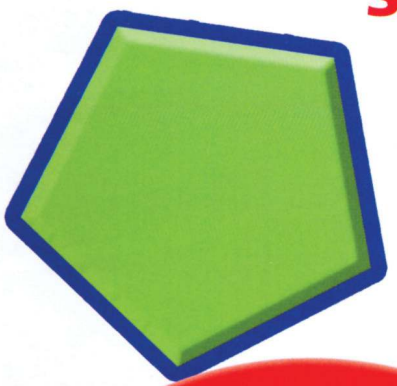
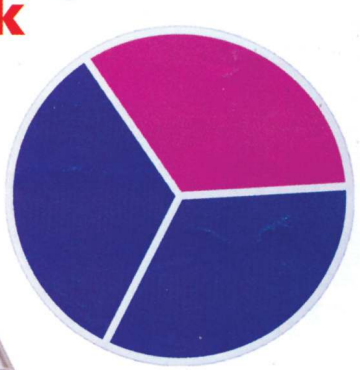
Kurdistan Regional Government - Iraq
Ministry of Education - Directorate General of Curricula and Printables

MATHEMATICS 2

Grade Two

Student Book





$$\begin{array}{r} {\scriptstyle 1} \\ 13 \\ +\,39 \\ \hline 52 \end{array}$$

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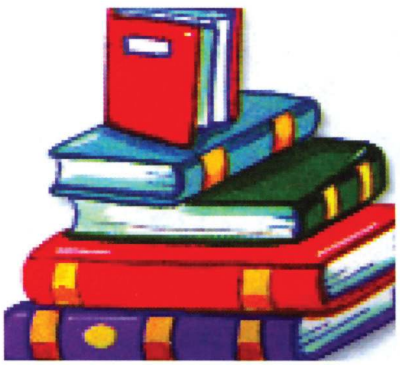
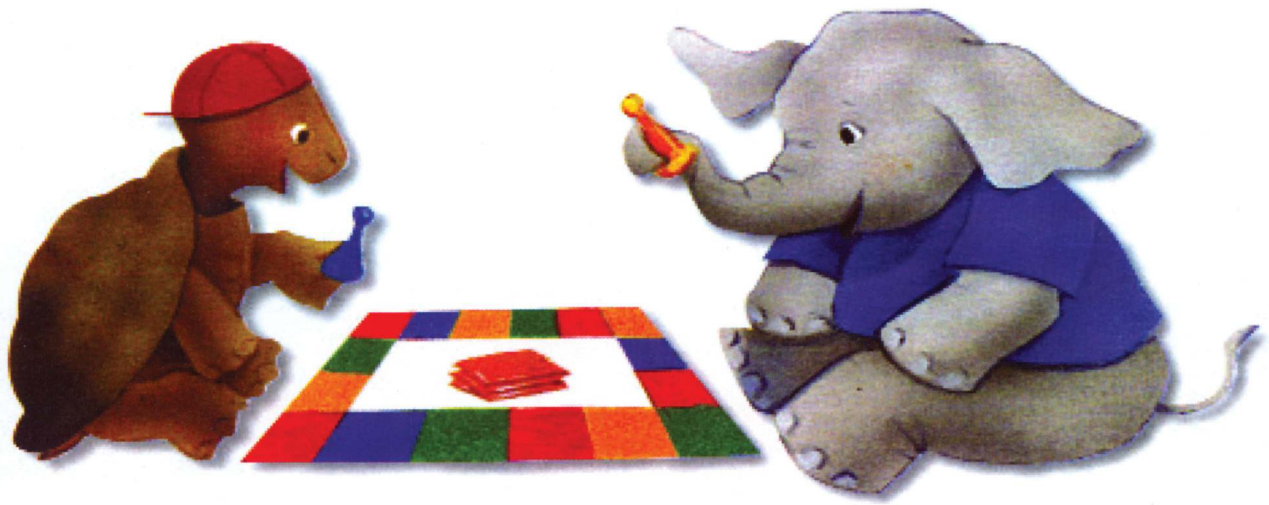
CONTENTS





Chapter 1 Methods of Addition and Subtraction.

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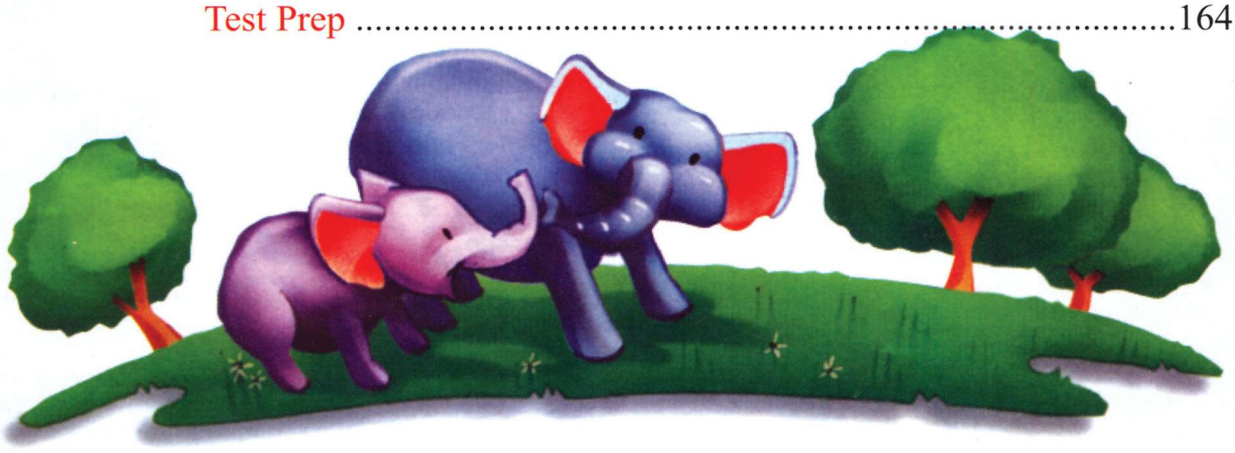


Chapter 11 Multiplication

Chapter 1

Methods of Addition and Subtraction

Write addition or subtraction sentences about this picture.

Dear Parents,

Today we started Chapter 1. We will learn addition and subtraction facts to 20. We will also learn addition and subtraction methods to help us solve problems. Here is the math vocabulary and an activity for us to do together at home.

Love,

_____

My Math Words

Sum

Difference

Vocabulary

Sum: is the result of adding two numbers or more.

Difference: is the result of subtracting a number from another number.

Activity

Prepare 20 small objects, and put some of them in a bag.

Ask your child to put some of the remaining objects in the bag and tell the sum of the objects inside the bag. Have your child check his or her answer by counting the objects in the bag, and then have him or her say and write the addition sentence.

Repeat the activity with drawing objects from the bag instead of placing them inside the bag.

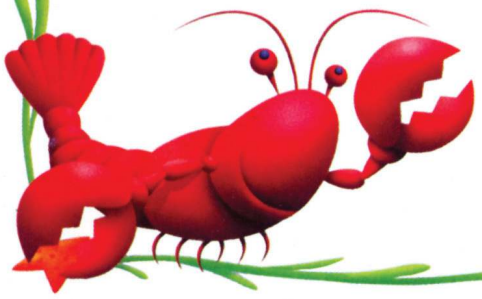
Methods of Addition

Start with the **greater** number. **Count on** to find the sum

Say 8.
Count on 1.
9
The sum is 9.

Say 8.
Count on 2.
9, 10
The sum is 10.

Say 8.
Count on 3
9 ,10, 11
The sum is 11.



$$\begin{array}{r} 8 \\ +\ 1 \\ \hline 9 \end{array} \qquad \begin{array}{r} 8 \\ +\ 2 \\ \hline 10 \end{array} \qquad \begin{array}{r} 8 \\ +\ 3 \\ \hline 11 \end{array}$$

I circle the greater number.
I count on to find the sum.

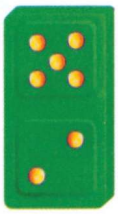
1

$$\begin{array}{r} 9 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 9 \\ \hline \end{array}$$

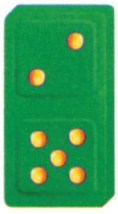
2

$$\begin{array}{r} 2 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\ 10 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\ 0 \\ \hline \end{array}$$

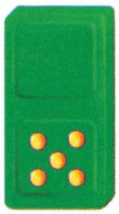
3 I find the sum.



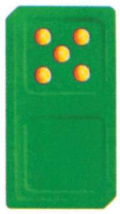
$$\begin{array}{r} 5 \\ +\ 2 \\ \hline \end{array}$$



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



$$\begin{array}{r} 0 \\ +\ 5 \\ \hline \end{array}$$



$$\begin{array}{r} 5 \\ +\ 0 \\ \hline \end{array}$$

Talk About It ■ Reasoning

What happens to the sum when 1 change the order of the numbers?
What happens when I add a number to zero?

Practice

$3 + 9 = 12$

I count on to find the sum.

1 $9 + 3 =$ 12	2 $9 + 2 =$ _____	3 $2 + 9 =$ _____
4 $7 + 2 =$ _____	5 $10 + 1 =$ _____	6 $1 + 4 =$ _____
7 $0 + 7 =$ _____	8 $3 + 4 =$ _____	9 $3 + 10 =$ _____
10 $1 + 8 =$ _____	11 $8 + 1 =$ _____	12 $6 + 0 =$ _____

Problem Solving ■ Mental Math

I find the sum.

13 Narin has 7 shirts. Lawin has 3 more than Narin. How many shirts does Lawin have?

_____ Shirts

14 Yousif has 3 jackets. Mazen has 4 more than Yousif. How many jackets does Mazen have?

_____ Jackets

HOME ACTIVITY • Ask your child to bring picture containing objects to be counted. Ask your child to tell an addition story about it.

Lesson 2

Add 3 Numbers

Algebra

I can add three numbers in different ways.

I choose two numbers to add first.
I look for facts I know.

$7 + 2 + 3 = 12$	$7 + 2 + 3 = 12$	$7 + 2 + 3 = 12$
$9 + 3 = 12$	$7 + 5 = 12$	$10 + 2 = 12$

I circle the addends I add first. I write the sum.

	8 + 1 ____	6 + 3	7 + 2
1	$(6) + (2) + 1 = 9$	$6 + (2) + (1) = 9$	$(6) + 2 + (1) = 9$
2	$5 + 3 + 4 =$ ____	$5 + 3 + 4 =$ ____	$5 + 3 + 4 =$ ____
3	$4 + 2 + 7 =$ ____	$4 + 2 + 7 =$ ____	$4 + 2 + 7 =$ ____
4	$6 + 7 + 3 =$ ____	$6 + 7 + 3 =$ ____	$6 + 7 + 3 =$ ____

Talk About It ■ Reasoning

How do I identify which two addends to add first?

Practice

I write the sum.

1

3 → 11 8 → + 7 → + 7 18	3 → 15 8 → + 7 → + 3 18	3 → 8 → 10 + 7 → + 8 18

2

5 4 + 5	9 1 + 7	2 8 + 6

3

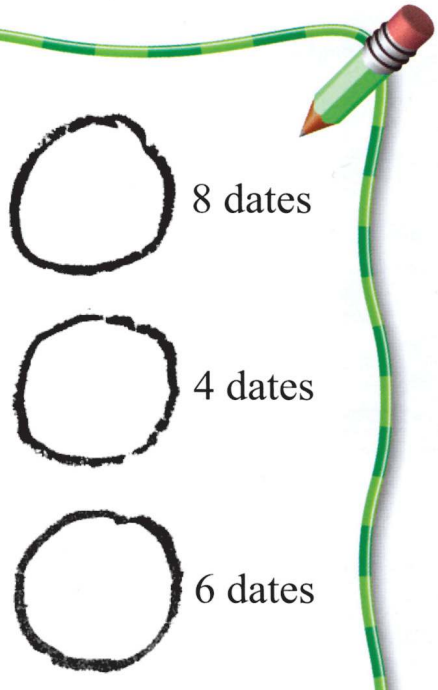
2 7 + 3	4 5 + 6	5 2 + 5

Problem Solving ■ Reasoning

4 I draw dates on the 3 plates.
Salar ate the dates on the first two plates and Sarouh ate the dates on the third plate. How many dates did they eat altogether? ____ dates

If Salar ate the dates on the first plate and Sarouh ate the dates on the other two plates, how many dates did they eat altogether? ____ dates

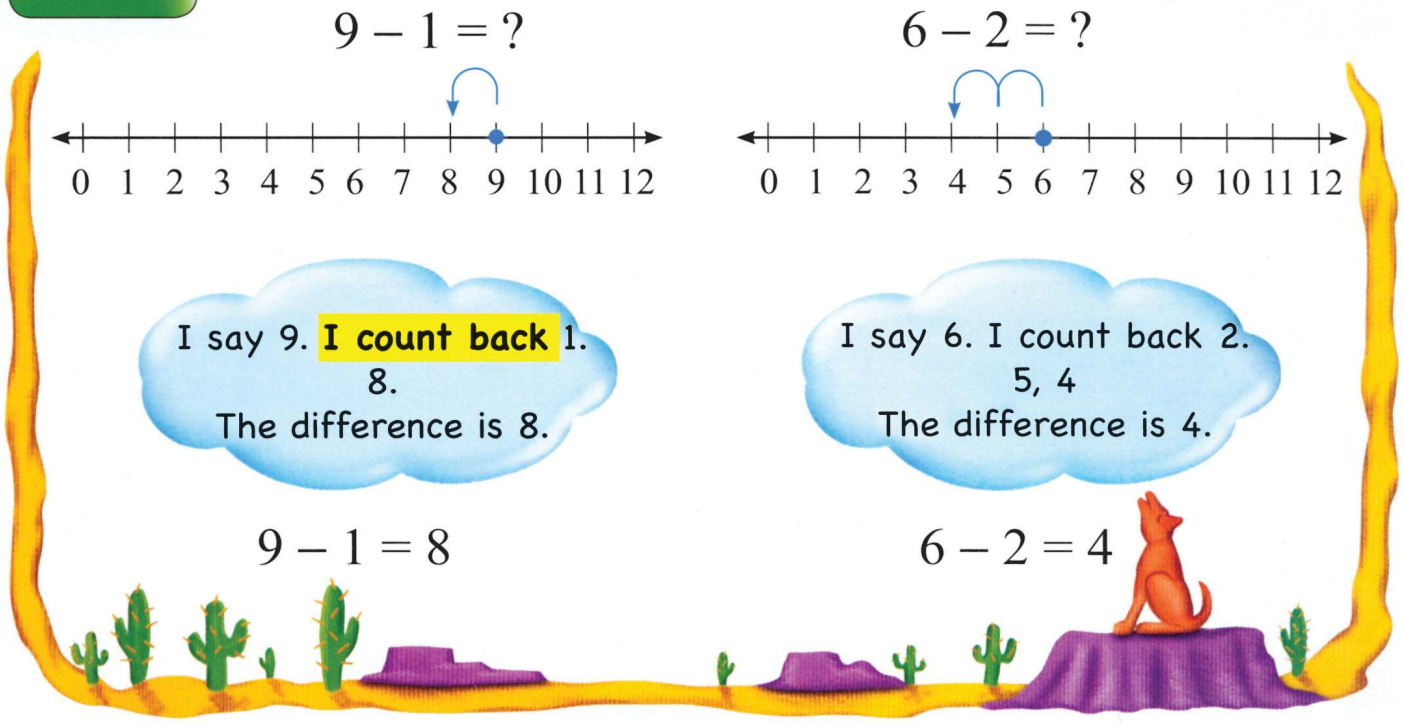
Are the answers the same?
Why or why not?



HOME ACTIVITY • Ask your child how he or she identifies which two addends to add first in the addition sentence 6 + 7 + 4.

Lesson 3

Methods of Subtraction



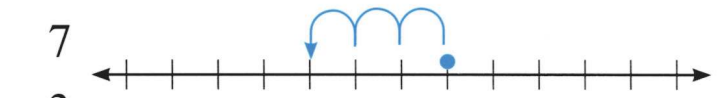
I count back to find the difference.

1 $5 - 2 =$ 3	2 $12 - 1 =$ _____	3 $10 - 7 =$ _____
4 $11 - 2 =$ _____	5 $4 - 3 =$ _____	6 $3 - 3 =$ _____
7 $8 - 0 =$ _____	8 $10 - 2 =$ _____	9 $3 - 0 =$ _____

Talk About It ■ Reasoning

What will the answer be if I subtract a "zero" from a certain number? Why?
What will the answer be if I subtract a number from itself?

Practice



I count back to find the difference.

1

9	6	4	9
– 1	– 2	– 4	– 0
8			

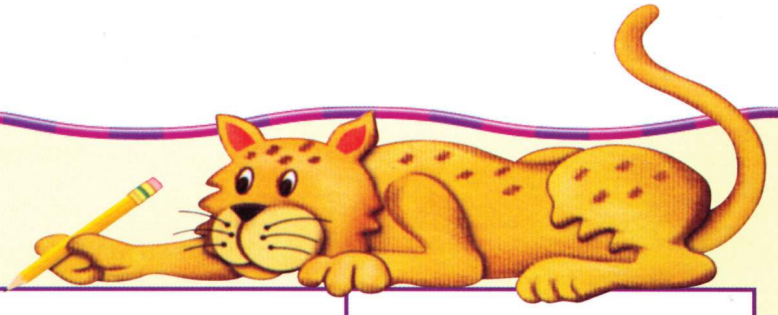
2

10	8	6	11
– 1	– 3	– 6	– 3

3

9	11	4	8
– 3	– 1	– 3	– 8

Algebra



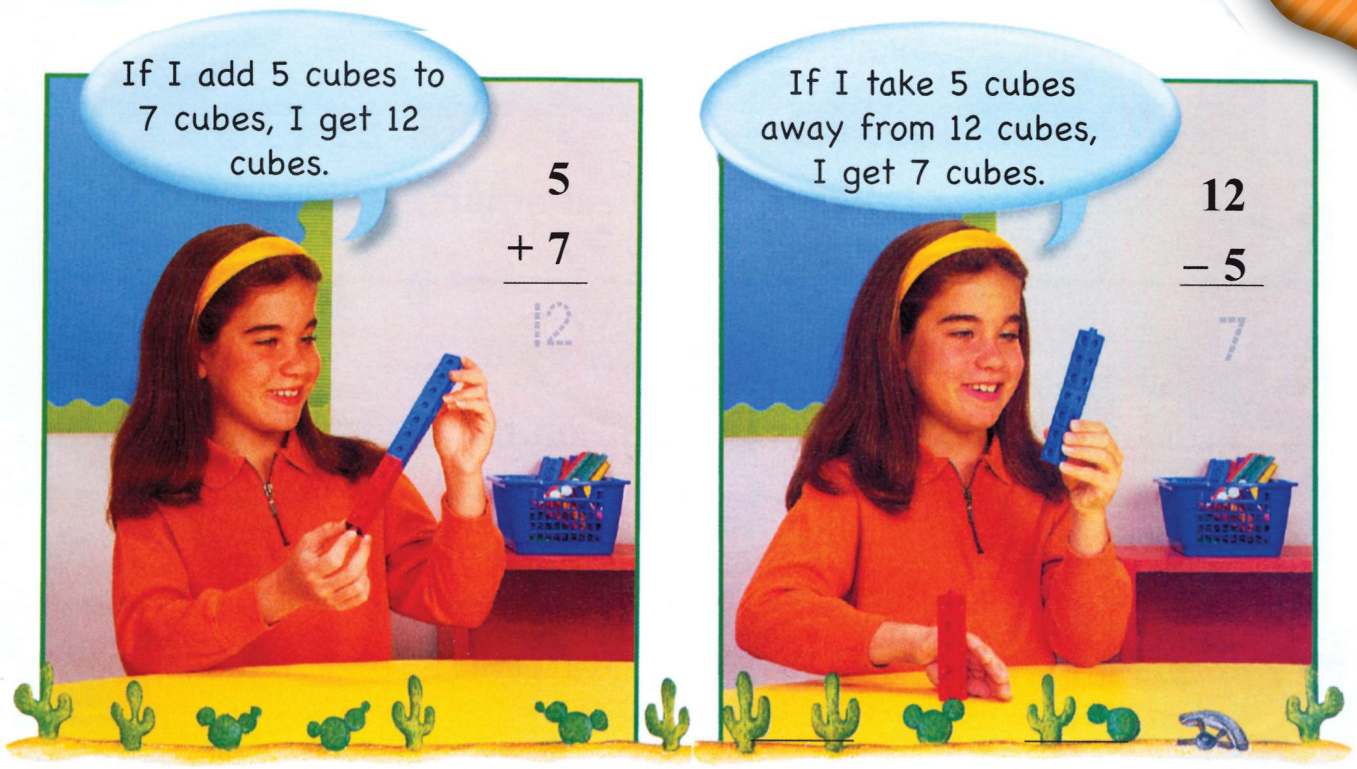
4 I find the difference.

9 – 1 = 8	10 – 1 = 9	11 – 1 = 10
9 – 2 = _____	10 – 2 = _____	11 – 2 = _____
9 – 3 = _____	10 – 3 = _____	11 – 3 = _____
9 – 4 = _____	10 – 4 = _____	11 – 4 = _____

HOME ACTIVITY • Have your child tell you how to count back to solve 10–3.

Think Addition to Subtract

Hands On



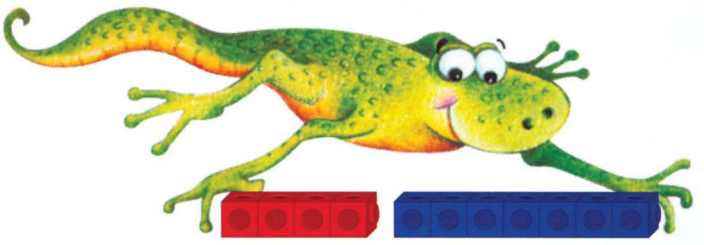
I use  . I add or subtract.

1 6 + 5 ____ 11 – 5 ____	**2** 4 + 3 ____ 7 – 3 ____	**3** 3 + 7 ____ 10 – 7 ____
4 9 + 8 ____ 17 – 8 ____	**5** 6 + 8 ____ 14 – 8 ____	**6** 8 + 7 ____ 15 – 7 ____

Talk About It ■ Reasoning

How dose knowing 7 + 5 = 12 help me solve 12 – 5?

Practice



I add or subtract.

1 $4 + 7 =$ 11 $11 - 7 =$ 4

2 $7 + 5 =$ _____ $12 - 5 =$ _____

3 $9 + 6 =$ _____ $15 - 6 =$ _____

4 $6 + 4 =$ _____ $10 - 4 =$ _____

Problem Solving ■ Application

I solve.

5 A lady bought 8 meters of cloth, and then 9 meters. How many meters did shy buy?

_____ meters

6 Rami has got 17 doves. He sold 8 doves. How many doves were left over?

_____ doves

HOME ACTIVITY • **Ask your child to explain how knowing 5 + 6 = 11 helps him or her to solve 11 - 5 = 6.**

$7 + \_?\_ = 15$

$15 - 7 = \_?\_$

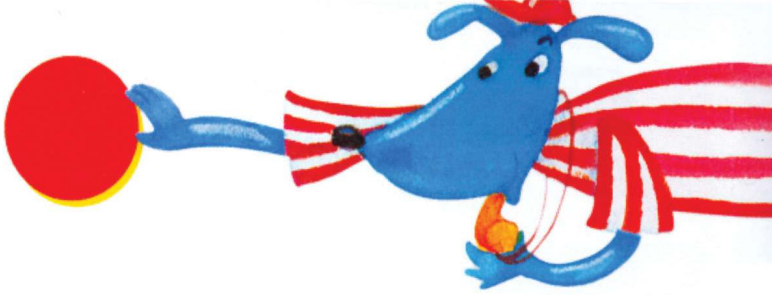
I write the missing number.

1. $6 + \_4\_ = 10$ $\quad 10 - 6 = \_\_\_\_$
2. $\_\_\_\_ + 9 = 12$ $\quad 12 - 9 = \_\_\_\_$
3. $7 + \_\_\_\_ = 14$ $\quad 14 - 7 = \_\_\_\_$
4. $\_\_\_\_ + 5 = 11$ $\quad 11 - 5 = \_\_\_\_$
5. $8 + \_\_\_\_ = 16$ $\quad 16 - 8 = \_\_\_\_$

Talk About It ■ Reasoning

Hiwa had 15 marbles. He gave some to a friend and 9 were left over. How many marbles did he give to his friend? How did you know?

Practice



I write the missing number.

1. $4 + \underline{8} = 12$ $\quad 12 - 4 = \_\_\_\_$

2. $\_\_\_\_ + 7 = 10$ $\quad 10 - 7 = \_\_\_\_$

3. $9 + \_\_\_\_ = 16$ $\quad 16 - 9 = \_\_\_\_$

4. $\_\_\_\_ + 4 = 11$ $\quad 11 - 4 = \_\_\_\_$

5. $\_\_\_\_ + 9 = 18$ $\quad 18 - 9 = \_\_\_\_$

Algebra

I solve.

6. $16 - \square = 8$

   $\square = \_\_\_\_$

7. $5 + \square = 12$

   $\square = \_\_\_\_$

8. $13 - \square = 9$

   $\square = \_\_\_\_$

HOME ACTIVITY • Put 20 small items in a bag. Ask your child to take away some, count them, and tell how many are left in the bag. Repeat the activity.

Lesson 6

Problem Solving
Write a Number Sentence

UNDERSTAND → PLAN → SOLVE → CHECK

There were 15 girls at a game.
Then 6 girls went home.
How many girls were still at the game?

UNDERSTAND

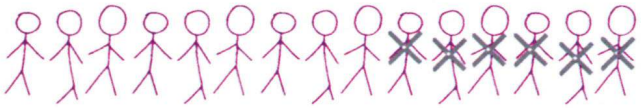
What is required?

PLAN

I can write a number sentence to solve the problem.

SOLVE

I can draw a picture or make a model.
Then I write a number sentence to solve.



15 (----) 6 = 9

girls

CHECK

Does the answer make sense? Explain.

I draw a picture or make a model.
I write a number sentence to solve.

1 Himen's mother put 9 battles of apple juice and 7 bottles of lemon juice in a basket. How many battles are there in the basket?

_____ ◯ _____ = _____

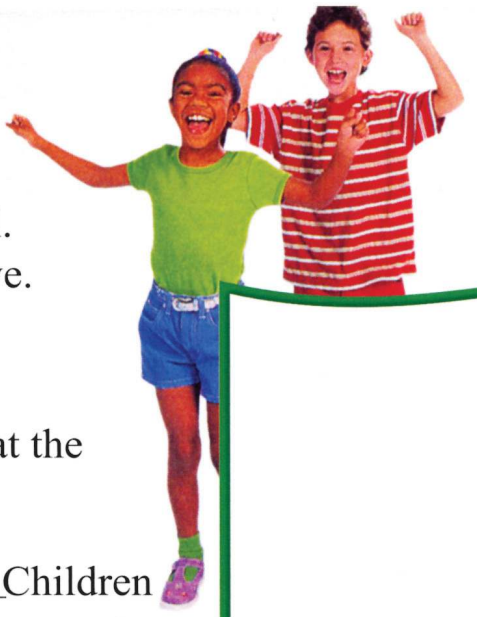
bottles

2 9 boys played boxing.
Then 8 more boys joined them.
How many boys played boxing?

_____ ◯ _____ = _____

boys

Practice



I draw a picture or make a model.
I write a number sentence to solve.

1 At a game, 7 girls and 5 boys cheered.
How many children cheered at the game?

7 + 5 = 12 Children

2 In a volleyball game, a team scored 16 points in the first half and 8 points in the second half. How many more points the team scored in the first then in the second half?

_____ ◯ _____ = _____ points

3 In a gymnastic game, 9 girls withdrew in the first day and 4 girls in the second day. How many girls withdrew from the game?

_____ ◯ _____ = _____ girls

Write About It

I make up an addition story or a subtraction story.
I draw a picture to show my story.

HOME ACTIVITY • Make up a story problem for your child to solve.

Name _____

Review/ Test
Chapter 1

CHECK ■ Concepts and Skills

I write the sum.

1

4	6	0	1
+ 4	+ 3	+ 2	+ 6

2 $4 + 7 + 4 =$ _____ $7 + 9 + 3 =$ _____

I write the missing number.

3

$7 + \_\_\_\_\_ = 13$

$13 - 7 =$ _____

4

$8 + \_\_\_\_\_ = 11$

$11 - 8 =$ _____

5

$\_\_\_\_\_ + 9 = 13$

$12 - 9 =$ _____

I subtract.

6

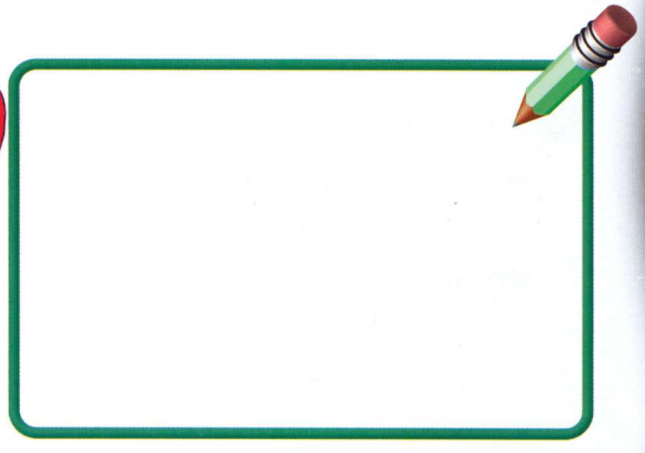
5	10	7	14
− 5	− 5	− 0	− 7

CHECK ■ Problem Solving

I draw a picture or make a model.

7 There are 9 red apples and 4 yellow apples in a bowl. How many apples are in the bowl?

_____ ◯ _____ = _____ apples



Name _____

Test Prep
Chapter 1

I choose the best answer for questions 1-7.

1 $5 + 3 =$ _____

1 ○ 8 ○ 9 ○ 10 ○

2 $9 - 3 =$ _____

6 ○ 7 ○ 8 ○ 9 ○

3 $3 + 7 + 6 =$ _____

9 ○ 10 ○ 15 ○ 16 ○

4 $11 -$ _____ $= 11$

0 ○ 10 ○ 11 ○ 19 ○

5 $8 +$ _____ $= 11$

1 ○ 2 ○ 3 ○ 4 ○

6 $17 + 2 =$ _____

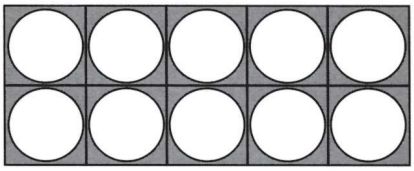
0 ○ 7 ○ 17 ○ 19 ○

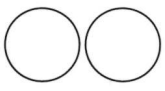
7 Hiro bought 9 blue pens and 4 red pens.
How many pens did Hiro buy?

4 ○ 6 ○ 13 ○ 14 ○

Write What You Know.

I use a model to solve a problem.



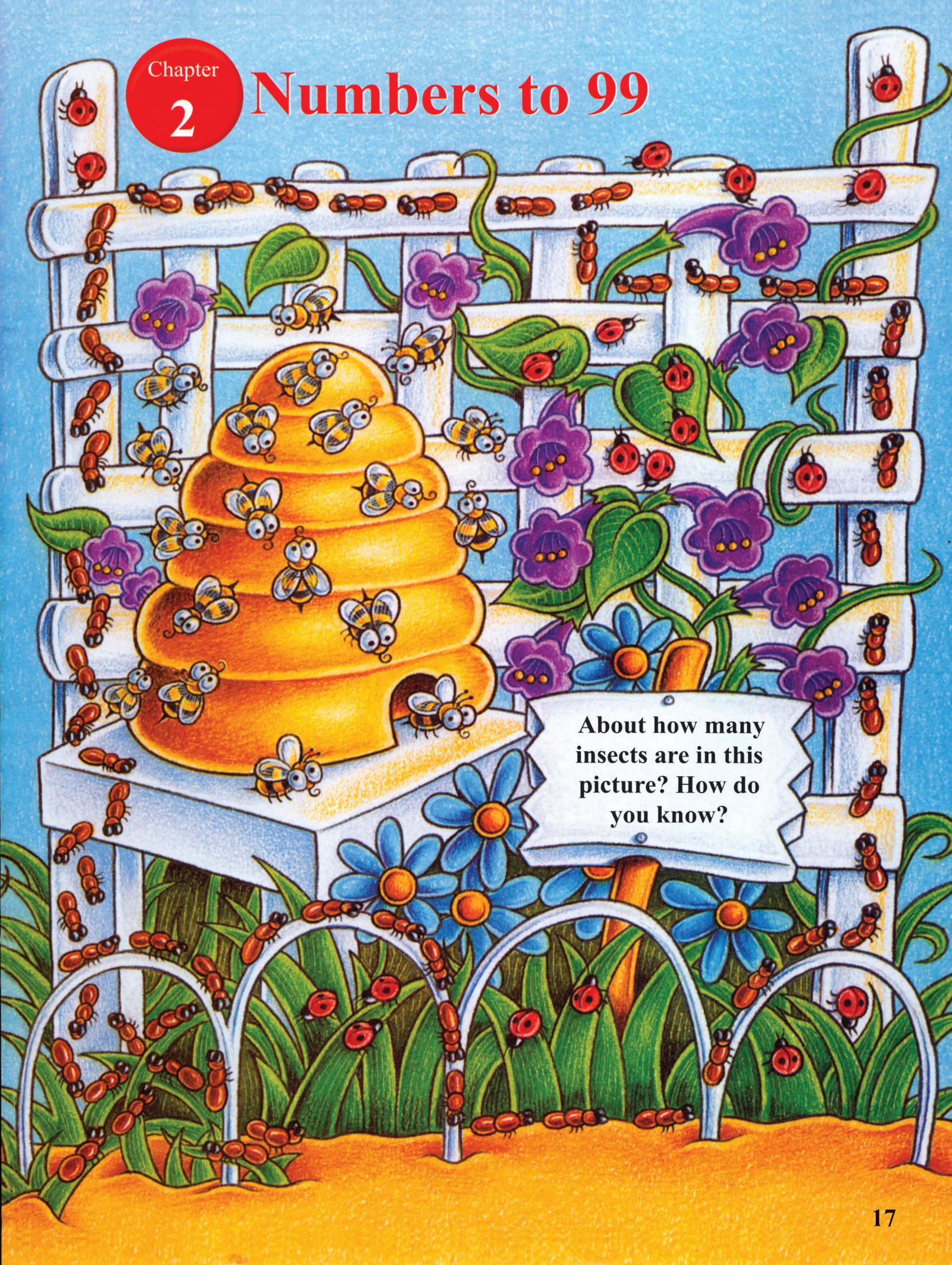


8 Alan had 8 marbles.
His brother gave him some more marbles.
Then he had 12 marbles. How many marbles did his brother give to him?

_____ ◯ _____ = _____ marbles

Chapter 2

Numbers to 99



Dear Parents,

Today we started Chapter 2. We will read, write, compare and arrange the numbers to 99. We will begin to learn about place value, and some number patterns. Here is the math vocabulary and an activity for us to do together at home.

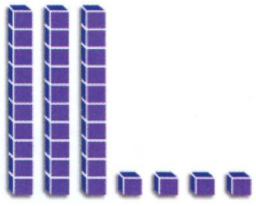
Love.

_____

My Math Words

Ones and tens
Greater than >
Less than <
Odd number
Even number

Ones and Tens: The value of the digits in two-digit numbers.



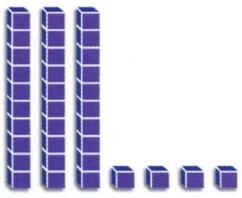
3 tens 4 ones= 34

greater than (>) and **less than** (<) symbols used to compare two numbers.

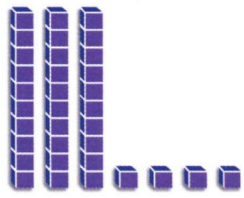
49 > 34	34 < 49
49 is greater than 34	34 is less than 49

Give your child between 11 and 49 small objects. Have him or her group the objects into tens and say and write how many groups of tens there are, how many ones are left over, and the total number of objects.

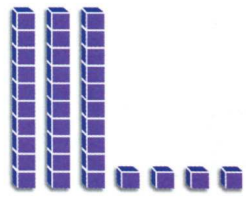
Repeat the activity twice. Ask your child to arrange the numbers he or she got from least to greatest, and from greatest to least.



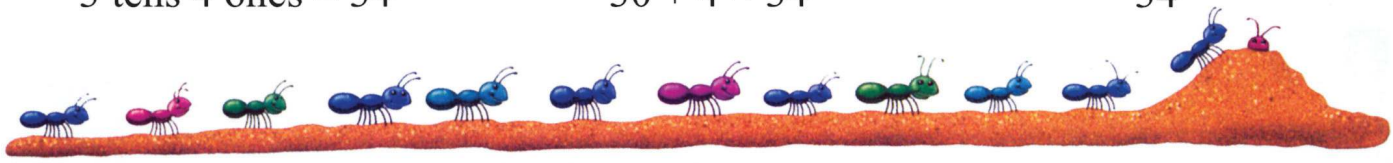
3 tens 4 ones = 34



30 + 4 = 34

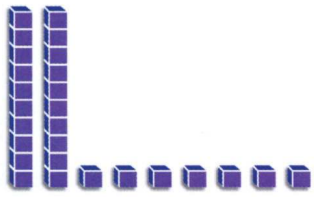


34



I write how many tens and ones in three different ways.

1

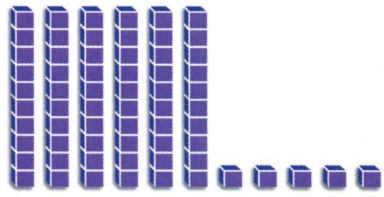


2 tens 7 ones = 27

20 + 7 = 27

27

2

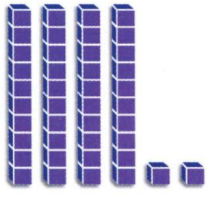


_____ tens _____ ones = _____

_____ + _____ = _____

_____

3

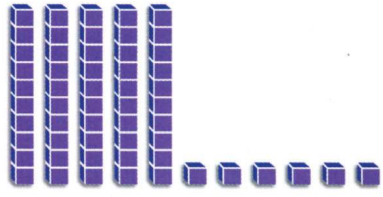


_____ tens _____ ones = _____

_____ + _____ = _____

_____

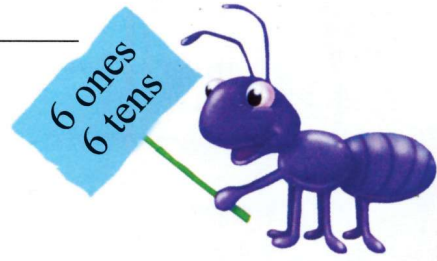
4



_____ tens _____ ones = _____

_____ + _____ = _____

_____



Talk About It ■ Reasoning

What does the 6 stand for in 16 and in 61?

Practice

I count the spots. I write how many tens.
Then I write how many ones.

