LESSON 1

Name _____

page 7

• Review of Addition

Teacher Notes:

- Introduce Hint #1 "Column Addition (Sets of Ten)"; Hint #2 "Word Problem Cues, Part 1"; and Hint #3 "Finding Missing Numbers" from the *Teaching Guide.*
- Refer students to "Missing Numbers" and "Word Problem Keywords" on pages 6 and 7 in the *Student Reference Guide.*
- Display reference chart "Sets of 10."

New Concept

- Here are two ways to add 4 and 3:

4	addend		3	addend
+ 3	addend		+ 4	addend
7	sum		7	sum

Math Language

Addends are the numbers that are added.

2	addend
+ 4	addend
6	sum

Sum is the answer to an addition problem.

Math Language

4 + 3 = 7 is a **number sentence.**

Properties of Operations		
Commutative Property of Addition	3 + 2 = 5	2 + 3 = 5
Identity Property of Addition	4 + 0 = 4	0 + 7 = 7

- To add three or more addends, find sets of 10.

Sets of 10

9 + 1 = 10
8 + 2 = 10
7 + 3 = 10
6 + 4 = 10
5 + 5 = 10

Example

$\dot{3} + 4 + \dot{7} =$

$3 + 7 = 10$

$10 + 4 = 14$

$3 + 4 + 7 = 14$

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New Concept, continued

- **"Some and some more"** stories have an addition formula.

Formula	Problem
Some	5 marbles
+ Some more	− 7 marbles
Total	12 marbles

- To find a missing **addend**, we **SUBTRACT.**

Example

Find the missing addends.

$$\begin{array}{r} 4 \\ +\ n \\ \hline 7 \end{array} \qquad \begin{array}{r} 7 \\ -\ 4 \\ \hline n = 3 \end{array} \qquad b + 6 = 10 \quad \longrightarrow \quad \begin{array}{r} 10 - 6 = b \\ b = 4 \end{array}$$

Lesson Practice

Add:

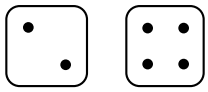
a. 5 + 6 = _____ **b.** 6 + 5 = _____ **c.** 8 + 0 = _____

Find sets of 10. Find sets of 10.

d. 4 + 8 + 6 = _____ **e.** 4 + 5 + 6 = _____ **f.**

5	morning
8	afternoon
	in all

g. Write two number sentences for this picture to show the Commutative Property:



_____ + _____ = _____ _____ + _____ = _____

h. Show six ways to add 1, 3, and 5.

Commutative Property of Addition

1 + 3 + 5 = 9 1 + _____ + _____ = _____

3 + 1 + _____ = _____ 3 + _____ + _____ = _____

5 + _____ + _____ = _____ 5 + _____ + _____ = _____

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Lesson Practice, continued

Find each missing addend:

i. $7 + n = 10$

$n =$ _____

j. $a + 8 = 12$

$a =$ _____

k. Write "addend" or "sum."

[ ] + [ ] = [ ]

[ ]
+ [ ]
[ ]

Written Practice

page 12

1.
```
  5   first row
  7   second row
 ___
      first two rows
```

_____

2.
```
  6   left pocket
  3   right pocket
 ___
      both pockets
```

_____

3. $9 + 4 =$

_____

4. $8 + 2 =$

_____

5.
```
  4
+ n
  9
```

```
  9
 _
___
```

$n =$ _____

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6.
$$\begin{array}{r} w \\ +\ 5 \\ \hline 8 \end{array}$$

$-$ ____

$w =$ ____

7. Subtract.

$$\begin{array}{r} 6 \\ +\ p \\ \hline 8 \end{array}$$

$p =$ ____

8. Subtract.

$$\begin{array}{r} q \\ +\ 8 \\ \hline 8 \end{array}$$

$q =$ ____

9. $3 + 4 + 5 =$

____

10. $4 + 4 + 4 =$

____

11. $6 + r = 10$

$r =$ ____

12. $x + 5 = 6$

$x =$ ____

13. Find sets of ten.

$$\begin{array}{r} 5\ \bullet \\ 5\ \bullet \\ +\ 5 \\ \hline \end{array}$$

____

14.
$$\begin{array}{r} 8 \\ 0 \\ +\ 7 \\ \hline \end{array}$$

____

15. Find sets of ten.

$$\begin{array}{r} 6\ \bullet \\ 5 \\ +\ 4\ \bullet \\ \hline \end{array}$$

____

16.
$$\begin{array}{r} 9 \\ 9 \\ +\ 9 \\ \hline \end{array}$$

____

17.
$$\begin{array}{r} m \\ +\ 9 \\ \hline 10 \end{array}$$

$m =$ ____

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18.
$$\begin{array}{r} 9 \\ +\ f \\ \hline 12 \end{array}$$

$f =$ _____

19.
$$\begin{array}{r} z \\ +\ 5 \\ \hline 10 \end{array}$$

$z =$ _____

20.
$$\begin{array}{r} 0 \\ +\ n \\ \hline 3 \end{array}$$

$n =$ _____

21. Find sets of ten.

$3 + 2 + 5 + 4 + 6 =$

Sets of 10

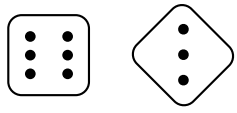
9 + 1 = 10
8 + 2 = 10
7 + 3 = 10
6 + 4 = 10
5 + 5 = 10

_____

22. $2 + 2 + 2 + 2 + 2 + 2 + 2 =$

_____

23. Write a number sentence for the picture:



_____ + _____ = _____

24. Write a number sentence for the picture:

_____ + _____ + _____ = _____

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25. Show six ways to add 2, 3, and 4.
Commutative Property of Addition

2 + _____ + _____ = _____ 2 + _____ + _____ = _____

3 + _____ + _____ = _____ 3 + _____ + _____ = _____

4 + _____ + _____ = _____ 4 + _____ + _____ = _____

Use work area.

26. Choose the correct number for △ in the following number sentence:

△ + 3 = 10

A 3 **B** 7 **C** 10 **D** 13

_____

27. Show 5 + 6.

Use work area.

28. _____ + _____ = 17

Use work area.

29.

$$\begin{array}{r} + \\ 15 \end{array}$$

Use work area.

30. Margot had _____ crayons in her school box and _____ crayons on her desk. How many crayons did Margot have in all?

_____ + _____ = _____

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LESSON 2

Name _____

page 14

Teacher Note:

- Refer students to "Missing Numbers" on page 7 in the *Student Reference Guide.*

• Missing Addends

New Concept

- To find a missing addend:

  1. Add the other addends.
  2. Subtract from the sum.

Example

6	$6 + 5 = 11$	Add the other addends.
n	$17 - 11 = 6$	Subtract from the sum.
$+\ 5$	$n = 6$	
17		

- Look for sets of 10.

Sets of 10

$9 + 1 = 10$
$8 + 2 = 10$
$7 + 3 = 10$
$6 + 4 = 10$
$5 + 5 = 10$

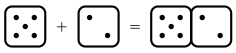
Example

$\dot{4} + 3 + 2 + b + \dot{6} = 20$	Find sets of 10.
$10 + 3 + 2 = 15$	Add the other addends.
$20 - 15 = 5$	Subtract from the sum.
$b = 5$	

Math Language

An **equation** uses = to show that two amounts are equal.

