

EES

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Digetente betegic Intervention

EACH CHAPTER INCLUDES:

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- Prescriptive targeted strategic intervention charts.
- Student activity pages aligned to the Common Core State Standards.
- Complete lesson plan pages with lesson objectives, getting started activities, teaching suggestions, and questions to check student understanding.

Grade 4

Grade 4, Chapter 2

Based on student performance on Am I Ready?, Check My Progress, and Review, use these charts to select the strategic intervention lessons found in this packet to provide remediation.

Am I Ready?						
lf Students miss Exercises	Then use this Strategic Intervention Activity	Concept	CESS	Where is this concept in <i>My Math?</i>		
1-7	2-A: Add Two-Digit Numbers without Regrouping	Addition	4.NBT.4	Grade 3, Chapter 2, Lesson 4		
8-14	2-B: Two-Digit Subtraction	Subtraction	4.NBT.4	Grade 3, Chapter 3, Lesson 1		

Check My Progress 1							
lf Students miss Exercises	Then use this Strategic Intervention Activity	Concept	CESS	Where is this concept in <i>My Math?</i>			
1	2-C: Use a Number Line to Add 2-D: Add 3 One-Digit Numbers 2-E: Commutative Property of Addition	Addition properties	4.NBT.4	Chapter 2, Lesson 1			
2-3	2-F: Addition Patterns	Addition and subtraction patterns	4.NBT.4	Chapter 2, Lesson 2			

Check My Progress 2							
lf Students miss Exercises	Then use this Strategic Intervention Activity	Concept	CESS	Where is this concept in <i>My Math?</i>			
2-4	2-G: Games and Puzzles: Addition Spin	Add whole numbers	4.NBT.4	Chapter 2, Lesson 5			
5-7	2-H: Subtract Whole Numbers	Subtract whole numbers including subtracting across zero	4.NBT.4	Chapter 2, Lessons 6 and 7			

Review						
lf Students miss Exercises	Then use this Strategic Intervention Activity	Concept		Where is this concept in <i>My Math?</i>		
9-12	2-I: Add and Subtract Zero 2-J: Use Cubes to Find the Sum	Addition properties and subtraction rules	4.NBT.4	Chapter 2, Lesson 1		
13-14	2-K: Number Patterns	Addition and subtraction patterns	4.NBT.4	Chapter 2, Lesson 2		
15-16	2-L: Round to Tens, Hundreds, and Thousands	Mental addition	4.NBT.4	Chapter 2, Lesson 3		
17-19	2-M: Use Place Value to Add	Add multi-digit numbers	4.NBT.4	Chapter 2, Lessons 4 and 5		
20-22	2-N: Add to Check Subtraction	Subtract multi-digit numbers	4.NBT.4	Chapter 2, Lessons 6 and 7		

Learn

Add Two-Digit Numbers without Regrouping



What Can I Do? I want to add 2-digit numbers.

Use place-value charts and addition facts.

Find 15 + 32. 15

+ 32

Put each addend in a place-value chart.



3

So, 15 + 32 = 47.

Add. **Try It**

I.	tens	ones
	1	1
+	1	7

4. tens ones 4 1 8 +



tens

4

3

ones

6

1

5.

+

•	tens	ones
	3	4
+	2	0

6.	tens	ones
+	3 5	2 3

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Nai	me
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F	ower P	ractice	Add.	
7.	18	8. 2	6 9	• 33
	+ 11	+ 1	2	+13
11.	50	12. 2	4 13	38
	<u>+ 17</u>	+ 6	1	<u>+ 31</u>
14.	41	15. 5	5 16	9. 11
	+ 52	<u>+ 2</u>	2	<u>+ 67</u>
17.	34	18. 7	9 19	94
	+ 53	+ 2	0	<u>+ 4</u>
20.	16	21. 4	4 22	43
	<u>+ 82</u>	<u>+ 4</u>	<u>4</u>	<u>+ 36</u>
23.	18 + 51 =		24. 5 + 52	2 =
25.	33 + 33 =		26. 23 + 2	21 =
27.	53 + 32 =		28. 26 + 4	13 =



Learn with Partners & Parents

10.

15 + 34

11, 22, 33 Challenge

- Play with a partner. You will need 2 number cubes. Toss one number cube to see who goes first, then take turns.
- The first player tosses both number cubes and makes a two-digit number using the digits shown on the number cubes. The digits can be used in any order.
- The second player chooses another number for the first player to add to the number tossed. That number must be 11, 22, or 33.
- The first player adds the two numbers. You must show the addition on paper. A correct sum earns
 5 points. No points are earned for an incorrect sum. The first player to earn
 75 points is the winner.

USING LESSON 2-A

Lesson Goal

• Complete addition facts with 2-digit addends (sums through 99).

What the Student Needs to Know

- Add 2 one-digit numbers with sums through 9.
- Understand place value.
- Use a place-value chart.

Getting Started

Ask what students would do to add the ages of two teenagers: Victoria, 13, and Pablo, 14. Draw a place-value chart on the board. For example, say:

- Where should I write the 1 in 13? (in the tens place) Where should I write the 3 in 13? (in the ones place)
- Have a volunteer write 14 under 13 in the place-value chart. Ask: *To add these two numbers, what should I do first?* (Add the ones column.)
- What is 3 + 4? (7)
- What should I do next? (Add the tens column.)
- What is 1 + 1? (2)
- So, 13 + 14 = <u>?</u>. (27)

What Can I Do?

Read the question and the response. Then read and discuss the examples. Ask:

- Why do we put the 1 in 15 in the tens column? (because 15 has 1 ten) Why do we put the 5 in the ones column? (because 15 has 5 ones)
- *How would you write 32 in a place-value chart?* (Put the 3 in the tens place and the 2 in the ones place.)
- Which column should we add first? (the ones column) What does 5 + 2 equal? (7)
- Which column should we add next? (the tens column) What does 1 + 3 equal? (4) So, 15 + 32 = ?. (47)



WHAT IF THE STUDENT NEEDS HELP TO

Add 2 One-Digit Numbers with Sums through 9

- Have the student practice arranging 9 counters to model addition facts with sums through 9.
- Practice using mental math to complete addition facts with sums through 9 until the student can do so with ease.

Understand Place Value

- Have the student use connecting cubes to model numbers of tens and ones in two-digit numbers. For example, give the student 11 unconnected cubes and ask him or her to show how many tens and how many ones there are. He or she can connect ten cubes and show that there is 1 left over.
- Have the student model two-digit numbers using base-ten blocks.

Power l	Practice A	dd.	Lesson 2-A
7. 18 + 11 29	8. 26 + 12 38	9. 33 + 13 46	10. 15 + 34 49
11. 50 + 17 67	12. 24 + 61 85	13. 38 + 31 69	Learn with Pariners & Parenis
14. 41 + 52 93	15. 55 + 22 77	16. 11 + 67 78	 11, 22, 33 Challenge Play with a partner. You will need 2 number cubes. Toss one number cube to see who goes first, then take turns.
17. 34 + 53 87	18. 79 + 20 99	19. 94 + 4 98	 The first player tosses both number cubes and makes a two-digit number using the digits shown on the number cubes. The digits can be used in any order.
20. 16 + 82 98	21. 44 + 44 88	22. 43 + 36 79	 The second player chooses another number for the first player to add to the number tossed. That number must be 11, 22, or 33. The first player adds the
23. 18 + 51 =	= <u>69</u> 24.	5 + 52 = _57	two numbers. You must show the addition on paper. A correct sum earns 5 points. No points are
25. 33 + 33 =	= <u>66</u> 26.	23 + 21 = 44	earned for an incorrect sum. The first player to earn 75 points is the winner.
27. 53 + 32	= <u>85</u> 28.	26 + 43 = 69	

WHAT IF THE STUDENT NEEDS HELP TO

Use a Place-Value Chart

- Have the student use a place-value mat to model two-digit numbers using connecting cubes and/or base-ten rods and ones cubes. Then have him or her draw place-value charts and show the same numbers from the models with numerals.
- For example, he or she might model 23 on a place-value mat by placing two 10-cube trains in the tens column and 3 cubes in the ones column. Then he or she can write the number as follows:

Ones

3

Tens 2

Complete the Power Practice

• Discuss each incorrect answer. Have the student model any fact he or she incorrectly answered using place-value charts or base-ten blocks.

