parts green.





**Day # 2**



Name: \_\_\_\_\_ Week 39 Day 2 Date: \_\_\_\_\_

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### Module 8 Lesson 9 Sprint

**A**

Number Correct: \_\_\_\_\_

#### Subtraction Patterns

1.	$5 - 1 =$		23.	$10 - 2 =$	
2.	$15 - 1 =$		24.	$11 - 2 =$	
3.	$25 - 1 =$		25.	$21 - 2 =$	
4.	$75 - 1 =$		26.	$31 - 2 =$	
5.	$5 - 2 =$		27.	$51 - 2 =$	
6.	$15 - 2 =$		28.	$51 - 12 =$	
7.	$25 - 2 =$		29.	$10 - 5 =$	
8.	$75 - 2 =$		30.	$11 - 5 =$	
9.	$4 - 1 =$		31.	$12 - 5 =$	
10.	$40 - 10 =$		32.	$22 - 5 =$	
11.	$43 - 10 =$		33.	$32 - 5 =$	
12.	$43 - 20 =$		34.	$62 - 5 =$	
13.	$43 - 21 =$		35.	$62 - 15 =$	
14.	$43 - 23 =$		36.	$72 - 15 =$	
15.	$12 - 2 =$		37.	$82 - 15 =$	
16.	$62 - 2 =$		38.	$32 - 15 =$	
17.	$62 - 12 =$		39.	$10 - 9 =$	
18.	$18 - 8 =$		40.	$11 - 9 =$	
19.	$78 - 8 =$		41.	$51 - 9 =$	
20.	$78 - 18 =$		42.	$51 - 10 =$	
21.	$41 - 11 =$		43.	$51 - 19 =$	
22.	$92 - 12 =$		44.	$65 - 46 =$	

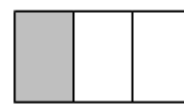
Name: \_\_\_\_\_ Week 39 Day 2 Date: \_\_\_\_\_

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### Module 8 Lesson 9 Problem Set

1. Circle the shapes that have 2 equal shares with 1 share shaded.



2. Shade 1 half of the shapes that are split into 2 equal shares. One has been done for you.

a. 	b. 	c. 	d. 
e. 	f. 	g. 	h. 
i. 	j. 	k. 	

Name: \_\_\_\_\_ Week 39 Day 2 Date: \_\_\_\_\_

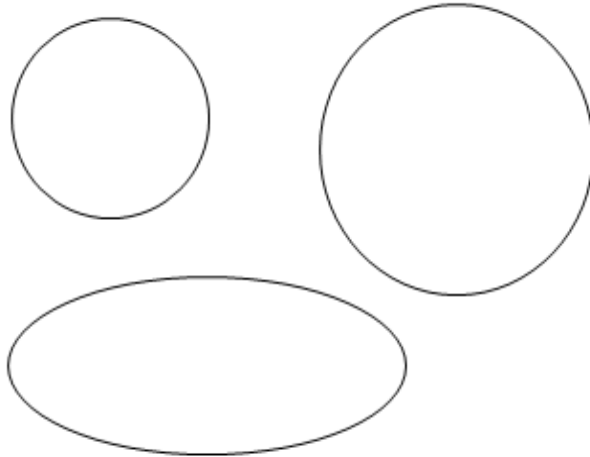
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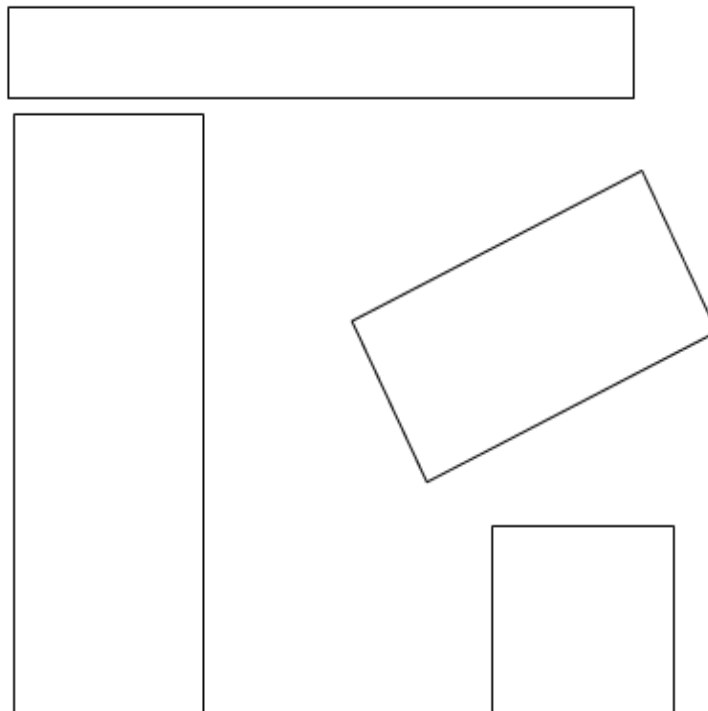
### Module 8 Lesson 9 Problem Set

3. Partition the shapes to show halves. Shade  $\frac{1}{2}$  half of each. Compare your halves to your partner's.

a.



b.






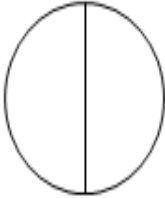
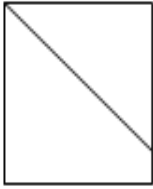


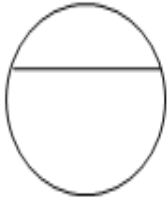
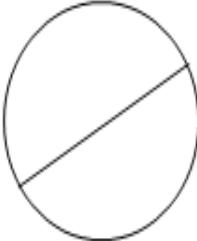
Name: \_\_\_\_\_ Week 39 Day 2 Date: \_\_\_\_\_

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### Module 8 Lesson 9 Exit Ticket

Shade 1 half of the shapes that are split into 2 equal shares.

a. 	b. 	c. 	d. 
	e. 	f. 	g. 

