Name _____ Date _____

Monkey Treats

The object of the game is to have the highest total number of peanuts for the week.
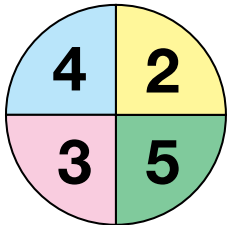
This is a game for two or more players.

Materials
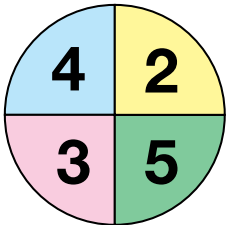- clear plastic spinner or pencil and paper clip
- Monkey Treats Recording Sheet

Direction
1. Spin the Cups Spinner to find how many cups to draw.
2. Spin the Peanuts Spinner to find how many peanuts to draw in each cup.
3. Draw a picture on the Monkey Treats Recording Sheet that shows the number of cups and peanuts you spun.
4. Write an addition and a multiplication number sentence on the recording sheet that describes your cups and peanuts.
5. Add the peanuts column. The player with the highest total for the week is the winner.

Cups Spinner   **Peanuts Spinner**

4	2
3	5

4	2
3	5

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Monkey Treats (SAB pp. 605–608)

* Pictures and number sentences will vary. See Figure 2 in the lesson for a sample spin and number sentences.

Name _____ Date _____

Monkey Treats Recording Sheet

Draw pictures showing the number of cups and peanuts you spin. Write an addition and a multiplication number sentence for each problem.

Example: 3 cups with 5 peanuts in each cup.

	Peanuts
Addition number sentence _____ 5 + 5 + 5 _____ Multiplication number sentence _____ 3 × 5 _____	**15**
Monday	**Peanuts**
Addition number sentence _____ Multiplication number sentence _____	
Tuesday	**Peanuts**
Addition number sentence _____ Multiplication number sentence _____	

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Name _____ Date _____

Wednesday	**Peanuts**
Addition number sentence _____ Multiplication number sentence _____	
Thursday	**Peanuts**
Addition number sentence _____ Multiplication number sentence _____	
Friday	**Peanuts**
Addition number sentence _____ Multiplication number sentence _____	

Total for Week _____

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*Answers and/or discussion are included in the lesson.

**Monkey Treats Problems (SAB pp. 609–610)
Questions 1–6**

Strategies and number sentences will vary. Possible responses are shown.

1. 9 peanuts; Possible response: I drew 5 peanuts in one cup and 4 peanuts in another. I counted 9 peanuts in all.

   Number sentence: $5 + 4 = 9$ peanuts

2. 6 peanuts; Possible response: I drew 3 cups and put 2 peanuts in each cup. Since they were equal groups, I multiplied. Number sentence: $3 \times 2 = 6$ peanuts

3. 25 peanuts; Possible response: I drew 5 cups and put 5 peanuts in each cup. I skip counted by 5: 5, 10, 15, 20, 25.

   Number sentence: 5 cups $\times$ 5 peanuts = 25 peanuts

4.* 3 cups; I took the 12 peanuts and made groups of 4. I had 3 groups, so my answer is 3 cups.

   Number sentence: 4 peanuts + 4 peanuts + 4 peanuts = 12 peanuts

5.* 5 peanuts; Since I had 2 cups, I thought of doubles: 5 and 5 make 10.

   Number sentence: 5 peanuts $\times$ 2 cups = 10 peanuts

6. 11 peanuts; I drew the 3 cups and put 2 in one cup, 4 in another, and 5 in the last.

   Number sentence: $2 + 4 + 5 = 11$ peanuts

Monkey Treats Problems

Solve each problem and write a number sentence. Show or tell how you solved each problem.

1. The zookeeper has 2 cups. He has 5 peanuts in the first cup and he has 4 peanuts in the second cup. How many peanuts does he have altogether?

   Number sentence _____

2. Another zookeeper has 3 cups. She has 2 peanuts in each cup. How many peanuts does she have altogether?

   Number sentence _____

3. Yolanda is playing the Monkey Treats game. She draws 5 cups with 5 peanuts in each cup. How many peanuts are there altogether?

   Number sentence _____

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4. Fern places 4 peanuts in each cup. There are 12 peanuts altogether. How many cups does she have?

   Number sentence _____

5. Luis has 2 cups. He has 10 peanuts altogether. If he has an equal amount in the 2 cups, how many peanuts are in each cup?

   Number sentence _____

6. Nisha has 3 cups. She has 2 peanuts in the first cup, 4 peanuts in the second cup, and 5 peanuts in the third cup. How many peanuts does she have altogether?

   Number sentence _____

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*Answers and/or discussion are included in the lesson.

Name _____ Date _____

More Zoo Problems

Solve each problem and write a number sentence. Show or tell how you solved each problem. Remember to use labels.