Try It

- Check students' understanding of how to use a place-value chart to find addition facts with two-digit addends.
- Students might begin by modeling the addition sentences using base-ten tens rods and ones cubes. For example, for Exercise 1, (11 + 17), they might set out 1 tens rod next to 1 ones cube a few inches away from 1 tens rod next to 7 ones cubes. Then they can combine the rods and cubes to make 2 rods and 8 cubes, or 28.

Power Practice

- Review with students the different methods they have learned to help them add two-digit numbers. Suggest that it may be helpful to use a place-value chart or draw a vertical line between the ones and tens places.
- Select several of the exercises and have volunteers explain which methods they can use to show that the sums they have written are correct. For example, they might model the addition facts using place-value charts or base-ten blocks.

Learn with Partners & Parents

 If the players disagree about the sum, they can use base-ten blocks to double-check the answer.

Two-Digit Subtraction





What Can I Do? I want to review subtracting whole numbers.	Star ones Star	t with the digits. t here.	e	Reg nee	roup if ded.	9 is greater
	tens	ones		tens	ones	you need
				3	17	to regroup.
	8	7		শ্ব	X *	
	-3	6		-0	9	
	5	1		3	8	
	5	1		3	8	

Try It	Subtract without	ut regrouping.		
1. 75	2. 87	3. 59	4. 53	5. 98
<u>-23</u>	<u>-31</u>	<u>-21</u>	<u>-33</u>	<u>-62</u>
6. 56	7. 69	8. 75	9. 48	10. 84
<u>-13</u>	<u>-25</u>	<u>-61</u>	<u>-16</u>	<u>-20</u>
Subtract wi	ith regrouping.			
11. 92	12. 43	13. 63	14. 80	15. 74
<u>- 9</u>	<u>- 6</u>	<u>– 8</u>	<u>- 3</u>	<u>- 6</u>
16. 74	17. 65	18. 91	19. 47	20. 85
<u>- 9</u>	<u>– 8</u>	<u>- 7</u>	<u>- 8</u>	<u>- 9</u>

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USING LESSON 2-B

Lesson Goal

• Subtract two-digit numbers.

What the Student Needs to Know

- Complete subtraction facts.
- Use base-ten blocks to show two-digit numbers.

Getting Started

• Write these two problems on the board:

76	76
- 35	- 38

Ask: How are these problems the same? How are they different? (The problems have the same top number, but a different number is being subtracted. The first problem does not require regrouping, but the second problem does.)

What Can I Do?

Read the question and the response. Then read and discuss the examples. Ask:

- Explain the steps in the first example. (Start with the ones digits: 7 minus 6 is 1. Then subtract the tens: 8 minus 3 is 5.)
- Explain the steps in the second example. (Start with the ones. Since 9 is more than 7, you must regroup. Change the 4 tens to 3 tens and add 10 ones to the 7 to get 17 ones. Subtract the ones: 17 minus 9 is 8; subtract the tens: 3 minus 0 is 3.)
- If students have difficulty explaining the steps, provide base-ten blocks and have them model the two problems.

Try It

- Can you just subtract the tens without looking at the ones? Why? (No, you must see if you need to regroup in the ones column.)
- Have students complete Exercises 1–20. Check their work.



WHAT IF THE STUDENT NEEDS HELP TO

Complete Subtraction Facts

- Provide subtraction flash cards. Have students work in pairs to find out which facts each student knows and doesn't know.
- Have students work in small groups to review and share fact strategies such as using a related addition fact, using doubles, making ten, and so on.

Use Base-Ten Blocks to Show Two-Digit Numbers

 Provide the student with a supply of tens and ones base-ten blocks. Show how 10 ones have the same value as one of the tens rods. Have the student use tens rods to count to 50. Then model a number such as 58 and have the student find the total.

 Provide pairs of students with base-ten blocks and blank tens and ones charts like this:



Have students work in pairs. One student writes a two-digit number in a chart; the partner shows the number using base-ten blocks.



Solve.

11. How many girls are sitting on chairs?



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USING LESSON 2-C

Lesson Goal

• Find the sum of 0 and 1.

What the Student Needs to Know

• Model addition.

Getting Started

- Write the addition number sentence 7 + 0 = 7 on the board.
- Circle the 7 in the final position (the sum) and put a box around the 7 and 0.
- What are the two addends in the number sentence? (the first 7 and the 0)
- What number is the sum? (the final 7)
- What does the sum tell you? (It tells you the sum of 7 and 0.)

Teach

Read and discuss Exercise 1 at the top of the page.

- You can use a number line to add.
- In Exercise 1, we need to find the sum of 2 + 0.
- Start at 2 on the number line.
- How many should we count on? (0)
- Since we didn't move on the number line, what is the sum of 2 + 0? (2)
- Have students look at Exercise 11. Remind them to use the pictures to help write the addition number sentence.

Practice

- Have students complete Exercises 2 through 11.
- Check student work.
- If students have difficulty with the activity, work with them to use connecting cubes to model the addition number sentences to find the sum.



WHAT IF THE STUDENT NEEDS HELP TO

Model Addition

- Use cups to model number sentences to find a sum.
- Place 2 sheets of colored construction paper on a desk.
- Use cups to model the number sentence.
- Place 4 cups on one sheet of paper and 0 cups on the other sheet of paper.
- Tell the student the cups represent the addends.

- Ask the student, "What is 4 cups plus 0 cups?" (4 cups)
- Have the student practice writing the number sentence 4 + 0 = 4 in horizontal and vertical form.
- Move one cup to the second sheet of paper.
- What are the addends now?(3 and 1)
- Have the student write the number sentence 3 + 1 = 4.
- Continue to practice moving the cups to form different number sentences.

Add 3 One-Digit Numbers

Learn





Add the ones.	Then add the tens.
15	Then add the next number. 9 + 6 = 15
4 > 9	Add the first two numbers. 4 + 5 = 9

Add two numbers at a time.

1	1	
14	1 4	
4	4	
<u>+ 8</u>	+ 8	
2 6	2 6	

Try	It	Add.
-----	----	------

1. 6	2. 5	3. 6	4. 6
3	2	7	4
+ 8	+ 6	<u>+2</u>	+ 3

Power Practice Add.

5.	3	6. 8	7. 8	8. 7
	3	8	5	4
_	+ 2	+ 8	+ 3	+ 6

USING LESSON 2-D

Lesson Goal

• Find the sum of three one-digit numbers.

What the Student Needs to Know

- Recall addition facts.
- Rename ones as tens.

Getting Started

• Call out some addition facts and ask students to give their sums.

What Can I Do?

Read the question and the response. Then read and discuss the examples. Ask:

- In the first example, could you add 5 + 6 first? Would the sum of the three numbers be the same? (Yes. You can add numbers in any order and the sum will be the same.)
- In the second example, what sum could you find first to make adding the ones easier? (Add 4 + 4 = 8. Then 8 + 8 = 16.)