$5 + 2 = 7$



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Lesson Practice

Find each missing addend:

Find sets of 10.

a. $\dot{8} + a + \dot{2} = 17$

$8 + 2 = 10$

$17 - 10 =$ _____

$a =$ _____

b. $b + 6 + 5 = 12$

$6 +$ _____ $=$ _____

$12 -$ _____ $=$ _____

$b =$ _____

c. $4 + c + 2 + 3 + 5 = 20$

$4 + 2 +$ _____ $+$ _____ $=$ _____

$20 -$ _____ $=$ _____

$c =$ _____

Written Practice

page 15

1.
```
   5  morning
   6  afternoon
  ---
      in all
```

_____

2.
```
   7  miles ridden
   4  miles to go
  ---
      from school to lake
```

_____

3. $9 + n = 13$

$13 - 9 = n$

$n =$ _____

4. $7 + 8 =$

_____

5. $\begin{array}{r} p \\ +\ 6 \\ \hline 13 \end{array}$ $\begin{array}{r} 13 \\ -\ 6 \\ \hline \end{array}$

$p =$ _____

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6.
$$\begin{array}{r} 5 \\ 2 \\ +\ w \\ \hline 12 \end{array}$$

5 + 2 = _____

12 − _____ = _____

w = _____

7.
$$\begin{array}{r} 4 \\ 8 \\ +\ 5 \\ \hline \end{array}$$

_____

8. Finds sets of ten.

$$\begin{array}{r} 9 \\ 3\ \bullet \\ +\ 7\ \bullet \\ \hline \end{array}$$

_____

9.
$$\begin{array}{r} 8 \\ b \\ +\ 3 \\ \hline 16 \end{array}$$

8 + 3 = _____

16 − _____ = _____

b = _____

10. Find sets of ten.

$$\begin{array}{r} 9 \\ 7\ \bullet \\ +\ 3\ \bullet \\ \hline \end{array}$$

_____

11.
$$\begin{array}{r} 2 \\ 9 \\ +\ 6 \\ \hline \end{array}$$

_____

12. Find sets of ten.

$$\begin{array}{r} 3 \\ 8\ \bullet \\ +\ 2\ \bullet \\ \hline \end{array}$$

_____

13.
$$\begin{array}{r} 9 \\ 5 \\ +\ 3 \\ \hline \end{array}$$

_____

14.
$$\begin{array}{r} 2 \\ m \\ +\ 4 \\ \hline 9 \end{array}$$

2 + 4 = _____

9 − _____ = _____

m = _____

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15.
$$\begin{array}{r} 5 \\ 3 \\ +\ q \\ \hline 9 \end{array}$$

5 + 3 = _____

9 − _____ = _____

q = _____

16.
$$\begin{array}{r} 2 \\ 3 \\ +\ r \\ \hline 7 \end{array}$$

2 + 3 = _____

7 − _____ = _____

r = _____

17.
$$\begin{array}{r} 5 \\ 3 \\ +\ t \\ \hline 10 \end{array}$$

5 + 3 = _____

10 − _____ = _____

t = _____

18. Find sets of ten.

$$\begin{array}{r} 8 \\ 4\ \bullet \\ +\ 6\ \bullet \\ \hline \end{array}$$

_____

19.
$$\begin{array}{r} 2 \\ x \\ +\ 7 \\ \hline 11 \end{array}$$

2 + _____ = _____

11 − _____ = _____

x = _____

20.
$$\begin{array}{r} 5 \\ 2 \\ +\ 6 \\ \hline \end{array}$$

_____

21. Find sets of ten.

5 + 5 + 6 + 4 + *x* = 23

5 + 5 + 6 + 4 = _____

23 − _____ = _____

x = _____

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22. Show six ways to add 4, 5, and 6.
Commutative Property of Addition

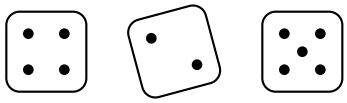
4 + _____ + _____ = _____ 4 + _____ + _____ = _____

5 + _____ + _____ = _____ 5 + _____ + _____ = _____

6 + _____ + _____ = _____ 6 + _____ + _____ = _____

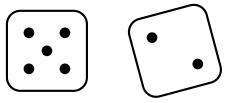
Use work area.

23. Write a number sentence for the picture:



_____ + _____ + _____ = _____

24.



_____ + _____ = _____

25.
$$\begin{array}{r} 4 \\ +\ 3 \\ \hline 7 \end{array}$$
addend
addend

S _____

26. Which number is □ in the following number sentence?

6 + □ = 10

A 4 **B** 6 **C** 10 **D** 16

_____

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27. Show 6 + 3 + 5

Use work area.

28. 10 + _____ + _____ = 20

Use work area.

29. 10

$\underline{+\quad}$

24

_____

30. Tom rode his bike

_____ miles the first week,

_____ miles the second week,

and _____ miles the third week.

How many miles did he ride in three weeks?

_____ + _____ + _____ = _____

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LESSON 3

Name _____

page 18

• Sequences
• Digits

Teacher Notes:

- Introduce Hint #4 "Finding Patterns in Sequences" from the *Teaching Guide.*
- Refer students to "Multiplication Table" on page 5 in the *Student Reference Guide.*

New Concept

- **Sequences**

Math Language

- **Counting numbers** are the numbers you say when you count by ones.

  1, 2, 3, 4, 5, …

A **sequence** is a counting pattern.

- A **sequence** can count up or count down.

  5, 10, 15, 20, 25, …
  20, 15, 10, 5, …

- Subtract to find the rule.

Example

Find the rule of the sequence.

30, 27, 24, 21, _____, 15, …

$$\begin{array}{r} 30 \\ -\ 27 \\ \hline 3 \end{array} \qquad \begin{array}{r} 27 \\ -\ 24 \\ \hline 3 \end{array}$$

We know to look at the 3s row in the multiplication table.

-3 -3 -3 -3 -3

30, 27, 24, 21, 18, 15,

The rule is **count down by threes.**

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- **Digits**

- **Digits** are the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Example

What is the last digit of 64,000?

64,000 has five digits. The last digit is 0.

Lesson Practice

Write the rule and the next three numbers of each counting sequence:

a. 10, 9, 8, 7, _____, _____, _____, …

Rule: Count down by _____.

b. 3, 6, 9, 12, _____, _____, _____, …

Rule: Count up by _____.

Subtract to find the rule.

$$\begin{array}{r} 6 \\ -\,3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,3 \\ \hline \end{array}$$

Look at the _____ row in the multiplication table.

Find the missing number in each counting sequence:

Subtract to find the rule.

c. 80, 70, _____, 50, …

d. 8, _____, 16, 20, 24, …

HOW MANY digits are in each number?

e. 18 _____

f. 5280 _____

g. 8,403,227,189 _____

What is the **LAST digit** of each number?

h. 19 _____

i. 5281 _____

j. 8,403,190 _____

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Lesson Practice, continued

k. How many three-digit numbers can you make with 7, 8, and 9?
Act it out.

7	8	_____	8	_____	_____
7	_____	_____	9	_____	_____
8	7	_____	_____	_____	_____

There are _____ numbers.

Written Practice

page 21

1.
$5 Diana
$6 Sumaya
$7 Britt
_____ altogether

2.
9 songs
8 songs
_____ altogether

3. How many digits?

a. 593

b. 180

c. 186,527,394

a. _____

b. _____

c. _____

4. What is the **LAST digit?**

a. 3427

b. 460

c. 437,269

a. _____

b. _____

c. _____

5. $5 + m + 4 = 12$

$5 + 4 =$ _____

$12 -$ _____ $=$ _____

$m =$ _____

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6. $8 + 2 + w = 16$

$8 + 2 =$ _____

$16 -$ _____ $=$ _____

$w =$ _____

7. Find the next number.

10, 20, 30, _____, …

_____

8. Find the next number.

22, 21, 20, _____, …

_____

9. Find the next number.

40, 35, 30, 25, _____, …

_____

10. Find the next number.

70, 80, 90, _____, …

_____

11. Subtract to find the rule.

6, 12, 18, _____, _____, _____, …

12 − 6 = _____

18 − _____ = _____

Rule: Count up by _____.

Use work area.

12.

3, 6, 9, _____, _____, _____, …

Rule: Count _____ by _____.

Use work area.

13.

4, 8, 12, _____, _____, _____, …

Rule: Count _____ by _____.

Use work area.

14.

45, 36, 27, _____, _____, _____, …

Rule: Count _____ by _____.

Use work area.

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15.

8, 12, _____, 20, …

Use work area.

16.

12, 18, _____, 30, …

Use work area.

17.

30, 25, _____, 15, …

Use work area.

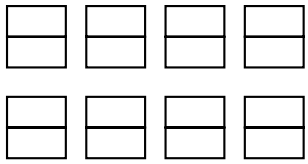
18.

