<table>
<thead>
<tr>
<th>Session(s)</th>
<th>Concept/Main Idea</th>
<th>Corresponding Pencil-Paper Packet Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>writing and telling time to the hour; a.m. and p.m.</td>
<td><strong>MX SAB</strong>&lt;br&gt;- page 221 Clock features&lt;br&gt;- page 222 Determine a.m. or p.m.&lt;br&gt;- page 223 Create a clock model</td>
</tr>
<tr>
<td>2</td>
<td>telling time to 5 minute</td>
<td><strong>MX SAB</strong>&lt;br&gt;- page 227 5 minute interval clock&lt;br&gt;- page 228 Reading to 5 minute&lt;br&gt;- page 229 Drawing hands to 5 minute</td>
</tr>
<tr>
<td>3 - 5</td>
<td>read and solve word problems (compare and put together take apart) using information from graphs</td>
<td><strong>MX SAB</strong>&lt;br&gt;- Pages 233-234 Solve comparison word problems from picture graph&lt;br&gt;&lt;br&gt;<strong>MX SAB</strong>&lt;br&gt;- Page 239 Solve comparison word problems from bar graph&lt;br&gt;- Page 240 Solve two step problems using bar graphs&lt;br&gt;&lt;br&gt;<strong>MX SAB</strong>&lt;br&gt;- Pages 246-247 Solve word problems using data from bar graphs</td>
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<td>6</td>
<td>place value</td>
<td><strong>MX HR</strong>&lt;br&gt;- Pages 157-158</td>
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<td>7</td>
<td></td>
<td><strong>MX SAB</strong>&lt;br&gt;- Page 261 Represent 3 digit numbers&lt;br&gt;- Page 262 Expanded form</td>
</tr>
<tr>
<td>8</td>
<td>compare 3 digit numbers</td>
<td><strong>MX SAB</strong>&lt;br&gt;- Pages 263-264</td>
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<td>9</td>
<td>adding 1s, 10s, 100s</td>
<td><strong>MX SAB</strong>&lt;br&gt;- Page 268</td>
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<td>10-11</td>
<td>3-digit addition</td>
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<td>12</td>
<td>using proof drawings to solve 3-digit addition</td>
<td><strong>MX SAB</strong>&lt;br&gt;- Pages 275-276&lt;br&gt;&lt;br&gt;iReady At Home Activity Pack page 21-22</td>
</tr>
<tr>
<td>13</td>
<td>word problems with unknown addends</td>
<td><strong>MX SAB</strong>&lt;br&gt;- Pages 277-278</td>
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<td>Task Description</td>
<td>Resource</td>
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<tr>
<td>14</td>
<td>solving subtraction problems</td>
<td>MX SAB</td>
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<td>15</td>
<td>subtracting from 1,000</td>
<td>MX SAB</td>
</tr>
<tr>
<td>16</td>
<td>subtraction with one or more zeros</td>
<td>MX SAB</td>
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<tr>
<td>17-19</td>
<td>represent three digit subtraction</td>
<td>MX HR (17)</td>
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<td>20</td>
<td>practice ungrouping</td>
<td>MX HR</td>
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<tr>
<td>21</td>
<td>decide whether to add or subtract</td>
<td>MX SAB</td>
</tr>
<tr>
<td>22</td>
<td>using the opposite operation to check</td>
<td>MX SAB</td>
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<tr>
<td>23</td>
<td>mixed addition and subtraction word problems</td>
<td>MX SAB</td>
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<tr>
<td>24</td>
<td>foundations of multiplication (arrays)</td>
<td>MX SAB</td>
</tr>
<tr>
<td>25-26</td>
<td>partition rectangles- halves, thirds, fourths</td>
<td>MX SAB</td>
</tr>
<tr>
<td>27-28</td>
<td>distance around a shape adding 3 and 4 lengths</td>
<td>MX SAB</td>
</tr>
</tbody>
</table>
Features of Clocks

Clocks are tools that we use to measure time.

1. Describe some clocks that you have seen.

Place the missing numbers on the analog clocks.

2. 

An analog clock has a long hand that is the minute hand and a short hand that is the hour hand.