Try It

- Tell students to write the sum of two numbers to the right to keep track, as in the example at the top of the page.
- Remind students that when they add two-digit numbers with regrouping, they should add the ones digits and then write the tens digit from the sum above the column of tens digits.
- Review students' answers. Ask volunteers to show how they solved each problem.

Power Practice

• Have the students complete the practice. Then review each answer.



WHAT IF THE STUDENT NEEDS HELP TO

Recall Addition Facts

- Remind the student that they can use objects or base-ten blocks to show addition. He or she can also start with one of the numbers and count on to find the sum or count on using a number line.
- Suggest the student to make flash cards for any facts they do not know and use the flash cards to learn the facts.

Rename Ones as Tens

 Have the student use base-ten blocks to show addition with regrouping. Show them how to record regrouped ones as tens by writing the tens digit above the digits in the tens column.

Complete the Power Practice

 Review one-digit addition with the student. Have him or her use base-ten blocks to show one-digit addition, if necessary. Have the student record their work on paper.

Commutative Property of Addition



Learn



Commutative Property of Addition:

You can change the order of the addends and the sum will be the same.

Use the Commutative Property of Addition to write a different addition sentence for 1 + 4 = 5.



Try It Complete.

- **1.** 2 + 8 = 10 and 8 + 2 = 10
 - So, 2 + 8 = 8 + ____.
- **3.** 4 + 7 = 11 and 7 + 4 = 11
 - So, _____ + 7 = 7 + 4.
- **2.** 4 + 9 = 13 and 9 + 4 = 13So, $4 + 9 = _$ + 4. **4.** 6 + 5 = 11 and 5 + 6 = 11
 - So, 6 + _____ = 5 + 6.

Write a different addition sentence for each.





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Name _____

Power Practice Complete.



9. 2 + 6 = 6 +	10. 8 + 1 = + 8
11. 4 + = 5 + 4	12. + 3 = 3 + 9
13. 7 + = 8 + 7	14. + 9 = 9 + 5
15. 8 + 4 = + 8	16. 6 + 1 = 1 +
17. + 5 = 5 + 2	18. 6 + = 7 + 6
Write a different addition s	sentence for each.
19. 2 + 7 = 9	20. 3 + 1 = 4
21. 5 + 7 = 12	22. 6 + 9 = 15
23. 8 + 5 = 13	24. $3 + 2 = 5$

Write two different addition sentences for each model. Use the same addends and sum for each.

26. 9 + 2 = 11



25. 6 + 3 = 9

USING LESSON 2-E

Lesson Goal

• Write a different addition sentence using the same addends and sum.

What the Student Needs to Know

- Identify the missing number as an addend.
- Use the Commutative Property of Addition.
- Use the same addends and sum to write a different addition sentence.

Getting Started

Find out what students know about writing different addition sentences using the same addends and sum. Display 4 red cubes and 2 blue cubes. Say:

- Write a number sentence to add the red cubes to the blue cubes. (4 + 2) What is the sum? (6)
- Change the order of the cubes. Write another addition sentence to add the blue cubes to the red cubes.
 (2 + 4) What is the sum? (6)
- Does the order in which you add the red cubes and the blue cubes matter? (No) Why? (The sum is the same.)

What Can I Do?

Read the question and the response. Then read and discuss the example. Ask volunteers to model the example with colored connecting cubes. Ask:

- Which numbers can you reorder in an addition sentence? (the addends)
- How can you tell which numbers in an addition sentence are the addends? (The addends are on either side of the addition sign.)
- How can you tell which number in an addition sentence is the sum? (The sum is by itself after the equals sign.)
- Can you reorder a sum and an addend to make two addition sentences that are equal? (No)



WHAT IF THE STUDENT NEEDS HELP TO

Identify the Missing Number as an Addend

 For Exercises 1–4 and 9–18, the student may incorrectly write the sum in the blank instead of the missing addend. Emphasize that the student is combining the same addends, just in a different way. Have the student use counters to demonstrate each addition sentence missed.

Use the Commutative Property of Addition

Direct the student's attention to Exercise 1. Explain that the Commutative Property of Addition can help him or her find 8 + 2 if he or she knows that 2 + 8 = 10. Have the student use number cards to change the order of addends in basic addition facts until it can be done with ease.



WHAT IF THE STUDENT NEEDS HELP TO

Use the Same Addends and Sum to Write a Different Addition Sentence

- Have the student use red and blue connecting cubes to model the sentence. Have the student write the number of red cubes on one sticky note and the number of blue cubes on another sticky note.
- Have the student match the addends on the sticky notes to the order of the cubes and write the addition sentence. Then have the student change the order of the colors of the cubes. The student can then match the order of the sticky notes to the new order of the cubes and write the new addition sentence.

Complete the Power Practice

• Discuss each incorrect answer. Have the student use connecting cubes to help show the correct answer.

Try It

- Have students complete Exercises 1–8. Encourage them to use connecting cubes or counters to model the two different sentences.
- Review their answers and have students explain how their models show that their answers are correct.

Power Practice

• Have students complete the practice exercises. Then review each answer.

Addition Patterns

Learn



Use basic facts and patterns to find sums mentally.

Find 700 + 100.

You know the basic fact 7 + 1 = 8.

7 + 1 = 8 Think: 7 ones + 1 one = 8 ones

7**0** + 1**0** = 8**0** Think: 7 tens + 1 ten = 8 tens

7**00** + 1**00** = 8**00** Think: 7 hundreds + 1 hundred = 8 hundreds

So, 700 + 100 = 800.

Try It Write each sum.

1. 4 + 1 =	2. 5 + 1 =
40 + 10 =	50 + 10 =
400 + 100 =	500 + 100 =
Power Practice Add. Use	e mental math.
3. 100 + 600 =	4. 30 + 10 =
5. 80 + 10 =	6. 300 + 100 =
7. 800 + 100 =	8. 70 + 10 =
9. 10 + 60 =	10. 200 + 100 =
11. 90 + 10 =	12. 10 + 10 =



USING LESSON 2-F

Lesson Goal

Add greater numbers mentally.

What the Student Needs to Know

- Complete basic addition facts with sums to 20.
- Count by tens and hundreds.
- Understand place value.

Getting Started

Find out what students know about patterns among ones, tens, and hundreds. Ask:

- What does 1 + 5 equal? (6) What does 10 + 50 equal? (60) What does 100 + 500 equal? (600)
- How could you use the addition sentence 8 + 1 = 9 to figure out what 80 + 10 equals? (I could add a 0 after 9 to make 90. Then I would know that 80 + 10 = 90.)

What Can I Do?

Read the question and the response. Then read and discuss the example. Ask:

- How can you use 7 + 1 = 8 to figure out what 70 + 10 equals? (I can add a 0 after 8 to make 80.)
- How can you use 7 + 1 = 8 to figure out what 700 + 100 equals? (I can add two zeros after 8 to make 800.)

Try It

- For Exercise 1, have students describe their thinking. To prompt them, ask:
- How did you use 4 + 1 = 5 to figure out 40 + 10? (I added a 0 after 5 to make 50.)
- How did you use 4 + 1 = 5 to figure out what 400 + 100 equals? (I added two zeros after 5 to make 500.)

Power Practice

 Have the student complete the practice items. Then review each answer.