Name: \_\_\_\_\_ Week 39 Day 2 Date: \_\_\_\_\_

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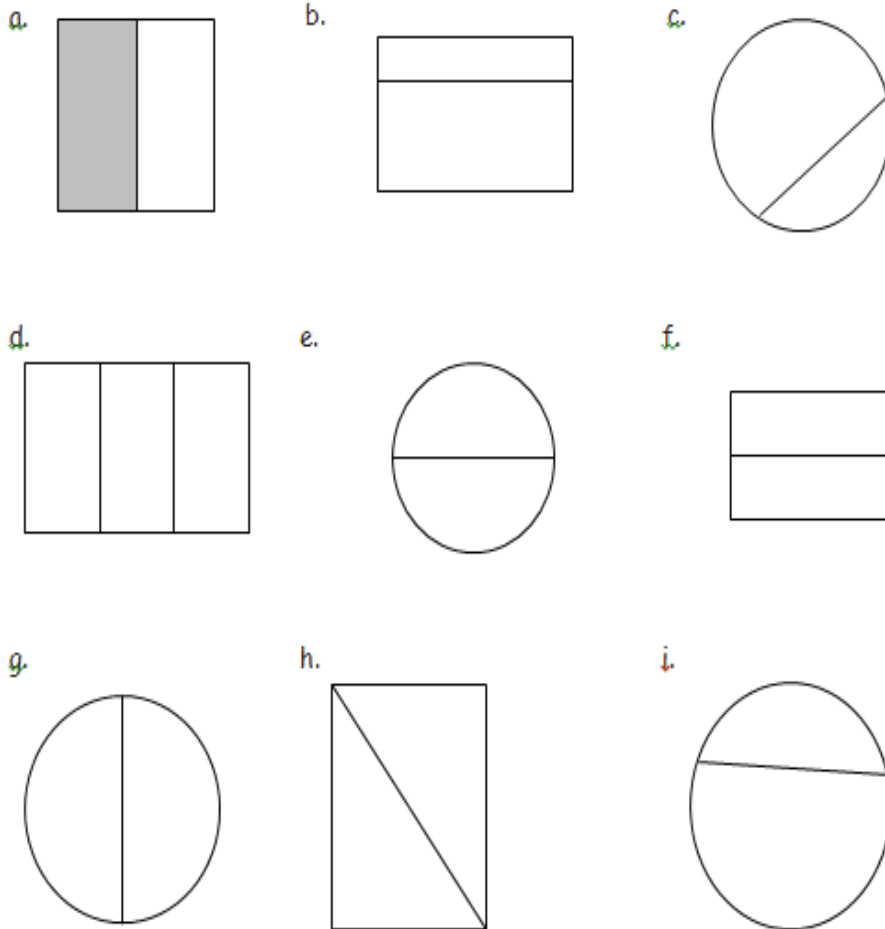
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### Module 8 Lesson 9 Homework

1. Circle the shapes that have 2 equal shares with 1 share shaded.



2. Shade 1 half of the shapes that are split into 2 equal shares. One has been done for you.



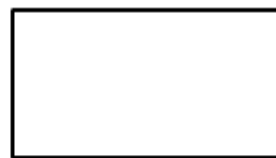
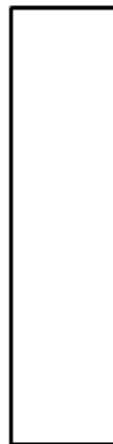
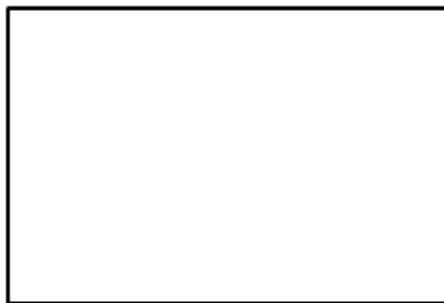
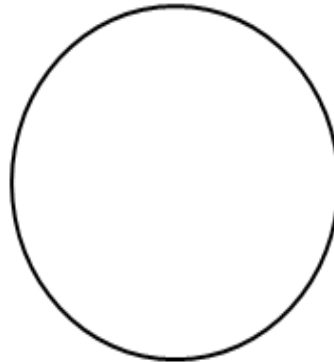
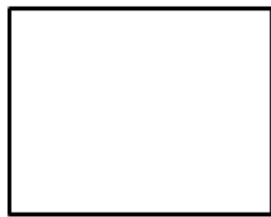
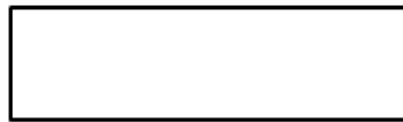
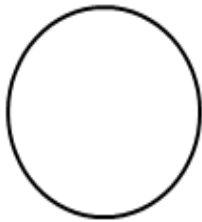
Name: \_\_\_\_\_ Week 39 Day 2 Date: \_\_\_\_\_

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### Module 8 Lesson 9 Homework

3. Partition the shapes to show halves. Shade  $\frac{1}{2}$  half of each.





Name: \_\_\_\_\_ Week 39 Day 3 Date: \_\_\_\_\_

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### Module 8 Lesson 10 Sprint

**A**

Number Correct: \_\_\_\_\_

#### Addition Patterns

1.	$8 + 2 =$	
2.	$18 + 2 =$	
3.	$38 + 2 =$	
4.	$7 + 3 =$	
5.	$17 + 3 =$	
6.	$37 + 3 =$	
7.	$8 + 3 =$	
8.	$18 + 3 =$	
9.	$28 + 3 =$	
10.	$6 + 5 =$	
11.	$16 + 5 =$	
12.	$26 + 5 =$	
13.	$18 + 4 =$	
14.	$28 + 4 =$	
15.	$16 + 6 =$	
16.	$26 + 6 =$	
17.	$18 + 5 =$	
18.	$28 + 5 =$	
19.	$16 + 7 =$	
20.	$26 + 7 =$	
21.	$19 + 2 =$	
22.	$17 + 4 =$	

23.	$18 + 6 =$	
24.	$28 + 6 =$	
25.	$16 + 8 =$	
26.	$26 + 8 =$	
27.	$18 + 7 =$	
28.	$18 + 8 =$	
29.	$28 + 7 =$	
30.	$28 + 8 =$	
31.	$15 + 9 =$	
32.	$16 + 9 =$	
33.	$25 + 9 =$	
34.	$26 + 9 =$	
35.	$14 + 7 =$	
36.	$16 + 6 =$	
37.	$15 + 8 =$	
38.	$23 + 8 =$	
39.	$25 + 7 =$	
40.	$15 + 7 =$	
41.	$24 + 7 =$	
42.	$14 + 9 =$	
43.	$19 + 8 =$	
44.	$28 + 9 =$	

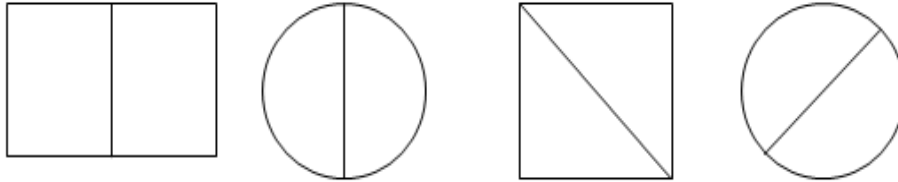
Name: \_\_\_\_\_ Week 39 Day 3 Date: \_\_\_\_\_

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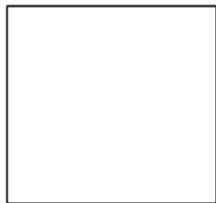
### Module 8 Lesson 10 Problem Set

1. a. Do the shapes in Problem 1(a) show halves or thirds? \_\_\_\_\_

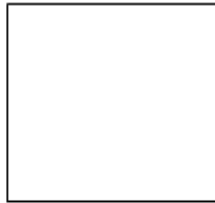


- b. Draw 1 more line to partition each shape above into fourths.

2. Partition each rectangle into thirds. Then, shade the shapes as indicated.



3 thirds

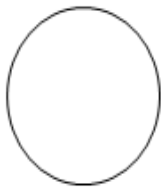


2 thirds

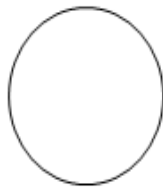


1 third

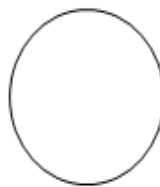
3. Partition each circle into fourths. Then, shade the shapes as indicated.