6, 9, _____, 15, …

Use work area.

19. How many small rectangles are shown?

Count by twos.



_____

20. How many Xs are shown?

Count by fours.

```
X X   X X   X X
X X   X X   X X

X X   X X   X X
X X   X X   X X
```

_____

21. Write a number sentence.

_____ + _____ + _____ = _____

22.
```
  4
  8
  7
+ 5
```

_____

23.
```
  9
  5
  7
+ 8
```

_____

24. Find sets of ten.

```
  8 •
  4
  7
+ 2 •
```

_____

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25.
$$\begin{array}{r} 2 \\ 9 \\ 7 \\ +\ 5 \\ \hline \end{array}$$

_____

26. △ = 3 and □ = 4

△ □

↓ ↓

_____ + _____ = _____

A 3 **B** 4 **C** 5 **D** 7

_____

27. Act it out.

a _____ _____ _____ _____ _____

a _____ _____ _____ _____ _____

a _____ _____ _____ _____ _____

_____ arrangements

28. _____ + _____ = 9

Use work area.

29.
$$\begin{array}{r} + \\ \hline 11 \end{array}$$

Use work area.

30. _____ + _____ = 12

Michael had _____ pencils. He got _____ more pencils.

How many pencils does Michael have now?

Use work area.

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LESSON 4

Name _____

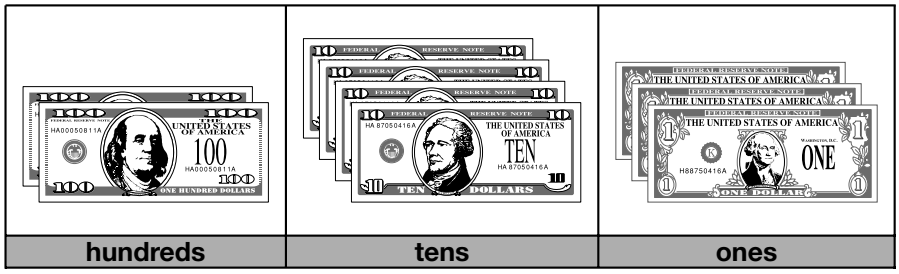
page 24

• Place Value

Teacher Notes:

- Refer students to "Place Value" on page 13 in the *Student Reference Guide.*
- Use money manipulatives to demonstrate.

New Concept



hundreds	tens	ones		
2 hundreds **$200**	**4 tens** **$40**	**3 ones** **$3**	=	**$243**

Activity

page 25

Comparing Money Amounts

Use your textbook to complete this activity.

Lesson Practice

a. Use money manipulatives to show $231.

Then draw $231.

hundreds	**tens**	**ones**

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b. Use money manipulatives to show $213.

Then draw $213.

Which is less, $231 or $213? _____

hundreds	**tens**	**ones**

The digit 6 is in what place in each of these numbers?

c. 1<u>6</u> _____ **d.** <u>6</u>5 _____

e. <u>6</u>23 _____

f. 5 hundreds, 2 tens, 3 ones = _____ _____ _____

Written Practice

page 26

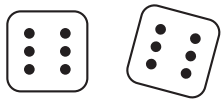
1.

3	red
4	blue
5	green
1	yellow

color tiles in all

_____

2. Write a number sentence.



_____ + _____ = _____

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3. How many cents are in 4 nickels?

Count by fives.

5¢ 5¢ 5¢ 5¢

_____

4. Subtract.

$$\begin{array}{r} 4 \\ +\ n \\ \hline 12 \end{array} \qquad -\ ____$$

$n =$ _____

5.

$$\begin{array}{r} 4 \\ 5 \\ +\ 3 \\ \hline \end{array}$$

_____

6.

$$\begin{array}{r} 13 \\ +\ y \\ \hline 19 \end{array} \qquad -\ ____$$

$y =$ _____

7.

$$\begin{array}{r} 7 \\ +\ s \\ \hline 14 \end{array} \qquad ____$$

$s =$ _____

8. $4 + n + 5 = 12$

$4 + 5 =$ _____

$12 -$ _____ $=$ _____

$n =$ _____

9. $n + 2 + 3 = 8$

$2 + 3 =$ _____

$8 -$ _____ $=$ _____

$n =$ _____

10. Subtract to find the rule.

9, 12, 15, _____, _____, _____, …

Rule: Count _____ by _____.

Use work area.

11.

30, 24, 18, _____, _____, _____, …

Rule: Count _____ by _____.

Use work area.

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12.

12, 16, 20, _____, _____, _____, …

Rule: Count _____ by _____.

Use work area.

13.

35, 28, 21, _____, _____, _____, …

Rule: Count _____ by _____.

Use work area.

14. **Count** the digits.

a. 37,432 _____

b. 5,934,286 _____

c. 453,000 _____

Use work area.

15. Name the **last** digit.

a. 734 _____

b. 347 _____

c. 473 _____

Use work area.

16. Draw a picture.

hundreds	**tens**	**ones**

$342

Use work area.

17. How much money is shown by this picture?

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18. Subtract to find the rule.

24, _____, 36, 42, …

Rule: Count _____ by _____.

Use work area.

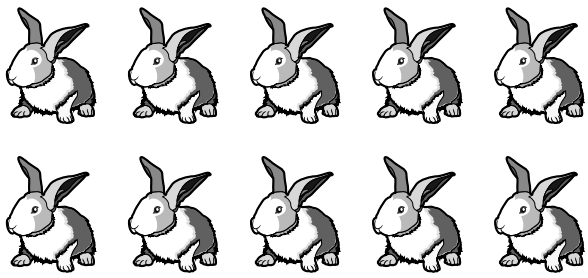
19.

36, 32, _____, 24, …

Use work area.

20. How many **ears** do 10 rabbits have?

Count by twos.



_____

21. What **place** is the 6 in?

3<u>6</u>5

_____

22. number sentence

_____ + _____ = _____

23. $2 + 5 + 3 + 2 + 3 + 1 + n = 20$

$2 + 5 + 3 + 2 + 3 + 1 =$ _____

$20 -$ _____ $=$ _____

$n =$ _____

Use work area.

24. I a_____ the other addends.

Then I s_____ that from the sum.

Use work area.

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25. Show six ways to add 6, 7, and 8.
Commutative Property of Addition

6 + _____ + _____ = _____ 6 + _____ + _____ = _____

7 + _____ + _____ = _____ 7 + _____ + _____ = _____

8 + _____ + _____ = _____ 8 + _____ + _____ = _____

Use work area.

26. 123

Which digit shows the number of **hundreds**?

A 1 **B** 2 **C** 3 **D** 4

_____

27. tenth number

1, 2, 3, 4, 5, _____, _____,

_____, _____, _____

_____

28. How many three-digit numbers can you make with 2, 3, and 8?
Act it out.

2 _____ _____ _____ _____ _____

_____ _____ _____ _____ _____

3 _____ _____ _____ _____ _____

_____ different numbers

29. _____ + _____ = _____

Use work area.

30. _____ has _____ and

_____.

How many _____ does

_____ have _____?

Use work area.

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LESSON 5

Name _____

page 29

Teacher Note:

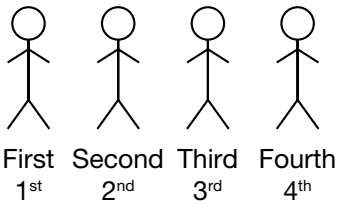
- Refer students to "Months of Year" on page 3 in the *Student Reference Guide*.

• Ordinal Numbers
• Months of the Year

New Concept

- **Ordinal numbers**

- **Ordinal numbers** tell position or order.



- Most ordinal numbers end in **th**.
  Only the numbers circled below do not end in **th**.

first 1st	sixth..... 6th	eleventh..... 11th
second..... 2nd	seventh... 7th	twelfth..... 12th
third 3rd	eighth 8th	thirteenth 13th
fourth..... 4th	ninth 9th	twentieth..... 20th
fifth 5th	tenth 10th	twenty-first .. 21st

- **Months of the year**

- A common year is 365 days.
  A leap year is 366 days.
  The extra day is added to February.