	This Lesson 2-F
What Can I Do?	Use basic facts and patterns to find sums mentally.
I want to add greater numbers mentally.	Find 700 + 100.
ni	You know the basic fact $7 + 1 = 8$.
	7 + 1 = 8 Think: 7 ones + 1 one = 8 ones
	7 0 + 1 0 = 8 0 Think: 7 tens + 1 ten = 8 tens
	700 + 100 = 800 Think: 7 hundreds + 1 hundred = 8 hundreds
	So, 700 + 100 = 800.
Try It Write each s	sum.
1. 4 + 1 = <u>5</u>	2. 5 + 1 = 6
40 + 10 = 50	50 + 10 = 60
400 + 100 = 500	500 + 100 = <u>600</u>
Power Practice	Add. Use mental math.
3. 100 + 600 = <u>700</u>	4. 30 + 10 = _ 40
5. 80 + 10 =	6. 300 + 100 = <u>400</u>
7. 800 + 100 = 900	8. 70 + 10 = <u>80</u>
9. 10 + 60 = 70	10. 200 + 100 = <u>300</u>
11. 90 + 10 = <u>100</u>	12. 10 + 10 =

WHAT IF THE STUDENT NEEDS HELP TO

Complete Basic Addition Facts with Sums to 20

 Have the student use counters or connecting cubes to practice addition facts with sums to 20. The student might copy the models he or she creates on cards using colored markers. Have the student write the addition sentence below each drawing.

Count by Tens and Hundreds

- Practice counting by tens and hundreds a few times each day until the student can do so with ease.
- The student might use tens and hundreds base-ten blocks to count by tens and hundreds.

Understand Place Value

- Have the student use hundreds, tens, and ones base-ten blocks and a place-value mat to model a series of numbers such as 7, 70, and 700.
- Then he or she can write each number in a place-value chart as follows:

hundreds	tens	ones		
7	0	0		

Complete the Power Practice

• Discuss each incorrect answer. Have the student model any exercise he or she missed using tens and hundreds base-ten blocks.

Games and Puzzles: Addition Spin

DIRECTIONS:

- Take turns. Player 1 places the point of the pencil inside the paper clip and positions it in the middle of Spinner 1. Player 1 spins the paper clip and writes the number where the paper clip stops in the tens column of the first place-value chart. Player 1 spins the paper clip again and writes the number in the ones column of the chart.
- Player 1 repeats the process to fill in the second two-digit number on the same chart using Spinner 2.
- Player 1 adds the two 2-digit numbers.
- Player 2 repeats the process described above.
- Both players compare the sum of their numbers. The player with the higher sum scores 1 point.
- The player that scores the point writes it on the scorecard as 1. The player that does not score a point writes it on the scorecard as 0.
- Play three rounds. At the end of all rounds, add your points. The player with the greatest number of points wins the game.



Spinner 1



Spinner 2



Number of Players

2



Score Sheet Addition Spin

Student 1 Name _____







Student 2 Name



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Scorecard	
Name	
Round 1	
Round 2	
Round 3	+

USING LESSON 2-G

Lesson Goal

• Add facts with two-digit addends.

What the Student Needs to Know

- Add two-digit numbers without regrouping.
- Understand place value.

Getting Started

- Draw a two-column chart on the board. Label the left column "tens" and the right column "ones." Have students give examples of two-digit numbers Write the tens digit in the tens column and the ones digit in the ones column.
- Have students copy the chart and write a two-digit number, placing each digit in the correct column.

Teach

- Explain that addition means to find how many in all. The answer in addition is the sum.
- Show students 41 red cubes and 26 blue cubes by lining them up next to each other. Group cubes into as many groups of ten as possible.
- How many red cubes do we have in the first group? (41)
- How many blue cubes do we have in the second group? (26)
- Model the addition sentence in a place-value chart.
- How many cubes are there in all? (67)
- How many tens and ones are in 67? (6 tens and 7 ones)

Practice

- Students will work in pairs on the "Addition Spin" game.
- Review the directions with the pairs and model how to spin the paper clip and record the numbers.
- If students have difficulty with the activity, encourage them to use connecting cubes to model each addition sentence.



WHAT IF THE STUDENT NEEDS HELP TO

Add Two-Digit Numbers without Regrouping

- Review the addition of 2 one-digit numbers. Write the number sentence vertically and within a place-value chart.
- Encourage the student to use connecting cubes or counters to add numbers.
- Work up to adding 2 two-digit numbers. The student should use connecting cubes or counters as needed.

Understand Place Value

- Have the student use connecting cubes to model numbers of tens and ones in two-digit numbers. For example, give the student 13 unconnected cubes and ask him or her to show how many tens and ones there are in all. The student can connect ten cubes and show there are 3 left over.
- Have the student model two-digit numbers using base-ten tens rods and ones cubes.



Lesson 2-H



5.	31 25	6.	53 48	7.	42 36	8.	23 15	9.	62 54	10.	24 <u>- 18</u>
11.	44 35	12.	81 72	13.	70 64	14.	31 <u>24</u>	15.	25 16	16.	72 <u>-63</u>

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USING LESSON 2-H

Lesson Goal

• Subtract two-digit numbers.

What the Student Needs to Know

- Complete subtraction facts.
- Regroup in a subtraction problem.

Getting Started

• Write these problems on the board:

63	63
<u> </u>	<u> </u>

Ask: What is different about the problems? (The number subtracted is not the same.)

 Will the tens digits of the answers be the same? Why or why not? (No; in the right problem you will need to regroup the top number as 5 tens and 13 ones. When you subtract the tens, the answer will be 3 tens instead of 4 tens like the first problem.)

What Can I Do?

Read the question and the response. Then read and discuss the examples. Ask:

- What are the ones digits in the first example? (5, 1) The tens digit? (8, 8) Why do you always start with the ones digits? (You may need to regroup. If you do, the tens digits may be different.)
- Why are some digits crossed out in the second example? (This shows the regrouping. You can't subtract 8 from 2, so you must rename the top number as 4 tens and 12 ones.)

Try It

Complete Excercise 1 with the students. Point out that 41 equals 4 tens and 1 one, but is regrouped as 3 tens and 11 ones. If necessary, do the rest of the Try It exercises with the class.

Power Practice

• Have the students complete the practice items.