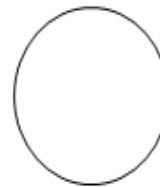
4 fourths



3 fourths



2 fourths



1 fourth

Name: \_\_\_\_\_ Week 39 Day 3 Date: \_\_\_\_\_

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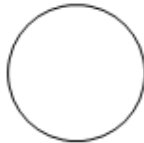
Module 8 Lesson 10 Problem Set

4. Partition and shade the following shapes as indicated. Each rectangle or circle is one whole.

a.  $\frac{1}{4}$  fourth



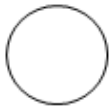
b.  $\frac{1}{3}$  third



c. 1 half



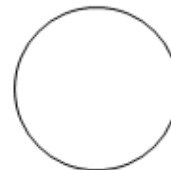
d.  $\frac{2}{4}$  fourths



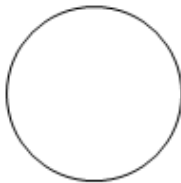
e.  $\frac{2}{3}$  thirds



f. 2 halves



g.  $\frac{3}{4}$  fourths



h.  $\frac{3}{3}$  thirds



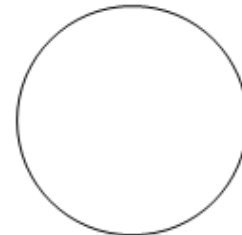
i. 3 halves



5. Split the pizza below so that Maria, Paul, Jose, and Mark each have an equal share. Label each student's share with his or her name.

a. What fraction of the pizza was eaten by each of the boys?

b. What fraction of the pizza did the boys eat altogether?



Name: \_\_\_\_\_ Week 39 Day 3 Date: \_\_\_\_\_

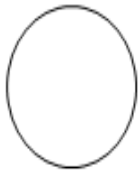
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### Module 8 Lesson 10 Exit Ticket

Partition and shade the following shapes as indicated. Each rectangle or circle is one whole.

1.  $\frac{2}{2}$  halves



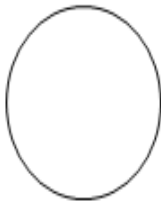
2.  $\frac{2}{3}$  thirds



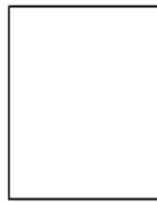
3.  $\frac{1}{3}$  third



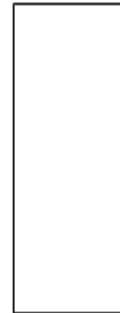
4.  $1\frac{1}{2}$  half



5.  $\frac{2}{4}$  fourths



6.  $\frac{1}{4}$  fourth





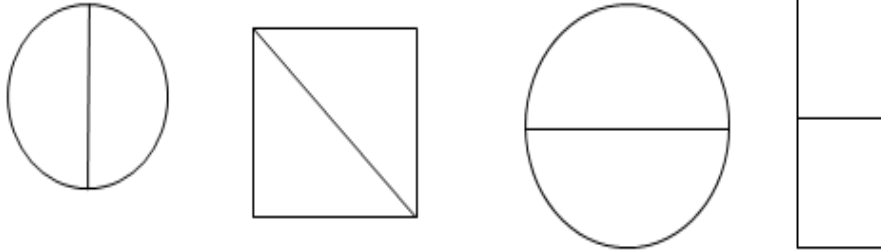
Name: \_\_\_\_\_ Week 39 Day 3 Date: \_\_\_\_\_

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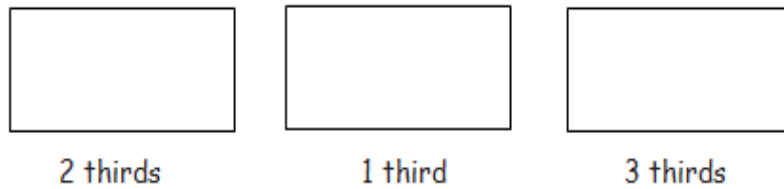
### Module 8 Lesson 10 Homework

1. a. Do the shapes below show halves or thirds? \_\_\_\_\_

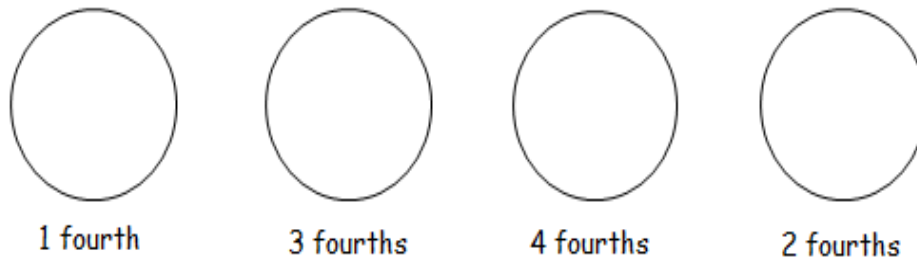


b. Draw 1 more line to partition each shape above into fourths.

2. Partition each rectangle into thirds. Then, shade the shapes as indicated.



3. Partition each circle into fourths. Then, shade the shapes as indicated.



Name: \_\_\_\_\_ Week 39 Day 3 Date: \_\_\_\_\_

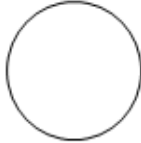
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### Module 8 Lesson 10 Homework

4. Partition and shade the following shapes. Each rectangle or circle is one whole.

a.  $\frac{1}{2}$  half



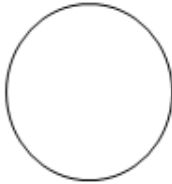
b.  $\frac{1}{4}$  fourth



c.  $\frac{1}{3}$  third



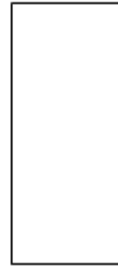
d.  $\frac{2}{4}$  fourths



e.  $\frac{2}{2}$  halves



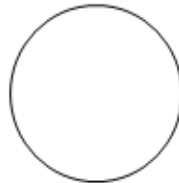
f.  $\frac{2}{3}$  thirds



g.  $\frac{3}{3}$  thirds



h.  $\frac{3}{4}$  fourths

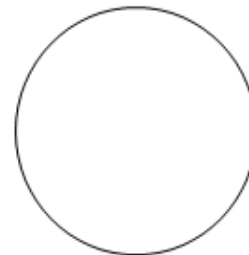


i.  $\frac{3}{2}$  halves



5. Split the pizza below so that Shane, Raul, and John all have an equal share. Label each student's share with his name.

What fraction of the pizza did the boys get in all?





Name: \_\_\_\_\_ Week 39 Day 4 Date: \_\_\_\_\_

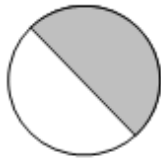
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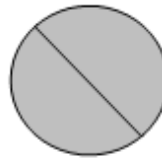
Module 8 Lesson 11 Problem Set

1. For Parts (a), (c), and (e), identify the shaded area.

a.



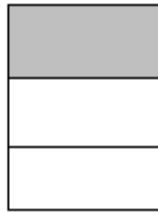
\_\_\_\_\_ half



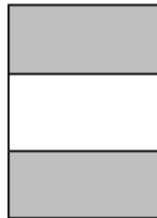
\_\_\_\_\_ halves

b. Circle the shape above that has a shaded area that shows 1 whole.

