

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¢ ; $15\text{¢} - 8\text{¢} = 7\text{¢}$; Possible strategy: I know that $8 + 7 = 15$, so $15 - 8$ is 7.
2. 7¢ ; $16\text{¢} - 9\text{¢} = 7\text{¢}$; Possible strategy: I know that $16\text{¢} - 10\text{¢} = 6\text{¢}$, so $16\text{¢} - 9\text{¢} = 7\text{¢}$.
3. 3¢ ; $10\text{¢} - 7\text{¢} = 3\text{¢}$; Possible strategy: I put 7 in my head and counted up to 10: 8, 9, 10. The answer is 3.


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.


marbles 16¢

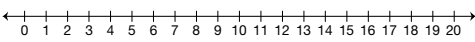

race car 10¢


magic wand 8¢


pen 7¢

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

Number sentence _____





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Name _____ Date _____


marbles 16¢

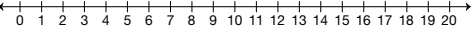

race car 10¢


magic wand 8¢


pen 7¢

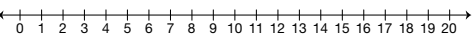
2. Mark has 9¢. How much more money does he need if he wants to buy the bag of marbles?

Number sentence _____



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

Number sentence _____




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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 _____




marbles 16c



race car 10c



magic wand 8c



pen 7c

4. Nisha has 11c. She buys something and now she has 4c left. What did she buy?
 Nisha bought a _____.

Number sentence _____

← 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 →

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


Number sentence: _____

← 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 →


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Name _____ Date _____




marbles 16c



race car 10c



magic wand 8c



pen 7c

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

Number sentence _____

← 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 →

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

Number sentence _____

← 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 →

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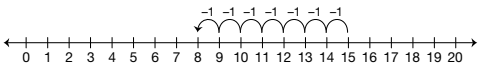
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What Strategy Did They Use

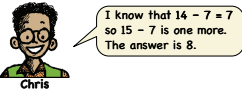
Pretend you are a teacher and you are checking to see how your students solved $15 - 7$.

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: $15 - 7 = 8$



Chris

What did he do to solve the problem?

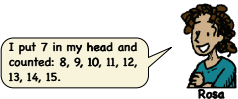
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Name _____ Date _____

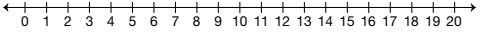
3. Rosa explained her work like this: $15 - 7 = 8$



Rosa

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.



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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.