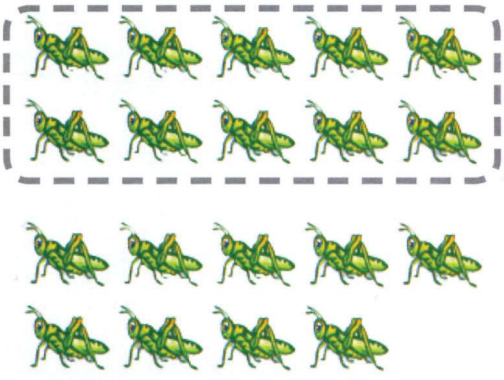
1 

_5_ tens = 50 ones

2 

_____ tens = _____ ones

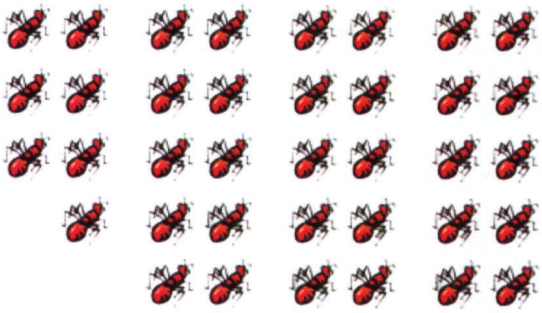
I write the numbers in three different ways.

3 

_____ tens _____ ones = _____

_____ + _____ = _____

_____

4 

_____ tens _____ ones = _____

_____ + _____ = _____

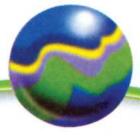
_____

Problem Solving ■ Application

I draw a model to solve.

5 Azad counts her marbles. He puts them in 4 groups of tens and has 6 marbles left over. How many marbles does he have?

_____ marbles



HOME ACTIVITY • Ask your child to set out 99 or fewer small objects in groups of tens and ones and tell you the number.

Read and Write Numbers

tens		ones		teen words	
10 ten	20 twenty	1 one	2 two	11 eleven	12 twelve
30 thirty	40 forty	3 three	4 four	13 thirteen	14 fourteen
50 fifty	60 sixty	5 five	6 six	15 fifteen	16 sixteen
70 seventy	80 eighty	7 seven	8 eight	17 seventeen	18 eighteen
90 ninety		9 nine		19 nineteen	

I read the number.
I write the number in different ways.

1 ninety-six

9 tens 6 ones

90 + 6

96

2 eighteen

____ tens ____ ones

____ + ____

____

3 sixty-two

____ tens ____ ones

____ + ____

____

4 forty

____ tens ____ ones

____ + ____

____

5 seventy-one

____ tens ____ ones

____ + ____

____

6 fifty-nine

____ tens ____ ones

____ + ____

____

7 twenty-three

____ tens ____ ones

____ + ____

____

8 eighty-seven

____ tens ____ ones

____ + ____

____

9 thirty-four

____ tens ____ ones

____ + ____

____

Talk About It ■ Reasoning

In what three ways can you show the number 85.

Practice

I write the number in three different ways.

1 25

2 tens 5 ones

20 + 5

twenty-five

2 91

____ tens ____ ones

_____ + _____

ninety-one

3 64

____ tens ____ ones

_____ + _____

sixty- _____

4 73

____ tens ____ ones

_____ + _____

seventy- _____

5 38

____ tens ____ ones

_____ + _____

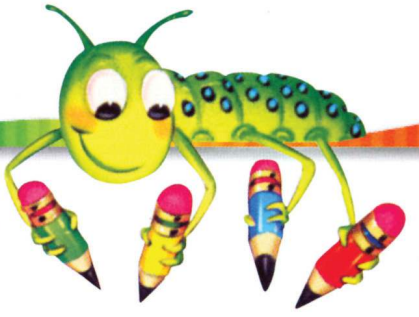
thirty- _____

6 83

____ tens ____ ones

_____ + _____

eighty- _____



Problem Solving ■ Number Sense

I circle the number.

7 7 tens and 6 ones

76 or 67

8 4 tens and 3 ones

34 or 43

9 Sixty-five

65 or 56

10 5 + 30

35 or 53

11 40 + 8

84 or 48

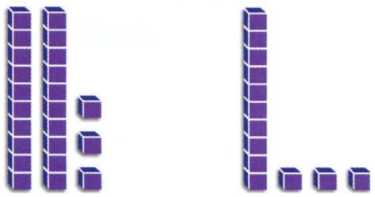
12 9 tens and 1 one

19 or 91

HOME ACTIVITY • **Use a calendar and choose a number, for example (21), and ask your child to identify the ones and the tens in it. Repeat this activity with number (12) and other numbers.**

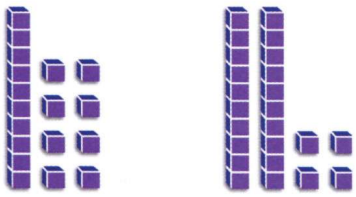
Order Numbers

Algebra



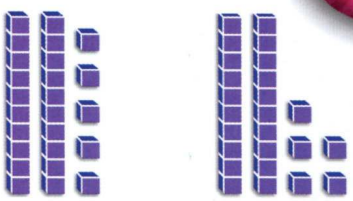
23 is greater than 13

23 > 13



18 is less than 24

18 < 24



25 is equal to 25

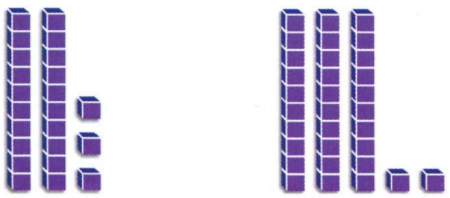
25 = 25

23 is just before 24

23 is just after 22

23 is between 22 and 24

I write greater than, less than, or equal to.Then I write >, < , or = in the cirde.



1 23 is less than 32.

23 < 32

2 41 is _____ 40.

41 ◯ 40

I write the number that is just before or just after, or between.

3

28 27 26

4

_____ 50 51

5

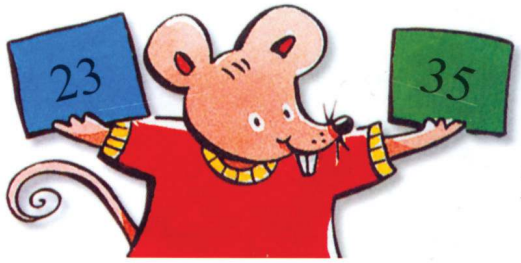
83 _____ 85

6

38 39 _____

Talk About It ■ Reasoning

How do you know that 35 is greater than 23?



Practice

I write greater than, less than, or equal to.
Then I write >, < or = in the circle.

1. 98 is greater than 89.
   98 ⊃ 89
2. 25 is _____ 15.
   25 ◯ 15
3. 35 is _____ 38.
   35 ◯ 38
4. 27 is _____ 27.
   27 ◯ 27
5. 31 is _____ 13.
   31 ◯ 13
6. 67 is _____ 76.
   67 ◯ 76

write the number that is just after, or just before, or between.

	After	Before	Between
7	34 , 35	39 , 40	55 , 56 , 57
8	98 , _____	_____ , 8	29 , _____ , 31
9	27 , _____	_____ , 61	97 , _____ , 99

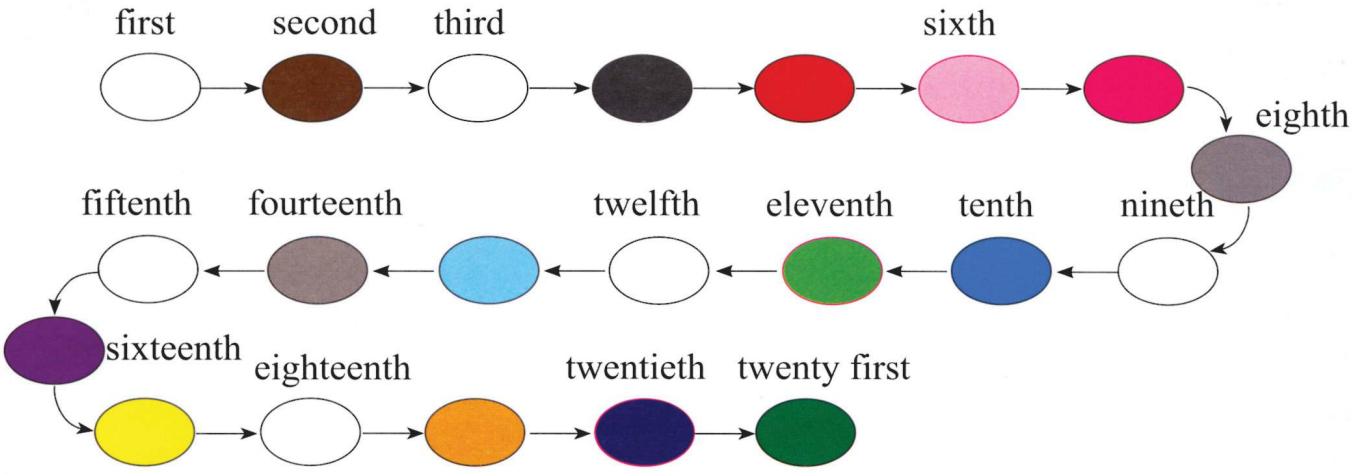
Problem Solving ■ Reasoning

I solve. I show how I solved the problem.

10. Aram is thinking of a number. It is between 20 and 40 and it is 10 less than 40. What number is it? _____

HOME ACTIVITY • Choose a number. Ask your child to say the numbers that come just before and just after that number.

Ordinal Numbers



The ordinal number indicates the rank of the number.
That is the location of the person or anything else.
The black counter is the fourth.
The orange counter is the nineteenth.

I write the rank of the connter.

1 The red counter is the fifth

2 The blue counter is the _____

3 The green counter is the _____

4 The yellow counter is the _____

I write the missing ranks.

5 first ? third ?

6 tenth eleventh ? thirteen

7 ? nineteenth ? twenty first

Talk About It ■ Reasoning

What is the rank of the counter that is before the blue counter?

Practice

I write the missing ranks.

1	seventh	?	nineth	_____
2	_____	eleventh	_____	thirteenth
3	_____	tenth	_____	_____
4	_____	_____	seventeenth	_____

I write the rank that is just before.

5	_____	second	6	_____ tenth
7	_____	fifteenth	8	_____ twenty first

I write the rank that is just after.

9	tenth	_____	10	twentieth _____
11	fourteenth	_____	12	nineteentn _____

Problem Solving ■ Reasoning

13 In a running game, Ahmad was the twelfth, Aras was the fourteenth, and Toufic is inbetween them.
What is the rank of Toufic? _____

I add the cubes by twos.
If each cube is in a pair, the number is **even** .
If one cube is left over, the number is **odd** .

1	2	3	4	5	6	7	8	9	10
odd	even	odd	even	odd	even	odd	even	odd	even

A number is odd when its ones' digit is odd.
A number is even when its ones' digit is even.

1	12 even	2	25 _____
3	19 _____	4	16 _____
5	14 _____	6	27 _____
7	30 _____	8	13 _____

Talk About It ■ Reasoning

I look at the last digit of each number. How does it help I know whether the number is even or odd? Would a number ending with 0 be even or odd?

Practice

For 2-digit numbers, build each ten and then snap the ones together in pairs.

I show the number of ■.
I write even or odd.
In each number, if the one's digit is odd then the number is odd.
If one's digit is even then the number is even.

1 21 odd	2 24 _____
3 18 _____	4 22 _____
5 36 _____	6 29 _____
7 20 _____	8 23 _____
9 35 _____	10 72 _____
11 99 _____	12 34 _____

Problem Solving ■ Number Sense

13 How can I tell that a number that ends with 5, such as 85, is odd? I use cubes to check my answer.

HOME ACTIVITY • Give your child 20 small objects. Have him or her show you a number of objects between 1 and 20 and then tell you if the number is even or odd.

Lesson 6

Problem Solving
Find a Pattern

UNDERSTAND → PLAN → SOLVE → CHECK

How many ears are on 5 horses?

UNDERSTAND What is required?

PLAN I can find a pattern to solve the problem.

SOLVE

number of horses	1	2	3	4	5
number of ears	2	4	6		

CHECK There are 10 ears on 5 horses.

Does your answer make sense? Explain.

---

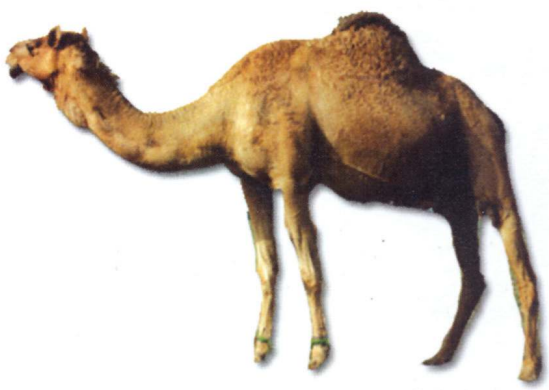
1 How many wheels are on 6 cars?

number of cars	1	2	3	4	5	6
number of wheels	4	8				

There are _____ wheels on 6 cars.

---

2 How many legs are on 5 camels?



number of camels	1	2	3	4	5
number of legs	4				

There are _____ legs on 5 camels.

HOME ACTIVITY • Ask your child to continue the patterns in the tables to tell how many ears are, on 6 horses, how many wheels are on 7 cars, and so on.

Practice

1 I count by twos to find the total number of flowers. Is it even or odd?
I write even or odd number.

2, 4, _____, _____, _____, _____ flowers

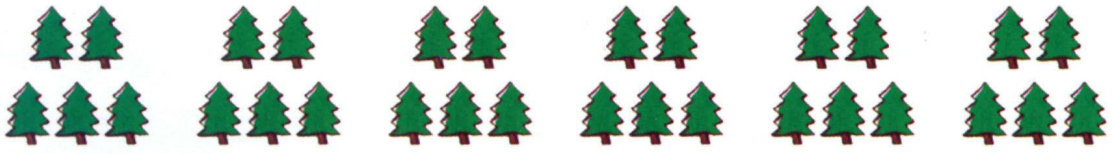
---

2 I count by threes to find the total number of birds. Is it even or odd?
I write even or odd number.

3, _____, _____, _____, _____, _____ birds

---

3 I count by fives to find the total number of trees. Is it even or odd?
I write even or odd number.



5, _____, _____, _____, _____, _____ trees

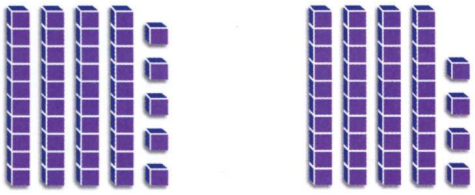
Name _____

Review/ Test
Chapter 2

CHECK ■ Concepts and Skills

I write greater than, less than, or equal to.

Then I write >, <, or = in the circle.



1 45 is _____ than 44

45 ◯ 44

2 29 is _____ than 30

29 ◯ 30

I write the number that is just before, just after, or between.

3 40 , _____ | _____ , 80 | 42 , _____ , 44

I write even or odd.

4 71 _____

I count by fours.

5 4 , ___ , ___ , ___

CHECK ■ Problem Solving

What is the pattern rule? I find a pattern to complete the table. I write how many.

6 How Many legs are on 6 cats?

number of cats	1	2	3	4	5	6
number of legs	4	8				

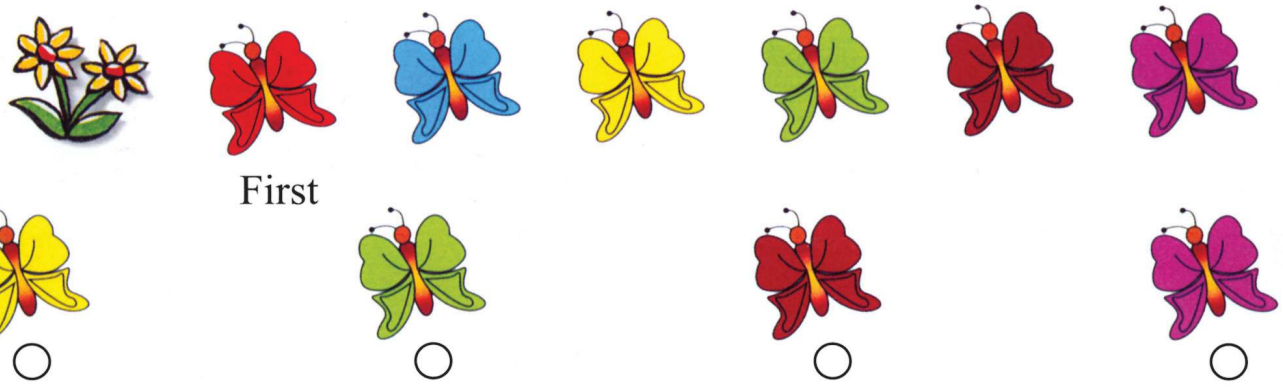
There are _____ legs on 6 cats.

Name _____

Test Prep
Chapter 2

Choose the best answer for questions 1-4.

1 Which butterfly is the fifth from the flower?



○ ○ ○ ○

2 What number is between 31 and 33?

29 ○ 30 ○ 32 ○ 34 ○

3 Which number is odd?

2 ○ 6 ○ 10 ○ 11 ○

4 How many legs are on 4 birds?

number of birds	1	2	3	4
number of legs	2			

2 ○ 4 ○ 8 ○ 10 ○

Write what you know

5 Write each number in a box, then write >, < , or = in each circle.

23	76	50
91	44	84

□ ○ □ | □ ○ □ | □ ○ □


Chapter
3
Addition of 2-Digit Numbers
Make an addition problem that has a greatest sum.

Dear Parents,

Today we started chapter 3. We will add more 2-digit numbers, and learn how to regroup when needed. Here is the math vocabulary and an activity for us to do together at home.

My Math Words

regroup

Love,

_____

Vocabulary

When you add two numbers and the total of the two groups of ones is 10 or more you need to **regroup**.

tens	Ones
1	
1	6
+	7
2	3

Add the ones
6 + 7 = 13

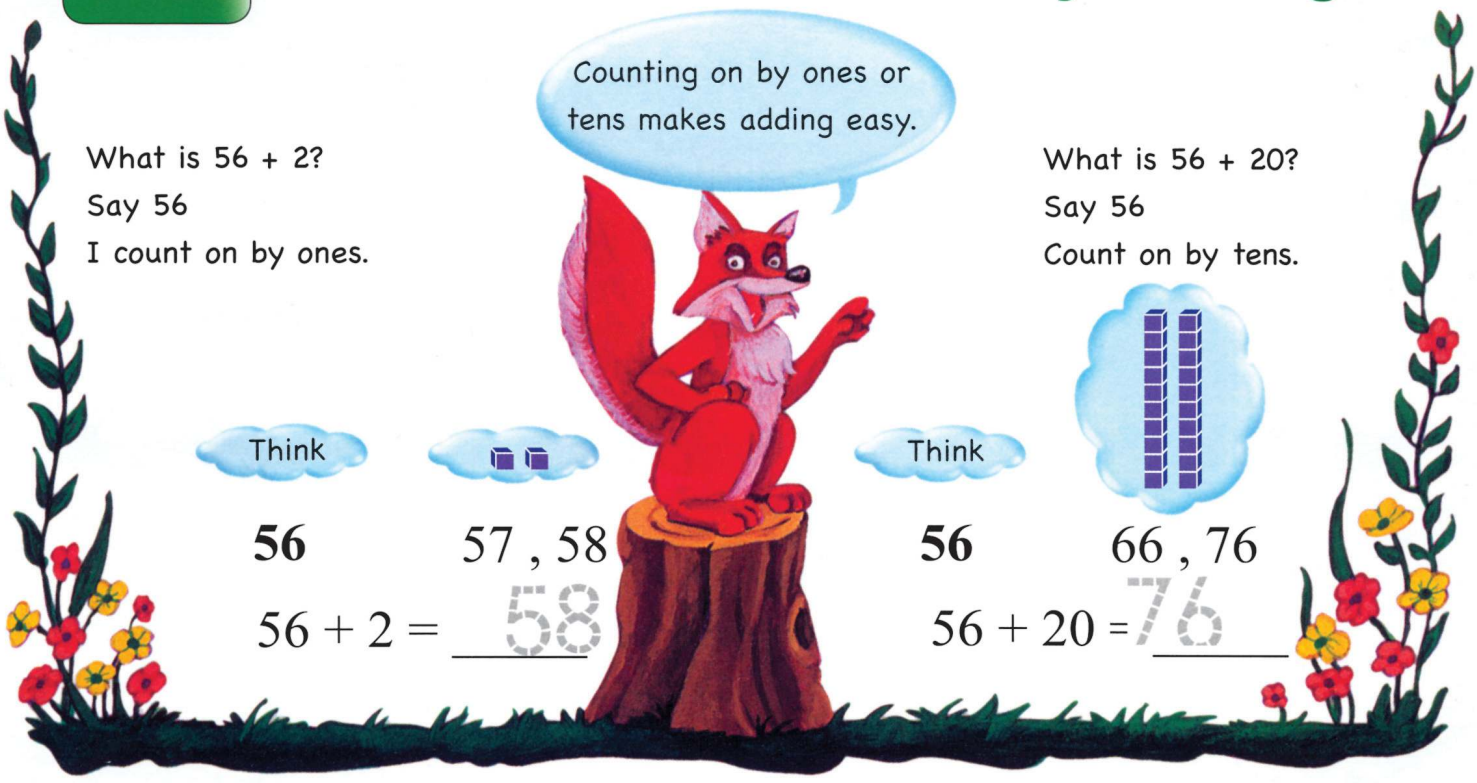
Regroup the 13 ones to make 1 ten and 3 ones.

Add the tens.

Give your child a number of small objects between 11 and 60. Ask him or her to form two sets of them, and determine the total number of objects in the two groups together.

Lesson 1

Mental Math by Counting On



Count on to add.

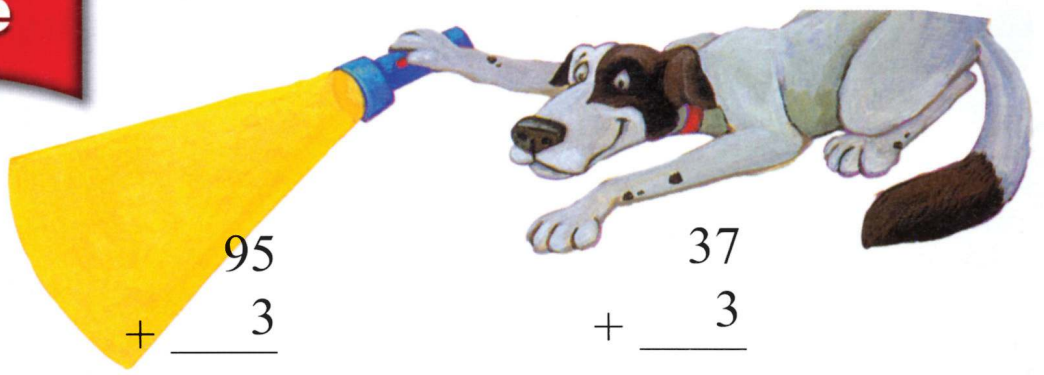
1 $56 + 3 =$ _____ $56 + 30 =$ _____	2 $2 + 22 =$ _____ $20 + 22 =$ _____	3 $48 + 2 =$ _____ $48 + 20 =$ _____
4 $1 + 82 =$ _____ $10 + 82 =$ _____	5 $2 + 62 =$ _____ $20 + 62 =$ _____	6 $50 + 3 =$ _____ $50 + 30 =$ _____
7 $3 + 40 =$ _____ $30 + 40 =$ _____	8 $41 + 2 =$ _____ $41 + 20 =$ _____	9 $63 + 1 =$ _____ $63 + 10 =$ _____

Talk About It ■ Reasoning

Look at the problem 13 + 20. Is it easier to count on from 13 or 20? why?

Practice

I count on to add.



1

20	95	37
+ 39	+ 3	+ 3
59		

2

1	75	30
+ 39	+ 10	+ 10

3

3	49	92
+ 48	+ 2	+ 1

Algebra

I add.

4 50 + 30 = 80

So, 30 + 50 = ____

5 51 + 10 = ____

So, 10 + 51 = ____

6 20 + 50 = 70

So, 50 + 20 = ____

7 53 + 2 = ____

So, 2 + 53 = ____

HOME ACTIVITY• Ask your child to count on to add 47+3. Then pick any 2-digit number and have your child count on 1, 2, 3 and 10, 20, 30. Repeat several times with different starting numbers.

Lesson 2

Regroup the Ten

Hands On

When there are 10 or more ones, **regroup** 10 ones as 1 ten.

I represent 15 + 8.

Tens	Ones

	Ones

Remember, 10 ones equals 1 ten.

I add the ones.
5 + 8 = 13

I write how many tens and ones.

	ones

2 Tens 3 Ones

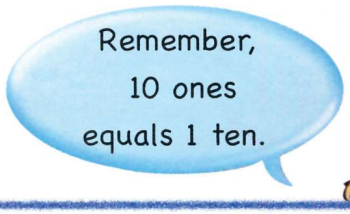
I use ■ and ▬ .

I represent.	I add the ones. Are there 10 or more ones?	I write how many tens and ones.
1 15 + 6	(Yes) No	2 tens 1 ones
2 26 + 9	Yes No	____ tens ____ ones
3 31 + 4	Yes No	____ tens ____ ones
4 25 + 5	Yes No	____ tens ____ ones

Talk About It ■ Reasoning

In which problems did I regroup 10 ones for 1 ten?
Use ▬ and ■ to explain why.

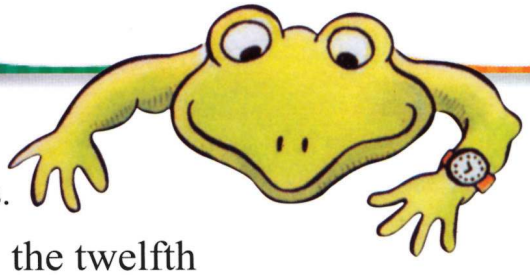
Practice



I use ▪ and ▬▬▬▬▬▬▬▬▬▬ .

I represent.	I add the ones. Are there 10 or more ones?		I write how many tens and ones.
1 18 + 7	(Yes)	No	2 tens 5 ones
2 25 + 8	Yes	No	_____ tens _____ ones
3 32 + 4	Yes	No	_____ tens _____ ones
4 47 + 4	Yes	No	_____ tens _____ ones
5 35 + 5	Yes	No	_____ tens _____ ones

Review



I write the missing ordinal numbers.

6 _____ the tenth _____ the twelfth

I write odd or even.

7 11 8 23 9 30

I write the nember just before, just after, or between.

10 _____ 51 11 79 _____ 12 29 _____ 31

HOME ACTIVITY • **Ask your child to point out the problems on this page in which he or she regrouped. For each, ask why.**

Lesson 3

Add Tens and Ones

Hands On

I represent 13 +18.

tens	ones

Add the ones.

3 + 8 = 11

When there are 10 or more ones, regroup 10 ones as 1 ten.

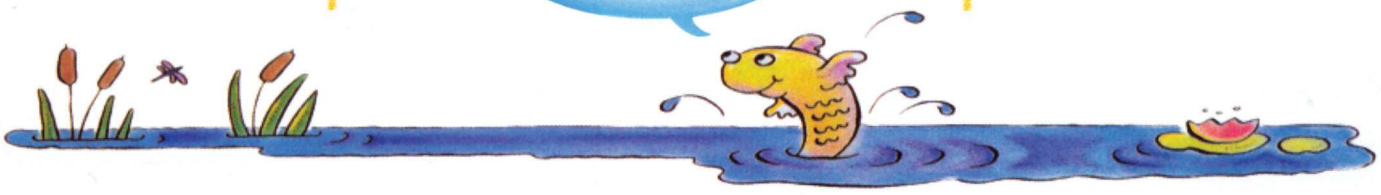
tens	ones

Remember, 10 ones equals 1 ten.

I write how many tens and ones.

tens	ones

3 tens 1 ones



I use ▬ and ■.

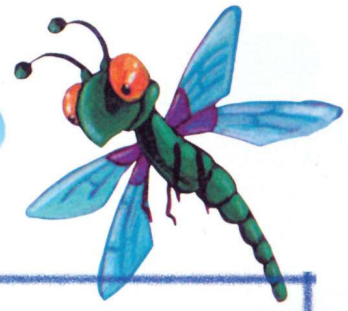
I represent.	I add the ones. Are there 10 or more ones?	I write how many tens and ones.
1 13 + 14	Yes (No)	2 tens 7 ones
2 13 + 17	Yes No	____ tens ____ ones
3 13 + 19	Yes No	____ tens ____ ones
4 13 + 16	Yes No	____ tens ____ ones

Talk About It ■ Reasoning

What would happen if you added the tens first in this problem? Could you get the correct answer?

$$\begin{array}{r} 13 \\ +\ 18 \\ \hline \end{array}$$

Practice



I use ▪ and ▬ .

I represent.	I add the ones. Are there 10 or more ones?		I write how many tens and ones.
1 59 + 16	Yes	No	7 tens 5 ones
2 24 + 23	Yes	No	____ tens ____ ones
3 62 + 28	Yes	No	____ tens ____ ones
4 33 + 55	Yes	No	____ tens ____ ones

Problem Solving ■ Mental Math

Three chidren got different answers when they did this problem. I circle the correct answer. I explain the mistakes I think the other two children made.

5
$$\begin{array}{r} 47 \\ +25 \\ \hline \end{array}$$

72 62 612

HOME ACTIVITY • Ask your child to tell why he or she grouped some of the problems on this page and not others.

Lesson 4

Problem Solving
Make a Model

UNDERSTAND PLAN SOLVE CHECK

There are 27 children playing on a playground.
Then 13 children joined the game.
How many children in all are playing?

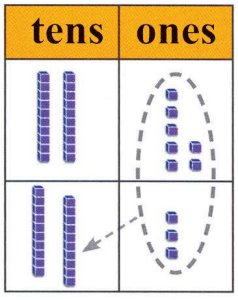
UNDERSTAND

What is required?

PLAN

I can make a model to solve the problem.

SOLVE



tens	ones
1	
2	7
+ 1	3
4	0

40 Chlidren

CHECK Dose my answer make sense? Explain.

I use ▪ and ▬ .
I add. I regroup if I need to. I write the sum.

1 At noon in the lunchroom, there are 39 children from grade 1 and 34 children from grade 2. How many children are eating lunch?

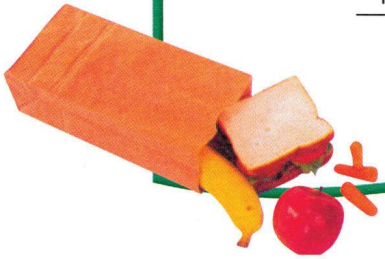
_____children

tens	ones
1	
3	9
+ 3	4

2 In a class, 7 students buy their breakfast from school and 15 students bring their breakfast from home. How many students are there in this class?

_____ students

tens	ones
1	
	7
+ 1	5



Practice

I use ▪ and ▬.

I add. I regroup if I need to.
I write the sum.

1 There are 12 students of the Nijmeh team and 12 students of the Hilal team practicing in a sport match. How many students are parcticing in the match?

_____ Students

tens	ones
1	2
+ 1	2
2	4

2 The Ararat team scores 13 goals in the first half and 8 goals in the second half. How many goals does the team score in all?

_____ Goals

tens	ones
+	

3 After the game, the participants bought 12 chocolate bars and 9 biscuits. How many pieces did they buy?

_____ Pieces

tens	ones
+	

4 During the game, there are 29 blue balloons and 37 red balloons. How many balloons are there in all?

_____ Balloons

tens	ones
+	

Math Journal

Write About It

I write a story about adding two numbers.
Both numbers are less than 40.

HOME ACTIVITY • Make up a problem like the problems on this page. Have your child use crayons and marbles to solve the problem

Add 2-digit Numbers

$24 + 18 =$ _____

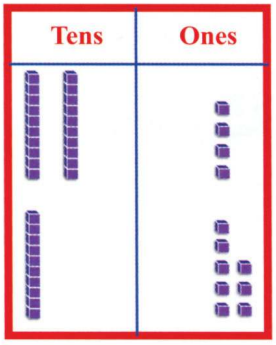
Step 1

I add the ones $4 + 8 = 12$

Do I need to regroup?

(Yes) No

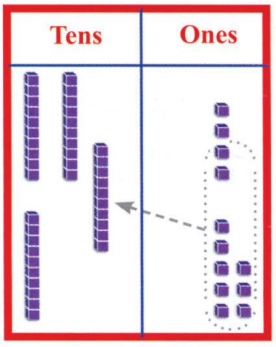
tens	ones
□	
2	4
+ 1	8



Step 2

I regroup 12 ones to make 1 ten and 2 ones. I write 1 to show the new ten.

tens	ones
1	
2	4
+ 1	8
	2

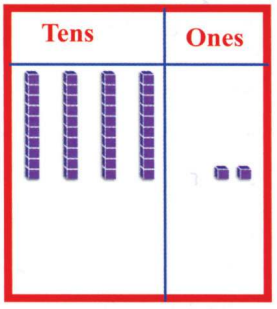


Step 3

I add the tens.

I write how many.

tens	ones
1	
2	4
+ 1	8
4	2



I use ▪ and ▬. I add. I regroup if I need to.

1

tens	ones
□	
2	7
+ 3	9

2

tens	ones
□	
4	6
+	8

3

tens	ones
□	
5	4
+ 1	6

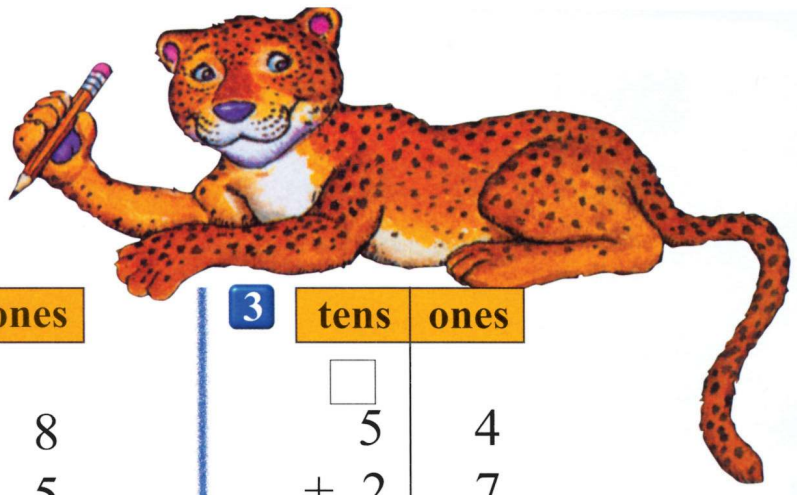
4

tens	ones
□	
3	5
+ 4	4

Talk About It ■ Reasoning

How can I tell if I need to regroup in an addition problem?

Practice



I use ▪ and ▬▬▬▬▬▬▬▬▬▬.
I add. I regroup if I need to.

1

tens	ones
1	
3	7
+ 3	3
7	0

2

tens	ones
□	
4	8
+ 3	5

3

tens	ones
□	
5	4
+ 2	7

4

tens	ones
□	
4	1
+ 2	9

5

tens	ones
□	
	9
+ 5	6

6

tens	ones
□	
1	3
+ 5	5

Problem Solving ■ Application

I use ▬▬▬▬▬▬▬▬▬▬ and ▪. I solve.

7 A company has 6 cargo planes, and 67 touristic planes. How many planes does the company have?

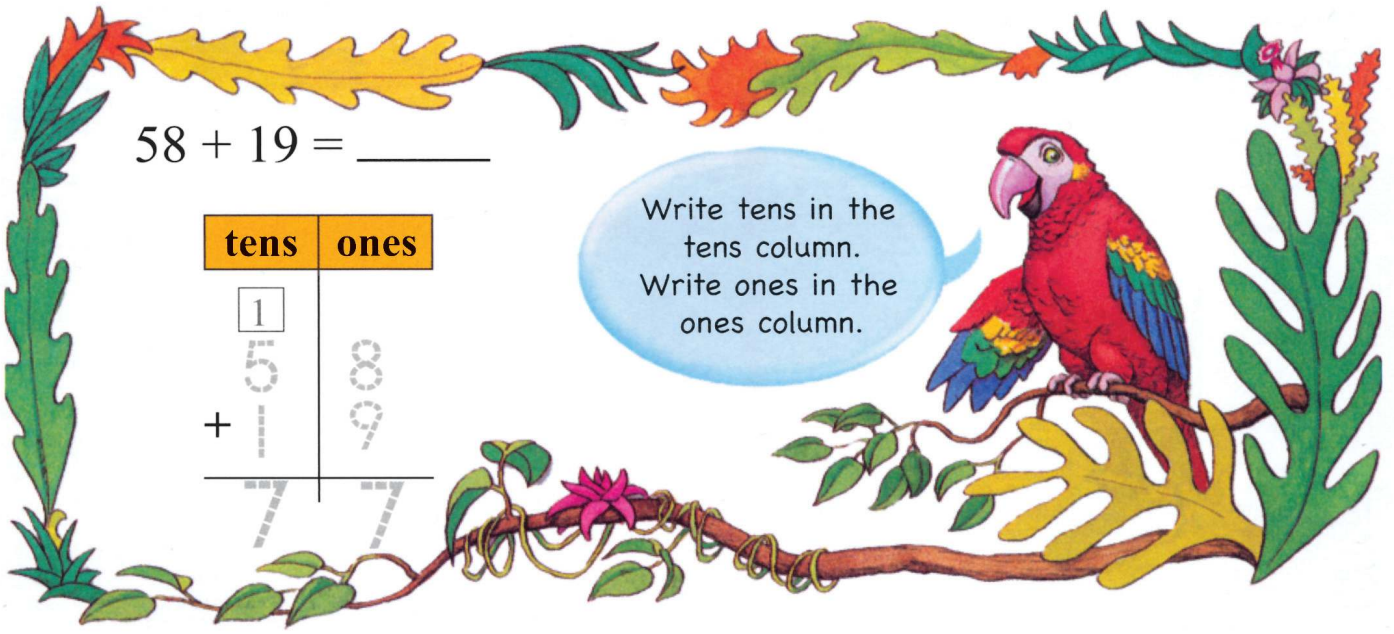
_____ planes

8 One plane landed in Sulemania with 45 passengers. 12 new passengers get in the plane to Arbil airport. How many passengers arrived to Arbil?

_____ passengers

HOME ACTIVITY • Let your child use small objects to add two 2 - digit numbers.

Rewrite Addition



I rewrite the numbers in each problem. Then I add.

1 37 + 33

tens	ones
□	
+	

2 48 + 36

tens	ones
□	
+	

3 54 + 27

tens	ones
□	
+	

4 53 + 19

tens	ones
□	
+	

5 8 + 65

tens	ones
□	
+	

6 36 + 57

tens	ones
□	
+	

Talk about it ■ Reasoning

Hisham added 54 + 7. He got a sum of 124. Show Hisham's mistake.

Practice

I rewrite the numbers in each problem. Then I add.

