

Name \_\_\_\_\_ Date \_\_\_\_\_

## Unit 12: Home Practice

### Part 1 Subtraction Flash Cards: Group D

Take home your Triangle Flash Cards: Group D. Ask a family member to choose one flash card at a time for you to solve. Sort the flash cards into three piles: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn. Update your *Subtraction Facts I Know* chart. Clip the cards in the Facts I Know Quickly pile together and place them back into the envelope. Practice the facts in the last two piles again.

### Part 2 Using Doubles, Thinking Addition

1. A.  $\square = 20 - 10$     B.  $7 = 15 - \square$     C.  $19 - 9 = \square$   
 D.  $14 - 7 = \square$     E.  $13 - 6 = \square$     F.  $5 = 9 - \square$   
 G.  $8 = \square - 8$     H.  $15 - \square = 8$     I.  $6 - 3 = \square$
2. A.  $9 - 5 = \square$                       3. A.  $7 - \square = 3$   
 B.  $\square = 90 - 50$                       B.  $70 - \square = 30$   
 C.  $900 - 500 = \square$                       C.  $300 = 700 - \square$

4. Richard went to the carnival and bought 19 tokens. The Bumper Cars costs 4 tokens and the Water Rafter costs 10 tokens. He wants to ride the Bumper Cars twice and the Water Rafter once. Will Richard have enough tokens? Show or tell how you solved the problem.

Copyright © Kendall Hunt Publishing Company

### Teacher Guide - Page 1

Name \_\_\_\_\_ Date \_\_\_\_\_

### Part 3 Missing Numbers

Fill in the missing numbers. Remember to check the operation.

- A. 
$$\begin{array}{r} 64 \\ + \square 3 \\ \hline 127 \end{array}$$
    B. 
$$\begin{array}{r} 33 \\ + \square 7 \\ \hline 70 \end{array}$$
    C. 
$$\begin{array}{r} 8\square \\ - 23 \\ \hline 64 \end{array}$$
- D. 
$$\begin{array}{r} 78 \\ - \square 6 \\ \hline 52 \end{array}$$
    E. 
$$\begin{array}{r} 9\square \\ - 47 \\ \hline 47 \end{array}$$
    F. 
$$\begin{array}{r} \square 3 \\ + 85 \\ \hline 98 \end{array}$$

- G. In Question F, how would you represent the number in the box with base-ten pieces?

- H. Show or tell how you solved Question E.

Copyright © Kendall Hunt Publishing Company

### Teacher Guide - Page 2

## Teacher Guide

### Part 2. Using Doubles, Thinking Addition (TG p. 1)

#### Questions 1–4

1. A. 10    B. 8    C. 10  
 D. 7    E. 7    F. 4  
 G. 16    H. 7    I. 3
2. A. 4                      3. A. 4  
 B. 40                      B. 40  
 C. 400                      C. 400
4. Yes, he will have 1 token left.  
 $4 + 4 + 10 = 18$   
 $19 - 18 = 1$  token

### Part 3. Missing Numbers (TG p. 2)

#### Questions A–H

- A. 
$$\begin{array}{r} 64 \\ + \square 3 \\ \hline 127 \end{array}$$
    B. 
$$\begin{array}{r} 33 \\ + \square 7 \\ \hline 70 \end{array}$$
    C. 
$$\begin{array}{r} 8\square \\ - 23 \\ \hline 64 \end{array}$$
- D. 
$$\begin{array}{r} 78 \\ - \square 6 \\ \hline 52 \end{array}$$
    E. 
$$\begin{array}{r} 9\square \\ - 47 \\ \hline 47 \end{array}$$
    F. 
$$\begin{array}{r} \square 3 \\ + 85 \\ \hline 98 \end{array}$$

G. |

- H. Possible response:  $40 + 7$   

$$\begin{array}{r} 40 \\ + 7 \\ \hline 80 \end{array}$$
  
 $80 + 14 = 94$

Copyright © Kendall Hunt Publishing Company

**Part 4. Using Strategies (TG p. 3)**  
**Questions 1–2**

1. A. 56  
 B. 28  
 C. 34  
 D. Possible explanation: add 1 to 19 to get 20. 47 minus 20 is 27. Add one back to get 28.

2.

Rule: <u>    Add 12    </u>	
8	20
18	30
9	21
19	31

Name \_\_\_\_\_ Date \_\_\_\_\_

**Part 4 Using Strategies**

1. Circle the correct answer for each problem. Use mental math or a number line. Think of friendly numbers. Do **not** use paper and pencil.

A. 85 – 29      64      56      104  
 B. 47 – 19      28      18      32  
 C. 63 – 29      34      46      92

D. Show or tell how you solved Question B.

2. Follow the rule and fill in the answers.

Rule: <u>    Add 12    </u>	
8	
18	
9	
19	

TG • Grade 2 • Unit 12 • Home Practice 3

**Teacher Guide - Page 3**

**Part 5. Grouping and Sharing (TG p. 4)**  
**Questions 1–2**

1. Answers will vary.
2. A. 4 crackers  
 B. 3 crackers  
 C. Possible responses: She can save the 3 crackers or she can divide the 3 leftover crackers in half and give each child  $\frac{1}{2}$  cracker.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Part 5 Grouping and Sharing**

1. Draw a picture and write a story about  $3 \times 8 = \underline{\hspace{2cm}}$ .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. A mother has 27 crackers. She wants to give each of her six children the same number of crackers.

A. How many crackers does each child get? \_\_\_\_\_

B. How many crackers are left over? \_\_\_\_\_

C. What do you think she should do with the leftovers?

Copyright © Kendall Hunt Publishing Company

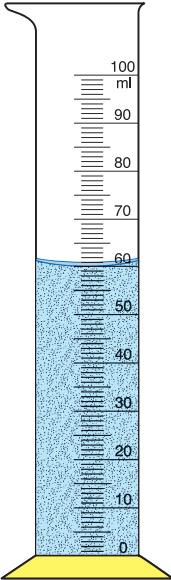
4 TG • Grade 2 • Unit 12 • Home Practice

**Teacher Guide - Page 4**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Part 6 Problems with Volume**

This is Kim's graduated cylinder. Use the picture to solve these problems. Write a number sentence to show how you got your answer.



Copyright © Kendall Hunt Publishing Company

**1. A.** Kim put an eraser into the cylinder of 60 cc of water. The volume of the eraser was 13 cc. What is the total volume?  
 \_\_\_\_\_  
 Number sentence  
 \_\_\_\_\_

**B.** Kim put a glue stick into the cylinder of 60 cc of water. The water went up to 92 cc. What is the volume of the glue stick?  
 \_\_\_\_\_  
 Number sentence  
 \_\_\_\_\_

**2. A.** What will happen if Kim adds a rock with a volume of 61 cc to the 60 cc of water?  
 \_\_\_\_\_  
 \_\_\_\_\_

**B.** What is the volume of the largest rock she could add so that the water does not rise above 100 cc?  
 \_\_\_\_\_  
 \_\_\_\_\_

TG • Grade 2 • Unit 12 • Home Practice 5

**Part 6. Problems with Volume (TG p. 5) Questions 1–2**

1. **A.** 73 cc;  $60 + 13 = 73$   
**B.** 32 cc; Possible number sentences:  
 $92 - 60 = 32$ ;  $60 + 32 = 92$ .
2. **A.** The cylinder will overflow, since  $60 + 61 = 121$  cc. Students should recognize that the water level will exceed the capacity of the cylinder and spill out.  
**B.** 40 cc; Because  $60 + 40 = 100$  cc.

**Teacher Guide - Page 5**