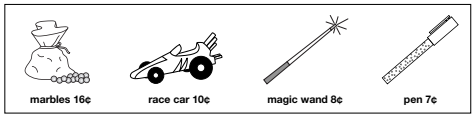
Name _____ Date _____

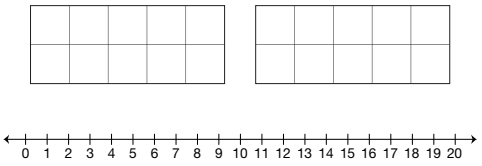
Trip to Grandma's Corner Store

Solve the following problems. Show or tell how you solved them and write a number sentence for each problem. Use number lines, ten frames, connecting cubes, or a drawing to help you.



1. You have 15¢. You buy a magic wand. How much money do you have left?

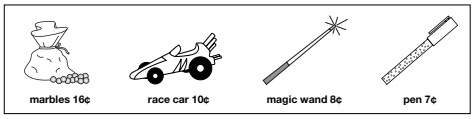
Number sentence _____



Copyright © Kendall Hunt Publishing Company

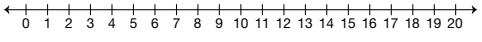
Student Activity Book - Page 37

Name _____ Date _____



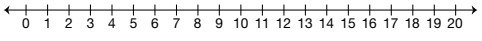
2. Mark has 9¢. How much more money does he need if he wants to buy the bag of marbles?

Number sentence _____



3. How much more is the race car than the pen?

Number sentence _____



Copyright © Kendall Hunt Publishing Company

Student Activity Book - Page 38

Student Activity Book

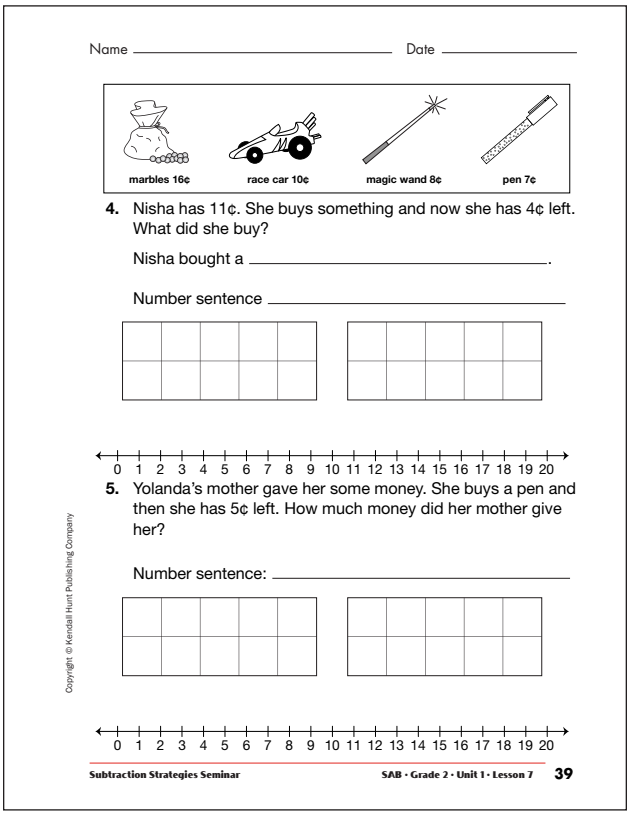
Trip to Grandma's Corner Store (SAB pp. 37–40) Questions 1–7

Strategies will vary. Possible strategies are indicated for each problem.

1. 7¢; 15¢ − 8¢ = 7¢: Possible strategy: I know that 8 + 7 = 15, so 15 – 8 is 7.
2. 7¢; 16¢ − 9¢ = 7¢; Possible strategy: I know that 16¢ − 10¢ = 6¢, so 16¢ − 9¢ = 7¢.
3. 3¢; 10¢ − 7¢ = 3¢; Possible strategy: I put 7 in my head and counted up to 10: 8, 9, 10. The answer is 3.

