

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 $50 + 10 + 10 + 10 - 1 = 79c$

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



Number sentence _____

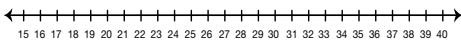
- C. Is Mr. Montes' math correct? Show or tell how you know.

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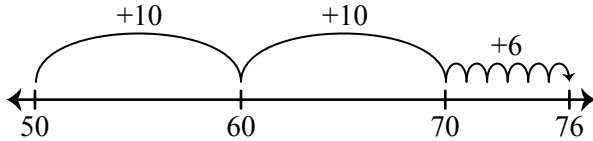
*Answers and/or discussion are included in the lesson.

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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