Ring the hour hand on the clocks.

5. 
6. 
7. 

Ring the minute hand on the clocks.

8. 
9. 
10.
Times of Daily Activities

We use A.M. for the hours after 12:00 midnight and before 12:00 noon. 9:00 A.M. is 9 o’clock in the morning.

We use P.M. for the hours after 12:00 noon and before 12:00 midnight. 9:00 P.M. is 9 o’clock in the evening.

11. Complete the chart. For each time listed, write whether it is dark or light outside; whether it is morning, afternoon, or evening; and an activity you might be doing at that time.

<table>
<thead>
<tr>
<th>Time</th>
<th>Sunlight</th>
<th>Part of the Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 A.M.</td>
<td>dark</td>
<td>morning</td>
<td>sleeping</td>
</tr>
<tr>
<td>12:30 P.M.</td>
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<tr>
<td>9:00 P.M.</td>
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</tbody>
</table>

For each activity, ring the most appropriate time.

12. brush your teeth in the morning

   1:30 P.M.  3:00 P.M.  7:30 A.M.

13. eat dinner at night

   5:00 A.M.  12:00 noon  6:00 P.M.

14. watch an afternoon movie

   3:00 A.M.  2:00 P.M.  6:00 P.M.
5-Minute Intervals

1. Count by 5s around the clock.
Read Time to 5 Minutes

Write the time on the digital clocks.
Show Times to 5 Minutes
Draw hands on each clock to show the time.

14. 15. 16. 17.

10:35 9:20 2:25 4:50

18. 19. 20. 21.

7:05 3:30 5:50 8:00

22. 23. 24. 25.

10:15 12:25 3:55 4:30
Model a Clock
Attach the clock hands using a prong fastener.

hour  minute
Use Picture Graphs to Compare Amounts

Read the picture graph.

Write the number. Ring more or fewer.

<table>
<thead>
<tr>
<th>Number of Balloons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla</td>
</tr>
<tr>
<td>Peter</td>
</tr>
<tr>
<td>Hanna</td>
</tr>
</tbody>
</table>

1. Carla has □ more fewer balloons than Peter.

2. Hanna has □ more fewer balloons than Carla.

Read the picture graph. Write the number.

<table>
<thead>
<tr>
<th>Leaves Collected</th>
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<tbody>
<tr>
<td>Amari</td>
</tr>
<tr>
<td>Sam</td>
</tr>
<tr>
<td>Marco</td>
</tr>
</tbody>
</table>

3. Amari needs □ more leaves to have as many as Sam has.

4. If Sam gives away □ leaves, he will have as many leaves as Marco has.
Solve Put Together/Take Apart Problems

This picture graph shows the number of apples Mrs. Reid bought at the store.

5. How many apples did Mrs. Reid buy altogether?

6. There are 2 green apples, 1 yellow apple, and 1 red apple in the bowl. The rest are in Mrs. Reid’s bag. How many apples are in the bag?

This picture graph shows the number of books that four children read.

7. Two children read 6 books altogether. Who are the two children?

8. Two of the books the children read are about cars and 2 books are about trains. The rest of the books are about animals. How many books are about animals?
Solve *Put Together/Take Apart* and *Compare* Problems

**Animals at the Wildlife Park**

- Lions
- Bears
- Tigers
- Monkeys

Use the bar graph to solve the problems.

1. Four of the monkeys are adults and the rest are babies. How many of the monkeys are babies?

2. How many fewer bears are there than monkeys?

3. There are 2 fewer lions than elephants. How many elephants are there?
Solve Word Problems with More Than One Step

Jenny's Bead Collection

Use the bar graph to solve the problems.

4. Jenny has 4 fewer purple beads than Morgan. How many purple beads do Jenny and Morgan have in all?

5. Morgan has 11 red beads. Then she gives 2 red beads to Arun. How many more red beads does Morgan have now than Jenny?

6. Five of Jenny's beads are large and the rest are small. She buys some small yellow beads. Now she has 18 small beads. How many small yellow beads does she buy?
Solve Problems Using a Bar Graph

Books in the Class Library

Use the bar graph to solve the problems.

