

Paper Airplane Contest

2nd Grade Math Project · Science & Engineering

Grade 2 · Remedial

Name: _____ Date: _____ Class: _____

The Challenge

Ready for takeoff! Build paper airplanes, fly them, and use a number line to see how far they went.

You will make: Flight Record Number Line

I can…

- I can solve length problems by adding and subtracting.
- I can show numbers as lengths from 0 on a number line.
- I can show sums and differences as jumps on a number line.

Materials

- Paper
- Measuring tape
- Number line strips

Steps

1. Part 1: Flight Record
2. Part 2: Jumps
3. Part 3: Length Problems
4. Part 4: My Flights
5. Check your work and share your flight record number line.

Look for the yellow Hint boxes. They show a first step.

Part 1: Flight Record

Here are three flights (in feet).

Flight	Feet
1	12
2	18
3	9

1. Which flight is longest? How long?

Hint: Compare the numbers.

2. Show the longest flight as a length from 0 on the number line. Where does it end?

Hint: Start at 0.

Part 2: Jumps

Use a number line.

3. Start at 12. Jump forward 9. Where do you land?

Hint: Forward means add.

4. Start at 18. Jump back 9. Where do you land?

Hint: Back means subtract.

Part 3: Length Problems

Solve. Write the unit.

5. How much farther did flight 2 go than flight 1?

Hint: Subtract the shorter from the longer.

6. Flights 1 and 3 together went how far?

Hint: Add the lengths.

Part 4: My Flights

Fly your airplane three times. Record the flights and show them on a number line.

7. What is the difference between your longest and shortest flight?

Hint: Frame: “__ − __ = __ feet.”

Extension Challenge

If every flight went 10 feet farther, what would the three flights be?

How your project will be scored

Learning target	4 Exceeds	3 Meets	2 Approaching	1 Beginning
I can solve length problems by adding and subtracting.	Correct and complete; explains how	Mostly correct	Partly correct	Not yet
I can show numbers as lengths from 0 on a number line.	Correct and complete; explains how	Mostly correct	Partly correct	Not yet
I can show sums and differences as jumps on a number line.	Correct and complete; explains how	Mostly correct	Partly correct	Not yet
I can explain my thinking with pictures, numbers and words.	Clear for every part	Clear for most parts	Some explanation	Little explanation
My flight record number line is complete and matches my math.	Complete, neat, accurate	Complete	Partly complete	Not complete