- The month/day/year form of February 26, 1998, is 2/26/98.

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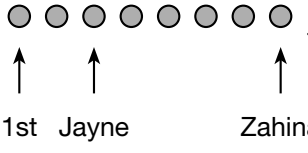
Lesson Practice

a. 

_____ people

Lesson Practice, continued

b. My birth date is _____ / _____ / _____ .
Month Day Year

c. Independence Day will be _____ / _____ / _____ .
Month Day Year

Written Practice

page 32

1.
```
  5   first line
  6   second line
 _4   third line

      altogether
```

_____

2.
```
  2
  6
+ x
 15
```

2 + 6 = _____

15 − _____ = _____

x = _____

3.
```
  1
  y
+ 7
 14
```

1 + 7 = _____

14 − _____ = _____

y = _____

4.
```
  3
  z
+ 5
 12
```

3 + 5 = _____

12 − _____ = _____

z = _____

5.
```
  1
  n
+ 6
 13
```

1 + 6 = _____

13 − _____ = _____

n = _____

6.
```
  2
  5
+ w
 10
```

2 + 5 = _____

10 − _____ = _____

w = _____

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7. Subtract.

$$\begin{array}{r} 2 \\ +\ a \\ \hline 7 \end{array} \quad - ____$$

$a =$ _____

8. $$\begin{array}{r} r \\ +\ 5 \\ \hline 11 \end{array} \quad - ____$$

$r =$ _____

9. $$\begin{array}{r} 3 \\ +\ t \\ \hline 5 \end{array} \quad - ____$$

$t =$ _____

10. 8/15/93

_____ _____, ____ ____ ____ ____

11. Subtract to find the rule.

12, 15, 18, _____, _____, _____, …

Rule: Count _____ by _____.

Use work area.

12.

16, 20, 24, _____, _____, _____, …

Rule: Count _____ _____ _____.

Use work area.

13.

28, 35, 42, _____, _____, _____, …

Rule: Count _____ _____ _____.

Use work area.

14.

30, _____, 42, 48

Use work area.

15. I S_____ to find the rule.

The rule is count _____ _____ _____.

Use work area.

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16. Draw a picture.

hundreds	**tens**	**ones**

$432

Use work area.

17. Write a number sentence.

_____ + _____ + _____ = _____

18. What place?

8<u>4</u>5

_____

19. 2 hundreds
3 tens
5 ones

_____

20. If the pattern is continued, what will be the next circled number?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ...

_____

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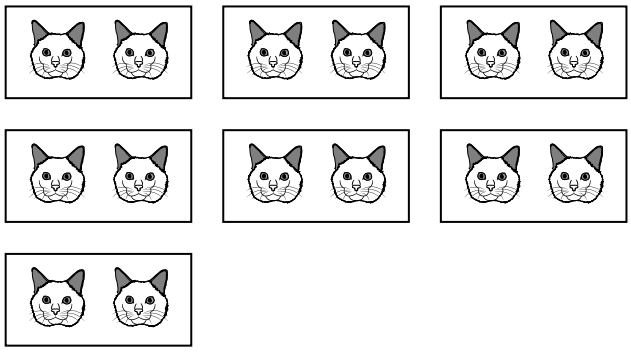
21. Seven boys have how many pets?

Count by twos.



_____

22. Find sets of ten.

```
  5
  8
  4
  7 •
  4
+ 3 •
```

_____

23.

```
  5
  7 •
  3 •
  8 ×
  4
+ 2 ×
```

_____

24.

```
  9
  7
  6 •
  5
  4 •
+ 2
```

_____

25.

```
  8
  7 •
  3 •
  5
  4
+ 9
```

_____

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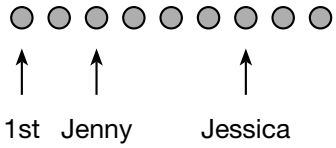
26.



A 3 **B** 4 **C** 5 **D** 6

_____

27. Find the tenth number.

2, 4, 6, 8, 10, _____, _____, _____, _____, _____

_____

28. How many arrangements can you make with *r*, *s*, and *t*?
Act it out.

r _____ _____ _____ _____ _____

s _____ _____ _____ _____ _____

t _____ _____ _____ _____ _____

_____ different arrangements.

29. _____ + _____ = _____

Use work area.

30. _____

_____

_____

Use work area.

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LESSON 6

Name _____

page 35

Teacher Note:

- Introduce Hint #5 "Addition/ Subtraction Fact Families."

• Review of Subtraction

New Concept

Math Language

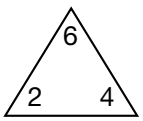
The answer to a subtraction problem is called the **difference**.

$$\begin{array}{r} 6 \\ -\ 2 \\ \hline 4 \end{array} \longleftarrow \text{difference}$$

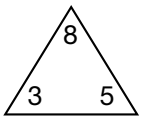
- Check subtraction by adding.

Subtract:	$\begin{array}{r} 6 \\ -\ 2 \\ \hline 4 \end{array}$	**Check:**	$\begin{array}{r} 2 \\ +\ 4 \\ \hline 6 \end{array}$
Six minus two equals four.		Two plus four equals six.	

- When you learn **one** fact family, you know **four** facts.



$$\begin{array}{r} 2 \\ +\ 4 \\ \hline 6 \end{array} \qquad \begin{array}{r} 4 \\ +\ 2 \\ \hline 6 \end{array} \qquad \begin{array}{r} 6 \\ -\ 4 \\ \hline 2 \end{array} \qquad \begin{array}{r} 6 \\ -\ 2 \\ \hline 4 \end{array}$$



$$\begin{array}{r} 3 \\ +\ 5 \\ \hline 8 \end{array} \qquad \begin{array}{r} 5 \\ +\ 3 \\ \hline 8 \end{array} \qquad \begin{array}{r} 8 \\ -\ 3 \\ \hline 5 \end{array} \qquad \begin{array}{r} 8 \\ -\ 5 \\ \hline 3 \end{array}$$

Lesson Practice

Subtract. Check your answers by adding.

a. $\begin{array}{r} 14 \\ -\ 8 \\ \hline \end{array}$ Check: $\begin{array}{r} 8 \\ +\ ___ \\ \hline 14 \end{array}$

b. $\begin{array}{r} 9 \\ -\ 3 \\ \hline \end{array}$ Check: $\begin{array}{r} 3 \\ +\ ___ \\ \hline 9 \end{array}$

c. $\begin{array}{r} 15 \\ -\ 7 \\ \hline \end{array}$ Check: $\begin{array}{r} 7 \\ +\ ___ \\ \hline 15 \end{array}$

d. $\begin{array}{r} 11 \\ -\ 4 \\ \hline \end{array}$ Check: $\begin{array}{r} \\ +\ ___ \\ \hline \end{array}$

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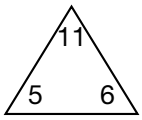
Lesson Practice, continued

e. 12 − 5 Check: + _____

f. 

5 + _____ 6 + _____ 11 − _____ 11 − _____

g. Describe how to check a subtraction answer. Show an example.

You can check subtraction by a_____.

Example: 5 − 3 Check: 3 + 5

Written Practice

page 37

1. 14 − 5 Check: 5 + 14 = _____

2. 15 − 8 Check: 8 + 15 = _____

3. 9 − 4 Check: 4 + 9 = _____

4. 11 − 7 Check: 7 + 11 = _____

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5. 12 − 8 Check: 8 + ____ = 12

6. 11 − 6 Check: 6 + ____ = 11

7. 15 − 7 Check: 7 + ____ = 15

8. 9 − 6 Check: 6 + ____ = 9

9. 13 − 5 Check: 5 + ____ = 13

10. 12 − 6 Check: 6 + ____ = 12

11. Subtract.

8
+ n
17

− ____

n = ____

12. a
+ 8
14

− ____

a = ____

13. $3 + w = 11$

− ____

w = ____

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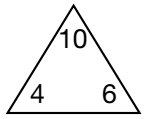
14. $1 + 4 + m = 13$

1 + _____ = _____

13 − _____ = _____

m = _____

15.



