

Student Activity Book

Check Out Mr. Montes' Math
(SAB pp. 155–157)

Questions 1–3

1. **A.–C.** * Students should add coins to the picture: two dimes and nine pennies for an apple. Mr. Montes' math is correct. The picture shows 79¢.
2. **A.–C.** 32¢; Possible strategies: $17 + 10 + 5 = 32$. Start at 17¢; move one big hop of ten to 27 and five small hops to 32; $17 + 10 + 5 = 10 + 10 + 7 + 3 + 2 = 32$. Mr. Montes' math is correct.
3. **A.–C.** * 17¢; Possible strategies are included in the Sample Dialog in the Lesson.

Name _____ Date _____

Check Out Mr. Montes' Math

For each problem, check Mr. Montes' math two ways. Show how you use tools like a number line, 200 Chart, or coins. Write a number sentence that shows your solution. The first problem is started for you.

1. Kim wants to buy a can of soup for 50¢ and an apple for 29¢. Mr. Montes asks Kim for 79¢.
 - A. Use the 200 Chart to solve the problem one way.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 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 |

Number sentence $50 + 10 + 10 + 10 - 1 = 79¢$

- B. Finish the picture to show a second way.



Number sentence _____

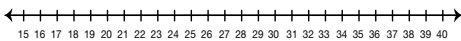
- C. Is Mr. Montes' math correct? Show or tell how you know.

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Name _____ Date _____

2. Levi wants to buy a pepper for 17¢ and a carrot for 15¢. Mr. Montes tells Levi that he needs 32¢.
 - A. Use the number line to solve the problem one way.



Number sentence _____

- B. Solve the problem a second way.

Number sentence _____

- C. Is Mr. Montes correct? Show or tell how you know.

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3. Nisha bought 73¢ in groceries. She gave Mr. Montes 90¢ and he gave her 17¢ in change.
 - A. Solve the problem one way.

Number sentence _____

- B. Solve the problem a second way.

Number sentence _____

- C. Is Mr. Montes correct? Show or tell how you know.

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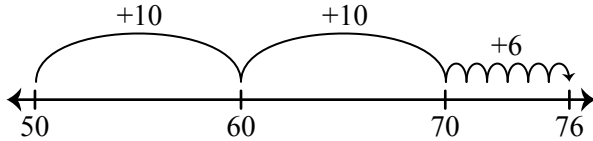
*Answers and/or discussion are included in the lesson.

Two Solutions (SAB pp. 159–160)

Responses will vary. Two possible responses are shown below.

One way:

76¢; I used the number line. I started at 50 and made 2 jumps of ten and 6 jumps of one and I landed at 76¢.



Second way:

I used money. I used 2 quarters for 50¢ and one quarter and one penny for 26¢. My answer is 76¢.



Mr. Montes was not correct. When I solved it on the number line and with coins, I got 76¢, not 75¢.

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Name _____ Date _____

Two Solutions

Solve the problem two ways. Show how to use a number line, 200 Chart, or coins. Write a number sentence that shows your solution.

26¢

50¢

Frank wants to buy a bar of soap for 26¢ and a can of soup for 50¢. Mr. Montes tells Frank that it costs 75¢.

Solve the problem one way.

Number sentence _____

Solve the problem a second way.

Number sentence _____

Is Mr. Montes correct? Show or tell how you know.

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Self-Check: Checklist


| Math Practices Expectation | Yes | No |
|---|-----|----|
| I choose good tools like a number line, 200 Chart, drawings, or base-ten blocks and an efficient strategy for solving the problem [MPE2]. | | |
| I look back at my solution to see if my answer makes sense. If it does not, I try again [MPE3]. | | |
| I use labels to show what the numbers in my number sentences mean [MPE6]. | | |

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Name _____ Date _____

Mr. Montes' Problems



Dear Family Member:

We have been solving addition and subtraction problems using tools like 200 Charts, number lines, and coins. We have also been checking our answers by solving the problem two ways. Students have been writing number sentences to show their solutions.

Thank you.

Show how to solve each problem.

- Jason wants to buy a can of soup for 56¢ and a roll for 24¢. How much money will Jason need?

Number sentence _____

- Roberto wants to buy two cans of soup for 56¢ each and a roll for 24¢. How much money will Roberto need?

Number sentence _____

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Homework Master TG • Grade 2 • Unit 3 • Lesson 8 |

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Name _____ Date _____

- Tara spent 65¢ at the grocery store. She bought a banana for 25¢ and a bagel. How much was the bagel?

Number sentence _____

- Julia wants to buy one loaf of bread for 99¢ and a pear for 33¢. How much money does Julia need?

Number sentence _____

- Johnny spent 37¢ at the grocery store. He gave Mr. Montes \$1.00. How much change did Johnny get back?

Number sentence _____

- Mara spent \$1.71 at the grocery store. She bought a loaf of bread for 98¢, a can of soup for 50¢, and a peach. How much did the peach cost?

Number sentence _____

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Teacher Guide

**Mr. Montes' Problems (TG pp. 1–2)
Homework
Questions 1–6**

- 80¢; Possible strategy: I used the 200 Chart. I started at 56 and moved two rows below to 76 and moved to the right 4 ones.
 $56¢ + 10¢ + 10¢ + 4¢ = 80¢$
- 136¢ or \$1.36; Possible strategy: I used the number line. I started at 56 and made 5 jumps of 10 to 106 and I saved the 6 ones to add at the end. To add 24, I made 2 jumps of 10 and 4 jumps of one and I landed at 130. Then I added the 6 ones and I got 136¢ or \$1.36.
 $56¢ + 10¢ + 10¢ + 10¢ + 10¢ + 10¢ + 10¢ + 10¢ + 4¢ + 6¢ = 136¢$ or \$1.36
- 40¢; Possible strategy: I used coins. I made 65¢ with two quarters, 1 dime, and 1 nickel. I took away one quarter for the banana and I had 1 quarter, 1 dime, and 1 nickel left. That makes 40¢.
 $65¢ - 25¢ = 40¢$
- 132¢ or \$1.32; Possible strategy: I made the 99¢ into 100 which is 1 too many. I know $100 + 33$ is 133. Then I went back 1 because 100 was 1 too many.
 $100 + 33 - 1 = 132¢$ or \$1.32
- 63¢; Possible strategy: On the 200 Chart, I started at 100 and skip counted back three rows and counted back seven.
 $100 - 10 - 10 - 10 - 7 = 63¢$
- 23¢; Possible strategy: I started at 171 on the 200 Chart. I made the 98¢ into 100 although that is 2 too many. Then I jumped back 100 which is 10 tens. I landed on 71. Then I went forward 2 because 100 was too many. Then I was at 73. I skipped back 5 tens for the 50¢. I landed at 23.
 $171 - 100 + 2 - 10 - 10 - 10 - 10 - 10 = 23¢$

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