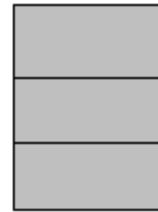
c.



\_\_\_\_\_ third



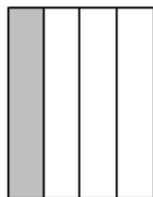
\_\_\_\_\_ thirds



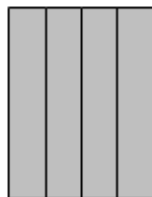
\_\_\_\_\_ thirds

d. Circle the shape above that has a shaded area that shows 1 whole.

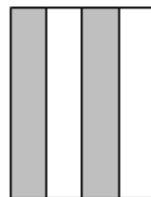
e.



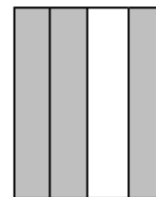
\_\_\_\_\_ fourth



\_\_\_\_\_ fourths



\_\_\_\_\_ fourths



\_\_\_\_\_ fourths

f. Circle the shape above that has a shaded area that shows 1 whole.

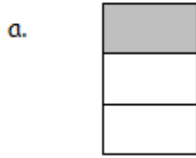
Name: \_\_\_\_\_ Week 39 Day 4 Date: \_\_\_\_\_

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Module 8 Lesson 11 Problem Set

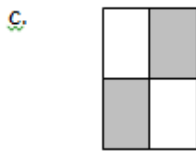
2. What fraction do you need to color so that  $\frac{1}{2}$  whole is shaded?



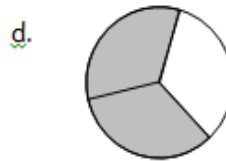
\_\_\_\_\_



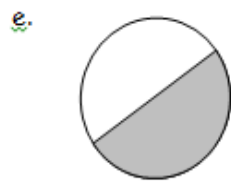
\_\_\_\_\_



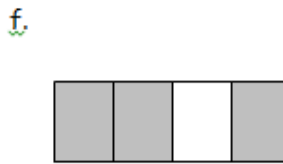
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. Complete the drawing to show  $\frac{1}{2}$  whole.

a. This is  $\frac{1}{2}$  half.  
Draw 1 whole.



b. This is  $\frac{1}{3}$  third.  
Draw 1 whole.



c. This is  $\frac{1}{4}$  fourth.  
Draw 1 whole.



Name: \_\_\_\_\_ Week 39 Day 4 Date: \_\_\_\_\_

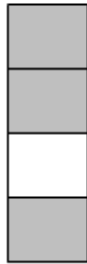
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### Module 8 Lesson 11 Exit Ticket

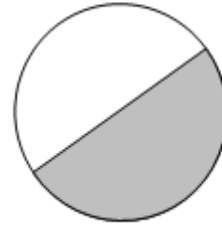
What fraction do you need to color so that 1 whole is shaded?

1.



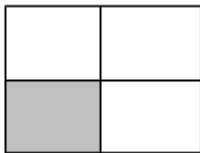
\_\_\_\_\_

2.



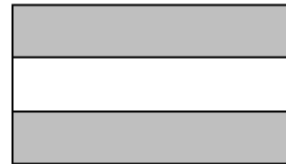
\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

Name: \_\_\_\_\_ Week 39 Day 4 Date: \_\_\_\_\_

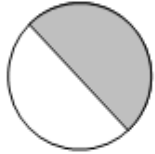
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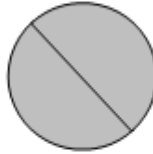
### Module 8 Lesson 11 Homework

1. For Parts (a), (c), and (e), identify the shaded area.

a.



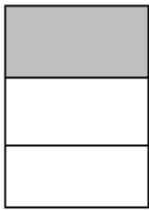
\_\_\_\_\_ half



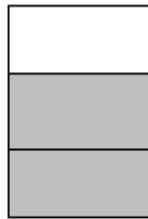
\_\_\_\_\_ halves

b. Circle the shape above that has a shaded area that shows  $\frac{1}{2}$  whole.

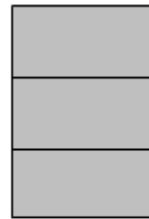
c.



\_\_\_\_\_ third



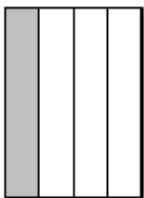
\_\_\_\_\_ thirds



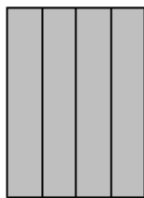
\_\_\_\_\_ thirds

d. Circle the shape above that has a shaded area that shows  $\frac{1}{2}$  whole.

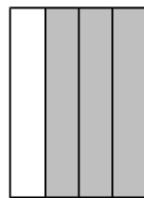
e.



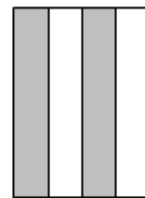
\_\_\_\_\_ fourth



\_\_\_\_\_ fourths



\_\_\_\_\_ fourths



\_\_\_\_\_ fourths

f. Circle the shape above that has a shaded area that shows  $\frac{1}{2}$  whole.

Name: \_\_\_\_\_ Week 39 Day 4 Date: \_\_\_\_\_

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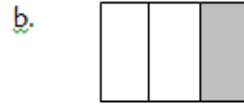
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### Module 8 Lesson 11 Homework

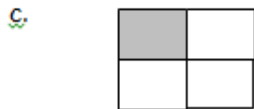
2. What fraction do you need to color so that  $\frac{1}{2}$  whole is shaded?



\_\_\_\_\_



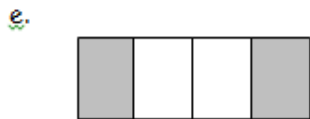
\_\_\_\_\_



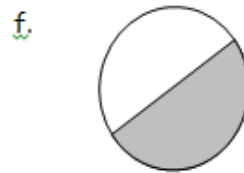
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. Complete the drawing to show  $\frac{1}{2}$  whole.

a. This is  $\frac{1}{2}$  half.  
Draw 1 whole.



