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 $50 + 10 + 10 + 10 - 1 = 79¢$
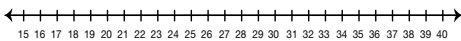
   B. Finish the picture to show a second way.

   (10¢) (10¢) (10¢) (10¢) (10¢)   For Soup

   Number sentence _____

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

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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 _____

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.

   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

   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.

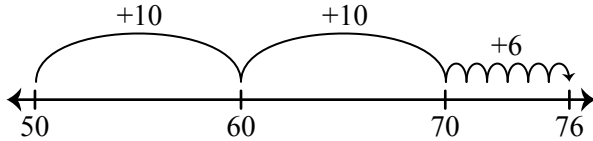*Student Activity Book - Page 157*

*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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Teacher Guide

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

1. 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.

   $56¢ + 10¢ + 10¢ + 4¢ = 80¢$

2. 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

3. 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¢.

   $65¢ - 25¢ = 40¢$

4. 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

5. 63¢; Possible strategy: On the 200 Chart, I started at 100 and skip counted back three rows and counted back seven.

   $100 - 10 - 10 - 10 - 7 = 63¢$

6. 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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