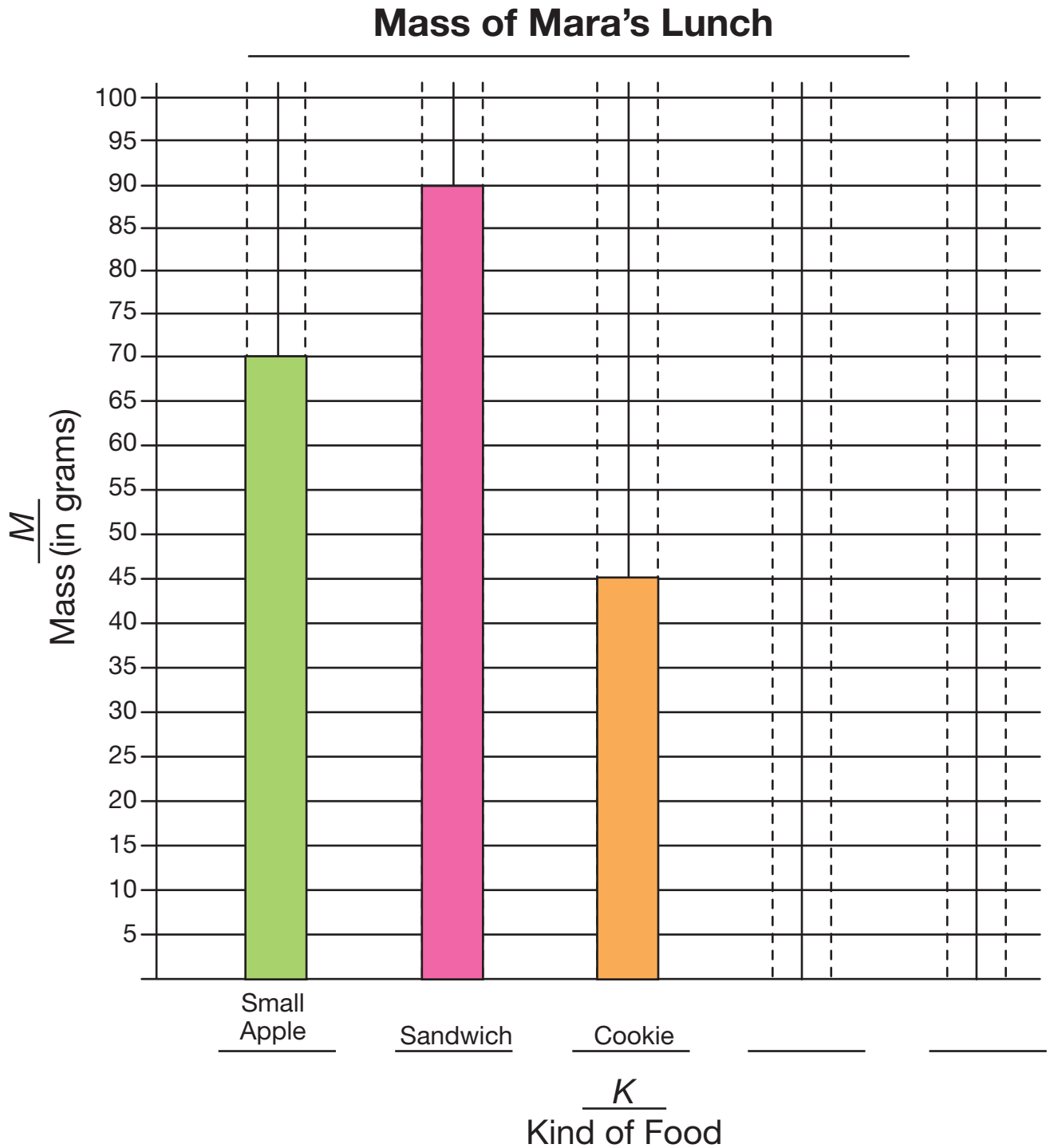


Mara's Lunch

Mara found the mass of each part of her lunch and made a graph.



1. Mara found the mass of the small apple but had no 10-gram masses. Which gram masses could she have used? Draw or record them in the table.

20 g	10 g	5 g	1 g
	0		

Write a number sentence to show which gram masses she used.

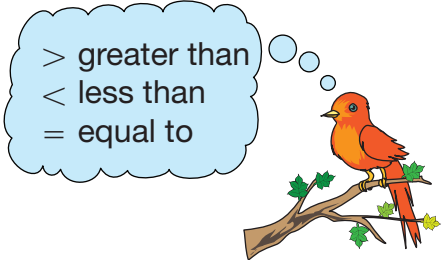
70 g

small apple
Number sentence

2. Johnny's lunch has a mass of 200 grams. Whose lunch is heavier, Mara's or Johnny's? Show or tell how you know.

3. Compare the items in Mara's lunch. Fill in the circle with $<$ or $>$ to make the statement true.

- A. cookie sandwich
- B. sandwich small apple
- C. small apple cookie



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4. Circle True or False for each statement.

A. $20 + 20 + 2 = 20 + 10 + 5 + 2$ True False

B. $20 + 4 = 10 + 10 + 4$ True False

C. $10 + 10 + 5 + 5 = 20 + 10 + 5$ True False

5. Mara ate some of her sandwich. When she placed the leftover part of her sandwich on the two-pan balance, it had a mass of 40 grams. How much did she eat? Show or tell how you know.

Number sentence _____

6. How many more grams is the small apple than the cookie? Show or tell how you know.

Number sentence _____

7. Miguel's cookie is 17 grams more than Mara's cookie. What is the mass of Miguel's cookie? Show or tell how you know.

Number sentence _____

Name _____ Date _____

Mara's Lunch Feedback Box	Expectation	Check In	Comments
Compose and decompose numbers using ones, fives, tens, and hundreds. [Q# 1, 4]	E1		
Use words and symbols (e.g., <, >, =) to show comparisons of quantities. [Q# 3]	E2		
Recognize that different partitions of a number have the same total (e.g., $50 + 4 = 40 + 14$). [Q# 4]	E4		
Apply the properties of addition (e.g commutative, associative) to write number sentences that represent mass. [Q# 1, 5–7]	E5		
Solve addition problems (e.g., part-whole, join, compare) involving mass. [Q# 2, 5–7]	E6		

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 2, 5–7]				
MPE6. Use labels. I use labels to show what numbers mean. [Q# 5–7]				