Subt Num	tract V nbers	Vhol	e					Less 2-	H
Lea		St Al	art with Iways be ith the o	gin at the nes digit	s. e right s.	Start v Regro	with t up if y	he one you ne	s. ed
What (I want t two-dig	Can I Do? to subtract it numbers.	\mathcal{F}	tens	ones		te	ens	ones	
			8	5			4 S	12 X	
			- 8	1			4	8	
				4				4	
				1					
				Start here					
Try	t Regr	oup th	e top ni	Start here.					
Try	It Regr	oup th	e top ni	Start here.				. 12	
Try 1. 4 _3	It Regr 1 → <u>3</u> 36	oup th _tens_	n e top n i <u>11</u> on	start here. umber. es	2. 33	<u>2</u>	ten	ns <u>13</u>	_0
Try 1. 4 <u>-3</u> 3. 2	It Regr 1 → <u>3</u> 6 25 → <u>1</u>	oup th _ tens _	e top ni <u>11</u> on <u>15</u> one	start here.	2. 33 <u>-27</u> 4. 62	→_2 →_5	ten	ns 13	_0
Try 1. 4 <u>-3</u> 3. 2 <u>-1</u>	It Regr $31 \rightarrow 3$ 36 $5 \rightarrow 1$ 6	oup th _ tens _ _ ten _	11 on 15 one	start here. umber. es 2 es 4	2. 33 <u>-27</u> 4. 62 <u>-56</u>	→ <u>2</u> → <u>5</u>	ten	is <u>13</u> is <u>12</u>	_0
Try 1. 4 <u>-3</u> 3. 2 <u>-1</u> Pov	It Regr $1 \rightarrow 3$ $\frac{3}{6}$ $1 \rightarrow 1$ $\frac{6}{6}$ ver Pra	oup th _tens _ _ten _	11 on 15 one Subt	start here umber. es 2 ss 4 ract.	2. 33 <u>-27</u> 4. 62 <u>-56</u>	$\rightarrow 2$ $\rightarrow 5$	ten	15 <u>13</u> 15 <u>12</u>	_0
Try 1. 4 <u>-3</u> 3. 2 <u>-1</u> Pov 5. 3	It Regr $1 \rightarrow 3$ $1 \rightarrow 3$ 1	oup th _tens _ _ten _ ctice	11 on 15 one Subt 7. 4	start here umber. es 2 ract. 42 8.	2. 33 <u>-27</u> 4. 62 <u>-56</u>	$\rightarrow 2$ $\rightarrow 5$ 9.	ten ten	ns <u>13</u> ns <u>12</u> 10.	_ 0
Try 1. 4 -3 3. 2 -1 Pow 5. 3 -2	It Regr $1 \rightarrow 3$ 6 $25 \rightarrow 1$ 6 Ver Praticular 1 6 1 6	oup th _tens _ _ten _ _ten _ _ _ten	11 on 15 one Subt 7. 4 -3	Start here. umber. es 25 ract. 42 83 6	2. 33 <u>-27</u> 4. 62 <u>-56</u> . 23 <u>-15</u>	→ <u>2</u> → <u>5</u> 9.	ten ten 52 54 9	ns <u>13</u> ns <u>12</u> 10.	0
Try 1. 4 <u>-3</u> 3. 2 <u>-1</u> Pov 5. 3 <u>-2</u> 11 4	It Regr $1 \rightarrow 3$ $1 \rightarrow 3$ 1	oup th _tens_ _ten _ _ <u>ctice</u> 53 _48 5 81	11 on 15 one Subt 7. 4 -3	start here umber. es es ract. 42 86 6 70 14	2. 33 - 27 4. 62 - 56 - 23 - 15 8 31	$\rightarrow 2$ $\rightarrow 5$ 9.	ten ten 54 53	ns <u>13</u> ns <u>12</u> 10.	_0_0
Try 1. 4 <u>-3</u> 3. 2 <u>-1</u> Pov 5. 3 <u>-2</u> 11. 4 <u>-3</u>	It Regr $1 \rightarrow 3$ $1 \rightarrow 3$ 1	oup th _ tens _ _ ten _ 53 48 5 48 5 72	11 on 15 one Subt 7. 4 -3 13. 5 -0	Start here. umber. es 25 ract. 42 8. 6 70 54	2. 33 <u>-27</u> 4. 62 <u>-56</u> <u>-15</u> 8 . 31 <u>-24</u>	$\rightarrow 2$ $\rightarrow 5$ 9.	ten ten 54 25 16	ns <u>13</u> ns <u>12</u> 10.	

WHAT IF THE STUDENT NEEDS HELP TO

Complete Subtraction Facts

 Provide flash cards and addition tables. Have students work in pairs to identify the facts they do not know. Have them color boxes on the addition table to show those facts.

Regroup in a Subtraction Problem

 Provide base-ten blocks. Have the student show problems such as 42 – 18 in which regrouping must be done. Have the student lay out 4 tens and 2 ones. He or she cannot take away 8 ones, so they "make a trade" to change 1 ten for 10 ones. Have students work in pairs, one modeling a problem and the other recording the steps.

Complete the Power Practice

• Remind the student that they cannot subtract a greater number from a lesser number. Have him or her choose an exercise on the page and explain how this error might occur.



6.

2

+0

Solve.

5.

3

+0

7. Sonia had 4 letters. She mailed 0 letters. How many letters does Sonia have left?

____=___=____

Sonia has _____ letters left.

8. Patrick says 1 + 0 = 10. Is Patrick correct? Explain.

USING LESSON 2-I

Lesson Goal

• Add and subtract zero to find the sum and difference.

What the Student Needs to Know

• Add and subtract zero.

Getting Started

- Write several addition and subtraction number sentences (vertical and horizontal) on the board. Point to a subtraction number sentence, such as 5 - 1 = 4.
- Ask students to tell how they know it is a subtraction number sentence. (It has a minus sign.)
- Ask students to identify each example as an addition or subtraction number sentence.

Teach

Read and discuss Exercise 1 at the top of the page. Ask:

- How many total stamps are in Exercise 1? (3)
- How many stamps are crossed out?
 (0) Since no stamps are crossed out, how many are being taken away?
- How many stamps do you have *left?* (3)
- What will our subtraction number sentence look like? (3 0 = 3)

Practice

- Read the directions as students complete Exercises 2 through 8.
- Check student work.
- If students have difficulty with the activity, work with them to use connecting cubes to model the addition and subtraction number sentences to find the sum or difference.

3 - 0 = 3 $2 - 0 = 2$ Use counters to find each sum. $3. 1 + 0 = 1$ $4. 4 + 0 = 4$ $5. 3$ $6. 2$ $+ 0$ 2 Solve. $7. Sonia had 4 letters. She mailed 0 letters. How many letters does Sonia have left? 4 - 0 = 4 Sonia has 4 letters left. 8. Patrick says 1 + 0 = 10. Is Patrick correct? Explain. No, Patrick is incorrect. Start at 1 and count on 0. 1 + 0 = 1$		2.
Use counters to find each sum. 3. $1 + 0 = 1$ 4. $4 + 0 = 4$ 5. 3 6. 2 4. $4 + 0 = 4$ 5. 3 6. 2 4. $4 + 0 = 4$ 5. 3 6. 2 4. $0 = 4$ 2 Solve. 7. Sonia had 4 letters. She mailed 0 letters. How many letters does Sonia have left? 4. $-0 = 4$ Sonia had 4 letters. She mailed 0 letters. How many letters does Sonia have left? 4. $-0 = 4$ Sonia has 4 letters left. 8. Patrick says $1 + 0 = 10$. Is Patrick correct? Explain. No, Patrick is incorrect. Start at 1 and count on 0. $1 + 0 = 1$	<u>3</u> – <u>0</u> = <u>3</u>	2 - <u>0</u> = 2
3. $1 + 0 = 1$ 4. $4 + 0 = 4$ 5. 3 6. 2 + 0 2 Solve. 7. Sonia had 4 letters. She mailed 0 letters. How many letters does Sonia have left? 4 - 0 = $4Sonia has 4 letters left.8. Patrick says 1 + 0 = 10. Is Patrick correct? Explain.No, Patrick is incorrect.Start at 1 and count on 0, 1 + 0 = 1$	Use counters to find each sum.	
5. 3 +0 3 Solve. 7. Sonia had 4 letters. She mailed 0 letters. How many letters does Sonia have left? -0 4 -0 = 4 Sonia has -4 letters left. 8. Patrick says 1 + 0 = 10. Is Patrick correct? Explain. No, Patrick is incorrect. Start at 1 and count on 0. 1 + 0 = 1	3. 1 + 0 = <u>1</u>	4. 4 + 0 = <u>4</u>
$\begin{array}{c} + 0 \\ \hline 3 \\ \hline \end{array}$ Solve. 7. Sonia had 4 letters. She mailed 0 letters. How many letters does Sonia have left? $\begin{array}{c} 4 \\ - \\ \hline \end{array}$ Sonia has $\begin{array}{c} 4 \\ - \\ \end{array}$ I letters left. 8. Patrick says 1 + 0 = 10. Is Patrick correct? Explain. $\begin{array}{c} No, Patrick is incorrect. \\ \hline \end{array}$ Start at 1 and count on 0. 1 + 0 = 1	5. 3	6. 2
 Solve. 7. Sonia had 4 letters. She mailed 0 letters. How many letters does Sonia have left? 4 - 0 = 4 Sonia has 4 letters left. 8. Patrick says 1 + 0 = 10. Is Patrick correct? Explain. No, Patrick is incorrect. Start at 1 and count on 0. 1 + 0 = 1 	<u>+0</u> 3	+ 0
 7. Sonia had 4 letters. She mailed 0 letters. How many letters does Sonia have left? <u>4</u> - <u>0</u> = <u>4</u> Sonia has <u>4</u> letters left. 8. Patrick says 1 + 0 = 10. Is Patrick correct? Explain. <u>No, Patrick is incorrect.</u> 	Solve.	
 <u>4</u> - <u>0</u> = <u>4</u> Sonia has <u>4</u> letters left. 8. Patrick says 1 + 0 = 10. Is Patrick correct? Explain. <u>No, Patrick is incorrect.</u> Start at 1 and count on 0. 1 + 0 = 1 	7. Sonia had 4 letters. She mailed 0 How many letters does Sonia ha	letters. ve left?
Sonia has <u>4</u> letters left. 8. Patrick says 1 + 0 = 10. Is Patrick correct? Explain. <u>No, Patrick is incorrect.</u> Start at 1 and count on 0. 1 + 0 = 1	<u>4</u> – <u>0</u> = <u>4</u>	
 8. Patrick says 1 + 0 = 10. Is Patrick correct? Explain. No, Patrick is incorrect. Start at 1 and count on 0. 1 + 0 = 1 	Sonia has <u>4</u> letters left.	
No, Patrick is incorrect. Start at 1 and count on 0. $1 + 0 = 1$	8. Patrick says $1 + 0 = 10$. Is Patrick	correct? Explain.
Start at 1 and count on 0. 1 + 0 = 1	No, Patrick is incorrect.	
	Start at 1 and count on 0.1 +	0 = 1

