

Teacher Guide

Volume Varies (TG pp. 1–3)

Homework

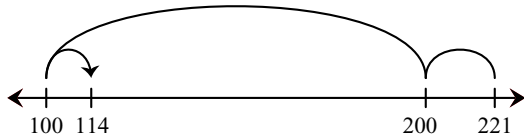
Questions 1–5

1. 134 cc; Possible number sentences:

$300 - 166 = 134$ cc;
 $166 + 4 + 30 + 100 = 134$

2. 107 cc; Possible strategy:

$21 + 100 \div 14 = 107$



3. 232 cc; Possible number sentence:

$52 + 60 + 60 + 60 = 232$

4. A. Kim

B. Liz

C. greater; I know 300 is greater than 200 so

$329 > 225$

5. A. >

B. <

C. <

Name _____ Date _____

Volume Varies

Homework

Dear Family Member:

Your child is measuring volume in class by finding the amount of water objects displace when they are placed in a graduated cylinder of water. Students also have been comparing volumes and solving addition and subtraction problems involving volume. Listen to your child's problem solving strategies as he or she solves each problem.

Thank you.

1. Josh has a container filled with 166 cc of water. He needs 300 cc in the container. How much more water does he need?

Number sentence _____

2. Emily poured 114 cc of water in a graduated cylinder. She added all the marbles from a small bag. The volume of the water and the marbles was 221 cc. What was the volume of the marbles? Show or tell how you found your answer.

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Name _____ Date _____

3. Jason poured 52 cc of water in a graduated cylinder. He added three toy cars to the cylinder. Each car has a volume of 60 cc. What is the volume of the water and all the cars in the graduated cylinder?

Number sentence _____

4. Compare the volume of each student's graduated cylinder in the table.

Student	Volume of the Object and Water
Peter	225 cc
Liz	150 cc
Sam	179 cc
Kim	238 cc

A. Who has the cylinder with the greatest volume? _____

B. Who has the cylinder with the least volume? _____

C. Is the sum of the volume of Liz and Sam's cylinders greater or less than the volume of Peter's cylinder? Show or tell how you know.

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Name _____ Date _____

5. Complete the sentences using *greater than*, *less than*, or *equal to*.

A. The volume of Kim's cylinder is _____ the volume of Peter's cylinder.

B. The volume of Liz's cylinder is _____ the volume of Sam's cylinder.

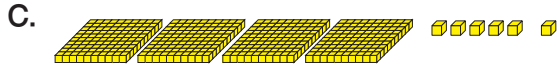
C. The volume of Peter's cylinder is _____ the volume of Kim's cylinder.

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Part 4. Name the Number (TG p. 3)
Questions 1–2

1. A. Possible response: $200 + 190 + 16$.
 B. 406




2. A. 151; Possible number sentence:
 $20 + 132 - 1 = 151$
 B. 29; $71 - 42 = 29$
 C. 112; $56 + 56 = 112$
 D. 95; $95 + 95 = 190$
 E. Responses will vary. Possible response:
 I know that $50 + 50 = 100$ and
 $45 + 45 = 90$, so $50 + 45 = 95$

Name _____ Date _____

Part 4 Name the Number

1. A. Write a number sentence for the base-ten pieces.



B. What number is shown? _____

C. Show the number using the fewest pieces.

2. Find the number using the clues. Write a number sentence for each.

A. I am 19 more than 132. What number am I? _____

Number sentence _____

B. I am 42 less than 71. What number am I? _____

Number sentence _____

C. I am 56 doubled. What number am I? _____

Number sentence _____

D. I am half of 190. What number am I? _____

Number sentence _____

E. Explain how you found your answer for Question D.

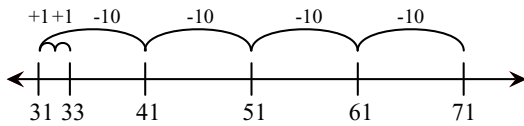
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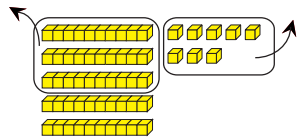
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Part 5. Help Them Finish: Subtraction (TG p. 4)
Questions 1–2

1. A. 33; strategies will vary. Possible response:



- B. 20



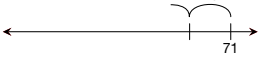
- C. 28; $60 + 5 = 50 + 15$
 $30 + 7 = 30 + 7$
 $20 + 8 = 28$


2. A. 43; strategies will vary.
 B. 9; strategies will vary.

Name _____ Date _____

Part 5 Help Them Finish: Subtraction

1. Three students started to solve these problems. Help them finish.

A.
$$\begin{array}{r} 71 \\ -38 \\ \hline \end{array}$$
 

B.
$$\begin{array}{r} 58 \\ -38 \\ \hline \end{array}$$
 

C.
$$\begin{array}{r} 65 \\ -37 \\ \hline \end{array}$$

$$\begin{array}{r} 60 + 5 \\ \underline{30 + 7} \\ \hline \end{array}$$

2. Choose your own strategy or method to solve. Use the *Subtraction Strategies Menu* in the *Student Activity Book Reference* section.

A.
$$\begin{array}{r} 92 \\ -49 \\ \hline \end{array}$$
 B.
$$\begin{array}{r} 38 \\ -29 \\ \hline \end{array}$$

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Name _____ Date _____

Part 6 Help Them Finish: Addition

Julia, Mark, Levi, and Emily started the problem below. Help the students finish the problem using their strategies. Use the *Addition Strategies Menu* in the *Student Activity Book* Reference section.

1. $69 + 47 =$

Levi's method:

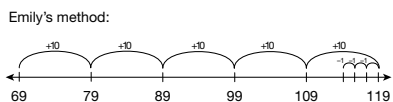
$$\begin{array}{r} 69 = 60 + 9 \\ + 47 = \end{array}$$

2. $69 + 47 =$

Julia's method:

$$\begin{array}{r} 1 \\ 69 \\ + 47 \end{array}$$

3. $69 + 47 =$



Number sentence _____

4. $69 + 47 =$

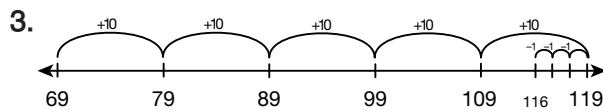
Mark's method:

$$\begin{array}{r} 69 \\ + 47 \\ \hline 100 \\ + \end{array}$$

Part 6. Help Them Finish: Addition (TG p. 5) Questions 1–4

1.
$$\begin{array}{r} 69 = 60 + 9 \\ + 47 = 40 + 7 \\ \hline 100 + 16 = 116 \end{array}$$

2.
$$\begin{array}{r} 1 \\ 69 \\ + 47 \\ \hline 116 \end{array}$$



Number sentence $69 + 50 - 3 = 116$

4.
$$\begin{array}{r} 69 \\ + 47 \\ \hline 100 \\ + 16 \\ \hline 116 \end{array}$$