

Grade 2 – Interpreting Context-Compare

DMTI VARIED PRACTICE

DMTI Varied Practice Worksheets

This ppt displays the worksheets that have varied situations (context, visual, equations, and other mathematical models) for children to work on. By completing these worksheets, children increase their foundational skills in the topic, which will help them with these standards and future mathematical topics.

1. If using a journal, have children present the worksheet and complete all the problems.
2. Or print the 'Varied Practice Worksheet Slide' using the link below for them to work on. Then, you can return to the ppt to look at the keys to check their work.

[\[Print Varied Practice Worksheets\]](#)

Grade 2: Interpreting Context-Compare

Materials Needed

Blank paper/pencil

White board/marker

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Instructions

1. Read the story with the child. After reading the story, have the child restate what the story is about.
2. Have the child represent the story by drawing a bar model. Here are two important things to complete with the model:
 - label the known quantities and the unknown
 - have the child think about the proportions of each part of the model
 - important to start at the same place when creating compare models
3. Write an equation (number sentence) that fits the story (there will be more than one possibility and even more correct equations than are listed as options).
- *4 (optional) Solve the problem. Keep in mind that the focus of this lesson is the representation of the context of the story, using a bar model.

Example (Compare-Difference Unknown)

At the zoo there are 11 monkeys and 8 giraffes. How many more monkeys are there than giraffes?

What is something we know? **“There are 11 monkeys.”**

How could we represent that? (draw a box for the 11 monkeys)

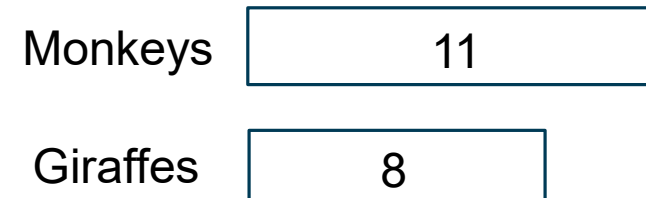
11

What else do we know in the story? **“There are 8 giraffes.”**

How could we represent the giraffes? Is the box for 8 giraffes going to be bigger or smaller than the box for 11 monkeys? **“Smaller”**

Are we joining the monkeys and giraffes together to find the total number of animals? **“No. We are comparing them.”**

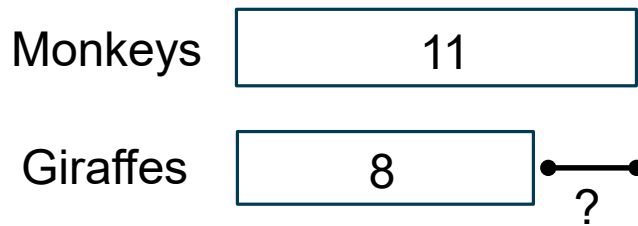
When we are comparing two groups or sets of things, we will stack the bars in the model.



Example (Compare-Difference Unknown)

What are we trying to find out? “How many more monkeys than giraffes?”

Where would the question mark (the unknown) go on the model?



What is an equation (number sentence) to match the story?

“ $8 + ? = 11$ ” or “ $11 = ? + 8$ ” or “ $11 - 8 = ?$ ” or “ $11 - ? = 8$ ”

Example (Compare-Set Unknown)

At the zoo there are 11 monkeys. There are 3 more monkeys than giraffes. How many giraffes are at the zoo?

What is something we know? “There are 11 monkeys.”

How could we represent that? (draw a box for the 11 monkeys)

11

What else do we know in the story? “There are 3 more monkeys than giraffes.”

Which would there be more of, monkeys or giraffes? “monkeys”

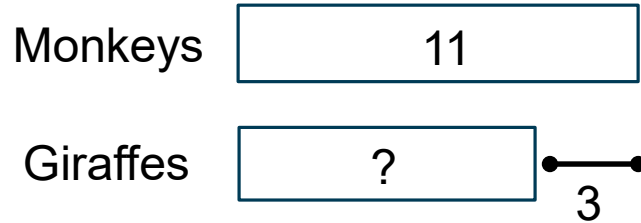
How could we represent the giraffes? (draw a smaller box above/below the monkeys)

11

What are we trying to find out? “The number of giraffes at the zoo.”

Example (Compare-Set Unknown)

Where would the question mark (the unknown) go on the model? Where would the 3 go on the model?



What is an equation (number sentence) to match the story?

