8. 8 cm
9. Responses will vary; Possible response: 8 cm; 8 centimeters is the most common measurement in the data that includes people all over the school.
10. Responses will vary; Possible response: I disagree with Nila. I think 7 cm is too small because the most common palm size in this data is 8 cm.

Name _____ Date _____

7. Mrs. Cook noticed that the number of people with palms that are 7 cm doubled. How many people have palms that are 7 cm?
   Number sentence _____
8. Which palm size is the most common? _____
9. If you needed to choose a standard size for a palm, how many centimeters would it be? _____
   Why? _____
10. Nila says that a standard palm should be 7 cm. Do you agree with Nila? Why or why not?

Palm Variation: Central School Feedback Box	Expectation	Check In	Comments
Make a line plot to find information about a data set. [Q# 1]	E8		
Read a table or line plot to find information about a data set. [Q# 2–8]	E9		
Use a table and line plot to solve problems about a data set. [Q# 2–10]	E10		
Use labels. I use labels to show what numbers mean. [Q# 2–8]	MPE6		

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Palm Variation: At Home (TG)
Homework
Questions 1–2

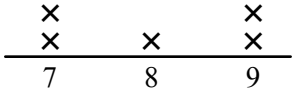
1. Palm sizes collected will vary. Sample data table:

Palm Variation: At Home

Name	Palm in Centimeters
Mom	9
Matt	7
Me	7
Marry	8
Millie	9

2. Line plots will vary. Sample line plot for sample data in Question 1:

Palm Variation: At Home in Centimeters



Name _____ Date _____

Palm Variation: At Home

Homework

Dear Family Member:

Students measured the size of their palms to look at how they vary. Help your child measure the palms of five different people. Measure to the nearest whole centimeter. He or she will then organize the data into a line plot.

Thank you.

1. Measure the palms of 5 people in centimeters.

Palm Variation: At Home

Name	Palm in Centimeters

2. Organize the data into a line plot.

Palms in Centimeters: At Home

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Home Practice

Part 2. Addition Facts Families (TG p. 1)

Questions A–F

A. $8 + 4 = \boxed{12}$
$4 + 8 = 12$
$12 - 8 = 4$
$12 - 4 = 8$

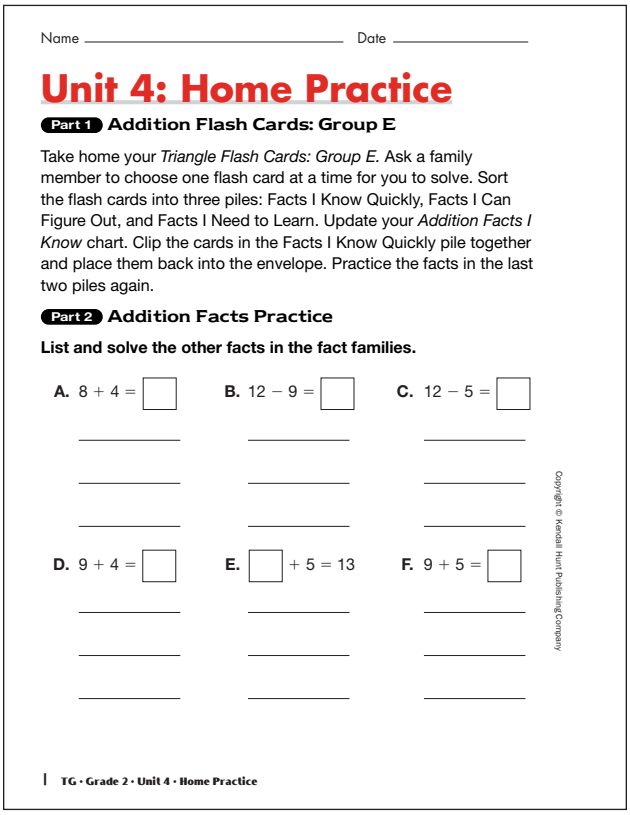
B. $12 - 9 = \boxed{3}$
$12 - 3 = 9$
$9 + 3 = 12$
$3 + 9 = 12$

C. $12 - 5 = \boxed{7}$
$12 - 7 = 5$
$7 + 5 = 12$
$5 + 7 = 12$

D. $9 + 4 = \boxed{13}$
$4 + 9 = 13$
$13 - 9 = 4$
$13 - 4 = 9$

E. $\boxed{8} + 5 = 13$
$5 + 8 = 13$
$13 - 8 = 5$
$13 - 5 = 8$

F. $9 + 5 = \boxed{14}$
$5 + 9 = 14$
$14 - 9 = 5$
$14 - 5 = 9$



Name _____ Date _____

Unit 4: Home Practice

Part 1 **Addition Flash Cards: Group E**

Take home your *Triangle Flash Cards: Group E.* Ask a family member to choose one flash card at a time for you to solve. Sort the flash cards into three piles: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn. Update your *Addition Facts I Know* chart. Clip the cards in the Facts I Know Quickly pile together and place them back into the envelope. Practice the facts in the last two piles again.

Part 2 **Addition Facts Practice**

List and solve the other facts in the fact families.