1 23 + 29

Tens	Ones
1	
2	3
+ 2	9
5	2

2 51 + 17

Tens	Ones
+	

3 25 + 56

Tens	Ones
+	

4 66 + 7

Tens	Ones
+	

5 5 + 37

Tens	Ones
+	

6 70 + 17

Tens	Ones
+	

Mixed Review

I write even or odd.

7 47 _____ **8** 56 _____ **9** 19 _____

HOME ACTIVITY • Choose a 2- digit addition problem with a sum of 99 or less. Ask your child to write the problem and then add to solve.Repeat several times.

Name _____

Review
Chapter 3

Check ■ concepts and skills

1 I count on to add.

$55 + 2 =$ _____ $30 + 42 =$ _____ $47 + 10 =$ _____

I use ▪ and ▬.

I show.	I add ones. Do I need to regroup?	I write how many tens and ones.
2 $25 + 16$	Yes No	_____ Tens _____ ones
3 $46 + 19$	Yes No	_____ Tens _____ ones

I use ▪ and ▬ to add.
I regroup if I need to.

4

tens	ones
□	
2	7
+ 5	2

5

tens	ones
□	
3	8
+ 4	4

I rewrite the numbers. Then I add.

6 $32 + 27$

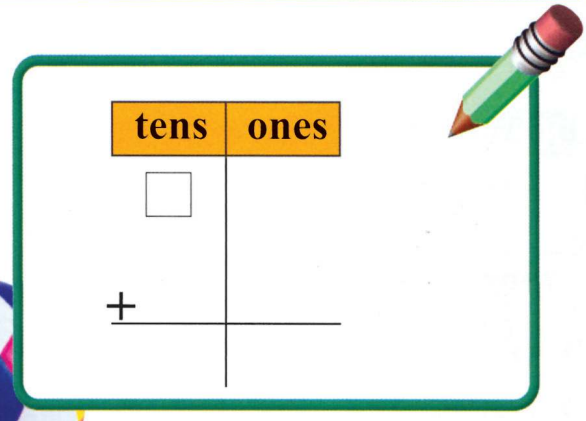
tens	ones
□	
+	

Check ■ Problem Solving

I use ▪ and ▬ to add.
I regroup if I need to. I write the sum.

7 Azad has 17 sport cards, Shazad gave him 19 cards. How many cards does Azad have?

____ Cards



Name _____

Test Prep
Chapter 3

I choose the best answer for questions 1-5.

1

$$\begin{array}{r} 40 \\ +\ 20 \\ \hline \end{array}$$

6 ○ 16 ○ 50 ○ 60 ○

2 $72 + 4 =$ _____

76 ○ 80 ○ 81 ○ 112 ○

3 Which is the other way to write $29 + 44 =$ _____ ?

$$\begin{array}{r} 92 \\ +\ 44 \\ \hline \end{array}$$ ○

$$\begin{array}{r} 24 \\ +\ 94 \\ \hline \end{array}$$ ○

$$\begin{array}{r} 44 \\ +\ 92 \\ \hline \end{array}$$ ○

$$\begin{array}{r} 29 \\ +\ 44 \\ \hline \end{array}$$ ○

4

tens	ones
□	
2	7
+ 1	2

15 ○ 35 ○ 39 ○ 41 ○

5

tens	ones
□	
3	7
+ 1	3

50 ○ 51 ○ 60 ○ 61 ○

6 Shereen has 64 pens. Nisrin has 12 pens. How many pens do they have in all?

_____ pens

7 I show the mistake in this addition.

$$\begin{array}{r} 23 \\ +\ 27 \\ \hline 410 \end{array}$$

Write What You Know

8 What number can I add to 56 without regrouping? I write the number. I write the sum.

tens	ones
5	6
+	

tens	ones
5	6
+	

tens	ones
5	6
+	

tens	ones
5	6
+	

Chapter 4

Subtraction of 2-Digit Numbers

Make up subtraction problems. Then solve them.

Dear Parents

Today we started chapter 4. We will look at ways to subtract 2-digit numbers and break them apart when needed.
Here is the math vocabulary and an activity for us to do together at home.

Love,

My Math Word
break apart

Vocabulary

When you subtract a number from another, and you can't subtract the ones, then you need to break apart.

tens	ones
3	11
~~4~~	~~1~~
− 2	9
1	2

4 tens are 3 tens and 10 ones. Trade 1 ten for 10 ones to make 11 ones. You can now subtract the ones and write how many are left. Subtract the tens, and write how many tens are left.

Give your child a number of small objects between 11 and 90. Ask him or her to form two groups then ask: How many more elements do you have in the greater group than in the smaller one?

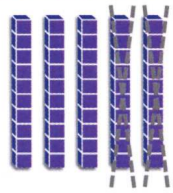
Give your child 41 objects (like peas for example) and ask him or her to form 3 groups of tens. Then ask him or her how many peas are left.

Lesson 1

Subtract Tens

What is $50 - 20$?

$5 - 2 = \underline{3}$



$5 \text{ tens} - 2 \text{ tens} = \underline{3} \text{ tens}$

$50 - 20 = \underline{30}$

Knowing the subtraction facts can help me subtract tens.

I subtract.

1 $6 - 1 = \_\_\_\_$

$6 \text{ tens} - 1 \text{ tens} = \_\_\_\_ \text{ tens}$

$60 \quad 10 = \_\_\_\_$

2 $2 - 2 = \_\_\_\_$

$2 \text{ tens} - 2 \text{ tens} = \_\_\_\_ \text{tens}$

$20 - 20 = \_\_\_\_$

3 $9 - 6 = \_\_\_\_$

$9 \text{ tens} - 6 \text{ tens} = \_\_\_\_ \text{tens}$

$90 - 60 = \_\_\_\_$

4 $7 - 5 = \_\_\_\_$

$7 \text{ tens} - 5 \text{ tens} = \_\_\_\_ \text{tens}$

$70 - 50 = \_\_\_\_$

5 $8 - 4 = \_\_\_\_$

$8 \text{ tens} - 4 \text{ tens} = \_\_\_\_ \text{tens}$

$80 - 40 = \_\_\_\_$

6 $5 - 3 = \_\_\_\_$

$5 \text{ tens} - 3 \text{ tens} = \_\_\_\_ \text{tens}$

$50 - 30 = \_\_\_\_$

Talk About It ■ Reasoning

How does subtracting 6 tens − 2 tens help me know that $60 - 20 = 40$?

Practice

I subtract.

1

8	8 tens	80
− 6	− 6 tens	− 60
2	2 tens	20

2

4	4 tens	40
− 0	− 0 tens	− 0
	tens	

3

8	8 tens	80
− 3	− 3 tens	− 30
	tens	

4

6	6 tens	60
− 4	− 4 tens	− 40
	tens	

5

5	5 tens	50
− 5	− 5 tens	− 50
	tens	

6

9	9 tens	90
− 5	− 5 tens	−50
	tens	

Algebra

I solve.

7 60 + 20 = 80 , So 80 − _____ = 60

8 40 + 50 = 50 + _____

HOME ACTIVITY• Ask your child to make a number of necklaces, each necklace contains 10 beads or buttons. Ask him or her to find the answer 6 – 5 then 60 – 50. Repeat this activity with other numbers.

Lesson 2

Problem Solving
Choose a Method

UNDERSTAND → PLAN → SOLVE → CHECK

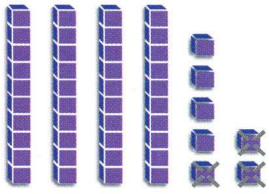
I can choose a method to solve the problem.

47-3 = ?

I can count back.

I say 47. I count back by ones.
46, 45, 44.

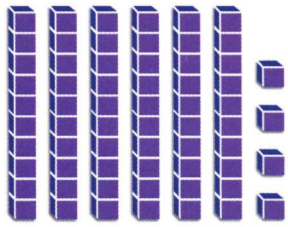
I can use base ten blocks.



I choose a method to solve the problems.

1. 65 – 3 = _____
2. 53 – 30 = _____
3. 78 – 20 = _____
4. 92 –1 = _____
5. 84 – 10 = _____
6. 20 – 2 = _____

Practice



I choose a method to solve the problems.

1

84 − 20 64	61 − 3	60 − 40

2

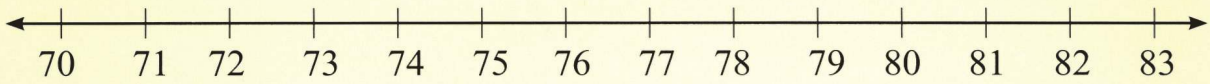
56 − 1	75 − 10	65 − 3

3

46 −20	59 − 30	43 − 2

Problem Solving ■ Visual Thinking

I use the number line to count back.



4 82 − 1 = ____ 74 − 3 = ____ 80 − 2 = ____

HOME ACTIVITY • Ask your child to count back to subtract 69–3. Then choose two numbers, each of 2-digits and more then 30. Then have him or her to count back by ones 1, 2, 3, or by tens 10, 20, 30 to subtract these two numbers. Repeat with different starting numbers.

Lesson 3

Regrouping Tens as Ones

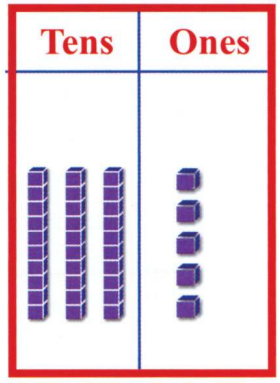
Hands On

I subtract 7 from 35.

$$\begin{array}{r} 35 \\ -\ 7 \\ \hline \end{array}$$

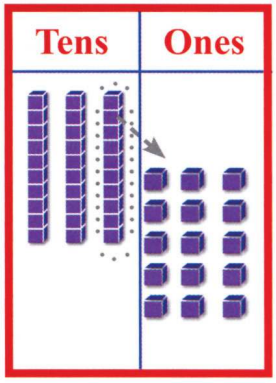
I show 35. Are there enough ones to subtract 7 ones?

Tens	Ones



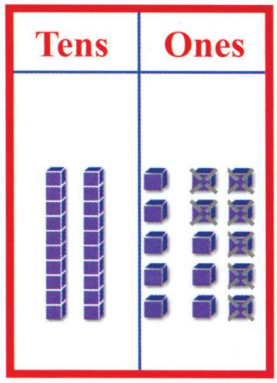
When there are not enough ones, I break apart a ten. I trade 1 ten as 10 ones.

Tens	Ones



I subtract the ones. I write how many tens and ones are left.

Tens	Ones



2 tens 8 ones

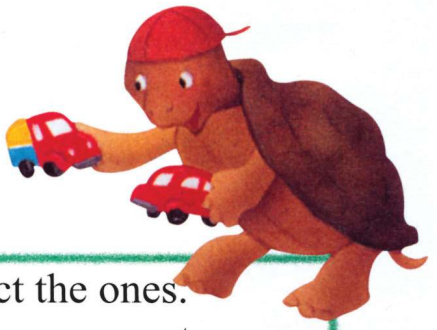
I use ▬ and ■.

I subtract.	Do I need to break apart?	I subtract. I write how many tens and ones are left.
1 $35 - 2 =$ 33	Yes (No)	3 tens 3 ones
2 $35 - 4 =$ _____	Yes No	_____ tens _____ ones
3 $35 - 7 =$ _____	Yes No	_____ tens _____ ones

Talk About It ■ Reasoning

In which problems did I need to break apart a ten? why?

Practice



I use  and  .

I subtract.	Do I need to break apart?	I subtract the ones. I write how many tens and ones are left.
1 $47 - 8 =$ 39	(Yes) No	3 Tens 9 ones
2 $24 - 6 =$ _____	Yes No	_____ Tens _____ ones
3 $30 - 3 =$ _____	Yes No	_____ Tens _____ ones
4 $26 - 5 =$ _____	Yes No	_____ Tens _____ ones

Problem Solving ■ Reasoning

5 Saman got 36 stamps. He gave his brother 8 of them. How many stamps are left with him?

_____ Stamps

6 Dalal bought 12 pieces of cake, she ate 3 of them. How many pieces are left with her?

_____ pieces of cake

HOME ACTIVITY• Give your child small objects and then ask him or her to put each 10 of them in a bag. Then have him use these objects to show how to subtract a 1-digit number from a 2-dighit number, for example, 8 from 32.

Lesson 4

Subtract Tens and Ones

Hands On

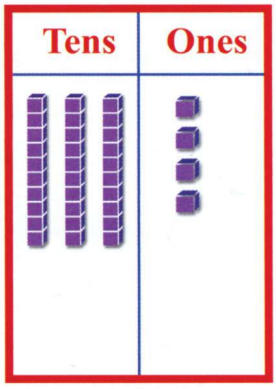
Subtract 18 from 34.

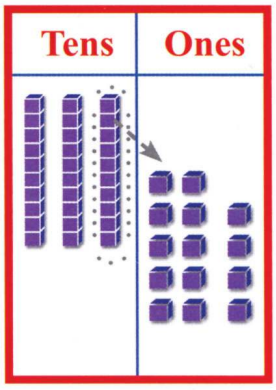
$$\begin{array}{r} 34 \\ -\ 18 \\ \hline \end{array}$$

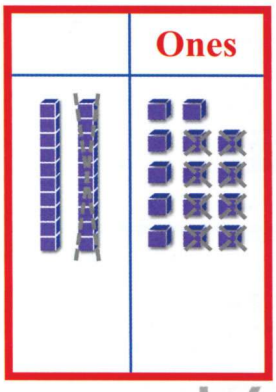
I represent 34. Are there enough ones to subtract 8 ones?

When there are not enough ones, I break apart a ten. I trade 1 ten as 10 ones.

I subtract the ones.
I subtract the tens.
I write the difference.







34 − 18 = 16

I use ▬ and ■

I subtract.	Do I need to break apart?	I subtract. I write how many are left.
1 34 − 16 = 18	(Yes) No	18
2 34 − 19 = ____	Yes No	____
3 34 − 20 = ____	Yes No	____

Talk About It ■ Reasoning

In which problems did I need to break apart a ten? Why?

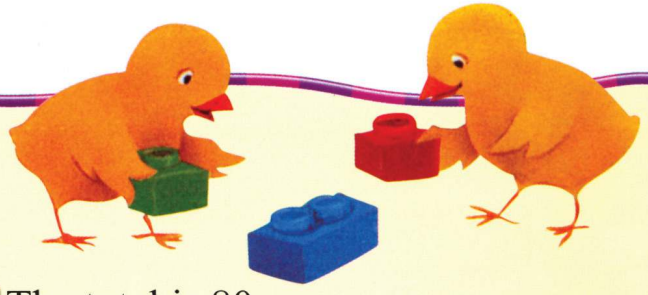
Practice

When there are not enough ones, I break apart a ten. I trade 1 ten as 10 ones.

I use  and  .

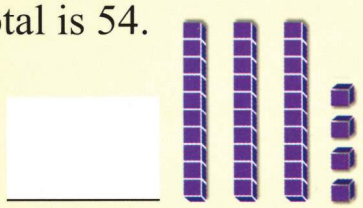
I subtract.	Do I break apart?	I subtract. I write how many are left.
1 $35 - 6 =$ 29	(Yes) No	29
2 $63 - 27 =$ ____	Yes No	____
3 $68 - 44 =$ ____	Yes No	____
4 $30 - 6 =$ ____	Yes No	____

Algebra

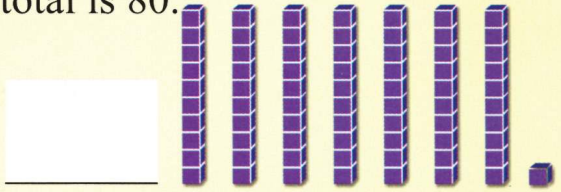


How many cubes are missing?

5 The total is 54.



6 The total is 80.



HOME ACTIVITY• Give your child 3 boxes of pens, each one contains 10 pens, then give him or her 5 more one by one. Have your child tell you how he or she can give you 7 pens.

Lesson 5

Subtract 2-Digit Numbers

Hands On

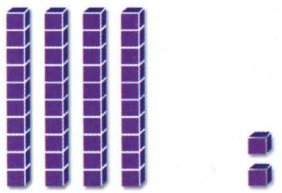
$42 - 15 = \_\_\_\_$

tens	ones
□	□
4	2
− 1	5

Step 1

I represent 42.
I look at the ones.
Are there enough ones to sbtract 5?

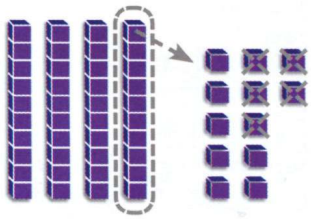
Yes (No)



Step 2

I break apart one ten as 10 ones.
Now there are 12 ones and 3 tens.
I subtract 5 from 12.
I write how many ones are left.

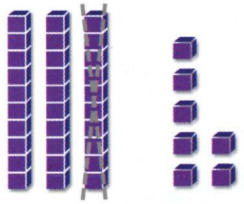
tens	ones
3	12
~~4~~	~~2~~
− 1	5
	7

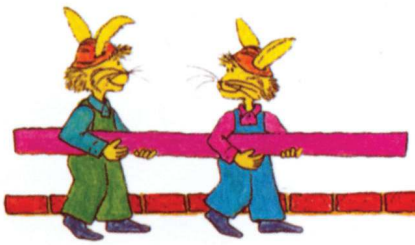


Step 3

I subtract the tens.
I write how many tens are left.

tens	ones
3	12
~~4~~	~~2~~
− 1	5
2	7





I use ▬ and ■. I subtract. I break apart when needed.

1

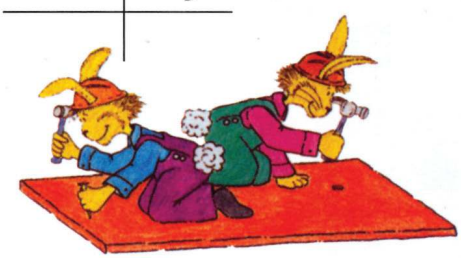
tens	ones
□	□
3	8
− 1	8

2

tens	ones
□	□
4	0
− 2	7

3

tens	ones
□	□
2	7
−	9



Talk about it ■ Reasoning

How do I know when I need to break apart a ten?

Practice

I cricle the problems in which I need to break apart.
I subtract.

1

tens	ones
6	15
~~7~~	~~5~~
− 2	9
4	6

2

tens	ones
□	□
8	3
− 2	7

3

tens	ones
□	□
6	5
	5

4

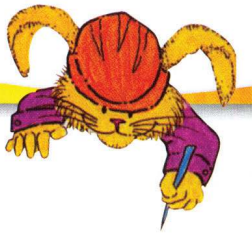
tens	ones
□	□
9	1
− 1	6

5

tens	ones
□	□
8	0
− 4	2

6

tens	ones
□	□
5	7
− 2	8



Mixed Reveiw

I write < , >, or = in the circle.

7 62 ◯ 36

8 50 ◯ 49

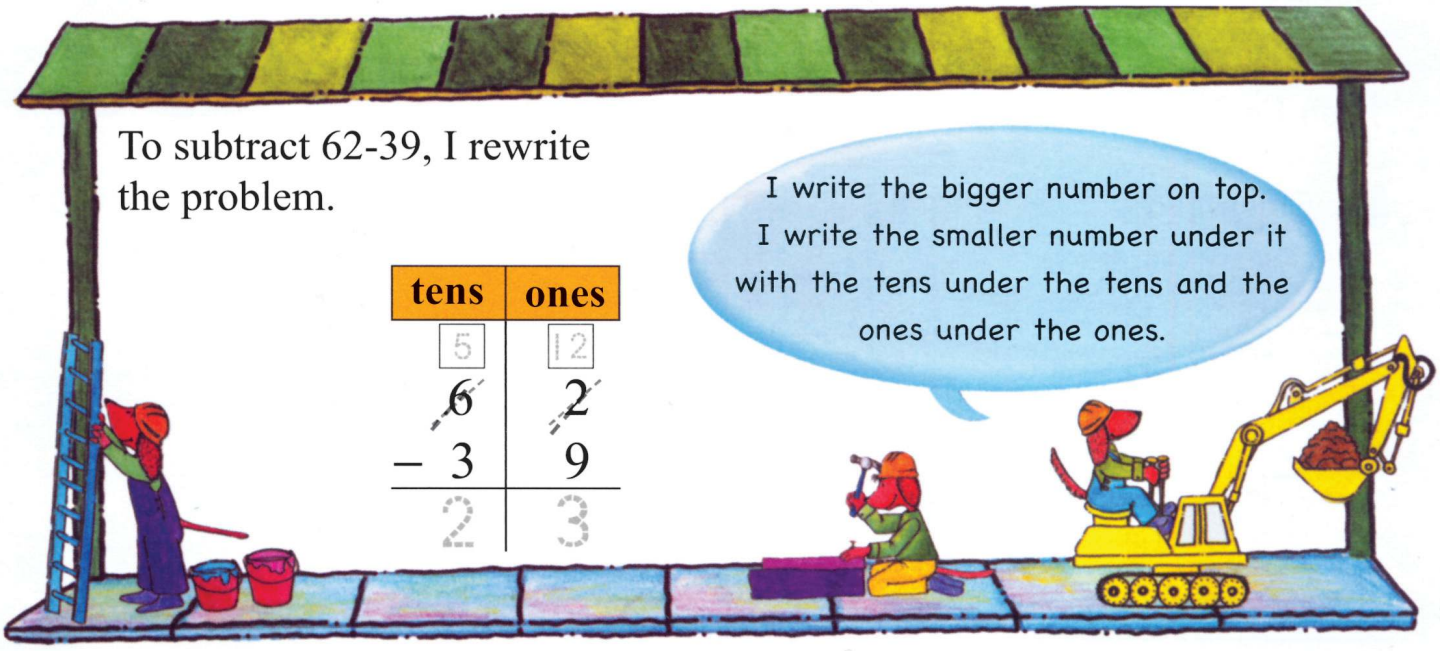
9 94 ◯ 49

10 23 ◯ 23

HOME ACTIVITY • Ask your child to tell you how he or she knows when to break apart, to subtract.

Lesson 6

Rewrite 2-Digit Subtraction



I rewrite numbers in each problem.
Then I subtract.

1 54 – 27 =

tens	ones
4	14
5	4
2	7
2	7

2 45 – 38 =

tens	ones
–	

3 76 – 46 =

tens	ones
–	

4 33 – 15 =

tens	ones
–	

5 94 – 65 =

tens	ones
–	

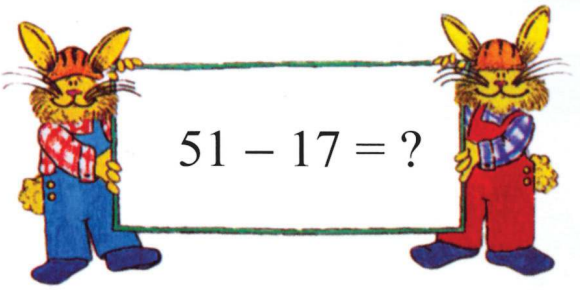
6 43 – 19 =

tens	ones
–	

Talk About It ■ Reasoning

Why do I need to write the bigger number on top when I want to subtract?

Practice



I rewrite the numbers in each problem.
Then I subtract.

1 51 – 17 =

tens	ones
4 → 5	11 → 1
– 1	7
3	4

2 29 – 23 =

tens	ones
□	□
–	

3 97 – 48 =

tens	ones
□	□
–	

4 56 – 45 =

tens	
□	□
–	

5 38 – 14 =

tens	ones
□	□
–	

6 80 – 18 =

tens	ones
□	□
–	

Problem Solving ■ Application

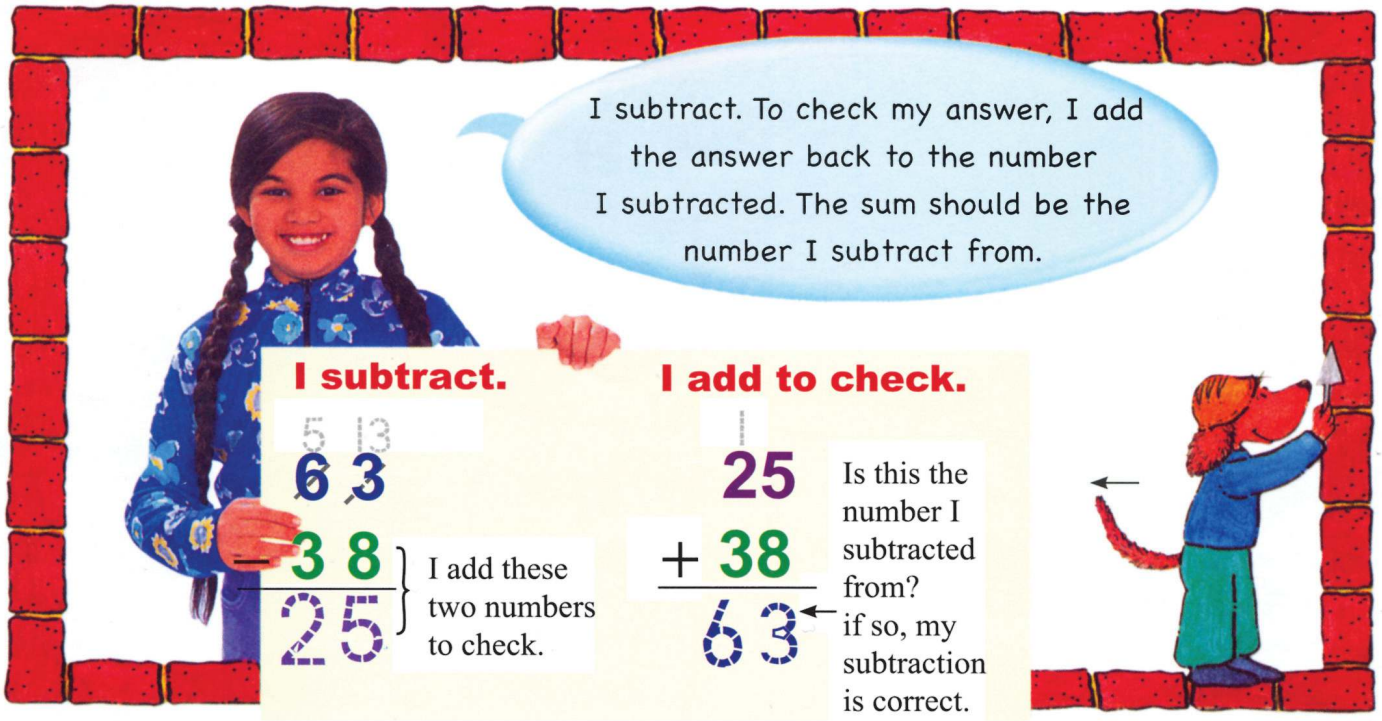
7 Dlazar has 82 basketball cards. He distrbutes 65 of them. How many cards are left with him?

_____ cards

HOME ACTIVITY• Give your child a 2- digit subtraction problem. Have your child write the problem and then subtract to solve. Repeat several times.

Lesson 7

Use Addition to Check Subtraction



I subtract. I add to check.

1

3 11
4 1
− 1 5
2 6

1
2 6
+ 1 5
4 1

2

7 4
− 4 6

+ _____

3

4 0
− 1 9

+ _____

4

8 3
− 5 8

+ _____

Talk About It ■ Reasoning

How can I use addition to check the answer for a subtraction problem? I explain.

Practice

I subtract.
I add to check.

1
$$\begin{array}{r} 2\,13 \\ \cancel{3}\,\cancel{3} \\ -\ 1\,7 \\ \hline 16 \end{array} \qquad \begin{array}{r} 16 \\ +\ 17 \\ \hline 33 \end{array}$$

2
$$\begin{array}{r} 70 \\ -\ 43 \\ \hline \end{array} \quad + \_\_\_\_$$

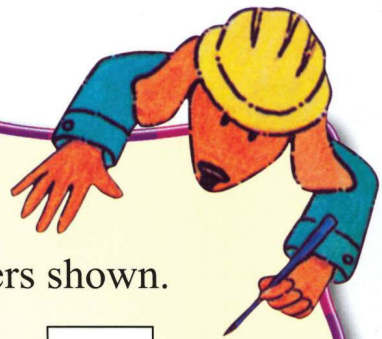
3
$$\begin{array}{r} 94 \\ -\ 56 \\ \hline \end{array} \quad + \_\_\_\_$$

4
$$\begin{array}{r} 83 \\ -\ 34 \\ \hline \end{array} \quad + \_\_\_\_$$

5
$$\begin{array}{r} 53 \\ -\ 26 \\ \hline \end{array} \quad + \_\_\_\_$$

6
$$\begin{array}{r} 75 \\ -\ 37 \\ \hline \end{array} \quad + \_\_\_\_$$

Algebra



I write and solve three problems, using only the numbers shown.

7
$$\begin{array}{r} 63 \\ -\ 39 \\ \hline 24 \end{array}$$

$$\begin{array}{r} \square \\ -\ \square \\ \hline \square \end{array} \qquad \begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array} \qquad \begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$$

HOME ACTIVITY• have your child show you how he or she checks subtraction answers by adding.

Name _____

Review/Test
Chapter 4

CHECK ■ Concepts and Skills

I subtract.

1 $5 - 1 =$ _____

5 tens 1 tens = _____ tens

$50 - 10 =$ _____

I choose a method to solve the problems.

2
$$\begin{array}{r} 45 \\ -\ 10 \\ \hline \end{array}$$

3
$$\begin{array}{r} 89 \\ -\ 3 \\ \hline \end{array}$$

I use  and  to subtract.

4

tens	ones
□	□
6	5
− 3	8

5

tens	ones
8	8
− 5	3

I rewrite the numbers. Then I subtract.

6 $33 - 15 =$ _____

tens	ones

I subtract.

7
$$\begin{array}{r} 60 \\ -\ 25 \\ \hline \end{array}$$

8
$$\begin{array}{r} 74 \\ -\ 45 \\ \hline \end{array}$$

I subtract. I add to check

9
$$\begin{array}{r} 94 \\ -\ 67 \\ \hline \end{array}$$

CHECK ■ Problem Solving

10 There are 58 toy cars in a box. Saman took out 49 toys to play with. How many toys are left in the box?

_____ Toys

Test Prep
Chapter 4

I choose the best answer for questions 1–5.

1

$$\begin{array}{r} 80 \\ -\ 50 \\ \hline \end{array}$$

40 ○ 30 ○ 20 ○ 10 ○

2

$$\begin{array}{r} 73 \\ -\ 2 \\ \hline \end{array}$$

61 ○ 63 ○ 70 ○ 71 ○

3

$$\begin{array}{r} 63 \\ -\ 47 \\ \hline \end{array}$$

16 ○ 17 ○ 27 ○ 20 ○

4 Which is the other way to write $47 - 9 =$ _____?

$\begin{array}{r} 74 \\ -\ 19 \\ \hline \end{array}$ ○ $\begin{array}{r} 47 \\ -\ 9 \\ \hline \end{array}$ ○ $\begin{array}{r} 74 \\ -\ 9 \\ \hline \end{array}$ ○ $\begin{array}{r} 47 \\ -\ 19 \\ \hline \end{array}$ ○

5 There are 38 pencils in a cup. The students used 21 pencils. How many pencils are left?

27 ○ 37 ○ 17 ○ 59 ○

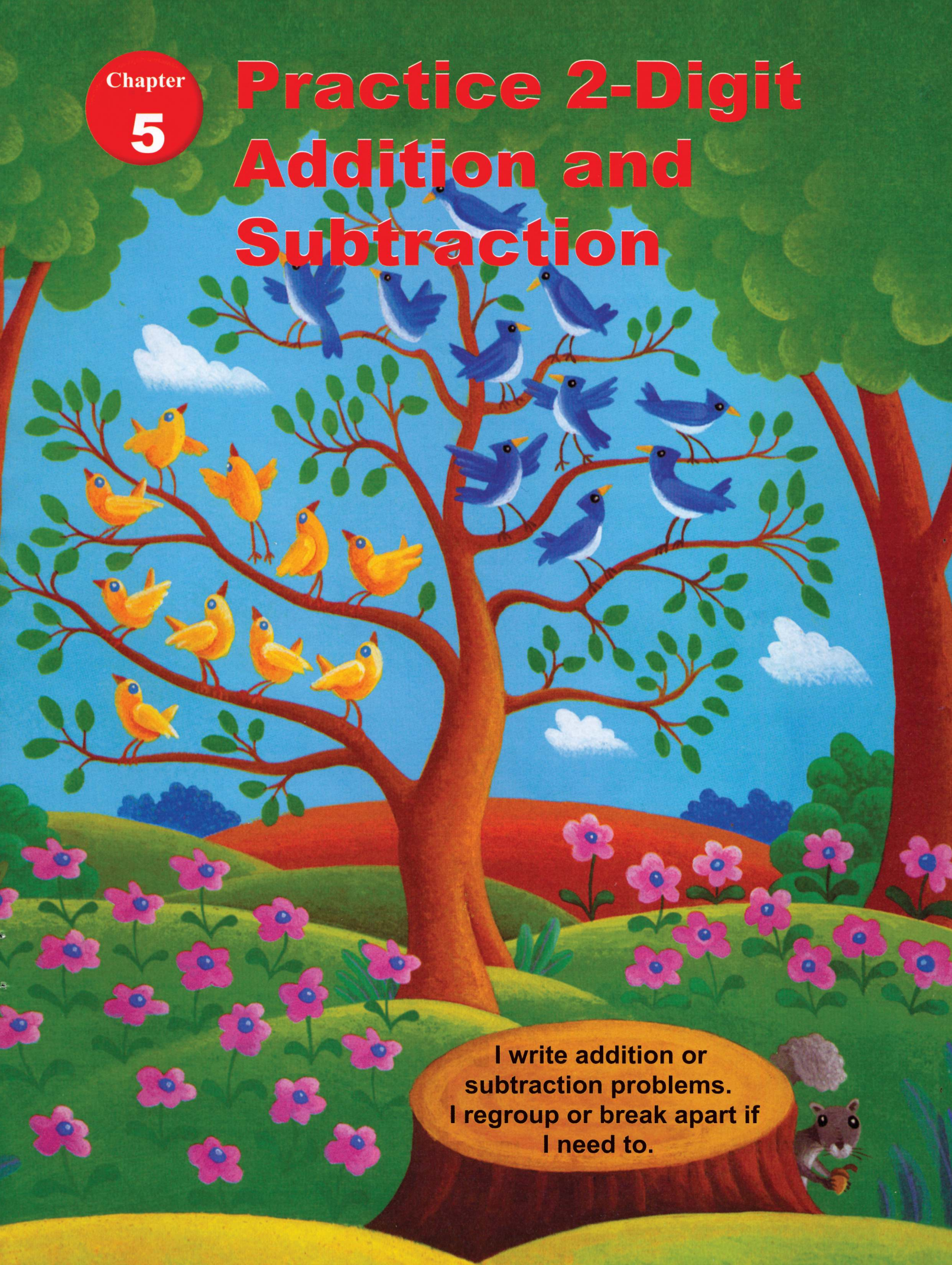
I Write What I Know

6 I write a subtraction problem. I use numbers that have tens and ones, then I write an addition problem to check it.

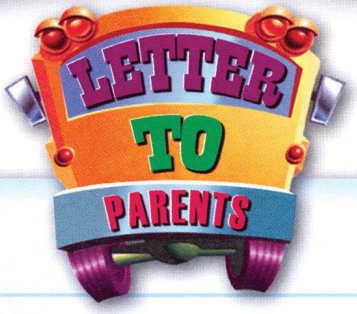
$\begin{array}{r} \square \\ -\ \square \\ \hline \end{array}$ $\begin{array}{r} \square \\ +\ \square \\ \hline \end{array}$ | $\begin{array}{r} \square \\ -\ \square \\ \hline \end{array}$ $\begin{array}{r} \square \\ +\ \square \\ \hline \end{array}$

Chapter 5

Practice 2-Digit Addition and Subtraction



I write addition or subtraction problems. I regroup or break apart if I need to.



Dear Parents,

Today we started chapter 5. We will practice adding and subtracting 2-digit numbers. And we will use mental math to solve problems. We will learn too how to use rules in addition and subtraction.

Here is the math vocabulary and an activity for us to do together at home.

Love, _____

My Math Word

mental math

Vocabulary

mental math A way to solve the problem in your head without using pencil, paper or calculator.

$$\begin{array}{r} 64 \\ +\ 25 \\ \hline \end{array}$$

I add tens, $60 + 20 = 80$

I add ones $4 + 5 = 9$

I write the sum $80 + 9 = 89$

Activity

Give your child a list of prices for some goods. Ask your child to make addition stories to find the sum and to make subtraction stories to find the difference.

Mental Math

Dina saw 43 blue birds and saw 25 red birds.
How many birds did she see altogether?

Here is a way to add 43 + 25 in your head.
Adding in your head is called **mental math**.

I think.
I add the tens.
40 + 20 = 60
I add the ones.
3 + 5 = 8
Then I add the sums.
60 + 8 = 68

Dina saw 68 birds.

I use mental math to add.

1 19 + 21 = 40

I think

10 + 20 = 30
9 + 1 = 10
30 + 10 = 40

2 33 + 56 = _____

I think

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____

3 41 + 26 = _____

I think

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____

4 35 + 25 = _____

I think

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____

Talk About It ■ Reasoning

Basem adds two numbers each of 2-digits. He wrote 20 + 40 = 60 and 7 + 3 = 10, what are the two numbers?

Practice

I use mental math to add.

1 $33 + 59 =$ ___?___

I think.
I add the tens. **30 + 50 = 80**
Then I add the ones. **3 + 9 = 12**
I add the sums. **80 + 12 = 92**

$80 + 12 =$ ___92___

2 $45 + 31 =$ _____

I think

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

3 $52 + 42 =$ _____

I think

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

4 $61 + 29 =$ _____

I think

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

Problem Solving ■ Mental Math

I use mental math. Is the sum correct?
I circle yes or No. Then I write the correct sum.

5 $39 + 49 = 88$

Yes No ____

The correct sum _____

6 $76 + 24 = 90$

Yes No ____

The correct sum _____

HOME ACTIVITY • Have your child tell how he or she added the numbers for the exercises on this page.

Lesson 2

Practice Adding and Subtracting

There were 35 birds and 29 pelicans flying in the sky. What is the difference between the number of birds and that of pelicans?

I add.

tens	ones
1	
3	5
+ 2	9
6	4

The sum 64.

I subtract.

tens	ones
2	15
3	5
− 2	9
0	6

The difference 6.

I add or subtract.

1

tens	ones
2	6
+ 2	7

tens	ones
5	3
+ 1	7

tens	ones
4	7
− 2	1

2

tens	ones
1	8
+ 4	4

tens	ones
3	2
− 2	8

tens	ones
6	5
− 1	5

Talk About It ■ Reasoning

How do I know when to regroup the ones?

Practice

I circle the problems where
I need to regroup. Then I add.

1

13 + 39 52	25 + 8	67 + 20

2

17 + 46	33 + 3	19 + 24

I circle the problems where I need to regroup. Then I subtract.