3. Children are reading 3 history books.
   The rest are on the shelf in the library.
   How many history books are on the shelf?

   [Blank]

   label

4. The class library has 2 more science books than math books. How many more math books must the library get so there is the same number of math books as mystery books?

   [Blank]

   label

5. Children are reading some of the mystery books. The rest are on the shelf. The library gets 6 new mystery books. Now there are 10 mystery books on the shelf. How many mystery books are children reading?

   [Blank]

   label
Solve Problems Using a Bar Graph (continued)

Animals at a Farm

Sheep
Rabbits
Goats
Cows

Use the bar graph to solve the problems.

6. The farm has 4 more rabbits than horses. How many horses does the farm have?

[Diagram label]

7. The farm has 5 fewer goats than chickens. How many chickens does the farm have?

[Diagram label]

8. There are 3 cows in the barn. The rest of the cows are in the field with the goats and the sheep. How many animals are in the field?

[Diagram label]
Count the hundreds, tens, and ones. Write the totals.

1. 

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Draw to show the numbers. Use boxes, sticks, and circles.

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<th>Hundreds</th>
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Add.

1. 43 + 28
2. 65   + 17
3. 35   + 28
4. 52   + 38
5. 47   + 29

Write <, >, or =.

6. 153 □ 181
7. 113 □ 131
8. 56 □ 104
9. 59 □ 59
10. 84 □ 48
11. 151 □ 139

12. Write how to count the money.

13. **Stretch Your Thinking** You have base ten blocks for 2 hundreds, 2 tens, and 2 ones. Write all of the different 3-digit numbers you could show.
Review the Use of Boxes, Sticks, and Circles to Represent Numbers

Write the number that is shown by the drawing.

1. □□□□□□ □ □□□□
   Hundreds   Tens   Ones
   Total ______

2. □□□□ □□□□
   Hundreds   Tens   Ones
   Total ______

3. □□□□□□ □□□□
   Hundreds   Tens   Ones
   Total ______

Draw boxes, sticks, and circles to show the number.

4. 740

5. 876

6. 294

7. 502
Expanded Form

Write the hundreds, tens, and ones.

8. $382 = \underline{300} + \underline{80} + \underline{2}$
9. $738 = \underline{\phantom{0}} + \underline{\phantom{0}} + \underline{\phantom{0}}$
10. $526 = \underline{\phantom{0}} + \underline{\phantom{0}} + \underline{\phantom{0}}$
11. $267 = \underline{\phantom{0}} + \underline{\phantom{0}} + \underline{\phantom{0}}$

Write the number.

12. $400 + 50 + 9 = \underline{459}$
13. $800 + 10 + 3 = \underline{\phantom{0}}$
14. $100 + 70 + 5 = \underline{\phantom{0}}$
15. $600 + 40 + 1 = \underline{\phantom{0}}$

Write the number that makes the equation true.

16. $\underline{\phantom{0}} = 5 + 900 + 40$
17. $7 + 200 = \underline{\phantom{0}}$
18. $\underline{\phantom{0}} = 400 + 6 + 80$
19. $800 + 40 = \underline{\phantom{0}}$
20. $\underline{\phantom{0}} = 70 + 300$
21. $60 + 500 + 3 = \underline{\phantom{0}}$
22. $\underline{\phantom{0}} = 2 + 400$
23. $9 + 90 + 200 = \underline{\phantom{0}}$
24. $462 = 2 + 400 + \underline{\phantom{0}}$
25. $\underline{\phantom{0}} + 90 + 700 = 798$
26. $523 = 20 + 3 + \underline{\phantom{0}}$
27. $\underline{\phantom{0}} + 4 + 200 = 224$
Solve and Discuss
Write <, >, or =.

1. 635 〇 735
2. 527 〇 527
3. 820 〇 518
4. 327 〇 372
5. 975 〇 987
6. 321 〇 567
7. 267 〇 267
8. 271 〇 172
9. 654 〇 564
10. 750 〇 507

What's the Error?

35 〇 245

I know that 3 is greater than 2. Did I make a mistake?

