

Teacher Guide

**Each Orange Had 8 Slices Problems
(TG pp. 1–2)**

Questions 1–4

1. 3 red flowers;
18 pretty petals;
36 tiny black bugs
2. 2 juicy oranges;
16 slices;
32 seeds
3. 4 trees;
12 birds’s nests;
24 spotted eggs
4. 3 yellow houses;
9 red flower pots;
45 blue flowers

Each Orange Had 8 Slices Problems

1. I saw 3 red flowers. Each red flower had 6 pretty petals. Each petal had 2 tiny black bugs.

How many red flowers were there? _____

How many pretty petals were there? _____

How many tiny black bugs were there in all? _____

2. On my way to lunch I ate 2 juicy oranges. Each orange had 8 slices. Each slice had 2 small seeds.

How many juicy oranges were there? _____

How many slices were there? _____

How many seeds were there in all? _____

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Name _____ Date _____

3. On my way to the store I saw 4 trees. Each tree had 3 bird’s nests. Each bird’s nest had 2 spotted eggs.

How many trees were there? _____

How many bird’s nests were there? _____

How many spotted eggs were there in all? _____

4. On my way home I passed 3 yellow houses. Each yellow house had 3 red flower pots. Each flower pot had 5 blue flowers.

How many yellow houses were there? _____

How many red flower pots were there? _____

How many blue flowers were there in all? _____

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Write a Multiplication or Division Problem (TG)

Homework

Responses will vary. A possible response is given below.

3 cats


got 5 treats for being

good how many would

they get? $3 \times 5 = 15$

Name _____ Date _____

Write a Multiplication or Division Problem



Dear Family Member:

We have been writing multiplication and division word problems in class. Help your child think of a multiplication or division situation that he or she can write as a word problem and solve. Some examples are listed below:

- 5 dogs with 4 bones each
- 3 dragons with 6 teeth each
- 14 toys shared equally among 7 children
- 12 carrots shared equally among 4 rabbits

Thank you.

Draw a picture of a multiplication or division problem.

Write your problem.

Number sentence _____

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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	

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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?

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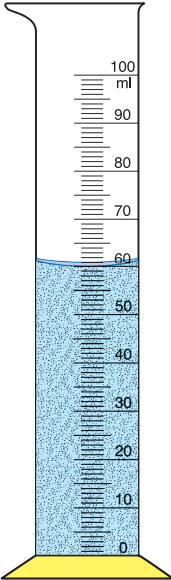
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Name _____ Date _____

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.



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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?

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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.

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