Copyright © Kendall Hunt Publishing Company

4. pen; 11¢ − [7¢] = 4¢; Possible strategy: On the number line I started at 11 and I had to jump back 7 times before I reached 4.
5. 12¢; 7¢ + 5¢ = 12¢ or 12¢ − 7¢ = 5¢; Possible strategy: 5¢ + 7¢ is the problem. (5¢ + 5¢) + 2¢ = 12¢
6. 5¢; 13¢ − 8¢ = 5¢; Possible strategy: I put 8 in my head and counted up to 13: 9, 10, 11, 12, 13. The answer is 5.
7. 5¢; [5¢] + 3¢ = 8¢ or 8¢ − 3¢ = 5¢; Possible strategy: I counted back from 8: 7, 6, 5. The answer is 5.



Name _____ Date _____

4. Nisha has 11¢. She buys something and now she has 4¢ left. What did she buy?

Nisha bought a _____.

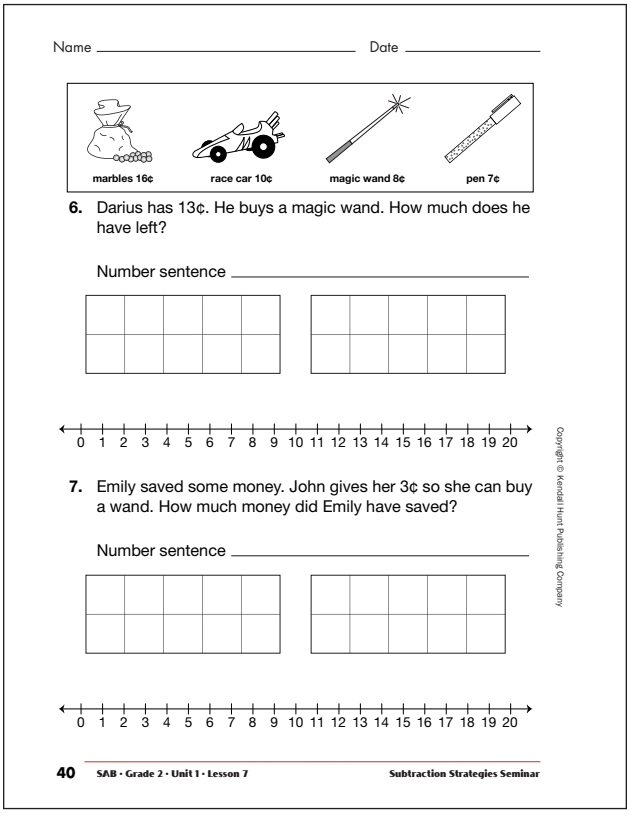
Number sentence _____

5. Yolanda's mother gave her some money. She buys a pen and then she has 5¢ left. How much money did her mother give her?

Number sentence: _____

Copyright © Kendall Hunt Publishing Company

***Student Activity Book* - Page 39**



Name _____ Date _____

6. Darius has 13¢. He buys a magic wand. How much does he have left?

Number sentence _____

7. Emily saved some money. John gives her 3¢ so she can buy a wand. How much money did Emily have saved?

Number sentence _____

Copyright © Kendall Hunt Publishing Company

***Student Activity Book* - Page 40**

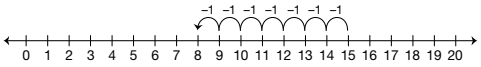
Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

What Strategy Did They Use

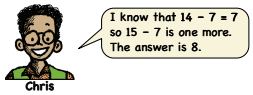
Pretend you are a teacher and you are checking to see how your students solved 15 − 7.

1. Tara showed her work like this: 15 − 7 = 8



What did she do to solve the problem?

2. Chris explained his work like this: 15 − 7 = 8



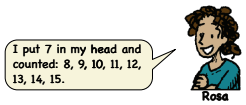
What did he do to solve the problem?