WHAT IF THE STUDENT NEEDS HELP TO

Add and Subtract Zero

- The student should be aware of the rule when adding and subtracting zero.
- Write the following problems on the board:
 - 7 0 = 7, 5 0 = 5, 2 0 = 2,
 - 8 + 0 = 8, 3 + 0 = 3, 6 + 0 = 6
- Point out that when zero is added or subtracted from any number, the sum and difference stay the same.
- Model adding and subtracting zero with connecting cubes or counters to practice finding the sum or difference.

Name _

Use Cubes to Find the Sum Lesson 2-, Circle groups of 10 cubes to find each sum. Solve and write the answer. **1.** 7 + 2 + 2 = **2.** 9 + 1 + 8 = 4.7 + 5 + 5 -**3.** 6 + 7 + 3 =



•/+)-	⊢ ⊃ =	

Solve.

5. Tracy biked 6 miles on Monday, 8 miles on Tuesday, and 2 miles on Wednesday. How many miles did she bike in all?





USING LESSON 2-J

Lesson Goal

Add 3 one-digit numbers.

What the Student Needs to Know

- Add three addends.
- Use strategies to add three addends.

Getting Started

- Give students 12 ones cubes. Have them separate the cubes into three groups.
- Have students write an addition sentence that represents the total number of counters, such as 5 + 3 + 4 = 12. Instruct students to use three addends.
- What do the addends in the number sentence represent? (The number of cubes in each group.)
- What does the sum represent? (The total amount of cubes.)

Teach

Read and discuss Exercise 1 at the top of the page.

- Give students connecting cubes to model the addition number sentence.
- Have students create one group of 7 cubes, one group of 2 cubes and another group of 2 cubes.
- How many groups of cubes are being added? (3)
- Form a group of ten with the cubes. How many cubes are left? (1)
- Add the cubes together. How many cubes do you have in all? (11)
- What is the sum? (11)
- For Exercises 2 through 5, encourage students to find two numbers that are easy to add to make a ten. Have the students circle these cubes to help find the sum.

Practice

- Read the directions as students complete Exercises 2 through 5.
- Check student work.
- If students have difficulty with the activity, work with them to use connecting cubes to model the addition number sentences.



WHAT IF THE STUDENT NEEDS HELP TO

Add Three Addends

- Have students work in groups of three.
- Write 9 + 7 + 8 on the board.
- Have one student in each group shade the number 9 on the hundred chart using a red crayon.
- Then, have a second student in the group move 7 boxes forward from 9 to shade 16 with a green crayon.
- Last, have the third student move 8 boxes forward from 16 to shade 24 with a blue crayon.
- Have groups say the sum aloud. (24)
- As a class, discuss how the hundred chart is used to find the sum of 3 one-digit numbers.

 Have groups repeat this procedure to find the sum of 8 + 7 + 7.

Use Strategies to Add Three Addends

- The student can use several strategies to add 3 one-digit numbers.
- **Make ten** Find two addends that have a sum of 10.
- **Doubles** Add any doubles first.
- Counting on- Use a number line or hundred chart to count on each addend.
- Adding smaller numbers- Add the lesser addends first.
- Practice these strategies with students by providing examples of addition number sentences with 3 one-digit numbers.

Name .

Number Patterns

Learn



Look at the ones digits.

When you start at any number and count by 10s, the ones digits are always the same.

3**0**, 4**0**, 5**0**, 6**0**, 7**0**, 8**0**

14, 24, 34, 44, 54, 64

Look at the ones and tens digits.

Lesson 2-K

When you start at 0 and count by 100s the last two digits will be 00.

100, 200, 300, 400, 500, 600 700, 800, 900, 1,000

Try It Describe each pattern as counting by 10s or 100s.

1. 52, 62, 72, 82, 92, 102	This pattern is counting by
2. 20, 30, 40, 50, 60, 70	This pattern is counting by
3. 100, 200, 300, 400, 500	This pattern is counting by
4. 400, 500, 600, 700, 800	This pattern is counting by
5. 75, 85, 95, 105, 115	This pattern is counting by
Finish each pattern.	
6. 0, 100, 200, 300, 400, 500,	
7. 16, 26, 36, 46, 56, 66,,	,,
8. 20, 30, 40,,,,	9. 21, 31, 41,,,
10. 200, 300,,,,	11. 400, 500, 600,,,

USING LESSON 2-K

Lesson Goal

• Complete number patterns by counting by 10s or 100s.

What the Student Needs to Know

• Count by 10s to 100.

Getting Started

Review counting by 10s and 100s with students. Say:

- Let's count together by 10s up to 100.
- Can anyone show us how to count by 100s? (100, 200, 300, 400, ..., 1,000)

What Can I Do?

Read the question and the response. Then read and discuss the examples. Ask:

 Give students several two-digit numbers that do not end in zero. Have them start at the given number on a hundred chart and count by 10s.

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

• Each column in the chart is a number pattern based on 10s. For example, the column with 3 at the top gives the pattern 3, 13, 23, and so on. The chart can help students count by 10s when they do not start with 0.

Try It

 Have students say the series of numbers before they identify the pattern.

