# Reading Graduated Cylinders

## Volume in Graduated Cylinders

**1.** Work with a partner. Read the graduated cylinders your teacher has put around the room.

### Volume in Different Cylinders

| Cylinder | V Volume in _____ unit | | |
|:---:|:---:|:---:|:---:|
| | **Partner 1** | **Partner 2** | **Agreed Reading** |
| A | | | |
| B | | | |
| C | | | |
| D | | | |
| E | | | |
| F | | | |
| G | | | |
| H | | | |

# ✓ Check-In: Questions 2–5

2.  Compare the volume in the different graduated cylinders. Use the information in your data table. Write *greater than*, *less than*, or *equal to* to complete each sentence.

    **A.** Cylinder C is _____ Cylinder D.

    **B.** Cylinder F is _____ Cylinder G.

    **C.** Cylinder F is_____ Cylinder E.

    **D.** Which cylinder has the greatest volume? _____

    **E.** Which cylinder has the least volume? _____

## Mrs. Gomez's Class

Students in Mrs. Gomez's class also measured the volume of water in graduated cylinders.

3.  What is the volume in each graduated cylinder?
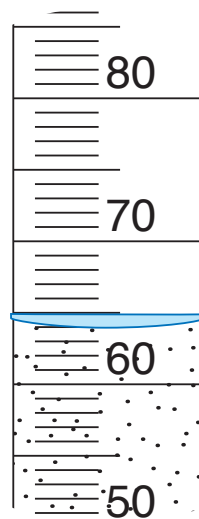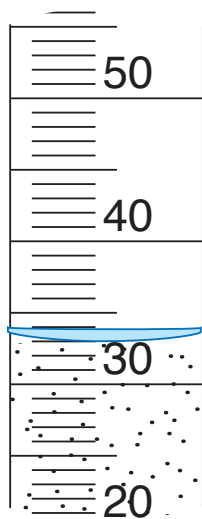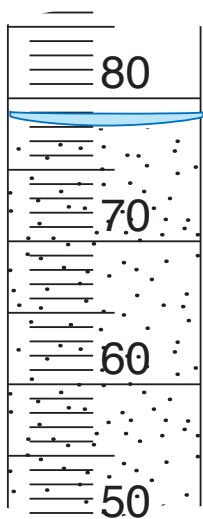


**A.** _____    **B.** _____    **C.** _____

## Show or tell how to solve each problem.

**4.** Cylinder Z has 27 cubic centimeters of water. Cylinder Y has 37 more cubic centimeters of water than Cylinder Z. How many cubic centimeters of water are in Cylinder Y?

**5.** Cylinder M had 66 cubic centimeters of water. Liz spilled some water and there were 38 cubic centimeters of water left. How much water did Liz spill?

| Reading Graduated Cylinders Check-In: Question 2–5 Feedback Box | Expectation | Check In | Comments |
|---|---|---|---|
| Use and applying place value concepts and comparative language to compare and order volumes (e.g., greater, least, greater than, less than). [Q# 2] | E2 | | |
| Solve addition and subtraction word problems (e.g., part-whole, join, compare) involving volume. [Q# 4–5] | E3 | | |
| Read and interpret a variety of scales (e.g., graduated cylinder, thermometer) calibrated by twos, fives, and tens. [Q# 3] | E4 | | |
| Use a table to solve problems about a data set. [Q# 2] | E8 | | |

| | Yes . . . | Yes, but . . . | No, but . . . | No . . . |
|---|---|---|---|---|
| **MPE6. Use labels.** I use labels to show what numbers mean. [Q# 3–5] | | | | |