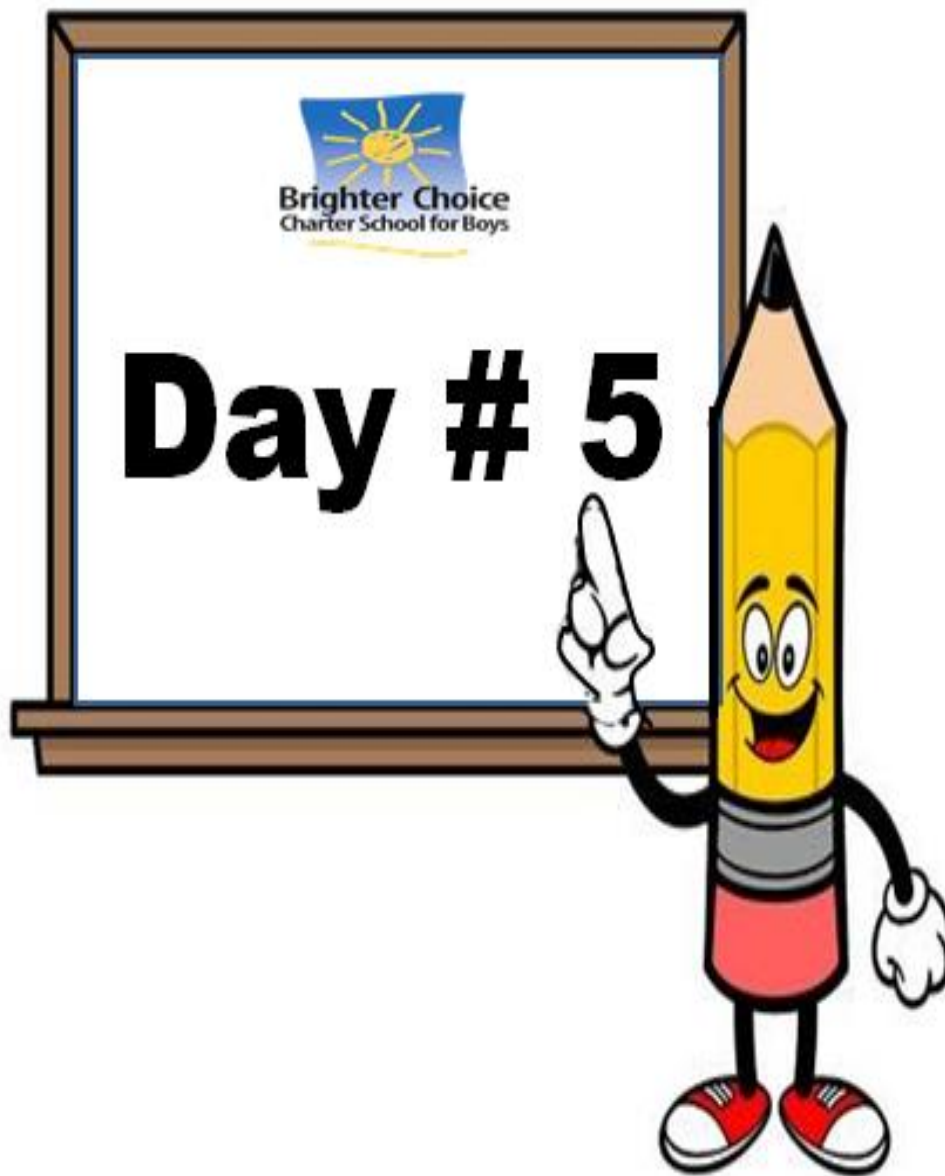
b. This is  $\frac{1}{3}$  third.  
Draw 1 whole.



c. This is  $\frac{1}{4}$  fourth.  
Draw 1 whole.







Name: \_\_\_\_\_ Week 39 Day 5 Date: \_\_\_\_\_

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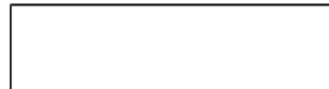
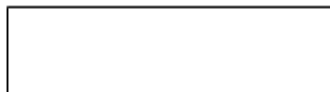
Module 8 Lesson 12 Problem Set

1. Partition the rectangles in 2 different ways to show equal shares.

a. 2 halves



b. 3 thirds



c. 4 fourths



2. Build the original whole square using the rectangle half and the half represented by your 4 small triangles. Draw it in the space below.

Name: \_\_\_\_\_ Week 39 Day 5 Date: \_\_\_\_\_

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### Module 8 Lesson 12 Problem Set

3. Use different-colored halves of a whole square.
  - a. Cut the square in half to make 2 equal-size rectangles.
  - b. Rearrange the halves to create a new rectangle with no gaps or overlaps.
  - c. Cut each equal part in half to make 4 equal-size squares.
  - d. Rearrange the new equal shares to create different polygons.
  - e. Draw one of your new polygons from Part (d) below.

#### Extension

4. Cut out the circle.
  - a. Cut the circle in half.
  - b. Rearrange the halves to create a new shape with no gaps or overlaps.
  - c. Cut each equal share in half.
  - d. Rearrange the equal shares to create a new shape with no gaps or overlaps.
  - e. Draw your new shape from Part (d) below.

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### Module 8 Lesson 12 Exit Ticket

Partition the rectangles in 2 different ways to show equal shares.

1. 2 halves



2. 3 thirds



3. 4 fourths



Name: \_\_\_\_\_ Week 39 Day 5 Date: \_\_\_\_\_

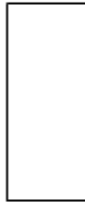
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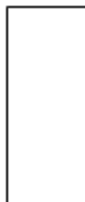
Module 8 Lesson 12 Homework

1. Partition the rectangles in 2 different ways to show equal shares.

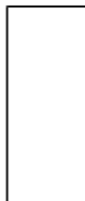
a. 2 halves



b. 3 thirds



c. 4 fourths



d. 2 halves



e. 3 thirds



f. 4 fourths



Name: \_\_\_\_\_ Week 39 Day 5 Date: \_\_\_\_\_

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### Module 8 Lesson 12 Homework

2. Cut out the square at the bottom of this page.
  - a. Cut the square in half to make 2 equal-size rectangles. Shade 1 half using your pencil.
  - b. Rearrange the halves to create a new rectangle with no gaps or overlaps.
  - c. Cut each equal part in half to make 4 equal-size squares.
  - d. Rearrange the new equal shares to create different polygons.
  - e. Draw one of your new polygons from Part (d) below. One half is shaded!





Name \_\_\_\_\_

40

## 2<sup>nd</sup> Grade Math Remote Learning Packet

### Week 40



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.





Name: \_\_\_\_\_ Week 40 Day 1 Date: \_\_\_\_\_

BCCS-Boys

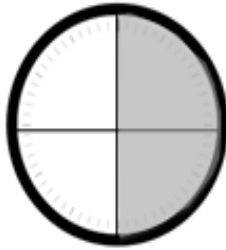
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Module 8 Lesson 13 Problem Set

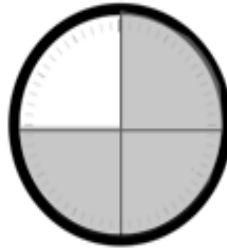
1. Tell what fraction of each clock is shaded in the space below using the words *quarter*, *quarters*, *half*, or *halves*.



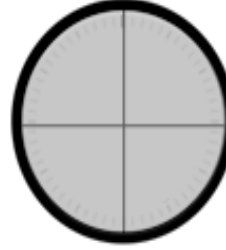
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2. Write the time shown on each clock.

a.



\_\_\_\_\_

b.



\_\_\_\_\_

c.



\_\_\_\_\_

d.



\_\_\_\_\_

Name: \_\_\_\_\_ Week 40 Day 1 Date: \_\_\_\_\_

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### Module 8 Lesson 13 Problem Set

3. Match each time to the correct clock by drawing a line.

- Quarter to 4



- Half past 8



- 8:30

- 3:45



- 1:15

3. Draw the minute hand on the clock to show the correct time.



3:45



11:30



6:15

Name: \_\_\_\_\_ Week 40 Day 1 Date: \_\_\_\_\_

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### Module 8 Lesson 13 Exit Ticket

Draw the minute hand on the clock to show the correct time.