3

31 − 25	73 − 9	42 − 39

4

45 − 37	59 − 41	47 − 25

Problem solving ■ Application

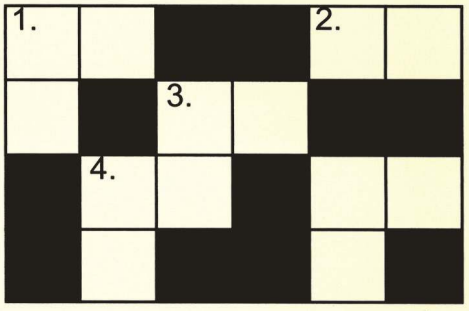
I solve each problem.
I use the answers to complete the puzzle.

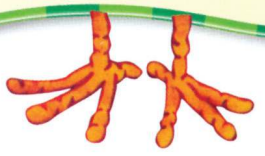
Across

1. 44 + 17
2. 10 more than 20
3. 37 + 4
4. 2 less than 51
5. 30 + 8

Down

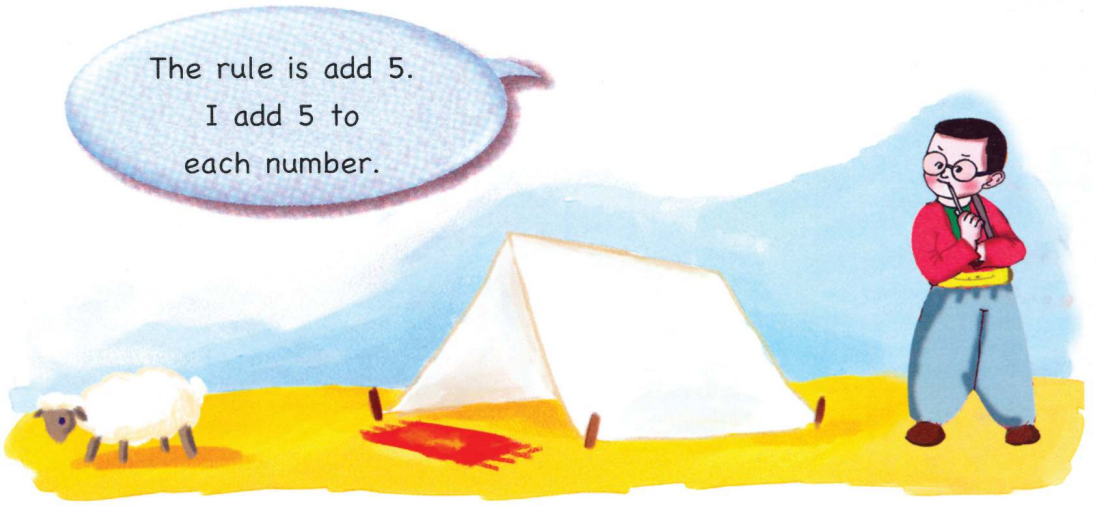
1. 19 + 2
3. 5 less than 46.
4. 9 more than 20.
5. 45 + 13





HOME ACTIVITY. Ask your child to choose two numbers from the puzzle and add them. Repeat this activity with other numbers.

I Follow the Rule



Add 5	
0	5
1	6
2	7

I complete the table. I follow the rule.

1

I add 2	
4	
6	
8	

2

I add 3	
4	
3	
2	

3

I subtract 2	
4	
5	
6	

4

I subtract 3	
9	
8	
7	

5

I subtract 1	
1	
2	
3	

6

I add zero	
8	
9	
10	

I write the sum or the difference.

7

$$\begin{array}{r} 6 \\ +\,3 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -\,5 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,2 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\,3 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ -\,4 \\ \hline \end{array}$$

Talk About It ■ Reasoning

Which table of the page has the easiest calculation? Why?

Practice

I complete the table. I follow the rule.

1

I add 3	
5	8
6	9
7	10

2

I add 5	
5	
4	
3	

3

I subtract 4	
5	
6	
7	

4

I add 2	
3	
2	
1	

5

I add 4	
3	
2	
1	

6

I subtract 1	
3	
2	
1	

I write the sum or the difference.

7

$$\begin{array}{r} 3 \\ +\,4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -\,3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -\,2 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +\,8 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +\,2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -\,3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +\,5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ -\,1 \\ \hline \end{array}$$

Problem solving ■ Application

I write the rule.

8

2	5
4	7
6	9

9

4	9
2	7
0	5

10

7	7
8	8
9	9

HOME ACTIVITY. Ask your child to write an addition rule and make a table that follows the rule.

Lesson 4

Problem Solving
Choose the Operation

UNDERSTAND → PLAN → SOLVE → CHECK

I add or subtract. I write the sum or the difference.

1 The store owner sold 75 dolls and 15 balls. What is the total number of items sold?

$$\begin{array}{r} {\scriptstyle 1\,1} \\ 75 \\ +\ 15 \\ \hline 90 \text{ items} \end{array}$$

2 A shepherd has 55 sheep. He sold 25 sheep. How many sheep are left?

3 50 workers work in the Public garden of the town. 25 workers joined them. What is the total number of workers?

4 50 students of elementry school joined the final exams. 15 students also from secondary school joined the final exams. What is the total number of all students?

5 75 Students decided to go on a trip. But 50 of them were absent. How many students went on the trip?

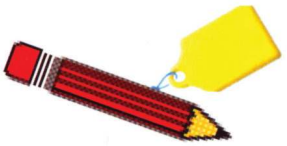
Practice

I add or subtract. I write the sum or the difference.

1 Linda bought 15 hats and 25 cars. How many toys did she buy?

15
+ 25
40

2 Jamil needs 30 pencils. He found only 15. How many more pencils does he need?



3 There are 80 cars in the car showroom 50 of them sold. How many cars are left in the showroom?

4 There are 75 boys and 15 girls in a school. How many students are there?

5 There are 75 teddybears in the toy shop. Hamed bought 25 of them. How many teddybears are left?

6 There are 2 boxes, each of them contains 15 hats. What is the total number of hats.

HOME ACTIVITY• Have your child use beans or small objects to show addition of 2 numbers with sum less than 99.

Name _____

Review/Test
Chapter 5

CHECK ■ Concepts and Skills

I add.

1

tens	ones
1	6
+ 2	7

2

tens	ones
6	4
+ 1	7

I use mental math to add.

3 41 + 18 = _____

I think

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

4
$$\begin{array}{r} 21 \\ +\ 18 \\ \hline \end{array}$$

5
$$\begin{array}{r} 39 \\ -\ 21 \\ \hline \end{array}$$

6
$$\begin{array}{r} 17 \\ +\ 23 \\ \hline \end{array}$$

7
$$\begin{array}{r} 41 \\ -\ 8 \\ \hline \end{array}$$

8

I subtract 1	
7	
5	
3	

9

I subtract 5	
10	
9	
8	

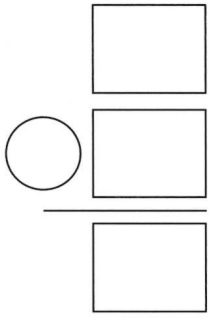
10

I add 3	
5	
6	
7	

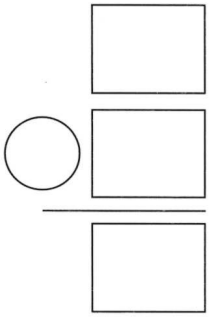
CHECK ■ Problem Solving

I add or subtract. I write the sum or the difference.

11 You have 75 rolls. You sell 15 of them. How many rolls are left?



12 There are 50 shirts and 25 jackets in the shop. What is their total number?



Name _____

Test Prep
Chapter 5

I choose the best answer for questions 1 – 5.

1

$$\begin{array}{r} 55 \\ +\ 38 \\ \hline \end{array}$$

17 ○ 18 ○ 93 ○ 94 ○

2

$$\begin{array}{r} 66 \\ +\ 23 \\ \hline \end{array}$$

89 ○ 83 ○ 49 ○ 43 ○

3

$$\begin{array}{r} 97 \\ -\ 49 \\ \hline \end{array}$$

38 ○ 42 ○ 47 ○ 48 ○

4

$$\begin{array}{r} 34 \\ -\ 19 \\ \hline \end{array}$$

15 ○ 16 ○ 49 ○ 53 ○

5 A gardener has 85 orange trees in his garden. He wants to have 99 trees. How many more orange trees does he need to plant?

85 – 99 ○ 99 –85 ○ 58 + 99 ○ 99 – 58 ○

I Write What I Know

6 I use these numbers. I write them in the boxes to get each difference.

44	15	12	59

$$\begin{array}{r} \square \\ -\ \square \\ \hline 47 \end{array} \qquad \begin{array}{r} \square \\ -\ \square \\ \hline 29 \end{array}$$

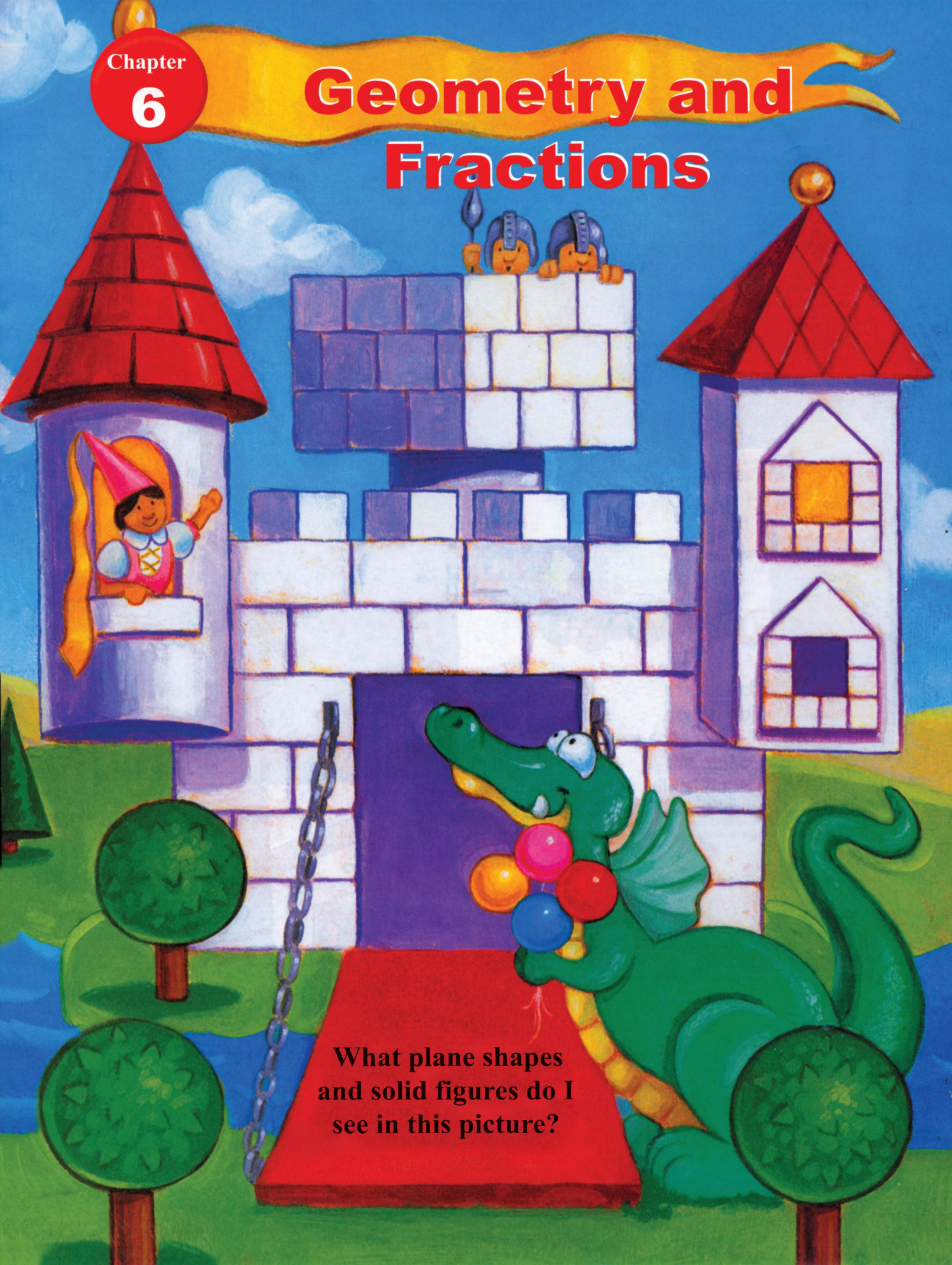
7 I use 4 of these numbers. I write them in the boxes to get each sum.

10	20	18
12	15	5

$$\begin{array}{r} \square \\ +\ \square \\ \hline 33 \end{array} \qquad \begin{array}{r} \square \\ +\ \square \\ \hline 17 \end{array}$$

Chapter 6

Geometry and Fractions



What plane shapes and solid figures do I see in this picture?

Dear Parents.

Today we started Chapter 6. We will identify plane shapes, count sides and corners of shapes, We will identify and use solid figures. We will also learn the third and compare it with half and quarters. Here is the math vocabulary and an activity for us to do together at home.

Love, _____

My Math Words

- cone
- pyramid
- sphere
- cylinder
- cube
- rectangular prism
- One third

Vocabulary

Rectangular prism

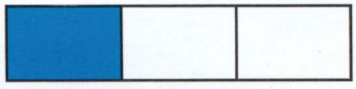
Sphere

Cone

Cylinder

Pyramid

Cube



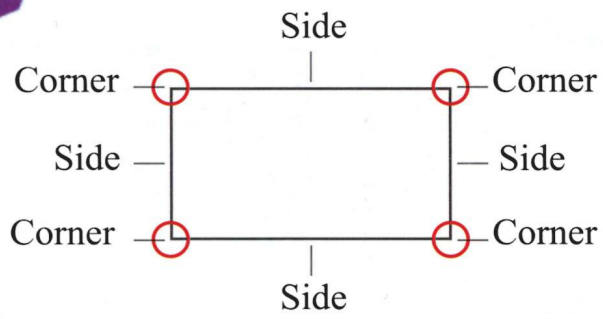
3 equal parts

One third or $\frac{1}{3}$

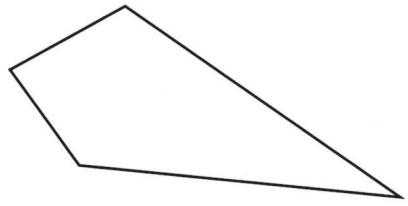
Activity

Look around and choose a geometric shape or a solid. Tell your child some of its specifications, then ask your child to name it using an appropriate mathematical vocabulary.

Sides and Corners



This shape has 4 **sides** and 4 **corners**.

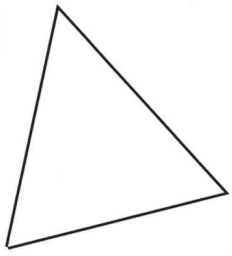


This shape has 4 Sides.

and 4 corners

I write how many sides and corners.

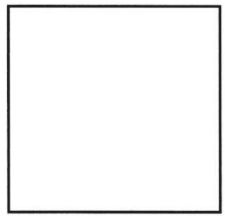
1



____ Sides

____ Corners

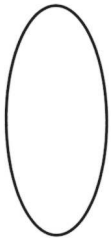
2



____ Sides

____ Corners

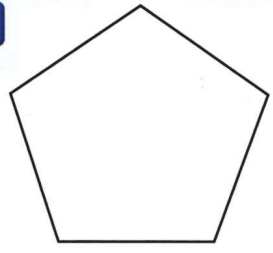
3



____ Sides

____ Corners

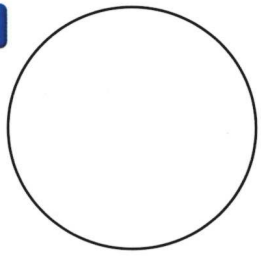
4



____ Sides

____ Corners

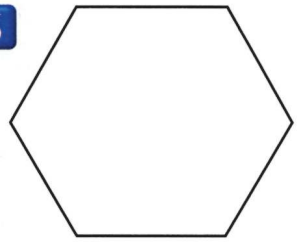
5



____ Sides

____ Corners

6



____ Sides

____ Corners

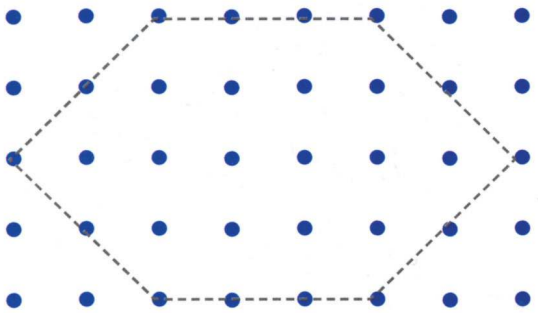
Talk About It ■ Reasoning

Which shape have 0 sides and 0 corners? Explain why.

Practice

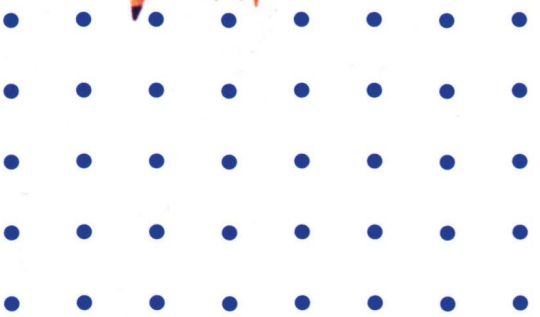
I draw the Shape.

1



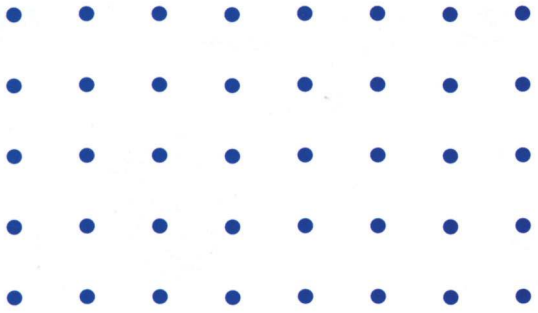
6 sides 6 corners

2



3 sides 3 corners

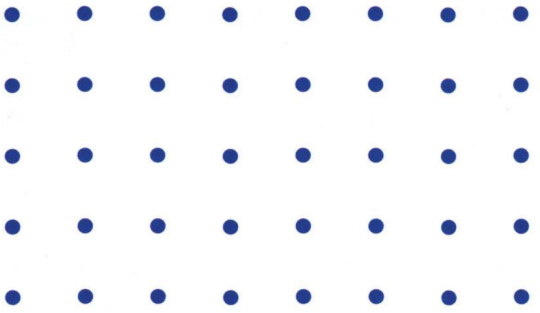
3



4 sides 4 corners

2 sides are long.
2 sides are short.

4

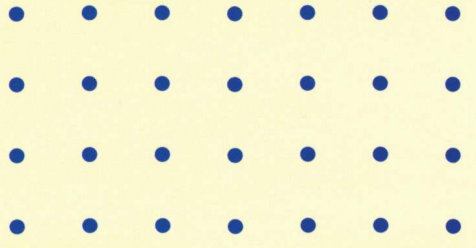


4 sides 4 corners

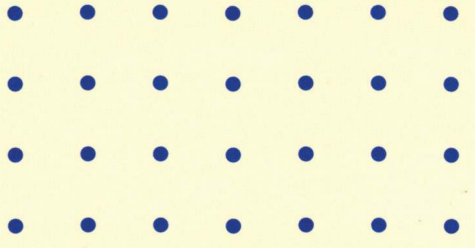
All 4 sides are the same length.

Problem Solving ■ Visual Thinking

5 I draw a shape that has sides and corners.
I cover it. I tell a classmate how to draw it.



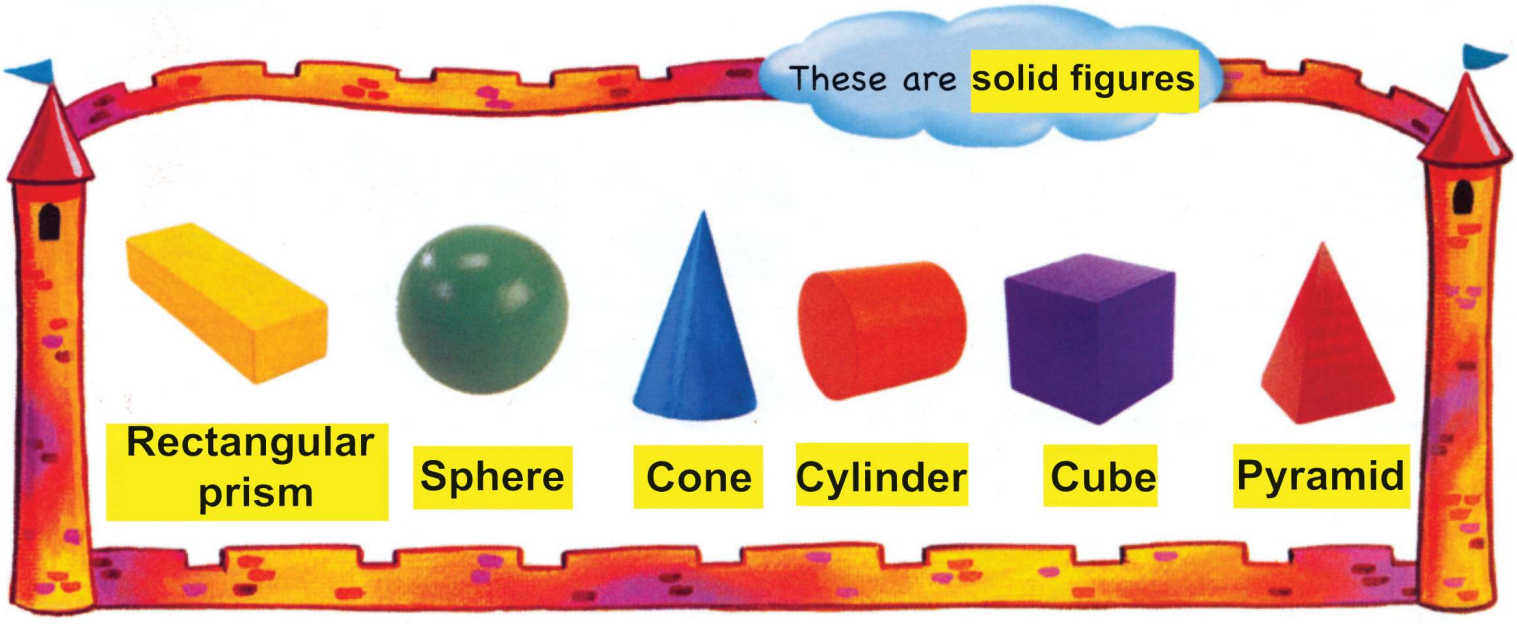
My drawing



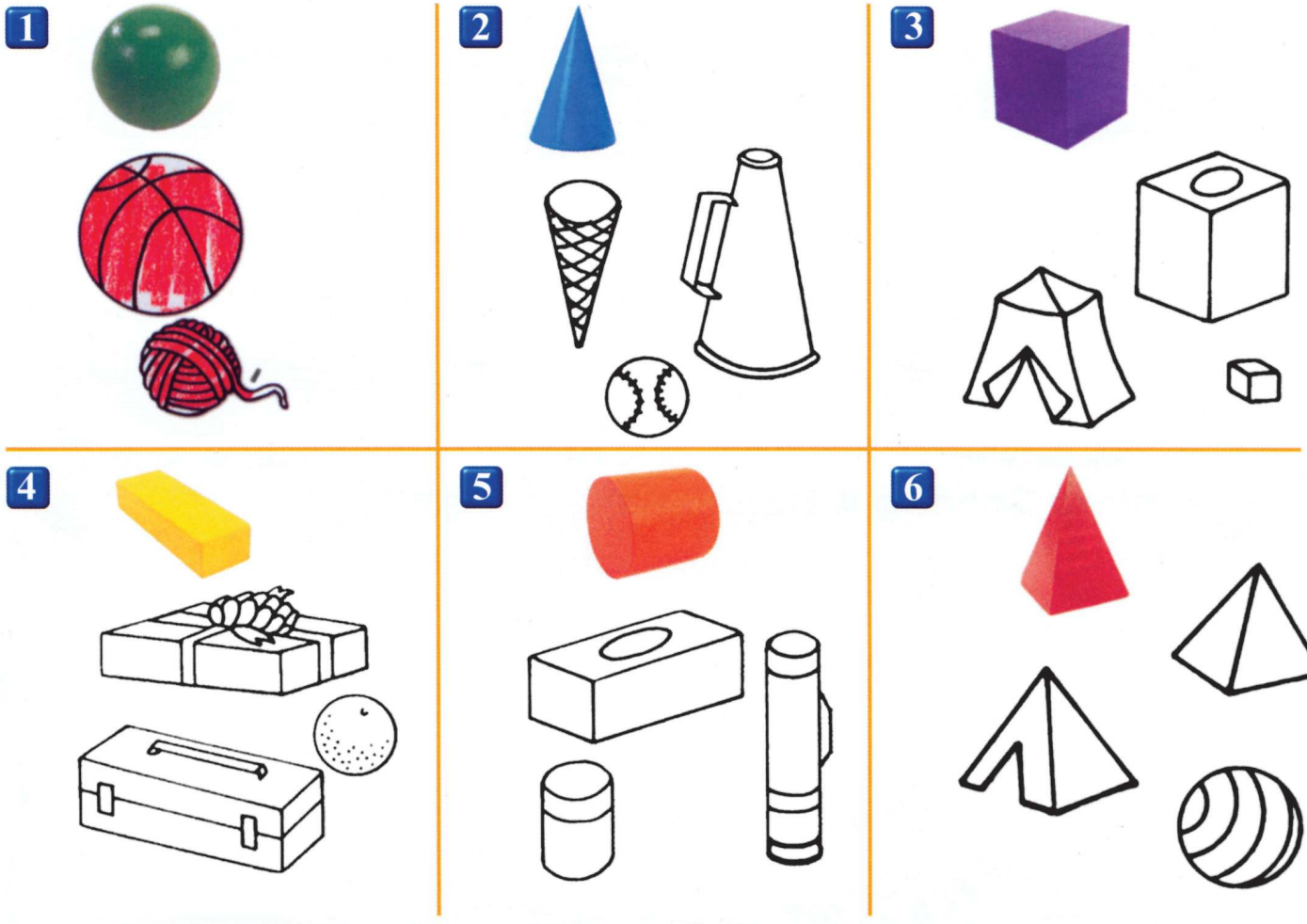
My classmate's drawing

HOME ACTIVITY • Have your child draw a shape that has a matching number of sides and corners, such as 4 sides and 4 corners.

Solid Figures



I color the objects that look like to the shape of the solid figure.



Talk About It ■ Reasoning

Which figures might roll if they are placed on a table?

Practice

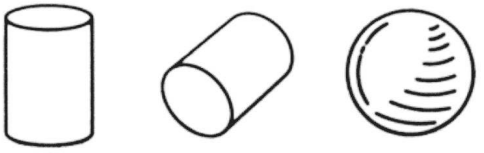
I color the figures that are the same shape.

1

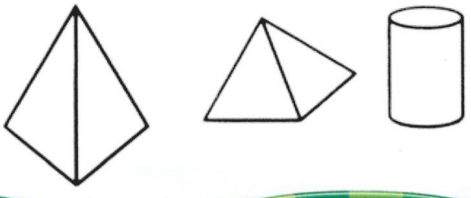
2

3

4



5



6

Problem Solving ■ Reasoning

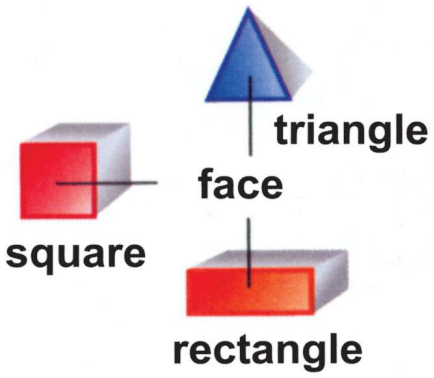
7 Is every cube also a rectangular prsim? Is every rectangular prsim also a cube? Draw examples. Then Explain your thinking.

HOME ACTIVITY • Have your child point out objects that are shaped like the solid figures he or she has learned about.

Lesson 3

Faces

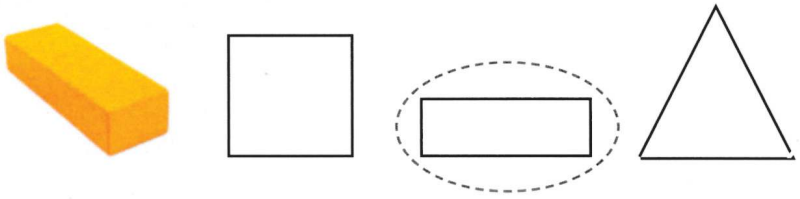
Hands On



The **faces** of some soild figures are plane shapes. A face is a flat surface on a solid figure.

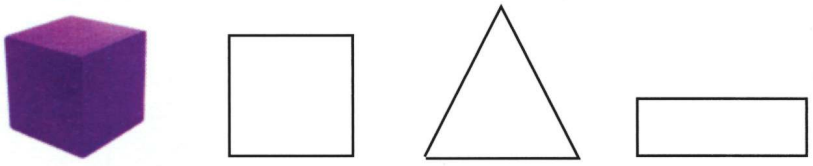
I use figures. I trace the faces. Then I circle a plane shape that fits the solid figure. I write the name of the plane shape.

1

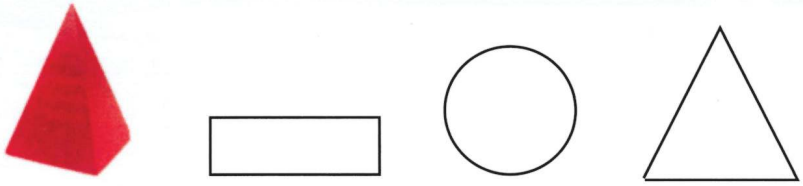


rectangle

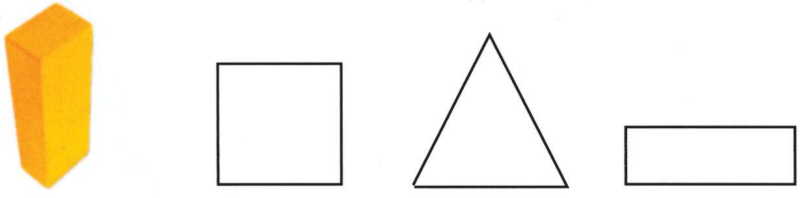
2



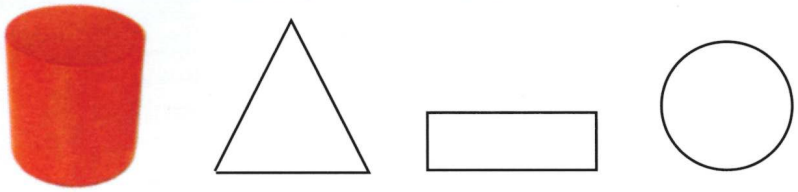
3



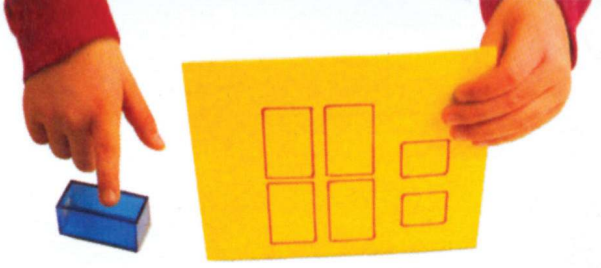
4



5

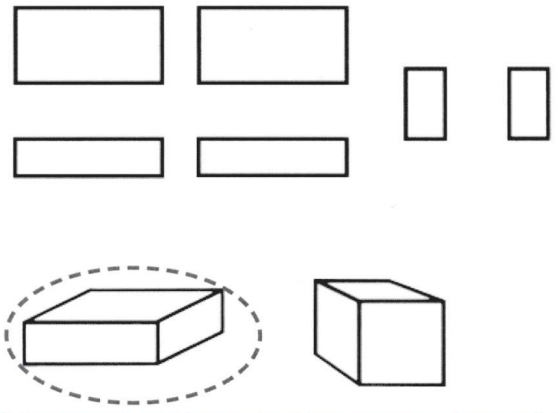


Practice

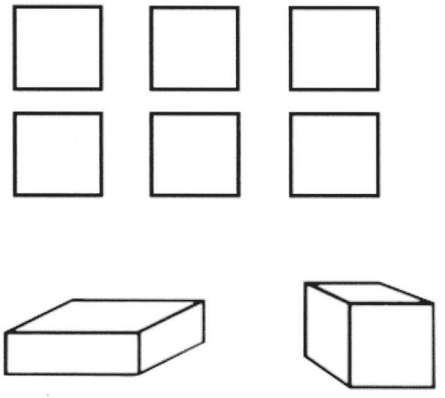


I look at the faces on each solid figure.
I circle the appropriate solid figure.

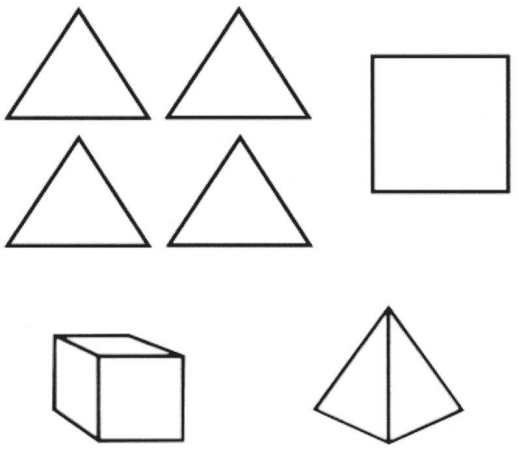
1



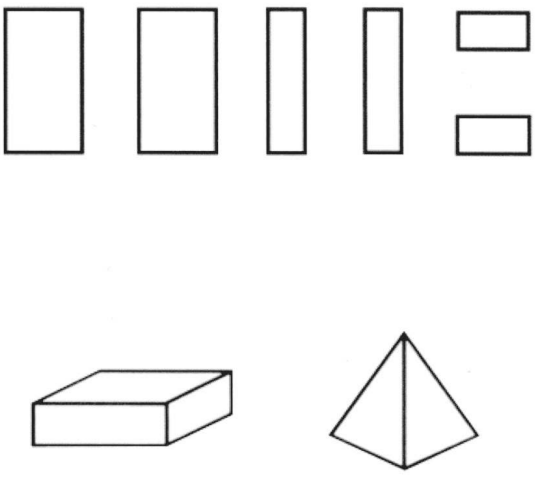
2



3



4



Problem Solving ■ Visual Thinking

I circle the solid figure that is missing.

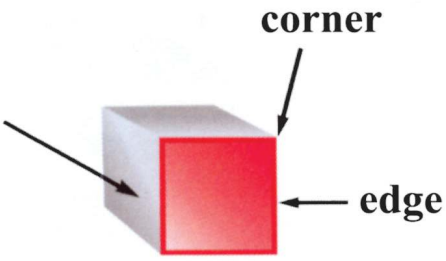
5

HOME ACTIVITY • Gather objects that are shaped like solid figures your child knows. Have him or her trace around the faces and name the plane shapes.

Lesson 4

Sort Solid Figures

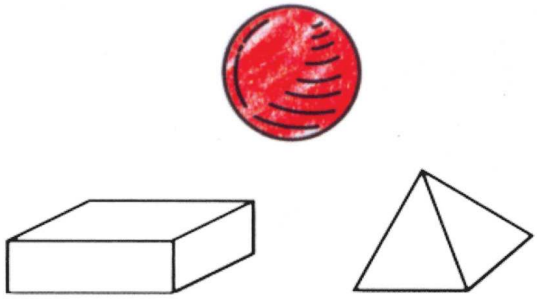
Hands On



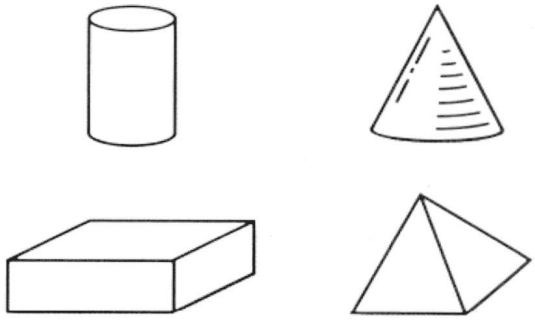
A face a flat surface on a solid figure.
An **edge** is where two faces meet.
A corner is where the edges meet.

I use solid figures.
I sort them by the number of faces, edges, and corners.
I color the correct figures.

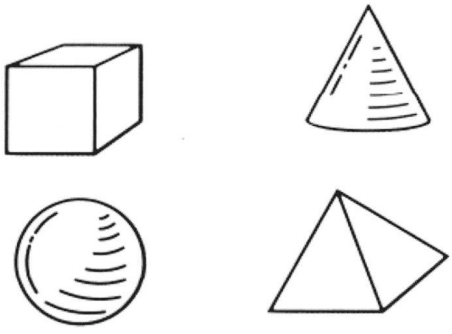
1 0 faces, 0 edges , 0 corners



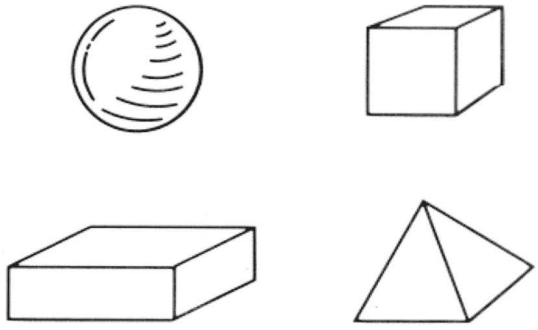
2 6 faces, 12 edges, 8 corners



3 6 faces, 12 edges, 8 corners



4 5 faces, 8 edges, 5 corners



Talk About It ■ Reasoning

How are the cube and the rectangular prism alike?
How are they different?

Practice

I complete the chart. I write how many.

Solid figure	Number of faces	Number of edges	Number of corners
1  cube	6 faces	_____ edges	_____ corners
2  sphere	_____ faces	_____ edges	_____ corners
3  pyramid	_____ faces	_____ edges	_____ corners
4  rectangular prism	_____ faces	_____ edges	_____ corners

Problem Solving ■ Mental Math

5 How many faces of a cube are squares?

_____

6 How many faces of pyramid are squares?

_____

7 How many faces of a pyramid are triangles?

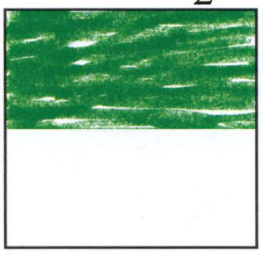
_____

HOME ACTIVITY • Gather obects from around your home that are shaped like solid figures. Have your child pick up each object, name the figure, and count how many faces, edges, and corners it has.

Lesson 5

The Half, The Third and The Quarter

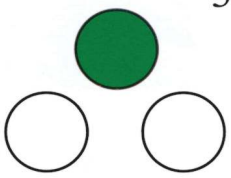
Half $\frac{1}{2}$



One part from 2 equal parts is a half.

$\frac{1}{2}$ one part / two equal parts

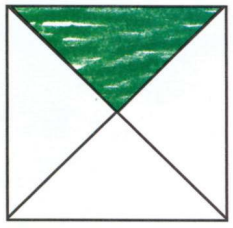
One third $\frac{1}{3}$



One part from 3 equal parts is a one third.

