

# Temperature

## Family Note

In today's lesson your child solved problems involving temperatures. Thermometers provide a real-world context for solving problems involving change, such as an increase (a change to more) or a decrease (a change to less) in temperature. Change diagrams help children organize information and find the change in a change problem.

On the thermometers on these Home Link pages, the longest degree marks are spaced at 10-degree intervals, the shortest marks are spaced at 1-degree intervals, and the mid-length marks are spaced at 2-degree intervals. Point to these mid-length degree marks while your child counts by 2s: 30, 32, 34, 36, 38, 40, 42, 44 degrees.

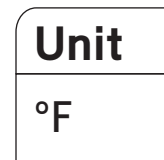
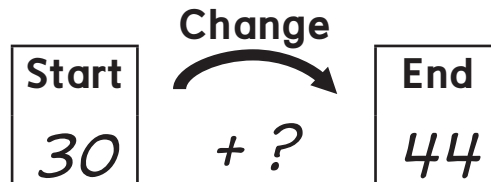
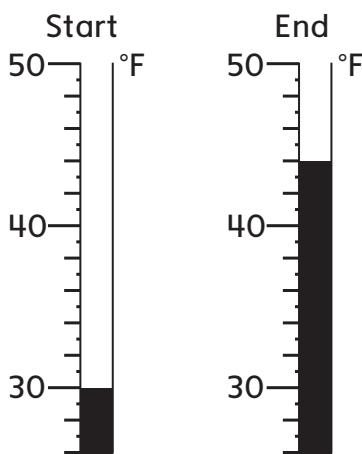
**Please return the second page of this Home Link to school tomorrow.**

For Problems 1–2 on the next page, follow these steps:



- Decide whether the change in temperature is a change to more or a change to less.
- Fill in the diagram with numbers from the problem. Use ? for the number you want to find.
- Write a number model. Use ? for the number you want to find.
- Find the change in temperature.

Example:

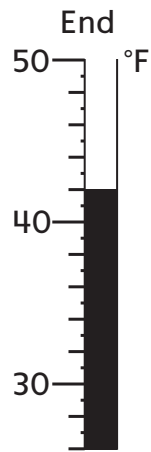
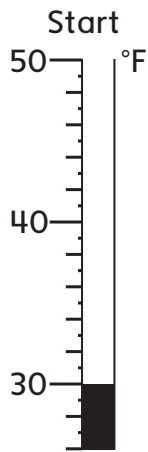


Number model:  $30 + ? = 44$

Answer:  $14^{\circ}\text{F}$

# Temperature (continued)

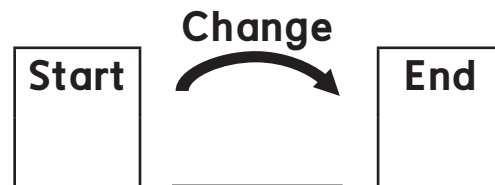
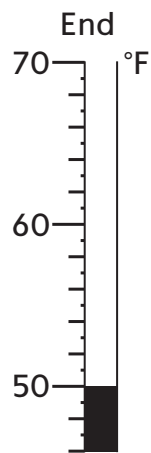
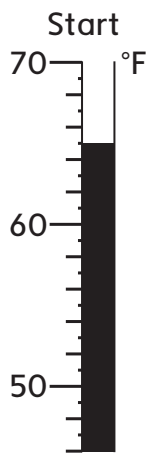
①



Number model: \_\_\_\_\_

Answer: \_\_\_\_\_°F

②



Number model: \_\_\_\_\_

Answer: \_\_\_\_\_°F

③

Explain how you found the answer to Problem 2.

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