1. Draw boxes, sticks, and circles to help Puzzled Penguin.

35 〇 245
Compare Numbers

Write <, >, or =.

12. 620 62
13. 510 150
14. 852 852
15. 854 984
16. 71 315
17. 357 218
18. 418 387
19. 482 501
20. 359 359
21. 376 476
22. 291 191
23. 333 9

Add or Subtract Within 100

Add.

24. 35 + 7 =
25. 6 + 77 =
26. 12 + 4 =
27. 19 + 60 =
28. 35 + 42 =
29. 27 + 73 =
30. 58 + 4 =

Subtract.

31. 100 − 52 =
32. 98 − 35 =
33. 83 − 78 =
34. 71 − 35 =
Solve and Discuss

Solve each word problem. Use Secret Code Cards or draw proof drawings if you wish.

4. A camping club buys some raisins. They buy 3 cartons that have 100 bags each. They also have 24 bags left from their last trip. How many bags of raisins does the club have?

5. Two friends want to make necklaces. They buy 1 package of one hundred red beads, 1 package of one hundred blue beads, and 1 package of one hundred green beads. They already have 12 loose beads. How many beads do they have altogether?

6. Mia and Bo want to advertise their yard sale. They decide to make fliers. They buy 2 packs of paper. Each pack has 200 sheets in it. They have 32 sheets in their art box. How many sheets of paper do they have?

7. All of the students at a school go out on the playground. They form 8 groups of one hundred students and 6 groups of ten. There are 5 students left. How many students go to this school?
Solve each word problem. 
Be ready to explain what you did.

1. Milo makes a display of plant and fish fossils for the library. He puts in 478 plant fossils. He puts in 67 fish fossils. How many fossils are in the display?

2. The nature club plants some pine and birch trees. They plant 496 birch trees. Then they plant 283 pine trees. How many trees does the club plant in all?

3. There are 818 ducks entered in the Rubber Duck River Race. Then 182 more are added. How many ducks are in the race now?

4. There are 189 children at Camp Sunshine. There are 375 children at Camp Bluebird. How many children are there at the two camps?
Practice 3-Digit Addition

Add using any method. Make a proof drawing if it helps.

5. \[ \begin{array}{c}
5. & 375 \\
+ & 482 \\
\hline
& 857
\end{array} \]

6. \[ \begin{array}{c}
6. & 148 \\
+ & 236 \\
\hline
& 384
\end{array} \]

7. \[ \begin{array}{c}
7. & 584 \\
+ & 61 \\
\hline
& 645
\end{array} \]

8. \[ \begin{array}{c}
8. & 168 \\
+ & 674 \\
\hline
& 842
\end{array} \]

9. \[ \begin{array}{c}
9. & 89 \\
+ & 376 \\
\hline
& 465
\end{array} \]

10. \[ \begin{array}{c}
10. & 563 \\
+ & 157 \\
\hline
& 720
\end{array} \]

11. \[ \begin{array}{c}
11. & 497 \\
+ & 259 \\
\hline
& 756
\end{array} \]

12. \[ \begin{array}{c}
12. & 124 \\
+ & 563 \\
\hline
& 687
\end{array} \]

13. \[ \begin{array}{c}
13. & 348 \\
+ & 239 \\
\hline
& 587
\end{array} \]
Find the Hidden Animal

Directions for the puzzle on page 276.

1. Start by coloring in the six dotted squares. These are “free” squares. They are part of the puzzle solution.

2. Find one of the sums below. Then look for that sum in the puzzle grid. Color in that puzzle piece.

3. Find all 20 sums. Color the puzzle pieces with the sums. Color in all 20 correct answers.

4. Name the hidden animal. It is a(n) _____________.

\[
\begin{array}{cccccc}
524 & 287 & 384 & 456 & 327 \\
+247 & +164 & +375 & +174 & +265 \\
\end{array}
\]

\[
\begin{array}{cccccc}
207 & 248 & 282 & 548 & 233 \\
+595 & +376 & +457 & +387 & +288 \\
\end{array}
\]

\[
\begin{array}{cccccc}
367 & 293 & 284 & 537 & 138 \\
+265 & +595 & +376 & +463 & +327 \\
\end{array}
\]

\[
\begin{array}{cccccc}
286 & 407 & 503 & 78 & 192 \\
+78 & +266 & +148 & +65 & +339 \\
\end{array}
\]
See page 275 for directions on how to solve the puzzle.
The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