$\frac{1}{3}$ one part / three equal parts

One quarter $\frac{1}{4}$

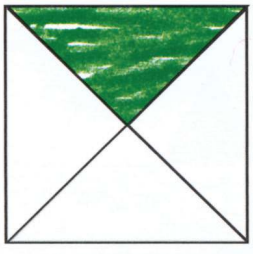


One part from 4 equal parts is a one quarter.

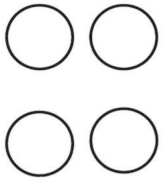
$\frac{1}{4}$ one part / four equal parts

Color to show the fraction.

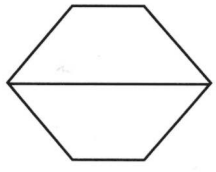
1 $\frac{1}{4}$



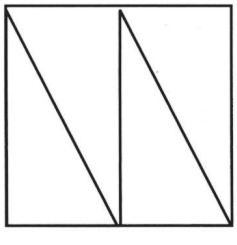
2 $\frac{1}{4}$



3 $\frac{1}{2}$

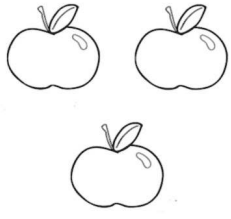


4 $\frac{1}{4}$



5 $\frac{1}{3}$

6 $\frac{1}{3}$

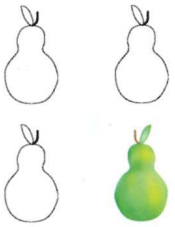


Talk About It ■ Reasoning

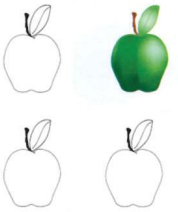
What fraction represents the part that you did not color in number 3?

Practice

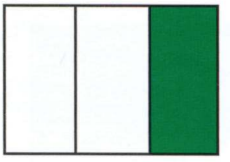
I write the fraction for the colored part.

1 

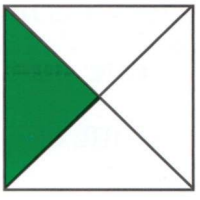
_____

2 

_____

3 

_____

4 

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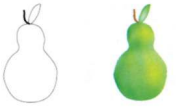
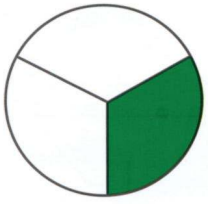
5 

_____

6 

_____

7 

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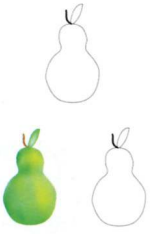
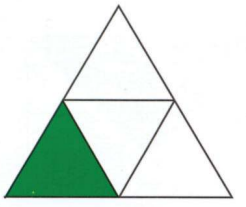
8 

_____

9 

_____

Problem Solving ■ Application

I write the fraction.

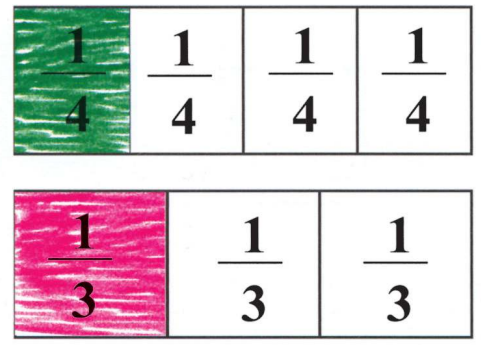
10 Hayman divided a muffin into 4 equal parts and took one piece for himself. I write the fraction that represents Hayman's portion.

_____

HOME ACTIVITY • **Ask your child to cut a piece of bread into 3 or 4 equal parts. Then have him or her represent one half, one third, one fourth.**

Lesson 6

Compare the fractions

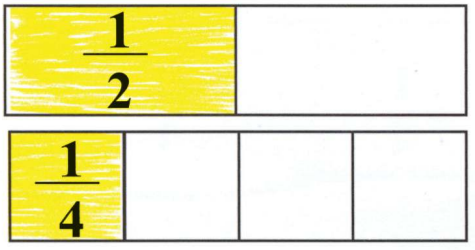


$\frac{1}{3}$ is bigger than $\frac{1}{4}$

I use fraction bars. I color the suitable part for each fraction.

I cricle the fraction that is bigger.

1

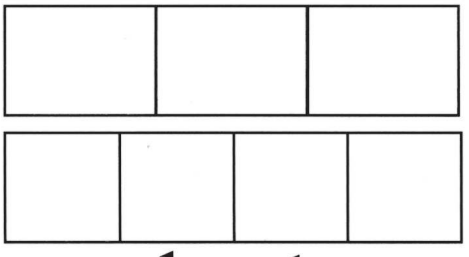


$\frac{1}{2}$ $\frac{1}{4}$

2

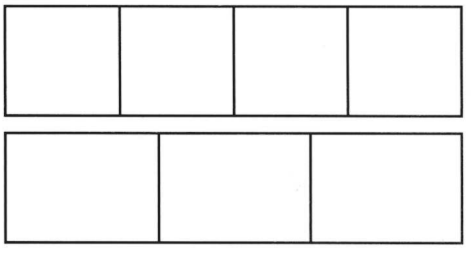
$\frac{1}{3}$ $\frac{1}{2}$

3



$\frac{1}{3}$ $\frac{1}{4}$

4



$\frac{1}{4}$ $\frac{1}{3}$

Talk About It ■ Reasoning

How do you know that $\frac{1}{2}$ is bigger than $\frac{1}{4}$?

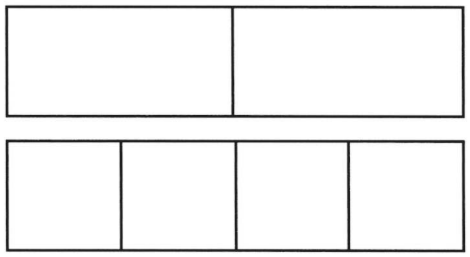
Practice

I use fraction bars. I color the suitable part for each fraction. I circle the fraction that is less.

1

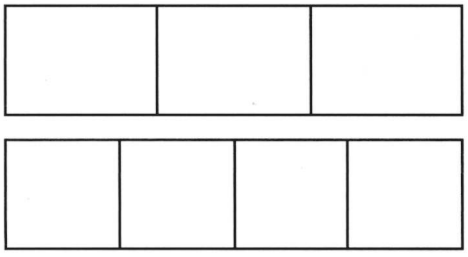
$\frac{1}{3}$ $\quad$ $\frac{1}{2}$

2



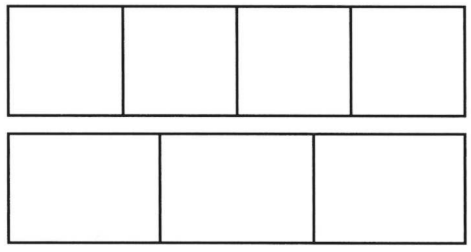
$\frac{1}{4}$ $\quad$ $\frac{1}{2}$

3



$\frac{1}{3}$ $\quad$ $\frac{1}{4}$

4

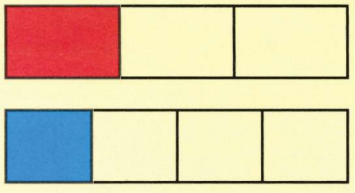


$\frac{1}{4}$ $\quad$ $\frac{1}{3}$

Problem Soliving ■ Reasoning

I circle true or false. Then I is explain.

5

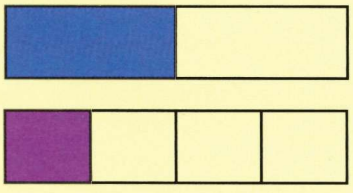


$\frac{1}{3} > \frac{1}{4}$

True $\quad$ False

$\frac{1}{2} = \frac{1}{4}$

True $\quad$ False



$\frac{1}{2} < \frac{1}{4}$

True $\quad$ False

HOME ACTIVITY • Cut a piece of bread into 3 equal parts. Have your child name each fractional part. Do the same thing to another piece of bread dividing it to 4 equal parts. Have your child compare a part of the first piece with a part of the second. Let him or her tell which part is bigger, the third or the quarter.

Lesson 4

Problem Solving
Make a Model

UNDERSTAND → PLAN → SOLVE → CHECK

Lara ate $\frac{1}{3}$ of a small pizza. Rizgar ate $\frac{1}{4}$ of the same size pizza. Who ate more pizza?

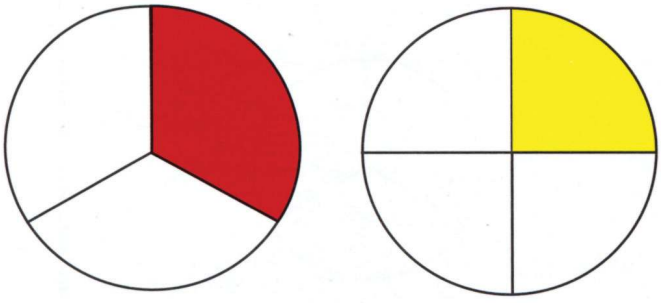
UNDERSTAND

I need to find out who ate more pizza.

PLANE

SOLVE

I make a model.



Lara's pizza

Razgar's pizza

CHECK

How did the model help you know who ate more pizza? Explain.

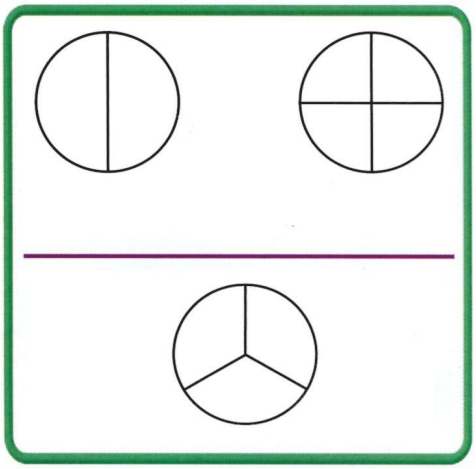
I make a model to solve these two problems.

1 Barz ate $\frac{1}{4}$ of an apple. Ashty ate $\frac{1}{2}$ of an apple. who ate more?

_____

2 Diana cut an apple into 3 equal pieces. Then she ate 1 piece. What part did Diana eat?

_____

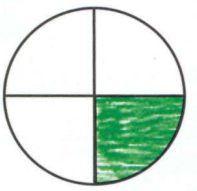


Practice

I make a model to solve.

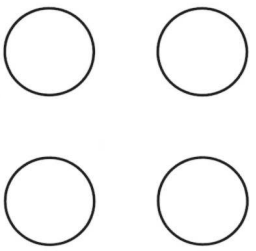
1 Handaren took $\frac{1}{3}$ of the apple. Solaf took $\frac{1}{4}$ of the apple. Which one took the bigger part?

Handaren



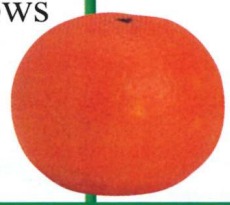
Handaren Solaf

2 Akam has 4 marbles. Aram took 3 of them. What fraction shows part that's left?



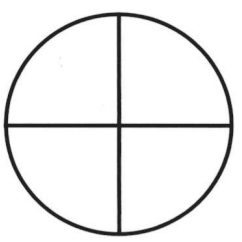
_____

3 Ara ate 1 part from 3 equal parts of an orange. What fraction shows this part?



_____

4 Aras ate 1 part from 4 equal parts of a muffin. What fraction shows this part?



_____

Write About It

I write a story about two friends sharing food. I use fractions to tell how much each friend ate.

HOME ACTIVITY • **Make up problems similar to the ones on this page. Have your child use objects to model and solve them.**

Name _____

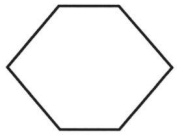
Review/Test
Chapter 6

CHECK ■ Concepts and skills.

1 I write how many sides and corners.

_____ sides
_____ corners

2 I write how many sides and corners.

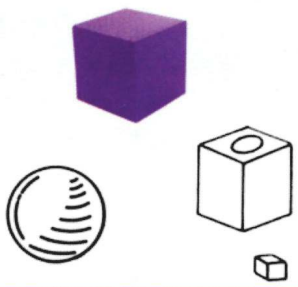


_____ sides
_____ corners

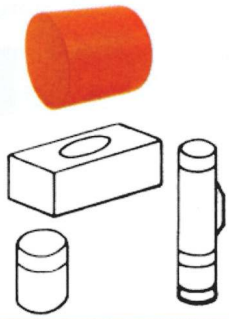
I color the objects that are close to the shape of this solid figure.

3

4

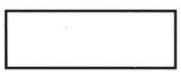


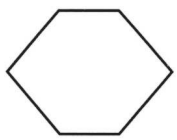
5



I circle the plane shape you can trace from the solid figure.

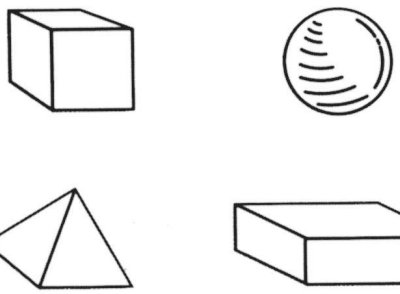
6



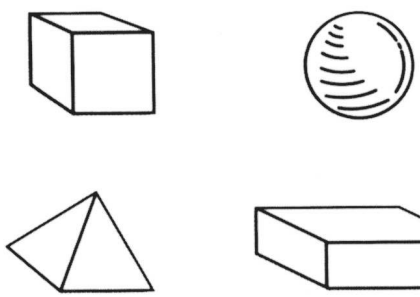


I color the correct solid figure.

7 No faces, No edges, No corners



8 5 faces, 8 edges, 5 corners



I write the fraction that represents colored part.

9

_____

10

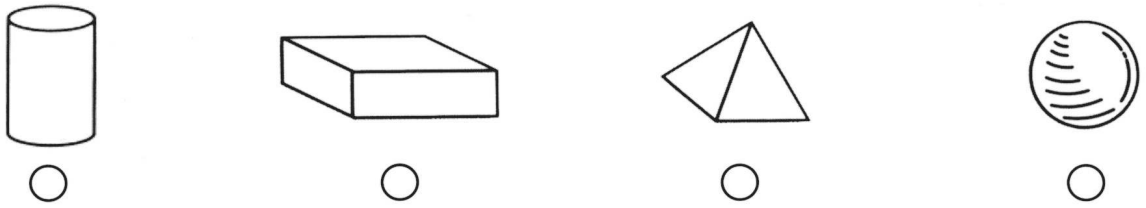
_____

Name _____

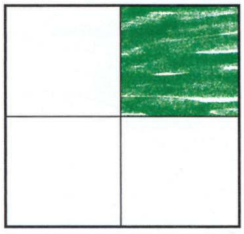
Test Prep
Chapter 6

I choose the best answer for questions 1-4.

1 Which solid figure has 6 faces, 12 sides and 8 corners?

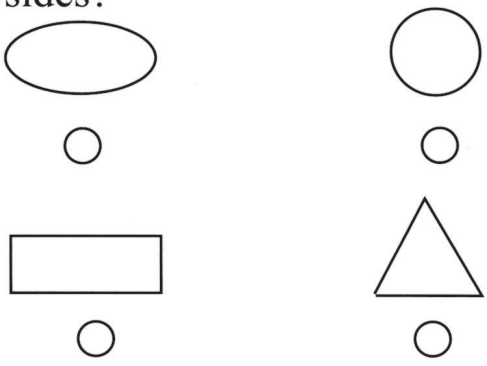


2 What is the fraction shows colored part.



$\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$

3 Which shape has 3 corners and 3 sides?



4 I choose the figure that shows $\frac{1}{3}$

I Write What I Know.

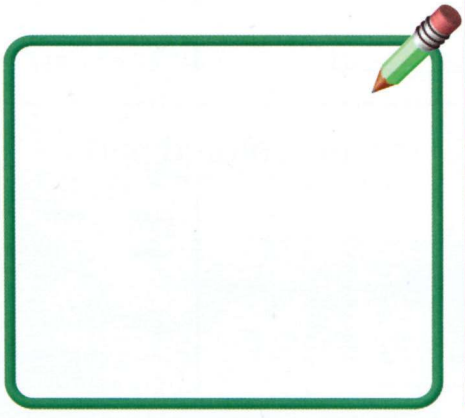
5 I choose a solid figure I write its name.

_____

_____

_____

I trace one of its faces.



I write how many faces, edges, and corners it has.

_____ faces

_____ edges

_____ corners.

Chapter 7

Time and Measurement

Dear Parents,

Today we started Chapter 7. We will learn how to tell time. We will use a clock, learn about A.M and P.M, estimate time, and arrange the days of the week. We will also learn ways to measure lenghts by using centimeter (cm) and meter (m), and we will know how much things weigh. Here is the math vocabulary and an activity for us to do together at home.

Love, _____

My Math Words

- a clock
- before noon A.M
- afternoon P.M
- the week.
- centimeter
- meter
- heavier
- lighter

Vocabulary

Hour a unit that is used to measure time.

Before noon (A.M) is used to specify the time between midnight and noon.

Afternoon (P.M) is used to specify the time between noon and midnight.

The week: there are 7 days in one week.

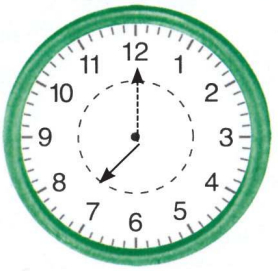
Centimeter: a unit to measure short length.

Meter: a unit to measure longer length.

Heavier and Lighter: are used to compare weights.

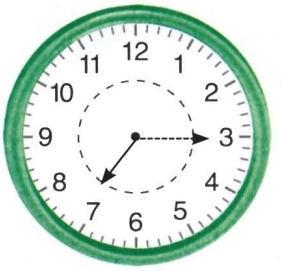
Ask your child to set a schedule of his or her home activities and to specify the time he or she is going to carry out these activities before noon (A.M) or afternoon (P.M)

Read a Clock



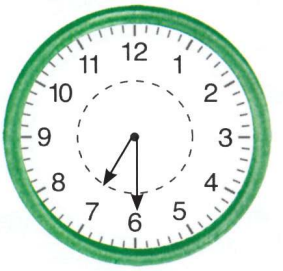
The hour hand is at 7
The minute hand is at 12

It's seven o'clock



The hour hand is between 7 and 8
The minute hand is at 3

Quarter past 7



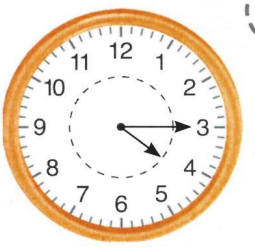
The hour hand is between 7 and 8.
The minute hand is at 6.

Half past 7

Where are the hands?
I write the numbers. I circle the correct time.

1 The hour hand is between 4 and 5

The minute hand is at 3



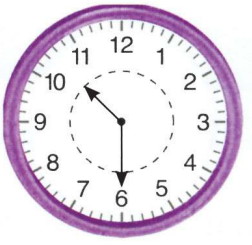
Quarter past four

Quarter past five

---

2 The hour hand is between _____ and _____

The minute hand is at _____



Half past ten

Half past eleven

---

3 The hour hand is at _____

The minute hand is at_____

Five

Four

Talk About It ■ Reasoning

The time now is half past twelve, where is the hour hand and where is the minute hand?

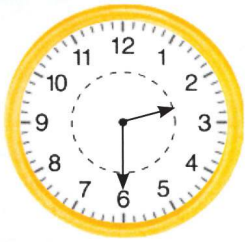
Practice

I circle the correct time.

1

(eight) seven

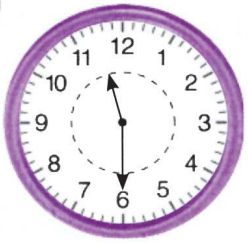
2



half past two

half past three

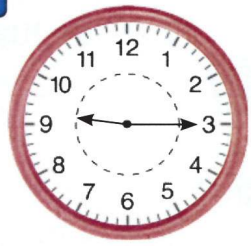
3



half past eleven

quarter past eleven

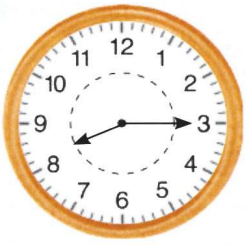
4



quarter past nine

quarter past ten

5



half past eight

quarter past eight

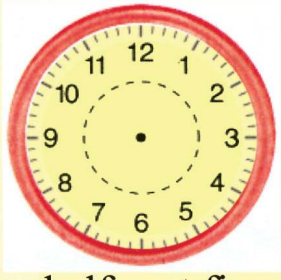
6

ten

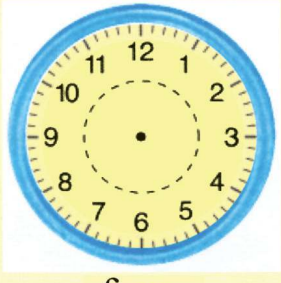
twelve

Problem Solving ■ Application

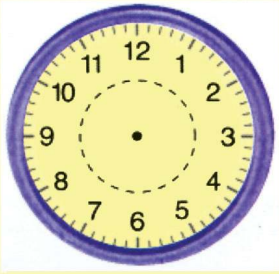
7 I use  to identify the time. I draw the hands.



half past five



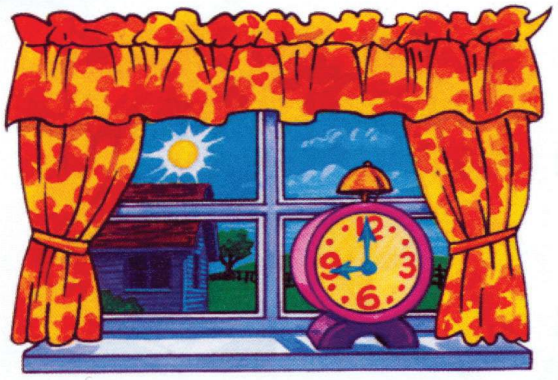
four



quarter past ten

HOME ACTIVITY • Ask your child to specify the time at various times of the day.

Daily Events



Time from **midnight** until **noon** is **A.M.**
9:00 A.M. is in the morning.

Time from noon until midnight is **P.M.**
9:00 P.M. is in the evening.

I circle the correct time. I circle A.M or P.M.

1 wake up

Seven — A.M.
Six — P.M.

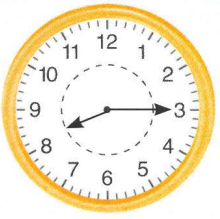
2 eat breakfast

half past seven — A.M.
quarter past seven — P.M.

3 leave school

Three — A.M.
Two — P.M.

4 go to bed



quarter past eight — A.M.
half past eight — P.M.

Talk About It ■ Reasoning

Do you eat breakfast at half past seven A.M. or half past seven P.M? Explain your answer.

Practice

I circle the correct time. I circle A.M or P.M.

1 I listen to my teacher's directions.

quarter past nine	A.M.
quarter past ten	P.M.

2 I do my homework.

half past three	A.M.
half past four	P.M.

3 I eat dinner.

Seven	A.M.
Six	P.M.

4 I play.

half past four	A.M.
half past five	P.M.

Problem Solving ■ Reasoning

5 I draw the hands of the clock. I write before noon (A.M) or afternoon (P.M).

Now

before noon

after one hour

_____

HOME ACTIVITY • With your child, make a list of daily events and have him or her specify the time when you do each one. Be sure to use A.M and P.M When you write the times.

Week and Days

December is the last month of the year.

December 2013

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	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			

There are seven days in each week. The first day is saturday, and the last one is friday.

1 What is the day that comes after saturday? _____

2 What is the day that comes before wednesday? _____

3 How many days are between sunday and thursday? _____

4 Complete, write the days?
Saturday _____ _____ _____ _____ _____ _____

Talk about it ■ Reasoning
What is the day in the middle of the week?

Practice

There are 7 days in one week

January is the first month of the year.

January 2014

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
				1	2	3
5	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

1 What is the day that comes after wednesday? _____

2 What is the day that comes before friday? _____

3 What is the day that comes after friday? _____

4 How many days are in two weeks? _____

5 Write the two days between monday and thursday.

Monday _____ _____ Thursday

6 Write the two days between friday and monday.

Friday _____ _____ Monday

7 How many complete weeks are there in January? _____

How many days are in January? _____

HOME ACTIVITY • Ask your child to count the days from saturday to friday. Then from wednesday to tuesday.

Estimate Time

I circle the reasonable estimate of time.

to have breakfast

about quarter hour about 1 hour

To play football?

about 1 week about 1 hour

I circle the reasonable estimate of time.

1 to wash a car

one hour one week

2 to build a house

8 days 8 weeks

3 to brush your teeth

Less than quarter hour 4 hours

4 to have lunch

half hour 1 week

Talk About It ■ Reasoning

Describe 3 activities that take hours to do.
Describe 3 activities that take weeks to do.

Practice

I circle the reasonable estimate of time.

1 to take a trip

less than quarter hour 4 days

2 to tie shoe laces

less than quarter hour 1 hour

3 to be ready to sleep

less than 1 hour 1 day

4 to participate in the running game

1 hour 1 week

5 to sow a plant

1 hour 1 week

6 to let a plant grow

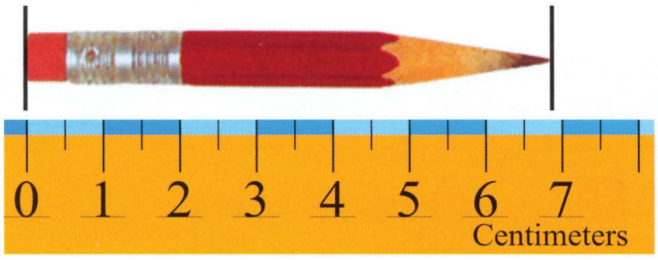
1 hour 1 week

HOME ACTIVITY • **Ask your child to estimate whether it would take minutes, hours, days or weeks to sail around the world, watch a movie, and brush his or her teeth.**

Lesson 5

Centimeter (cm)

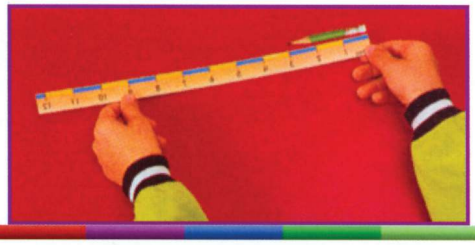
Hands On



The pencil is a little less than 7 centimeters long, so 7 is the nearest **centimeter**.

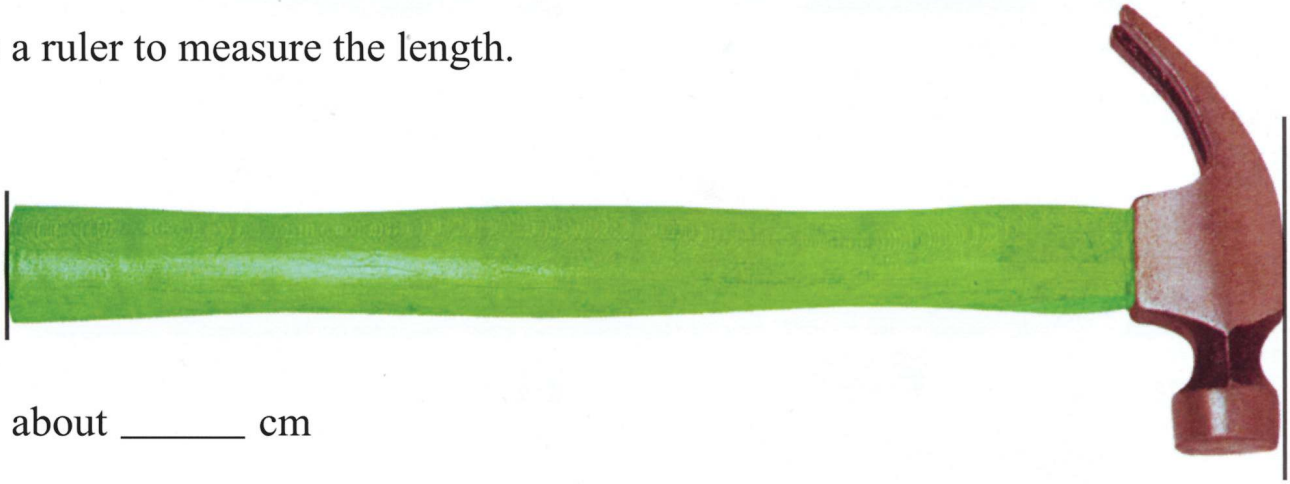
about 7 centimeters

about 7 cm



I use a ruler to measure the length.

1



about _____ cm

2

about _____ cm

3

about _____ cm

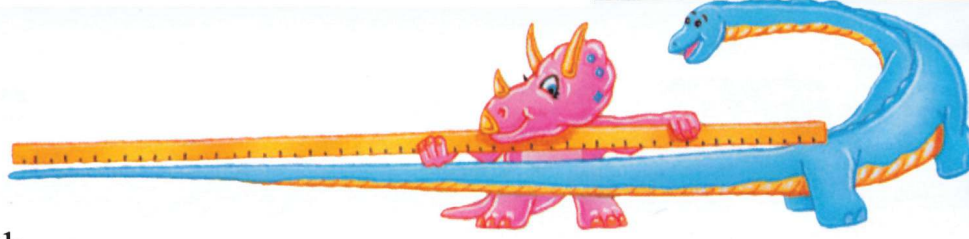
4

about _____ cm

Talk About It ■ Reasoning

How do I measure the lenght to the nearest centimeter?

Practice



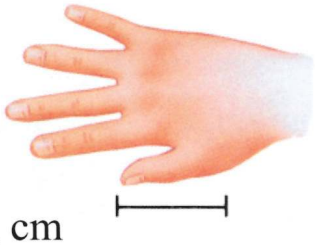
I use ruler to measure the length.

I measure the length

1 little finger

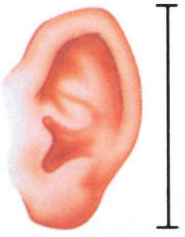
about _____ cm

2 thumb



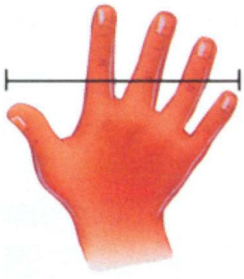
about _____ cm

3 ear



about _____ cm

4 span

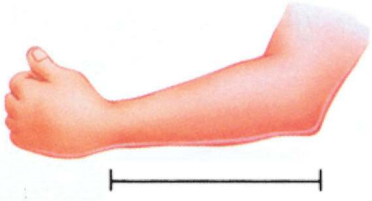


about _____ cm

5 foot

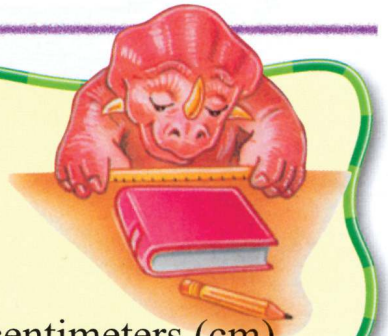
about _____ cm

6 arm



about _____ cm

Problem Solving ■ Number Sense



I find two items in my classroom to match the lengths below. I draw the items.

7 about 5 centimeters (cm)

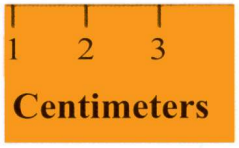
8 about 10 centimeters (cm)

HOME ACTIVITY • Ask your child to use a centimeter ruler to measure small objects at home.

Meter (m)

Hands On

I measure short lenghths in **centimeters**.



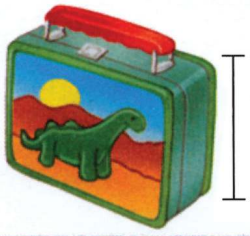
My finger is about 1 centimeter wide.

I measure long lengths in **meters**

My arms can spread about 1 meter wide. 1 meter is 100 centimeters

1m =100 cm

I circle the better unit of measurement. Then I write more than or less than.

1 	meter (centimeter)	less than 100 cm
2 	meter centimeter	_____ 1m
3 	meter centimeter	_____ 1m
4 	meter centimeter	_____ 1m

Talk About It ■ Reasoning

When do I use the centimeters to measure lengths? when do I use the meter?

Practice

I cricle the better unit of measurement.

1

meter

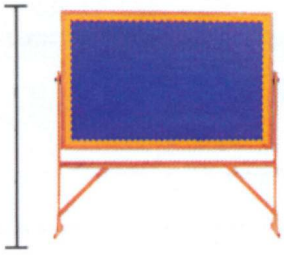
centimeter

2

meter

centimeter

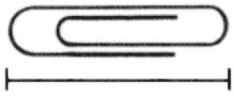
3



meter

centimeter

4



meter

centimeter

5

meter

centimeter

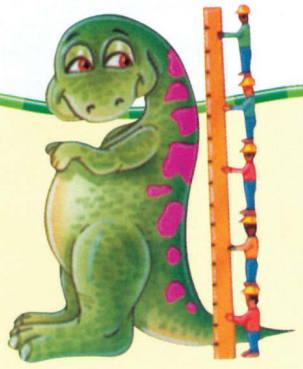
6

meter

centimeter

Problem Solving ■ Application

I use a centimeter ruler. I draw a line.
I start my line at the dot.



7 5 centimeters ●

8 10 centimeters ●

9 3 centimeters ●

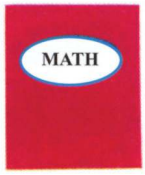
HOME ACTIVITY • Have your child find things around your home that can be measured in centimeters. Have him or her find the length of each object with a centimeter ruler.

Lesson 7

Compare the Masses

Hands On

I use  to compare between the weight of the object and that of the box of crayons. Then I circle heavier or lighter.

1		lighter heavier	2		lighter heavier
3		lighter heavier	4		lighter heavier
5		lighter heavier	6		lighter heavier
7		lighter heavier	8		lighter heavier

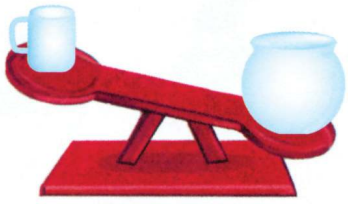
Talk About It ■ Reasoning

How do I know that an object is lighter than another object.

Practice

I write heavier or lighter.

1

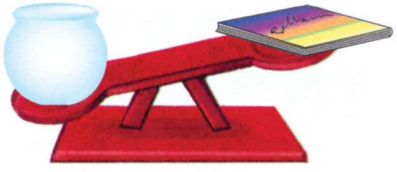


a cup is lighter than a bowl.

2

an apple is _____ than a strawberry

3

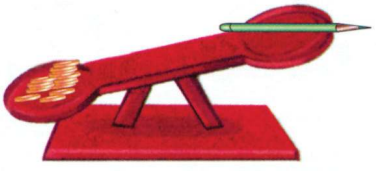


a bowl is _____ than a book.

4

a pencil box is _____ than a ruler

5



a pencil is _____ than money

6

a sharpener is _____ than a cup

Problem Solving ■ Reasoning

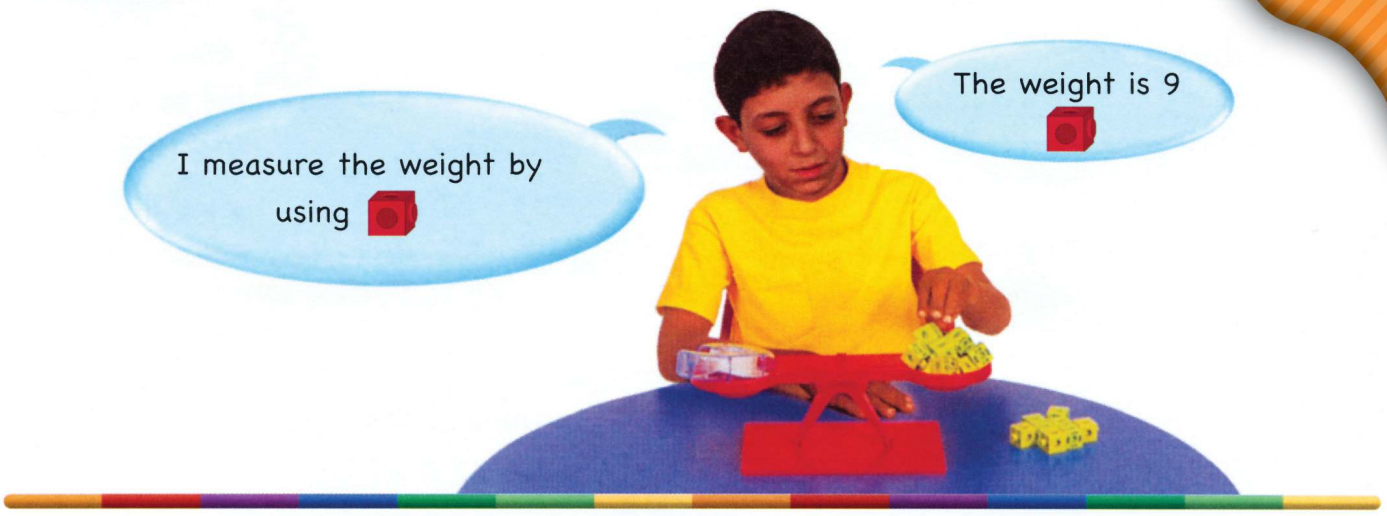
7 I search for three objects that are heavier than  . Then I draw them.

HOME ACTIVITY • **Give your child an object in his or her hand. Then have him or her find an object that is heavier and an object that is lighter.**

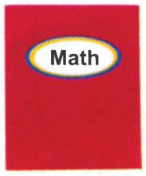
Lesson 8

Measure the Weights

Hands On



I use  to measure the weight by using  . I write the weight.

1  _____ 	2  _____ 
3  _____ 	4  _____ 
5  _____ 	6  _____ 
7  _____ 	8  _____ 

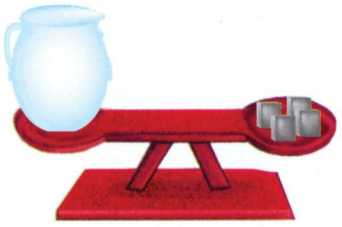
Talk About It ■ Reasoning

How do I know the weight of these objects?

Practice

I write the weight.

1

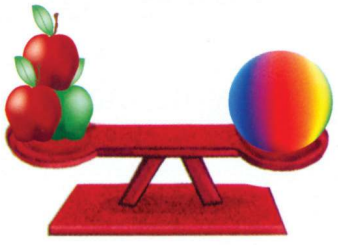


the jug weighs 4 ■

2

the jug weighs _____ ●

3

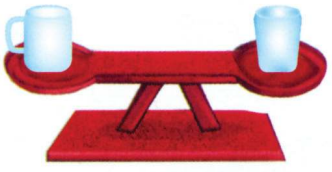


the apples weighs _____ ●

4

the ball weighs _____ ●

5



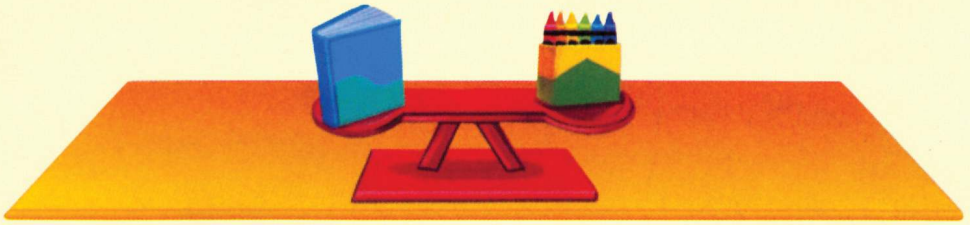
the cup weighs _____ ▮

6

the book weighs _____ ▮

I solve Problem ■ Visual Thinking

7 I write lighter than, or heavier than or equal to.



weight of a book is _____ weight of the crayon box.

