

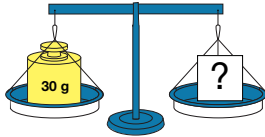
Name _____ Date _____

Balanced and Equal

Use a Two-Pan Balance

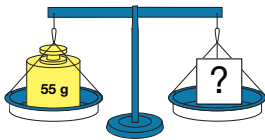
Use a two-pan balance and a set of standard masses. Place the number of grams listed in one pan. Use different gram masses in the other pan to balance the scales. Write number sentences to show two different ways to balance the pans.

Example: 30 grams



One way $10 + 10 + 10 = 30$ g
Another way $5 + 10 + 5 + 10 = 30$ g

1. 55 grams



One way _____
Another way _____

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Student Activity Book - Page 395

Student Activity Book

**Balanced and Equal (SAB pp. 395–400)
Questions 1–8**

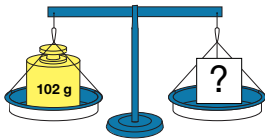
Answers will vary. Possible answers given for Questions 1–3.

1. $10 + 10 + 10 + 20 = 50 = 50$
 $20 + 5 + 20 + 10 = 55 = 55$
2. $50 + 50 + 1 + 1 = 102$
 $10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 1 + 1 = 102$
3. $50 + 50 + 20 + 1 + 1 + 1 = 123$
 $100 + 10 + 10 + 1 + 1 + 1 = 123$
4. Students should circle the masses in Questions 4A and 4C to show that these combinations will balance.

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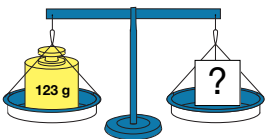
Name _____ Date _____

2. 102 grams



One way _____
Another way _____

3. 123 grams



One way _____
Another way _____

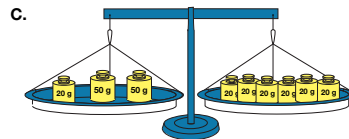
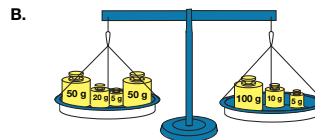
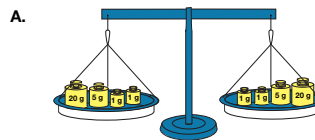
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Student Activity Book - Page 396

Name _____ Date _____

Add Mass

4. Circle the two-pan balances that will balance.



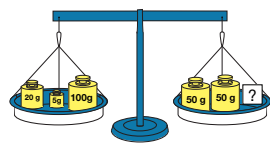
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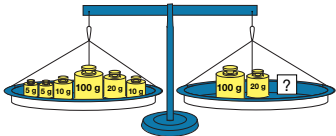
Student Activity Book - Page 397

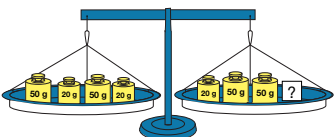
5. A. 25
 B. 30
 C. 20
6. A. No
 B. Possible response: She could add 20 grams to pan B; $5 + 50 + 50 + 5 + 20 = 130$
7. A. 85 g
 B. Possible response: Yes, because both sides of the equal sign amount to 85 grams. I can add the numbers in any order.
8. A. $100 + 50 + 50 + 50 + 50 = 300$
 B. $50 + 50 + 50 + 50 + 100 = 300$
 C. Possible response: Yes, I got the same answer because I can group and add the numbers in any way that makes sense to me.
 $100 + 50 + 50 + 50 + 50 = 50 + 50 + 50 + 50 + 100$
 D. Possible response: Sam is not correct. You can group and add numbers in any order in an addition number sentence and you will get the same sum.