Copyright © Kendall Hunt Publishing Company

***Student Activity Book* - Page 41**

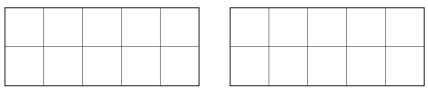
Name _____ Date _____

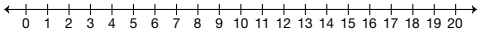
3. Rosa explained her work like this: 15 − 7 = 8



What did she do to solve the problem?

4. Choose one of the strategies used in Questions 1–3 to solve 14 − 8. Show or tell how you solved the problem.





Copyright © Kendall Hunt Publishing Company

***Student Activity Book* - Page 42**

What Strategy Did They Use (SAB pp. 41–42) Questions 1–4

Responses may vary.

1. Tara used the number line to count back. She started at 15 and jumped back 7. Her answer is 8.
2. Chris used doubles. He knows that 14 − 7 is 7 and 15 is one more than 14, so the answer is one more than the answer for 14 − 7. The answer is 8.
3. Rosa counted up from 7 to 15: 8, 9, 10, 11, 12, 13, 14, 15. The answer is 8.
4. Possible response: I used the number line to count back. I started at 14 and counted back to 8: 13, 12, 11, 10, 9, 8. The answer is 6.

Copyright © Kendall Hunt Publishing Company

Teacher Guide

Solve Subtraction Problems (TG pp. 1–2)
Questions 1–3

1. 8¢; 13¢ − 5¢ = 8¢ (Possible strategy: I used ten. I know that 10 − 5 = 5 and 13 is 3 more than 10, so the answer is 3 more than 5. The answer is 8.)
2. jump rope; 15¢ − 9¢ = 6¢ or 15¢ − 6¢ = 9¢ (Possible strategy: I know that 6 + 9 = 15, so 15 − 6 = 9.)
3. 6; 12¢ − 6¢ = 6¢ (Possible strategy: I used doubles. I know that 6 + 6 = 12; so 12 − 6 = 6)

Name _____ Date _____

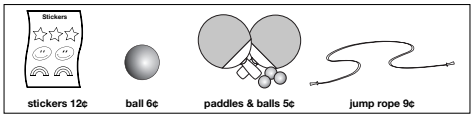
Solve Subtraction Problems

Homework

Dear Family Member:

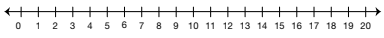
Students have been working on using strategies to solve subtraction problems. Your child may use counters, ten frames, number lines, or pictures to solve these problems. For each problem, your child should write a number sentence and show or tell how he or she solved the problem.

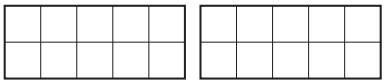
Thank you.



1. You have 13¢. You buy a set of paddles and balls. How much money do you have left?

Number sentence _____

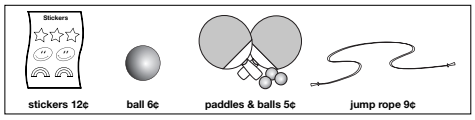




Copyright © Kendall Hunt Publishing Company

***Teacher Guide* - Page 1**

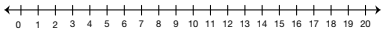
Name _____ Date _____

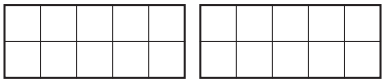


2. Natasha has 15¢. She buys something to play with and now she has 6¢ left.

What did she buy? _____

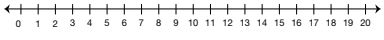
Number sentence _____

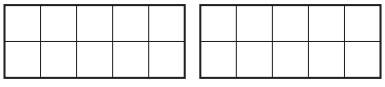




3. How much more do the stickers cost than the ball?

Number sentence _____





Copyright © Kendall Hunt Publishing Company

***Teacher Guide* - Page 2**

Copyright © Kendall Hunt Publishing Company