HOME ACTIVITY • **Ask your child to draw a balance with two objects such that the object on one side is heavier than the object on the other side.**

Name _____

Review/ Test
Chapter 7

CHECK ■ Concepts and Skills

1 When do I come back from school? I circle before noon (A.M) or afternoon (P.M).

(A.M) before noon (P.M) afternoon

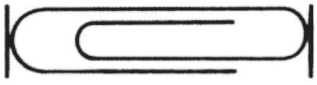
2 How long does it take to make a biking trip? I circle the appropriate estimate

about one hour about one week

I use the ruler to measure the length.

3 

about _____ centimeters.

4 

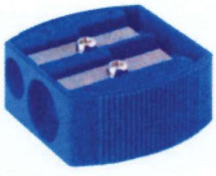
about _____ centimeters.

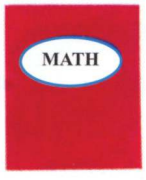
5

Monday _____ _____ Thursday

6 I use  . I write heavier than if the object is heavier than  .

I write lighter than if the object is lighter than  .



_____ _____ _____ _____

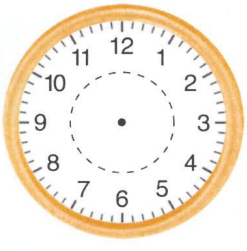
CHECK ■ Problem Solving

7 I draw the hands of the clock to show the new time. I write the new time.

Now

half past five

after half hour



_____

Name _____

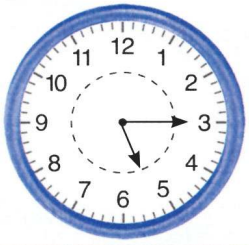
Test Prep
Chapter 7

I choose the best answer for questions (1-5)

1 Which activity would you do at nine P.M.

go to school	go to bed	have breakfast	plant flowers
○	○	○	○

2 What time does the clock show?



○ five

○ quarter past 5

○ half past 5

○ six

3 what day does follow saturday?

Friday	Monday	Thursday	Sunday
○	○	○	○

4 Which tool do I use to measure the mass of the box of milk?


○


○


○


○

5 Which object would I prefer to use the meter to measure it?


○


○


○


○

Chapter 8

Numbers to 999

Make up a question about the numbers on the chart.

Dear Parents.

Today we started chapter 8. We will read, write, compare and order numbers to 999. Here is the math vocabulary and an activity for us to do together at home.

My Math Words

- ones
- tens
- hundreds
- greater than
- less than
- equal to

Love, _____

Vocabulary

hundreds, tens, ones The value of the digits in 3-digit numbers.

247

hundreds	tens	ones
2	4	7

greater than (>) and less than (<) symbols used to compare two numbers.

765 > 756

765 is greater than 756

239 < 250

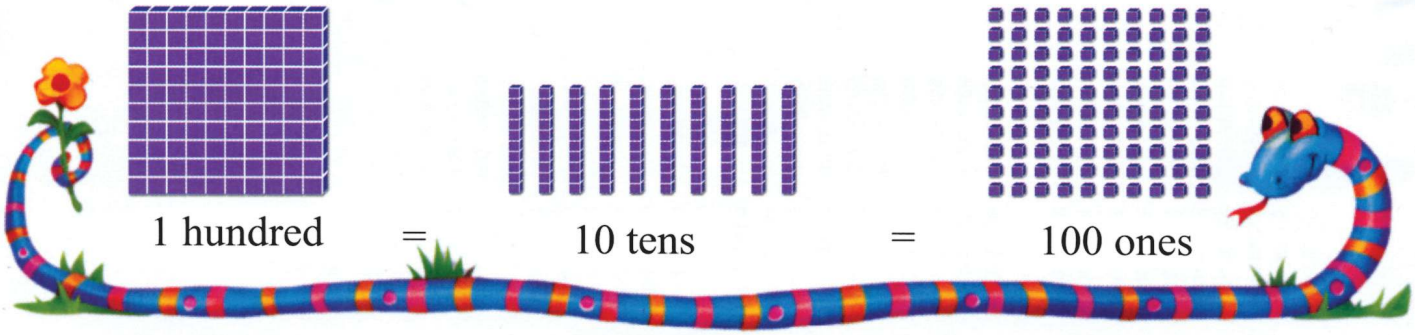
239 is less than 250

Give your child a group of small objects. Have him or her put 10 groups of ten each oin a bag to get a handred. Have him or her put the tens left on a piece of paper and the units left on another piece of paper. Have your child write the number and tell how many hundreds, tens, and ones there are. Have him or her repeat the activity using another objects to form another number, and compare the two number he or she got.

Lesson 1

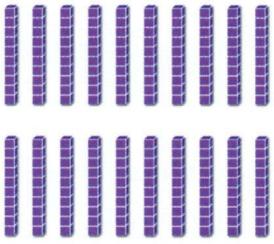
Hundreds

I show 100 as **hundreds**, tens, or ones.



I write how many hundreds, tens, and ones.

1

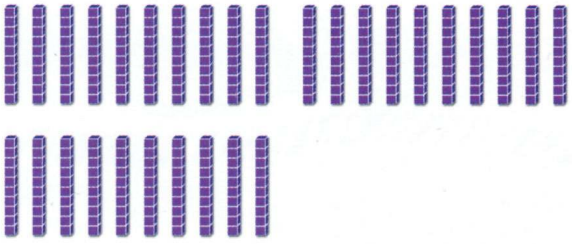


2 ____ hundreds

20 ____ tens

200 ____ ones

2

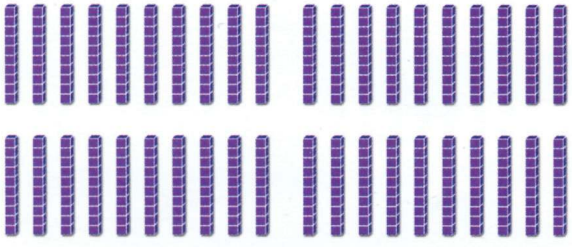


____ hundreds

____ tens

____ ones

3

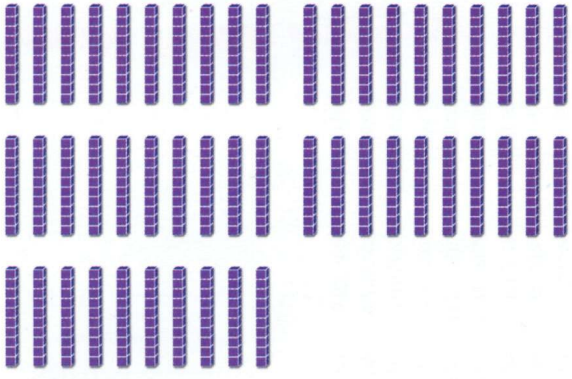


____ hundreds

____ tens

____ ones

4



____ hundreds

____ tens

____ ones

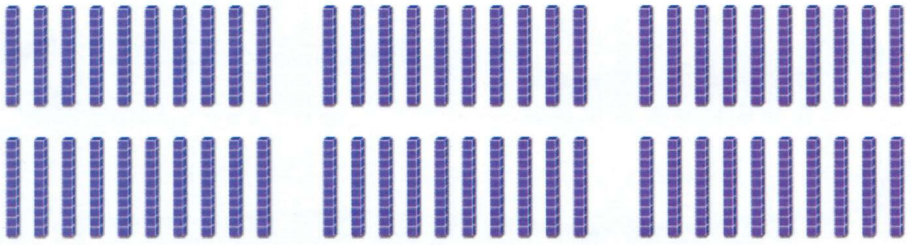
Talk About It ■ Reasoning

What number is the same as 9 hundreds?
How do I know?

Practice

I write how many hundreds, tens, and ones.

1

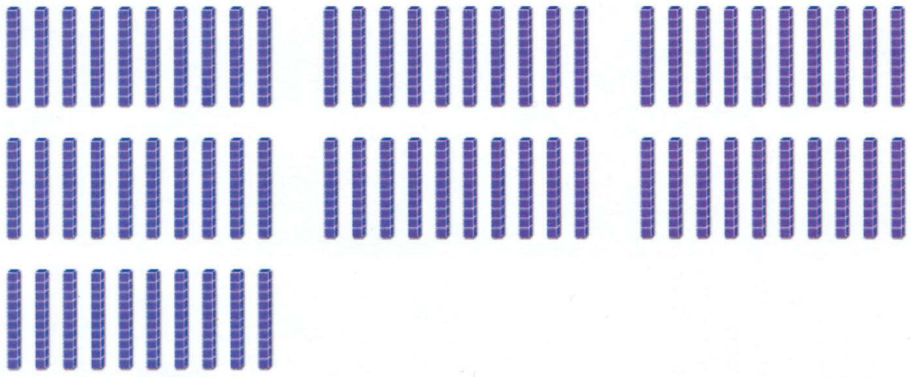


6 ____ hundreds

60 ____ tens

600 ____ ones

2

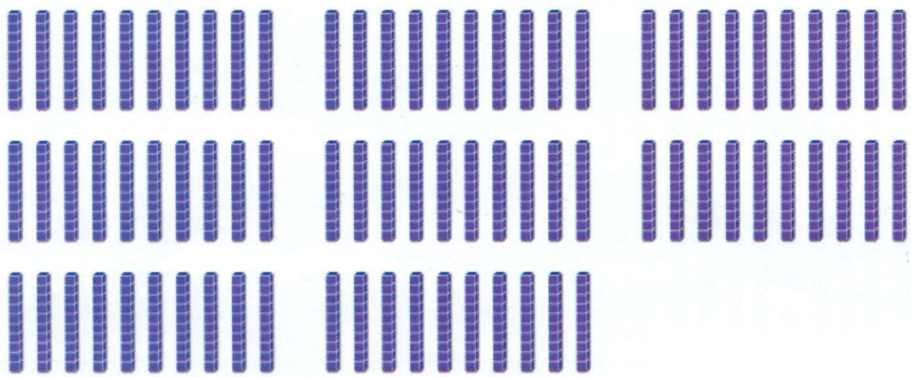


____ hundreds

____ tens

____ ones

3

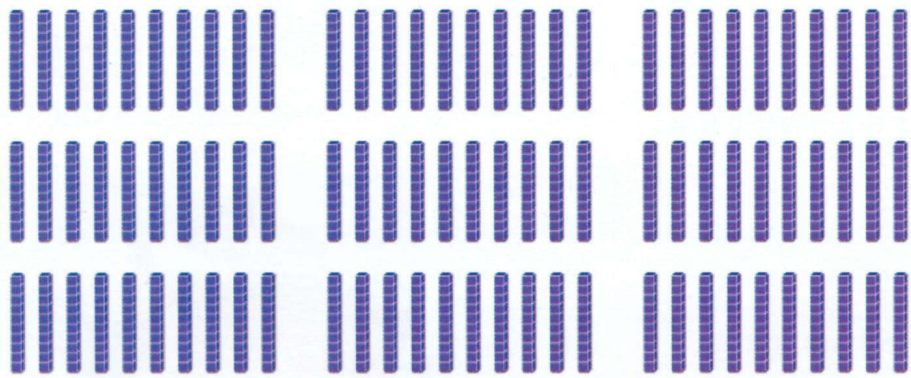


____ hundreds

____ tens

____ ones

4



____ hundreds

____ tens

____ ones

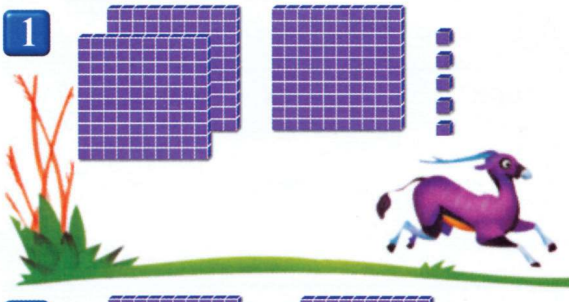
HOME ACTIVITY • **Have your child count by tens to 100, and then by hundreds to 900.**

Lesson 2

Hundreds, Tens, and Ones

I show how many hundreds, tens, and ones. Then I write the number.

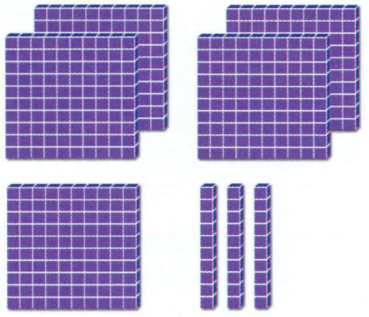
1



hundreds	tens	ones
3	0	5

305

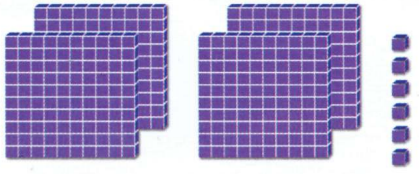
2



hundreds	tens	ones

_____

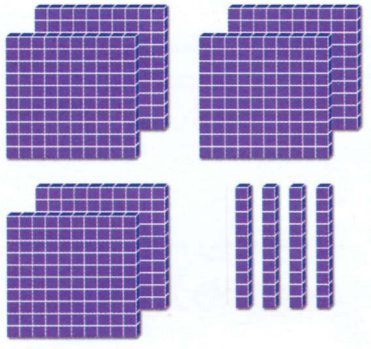
3



hundreds	tens	ones

_____

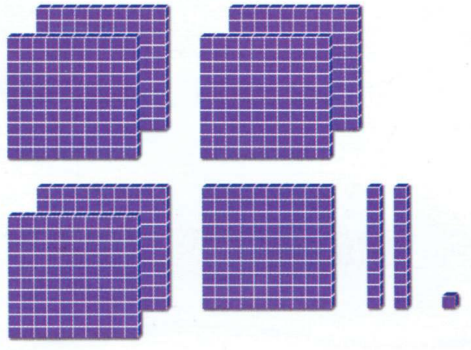
4



hundreds	tens	ones

_____

5



hundreds	tens	ones

_____

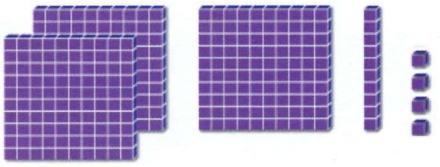
Talk About It ■ Reasoning

Why does the value of 0 differ in the numbers above?

Practice

I show how many hundreds, tens and ones. Then I write the number.

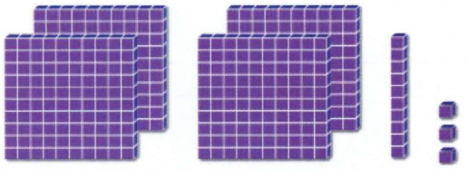
1



hundreds	tens	ones
3	1	4

314

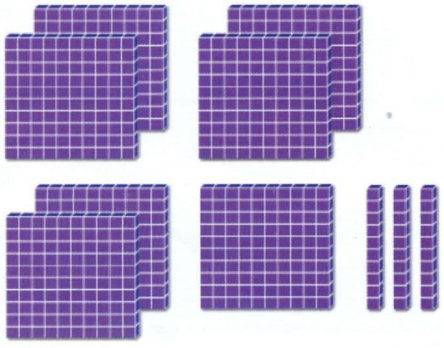
2



hundreds	tens	ones

_____

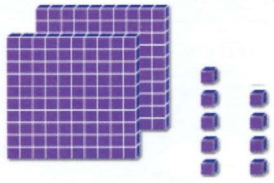
3



hundreds	tens	ones

_____

4



hundreds	tens	ones

_____

Problem Solving ■ Number Sense

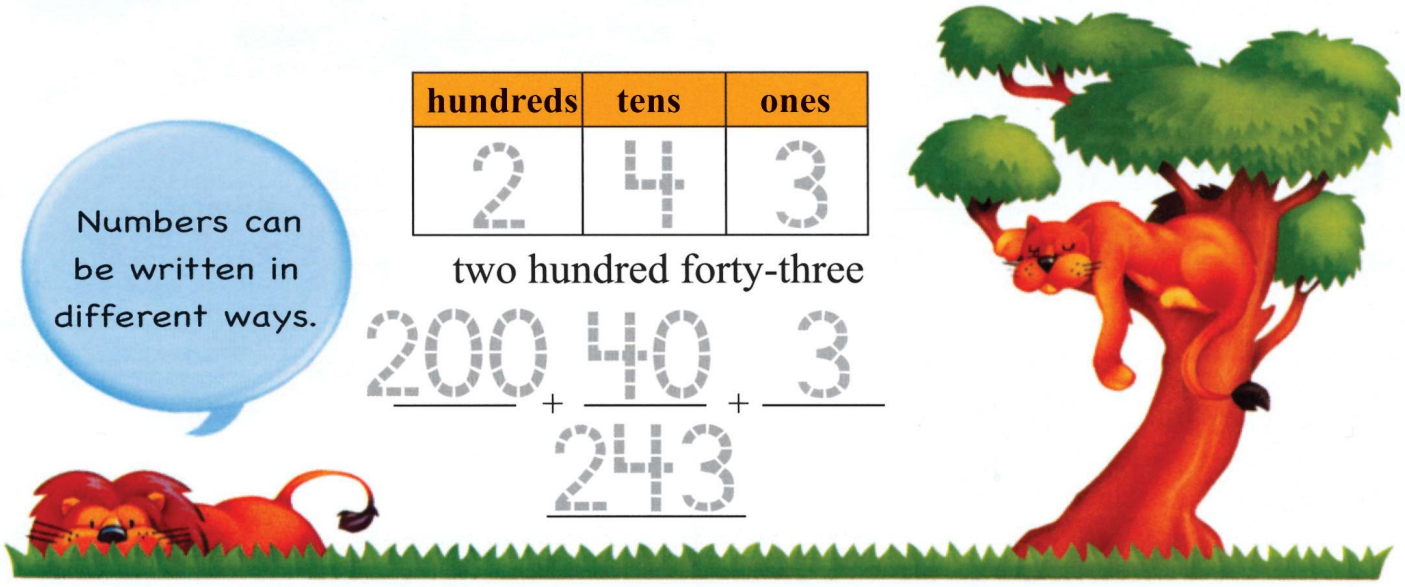
5 I show 899 using base ten blocks. I add 1.
How many hundreds did I get?

_____ Hundreds

Home Activity Choose a number between 100 and 900, and have your child tell how many hundreds, tens and ones make up that number.

Lesson 3

Read and Write Numbers



I read the number. I write it in different ways.

1 one hundred eighty-five

hundreds	tens	ones

____ + ____ + ____

____

2 five hundred nine

hundreds	tens	ones

____ + ____ + ____

____

3 three hundred sixty-seven

hundreds	tens	ones

____ + ____ + ____

____

4 eight hundred forty-six

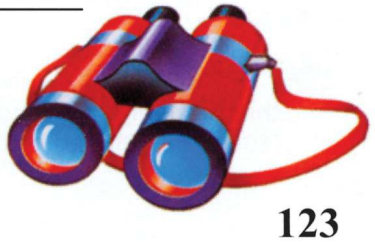
hundreds	tens	ones

____ + ____ + ____

____

Talk About It ■ Reasoning

How do I know that 400 + 20 + 3 is the same as 423?



Practice

I read the number.
I write it in different ways.

1 three hundred fifty-one.

hundreds	tens	ones
3	5	1

300 + 5 + 1

351

2 six hundred eighty

hundreds	tens	ones

____ + ____ + ____

____

3 four hundred thirty-nine

hundreds	tens	ones

____ + ____ + ____

____

4 seven hundred twelve

hundreds	tens	ones

____ + ____ + ____

____

Problem solving ■ Application

I write the number to solve.

5 Rizgar has 6 bags with 100 marbles in each bag. He also has 4 loose marbles. How many marbles does he have altogether? I write an addition sentence to show the number.

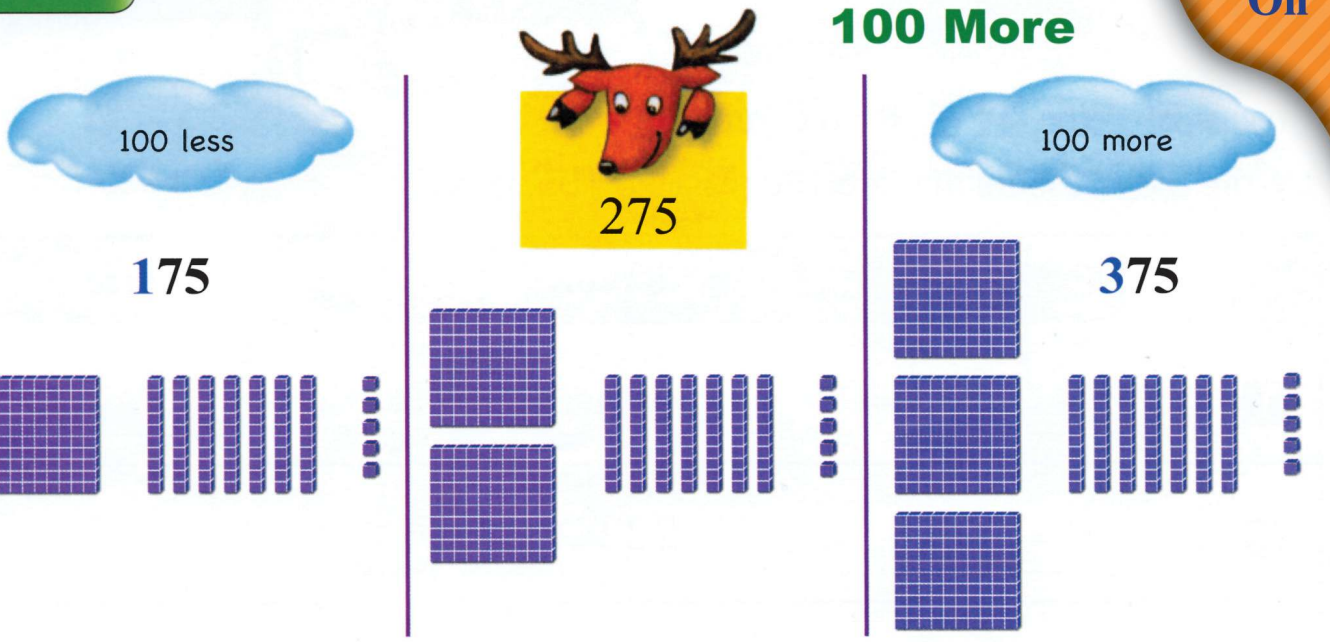
____ + ____ = ____

HOME ACTIVITY • Name any number up to 999, such as six hundred fifty-eight. Have your child write that number with hundreds, tens, and ones (6 hundreds, 5 tens, 8 ones), in expanded notation (600 + 50 + 8), and as a number in standard form (658).

Lesson 4

100 Less, 100 More

Hands On



I use  to compare.

I write the numbers that are 100 less and 100 more.

100 less	Number	100 more
1 574	674	774
2 _____	838	_____
3 _____	206	_____
4 _____	154	_____

Talk About It ■ Reasoning

How would I write the number that is 200 more than 125? Why?

Practice

I use    to compare.

I write the numbers that are 100 less and 100 more.

100 less	number	100 more
1 306	406	506
2 _____	222	_____
3 _____	705	_____
4 _____	608	_____
5 _____	150	_____

Problem Solving ■ Number Sense

I count forward by hundreds. I write the numbers.

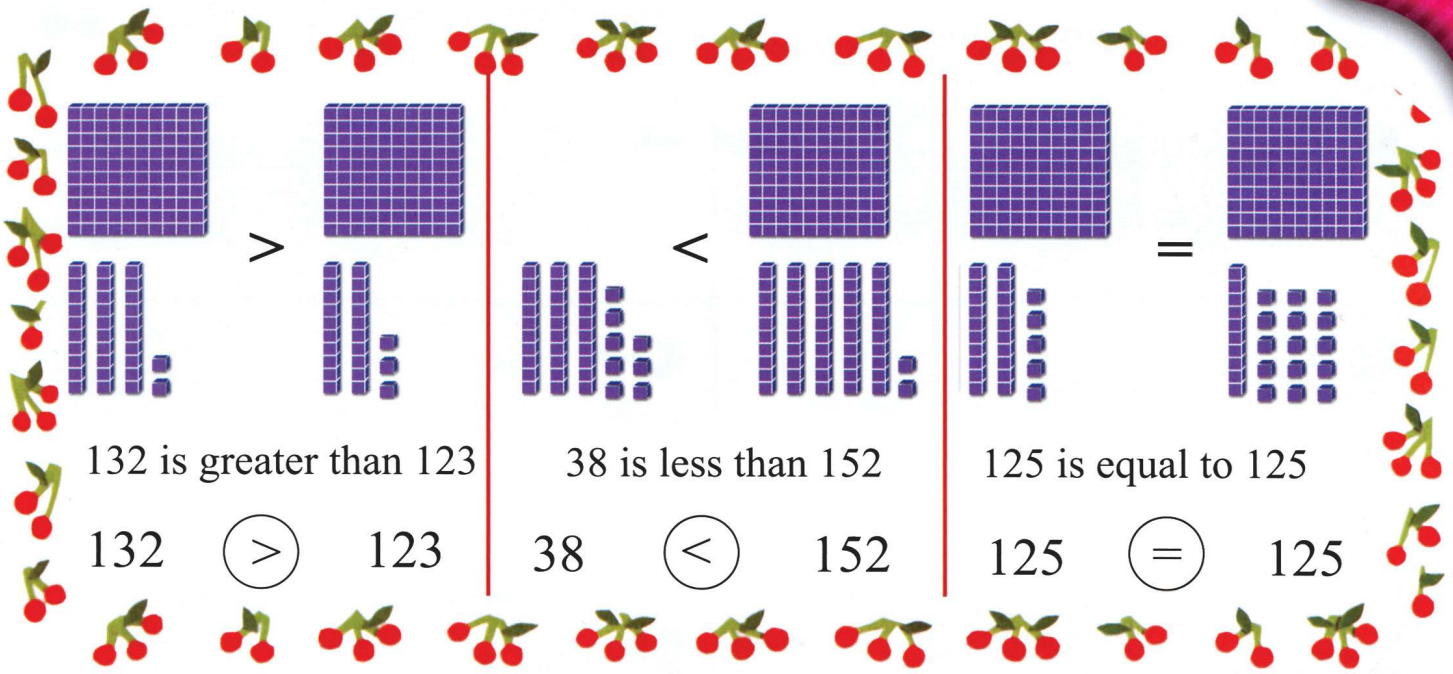
8 75 , 175 , 275 , _____ , _____ , _____ , _____ , _____ , _____

9 202 , 302 , 402 , _____ , _____ , _____ , _____ , _____

HOME ACTIVITY • **Choose any number between 100 and 900. Have your child name the numbers that are one hundred more and 100 less than that number. Repeat.**

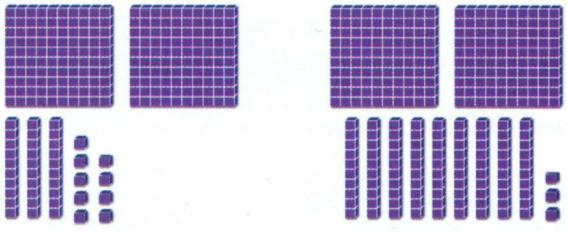
Order Numbers

Algebra



I write greater than, less than. Then I write >, <, or =.

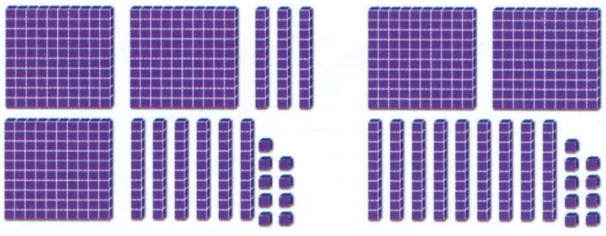
1



239 is less than 293.

239 < 293

2



399 is _____ 299.

399 ◯ 299

I write the number that is just before, between, or just after.

	before	between	after
3	824, 825	519, 520, 521	234, 235
4	_____, 300	699, _____, 701	969, _____

Talk About It ■ Reasoning.

How can I find the number that is just before or after a given number?
What number is just after 998?

Practice

I write greater than, less than, or equal to. Then I write >, <, or =.

1. 570 is greater than 57.
   570 (>) 57

2. 265 is _____ 265.
   265 ◯ 265

3. 102 is _____ 100.
   102 ◯ 100

4. 606 is _____ 606
   606 ◯ 606

I write the number that is just befor, between, or just after.

5. 788, 789

6. 449, _____, 451

7. 99, _____, 101

8. _____, 501

9. 698, _____

10. 209, _____, 211

Problem Solving ■ Mental math

I write the number.

11. Dana invited 200 friends to a party. His friend Tamer couldn't come. How many of Dana's friends came to the party?

    _____ friends

12. Dyar received 189 gifts during the party. His brother Salam gave him a pen as a gift. How many gifts did Dyar receive?

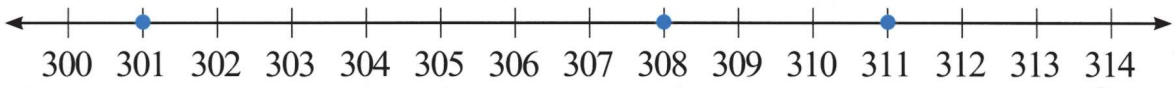
    _____ gifts

HOME ACTIVITY • **Show your child two 3-digit numbers, and have him tell you which is less.**

Number Line

I put the numbers in order from least to greatest. A number line can help me find the order.

311 301 308



301 308 311

I write the numbers in order from least to greatest.
I use the number line to help me.

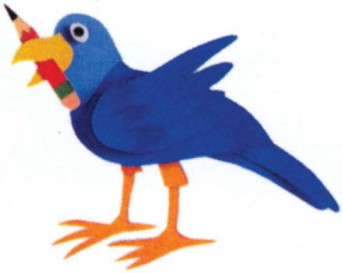
1 657 651 661 _____ , _____ , _____

2 656 665 663 _____ , _____ , _____

3 659 650 654 _____ , _____ , _____

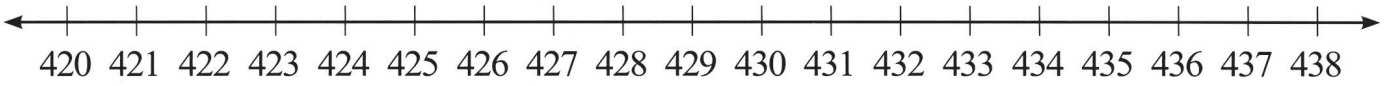
Talk About It ■ Reasoning

How could I use the symbols > or < in the problems above?



Practice

I write the numbers in order from least to greatest.
I use the number line to help me.



1. 427 422 435 431 — 422, 427, 431, 435

2. 420 425 422 432 — ____, ____, ____, ____

3. 420 423 430 432 — ____, ____, ____, ____

4. 436 421 424 430 — ____, ____, ____, ____

Problem Solving ■ Reasoning

5. Laween has 437 cards, Nisreen has 429 cards. Shireen has 435 cards. Who has the least number of cards?

____

HOME ACTIVITY • Choose any three numbers up to 999. Have your child write the numbers and then order them from least to greatest. Repeat with three different numbers.

Lesson 7

Problem Solving
Use a Table

UNDERSTAND → PLAN → SOLVE → CHECK

This table tells the weights in kg of some animals in the zoo.

Animal	Weight (kg)
zebra	380
baffalo	470
horse	225
calf	115
sheep	38

I use the table to answer the questions.

1. Which animal has a weight of three hundred eighty?

Zebra

2. What is the weight of the baffalo?

3. Which animal has a weight of two hundred twenty five?

4. What is the weight of the sheep?

5. Which animal has a weight of $100 + 10 + 5$?

6. Name two animals whose sum of their weights is about 500 kilograms.

Practice

This table tells how many kinds of animals and plants are endangered in the world.

Group	Number of Endangered Species
mammals	333
birds	273
reptiles	115
fish	122
plants	719

I use the table to answer the question.

1. Which group's number has 3 hundreds, 3 tens, and 3 ones? mammals

2. How many kinds of fish are endangered?

3. Which group has one hundred fifteen endangerd species?

4. How many kinds of plants are endangered?

5. Which group has 200 + 70 + 3 endangered species?

Math Journal

Write About It

I write some problems using the information in the table.
I ask a classmate to solve these problems.

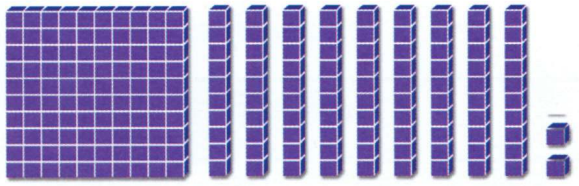
HOME ACTIVITY • With your child, find tables in the newspaper or in magazines. Talk about the information given in the tables.

Name _____

Review/Test
Chapter 8

CHECK ■ Concepts and Skills.

I show how many hundreds, tens, and ones. Then I write the number.

1 

hundreds	tens	ones

_____

I read the number. I write it in different ways.

2 Two hundred thirty-seven.

hundreds	tens	ones

_____ + _____ + _____

_____

I write greater than, or less than. Then I write > or <.

3 303 _____ 330

303 ◯ 330

I write the number that is just before, or just after.

4 _____ , 423

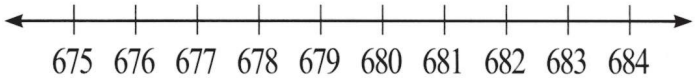
5 800 , _____

I write the numbers that are 100 less and 100 more.

100 less	Number	100 more
6 _____	272	_____

I write the numbers in order from least to greatest.

7 675 683 628 680



_____ _____ _____ _____

CHECK ■ Problem Solving

I find the pattern. I write the rule and I continue the pattern.

8 Aram saw a pattern in the numbers 333, 331, 329.

The rule should be count_____

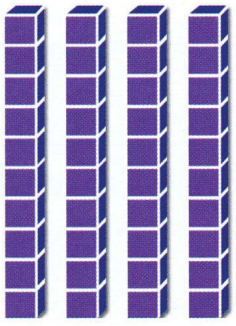
333, 331, 329, _____ , _____ , _____ , _____ .

Name _____

Test Prep
Chapter 8

I choose the best answer for questions 1-5.

1 Which number does the model show?



- ○ 4 Hundreds
- ○ 4 Ones
- ○ 40 Tens
- ○ 4 Tens

2 Which group has two hundred forty- five children?

Number of children	
kindergarten	210
1st grade	156
2nd grade	245

- ○ Kindergarten
- ○ 1st grade
- ○ 2nd grade
- ○ 3rd grade

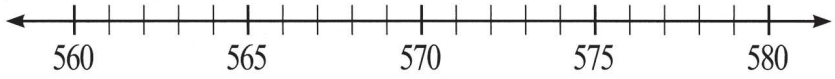
3 68 ◯ 56

- ○ <
- ○ >
- ○ =
- ○ +

4 What number is just after 246?

- ○ 245
- ○ 240
- ○ 247
- ○ 250

5



Which shows the numbers in order from least to greatest?

- ○ 579, 574, 565, 562
- ○ 562, 574, 565, 579
- ○ 574, 562, 565, 579
- ○ 562, 565, 574, 579

Write What you Know

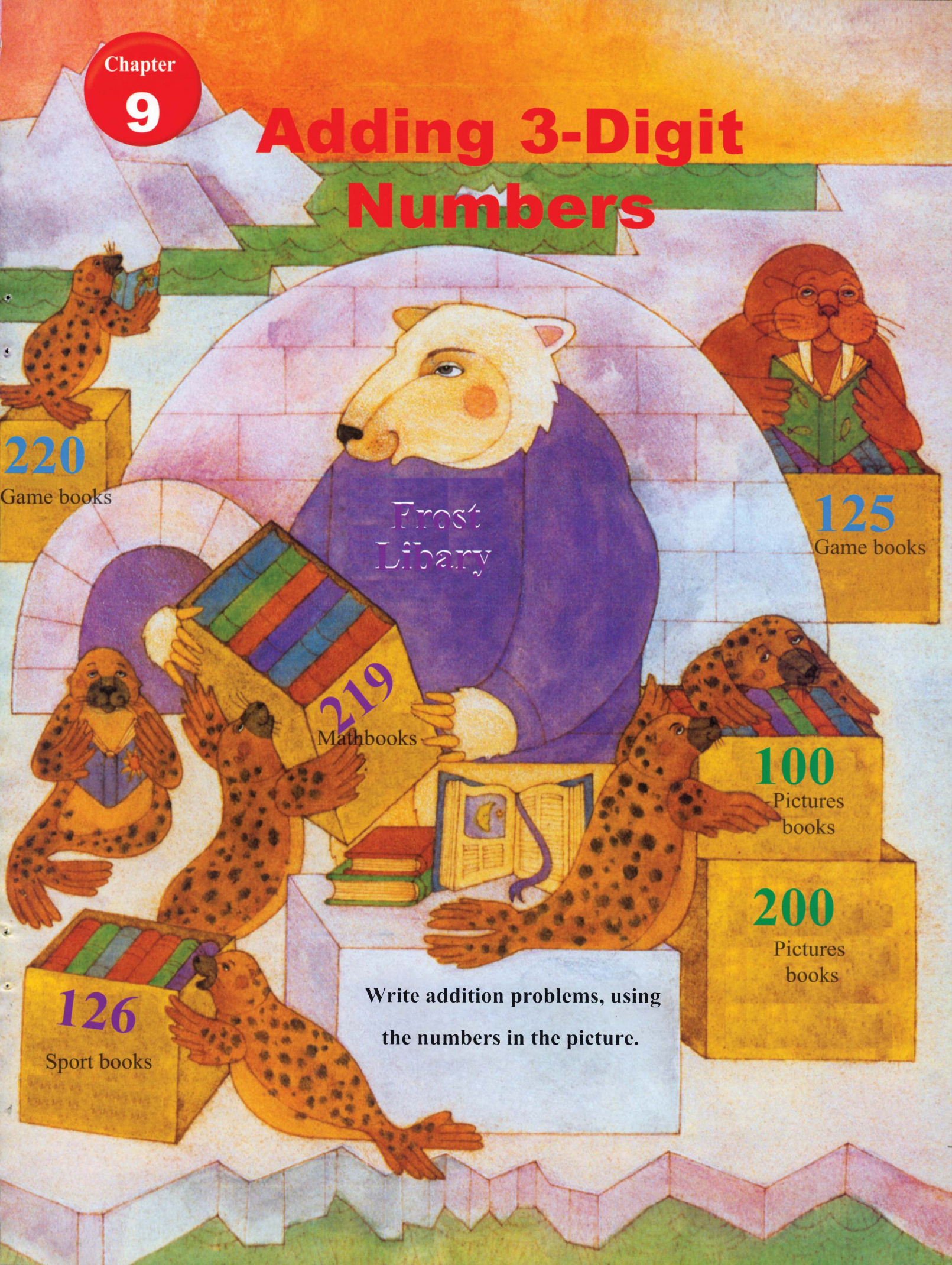
6 In the box, I write a number that is greater than 100. Then I write the numbers that are 100 less and 100 more.