Half past 7



12:15



A quarter to 3

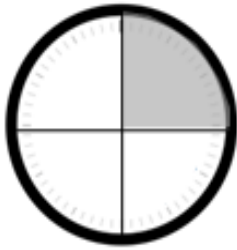
Name: \_\_\_\_\_ Week 40 Day 1 Date: \_\_\_\_\_

BCCS-Boys

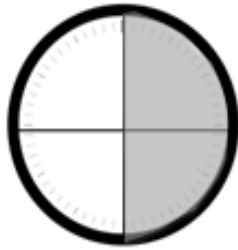
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### Module 8 Lesson 13 Homework

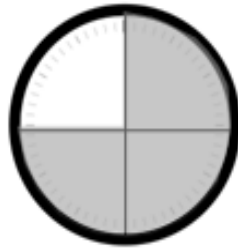
1. Tell what fraction of each clock is shaded in the space below using the words *quarter*, *quarters*, *half*, or *halves*.



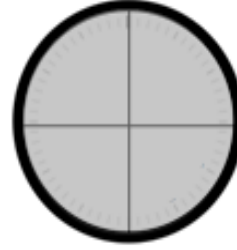
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2. Write the time shown on each clock.

a.



\_\_\_\_\_

b.



\_\_\_\_\_

c.



\_\_\_\_\_

d.



\_\_\_\_\_

Name: \_\_\_\_\_ Week 40 Day 1 Date: \_\_\_\_\_

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### Module 8 Lesson 13 Homework

3. Match each time to the correct clock by drawing a line.

▪ Quarter to 5



▪ Half past 5



▪ 5:15

▪ Quarter after 5



▪ 4:45

4. Draw the minute hand on the clock to show the correct time.



3:30



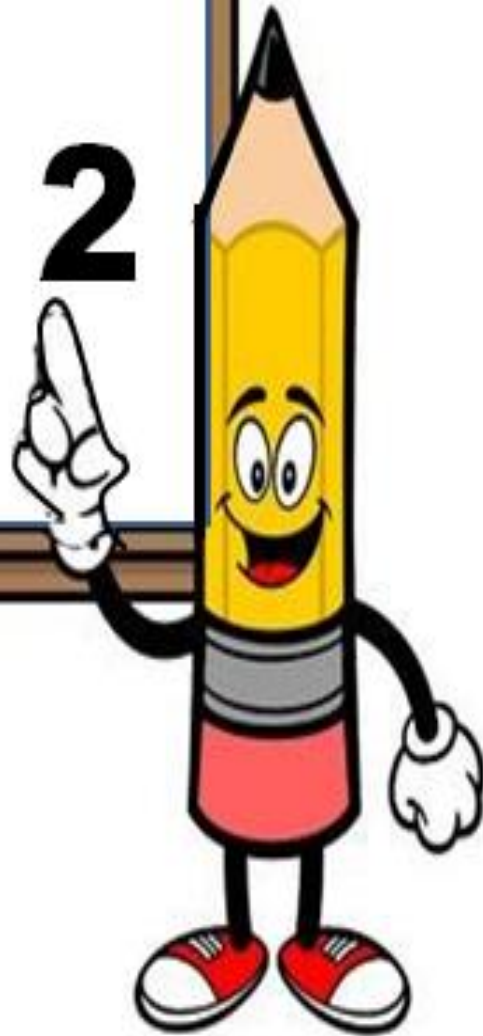
11:45



6:15



**Day # 2**



Name: \_\_\_\_\_ Week 40 Day 2 Date: \_\_\_\_\_

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Module 8 Lesson 14 Sprint

**A**

Number Correct: \_\_\_\_\_

Adding and Subtracting by 5

1.	$0 + 5 =$	
2.	$5 + 5 =$	
3.	$10 + 5 =$	
4.	$15 + 5 =$	
5.	$20 + 5 =$	
6.	$25 + 5 =$	
7.	$30 + 5 =$	
8.	$35 + 5 =$	
9.	$40 + 5 =$	
10.	$45 + 5 =$	
11.	$50 - 5 =$	
12.	$45 - 5 =$	
13.	$40 - 5 =$	
14.	$35 - 5 =$	
15.	$30 - 5 =$	
16.	$25 - 5 =$	
17.	$20 - 5 =$	
18.	$15 - 5 =$	
19.	$10 - 5 =$	
20.	$5 - 5 =$	
21.	$5 + 0 =$	
22.	$5 + 5 =$	

23.	$10 + 5 =$	
24.	$15 + 5 =$	
25.	$20 + 5 =$	
26.	$25 + 5 =$	
27.	$30 + 5 =$	
28.	$35 + 5 =$	
29.	$40 + 5 =$	
30.	$45 + 5 =$	
31.	$0 + 50 =$	
32.	$50 + 50 =$	
33.	$50 + 5 =$	
34.	$55 + 5 =$	
35.	$60 - 5 =$	
36.	$55 - 5 =$	
37.	$60 + 5 =$	
38.	$65 + 5 =$	
39.	$70 - 5 =$	
40.	$65 - 5 =$	
41.	$100 + 50 =$	
42.	$150 + 50 =$	
43.	$200 - 50 =$	
44.	$150 - 50 =$	

Name: \_\_\_\_\_ Week 40 Day 2 Date: \_\_\_\_\_

BCCS-Boys

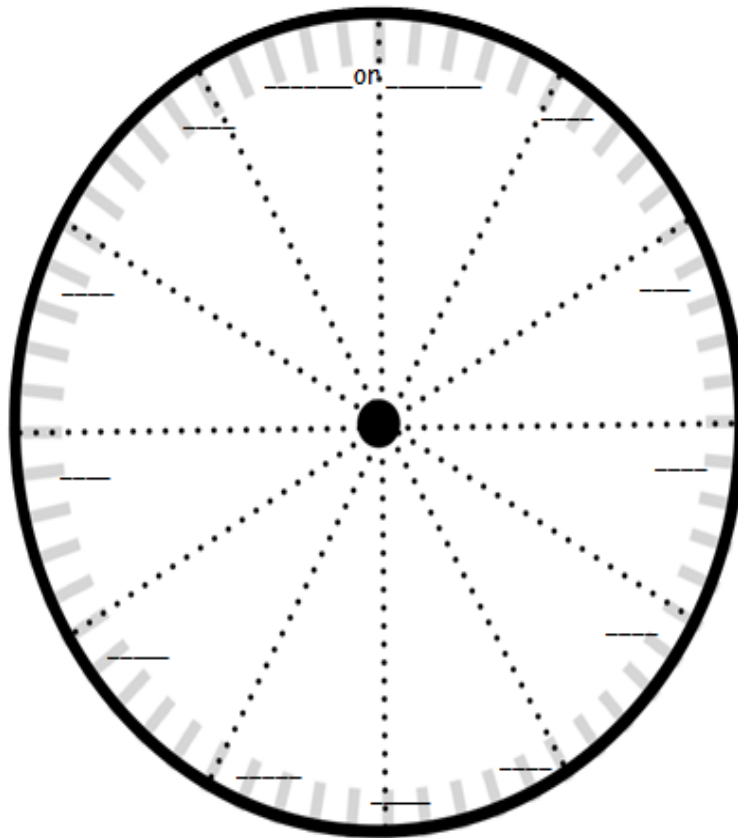
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### Module 8 Lesson 14 Problem Set

1. Fill in the missing numbers.

60, 55, 50, \_\_\_\_\_, 40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. Fill in the missing numbers on the face of the clock to show the minutes.





