Name _____ Date _____

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			

Student Activity Book - Page 557

Name _____ Date _____

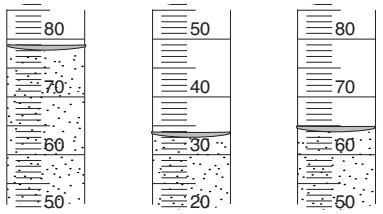
✓ **Check-In: Questions 2-5**

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. _____

Student Activity Book - Page 558

Student Activity Book

Reading Graduated Cylinders (SAB pp. 557–559) Questions 1–5

1. Answers in the table may vary by +/− 1 cc. Partners' readings should be close if not the same.

Cylinder	*V* Volume in _____ (unit)		
	Partner 1	Partner 2	Agreed Reading
A			90
B			46
C			30
D			52
E			85
F			69
G			17
H			98

2. **A.** less than
   B. greater than
   C. less than
   D. Cylinder H
   E. Cylinder G

3. **A.** 78 cc
   B. 33 cc
   C. 64 cc

4.

$$\begin{array}{r} 27 \\ +37 \\ \hline 50 \\ +\ 14 \\ \hline 64 \end{array}$$

cubic centimeters

5.

$$\begin{array}{r} 5\ 16 \\ \not{6}\not{6} \\ -\ 38 \\ \hline 28 \end{array}$$

cubic centimeters

Name _____ Date _____

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]				

Reading Graduated Cylinders SAB • Grade 2 • Unit 11 • Lesson 2 559

***Student Activity Book* - Page 559**

Name _____ Date _____

Cups and Cylinders

Homework

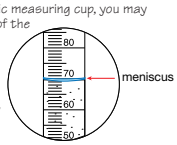
Dear Family Member:

In class we have been learning how to read scales to find the volume of a liquid and solving problems involving volume. Using the correct procedure and checking the scale on the measuring tool is important to finding the volume accurately.

At home you sometimes measure volume using a measuring cup with a scale on it. In school we have been using a scientific tool called the graduated cylinder. When you measure using a glass or plastic measuring cup, you may have noticed that the water creeps up the sides of the cup a small amount. This is called the meniscus. To get an accurate reading, you have to read the bottom of the meniscus.

Please help your child explain errors and correct procedure, then read the scales to solve problems in the following questions.

Thank you.



A graduated cylinder containing 69 cc

Reading a 2-Cup Measure

1. Look at the three pictures. Each of the three children is trying to read the water level in a 2-cup measuring cup. Explain the correct and incorrect methods you see.

Picture A

Homework Master TG • Grade 2 • Unit 11 • Lesson 2 1

Teacher Guide - Page 1

Name _____ Date _____

Picture B

Picture C

2 TG • Grade 2 • Unit 11 • Lesson 2 Homework Master

Teacher Guide - Page 2

Teacher Guide

Cups and Cylinders (TG pp. 1–3)
Homework
Questions 1–2

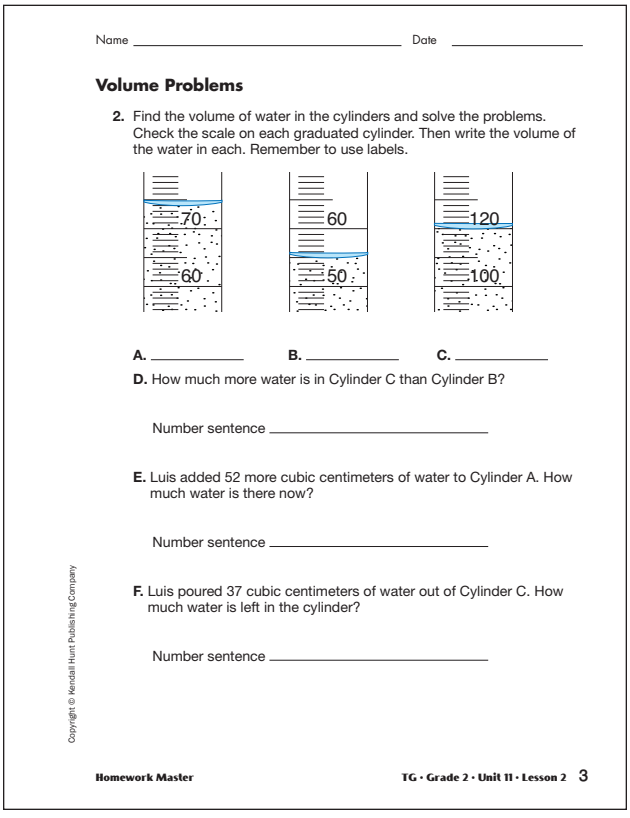
1. Descriptions will vary. Some samples are given.

   Picture A: The cup is not level, so the water is at an angle. The reader is not at eye level with the meniscus of the water.

   Picture B: The reader is not at eye level with the meniscus of the water. The water in the cup is level.

   Picture C: This is a correct way to read the level in the 2-cup measure. The cup and water are level and the reader has his eyes at the meniscus of the water.

2. **A.** 74 cc
   B. 55 cc
   C. 120 cc
   D. 65 cc; Possible number sentences:
   $120 - 55 = 65$; $55 + 65 = 120$
   E. 126 cc; $74 + 52 = 126$
   F. 83 cc; $120 - 37 = 83$



Name _____ Date _____

Volume Problems

2. Find the volume of water in the cylinders and solve the problems. Check the scale on each graduated cylinder. Then write the volume of the water in each. Remember to use labels.

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

D. How much more water is in Cylinder C than Cylinder B?

Number sentence _____

E. Luis added 52 more cubic centimeters of water to Cylinder A. How much water is there now?

Number sentence _____

F. Luis poured 37 cubic centimeters of water out of Cylinder C. How much water is left in the cylinder?

Number sentence _____

***Teacher Guide* - Page 3**