“ $? + 3 = 11$ ” or “ $3 + ? = 11$ ” or “ $11 - 3 = ?$ ” or “ $11 - ? = 3$ ”

Varied Practice Worksheet: Interpreting Context-Compare

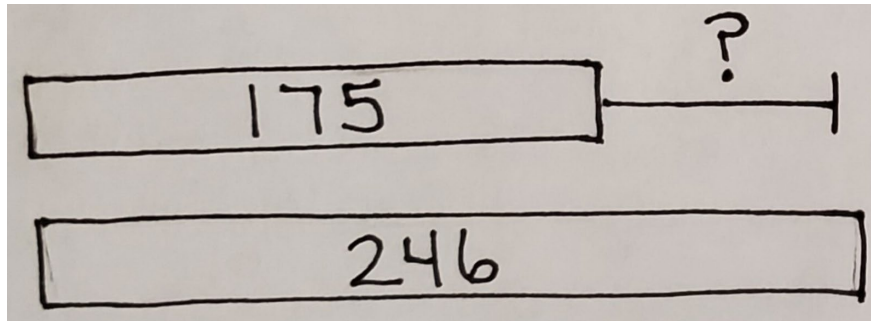
1. There are 175 sharks and 246 eels at the aquarium. How many more eels are there than sharks at the aquarium?

2. At the aquarium, there are 321 turtles and 105 crabs. How many fewer crabs than turtles are at the aquarium?

3. At the aquarium, there are 84 clown fish. There are 25 more clown fish than starfish. How many starfish are at the aquarium?

4. There are 43 jellyfish at the aquarium. There are 54 fewer jellyfish than sea urchins. How many sea urchins are at the aquarium?

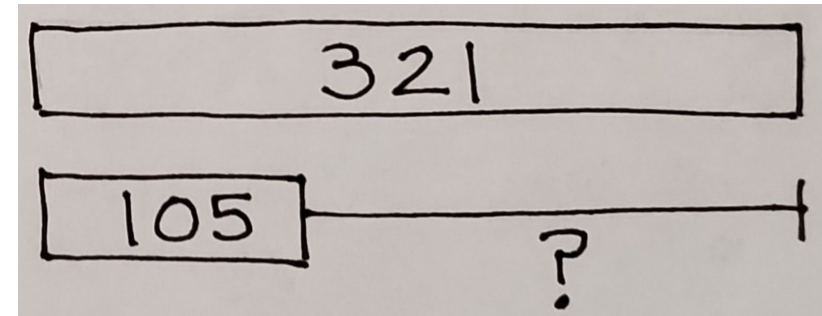
1.



$$175 + ? = 246 \quad 246 - 175 = ?$$

$$246 = ? + 175 \quad 246 - ? = 175$$

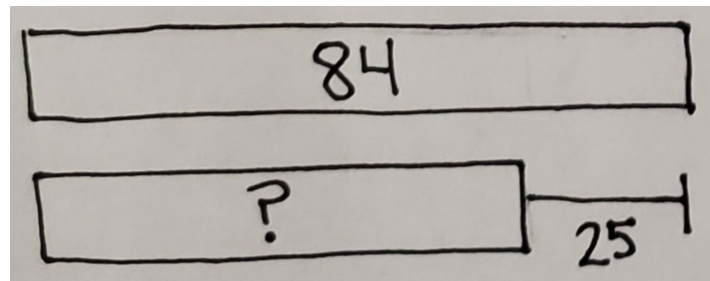
2.



$$105 + ? = 321 \quad 321 = ? + 105$$

$$321 - 105 = ? \quad 321 - ? = 105$$

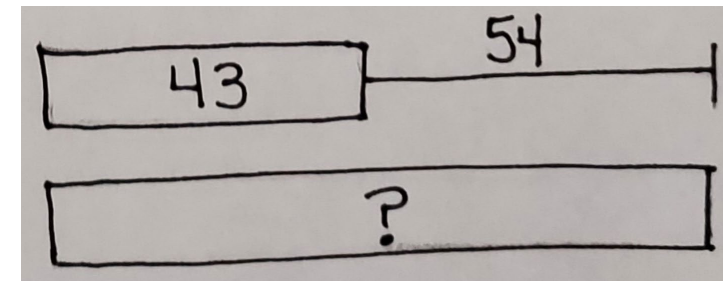
3.



$$? + 25 = 84 \quad 84 = 25 + ?$$

$$84 - 25 = ? \quad 84 - ? = 25$$

4.



$$43 + 54 = ? \quad ? = 54 + 43$$

$$? - 54 = 43 \quad ? - 43 = 54$$