Name _____ Date _____

5. What will make the two pans balance?

A. 
 $20 + 5 + 100 = 50 + 50 + \underline{\hspace{2cm}}$

B. 
 $5 + 5 + 10 + 100 + 20 + 10 = 100 + 20 + \underline{\hspace{2cm}}$

C. 
 $50 + 20 + 50 + 20 = 20 + 50 + 50 + \underline{\hspace{2cm}}$

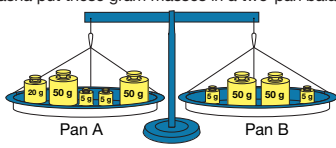
398 SAB • Grade 2 • Unit 8 • Lesson 3 Balanced and Equal

Student Activity Book - Page 398

Name _____ Date _____

✓ Check-In: Questions 6-8

6. Natasha put these gram masses in a two-pan balance.




Pan A Pan B

$20 + 50 + 5 + 5 + 50$ $5 + 50 + 50 + 5$


A. Will the pans balance? _____

B. If not, what can she put in Pan B to make the pans balance? Write a number sentence to show the gram masses she can use.
 $20 + 50 + 5 + 5 + 50 = \underline{\hspace{2cm}}$

7. A. Find the total value of Kim's gram masses.

 _____ grams

B. Darius changed the order of Kim's gram masses and added.


 _____ grams

Balanced and Equal SAB • Grade 2 • Unit 8 • Lesson 3 399

Student Activity Book - Page 399

Name _____ Date _____

8. Find the total value of Mark's gram masses:



A. Start by adding $100 + 50$. Finish the number sentence and find the sum.
 $100 + 50 + \underline{\hspace{2cm}}$

B. Start by adding $50 + 50$.
 $50 + 50 + \underline{\hspace{2cm}}$

C. Do you get the same answer? Why or why not? Show or tell how you know.

D. Sam said, "If you start by adding the 100-gram mass first, you will get a greater sum than if you start with 50 because 100 is greater than 50." Do you agree or disagree? Why?

400 SAB • Grade 2 • Unit 8 • Lesson 3 Balanced and Equal

Student Activity Book - Page 400

Teacher Guide

Balance or Tilt (TG pp. 1-2)

Homework


Questions 1-4

Number sentences will vary.

1. balance; $50 + 50 + 20 = 120$;
 $50 + 10 + 50 = 120$
2. balance; $10 + 10 + 100 + 10 + 10 = 140$;
 $50 + 50 + 20 + 20 = 140$
3. tilt; $50 + 50 + 50 + 50 = 200$;
 $20 + 20 + 20 + 20 + 20 = 100$
4. balance; $5 + 10 + 20 + 10 + 5 = 50$;
 $20 + 10 + 10 + 5 + 5 = 50$

Name _____ Date _____

Balance or Tilt



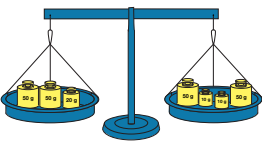
Dear Family Member:

We have been using the context of measuring mass to practice some very important addition properties. Using a concrete model, the two-pan balance, students have learned about the abstract concept of equality. They have learned that the equal sign in an equation is like a balance. Whatever is on one side of the equation "balances" or equals what is on the other side. If the masses in each pan of a two-pan balance are equivalent, they are balanced. If they are not, the balance will tilt. In this context, students have also learned that they can add and group the numbers in an addition sentence in any order that makes sense to them.

Thank you.

Find the total value of the gram masses in each pan. Write number sentences for each pan. Group and add the numbers in a way that makes sense to you. Decide if the pans will balance or tilt. Circle one.

1.



The pans will: balance tilt

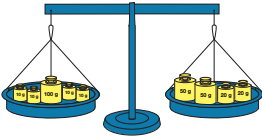
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TG • Grade 2 • Unit 8 • Home Practice **Homework Master**

Teacher Guide - Page 1

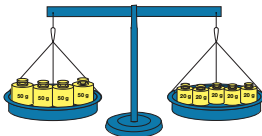
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2.



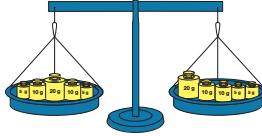
The pans will: balance tilt

3.



The pans will: balance tilt

4.



The pans will: balance tilt

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Teacher Guide - Page 2