Student Activity Book

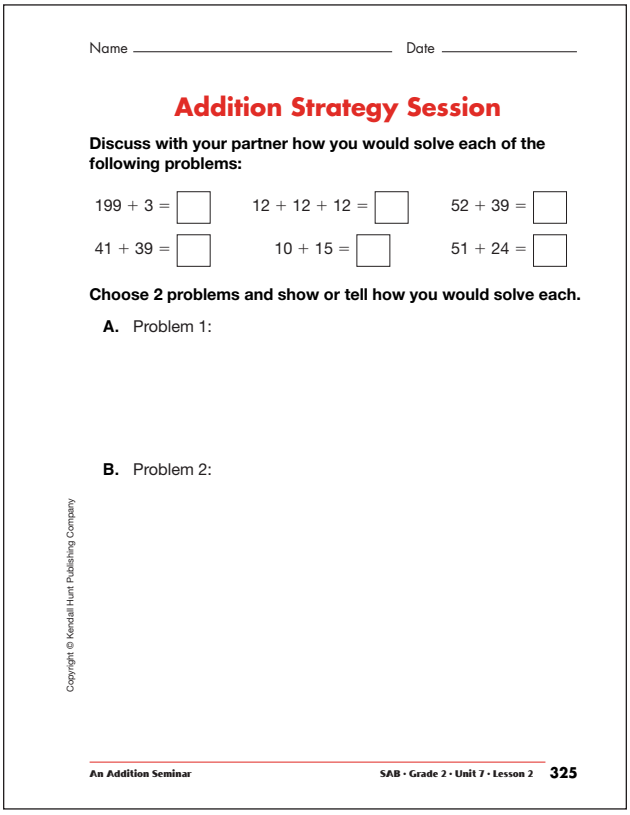
Addition Strategy Session (SAB p. 325) Questions A–B

*Problems and strategies will vary.
Possible strategies are listed in the lesson.

Olympic Field Day Problems (SAB pp. 327–328) Questions 1–5

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

1. 62 children; 29 + 33 = 62 students
   Possible strategy: I took one from the 33 and added it to the 29. Then I added 30 + 32 = 62.
2. 93 children; 55 + 38 = 93 children
   Possible strategy: I used the 200 Chart. I started at 55 and moved straight down 4 rows to 95 and then, I went back 2 to the left because 38 is 2 less than 40. My answer is 93.



Name _____ Date _____

Addition Strategy Session

Discuss with your partner how you would solve each of the following problems:

199 + 3 = ☐ 12 + 12 + 12 = ☐ 52 + 39 = ☐

41 + 39 = ☐ 10 + 15 = ☐ 51 + 24 = ☐

Choose 2 problems and show or tell how you would solve each.

A. Problem 1:

B. Problem 2:

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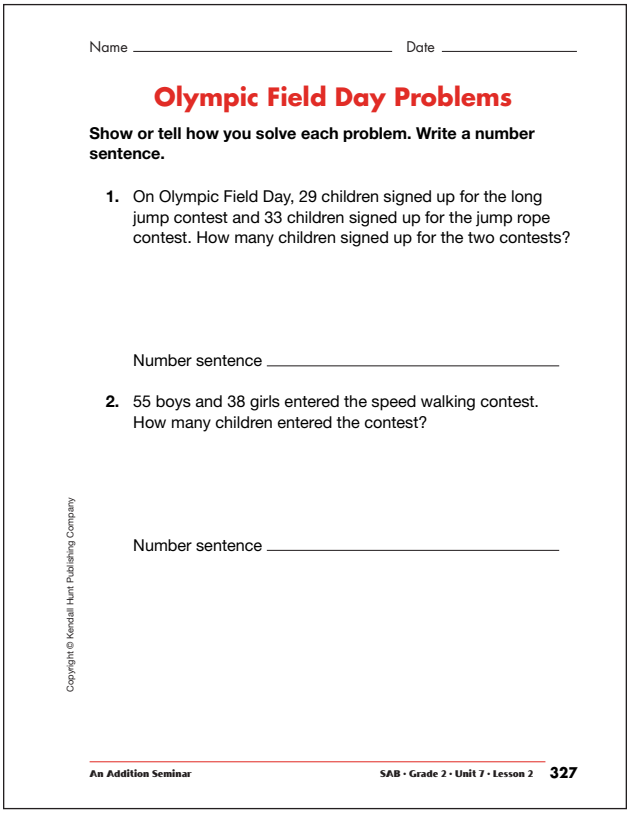

Name _____ Date _____

Olympic Field Day Problems

Show or tell how you solve each problem. Write a number sentence.