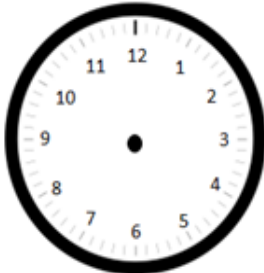
Name: \_\_\_\_\_ Week 40 Day 2 Date: \_\_\_\_\_

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### Module 8 Lesson 14 Problem Set

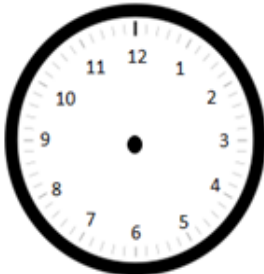
3. Draw the hour and minute hands on the clocks to match the correct time.



3:05



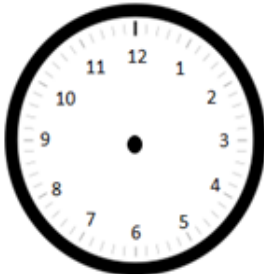
3:35



4:10



4:40



6:25



6:55

4. What time is it?



\_\_\_\_\_



\_\_\_\_\_

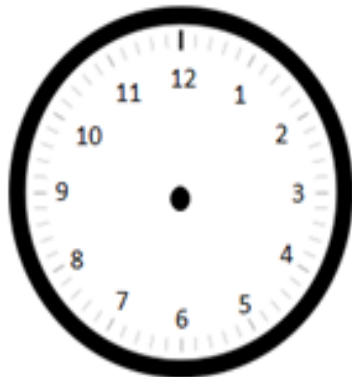
Name: \_\_\_\_\_ Week 40 Day 2 Date: \_\_\_\_\_

BCCS-Boys

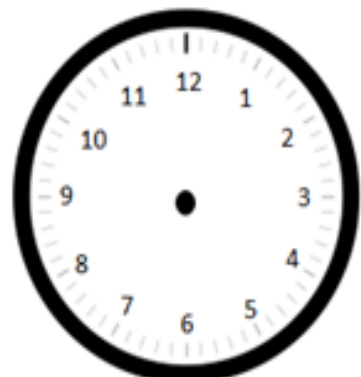
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Module 8 Lesson 14 Exit Ticket

Draw the hour and minute hands on the clocks to match the correct time.



12:55



5:25

Name: \_\_\_\_\_ Week 40 Day 2 Date: \_\_\_\_\_

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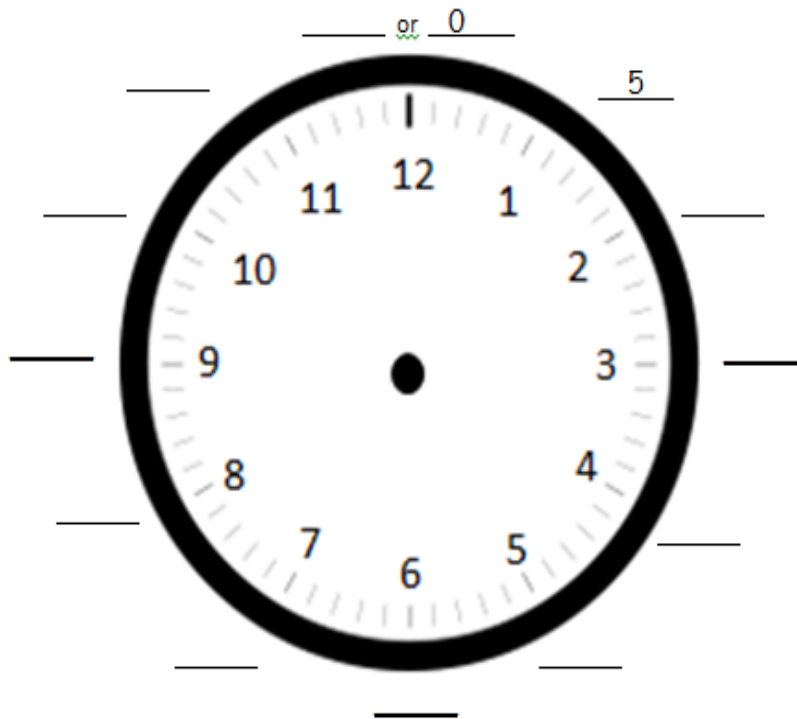
### Module 8 Lesson 14 Homework

1. Fill in the missing numbers.

0, 5, 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 45, 40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 20, 15, \_\_\_\_\_, \_\_\_\_\_

2. Fill in the missing minutes on the face of the clock.



3. Draw the minute hands on the clocks to match the correct time.



3:25



7:15



9:55

Name: \_\_\_\_\_ Week 40 Day 2 Date: \_\_\_\_\_

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### Module 8 Lesson 14 Homework

4. Draw the hour hands on the clocks to match the correct time.



12:30

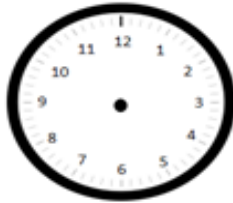


10:10



3:45

5. Draw the hour and minute hands on the clocks to match the correct time.



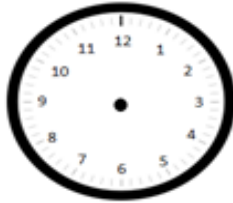
6:55



1:50



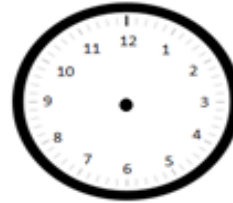
8:25



4:40



7:45



2:05

6. What time is it?



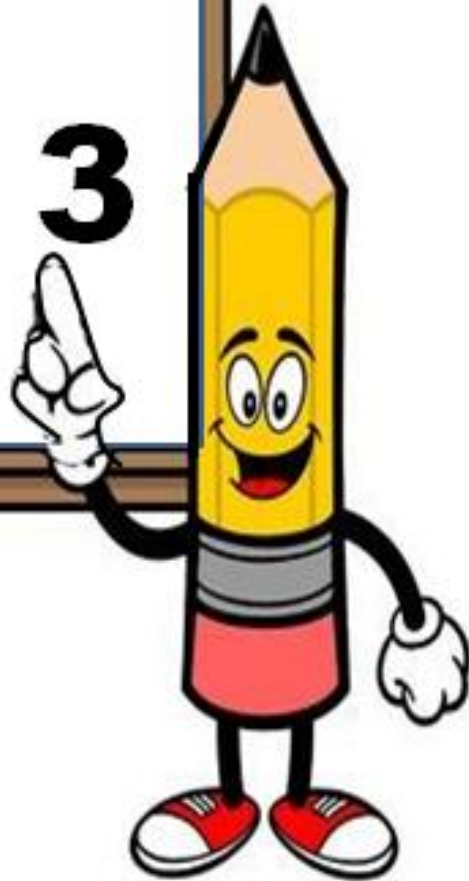
\_\_\_\_\_



\_\_\_\_\_



**Day # 3**



Name: \_\_\_\_\_ Week 40 Day 3 Date: \_\_\_\_\_

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Module 8 Lesson 15 Problem Set

1. Decide whether the activity below would happen in the a.m. or the p.m. Circle your answer.

a. Waking up for school ..... a.m. / p.m.

b. Eating dinner ..... a.m. / p.m.

c. Reading a bedtime story ..... a.m. / p.m.

d. Making breakfast ..... a.m. / p.m.

e. Having a play date after school ..... a.m. / p.m.

f. Going to bed ..... a.m. / p.m.

g. Eating a piece of cake ..... a.m. / p.m.

h. Eating lunch ..... a.m. / p.m.

