Tools to Represent Addition Problems (page 2 of 3)

100 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

+4

+10

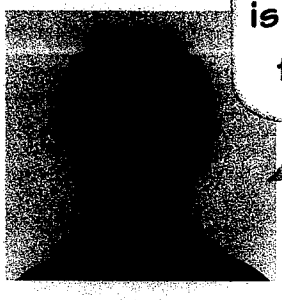
+10

+10

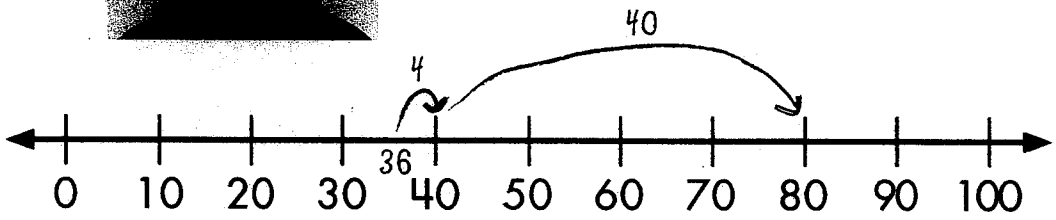
+10

Tools to Represent Addition Problems (page 3 of 3)

Number Line

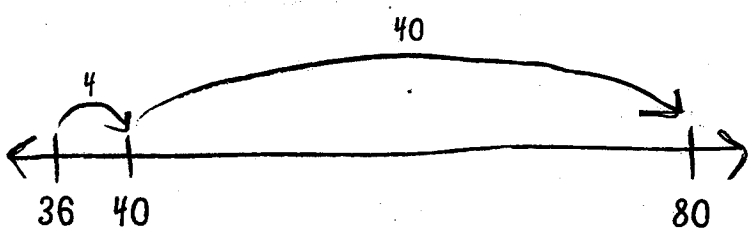


This number line is marked by tens from 0 to 100.

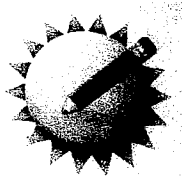


Unmarked Number Line

You can make your own number line using just the numbers you need.



Where in each representation do you see 36?
Where in each representation do you see 44?
Where in each representation do you see 80?



Addition Starter Problems

NOTE Students practice solving addition problems. They work on efficiency and flexibility by solving the same problem in two different ways.

SMH **20–24**

Solve each problem two ways, using the first steps listed below. Show your work clearly.

1. 157 + 664 = _____

Start by solving 100 + 600.	Start by solving 150 + 650.

2. 719 + 384 = _____

Start by solving 700 + 384.	Start by solving 19 + 81.

Name Date

More Related Subtraction Problems

Solve the first problem in each set and show your solution. Then solve the next two problems to see how some problems help you solve others.

Set 1

First solve:

93 − 67 = _____

Now solve these:

193 − 67 = _____

293 − 67 = _____

Set 2

First solve:

84 − 28 = _____

Now solve these:

184 − 28 = _____

384 − 28 = _____

Set 3

First solve:

$$\begin{array}{r} 126 \\ -\ 65 \\ \hline \end{array}$$

Now solve these:

$$\begin{array}{r} 226 \\ -\ 65 \\ \hline \end{array} \qquad \begin{array}{r} 226 \\ -165 \\ \hline \end{array}$$

Set 4

First solve:

$$\begin{array}{r} 130 \\ -\ 75 \\ \hline \end{array}$$

Now solve these:

$$\begin{array}{r} 330 \\ -\ 75 \\ \hline \end{array} \qquad \begin{array}{r} 330 \\ -175 \\ \hline \end{array}$$

Name Date

Packs, Students, Sides, and Frogs

NOTE Students solve division problems.

See 47, 48

Solve each problem and show your solution.