1. On Olympic Field Day, 29 children signed up for the long jump contest and 33 children signed up for the jump rope contest. How many children signed up for the two contests?

   Number sentence _____

2. 55 boys and 38 girls entered the speed walking contest. How many children entered the contest?

   Number sentence _____

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

Name _____ Date _____

3. On Monday morning, 54 children tried out for the 50-yard dash. In the afternoon, 27 tried out for the 50-yard dash. How many children tried out for the 50-yard dash on Monday altogether?

Number sentence _____

4. On Tuesday morning, 46 children were in the hula hoop contest and 36 were in the three-legged race. How many children were in the two events altogether?

Number sentence _____

5. There were 35 second-grade students and 57 third-grade students in the marathon. How many students were in the marathon altogether?

Number sentence _____

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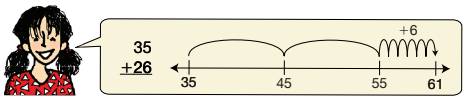
Name _____ Date _____

How Did They Do It

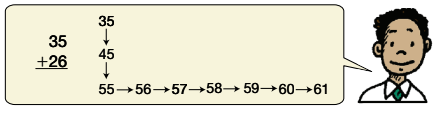
Check to see how each student solved 35 + 26.

1. Julia showed her work like this:



Explain how she solved the problem.

2. Richard showed his work like this:



Explain how he solved the problem.

3. Show another way to solve 35 + 26.

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3. 81 children; 54 + 27 = 81 children
Possible strategy: I used the number line. I started at 54 and made 2 jumps of 10 to 74. Then, I made 7 more jumps of one and my answer is 81.

4. 82 children; 46 + 36 = 82 children
Possible strategy: I added the tens, 40 + 30 = 70, and I added the ones, 6 + 6 = 12. Then I added 70 + 12 = 82.

5. 92 students; 35 + 57 = 92 students
Possible strategy: I used base-ten pieces. I took 3 skinnies and 5 bits and added 5 skinnies and 7 bits. I put the skinnies together and that made 8 skinnies or 80 and then I counted on 5 more to 85 and 7 more to 92.

How Did They Do It (SAB p. 329) Questions 1–3

Responses will vary. Possible responses are shown for each problem.

1.* Possible response: Julia used the number line to find the answer. She started at 35 and made 2 jumps of 10 to 55. Then she made 6 jumps of 1 to 61.

2.* Possible response: Richard used the 200 Chart. He started at 35 and added 26. Twenty-six has 2 tens and 6 ones. He moved two lines below to add 10 and 10 more. He landed at 55 and then he added 6 ones by moving to the right 6 times. The answer is 61.

3.* Possible response: I used base-ten pieces. I used 3 skinnies and 5 bits for 35 and 2 skinnies and 6 bits for 26. I added 3 skinnies and 2 skinnies and that makes 50. Then I added the bits: 5 + 6 = 11. I traded 10 of the bits for another skinny and I had 6 skinnies or 60 and then I added the leftover 1 bit. My answer is 61.

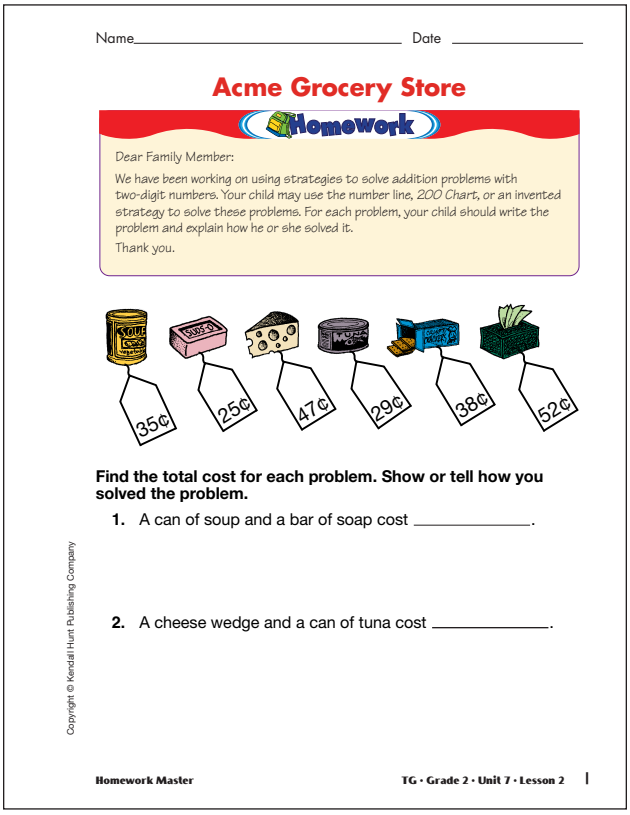
***Answers and/or discussion are included in the lesson.**