100 less		100 more
_____	□	_____

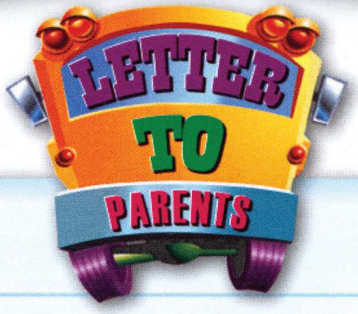
100 more		100 less
_____	□	_____

Chapter 9

Adding 3-Digit Numbers



Write addition problems, using the numbers in the picture.



Dear Parents.

Today we started chapter 9. We will learn ways to add 3-digit numbers.
Here is the math vocabulary and an activity to do together at home.

Love,

_____

My Math Words

Regroup

Vocabulary

When you add two numbers, and the number of ones or tens is equal to 10 or more, then you need to **regroup**.

hundreds	tens	ones
2 + 1	1 7 1	8 4
3	9	2

hundreds	tens	ones
1 2 + 1	7 6	3 1
4	3	4

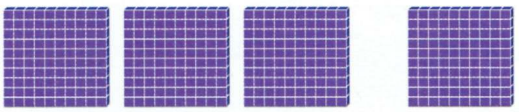
Activity

Write the numbers form 0 to 9 on small pieces of paper. Ask your child to draw three pieces and have him or her use the three numbers to make up a number less than 500. Have your child write this number on a paper. Repeat the activity again. Ask your child to add the two numbers formed.

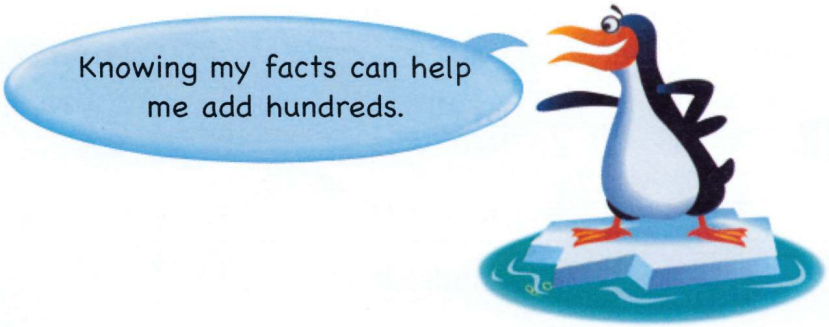
Add Hundreds

What is 300 + 100 ?

$3 + 1 = \underline{4}$



3 hundreds + 1 hundred = $\underline{4}$ hundreds



$300 + 100 = \underline{400}$

I add.

1 $5 + 4 = \_\_\_\_\_$

5 hundreds + 4 hundreds = _____ hundreds

$500 + 400 = \_\_\_\_\_$

2 $3 + 5 = \_\_\_\_\_$

3 hundreds + 5 hundreds = _____ hundreds

$300 + 500 = \_\_\_\_\_$

3 $6 + 0 = \_\_\_\_\_$

6 hundreds + 0 hundreds = _____ hundreds

$600 + 0 = \_\_\_\_\_$

Talk About it ■ Reasoning

How does knowing the sum of 4 + 3 help you add 400 + 300?

Practice

I add.

1

2	2 hundreds	200
+ 4	+ 4 hundreds	+ 400
6	6 hundreds	600

2

4	4 hundreds	400
+ 5	+ 5 hundreds	+ 500
	hundreds	

3

1	1 hundreds	100
+ 7	+ 7 hundreds	+ 700
	hundreds	

4

2	2 hundreds	200
+ 2	+ 2 hundreds	+ 200
	hundreds	

5

3	3 hundreds	300
+ 4	+ 4 hundreds	+ 400
	hundreds	

6

5	5 hundreds	500
+ 0	+ 0 hundreds	+ 0
	hundreds	

Algebra

I use the pattern to help me add.

7

4	40	400
+ 3	+ 30	+ 300

8

8	80	800
+ 1	+ 10	+ 100

HOME ACTIVITY • **Hold on your hand 5 boxes of Pens and 3 more in the other hand. Tell your child that each box contains 100 Pens then, ask him or her to count the 5 ones and the 3 ones then make addition by calculating 500 + 300. Then repeat this activity with another groups of pens.**

Lesson 2

Model 3-Digit Addition

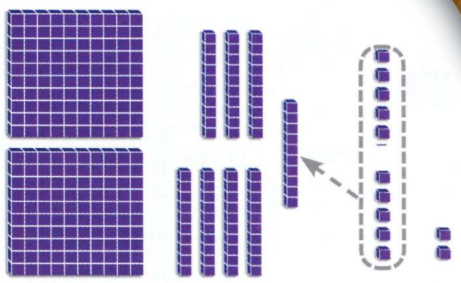
Hands On

$135 + 147 = \_\_\_\_\_$

Step 1

I add the ones, I get 12.
I regroup 12 ones to make 1 ten and 2 ones. I write 1 in the tens column.

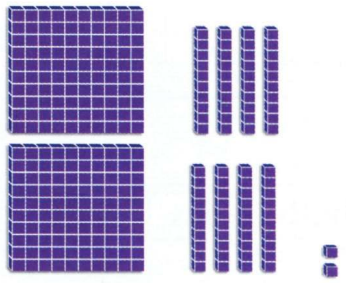
hundreds	tens	ones
1 +1	1 3 4	5 7
		2



Step 2

I add the tens. I write the number of tens.

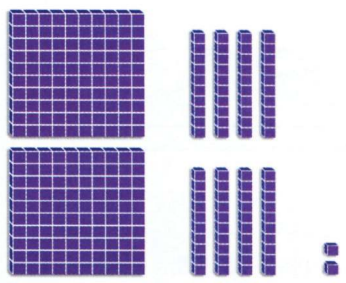
hundreds	tens	ones
1 +1	1 3 4	5 7
	8	2

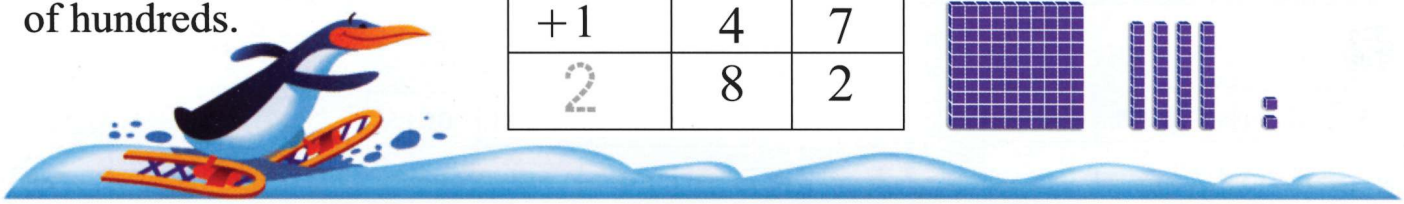


Step 3

I add the hundreds.
I write the number of hundreds.

hundreds	tens	ones
1 +1	1 3 4	5 7
2	8	2





I use    . To add, I regroup when I need to.

1

hundreds	tens	ones
6 +1	□ 4 3	5 5

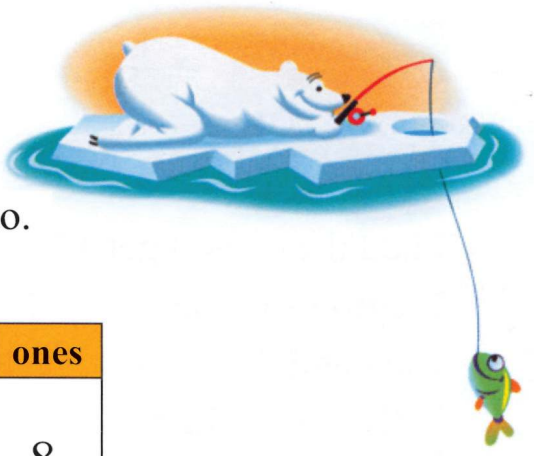
2

hundreds	tens	ones
3 +2	□ 3 2	6 7

Talk About it ■ Reasoning

What would happen if I added the hundreds place first, the tens place second, and the ones place last?

Practice



I use    to add. I regroup if I need to.

1

hundreds	tens	ones
2 +2	1 1 5	9 4
4	7	3

2

hundreds	tens	ones
3 +1	□ 5 1	8 2

3

hundreds	tens	ones
2 +5	□ 8 0	4 7

4

hundreds	tens	ones
7 +1	□ 0 3	5 4

5

hundreds	tens	ones
2 +1	□ 4 2	9 3

6

hundreds	tens	ones
6 +1	□ 3 5	9 6

Problem Solving ■ Application

7 Saman got 3 boxes of pencils. Each box contains about 100 pencils. His brother gave him an extra 45 pencils.
How many pencils does Saman have? _____ Pencils

hundreds	tens	ones
+ 	□	

HOME ACTIVITY • Ask your child to tell you how he of she knows when to regroup. Use one of the problems of this page.

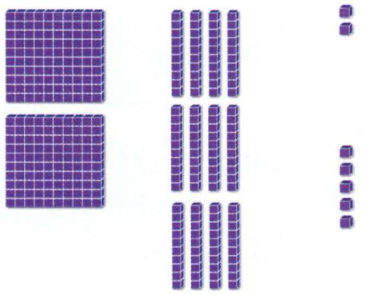
Add 3- Digit Numbers

142 + 185 = _____

Step 1

I add the ones.
I write the number of ones.

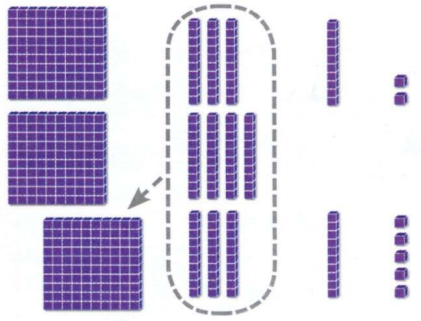
hundreds	tens	ones
□		
1	4	2
+1	8	5
		7



Step 2

I add the tens.
I regroup 12 tens as 1 hundred and 2 tens. I write the number of tens.

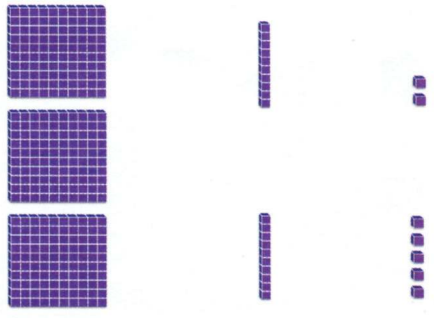
hundreds	tens	ones
1		
1	4	2
+1	8	5
	2	7

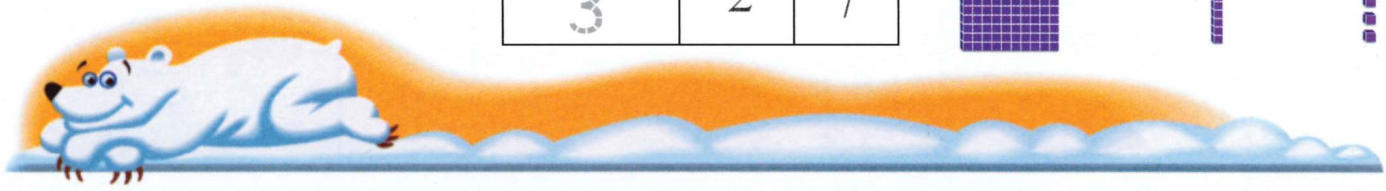


Step 3

I add the hundreds. I write the number of hundreds.

hundreds	tens	ones
1		
1	4	2
+1	8	5
3	2	7





I add.

1

hundreds	tens	ones
□		
5	6	8
+2	5	0

2

hundreds	tens	ones
□	□	
6	7	7
+2	0	3

Talk About it ■ Reasoning

Sarah got 7118 as an answer for problem 1. Show her mistake.

Practice

I add.

1

hundreds	tens	ones
1 5 +2	9 8	3 6
8	7	9

2

hundreds	tens	ones
□ 3 +3	□ 2 4	9 2

3 153 + 354 = 507

4 132 + 622 = ____

5 408 + 356 = ____

6 238 + 559 = ____

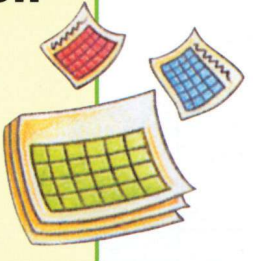
7 463 + 374 = ____

8 953 + 27 = ____

Problem Solving ■ Application

9 There are 365 days in one year. How many days are in two years?

____ days



HOME ACTIVITY • Make up some 3-digit story problems for your child to solve.

Practice 3- Digit Addition

There are 365 books in the library about medicine and 208 books about sciences. How many books are there altogether?

Step 1

I add the ones. I regroup if I need to. I write the number of ones.

$$\begin{array}{r} 365 \\ +\ 208 \\ \hline 3 \end{array}$$

Step 2

I add the tens. I regroup if I need to. I write the number of tens.

$$\begin{array}{r} 365 \\ +\ 208 \\ \hline 73 \end{array}$$

Step 3

I add the hundreds. I write the number of hundreds.

$$\begin{array}{r} 365 \\ +\ 208 \\ \hline 573 \end{array}$$

There are 573 books altogether.

I add. I regroup if I need to.

1. $\begin{array}{r} 522 \\ +\ 185 \\ \hline 707 \end{array}$

2. $\begin{array}{r} 907 \\ +\ 30 \\ \hline \end{array}$

3. $\begin{array}{r} 226 \\ +\ 457 \\ \hline \end{array}$

4. $\begin{array}{r} 709 \\ +\ 259 \\ \hline \end{array}$

5. $\begin{array}{r} 888 \\ +\ 9 \\ \hline \end{array}$

6. $\begin{array}{r} 282 \\ +\ 254 \\ \hline \end{array}$

Talk About it ■ Reasoning

Why do I regroup the ones when the sum is ten or more?

Practice

I add.

1 $\begin{array}{r} 853 \\ +\ 72 \\ \hline 925 \end{array}$	2 $\begin{array}{r} 690 \\ +\ 309 \\ \hline \end{array}$	3 $\begin{array}{r} 418 \\ +\ 479 \\ \hline \end{array}$
4 $\begin{array}{r} 537 \\ +\ 248 \\ \hline \end{array}$	5 $\begin{array}{r} 435 \\ +\ 84 \\ \hline \end{array}$	6 $\begin{array}{r} 66 \\ +\ 682 \\ \hline \end{array}$
7 $\begin{array}{r} 363 \\ +\ 561 \\ \hline \end{array}$	8 $\begin{array}{r} 978 \\ +\ 6 \\ \hline \end{array}$	9 $\begin{array}{r} 83 \\ +\ 385 \\ \hline \end{array}$

Mixed Review

I add or I subtract.

10 $\begin{array}{r} 45 \\ +\ 35 \\ \hline \end{array}$ $\begin{array}{r} 65 \\ -\ 16 \\ \hline \end{array}$ $\begin{array}{r} 94 \\ -\ 53 \\ \hline \end{array}$ $\begin{array}{r} 73 \\ -\ 29 \\ \hline \end{array}$

HOME ACTIVITY • **Using a book that has less than 500 pages, pick any two pages and point out the page numbers. Ask your child to add the two numbers on a sheet of paper. Repeat with other numbers.**

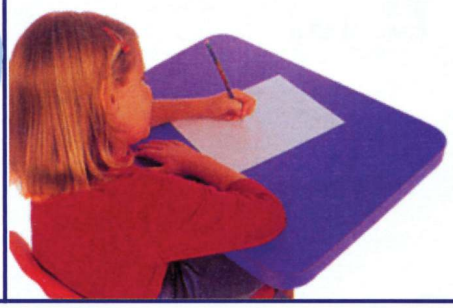
Lesson 5

UNDERSTAND PLAN SOLVE CHECK

Problem Solving
choose a Method

I choose a method to solve the problem.

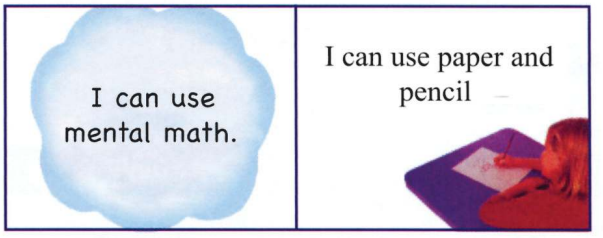
$479 + 400 = \_\_\_\_\_ ?$

I can use mental math	I can use paper and pencil.	I can use a calculator
What is 479 + 400? I say 479. I count on by 4 hundreds. 579, 679, 779, 879, 479 + 400 = 879		

I choose a method to solve each problem.

1 $\begin{array}{r} 482 \\ +\ 26 \\ \hline 508 \end{array}$	2 $\begin{array}{r} 430 \\ +\ 306 \\ \hline \end{array}$	3 $\begin{array}{r} 25 \\ +\ 547 \\ \hline \end{array}$
4 $\begin{array}{r} 547 \\ +\ 300 \\ \hline \end{array}$	5 $\begin{array}{r} 85 \\ +\ 483 \\ \hline \end{array}$	6 $\begin{array}{r} 562 \\ +\ 10 \\ \hline \end{array}$

Practice



I choose a method to solve each problem.
I write the two numbers in each problem,
Then I add.

1 275 + 392

$$\begin{array}{r} 275 \\ +\ 392 \\ \hline 667 \end{array}$$

2 547 + 300

3 27 + 608

4 236 + 100

5 151 + 393

6 175 + 20

Problem Solving ■ Mental Math

I add:

7

I add 100	
108	208
256	
696	
847	

8

I add 300	
45	345
177	
284	
678	

9

I add 500	
98	598
205	
386	
440	

HOME ACTIVITY • Have your child tell you how to add 3-digit numbers. Together, make up and solve addition problems using 3-digit numbers chosen from your phone number.

Name _____

Review/Test
Chapter 9

Check form concepts and Skills

I add.

1

$$\begin{array}{r} 1 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 1 \text{ hundred} \\ +\ 7 \text{ hundreds} \\ \hline \text{hundreds} \end{array} \qquad \begin{array}{r} 100 \\ +\ 700 \\ \hline \end{array}$$

2

$$\begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \text{ hundreds} \\ +\ 3 \text{ hundreds} \\ \hline \text{hundreds} \end{array} \qquad \begin{array}{r} 300 \\ +\ 300 \\ \hline \end{array}$$

I use    . I add. I regroup if I need to.

3

hundreds	tens	ones
□ 3 +4	8 4	3 6

4

hundreds	tens	ones
□ 1 + 3	2 3	0 8

I add.

5

hundreds	tens	ones
□ 8 +	□ 1 7	9 6

6

hundreds	tens	ones
□ 1 + 6	□ 3 0	7 0

CHECK ■ Problem Solving

I choose a method to solve each problem.

7 808
+ 170

8 859
+ 2

9 217
+ 300

Name _____

Test Prep
Chapter 9

I choose the best answer for questions 1 to 6.

1

$$\begin{array}{r} 200 \\ +\ 700 \\ \hline \end{array}$$

9 ○ 90 ○ 99 ○ 900 ○

2

$$\begin{array}{r} 434 \\ +\ 512 \\ \hline \end{array}$$

922 ○ 940 ○ 946 ○ 948 ○

3

$$\begin{array}{r} 703 \\ +\ 105 \\ \hline \end{array}$$

602 ○ 608 ○ 802 ○ 808 ○

4

$$\begin{array}{r} 185 \\ +\ 512 \\ \hline \end{array}$$

473 ○ 673 ○ 697 ○ 797 ○

5 Saman has 209 football cards and 20 basketball cards. How many cards does Saman have?

409 ○ 229 ○ 292 ○ 490 ○

6

$$\begin{array}{r} 456 \\ +\ 322 \\ \hline \end{array}$$

884 ○ 874 ○

778 ○ 784 ○

Write What you Know

7 I use  . I make up my own addition problems. I write the numbers.

Regroup once.

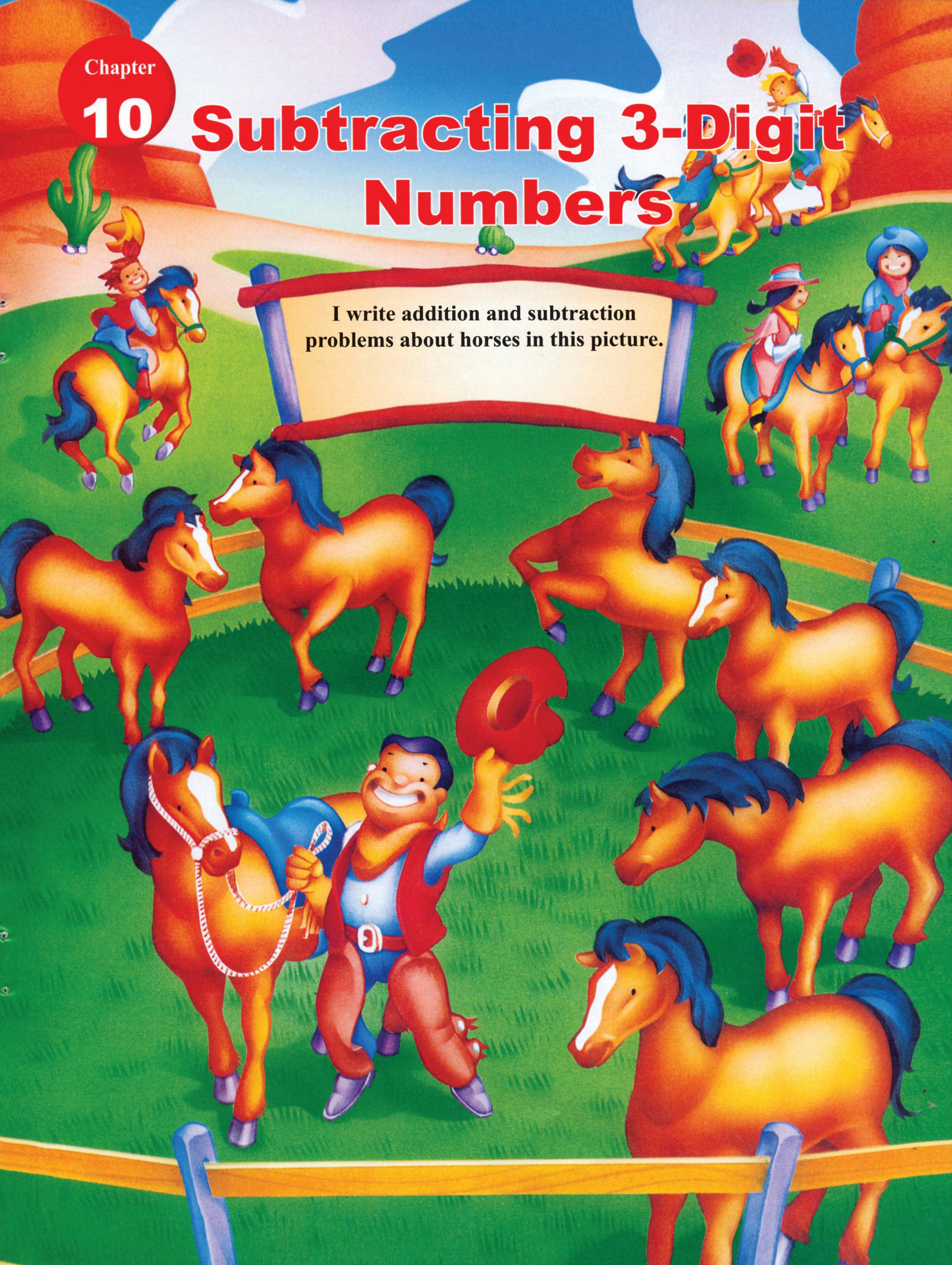
hundreds	tens	ones
□ +	□	
5	7	1

Regroup twice.

hundreds	tens	ones
□ +	□	
6	3	2

Chapter 10

Subtracting 3-Digit Numbers



Dear parents:

Today we started chapter 10. We will learn ways to subtract 3 digit numbers. Here is the math vocabulary and are activity fours to do together at home.

Love,

_____

My Math Word

break apart

Vocabulary

Break apart To break 1 ten into 10 ones or 1 hundred into 10 tens.

hundred	tens	ones
	5	14
8	~~6~~	~~4~~
– 3	2	6
5	3	8

hundred	tens	ones
7	14	
~~8~~	~~4~~	5
– 3	7	2
4	7	3

Activity

Before you go on a trip with your family, determine the distance that will be traveled. When reaching a certain point, mention the distance traveled so far, then ask your child to determine the remaining distance to be traveled.

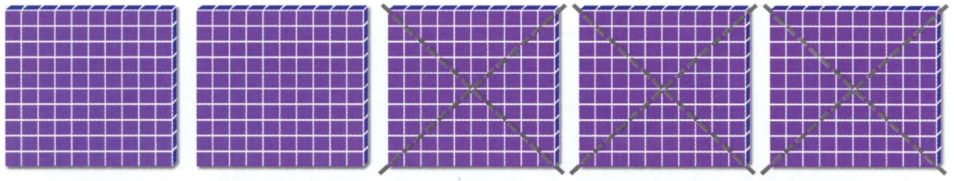
Lesson 1

Subtract hundreds

What is 500 – 300?

Knowing the subtraction facts can help me subtract hundreds.

5 – 3 = 2



5 hundreds – 3 hundreds = 2 hundreds

500 300 = 200

I subtract.

1 9 – 5 = _____

9 hundreds – 5 hundreds = _____ hundreds

900 – 500 = _____

---

2 7 – 6 = _____

7 hundreds – 6 hundreds = _____ hundreds

700 – 600 = _____

---

3 8 – 5 = _____

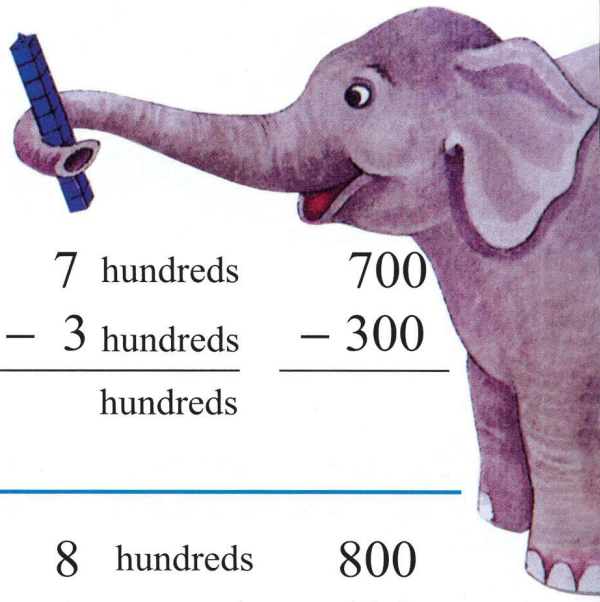
8 hundreds – 5 hundreds = _____ hundreds

800 – 500 = _____

Talk About it ■ Reasoning

How does knowing 6–3 help me find 600-300? I explain.

Practice



1	$\begin{array}{r} 4 \\ -\ 1 \\ \hline 3 \end{array}$	$\begin{array}{r} 4 \text{ hundreds} \\ -\ 1 \text{ hundreds} \\ \hline 3 \text{ hundreds} \end{array}$	$\begin{array}{r} 400 \\ 100 \\ \hline 300 \end{array}$
2	$\begin{array}{r} 7 \\ -\ 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \text{ hundreds} \\ -\ 3 \text{ hundreds} \\ \hline \text{hundreds} \end{array}$	$\begin{array}{r} 700 \\ -\ 300 \\ \hline \end{array}$
3	$\begin{array}{r} 9 \\ -\ 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \text{ hundreds} \\ -\ 7 \text{ hundreds} \\ \hline \text{hundreds} \end{array}$	$\begin{array}{r} 900 \\ -\ 700 \\ \hline \end{array}$
4	$\begin{array}{r} 8 \\ -\ 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \text{ hundreds} \\ -\ 4 \text{ hundreds} \\ \hline \text{hundreds} \end{array}$	$\begin{array}{r} 800 \\ -\ 400 \\ \hline \end{array}$
5	$\begin{array}{r} 4 \\ -\ 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \text{ hundreds} \\ -\ 4 \text{ hundreds} \\ \hline \text{hundreds} \end{array}$	$\begin{array}{r} 400 \\ -\ 400 \\ \hline \end{array}$
6	$\begin{array}{r} 9 \\ -\ 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \text{ hundreds} \\ -\ 6 \text{ hundreds} \\ \hline \text{hundreds} \end{array}$	$\begin{array}{r} 900 \\ -\ 600 \\ \hline \end{array}$

Algebra

I use addition to subtract.

7 $500 + 300 = 800$, So $800 - \_\_\_\_ = 500$

8 $400 + 300 = 700$, So $700 - \_\_\_\_ = 400$

HOME ACTIVITY • Put out 4 match boxes and take away 1. Remind your child that each box contains 100 matches. Ask your child to subtract 4–1 and then 400–100. Reapeat with other groups of boxes.

Lesson 2

Break apart the tens

Hands On

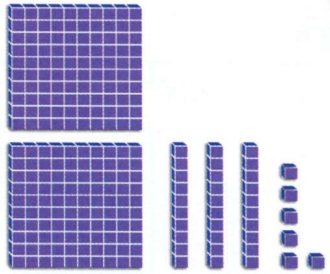
236 – 129 = ____

Step 1

I represent 236.
I look at the ones.
Should I break apart?

(Yes) No

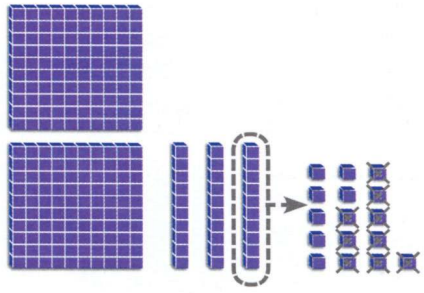
hundreds	tens	ones
2 – 1	□ 3 2	□ 6 9



Step 2

I break apart 1 ten as 10 ones.
Now there are 16 ones.
I subtract 9 from 16.
I write how many ones are left.

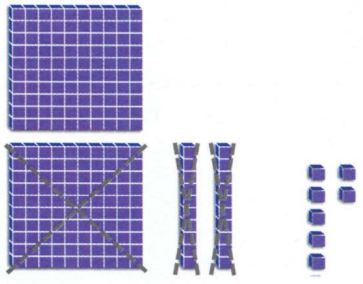
hundreds	tens	ones
2 – 1	2 3 2	16 6 9
		7

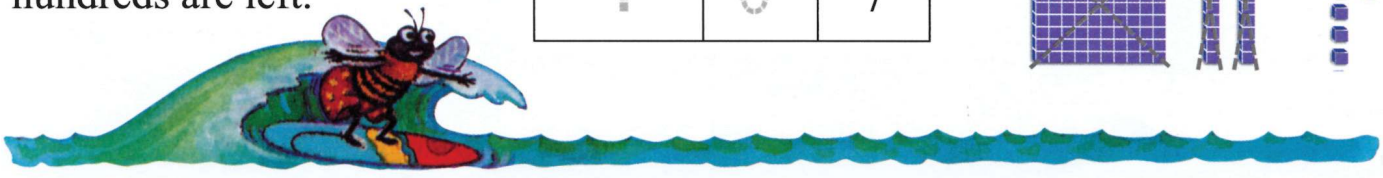


Step 3

I subtract the tens.
I subtract the hundreds.
I write how many tens and hundreds are left.

hundreds	tens	ones
2 – 1	2 3 2	16 6 9
1	0	7





I use    to subtract

1

hundreds	tens	ones
9 – 7	□ 6 5	□ 3 7

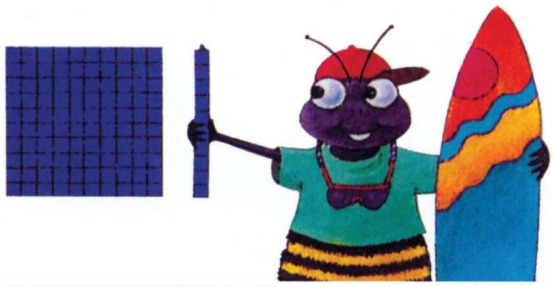
2

hundreds	tens	ones
7 – 2	□ 8 4	□ 7 5

Talk About It ■ Reasoning

Why do we subtract ones first?

Practice



I use    to subtract.

1

hundreds	tens	ones
	4	10
8	5	0
− 6	1	3
2	3	7

2

hundreds	tens	ones
	□	□
9	8	2
− 9	1	9

3

hundreds	tens	ones
	□	□
4	2	8
− 1	1	3

4

hundreds	tens	ones
	□	□
7	9	4
− 2	5	7

5

hundreds	tens	ones
	□	□
3	9	1
− 1	0	6

6

hundreds	tens	ones
	□	□
8	6	5
−	3	8

Problem Solving ■ Mental Math

I count on to add. I count back to subtract.

7 428 + 30 = _____

8 563 − 100 = _____

HOME ACTIVITY • Have your child choose a subtraction problem from this page and tell you the steps he followed to solve it.

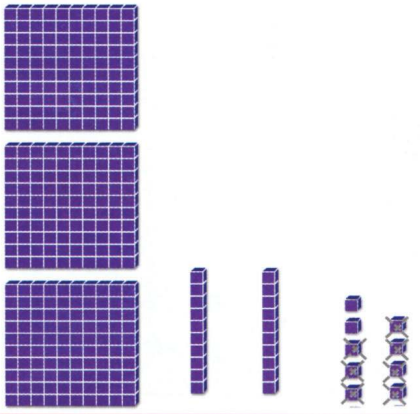
Break apart the Hundreds

329 – 197 = ____

Step 1

I represent 329.
I subtract the ones.
I write how many ones are left.

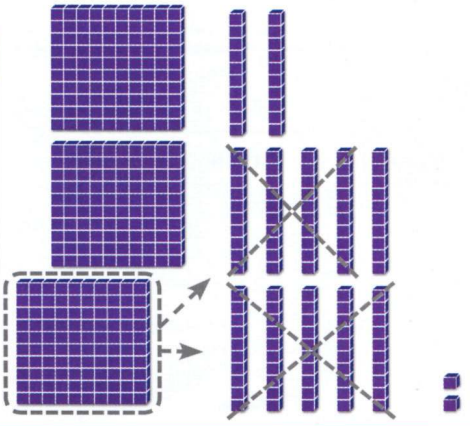
hundreds	tens	ones
□ 3 – 1	□ 2 9	9 7
		2



Step 2

I can't subtract 9 tens.
I break apart 1 hundred as 10 tens. Now there are 12 tens. I subtract. I write how many tens are left.

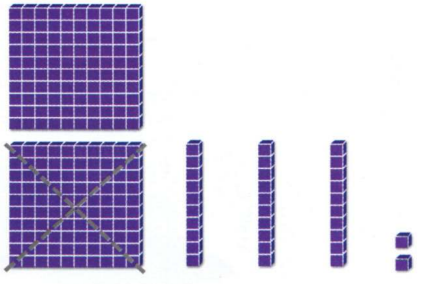
hundreds	tens	ones
2 3 – 1	12 2 9	9 7
	3	2



Step 3

I subtract the hundreds.
I write how many hundreds are left.

hundreds	tens	ones
2 3 – 1	12 2 9	9 7
1	3	2



I subtract.

1

hundreds	tens	ones
□ 8 – 4	□ 4 7	8 5

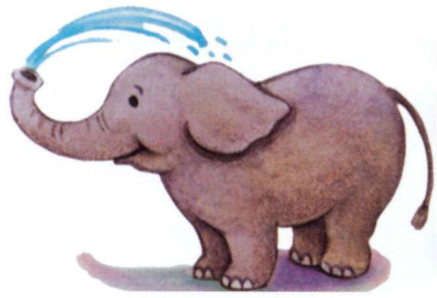
2

hundreds	tens	ones
□ 9 – 6	□ 2 5	4 3

Talk About It ■ Reasoning

What happens if I subtract the hundreds first when I subtract 3-digit numbers?

Practice



I subtract.

1

hundreds	tens	ones
6 7 − 1	10 0 6	7 3
5	4	4

2

hundreds	tens	ones
□ 9 − 5	□ 4 8	6 3

3

hundreds	tens	ones
□ 8 − 6	□ 2 7	8 4

4

hundreds	tens	ones
□ 5 − 2	□ 2 4	7 5

5

hundreds	tens	ones
□ 6 − 3	□ 0 1	4 0

6

hundreds	tens	ones
9 − 1	□ 8 6	□ 7 9

Mixed review

I find the pattern. I write the rule. I continue the pattern.

7 Karazan saw a pattern in the numbers 819 , 719 , 619.
The rule could be count _____

819 719 619 _____ _____ _____ _____ _____

HOME ACTIVITY • Give your child two 3-digit numbers and have him or her subtract.

Practice Subtraction

There are 340 people on the beach.
137 of the people went to swim.
How many people stayed on the beach?

Step 1

There are not enough ones to subtract. I break apart 1 ten as 10 ones.

$$\begin{array}{r} 3\,10 \\ 3\not{4}0 \\ -\ 137 \\ \hline \end{array}$$

Step 2

I subtract the ones.
I subtract the tens.

$$\begin{array}{r} 3\ 10 \\ 3\not{4}\not{0} \\ -\ 137 \\ \hline 03 \end{array}$$

Step 3

I subtract the hundreds.

$$\begin{array}{r} 3\ 10 \\ 3\not{4}\not{0} \\ -\ 137 \\ \hline 203 \end{array}$$

203 People stayed on the beach.

I subtract.

1 $\begin{array}{r} 8\,12 \\ \not{9}\not{2}6 \\ -\ 45 \\ \hline 881 \end{array}$

2 $\begin{array}{r} 409 \\ -\ 206 \\ \hline \end{array}$

3 $\begin{array}{r} 673 \\ -\ 37 \\ \hline \end{array}$

4 $\begin{array}{r} 603 \\ -\ 353 \\ \hline \end{array}$

5 $\begin{array}{r} 888 \\ -\ 9 \\ \hline \end{array}$

6 $\begin{array}{r} 532 \\ -\ 250 \\ \hline \end{array}$

Talk About It ■ Reasoning

How do I know if I need to break apart? I explain with examples.

Practice

I subtract.