1. There are 3 lions at the zoo. If each lion has 2 cubs, how many cubs are there in all?

   Number sentence _____

2. The zookeeper has 15 fish altogether. If he gives each sea lion 5 fish, how many sea lions can he feed?

   Number sentence _____

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Name _____ Date _____

3. There are 4 apes at the zoo. One ate 3 pears, another ate 2 pears, the third ate 5 pears, and the last ate 2 pears. How many pears did they eat in all?

   Number sentence _____

4. There are 4 monkeys at the zoo. If the zookeeper gives each monkey 3 bananas, how many bananas does he need?

   Number sentence _____

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More Zoo Problems (SAB pp. 611–614) Questions 1–6

Number sentences and strategies may vary. Possible responses are shown.

1. 6 cubs; Possible response: I drew 3 lions and put 2 cubs next to each lion. I skip counted by 2: 2, 4, 6

   Number sentence: 2 cubs $\times$ 3 lions = 6 cubs

2. 3 sea lions; Possible response: I skip counted by 5 until I got to 15: 5, 10, 15. That's 3 times.

   Number sentence: 5 fish + 5 fish + 5 fish = 15 fish

3. 12 pears; Possible response: I drew 4 apes and put 3 pears next to one, 2 pears next to another, 5 pears next to another, and 2 pears next to the last ape. The groups were not equal, so I counted on and got 12 pears.

   Number sentence: 3 pears + 2 pears + 5 pears + 2 pears = 12 pears

4. 12 bananas; Possible response: I added 3 four times.

   Number sentence: 3 bananas + 3 bananas + 3 bananas + 3 bananas = 12 bananas

5. 15 animals. I used a number line. I started at 4 and jumped 3 more, then 6 more, and 2 more.

Number sentence: 4 tigers + 3 lions + 6 cheetahs + 2 leopards = 15 animals

6. A. True

B. False

C. True

D. True

E. True

F. True

Name _____ Date _____

5. There are 4 tigers, 3 lions, 6 cheetahs, and 2 leopards at the Lion House. How many animals are there in all?

Number sentence _____

6. Circle True or False for each number sentence.

A. $2 + 2 + 2 = 3 \times 2$	True	False
B. $4 \times 3 = 3 + 4$	True	False
C. $3 + 3 + 3 = 3 \times 3$	True	False
D. $3 \times 5 = 5 \times 3$	True	False
E. $2 + 2 = 2 \times 2$	True	False
F. $4 + 4 + 4 + 4 = 4 \times 4$	True	False

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Name _____ Date _____

More Zoo Problems
Feedback Box

	Expec-tation	Check In	Comments
		Yes...	Yes, but...	No, but...	No...
Represent multiplication problems using tiles, drawings, number lines, rectangular arrays, and number sentences. [Q# 1, 2, 4]	E2				
Make connections between repeated addition and multiplication. [Q# 1, 2, 4, 6]	E3				
Distinguish between addition and multiplication situations. [Q# 1–5]	E5				
Solve multiplication problems using strategies (e.g., skip counting, repeated addition) with tiles, drawings, number lines, rectangular arrays, and number sentences. [Q# 1, 2, 4, 6]	E7				
MPE1. Know the problem. I read the problem carefully. I know the questions to answer and what information is important. [Q# 1–5]					
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q# 1–5]					
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 1–5]					
MPE6. Use labels. I use labels to show what numbers mean. [Q# 1–5]					

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Plan Your Strategy
Homework

Dear Family Member:

In math class, the second-grade students are exploring the concept of multiplication. They are using many strategies to solve the problem situations. Help your child read these problems if necessary. Let him or her tell you what he or she will do to solve each one.

Thank you.

Solve these problems. Draw pictures or write words to show how you solve each problem. Write a number sentence for each.

1. Kim reads to her grandma every day for 10 minutes. How many minutes does she read to her grandma in 4 days?

   Number sentence _____

2. Four friends shared 20 orange segments equally. How many orange segments did each friend get?

   Number sentence _____

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3. Suzanne has 3 baskets. She places 3 cars in each basket. How many cars does she have?

   Number sentence _____

4. **A.** Use the rule to find the answer. The first two are done for you.

Rule: Double the Number

Number in the Group	Number Sentence	Answer
1	2 × 1 =	2
2	2 × 2 =	4
3	2 × ☐ =	
4	2 × ☐ =	
5	2 × ☐ =	
6	2 × ☐ =	

B. What do you notice about your answers? Be ready to talk about the pattern in class.

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Teacher Guide

Plan Your Strategy (TG pp. 1–2)
Homework
Questions 1–4

Pictures and explanations will vary.

1. 40 minutes
   $4 \times 10 = 40$

2. 5 orange sections
   $4 \times 5 = 20$

3. 9 cars
   $3 + 3 + 3 = 9$ cars

4. **A.**

Rule: Double the Number

Number in the Group	Number Sentence	Answer
1	2 × 1 =	2
2	2 × 2 =	4
3	2 × 3 =	6
4	2 × 4 =	8
5	2 × 5 =	10
6	2 × 6 =	12

B. Possible response: The numbers are all even numbers.