4	6	10	10
+ ___	+ ___	− ___	− ___

Use work area.

16. Subtract to find the rule.

16, 18, 20, _____, _____, _____, …

Rule: Count _____

Use work area.

17.

21, 28, 35, _____, _____, _____, …

Rule: _____

Use work area.

18.

20, 24, 28, _____, _____, _____, …

Rule: _____

Use work area.

19. See "Months of Year" on page 3 in the *Student Reference Guide.*

_____

20. Picture

hundreds	tens	ones

$326

Use work area.

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21. What place?

456

_____

22. $2 + n + 4 = 13$

2 + _____ = _____

13 − _____ = _____

n = _____

23. $a + 3 + 5 = 16$

3 + _____ = _____

16 − _____ = _____

a = _____

24. The d _____ is the answer in a subtraction problem.

Use work area.

25. Show six ways to add 3, 4, and 5.
Commutative Property of Addition

3 + _____ + _____ = _____

4 + _____ + _____ = _____

5 + _____ + _____ = _____

3 + _____ + _____ = _____

4 + _____ + _____ = _____

5 + _____ + _____ = _____

Use work area.

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26. The ages of the children in Tyrese's family are 7 and 9.
The ages of the children in Mary's family are 3, 5, and 9.
Which number sentence shows **how many children** are in **both** families?

A 3 + 7 = 10 **B** 7 + 9 = 16

C 2 + 3 = 5 **D** 3 + 5 + 9 = 17

Tyrese's family

+ _____ Mary's family

both

_____

27. How many three-digit numbers can you make with 6, 3, and 9?
Act it out.

3 _____ _____ _____ _____ _____

6 _____ _____ _____ _____ _____

9 _____ _____ _____ _____ _____

_____ numbers

28. _____ + _____ + _____ = 23

Use work area.

29. _____ − _____ = 9

Use work area.

30. _____

_____

_____ + _____ = _____

Use work area.

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LESSON 7

Name _____

page 39

Teacher Notes:

- Refer students to "Spelling Numbers" on page 12 in the *Student Reference Guide.*
- Display reference chart "Spelling Numbers."

• Writing Numbers Through 999

New Concept

Math Language

- Whole numbers are the counting numbers and the number zero.

0, 1, 2, 3, 4, 5, . . .

- Use hyphens when writing the numbers 21–99 using words. Numbers that end in 0 do not need a hyphen.

Example

23	twenty-three
705	seven hundred five

To compare three-digit numbers:

1. Look at the hundreds.
2. Look at the tens.
3. Look at the ones.

Example

Arrange these numbers from least to greatest:

36 254 190 90

	3	6
2	5	4
1	0	5
	9	0

1. Look at the hundreds.
Two is greater than one so 254 is the greatest number.
105 is the next greatest.

_____, _____, 105, 254

2. Look at the tens in 36 and 90.
Three is less than nine, so 36 is less than 90.

Least to greatest: 36, 90, 105, 254

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Lesson Practice

Use words to write each number. Refer to page 12 in the *Student Reference Guide*.

a. 0 _____

b. 81 _____

c. 99 _____

d. 515 _____

e. 444 _____

f. 909 _____

Use digits to write each number:

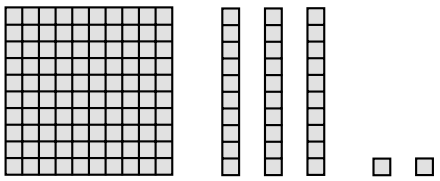
g. nineteen _____ _____

h. ninety-one _____ _____

i. five hundred twenty-four _____ _____ _____

j. eight hundred sixty _____ _____ _____

k. Use **words** to write the number shown by this model:



_____

l. Which is less: 3<u>8</u>1 or 3<u>5</u>9? Look at the hundreds. Look at the tens.

_____ is less than _____ so _____ is less than _____.

m. Write these numbers from least to greatest. Look at the hundreds. Look at the tens.

61, _____, _____, 205

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Written Practice

page 42

1.

	$8	has
+	$6	needs
		cost of radio

_____

2.

8	ounces	water
+ 8	ounces	juice
		mixture

_____

3. $5 + n + 2 = 11$

5 + _____ = _____

11 − _____ = _____

n = _____

4. $2 + 6 + n = 15$

2 + _____ = _____

15 − _____ = _____

n = _____

5. 13 − 5 Check: 5 + 13

_____

6. 16 − 8 Check: 8 + 16

_____

7. 13 − 7 Check: 7 + 13

_____

8. 12 − 8 Check: 8 + 12

_____

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9. two hundred fourteen

digits: _____ _____ _____

Use work area.

10. five hundred thirty-two

digits: _____ _____ _____

Use work area.

11. 301

words: _____

Use work area.

12. 320

words: _____

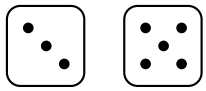
Use work area.

13. See page 43.

words: _____

Use work area.

14. Number sentence



_____ + _____ = _____

15. Subtract to find the rule.

12, 18, 24, _____, _____, _____, ...

Rule: _____

Use work area.

16.

15, 18, 21, _____, _____, _____, ...

Rule: _____

Use work area.

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17.

35, 42, _____, 56, ...

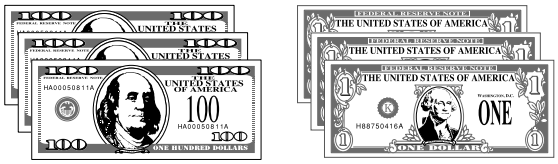
Use work area.

18.

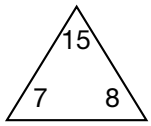
40, _____, 56, 64, ...

Use work area.

19. How much money is shown by this picture?



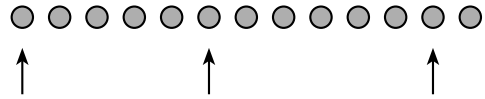
20.



7	8	15	15
+ ____	+ ____	− ____	− ____

Use work area.

21.



22. See "Months of Year" on page 3 in the *Student Reference Guide.*

23.

5¢ 5¢ 5¢ 5¢ 5¢ 5¢

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24. 4 + 7 + 8 + 5 + 4 =

_____

25. Find sets of ten.

2 + 3 + 5 + 8 + 5 =

_____

26. 5 + 8 + 6 + 4 + 3 + 7 + 2 =

_____

27. Which **addition** number sentence is related to 12 − 5 = 7?

A 7 + 5 = 12 **B** 12 + 5 = 17

C 12 + 7 = 19 **D** 12 − 7 = 5

_____

28. How many three-digit numbers can you make with 4, 1, and 6?
Act it out.

1 _____ _____ _____ _____ _____

4 _____ _____ _____ _____ _____

6 _____ _____ _____ _____ _____

_____ numbers

29. Look at the hundreds.
Look at the tens.

_____ is less.

30. Order from longest to shortest.
Look at the hundreds.
Look at the tens.
Look at the ones.

_____

_____

Kuskokwim

Use work area.

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LESSON 8

Name _____

page 45

• Adding Money

New Concept

- To add two-digit numbers:

  1. Add the ones.
  2. Add the tens.

Example

Use $10 bills and $1 bills to add $15 to $24.

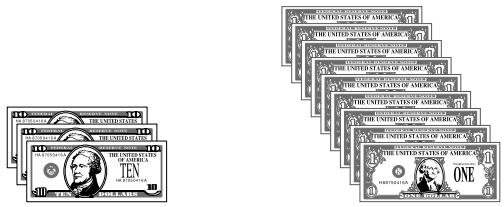
Sakura had $24.

2 4

Then on her birthday she was given $15. +

1 5

How much money does Sakura now have?



3 9

The total is 3 tens and 9 ones, which is $39.

Activity

page 47

Adding Money Amounts

Use your textbook to complete this activity.