1 $\begin{array}{r} 4\,10 \\ 5\,\not{0}\,\not{6} \\ -\ 4\ 5\ 2 \\ \hline 5\ 4 \end{array}$	2 $\begin{array}{r} 675 \\ -\ 94 \\ \hline \end{array}$	3 $\begin{array}{r} 864 \\ -\ 123 \\ \hline \end{array}$
4 $\begin{array}{r} 903 \\ -\ 250 \\ \hline \end{array}$	5 $\begin{array}{r} 784 \\ -\ 7 \\ \hline \end{array}$	6 $\begin{array}{r} 965 \\ -\ 781 \\ \hline \end{array}$
7 $\begin{array}{r} 688 \\ -\ 347 \\ \hline \end{array}$	8 $\begin{array}{r} 393 \\ -\ 78 \\ \hline \end{array}$	9 $\begin{array}{r} 950 \\ -\ 370 \\ \hline \end{array}$

I Solve a Problem ■ Reasoning

I use the numbers in the box to write two numbers that make:

13 Difference of 645 _____ and _____

14 Difference of 110 _____ and _____

897	653
543	252

HOME ACTIVITY • Make up a subtraction problem using two 3-digit numbers. Ask your child to find the difference between them. Repeat with other problems.

Lesson 5

Practice Adding and Subtracting 3-Digit Numbers

I add or subtract.

1 $\begin{array}{r} 5\,10 \\ 6\not{0}5 \\ -\ 443 \\ \hline 162 \end{array}$	2 $\begin{array}{r} 646 \\ +\ 100 \\ \hline \end{array}$	3 $\begin{array}{r} 545 \\ +\ 425 \\ \hline \end{array}$
4 $\begin{array}{r} 685 \\ -\ 302 \\ \hline \end{array}$	5 $\begin{array}{r} 63 \\ +\ 631 \\ \hline \end{array}$	6 $\begin{array}{r} 956 \\ -\ 595 \\ \hline \end{array}$

7 $\begin{array}{r} 469 \\ -\ 408 \\ \hline \end{array}$

Talk About It ■ Reasoning

How do I know where I need to regroup and when I need to break apart?

Practice

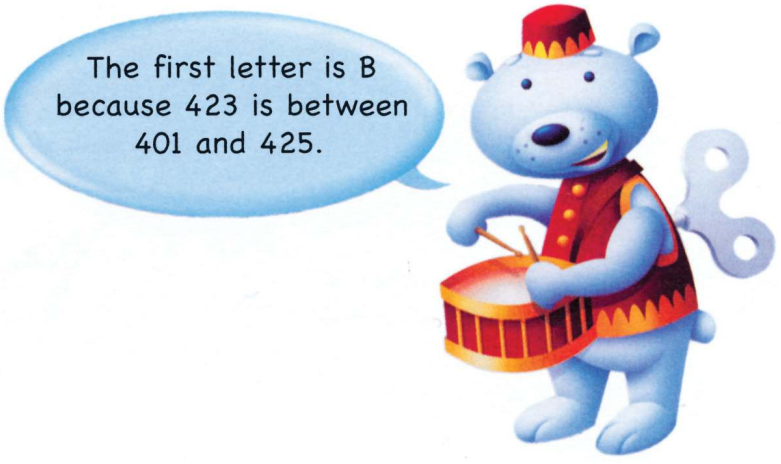
I add or subtract. I use the code to answer the riddle.

375 → 400 : A	576 → 600 : I	776 → 800 : Q
401 → 425 : B	601 → 625 : J	801 → 825 : R
426 → 450 : C	626 → 650 : K	826 → 850 : S
451 → 475 : D	651 → 675 : L	851 → 875 : T
476 → 500 : E	676 → 700 : M	876 → 900 : U
501 → 525 : F	701 → 725 : N	901 → 925 : V
526 → 550 : G	726 → 750 : O	926 → 950 : W
551 → 575 : H	751 → 775 : P	976 → 999 : Y

Why can't I feed a teddy bear?

400 + 23	988 − 503	342 + 84	781 − 400	899 − 23	325 + 524	250 + 250
423	485					
B	E					

608 − 10	473 + 396	425 + 425



425 + 415	860 − 5	446 + 430	219 + 302	590 − 80	532 42	371 + 93

HOME ACTIVITY • **You can use codes to make up addition and subtraction problems with answers that spell out "I love my father". Ask your child solve the problems, write the letters, and read the message.**

Lesson 6

UNDERSTAND → PLAN → SOLVE → CHECK

Problem Solving
Multi-Step Problem

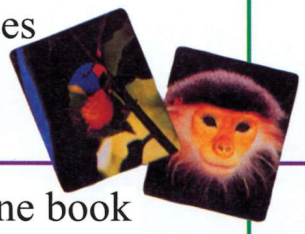
Deyar has 650 plants in his orchard. He sold 235 plants and 115 plants were damaged. How many plants are left?

Step 1	Step 2
I add the plants sold and damaged. $\begin{array}{r} {\scriptstyle 1\,1} \\ 235 \\ +\ 115 \\ \hline 350 \end{array}$	I subtract the sum from the plants Deyar had in his orchard. $\begin{array}{r} 650 \\ -\ 350 \\ \hline 300 \end{array}$

I add or subtract
I do one step at a time.

Step 1	Step 2

1 Bashar has 481 trading cards. He sold 218 of his cards. Then he bought 156 cards. How many cards does Bashar have now?



_____ cards

2 Janur has 222 stamps in one book and 349 stamps in another book. If she gives 107 stamps to her friends, how many stamps are left with her?

_____ stamps

3 A merchant has 350 toys, he sold on the first day 172 toys, and on the next day 65 toys. How many toys are left?

_____ toys

Practice

I add or subtract.
I do one step at a time.

Step 1	Step 2
$\begin{array}{r} {\scriptstyle 1} \\ 380 \\ +\ 259 \\ \hline 639 \end{array}$	$\begin{array}{r} {\scriptstyle 4\,15} \\ 7\not{6}\not{5} \\ 639 \\ \hline 116 \end{array}$

1 In a library, there are 755 books to sell. In the First year 380 books are sold. In the Second year 259 books are sold. How many books are left?

116 books

2 Aram has 115 sheep. He gave his brother 65 sheep, then he took 132 sheep from his father. How many sheep does Aram have now?

_____ sheep

3 There are 848 paint cans in a certain store. 245 cans then 600 cans were sold. How many paint cans are left in the store?

_____ paint cans

Write About It

I make up my own multi-step problem. Then I ask a friend to solve it.

HOME ACTIVITY • **Together with your child, look at the exercises in this lesson. Ask your child to explain how he or she decided when to add or subtract. There may be more than one way to solve the problems.**

Name _____

Review/Test
Chapter 10

Check ■ concepts and skills

I subtract.

1

9	9 hundreds	900
− 6	− 6 hundreds	− 600
	hundreds	

2

5	5 hundreds	500
− 3	− 3 hundreds	− 300
	hundreds	

I use   and  to subtract.

3

hundreds	tens	ones
□	□	□
7	1	8
− 4	4	5

4

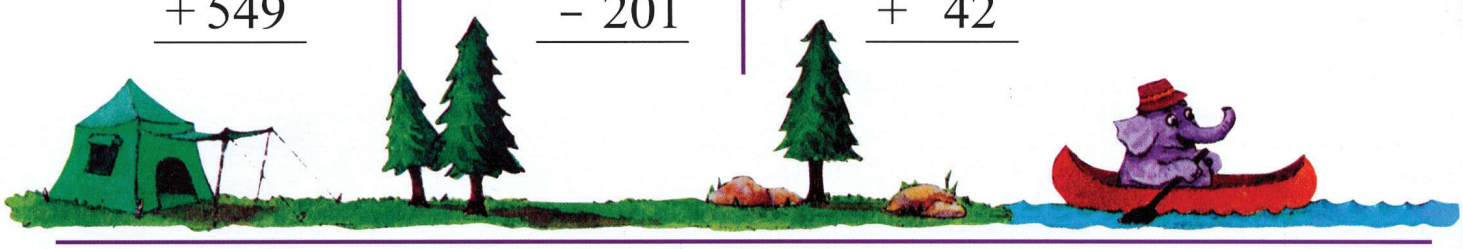
hundreds	tens	ones
□	□	□
4	6	9
− 3	7	2

I add or subtract.

5 112 + 549

6 486 − 201

7 762 + 42



CHECK ■ Problem Solving

I add or subtract.
I do one step at a time.

8 Karwan has 857 hens in his farm. He sold 400 hens, then he bought 225 hens. How many hens are there in the farm?

_____ hens

Step 1	Step 2

Name _____

Test Prep
Chapter 10

I choose the best answer for questions 1-5.

1

$$\begin{array}{r} 561 \\ +\ 238 \\ \hline \end{array}$$

231 ○ 337 ○ 798 ○ 799 ○

2

$$\begin{array}{r} 987 \\ -\ 659 \\ \hline \end{array}$$

228 ○ 328 ○ 329 ○ 332 ○

3

$$\begin{array}{r} 800 \\ -\ 600 \\ \hline \end{array}$$

250 ○ 300 ○ 200 ○ 2 ○

4

$$\begin{array}{r} 356 \\ -\ 145 \\ \hline \end{array}$$

211 ○ 389 ○ 400 ○ 401 ○

5 Serwan had 275 basketball cards. He gave 98 of the cards to his brother, then he got 104 more basketball cards.
How many basketball cards did Serwan have then?

171 ○ 177 ○ 281 ○ 477 ○

Write What You Know

6 I write a number between 200 and 300 on each tag. I find the mass of both toys . I write the addition problem.

	Gram
+	Gram
	Gram

Chapter
11

Multiplication

I look for equal groups.
I write multiplication
facts about them.

Dear Parents,

Today we started chapter 11. We will learn how to multiply and how to use the facts of multiplication with 2,5, and 10. Here is the math vocabulary and an activity for us to do together, at home

love,

_____

My Math Words

multiplication sentence.

product.

multiplication.

Vocabulary

Multiplication sentence, a numerical equation that shows the number of equal groups and the number of elements in each group. $5 \times 10 = 50$ is a multiplication sentence.

Product: An answer to a multiplication problem. $4 \times 5 = 20$ is a product.

Multiplication: An operation that allows you count the total number of elements in equal groups (repeated addition operation).

Form with your child equal groups, such as bouqets of 2 or 5 flowers. Have him draw these groups and write the appropriate multiplication sentence.

You can also look in the supermarket for equal groups, such as the boxes of chocolate bars or biscuits. Have your child draw these groups and write the appropriate multiplication sentence.

Lesson 1

Explore Multiplication

Hands On

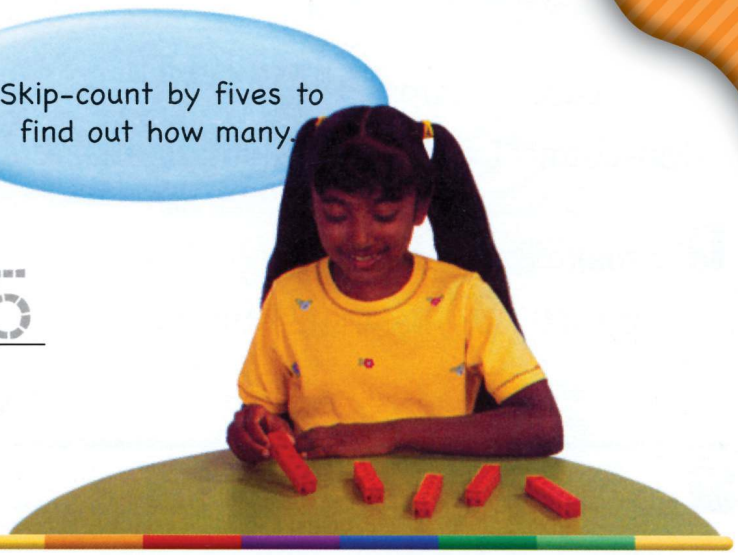
There are 5 **equal groups**.

There are 5 in each group.

How many are there in all?

5 10 15 20 25

There are 25 in all.



I make equal groups of .

I skip-count. I write how many in all.

1 I make 5 equal groups.
I put 4 in each group.

_____, _____, _____, _____, _____ _____ in all

2 I make 4 equal groups.
I put 10 in each group.

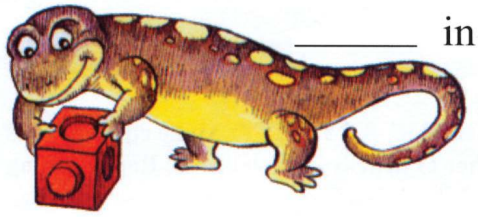
_____, _____, _____, _____ _____ in all

3 I make 5 equal groups.
I put 3 in each group.

_____, _____, _____, _____, _____ _____ in all

4 I make 3 equal groups.
I put 5 in each group.

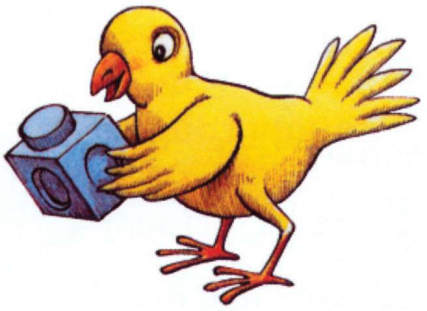
_____, _____, _____ _____ in all



Talk About It ■ Reasoning

Why do I need equal groups to skip-count?

Practice



I make equal groups of  .

I skip-count. I write how many in all.

1 I make 8 equal groups.
I put 10  in each group.

_____,_____,_____,_____,_____,_____,_____,_____ _____ in all

2 I make 6 equal groups.
I put 2  in each group.

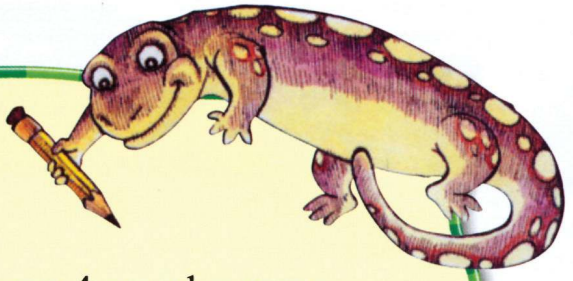
_____,_____,_____,_____,_____,_____ _____ in all

3 I make 5 equal groups.
I put 2  in each group.

_____,_____,_____,_____,_____ _____ in all

4 I make 7 equal groups.
I put 4  in each group.

_____,_____,_____,_____,_____,_____,_____ _____ in all



Problem Solving ■ Number Sense

Does the answer make sense?

I circle yes or no.

5 There are 9 equal groups.
There are 3 in each group.
There are 135 in all.

Yes No

6 There are 4 equal groups.
There are 10 in each group.
There are 14 in all.

Yes No

HOME ACTIVITY: **Make equal groups of 5 pencils. Help your child find the total by skip-counting by the number of pencils in each group. Repeat, using a different number of pencils in the groups.**

Addition And Multiplication

3 groups

I add

$2 + 2 + 2 = 6$

The answer is called the sum

I multiply

$3 \times 2 = 6$

The answer is called the product

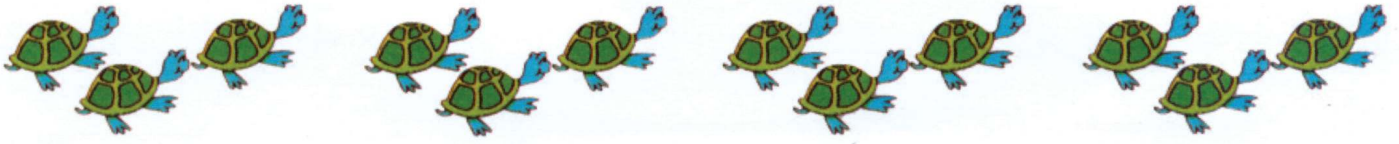
$2 + 2 + 2 =$ 6 $\qquad 3 \times 2 =$ 6

I write the sum.
Then I write the product.

2 groups of 5

1 $5 + 5 =$ _____ $\qquad 2 \times 5 =$ _____

4 groups of 3



2 $3 + 3 + 3 + 3 =$ _____ $\qquad 4 \times 3 =$ _____

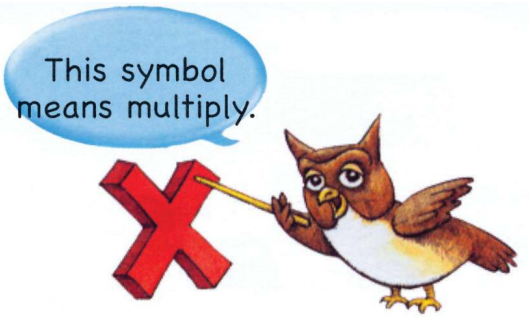
5 groups of 2

3 $2 + 2 + 2 + 2 + 2 =$ _____ $\qquad 5 \times 2 =$ _____

Talk About It ■ Reasoning

Which addition sentence fits with $3 \times 7 = 21$?

Practice

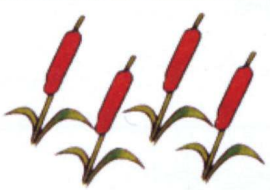


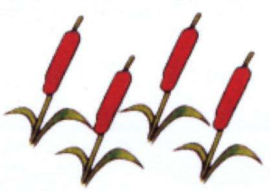
I write the sum.
Then I write the product.

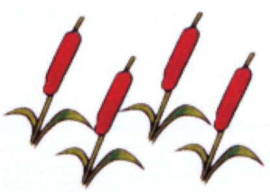
1 $10 + 10 =$ 20 $2 \times 10 =$ 20

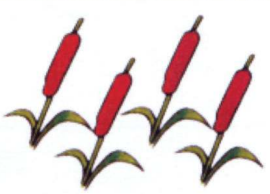
2 $5 + 5 + 5 =$ _____ $3 \times 5 =$ _____

3 $1 + 1 + 1 + 1 =$ _____ $4 \times 1 =$ _____









4 $4 + 4 + 4 + 4 =$ _____ $4 \times 4 =$ _____

Mixed Review

I add or subtract.

5 Mr.Sargon's class sold 256 tickets for a school party.
Ms.Lena's class sold 349 tickets.
How many tickets did the two classes sell in all? _____ tickets

HOME ACTIVITY: **Have your child set out pencils in 5 groups of 5, count by fives to find the total amount, and say the multiplication sentence.**

Multiply With 2

There are 7 groups of 2 wheels.
How many wheels are there in all?
Skip-count.

I can skip-count by twos to find the product.

2, 4, 6, 8, 10, 12, 14

$7 \times 2 =$ 14 wheels

I can multiply to find the product.

How many wheels are there in all? I write the product.

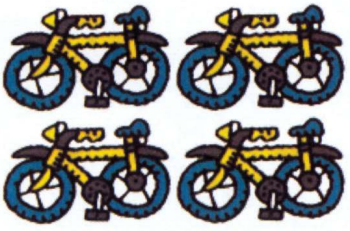
1

$1 \times 2 =$ _____

$2 \times 2 =$ _____

$3 \times 2 =$ _____

2



$4 \times 2 =$ _____

$5 \times 2 =$ _____

$6 \times 2 =$ _____

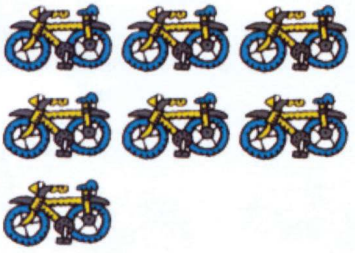
Talk About It ■ Reasoning

Why could I use doubles to solve these problems?

Practice

I write the product.

1



$7 \times 2 = 14$

$8 \times 2 =$ _____

$9 \times 2 =$ _____

2

$\begin{array}{r} 2 \\ \times\ 1 \\ \hline 2 \end{array}$ $\begin{array}{r} 1 \\ \times\ 2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times\ 2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times\ 3 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ \times\ 2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times\ 4 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ \times\ 2 \\ \hline \end{array}$

3

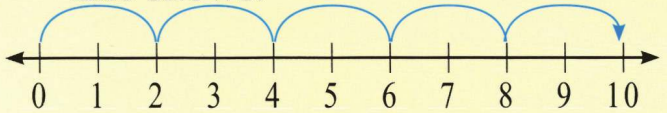
$\begin{array}{r} 2 \\ \times\ 5 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ \times\ 2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times\ 6 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ \times\ 2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times\ 7 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ \times\ 2 \\ \hline \end{array}$

4

$\begin{array}{r} 2 \\ \times\ 8 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ \times\ 2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times\ 9 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ \times\ 2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times\ 10 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ \times\ 2 \\ \hline \end{array}$

Problem Solving ■ Visual Thinking

5 I write the multiplication sentence that this number line shows.



_____ × _____ = _____

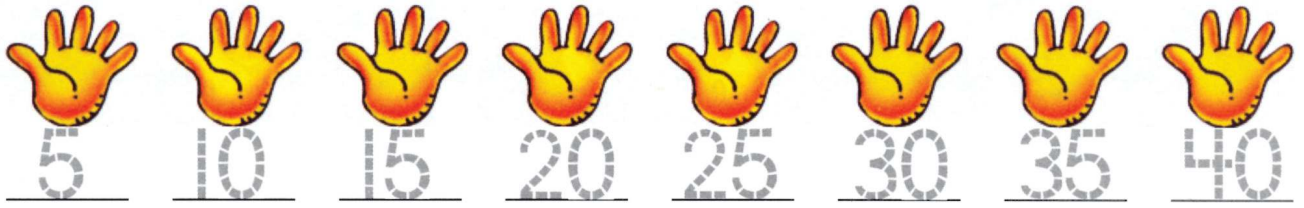
HOME ACTIVITY: Give your child a multiplication problem with 2, for example, 6 × 2. Ask your child to name the product. Repeat with different problems.

Lesson 4

Multiply With 5

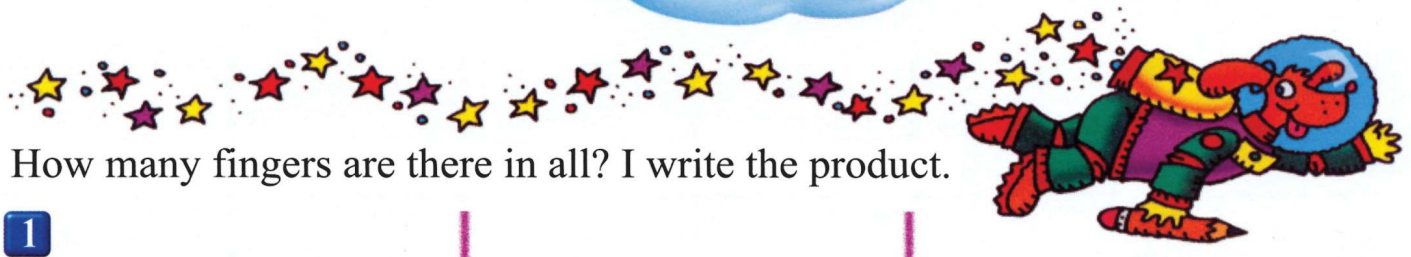
There are 8 groups of 5 fingers.
How many fingers are there in all?
I skip-count.

I can skip-count by fives to find the product.



$8 \times 5 =$ 40 fingers

I can multiply to find the product.



How many fingers are there in all? I write the product.

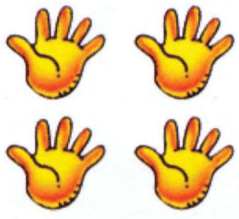
1

$1 \times 5 =$ _____

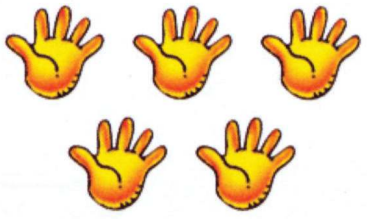
$2 \times 5 =$ _____

$3 \times 5 =$ _____

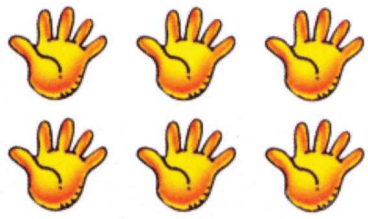
2



$4 \times 5 =$ _____



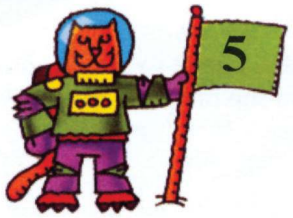
$5 \times 5 =$ _____



$6 \times 5 =$ _____

Talk About It ■ Reasoning

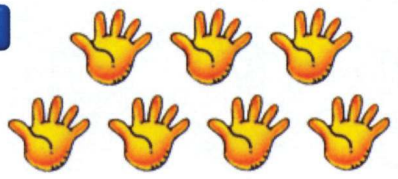
Which pattern do I notice when I multiply with 5?



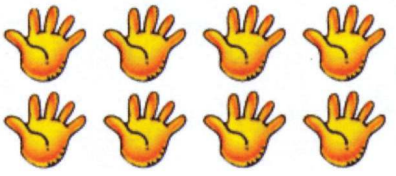
Practice

How many fingers are there in all?
I write the product.

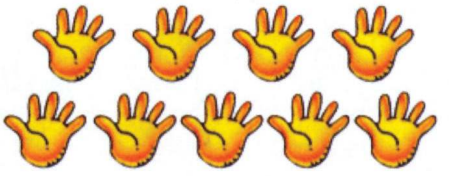
1



$7 \times 5 = 35$



$8 \times 5 =$ _____



$9 \times 5 =$ _____

I write the product.

2

$5 \times 1 = 5$	1×5 = _____	5×2 = _____	2×5 = _____	5×3 = _____	3×5 = _____

3

5×4 = _____	4×5 = _____	5×6 = _____	6×5 = _____	7×5 = _____	5×7 = _____

Algebra

I look for a pattern. I write the missing numbers.

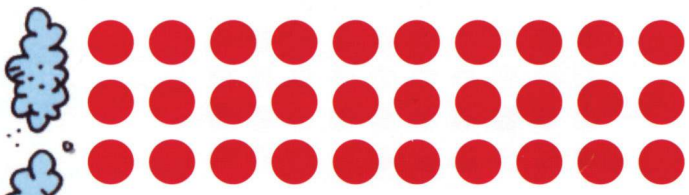
4

$5 \times 1 = \square$	$5 \times \square = 10$	$5 \times 3 = \square$	$5 \times \square = 20$	$\square \times 5 = 25$	$5 \times \square = 30$

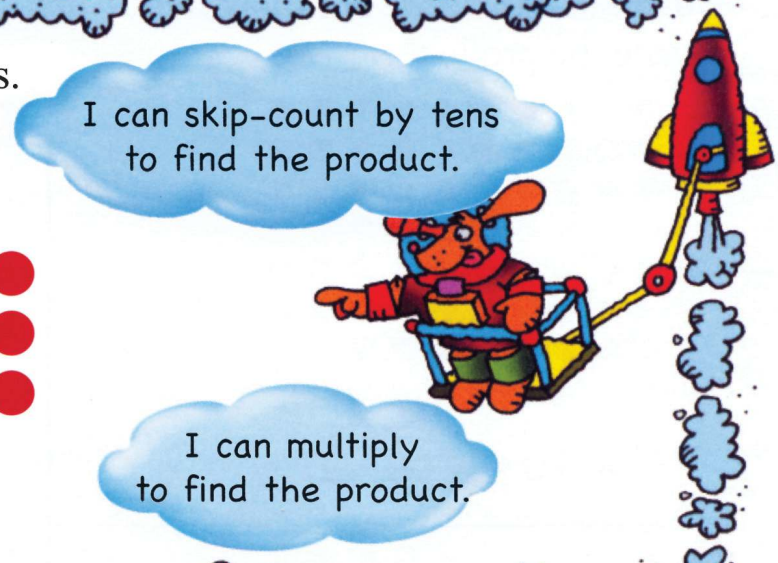
HOME ACTIVITY: Give your child a multiplication problem with 5, for example, 8 × 5. Ask your child to name the product. Repeat with different problems.

Multiply With 10

There are 3 groups of 10 counters. How many counters are there in all? Skip-count.



$3 \times 10 =$ 30 counters

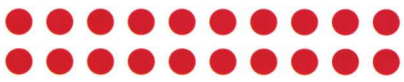


How many counters are there in all? I write the product.

1

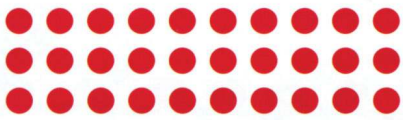
$1 \times 10 =$ _____

2



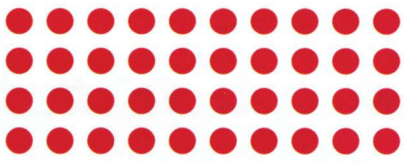
$2 \times 10 =$ _____

3



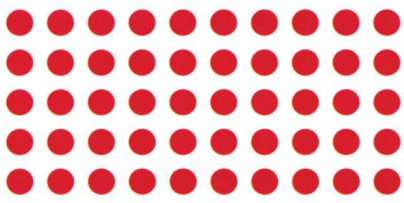
$3 \times 10 =$ _____

4



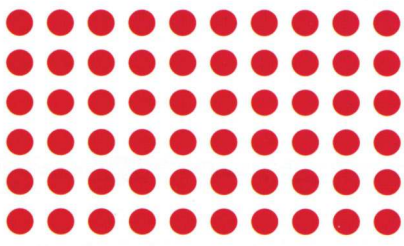
$4 \times 10 =$ _____

5



$5 \times 10 =$ _____

6



$6 \times 10 =$ _____

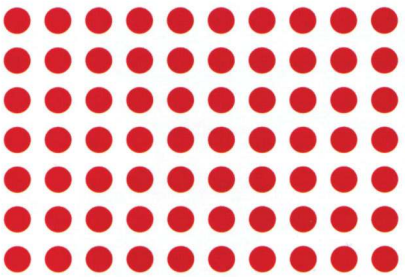
Talk About It ■ Reasoning

What pattern do I notice when I multiply with 10?

Practice

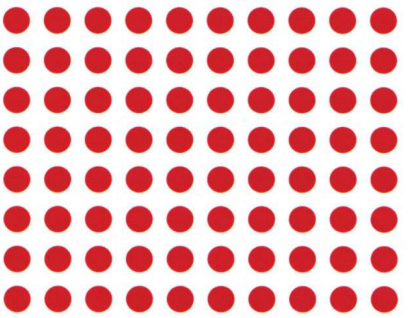
How many counters are there in all?
I write the product.

1



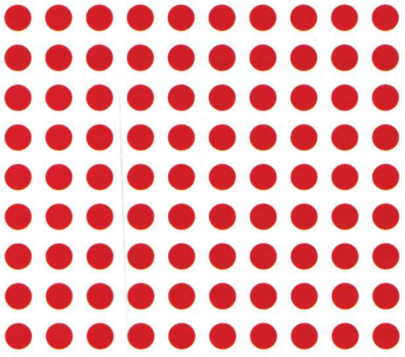
$7 \times 10 = \underline{70}$

2



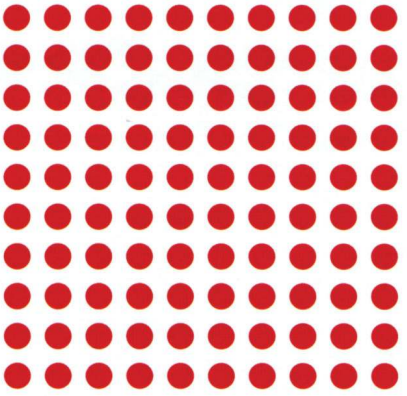
$8 \times 10 = \_\_\_\_$

3

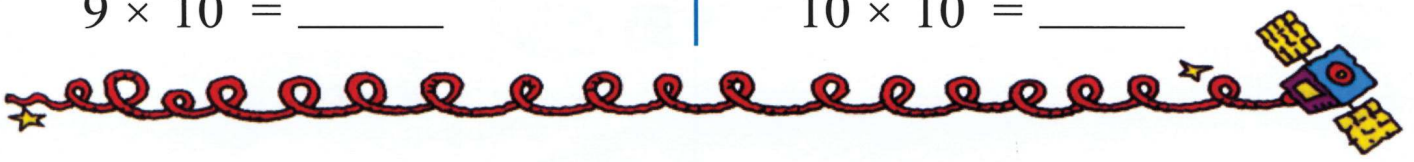


$9 \times 10 = \_\_\_\_$

4



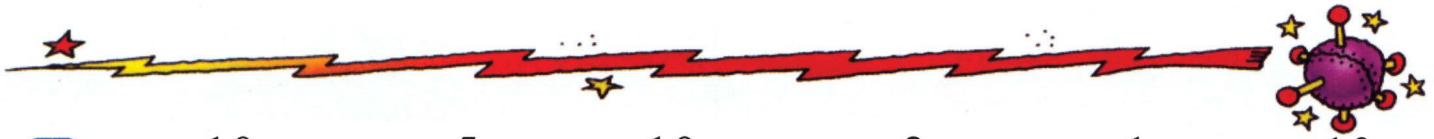
$10 \times 10 = \_\_\_\_$



I write the product.

5

10	10	10	10	4	6
× 8	× 2	× 1	× 5	×10	×10



6

10	5	10	3	1	10
× 9	×10	× 7	× 10	×10	× 10

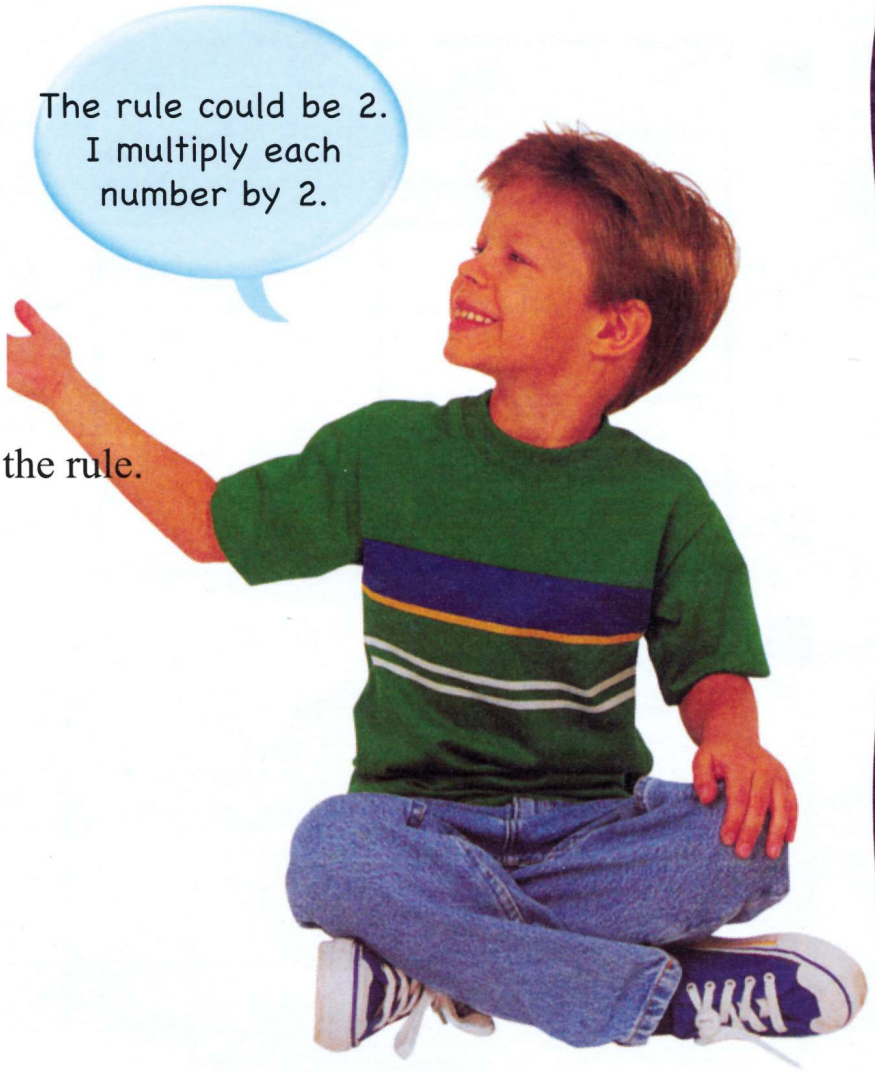
HOME ACTIVITY: Give your child a multiplication problem with 10, for example, 5 × 10. Ask your child to name the product. Repeat with different problems.

Lesson 6

Problem Solving
Use Logical Reasoning

UNDERSTAND → PLAN → SOLVE → CHECK

?	
2	4
3	6
4	8



UNDERSTAND

What is required? i have to find the rule.

PLAN

I can use logical reasoning to find the pattern and write a rule.

SOLVE

Multiply by 2	
2	4
3	6
4	8

CHECK Does the answer make sense? I explain.

I write the rule.

1

1	5
2	10
3	15

2

5	50
6	60
7	70

Practice

I write the rule.

1

1	2
2	4
3	6
4	8
5	10

2

5	50
6	60
7	70
8	80
9	90

3

6	30
7	35
8	40
9	45
10	50

4 I complete the table.

×	1	2	3	4	5	6	7	8	9	10
2	2									
5										
10										

Problem Solving ■ Reasoning

5 Amir drinks 5 glasses of milk a day. How much glasses of milk does he drink in a week?

_____ glasses

HOME ACTIVITY: Every day, work with your child for a short time on multiplication facts. For example, find the number of flowers in 5 bunches with 5 flowers in each. 5 × 5 = 25 flowers.

Name _____

Review test
Chapter 11

Check ■ Concepts and Skills.

I make equal groups of  .

I skip-count. I write how many in all.

1 I make 6 equal groups.
I put 10  in each group.

_____ _____ _____ _____ _____ _____ _____

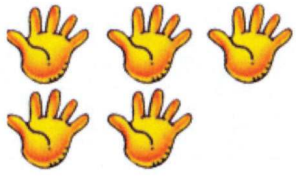
I write the sum.
Then I write the product.

2 5 + 5 = _____ 2 × 5 = _____

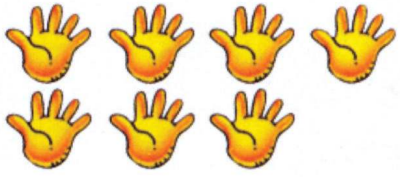
How many fingers are there in all?

3

3 × 5 = _____



5 × 5 = _____



7 × 5 = _____

I multiply.

4

5	5	10	3	5	7	2
× 9	× 2	× 8	× 10	× 6	× 2	× 10
_____	_____	_____	_____	_____	_____	_____

Check ■ Problem Solving.

I write the rule.

5

1	10
2	20
3	30

6

6	12
7	14
8	16

Name _____

Test Prep
Chapter 11

I choose the best answer for questions 1-6.

1 Which sentence matches the addition sentence 2 + 2 + 2?

3×2	3×3	$2 + 2$	$2 + 3$
○	○	○	○

2

$$\begin{array}{r} 7 \\ \times\ 2 \\ \hline \end{array}$$

12	13	14	15
○	○	○	○

3

$$\begin{array}{r} 2 \\ \times\ 9 \\ \hline \end{array}$$

14	16	18	19
○	○	○	○

4

$$\begin{array}{r} 10 \\ \times\ 2 \\ \hline \end{array}$$

2	12	20	30
○	○	○	○

5

$$\begin{array}{r} 5 \\ \times\ 8 \\ \hline \end{array}$$

13	35	40	45
○	○	○	○

6 There are two equal groups of frogs in the pond. Each group contains 3 frogs. How many frogs are there in the pond?

3	2×3	$2 + 3$	5
○	○	○	○

Write What You Know

7 Write the rule and then complete the table.

Multiply by_____	
2	
5	
10	