Number Patter	'ns	Lesson 2-K
What Can I Do? I want to count by 10s or 100s.	Look at the ones digits. When you start at any number and count by 10s, the ones digits are always the same. 30, 40, 50, 60, 70, 80 14, 24, 34, 44, 54, 64	Look at the ones and tens digits. When you start at 0 and count by 100s the last two digits will be 00. 100, 200, 300, 400, 500, 600 700, 800, 900, 1,00
Try It Describe ea	ach pattern as counting by 1	0s or 100s.
1. 52, 62, 72, 82, 92, 102	This pattern is coun	ting by <u>10s</u> .
2. 20, 30, 40, 50, 60, 70	This pattern is coun	ting by <u>10s</u> .
3. 100, 200, 300, 400, 50	0 This pattern is coun	ting by <u>100s</u> .
4. 400, 500, 600, 700, 80	0 This pattern is coun	ting by <u>100s</u> .
5. 75, 85, 95, 105, 115	This pattern is coun	ting by <u>10s</u> .
Finish each pattern.		
6. 0, 100, 200, 300, 400, 5	500, <u>600</u> , <u>700</u> , <u>800</u> , <u>90</u>	<u>0 , 1,000</u>
7. 16, 26, 36, 46, 56, 66, _	<u>76 , 86 , 96 , 106 </u>	
8. 20, 30, 40, <u>50</u> , <u>60</u>	9. 21, 31, 41, 5	1 <u>, 61 , 71</u>
	600 11 400 500 600	700 800 900
10 200 200 400 500		

WHAT IF THE STUDENT NEEDS HELP TO

Count by 10s to 100

- Counting by 10s, write the numerals 10 through 100 on the board. Count aloud with the student. Have him or her write the number words next to each number.
- Provide pairs of students with play dimes. One student takes a handful of coins and counts the money by 10s. The partner starts at the total and counts on until he or she reaches 100.

Round to Tens, Hundreds, and Thousands



Learn



Use a number line.

Round 46 to the nearest ten.



The number 46 is between 40 and 50. It is closer to 50. So, 46 rounded to the nearest ten is 50.

Round 237 to the nearest hundred.



The number 237 is between 200 and 300. It is closer to 200. So, 237 rounded to the nearest hundred is 200.

Round 3,290 to the nearest thousand without using a number line.

Look at the place to the right of the thousands place.

3,**2**90

If the digit is less than 5, round down.

If the digit is 5 or greater, round up.

2 < 5; so, round 3,290 down to 3,000.

So, 3,290 rounded to the nearest thousand is 3,000.



Name		
		Lesson 2-1
Round to the neares	t hundred. Use	the number line to help.
3. <	1 1 1 1	4. <i>(4) </i>
721		475
Round to the neares thousands place to r	t thousand. Loo ound up or rou	ok at the digit to the right of the nd down.
5. 1, 3 41	6. 6, 7 52 _	7. 4, 9 01
Power Practi	ce Round to	the nearest <i>ten</i> .
8. 12	9. 38	10. 59
11. 26	12. 74	13. 63
Round to the neares	t hundred.	
14. 187	15. 313	16. 578
17. 845	18. 529	19. 767
Round to the neares	t thousand.	
20. 2,399	21. 3,860 _	22. 7,089
23. 8,615	24. 5,453 _	25. 6,524

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USING LESSON 2-L

Lesson Goal

• Round numbers to the nearest ten, hundred, or thousand.

What the Student Needs to Know

- Count by tens, hundreds, and thousands.
- Read a number line.
- Identify digits in the ones, tens, hundreds, and thousands place.

Getting Started

Find out what students know about tens, hundreds, and thousands. Say:

- Let's count to 100 by tens. I'll start: 10, 20, 30... Now you continue to count to 100.
- Now let's count to 1,000 by hundreds. I'll start: 100, 200, 300... . Now you continue to count to 1,000.

What Can I Do?

Read the question and the response. Then read and discuss the examples. Ask:

- What does "round to the nearest ten" mean? (to go up or down to the nearest ten on the number line) When do we round a number down? (when the ones digit is 1, 2, 3, or 4) When do we round a number up? (when the ones digit is 5 or greater) What is 46 rounded to the nearest ten? (46 rounded to the nearest ten is 50)
- What two consecutive hundreds is 237 closest to? (200 and 300) What is 237 rounded to the nearest hundred? (200)
- Look at the number 3,290. What place is to the right of the thousands place? (the hundreds place) What number is in the hundreds place? (2) Let's say we want to round 3,290 to the nearest thousand. What should we do? (Look at the hundreds place. There is a 2 there, so we round down to 3,000.)

	Learn	
		Use a number line.
	What Can I Do?	Round 46 to the nearest ten.
	I want to round to the nearest ten, hundred, or thousand.	40 41 42 43 44 45 46 47 48 49 50
	· · · ·	The number 46 is between 40 and 50. It is closer to 50. So, 46 rounded to the nearest ten is 50.
		Round 237 to the nearest hundred.
		The number 237 is between 200 and 300. It is closer to 200. So, 237 rounded to the nearest hundred is 200.
Hill Companies, Inc.	Look at the place to the rig 3,290 If the digit is less than 5, rou If the digit is 5 or greater, ro 2 < 5; so, round 3,290 down So, 3,290 rounded to the pe	ht of the thousands place. und down. ound up. n to 3,000. earest thousand is 3,000.
ight © The McGraw-	Try It Round to the	nearest ten. Use the number line to help.
Copyr	1. + + + + + + + + + + + + + + + + + + +	2. 4. 1. 4. 1. 1. 1. 1. 1. 1. 1. 1
	28 <u>30</u>	83 <u>80</u>

Count by Tens, Hundreds, and Thousands

- Practice counting by tens, hundreds, and thousands a few times each day until the student can do so with ease.
- The student might use tens and hundreds base-ten blocks to count by tens and hundreds.

Read a Number Line

 Sketch on the board three different number lines, one showing tens, one showing hundreds, and one showing thousands. Have the student come to the board and help you insert smaller numbers between two consecutive tens, hundreds, or thousands. For example, he or she can add 21, 22, 23, 24, and so on, between 20 and 30; or the student can add 110, 120, 130, and so on, between 100 and 200. Name _

		Lesson
Round to the nearest h	undred. Use the num	ber line to help.
3. <	+ + → 4. -	< ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓
721 0		475
Round to the nearest th thousands place to rou	ousand. Look at the nd up or round dowr	digit to the right of the n.
5. 1, 3 41 <u>1,000</u>	6. 6, 7 52 <u>7,000</u>	7. 4,901
Power Practice	Round to the near	rest ten.
8. 12 <u>10</u>	9. 38 40	10. 59 <u>60</u>
11. 26 <u>30</u>	12. 74 <u>70</u>	13. 63 <u>60</u>
Round to the nearest h	ındred.	
14. 187 <u>200</u>	15. 313 <u>300</u>	16. 578 <u>600</u>
17. 845 <u>800</u>	18. 529 <u>500</u>	19. 767 <u>800</u>
Round to the nearest th	ousand.	Graw-Hill C
20. 2,399 <u>2,000</u>	21. 3,860 <u>4,000</u>	22. 7,089 <u>7,000</u>
23. 8,615 _9,000	24. 5,453 <u>5,000</u>	25. 6,524 _7,000

WHAT IF THE STUDENT NEEDS HELP TO

Identify Digits in the Ones, Tens, Hundreds, and Thousands Place

- Emphasize that in a whole number the digit on the far right is in the ones place. Make sure the student knows that the digit to the left of the ones place is the tens place. Have the student also point to the hundreds and thousands places.
- Have the student point to each number in the Power Practice and identify the digit in the ones, tens, hundreds, and thousands places as appropriate.

Complete the Power Practice

- Discuss each incorrect answer. Have the student model each exercise using a sketched number line.
- Have the student identify the digit to the right of the place he or she is rounding to. Then have him or her round up or down according to the rule.