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Lesson Practice

Add.

a. $53
+ $6

b. $14
+ _____

c. $36
+ _____

d. $27
+ $51

e. $15
+ _____

f. $32
+ _____

Written Practice

page 47

1. three hundred forty-three

digits: _____

Use work area

2. three hundred seven

digits: _____

Use work area.

3. 592

words: _____

Use work area

4. 2
4
+ n
12

2 + _____ = _____

12 − _____ = _____

n = _____

5. 1
r
+ 6
10

1 + _____ = _____

10 − _____ = _____

r = _____

6. 1
t
+ 7
14

1 + _____ = _____

14 − _____ = _____

t = _____

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7.
$$\begin{array}{r} 2 \\ 6 \\ +\ n \\ \hline 13 \end{array}$$

2 + _____ = _____

13 − _____ = _____

n = _____

8.
$$\begin{array}{r} \$25 \\ +\ \$14 \\ \hline \end{array}$$

_____

9.
$$\begin{array}{r} \$85 \\ +\ \$14 \\ \hline \end{array}$$

_____

10.
$$\begin{array}{r} \$22 \\ +\ \$\ 6 \\ \hline \end{array}$$

_____

11.
$$\begin{array}{r} \$40 \\ +\ \$38 \\ \hline \end{array}$$

_____

12.
$$\begin{array}{r} 13 \\ -\ \ 9 \\ \hline \end{array}$$

Check:
$$\begin{array}{r} 9 \\ + \\ \hline 13 \end{array}$$

_____

13.
$$\begin{array}{r} 17 \\ -\ \ 5 \\ \hline \end{array}$$

Check:
$$\begin{array}{r} 5 \\ + \\ \hline 17 \end{array}$$

_____

14.
$$\begin{array}{r} 17 \\ -\ \ 8 \\ \hline \end{array}$$

Check:
$$\begin{array}{r} 8 \\ + \\ \hline 17 \end{array}$$

_____

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15. 14
− 6

Check: 6
+
14

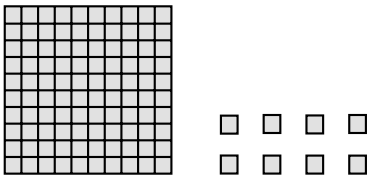
_____

16. $23 D'Jeran
$42 Beckie

together

_____

17. Use **words** to write the number shown by this model:



words: _____

Use work area.

18.

_____ /_____ /_____
Month Day Year

Use work area.

19. Subtract to find the rule.

12, 15, 18, _____, _____, _____, …

Rule: _____

Use work area.

20.

28, 35, 42, _____, _____, _____, …

Rule: _____

Use work area.

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21. Find sets of ten.

5
8
7 °
6 •
4 •
+ 3 °

_____

22. Find sets of ten.

9
7
6
4
8
+ 7

_____

23.

2
5
7
3
5
+ 4

_____

24. Show six ways to add 5, 6, and 7.
Commutative Property of Addition

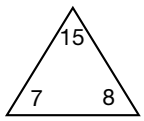
5 + _____ + _____ = _____ 5 + _____ + _____ = _____

6 + _____ + _____ = _____ 6 + _____ + _____ = _____

7 + _____ + _____ = _____ 7 + _____ + _____ = _____

Use work area.

25.



7 15

+ _____ + _____ − _____ − _____

Use work area.

26. If 7 + ◆ = 15, then which of the following is **not** true?

A ◆ − 7 = 15 **B** 15 − 7 = ◆

C 15 − ◆ = 7 **D** ◆ + 7 = 15

_____

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27. How many three-digit numbers can you make with 7, 6, and 5?
Act it out.

5 _____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ different numbers

28. Which is greater: 630 or 603?
Look at the hundreds.
Look at the tens.

_____ is more than _____ so _____ _____ _____ is greater.

Use work area.

29. Order from least to greatest.

Skyscrapers

City	Number
Boston	16
Hong Kong	30
Singapore	14

Look at the tens.
Look at the ones.

Singapore, _____, _____

30.

_____

_____

_____ + _____ = 16

Use work area.

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LESSON 9

Name _____

page 50

• Adding with Regrouping

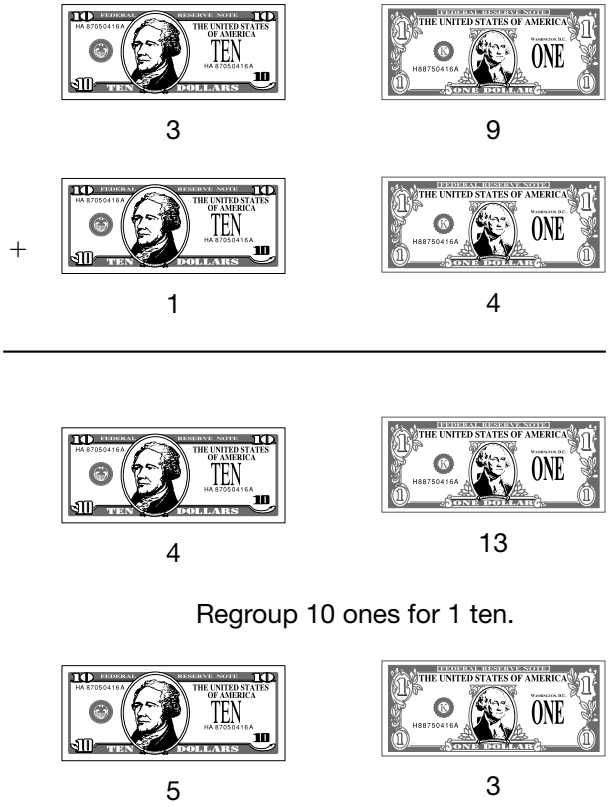
New Concept

• To add with regrouping:

1. Add the ones.
2. Regroup.
3. Add the tens.

Example

Karyn had $39. She earned $14 more by raking leaves. How much money does Karyn have?



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New Concept, continued

- To add with regrouping:

  1. Add the ones.
  2. Regroup.
  3. Add the tens.

Example

Add ones.	Regroup. Write the 3. Carry the 1.	Add tens.
$9 + 4 = 13$		
$\begin{array}{r} 39 \\ +\ 14 \\ \hline \end{array}$	$\begin{array}{r} {}^{1}\ \ \\ 39 \\ +\ 14 \\ \hline 3 \end{array}$	$\begin{array}{r} {}^{1}\ \ \\ 39 \\ +\ 14 \\ \hline 53 \end{array}$

Lesson Practice

Solve each problem using money manipulatives. Then add using pencil and paper.

a. $\begin{array}{r} \$36 \\ +\ \$29 \\ \hline \$\ \ \ \ \end{array}$

b. $\begin{array}{r} \$47 \\ +\ \$\ \ 8 \\ \hline \$\ \ \ \ \end{array}$

c. $\begin{array}{r} \$57 \\ +\ \$13 \\ \hline \$\ \ \ \ \end{array}$

Use pencil and paper to add:

d. $\begin{array}{r} 68 \\ +\ \ \ \ \\ \hline \end{array}$

e. $\begin{array}{r} \$59 \\ +\ \ \ \ \ \ \\ \hline \$\ \ \ \ \ \ \end{array}$

f. $\begin{array}{r} 46 \\ +\ \ \ \ \\ \hline \end{array}$

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Written Practice

page 53

1. six hundred thirteen

digits: _____

Use work area.

2. nine hundred one

digits: _____

Use work area.

3. 941

words: _____

Use work area.