Teacher Guide

Acme Grocery Store (TG p. 1–2)
Homework
Questions 1–6

Strategies will vary. A possible strategy is shown for each problem.

1. 60¢
   Possible strategy: I added 3 dimes and 2 dimes and that makes 50¢. Then I added 5¢ and 5¢ and that makes another dime. 50¢ + 10¢ = 60¢.
2. 76¢
   Possible strategy: I started at 47 on the 200 Chart and I moved 3 rows below to 77. Then I moved back 1 to the left and my answer is 76.
3. 90¢
   Possible strategy: I started at 52 on the number line and made 3 jumps of 10 to 82 and 8 jumps of 1 to 90.
4. 63¢
   Possible strategy: I took 2 away from the 25 and added it to the 38. Then I added 40 + 23 and my answer is 63¢.
5. 58¢
   Possible strategy: Since 29 is close to 30, I added 30 + 30 = 60. Then I took away 2 and my answer is 58¢.
6. 85¢
   Possible strategy: For 47, I wrote 10, 10, 10, 10, and 7 ones. For 38, I wrote 10, 10, 10, and 8 ones. I skip counted by 10s 7 times and got 70. Then I added 7 more and that's 77. Add 8 more and that's 85.



Name_____ Date _____

Acme Grocery Store

Homework

Dear Family Member:

We have been working on using strategies to solve addition problems with two-digit numbers. Your child may use the number line, *200 Chart*, or an invented strategy to solve these problems. For each problem, your child should write the problem and explain how he or she solved it.

Thank you.

Find the total cost for each problem. Show or tell how you solved the problem.

1. A can of soup and a bar of soap cost _____.
2. A cheese wedge and a can of tuna cost _____.

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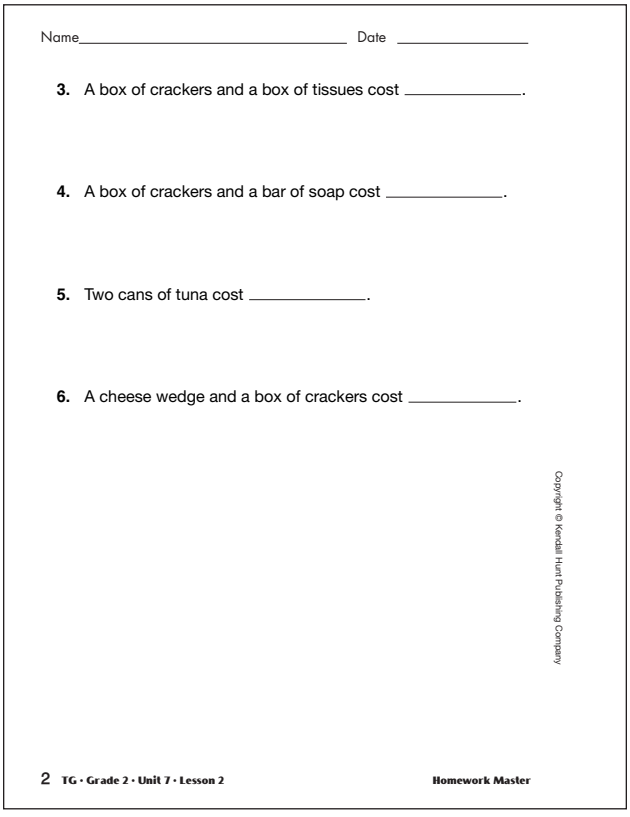

Name_____ Date _____

3. A box of crackers and a box of tissues cost _____.
4. A box of crackers and a bar of soap cost _____.
5. Two cans of tuna cost _____.
6. A cheese wedge and a box of crackers cost _____.

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