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<tr>
<td>1</td>
<td>635</td>
<td>+321</td>
<td>2</td>
<td>439</td>
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<td>772</td>
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Answers:

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Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1. 435
   + 283
   ___________

2. 205
   + 113
   ___________

3. 586
   + 130
   ___________

4. 378
   + 343
   ___________

5. 186
   + 175
   ___________

6. 476
   + 234
   ___________

7. 152
   + 169
   ___________

8. 214
   + 225
   ___________

9. 362
   + 556
   ___________

10. 481
    + 262
    ___________

11. 145
    + 239
    ___________

12. 347
    + 133
    ___________

13. 286
    + 644
    ___________

14. 267
    + 174
    ___________

15. 383
    + 319
    ___________

16. How do you know that 361 + 283 is greater than 500 without finding the sum?
Adding Up to Solve Word Problems
Solve each word problem.

1. Mr. Cruz has 750 yams to sell. He sells some and has 278 yams left. How many yams does he sell?
   
   
   
   label

2. At the end of February there are 692 houses in our town. Some new houses are built in March. At the end of March there are 976 houses. How many houses are built in March?
   
   
   
   label

3. Delia has 524 rocks in her collection. She gives some to her sister. Now she has 462 rocks. How many rocks did she give away?
   
   
   
   label

4. On Saturday, 703 people go to a movie. 194 go in the afternoon. The rest go in the evening. How many people go in the evening?
   
   
   
   label
Adding Up to Solve Word Problems (continued)

Solve each word problem. Show your work.

5. Jeremy makes 525 coasters that are circles or squares as gifts for his family. 347 coasters are circles. How many coasters are squares?

6. Analisse has 419 marbles. 287 of the marbles are blue. How many marbles are other colors?

Add and Subtract Within 100

Add.

7. \[ 32 + 50 \]
8. \[ 42 + 57 \]
9. \[ 57 + 43 \]
10. \[ 44 + 7 \]

Subtract.

11. \[ 98 - 24 \]
12. \[ 100 - 31 \]
13. \[ 43 - 38 \]
14. \[ 61 - 29 \]
Discuss Subtraction Problems

Solve each word problem. Use any method. Make a proof drawing.

1. A teacher buys 200 erasers for his students. He gives 152 of them away. How many erasers does he have left over?

2. The school cafeteria has 500 apples. Some of them are served with lunch. After lunch, there are 239 apples left. How many apples does the cafeteria serve?

3. Teresa sells guitars. She has 600 guitars. She sells 359. How many guitars does she have left?

4. Jorge is on a basketball team. He scores 181 points one year. He scores some points in a second year, too. He scores a total of 400 points over the two years. How many points does he score the second year?
### Practice Subtracting from 1,000

Subtract. Use any method.

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11. Elliot has 1,000 pennies. He puts 350 pennies in penny rolls. How many pennies are left?

12. Marta’s class plans to collect 1,000 cans this year. They have 452 cans so far. How many more cans do they plan to collect?

- Label: ___
- Label: ___

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Do I Need to Ungroup?
Decide if you need to **ungroup**. If you need to ungroup, draw a magnifying glass around the top number. Then find the answer.

1. 508
   - 346
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

2. 500
   - 306
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

3. 670
   - 340
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

31. 570
   - 390
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____
## Subtract from 3-Digit Numbers with Zeros

Subtract.

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## Add and Subtract Within 100

Add.

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<td>38</td>
<td>12.</td>
<td>61</td>
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<td>+44</td>
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Subtract.

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<td>15.</td>
<td>100</td>
<td>16.</td>
<td>92</td>
<td>17.</td>
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<td></td>
<td>-57</td>
<td></td>
<td>-40</td>
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</tbody>
</table>
Review Addition and Subtraction

Ring *add* or *subtract*. Check if you need to ungroup or make a new ten or hundred. Then find the answer.