4.
$$\begin{array}{r} 2 \\ 4 \\ +\ f \\ \hline 11 \end{array}$$

2 + _____ = _____

11 − _____ = _____

f = _____

5.
$$\begin{array}{r} 5 \\ g \\ +\ 2 \\ \hline \end{array}$$

5 + _____ = _____

13 − _____ = _____

g = _____

6.
$$\begin{array}{r} h \\ 4 \\ +\ 7 \\ \hline 15 \end{array}$$

4 + _____ = _____

15 − _____ = _____

h = _____

7.
$$\begin{array}{r} 2 \\ 7 \\ +\ n \\ \hline 16 \end{array}$$

2 + _____ = _____

16 − _____ = _____

n = _____

8.
$$\begin{array}{r} 33 \\ +\ 8 \\ \hline \end{array}$$

_____

9.
$$\begin{array}{r} \$47 \\ +\ \$18 \\ \hline \end{array}$$

_____

10.
$$\begin{array}{r} 27 \\ +\ 69 \\ \hline \end{array}$$

_____

11.
$$\begin{array}{r} \$49 \\ +\ \$25 \\ \hline \end{array}$$

_____

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12. 17 − 8 Check: 8 + ___ = 17

_____

13. 12 − 6 Check: 6 + ___ = 12

_____

14. 9 − 7 Check: 7 + ___ = 9

_____

15. 13 − 6 Check: 6 + ___ = 13

_____

16. When we add, the answer is called the s____.

Use work area.

17. When we subtract, the answer is called the d_____.

Use work area.

18. Which month is **two** months **AFTER** the **twelfth** month?

See "Months of Year" on page 3 in the *Student Reference Guide.*

_____

19. Subtract to find the rule.

30, 36, 42, _____, _____, _____, …

Rule: _____

Use work area.

20.

28, 35, 42, _____, _____, _____, …

Rule: _____

Use work area.

21. hundreds place

843

_____

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22. 28
+ 6

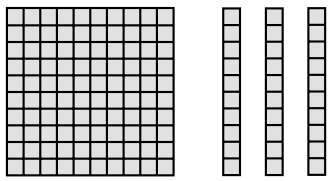
23. $47
+ $28

24. 35
+ 27

25. Mio bought pants for $28 and a shirt for $17. Write an equation to show how much Mio spent.

_____ + _____ = _____

26. What number does this model stand for?



A 31 **B** 13

C 103 **D** 130

_____

27. How many arrangements?

Act it out.

l _____ _____ _____ _____ _____

_____ _____ _____ _____ _____

m _____ _____ _____ _____ _____

_____ arrangements

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28. Which is less: 89 or 98?

Look at the tens.

Look at the ones.

_____

29. Order from fastest to slowest.

Speeds of Animals

Animal	Speed (miles per hour)
White-tailed deer	30
Mule deer	35
Reindeer	32

mule deer, _____, _____

30.

_____

_____

_____ + _____ = 7

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Use work area.

LESSON 10

Name _____

page 55

• Even and Odd Numbers

Teacher Notes:

- Introduce Hint #6 "Finding Numbers with Odd or Even Digits."
- Refer students to "Odd/Even" on page 13 in the *Student Reference Guide.*
- Display reference chart "Odd/Even."

New Concept

- **Even numbers:** 0, 2, 4, 6, 8, ...
- **Odd numbers:** 1, 3, 5, 7, 9, ...
- Look at the **last** digit:

  Examples

  46<u>3</u> odd

  45<u>6</u> even

  28<u>5</u> odd

Example

Use the digits 2, 7, and 6 to write a three-digit odd number greater than 500.

3 digits	____	____	____
last digit odd	____	____	7
hundreds greater than 5	6	____	7
number	6	2	7

Lesson Practice

Write "even" or "odd" for each number:

a. 56<u>3</u> _____

b. 32<u>8</u> _____

c. 99 _____

d. 0 _____

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Lesson Practice, continued

e. Use the digits 3, 4, and 6 to write an even number greater than 500. Use each digit only once.

hundreds greater than 5

_____ _____ _____

↑
even

f. How can you tell whether a number is even?

A number is even if the last digit is _____, _____, _____, _____,

or _____.

g. How many different **three-digit numbers** can you write using 4, 0, and 5?

- 0 may not be used in the hundreds place.
- List the numbers in order.
- Write odd or even.

4		5	odd
5			

_____ numbers

Written Practice

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1. five hundred forty-two

digits _____

Use work area.

2. six hundred nineteen

digits _____

Use work area.

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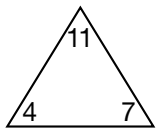
3.



4	7	11	11
+ ____	+ ____	− ____	− ____

Use work area.

4. 903

words: _____

_____

Use work area.

5. 746

words: _____

_____

Use work area.

6. Use the digits 4, 6, and 7 to write an odd number greater than 600.

hundreds greater than 6

____ ____ ____

↑ odd

Use work area.

7.

$$\begin{array}{r} 4 \\ n \\ +\ 3 \\ \hline 14 \end{array}$$

4 + _____ = _____

14 − _____ = _____

n = _____

8.

$$\begin{array}{r} p \\ 4 \\ +\ 2 \\ \hline 13 \end{array}$$

4 + _____ = _____

13 − _____ = _____

p = _____

9.

$$\begin{array}{r} 5 \\ q \\ +\ 7 \\ \hline 14 \end{array}$$

5 + _____ = _____

14 − _____ = _____

q = _____

10.

$$\begin{array}{r} r \\ 3 \\ +\ 2 \\ \hline 11 \end{array}$$

3 + _____ = _____

11 − _____ = _____

r = _____

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11. 15 − 7 Check: 7 + 15 _____

12. 14 − 7 Check: 7 + 14 _____

13. 17 − 8 Check: 8 + 17 _____

14. 11 − 6 Check: 6 + 11 _____

15. $25 + $38 _____

16. $19 + $34 _____

17. 42 + 8 _____

18. 17 + 49 _____

19. Subtract to find the rule.

18, 21, 24, _____, _____, _____, ...

Rule: _____

Use work area.

20. What is the **eighth** number in this counting sequence?

6, 12, 18, 24, _____, _____, _____, _____

_____

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21. If Jabari has $6 in a piggy bank, $12 in his wallet, and $20 in his drawer, how much money does Jabari have in all three places? Write a number sentence for this problem.

_____ + _____ + _____ = _____

22. Find sets of ten.

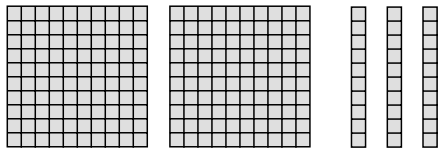
2
3
5
7
8
4
+ 5

_____

23. _____ / _____ / _____
month day year

_____

24. Use **words** to write the number shown by this model:



_____

Use work area.

25. Largest

_____ _____
↑
even

_____

26. If △ + 4 = 12, then which of these is **not** true?

A 4 + △ = 12

B 12 − △ = 4

C 12 + 4 = △

D 12 − 4 = △

_____

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27. List in order from least to greatest all the three-digit numbers using 8, 3, and 0.

0 cannot be in the hundreds place.

__3__ _____ _____

_____ _____ _____

__8__ _____ _____

_____ _____ _____

Use work area.

28. odd or even

a. 7<u>3</u> _____

b. 5<u>4</u> _____

c. 33<u>0</u> _____

d. 20<u>9</u> _____

Use work area.

29. _____ − _____ = _____

Use work area.

30. Mary scored _____ points in her basketball game Monday.

She scored _____ points in her basketball game Tuesday.

How many points did Mary score in her games Monday and Tuesday?

_____ + _____ = _____

My answer is reasonable because I added _____ points and _____ points and the sum was _____.

Use work area.

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Name _____

Teacher Notes:

- Introduce Hint #7 "Positive and Negative Numbers"; and Hint #8, "Comparing Numbers."
- Refer students to "Number Line" and "Less Than/Greater Than" on page 12 in the *Student Reference Guide*.
- Display reference chart "Number Line."

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Focus on
• Number Lines

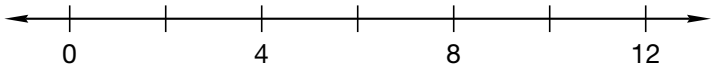
Math Language

A **line** goes both ways forever.

Arrowheads show that it continues.

line

- A **number line** has tick marks. Some of those marks are labeled with numbers.

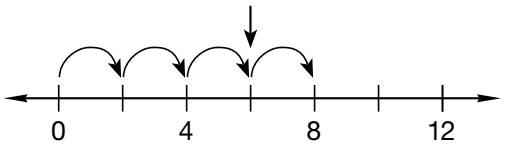


- **"Finding the pattern"** helps us find what number to count by.

