

**Teacher Guide**

**Rolling Cars (TG )**


**Homework**

**Questions 1–3**

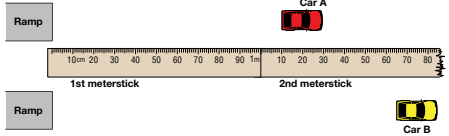
1. 110 cm
2. 165 cm
3. 55 cm farther. Possible strategy: I started at 110 and counted up by tens to 160, then I added 5 more.
4. 20 cm
5. 75 cm

Name \_\_\_\_\_ Date \_\_\_\_\_

**Rolling Cars**



This drawing shows two cars rolling down ramps from above. Remember to measure from the back wheels.



1. How far did Car A roll? \_\_\_\_\_
2. How far did Car B roll? \_\_\_\_\_
3. How much farther did Car B roll than Car A? Show how you found your answer.  
\_\_\_\_\_  
\_\_\_\_\_
4. Sam's car rolled 90 cm. How much farther did Car A roll than Sam's car?  
\_\_\_\_\_
5. How much farther did Car B roll than Sam's car?  
\_\_\_\_\_

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Homework Master TG • Grade 2 • Unit 4 • Lesson 6

**Teacher Guide**

Name \_\_\_\_\_ Date \_\_\_\_\_

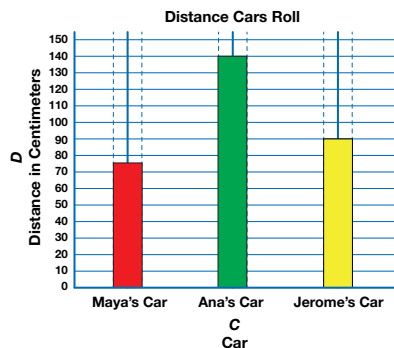
**Make It True**



Dear Family Member:

Your child has been learning to read and interpret graphs and then use the information to solve problems. Have your child explain how he or she found the answers to these questions using the graph.

Thank you.



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Read each sentence. Look at the graph to see if it is true or false.

- Circle true or false following the sentence.
- If it is false, correct the sentence to make it true. Use the space below each sentence for any corrections.

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Homework Master

**Make It True (TG p. 1-2)**

**Homework**

**Questions 1–6**

1. False; Ana's car rolled farthest.
2. False: Maya's car rolled 75 cm.
3. False; Jerome's car rolled 15 cm farther than Maya's car.
4. True
5. Strategies will vary. Students can count back on the number line, skip counting by tens, or use the graph to skip count by tens from 90 to 140.
6. Sentences will vary. Possible response: The distance Maya's car and Jerome's car traveled together is  $75\text{ cm} + 90\text{ cm} = 165\text{ cm}$ .

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Name \_\_\_\_\_ Date \_\_\_\_\_

1. Jerome's car rolled the farthest.

True                  False

\_\_\_\_\_

2. Maya's car rolled 70 cm.

True                  False

\_\_\_\_\_

3. Maya's car rolled 15 cm farther than Jerome's car.

True                  False

\_\_\_\_\_

4. Ana's car rolled 50 cm farther than Jerome's car.

True                  False

\_\_\_\_\_

5. Show or tell how you solved Question 4.

6. Use the data in the graph to write a true sentence.

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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.

Elizabeth: The path is 7 inches long.  
Kim: The path is 4 inches long.

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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Name \_\_\_\_\_ Date \_\_\_\_\_

**Part 5 Missing Numbers**

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

1. A.  $6 + 3 = 7 + \square + 2$       B.  $10 + \square = 6 + 4 + 3$   
 C.  $4 + 5 + 6 = 5 + \square$       D.  $2 + 6 + 3 = 10 + \square$   
 E.  $11 + 5 = 10 + \square$       F.  $8 + 11 = \square + 10$

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 4. Measuring with Centimeters and Inches (TG p. 3)**

**Questions 1–2**

- 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.
- A. 10 inches or 25 cm  
 B. The drawn line should approximately measure 2 inches.  
 C. The drawn line should approximately measure 5 centimeters.

**Part 5. Missing Numbers (TG p. 4)**

**Questions 1–2**

- 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.
- 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

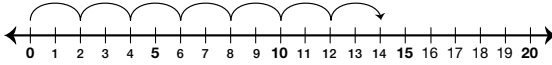


**Part 6. Addition Strategies Practice**

(TG p. 5)

**Questions 1–2**

1. 14 pounds. Possible strategy: There are 7 days in a week so the turkey will eat 14 pounds of feed. I skip counted by twos using the number line.

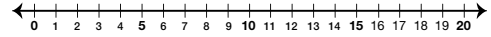


2. 8 more pounds. Possible strategy: I used addition and counted up from 12 to twenty which is 8. Nan needs to gain eight pounds or  $12 + 8 = 20$ .

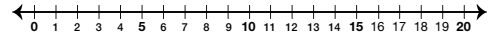
Name \_\_\_\_\_ Date \_\_\_\_\_

**Part 6 Addition Strategies Practice**

1. Farmer Ted has turkeys on his farm. He feeds each turkey 2 pounds of feed a day. How much feed will each of Farmer Ted's turkeys eat in one week? Show or tell how you solved the problem.



2. Nan is one of Farmer Ted's turkeys. She weighs 12 pounds. How many more pounds will Nan have to gain to weigh 20 pounds? Show or tell how you solved the problem.



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