1. \[ \begin{array}{c}
   762 \\
   -395 \\
\end{array} \]

Subtract
- [ ] Ungroup to get 10 ones
- [ ] Ungroup to get 10 tens

Add
- [ ] Make 1 new ten
- [ ] Make 1 new hundred

2. \[ \begin{array}{c}
   395 \\
   +367 \\
\end{array} \]

Subtract
- [ ] Ungroup to get 10 ones
- [ ] Ungroup to get 10 tens

Add
- [ ] Make 1 new ten
- [ ] Make 1 new hundred

3. \[ \begin{array}{c}
   287 \\
   -193 \\
\end{array} \]

Subtract
- [ ] Ungroup to get 10 ones
- [ ] Ungroup to get 10 tens

Add
- [ ] Make 1 new ten
- [ ] Make 1 new hundred

4. \[ \begin{array}{c}
   437 \\
   +324 \\
\end{array} \]

Subtract
- [ ] Ungroup to get 10 ones
- [ ] Ungroup to get 10 tens

Add
- [ ] Make 1 new ten
- [ ] Make 1 new hundred
Decide if you need to ungroup. If you need to ungroup, draw a magnifying glass around the top number. Then find the answer.

1. \[ 531 \quad -434 \]
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

2. \[ 579 \quad -296 \]
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

3. \[ 391 \quad -265 \]
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

4. \[ 238 \quad -177 \quad = \quad \] _____
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

5. Latoya’s class picks 572 apples on a field trip. They bring 386 apples home with them. How many apples do they leave?

6. Elena had 735 stickers. She gives 427 stickers to her brother. How many stickers does she have left?

  [label]
Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

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<td>478</td>
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<td>-646</td>
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<td>-437</td>
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<td>514</td>
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<td>-425</td>
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<td>-628</td>
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<td>375</td>
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<td>-517</td>
<td>-249</td>
<td>-163</td>
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</table>

16. How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?
Regrouping Hundreds to Tens

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 816
   - 432
2. 927
   - 563
3. 506
   - 315

4. 448
   - 160
5. 743
   - 471
6. 476
   - 293

7. 628
   - 236
8. 961
   - 470
9. 527
   - 256

10. 347
    - 154
11. 835
    - 285
12. 624
    - 382

13. 329
    - 170
14. 465
    - 195
15. 519
    - 378

Answers:
193  242  191  384  272
364  271  491  288  392
183  141  550  159  270
Decide if you need to ungroup. If you need to ungroup, draw a magnifying glass around the top number. Then find the answer.

1. $630 - 318$
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

2. $931 - 845$
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

3. $407 - 274$
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

4. $498 - 276$
   Ungroup to get 10 ones? _____
   Ungroup to get 10 tens? _____

5. Jamal has 590 craft sticks. He uses 413 craft sticks to make a building. How many craft sticks does he have left?

6. On Saturday, 290 people go to the roller skating rink. 184 of them are adults. How many are children?
Review Addition and Subtraction

Ring add or subtract. Check if you need to ungroup or make a new ten or hundred. Then find the answer.

1. \[
\begin{array}{c}
762 \\
- 395 \\
\hline
\end{array}
\]

Subtract

☐ Ungroup to get 10 ones
☐ Ungroup to get 10 tens

Add

☐ Make 1 new ten
☐ Make 1 new hundred

2. \[
\begin{array}{c}
395 \\
+ 367 \\
\hline
\end{array}
\]

Subtract

☐ Ungroup to get 10 ones
☐ Ungroup to get 10 tens

Add

☐ Make 1 new ten
☐ Make 1 new hundred

3. \[
\begin{array}{c}
287 \\
- 193 \\
\hline
\end{array}
\]

Subtract

☐ Ungroup to get 10 ones
☐ Ungroup to get 10 tens

Add

☐ Make 1 new ten
☐ Make 1 new hundred

4. \[
\begin{array}{c}
437 \\
+ 324 \\
\hline
\end{array}
\]

Subtract

☐ Ungroup to get 10 ones
☐ Ungroup to get 10 tens

Add

☐ Make 1 new ten
☐ Make 1 new hundred
Relate Addition and Subtraction

Decide whether you need to add or subtract. Draw a Math Mountain. Check your answer by using the opposite operation.