Try It

- Have students say the number to be rounded and then find it on the number line. Have them identify the lesser ten and the greater ten on the number line. Ask:
- Take a look at Example 1. In the number 28, what number is in the ones place? (8) How does this number help you figure out whether to round up or down? (The ones digit is greater than 5, so round 28 up to 30.)
- Look at Example 2. In the number 83, what is the ones digit?
 (3) Should you round up or down, and why? (The ones digit is less than 5, so round 83 down to 80.)

Power Practice

• Review some ways that students can decide whether to round up or down. For example, they can sketch a number line and use it to estimate whether the number they are rounding is closest to the greater or lesser ten, hundred, or thousand. They can also look at the digit to the right of the place they are rounding to. If that digit is 5 or greater, they should round up. If it is 4 or less, they should round down. Name _

Use Place Value to Add



Find each sum.

1. 54 + 28

2. 45 + 13

3. 39 + 36



Solve.

10. Lauren scored 29 points. Then she scored 57 more points. How many points did she score in all?

+

Lauren scored _____ points in all.

USING LESSON 2-M

Lesson Goal

• Add two-digit numbers with and without regrouping.

What the Student Needs to Know

- Write two-digit numbers.
- Regroup when adding two-digit numbers.

Getting Started

- Draw a two-column chart on the board.
- Label the left column "tens" and the right column "ones."
- Have students give examples of two-digit numbers. Model how to write each digit in the correct column.
- Have students copy the chart and work with a partner to write their own two-digit numbers, placing each digit in the correct column.

Teach

Read and discuss Exercise 1 at the top of the page.

- Have students use connecting cubes to model each addition number sentence.
- What should we add first, the ones column or the tens column? (Add the ones column.) Why? (We might have to regroup so we need to add the ones first.)
- Use connecting cubes to add the ones column. What is 4 + 8? (12)
- Regroup 12 as 1 ten and 2 ones.
- Write the 2 at the bottom of the ones column. Where should we write the 1 ten? (above the 5 in the tens column)
- What should we add next? (the tens)
- Add the tens column with connecting cubes. What is 5 + 2 + 1? (8)
- Write the 8 at the bottom of the tens column.
- What is 54 + 28? (82)

Practice

• Have students complete Exercises 2 through 10. Check their work.



WHAT IF THE STUDENT NEEDS HELP TO

Write Two-Digit Numbers

- Give each pair of students 2 number cubes.
- Ask students to make a two-column place-value chart on their paper.
- Students should label the left column "tens" and the right column "ones."
- Have the students roll the number cubes and put them side by side to form a two-digit number.
- Students should write the two-digit number in the place-value chart and then use base-ten blocks to model the number.
- Have students repeat the activity.

Regroup when Adding Two-Digit Numbers

- Give each pair of students 27 cents (2 dimes and 7 pennies). Then give each student 18 cents (1 dime and 8 pennies).
- How much money do you have? (45 cents; 3 dimes and 15 pennies)
- Write on the board: 27 + 18 = 45
- What is another way to show 45 cents? (regroup the 15 pennies as 1 dime and 5 pennies; 4 dimes and 5 pennies also shows 45 cents)
- Have students repeat the activity.



5.

 $\begin{array}{c}
4,845 \\
-2,917 \\
1,928 \\
\end{array} \\
\begin{array}{c}
6. \\
8,327 \\
-5,166 \\
3,161 \\
\end{array} \\
\begin{array}{c}
6. \\
8,327 \\
-5,166 \\
3,161 \\
\end{array} \\
\end{array}$

USING LESSON 2-N

Lesson Goal

• Add to check subtraction.

What the Student Needs to Know

- Add whole numbers.
- Compare whole numbers.

Getting Started

Ask students to name the three other facts that make up the fact family for each fact given.

- 8 + 6 = 14 (6 + 8 = 14, 14 − 6 = 8, 14 − 8 = 6)
- 9-5 = 4 (9-4 = 5, 4+5 = 9, 5+4 = 9)
- 12-7 = 5 (12-5 = 7, 7 + 5 = 12, 5 + 7 = 12)

What Can I Do?

Read the question and the response. Then read and discuss the example. Ask:

- What numbers do you add to check a subtraction problem? (The answer and the number that is being subtracted.)
- Why can you use addition to check subtraction? (Addition and subtraction are inverse operations.)
- What can you do if the addition check shows that the subtraction is incorrect? (Redo the subtraction, then check again.)

Try It

• When subtracting, remind students to subtract the ones first. Then subtract tens, hundreds, and thousands.

Power Practice

• Ask students to name the two numbers they will add to check each subtraction.

Learn	2-1
Add to	check your answer.
What Can I Do? I want to be sure that my subtraction is correct. Add the was sub- was sub- add the mass of the that my subtraction the the sure that my subtraction the sure that my subtraction the sure the sure the sure that my subtraction the sure the sure that my subtraction the sure the sure th	a answer and the number that ptracted.
So, 1,332 is	the <i>correct</i> answer for 3,500 – 2,168
Try It Add to check each s	ubtraction.
Try It Add to check each s 1. 7,325 1,864 <u>-1,864</u> + 5,461	ubtraction. 2. 6,811 2,950 <u>- 2,950</u> + 3,86
Try It Add to check each s 1. 7,325 1,864 - 1,864 + 5,461 7,325	ubtraction. 2. $6,811$ 2,950 -2,950 + 3,86 3,861 6,81
Try It Add to check each s 1. $7,325$ $1,864$ $-\frac{1,864}{5,461}$ $+\frac{5,461}{7,325}$ Power Practice Add to	ubtraction. 2. $6,811$ 2,950 -2,950 + 3,86' 3,861 6,81' o check each subtraction.
Try it Add to check each s 1. 7,325 1,864 -1,864 5,461 + 5,461 7,325 Power Practice Add to 3. 4,845 2,917 -2,917 + 1,928 4,845 4,845	ubtraction. 2. $6,811$ 2,950 -2,950 + 3,861 -2,950 - 4,3,861 -2,950 - 4,3,861 -2,950 - 2,950 -2,950 - 4,3,861 -2,950 - 4,3,861 -2,960 - 4,2,965 -2,960 - 4,2,955 -2,960 - 4,2,955 - 4,2,955 -2,960 - 4,2,955 -2,955 - 4,2,955 - 4,2,955 -2,955 - 4,2,955 - 4,2,955 -2,9
Try it Add to check each s 1. $7,325$ $1,864$ -1,864 $+5,4615,461$ $7,325Power Practice Add to3. 4,845 2,917-2,917$ $+1,9284,8455. 7,746 1,1981109$ $+1,550$	ubtraction. 2. $6,811$ 2,950 -2,950 $+3,861-2,950$ $-3,861$ $-6,8115.584 -2,961 -2,961 +2,622-2,961$ $+2,622-2,961$ $+2,622-5,5846. 8,327 5,166$

WHAT IF THE STUDENT NEEDS HELP TO

Add Whole Numbers

- Assess student skill, beginning with basic facts.
- Proceed to addition of two-digit numbers with regrouping. You may want to have the student use base-ten blocks.
- Continue with addition of three-digit and four-digit numbers.
- Be sure the student aligns digits properly and that he or she knows how to record regrouping while adding.

Compare Whole Numbers

• Remind the student to start with the greatest place digit

and compare numbers from left to right.

 Ask the student to tell if pairs of numbers are *equal* or *not equal*. For example: 34 and 43 (not equal); 156 and 156 (equal); 3,627 and 3,617 (not equal).

Complete the Power Practice

 Discuss each incorrect answer. Be sure the student chose the correct numbers to add and that he or she lined the digits up correctly. Then have the student describe their thinking as they rework each problem.