Try ones.
Try twos.
Try fives.
Try tens.

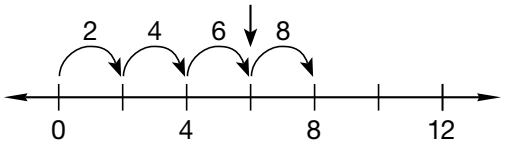
Example

To what number is the arrow pointing?



Try ones. Counting by ones does not fit the pattern.

Try twos. The pattern is count up by 2.



The arrow points to 6.

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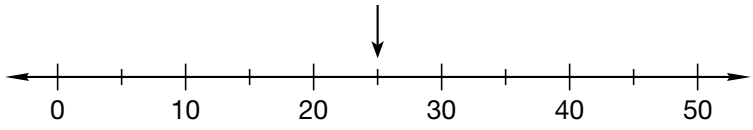
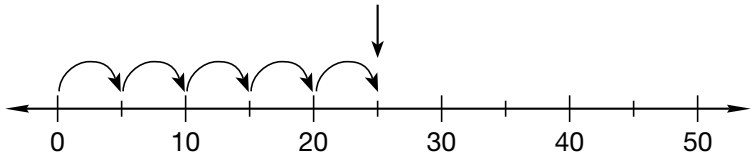
To what number is each arrow pointing in problems 1 and 2?

1.



Find the pattern.

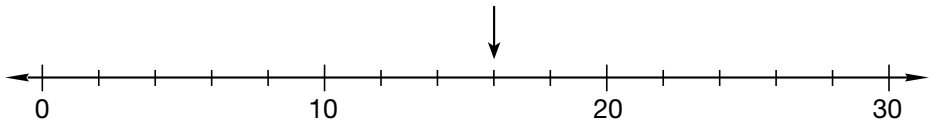


Try ones.
Try twos.
Try fives.
Try tens.

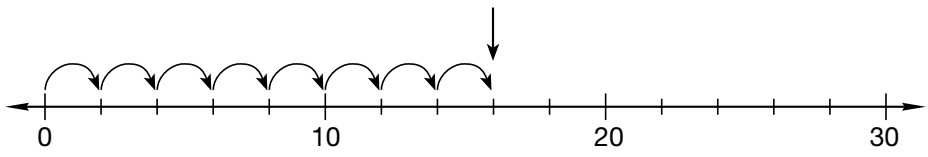
The pattern is count up by _____.

The arrow points to _____.

2.



Find the pattern.



Try ones.
Try twos.
Try fives.
Try tens.

The pattern is count up by _____.

The arrow points to _____.

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Activity

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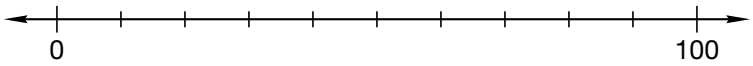
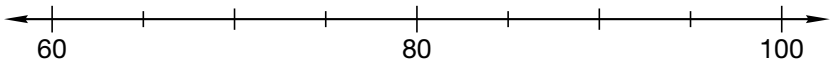
Drawing Number Lines

a. Write the numbers that go below the tick marks

Find the pattern.





b Draw tick marks for 2, 4, 6, 8.

Math Language

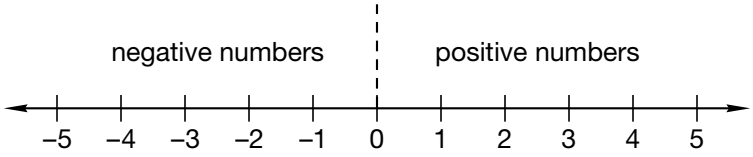
Positive numbers are **greater** than zero.

Negative numbers are **less** than zero.

Zero is neither positive nor negative.

- On a number line there are both **positive** and **negative** numbers.

Negative ten: –10
Positive ten: 10

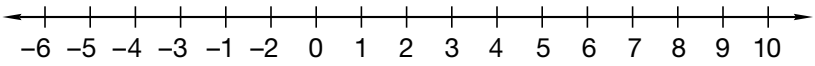


- We can write counting sequences that have both positive and negative numbers.

Example

... , 10, 8, 6, 4, 2, 0, –2, –4, –6, ...

... , 9, 7, 5, 3, 1, –1, –3, –5, ...



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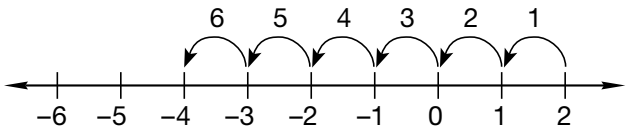
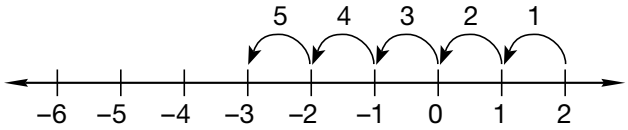
3. **Represent** At 3 p.m. the temperature was 2 degrees. At 5 p.m. the temperature was 6 degrees colder. What was the temperature at 5 p.m.?



The temperature was _____ degrees.

4. **Represent** What is Molly's debt?



Molly's debt is _____ dollars.

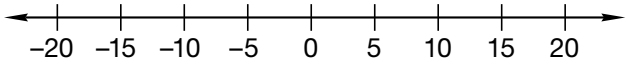
5. Write the number that is 15 less than zero.

a. Use digits. _____

b. Use words. n_____ f_____

6. Write the next four numbers in this sequence:

... , 20, 15, 10, 5, _____, _____, _____, _____, ...



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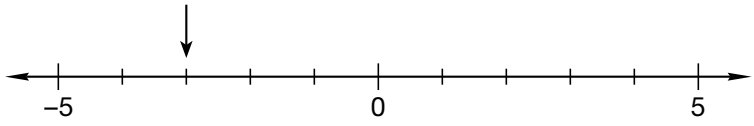
To what number is each arrow pointing in problems **7** and **8?**

7.

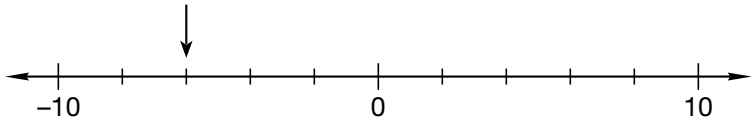


Find the pattern.
Try ones. Try twos. Try fives. Try tens.

The pattern is count down by _____.

The arrow points to _____.

8.



Find the pattern.
Try ones. Try twos. Try fives. Try tens.

The pattern is count down by _____.

The arrow points to _____.

Math Language

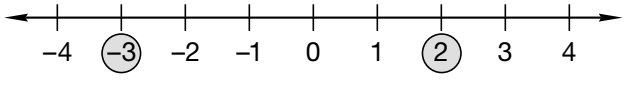
We use these signs to **compare** numbers:

$<$ less than
$>$ greater than
$=$ equal to

- A number line can help us **compare** two numbers. Numbers go from least to greatest on a number line.

Example

Compare 2 and –3.



$2 > -3$

Two is greater than negative three.

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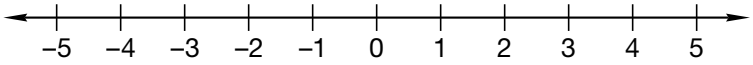
Compare:

Use the number line.



9. –3 ◯ 1

10. 3 ◯ 2

11. 2 + 3 ◯ 3 + 2

↓ ↓

_____ ◯ _____

12. –4 ◯ –5

13. **Represent** Use words to write the comparison $-1 < 0$.

N_____ _____ is

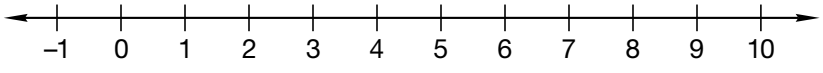
I_____ than Z_____.

14. Use digits and a comparison symbol to write "negative two is greater than negative three."

_____ ◯ _____

Arrange the numbers from least to greatest in problems **15** and **16**.

Use the number line.



15. 0, –2, –3 _____, _____, _____

16. 10, –1, 0 _____, _____, _____

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