1. I bought 28 cups of yogurt. Each pack of yogurt has 4 cups. How many packs did I buy?

2. A teacher wants to put 25 students in 5 equal groups. How many students will be in each group?

3. I counted 24 sides on all of the triangles I drew. Each triangle has 3 sides. How many triangles did I draw?

4. There is a group of frogs in a pond. Each frog has 4 legs. I counted 24 legs. How many frogs are in the pond?

Ongoing Review

5. How many days are there in 6 weeks?

A. 42 **B.** 40 **C.** 36 **D.** 24

Practicing with Multiplication Cards (page 1 of 2)

NOTE Students practice multiplication combinations they do not know. Ask your child to explain how the clues help.

Study Link **49–51**

1. Look at each Multiplication Card.

2. Say the answer to the problem as quickly as you can. If you get the answer right away, put the card in a pile of combinations that you "just know" and set this pile aside. Otherwise, put the card in a pile of combinations that you are still "working on."

3. For each card in your "working on" pile, think of an easy multiplication combination that you already know to help you remember this one. Write it on the line that says "Start with _____."

Example: "For 6×7, I know that $7 \times 7 = 49$, so it must be one 7 less—that's 42."

6×7
7×6

Start with: $7 \times 7 = 49$

4. Go through all of the cards in your "working on" pile at least 3 times, using your "start with" combinations to help you find the answers.

5. Keep practicing until you have no more cards in your "working on" pile. Practice at school and at home with a family member.

Animal Groups

NOTE Students solve multiplication problems.

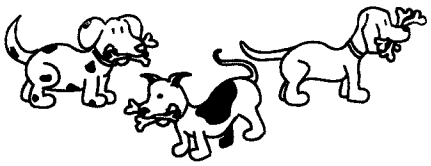
39, 40–41

Write the multiplication sentence that goes with the picture.

1. 4 nests with 3 birds each

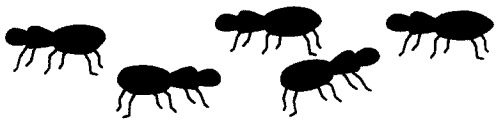
_____ × _____ = _____

2. 3 dogs with 2 bones each



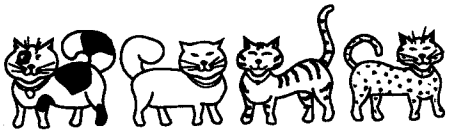
_____ × _____ = _____

3. 5 ants with 6 legs each



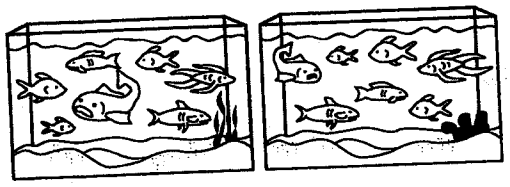
_____ × _____ = _____

4. 4 kittens with 4 paws each



_____ × _____ = _____

5. 2 tanks with 7 fish each



_____ × _____ = _____

6. 3 squirrels with 5 nuts each

_____ × _____ = _____

Ongoing Review

7. Each cube tower has 10 cubes. How many cubes are in 5 towers?

A. 55 **B.** 50 **C.** 30 **D.** 25

Multiplication Combinations of 2s, 4s, and 8s

NOTE Students practice multiplication combinations ("facts"). They look for patterns in the 2s, 4s, and 8s combinations.

SMH 49–51

1. Solve these problems.

$1 \times 2 =$

$2 \times 2 =$

$3 \times 2 =$

$4 \times 2 =$

$5 \times 2 =$

$6 \times 2 =$

$7 \times 2 =$

$8 \times 2 =$

$9 \times 2 =$

$10 \times 2 =$

$11 \times 2 =$

$12 \times 2 =$

$1 \times 4 =$

$2 \times 4 =$

$3 \times 4 =$

$4 \times 4 =$

$5 \times 4 =$

$6 \times 4 =$

$1 \times 8 =$

$2 \times 8 =$

$3 \times 8 =$

2. What patterns do you notice?

3. Ask someone at home to help you practice the multiplication combinations that you are working on.