5. \[532 - 181\]  
6. \[532 + 181\]

7. \[528 + 357\]  
8. \[1000 - 438\]

9. \[571 + 287\]  
10. \[904 - 458\]
Solve and Discuss

Make a drawing. Write an equation. Solve the problem.

1. Lucero spills a bag of marbles. 219 fall on the floor. 316 are still in the bag. How many were in the bag in the beginning?

2. Al counts bugs in the park. He counts 561 on Monday. He counts 273 fewer than that on Tuesday. How many bugs does he count on Tuesday?

3. Happy the Clown gives out balloons. She gives out 285 at the zoo and then she gives out some more at the amusement park. Altogether she gives out 503. How many balloons does she give out at the amusement park?

4. Charlie the Clown gives out 842 balloons at the fun fair. He gives out 194 at the store. He gives out 367 at the playground. How many more balloons does he give out at the fun fair than at the playground?
Solve and Discuss (continued)

Make a drawing. Write an equation. Solve the problem.

5. Damon collects stamps. He has 383 stamps. Then he buys 126 more at a yard sale. How many stamps does he have now?

6. Mr. Lewis sells 438 melons. Now he has 294 melons left. How many melons did he have at the start?

7. Ali is giving out ribbons for a race. She gave out 57 ribbons so far, and she has 349 ribbons left. How many ribbons did she have at the start?

8. Cora collected 542 sports cards last year. She collected 247 fewer than that this year. How many cards did she collect in both years together?
> Solve and Discuss

Make a drawing. Write an equation. Solve the problem.

1. Lucero spills a bag of marbles. 219 fall on the floor. 316 are still in the bag. How many were in the bag in the beginning?

2. Al counts bugs in the park. He counts 561 on Monday. He counts 273 fewer than that on Tuesday. How many bugs does he count on Tuesday?

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Solve and Discuss (continued)

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8. Cora collected 542 sports cards last year. She collected 247 fewer than that this year. How many cards did she collect in both years together?
Solve and Discuss (continued)

Make a drawing. Write an equation. Solve the problem.

9. Tanya is working on a puzzle. She has placed 643 pieces. There are 1,000 pieces in the puzzle. How many more pieces does she have to place?

10. In March the Shaws plant some flowers. In April they plant 178 more flowers. In the two months they plant a total of 510 flowers. How many flowers do they plant in March?

11. Jeremy has 48 action figures. Jeremy has 14 more action figures than Keith. How many action figures does Keith have?

12. Pawel gives out fliers about a play. He gives out 194 fliers at the bakery. He gives out 358 at the grocery store. How many fewer fliers does he give out at the bakery than at the grocery store?
▶ Solve and Discuss (continued)

Make a drawing. Write an equation. Solve the problem.

13. Rue has 842 buttons. Then she gives some to a friend. Now she has 263 buttons. How many buttons does Rue give to her friend?

14. Last week Jan sold some tickets to a play. She sells 345 more this week. Altogether she sells 500 tickets. How many tickets did she sell last week?

15. April has 98 fewer pennies than Julie has. April has 521 pennies. How many pennies does Julie have?

16. There are 675 plastic cups and 300 paper plates in a cabinet. Jaime puts more cups and plates in the cabinet. Now there are 850 cups. How many cups does Jaime add?
- **Rows and Columns**
  1. Loop the *rows*.
  2. Loop the *columns*.

- **Write Equations for Arrays**
  Write how many in each row and in each column. Then write two equations for each *array*.

  3. 
  4.
Shade Equal Shares

Measure in centimeters. Draw rows and columns.
Shade to show **halves**, **thirds**, and **fourths**.

10. halves
   
11. thirds
   
12. fourths
   
Measure in centimeters. Draw rows and columns.
13. Shade to show halves two different ways.

14. Shade to show fourths two different ways.

15. Shade to show halves two different ways.
More Practice with Partitions and Equal Shares

Measure in centimeters. Draw rows and columns. Write the number of small squares.