Name: \_\_\_\_\_ Week 40 Day 3 Date: \_\_\_\_\_

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Module 8 Lesson 15 Problem Set

2. Draw the hands on the analog clock to match the time on the digital clock. Then, circle **a.m.** or **p.m.** based on the description given.

a. Brushing your teeth after you wake up

7:10

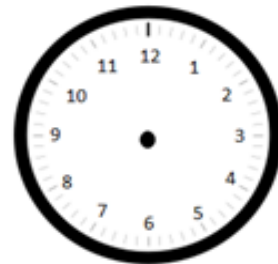
a.m. or p.m.



b. Finishing homework

5:55

a.m. or p.m.



3. Write what you might be doing if it were **a.m.** or **p.m.**

a. **a.m.** \_\_\_\_\_

b. **p.m.** \_\_\_\_\_



4. What time does the clock show?

\_\_\_\_\_ : \_\_\_\_\_



Name: \_\_\_\_\_ Week 40 Day 3 Date: \_\_\_\_\_

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Module 8 Lesson 15 Exit Ticket

Draw the hands on the analog clock to match the time on the digital clock. Then, circle **a.m.** or **p.m.** based on the description given.

1. The sun is rising.

6:10 a.m. or p.m.



2. Walking the dog

3:40 a.m. or p.m.





Name: \_\_\_\_\_ Week 40 Day 3 Date: \_\_\_\_\_

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Module 8 Lesson 15 Homework

1. Decide whether the activity below would happen in the a.m. or the p.m. Circle your answer.

a. <u>Eating</u> breakfast	a.m. / p.m.	b. Doing homework	a.m. / p.m.
c. <u>Setting</u> the table for dinner	a.m. / p.m.	d. <u>Waking</u> up in the morning	a.m. / p.m.
e. After-school dance class	a.m. / p.m.	f. <u>Eating</u> lunch	a.m. / p.m.
g. <u>Going</u> to bed	a.m. / p.m.	h. Heating up dinner	a.m. / p.m.

2. Write the time displayed on the clock. Then, choose whether the activity below would happen in the a.m. or the p.m.

a. Brushing your teeth before school  _____ : _____ a.m. / p.m.	b. Eating dessert after dinner  _____ : _____ a.m. / p.m.
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Name: \_\_\_\_\_ Week 40 Day 3 Date: \_\_\_\_\_

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Module 8 Lesson 15 Homework

3. Draw the hands on the analog clock to match the time on the digital clock. Then, circle **a.m.** or **p.m.** based on the description given.

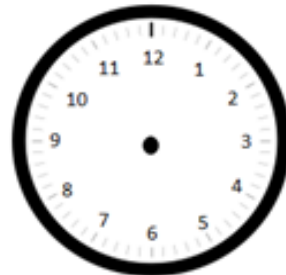
a. Brushing your teeth before bedtime

8:15 a.m. or p.m.



b. Recess after lunch

12:30 a.m. or p.m.



4. Write what you might be doing if it were **a.m.** or **p.m.**

a. **a.m.** \_\_\_\_\_

b. **p.m.** \_\_\_\_\_

c. **a.m.** \_\_\_\_\_

d. **p.m.** \_\_\_\_\_





Name: \_\_\_\_\_ Week 40 Day 4 Date: \_\_\_\_\_

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Module 8 Lesson 16 Problem Set

1. How much time has passed?



a. 6:30 a.m. → 7:00 a.m. \_\_\_\_\_



b. 4:00 p.m. → 9:00 p.m. \_\_\_\_\_



c. 11:00 a.m. → 5:00 p.m. \_\_\_\_\_

d. 3:30 a.m. → 10:30 a.m. \_\_\_\_\_

e. 7:00 p.m. → 1:30 a.m. \_\_\_\_\_

f.  →  \_\_\_\_\_  
p.m. a.m.

g.  →  \_\_\_\_\_  
a.m. p.m.

h.  →  \_\_\_\_\_  
a.m. a.m.



Name: \_\_\_\_\_ Week 40 Day 4 Date: \_\_\_\_\_

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Module 8 Lesson 16 Exit Ticket

How much time has passed?

1. 3:00 p.m. → 11:00 p.m. \_\_\_\_\_

2. 5:00 a.m. → 12:00 p.m. (noon) \_\_\_\_\_

3. 9:30 p.m. → 7:30 a.m. \_\_\_\_\_

Name: \_\_\_\_\_ Week 40 Day 4 Date: \_\_\_\_\_

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Module 8 Lesson 16 Homework

1. How much time has passed?



a. 2:00 p.m. → 8:00 p.m. \_\_\_\_\_



b. 7:30 a.m. → 12:00 p.m. (noon) \_\_\_\_\_



c. 10:00 a.m. → 4:30 p.m. \_\_\_\_\_

d. 1:30 p.m. → 8:30 p.m. \_\_\_\_\_

e. 9:30 a.m. → 2:00 p.m. \_\_\_\_\_

f.  →  \_\_\_\_\_  
p.m. p.m.

g.  →  \_\_\_\_\_  
a.m. a.m.

h.  →  \_\_\_\_\_  
a.m. p.m.

Name: \_\_\_\_\_ Week 40 Day 4 Date: \_\_\_\_\_

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### Module 8 Lesson 16 Homework

2. Solve.

a. Kylie started basketball practice at 2:30 p.m. and finished at 6:00 p.m. How long was Kylie at basketball practice?

b. Jamal spent  $4\frac{1}{2}$  and a half hours at his family picnic. It started at 1:30 p.m. What time did Jamal leave?

c. Christopher spent 2 hours doing his homework. He finished at 5:30 p.m. What time did he start his homework?

d. Henry slept from 8 p.m. to 6:30 a.m. How many hours did Henry sleep?





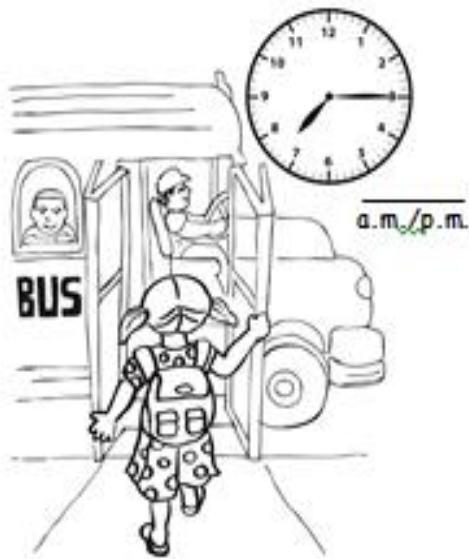
Name: \_\_\_\_\_ Week 40 Day 5 Date: \_\_\_\_\_

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### Module 8 Homework

Write the time. Circle a.m. or p.m.



telling time story (small)

Name: \_\_\_\_\_ Week 40 Day 5 Date: \_\_\_\_\_

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Module 8 Homework

Write the time. Circle a.m. or p.m.



telling time story (small)