A. 8 + 4 = ☐ **B.** 12 − 9 = ☐ **C.** 12 − 5 = ☐

D. 9 + 4 = ☐ **E.** ☐ + 5 = 13 **F.** 9 + 5 = ☐

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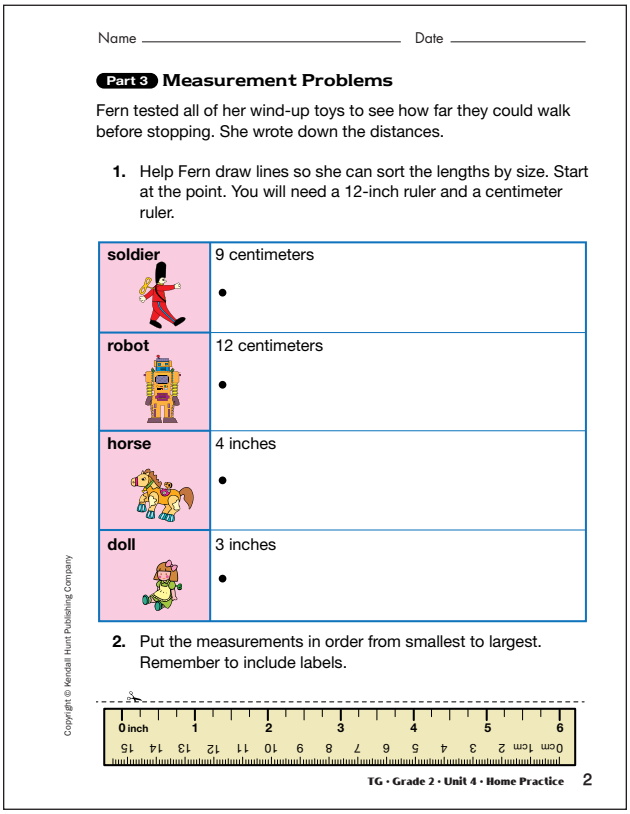
Part 3. Measurement Problems (TG p. 2)

Questions 1–2

1. Lines drawn should approximately measure as follows:

   soldier – 9 cm
   robot – 12 cm
   horse – 4 in.
   doll – 3 in.

2. 3 in., 9 cm, 4 in., 12 cm



Name _____ Date _____

Part 3 **Measurement Problems**

Fern tested all of her wind-up toys to see how far they could walk before stopping. She wrote down the distances.

1. Help Fern draw lines so she can sort the lengths by size. Start at the point. You will need a 12-inch ruler and a centimeter ruler.

soldier	9 centimeters •
robot	12 centimeters •
horse	4 inches •
doll	3 inches •

2. Put the measurements in order from smallest to largest. Remember to include labels.

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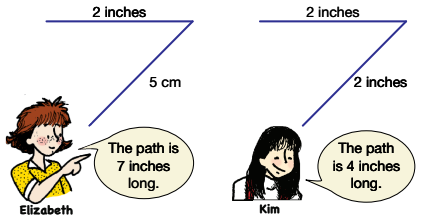
Name _____ Date _____

Part 4 **Measuring with Centimeters and Inches**

1. Kim and Liz both measured the same ant path. They each drew and labeled the sketches below.



Do you agree with Liz or Kim? Why?

_____

2. Miguel measured the length of two toy animals.

Animal	Length (in.)	Length (cm)
turtle	2	5
alligator	12	30

A. How much longer is the alligator than the turtle?

_____

B. Draw a line to show the length of the turtle in inches.

C. Draw a line to show the length of the turtle in centimeters.

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Part 4. Measuring with Centimeters and Inches (TG p. 3)
Questions 1–2

1. Kim is right. Liz added inches to centimeters to get 7, which doesn't make sense. 7 doesn't represent inches or centimeters because she mixed the units.
2. **A.** 10 inches or 25 cm
   B. The drawn line should approximately measure 2 inches.
   C. The drawn line should approximately measure 5 centimeters.

Name _____ Date _____

Part 5 **Missing Numbers**

Fill in the missing numbers to make the number sentences true.

1. **A.** 6 + 3 = 7 + ☐ + 2 **B.** 10 + ☐ = 6 + 4 + 3
   C. 4 + 5 + 6 = 5 + ☐ **D.** 2 + 6 + 3 = 10 + ☐
   E. 11 + 5 = 10 + ☐ **F.** 8 + 11 = ☐ + 10
   G. Show your strategy for solving Question E.

2. Marty and Sam are saving change. They want to buy a pack of baseball cards. So far Marty has 35¢. Sam has 20¢. How much do they have together? Show how you can solve the problem.

   Draw what coins could make this total.

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Part 5. Missing Numbers (TG p. 4)
Questions 1–2

1. **A.** 0 **B.** 3
   C. 10 **D.** 1
   E. 6 **F.** 9
   G. Possible Response: 11 + 5 is like saying 10 + 1 + 5 which equals 16. So my 10 + 6 would be another way to write it.
2. **A.** Sam and Marty have 55¢. Possible strategy: I can add the tens first 30 + 20 = 50, then add on five more to get 55¢. 35 + 20 is the same as 30 + 20 + 5 = 55.

   B. Drawings will vary. Possible drawings:

   

   or