16. ______ squares  17. ______ squares  18. ______ squares

19. ______ squares  20. ______ squares  21. ______ squares

Shade to show equal shares.

22. 2 halves

23. 3 thirds

24. 4 fourths
**Lengths at the Grocery Store**

Choose a method to solve the problems. Does your method work for all of them? Be ready to explain your method to the class.

1. Someone breaks a jug of milk in the store. Mr. Green cleans it up. Then he blocks off the wet spot with tape. How long is the tape?

   ![Triangle Diagram]
   
   - 37 inches
   - 24 inches
   - 48 inches

   unit

2. Mrs. Chang wants to decorate the table she uses for free food samples. She wants to put gold trim around the top of the table. How much trim will she need?

   ![Rectangle Diagram]
   
   - 36 inches
   - 27 inches
   - 27 inches
   - 36 inches

   unit

3. Here is the route a customer takes while shopping at the store. How far does the customer walk altogether?

   ![Route Diagram]
   
   - Door: 26 feet
   - Bakery: 24 feet
   - Farm Stand: 35 feet
   - Meat Counter: 38 feet

   unit
Playground Lengths

Solve.

4. The basketball court has sides that are 42 feet, 37 feet, 42 feet, and 37 feet and four right angles. What is the distance around the court?

5. The fence around the picnic area has sides with lengths of 33 yards, 56 yards, and 61 yards. What is the total length of the fence?

6. A playground game is outlined in chalk. Each of the four sides is 48 inches long and there are four right angles. What is the total length of the outline?

7. The sandbox has a wood border. The border has sides that are 32 feet, 45 feet, 29 feet, and 61 feet. What is distance around the sandbox?
Distance Around Shapes at Home

Solve.

8. A border outlines a flowerbed. How long is the border?

9. The pantry has a tiled floor. What is the distance around the tiled floor?

10. In spring, all of the wood floors get waxed. This part of the kitchen was waxed. What is the distance around the waxed part?
RESOURCES
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## Special Education Support

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| Reading Fluency      | 1. Day 1: Cold Read: Set a timer for 1 minute, ask the student to read for one minute and mark the text where they stopped. After they have marked where they stopped, read the passage aloud to the student.  
2. Day 2: Choral Read: Have the student and another person read the passage together.  
3. Day 3: Practice: Set the timer for 1 minute and ask the student to read the passage for marking where they stop.  
4. Day 4: Practice: Repeat the steps for Day 3.  
5. Day 5: Hot Read: Set the timer for 1 minute, ask the student to read for one minute and mark the text where they stopped. After multiple days of practice, the student should see that they can read farther and with less errors. |
| Reading Comprehension| 1. Ask the student to read the text and use a writing tool to code the text using the symbols below.  
   o ! - surprising facts  
   o ? - questions they had about the event  
   o * - important information  
   o L - information that tells the location of the event  
   o P - information that describes the place of the event  
2. Ask students to share with you what they coded and why.  
3. Ask students to reread the text.  
4. Read aloud the questions to the students. Ask students to use what they read to answer the multiple choice questions. |
| Writing              | After reading the text, use the steps below to answer the short answer questions.  
**K-5**              | a. R: Restate the question  
b. A: Answer all parts of the questions  
c. C: Cite evidence from the text to support your answer.  
d. E: Explain how the evidence from the text supports your answer  
**6-12**              | a. Claim  
b. Support  
c. Evidence  
d. Tie-in |
| Math Calculation       | Encourage students to use the following to solve math problems:  
|                       | • Number lines  
|                       | • 100 charts  
|                       | • 200 charts  
|                       | • Multiplication charts  
|                       | • Formula sheets  
|                       | Choose the tool that students are most comfortable with and apply to their problems. |

| Math Problem Solving  | 1. Read word problems to the student.  
|                       | 2. Ask the student to highlight or underline the important information in the problem that is needed to solve the problem.  
|                       | 3. Write a number sentence or equation to solve the problem.  
|                       | 4. Use the math tool necessary to solve the problem.  
|                       | • Number lines  
|                       | • 100 charts  
|                       | • 200 charts  
|                       | • Multiplication charts  
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